NJ SCHOOL PERFORMANCE REPORT

THOMAS JEFFERSON MIDDLE SCHOOL
(03-2740-067)
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	BERGEN
District	LODI BOROUGH
Principal Name	MR. LIPARI
Address	75 FIRST STREET LODI, NJ 07644
Phone Number	(973)478-8662
Email Address	JACK.LIPARI@LODI.K12.NJ.US
Website	http://www.lodi.k12.nj.us/schools/thomas-jefferson-middle
Twitter	https://twitter.com/lodiTJMS_NJ

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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	234	232	243
7	249	248	243
8	238	248	238
Total	721	728	724

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	49.7%	47.8%	46.1%
Male	50.3%	52.2%	53.9%
Economically Disadvantaged Students	63.4%	64.6%	59.7%
Students with Disabilities	11.5%	11.7%	11.3%
English Learners	2.9%	5.9%	4.3%
Homeless Students		1.2%	0.6%
Students in Foster Care		0.3%	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	25.0%	26.9%	28.9%
Hispanic	55.5%	55.2%	55.5%
Black or African American	10.5%	8.9%	8.0%
Asian	6.4%	6.7%	5.7%
Native Hawaiian or Pacific Islander	1.4%	0.8%	1.0%
American Indian or Alaska Native	0.3%	0.1%	0.1%
Two or More Races	1.0%	1.2%	0.8%

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
Spanish	43.9%
English	33.7%
Arabic	4.6%
Albanian	3.9%
Tagalog	1.9%
Other Languages	12.0%

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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	66	62	50	Exceeds Standard	61	53	50	Exceeds Standard
White	72	65	50	Exceeds Standard	53	51	51	Met Standard
Hispanic	64	61	49	Exceeds Standard	63	53	48	Exceeds Standard
Black or African American	62.5	59	44	Exceeds Standard	54.5	54.5	44	Met Standard
Asian, Native Hawaiian, or Pacific Islander	77.5	68	61	Exceeds Standard	82	67.5	61	Exceeds Standard
American Indian or Alaska Native	*	*	52	**	N	N	53	**
Two or More Races	*	55	49	**	*	21	51	**
Economically Disadvantaged	66	64	48	Exceeds Standard	60	54.5	47	Exceeds Standard
Students with Disabilities	61	57	41	Exceeds Standard	43	38	43	Met Standard
English Learners	80	67	54	Exceeds Standard	83	54	51	Exceeds Standard

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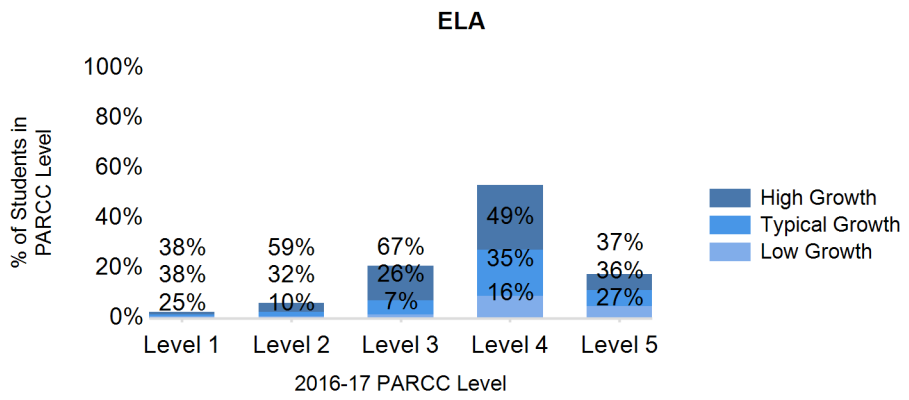
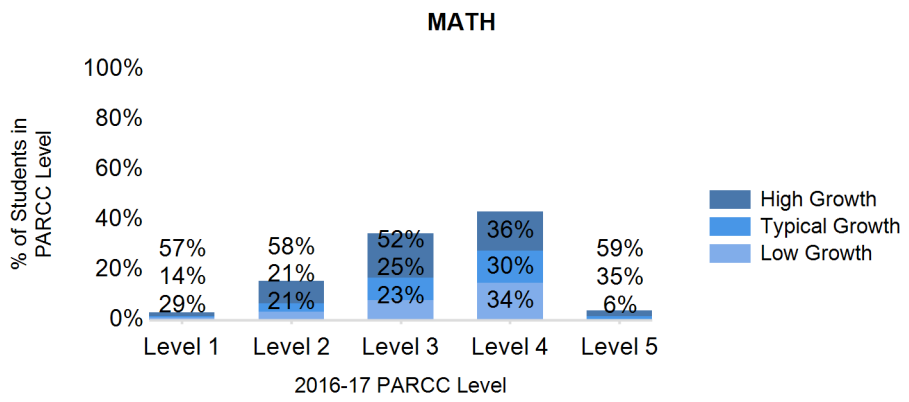
Student Growth by Performance Level

