NJ SCHOOL PERFORMANCE REPORT

LONG BRANCH MIDDLE SCHOOL
(25-2770-060)
Grades Offered: 06-08
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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† 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	MONMOUTH
District	LONG BRANCH CITY
Principal Name	MR. BROWN
Address	350 INDIANA AVENUE LONG BRANCH, NJ 07740-6192
Phone Number	(732)229-5533
Email Address	JBROWN@LONGBRANCH.K12.NJ.US
Website	https://www.longbranch.k12.nj.us
Twitter	https://twitter.com/ldracad

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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	360	399	409
7	377	371	390
8	372	378	373
Total	1,109	1,148	1,172

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	46.7%	47.8%	47.4%
Male	53.3%	52.2%	52.6%
Economically Disadvantaged Students	81.3%	81.7%	82.8%
Students with Disabilities	13.4%	13.6%	14.3%
English Learners	9.7%	9.8%	10.5%
Homeless Students		1.3%	1.6%
Students in Foster Care		0.4%	0.2%
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	25.2%	24.7%	24.2%
Hispanic	50.2%	52.8%	55.1%
Black or African American	21.9%	19.8%	17.7%
Asian	1.5%	1.4%	1.3%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.2%	0.2%	0.3%
Two or More Races	0.9%	1.1%	1.5%

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	45.9%
Spanish	39.8%
Portuguese	13.1%
Other Languages	1.3%

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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	61	56	50	Exceeds Standard	48	53	50	Met Standard
White	64.5	58	50	Exceeds Standard	50	57	51	Met Standard
Hispanic	65	58	49	Exceeds Standard	49	55	48	Met Standard
Black or African American	52	50.5	44	Met Standard	41	42	44	Met Standard
Asian, Native Hawaiian, or Pacific Islander	56	56	61	**	46	47	61	**
American Indian or Alaska Native	*	*	52	**	*	*	53	**
Two or More Races	44	44.5	49	**	52	49	51	**
Economically Disadvantaged	61	56	48	Exceeds Standard	48	53	47	Met Standard
Students with Disabilities	37	33	41	Not Met	34	43	43	Not Met
English Learners	59	56	54	Met Standard	49	58	51	Met Standard

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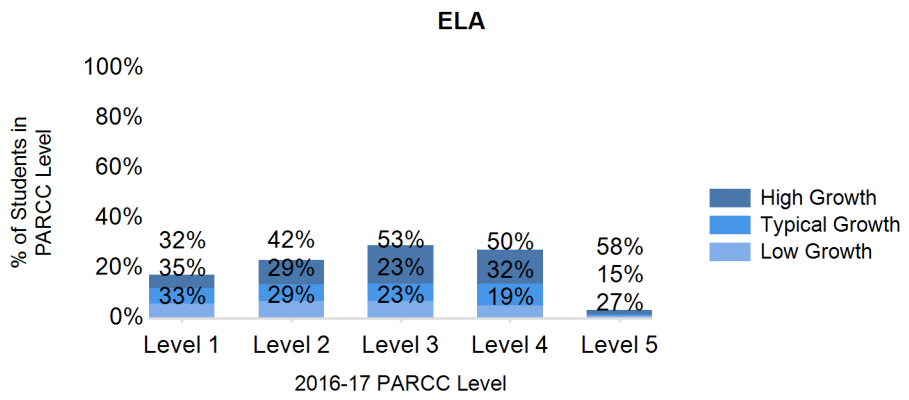
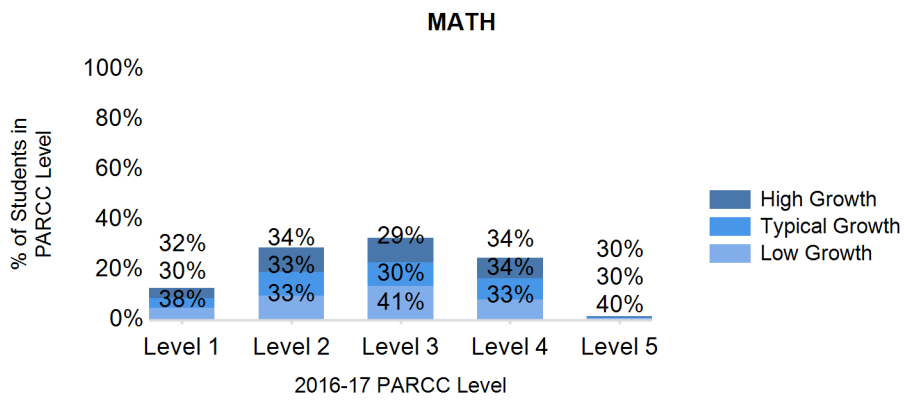
Student Growth by Performance Level

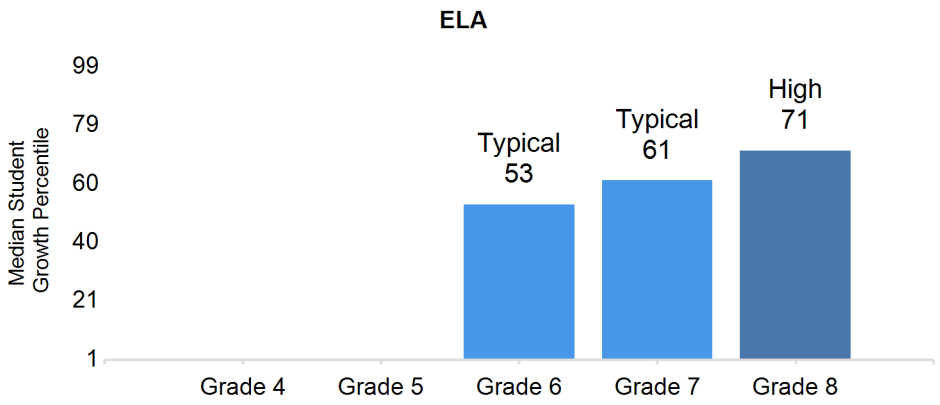
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

