NJ SCHOOL PERFORMANCE REPORT

LINWOOD MIDDLE SCHOOL
(23-3620-065)
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	MIDDLESEX
District	NORTH BRUNSWICK TWP
Principal Name	MR. SELOVER
Address	25 LINWOOD PLACE NORTH BRUNSWICK, NJ 08902
Phone Number	(732)289-3602
Email Address	rselover@nbtschools.org
Website	http://linwood.nbtschools.org

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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	450	448	441
7	441	457	465
8	452	437	469
Total	1,343	1,344	1,377

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	47.2%	48.5%	48.8%
Male	52.8%	51.5%	51.2%
Economically Disadvantaged Students	39.7%	41.8%	42.1%
Students with Disabilities	11.4%	11.4%	12.5%
English Learners	4.5%	4.6%	3.7%
Homeless Students		0.0%	0.2%
Students in Foster Care		0.2%	0.1%
Military-Connected Students		0.0%	0.0%
Migrant Students		0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2015-16	2016-17	2017-18
White	20.6%	19.4%	20.2%
Hispanic	32.5%	34.0%	35.7%
Black or African American	21.2%	21.1%	20.7%
Asian	24.7%	23.6%	21.3%
Native Hawaiian or Pacific Islander	0.4%	0.3%	0.3%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.7%	1.6%	1.7%

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	61.1%
Spanish	22.6%
Hindi	2.0%
Gujarati	1.9%
Urdu	1.6%
Other Languages	10.8%

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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	61	55	50	Exceeds Standard	49	52	50	Met Standard
White	63	57	50	Exceeds Standard	48.5	53.5	51	Met Standard
Hispanic	57	50	49	Met Standard	54	51	48	Met Standard
Black or African American	55	52	44	Met Standard	38	45	44	Not Met
Asian, Native Hawaiian, or Pacific Islander	69	63	61	Exceeds Standard	52.5	61	61	Met Standard
American Indian or Alaska Native	*	*	52	**	*	*	53	**
Two or More Races	63	44	49	**	*	52	51	**
Economically Disadvantaged	57	50	48	Met Standard	49	51	47	Met Standard
Students with Disabilities	43	38	41	Met Standard	39	46	43	Not Met
English Learners	56	52.5	54	Met Standard	42.5	48.5	51	Met Standard

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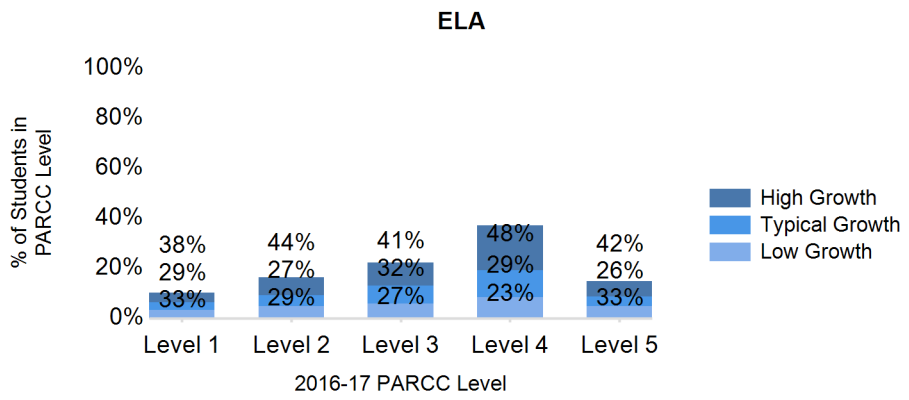
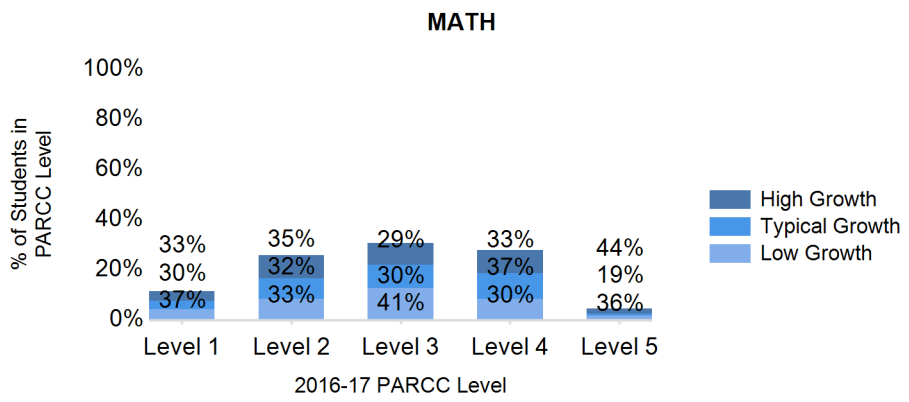
Student Growth by Performance Level

