NJ SCHOOL PERFORMANCE REPORT

MANALAPAN-ENGLISHTOWN MIDDLE SCHOOL
(25-2920-060)
Grades Offered: 07-08
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

How to use this report:

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

Navigating through the reports:

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

Other Resources:

- Review the Summary Report or the district-level report for this school
- Read the Reference Guide, Frequently Asked Questions, or Data Privacy Rules for more detailed information about the data in the report
- Download the data in the reports for all schools in the state
- Provide feedback on the reports by taking our feedback survey
- Contact us at reportcard@doe.nj.gov with any questions about the reports

NJ SCHOOL PERFORMANCE REPORT

MANALAPAN-ENGLISHTOWN MIDDLE SCHOOL
(25-2920-060)
Grades Offered: 07-08
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

School Contact Info

This table contains contact information including principal name, address, phone number, email address, and social media information, if provided.

Type	Contact Information
County	MONMOUTH
District	MANALAPAN-ENGLISHTOWN REG
Principal Name	MR. WILLIAMS
Address	155 MILLHURST ROAD MANALAPAN, NJ 07726-4006
Phone Number	(732)786-2650
Email Address	RWILLIAMS@MERSNJ.US
Website	https://www.mersnj.us/mems

NJ SCHOOL PERFORMANCE REPORT

MANALAPAN-ENGLISHTOWN MIDDLE SCHOOL
(25-2920-060)
Grades Offered: 07-08
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years.

Grade	2015-16	2016-17	2017-18
7	608	579	623
8	640	614	592
Total	1,253	1,198	1,224

Enrollment Trends by Student Group

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

Student Group	2015-16	2016-17	2017-18
Female	48.9%	47.7%	48.0%
Male	51.1%	52.3%	52.0%
Economically Disadvantaged Students	10.8%	9.3%	8.3%
Students with Disabilities	12.9%	14.6%	15.9%
English Learners	0.4%	0.4%	0.3%
Homeless Students		0.0%	0.3%
Students in Foster Care		0.3%	0.1%
Military-Connected Students		0.1%	0.0%
Migrant Students		0.0%	0.0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group for the past three school years.

Racial and Ethnic Group	2015-16	2016-17	2017-18
White	80.4%	77.6%	75.2%
Hispanic	7.0%	8.0%	8.8%
Black or African American	2.0%	1.9%	1.9%
Asian	8.2%	9.8%	11.4%
Native Hawaiian or Pacific Islander	0.4%	0.2%	0.2%
American Indian or Alaska Native	0.0%	0.1%	0.1%
Two or More Races	2.0%	2.4%	2.5%

Enrollment by Home Language

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

Home Language	% of Students
English	87.8%
Russian	2.3%
Spanish	1.9%
Telugu	1.0%
Other Languages	7.0%

NJ SCHOOL PERFORMANCE REPORT

MANALAPAN-ENGLISHTOWN MIDDLE SCHOOL
(25-2920-060)
Grades Offered: 07-08
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	54	58	50	Met Standard	45	62	50	Met Standard
White	53	57	50	Met Standard	45	60	51	Met Standard
Hispanic	52.5	54	49	Met Standard	56	61.5	48	Met Standard
Black or African American	61	53	44	**	22.5	47.5	44	**
Asian, Native Hawaiian, or Pacific Islander	59	65	61	Met Standard	55	73	61	Met Standard
American Indian or Alaska Native	*	*	52	**	N	*	53	**
Two or More Races	61.5	70	49	Exceeds Standard	74	71	51	**
Economically Disadvantaged	48	51	48	Met Standard	43.5	57	47	Met Standard
Students with Disabilities	50	47.5	41	Met Standard	42	49	43	Met Standard
English Learners	57.5	70	54	**	*	70	51	**

NJ SCHOOL PERFORMANCE REPORT

MANALAPAN-ENGLISHTOWN MIDDLE SCHOOL
(25-2920-060)
Grades Offered: 07-08
2017-2018

Report Key:
* Data is not displayed in order to protect student privacy
** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

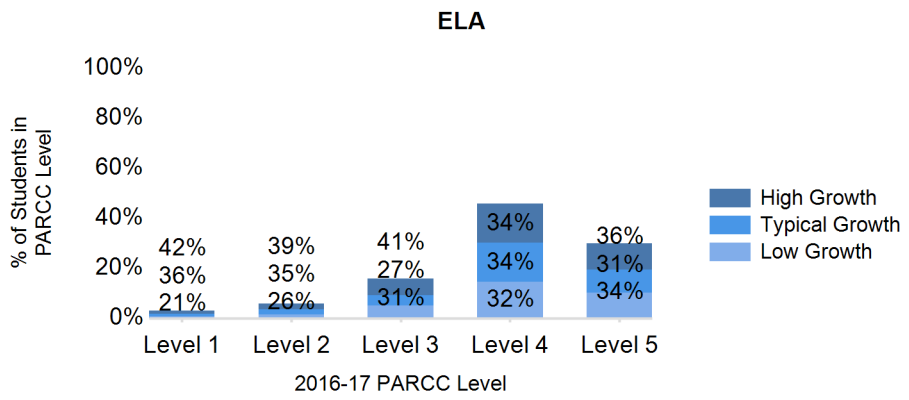
Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same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

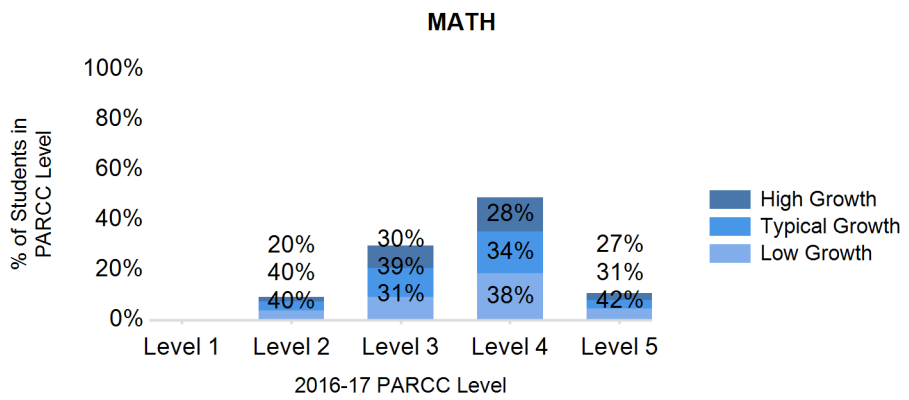
A student's SGP falls between 1 and 99 and can be grouped into three level **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

