NJ SCHOOL PERFORMANCE REPORT

LOGAN MIDDLE SCHOOL
(15-2750-300)
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	GLOUCESTER
District	LOGAN TWP
Principal Name	MRS. MORAN
Address	110 SCHOOL LANE LOGAN TOWNSHIP, NJ 08085
Phone Number	(856)467-5133
Email Address	hmoran@logantownshipschools.org
Website	https://www.lms.logantownshipschools.org
Twitter	https://twitter.com/logantownshipsd

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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	91	74	82
7	91	88	79
8	89	89	86
Total	271	251	247

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	48.0%	48.6%	46.2%
Male	52.0%	51.4%	53.8%
Economically Disadvantaged Students	19.6%	16.7%	15.0%
Students with Disabilities	13.3%	13.1%	15.8%
English Learners	0.4%	0.0%	0.0%
Homeless Students		0.8%	0.4%
Students in Foster Care		0.0%	0.4%
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	69.4%	71.3%	70.0%
Hispanic	10.3%	8.4%	8.5%
Black or African American	12.2%	10.8%	8.5%
Asian	2.2%	2.8%	4.5%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	5.9%	6.8%	8.5%

Enrollment by Home Language

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

Home Language	% of Students
English	94.3%
Spanish	2.4%
Other Languages	3.2%

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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	51	51	50	Met Standard	38	53	50	Not Met
White	53	53	50	Met Standard	42	53	51	Met Standard
Hispanic	59	52	49	**	33	56	48	**
Black or African American	41	43	44	**	*	41	44	**
Asian, Native Hawaiian, or Pacific Islander	61	61	61	**	*	70	61	**
American Indian or Alaska Native	N	N	52	**	N	N	53	**
Two or More Races	38	38	49	Not Met	14	31	51	**
Economically Disadvantaged	53.5	51	48	Met Standard	30	44	47	Not Met
Students with Disabilities	48	48	41	Met Standard	33	46	43	**
English Learners	*	*	54	**	*	*	51	**

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

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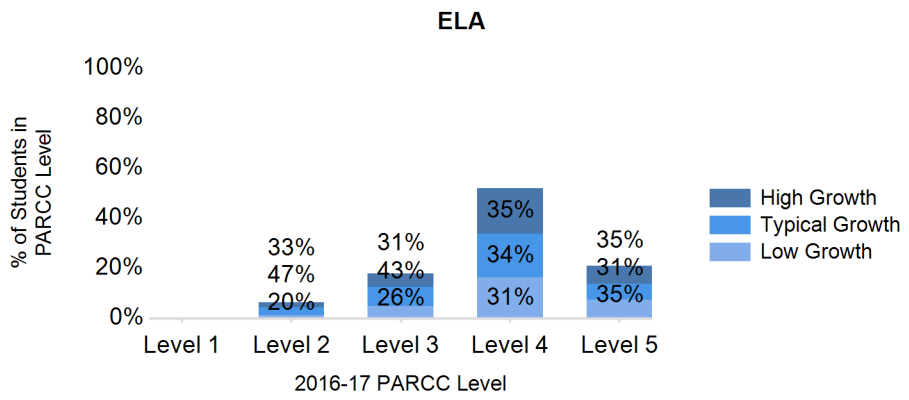
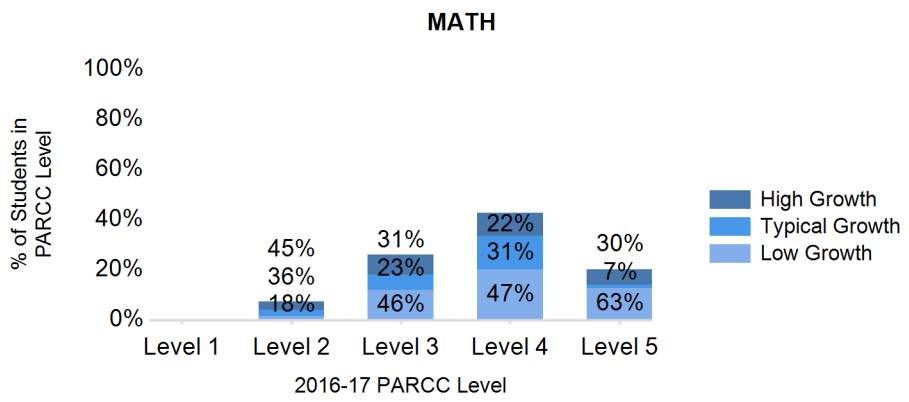
Student Growth by Performance Level

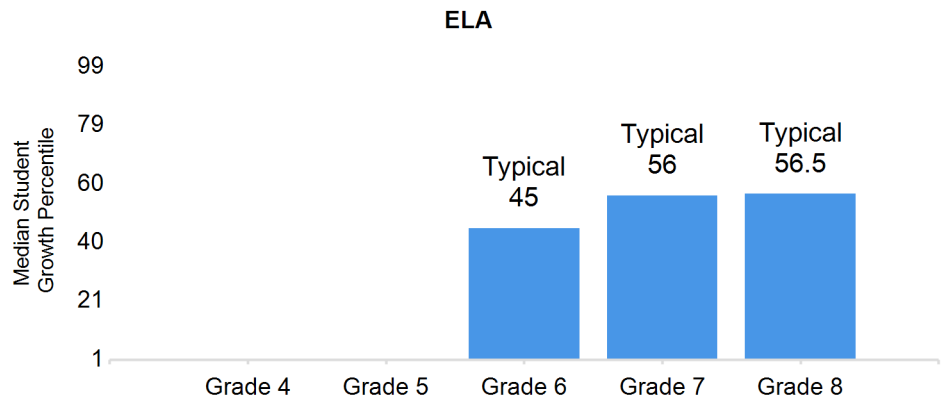
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

