NJ SCHOOL PERFORMANCE REPORT

MEMORIAL MIDDLE SCHOOL
(25-1260-070)
Grades Offered: 07-08
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
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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	EATONTOWN BORO
Principal Name	MR. MEDLIN
Address	7 GRANT AVENUE EATONTOWN, NJ 07724-1398
Phone Number	(732)542-5013
Email Address	JMEDLIN@EATONTOWN.ORG
Website	http://www.eatontown.org/eatontown/Schools/Memorial/

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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
7	114	102	107
8	103	116	105
Total	217	218	212

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	53.9%	51.4%	50.0%
Male	46.1%	48.6%	50.0%
Economically Disadvantaged Students	43.8%	40.4%	38.7%
Students with Disabilities	23.5%	24.3%	24.5%
English Learners	1.4%	1.8%	4.7%
Homeless Students		2.3%	4.2%
Students in Foster Care		0.0%	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	43.3%	39.9%	39.2%
Hispanic	23.0%	19.7%	24.5%
Black or African American	19.4%	28.4%	24.5%
Asian	11.5%	9.6%	11.8%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.5%	0.5%	0.0%
Two or More Races	2.3%	1.8%	0.0%

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	67.0%
Spanish	14.2%
Portuguese	4.2%
Vietnamese	3.3%
Chinese	2.8%
Other Languages	8.5%

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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	52.5	57	50	Met Standard	20	50	50	Not Met
White	53	57	50	Met Standard	16	50.5	51	Not Met
Hispanic	48	58	49	Met Standard	19	45	48	Not Met
Black or African American	42	48.5	44	Met Standard	24	44	44	Not Met
Asian, Native Hawaiian, or Pacific Islander	70	69	61	Exceeds Standard	46	58	61	**
American Indian or Alaska Native	N	N	52	**	N	N	53	**
Two or More Races	N	31	49	**	N	49	51	**
Economically Disadvantaged	45	53	48	Met Standard	25	44	47	Not Met
Students with Disabilities	34	51.5	41	Not Met	14	39	43	Not Met
English Learners	*	58	54	**	*	53	51	**

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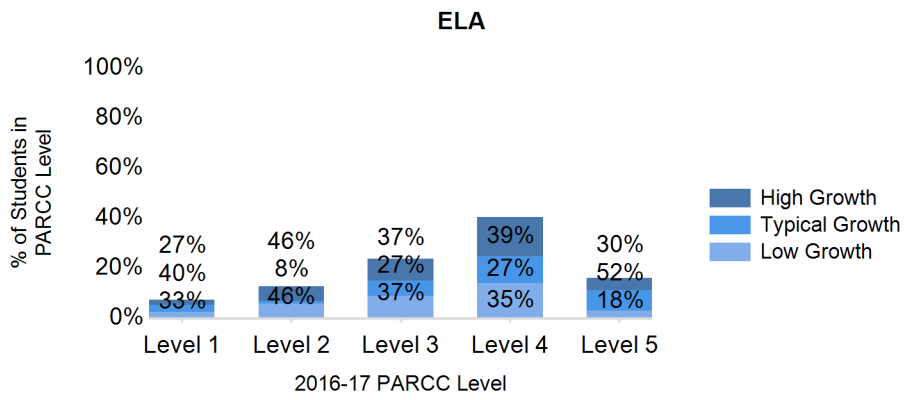
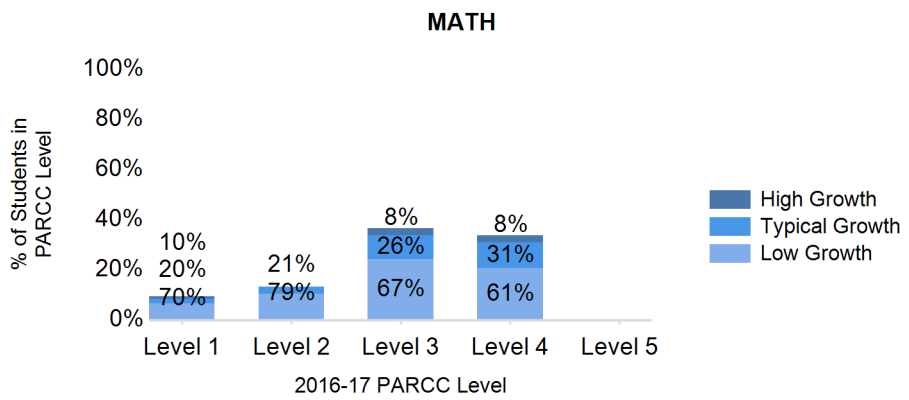
Student Growth by Performance Level

