



Clark Mills School
2016-2017

Grade Span KG-05

25-2920-050
MONMOUTH
MANALAPAN-ENGLISHTOWN REG
34 GORDONS CORNER ROAD
MANALAPAN, NJ 07726-3798

The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school’s test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

Navigating through the reports:

- Download this report to a PDF by clicking the  icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

Other Resources:

- Review the [Parent Summary Report](#) or the [district-level report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- [Download the data](#) used in these reports.

- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.nj.gov



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Footnotes

1. An "*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display.
2. ** ESSA accountability targets are only included if data is available for at least 20 students.

Note: Additional footnotes may exist within the reports specific to certain data tables. In those instances, the footnotes will be displayed below the applicable table.



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Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
KG	0	0	0
1	100	97	84
2	105	110	102
3	104	109	107
4	121	106	119
5	92	128	107
Ungraded	0	0	0
Total	522	550	519

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	2014-15	2015-16	2016-17
Female	49%	49%	50%
Male	52%	51%	50%
Economically Disadvantaged Students	8%	8%	7%
Students with Disabilities	13%	14%	15%
English Learners	0%	1%	1%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			1%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students
White	82.9%
Hispanic	8.5%
Asian	6.4%
Black or African American	1.0%
American Indian or Alaska Native	0.2%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	1.2%

PreK and K - Full Day and Half Day

This table shows the full day and half day enrollment for Pre-Kindergarten (PK) and Kindergarten (KG) students in this school.

Grade	2014-15	2015-16	2016-17
KG - Half Day	0	0	0
KG - Full Day	0	0	0

Enrollment by Home Language

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

Home Language	% of Students
English	93.3%
Russian	2.3%
Other	4.6%



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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 for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course 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 accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section 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	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	315	98.6	76.50	73.60	54.90	76.5	70.7	Met Target
White	265	98.3	75.40	72.60	63.90	75.4	68.2	Met Target
Hispanic	21	100.0	85.70	66.60	39.80	85.7	N	N
Black or African American	*	*	*	*	35.20	*	**	**
Asian, Native Hawaiian, or Pacific Islander	20	100.0	90.00	88.90	80.70	90	80	Met Goal
American Indian or Alaska Native	*	*	*	*	53.70	*	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	152	99.4	82.30	81.00	62.20	82.3		
Male	163	97.8	71.20	67.00	48.10	71.2		
Economically Disadvantaged Students	25	100.0	72.00	52.80	36.20	72	39	Met Target
Non-Economically Disadvantaged Students	290	98.4	76.90	75.90	65.80	76.9		
Students with Disabilities	56	96.7	48.20	25.30	20.50	48.2	31.5	Met Target
Students without Disabilities	259	99.0	82.70	82.00	61.90	82.7		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	N	N	N	*	26.40	N		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	*	*	*	*	53.50	*		
Migrant Students	N	N	N	N	23.00	N		

** ESSA accountability targets are only included if data is available for at least 20 students

† Target was met within a confidence interval.



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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	113	762	762	749	*	*	26%	52%	12%	65%	50%
White	92	760	759	759	*	*	25%	51%	12%	63%	61%
Hispanic	*	*	*	734	*	*	*	*	*	*	35%
Black or African American	*	*	*	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	57	765	766	754	*	*	21%	58%	*	70%	55%
Male	56	759	758	745	*	*	30%	46%	*	59%	46%
Economically Disadvantaged Students	12	753	743	731	*	*	*	*	0%	67%	31%
Non-Economically Disadvantaged Students	101	763	764	762	*	*	*	*	14%	64%	63%
Students with Disabilities	21	737	*	720	*	*	*	*	0%	38%	24%
Students without Disabilities	92	768	*	755	*	*	*	*	15%	71%	55%
English Learners	*	*	*	709	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	752	*	*	*	*	*	*	53%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	26%
Military-Connected Students	*	*	*	750	*	*	*	*	*	*	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	119	769	772	753	*	*	13%	57%	24%	81%	56%
White	100	766	768	762	*	*	14%	58%	20%	78%	67%
Hispanic	*	*	*	740	*	*	*	*	*	*	40%
Black or African American	*	*	*	737	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	*	*	*	750	*	*	*	*	*	*	56%
Two or More Races	N	N	N	755	N	N	N	N	N	N	56%
Female	58	770	776	758	*	*	*	59%	22%	81%	61%
Male	61	768	768	749	*	*	*	56%	25%	80%	51%
Economically Disadvantaged Students	*	*	*	737	*	*	*	*	*	*	36%
Non-Economically Disadvantaged Students	*	*	*	764	*	*	*	*	*	*	69%
Students with Disabilities	16	731	*	725	*	*	*	*	0%	44%	25%
Students without Disabilities	103	775	*	759	*	*	*	*	27%	86%	62%
English Learners	N	N	N	711	N	N	N	N	N	N	10%
Non-English Learners	119	769	*	755	*	*	13%	57%	24%	81%	58%
Homeless Students	N	N	N	729	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



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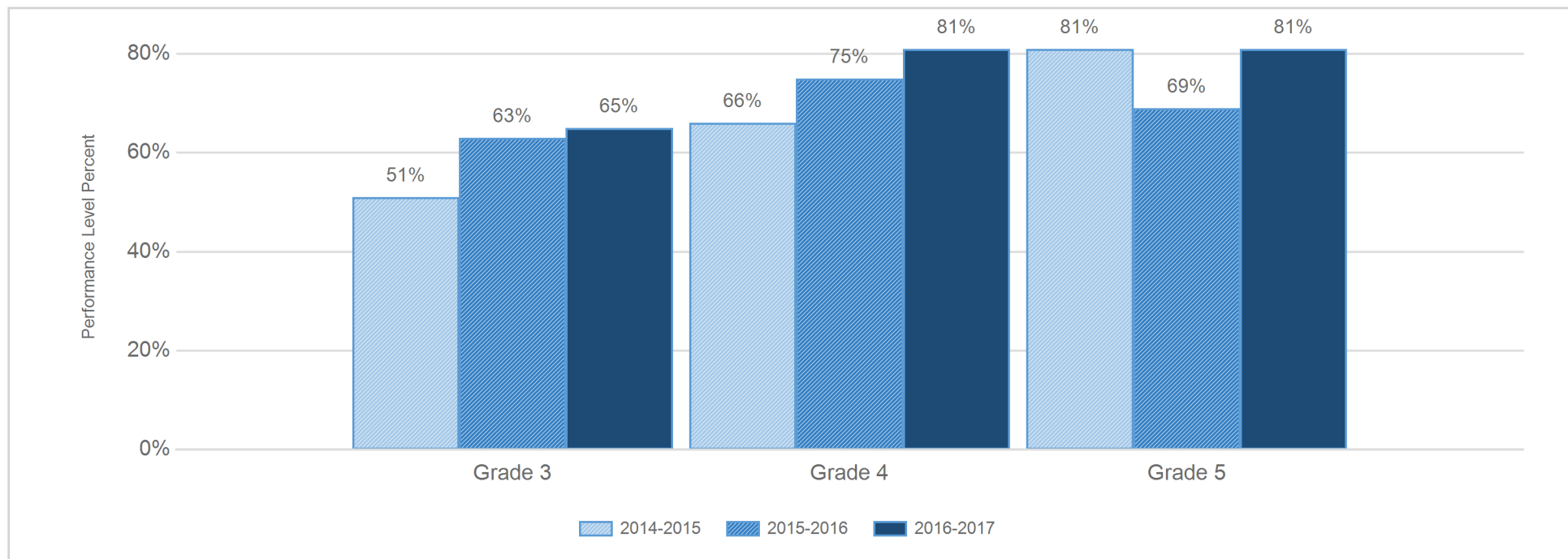
English Language Arts/Literacy Assessment - Performance by Grade: Grade 5

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	106	773	769	756	*	*	15%	59%	22%	81%	59%
White	87	772	769	763	*	*	14%	63%	20%	83%	69%
Hispanic	10	777	*	743	0%	0%	*	*	*	80%	44%
Black or African American	*	*	*	740	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	*	*	*	757	*	*	*	*	*	*	60%
Female	49	783	775	761	*	*	*	63%	*	92%	66%
Male	57	765	763	750	*	*	*	56%	*	72%	53%
Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	*	765	*	*	*	*	*	*	71%
Students with Disabilities	18	742	732	725	0%	*	*	*	0%	44%	22%
Students without Disabilities	88	779	775	762	0%	*	*	*	26%	89%	66%
English Learners	N	N	N	710	N	N	N	N	N	N	12%
Non-English Learners	106	773	*	757	*	*	15%	59%	22%	81%	60%
Homeless Students	N	N	N	733	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	*	*	*	757	*	*	*	*	*	*	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%

English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations 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 for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course 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 accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section 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	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	315	98.6	69.80	67.30	43.50	69.8	68.6	Met Target
White	265	98.3	69.00	66.20	52.40	69	66.2	Met Target
Hispanic	21	100.0	57.10	51.70	27.60	57.1	N	N
Black or African American	*	*	*	*	21.70	*	**	**
Asian, Native Hawaiian, or Pacific Islander	20	100.0	95.00	87.70	75.60	95	80	Met Goal
American Indian or Alaska Native	*	*	*	*	42.50	*	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	152	99.4	69.10	68.20	44.10	69.1		
Male	163	97.8	70.50	66.40	42.90	70.5		
Economically Disadvantaged Students	25	100.0	68.00	47.40	25.10	68	39	Met Target
Non-Economically Disadvantaged Students	290	98.4	70.00	69.40	54.30	70		
Students with Disabilities	56	96.7	37.50	23.60	16.50	37.5	39.3	Met Target†
Students without Disabilities	259	99.0	76.80	74.80	48.80	76.8		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	N	N	N	*	16.40	N		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	*	*	*	*	39.90	*		
Migrant Students	N	N	N	N	18.20	N		

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Mathematics Assessment - Performance by Grade: Grade 3

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	113	766	768	751	*	*	20%	54%	20%	74%	53%
White	92	765	767	759	*	*	17%	58%	17%	75%	63%
Hispanic	*	*	*	738	*	*	*	*	*	*	37%
Black or African American	*	*	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	57	766	768	751	*	*	18%	60%	*	75%	52%
Male	56	767	769	751	*	*	23%	48%	*	71%	53%
Economically Disadvantaged Students	12	755	751	736	*	*	*	*	*	67%	34%
Non-Economically Disadvantaged Students	101	768	770	761	*	*	*	*	*	74%	65%
Students with Disabilities	21	743	*	729	*	*	*	*	0%	43%	29%
Students without Disabilities	92	772	*	755	*	*	*	*	24%	80%	57%
English Learners	*	*	*	724	*	*	*	*	*	*	21%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	N	N	N	724	N	N	N	N	N	N	22%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	27%
Military-Connected Students	*	*	*	750	*	*	*	*	*	*	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



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Mathematics Assessment - Performance by Grade: Grade 4

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	119	765	767	747	*	*	21%	58%	13%	71%	47%
White	100	763	765	755	*	*	23%	58%	11%	69%	59%
Hispanic	*	*	*	734	*	*	*	*	*	*	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	25%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	*	*	*	743	*	*	*	*	*	*	42%
Two or More Races	N	N	N	747	N	N	N	N	N	N	48%
Female	58	761	765	747	*	*	26%	52%	*	64%	47%
Male	61	768	768	747	*	*	16%	64%	*	77%	48%
Economically Disadvantaged Students	*	*	*	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	*	757	*	*	*	*	*	*	61%
Students with Disabilities	16	736	*	724	*	*	*	*	*	38%	22%
Students without Disabilities	103	769	*	751	*	*	*	*	*	76%	52%
English Learners	N	N	N	716	N	N	N	N	N	N	12%
Non-English Learners	119	765	767	749	*	*	21%	58%	13%	71%	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



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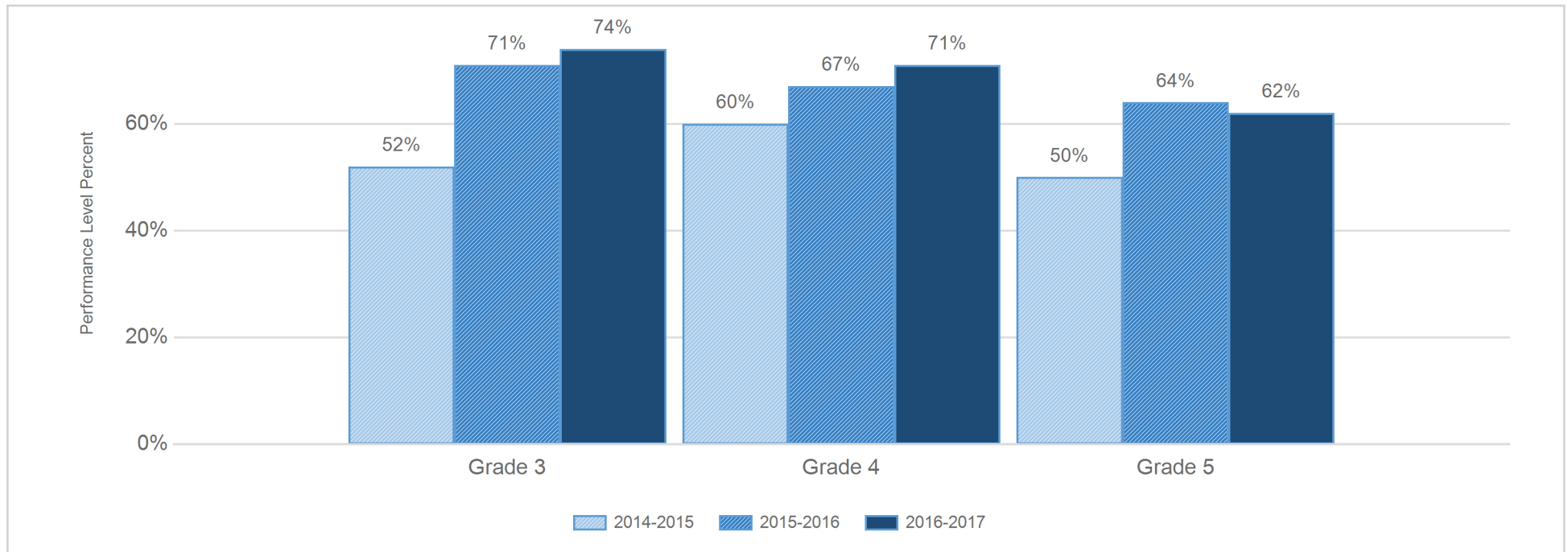
Mathematics Assessment - Performance by Grade: Grade 5

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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Schoolwide	106	765	761	747	*	*	30%	38%	25%	62%	46%
White	87	762	760	754	*	*	31%	40%	21%	61%	57%
Hispanic	10	766	*	735	0%	0%	*	*	*	60%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	*	*	*	747	*	*	*	*	*	*	47%
Female	49	767	762	747	*	*	33%	41%	22%	63%	47%
Male	57	763	761	746	*	*	28%	35%	26%	61%	46%
Economically Disadvantaged Students	*	*	*	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	*	756	*	*	*	*	*	*	59%
Students with Disabilities	18	731	731	725	*	*	61%	*	0%	11%	19%
Students without Disabilities	88	771	767	751	*	*	24%	*	30%	73%	52%
English Learners	N	N	N	717	N	N	N	N	N	N	12%
Non-English Learners	106	765	*	748	*	*	30%	38%	25%	62%	48%
Homeless Students	N	N	N	724	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	*	*	*	748	*	*	*	*	*	*	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%

Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.





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Alternate Assessments - Participation

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

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

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. The table also shows 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
1	N	N	N
2	*	*	*
3	N	N	N
4	*	*	*
5+	N	N	N



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This section shows performance on the NJASK science test which measures students' ability to recall information and to solve problems by applying science concepts. The assessment is given to students in grades 4 and 8 and has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

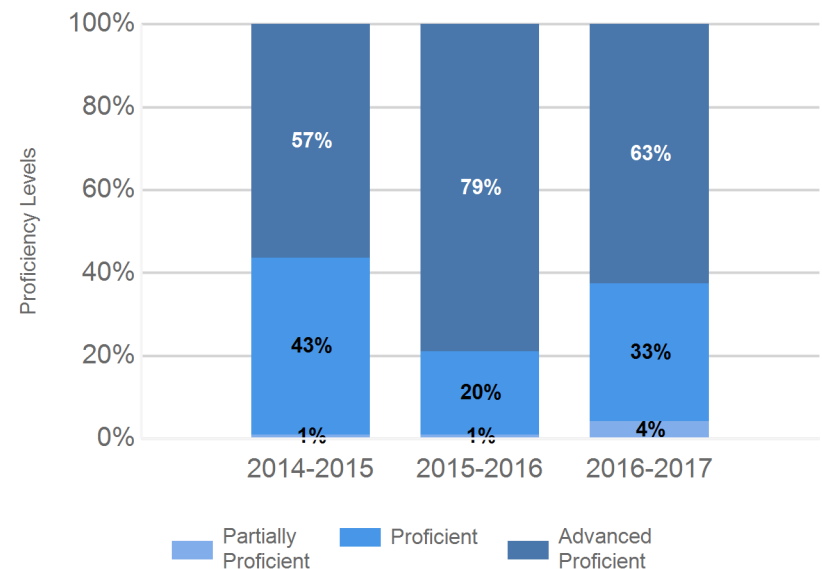
NJASK Science Assessment Performance: Grade 4

This table shows the percentage of students in each proficiency category for the NJASK science test for the school and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	63%	33%	4%
White	61%	35%	*
Hispanic	*	*	N
Black or African American	N	*	N
Asian, Native Hawaiian, or Pacific Islander	*	*	N
American Indian or Alaska Native	N	N	*
Two or More Races	N	N	N
Economically Disadvantaged Students	*	*	N
Students with Disabilities	50%	39%	11%
English Learners	N	N	N

NJASK Science Assessment Performance Trends: Grade 4

This graph shows the percentage of students by proficiency category for the past three school years.





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This section of the performance report shows information on student growth which measures 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 the prior year.

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)** is the percentile in the middle of that list. Watch a short video that explains how **median Student Growth Percentile (mSGP)** is calculated here:
<http://www.state.nj.us/education/njsmart/performance/>

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts/Literacy (ELA) and Mathematics for the school and each student group with comparisons to the district and the state. This table also shows whether the school and each student group met the *ESSA* accountability target of 40 for the 2016-17 school year.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	61	57	50	Exceeds Target	64	57	50	Exceeds Target
White	55	56	50	Met Target	64	57	52	Exceeds Target
Hispanic	81	58	49	**	55	53	47	**
Black or African American	*	*	45	**	*	*	43	**
Asian, Native Hawaiian, or Pacific Islander	64	*	60	**	83	*	59	**
American Indian or Alaska Native	*	*	51	**	*	*	51	**
Two or More Races	*	56	51	**	*	54.5	52	**
Economically Disadvantaged	*	59	47	**	*	51	46	**
Students with Disabilities	37	44	41	Not Met	62	49	43	Exceeds Target
English Learners	*	73	53	**	*	54	51	**

** ESSA accountability targets are only included if data is available for at least 20 students.



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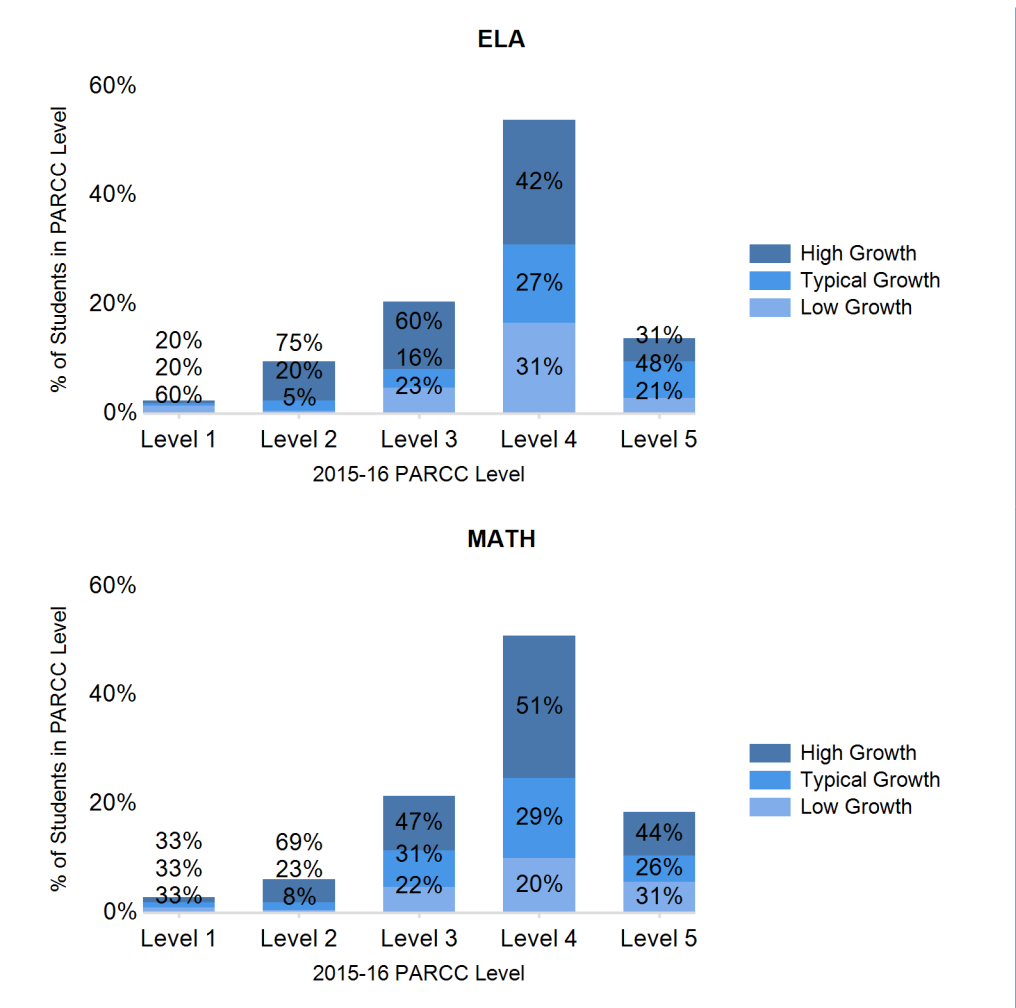
Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

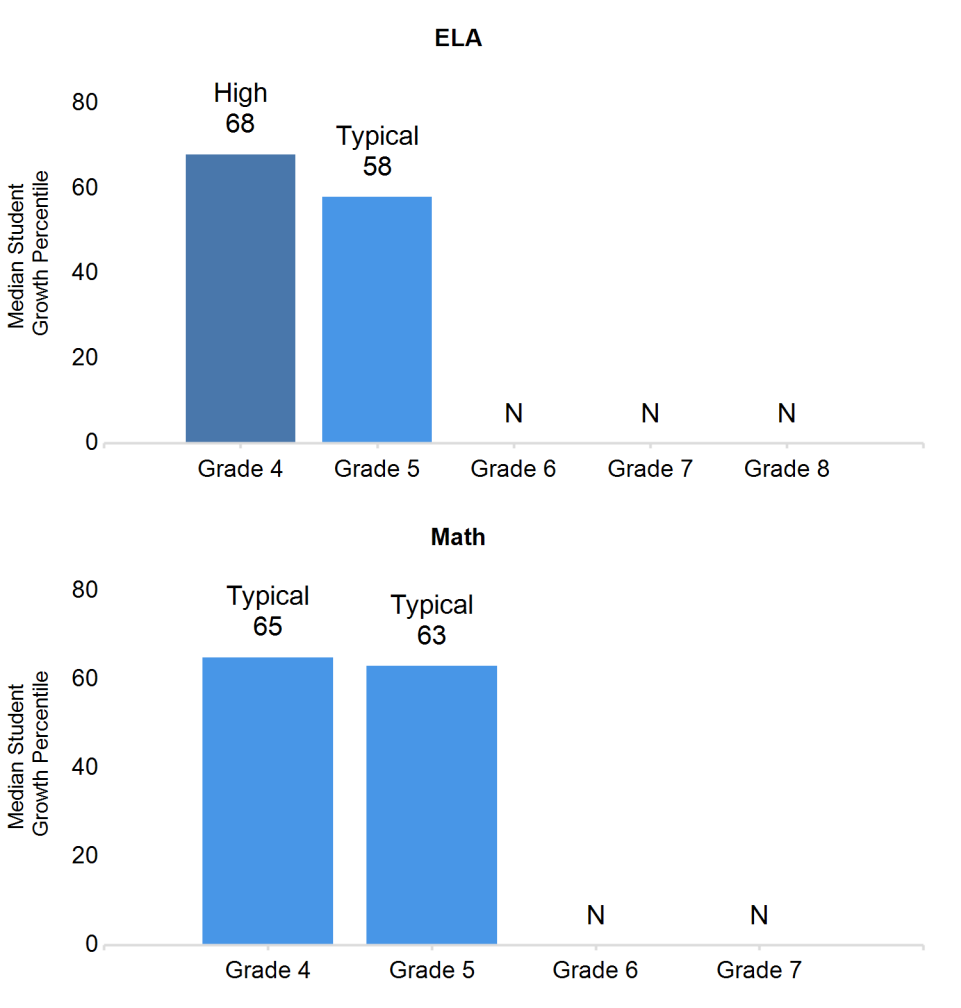
Student Growth by Performance Level

These graphs show the percentage of students by 2015-16 PARCC performance level that fall into each of the three levels of growth based on their 2016-17 test scores.



Student Growth by Grade

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





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This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected 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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

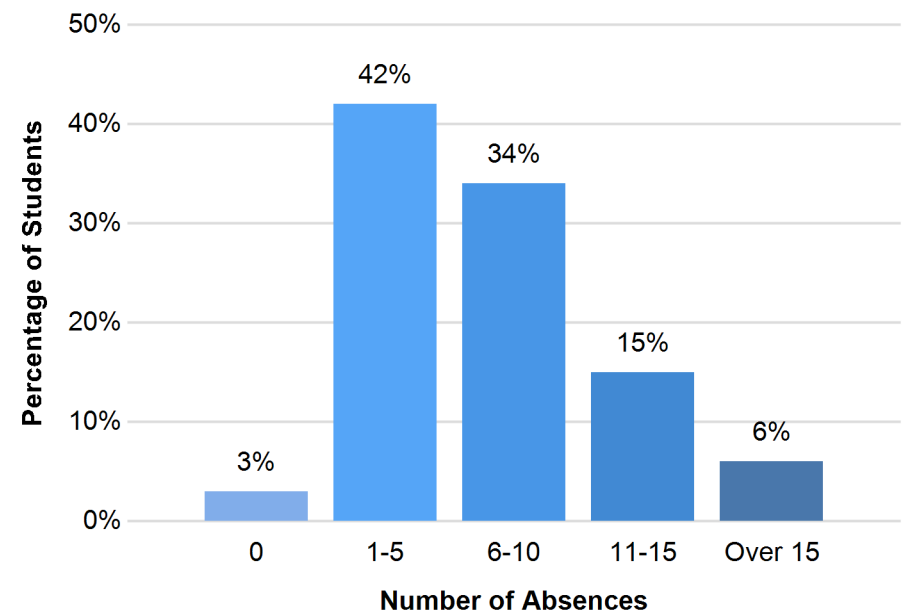
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	2.90	8.40	Met Target
White	3.20	8.40	Met Target
Hispanic	2.20	8.40	Met Target
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	0	8.40	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	11.40	8.40	Not Met
Students with Disabilities	4.70	8.40	Met Target
English Learners	N	**	**

** ESSA accountability targets are only included if data is available for at least 20 students.

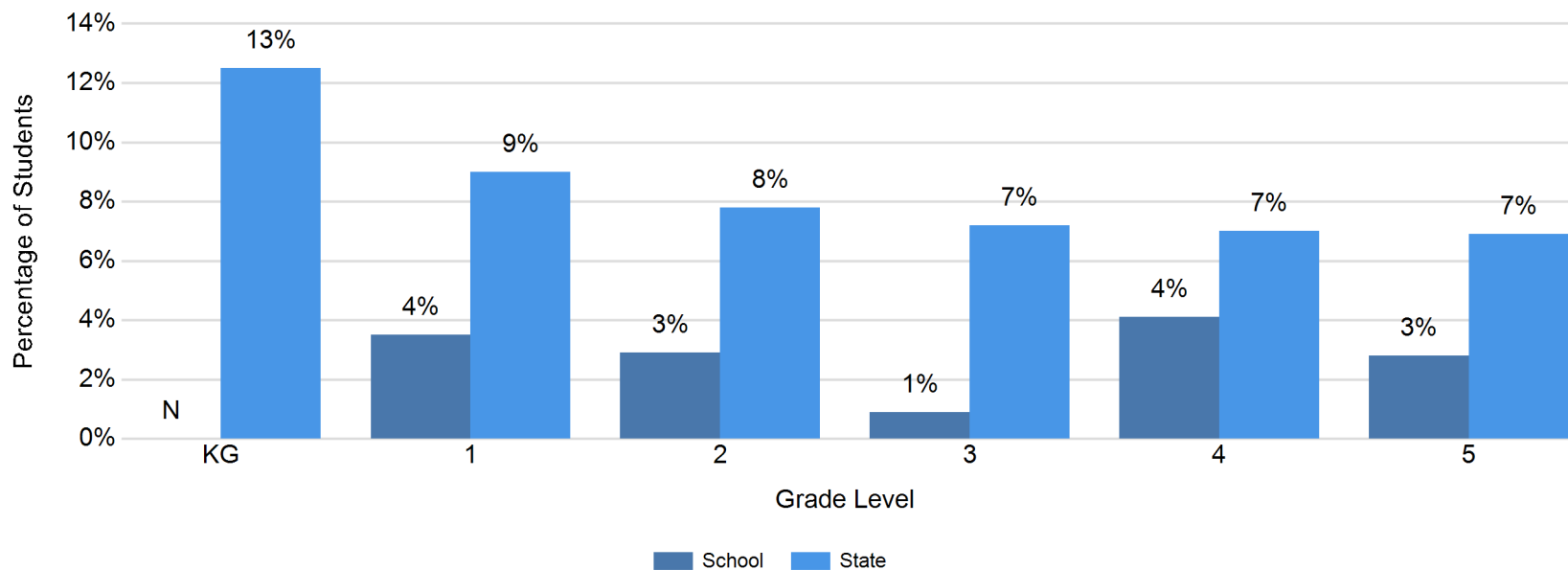
Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





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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.

Category	School
Typical Start Time	8:10AM
Typical End Time	2:20PM
Length of School Day	6 Hrs 10 Mins
Full Time - Instructional Time	5 Hrs. 45 Mins.
Shared Time - Instructional Time	*

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 provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	0
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	1
Incidents Per 100 Students Enrolled	0.19

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	0.0%
Out-of-School Suspensions	0.0%
Any Suspension	0.0%

Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0



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Technology Readiness

This table shows information that was collected through the optional NJTRAx survey to determine a school's technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school's LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1:1	197.7 kbps	100 kbps	Yes	Fiber	Fiber	Yes

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).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$337	\$13,235	\$13,572



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This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

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

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

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	44	120,724
Average years experience in public schools	10.8	11.8
Average years experience in district	10.8	10.5
Teachers in district for 4 or more years	82%	74%

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	28	9,506
Average years experience in public schools	14.0	15.9
Average years experience in district	12.9	11.6
Administrators in district for 4 or more years	93%	74%

Student to Staff Ratios

This table shows the number of students per staff member 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.

Staff Type	School Students: Staff	District Students: Staff
Teachers	12:1	12:1
Administrators	260:1	181:1
Librarian/Media Specialists		843:1
Nurses		562:1
Counselors		723:1
Child Study Team		316:1



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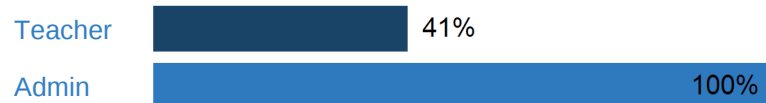
Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	89%	89%
2015-16 Administrators: Same district 2016-17	96%	88%

Faculty Attendance

This table shows the percentage of days that school 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
2016-17	97%



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Accountability Indicator Scores and Summative Rating

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. This table shows the indicator scores for each indicator included in the accountability system and the weights 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 rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey’s accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	91.6	17.5%
Mathematics Proficiency	91.7	17.5%
English Language Arts Growth	68.2	25.0%
Mathematics Growth	89.3	25.0%
Chronic Absenteeism	88.2	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		84.7
Summative Rating: Percentile rank of Summative Score		95.1
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Indicator weights for this school were adjusted due to data availability.



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Accountability Summary by Student Group

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. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group's performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these [accountability resources](#).

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	84.7	11.9	No	Met Target	Met Target	Met Target	Exceeds Target	Exceeds Target	No
White	76.8	11.9	No	Met Target	Met Target	Met Target	Met Target	Exceeds Target	No
Hispanic	**	**	No	N	N	Met Target	**	**	No
Black or African American	**	**	No	**	**	**	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	Met Goal	Met Goal	Met Target	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	**	**	No	Met Target	Met Target	Not Met	**	**	No
Students with Disabilities	76.6	11.9	No	Met Target	Met Target†	Met Target	Not Met	Exceeds Target	No
English Learners	**	**	No	**	**	**	**	**	No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Target was met within a confidence interval.



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School General Info

Principal:	Mrs. Orlando	Email Address:	jorlando@mersnj.us
Address:	34 GORDONS CORNER ROAD MANALAPAN, NJ 07726-3798	Website:	www.mers.k12.nj.us
Phone:	(732)786-2720		

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:	• Curriculum includes Envision Math, Balanced Literacy, and a Writers Workshop model • Technology, such as Smartboards, Chromebooks, iPads, and Document Cameras are integrated into instruction. • Media Makerspace allows students to create, tinker, build and design collaboratively with peers.
 Mission, Vision, Theme:	Clark Mills School is a first through fifth grade school committed to providing an outstanding educational program for all students so that they will be prepared to help lead our country in an ever-changing, global society. Our teachers place students at the center of the learning process and the staff regards our 21st century learners as their primary focus. A bond between home and school has been established in order to champion common goals and educational advancements.



