NJ SCHOOL PERFORMANCE REPORT

LAWRENCE MIDDLE SCHOOL
(21-2580-050)
Grades Offered: 07-08
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
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How to use this report:

- **Learn more** about this school by exploring all sections of this report
- **Start conversations** with school community members and ask questions
- **Engage** with your school communities to identify where schools are doing well and where they can improve

Navigating through the reports:

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows as the top left of the screen to move between pages of the report

Other Resources:

- Review the Summary Report or the district-level report for this school
- Read the Reference Guide, Frequently Asked Questions, or Data Privacy Rules for more detailed information about the data in the report
- Download the data in the reports for all schools in the state
- Provide feedback on the reports by taking our feedback survey
- Contact us at reportcard@doe.nj.gov with any questions about the reports

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School Contact Info

This table contains contact information including principal name, address, phone number, email address, and social media information, if provided.

Type	Contact Information
County	MERCER
District	LAWRENCE TWP
Principal Name	MS. MILAVSKY
Address	2455 PRINCETON PIKE LAWRENCEVILLE, NJ 08648-3938
Phone Number	(609)671-5520
Email Address	MMILAVSKY@LTPS.ORG
Website	https://www.ltps.org/Domain/9
Facebook	https://www.facebook.com/LMSNation
Twitter	https://twitter.com/LMSNation

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Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years.

Grade	2015-16	2016-17	2017-18
7	295	302	291
8	299	303	305
Total	594	605	596

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years. Data for some student groups was not available before 2016-17.

Student Group	2015-16	2016-17	2017-18
Female	45.8%	47.8%	49.5%
Male	54.2%	52.2%	50.5%
Economically Disadvantaged Students	23.4%	23.1%	24.7%
Students with Disabilities	14.1%	12.6%	13.6%
English Learners	1.5%	3.1%	2.3%
Homeless Students		0.5%	0.2%
Students in Foster Care		0.0%	0.0%
Military-Connected Students		0.0%	0.0%
Migrant Students		0.0%	0.0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group for the past three school years.

Racial and Ethnic Group	2015-16	2016-17	2017-18
White	43.4%	42.6%	40.4%
Hispanic	15.8%	16.7%	21.1%
Black or African American	17.3%	16.5%	15.8%
Asian	19.9%	20.3%	18.5%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	3.5%	3.8%	4.2%

Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown, and students with other home languages are included in the Other Languages total.

Home Language	% of Students
English	68.1%
Spanish	10.9%
Polish	4.2%
Chinese	2.0%
Telugu	1.8%
Other Languages	12.9%

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Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short video about Student Growth Percentiles that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

Student Growth

This table shows the median Student Growth Percentile (mSGP) for both English Language Arts/Literacy (ELA) and Mathematics both overall and for each student group with comparisons to the district and the state. This table also shows whether each mSGP Met Standard (40-59.5) as required by ESSA accountability.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	51	44	50	Met Standard	51.5	46	50	Met Standard
White	57.5	45	50	Met Standard	52	48	51	Met Standard
Hispanic	51	46	49	Met Standard	53	42	48	Met Standard
Black or African American	44.5	38	44	Met Standard	50	40	44	Met Standard
Asian, Native Hawaiian, or Pacific Islander	54	47	61	Met Standard	47	54	61	Met Standard
American Indian or Alaska Native	N	N	52	**	N	N	53	**
Two or More Races	46.5	48	49	Met Standard	*	51	51	**
Economically Disadvantaged	51	46	48	Met Standard	51.5	40	47	Met Standard
Students with Disabilities	29.5	34	41	Not Met	29	39.5	43	Not Met
English Learners	50	36	54	Met Standard	53.5	44	51	**

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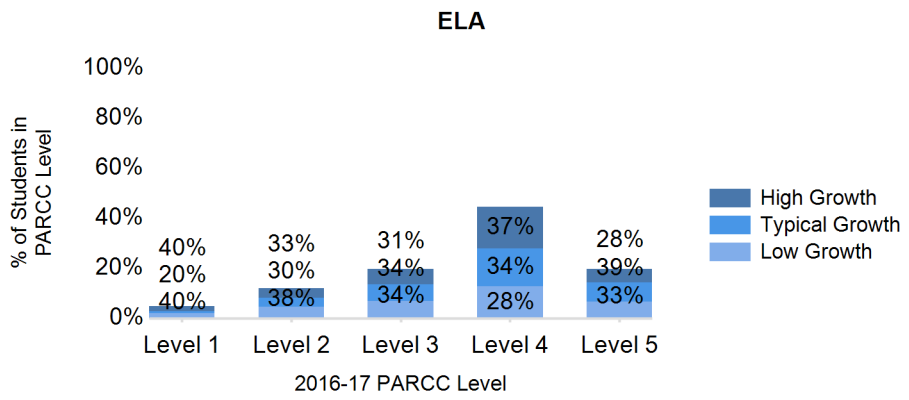
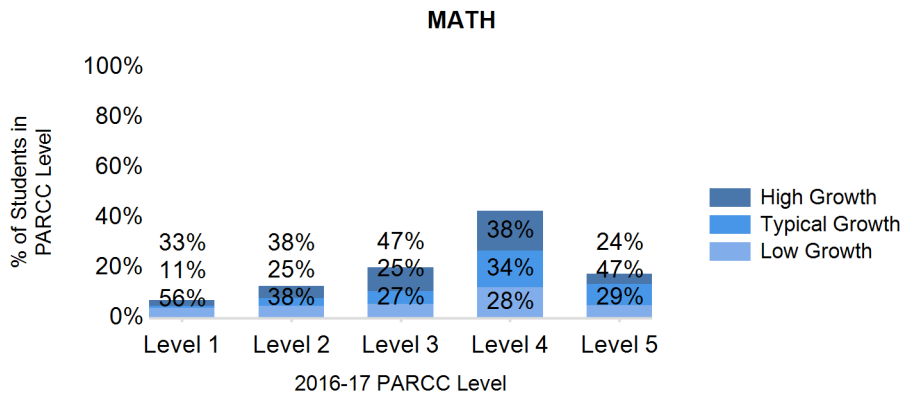
Student Growth by Performance Level

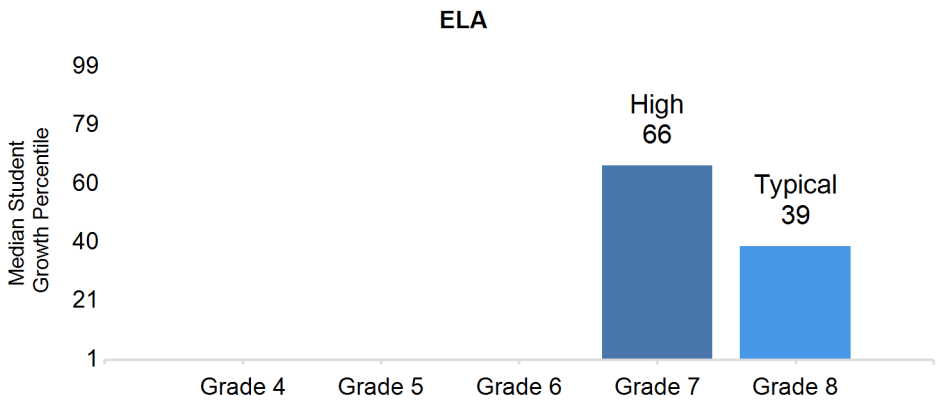
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

