NJ SCHOOL PERFORMANCE REPORT

LAKE RIVIERA MIDDLE SCHOOL
(29-0530-043)
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
N No Data is available to display
† 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	BRICK TWP
Principal Name	DR. ANDERSON
Address	171 BEAVERSON BOULEVARD BRICK, NJ 08723
Phone Number	(732)785-3000
Email Address	AANDERSON@BRICKSCHOOLS.ORG
Website	http://www.brickschools.org/Schools/LakeRivieraMS
Twitter	http://twitter.com/LRMSLakers

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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	326	307	321
7	347	319	310
8	322	342	317
Total	995	968	948

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	51.2%	50.7%	49.3%
Male	48.8%	49.3%	50.7%
Economically Disadvantaged Students	35.6%	34.8%	34.2%
Students with Disabilities	18.3%	19.7%	19.9%
English Learners	1.9%	1.9%	3.3%
Homeless Students		1.7%	1.7%
Students in Foster Care		0.3%	0.2%
Military-Connected Students		0.1%	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	72.9%	72.5%	70.7%
Hispanic	18.0%	18.8%	20.8%
Black or African American	4.2%	4.2%	4.2%
Asian	3.2%	3.1%	3.2%
Native Hawaiian or Pacific Islander	0.2%	0.0%	0.0%
American Indian or Alaska Native	0.5%	0.1%	0.0%
Two or More Races	1.0%	1.2%	1.2%

Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown, and students with other home languages are included in the Other Languages total.

Home Language	% of Students
English	85.5%
Spanish	10.3%
Other Languages	4.1%

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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	64	54	50	Exceeds Standard	55	55	50	Met Standard
White	62	54	50	Exceeds Standard	55	55	51	Met Standard
Hispanic	68	60	49	Exceeds Standard	57	55	48	Met Standard
Black or African American	73	48	44	Exceeds Standard	53	47	44	Met Standard
Asian, Native Hawaiian, or Pacific Islander	60.5	57	61	Exceeds Standard	55	66	61	**
American Indian or Alaska Native	N	*	52	**	N	*	53	**
Two or More Races	*	47	49	**	*	69	51	**
Economically Disadvantaged	63	52	48	Exceeds Standard	52	50.5	47	Met Standard
Students with Disabilities	67	47	41	Exceeds Standard	37	45	43	Not Met
English Learners	68	59	54	Exceeds Standard	58	55.5	51	Met Standard

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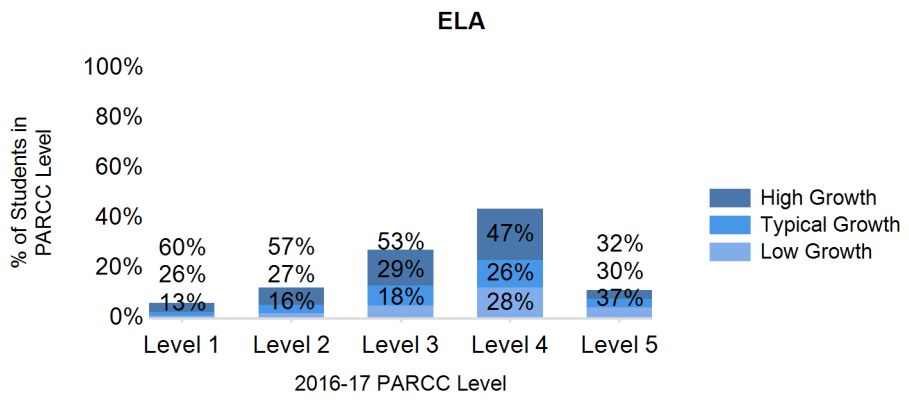
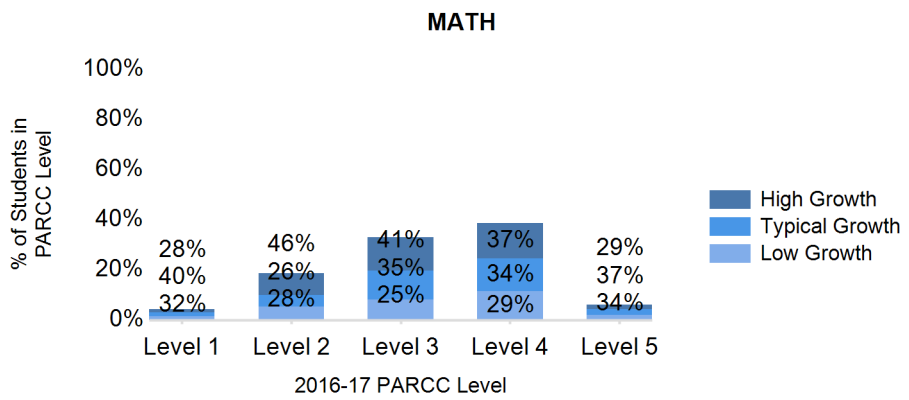
A student's SGP falls between 1 and 99 and can be grouped into three level **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

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 by Performance Level

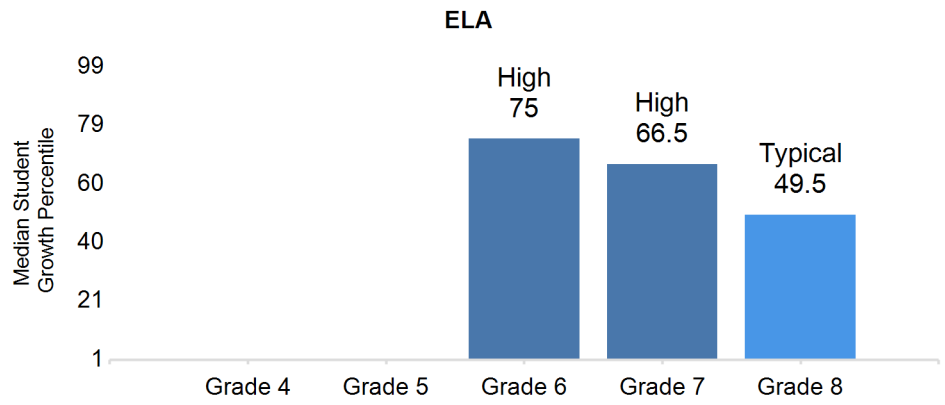
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

