NJ SCHOOL PERFORMANCE REPORT

LAKESIDE MIDDLE SCHOOL
(11-3230-077)
Grades Offered: 06-08
2017-2018

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

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

Navigating through the reports:

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

Other Resources:

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

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School Contact Info

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

Type	Contact Information
County	CUMBERLAND
District	MILLVILLE CITY
Principal Name	DR. COOK
Address	2 N SHARP ST MILLVILLE, NJ 08332
Phone Number	(856)293-2420
Email Address	SPIKE.COOK@MILLVILLE.ORG
Website	https://www.millville.org
Facebook	https://www.facebook.com/Lakeside-Middle-School-OFFICIAL-197867873687025/

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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
6	360	338	326
7	342	361	360
8	360	345	372
Total	1,062	1,044	1,058

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	49.2%	49.5%	49.5%
Male	50.8%	50.5%	50.5%
Economically Disadvantaged Students	69.8%	69.4%	63.4%
Students with Disabilities	27.1%	28.4%	28.4%
English Learners	1.0%	1.4%	1.9%
Homeless Students		1.0%	2.1%
Students in Foster Care		1.3%	0.9%
Military-Connected Students		0.0%	0.2%
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	41.7%	39.5%	39.4%
Hispanic	22.5%	25.6%	25.0%
Black or African American	33.8%	32.6%	32.4%
Asian	0.8%	0.9%	1.0%
Native Hawaiian or Pacific Islander	0.1%	0.2%	0.2%
American Indian or Alaska Native	0.4%	0.6%	0.4%
Two or More Races	0.8%	0.8%	1.5%

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	85.6%
Spanish	12.3%
Other Languages	2.1%

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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	29	34	50	Not Met	42	40	50	Met Standard
White	32	36	50	Not Met	42.5	41	51	Met Standard
Hispanic	23	29	49	Not Met	46	41	48	Met Standard
Black or African American	32	35	44	Not Met	37	35.5	44	Not Met
Asian, Native Hawaiian, or Pacific Islander	45	48	61	**	*	66	61	**
American Indian or Alaska Native	*	*	52	**	*	*	53	**
Two or More Races	22	28	49	**	58.5	43	51	**
Economically Disadvantaged	28	33	48	Not Met	41	39	47	Met Standard
Students with Disabilities	23	28	41	Not Met	26	40	43	Not Met
English Learners	24	35	54	**	*	36	51	**

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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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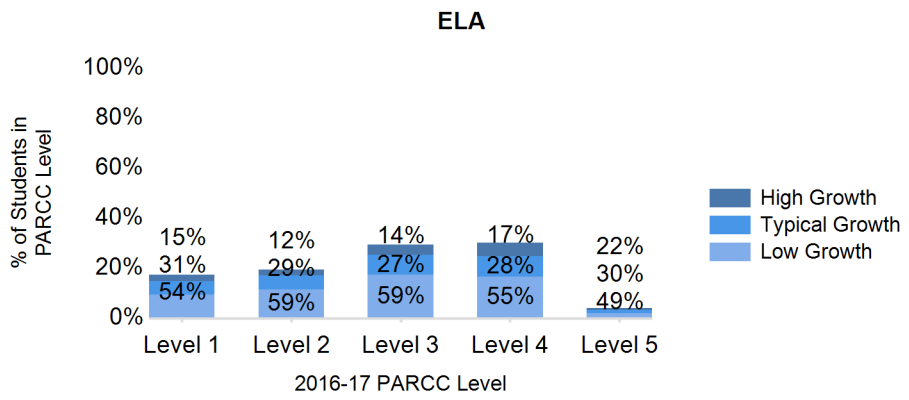
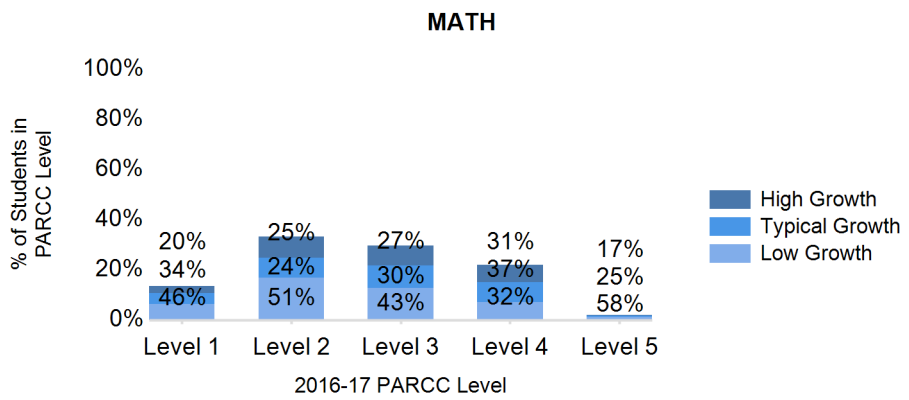
Student Growth by Performance Level