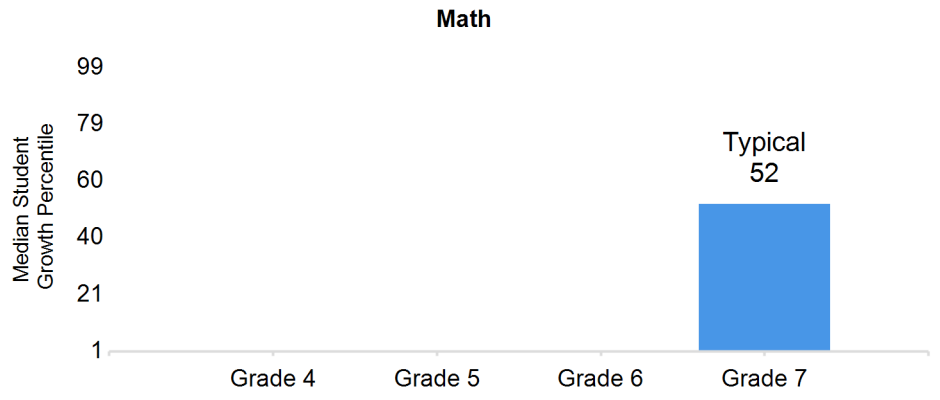




Student Growth by Grade

These graphs show the median Student Growth Percentile for students in each grade.





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English Language Arts/Literacy Assessment - Participation and Performance

This table shows information about the English Language Arts/Literacy section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment both overall and by student group. The PARCC assessment has five performance levels, and students scoring a Level 4 or 5 (Met or Exceeded Expectations) have demonstrated readiness for the next grade level and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the proficiency rate used for federal accountability, the annual target, and whether the target was met, as required by the Every Student Succeeds Act (ESSA) accountability. Student group rows where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	583	98.7	65.4	59.0	56.7	65.4	68.3	Met Target†
White	235	97.5	74.0	66.5	65.6	74.0	75	Met Target†
Hispanic	124	99.2	46.8	40.9	42.5	46.8	50.8	Met Target†
Black or African American	94	99.0	47.9	37.4	37.3	47.9	44	Met Target
Asian, Native Hawaiian, or Pacific Islander	106	100.0	79.2	*	82.3	79.2	80	Met Target†
American Indian or Alaska Native	N	N	N	N	52.7	N	**	**
Two or More Races	24	100.0	83.3	69.8	63.4	83.3	80	Met Goal
Female	286	98.6	73.1	66.1	64.5	73.1		
Male	297	98.7	57.9	52.0	49.4	57.9		
Economically Disadvantaged Students	144	99.3	46.5	40.6	38.5	46.5	45.7	Met Target
Non-Economically Disadvantaged Students	439	98.4	71.5	64.3	67.5	71.5		
Students with Disabilities	80	97.6	13.8	*	21.6	13.8	23.7	Not Met
Students without Disabilities	503	98.8	73.6	*	63.9	73.6		
English Learners	26	100.0	34.6	30.0	27.3	34.6	40	Met Target†
Non-English Learners	557	98.6	66.8	61.0	59.4	66.8		
Homeless Students	*	*	*	*	27.7	*		
Students In Foster Care	*	*	*	*	26.3	*		
Military-Connected Students	N	N	N	N	57.4	N		
Migrant Students	N	N	N	N	30.1	N		

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 7

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	289	768	768	760	8%	7%	13%	31%	40%	71%	63%
White	112	777	777	768	*	*	9%	27%	54%	80%	72%
Hispanic	73	751	751	746	*	*	23%	33%	18%	51%	49%
Black or African American	44	755	755	740	*	*	*	39%	23%	61%	42%
Asian, Native Hawaiian, or Pacific Islander	50	782	782	790	*	*	*	28%	54%	82%	87%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	57%
Two or More Races	10	785	785	767	0%	0%	0%	*	*	100%	68%
Female	152	775	775	769	*	*	13%	28%	48%	76%	72%
Male	137	761	761	752	*	*	15%	34%	31%	65%	54%
Economically Disadvantaged Students	74	747	747	742	*	*	27%	31%	16%	47%	44%
Non-Economically Disadvantaged Students	215	776	776	771	*	*	9%	31%	48%	79%	73%
Students with Disabilities	46	709	709	721	*	*	22%	*	*	15%	22%
Students without Disabilities	243	780	780	768	*	*	12%	*	*	81%	71%
English Learners	*	*	*	705	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	762	*	*	*	*	*	*	64%
Homeless Students	N	N	N	729	N	N	N	N	N	N	32%
Students in Foster Care	*	*	*	725	*	*	*	*	*	*	25%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	64%
Migrant Students	N	N	N	716	N	N	N	N	N	N	21%

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 8

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	299	760	760	759	6%	10%	23%	41%	20%	61%	60%
White	125	765	765	767	*	*	20%	48%	21%	69%	70%
Hispanic	51	741	741	744	20%	*	27%	*	*	41%	45%
Black or African American	50	744	744	739	*	*	38%	*	*	38%	39%
Asian, Native Hawaiian, or Pacific Islander	59	778	778	789	*	*	*	39%	39%	78%	86%
American Indian or Alaska Native	N	N	N	759	N	N	N	N	N	N	59%
Two or More Races	14	767	767	766	0%	*	*	*	*	71%	66%
Female	138	769	769	768	*	*	20%	44%	26%	70%	69%
Male	161	753	753	751	*	*	25%	39%	14%	53%	52%
Economically Disadvantaged Students	70	748	748	740	*	*	29%	*	*	47%	42%
Non-Economically Disadvantaged Students	229	764	764	769	*	*	21%	*	*	65%	71%
Students with Disabilities	32	712	712	719	*	*	*	*	*	13%	19%
Students without Disabilities	267	766	766	766	*	*	*	*	*	67%	68%
English Learners	*	*	*	703	*	*	*	*	*	*	*
Non-English Learners	*	*	*	761	*	*	*	*	*	*	*
Homeless Students	*	*	*	727	*	*	*	*	*	*	27%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	61%
Migrant Students	N	N	N	718	N	N	N	N	N	N	21%

