



Manalapan-Englishtown Middle School
2016-2017


Grade Span 07-08

25-2920-060
MONMOUTH
MANALAPAN-ENGLISHTOWN REG
155 MILLHURST ROAD
MANALAPAN, NJ 07726-4006

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.state.nj.us



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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%
<i>Two or More Races</i>	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%
<i>Other</i>	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	*	*	*	66.60	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	*	100.00	26.40	*		
Students In Foster Care	*	*	*	100.00	24.80	*		
Military-Connected Students	*	*	*	75.00	53.50	*		
Migrant Students	N	N	*	0.00	23.00	*		

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



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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	774	774	756	4%	4%	12%	40%	39%	79%	59%
White	403	771	771	763	5%	5%	13%	41%	36%	78%	69%
Hispanic	49	770	770	741	*	*	20%	45%	31%	76%	44%
Black or African American	*	*	*	737	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	62	798	798	783	*	*	*	24%	71%	95%	85%
American Indian or Alaska Native	*	*	*	755	*	*	*	*	*	*	59%
Two or More Races	11	776	776	756	0%	*	*	*	*	73%	59%
Female	245	784	784	764	*	*	9%	37%	51%	88%	68%
Male	290	766	766	748	*	*	16%	43%	29%	72%	51%
Economically Disadvantaged Students	46	754	754	738	*	*	26%	41%	*	59%	40%
Non-Economically Disadvantaged Students	489	776	776	765	*	*	11%	40%	*	81%	70%
Students with Disabilities	72	721	721	719	*	*	28%	*	*	19%	19%
Students without Disabilities	463	782	782	763	*	*	10%	*	*	89%	67%
English Learners	*	*	*	700	*	*	*	*	*	*	N
Non-English Learners	*	*	*	757	*	*	*	*	*	*	N
Homeless Students	N	N	N	730	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	755	N	N	N	N	N	N	64%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%

An "*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display



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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.

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Schoolwide	586	771	771	757	2%	7%	15%	51%	25%	76%	59%
White	471	771	771	764	*	*	16%	54%	22%	77%	68%
Hispanic	38	757	757	742	*	*	*	47%	*	61%	44%
Black or African American	*	*	*	737	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	52	796	796	785	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	757	*	*	*	*	*	73%	60%
Female	292	778	778	765	*	*	9%	58%	28%	86%	68%
Male	294	765	765	748	*	*	22%	45%	21%	66%	50%
Economically Disadvantaged Students	50	753	753	739	*	*	*	54%	*	62%	40%
Non-Economically Disadvantaged Students	536	773	773	766	*	*	*	51%	*	77%	69%
Students with Disabilities	74	728	728	717	*	*	32%	24%	*	24%	18%
Students without Disabilities	512	778	778	764	*	*	13%	55%	*	83%	67%
English Learners	*	*	*	700	*	*	*	*	*	*	N
Non-English Learners	*	*	*	758	*	*	*	*	*	*	N
Homeless Students	N	N	N	727	N	N	N	N	N	N	28%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	28%
Military-Connected Students	*	*	*	756	*	*	*	*	*	*	61%
Migrant Students	N	N	N	720	N	N	N	N	N	N	21%