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 Courses, Curriculum, Instruction:	In grades 1-5 we use the Envision math program and utilize a variety of resources in language arts such as Project Read, Making Meaning and TC Units of Study for writing during our balanced literacy block. A variety of technology programs and websites are utilized to enhance lessons and engage learners. RTI is used to remediate struggling learners' needs and enrichment is available to qualified students in math and reading in grades 2-5.
 Clubs and Activities:	Clark Mills School offers a variety of school clubs for our students. Young Scientists engage in a variety of hands-on experiments. Characters in Action and Student Council participate in community-based learning experience and promote a positive school culture. Students engage in writing articles about our school during our Dragon's Den Newspaper club. Other clubs include band, chorus, orchestra, Minecraft, Coding and Makerspace. We offer a plethora of activities for our students.
 Before and After School Programs:	Response to Intervention groups for reading and math are offered before and after school to students who need additional support in these areas. Project Achievement, an action-research project which focuses on close reading of informational text, is also offered for students needing additional support in this specific area. Targeted intervention plans are created for students and interventions run for 6-8 weeks. Data is collected to assess student growth from these programs.



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 Staff and Professional Learning:	Professional development needs are obtained through a survey developed by our SCIP Committee. Teachers are a part of Professional Learning Communities where they get to discuss professional literature, student data, and instructional strategies, which assists them in meeting the diverse needs of our students. There has been an ongoing focus on the Rigor/Relevance Framework and CIR Rubrics, and we collaborate with an SPN Coach to further enhance professional knowledge.
 Student Supports and Services:	At Clark Mills, we offer a variety of support services to meet the academic and social well being of our students. We utilize a problem-solving approach to identify students' needs and create intervention plans to target areas of focus. A school counselor, school psychologist and school social worker offer guidance on the emotional, social and behavioral needs of our students. A variety of special education programs and intervention services are available to students when necessary.
 Student Health and Wellness:	Our students participate in physical education class twice a week and also participate in recess daily. In many classes, brain breaks are also incorporated during transition times. Family Life lessons are taught and the teachers and counselor work together to teach students lessons about character education, anti-bullying, and social thinking. The counselor and school psychologist also offer small social groups on a variety of topics to assist students.
 Parent and Community Involvement:	A collaborative bond between home and school has been established by parents, teachers, and the administration. We have an extremely active PTO who offers parents a lot of ways to get involved in our school community. They also provide a variety of fun events for our students. In addition, parents are also a part of our School Safety Team where we review procedures and programs for anti-bullying. Parents have the opportunity to participate in workshops during our Parent University.



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A blue icon of a school building with a flag on top. Facilities:	Clark Mill School has been educating students since its opening in 1957. Since its opening, the school has had four major additions including a new cafetorium in 2002 and the addition of the John I Dawes Early Learning Center in 2007. The two classrooms in our new wing have air conditioning as well as the cafetorium, gym, media center and computer labs.
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Other Information:

Clark Mills School is a first through fifth grade school, which houses approximately 525 students. Students enter our building every day ready to “Step up to Learning.” The atmosphere at Clark Mills School is one in which learning is a challenging, rewarding, and exciting experience for our students. We want our students to view Clark Mills as their home away from home. At Clark Mills, safety is our number one priority. We use a visitor management system so that we are aware of who is visiting our school at all times. Safety drills and procedures are built in as part of the classroom/school routine each month; and we continue to practice the required school drills so that our staff and students know how to respond calmly and efficiently to multiple emergency scenarios. Technology is utilized as an instructional resource for both students and staff at Clark Mills School. SMART Boards, Document Cameras, iPads, Chromebooks and educational websites are used to enhance lessons and to create interactive learning opportunities. In addition, each classroom is equipped with desktop computers, which are connected to the local area network and the Internet. We also have 1-1 chromebooks for our fourth and fifth grade students. To be effective in the 21st century, students must be able to create, evaluate and effectively utilize technology. At Clark Mills School, we recognize that we have a responsibility to set challenging goals, design innovative lessons, and engage students in meaningful, relevant instruction. It is through this process that we continue to develop motivated students who understand that, with hard work, determination, and perseverance they have the ability to achieve high levels of success. Through a united effort of staff, parents, and administration, all of our expertise and resources are utilized to provide each child with a first rate education in order to prepare them for the future!



John I. Dawes Early Learning Center
2016-2017

Grade Span PK-KG

25-2920-120
MONMOUTH
MANALAPAN-ENGISHTOWN REG
38 GORDONS CORNER ROAD
MANALAPAN, NJ 07726

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**John I. Dawes Early Learning Center****2016-2017****Grade Span PK-KG****25-2920-120****MONMOUTH****MANALAPAN-ENGISHTOWN REG****38 GORDONS CORNER ROAD****MANALAPAN, NJ 07726****Footnotes**

1. An "*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display.
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Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
PK	16	45	43
KG	276	264	312
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Ungraded	56	74	82
Total	348	383	437

PreK and K - Full Day and Half Day

This table shows the full day and half day enrollment for Pre-Kindergarten (PK) and Kindergarten (KG) students in this school.

Grade	2014-15	2015-16	2016-17
PK - Half Day	26	45	43
PK - Full Day	0	0	0
KG - Half Day	0	0	0
KG - Full Day	276	264	312

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	2014-15	2015-16	2016-17
Female	49%	43%	45%
Male	51%	57%	55%
Economically Disadvantaged Students	8%	7%	7%
Students with Disabilities	24%	34%	28%
English Learners	0%	5%	4%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students
White	72.1%
Asian	12.4%
Hispanic	9.6%
Black or African American	2.1%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	3.9%

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. All other students are included in Other Languages.

Home Language	% of Students
English	92.2%
Russian	2.5%
Spanish	1.6%
Other	3.6%



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This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected 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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

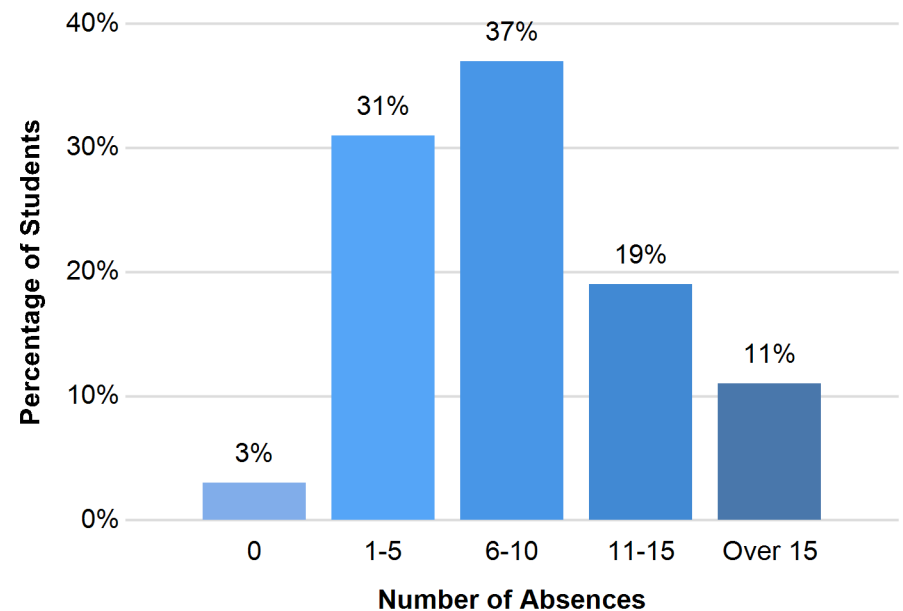
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the ESSA accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	7.60	12.50	Met Target
White	7.10	12.50	Met Target
Hispanic	10.00	12.50	Met Target
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	7.30	12.50	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	N	**	**
Students with Disabilities	7.00	12.50	Met Target
English Learners	N	**	**

** ESSA accountability targets are only included if data is available for at least 20 students.

Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.





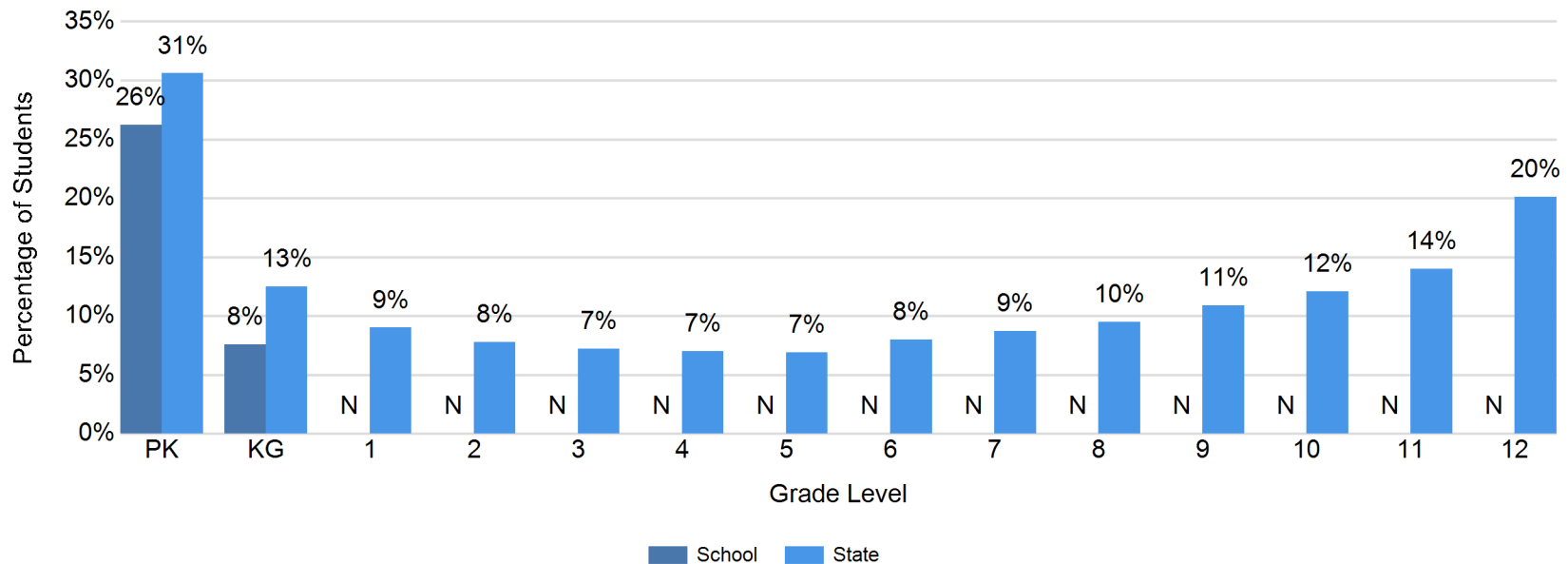
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Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





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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.

Category	School
Typical Start Time	9:20AM
Typical End Time	3:40PM
Length of School Day	6 Hrs 20 Mins
Full Time - Instructional Time	5 Hrs. 45 Mins.
Shared Time - Instructional Time	2 Hrs. 15 Mins.

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 provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	0
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	0
Incidents Per 100 Students Enrolled	0.00

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	0.2%
Out-of-School Suspensions	0.2%
Any Suspension	0.2%

Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0



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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).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$337	\$13,235	\$13,572



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This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

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

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

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	40	120,724
Average years experience in public schools	8.2	11.8
Average years experience in district	7.9	10.5
Teachers in district for 4 or more years	55%	74%

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	28	9,506
Average years experience in public schools	14.0	15.9
Average years experience in district	12.9	11.6
Administrators in district for 4 or more years	93%	74%

Student to Staff Ratios

This table shows the number of students per staff member 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.

Staff Type	School Students: Staff	District Students: Staff
Teachers	11:1	12:1
Administrators	219:1	181:1
Librarian/Media Specialists		843:1
Nurses		562:1
Counselors		723:1
Child Study Team		316:1

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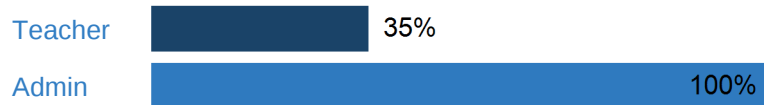
Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	89%	89%
2015-16 Administrators: Same district 2016-17	96%	88%

Faculty Attendance

This table shows the percentage of days that school 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
2016-17	98%



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School General Info

Principal:	Mrs. Foy	Email Address:	melissafoy@mersnj.us
Address:	38 GORDONS CORNER ROAD MANALAPAN, NJ 07726	Website:	www.mers.k12.nj.us
Phone:	(732)786-2830		

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.



Mission, Vision, Theme:

The John I. Dawes Early Learning Center is home to the district's preschool program and the majority of the district's kindergarten classes. The ELC provides a safe, secure and nurturing environment that promotes active learning with high expectations for each student. Our caring staff is committed to the development of each child academically, emotionally, socially and physically. We work collaboratively with parents and students to establish a solid foundation for lifelong learning.



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Courses, Curriculum, Instruction:

The preschool program utilizes the Tools of the Mind Curriculum. Play is the central teaching tool of the curriculum which focuses on giving children the tools they need to develop academic and self-regulation skills. The kindergarten curriculum includes the use of Project Read, Making Meaning, Teacher's College Units of Study Writing and guided reading. Envision Mathematics is utilized through the Daily 3 structure. Technology enhances our programs.



Clubs and Activities:

The ELC Cares Buddy Program allows kindergarten students to visit our preschool disabled classes during activities that promote socialization to provide peer modeling. Kindergarten teachers are asked to nominate students who they feel are warm, patient and nurturing and who have a desire to help others. The buddies spend about 15 minutes in the preschool classroom, where they are paired with a preschool student every week.



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 Staff and Professional Learning:	Professional development is provided regularly at both the district and school levels. The school ScIP committee determines professional development needs yearly based on feedback from the staff. The implementation of the ICLE's Rigor and Relevance Framework has been an area of focus. Teachers collaborate in their PLC's to analyze student data in order to increase student achievement. Many teachers present workshops and participate in teacher-led book clubs.
 Student Supports and Services:	A Child Study Team, comprised of a school psychologist and a learning disabilities teacher consultant, as well as a social worker are on site for case management and to provide academic and behavioral supports. Additional support services such as speech, occupational therapy, and an English Language Learner program are available for students. The school social worker also supports children with their social and emotional needs. A reading interventionist provides academic support as needed.
 Student Health and Wellness:	Students participate in physical education twice a week and recess daily. The school social worker and classroom teachers provide character education and anti-bullying lessons monthly, as well as Family Life lessons. The school nurse provides lessons on topics such as germs and handwashing. In addition, the school social worker provides social groups and social skills lessons as needed.
 Parent and Community Involvement:	A partnership among students, staff, parents and the community is very important. The help of daily classroom volunteers and an active Parent Teacher Association are important components to the success of our school. The PTA sponsors many events for the children and families such as educational assemblies and an end of the year Fun Day. In addition, monthly birthday celebrations and school-wide special events help to promote school spirit in the school community.



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Facilities:

The Early Learning Center was opened in 2007 and is air conditioned. The community room is a spacious room in the center of the building. Assemblies, physical education and parent workshops are held there.



**John I. Dawes Early Learning Center
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Other Information:

The John I. Dawes Early Learning Center houses the district's preschool program and the majority of the district's kindergarten classes. These young learners have the opportunity to learn and grow together in a child-centered, developmentally appropriate environment. Providing rich academic experiences and tailoring instruction to meet the needs of all learners helps children establish strong foundational skills as they begin their educational journey. The ELC is a great place to learn! Safety and security are extremely important at the ELC. We use a visitor management system so that we are aware of who is visiting our school at all times. In addition, safety drills are run monthly to ensure that our students and staff know how to respond to a variety of situations. Technology such as SMART Boards, Document Cameras and iPads are utilized by students and staff to enhance our curriculum and programs. Technology is also used for parent communication. We use an electronic backpack and a school website to provide information to the parents and community. The partnership among students, staff, parents and the community makes the John I. Dawes Early Learning Center a truly special school.



Lafayette Mills School
2016-2017
Grade Span 01-05

25-2920-055
MONMOUTH
MANALAPAN-ENGLISHTOWN REG
66 MAXWELL LANE
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Lafayette Mills School
2016-2017
Grade Span 01-05

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Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
1	85	77	82
2	95	89	81
3	123	109	116
4	127	132	109
5	117	126	135
Ungraded	7	7	4
Total	554	540	527

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	2014-15	2015-16	2016-17
Female	50%	50%	49%
Male	50%	50%	51%
Economically Disadvantaged Students	7%	8%	4%
Students with Disabilities	13%	13%	12%
English Learners	0%	0%	0%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students
White	79.3%
Asian	9.5%
Hispanic	8.0%
Black or African American	1.1%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	2.1%

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. All other students are included in Other Languages.

Home Language	% of Students
English	91.1%
Chinese	1.3%
Russian	1.3%
Spanish	1.1%
Other	5.2%



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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 for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course 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 accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section 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	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	278	96.4	72.70	73.60	54.90	72.7	72.3	Met Target
White	230	96.0	73.40	72.60	63.90	73.4	72.1	Met Target
Hispanic	22	100.0	54.60	66.60	39.80	54.6	72.3	Not Met
Black or African American	*	*	*	*	35.20	*	**	**
Asian, Native Hawaiian, or Pacific Islander	18	95.0	100.00	88.90	80.70	100	N	N
American Indian or Alaska Native	N	N	N	66.60	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	132	99.3	75.00	81.00	62.20	75		
Male	146	93.9	70.50	67.00	48.10	70.4		
Economically Disadvantaged Students	23	100.0	39.10	52.80	36.20	39.1	45.8	Met Target†
Non-Economically Disadvantaged Students	255	96.1	75.70	75.90	65.80	75.7		
Students with Disabilities	39	89.1	28.20	25.30	20.50	26.9	36	Met Target†
Students without Disabilities	239	97.7	79.90	82.00	61.90	79.9		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	N	N	N	*	26.40	N		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	N	N	N	75.00	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

** ESSA accountability targets are only included if data is available for at least 20 students

† Target was met within a confidence interval.



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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	94	760	762	749	*	17%	25%	50%	*	57%	50%
White	77	761	759	759	*	17%	23%	52%	*	60%	61%
Hispanic	*	*	*	734	*	*	*	*	*	*	35%
Black or African American	*	*	*	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	N	751	N	N	N	N	N	N	52%
Female	48	761	766	754	*	*	*	46%	*	58%	55%
Male	46	758	758	745	*	*	*	54%	*	57%	46%
Economically Disadvantaged Students	*	*	*	731	*	*	*	*	*	*	31%
Non-Economically Disadvantaged Students	*	*	*	762	*	*	*	*	*	*	63%
Students with Disabilities	13	733	*	720	*	*	*	*	*	23%	24%
Students without Disabilities	81	764	*	755	*	*	*	*	*	63%	55%
English Learners	N	N	N	709	N	N	N	N	N	N	11%
Non-English Learners	94	760	762	752	*	17%	25%	50%	*	57%	53%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	91	773	772	753	*	*	15%	54%	25%	79%	56%
White	72	772	768	762	*	*	17%	53%	25%	78%	67%
Hispanic	*	*	*	740	*	*	*	*	*	*	40%
Black or African American	*	*	*	737	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	N	N	N	755	N	N	N	N	N	N	56%
Female	46	776	776	758	0%	*	*	44%	*	80%	61%
Male	45	771	768	749	0%	*	*	64%	*	78%	51%
Economically Disadvantaged Students	*	*	*	737	*	*	*	*	*	*	36%
Non-Economically Disadvantaged Students	*	*	*	764	*	*	*	*	*	*	69%
Students with Disabilities	11	739	*	725	*	*	*	*	*	27%	25%
Students without Disabilities	80	778	*	759	*	*	*	*	*	86%	62%
English Learners	N	N	N	711	N	N	N	N	N	N	10%
Non-English Learners	91	773	*	755	*	*	15%	54%	25%	79%	58%
Homeless Students	N	N	N	729	N	N	N	N	N	N	30%
Students in Foster Care	*	*	*	728	*	*	*	*	*	*	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



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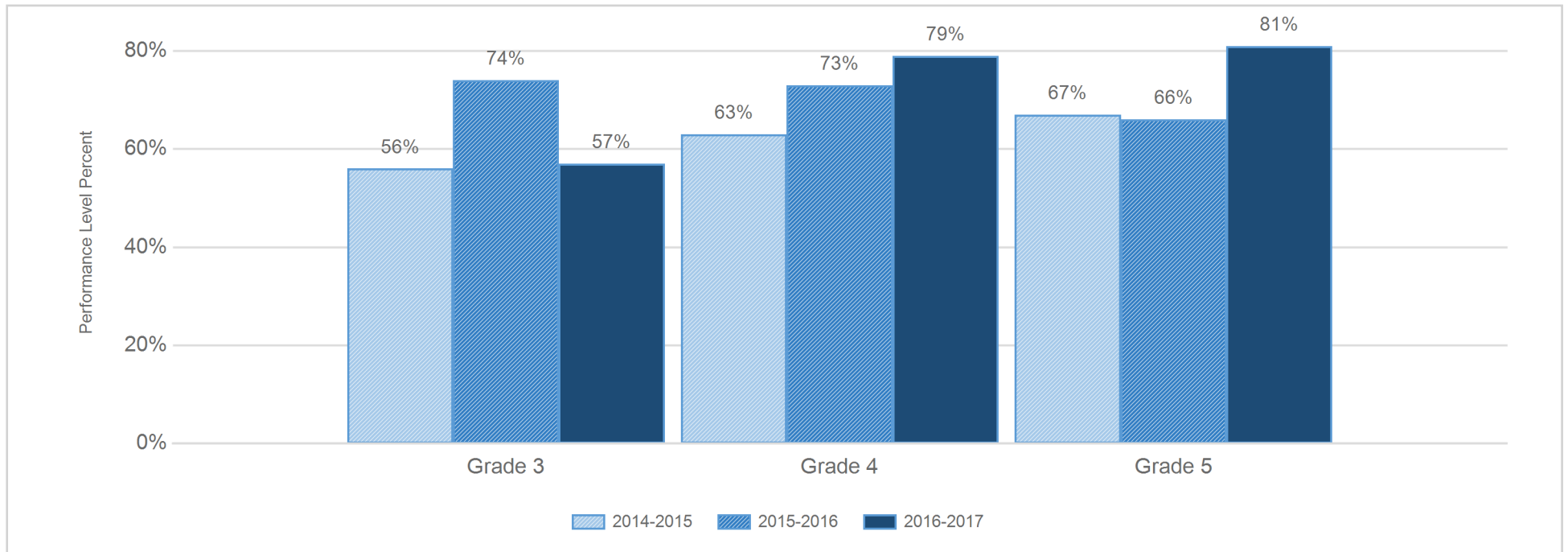
English Language Arts/Literacy Assessment - Performance by Grade: Grade 5

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	109	774	769	756	*	*	14%	60%	21%	81%	59%
White	91	775	769	763	*	*	12%	62%	22%	84%	69%
Hispanic	10	763	*	743	0%	*	*	*	*	60%	44%
Black or African American	*	*	*	740	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	*	*	*	757	*	*	*	*	*	*	60%
Female	49	774	775	761	*	*	*	55%	27%	82%	66%
Male	60	773	763	750	*	*	*	63%	17%	80%	53%
Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	*	765	*	*	*	*	*	*	71%
Students with Disabilities	14	738	732	725	*	*	*	*	0%	36%	22%
Students without Disabilities	95	779	775	762	*	*	*	*	24%	87%	66%
English Learners	N	N	N	710	N	N	N	N	N	N	12%
Non-English Learners	109	774	*	757	*	*	14%	60%	21%	81%	60%
Homeless Students	N	N	N	733	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%

English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations 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 for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course 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 accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section 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	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	278	96.4	70.10	67.30	43.50	70.1	71.9	Met Target†
White	230	96.0	70.90	66.20	52.40	70.9	73.4	Met Target†
Hispanic	22	100.0	50.00	51.70	27.60	50	54.4	Met Target†
Black or African American	*	*	*	*	21.70	*	**	**
Asian, Native Hawaiian, or Pacific Islander	18	95.0	94.50	87.70	75.60	94.5	N	N
American Indian or Alaska Native	N	N	N	33.30	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	132	99.3	65.20	68.20	44.10	65.2		
Male	146	93.9	74.60	66.40	42.90	74.5		
Economically Disadvantaged Students	23	100.0	39.10	47.40	25.10	39.1	45.8	Met Target†
Non-Economically Disadvantaged Students	255	96.1	72.90	69.40	54.30	72.9		
Students with Disabilities	39	89.1	33.30	23.60	16.50	31.8	38	Met Target†
Students without Disabilities	239	97.7	76.10	74.80	48.80	76.1		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	N	N	N	*	16.40	N		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	N	N	N	25.00	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

** ESSA accountability targets are only included if data is available for at least 20 students.

† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Grade: Grade 3

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	94	763	768	751	*	*	26%	39%	22%	62%	53%
White	77	764	767	759	*	*	26%	39%	23%	62%	63%
Hispanic	*	*	*	738	*	*	*	*	*	*	37%
Black or African American	*	*	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	N	N	N	751	N	N	N	N	N	N	53%
Female	48	765	768	751	*	*	21%	33%	*	63%	52%
Male	46	762	769	751	*	*	30%	46%	*	61%	53%
Economically Disadvantaged Students	*	*	*	736	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	65%
Students with Disabilities	13	743	*	729	*	*	0%	*	*	46%	29%
Students without Disabilities	81	766	*	755	*	*	30%	*	*	64%	57%
English Learners	N	N	N	724	N	N	N	N	N	N	21%
Non-English Learners	94	763	769	753	*	*	26%	39%	22%	62%	55%
Homeless Students	N	N	N	724	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



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Mathematics Assessment - Performance by Grade: Grade 4

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	91	771	767	747	*	*	20%	60%	15%	76%	47%
White	72	771	765	755	*	*	21%	63%	14%	76%	59%
Hispanic	*	*	*	734	*	*	*	*	*	*	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	25%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	N	N	N	747	N	N	N	N	N	N	48%
Female	46	766	765	747	0%	*	*	52%	*	67%	47%
Male	45	777	768	747	0%	*	*	69%	*	84%	48%
Economically Disadvantaged Students	*	*	*	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	*	757	*	*	*	*	*	*	61%
Students with Disabilities	11	748	*	724	*	*	*	*	0%	36%	22%
Students without Disabilities	80	774	*	751	*	*	*	*	18%	81%	52%
English Learners	N	N	N	716	N	N	N	N	N	N	12%
Non-English Learners	91	771	767	749	*	*	20%	60%	15%	76%	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	18%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



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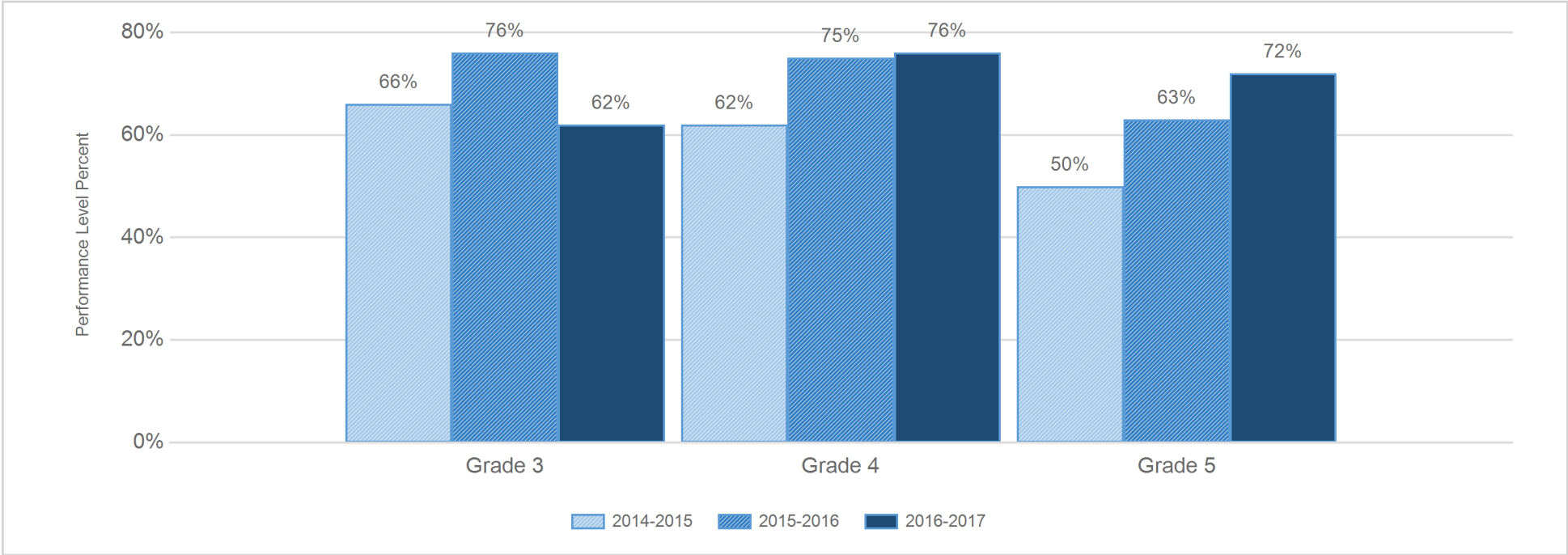
Mathematics Assessment - Performance by Grade: Grade 5

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	109	764	761	747	*	*	24%	55%	17%	72%	46%
White	91	764	760	754	*	*	23%	56%	17%	73%	57%
Hispanic	10	750	*	735	0%	*	*	*	0%	50%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	*	*	*	747	*	*	*	*	*	*	47%
Female	49	759	762	747	*	*	29%	55%	*	65%	47%
Male	60	768	761	746	*	*	20%	55%	*	77%	46%
Economically Disadvantaged Students	*	*	*	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	*	756	*	*	*	*	*	*	59%
Students with Disabilities	14	736	731	725	*	*	*	*	0%	21%	19%
Students without Disabilities	95	768	767	751	*	*	*	*	19%	79%	52%
English Learners	N	N	N	717	N	N	N	N	N	N	12%
Non-English Learners	109	764	*	748	*	*	24%	55%	17%	72%	48%
Homeless Students	N	N	N	724	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%

Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.





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Alternate Assessments - Participation

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

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

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. The table also shows 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
1	N	N	N
2	N	N	N
3	N	N	N
4	N	N	N
5+	N	N	N



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This section shows performance on the NJASK science test which measures students' ability to recall information and to solve problems by applying science concepts. The assessment is given to students in grades 4 and 8 and has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

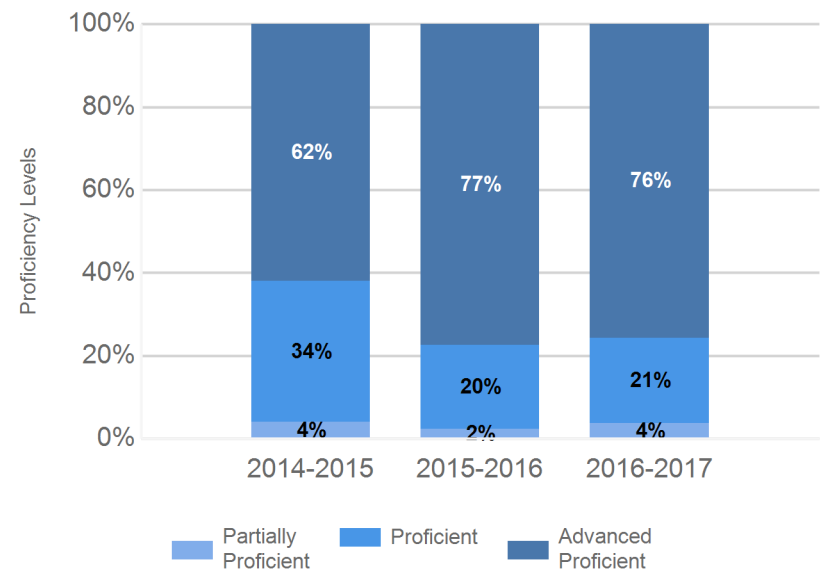
NJASK Science Assessment Performance: Grade 4

This table shows the percentage of students in each proficiency category for the NJASK science test for the school and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	76%	21%	4%
White	76%	21%	*
Hispanic	*	*	N
Black or African American	N	N	*
Asian, Native Hawaiian, or Pacific Islander	*	*	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	*	*	*
Students with Disabilities	40%	60%	N
English Learners	N	N	N

NJASK Science Assessment Performance Trends: Grade 4

This graph shows the percentage of students by proficiency category for the past three school years.





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This section of the performance report shows information on student growth which measures 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 the prior year.

