NJ SCHOOL PERFORMANCE REPORT

MANCHESTER TOWNSHIP MIDDLE SCHOOL
(29-2940-045)
Grades Offered: 06-08
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
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† This indicates a table specific note,see note below table

How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

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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	OCEAN
District	MANCHESTER TWP
Principal Name	MRS. DRIBER
Address	2759 RIDGEWAY RD MANCHESTER, NJ 08759
Phone Number	(732)657-1717
Email Address	NDRIBER@MTSCHOOLS.ORG
Website	https://www.manchestertwp.org/
Facebook	http://www.facebook.com/manchesterschools/
Twitter	https://twitter.com/MTMSMustangs

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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
6	228	201	240
7	226	230	205
8	236	231	235
Total	690	662	680

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	51.9%	54.1%	52.2%
Male	48.1%	45.9%	47.8%
Economically Disadvantaged Students	31.4%	30.5%	32.5%
Students with Disabilities	18.6%	18.6%	17.2%
English Learners	0.3%	0.9%	0.4%
Homeless Students		0.9%	0.7%
Students in Foster Care		0.6%	0.3%
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	67.8%	67.7%	63.8%
Hispanic	13.3%	15.7%	16.5%
Black or African American	12.0%	10.3%	11.0%
Asian	4.1%	3.8%	4.6%
Native Hawaiian or Pacific Islander	0.3%	0.0%	0.0%
American Indian or Alaska Native	0.3%	0.2%	0.6%
Two or More Races	2.2%	2.4%	3.5%

Enrollment by Home Language

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

Home Language	% of Students
English	94.6%
Spanish	2.4%
Other Languages	3.1%

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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	42	45	50	Met Standard	61	49	50	Exceeds Standard
White	41	45	50	Met Standard	61	50	51	Exceeds Standard
Hispanic	41.5	51	49	Met Standard	66	48	48	Exceeds Standard
Black or African American	45	45	44	Met Standard	63	53	44	Exceeds Standard
Asian, Native Hawaiian, or Pacific Islander	48	49	61	Met Standard	47	47	61	**
American Indian or Alaska Native	*	*	52	**	*	*	53	**
Two or More Races	38	40	49	Not Met	67	42	51	**
Economically Disadvantaged	42	46.5	48	Met Standard	56	45	47	Met Standard
Students with Disabilities	39	41	41	Not Met	44.5	39	43	Met Standard
English Learners	*	55	54	**	*	56.5	51	**

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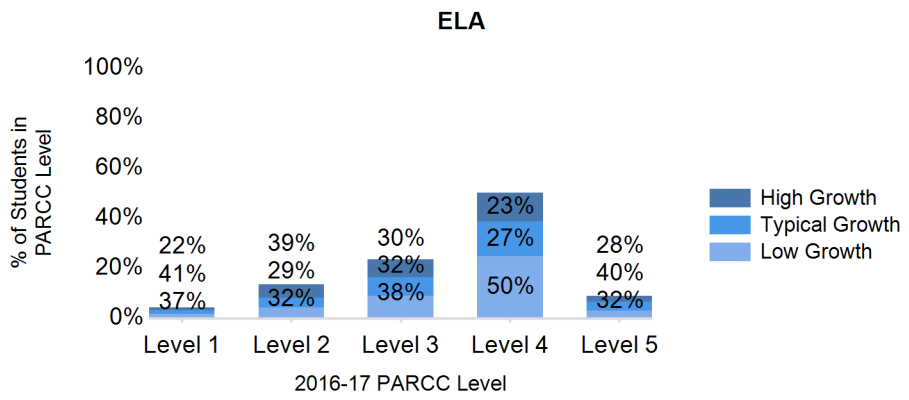
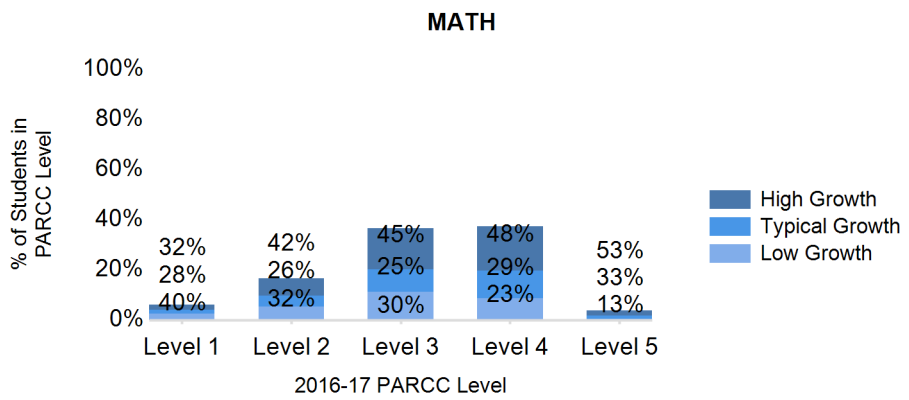
Student Growth by Performance Level