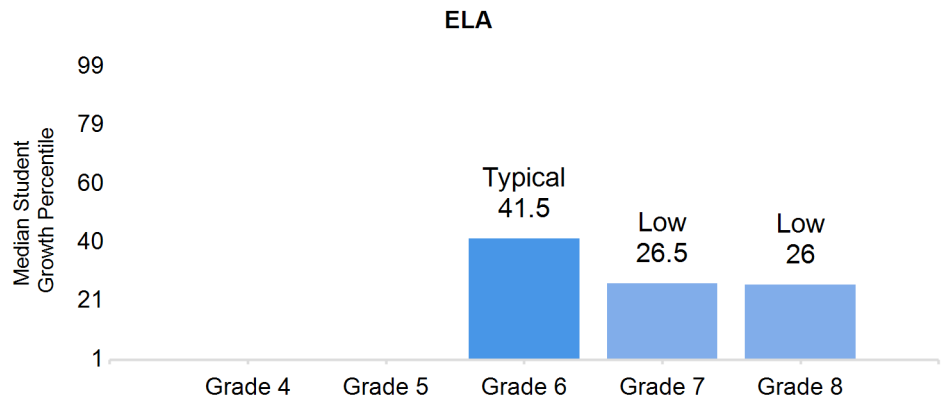
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

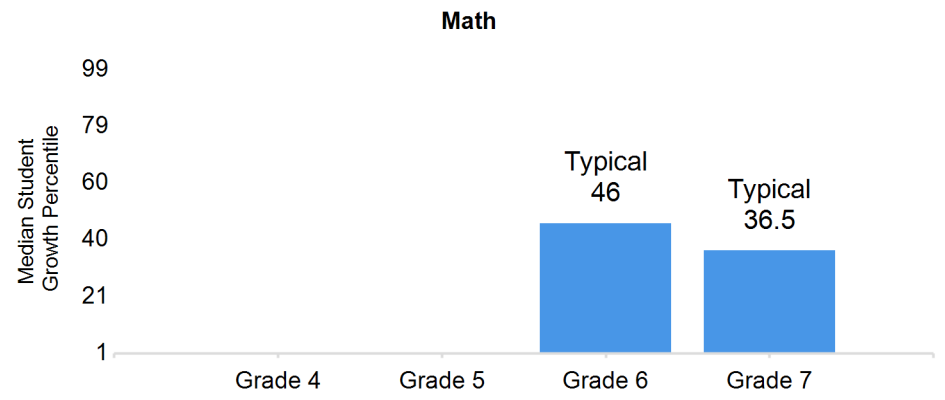




Student Growth by Grade

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	966	96.0	30.1	27.9	56.7	30.1	36.3	Not Met
White	376	94.0	43.3	*	65.6	42.9	45.6	Met Target†
Hispanic	242	96.9	23.6	*	42.5	23.6	35.2	Not Met
Black or African American	319	97.7	17.6	*	37.3	17.6	24.5	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	82.3	*	**	**
American Indian or Alaska Native	*	*	*	*	52.7	*	**	**
Two or More Races	13	93.7	30.8	32.7	63.4	30.8	**	**
Female	481	95.6	38.7	*	64.5	38.7		
Male	485	96.4	21.4	*	49.4	21.4		
Economically Disadvantaged Students	664	96.1	18.7	*	38.5	18.7	29.3	Not Met
Non-Economically Disadvantaged Students	302	96.0	55.0	*	67.5	55.0		
Students with Disabilities	252	93.5	*	*	21.6	*	13.5	Not Met
Students without Disabilities	714	97.0	*	*	63.9	*		
English Learners	22	100.0	13.6	14.1	27.3	13.6	18.3	Met Target†
Non-English Learners	944	95.9	30.4	28.2	59.4	30.4		
Homeless Students	15	89.5	20.0	21.6	27.7	30.5		
Students In Foster Care	*	*	*	16.0	26.3	*		
Military-Connected Students	*	*	*	*	57.4	*		
Migrant Students	N	N	N	N	30.1	N		

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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	304	729	729	754	21%	25%	25%	26%	3%	29%	56%
White	111	742	742	761	12%	15%	29%	*	*	44%	66%
Hispanic	72	721	721	742	28%	32%	22%	*	*	18%	42%
Black or African American	110	722	722	737	27%	31%	22%	*	*	20%	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	156	736	736	761	16%	21%	26%	*	*	37%	64%
Male	148	722	722	748	27%	29%	24%	*	*	20%	48%
Economically Disadvantaged Students	227	721	721	739	*	*	25%	*	*	18%	37%
Non-Economically Disadvantaged Students	77	753	753	764	*	*	25%	*	*	61%	68%
Students with Disabilities	76	704	704	723	*	*	*	*	*	*	18%
Students without Disabilities	228	738	738	760	*	*	*	*	*	*	63%
English Learners	*	*	*	712	*	*	*	*	*	*	*
Non-English Learners	*	*	*	755	*	*	*	*	*	*	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	26%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	26%
Military-Connected Students	*	*	*	752	*	*	*	*	*	*	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	348	730	730	760	22%	22%	26%	24%	7%	31%	63%
White	125	741	741	768	14%	15%	28%	32%	11%	43%	72%
Hispanic	95	731	731	746	17%	24%	26%	*	*	33%	49%
Black or African American	120	713	713	740	35%	27%	26%	*	*	13%	42%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	790	*	*	*	*	*	*	87%
American Indian or Alaska Native	*	*	*	756	*	*	*	*	*	*	57%
Two or More Races	*	*	*	767	*	*	*	*	*	*	68%
Female	178	739	739	769	14%	17%	30%	*	*	39%	72%
Male	170	720	720	752	29%	26%	22%	*	*	22%	54%
Economically Disadvantaged Students	240	721	721	742	27%	24%	30%	*	*	20%	44%
Non-Economically Disadvantaged Students	108	748	748	771	10%	16%	19%	*	*	56%	73%
Students with Disabilities	86	691	691	721	*	*	*	*	*	*	22%
Students without Disabilities	262	742	742	768	*	*	*	*	*	*	71%
English Learners	*	*	*	705	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	762	*	*	*	*	*	*	64%
Homeless Students	*	*	*	729	*	*	*	*	*	*	32%
Students in Foster Care	*	*	*	725	*	*	*	*	*	*	25%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	64%
Migrant Students	N	N	N	716	N	N	N	N	N	N	21%