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)** is the percentile in the middle of that list. Watch a short video that explains how **median Student Growth Percentile (mSGP)** is calculated here:
<http://www.state.nj.us/education/njsmart/performance/>

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts/Literacy (ELA) and Mathematics for the school and each student group with comparisons to the district and the state. This table also shows whether the school and each student group met the *ESSA* accountability target of 40 for the 2016-17 school year.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	58.5	57	50	Met Target	64	57	50	Exceeds Target
White	58.5	56	50	Met Target	64	57	52	Exceeds Target
Hispanic	44.5	58	49	**	49.5	53	47	**
Black or African American	*	*	45	**	*	*	43	**
Asian, Native Hawaiian, or Pacific Islander	80	*	60	**	82	*	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	56	51	**	*	54.5	52	**
Economically Disadvantaged	50.5	59	47	**	42.5	51	46	**
Students with Disabilities	42	44	41	Met Target	41	49	43	Met Target
English Learners	*	73	53	**	*	54	51	**

** ESSA accountability targets are only included if data is available for at least 20 students.



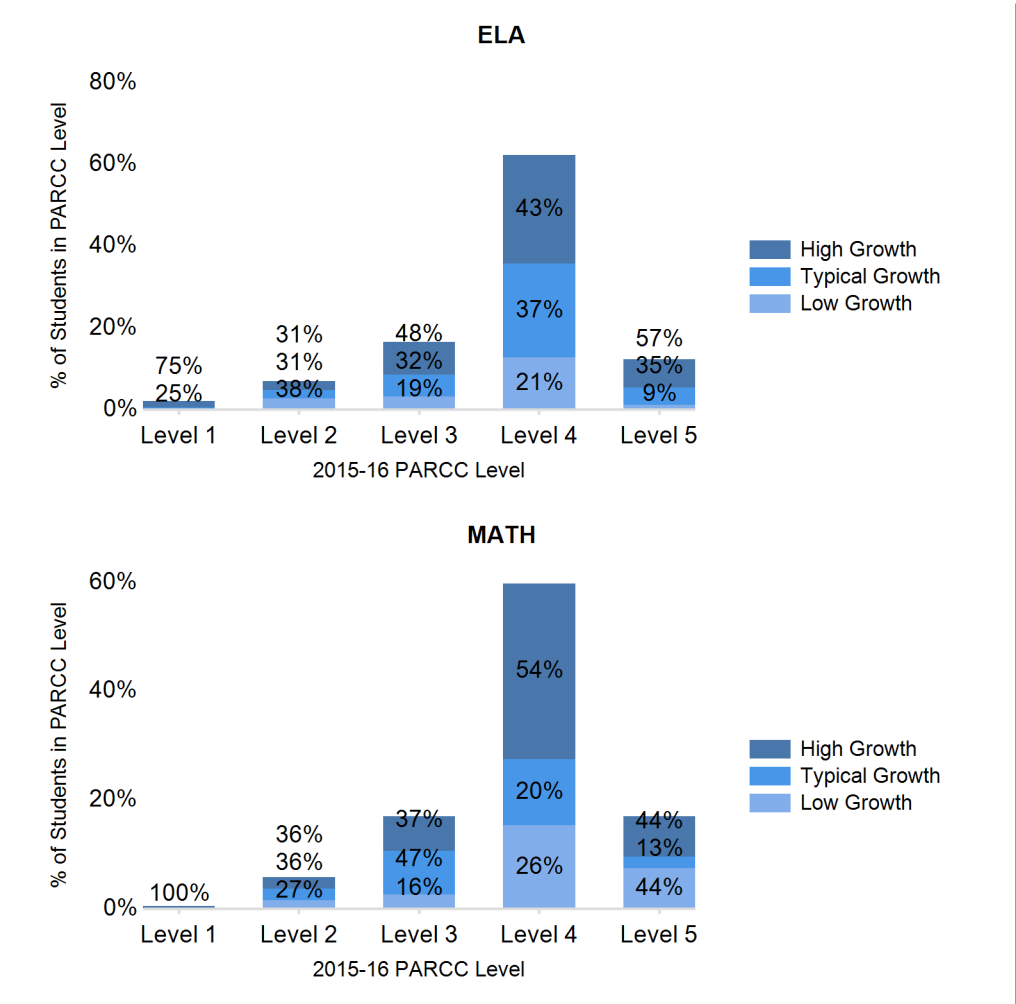
Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

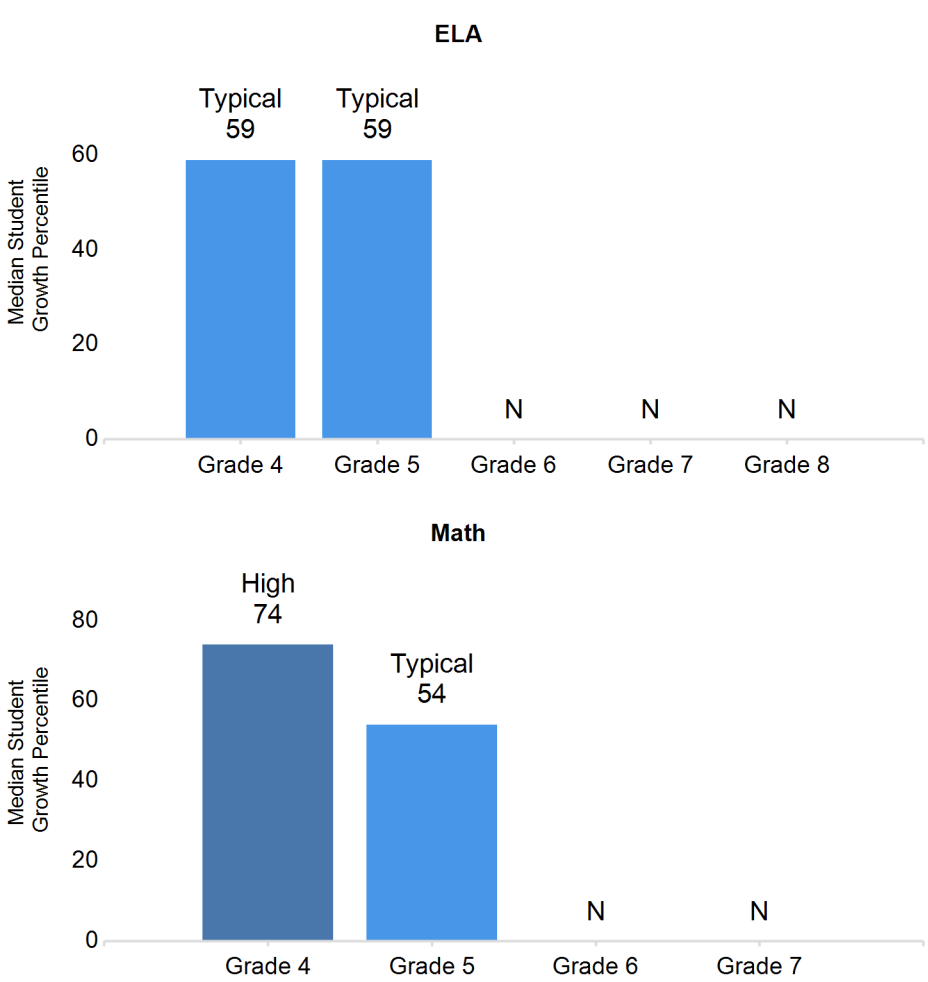
Student Growth by Performance Level

These graphs show the percentage of students by 2015-16 PARCC performance level that fall into each of the three levels of growth based on their 2016-17 test scores.



Student Growth by Grade

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





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This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected 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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

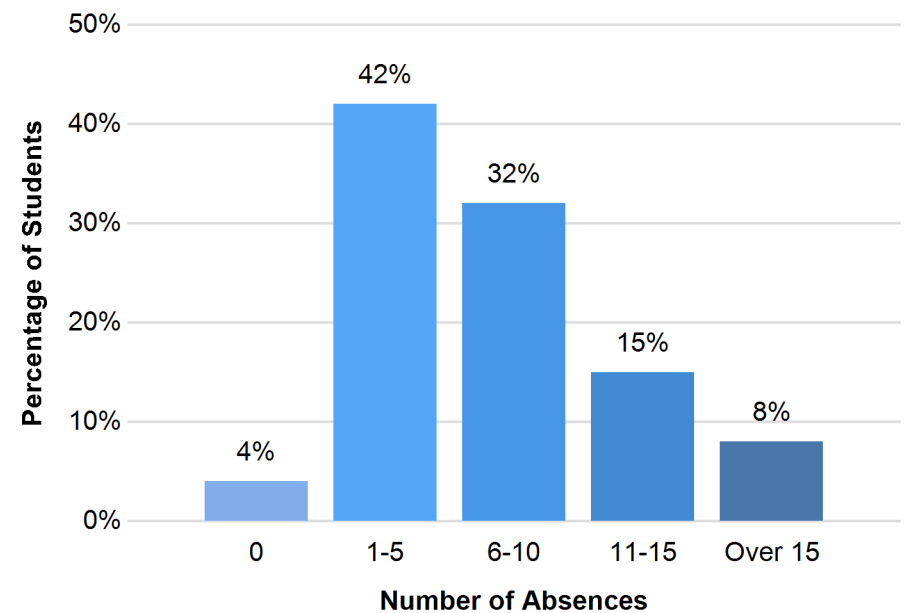
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	4.20	7.60	Met Target
White	3.60	7.60	Met Target
Hispanic	11.90	7.60	Not Met
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	2.00	7.60	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	8.70	7.60	Not Met
Students with Disabilities	10.30	7.60	Not Met
English Learners	N	**	**

** ESSA accountability targets are only included if data is available for at least 20 students.

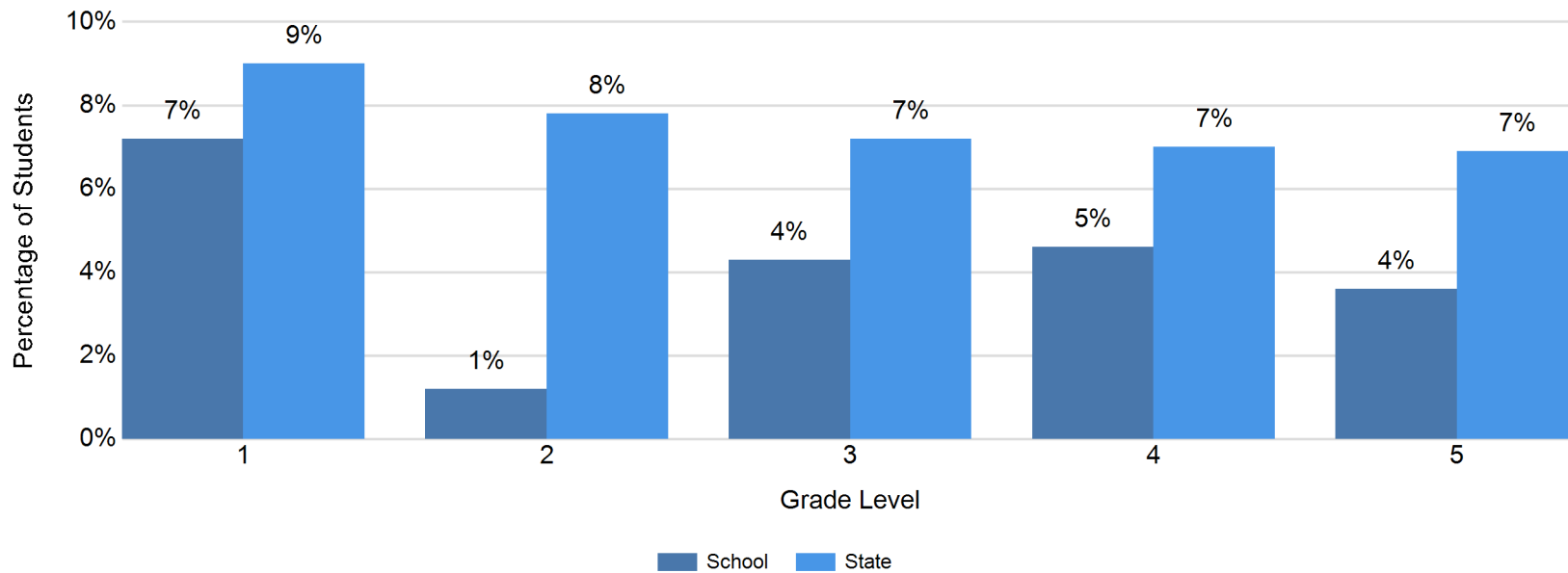
Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





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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.

Category	School
Typical Start Time	8:45AM
Typical End Time	3:10PM
Length of School Day	6 Hrs 25 Mins
Full Time - Instructional Time	5 Hrs. 45 Mins.
Shared Time - Instructional Time	*

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 provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	0
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	1
Incidents Per 100 Students Enrolled	0.19

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	0.2%
Out-of-School Suspensions	0.2%
Any Suspension	0.2%

Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0



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Technology Readiness

This table shows information that was collected through the optional NJTRAx survey to determine a school's technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school's LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.1:1	197.7 kbps	100 kbps	Yes	Fiber	Fiber	Yes

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).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$337	\$13,235	\$13,572



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This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

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

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

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	46	120,724
Average years experience in public schools	12.0	11.8
Average years experience in district	11.8	10.5
Teachers in district for 4 or more years	89%	74%

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	28	9,506
Average years experience in public schools	14.0	15.9
Average years experience in district	12.9	11.6
Administrators in district for 4 or more years	93%	74%

Student to Staff Ratios

This table shows the number of students per staff member 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.

Staff Type	School Students: Staff	District Students: Staff
Teachers	11:1	12:1
Administrators	264:1	181:1
Librarian/Media Specialists		843:1
Nurses		562:1
Counselors		723:1
Child Study Team		316:1



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Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	89%	89%
2015-16 Administrators: Same district 2016-17	96%	88%

Faculty Attendance

This table shows the percentage of days that school 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
2016-17	97%



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Accountability Indicator Scores and Summative Rating

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. This table shows the indicator scores for each indicator included in the accountability system and the weights 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 rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey’s accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	74.2	17.5%
Mathematics Proficiency	84.5	17.5%
English Language Arts Growth	71.0	25.0%
Mathematics Growth	79.8	25.0%
Chronic Absenteeism	68.8	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		75.8
Summative Rating: Percentile rank of Summative Score		85.9
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Indicator weights for this school were adjusted due to data availability.



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Accountability Summary by Student Group

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. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group's performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these [accountability resources](#).

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	75.8	11.9	No	Met Target†	Met Target†	Met Target	Met Target	Exceeds Target	No
White	78.9	11.9	No	Met Target	Met Target†	Met Target	Met Target	Exceeds Target	No
Hispanic	**	**	No	Not Met	Met Target†	Not Met	**	**	No
Black or African American	**	**	No	**	**	**	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	N	N	Met Target	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	**	**	No	Met Target†	Met Target†	Not Met	**	**	No
Students with Disabilities	57.8	11.9	No	Met Target†	Met Target†	Not Met	Met Target	Met Target	No
English Learners	**	**	No	**	**	**	**	**	No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Target was met within a confidence interval.



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School General Info

Principal:	Mr. Duffy	Email Address:	gduffy@mersnj.us
Address:	66 MAXWELL LANE MANALAPAN, NJ 07726-2710	Website:	www.mers.k12.nj.us
Phone:	(732)786-2700		

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:	• We introduced Hello Week that boosts school spirit, and highlights communication activities. • Our annual Basketball Night was a great way to build a sense of community with our students and parents. • LMTV continues to be a great way to illustrate student speaking and writing skills each day.
 Mission, Vision, Theme:	Our goal is to encourage every student to strive to achieve his or her personal best. Our students are perennially high achievers. To maintain such performance, teachers are asked to instruct, guide, and model learning for their students. In addition, the students are encouraged to believe in their ability to learn. Students know when the adults in their lives believe in them. Such beliefs sustain student motivation and accelerate student growth.
 Awards, Recognition, Accomplishments:	Members of our staff presented at the Annual National Association of Professional Development Schools Conference in Washington, D.C. The presentation was part of our ongoing relationship with Monmouth University as a Professional Development School.



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School Narrative

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 Courses, Curriculum, Instruction:	More than fifty staff members work collaboratively to deliver academic programs to our students. In our classrooms, teachers model the acquisition of new knowledge and understanding using sound pedagogy. Our professional learning community strives to help each learner achieve his/her personal best leveraging technology where appropriate.
 Clubs and Activities:	We boast the following co-curricular groups: Instrumental Music for fourth and fifth grade students, chorus for grades three through five, Morning Musicians is for all grades, Young Scientists program for grades three to five, Chess Club for all grades met during lunch, L.M.Eye is Lafayette Mills' exclusive student newspaper, Lafayette Mills Television (LMTV) is a group of students from grades three, four and five operate technical and broadcast responsibilities each day.
 Before and After School Programs:	Morning intervention groups are held over the course of the school year. The goal of each meeting is to help students on specific reading, writing or general problem solving skills.



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School Narrative

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 Staff and Professional Learning:	Lafayette Mills works to provide teachers professional development at each faculty meeting. Furthermore, as a Professional Development School we host between 5-12 student teachers each year. Our teachers and administration support the partnership with Monmouth University as it bolsters the professional development of the mentor teacher. By modeling and interacting with the student teacher candidate they hone their respective teaching skills.
 Postsecondary Information:	We continue to host Early Field Work and student teacher candidate as stated in previous sections. We provide this opportunity to the post-secondary students. All parties benefit from our growth mindset for learners of all ages. University students illustrate clearly our belief in college and career readiness.
 Student Supports and Services:	Lafayette Mills provides Response to Intervention in all classrooms. The Child Study Team has a representative available every day to students, teachers and parents. Our assistant principal serves as our 504 officer. Our school counselor conducts ongoing lessons that promote positive social skills, character education, and conflict resolution.
 Student Health and Wellness:	Our school nurse provides support for all students through annual screenings, parent communication, and teacher/staff training in the use of AED devices, epipen and allergy protocols. Active parent communication is encouraged to maintain a healthy environment for all students, staff, and visitors.
 Parent and Community Involvement:	Lafayette Mills benefits from active parent support through the Lafayette Mills Parent Teacher Association. Monthly meetings are held and parents interact with two teacher representative and both the principal and assistant principal.



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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.

A blue icon of a school building with a flag on top. Facilities:	Our school facilities management provides for both general maintenance and special projects each year. We maintain all necessary records for Integrated Pest Management, Security Drills and Material Safety Data information.
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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.

Other Information:	Our Character Education program has evolved over the past fifteen years. It has been based on consistent teacher and student involvement. Positive behaviors are rewarded by staff that is referred to as Eagle Slips. They attempt to catch students going above and beyond typical respectful behavior. Each year lessons are developed that include Walk a Thon, Red Ribbon Week, and Peace Week. In addition, Words of Wisdom are read by students over LMTV on a regular basis. Each message reinforces the importance of making positive choices.
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The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school's test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

Navigating through the reports:

- Download this report to a PDF by clicking the  icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

Other Resources:

- Review the [Parent Summary Report](#) or the [district-level report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- [Download the data](#) used in these reports.
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.nj.gov



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Footnotes

1. An "*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display.
2. ** ESSA accountability targets are only included if data is available for at least 20 students.

Note: Additional footnotes may exist within the reports specific to certain data tables. In those instances, the footnotes will be displayed below the applicable table.



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Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
7	647	600	573
8	594	634	606
Ungraded	21	19	19
Total	1262	1253	1198

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	2014-15	2015-16	2016-17
Female	46%	49%	48%
Male	54%	51%	52%
Economically Disadvantaged Students	11%	11%	9%
Students with Disabilities	13%	13%	15%
English Learners	0%	0%	0%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students
White	77.6%
Asian	9.8%
Hispanic	8.0%
Black or African American	1.9%
Native Hawaiian or Pacific Islander	0.2%
American Indian or Alaska Native	0.1%
Two or More Races	2.4%

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. All other students are included in Other Languages.

Home Language	% of Students
English	87.6%
Russian	3.3%
Spanish	1.7%
Chinese	1.0%
Other	6.8%



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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 for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course 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 accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act (ESSA)* accountability. Student groups with the annual target section 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	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	1100	94.7	77.20	73.60	54.90	77.1	66.9	Met Target
White	867	94.5	76.60	72.60	63.90	76.4	66.8	Met Target
Hispanic	83	95.7	67.50	66.60	39.80	67.5	49.8	Met Target
Black or African American	*	*	*	61.20	35.20	60	49.4	Met Target
Asian, Native Hawaiian, or Pacific Islander	108	98.3	93.50	88.90	80.70	93.5	80	Met Goal
American Indian or Alaska Native	*	*	*	*	53.70	*	**	**
Two or More Races	21	78.6	71.40	70.50	54.90	58.3	56	Met Target
Female	528	94.2	86.30	81.00	62.20	85.7		
Male	572	95.2	68.80	67.00	48.10	68.8		
Economically Disadvantaged Students	104	90.0	56.80	52.80	36.20	53.5	43.3	Met Target
Non-Economically Disadvantaged Students	996	95.3	79.30	75.90	65.80	79.3		
Students with Disabilities	152	89.3	22.40	25.30	20.50	20.9	18.3	Met Target
Students without Disabilities	948	95.7	86.00	82.00	61.90	86		
English Learners	10	100.0	40.00	53.00	25.20	40	**	**
Non-English Learners	1090	94.7	77.60	74.20	57.40	77.4		
Homeless Students	N	N	N	*	26.40	N		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	*	*	*	*	53.50	*		
Migrant Students	N	N	N	N	23.00	N		

** ESSA accountability targets are only included if data is available for at least 20 students

† Target was met within a confidence interval.



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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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	535	775	775	756	4%	4%	12%	40%	39%	79%	59%
White	403	772	772	764	5%	5%	13%	41%	36%	78%	69%
Hispanic	49	771	771	742	*	*	20%	45%	31%	76%	44%
Black or African American	*	*	*	737	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	62	799	799	784	*	*	*	24%	71%	95%	85%
American Indian or Alaska Native	*	*	*	755	*	*	*	*	*	*	59%
Two or More Races	11	776	776	757	0%	*	*	*	*	73%	59%
Female	245	785	785	764	*	*	9%	37%	51%	88%	68%
Male	290	766	766	749	*	*	16%	43%	29%	72%	51%
Economically Disadvantaged Students	46	754	754	739	*	*	26%	41%	*	59%	40%
Non-Economically Disadvantaged Students	489	776	776	766	*	*	11%	40%	*	81%	70%
Students with Disabilities	72	721	721	719	*	*	28%	*	*	19%	19%
Students without Disabilities	463	783	783	763	*	*	10%	*	*	89%	67%
English Learners	*	*	*	701	*	*	*	*	*	*	*
Non-English Learners	*	*	*	758	*	*	*	*	*	*	*
Homeless Students	N	N	N	731	N	N	N	N	N	N	31%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	64%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%



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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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	586	772	772	757	2%	7%	15%	51%	25%	76%	59%
White	471	771	771	764	*	*	16%	54%	22%	77%	68%
Hispanic	38	758	758	742	*	*	*	47%	*	61%	44%
Black or African American	*	*	*	738	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	52	797	797	786	0%	*	*	37%	54%	90%	86%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	52%
Two or More Races	11	769	769	758	*	*	*	*	*	73%	60%
Female	292	778	778	766	*	*	9%	58%	28%	86%	68%
Male	294	765	765	749	*	*	22%	45%	21%	66%	50%
Economically Disadvantaged Students	50	754	754	739	*	*	*	54%	*	62%	40%
Non-Economically Disadvantaged Students	536	774	774	766	*	*	*	51%	*	77%	69%
Students with Disabilities	74	729	729	718	*	*	32%	24%	*	24%	18%
Students without Disabilities	512	778	778	764	*	*	13%	55%	*	83%	67%
English Learners	*	*	*	701	*	*	*	*	*	*	*
Non-English Learners	*	*	*	759	*	*	*	*	*	*	*
Homeless Students	N	N	N	727	N	N	N	N	N	N	28%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	28%
Military-Connected Students	*	*	*	756	*	*	*	*	*	*	61%
Migrant Students	N	N	N	721	N	N	N	N	N	N	21%

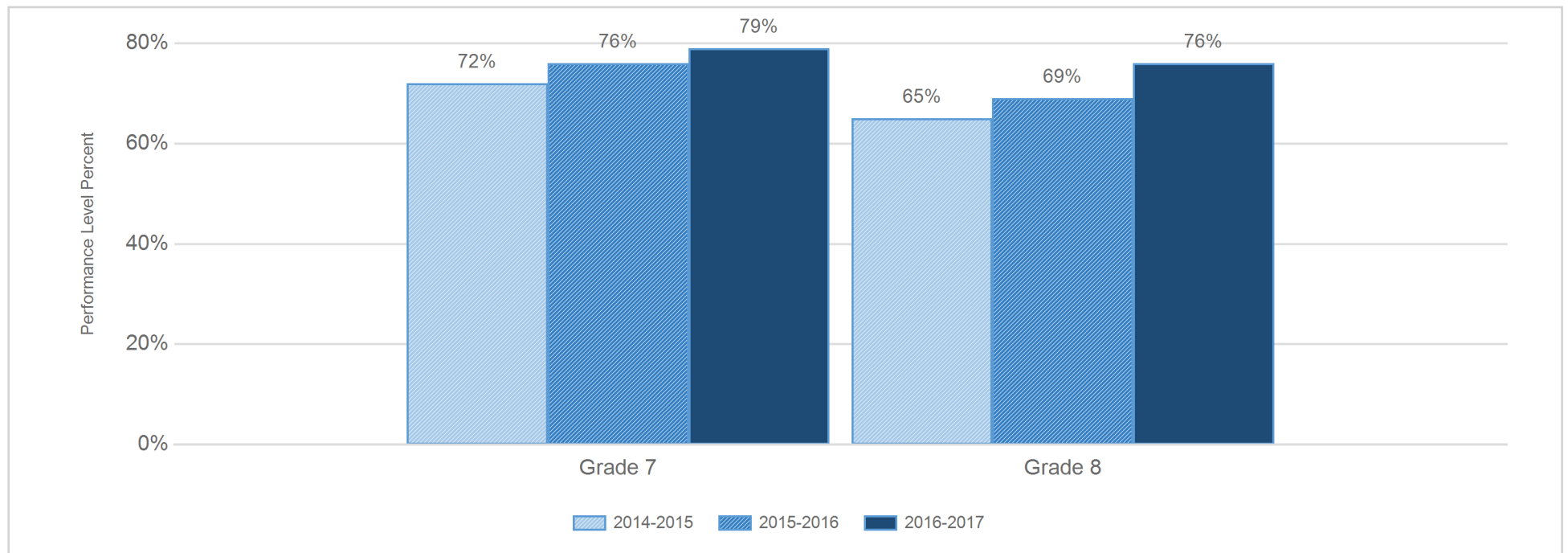


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English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations 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 for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course 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 accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section 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	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	1103	95.3	64.30	67.30	43.50	64.3	58.5	Met Target
White	870	95.2	63.20	66.20	52.40	63.2	58.1	Met Target
Hispanic	83	95.7	48.20	51.70	27.60	48.2	43.8	Met Target
Black or African American	*	*	*	49.00	21.70	45	35.8	Met Target
Asian, Native Hawaiian, or Pacific Islander	108	98.3	88.90	87.70	75.60	88.9	77.9	Met Goal
American Indian or Alaska Native	*	*	*	*	42.50	*	**	**
Two or More Races	21	81.5	66.70	72.10	44.90	56.7	60	Met Target†
Female	532	95.1	66.30	68.20	44.10	66.3		
Male	571	95.5	62.40	66.40	42.90	62.4		
Economically Disadvantaged Students	104	90.8	45.20	47.40	25.10	43	38.7	Met Target
Non-Economically Disadvantaged Students	999	95.8	66.30	69.40	54.30	66.3		
Students with Disabilities	151	90.3	15.30	23.60	16.50	14.4	12.5	Met Target
Students without Disabilities	952	96.2	72.10	74.80	48.80	72.1		
English Learners	10	100.0	30.00	53.10	23.30	30	**	**
Non-English Learners	1093	95.3	64.60	67.60	45.20	64.6		
Homeless Students	N	N	N	*	16.40	N		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	*	*	*	*	39.90	*		
Migrant Students	N	N	N	N	18.20	N		

** ESSA accountability targets are only included if data is available for at least 20 students.

† Target was met within a confidence interval.



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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 end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	473	751	751	741	3%	11%	33%	43%	10%	53%	40%
White	372	751	751	748	3%	10%	34%	45%	8%	53%	49%
Hispanic	46	745	745	730	*	22%	41%	28%	*	37%	23%
Black or African American	*	*	*	726	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	36	767	767	764	*	0%	*	47%	28%	75%	72%
American Indian or Alaska Native	*	*	*	741	*	*	*	*	*	*	45%
Two or More Races	*	*	*	740	*	*	*	*	*	*	39%
Female	219	752	752	743	*	*	36%	43%	10%	53%	41%
Male	254	751	751	740	*	*	32%	42%	10%	52%	38%
Economically Disadvantaged Students	45	738	738	729	*	27%	22%	36%	*	40%	22%
Non-Economically Disadvantaged Students	428	753	753	749	*	9%	35%	44%	*	54%	50%
Students with Disabilities	72	720	720	716	*	*	*	*	*	*	11%
Students without Disabilities	401	757	757	746	*	*	*	*	*	*	45%
English Learners	*	*	*	712	*	*	*	*	*	*	*
Non-English Learners	*	*	*	742	*	*	*	*	*	*	*
Homeless Students	N	N	N	722	N	N	N	N	N	N	15%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	43%
Migrant Students	N	N	N	708	N	N	N	N	N	N	*

**Grade 7 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



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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 end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	363	747	747	728	*	14%	25%	51%	*	53%	28%
White	302	748	748	736	*	13%	26%	53%	*	54%	35%
Hispanic	31	735	735	721	*	*	*	45%	0%	45%	21%
Black or African American	12	733	733	715	*	*	*	*	0%	42%	15%
Asian, Native Hawaiian, or Pacific Islander	12	766	766	747	*	0%	*	*	*	67%	51%
American Indian or Alaska Native	N	N	N	728	N	N	N	N	N	N	28%
Two or More Races	*	*	*	726	*	*	*	*	*	*	28%
Female	189	750	750	730	*	10%	24%	57%	*	59%	30%
Male	174	742	742	725	*	17%	26%	45%	*	47%	26%
Economically Disadvantaged Students	44	738	738	719	*	*	23%	46%	*	46%	19%
Non-Economically Disadvantaged Students	319	748	748	734	*	*	25%	52%	*	54%	34%
Students with Disabilities	71	712	712	705	*	27%	21%	14%	*	14%	*
Students without Disabilities	292	755	755	734	*	10%	26%	60%	*	62%	*
English Learners	*	*	*	703	*	*	*	*	*	*	*
Non-English Learners	*	*	*	729	*	*	*	*	*	*	*
Homeless Students	N	N	N	710	N	N	N	N	N	N	11%
Students in Foster Care	*	*	*	705	*	*	*	*	*	*	12%
Military-Connected Students	*	*	*	733	*	*	*	*	*	*	35%
Migrant Students	N	N	N	713	N	N	N	N	N	N	*

**Grade 8 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



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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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	230	788	788	743	*	*	*	78%	19%	97%	42%
White	166	785	785	751	*	*	*	84%	12%	96%	52%
Hispanic	*	*	*	728	*	*	*	*	*	*	24%
Black or African American	N	N	N	724	N	N	N	N	N	N	19%
Asian, Native Hawaiian, or Pacific Islander	50	800	800	774	0%	0%	0%	62%	38%	100%	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	*	*	*	741	*	*	*	*	*	*	41%
Female	110	788	788	744	*	*	*	74%	22%	96%	43%
Male	120	789	789	741	*	*	*	83%	16%	98%	40%
Economically Disadvantaged Students	*	*	*	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	*	751	*	*	*	*	*	*	52%
Students with Disabilities	*	*	*	714	*	*	*	*	*	*	10%
Students without Disabilities	*	*	*	747	*	*	*	*	*	*	47%
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	230	788	788	745	*	*	*	78%	19%	97%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%



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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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	63	786	786	734	0%	0%	0%	37%	64%	100%	30%
White	40	785	785	740	0%	0%	0%	40%	60%	100%	38%
Hispanic	*	*	*	722	*	*	*	*	*	*	14%
Black or African American	*	*	*	719	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	18	789	789	758	*	*	*	*	72%	100%	65%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	29%
Two or More Races	*	*	*	733	*	*	*	*	*	*	32%
Female	25	785	785	735	*	*	*	*	68%	100%	31%
Male	38	787	787	733	*	*	*	*	61%	100%	30%
Economically Disadvantaged Students	N	N	N	721	N	N	N	N	N	N	13%
Non-Economically Disadvantaged Students	63	786	786	740	0%	0%	0%	37%	64%	100%	39%
Students with Disabilities	N	N	N	711	N	N	N	N	N	N	*
Students without Disabilities	63	786	786	738	0%	0%	0%	37%	64%	100%	*
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	63	786	786	735	0%	0%	0%	37%	64%	100%	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	727	N	N	N	N	N	N	15%
Migrant Students	N	N	N	704	N	N	N	N	N	N	*

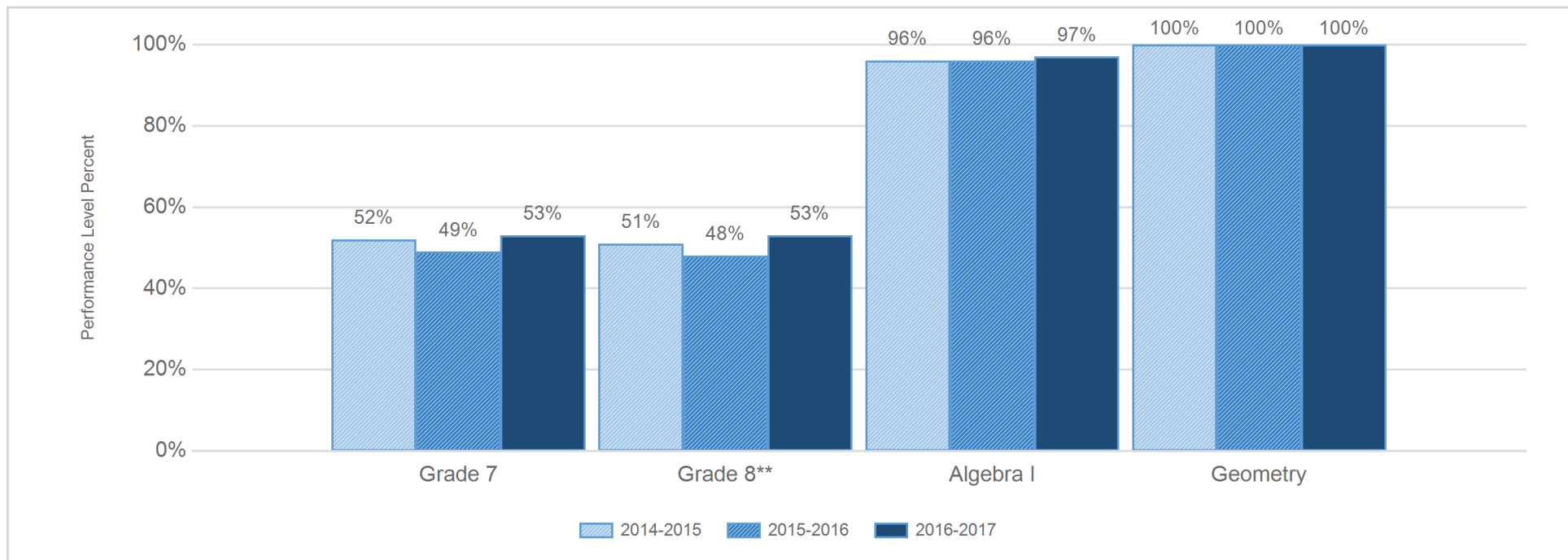


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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.