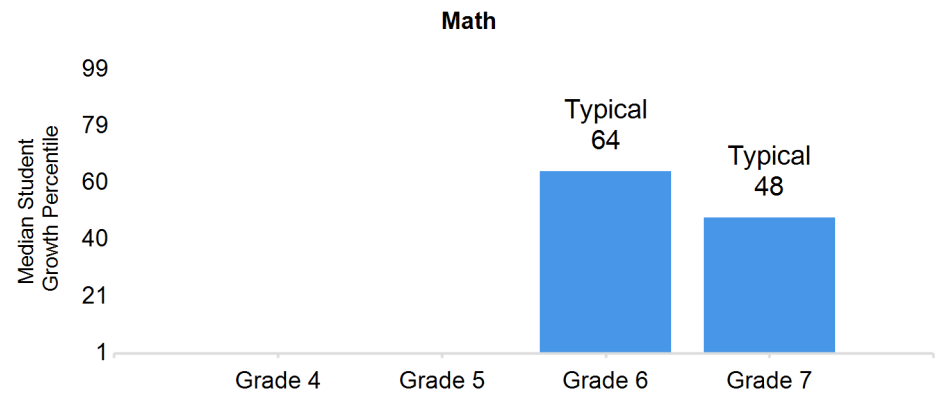




Student Growth by Grade

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	916	98.1	65.2	57.1	56.7	65.2	67.5	Met Target†
White	653	97.6	66.7	61.2	65.6	66.7	69.5	Met Target†
Hispanic	183	99.5	55.1	*	42.5	55.1	59.5	Met Target†
Black or African American	38	100.0	63.2	33.9	37.3	63.2	53	Met Target
Asian, Native Hawaiian, or Pacific Islander	31	96.9	87.1	72.6	82.3	87.1	77.7	Met Goal
American Indian or Alaska Native	N	N	N	66.6	52.7	N	**	**
Two or More Races	11	100.0	81.8	55.1	63.4	81.8	**	**
Female	439	97.2	74.3	66.2	64.5	74.3		
Male	477	99.0	56.8	48.6	49.4	56.8		
Economically Disadvantaged Students	303	97.5	50.2	42.1	38.5	50.2	58.3	Not Met
Non-Economically Disadvantaged Students	613	98.4	72.6	64.3	67.5	72.6		
Students with Disabilities	186	95.1	20.4	*	21.6	20.4	33.4	Not Met
Students without Disabilities	730	98.9	76.6	*	63.9	76.6		
English Learners	53	100.0	24.5	21.2	27.3	24.5	16.3	Met Target
Non-English Learners	863	98.0	67.7	58.8	59.4	67.7		
Homeless Students	15	94.4	53.3	36.0	27.7	67.6		
Students In Foster Care	*	*	*	33.3	26.3	*		
Military-Connected Students	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	307	755	757	754	5%	8%	29%	45%	13%	58%	56%
White	226	757	759	761	5%	8%	27%	47%	14%	61%	66%
Hispanic	61	747	750	742	*	*	36%	*	*	46%	42%
Black or African American	12	764	742	737	0%	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	139	760	763	761	*	*	26%	48%	16%	64%	64%
Male	168	751	750	748	*	*	31%	43%	11%	54%	48%
Economically Disadvantaged Students	107	745	747	739	*	*	36%	*	*	42%	37%
Non-Economically Disadvantaged Students	200	761	762	764	*	*	25%	*	*	67%	68%
Students with Disabilities	66	727	731	723	*	*	36%	*	*	18%	18%
Students without Disabilities	241	763	764	760	*	*	27%	*	*	69%	63%
English Learners	*	*	730	712	*	*	*	*	*	*	*
Non-English Learners	*	*	757	755	*	*	*	*	*	*	*
Homeless Students	*	*	731	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	304	763	762	760	4%	7%	18%	45%	25%	70%	63%
White	218	764	765	768	*	*	20%	46%	24%	70%	72%
Hispanic	57	755	757	746	*	*	19%	37%	21%	58%	49%
Black or African American	14	769	739	740	*	0%	*	*	*	86%	42%
Asian, Native Hawaiian, or Pacific Islander	*	*	782	790	*	*	*	*	*	*	87%
American Indian or Alaska Native	N	N	*	756	N	N	N	N	N	N	57%
Two or More Races	*	*	*	767	*	*	*	*	*	*	68%
Female	149	770	772	769	*	*	14%	46%	32%	77%	72%
Male	155	756	752	752	*	*	23%	45%	18%	63%	54%
Economically Disadvantaged Students	108	752	749	742	*	*	22%	40%	17%	56%	44%
Non-Economically Disadvantaged Students	196	769	768	771	*	*	16%	48%	29%	78%	73%
Students with Disabilities	61	725	721	721	*	*	33%	*	*	20%	22%
Students without Disabilities	243	773	772	768	*	*	15%	*	*	83%	71%
English Learners	*	*	*	705	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	762	*	*	*	*	*	*	64%
Homeless Students	*	*	*	729	*	*	*	*	*	*	32%
Students in Foster Care	*	*	*	725	*	*	*	*	*	*	25%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	64%
Migrant Students	N	N	N	716	N	N	N	N	N	N	21%