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	352	726	726	759	30%	18%	25%	24%	3%	28%	60%
White	151	739	739	767	18%	13%	30%	32%	7%	39%	70%
Hispanic	79	711	711	744	46%	19%	16%	19%	0%	19%	45%
Black or African American	110	718	718	739	34%	25%	24%	*	*	18%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	789	*	*	*	*	*	*	86%
American Indian or Alaska Native	*	*	*	759	*	*	*	*	*	*	59%
Two or More Races	*	*	*	766	*	*	*	*	*	*	66%
Female	161	736	736	768	21%	19%	22%	*	*	38%	69%
Male	191	718	718	751	37%	17%	27%	*	*	19%	52%
Economically Disadvantaged Students	233	714	714	740	39%	20%	24%	*	*	16%	42%
Non-Economically Disadvantaged Students	119	748	748	769	10%	14%	25%	*	*	50%	71%
Students with Disabilities	99	693	693	719	*	*	*	*	*	*	19%
Students without Disabilities	253	739	739	766	*	*	*	*	*	*	68%
English Learners	*	*	*	703	*	*	*	*	*	*	*
Non-English Learners	*	*	*	761	*	*	*	*	*	*	*
Homeless Students	*	*	*	727	*	*	*	*	*	*	27%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	27%
Military-Connected Students	*	*	*	760	*	*	*	*	*	*	61%
Migrant Students	N	N	N	718	N	N	N	N	N	N	21%

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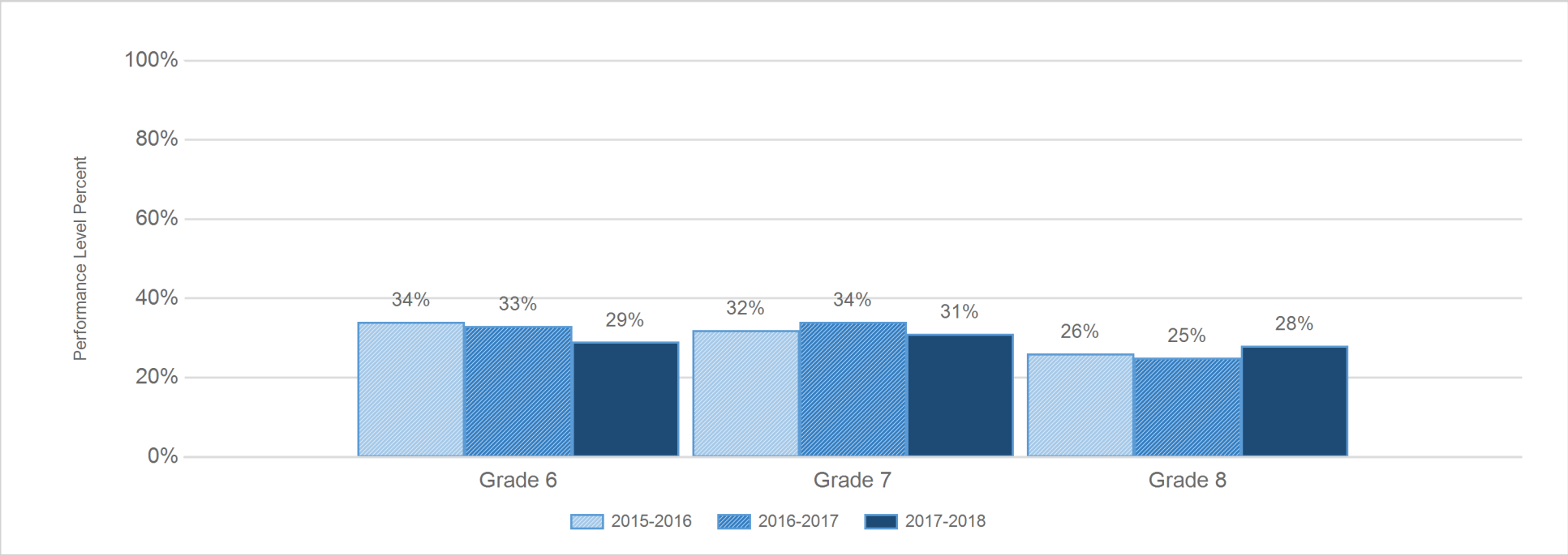
English Language Arts/Literacy Assessment - Performance Trends