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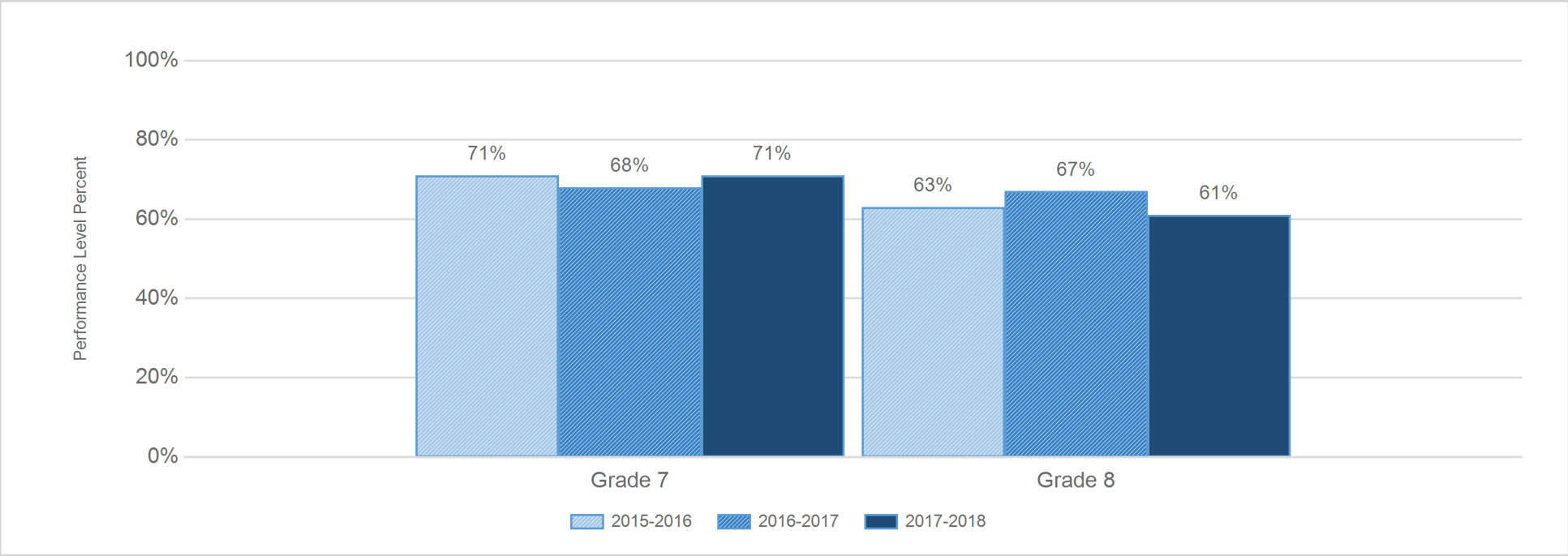
English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment for the past three years.



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Mathematics Assessment - Participation and Performance

This table shows information about the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment both overall and by student group. The PARCC assessment has five performance levels, and students scoring a Level 4 or 5 (Met or Exceeded Expectations) have demonstrated readiness for the next grade level and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the proficiency rate used for federal accountability, the annual target, and whether the target was met, as required by the Every Student Succeeds Act (ESSA) accountability. Student group rows where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	583	98.3	54.4	45.7	45.0	54.4	57.1	Met Target†
White	234	97.1	65.8	54.0	54.1	65.8	63	Met Target
Hispanic	124	98.4	28.2	26.1	29.2	28.2	41.2	Not Met
Black or African American	94	99.0	30.9	18.7	23.4	30.9	26	Met Target
Asian, Native Hawaiian, or Pacific Islander	106	100.0	78.3	*	77.0	78.3	80	Met Target†
American Indian or Alaska Native	N	N	N	N	42.5	N	**	**
Two or More Races	25	100.0	64.0	54.3	53.0	64.0	55.3	Met Target
Female	285	98.3	56.9	47.0	46.0	56.9		
Male	298	98.4	52.0	44.4	43.9	52.0		
Economically Disadvantaged Students	143	98.6	37.8	28.4	26.6	37.8	34	Met Target
Non-Economically Disadvantaged Students	440	98.2	59.8	51.1	55.9	59.8		
Students with Disabilities	79	96.3	*	13.0	17.1	*	19.4	Not Met
Students without Disabilities	504	98.7	*	52.3	50.5	*		
English Learners	28	100.0	39.3	29.5	24.6	39.3	40	Met Target†
Non-English Learners	555	98.3	55.1	47.0	46.9	55.1		
Homeless Students	*	*	*	*	17.3	*		
Students In Foster Care	*	*	*	*	16.2	*		
Military-Connected Students	N	N	N	N	45.8	N		
Migrant Students	N	N	N	N	23.7	N		

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Mathematics Assessment - Performance by Grade: Grade 7

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	289	753	753	743	6%	14%	24%	41%	15%	56%	43%
White	112	760	760	750	*	*	21%	54%	14%	69%	54%
Hispanic	73	737	737	732	*	32%	33%	*	*	30%	27%
Black or African American	44	741	741	727	*	*	39%	*	*	39%	21%
Asian, Native Hawaiian, or Pacific Islander	50	770	770	767	*	*	*	44%	36%	80%	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	39%
Two or More Races	10	766	766	748	0%	0%	*	*	*	60%	51%
Female	152	752	752	745	*	*	24%	*	*	57%	45%
Male	137	754	754	741	*	*	23%	*	*	55%	42%
Economically Disadvantaged Students	74	736	736	730	*	27%	27%	*	*	35%	24%
Non-Economically Disadvantaged Students	215	759	759	751	*	9%	23%	*	*	63%	55%
Students with Disabilities	46	715	715	717	*	*	*	*	*	*	12%
Students without Disabilities	243	760	760	748	*	*	*	*	*	*	50%
English Learners	*	*	*	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	744	*	*	*	*	*	*	45%
Homeless Students	N	N	N	720	N	N	N	N	N	N	14%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	*
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	42%
Migrant Students	N	N	N	718	N	N	N	N	N	N	11%

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Mathematics Assessment - Performance by Grade: Grade 8

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	220	737	737	728	12%	18%	35%	36%	0%	36%	28%
White	84	741	741	736	*	*	31%	45%	0%	45%	36%
Hispanic	49	726	726	722	20%	20%	37%	22%	0%	22%	22%
Black or African American	46	728	728	715	*	24%	39%	*	*	20%	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	721	N	N	N	N	N	N	21%
Two or More Races	*	*	*	729	*	*	*	*	*	*	28%
Female	103	741	741	731	10%	14%	36%	41%	0%	41%	31%
Male	117	733	733	725	14%	21%	33%	32%	0%	32%	26%
Economically Disadvantaged Students	65	735	735	719	15%	17%	32%	35%	0%	35%	20%
Non-Economically Disadvantaged Students	155	738	738	735	10%	18%	35%	36%	0%	36%	35%
Students with Disabilities	31	707	707	705	48%	*	*	*	*	10%	*
Students without Disabilities	189	742	742	735	6%	*	*	*	*	40%	*
English Learners	*	*	*	705	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	729	*	*	*	*	*	*	29%
Homeless Students	*	*	*	708	*	*	*	*	*	*	13%
Students in Foster Care	N	N	N	708	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	734	N	N	N	N	N	N	31%
Migrant Students	N	N	N	703	N	N	N	N	N	N	10%