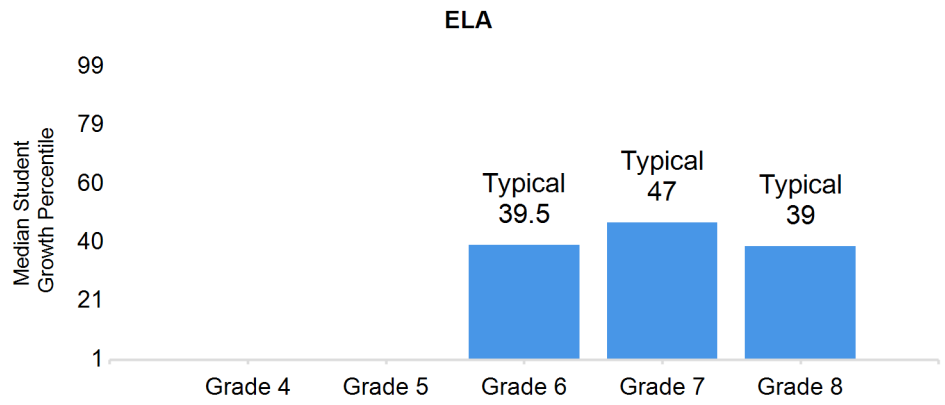
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

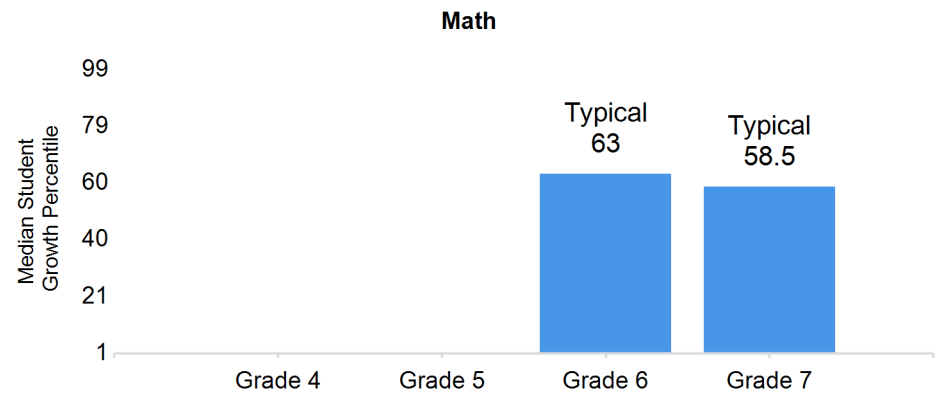




Student Growth by Grade

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	660	97.4	52.7	50.4	56.7	52.7	45	Met Target
White	427	97.7	55.7	52.7	65.6	55.7	46.2	Met Target
Hispanic	105	96.4	48.6	45.2	42.5	48.6	35.2	Met Target
Black or African American	72	98.7	31.9	*	37.3	31.9	35.5	Met Target†
Asian, Native Hawaiian, or Pacific Islander	29	90.6	75.9	69.8	82.3	72.4	76.3	Met Target†
American Indian or Alaska Native	*	*	*	*	52.7	*	**	**
Two or More Races	*	*	*	*	63.4	*	N	N
Female	348	98.3	62.9	59.0	64.5	62.9		
Male	312	96.4	41.4	41.3	49.4	41.4		
Economically Disadvantaged Students	202	97.2	41.1	40.1	38.5	41.1	34.5	Met Target
Non-Economically Disadvantaged Students	458	97.5	57.9	55.3	67.5	57.9		
Students with Disabilities	109	92.5	17.5	*	21.6	17.0	17.4	Met Target†
Students without Disabilities	551	98.4	59.7	*	63.9	59.7		
English Learners	*	*	*	39.3	27.3	*	**	**
Non-English Learners	*	*	*	50.6	59.4	*		
Homeless Students	*	*	*	*	27.7	*		
Students In Foster Care	*	*	*	*	26.3	*		
Military-Connected Students	N	N	N	*	57.4	N		
Migrant Students	N	N	N	N	30.1	N		

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	235	748	748	754	6%	13%	32%	42%	7%	49%	56%
White	145	751	751	761	7%	8%	32%	45%	9%	54%	66%
Hispanic	39	749	749	742	0%	*	33%	*	*	49%	42%
Black or African American	26	732	732	737	*	*	46%	*	*	23%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	83%
American Indian or Alaska Native	*	*	*	751	*	*	*	*	*	*	49%
Two or More Races	13	743	743	761	0%	*	*	*	*	46%	64%
Female	120	757	757	761	*	*	36%	*	*	58%	64%
Male	115	738	738	748	*	*	29%	*	*	40%	48%
Economically Disadvantaged Students	78	741	741	739	*	19%	40%	*	*	35%	37%
Non-Economically Disadvantaged Students	157	752	752	764	*	10%	29%	*	*	57%	68%
Students with Disabilities	34	731	731	723	*	*	*	*	*	26%	18%
Students without Disabilities	201	751	751	760	*	*	*	*	*	53%	63%
English Learners	*	*	*	712	*	*	*	*	*	*	*
Non-English Learners	*	*	*	755	*	*	*	*	*	*	*
Homeless Students	N	N	N	729	N	N	N	N	N	N	26%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	26%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	732	N	N	N	N	N	N	36%

