NJ SCHOOL PERFORMANCE REPORT

NEPTUNE MIDDLE SCHOOL
(25-3510-055)
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	MONMOUTH
District	NEPTUNE TWP
Principal Name	DR. ROGO
Address	2300 HECK AVENUE NEPTUNE, NJ 07753-4493
Phone Number	(732)776-2200
Email Address	AMROGO@NEPTUNE.K12.NJ.US
Website	http://ms.neptuneschools.org
Twitter	https://twitter.com/neptunemiddle

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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	254	269	236
7	281	241	257
8	259	283	235
Total	794	793	728

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years. Data for some student groups was not available before 2016-17.

Student Group	2015-16	2016-17	2017-18
Female	47.6%	46.2%	45.6%
Male	52.4%	53.8%	54.4%
Economically Disadvantaged Students	63.4%	57.0%	60.6%
Students with Disabilities	23.4%	21.4%	19.9%
English Learners	1.8%	3.7%	3.4%
Homeless Students		2.8%	1.9%
Students in Foster Care		0.5%	0.3%
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	18.9%	18.0%	17.2%
Hispanic	20.8%	24.2%	28.6%
Black or African American	53.8%	50.8%	47.0%
Asian	1.5%	2.3%	2.3%
Native Hawaiian or Pacific Islander	0.1%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.1%	0.3%
Two or More Races	4.9%	4.5%	4.7%

Enrollment by Home Language

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

Home Language	% of Students
English	78.0%
Spanish	15.7%
Creoles and pidgins, French-based	3.3%
Cree	1.0%
Other Languages	2.1%

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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	35	37	50	Not Met	40.5	47	50	Met Standard
White	33.5	34.5	50	Not Met	44	49	51	Met Standard
Hispanic	37	39	49	Not Met	41	47	48	Met Standard
Black or African American	34	35	44	Not Met	34	46.5	44	Not Met
Asian, Native Hawaiian, or Pacific Islander	61	62	61	**	52.5	63.5	61	**
American Indian or Alaska Native	*	*	52	**	*	*	53	**
Two or More Races	46	49	49	Met Standard	40	44.5	51	**
Economically Disadvantaged	34	35	48	Not Met	37	46	47	Not Met
Students with Disabilities	33.5	33.5	41	Not Met	32.5	41	43	Not Met
English Learners	46	41	54	Met Standard	55	56	51	Met Standard

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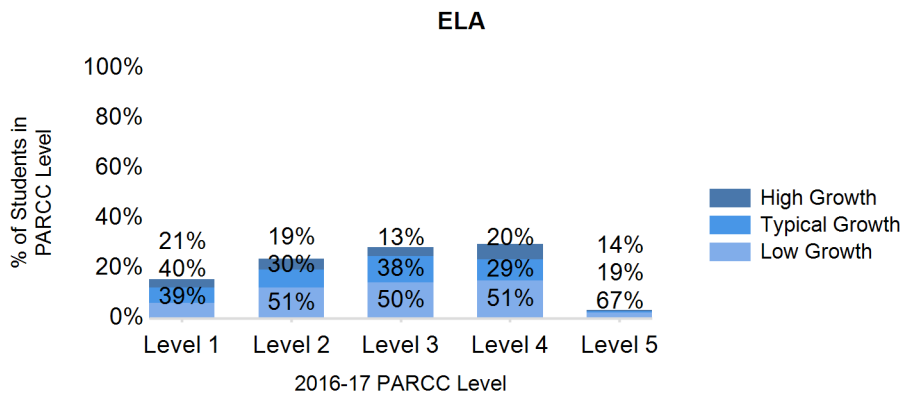
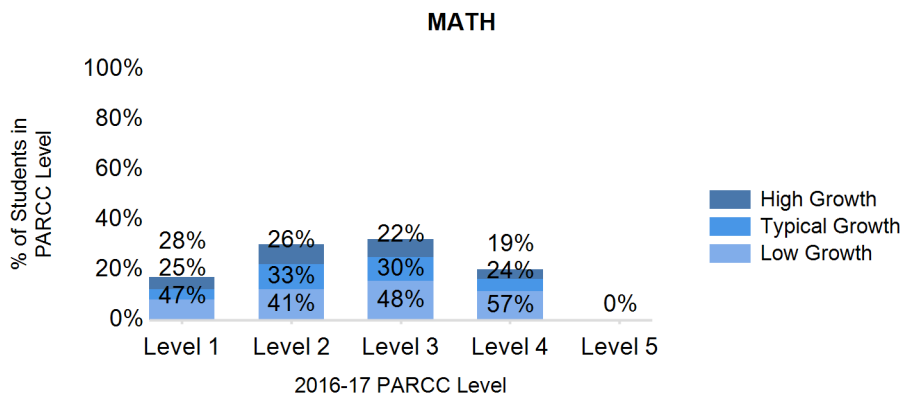
A student's SGP falls between 1 and 99 and can be grouped into three level **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