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

Student Growth by Performance Level

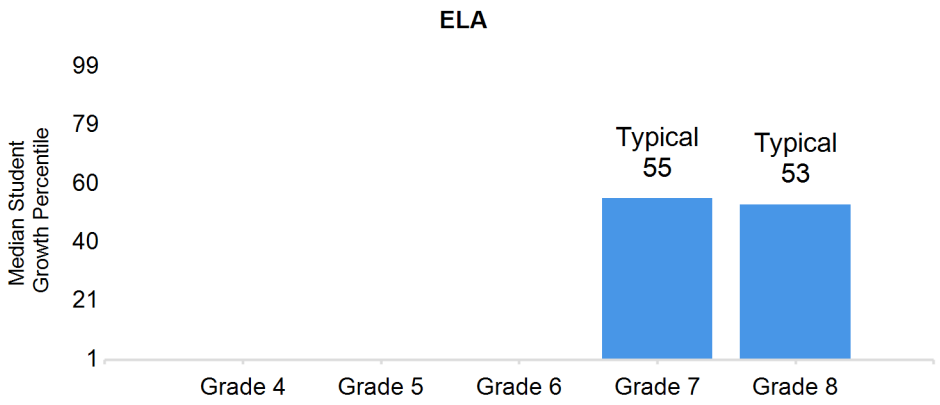
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

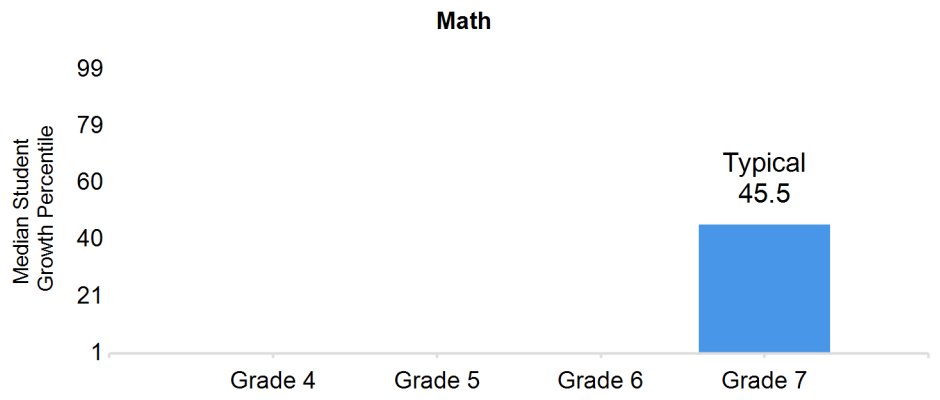




Student Growth by Grade

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





NJ SCHOOL PERFORMANCE REPORT

MANALAPAN-ENGLISHTOWN MIDDLE SCHOOL
(25-2920-060)
Grades Offered: 07-08
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	1142	94.1	80.1	74.5	56.7	79.6	67.6	Met Target
White	861	93.6	79.4	73.1	65.6	78.6	67.5	Met Target
Hispanic	96	94.2	72.9	69.8	42.5	72.3	51.4	Met Target
Black or African American	*	*	*	*	37.3	*	51	Met Target
Asian, Native Hawaiian, or Pacific Islander	138	100.0	92.1	89.9	82.3	92.1	80	Met Goal
American Indian or Alaska Native	*	*	*	*	52.7	*	**	**
Two or More Races	27	87.1	77.7	75.3	63.4	71.2	57.2	Met Target
Female	540	92.6	88.4	81.6	64.5	86.6		
Male	602	95.5	72.8	68.0	49.4	72.8		
Economically Disadvantaged Students	98	90.8	61.3	55.5	38.5	*	45.3	Met Target
Non-Economically Disadvantaged Students	1044	94.4	81.9	76.2	67.5	*		
Students with Disabilities	162	84.2	29.7	25.5	21.6	26.6	21.5	Met Target
Students without Disabilities	980	96.0	88.5	83.2	63.9	88.5		
English Learners	14	93.3	64.2	52.8	27.3	62.9	**	**
Non-English Learners	1128	94.1	80.3	75.0	59.4	79.9		
Homeless Students	*	*	*	*	27.7	*		
Students In Foster Care	*	*	*	*	26.3	*		
Military-Connected Students	N	N	N	*	57.4	N		
Migrant Students	N	N	N	N	30.1	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

MANALAPAN-ENGLISHTOWN MIDDLE SCHOOL
(25-2920-060)
Grades Offered: 07-08
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	585	778	778	760	2%	6%	11%	38%	43%	81%	63%
White	441	777	777	768	*	*	11%	40%	41%	81%	72%
Hispanic	47	764	764	746	*	*	*	43%	28%	70%	49%
Black or African American	10	783	783	740	0%	*	*	*	*	70%	42%
Asian, Native Hawaiian, or Pacific Islander	73	795	795	790	0%	*	*	27%	63%	90%	87%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	57%
Two or More Races	14	778	778	767	0%	*	*	*	*	79%	68%
Female	286	787	787	769	*	*	7%	36%	53%	89%	72%
Male	299	770	770	752	*	*	15%	40%	34%	74%	54%
Economically Disadvantaged Students	51	760	760	742	*	*	20%	37%	27%	65%	44%
Non-Economically Disadvantaged Students	534	780	780	771	*	*	10%	38%	45%	83%	73%
Students with Disabilities	75	737	737	721	*	*	29%	*	*	35%	22%
Students without Disabilities	510	784	784	768	*	*	8%	*	*	88%	71%
English Learners	N	N	N	705	N	N	N	N	N	N	11%
Non-English Learners	585	778	778	762	2%	6%	11%	38%	43%	81%	64%
Homeless Students	*	*	*	729	*	*	*	*	*	*	32%
Students in Foster Care	*	*	*	725	*	*	*	*	*	*	25%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	64%
Migrant Students	N	N	N	716	N	N	N	N	N	N	21%

NJ SCHOOL PERFORMANCE REPORT

MANALAPAN-ENGLISHTOWN MIDDLE SCHOOL
(25-2920-060)
Grades Offered: 07-08
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	550	777	777	759	3%	5%	12%	46%	34%	79%	60%
White	409	774	774	767	3%	6%	13%	48%	30%	78%	70%
Hispanic	51	767	767	744	*	*	*	53%	22%	75%	45%
Black or African American	*	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	67	805	805	789	*	0%	*	24%	70%	94%	86%
American Indian or Alaska Native	*	*	*	759	*	*	*	*	*	*	59%
Two or More Races	13	763	763	766	*	*	0%	*	*	77%	66%
Female	252	788	788	768	*	*	9%	40%	47%	88%	69%
Male	298	767	767	751	*	*	15%	50%	22%	72%	52%
Economically Disadvantaged Students	48	752	752	740	*	*	*	*	*	56%	42%
Non-Economically Disadvantaged Students	502	779	779	769	*	*	*	*	*	82%	71%
Students with Disabilities	74	724	724	719	*	*	28%	*	*	20%	19%
Students without Disabilities	476	785	785	766	*	*	9%	*	*	89%	68%
English Learners	*	*	*	703	*	*	*	*	*	*	*
Non-English Learners	*	*	*	761	*	*	*	*	*	*	*
Homeless Students	*	*	*	727	*	*	*	*	*	*	27%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	61%
Migrant Students	N	N	N	718	N	N	N	N	N	N	21%