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	196	756	756	760	8%	10%	21%	42%	19%	61%	63%
White	136	755	755	768	8%	9%	21%	47%	15%	63%	72%
Hispanic	30	748	748	746	*	*	*	*	*	50%	49%
Black or African American	17	758	758	740	*	*	*	*	*	53%	42%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	790	*	*	*	*	*	*	87%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	57%
Two or More Races	*	*	*	767	*	*	*	*	*	*	68%
Female	109	764	764	769	*	*	18%	*	*	70%	72%
Male	87	746	746	752	*	*	25%	*	*	51%	54%
Economically Disadvantaged Students	56	752	752	742	*	*	25%	*	*	55%	44%
Non-Economically Disadvantaged Students	140	758	758	771	*	*	20%	*	*	64%	73%
Students with Disabilities	30	713	713	721	*	*	*	*	*	13%	22%
Students without Disabilities	166	764	764	768	*	*	*	*	*	70%	71%
English Learners	N	N	N	705	N	N	N	N	N	N	11%
Non-English Learners	196	756	756	762	8%	10%	21%	42%	19%	61%	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	231	748	748	759	11%	13%	28%	34%	13%	48%	60%
White	146	752	752	767	10%	10%	29%	35%	16%	51%	70%
Hispanic	38	741	741	744	*	*	29%	*	*	47%	45%
Black or African American	29	727	727	739	*	38%	*	*	*	21%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	789	*	*	*	*	*	*	86%
American Indian or Alaska Native	N	N	N	759	N	N	N	N	N	N	59%
Two or More Races	*	*	*	766	*	*	*	*	*	*	66%
Female	120	760	760	768	*	*	24%	*	*	61%	69%
Male	111	736	736	751	*	*	32%	*	*	33%	52%
Economically Disadvantaged Students	71	740	740	740	*	20%	35%	*	*	34%	42%
Non-Economically Disadvantaged Students	160	752	752	769	*	11%	25%	*	*	54%	71%
Students with Disabilities	39	703	703	719	*	*	*	*	*	*	19%
Students without Disabilities	192	758	758	766	*	*	*	*	*	*	68%
English Learners	N	N	N	703	N	N	N	N	N	N	*
Non-English Learners	231	748	748	761	11%	13%	28%	34%	13%	48%	*
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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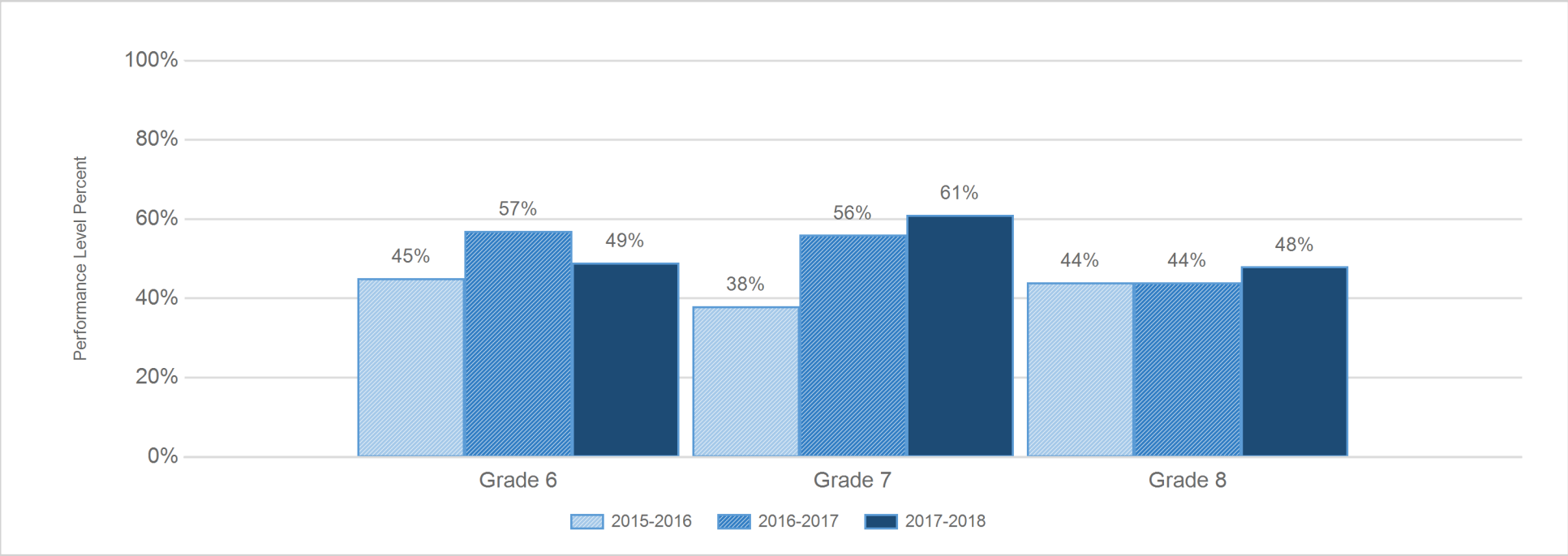
English Language Arts/Literacy Assessment - Performance Trends

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	658	97.0	46.8	39.9	45.0	46.8	43.9	Met Target
White	426	97.5	48.8	41.6	54.1	48.8	46	Met Target
Hispanic	103	94.6	43.7	34.7	29.2	43.4	37.3	Met Target
Black or African American	72	98.7	26.4	*	23.4	26.4	30.1	Met Target†
Asian, Native Hawaiian, or Pacific Islander	30	90.9	76.7	66.2	77.0	73.3	68	Met Target
American Indian or Alaska Native	*	*	*	*	42.5	*	**	**
Two or More Races	*	*	*	*	53.0	*	N	N
Female	346	97.8	50.3	42.1	46.0	50.3		
Male	312	96.1	43.0	37.5	43.9	43.0		
Economically Disadvantaged Students	199	95.8	41.7	32.9	26.6	41.7	35	Met Target
Non-Economically Disadvantaged Students	459	97.5	49.0	43.1	55.9	49.0		
Students with Disabilities	107	90.8	14.0	*	17.1	13.4	20.3	Not Met
Students without Disabilities	551	98.2	53.2	*	50.5	53.2		
English Learners	*	*	*	21.4	24.6	*	**	**
Non-English Learners	*	*	*	40.1	46.9	*		
Homeless Students	*	*	*	*	17.3	*		
Students In Foster Care	*	*	*	*	16.2	*		
Military-Connected Students	N	N	N	*	45.8	N		
Migrant Students	N	N	N	N	23.7	N		