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	310	767	763	759	*	*	22%	46%	22%	68%	60%
White	214	768	766	767	*	*	19%	46%	24%	70%	70%
Hispanic	66	764	758	744	*	*	27%	45%	17%	62%	45%
Black or African American	*	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	781	789	*	*	*	*	*	*	86%
American Indian or Alaska Native	N	N	*	759	N	N	N	N	N	N	59%
Two or More Races	*	*	*	766	*	*	*	*	*	*	66%
Female	157	778	774	768	*	*	17%	*	*	80%	69%
Male	153	755	753	751	*	*	27%	*	*	56%	52%
Economically Disadvantaged Students	93	758	753	740	*	*	34%	38%	15%	53%	42%
Non-Economically Disadvantaged Students	217	771	767	769	*	*	17%	49%	25%	74%	71%
Students with Disabilities	57	734	728	719	*	*	49%	23%	0%	23%	19%
Students without Disabilities	253	774	771	766	*	*	16%	51%	27%	78%	68%
English Learners	*	*	*	703	*	*	*	*	*	*	*
Non-English Learners	*	*	*	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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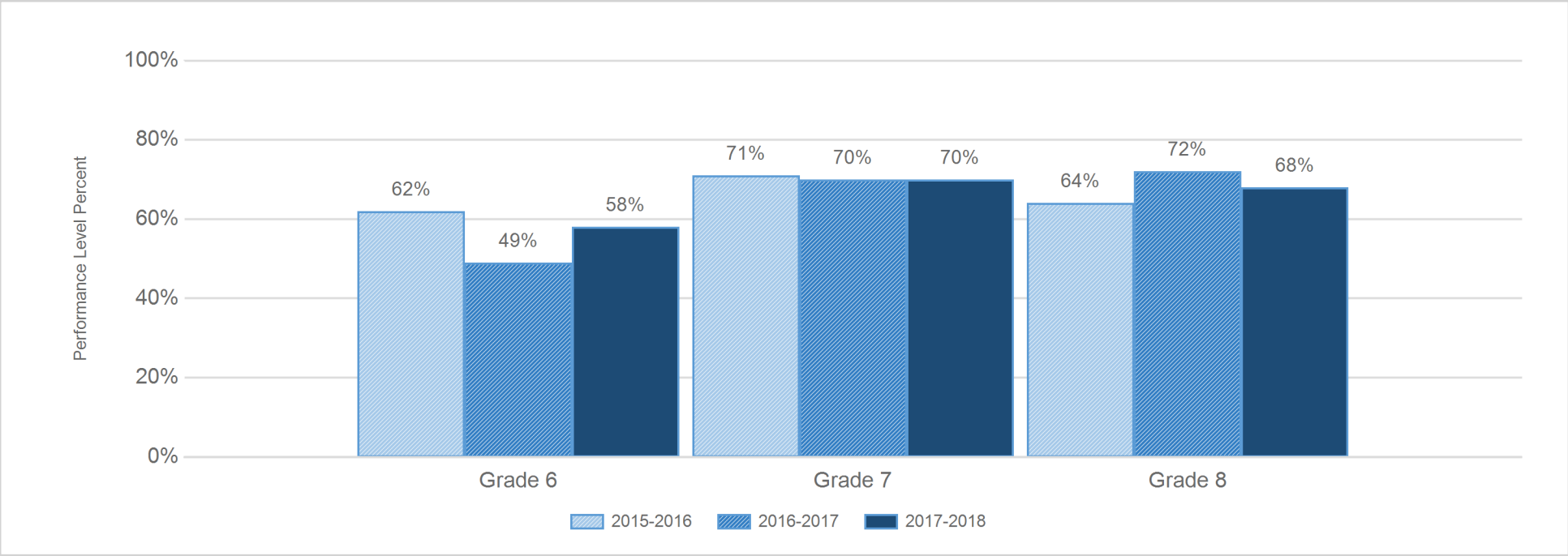
English Language Arts/Literacy Assessment - Performance Trends

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	916	97.9	49.7	45.3	45.0	49.7	51.7	Met Target†
White	653	97.6	52.9	50.1	54.1	52.9	55.3	Met Target†
Hispanic	183	98.4	41.5	*	29.2	41.5	40	Met Target
Black or African American	38	100.0	18.4	17.7	23.4	18.4	28	Met Target†
Asian, Native Hawaiian, or Pacific Islander	31	96.9	74.2	60.8	77.0	74.2	68.9	Met Target
American Indian or Alaska Native	N	N	N	33.3	42.5	N	**	**
Two or More Races	11	100.0	45.5	34.7	53.0	45.5	**	**
Female	441	97.4	50.6	47.0	46.0	50.6		
Male	475	98.4	49.1	43.7	43.9	49.1		
Economically Disadvantaged Students	303	97.2	36.0	32.0	26.6	36.0	39.8	Met Target†
Non-Economically Disadvantaged Students	613	98.3	56.6	51.7	55.9	56.6		
Students with Disabilities	186	95.1	*	14.2	17.1	*	17.6	Not Met
Students without Disabilities	730	98.7	*	53.8	50.5	*		
English Learners	54	100.0	18.6	21.3	24.6	18.6	19.3	Met Target†
Non-English Learners	862	97.8	51.8	46.4	46.9	51.8		
Homeless Students	16	94.7	25.0	25.4	17.3	51.8		
Students In Foster Care	*	*	*	13.3	16.2	*		
Military-Connected Students	N	N	N	*	45.8	N		
Migrant Students	N	N	N	N	23.7	N		