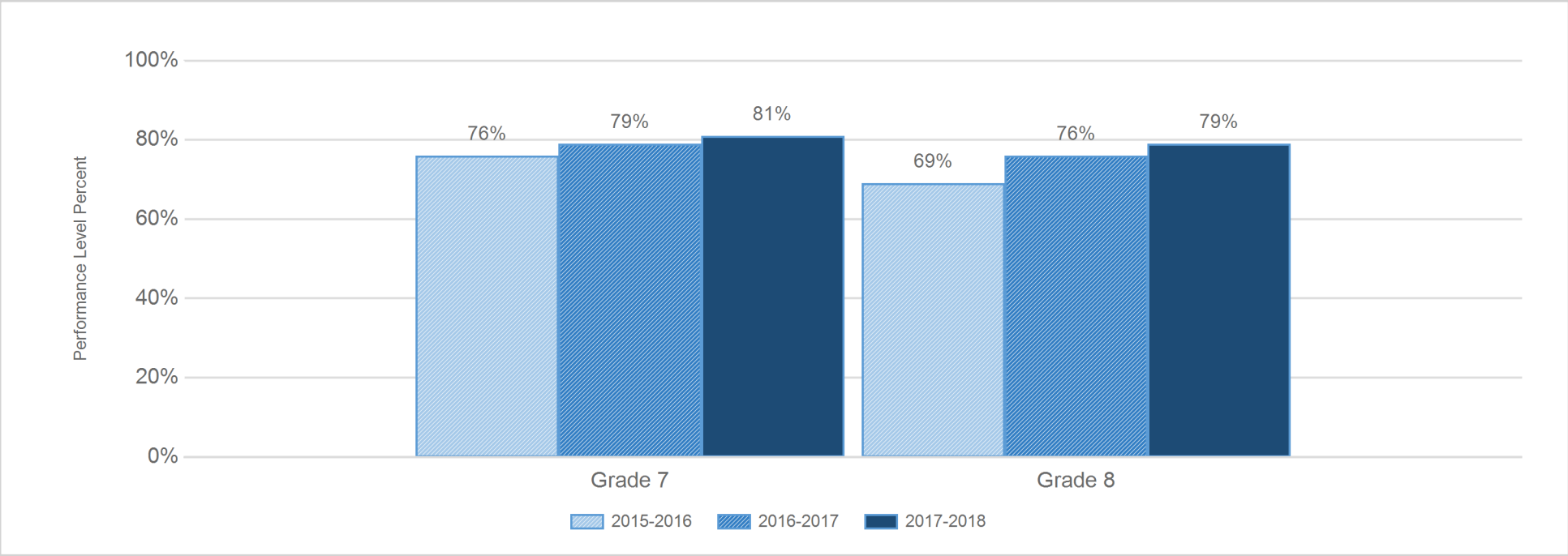
NJ SCHOOL PERFORMANCE REPORT

MANALAPAN-ENGLISHTOWN MIDDLE SCHOOL
(25-2920-060)
Grades Offered: 07-08
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

English Language Arts/Literacy Assessment - Performance Trends

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



NJ SCHOOL PERFORMANCE REPORT

MANALAPAN-ENGLISHTOWN MIDDLE SCHOOL
(25-2920-060)
Grades Offered: 07-08
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	1146	94.4	64.6	70.7	45.0	64.5	59.7	Met Target
White	866	94.2	63.3	69.7	54.1	62.9	59.2	Met Target
Hispanic	97	95.2	51.5	60.7	29.2	51.5	45.7	Met Target
Black or African American	*	*	*	*	23.4	*	38.2	Met Target
Asian, Native Hawaiian, or Pacific Islander	138	100.0	86.9	88.8	77.0	86.9	78	Met Goal
American Indian or Alaska Native	*	*	*	*	42.5	*	**	**
Two or More Races	25	80.6	52.0	70.4	53.0	44.1	61	Not Met
Female	542	93.0	67.3	72.4	46.0	66.2		
Male	604	95.8	62.2	69.1	43.9	62.2		
Economically Disadvantaged Students	96	89.0	54.2	53.4	26.6	50.7	40.9	Met Target
Non-Economically Disadvantaged Students	1050	95.0	65.7	72.3	55.9	65.7		
Students with Disabilities	163	84.7	14.1	24.7	17.1	12.8	16	Met Target†
Students without Disabilities	983	96.3	73.1	78.9	50.5	73.1		
English Learners	15	93.7	40.0	55.4	24.6	39.5	**	**
Non-English Learners	1131	94.4	65.0	71.2	46.9	64.8		
Homeless Students	*	*	*	*	17.3	*		
Students In Foster Care	*	*	*	*	16.2	*		
Military-Connected Students	N	N	N	*	45.8	N		
Migrant Students	N	N	N	N	23.7	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

MANALAPAN-ENGLISHTOWN MIDDLE SCHOOL
(25-2920-060)
Grades Offered: 07-08
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

Mathematics Assessment - Performance by Grade: Grade 7

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	523	754	754	743	*	13%	27%	*	*	59%	43%
White	406	754	754	750	*	13%	27%	*	*	59%	54%
Hispanic	44	744	744	732	*	*	32%	*	*	45%	27%
Black or African American	10	744	744	727	0%	*	*	*	*	50%	21%
Asian, Native Hawaiian, or Pacific Islander	51	765	765	767	0%	*	*	*	*	76%	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	39%
Two or More Races	12	755	755	748	0%	*	*	*	*	42%	51%
Female	256	755	755	745	*	12%	26%	*	*	61%	45%
Male	267	753	753	741	*	13%	28%	*	*	57%	42%
Economically Disadvantaged Students	50	746	746	730	*	*	34%	*	*	48%	24%
Non-Economically Disadvantaged Students	473	755	755	751	*	*	26%	*	*	60%	55%
Students with Disabilities	77	726	726	717	*	39%	31%	*	*	18%	12%
Students without Disabilities	446	759	759	748	*	8%	26%	*	*	66%	50%
English Learners	N	N	N	716	N	N	N	N	N	N	10%
Non-English Learners	523	754	754	744	*	13%	27%	*	*	59%	45%
Homeless Students	*	*	*	720	*	*	*	*	*	*	14%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	*
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	42%
Migrant Students	N	N	N	718	N	N	N	N	N	N	11%

NJ SCHOOL PERFORMANCE REPORT

MANALAPAN-ENGLISHTOWN MIDDLE SCHOOL
(25-2920-060)
Grades Offered: 07-08
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