NJ SCHOOL PERFORMANCE REPORT

LAWRENCE MIDDLE SCHOOL
(21-2580-050)
Grades Offered: 07-08
2017-2018

Report Key:
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N No Data is available to display
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Mathematics Assessment - Performance by Test: Algebra I

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	81	794	750	746	0%	0%	*	*	*	98%	46%
White	41	790	761	755	0%	0%	*	*	*	98%	57%
Hispanic	*	*	*	730	*	*	*	*	*	*	27%
Black or African American	*	*	*	727	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	28	805	*	779	0%	0%	0%	50%	50%	100%	79%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	49%
Two or More Races	*	*	755	755	*	*	*	*	*	*	54%
Female	36	794	750	748	0%	0%	*	*	*	97%	48%
Male	45	794	750	745	0%	0%	*	*	*	98%	44%
Economically Disadvantaged Students	*	*	*	729	*	*	*	*	*	*	25%
Non-Economically Disadvantaged Students	*	*	*	756	*	*	*	*	*	*	57%
Students with Disabilities	N	N	706	716	N	N	N	N	N	N	13%
Students without Disabilities	81	794	758	752	0%	0%	*	*	*	98%	52%
English Learners	N	N	719	710	N	N	N	N	N	N	*
Non-English Learners	81	794	751	749	0%	0%	*	*	*	98%	*
Homeless Students	N	N	*	718	N	N	N	N	N	N	16%
Students in Foster Care	N	N	N	712	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	49%
Migrant Students	N	N	N	720	N	N	N	N	N	N	11%

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Mathematics Assessment - Performance by Test: Geometry

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	N	N	732	735	N	N	N	N	N	N	30%
White	N	N	740	740	N	N	N	N	N	N	37%
Hispanic	N	N	714	723	N	N	N	N	N	N	14%
Black or African American	N	N	716	719	N	N	N	N	N	N	11%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	760	N	N	N	N	N	N	65%
American Indian or Alaska Native	N	N	N	734	N	N	N	N	N	N	28%
Two or More Races	N	N	*	741	N	N	N	N	N	N	39%
Female	N	N	737	736	N	N	N	N	N	N	30%
Male	N	N	728	734	N	N	N	N	N	N	29%
Economically Disadvantaged Students	N	N	726	722	N	N	N	N	N	N	13%
Non-Economically Disadvantaged Students	N	N	734	741	N	N	N	N	N	N	38%
Students with Disabilities	N	N	710	713	N	N	N	N	N	N	*
Students without Disabilities	N	N	737	738	N	N	N	N	N	N	*
English Learners	N	N	*	711	N	N	N	N	N	N	*
Non-English Learners	N	N	*	736	N	N	N	N	N	N	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	*
Students in Foster Care	N	N	*	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	731	N	N	N	N	N	N	24%
Migrant Students	N	N	N	709	N	N	N	N	N	N	11%

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Mathematics Assessment - Performance by Test: Algebra II

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	N	N	729	727	N	N	N	N	N	N	30%
White	N	N	730	733	N	N	N	N	N	N	35%
Hispanic	N	N	720	710	N	N	N	N	N	N	14%
Black or African American	N	N	696	705	N	N	N	N	N	N	11%
Asian, Native Hawaiian, or Pacific Islander	N	N	757	766	N	N	N	N	N	N	66%
American Indian or Alaska Native	N	N	N	729	N	N	N	N	N	N	28%
Two or More Races	N	N	714	736	N	N	N	N	N	N	37%
Female	N	N	733	728	N	N	N	N	N	N	30%
Male	N	N	726	727	N	N	N	N	N	N	30%
Economically Disadvantaged Students	N	N	701	709	N	N	N	N	N	N	13%
Non-Economically Disadvantaged Students	N	N	735	736	N	N	N	N	N	N	37%
Students with Disabilities	N	N	699	693	N	N	N	N	N	N	*
Students without Disabilities	N	N	735	732	N	N	N	N	N	N	*
English Learners	N	N	*	691	N	N	N	N	N	N	*
Non-English Learners	N	N	*	729	N	N	N	N	N	N	*
Homeless Students	N	N	N	703	N	N	N	N	N	N	10%
Students in Foster Care	N	N	N	693	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	717	N	N	N	N	N	N	20%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%

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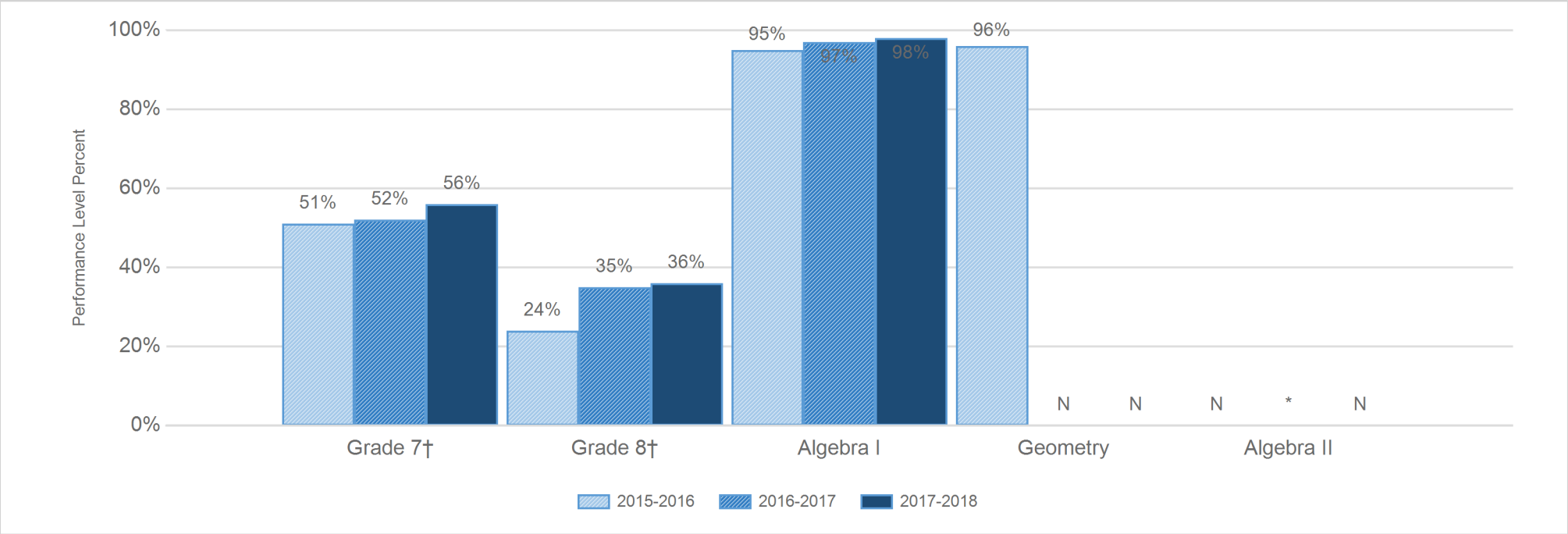
Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end of course exam on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment for the past three years.



