NJ SCHOOL PERFORMANCE REPORT

LINDENWOLD MIDDLE SCHOOL
(07-2670-090)
Grades Offered: 05-08
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
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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	CAMDEN
District	LINDENWOLD BORO
Principal Name	MR. PUGLIESE
Address	40 WHITE HORSE AVENUE LINDENWOLD, NJ 08021
Phone Number	(856)346-3330
Email Address	TPUGLIESE@LINDENWOLD.K12.NJ.US
Website	http://www.ms.lindenwold.k12.nj.us/

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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
5	206	202	217
6	182	207	200
7	194	178	200
8	161	190	162
Total	743	777	779

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	49.5%	49.4%	48.9%
Male	50.5%	50.6%	51.1%
Economically Disadvantaged Students	79.0%	82.2%	82.8%
Students with Disabilities	15.2%	15.1%	14.8%
English Learners	9.3%	12.7%	11.4%
Homeless Students		8.1%	5.1%
Students in Foster Care		0.9%	1.0%
Military-Connected Students		0.1%	0.3%
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	12.5%	10.4%	8.3%
Hispanic	44.8%	45.4%	49.4%
Black or African American	39.8%	40.9%	38.4%
Asian	2.3%	2.4%	2.2%
Native Hawaiian or Pacific Islander	0.1%	0.0%	0.1%
American Indian or Alaska Native	0.0%	0.1%	0.1%
Two or More Races	0.4%	0.6%	1.4%

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	65.0%
Spanish	33.5%
Other Languages	1.5%

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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	39	38	50	Not Met	37.5	39	50	Not Met
White	23	23	50	Not Met	31	35	51	Not Met
Hispanic	43	41	49	Met Standard	38	42	48	Not Met
Black or African American	39	38	44	Not Met	37	34	44	Not Met
Asian, Native Hawaiian, or Pacific Islander	42	45	61	**	49	51	61	**
American Indian or Alaska Native	*	*	52	**	N	N	53	**
Two or More Races	17	19	49	**	24	29	51	**
Economically Disadvantaged	42	40	48	Met Standard	39	39	47	Not Met
Students with Disabilities	30	28	41	Not Met	51	44.5	43	Met Standard
English Learners	41.5	41	54	Met Standard	37.5	43	51	Not Met

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

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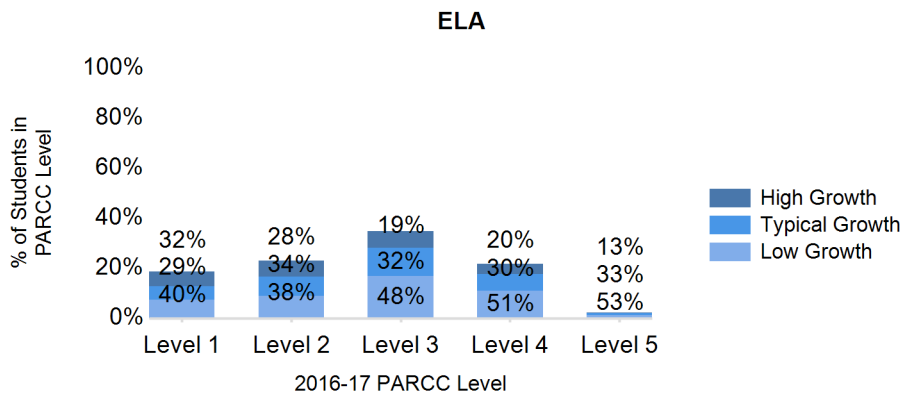
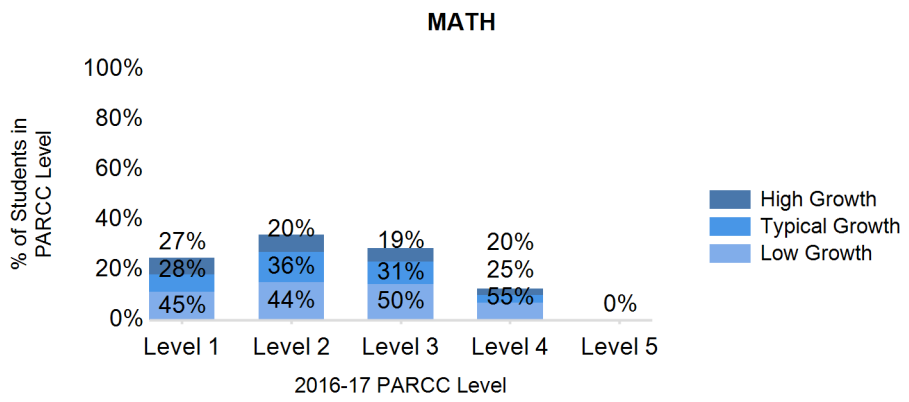
Student Growth by Performance Level

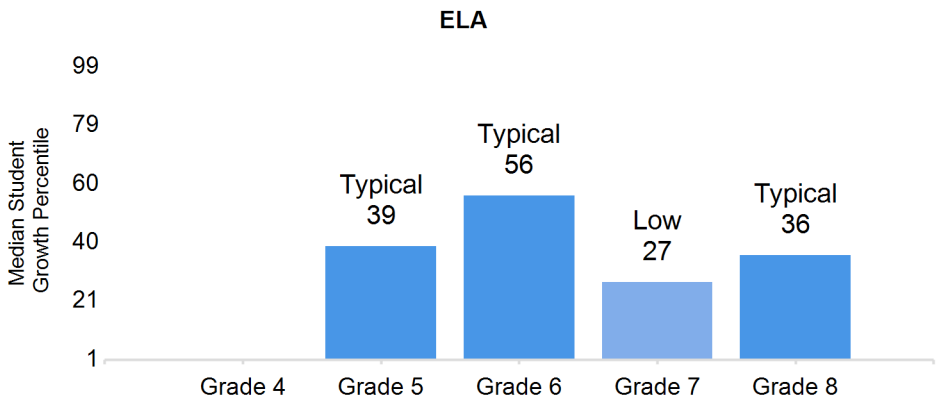
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