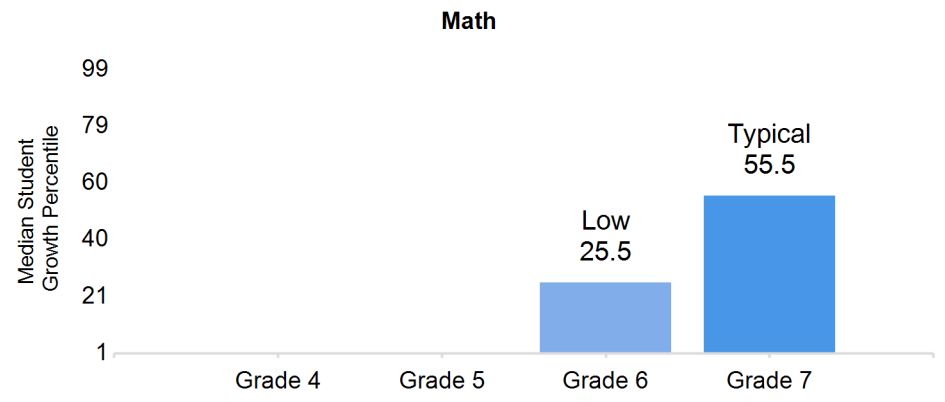




Student Growth by Grade

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





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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	241	97.2	74.3	74.5	56.7	74.3	63.5	Met Target
White	167	96.0	80.2	80.7	65.6	80.2	66.9	Met Goal
Hispanic	21	100.0	71.4	66.7	42.5	71.4	55.3	Met Target
Black or African American	20	100.0	45.0	44.7	37.3	45.0	49.8	Met Target†
Asian, Native Hawaiian, or Pacific Islander	12	100.0	66.7	*	82.3	66.7	**	**
American Indian or Alaska Native	N	N	N	N	52.7	N	**	**
Two or More Races	21	100.0	61.9	*	63.4	61.9	N	N
Female	109	95.6	83.4	82.9	64.5	83.4		
Male	132	98.5	66.7	67.0	49.4	66.7		
Economically Disadvantaged Students	36	94.7	58.4	55.0	38.5	58.2	35.7	Met Target
Non-Economically Disadvantaged Students	205	97.6	77.1	77.8	67.5	77.1		
Students with Disabilities	38	97.6	26.3	20.3	21.6	26.3	14.9	Met Target
Students without Disabilities	203	97.1	83.2	83.2	63.9	83.2		
English Learners	*	*	*	*	27.3	*	**	**
Non-English Learners	*	*	*	*	59.4	*		
Homeless Students	*	*	*	*	27.7	*		
Students In Foster Care	*	*	*	*	26.3	*		
Military-Connected Students	N	N	N	N	57.4	N		
Migrant Students	N	N	N	N	30.1	N		

† Target was met within a confidence interval.

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 6

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	78	760	760	754	*	*	22%	*	*	69%	56%
White	54	762	762	761	*	*	*	*	*	76%	66%
Hispanic	*	*	*	742	*	*	*	*	*	*	42%
Black or African American	*	*	*	737	*	*	*	*	*	*	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	10	755	755	761	*	*	*	*	*	60%	64%
Female	35	768	768	761	*	*	*	*	*	83%	64%
Male	43	753	753	748	*	*	*	*	*	58%	48%
Economically Disadvantaged Students	12	764	764	739	*	*	*	*	*	67%	37%
Non-Economically Disadvantaged Students	66	759	759	764	*	*	*	*	*	70%	68%
Students with Disabilities	*	*	*	723	*	*	*	*	*	*	18%
Students without Disabilities	*	*	*	760	*	*	*	*	*	*	63%
English Learners	N	N	N	712	N	N	N	N	N	N	*
Non-English Learners	78	760	760	755	*	*	22%	*	*	69%	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	26%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	732	N	N	N	N	N	N	36%

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 7

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	77	777	777	760	*	*	19%	39%	38%	77%	63%
White	55	782	782	768	*	*	*	35%	45%	80%	72%
Hispanic	*	*	*	746	*	*	*	*	*	*	49%
Black or African American	*	*	*	740	*	*	*	*	*	*	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	*	*	*	767	*	*	*	*	*	*	68%
Female	35	790	790	769	*	*	*	*	*	86%	72%
Male	42	766	766	752	*	*	*	*	*	69%	54%
Economically Disadvantaged Students	11	759	759	742	*	*	*	*	*	64%	44%
Non-Economically Disadvantaged Students	66	780	780	771	*	*	*	*	*	79%	73%
Students with Disabilities	*	*	*	721	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	768	*	*	*	*	*	*	71%
English Learners	*	*	*	705	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	762	*	*	*	*	*	*	64%
Homeless Students	N	N	N	729	N	N	N	N	N	N	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	84	774	774	759	*	*	12%	45%	32%	77%	60%
White	59	776	776	767	*	*	*	51%	32%	83%	70%
Hispanic	*	*	*	744	*	*	*	*	*	*	45%
Black or African American	10	762	762	739	0%	*	*	*	*	60%	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	37	785	785	768	*	*	*	*	*	84%	69%
Male	47	765	765	751	*	*	*	*	*	72%	52%
Economically Disadvantaged Students	12	760	760	740	*	*	*	*	*	50%	42%
Non-Economically Disadvantaged Students	72	776	776	769	*	*	*	*	*	82%	71%
Students with Disabilities	19	730	730	719	*	*	*	*	*	26%	19%
Students without Disabilities	65	787	787	766	*	*	*	*	*	92%	68%
English Learners	N	N	N	703	N	N	N	N	N	N	*
Non-English Learners	84	774	774	761	*	*	12%	45%	32%	77%	*
Homeless Students	N	N	N	727	N	N	N	N	N	N	27%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	61%
Migrant Students	N	N	N	718	N	N	N	N	N	N	21%

