NJ SCHOOL PERFORMANCE REPORT

LAKEWOOD MIDDLE SCHOOL
(29-2520-083)
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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† This indicates a table specific note,see note below table

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	OCEAN
District	LAKEWOOD TWP
Principal Name	MR. GOLDSTEIN
Address	755 SOMERSET AVENUE LAKEWOOD, NJ 08701
Phone Number	(732)905-3600
Email Address	RGOLDSTEIN@LAKEWOODPINERS.ORG
Website	https://www.lakewoodpiners.org/Domain/9

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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	406	455	433
7	395	390	442
8	327	362	375
Total	1,128	1,207	1,250

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	47.7%	47.6%	49.1%
Male	52.3%	52.4%	50.9%
Economically Disadvantaged Students	94.1%	77.9%	87.0%
Students with Disabilities	16.8%	18.9%	18.7%
English Learners	7.6%	11.1%	14.9%
Homeless Students		0.9%	1.1%
Students in Foster Care		0.1%	0.2%
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	3.0%	3.1%	2.9%
Hispanic	86.2%	87.0%	88.8%
Black or African American	9.8%	8.9%	7.2%
Asian	0.4%	0.5%	0.8%
Native Hawaiian or Pacific Islander	0.2%	0.2%	0.2%
American Indian or Alaska Native	0.2%	0.2%	0.0%
Two or More Races	0.3%	0.2%	0.1%

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	78.6%
English	20.2%
Other Languages	1.1%

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Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

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

If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short video about Student Growth Percentiles that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

Student Growth

This table shows the median Student Growth Percentile (mSGP) for both English Language Arts/Literacy (ELA) and Mathematics both overall and for each student group with comparisons to the district and the state. This table also shows whether each mSGP Met Standard (40-59.5) as required by ESSA accountability.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	53	55	50	Met Standard	42	52	50	Met Standard
White	57	57	50	Met Standard	69.5	71	51	Exceeds Standard
Hispanic	53	55	49	Met Standard	41	51	48	Met Standard
Black or African American	43	50	44	Met Standard	41	45	44	Met Standard
Asian, Native Hawaiian, or Pacific Islander	66	70	61	**	78.5	83	61	**
American Indian or Alaska Native	N	N	52	**	N	N	53	**
Two or More Races	*	*	49	**	N	*	51	**
Economically Disadvantaged	53	55	48	Met Standard	41	51	47	Met Standard
Students with Disabilities	41	45	41	Met Standard	48	57	43	Met Standard
English Learners	50	53	54	Met Standard	40.5	52	51	Met Standard

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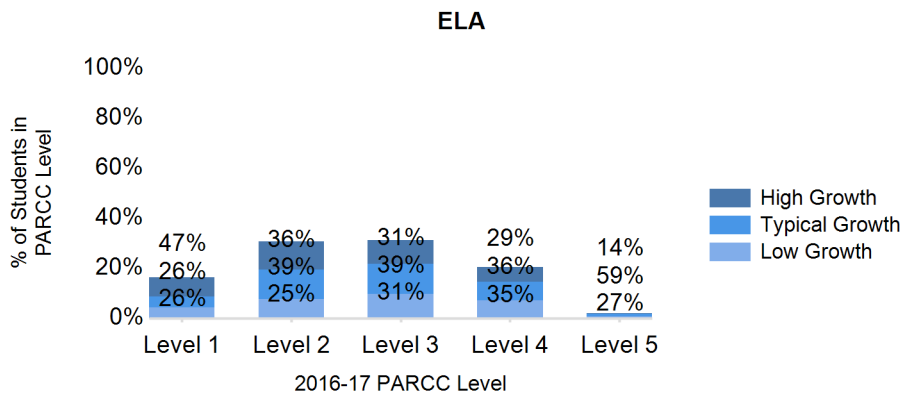
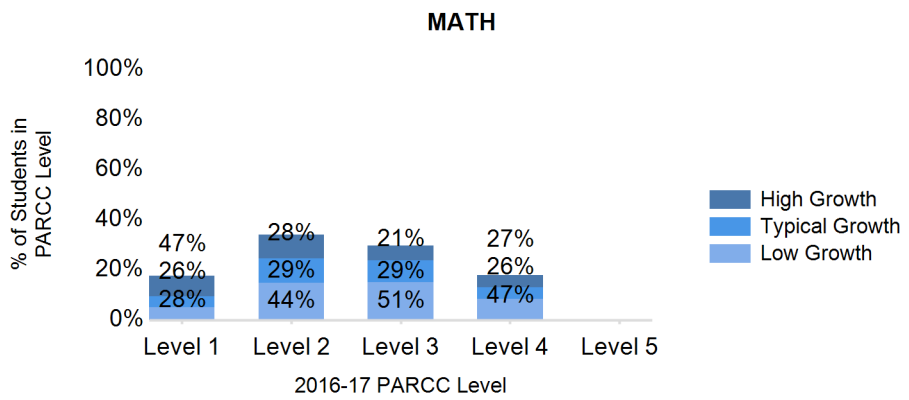
Student Growth by Performance Level

