



Manchester Regional Day School

(29-2940-008)

Grades Offered: PK-12

2018-2019

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 at 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

Notes from the New Jersey Department of Education:

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School Contact Information

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

Type	Contact Information
County	Ocean
District	Manchester Township School District
Principal Name	Mrs. Lisa Michallis
Address	890 TOMS RIVER ROAD JACKSON, NJ 08527-9105
Phone Number	732-928-1500
Email Address	lmichallis@mtschoools.org
Website	http://www.manchestertwp.org/RDS
Facebook	https://www.facebook.com/RegionalDaySchoolatJackson/
Twitter	https://twitter.com/RDSJackson



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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
PK	0	4	10
KG	0	0	0
1	0	0	0
2	1	0	2
3	3	2	1
4	0	4	3
5	3	1	3
6	2	4	2
7	6	4	6
8	7	8	3
9	8	8	6
10	7	9	7
11	0	8	7
12	21	14	18
Total	58	66	68

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	27.8%	29.0%	30.9%
Male	72.2%	71.0%	69.1%
Economically Disadvantaged Students	38.3%	35.9%	35.3%
Students with Disabilities	100.0%	95.4%	97.1%
English Learners	0.0%	0.0%	0.0%
Homeless Students	0.0%	3.1%	7.4%
Students in Foster Care	0.0%	0.0%	1.5%
Military-Connected Students	0.0%	1.5%	0.0%
Migrant Students	0.0%	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	2016-17	2017-18	2018-19
White	67.0%	71.8%	63.2%
Hispanic	10.4%	13.0%	14.7%
Black or African American	17.4%	10.7%	17.6%
Asian	3.5%	3.1%	2.9%
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	1.7%	1.5%	1.5%

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	2016-17	2017-18	2018-19
PK - Half Day	N	1	0
PK - Full Day	N	3	10
KG - Half Day	N	0	0
KG - Full Day	N	0	0

Enrollment Trends by Full and Shared Time Status

This table shows the number of full and shared time students for the last three years. The full time equivalent is the number of full time students plus half the number of shared time students.

Enrollment Status	2016-17	2017-18	2018-19
Full Time Students	57	65	68
Shared Time Students	1	1	0
Full Time Equivalent	58	66	68

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%
Spanish	5.9%
Tamil	1.5%



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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. Students with fewer than 45 days in membership are excluded from attendance calculations.

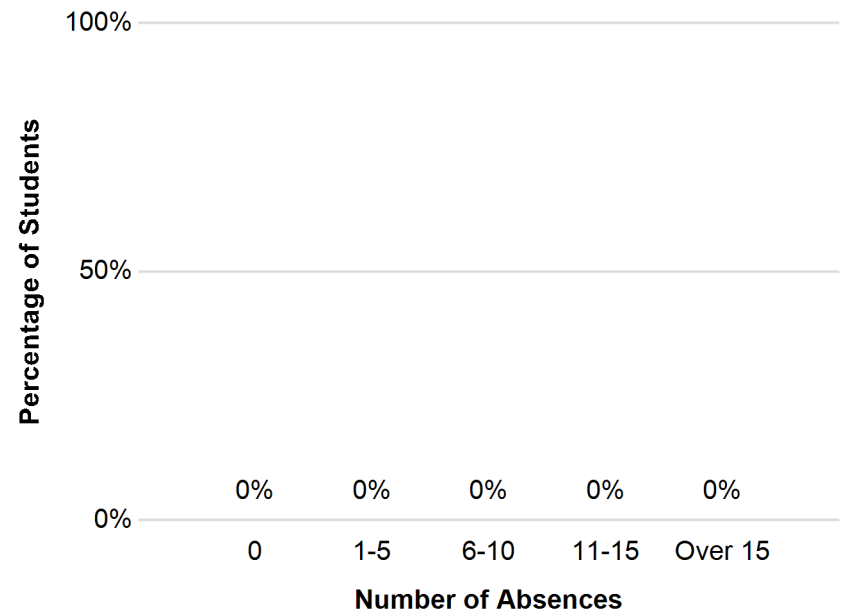
Chronic Absenteeism

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	N	N	N	N
White	N	N	N	N
Hispanic	N	N	N	N
Black or African American	N	N	N	N
Asian, Native Hawaiian, or Pacific	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	N	N		
Male	N	N		
Economically Disadvantaged Students	N	N	N	N
Students with Disabilities	N	N	N	N
English Learners	N	N	N	N
Homeless Students	N	N		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

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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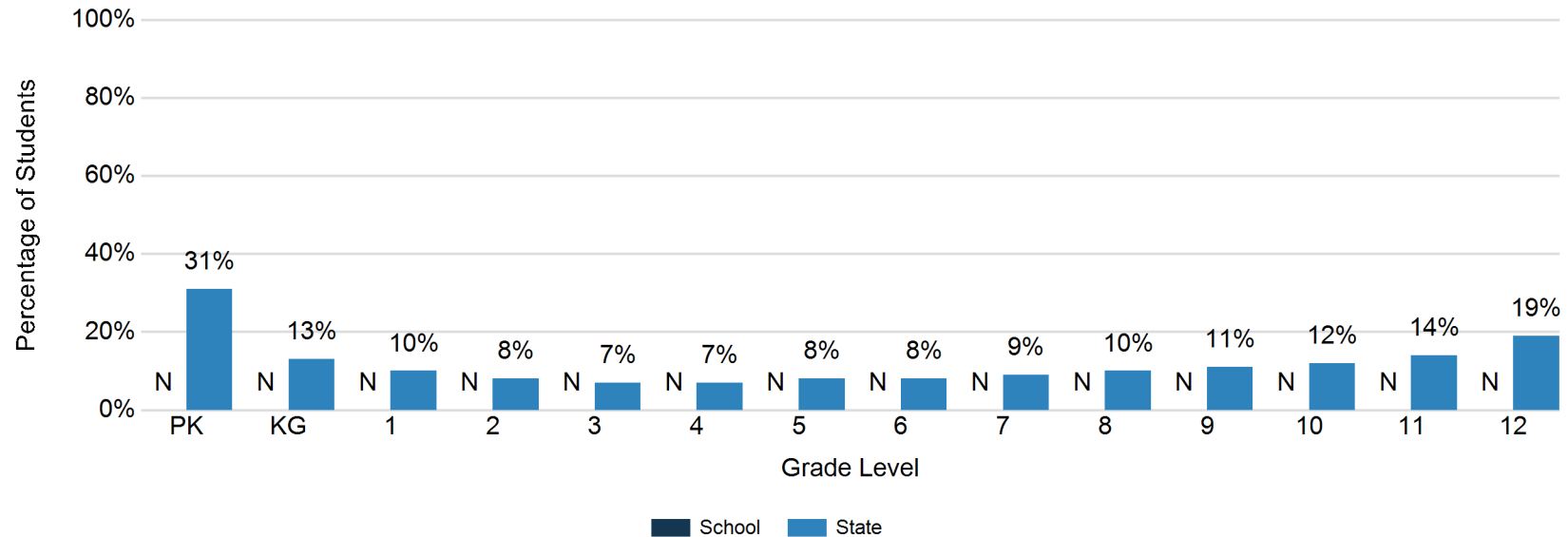
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Chronic Absenteeism by Grade

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), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

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	2
Weapons	0
Vandalism	2
Substances	1
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	5
Incidents Per 100 Students Enrolled	7.35

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	1
Weapons	0
Vandalism	1
Substances	1
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bullying (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	N	N	N
Religion	N	N	N
Ancestry	N	N	N
Gender	N	N	N
Sexual Orientation	N	N	N
Disability	N	N	N
Other	N	N	N
No Identified Nature	N		N

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	*	*
Out-of-School Suspensions	*	*
Any Suspension	10	14.7%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
25



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School Day

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

Category	School
Typical Start Time	8:45 AM
Typical End Time	2:45 PM
Length of School Day	6 Hrs 0 Mins
Full Time - Instructional Time	5 Hrs 59 Mins
Shared Time - Instructional Time	5 Hrs. 59 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2018-19	1:1



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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 the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	14	118,214
Average years experience in public schools	19.1	12.1
Average years experience in district	17.0	10.8
Percentage of Teachers with 4 or more years experience in the district	78.6%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	20	9,530
Average years experience in public schools	22.4	16.0
Average years experience in district	16.9	12.0
Percentage of Administrators with 4 or more years experience in the district	100.0%	76.9%

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	5:1	10:1
Students to Administrators	68:1	144:1
Teachers to Administrators	14:1	14:1
Students to Librarians/Media Specialists		577:1
Students to Nurses		412:1
Students to Counselors		262:1
Students to Child Study Team Members		222:1



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Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	30.9%	78.6%	100.0%	48.4%	77.1%	54.9%
Male	69.1%	21.4%	0.0%	51.6%	22.9%	45.1%
White	63.2%	100.0%	100.0%	42.4%	83.6%	77.4%
Hispanic	14.7%	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	17.6%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	2.9%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	1.5%	0.0%	0.0%	2.1%	0.2%	0.2%



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Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by 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.

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 this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	92.6%	90.5%
2017-18 Administrators: Same district 2018-19	95.0%	87.9%

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
2018-19	96.5%



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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.



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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 the school or district directly.

 <p>Highlights:</p>	<ul style="list-style-type: none"> • The Regional Day School is a Division of the Manchester Township School District. It is a public separate school for students with disabilities ages 3-21. • Counseling, Occupational, Physical, Speech and Language, and Feeding therapies are provided. Students participate in Art, Adaptive Physical Education and Industrial Arts Program. • A typical day includes academics and functional life skills. Transitional services are provided. A six-week Extended School Year Program is offered. An active Parent Support Group supports families.
 <p>Mission, Vision, Theme:</p>	<p>All students are exposed to academic, self-help and pre-employment skills to assist them to be independent to the best of their ability. Social-emotional learning, and character education are also woven throughout the various programs. Our approach is always student centered. Programs are developed to incorporate students learning styles and preferences as well as target specific skill areas. Our highly-trained staff collaborate in a team approach to meet the diverse needs of the student population.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>Many teachers have a Master's Degree, our Physical Therapist has her Doctorate degree. Our current Teacher of the Year is Mrs. Maria Brucato-Wilson. Ms. Diane Mangold is our Educational Services Professional of the Year. Annually our students participate in a Student Safety Poster Contest sponsored by the American Legion. Our students have taken 1st, 2nd, and 3rd place at the local level, American Legion Post 504, and moved on to the county level. Students have also won medals for events they participated in during the Special Olympics.</p>



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Courses, Curriculum, Instruction:

Our school has programs to meet the diverse needs of students ages 3 to 21. Every student has an individualized educational plan which contains specific goals and objectives. Each day students receive instruction in Language Arts Literacy, Math, Science, Social Studies, and Current Events. Students are also exposed to pre-vocational and workplace readiness skills.



Clubs and Activities:

Students have opportunities to participate in Student Council, Safety Patrol, Bike Club, Yoga, Prom Committee, Yearbook, and Community Service opportunities.



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 <p>Staff and Professional Learning:</p>	<p>Every certified staff member participates in a Professional Learning Community. The focus of each group is based upon staff input. Professional development topics include mindfulness, transition skills, Google applications, health and wellness, receptive language, and assessments for preschool-aged students. Staff participate in workshops sponsored by the district and turn-key opportunities. Professional Development opportunities also include webinars and attendance at conferences and workshops off-site. Certified staff and paraprofessionals are trained in Crisis Prevention Institute (CPI Training) strategies.</p>
 <p>Postsecondary Information:</p>	<p>Students attend different venues after graduation. Most students attend a post-twenty-one program funded by the Division of Disabilities. Last year, placements included Lehman Center, Primetime, New Horizons, Children's Center of Monmouth County, and the New Jersey Institute of Disabilities.</p>



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 <p>Student Supports and Services:</p>	<p>All students have been identified as eligible for special education and related services. There are many supports and services available to students, including but not limited to counseling, crisis counseling, mentoring, peer buddy, therapy dog, speech therapy, occupational therapy, physical therapy, individualized learning, small group size, positive reinforcement, community based learning, multi-modality instruction techniques, adaptive communication devices, intervention techniques, and Extended School Year Program.</p>
 <p>Student Health and Wellness:</p>	<p>The school nurse provides students with a variety of health and wellness activities. The nurse sets examples for students by healthy eating and exercise such as walking. She also reviews handwashing, brushing teeth, good hygiene maintenance, and healthy habits with students. The school nurse also speaks to staff and provides information on various topics including but not limited to diet, exercise, stress relief, and blood pressure.</p>
 <p>Parent and Community Involvement:</p>	<p>There are numerous activities to engage parents including the Parent Support Group, School Safety and Climate Team, Teacher of the Year Committee, and district PTA. During the course of the year there are meetings and activities, workshops and information sessions. There are also school-based events for families and community members including community activities, annual Spaghetti Dinner and Penguin Plunge. There are a variety of partnerships with community and local organizations including the Jackson Township AMVETS Post 2, Jackson American Legion Post 504, Manchester-Whiting Lions Club, Manchester Public Library, Manchester Police PBA 246, Holiday Express, and the Manchester Township Alliance.</p>



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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers The Climate Survey has been developed by the two building-based Anti-Bullying Specialists and School Principal. The survey is tailored to gather information from students, staff and families in regard to building cleanliness, climate and safety. The School Climate Survey is disseminated annually and responses are reviewed. Results from the survey are shared with students, staff and families. Information is shared at faculty and committee meetings and with parent groups. Overall, a large percentage of people view the schools as positive and safe.</p>
 <p>Facilities:</p>	<p>The Regional Day School building is thirty-six (36) years old. There have been renovations including updated kitchens, new heating and air conditioning, carpet removal and installation of tile, and more efficient lighting. The art room, gym and industrial arts room have been updated. The building is handicap accessible as well as the playground.</p>
 <p>School Safety:</p>	<p>We have an ongoing partnership with local law enforcement. Fire drills and a variety of safety drills are conducted monthly. The staff is continually trained for emergencies. A variety of methods for school security have been employed, such as electronic badges, security system, cameras, window film, buzzer entry, and devices for lockdowns. At least annually the school procedures and security plan are reviewed with law enforcement officials.</p>



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 <p>Technology and STEM:</p>	<p>All students have access to Chromebooks, tablets, Ipads, and desktop computers. Each student has an email account. Several classrooms are equipped with Epson Smartlink Projectors. FM systems are also utilized. STEM activities are woven into the curriculum. In the Industrial Arts classes student have an opportunity to use a computerized and digital wood carver. Students have also been exposed to coding during occupational therapy sessions.</p>
 <p>Early Childhood Education:</p>	<p>We have a unique comprehensive full-day program that follows the State-approved Creative Curriculum. Our program is made up of three and four year-old students with various disabilities and special needs. Our program offers a full-day and therapy-based opportunity for districts that cannot meet the needs of some of their fragile students. Our program offers breakfast and lunch to ensure our students are given the opportunity to be introduced to healthy new foods. We offer community based learning by going into the community on field trips, and have community helpers visit our school. Occupational and physical therapy are integrated into the class on a weekly basis. Industrial Arts and STEM classes sessions and adaptive physical education are also part of the program.</p>



Manchester Regional Day School

(29-2940-008)

Grades Offered: PK-12

2018-2019

Report Key:

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School Narrative

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Other Information

Transportation for our students is provided by the district in which the student resides. There are a variety of behavioral supports for students including counseling, point system and a school store for students to make purchases with the behavioral dollars they earn. A variety of methods of communication are utilized with families, including but not limited to point sheets, communication log books, electronic backpack, Back to School Night, parent-teacher conferences, IEP Meetings, progress reports, report cards, email, parent workshops and trainings, staff websites, school website, Facebook, Twitter, automated announcements, and notices.

**Manchester Township Elementary School**

(29-2940-043)

Grades Offered: KG-05

2018-2019

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 at 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

Notes from the New Jersey Department of Education:



Manchester Township Elementary School

(29-2940-043)

Grades Offered: KG-05

2018-2019

Report Key:

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School Contact Information

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

Type	Contact Information
County	Ocean
District	Manchester Township School District
Principal Name	Mrs. Linda Waldron
Address	101 N COLONIAL DRIVE MANCHESTER, NJ 08733
Phone Number	732-323-9600
Email Address	lwaldron@mtschools.org
Website	https://www.manchestertwp.org/mtes
Facebook	http://www.facebook.com/manchesterschools/
Twitter	https://twitter.com/MTESDragons



Manchester Township Elementary School

(29-2940-043)

Grades Offered: KG-05

2018-2019

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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
KG	82	87	79
1	92	86	92
2	86	86	86
3	100	83	95
4	97	100	86
5	112	94	100
Total	569	537	538

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	53.6%	51.4%	49.4%
Male	46.4%	48.6%	50.6%
Economically Disadvantaged Students	35.3%	34.5%	34.4%
Students with Disabilities	17.8%	16.2%	21.0%
English Learners	0.0%	0.0%	0.0%
Homeless Students	0.0%	0.0%	0.6%
Students in Foster Care	0.0%	0.6%	0.4%
Military-Connected Students	0.2%	0.2%	0.0%
Migrant Students	0.0%	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	2016-17	2017-18	2018-19
White	65.6%	63.3%	61.0%
Hispanic	16.0%	16.8%	19.7%
Black or African American	7.7%	8.9%	7.2%
Asian	5.4%	5.2%	5.4%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.4%
American Indian or Alaska Native	0.2%	0.4%	0.9%
Two or More Races	5.1%	5.4%	5.4%

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	2016-17	2017-18	2018-19
KG - Half Day	0	0	0
KG - Full Day	82	87	79

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	92.8%
Polish	2.2%
Spanish	2.2%
Other Languages	2.8%



Manchester Township Elementary School
(29-2940-043)
Grades Offered: KG-05
2018-2019

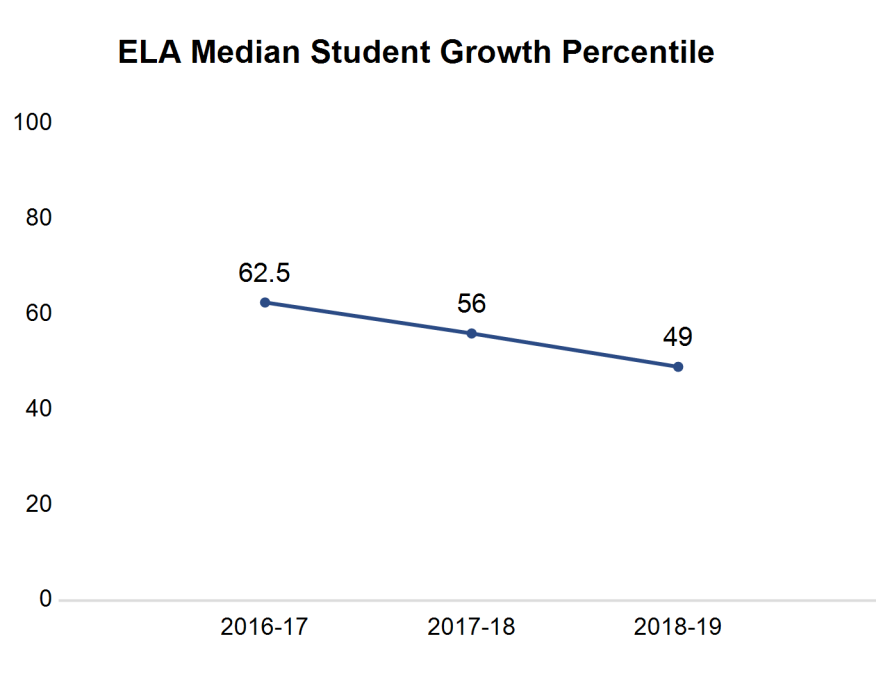
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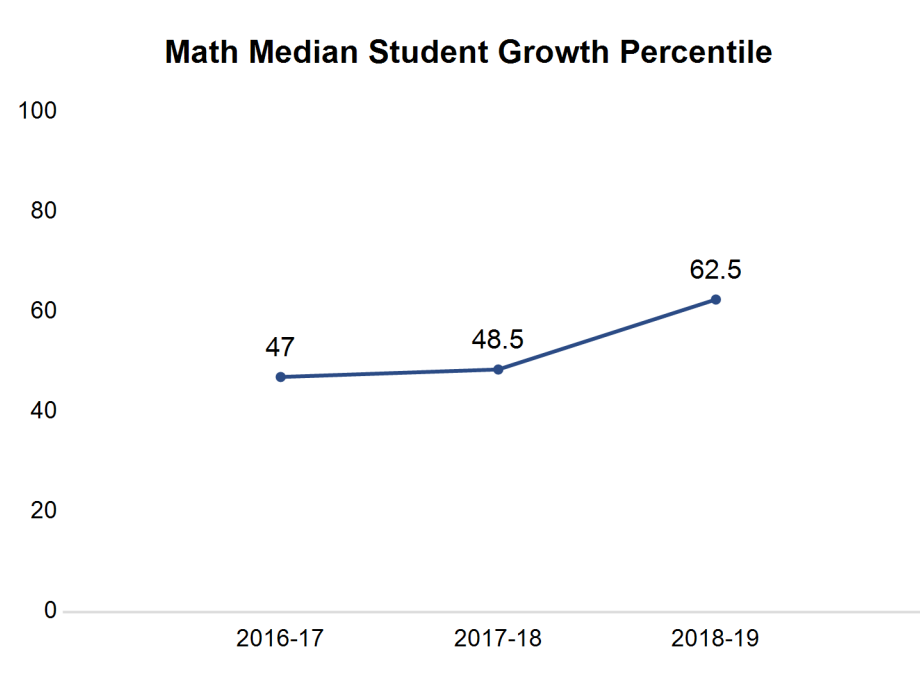
Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measured by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	62.5	56	49	47	48.5	62.5
Met Standard (40-59.5)?	Exceeds Standard	Met Standard	Met Standard	Met Standard	Met Standard	Exceeds Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