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Mathematics Assessment - Performance by Grade: Grade 6

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	235	744	744	744	7%	18%	31%	39%	5%	44%	44%
White	145	746	746	751	7%	15%	32%	*	*	46%	54%
Hispanic	39	744	744	731	*	*	26%	*	*	51%	27%
Black or African American	26	727	727	726	*	38%	38%	*	*	15%	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	771	*	*	*	*	*	*	78%
American Indian or Alaska Native	*	*	*	744	*	*	*	*	*	*	48%
Two or More Races	13	744	744	749	*	*	*	*	*	46%	52%
Female	120	747	747	745	*	17%	32%	*	*	47%	45%
Male	115	740	740	742	*	19%	31%	*	*	41%	42%
Economically Disadvantaged Students	78	738	738	729	*	24%	29%	*	*	37%	24%
Non-Economically Disadvantaged Students	157	746	746	753	*	15%	32%	*	*	47%	56%
Students with Disabilities	34	724	724	717	*	*	*	*	*	29%	13%
Students without Disabilities	201	747	747	748	*	*	*	*	*	46%	49%
English Learners	*	*	*	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	745	*	*	*	*	*	*	45%
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	*	*	*	718	*	*	*	*	*	*	13%
Military-Connected Students	N	N	N	745	N	N	N	N	N	N	45%
Migrant Students	N	N	N	717	N	N	N	N	N	N	18%

NJ SCHOOL PERFORMANCE REPORT

MANCHESTER TOWNSHIP MIDDLE SCHOOL
(29-2940-045)
Grades Offered: 06-08
2017-2018

Report Key:
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N No Data is available to display
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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	195	746	746	743	8%	15%	30%	39%	8%	47%	43%
White	135	746	746	750	*	13%	33%	*	*	47%	54%
Hispanic	30	738	738	732	*	*	37%	*	*	33%	27%
Black or African American	17	737	737	727	*	*	*	*	*	41%	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	767	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	39%
Two or More Races	*	*	*	748	*	*	*	*	*	*	51%
Female	108	749	749	745	*	19%	29%	*	*	49%	45%
Male	87	742	742	741	*	11%	32%	*	*	44%	42%
Economically Disadvantaged Students	55	743	743	730	*	*	29%	*	*	40%	24%
Non-Economically Disadvantaged Students	140	747	747	751	*	*	31%	*	*	49%	55%
Students with Disabilities	30	712	712	717	*	*	*	*	*	*	12%
Students without Disabilities	165	752	752	748	*	*	*	*	*	*	50%
English Learners	N	N	N	716	N	N	N	N	N	N	10%
Non-English Learners	195	746	746	744	8%	15%	30%	39%	8%	47%	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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MANCHESTER TOWNSHIP MIDDLE SCHOOL
(29-2940-045)
Grades Offered: 06-08
2017-2018

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Mathematics Assessment - Performance by Grade: Grade 8

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	194	735	735	728	18%	18%	24%	*	*	40%	28%
White	117	739	739	736	11%	20%	28%	*	*	41%	36%
Hispanic	34	732	732	722	29%	*	*	41%	0%	41%	22%
Black or African American	29	715	715	715	38%	*	*	*	*	24%	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	*	*	*	729	*	*	*	*	*	*	28%
Female	99	741	741	731	14%	15%	25%	*	*	45%	31%
Male	95	729	729	725	22%	20%	23%	*	*	35%	26%
Economically Disadvantaged Students	67	735	735	719	19%	19%	18%	*	*	43%	20%
Non-Economically Disadvantaged Students	127	735	735	735	17%	17%	28%	*	*	39%	35%
Students with Disabilities	37	694	694	705	*	*	*	*	*	*	*
Students without Disabilities	157	745	745	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%

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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	36	796	738	746	0%	0%	*	*	*	97%	46%
White	29	793	739	755	0%	0%	*	*	*	97%	57%
Hispanic	*	*	*	730	*	*	*	*	*	*	27%
Black or African American	N	N	726	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	*	*	*	755	*	*	*	*	*	*	54%
Female	20	801	742	748	0%	0%	*	*	*	100%	48%
Male	16	790	734	745	0%	0%	*	*	*	94%	44%
Economically Disadvantaged Students	*	*	*	729	*	*	*	*	*	*	25%
Non-Economically Disadvantaged Students	*	*	*	756	*	*	*	*	*	*	57%
Students with Disabilities	N	N	710	716	N	N	N	N	N	N	13%
Students without Disabilities	36	796	744	752	0%	0%	*	*	*	97%	52%
English Learners	N	N	*	710	N	N	N	N	N	N	*
Non-English Learners	36	796	*	749	0%	0%	*	*	*	97%	*
Homeless Students	N	N	*	718	N	N	N	N	N	N	16%
Students in Foster Care	N	N	N	712	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	49%
Migrant Students	N	N	N	720	N	N	N	N	N	N	11%