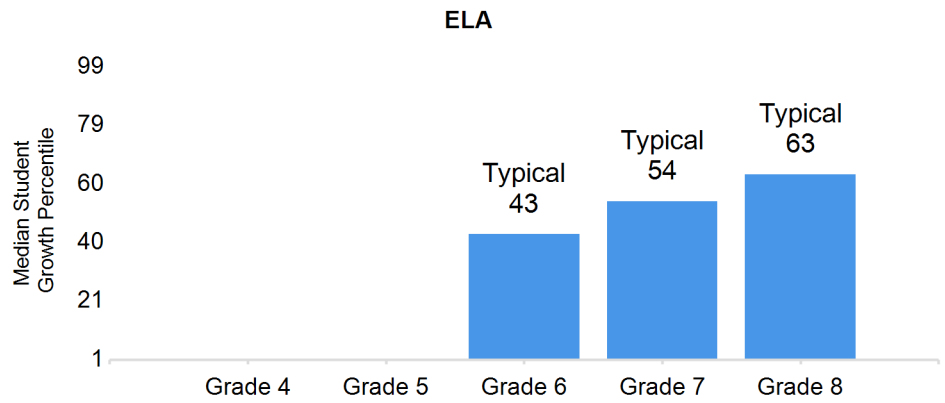
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

