NJ SCHOOL PERFORMANCE REPORT

JOHN I. DAWES EARLY LEARNING CENTER
(25-2920-120)
Grades Offered: PK-KG
2017-2018

Report Key:
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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

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School Contact Info

This table contains contact information including principal name, address, phone number, email address, and social media information, if provided.

Type	Contact Information
County	MONMOUTH
District	MANALAPAN-ENGLISHTOWN REG
Principal Name	MRS. FOY
Address	38 GORDONS CORNER ROAD MANALAPAN, NJ 07726
Phone Number	(732)786-2830
Email Address	MELISSAFOY@MERSNJ.US
Website	http://www.mersnj.us/elc

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Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years.

Grade	2015-16	2016-17	2017-18
PK	103	109	114
KG	280	328	321
Total	383	437	435

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years. Data for some student groups was not available before 2016-17.

Student Group	2015-16	2016-17	2017-18
Female	43.1%	45.1%	43.2%
Male	56.9%	54.9%	56.8%
Economically Disadvantaged Students	6.8%	7.1%	6.9%
Students with Disabilities	33.7%	28.4%	29.4%
English Learners	5.0%	3.7%	2.3%
Homeless Students		0.0%	0.0%
Students in Foster Care		0.0%	0.7%
Military-Connected Students		0.0%	0.0%
Migrant Students		0.0%	0.0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group for the past three school years.

Racial and Ethnic Group	2015-16	2016-17	2017-18
White	72.1%	72.1%	71.5%
Hispanic	11.2%	9.6%	10.3%
Black or African American	1.6%	2.1%	1.1%
Asian	10.7%	12.4%	12.4%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	4.4%	3.9%	4.6%

Enrollment Trends by Full/Half Day PK and KG

This table shows number of students in full day and half day Pre-Kindergarten (PK) and Kindergarten (KG) for the past three school years.

Grade	2015-16	2016-17	2017-18
PK - Half Day	66	72	79
PK - Full Day	37	37	35
KG - Half Day	0	0	0
KG - Full Day	280	328	321

Enrollment by Home Language

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

Home Language	% of Students
English	92.6%
Russian	2.3%
Spanish	1.4%
Other Languages	3.7%

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English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2017-18 Target	Met Target?
Schoolwide/English Learners	*	*	*

English Language Proficiency Test - Participation and Performance

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

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

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

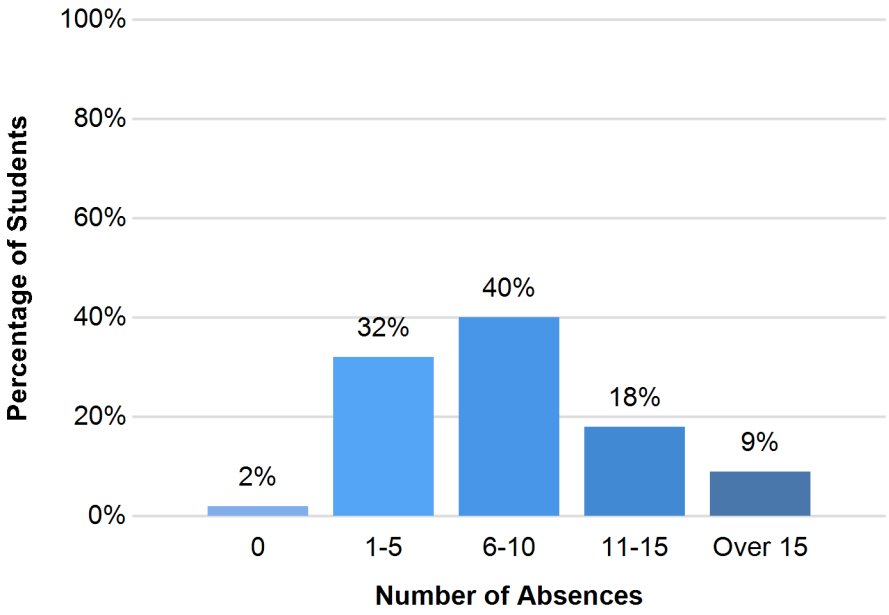
Chronic Absenteeism

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

Student Group	Number of students chronically absent	Percent of students chronically absent	State Average	Met State Average
Schoolwide	21	6.5	13.0	Met
White	12	5.2	13.0	Met
Hispanic	7	24.1	13.0	Not Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific Islander	1	2.3	13.0	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Economically Disadvantaged Students	5	26.3	**	**
Students with Disabilities	5	11.4	13.0	Met
English Learners	0	0	**	**

