NJ SCHOOL PERFORMANCE REPORT

MANASQUAN ELEMENTARY SCHOOL
(25-2930-060)
Grades Offered: PK-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
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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 as the top left of the screen to move between pages of the report

Other Resources:

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

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School Contact Info

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

Type	Contact Information
County	MONMOUTH
District	MANASQUAN BORO
Principal Name	MRS. GRAZIANO
Address	168 BROAD STREET MANASQUAN, NJ 08736-2892
Phone Number	(732)528-8810
Email Address	CGRAZINO@MANASQUANBOE.ORG
Website	https://www.manasquanschools.org/
Facebook	https://www.facebook.com/ManasquanSchoolDistrict/
Twitter	https://twitter.com/manasquanboe

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Enrollment Trends by Grade

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

Grade	2015-16	2016-17	2017-18
PK	19	21	28
KG	49	47	33
1	57	52	49
2	79	60	47
3	61	75	62
4	75	63	74
5	64	77	64
6	81	66	79
7	90	82	65
8	73	87	82
Total	648	630	583

Enrollment Trends by Student Group

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

Student Group	2015-16	2016-17	2017-18
Female	47.7%	47.9%	47.0%
Male	52.3%	52.1%	53.0%
Economically Disadvantaged Students	15.6%	15.9%	16.0%
Students with Disabilities	17.6%	17.8%	19.4%
English Learners	4.3%	4.1%	4.5%
Homeless Students		0.0%	0.0%
Students in Foster Care		0.3%	0.0%
Military-Connected Students		0.0%	0.0%
Migrant Students		0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2015-16	2016-17	2017-18
White	85.3%	84.6%	83.7%
Hispanic	11.7%	12.7%	13.6%
Black or African American	0.8%	1.0%	0.9%
Asian	1.9%	1.4%	1.4%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.3%	0.3%	0.3%
Two or More Races	0.0%	0.0%	0.2%

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	2015-16	2016-17	2017-18
PK - Half Day	0	3	1
PK - Full Day	19	18	27
KG - Half Day	0	0	0
KG - Full Day	49	47	33

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	89.4%
Spanish	9.6%
Other Languages	1.0%

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	53	53	50	Met Standard	60	60	50	Exceeds Standard
White	54	54	50	Met Standard	61	61	51	Exceeds Standard
Hispanic	34	34	49	Not Met	51	51	48	Met Standard
Black or African American	N	N	44	**	N	N	44	**
Asian, Native Hawaiian, or Pacific Islander	*	*	61	**	*	*	61	**
American Indian or Alaska Native	*	*	52	**	*	*	53	**
Two or More Races	N	N	49	**	N	N	51	**
Economically Disadvantaged	39	39	48	Not Met	50	50	47	Met Standard
Students with Disabilities	36	36	41	Not Met	52	52	43	Met Standard
English Learners	39	39	54	Not Met	57	57	51	Met Standard

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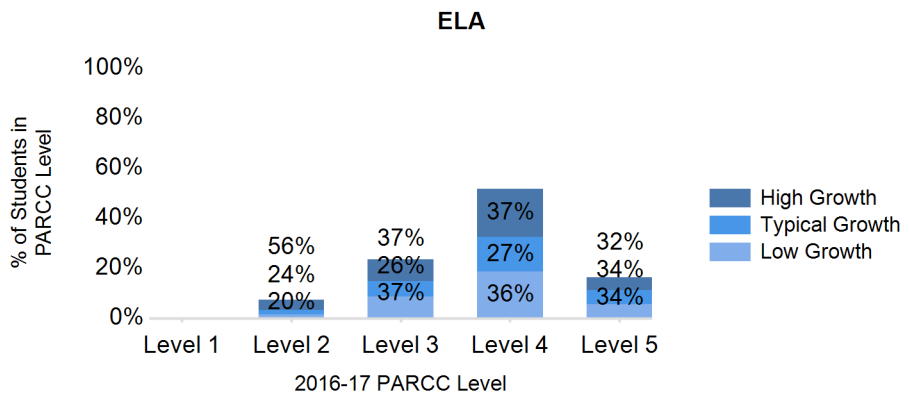
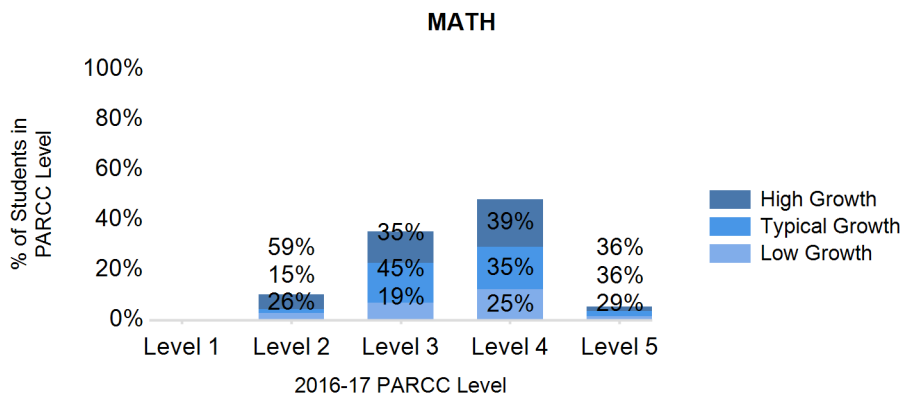
Student Growth by Performance Level

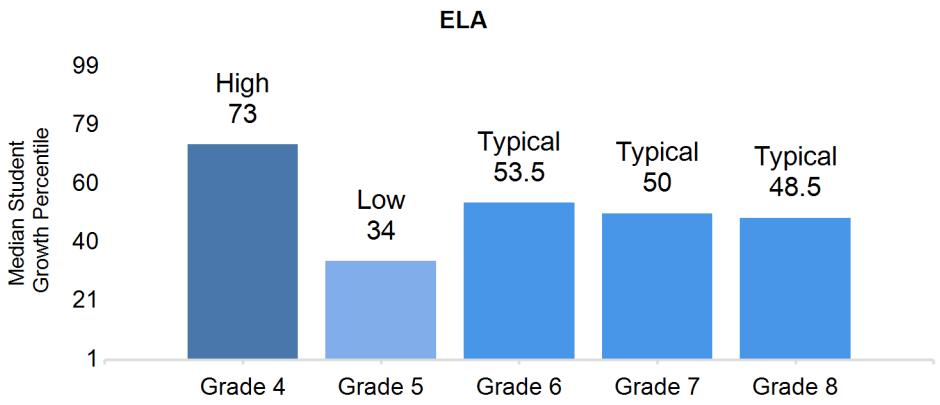
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