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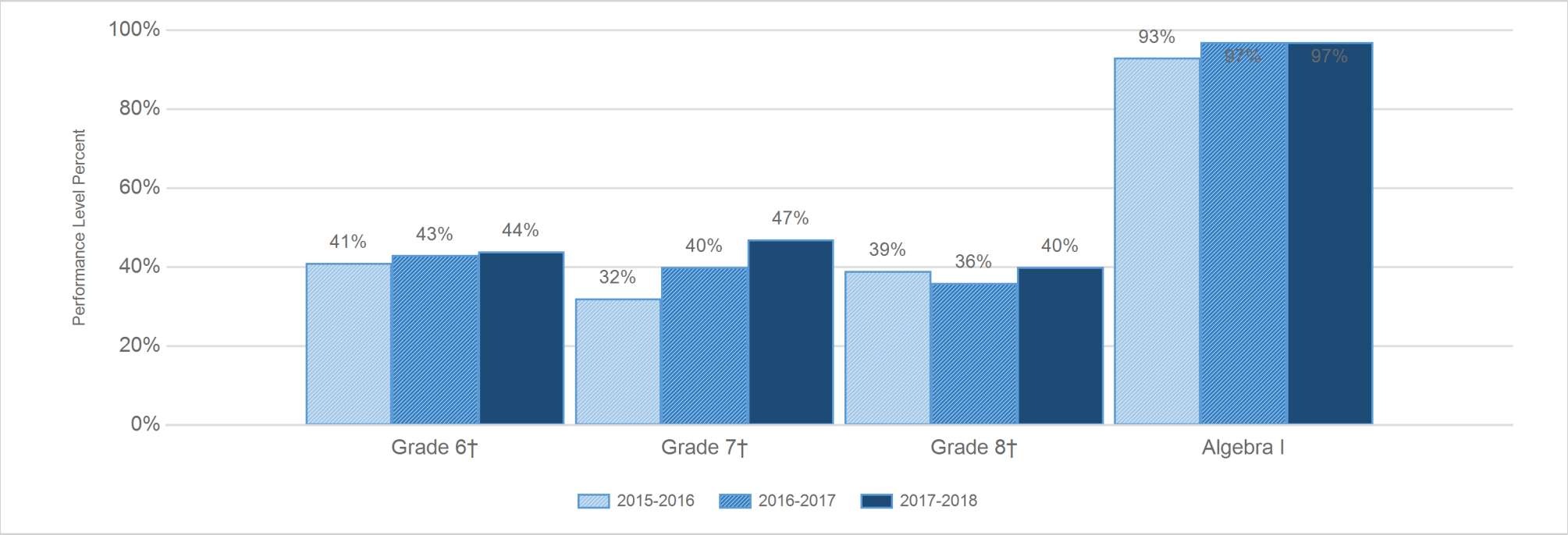
Mathematics Assessment – Performance Trends

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
6	*	*
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	N	N	N
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
6	0	0	250
7	0	0	209
8	36	0	202
Total	36	0	661

World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	237	0	0	0	0	0	0
7	201	0	0	0	0	0	0
8	232	0	0	0	0	0	0
Total	670	0	0	0	0	0	0

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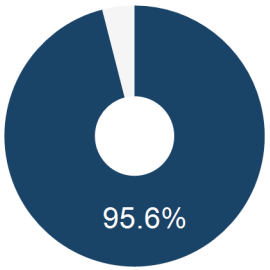
Visual and Performing Arts – Course Participation

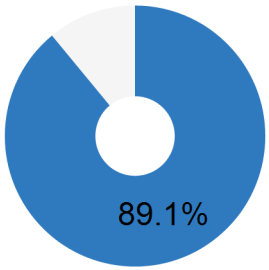
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

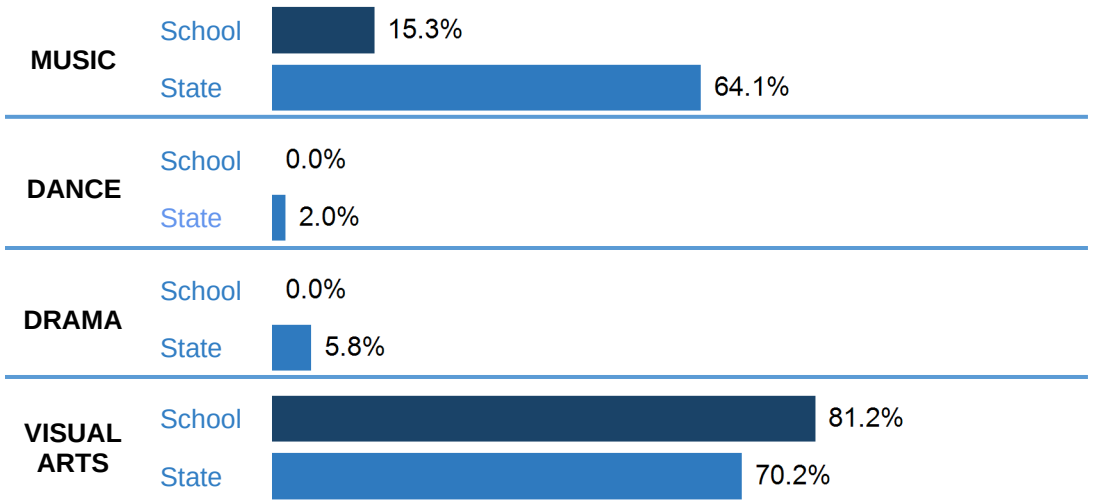


School



State

Students enrolled in one or more classes by discipline:



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

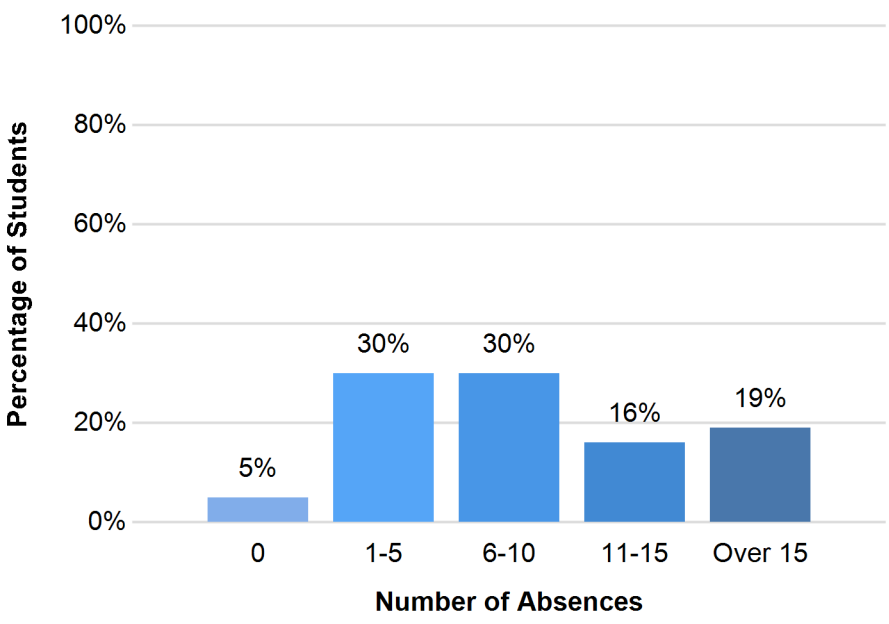
Chronic Absenteeism

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

Student Group	Number of students chronically absent	Percent of students chronically absent	State Average	Met State Average
Schoolwide	101	14.7	9.5	Not Met
White	63	14.4	9.5	Not Met
Hispanic	24	21.2	9.5	Not Met
Black or African American	10	13.3	9.5	Not Met
Asian, Native Hawaiian, or Pacific Islander	1	3.2	9.5	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	9.5	Not Met
Economically Disadvantaged Students	45	20.4	9.5	Not Met
Students with Disabilities	31	25.4	9.5	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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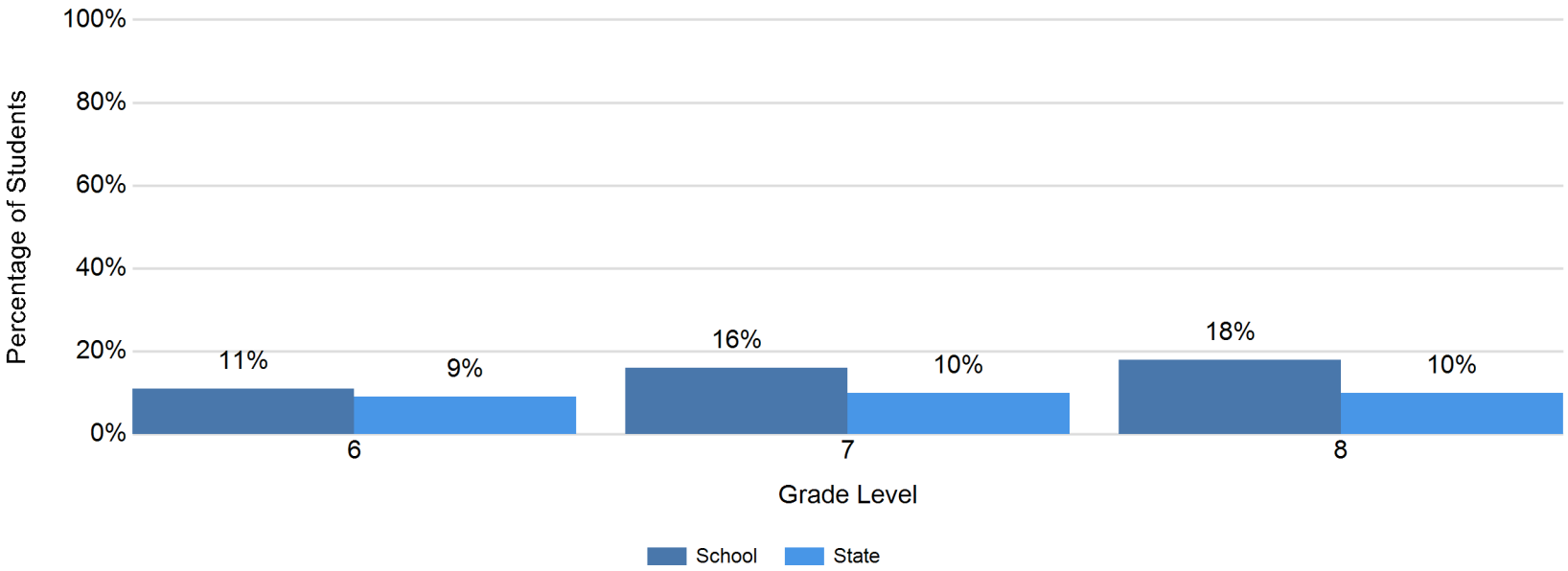
Chronic Absenteeism by Grade