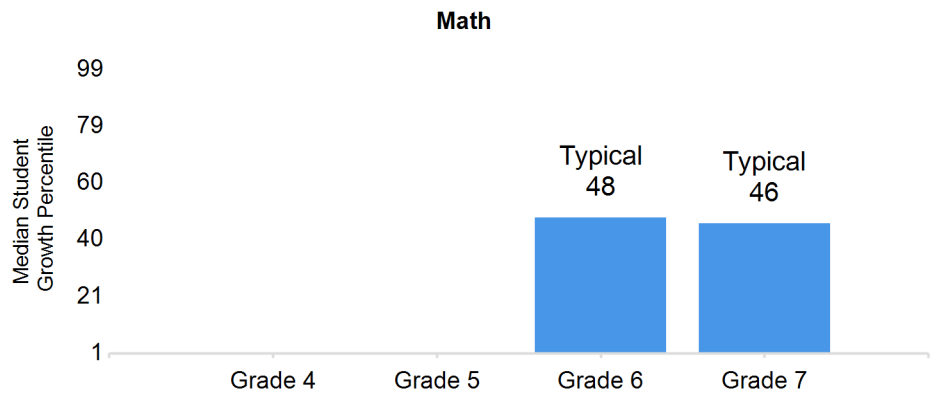




Student Growth by Grade

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





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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	1123	99.5	41.4	34.1	56.7	41.4	34.2	Met Target
White	264	98.9	51.9	42.7	65.6	51.9	40.6	Met Target
Hispanic	620	99.8	39.0	31.0	42.5	39.0	31.8	Met Target
Black or African American	205	99.0	32.7	29.5	37.3	32.7	29.6	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	82.3	*	**	**
American Indian or Alaska Native	*	*	*	*	52.7	*	**	**
Two or More Races	18	100.0	55.5	44.8	63.4	55.5	**	**
Female	530	99.3	48.7	42.8	64.5	48.7		
Male	593	99.7	35.0	26.3	49.4	35.0		
Economically Disadvantaged Students	917	99.4	37.9	30.9	38.5	37.9	30.8	Met Target
Non-Economically Disadvantaged Students	206	100.0	56.8	49.2	67.5	56.8		
Students with Disabilities	168	99.4	10.1	10.3	21.6	10.1	16.9	Not Met
Students without Disabilities	955	99.5	46.9	38.2	63.9	46.9		
English Learners	221	100.0	18.1	*	27.3	18.1	16.2	Met Target
Non-English Learners	902	99.3	47.1	*	59.4	47.1		
Homeless Students	14	94.1	28.6	27.3	27.7	43.2		
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	392	735	735	754	13%	26%	30%	26%	5%	31%	56%
White	79	750	750	761	*	19%	29%	*	*	48%	66%
Hispanic	230	733	733	742	15%	26%	34%	*	*	25%	42%
Black or African American	67	724	724	737	18%	37%	24%	21%	0%	21%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	83%
American Indian or Alaska Native	*	*	*	751	*	*	*	*	*	*	49%
Two or More Races	*	*	*	761	*	*	*	*	*	*	64%
Female	182	743	743	761	9%	18%	36%	*	*	37%	64%
Male	210	729	729	748	17%	32%	26%	*	*	25%	48%
Economically Disadvantaged Students	339	733	733	739	*	*	31%	*	*	27%	37%
Non-Economically Disadvantaged Students	53	753	753	764	*	*	25%	*	*	55%	68%
Students with Disabilities	57	704	704	723	*	*	*	*	*	*	18%
Students without Disabilities	335	741	741	760	*	*	*	*	*	*	63%
English Learners	19	712	712	712	*	*	*	*	*	*	*
Non-English Learners	373	737	737	755	*	*	*	*	*	*	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	26%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	732	N	N	N	N	N	N	36%