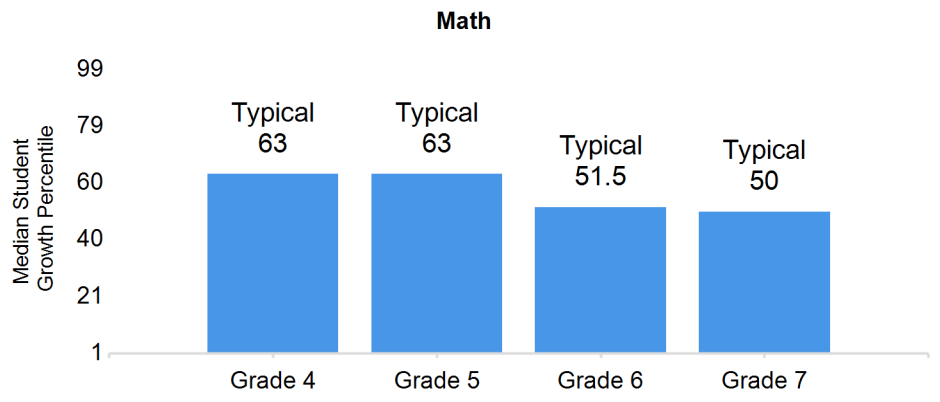




Student Growth by Grade

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





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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	418	96.8	68.2	72.8	56.7	68.2	60.1	Met Target
White	352	96.5	72.7	77.4	65.6	72.7	63.3	Met Target
Hispanic	52	100.0	40.4	43.6	42.5	40.4	28.8	Met Target
Black or African American	*	*	*	54.5	37.3	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	75.1	82.3	*	**	**
American Indian or Alaska Native	*	*	*	*	52.7	*	**	**
Two or More Races	*	*	*	*	63.4	*	**	**
Female	196	97.0	76.6	81.3	64.5	76.6		
Male	222	96.6	60.8	64.9	49.4	60.8		
Economically Disadvantaged Students	67	95.7	44.8	47.2	38.5	44.8	30.1	Met Target
Non-Economically Disadvantaged Students	351	97.0	72.7	77.2	67.5	72.7		
Students with Disabilities	72	92.4	27.7	28.1	21.6	26.9	23.4	Met Target
Students without Disabilities	346	97.8	76.6	82.3	63.9	76.6		
English Learners	31	100.0	35.5	*	27.3	35.5	38.2	Met Target†
Non-English Learners	387	96.5	70.8	*	59.4	70.8		
Homeless Students	N	N	N	N	27.7	N		
Students In Foster Care	N	N	N	N	26.3	N		
Military-Connected Students	N	N	N	N	57.4	N		
Migrant Students	N	N	N	N	30.1	N		

† Target was met within a confidence interval.

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 3

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	61	754	754	750	*	*	33%	*	*	51%	52%
White	51	754	754	759	*	*	31%	*	*	53%	61%
Hispanic	*	*	*	736	*	*	*	*	*	*	38%
Black or African American	N	N	N	733	N	N	N	N	N	N	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	77%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	46%
Two or More Races	*	*	*	758	*	*	*	*	*	*	58%
Female	27	772	772	756	*	*	*	*	*	70%	57%
Male	34	740	740	744	*	*	*	*	*	35%	46%
Economically Disadvantaged Students	*	*	*	733	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	*	*	*	762	*	*	*	*	*	*	64%
Students with Disabilities	10	737	737	719	*	*	*	*	*	30%	24%
Students without Disabilities	51	757	757	756	*	*	*	*	*	55%	57%
English Learners	*	*	*	712	*	*	*	*	*	*	15%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	52%
Migrant Students	N	N	N	741	N	N	N	N	N	N	48%

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 4

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	72	768	768	756	*	*	19%	43%	29%	72%	58%
White	56	771	771	764	*	0%	*	50%	29%	79%	68%
Hispanic	*	*	*	744	*	*	*	*	*	*	44%
Black or African American	N	N	N	739	N	N	N	N	N	N	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	782	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	N	N	N	763	N	N	N	N	N	N	63%
Female	28	780	780	762	*	*	*	54%	36%	89%	63%
Male	44	760	760	751	*	*	*	36%	25%	61%	53%
Economically Disadvantaged Students	17	755	755	740	*	*	*	*	*	53%	40%
Non-Economically Disadvantaged Students	55	772	772	767	*	*	*	*	*	78%	70%
Students with Disabilities	18	743	743	726	*	*	*	*	*	39%	25%
Students without Disabilities	54	776	776	762	*	*	*	*	*	83%	64%
English Learners	*	*	*	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	*	759	*	*	*	*	*	*	61%
Homeless Students	N	N	N	729	N	N	N	N	N	N	28%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	57%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 5

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	63	757	757	755	*	*	27%	*	*	60%	58%
White	49	765	765	763	0%	*	27%	*	*	69%	68%
Hispanic	*	*	*	743	*	*	*	*	*	*	43%
Black or African American	*	*	*	738	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	780	N	N	N	N	N	N	84%
American Indian or Alaska Native	N	N	N	752	N	N	N	N	N	N	53%
Two or More Races	N	N	N	763	N	N	N	N	N	N	65%
Female	29	761	761	762	*	*	*	*	*	66%	66%
Male	34	753	753	749	*	*	*	*	*	56%	51%
Economically Disadvantaged Students	15	739	739	739	*	*	*	*	*	33%	39%
Non-Economically Disadvantaged Students	48	762	762	766	*	*	*	*	*	69%	71%
Students with Disabilities	14	727	727	724	*	*	*	*	*	14%	22%
Students without Disabilities	49	765	765	762	*	*	*	*	*	73%	65%
English Learners	N	N	N	712	N	N	N	N	N	N	11%
Non-English Learners	63	757	757	757	*	*	27%	*	*	60%	60%
Homeless Students	N	N	N	731	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	59%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	77	760	760	754	*	*	19%	56%	14%	70%	56%
White	67	762	762	761	*	*	*	*	*	76%	66%
Hispanic	*	*	*	742	*	*	*	*	*	*	42%
Black or African American	*	*	*	737	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	779	N	N	N	N	N	N	83%
American Indian or Alaska Native	*	*	*	751	*	*	*	*	*	*	49%
Two or More Races	N	N	N	761	N	N	N	N	N	N	64%
Female	39	766	766	761	*	*	*	*	*	74%	64%
Male	38	754	754	748	*	*	*	*	*	66%	48%
Economically Disadvantaged Students	*	*	*	739	*	*	*	*	*	*	37%
Non-Economically Disadvantaged Students	*	*	*	764	*	*	*	*	*	*	68%
Students with Disabilities	14	735	735	723	*	*	*	*	*	29%	18%
Students without Disabilities	63	766	766	760	*	*	*	*	*	79%	63%
English Learners	N	N	N	712	N	N	N	N	N	N	*
Non-English Learners	77	760	760	755	*	*	19%	56%	14%	70%	*
Homeless Students	N	N	N	729	N	N	N	N	N	N	26%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	732	N	N	N	N	N	N	36%