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	972	96.1	22.4	18.4	45.0	22.4	25.1	Not Met
White	376	94.0	38.3	*	54.1	37.8	34.1	Met Target
Hispanic	248	97.0	14.9	12.8	29.2	14.9	20.6	Not Met
Black or African American	319	97.7	*	*	23.4	*	16.1	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	66.7	65.3	77.0	66.7	**	**
American Indian or Alaska Native	*	*	*	*	42.5	*	**	**
Two or More Races	13	93.7	15.4	18.0	53.0	15.4	**	**
Female	483	95.6	24.5	20.9	46.0	24.5		
Male	489	96.5	20.2	16.0	43.9	20.2		
Economically Disadvantaged Students	667	96.1	12.5	11.9	26.6	12.5	19.5	Not Met
Non-Economically Disadvantaged Students	305	96.0	43.6	32.4	55.9	43.6		
Students with Disabilities	254	93.6	*	*	17.1	*	10.6	Not Met
Students without Disabilities	718	97.0	*	*	50.5	*		
English Learners	28	100.0	*	11.7	24.6	*	8.8	Met Target†
Non-English Learners	944	95.9	*	18.6	46.9	*		
Homeless Students	18	91.3	11.1	*	17.3	22.8		
Students In Foster Care	*	*	*	*	16.2	*		
Military-Connected Students	*	*	*	*	45.8	*		
Migrant Students	N	N	N	N	23.7	N		

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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	307	723	723	744	22%	29%	27%	*	*	21%	44%
White	111	737	737	751	13%	20%	29%	*	*	39%	54%
Hispanic	75	720	720	731	24%	31%	28%	*	*	17%	27%
Black or African American	110	711	711	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	157	725	725	745	21%	26%	31%	*	*	22%	45%
Male	150	721	721	742	24%	33%	23%	*	*	20%	42%
Economically Disadvantaged Students	228	717	717	729	*	32%	26%	*	*	13%	24%
Non-Economically Disadvantaged Students	79	742	742	753	*	22%	29%	*	*	44%	56%
Students with Disabilities	77	700	700	717	*	*	*	*	*	*	13%
Students without Disabilities	230	731	731	748	*	*	*	*	*	*	49%
English Learners	*	*	*	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	745	*	*	*	*	*	*	45%
Homeless Students	*	*	*	718	*	*	*	*	*	*	13%
Students in Foster Care	*	*	*	718	*	*	*	*	*	*	13%
Military-Connected Students	*	*	*	745	*	*	*	*	*	*	45%
Migrant Students	N	N	N	717	N	N	N	N	N	N	18%

NJ SCHOOL PERFORMANCE REPORT

LAKESIDE MIDDLE SCHOOL
(11-3230-077)
Grades Offered: 06-08
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
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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	350	724	724	743	21%	34%	24%	18%	3%	21%	43%
White	125	735	735	750	12%	28%	27%	*	*	33%	54%
Hispanic	97	725	725	732	18%	35%	27%	21%	0%	21%	27%
Black or African American	120	711	711	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	767	*	*	*	*	*	*	75%
American Indian or Alaska Native	*	*	*	742	*	*	*	*	*	*	39%
Two or More Races	*	*	*	748	*	*	*	*	*	*	51%
Female	179	728	728	745	17%	31%	27%	*	*	25%	45%
Male	171	721	721	741	24%	37%	22%	*	*	18%	42%
Economically Disadvantaged Students	241	716	716	730	*	40%	22%	*	*	11%	24%
Non-Economically Disadvantaged Students	109	743	743	751	*	20%	28%	*	*	43%	55%
Students with Disabilities	86	697	697	717	*	*	*	*	*	*	12%
Students without Disabilities	264	733	733	748	*	*	*	*	*	*	50%
English Learners	*	*	*	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	744	*	*	*	*	*	*	45%
Homeless Students	*	*	*	720	*	*	*	*	*	*	14%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	*
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	42%
Migrant Students	N	N	N	718	N	N	N	N	N	N	11%

NJ SCHOOL PERFORMANCE REPORT

LAKESIDE MIDDLE SCHOOL
(11-3230-077)
Grades Offered: 06-08
2017-2018

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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	285	708	708	728	*	*	*	*	*	*	28%
White	102	720	720	736	23%	34%	26%	17%	0%	17%	36%
Hispanic	77	699	699	722	*	*	*	*	*	*	22%
Black or African American	96	703	703	715	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	*	*	*	721	*	*	*	*	*	*	21%
Two or More Races	*	*	*	729	*	*	*	*	*	*	28%
Female	124	712	712	731	*	*	*	*	*	*	31%
Male	161	705	705	725	*	*	*	*	*	*	26%
Economically Disadvantaged Students	211	703	703	719	*	*	*	*	*	*	20%
Non-Economically Disadvantaged Students	74	720	720	735	*	*	*	*	*	*	35%
Students with Disabilities	98	691	691	705	*	*	*	*	*	*	*
Students without Disabilities	187	716	716	735	*	*	*	*	*	*	*
English Learners	*	*	*	705	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	729	*	*	*	*	*	*	29%
Homeless Students	*	*	*	708	*	*	*	*	*	*	13%
Students in Foster Care	*	*	*	708	*	*	*	*	*	*	13%
Military-Connected Students	*	*	*	734	*	*	*	*	*	*	31%
Migrant Students	N	N	N	703	N	N	N	N	N	N	10%