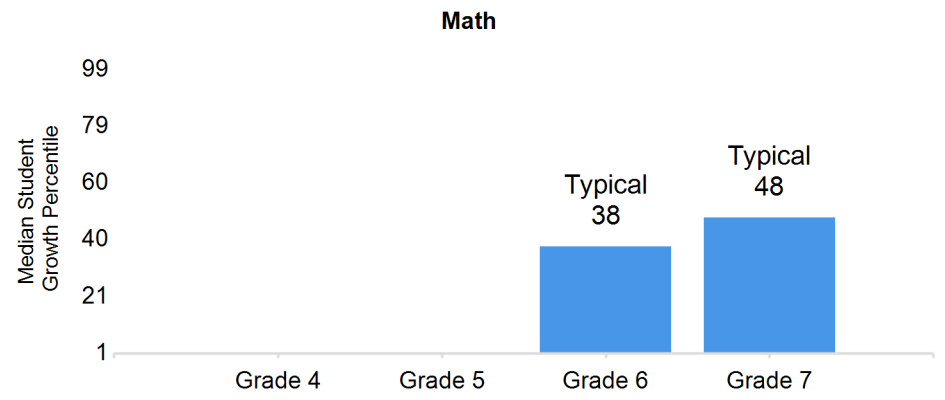




Student Growth by Grade

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	1215	99.7	29.7	28.0	56.7	29.7	27.4	Met Target
White	39	100.0	38.4	*	65.6	38.4	32.2	Met Target
Hispanic	1081	99.7	28.5	27.3	42.5	28.5	26.7	Met Target
Black or African American	81	98.9	35.8	*	37.3	35.8	29.6	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	65.2	82.3	*	**	**
American Indian or Alaska Native	N	N	N	*	52.7	N	**	**
Two or More Races	*	*	*	*	63.4	*	**	**
Female	600	99.8	36.1	33.1	64.5	36.1		
Male	615	99.5	23.4	23.1	49.4	23.4		
Economically Disadvantaged Students	1085	99.9	29.3	28.0	38.5	29.3	27.3	Met Target
Non-Economically Disadvantaged Students	130	98.0	33.1	27.7	67.5	33.1		
Students with Disabilities	245	98.8	16.8	*	21.6	16.8	19.8	Met Target†
Students without Disabilities	970	99.9	33.0	*	63.9	33.0		
English Learners	458	99.8	15.9	*	27.3	15.9	13.2	Met Target
Non-English Learners	757	99.6	38.0	*	59.4	38.0		
Homeless Students	14	100.0	28.6	28.6	27.7	28.6		
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	423	731	731	754	14%	28%	31%	24%	3%	26%	56%
White	*	*	*	761	*	*	*	*	*	*	66%
Hispanic	385	731	731	742	13%	30%	32%	*	*	25%	42%
Black or African American	25	734	734	737	*	*	*	*	*	36%	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	N	N	N	761	N	N	N	N	N	N	64%
Female	232	737	737	761	7%	29%	34%	*	*	30%	64%
Male	191	724	724	748	23%	28%	28%	*	*	22%	48%
Economically Disadvantaged Students	402	732	732	739	*	*	*	*	*	27%	37%
Non-Economically Disadvantaged Students	21	719	719	764	*	*	*	*	*	19%	68%
Students with Disabilities	68	711	711	723	*	*	*	*	*	*	18%
Students without Disabilities	355	735	735	760	*	*	*	*	*	*	63%
English Learners	63	700	700	712	*	*	*	*	*	*	*
Non-English Learners	360	737	737	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	419	734	734	760	13%	24%	34%	25%	4%	29%	63%
White	*	*	*	768	*	*	*	*	*	*	72%
Hispanic	368	733	733	746	14%	24%	34%	23%	5%	28%	49%
Black or African American	32	740	740	740	*	*	41%	*	*	28%	42%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	790	*	*	*	*	*	*	87%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	57%
Two or More Races	N	N	N	767	N	N	N	N	N	N	68%
Female	199	742	742	769	6%	20%	39%	*	*	36%	72%
Male	220	727	727	752	19%	28%	30%	*	*	24%	54%
Economically Disadvantaged Students	359	734	734	742	*	24%	34%	*	*	29%	44%
Non-Economically Disadvantaged Students	60	735	735	771	*	27%	32%	*	*	32%	73%
Students with Disabilities	70	713	713	721	*	*	*	*	*	*	22%
Students without Disabilities	349	738	738	768	*	*	*	*	*	*	71%
English Learners	31	702	702	705	*	*	*	*	*	*	11%
Non-English Learners	388	737	737	762	*	*	*	*	*	*	64%
Homeless Students	*	*	*	729	*	*	*	*	*	*	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	355	732	732	759	16%	22%	34%	25%	4%	28%	60%
White	*	*	*	767	*	*	*	*	*	*	70%
Hispanic	316	731	731	744	16%	23%	33%	23%	3%	27%	45%
Black or African American	29	739	739	739	*	*	41%	*	*	34%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	789	*	*	*	*	*	*	86%
American Indian or Alaska Native	N	N	N	759	N	N	N	N	N	N	59%
Two or More Races	*	*	*	766	*	*	*	*	*	*	66%
Female	165	743	743	768	10%	14%	35%	*	*	41%	69%
Male	190	723	723	751	22%	29%	32%	*	*	17%	52%
Economically Disadvantaged Students	295	731	731	740	*	23%	34%	*	*	26%	42%
Non-Economically Disadvantaged Students	60	741	741	769	*	18%	30%	*	*	37%	71%
Students with Disabilities	64	705	705	719	*	*	*	*	*	*	19%
Students without Disabilities	291	738	738	766	*	*	*	*	*	*	68%
English Learners	27	693	693	703	*	*	*	*	*	*	*
Non-English Learners	328	736	736	761	*	*	*	*	*	*	*
Homeless Students	*	*	*	727	*	*	*	*	*	*	27%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	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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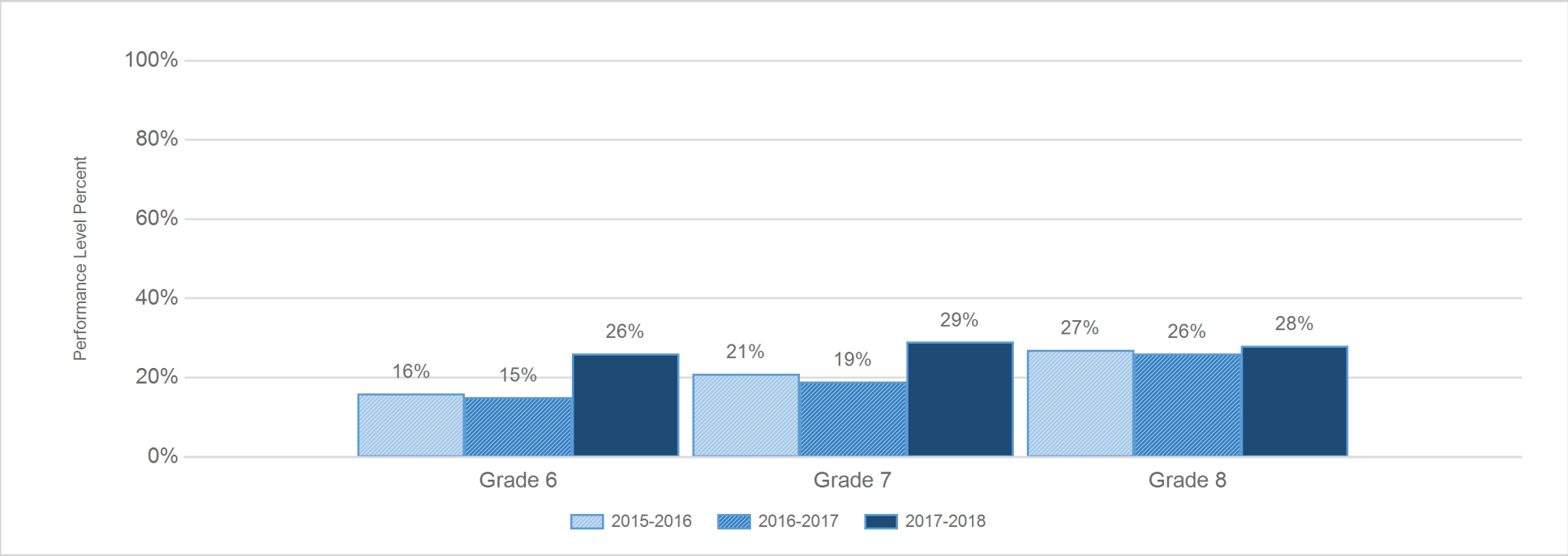
English Language Arts/Literacy Assessment - Performance Trends