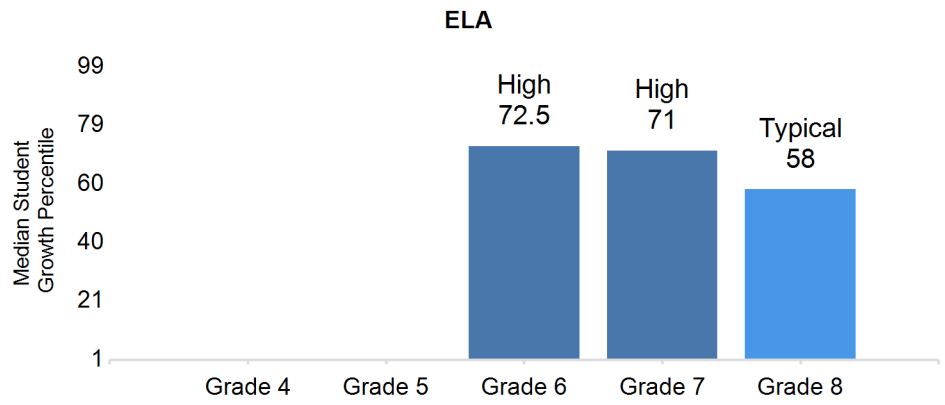
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

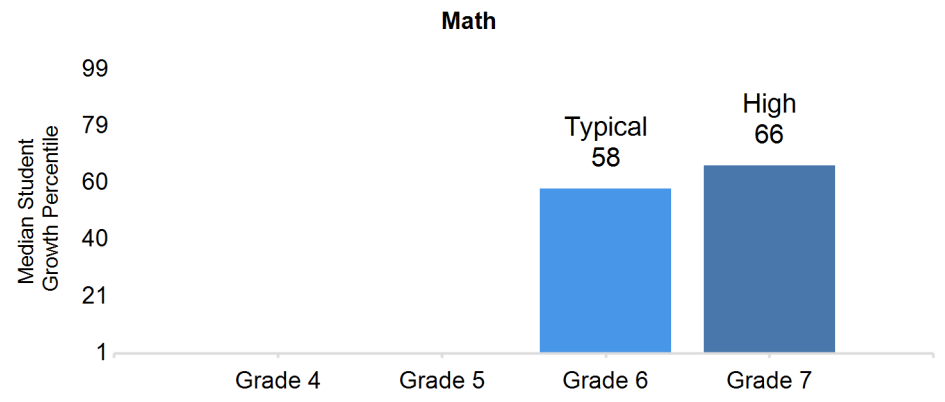




Student Growth by Grade

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	719	98.5	79.2	69.7	56.7	79.2	56.6	Met Target
White	204	97.2	78.9	*	65.6	78.9	57.9	Met Target
Hispanic	403	99.3	79.2	66.1	42.5	79.2	53	Met Target
Black or African American	57	98.3	71.9	66.1	37.3	71.9	51.7	Met Target
Asian, Native Hawaiian, or Pacific Islander	48	98.0	91.7	88.2	82.3	91.7	80	Met Goal
American Indian or Alaska Native	*	*	*	*	52.7	*	**	**
Two or More Races	*	*	*	*	63.4	*	**	**
Female	328	98.5	85.3	77.7	64.5	85.3		
Male	391	98.5	74.0	62.2	49.4	74.0		
Economically Disadvantaged Students	397	98.1	79.0	69.7	38.5	79.0	54.3	Met Target
Non-Economically Disadvantaged Students	322	99.1	79.2	69.7	67.5	79.2		
Students with Disabilities	101	99.1	34.7	28.2	21.6	34.7	22.7	Met Target
Students without Disabilities	618	98.4	86.4	76.6	63.9	86.4		
English Learners	37	84.8	51.3	40.5	27.3	50.0	20.4	Met Target
Non-English Learners	682	99.4	80.7	71.6	59.4	80.7		
Homeless Students	*	*	*	72.8	27.7	*		
Students In Foster Care	*	*	*	*	26.3	*		
Military-Connected Students	N	N	N	N	57.4	N		
Migrant Students	N	N	N	N	30.1	N		

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 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	248	769	769	754	*	*	14%	61%	19%	80%	56%
White	68	772	772	761	*	*	15%	59%	24%	82%	66%
Hispanic	142	767	767	742	*	*	13%	63%	18%	80%	42%
Black or African American	21	762	762	737	0%	*	*	*	*	67%	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	103	776	776	761	*	*	*	67%	22%	89%	64%
Male	145	764	764	748	*	*	*	57%	17%	74%	48%
Economically Disadvantaged Students	125	766	766	739	*	*	16%	63%	15%	78%	37%
Non-Economically Disadvantaged Students	123	772	772	764	*	*	12%	59%	23%	82%	68%
Students with Disabilities	38	736	736	723	*	*	*	39%	0%	39%	18%
Students without Disabilities	210	775	775	760	*	*	*	65%	22%	88%	63%
English Learners	*	*	*	712	*	*	*	*	*	*	*
Non-English Learners	*	*	*	755	*	*	*	*	*	*	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	26%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	732	N	N	N	N	N	N	36%