Mathematics Assessment - Performance by Grade: Grade 8

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	307	742	742	728	8%	17%	33%	*	*	42%	28%
White	240	743	743	736	8%	16%	33%	*	*	43%	36%
Hispanic	36	735	735	722	*	*	36%	31%	0%	31%	22%
Black or African American	*	*	*	715	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	14	754	754	747	*	*	*	*	*	57%	51%
American Indian or Alaska Native	*	*	*	721	*	*	*	*	*	*	21%
Two or More Races	*	*	*	729	*	*	*	*	*	*	28%
Female	129	743	743	731	*	15%	36%	*	*	43%	31%
Male	178	741	741	725	*	19%	30%	*	*	41%	26%
Economically Disadvantaged Students	35	737	737	719	*	*	*	*	*	49%	20%
Non-Economically Disadvantaged Students	272	742	742	735	*	*	*	*	*	41%	35%
Students with Disabilities	68	712	712	705	*	*	*	*	*	*	*
Students without Disabilities	239	750	750	735	*	*	*	*	*	*	*
English Learners	*	*	*	705	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	729	*	*	*	*	*	*	29%
Homeless Students	*	*	*	708	*	*	*	*	*	*	13%
Students in Foster Care	N	N	N	708	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	734	N	N	N	N	N	N	31%
Migrant Students	N	N	N	703	N	N	N	N	N	N	10%

NJ SCHOOL PERFORMANCE REPORT

MANALAPAN-ENGLISHTOWN MIDDLE SCHOOL
(25-2920-060)
Grades Offered: 07-08
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	245	795	795	746	0%	*	*	67%	31%	98%	46%
White	177	791	791	755	0%	*	*	73%	25%	98%	57%
Hispanic	*	*	*	730	*	*	*	*	*	*	27%
Black or African American	N	N	N	727	N	N	N	N	N	N	23%
Asian, Native Hawaiian, or Pacific Islander	47	811	811	779	0%	0%	0%	43%	57%	100%	79%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	49%
Two or More Races	*	*	*	755	*	*	*	*	*	*	54%
Female	128	794	794	748	0%	*	*	*	*	98%	48%
Male	117	796	796	745	0%	*	*	*	*	98%	44%
Economically Disadvantaged Students	12	795	795	729	0%	*	*	*	*	92%	25%
Non-Economically Disadvantaged Students	233	795	795	756	0%	*	*	*	*	99%	57%
Students with Disabilities	*	*	*	716	*	*	*	*	*	*	13%
Students without Disabilities	*	*	*	752	*	*	*	*	*	*	52%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	749	*	*	*	*	*	*	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	16%
Students in Foster Care	N	N	N	712	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	49%
Migrant Students	N	N	N	720	N	N	N	N	N	N	11%

NJ SCHOOL PERFORMANCE REPORT

MANALAPAN-ENGLISHTOWN MIDDLE SCHOOL
(25-2920-060)
Grades Offered: 07-08
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

Mathematics Assessment - Performance by Test: Geometry

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	64	783	783	735	0%	0%	0%	45%	55%	100%	30%
White	32	779	779	740	0%	0%	0%	56%	44%	100%	37%
Hispanic	*	*	*	723	*	*	*	*	*	*	14%
Black or African American	N	N	N	719	N	N	N	N	N	N	11%
Asian, Native Hawaiian, or Pacific Islander	28	789	789	760	0%	0%	0%	*	*	100%	65%
American Indian or Alaska Native	N	N	N	734	N	N	N	N	N	N	28%
Two or More Races	*	*	*	741	*	*	*	*	*	*	39%
Female	27	789	789	736	0%	0%	0%	*	*	100%	30%
Male	37	780	780	734	0%	0%	0%	*	*	100%	29%
Economically Disadvantaged Students	N	N	N	722	N	N	N	N	N	N	13%
Non-Economically Disadvantaged Students	64	783	783	741	0%	0%	0%	45%	55%	100%	38%
Students with Disabilities	N	N	N	713	N	N	N	N	N	N	*
Students without Disabilities	64	783	783	738	0%	0%	0%	45%	55%	100%	*
English Learners	N	N	N	711	N	N	N	N	N	N	*
Non-English Learners	64	783	783	736	0%	0%	0%	45%	55%	100%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	731	N	N	N	N	N	N	24%
Migrant Students	N	N	N	709	N	N	N	N	N	N	11%

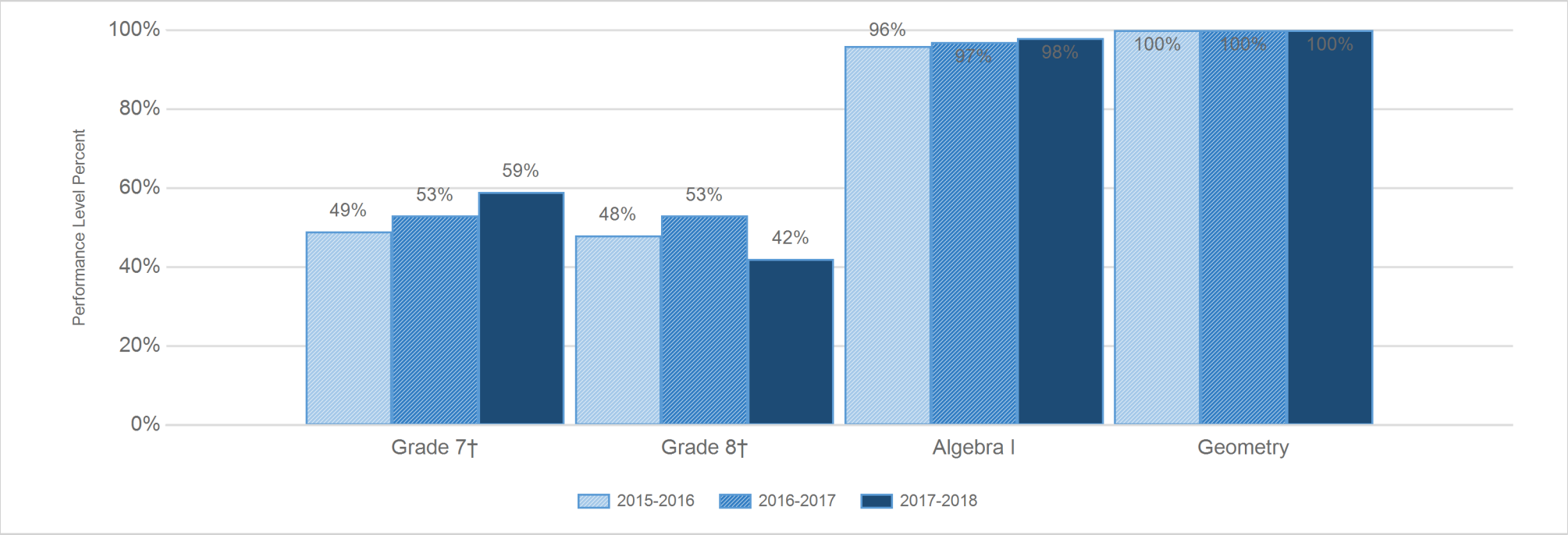
NJ SCHOOL PERFORMANCE REPORT

MANALAPAN-ENGLISHTOWN MIDDLE SCHOOL
(25-2920-060)
Grades Offered: 07-08
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