† Grade level results do not include students who took the Algebra I, Geometry, or Algebra II end of course tests.

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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps Alternate Assessment, which tests academic progress in English Language Arts (ELA) and Mathematics for students with different types of significant cognitive disabilities.

Grade	ELA: # Students Tested	Math: # Students Tested
7	*	*
8	N	N

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Expected growth is based on the student's initial level of English Language Proficiency during the 2016-17 school year and the number of years the student has been enrolled in the district. This table also shows the school's 2017-18 ESSA accountability target and whether the target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2017-18 Target	Met Target?
Schoolwide/English Learners	30.0%	**	**

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

This table shows, by years in district, the number of English learner students taking the ACCESS for ELLs 2.0 Assessment for English language proficiency and the percentage of students tested that received an overall score of 4.5 or above. Students must receive a score of 4.5 or higher to be considered for proficient status.

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	10	80.0%	20.0%
3-4	*	*	*
5 or more	N	N	N

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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grade 5, grade 8, and grade 11 were administered the NJSLA-Science field test in 2017-18.

NJASK Science Assessment Information

New Jersey transitioned from the NJASK to NJSLA-S in 2017-18 to align to new science standards. Results of field tests in 2017-18 will not be reported, but results of NJSLA-S will be added to the performance reports in 2018-19.

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Information about New Jersey Student Learning Standards can be found on the NJDOE website.

Mathematics - Course Participation

This table shows the number of students who were enrolled in Mathematics courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas.

Grade	Algebra I	Geometry	Grade Level and Other Math
7	0	0	298
8	83	0	227
Total	83	0	525

World Languages - Course Participation

This table shows the number of students who were enrolled in World Languages courses by grade and language. Students are counted more than once if they were enrolled in courses across multiple languages.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
7	0	0	0	0	0	0	225
8	124	75	0	0	0	24	1
Total	124	75	0	0	0	24	226

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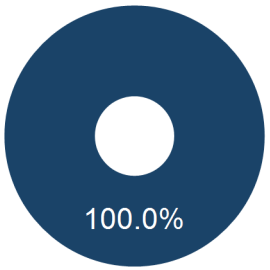
Visual and Performing Arts – Course Participation

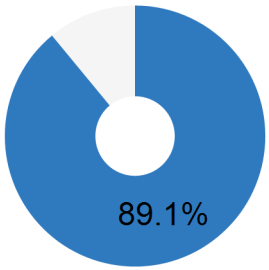
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the school year.

Grades 6-8:

Students enrolled in one or more **visual and performing arts** classes

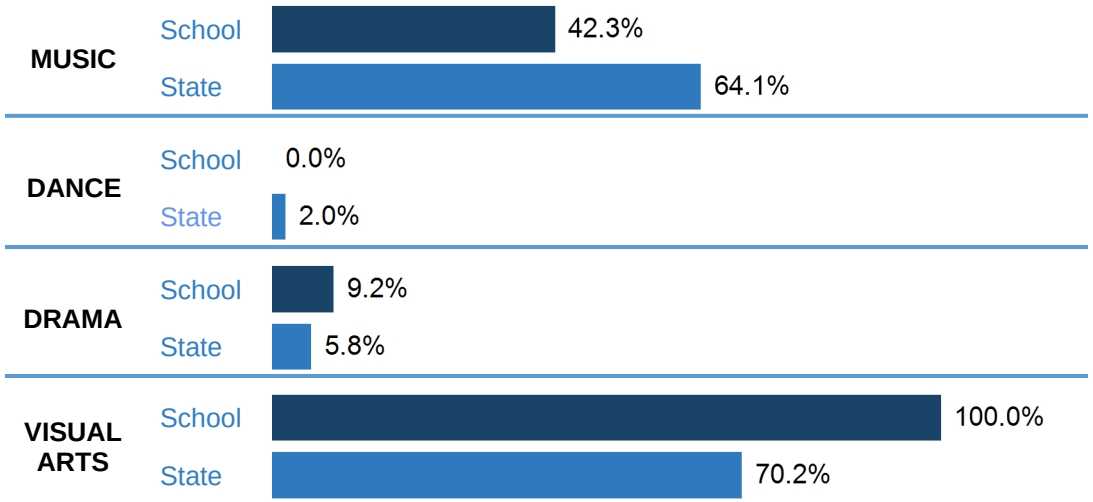


School



State

Students enrolled in one or more classes by discipline:



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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations.

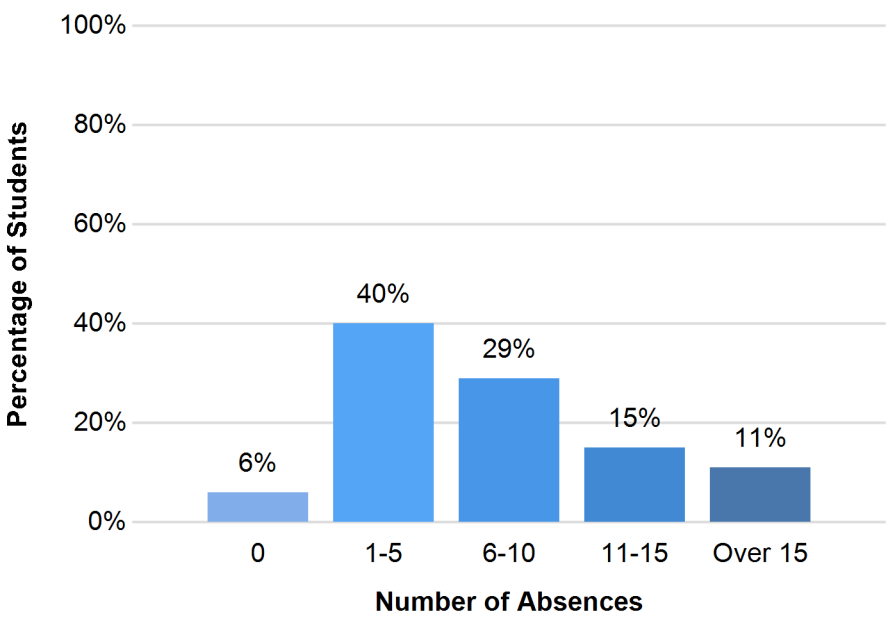
Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").