Manchester Township Elementary School
(29-2940-043)
Grades Offered: KG-05
2018-2019

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Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short [video about Student Growth Percentiles](#) that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts (ELA) and Mathematics both overall and for each student group with comparisons to the district and the state. This table also shows whether each mSGP Met Standard (40-59.5) as required by ESSA accountability.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	49	33	50	Met Standard	62.5	56	50	Exceeds Standard
White	39	31	50	Not Met	66	59	52	Exceeds Standard
Hispanic	66	39	49	Exceeds Standard	69	49	47	Exceeds Standard
Black or African American	68	33	45	**	49.5	50	43	**
Asian, Native Hawaiian, or Pacific Islander	*	56	59	**	*	76.5	60	**
American Indian or Alaska Native	*	*	56	**	*	*	51.5	**
Two or More Races	41	37	49	**	40	49	52	**
Female	52	40	53	N	59	56	50	N
Male	44	26	47	N	67	56	51	N
Economically Disadvantaged Students	53	32	48	Met Standard	62	51	46	Exceeds Standard
Students with Disabilities	45.5	29	43	Met Standard	78.5	48	45	Exceeds Standard
English Learners	N	*	52	**	N	*	50	**
Homeless Students	*	*	43	N	*	*	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	N	*	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N



Manchester Township Elementary School
 (29-2940-043)
 Grades Offered: KG-05
 2018-2019

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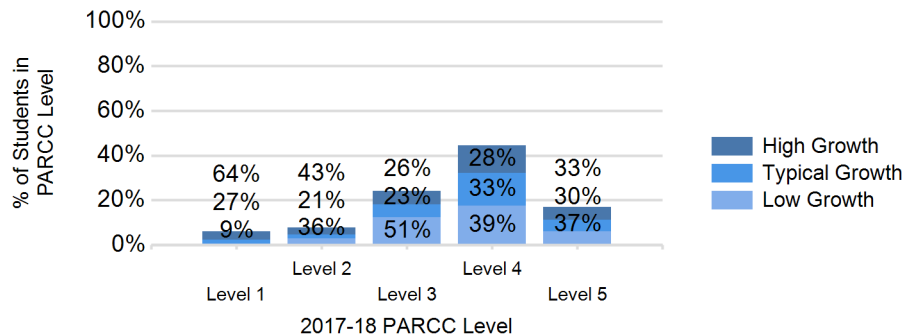
A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

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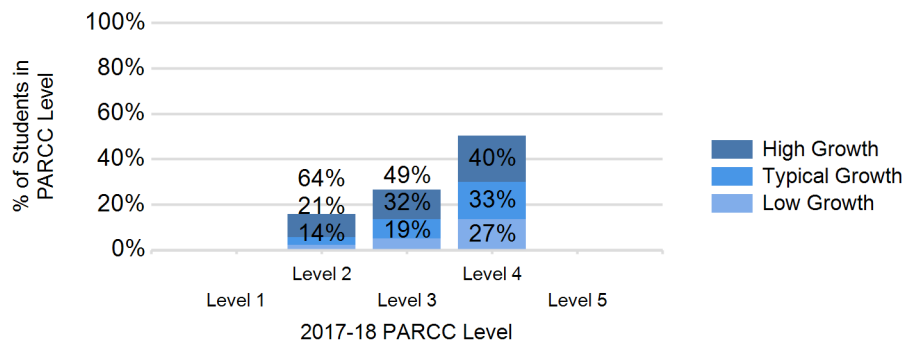
Student Growth by Performance Level

These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.

ELA



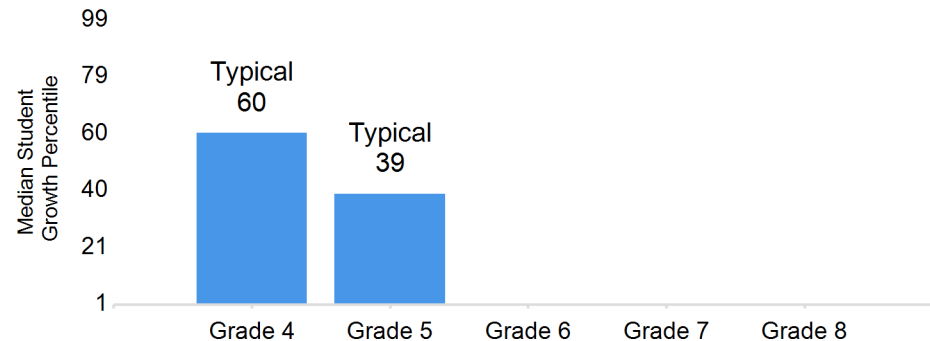
Math



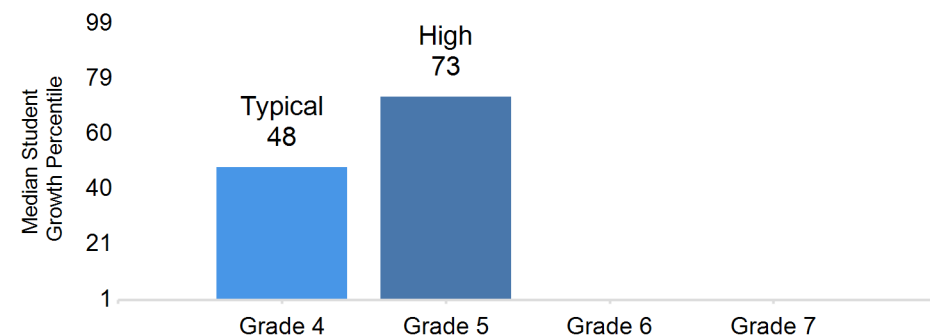
Student Growth by Grade

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

ELA



Math





Manchester Township Elementary School
(29-2940-043)
Grades Offered: KG-05
2018-2019

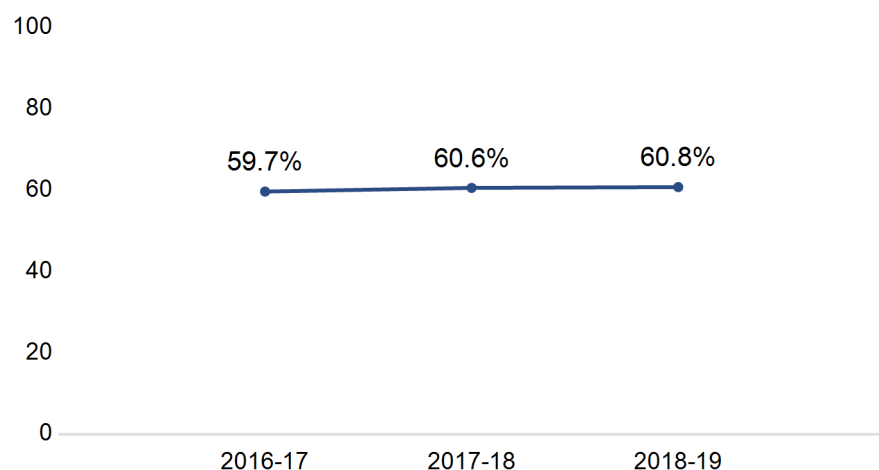
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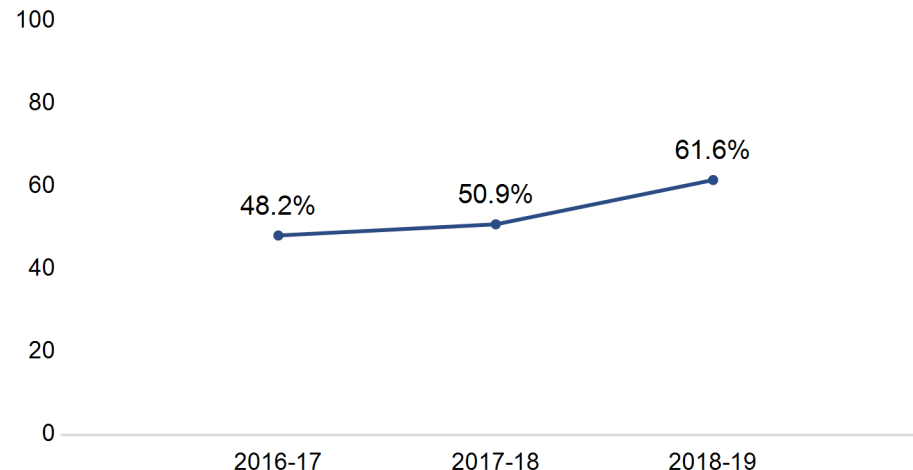
English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	97.5%	97.9%	97.5%	97.5%	97.9%	97.5%
Proficiency Rate for Federal Accountability	59.7%	60.6%	60.8%	48.2%	50.9%	61.6%
Annual Target	52.4%	53.8%	55.3%	54.3%	55.7%	57.0%
Met Annual Target?	Met Target	Met Target	Met Target	Not Met	Met Target†	Met Target
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



Manchester Township Elementary School
(29-2940-043)
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2018-2019

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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	268	97.5	60.8	48.6	57.9	60.8	55.3	Met Target
White	171	97.2	58.5	50.1	66.9	58.5	56.5	Met Target
Hispanic	50	98.1	62.0	43.6	43.9	62.0	53.6	Met Target
Black or African American	20	100.0	60.0	*	38.5	60.0	45.2	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	82.9	*	**	**
American Indian or Alaska Native	*	*	*	*	56.0	*	**	**
Two or More Races	16	100.0	56.3	55.1	64.4	56.3	**	**
Female	131	97.8	65.6	58.7	64.8	65.6		
Male	137	97.3	56.2	38.5	51.3	56.2		
Economically Disadvantaged Students	95	98.0	52.6	39.8	40.0	52.6	44.4	Met Target
Non-Economically Disadvantaged Students	173	97.3	65.3	52.8	67.9	65.3		
Students with Disabilities	56	89.4	37.5	*	22.7	35.1	25.5	Met Target
Students without Disabilities	212	100.0	67.0	*	65.1	67.0		
English Learners	N	N	N	*	29.3	N	**	**
Non-English Learners	268	97.5	60.8	*	60.6	60.8		
Homeless Students	*	*	*	*	29.1	*		
Students In Foster Care	*	*	*	*	27.6	*		
Military-Connected Students	N	N	N	*	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.



Manchester Township Elementary School

(29-2940-043)

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2018-2019

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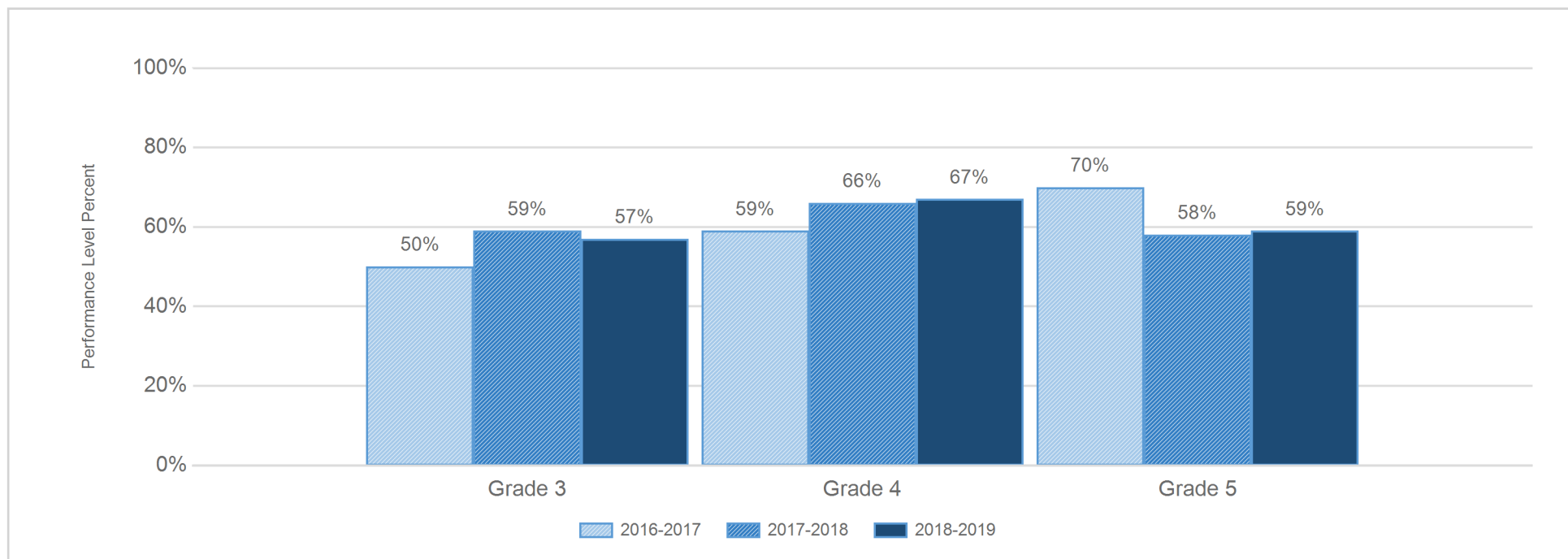
** Accountability calculations require 20 or more students

N No Data is available to display

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English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





Manchester Township Elementary School
(29-2940-043)
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2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 3

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	96	758	752	748	10%	*	26%	*	*	57%	50%
White	62	759	754	757	*	*	32%	*	*	53%	60%
Hispanic	20	755	*	734	*	*	*	65%	0%	65%	36%
Black or African American	*	*	*	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	*	*	*	756	*	*	*	*	*	*	58%
Female	43	766	758	753	*	*	28%	*	*	65%	55%
Male	53	753	747	743	*	*	25%	*	*	51%	46%
Economically Disadvantaged Students	31	745	739	731	*	*	39%	*	*	42%	33%
Non-Economically Disadvantaged Students	65	765	758	759	*	*	20%	*	*	65%	61%
Students with Disabilities	32	741	*	719	*	*	*	*	*	38%	24%
Students without Disabilities	64	767	*	754	*	*	*	*	*	67%	56%
English Learners	N	N	*	713	N	N	N	N	N	N	17%
Non-English Learners	96	758	*	751	10%	*	26%	*	*	57%	54%
Homeless Students	N	N	N	720	N	N	N	N	N	N	23%
Students in Foster Care	*	*	*	720	*	*	*	*	*	*	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



Manchester Township Elementary School
(29-2940-043)
Grades Offered: KG-05
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 4

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	86	762	758	755	*	*	21%	49%	19%	67%	57%
White	48	768	759	763	0%	*	*	*	*	77%	67%
Hispanic	17	753	*	743	0%	*	*	*	*	47%	44%
Black or African American	12	745	751	739	*	*	*	*	*	50%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	53%
Two or More Races	*	*	*	762	*	*	*	*	*	*	64%
Female	45	770	765	760	*	*	*	*	*	73%	62%
Male	41	754	752	750	*	*	*	*	*	61%	53%
Economically Disadvantaged Students	36	758	*	740	*	*	*	*	*	64%	40%
Non-Economically Disadvantaged Students	50	765	*	765	*	*	*	*	*	70%	69%
Students with Disabilities	13	743	*	725	*	*	*	*	*	46%	25%
Students without Disabilities	73	765	*	761	*	*	*	*	*	71%	64%
English Learners	N	N	N	720	N	N	N	N	N	N	17%
Non-English Learners	86	762	758	758	*	*	21%	49%	19%	67%	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



Manchester Township Elementary School
(29-2940-043)
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2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 5

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	95	756	753	756	*	17%	21%	*	*	59%	58%
White	63	750	752	764	*	19%	25%	*	*	51%	68%
Hispanic	14	766	*	743	0%	*	*	*	*	71%	44%
Black or African American	*	*	737	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	*	*	*	753	*	*	*	*	*	*	52%
Two or More Races	*	*	759	762	*	*	*	*	*	*	65%
Female	47	759	759	761	*	*	21%	*	*	60%	64%
Male	48	753	746	750	*	*	21%	*	*	58%	52%
Economically Disadvantaged Students	31	749	745	740	*	*	*	*	*	52%	39%
Non-Economically Disadvantaged Students	64	760	758	766	*	*	*	*	*	63%	69%
Students with Disabilities	14	728	*	724	*	*	*	*	*	21%	23%
Students without Disabilities	81	761	*	762	*	*	*	*	*	65%	65%
English Learners	N	N	N	713	N	N	N	N	N	N	11%
Non-English Learners	95	756	753	758	*	17%	21%	*	*	59%	60%
Homeless Students	N	N	N	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



Manchester Township Elementary School
(29-2940-043)
Grades Offered: KG-05
2018-2019

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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	268	97.5	61.6	42.1	44.5	61.6	57	Met Target
White	171	97.2	64.9	45.1	54.1	64.9	57.5	Met Target
Hispanic	50	98.1	54.0	34.3	28.8	54.0	58.8	Met Target†
Black or African American	20	100.0	45.0	*	23.0	45.0	49	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	76.5	*	**	**
American Indian or Alaska Native	*	*	*	*	42.7	*	**	**
Two or More Races	16	100.0	50.0	47.8	53.3	50.0	**	**
Female	131	97.8	58.8	43.4	44.9	58.8		
Male	137	97.3	64.2	40.9	44.2	64.2		
Economically Disadvantaged Students	95	98.0	44.2	32.8	26.3	44.2	44.4	Met Target†
Non-Economically Disadvantaged Students	173	97.3	71.1	46.5	54.9	71.1		
Students with Disabilities	56	89.4	53.6	*	17.4	50.1	42.3	Met Target
Students without Disabilities	212	100.0	63.7	*	50.0	63.7		
English Learners	N	N	N	*	25.0	N	**	**
Non-English Learners	268	97.5	61.6	*	46.5	61.6		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	*	*	*	20.0	17.1	*		
Military-Connected Students	N	N	N	*	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



Manchester Township Elementary School

(29-2940-043)

Grades Offered: KG-05

2018-2019

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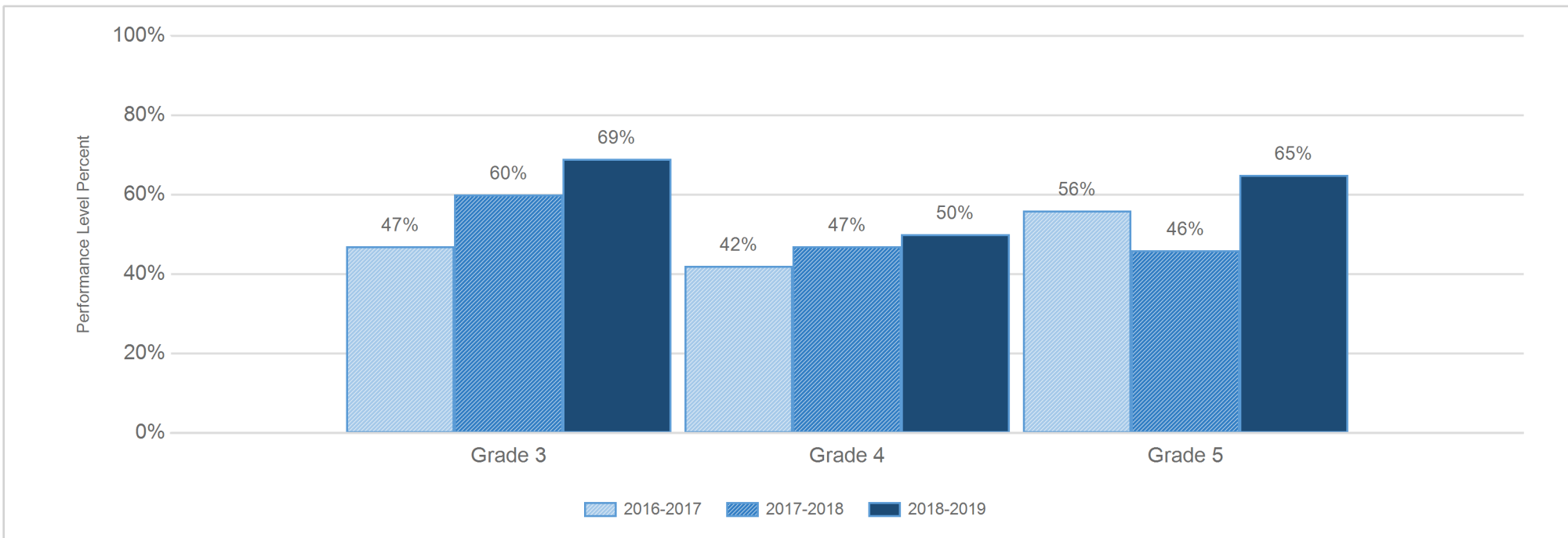
** Accountability calculations require 20 or more students

