NJ SCHOOL PERFORMANCE REPORT

LAWRENCE INTERMEDIATE SCHOOL
(21-2580-085)
Grades Offered: 04-06
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. WESTHEAD
Address	66 EGGERTS CROSSING ROAD LAWRENCEVILLE, NJ 08648-2804
Phone Number	(609)671-5530
Email Address	CWESTHEAD@LTPS.ORG
Website	https://www.ltps.org/Domain/10
Twitter	https://twitter.com/LISShines

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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
4	311	318	286
5	291	305	322
6	310	293	294
Total	914	916	902

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	46.8%	51.1%	51.4%
Male	53.2%	48.9%	48.6%
Economically Disadvantaged Students	26.4%	25.7%	26.6%
Students with Disabilities	14.1%	16.4%	17.3%
English Learners	3.2%	2.4%	1.6%
Homeless Students		0.5%	0.6%
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	43.7%	44.9%	44.5%
Hispanic	18.1%	19.5%	19.6%
Black or African American	15.4%	14.8%	12.7%
Asian	18.8%	16.4%	16.9%
Native Hawaiian or Pacific Islander	0.1%	0.1%	0.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	3.9%	4.3%	6.2%

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	67.3%
Spanish	10.8%
Polish	6.2%
Chinese	1.7%
Gujarati	1.4%
Other Languages	12.6%

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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	40.5	44	50	Met Standard	45	46	50	Met Standard
White	39	45	50	Not Met	47	48	51	Met Standard
Hispanic	41.5	46	49	Met Standard	41	42	48	Met Standard
Black or African American	38	38	44	Not Met	33.5	40	44	Not Met
Asian, Native Hawaiian, or Pacific Islander	42	47	61	Met Standard	56	54	61	Met Standard
American Indian or Alaska Native	N	N	52	**	N	N	53	**
Two or More Races	48	48	49	Met Standard	50.5	51	51	Met Standard
Economically Disadvantaged	42	46	48	Met Standard	39	40	47	Not Met
Students with Disabilities	35	34	41	Not Met	43	39.5	43	Met Standard
English Learners	34	36	54	Not Met	44	44	51	Met Standard

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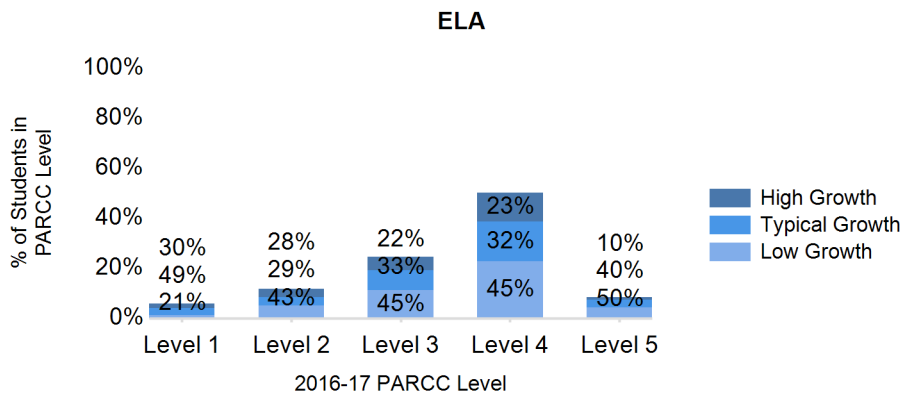
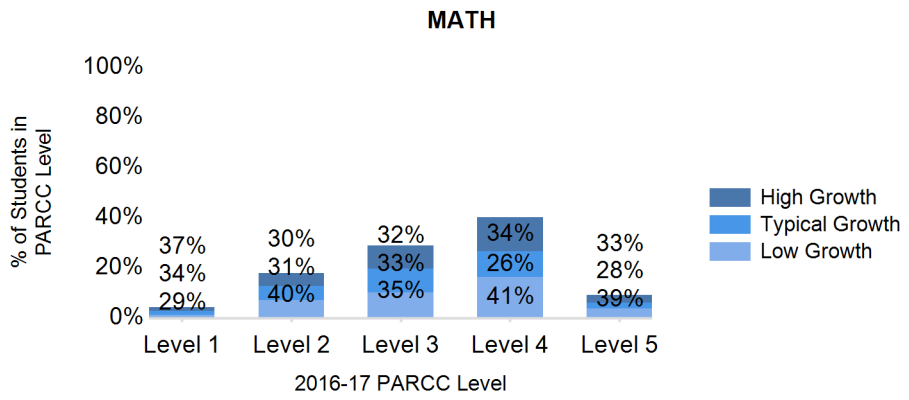
Student Growth by Performance Level