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

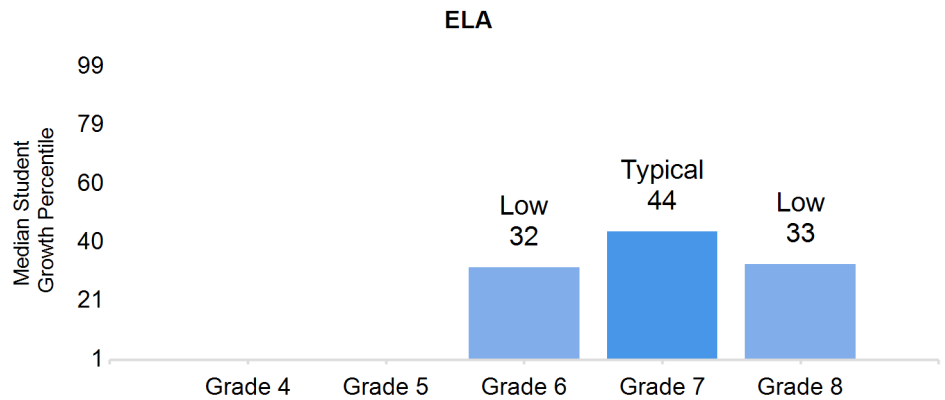
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

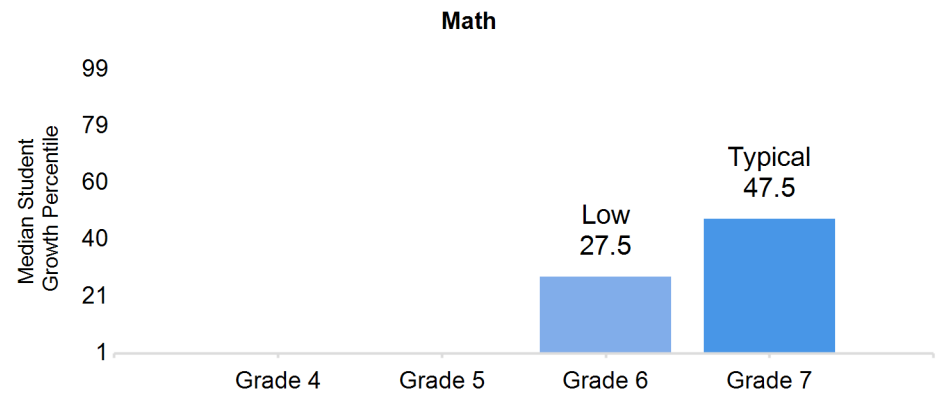




Student Growth by Grade

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	713	97.3	30.2	29.9	56.7	30.2	35.9	Not Met
White	120	94.5	54.1	50.8	65.6	54.1	50.4	Met Target
Hispanic	201	98.1	22.4	*	42.5	22.4	32.8	Not Met
Black or African American	340	98.0	23.5	22.0	37.3	23.5	28.5	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	82.3	*	**	**
American Indian or Alaska Native	*	*	*	*	52.7	*	**	**
Two or More Races	32	94.3	40.6	39.5	63.4	40.3	51.7	Met Target†
Female	314	96.7	39.8	36.5	64.5	39.8		
Male	399	97.8	22.6	23.9	49.4	22.6		
Economically Disadvantaged Students	448	97.8	22.7	*	38.5	22.7	31	Not Met
Non-Economically Disadvantaged Students	265	96.4	42.6	*	67.5	42.6		
Students with Disabilities	146	93.6	*	*	21.6	*	12.8	Not Met
Students without Disabilities	567	98.3	*	*	63.9	*		
English Learners	49	98.0	10.2	*	27.3	10.2	12.5	Met Target†
Non-English Learners	664	97.3	31.7	*	59.4	31.7		
Homeless Students	14	100.0	*	11.1	27.7	*		
Students In Foster Care	*	*	*	14.3	26.3	*		
Military-Connected Students	N	N	N	N	57.4	N		
Migrant Students	N	N	N	N	30.1	N		

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	239	730	730	754	15%	29%	31%	*	*	24%	56%
White	34	745	745	761	*	*	41%	41%	0%	41%	66%
Hispanic	86	727	727	742	17%	33%	29%	*	*	21%	42%
Black or African American	101	723	723	737	21%	31%	32%	17%	0%	17%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	83%
American Indian or Alaska Native	*	*	*	751	*	*	*	*	*	*	49%
Two or More Races	11	743	743	761	0%	*	*	*	*	45%	64%
Female	107	737	737	761	9%	22%	36%	*	*	33%	64%
Male	132	723	723	748	20%	34%	28%	*	*	17%	48%
Economically Disadvantaged Students	159	724	724	739	*	34%	27%	*	*	19%	37%
Non-Economically Disadvantaged Students	80	741	741	764	*	19%	40%	*	*	35%	68%
Students with Disabilities	52	705	705	723	*	*	*	*	*	*	18%
Students without Disabilities	187	737	737	760	*	*	*	*	*	*	63%
English Learners	*	*	*	712	*	*	*	*	*	*	*
Non-English Learners	*	*	*	755	*	*	*	*	*	*	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	26%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	26%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	732	N	N	N	N	N	N	36%