Days Absent

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



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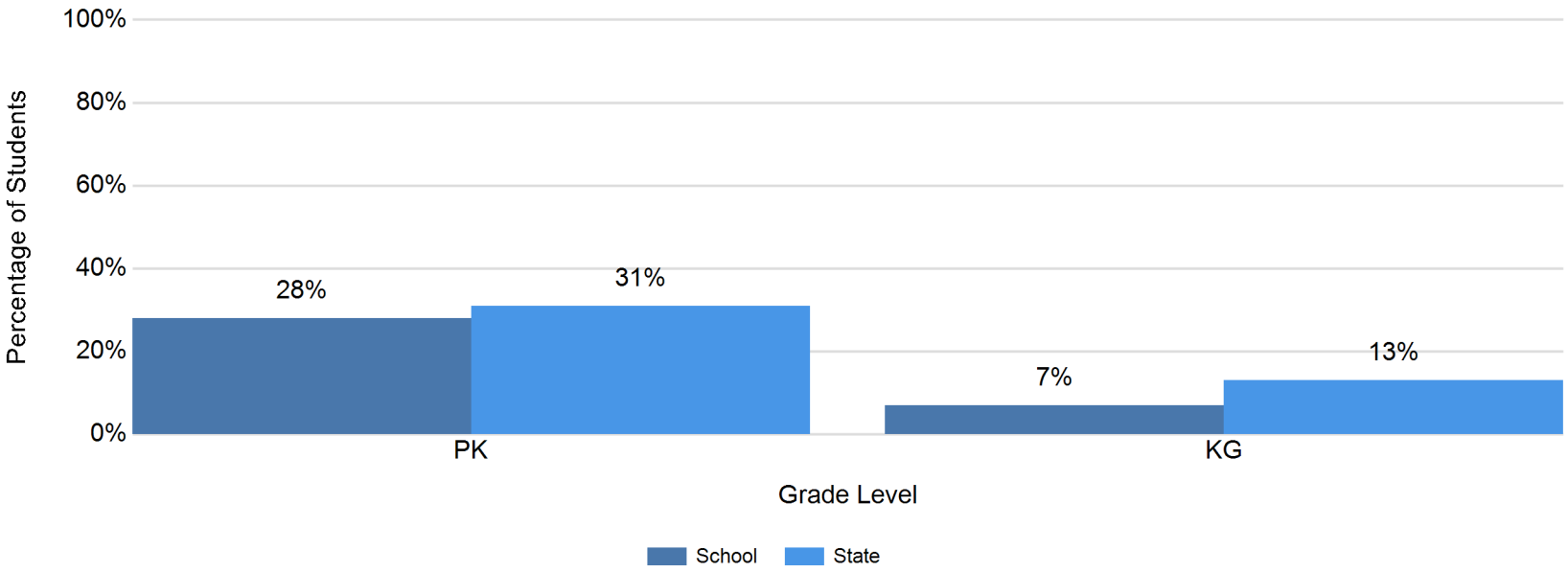
Chronic Absenteeism by Grade

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



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

Violence, Vandalism, HIB, and Substance Offenses

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

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

Police Notifications

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

Incident Type	Incidents Reported to Police
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

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Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	0	0.0%
Any Suspension	0	0.0%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
0

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School Day

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

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

Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district's schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts' User Friendly Budgets, or the NJDOE Finance District Report Search of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs). NJDOE will be collecting school-level per-pupil expenditures data for the 2018-19 school year, and that data will be included in future reports.

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2016-2017)	$327	$13,726	$14,053

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Key terms for staff data:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	37	117,464
Average years experience in public schools	8.8	12.0
Average years experience in district	8.5	10.7
Teachers in district for 4 or more years	59.5%	75.5%

Administrators – Experience (District Level)

This table shows information about experience for administrators assigned to this district and across the state.