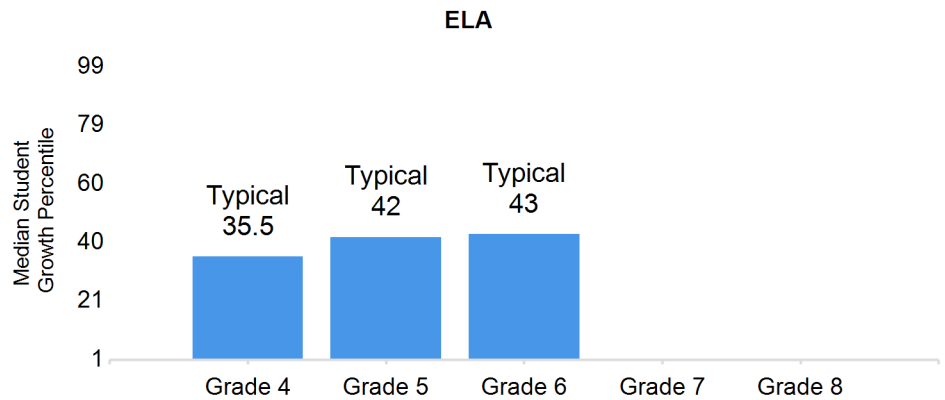
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

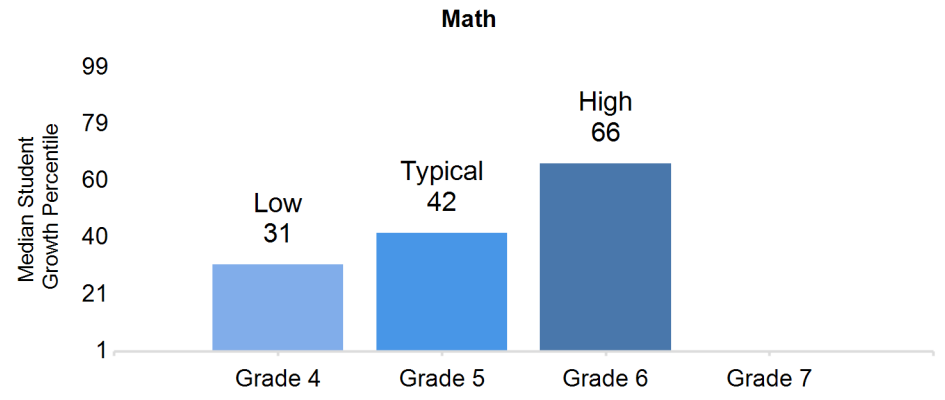




Student Growth by Grade

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	843	96.8	53.4	59.0	56.7	53.4	61.6	Not Met
White	375	95.0	60.0	66.5	65.6	60.0	67.8	Not Met
Hispanic	160	96.6	34.4	40.9	42.5	34.4	41.4	Not Met
Black or African American	110	97.4	31.8	37.4	37.3	31.8	40.6	Not Met
Asian, Native Hawaiian, or Pacific Islander	143	100.0	68.5	*	82.3	68.5	80	Not Met
American Indian or Alaska Native	N	N	N	N	52.7	N	**	**
Two or More Races	55	100.0	67.3	69.8	63.4	67.3	65.5	Met Target
Female	432	97.2	61.1	66.1	64.5	61.1		
Male	411	96.4	45.2	52.0	49.4	45.2		
Economically Disadvantaged Students	190	96.6	34.8	40.6	38.5	34.8	35.5	Met Target†
Non-Economically Disadvantaged Students	653	96.8	58.8	64.3	67.5	58.8		
Students with Disabilities	146	92.6	14.4	*	21.6	14.0	21.1	Not Met
Students without Disabilities	697	97.7	61.6	*	63.9	61.6		
English Learners	67	97.3	25.4	30.0	27.3	25.4	34.8	Not Met
Non-English Learners	776	96.7	55.8	61.0	59.4	55.8		
Homeless Students	*	*	*	*	27.7	*		
Students In Foster Care	N	N	N	*	26.3	N		
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 4

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	277	753	753	756	6%	13%	24%	43%	14%	57%	58%
White	108	757	757	764	*	13%	20%	*	*	63%	68%
Hispanic	62	739	739	744	*	18%	34%	*	*	34%	44%
Black or African American	32	741	741	739	*	*	38%	*	*	41%	39%
Asian, Native Hawaiian, or Pacific Islander	50	766	766	782	*	*	*	50%	24%	74%	83%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	25	764	764	763	0%	*	*	*	*	72%	63%
Female	144	759	759	762	*	9%	22%	*	*	61%	63%
Male	133	748	748	751	*	18%	26%	*	*	52%	53%
Economically Disadvantaged Students	60	738	738	740	*	*	35%	*	*	35%	40%
Non-Economically Disadvantaged Students	217	758	758	767	*	*	21%	*	*	63%	70%
Students with Disabilities	49	723	723	726	*	*	20%	*	*	18%	25%
Students without Disabilities	228	760	760	762	*	*	25%	*	*	65%	64%
English Learners	*	*	*	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	*	759	*	*	*	*	*	*	61%
Homeless Students	N	N	N	729	N	N	N	N	N	N	28%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	57%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 5

