



Manasquan Elementary School
(25-2930-060)
Grades Offered: PK-08
2018-2019

Report Key:

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- ** Accountability calculations require 20 or more students
- N** No Data is available to display
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How to use this report:

- **Learn more** about this school by exploring all sections of this report
- **Start conversations** with school community members and ask questions
- **Engage** with your school communities to identify where schools are doing well and where they can improve

Navigating through the reports:

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows at 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

Notes from the New Jersey Department of Education:



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School Contact Information

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 | Manasquan School District |
| Principal Name | Mrs. Colleen Graziano |
| Address | 168 Broad Street Manasquan, NJ 08736-2892 |
| Phone Number | 732-528-8810 |
| Email Address | cgrazino@manasquanboe.org |
| Website | https://www.manasquanschools.org/es |
| Facebook | https://www.facebook.com/ManasquanSchoolDistrict |
| Twitter | https://twitter.com/manasquanboe |



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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

| Grade | 2016-17 | 2017-18 | 2018-19 |
|-------|---------|---------|---------|
| PK | 21 | 28 | 31 |
| KG | 47 | 33 | 42 |
| 1 | 52 | 49 | 41 |
| 2 | 60 | 47 | 45 |
| 3 | 75 | 62 | 50 |
| 4 | 63 | 74 | 60 |
| 5 | 77 | 64 | 71 |
| 6 | 66 | 79 | 65 |
| 7 | 82 | 65 | 76 |
| 8 | 87 | 82 | 66 |
| Total | 630 | 583 | 547 |

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

| Student Group | 2016-17 | 2017-18 | 2018-19 |
|-------------------------------------|---------|---------|---------|
| Female | 47.9% | 47.0% | 48.3% |
| Male | 52.1% | 53.0% | 51.7% |
| Economically Disadvantaged Students | 15.9% | 16.0% | 12.8% |
| Students with Disabilities | 17.8% | 19.4% | 20.3% |
| English Learners | 4.1% | 4.5% | 4.2% |
| Homeless Students | 0.0% | 0.0% | 0.0% |
| Students in Foster Care | 0.3% | 0.0% | 0.0% |
| Military-Connected Students | 0.0% | 0.0% | 0.0% |
| Migrant Students | 0.0% | 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 | 2016-17 | 2017-18 | 2018-19 |
|-------------------------------------|---------|---------|---------|
| White | 84.6% | 83.7% | 83.9% |
| Hispanic | 12.7% | 13.6% | 14.1% |
| Black or African American | 1.0% | 0.9% | 0.9% |
| Asian | 1.4% | 1.4% | 0.7% |
| Native Hawaiian or Pacific Islander | 0.0% | 0.0% | 0.0% |
| American Indian or Alaska Native | 0.3% | 0.3% | 0.4% |
| Two or More Races | 0.0% | 0.2% | 0.0% |

Enrollment Trends by Full/Half Day PK and KG

This table shows number of students in full day and half day Pre-Kindergarten (PK) and Kindergarten (KG) for the past three school years.

| Grade | 2016-17 | 2017-18 | 2018-19 |
|---------------|---------|---------|---------|
| PK - Half Day | 3 | 1 | 1 |
| PK - Full Day | 18 | 27 | 30 |
| KG - Half Day | 0 | 0 | 0 |
| KG - Full Day | 47 | 33 | 42 |

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 | 89.9% |
| Spanish | 9.5% |
| Other Languages | 0.5% |



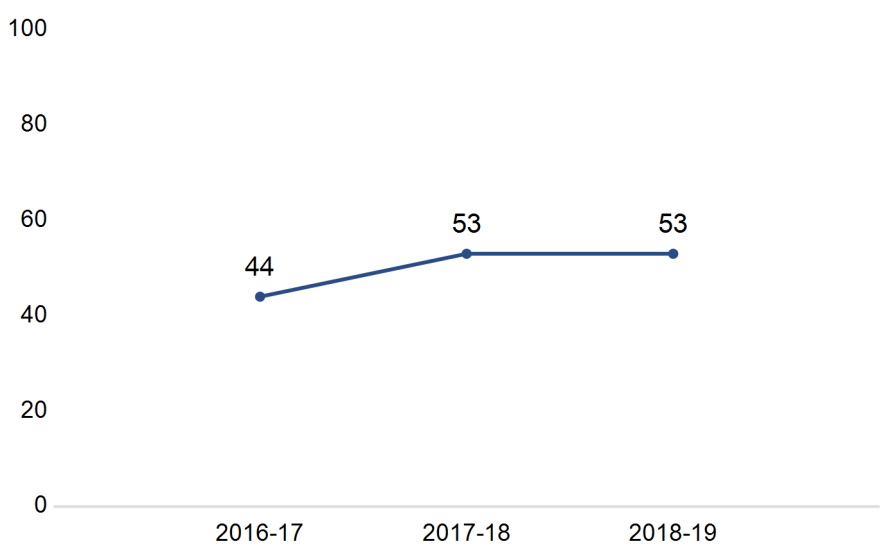
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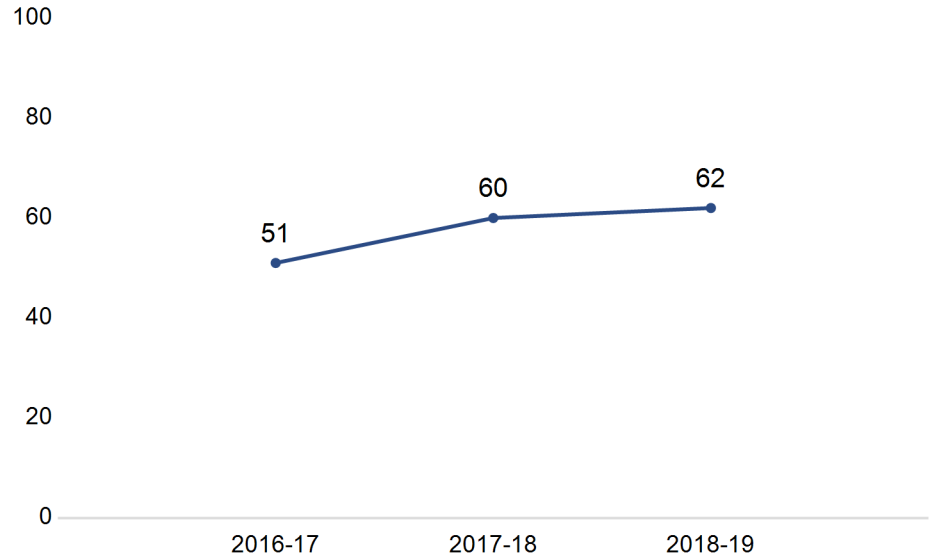
Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measured by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



| Performance Measure | 2016-17 ELA | 2017-18 ELA | 2018-19 ELA | 2016-17 Math | 2017-18 Math | 2018-19 Math |
|---|--------------|--------------|--------------|--------------|------------------|------------------|
| Median Student Growth Percentile | 44 | 53 | 53 | 51 | 60 | 62 |
| Met Standard (40-59.5)? | Met Standard | Met Standard | Met Standard | Met Standard | Exceeds Standard | Exceeds Standard |
| Statewide: Median Student Growth Percentile | 50 | 50 | 50 | 50 | 50 | 50 |



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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 (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 (ELA) and Mathematics both overall and for each student group with comparisons to the district and the state. This table also shows whether each mSGP Met Standard (40-59.5) as required by ESSA accountability.

| Student Group | ELA: School Median | ELA: District Median | ELA: Statewide Median | ELA: Met Standard (40-59.5) | Math: School Median | Math: District Median | Math: Statewide Median | Math: Met Standard (40-59.5) |
|---|--------------------|----------------------|-----------------------|-----------------------------|---------------------|-----------------------|------------------------|------------------------------|
| Schoolwide | 53 | 53 | 50 | Met Standard | 62 | 62 | 50 | Exceeds Standard |
| White | 54 | 54 | 50 | Met Standard | 62 | 62 | 52 | Exceeds Standard |
| Hispanic | 52 | 52 | 49 | Met Standard | 60 | 60 | 47 | Exceeds Standard |
| Black or African American | * | * | 45 | ** | * | * | 43 | ** |
| Asian, Native Hawaiian, or Pacific Islander | * | * | 59 | ** | * | * | 60 | ** |
| American Indian or Alaska Native | * | * | 56 | ** | * | * | 51.5 | ** |
| Two or More Races | N | N | 49 | ** | N | N | 52 | ** |
| Female | 63 | 63 | 53 | N | 65 | 65 | 50 | N |
| Male | 51 | 51 | 47 | N | 60.5 | 60.5 | 51 | N |
| Economically Disadvantaged Students | 51 | 51 | 48 | Met Standard | 60 | 60 | 46 | Exceeds Standard |
| Students with Disabilities | 46 | 46 | 43 | Met Standard | 56.5 | 56.5 | 45 | Met Standard |
| English Learners | 50 | 50 | 52 | ** | 57.5 | 57.5 | 50 | ** |
| Homeless Students | N | N | 43 | N | N | N | 44 | N |
| Students in Foster Care | N | N | 42 | N | N | N | 44 | N |
| Military-Connected Students | N | N | 49 | N | N | N | 51 | N |
| Migrant Students | N | N | 47 | N | N | N | 51 | N |



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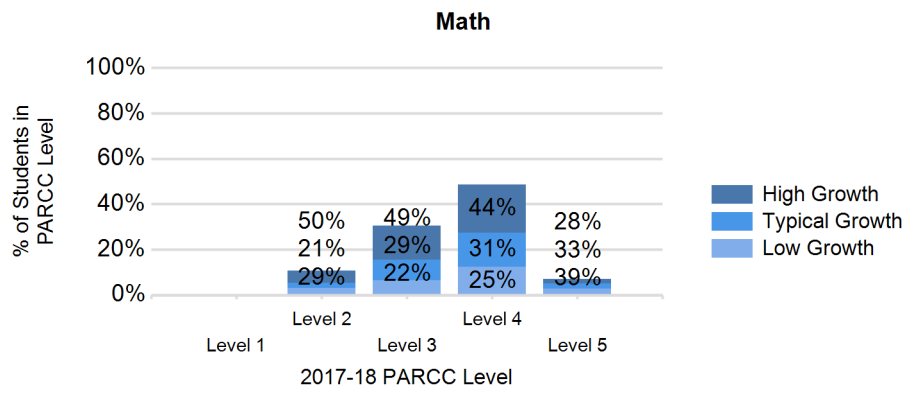
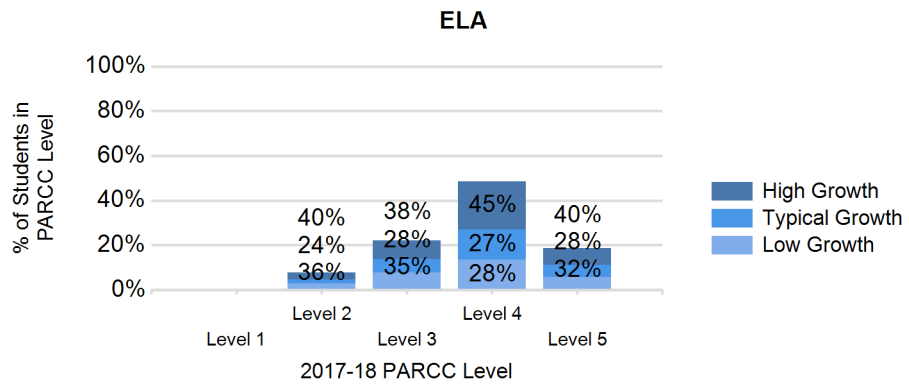
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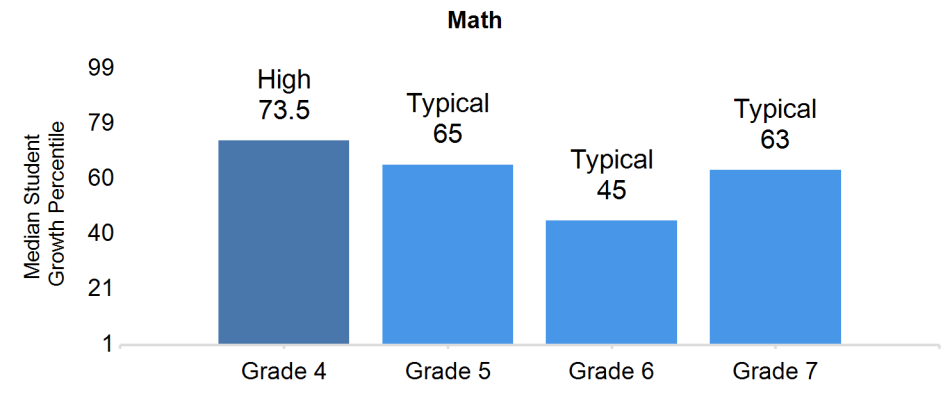
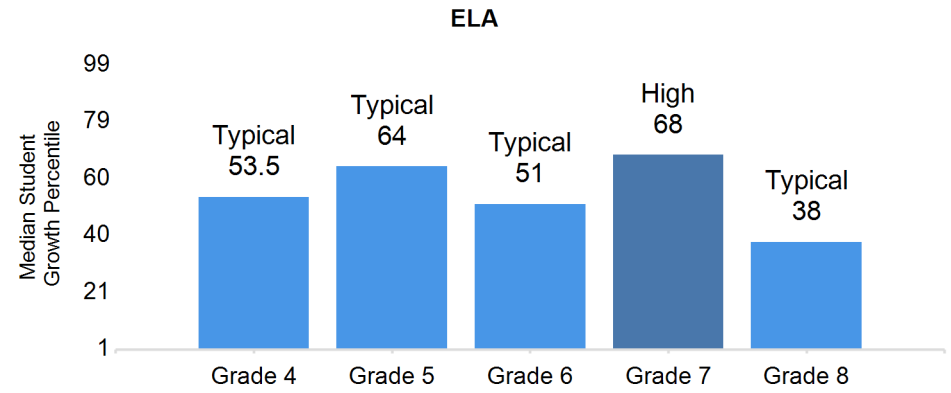
Student Growth by Performance Level

These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.



Student Growth by Grade

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





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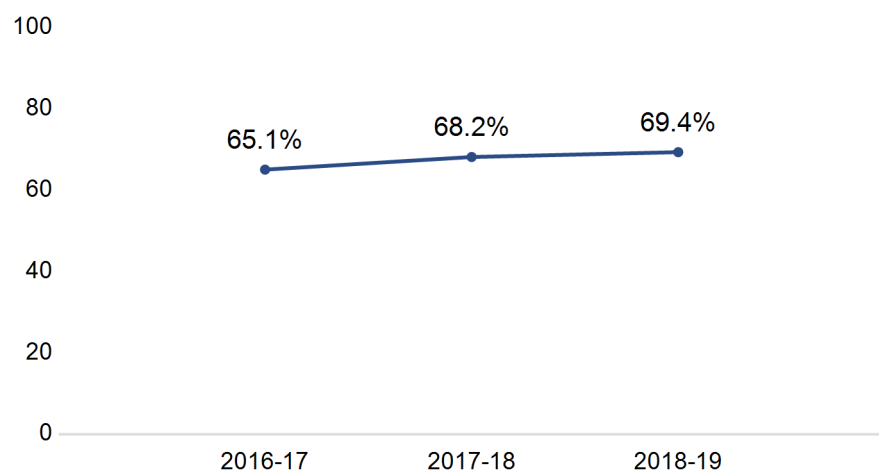
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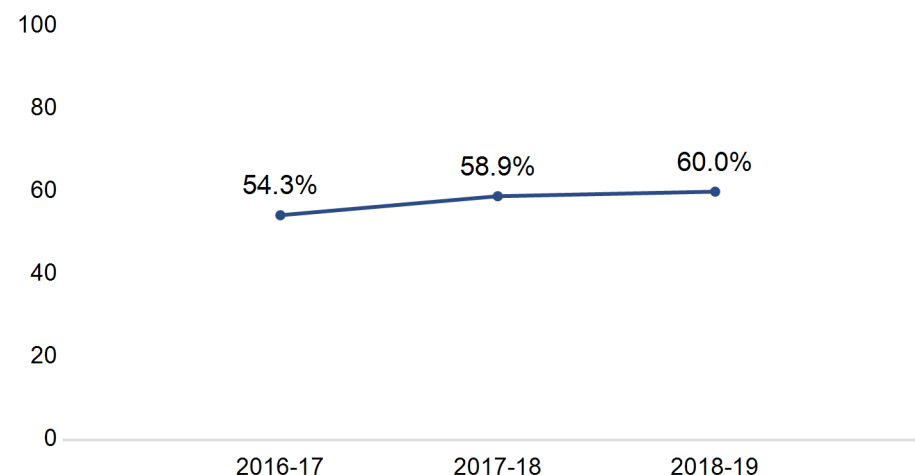
English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



| Performance Measure | 2016-17 ELA | 2017-18 ELA | 2018-19 ELA | 2016-17 Math | 2017-18 Math | 2018-19 Math |
|---|-------------|-------------|-------------|--------------|--------------|--------------|
| Participation Rate | 96.9% | 96.8% | 97.5% | 96.7% | 96.8% | 97.7% |
| Proficiency Rate for Federal Accountability | 65.1% | 68.2% | 69.4% | 54.3% | 58.9% | 60.0% |
| Annual Target | 59.0% | 60.1% | 61.2% | 57.4% | 58.6% | 59.8% |
| Met Annual Target? | Met Target | Met Target | Met Target | Met Target† | Met Target | Met Target |
| Statewide Proficiency Rate for Federal Accountability | 54.9% | 56.7% | 57.9% | 43.5% | 45.0% | 44.5% |

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our [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 | 2018-19 Annual Target | Met 2018-19 Annual Target |
|---|--------------|---------------------------|---|---|--|---|--------------------------|------------------------------|
| Schoolwide | 379 | 97.5 | 69.4 | 75.3 | 57.9 | 69.4 | 61.2 | Met Target |
| White | 318 | 97.0 | 73.0 | 78.5 | 66.9 | 73.0 | 64.3 | Met Target |
| Hispanic | 51 | 100.0 | 45.1 | 51.8 | 43.9 | 45.1 | 31.6 | Met Target |
| Black or African American | * | * | * | * | 38.5 | * | ** | ** |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 90.0 | 82.9 | * | ** | ** |
| American Indian or Alaska Native | * | * | * | * | 56.0 | * | ** | ** |
| Two or More Races | N | N | N | * | 64.4 | N | ** | ** |
| Female | 175 | 96.7 | 76.0 | 81.2 | 64.8 | 76.0 | | |
| Male | 204 | 98.1 | 63.7 | 70.2 | 51.3 | 63.7 | | |
| Economically Disadvantaged Students | 46 | 97.9 | 43.5 | 52.7 | 40.0 | 43.5 | 32.9 | Met Target |
| Non-Economically Disadvantaged Students | 333 | 97.4 | 73.0 | 78.0 | 67.9 | 73.0 | | |
| Students with Disabilities | 69 | 94.7 | 31.9 | 32.7 | 22.7 | 31.7 | 26.5 | Met Target |
| Students without Disabilities | 310 | 98.1 | 77.7 | 84.5 | 65.1 | 77.7 | | |
| English Learners | 24 | 100.0 | 29.2 | * | 29.3 | 29.2 | 40.4 | Met Target† |
| Non-English Learners | 355 | 97.3 | 72.1 | * | 60.6 | 72.1 | | |
| Homeless Students | N | N | N | N | 29.1 | N | | |
| Students In Foster Care | N | N | N | N | 27.6 | N | | |
| Military-Connected Students | N | N | N | N | 57.8 | N | | |
| Migrant Students | N | N | N | N | 30.4 | N | | |

† Target was met within a confidence interval.