Student Group	Number of students chronically absent	Percent of students chronically absent	State Average	Met State Average
Schoolwide	44	7.3	10.0	Met
White	18	7.3	10.0	Met
Hispanic	11	8.7	10.0	Met
Black or African American	7	7.2	10.0	Met
Asian, Native Hawaiian, or Pacific Islander	6	5.6	10.0	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	2	8.0	10.0	Met
Economically Disadvantaged Students	21	14.4	10.0	Not Met
Students with Disabilities	15	16.9	10.0	Not Met
English Learners	0	0	**	**

Days Absent

This graph shows the percentage of K-12 students by the number of days they were absent during the school year.



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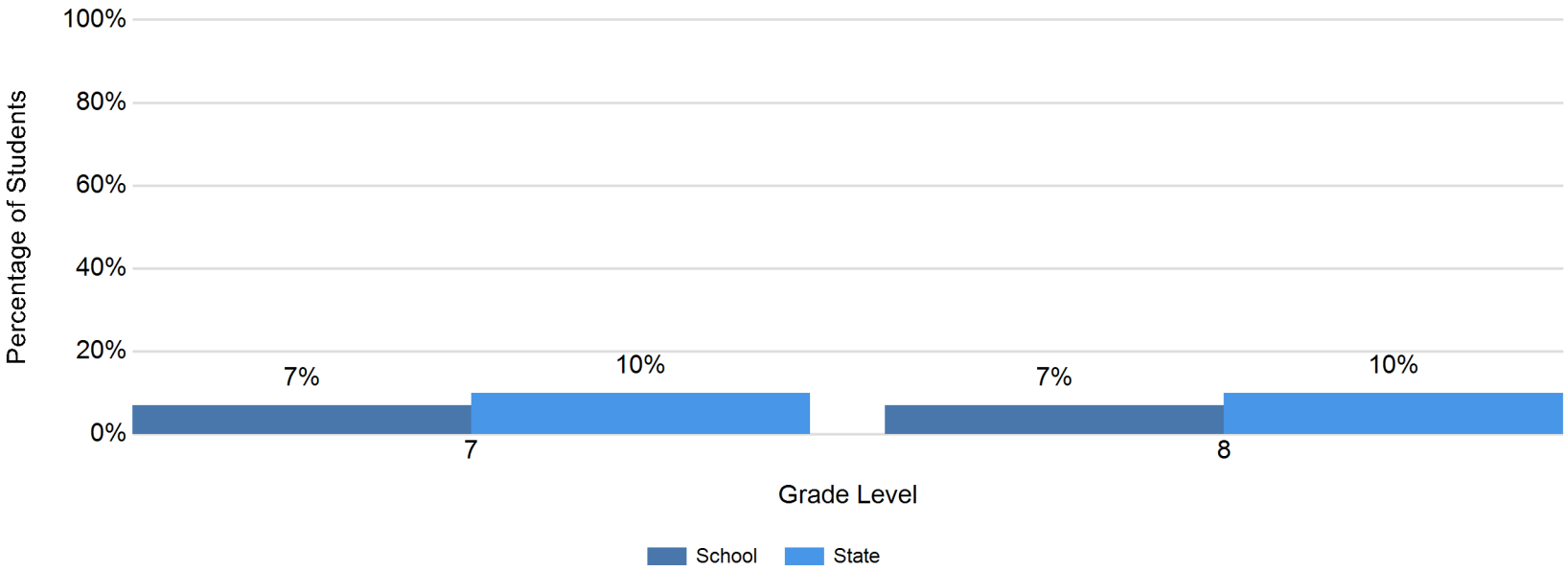
Chronic Absenteeism by Grade

This graph shows the percentage of students by grade level who were chronically absent during the school year.



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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. As such, comparing this year's report to previous years' data can lead to inaccurate conclusions in many reporting categories. As such, the 2017-18 report should be considered a baseline year.

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents row provides an unduplicated count of incidents. The last row shows the rate of incidents for every 100 students enrolled.

Incident Type	Number of Incidents
Violence	4
Weapons	1
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	15
Total Unique Incidents	20
Incidents Per 100 Students Enrolled	3.36

Police Notifications

This table shows, by incident type, the number of cases where an incident led to police notification.

Incident Type	Incidents Reported to Police
Violence	0
Weapons	1
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Other Incidents Leading to Removal	0

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Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bulling (HIB) investigations. The nature of an incident is based on the protected categories listed below, and the nature of a single HIB investigation may include multiple categories. All confirmed incidents must have an identified nature.

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	2	4	6
Religion	0	0	0
Ancestry	0	0	0
Gender	0	4	4
Sexual Orientation	2	2	4
Disability	1	1	2
Other	2	9	11
No Identified Nature	8		8

Student Disciplinary Removals

The first table shows, by removal type, the number and percentage of students who received disciplinary removals during the school year. Removal types include students receiving one or more in-school suspensions, one or more out-of-school suspensions, one or more suspension of any type, removal to another school or other educational program, expulsion with no further educational services, or arrest. The second table shows the total number of days missed due to out-of-school suspension for all students during the school year.

Removal Type	Number of Students	Percent of Students
In-School Suspensions	73	12.2%
Out-of-School Suspensions	35	5.9%
Any Suspension	82	13.8%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
76

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School Day

This table shows the start and end times and length of school day for a typical student at this school. Instructional time is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher. Full time students attend this school for more than half of the school day and shared-time students attend the school for half of the school day or less.

Category	School
Typical Start Time	7:45 AM
Typical End Time	2:45 PM
Length of School Day	7 Hrs 0 Mins
Full Time - Instructional Time	6 Hrs 6 Mins
Shared Time - Instructional Time	N

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3-11 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3-11. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2017-18	1:1

Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district's schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts' User Friendly Budgets, or the NJDOE Finance District Report Search of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs). NJDOE will be collecting school-level per-pupil expenditures data for the 2018-19 school year, and that data will be included in future reports.

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2016-2017)	$461	$15,398	$15,859

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Key terms for staff data:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience

This table shows information about experience for teachers assigned to this school and across the state.

Category	Teachers in School	Teachers in State
Total Number of teachers	50	117,464
Average years experience in public schools	10.8	12.0
Average years experience in district	9.9	10.7
Teachers in district for 4 or more years	68.0%	75.5%

Administrators – Experience (District Level)

This table shows information about experience for administrators assigned to this district and across the state.