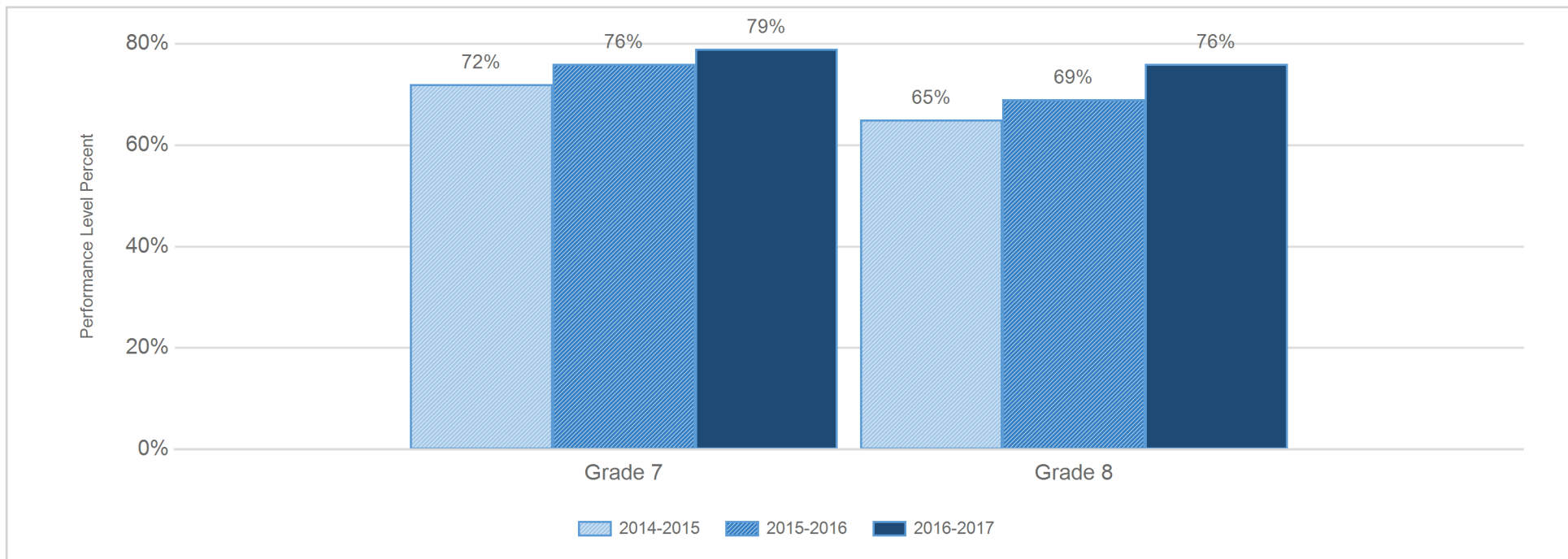


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English Language Arts/Literacy Assessment - Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





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Mathematics Assessment - Participation and Performance

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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	*	*	*	33.30	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	*	100.00	16.40	*		
Students In Foster Care	*	*	*	100.00	15.10	*		
Military-Connected Students	*	*	*	25.00	39.90	*		
Migrant Students	N	N	*	0.00	18.20	*		

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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.

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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	729	*	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	751	751	742	*	*	36%	43%	10%	53%	41%
Male	254	750	750	739	*	*	32%	42%	10%	52%	38%
Economically Disadvantaged Students	45	738	738	728	*	27%	22%	36%	*	40%	22%
Non-Economically Disadvantaged Students	428	752	752	748	*	9%	35%	44%	*	54%	50%
Students with Disabilities	72	719	719	716	*	*	*	*	*	*	11%
Students without Disabilities	401	757	757	746	*	*	*	*	*	*	45%
English Learners	*	*	*	711	*	*	*	*	*	*	N
Non-English Learners	*	*	*	742	*	*	*	*	*	*	N
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	742	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	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**

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Schoolwide	363	746	746	727	*	14%	25%	51%	*	53%	28%
White	302	747	747	735	*	13%	26%	53%	*	54%	35%
Hispanic	31	734	734	721	*	*	*	45%	0%	45%	21%
Black or African American	12	732	732	714	*	*	*	*	0%	42%	15%
Asian, Native Hawaiian, or Pacific Islander	12	766	766	746	*	0%	*	*	*	67%	51%
American Indian or Alaska Native	N	N	N	727	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	737	737	719	*	*	23%	46%	*	46%	19%
Non-Economically Disadvantaged Students	319	747	747	734	*	*	25%	52%	*	54%	34%
Students with Disabilities	71	711	711	705	*	27%	21%	14%	*	14%	N
Students without Disabilities	292	755	755	734	*	10%	26%	60%	*	62%	N
English Learners	*	*	*	702	*	*	*	*	*	*	N
Non-English Learners	*	*	*	729	*	*	*	*	*	*	N
Homeless Students	N	N	N	709	N	N	N	N	N	N	11%
Students in Foster Care	*	*	*	705	*	*	*	*	*	*	12%
Military-Connected Students	*	*	*	733	*	*	*	*	*	*	35%
Migrant Students	N	N	N	712	N	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