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	250	736	736	760	18%	22%	21%	29%	10%	39%	63%
White	51	757	757	768	*	*	20%	43%	22%	65%	72%
Hispanic	61	732	732	746	18%	25%	23%	*	*	34%	49%
Black or African American	120	728	728	740	26%	26%	19%	20%	9%	29%	42%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	790	*	*	*	*	*	*	87%
American Indian or Alaska Native	*	*	*	756	*	*	*	*	*	*	57%
Two or More Races	*	*	*	767	*	*	*	*	*	*	68%
Female	104	745	745	769	12%	19%	20%	35%	14%	49%	72%
Male	146	730	730	752	23%	24%	22%	25%	7%	32%	54%
Economically Disadvantaged Students	141	726	726	742	24%	28%	22%	*	*	26%	44%
Non-Economically Disadvantaged Students	109	748	748	771	10%	15%	20%	*	*	55%	73%
Students with Disabilities	42	704	704	721	*	*	*	*	*	*	22%
Students without Disabilities	208	742	742	768	*	*	*	*	*	*	71%
English Learners	10	698	698	705	*	*	*	*	*	*	11%
Non-English Learners	240	738	738	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	228	728	728	759	24%	23%	26%	22%	5%	27%	60%
White	36	748	748	767	*	*	*	*	*	50%	70%
Hispanic	56	722	722	744	21%	27%	38%	*	*	14%	45%
Black or African American	120	722	722	739	30%	25%	23%	*	*	23%	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	107	739	739	768	12%	21%	31%	*	*	36%	69%
Male	121	718	718	751	35%	25%	22%	*	*	18%	52%
Economically Disadvantaged Students	151	726	726	740	25%	23%	28%	*	*	24%	42%
Non-Economically Disadvantaged Students	77	733	733	769	22%	22%	23%	*	*	32%	71%
Students with Disabilities	48	694	694	719	*	*	*	*	*	*	19%
Students without Disabilities	180	738	738	766	*	*	*	*	*	*	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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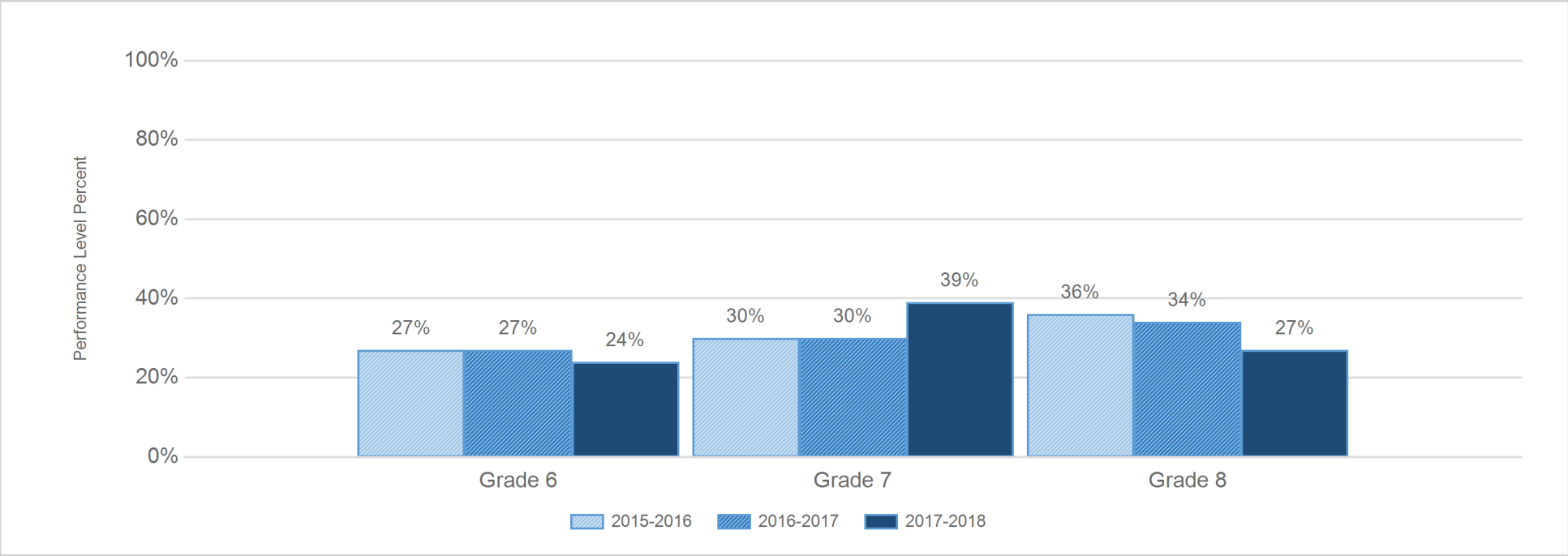
English Language Arts/Literacy Assessment - Performance Trends