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	65	774	774	760	*	*	*	48%	34%	82%	63%
White	56	776	776	768	*	*	*	46%	38%	84%	72%
Hispanic	*	*	*	746	*	*	*	*	*	*	49%
Black or African American	N	N	N	740	N	N	N	N	N	N	42%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	790	*	*	*	*	*	*	87%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	57%
Two or More Races	N	N	N	767	N	N	N	N	N	N	68%
Female	30	783	783	769	*	*	*	*	*	90%	72%
Male	35	766	766	752	*	*	*	*	*	74%	54%
Economically Disadvantaged Students	12	755	755	742	*	*	*	*	*	67%	44%
Non-Economically Disadvantaged Students	53	778	778	771	*	*	*	*	*	85%	73%
Students with Disabilities	*	*	*	721	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	768	*	*	*	*	*	*	71%
English Learners	*	*	*	705	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	762	*	*	*	*	*	*	64%
Homeless Students	N	N	N	729	N	N	N	N	N	N	32%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	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

MANASQUAN ELEMENTARY SCHOOL
(25-2930-060)
Grades Offered: PK-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	80	767	767	759	*	*	19%	51%	20%	71%	60%
White	74	768	768	767	*	*	19%	51%	20%	72%	70%
Hispanic	*	*	*	744	*	*	*	*	*	*	45%
Black or African American	N	N	N	739	N	N	N	N	N	N	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	789	*	*	*	*	*	*	86%
American Indian or Alaska Native	N	N	N	759	N	N	N	N	N	N	59%
Two or More Races	N	N	N	766	N	N	N	N	N	N	66%
Female	40	765	765	768	*	*	*	*	*	75%	69%
Male	40	769	769	751	*	*	*	*	*	68%	52%
Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	42%
Non-Economically Disadvantaged Students	*	*	*	769	*	*	*	*	*	*	71%
Students with Disabilities	10	717	717	719	*	*	*	*	*	*	19%
Students without Disabilities	70	774	774	766	*	*	*	*	*	*	68%
English Learners	N	N	N	703	N	N	N	N	N	N	*
Non-English Learners	80	767	767	761	*	*	19%	51%	20%	71%	*
Homeless Students	N	N	N	727	N	N	N	N	N	N	27%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	61%
Migrant Students	N	N	N	718	N	N	N	N	N	N	21%

NJ SCHOOL PERFORMANCE REPORT

MANASQUAN ELEMENTARY SCHOOL
(25-2930-060)
Grades Offered: PK-08
2017-2018

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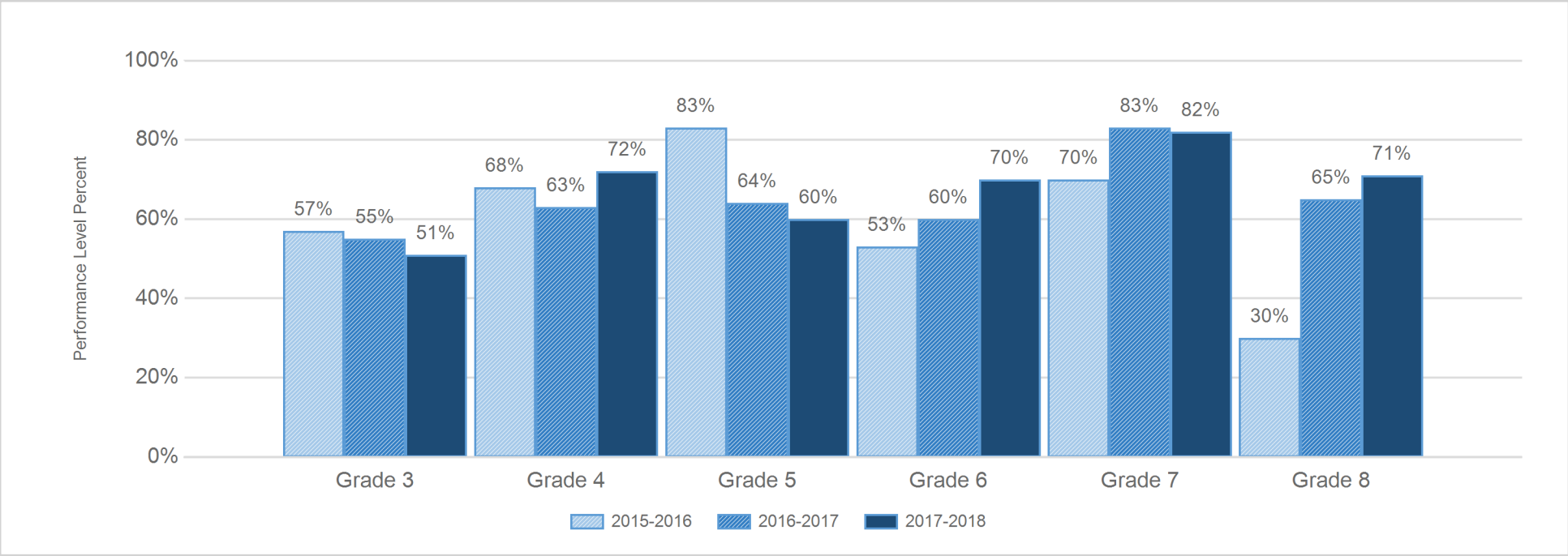
English Language Arts/Literacy Assessment - Performance Trends