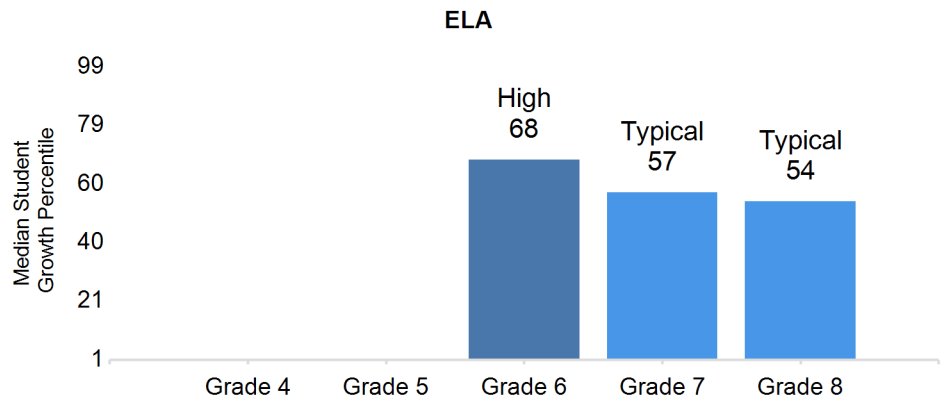
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