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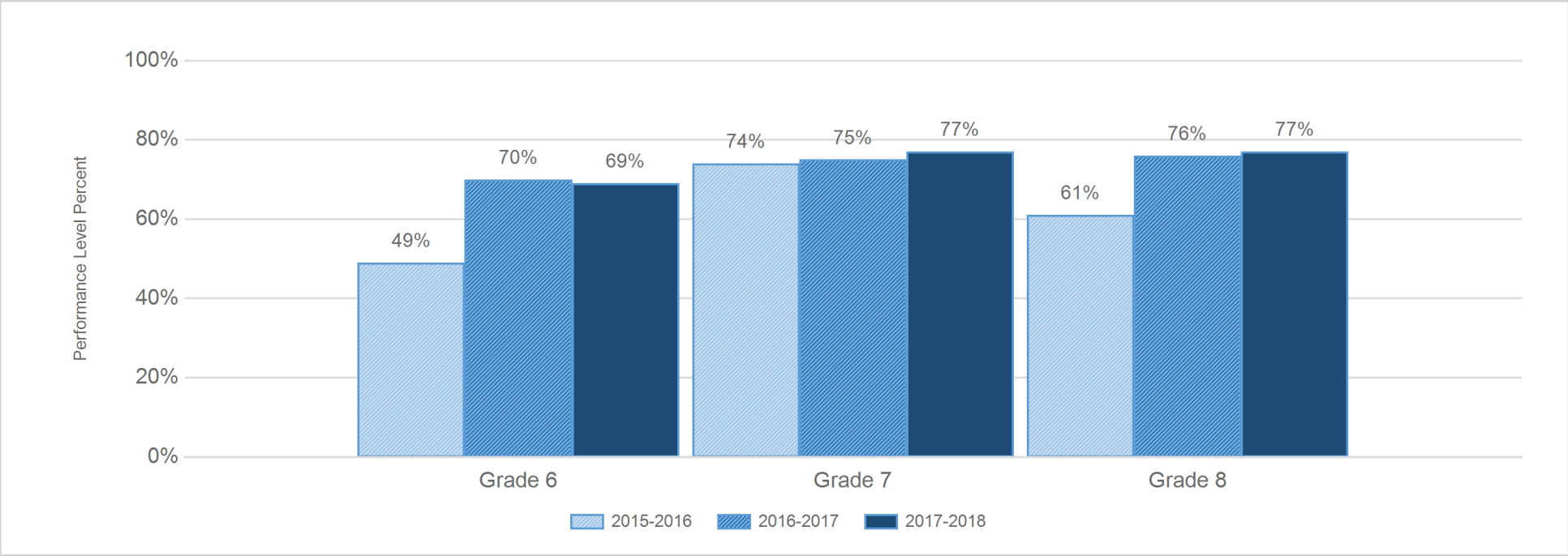
English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment for the past three years.



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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	240	97.2	62.1	71.4	45.0	62.1	55.3	Met Target
White	166	96.0	69.3	77.1	54.1	69.3	62.7	Met Target
Hispanic	21	100.0	57.1	66.6	29.2	57.1	51	Met Target
Black or African American	20	100.0	30.0	48.9	23.4	30.0	27.1	Met Target
Asian, Native Hawaiian, or Pacific Islander	12	100.0	66.7	*	77.0	66.7	**	**
American Indian or Alaska Native	N	N	N	N	42.5	N	**	**
Two or More Races	21	100.0	38.1	*	53.0	38.1	N	N
Female	109	95.6	64.2	71.8	46.0	64.2		
Male	131	98.5	60.3	71.1	43.9	60.3		
Economically Disadvantaged Students	36	94.7	38.9	46.5	26.6	38.8	21.9	Met Target
Non-Economically Disadvantaged Students	204	97.6	66.2	75.6	55.9	66.2		
Students with Disabilities	38	97.6	26.4	30.4	17.1	26.4	18.3	Met Target
Students without Disabilities	202	97.1	68.9	78.0	50.5	68.9		
English Learners	*	*	*	*	24.6	*	**	**
Non-English Learners	*	*	*	*	46.9	*		
Homeless Students	*	*	*	*	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	77	754	754	744	*	*	21%	*	*	64%	44%
White	53	756	756	751	*	*	19%	*	*	68%	54%
Hispanic	*	*	*	731	*	*	*	*	*	*	27%
Black or African American	*	*	*	726	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	771	*	*	*	*	*	*	78%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	48%
Two or More Races	10	745	745	749	*	*	*	*	*	60%	52%
Female	35	755	755	745	*	*	*	*	*	60%	45%
Male	42	753	753	742	*	*	*	*	*	67%	42%
Economically Disadvantaged Students	12	747	747	729	*	*	*	*	*	42%	24%
Non-Economically Disadvantaged Students	65	755	755	753	*	*	*	*	*	68%	56%
Students with Disabilities	*	*	*	717	*	*	*	*	*	*	13%
Students without Disabilities	*	*	*	748	*	*	*	*	*	*	49%
English Learners	N	N	N	713	N	N	N	N	N	N	11%
Non-English Learners	77	754	754	745	*	*	21%	*	*	64%	45%
Homeless Students	*	*	*	718	*	*	*	*	*	*	13%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	745	N	N	N	N	N	N	45%
Migrant Students	N	N	N	717	N	N	N	N	N	N	18%