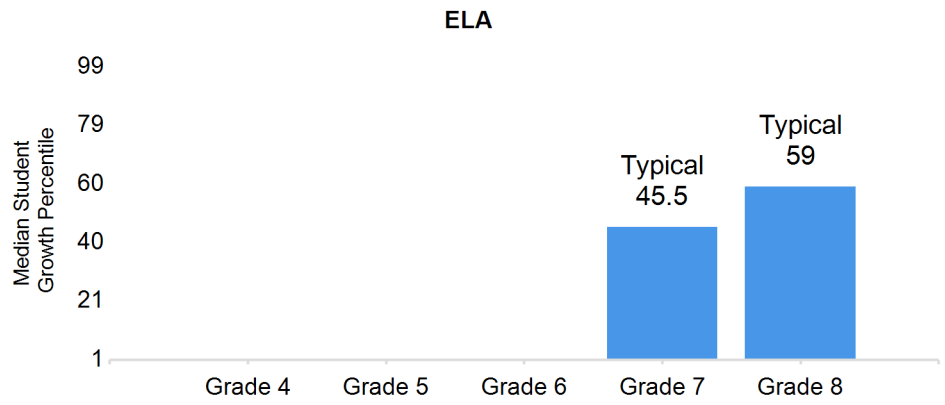
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

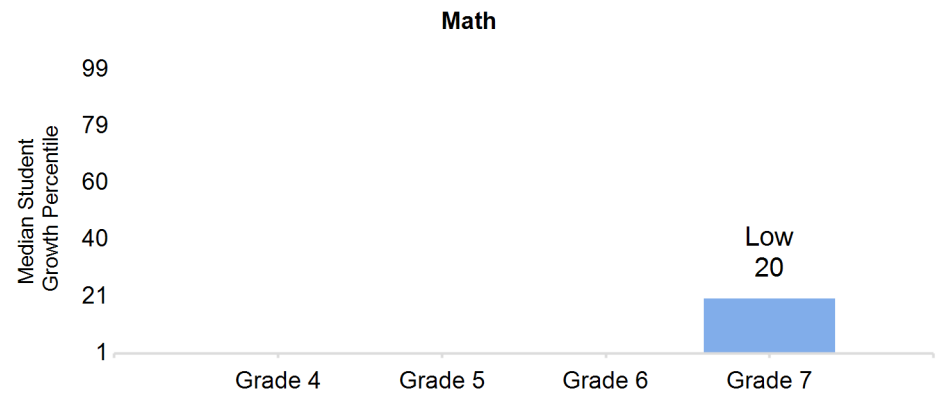




Student Growth by Grade

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	215	99.5	66.1	63.4	56.7	66.1	64.1	Met Target
White	85	100.0	74.2	70.7	65.6	74.2	72	Met Target
Hispanic	53	98.2	60.4	56.8	42.5	60.4	53	Met Target
Black or African American	52	100.0	46.2	48.0	37.3	46.2	42.4	Met Target
Asian, Native Hawaiian, or Pacific Islander	25	100.0	92.0	*	82.3	92.0	80	Met Goal
American Indian or Alaska Native	N	N	N	N	52.7	N	**	**
Two or More Races	N	N	N	*	63.4	N	**	**
Female	107	100.0	74.8	73.4	64.5	74.8		
Male	108	99.1	57.4	54.5	49.4	57.4		
Economically Disadvantaged Students	83	100.0	59.1	52.9	38.5	59.1	53	Met Target
Non-Economically Disadvantaged Students	132	99.3	70.5	70.1	67.5	70.5		
Students with Disabilities	60	98.4	25.0	30.9	21.6	25.0	21.7	Met Target
Students without Disabilities	155	100.0	81.9	76.9	63.9	81.9		
English Learners	*	*	*	*	27.3	*	**	**
Non-English Learners	*	*	*	*	59.4	*		
Homeless Students	*	*	*	55.5	27.7	*		
Students In Foster Care	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 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	111	755	755	760	15%	9%	13%	38%	25%	63%	63%
White	43	765	765	768	*	*	*	51%	28%	79%	72%
Hispanic	31	751	751	746	*	*	*	*	*	61%	49%
Black or African American	25	725	725	740	40%	*	*	*	*	28%	42%
Asian, Native Hawaiian, or Pacific Islander	12	797	797	790	0%	*	0%	*	*	83%	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	53	763	763	769	*	*	*	36%	32%	68%	72%
Male	58	749	749	752	*	*	*	40%	19%	59%	54%
Economically Disadvantaged Students	47	749	749	742	*	*	*	*	*	49%	44%
Non-Economically Disadvantaged Students	64	761	761	771	*	*	*	*	*	73%	73%
Students with Disabilities	34	722	722	721	*	*	*	*	*	24%	22%
Students without Disabilities	77	770	770	768	*	*	*	*	*	81%	71%
English Learners	*	*	*	705	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	762	*	*	*	*	*	*	64%
Homeless Students	*	*	*	729	*	*	*	*	*	*	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%