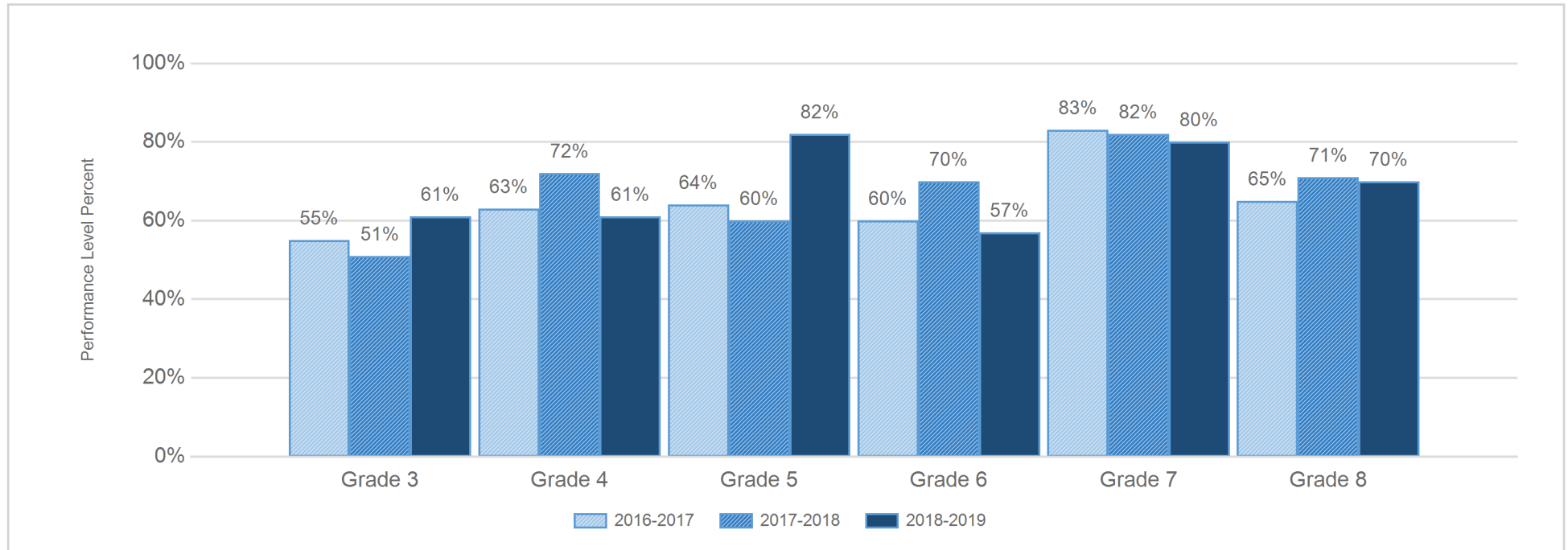
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English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





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English Language Arts Assessment - Performance by Grade: Grade 3

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

| 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 | 49 | 756 | 756 | 748 | * | * | 24% | * | * | 61% | 50% |
| White | 44 | 758 | 758 | 757 | * | * | 23% | * | * | 66% | 60% |
| Hispanic | * | * | * | 734 | * | * | * | * | * | * | 36% |
| Black or African American | * | * | * | 731 | * | * | * | * | * | * | 33% |
| Asian, Native Hawaiian, or Pacific Islander | N | N | N | 773 | N | N | N | N | N | N | 75% |
| American Indian or Alaska Native | N | N | N | 746 | N | N | N | N | N | N | 46% |
| Two or More Races | N | N | N | 756 | N | N | N | N | N | N | 58% |
| Female | 27 | 760 | 760 | 753 | * | * | * | * | * | 59% | 55% |
| Male | 22 | 751 | 751 | 743 | * | * | * | * | * | 64% | 46% |
| Economically Disadvantaged Students | * | * | * | 731 | * | * | * | * | * | * | 33% |
| Non-Economically Disadvantaged Students | * | * | * | 759 | * | * | * | * | * | * | 61% |
| Students with Disabilities | 10 | 739 | 739 | 719 | * | * | * | * | * | 30% | 24% |
| Students without Disabilities | 39 | 760 | 760 | 754 | * | * | * | * | * | 69% | 56% |
| English Learners | * | * | * | 713 | * | * | * | * | * | * | 17% |
| Non-English Learners | * | * | * | 751 | * | * | * | * | * | * | 54% |
| Homeless Students | N | N | N | 720 | N | N | N | N | N | N | 23% |
| Students in Foster Care | N | N | N | 720 | N | N | N | N | N | N | 21% |
| Military-Connected Students | N | N | N | 752 | N | N | N | N | N | N | 55% |
| Migrant Students | N | N | N | 727 | N | N | N | N | N | N | 24% |



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English Language Arts Assessment - Performance by Grade: Grade 4

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

| 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 | 59 | 762 | 762 | 755 | * | * | 32% | 42% | 19% | 61% | 57% |
| White | 51 | 764 | 764 | 763 | * | * | 31% | 45% | 20% | 65% | 67% |
| Hispanic | * | * | * | 743 | * | * | * | * | * | * | 44% |
| Black or African American | N | N | N | 739 | N | N | N | N | N | N | 39% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 779 | * | * | * | * | * | * | 82% |
| American Indian or Alaska Native | N | N | N | 749 | N | N | N | N | N | N | 53% |
| Two or More Races | N | N | N | 762 | N | N | N | N | N | N | 64% |
| Female | 26 | 770 | 770 | 760 | * | * | * | * | * | 69% | 62% |
| Male | 33 | 755 | 755 | 750 | * | * | * | * | * | 55% | 53% |
| Economically Disadvantaged Students | * | * | * | 740 | * | * | * | * | * | * | 40% |
| Non-Economically Disadvantaged Students | * | * | * | 765 | * | * | * | * | * | * | 69% |
| Students with Disabilities | 10 | 743 | 743 | 725 | * | * | * | * | * | 30% | 25% |
| Students without Disabilities | 49 | 766 | 766 | 761 | * | * | * | * | * | 67% | 64% |
| English Learners | * | * | * | 720 | * | * | * | * | * | * | 17% |
| Non-English Learners | * | * | * | 758 | * | * | * | * | * | * | 60% |
| Homeless Students | N | N | N | 730 | N | N | N | N | N | N | 29% |
| Students in Foster Care | N | N | N | 729 | N | N | N | N | N | N | 28% |
| Military-Connected Students | N | N | N | 757 | N | N | N | N | N | N | 58% |
| Migrant Students | N | N | N | 718 | N | N | N | N | N | N | 25% |



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English Language Arts Assessment - Performance by Grade: Grade 5

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

| 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 | 71 | 770 | 770 | 756 | * | * | * | * | * | 82% | 58% |
| White | 57 | 773 | 773 | 764 | * | * | * | * | * | 86% | 68% |
| Hispanic | * | * | * | 743 | * | * | * | * | * | * | 44% |
| Black or African American | N | N | N | 739 | N | N | N | N | N | N | 38% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 781 | * | * | * | * | * | * | 83% |
| American Indian or Alaska Native | N | N | N | 753 | N | N | N | N | N | N | 52% |
| Two or More Races | N | N | N | 762 | N | N | N | N | N | N | 65% |
| Female | 27 | 783 | 783 | 761 | * | * | * | * | * | 93% | 64% |
| Male | 44 | 761 | 761 | 750 | * | * | * | * | * | 75% | 52% |
| Economically Disadvantaged Students | 11 | 752 | 752 | 740 | * | * | * | * | * | 64% | 39% |
| Non-Economically Disadvantaged Students | 60 | 773 | 773 | 766 | * | * | * | * | * | 85% | 69% |
| Students with Disabilities | 15 | 738 | 738 | 724 | * | * | * | * | * | 47% | 23% |
| Students without Disabilities | 56 | 778 | 778 | 762 | * | * | * | * | * | 91% | 65% |
| English Learners | N | N | N | 713 | N | N | N | N | N | N | 11% |
| Non-English Learners | 71 | 770 | 770 | 758 | * | * | * | * | * | 82% | 60% |
| Homeless Students | N | N | N | 730 | N | N | N | N | N | N | 29% |
| Students in Foster Care | N | N | N | 729 | N | N | N | N | N | N | 28% |
| Military-Connected Students | N | N | N | 756 | N | N | N | N | N | N | 62% |
| Migrant Students | N | N | N | 723 | N | N | N | N | N | N | 26% |



Manasquan Elementary School
(25-2930-060)
Grades Offered: PK-08
2018-2019

Report Key:

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- N No Data is available to display
- † This indicates a table specific note, see note below table

English Language Arts Assessment - Performance by Grade: Grade 6

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

| 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 | 757 | 757 | 754 | * | * | 25% | 36% | 21% | 57% | 56% |
| White | 48 | 763 | 763 | 762 | * | * | 23% | 38% | 27% | 65% | 65% |
| Hispanic | * | * | * | 743 | * | * | * | * | * | * | 43% |
| Black or African American | * | * | * | 738 | * | * | * | * | * | * | 36% |
| Asian, Native Hawaiian, or Pacific Islander | N | N | N | 780 | N | N | N | N | N | N | 83% |
| American Indian or Alaska Native | N | N | N | 751 | N | N | N | N | N | N | 53% |
| Two or More Races | N | N | N | 760 | N | N | N | N | N | N | 64% |
| Female | 28 | 763 | 763 | 762 | * | * | * | * | * | 64% | 64% |
| Male | 33 | 751 | 751 | 748 | * | * | * | * | * | 52% | 48% |
| Economically Disadvantaged Students | * | * | * | 740 | * | * | * | * | * | * | 39% |
| Non-Economically Disadvantaged Students | * | * | * | 763 | * | * | * | * | * | * | 67% |
| Students with Disabilities | 16 | 722 | 722 | 722 | * | * | * | * | * | 13% | 19% |
| Students without Disabilities | 45 | 769 | 769 | 761 | * | * | * | * | * | 73% | 64% |
| English Learners | N | N | N | 710 | N | N | N | N | N | N | * |
| Non-English Learners | 61 | 757 | 757 | 756 | * | * | 25% | 36% | 21% | 57% | * |
| Homeless Students | N | N | N | 729 | N | N | N | N | N | N | 27% |
| Students in Foster Care | N | N | N | 726 | N | N | N | N | N | N | 26% |
| Military-Connected Students | N | N | N | 753 | N | N | N | N | N | N | 54% |
| Migrant Students | N | N | N | 721 | N | N | N | N | N | N | 25% |



Manasquan Elementary School
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Grades Offered: PK-08
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 7

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

| 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 | 74 | 778 | 778 | 761 | 0% | * | * | 38% | 42% | 80% | 63% |
| White | 63 | 780 | 780 | 769 | 0% | * | * | 37% | 46% | 83% | 72% |
| Hispanic | * | * | * | 747 | * | * | * | * | * | * | 50% |
| Black or African American | * | * | * | 741 | * | * | * | * | * | * | 43% |
| Asian, Native Hawaiian, or Pacific Islander | N | N | N | 790 | N | N | N | N | N | N | 87% |
| American Indian or Alaska Native | * | * | * | 761 | * | * | * | * | * | * | 65% |
| Two or More Races | N | N | N | 768 | N | N | N | N | N | N | 68% |
| Female | 37 | 782 | 782 | 769 | 0% | * | * | 32% | 49% | 81% | 71% |
| Male | 37 | 773 | 773 | 753 | 0% | * | * | 43% | 35% | 78% | 55% |
| Economically Disadvantaged Students | * | * | * | 743 | * | * | * | * | * | * | 45% |
| Non-Economically Disadvantaged Students | * | * | * | 771 | * | * | * | * | * | * | 73% |
| Students with Disabilities | 14 | 756 | 756 | 720 | 0% | * | * | * | * | 50% | 22% |
| Students without Disabilities | 60 | 782 | 782 | 769 | 0% | * | * | * | * | 87% | 71% |
| English Learners | * | * | * | 706 | * | * | * | * | * | * | 12% |
| Non-English Learners | * | * | * | 763 | * | * | * | * | * | * | 65% |
| Homeless Students | N | N | N | 729 | N | N | N | N | N | N | 34% |
| Students in Foster Care | N | N | N | 726 | N | N | N | N | N | N | 28% |
| Military-Connected Students | N | N | N | 758 | N | N | N | N | N | N | 56% |
| Migrant Students | N | N | N | 728 | N | N | N | N | N | N | 31% |



Manasquan Elementary School
(25-2930-060)
Grades Offered: PK-08
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English Language Arts Assessment - Performance by Grade: Grade 8

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

| 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 | 67 | 770 | 770 | 762 | * | * | 19% | 42% | 28% | 70% | 63% |
| White | 57 | 771 | 771 | 770 | 0% | * | * | 37% | 32% | 68% | 72% |
| Hispanic | * | * | * | 747 | * | * | * | * | * | * | 49% |
| Black or African American | N | N | N | 741 | N | N | N | N | N | N | 43% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 794 | * | * | * | * | * | * | 88% |
| American Indian or Alaska Native | N | N | N | 758 | N | N | N | N | N | N | 60% |
| Two or More Races | N | N | N | 769 | N | N | N | N | N | N | 69% |
| Female | 31 | 789 | 789 | 771 | * | * | * | * | * | 87% | 71% |
| Male | 36 | 753 | 753 | 753 | * | * | * | * | * | 56% | 55% |
| Economically Disadvantaged Students | 10 | 751 | 751 | 743 | * | * | * | * | * | 60% | 45% |
| Non-Economically Disadvantaged Students | 57 | 773 | 773 | 772 | * | * | * | * | * | 72% | 72% |
| Students with Disabilities | * | * | * | 721 | * | * | * | * | * | * | 22% |
| Students without Disabilities | * | * | * | 770 | * | * | * | * | * | * | 71% |
| English Learners | * | * | * | 708 | * | * | * | * | * | * | 12% |
| Non-English Learners | * | * | * | 764 | * | * | * | * | * | * | 65% |
| Homeless Students | N | N | N | 727 | N | N | N | N | N | N | 31% |
| Students in Foster Care | N | N | N | 726 | N | N | N | N | N | N | 32% |
| Military-Connected Students | N | N | N | 760 | N | N | N | N | N | N | 62% |
| Migrant Students | N | N | N | 718 | N | N | N | N | N | N | 27% |



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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our [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 | 2018-19 Annual Target | Met 2018-19 Annual Target |
|---|--------------|---------------------------|--|--|---|---|-----------------------|---------------------------|
| Schoolwide | 380 | 97.7 | 60.0 | 50.4 | 44.5 | 60.0 | 59.8 | Met Target |
| White | 319 | 97.3 | 64.6 | 53.2 | 54.1 | 64.6 | 63.8 | Met Target |
| Hispanic | 51 | 100.0 | 33.3 | 32.3 | 28.8 | 33.3 | 29.4 | Met Target |
| Black or African American | * | * | * | * | 23.0 | * | ** | ** |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 70.0 | 76.5 | * | ** | ** |
| American Indian or Alaska Native | * | * | * | * | 42.7 | * | ** | ** |
| Two or More Races | N | N | N | * | 53.3 | N | ** | ** |
| Female | 176 | 97.3 | 59.7 | 49.8 | 44.9 | 59.7 | | |
| Male | 204 | 98.1 | 60.3 | 51.0 | 44.2 | 60.3 | | |
| Economically Disadvantaged Students | 46 | 97.9 | 30.4 | 29.2 | 26.3 | 30.4 | 37.3 | Met Target† |
| Non-Economically Disadvantaged Students | 334 | 97.7 | 64.1 | 52.9 | 54.9 | 64.1 | | |
| Students with Disabilities | 69 | 94.7 | 30.4 | 21.7 | 17.4 | 30.2 | 23.2 | Met Target |
| Students without Disabilities | 311 | 98.4 | 66.6 | 55.6 | 50.0 | 66.6 | | |
| English Learners | 24 | 100.0 | 16.7 | 16.7 | 25.0 | 16.7 | 29.6 | Not Met |
| Non-English Learners | 356 | 97.6 | 62.9 | 51.4 | 46.5 | 62.9 | | |
| Homeless Students | N | N | N | N | 17.1 | N | | |
| Students In Foster Care | N | N | N | N | 17.1 | N | | |
| Military-Connected Students | N | N | N | N | 46.4 | N | | |
| Migrant Students | N | N | N | N | 23.3 | N | | |

† Target was met within a confidence interval.



Manasquan Elementary School

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Grades Offered: PK-08

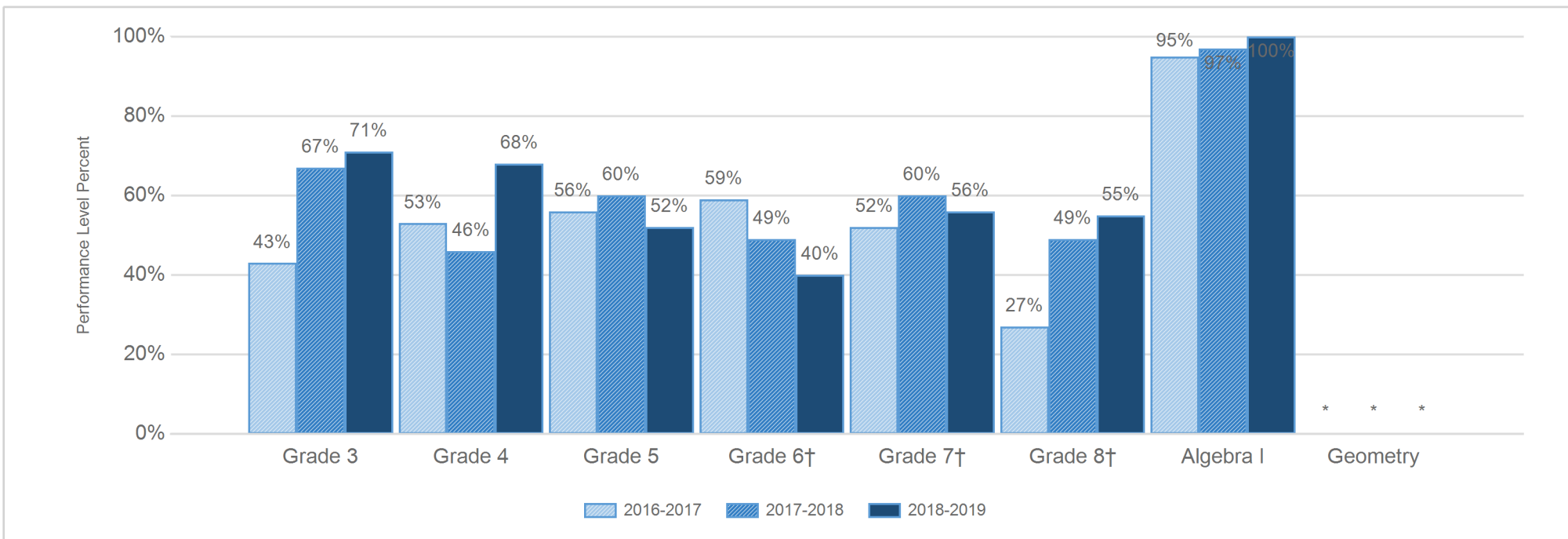
2018-2019

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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 statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



Manasquan Elementary School
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Mathematics Assessment - Performance by Grade: Grade 3

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

| 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 | 49 | 759 | 759 | 752 | * | * | * | * | * | 71% | 55% |
| White | 44 | 761 | 761 | 760 | 0% | * | * | * | * | 73% | 66% |
| Hispanic | * | * | * | 739 | * | * | * | * | * | * | 40% |
| Black or African American | * | * | * | 735 | * | * | * | * | * | * | 35% |
| Asian, Native Hawaiian, or Pacific Islander | N | N | N | 778 | N | N | N | N | N | N | 83% |
| American Indian or Alaska Native | N | N | N | 749 | N | N | N | N | N | N | 51% |
| Two or More Races | N | N | N | 758 | N | N | N | N | N | N | 62% |
| Female | 27 | 756 | 756 | 751 | * | * | * | * | * | 59% | 54% |
| Male | 22 | 762 | 762 | 752 | * | * | * | * | * | 86% | 56% |
| Economically Disadvantaged Students | * | * | * | 737 | * | * | * | * | * | * | 37% |
| Non-Economically Disadvantaged Students | * | * | * | 761 | * | * | * | * | * | * | 67% |
| Students with Disabilities | 10 | 738 | 738 | 731 | * | * | * | * | * | 40% | 31% |
| Students without Disabilities | 39 | 764 | 764 | 756 | * | * | * | * | * | 79% | 60% |
| English Learners | * | * | * | 728 | * | * | * | * | * | * | 26% |
| Non-English Learners | * | * | * | 754 | * | * | * | * | * | * | 58% |
| Homeless Students | N | N | N | 724 | N | N | N | N | N | N | 23% |
| Students in Foster Care | N | N | N | 725 | N | N | N | N | N | N | 27% |
| Military-Connected Students | N | N | N | 754 | N | N | N | N | N | N | 56% |
| Migrant Students | N | N | N | 728 | N | N | N | N | N | N | 28% |



Manasquan Elementary School
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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 4

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

| 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 | 59 | 761 | 761 | 749 | * | * | 22% | * | * | 68% | 51% |
| White | 51 | 763 | 763 | 757 | * | * | 22% | * | * | 71% | 62% |
| Hispanic | * | * | * | 737 | * | * | * | * | * | * | 36% |
| Black or African American | N | N | N | 731 | N | N | N | N | N | N | 29% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 776 | * | * | * | * | * | * | 82% |
| American Indian or Alaska Native | N | N | N | 747 | N | N | N | N | N | N | 46% |
| Two or More Races | N | N | N | 754 | N | N | N | N | N | N | 58% |
| Female | 26 | 763 | 763 | 749 | * | * | * | * | * | 69% | 50% |
| Male | 33 | 760 | 760 | 749 | * | * | * | * | * | 67% | 52% |
| Economically Disadvantaged Students | * | * | * | 734 | * | * | * | * | * | * | 32% |
| Non-Economically Disadvantaged Students | * | * | * | 759 | * | * | * | * | * | * | 63% |
| Students with Disabilities | 10 | 739 | 739 | 726 | * | * | * | * | * | 50% | 25% |
| Students without Disabilities | 49 | 766 | 766 | 754 | * | * | * | * | * | 71% | 56% |
| English Learners | * | * | * | 722 | * | * | * | * | * | * | 18% |
| Non-English Learners | * | * | * | 751 | * | * | * | * | * | * | 54% |
| Homeless Students | N | N | N | 722 | N | N | N | N | N | N | 19% |
| Students in Foster Care | N | N | N | 724 | N | N | N | N | N | N | 23% |
| Military-Connected Students | N | N | N | 753 | N | N | N | N | N | N | 56% |
| Migrant Students | N | N | N | 717 | N | N | N | N | N | N | 16% |