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English Language Arts/Literacy Assessment - Performance 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	236	777	777	760	*	*	13%	42%	42%	84%	63%
White	76	774	774	768	*	*	13%	43%	39%	83%	72%
Hispanic	119	778	778	746	*	*	12%	44%	42%	86%	49%
Black or African American	*	*	*	740	*	*	*	*	*	*	42%
Asian, Native Hawaiian, or Pacific Islander	21	791	791	790	*	0%	*	*	*	90%	87%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	57%
Two or More Races	*	*	*	767	*	*	*	*	*	*	68%
Female	108	784	784	769	*	*	11%	39%	50%	89%	72%
Male	128	771	771	752	*	*	14%	45%	35%	80%	54%
Economically Disadvantaged Students	142	777	777	742	*	*	*	43%	40%	83%	44%
Non-Economically Disadvantaged Students	94	777	777	771	*	*	*	41%	45%	86%	73%
Students with Disabilities	26	750	750	721	*	*	*	*	*	58%	22%
Students without Disabilities	210	780	780	768	*	*	*	*	*	88%	71%
English Learners	11	747	747	705	*	*	*	*	*	55%	11%
Non-English Learners	225	778	778	762	*	*	*	*	*	86%	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	241	770	770	759	*	*	19%	51%	23%	74%	60%
White	62	773	773	767	*	*	26%	42%	27%	69%	70%
Hispanic	146	766	766	744	*	*	16%	55%	20%	75%	45%
Black or African American	19	765	765	739	0%	*	*	*	*	63%	39%
Asian, Native Hawaiian, or Pacific Islander	11	799	799	789	0%	0%	0%	*	*	100%	86%
American Indian or Alaska Native	*	*	*	759	*	*	*	*	*	*	59%
Two or More Races	*	*	*	766	*	*	*	*	*	*	66%
Female	117	777	777	768	*	*	15%	51%	30%	81%	69%
Male	124	763	763	751	*	*	22%	50%	17%	67%	52%
Economically Disadvantaged Students	138	768	768	740	*	*	19%	55%	20%	75%	42%
Non-Economically Disadvantaged Students	103	773	773	769	*	*	18%	45%	28%	73%	71%
Students with Disabilities	34	731	731	719	*	*	47%	*	*	15%	19%
Students without Disabilities	207	776	776	766	*	*	14%	*	*	84%	68%
English Learners	11	728	728	703	*	*	*	*	*	27%	*
Non-English Learners	230	772	772	761	*	*	*	*	*	76%	*
Homeless Students	N	N	N	727	N	N	N	N	N	N	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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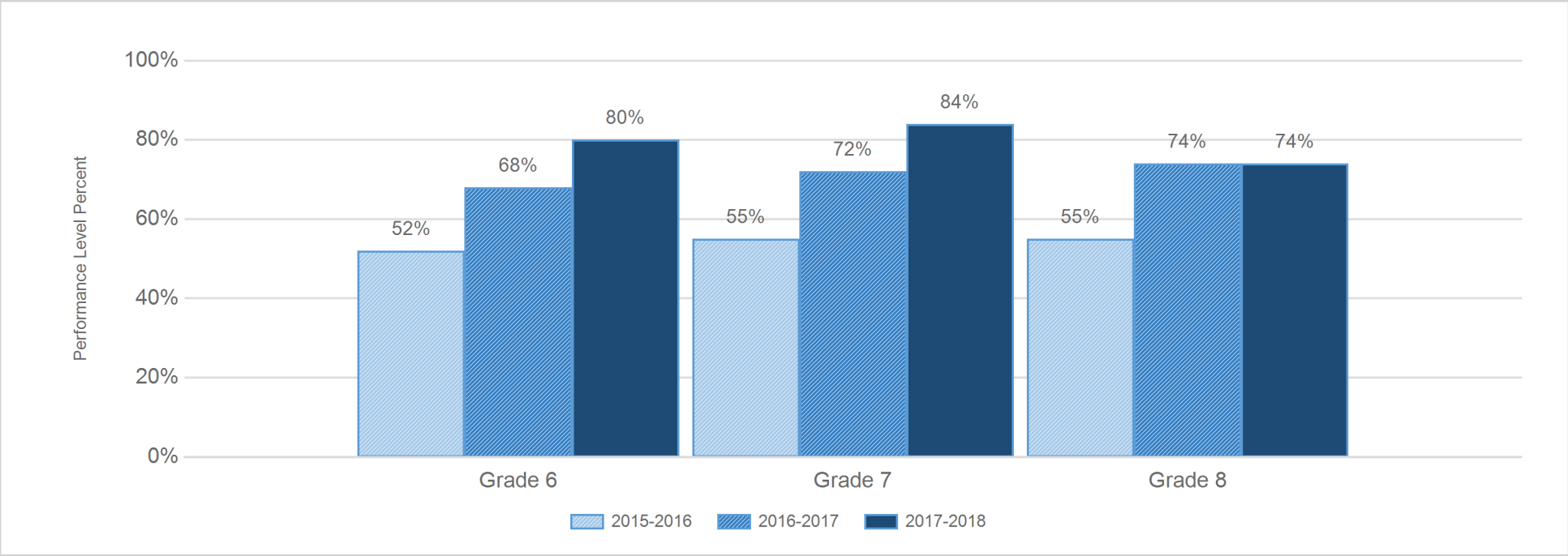
English Language Arts/Literacy Assessment - Performance Trends