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	105	763	763	759	*	*	15%	42%	26%	68%	60%
White	42	765	765	767	*	*	*	43%	26%	69%	70%
Hispanic	22	753	753	744	*	*	*	*	*	55%	45%
Black or African American	28	750	750	739	*	*	*	*	*	61%	39%
Asian, Native Hawaiian, or Pacific Islander	13	800	800	789	0%	0%	0%	*	*	100%	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	54	778	778	768	*	*	*	*	*	81%	69%
Male	51	747	747	751	*	*	*	*	*	53%	52%
Economically Disadvantaged Students	36	762	762	740	*	*	*	*	*	69%	42%
Non-Economically Disadvantaged Students	69	764	764	769	*	*	*	*	*	67%	71%
Students with Disabilities	23	718	718	719	*	*	*	*	*	26%	19%
Students without Disabilities	82	776	776	766	*	*	*	*	*	79%	68%
English Learners	*	*	*	703	*	*	*	*	*	*	*
Non-English Learners	*	*	*	761	*	*	*	*	*	*	*
Homeless Students	*	*	*	727	*	*	*	*	*	*	27%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	61%
Migrant Students	N	N	N	718	N	N	N	N	N	N	21%

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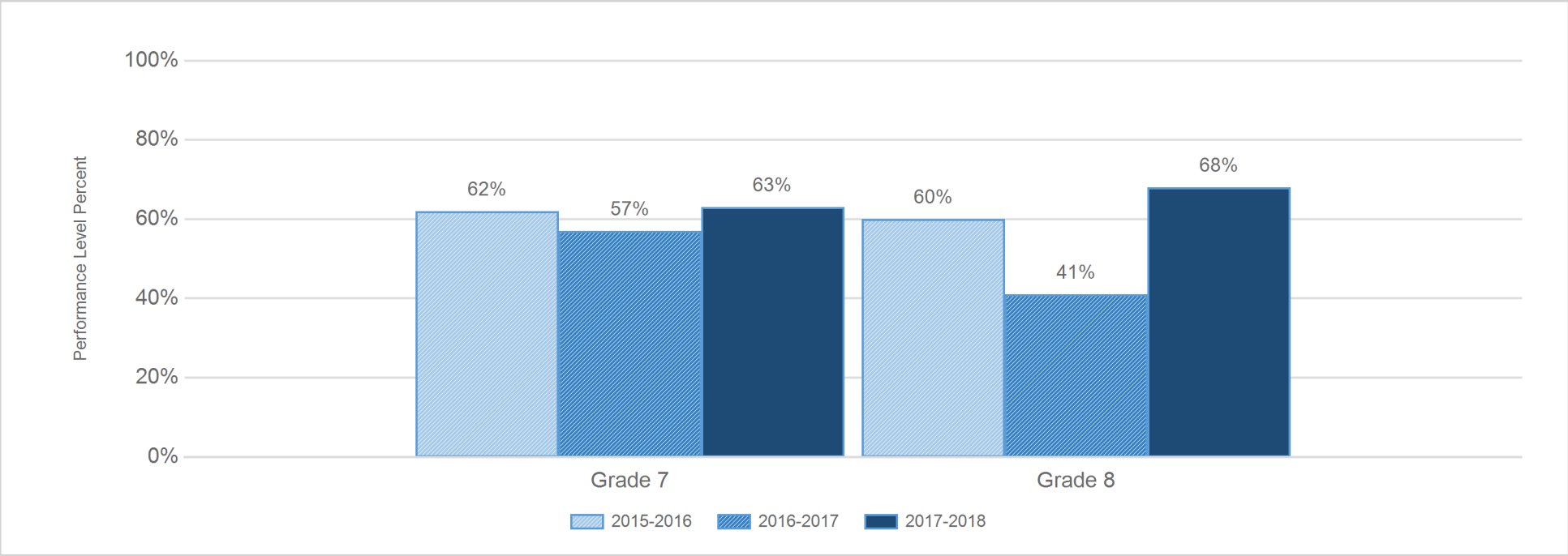
English Language Arts/Literacy Assessment - Performance Trends