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	9
Weapons	1
Vandalism	3
Substances	0
Harassment, Intimidation, Bullying (HIB)	11
Total Unique Incidents	24
Incidents Per 100 Students Enrolled	3.53

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	2
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	1	1
Religion	0	1	1
Ancestry	0	0	0
Gender	1	2	3
Sexual Orientation	0	0	0
Disability	0	1	1
Other	0	6	6
No Identified Nature	7		7

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	15	2.2%
Out-of-School Suspensions	20	2.9%
Any Suspension	32	4.7%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
67

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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 44 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	1:1

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)	$545	$15,296	$15,841

NJ SCHOOL PERFORMANCE REPORT

MANCHESTER TOWNSHIP MIDDLE SCHOOL
(29-2940-045)
Grades Offered: 06-08
2017-2018

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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	63	117,464
Average years experience in public schools	14.6	12.0
Average years experience in district	12.8	10.7
Teachers in district for 4 or more years	85.7%	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	20	9,374
Average years experience in public schools	21.1	16.0
Average years experience in district	15.5	12.0
Administrators in district for 4 or more years	95.0%	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	11:1	10:1
Students to Administrators	340:1	147:1
Teachers to Administrators	32:1	14:1
Students to Librarians/Media Specialists		736:1
Students to Nurses		421:1
Students to Counselors		268:1
Students to Child Study Team		210:1

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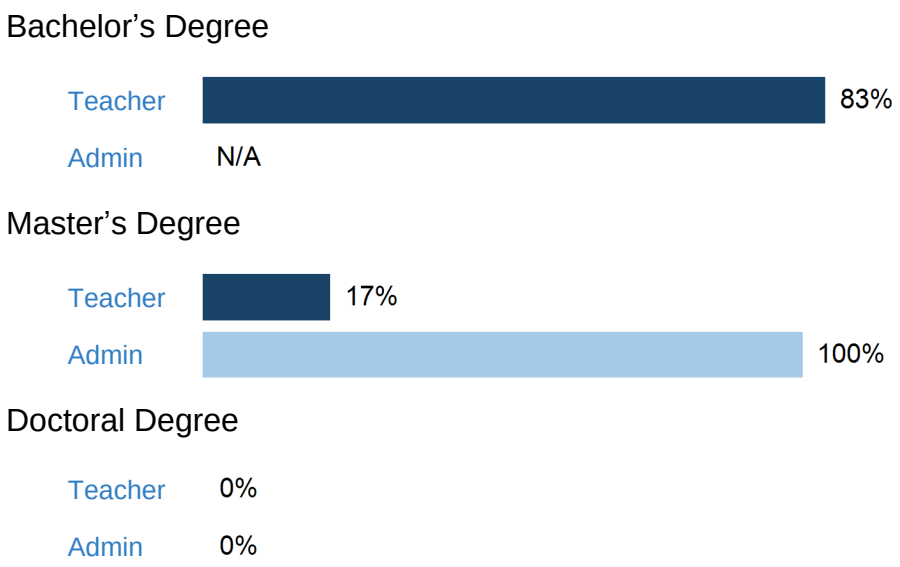
Teachers and Administrators - Level of Education

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	94.4%	90.2%
2016-17 Administrators: Same district 2017-18	100.0%	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	96.5%

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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	79.4%	50.0%
Male	20.6%	50.0%
White	96.8%	100.0%
Hispanic	1.6%	0.0%
Black or African American	1.6%	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	33.29	17.5%
Mathematics Proficiency	44.67	17.5%
English Language Arts Growth	21.98	25.0%
Mathematics Growth	85.04	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	12.29	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	42.24	n/a
Summative Rating: Percentile Rank of Summative Score	35.43	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	No	n/a

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

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Accountability Summary by Student Group - 2017-18 School Year

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

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	No	Met Target	Met Target	Met Standard	Exceeds Standard	**	Not Met	No
White	35.19	14.08	No	Met Target	Met Target	Met Standard	Exceeds Standard	n/a	Not Met	No
Hispanic	54.33	14.08	No	Met Target	Met Target	Met Standard	Exceeds Standard	n/a	Not Met	No
Black or African American	60.61	14.08	No	Met Target†	Met Target†	Met Standard	Exceeds Standard	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	22.86	14.08	No	Met Target†	Met Target	Met Standard	**	n/a	Met	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	29.62	14.08	No	N	N	Not Met	**	n/a	Not Met	No
Economically Disadvantaged Students	53.71	14.08	No	Met Target	Met Target	Met Standard	Met Standard	n/a	Not Met	No
Students with Disabilities	39.51	14.08	No	Met Target†	Not Met	Not Met	Met Standard	n/a	Not Met	No
English Learners	**	**	No	**	**	**	**	**	**	No

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

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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:	• Recipient of PTA mini grants. • Young Engineers Club winner of several categories of State Wide competitions. • Boys and Girls Conference Champions in basketball.
Mission, Vision, Theme:	The Middle School promotes higher level thinking, tolerance, honesty, respect, citizenship, and an appreciation of learning, development as contributing members of society and a solid foundation for success and encouragment of student participation in class and school activities.
Awards, Recognition, Accomplishments:	Recipient of the Ocean First Bank 10K Model Classroom Grant to create a schoolwide STEM program and also create a space that is conducive for the Engineering Club. We were also the recipient of the MTEF 15K grant. The grant is being used to create a Genius Hour Lab for students of all levels to discover a culture of inquiry and innovation in a passion-driven classroom.