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



NJ SCHOOL PERFORMANCE REPORT

MANASQUAN ELEMENTARY SCHOOL
(25-2930-060)
Grades Offered: PK-08
2017-2018

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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	418	96.8	58.9	54.2	45.0	58.9	58.6	Met Target
White	352	96.5	62.8	58.4	54.1	62.8	62.8	Met Target
Hispanic	52	100.0	32.7	26.7	29.2	32.7	26.4	Met Target
Black or African American	*	*	*	10.0	23.4	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	68.8	77.0	*	**	**
American Indian or Alaska Native	*	*	*	*	42.5	*	**	**
Two or More Races	*	*	*	*	53.0	*	**	**
Female	196	97.0	58.7	51.9	46.0	58.7		
Male	222	96.6	59.0	56.5	43.9	59.0		
Economically Disadvantaged Students	67	95.7	26.9	23.5	26.6	26.9	34.8	Met Target†
Non-Economically Disadvantaged Students	351	97.0	65.0	59.1	55.9	65.0		
Students with Disabilities	72	92.4	26.4	26.3	17.1	25.6	19.9	Met Target
Students without Disabilities	346	97.8	65.6	59.0	50.5	65.6		
English Learners	31	100.0	29.0	*	24.6	29.0	26.8	Met Target
Non-English Learners	387	96.5	61.3	*	46.9	61.3		
Homeless Students	N	N	N	N	17.3	N		
Students In Foster Care	N	N	N	N	16.2	N		
Military-Connected Students	N	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

MANASQUAN ELEMENTARY SCHOOL
(25-2930-060)
Grades Offered: PK-08
2017-2018

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Mathematics Assessment - Performance by Grade: Grade 3

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).

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	755	755	752	*	*	*	*	*	67%	53%
White	51	757	757	760	*	*	*	*	*	69%	64%
Hispanic	*	*	*	739	*	*	*	*	*	*	38%
Black or African American	N	N	N	734	N	N	N	N	N	N	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	*	*	*	757	*	*	*	*	*	*	59%
Female	27	768	768	752	*	*	*	*	*	81%	53%
Male	34	745	745	751	*	*	*	*	*	56%	53%
Economically Disadvantaged Students	*	*	*	736	*	*	*	*	*	*	35%
Non-Economically Disadvantaged Students	*	*	*	762	*	*	*	*	*	*	66%
Students with Disabilities	10	744	744	730	*	*	*	*	*	60%	29%
Students without Disabilities	51	757	757	756	*	*	*	*	*	69%	57%
English Learners	*	*	*	726	*	*	*	*	*	*	23%
Non-English Learners	*	*	*	754	*	*	*	*	*	*	56%
Homeless Students	N	N	N	723	N	N	N	N	N	N	20%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	55%
Migrant Students	N	N	N	737	N	N	N	N	N	N	46%

NJ SCHOOL PERFORMANCE REPORT

MANASQUAN ELEMENTARY SCHOOL
(25-2930-060)
Grades Offered: PK-08
2017-2018

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Mathematics Assessment - Performance by Grade: Grade 4

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).

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	72	750	750	748	*	*	44%	*	*	46%	49%
White	56	751	751	755	*	*	41%	*	*	50%	60%
Hispanic	*	*	*	737	*	*	*	*	*	*	34%
Black or African American	N	N	N	730	N	N	N	N	N	N	27%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	748	N	N	N	N	N	N	46%
Two or More Races	N	N	N	752	N	N	N	N	N	N	55%
Female	28	754	754	748	*	*	39%	*	*	54%	50%
Male	44	748	748	748	*	*	48%	*	*	41%	49%
Economically Disadvantaged Students	17	743	743	733	*	*	71%	*	*	18%	30%
Non-Economically Disadvantaged Students	55	752	752	758	*	*	36%	*	*	55%	62%
Students with Disabilities	18	737	737	725	*	*	*	*	*	28%	22%
Students without Disabilities	54	754	754	753	*	*	*	*	*	52%	55%
English Learners	*	*	*	722	*	*	*	*	*	*	16%
Non-English Learners	*	*	*	750	*	*	*	*	*	*	52%
Homeless Students	N	N	N	722	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	723	N	N	N	N	N	N	16%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	49%
Migrant Students	N	N	N	731	N	N	N	N	N	N	32%

NJ SCHOOL PERFORMANCE REPORT

MANASQUAN ELEMENTARY SCHOOL
(25-2930-060)
Grades Offered: PK-08
2017-2018

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Mathematics Assessment - Performance by Grade: Grade 5

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).

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	63	754	754	748	*	*	30%	*	*	60%	49%
White	49	760	760	756	0%	*	29%	*	*	69%	60%
Hispanic	*	*	*	736	*	*	*	*	*	*	32%
Black or African American	*	*	*	730	*	*	*	*	*	*	26%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	777	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	42%
Two or More Races	N	N	N	754	N	N	N	N	N	N	55%
Female	29	754	754	749	*	*	*	*	*	52%	50%
Male	34	754	754	747	*	*	*	*	*	68%	48%
Economically Disadvantaged Students	15	737	737	733	*	*	*	*	*	20%	29%
Non-Economically Disadvantaged Students	48	759	759	758	*	*	*	*	*	73%	62%
Students with Disabilities	14	728	728	726	*	*	*	*	*	21%	20%
Students without Disabilities	49	761	761	752	*	*	*	*	*	71%	55%
English Learners	N	N	N	718	N	N	N	N	N	N	13%
Non-English Learners	63	754	754	750	*	*	30%	*	*	60%	51%
Homeless Students	N	N	N	722	N	N	N	N	N	N	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	20%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	52%
Migrant Students	N	N	N	728	N	N	N	N	N	N	29%

NJ SCHOOL PERFORMANCE REPORT

MANASQUAN ELEMENTARY SCHOOL
(25-2930-060)
Grades Offered: PK-08
2017-2018

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Mathematics Assessment - Performance by Grade: Grade 6