Mathematics Assessment – Performance Trends

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



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

NJ SCHOOL PERFORMANCE REPORT

MANALAPAN-ENGLISHTOWN MIDDLE SCHOOL
(25-2920-060)
Grades Offered: 07-08
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
7	*	*
8	10	10

English Language Progress to Proficiency

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

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

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

This table shows, by years in district, the number of English learner students taking the ACCESS for ELLs 2.0 Assessment for English language proficiency and the percentage of students tested that received an overall score of 4.5 or above. Students must receive a score of 4.5 or higher to be considered for proficient status.

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	*	*	*
3-4	N	N	N
5 or more	N	N	N

NJ SCHOOL PERFORMANCE REPORT

MANALAPAN-ENGLISHTOWN MIDDLE SCHOOL
(25-2920-060)
Grades Offered: 07-08
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

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

NJASK Science Assessment Information

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

NJ SCHOOL PERFORMANCE REPORT

MANALAPAN-ENGLISHTOWN MIDDLE SCHOOL
(25-2920-060)
Grades Offered: 07-08
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

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
7	69	0	518
8	189	64	346
Total	258	64	864

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
7	417	0	162	0	0	0	0
8	452	0	109	0	0	0	0
Total	869	0	271	0	0	0	0

NJ SCHOOL PERFORMANCE REPORT

MANALAPAN-ENGLISHTOWN MIDDLE SCHOOL
(25-2920-060)
Grades Offered: 07-08
2017-2018

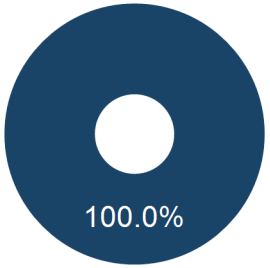
Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

Visual and Performing Arts – Course Participation

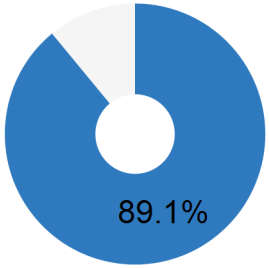
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

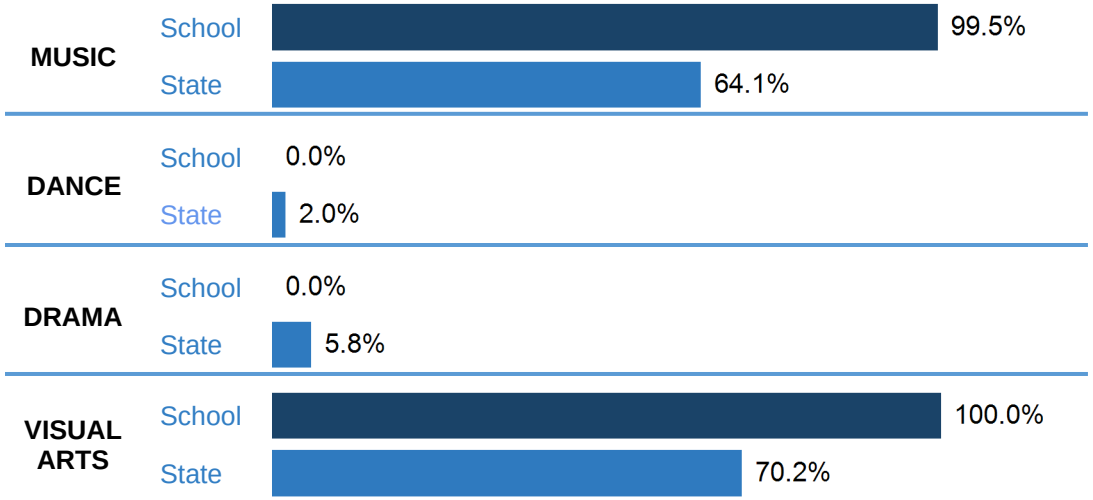


School



State

Students enrolled in one or more classes by discipline:



NJ SCHOOL PERFORMANCE REPORT

MANALAPAN-ENGLISHTOWN MIDDLE SCHOOL
(25-2920-060)
Grades Offered: 07-08
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

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

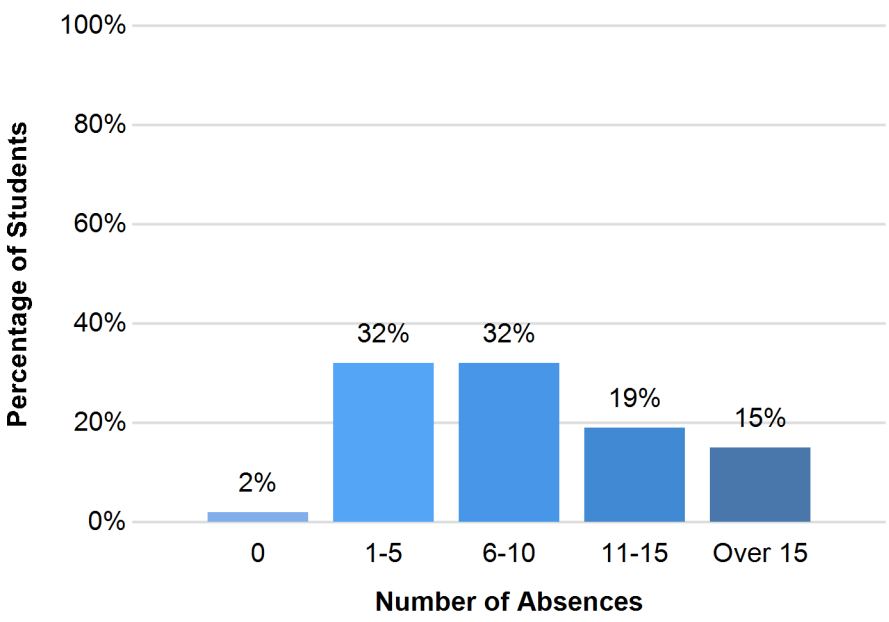
Chronic Absenteeism

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

Student Group	Number of students chronically absent	Percent of students chronically absent	State Average	Met State Average
Schoolwide	124	10.1	10.0	Not Met
White	94	10.2	10.0	Not Met
Hispanic	19	17.6	10.0	Not Met
Black or African American	*	*	10.0	Met
Asian, Native Hawaiian, or Pacific Islander	3	2.1	10.0	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	6	20.0	10.0	Not Met
Economically Disadvantaged Students	18	18.0	10.0	Not Met
Students with Disabilities	44	22.2	10.0	Not Met
English Learners	*	*	**	**