NJ SCHOOL PERFORMANCE REPORT

LOGAN MIDDLE SCHOOL
(15-2750-300)
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	77	757	757	743	*	*	31%	35%	18%	53%	43%
White	55	760	760	750	*	*	22%	44%	20%	64%	54%
Hispanic	*	*	*	732	*	*	*	*	*	*	27%
Black or African American	*	*	*	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	767	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	39%
Two or More Races	*	*	*	748	*	*	*	*	*	*	51%
Female	35	763	763	745	*	*	*	*	*	63%	45%
Male	42	752	752	741	*	*	*	*	*	45%	42%
Economically Disadvantaged Students	11	734	734	730	*	*	*	*	*	27%	24%
Non-Economically Disadvantaged Students	66	761	761	751	*	*	*	*	*	58%	55%
Students with Disabilities	*	*	*	717	*	*	*	*	*	*	12%
Students without Disabilities	*	*	*	748	*	*	*	*	*	*	50%
English Learners	*	*	*	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	744	*	*	*	*	*	*	45%
Homeless Students	N	N	N	720	N	N	N	N	N	N	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

LOGAN MIDDLE SCHOOL
(15-2750-300)
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	61	752	752	728	*	18%	25%	*	*	56%	28%
White	42	757	757	736	*	*	*	*	*	64%	36%
Hispanic	*	*	*	722	*	*	*	*	*	*	22%
Black or African American	*	*	*	715	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	721	N	N	N	N	N	N	21%
Two or More Races	*	*	*	729	*	*	*	*	*	*	28%
Female	26	757	757	731	*	*	*	*	*	58%	31%
Male	35	749	749	725	*	*	*	*	*	54%	26%
Economically Disadvantaged Students	10	737	737	719	*	*	*	*	*	40%	20%
Non-Economically Disadvantaged Students	51	756	756	735	*	*	*	*	*	59%	35%
Students with Disabilities	18	731	731	705	*	*	*	*	*	22%	*
Students without Disabilities	43	761	761	735	*	*	*	*	*	70%	*
English Learners	N	N	N	705	N	N	N	N	N	N	10%
Non-English Learners	61	752	752	729	*	18%	25%	*	*	56%	29%
Homeless Students	N	N	N	708	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	708	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	734	N	N	N	N	N	N	31%
Migrant Students	N	N	N	703	N	N	N	N	N	N	10%

NJ SCHOOL PERFORMANCE REPORT

LOGAN MIDDLE SCHOOL
(15-2750-300)
Grades Offered: 06-08
2017-2018

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Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	23	804	804	746	0%	0%	0%	57%	43%	100%	46%
White	17	803	803	755	0%	0%	0%	*	*	100%	57%
Hispanic	*	*	*	730	*	*	*	*	*	*	27%
Black or African American	*	*	*	727	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	49%
Two or More Races	*	*	*	755	*	*	*	*	*	*	54%
Female	11	810	810	748	0%	0%	0%	*	*	100%	48%
Male	12	799	799	745	0%	0%	0%	*	*	100%	44%
Economically Disadvantaged Students	*	*	*	729	*	*	*	*	*	*	25%
Non-Economically Disadvantaged Students	*	*	*	756	*	*	*	*	*	*	57%
Students with Disabilities	*	*	*	716	*	*	*	*	*	*	13%
Students without Disabilities	*	*	*	752	*	*	*	*	*	*	52%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	23	804	804	749	0%	0%	0%	57%	43%	100%	*
Homeless Students	N	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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LOGAN MIDDLE SCHOOL
(15-2750-300)
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2017-2018