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Mathematics Assessment - Performance by Grade: Grade 6

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

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	307	746	745	744	4%	19%	29%	41%	7%	48%	44%
White	225	749	748	751	*	17%	26%	*	*	54%	54%
Hispanic	62	733	736	731	*	24%	37%	*	*	29%	27%
Black or African American	12	740	725	726	0%	*	*	*	*	25%	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	140	743	744	745	*	20%	31%	*	*	43%	45%
Male	167	749	745	742	*	18%	28%	*	*	52%	42%
Economically Disadvantaged Students	107	735	734	729	*	24%	36%	*	*	29%	24%
Non-Economically Disadvantaged Students	200	752	751	753	*	16%	25%	*	*	58%	56%
Students with Disabilities	66	719	721	717	*	*	*	*	*	*	13%
Students without Disabilities	241	753	751	748	*	*	*	*	*	*	49%
English Learners	*	*	718	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	745	745	*	*	*	*	*	*	45%
Homeless Students	*	*	715	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

LAKE RIVIERA MIDDLE SCHOOL
(29-0530-043)
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	303	745	746	743	6%	16%	32%	42%	5%	47%	43%
White	218	747	748	750	*	16%	31%	*	*	49%	54%
Hispanic	56	738	739	732	*	18%	32%	*	*	39%	27%
Black or African American	14	730	725	727	*	*	*	*	*	21%	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	770	767	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	*	742	N	N	N	N	N	N	39%
Two or More Races	*	*	*	748	*	*	*	*	*	*	51%
Female	149	747	748	745	*	15%	34%	*	*	48%	45%
Male	154	743	743	741	*	17%	29%	*	*	45%	42%
Economically Disadvantaged Students	107	736	735	730	*	22%	35%	*	*	34%	24%
Non-Economically Disadvantaged Students	196	750	750	751	*	12%	30%	*	*	54%	55%
Students with Disabilities	60	716	715	717	*	*	*	*	*	*	12%
Students without Disabilities	243	752	753	748	*	*	*	*	*	*	50%
English Learners	*	*	*	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	744	*	*	*	*	*	*	45%
Homeless Students	*	*	*	720	*	*	*	*	*	*	14%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	*
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	42%
Migrant Students	N	N	N	718	N	N	N	N	N	N	11%

NJ SCHOOL PERFORMANCE REPORT

LAKE RIVIERA MIDDLE SCHOOL
(29-0530-043)
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	232	735	732	728	16%	22%	22%	*	*	41%	28%
White	151	734	732	736	17%	20%	24%	*	*	39%	36%
Hispanic	56	739	733	722	*	27%	18%	*	*	45%	22%
Black or African American	12	714	712	715	*	*	*	*	*	17%	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	762	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	*	721	N	N	N	N	N	N	21%
Two or More Races	*	*	*	729	*	*	*	*	*	*	28%
Female	112	739	735	731	13%	16%	28%	*	*	43%	31%
Male	120	731	729	725	18%	28%	16%	*	*	39%	26%
Economically Disadvantaged Students	78	730	726	719	18%	27%	19%	*	*	36%	20%
Non-Economically Disadvantaged Students	154	738	734	735	14%	19%	23%	*	*	44%	35%
Students with Disabilities	58	709	709	705	43%	29%	17%	*	*	10%	*
Students without Disabilities	174	744	739	735	6%	20%	23%	*	*	51%	*
English Learners	*	*	*	705	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	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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(29-0530-043)
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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	81	784	746	746	0%	*	*	80%	14%	94%	46%
White	64	784	750	755	0%	*	*	*	*	94%	57%
Hispanic	*	*	733	730	*	*	*	*	*	*	27%
Black or African American	N	N	*	727	N	N	N	N	N	N	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	752	779	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	*	746	N	N	N	N	N	N	49%
Two or More Races	N	N	*	755	N	N	N	N	N	N	54%
Female	47	785	750	748	0%	*	*	*	*	96%	48%
Male	34	782	742	745	0%	*	*	*	*	91%	44%
Economically Disadvantaged Students	17	781	735	729	0%	*	*	*	*	88%	25%
Non-Economically Disadvantaged Students	64	784	750	756	0%	*	*	*	*	95%	57%
Students with Disabilities	N	N	*	716	N	N	N	N	N	N	13%
Students without Disabilities	81	784	*	752	0%	*	*	80%	14%	94%	52%
English Learners	N	N	*	710	N	N	N	N	N	N	*
Non-English Learners	81	784	*	749	0%	*	*	80%	14%	94%	*
Homeless Students	N	N	*	718	N	N	N	N	N	N	16%
Students in Foster Care	N	N	*	712	N	N	N	N	N	N	12%
Military-Connected Students	N	N	*	752	N	N	N	N	N	N	49%
Migrant Students	N	N	N	720	N	N	N	N	N	N	11%