**Grades 6-8 do not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



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Alternate Assessments - Participation

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

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

English Language 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. The table also shows 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
1	*	*	*
2	N	N	N
3	*	*	*
4	N	N	N
5+	N	N	N



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This section shows performance on the NJASK science test which measures students' ability to recall information and to solve problems by applying science concepts. The assessment is given to students in grades 4 and 8 and has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

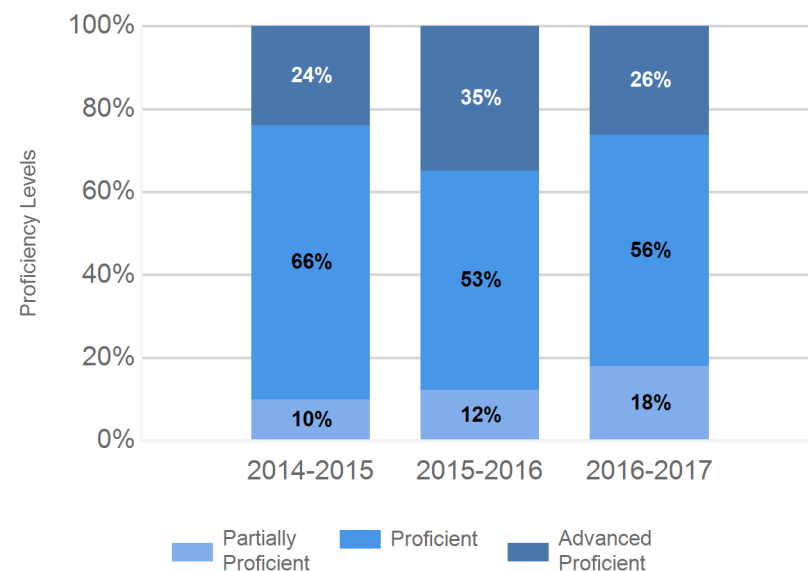
NJASK Science Assessment Performance: Grade 8

This table shows the percentage of students in each proficiency category for the NJASK science test for the school and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	27%	47%	27%
Schoolwide	26%	56%	18%
White	23%	59%	18%
Hispanic	18%	50%	33%
Black or African American	23%	39%	39%
Asian, Native Hawaiian, or Pacific Islander	53%	43%	4%
American Indian or Alaska Native	N	N	N
Two or More Races	55%	27%	18%
Economically Disadvantaged Students	21%	50%	29%
Students with Disabilities	4%	29%	67%
English Learners	N	N	*

NJASK Science Assessment Performance Trends: Grade 8

This graph shows the percentage of students by proficiency category for the past three school years.





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This section of the performance report shows information on student growth which measures 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 the prior year.

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)** is the percentile in the middle of that list. Watch a short video that explains how **median Student Growth Percentile (mSGP)** is calculated here:
<http://www.state.nj.us/education/njsmart/performance/>

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts/Literacy (ELA) and Mathematics for the school and each student group with comparisons to the district and the state. This table also shows whether the school and each student group met the *ESSA* accountability target of 40 for the 2016-17 school year.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	55	57	50	Met Target	50	57	50	Met Target
White	54	56	50	Met Target	50	57	52	Met Target
Hispanic	57	58	49	Met Target	47.5	53	47	Met Target
Black or African American	48	*	45	**	*	*	43	**
Asian, Native Hawaiian, or Pacific Islander	63	*	60	Exceeds Target	54	*	59	Met Target
American Indian or Alaska Native	*	*	51	**	*	*	51	**
Two or More Races	*	56	51	**	*	54.5	52	**
Economically Disadvantaged	54	59	47	Met Target	45	51	46	Met Target
Students with Disabilities	46	44	41	Met Target	39	49	43	Not Met
English Learners	*	73	53	**	*	54	51	**

** ESSA accountability targets are only included if data is available for at least 20 students.



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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 the prior year.

A student's **SGP** falls between 1 and 99 and can be grouped into three levels:

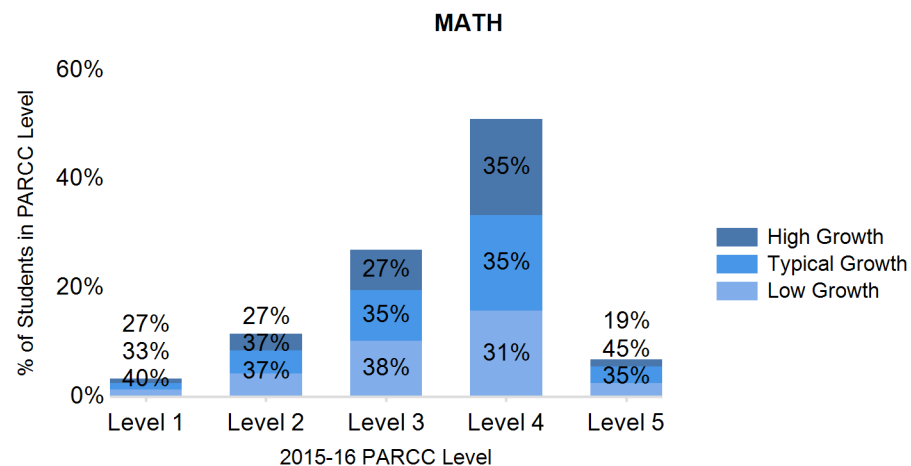
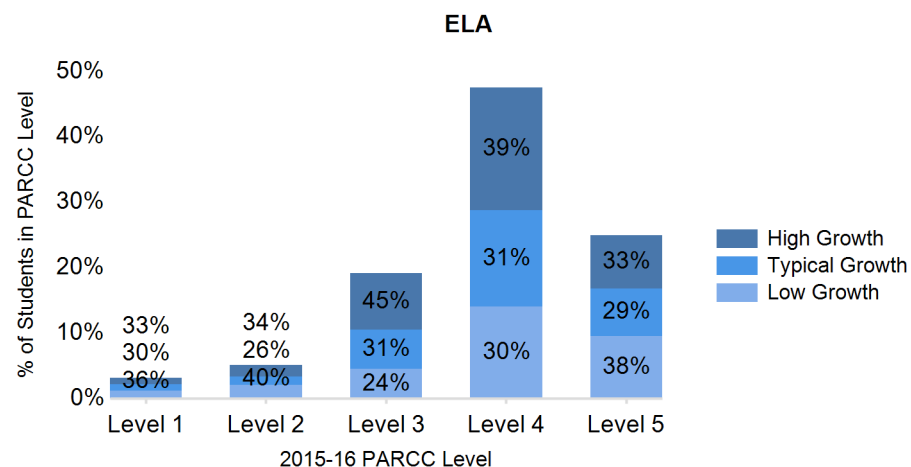
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

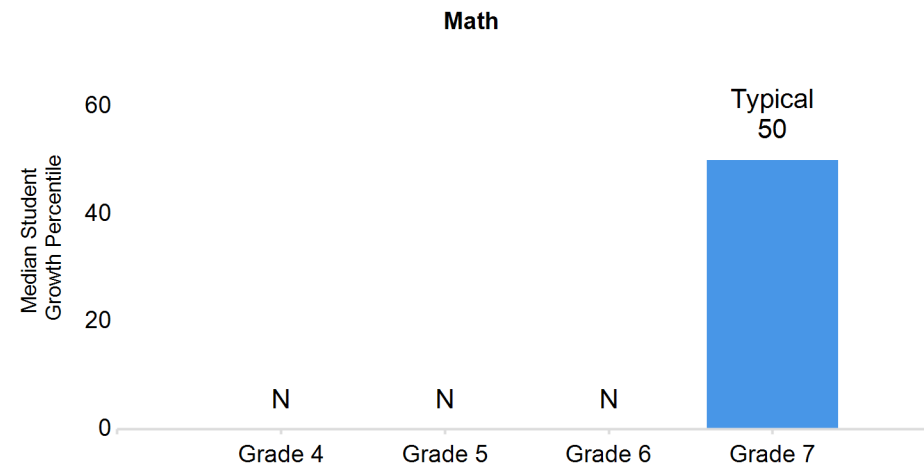
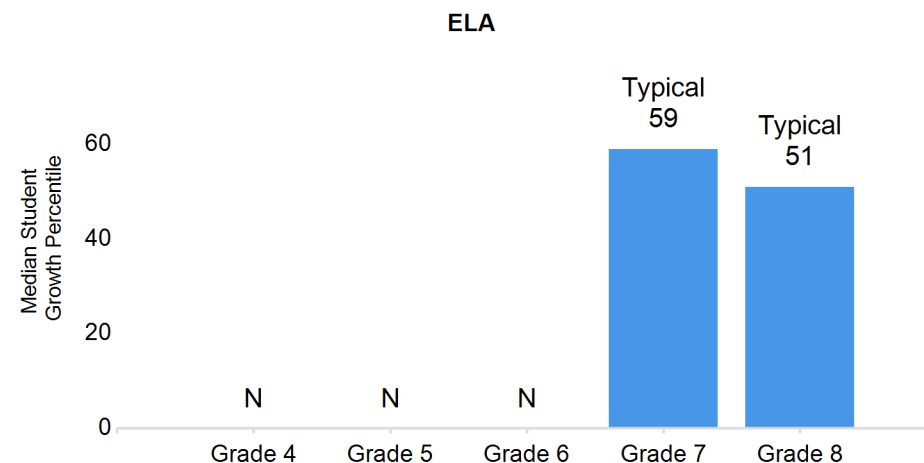
Student Growth by Performance Level

These graphs show the percentage of students by 2015-16 PARCC performance level that fall into each of the three levels of growth based on their 2016-17 test scores.



Student Growth by Grade

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





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This section shows the types of courses that students were enrolled in by grade level for the 2016-17 school year. You can find more information about [New Jersey Student Learning Standards](#) on our website and more details about the data in this section in our [Reference Guide](#).

Mathematics - Course Participation

This table shows the number of students by grade that were enrolled in **Mathematics** courses by subject area. Students are counted more than once if they are enrolled in more than one math course. Students counted in the other math category may be enrolled in grade level math courses, intervention courses, or other advanced math courses.

Grade	Algebra I	Geometry	Grade Level and Other Math
7	67	0	579
8	170	65	384
Schoolwide	237	65	963

World Languages - Course Participation

This table shows the number of students by grade that were enrolled in **World Languages** courses by language. Students are counted more than once if they are enrolled in more than one language course. The bottom row of the table shows students enrolled in a level 3 or higher language course (such as French III or IV).

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
7	441	0	111	0	0	0	0
8	446	0	133	0	0	0	0
Schoolwide	887	0	244	0	0	0	0
Enrolled in Level 3 or Higher	N	N	N	N	N	N	N



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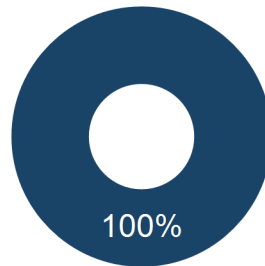
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Visual and Performing Arts – Course Participation

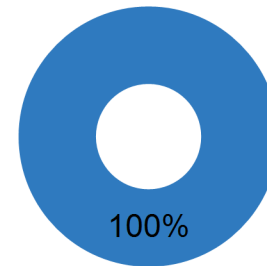
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines within the school and across the state.

Grades 6-8:

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

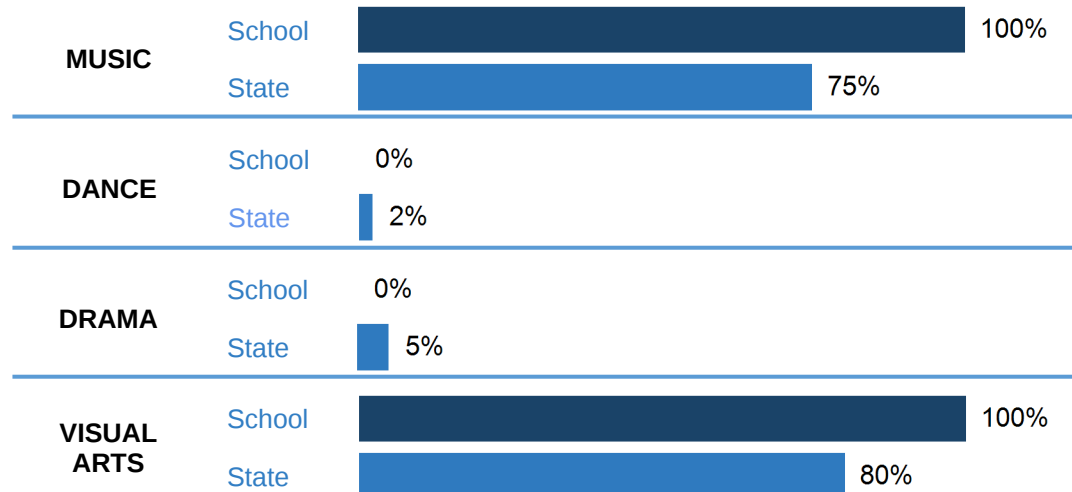


School



State

Students enrolled in one or more classes by discipline:





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This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected 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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

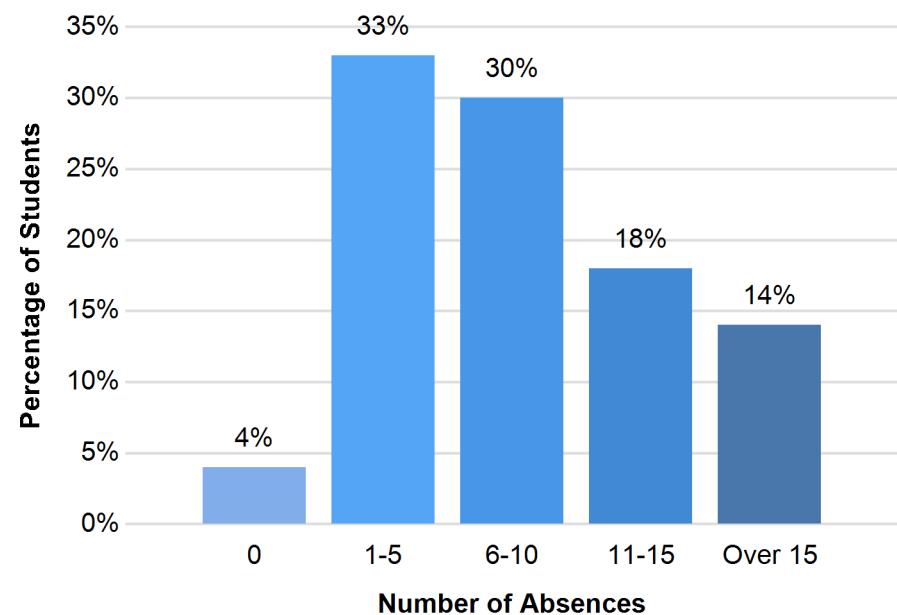
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	9.80	9.10	Not Met
White	10.40	9.10	Not Met
Hispanic	8.40	9.10	Met Target
Black or African American	13.00	9.10	Not Met
Asian, Native Hawaiian, or Pacific Islander	4.30	9.10	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	13.80	9.10	Not Met
Economically Disadvantaged Students	15.50	9.10	Not Met
Students with Disabilities	19.80	9.10	Not Met
English Learners	N	**	**

** ESSA accountability targets are only included if data is available for at least 20 students.

Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.



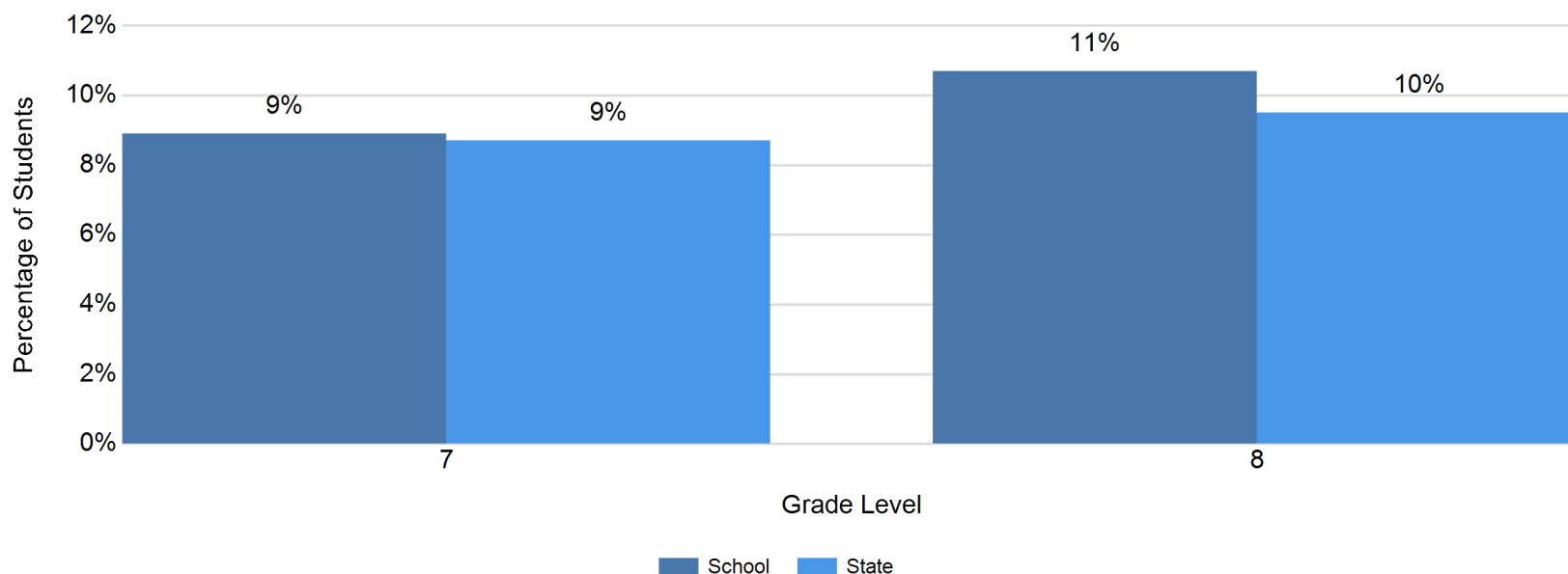


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Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





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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.

Category	School
Typical Start Time	7:20AM
Typical End Time	1:50PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs. 45 Mins.
Shared Time - Instructional Time	*

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 provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	2
Vandalism	0
Weapons	0
Substances	1
Harassment, Intimidation, Bullying (HIB)	9
Total Unique Incidents	12
Incidents Per 100 Students Enrolled	1.00

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	0.9%
Out-of-School Suspensions	0.3%
Any Suspension	1.0%

Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0



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Technology Readiness

This table shows information that was collected through the optional NJTRAx survey to determine a school's technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school's LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1:1	197.7 kbps	100 kbps	Yes	Fiber	Fiber	Yes

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).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$337	\$13,235	\$13,572



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This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

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

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

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	101	120,724
Average years experience in public schools	11.4	11.8
Average years experience in district	10.9	10.5
Teachers in district for 4 or more years	78%	74%

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	28	9,506
Average years experience in public schools	14.0	15.9
Average years experience in district	12.9	11.6
Administrators in district for 4 or more years	93%	74%

Student to Staff Ratios

This table shows the number of students per staff member 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.

Staff Type	School Students: Staff	District Students: Staff
Teachers	12:1	12:1
Administrators	399:1	181:1
Librarian/Media Specialists		843:1
Nurses		562:1
Counselors		723:1
Child Study Team		316:1



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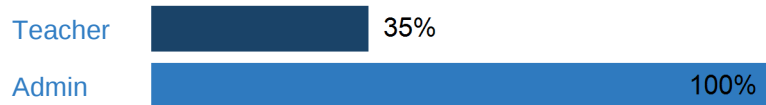
Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	89%	89%
2015-16 Administrators: Same district 2016-17	96%	88%

Faculty Attendance

This table shows the percentage of days that school 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
2016-17	97%



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Accountability Indicator Scores and Summative Rating

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. This table shows the indicator scores for each indicator included in the accountability system and the weights 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 rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey’s accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	81.2	17.5%
Mathematics Proficiency	75.2	17.5%
English Language Arts Growth	67.2	25.0%
Mathematics Growth	44.6	25.0%
Chronic Absenteeism	23.8	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		58.9
Summative Rating: Percentile rank of Summative Score		64.1
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Indicator weights for this school were adjusted due to data availability.



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Accountability Summary by Student Group

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. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group’s performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these [accountability resources](#).

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	58.9	11.9	No	Met Target	Met Target	Not Met	Met Target	Met Target	No
White	53.8	11.9	No	Met Target	Met Target	Not Met	Met Target	Met Target	No
Hispanic	70.5	11.9	No	Met Target	Met Target	Met Target	Met Target	Met Target	No
Black or African American	**	**	No	Met Target	Met Target	Not Met	**	**	No
Asian, Native Hawaiian, or Pacific Islander	56.0	11.9	No	Met Goal	Met Goal	Met Target	Exceeds Target	Met Target	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	Met Target	Met Target†	Not Met	**	**	No
Economically Disadvantaged Students	64.2	11.9	No	Met Target	Met Target	Not Met	Met Target	Met Target	No
Students with Disabilities	45.1	11.9	No	Met Target	Met Target	Not Met	Met Target	Not Met	No
English Learners	**	**	No	**	**	**	**	**	No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Target was met within a confidence interval.



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School General Info

Principal:	Mr. Williams	Email Address:	rwilliams@mersnj.us
Address:	155 MILLHURST ROAD MANALAPAN, NJ 07726-4006	Website:	www.mers.k12.nj.us
Phone:	(732)786-2650		

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:	• 1:1 initiative supports the appropriate use of technology and prepares students to learn and live in a digital world • MEMS takes pride in the visual/performing arts programs that highlight students talent and promotes a positive culture • STEMbotics and STEAM classes engage and challenge students in multiple disciplines, allowing them to highlight talents
Mission, Vision, Theme:	MEMS is a progressive school that provides a safe, nurturing environment and curriculum that is rich and rigorous. Believing that all students can learn and achieve, we provide an educational environment that meets the needs of all students and facilitates their cognitive and affective growth. Our professional staff includes teachers of the core curriculum subjects, the arts and technology, teachers of special education, and student assistance personnel, works diligently toward this goal.
Awards, Recognition, Accomplishments:	New Jersey Star School, National History Day, Delaware Valley Science Fair, Asbury Park Press Student Voices Competition, CBA Math Contest, Battle of the Books



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School Narrative

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 Courses, Curriculum, Instruction:	A Modified Block Schedule developed by the school's educators, provides learning periods of one to two hours. The schedule encourages opportunities for the faculty to present in-depth activities and projects that meet the individual educational needs and differences of all our students. Empowered by community planning periods, teachers work together to design and implement integrated learning experiences.
 Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Cross-Country (Boys & Girls), Field Hockey (Girls), Soccer (Boys & Girls), Softball (Boys & Girls), Tennis (Boys & Girls), Wrestling (Boys) Cheerleading is also offered. Seventh and eighth grade programs are offered for the following sports: baseball, boys basketball, girls basketball, boys soccer, girls soccer.
 Clubs and Activities:	Band, orchestra, Drama Club, Spring Musical, Jazz Ensemble, Select Vocal Ensemble, Future Teachers of America, Math Challenges, Intramural Sports (volleyball and basketball) and Fitness Center, Homework Club, Yearbook, Paw Print Press, Battle of the Books, Geography Bee, Morning Announcers, National Junior Honor Society, Social Skills Club, National History Day, Student Council



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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.

 Staff and Professional Learning:	A climate of intellectual development exists at the Manalapan-Englishtown Middle School. Teachers are engaged in learning opportunities to strengthen their content knowledge and enhance instruction. Faculty and staff attend district, regional and state professional development sessions. Teachers share content knowledge and strategies at department meetings. Regular and special education teachers attend workshops to facilitate co-teaching models that creates excellence for students.
 Student Supports and Services:	The service component consists of the child study teams (psychologist, social worker, and learning disabilities teacher-consultant), school counselors, health services (nurses, physician and medical consultants) and attendance services. The instruction component consists of Special Education Programs (special education classes and resource rooms), supplemental instruction, speech correction, individual services, I&RS (Intervention & Referral Service), and basic skills programs (BSI).
 Student Health and Wellness:	Students at MEMS receive one hour of physical education every other day. The school has three gymnasiums and a health center. The PE/Health staff is immersed in the NJCCCS and dedicated to the students' well-being. We also offer interscholastic and intramural programs after school for students to continue with the physical education enjoyment.
 Parent and Community Involvement:	The MEMS Booster Organization was created to support student programs and provide additional after school opportunities, such as school dances, Club MEMS and Pep Rallies. All parents have the opportunity to become members, attend monthly meetings, as well as Pep Rallies, school plays, become a chaperone or chair a committee to sponsor an event. The Parent Portal allows parents access to their child's academic information, attendance, schedule and other pertinent school information.



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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.

Facilities:	MEMS opened in 1992 as a 7th and 8th grade middle school. In 2006 an addition to the school was completed to address the increase in student enrollment. The school is approximately 250,000 sq. feet. It includes state of the art classrooms, 13 science labs, 6 world language classrooms, 2 art rooms, 3 gymnasiums, health center, computer, STEAM and 2 STEM robotics labs, Media Center, 3 music rooms, auditorium and student dining room.
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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.



Other Information:

MEMS has been recognized by the state and other educational organizations for its educational excellence and engaging programs. This recognition supports the school’s community learning concept where seventh and eighth grades students work collaboratively with an interdisciplinary team of teachers to acquire the knowledge, skills and self-confidence to succeed in Middle School and ready to accept the challenges of high school. Our strong academic curriculum, state of the art technology, diverse extra-curricular activities and champion sports program provides opportunities for students to exhibit excellence in all areas. The infusion of technology is a powerful tool that stimulates learning, enhances presentation, fosters creativity and allows students to excel in their academic endeavors. With our 1:1 technology initiative students are connected to the world of learning. Over 1200 students and staff pass through our doors each day. On a daily basis, students are actively engaged in every classroom either conducting a science experiment, role-playing a historical event, collaborating on a multimedia presentation, using manipulatives to solve math equations, conversing in a foreign language, or creatively designing a clay sculpture. Students may also participate in a variety of school-wide events, clubs and competitions such as SITES, Social Studies Fair, Future Teachers of America, Battle of the Books, History Day, Student Council and Math League. As educational professionals, we continually assess our program and enhance curriculum and design programs for our students to meet the challenges as they move forward in their educational careers.



Milford Brook School
2016-2017
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20 GLOBAL TERRACE
MANALAPAN, NJ 07726-1599

The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school’s test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

Navigating through the reports:

- Download this report to a PDF by clicking the  icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

Other Resources:

- Review the [Parent Summary Report](#) or the [district-level report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- [Download the data](#) used in these reports.

- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.nj.gov



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Footnotes

- 1. An "*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display.
- 2. ** ESSA accountability targets are only included if data is available for at least 20 students.

Note: Additional footnotes may exist within the reports specific to certain data tables. In those instances, the footnotes will be displayed below the applicable table.



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Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
KG	86	44	87
1	86	84	80
2	85	85	88
3	80	80	85
4	110	82	79
5	108	117	86
Ungraded	19	16	15
Total	574	508	520

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	2014-15	2015-16	2016-17
Female	48%	47%	47%
Male	52%	53%	53%
Economically Disadvantaged Students	14%	12%	10%
Students with Disabilities	14%	12%	10%
English Learners	10%	5%	5%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students
White	78.5%
Hispanic	10.6%
Asian	6.3%
Black or African American	1.5%
American Indian or Alaska Native	0.2%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	2.9%

PreK and K - Full Day and Half Day

This table shows the full day and half day enrollment for Pre-Kindergarten (PK) and Kindergarten (KG) students in this school.

Grade	2014-15	2015-16	2016-17
KG - Half Day	0	0	0
KG - Full Day	87	44	87

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. All other students are included in Other Languages.

Home Language	% of Students
English	83.7%
Russian	6.5%
Spanish	3.3%
Ukrainian	1.0%
Other	5.8%



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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 for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course 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 accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act (ESSA)* accountability. Student groups with the annual target section 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	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	241	93.3	73.50	73.60	54.90	72.2	71.8	Met Target
White	192	92.2	72.40	72.60	63.90	70.4	70.2	Met Target
Hispanic	24	96.2	62.50	66.60	39.80	62.5	58.2	Met Target
Black or African American	*	*	*	*	35.20	*	**	**
Asian, Native Hawaiian, or Pacific Islander	19	100.0	94.70	88.90	80.70	94.7	N	N
American Indian or Alaska Native	*	*	*	*	53.70	*	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	104	89.3	82.70	81.00	62.20	78		
Male	137	96.6	66.40	67.00	48.10	66.4		
Economically Disadvantaged Students	26	82.4	50.00	52.80	36.20	*	52.4	Met Target†
Non-Economically Disadvantaged Students	215	94.9	76.30	75.90	65.80	*		
Students with Disabilities	30	91.9	30.00	25.30	20.50	28.7	33.6	Met Target†
Students without Disabilities	211	93.6	79.60	82.00	61.90	78.5		
English Learners	22	100.0	63.60	53.00	25.20	63.6	N	N
Non-English Learners	219	92.7	74.40	74.20	57.40	72.7		
Homeless Students	N	N	N	*	26.40	N		
Students In Foster Care	N	N	N	100.00	24.80	N		
Military-Connected Students	N	N	N	75.00	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

** ESSA accountability targets are only included if data is available for at least 20 students

† Target was met within a confidence interval.



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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	88	755	762	749	*	13%	19%	55%	*	61%	50%
White	70	754	759	759	*	*	23%	54%	*	60%	61%
Hispanic	*	*	*	734	*	*	*	*	*	*	35%
Black or African American	*	*	*	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	10	769	785	775	*	0%	0%	*	*	90%	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	39	759	766	754	*	*	*	64%	*	72%	55%
Male	49	752	758	745	*	*	*	47%	*	53%	46%
Economically Disadvantaged Students	*	*	*	731	*	*	*	*	*	*	31%
Non-Economically Disadvantaged Students	*	*	*	762	*	*	*	*	*	*	63%
Students with Disabilities	*	*	*	720	*	*	*	*	*	*	24%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	55%
English Learners	*	*	*	709	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	752	*	*	*	*	*	*	53%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	80	786	772	753	0%	0%	18%	31%	51%	83%	56%
White	62	784	768	762	0%	0%	19%	34%	47%	81%	67%
Hispanic	12	788	773	740	0%	0%	*	*	*	83%	40%
Black or African American	*	*	*	737	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	*	*	*	755	*	*	*	*	*	*	56%
Female	32	795	776	758	0%	0%	*	*	59%	88%	61%
Male	48	780	768	749	0%	0%	*	*	46%	79%	51%
Economically Disadvantaged Students	*	*	*	737	*	*	*	*	*	*	36%
Non-Economically Disadvantaged Students	*	*	*	764	*	*	*	*	*	*	69%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	759	*	*	*	*	*	*	62%
English Learners	N	N	N	711	N	N	N	N	N	N	10%
Non-English Learners	80	786	*	755	0%	0%	18%	31%	51%	83%	58%
Homeless Students	N	N	N	729	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



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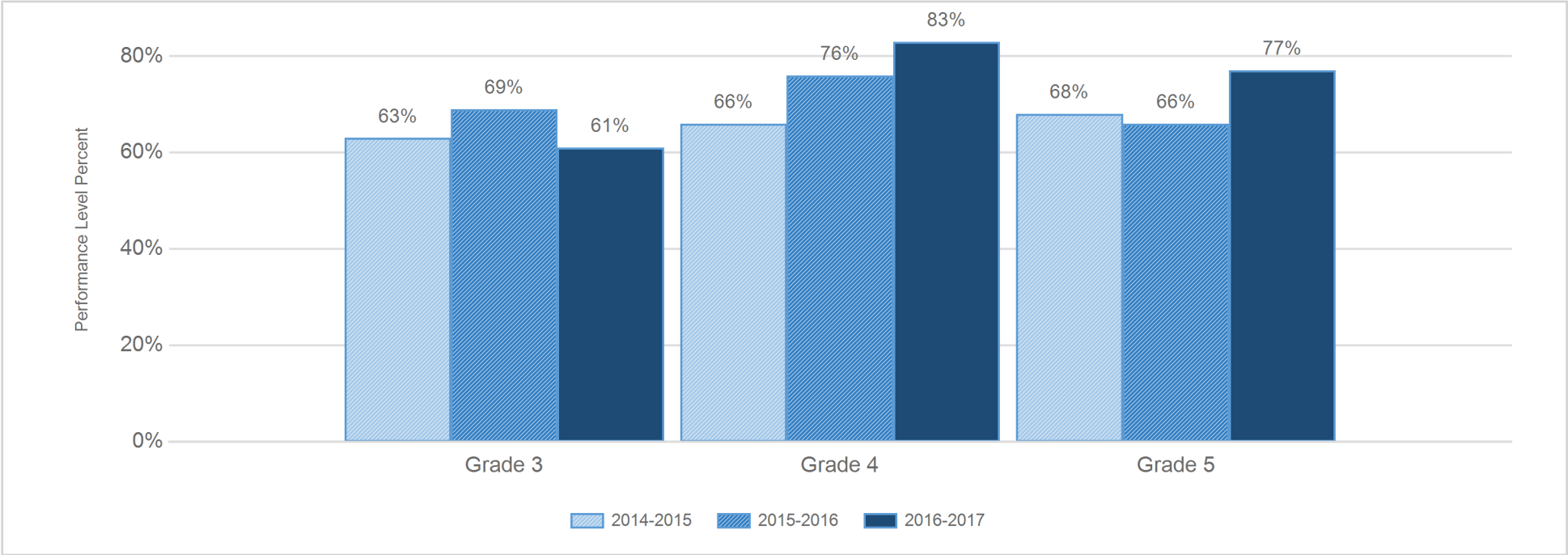
English Language Arts/Literacy Assessment - Performance by Grade: Grade 5

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	79	768	769	756	*	*	14%	61%	17%	77%	59%
White	66	768	769	763	*	*	17%	59%	17%	76%	69%
Hispanic	*	*	*	743	*	*	*	*	*	*	44%
Black or African American	N	N	N	740	N	N	N	N	N	N	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	84%
American Indian or Alaska Native	*	*	*	756	*	*	*	*	*	*	56%
Two or More Races	N	N	N	757	N	N	N	N	N	N	60%
Female	38	777	775	761	*	*	*	61%	*	84%	66%
Male	41	759	763	750	*	*	*	61%	*	71%	53%
Economically Disadvantaged Students	12	767	755	740	*	*	*	*	*	83%	40%
Non-Economically Disadvantaged Students	67	768	770	765	*	*	*	*	*	76%	71%
Students with Disabilities	11	733	732	725	*	*	*	*	0%	36%	22%
Students without Disabilities	68	773	775	762	*	*	*	*	19%	84%	66%
English Learners	*	*	*	710	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	757	*	*	*	*	*	*	60%
Homeless Students	N	N	N	733	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%