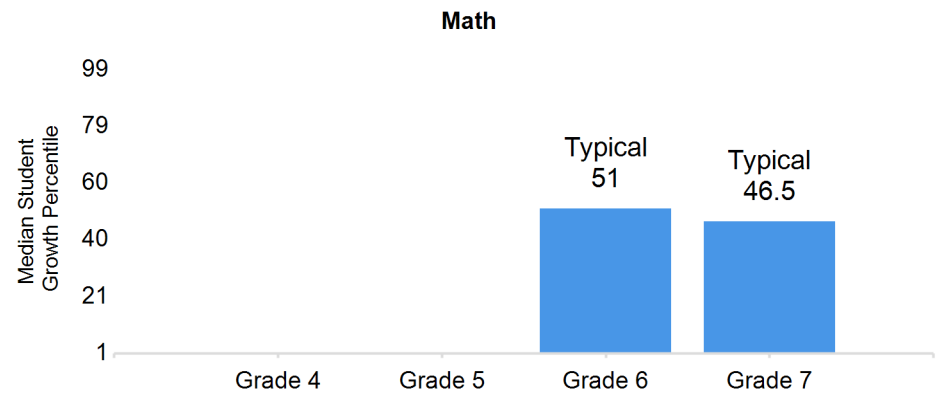




Student Growth by Grade

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





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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	1326	98.3	56.6	50.0	56.7	56.6	58.7	Met Target†
White	269	97.8	66.9	59.8	65.6	66.9	67.8	Met Target†
Hispanic	480	98.8	42.5	33.9	42.5	42.5	38.3	Met Target
Black or African American	269	97.2	42.0	37.3	37.3	42.0	47.1	Not Met
Asian, Native Hawaiian, or Pacific Islander	286	99.7	83.9	78.7	82.3	83.9	80	Met Goal
American Indian or Alaska Native	*	*	*	*	52.7	*	**	**
Two or More Races	*	*	*	*	63.4	*	58.3	Met Target
Female	645	98.7	67.5	58.4	64.5	67.5		
Male	681	98.0	46.4	42.0	49.4	46.4		
Economically Disadvantaged Students	538	97.7	37.9	31.5	38.5	37.9	40.4	Met Target†
Non-Economically Disadvantaged Students	788	98.8	69.4	63.4	67.5	69.4		
Students with Disabilities	163	94.9	16.5	12.9	21.6	16.5	21	Met Target†
Students without Disabilities	1163	98.8	62.3	55.4	63.9	62.3		
English Learners	89	100.0	20.2	*	27.3	20.2	22.8	Met Target†
Non-English Learners	1237	98.2	59.3	*	59.4	59.3		
Homeless Students	*	*	*	*	27.7	*		
Students In Foster Care	*	*	*	*	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 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	429	756	756	754	7%	14%	24%	38%	17%	55%	56%
White	91	767	767	761	*	*	19%	41%	27%	68%	66%
Hispanic	158	741	741	742	8%	20%	32%	*	*	40%	42%
Black or African American	91	740	740	737	11%	19%	30%	*	*	41%	35%
Asian, Native Hawaiian, or Pacific Islander	83	787	787	779	*	*	*	39%	47%	86%	83%
American Indian or Alaska Native	*	*	*	751	*	*	*	*	*	*	49%
Two or More Races	*	*	*	761	*	*	*	*	*	*	64%
Female	218	760	760	761	5%	11%	24%	41%	19%	60%	64%
Male	211	751	751	748	9%	17%	25%	35%	15%	50%	48%
Economically Disadvantaged Students	186	740	740	739	10%	19%	34%	*	*	37%	37%
Non-Economically Disadvantaged Students	243	768	768	764	4%	9%	17%	*	*	70%	68%
Students with Disabilities	47	726	726	723	28%	23%	26%	*	*	23%	18%
Students without Disabilities	382	759	759	760	4%	13%	24%	*	*	59%	63%
English Learners	13	708	708	712	*	*	*	*	*	*	*
Non-English Learners	416	757	757	755	*	*	*	*	*	*	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	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	448	754	754	760	12%	13%	20%	28%	27%	55%	63%
White	*	*	*	768	*	*	*	*	*	*	72%
Hispanic	173	741	741	746	16%	17%	24%	30%	14%	44%	49%
Black or African American	92	738	738	740	18%	18%	23%	*	*	40%	42%
Asian, Native Hawaiian, or Pacific Islander	90	784	784	790	*	*	12%	18%	62%	80%	87%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	57%
Two or More Races	*	*	*	767	*	*	*	*	*	*	68%
Female	223	769	769	769	5%	7%	17%	36%	35%	71%	72%
Male	225	740	740	752	18%	19%	23%	20%	19%	40%	54%
Economically Disadvantaged Students	176	734	734	742	22%	18%	23%	26%	11%	37%	44%
Non-Economically Disadvantaged Students	272	768	768	771	5%	10%	18%	29%	38%	67%	73%
Students with Disabilities	49	714	714	721	31%	35%	20%	*	*	14%	22%
Students without Disabilities	399	759	759	768	9%	11%	20%	*	*	60%	71%
English Learners	19	678	678	705	*	*	*	*	*	*	11%
Non-English Learners	429	758	758	762	*	*	*	*	*	*	64%
Homeless Students	N	N	N	729	N	N	N	N	N	N	32%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	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	458	760	760	759	10%	12%	18%	35%	25%	60%	60%
White	93	765	765	767	*	*	19%	32%	31%	63%	70%
Hispanic	150	743	743	744	15%	18%	23%	35%	9%	44%	45%
Black or African American	*	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	117	792	792	789	*	*	*	37%	52%	89%	86%
American Indian or Alaska Native	N	N	N	759	N	N	N	N	N	N	59%
Two or More Races	*	*	*	766	*	*	*	*	*	*	66%
Female	212	771	771	768	*	*	17%	41%	30%	71%	69%
Male	246	751	751	751	*	*	19%	30%	21%	51%	52%
Economically Disadvantaged Students	181	741	741	740	14%	19%	27%	33%	7%	40%	42%
Non-Economically Disadvantaged Students	277	773	773	769	6%	8%	12%	37%	36%	73%	71%
Students with Disabilities	50	709	709	719	*	*	*	*	*	*	19%
Students without Disabilities	408	766	766	766	*	*	*	*	*	*	68%
English Learners	14	704	704	703	*	*	*	*	*	*	*
Non-English Learners	444	762	762	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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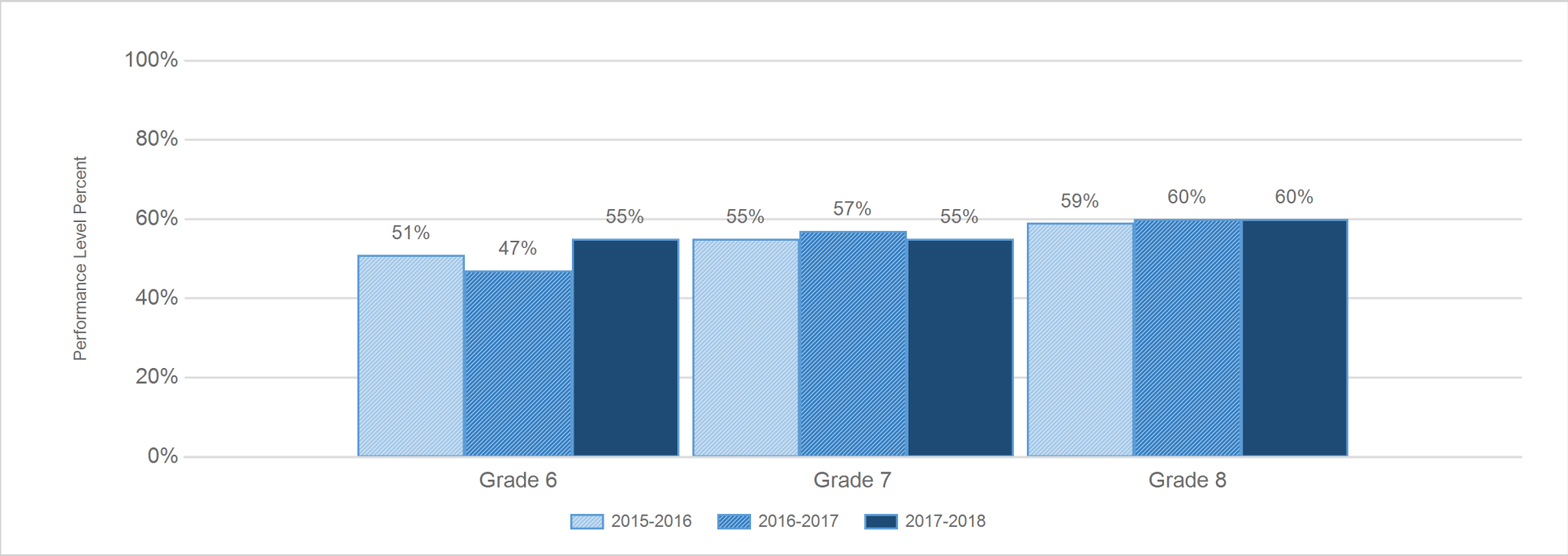
English Language Arts/Literacy Assessment - Performance Trends