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



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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	214	98.7	36.0	48.8	45.0	36.0	35.4	Met Target
White	84	97.7	42.9	58.8	54.1	42.9	43.8	Met Target†
Hispanic	53	98.2	24.5	40.3	29.2	24.5	28.4	Met Target†
Black or African American	52	100.0	15.4	28.7	23.4	15.4	13.3	Met Target
Asian, Native Hawaiian, or Pacific Islander	25	100.0	80.0	*	77.0	80.0	49.2	Met Goal
American Indian or Alaska Native	N	N	N	N	42.5	N	**	**
Two or More Races	N	N	N	*	53.0	N	**	**
Female	107	100.0	36.4	49.7	46.0	36.4		
Male	107	97.3	35.5	48.1	43.9	35.5		
Economically Disadvantaged Students	83	100.0	30.1	39.7	26.6	30.1	20.1	Met Target
Non-Economically Disadvantaged Students	131	97.8	39.7	54.8	55.9	39.7		
Students with Disabilities	58	95.1	*	*	17.1	*	11.9	Met Target†
Students without Disabilities	156	100.0	*	*	50.5	*		
English Learners	10	100.0	20.0	34.8	24.6	20.0	**	**
Non-English Learners	204	98.6	36.7	50.4	46.9	36.7		
Homeless Students	*	*	*	42.3	17.3	*		
Students In Foster Care	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 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	111	734	734	743	15%	23%	29%	*	*	33%	43%
White	43	741	741	750	*	*	35%	44%	0%	44%	54%
Hispanic	31	724	724	732	*	*	35%	*	*	19%	27%
Black or African American	25	718	718	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	12	769	769	767	0%	*	*	*	*	83%	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	54	732	732	745	*	22%	35%	*	*	26%	45%
Male	57	735	735	741	*	23%	23%	*	*	40%	42%
Economically Disadvantaged Students	48	725	725	730	*	*	25%	*	*	19%	24%
Non-Economically Disadvantaged Students	63	741	741	751	*	*	32%	*	*	44%	55%
Students with Disabilities	33	710	710	717	*	*	*	*	*	*	12%
Students without Disabilities	78	744	744	748	*	*	*	*	*	*	50%
English Learners	*	*	*	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	744	*	*	*	*	*	*	45%
Homeless Students	*	*	*	720	*	*	*	*	*	*	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%

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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	89	725	725	728	21%	30%	22%	*	*	26%	28%
White	33	724	724	736	*	30%	*	*	*	24%	36%
Hispanic	*	*	*	722	*	*	*	*	*	*	22%
Black or African American	28	721	721	715	*	39%	*	*	*	21%	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	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	43	737	737	731	*	23%	*	*	*	35%	31%
Male	46	713	713	725	*	37%	*	*	*	17%	26%
Economically Disadvantaged Students	34	728	728	719	*	29%	*	*	*	35%	20%
Non-Economically Disadvantaged Students	55	722	722	735	*	31%	*	*	*	20%	35%
Students with Disabilities	22	693	693	705	*	*	*	*	*	*	*
Students without Disabilities	67	735	735	735	*	*	*	*	*	*	*
English Learners	*	*	*	705	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	729	*	*	*	*	*	*	29%
Homeless Students	*	*	*	708	*	*	*	*	*	*	13%
Students in Foster Care	N	N	N	708	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	734	N	N	N	N	N	N	31%
Migrant Students	N	N	N	703	N	N	N	N	N	N	10%

NJ SCHOOL PERFORMANCE REPORT

MEMORIAL MIDDLE SCHOOL
(25-1260-070)
Grades Offered: 07-08
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	17	789	789	746	0%	0%	0%	*	*	100%	46%
White	*	*	*	755	*	*	*	*	*	*	57%
Hispanic	*	*	*	730	*	*	*	*	*	*	27%
Black or African American	N	N	N	727	N	N	N	N	N	N	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	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	*	*	*	748	*	*	*	*	*	*	48%
Male	*	*	*	745	*	*	*	*	*	*	44%
Economically Disadvantaged Students	*	*	*	729	*	*	*	*	*	*	25%
Non-Economically Disadvantaged Students	*	*	*	756	*	*	*	*	*	*	57%
Students with Disabilities	N	N	N	716	N	N	N	N	N	N	13%
Students without Disabilities	17	789	789	752	0%	0%	0%	*	*	100%	52%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	17	789	789	749	0%	0%	0%	*	*	100%	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	16%
Students in Foster Care	N	N	N	712	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	49%
Migrant Students	N	N	N	720	N	N	N	N	N	N	11%