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	714	97.2	16.8	21.7	45.0	16.8	29.2	Not Met
White	120	94.5	36.7	39.4	54.1	36.7	38.8	Met Target†
Hispanic	201	98.1	10.9	*	29.2	10.9	25.5	Not Met
Black or African American	341	97.7	10.9	*	23.4	10.9	24.5	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	77.0	*	**	**
American Indian or Alaska Native	*	*	*	*	42.5	*	**	**
Two or More Races	32	94.3	18.8	25.6	53.0	18.6	39.8	Not Met
Female	314	96.4	17.8	21.9	46.0	17.8		
Male	400	97.8	16.0	21.3	43.9	16.0		
Economically Disadvantaged Students	450	97.8	10.9	*	26.6	10.9	24.6	Not Met
Non-Economically Disadvantaged Students	264	96.1	26.9	*	55.9	26.9		
Students with Disabilities	145	93.0	*	*	17.1	*	10.6	Not Met
Students without Disabilities	569	98.3	*	*	50.5	*		
English Learners	51	98.1	*	12.5	24.6	*	16.6	Not Met
Non-English Learners	663	97.1	*	22.3	46.9	*		
Homeless Students	14	100.0	*	*	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	239	719	719	744	21%	38%	30%	*	*	12%	44%
White	34	735	735	751	*	*	53%	*	*	24%	54%
Hispanic	86	719	719	731	16%	47%	26%	*	*	12%	27%
Black or African American	101	712	712	726	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	771	*	*	*	*	*	*	78%
American Indian or Alaska Native	*	*	*	744	*	*	*	*	*	*	48%
Two or More Races	11	721	721	749	*	*	*	*	*	18%	52%
Female	107	720	720	745	19%	42%	27%	*	*	12%	45%
Male	132	719	719	742	22%	34%	32%	*	*	12%	42%
Economically Disadvantaged Students	159	714	714	729	*	*	*	*	*	*	24%
Non-Economically Disadvantaged Students	80	731	731	753	*	*	*	*	*	*	56%
Students with Disabilities	52	701	701	717	*	*	*	*	*	*	13%
Students without Disabilities	187	725	725	748	*	*	*	*	*	*	49%
English Learners	*	*	*	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	745	*	*	*	*	*	*	45%
Homeless Students	*	*	*	718	*	*	*	*	*	*	13%
Students in Foster Care	*	*	*	718	*	*	*	*	*	*	13%
Military-Connected Students	N	N	N	745	N	N	N	N	N	N	45%
Migrant Students	N	N	N	717	N	N	N	N	N	N	18%

NJ SCHOOL PERFORMANCE REPORT

NEPTUNE MIDDLE SCHOOL
(25-3510-055)
Grades Offered: 06-08
2017-2018

Report Key:
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Mathematics Assessment - Performance by Grade: Grade 7

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	250	731	731	743	12%	29%	36%	*	*	23%	43%
White	51	749	749	750	0%	*	41%	*	*	47%	54%
Hispanic	61	727	727	732	*	33%	38%	*	*	15%	27%
Black or African American	120	723	723	727	17%	35%	33%	15%	0%	15%	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	767	*	*	*	*	*	*	75%
American Indian or Alaska Native	*	*	*	742	*	*	*	*	*	*	39%
Two or More Races	*	*	*	748	*	*	*	*	*	*	51%
Female	103	734	734	745	*	27%	41%	*	*	24%	45%
Male	147	728	728	741	*	31%	33%	*	*	22%	42%
Economically Disadvantaged Students	142	725	725	730	*	35%	37%	*	*	15%	24%
Non-Economically Disadvantaged Students	108	738	738	751	*	22%	36%	*	*	33%	55%
Students with Disabilities	41	708	708	717	41%	39%	*	*	*	10%	12%
Students without Disabilities	209	735	735	748	6%	27%	*	*	*	25%	50%
English Learners	11	711	711	716	*	*	*	*	*	*	10%
Non-English Learners	239	731	731	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

NEPTUNE MIDDLE SCHOOL
(25-3510-055)
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	167	705	705	728	*	*	*	*	*	*	28%
White	*	*	*	736	*	*	*	*	*	*	36%
Hispanic	44	706	706	722	*	*	*	*	*	*	22%
Black or African American	98	705	705	715	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	747	N	N	N	N	N	N	51%
American Indian or Alaska Native	N	N	N	721	N	N	N	N	N	N	21%
Two or More Races	*	*	*	729	*	*	*	*	*	*	28%
Female	71	711	711	731	*	*	*	*	*	*	31%
Male	96	700	700	725	*	*	*	*	*	*	26%
Economically Disadvantaged Students	116	706	706	719	*	*	*	*	*	*	20%
Non-Economically Disadvantaged Students	51	703	703	735	*	*	*	*	*	*	35%
Students with Disabilities	47	686	686	705	*	*	*	*	*	*	*
Students without Disabilities	120	712	712	735	*	*	*	*	*	*	*
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%

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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	62	748	720	746	*	*	42%	50%	0%	50%	46%
White	18	754	733	755	*	*	*	67%	0%	67%	57%
Hispanic	12	746	718	730	0%	0%	*	*	*	33%	27%
Black or African American	23	746	715	727	0%	*	*	48%	0%	48%	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	37	749	718	748	*	*	*	*	*	46%	48%
Male	25	748	722	745	*	*	*	*	*	56%	44%
Economically Disadvantaged Students	36	746	717	729	*	*	*	*	*	42%	25%
Non-Economically Disadvantaged Students	26	752	723	756	*	*	*	*	*	62%	57%
Students with Disabilities	*	*	*	716	*	*	*	*	*	*	13%
Students without Disabilities	*	*	*	752	*	*	*	*	*	*	52%
English Learners	N	N	701	710	N	N	N	N	N	N	*
Non-English Learners	62	748	722	749	*	*	42%	50%	0%	50%	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	16%
Students in Foster Care	N	N	*	712	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	49%
Migrant Students	N	N	N	720	N	N	N	N	N	N	11%