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	1227	99.7	16.0	*	45.0	16.0	19.9	Not Met
White	39	100.0	18.0	*	54.1	18.0	18.3	Met Target†
Hispanic	1092	99.7	15.2	*	29.2	15.2	19.7	Not Met
Black or African American	81	98.9	18.5	13.3	23.4	18.5	19.4	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	47.8	77.0	*	**	**
American Indian or Alaska Native	N	N	N	*	42.5	N	**	**
Two or More Races	*	*	*	*	53.0	*	**	**
Female	605	99.8	17.1	*	46.0	17.1		
Male	622	99.5	14.9	*	43.9	14.9		
Economically Disadvantaged Students	1090	99.9	15.6	*	26.6	15.6	19.6	Not Met
Non-Economically Disadvantaged Students	137	98.2	19.0	*	55.9	19.0		
Students with Disabilities	245	98.8	12.2	*	17.1	12.2	15.7	Not Met
Students without Disabilities	982	99.9	16.9	*	50.5	16.9		
English Learners	470	99.8	*	17.8	24.6	*	11.2	Not Met
Non-English Learners	757	99.6	*	21.6	46.9	*		
Homeless Students	14	100.0	*	11.7	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	431	722	722	744	22%	39%	24%	*	*	16%	44%
White	*	*	*	751	*	*	*	*	*	*	54%
Hispanic	391	721	721	731	21%	41%	23%	*	*	15%	27%
Black or African American	25	722	722	726	*	*	*	*	*	20%	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	N	N	N	749	N	N	N	N	N	N	52%
Female	237	723	723	745	21%	37%	26%	*	*	16%	45%
Male	194	721	721	742	23%	41%	21%	*	*	15%	42%
Economically Disadvantaged Students	403	723	723	729	*	*	*	*	*	*	24%
Non-Economically Disadvantaged Students	28	716	716	753	*	*	*	*	*	*	56%
Students with Disabilities	68	707	707	717	*	*	*	*	*	*	13%
Students without Disabilities	363	725	725	748	*	*	*	*	*	*	49%
English Learners	71	703	703	713	*	*	*	*	*	*	11%
Non-English Learners	360	726	726	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

LAKEWOOD MIDDLE SCHOOL
(29-2520-083)
Grades Offered: 06-08
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
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N No Data is available to display
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Mathematics Assessment - Performance by Grade: Grade 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	427	724	724	743	12%	41%	35%	*	*	12%	43%
White	*	*	*	750	*	*	*	*	*	*	54%
Hispanic	375	723	723	732	13%	41%	35%	*	*	11%	27%
Black or African American	32	722	722	727	*	50%	*	*	*	13%	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	N	N	N	748	N	N	N	N	N	N	51%
Female	202	723	723	745	11%	45%	35%	*	*	10%	45%
Male	225	724	724	741	14%	38%	35%	*	*	14%	42%
Economically Disadvantaged Students	361	723	723	730	*	41%	36%	*	*	11%	24%
Non-Economically Disadvantaged Students	66	724	724	751	*	42%	29%	*	*	17%	55%
Students with Disabilities	70	718	718	717	*	*	*	*	*	*	12%
Students without Disabilities	357	725	725	748	*	*	*	*	*	*	50%
English Learners	39	720	720	716	*	*	*	*	*	*	10%
Non-English Learners	388	724	724	744	*	*	*	*	*	*	45%
Homeless Students	*	*	*	720	*	*	*	*	*	*	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

LAKEWOOD MIDDLE SCHOOL
(29-2520-083)
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	307	709	709	728	*	*	*	*	*	*	28%
White	*	*	*	736	*	*	*	*	*	*	36%
Hispanic	278	708	708	722	*	*	*	*	*	*	22%
Black or African American	23	711	711	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	132	713	713	731	*	*	*	*	*	*	31%
Male	175	705	705	725	*	*	*	*	*	*	26%
Economically Disadvantaged Students	253	707	707	719	*	*	*	*	*	*	20%
Non-Economically Disadvantaged Students	54	715	715	735	*	*	*	*	*	*	35%
Students with Disabilities	64	692	692	705	*	*	*	*	*	*	*
Students without Disabilities	243	713	713	735	*	*	*	*	*	*	*
English Learners	33	705	705	705	*	*	*	*	*	*	10%
Non-English Learners	274	709	709	729	*	*	*	*	*	*	29%
Homeless Students	*	*	*	708	*	*	*	*	*	*	13%
Students in Foster Care	*	*	*	708	*	*	*	*	*	*	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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(29-2520-083)
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2017-2018