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2017-2018

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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	69	766	720	746	*	*	22%	*	*	75%	46%
White	49	772	730	755	0%	*	*	*	*	88%	57%
Hispanic	*	*	709	730	*	*	*	*	*	*	27%
Black or African American	14	753	*	727	0%	0%	*	*	*	50%	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	79%
American Indian or Alaska Native	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	37	763	*	748	*	*	*	*	*	70%	48%
Male	32	770	*	745	*	*	*	*	*	81%	44%
Economically Disadvantaged Students	23	758	*	729	*	*	*	*	*	61%	25%
Non-Economically Disadvantaged Students	46	771	*	756	*	*	*	*	*	83%	57%
Students with Disabilities	*	*	705	716	*	*	*	*	*	*	13%
Students without Disabilities	*	*	726	752	*	*	*	*	*	*	52%
English Learners	N	N	*	710	N	N	N	N	N	N	*
Non-English Learners	69	766	*	749	*	*	22%	*	*	75%	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	16%
Students in Foster Care	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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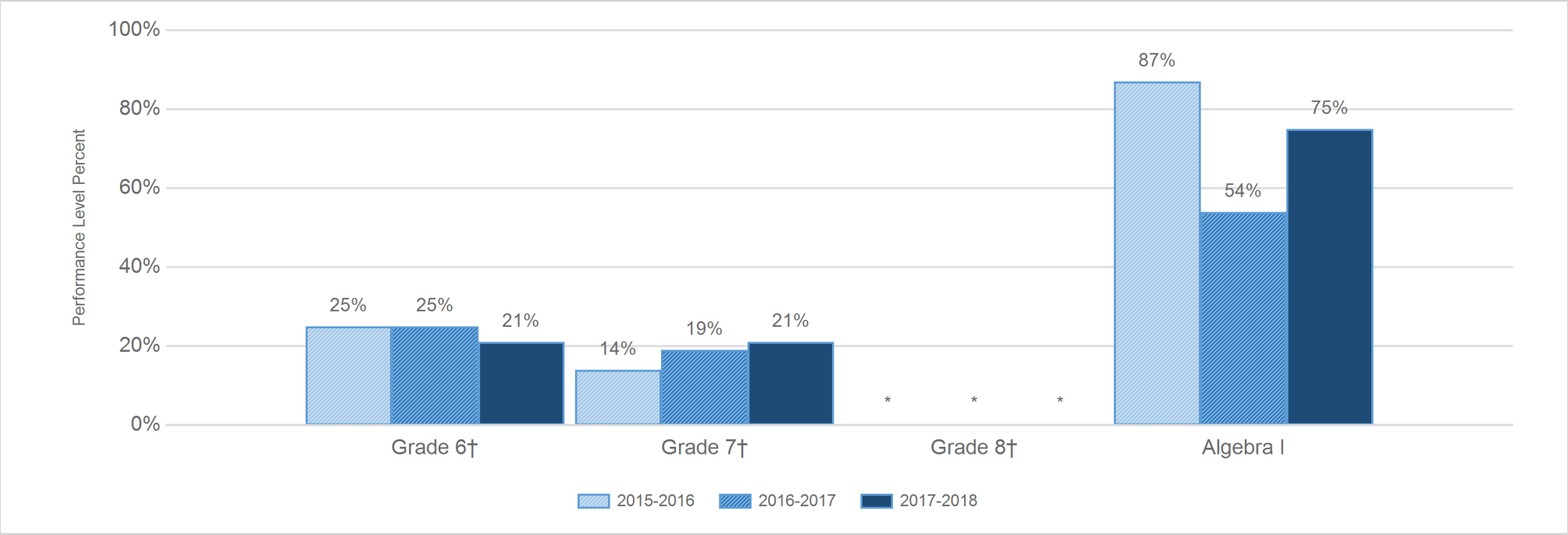
Mathematics Assessment – Performance Trends

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.