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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	742	*	*	*	78%	19%	97%	42%
White	166	784	784	750	*	*	*	84%	12%	96%	52%
Hispanic	*	*	*	727	*	*	*	*	*	*	24%
Black or African American	N	N	N	724	N	N	N	N	N	N	19%
Asian, Native Hawaiian, or Pacific Islander	50	799	799	773	0%	0%	0%	62%	38%	100%	76%
American Indian or Alaska Native	N	N	N	735	N	N	N	N	N	N	30%
Two or More Races	*	*	*	741	*	*	*	*	*	*	41%
Female	110	787	787	743	*	*	*	74%	22%	96%	43%
Male	120	789	789	741	*	*	*	83%	16%	98%	40%
Economically Disadvantaged Students	*	*	*	726	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	*	751	*	*	*	*	*	*	52%
Students with Disabilities	*	*	*	714	*	*	*	*	*	*	10%
Students without Disabilities	*	*	*	747	*	*	*	*	*	*	47%
English Learners	N	N	N	707	N	N	N	N	N	N	N
Non-English Learners	230	788	788	744	*	*	*	78%	19%	97%	N
Homeless Students	N	N	N	717	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	710	N	N	N	N	N	N	N
Military-Connected Students	N	N	N	741	N	N	N	N	N	N	37%
Migrant Students	N	N	N	714	N	N	N	N	N	N	21%



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Mathematics Assessment - Performance by Test: Geometry

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Schoolwide	63	786	786	733	0%	0%	0%	37%	64%	100%	30%
White	40	785	785	739	0%	0%	0%	40%	60%	100%	38%
Hispanic	*	*	*	722	*	*	*	*	*	*	14%
Black or African American	*	*	*	718	*	*	*	*	*	*	N
Asian, Native Hawaiian, or Pacific Islander	18	788	788	757	*	*	*	*	72%	100%	65%
American Indian or Alaska Native	N	N	N	729	N	N	N	N	N	N	29%
Two or More Races	*	*	*	733	*	*	*	*	*	*	32%
Female	25	785	785	734	*	*	*	*	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	N
Students without Disabilities	63	786	786	737	0%	0%	0%	37%	64%	100%	N
English Learners	N	N	N	709	N	N	N	N	N	N	N
Non-English Learners	63	786	786	734	0%	0%	0%	37%	64%	100%	N
Homeless Students	N	N	N	717	N	N	N	N	N	N	N
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	N
Military-Connected Students	N	N	N	726	N	N	N	N	N	N	15%
Migrant Students	N	N	N	704	N	N	N	N	N	N	N