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	381	743	743	760	17%	15%	21%	31%	16%	47%	63%
White	99	748	748	768	18%	10%	19%	28%	24%	53%	72%
Hispanic	206	743	743	746	14%	18%	23%	33%	13%	46%	49%
Black or African American	63	736	736	740	25%	*	17%	*	*	43%	42%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	790	*	*	*	*	*	*	87%
American Indian or Alaska Native	*	*	*	756	*	*	*	*	*	*	57%
Two or More Races	*	*	*	767	*	*	*	*	*	*	68%
Female	182	754	754	769	11%	7%	25%	35%	23%	57%	72%
Male	199	732	732	752	23%	22%	18%	28%	10%	38%	54%
Economically Disadvantaged Students	306	741	741	742	*	*	*	30%	14%	45%	44%
Non-Economically Disadvantaged Students	75	748	748	771	*	*	*	35%	21%	56%	73%
Students with Disabilities	54	698	698	721	*	*	*	*	*	*	22%
Students without Disabilities	327	750	750	768	*	*	*	*	*	*	71%
English Learners	24	693	693	705	*	*	*	*	*	*	11%
Non-English Learners	357	746	746	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	346	744	744	759	18%	12%	23%	37%	10%	47%	60%
White	88	753	753	767	*	*	22%	39%	18%	57%	70%
Hispanic	181	745	745	744	15%	14%	23%	39%	9%	48%	45%
Black or African American	72	728	728	739	35%	*	24%	*	*	33%	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	173	749	749	768	14%	9%	25%	42%	10%	53%	69%
Male	173	738	738	751	21%	16%	21%	31%	10%	42%	52%
Economically Disadvantaged Students	265	739	739	740	*	*	22%	35%	8%	43%	42%
Non-Economically Disadvantaged Students	81	760	760	769	*	*	26%	41%	19%	59%	71%
Students with Disabilities	39	693	693	719	*	*	*	*	*	*	19%
Students without Disabilities	307	750	750	766	*	*	*	*	*	*	68%
English Learners	30	714	714	703	33%	*	*	*	*	10%	*
Non-English Learners	316	747	747	761	16%	*	*	*	*	51%	*
Homeless Students	*	*	*	727	*	*	*	*	*	*	27%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	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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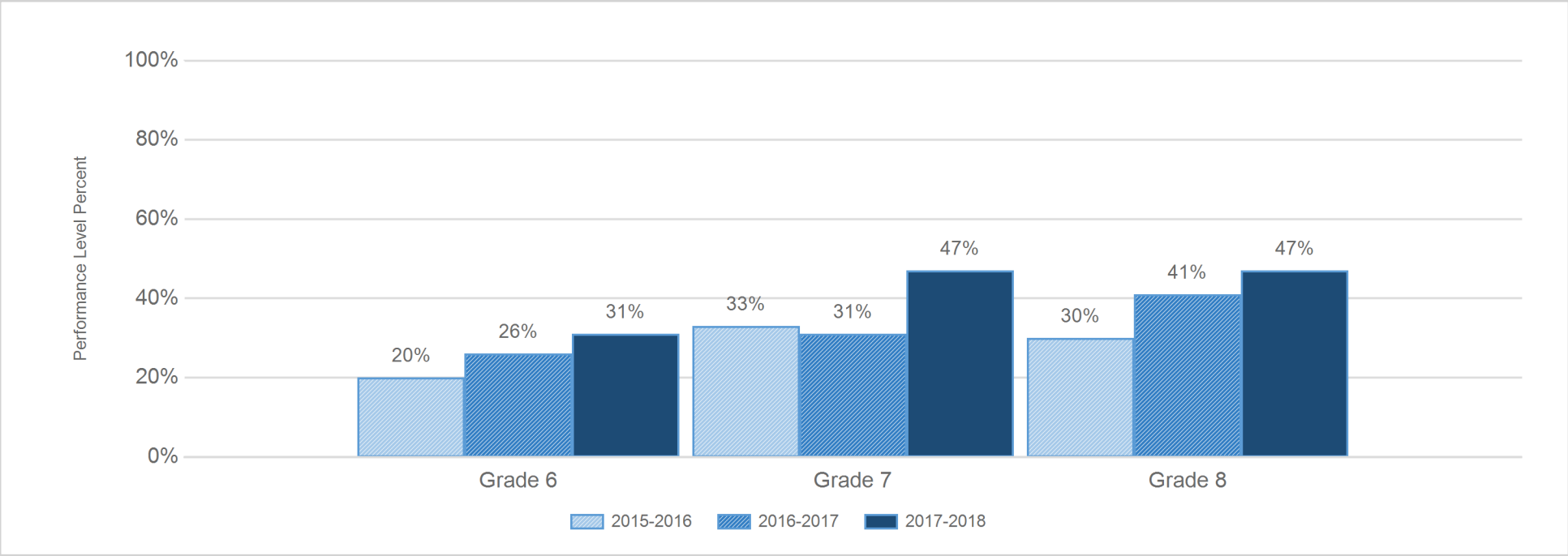
English Language Arts/Literacy Assessment - Performance Trends

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	1134	99.3	29.8	30.5	45.0	29.8	29.2	Met Target
White	267	98.6	41.2	38.9	54.1	41.2	40.6	Met Target
Hispanic	629	99.8	27.2	28.6	29.2	27.2	27.4	Met Target†
Black or African American	205	99.0	20.0	21.9	23.4	20.0	19.8	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	77.0	*	**	**
American Indian or Alaska Native	*	*	*	*	42.5	*	**	**
Two or More Races	17	94.4	41.2	41.3	53.0	40.9	**	**
Female	535	98.9	32.0	33.3	46.0	32.0		
Male	599	99.7	27.7	28.0	43.9	27.7		
Economically Disadvantaged Students	924	99.4	27.2	29.0	26.6	27.2	26.7	Met Target
Non-Economically Disadvantaged Students	210	99.2	40.5	38.0	55.9	40.5		
Students with Disabilities	167	98.8	*	10.9	17.1	*	12.8	Not Met
Students without Disabilities	967	99.4	*	33.7	50.5	*		
English Learners	234	100.0	19.2	*	24.6	19.2	18	Met Target
Non-English Learners	900	99.1	32.4	*	46.9	32.4		
Homeless Students	15	95.0	13.3	22.2	17.3	13.3		
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	406	732	732	744	12%	31%	28%	*	*	29%	44%
White	86	742	742	751	*	21%	28%	*	*	43%	54%
Hispanic	236	731	731	731	11%	32%	29%	*	*	28%	27%
Black or African American	67	720	720	726	19%	42%	24%	*	*	15%	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	771	*	*	*	*	*	*	78%
American Indian or Alaska Native	*	*	*	744	*	*	*	*	*	*	48%
Two or More Races	*	*	*	749	*	*	*	*	*	*	52%
Female	188	733	733	745	11%	29%	27%	*	*	34%	45%
Male	218	730	730	742	13%	33%	30%	*	*	25%	42%
Economically Disadvantaged Students	341	731	731	729	11%	33%	28%	*	*	28%	24%
Non-Economically Disadvantaged Students	65	736	736	753	15%	22%	29%	*	*	34%	56%
Students with Disabilities	57	707	707	717	*	*	*	*	*	*	13%
Students without Disabilities	349	736	736	748	*	*	*	*	*	*	49%
English Learners	33	715	715	713	39%	30%	*	*	*	12%	11%
Non-English Learners	373	733	733	745	9%	31%	*	*	*	30%	45%
Homeless Students	*	*	*	718	*	*	*	*	*	*	13%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	745	N	N	N	N	N	N	45%
Migrant Students	N	N	N	717	N	N	N	N	N	N	18%