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	1329	98.2	38.4	39.1	45.0	38.4	46.6	Not Met
White	269	97.8	48.3	*	54.1	48.3	55.1	Not Met
Hispanic	481	98.6	22.4	23.5	29.2	22.4	28.4	Not Met
Black or African American	271	96.9	19.2	*	23.4	19.2	29.2	Not Met
Asian, Native Hawaiian, or Pacific Islander	286	99.7	73.8	71.1	77.0	73.8	75.1	Met Target†
American Indian or Alaska Native	*	*	*	*	42.5	*	**	**
Two or More Races	*	*	*	*	53.0	*	26.6	Met Target
Female	647	98.7	41.1	40.3	46.0	41.1		
Male	682	97.8	35.9	38.1	43.9	35.9		
Economically Disadvantaged Students	538	97.3	19.1	20.2	26.6	19.1	28.8	Not Met
Non-Economically Disadvantaged Students	791	98.8	51.5	52.8	55.9	51.5		
Students with Disabilities	163	94.9	12.3	10.1	17.1	12.2	14.1	Met Target†
Students without Disabilities	1166	98.7	42.1	43.2	50.5	42.1		
English Learners	91	97.9	*	13.6	24.6	*	18.3	Not Met
Non-English Learners	1238	98.2	*	41.5	46.9	*		
Homeless Students	*	*	*	*	17.3	*		
Students In Foster Care	*	*	*	*	16.2	*		
Military-Connected Students	N	N	N	*	45.8	N		
Migrant Students	N	N	N	N	23.7	N		

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Mathematics Assessment - Performance by Grade: Grade 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	431	740	740	744	8%	26%	31%	28%	8%	35%	44%
White	91	750	750	751	*	24%	26%	*	*	48%	54%
Hispanic	159	729	729	731	11%	34%	36%	*	*	19%	27%
Black or African American	92	724	724	726	16%	36%	32%	16%	0%	16%	21%
Asian, Native Hawaiian, or Pacific Islander	83	767	767	771	*	*	24%	49%	22%	71%	78%
American Indian or Alaska Native	*	*	*	744	*	*	*	*	*	*	48%
Two or More Races	*	*	*	749	*	*	*	*	*	*	52%
Female	219	738	738	745	8%	29%	30%	26%	7%	33%	45%
Male	212	742	742	742	8%	22%	32%	30%	8%	38%	42%
Economically Disadvantaged Students	186	728	728	729	11%	35%	36%	*	*	18%	24%
Non-Economically Disadvantaged Students	245	749	749	753	6%	19%	27%	*	*	49%	56%
Students with Disabilities	47	721	721	717	23%	38%	26%	*	*	13%	13%
Students without Disabilities	384	743	743	748	6%	24%	31%	*	*	38%	49%
English Learners	14	706	706	713	*	*	*	*	*	*	11%
Non-English Learners	417	741	741	745	*	*	*	*	*	*	45%
Homeless Students	*	*	*	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

LINWOOD MIDDLE SCHOOL
(23-3620-065)
Grades Offered: 06-08
2017-2018

Report Key:
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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	401	732	732	743	12%	28%	32%	*	*	28%	43%
White	80	741	741	750	*	16%	33%	*	*	41%	54%
Hispanic	170	727	727	732	10%	34%	37%	19%	0%	19%	27%
Black or African American	89	722	722	727	24%	34%	28%	*	*	15%	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	196	736	736	745	7%	27%	31%	*	*	36%	45%
Male	205	728	728	741	17%	29%	32%	*	*	21%	42%
Economically Disadvantaged Students	172	722	722	730	18%	35%	33%	*	*	14%	24%
Non-Economically Disadvantaged Students	229	739	739	751	7%	22%	31%	*	*	39%	55%
Students with Disabilities	49	710	710	717	37%	39%	*	*	*	10%	12%
Students without Disabilities	352	735	735	748	9%	26%	*	*	*	31%	50%
English Learners	19	705	705	716	*	*	*	*	*	*	10%
Non-English Learners	382	733	733	744	*	*	*	*	*	*	45%
Homeless Students	N	N	N	720	N	N	N	N	N	N	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	*
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

LINWOOD MIDDLE SCHOOL
(23-3620-065)
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	239	716	716	728	30%	28%	28%	*	*	14%	28%
White	43	722	722	736	*	28%	33%	*	*	19%	36%
Hispanic	108	717	717	722	31%	25%	32%	12%	0%	12%	22%
Black or African American	59	704	704	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	101	719	719	731	28%	27%	30%	*	*	16%	31%
Male	138	714	714	725	32%	30%	26%	*	*	12%	26%
Economically Disadvantaged Students	133	713	713	719	*	*	*	*	*	*	20%
Non-Economically Disadvantaged Students	106	720	720	735	*	*	*	*	*	*	35%
Students with Disabilities	43	699	699	705	*	*	*	*	*	*	*
Students without Disabilities	196	720	720	735	*	*	*	*	*	*	*
English Learners	16	692	692	705	*	*	*	*	*	*	10%
Non-English Learners	223	718	718	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	215	769	742	746	0%	*	19%	*	*	78%	46%
White	51	770	*	755	0%	*	*	*	*	80%	57%
Hispanic	42	757	729	730	0%	*	*	69%	0%	69%	27%
Black or African American	*	*	*	727	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	84	779	*	779	0%	0%	12%	74%	14%	88%	79%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	49%
Two or More Races	*	*	*	755	*	*	*	*	*	*	54%
Female	113	767	743	748	0%	*	23%	*	*	74%	48%
Male	102	771	741	745	0%	*	14%	*	*	81%	44%
Economically Disadvantaged Students	49	757	727	729	0%	*	*	*	*	63%	25%
Non-Economically Disadvantaged Students	166	773	753	756	0%	*	*	*	*	82%	57%
Students with Disabilities	*	*	*	716	*	*	*	*	*	*	13%
Students without Disabilities	*	*	*	752	*	*	*	*	*	*	52%
English Learners	N	N	704	710	N	N	N	N	N	N	*
Non-English Learners	215	769	744	749	0%	*	19%	*	*	78%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	16%
Students in Foster Care	N	N	*	712	N	N	N	N	N	N	12%
Military-Connected Students	N	N	*	752	N	N	N	N	N	N	49%
Migrant Students	N	N	N	720	N	N	N	N	N	N	11%