English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations 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 for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course 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 accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section 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	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	242	93.7	77.20	67.30	43.50	76.2	68.9	Met Target
White	193	92.6	77.20	66.20	52.40	75.4	68	Met Target
Hispanic	24	96.4	66.70	51.70	27.60	66.7	61	Met Target
Black or African American	*	*	*	*	21.70	*	**	**
Asian, Native Hawaiian, or Pacific Islander	19	100.0	84.20	87.70	75.60	84.2	N	N
American Indian or Alaska Native	*	*	*	*	42.50	*	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	105	90.2	78.10	68.20	44.10	74.4		
Male	137	96.7	76.70	66.40	42.90	76.7		
Economically Disadvantaged Students	26	83.3	65.30	47.40	25.10	57.7	54	Met Target
Non-Economically Disadvantaged Students	216	95.3	78.70	69.40	54.30	78.7		
Students with Disabilities	30	91.9	40.00	23.60	16.50	38.2	24.7	Met Target
Students without Disabilities	212	94.0	82.50	74.80	48.80	81.8		
English Learners	22	100.0	68.20	53.10	23.30	68.2	N	N
Non-English Learners	220	93.1	78.10	67.60	45.20	76.8		
Homeless Students	N	N	N	*	16.40	N		
Students In Foster Care	N	N	N	100.00	15.10	N		
Military-Connected Students	N	N	N	25.00	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

** ESSA accountability targets are only included if data is available for at least 20 students.

† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Grade: Grade 3

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	89	772	768	751	0%	*	*	58%	25%	83%	53%
White	70	773	767	759	0%	*	*	60%	24%	84%	63%
Hispanic	*	*	*	738	*	*	*	*	*	*	37%
Black or African American	*	*	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	10	783	791	779	0%	0%	*	*	*	90%	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	39	768	768	751	0%	*	*	59%	*	77%	52%
Male	50	775	769	751	0%	*	*	58%	*	88%	53%
Economically Disadvantaged Students	10	772	751	736	0%	*	*	*	*	80%	34%
Non-Economically Disadvantaged Students	79	772	770	761	0%	*	*	*	*	84%	65%
Students with Disabilities	*	*	*	729	*	*	*	*	*	*	29%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	57%
English Learners	*	*	*	724	*	*	*	*	*	*	21%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	N	N	N	724	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



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Mathematics Assessment - Performance by Grade: Grade 4

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	80	778	767	747	0%	*	*	56%	31%	88%	47%
White	62	777	765	755	0%	*	*	57%	31%	87%	59%
Hispanic	12	776	760	734	0%	*	*	*	*	83%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	25%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	32	788	765	747	*	*	*	41%	47%	88%	47%
Male	48	772	768	747	*	*	*	67%	21%	88%	48%
Economically Disadvantaged Students	*	*	*	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	*	757	*	*	*	*	*	*	61%
Students with Disabilities	*	*	*	724	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	751	*	*	*	*	*	*	52%
English Learners	N	N	N	716	N	N	N	N	N	N	12%
Non-English Learners	80	778	767	749	0%	*	*	56%	31%	88%	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



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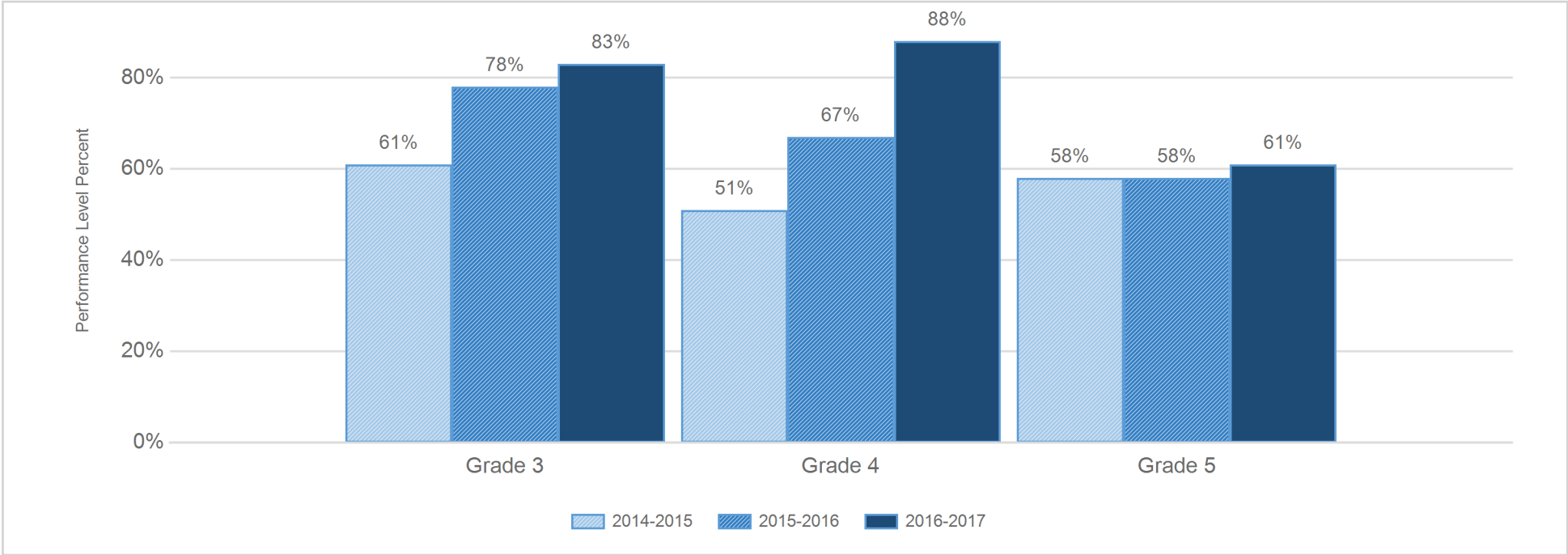
Mathematics Assessment - Performance by Grade: Grade 5

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	81	759	761	747	*	*	31%	48%	12%	61%	46%
White	67	757	760	754	*	*	34%	48%	*	58%	57%
Hispanic	*	*	*	735	*	*	*	*	*	*	30%
Black or African American	N	N	N	729	N	N	N	N	N	N	22%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	*	*	*	745	*	*	*	*	*	*	51%
Two or More Races	N	N	N	747	N	N	N	N	N	N	47%
Female	39	761	762	747	*	*	28%	49%	*	64%	47%
Male	42	758	761	746	*	*	33%	48%	*	57%	46%
Economically Disadvantaged Students	13	764	748	732	*	*	*	*	*	77%	27%
Non-Economically Disadvantaged Students	68	758	763	756	*	*	*	*	*	57%	59%
Students with Disabilities	11	735	731	725	*	*	*	*	0%	27%	19%
Students without Disabilities	70	763	767	751	*	*	*	*	14%	66%	52%
English Learners	*	*	*	717	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	748	*	*	*	*	*	*	48%
Homeless Students	N	N	N	724	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%

Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.





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Alternate Assessments - Participation

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

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

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. The table also shows 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
1	*	*	*
2	*	*	*
3	*	*	*
4	*	*	*
5+	N	N	N



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This section shows performance on the NJASK science test which measures students' ability to recall information and to solve problems by applying science concepts. The assessment is given to students in grades 4 and 8 and has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

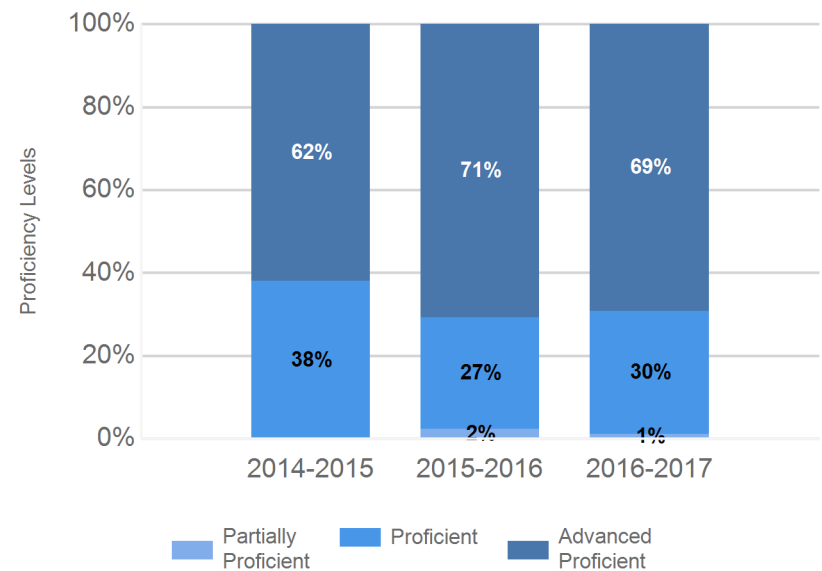
NJASK Science Assessment Performance: Grade 4

This table shows the percentage of students in each proficiency category for the NJASK science test for the school and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	69%	30%	1%
White	68%	31%	2%
Hispanic	69%	*	N
Black or African American	N	*	N
Asian, Native Hawaiian, or Pacific Islander	*	N	N
American Indian or Alaska Native	N	N	N
Two or More Races	*	N	N
Economically Disadvantaged Students	*	*	N
Students with Disabilities	18%	82%	N
English Learners	N	N	N

NJASK Science Assessment Performance Trends: Grade 4

This graph shows the percentage of students by proficiency category for the past three school years.





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This section of the performance report shows information on student growth which measures 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 the prior year.

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)** is the percentile in the middle of that list. Watch a short video that explains how **median Student Growth Percentile (mSGP)** is calculated here:

<http://www.state.nj.us/education/njsmart/performance/>

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts/Literacy (ELA) and Mathematics for the school and each student group with comparisons to the district and the state. This table also shows whether the school and each student group met the *ESSA* accountability target of 40 for the 2016-17 school year.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	73	57	50	Exceeds Target	68	57	50	Exceeds Target
White	71.5	56	50	Exceeds Target	65	57	52	Exceeds Target
Hispanic	82	58	49	**	82.5	53	47	**
Black or African American	*	*	45	**	*	*	43	**
Asian, Native Hawaiian, or Pacific Islander	*	*	60	**	*	*	59	**
American Indian or Alaska Native	*	*	51	**	*	*	51	**
Two or More Races	*	56	51	**	*	54.5	52	**
Economically Disadvantaged	50.5	59	47	**	57.5	51	46	**
Students with Disabilities	54.5	44	41	**	68	49	43	**
English Learners	76	73	53	**	54	54	51	**

** ESSA accountability targets are only included if data is available for at least 20 students.



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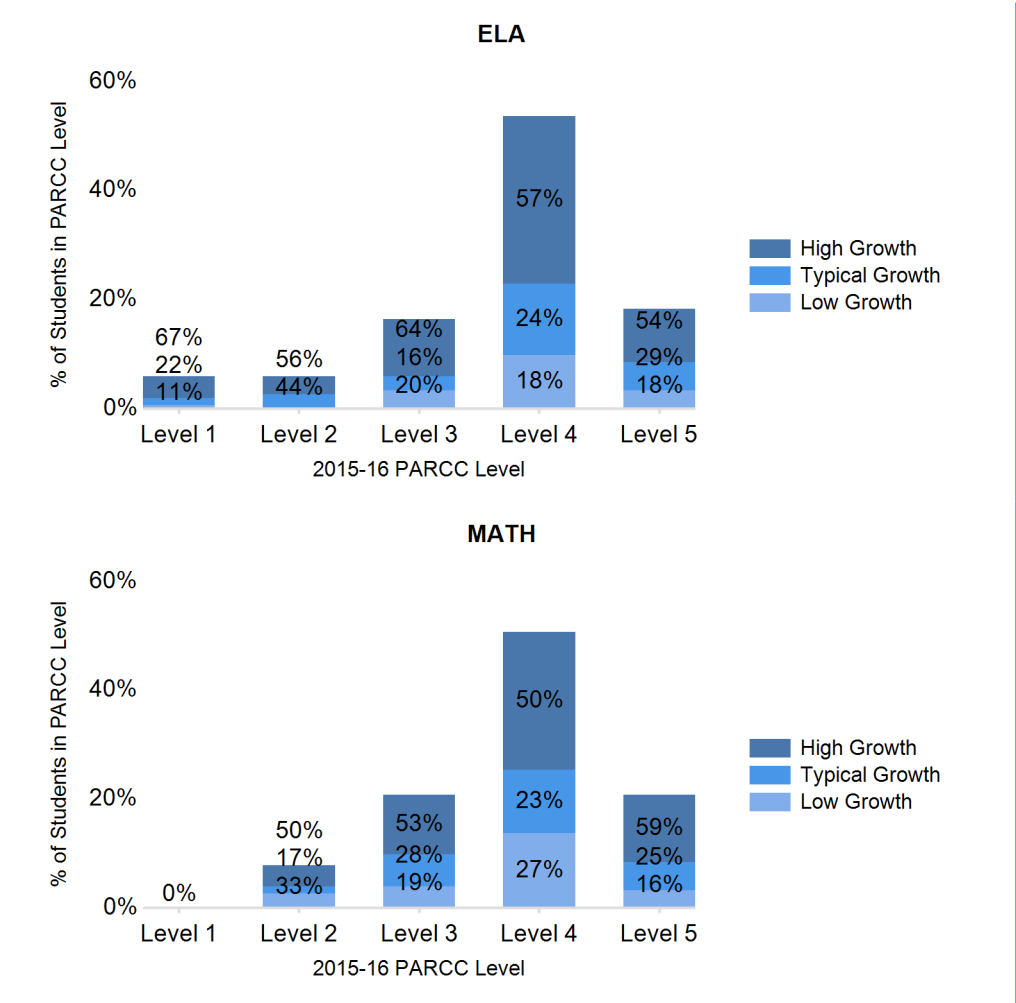
Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

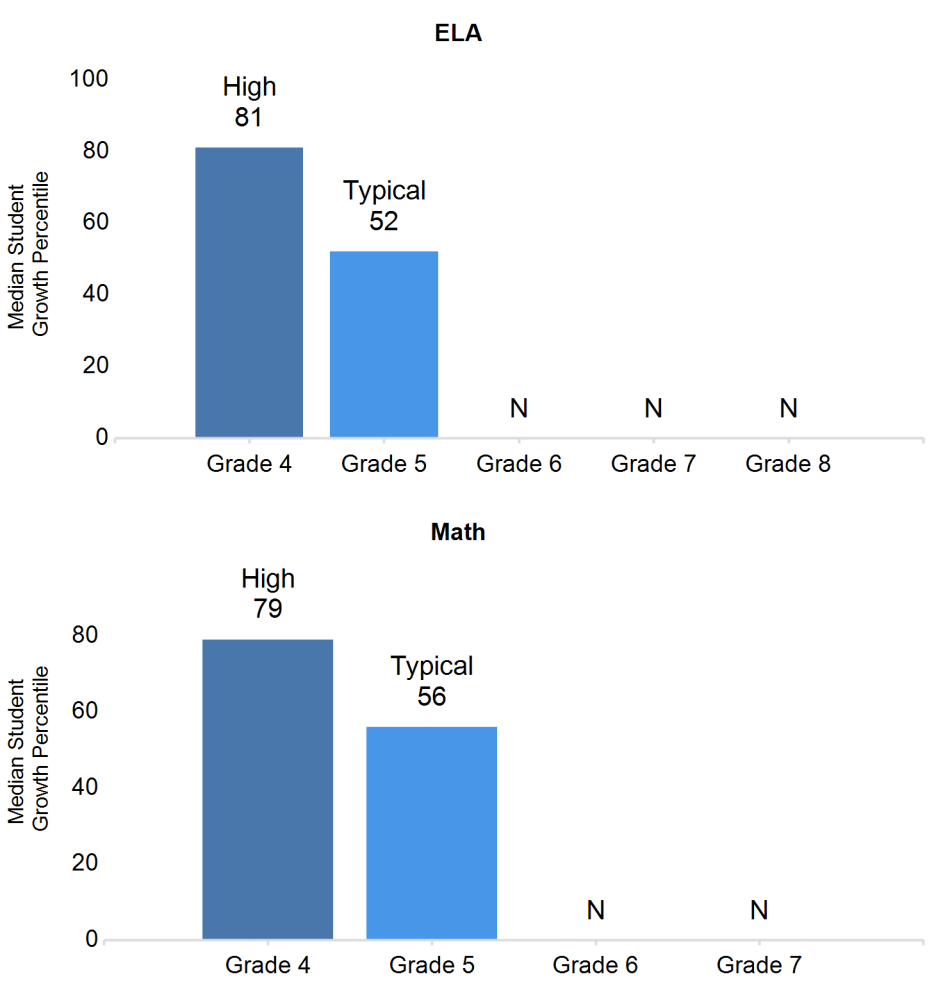
Student Growth by Performance Level

These graphs show the percentage of students by 2015-16 PARCC performance level that fall into each of the three levels of growth based on their 2016-17 test scores.



Student Growth by Grade

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





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This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected 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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

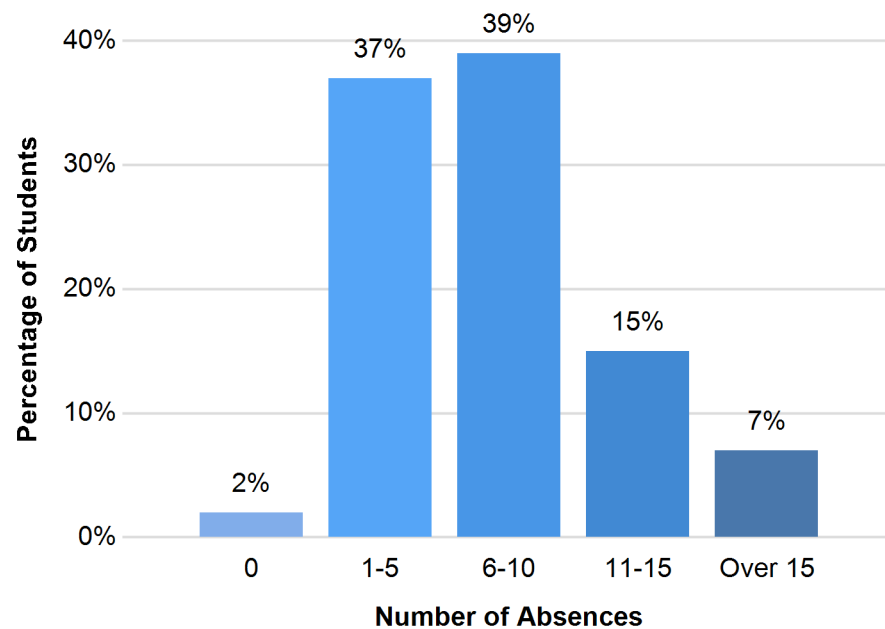
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	3.90	8.40	Met Target
White	4.40	8.40	Met Target
Hispanic	1.80	8.40	Met Target
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	0	8.40	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	11.80	8.40	Not Met
Students with Disabilities	11.30	8.40	Not Met
English Learners	4.20	8.40	Met Target

** ESSA accountability targets are only included if data is available for at least 20 students.

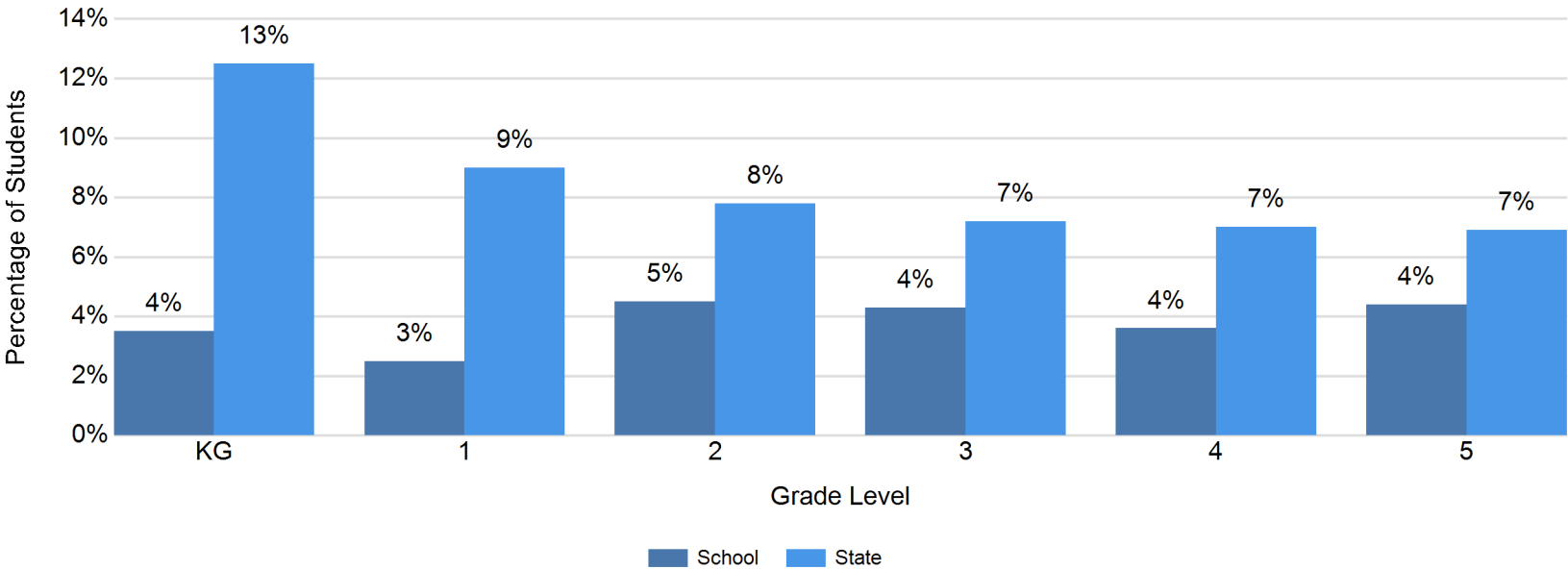
Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





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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.

Category	School
Typical Start Time	9:20AM
Typical End Time	3:40PM
Length of School Day	6 Hrs 20 Mins
Full Time - Instructional Time	5 Hrs. 45 Mins.
Shared Time - Instructional Time	*

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 provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	0
Vandalism	1
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	3
Incidents Per 100 Students Enrolled	0.58

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	0.2%
Out-of-School Suspensions	0.8%
Any Suspension	1.0%

Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0



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Technology Readiness

This table shows information that was collected through the optional NJTRAx survey to determine a school’s technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school’s LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1:1	197.7 kbps	100 kbps	Yes	Fiber	Fiber	Yes

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).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$337	\$13,235	\$13,572



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This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

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

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

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	40	120,724
Average years experience in public schools	10.5	11.8
Average years experience in district	10.3	10.5
Teachers in district for 4 or more years	83%	74%

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	28	9,506
Average years experience in public schools	14.0	15.9
Average years experience in district	12.9	11.6
Administrators in district for 4 or more years	93%	74%

Student to Staff Ratios

This table shows the number of students per staff member 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.

Staff Type	School Students: Staff	District Students: Staff
Teachers	13:1	12:1
Administrators	260:1	181:1
Librarian/Media Specialists		843:1
Nurses		562:1
Counselors		723:1
Child Study Team		316:1



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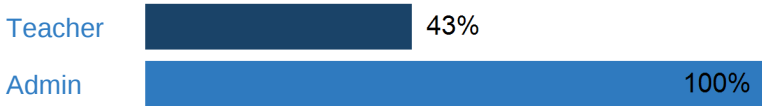
Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	89%	89%
2015-16 Administrators: Same district 2016-17	96%	88%

Faculty Attendance

This table shows the percentage of days that school 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
2016-17	96%



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Accountability Indicator Scores and Summative Rating

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. This table shows the indicator scores for each indicator included in the accountability system and the weights 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 rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey’s accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	77.6	17.5%
Mathematics Proficiency	94.2	17.5%
English Language Arts Growth	97.6	25.0%
Mathematics Growth	91.0	25.0%
Chronic Absenteeism	78.7	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		89.0
Summative Rating: Percentile rank of Summative Score		98.2
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Indicator weights for this school were adjusted due to data availability.



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Accountability Summary by Student Group

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. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group's performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these [accountability resources](#).

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	89.0	11.9	No	Met Target	Met Target	Met Target	Exceeds Target	Exceeds Target	No
White	82.9	11.9	No	Met Target	Met Target	Met Target	Exceeds Target	Exceeds Target	No
Hispanic	**	**	No	Met Target	Met Target	Met Target	**	**	No
Black or African American	**	**	No	**	**	**	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	N	N	Met Target	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	**	**	No	Met Target†	Met Target	Not Met	**	**	No
Students with Disabilities	**	**	No	Met Target†	Met Target	Not Met	**	**	No
English Learners	**	**	No	N	N	Met Target	**	**	No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Target was met within a confidence interval.



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School General Info

Principal:	Mrs. Pepchinski	Email Address:	jpepchinski@mersnj.us
Address:	20 GLOBAL TERRACE MANALAPAN, NJ 07726-1599	Website:	www.mers.k12.nj.us
Phone:	(732)786-2780		

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-enhanced lessons are supported by use of Chromebooks, iPads, SMARTBoards, and document cameras. • Curriculum includes EnVision Math, Balanced Literacy, and Writing Workshop. • A Problem Solving Team approach and implementation of an RTI model for learning supports student needs.
 Mission, Vision, Theme:	At Milford Brook School, we take pride in establishing a twenty-first century learning environment where students in kindergarten through grade five can come together and "learn and grow" in a safe, secure, and caring setting. Our school community has embraced the following ideals into its growth mindset: "Be Respectful, Be Responsible, Be Safe, Be Kind, & Be Ready." In addition, by creating an open, communicative partnership as a school community, we can continue to achieve success.



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 Courses, Curriculum, Instruction:	Myriad resources (which include Project Read, Making Meaning, The Teachers College Units of Study, book talks, and author studies) support a balanced literacy approach. Hands-on learning, which is fostered through the use of EnVision Math and a Daily 3 structure, is the premise of math instruction. Web and game-based technology tools, such as Reflex Math and ST Math, further engage our learners. Enrichment programs and an RTI model of support target the individual needs of students.
 Clubs and Activities:	The student council makes contributions to the school and local community. The character education-based Lions Pride student ambassador program provides leadership opportunities to fifth graders. Extracurricular opportunities (such as the STEAM-based Minecraft club, coding club, school newspaper, instrumental music program, chorus, homework club, and Young Scientists) provide students an opportunity to explore their interests while enhancing social skills.
 Before and After School Programs:	In addition to services (ELL instruction, RTI support, behavioral interventions, counseling, speech, and enrichment) offered during the day, ELL support and RTI (Tier II) instruction in mathematics and writing are offered before school. Teachers of these programs create targeted and individualized interventions plans for each child, and growth is progress monitored for 6-8 weeks before a new plan is developed. The goal is to narrow identified gaps in learning.



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 Staff and Professional Learning:	Professional development is on-going and embedded in-house. The school SciP committee distributes a staff survey to determine needs based on content areas/grade levels. The implementation of the ICLE's Rigor and Relevance Framework and their Rigor, Relevance, and Engagement Rubrics has been a focus. PLC's exist across the grade levels/subject areas to encourage collaboration and analysis of student data to increase academic achievement. Staff-led book clubs and trainings foster leadership.
 Student Supports and Services:	Milford Brook School is home to an ELL program and myriad intervention and special education services for students in grades K-5. A school counselor, school psychologist, and LDTC assist with behavioral, social, and emotional needs of students. Three intervention teachers support an RTI model during the school day for student instruction, while also coaching and modeling practices for staff. A Problem Solving model is the basis of the I&RS process.
 Student Health and Wellness:	A comprehensive health and physical education program is implemented across all grade levels. In addition to bi-weekly physical education classes, recess time is built into each class schedule. Mandatory health and character education lessons are taught across each grade with emphasis in grades 4/5 on "family life." The counselor reinforces with each class concepts on Social Thinking and anti-bullying strategies; small group and 1:1 sessions are also held.
 Parent and Community Involvement:	A strong home-school connection is an important element that contributes to the academic, social, and emotional well-being of our children. Parent volunteers, along with participation in and support of the school PTO, are encouraged. Parents have on-going access to a child's academic information through the use of a web-based parent portal. Highlighting this area is the inclusion of parents in the intervention process. Home intervention plans are created for Tier II and III students.



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School Narrative

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A blue icon of a school building with a flag on top. Facilities:	Milford Brook School opened in 1972. Recent upgrades include an electrical system upgrade throughout the building to support the addition of air-conditioning to the Media Center and cafeteria.
--	--

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.



Other Information:

Milford Brook School places the safety and well-being of its school community as a top priority. An Emergency Management team ensures that procedures are in place and practiced for myriad situations -- as per state law. A district security director and building administration review procedures and practices with the staff table top scenarios to further prepare. In addition, each school has implemented the use of a security software system called the Passage Point Visitor Management System which is designed to allow registered parents/guardians the ability to notify the school of an intended visit, while ensuring proper identification is submitted. Furthermore, the school implements a Response to Intervention (RTI) model as a component of a successful educational program. It provides rapid intervention as soon as a child experiences difficulty in acquiring a particular skill in a designated subject area or behavior. A team of support staff is designated as Problem Solving Team to support the RTI process. The purpose of the Problem Solving Team is to use the expertise of our various specialists (LDTC, counselor, psychologist, speech/language therapist, administration, intervention teachers, and ELL staff) within the building to develop targeted intervention plans for students referred to the team. Decisions for research-based interventions are determined using data from assessments and progress monitoring. Student growth is continously monitored every six to eight weeks. Character education is also an important element to ensuring the well-being of our students. The counselor/anti-bullying specialist works closely with school administration, teachers, students, and parents to reinforce the elements of good character and conflict resolution strategies. Students are recognized each month from each class for being an outstanding role model. With strong support from families, the PTO, and staff, we strive to create a home-away-from-home for students.



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The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school’s test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

Navigating through the reports:

- Download this report to a PDF by clicking the  icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

Other Resources:

- Review the [Parent Summary Report](#) or the [district-level report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- [Download the data](#) used in these reports.

- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.nj.gov



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Footnotes

1. An "*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display.
2. ** ESSA accountability targets are only included if data is available for at least 20 students.

Note: Additional footnotes may exist within the reports specific to certain data tables. In those instances, the footnotes will be displayed below the applicable table.



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Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
6	593	565	612
Ungraded	0	0	0
Total	593	565	612

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	2014-15	2015-16	2016-17
Female	51%	47%	50%
Male	49%	53%	50%
Economically Disadvantaged Students	12%	11%	10%
Students with Disabilities	13%	14%	15%
English Learners	1%	0%	0%
Homeless Students			1%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students
White	75.8%
Asian	11.4%
Hispanic	8.0%
Black or African American	2.3%
Native Hawaiian or Pacific Islander	0.2%
American Indian or Alaska Native	0.0%
Two or More Races	2.3%

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. All other students are included in Other Languages.

Home Language	% of Students
English	88.6%
Russian	1.8%
Spanish	1.6%
Korean	1.3%
Other	7.0%



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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 for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course 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 accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section 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	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	554	94.6	71.20	73.60	54.90	70.8	68.9	Met Target
White	424	94.5	70.20	72.60	63.90	69.8	66.5	Met Target
Hispanic	39	93.6	61.60	66.60	39.80	60.1	69.8	Met Target†
Black or African American	11	85.7	63.60	61.20	35.20	56.5	**	**
Asian, Native Hawaiian, or Pacific Islander	68	100.0	83.80	88.90	80.70	83.8	80	Met Goal
American Indian or Alaska Native	N	N	N	66.60	53.70	N	**	**
Two or More Races	12	85.7	66.70	70.50	54.90	60.1	**	**
Female	274	94.4	77.70	81.00	62.20	77		
Male	280	94.8	64.60	67.00	48.10	64.6		
Economically Disadvantaged Students	59	95.5	52.60	52.80	36.20	*	57.5	Met Target†
Non-Economically Disadvantaged Students	495	94.5	73.30	75.90	65.80	*		
Students with Disabilities	75	83.2	16.00	25.30	20.50	14.1	19.4	Met Target†
Students without Disabilities	479	96.7	79.70	82.00	61.90	79.7		
English Learners	11	100.0	36.40	53.00	25.20	36.4	**	**
Non-English Learners	543	94.5	71.80	74.20	57.40	71.4		
Homeless Students	N	N	N	*	26.40	N		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	N	N	N	75.00	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

** ESSA accountability targets are only included if data is available for at least 20 students

† Target was met within a confidence interval.