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	77	751	751	744	*	*	38%	*	*	49%	44%
White	67	752	752	751	*	*	37%	*	*	51%	54%
Hispanic	*	*	*	731	*	*	*	*	*	*	27%
Black or African American	*	*	*	726	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	771	N	N	N	N	N	N	78%
American Indian or Alaska Native	*	*	*	744	*	*	*	*	*	*	48%
Two or More Races	N	N	N	749	N	N	N	N	N	N	52%
Female	39	751	751	745	*	*	38%	*	*	49%	45%
Male	38	752	752	742	*	*	37%	*	*	50%	42%
Economically Disadvantaged Students	*	*	*	729	*	*	*	*	*	*	24%
Non-Economically Disadvantaged Students	*	*	*	753	*	*	*	*	*	*	56%
Students with Disabilities	14	734	734	717	*	*	*	*	*	29%	13%
Students without Disabilities	63	755	755	748	*	*	*	*	*	54%	49%
English Learners	N	N	N	713	N	N	N	N	N	N	11%
Non-English Learners	77	751	751	745	*	*	38%	*	*	49%	45%
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	745	N	N	N	N	N	N	45%
Migrant Students	N	N	N	717	N	N	N	N	N	N	18%

NJ SCHOOL PERFORMANCE REPORT

MANASQUAN ELEMENTARY SCHOOL
(25-2930-060)
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2017-2018

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Mathematics Assessment - Performance by Grade: Grade 7

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	62	755	755	743	0%	*	31%	*	*	60%	43%
White	53	757	757	750	0%	*	32%	*	*	62%	54%
Hispanic	*	*	*	732	*	*	*	*	*	*	27%
Black or African American	N	N	N	727	N	N	N	N	N	N	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	767	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	39%
Two or More Races	N	N	N	748	N	N	N	N	N	N	51%
Female	28	757	757	745	0%	*	*	*	*	61%	45%
Male	34	754	754	741	0%	*	*	*	*	59%	42%
Economically Disadvantaged Students	12	742	742	730	0%	*	*	*	*	33%	24%
Non-Economically Disadvantaged Students	50	758	758	751	0%	*	*	*	*	66%	55%
Students with Disabilities	*	*	*	717	*	*	*	*	*	*	12%
Students without Disabilities	*	*	*	748	*	*	*	*	*	*	50%
English Learners	*	*	*	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	744	*	*	*	*	*	*	45%
Homeless Students	N	N	N	720	N	N	N	N	N	N	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	*
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

MANASQUAN ELEMENTARY SCHOOL
(25-2930-060)
Grades Offered: PK-08
2017-2018

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Mathematics Assessment - Performance by Grade: Grade 8

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	43	745	745	728	*	*	30%	49%	0%	49%	28%
White	*	*	*	736	*	*	*	*	*	*	36%
Hispanic	*	*	*	722	*	*	*	*	*	*	22%
Black or African American	N	N	N	715	N	N	N	N	N	N	15%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	747	N	N	N	N	N	N	51%
American Indian or Alaska Native	N	N	N	721	N	N	N	N	N	N	21%
Two or More Races	N	N	N	729	N	N	N	N	N	N	28%
Female	22	737	737	731	*	*	*	*	*	36%	31%
Male	21	753	753	725	*	*	*	*	*	62%	26%
Economically Disadvantaged Students	*	*	*	719	*	*	*	*	*	*	20%
Non-Economically Disadvantaged Students	*	*	*	735	*	*	*	*	*	*	35%
Students with Disabilities	10	720	720	705	*	*	*	*	*	10%	*
Students without Disabilities	33	753	753	735	*	*	*	*	*	61%	*
English Learners	N	N	N	705	N	N	N	N	N	N	10%
Non-English Learners	43	745	745	729	*	*	30%	49%	0%	49%	29%
Homeless Students	N	N	N	708	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	708	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	734	N	N	N	N	N	N	31%
Migrant Students	N	N	N	703	N	N	N	N	N	N	10%

NJ SCHOOL PERFORMANCE REPORT

MANASQUAN ELEMENTARY SCHOOL
(25-2930-060)
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2017-2018

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Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	34	775	748	746	0%	0%	*	*	*	97%	46%
White	34	775	753	755	0%	0%	*	*	*	97%	57%
Hispanic	N	N	727	730	N	N	N	N	N	N	27%
Black or African American	N	N	*	727	N	N	N	N	N	N	23%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	779	N	N	N	N	N	N	79%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	49%
Two or More Races	N	N	N	755	N	N	N	N	N	N	54%
Female	18	773	747	748	0%	0%	*	*	*	94%	48%
Male	16	777	749	745	0%	0%	*	*	*	100%	44%
Economically Disadvantaged Students	*	*	*	729	*	*	*	*	*	*	25%
Non-Economically Disadvantaged Students	*	*	*	756	*	*	*	*	*	*	57%
Students with Disabilities	N	N	731	716	N	N	N	N	N	N	13%
Students without Disabilities	34	775	751	752	0%	0%	*	*	*	97%	52%
English Learners	N	N	*	710	N	N	N	N	N	N	*
Non-English Learners	34	775	*	749	0%	0%	*	*	*	97%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	16%
Students in Foster Care	N	N	*	712	N	N	N	N	N	N	12%
Military-Connected Students	N	N	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

MANASQUAN ELEMENTARY SCHOOL
(25-2930-060)
Grades Offered: PK-08
2017-2018

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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	*	*	749	735	*	*	*	*	*	*	30%
White	*	*	*	740	*	*	*	*	*	*	37%
Hispanic	N	N	735	723	N	N	N	N	N	N	14%
Black or African American	N	N	*	719	N	N	N	N	N	N	11%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	760	*	*	*	*	*	*	65%
American Indian or Alaska Native	N	N	N	734	N	N	N	N	N	N	28%
Two or More Races	N	N	N	741	N	N	N	N	N	N	39%
Female	*	*	*	736	*	*	*	*	*	*	30%
Male	*	*	*	734	*	*	*	*	*	*	29%
Economically Disadvantaged Students	N	N	740	722	N	N	N	N	N	N	13%
Non-Economically Disadvantaged Students	*	*	*	741	*	*	*	*	*	*	38%
Students with Disabilities	N	N	722	713	N	N	N	N	N	N	*
Students without Disabilities	*	*	*	738	*	*	*	*	*	*	*
English Learners	N	N	*	711	N	N	N	N	N	N	*
Non-English Learners	*	*	*	736	*	*	*	*	*	*	*
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%