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Mathematics Assessment - Performance by Test: Geometry

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	53	785	734	735	0%	0%	*	*	*	98%	30%
White	*	*	*	740	*	*	*	*	*	*	37%
Hispanic	*	*	*	723	*	*	*	*	*	*	14%
Black or African American	*	*	*	719	*	*	*	*	*	*	11%
Asian, Native Hawaiian, or Pacific Islander	44	785	*	760	0%	0%	*	*	*	98%	65%
American Indian or Alaska Native	N	N	N	734	N	N	N	N	N	N	28%
Two or More Races	N	N	*	741	N	N	N	N	N	N	39%
Female	27	781	736	736	0%	0%	*	*	*	100%	30%
Male	26	789	732	734	0%	0%	*	*	*	96%	29%
Economically Disadvantaged Students	*	*	*	722	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	*	*	*	741	*	*	*	*	*	*	38%
Students with Disabilities	*	*	*	713	*	*	*	*	*	*	*
Students without Disabilities	*	*	*	738	*	*	*	*	*	*	*
English Learners	N	N	713	711	N	N	N	N	N	N	*
Non-English Learners	53	785	735	736	0%	0%	*	*	*	98%	*
Homeless Students	N	N	*	718	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	731	N	N	N	N	N	N	24%
Migrant Students	N	N	N	709	N	N	N	N	N	N	11%

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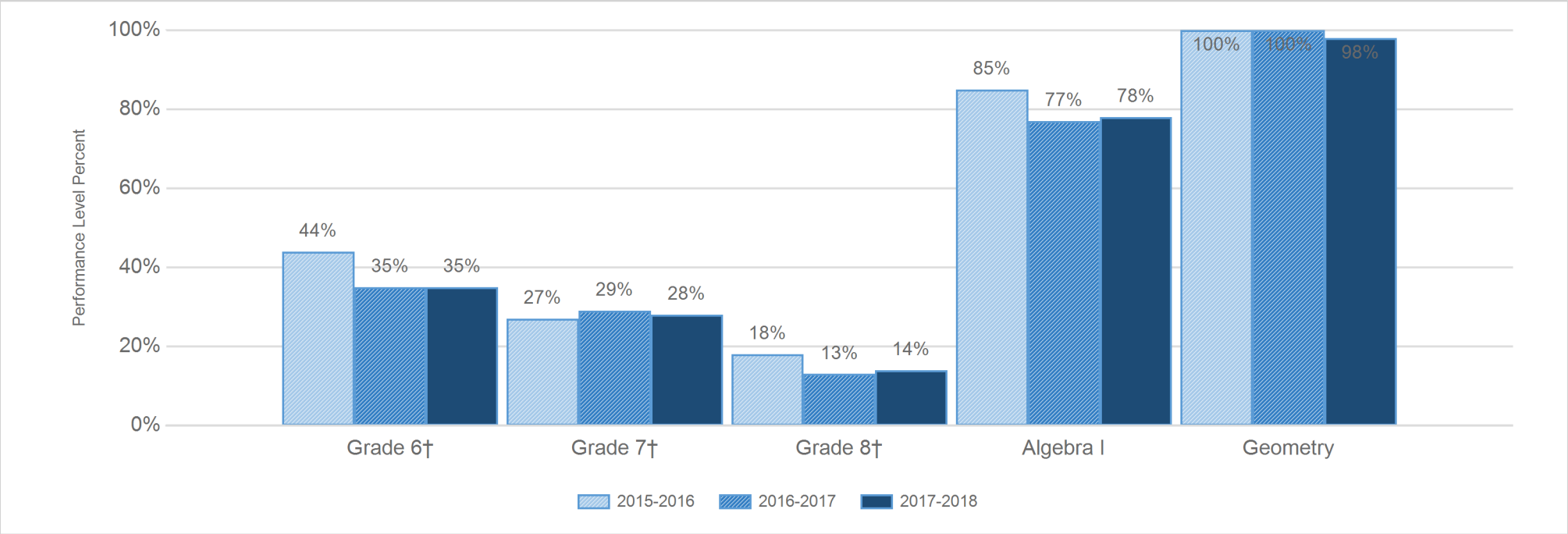
Mathematics Assessment – Performance Trends

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
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	28	*	*
3-4	12	*	*
5 or more	*	*	*

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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	466
7	48	0	450
8	182	54	267
Total	230	54	1183

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	275	83	49	0	74	0	4
7	290	80	48	0	68	0	8
8	245	106	54	0	65	0	5
Total	810	269	151	0	207	0	17

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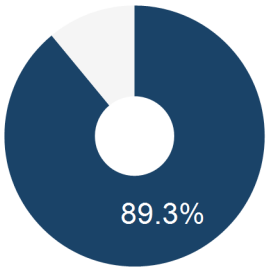
Visual and Performing Arts – Course Participation

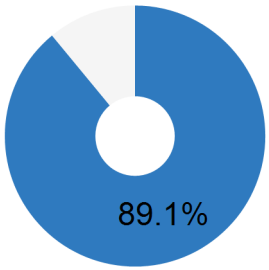
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