NJ SCHOOL PERFORMANCE REPORT

LONG BRANCH MIDDLE SCHOOL
(25-2770-060)
Grades Offered: 06-08
2017-2018

Report Key:
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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	355	727	727	743	14%	30%	34%	*	*	21%	43%
White	89	731	731	750	12%	27%	35%	26%	0%	26%	54%
Hispanic	196	728	728	732	13%	30%	38%	*	*	19%	27%
Black or African American	59	720	720	727	22%	32%	27%	19%	0%	19%	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	767	*	*	*	*	*	*	75%
American Indian or Alaska Native	*	*	*	742	*	*	*	*	*	*	39%
Two or More Races	*	*	*	748	*	*	*	*	*	*	51%
Female	166	730	730	745	11%	27%	39%	*	*	23%	45%
Male	189	725	725	741	17%	33%	30%	*	*	20%	42%
Economically Disadvantaged Students	290	727	727	730	*	30%	34%	*	*	21%	24%
Non-Economically Disadvantaged Students	65	731	731	751	*	32%	35%	*	*	23%	55%
Students with Disabilities	53	704	704	717	*	*	*	*	*	*	12%
Students without Disabilities	302	732	732	748	*	*	*	*	*	*	50%
English Learners	29	714	714	716	*	*	*	*	*	*	10%
Non-English Learners	326	729	729	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%

NJ SCHOOL PERFORMANCE REPORT

LONG BRANCH MIDDLE SCHOOL
(25-2770-060)
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	313	725	725	728	22%	23%	31%	*	*	24%	28%
White	76	733	733	736	16%	16%	36%	33%	0%	33%	36%
Hispanic	167	726	726	722	21%	25%	32%	*	*	22%	22%
Black or African American	67	713	713	715	33%	27%	25%	15%	0%	15%	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	159	727	727	731	20%	25%	29%	*	*	26%	31%
Male	154	724	724	725	25%	21%	33%	*	*	21%	26%
Economically Disadvantaged Students	244	724	724	719	23%	24%	31%	*	*	22%	20%
Non-Economically Disadvantaged Students	69	729	729	735	19%	20%	32%	*	*	29%	35%
Students with Disabilities	39	695	695	705	*	*	*	*	*	*	*
Students without Disabilities	274	730	730	735	*	*	*	*	*	*	*
English Learners	42	711	711	705	40%	*	26%	*	*	12%	10%
Non-English Learners	271	728	728	729	20%	*	32%	*	*	25%	29%
Homeless Students	*	*	*	708	*	*	*	*	*	*	13%
Students in Foster Care	*	*	*	708	*	*	*	*	*	*	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

LONG BRANCH MIDDLE SCHOOL
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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	73	781	738	746	0%	0%	*	*	*	95%	46%
White	29	780	748	755	0%	0%	*	*	*	93%	57%
Hispanic	31	781	733	730	0%	0%	*	*	*	94%	27%
Black or African American	*	*	*	727	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	*	746	N	N	N	N	N	N	49%
Two or More Races	*	*	*	755	*	*	*	*	*	*	54%
Female	35	776	741	748	0%	0%	*	*	*	91%	48%
Male	38	786	735	745	0%	0%	*	*	*	97%	44%
Economically Disadvantaged Students	42	782	735	729	0%	0%	*	*	*	95%	25%
Non-Economically Disadvantaged Students	31	780	747	756	0%	0%	*	*	*	94%	57%
Students with Disabilities	N	N	696	716	N	N	N	N	N	N	13%
Students without Disabilities	73	781	742	752	0%	0%	*	*	*	95%	52%
English Learners	N	N	705	710	N	N	N	N	N	N	*
Non-English Learners	73	781	743	749	0%	0%	*	*	*	95%	*
Homeless Students	N	N	*	718	N	N	N	N	N	N	16%
Students in Foster Care	N	N	*	712	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	49%
Migrant Students	N	N	N	720	N	N	N	N	N	N	11%

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Mathematics Assessment - Performance by Test: Geometry