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	724	99.3	53.2	51.1	45.0	53.2	41.4	Met Target
White	207	99.5	54.1	*	54.1	54.1	45.6	Met Target
Hispanic	404	99.5	51.7	46.9	29.2	51.7	36.5	Met Target
Black or African American	57	98.3	40.4	44.8	23.4	40.4	34.3	Met Target
Asian, Native Hawaiian, or Pacific Islander	48	98.0	77.1	77.2	77.0	77.1	67.4	Met Target
American Indian or Alaska Native	*	*	*	*	42.5	*	**	**
Two or More Races	*	*	*	*	53.0	*	**	**
Female	331	99.1	58.6	55.1	46.0	58.6		
Male	393	99.5	48.6	47.1	43.9	48.6		
Economically Disadvantaged Students	402	99.5	52.5	50.4	26.6	52.5	38.1	Met Target
Non-Economically Disadvantaged Students	322	99.1	54.0	51.8	55.9	54.0		
Students with Disabilities	101	100.0	18.8	*	17.1	18.8	12.2	Met Target
Students without Disabilities	623	99.2	58.8	*	50.5	58.8		
English Learners	42	98.0	40.5	36.8	24.6	40.5	29.7	Met Target
Non-English Learners	682	99.4	54.0	52.0	46.9	54.0		
Homeless Students	*	*	*	33.3	17.3	*		
Students In Foster Care	*	*	*	*	16.2	*		
Military-Connected Students	N	N	N	N	45.8	N		
Migrant Students	N	N	N	N	23.7	N		

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Mathematics Assessment - Performance by Grade: Grade 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	250	745	745	744	5%	15%	35%	40%	4%	44%	44%
White	69	747	747	751	*	*	38%	*	*	46%	54%
Hispanic	142	744	744	731	7%	17%	33%	*	*	43%	27%
Black or African American	21	738	738	726	*	*	52%	*	*	24%	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	103	750	750	745	*	14%	31%	*	*	54%	45%
Male	147	742	742	742	*	16%	38%	*	*	37%	42%
Economically Disadvantaged Students	127	742	742	729	*	19%	36%	*	*	38%	24%
Non-Economically Disadvantaged Students	123	748	748	753	*	11%	34%	*	*	51%	56%
Students with Disabilities	38	712	712	717	*	*	*	*	*	*	13%
Students without Disabilities	212	751	751	748	*	*	*	*	*	*	49%
English Learners	11	734	734	713	0%	*	*	*	*	36%	11%
Non-English Learners	239	746	746	745	5%	*	*	*	*	45%	45%
Homeless Students	*	*	*	718	*	*	*	*	*	*	13%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	745	N	N	N	N	N	N	45%
Migrant Students	N	N	N	717	N	N	N	N	N	N	18%

NJ SCHOOL PERFORMANCE REPORT

THOMAS JEFFERSON MIDDLE SCHOOL
(03-2740-067)
Grades Offered: 06-08
2017-2018

Report Key:
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N No Data is available to display
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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	243	753	753	743	*	*	38%	42%	11%	53%	43%
White	81	749	749	750	*	*	41%	*	*	47%	54%
Hispanic	121	753	753	732	*	*	37%	47%	8%	55%	27%
Black or African American	*	*	*	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	21	772	772	767	0%	0%	*	*	*	67%	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	39%
Two or More Races	*	*	*	748	*	*	*	*	*	*	51%
Female	113	755	755	745	*	*	37%	45%	11%	56%	45%
Male	130	751	751	741	*	*	38%	40%	11%	51%	42%
Economically Disadvantaged Students	147	753	753	730	*	*	37%	44%	10%	54%	24%
Non-Economically Disadvantaged Students	96	753	753	751	*	*	40%	40%	13%	52%	55%
Students with Disabilities	27	742	742	717	*	*	48%	*	*	33%	12%
Students without Disabilities	216	754	754	748	*	*	37%	*	*	56%	50%
English Learners	18	739	739	716	*	*	*	*	*	39%	10%
Non-English Learners	225	754	754	744	*	*	*	*	*	54%	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

THOMAS JEFFERSON MIDDLE SCHOOL
(03-2740-067)
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	206	747	747	728	8%	14%	21%	*	*	56%	28%
White	52	751	751	736	*	*	19%	*	*	62%	36%
Hispanic	130	745	745	722	8%	15%	22%	54%	0%	54%	22%
Black or African American	*	*	*	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	N	N	N	729	N	N	N	N	N	N	28%
Female	97	751	751	731	*	*	22%	*	*	61%	31%
Male	109	744	744	725	*	*	21%	*	*	52%	26%
Economically Disadvantaged Students	126	749	749	719	*	13%	21%	*	*	60%	20%
Non-Economically Disadvantaged Students	80	744	744	735	*	15%	23%	*	*	51%	35%
Students with Disabilities	34	722	722	705	*	*	41%	*	*	21%	*
Students without Disabilities	172	752	752	735	*	*	17%	*	*	63%	*
English Learners	12	724	724	705	*	*	*	*	*	33%	10%
Non-English Learners	194	749	749	729	*	*	*	*	*	58%	29%
Homeless Students	N	N	N	708	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	708	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	734	N	N	N	N	N	N	31%
Migrant Students	N	N	N	703	N	N	N	N	N	N	10%