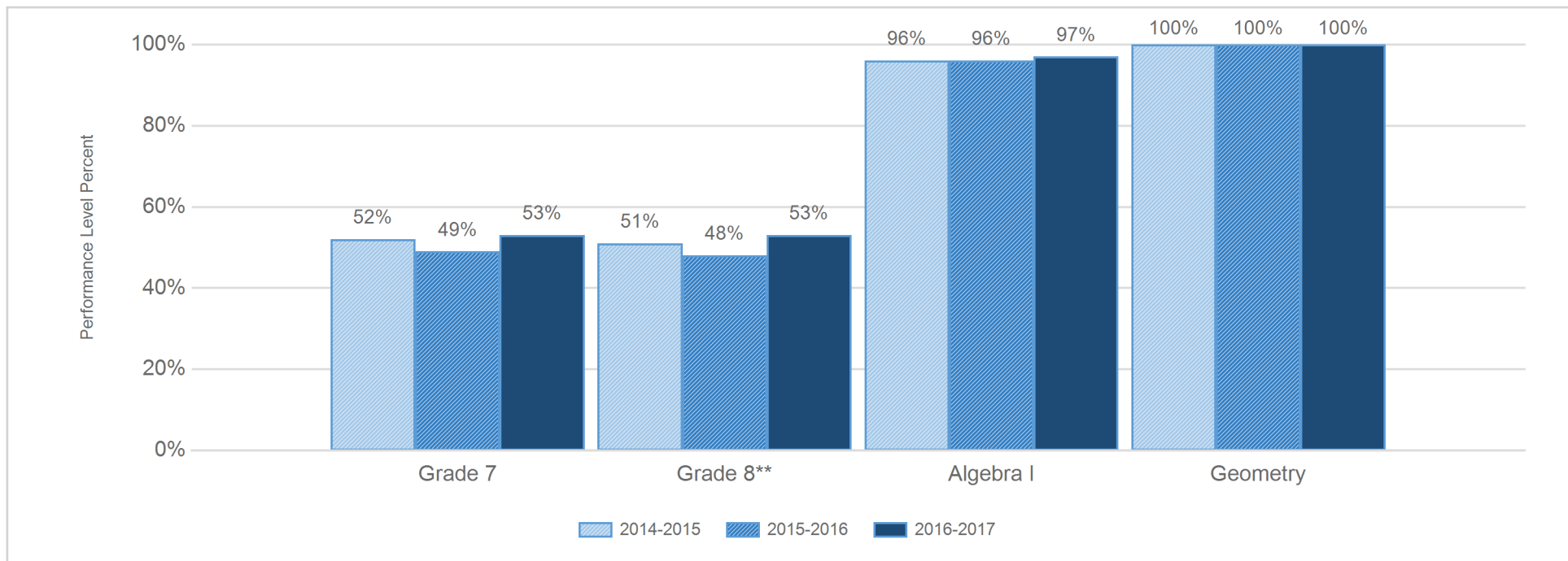


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Mathematics Assessment – Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two 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.

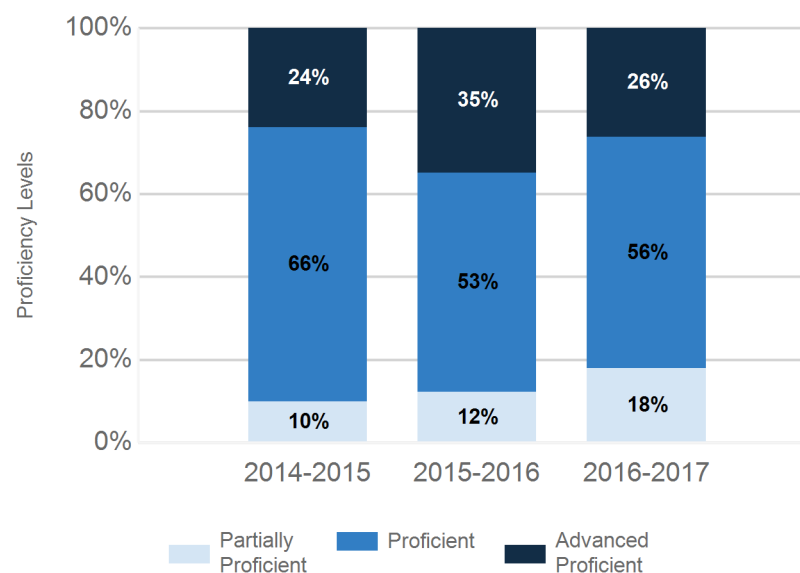
NJASK Science Assessment Performance: Grade 8

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:

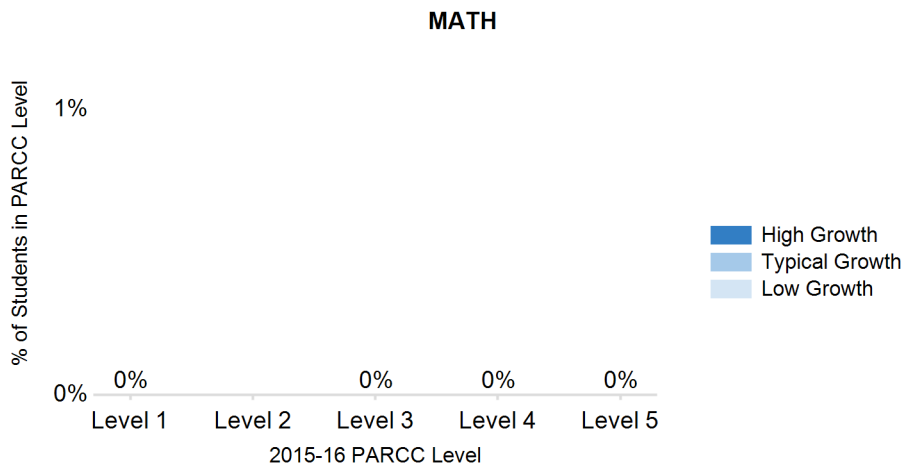
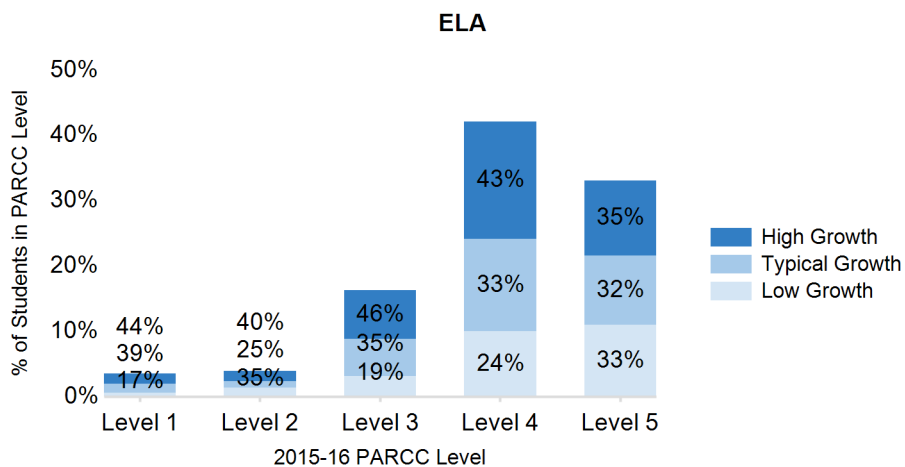
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