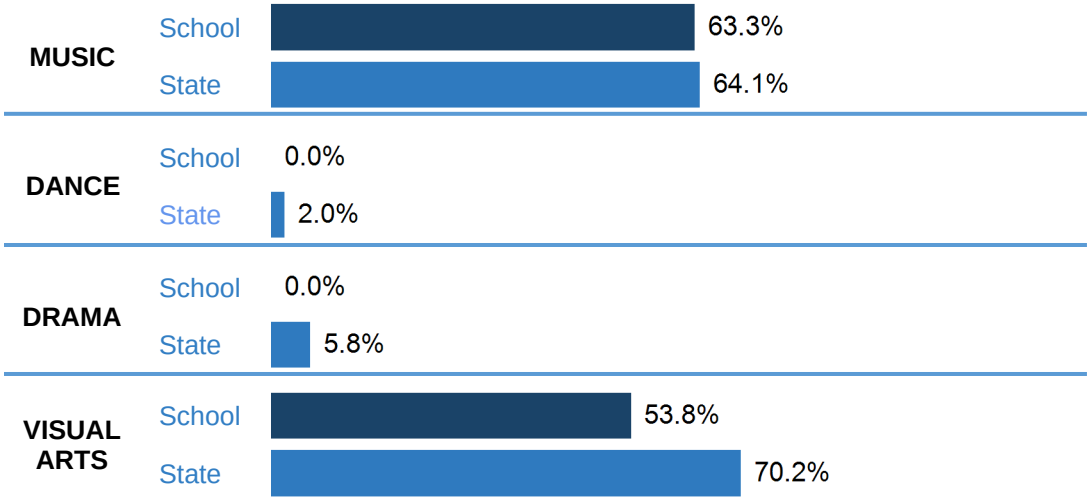


School



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.