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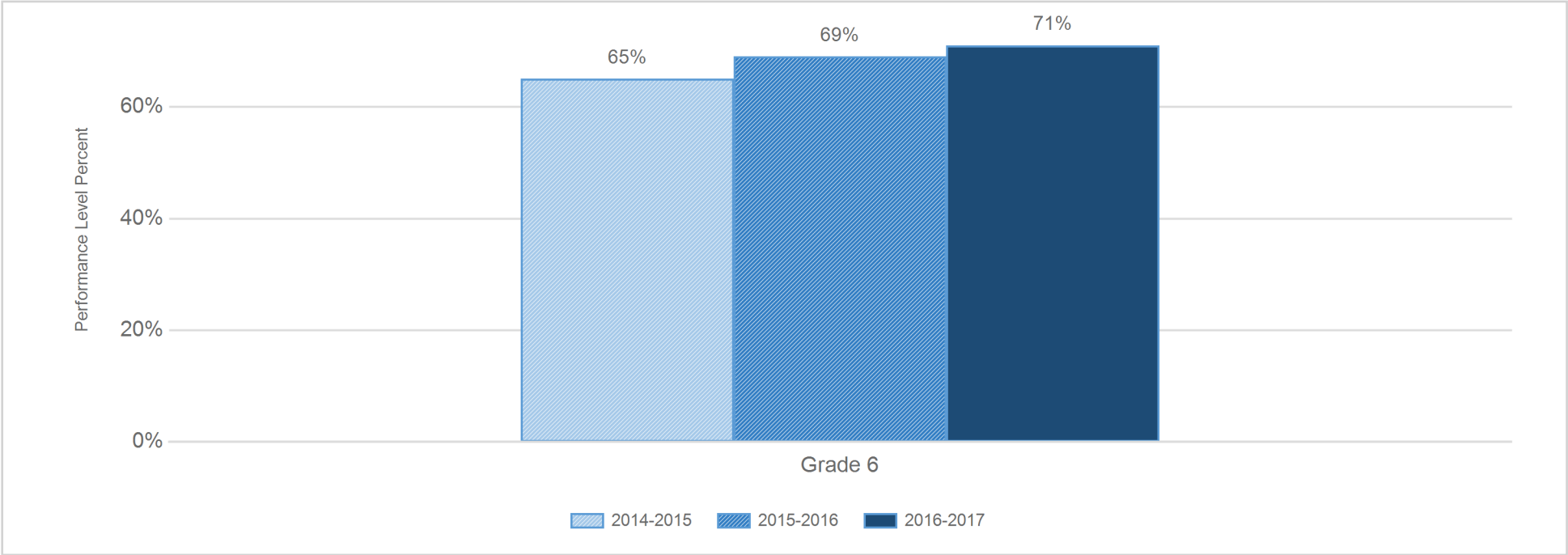
English Language Arts/Literacy Assessment - Performance by Grade: Grade 6

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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	578	766	766	752	2%	8%	19%	50%	21%	71%	54%
White	440	765	765	758	*	*	22%	51%	19%	70%	63%
Hispanic	44	754	754	740	*	*	*	46%	*	59%	38%
Black or African American	12	750	750	736	*	*	0%	*	*	58%	32%
Asian, Native Hawaiian, or Pacific Islander	70	780	780	776	0%	*	*	47%	39%	86%	81%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	52%
Two or More Races	12	768	768	753	0%	*	*	*	*	67%	56%
Female	288	772	772	758	*	*	16%	51%	27%	78%	61%
Male	290	760	760	746	*	*	23%	50%	14%	64%	46%
Economically Disadvantaged Students	58	749	749	737	*	*	26%	47%	*	52%	34%
Non-Economically Disadvantaged Students	520	768	768	761	*	*	19%	51%	*	73%	65%
Students with Disabilities	74	727	727	722	*	*	35%	16%	*	16%	17%
Students without Disabilities	504	771	771	758	*	*	17%	55%	*	79%	61%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	753	*	*	*	*	*	*	*
Homeless Students	N	N	N	729	N	N	N	N	N	N	22%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	55%
Migrant Students	N	N	N	722	N	N	N	N	N	N	20%

English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations 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 for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course 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 accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section 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	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	554	94.7	64.20	67.30	43.50	63.9	62.7	Met Target
White	424	94.5	63.40	66.20	52.40	63	61.3	Met Target
Hispanic	39	93.6	48.70	51.70	27.60	47.6	50.4	Met Target†
Black or African American	11	85.7	36.40	49.00	21.70	32.2	**	**
Asian, Native Hawaiian, or Pacific Islander	68	100.0	82.40	87.70	75.60	82.4	80	Met Goal
American Indian or Alaska Native	N	N	N	33.30	42.50	N	**	**
Two or More Races	12	85.7	66.70	72.10	44.90	60.2	**	**
Female	274	94.5	66.50	68.20	44.10	65.8		
Male	280	94.8	62.20	66.40	42.90	62.1		
Economically Disadvantaged Students	59	95.5	45.80	47.40	25.10	*	51.4	Met Target†
Non-Economically Disadvantaged Students	495	94.6	66.40	69.40	54.30	*		
Students with Disabilities	75	83.2	14.70	23.60	16.50	12.9	19.4	Not Met
Students without Disabilities	479	96.7	72.10	74.80	48.80	72.1		
English Learners	11	100.0	36.40	53.10	23.30	36.4	**	**
Non-English Learners	543	94.5	64.80	67.60	45.20	64.5		
Homeless Students	N	N	N	*	16.40	N		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	N	N	N	25.00	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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† Target was met within a confidence interval.



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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 end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	579	761	761	743	2%	8%	27%	44%	19%	64%	44%
White	440	760	760	751	*	*	28%	46%	16%	63%	54%
Hispanic	44	749	749	731	*	*	32%	36%	*	48%	27%
Black or African American	12	741	741	724	*	*	*	*	*	33%	20%
Asian, Native Hawaiian, or Pacific Islander	71	781	781	771	0%	*	*	41%	42%	83%	77%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	12	762	762	745	0%	0%	*	*	*	67%	46%
Female	289	763	763	745	*	*	27%	46%	20%	66%	45%
Male	290	759	759	742	*	*	26%	42%	19%	61%	43%
Economically Disadvantaged Students	58	746	746	728	*	*	29%	40%	*	47%	24%
Non-Economically Disadvantaged Students	521	763	763	752	*	*	26%	45%	*	66%	56%
Students with Disabilities	74	727	727	717	*	*	39%	*	*	14%	13%
Students without Disabilities	505	766	766	748	*	*	25%	*	*	71%	50%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	N	N	N	719	N	N	N	N	N	N	14%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	14%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	40%
Migrant Students	N	N	N	708	N	N	N	N	N	N	13%

**Grade 6 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.

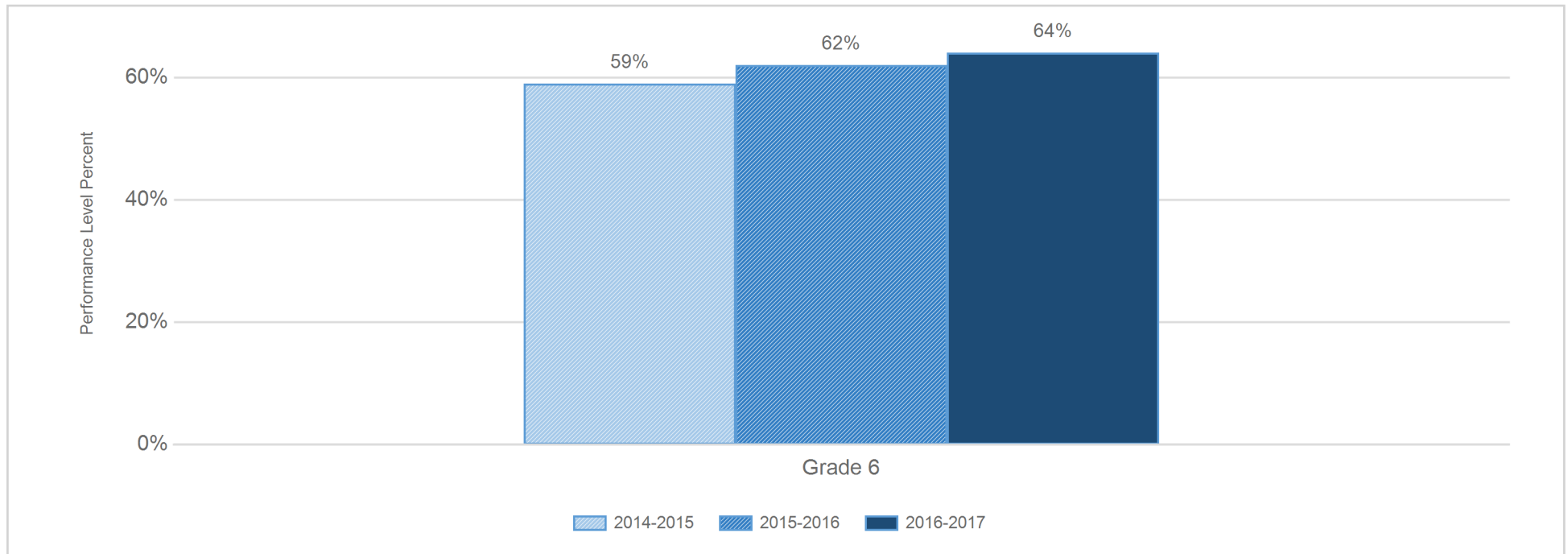


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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.



**Grades 6-8 do not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



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Alternate Assessments - 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	*	*

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. The table also shows 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
1	*	*	*
2	N	N	N
3	*	*	*
4	N	N	N
5+	N	N	N



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This section of the performance report shows information on student growth which measures 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 the prior year.

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)** is the percentile in the middle of that list. Watch a short video that explains how **median Student Growth Percentile (mSGP)** is calculated here:
<http://www.state.nj.us/education/njsmart/performance/>

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts/Literacy (ELA) and Mathematics for the school and each student group with comparisons to the district and the state. This table also shows whether the school and each student group met the *ESSA* accountability target of 40 for the 2016-17 school year.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	57	57	50	Met Target	60	57	50	Exceeds Target
White	57	56	50	Met Target	60	57	52	Exceeds Target
Hispanic	53	58	49	Met Target	45	53	47	Met Target
Black or African American	53.5	*	45	**	68.5	*	43	**
Asian, Native Hawaiian, or Pacific Islander	58	*	60	Met Target	68	*	59	Exceeds Target
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	71	56	51	**	49	54.5	52	**
Economically Disadvantaged	59	59	47	Met Target	55	51	46	Met Target
Students with Disabilities	41	44	41	Met Target	56	49	43	Met Target
English Learners	79	73	53	**	69	54	51	**

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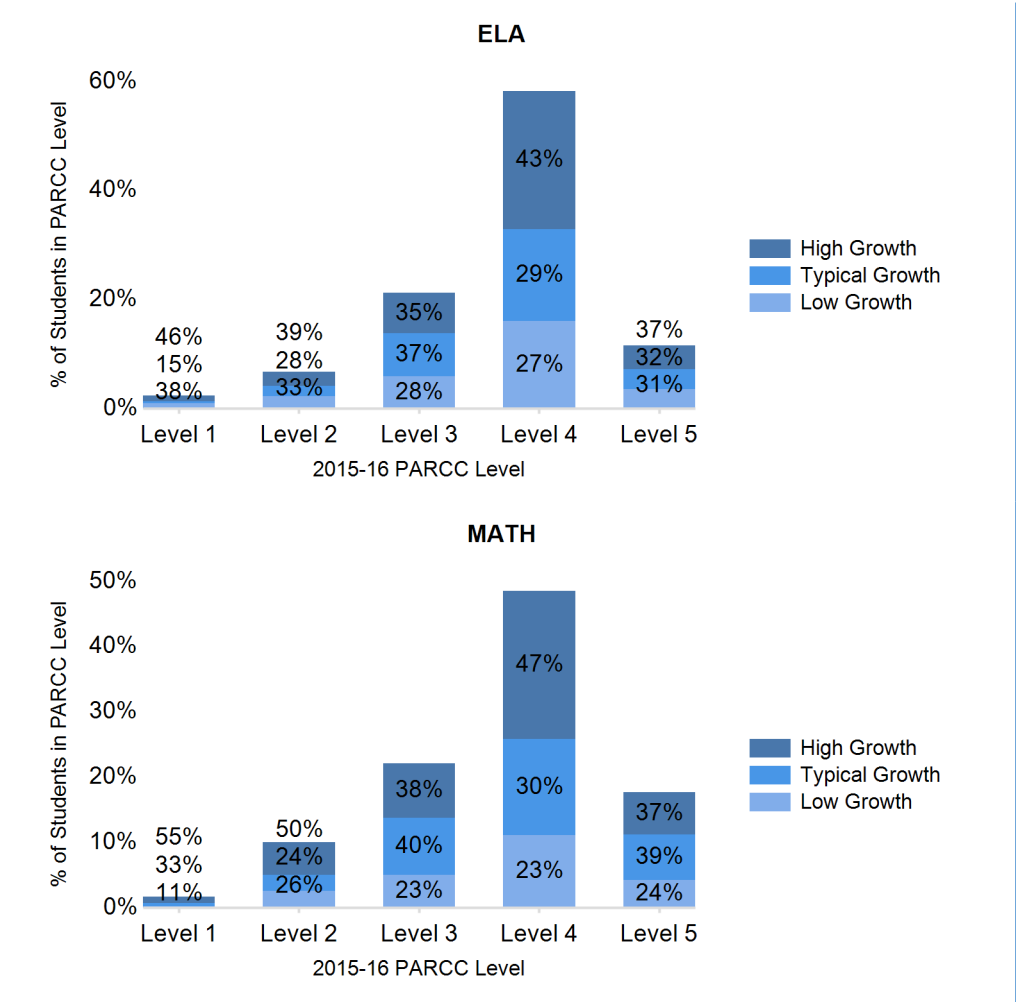
Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

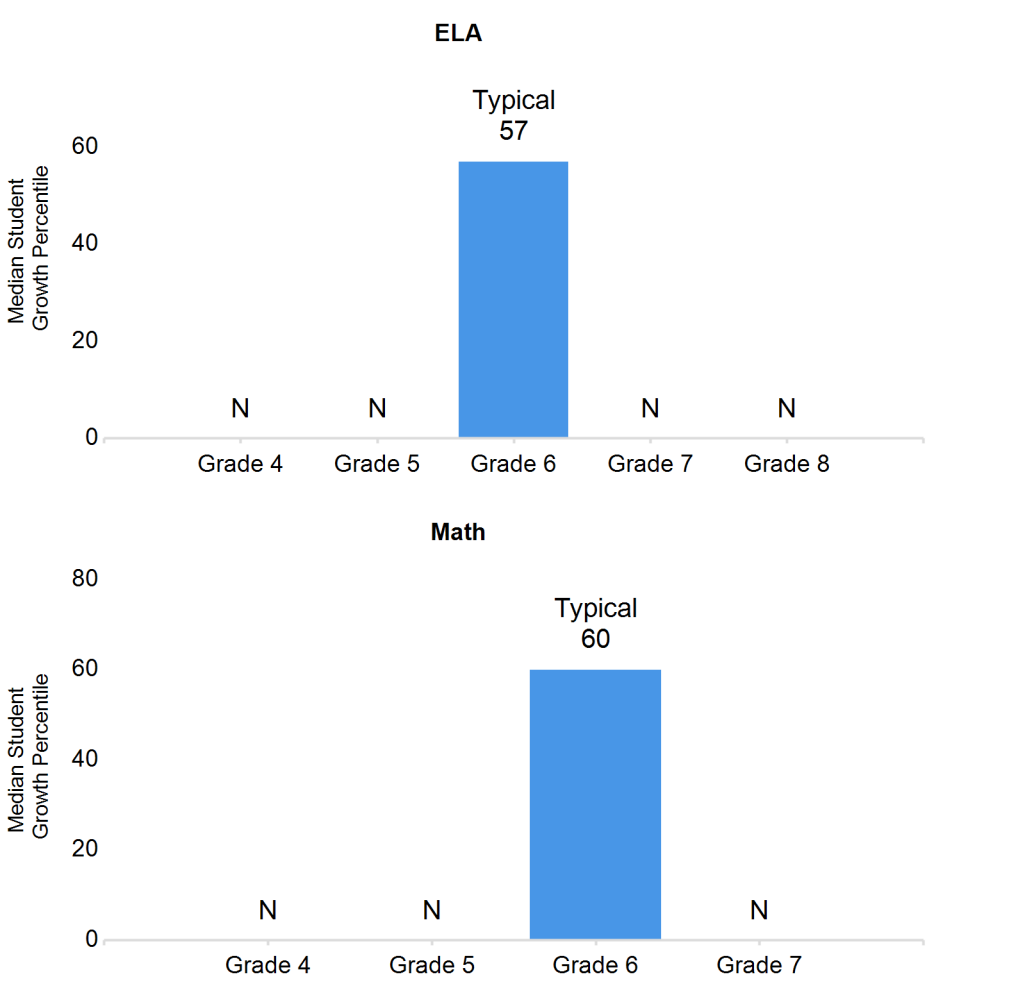
Student Growth by Performance Level

These graphs show the percentage of students by 2015-16 PARCC performance level that fall into each of the three levels of growth based on their 2016-17 test scores.



Student Growth by Grade

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





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This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected 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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

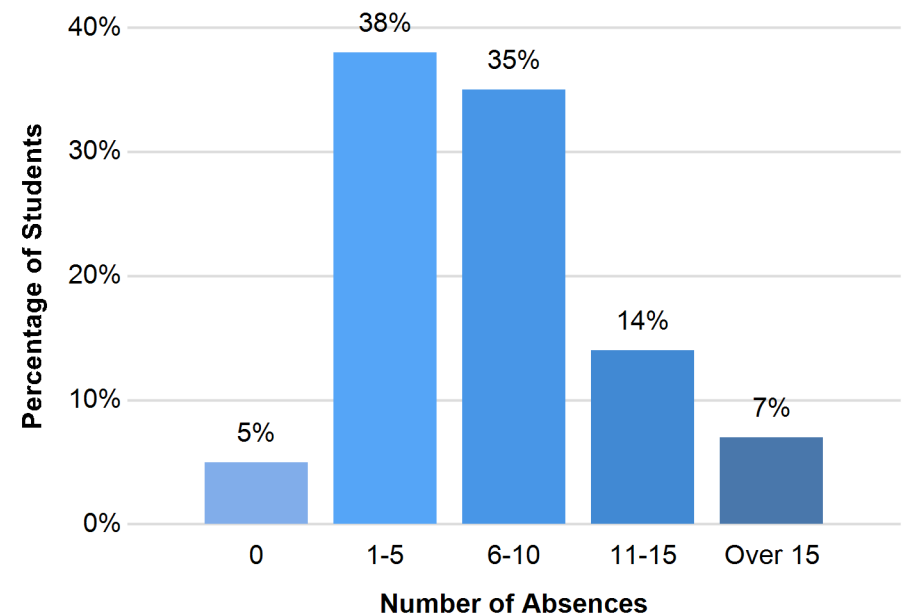
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	5.30	8.00	Met Target
White	4.70	8.00	Met Target
Hispanic	14.30	8.00	Not Met
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	1.40	8.00	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	13.30	8.00	Not Met
Students with Disabilities	11.60	8.00	Not Met
English Learners	N	**	**

** ESSA accountability targets are only included if data is available for at least 20 students.

Days Absent

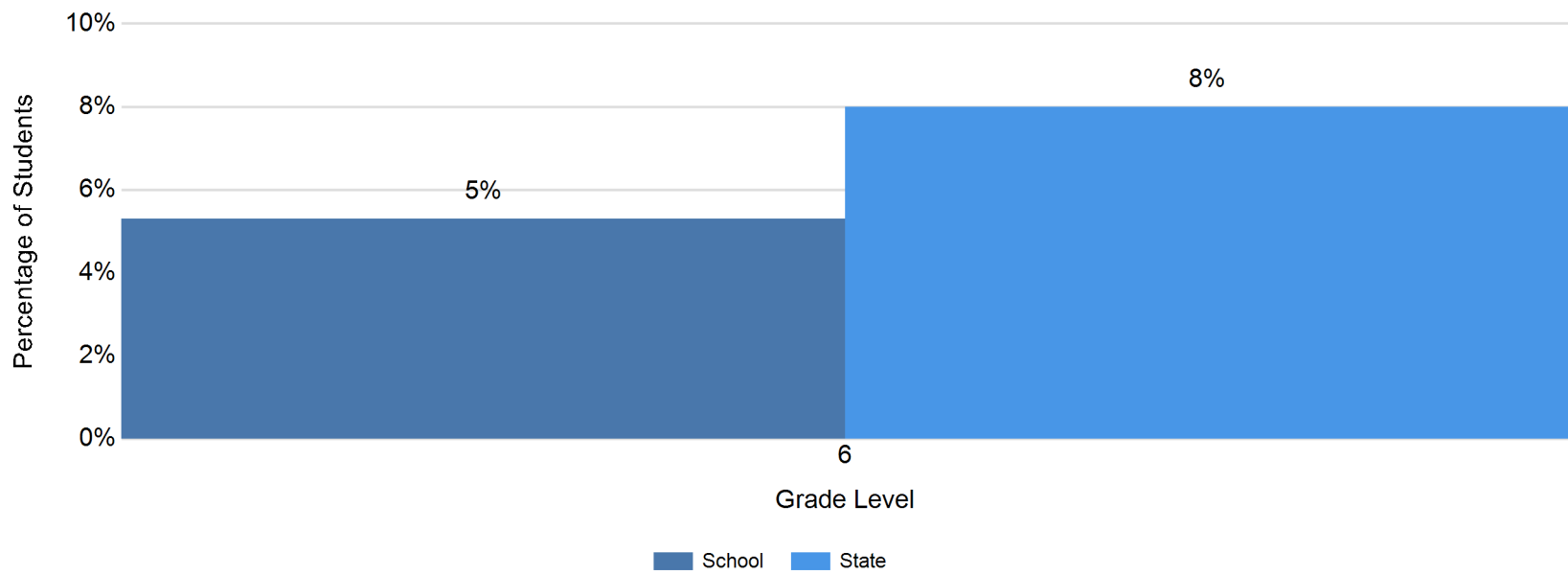
The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.





Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





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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.

Category	School
Typical Start Time	8:50AM
Typical End Time	3:10PM
Length of School Day	6 Hrs 20 Mins
Full Time - Instructional Time	5 Hrs. 45 Mins.
Shared Time - Instructional Time	*

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 provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	0
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	11
Total Unique Incidents	11
Incidents Per 100 Students Enrolled	1.80

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	0.5%
Out-of-School Suspensions	0.7%
Any Suspension	0.8%

Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0



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Technology Readiness

This table shows information that was collected through the optional NJTRAx survey to determine a school's technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school's LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1:1	197.7 kbps	100 kbps	Yes	Fiber	Fiber	Yes

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).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$337	\$13,235	\$13,572



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This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

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

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

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	50	120,724
Average years experience in public schools	11.0	11.8
Average years experience in district	10.5	10.5
Teachers in district for 4 or more years	74%	74%

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	28	9,506
Average years experience in public schools	14.0	15.9
Average years experience in district	12.9	11.6
Administrators in district for 4 or more years	93%	74%

Student to Staff Ratios

This table shows the number of students per staff member 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.

Staff Type	School Students: Staff	District Students: Staff
Teachers	12:1	12:1
Administrators	306:1	181:1
Librarian/Media Specialists		843:1
Nurses		562:1
Counselors		723:1
Child Study Team		316:1



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Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	89%	89%
2015-16 Administrators: Same district 2016-17	96%	88%

Faculty Attendance

This table shows the percentage of days that school 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
2016-17	97%



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Accountability Indicator Scores and Summative Rating

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. This table shows the indicator scores for each indicator included in the accountability system and the weights 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 rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey’s accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	68.2	17.5%
Mathematics Proficiency	71.3	17.5%
English Language Arts Growth	69.3	25.0%
Mathematics Growth	77.5	25.0%
Chronic Absenteeism	54.9	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		69.3
Summative Rating: Percentile rank of Summative Score		79.2
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Indicator weights for this school were adjusted due to data availability.



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Accountability Summary by Student Group

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. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group's performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these [accountability resources](#).

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	69.3	11.9	No	Met Target	Met Target	Met Target	Met Target	Exceeds Target	No
White	68.0	11.9	No	Met Target	Met Target	Met Target	Met Target	Exceeds Target	No
Hispanic	59.0	11.9	No	Met Target†	Met Target†	Not Met	Met Target	Met Target	No
Black or African American	**	**	No	**	**	**	**	**	No
Asian, Native Hawaiian, or Pacific Islander	59.8	11.9	No	Met Goal	Met Goal	Met Target	Met Target	Exceeds Target	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	77.6	11.9	No	Met Target†	Met Target†	Not Met	Met Target	Met Target	No
Students with Disabilities	53.6	11.9	No	Met Target†	Not Met	Not Met	Met Target	Met Target	No
English Learners	**	**	No	**	**	**	**	**	No

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† Target was met within a confidence interval.



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School General Info

Principal:	Ms. Szustowicz	Email Address:	jszustowicz@mersnj.us
Address:	155 PEASE ROAD MANALAPAN, NJ 07726-3598	Website:	www.mers.k12.nj.us
Phone:	(732)786-2800	Twitter:	https://twitter.com/pbprincipal6

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:	• Curriculum includes implementation of NGSS and NJSLs, and offers With Distinction program and Honors Math courses. • Technology is a part of each school day, with all students utilizing 1:1 Chromebooks and participating in MakerSpace. • Extra-curricular activities ranging from the Arts, Academic Enrichment and Athletics.
Mission, Vision, Theme:	We provide a high-quality education by promoting academic, emotional, and cultural development in a nurturing setting. Our motto is Sail to Success by Being Respectful, Responsible, and Ready to Learn. Students learn in an active environment that recognizes individual differences. High expectations strengthen our students' content area knowledge. Our students leave us as global citizens prepared to engage as 21st century learners.
Awards, Recognition, Accomplishments:	Pine Brook was instrumental in MERS being named a Google Reference District, as lessons include G Suite for Education, Apps and digital learning daily. A 1:1 Chromebook program began in 2013, and continues with students being issued Chromebooks as part of a 5 year Digital Conversion. Pine Brook presents annually at Techspo and hosts a Summer Technology Institute attended by numerous area districts. Pine Brook has been acknowledged by the NJDOE for our continued efforts in school improvement.



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 Courses, Curriculum, Instruction:	Our curriculum aligns to NGSS and NJSLS. Pine Brook offers three levels of math classes: Pre-Algebra A, Pre-Algebra B, and Mathematics 6. Students also have opportunities for enrichment in Language Arts through our With Distinction program. To support our instruction, Pine Brook utilizes Houghton Mifflin Harcourt Collections (2015) and Achieve 3000 in Language Arts, Big Ideas Math (2014) and IXL for Mathematics, Holt Ancient Civilizations(2006) for Social Studies and Amplify for Science.
 Sports and Athletics:	Sports Offered: Basketball (Boys & Girls), Soccer (Boys & Girls), Volleyball (Boys & Girls) Students are invited to participate in three non-competitive intramural sports activities after school.
 Clubs and Activities:	Students can select a multitude of before or after school clubs and activities including, Student Council, Band, Jazz Band, Orchestra, Chorus, Math Club, Garden Club, Homework Club, Talent Show, PBTv, Young Scientists, Battle of the Books, and National History Day. Our StuCo has been honored by CJBC for hosting record-setting annual Blood Drives. The Garden Club donates their crop to area food banks. In recent years, students in National History Day advanced to both State and National levels.
 Before and After School Programs:	Various academic programs are available before and after school. Project Achievement is offered to students identified as in need of additional instruction in Language Arts and Mathematics. District teachers offer research based, data-driven instruction. Additionally, we partner with Fairleigh Dickinson University to offer Orton-Gillingham multisensory reading instruction to students with decoding difficulties. District teachers earn certification while participating in the program.



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 Staff and Professional Learning:	Teachers engage in an array of professional development opportunities. All participate in monthly PLC and department meetings and create individualized professional learning plans. Book clubs, independent studies, and peer observations are encouraged. Attendance at conferences, including those hosted by Mooresville Graded School District, Rutgers Literacy Consortium, and Model Schools is common. The Science department has also developed a partnership with the RVCC Science Institute.
 Student Supports and Services:	Pine Brook delivers support programs including ESL and Special Education programs as well as related services including: OT, PT, and Speech. Supplemental support services for students include researched-based, targeted, and tiered interventions through RTI. Weekly team meetings following a problem solving model. PBSIS, Homework Club, Project Achievement, personalized digital learning programs, and counseling services support the various academic, social, and emotional needs of our students.
 Student Health and Wellness:	Pine Brook provides physical education classes to students twice a week and health once a week for the entire year. We deliver informative presentations on wellness including John Halligan's presentation on bullying and suicide prevention. A partnership with NJSP offers the Top Physical Challenge and provides internet safety education opportunities. Our counselor conducts lessons focusing on stress and time management and runs support groups for students who struggle in these areas.
 Parent and Community Involvement:	Pine Brook maintains a positive relationship with families and the community through the PTA, the District SEPAG, Back to School Night, Conferences, Parent University and Parent Orientations. Family members are invited to support the financial literacy program available to students through NJ Biztown. Communication regarding student progress is key, so families are encouraged to use PowerSchool's Parent Portal and to attend team meetings to discuss intervention plans for identified students.



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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.



Climate Surveys:

Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers

In recent years, Pine Brook has administered PBSIS climate surveys to our staff, students and families. The findings are reviewed by the School Safety Team/PBSIS committee and areas of strength and growth are identified. Pine Brook prides itself on high levels of student, staff and parent satisfaction regarding the school community.



Facilities:

51 years young, Pine Brook features lockers for each student, two full-size gymnasiums, two acoustically-insulated music rooms, a state-of-the-art computer lab, two science labs with microscopes, lab tables and wireless Smart Technology, a MakerSpace with 3-D Printers, magnetic circuitry, makey-makey, lego construction, engineering, and a video editing lab. SmartBoards and Document Cameras are located in all classrooms. High-speed internet access is provided through our secure network.



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School Narrative

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Other Information:

Pine Brook is comprised of over 600 sixth grade students following a modified Middle School schedule. Each student is a member of one of six different teams, each of which follows one of three building schedules. In this unique setting, we bring together students from five community- based elementary schools for the first time. We initiate numerous school- wide programs such as Character Education, a PBSIS kickoff, motivational, and end of year events, and The Week of Respect, to support team building activities that provide students with various effective means of working out conflicts, overcoming peer pressure, and developing a strong sense of community. Pine Brook facilitates educational opportunities that are rigorous and relevant to the 21st century learner through discovery based learning. Learning tasks require critical thinking by students in order to synthesize, analyze and apply knowledge in real world, unpredictable situations. Pine Brook strives to be on the cutting edge of educational technology, and routinely engages in staff development opportunities to enhance the incorporation of technology into all lessons and introduce new schoolwide technology investments. Pine Brook is paperless, in that all communications with parents and students outside of school are done through District supported Internet based programs. Pine Brook has a long history of excellence in building life-long learners with character and inquisitiveness; it is a reputation that we enhance every day with the collaborative efforts of parents, teachers, support staff, building administration, the Superintendent, and Board of Education.



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The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school's test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

Navigating through the reports:

- Download this report to a PDF by clicking the  icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

Other Resources:

- Review the [Parent Summary Report](#) or the [district-level report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- [Download the data](#) used in these reports.
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.nj.gov



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Footnotes

1. An "*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display.
2. ** ESSA accountability targets are only included if data is available for at least 20 students.

Note: Additional footnotes may exist within the reports specific to certain data tables. In those instances, the footnotes will be displayed below the applicable table.



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Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
KG	79	61	66
1	80	109	87
2	70	98	105
3	93	74	97
4	95	98	76
5	100	95	107
Ungraded	22	22	20
Total	539	557	558

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	2014-15	2015-16	2016-17
Female	47%	48%	48%
Male	53%	52%	53%
Economically Disadvantaged Students	16%	16%	15%
Students with Disabilities	17%	21%	22%
English Learners	1%	5%	5%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students
White	74.4%
Hispanic	14.0%
Asian	7.3%
Black or African American	2.0%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	2.3%

PreK and K - Full Day and Half Day

This table shows the full day and half day enrollment for Pre-Kindergarten (PK) and Kindergarten (KG) students in this school.

Grade	2014-15	2015-16	2016-17
KG - Half Day	0	0	0
KG - Full Day	77	61	66

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. All other students are included in Other Languages.

Home Language	% of Students
English	87.3%
Spanish	3.0%
Russian	2.3%
Arabic	1.3%
Urdu	1.1%
Other	5.3%



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English Language Arts/Literacy Assessment - Participation and Performance

This table shows information about the English Language Arts/Literacy section of the *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessment for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course 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 accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act (ESSA)* accountability. Student groups with the annual target section 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	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	268	98.0	65.30	73.60	54.90	65.3	61	Met Target
White	204	97.3	63.70	72.60	63.90	63.7	60.2	Met Target
Hispanic	32	100.0	65.70	66.60	39.80	65.7	55.1	Met Target
Black or African American	*	*	*	*	35.20	*	**	**
Asian, Native Hawaiian, or Pacific Islander	22	100.0	77.20	88.90	80.70	77.2	N	N
American Indian or Alaska Native	N	N	N	66.60	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	123	97.0	74.00	81.00	62.20	74		
Male	145	98.7	57.90	67.00	48.10	57.9		
Economically Disadvantaged Students	58	96.8	50.00	52.80	36.20	50	37.3	Met Target
Non-Economically Disadvantaged Students	210	98.3	69.60	75.90	65.80	69.6		
Students with Disabilities	70	96.1	22.90	25.30	20.50	22.9	28.3	Met Target†
Students without Disabilities	198	98.6	80.30	82.00	61.90	80.3		
English Learners	15	100.0	40.00	53.00	25.20	40	**	**
Non-English Learners	253	97.8	66.80	74.20	57.40	66.8		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	N	N	N	100.00	24.80	N		
Military-Connected Students	N	N	N	75.00	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

** ESSA accountability targets are only included if data is available for at least 20 students

† Target was met within a confidence interval.