Manasquan Elementary School
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Mathematics Assessment - Performance by Grade: Grade 5

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

| 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 | 71 | 752 | 752 | 747 | * | * | 35% | * | * | 52% | 47% |
| White | 57 | 753 | 753 | 755 | * | * | 30% | * | * | 58% | 58% |
| Hispanic | * | * | * | 735 | * | * | * | * | * | * | 30% |
| Black or African American | N | N | N | 729 | N | N | N | N | N | N | 23% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 775 | * | * | * | * | * | * | 80% |
| American Indian or Alaska Native | N | N | N | 747 | N | N | N | N | N | N | 42% |
| Two or More Races | N | N | N | 753 | N | N | N | N | N | N | 55% |
| Female | 27 | 756 | 756 | 747 | * | * | * | * | * | 59% | 47% |
| Male | 44 | 750 | 750 | 747 | * | * | * | * | * | 48% | 47% |
| Economically Disadvantaged Students | 11 | 745 | 745 | 732 | * | * | * | * | * | 18% | 27% |
| Non-Economically Disadvantaged Students | 60 | 754 | 754 | 757 | * | * | * | * | * | 58% | 59% |
| Students with Disabilities | 15 | 733 | 733 | 725 | * | * | * | * | * | 20% | 19% |
| Students without Disabilities | 56 | 758 | 758 | 752 | * | * | * | * | * | 61% | 52% |
| English Learners | N | N | N | 718 | N | N | N | N | N | N | 12% |
| Non-English Learners | 71 | 752 | 752 | 749 | * | * | 35% | * | * | 52% | 49% |
| Homeless Students | N | N | N | 723 | N | N | N | N | N | N | 17% |
| Students in Foster Care | N | N | N | 722 | N | N | N | N | N | N | 14% |
| Military-Connected Students | N | N | N | 748 | N | N | N | N | N | N | 50% |
| Migrant Students | N | N | N | 716 | N | N | N | N | N | N | 17% |



Manasquan Elementary School
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Mathematics Assessment - Performance by Grade: Grade 6

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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 | 62 | 743 | 743 | 741 | * | 19% | 37% | * | * | 40% | 41% |
| White | 49 | 748 | 748 | 749 | * | * | 39% | * | * | 47% | 51% |
| Hispanic | * | * | * | 729 | * | * | * | * | * | * | 24% |
| Black or African American | * | * | * | 722 | * | * | * | * | * | * | 19% |
| Asian, Native Hawaiian, or Pacific Islander | N | N | N | 769 | N | N | N | N | N | N | 76% |
| American Indian or Alaska Native | N | N | N | 738 | N | N | N | N | N | N | 37% |
| Two or More Races | N | N | N | 747 | N | N | N | N | N | N | 48% |
| Female | 29 | 744 | 744 | 742 | * | * | * | * | * | 45% | 42% |
| Male | 33 | 742 | 742 | 740 | * | * | * | * | * | 36% | 40% |
| Economically Disadvantaged Students | * | * | * | 726 | * | * | * | * | * | * | 21% |
| Non-Economically Disadvantaged Students | * | * | * | 750 | * | * | * | * | * | * | 53% |
| Students with Disabilities | 16 | 721 | 721 | 716 | * | * | * | * | * | 19% | 12% |
| Students without Disabilities | 46 | 751 | 751 | 746 | * | * | * | * | * | 48% | 46% |
| English Learners | N | N | N | 709 | N | N | N | N | N | N | * |
| Non-English Learners | 62 | 743 | 743 | 743 | * | 19% | 37% | * | * | 40% | * |
| Homeless Students | N | N | N | 717 | N | N | N | N | N | N | 12% |
| Students in Foster Care | N | N | N | 717 | N | N | N | N | N | N | 12% |
| Military-Connected Students | N | N | N | 742 | N | N | N | N | N | N | 43% |
| Migrant Students | N | N | N | 717 | N | N | N | N | N | N | 20% |



Manasquan Elementary School

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Grades Offered: PK-08

2018-2019

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N No Data is available to display

† This indicates a table specific note, see note below table

Mathematics Assessment - Performance by Grade: Grade 7

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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 | 66 | 753 | 753 | 744 | * | * | 33% | * | * | 56% | 42% |
| White | 56 | 754 | 754 | 751 | * | * | 30% | * | * | 61% | 53% |
| Hispanic | * | * | * | 733 | * | * | * | * | * | * | 26% |
| Black or African American | * | * | * | 727 | * | * | * | * | * | * | 21% |
| Asian, Native Hawaiian, or Pacific Islander | N | N | N | 768 | N | N | N | N | N | N | 75% |
| American Indian or Alaska Native | * | * | * | 742 | * | * | * | * | * | * | 43% |
| Two or More Races | N | N | N | 749 | N | N | N | N | N | N | 51% |
| Female | 32 | 748 | 748 | 744 | * | * | 34% | * | * | 50% | 42% |
| Male | 34 | 758 | 758 | 743 | * | * | 32% | * | * | 62% | 42% |
| Economically Disadvantaged Students | * | * | * | 731 | * | * | * | * | * | * | 24% |
| Non-Economically Disadvantaged Students | * | * | * | 751 | * | * | * | * | * | * | 53% |
| Students with Disabilities | 14 | 742 | 742 | 718 | * | * | * | * | * | 29% | 13% |
| Students without Disabilities | 52 | 756 | 756 | 749 | * | * | * | * | * | 63% | 48% |
| English Learners | * | * | * | 716 | * | * | * | * | * | * | 10% |
| Non-English Learners | * | * | * | 745 | * | * | * | * | * | * | 44% |
| Homeless Students | N | N | N | 721 | N | N | N | N | N | N | 13% |
| Students in Foster Care | N | N | N | 720 | N | N | N | N | N | N | 11% |
| Military-Connected Students | N | N | N | 746 | N | N | N | N | N | N | 44% |
| Migrant Students | N | N | N | 717 | N | N | N | N | N | N | 12% |



Manasquan Elementary School

(25-2930-060)

Grades Offered: PK-08

2018-2019

Report Key:

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** Accountability calculations require 20 or more students

N No Data is available to display

† This indicates a table specific note, see note below table

Mathematics Assessment - Performance by Grade: Grade 8

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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 | 47 | 749 | 749 | 728 | * | * | 26% | * | * | 55% | 29% |
| White | 38 | 752 | 752 | 737 | * | * | * | * | * | 58% | 38% |
| Hispanic | * | * | * | 722 | * | * | * | * | * | * | 22% |
| Black or African American | N | N | N | 714 | N | N | N | N | N | N | 15% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 747 | * | * | * | * | * | * | 51% |
| American Indian or Alaska Native | N | N | N | 725 | N | N | N | N | N | N | 29% |
| Two or More Races | N | N | N | 730 | N | N | N | N | N | N | 31% |
| Female | 20 | 750 | 750 | 731 | * | * | * | * | * | 50% | 31% |
| Male | 27 | 749 | 749 | 726 | * | * | * | * | * | 59% | 27% |
| Economically Disadvantaged Students | 10 | 751 | 751 | 719 | * | * | * | * | * | 60% | 20% |
| Non-Economically Disadvantaged Students | 37 | 749 | 749 | 735 | * | * | * | * | * | 54% | 36% |
| Students with Disabilities | * | * | * | 707 | * | * | * | * | * | * | 10% |
| Students without Disabilities | * | * | * | 734 | * | * | * | * | * | * | 35% |
| English Learners | * | * | * | 706 | * | * | * | * | * | * | 10% |
| Non-English Learners | * | * | * | 730 | * | * | * | * | * | * | 30% |
| Homeless Students | N | N | N | 709 | N | N | N | N | N | N | 12% |
| Students in Foster Care | N | N | N | 709 | N | N | N | N | N | N | 15% |
| Military-Connected Students | N | N | N | 735 | N | N | N | N | N | N | 32% |
| Migrant Students | N | N | N | 701 | N | N | N | N | N | N | 16% |



Manasquan Elementary School
(25-2930-060)
Grades Offered: PK-08
2018-2019

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Mathematics Assessment - Performance by Test: Algebra I

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

| 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 | 25 | 787 | 746 | 744 | 0% | 0% | 0% | * | * | 100% | 42% |
| White | 23 | 787 | 748 | 752 | 0% | 0% | 0% | * | * | 100% | 53% |
| Hispanic | * | * | 732 | 728 | * | * | * | * | * | * | 24% |
| Black or African American | N | N | * | 725 | N | N | N | N | N | N | 20% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 775 | * | * | * | * | * | * | 76% |
| American Indian or Alaska Native | N | N | N | 744 | N | N | N | N | N | N | 42% |
| Two or More Races | N | N | N | 752 | N | N | N | N | N | N | 51% |
| Female | 14 | 786 | 749 | 745 | 0% | 0% | 0% | * | * | 100% | 44% |
| Male | 11 | 789 | 743 | 743 | 0% | 0% | 0% | * | * | 100% | 41% |
| Economically Disadvantaged Students | N | N | 729 | 727 | N | N | N | N | N | N | 23% |
| Non-Economically Disadvantaged Students | 25 | 787 | 748 | 752 | 0% | 0% | 0% | * | * | 100% | 52% |
| Students with Disabilities | N | N | 713 | 717 | N | N | N | N | N | N | 12% |
| Students without Disabilities | 25 | 787 | 751 | 748 | 0% | 0% | 0% | * | * | 100% | 47% |
| English Learners | N | N | N | 710 | N | N | N | N | N | N | * |
| Non-English Learners | 25 | 787 | 746 | 745 | 0% | 0% | 0% | * | * | 100% | * |
| Homeless Students | N | N | N | 718 | N | N | N | N | N | N | 14% |
| Students in Foster Care | N | N | N | 717 | N | N | N | N | N | N | 11% |
| Military-Connected Students | N | N | N | 744 | N | N | N | N | N | N | 43% |
| Migrant Students | N | N | N | 707 | N | N | N | N | N | N | 12% |



Manasquan Elementary School
(25-2930-060)
Grades Offered: PK-08
2018-2019

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Mathematics Assessment - Performance by Test: Geometry

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

| 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 | * | * | 741 | 737 | * | * | * | * | * | * | 35% |
| White | * | * | * | 743 | * | * | * | * | * | * | 43% |
| Hispanic | N | N | 726 | 724 | N | N | N | N | N | N | 17% |
| Black or African American | N | N | * | 720 | N | N | N | N | N | N | 14% |
| Asian, Native Hawaiian, or Pacific Islander | N | N | * | 762 | N | N | N | N | N | N | 70% |
| American Indian or Alaska Native | N | N | N | 736 | N | N | N | N | N | N | 37% |
| Two or More Races | N | N | * | 745 | N | N | N | N | N | N | 46% |
| Female | * | * | * | 738 | * | * | * | * | * | * | 36% |
| Male | * | * | * | 736 | * | * | * | * | * | * | 34% |
| Economically Disadvantaged Students | N | N | 727 | 722 | N | N | N | N | N | N | 16% |
| Non-Economically Disadvantaged Students | * | * | * | 743 | * | * | * | * | * | * | 43% |
| Students with Disabilities | N | N | 725 | 712 | N | N | N | N | N | N | * |
| Students without Disabilities | * | * | * | 741 | * | * | * | * | * | * | * |
| English Learners | N | N | N | 708 | N | N | N | N | N | N | * |
| Non-English Learners | * | * | * | 738 | * | * | * | * | * | * | * |
| Homeless Students | N | N | N | 717 | N | N | N | N | N | N | * |
| Students in Foster Care | N | N | N | 713 | N | N | N | N | N | N | * |
| Military-Connected Students | N | N | N | 739 | N | N | N | N | N | N | 35% |
| Migrant Students | N | N | N | 711 | N | N | N | N | N | N | 19% |



Manasquan Elementary School

(25-2930-060)

Grades Offered: PK-08

2018-2019

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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) 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 |
|-------|---------------------------|----------------------------|
| 3 | N | N |
| 4 | N | N |
| 5 | N | N |
| 6 | * | * |
| 7 | N | N |
| 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. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

| Student Group | Percent of English Learners Making Expected Growth to Proficiency | 2018-19 Target | Met Target? |
|-----------------------------|---|----------------|-------------|
| Schoolwide/English Learners | 50.0% | ** | ** |

† 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 | * | * | * |
| 5 or more | * | * | * |



Manasquan Elementary School

(25-2930-060)

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2018-2019

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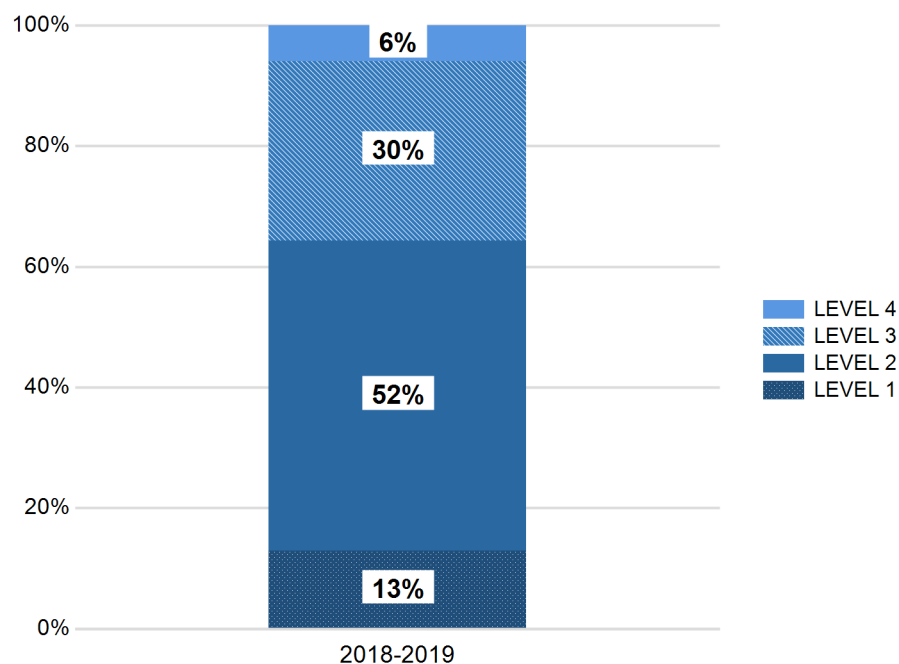
N No Data is available to display

† This indicates a table specific note, see note below table

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 grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the [assessment reports page](#) for DLM results.

NJSLA Science Assessment: Grade 5 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 5

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

| Student Group | % Level 1 | % Level 2 | % Level 3 | % Level 4 |
|---|-----------|-----------|-----------|-----------|
| Schoolwide | 13 | 52 | 30 | 6 |
| White | 11 | 53 | 32 | 5 |
| Hispanic | * | * | * | * |
| Black or African American | N | N | N | N |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | * |
| American Indian or Alaska Native | N | N | N | N |
| Two or More Races | N | N | N | N |
| Female | 7 | 63 | 22 | 7 |
| Male | 16 | 45 | 34 | 5 |
| Economically Disadvantaged Students | 27 | 64 | 9 | 0 |
| Non-Economically Disadvantaged Students | 10 | 50 | 33 | 7 |
| Students with Disabilities | 29 | 64 | 7 | 0 |
| Students without Disabilities | 9 | 49 | 35 | 7 |
| English Learners | N | N | N | N |
| Non-English Learners | 13 | 52 | 30 | 6 |
| Homeless Students | N | N | N | N |
| Students in Foster Care | N | N | N | N |
| Military-Connected Students | N | N | N | N |
| Migrant Students | N | N | N | N |



Manasquan Elementary School

(25-2930-060)

Grades Offered: PK-08

2018-2019

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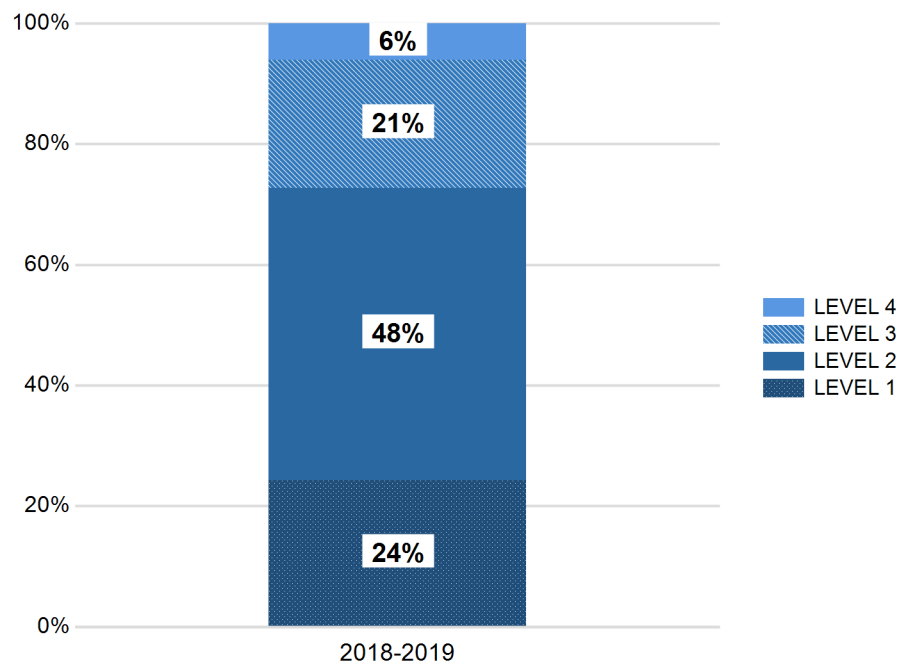
N No Data is available to display

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NJSLA Science Assessment: Grade 8 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 8

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

| Student Group | % Level 1 | % Level 2 | % Level 3 | % Level 4 |
|---|-----------|-----------|-----------|-----------|
| Schoolwide | 24 | 48 | 21 | 6 |
| White | 18 | 52 | 23 | 7 |
| Hispanic | * | * | * | * |
| Black or African American | N | N | N | N |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | * |
| American Indian or Alaska Native | N | N | N | N |
| Two or More Races | N | N | N | N |
| Female | 26 | 45 | 23 | 6 |
| Male | 23 | 51 | 20 | 6 |
| Economically Disadvantaged Students | * | * | * | * |
| Non-Economically Disadvantaged Students | * | * | * | * |
| Students with Disabilities | * | * | * | * |
| Students without Disabilities | * | * | * | * |
| English Learners | * | * | * | * |
| Non-English Learners | * | * | * | * |
| Homeless Students | N | N | N | N |
| Students in Foster Care | N | N | N | N |
| Military-Connected Students | N | N | N | N |
| Migrant Students | N | N | N | N |



Manasquan Elementary School

(25-2930-060)

Grades Offered: PK-08

2018-2019

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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 | 65 |
| 7 | 8 | 0 | 72 |
| 8 | 17 | 3 | 48 |
| Total | 25 | 3 | 185 |

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 | 65 | 0 | 0 | 0 | 0 | 0 | 0 |
| 7 | 77 | 0 | 0 | 0 | 0 | 0 | 0 |
| 8 | 16 | 66 | 0 | 0 | 0 | 0 | 0 |
| Total | 158 | 66 | 0 | 0 | 0 | 0 | 0 |



Manasquan Elementary School
 (25-2930-060)
 Grades Offered: PK-08
 2018-2019

Report Key:

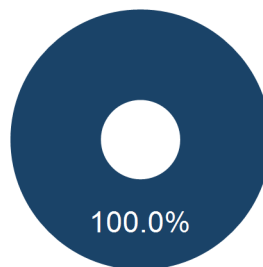
- * Data is not displayed in order to protect student privacy
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Visual and Performing Arts – Course Participation

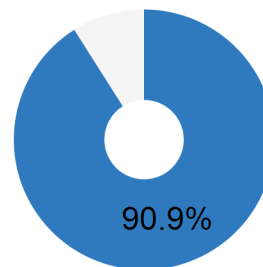
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

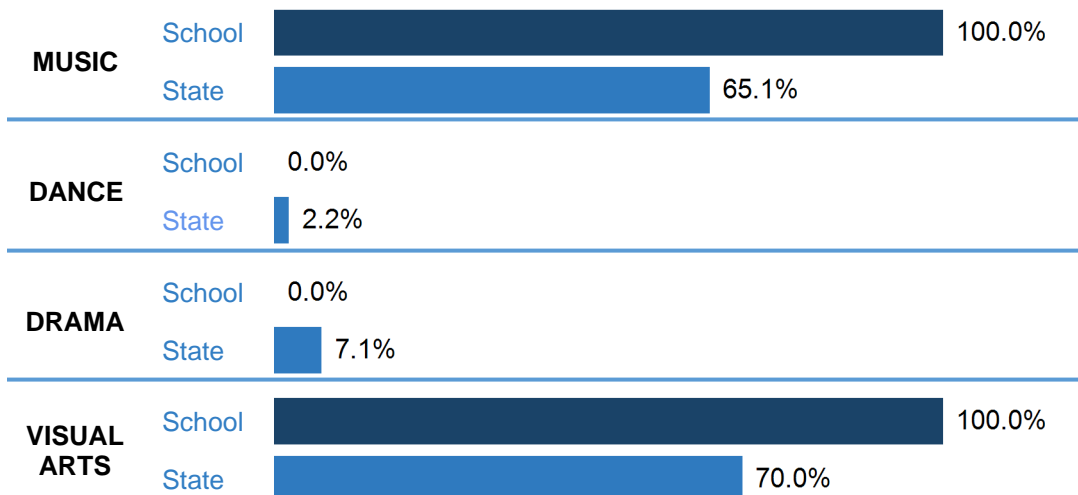


School



State

Students enrolled in one or more classes by discipline:





Manasquan Elementary 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. Students with fewer than 45 days in membership are excluded from attendance calculations.