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	304	750	750	755	4%	15%	28%	49%	4%	53%	58%
White	141	754	754	763	*	12%	28%	*	*	57%	68%
Hispanic	60	743	743	743	*	*	38%	40%	0%	40%	43%
Black or African American	37	735	735	738	*	*	30%	32%	0%	32%	38%
Asian, Native Hawaiian, or Pacific Islander	51	756	756	780	*	*	*	*	*	69%	84%
American Indian or Alaska Native	N	N	N	752	N	N	N	N	N	N	53%
Two or More Races	15	752	752	763	0%	*	*	*	*	53%	65%
Female	163	756	756	762	*	12%	20%	*	*	63%	66%
Male	141	743	743	749	*	20%	36%	*	*	40%	51%
Economically Disadvantaged Students	68	742	742	739	*	19%	29%	*	*	44%	39%
Non-Economically Disadvantaged Students	236	752	752	766	*	14%	27%	*	*	55%	71%
Students with Disabilities	54	724	724	724	*	37%	33%	*	*	17%	22%
Students without Disabilities	250	756	756	762	*	11%	26%	*	*	60%	65%
English Learners	*	*	*	712	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	757	*	*	*	*	*	*	60%
Homeless Students	*	*	*	731	*	*	*	*	*	*	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	59%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 6

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	282	752	752	754	5%	16%	28%	40%	12%	51%	56%
White	126	757	757	761	*	*	25%	*	*	60%	66%
Hispanic	45	737	737	742	*	29%	36%	*	*	29%	42%
Black or African American	43	739	739	737	*	23%	42%	*	*	28%	35%
Asian, Native Hawaiian, or Pacific Islander	52	762	762	779	*	*	21%	44%	19%	63%	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	49%
Two or More Races	16	756	756	761	*	*	*	*	*	69%	64%
Female	138	760	760	761	*	*	27%	*	*	59%	64%
Male	144	744	744	748	*	*	28%	*	*	44%	48%
Economically Disadvantaged Students	67	733	733	739	*	*	22%	*	*	27%	37%
Non-Economically Disadvantaged Students	215	758	758	764	*	*	29%	*	*	59%	68%
Students with Disabilities	42	718	718	723	*	*	*	*	*	*	18%
Students without Disabilities	240	758	758	760	*	*	*	*	*	*	63%
English Learners	N	N	N	712	N	N	N	N	N	N	*
Non-English Learners	282	752	752	755	5%	16%	28%	40%	12%	51%	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	26%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	732	N	N	N	N	N	N	36%

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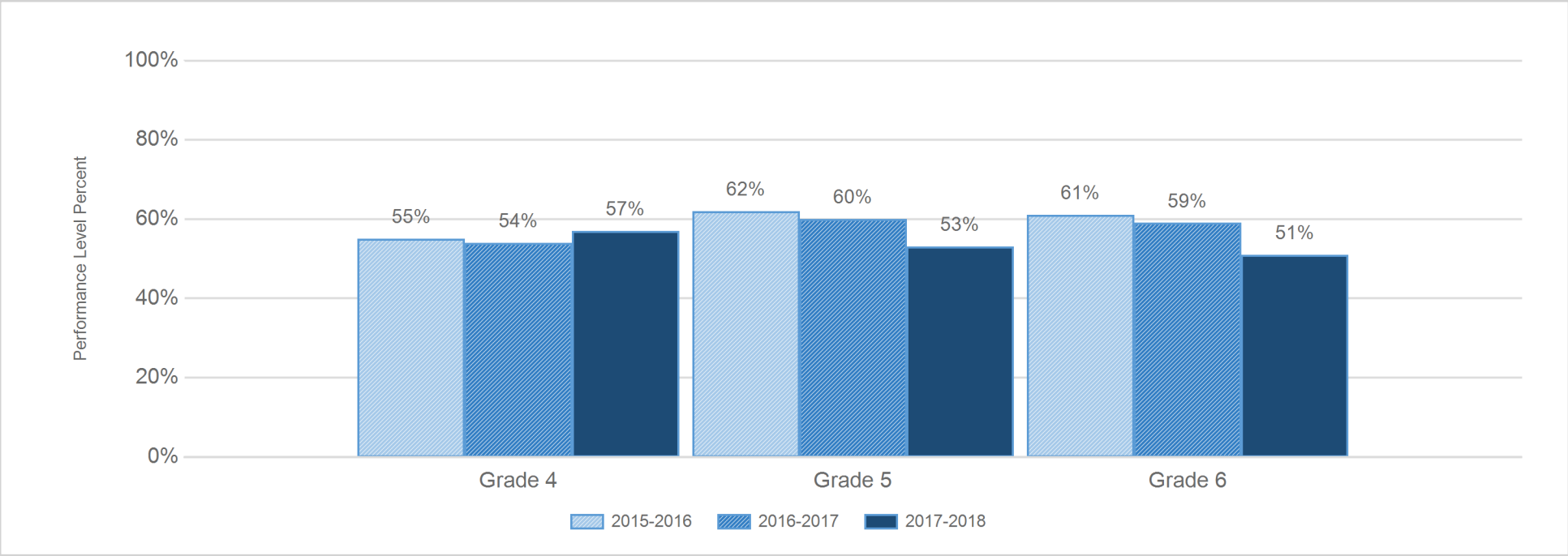
English Language Arts/Literacy Assessment - Performance Trends