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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



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Mathematics Assessment - Performance by Grade: Grade 3

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	96	764	755	752	0%	*	23%	*	*	69%	55%
White	62	765	758	760	0%	*	27%	*	*	68%	66%
Hispanic	20	761	*	739	0%	*	*	*	*	70%	40%
Black or African American	*	*	*	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	*	758	*	*	*	*	*	*	62%
Female	43	765	755	751	0%	*	*	*	*	65%	54%
Male	53	763	755	752	0%	*	*	*	*	72%	56%
Economically Disadvantaged Students	31	755	744	737	0%	*	*	*	*	58%	37%
Non-Economically Disadvantaged Students	65	768	761	761	0%	*	*	*	*	74%	67%
Students with Disabilities	32	759	*	731	0%	*	31%	*	*	59%	31%
Students without Disabilities	64	766	*	756	0%	*	19%	*	*	73%	60%
English Learners	N	N	*	728	N	N	N	N	N	N	26%
Non-English Learners	96	764	*	754	0%	*	23%	*	*	69%	58%
Homeless Students	N	N	N	724	N	N	N	N	N	N	23%
Students in Foster Care	*	*	*	725	*	*	*	*	*	*	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



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Mathematics Assessment - Performance by Grade: Grade 4

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	86	749	745	749	*	14%	35%	*	*	50%	51%
White	48	754	747	757	0%	*	29%	*	*	60%	62%
Hispanic	17	739	*	737	*	*	*	*	*	29%	36%
Black or African American	12	738	739	731	0%	*	*	*	*	33%	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	754	*	*	*	*	*	*	58%
Female	45	747	744	749	*	*	40%	*	*	47%	50%
Male	41	750	746	749	*	*	29%	*	*	54%	52%
Economically Disadvantaged Students	36	741	*	734	*	*	47%	*	*	31%	32%
Non-Economically Disadvantaged Students	50	754	*	759	*	*	26%	*	*	64%	63%
Students with Disabilities	13	738	*	726	*	*	*	*	*	31%	25%
Students without Disabilities	73	750	*	754	*	*	*	*	*	53%	56%
English Learners	N	N	N	722	N	N	N	N	N	N	18%
Non-English Learners	86	749	745	751	*	14%	35%	*	*	50%	54%
Homeless Students	*	*	*	722	*	*	*	*	*	*	19%
Students in Foster Care	N	N	N	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



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Mathematics Assessment - Performance by Grade: Grade 5

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	95	758	747	747	0%	*	26%	*	*	65%	47%
White	63	758	750	755	0%	*	24%	*	*	65%	58%
Hispanic	14	762	*	735	0%	0%	*	*	*	64%	30%
Black or African American	*	*	729	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	*	*	*	747	*	*	*	*	*	*	42%
Two or More Races	*	*	749	753	*	*	*	*	*	*	55%
Female	47	759	745	747	0%	*	30%	*	*	64%	47%
Male	48	757	749	747	0%	*	23%	*	*	67%	47%
Economically Disadvantaged Students	31	753	740	732	0%	*	35%	*	*	52%	27%
Non-Economically Disadvantaged Students	64	761	751	757	0%	*	22%	*	*	72%	59%
Students with Disabilities	14	755	*	725	0%	*	*	*	*	64%	19%
Students without Disabilities	81	758	*	752	0%	*	*	*	*	65%	52%
English Learners	N	N	N	718	N	N	N	N	N	N	12%
Non-English Learners	95	758	747	749	0%	*	26%	*	*	65%	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) 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	N	N
5	N	N

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. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	*	*	*

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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



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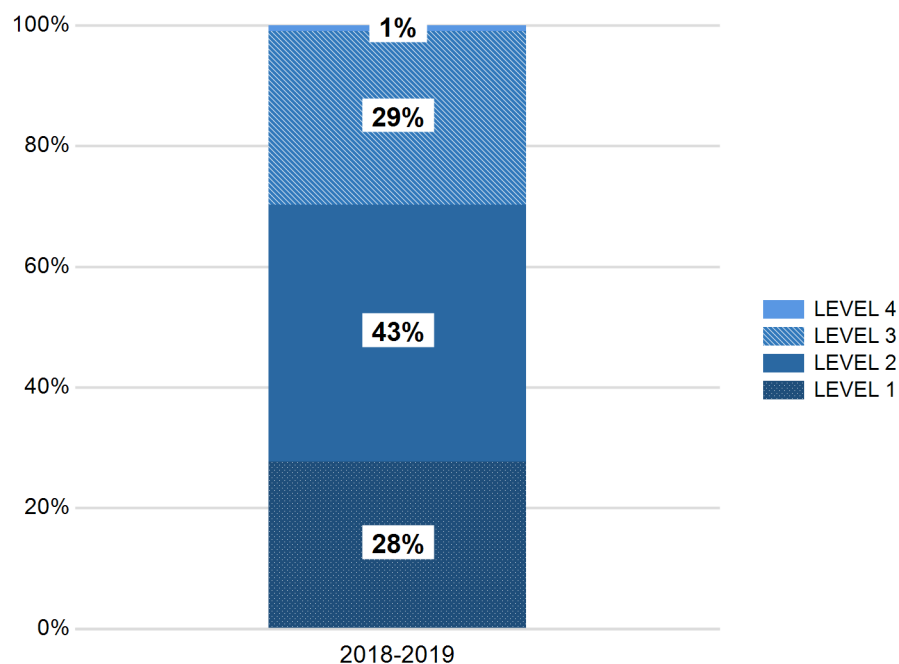
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the [assessment reports page](#) for DLM results.

NJSLA Science Assessment: Grade 5 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 5

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	28	43	29	1
White	29	40	31	0
Hispanic	29	50	21	0
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	*	*	*	*
Two or More Races	*	*	*	*
Female	34	45	21	0
Male	21	40	36	2
Economically Disadvantaged Students	29	55	13	3
Non-Economically Disadvantaged Students	27	37	37	0
Students with Disabilities	38	62	0	0
Students without Disabilities	26	40	33	1
English Learners	N	N	N	N
Non-English Learners	28	43	29	1
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	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. Students with fewer than 45 days in membership are excluded from attendance calculations.

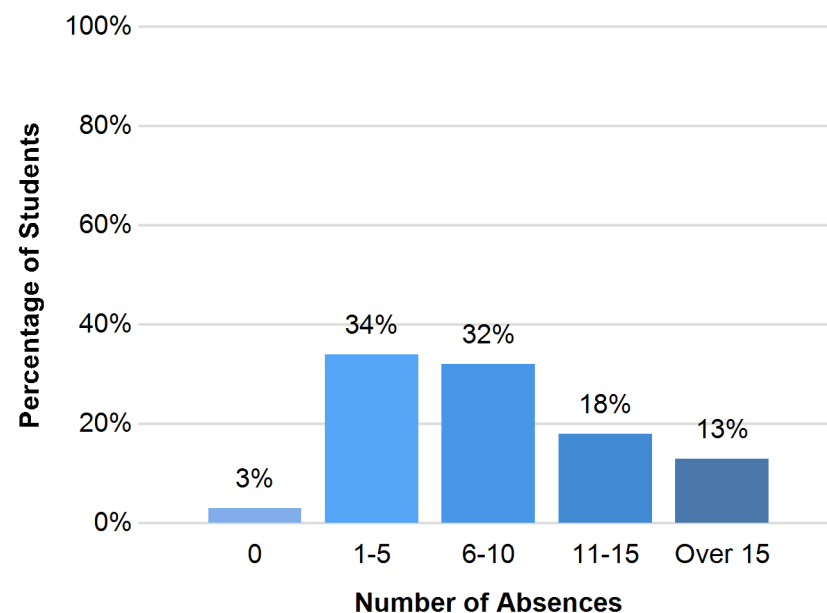
Chronic Absenteeism

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	50	8.8	8.9	Met
White	34	10.0	8.9	Not Met
Hispanic	9	7.9	8.9	Met
Black or African American	2	5.0	8.9	Met
Asian, Native Hawaiian, or Pacific	1	2.9	8.9	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	8.9	Met
Female	26	9.3		
Male	24	8.4		
Economically Disadvantaged Students	27	13.8	8.9	Not Met
Students with Disabilities	14	10.5	8.9	Not Met
English Learners	*	*	**	**
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

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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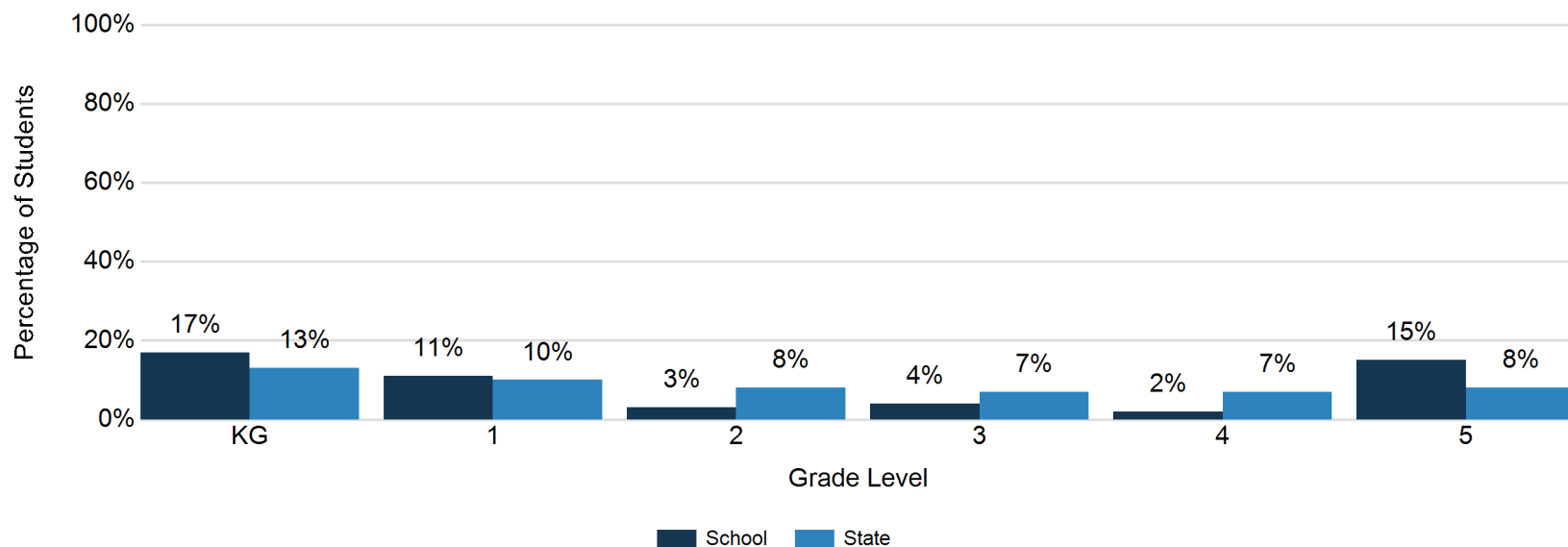
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Chronic Absenteeism by Grade

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), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

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)	5
Total Unique Incidents	5
Incidents Per 100 Students Enrolled	0.93

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

Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bullying (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	5	5
No Identified Nature	7		7

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	*	*
Out-of-School Suspensions	10	1.9%
Any Suspension	13	2.4%
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

27



Manchester Township Elementary School

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School Day

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

Category	School
Typical Start Time	8:50 AM
Typical End Time	3:30 PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	5 Hrs 50 Mins
Shared Time - Instructional Time	5 Hrs. 50 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2018-19	1:1



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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 the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	52	118,214
Average years experience in public schools	11.0	12.1
Average years experience in district	10.4	10.8
Percentage of Teachers with 4 or more years experience in the district	76.9%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	20	9,530
Average years experience in public schools	22.4	16.0
Average years experience in district	16.9	12.0
Percentage of Administrators with 4 or more years experience in the district	100.0%	76.9%

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	10:1	10:1
Students to Administrators	269:1	144:1
Teachers to Administrators	26:1	14:1
Students to Librarians/Media Specialists		577:1
Students to Nurses		412:1
Students to Counselors		262:1
Students to Child Study Team Members		222:1



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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 and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	49.4%	90.4%	100.0%	48.4%	77.1%	54.9%
Male	50.6%	9.6%	0.0%	51.6%	22.9%	45.1%
White	61.0%	94.2%	100.0%	42.4%	83.6%	77.4%
Hispanic	19.7%	3.8%	0.0%	29.9%	7.3%	7.2%
Black or African American	7.2%	1.9%	0.0%	15.0%	6.6%	13.9%
Asian	5.4%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.9%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.4%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	5.4%	0.0%	0.0%	2.1%	0.2%	0.2%



Manchester Township Elementary School

(29-2940-043)

Grades Offered: KG-05

2018-2019

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Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by 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.

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 this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	92.6%	90.5%
2017-18 Administrators: Same district 2018-19	95.0%	87.9%

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
2018-19	96.7%



Manchester Township Elementary School

(29-2940-043)

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2018-2019

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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.



Manchester Township Elementary School

(29-2940-043)

Grades Offered: KG-05

2018-2019

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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).

Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.

Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less

Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.



Manchester Township Elementary School

(29-2940-043)

Grades Offered: KG-05

2018-2019

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For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	59.7%	60.6%	60.8%
Math Proficiency	48.2%	50.9%	61.6%
ELA Growth	62	56	49
Math Growth	47	48	62
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	8.1%	9.8%	8.8%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



Manchester Township Elementary School

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Annually, NJDOE will identify schools in the following federal category:

Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.



Manchester Township Elementary School
(29-2940-043)
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2018-2019

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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Met Target	Met Target	Met Standard	Exceeds Standard	**	Met	No
White	Met Target	Met Target	Not Met	Exceeds Standard	n/a	Not Met	No
Hispanic	Met Target	Met Target†	Exceeds Standard	Exceeds Standard	n/a	Met	No
Black or African American	Met Target	Met Target†	**	**	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	Met	No
Economically Disadvantaged Students	Met Target	Met Target†	Met Standard	Exceeds Standard	n/a	Not Met	No
Students with Disabilities	Met Target	Met Target	Met Standard	Exceeds Standard	n/a	Not Met	No
English Learners	**	**	**	**	**	**	No

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



Manchester Township Elementary School

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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 the school or district directly.



Highlights:

- Our students utilized our STEAM Lab this year, thanks to the MTEF grant. This prepares students for an future filled with exciting opportunities through creative exploration & innovative thinking.
- Medal of Honor/Character Ed. Program provides positive culture & climate. Grades 3-5 are recognized monthly at Star Student of Month Assembly & Principal lunch. Grades K-2 received Dragon Drawings.
- A student run TV program developed/presented daily keeps students/staff informed/educated, teaching life skills.



Mission, Vision, Theme:

MTES is a family of caring individuals dedicated to meeting the needs of all learners, while following our districts mission to cultivate a strong partnership between the school and community and to foster responsibility, integrity, excellence, & academic achievement in all areas. Professionalism, hard work & promoting a safe learning environment are essential to our success. Making a difference to others at school and in the community is what sets us apart from the rest.



Awards, Recognition, Accomplishments:

Here at MTES we all believe in giving back to our community and making a difference in someone's life. Students and staff participate in fundraisers and volunteer to help those less fortunate. Causes include American Heart Association, American Cancer Society, Heifer International, Leukemia & Lymphoma Society, staff members in need, MTES Turkey Trot and Manchesters Kevins Kids. Recent awards include: MTEF STEAM Lab grant, Mental Health Awareness Calendar, Disabilities Awareness Bulletin Board Winner, Jr. Impact Achievements, 10th District Legislators Excellence in Education Award, & Jump Rope for Heart Team presenting at NJAHPERDs Annual Convention. In the area of academics, we are extremely proud of how hard our students work and assessments show that our students academic growth is outstanding.



Manchester Township Elementary School

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Courses, Curriculum, Instruction:

Our instructional program reflects an integrated approach to learning based on the New Jersey Student Learning Standards. Curriculum and instruction embodies student centered learning activities that focus on critical and creative thinking, collaboration, authentic learning and communication. Instruction is differentiated and focused on the whole child. Student progress is evaluated through a variety of methods, which measure progression toward grade level standards mastery.



Clubs and Activities:

The Junior Impact Club, sponsored by the local Rotary Club, promotes student learning, civic responsibility & service to others. An honor guard represents the school at all assemblies to show respect for our flag and our country. Fourth and fifth graders can elect to participate in band before and during the school day. Fifth graders have an opportunity to ignite their creative juices in our Art club. Other opportunities for growth include Broadcast News Team, Chess, and Jump Rope Team.



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Before and After School Programs:

Our Title One Discovery Club Program is offered before and after school to our Basic Skills students. The goal of the program is to build confidence in our students while strengthening their academic skills. Teachers work with students in a small group setting to support and reinforce their skills. A Home Connection piece provides caretakers with information and guidance through quarterly parent handouts and support materials. Students are encouraged to use the Learning Modules at home and during the Discovery Club program.



Staff and Professional Learning:

Professional development is offered on an on-going basis to all staff members. Our Elementary Supervisor of Instruction works in concert with the building level administrators to provide current research based best practices to support educational initiatives. Teacher led PD, high quality collaborative learning opportunities, monthly faculty, PD & grade level meetings, PLCs, book & article studies, Wise Words of Wisdom via our Classroom, and Twitter, are all other means of professional learning.



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Student Supports and Services:

Learning, behavior & health difficulties are identified by collecting data, implementing action plans, monitoring progress, and offering support, through our Intervention and Referral Services program. The NJTSS framework of supports and interventions gives structure to meeting the academic and behavioral needs of our students. Social and emotional needs are addressed, along with academic needs. Child Study Teams & Section 504 Officers see that all needs are met, regardless of physical/ mental impairment or disability. Title One funds ensure all children meet challenging state academic standards through a Basic Skills program. ELL screenings are available for those in need.



Student Health and Wellness:

The safety & well-being of our students is important to us, as we strive for a safe, secure learning environment where all students can grow & learn. We support social, emotional & physical wellness with a full time RN and full time guidance counselor. We offer good nutrition with a balanced breakfast/lunch program, regular physical activity through PE twice a week, active recess periods, a running club, Jump Rope Team, proactive programs promoting a bully free school and senior mentoring. Our Broadcast news team has a Mindfulness segment each morning, highlighting a yoga pose/breathing technique to reduce stress and maintain concentration.



Parent and Community Involvement:

The PTA provides programs designed to address students academic, social & emotional needs. Workshops are offered through our Parent Advisory Committee & meetings are held throughout the year. Parents volunteer time & talents providing services to the classroom. We are firm believers that when parents and schools work together as a team, attendance is better and students achieve more. A strong partnership exists with the Manchester Police Department, where safety & our LEAD program take center stage. The Ocean County Mentoring Program provides us with over 25 adult mentors who enjoy spending quality time with students looking for a special connection. This traditional program is a key component to the social and emotional well-being of our students.



Manchester Township Elementary School

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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers A school climate survey shows many areas of meeting/exceeding expectations including: building positive morale among staff, positive work environment, initiating change for the good of students & for the running of the school, and keeping current on educational research and trends. Students, parents, staff & administration recognize the school as a safe, happy place to be, fostering a sense of community and demonstrating mutual support and respect for all.</p>
 <p>Facilities:</p>	<p>Nestled at one end of Colonial Drive is Manchester's largest elementary school, built in 1992. An all-purpose room serves as a lunch room, gym and meeting place for over 600 students & staff. A full service kitchen serves breakfast and lunch daily. A Media Center, Art & Music Rm and Technology Lab offer challenges and enrichment opportunities for all. Rooms are air conditioned. An outdoor learning garden, two playgrounds, volleyball and basketball court, and soccer and baseball fields complete our facilities.</p>
 <p>School Safety:</p>	<p>Our number one concern at MTES has been and always will be the safety of our students and staff. We use our situational awareness to make decisions and instruct others about choices to keep us safe on a daily basis. The Manchester Township Police Department works closely with us, offering professional development and resources to keep us safe and informed. The district's adoption of Share 911 and the ALICE training over the past year is just another example of the resources available to help staff and the community. Through these programs the district offers education and opportunities for choice during difficult situations. At MTES we work together to create safe and secure learning environments where students are comfortable taking risks and coming to school on a daily basis. School Culture and Climate is taken seriously and proactive measures to recognize the school as a safe, happy place for all to be are collaborated and carried out by all members of our school family.</p>



Manchester Township Elementary School
 (29-2940-043)
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Technology and STEM:

Smart boards, iPad, kindles and chrome books fill our classrooms. It is our responsibility to educate and prepare the next generation of American workers to fill the jobs of the future for careers that do not even exist at this time. This is a very difficult task and a challenge that we must take on together. Through Science, Technology, Engineering, Arts and Mathematics we can open new opportunities for both boys and girls in Manchester and in America that will help drive the global economy.