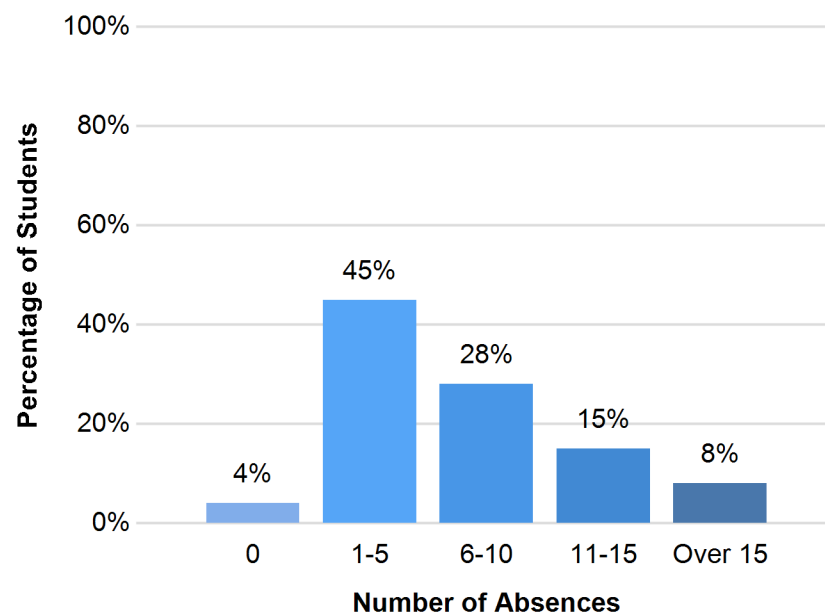
Chronic Absenteeism

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 | 30 | 5.8 | 9.0 | Met |
| White | 26 | 5.9 | 9.0 | Met |
| Hispanic | 4 | 5.7 | 9.0 | Met |
| Black or African American | * | * | ** | ** |
| Asian, Native Hawaiian, or Pacific | * | * | ** | ** |
| American Indian or Alaska Native | * | * | ** | ** |
| Two or More Races | N | N | N | N |
| Female | 15 | 6.0 | | |
| Male | 15 | 5.6 | | |
| Economically Disadvantaged Students | 8 | 12.3 | 9.0 | Not Met |
| Students with Disabilities | 10 | 10.1 | 9.0 | Not Met |
| English Learners | 2 | 8.7 | 9.0 | Met |
| Homeless Students | N | N | | |
| Students in Foster Care | N | N | | |
| Military-Connected Students | N | N | | |
| Migrant Students | 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.





Manasquan Elementary School

(25-2930-060)

Grades Offered: PK-08

2018-2019

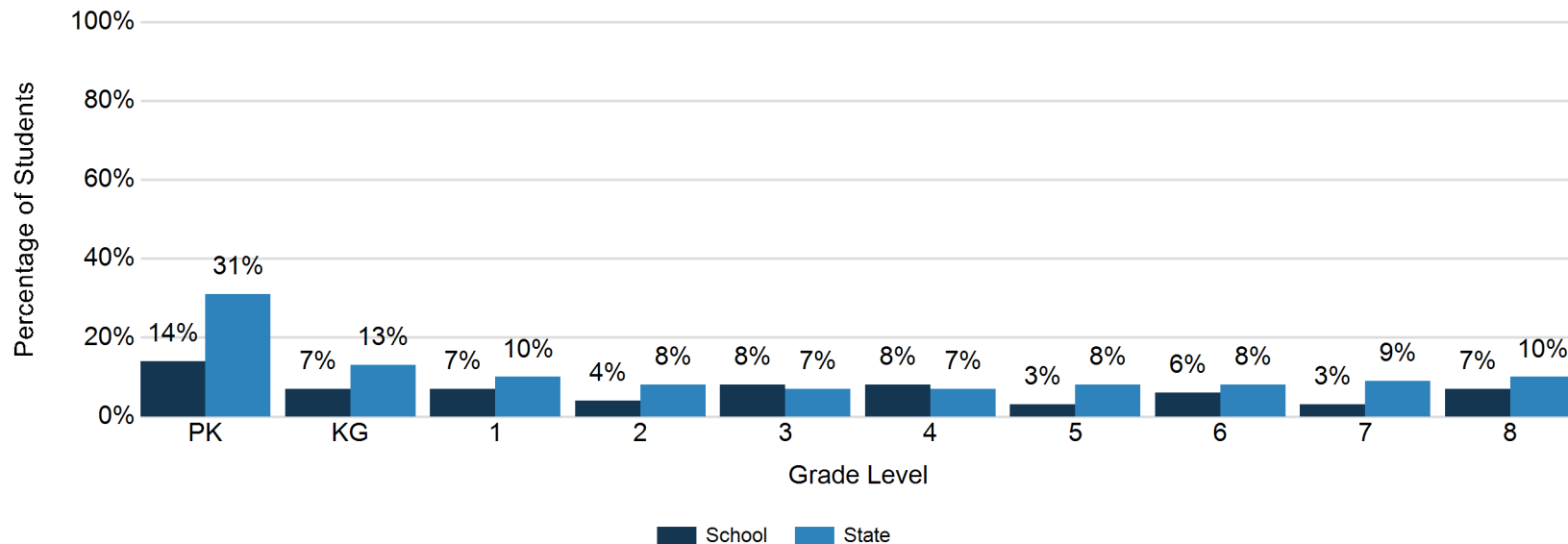
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Chronic Absenteeism by Grade

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), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

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 | 0 |
| Vandalism | 1 |
| Substances | 0 |
| Harassment, Intimidation, Bullying (HIB) | 7 |
| Total Unique Incidents | 12 |
| Incidents Per 100 Students Enrolled | 2.19 |

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 | 0 |
| Harassment, Intimidation, Bullying (HIB) | 2 |
| Other Incidents Leading to Removal | 0 |

Harassment, Intimidation, and Bullying (HIB) Investigations

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

| HIB Nature (Protected Category) | HIB Alleged | HIB Confirmed | Total HIB Investigations |
|---------------------------------|-------------|---------------|--------------------------|
| Race | 0 | 2 | 2 |
| Religion | 0 | 0 | 0 |
| Ancestry | 0 | 0 | 0 |
| Gender | 0 | 4 | 4 |
| Sexual Orientation | 0 | 0 | 0 |
| Disability | 0 | 0 | 0 |
| Other | 0 | 3 | 3 |
| No Identified Nature | 6 | | 6 |

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 | * | * |
| Any Suspension | * | * |
| 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

*



Manasquan Elementary School

(25-2930-060)

Grades Offered: PK-08

2018-2019

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School Day

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

| Category | School |
|----------------------------------|-----------------|
| Typical Start Time | 8:35 AM |
| Typical End Time | 4:00 PM |
| Length of School Day | 7 Hrs 25 Mins |
| Full Time - Instructional Time | 5 Hrs 53 Mins |
| Shared Time - Instructional Time | 5 Hrs. 53 Mins. |

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 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 through 10. 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 |
|-------------|-------------------------|
| 2018-19 | 1.4:1 |



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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 the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

| Category | Teachers in School | Teachers in State |
|--|--------------------|-------------------|
| Total Number of teachers | 65 | 118,214 |
| Average years experience in public schools | 10.2 | 12.1 |
| Average years experience in district | 9.0 | 10.8 |
| Percentage of Teachers with 4 or more years experience in the district | 69.2% | 75.3% |

Administrators – Experience (District Level)

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

| Category | Admin. in District | Admin. in State |
|--|--------------------|-----------------|
| Total Number of administrators | 14 | 9,530 |
| Average years experience in public schools | 19.4 | 16.0 |
| Average years experience in district | 17.8 | 12.0 |
| Percentage of Administrators with 4 or more years experience in the district | 92.9% | 76.9% |

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 | 11:1 |
| Students to Administrators | 274:1 | 107:1 |
| Teachers to Administrators | 33:1 | 10:1 |
| Students to Librarians/Media Specialists | | 747:1 |
| Students to Nurses | | 747:1 |
| Students to Counselors | | 249:1 |
| Students to Child Study Team Members | | 249:1 |



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Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

| Category | Students in School | Teachers in School | Administrators in School | Students in State | Teachers in State | Administrators in State |
|-------------------------------------|--------------------|--------------------|--------------------------|-------------------|-------------------|-------------------------|
| Female | 48.3% | 81.5% | 50.0% | 48.4% | 77.1% | 54.9% |
| Male | 51.7% | 18.5% | 50.0% | 51.6% | 22.9% | 45.1% |
| White | 83.9% | 100.0% | 100.0% | 42.4% | 83.6% | 77.4% |
| Hispanic | 14.1% | 0.0% | 0.0% | 29.9% | 7.3% | 7.2% |
| Black or African American | 0.9% | 0.0% | 0.0% | 15.0% | 6.6% | 13.9% |
| Asian | 0.7% | 0.0% | 0.0% | 10.2% | 2.0% | 1.1% |
| American Indian or Alaska Native | 0.4% | 0.0% | 0.0% | 0.1% | 0.1% | 0.1% |
| Native Hawaiian or Pacific Islander | 0.0% | 0.0% | 0.0% | 0.2% | 0.1% | 0.1% |
| Two or More Races | 0.0% | 0.0% | 0.0% | 2.1% | 0.2% | 0.2% |



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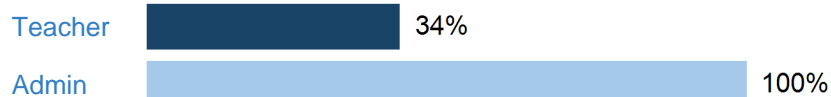
Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by 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.

Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

| Job Type | District | State |
|---|----------|-------|
| 2017-18 Teachers: Same district 2018-19 | 87.1% | 90.5% |
| 2017-18 Administrators: Same district 2018-19 | 100.0% | 87.9% |

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 |
|-------------|----------------|
| 2018-19 | 97.3% |



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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.



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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).

Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.

Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less

Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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](#).

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

| | |
|---|---------------|
| Status for 2020-21 School Year | Not in Status |
| Category of Identification | n/a |
| Year Eligible to Exit Status | n/a |
| Student Group Status: White | |
| Student Group Status: Hispanic | |
| Student Group Status: Black or African American | |
| Student Group Status: Asian, Native Hawaiian, or Pacific Islander | |
| Student Group Status: American Indian or Alaska Native | |
| Student Group Status: Two or More Races | |
| Student Group Status: Economically Disadvantaged Students | |
| Student Group Status: Students with Disabilities | |
| Student Group Status: English Learners | |

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.



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ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

| ESSA Accountability Indicator | 2016-17 | 2017-18 | 2018-19 |
|--|---------|---------|---------|
| ELA Proficiency | 65.1% | 68.2% | 69.4% |
| Math Proficiency | 54.3% | 58.9% | 60.0% |
| ELA Growth | 44 | 53 | 53 |
| Math Growth | 51 | 60 | 62 |
| 4-Year Graduation Rate† | N | N | N |
| 5-Year Graduation Rate† | N | N | N |
| Progress toward English Language Proficiency | | 27.8% | 50.0% |
| Chronic Absenteeism | 5.6% | 4.1% | 5.8% |

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



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Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

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Annually, NJDOE will identify schools in the following federal category:

Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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](#).

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey 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 every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.



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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

| 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 | Met Target | Met Target | Met Standard | Exceeds Standard | ** | Met | No |
| White | Met Target | Met Target | Met Standard | Exceeds Standard | n/a | Met | No |
| Hispanic | Met Target | Met Target | Met Standard | Exceeds Standard | n/a | Met | No |
| Black or African American | ** | ** | ** | ** | n/a | ** | No |
| Asian, Native Hawaiian, or Pacific Islander | ** | ** | ** | ** | n/a | ** | No |
| American Indian or Alaska Native | ** | ** | ** | ** | n/a | ** | No |
| Two or More Races | ** | ** | ** | ** | n/a | ** | No |
| Economically Disadvantaged Students | Met Target | Met Target† | Met Standard | Exceeds Standard | n/a | Not Met | No |
| Students with Disabilities | Met Target | Met Target | Met Standard | Met Standard | n/a | Not Met | No |
| English Learners | Met Target† | Not Met | ** | ** | ** | 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 the school or district directly.



Highlights:

- Extensive STEM initiatives are integrated in Grades K-8.
- Guided Reading & Guided Math are implemented in Grades K-5.
- Grades 6-8 utilize 1:1 touch-screen laptops & the Canvas Learning Management System.



Mission, Vision, Theme:

Manasquan Elementary School empowers all students by providing a safe, healthy, and inclusive environment where continual growth, perseverance, and rigorous academic standards are balanced with extensive extra-curricular opportunities and rich tradition through partnership with the community. Exploration, innovation, creativity and problem-solving are constantly encouraged in a collaborative and enthusiastic learning environment.



Awards, Recognition, Accomplishments:

Our students have been recognized for a variety of accomplishments, including: Jersey Shore MakerFest winners, Chorus and Band recognition (Music in the Parks Festival), an All Shore Band inductee, World Language Essay contest winners, Geography Bee winners, a NJ Playwright essay contest winner, a national organization contest winner, and Shore Consortium G&T "Poetry Slam" winners. Our students' art work has also been recognized as part of the NJ State YAM Exhibit and the NJ PAC Exhibit.



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| | |
|--|--|
|  <p>Courses, Curriculum, Instruction:</p> | <p>All curricula are aligned to the NJSLS. A balanced literacy program is implemented, including Wilson Foundations & the Fountas & Pinnell Benchmark Assessment Program. STEM Education is across all grade levels, aligned to the Next Generation Science Standards. World language instruction is taught in Spanish, French & Italian. An accelerated class is available in Grade 6, as well as major subject area Honors Classes in Grades 7&8. High school level Algebra & Geometry classes are available for identified 8th graders.</p> |
|  <p>Sports and Athletics:</p> | <p>Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Cheerleading (Girls), Cross Country (Boys & Girls), Field Hockey (Girls), Soccer (Boys & Girls), Softball (Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls)</p> <p>Middle school students in Grades 6-8 have the opportunity to participate in a wide variety of athletic teams, including: Baseball, Basketball (Boys & Girls), Cross-Country (Boys & Girls), Field Hockey, Soccer (Boys & Girls), Softball, Cheerleading, Tennis (Boys & Girls), Spring Track and Field (Boys & Girls), and a Sending District Wrestling Team. Our school also partners with the community-based Recreation Program to offer our elementary and middle school students a variety of athletic opportunities throughout the school year in baseball, softball, basketball, flag football, dance, pickleball, bowling, and tennis.</p> |
|  <p>Clubs and Activities:</p> | <p>Our students have the opportunity to participate in a variety of clubs and other extra-curricular activities, such as: Student Council, Fine Arts Clubs, Junior and Senior Chorus, Junior and Senior Band, Jazz Band, Rock Band, Cheerleading, Newspaper, Yearbook, Drama, Mathematics, STEM, Technology, Video Production, Road Runners, Environmental, History, ELL, Homework Club, and the National Junior Honor Society. Identified students also participate in a variety of G&T enrichment activities and competitions.</p> |



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| | |
|---|---|
|  <p>Before and After School Programs:</p> | <p>A Before Care and After Care Program are both available for students. A variety of after school PTO-sponsored enrichment opportunities are also available for students, including Chess, Robotics, Orchestra, Rock Shop, Kidz Art, Yoga, Mad Science, Lego Bricks for Kids, and Hip Hop</p> |
|  <p>Staff and Professional Learning:</p> | <p>Through quality professional development, our educators increased their effectiveness to promote high student achievement. PLC meetings are held weekly and Vertical Articulation meetings are held once every month for on-going communication and collaboration. K-3 teachers continued Wilson Reading Foundations training and K-5 teachers have been provided with training focusing on Guided Math strategies. All K-8 teachers participated in on-going training relating to implementing STEM Education. Our K-5 teachers continued their collaborative language literacy professional development sessions with our sending districts focusing on tiered interventions and differentiation of instruction, writing instruction, and enhancing comprehension through identifying and citing text evidence. A summer program with lead teachers and monthly articulation meetings introduced novice teachers to the school's culture, policies and procedures, as well as instructional practices.</p> |



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Student Supports and Services:

Our Child Study Team and Intervention & Referral Services Team collaborate to meet the needs of students experiencing learning, social, and/or behavioral issues. Teachers provide extra help for their individual students. A Peer Leader Program allows for peer tutoring to provide students with academic support and social interventions. An after school Homework Club is available for additional assistance. Support services for students are also available for our English Language Learners, as well as support for their families.



Student Health and Wellness:

The importance of fitness in our daily lives is promoted in our Physical Education and Health classes. Students also enjoy physical fitness during their daily recess times or as part of one of our many athletic teams. All students are welcome to participate in our "Road Runners" Club that meets every Wednesday morning to walk and run together as well as participate in physical fitness stations for increased exercise before the start of the day. An Annual Health Fair has been held to promote healthy habits involving nutrition and exercise. In addition, mindfulness lessons are integrated throughout the grade levels.



Parent and Community Involvement:

Our PTO remains very active, organizing events such as a Book Fair, Science Fair, an Organic Garden, an Art Appreciation Program, middle school dances, and a Summer Enrichment Program. A variety of parent workshops on relevant topics are organized through our Guidance Department. A Special Education Parent Advisory Group and an ELL Parent Advisory Group are both active. Our students all attend performances at our local community theater.



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| | |
|--|--|
|  <p>Climate Surveys:</p> | <p>Is a Climate Survey Used: No</p> |
|  <p>Facilities:</p> | <p>Our school includes 3 computer labs, an Art Studio, Music Suite, gymnasium, 2 science labs & a Media Center. The Media Center was recently renovated to include a fully-equipped STEM Lab. One K-4 cafeteria is utilized and a second multi-purpose cafetorium is utilized for Gr 5-8 lunches, basketball games, school events & performances. All areas of the building are air conditioned. Two outdoor classroom areas have been created, as well as an outdoor amphitheater area. Athletic fields, a primary playground, a middle school playground, and a preschool playground area are all in place.</p> |
|  <p>School Safety:</p> | <p>Our building includes a security vestibule where visitors are screened using the T-PASS Visitor Management System before being allowed to enter. All visitors and substitute teachers are required to wear a designated badge. All doors throughout the building remain locked during the school day. An armed police officer is present in our building during the entire course of every school day. A District Security Officer is also in place for the on-going review of safety plans and procedures. All staff members are trained at the beginning of the school year regarding the implementation of our security plans, including all lockdown and evacuation procedures. On-going safety reviews occur regularly at every monthly faculty meeting.</p> |



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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 the school or district directly.



Technology and STEM:

Integrated into all K-8 curricula are inquiry-based STEM activities/projects that employ the Engineering Design Process aligned with the NGSS. Such projects are completed in our ActivBoard-equipped classrooms or in our newly renovated STEM Lab, which houses iPads, tablets, 3D printers, coding and robotic programs, as well as a variety of makerspace materials. In addition to all K-8 students being enrolled in a technology course, rotation classes in STEM Enrichment, Engineering & Design, & Multimedia Literacy are provided to students in Grades 5, 7, & 8. Among the areas of emphasis in these courses are coding, robotics, game design, & AV production. These courses are supplemented by clubs in video production, as well as PTO provided STEM enrichment opportunities. Our 1:1 technology program provides grades 6-8 students with Dell touch-screen laptops, while Grades 3, 4, & 5 each have dedicated tablet carts. All tablets use the Microsoft 365 web-based operating system and Canvas LMS.



Early Childhood Education:

Our school offers an integrated preschool program that includes preschoolers with disabilities, identified by the Child Study Team, attending programming with typical preschoolers who make application & pay tuition to attend. The district offers a 3-year-old program and a 4-year-old program. Both programs utilize the Tools of the Mind curriculum. Tools of the Mind is a comprehensive, research-based curriculum based upon a specific set of beliefs about how children develop & learn. The purpose of this curriculum is to support the development of cognitive & social-emotional regulation, areas that have been found to have a stronger association with school readiness than IQ or entry-level reading or math skills. Embedded in our integrated preschool program are speech, occupational therapy, & adaptive physical education classes. These classes are provided weekly to supplement the strong academic program being provided.