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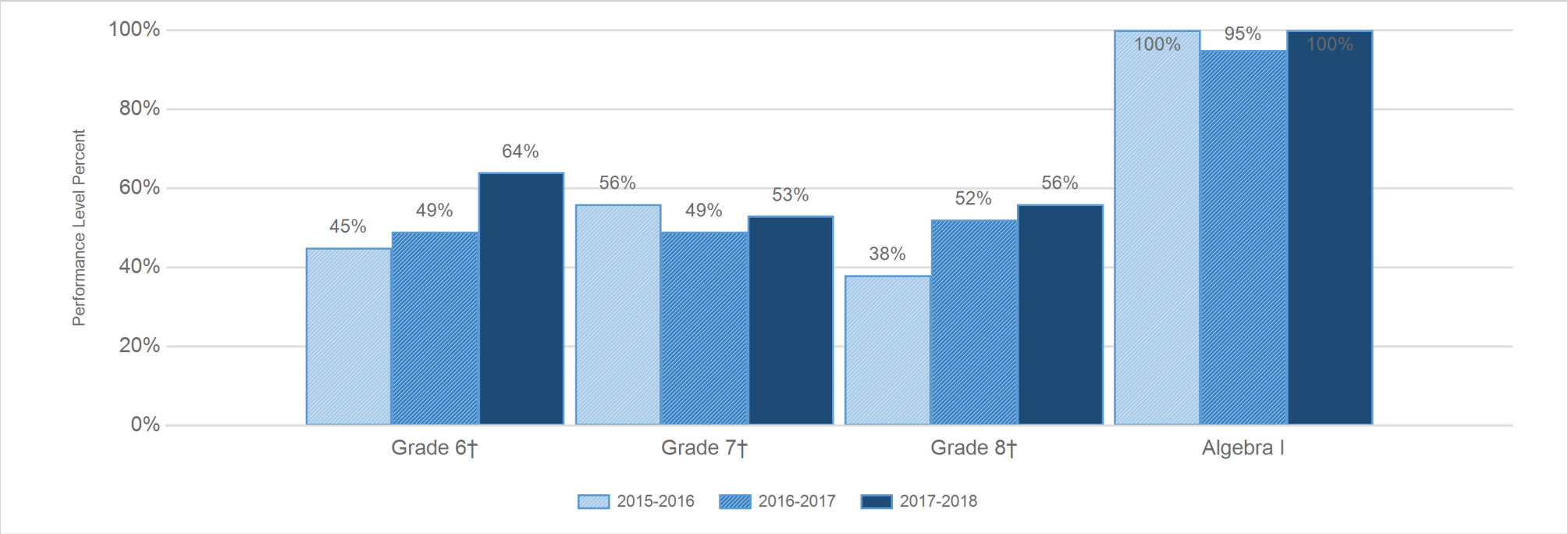
Mathematics Assessment – Performance Trends

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



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

NJ SCHOOL PERFORMANCE REPORT

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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2017-18 Target	Met Target?
Schoolwide/English Learners	*	*	*

† 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	*	*	*
3-4	N	N	N
5 or more	N	N	N

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

NJASK Science Assessment Information

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

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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	86
7	0	0	79
8	23	0	64
Total	23	0	229

World Languages - Course Participation

This table shows the number of students who were enrolled in World Languages courses by grade and language. Students are counted more than once if they were enrolled in courses across multiple languages.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	0	0	83	0	0	0	0
7	78	0	0	0	0	0	0
8	52	0	36	0	0	0	0
Total	130	0	119	0	0	0	0

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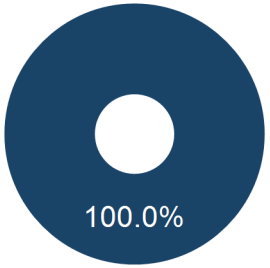
Visual and Performing Arts – Course Participation

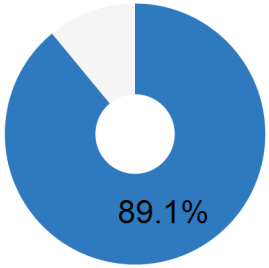
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

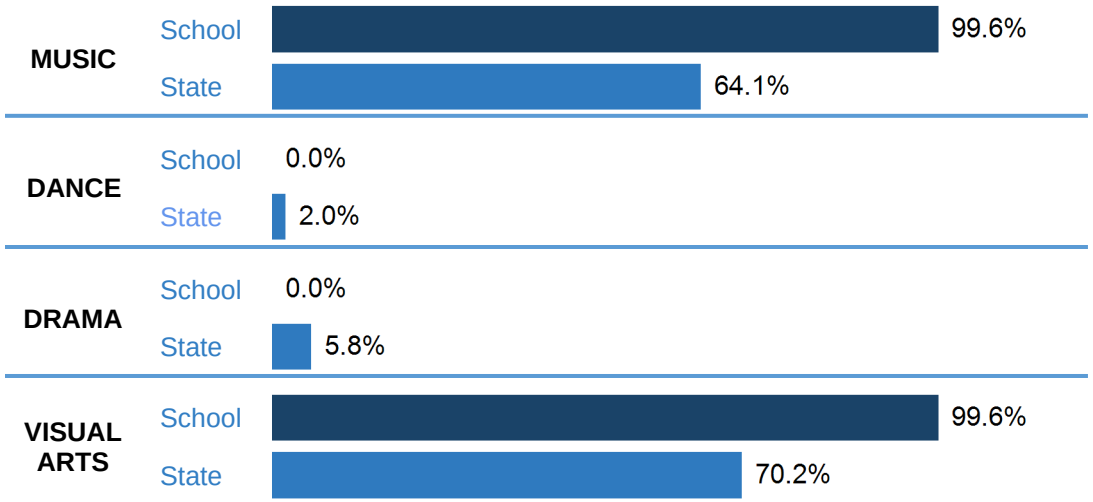


School



State

Students enrolled in one or more classes by discipline:



NJ SCHOOL PERFORMANCE REPORT

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

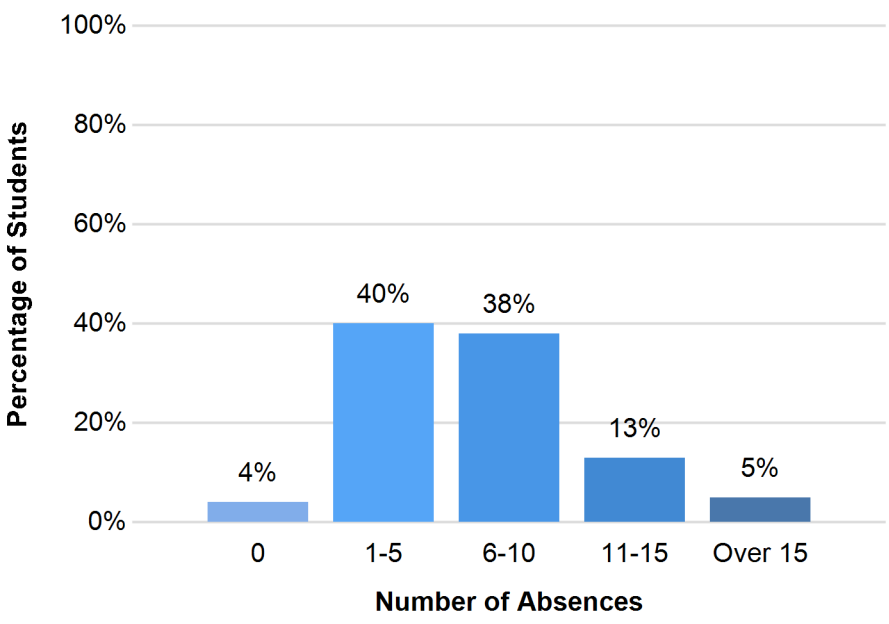
Chronic Absenteeism

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

Student Group	Number of students chronically absent	Percent of students chronically absent	State Average	Met State Average
Schoolwide	9	3.6	9.5	Met
White	8	4.6	9.5	Met
Hispanic	0	0	9.5	Met
Black or African American	0	0	9.5	Met
Asian, Native Hawaiian, or Pacific Islander	0	0	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	1	4.8	9.5	Met
Economically Disadvantaged Students	3	7.5	9.5	Met
Students with Disabilities	3	7.1	9.5	Met
English Learners	N	N	N	N

Days Absent

This graph shows the percentage of K-12 students by the number of days they were absent during the school year.



NJ SCHOOL PERFORMANCE REPORT

LOGAN MIDDLE SCHOOL
(15-2750-300)
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2017-2018

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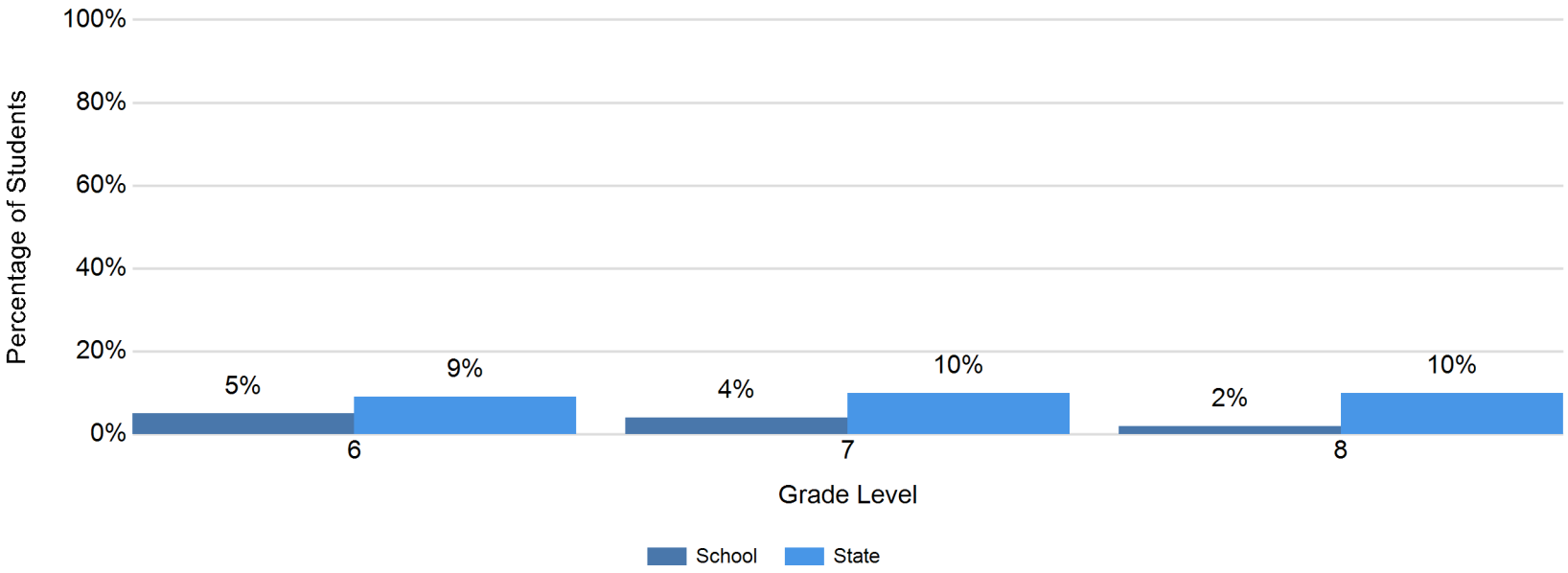
Chronic Absenteeism by Grade

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



NJ SCHOOL PERFORMANCE REPORT

LOGAN MIDDLE SCHOOL
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2017-2018