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Other Information

Manchester Township Elementary School, Home of the Dragons, is the largest of the three elementary schools in Manchester Township, New Jersey, with approximately 560 students in a full day Kindergarten- 5th grade program. Safety continues to be our top priority as we recognize that true learning takes place when children feel safe & comfortable. The highly qualified professionals at MTES hold high expectations both academically and behaviorally for all of our students. We offer a student-centered, rigorous academic environment based upon educational research & best practices. An interdisciplinary approach to instruction is used which helps to make our programs meaningful and relevant for children. Our teachers regularly integrate a variety of teaching techniques, including differentiated instruction, & effective behavioral strategies to promote academic achievement. Reading & writing are taught through a balanced literacy framework that gives all children time to read, write, talk and think critically. Cooperative learning, the use of problem-based learning units, multi-sensory learning tools, manipulatives, and a variety of technology devices are examples of instructional strategies. Technology is often used to reinforce visual, auditory and tactile learning styles. We educate the whole child giving them opportunities to participate in vocal & instrumental music, art, physical education, health, and world language instruction. Students have access to iPads, e-readers, desktop computers, Chromebooks, document cameras and smart-technology; to enhance their 21st century thinking & learning skills. The MTES Family works collaboratively to create the best educational experiences for all students. Our belief is that support from home is critical to learning, and together we shape our children and prepare them for the future. We have high expectations for our students and strongly believe and stand behind our motto Excellence by Example.



Manchester Township High School

(29-2940-040)

Grades Offered: 09-12

2018-2019

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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

Notes from the New Jersey Department of Education:



Manchester Township High School

(29-2940-040)

Grades Offered: 09-12

2018-2019

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School Contact Information

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

Type	Contact Information
County	Ocean
District	Manchester Township School District
Principal Name	Mr. Dennis Adams
Address	101 S COLONIAL DR MANCHESTER, NJ 08759
Phone Number	732-657-2121
Email Address	dadams@mtschoools.org
Website	https://www.manchestertwp.org/MTHS
Facebook	http://www.facebook.com/manchesterschools/
Twitter	https://twitter.com/MTSDnews



Manchester Township High School
(29-2940-040)
Grades Offered: 09-12
2018-2019

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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
9	262	250	244
10	234	242	247
11	242	216	220
12	217	245	221
Total	955	953	932

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	48.3%	49.6%	50.3%
Male	51.7%	50.4%	49.7%
Economically Disadvantaged Students	32.0%	30.3%	30.2%
Students with Disabilities	16.4%	18.6%	17.5%
English Learners	1.3%	0.8%	0.5%
Homeless Students	0.5%	0.4%	0.6%
Students in Foster Care	0.4%	0.4%	0.0%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	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	2016-17	2017-18	2018-19
White	64.9%	65.6%	63.2%
Hispanic	14.7%	15.7%	16.9%
Black or African American	13.5%	11.9%	13.4%
Asian	4.7%	4.7%	4.2%
Native Hawaiian or Pacific Islander	0.7%	0.9%	0.6%
American Indian or Alaska Native	0.5%	0.2%	0.2%
Two or More Races	1.0%	1.0%	1.5%

Enrollment Trends by Full and Shared Time Status

This table shows the number of full and shared time students for the last three years. The full time equivalent is the number of full time students plus half the number of shared time students.

Enrollment Status	2016-17	2017-18	2018-19
Full Time Students	902	904	873
Shared Time Students	104	98	116
Full Time Equivalent	954	953	931

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	96.6%
Spanish	1.9%
Other Languages	1.5%



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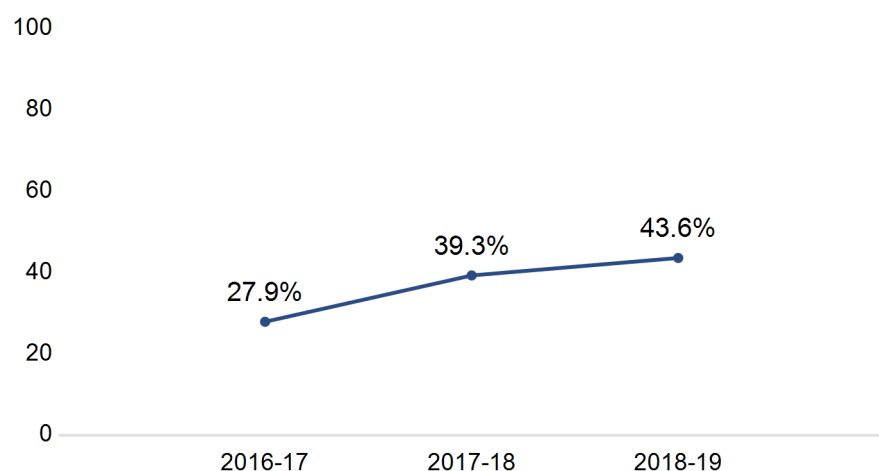
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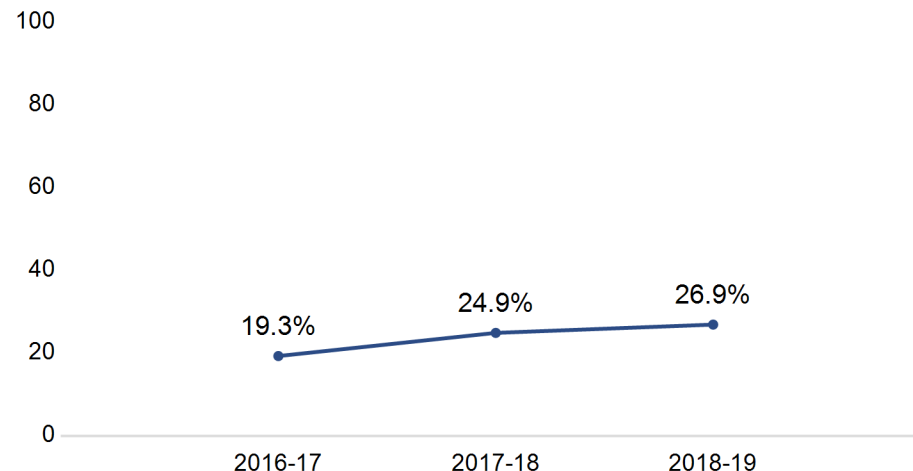
English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	96.8%	99.6%	98.7%	96.3%	99.6%	98.5%
Proficiency Rate for Federal Accountability	27.9%	39.3%	43.6%	19.3%	24.9%	26.9%
Annual Target	31.5%	34.1%	36.6%	14.0%	17.5%	20.9%
Met Annual Target?	Not Met	Met Target	Met Target	Met Target	Met Target	Met Target
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	525	98.7	43.6	48.6	57.9	43.6	36.6	Met Target
White	337	98.6	45.1	50.1	66.9	45.1	38.3	Met Target
Hispanic	87	97.8	42.5	43.6	43.9	42.5	37.8	Met Target
Black or African American	68	100.0	30.9	*	38.5	30.9	20.8	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	82.9	*	47.2	Met Target
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	55.1	64.4	*	**	**
Female	271	98.6	54.6	58.7	64.8	54.6		
Male	254	98.8	31.9	38.5	51.3	31.9		
Economically Disadvantaged Students	155	97.6	38.7	39.8	40.0	38.7	25.6	Met Target
Non-Economically Disadvantaged Students	370	99.2	45.7	52.8	67.9	45.7		
Students with Disabilities	98	96.1	*	*	22.7	*	20.3	Not Met
Students without Disabilities	427	99.3	*	*	65.1	*		
English Learners	*	*	*	*	29.3	*	**	**
Non-English Learners	*	*	*	*	60.6	*		
Homeless Students	*	*	*	*	29.1	*		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	N	N	N	*	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.



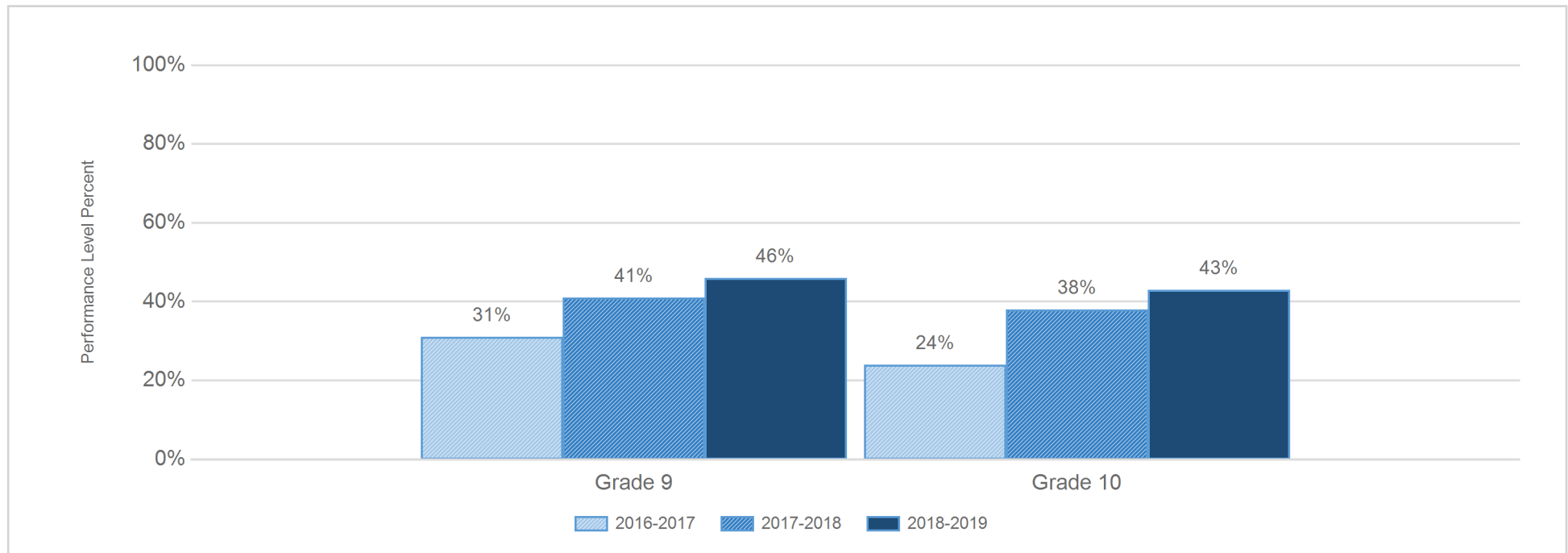
Manchester Township High School
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2018-2019

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English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





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English Language Arts Assessment - Performance by Grade: Grade 9

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	267	743	743	753	15%	15%	23%	37%	9%	46%	56%
White	161	747	747	762	12%	12%	26%	40%	9%	50%	65%
Hispanic	45	737	737	737	*	*	*	*	*	44%	40%
Black or African American	37	724	724	732	30%	*	*	27%	0%	27%	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	783	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	754	N	N	N	N	N	N	57%
Two or More Races	*	*	*	761	*	*	*	*	*	*	63%
Female	131	754	754	760	11%	8%	21%	*	*	60%	63%
Male	136	733	733	746	20%	22%	25%	*	*	33%	49%
Economically Disadvantaged Students	85	738	738	734	22%	14%	21%	*	*	42%	36%
Non-Economically Disadvantaged Students	182	746	746	762	12%	16%	24%	*	*	48%	65%
Students with Disabilities	45	703	703	717	*	*	*	*	*	*	17%
Students without Disabilities	222	752	752	760	*	*	*	*	*	*	63%
English Learners	N	N	N	693	N	N	N	N	N	N	*
Non-English Learners	267	743	743	755	15%	15%	23%	37%	9%	46%	*
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	22%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	56%
Migrant Students	N	N	N	715	N	N	N	N	N	N	23%



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English Language Arts Assessment - Performance by Grade: Grade 10

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	261	741	741	757	21%	15%	21%	27%	16%	43%	58%
White	177	743	743	767	20%	16%	22%	23%	19%	42%	67%
Hispanic	45	739	739	738	*	*	*	*	*	44%	43%
Black or African American	31	732	732	733	32%	*	*	*	*	39%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	792	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	754	N	N	N	N	N	N	56%
Two or More Races	*	*	*	766	*	*	*	*	*	*	65%
Female	144	754	754	766	14%	8%	25%	32%	21%	53%	66%
Male	117	724	724	749	30%	24%	16%	21%	9%	30%	51%
Economically Disadvantaged Students	76	733	733	735	28%	20%	14%	*	*	38%	40%
Non-Economically Disadvantaged Students	185	744	744	767	18%	14%	24%	*	*	44%	67%
Students with Disabilities	49	690	690	711	67%	*	*	*	*	10%	19%
Students without Disabilities	212	753	753	765	10%	*	*	*	*	50%	65%
English Learners	*	*	*	687	*	*	*	*	*	*	*
Non-English Learners	*	*	*	760	*	*	*	*	*	*	*
Homeless Students	*	*	*	723	*	*	*	*	*	*	32%
Students in Foster Care	N	N	N	710	N	N	N	N	N	N	22%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	710	N	N	N	N	N	N	10%



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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	464	98.5	26.9	42.1	44.5	26.9	20.9	Met Target
White	298	98.4	29.2	45.1	54.1	29.2	22.5	Met Target
Hispanic	80	98.8	21.3	34.3	28.8	21.3	17	Met Target
Black or African American	54	100.0	13.0	*	23.0	13.0	13.5	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	76.5	*	29.6	Met Target
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	47.8	53.3	*	**	**
Female	241	97.2	30.7	43.4	44.9	30.7		
Male	223	100.0	22.9	40.9	44.2	22.9		
Economically Disadvantaged Students	137	99.3	26.3	32.8	26.3	26.3	17	Met Target
Non-Economically Disadvantaged Students	327	98.2	27.2	46.5	54.9	27.2		
Students with Disabilities	75	98.7	*	*	17.4	*	15.7	Not Met
Students without Disabilities	389	98.5	*	*	50.0	*		
English Learners	*	*	*	*	25.0	*	**	**
Non-English Learners	*	*	*	*	46.5	*		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	N	N	N	20.0	17.1	N		
Military-Connected Students	N	N	N	*	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



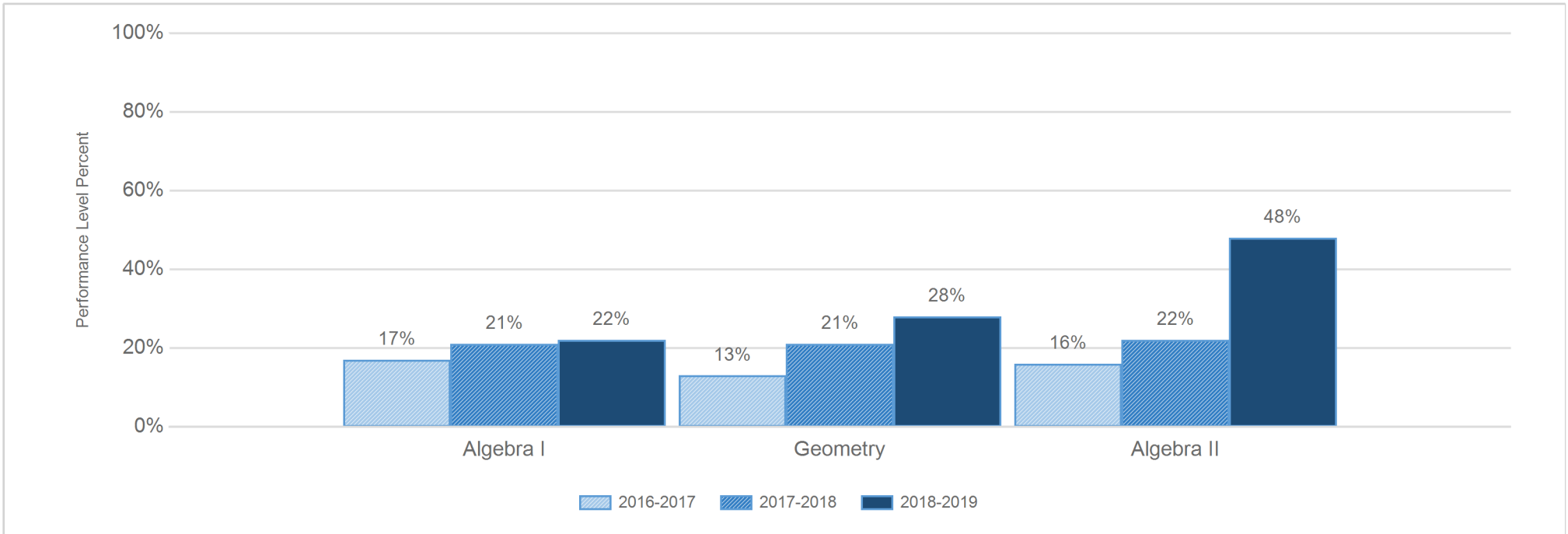
Manchester Township High School
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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



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Mathematics Assessment - Performance by Test: Algebra I

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

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	219	730	738	744	14%	29%	35%	*	*	22%	42%
White	127	732	740	752	11%	29%	36%	24%	0%	24%	53%
Hispanic	43	721	*	728	*	30%	33%	*	*	16%	24%
Black or African American	31	720	*	725	*	32%	35%	*	*	10%	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	*	*	*	752	*	*	*	*	*	*	51%
Female	106	734	743	745	13%	27%	32%	*	*	27%	44%
Male	113	727	732	743	14%	31%	37%	*	*	18%	41%
Economically Disadvantaged Students	77	731	*	727	14%	32%	27%	*	*	26%	23%
Non-Economically Disadvantaged Students	142	730	*	752	13%	27%	39%	*	*	20%	52%
Students with Disabilities	35	700	700	717	*	*	*	*	*	*	12%
Students without Disabilities	184	736	744	748	*	*	*	*	*	*	47%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%



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Mathematics Assessment - Performance by Test: Geometry

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

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	218	732	732	737	11%	29%	32%	*	*	28%	35%
White	149	732	732	743	11%	31%	28%	*	*	30%	43%
Hispanic	36	729	729	724	*	31%	33%	*	*	25%	17%
Black or African American	22	728	728	720	*	*	50%	*	*	18%	14%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	762	*	*	*	*	*	*	70%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	37%
Two or More Races	*	*	*	745	*	*	*	*	*	*	46%
Female	122	733	733	738	11%	25%	33%	*	*	32%	36%
Male	96	730	730	736	10%	35%	30%	*	*	24%	34%
Economically Disadvantaged Students	60	725	725	722	18%	27%	30%	*	*	25%	16%
Non-Economically Disadvantaged Students	158	734	734	743	8%	30%	32%	*	*	30%	43%
Students with Disabilities	36	712	712	712	*	*	*	*	*	*	*
Students without Disabilities	182	735	735	741	*	*	*	*	*	*	*
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	218	732	732	738	11%	29%	32%	*	*	28%	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	739	N	N	N	N	N	N	35%
Migrant Students	N	N	N	711	N	N	N	N	N	N	19%



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Mathematics Assessment - Performance by Test: Algebra II

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

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	29	747	747	755	*	*	*	48%	0%	48%	58%
White	24	747	747	758	*	*	*	50%	0%	50%	62%
Hispanic	*	*	*	731	*	*	*	*	*	*	34%
Black or African American	N	N	N	725	N	N	N	N	N	N	27%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	55%
Two or More Races	*	*	*	761	*	*	*	*	*	*	65%
Female	16	741	741	752	*	*	*	*	*	38%	55%
Male	13	755	755	758	*	*	*	*	*	62%	62%
Economically Disadvantaged Students	*	*	*	729	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	65%
Students with Disabilities	N	N	N	715	N	N	N	N	N	N	25%
Students without Disabilities	29	747	747	756	*	*	*	48%	0%	48%	60%
English Learners	N	N	N	696	N	N	N	N	N	N	11%
Non-English Learners	29	747	747	755	*	*	*	48%	0%	48%	59%
Homeless Students	N	N	N	717	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	715	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	39%
Migrant Students	N	N	N	*	N	N	N	N	N	N	*



Manchester Township High School

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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) 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
9	N	N
10	N	N
11	*	*

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. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	*	*	*

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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



Manchester Township High School
(29-2940-040)
Grades Offered: 09-12
2018-2019

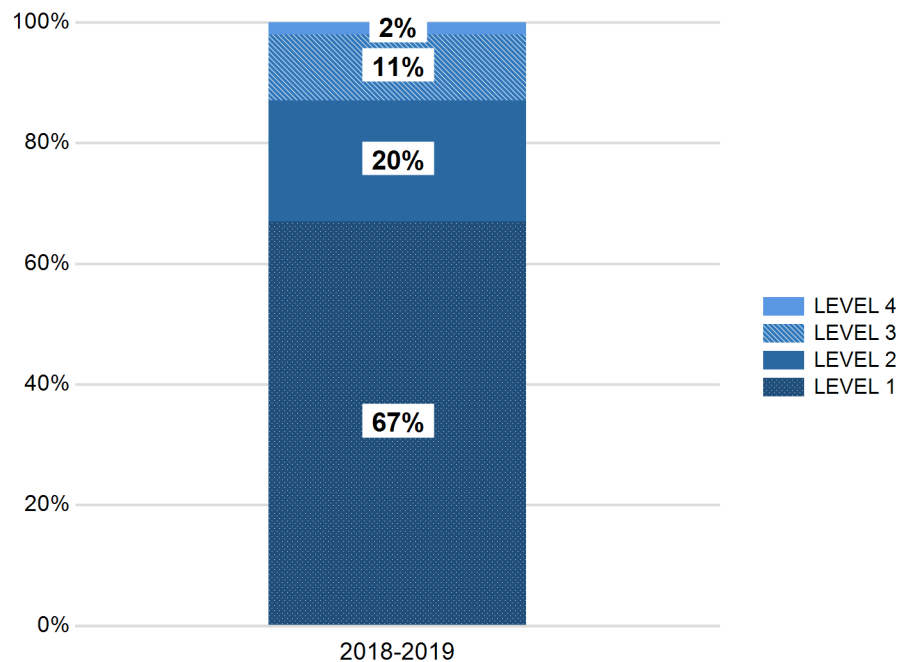
Report Key:

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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the [assessment reports page](#) for DLM results.