NJ SCHOOL PERFORMANCE REPORT

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(03-2740-067)
Grades Offered: 06-08
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	36	779	744	746	0%	0%	*	*	*	94%	46%
White	11	778	748	755	0%	0%	0%	*	*	100%	57%
Hispanic	16	777	741	730	0%	0%	*	*	*	88%	27%
Black or African American	*	*	*	727	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	773	779	*	*	*	*	*	*	79%
American Indian or Alaska Native	*	*	*	746	*	*	*	*	*	*	49%
Two or More Races	*	*	*	755	*	*	*	*	*	*	54%
Female	20	780	747	748	0%	0%	*	*	*	90%	48%
Male	16	778	742	745	0%	0%	*	*	*	100%	44%
Economically Disadvantaged Students	13	777	744	729	0%	0%	*	*	*	92%	25%
Non-Economically Disadvantaged Students	23	780	745	756	0%	0%	*	*	*	96%	57%
Students with Disabilities	N	N	711	716	N	N	N	N	N	N	13%
Students without Disabilities	36	779	749	752	0%	0%	*	*	*	94%	52%
English Learners	N	N	723	710	N	N	N	N	N	N	*
Non-English Learners	36	779	746	749	0%	0%	*	*	*	94%	*
Homeless Students	N	N	*	718	N	N	N	N	N	N	16%
Students in Foster Care	N	N	N	712	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	49%
Migrant Students	N	N	N	720	N	N	N	N	N	N	11%

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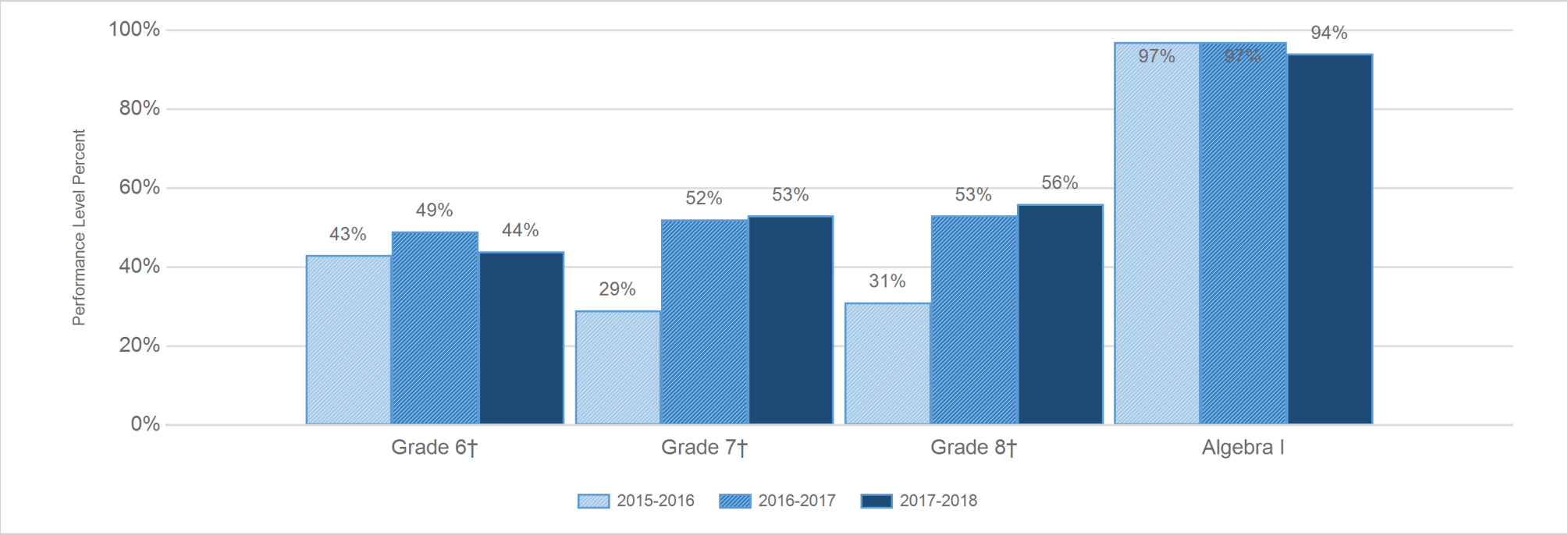
Mathematics Assessment – Performance Trends

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	65.4%	46.8%	Exceeds

† 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	30	76.7%	23.3%
3-4	*	*	*
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	196
7	0	0	200
8	36	0	148
Total	36	0	544

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	N	N	N	N	N	N	N
7	167	169	0	0	0	0	0
8	19	20	0	0	0	0	0
Total	186	189	0	0	0	0	0

NJ SCHOOL PERFORMANCE REPORT

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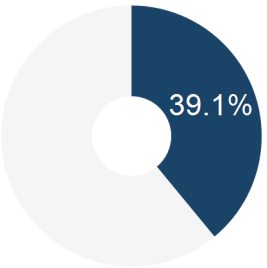
Visual and Performing Arts – Course Participation

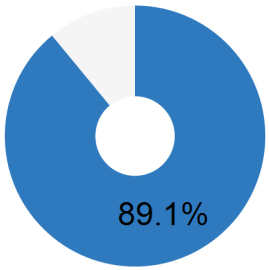
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

