NJ SCHOOL PERFORMANCE REPORT

MANASQUAN HIGH SCHOOL
(25-2930-050)
Grades Offered: 09-12
2017-2018

Report Key:
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How to use this report:

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

Navigating through the reports:

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows 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	MR. COPPOLA
Address	167 BROAD STREET MANASQUAN, NJ 08736-2893
Phone Number	(732)528-8820
Email Address	RCOPPOLA@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
9	213	219	266
10	243	220	206
11	257	238	215
12	232	253	230
Total	945	930	917

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	48.2%	48.1%	49.2%
Male	51.8%	51.9%	50.8%
Economically Disadvantaged Students	11.9%	9.9%	10.2%
Students with Disabilities	17.0%	17.4%	15.6%
English Learners	0.4%	0.3%	0.9%
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	88.4%	87.4%	86.3%
Hispanic	7.5%	8.6%	9.4%
Black or African American	2.4%	2.0%	2.1%
Asian	1.7%	1.9%	2.2%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.1%	0.1%	0.1%
Two or More Races	0.0%	0.0%	0.0%

Enrollment Trends by Full and Shared Time Status

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

Enrollment Status	2015-16	2016-17	2017-18
Full Time Students	926	913	896
Shared Time Students	37	32	39
Full Time Equivalent	945	929	916

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	91.9%
Spanish	6.8%
Other Languages	1.3%

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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	457	97.9	77.0	72.8	56.7	77.0	51.9	Met Target
White	383	97.7	81.7	77.4	65.6	81.7	53.1	Met Goal
Hispanic	58	100.0	46.5	43.6	42.5	46.5	42	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	N	N	N	*	52.7	N	**	**
Two or More Races	N	N	N	*	63.4	N	**	**
Female	226	97.4	85.4	81.3	64.5	85.4		
Male	231	98.3	68.8	64.9	49.4	68.8		
Economically Disadvantaged Students	60	98.4	50.0	47.2	38.5	50.0	40.4	Met Target
Non-Economically Disadvantaged Students	397	97.8	81.1	77.2	67.5	81.1		
Students with Disabilities	81	96.5	28.4	28.1	21.6	28.4	29.8	Met Target†
Students without Disabilities	376	98.2	87.5	82.3	63.9	87.5		
English Learners	*	*	*	*	27.3	*	**	**
Non-English Learners	*	*	*	*	59.4	*		
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		

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 9

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	256	770	770	752	*	*	14%	52%	25%	77%	55%
White	208	775	775	760	*	*	13%	53%	29%	82%	64%
Hispanic	38	743	743	735	*	*	*	*	*	47%	38%
Black or African American	*	*	*	734	*	*	*	*	*	*	34%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	782	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	752	N	N	N	N	N	N	51%
Two or More Races	N	N	N	760	N	N	N	N	N	N	63%
Female	123	777	777	759	*	*	11%	52%	33%	85%	63%
Male	133	764	764	744	*	*	17%	52%	19%	71%	46%
Economically Disadvantaged Students	32	742	742	733	*	*	*	*	*	47%	34%
Non-Economically Disadvantaged Students	224	774	774	761	*	*	*	*	*	82%	65%
Students with Disabilities	45	739	739	716	*	*	40%	*	*	33%	15%
Students without Disabilities	211	777	777	758	*	*	9%	*	*	87%	62%
English Learners	*	*	*	691	*	*	*	*	*	*	*
Non-English Learners	*	*	*	755	*	*	*	*	*	*	*
Homeless Students	N	N	N	720	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	719	N	N	N	N	N	N	20%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	54%
Migrant Students	N	N	N	696	N	N	N	N	N	N	10%

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 10

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	205	771	771	749	7%	8%	9%	44%	31%	75%	51%
White	175	778	778	756	*	*	9%	46%	35%	81%	58%
Hispanic	24	732	732	733	*	*	*	*	*	38%	38%
Black or African American	*	*	*	728	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	782	*	*	*	*	*	*	78%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	50%
Two or More Races	N	N	N	753	N	N	N	N	N	N	55%
Female	105	783	783	759	*	*	*	45%	41%	86%	60%
Male	100	759	759	739	*	*	*	43%	21%	64%	42%
Economically Disadvantaged Students	28	744	744	730	*	*	*	*	*	54%	34%
Non-Economically Disadvantaged Students	177	775	775	758	*	*	*	*	*	79%	59%
Students with Disabilities	36	717	717	707	*	*	*	*	*	19%	15%
Students without Disabilities	169	783	783	756	*	*	*	*	*	87%	57%
English Learners	*	*	*	684	*	*	*	*	*	*	*
Non-English Learners	*	*	*	752	*	*	*	*	*	*	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	707	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	706	N	N	N	N	N	N	18%

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 11

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).

Note: Grade 11 students who take the AP/IB English exam are exempt from taking the PARCC ELA exam and their performance may not be reflected in the PARCC ELA Grade 11 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	203	754	754	736	11%	10%	22%	40%	16%	56%	39%
White	177	756	756	737	11%	10%	21%	40%	18%	58%	41%
Hispanic	16	742	742	731	*	*	*	*	*	38%	35%
Black or African American	*	*	*	729	*	*	*	*	*	*	31%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	759	*	*	*	*	*	*	60%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	25%
Two or More Races	N	N	N	737	N	N	N	N	N	N	39%
Female	86	765	765	745	*	*	15%	50%	23%	73%	48%
Male	117	745	745	728	*	*	27%	32%	11%	44%	31%
Economically Disadvantaged Students	13	742	742	730	*	*	*	*	*	46%	33%
Non-Economically Disadvantaged Students	190	755	755	739	*	*	*	*	*	57%	42%
Students with Disabilities	29	720	720	708	*	*	*	*	*	17%	13%
Students without Disabilities	174	760	760	742	*	*	*	*	*	63%	44%
English Learners	*	*	*	702	*	*	*	*	*	*	*
Non-English Learners	*	*	*	738	*	*	*	*	*	*	*
Homeless Students	N	N	N	721	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	708	N	N	N	N	N	N	19%
Military-Connected Students	N	N	N	729	N	N	N	N	N	N	31%
Migrant Students	N	N	N	707	N	N	N	N	N	N	*