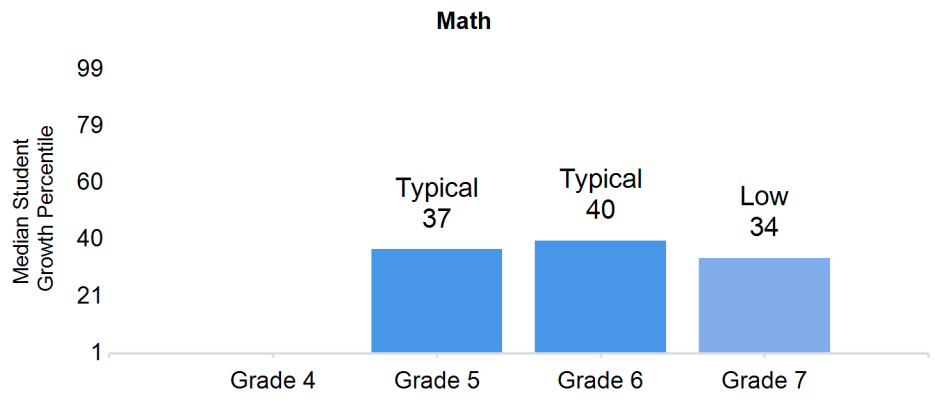




Student Growth by Grade

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	736	96.4	22.3	23.0	56.7	22.3	32.5	Not Met
White	64	95.7	28.1	33.4	65.6	28.1	43	Not Met
Hispanic	368	98.4	20.9	19.8	42.5	20.9	26.4	Not Met
Black or African American	272	94.0	21.0	22.9	37.3	20.9	33.9	Not Met
Asian, Native Hawaiian, or Pacific Islander	19	100.0	36.8	42.9	82.3	36.8	**	**
American Indian or Alaska Native	*	*	*	*	52.7	*	**	**
Two or More Races	*	*	*	*	63.4	*	**	**
Female	358	96.3	30.7	31.1	64.5	30.7		
Male	378	96.5	14.3	15.2	49.4	14.3		
Economically Disadvantaged Students	605	96.9	22.1	21.7	38.5	*	30.2	Not Met
Non-Economically Disadvantaged Students	131	94.4	22.9	27.9	67.5	*		
Students with Disabilities	123	94.8	*	*	21.6	*	13.4	Not Met
Students without Disabilities	613	96.7	*	*	63.9	*		
English Learners	182	98.4	13.7	*	27.3	13.7	16.8	Met Target†
Non-English Learners	554	95.8	25.1	*	59.4	25.1		
Homeless Students	38	95.2	26.3	*	27.7	26.3		
Students In Foster Care	*	*	*	20.0	26.3	*		
Military-Connected Students	N	N	N	*	57.4	N		
Migrant Students	N	N	N	N	30.1	N		

† Target was met within a confidence interval.