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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	93	758	762	749	*	15%	17%	54%	*	65%	50%
White	66	759	759	759	*	15%	17%	55%	*	65%	61%
Hispanic	12	749	747	734	*	*	*	*	*	50%	35%
Black or African American	*	*	*	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	10	776	785	775	0%	0%	*	*	*	80%	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	39	772	766	754	*	*	*	51%	*	74%	55%
Male	54	749	758	745	*	*	*	56%	*	57%	46%
Economically Disadvantaged Students	21	741	743	731	*	*	*	48%	*	52%	31%
Non-Economically Disadvantaged Students	72	764	764	762	*	*	*	56%	*	68%	63%
Students with Disabilities	19	727	*	720	*	*	*	*	0%	32%	24%
Students without Disabilities	74	767	*	755	*	*	*	*	14%	73%	55%
English Learners	*	*	*	709	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	752	*	*	*	*	*	*	53%
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	75	755	772	753	*	*	29%	36%	17%	53%	56%
White	58	756	768	762	*	*	29%	33%	19%	52%	67%
Hispanic	10	757	773	740	*	0%	*	*	*	70%	40%
Black or African American	*	*	*	737	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	*	*	*	755	*	*	*	*	*	*	56%
Female	37	763	776	758	*	*	*	32%	*	62%	61%
Male	38	748	768	749	*	*	*	40%	*	45%	51%
Economically Disadvantaged Students	13	738	748	737	*	*	*	*	0%	23%	36%
Non-Economically Disadvantaged Students	62	759	773	764	*	*	*	*	21%	60%	69%
Students with Disabilities	22	729	*	725	*	*	*	*	*	14%	25%
Students without Disabilities	53	766	*	759	*	*	*	*	*	70%	62%
English Learners	N	N	N	711	N	N	N	N	N	N	10%
Non-English Learners	75	755	*	755	*	*	29%	36%	17%	53%	58%
Homeless Students	N	N	N	729	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



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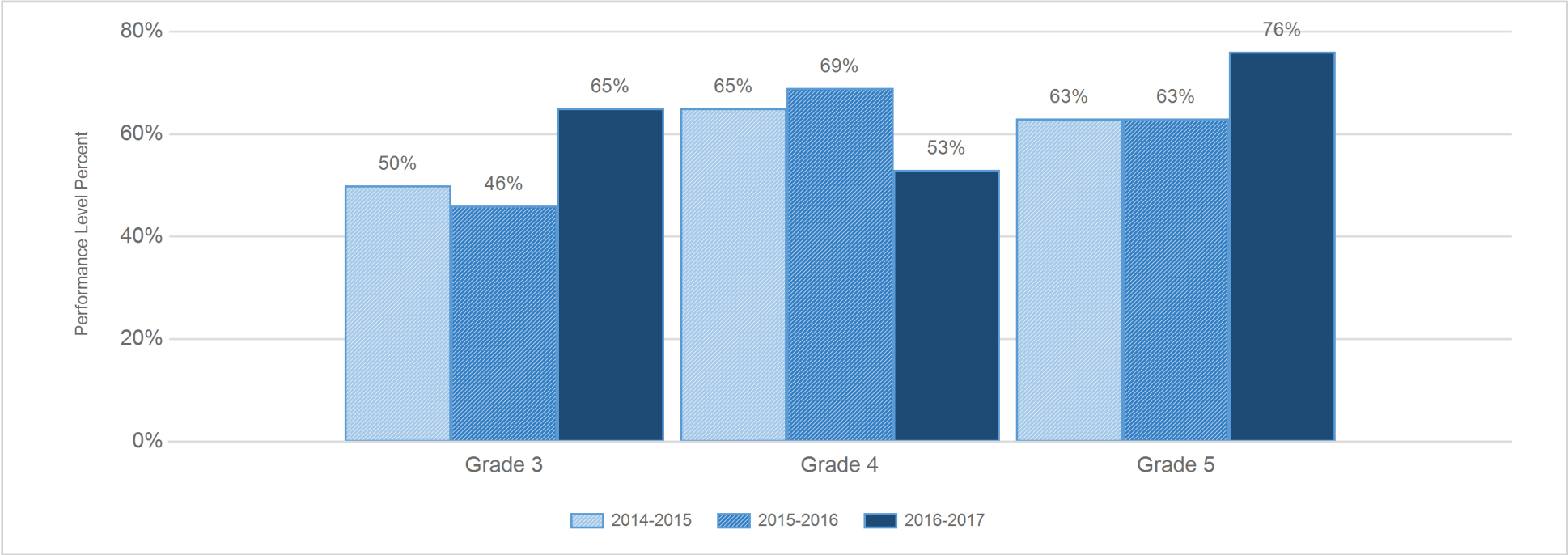
English Language Arts/Literacy Assessment - Performance by Grade: Grade 5

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	110	765	769	756	*	13%	10%	66%	*	76%	59%
White	85	765	769	763	*	13%	*	64%	*	74%	69%
Hispanic	13	754	*	743	0%	*	*	*	0%	69%	44%
Black or African American	N	N	N	740	N	N	N	N	N	N	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	*	*	*	757	*	*	*	*	*	*	60%
Female	53	774	775	761	*	*	*	68%	*	85%	66%
Male	57	757	763	750	*	*	*	65%	*	67%	53%
Economically Disadvantaged Students	16	759	755	740	*	*	*	69%	0%	69%	40%
Non-Economically Disadvantaged Students	94	766	770	765	*	*	*	66%	11%	77%	71%
Students with Disabilities	23	726	732	725	*	*	*	*	0%	13%	22%
Students without Disabilities	87	775	775	762	*	*	*	*	12%	92%	66%
English Learners	N	N	N	710	N	N	N	N	N	N	12%
Non-English Learners	110	765	*	757	*	13%	10%	66%	*	76%	60%
Homeless Students	N	N	N	733	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%

English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations 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 for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course 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 accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section 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	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	268	98.0	59.70	67.30	43.50	59.7	57.5	Met Target
White	204	97.3	59.30	66.20	52.40	59.3	56.1	Met Target
Hispanic	32	100.0	46.90	51.70	27.60	46.9	49.7	Met Target†
Black or African American	*	*	*	*	21.70	*	**	**
Asian, Native Hawaiian, or Pacific Islander	22	100.0	72.80	87.70	75.60	72.8	N	N
American Indian or Alaska Native	N	N	N	33.30	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	123	97.0	62.60	68.20	44.10	62.6		
Male	145	98.7	57.20	66.40	42.90	57.2		
Economically Disadvantaged Students	58	96.8	43.10	47.40	25.10	43.1	44.5	Met Target†
Non-Economically Disadvantaged Students	210	98.3	64.30	69.40	54.30	64.3		
Students with Disabilities	70	96.1	25.70	23.60	16.50	25.7	23.8	Met Target
Students without Disabilities	198	98.6	71.70	74.80	48.80	71.7		
English Learners	15	100.0	33.40	53.10	23.30	33.4	**	**
Non-English Learners	253	97.8	61.20	67.60	45.20	61.2		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	N	N	N	100.00	15.10	N		
Military-Connected Students	N	N	N	25.00	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

** ESSA accountability targets are only included if data is available for at least 20 students.

† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Grade: Grade 3

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	93	764	768	751	*	*	24%	53%	18%	71%	53%
White	66	764	767	759	*	*	26%	55%	15%	70%	63%
Hispanic	12	755	750	738	*	0%	*	*	*	67%	37%
Black or African American	*	*	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	10	785	791	779	0%	0%	*	*	*	90%	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	39	771	768	751	*	*	*	51%	*	74%	52%
Male	54	760	769	751	*	*	*	54%	*	69%	53%
Economically Disadvantaged Students	21	745	751	736	*	*	*	57%	*	62%	34%
Non-Economically Disadvantaged Students	72	770	770	761	*	*	*	51%	*	74%	65%
Students with Disabilities	19	739	*	729	*	*	*	*	0%	42%	29%
Students without Disabilities	74	771	*	755	*	*	*	*	23%	78%	57%
English Learners	*	*	*	724	*	*	*	*	*	*	21%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	*	*	*	724	*	*	*	*	*	*	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



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Mathematics Assessment - Performance by Grade: Grade 4

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	76	750	767	747	*	*	32%	38%	*	49%	47%
White	58	752	765	755	*	*	28%	41%	*	53%	59%
Hispanic	10	746	760	734	0%	*	*	*	*	30%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	25%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	38	750	765	747	*	*	29%	34%	*	47%	47%
Male	38	750	768	747	*	*	34%	42%	*	50%	48%
Economically Disadvantaged Students	13	736	744	732	*	*	*	*	*	31%	27%
Non-Economically Disadvantaged Students	63	752	768	757	*	*	*	*	*	52%	61%
Students with Disabilities	22	727	*	724	*	*	*	*	*	14%	22%
Students without Disabilities	54	759	*	751	*	*	*	*	*	63%	52%
English Learners	*	*	*	716	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



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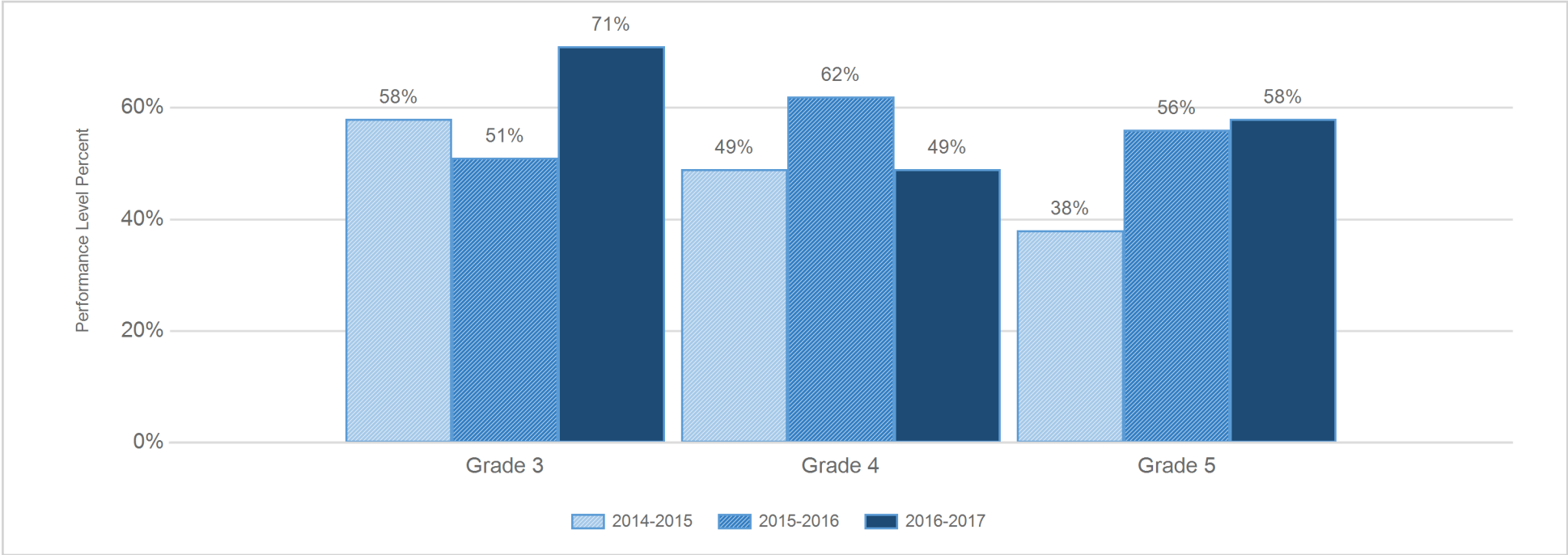
Mathematics Assessment - Performance by Grade: Grade 5

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	110	757	761	747	0%	14%	28%	46%	12%	58%	46%
White	85	757	760	754	0%	14%	27%	47%	12%	59%	57%
Hispanic	13	740	*	735	0%	*	*	*	0%	31%	30%
Black or African American	N	N	N	729	N	N	N	N	N	N	22%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	*	*	*	747	*	*	*	*	*	*	47%
Female	53	761	762	747	*	*	28%	49%	*	64%	47%
Male	57	753	761	746	*	*	28%	44%	*	53%	46%
Economically Disadvantaged Students	16	743	748	732	0%	*	69%	*	0%	25%	27%
Non-Economically Disadvantaged Students	94	759	763	756	0%	*	21%	*	14%	64%	59%
Students with Disabilities	23	730	731	725	*	*	*	*	0%	17%	19%
Students without Disabilities	87	764	767	751	*	*	*	*	15%	69%	52%
English Learners	N	N	N	717	N	N	N	N	N	N	12%
Non-English Learners	110	757	*	748	0%	14%	28%	46%	12%	58%	48%
Homeless Students	N	N	N	724	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%

Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.





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Alternate Assessments - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
3	*	*
4	*	*
5	*	*

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. The table also shows 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
1	*	*	*
2	*	*	*
3	*	*	*
4	*	*	*
5+	N	N	N



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This section shows performance on the NJASK science test which measures students' ability to recall information and to solve problems by applying science concepts. The assessment is given to students in grades 4 and 8 and has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

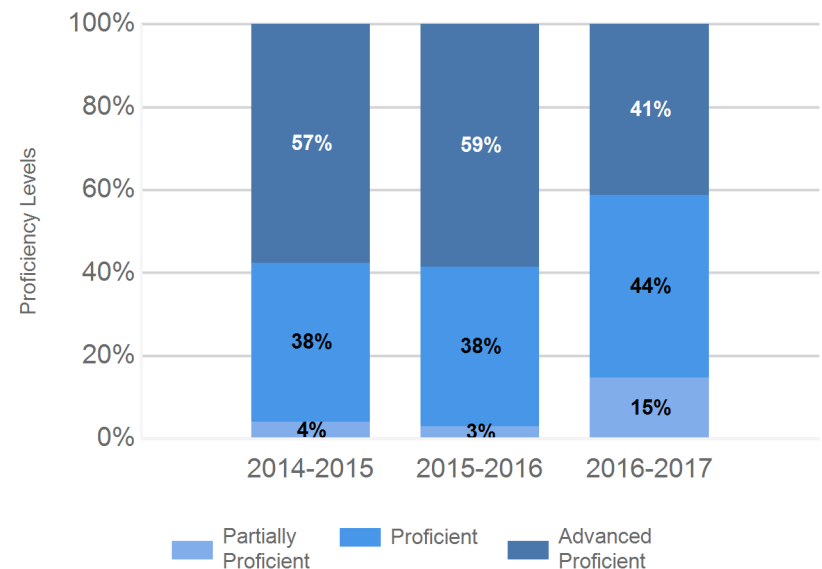
NJASK Science Assessment Performance: Grade 4

This table shows the percentage of students in each proficiency category for the NJASK science test for the school and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	41%	44%	15%
White	43%	45%	13%
Hispanic	*	30%	20%
Black or African American	N	N	*
Asian, Native Hawaiian, or Pacific Islander	N	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	N
Economically Disadvantaged Students	20%	50%	30%
Students with Disabilities	14%	64%	23%
English Learners	N	N	*

NJASK Science Assessment Performance Trends: Grade 4

This graph shows the percentage of students by proficiency category for the past three school years.





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This section of the performance report shows information on student growth which measures 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 the prior year.

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)** is the percentile in the middle of that list. Watch a short video that explains how **median Student Growth Percentile (mSGP)** is calculated here:
<http://www.state.nj.us/education/njsmart/performance/>

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts/Literacy (ELA) and Mathematics for the school and each student group with comparisons to the district and the state. This table also shows whether the school and each student group met the *ESSA* accountability target of 40 for the 2016-17 school year.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	59	57	50	Met Target	56	57	50	Met Target
White	56	56	50	Met Target	54	57	52	Met Target
Hispanic	50	58	49	**	63	53	47	**
Black or African American	*	*	45	**	*	*	43	**
Asian, Native Hawaiian, or Pacific Islander	70.5	*	60	**	41.5	*	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	56	51	**	*	54.5	52	**
Economically Disadvantaged	67	59	47	Exceeds Target	52	51	46	Met Target
Students with Disabilities	46	44	41	Met Target	45	49	43	Met Target
English Learners	*	73	53	**	*	54	51	**

** ESSA accountability targets are only included if data is available for at least 20 students.



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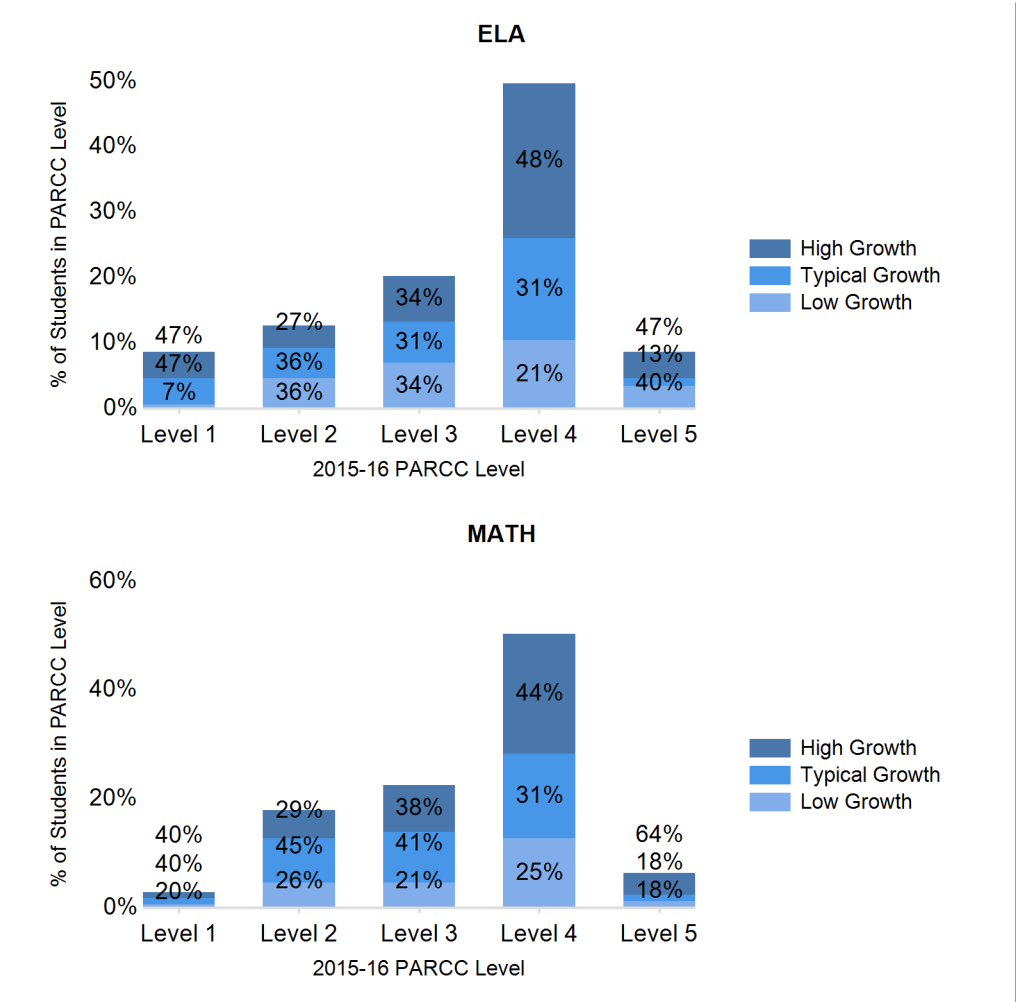
Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

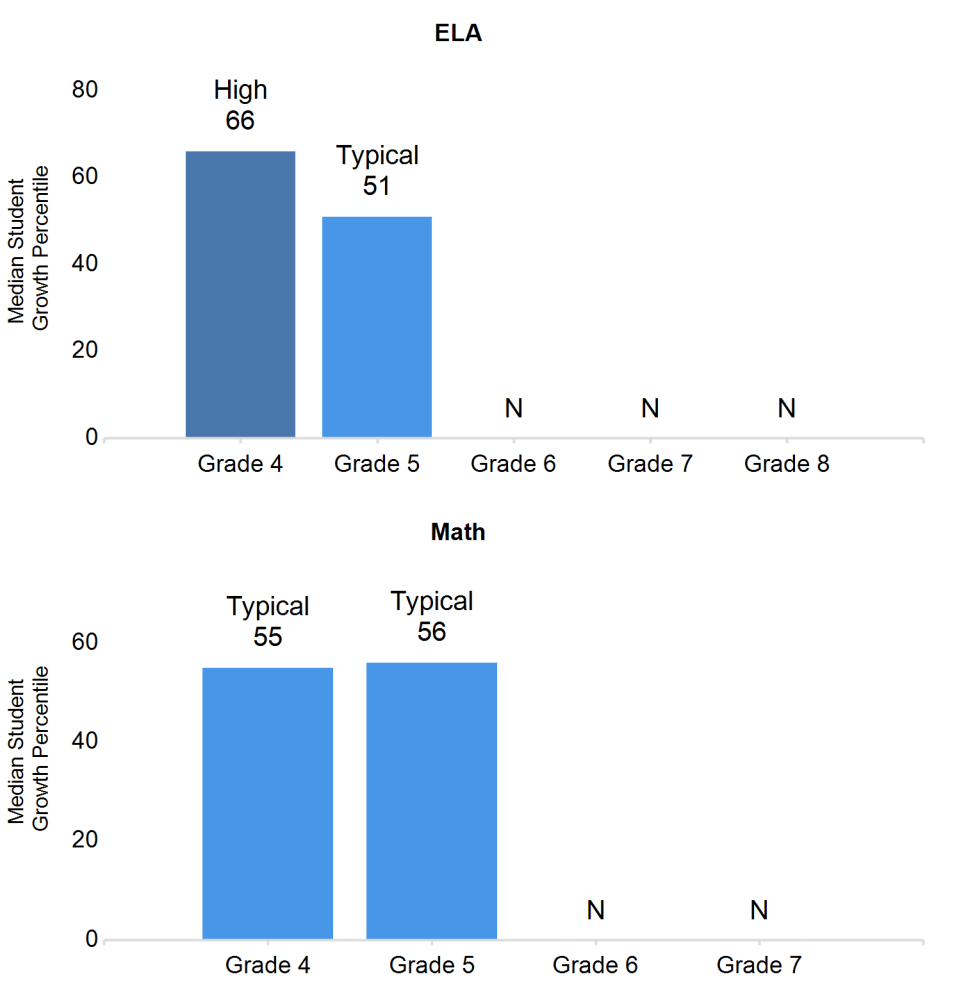
Student Growth by Performance Level

These graphs show the percentage of students by 2015-16 PARCC performance level that fall into each of the three levels of growth based on their 2016-17 test scores.



Student Growth by Grade

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





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This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected 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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

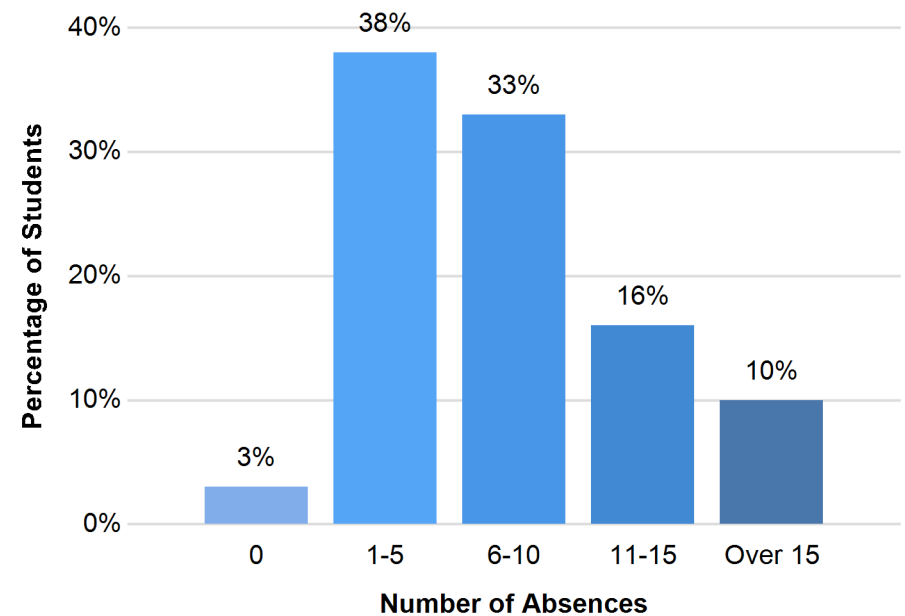
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	5.90	8.40	Met Target
White	6.20	8.40	Met Target
Hispanic	5.10	8.40	Met Target
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	0	8.40	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	7.20	8.40	Met Target
Students with Disabilities	8.90	8.40	Not Met
English Learners	0	8.40	Met Target

** *ESSA* accountability targets are only included if data is available for at least 20 students.

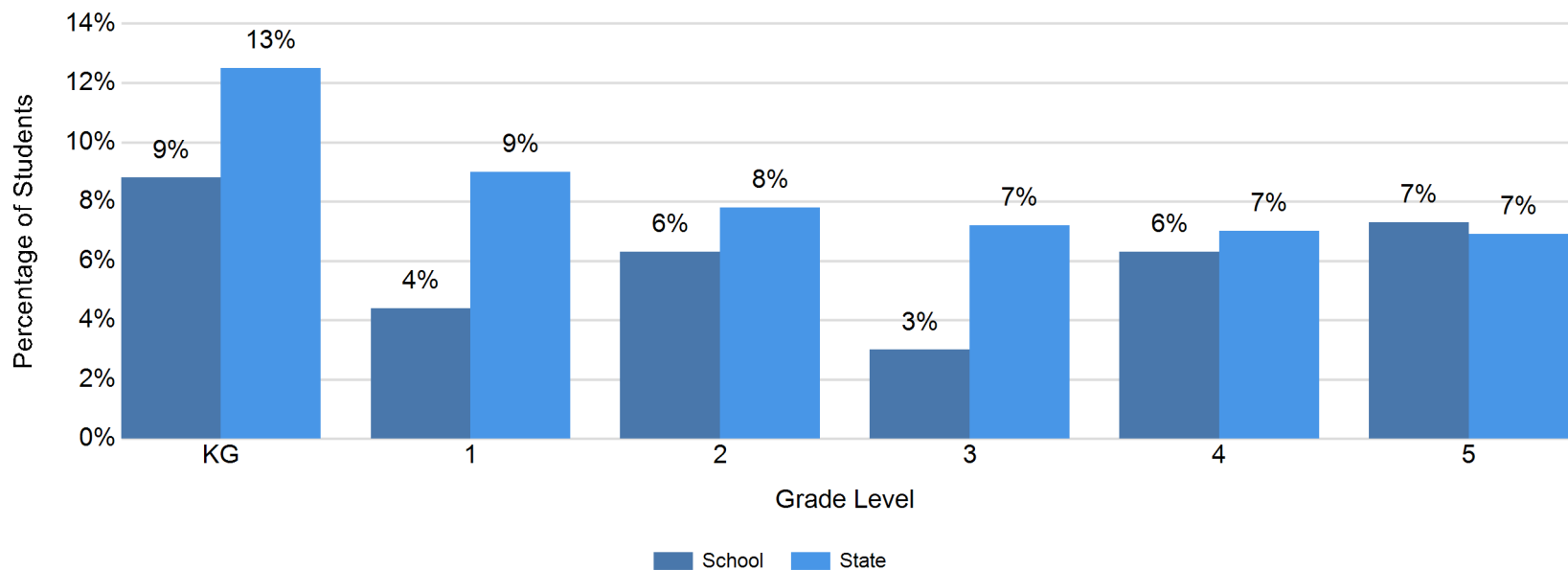
Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





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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.

Category	School
Typical Start Time	8:10AM
Typical End Time	2:30PM
Length of School Day	6 Hrs 20 Mins
Full Time - Instructional Time	5 Hrs. 45 Mins.
Shared Time - Instructional Time	*

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 provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	0
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	4
Total Unique Incidents	4
Incidents Per 100 Students Enrolled	0.72

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	0.9%
Out-of-School Suspensions	0.2%
Any Suspension	0.9%

Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0



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Technology Readiness

This table shows information that was collected through the optional NJTRAx survey to determine a school's technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school's LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1:1	197.7 kbps	100 kbps	Yes	Fiber	Fiber	Yes

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).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$337	\$13,235	\$13,572



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This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

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

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

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	49	120,724
Average years experience in public schools	12.2	11.8
Average years experience in district	12.0	10.5
Teachers in district for 4 or more years	82%	74%

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	28	9,506
Average years experience in public schools	14.0	15.9
Average years experience in district	12.9	11.6
Administrators in district for 4 or more years	93%	74%

Student to Staff Ratios

This table shows the number of students per staff member 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.

Staff Type	School Students: Staff	District Students: Staff
Teachers	11:1	12:1
Administrators	279:1	181:1
Librarian/Media Specialists		843:1
Nurses		562:1
Counselors		723:1
Child Study Team		316:1



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Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	89%	89%
2015-16 Administrators: Same district 2016-17	96%	88%

Faculty Attendance

This table shows the percentage of days that school 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
2016-17	97%



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Accountability Indicator Scores and Summative Rating

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. This table shows the indicator scores for each indicator included in the accountability system and the weights 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 rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey’s accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	62.0	17.5%
Mathematics Proficiency	66.7	17.5%
English Language Arts Growth	81.4	25.0%
Mathematics Growth	64.3	25.0%
Chronic Absenteeism	71.7	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		69.7
Summative Rating: Percentile rank of Summative Score		79.5
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Indicator weights for this school were adjusted due to data availability.



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Accountability Summary by Student Group

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. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group's performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these [accountability resources](#).

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	69.7	11.9	No	Met Target	Met Target	Met Target	Met Target	Met Target	No
White	55.2	11.9	No	Met Target	Met Target	Met Target	Met Target	Met Target	No
Hispanic	**	**	No	Met Target	Met Target†	Met Target	**	**	No
Black or African American	**	**	No	**	**	**	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	N	N	Met Target	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	82.0	11.9	No	Met Target	Met Target†	Met Target	Exceeds Target	Met Target	No
Students with Disabilities	62.4	11.9	No	Met Target†	Met Target	Not Met	Met Target	Met Target	No
English Learners	**	**	No	**	**	Met Target	**	**	No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Target was met within a confidence interval.



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School General Info

Principal:	Mrs. Marsala	Email Address:	kmarsala@mersnj.us
Address:	77 GORDONS CORNER ROAD MANALAPAN, NJ 07726-1599	Website:	www.mers.k12.nj.us
Phone:	(732)786-2760		

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; teachers utilize shared devices to individualize instruction. • Student clubs include Young Scientists, Taylor Made News, and TM TV Studio. • A 1:1 Chromebook initiative was implemented this year in every 5th grade classroom.
 Mission, Vision, Theme:	We are committed to the mission of the district "To provide an outstanding education that challenges all learners in a safe, secure environment." With strong support from all stakeholders, our faculty provides a dynamic educational experience for all. We take pride in the commitment, enthusiasm, and dedication of our staff who work collaboratively to increase student achievement and foster a positive climate. Our staff appreciates, respects, and celebrates individual differences and accomplishments.
 Awards, Recognition, Accomplishments:	Taylor Mills School is the proud recipient of the Best Practice Award in 2004.



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 Courses, Curriculum, Instruction:	In order to personalize learning needs, a variety of methods are consistently implemented. Teachers differentiate instruction and make curriculum modifications and adaptations to provide an integrated approach to learning. Students are routinely engaged in activities that encourage critical thinking, problem solving, and effective communication. In addition, a significant increase in interactive technology this year, has helped us to teach and reach students of this “Digital Age” more effectively.
 Clubs and Activities:	Our newspaper is a student publication featuring reporters in grades 3 through 5. Band, chorus, and orchestra programs encourage our budding musicians to participate in the arts. The Young Scientists program extends scientific studies through hands-on experiments and activities. Our TM TV Studio offers our children the opportunity to work with broadcasting equipment and hone their presentation skills. Our student government welcomes students in grades 1-5 service learning opportunities.
 Before and After School Programs:	Taylor Mills School offers beyond the school day reading, writing, and math intervention opportunities. Additionally, Project Achievement provides close reading analysis and writing opportunities to advance student progress in all curricular areas. After school groups include the use of technology to increase student achievement via programs such as ST Math, Reflex Math, and Study Island.



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 Staff and Professional Learning:	Through our Professional Learning Communities, our teachers work together to pool their collective resources to meet the challenges of the State Standards while recognizing the unique needs of each learner. These collaborative teams work diligently to identify student needs using a variety of formal and informal data, research best practices to meet those needs, implement SMART goals, and carefully monitor student growth toward those goals.
 Student Supports and Services:	Taylor Mills School embraces the 3 Tier RTI & Problem Solving Team Model to support the academic progress of all students. Within each tier, student supports are designed to personalize instruction to meet each students' educational needs in the academic and social/emotional realms. As a magnet school for district ELL learners, our school operates under the SIOP model of instruction.
 Parent and Community Involvement:	We encourage parental participation in the Library/Media Center and within individual classrooms. Our active PTA sponsors excellent assembly programs and numerous events for the children and their families, bringing our school community even closer together. Our new Parent Workshop Series helps parents foster greater success at home. Welcoming our police officers, firefighters, Community Alliance, and library system into our schools regularly further connects our school to our community.



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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.

A blue icon of a school building with a flag on top. Facilities:	Built in 1967, Taylor Mills School has evolved into a 21st century school with two state of the art computer labs, a budding MakerSpace within the library, a 1:1 Chromebook initiative in 5th grade, and a newly air-conditioned physical education environment.
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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.



Other Information:

At Taylor Mills School, we are committed to challenging our students academically. Our students participate in Continental Math League, the National Spelling Bee, and the National Geography Bee. In addition to contest opportunities, each of our grade levels has a special unit devoted to in-depth study of a particular subject and culminating in a memorable event. Such events include Physics Day, Immigration Day, 100th Day, and Jump Rope-A-Thon. We take pride in events that allow our students to share their knowledge with their peers and extend their education through meaningful research. Another source of continual pride for our school is our strong character education program designed to help our students develop an understanding of how to work cooperatively with one another and handle conflicts appropriately. An integral part of this program is our “Caught Filling a Bucket” reward system. Based on the book, Have You Filled a Bucket Today?, good student behavior and simple acts of kindness are recognized and rewarded every day, encouraging a sense of community within the school. Our Student of the Month program recognizes children’s efforts to consistently demonstrate positive character traits. This message is positively reinforced in our lunchroom and throughout each classroom in our building. During this school year, we continued our character education initiatives to the entire building with our Positive Partners program, matching our younger students with mentors from our upper grades. As it has been in the past, one of our comprehensive goals is to build self-confidence and self-assurance in the children. Through all of our character programs and the daily curricular work in each class, we strive to teach all students to believe in themselves and to learn that all goals are attainable through hard work, effort, dedication, and positive thinking. Backed by a network of caring parents, educators, and community members, our goals are well within our reach.



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The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school’s test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

Navigating through the reports:

- Download this report to a PDF by clicking the  icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

Other Resources:

- Review the [Parent Summary Report](#) or the [district-level report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- [Download the data](#) used in these reports.

- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.nj.gov



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Footnotes

- 1. An "*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display.
- 2. ** ESSA accountability targets are only included if data is available for at least 20 students.

Note: Additional footnotes may exist within the reports specific to certain data tables. In those instances, the footnotes will be displayed below the applicable table.



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Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
1	121	135	108
2	143	112	157
3	152	145	107
4	138	154	152
5	136	137	164
Ungraded	0	0	0
Total	690	683	688

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	2014-15	2015-16	2016-17
Female	46%	48%	49%
Male	54%	52%	51%
Economically Disadvantaged Students	7%	6%	4%
Students with Disabilities	12%	8%	10%
English Learners	0%	1%	0%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students
White	72.2%
Asian	17.0%
Hispanic	5.8%
Black or African American	1.0%
Native Hawaiian or Pacific Islander	0.1%
American Indian or Alaska Native	0.0%
Two or More Races	3.8%

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. All other students are included in Other Languages.