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Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	54	756	716	746	0%	*	*	70%	0%	70%	46%
White	*	*	*	755	*	*	*	*	*	*	57%
Hispanic	44	757	716	730	0%	*	*	75%	0%	75%	27%
Black or African American	*	*	*	727	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	779	N	N	N	N	N	N	79%
American Indian or Alaska Native	N	N	*	746	N	N	N	N	N	N	49%
Two or More Races	N	N	N	755	N	N	N	N	N	N	54%
Female	35	754	720	748	0%	*	*	63%	0%	63%	48%
Male	19	760	712	745	0%	*	*	84%	0%	84%	44%
Economically Disadvantaged Students	44	754	716	729	0%	*	*	*	*	66%	25%
Non-Economically Disadvantaged Students	10	769	714	756	0%	*	*	*	*	90%	57%
Students with Disabilities	N	N	697	716	N	N	N	N	N	N	13%
Students without Disabilities	54	756	719	752	0%	*	*	70%	0%	70%	52%
English Learners	N	N	700	710	N	N	N	N	N	N	*
Non-English Learners	54	756	718	749	0%	*	*	70%	0%	70%	*
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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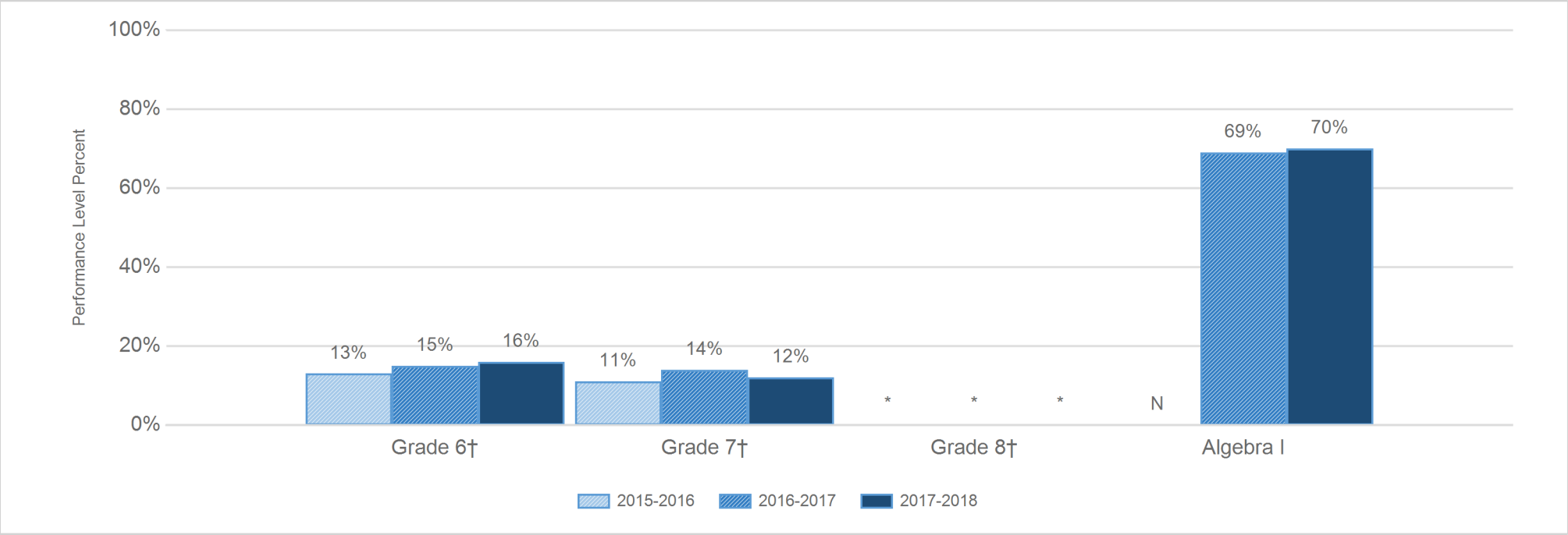
Mathematics Assessment – Performance Trends

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

LAKEWOOD MIDDLE SCHOOL
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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	16	16
8	22	22

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	12.5%	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	53	*	*
3-4	24	*	*
5 or more	58	*	*

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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	433
7	0	0	440
8	0	0	371
Total	0	0	1244

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	154	0	0	0	0	0	0
7	189	0	0	0	0	0	0
8	47	0	0	0	0	0	0
Total	390	0	0	0	0	0	0

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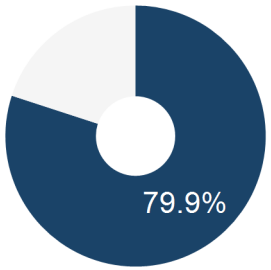
Visual and Performing Arts – Course Participation

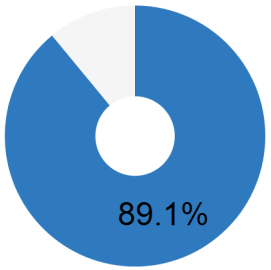
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

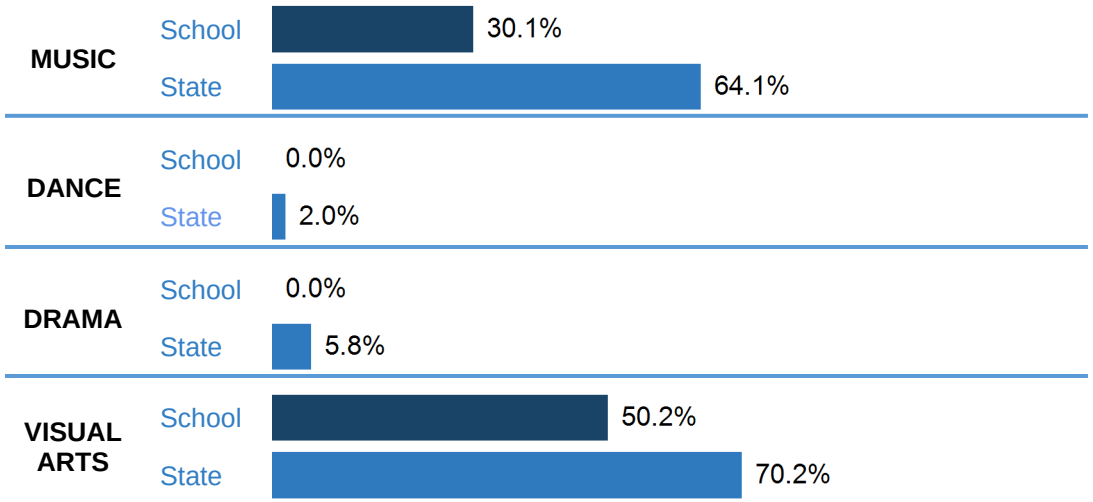


School



State

Students enrolled in one or more classes by discipline:



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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations.