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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	206	725	725	755	20%	28%	30%	*	*	22%	58%
White	14	730	730	763	*	*	*	*	*	21%	68%
Hispanic	111	724	724	743	25%	23%	30%	*	*	22%	43%
Black or African American	70	724	724	738	16%	34%	31%	19%	0%	19%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	780	*	*	*	*	*	*	84%
American Indian or Alaska Native	*	*	*	752	*	*	*	*	*	*	53%
Two or More Races	*	*	*	763	*	*	*	*	*	*	65%
Female	98	736	736	762	10%	22%	33%	*	*	35%	66%
Male	108	715	715	749	30%	32%	28%	*	*	10%	51%
Economically Disadvantaged Students	182	725	725	739	*	*	*	*	*	22%	39%
Non-Economically Disadvantaged Students	24	728	728	766	*	*	*	*	*	21%	71%
Students with Disabilities	30	696	696	724	*	*	*	*	*	*	22%
Students without Disabilities	176	730	730	762	*	*	*	*	*	*	65%
English Learners	27	698	698	712	*	*	*	*	*	*	11%
Non-English Learners	179	729	729	757	*	*	*	*	*	*	60%
Homeless Students	12	717	717	731	*	*	*	*	*	17%	30%
Students in Foster Care	*	*	*	728	*	*	*	*	*	*	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	185	732	732	754	16%	21%	34%	*	*	29%	56%
White	13	730	730	761	*	*	*	*	*	38%	66%
Hispanic	83	731	731	742	20%	17%	29%	*	*	34%	42%
Black or African American	78	732	732	737	*	24%	44%	*	*	21%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	49%
Two or More Races	*	*	*	761	*	*	*	*	*	*	64%
Female	83	743	743	761	*	20%	31%	*	*	42%	64%
Male	102	722	722	748	*	22%	36%	*	*	18%	48%
Economically Disadvantaged Students	147	731	731	739	*	*	34%	*	*	28%	37%
Non-Economically Disadvantaged Students	38	735	735	764	*	*	34%	*	*	32%	68%
Students with Disabilities	37	712	712	723	38%	32%	*	*	*	11%	18%
Students without Disabilities	148	737	737	760	11%	18%	*	*	*	33%	63%
English Learners	20	698	698	712	*	*	*	*	*	*	*
Non-English Learners	165	736	736	755	*	*	*	*	*	*	*
Homeless Students	11	732	732	729	*	0%	*	*	*	18%	26%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	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 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	196	720	720	760	24%	25%	33%	*	*	17%	63%
White	19	724	724	768	*	*	*	*	*	26%	72%
Hispanic	97	715	715	746	32%	21%	35%	12%	0%	12%	49%
Black or African American	76	727	727	740	14%	36%	29%	*	*	21%	42%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	790	*	*	*	*	*	*	87%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	57%
Two or More Races	*	*	*	767	*	*	*	*	*	*	68%
Female	99	726	726	769	18%	24%	37%	*	*	20%	72%
Male	97	715	715	752	31%	26%	29%	*	*	14%	54%
Economically Disadvantaged Students	162	720	720	742	*	*	31%	*	*	17%	44%
Non-Economically Disadvantaged Students	34	720	720	771	*	*	41%	*	*	18%	73%
Students with Disabilities	29	691	691	721	*	*	*	*	*	*	22%
Students without Disabilities	167	726	726	768	*	*	*	*	*	*	71%
English Learners	17	685	685	705	*	*	*	*	*	*	11%
Non-English Learners	179	724	724	762	*	*	*	*	*	*	64%
Homeless Students	*	*	*	729	*	*	*	*	*	*	32%
Students in Foster Care	*	*	*	725	*	*	*	*	*	*	25%
Military-Connected Students	*	*	*	758	*	*	*	*	*	*	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	154	726	726	759	24%	23%	32%	*	*	21%	60%
White	16	742	742	767	*	*	*	*	*	31%	70%
Hispanic	76	722	722	744	28%	22%	33%	*	*	17%	45%
Black or African American	57	727	727	739	18%	30%	32%	*	*	21%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	789	*	*	*	*	*	*	86%
American Indian or Alaska Native	N	N	N	759	N	N	N	N	N	N	59%
Two or More Races	*	*	*	766	*	*	*	*	*	*	66%
Female	77	735	735	768	16%	18%	39%	*	*	27%	69%
Male	77	717	717	751	32%	29%	25%	*	*	14%	52%
Economically Disadvantaged Students	120	726	726	740	*	*	32%	*	*	21%	42%
Non-Economically Disadvantaged Students	34	727	727	769	*	*	32%	*	*	21%	71%
Students with Disabilities	20	704	704	719	*	*	*	*	*	*	19%
Students without Disabilities	134	729	729	766	*	*	*	*	*	*	68%
English Learners	14	689	689	703	*	*	*	*	*	*	*
Non-English Learners	140	730	730	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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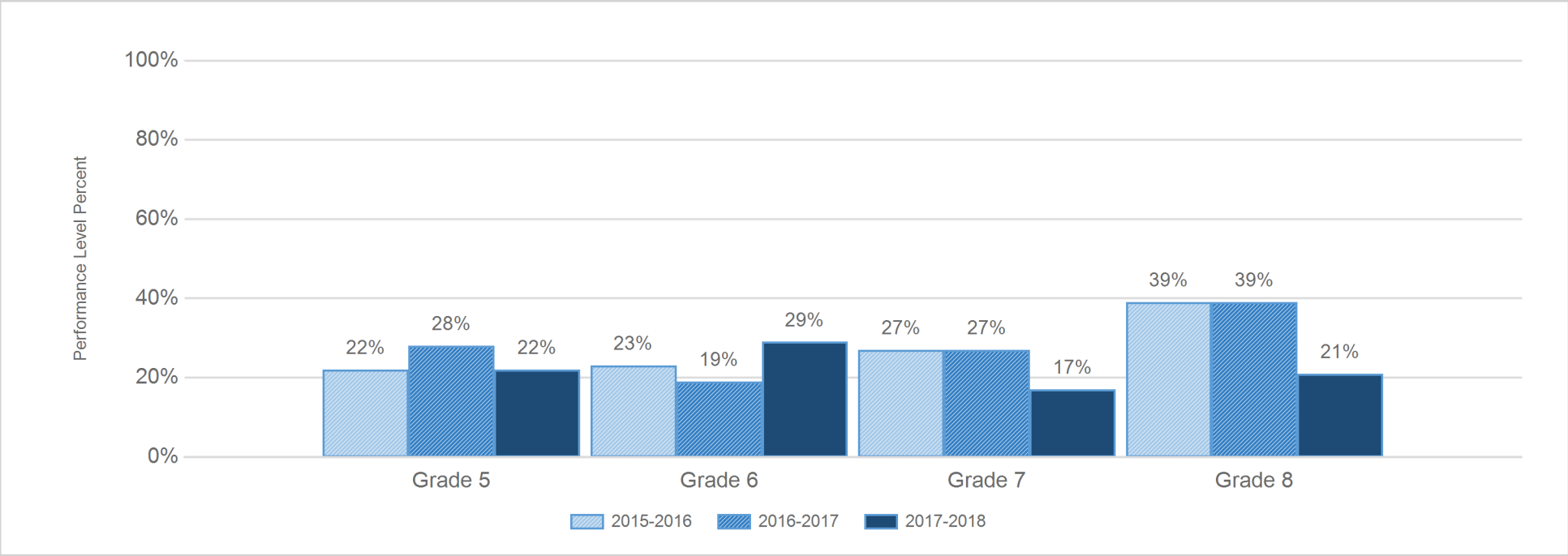
English Language Arts/Literacy Assessment - Performance Trends