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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	2
Vandalism	0
Substances	1
Harassment, Intimidation, Bullying (HIB)	4
Total Unique Incidents	12
Incidents Per 100 Students Enrolled	4.86

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	3
Weapons	2
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

NJ SCHOOL PERFORMANCE REPORT

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2017-2018

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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	1	0	1
Sexual Orientation	0	2	2
Disability	0	0	0
Other	1	2	3
No Identified Nature	5		5

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	16	6.5%
Out-of-School Suspensions	11	4.5%
Any Suspension	24	9.7%
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
25

NJ SCHOOL PERFORMANCE REPORT

LOGAN MIDDLE SCHOOL
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School Day

This table shows the start and end times and length of school day for a typical student at this school. Instructional time is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher. Full time students attend this school for more than half of the school day and shared-time students attend the school for half of the school day or less.

Category	School
Typical Start Time	8:15 AM
Typical End Time	3:05 PM
Length of School Day	6 Hrs 50 Mins
Full Time - Instructional Time	6 Hrs 15 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	N

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)	$389	$15,290	$15,679

NJ SCHOOL PERFORMANCE REPORT

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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	33	117,464
Average years experience in public schools	12.6	12.0
Average years experience in district	10.6	10.7
Teachers in district for 4 or more years	66.7%	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	7	9,374
Average years experience in public schools	17.9	16.0
Average years experience in district	7.4	12.0
Administrators in district for 4 or more years	85.7%	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	7:1	9:1
Students to Administrators	49:1	120:1
Teachers to Administrators	7:1	13:1
Students to Librarians/Media Specialists		N
Students to Nurses		279:1
Students to Counselors		210:1
Students to Child Study Team		279:1

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LOGAN MIDDLE SCHOOL
(15-2750-300)
Grades Offered: 06-08
2017-2018

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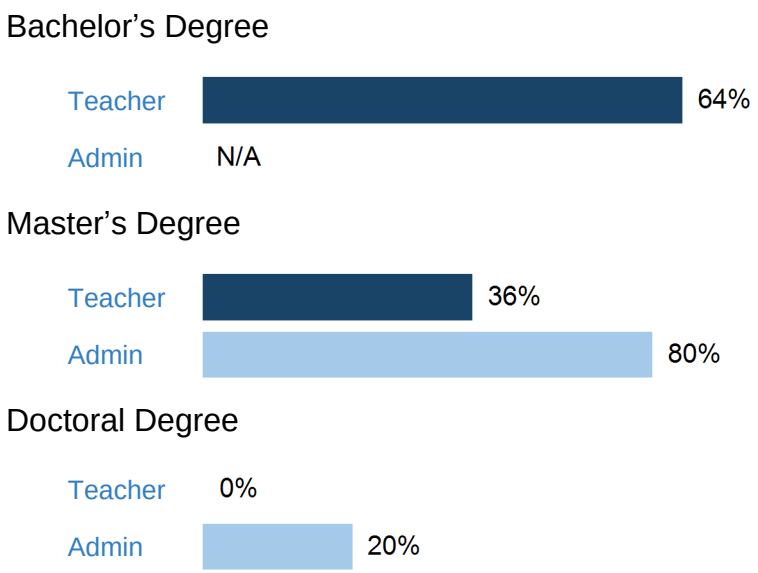
Key terms for staff data:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers 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	89.8%	90.2%
2016-17 Administrators: Same district 2017-18	100.0%	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	98.2%

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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	75.8%	100.0%
Male	24.2%	0.0%
White	90.9%	100.0%
Hispanic	0.0%	0.0%
Black or African American	6.1%	0.0%
Asian	3.0%	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	74.76	17.5%
Mathematics Proficiency	68.07	17.5%
English Language Arts Growth	52.67	25.0%
Mathematics Growth	10.62	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	88.43	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	54.08	n/a
Summative Rating: Percentile Rank of Summative Score	55.81	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	Met Standard	Not Met	**	Met	No
White	58.51	14.08	No	Met Goal	Met Target	Met Standard	Met Standard	n/a	Met	No
Hispanic	**	**	No	Met Target	Met Target	**	**	n/a	Met	No
Black or African American	**	**	No	Met Target†	Met Target	**	**	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	34.47	14.08	No	N	N	Not Met	**	n/a	Met	No
Economically Disadvantaged Students	61.31	14.08	No	Met Target	Met Target	Met Standard	Not Met	n/a	Met	No
Students with Disabilities	71.59	14.08	No	Met Target	Met Target	Met Standard	**	n/a	Met	No
English Learners	**	**	No	**	**	**	**	**	**	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:	• Rigorous academic curriculum using Big Ideas for Math, Reader's & Writer's Workshop, TeachTCI for Social Studies & StemScopes for Science • Over 65 students involved in pre-engineering or world language classes before and after school • Positive Behavior Support in Schools (PBSIS) and Stand Up, Say No anti-bullying curriculum
Mission, Vision, Theme:	In LTSD, we strive for excellence in education through equitable access by creating a safe, supportive, & positive learning environment. We celebrate & promote diversity to enhance our school community. We recognize that every child is capable of learning. We encourage students to take educational risks by providing thought-provoking & engaging opportunities. These core values will empower our students to become life-long learners & productive citizens in an ever-changing global society.
Awards, Recognition, Accomplishments:	Our staff and students have worked diligently to achieve some of the highest PARCC scores in both ELA and Mathematics in the South Jersey area. We are very proud of this accomplishment. In addition, our middle school student council earned the prestigious 2017 Standards of Excellence award from NJ Association of Student Councils along with being named an Honor School and Community Smiles winner.