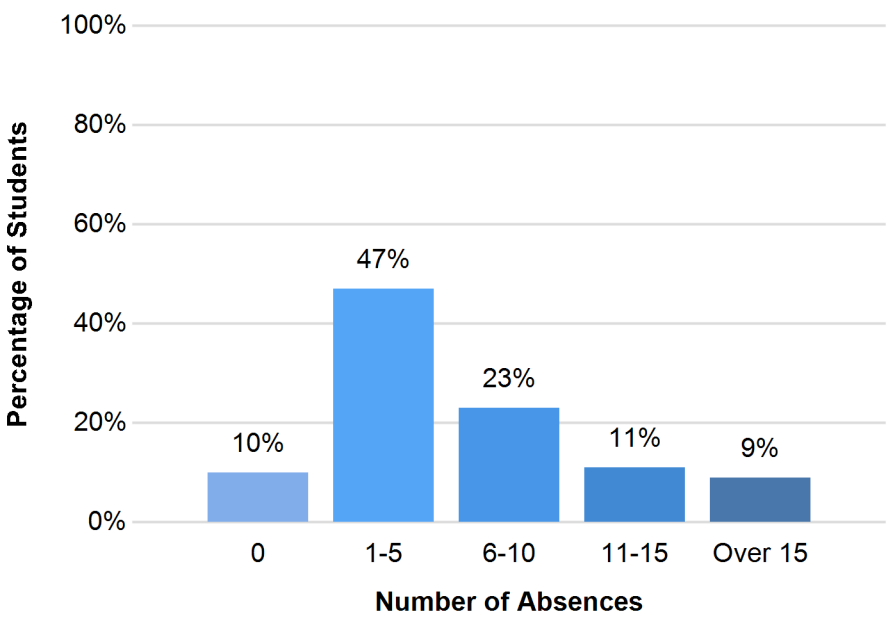
Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").

Student Group	Number of students chronically absent	Percent of students chronically absent	State Average	Met State Average
Schoolwide	87	6.9	9.5	Met
White	11	23.9	9.5	Not Met
Hispanic	68	6.1	9.5	Met
Black or African American	7	7.9	9.5	Met
Asian, Native Hawaiian, or Pacific Islander	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Economically Disadvantaged Students	68	6.2	9.5	Met
Students with Disabilities	36	14.3	9.5	Not Met
English Learners	7	3.8	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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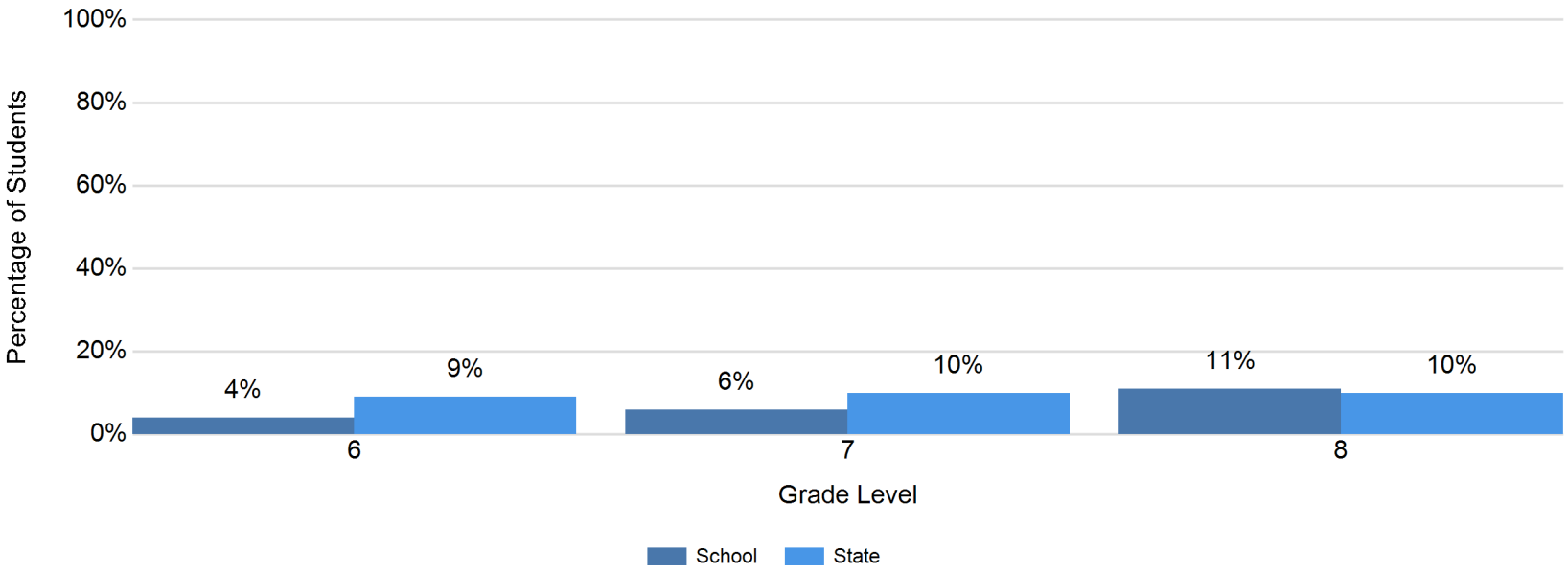
Chronic Absenteeism by Grade