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	738	95.7	*	12.4	45.0	*	21.3	Not Met
White	64	95.7	15.6	20.0	54.1	15.6	30.7	Not Met
Hispanic	371	97.4	*	11.0	29.2	*	16.3	Not Met
Black or African American	272	93.7	*	*	23.4	*	22.8	Not Met
Asian, Native Hawaiian, or Pacific Islander	19	100.0	26.3	35.3	77.0	26.3	**	**
American Indian or Alaska Native	N	N	N	*	42.5	N	**	**
Two or More Races	12	92.3	33.3	*	53.0	32.3	**	**
Female	360	96.1	*	12.8	46.0	*		
Male	378	95.4	*	12.1	43.9	*		
Economically Disadvantaged Students	607	96.1	*	12.1	26.6	*	19.6	Not Met
Non-Economically Disadvantaged Students	131	93.8	*	13.7	55.9	*		
Students with Disabilities	120	91.9	*	*	17.1	*	12.5	Not Met
Students without Disabilities	618	96.5	*	*	50.5	*		
English Learners	189	98.0	*	*	24.6	*	12.9	Not Met
Non-English Learners	549	94.9	*	*	46.9	*		
Homeless Students	41	89.6	12.2	11.2	17.3	10.1		
Students In Foster Care	*	*	*	*	16.2	*		
Military-Connected Students	N	N	N	*	45.8	N		
Migrant Students	N	N	N	N	23.7	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

LINDENWOLD MIDDLE SCHOOL
(07-2670-090)
Grades Offered: 05-08
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
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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	210	719	719	748	25%	38%	25%	*	*	12%	49%
White	14	718	718	756	*	*	*	*	*	*	60%
Hispanic	115	719	719	736	24%	37%	26%	*	*	12%	32%
Black or African American	71	716	716	730	*	*	*	*	*	*	26%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	42%
Two or More Races	*	*	*	754	*	*	*	*	*	*	55%
Female	101	725	725	749	*	*	*	*	*	*	50%
Male	109	714	714	747	*	*	*	*	*	*	48%
Economically Disadvantaged Students	184	720	720	733	*	*	*	*	*	*	29%
Non-Economically Disadvantaged Students	26	716	716	758	*	*	*	*	*	*	62%
Students with Disabilities	29	707	707	726	*	*	*	*	*	*	20%
Students without Disabilities	181	721	721	752	*	*	*	*	*	*	55%
English Learners	33	701	701	718	*	*	*	*	*	*	13%
Non-English Learners	177	723	723	750	*	*	*	*	*	*	51%
Homeless Students	13	711	711	722	*	*	*	*	*	*	17%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	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

LINDENWOLD MIDDLE SCHOOL
(07-2670-090)
Grades Offered: 05-08
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	186	717	717	744	25%	37%	26%	11%	0%	11%	44%
White	13	721	721	751	*	*	*	*	*	23%	54%
Hispanic	84	717	717	731	25%	37%	26%	12%	0%	12%	27%
Black or African American	78	716	716	726	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	771	*	*	*	*	*	*	78%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	48%
Two or More Races	*	*	*	749	*	*	*	*	*	*	52%
Female	84	721	721	745	*	*	*	*	*	*	45%
Male	102	714	714	742	*	*	*	*	*	*	42%
Economically Disadvantaged Students	148	716	716	729	*	37%	26%	*	*	11%	24%
Non-Economically Disadvantaged Students	38	720	720	753	*	37%	29%	*	*	13%	56%
Students with Disabilities	37	708	708	717	*	*	*	*	*	*	13%
Students without Disabilities	149	719	719	748	*	*	*	*	*	*	49%
English Learners	21	695	695	713	*	*	*	*	*	*	11%
Non-English Learners	165	720	720	745	*	*	*	*	*	*	45%
Homeless Students	11	698	698	718	*	*	*	*	*	*	13%
Students in Foster Care	*	*	*	718	*	*	*	*	*	*	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%

NJ SCHOOL PERFORMANCE REPORT

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Grades Offered: 05-08
2017-2018

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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	194	714	714	743	*	*	*	*	*	*	43%
White	19	725	725	750	*	*	*	*	*	26%	54%
Hispanic	96	711	711	732	*	*	*	*	*	*	27%
Black or African American	75	716	716	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	767	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	39%
Two or More Races	*	*	*	748	*	*	*	*	*	*	51%
Female	98	712	712	745	*	*	*	*	*	*	45%
Male	96	717	717	741	*	*	*	*	*	*	42%
Economically Disadvantaged Students	161	714	714	730	*	*	*	*	*	*	24%
Non-Economically Disadvantaged Students	33	716	716	751	*	*	*	*	*	*	55%
Students with Disabilities	27	701	701	717	*	*	*	*	*	*	12%
Students without Disabilities	167	717	717	748	*	*	*	*	*	*	50%
English Learners	18	699	699	716	*	*	*	*	*	*	10%
Non-English Learners	176	716	716	744	*	*	*	*	*	*	45%
Homeless Students	*	*	*	720	*	*	*	*	*	*	14%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	*
Military-Connected Students	*	*	*	743	*	*	*	*	*	*	42%
Migrant Students	N	N	N	718	N	N	N	N	N	N	11%