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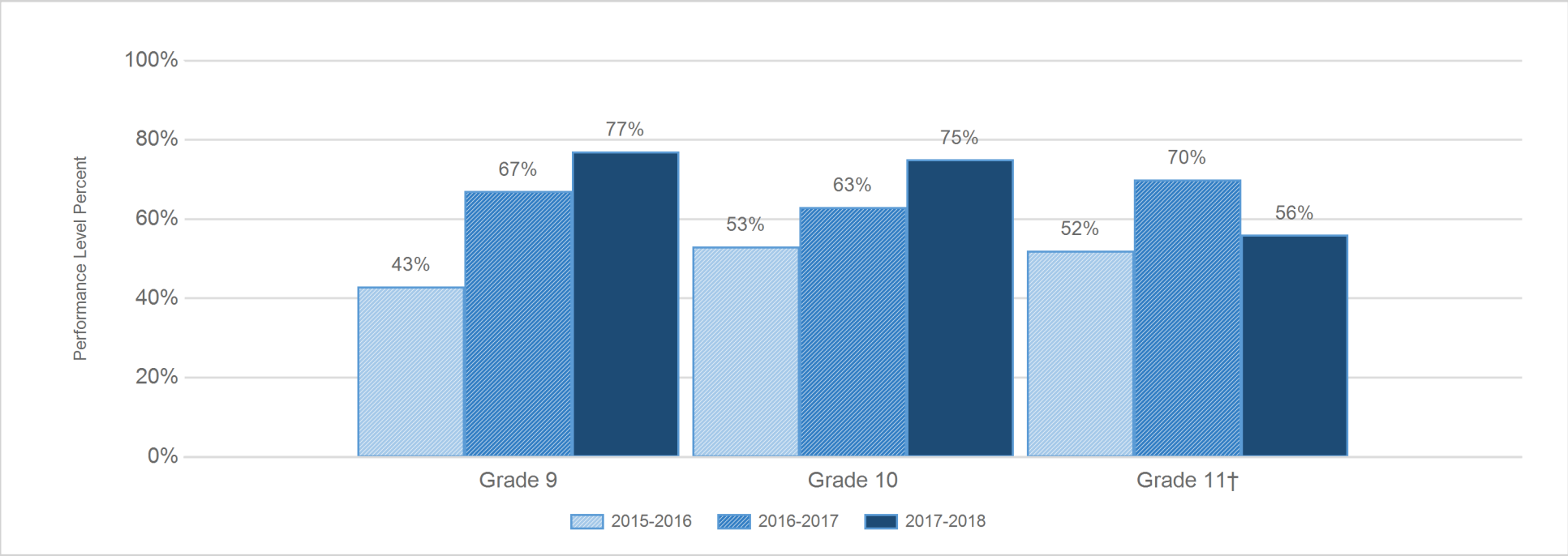
English Language Arts/Literacy Assessment - Performance Trends

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.



† Grade 11 students who take AP/IB English are exempt from taking the PARCC ELA exam and their performance may not be reflected in the results.

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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	424	97.5	49.7	54.2	45.0	49.7	36.2	Met Target
White	360	97.6	54.2	58.4	54.1	54.2	37.3	Met Target
Hispanic	49	98.1	20.4	26.7	29.2	20.4	17.6	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	N	N	N	*	42.5	N	**	**
Two or More Races	N	N	N	*	53.0	N	**	**
Female	214	96.0	45.8	51.9	46.0	45.8		
Male	210	99.1	53.8	56.5	43.9	53.8		
Economically Disadvantaged Students	48	94.1	18.8	23.5	26.6	18.6	22.3	Met Target†
Non-Economically Disadvantaged Students	376	97.9	53.7	59.1	55.9	53.7		
Students with Disabilities	50	94.4	26.0	26.3	17.1	25.8	12.3	Met Target
Students without Disabilities	374	97.9	52.9	59.0	50.5	52.9		
English Learners	*	*	*	*	24.6	*	**	**
Non-English Learners	*	*	*	*	46.9	*		
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		

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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	172	743	748	746	8%	12%	36%	*	*	45%	46%
White	131	747	753	755	*	*	34%	53%	0%	53%	57%
Hispanic	32	727	727	730	*	*	47%	*	*	13%	27%
Black or African American	*	*	*	727	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	49%
Two or More Races	N	N	N	755	N	N	N	N	N	N	54%
Female	86	742	747	748	*	*	47%	*	*	37%	48%
Male	86	744	749	745	*	*	26%	*	*	52%	44%
Economically Disadvantaged Students	31	728	*	729	*	*	45%	*	*	13%	25%
Non-Economically Disadvantaged Students	141	746	*	756	*	*	34%	*	*	52%	57%
Students with Disabilities	33	731	731	716	*	*	33%	*	*	30%	13%
Students without Disabilities	139	746	751	752	*	*	37%	*	*	48%	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	*	*	*	712	*	*	*	*	*	*	12%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	49%
Migrant Students	N	N	N	720	N	N	N	N	N	N	11%

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Mathematics Assessment - Performance 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	168	748	749	735	*	11%	39%	*	*	48%	30%
White	149	750	*	740	*	9%	40%	*	*	50%	37%
Hispanic	15	735	735	723	*	*	*	*	*	27%	14%
Black or African American	*	*	*	719	*	*	*	*	*	*	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	87	748	*	736	*	*	41%	*	*	47%	30%
Male	81	748	*	734	*	*	37%	*	*	48%	29%
Economically Disadvantaged Students	14	740	740	722	*	*	*	*	*	36%	13%
Non-Economically Disadvantaged Students	154	749	*	741	*	*	*	*	*	49%	38%
Students with Disabilities	18	722	722	713	*	*	*	*	*	*	*
Students without Disabilities	150	751	*	738	*	*	*	*	*	*	*
English Learners	*	*	*	711	*	*	*	*	*	*	*
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 by Test: Algebra II