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	853	97.0	45.7	45.7	45.0	45.7	53.7	Not Met
White	380	95.3	53.1	54.0	54.1	53.1	58.7	Not Met
Hispanic	165	97.2	24.8	26.1	29.2	24.8	31.1	Not Met
Black or African American	110	97.4	18.2	18.7	23.4	18.2	31.4	Not Met
Asian, Native Hawaiian, or Pacific Islander	143	100.0	67.2	*	77.0	67.2	76.8	Not Met
American Indian or Alaska Native	N	N	N	N	42.5	N	**	**
Two or More Races	55	100.0	56.3	54.3	53.0	56.3	63	Met Target†
Female	435	97.2	44.4	47.0	46.0	44.4		
Male	418	96.8	47.2	44.4	43.9	47.2		
Economically Disadvantaged Students	194	97.1	24.2	28.4	26.6	24.2	29.1	Met Target†
Non-Economically Disadvantaged Students	659	97.0	52.0	51.1	55.9	52.0		
Students with Disabilities	147	93.2	17.6	13.0	17.1	17.3	25.5	Not Met
Students without Disabilities	706	97.8	51.6	52.3	50.5	51.6		
English Learners	76	98.8	26.3	29.5	24.6	26.3	34.8	Not Met
Non-English Learners	777	96.8	47.6	47.0	46.9	47.6		
Homeless Students	*	*	*	*	17.3	*		
Students In Foster Care	N	N	N	*	16.2	N		
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 4

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).

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	278	743	743	748	8%	18%	32%	38%	4%	42%	49%
White	108	747	747	755	*	12%	37%	*	*	47%	60%
Hispanic	63	727	727	737	16%	32%	37%	16%	0%	16%	34%
Black or African American	32	725	725	730	*	31%	41%	*	*	13%	27%
Asian, Native Hawaiian, or Pacific Islander	50	762	762	774	*	*	*	*	*	74%	80%
American Indian or Alaska Native	N	N	N	748	N	N	N	N	N	N	46%
Two or More Races	25	753	753	752	*	*	*	*	*	56%	55%
Female	144	744	744	748	7%	20%	28%	*	*	45%	50%
Male	134	742	742	748	9%	16%	37%	*	*	38%	49%
Economically Disadvantaged Students	62	726	726	733	*	35%	37%	*	*	13%	30%
Non-Economically Disadvantaged Students	216	748	748	758	*	13%	31%	*	*	50%	62%
Students with Disabilities	49	726	726	725	24%	29%	24%	*	*	22%	22%
Students without Disabilities	229	747	747	753	4%	16%	34%	*	*	46%	55%
English Learners	*	*	*	722	*	*	*	*	*	*	16%
Non-English Learners	*	*	*	750	*	*	*	*	*	*	52%
Homeless Students	N	N	N	722	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	723	N	N	N	N	N	N	16%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	49%
Migrant Students	N	N	N	731	N	N	N	N	N	N	32%

NJ SCHOOL PERFORMANCE REPORT

LAWRENCE INTERMEDIATE SCHOOL
(21-2580-085)
Grades Offered: 04-06
2017-2018

Report Key:
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****** Accountability calculations require 20 or more students
N No Data is available to display
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Mathematics Assessment - Performance by Grade: Grade 5

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).