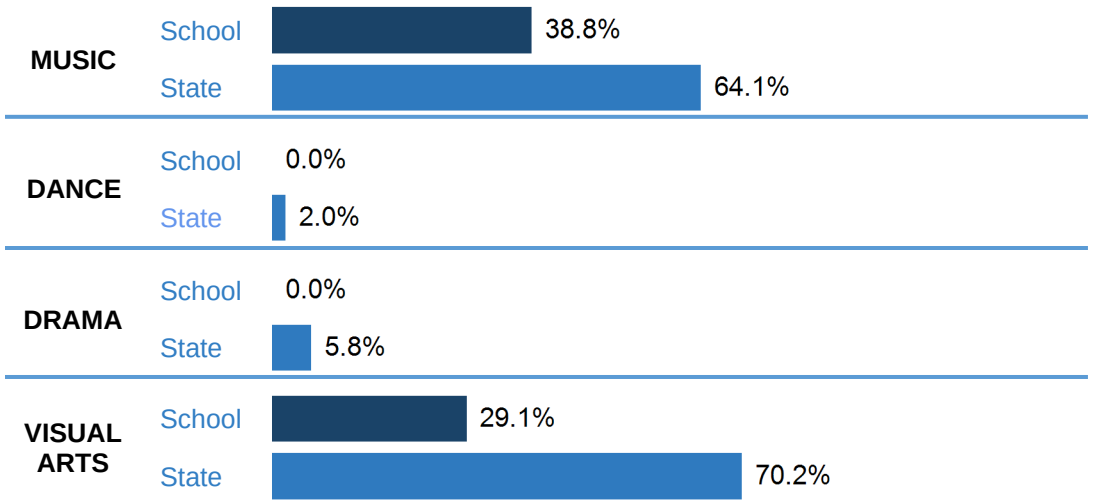


School



State

Students enrolled in one or more classes by discipline:



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THOMAS JEFFERSON MIDDLE SCHOOL
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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.