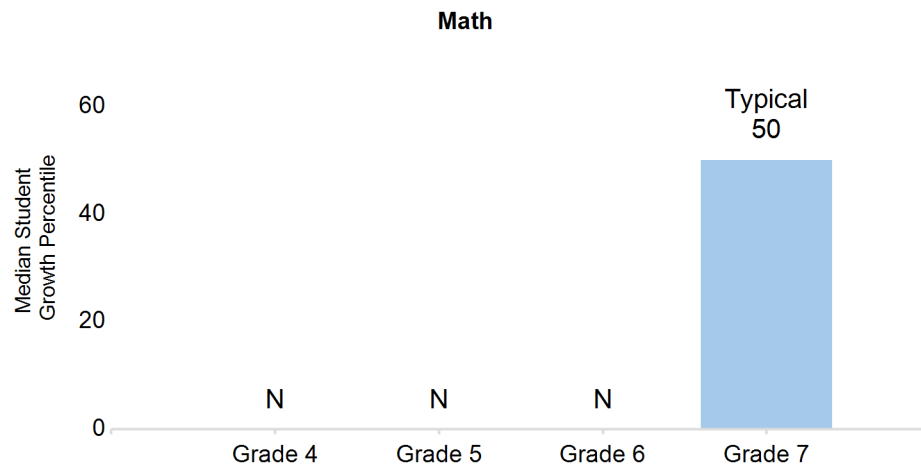
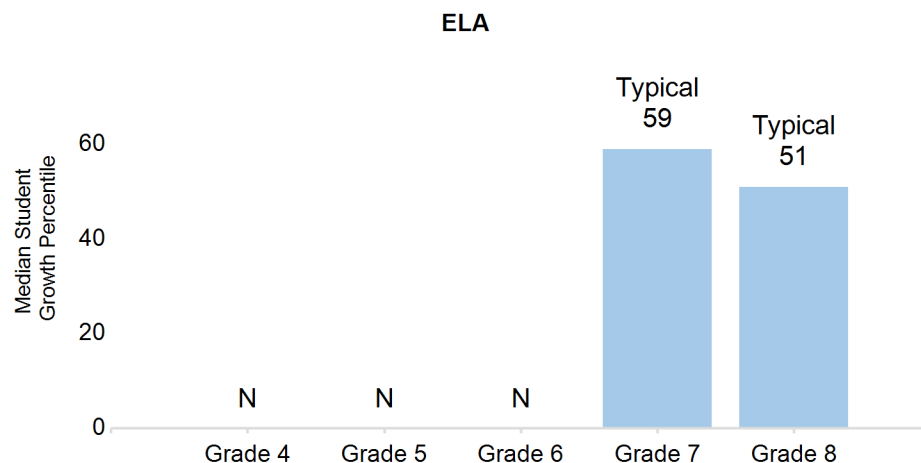
Student Growth by Performance Level

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	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
7	67	0					579
8	170	65					384
Schoolwide	237	65	0	0	0	0	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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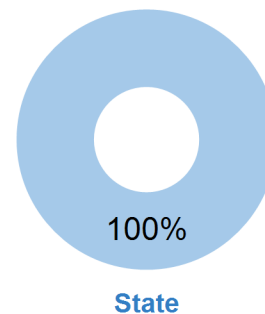
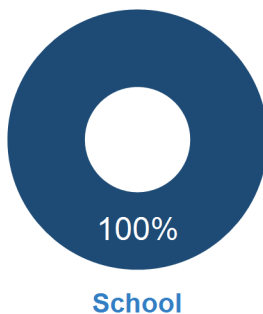
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Visual and Performing Arts – Course Participation

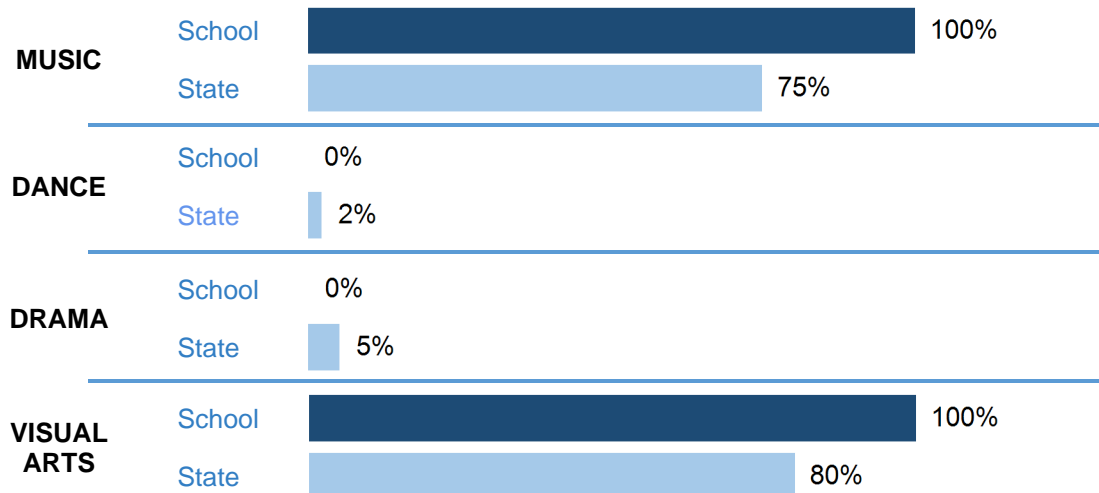
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