NJSLA Science Assessment: Grade 11 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 11

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	67	20	11	2
White	67	21	9	3
Hispanic	82	15	0	3
Black or African American	72	14	14	0
Asian, Native Hawaiian, or Pacific Islander	33	20	40	7
American Indian or Alaska Native	*	*	*	*
Two or More Races	*	*	*	*
Female	72	19	8	1
Male	63	20	13	4
Economically Disadvantaged Students	78	14	8	0
Non-Economically Disadvantaged Students	63	22	11	3
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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Information about participation and performance on the PSAT, SAT, and ACT exams comes directly from College Board and ACT.

PSAT, SAT, & ACT - Participation

This table shows information about participation on the PSAT, SAT, and ACT exams. PSAT participation is the percentage of 10th and 11th graders that took the PSAT 10 or PSAT NMSQT exam in 2018-19. SAT and ACT participation rates show the percentage of 12th graders that have taken the SAT or ACT this year or in prior years.

Participation Type	School Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2018-19	100.0%	84.5%
12th graders taking SAT in 2018-19 or prior years	59.9%	72.1%
12th graders taking ACT in 2018-19 or prior years	85.3%	19.6%

PSAT, SAT, & ACT - Performance

This table shows how students performed on the PSAT, SAT, and ACT tests by subject area. The table includes average test scores, college readiness benchmarks, and the percentage of students that scored at or above these benchmarks. Benchmarks were defined by College Board and ACT and students that score at or above these benchmarks have a high chance of success in credit-bearing college courses.

Participation Type	School Average Score	State Average Score	College Readiness Benchmarks	School - Students Scores at or above Benchmark	State - Students Scores at or above Benchmark
PSAT 10/NMSQT - Reading and Writing	436	476	Grade 10: 430 Grade 11: 460	48%	61%
PSAT 10/NMSQT - Math	444	477	Grade 10: 480 Grade 11: 510	31%	43%
SAT - Reading and Writing	532	539	480	71%	70%
SAT - Math	531	541	530	53%	53%
ACT - Reading	19	25	22	36%	66%
ACT - English	18	24	18	46%	81%
ACT - Math	19	24	22	30%	65%
ACT - Science	18	24	23	19%	57%



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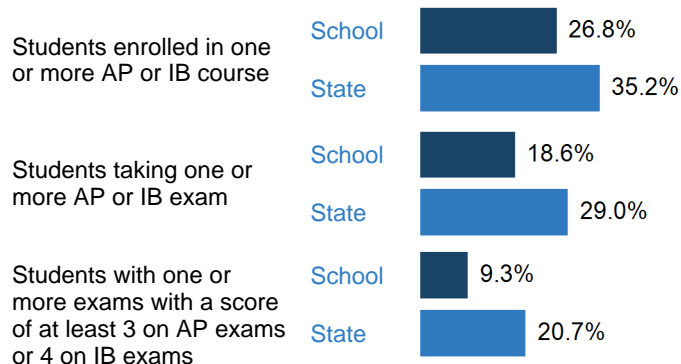
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (IB)** courses and exams and **dual enrollment** courses where high school students can enroll in college courses for credit.

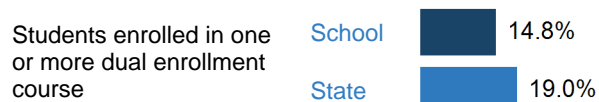
AP/IB Coursework – Participation and Performance

This chart shows the percentage of 11th and 12th graders who enrolled in one or more AP or IB courses, who took one or more AP or IB exams, and who had one or more exams with an AP score of 3 or higher or IB score of 4 or higher.



Dual Enrollment Coursework - Participation

This graph shows the percentage of 11th and 12th graders who were enrolled in at least one dual enrollment course during the school year. Dual enrollment courses allow high school students to enroll in college courses for credit prior to their high school graduation.



AP/ IB Courses Offered

This table shows the list of AP/IB Courses that were offered by the school or for which students took the corresponding AP/IB exam along with the number of students enrolled and the number of students taking the exam. Students do not need to take a course to take the exam and not all students enrolled in a course take the exam. The last two rows show the total number of exams taken and the number of exams with AP scores of 3 or higher or IB scores of 4 or higher. Students who take multiple examples are counted more than once in the last two rows.

AP/IB Course	Students Enrolled	Students Tested
AP Biology	18	12
AP Calculus AB	20	4
AP Calculus BC	17	14
AP Chemistry	10	10
AP Comparative Government and Politics	29	19
AP Computer Science Principles	1	4
AP English Language and Composition	32	27
AP English Literature and Composition	10	6
AP Environmental Science	31	15
AP Human Geography	8	0
AP Physics C	10	0
AP Psychology	56	40
AP Spanish Language	4	3
AP Statistics	12	3
AP U.S. History	12	6
AP World History	16	4



Manchester Township High School

(29-2940-040)

Grades Offered: 09-12

2018-2019

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AP/IB Course	Students Enrolled	Students Tested
Total Exams taken		167
Exams with scores of at least 3 on AP exams or 4 on IB exams		71



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This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit the [NJDOE's Career and Technical Education website](#).

Career and Technical Education Participation

The graphs below show the percentage of students in grades 9 through 12 who were enrolled in courses in approved Career and Technical Education (CTE) programs. Students enrolled in shared-time Career and Technical Education programs in a county vocational school district are included in the percentages for both the county vocational school and their sending school.

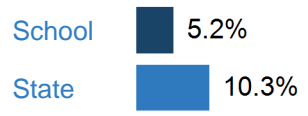
CTE Participants

(completed only one course in an approved CTE program)



CTE Concentrators

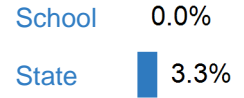
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

The graph below shows the percentage of students in grades 9 through 12 who participated in Structured Learning Experiences during the school year. Structured Learning Experiences can include work-based learning programs, internships, apprenticeships, and service learning experiences and can be paid or unpaid.

Structured Learning Experiences





Manchester Township High School
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Career and Technical Education Participation by Student Group

This table shows the percentage of students, both overall and by student group, in grades 9 through 12 who were enrolled in courses in approved Career and Technical Education (CTE) programs. CTE participants have completed only one course in an approved CTE program. CTE concentrators have completed two or more courses in a single approved CTE program and/or have completed the entire CTE program. Students enrolled in shared-time CTE programs in a county vocational school district are included in the percentages for both the county vocational school and their sending high school.

Student Group	School: % CTE Participants	School: % CTE Concentrators	State: % CTE Participants	State: % CTE Concentrators
Schoolwide	*	5.2%	7.7%	10.3%
White	*	6.0%	6.1%	9.6%
Hispanic	0.0%	*	10.3%	11.3%
Black or African American	*	*	9.0%	11.2%
Asian, Native Hawaiian, or Pacific Islander	0.0%	*	5.8%	9.3%
American Indian or Alaska Native	*	*	10.3%	12.7%
Two or More Races	0.0%	*	6.8%	12.1%
Female	*	3.9%	7.3%	10.6%
Male	*	6.5%	8.0%	10.1%
Economically Disadvantaged Students	0.0%	5.5%	10.4%	11.8%
Students with Disabilities	*	12.9%	6.6%	9.2%
English Learners	*	*	8.7%	3.2%
Homeless Students	*	*	8.1%	6.6%
Students In Foster Care	N	N	6.4%	5.0%
Military-Connected Students	N	N	9.7%	13.3%
Migrant Students	N	N	10.4%	*



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Industry-Valued Credentials

The graph below shows the percentage of students in grades 9 through 12 who earned one or more Industry-Valued Credential during the school year.

Students Earning Industry-Valued Credentials



Industry-Valued Credentials by Career Cluster

This table shows by Career Cluster the number of students enrolled in approved Career and Technical Education programs, the number of students that earned one or more industry-valued credential, and the total number of credentials earned. Students are only enrolled in one career cluster, but they may earn credentials in multiple clusters or earn multiple credentials within one cluster. Career Clusters without approved credentials are grayed out. Career Cluster rows will be hidden if no students were enrolled and no credentials were earned. The last row provides unique counts of students enrolled and students earning one or more credentials across all clusters.

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total credentials earned
Architecture & Construction	14		
Arts, AV Technology & Communications	*		
Health Science	15		
Hospitality & Tourism	16		
Human Services	16	*	*
Information Technology	*		
Manufacturing	*		
Marketing	*		
Transportation, Distribution & Logistics	23	*	*
Total (All Clusters)	101	19	19



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Information about [New Jersey Student Learning Standards](#) can be found on the NJDOE website. An English course participation table is not included below because students are required to take four years of English in high school. Detailed information about students enrolled in AP/IB courses in English Language Arts and other subject areas is available in the AP/IB Courses Offered table in the College and Career Readiness Section of this report.

Mathematics - Course Participation

This table shows the number of students who were enrolled in Mathematics courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	221	6	53	0	0	0	11
10	24	210	12	18	0	0	16
11	3	25	89	51	8	3	71
12	1	12	7	10	28	9	50
Total	249	253	161	79	36	12	148
Enrolled in AP/IB Course					20	12	0
Enrolled in Dual Enrollment Course	0	0	0	0	8	2	0

Science - Course Participation

This table shows the number of students who were enrolled in Science courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	232	1	0	2	0	10
10	9	225	2	1	0	4
11	15	24	2	110	40	30
12	16	10	2	14	16	63
Total	272	260	6	127	56	107
Enrolled in AP/IB Course	18	10		31	10	0
Enrolled in Dual Enrollment Course	11	0	0	1	1	4



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2018-2019

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Social Studies and History - Course Participation

This table shows the number of students who were enrolled in Social Studies and History courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	228	1	0	0	1	11
10	5	234	0	35	9	26
11	2	217	0	23	13	40
12	12	69	0	43	27	66
Total	247	521	0	101	50	143
Enrolled in AP/IB Course	16	12	0	56		36
Enrolled in Dual Enrollment Course	6	0	0	20	5	27

World Languages - Course Participation

This table shows the number of students who were enrolled in World Languages courses by grade and language. Students are counted more than once if they were enrolled in courses across multiple languages. The last three rows show the number of students enrolled in level 3 or higher courses (such as French II or IV), Advanced Placement (AP) or International Baccalaureate (IB) courses, and Dual Enrollment courses by language.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	164	21	0	0	0	0	0
10	175	34	0	0	0	0	0
11	57	14	0	0	0	0	0
12	35	19	0	0	0	0	0
Total	431	88	0	0	0	0	0
Enrolled in AP/IB Course	4	0	0	0	0	0	0
Enrolled in Dual Enrollment Course	14	6	0	0	0	0	0
Enrolled in Level 3 or Higher	52	26	0	0	0	0	0



Manchester Township High School
(29-2940-040)
Grades Offered: 09-12
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Computer Science and Information Technology – Course Participation

This table shows the number of students who were enrolled in Computer Science and Information Technology (IT) courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	Computer Programming	Computing Systems	Other Computer Science	Networking	Information Systems	Other IT
9	N	N	N	N	N	N
10	6	0	0	0	0	0
11	3	0	0	0	0	0
12	12	0	1	0	0	0
Total	21	0	1	0	0	0
Enrolled in AP/IB Course	0		1			0
Enrolled in Dual Enrollment Course	4	0	1	0	0	0



Manchester Township High School

(29-2940-040)

Grades Offered: 09-12

2018-2019

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Seal of Biliteracy

This table shows the number of Seals of Biliteracy earned by language. The New Jersey Department of Education State Seal of Biliteracy identifies graduating high school students who are able to demonstrate proficiency in English in addition to one or more languages. Students may be counted more than once if they earned Seals across more than one language. Visit the [NJDOE Seal of Biliteracy website](#) for more information.

Language	Students Earning a Seal of Biliteracy
Total	0



Manchester Township High School (29-2940-040) Grades Offered: 09-12 2018-2019

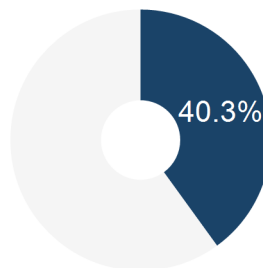
Report Key: * Data is not displayed in order to protect student privacy ** Accountability calculations require 20 or more students N No Data is available to display † This indicates a table specific note, see note below table

Visual and Performing Arts – Course Participation

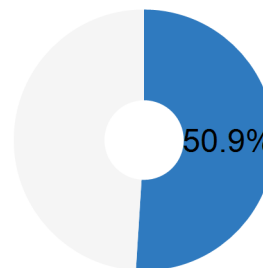
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 9-12:

Students enrolled in one or more visual and performing arts classes

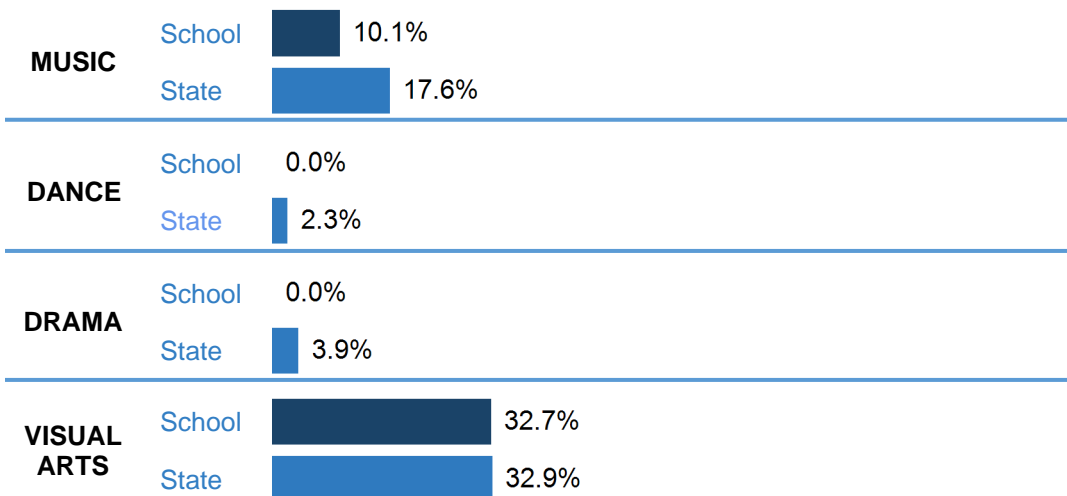


School



State

Students enrolled in one or more classes by discipline:





Manchester Township High School
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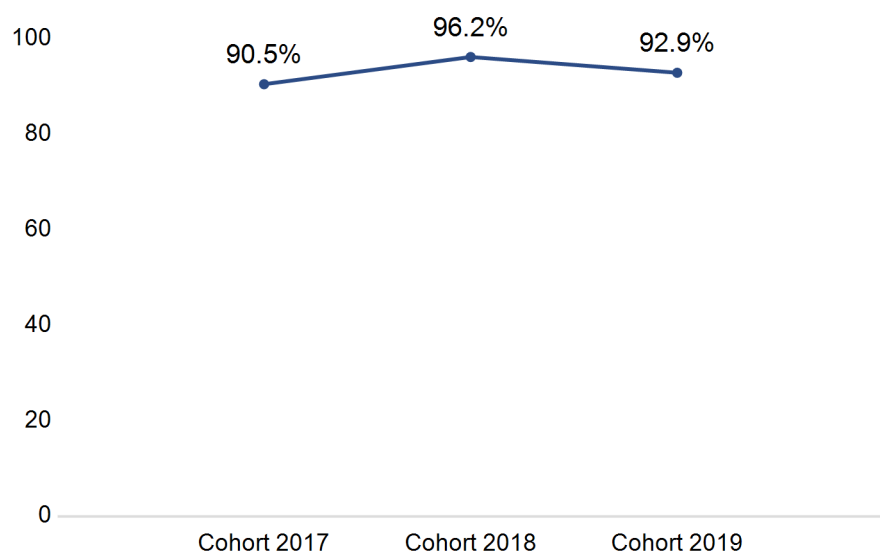
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Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the [NJDOE Graduation Rate page](#).

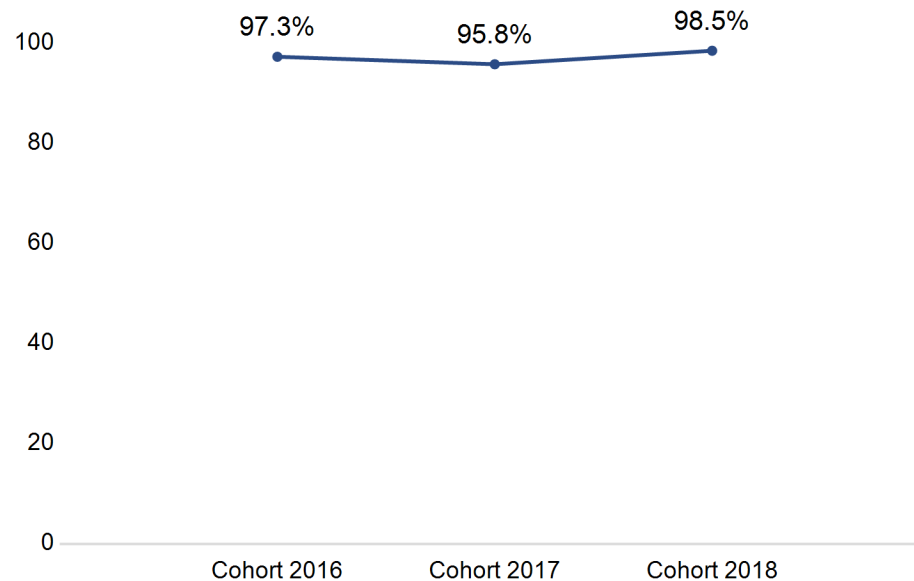
Graduation Rate Trends and Progress

These graphs show the 4-year and 5-year adjusted cohort graduation rates for the most recent three cohorts of students. The table below shows whether annual targets were met for each cohort. Note that for accountability and annual targets, graduation data from the prior year is used, so annual target status for Cohort 2019 4-Year and Cohort 2018 5-Year are not provided.

4-Year Graduation Rate Trends



5-Year Graduation Rate Trends



Performance Measure	Cohort 2017 4-Year Rate	Cohort 2018 4-Year Rate	Cohort 2019 4-Year Rate	Cohort 2016 5-Year Rate	Cohort 2017 5-Year Rate	Cohort 2018 5-Year Rate
Graduation Rate	90.5%	96.2%	92.9%	97.3%	95.8%	98.5%
Annual Target	87.3%	N		N	N	
Met Annual Target?	Met Target	Met Goal		Met Goal	Met Goal	
Statewide Graduation Rate	90.5%	90.9%	90.6%	91.8%	92.4%	92.5%



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Graduation Rates

This table shows 4-year and 5-year graduation rates both overall and by student group. Annual ESSA accountability targets for the Class of 2018 4-year rate and the Class of 2017 5-year rates are included with a flag for whether the annual targets were met. Student group rows where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these [accountability resources](#).