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	*	*	725	735	*	*	*	*	*	*	30%
White	*	*	*	740	*	*	*	*	*	*	37%
Hispanic	N	N	724	723	N	N	N	N	N	N	14%
Black or African American	N	N	718	719	N	N	N	N	N	N	11%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	760	N	N	N	N	N	N	65%
American Indian or Alaska Native	N	N	N	734	N	N	N	N	N	N	28%
Two or More Races	N	N	*	741	N	N	N	N	N	N	39%
Female	N	N	730	736	N	N	N	N	N	N	30%
Male	*	*	*	734	*	*	*	*	*	*	29%
Economically Disadvantaged Students	N	N	724	722	N	N	N	N	N	N	13%
Non-Economically Disadvantaged Students	*	*	*	741	*	*	*	*	*	*	38%
Students with Disabilities	N	N	713	713	N	N	N	N	N	N	*
Students without Disabilities	*	*	*	738	*	*	*	*	*	*	*
English Learners	N	N	707	711	N	N	N	N	N	N	*
Non-English Learners	*	*	*	736	*	*	*	*	*	*	*
Homeless Students	N	N	*	718	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	731	N	N	N	N	N	N	24%
Migrant Students	N	N	N	709	N	N	N	N	N	N	11%

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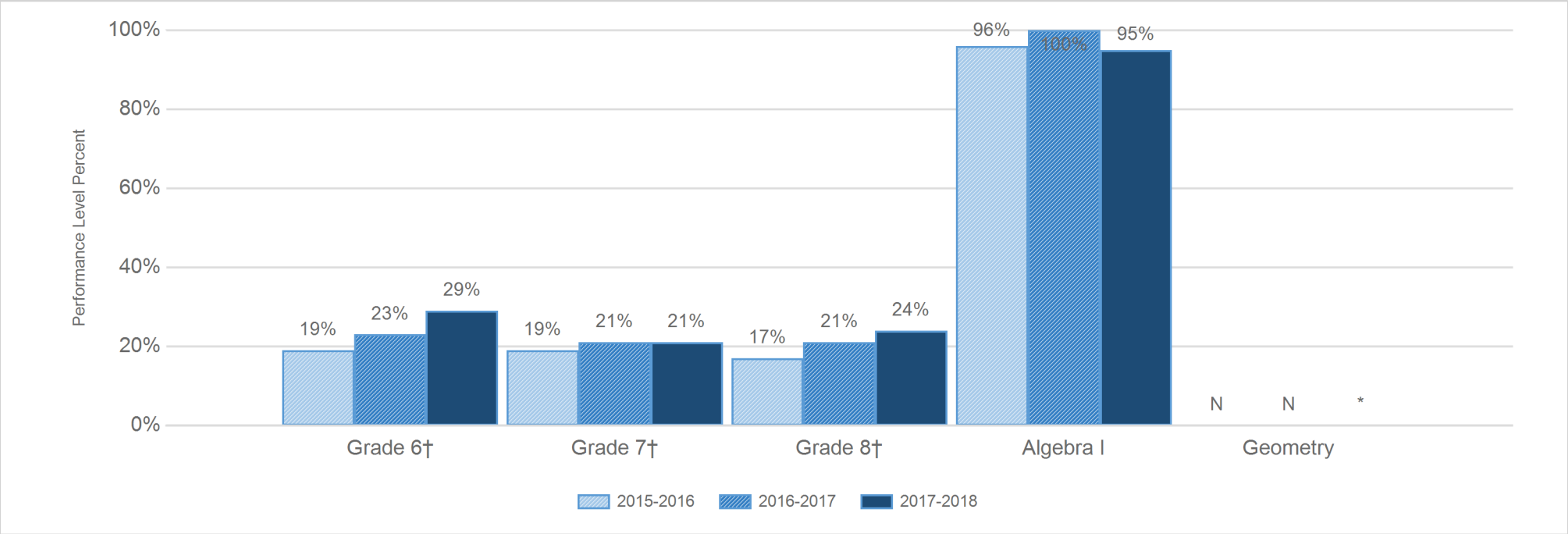
Mathematics Assessment – Performance Trends

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



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

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DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
6	*	*
7	*	*
8	10	10

English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2017-18 Target	Met Target?
Schoolwide/English Learners	37.5%	46.8%	Met Target†

† 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	58	*	*
3-4	30	*	*
5 or more	10	*	*

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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	7	0	426
7	42	0	370
8	54	0	341
Total	103	0	1137

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	410	0	0	0	0	0	6
7	97	0	0	0	0	0	5
8	47	0	0	0	0	0	3
Total	554	0	0	0	0	0	14

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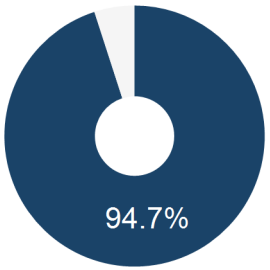
Visual and Performing Arts – Course Participation

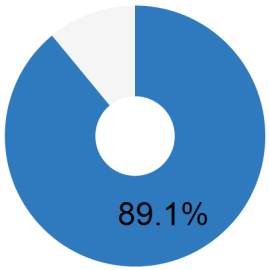
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