Manasquan Elementary School

(25-2930-060)

Grades Offered: PK-08

2018-2019

Report Key:

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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 the school or district directly.



Other Information

Our school holds classes for students in Kindergarten through Grade 8, as well as an Integrated Preschool Program. Grades 6-8 operate as a departmentalized middle school & Grades Preschool-Grade 5 operate as an elementary school with self-contained classes. With regards to technology, interactive whiteboards are in every classroom. Two computer labs & a STEM Lab are available, as well as mobile laptop carts & a mobile i-Pad cart. Teachers have access to 3-D printers, document scanners, digital cameras, video equipment & a green screen. Students in Grades 6-8 are all issued a 1:1 touch-screen tablet. Middle School students take rotation classes in art, music, multimedia literacy, STEM, research/study skills, math enrichment, financial literacy, as well as technology & engineering design. The Canvas Learning Management System is utilized by our middle school teachers with their students to connect all digital teaching & learning tools in one place. The Genesis Parent Portal is utilized for student attendance, real-time gradebook access, electronic report card & interim report card distribution. Our school's Guidance Department coordinates a variety of character education, drug awareness & prevention programs, as well as school-wide anti-bullying initiatives, including cyberbullying programs. Our district therapy dog also visits our students. Each grade level participates in an educational field trip aligned with the curriculum & a walking trip to see a performance at our local community theater. Our students participate in a K-8 Interactive Art Show in which student artwork is displayed, students dress in costume playing the role of famous artists, & students demonstrate various art techniques at several stations, allowing parents & guests to participate in creating art. Our Fifth Graders present their annual Wax Museum portraying famous people in history & our Eighth Graders present their digital stories at our annual Eighth Grade Film Festivals.



Manasquan High School

(25-2930-050)

Grades Offered: 09-12

2018-2019

Report Key:

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How to use this report:

- **Learn more** about this school by exploring all sections of this report
- **Start conversations** with school community members and ask questions
- **Engage** with your school communities to identify where schools are doing well and where they can improve

Navigating through the reports:

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows at 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

Notes from the New Jersey Department of Education:

**Manasquan High School**

(25-2930-050)

Grades Offered: 09-12

2018-2019

Report Key:

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† This indicates a table specific note, see note below table

School Contact Information

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 | Manasquan School District |
| Principal Name | Mr. Robert Goodall |
| Address | 167 Broad Street Manasquan, NJ 08736-2893 |
| Phone Number | 732-528-8820 |
| Email Address | rgoodall@manasquanboe.org |
| Website | https://www.manasquanschools.org/hs |
| Facebook | https://www.facebook.com/ManasquanSchoolDistrict |
| Twitter | https://www.twitter.com/manasquanboe |



Manasquan High School

(25-2930-050)

Grades Offered: 09-12

2018-2019

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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

| Grade | 2016-17 | 2017-18 | 2018-19 |
|-------|---------|---------|---------|
| 9 | 219 | 266 | 255 |
| 10 | 220 | 206 | 269 |
| 11 | 238 | 215 | 206 |
| 12 | 253 | 230 | 218 |
| Total | 930 | 917 | 948 |

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

| Student Group | 2016-17 | 2017-18 | 2018-19 |
|-------------------------------------|---------|---------|---------|
| Female | 48.1% | 49.2% | 47.2% |
| Male | 51.9% | 50.8% | 52.8% |
| Economically Disadvantaged Students | 9.9% | 10.2% | 9.5% |
| Students with Disabilities | 17.4% | 15.6% | 15.8% |
| English Learners | 0.3% | 0.9% | 0.7% |
| Homeless Students | 0.0% | 0.0% | 0.0% |
| Students in Foster Care | 0.3% | 0.0% | 0.2% |
| Military-Connected Students | 0.0% | 0.0% | 0.0% |
| Migrant Students | 0.0% | 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 | 2016-17 | 2017-18 | 2018-19 |
|-------------------------------------|---------|---------|---------|
| White | 87.4% | 86.3% | 85.7% |
| Hispanic | 8.6% | 9.4% | 11.0% |
| Black or African American | 2.0% | 2.1% | 1.3% |
| Asian | 1.9% | 2.2% | 1.8% |
| Native Hawaiian or Pacific Islander | 0.0% | 0.0% | 0.0% |
| American Indian or Alaska Native | 0.1% | 0.1% | 0.1% |
| Two or More Races | 0.0% | 0.0% | 0.1% |

Enrollment Trends by Full and Shared Time Status

This table shows the number of full and shared time students for the last three years. The full time equivalent is the number of full time students plus half the number of shared time students.

| Enrollment Status | 2016-17 | 2017-18 | 2018-19 |
|----------------------|---------|---------|---------|
| Full Time Students | 913 | 896 | 925 |
| Shared Time Students | 32 | 39 | 42 |
| Full Time Equivalent | 929 | 916 | 946 |

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 | 90.9% |
| Spanish | 7.6% |
| Other Languages | 1.5% |



Manasquan High School
(25-2930-050)
Grades Offered: 09-12
2018-2019

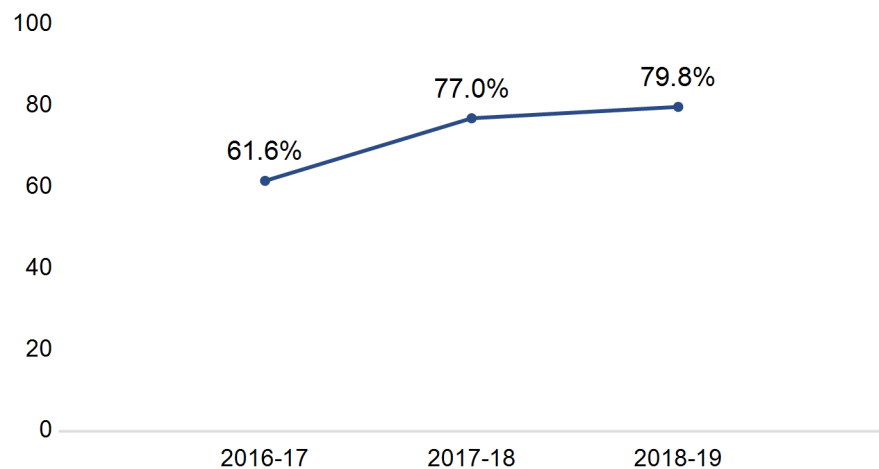
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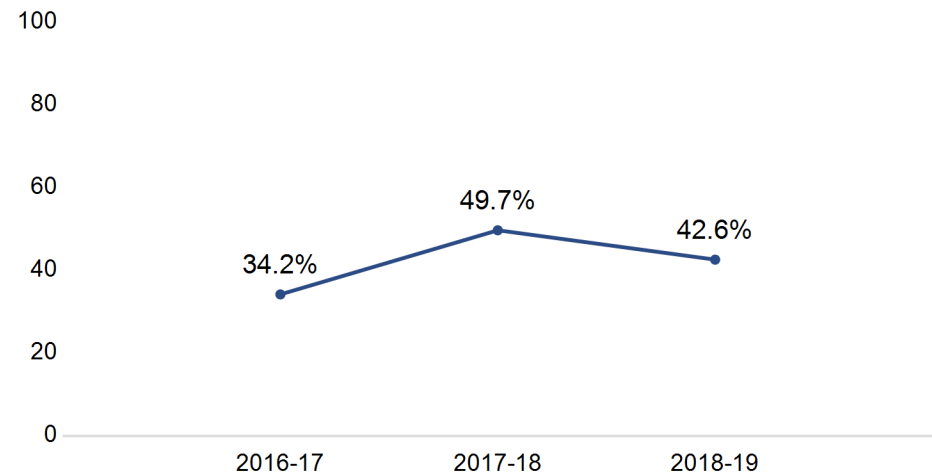
English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



| Performance Measure | 2016-17 ELA | 2017-18 ELA | 2018-19 ELA | 2016-17 Math | 2017-18 Math | 2018-19 Math |
|---|----------------|----------------|----------------|-----------------|-----------------|-----------------|
| Participation Rate | 94.8% | 97.9% | 96.2% | 96.2% | 97.5% | 95.2% |
| Proficiency Rate for Federal Accountability | 61.6% | 77.0% | 79.8% | 34.2% | 49.7% | 42.6% |
| Annual Target | 50.4% | 51.9% | 53.5% | 33.7% | 36.2% | 38.6% |
| Met Annual Target? | Met Target | Met Target | Met Target | Met Target | Met Target | Met Target |
| Statewide Proficiency Rate for Federal Accountability | 54.9% | 56.7% | 57.9% | 43.5% | 45.0% | 44.5% |

† Target was met within a confidence interval.



Manasquan High School
(25-2930-050)
Grades Offered: 09-12
2018-2019

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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our [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 | 2018-19 Annual Target | Met 2018-19 Annual Target |
|---|--------------|---------------------------|---|---|--|---|--------------------------|------------------------------|
| Schoolwide | 504 | 96.2 | 79.8 | 75.3 | 57.9 | 79.8 | 53.5 | Met Target |
| White | 434 | 96.9 | 82.5 | 78.5 | 66.9 | 82.5 | 54.6 | Met Goal |
| Hispanic | 59 | 92.5 | 57.6 | 51.8 | 43.9 | 55.9 | 44 | Met Target |
| Black or African American | * | * | * | * | 38.5 | * | ** | ** |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 90.0 | 82.9 | * | ** | ** |
| American Indian or Alaska Native | N | N | N | * | 56.0 | N | ** | ** |
| Two or More Races | * | * | * | * | 64.4 | * | ** | ** |
| Female | 235 | 96.4 | 85.1 | 81.2 | 64.8 | 85.1 | | |
| Male | 269 | 96.1 | 75.1 | 70.2 | 51.3 | 75.1 | | |
| Economically Disadvantaged Students | 47 | 92.5 | 61.7 | 52.7 | 40.0 | 59.8 | 42.6 | Met Target |
| Non-Economically Disadvantaged Students | 457 | 96.7 | 81.6 | 78.0 | 67.9 | 81.6 | | |
| Students with Disabilities | 87 | 90.9 | 33.3 | 32.7 | 22.7 | 31.8 | 32.6 | Met Target† |
| Students without Disabilities | 417 | 97.5 | 89.4 | 84.5 | 65.1 | 89.4 | | |
| English Learners | * | * | * | * | 29.3 | * | ** | ** |
| Non-English Learners | * | * | * | * | 60.6 | * | | |
| Homeless Students | N | N | N | N | 29.1 | N | | |
| Students In Foster Care | N | N | N | N | 27.6 | N | | |
| Military-Connected Students | N | N | N | N | 57.8 | N | | |
| Migrant Students | N | N | N | N | 30.4 | N | | |

† Target was met within a confidence interval.



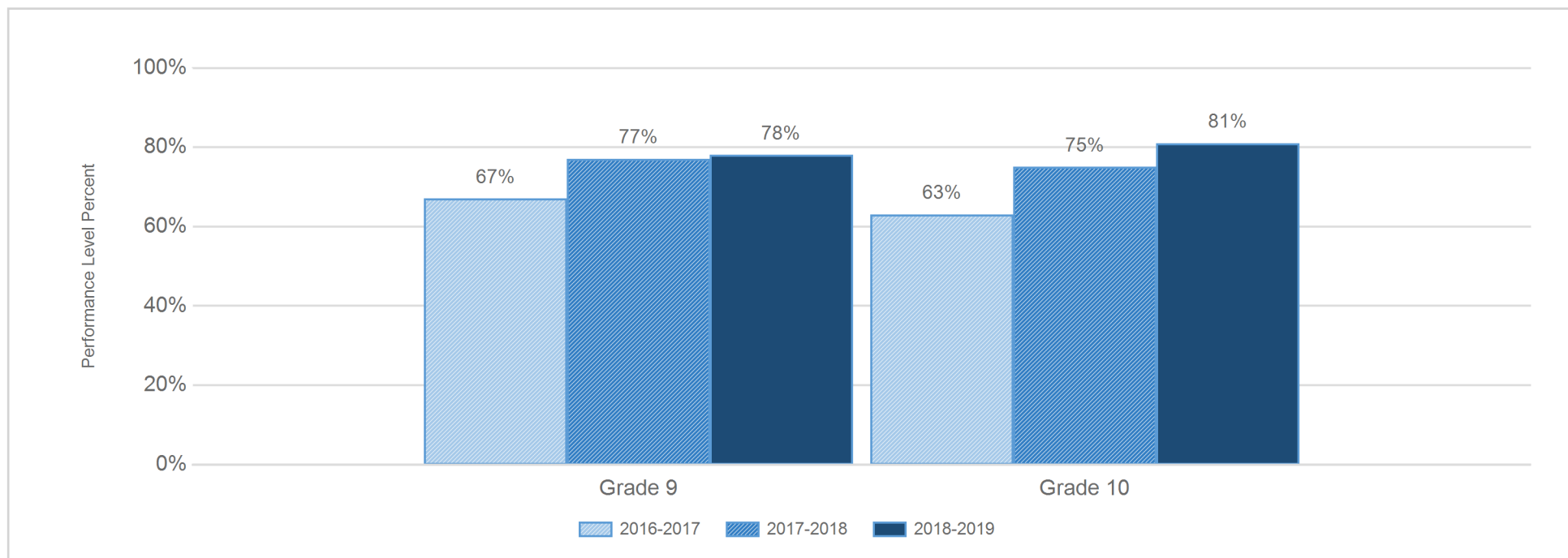
Manasquan High School
(25-2930-050)
Grades Offered: 09-12
2018-2019

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English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





Manasquan High School
(25-2930-050)
Grades Offered: 09-12
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 9

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

| 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 | 254 | 769 | 769 | 753 | * | * | 13% | 55% | 23% | 78% | 56% |
| White | 220 | 772 | 772 | 762 | * | * | 10% | 55% | 26% | 81% | 65% |
| Hispanic | 32 | 745 | 745 | 737 | * | * | * | * | * | 53% | 40% |
| Black or African American | * | * | * | 732 | * | * | * | * | * | * | 33% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 783 | * | * | * | * | * | * | 84% |
| American Indian or Alaska Native | N | N | N | 754 | N | N | N | N | N | N | 57% |
| Two or More Races | N | N | N | 761 | N | N | N | N | N | N | 63% |
| Female | 117 | 775 | 775 | 760 | * | * | 12% | 54% | 29% | 83% | 63% |
| Male | 137 | 763 | 763 | 746 | * | * | 13% | 55% | 18% | 74% | 49% |
| Economically Disadvantaged Students | 27 | 754 | 754 | 734 | * | * | * | * | * | 63% | 36% |
| Non-Economically Disadvantaged Students | 227 | 770 | 770 | 762 | * | * | * | * | * | 80% | 65% |
| Students with Disabilities | 39 | 725 | 725 | 717 | * | * | * | * | * | 21% | 17% |
| Students without Disabilities | 215 | 777 | 777 | 760 | * | * | * | * | * | 88% | 63% |
| English Learners | N | N | N | 693 | N | N | N | N | N | N | * |
| Non-English Learners | 254 | 769 | 769 | 755 | * | * | 13% | 55% | 23% | 78% | * |
| Homeless Students | N | N | N | 720 | N | N | N | N | N | N | 21% |
| Students in Foster Care | N | N | N | 721 | N | N | N | N | N | N | 22% |
| Military-Connected Students | N | N | N | 755 | N | N | N | N | N | N | 56% |
| Migrant Students | N | N | N | 715 | N | N | N | N | N | N | 23% |



Manasquan High School
(25-2930-050)
Grades Offered: 09-12
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 10

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

| 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 | 251 | 786 | 786 | 757 | * | * | 11% | 33% | 48% | 81% | 58% |
| White | 212 | 789 | 789 | 767 | * | * | 9% | 33% | 52% | 84% | 67% |
| Hispanic | 30 | 761 | 761 | 738 | * | * | * | * | * | 57% | 43% |
| Black or African American | * | * | * | 733 | * | * | * | * | * | * | 38% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 792 | * | * | * | * | * | * | 84% |
| American Indian or Alaska Native | N | N | N | 754 | N | N | N | N | N | N | 56% |
| Two or More Races | * | * | * | 766 | * | * | * | * | * | * | 65% |
| Female | 120 | 794 | 794 | 766 | * | * | * | 29% | 58% | 87% | 66% |
| Male | 131 | 778 | 778 | 749 | * | * | * | 37% | 40% | 76% | 51% |
| Economically Disadvantaged Students | 21 | 747 | 747 | 735 | * | * | * | * | * | 52% | 40% |
| Non-Economically Disadvantaged Students | 230 | 789 | 789 | 767 | * | * | * | * | * | 84% | 67% |
| Students with Disabilities | 45 | 740 | 740 | 711 | * | * | 24% | * | * | 40% | 19% |
| Students without Disabilities | 206 | 796 | 796 | 765 | * | * | 8% | * | * | 90% | 65% |
| English Learners | * | * | * | 687 | * | * | * | * | * | * | * |
| Non-English Learners | * | * | * | 760 | * | * | * | * | * | * | * |
| Homeless Students | N | N | N | 723 | N | N | N | N | N | N | 32% |
| Students in Foster Care | N | N | N | 710 | N | N | N | N | N | N | 22% |
| Military-Connected Students | N | N | N | 754 | N | N | N | N | N | N | 56% |
| Migrant Students | N | N | N | 710 | N | N | N | N | N | N | 10% |



Manasquan High School
(25-2930-050)
Grades Offered: 09-12
2018-2019

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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our [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 | 2018-19 Annual Target | Met 2018-19 Annual Target |
|---|--------------|---------------------------|---|---|--|---|--------------------------|------------------------------|
| Schoolwide | 467 | 95.2 | 42.6 | 50.4 | 44.5 | 42.6 | 38.6 | Met Target |
| White | 407 | 96.5 | 44.2 | 53.2 | 54.1 | 44.2 | 39.7 | Met Target |
| Hispanic | 48 | 86.2 | 31.3 | 32.3 | 28.8 | 28.7 | 20.9 | Met Target |
| Black or African American | * | * | * | * | 23.0 | * | ** | ** |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 70.0 | 76.5 | * | ** | ** |
| American Indian or Alaska Native | N | N | N | * | 42.7 | N | ** | ** |
| Two or More Races | * | * | * | * | 53.3 | * | ** | ** |
| Female | 224 | 95.8 | 42.0 | 49.8 | 44.9 | 42.0 | | |
| Male | 243 | 94.6 | 43.2 | 51.0 | 44.2 | 43.1 | | |
| Economically Disadvantaged Students | 43 | 88.2 | 27.9 | 29.2 | 26.3 | 25.8 | 25.5 | Met Target |
| Non-Economically Disadvantaged Students | 424 | 96.0 | 44.1 | 52.9 | 54.9 | 44.1 | | |
| Students with Disabilities | 60 | 89.9 | 11.7 | 21.7 | 17.4 | 11.2 | 16.1 | Met Target† |
| Students without Disabilities | 407 | 96.0 | 47.2 | 55.6 | 50.0 | 47.2 | | |
| English Learners | N | N | N | 16.7 | 25.0 | N | ** | ** |
| Non-English Learners | 467 | 95.7 | 42.6 | 51.4 | 46.5 | 42.6 | | |
| Homeless Students | N | N | N | N | 17.1 | N | | |
| Students In Foster Care | N | N | N | N | 17.1 | N | | |
| Military-Connected Students | N | N | N | N | 46.4 | N | | |
| Migrant Students | N | N | N | N | 23.3 | N | | |

† Target was met within a confidence interval.