Home Language	% of Students
English	88.8%
Russian	2.2%
Telugu	1.6%
Chinese	1.3%
Other	5.7%



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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 for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course 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 accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section 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	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	418	97.8	71.50	73.60	54.90	71.5	70.8	Met Target
White	298	97.2	66.70	72.60	63.90	66.7	67.5	Met Target†
Hispanic	19	95.7	73.70	66.60	39.80	73.7	N	N
Black or African American	*	*	*	*	35.20	*	**	**
Asian, Native Hawaiian, or Pacific Islander	86	100.0	86.00	88.90	80.70	86	80	Met Goal
American Indian or Alaska Native	*	*	*	66.60	53.70	N	**	**
Two or More Races	13	100.0	76.90	70.50	54.90	76.9	**	**
Female	191	97.7	77.50	81.00	62.20	77.5		
Male	227	98.0	66.60	67.00	48.10	66.6		
Economically Disadvantaged Students	19	100.0	36.90	52.80	36.20	36.9	N	N
Non-Economically Disadvantaged Students	399	97.7	73.20	75.90	65.80	73.2		
Students with Disabilities	46	100.0	19.60	25.30	20.50	19.6	24.4	Met Target†
Students without Disabilities	372	97.5	77.90	82.00	61.90	77.9		
English Learners	15	100.0	73.30	53.00	25.20	73.3	**	**
Non-English Learners	403	97.8	71.40	74.20	57.40	71.4		
Homeless Students	N	N	N	*	26.40	N		
Students In Foster Care	N	N	N	100.00	24.80	N		
Military-Connected Students	N	N	N	75.00	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

** ESSA accountability targets are only included if data is available for at least 20 students

† Target was met within a confidence interval.



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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	117	770	762	749	*	*	20%	53%	17%	70%	50%
White	72	763	759	759	*	*	22%	54%	*	65%	61%
Hispanic	*	*	*	734	*	*	*	*	*	*	35%
Black or African American	*	*	*	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	32	790	785	775	0%	*	*	53%	31%	84%	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	51	771	766	754	*	*	20%	63%	*	75%	55%
Male	66	769	758	745	*	*	20%	46%	*	67%	46%
Economically Disadvantaged Students	*	*	*	731	*	*	*	*	*	*	31%
Non-Economically Disadvantaged Students	*	*	*	762	*	*	*	*	*	*	63%
Students with Disabilities	10	697	*	720	*	*	0%	*	0%	10%	24%
Students without Disabilities	107	777	*	755	*	*	22%	*	19%	76%	55%
English Learners	*	*	*	709	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	752	*	*	*	*	*	*	53%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	157	773	772	753	*	*	23%	43%	30%	73%	56%
White	112	767	768	762	*	*	28%	46%	21%	68%	67%
Hispanic	*	*	*	740	*	*	*	*	*	*	40%
Black or African American	*	*	*	737	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	31	796	794	777	0%	0%	*	*	58%	87%	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	*	*	*	755	*	*	*	*	*	*	56%
Female	74	780	776	758	*	*	22%	42%	37%	78%	61%
Male	83	768	768	749	*	*	24%	45%	24%	69%	51%
Economically Disadvantaged Students	*	*	*	737	*	*	*	*	*	*	36%
Non-Economically Disadvantaged Students	*	*	*	764	*	*	*	*	*	*	69%
Students with Disabilities	18	742	*	725	*	*	*	*	*	33%	25%
Students without Disabilities	139	777	*	759	*	*	*	*	*	78%	62%
English Learners	*	*	*	711	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	755	*	*	*	*	*	*	58%
Homeless Students	N	N	N	729	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



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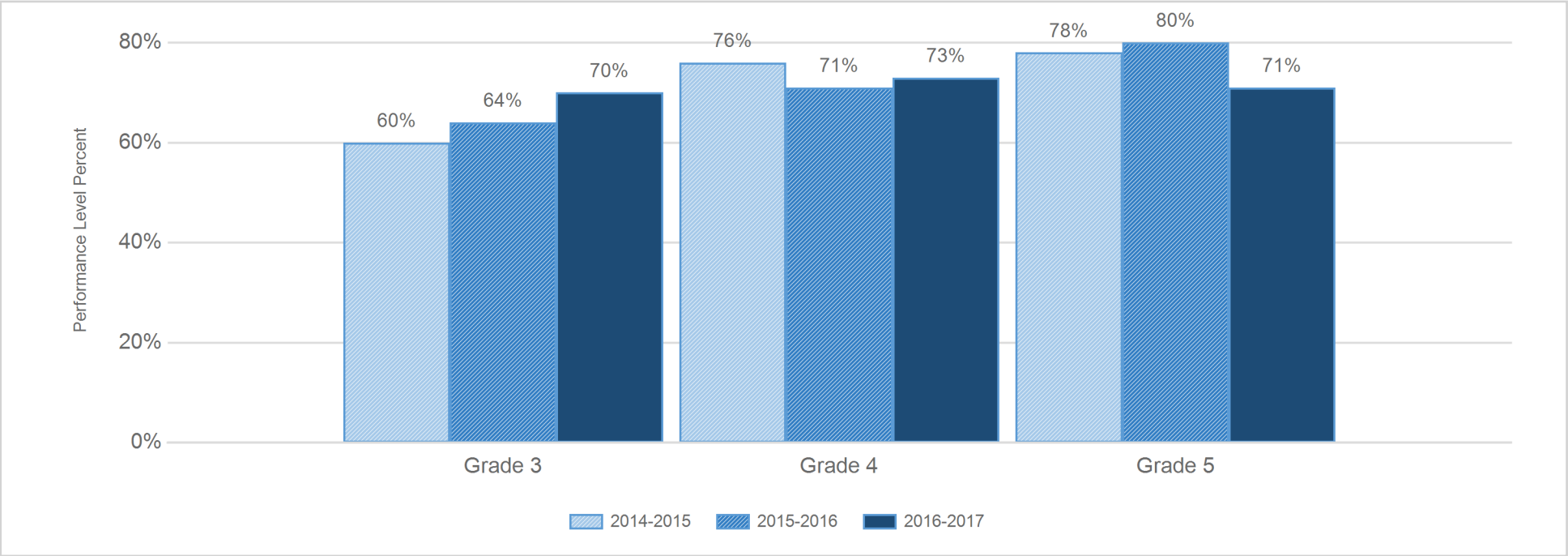
English Language Arts/Literacy Assessment - Performance by Grade: Grade 5

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	171	766	769	756	*	*	21%	56%	15%	71%	59%
White	127	764	769	763	*	*	22%	55%	13%	69%	69%
Hispanic	10	759	*	743	0%	*	*	*	0%	70%	44%
Black or African American	N	N	N	740	N	N	N	N	N	N	39%
Asian, Native Hawaiian, or Pacific Islander	27	780	782	779	0%	0%	*	56%	*	85%	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	*	*	*	757	*	*	*	*	*	*	60%
Female	83	770	775	761	*	*	18%	59%	18%	77%	66%
Male	88	761	763	750	*	*	23%	53%	11%	65%	53%
Economically Disadvantaged Students	11	738	755	740	*	*	*	*	0%	36%	40%
Non-Economically Disadvantaged Students	160	768	770	765	*	*	*	*	16%	73%	71%
Students with Disabilities	20	726	732	725	*	*	*	*	0%	20%	22%
Students without Disabilities	151	771	775	762	*	*	*	*	17%	78%	66%
English Learners	N	N	N	710	N	N	N	N	N	N	12%
Non-English Learners	171	766	*	757	*	*	21%	56%	15%	71%	60%
Homeless Students	N	N	N	733	N	N	N	N	N	N	30%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%

English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations 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 for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course 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 accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section 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	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	418	97.8	74.20	67.30	43.50	74.2	73.3	Met Target
White	298	97.2	70.50	66.20	52.40	70.5	69	Met Target
Hispanic	19	95.7	57.90	51.70	27.60	57.9	N	N
Black or African American	*	*	*	*	21.70	*	**	**
Asian, Native Hawaiian, or Pacific Islander	86	100.0	91.90	87.70	75.60	91.9	80	Met Goal
American Indian or Alaska Native	*	*	*	33.30	42.50	N	**	**
Two or More Races	13	100.0	61.60	72.10	44.90	61.6	**	**
Female	191	97.7	75.90	68.20	44.10	75.9		
Male	227	98.0	72.70	66.40	42.90	72.7		
Economically Disadvantaged Students	19	100.0	36.90	47.40	25.10	36.9	N	N
Non-Economically Disadvantaged Students	399	97.7	75.90	69.40	54.30	75.9		
Students with Disabilities	46	100.0	26.10	23.60	16.50	26.1	34.6	Met Target†
Students without Disabilities	372	97.5	80.10	74.80	48.80	80.1		
English Learners	15	100.0	66.60	53.10	23.30	66.6	**	**
Non-English Learners	403	97.8	74.50	67.60	45.20	74.5		
Homeless Students	N	N	N	*	16.40	N		
Students In Foster Care	N	N	N	100.00	15.10	N		
Military-Connected Students	N	N	N	25.00	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

** ESSA accountability targets are only included if data is available for at least 20 students.

† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Grade: Grade 3

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	117	775	768	751	*	*	10%	46%	37%	83%	53%
White	72	770	767	759	*	*	*	50%	29%	79%	63%
Hispanic	*	*	*	738	*	*	*	*	*	*	37%
Black or African American	*	*	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	32	796	791	779	0%	0%	0%	38%	63%	100%	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	51	772	768	751	*	*	*	55%	31%	86%	52%
Male	66	777	769	751	*	*	*	39%	41%	80%	53%
Economically Disadvantaged Students	*	*	*	736	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	65%
Students with Disabilities	10	706	*	729	*	*	*	*	0%	10%	29%
Students without Disabilities	107	782	*	755	*	*	*	*	40%	90%	57%
English Learners	*	*	*	724	*	*	*	*	*	*	21%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	N	N	N	724	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



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Mathematics Assessment - Performance by Grade: Grade 4

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	157	768	767	747	*	*	22%	55%	17%	73%	47%
White	112	762	765	755	*	*	25%	61%	9%	70%	59%
Hispanic	*	*	*	734	*	*	*	*	*	*	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	25%
Asian, Native Hawaiian, or Pacific Islander	31	789	788	774	*	*	*	39%	45%	84%	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	74	767	765	747	*	*	20%	58%	14%	72%	47%
Male	83	769	768	747	*	*	24%	53%	21%	74%	48%
Economically Disadvantaged Students	*	*	*	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	*	757	*	*	*	*	*	*	61%
Students with Disabilities	18	746	*	724	*	*	*	*	*	44%	22%
Students without Disabilities	139	771	*	751	*	*	*	*	*	76%	52%
English Learners	*	*	*	716	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



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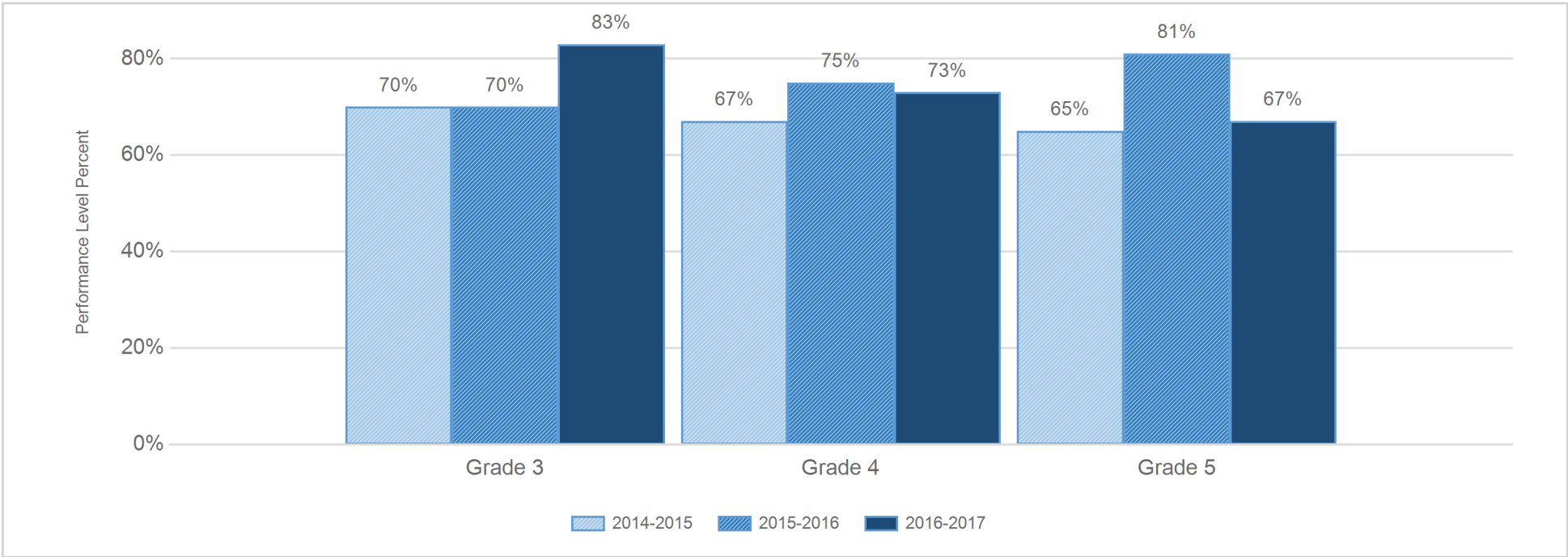
Mathematics Assessment - Performance by Grade: Grade 5

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	171	761	761	747	*	*	21%	50%	18%	67%	46%
White	127	760	760	754	*	*	22%	51%	14%	65%	57%
Hispanic	10	755	*	735	0%	*	*	*	*	60%	30%
Black or African American	N	N	N	729	N	N	N	N	N	N	22%
Asian, Native Hawaiian, or Pacific Islander	27	778	781	774	0%	*	*	48%	41%	89%	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	*	*	*	747	*	*	*	*	*	*	47%
Female	83	760	762	747	*	*	17%	55%	15%	70%	47%
Male	88	762	761	746	*	*	24%	44%	21%	65%	46%
Economically Disadvantaged Students	11	736	748	732	*	*	*	*	0%	46%	27%
Non-Economically Disadvantaged Students	160	763	763	756	*	*	*	*	19%	69%	59%
Students with Disabilities	20	725	731	725	*	*	*	*	0%	25%	19%
Students without Disabilities	151	766	767	751	*	*	*	*	20%	73%	52%
English Learners	N	N	N	717	N	N	N	N	N	N	12%
Non-English Learners	171	761	*	748	*	*	21%	50%	18%	67%	48%
Homeless Students	N	N	N	724	N	N	N	N	N	N	18%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%

Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.





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Alternate Assessments - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
3	*	*
4	*	*
5	*	*

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. The table also shows 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
1	*	*	*
2	N	N	N
3	N	N	N
4	N	N	N
5+	N	N	N



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This section shows performance on the NJASK science test which measures students' ability to recall information and to solve problems by applying science concepts. The assessment is given to students in grades 4 and 8 and has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

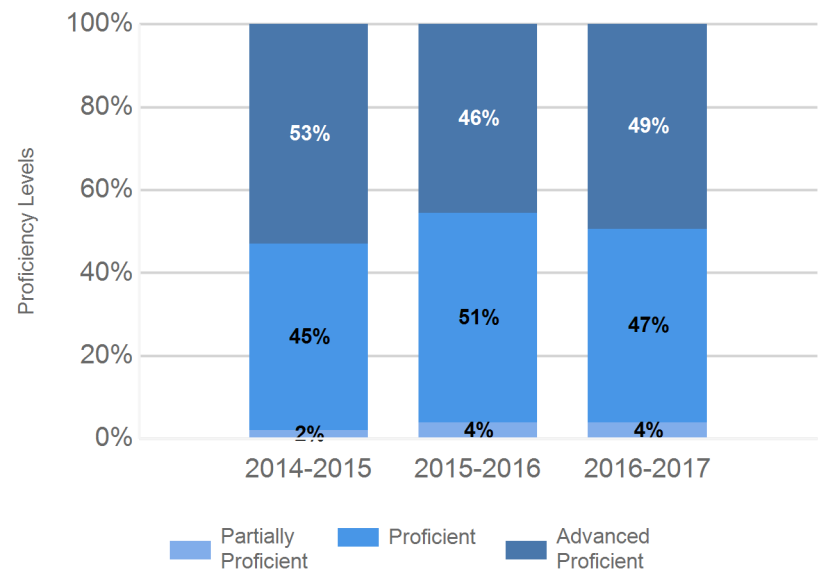
NJASK Science Assessment Performance: Grade 4

This table shows the percentage of students in each proficiency category for the NJASK science test for the school and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	49%	47%	4%
White	45%	50%	4%
Hispanic	*	*	N
Black or African American	*	*	N
Asian, Native Hawaiian, or Pacific Islander	64%	32%	4%
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	N
Economically Disadvantaged Students	*	*	*
Students with Disabilities	44%	50%	6%
English Learners	N	N	N

NJASK Science Assessment Performance Trends: Grade 4

This graph shows the percentage of students by proficiency category for the past three school years.





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This section of the performance report shows information on student growth which measures 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 the prior year.

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)** is the percentile in the middle of that list. Watch a short video that explains how **median Student Growth Percentile (mSGP)** is calculated here:
<http://www.state.nj.us/education/njsmart/performance/>

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts/Literacy (ELA) and Mathematics for the school and each student group with comparisons to the district and the state. This table also shows whether the school and each student group met the *ESSA* accountability target of 40 for the 2016-17 school year.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	51.5	57	50	Met Target	53.5	57	50	Met Target
White	49.5	56	50	Met Target	52	57	52	Met Target
Hispanic	46.5	58	49	**	48.5	53	47	**
Black or African American	*	*	45	**	*	*	43	**
Asian, Native Hawaiian, or Pacific Islander	57	*	60	Met Target	68	*	59	Exceeds Target
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	56	51	**	*	54.5	52	**
Economically Disadvantaged	*	59	47	**	*	51	46	**
Students with Disabilities	48	44	41	Met Target	49	49	43	Met Target
English Learners	*	73	53	**	*	54	51	**

** ESSA accountability targets are only included if data is available for at least 20 students.



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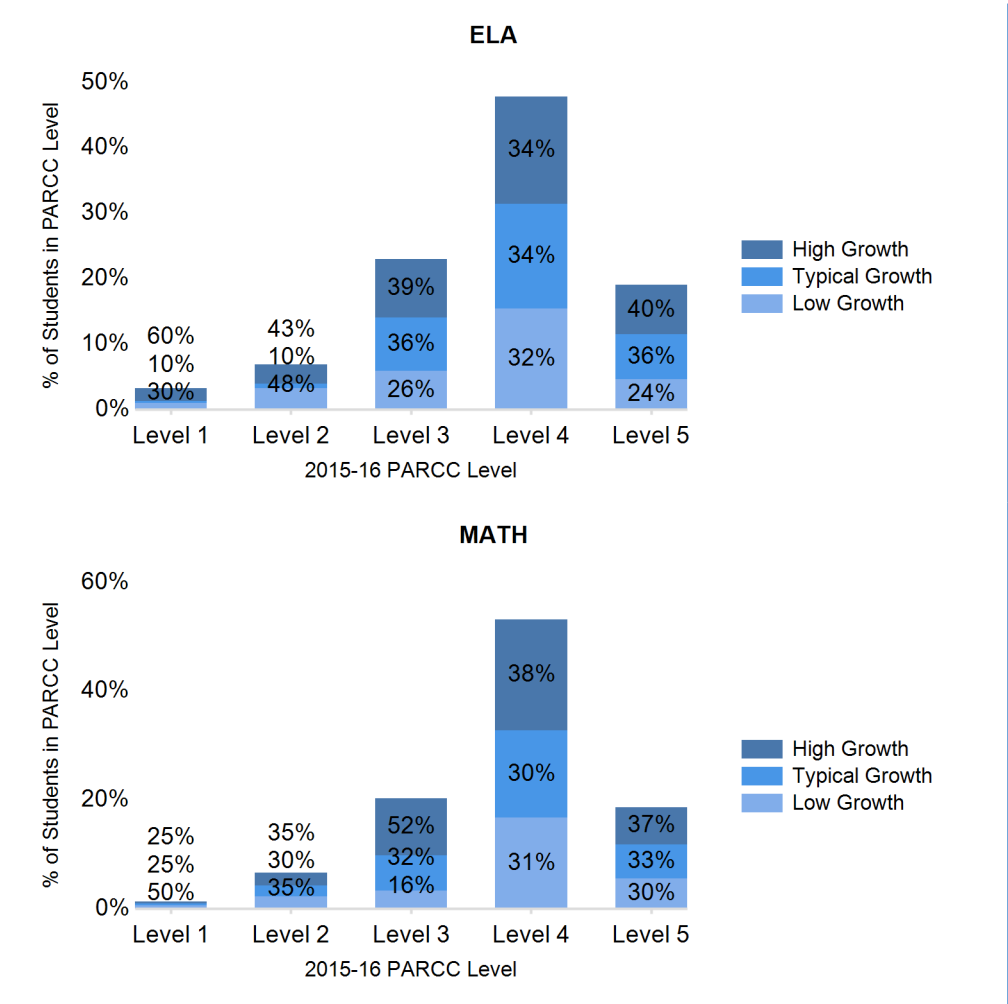
Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

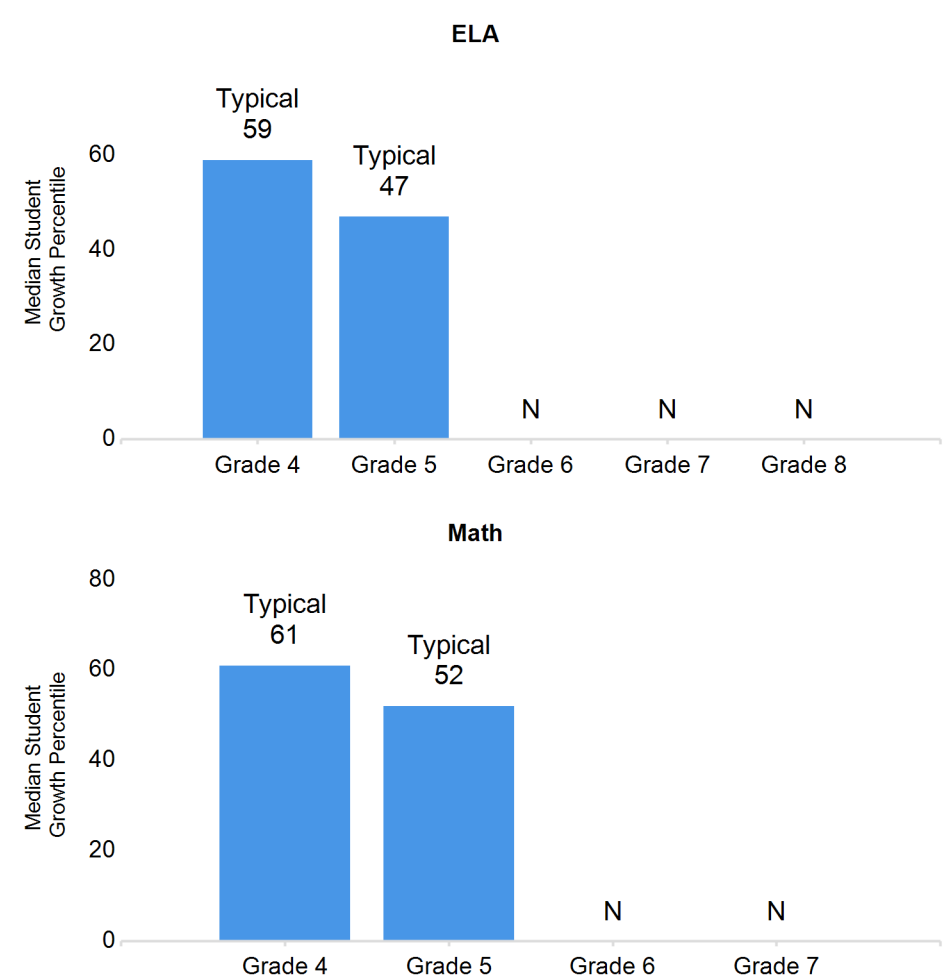
Student Growth by Performance Level

These graphs show the percentage of students by 2015-16 PARCC performance level that fall into each of the three levels of growth based on their 2016-17 test scores.



Student Growth by Grade

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





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This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected 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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

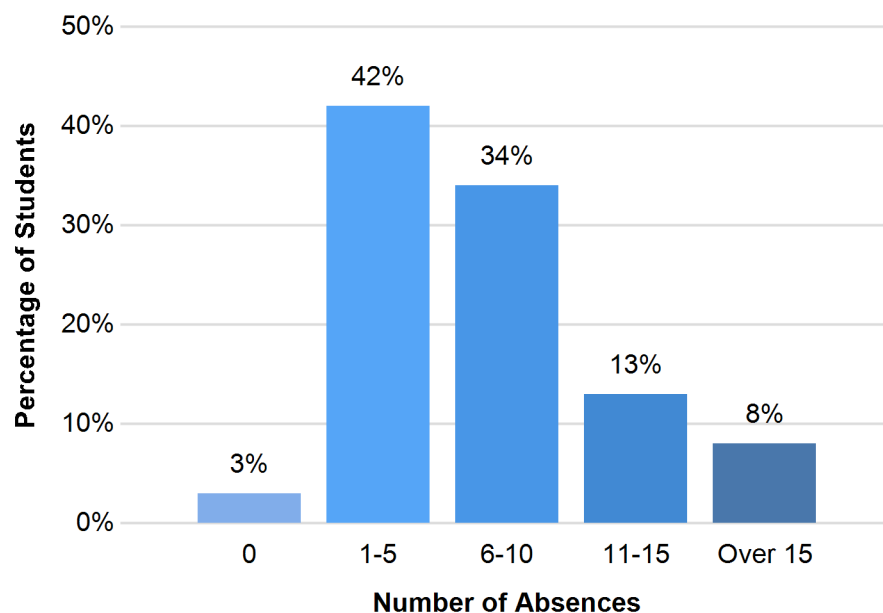
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	5.10	7.60	Met Target
White	4.60	7.60	Met Target
Hispanic	5.00	7.60	Met Target
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	4.20	7.60	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	11.50	7.60	Not Met
Economically Disadvantaged Students	18.50	7.60	Not Met
Students with Disabilities	7.00	7.60	Met Target
English Learners	N	**	**

** ESSA accountability targets are only included if data is available for at least 20 students.

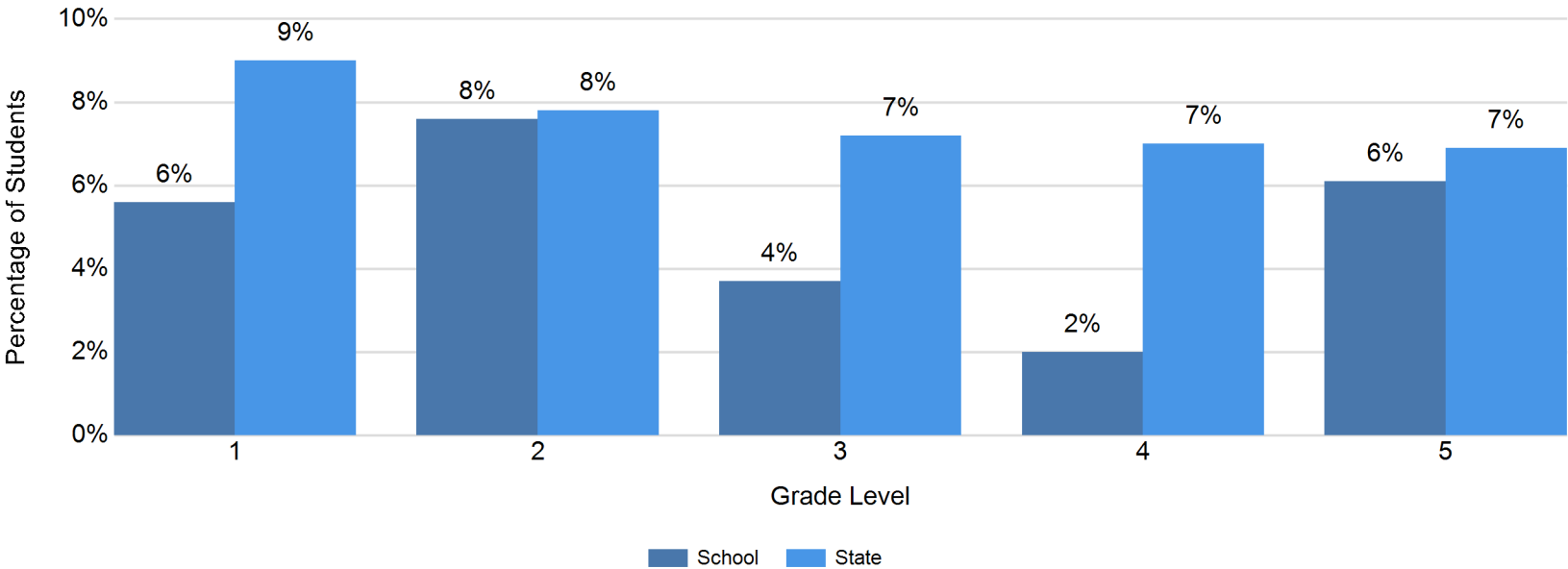
Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





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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.

Category	School
Typical Start Time	8:10AM
Typical End Time	1:30PM
Length of School Day	5 Hrs 20 Mins
Full Time - Instructional Time	5 Hrs. 45 Mins.
Shared Time - Instructional Time	*

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 provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	0
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	4
Total Unique Incidents	4
Incidents Per 100 Students Enrolled	0.58

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	0.3%
Out-of-School Suspensions	0.1%
Any Suspension	0.4%

Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0



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Technology Readiness

This table shows information that was collected through the optional NJTRAx survey to determine a school’s technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school’s LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.2:1	197.7 kbps	100 kbps	Yes	Fiber	Fiber	Yes

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).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$337	\$13,235	\$13,572



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This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

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

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

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	48	120,724
Average years experience in public schools	10.5	11.8
Average years experience in district	10.4	10.5
Teachers in district for 4 or more years	77%	74%

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	28	9,506
Average years experience in public schools	14.0	15.9
Average years experience in district	12.9	11.6
Administrators in district for 4 or more years	93%	74%

Student to Staff Ratios

This table shows the number of students per staff member 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.

Staff Type	School Students: Staff	District Students: Staff
Teachers	14:1	12:1
Administrators	344:1	181:1
Librarian/Media Specialists		843:1
Nurses		562:1
Counselors		723:1
Child Study Team		316:1



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Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	89%	89%
2015-16 Administrators: Same district 2016-17	96%	88%

Faculty Attendance

This table shows the percentage of days that school 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
2016-17	97%



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Accountability Indicator Scores and Summative Rating

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. This table shows the indicator scores for each indicator included in the accountability system and the weights 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 rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey’s accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	68.9	17.5%
Mathematics Proficiency	86.5	17.5%
English Language Arts Growth	51.8	25.0%
Mathematics Growth	62.8	25.0%
Chronic Absenteeism	54.7	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		64.0
Summative Rating: Percentile rank of Summative Score		72.1
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Indicator weights for this school were adjusted due to data availability.



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Accountability Summary by Student Group

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. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group's performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these [accountability resources](#).

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	64.0	11.9	No	Met Target	Met Target	Met Target	Met Target	Met Target	No
White	57.4	11.9	No	Met Target†	Met Target	Met Target	Met Target	Met Target	No
Hispanic	**	**	No	N	N	Met Target	**	**	No
Black or African American	**	**	No	**	**	**	**	**	No
Asian, Native Hawaiian, or Pacific Islander	59.6	11.9	No	Met Goal	Met Goal	Met Target	Met Target	Exceeds Target	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	Not Met	**	**	No
Economically Disadvantaged Students	**	**	No	N	N	Not Met	**	**	No
Students with Disabilities	67.3	11.9	No	Met Target†	Met Target†	Met Target	Met Target	Met Target	No
English Learners	**	**	No	**	**	**	**	**	No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Target was met within a confidence interval.



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School General Info

Principal:	Ms. Wilpon	Email Address:	beverlywilpon@mersnj.us
Address:	118 MILLHURST ROAD MANALAPAN, NJ 07726	Website:	http://www.mers.k12.nj.us/education/school/school.php?sectiondetailid=174&
Phone:	(732)786-2610		

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:	• Curriculum includes Balanced Literacy, Envision Math and Next Generation Science Standards. • Technology is part of each school day with all fifth grade students utilizing 1:1 personal Chromebooks. • There are multiple clubs and afterschool activities in music, visual arts and all curricular areas.
Mission, Vision, Theme:	Wemrock Brook is preparing students to be life-long learners who will be successful in the global community. Students engage in a rigorous curriculum that focuses on critical thinking and hands-on learning. Teachers utilize technology to support and compliment learning across all disciplines and curriculums. Through continuous staff development, teachers acquire essential knowledge and skills to implement a program that meets students' specific needs, developmental levels, and learning styles.



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 Courses, Curriculum, Instruction:	Our curriculum is aligned with NJ Student Learning Standards. While using a balanced literacy approach, our students acquire writing skills through a workshop model, and a wide variety of texts are used to teach the components of reading. Envision mathematics is used to guide our mathematics curriculum. In addition, WB uses multiple web-based programs to support all learners of mathematics. The Next Generation Science Standards are taught through thematic units.
 Clubs and Activities:	We are excited to offer the following after school clubs: Art Club, Young Scientists, Choir, Wildcat Chat (newspaper), Orchestra, and Band. Students participate in Spelling and Geography Bees, Continental Math, and Student Council. We also have an intergenerational lunch where senior members of our community visit with our students to share their wealth of knowledge. Our current guest teaches chess to our students.
 Before and After School Programs:	Wemrock Brook offers interventions before and after school in both mathematics and reading instruction. We also offer a homework club for those students who need support in completing their homework assignments.



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 Staff and Professional Learning:	Staff members utilize the Rigor/Relevance Framework, a tool that helps professionals to examine curriculum, instruction, and assessment along the two dimensions of higher standards and student achievement. It is being used to develop both instruction and assessment.
 Postsecondary Information:	Wemrock Brook is part of a Pre-K through 8 District. After eighth grade graduation, our students attend the Freehold Regional High School District.
 Student Supports and Services:	Wemrock Brook offers intervention during the school day in both mathematics and reading instruction through our Response to Intervention (RtI) program. For those students who need additional support, we offer a continuum of services through our special education programs. Our school counselor offers multiple support groups, including Super Flex, teaching flexible thinking strategies.
 Student Health and Wellness:	Our students participate in Physical Education classes twice a week, daily outdoor recess (weather permitting) and health classes.
 Parent and Community Involvement:	We are proud of our active PTA with its widespread membership. Parent volunteers are integral in many big events, such as the Walk-a-Thon, Halloween Spooktacular, and the Valentine's Day Bingo. Parent volunteers are invited into classrooms, the media center and to help in our school-wide programs, such as Field Day.



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A blue icon of a school building with a flag on top. Facilities:	Wemrock Brook was built in 2001, and was originally slated as a middle school building. In 2009, the building housed first through fifth grade students. Since that time, the two story, fully air-conditioned building has transformed to reflect the needs of the elementary student.
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