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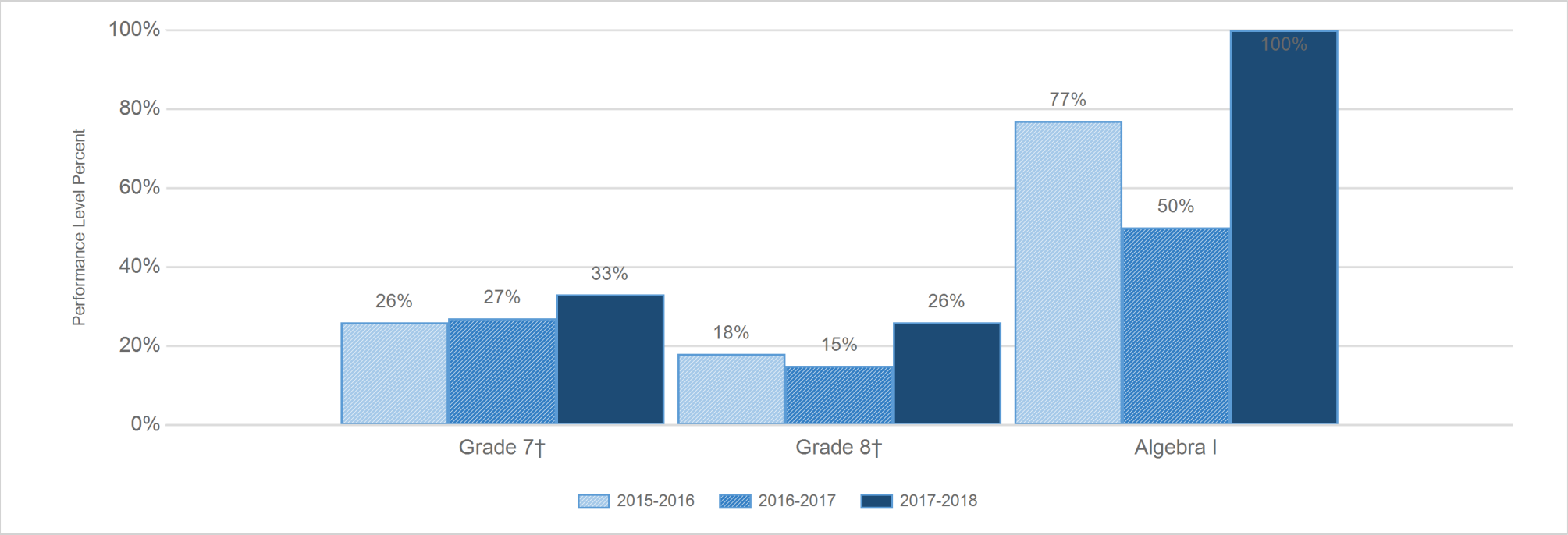
Mathematics Assessment – Performance Trends

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
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	*	*	*

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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

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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
7	0	0	107
8	17	0	88
Total	17	0	195

World Languages - Course Participation

This table shows the number of students who were enrolled in World Languages courses by grade and language. Students are counted more than once if they were enrolled in courses across multiple languages.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
7	0	0	0	0	0	0	109
8	0	0	0	0	0	0	104
Total	0	0	0	0	0	0	213

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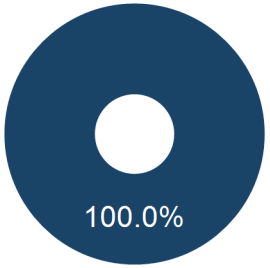
Visual and Performing Arts – Course Participation

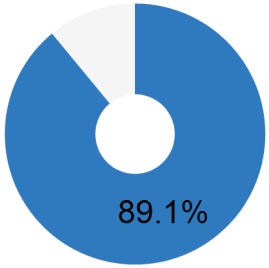
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