Days Absent

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



NJ SCHOOL PERFORMANCE REPORT

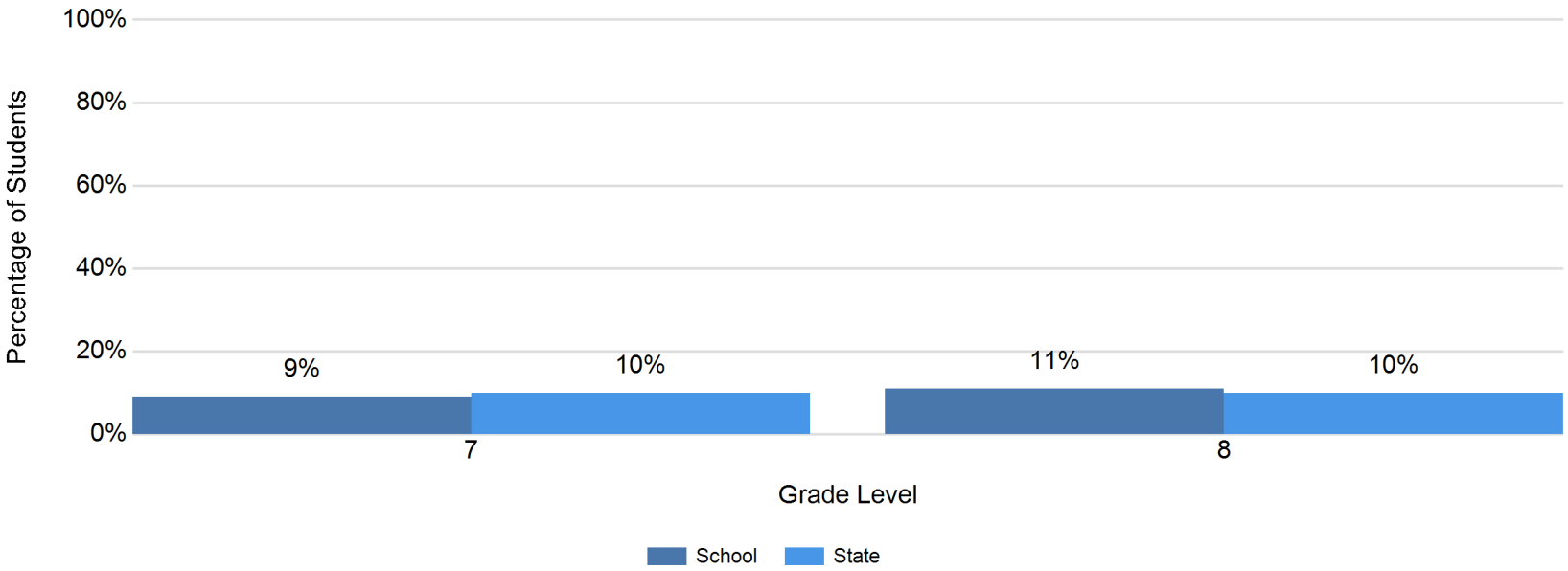
MANALAPAN-ENGLISHTOWN MIDDLE SCHOOL
(25-2920-060)
Grades Offered: 07-08
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

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

Chronic Absenteeism by Grade

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



NJ SCHOOL PERFORMANCE REPORT

MANALAPAN-ENGLISHTOWN MIDDLE SCHOOL
(25-2920-060)
Grades Offered: 07-08
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. As such, comparing this year's report to previous years' data can lead to inaccurate conclusions in many reporting categories. As such, the 2017-18 report should be considered a baseline year.

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents row provides an unduplicated count of incidents. The last row shows the rate of incidents for every 100 students enrolled.

Incident Type	Number of Incidents
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	4
Total Unique Incidents	4
Incidents Per 100 Students Enrolled	0.33

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

NJ SCHOOL PERFORMANCE REPORT

MANALAPAN-ENGLISHTOWN MIDDLE SCHOOL
(25-2920-060)
Grades Offered: 07-08
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. As such, comparing this year's report to previous years' data can lead to inaccurate conclusions in many reporting categories. As such, the 2017-18 report should be considered a baseline year.

Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	1	1
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	1	1
Disability	0	0	0
Other	0	3	3
No Identified Nature	0		0

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	*	*
Out-of-School Suspensions	0	0.0%
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
0

NJ SCHOOL PERFORMANCE REPORT

MANALAPAN-ENGLISHTOWN MIDDLE SCHOOL
(25-2920-060)
Grades Offered: 07-08
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

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	7:20 AM
Typical End Time	1:50 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs 40 Mins
Shared Time - Instructional Time	N

Device Ratios

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

School Year	Student to Device Ratio
2017-18	1.4:1

Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district's schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts' User Friendly Budgets, or the NJDOE Finance District Report Search of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs). NJDOE will be collecting school-level per-pupil expenditures data for the 2018-19 school year, and that data will be included in future reports.

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2016-2017)	$327	$13,726	$14,053

NJ SCHOOL PERFORMANCE REPORT

MANALAPAN-ENGLISHTOWN MIDDLE SCHOOL
(25-2920-060)
Grades Offered: 07-08
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

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

Teachers – Experience

This table shows information about experience for teachers assigned to this school and across the state.

Category	Teachers in School	Teachers in State
Total Number of teachers	102	117,464
Average years experience in public schools	11.8	12.0
Average years experience in district	11.4	10.7
Teachers in district for 4 or more years	77.5%	75.5%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	28	9,374
Average years experience in public schools	15.1	16.0
Average years experience in district	14.1	12.0
Administrators in district for 4 or more years	92.9%	76.2%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	12:1	12:1
Students to Administrators	408:1	182:1
Teachers to Administrators	34:1	15:1
Students to Librarians/Media Specialists		848:1
Students to Nurses		565:1
Students to Counselors		636:1
Students to Child Study Team		268:1