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	5
Weapons	1
Vandalism	0
Substances	3
Harassment, Intimidation, Bullying (HIB)	3
Total Unique Incidents	10
Incidents Per 100 Students Enrolled	0.80

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

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	*	*
Out-of-School Suspensions	15	1.2%
Any Suspension	15	1.2%
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
74

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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	7:00 AM
Typical End Time	1:30 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs 45 Mins
Shared Time - Instructional Time	3 Hrs. 45 Mins.

Device Ratios

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

School Year	Student to Device Ratio
2017-18	5.2:1

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)	$4,958	$13,407	$18,365

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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	88	117,464
Average years experience in public schools	7.3	12.0
Average years experience in district	7.0	10.7
Teachers in district for 4 or more years	58.0%	75.5%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	27	9,374
Average years experience in public schools	11.6	16.0
Average years experience in district	11.2	12.0
Administrators in district for 4 or more years	88.9%	76.2%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	14:1	11:1
Students to Administrators	417:1	208:1
Teachers to Administrators	29:1	18:1
Students to Librarians/Media Specialists		1871:1
Students to Nurses		702:1
Students to Counselors		401:1
Students to Child Study Team		216:1

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LAKEWOOD MIDDLE SCHOOL
(29-2520-083)
Grades Offered: 06-08
2017-2018

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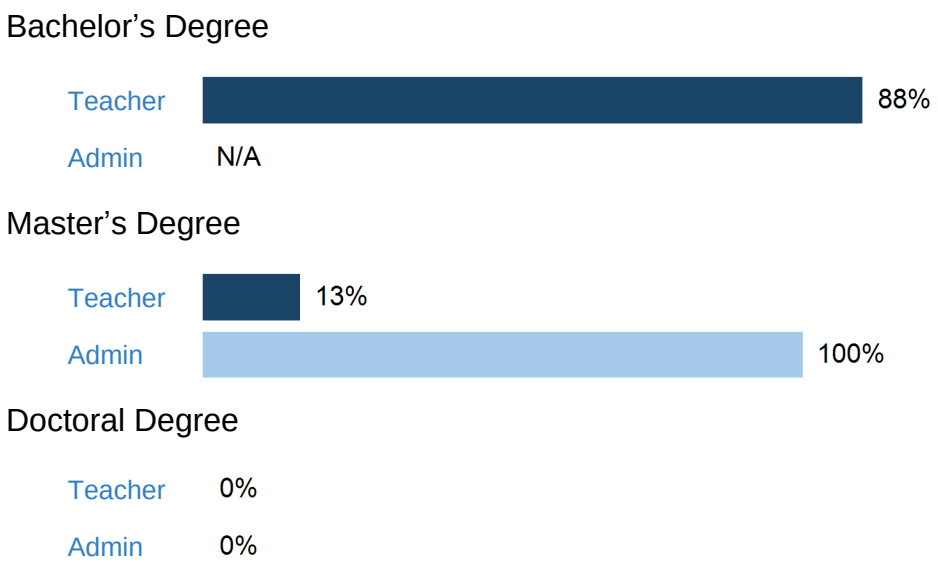
Teachers and Administrators - Level of Education

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	86.5%	90.2%
2016-17 Administrators: Same district 2017-18	83.9%	86.2%

Faculty Attendance

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

School Year	% Days Present
2017-18	96.2%

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Teachers and Administrators – Demographics