NJ SCHOOL PERFORMANCE REPORT

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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
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	18.2%	**	**

† 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	13	*	*
3-4	*	*	*
5 or more	N	N	N

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

NJASK Science Assessment Information

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

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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	323
7	0	0	360
8	74	0	299
Total	74	0	982

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	0	0	0	0	0	0	210
7	0	0	0	0	0	0	255
8	0	0	0	0	0	0	265
Total	0	0	0	0	0	0	730

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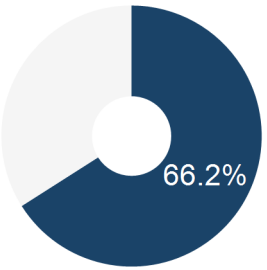
Visual and Performing Arts – Course Participation

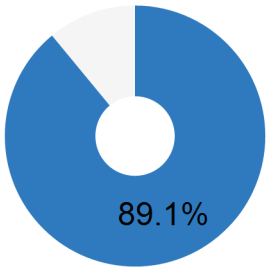
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

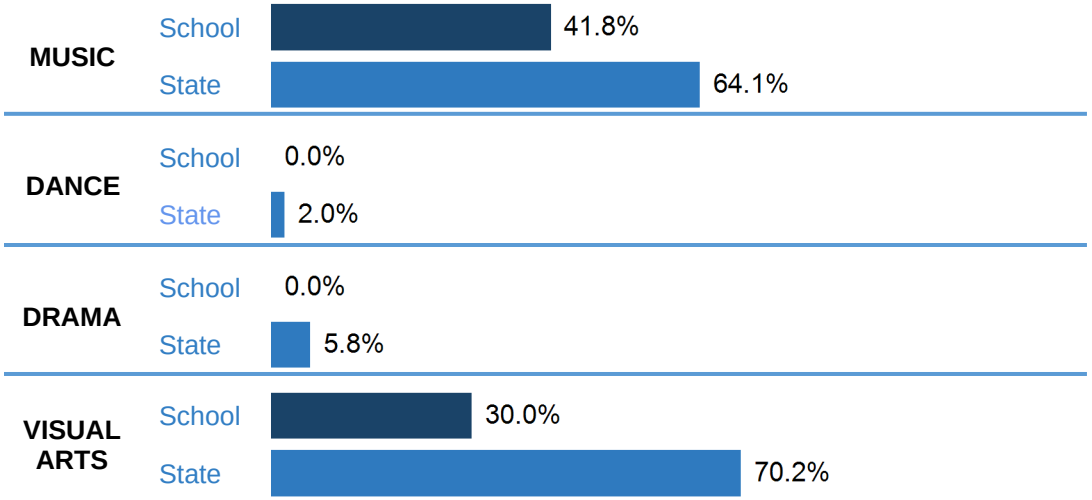


School



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.

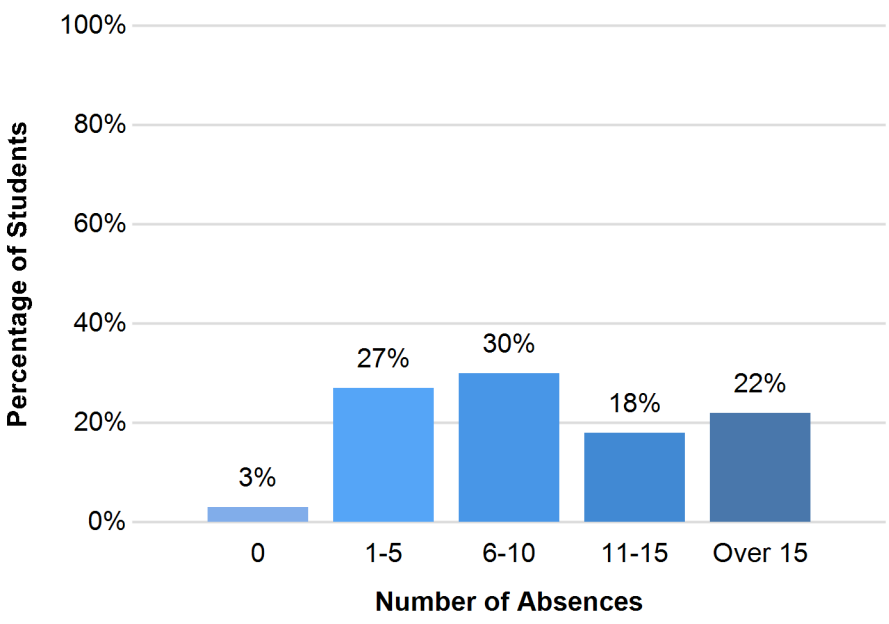
Chronic Absenteeism

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	208	19.7	9.5	Not Met
White	54	13.0	9.5	Not Met
Hispanic	64	24.0	9.5	Not Met
Black or African American	82	23.9	9.5	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	**	**
American Indian or Alaska Native	*	*	**	**
Two or More Races	8	50.0	**	**
Economically Disadvantaged Students	170	25.6	9.5	Not Met
Students with Disabilities	96	31.2	9.5	Not Met
English Learners	8	42.1	**	**