NJ SCHOOL PERFORMANCE REPORT

LINDENWOLD MIDDLE SCHOOL
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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	138	702	702	728	*	*	*	*	*	*	28%
White	12	718	718	736	*	*	*	*	*	*	36%
Hispanic	70	700	700	722	*	*	*	*	*	*	22%
Black or African American	52	700	700	715	*	*	*	*	*	*	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	66	702	702	731	*	*	*	*	*	*	31%
Male	72	702	702	725	*	*	*	*	*	*	26%
Economically Disadvantaged Students	109	702	702	719	*	*	*	*	*	*	20%
Non-Economically Disadvantaged Students	29	702	702	735	*	*	*	*	*	*	35%
Students with Disabilities	19	695	695	705	*	*	*	*	*	*	*
Students without Disabilities	119	703	703	735	*	*	*	*	*	*	*
English Learners	17	692	692	705	*	*	*	*	*	*	10%
Non-English Learners	121	703	703	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%

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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	19	749	716	746	*	0%	63%	*	*	32%	46%
White	*	*	*	755	*	*	*	*	*	*	57%
Hispanic	*	*	*	730	*	*	*	*	*	*	27%
Black or African American	*	*	*	727	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	49%
Two or More Races	N	N	*	755	N	N	N	N	N	N	54%
Female	*	*	*	748	*	*	*	*	*	*	48%
Male	*	*	*	745	*	*	*	*	*	*	44%
Economically Disadvantaged Students	*	*	*	729	*	*	*	*	*	*	25%
Non-Economically Disadvantaged Students	*	*	*	756	*	*	*	*	*	*	57%
Students with Disabilities	*	*	*	716	*	*	*	*	*	*	13%
Students without Disabilities	*	*	*	752	*	*	*	*	*	*	52%
English Learners	N	N	702	710	N	N	N	N	N	N	*
Non-English Learners	19	749	719	749	*	0%	63%	*	*	32%	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	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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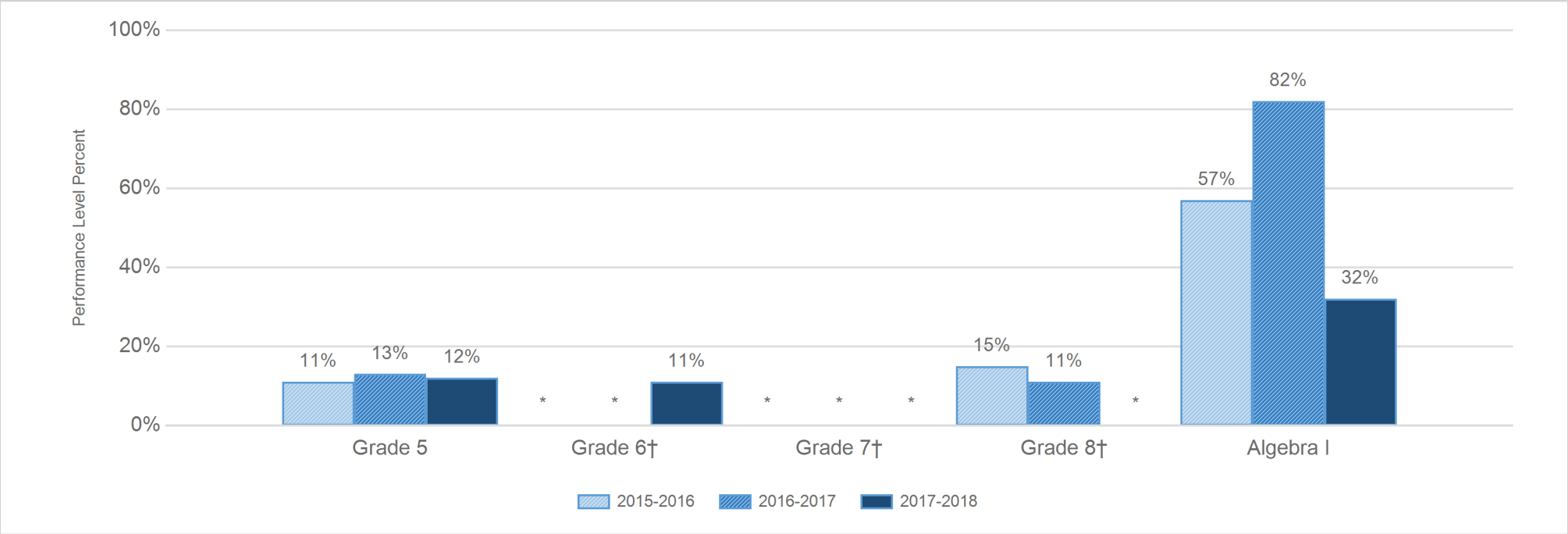
Mathematics Assessment – Performance Trends

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
5	*	*
6	*	*
7	*	*
8	*	*

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	16.7%	46.8%	Not Met

† 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	33	*	*
3-4	24	87.5%	12.5%
5 or more	30	*	*

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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
6	0	0	201
7	0	0	201
8	19	0	144
Total	19	0	546

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
6	68	80	0	0	0	0	0
7	73	81	0	0	0	0	0
8	64	63	0	0	0	0	0
Total	205	224	0	0	0	0	0

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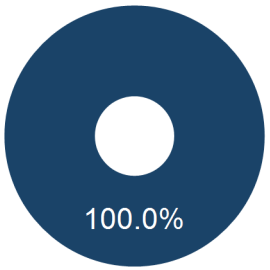
Visual and Performing Arts – Course Participation

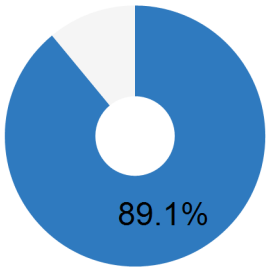
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