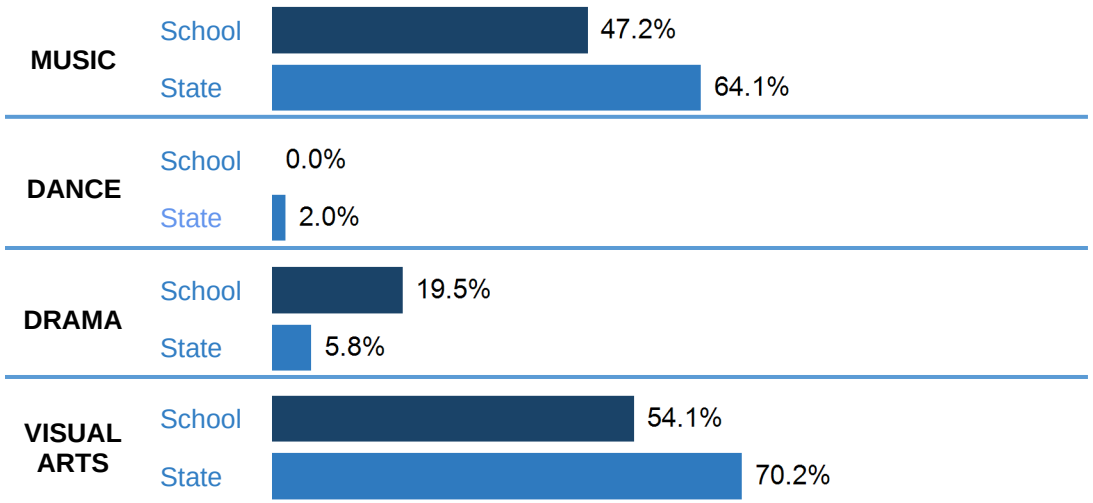


School



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.

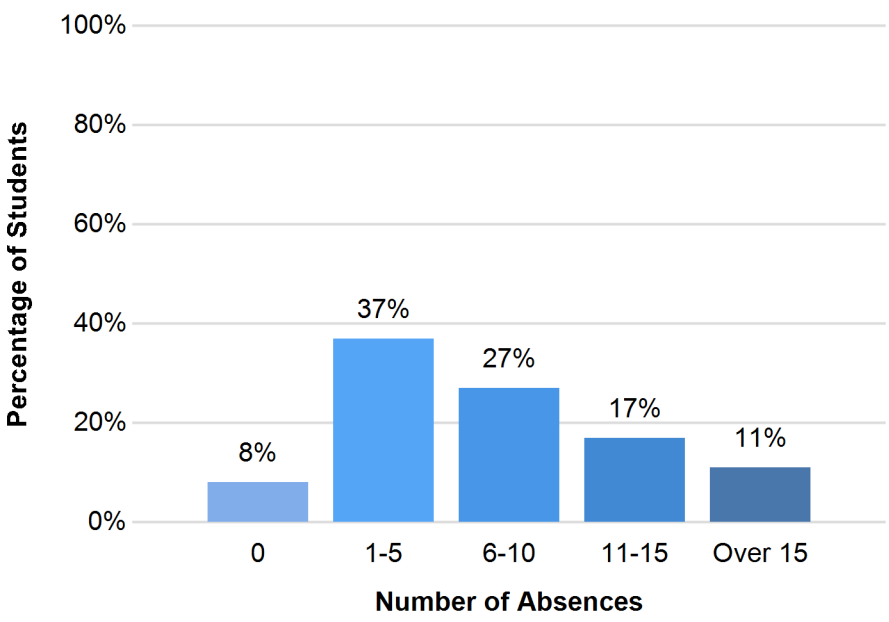
Chronic Absenteeism

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	111	9.5	9.5	Met
White	33	11.6	9.5	Not Met
Hispanic	44	6.8	9.5	Met
Black or African American	30	14.5	9.5	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	**	**
American Indian or Alaska Native	*	*	**	**
Two or More Races	2	11.8	**	**
Economically Disadvantaged Students	96	9.9	9.5	Not Met
Students with Disabilities	26	15.1	9.5	Not Met
English Learners	14	11.9	9.5	Not Met

Days Absent

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



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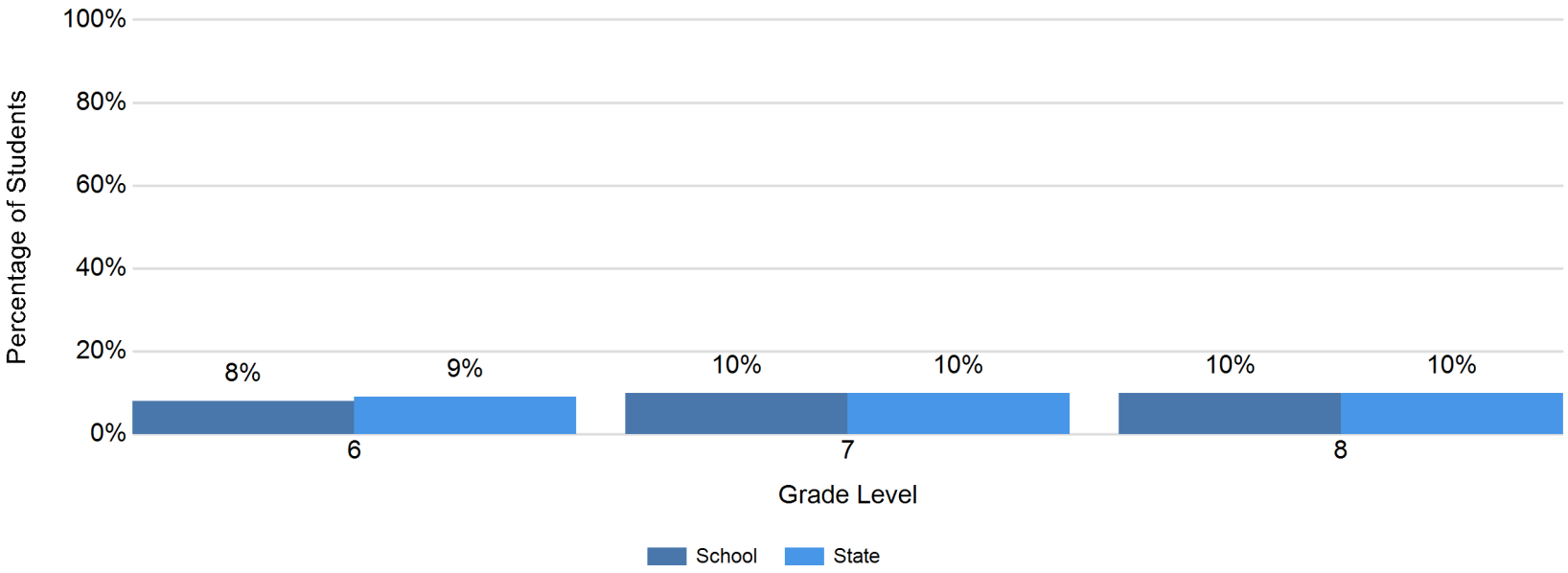
Chronic Absenteeism by Grade