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	308	745	745	748	6%	20%	33%	34%	6%	41%	49%
White	144	749	749	756	*	16%	36%	*	*	45%	60%
Hispanic	61	737	737	736	*	21%	36%	*	*	33%	32%
Black or African American	37	725	725	730	*	35%	32%	*	*	16%	26%
Asian, Native Hawaiian, or Pacific Islander	51	758	758	777	*	*	24%	*	*	59%	82%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	42%
Two or More Races	15	739	739	754	*	*	*	*	*	33%	55%
Female	163	743	743	749	*	20%	39%	*	*	36%	50%
Male	145	747	747	747	*	21%	27%	*	*	46%	48%
Economically Disadvantaged Students	69	737	737	733	*	29%	33%	*	*	30%	29%
Non-Economically Disadvantaged Students	239	747	747	758	*	18%	33%	*	*	44%	62%
Students with Disabilities	54	727	727	726	*	37%	35%	*	*	15%	20%
Students without Disabilities	254	749	749	752	*	17%	33%	*	*	46%	55%
English Learners	*	*	*	718	*	*	*	*	*	*	13%
Non-English Learners	*	*	*	750	*	*	*	*	*	*	51%
Homeless Students	*	*	*	722	*	*	*	*	*	*	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	20%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	52%
Migrant Students	N	N	N	728	N	N	N	N	N	N	29%

NJ SCHOOL PERFORMANCE REPORT

LAWRENCE INTERMEDIATE SCHOOL
(21-2580-085)
Grades Offered: 04-06
2017-2018

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Mathematics Assessment - Performance by Grade: Grade 6

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	286	750	750	744	8%	15%	21%	43%	12%	55%	44%
White	128	758	758	751	*	*	19%	55%	13%	68%	54%
Hispanic	47	727	727	731	28%	23%	21%	28%	0%	28%	27%
Black or African American	43	732	732	726	*	*	37%	*	*	26%	21%
Asian, Native Hawaiian, or Pacific Islander	52	763	763	771	*	*	*	38%	29%	67%	78%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	48%
Two or More Races	16	758	758	749	0%	*	*	*	*	75%	52%
Female	140	751	751	745	9%	14%	24%	40%	14%	54%	45%
Male	146	749	749	742	8%	17%	18%	47%	10%	57%	42%
Economically Disadvantaged Students	68	729	729	729	*	*	21%	*	*	29%	24%
Non-Economically Disadvantaged Students	218	757	757	753	*	*	21%	*	*	63%	56%
Students with Disabilities	43	720	720	717	28%	28%	28%	*	*	16%	13%
Students without Disabilities	243	755	755	748	5%	13%	20%	*	*	62%	49%
English Learners	*	*	*	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	745	*	*	*	*	*	*	45%
Homeless Students	*	*	*	718	*	*	*	*	*	*	13%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	745	N	N	N	N	N	N	45%
Migrant Students	N	N	N	717	N	N	N	N	N	N	18%

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LAWRENCE INTERMEDIATE SCHOOL
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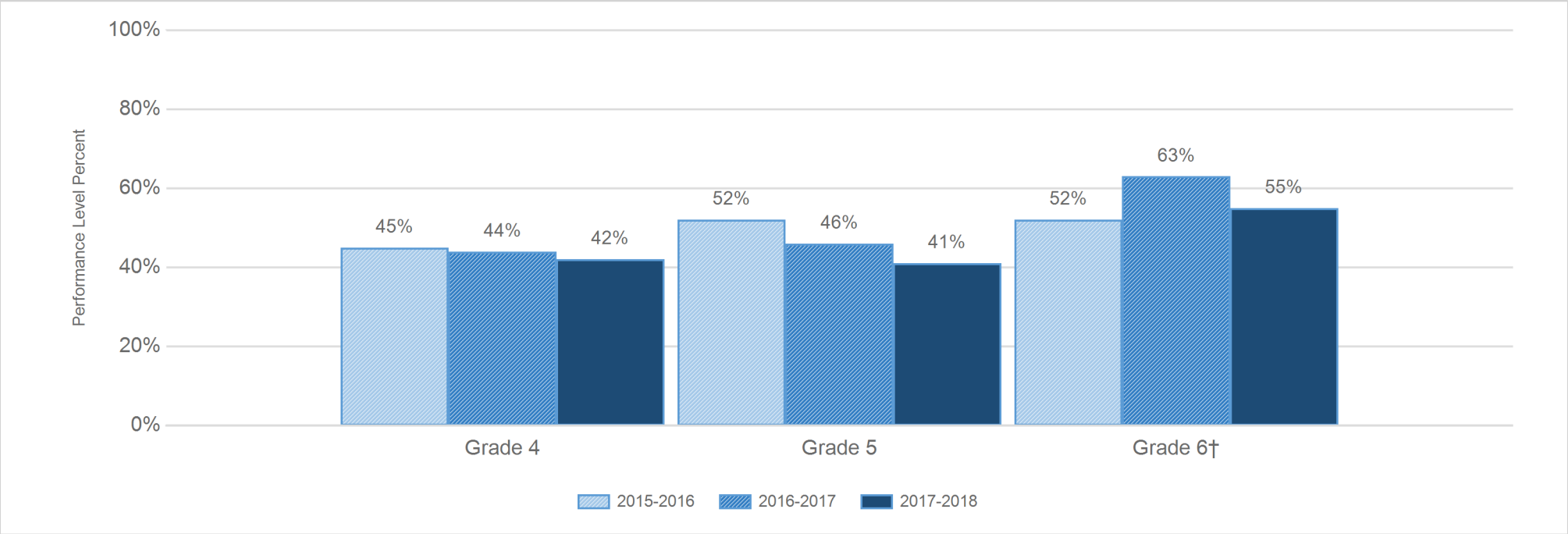
Mathematics Assessment – Performance Trends

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
4	*	*
5	*	*
6	*	*

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	*	*	*

† 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	12	*	*
3-4	N	N	N
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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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.