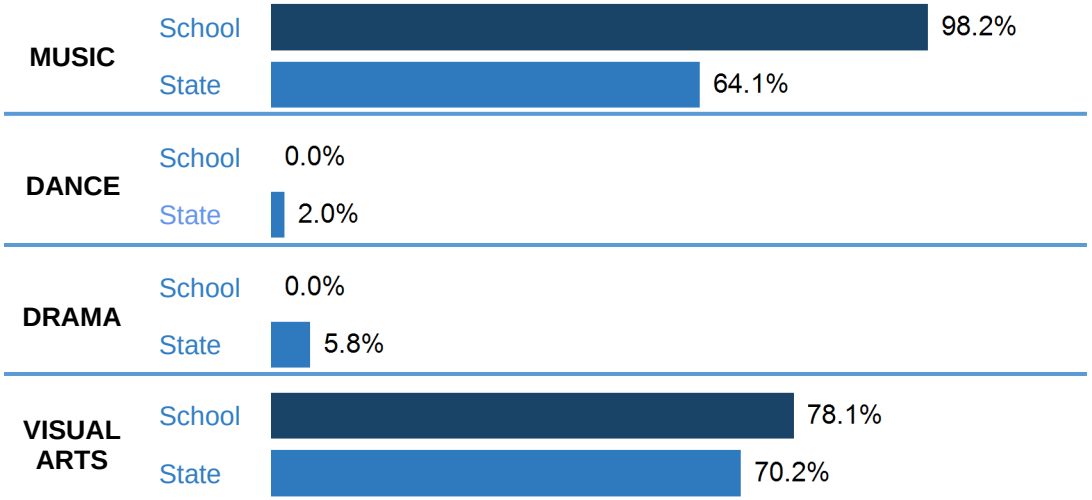


School



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.

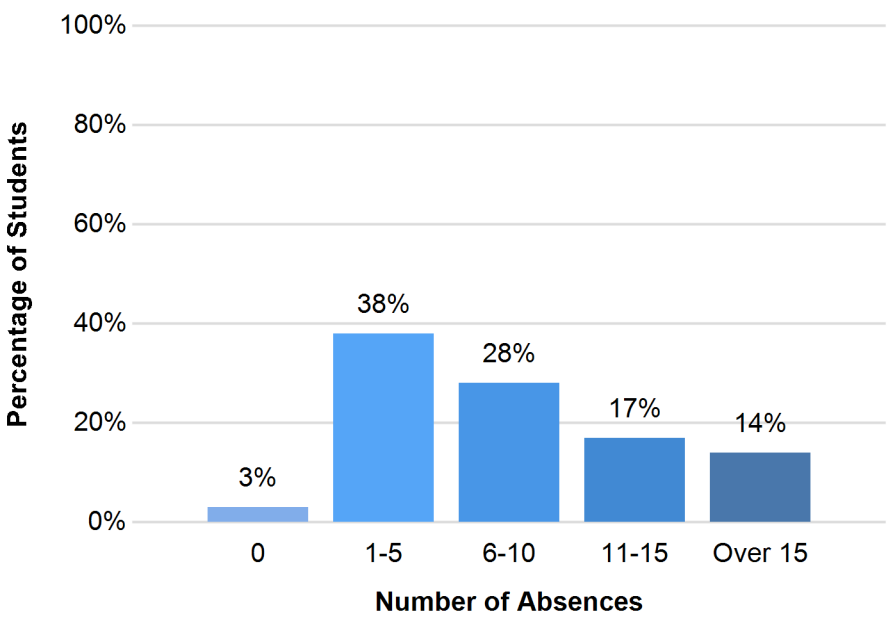
Chronic Absenteeism

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	94	12.0	9.1	Not Met
White	13	19.1	9.1	Not Met
Hispanic	36	9.4	9.1	Not Met
Black or African American	42	13.9	9.1	Not Met
Asian, Native Hawaiian, or Pacific Islander	1	5.6	**	**
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Economically Disadvantaged Students	76	11.8	9.1	Not Met
Students with Disabilities	33	27.0	9.1	Not Met
English Learners	8	9.1	9.1	Met

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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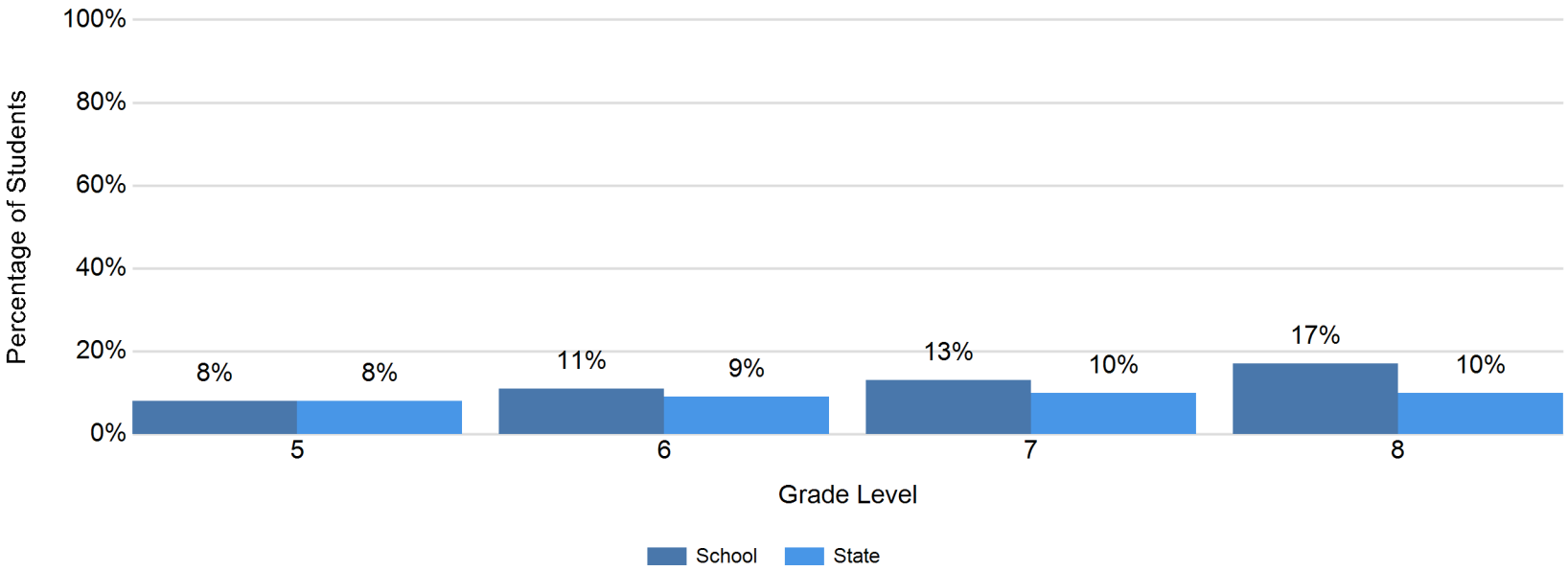
Chronic Absenteeism by Grade