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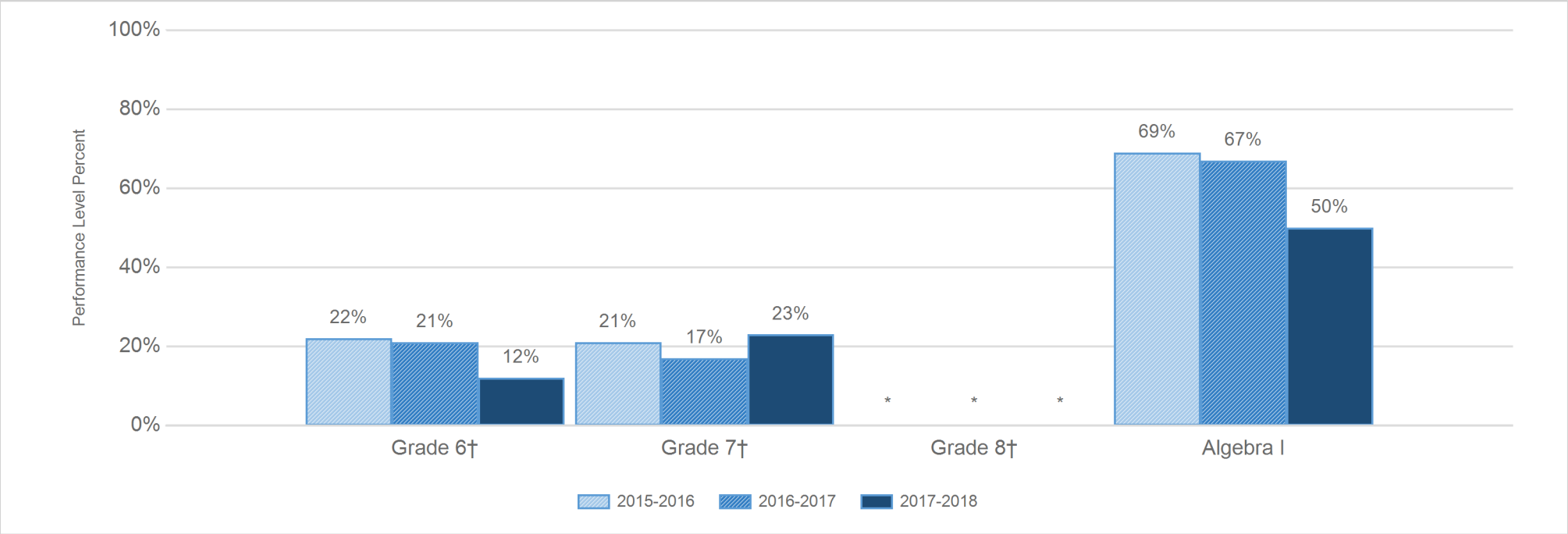
Mathematics Assessment – Performance Trends

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



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

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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	63.2%	**	**

† 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	12	83.3%	16.7%
3-4	*	*	*
5 or more	*	*	*

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

NJASK Science Assessment Information

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

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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	235
7	0	0	256
8	63	0	173
Total	63	0	664

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	85	0	0	0	0	0	0
7	43	0	0	0	0	0	0
8	95	0	0	0	0	0	0
Total	223	0	0	0	0	0	0

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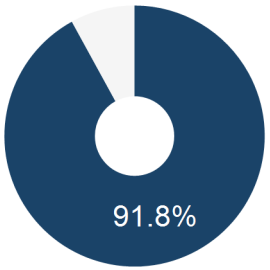
Visual and Performing Arts – Course Participation

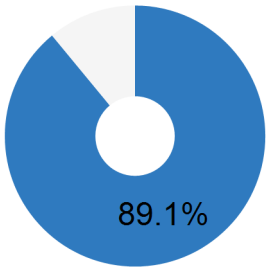
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