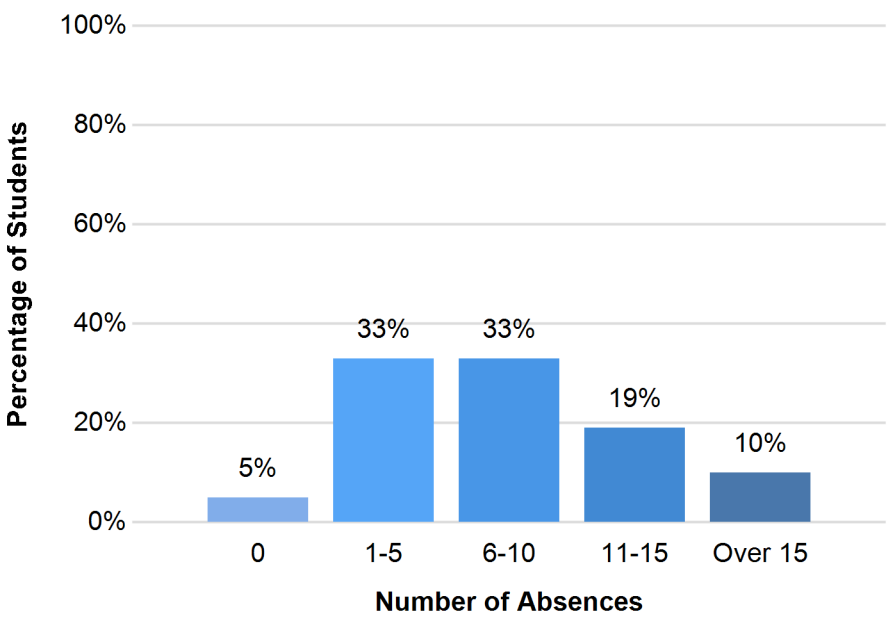
Chronic Absenteeism

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	47	6.3	9.5	Met
White	14	6.5	9.5	Met
Hispanic	26	6.3	9.5	Met
Black or African American	6	10.2	9.5	Not Met
Asian, Native Hawaiian, or Pacific Islander	0	0	9.5	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Economically Disadvantaged Students	31	7.2	9.5	Met
Students with Disabilities	16	15.2	9.5	Not Met
English Learners	0	0	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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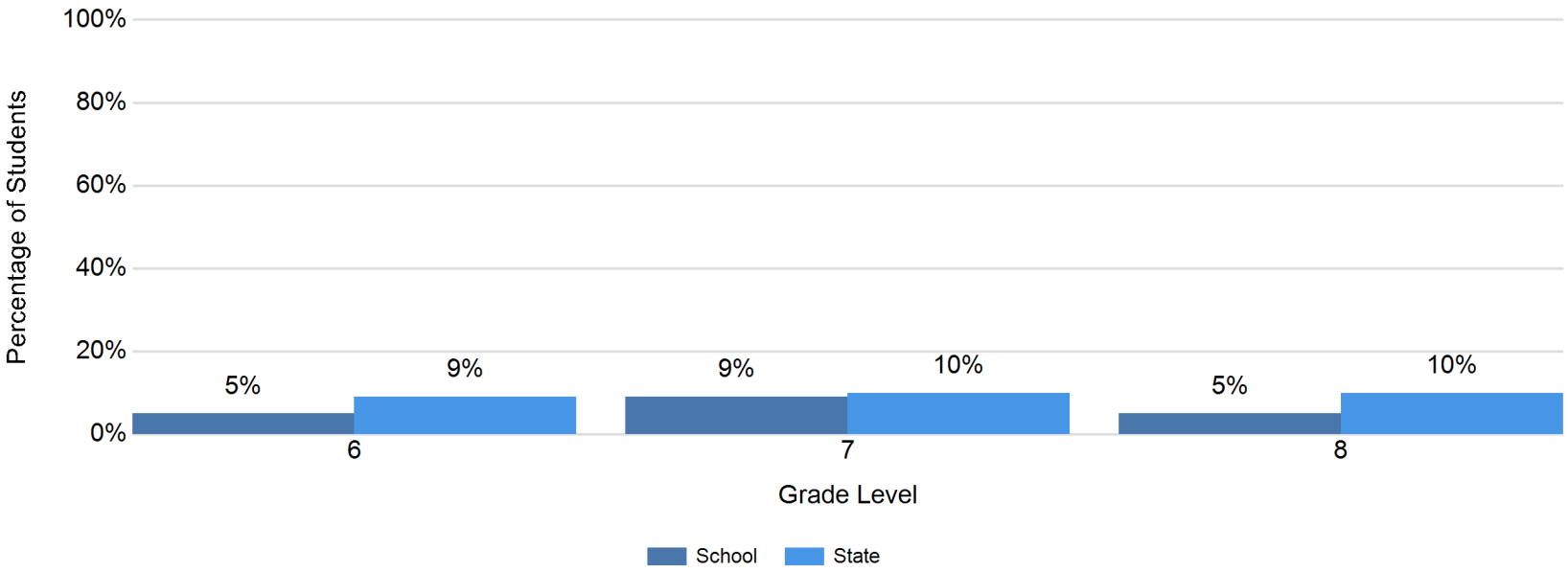
Chronic Absenteeism by Grade

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	12
Weapons	1
Vandalism	0
Substances	4
Harassment, Intimidation, Bullying (HIB)	5
Total Unique Incidents	21
Incidents Per 100 Students Enrolled	2.90

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	2
Weapons	1
Vandalism	0
Substances	4
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

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Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	1	0	1
Religion	1	0	1
Ancestry	0	0	0
Gender	1	1	2
Sexual Orientation	0	0	0
Disability	0	0	0
Other	5	4	9
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	0	0.0%
Out-of-School Suspensions	18	2.5%
Any Suspension	18	2.5%
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
83

NJ SCHOOL PERFORMANCE REPORT

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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	3:05 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs 40 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	1.4:1

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)	$582	$12,053	$12,635

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THOMAS JEFFERSON MIDDLE SCHOOL
(03-2740-067)
Grades Offered: 06-08
2017-2018

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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	55	117,464
Average years experience in public schools	11.9	12.0
Average years experience in district	11.9	10.7
Teachers in district for 4 or more years	81.8%	75.5%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	26	9,374
Average years experience in public schools	20.4	16.0
Average years experience in district	20.4	12.0
Administrators in district for 4 or more years	100.0%	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	145:1	118:1
Teachers to Administrators	11:1	9:1
Students to Librarians/Media Specialists		513:1
Students to Nurses		1026:1
Students to Counselors		342:1
Students to Child Study Team		385:1

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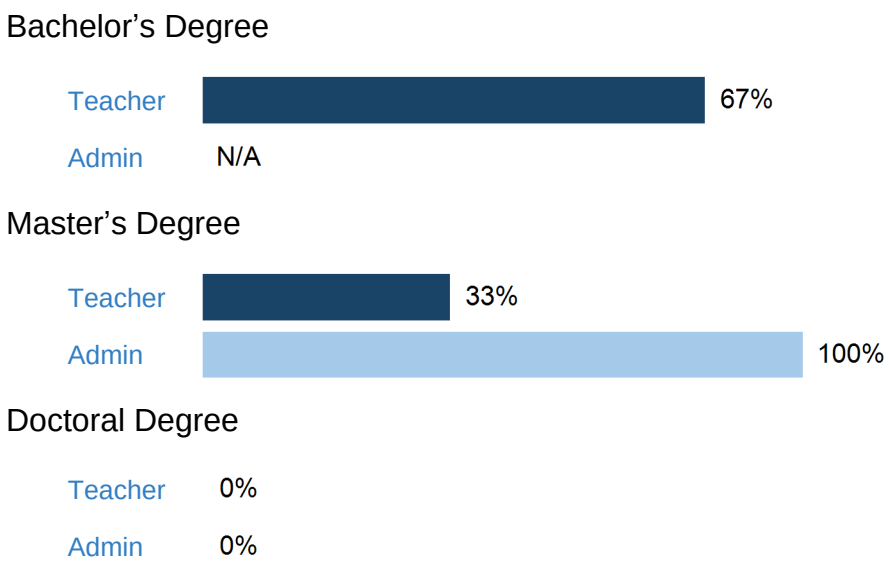
Teachers and Administrators - Level of Education

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	91.5%	90.2%
2016-17 Administrators: Same district 2017-18	96.2%	86.2%