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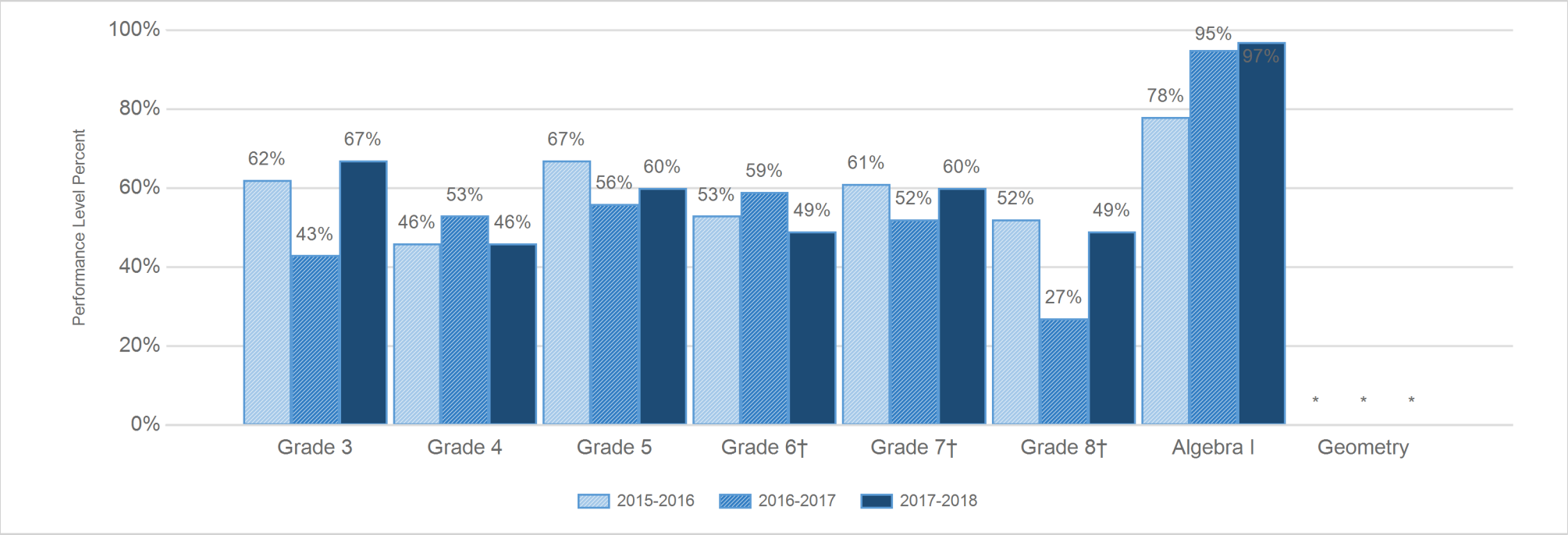
Mathematics Assessment – Performance Trends

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



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

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DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
3	N	N
4	N	N
5	N	N
6	N	N
7	*	*
8	*	*

English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2017-18 Target	Met Target?
Schoolwide/English Learners	27.8%	**	**

† 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	10	90.0%	10.0%
5 or more	*	*	*

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

NJASK Science Assessment Information

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

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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	80
7	3	0	63
8	31	6	42
Total	34	6	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	80	0	0	0	0	0	0
7	0	0	65	0	0	0	0
8	15	82	10	0	0	0	0
Total	95	82	75	0	0	0	0

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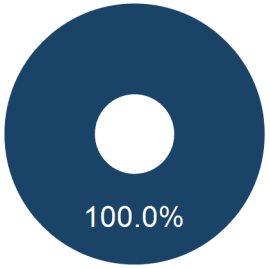
Visual and Performing Arts – Course Participation

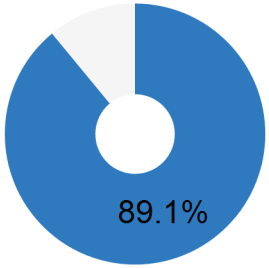
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

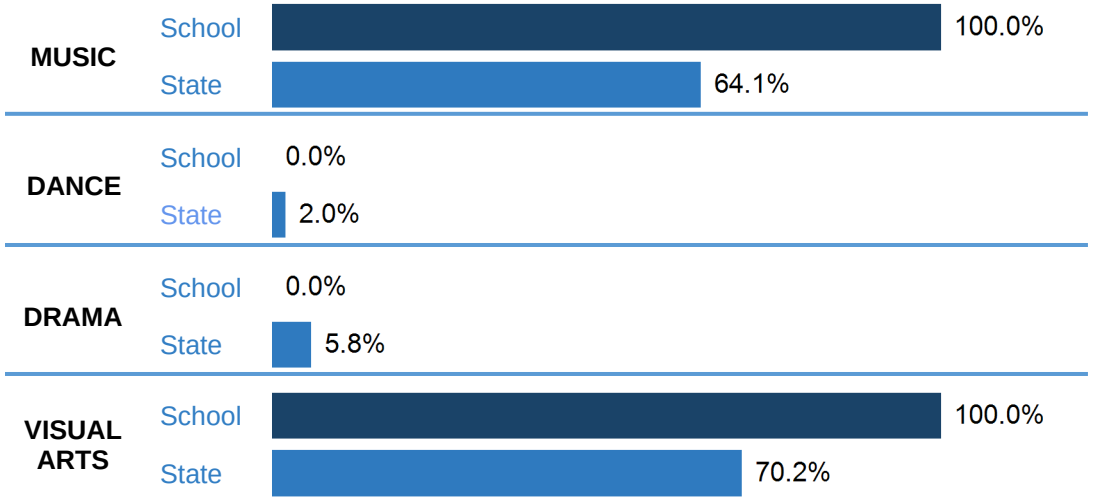


School



State

Students enrolled in one or more classes by discipline:



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

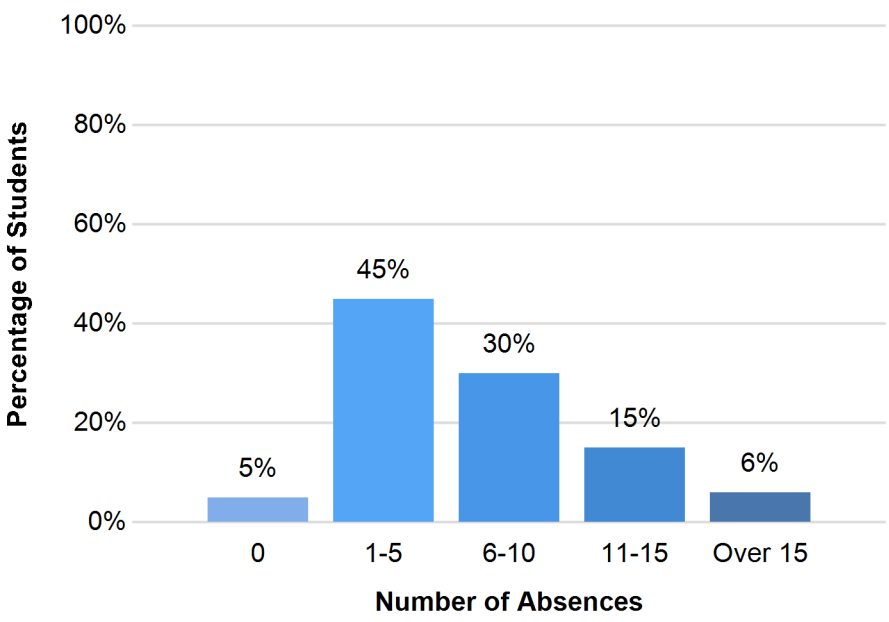
Chronic Absenteeism

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

Student Group	Number of students chronically absent	Percent of students chronically absent	State Average	Met State Average
Schoolwide	23	4.1	9.1	Met
White	18	3.8	9.1	Met
Hispanic	3	4.1	9.1	Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific Islander	0	0	**	**
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Economically Disadvantaged Students	6	6.7	9.1	Met
Students with Disabilities	7	6.4	9.1	Met
English Learners	3	11.1	9.1	Not Met

Days Absent

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



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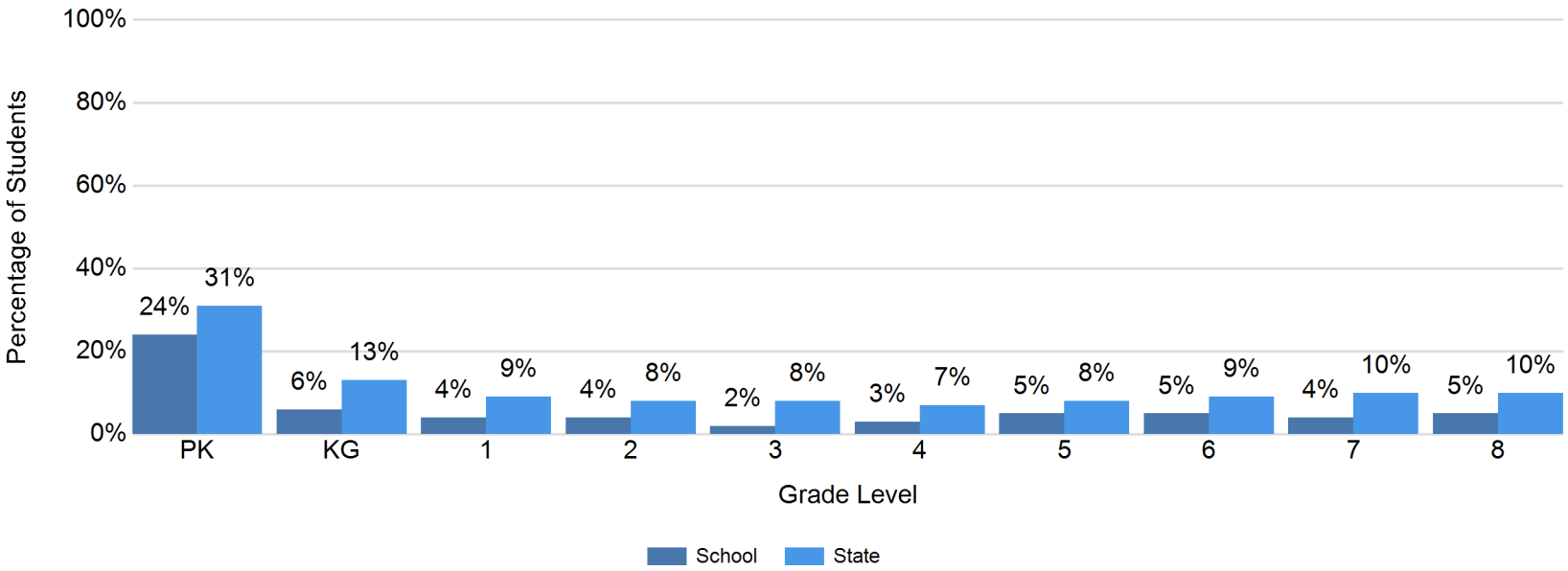
Chronic Absenteeism by Grade

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



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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	6
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	3
Total Unique Incidents	9
Incidents Per 100 Students Enrolled	1.54

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

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Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	1	1
Sexual Orientation	0	0	0
Disability	0	1	1
Other	0	1	1
No Identified Nature	4		4

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	*	*
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
16

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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	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	1.5:1

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)	$303	$14,368	$14,671

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	65	117,464
Average years experience in public schools	9.4	12.0
Average years experience in district	8.2	10.7
Teachers in district for 4 or more years	56.9%	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	13	9,374
Average years experience in public schools	18.1	16.0
Average years experience in district	18.1	12.0
Administrators in district for 4 or more years	84.6%	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	9:1	11:1
Students to Administrators	292:1	115:1
Teachers to Administrators	33:1	11:1
Students to Librarians/Media Specialists		749:1
Students to Nurses		749:1
Students to Counselors		250:1
Students to Child Study Team		250:1