Student Group	School - Class of 2019: 4 Year Rate	State - Class of 2019: 4 Year Rate	School - Class of 2018: 5 Year Rate	State - Class of 2018: 5 Year Rate	Class of 2018: 4 Year Rate	Class of 2018: 4 Year Target	Class of 2018: Met Target	Class of 2017: 5 Year Rate	Class of 2017: 5 Year Target	Class of 2017: Met Target
Schoolwide	92.9%	90.6%	98.5%	92.5%	96.2%	N	Met Goal	95.8%	N	Met Goal
White	94.9%	94.9%	98.1%	95.9%	95.7%	N	Met Goal	95.5%	N	Met Goal
Hispanic	91.4%	84.5%	97.8%	87.3%	95.7%	N	Met Goal	97.3%	N	Met Goal
Black or African American	83.9%	83.3%	100.0%	87.1%	97.1%	N	Met Goal	94.6%	93.9%	Met Target
Asian, Native Hawaiian or Pacific Islander	91.7%	96.9%	*	97.8%	*	**	**	*	**	**
American Indian or Alaska Native	*	92.2%	N	88.9%	N	N	N	*	**	**
Two or More Races	*	91.4%	*	94.2%	*	**	**	*	**	**
Female	96.0%	92.8%	97.4%	94.4%	97.4%			97.4%		
Male	89.6%	88.5%	99.3%	90.8%	95.2%			94.3%		
Economically Disadvantaged Students	90.2%	84.0%	98.9%	87.3%	93.6%	84.5%	Met Target	93.9%	81.4%	Met Target
Students with Disabilities	79.1%	79.2%	95.0%	83.8%	90.2%	77.1%	Met Target	88.2%	82.7%	Met Target
English Learners	*	75.4%	*	80.1%	*	**	**	*	**	**
Homeless Students	*	74.6%	N	78.3%	N			N		
Students in Foster Care	*	57.6%	*	82.5%	*			N		
Migrant Students	N	83.3%	N	85.0%	N			N		



Manchester Township High School

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2018-2019

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Graduation Pathways

This table shows the percentage of Cohort 2019 graduates that met high school graduation requirements through each type of graduation pathway for both English Language Arts (ELA) and Math.

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
Statewide Assessment	55.4%	42.3%
Substitute Competency Test	33.3%	46.4%
Portfolio Appeals Process	1.8%	2.3%
Alternate Requirements specified in IEP	9.5%	9.0%
Unknown	0.0%	0.0%

Dropout Rate Trends

This table shows the percentage of students in grades 9 through 12 that dropped out during each of the past three school years.

School Year	School Rate	State Rate
2018-2019	0.0%	1.2%
2017-2018	0.1%	1.2%
2016-2017	0.3%	1.1%



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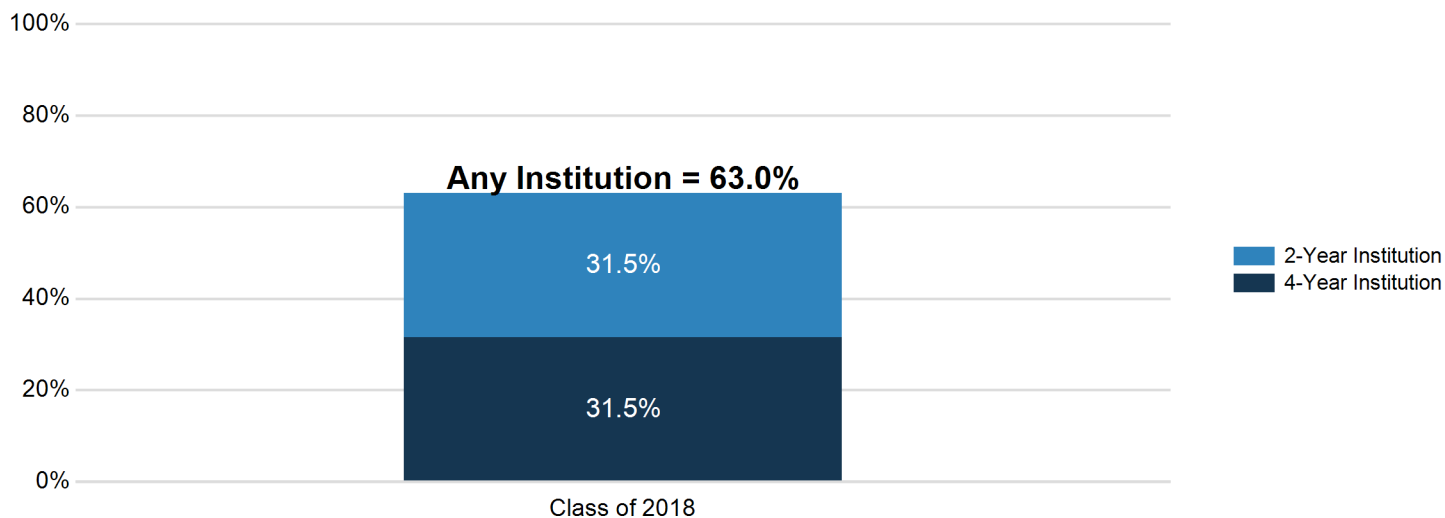
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Information about students enrolling in colleges and universities after graduation is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

Postsecondary Enrollment Rate Summary

The graphs and tables below show the percentage of graduates that have enrolled in 2-year and 4-year institutions within 16 months of graduating from high school.

Postsecondary Enrollment 16 months after Graduation



Performance Measure	Class of 2018
% Enrolled in 2-Year Institution	31.5%
% Enrolled in 4-Year Institution	31.5%
% Enrolled in Any Postsecondary Institution	63.0%



Manchester Township High School
(29-2940-040)
Grades Offered: 09-12
2018-2019

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Information about students enrolling in colleges and universities after graduation is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

Postsecondary Enrollment Rates: Fall

This table shows information about Class of 2019 high school graduates enrolled in postsecondary institutions by the fall of 2019. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the next two columns show the percentage of those enrolled students that were enrolled in 2-year and 4-year institutions.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	72%	28.7%	71.3%
Schoolwide	60.7%	56.8%	43.2%
White	58.6%	59.6%	40.4%
Hispanic	58.8%	60%	40%
Black or African American	57.1%	50%	50%
Asian, Native Hawaiian, or Pacific Islander	100%	45.5%	54.5%
American Indian or Alaska Native	*	*	*
Two or More Races	*	*	*
Economically Disadvantaged Students	49.1%	71.4%	28.6%
Students with Disabilities	25%	90%	10%
English Learners	*	*	*

Postsecondary Enrollment Rates: 16 month

This table shows information about Class of 2018 high school graduates enrolled in postsecondary institutions by the fall of 2019. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the following sets of columns show the percentage of those enrolled students that were enrolled in 2-year and 4-year institutions, public or private institutions, and in-state and out-of-state institutions.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	77.8%	30.9%	69.1%	72.9%	27.1%	65.5%	34.5%
Schoolwide	63%	50%	50%	76.3%	23.8%	73.1%	26.9%
White	61.1%	47.9%	52.1%	74%	26%	67.7%	32.3%
Hispanic	62.2%	67.9%	32.1%	78.6%	21.4%	78.6%	21.4%
Black or African American	62.5%	35%	65%	75%	25%	85%	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	*	*	*
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	58.4%	64.4%	35.6%	82.2%	17.8%	75.6%	24.4%
Students with Disabilities	34.9%	66.7%	33.3%	80%	20%	60%	40%
English Learners	*	*	*	*	*	*	*



Manchester Township High School

(29-2940-040)

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2018-2019

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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. Students with fewer than 45 days in membership are excluded from attendance calculations.

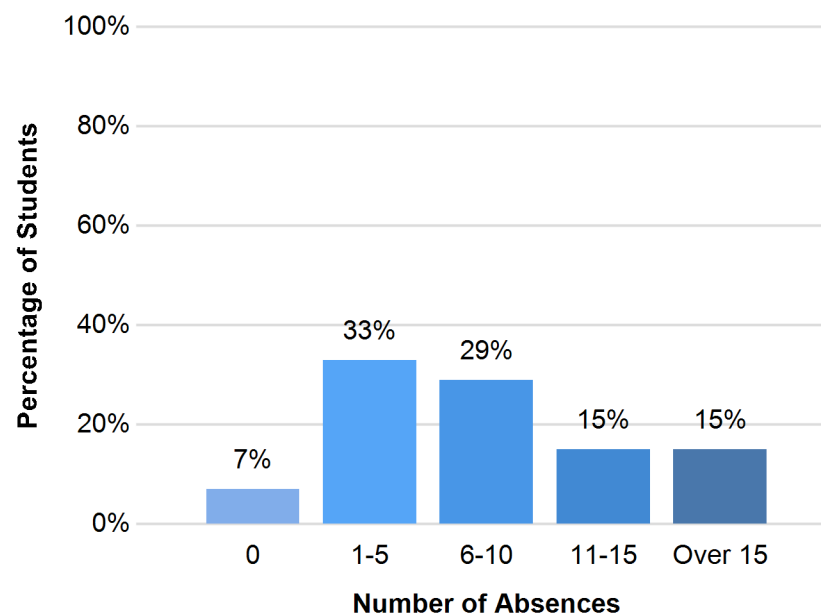
Chronic Absenteeism

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	127	12.7	14.2	Met
White	80	12.4	14.2	Met
Hispanic	26	15.8	14.2	Not Met
Black or African American	16	12.1	14.2	Met
Asian, Native Hawaiian, or Pacific	5	10.9	14.2	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	61	12.3		
Male	66	13.0		
Economically Disadvantaged Students	43	14.3	14.2	Not Met
Students with Disabilities	36	17.1	14.2	Not Met
English Learners	*	*	**	**
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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





Manchester Township High School

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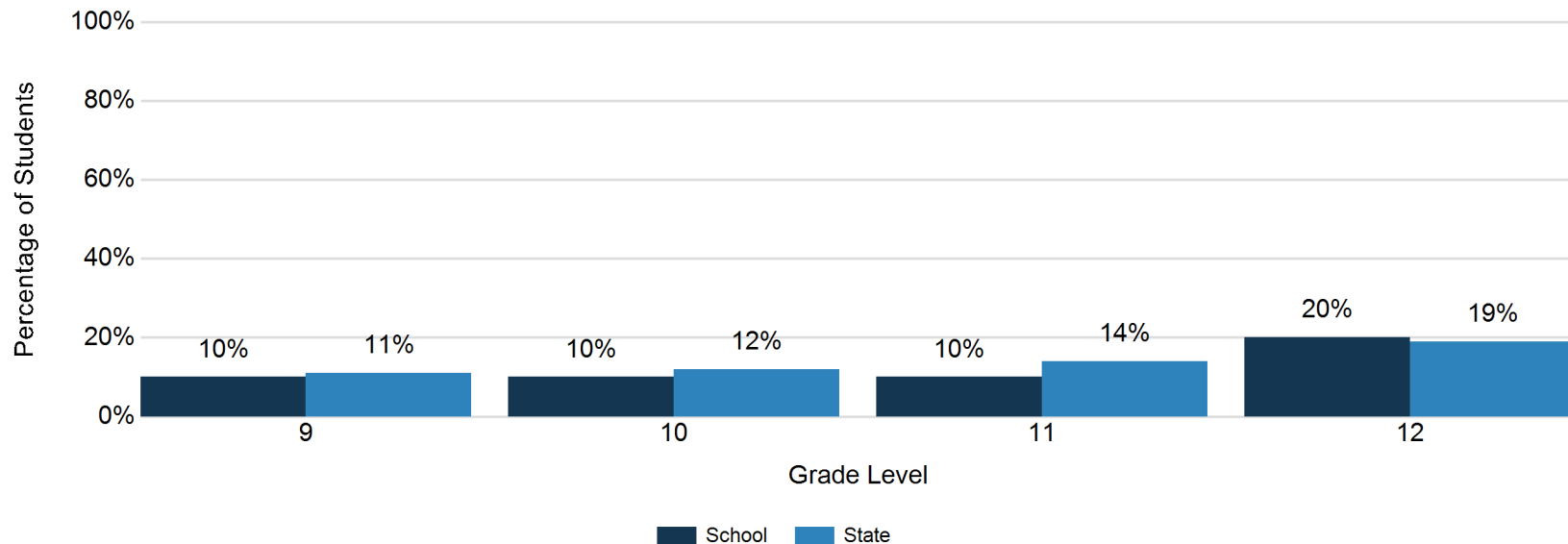
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Chronic Absenteeism by Grade

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), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

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	20
Weapons	0
Vandalism	3
Substances	9
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	32
Incidents Per 100 Students Enrolled	3.44

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	10
Weapons	0
Vandalism	2
Substances	9
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bullying (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	6		6

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	123	13.2%
Out-of-School Suspensions	91	9.8%
Any Suspension	171	18.4%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
500



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School Day

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

Category	School
Typical Start Time	7:10 AM
Typical End Time	1:50 PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	5 Hrs 40 Mins
Shared Time - Instructional Time	5 Hrs. 40 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2018-19	1:1



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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 the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	83	118,214
Average years experience in public schools	12.0	12.1
Average years experience in district	9.8	10.8
Percentage of Teachers with 4 or more years experience in the district	80.7%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	20	9,530
Average years experience in public schools	22.4	16.0
Average years experience in district	16.9	12.0
Percentage of Administrators with 4 or more years experience in the district	100.0%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	11:1	10:1
Students to Administrators	186:1	144:1
Teachers to Administrators	17:1	14:1
Students to Librarians/Media Specialists		577:1
Students to Nurses		412:1
Students to Counselors		262:1
Students to Child Study Team Members		222:1



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Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	50.3%	62.7%	60.0%	48.4%	77.1%	54.9%
Male	49.7%	37.3%	40.0%	51.6%	22.9%	45.1%
White	63.2%	95.2%	80.0%	42.4%	83.6%	77.4%
Hispanic	16.9%	2.4%	0.0%	29.9%	7.3%	7.2%
Black or African American	13.4%	1.2%	20.0%	15.0%	6.6%	13.9%
Asian	4.2%	1.2%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.2%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.6%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	1.5%	0.0%	0.0%	2.1%	0.2%	0.2%



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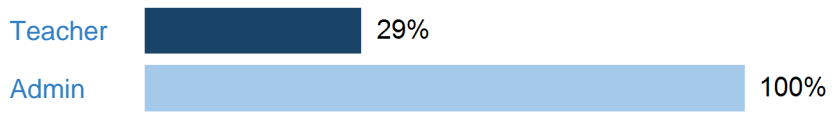
Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by 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.

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 this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	92.6%	90.5%
2017-18 Administrators: Same district 2018-19	95.0%	87.9%

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
2018-19	96.6%



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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.



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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).

Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.

Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less

Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.



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For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	27.9%	39.3%	43.6%
Math Proficiency	19.3%	24.9%	26.9%
ELA Growth	N	N	N
Math Growth	N	N	N
4-Year Graduation Rate†	90.5%	96.2%	92.9%
5-Year Graduation Rate†	97.3%	95.8%	98.5%
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	10.5%	10.8%	12.7%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



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Annually, NJDOE will identify schools in the following federal category:

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For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.



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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	4-Year Graduation Rate: Met Annual Target	5-Year Graduation Rate: Met Annual Target	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Met Target	Met Target	Met Goal	Met Goal	**	Met	No
White	Met Target	Met Target	Met Goal	Met Goal	n/a	Met	No
Hispanic	Met Target	Met Target	Met Goal	Met Goal	n/a	Not Met	No
Black or African American	Met Target	Met Target†	Met Goal	Met Target	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	Met Target	Met Target	**	**	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Met Target	Met Target	Met Target	Met Target	n/a	Not Met	No
Students with Disabilities	Not Met	Not Met	Met Target	Met Target	n/a	Not Met	No
English Learners	**	**	**	**	**	**	No

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



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School Narrative

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



Highlights:

- Girls Basketball- Division and Shore Conference Champion, WOBSM Champion, Group II Section, and Group II State Champion.
- Girls Bowling was the Group II State Champion.
- Our student took 3 place in the nation in the VFW Voice of Democracy. He was the Region and State winner.



Mission, Vision, Theme:

Our mission is to forge a strong partnership between the school and community and provide high-quality, student-centered education that addresses the needs of the whole person within a healthy, democratic environment. A vital part of the program is the incorporation of the expectation that all students achieve the NJ Learning Standards. Manchester Township's graduates will have high expectations for themselves and will become responsible citizens prepared to meet the demands of the 21st century.



Awards, Recognition, Accomplishments:

AP District Honor Roll, Over 250 awards & scholarships presented to Seniors of 2019, Underclass Awards presented to underclassmen, Student of the Month, Hawk of the Month, Pride Program, the following are on staff: Google certified trainer. author of Take Charge of Your Teaching Evaluation, Rutgers University Presidential Fellowship, Elected Board Member of Assembly on Literature for Adolescents of NCTE, Elected Co-VP of NJ Council of English, Golden Quill Award from the Garden State Scholastic Press Association on staff, two teachers received certification for the Structured Learning Environment, Teacher of the Year on staff, Teacher of the year and ESP of the Year, ROTC program received "Unit Achievement" award from Area 4 manager for recognition of their services and contribution at the Annual Military Inspection



Manchester Township High School

(29-2940-040)

Grades Offered: 09-12

2018-2019

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School Narrative

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Courses, Curriculum, Instruction:

Highlighted course offerings include: partnership with Ocean County Community College to offer Dual Enrollment courses, 16 AP courses; New courses for 2018-19 AP Human Geography, STEM, French IV Honors, and Structured Learning Experience. Career based offered- Career Journalism, Tomorrow's Teachers, Computer-Aided Design, Intro to Engineering, Architecture and Design, and Studio Production.



Sports and Athletics:

Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Boys & Girls), Cheerleading (Girls), Cross Country (Boys & Girls), Field Hockey (Girls), Football (Boys), Golf (Boys & Girls), Gymnastics (Girls), Ice Hockey (Boys), Lacrosse (Girls), Soccer (Boys & Girls), Softball (Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Boys & Girls), Wrestling (Coed)

The athletic opportunities at Manchester are varied. Boys have 14 and girls 13 programs exclusive to their gender with girls also being allowed to wrestle and play golf. In addition, we offer cheerleading, marching band, a drama club and winter guard. Each require the same level of time, as our NJSIAA recognized athletic programs and attract dedicated participants throughout their active seasons. The fall season favors female participation as the offerings are 6, while the boys have 3. Winter favors boys 6-4 as spring favors boys 5-3. Total participation through the year has consistently favored boys in most years. Practice facilities & uniform replacement are scheduled with equal access to all teams within each season/cycle. Though the NJSIAA permits student-athletes to participate in 2 non-strenuous athletics and activities during the same season, the large majority of students are generally restricted by time and schedules to participate in one activity.



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Clubs and Activities:

Clubs offered: Drama, Art, History, Bible, Multi-Cultural, World Language, Newspaper, Science, Yearbook, Robotics, ESports, Key Club, DECA, Habitat for Humanity, Interact, Hawks Have Heart, Heroes and Cool Kids, Co-curricular activities include band, ROTC drill team, NHS, Show Choir, SGA, Video 21 - Arts Programs and Competitions: Marching band does 6 competitions per season, Winter guard competes in MAIN Competitive circuit, Ocean County Teen Arts Festival. State Teen Arts Festival, Music in The Parks Competition, Trills and Thrills Competition, Jazz Band competes in Jackson Liberty Jazz Festival, Southern Regional Jazz Festival, All Shore Jazz Festival. Volunteer Opportunities include Habitat for Humanity, Rotary Club, Interact, NHS, Key Club, Hawks Have Heart, Heroes and Cool Kids.