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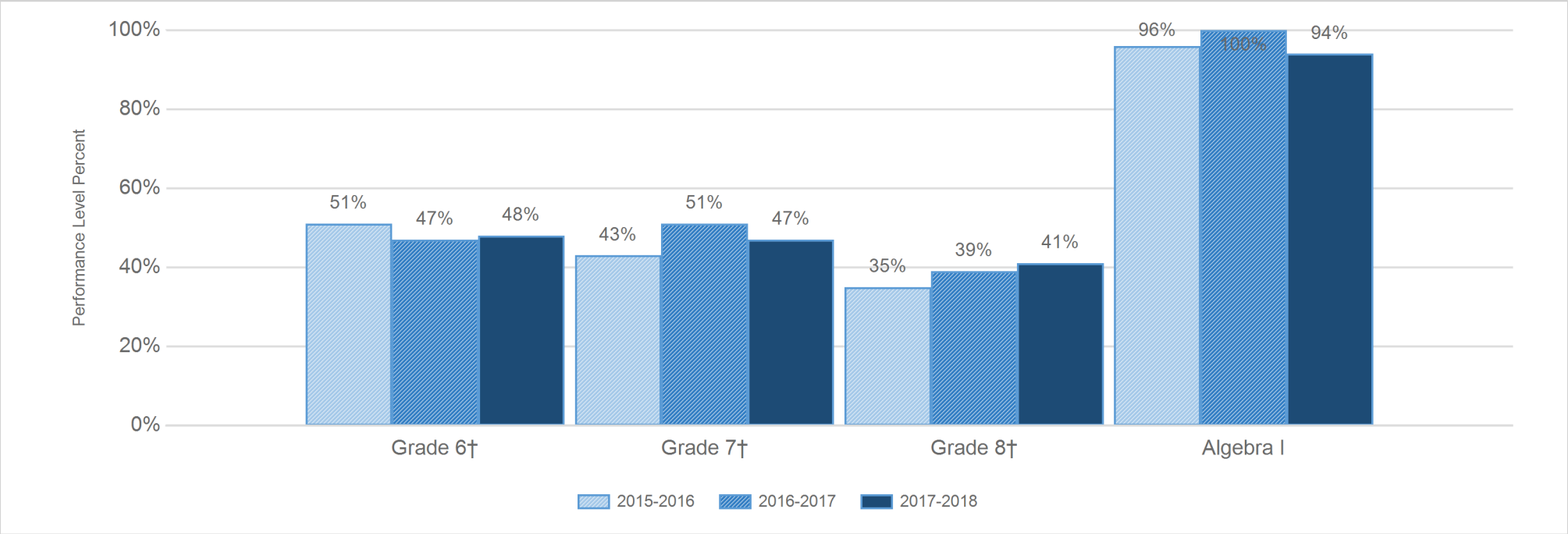
Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end of course exam on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment for the past three years.



† Grade level results do not include students who took the Algebra I, Geometry, or Algebra II end of course tests.

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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps Alternate Assessment, which tests academic progress in English Language Arts (ELA) and Mathematics for students with different types of significant cognitive disabilities.

Grade	ELA: # Students Tested	Math: # Students Tested
6	*	*
7	*	*
8	*	*

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Expected growth is based on the student's initial level of English Language Proficiency during the 2016-17 school year and the number of years the student has been enrolled in the district. This table also shows the school's 2017-18 ESSA accountability target and whether the target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2017-18 Target	Met Target?
Schoolwide/English Learners	32.0%	46.8%	Met Target†

† 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	14	*	*
3-4	14	85.7%	14.3%
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	245
7	0	0	319
8	81	0	243
Total	81	0	807

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	216	0	0	0	0	0	0
7	104	0	0	0	0	0	0
8	65	0	0	0	0	0	0
Total	385	0	0	0	0	0	0

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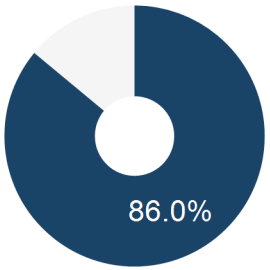
Visual and Performing Arts – Course Participation

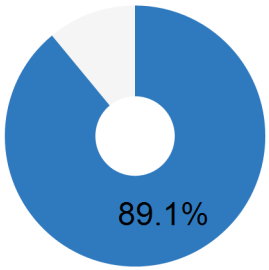
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

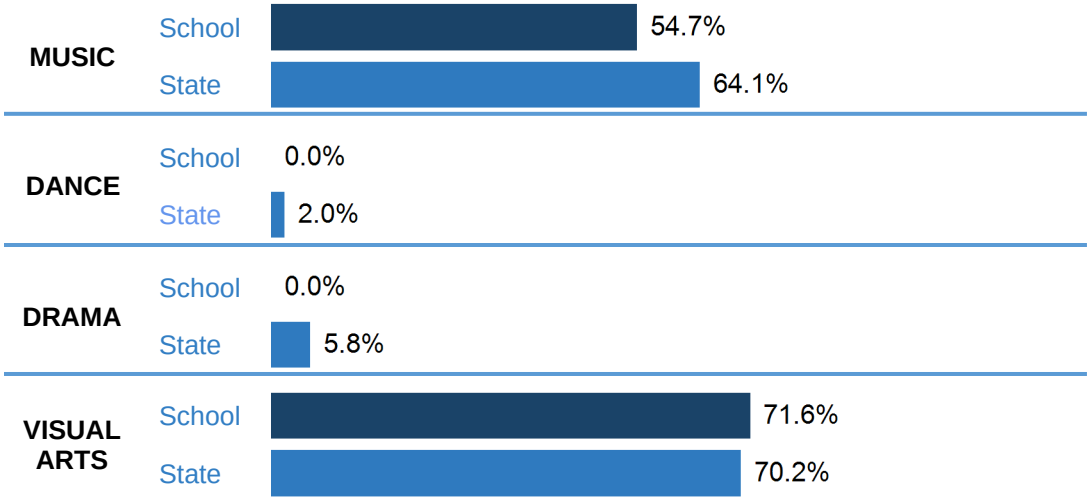


School



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.