Grades 6-8:

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



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

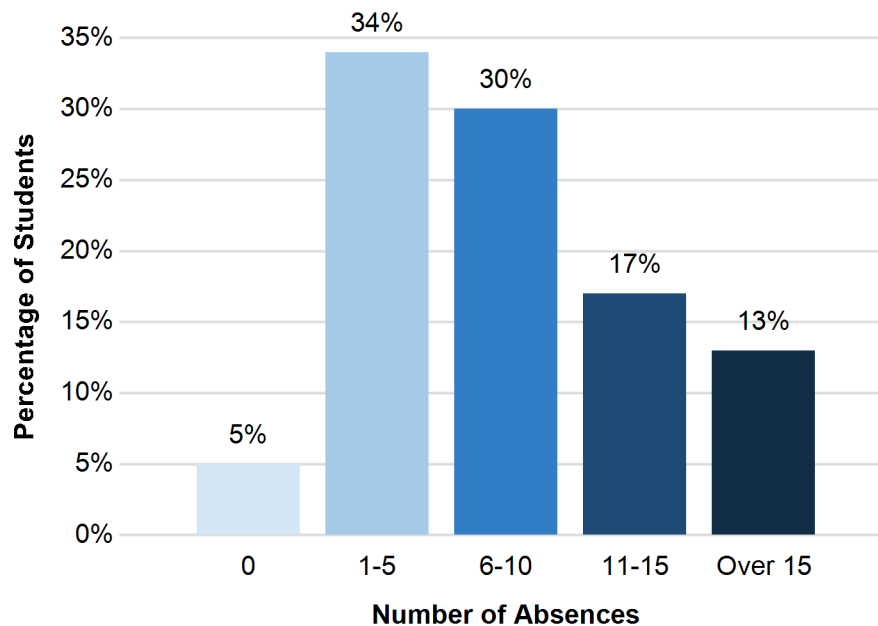
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

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	0	**	**
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	0	**	**