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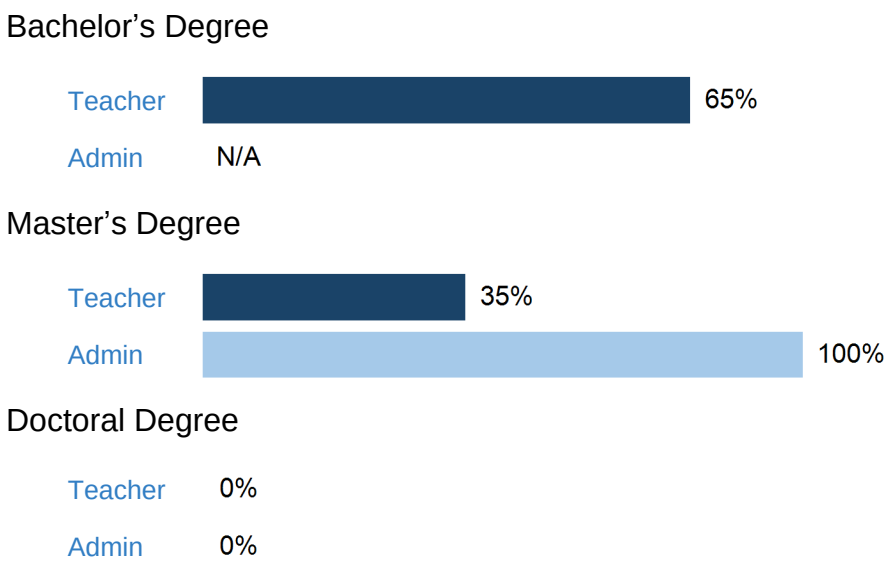
Teachers and Administrators - Level of Education

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



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

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

Job Type	District	State
2016-17 Teachers: Same district 2017-18	83.5%	90.2%
2016-17 Administrators: Same district 2017-18	92.9%	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	97.9%

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Teachers and Administrators – Demographics

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

Category	Teachers	Administrators
Female	81.5%	50.0%
Male	18.5%	50.0%
White	100.0%	100.0%
Hispanic	0.0%	0.0%
Black or African American	0.0%	0.0%
Asian	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%

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

Comprehensive Status

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

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

Targeted Status

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

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

NJ SCHOOL PERFORMANCE REPORT

MANASQUAN ELEMENTARY SCHOOL
(25-2930-060)
Grades Offered: PK-08
2017-2018

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

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

Accountability Indicator	Score	Weight
English Language Arts Proficiency	60.84	17.5%
Mathematics Proficiency	57.23	17.5%
English Language Arts Growth	38.27	25.0%
Mathematics Growth	75.79	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	77.82	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	60.85	n/a
Summative Rating: Percentile Rank of Summative Score	67.83	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	No	n/a

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

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Accountability Summary by Student Group - 2017-18 School Year

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

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	No	Met Target	Met Target	Met Standard	Exceeds Standard	**	Met	No
White	69.94	14.08	No	Met Target	Met Target	Met Standard	Exceeds Standard	n/a	Met	No
Hispanic	44.65	14.08	No	Met Target	Met Target	Not Met	Met Standard	n/a	Met	No
Black or African American	**	**	No	**	**	**	**	n/a	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	51.79	14.08	No	Met Target	Met Target†	Not Met	Met Standard	n/a	Met	No
Students with Disabilities	63.10	14.08	No	Met Target	Met Target	Not Met	Met Standard	n/a	Met	No
English Learners	47.33	14.08	No	Met Target†	Met Target	Not Met	Met Standard	Met Standard	Not Met	No

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

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School Narrative

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

Highlights:	• An extensive STEM Education initiative has been integrated at every grade level. • A balanced literacy program is implemented, including Wilson Fundations in Grades K-3. • All middle school students in Grades 6-8 have been issued 1:1 touch-screen Dell tablets and the Canvas Learning Management System is utilized.
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, a World Language Essay contest winner, Geography Bee winners, a NJ Playwright essay 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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Courses, Curriculum, Instruction:	All curricula is aligned to the NJSLS. A balanced literacy program is implemented, including Wilson Fundations & 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. Accelerated classes are available in Grades 4-6, as well as Accelerated STEM Classes in Grades 7&8. Algebra & Geometry classes are available for identified 8th graders.
Sports and Athletics:	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) Sports Offered: Baseball, Basketball (Boys & Girls), Cross-Country (Boys & Girls), Field Hockey, Soccer (Boys & Girls), Softball, Cheerleading, Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls). Recent athletic accomplishments include: Girls Softball League Champions; Girls Cross Country League Champions.
Clubs and Activities:	Students participate in a variety of clubs: Student Council, Art, Chorus, 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 participate in a variety of G&T activities and competitions.

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Before and After School Programs:	A Before Care and After Care Program is available for students. A variety of after school PTO-sponsored enrichment opportunities are also available for students, including Chess, Robotics, Orchestra, Rock Shop, Kids Art, Yoga, Mad Science, Lego Bricks for Kids, and Hip Hop.
Staff and Professional Learning:	Through quality professional development, our educators increased their effectiveness to promote high student achievement. K-3 teachers continued Wilson Fundations training with our Wilson certified Reading Specialist. All teachers, K-8, participated in on-going training relating to implementing STEM Education. In addition, K-5 teachers continued their collaborative language literacy professional development sessions with our sending districts focusing on writing instruction and enhancing comprehension through identifying and citing text evidence. A summer program with lead teachers and monthly meetings introduced new teachers to the school's culture and practices.

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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 and social interventions. An after school Homework Club is available for additional assistance. Support services are also available for English Language Learners.
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 recess times or as part of one of our many athletic teams. Our "Road Runners" Club meets every Wednesday morning to walk or run together for exercise before the start of the day. An Annual Health Fair is held to promote healthy habits involving nutrition and exercise. 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. Additional fundraising events were sponsored by our Education Foundation. Parent Workshops are organized through our Guidance Department. A Special Education Parent Advisory Group and an ELL Parent Advisory Group are both active. Our students attend performances at our local community theater.

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Facilities:	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 new 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 in place.
School Safety:	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.

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Technology and STEM:	Integrated into all K-8 course 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, & 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 respectively. Among the areas of emphasis in these courses are coding, robotics, game design, & AV production. These courses are supplemented by clubs in video production & TV news, as well as PTO provided enrichment opportunities in the STEM areas. Our 1:1 technology program provides grades 6-8 students with Dell touch-screen tablets, 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 two sections of a 3-year-old program (8:10-10:30 & 10:30-12:55) & a 4-year-old program that runs 8:10-12:55. 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.

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Other Information:	Manasquan Elementary School holds classes for students in Kindergarten through Grade 8, as well 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 two mobile laptop carts & a mobile i-Pad cart. Teachers have access to a 3-D printer, document scanners, digital cameras, & most recently, video equipment & a green screen. Our middle school students in Grades 6-8 are all issued a 1:1 touch-screen Dell 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. Each grade level participates in an educational field trip aligned with the curriculum & a walking trip to see a live performance at our local community theater. Our students participate in a K-8 Interactive Art Show in which student art work 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.