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Courses, Curriculum, Instruction:	The Middle School follows the District Curriculum and the NJ Student Learning Standards. Block scheduling is offered in Language Arts and Math and an Honors program is offered in these content areas and Spanish. Gifted and Talented education is offered for qualifying 6th, 7th and 8th grade students. Every student is exposed to art, foreign language, band, chorus, STEM and Family and Consumer Science. New textbooks are purchased in sequence and electronic versions are available.
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Cheerleading (Girls), Cross Country (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Wrestling (Boys) The Middle School remains competitive with our Athletic Program. Several conference championships have been won including Girls and Boys Basketball in the 2017-2018 School year. Cheerleading is also offered in the winter and our students compete in several local cheerleading competitions.
Clubs and Activities:	The following clubs and activities are offered: Gospel Chorus, an extracurricular program promoting multicultural music, Drama Club/Stagebrains, an activity providing set design and performance opportunities, Student Council, a organization for students to learn about and participate in civic and government activities, Engineering, a STEM based competitive club. Students research, create, and build underwater robots. Impact, a community service program to promote the concept of altruism.

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Before and After School Programs:	After School help is scheduled one hour of extra time each week to assist students in academics. Tutor Time, a program designed to improve academic potential of students needing assistance. Project BOOST, Better Outcomes on Standardized Tests, assists students in preparing students with skills and strategies to meet success on the PARCC. Mustang Mentors, a student mentoring program that encourages socialization between regular and special education students. Title 1 Parent Programs are offered.
Staff and Professional Learning:	All staff members complete mandatory Professional Development utilizing Global Compliance Network. Administrators complete School Law and Ethics trainings and Danielson Evaluators training. All teachers participate in Professional Learning Communities and meet monthly to discuss Building Goals and bridging the achievement gap. Staff participate in Professional Development to differentiate Instruction and for sensitivity and diversity training.

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Student Supports and Services:	An ESL Program is in place at the Middle School. ESL Parent Advisory Meetings are conducted. At PAC meetings students present work and guest speakers present information on services offered in the community. All students are tested using ACCESS 2.0. Students with Disabilities receive small group instruction, modifications and accomodations as outlined in the IEP. OT, PT and Speech are provided. BCBA Consultant is utilized regulary. Special Education students participate in Pre-Vocational Programs. Teachers offer weekly extra help sessions. The Basic Skills students participate in Tutor Time and Project BOOST to reinforce skills.
Student Health and Wellness:	A school nurse is on duty. She keeps students and staff abrest of current medical/health issues. Nutritional breakfast and lunch programs are available daily. Students participate in physical education classes daily. Suite 360 is an online program that has been implemented in the Health Curriculum and utilized during Guidance Counseling sessions.
Parent and Community Involvement:	The Middle School has an active PTA. Parent Advisory Committee Meetings are scheduled to discuss topics affecting our students' programs and school. A Parent Portal is available to parents on Genesis, this allows parents to track students' progress and keep them abreast of their child's current assignments, tests, and quizzes. Stand By Me assists students in making correct choices when faced with tolerance, drug and alcohol decisions. Community members attend and present at this event.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers Students and Staff participate in a climate survey yearly. The survey identifies areas of strength and weakness.
Facilities:	The Middle School was built in 1983 and a renovation added additional classrooms. A STEM lab has been added and a Genius Lab is currently being established. All rooms are equipped with Inter-Active Projectors and Document Cameras. Chrome Books are utilized for every student. The building is air conditioned.
School Safety:	A safety committee has been established and meets regularly. The committee includes administrators, teachers and a parent. Police representatives are invited when specific building safety concerns are discussed. Drills are conducted monthly which include one fire drill and one security drill. Share 911 is utilized as an additional support to verify student and staff location and safety status . Students attend assemblies to educate them on various safety concerns, including utilizing the internet and social media. District adminstrators are involved in all school safety decisions and attend committee meetings.

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Technology and STEM:	The Middle School has a one on one student/Chromebook ratio. All students utilize Chromebooks throughout the day. Interactive projectors and document cameras are equipped in each classroom to be used in instruction. STEM is offered to all students and is currently scheduled in our Rotation program. Students receive one marking period per year of STEM. The Middle School also has a Young Engineers Club that competes in several STEM competitions throughout the State.

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Other Information:	The Middle School has a master schedule with a nine period day. Block periods are offered in both Math and Language Arts. Safety is first and foremost and both a fire drill and security drill are performed monthly. The Main Entrance has a vestibule. Shatterproof film is on the outside doors. Identification must be presented at the time of entry and video cameras are maintained in this area. Interactive projectors, document cameras, and Chrome Books are located in each classroom. A website is maintained, parent portal, robo calls, email, and telephones are utilized to communicate with parents and community. The Middle School has the philosophy "to provide its students with an exemplary education which takes into account the unique needs of the student-aged population." It is also the goal of the Middle School to "foster a strong partnership between the school and community".