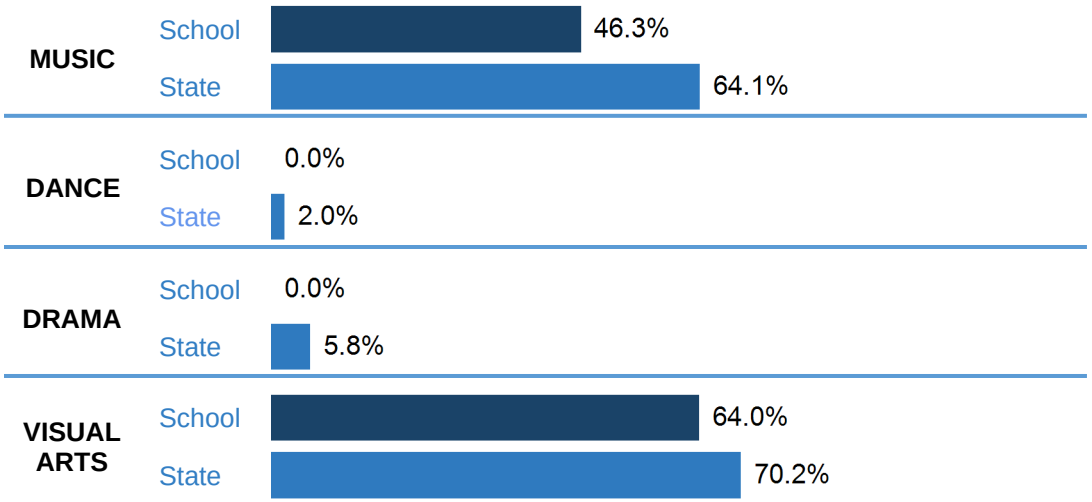


School



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.

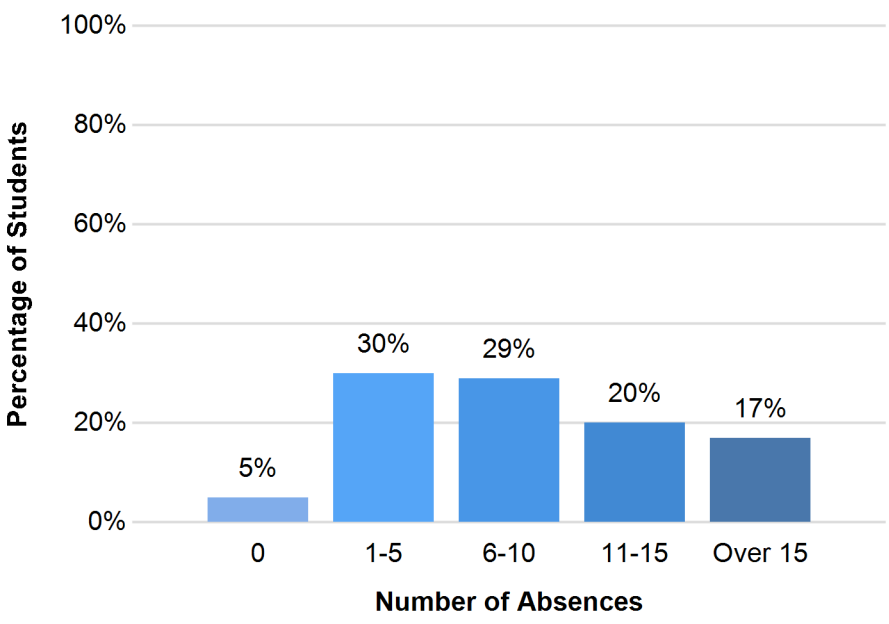
Chronic Absenteeism

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	102	13.9	9.5	Not Met
White	16	12.9	9.5	Not Met
Hispanic	20	9.7	9.5	Not Met
Black or African American	58	16.7	9.5	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	**	**
American Indian or Alaska Native	*	*	**	**
Two or More Races	7	19.4	9.5	Not Met
Economically Disadvantaged Students	77	17.6	9.5	Not Met
Students with Disabilities	37	24.0	9.5	Not Met
English Learners	5	20.8	9.5	Not 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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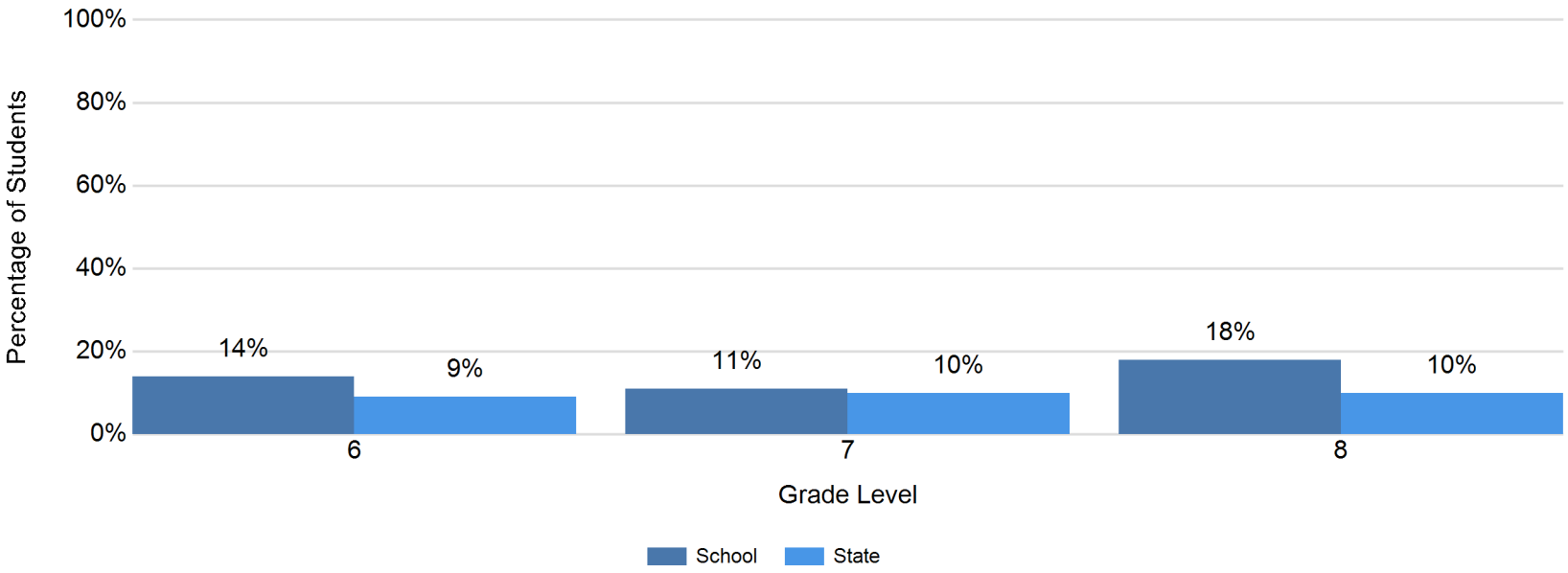
Chronic Absenteeism by Grade