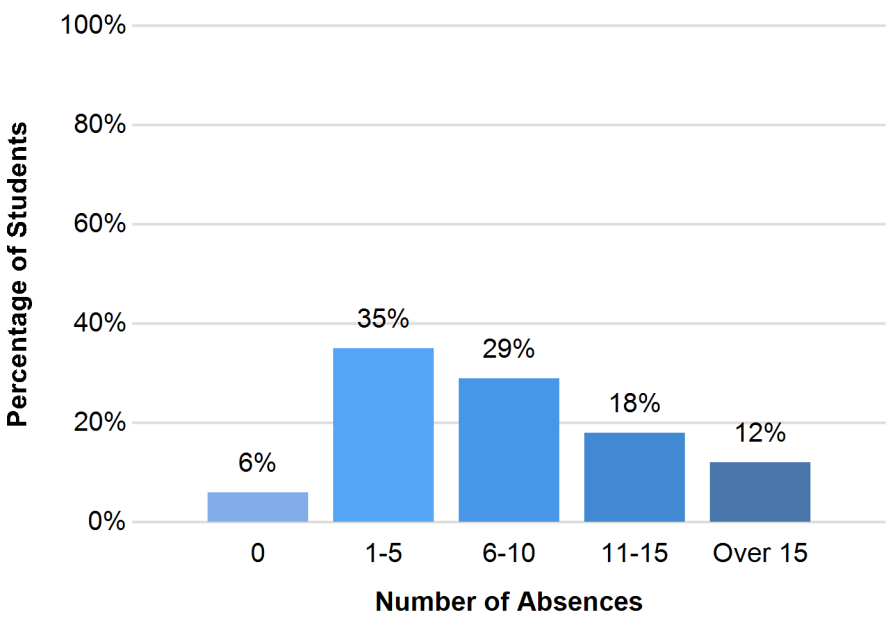
Chronic Absenteeism

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	92	9.6	9.5	Not Met
White	80	11.8	9.5	Not Met
Hispanic	9	4.6	9.5	Met
Black or African American	2	5.0	9.5	Met
Asian, Native Hawaiian, or Pacific Islander	1	3.3	9.5	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	0	0	**	**
Economically Disadvantaged Students	43	13.3	9.5	Not Met
Students with Disabilities	34	17.3	9.5	Not Met
English Learners	1	3.3	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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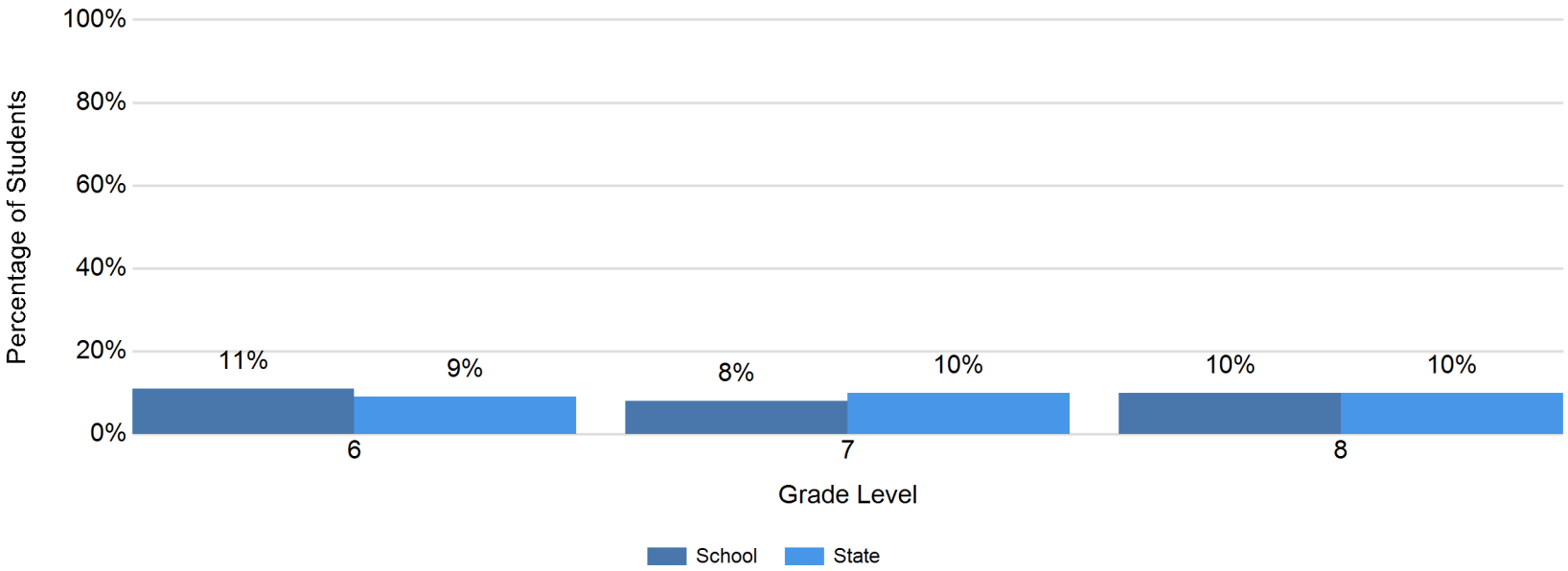
Chronic Absenteeism by Grade

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	16
Weapons	0
Vandalism	2
Substances	0
Harassment, Intimidation, Bullying (HIB)	4
Total Unique Incidents	22
Incidents Per 100 Students Enrolled	2.32

Police Notifications

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

Incident Type	Incidents Reported to Police
Violence	11
Weapons	0
Vandalism	2
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Other Incidents Leading to Removal	2

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Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	2	2
Religion	0	0	0
Ancestry	0	0	0
Gender	0	1	1
Sexual Orientation	0	0	0
Disability	0	1	1
Other	0	1	1
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	63	6.6%
Out-of-School Suspensions	33	3.5%
Any Suspension	79	8.3%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
133