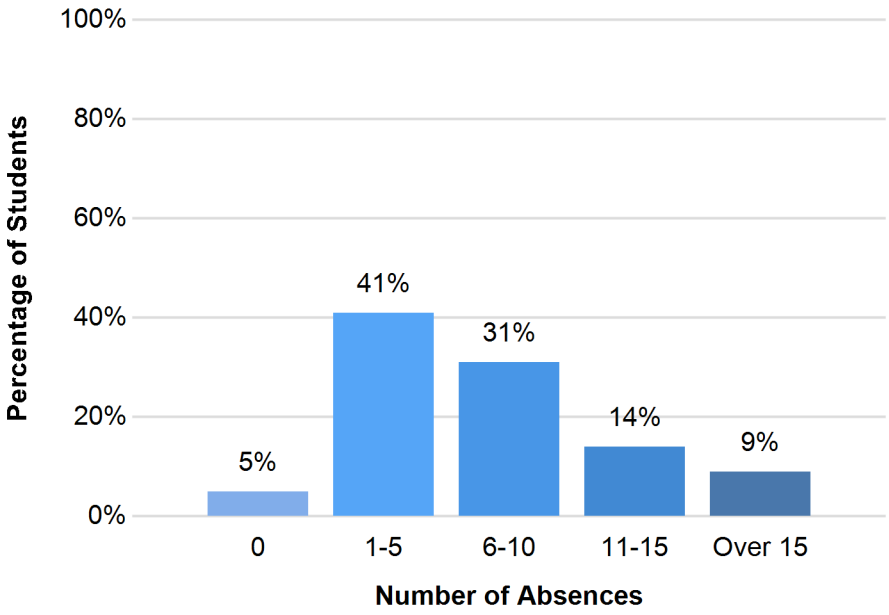
Chronic Absenteeism

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	57	6.3	7.9	Met
White	20	4.9	7.9	Met
Hispanic	18	10.1	7.9	Not Met
Black or African American	7	6.0	7.9	Met
Asian, Native Hawaiian, or Pacific Islander	8	5.3	7.9	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	4	7.1	7.9	Met
Economically Disadvantaged Students	25	10.4	7.9	Not Met
Students with Disabilities	25	15.2	7.9	Not Met
English Learners	1	6.7	**	**

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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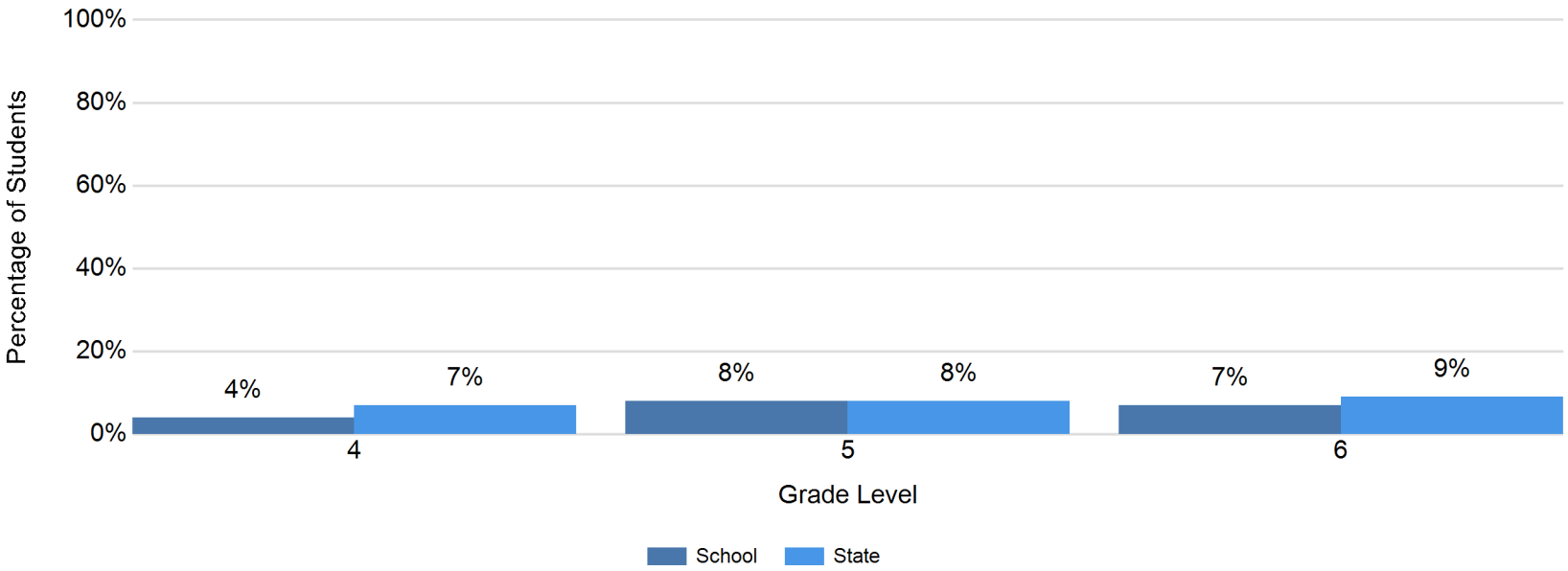
Chronic Absenteeism by Grade