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	177	736	736	727	11%	24%	31%	*	*	34%	30%
White	160	737	737	733	11%	23%	32%	*	*	34%	35%
Hispanic	13	723	723	710	*	*	*	*	*	23%	14%
Black or African American	*	*	*	705	*	*	*	*	*	*	11%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	766	*	*	*	*	*	*	66%
American Indian or Alaska Native	N	N	N	729	N	N	N	N	N	N	28%
Two or More Races	N	N	N	736	N	N	N	N	N	N	37%
Female	77	739	739	728	*	22%	34%	*	*	35%	30%
Male	100	734	734	727	*	26%	28%	*	*	33%	30%
Economically Disadvantaged Students	*	*	*	709	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	*	*	*	736	*	*	*	*	*	*	37%
Students with Disabilities	11	714	714	693	*	*	*	*	*	*	*
Students without Disabilities	166	737	737	732	*	*	*	*	*	*	*
English Learners	N	N	N	691	N	N	N	N	N	N	*
Non-English Learners	177	736	736	729	11%	24%	31%	*	*	34%	*
Homeless Students	N	N	N	703	N	N	N	N	N	N	10%
Students in Foster Care	N	N	N	693	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	717	N	N	N	N	N	N	20%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%

NJ SCHOOL PERFORMANCE REPORT

MANASQUAN HIGH SCHOOL
(25-2930-050)
Grades Offered: 09-12
2017-2018

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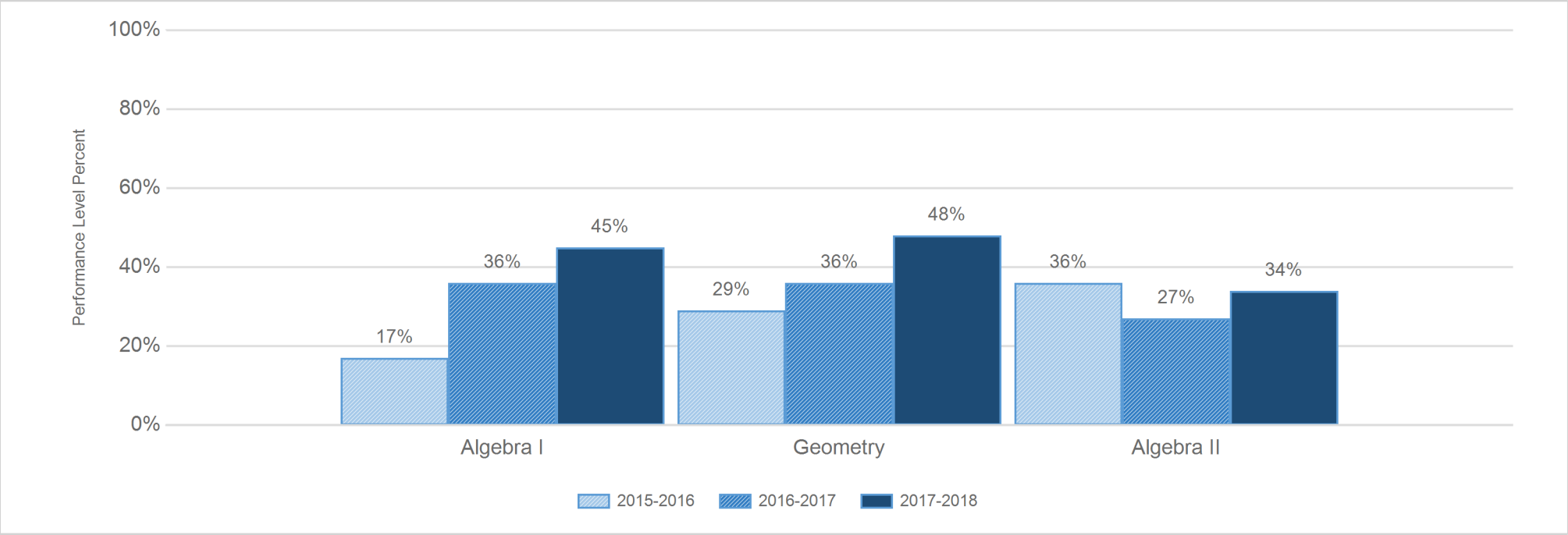
Mathematics Assessment – Performance Trends

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



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

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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
9	N	N
10	N	N
11	*	*

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. 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	10	*	*
3-4	*	*	*
5 or more	N	N	N

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

NJASK Science Assessment Information

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

Biology Assessment Information

New Jersey transitioned from the Biology Assessment 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 participation and performance on the PSAT, SAT, and ACT exams comes directly from College Board and ACT.

PSAT, SAT, & ACT - Participation

This table shows information about participation on the PSAT, SAT, and ACT exams. PSAT participation is the percentage of 10th and 11th graders that took the PSAT 10 or PSAT NMSQT exam in 2017-18. SAT and ACT participation rates show the percentage of 12th graders that have taken the SAT or ACT this year or in prior years.