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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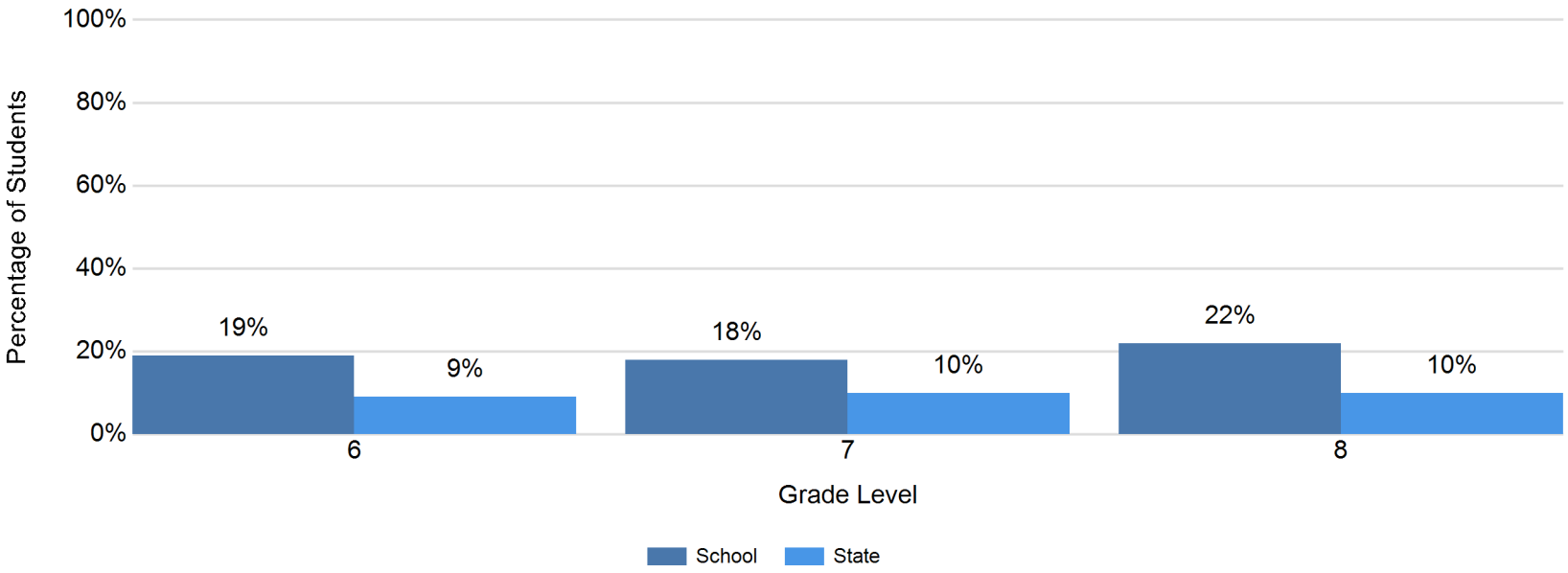
Chronic Absenteeism by Grade

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	58
Weapons	1
Vandalism	8
Substances	1
Harassment, Intimidation, Bullying (HIB)	20
Total Unique Incidents	88
Incidents Per 100 Students Enrolled	8.32

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	22
Weapons	0
Vandalism	4
Substances	1
Harassment, Intimidation, Bullying (HIB)	1
Other Incidents Leading to Removal	1

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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	0	1	1
Religion	0	0	0
Ancestry	0	1	1
Gender	1	2	3
Sexual Orientation	3	4	7
Disability	0	0	0
Other	4	13	17
No Identified Nature	6		6

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	261	24.7%
Out-of-School Suspensions	153	14.5%
Any Suspension	315	29.8%
Removal to other education program	11	1.0%
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
834

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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	8:35 AM
Typical End Time	3:10 PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	6 Hrs 0 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	2.4:1

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)	$768	$15,427	$16,195

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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	81	117,464
Average years experience in public schools	13.5	12.0
Average years experience in district	12.1	10.7
Teachers in district for 4 or more years	84.0%	75.5%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	44	9,374
Average years experience in public schools	15.3	16.0
Average years experience in district	11.8	12.0
Administrators in district for 4 or more years	77.3%	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	13:1	13:1
Students to Administrators	265:1	125:1
Teachers to Administrators	20:1	10:1
Students to Librarians/Media Specialists		920:1
Students to Nurses		425:1
Students to Counselors		325:1
Students to Child Study Team		204:1

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(11-3230-077)
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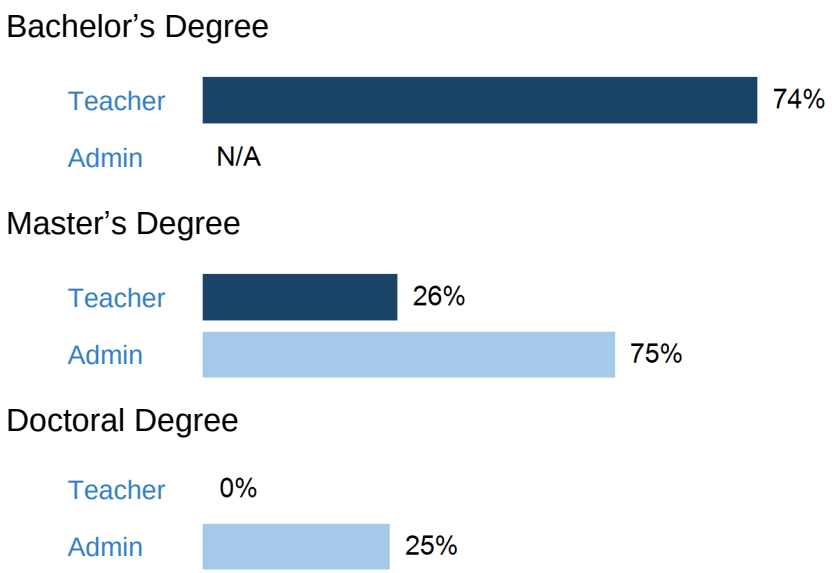
Teachers and Administrators - Level of Education