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	9
Weapons	0
Vandalism	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	7
Total Unique Incidents	17
Incidents Per 100 Students Enrolled	1.88

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	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
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	3	5
Religion	0	0	0
Ancestry	0	2	2
Gender	1	3	4
Sexual Orientation	2	2	4
Disability	0	0	0
Other	15	2	17
No Identified Nature	0		0

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	*	*
Out-of-School Suspensions	*	*
Any Suspension	15	1.7%
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
*

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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	8:40 AM
Typical End Time	3:30 PM
Length of School Day	6 Hrs 50 Mins
Full Time - Instructional Time	5 Hrs 50 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	1.3:1

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	77	117,464
Average years experience in public schools	10.9	12.0
Average years experience in district	10.1	10.7
Teachers in district for 4 or more years	70.1%	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	451:1	148:1
Teachers to Administrators	39:1	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

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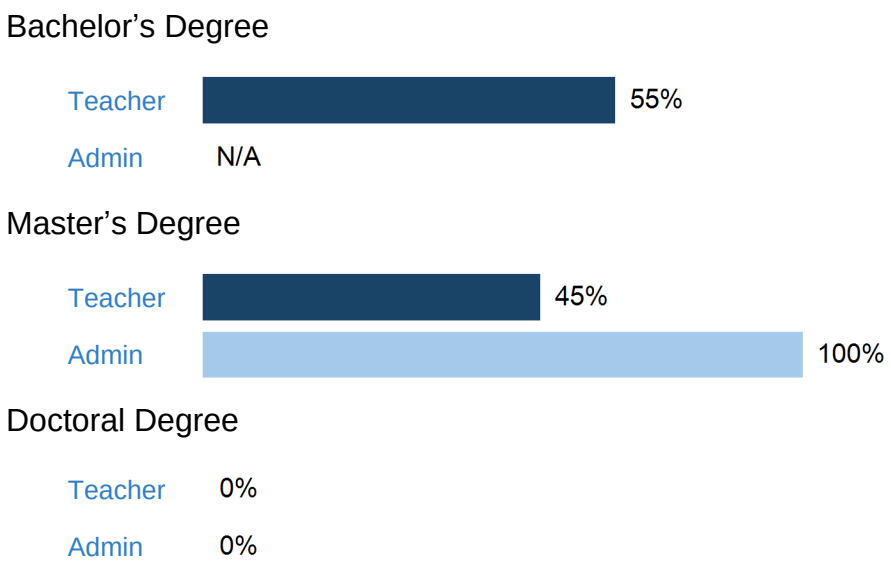
Teachers and Administrators - Level of Education

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	95.2%

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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 and Administrators – Demographics

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

Category	Teachers	Administrators
Female	80.5%	100.0%
Male	19.5%	0.0%
White	87.0%	100.0%
Hispanic	2.6%	0.0%
Black or African American	7.8%	0.0%
Asian	2.6%	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		