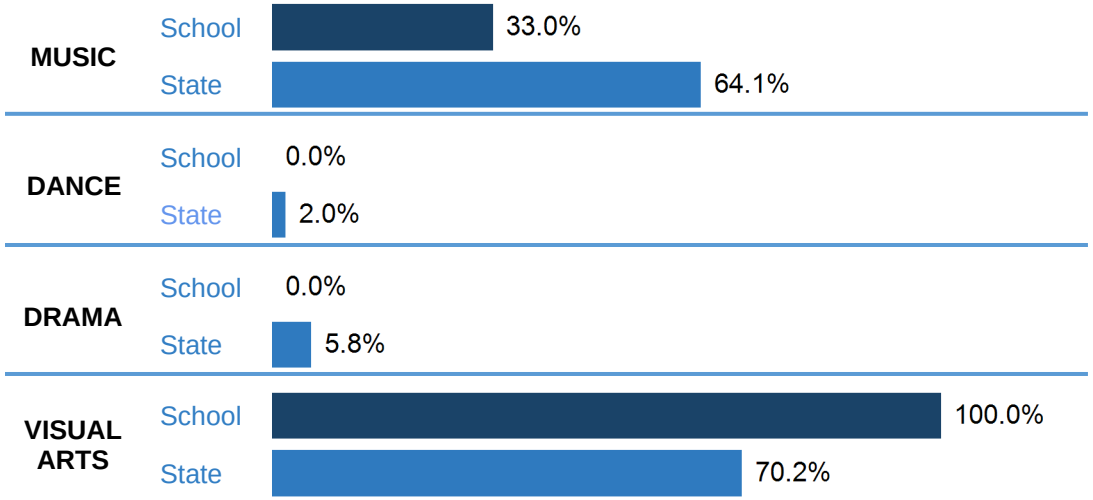


School



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.

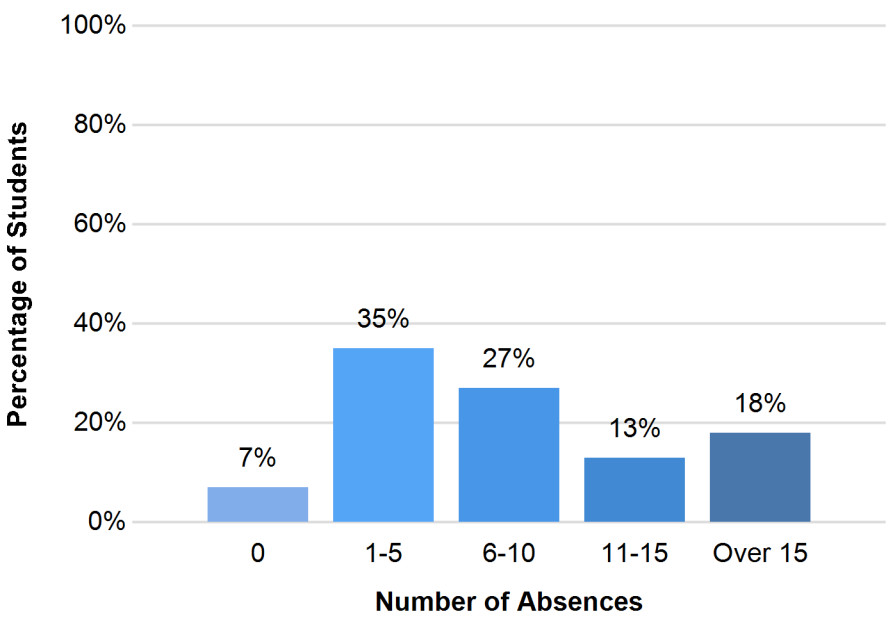
Chronic Absenteeism

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	32	14.7	10.0	Not Met
White	9	10.7	10.0	Not Met
Hispanic	11	20.0	10.0	Not Met
Black or African American	12	22.6	10.0	Not Met
Asian, Native Hawaiian, or Pacific Islander	0	0	10.0	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Economically Disadvantaged Students	17	20.2	10.0	Not Met
Students with Disabilities	13	22.4	10.0	Not Met
English Learners	5	50.0	**	**