NJ SCHOOL PERFORMANCE REPORT

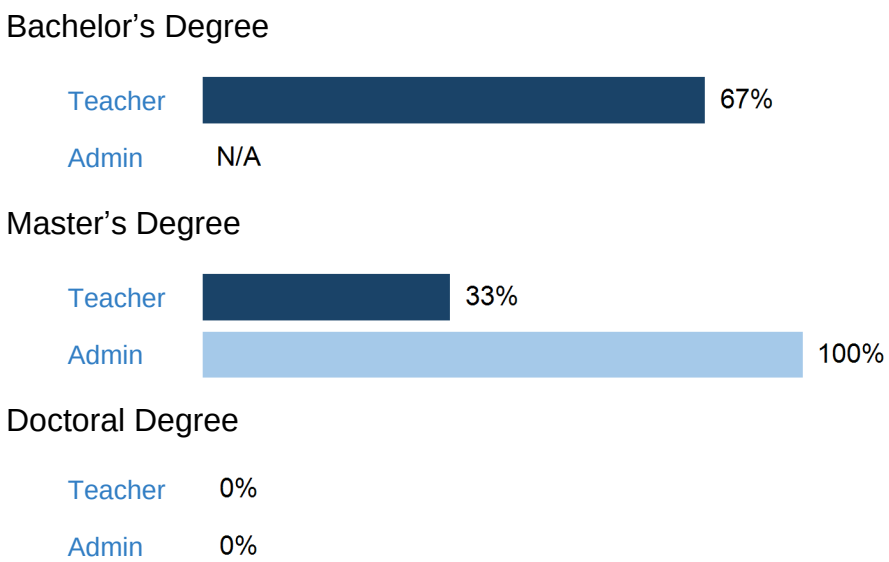
MANALAPAN-ENGLISHTOWN MIDDLE SCHOOL
(25-2920-060)
Grades Offered: 07-08
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

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

Teachers and Administrators - Level of Education

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



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

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

Job Type	District	State
2016-17 Teachers: Same district 2017-18	94.2%	90.2%
2016-17 Administrators: Same district 2017-18	96.4%	86.2%

Faculty Attendance

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

School Year	% Days Present
2017-18	97.2%

NJ SCHOOL PERFORMANCE REPORT

MANALAPAN-ENGLISHTOWN MIDDLE SCHOOL
(25-2920-060)
Grades Offered: 07-08
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

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 – Demographics

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

Category	Teachers	Administrators
Female	79.4%	33.3%
Male	20.6%	66.7%
White	95.1%	100.0%
Hispanic	2.9%	0.0%
Black or African American	0.0%	0.0%
Asian	2.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%

NJ SCHOOL PERFORMANCE REPORT

MANALAPAN-ENGLISHTOWN MIDDLE SCHOOL
(25-2920-060)
Grades Offered: 07-08
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA). For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

Comprehensive Status

This table shows whether this school is identified as requiring Comprehensive Support and Improvement during the 2019-20 school year and whether it will be eligible to exit comprehensive status in January 2021 or January 2022. Schools must meet exit criteria in order to exit status. Schools with a summative score in the bottom 5% of Title I schools or with a four-year graduation rate of 67% or less are identified as requiring Comprehensive Support and Improvement.

Requires Comprehensive Support during the 2019-20 School Year	Eligible to exit status in January 2021	Eligible to exit status in January 2022
No	n/a	n/a

Targeted Status

This table shows whether one or more student groups in this school has been identified as requiring Targeted Support and Improvement during the 2019-20 school year and whether each student group will be eligible to exit targeted status in January 2021 or January 2022. Schools must meet exit criteria in order to exit status. Student groups with a summative score that would be in the bottom 5% of schools and student groups that miss annual targets for all indicators for two years in a row are identified as requiring Targeted Support and Improvement. Note: Schools identified as requiring comprehensive support may have student groups identified as needing targeted support below, but the date they are eligible to exit status is based on their comprehensive status.

Student Group	Requires Targeted Support during the 2019-20 School Year	Eligible to exit status in January 2021	Eligible to exit status in January 2022
Any Student Groups	No	n/a	n/a
White	No		
Hispanic	No		
Black or African American	No		
Asian, Native Hawaiian, or Pacific Islander	No		
American Indian or Alaska Native	No		
Two or More Races	No		
Economically Disadvantaged Students	No		
Students with Disabilities	No		
English Learners	No		

NJ SCHOOL PERFORMANCE REPORT

MANALAPAN-ENGLISHTOWN MIDDLE SCHOOL
(25-2920-060)
Grades Offered: 07-08
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

Accountability Indicator Scores and Summative Rating - 2017-18 School Year

New Jersey has developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement. This table shows the indicator scores for each indicator included in the accountability system and the weight that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative score in the bottom 5% of Title I schools or with a four-year graduation rate of 67% or less are identified as requiring Comprehensive Support and Improvement. For more information about New Jersey's accountability system and how these indicator scores were calculated, see these accountability resources.

Accountability Indicator	Score	Weight
English Language Arts Proficiency	83.00	17.5%
Mathematics Proficiency	71.21	17.5%
English Language Arts Growth	63.15	25.0%
Mathematics Growth	33.95	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	22.48	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	54.63	n/a
Summative Rating: Percentile Rank of Summative Score	56.81	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	No	n/a

† Weights indicated by this symbol were adjusted due to data availability

NJ SCHOOL PERFORMANCE REPORT

MANALAPAN-ENGLISHTOWN MIDDLE SCHOOL
(25-2920-060)
Grades Offered: 07-08
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

Accountability Summary by Student Group - 2017-18 School Year

New Jersey has developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Targeted Support and Improvement. Any student group where the summative score would be in the bottom 5% of schools is identified for Targeted Support for a Low-Performing Student Group. Any student group that has missed annual targets for all indicators two years in a row is identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups are identified for Targeted Sport will be noted in the Schoolwide row. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16. The target for chronic absenteeism is the state average for chronic absenteeism based on students enrolled in the grades served by the given school. For more details on accountability targets, see these accountability resources.

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	No	Met Target	Met Target	Met Standard	Met Standard	**	Not Met	No
White	49.73	14.08	No	Met Target	Met Target	Met Standard	Met Standard	n/a	Not Met	No
Hispanic	68.12	14.08	No	Met Target	Met Target	Met Standard	Met Standard	n/a	Not Met	No
Black or African American	**	**	No	Met Target	Met Target	**	**	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	54.58	14.08	No	Met Goal	Met Goal	Met Standard	Met Standard	n/a	Met	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	48.56	14.08	No	Met Target	Not Met	Exceeds Standard	**	n/a	Not Met	No
Economically Disadvantaged Students	58.46	14.08	No	Met Target	Met Target	Met Standard	Met Standard	n/a	Not Met	No
Students with Disabilities	50.85	14.08	No	Met Target	Met Target†	Met Standard	Met Standard	n/a	Not Met	No
English Learners	**	**	No	**	**	**	**	**	**	No

† Target was met within a confidence interval (Proficiency) or within one standard deviation (Progress to English Language Proficiency).

NJ SCHOOL PERFORMANCE REPORT

MANALAPAN-ENGLISHTOWN MIDDLE SCHOOL
(25-2920-060)
Grades Offered: 07-08
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact your school directly.