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



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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	37
Weapons	0
Vandalism	7
Substances	17
Harassment, Intimidation, Bullying (HIB)	12
Total Unique Incidents	70
Incidents Per 100 Students Enrolled	5.97

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	0
Vandalism	0
Substances	2
Harassment, Intimidation, Bullying (HIB)	3
Other Incidents Leading to Removal	0

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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.

Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	1	1	2
Religion	0	0	0
Ancestry	0	1	1
Gender	0	2	2
Sexual Orientation	0	1	1
Disability	0	0	0
Other	1	9	10
No Identified Nature	3		3

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	98	8.4%
Out-of-School Suspensions	43	3.7%
Any Suspension	113	9.6%
Removal to other education program	12	1.0%
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
144

NJ SCHOOL PERFORMANCE REPORT

LONG BRANCH MIDDLE SCHOOL
(25-2770-060)
Grades Offered: 06-08
2017-2018

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School Day

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

Category	School
Typical Start Time	8:00 AM
Typical End Time	2:15 PM
Length of School Day	6 Hrs 15 Mins
Full Time - Instructional Time	N
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	16.3:1

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)	$743	$15,320	$16,063

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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	99	117,464
Average years experience in public schools	11.1	12.0
Average years experience in district	11.0	10.7
Teachers in district for 4 or more years	76.8%	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	41	9,374
Average years experience in public schools	15.5	16.0
Average years experience in district	15.5	12.0
Administrators in district for 4 or more years	92.7%	76.2%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	12:1	11:1
Students to Administrators	234:1	140:1
Teachers to Administrators	20:1	12:1
Students to Librarians/Media Specialists		1147:1
Students to Nurses		521:1
Students to Counselors		521:1
Students to Child Study Team		169:1

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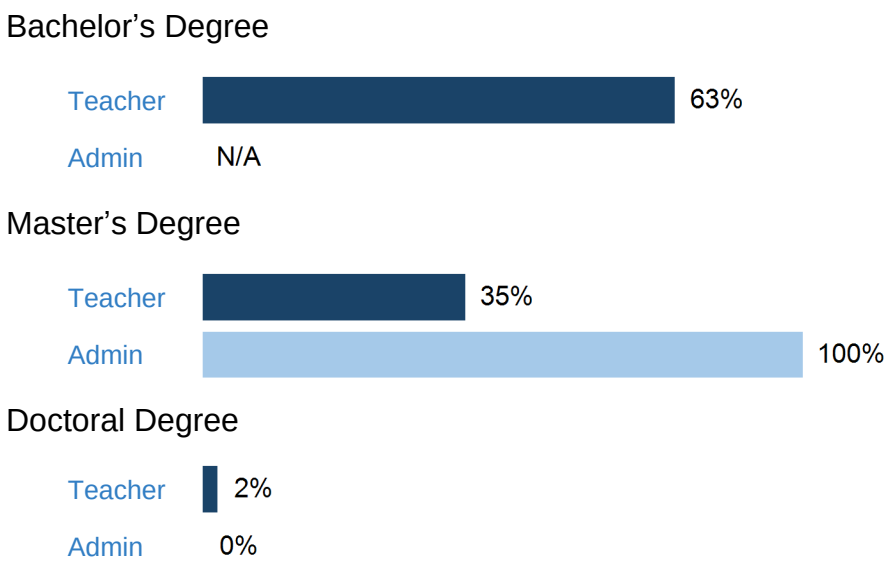
Teachers and Administrators - Level of Education

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	93.0%	90.2%
2016-17 Administrators: Same district 2017-18	90.2%	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	96.1%

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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	73.7%	80.0%
Male	26.3%	20.0%
White	82.8%	80.0%
Hispanic	7.1%	0.0%
Black or African American	10.1%	20.0%
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	20.85	15.0%
Mathematics Proficiency	18.07	15.0%
English Language Arts Growth	82.11	20.0%
Mathematics Growth	38.81	20.0%
Progress Towards English Language Proficiency	13.62	20.0%
Chronic Absenteeism	32.43	10.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	35.99	n/a
Summative Rating: Percentile Rank of Summative Score	27.31	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	Exceeds Standard	Met Standard	Met Target†	Met	No
White	41.17	14.08	No	Met Target	Met Target	Exceeds Standard	Met Standard	n/a	Not Met	No
Hispanic	57.93	14.08	No	Met Target	Met Target†	Exceeds Standard	Met Standard	n/a	Met	No
Black or African American	48.77	14.08	No	Met Target	Met Target	Met Standard	Met Standard	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	60.92	14.08	No	Met Target	Met Target	Exceeds Standard	Met Standard	n/a	Not Met	No
Students with Disabilities	26.44	14.08	No	Not Met	Not Met	Not Met	Not Met	n/a	Not Met	No
English Learners	38.00	14.08	No	Met Target	Met Target	Met Standard	Met Standard	Met Standard	Not Met	No