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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	7:40 AM
Typical End Time	2:10 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs 30 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	1:1

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)	$479	$13,973	$14,452

NJ SCHOOL PERFORMANCE REPORT

LAKE RIVIERA MIDDLE SCHOOL
(29-0530-043)
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	85	117,464
Average years experience in public schools	14.6	12.0
Average years experience in district	14.2	10.7
Teachers in district for 4 or more years	88.2%	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	41	9,374
Average years experience in public schools	17.6	16.0
Average years experience in district	17.6	12.0
Administrators in district for 4 or more years	90.2%	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	11:1	11:1
Students to Administrators	316:1	210:1
Teachers to Administrators	28:1	19:1
Students to Librarians/Media Specialists		783:1
Students to Nurses		507:1
Students to Counselors		431:1
Students to Child Study Team		210:1

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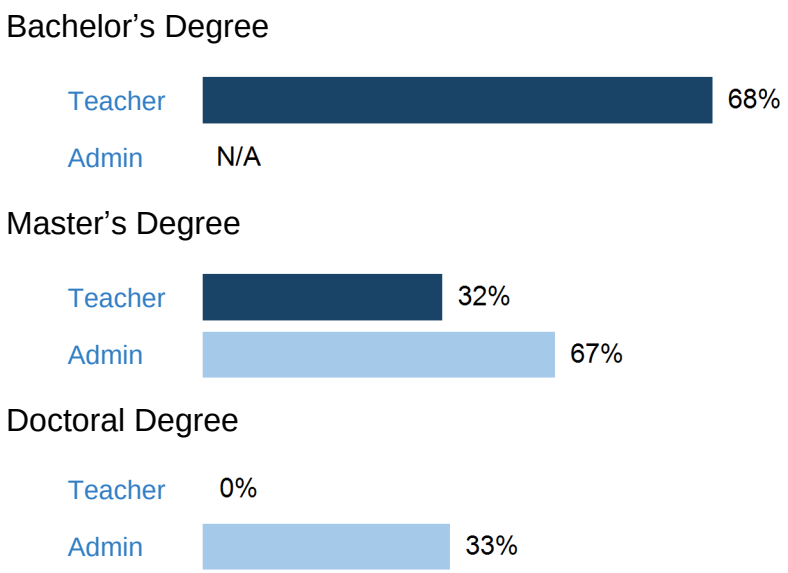
Teachers and Administrators - Level of Education

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	93.5%	90.2%
2016-17 Administrators: Same district 2017-18	85.4%	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	96.5%

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Teachers and Administrators – Demographics

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

Category	Teachers	Administrators
Female	76.5%	33.3%
Male	23.5%	66.7%
White	98.8%	100.0%
Hispanic	1.2%	0.0%
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	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	61.73	15.0%
Mathematics Proficiency	43.48	15.0%
English Language Arts Growth	92.54	20.0%
Mathematics Growth	64.75	20.0%
Progress Towards English Language Proficiency	9.15	20.0%
Chronic Absenteeism	39.81	10.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	53.05	n/a
Summative Rating: Percentile Rank of Summative Score	54.44	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	Met Standard	Met Target†	Not Met	No
White	54.39	14.08	No	Met Target†	Met Target†	Exceeds Standard	Met Standard	n/a	Not Met	No
Hispanic	80.86	14.08	No	Met Target†	Met Target	Exceeds Standard	Met Standard	n/a	Met	No
Black or African American	79.58	14.08	No	Met Target	Met Target†	Exceeds Standard	Met Standard	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	46.44	14.08	No	Met Goal	Met Target	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	72.69	14.08	No	Not Met	Met Target†	Exceeds Standard	Met Standard	n/a	Not Met	No
Students with Disabilities	48.52	14.08	No	Not Met	Not Met	Exceeds Standard	Not Met	n/a	Not Met	No
English Learners	54.79	14.08	No	Met Target	Met Target†	Exceeds 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:	• National School of Character • Recipient, $26,000 FUSE Grant for student-lead STEM activities • 1st Place Ocean County College Robotics Competition
Mission, Vision, Theme:	Our school motto, “Aim for Excellence”, is more than an aspiration; it is our obligation. The Lake Riviera Middle School staff is dedicated to delivering a rigorous academic program, a character education program that enhances social and emotional development, a variety of extra-curricular activities, and a commitment to our community. We strive to develop well-rounded students who demonstrate respect, responsibility, and commitment to academic excellence, and community service.
Awards, Recognition, Accomplishments:	LRMS is one of only four middle schools in the entire country that was honored as a “National School of Character." We have also recently received the following awards: Sustainable Jersey for Schools, Bronze Level Certification; $26,000 FUSE Grant from Northwestern University; Coding Grant from TCNJ; Food Science Training Grant sponsored by the Food & Drug Assoc. & National Science Teachers Assoc.; Power Save Schools Grant; Sustainable Jersey for Schools grant from NJEA.

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Courses, Curriculum, Instruction:	Our English Language Arts program, CodeX, incorporates research-based best practices to help students analyze complex text. In mathematics, our students use mathematical reasoning and number sense to solve real world problems with the Big Ideas program. We also offer accelerated math courses in grades 7 and 8. Our science program, aligned to the Next Generation Science Standards, engages students in authentic real world experiences. We offer the EXCEL program for gifted and talented students.
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Coed), Cross Country (Boys & Girls), Field Hockey (Girls), Golf (Coed), Soccer (Boys & Girls), Softball (Girls), Track and Field - Spring (Boys & Girls), Wrestling (Coed) LRMS athletes have received the OCIAL Sportsmanship Award for the Blue Division, nominated by a jury of peers. In 2018, the Wrestling Team won the Blue Division title.
Clubs and Activities:	Some of the activities open to all students include Science Club, Drama Club, Art Club, Kettle Creek Environmental Crusaders, Newspaper, Student Council, and the Interact service organization. Students may also become a member of the Lead and Seed Team, an anti-drug Youth Prevention Coalition. Our Robotics Club won 1st place in the Ocean County Robotics Competition. Students may also apply to become members of the prestigious LRMS National Junior Honor Society.