Participation Type	School Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2017-18	93.9%	85.0%
12th graders taking SAT in 2017-18 or prior years	84.1%	72.2%
12th graders taking ACT in 2017-18 or prior years	33.1%	24.6%

PSAT, SAT, & ACT - Performance

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

Participation Type	School Average Score	State Average Score	College Readiness Benchmarks	School - Students Scores at or above Benchmark	State - Students Scores at or above Benchmark
PSAT 10/NMSQT - Reading and Writing	497	478	Grade 10: 430 Grade 11: 460	76%	62%
PSAT 10/NMSQT - Math	496	478	Grade 10: 480 Grade 11: 510	51%	42%
SAT - Reading and Writing	570	542	480	91%	72%
SAT - Math	576	543	530	74%	54%
ACT - Reading	23	24	22	53%	62%
ACT - English	22	24	18	86%	78%
ACT - Math	23	24	22	64%	62%
ACT - Science	23	23	23	46%	53%

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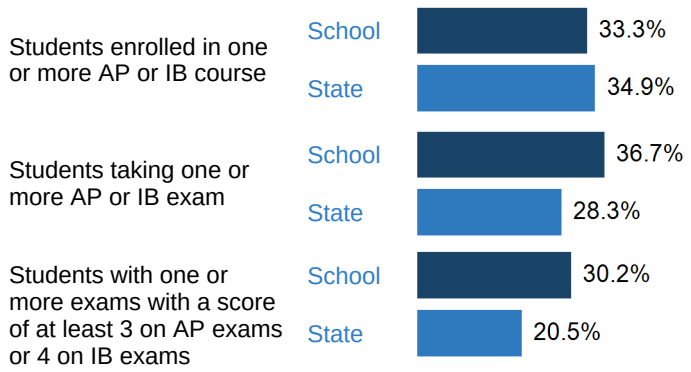
Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (IB)** courses and exams and **dual enrollment** courses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

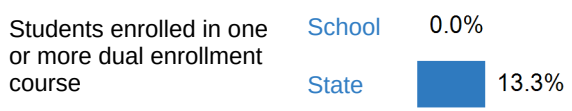
AP/IB Coursework – Participation and Performance

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



Dual Enrollment Coursework - Participation

This graph shows the percentage students enrolled in at least one dual enrollment course during the school year. Dual enrollment courses allow high school students to enroll in college courses for credit prior to their high school graduation.



AP/ IB Courses Offered

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

AP/IB Course	Students Enrolled	Students Tested
AP Calculus AB	39	38
AP Calculus BC	16	15
AP Chemistry	20	15
AP Computer Science Principles	7	7
AP English Language and Composition	0	52
AP English Literature and Composition	57	56
AP Environmental Science	10	10
AP Human Geography	8	7
AP Music Theory	0	1
AP Psychology	24	18
AP Spanish Language	20	19
AP Statistics	5	5
AP Studio Art—Drawing Portfolio	0	2
AP Studio Art—Three-Demensional	0	1
AP Studio Art—Two-Demensional	6	2
AP U.S. Government and Politics	3	3

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AP/IB Course	Students Enrolled	Students Tested
AP U.S. History	25	23
AP World History	14	13
Total Exams taken		287
Exams with scores of at least 3 on AP exams or 4 on IB exams		237

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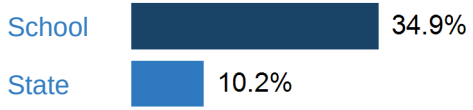
This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit the NJDOE's Career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

Career and Technical Education Participation

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

CTE Participants
(completed only one course in an approved CTE program)

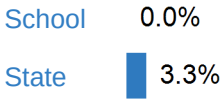
CTE Concentrators
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

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

Structured Learning Experiences



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Industry-Valued Credentials

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

Students Earning Industry-Valued Credentials

School	*
State	0.9%

Industry-Valued Credentials by Career Cluster

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

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total credentials earned
Agriculture, Food & Natural Resources	*		
Architecture & Construction	11	*	*
Business Management & Administration	*		
Finance	309		
Health Science	*		
Hospitality & Tourism	*		
Human Services	*	*	*
Marketing	*		
Transportation, Distribution & Logistics	*		
Total (All Clusters)	348	*	*

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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	161	88	14	0	0	0	9
10	5	117	81	32	0	0	6
11	2	7	95	69	44	1	54
12	0	1	2	62	76	38	25
Total	168	213	192	163	120	39	94
Enrolled in AP/IB Course					55	5	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0

Science - Course Participation

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

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	40	0	3	2	0	216
10	150	47	2	5	0	5
11	7	115	2	19	32	47
12	3	24	0	36	34	100
Total	200	186	7	62	66	368
Enrolled in AP/IB Course	0	20		10	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

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

Social Studies and History - Course Participation

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

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	260	8	0	0	0	2
10	7	208	0	0	0	2
11	14	220	25	29	0	4
12	3	38	15	78	0	14
Total	284	474	40	107	0	22
Enrolled in AP/IB Course	14	25	0	24		11
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

World Languages - Course Participation

This table shows the number of students who were enrolled in World Languages courses by grade and language. Students are counted more than once if they were enrolled in courses across multiple languages. The last three rows show the number of students enrolled in level 3 or higher courses (such as French II or IV), Advanced Placement (AP) or International Baccalaureate (IB) courses, and Dual Enrollment courses by language.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	176	40	33	0	0	0	2
10	156	29	18	0	0	0	2
11	149	18	7	0	0	0	2
12	56	12	1	0	0	0	2
Total	537	99	59	0	0	0	8
Enrolled in AP/IB Course	20	0	0	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	216	32	3	0	0	0	0

NJ SCHOOL PERFORMANCE REPORT

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Seal of Biliteracy

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

Language	Students Earning a Seal of Biliteracy
Total	0

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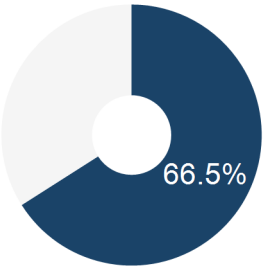
Visual and Performing Arts – Course Participation

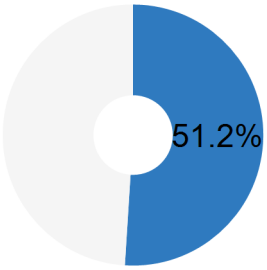
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 9-12:

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

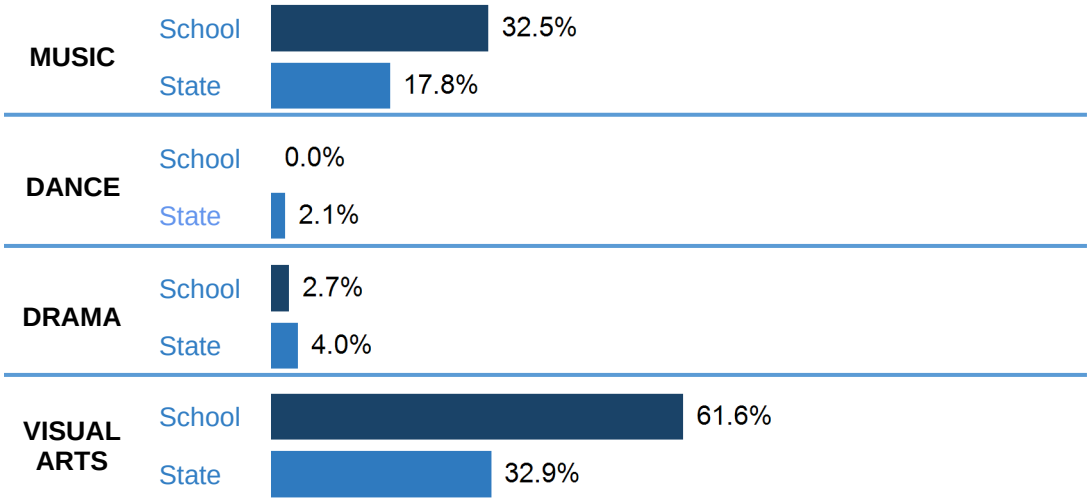


School



State

Students enrolled in one or more classes by discipline:



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

Graduation Rates

This table shows 4-year and 5-year graduation rates both overall and by student group. Annual ESSA accountability targets for the Class of 2017 4-year rate and the Class of 2016 5-year rates are included with a flag for whether the annual targets were met. Student group rows where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these accountability resources.

Student Group	School - Class of 2018: 4 Year Rate	State - Class of 2018: 4 Year Rate	School - Class of 2017: 5 Year Rate	State - Class of 2017: 5 Year Rate	Class of 2017: 4 Year Rate	Class of 2017: 4 Year Target	Class of 2017: Met Target	Class of 2016: 5 Year Rate	Class of 2016: 5 Year Target	Class of 2016: Met Target
Schoolwide	88.9%	90.9%	94.9%	92.4%	94.5%	93.7%	Met Target	96.0%	N	Met Goal
White	89.8%	95.0%	95.8%	95.7%	95.8%	N	Met Goal	96.3%	N	Met Goal
Hispanic	75.0%	84.8%	88.9%	87.3%	85.2%	N	N	88.9%	**	**
Black or African American	*	84.2%	*	86.8%	*	**	**	*	**	**
Asian, Native Hawaiian or Pacific Islander	*	97.0%	*	97.7%	*	**	**	*	**	**
American Indian or Alaska Native	N	86.5%	N	94.1%	N	N	N	N	N	N
Two or More Races	N	92.0%	N	93.9%	N	N	N	N	N	N
Economically Disadvantaged Students	75.7%	84.6%	82.1%	87.0%	78.6%	92.0%	Not Met	89.3%	69.6%	Met Target
Students with Disabilities	71.2%	80.1%	92.3%	83.5%	90.4%	80.2%	Met Target	86.7%	93.6%	Not Met
English Learners	*	75.8%	*	81.8%	*	**	**	N	N	N
Homeless Students	N	72.6%	N	79.1%	N			N		
Students in Foster Care	N	62.6%	N	64.9%						

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

Graduation Pathways

This table shows the percentage of Class of 2018 graduates that met high school graduation requirements through each type of graduation pathway for both English Language Arts (ELA) and Math.

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
PARCC Assessment	82.3%	75.9%
Substitute Competency Test	13.4%	20.3%
Portfolio Appeals Process	0.4%	0.4%
Alternate Requirements specified in IEP	3.9%	3.4%
Unknown	0.0%	0.0%

Graduation Rate Trends

This table shows the 4-year and 5-year graduation rates by graduating class.

Class of	4-Year Rate	5-Year Rate
2018	88.9%	-
2017	94.5%	94.9%
2016	94.9%	96.0%

Dropout Rate Trends

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

School Year	School Rate	State Rate
2017-2018	0.2%	1.2%
2016-2017	0.2%	1.1%
2015-2016	0.4%	1.2%

NJ SCHOOL PERFORMANCE REPORT

MANASQUAN HIGH SCHOOL
(25-2930-050)
Grades Offered: 09-12
2017-2018

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

Postsecondary Enrollment Rates: Fall

This table shows information about Class of 2018 high school graduates enrolled in postsecondary institutions by the fall of 2018. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the next two columns show the percentage of those enrolled students in 2-year and 4-year institutions.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	72.8%	27.6%	72.4%
Schoolwide	86.8%	29.5%	70.5%
White	89.1%	28.5%	71.5%
Hispanic	*	*	*
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	60%	44.4%	55.6%
Students with Disabilities	78.1%	52%	48%
English Learners	*	*	*

Postsecondary Enrollment Rates: 16 month

This table shows information about Class of 2017 high school graduates enrolled in postsecondary institutions by the fall of 2018. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the following sets of columns show the percentage of those enrolled students in 2-year and 4-year institutions, public or private institutions, and in-state and out-of-state institutions.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	77.9%	31.9%	68.1%	72.5%	27.5%	64.9%	35.1%
Schoolwide	85.2%	34.3%	65.7%	75.1%	24.9%	52.1%	47.9%
White	87.4%	30.9%	69.1%	74.2%	25.8%	48.5%	51.5%
Hispanic	61.9%	76.9%	23.1%	84.6%	15.4%	84.6%	15.4%
Black or African American	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	*	*	*
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N
Economically Disadvantaged Students	73.7%	50%	50%	78.6%	21.4%	85.7%	14.3%
Students with Disabilities	75%	56.7%	43.3%	83.3%	16.7%	76.7%	23.3%
English Learners	N	N	N	N	N	N	N

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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.