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



NJ SCHOOL PERFORMANCE REPORT

LINDENWOLD MIDDLE SCHOOL
(07-2670-090)
Grades Offered: 05-08
2017-2018

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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	27
Weapons	1
Vandalism	0
Substances	4
Harassment, Intimidation, Bullying (HIB)	43
Total Unique Incidents	72
Incidents Per 100 Students Enrolled	9.24

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	6
Weapons	1
Vandalism	0
Substances	3
Harassment, Intimidation, Bullying (HIB)	5
Other Incidents Leading to Removal	2

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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	1	2	3
Religion	0	0	0
Ancestry	0	1	1
Gender	4	18	22
Sexual Orientation	3	5	8
Disability	2	4	6
Other	3	13	16
No Identified Nature	9		9

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	218	28.0%
Out-of-School Suspensions	105	13.5%
Any Suspension	237	30.4%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
535

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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	8:05 AM
Typical End Time	2:45 PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	5 Hrs 56 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	5.8:1

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)	$1,185	$12,426	$13,611

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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	8.9	12.0
Average years experience in district	6.8	10.7
Teachers in district for 4 or more years	55.8%	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	19	9,374
Average years experience in public schools	16.3	16.0
Average years experience in district	10.1	12.0
Administrators in district for 4 or more years	78.9%	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	10:1	11:1
Students to Administrators	260:1	146:1
Teachers to Administrators	26:1	13:1
Students to Librarians/Media Specialists		1387:1
Students to Nurses		555:1
Students to Counselors		396:1
Students to Child Study Team		277:1

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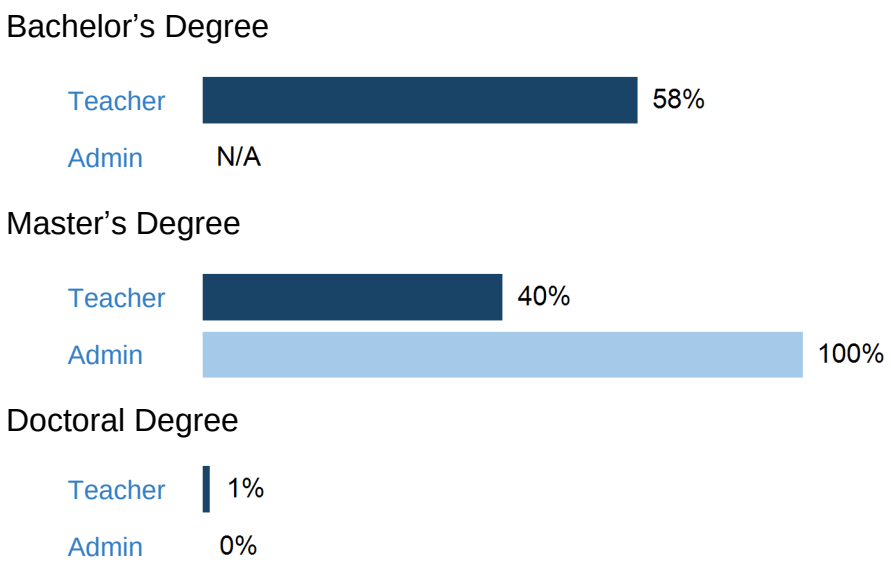
Teachers and Administrators - Level of Education

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	80.5%	90.2%
2016-17 Administrators: Same district 2017-18	80.0%	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	97.2%

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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	84.4%	33.3%
Male	15.6%	66.7%
White	80.5%	66.7%
Hispanic	6.5%	0.0%
Black or African American	11.7%	33.3%
Asian	1.3%	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
Yes	Yes	No

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	Yes	Yes	No
White	Yes		
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	Yes		