** 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.



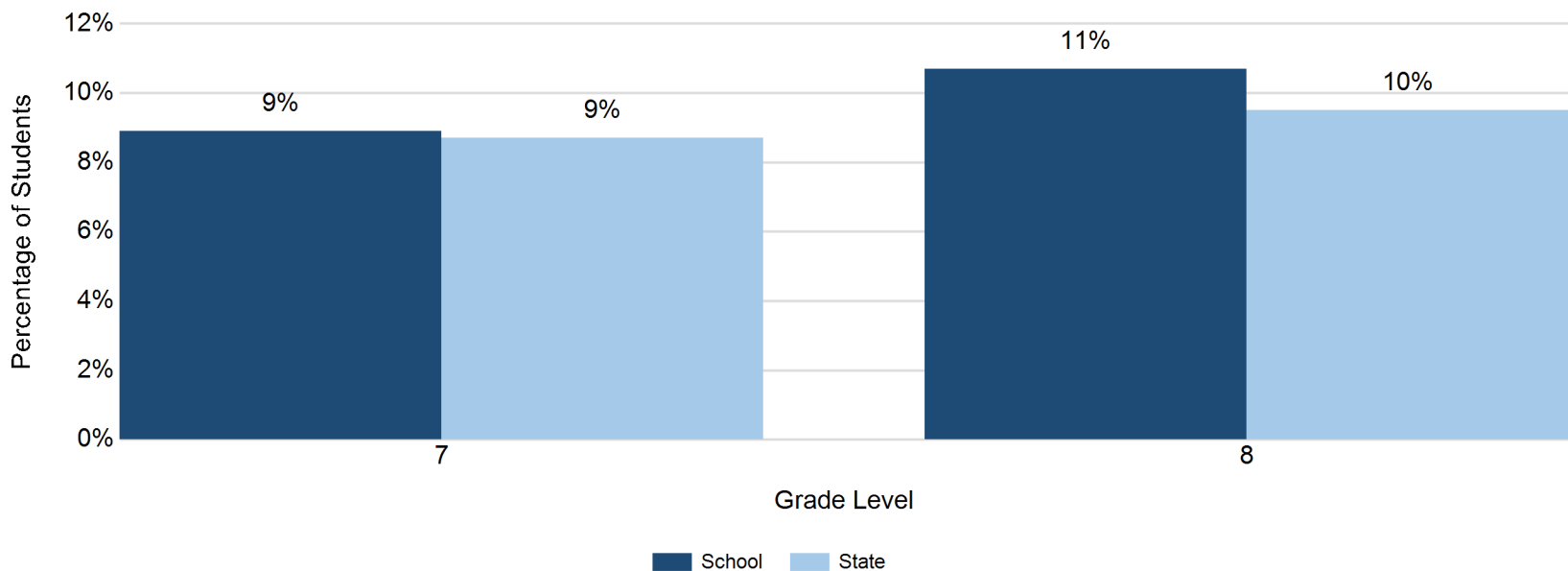


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Chronic Absenteeism by Grade

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	1:1.3	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	\$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 and Certifications

This table shows information about experience and certifications for teachers assigned to this school and across the state.

Category	Teachers in Schools	Teachers in State
Total Number of teachers	101	115,100
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	9,476
Average years experience in public schools	14.0	15.7
Average years experience in district	12.9	11.5
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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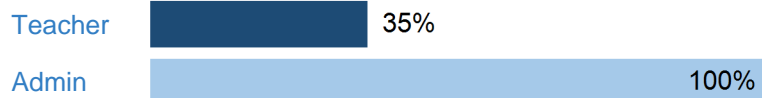
Teachers and Administrators - Level of Education

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	88%	77%
2015-16 Administrators: Same district 2016-17	96%	85%

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	17.5%
Mathematics Proficiency	75	17.5%
English Language Arts Growth	67	25%
Mathematics Growth	45	25%
Chronic Absenteeism	24	15%
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 th
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	59	12	No	Met Target	Met Target	Not Met	Met Target	Met Target	No
White	54	12	No	Met Target	Met Target	Not Met	Met Target	Met Target	No
Hispanic	70	12	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	12	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	12	No	Met Target	Met Target	Not Met	Met Target	Met Target	No
Students with Disabilities	45	12	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	Facebook:	N/A
		Twitter:	N/A

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.

 <p>Highlights:</p>	<ul style="list-style-type: none"> • 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
 <p>Mission, Vision, Theme:</p>	<p>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.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>New Jersey Star School, National History Day, Delaware Valley Science Fair, Asbury Park Press Student Voices Competition, CBA Math Contest, Battle of the Books</p>






Manalapan-Englishtown Middle School
2016-2017
Grade Span 07-08

25-2920-060
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 155 MILLHURST ROAD
 MANALAPAN, NJ 07726-4006

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 <p>Courses, Curriculum, Instruction:</p>	<p>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.</p>
 <p>Sports and Athletics:</p>	<p>Sports Offered: Baseball (Boys), Basketball (Boys and Girls), Cross-Country (Boys and Girls), Field Hockey (Girls), Soccer (Boys and Girls), Softball (Boys and Girls), Tennis (Boys and Girls), Wrestling (Boys)</p> <p>Cheerleading is also offered. Seventh and eighth grade programs are offered for the following sports: baseball, boys basketball, girls basketball, boys soccer, girls soccer.</p>
 <p>Clubs and Activities:</p>	<p>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</p>







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 <p>Staff and Professional Learning:</p>	<p>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.</p>
 <p>Student Supports and Services:</p>	<p>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).</p>
 <p>Student Health and Wellness:</p>	<p>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.</p>
 <p>Parent and Community Involvement:</p>	<p>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.</p>



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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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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.