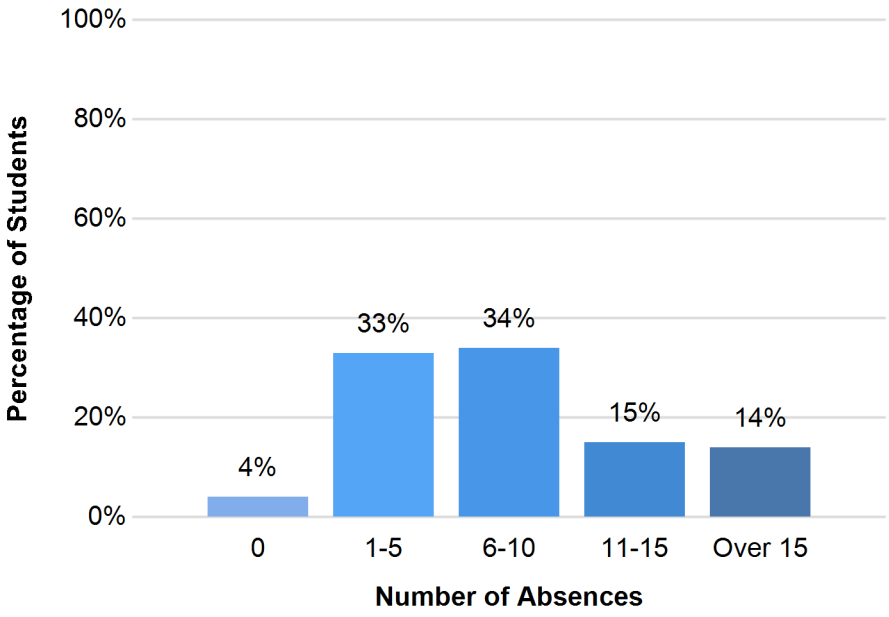
Chronic Absenteeism

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	112	11.6	14.9	Met
White	91	11.0	14.9	Met
Hispanic	14	14.9	14.9	Met
Black or African American	6	27.3	14.9	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	14.9	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	N	N	N	N
Economically Disadvantaged Students	22	22.2	14.9	Not Met
Students with Disabilities	33	17.7	14.9	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.



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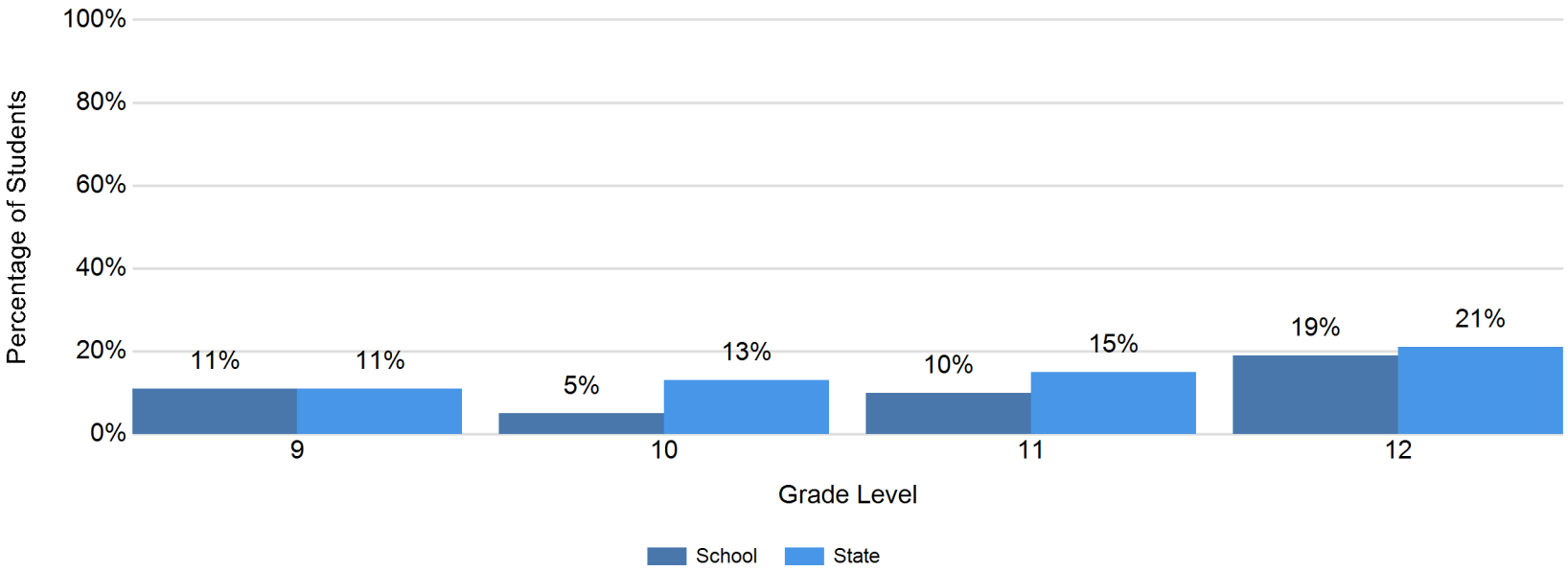
Chronic Absenteeism by Grade

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	1
Weapons	0
Vandalism	0
Substances	4
Harassment, Intimidation, Bullying (HIB)	5
Total Unique Incidents	10
Incidents Per 100 Students Enrolled	1.09

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	4
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	1

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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	1	1	2
Religion	0	1	1
Ancestry	0	1	1
Gender	0	0	0
Sexual Orientation	1	0	1
Disability	0	0	0
Other	2	4	6
No Identified Nature	2		2

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	36	3.9%
Out-of-School Suspensions	11	1.2%
Any Suspension	39	4.3%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
60

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School Day

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

Category	School
Typical Start Time	7:40 AM
Typical End Time	2:30 PM
Length of School Day	6 Hrs 50 Mins
Full Time - Instructional Time	5 Hrs 16 Mins
Shared Time - Instructional Time	3 Hrs. 30 Mins.