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

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School Narrative

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

Highlights:	• Technology is a part of each school day, with all students utilizing 1:1 personal Chromebooks • National Green Ribbon School • New Jersey Silver Award for Sustainability
Mission, Vision, Theme:	The Long Branch Middle School students are immersed in creative programming and superior educational experiences. The mission of the Long Branch Middle School is to provide students from grades 6 - 8 with a unique educational experience and to utilize our diverse learning community to foster mutual respect and social responsibility. All disciplines align lessons to the NJSL Standards. Visual and Performing Arts, STEM, and Leadership are the themes that drive the academies.
Awards, Recognition, Accomplishments:	The Long Branch Middle School has embraced the three pillars of being a National Green Ribbon school throughout our community by reducing environmental impact and costs, promoting environmental education and helping to improve health and wellness. As a result, the Long Branch Middle School has earned silver level certification from the Sustainable Jersey for Schools program as well as the Sustainable Champion Award for the middle school category.

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Courses, Curriculum, Instruction:	LBMS uses the Big Ideas Math program; a balanced instructional approach of discovery and direct instruction. Additionally, Algebra I is offered to seventh and eighth graders to satisfy high school graduation requirements. ELA instruction is taught using the comprehensive, researched-based literature programs Treasures and Glencoe. Read 180 is used as an intervention program. Science electives offer Intro to Engineering, Robotics and Medical Detectives under the PLTW Gateway Program.
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Coed), Cheerleading (Coed), Cross Country (Coed), Field Hockey (Girls), Soccer (Coed), Softball (Girls), Track and Field - Spring (Coed), Wrestling (Boys) The Long Branch School District believes athletics and extracurricular activities are an integral part of the students' education. We strive to meet high standards of sportsmanship, responsibility, dedication, and devotion to the sport, school and family.
Clubs and Activities:	The Long Branch Middle School offers the following exciting clubs and extra curricular activities for students; Drama Club, Morning Concert Band, Basic Belief in All People, Book Store, Choral Music, Cooking Club, Dance Club, Gay/Straight Alliance, Drug Free Club, National Junior Honor Society, Young Astronauts, Yearbook, Student Council, and Natural Helpers.

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Before and After School Programs:	Long Branch Middle School sees the importance of support offered to students before and after school. Homework Club, a club in which certified teachers tutor students, is offered to students after school. Additonally, Algebra 1 tutoring is offered to assist students in this accelerated course. Long Branch has paired with the Big Brother/Big Sister program to form a mentorship program for students in need. Lastly, data driven tutoring is offered for ELA and Math before and after school.
Staff and Professional Learning:	At the Long Branch Middle School, teachers and administrators are engaged in various opportunities for learning throughout the year. Weekly, teachers are provided with staff development meetings and common planning time with content area teams for collaboration and development through the use of individual professional learning communities. Along with professional learning themed days for staff to attend, which focus on research based best practices and district initiatives.

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Student Supports and Services:	The Long Branch Middle School offers a variety of programs to address the needs of all students. Programs offered include YMCA Counseling as well as Big Brothers Big Sisters. The school also offers ESSA Tutoring, Homework Club, ESL Tutoring and Intervention & Referral Service (I&RS). In addition, through NJEA F.A.S.T., the school has created a Bilingual ESL Community Outreach program to support students and parents in need.
Student Health and Wellness:	Long Branch Middle School strives to have all children start their day off with a healthy and nutritious breakfast. Whether it be a meal from the breakfast carts or in one of the cafeterias, students receive a healthy meal which is free to all children. The school serves a healthy lunch that includes fruit with a choice of many vegetables. The students also have an opportunity to compete in a Junior Master Chef competition in which they learn how to prepare healthy meals.
Parent and Community Involvement:	Parents are an integral part of the team at the Long Branch Middle School. Monthly meetings are held for parents and staff to participate in our STPA, where fundraising, extra curricular activities and class trips are planned. Throughout the year, families are invited to attend various functions such as orientation, back to school night, conferences, theater productions, educational nights, parades, and concerts. Students grades are accessible through Parent Portal, which is updated daily.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers The Long Branch Middle School administered a school climate survey. It was given to students, parents, and staff between November and January.
Facilities:	The Long Branch Middle School is a state-of-the-art facility that provides all students with outstanding educational experiences. The school is made up of 3 academic floors where over 1100 students are educated. The building consists of a state of the art auditorium, 2 gymnasiums, 2 cafeterias, 5 computer labs, and wireless connectivity throughout the building which connects to the 1150 wireless Chromebooks in the building for student use.

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Other Information:	Technology is utilized in several capacities to assist in student success. All students have access to Google Chromebooks which promotes opportunities for teachers to integrate technology throughout the curriculum. Additionally, teachers utilize Google Classroom and its capabilities to promote collaboration and increase connectivity with students outside of the classroom. The Long Branch Middle School also has a "Garden to Plate" program where students grow and harvest crops in the school garden that are utilized in recipes for the weekly Bistro that serves students and staff.