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	90.5%	90.2%
2016-17 Administrators: Same district 2017-18	90.9%	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	94.7%

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Teachers and Administrators – Demographics

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

Category	Teachers	Administrators
Female	76.5%	0.0%
Male	23.5%	100.0%
White	88.9%	75.0%
Hispanic	2.5%	25.0%
Black or African American	8.6%	0.0%
Asian	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%

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

Comprehensive Status

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

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

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	No	Yes
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	Yes		
Students with Disabilities	Yes		
English Learners	No		

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

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

Accountability Indicator	Score	Weight
English Language Arts Proficiency	7.41	17.5%
Mathematics Proficiency	7.29	17.5%
English Language Arts Growth	1.90	25.0%
Mathematics Growth	19.29	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	5.94	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	8.76	n/a
Summative Rating: Percentile Rank of Summative Score	1.95	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	Met Standard	**	Not Met	No
White	9.72	14.08	Yes	Met Target†	Met Target	Not Met	Met Standard	n/a	Not Met	No
Hispanic	14.31	14.08	No	Not Met	Not Met	Not Met	Met Standard	n/a	Not Met	No
Black or African American	15.90	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	11.68	14.08	Yes	Not Met	Not Met	Not Met	Met Standard	n/a	Not Met	No
Students with Disabilities	6.18	14.08	Yes	Not Met	Not Met	Not Met	Not Met	n/a	Not Met	No
English Learners	**	**	No	Met Target†	Met Target†	**	**	**	**	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:	• Advancement Via Individualized Determination (AVID) National Demonstration School • We are a one to one school with Chromebooks in every classroom • Very strong partnership with Millville Neighborhood Alliance featuring monthly activities focused on Project Based Learning. We have been awarded over 1,500 dollars in grant money by the Alliance.
Mission, Vision, Theme:	Lakeside Middle School seeks to create a caring environment where everyone feels safe and secure. Our school promotes a challenging learning environment that engages students with real-life and real-world student-centered instruction. We expect all students to strive for excellence and to achieve their highest potential.
Awards, Recognition, Accomplishments:	Our staff consistently scores high on the Student Growth Percentiles. We have 6 staff members going through the NJEXCEL program for School Leadership.

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Courses, Curriculum, Instruction:	Over the past 3 years we have worked to increase advanced classes and electives at our school. We currently have advanced Language Arts and Pre-Algebra in 7th grade. We offer Algebra, advanced Language Arts and Geometry in 8th grade. We have a very successful STEM elective that exposes the students to coding, engineering and robotics. Our Edmentum platform allows students to choose online electives, world language and remedial learning opportunities.
Sports and Athletics:	Our scholar athletes are able to participate in intramural sports and interscholastic sports such as Cross Country, Boys and Girls Soccer, Boys and Girls Basketball, Wrestling, and Track and Field. Our Girls Soccer team are undefeated during the past two seasons!
Clubs and Activities:	Lakeside offers diverse student opportunities in music, theater, sports, and tutorials. A variety of student interest clubs are also offered such as; science, technology, fine and performing arts, and intramurals. We believe students are introduced to many opportunities to build lifelong skills that will ensure their success in whatever post-graduation path they choose.

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Before and After School Programs:	We have an active extended day program; 21st Century After School Program, grant funded through a partnership with the Cumberland Empowerment Zone. Activities include homework help, nutrition, physical activities, dance, and field trips.
Staff and Professional Learning:	Our staff is consistently learning in Professional Development. We are currently focused on implementing Professional Learning Communities, Mindfulness, Data Analysis, Developing Rapport with students, AVID Instructional Strategies, and Empathy.

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Student Health and Wellness:	We have two nurses who service the needs of our students. Every Wednesday our students and teachers are encouraged to participate in Wellness Wednesdays which allow for Kinesthetic learning opportunities in the classroom.
Parent and Community Involvement:	Millville Neighborhood Alliance, PTO, Parent EdCamp, Bubbles for Autism, Parents as Leaders, Walk to End Alzheimers Our school has an active blog for parents, students, community members and staff that has been viewed over 100,000 times in 3 years. The blog address is http://lakesidelightninground.blogspot.com.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers Parents, community members, students, and staff are encouraged to take an annual climate survey to provide feedback to the administration.
Facilities:	Lakeside Middle School is the largest school in Millville. Our facility has over 100 classrooms, a Digital Media Center, two gymnasiums, Library, STEM Lab, TV Studio, and an auditorium that can accommodate over 1,400 visitors.

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Other Information:	Lakeside Middle School is a safe and caring learning environment that prides itself on assisting students as they transition from 5 different elementary schools to the High School. We are dedicated to supporting the Social and Emotional needs of our adolescents.