Category	Admin. in District	Admin. in State
Total Number of administrators	26	9,374
Average years experience in public schools	14.7	16.0
Average years experience in district	10.0	12.0
Administrators in district for 4 or more years	69.2%	76.2%

Student and Staff Ratios

This table shows ratios of students and staff members in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.

Ratio	School Ratio	District Ratio
Students to Teachers	12:1	12:1
Students to Administrators	298:1	148:1
Teachers to Administrators	25:1	13:1
Students to Librarians/Media Specialists		641:1
Students to Nurses		428:1
Students to Counselors		296:1
Students to Child Study Team		167:1

NJ SCHOOL PERFORMANCE REPORT

LAWRENCE MIDDLE SCHOOL
(21-2580-050)
Grades Offered: 07-08
2017-2018

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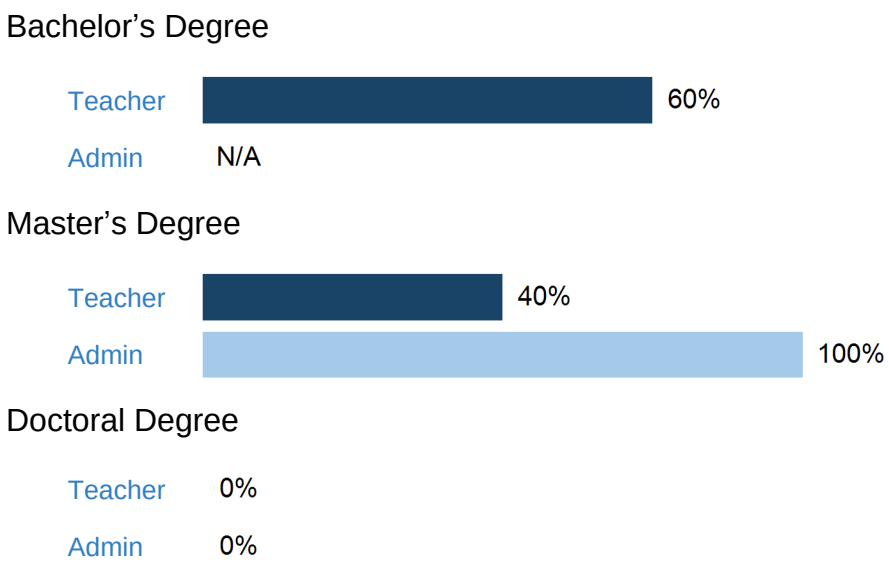
Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by the teachers and administrators. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.



Teachers and Administrators - One-Year Retention (District Level)

This table shows the percentage of teachers and administrators assigned to this district in 2016-17 that were still assigned to this district in 2017-18. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2016-17 Teachers: Same district 2017-18	89.0%	90.2%
2016-17 Administrators: Same district 2017-18	88.0%	86.2%

Faculty Attendance

This table shows the percentage of days that faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2017-18	96.2%

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Teachers and Administrators – Demographics

This table shows the percentage of teachers and administrators by gender and by racial and ethnic group.

Category	Teachers	Administrators
Female	76.0%	50.0%
Male	24.0%	50.0%
White	90.0%	100.0%
Hispanic	6.0%	0.0%
Black or African American	0.0%	0.0%
Asian	4.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%

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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA). For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

Comprehensive Status

This table shows whether this school is identified as requiring Comprehensive Support and Improvement during the 2019-20 school year and whether it will be eligible to exit comprehensive status in January 2021 or January 2022. Schools must meet exit criteria in order to exit status. Schools with a summative score in the bottom 5% of Title I schools or with a four-year graduation rate of 67% or less are identified as requiring Comprehensive Support and Improvement.

Requires Comprehensive Support during the 2019-20 School Year	Eligible to exit status in January 2021	Eligible to exit status in January 2022
No	n/a	n/a

Targeted Status

This table shows whether one or more student groups in this school has been identified as requiring Targeted Support and Improvement during the 2019-20 school year and whether each student group will be eligible to exit targeted status in January 2021 or January 2022. Schools must meet exit criteria in order to exit status. Student groups with a summative score that would be in the bottom 5% of schools and student groups that miss annual targets for all indicators for two years in a row are identified as requiring Targeted Support and Improvement. Note: Schools identified as requiring comprehensive support may have student groups identified as needing targeted support below, but the date they are eligible to exit status is based on their comprehensive status.

Student Group	Requires Targeted Support during the 2019-20 School Year	Eligible to exit status in January 2021	Eligible to exit status in January 2022
Any Student Groups	No	n/a	n/a
White	No		
Hispanic	No		
Black or African American	No		
Asian, Native Hawaiian, or Pacific Islander	No		
American Indian or Alaska Native	No		
Two or More Races	No		
Economically Disadvantaged Students	No		
Students with Disabilities	No		
English Learners	No		

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Accountability Indicator Scores and Summative Rating - 2017-18 School Year

New Jersey has developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement. This table shows the indicator scores for each indicator included in the accountability system and the weight that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative score in the bottom 5% of Title I schools or with a four-year graduation rate of 67% or less are identified as requiring Comprehensive Support and Improvement. For more information about New Jersey's accountability system and how these indicator scores were calculated, see these accountability resources.

Accountability Indicator	Score	Weight
English Language Arts Proficiency	59.48	17.5%
Mathematics Proficiency	54.62	17.5%
English Language Arts Growth	47.39	25.0%
Mathematics Growth	45.58	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	43.82	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	49.78	n/a
Summative Rating: Percentile Rank of Summative Score	49.11	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	No	n/a

† Weights indicated by this symbol were adjusted due to data availability

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Accountability Summary by Student Group - 2017-18 School Year

New Jersey has developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Targeted Support and Improvement. Any student group where the summative score would be in the bottom 5% of schools is identified for Targeted Support for a Low-Performing Student Group. Any student group that has missed annual targets for all indicators two years in a row is identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups are identified for Targeted Sport will be noted in the Schoolwide row. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16. The target for chronic absenteeism is the state average for chronic absenteeism based on students enrolled in the grades served by the given school. For more details on accountability targets, see these accountability resources.

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	No	Met Target†	Met Target†	Met Standard	Met Standard	**	Met	No
White	61.57	14.08	No	Met Target†	Met Target	Met Standard	Met Standard	n/a	Met	No
Hispanic	54.94	14.08	No	Met Target†	Not Met	Met Standard	Met Standard	n/a	Met	No
Black or African American	66.75	14.08	No	Met Target	Met Target	Met Standard	Met Standard	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	26.14	14.08	No	Met Target†	Met Target†	Met Standard	Met Standard	n/a	Met	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	54.98	14.08	No	Met Goal	Met Target	Met Standard	**	n/a	Met	No
Economically Disadvantaged Students	63.59	14.08	No	Met Target	Met Target	Met Standard	Met Standard	n/a	Not Met	No
Students with Disabilities	19.35	14.08	No	Not Met	Not Met	Not Met	Not Met	n/a	Not Met	No
English Learners	59.31	14.08	No	Met Target†	Met Target†	Met Standard	**	**	**	No

† Target was met within a confidence interval (Proficiency) or within one standard deviation (Progress to English Language Proficiency).