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Courses, Curriculum, Instruction:	Logan Middle School heterogeneously groups students in all classes except mathematics in grades 7 and 8 where pre-algebra and Algebra are offered. Almost all textbooks are online including mathematics (Big Ideas), science (Stemscopes), and Social Studies (Teach TCI)making the home-school connection stronger than ever before. G&T classes are offered in multiple areas with choice offered as much as possible.
Clubs and Activities:	After school clubs and activities are a strong part of the LMS culture. Band and choir opportunities are offered 4 days a week with concerts twice a year. In addition, from December to early April, all students have the opportunity to try out for the school play in both on and off stage capacities. Weekly after school offerings exist in areas such as Student Council, art, Math Counts, fitness, student voice, environmental science, academic assistance, and intra-mural sports. In an effort to support our initiative of equity for all, we continue to offer a GSA club for middle school students. These offerings allow all students to feel included at Logan Middle School.

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Before and After School Programs:	Logan Middle School offers a pre-engineering course for 7th graders with a section before school and one section after school. These students work all year to develop the skills necessary to allow them to design a kayak that they take to a local lake to use. In 8th grade, students may take a pre-engineering or world language class before school. Both Italian 1 and Spanish 1 are offered with many students moving on to take the second level course in high school as freshman. These courses serve over 85 students daily.
Staff and Professional Learning:	LMS staff is offered a number of professional learning opportunities throughout the year with a heavy emphasis on creating equity for all students. Engaging activities are used to help staff investigate areas of hidden bias in our world. In addition, subject area peers are working toward aligning their assessments to the scales used to gauge student achievement so that there are clear, rigorous standards for all.

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Student Supports and Services:	LMS has the advantage of having a full time school counselor available to our students throughout the day. In addition to seeing students individually and in small groups to foster strong social-emotional growth, this staff member heads the I&RS team to develop plans for students who are at-risk. Two intereventionists support at-risk students in ELA and Math. A full time CST is available for consultation as well and a G&T Teacher provides instruction for high achieving students.
Student Health and Wellness:	The health and wellness of all students is a priority at Logan Middle School. Students have the opportunity to purchase breakfast before starting classes each day. This meal is served in a central location to the building while lunch is served in a traditional cafeteria. All middle school students have a PE period multiple times per week and participate in a wide variety of activities including team sports, physical fitness, and yoga. One period a week is dedicated to health education with a substantial list of topics at each grade level. This class is taught by certified Health and PE teachers. In addition, our full-time school counselor heads our school's PBSIS team who works diligently to create a positive environment for all members of our school community. The school counselor is also available to all students in both group and individual settings to address the wide range of socio-emotional issues facing today's youth.
Parent and Community Involvement:	Our school is supported by a generous Home and School League which raises funds for various school events including special assemblies and field trips. A very active Special Education Parent Advisory Committee (SEPAC) has emerged in recent years as well. In addition, all parents have the necessary access to keep abreast of school happenings via the school website, regular email blasts, Twitter, and School Messenger sutomated phone calls. The ALMA parent portal allows access to student's grades and allows for all progress reports and report cards to be sent home electronically.

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Facilities:	LMS is fortunate to have all classrooms equipped with a SmartBoard and adequate wireless bandwidth to support the use of Google Apps for Education. Security features restrict access into the instructional portion of the building without direct permission from the main office. All instructional areas of the building are now air-conditioned and most lighting is motion activated to save on utilities.

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Technology and STEM:	LMS has a one-to-one Chromebook initiative in grades 6-8. Students participate in STEM class where they build canoes, guitars, and work with 3D printers. A computer science course, focused on web design, is offered to 8th graders. A film studies course, where students use ipads to record is also offered to 8th graders.

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Other Information:	Logan Middle School (LMS) has experienced a great deal of student success due to our laser-like focus on protecting instructional time and excellent professional learning opportunities for our teachers. All students receive 125 minutes of English Language Arts instruction per day. This block includes the components of Reader's and Writer's Workshop & Word Study with the express intent of engaging students in a variety of genres allowing students to respond to a wide range of texts presenting various ideas and perspectives. Math instruction occurs in a 75 minute block with heterogeneous classes in grade 6 working toward the rigorous grade level goals using Big Ideas. The majority of 7th & 8th grade students work toward grade level goals using Big Ideas as well, while other 7th & 8th graders, who meet rigorous criteria, have the opportunity to take pre-algebra or algebra. Science & Social Studies classes are both 75 minutes in length and operate on a semester schedule. All students also have a PE block each day with multiple days of PE and one day of health. Sixth and seventh grade students' special area block rotates through Art, Music, 2 STEM classes and World Language (36 days each for 50 minutes at a time). In eighth grade, there are many more options. Eighth grade students self select two semester-based classes that meet their individual strengths and goals. All of these special area classes demonstrate Logan's commitment to educating the whole child. The use of technology is a pre-requisite for any career in the 21st Century and beyond. LMS is committed to enabling students to be prepared for full participation in this environment. All students in LMS have a chromebook available for their personal use throughout the entire instructional day. These devices afford students the opportunity to research the most current information in a safe, monitored environment, allowing them to solidify their 21st Century skills.