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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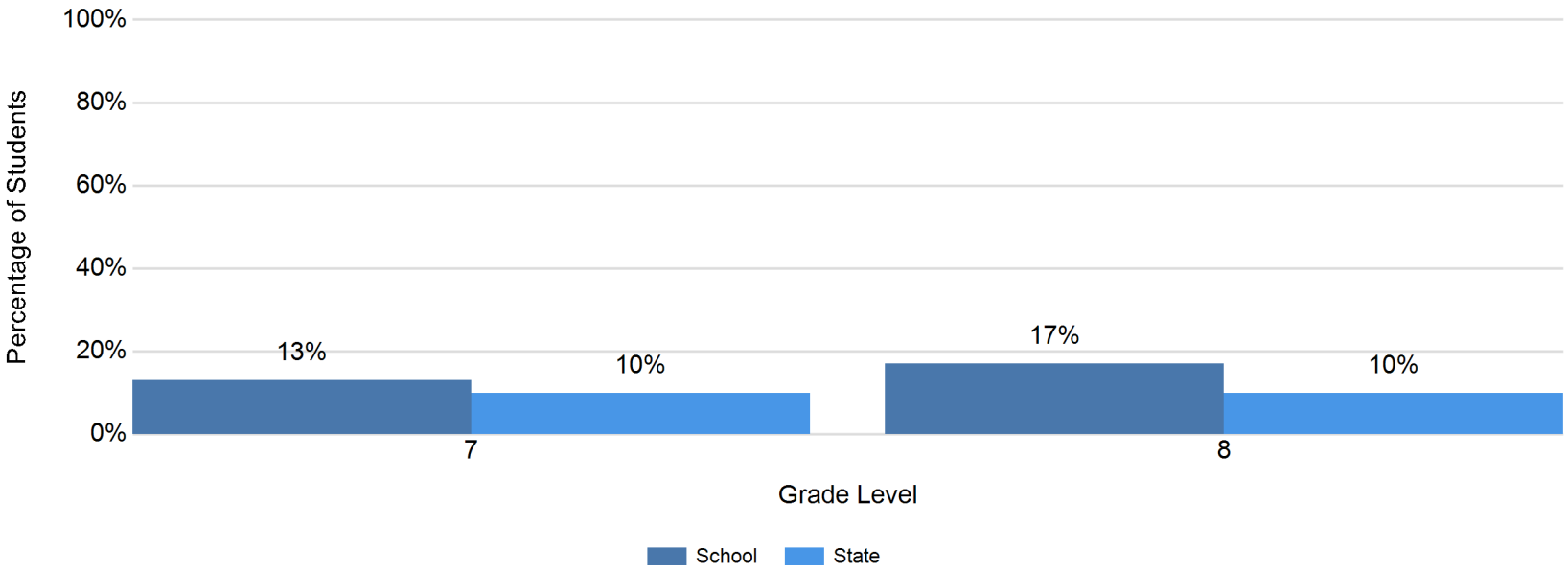
Chronic Absenteeism by Grade

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	4
Weapons	1
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	7
Total Unique Incidents	12
Incidents Per 100 Students Enrolled	5.66

Police Notifications

This table shows, by incident type, the number of cases where an incident led to police notification.

Incident Type	Incidents Reported to Police
Violence	3
Weapons	1
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	0	0
Sexual Orientation	0	1	1
Disability	0	5	5
Other	0	1	1
No Identified Nature	0		0

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
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
13

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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	7:50 AM
Typical End Time	2:20 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs 32 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	1.0:1

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)	$806	$16,590	$17,396

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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	2	117,464
Average years experience in public schools	8.5	12.0
Average years experience in district	8.5	10.7
Teachers in district for 4 or more years	50.0%	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	N	9,374
Average years experience in public schools	N	16.0
Average years experience in district	N	12.0
Administrators in district for 4 or more years	N	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	106:1	139:1
Students to Administrators	N	N
Teachers to Administrators	N	N
Students to Librarians/Media Specialists		N
Students to Nurses		N
Students to Counselors		975:1
Students to Child Study Team		N

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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.

Bachelor's Degree

Teacher	0%
Admin	N/A

Master's Degree

Teacher	100%
Admin	

Doctoral Degree

Teacher	0%
Admin	*

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	1.0%	90.2%
2016-17 Administrators: Same district 2017-18	0.0%	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	95.0%

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Teachers: All classroom teachers
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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	50.0%	N
Male	50.0%	N
White	100.0%	N
Hispanic	0.0%	N
Black or African American	0.0%	N
Asian	0.0%	N
American Indian or Alaska Native	0.0%	N
Native Hawaiian or Pacific Islander	0.0%	N
Two or More Races	0.0%	N

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

Comprehensive Status

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

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

Targeted Status

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

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

NJ SCHOOL PERFORMANCE REPORT

MEMORIAL MIDDLE SCHOOL
(25-1260-070)
Grades Offered: 07-08
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	67.48	17.5%
Mathematics Proficiency	24.82	17.5%
English Language Arts Growth	51.54	25.0%
Mathematics Growth	0.47	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	13.25	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	31.14	n/a
Summative Rating: Percentile Rank of Summative Score	20.38	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	Not Met	**	Not Met	No
White	32.77	14.08	No	Met Target	Met Target†	Met Standard	Not Met	n/a	Not Met	No
Hispanic	31.88	14.08	No	Met Target	Met Target†	Met Standard	Not Met	n/a	Not Met	No
Black or African American	30.67	14.08	No	Met Target	Met Target	Met Standard	Not Met	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	74.53	14.08	No	Met Goal	Met Goal	Exceeds Standard	**	n/a	Met	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	38.12	14.08	No	Met Target	Met Target	Met Standard	Not Met	n/a	Not Met	No
Students with Disabilities	22.13	14.08	No	Met Target	Met Target†	Not Met	Not Met	n/a	Not Met	No
English Learners	**	**	No	**	**	**	**	**	**	No