Faculty Attendance

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

School Year	% Days Present
2017-18	95.6%

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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	85.5%	80.0%
Male	14.5%	20.0%
White	94.5%	100.0%
Hispanic	3.6%	0.0%
Black or African American	1.8%	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
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	90.76	15.0%
Mathematics Proficiency	61.85	15.0%
English Language Arts Growth	94.55	20.0%
Mathematics Growth	86.17	20.0%
Progress Towards English Language Proficiency	75.74	20.0%
Chronic Absenteeism	66.19	10.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	80.80	n/a
Summative Rating: Percentile Rank of Summative Score	91.94	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	No	n/a

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

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Accountability Summary by Student Group - 2017-18 School Year

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

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	No	Met Target	Met Target	Exceeds Standard	Exceeds Standard	Exceeds Target	Met	No
White	66.91	14.08	No	Met Target	Met Target	Exceeds Standard	Met Standard	n/a	Met	No
Hispanic	88.60	14.08	No	Met Target	Met Target	Exceeds Standard	Exceeds Standard	n/a	Met	No
Black or African American	84.35	14.08	No	Met Target	Met Target	Exceeds Standard	Met Standard	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	83.20	14.08	No	Met Goal	Met Target	Exceeds Standard	Exceeds Standard	n/a	Met	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	92.34	14.08	No	Met Target	Met Target	Exceeds Standard	Exceeds Standard	n/a	Met	No
Students with Disabilities	64.88	14.08	No	Met Target	Met Target	Exceeds Standard	Met Standard	n/a	Not Met	No
English Learners	91.24	14.08	No	Met Target	Met Target	Exceeds Standard	Exceeds Standard	Exceeds 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:	• In an effort to expose students to the high school environment, Honors math students a travel to Lodi High School for Algebra I. • All students are provided with their own google account that gives them access to educational apps like: Gmail, Drive, and Classroom. • Two Promethean Boards have been introduced in classrooms to promote the use of cutting edge technology and give classes an opportunity to plan interactive lessons.
Mission, Vision, Theme:	The mission of Thomas Jefferson Middle School (TJMS) is to ensure an effective transition from elementary school to high school by providing students with the skills necessary for success in their education, personal maturity and future direction.
Awards, Recognition, Accomplishments:	TJMS is a Title I Nationally Distinguished School from 2010. Our STEAM club is a recipient of the "Awesomest Bot" award for the robot they created in their December 2018 competition.

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Courses, Curriculum, Instruction:	The curriculum for grades 6, 7 and 8 is designed to prepare students to be ready for the challenges of the 21st century. A technology based course of study helps prepare students to perform well on standardized tests and college entrance exams. Courses
Sports and Athletics:	Sports Offered: Basketball (Boys & Girls), Cheerleading (Girls) TJMS has a boys and girls basketball team and a girls cheerleading team.
Clubs and Activities:	TJMS offers clubs and activities that support school goals and promote positive interaction between peers. These include: The National Junior Honor Society, Student Council, Chorus, Band, LGBTQ Club (Oz Club), Book Club, Poetry Club, Drama Club, Gaming C

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Before and After School Programs:	TJMS offers a Homework Room sponsored by the National Junior Honor society members. Students have an opportunity to work with peer tutors to complete assignments and reinforce material learned during the school day. Before and after school tutoring is a
Staff and Professional Learning:	Once a month all faculty members engage in a one hour professional development workshop designed enhance their teaching practices. Topics of study are typically chosen based on interest and need. We also have two In-Service staff development days.
Postsecondary Information:	Students with at least one Honors class are invited to take the PSAT at no cost to the student. Students are given access to a college board website that will introduce them to the expectations of college. It will also prepare them for future PSAT sessi

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Student Supports and Services:	TJMS offers a variety of programs and support services that meet the needs of the whole student: These include: ELL Classes (3 levels), Special Education Programs, Basic Skills Classes in Math and Language Arts, Intervention and Referral Services, Speech
Student Health and Wellness:	All the schools in the Lodi School District have a breakfast program serving our population. We provide free health screenings throughout the year. These screenings are as follows: Vision, Dental, and Scoliosis. Physical Education classes are offered th
Parent and Community Involvement:	To forge partnerships with parents and community members, TJMS holds monthly PTO meetings and bi-monthly committee meetings for PTO. Recreational sports and intramural sports are offered in the school by the Recreation Department and Boys and Girls Club.

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Facilities:	TJMS was established in 1933 and became a 6th -8th grade middle school in 1998. The Media Center is the hub of the school. This modern facility contains reference materials and a computer lab to be used to enhance instruction. The newly renovated TJMS Au
School Safety:	TJMS has a full-time School Security Officer whose input is instrumental with regards to best practices for emergency drills and general day to day procedures. We also have a School Safety Committee that meets to discuss process improvement and review sc

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Technology and STEM:	During the 2018-2019 school year TJMS added a STEAM cycle course in a designated STEAM Lab. We also have a Digital Design Course that is held in our computer lab.

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Other Information:	TJMS is comprised of 726 students and 75 faculty and staff members coming together in a nurturing atmosphere for education. The dedicated faculty and staff of the school utilize curriculum, materials, and assessments that are aligned with the New Jersey