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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	3.97	15.0%
Mathematics Proficiency	1.60	15.0%
English Language Arts Growth	12.09	20.0%
Mathematics Growth	14.18	20.0%
Progress Towards English Language Proficiency	1.70	20.0%
Chronic Absenteeism	18.05	10.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	8.23	n/a
Summative Rating: Percentile Rank of Summative Score	1.78	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	Yes	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	Yes	Not Met	Not Met	Not Met	Not Met	Not Met	Not Met	No
White	1.52	14.08	Yes	Not Met	Not Met	Not Met	Not Met	n/a	Not Met	No
Hispanic	21.40	14.08	No	Not Met	Not Met	Met Standard	Not Met	n/a	Not Met	No
Black or African American	25.05	14.08	No	Not Met	Not Met	Not Met	Not Met	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	23.86	14.08	No	Not Met	Not Met	Met Standard	Not Met	n/a	Not Met	No
Students with Disabilities	26.02	14.08	No	Not Met	Not Met	Not Met	Met Standard	n/a	Not Met	No
English Learners	13.87	14.08	Yes	Met Target†	Not Met	Met Standard	Not Met	Not Met	Met	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:	• Lindenwold Middle School hired two new academic coaches to help teachers and students improve instruction and learning. • Lindenwold Middle School created a new AIR (Alternate Instruction Room) program to replace in-school suspension with a counselor/teacher to focus on restorative practice. • Lindenwold Middle School created a new STEM class to expose students to science, technology, engineering, and math in a unified, hands on approach.
Mission, Vision, Theme:	Our mission is to ensure that all students acquire knowledge, skills, and attitudes necessary to realize their full potential and become productive and responsible citizens of a changing world. This is accomplished by providing dynamic educational programs in partnership with parents and our entire diverse community. Constant emphasis on our local, state, and national goals will allow Lindenwold students to succeed.
Awards, Recognition, Accomplishments:	173 of our students made final honor roll and 34 more students made the final principal's list. Furthermore, 20 new students were inducted into the National Junior Honor Society, expanding their ranks to 41 members, while four of them were nominated for the Envision Career & Leadership program. One of our nominees was selected to attend the Envision experience at Villanova University. Another was selected to attend the week long Tech Trek STEM Camp at Stockton University, NJ.

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Courses, Curriculum, Instruction:	In addition to our core courses (English, Math, Science, and Social Studies), LMS offers all students four years of physical education and related arts (art, band, choir, computers, music), world language (French and Spanish), and academic support, enrichment, and/or intervention.
Sports and Athletics:	Sports Offered: Basketball (Boys & Girls), Cross Country (Coed), Field Hockey (Girls), Soccer (Boys & Girls), Track and Field - Spring (Coed), Wrestling (Coed) We offer a wide range of sports and athletic opportunities to all our students, including basketball, cross country, field hockey, soccer, track, and wrestling, and we are pleased to announce that our boys' soccer team went undefeated last year.
Clubs and Activities:	We also offer a variety of after-school clubs and activities to our students, including the AVA Club, Band, Board Game Club, Boys to Men Club, Choir, Club Create, Ladies of Distinction, Multi-cultural Club, National Junior Honor Society, Orchestra, PBIS Club, Renaissance Club, Science Exploration Club, Student Government, and Yearbook Club.

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Staff and Professional Learning:	Staff is focused on professional development; teachers benefit from the training and implementation of peer labs to improve instruction. All teachers benefit from common planning time and collaborative prep periods to participate in professional learning communities where we focus on climate and culture and curriculum to support the needs of our students.

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Student Supports and Services:	We offer a comprehensive program for our English Language Learners which includes in-class support and an additional class of academic support, as well as an English Language Arts class for those who require more targeted instruction. We also maintain an intensive program of supports and services for students with disabilities, including an emotional support program, a multiply disabled program, an in-class support program, and a small group instructional setting for students who benefit from such resources. Furthermore, we provide extra help and peer tutoring after school, and we maintain a proactive I&RS program for students with academic, behavioral, health, and attendance issues.
Student Health and Wellness:	All students are required to take health and physical education classes each year which promote health and wellness, exercise, and physical activity. We also offer breakfast and lunch to every student daily.
Parent and Community Involvement:	In addition to our annual open house and parent-teacher conferences, we offer parents an opportunity to participate in our Parent Advisory Committee, as well as the bilingual parent advisory meetings to reach out to our Spanish speaking families.

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Facilities:	We continue to make improvements to our facilities, including extensive work on the HVAC units and individual room remodelings and upgrades. We also provide internet and Smart technology to every classroom and make computers available to every student.
School Safety:	The Lindenwold Public School District takes several measures to ensure staff and students safety. Recently, the school district has added an additional School Resource Officer increasing the number of Officers in the district to two. The two School Resource Officers are shared with five buildings and perform arrival and dismissal security for all buildings. The School district also employs two security officers, in addition to the SRO's. The security officers ensure that all schools are secured when the school day begins and throughout the school day. State of the art camera systems are utilized to ensure safety and security throughout the district. All staff members are educated and updated on best practices involving safety and security procedures. Security officers are stationed at the entrance of each building when students are present. Administration attends annual training on school safety.

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Technology and STEM:	This year, Lindenwold Middle School began to offer a STEM class to every student in the school. STEM is a class based on the idea of educating students in four specific disciplines — science, technology, engineering and mathematics — in an interdisciplinary and applied approach. Rather than teach the four disciplines as separate and discrete subjects, STEM integrates them into a cohesive learning paradigm based on real-world applications.

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Other Information:	Lindenwold Middle School uses an instructional coaching model to assist teachers in the areas of literacy and mathematics. Effective coaching improves the extent to which teachers accurately implement evidence-based practices such as Peer Labs, Direct Instruction, Learning Strategies, and Positive Behavior Support in the classroom. Studies also suggest that highly engaged, small-group initial training, followed by multiple observations, feedback, and modeling, are critical components across coaching interventions. There has been some promising evidence to support the consequential effects of coaching on improvements in student achievement. This, of course, is our ultimate goal.