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

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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:	• Memorial School offers students access to technology on a daily basis through 1:1 student to device ratio. • Memorial School provides students an opportunity to participate in sports, clubs, and advanced ELA and Math classes. • Memorial School has a Gifted and Talented Program as well as a National Junior Honor Society.
Mission, Vision, Theme:	It is the mission of Eatontown Public Schools to set high academic and social expectations for its students. By providing our students with appropriate staffing, resources and funding they will be able to reach these expectations and achieve the NJ Student Learning Standards.
Awards, Recognition, Accomplishments:	During the 2017-2018 school year, the district embarked upon its second year of implementation of a new school reorganizational plan. The district is comprised of four schools PK-8. Meadowbrook School educates students in grades K-2, Woodmere School houses students in grades 3-4 with Preschool, Margaret L. Vetter School contains grades 5-6, and Memorial School consists of grades 7-8. The goal of this plan was to increase collaboration and consistency among the schools.

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Courses, Curriculum, Instruction:	The district offers a complete PK-8 curriculum grounded in educational best-practices. Students participate in English Language Arts, Mathematics, Science, Social Studies, Health, Technology, Physical Education, Art, Music, Spanish, and Media Center classes. The district also provides a Gifted and Talented Program for grades 3-8 and Enrichment for grades K-2. Middle school students can apply to take advanced courses in ELA and Math. The district seeks to meet the needs of all learners.
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Cross Country (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Track and Field - Spring (Boys & Girls) Eatontown Public Schools provides opportunities for student-athletes to participate in a broad range of middle school sports programs in grades 6-8 including soccer, cross-country, basketball, cheerleading, baseball, softball, and track. Our sports programs are competitive programs and focus on enhancing students' skills as well as knowledge of the game.
Clubs and Activities:	Each school offers a unique set of clubs and after-school activities based upon student needs and the age level of the school. Some programs offered by the district include Band, Chorus, Art Club, Technology Club, PARCC Club, Homework Club, Junior National Honor Society, and Environmental Club. In sixth grade, the district also supports a LEAD program for all students. Additional offerings can be found by viewing the district website.

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Before and After School Programs:	Eatontown Public Schools has before and after care programs at the schools which are managed by the Eatontown Borough Recreation Department. Additional information can be found by contacting the Eatontown Recreation Department.
Staff and Professional Learning:	The district supports four Professional Development Days for staff to engage in professional learning. Eatontown Public Schools offers professional learning opportunities based upon student and staff needs. Training includes areas such as data analysis, Guided Reading, Writer's Workshop, technology, Responsive Classroom, and other educational best practices.

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Student Supports and Services:	The district provides supports and services for all students. Educational services are offered for basic skills and ELL students. Students who possess an IEP or Individualized Educational Plan are serviced by the Special Services Department. Accommodations and modifications are provided based upon the IEP and follow the tenet of least restrictive environment. The district also sponsors a Winter and Summer Learning Academy for students.
Student Health and Wellness:	Memorial School is proud to have a partnership with the Eatontown Lions Club. Members of this organization donate their time to assist in vision screening for all our students using a Spot Vision Screener.
Parent and Community Involvement:	Eatontown Public Schools believes that parent involvement is essential to student success. Each school has a PTA organization. In addition, the district has taken steps to revamp the educational foundation called EFEE or Eatontown Foundation for Excellence in Education. The district also sponsors Family Education Nights that invite parents into the schools to learn more about the school program from teachers in areas such as English Language Arts, Math, and STEM.

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Facilities:	Eatontown Public Schools has four schools. Each school in the district reflects the age level of the students housed within the building. In 2007, renovations were completed at each school in the district. The schools possess modern Heating and Air Conditioning Systems. The BOE takes pride in maintaining the schools and ensuring the schools are clean and safe. Each school is wired to support robust technology for both students and staff.

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Other Information:	Eatontown Public Schools is proud to discuss two additional items of interest. First, class size K-8 is about 20 students per class across the district. Second, over the last five years, the district has worked hard to provide quality educational technologies to both students and staff. Eatontown schools support a 1:1 student to device ratio for grades 2 through 8. In addition, educational software programs such as i-Ready, Discovery Learning, Type to Learn, Google Education, and Rubicon Atlas are used on a daily basis. Providing a safe, responsive, and challenging academic environment is important to our school community.