Highlights:	• 1:1 initiative supports the appropriate use of technology and prepares students to learn and live in a digital world • MEMS takes pride in the visual/performing arts programs that highlight students' talent and promotes a positive culture • STEMbotics and STEAM classes engage and challenge students in multiple disciplines, allowing them to highlight talents
Mission, Vision, Theme:	MEMS is a progressive school that provides a safe, nurturing environment and curriculum that is rich and rigorous. Believing that all students can learn and achieve, we provide an educational environment that meets the needs of all students and facilitates their cognitive and affective growth. Our professional staff includes teachers of the core curriculum subjects, the arts and technology, teachers of special education, and student assistance personnel, works diligently toward this goal.
Awards, Recognition, Accomplishments:	New Jersey Star School, National History Day, Delaware Valley Science Fair, Asbury Park Press Student Voices Competition, CBA Math Contest, Battle of the Books

NJ SCHOOL PERFORMANCE REPORT

MANALAPAN-ENGLISHTOWN MIDDLE SCHOOL
(25-2920-060)
Grades Offered: 07-08
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact your school directly.

Courses, Curriculum, Instruction:	A Modified Block Schedule, developed by the school's educators, provides learning periods of one to two hours. The schedule encourages opportunities for the faculty to present in-depth activities and projects that meet the individual educational needs and differences of all our students. Empowered by community planning periods, teachers work together to design and implement integrated learning experiences.
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Cheerleading (Boys & Girls), Cross Country (Boys & Girls), Field Hockey (Girls), Soccer (Boys & Girls), Softball (Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Volleyball (Boys & Girls), Wrestling (Boys & Girls) In addition to baseball, basketball, soccer, wrestling, soccer, cross country, track and field, field hockey and cheerleading the following intramural activities are offered to all students: volleyball, floor hockey, basketball and fitness center.
Clubs and Activities:	Band, Orchestra, Drama Club, spring Musical, Jazz Ensemble, Select Vocal Ensemble, Future Teachers of America, Math Challenges, Homework Club, Yearbook Committee, Paw Print Press, Battle of the Books, Geography Bee, Spelling Bee, Morning Announcers, National Junior Honor Society, Social Skills Club, National History Day, Student Council.

NJ SCHOOL PERFORMANCE REPORT

MANALAPAN-ENGLISHTOWN MIDDLE SCHOOL
(25-2920-060)
Grades Offered: 07-08
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact your school directly.

Staff and Professional Learning:	A climate of intellectual development exists at the Manalapan-Englishtown Middle School. Teachers are engaged in learning opportunities to strengthen their content knowledge and enhance instruction. Faculty and staff attend district, regional and state professional development sessions. Teachers share content knowledge and strategies at department meetings. Regular and special education teachers attend workshops to facilitate co-teaching models that creates excellence for students.

NJ SCHOOL PERFORMANCE REPORT

MANALAPAN-ENGLISHTOWN MIDDLE SCHOOL
(25-2920-060)
Grades Offered: 07-08
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact your school directly.

Student Supports and Services:	The service component consists of the child study teams (psychologist, social worker, and learning disabilities teacher-consultant), school counselors, health services (nurses, physician and medical consultants) and attendance services. The instruction component consists of Special Education Programs (special education classes and resource rooms), supplemental instruction, speech correction, individual services, I&RS (Intervention and Referral Service), and basic skills programs (BSI). Our RTI program is designed to reach and support our diverse community of learners. The tiered system provides interventions, assessments and strategies to work with struggling students. RTI teams serve as the vehicle to assist teachers in putting together and monitoring individualized student intervention plans.
Student Health and Wellness:	Students at MEMS receive one hour of physical education every other day. The school has three gymnasiums and a health center. The PE/Health staff is immersed in the NJCCCS and dedicated to the students' well-being. We also offer interscholastic and intramural programs after school for students to continue with the physical education enjoyment.
Parent and Community Involvement:	The MEMS Booster Organization was created to support student programs and provide additional after school opportunities, such as school dances, Club MEMS and Pep Rallies. All parents have the opportunity to become members, attend monthly meetings, as well as Pep Rallies, school plays, become a chaperone or chair a committee to sponsor an event. The Parent Portal allows parents access to their child's academic information, attendance, schedule or other pertinent school information.

NJ SCHOOL PERFORMANCE REPORT

MANALAPAN-ENGLISHTOWN MIDDLE SCHOOL
(25-2920-060)
Grades Offered: 07-08
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact your school directly.

Facilities:	MEMS opened in 1992 as a 7th and 8th grade middle school. In 2006 an addition to the school was completed to address the increase in student enrollment. The school is approximately 250,000 square feet. It includes state of the art classrooms, 13 science labs, 6 world language classrooms, 2 art classrooms, 3 gymnasiums, health center, computer, STEAM, and 2 STEM robotics labs, Media Center, 3 music rooms, auditorium and student dining room.

NJ SCHOOL PERFORMANCE REPORT

MANALAPAN-ENGLISHTOWN MIDDLE SCHOOL
(25-2920-060)
Grades Offered: 07-08
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact your school directly.

Technology and STEM:	Students in both 7th and 8th grade are scheduled into STEM-botics. This course provides a introduction in grade 7 and continuation of the EV3 robotics program in 8th grade. EV3 makes building, designing, programming, and commanding their robots smarter, faster, and interactive for students in both grades. The STEM program also promotes essential skills such as creativity, critical thinking, collaboration, and communication. Students will extend their knowledge of BOT construction, coding and problem solving through hands-on activities based on STEM principles.

NJ SCHOOL PERFORMANCE REPORT

MANALAPAN-ENGLISHTOWN MIDDLE SCHOOL
(25-2920-060)
Grades Offered: 07-08
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact your school directly.

Other Information:	MEMS has been recognized by the state and other educational organizations for its educational excellence and engaging programs. This recognition supports the school's community learning concept where 7th and 8th grade students work collaboratively with an interdisciplinary team of teachers to acquire the knowledge, skills and self-confidence to succeed in middle school and be ready to accept the challenges of high school. Our strong academic curriculum, state of the art technology, diverse extra-curricular activities and champion sports program provides opportunities for students to exhibit excellence in all areas. The infusion of technology is a powerful tool that stimulates learning, enhances presentation, fosters creativity and allows students to excel in their academic endeavors. With our 1:1 technology initiative, students are connected to the world of learning. Over 1200 students and staff pass through our doors each day. On a daily basis, students are actively engaged in every classroom either conducting a science experiment, role-playing a historical event, collaborating on a multimedia presentation, using manipulatives to solve math equations, conversing in a foreign language, or creatively designing a clay sculpture. Students may also participate in a variety of school-wide events, clubs and competitions such as SITES, Social Studies Fair, World Language Fair, Future Teachers of America, Battle of the Books, National History Day, Student Council, Spelling Bee, Geography Bee, Student Council and Math Challenges. As educational professionals, we continually assess our program and enhance curriculum and design programs for our students to meet the challenges as they move forward in their educational careers.