Device Ratios

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

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

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2016-2017)	$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	74	117,464
Average years experience in public schools	11.4	12.0
Average years experience in district	10.9	10.7
Teachers in district for 4 or more years	66.2%	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	12:1	11:1
Students to Administrators	131:1	115:1
Teachers to Administrators	11:1	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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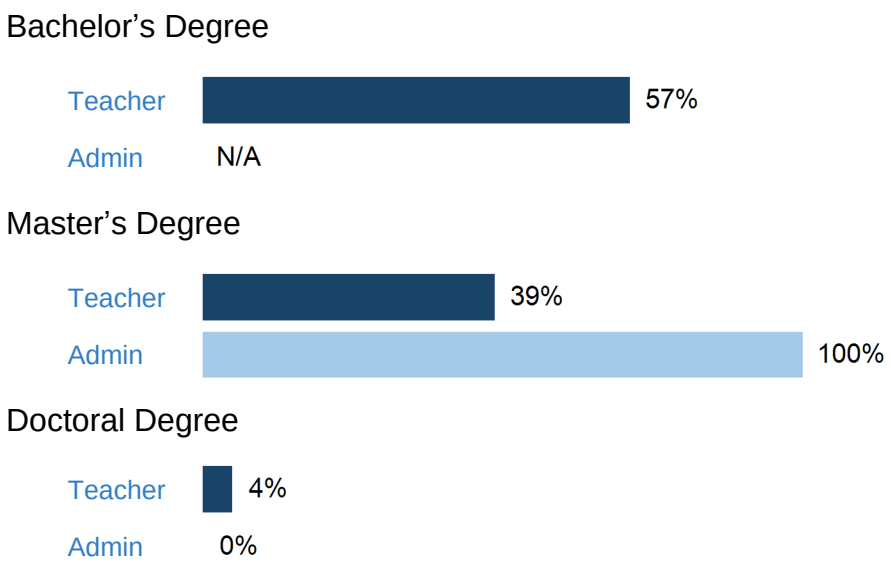
Teachers and Administrators - Level of Education

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	97.4%

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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	54.1%	28.6%
Male	45.9%	71.4%
White	98.6%	100.0%
Hispanic	1.4%	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		

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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	83.95	17.5%
Mathematics Proficiency	76.50	17.5%
Graduation Rate - 4-Year	45.56	25.0%
Graduation Rate - 5-Year	53.74	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	45.11	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	59.67	n/a
Summative Rating: Percentile Rank of Summative Score	61.89	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	No	n/a
Requires Comprehensive Support: 4-year Graduation Rate less than or equal to 67%	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	4-Year Graduation Rate: Met Annual Target	5-Year Graduation Rate: Met Annual Target	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	No	Met Target	Met Target	Met Target	Met Goal	**	Met	No
White	64.15	8.94	No	Met Goal	Met Target	Met Goal	Met Goal	n/a	Met	No
Hispanic	49.52	8.94	No	Met Target	Met Target	N	**	n/a	Met	No
Black or African American	**	**	No	**	**	**	**	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	n/a	Met	No
American Indian or Alaska Native	**	**	No	**	**	N	N	n/a	**	No
Two or More Races	**	**	No	**	**	N	N	n/a	**	No
Economically Disadvantaged Students	47.71	8.94	No	Met Target	Met Target†	Not Met	Met Target	n/a	Not Met	No
Students with Disabilities	73.23	8.94	No	Met Target†	Met Target	Met Target	Not Met	n/a	Not Met	No
English Learners	**	**	No	**	**	**	N	**	**	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:	• 17 AP Course Offerings. • Four specialized academic academies in Finance, Health Careers, Engineering, and Public Safety. • Opening of six newly constructed science labs during the 2018-2019 school year.
Mission, Vision, Theme:	The administration and staff of MHS believes in the potential and promise of all learners. To that end, MHS offers students the opportunity to experience an academy model within the context of a comprehensive high school. Through participation in one or more of MHS's four academies, students can earn college credits and/or develop important vocational skills. Supported by its 1:1 technology initiative, the cornerstones of MHS's instructional program are academic rigor and personalized learning.
Awards, Recognition, Accomplishments:	MHS has the distinction of being one of only 220 districts in the US & Canada named to the AP Honor Roll multiple times. Character education continues to be an important part of the MHS mission, highlighted by a score of 95% (74/78) under the Anti-Bullying Bill of Rights. Finally, grant partnerships with Sustainable Jersey and sustainable Jersey NJ Healthy Community Network emphasize MHS's commitment to sustainable energy solutions. MHS has been named one of Microsoft's Showcase schools. Microsoft Showcase schools are a global community of schools engaged in innovative change to improve teaching and learning using Microsoft's K-12 Education Transformation Framework.

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Courses, Curriculum, Instruction:	MHS, uses curriculum that is aligned to the NJSLS and meets the needs & interests of diverse learners. In addition to our honors, general education and life skills classes, 19 AP courses are offered. For students with specialized interests, they can enter one of four Academies - Finance, Health Careers, Engineering, and Public Safety. Through Georgian Court's Course Ahead Program and the Health Careers Academy's affiliation with Rutgers, students can earn college credits while at MHS. The MHS Early College Program is designed for students looking for a unique high school experience. The program follows a prescribed rigorous curriculum that enables students to earn their high school diploma and an Associate of Arts Social Science degree in four years. Students concurrently complete coursework offered by Brookdale Community College and Manasquan School District.
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Boys & Girls), Cheerleading (Girls), Cross Country (Boys & Girls), Field Hockey (Girls), Football (Boys), Golf (Boys), Gymnastics (Girls), Ice Hockey (Boys), Lacrosse (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Girls), Wrestling (Boys) MHS continued its tradition of success in athletics by winning a number of conference and state sectional titles. MHS Girls Basketball won the tournament of champions for third time, becoming one of the premier programs in the state. MHS Surf Team took home its 5th consecutive state championship, establishing a dynasty. Sectional titles were also won in Boys swimming and Boys Lacrosse.
Clubs and Activities:	Manasquan High School houses a wide array of extracurricular clubs and activities, from honors societies to civic organizations and the performing arts. Each year, hundreds of students participate in Squan-a-thon, a 12-hour dance-a-thon to benefit children with cancer, raising over $250,000 over the last three years. In addition, the MHS Robotics Team has earned distinction competing in the FIRST Tech Challenge, designing, building, testing, and programming robots to perform a series of tasks.