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

Category	Teachers	Administrators
Female	70.5%	66.7%
Male	29.5%	33.3%
White	92.0%	66.7%
Hispanic	5.7%	33.3%
Black or African American	0.0%	0.0%
Asian	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	1.1%	0.0%
Two or More Races	1.1%	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	11.08	15.0%
Mathematics Proficiency	5.45	15.0%
English Language Arts Growth	56.75	20.0%
Mathematics Growth	31.16	20.0%
Progress Towards English Language Proficiency	1.06	20.0%
Chronic Absenteeism	43.35	10.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	24.61	n/a
Summative Rating: Percentile Rank of Summative Score	12.86	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	Met Standard	Met Standard	Not Met	Met	No
White	42.82	14.08	No	Met Target	Met Target†	Met Standard	Exceeds Standard	n/a	Not Met	No
Hispanic	38.13	14.08	No	Met Target	Not Met	Met Standard	Met Standard	n/a	Met	No
Black or African American	46.65	14.08	No	Met Target	Met Target†	Met Standard	Met Standard	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	44.55	14.08	No	Met Target	Not Met	Met Standard	Met Standard	n/a	Met	No
Students with Disabilities	48.29	14.08	No	Met Target†	Not Met	Met Standard	Met Standard	n/a	Not Met	No
English Learners	24.71	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:	• 2018-2019 PBSIS Show Case School of the Year NJ. LMS was recognized as one of the top PBSIS Middle Schools in NJ. There are over 300 schools in NJ that participate in the PBSIS initiative. • Teacher Ms. Douglas and Principal Mr. Goldstein won the New Jersey Association of Student Council 2018-2019 Teacher and Administrator of the year award • Exited New Jersey State Focus School School Status due to increasing student performance
Mission, Vision, Theme:	Lakewood Middle School is a community of learners that assures safety, equity and success for all. Our primary focus is to provide students with rigorous, relevant, and engaging curriculum in all subject areas, with the purpose of equipping our students with 21st century skills and knowledge of the global society.
Awards, Recognition, Accomplishments:	2017 Sustainable New Jersey Grant Award

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Courses, Curriculum, Instruction:	Research-based strategies are implemented in Language Arts and Math in order to foster conceptual understanding and critical thinking. Students are provided with relevant real-world examples which makes the work rigorous and at the same time interesting to the student. In each content area, staff utilize data to drive their instruction. Analyzing student assessment data allows staff to better differentiate their instruction and to provide a series of interventions within their own classrooms.
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Cheerleading (Coed), Cross Country (Coed), Field Hockey (Girls), Football (Coed), Soccer (Boys & Girls), Softball (Girls), Track and Field - Spring (Coed), Volleyball (Boys & Girls), Wrestling (Coed)
Clubs and Activities:	Student Government Yearbook TOPS Program Project Venture Anime Club Makers Club

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Before and After School Programs:	Afterschool Academy to help struggling students; Elements program for high risk students; honors program; TOPS- Teen Outreach Program; Public Library runs a STEAM club weekly for students after school & comes onsite for book checkout, Hometown Heroes Club, Chess Club, Student Ambassadors, Piner Peer Program, Project Venture, After the Bell Program
Staff and Professional Learning:	New Teacher Orientations. After School Teacher Institute. Monthly mentee trainings in collaboration with Stockton University. Mentee/Mentor Monthly Meetings. Mentee/Mentor Monthly Checkoff lists

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Student Supports and Services:	Bilingual and ESL Programs integrated into the school day Additional support offered in the After School Academy offered for Bilingual students Active PTO with Bilingual Parent Liaison, Teen Out Reach Program, Social and Emotional need supports, Piner Peer Program, Student Ambassador Program, Student Government projects, Community outreach programs Lakewood Blackhawks. Lakewood Boy Scouts.
Student Health and Wellness:	Rutgers Nutritional Program, Weekly Wellness Staff Checkin Flyer, Student Government Community projects, Ocean County Park Program
Parent and Community Involvement:	Active PTO sponsoring school beautification and pride projects, monthly meetings and parent workshops,Community Liaison. Community Holiday Parades. Band/Chorus events at local Senior Citizen Centers. Read Across America. Recognition of organizations that donate time/effort at Board of Education Monthly Meetings. Community partnerships with the following organizations: Lakewood Blackhawks. Lakewood Boy Scouts. Hometown Heroes.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers PBSIS State Survey
Facilities:	The school was built in 1958. The school was equipped with Air conditioning in 2016. 2017 we created a brand new Technology classroom equipped with Robots, 3d Printers Apple TV, Mac Air Carts.
School Safety:	Resource Officers dedicated to school security along with security guards who monitor the front entrance and hallways. Week of Respect Activities. Week of Anti-bullying Activities. Daily RAP PBSIS tickets. RAP Tickets. Essays on bullying. Contents entered. Essays on Respect. Guidance Counselors push into classrooms to give presentations. Student Government presentations. Student Ambassadors give assemblies on bullying/respect throughout the year. PBSIS intitiataves. Lakewood Middle School Student Government mentors preschool students""

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Technology and STEM:	2017 we created a brand new Technology classroom equipped with Robots, 3d Printers Apple TV, Mac Air Carts. We also offer a STEAM club after school. Participate in the Week of Code
Early Childhood Education:	Lakewood Middle School Student Government mentors preschool students.

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Other Information:	Our Core Values are defined, embedded and implemented into school culture. Our Core Values/Beliefs are:All students can learn.We are accountable for student learning.We are productive each minute of the day.We practice thoughtful and strategic instruction.We actively seek and apply sound solutions to respond to the needs of students. Students, staff, and parents use the common language, ?It?s A Rap? reflecting the school?s core values. ?It?s A RAP?, stands for Respectable, Accountable, and Punctual. This runs hand in hand with our Positive Behavior Supports in Schools Program. All posters with our values and expectations are posted in every classroom, cafeteria, auditorium, and the hallways. Affirming positive behavior, teaching social skills, involving students at all levels of the school, equipping teachers with the skills to meet the needs of diverse learners, coordinating programs, and using multi-setting interventions are practices used for promoting a positive school climate