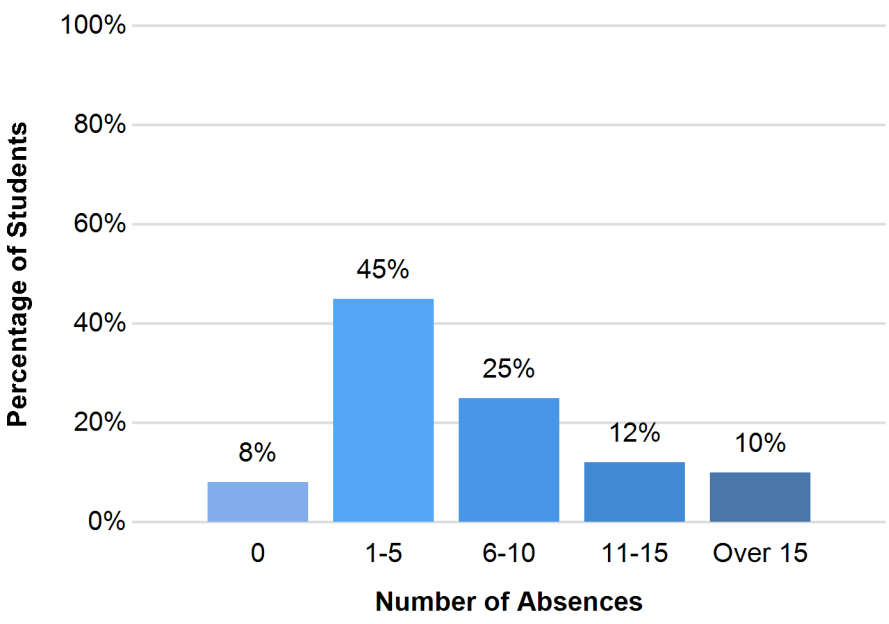
Chronic Absenteeism

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	97	7.0	9.5	Met
White	18	6.5	9.5	Met
Hispanic	44	8.9	9.5	Met
Black or African American	22	7.7	9.5	Met
Asian, Native Hawaiian, or Pacific Islander	11	3.7	9.5	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	2	8.3	9.5	Met
Economically Disadvantaged Students	55	9.4	9.5	Met
Students with Disabilities	13	7.3	9.5	Met
English Learners	4	7.8	9.5	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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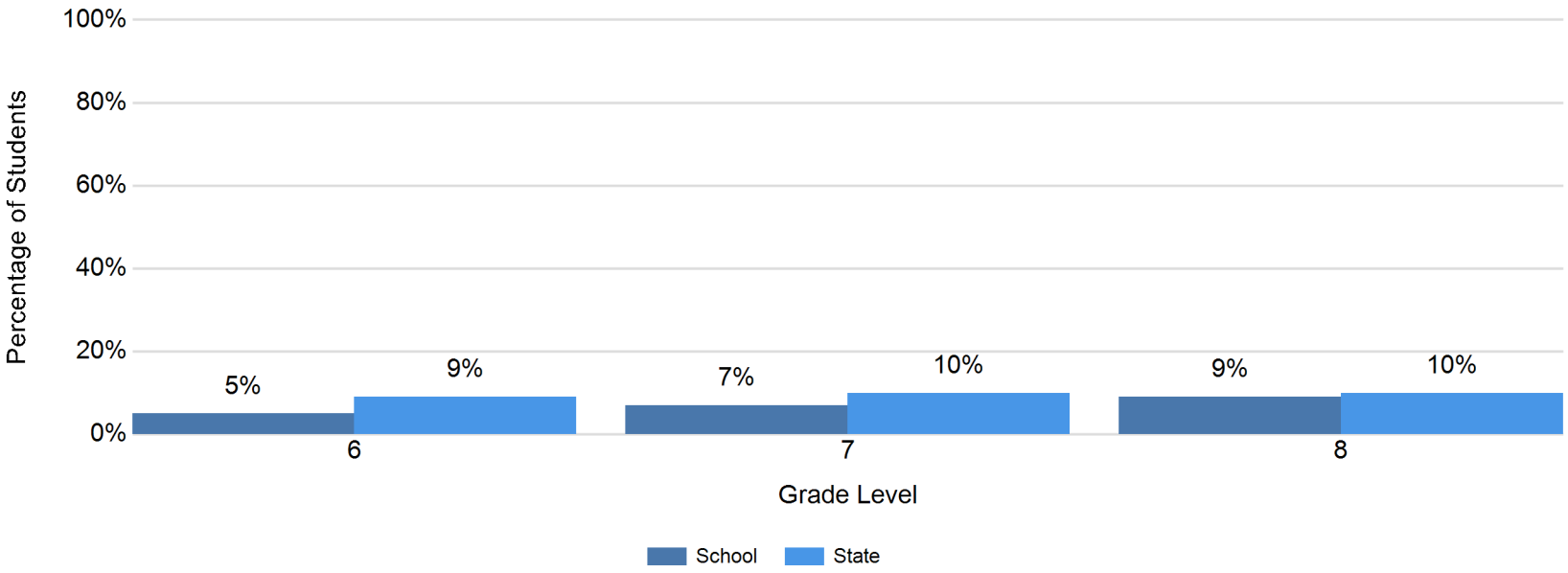
Chronic Absenteeism by Grade

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



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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	15
Weapons	3
Vandalism	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	10
Total Unique Incidents	29
Incidents Per 100 Students Enrolled	2.11

Police Notifications

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

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

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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.

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	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	4	7	11
No Identified Nature	0		0

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	122	8.9%
Out-of-School Suspensions	83	6.0%
Any Suspension	148	10.8%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
303

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LINWOOD MIDDLE SCHOOL
(23-3620-065)
Grades Offered: 06-08
2017-2018

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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	3:05 PM
Length of School Day	7 Hrs 0 Mins
Full Time - Instructional Time	6 Hrs 10 Mins
Shared Time - Instructional Time	N

Device Ratios

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

School Year	Student to Device Ratio
2017-18	1.0:1

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)	$455	$13,272	$13,727

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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	112	117,464
Average years experience in public schools	9.6	12.0
Average years experience in district	9.1	10.7
Teachers in district for 4 or more years	67.9%	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	43	9,374
Average years experience in public schools	12.9	16.0
Average years experience in district	10.9	12.0
Administrators in district for 4 or more years	74.4%	76.2%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	12:1	12:1
Students to Administrators	153:1	139:1
Teachers to Administrators	12:1	12:1
Students to Librarians/Media Specialists		996:1
Students to Nurses		996:1
Students to Counselors		398:1
Students to Child Study Team		374:1

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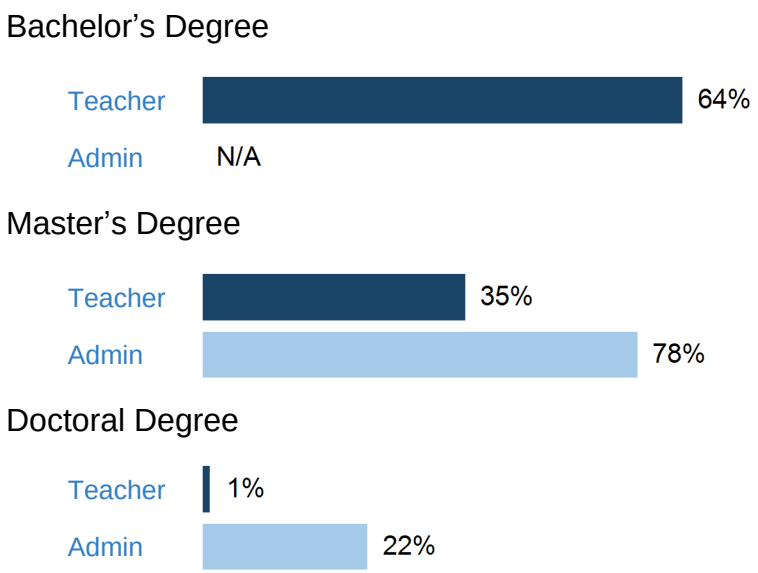
Teachers and Administrators - Level of Education

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	91.6%	90.2%
2016-17 Administrators: Same district 2017-18	83.3%	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	97.3%

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Teachers: All classroom teachers
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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	79.5%	44.4%
Male	20.5%	55.6%
White	91.1%	66.7%
Hispanic	4.5%	0.0%
Black or African American	1.8%	33.3%
Asian	2.7%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%

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

Comprehensive Status

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

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

Targeted Status

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

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

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

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

Accountability Indicator	Score	Weight
English Language Arts Proficiency	42.00	15.0%
Mathematics Proficiency	24.59	15.0%
English Language Arts Growth	80.33	20.0%
Mathematics Growth	39.29	20.0%
Progress Towards English Language Proficiency	1.70	20.0%
Chronic Absenteeism	54.56	10.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	39.71	n/a
Summative Rating: Percentile Rank of Summative Score	32.41	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	No	n/a