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School Narrative

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Staff and Professional Learning:	Through quality professional development, our educators are prepared to meet the needs of all learners. This year to ensure that all students can succeed when they encounter present and future challenges, the district emphasized personalized learning, strong co-teaching models, and use of technology to solve academic and global problems. During summer and monthly workshops lead teachers introduced our new teachers and staff members to the school's culture, practices and expectations. As a community, we work together to provide every student with an excellent education.
Postsecondary Information:	Students from the class of 2018 were accepted into a prestigious & diverse group of colleges & universities. 94.8% of students planned to attend 4 or 2-year post-secondary schools and 2% planned to attend trade or technical schools. Over 2% of students planned to enter the workforce, while nearly 1% planned to enlist in the military. Through Naviance, students were guided through the college & career planning process, including required testing and financial aid resources. MHS continues to administer the PSAT to 10th & 11th graders annually.

NJ SCHOOL PERFORMANCE REPORT

MANASQUAN HIGH SCHOOL
(25-2930-050)
Grades Offered: 09-12
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Student Supports and Services:	In addition to the comprehensive services provided by the Manasquan High School Child Study Team, MHS offers a complete English Language Learners program, a Freshman Transition program, student mentoring/tutoring through PEERS, and guided college & career guidance through Naviance. MHS Life Skills program completed its 2nd year, blending academic, daily living, personal/social, and occupational skills into integrated lessons designed to help students learn to function independently in society.
Student Health and Wellness:	To complement its Health & Physical Education curriculum, MHS offers courses in the Academy of Health Careers. Through its partnership with Rutgers University, students have the opportunity to earn college credits in Nutrition, Anatomy & Physiology, Emergency and Clinical Care. MHS again partnered with Simplified Culinary Services to ensured that student have access to a variety of affordable and appealing foods that meet health and nutrition needs as well as state and federal requirements.
Parent and Community Involvement:	In addition to a motivated PTO and Big Blue Booster Club, MHS partners with a variety of community stakeholders such as the MHS Endowment & Alumni Foundation and the Manasquan Athletic Hall of Fame. Bi-annual parents' nights, open houses, freshman orientations, and fine & performing arts shows welcome the community to our halls to see the best of our programs. MHS continues to value communication with parents through Genesis Parent Portal, the Canvas LMS, and Honeywell Instant Alert System.

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Facilities:	Despite its age, MHS continues to undergo renovations to meet the needs of 21st century learners. A $20,000 donation from the MHS Endowment & Alumni Foundation transformed our school Media Center into an innovative commons area for students with LED lighting, new furniture, and updated wall & floor treatments. Gym lighting was also upgraded to LED. This work precedes a $7 million construction project that will see the installation of 3 new science labs and the renovation of 3 existing labs.
School Safety:	The Manasquan School district has developed comprehensive safety plan designed to ensure a safe, and comfortable learning environment. Staff and student identification programs are in place to easily identify members of the school community. This coupled with technology additions has improved monitoring student movement and increased accountability. Recent upgrades to infrastructure and security staffing has improved the security of the building envelope. The district has initiated a school community wide notification system to provide accurate communication with all stakeholders during an emergency. The district continues to build on a successful relationship with local law enforcement officials through participation in a robust safety drill program that includes lockdowns, shelter-in-place, and multi-scenario evacuations as well as daily security checks and building walk throughs. Manasquan is committed to providing a safe environment for all school community stakeholders.

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Technology and STEM:	All students have access to our Media Center's STEM space, the Innovation Lab. This cross-curricular space allows users to incorporate emerging technologies into both curricular and extra-curricular projects. Our students may participate in STEM club activities such as robotics, NJ STEAM Tank Challenge and Lemelson-MIT InvenTeam. Our faculty collaborate with various college professors to keep our STEM technologies and activities up-to-date. Students may also enroll in specialized elective STEM courses. In 2017-18, 3 STEM elective courses were run: The Business of Architecture & Construction; The Business of Engineering & Design; and Introduction to Engineering Robotics. Our school is a Microsoft Showcase school and has a one-to-one computer tablet initiative. All students participate in a basic computer applications course and utilize their tablets for multiple purposes in their other classes. Smartboards are mounted in all classrooms.

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Other Information:	Manasquan High School maintains its commitment to rich and diverse course offerings. Students from the communities of Avon, Belmar, Brielle, Lake Como, Manasquan, Sea Girt, Spring Lake, and Spring Lake Heights attended MHS in 2017-2018, amassing an enrollment of 935 students. There were 234 students in the senior class, as well as 222 juniors, 210 sophomores, and 269 freshmen. Honors and Advanced Placement courses were offered in English, History, Mathematics, Science, Art, Psychology, Spanish, Computer Science, AP Human Geography, AP U.S. Government, Politics, AP Laboratory Environmental Science, AP Computer Science Principles, and AP French Language and Culture. Manasquan High School offers four academies including the Academy of Finance, Academy of Health Careers, Academy of Engineering, and the Academy of Public Safety running classes in Public Safety and Criminal Investigation. These four academies allow students the unique opportunity to pursue a specialized educational model within the setting of a comprehensive high school. So much of what our students and faculty were able to accomplish in the 2017-2018 school year was due to our continued 1:1 technology program. Students utilized their personal Dell Venue tablets to engage in personalized, student-centered learning while mastering the 21st century skills needed for college and careers. Safety remained at the core of our daily operations with new policies and procedures to better fulfill our district Emergency Management Operation Plan.