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School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact your school directly.

Highlights:	• Literacy: cross-disciplinary approach to build comprehension skills, writing skills and overall communication skills • NJ School of Character: Focus on whole-child, service learning, social emotional learning and civic engagement • Technology is a part of the each school day, with all students utilizing 1:1 personal Chromebooks
Mission, Vision, Theme:	The mission of the Lawrence Township Public Schools is to foster a community that: *- values academic excellence, critical thinking skills, and lifelong learning; *- challenges each student to become a responsible citizen of a global society; and *- respects different learning styles and adapts instruction accordingly.
Awards, Recognition, Accomplishments:	LMS, a NJ School of Character, has won many awards for Promising Practices in Character Ed. The principal was honored by the NJ School Librarian Assoc and the Music Educators of NJ as Principal of the Year. We are honored to have a special ed teacher named NJAMLE Teacher of the Year and social studies teacher named National History Day Teacher of the Year. Staff have been selected to present at local, state, and national conferences sharing their expertise and knowledge of middle level education.

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Courses, Curriculum, Instruction:	Students are assigned to one of three academic houses as part of an alternating seven-period day. There is a challenging curriculum in the core areas of science, social studies, math, and language arts and the areas of technology/robotics, world language, health, PE, communications, art, and music, with a 1:1 computer ratio. Students can access their textbooks online in all core subjects. Homework is limited to 5 hours per week
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Cheerleading (Coed), Cross Country (Boys & Girls), Field Hockey (Girls), Soccer (Boys & Girls), Softball (Girls), Track and Field - Spring (Boys & Girls), Wrestling (Coed) LMS sponsors 18 teams in 13 sports as it encourages its students to embrace in a holistic education that stresses the healthy body and the healthy mind and views athletics as an extension of the classroom. Lessons such as teamwork, time management and suppression of individual desires for the betterment of the group are stressed on our sports teams, and as such middle school athletics become a part of the overall educational mission.
Clubs and Activities:	After-school and co-curricular activities include student council, yearbook, newspaper, literary magazine, Model UN, art club, a TV studio, interscholastic and intramural sports, Science Bowl, Math Olympiad and Geography Bee. Our fine arts programs include choral and instrumental groups, a festival and an annual drama production. Community service programs, peer-student orientation teams and a character development program highlight the importance of social awareness and civic responsibility

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Before and After School Programs:	Our afterschool and co-curricular activities include programs such as student council, yearbook, newspaper, Model UN, a school television studio, interscholastic and intramural sports, and academic contests such as the science bowl, model un, math league and geography bee. Our fine arts programs include choral groups, performing arts, orchestra, concert band, jazz band, and a fine and performing arts festival. The students perform a drama production on an annual basis.
Staff and Professional Learning:	LMS has a faculty of dedicated and knowledgeable educators who pride themselves on being continuous learners. Multiple staff members have been selected to present at local, state, and national conferences and workshops sharing their expertise and extensive knowledge of middle level education among educational peers. Our staff is committed to implementing a comprehensive academic program in a supportive and nurturing environment incorporating the newest research to improve teacher practice.
Postsecondary Information:	LMS recognizes that the road to college and career begins well before high school. Our students utilize the Naviance system to explore a career inventory identifying their own strengths and interests. The Naviance system will continue to support our students through high school by organizing and coordinating their college applications and recommendations. Our guidance staff also provides lessons to our students about career and college readiness, and organize an annual career day.

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Student Supports and Services:	There are two guidance counselors, two school psychologists and a social worker. Both Inclusion and Out-of-Class Resource is offered in all core subjects. OT and Speech therapy is available to qualifying students in our building, and the school offers a full-time ESL teacher in a small-group setting. The entire school also meets our counselors in a Week of Respect to teach respect lessons through our health classes. A community partnership with PEI kids concentrates on safety and well-being
Student Health and Wellness:	Health and wellness are vital to academic success. LMS has a fulltime nurse and nurse's assistant to oversee health screenings, sports physicals and concussion testing. Breakfast and lunch are served daily in our cafeteria and include vegetarian options. All students participate in Health and PE every day. Topics discussed include nutrition, genetics, conflict resolution, alcohol, tobacco, drugs, human relationships, sexuality, puberty, mental health, wellness, individual, and team sports.
Parent and Community Involvement:	LMS recognizes the value of establishing strong community and family partnerships; the Literacy Action Committee is developing a responsive approach that includes an outreach component for our families with our bi-annual Family Book Nights. Our PTO lends support to parents and students by sponsoring activities that expand and enhance further opportunities as we highlight the importance of social awareness and civic responsibility

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents Climate surveys are sent to our students and parents in the form of open-ended questions requesting narrative responses. An example might include: What is your hope for your student for this school year? “My hope for my child is that the school year is full of success - academically, emotionally, and socially. I hope for Health, Optimism, Preparedness, and Excitement!”
Facilities:	LMS takes great pride in its clean, safe, bright facilities, all geared to providing the proper environment to maximize learning. To that end, in addition to classrooms and offices, there is a well-maintained library, a technology lab, a stand-alone gym with a new floor and bleachers, a cafeteria and an auditorium. The gym, café, and auditorium are newly air-conditioned, and there are Field Turf athletic fields that are shared with the high school.

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Other Information:	The Lawrence Middle School (LMS) definition of student achievement includes academic success, social and emotional growth, student responsibility for learning and behavior that benefits a positive school environment, and the ability to use critical thinking to solve real-life situations. Our teachers and staff offer a developmentally responsive program that addresses the unique characteristics of students in early adolescence; additionally, our instruction focuses on improving literacy throughout our curriculum. Our school serves the seventh and eighth grade students throughout Lawrence Township. Critical to the success of our students are concerned parents, a supportive community, and our dedicated staff members who are sensitive to the special needs of preadolescent youth from diverse ethnic, socioeconomic, and academic backgrounds. Our students are assigned to one of three instructional houses where they develop supportive relationships with caring educators who are committed to their students and their unique instructional and social needs. We have created a seven period day that allows for flexibility with alternating days to ensure our students receive the benefits of maximizing instructional time while incorporating team-building activities, enriching assemblies, and celebrations of academic success. Our inclusive philosophy extends to all LMS students an opportunity for learning. The Lawrence Middle School staff is committed to implementing a comprehensive academic program in a supportive and nurturing environment incorporating the newest research to improve teacher practice. LMS is more than a school, we work with our community, parents, students, and staff to be one Nation—the LMS Nation (#lmsnation).