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 <p>Before and After School Programs:</p>	<p>Peer Tutoring Program run through National Honor Society available to Grades 9-12, Title III ESL tutoring by World Language Department available to Grades 9-12</p>
 <p>Staff and Professional Learning:</p>	<p>Teachers and administrators participated in a variety of professional learning activities throughout the year. In addition to mandated training, teachers participated in PLC teams and targeted professional development, department and faculty meetings. Teachers and administrators attended both in-district and off-site trainings; which were turnkeyed to other members of the department. A selection of both teachers and administrators participated in local EdCamps, book studies, and CoffeeEdu events to continue their professional growth. Within the building, a full-day in-service in the fall was teacher-driven and in the spirit of an unconference. Teachers were able to attend and create sessions based upon their needs. New Teachers are supported with PD mentoring, a building orientation and periodic meetings with the SCiP. The Tech Team ran a series of voluntary workshops.</p>
 <p>Postsecondary Information:</p>	<p>85% of MTHS students apply or are accepted to college. Support programs for students applying for college: Financial Aid Night with presentation by HESSA, OCC FAFSA OPEN workshops, Support programs for students taking college entrance exams: ACT school day testing, Fee waivers for qualifying students, Princeton Review class held at MTHS, Counselor assistance and suggestion websites such as Khamn Academy/Naviance Test Prep, after graduation students go to direct employment, military or college, students apply and are accepted to over 60 different colleges and universities</p>



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Student Supports and Services:

Peer Tutoring Program run through National Honor Society available to Grades 9-12, Student extra help on Tuesday, Wednesdays, Thursday available through faculty, Title III ESL tutoring by World Language Department available to Grades 9-12, extra help, SOAR is an alternate education program for struggling students, Student w/Disabilities services include counseling, speech/language, OT/PT, special transportation if needed, Speakers and Assemblies for students and staff set up by Student Assistance Counselor, Student Assistance Counselor on staff, Field trips, Genders and Sexualities Alliance, Intervention and Referral Services Committee, APEX-online learning system, home instruction



Student Health and Wellness:

Physical Education and Physical Education electives which include Weight Training, Adaptive PE, Yoga, Cardio Dance, Project Adventure, PT program 1 day a week through ROTC, breakfast is offered through Sodexo, Not Even Once program given in Senior Health classes through Manchester Police Department, drunk driving assembly to Grade 12, reckless driving assembly to Grade 11, Narcotics Anonymous assembly to Grade 11, heroin awareness assembly to all grades, Challenge Day, Field trips to Ocean County Youth Wellness Summit and Ocean County Substance Abuse Summit, Respect Week



Parent and Community Involvement:

Parent Groups: PTA, PAC, Booster Club-Parent Portal available through school website - Partnership community programs: MTEF, Municipal Alliance, Boy Scouts and Girl Scouts of America, Lowes, Manchester PD, Activities open to parent involvement: Veterans Day celebration, Helping Hands for Hunger, Kevin's Kids, ROTC Annual Inspection, Martin Luther King celebration, School musical, Challenge Day, Graduation, BASF Collaboration, Music Performances at senior villages, Marching Band Performances, Habitat for Humanity, Red Cross Blood Drive, Homecoming Football game, Hawk Classic Wrestling Tournament, Scholarship Committee. Visual Arts Night, Music concerts, Financial Aid Night, 9th Grade Orientation & Elective Fair., Building Tours, Back to School Night



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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Teachers</p>
 <p>Facilities:</p>	<p>High school is an air-conditioned building which was built in 1976 with an addition build in 2005. It offers a two-story library, science labs, computer lab, two art rooms, a gymnasium and auxiliary gymnasium, auditorium with lighting, sound system and stage. There is an outdoor memorial garden which is maintained by students and custodial staff. Most areas are available for use outside organizations and community.</p>
 <p>School Safety:</p>	<p>A School Resource Officer and two security guards, both retired officers, are in the building. Permission only building access via door lock system, front door monitor, inside and outside cameras, camera monitors in Administrative and security offices, protective ballistic film on select doors and windows and ALICE.</p>



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Technology and STEM:

High school is equipped with over 1300 chromebooks for use in classrooms. Technology courses include Intro to Engineering, Elements of Design, Computer Aided Design, Architectural Design, STEM, Advanced Engineering, Intro to Graphic Design, Advanced Digital Photography, Commercial Art Portfolio.



Manchester Township Middle School
(29-2940-045)
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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 at 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

Notes from the New Jersey Department of Education:



Manchester Township Middle School

(29-2940-045)

Grades Offered: 06-08

2018-2019

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School Contact Information

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

Type	Contact Information
County	Ocean
District	Manchester Township School District
Principal Name	Mrs. Nancy Driber
Address	2759 RIDGEWAY RD MANCHESTER, NJ 08759
Phone Number	732-657-1717
Email Address	ndriber@mtschoools.org
Website	https://www.manchestertwp.org/
Facebook	http://www.facebook.com/manchesterschools/
Twitter	https://twitter.com/MTMSMustangs



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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
6	201	240	215
7	230	205	239
8	231	235	212
Total	662	680	666

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	54.1%	52.2%	50.9%
Male	45.9%	47.8%	49.1%
Economically Disadvantaged Students	30.5%	32.5%	32.4%
Students with Disabilities	18.6%	17.2%	19.8%
English Learners	0.9%	0.4%	0.9%
Homeless Students	0.9%	0.7%	0.6%
Students in Foster Care	0.6%	0.3%	0.9%
Military-Connected Students	0.0%	0.0%	0.2%
Migrant Students	0.0%	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	2016-17	2017-18	2018-19
White	67.7%	63.8%	63.5%
Hispanic	15.7%	16.5%	17.4%
Black or African American	10.3%	11.0%	10.1%
Asian	3.8%	4.6%	4.4%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.2%	0.6%	0.6%
Two or More Races	2.4%	3.5%	4.1%

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, and students with other home languages are included in the Other Languages total.

Home Language	% of Students
English	93.7%
Spanish	3.0%
Other Languages	3.3%



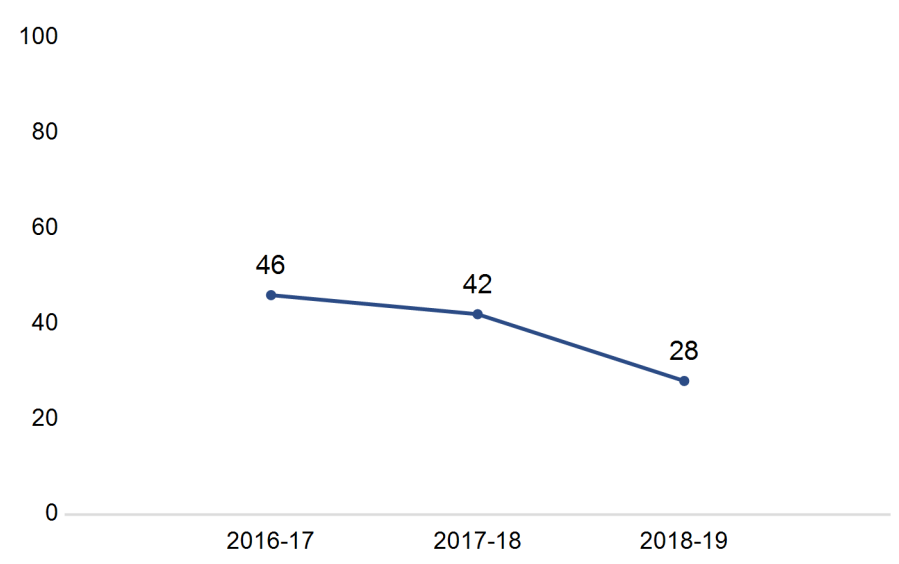
Manchester Township Middle School
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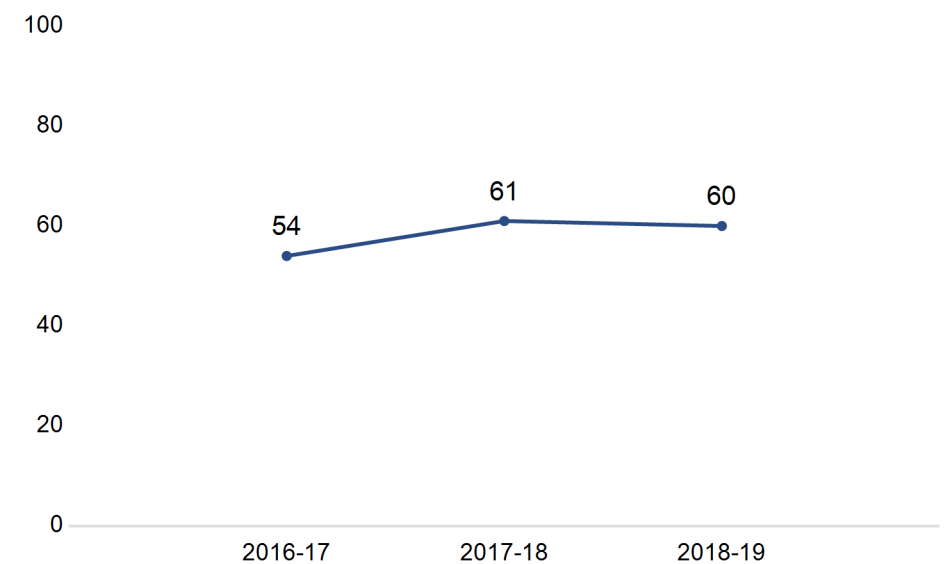
Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measured by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	46	42	28	54	61	60
Met Standard (40-59.5)?	Met Standard	Met Standard	Not Met	Met Standard	Exceeds Standard	Exceeds Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short [video about Student Growth Percentiles](#) that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts (ELA) and Mathematics both overall and for each student group with comparisons to the district and the state. This table also shows whether each mSGP Met Standard (40-59.5) as required by ESSA accountability.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	28	33	50	Not Met	60	56	50	Exceeds Standard
White	29	31	50	Not Met	61	59	52	Exceeds Standard
Hispanic	24	39	49	Not Met	53	49	47	Met Standard
Black or African American	26.5	33	45	Not Met	59	50	43	Met Standard
Asian, Native Hawaiian, or Pacific Islander	47.5	56	59	Met Standard	77	76.5	60	**
American Indian or Alaska Native	*	*	56	**	*	*	51.5	**
Two or More Races	28.5	37	49	Not Met	60	49	52	Exceeds Standard
Female	37	40	53	N	61	56	50	N
Male	22	26	47	N	57.5	56	51	N
Economically Disadvantaged Students	24.5	32	48	Not Met	53	51	46	Met Standard
Students with Disabilities	24	29	43	Not Met	48	48	45	Met Standard
English Learners	*	*	52	**	*	*	50	**
Homeless Students	*	*	43	N	N	*	44	N
Students in Foster Care	*	*	42	N	*	*	44	N
Military-Connected Students	*	*	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N



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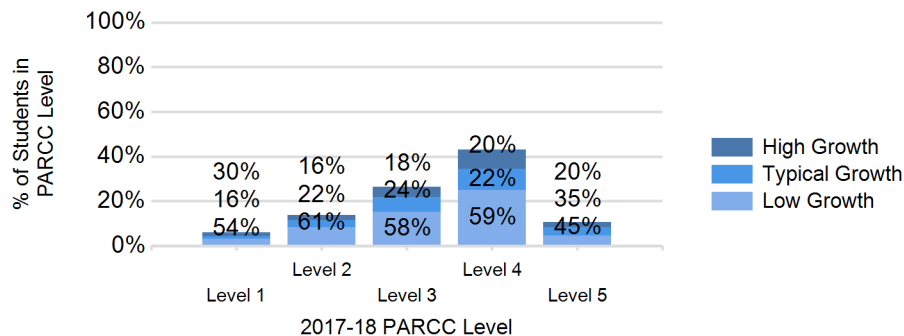
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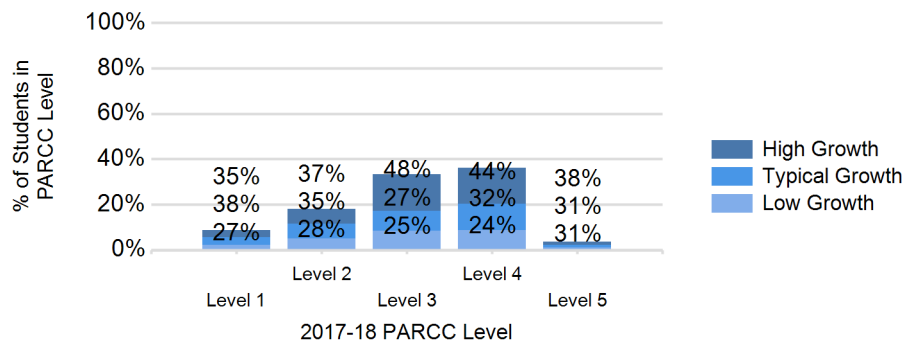
Student Growth by Performance Level

These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.

ELA



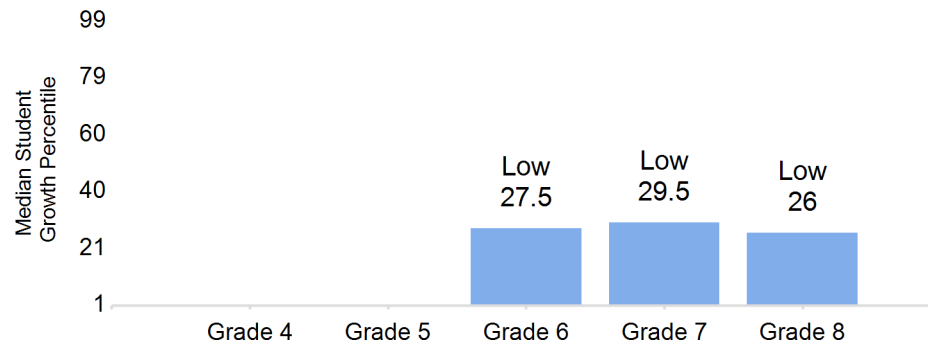
Math



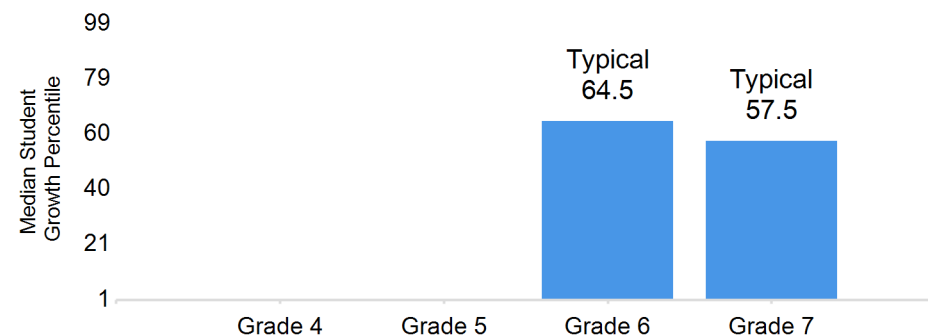
Student Growth by Grade

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

ELA



Math





Manchester Township Middle School
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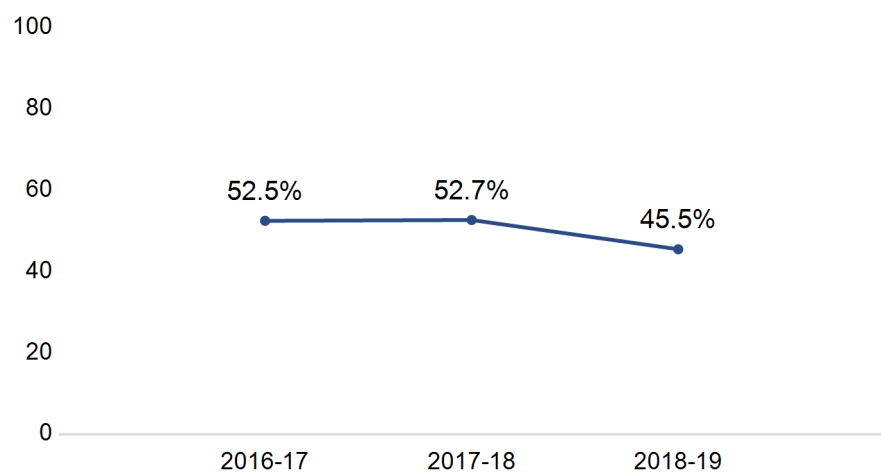
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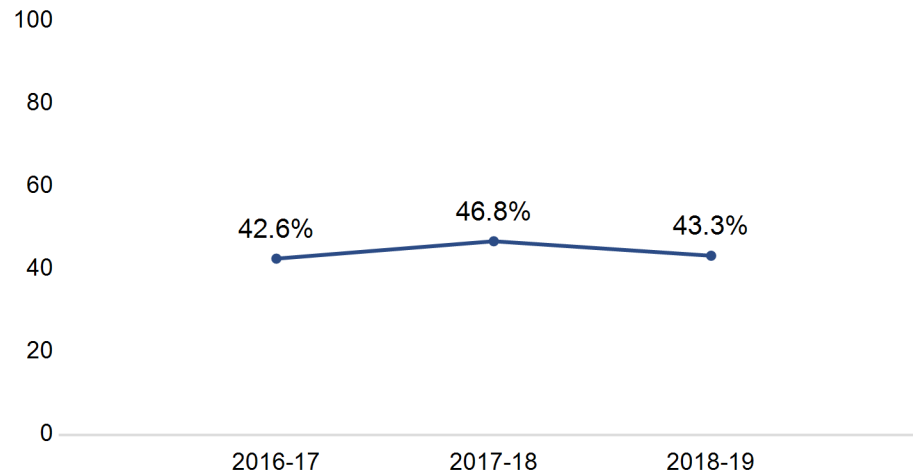
English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	95.4%	97.4%	95.8%	95.8%	97.0%	96.0%
Proficiency Rate for Federal Accountability	52.5%	52.7%	45.5%	42.6%	46.8%	43.3%
Annual Target	43.0%	45.0%	46.9%	41.9%	43.9%	45.9%
Met Annual Target?	Met Target	Met Target	Met Target†	Met Target	Met Target	Met Target†
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	637	95.8	45.5	48.6	57.9	45.5	46.9	Met Target†
White	406	95.6	48.0	50.1	66.9	48.0	48	Met Target
Hispanic	108	95.7	34.3	43.6	43.9	34.3	37.7	Met Target†
Black or African American	67	98.5	37.3	*	38.5	37.3	38	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	82.9	*	76.5	Met Target†
American Indian or Alaska Native	*	*	*	*	56.0	*	**	**
Two or More Races	*	*	*	55.1	64.4	*	57.7	Met Target
Female	319	94.4	59.2	58.7	64.8	59.0		
Male	318	97.3	31.8	38.5	51.3	31.8		
Economically Disadvantaged Students	199	93.9	33.2	39.8	40.0	32.8	37.1	Met Target†
Non-Economically Disadvantaged Students	438	96.7	51.1	52.8	67.9	51.1		
Students with Disabilities	120	90.3	14.2	*	22.7	13.4	20.8	Not Met
Students without Disabilities	517	97.2	52.8	*	65.1	52.8		
English Learners	*	*	*	*	29.3	*	**	**
Non-English Learners	*	*	*	*	60.6	*		
Homeless Students	*	*	*	*	29.1	*		
Students In Foster Care	*	*	*	*	27.6	*		
Military-Connected Students	*	*	*	*	57.8	*		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.