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Before and After School Programs:	LRMS students in need of ELA and math enhancement attend the "Laker Pride" Title I after school program. English Language Learners receive after school enrichment via the Learning English After School Program. The Tut-R-Us program provides peer tutoring homework help for students and is offered twice a week in the library.
Staff and Professional Learning:	LRMS staff participates in professional development with a focus on rigor, differentiation, (Universal Design for Learning) and Growth Mindset. The school utilizes the Professional Learning Community model for teacher collaboration and learning. Teachers also attend workshops at the district professional development center, as well as venues outside the district. Mrs. Cooper, culinary arts teacher, was one of only 30 teachers nationwide to attend the FDA's Food Science Institute. Mrs. Osborne & Mrs. McCutchan participated in a Coding summer program at TCNJ. Twenty teacher leaders facilitated an EdCamp for innovative student-centered practices that maximize learning.

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Student Supports and Services:	Lake Riviera Middle School supports an inclusive environment, servicing students of diverse backgrounds and needs. Support services are in place for Special Education Students, English Language Learners, and Basic Skills Students. Additionally, the I&RS process is followed with fidelity to ensure that all students struggling academically, behaviorally, socially, or emotionally are provided targeted supports to facilitate growth.
Student Health and Wellness:	Our school follows the Federal guidelines for childhood nutrition. To that point, we participate in the "Breakfast after the Bell" program to ensure students start the day with proper nutrition. In addition, our physical education curriculum consists of student-centered rotations in a 55-minute class period. This program is extended via events such as our annual community Harvey Lynch Color Run, which raises money to combat childhood obesity.
Parent and Community Involvement:	Our PTA sponsors family activities including 6th grade Welcome Dance, Book Fair, Civil War Re-enactment, and 7th Grade World's Fair. Other events include Title 1 Family Nights; Family Engineering Night; Character Education Committee's Green & White Family Night; as well as Drama, Chorus and Band performances. Student progress is tracked by parents via Parent Portal, which is a tool that allows our parents to view their child's grades and attendance from home. This ensures that there is a strong home school connection. In addition, parents receive communication regarding school news and events via the bimonthly school newsletter, The Laker Ledger, and through twitter.

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Facilities:	Lake Riviera recently celebrated its 50th anniversary with a semi-centennial plaza created around our flag pole. There is a bucolic courtyard with a pond and ducks that is used to hold special events and ceremonies. Classes use the lake as an outdoor classroom to engage in environmental studies. All of our classrooms at Lake Riviera Middle School have new interactive projectors, document cameras, and laptop carts to equip students with 21st century technical skills. We also have 2 computer labs, a state-of-the-art STEM lab with two new 3-D printers, three IPAD labs, and Promethean Tables. In addition, our building is considered a "green" facility. Recently, solar panels were installed, and LRMS received Bronze Level certification by Sustainable Jersey for Schools.
School Safety:	LRMS has a school resource officer and a security guard that work closely with administration to ensure the safety of students and staff. The school utilizes evacuation and safety protocols recommend by Homeland Security. Emergency drills are routinely practiced throughout each school year in consultation and collaboration with the district Safety Officer, the School Resource Officer, and the local police department.

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Technology and STEM:	All of our classrooms at Lake Riviera Middle School have new interactive projectors, document cameras, and chromebook carts to equip students with 21st century technical skills. We also have two state-of-the-art STEM labs, two computer labs, two science labs, and a Food Science lab. Additionally, we have two new 3-D printers, 3 IPAD mobile labs, and Promethean Tables. Our school offers a STEM elective course, Science Technology course, and a Coding unit within our Computer courses.

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Other Information:	Our school day structure follows the successful "school within a school" model which consists of three mixed-grade units and an electives unit. We have approximately 1:1 technology usage and utilize the Google Classroom platform throughout the district. This year, technology teacher, Mrs. Osborne, will introduce students to the "Computer Discoveries" Coding Curriculum from a grant-sponsored program offered at TCNJ. Science teachers participated in professional development offered through the PISA grant, sponsored by the National Science Foundation-Mathematics and Science Partnership through Stevens Institute. In October, LRMS has guest speakers and activities planned that emphasize safety during "School Violence Awareness" with lessons aligned to the Sandy Hook Promise Organization's "Say Something" Program. Our safe and inclusive school culture is also supported by our comprehensive character education program and anti-bullying curriculum. Social and emotional learning is integrated into our academic, elective, physical education, and extracurricular programs. The school's mission is reinforced with staff and students each quarter at "Laker Pride" assemblies where school goals are identified; personal goals are established; student leadership is recognized; and individual, team, and school success is celebrated. Student leadership is a hallmark of Lake Riviera Middle School. New students are inducted into the "Laker" family through a New Student Orientation Program and by NJHS student leaders, who facilitate an orientation for incoming sixth graders each May. "Laker Leaders" are recognized monthly; the Character Education Troupe performs during the "Week of Respect;" seventh grade student ambassadors escort first grade students through our annual World's Fair; the Student Council and Cheer Squad organize Spirit Week; and on Student Leadership Day in May, our eighth grade students assume the role of school teachers and leaders.