NJ SCHOOL PERFORMANCE REPORT

LAWRENCE INTERMEDIATE SCHOOL
(21-2580-085)
Grades Offered: 04-06
2017-2018

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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	32.35	17.5%
Mathematics Proficiency	37.26	17.5%
English Language Arts Growth	15.82	25.0%
Mathematics Growth	28.07	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	54.20	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	31.28	n/a
Summative Rating: Percentile Rank of Summative Score	20.56	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	Not Met	Not Met	Met Standard	Met Standard	**	Met	No
White	34.73	14.08	No	Not Met	Not Met	Not Met	Met Standard	n/a	Met	No
Hispanic	28.19	14.08	No	Not Met	Not Met	Met Standard	Met Standard	n/a	Not Met	No
Black or African American	35.88	14.08	No	Not Met	Not Met	Not Met	Not Met	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	19.21	14.08	No	Not Met	Not Met	Met Standard	Met Standard	n/a	Met	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	48.62	14.08	No	Met Target	Met Target†	Met Standard	Met Standard	n/a	Met	No
Economically Disadvantaged Students	34.09	14.08	No	Met Target†	Met Target†	Met Standard	Not Met	n/a	Not Met	No
Students with Disabilities	39.09	14.08	No	Not Met	Not Met	Not Met	Met Standard	n/a	Not Met	No
English Learners	30.45	14.08	No	Not Met	Not Met	Not Met	Met Standard	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:	• We focus on student social/emotional growth which is woven through our school with events that create a cohesive program • Our music and arts program exposes our students to individual and group opportunities which are diverse and enriching. • Our school boasts a LAUNCH lab where students are involved in the process of the design and creation of unique projects.
Mission, Vision, Theme:	At L.I.S., it is our vision that every student will make a positive impact in their school and community. Our slogan is, “At L.I.S., we let it shine by leading the way every day and you make a difference.” Each member of our building, every staff member and every student, is valued as an integral part of an environment where the future leaders of America are being cultivated.
Awards, Recognition, Accomplishments:	LIS is proud to be recognized as a National District of Character. This year we have also earned the National Music Educators Award. We have received recognition for participation in the National Math Bee and the American Heart Association Hoops/Jump Rope for Heart.

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Courses, Curriculum, Instruction:	At LIS, instruction is our focus. Students receive rigorous programs in L.A., math, science, and social studies. Reading, writing and math workshop models are utilized. Next Generation Science Standards are being met through updated Foss kits for all grades. Accelerated math is offered in 6th grade. 70% of our classrooms utilize a co-teaching model. Academic support programs are available in both L.A. and math. G&T students are identified and their needs are met by a certified G&T teacher.
Sports and Athletics:	Throughout the year, many athletic clubs are sponsored for student participation, like flag football, lacrosse, and yoga. Students can also participate in Why Try, an early morning basketball incentive program. Efforts are made to give students a chance for exercise and productive play on the playground every day. Every class at L.I.S. is scheduled for an extra outdoor recess period each week to increase student exercise and movement.
Clubs and Activities:	At LIS we aim to nurture the whole child through before and after-school P.T.O clubs, Leadership Clubs, chorus, LIS band, orchestra, honors band, and jazz band, and handchimes. Students can also participate in the school musical, the Newspaper Club, student government, and a school garden.

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Before and After School Programs:	Students have opportunities to receive academic support from certified teachers both before and after school through our Destinations Program, our Eagles Program as well as the district run Help Tutoring program.
Staff and Professional Learning:	At LIS, improving instruction is a collaborative effort. Through curricular, team, and PLC meetings teachers collaborate to meet the needs of all learners. Teachers and leaders conduct book studies to promote professional reading. Teachers are given opportunities at faculty meetings to turnkey train teachers. Faculty meetings support teachers in instructional initiatives. Out of district consultants spend time in classrooms. Teachers spend time in other teacher's classrooms.

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Student Supports and Services:	To meet the social and emotional needs of our students, we have a mentoring program in place. Students who are identified as disaffected are matched with staff members who dedicate time each week to help support their individual needs. Emphasis is placed on self-esteem building, listening and understanding, and providing strategies to improve student lives. Guidance counselors also provide lunch groups to help students who struggle with social issues.
Student Health and Wellness:	We are committed to the physical and emotional welfare of all its students. Our Health and Physical Education programs engage students in activities ranging from team sports to individual fitness goals. We have a mentoring program where struggling students are matched with supportive teachers. Guidance counselors offer lunch groups for students struggling with social issues. Nurses conduct monthly fundraisers to meet the special needs of students in poverty.
Parent and Community Involvement:	We believe the relationship between home and school is integral to student success. Parent volunteers enhance the school culture at L.I.S by coordinating our Scholastic book Fair, the Science Fair, school picnics, the Yearbook, L.I.S. spirit gear sales and booster sales, school directories, grade level Harvest Fests, and Dining Night Out. We can thank our P.T.A. for our rock garden, new bushes, a sundial, new books in our classrooms, and frames for hallway art, and more.

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Facilities:	We have a strong relationship with our facilities department. There is effective communication between our custodial, maintenace, grounds and admintistration that meets the needs of our building. Annually, student learning space is audited to appropriately meet the needs of our students and staff.

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Other Information:	We have a 1-to-1 chromebooks for 6th grade. 4th and 5th grades have access to chromebooks 50% of the time. All students experience an 8 week rotation in our new Maker Space Lab. Every student at L.I.S. is instructed in Chess by our G&T teacher. Students participate in chess tournaments throughout the year. Nurses and teachers coordinate a monthly fundraiser to meet the special needs of students of poverty in which they provide school supplies, warm coats, snacks, clothing, and shoes.