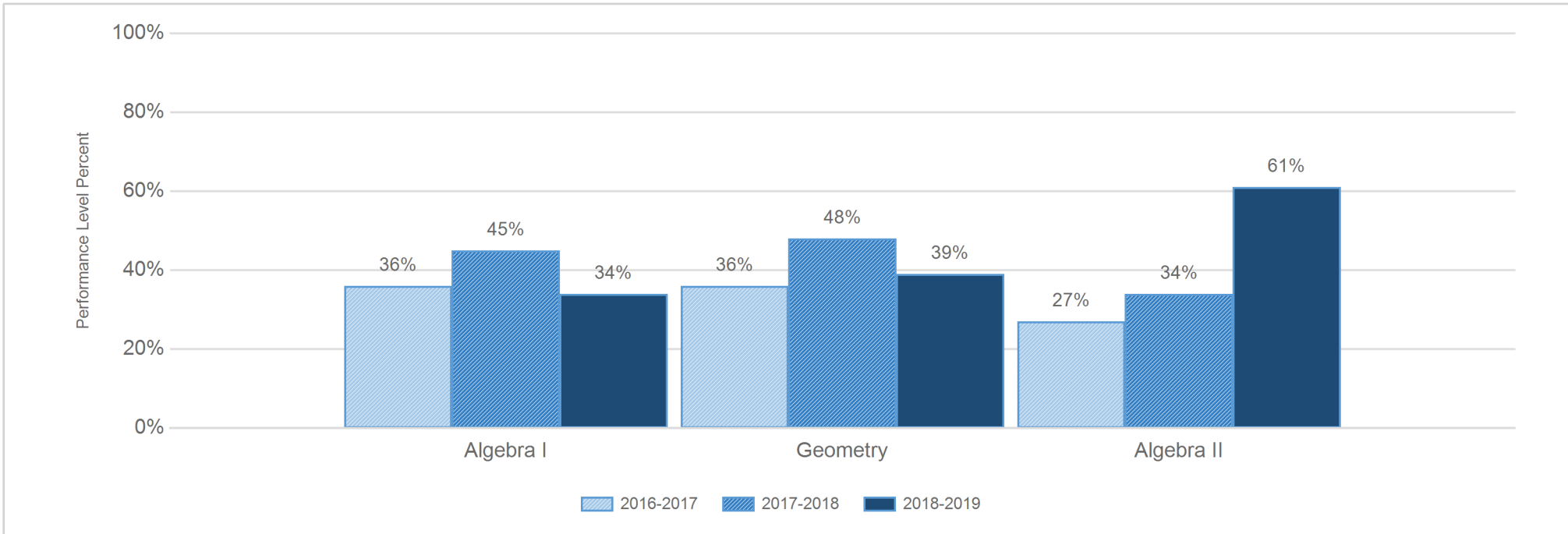
Manasquan High School
(25-2930-050)
Grades Offered: 09-12
2018-2019

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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 statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



Manasquan High School
(25-2930-050)
Grades Offered: 09-12
2018-2019

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Mathematics Assessment - Performance by Test: Algebra I

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

| 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 | 149 | 739 | 746 | 744 | 7% | 22% | 36% | 34% | 0% | 34% | 42% |
| White | 122 | 741 | 748 | 752 | * | * | 40% | 34% | 0% | 34% | 53% |
| Hispanic | * | * | 732 | 728 | * | * | * | * | * | * | 24% |
| Black or African American | * | * | * | 725 | * | * | * | * | * | * | 20% |
| Asian, Native Hawaiian, or Pacific Islander | N | N | * | 775 | N | N | N | N | N | N | 76% |
| American Indian or Alaska Native | N | N | N | 744 | N | N | N | N | N | N | 42% |
| Two or More Races | N | N | N | 752 | N | N | N | N | N | N | 51% |
| Female | 64 | 741 | 749 | 745 | * | * | 44% | 33% | 0% | 33% | 44% |
| Male | 85 | 737 | 743 | 743 | * | * | 31% | 35% | 0% | 35% | 41% |
| Economically Disadvantaged Students | 23 | 729 | 729 | 727 | * | * | * | * | * | 26% | 23% |
| Non-Economically Disadvantaged Students | 126 | 740 | 748 | 752 | * | * | * | * | * | 36% | 52% |
| Students with Disabilities | 24 | 713 | 713 | 717 | * | * | * | * | * | * | 12% |
| Students without Disabilities | 125 | 744 | 751 | 748 | * | * | * | * | * | * | 47% |
| English Learners | N | N | N | 710 | N | N | N | N | N | N | * |
| Non-English Learners | 149 | 739 | 746 | 745 | 7% | 22% | 36% | 34% | 0% | 34% | * |
| Homeless Students | N | N | N | 718 | N | N | N | N | N | N | 14% |
| Students in Foster Care | N | N | N | 717 | N | N | N | N | N | N | 11% |
| Military-Connected Students | N | N | N | 744 | N | N | N | N | N | N | 43% |
| Migrant Students | N | N | N | 707 | N | N | N | N | N | N | 12% |



Manasquan High School
(25-2930-050)
Grades Offered: 09-12
2018-2019

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Mathematics Assessment - Performance by Test: Geometry

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

| 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 | 219 | 741 | 741 | 737 | * | * | 44% | 39% | 0% | 39% | 35% |
| White | 193 | 743 | * | 743 | * | * | 42% | 44% | 0% | 44% | 43% |
| Hispanic | 21 | 726 | 726 | 724 | * | * | * | * | * | * | 17% |
| Black or African American | * | * | * | 720 | * | * | * | * | * | * | 14% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 762 | * | * | * | * | * | * | 70% |
| American Indian or Alaska Native | N | N | N | 736 | N | N | N | N | N | N | 37% |
| Two or More Races | * | * | * | 745 | * | * | * | * | * | * | 46% |
| Female | 116 | 742 | * | 738 | * | * | 47% | 39% | 0% | 39% | 36% |
| Male | 103 | 740 | * | 736 | * | * | 41% | 40% | 0% | 40% | 34% |
| Economically Disadvantaged Students | 20 | 727 | 727 | 722 | * | * | * | * | * | 20% | 16% |
| Non-Economically Disadvantaged Students | 199 | 742 | * | 743 | * | * | * | * | * | 41% | 43% |
| Students with Disabilities | 30 | 725 | 725 | 712 | * | 43% | 37% | * | * | 13% | * |
| Students without Disabilities | 189 | 744 | * | 741 | * | 11% | 46% | * | * | 43% | * |
| English Learners | N | N | N | 708 | N | N | N | N | N | N | * |
| Non-English Learners | 219 | 741 | * | 738 | * | * | 44% | 39% | 0% | 39% | * |
| Homeless Students | N | N | N | 717 | N | N | N | N | N | N | * |
| Students in Foster Care | N | N | N | 713 | N | N | N | N | N | N | * |
| Military-Connected Students | N | N | N | 739 | N | N | N | N | N | N | 35% |
| Migrant Students | N | N | N | 711 | N | N | N | N | N | N | 19% |



Manasquan High School
(25-2930-050)
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Mathematics Assessment - Performance by Test: Algebra II

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

| 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 | 98 | 758 | 758 | 755 | * | * | 32% | * | * | 61% | 58% |
| White | 89 | 756 | 756 | 758 | * | * | 35% | * | * | 57% | 62% |
| Hispanic | * | * | * | 731 | * | * | * | * | * | * | 34% |
| Black or African American | N | N | N | 725 | N | N | N | N | N | N | 27% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 777 | * | * | * | * | * | * | 80% |
| American Indian or Alaska Native | N | N | N | 753 | N | N | N | N | N | N | 55% |
| Two or More Races | N | N | N | 761 | N | N | N | N | N | N | 65% |
| Female | 45 | 755 | 755 | 752 | * | * | 33% | * | * | 60% | 55% |
| Male | 53 | 760 | 760 | 758 | * | * | 30% | * | * | 62% | 62% |
| Economically Disadvantaged Students | * | * | * | 729 | * | * | * | * | * | * | 32% |
| Non-Economically Disadvantaged Students | * | * | * | 761 | * | * | * | * | * | * | 65% |
| Students with Disabilities | * | * | * | 715 | * | * | * | * | * | * | 25% |
| Students without Disabilities | * | * | * | 756 | * | * | * | * | * | * | 60% |
| English Learners | N | N | N | 696 | N | N | N | N | N | N | 11% |
| Non-English Learners | 98 | 758 | 758 | 755 | * | * | 32% | * | * | 61% | 59% |
| Homeless Students | N | N | N | 717 | N | N | N | N | N | N | 23% |
| Students in Foster Care | N | N | N | 715 | N | N | N | N | N | N | 14% |
| Military-Connected Students | N | N | N | 742 | N | N | N | N | N | N | 39% |
| Migrant Students | N | N | N | * | N | N | N | N | N | N | * |



Manasquan High School
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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) 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 |
|-------|---------------------------|----------------------------|
| 9 | N | N |
| 10 | N | N |
| 11 | * | * |

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. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

| Student Group | Percent of English Learners Making Expected Growth to Proficiency | 2018-19 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 | * | * | * |
| 5 or more | N | N | N |



Manasquan High School
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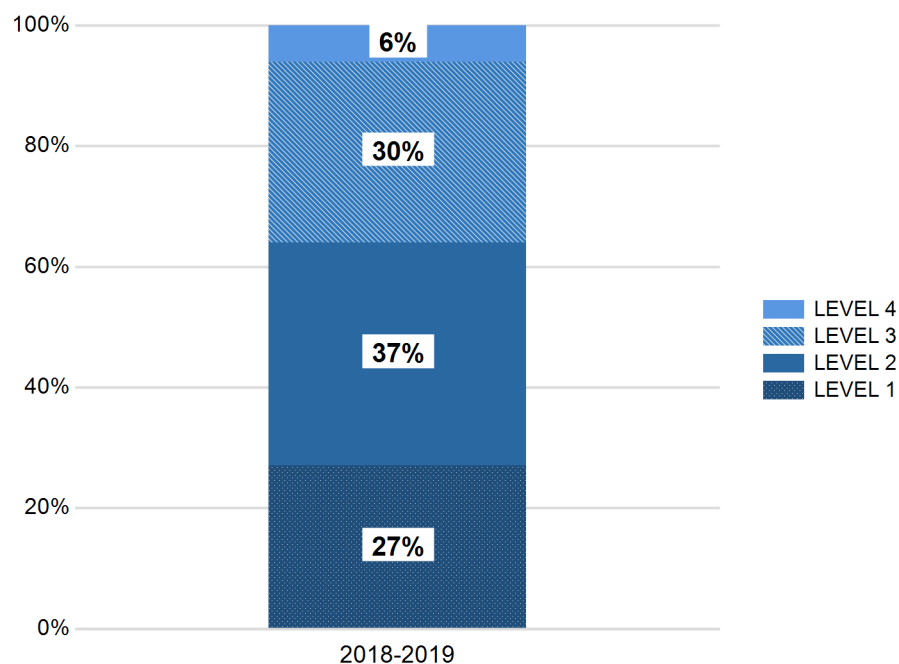
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the [assessment reports page](#) for DLM results.

NJSLA Science Assessment: Grade 11 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 11

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

| Student Group | % Level 1 | % Level 2 | % Level 3 | % Level 4 |
|---|-----------|-----------|-----------|-----------|
| Schoolwide | 27 | 37 | 30 | 6 |
| White | 23 | 38 | 31 | 7 |
| Hispanic | 61 | 22 | 17 | 0 |
| Black or African American | * | * | * | * |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | * |
| American Indian or Alaska Native | N | N | N | N |
| Two or More Races | N | N | N | N |
| Female | 19 | 45 | 28 | 8 |
| Male | 36 | 27 | 33 | 4 |
| Economically Disadvantaged Students | 24 | 41 | 29 | 6 |
| Non-Economically Disadvantaged Students | 27 | 36 | 30 | 7 |
| Students with Disabilities | 65 | 30 | 5 | 0 |
| Students without Disabilities | 22 | 37 | 33 | 7 |
| English Learners | N | N | N | N |
| Non-English Learners | 27 | 37 | 30 | 6 |
| Homeless Students | N | N | N | N |
| Students in Foster Care | N | N | N | N |
| Military-Connected Students | N | N | N | N |
| Migrant Students | N | N | N | N |



Manasquan High School
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Information about participation and performance on the PSAT, SAT, and ACT exams comes directly from College Board and ACT.

PSAT, SAT, & ACT - Participation

This table shows information about participation on the PSAT, SAT, and ACT exams. PSAT participation is the percentage of 10th and 11th graders that took the PSAT 10 or PSAT NMSQT exam in 2018-19. SAT and ACT participation rates show the percentage of 12th graders that have taken the SAT or ACT this year or in prior years.

| Participation Type | School Participation Rate | State Participation Rate |
|---|---------------------------|--------------------------|
| 10th and 11th graders taking PSAT 10/NMSQT in 2018-19 | 89.7% | 84.5% |
| 12th graders taking SAT in 2018-19 or prior years | 78.6% | 72.1% |
| 12th graders taking ACT in 2018-19 or prior years | 23.4% | 19.6% |

PSAT, SAT, & ACT - Performance

This table shows how students performed on the PSAT, SAT, and ACT tests by subject area. The table includes average test scores, college readiness benchmarks, and the percentage of students that scored at or above these benchmarks. Benchmarks were defined by College Board and ACT and students that score at or above these benchmarks have a high chance of success in credit-bearing college courses.

| Participation Type | School Average Score | State Average Score | College Readiness Benchmarks | School - Students Scores at or above Benchmark | State - Students Scores at or above Benchmark |
|-------------------------------------|----------------------|---------------------|--------------------------------|--|---|
| PSAT 10/NMSQT - Reading and Writing | 492 | 476 | Grade 10: 430 Grade 11: 460 | 74% | 61% |
| PSAT 10/NMSQT - Math | 486 | 477 | Grade 10: 480 Grade 11: 510 | 46% | 43% |
| SAT - Reading and Writing | 561 | 539 | 480 | 81% | 70% |
| SAT - Math | 572 | 541 | 530 | 70% | 53% |
| ACT - Reading | 22 | 25 | 22 | 53% | 66% |
| ACT - English | 22 | 24 | 18 | 78% | 81% |
| ACT - Math | 23 | 24 | 22 | 59% | 65% |
| ACT - Science | 22 | 24 | 23 | 49% | 57% |



Manasquan High School
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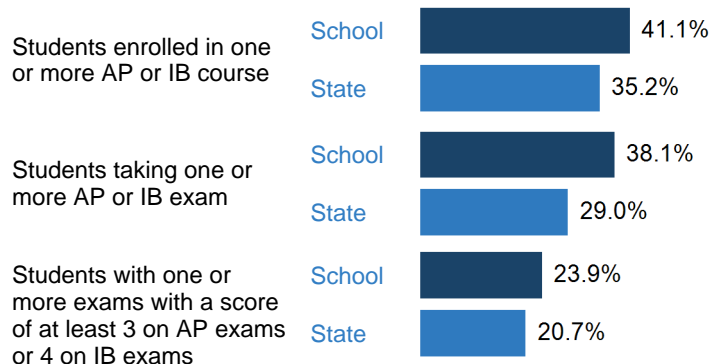
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (IB)** courses and exams and **dual enrollment** courses where high school students can enroll in college courses for credit.

AP/IB Coursework – Participation and Performance

This chart shows the percentage of 11th and 12th graders who enrolled in one or more AP or IB courses, who took one or more AP or IB exams, and who had one or more exams with an AP score of 3 or higher or IB score of 4 or higher.



AP/ IB Courses Offered

This table shows the list of AP/IB Courses that were offered by the school or for which students took the corresponding AP/IB exam along with the number of students enrolled and the number of students taking the exam. Students do not need to take a course to take the exam and not all students enrolled in a course take the exam. The last two rows show the total number of exams taken and the number of exams with AP scores of 3 or higher or IB scores of 4 or higher. Students who take multiple examples are counted more than once in the last two rows.

| AP/IB Course | Students Enrolled | Students Tested |
|---------------------------------------|-------------------|-----------------|
| AP Biology | 6 | 6 |
| AP Calculus AB | 30 | 29 |
| AP Calculus BC | 16 | 15 |
| AP Chemistry | 6 | 6 |
| AP Computer Science Principles | 13 | 10 |
| AP English Language and Composition | 46 | 44 |
| AP English Literature and Composition | 32 | 32 |
| AP Human Geography | 18 | 18 |
| AP Macroeconomics | 0 | 9 |
| AP Microeconomics | 9 | 8 |
| AP Music Theory | 1 | 1 |
| AP Psychology | 29 | 27 |
| AP Spanish Language | 13 | 11 |
| AP Statistics | 11 | 11 |
| AP Studio Art—Drawing Portfolio | 0 | 1 |
| AP Studio Art—Three-Demensional | 0 | 1 |

Dual Enrollment Coursework - Participation

This graph shows the percentage of 11th and 12th graders who were enrolled in at least one dual enrollment course during the school year. Dual enrollment courses allow high school students to enroll in college courses for credit prior to their high school graduation.



**Manasquan High School**

(25-2930-050)

Grades Offered: 09-12

2018-2019

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| AP/IB Course | Students Enrolled | Students Tested |
|--|-------------------|-----------------|
| AP Studio Art—Two-Dimensional | 5 | 3 |
| AP U.S. Government and Politics | 32 | 27 |
| AP U.S. History | 55 | 51 |
| AP World History | 9 | 9 |
| Total Exams taken | | 319 |
| Exams with scores of at least 3 on AP exams or 4 on IB exams | | 202 |



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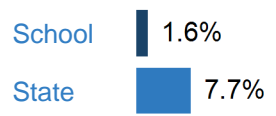
This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit the [NJDOE's Career and Technical Education website](#).

Career and Technical Education Participation

The graphs below show the percentage of students in grades 9 through 12 who were enrolled in courses in approved Career and Technical Education (CTE) programs. Students enrolled in shared-time Career and Technical Education programs in a county vocational school district are included in the percentages for both the county vocational school and their sending school.

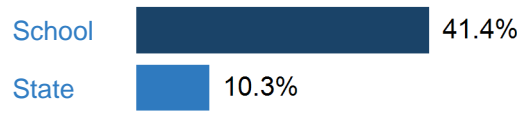
CTE Participants

(completed only one course in an approved CTE program)



CTE Concentrators

(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

The graph below shows the percentage of students in grades 9 through 12 who participated in Structured Learning Experiences during the school year. Structured Learning Experiences can include work-based learning programs, internships, apprenticeships, and service learning experiences and can be paid or unpaid.

Structured Learning Experiences





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Career and Technical Education Participation by Student Group

This table shows the percentage of students, both overall and by student group, in grades 9 through 12 who were enrolled in courses in approved Career and Technical Education (CTE) programs. CTE participants have completed only one course in an approved CTE program. CTE concentrators have completed two or more courses in a single approved CTE program and/or have completed the entire CTE program. Students enrolled in shared-time CTE programs in a county vocational school district are included in the percentages for both the county vocational school and their sending high school.

| Student Group | School: % CTE Participants | School: % CTE Concentrators | State: % CTE Participants | State: % CTE Concentrators |
|---|----------------------------------|-----------------------------------|---------------------------------|----------------------------------|
| Schoolwide | 1.6% | 41.4% | 7.7% | 10.3% |
| White | 1.4% | 41.4% | 6.1% | 9.6% |
| Hispanic | * | 38.0% | 10.3% | 11.3% |
| Black or African American | 0.0% | * | 9.0% | 11.2% |
| Asian, Native Hawaiian, or Pacific Islander | 0.0% | * | 5.8% | 9.3% |
| American Indian or Alaska Native | * | * | 10.3% | 12.7% |
| Two or More Races | * | * | 6.8% | 12.1% |
| Female | * | 36.6% | 7.3% | 10.6% |
| Male | * | 45.7% | 8.0% | 10.1% |
| Economically Disadvantaged Students | * | 43.0% | 10.4% | 11.8% |
| Students with Disabilities | * | 31.5% | 6.6% | 9.2% |
| English Learners | * | * | 8.7% | 3.2% |
| Homeless Students | N | N | 8.1% | 6.6% |
| Students In Foster Care | * | * | 6.4% | 5.0% |
| Military-Connected Students | N | N | 9.7% | 13.3% |
| Migrant Students | N | N | 10.4% | * |



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Industry-Valued Credentials

The graph below shows the percentage of students in grades 9 through 12 who earned one or more Industry-Valued Credential during the school year.

Students Earning Industry-Valued Credentials



Industry-Valued Credentials by Career Cluster

This table shows by Career Cluster the number of students enrolled in approved Career and Technical Education programs, the number of students that earned one or more industry-valued credential, and the total number of credentials earned. Students are only enrolled in one career cluster, but they may earn credentials in multiple clusters or earn multiple credentials within one cluster. Career Clusters without approved credentials are grayed out. Career Cluster rows will be hidden if no students were enrolled and no credentials were earned. The last row provides unique counts of students enrolled and students earning one or more credentials across all clusters.

| Career Cluster | Students Enrolled in Program | Students Earning at least one Credential | Total credentials earned |
|--|------------------------------|--|--------------------------|
| Agriculture, Food & Natural Resources | 10 | | |
| Architecture & Construction | 10 | | |
| Finance | 386 | | |
| Health Science | * | | |
| Hospitality & Tourism | * | | |
| Human Services | 11 | * | * |
| Marketing | * | | |
| Transportation, Distribution & Logistics | * | * | * |
| Total (All Clusters) | 428 | * | * |



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Information about [New Jersey Student Learning Standards](#) can be found on the NJDOE website. An English course participation table is not included below because students are required to take four years of English in high school. Detailed information about students enrolled in AP/IB courses in English Language Arts and other subject areas is available in the AP/IB Courses Offered table in the College and Career Readiness Section of this report.