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	20
Weapons	0
Vandalism	1
Substances	1
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	24
Incidents Per 100 Students Enrolled	3.30

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

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Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	1	1
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	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	*	*
Out-of-School Suspensions	34	4.7%
Any Suspension	35	4.8%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
135

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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	6 Hrs 0 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)	$614	$16,053	$16,667

NJ SCHOOL PERFORMANCE REPORT

NEPTUNE MIDDLE SCHOOL
(25-3510-055)
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	87	117,464
Average years experience in public schools	10.1	12.0
Average years experience in district	9.2	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	30	9,374
Average years experience in public schools	17.4	16.0
Average years experience in district	11.8	12.0
Administrators in district for 4 or more years	83.3%	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	8:1	10:1
Students to Administrators	243:1	131:1
Teachers to Administrators	29:1	13:1
Students to Librarians/Media Specialists		560:1
Students to Nurses		392:1
Students to Counselors		261:1
Students to Child Study Team		392:1

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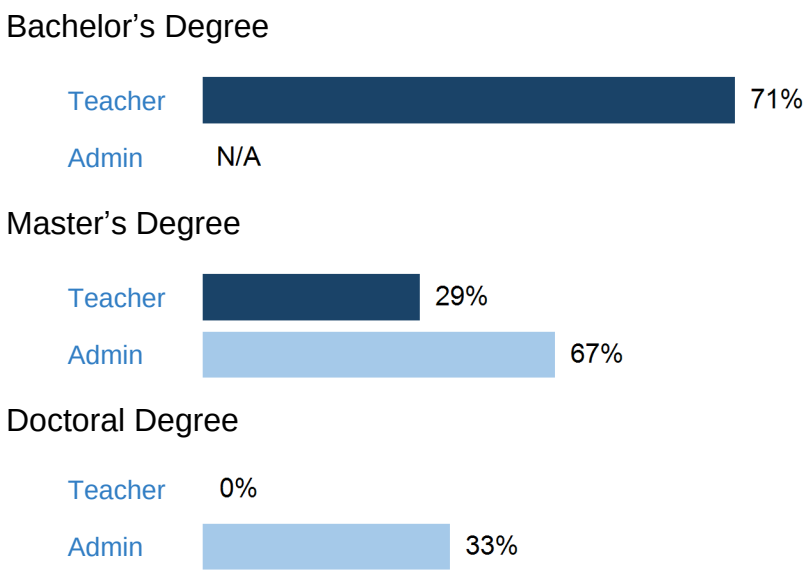
Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by the teachers and administrators. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.



Teachers and Administrators - One-Year Retention (District Level)

This table shows the percentage of teachers and administrators assigned to this district in 2016-17 that were still assigned to this district in 2017-18. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2016-17 Teachers: Same district 2017-18	91.9%	90.2%
2016-17 Administrators: Same district 2017-18	96.7%	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	94.1%

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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	67.8%	33.3%
Male	32.2%	66.7%
White	89.7%	66.7%
Hispanic	3.4%	0.0%
Black or African American	6.9%	0.0%
Asian	0.0%	33.3%
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
Yes	Yes	No