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

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Accountability Summary by Student Group - 2017-18 School Year

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

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	No	Met Target†	Not Met	Exceeds Standard	Met Standard	Not Met	Met	No
White	52.15	14.08	No	Met Target†	Not Met	Exceeds Standard	Met Standard	n/a	Met	No
Hispanic	55.75	14.08	No	Met Target	Not Met	Met Standard	Met Standard	n/a	Met	No
Black or African American	56.59	14.08	No	Not Met	Not Met	Met Standard	Not Met	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	44.85	14.08	No	Met Goal	Met Target†	Exceeds Standard	Met Standard	n/a	Met	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	Met Target	Met Target	**	**	n/a	Met	No
Economically Disadvantaged Students	56.04	14.08	No	Met Target†	Not Met	Met Standard	Met Standard	n/a	Met	No
Students with Disabilities	48.41	14.08	No	Met Target†	Met Target†	Met Standard	Not Met	n/a	Met	No
English Learners	28.71	14.08	No	Met Target†	Not Met	Met Standard	Met Standard	Met Standard	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:	• Linwood held it's first Community Day in 2017 with over 400 in attendance. There were many participants including local vendors & various school programs, as well as games and activities for children. • Linwood offers a series of Parent Academy workshops to provide necessary tools and skills to build capacity and confidence in families to support students academically, socially and emotionally. • The school also participated in the district Art Gallery, various music festivals, & held a Science Fair; all events showcased students' work and creativity.
Mission, Vision, Theme:	At Linwood, we are a committed and diverse team of educators who work diligently to ensure that all students value diversity, learn collaboratively and reach their greatest potential. We believe that all students shoud be taught responsible behavior, respecful communication and tolerance of each other's differences.
Awards, Recognition, Accomplishments:	Most recently in 2018, we had national and regional recognized teams in the Lockheed Martin Video Challenge, top placers in STEAM Tank and AMTNJ math and high performers in the American Mathematics competition grades 8 &10.

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Courses, Curriculum, Instruction:	The LMS curriculum includes courses in Language Arts, Mathematics, Science, Social Studies and World Language. Linwood provides courses to meet stuent needs from the accelerated level (including high school level courses for Algebra, Geometry and Physics) to specialized inclusive programs (medically disabled, Language Learning Disabled, Autism Spectrum disorders). Linwood students have successfully performed on national competitions.
Sports and Athletics:	Sports Offered: Baseball (Coed), Basketball (Boys & Girls), Cheerleading (Coed), Cross Country (Boys & Girls), Football (Coed), Lacrosse (Boys & Girls), Soccer (Boys & Girls), Softball (Coed), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Wrestling (Coed)
Clubs and Activities:	8th Grade Activities, Student Council,Newspaper, Pandemonium (Literary Magazine), Yearbook, Choir, Strings, Drama, Jazz Band, Wind Ensemble, Academic Challenge, Homework, Robotics, Math Olympiad, Linwood Awareness Buddies, Operation Achievement, SLICE, NJHS, Book, PBIS.

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Staff and Professional Learning:	Through staff meetings and our professional learning communities, the faculty at Linwood meet consistently to share best practices and expertise; improve content and instructional implementation; and engage in collaborative inquiry to enhance pedagogical skills and academic performance of students. As a school community, we have engaged in book studies and article reviews to grow our understanding of the social & emotional development of our student population.

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Student Supports and Services:	Linwood Middle School has four guidance counselors that seek to assist students with understanding the complexities of middle school, while providing direct services to individual and/or groups of students. Our knowledgeable CST monitors, assists and supports our Special Education students and their families. All of our support staff members assist students with academic, social and personal challenges such as decision making, study habits, class work, and school/family relationships.
Student Health and Wellness:	LMS offers a breakfast program each morning for students who wish to attend. Linwood Middle School has established varied community-based partnerships with local and state agencies to assist our students and families with enhancinng their social, emotional and family wellness. Also, our I&RS program provides a standardized, systematic problem solving process to assist staff and support students who are academically, socially, emotionally or behaviorally underperforming and at risk for failure.
Parent and Community Involvement:	The LMS PTSO plays a vital role in the success of our school by sponsoring many student based activities and events. This parent organization supports these endeavors through fundraising while also providing teachers with mini-grants to fund school projects. Our monthly parent academies respectfully engage parents in researched-based strategies that support the whole-child and provide students with opportunities to publicly demonstrate progress through presentations of project-based learning.

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School Narrative

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Facilities:	LMS offers a Media Center consisting of a Library and Computer Lab. There are 3 Art Rooms, a STEM classroom, 2 Gyms, 3 additional dedicated computer labs and a multi-purpose cafetorium. Lab equipment extends technology access. Our courtyard is used as an outdoor classroom and extended learning environment. This space can be utilized by parents, students, teachers and staff for activities to support our school academic and community projects.

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Other Information:	Our success at Linwood Middle School is the direct result of the combined efforts from the home and the school. With a dedicated staff and administration team, and a supportive parent community, Linwood Middle School will continue to enjoy its reputation for caring about every student as an individual, who has the potential for unlimited achievement. Our goal is to provide the best educational experiences that will ensure the success of each student as they prepare to lead responsible and productive lives.