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. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

| Grade | Algebra I | Geometry | Algebra II | Pre-Calculus | Calculus | Statistics | Other Math |
|------------------------------------|-----------|----------|------------|--------------|----------|------------|------------|
| 9 | 149 | 87 | 17 | 0 | 0 | 0 | 11 |
| 10 | 18 | 158 | 85 | 14 | 0 | 0 | 3 |
| 11 | 3 | 10 | 101 | 57 | 28 | 5 | 6 |
| 12 | 1 | 1 | 3 | 45 | 64 | 38 | 33 |
| Total | 171 | 256 | 206 | 116 | 92 | 43 | 53 |
| Enrolled in AP/IB Course | | | | | 46 | 11 | 0 |
| Enrolled in Dual Enrollment Course | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

Science - Course Participation

This table shows the number of students who were enrolled in Science courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

| Grade | Biology | Chemistry | Earth and Space Science | Environmental Science | Physics | Other Science |
|------------------------------------|---------|-----------|----------------------------|--------------------------|---------|---------------|
| 9 | 70 | 0 | 12 | 1 | 0 | 176 |
| 10 | 222 | 42 | 0 | 2 | 0 | 10 |
| 11 | 14 | 102 | 0 | 11 | 33 | 49 |
| 12 | 5 | 18 | 1 | 10 | 25 | 78 |
| Total | 311 | 162 | 13 | 24 | 58 | 313 |
| Enrolled in AP/IB Course | 6 | 6 | | 0 | 0 | 0 |
| Enrolled in Dual Enrollment Course | 0 | 0 | 0 | 0 | 0 | 32 |



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Social Studies and History - Course Participation

This table shows the number of students who were enrolled in Social Studies and History courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

| Grade | World History | US History I & II | Economics | Psychology | Sociology | Other Social Studies or History |
|------------------------------------|---------------|-------------------|-----------|------------|-----------|---------------------------------|
| 9 | 261 | 4 | 0 | 0 | 0 | 12 |
| 10 | 9 | 271 | 4 | 13 | 0 | 5 |
| 11 | 11 | 208 | 58 | 55 | 0 | 7 |
| 12 | 2 | 25 | 36 | 62 | 0 | 52 |
| Total | 283 | 508 | 98 | 130 | 0 | 76 |
| Enrolled in AP/IB Course | 9 | 55 | 9 | 29 | | 48 |
| Enrolled in Dual Enrollment Course | 0 | 55 | 91 | 0 | 0 | 7 |

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. The last three rows show the number of students enrolled in level 3 or higher courses (such as French II or IV), Advanced Placement (AP) or International Baccalaureate (IB) courses, and Dual Enrollment courses by language.

| Grade | Spanish | French | Italian | Latin | German | Chinese | Other Languages |
|------------------------------------|---------|--------|---------|-------|--------|---------|-----------------|
| 9 | 194 | 23 | 29 | 0 | 0 | 0 | 0 |
| 10 | 194 | 41 | 29 | 0 | 0 | 0 | 0 |
| 11 | 139 | 24 | 9 | 0 | 0 | 0 | 0 |
| 12 | 60 | 9 | 2 | 0 | 0 | 0 | 0 |
| Total | 587 | 97 | 69 | 0 | 0 | 0 | 0 |
| Enrolled in AP/IB Course | 13 | 0 | 0 | 0 | 0 | 0 | 0 |
| Enrolled in Dual Enrollment Course | 7 | 0 | 0 | 0 | 0 | 0 | 0 |
| Enrolled in Level 3 or Higher | 208 | 36 | 16 | 0 | 0 | 0 | 0 |



Manasquan High School
(25-2930-050)
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Information about [New Jersey Student Learning Standards](#) can be found on the NJDOE website. An English course participation table is not included below because students are required to take four years of English in high school. Detailed information about students enrolled in AP/IB courses in English Language Arts and other subject areas is available in the AP/IB Courses Offered table in the College and Career Readiness Section of this report.

Computer Science and Information Technology – Course Participation

This table shows the number of students who were enrolled in Computer Science and Information Technology (IT) courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

| Grade | Computer Programming | Computing Systems | Other Computer Science | Networking | Information Systems | Other IT |
|------------------------------------|----------------------|-------------------|------------------------|------------|---------------------|----------|
| 9 | N | N | N | N | N | N |
| 10 | N | N | N | N | N | N |
| 11 | 0 | 0 | 5 | 1 | 0 | 0 |
| 12 | 0 | 0 | 8 | 4 | 0 | 0 |
| Total | 0 | 0 | 13 | 5 | 0 | 0 |
| Enrolled in AP/IB Course | 0 | | 13 | | | 0 |
| Enrolled in Dual Enrollment Course | 0 | 0 | 0 | 0 | 0 | 0 |

**Manasquan High School**

(25-2930-050)

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2018-2019

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Seal of Bilingual

This table shows the number of Seals of Bilingual earned by language. The New Jersey Department of Education State Seal of Bilingual identifies graduating high school students who are able to demonstrate proficiency in English in addition to one or more languages. Students may be counted more than once if they earned Seals across more than one language. Visit the [NJDOE Seal of Bilingual website](#) for more information.

| Language | Students Earning a Seal of Bilingual |
|----------|--------------------------------------|
| Total | 0 |



Manasquan High School
 (25-2930-050)
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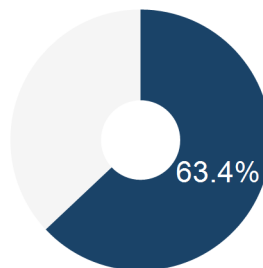
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Visual and Performing Arts – Course Participation

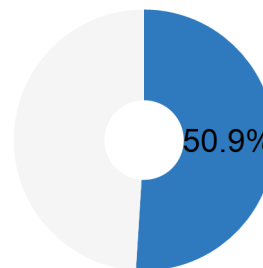
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 9-12:

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

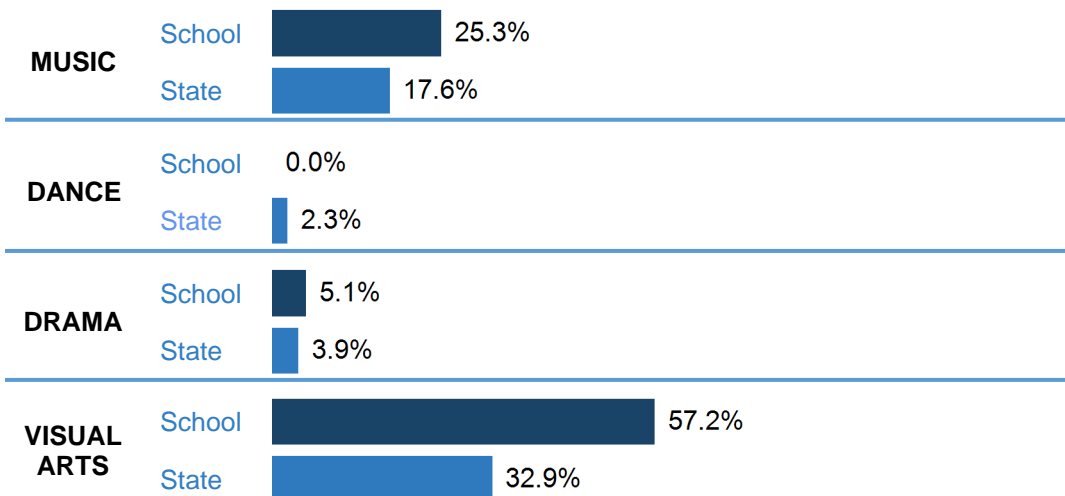


School



State

Students enrolled in one or more classes by discipline:





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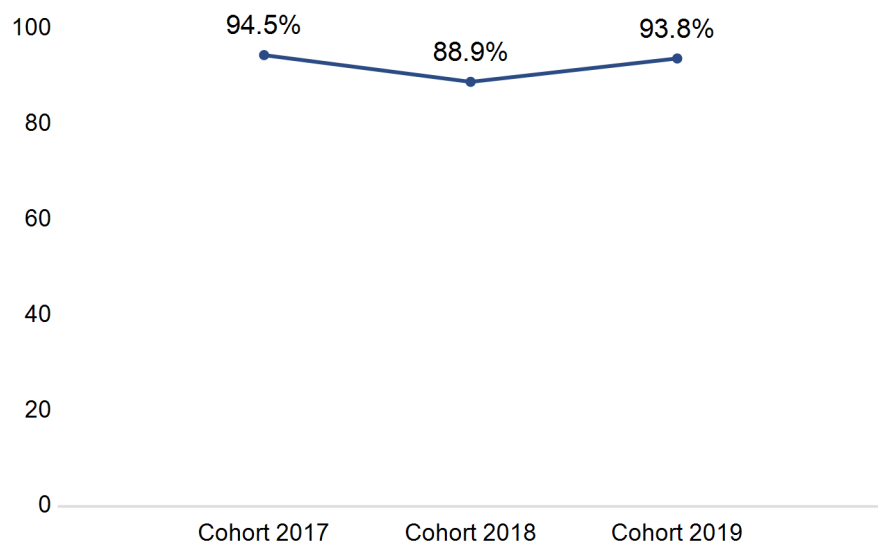
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Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the [NJDOE Graduation Rate page](#).

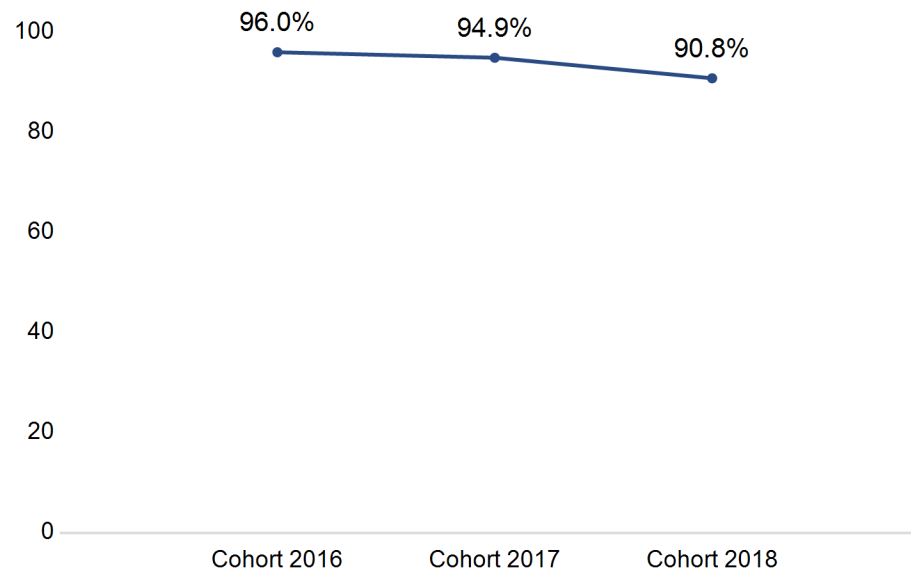
Graduation Rate Trends and Progress

These graphs show the 4-year and 5-year adjusted cohort graduation rates for the most recent three cohorts of students. The table below shows whether annual targets were met for each cohort. Note that for accountability and annual targets, graduation data from the prior year is used, so annual target status for Cohort 2019 4-Year and Cohort 2018 5-Year are not provided.

4-Year Graduation Rate Trends



5-Year Graduation Rate Trends



| Performance Measure | Cohort 2017 4-Year Rate | Cohort 2018 4-Year Rate | Cohort 2019 4-Year Rate | Cohort 2016 5-Year Rate | Cohort 2017 5-Year Rate | Cohort 2018 5-Year Rate |
|---------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| Graduation Rate | 94.5% | 88.9% | 93.8% | 96.0% | 94.9% | 90.8% |
| Annual Target | 93.7% | 93.8% | | N | 93.9% | |
| Met Annual Target? | Met Target | Not Met | | Met Goal | Met Target | |
| Statewide Graduation Rate | 90.5% | 90.9% | 90.6% | 91.8% | 92.4% | 92.5% |



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Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the [NJDOE Graduation Rate page](#).

Graduation Rates

This table shows 4-year and 5-year graduation rates both overall and by student group. Annual ESSA accountability targets for the Class of 2018 4-year rate and the Class of 2017 5-year rates are included with a flag for whether the annual targets were met. 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 | School - Class of 2019: 4 Year Rate | State - Class of 2019: 4 Year Rate | School - Class of 2018: 5 Year Rate | State - Class of 2018: 5 Year Rate | Class of 2018: 4 Year Rate | Class of 2018: 4 Year Target | Class of 2018: Met Target | Class of 2017: 5 Year Rate | Class of 2017: 5 Year Target | Class of 2017: Met Target |
|--|--|---|--|---|----------------------------------|------------------------------------|---------------------------------|----------------------------------|------------------------------------|---------------------------------|
| Schoolwide | 93.8% | 90.6% | 90.8% | 92.5% | 88.9% | 93.8% | Not Met | 94.9% | 93.9% | Met Target |
| White | 96.9% | 94.9% | 90.7% | 95.9% | 89.8% | 95.0% | Not Met | 95.8% | N | Met Goal |
| Hispanic | 68.2% | 84.5% | 81.8% | 87.3% | 75.0% | ** | ** | 88.9% | 79.8% | Met Target |
| Black or African American | * | 83.3% | * | 87.1% | * | ** | ** | * | ** | ** |
| Asian, Native Hawaiian or Pacific Islander | * | 96.9% | * | 97.8% | * | ** | ** | * | ** | ** |
| American Indian or Alaska Native | * | 92.2% | N | 88.9% | N | N | N | N | N | N |
| Two or More Races | N | 91.4% | N | 94.2% | N | N | N | N | N | N |
| Female | 93.8% | 92.8% | 94.7% | 94.4% | 93.9% | | | 95.1% | | |
| Male | 93.8% | 88.5% | 86.8% | 90.8% | 83.7% | | | 94.7% | | |
| Economically Disadvantaged Students | 76.7% | 84.0% | 81.1% | 87.3% | 75.7% | 92.2% | Not Met | 82.1% | 71.1% | Met Target |
| Students with Disabilities | 86.5% | 79.2% | 75.0% | 83.8% | 71.2% | 81.1% | Not Met | 92.3% | 93.7% | Not Met |
| English Learners | N | 75.4% | * | 80.1% | * | ** | ** | * | ** | ** |
| Homeless Students | N | 74.6% | N | 78.3% | N | | | N | | |
| Students in Foster Care | N | 57.6% | N | 82.5% | N | | | N | | |
| Migrant Students | N | 83.3% | N | 85.0% | N | | | N | | |

**Manasquan High School**

(25-2930-050)

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2018-2019

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Graduation Pathways**Dropout Rate Trends**

This table shows the percentage of Cohort 2019 graduates that met high school graduation requirements through each type of graduation pathway for both English Language Arts (ELA) and Math.

This table shows the percentage of students in grades 9 through 12 that dropped out during each of the past three school years.

| Graduation Pathway | ELA Graduation Pathway | Math Graduation Pathway |
|---|------------------------|-------------------------|
| Statewide Assessment | 75.9% | 72.2% |
| Substitute Competency Test | 19.3% | 21.2% |
| Portfolio Appeals Process | 0.9% | 1.4% |
| Alternate Requirements specified in IEP | 3.8% | 5.2% |
| Unknown | 0.0% | 0.0% |

| School Year | School Rate | State Rate |
|-------------|-------------|------------|
| 2018-2019 | 0.6% | 1.2% |
| 2017-2018 | 0.2% | 1.2% |
| 2016-2017 | 0.2% | 1.1% |



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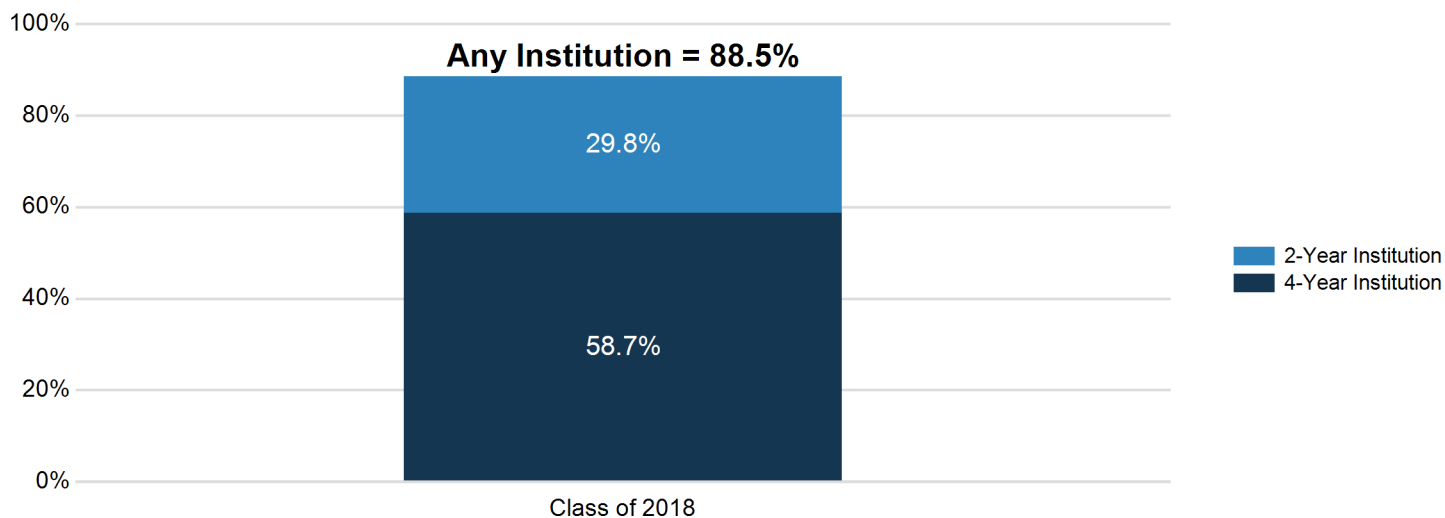
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Information about students enrolling in colleges and universities after graduation is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

Postsecondary Enrollment Rate Summary

The graphs and tables below show the percentage of graduates that have enrolled in 2-year and 4-year institutions within 16 months of graduating from high school.

Postsecondary Enrollment 16 months after Graduation



| Performance Measure | Class of 2018 |
|---|---------------|
| % Enrolled in 2-Year Institution | 29.8% |
| % Enrolled in 4-Year Institution | 58.7% |
| % Enrolled in Any Postsecondary Institution | 88.5% |



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Postsecondary Enrollment Rates: Fall

This table shows information about Class of 2019 high school graduates enrolled in postsecondary institutions by the fall of 2019. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the next two columns show the percentage of those enrolled students that were enrolled in 2-year and 4-year institutions.

| Student Group | % Enrolled in Any Institution | % Enrolled in 2-Year Institution | % Enrolled in 4-Year Institution |
|---|-------------------------------|----------------------------------|----------------------------------|
| Statewide | 72% | 28.7% | 71.3% |
| Schoolwide | 81.3% | 29.8% | 70.2% |
| White | 85.9% | 30.3% | 69.7% |
| Hispanic | 33.3% | 40% | 60% |
| Black or African American | * | * | * |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * |
| American Indian or Alaska Native | * | * | * |
| Two or More Races | N | N | N |
| Economically Disadvantaged Students | * | * | * |
| Students with Disabilities | 63.9% | 73.9% | 26.1% |
| English Learners | * | * | * |

Postsecondary Enrollment Rates: 16 month

This table shows information about Class of 2018 high school graduates enrolled in postsecondary institutions by the fall of 2019. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the following sets of columns show the percentage of those enrolled students that were enrolled in 2-year and 4-year institutions, public or private institutions, and in-state and out-of-state institutions.

| Student Group | % Enrolled in Any Institution | % Enrolled in 2-Year Institution | % Enrolled in 4-Year Institution | % Enrolled in Public Institution | % Enrolled in Private Institution | % Enrolled in In-State Institution | % Enrolled in Out-of-State Institution |
|---|-------------------------------|----------------------------------|----------------------------------|----------------------------------|-----------------------------------|------------------------------------|--|
| Statewide | 77.8% | 30.9% | 69.1% | 72.9% | 27.1% | 65.5% | 34.5% |
| Schoolwide | 88.5% | 33.7% | 66.3% | 70.7% | 29.3% | 52.4% | 47.6% |
| White | 91% | 32.1% | 67.9% | 71.5% | 28.5% | 50.3% | 49.7% |
| Hispanic | 40% | 100% | 0% | 100% | 0% | 100% | 0% |
| Black or African American | * | * | * | * | * | * | * |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | * | * | * | * |
| American Indian or Alaska Native | N | N | N | N | N | N | N |
| Two or More Races | N | N | N | N | N | N | N |
| Economically Disadvantaged Students | 57.9% | 45.5% | 54.5% | 81.8% | 18.2% | 90.9% | 9.1% |
| Students with Disabilities | 70.5% | 54.8% | 45.2% | 77.4% | 22.6% | 64.5% | 35.5% |
| English Learners | * | * | * | * | * | * | * |



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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. Students with fewer than 45 days in membership are excluded from attendance calculations.