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	Yes	Yes	No
White	Yes		
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	Yes		
Students with Disabilities	Yes		
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	8.35	17.5%
Mathematics Proficiency	4.56	17.5%
English Language Arts Growth	9.24	25.0%
Mathematics Growth	18.75	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	11.93	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	11.05	n/a
Summative Rating: Percentile Rank of Summative Score	2.84	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	Yes	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	Yes	Not Met	Not Met	Not Met	Met Standard	**	Not Met	Yes
White	13.82	14.08	Yes	Met Target	Met Target†	Not Met	Met Standard	n/a	Not Met	No
Hispanic	18.99	14.08	No	Not Met	Not Met	Not Met	Met Standard	n/a	Not Met	No
Black or African American	19.80	14.08	No	Not Met	Not Met	Not Met	Not Met	n/a	Not 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	18.28	14.08	No	Met Target†	Not Met	Met Standard	**	n/a	Not Met	No
Economically Disadvantaged Students	13.45	14.08	Yes	Not Met	Not Met	Not Met	Not Met	n/a	Not Met	Yes
Students with Disabilities	13.96	14.08	Yes	Not Met	Not Met	Not Met	Not Met	n/a	Not Met	No
English Learners	26.17	14.08	No	Met Target†	Not Met	Met Standard	Met Standard	Met Standard	Not 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:	• NMS offers over 25 extra curricula activities/athletic opportunities for our students. • NMS is a New Jersey Positive Behavior Support in Schools School (PBSIS). • Students in grades 6, 7, and 8 have Chromebooks.
Mission, Vision, Theme:	The Neptune Middle School is committed to providing a learning ennvironment that fosters academic achievement and intellectual social/emotional growth. It is our belief that all children can achieve success in an environment that is conducive to learning. We believe that educational decisions for each student must be based on each student's needs relative to the acquisition of New Jersey Student Learning Standards. We believe that through positive partnerships amongst staff, students, families, and community members, our purpose, which is to create a shool culture that fosters academic excellence and moral character, can be accomplished. A culture that fosters academic excellence and moral character will enable our students to function successfully as productive and contributing citizens in a pluralistic society.

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Courses, Curriculum, Instruction:	NMS follows the Reading and Writing Workshop Model for Language Arts instruction and I-Ready Math, Go Math and Big Ideas Math are being piloted in Mathematics. Each one of our academic teachers also provide instruction in Informative, Argumentative and Narrative writing. Students use Achieve 3000 during Enrichment classes. Honors classes are in each grade level in Language Arts, Mathematics, Social Studies and Science. Electives include Spanish, band, chorus, 3D art, multimedia, studio art, robotics, computer technology, videography, environmental science, architecture, and video game creation.
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Coed), Cheerleading (Coed), Field Hockey (Girls), Golf (Coed), Soccer (Boys & Girls), Softball (Girls), Swimming (Coed), Track and Field - Spring (Boys & Girls), Wrestling (Boys) NMS offers a wide variety of athletic opportunities through organized sports, teams and clubs. Of the sports identified,bowling, golf and skiing are not competitive and are offered as clubs. All of the sports/activities focus on player development, sportsmanship, and character and team building.
Clubs and Activities:	NMS offers a wide array of clubs and activities for the students to be involved with which focus on academics and the arts. Students are encouraged to participate. Selections include art, band, chorus, robotics, drama, school musical,chess and games, debate, engineering, student council, character, yearbook, environmental, and National Junior Honor Society.

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Before and After School Programs:	NMS offers an Extended Day program 4 days per week. The program offers support in Language Arts and/or Mathematics to students in grades 6-8. Transportation home is provided.
Staff and Professional Learning:	NMS Positive Behavior Supports in Schools Committee collaborates wih staff to develop appropriate PD to aid in the implementation of our PD Plan. Grade level and department level Professional Learning Communities meet daily. The district provides varied PD throughout the year to address district and school goals which are intertwined with staff and student needs. Opportunities for faculty growth are available through relationships with Rutger's University, PBSIS, NJAMLE and other professsional organizations.

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Student Supports and Services:	NMS provides an English as a Second Language program for those qualifying students, a magnet school program for Auditorially Impaired youngsters, and regular education, and special education classes. Affiliations exist with the Monmouth County Arts Middle School program and the Monmouth County Vocational program. Counseling is available through the YMCA and tutoring through Monmouth University. Essential Schools Solution is also housed within the building providing additional counseling and support services.
Student Health and Wellness:	A full breakfast and lunch program is available to all students. Breakfast is also available after period 1 for those students who missed it before school. Through a parternship with K. Hovnanian Health, students have the opportunity of receiving health and wellness services at a Health Center located in another district school. Each student is scheduled for Physical Education and/or Health daily.
Parent and Community Involvement:	NMS has a Parent Teacher Organization which meets several times a year. They are very involved in a yearly Gift Auction, the proceeds of which help to fund an overnight trip to Washington DC for 8th grade students. Students participate in many community events including community garden clean-ups, holiday performances, as food bank volunteers and organize clothing and food drives throughout the year. Parents have access to student grades through the parent portal.

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Facilities:	NMS has 2 updated gymnasiums and brand new locker rooms. The Main Office has also been modernized. Both cafeterias have been remodeled for asthetic and efficiency. The entire building is climate controlled. Students have a state of the art fitness center,use of a Library/Media Center, three computer labs, 2 gymnasiums, 2 cafeterias, 2 art rooms, a robotics room, and a community room.
School Safety:	NMS conducts security drills monthly. Faculty discussions and trainings take place regularly and students are also involved in training and discussions. Security awareness and training is offered to all parents at Back to School Night.

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Technology and STEM:	NMS offers electives for Robotics, Green and Blue Environmental, Architecture, Science Technology, 3D Art, Mixed Media Art, Computer Application , Videography, and Multimedia.

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Other Information:	NMS does not have a Facebook account but does use Instagram @schoolneptunemiddle