Category	Admin. in District	Admin. in State
Total Number of administrators	28	9,374
Average years experience in public schools	15.1	16.0
Average years experience in district	14.1	12.0
Administrators in district for 4 or more years	92.9%	76.2%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	12:1	12:1
Students to Administrators	218:1	182:1
Teachers to Administrators	19:1	15:1
Students to Librarians/Media Specialists		848:1
Students to Nurses		565:1
Students to Counselors		636:1
Students to Child Study Team		268:1

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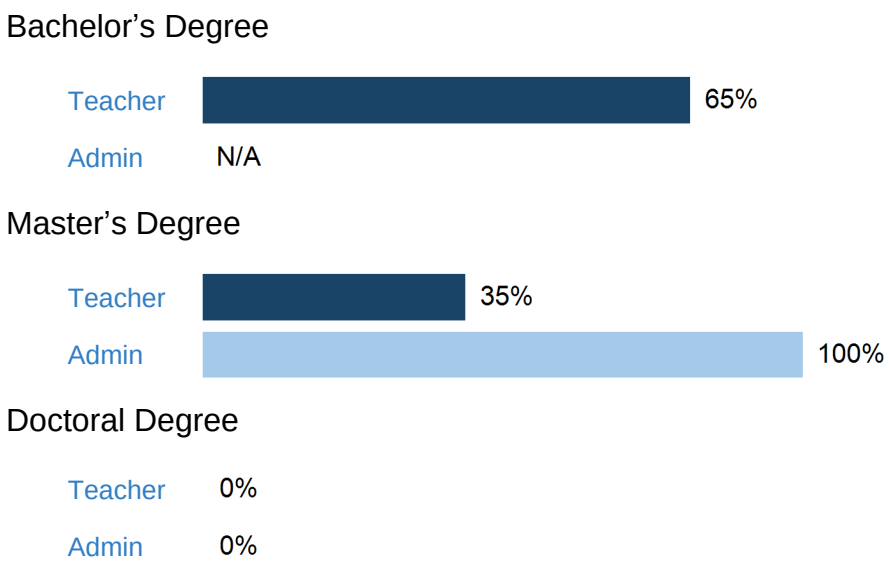
Teachers and Administrators - Level of Education

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



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

This table shows the percentage of teachers and administrators assigned to this district in 2016-17 that were still assigned to this district in 2017-18. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2016-17 Teachers: Same district 2017-18	94.2%	90.2%
2016-17 Administrators: Same district 2017-18	96.4%	86.2%

Faculty Attendance

This table shows the percentage of days that faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2017-18	97.4%

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Teachers and Administrators – Demographics

This table shows the percentage of teachers and administrators by gender and by racial and ethnic group.

Category	Teachers	Administrators
Female	100.0%	100.0%
Male	0.0%	0.0%
White	94.6%	100.0%
Hispanic	5.4%	0.0%
Black or African American	0.0%	0.0%
Asian	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%

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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:	• The preschool program utilizes the Tools of the Mind Curriculum. • The kindergarten curriculum includes Envision Math 2.0, Units of Study for Writing, Project Read, and Making Meaning. • Technology such as Smartboards, iPads and document cameras are integrated into instruction.
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, Units of Study for Writing and guided reading. Small group instruction is provided through the Daily 5 structure. Envision Mathematics 2.0 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 time in their assigned preschool classroom weekly, where they are paired with a specific child.

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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. Developing teacher leaders was an area of focus through the implementation of pineapple charts and lesson study. In addition, many teachers present workshops and participate in teacher-led book clubs. Teachers collaborate in their PLC's to analyze student data in order to increase student achievement.

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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 Learners 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 weekly 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.
School Safety:	Safety and security are extremely important at the ELC. We use a visitor management system so we are aware of who is visiting the 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. The local police department conducts walk-throughs regularly.

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Technology and STEM:	Technology is integrated into all areas of the curriculum. Teachers utilize Smartboards and the document camera to enhance instruction. Students use iPads daily. All kindergarten students have a STEM class weekly. STEM lessons include the use of technology and hands-on activities with a plethora of materials and cooperative learning. Students are learning the real-world skills of the using the engineering process, communicating with one another, and collaborating to solve problems. Lessons include the use of technology, hands-on activities with a plethora of materials and cooperative learning. Students are learning the real-world skills of the using the engineering process, communicating with one another, and collaborating to solve problems. Technology is also used for parent communication. We use an electronic backpack and a school website to provide information to the parents and community.
Early Childhood Education:	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 Tools of the Mind curriculum is utilized in all preschool classrooms. The ELC is a great place to learn!