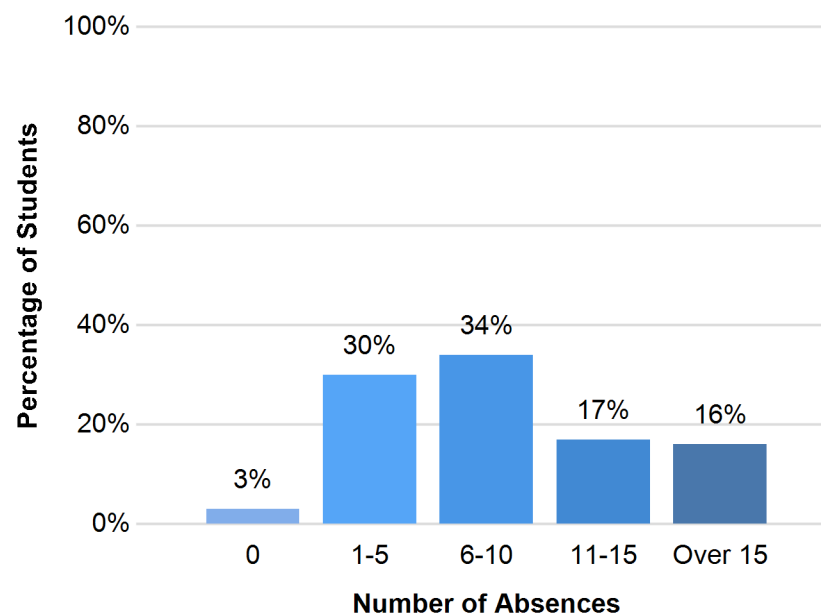
Chronic Absenteeism

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 | 140 | 14.1 | 14.2 | Met |
| White | 109 | 12.8 | 14.2 | Met |
| Hispanic | 21 | 19.1 | 14.2 | Not Met |
| Black or African American | 8 | 57.1 | ** | ** |
| Asian, Native Hawaiian, or Pacific | 2 | 11.1 | ** | ** |
| American Indian or Alaska Native | * | * | ** | ** |
| Two or More Races | * | * | ** | ** |
| Female | 72 | 15.6 | | |
| Male | 68 | 12.8 | | |
| Economically Disadvantaged Students | 23 | 24.5 | 14.2 | Not Met |
| Students with Disabilities | 32 | 16.8 | 14.2 | Not Met |
| English Learners | * | * | ** | ** |
| Homeless Students | N | N | | |
| Students in Foster Care | * | * | | |
| Military-Connected Students | N | N | | |
| Migrant Students | 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.





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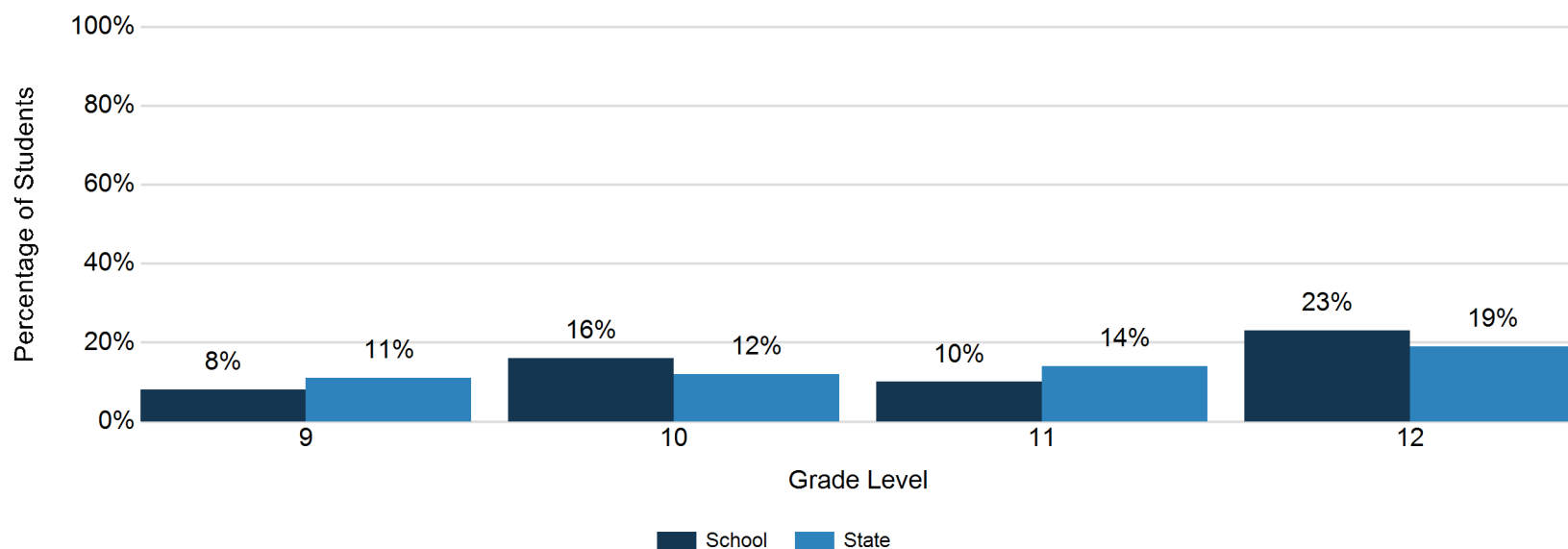
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Chronic Absenteeism by Grade

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), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

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 | 4 |
| Weapons | 1 |
| Vandalism | 0 |
| Substances | 6 |
| Harassment, Intimidation, Bullying (HIB) | 8 |
| Total Unique Incidents | 19 |
| Incidents Per 100 Students Enrolled | 2.01 |

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 | 4 |
| Weapons | 1 |
| Vandalism | 0 |
| Substances | 3 |
| Harassment, Intimidation, Bullying (HIB) | 0 |
| Other Incidents Leading to Removal | 0 |

Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bullying (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 | 2 | 1 | 3 |
| Religion | 0 | 0 | 0 |
| Ancestry | 0 | 0 | 0 |
| Gender | 0 | 0 | 0 |
| Sexual Orientation | 2 | 0 | 2 |
| Disability | 0 | 3 | 3 |
| Other | 6 | 4 | 10 |
| No Identified Nature | 8 | | 8 |

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 | 18 | 1.9% |
| Out-of-School Suspensions | 21 | 2.2% |
| Any Suspension | 34 | 3.6% |
| Removal to other education program | * | * |
| Expulsion | 0 | 0.0% |
| Arrest | * | * |

| School Days Missed due to Out-of-School Suspensions |
|---|
| 100 |

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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 | 7:34 AM |
| Typical End Time | 2:30 PM |
| Length of School Day | 6 Hrs 56 Mins |
| Full Time - Instructional Time | 5 Hrs 48 Mins |
| Shared Time - Instructional Time | 5 Hrs. 48 Mins. |

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 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 through 10. 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 |
|-------------|-------------------------|
| 2018-19 | 1:1 |



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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 the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

| Category | Teachers in School | Teachers in State |
|--|--------------------|-------------------|
| Total Number of teachers | 75 | 118,214 |
| Average years experience in public schools | 11.8 | 12.1 |
| Average years experience in district | 11.1 | 10.8 |
| Percentage of Teachers with 4 or more years experience in the district | 70.7% | 75.3% |

Administrators – Experience (District Level)

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

| Category | Admin. in District | Admin. in State |
|--|--------------------|-----------------|
| Total Number of administrators | 14 | 9,530 |
| Average years experience in public schools | 19.4 | 16.0 |
| Average years experience in district | 17.8 | 12.0 |
| Percentage of Administrators with 4 or more years experience in the district | 92.9% | 76.9% |

Student and Staff Ratios

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

| Ratio | School Ratio | District Ratio |
|--|--------------|----------------|
| Students to Teachers | 13:1 | 11:1 |
| Students to Administrators | 135:1 | 107:1 |
| Teachers to Administrators | 11:1 | 10:1 |
| Students to Librarians/Media Specialists | | 747:1 |
| Students to Nurses | | 747:1 |
| Students to Counselors | | 249:1 |
| Students to Child Study Team Members | | 249:1 |

**Manasquan High School**

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This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

| Category | Students in School | Teachers in School | Administrators in School | Students in State | Teachers in State | Administrators in State |
|-------------------------------------|--------------------|--------------------|--------------------------|-------------------|-------------------|-------------------------|
| Female | 47.2% | 57.3% | 28.6% | 48.4% | 77.1% | 54.9% |
| Male | 52.8% | 42.7% | 71.4% | 51.6% | 22.9% | 45.1% |
| White | 85.7% | 98.7% | 100.0% | 42.4% | 83.6% | 77.4% |
| Hispanic | 11.0% | 1.3% | 0.0% | 29.9% | 7.3% | 7.2% |
| Black or African American | 1.3% | 0.0% | 0.0% | 15.0% | 6.6% | 13.9% |
| Asian | 1.8% | 0.0% | 0.0% | 10.2% | 2.0% | 1.1% |
| American Indian or Alaska Native | 0.1% | 0.0% | 0.0% | 0.1% | 0.1% | 0.1% |
| Native Hawaiian or Pacific Islander | 0.0% | 0.0% | 0.0% | 0.2% | 0.1% | 0.1% |
| Two or More Races | 0.1% | 0.0% | 0.0% | 2.1% | 0.2% | 0.2% |



Manasquan High School
 (25-2930-050)
 Grades Offered: 09-12
 2018-2019

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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

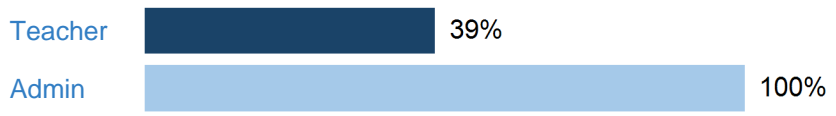
Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by 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.

Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

| Job Type | District | State |
|---|----------|-------|
| 2017-18 Teachers: Same district 2018-19 | 87.1% | 90.5% |
| 2017-18 Administrators: Same district 2018-19 | 100.0% | 87.9% |

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 |
|-------------|----------------|
| 2018-19 | 97.7% |

**Manasquan High School**

(25-2930-050)

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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.



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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).

Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

- Comprehensive Support and Improvement - Overall Low Performing:** Schools with a summative score in the bottom 5% of Title I schools.
- Comprehensive Support and Improvement - Low Graduation Rate:** High schools with a four-year graduation rate of 67% or less
- Targeted Support and Improvement - Low Performing Student Group:** Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

- Targeted Support and Improvement - Consistently Underperforming Student Group:** Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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](#).

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

| | |
|---|---------------|
| Status for 2020-21 School Year | Not in Status |
| Category of Identification | n/a |
| Year Eligible to Exit Status | n/a |
| Student Group Status: White | |
| Student Group Status: Hispanic | |
| Student Group Status: Black or African American | |
| Student Group Status: Asian, Native Hawaiian, or Pacific Islander | |
| Student Group Status: American Indian or Alaska Native | |
| Student Group Status: Two or More Races | |
| Student Group Status: Economically Disadvantaged Students | |
| Student Group Status: Students with Disabilities | |
| Student Group Status: English Learners | |

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.



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ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

| ESSA Accountability Indicator | 2016-17 | 2017-18 | 2018-19 |
|--|---------|---------|---------|
| ELA Proficiency | 61.6% | 77.0% | 79.8% |
| Math Proficiency | 34.2% | 49.7% | 42.6% |
| ELA Growth | N | N | N |
| Math Growth | N | N | N |
| 4-Year Graduation Rate† | 94.5% | 88.9% | 93.8% |
| 5-Year Graduation Rate† | 96.0% | 94.9% | 90.8% |
| Progress toward English Language Proficiency | | * | * |
| Chronic Absenteeism | 12.1% | 11.6% | 14.1% |

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



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Annually, NJDOE will identify schools in the following federal category:

Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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](#).

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey 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 every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.



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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

| Student Group | ELA Proficiency: Met Annual Target | Math Proficiency: Met Annual Target | 4-Year Graduation Rate: Met Annual Target | 5-Year Graduation Rate: Met Annual Target | Progress Towards English Language Proficiency: Met Annual Target | Chronic Absenteeism: Met State Average | Requires Targeted Support: Consistently Underperforming Student Group - 2017-18 |
|---|------------------------------------|-------------------------------------|---|---|--|--|---|
| Schoolwide | Met Target | Met Target | Not Met | Met Target | ** | Met | No |
| White | Met Goal | Met Target | Not Met | Met Goal | n/a | Met | No |
| Hispanic | Met Target | Met Target | ** | Met Target | n/a | Not Met | No |
| Black or African American | ** | ** | ** | ** | n/a | ** | No |
| Asian, Native Hawaiian, or Pacific Islander | ** | ** | ** | ** | n/a | ** | No |
| American Indian or Alaska Native | ** | ** | ** | ** | n/a | ** | No |
| Two or More Races | ** | ** | ** | ** | n/a | ** | No |
| Economically Disadvantaged Students | Met Target | Met Target | Not Met | Met Target | n/a | Not Met | No |
| Students with Disabilities | Met Target† | Met Target† | Not Met | Not Met | n/a | Not Met | No |
| English Learners | ** | ** | ** | ** | ** | ** | 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 the school or district directly.



Highlights:

- 17 AP Course Offerings.
- Five Career focused specialized academic academies in Finance, Health Careers, Engineering, Performing Arts and Public Safety.
- Introduction of the new Freshman Seminar to transition all new students from eight elementary sending districts.



Mission, Vision, Theme:

The administration and staff of MHS believes in the potential and promise of all learners. To that end, MHS offers students the opportunity to experience an academy model within the context of a comprehensive high school. Through participation in one or more of MHS's four academies, students can earn college credits and/or develop important vocational skills. Supported by its 1:1 technology initiative, the cornerstones of MHS's instructional program are academic rigor and personalized learning.



Awards, Recognition, Accomplishments:

MHS has the distinction of being one of only 220 districts in the US & Canada named to the AP Honor Roll multiple times. Character education continues to be an important part of the MHS mission, highlighted by a score of 95% (74/78) under the Anti-Bullying Bill of Rights. Finally, grant partnerships with Sustainable Jersey and Healthy Community Network emphasize MHS's commitment to sustainable energy solutions. MHS has been named one of Microsoft's Showcase schools. Microsoft Showcase schools are a global community of schools engaged in innovative change to improve teaching and learning using Microsoft's K-12 Education Transformation Framework.



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Courses, Curriculum, Instruction:

MHS uses curriculum that is aligned to the NJSLs and meets the needs & interests of diverse learners. In addition to our honors, general education and life skills classes, 19 AP courses are offered. For students with specialized interests, they can enter one of four Academies - Finance, Health Careers, Engineering, and Public Safety. Through Georgian Court's Course Ahead Program and the Health Careers Academy's affiliation with Rutgers, students can earn college credits while at MHS. The MHS Early College Program is designed for students looking for a unique high school experience. The program follows a prescribed rigorous curriculum that enables students to earn their high school diploma and an Associate of Arts Social Science degree in four years. Students concurrently complete coursework offered by Brookdale Community College and the Manasquan School District.



Sports and Athletics:

Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Boys & Girls), Cheerleading (Girls), Cross Country (Boys & Girls), Field Hockey (Girls), Football (Boys), Golf (Boys), Gymnastics (Girls), Ice Hockey (Boys), Lacrosse (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Girls), Wrestling (Boys)

MHS continued its tradition of success in athletics by winning several conference and state sectional titles. MHS Girls Basketball won the Tournament of Champions for the third time, becoming one of the premier programs in the state. MHS Surf Team took home its 5th consecutive state championship, establishing a dynasty. Sectional titles were also won in Boys swimming and Boys Lacrosse.



Clubs and Activities:

Manasquan High School houses a wide array of extracurricular clubs and activities, from honors societies to civic organizations and the performing arts. Each year, hundreds of students participate in Squan-a-Thon, a 12-hour dance-a-thon to benefit children with cancer, raising over \$250,000 over the last three years. In addition, the MHS Robotics Team has earned distinction competing in the FIRST Tech Challenge, designing, building, testing, and programming robots to perform a series of tasks.



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Staff and Professional Learning:

Through quality professional development, our educators are prepared to meet the needs of all learners. This year to ensure that all students can succeed when they encounter present and future challenges, the district emphasized personalized learning, strong co-teaching models, and use of technology to solve academic and global problems. During summer and monthly workshops lead teachers introduced our new teachers and staff members to the school's culture, practices and expectations. Teachers at Manasquan HS participate in professional development aimed at evolving embedding technology in the classroom using the SAMR rubric to improve practice.



Postsecondary Information:

Students from the class of 2018 were accepted into a prestigious & diverse group of colleges & universities. 94.8% of students planned to attend 4 or 2-year post-secondary schools and 2% planned to attend trade or technical schools. Over 2% of students planned to enter the workforce, while nearly 1% planned to enlist in the military. Through Naviance, students were guided through the college & career planning process, including required testing and financial aid resources. MHS continues to administer the PSAT to 10th & 11th graders annually.






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| | |
|--|--|
|  <p>Student Supports and Services:</p> | <p>In addition to the comprehensive services provided by the Manasquan High School Child Study Team, MHS offers a complete English Language Learners program, a Freshman Transition program, student mentoring/tutoring through PEERS, and guided college & career guidance through Naviance. MHS Life Skills program completed its 2nd year, blending academic, daily living, personal/social, and occupational skills into integrated lessons designed to help students learn to function independently in society.</p> |
|  <p>Student Health and Wellness:</p> | <p>To complement its Health & Physical Education curriculum, MHS offers courses in the Academy of Health Careers. Through its partnership with Rutgers University, students have the opportunity to earn college credits in Nutrition, Anatomy & Physiology, Emergency and Clinical Care. MHS again partnered with Simplified Culinary Services to ensure that students have access to a variety of affordable and appealing foods that meet health and nutrition needs as well as state and federal requirements.</p> |
|  <p>Parent and Community Involvement:</p> | <p>In addition to a motivated PTO and Big Blue Booster Club, MHS partners with a variety of community stakeholders such as the MHS Endowment & Alumni Foundation and the Manasquan Athletic Hall of Fame. Bi-annual parents' nights, open houses, freshman orientations, and fine & performing arts shows welcome the community to our halls to see the best of our programs. MHS continues to value communication with parents through Genesis Parent Portal, the Canvas LMS, and Honeywell Instant Alert System.</p> |



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| | |
|--|--|
|  <p>Climate Surveys:</p> | <p>Is a Climate Survey Used: No</p> |
|  <p>Facilities:</p> | <p>Despite its age, MHS continues to undergo renovations to meet the needs of 21st century learners. A \$20,000 donation from the MHS Endowment & Alumni Foundation transformed our school Media Center into an innovative commons area for students with LED lighting, new furniture, and updated wall & floor treatments. Gym lighting was also upgraded to LED. The 2018-19 school year also saw the completion of a \$7 million construction project that brought 6 new science labs and a technology suite to the building.</p> |
|  <p>School Safety:</p> | <p>The Manasquan School district has developed comprehensive safety plan designed to ensure a safe, and comfortable learning environment. Staff and student identification programs are in place to easily identify members of the school community. This coupled with technology additions has improved monitoring student movement and increased accountability. Recent upgrades to infrastructure and security staffing has improved the security of the building envelope. The district has initiated a school community wide notification system to provide accurate communication with all stakeholders during an emergency. The district continues to build on a successful relationship with local law enforcement officials through participation in a robust safety drill program that includes lockdowns, shelter-in-place, and multi-scenario evacuations as well as daily security checks and building walk throughs. Manasquan is committed to providing a safe environment for all school community stakeholders.</p> |



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Technology and STEM:

All students have access to our Media Center's STEM space, the Innovation Lab. This cross-curricular space allows users to incorporate emerging technologies into both curricular and extra-curricular projects. Our students may participate in STEM club activities such as robotics, NJ STEAM Tank Challenge and Lemelson-MIT InvenTeam. Our faculty collaborate with various college professors to keep our STEM technologies and activities up-to-date. Students may also enroll in specialized elective STEM courses. Several STEM elective courses are available to students: The Business of Architecture & Construction; The Business of Engineering & Design; and Introduction to Engineering Robotics. Our school is a Microsoft Showcase school and has a one-to-one computer tablet initiative. All students participate in a basic computer applications course and utilize their tablets for multiple purposes in their other classes. Smartboards are mounted in all classrooms.



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Other Information

Manasquan High School maintains its commitment to rich and diverse course offerings. Students from the communities of Avon, Belmar, Brielle, Lake Como, Manasquan, Sea Girt, Spring Lake, and Spring Lake Heights attended MHS in 2018-2019, amassing an enrollment of 967 students. There were 224 students in the senior class, as well as 212 juniors, 273 sophomores, and 258 freshmen. Honors and Advanced Placement courses were offered in English, History, Mathematics, Science, Art, Psychology, Spanish, Computer Science, AP Human Geography, AP U.S. Government, Politics, AP Laboratory Environmental Science, AP Computer Science Principles, and AP French Language and Culture. Manasquan High School offers four academies including the Academy of Finance, Academy of Health Careers, Academy of Engineering, and the Academy of Public Safety running classes in Public Safety and Criminal Investigation. These four academies allow students the unique opportunity to pursue a specialized educational model within the setting of a comprehensive high school. So much of what our students and faculty were able to accomplish in the 2018-2019 school year was due to our continued 1:1 technology program. Students utilized their personal Dell Latitude laptops to engage in personalized, student-centered learning while mastering the 21st century skills needed for college and careers. Safety remained at the core of our daily operations with new policies and procedures to better fulfill our district Emergency Management Operation Plan.