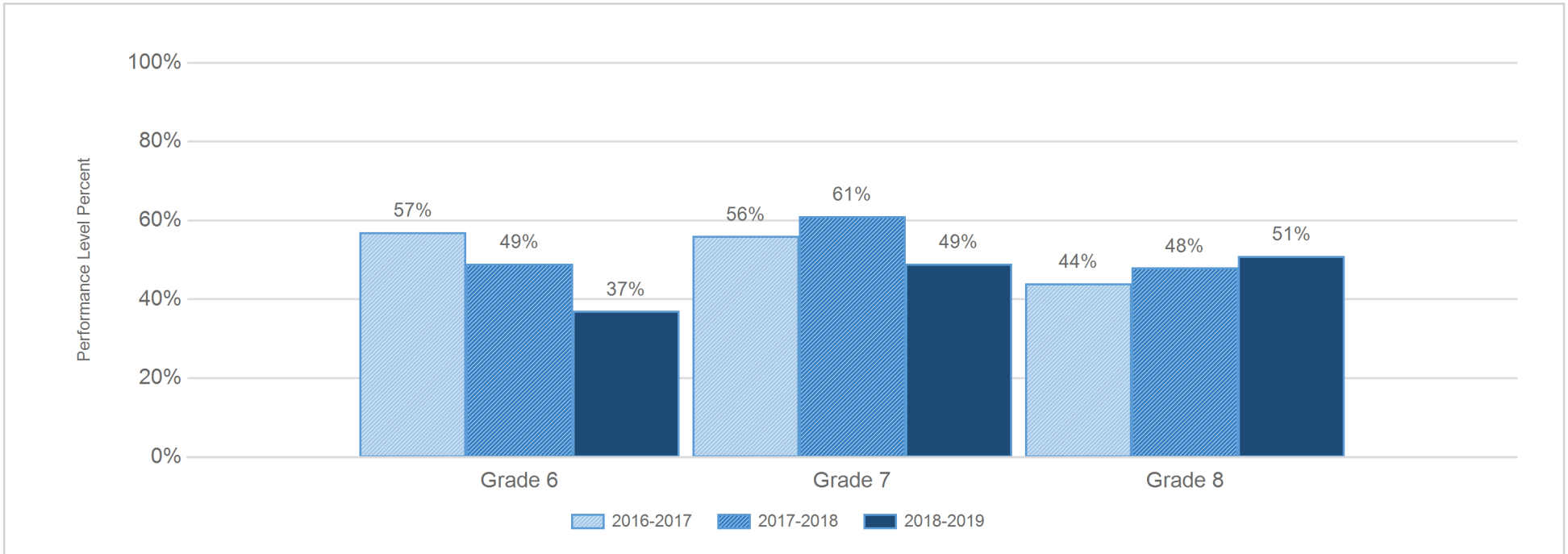
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English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





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English Language Arts Assessment - Performance by Grade: Grade 6

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	207	742	742	754	10%	22%	31%	28%	10%	37%	56%
White	133	744	744	762	10%	19%	32%	29%	11%	39%	65%
Hispanic	37	734	734	743	*	*	41%	*	*	24%	43%
Black or African American	16	739	739	738	*	*	*	*	*	38%	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	53%
Two or More Races	*	*	*	760	*	*	*	*	*	*	64%
Female	93	755	755	762	*	*	27%	*	*	53%	64%
Male	114	731	731	748	*	*	35%	*	*	25%	48%
Economically Disadvantaged Students	68	733	733	740	*	21%	34%	*	*	28%	39%
Non-Economically Disadvantaged Students	139	746	746	763	*	22%	30%	*	*	42%	67%
Students with Disabilities	43	717	717	722	*	*	*	*	*	*	19%
Students without Disabilities	164	748	748	761	*	*	*	*	*	*	64%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	756	*	*	*	*	*	*	*
Homeless Students	N	N	N	729	N	N	N	N	N	N	27%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	26%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%



Manchester Township Middle School
(29-2940-045)
Grades Offered: 06-08
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 7

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	232	746	746	761	14%	15%	22%	32%	17%	49%	63%
White	142	749	749	769	13%	11%	22%	37%	18%	54%	72%
Hispanic	40	743	743	747	*	*	25%	*	*	40%	50%
Black or African American	27	724	724	741	*	*	*	*	*	22%	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	790	*	*	*	*	*	*	87%
American Indian or Alaska Native	*	*	*	761	*	*	*	*	*	*	65%
Two or More Races	11	750	750	768	*	*	0%	*	*	64%	68%
Female	119	760	760	769	*	*	20%	*	*	63%	71%
Male	113	730	730	753	*	*	25%	*	*	34%	55%
Economically Disadvantaged Students	72	729	729	743	24%	26%	22%	*	*	28%	45%
Non-Economically Disadvantaged Students	160	753	753	771	10%	9%	23%	*	*	58%	73%
Students with Disabilities	36	716	716	720	44%	*	*	*	*	31%	22%
Students without Disabilities	196	751	751	769	9%	*	*	*	*	52%	71%
English Learners	N	N	N	706	N	N	N	N	N	N	12%
Non-English Learners	232	746	746	763	14%	15%	22%	32%	17%	49%	65%
Homeless Students	*	*	*	729	*	*	*	*	*	*	34%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	28%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%



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English Language Arts Assessment - Performance by Grade: Grade 8

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	195	748	748	762	13%	16%	20%	36%	15%	51%	63%
White	130	748	748	770	12%	15%	22%	38%	13%	51%	72%
Hispanic	32	742	742	747	*	*	*	*	*	41%	49%
Black or African American	21	746	746	741	*	*	*	*	*	52%	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	794	*	*	*	*	*	*	88%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	*	*	*	769	*	*	*	*	*	*	69%
Female	106	759	759	771	*	*	18%	*	*	61%	71%
Male	89	736	736	753	*	*	22%	*	*	38%	55%
Economically Disadvantaged Students	58	740	740	743	*	26%	19%	*	*	43%	45%
Non-Economically Disadvantaged Students	137	751	751	772	*	12%	20%	*	*	54%	72%
Students with Disabilities	32	704	704	721	*	*	*	*	*	*	22%
Students without Disabilities	163	757	757	770	*	*	*	*	*	*	71%
English Learners	N	N	N	708	N	N	N	N	N	N	12%
Non-English Learners	195	748	748	764	13%	16%	20%	36%	15%	51%	65%
Homeless Students	*	*	*	727	*	*	*	*	*	*	31%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	32%
Military-Connected Students	*	*	*	760	*	*	*	*	*	*	62%
Migrant Students	N	N	N	718	N	N	N	N	N	N	27%



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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	638	96.0	43.3	42.1	44.5	43.3	45.9	Met Target†
White	407	95.8	45.9	45.1	54.1	45.9	47.9	Met Target†
Hispanic	108	95.7	36.1	34.3	28.8	36.1	39.6	Met Target†
Black or African American	67	98.5	31.3	*	23.0	31.3	32.8	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	76.5	*	68.7	Met Target†
American Indian or Alaska Native	*	*	*	*	42.7	*	**	**
Two or More Races	*	*	*	47.8	53.3	*	53.6	Met Target†
Female	320	94.7	48.8	43.4	44.9	48.8		
Male	318	97.3	37.7	40.9	44.2	37.7		
Economically Disadvantaged Students	200	94.4	31.5	32.8	26.3	31.3	37.5	Not Met
Non-Economically Disadvantaged Students	438	96.7	48.6	46.5	54.9	48.6		
Students with Disabilities	120	90.3	12.5	*	17.4	11.9	23.6	Not Met
Students without Disabilities	518	97.4	50.4	*	50.0	50.4		
English Learners	*	*	*	*	25.0	*	**	**
Non-English Learners	*	*	*	*	46.5	*		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	*	*	*	20.0	17.1	*		
Military-Connected Students	*	*	*	*	46.4	*		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



Manchester Township Middle School

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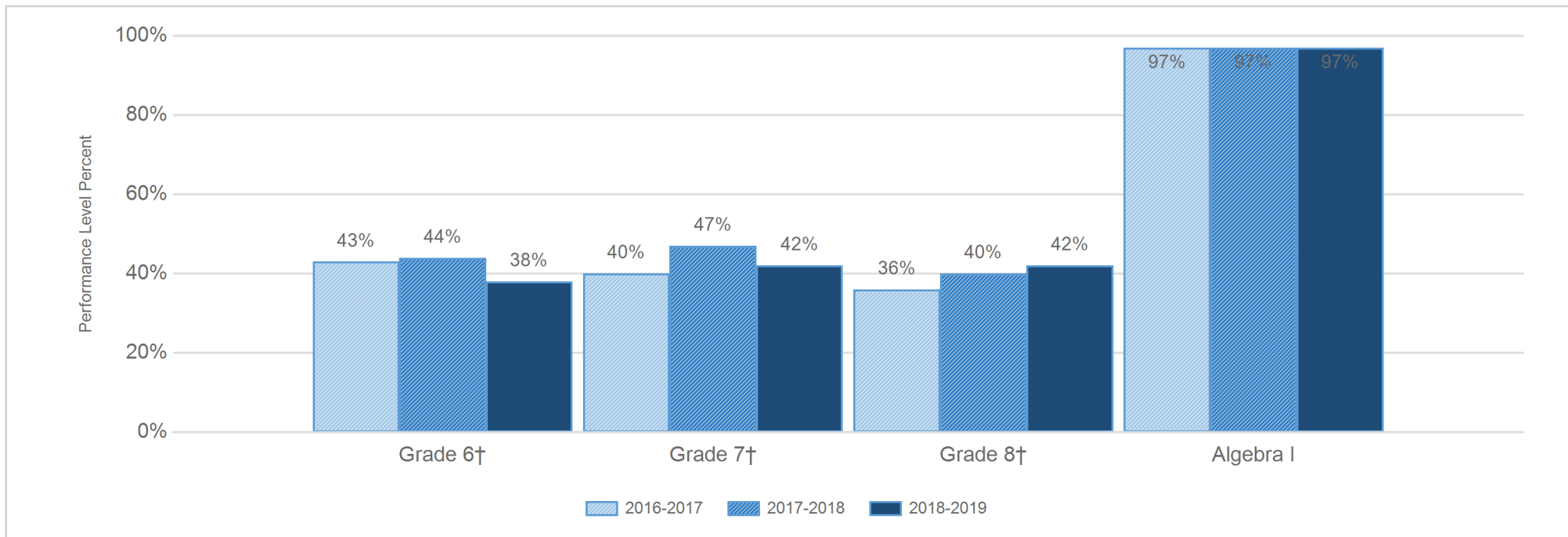
** Accountability calculations require 20 or more students

N No Data is available to display

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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



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Mathematics Assessment - Performance by Grade: Grade 6

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	209	740	740	741	8%	26%	28%	33%	5%	38%	41%
White	135	740	740	749	10%	27%	24%	*	*	40%	51%
Hispanic	37	739	739	729	*	30%	38%	*	*	30%	24%
Black or African American	16	738	738	722	*	*	*	*	*	38%	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	769	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	738	N	N	N	N	N	N	37%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	95	746	746	742	*	21%	26%	*	*	48%	42%
Male	114	735	735	740	*	30%	30%	*	*	29%	40%
Economically Disadvantaged Students	70	732	732	726	*	31%	27%	*	*	29%	21%
Non-Economically Disadvantaged Students	139	744	744	750	*	23%	29%	*	*	42%	53%
Students with Disabilities	43	714	714	716	*	*	*	*	*	*	12%
Students without Disabilities	166	747	747	746	*	*	*	*	*	*	46%
English Learners	*	*	*	709	*	*	*	*	*	*	*
Non-English Learners	*	*	*	743	*	*	*	*	*	*	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	12%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	12%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%



Manchester Township Middle School

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Mathematics Assessment - Performance by Grade: Grade 7

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	232	746	746	744	5%	17%	36%	34%	9%	42%	42%
White	142	747	747	751	*	16%	31%	*	*	47%	53%
Hispanic	40	744	744	733	*	*	38%	*	*	40%	26%
Black or African American	27	733	733	727	0%	*	56%	*	*	11%	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	768	*	*	*	*	*	*	75%
American Indian or Alaska Native	*	*	*	742	*	*	*	*	*	*	43%
Two or More Races	11	747	747	749	0%	*	*	*	*	45%	51%
Female	119	749	749	744	*	16%	36%	*	*	45%	42%
Male	113	742	742	743	*	19%	35%	*	*	40%	42%
Economically Disadvantaged Students	72	737	737	731	*	29%	42%	*	*	25%	24%
Non-Economically Disadvantaged Students	160	750	750	751	*	12%	33%	*	*	50%	53%
Students with Disabilities	36	723	723	718	*	39%	*	*	*	28%	13%
Students without Disabilities	196	750	750	749	*	13%	*	*	*	45%	48%
English Learners	N	N	N	716	N	N	N	N	N	N	10%
Non-English Learners	232	746	746	745	5%	17%	36%	34%	9%	42%	44%
Homeless Students	*	*	*	721	*	*	*	*	*	*	13%
Students in Foster Care	*	*	*	720	*	*	*	*	*	*	11%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	44%
Migrant Students	N	N	N	717	N	N	N	N	N	N	12%



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Mathematics Assessment - Performance by Grade: Grade 8

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	161	738	738	728	19%	19%	21%	*	*	42%	29%
White	108	740	740	737	18%	16%	24%	*	*	43%	38%
Hispanic	29	735	735	722	*	*	*	38%	0%	38%	22%
Black or African American	18	728	728	714	*	*	0%	*	*	39%	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	725	N	N	N	N	N	N	29%
Two or More Races	*	*	*	730	*	*	*	*	*	*	31%
Female	83	741	741	731	16%	18%	25%	*	*	41%	31%
Male	78	735	735	726	22%	19%	17%	*	*	42%	27%
Economically Disadvantaged Students	49	731	731	719	*	27%	*	*	*	33%	20%
Non-Economically Disadvantaged Students	112	741	741	735	*	15%	*	*	*	46%	36%
Students with Disabilities	32	696	696	707	*	*	*	*	*	*	10%
Students without Disabilities	129	748	748	734	*	*	*	*	*	*	35%
English Learners	N	N	N	706	N	N	N	N	N	N	10%
Non-English Learners	161	738	738	730	19%	19%	21%	*	*	42%	30%
Homeless Students	*	*	*	709	*	*	*	*	*	*	12%
Students in Foster Care	N	N	N	709	N	N	N	N	N	N	15%
Military-Connected Students	*	*	*	735	*	*	*	*	*	*	32%
Migrant Students	N	N	N	701	N	N	N	N	N	N	16%



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Mathematics Assessment - Performance by Test: Algebra I

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

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	33	788	738	744	0%	0%	*	*	*	97%	42%
White	21	786	740	752	0%	0%	*	*	*	95%	53%
Hispanic	*	*	*	728	*	*	*	*	*	*	24%
Black or African American	*	*	*	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	*	*	*	752	*	*	*	*	*	*	51%
Female	22	790	743	745	0%	0%	*	*	*	100%	44%
Male	11	786	732	743	0%	0%	*	*	*	91%	41%
Economically Disadvantaged Students	*	*	*	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	*	752	*	*	*	*	*	*	52%
Students with Disabilities	N	N	700	717	N	N	N	N	N	N	12%
Students without Disabilities	33	788	744	748	0%	0%	*	*	*	97%	47%
English Learners	N	N	*	710	N	N	N	N	N	N	*
Non-English Learners	33	788	*	745	0%	0%	*	*	*	97%	*
Homeless Students	N	N	*	718	N	N	N	N	N	N	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%



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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	*	*	*

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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



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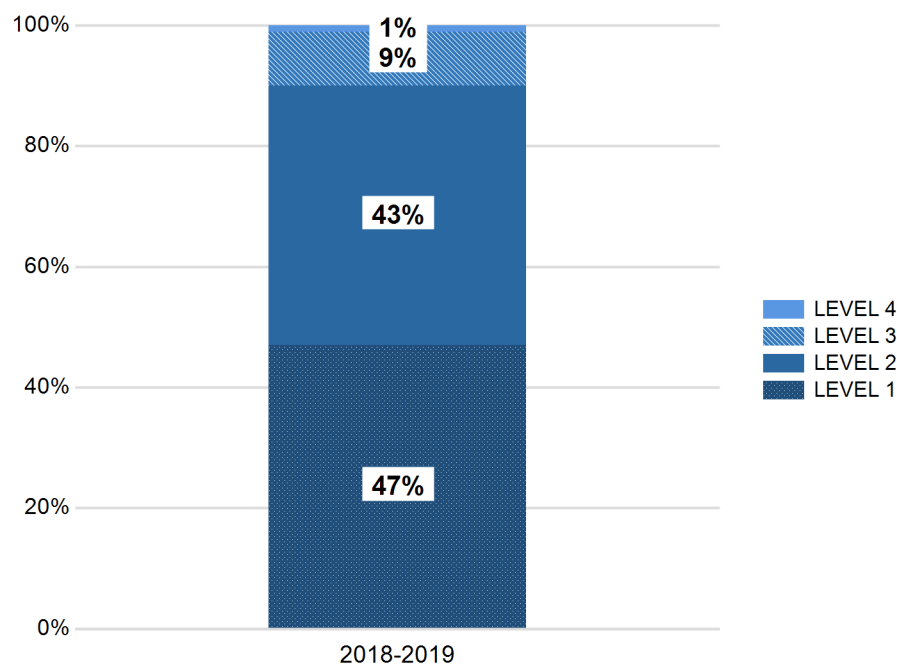
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† This indicates a table specific note, see note below table

The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the [assessment reports page](#) for DLM results.

NJSLA Science Assessment: Grade 8 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 8

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	47	43	9	1
White	45	47	8	0
Hispanic	58	39	3	0
Black or African American	57	29	14	0
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	41	49	10	1
Male	55	37	8	0
Economically Disadvantaged Students	56	35	7	2
Non-Economically Disadvantaged Students	44	47	9	0
Students with Disabilities	88	13	0	0
Students without Disabilities	40	49	10	1
English Learners	N	N	N	N
Non-English Learners	47	43	9	1
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	*	*	*	*
Migrant Students	N	N	N	N



Manchester Township Middle School

(29-2940-045)

Grades Offered: 06-08

2018-2019

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Information about [New Jersey Student Learning Standards](#) can be found on the NJDOE website.

Mathematics - Course Participation

This table shows the number of students who were enrolled in Mathematics courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas.

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	215
7	0	0	240
8	33	0	160
Total	33	0	615

World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	215	0	0	0	0	0	0
7	236	0	0	0	0	0	0
8	204	0	0	0	0	0	0
Total	655	0	0	0	0	0	0



Manchester Township Middle School
 (29-2940-045)
 Grades Offered: 06-08
 2018-2019

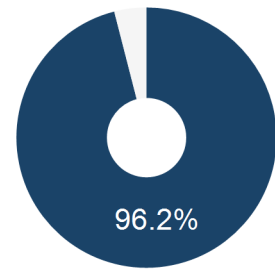
Report Key:
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Visual and Performing Arts – Course Participation

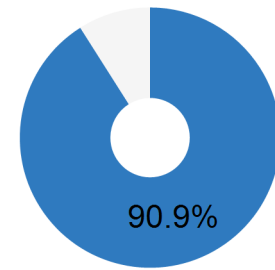
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

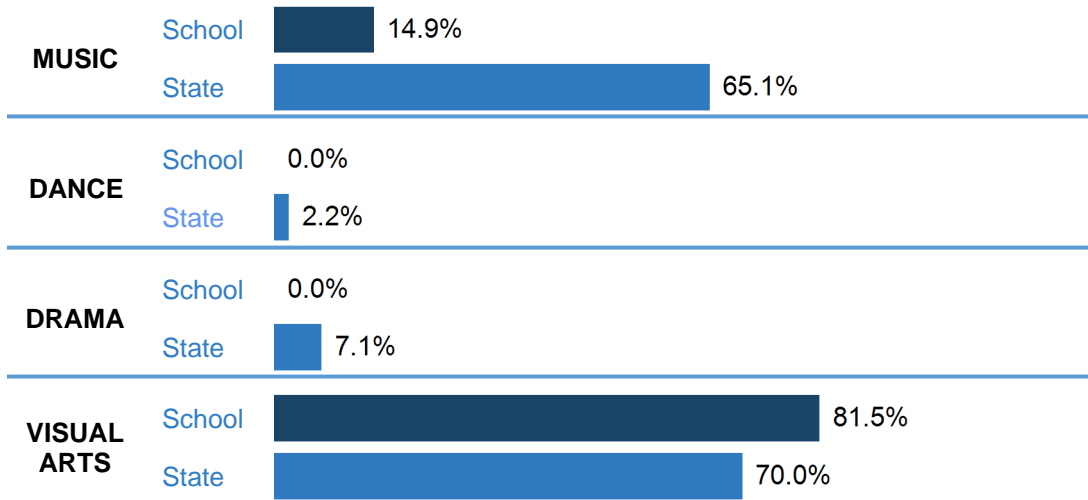


School



State

Students enrolled in one or more classes by discipline:





Manchester Township Middle School

(29-2940-045)

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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. Students with fewer than 45 days in membership are excluded from attendance calculations.

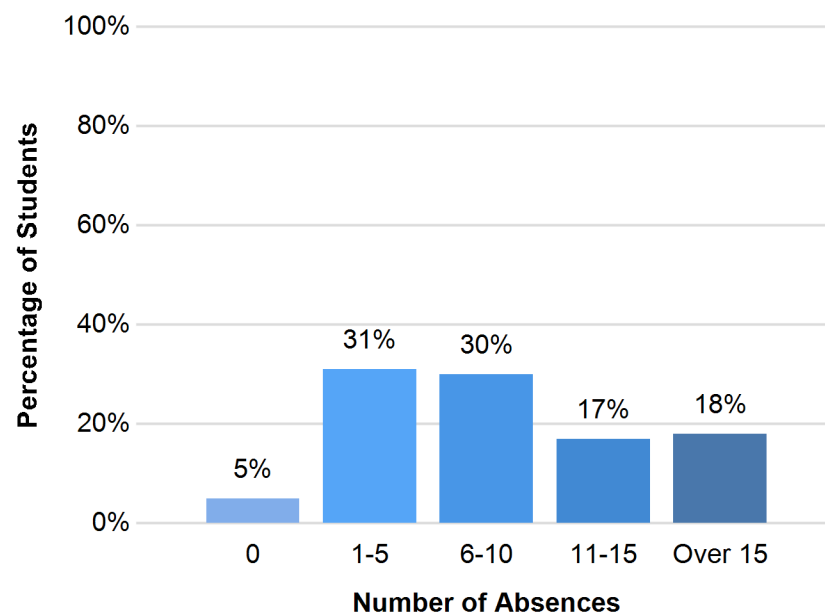
Chronic Absenteeism

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	89	13.3	9.1	Not Met
White	63	14.7	9.1	Not Met
Hispanic	14	12.1	9.1	Not Met
Black or African American	5	7.5	9.1	Met
Asian, Native Hawaiian, or Pacific	1	3.4	9.1	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	9.1	Not Met
Female	53	15.6		
Male	36	10.8		
Economically Disadvantaged Students	35	16.3	9.1	Not Met
Students with Disabilities	27	19.6	9.1	Not Met
English Learners	*	*	**	**
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	*	*		
Migrant Students	N	N		

Days Absent

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





Manchester Township Middle School

(29-2940-045)

Grades Offered: 06-08

2018-2019

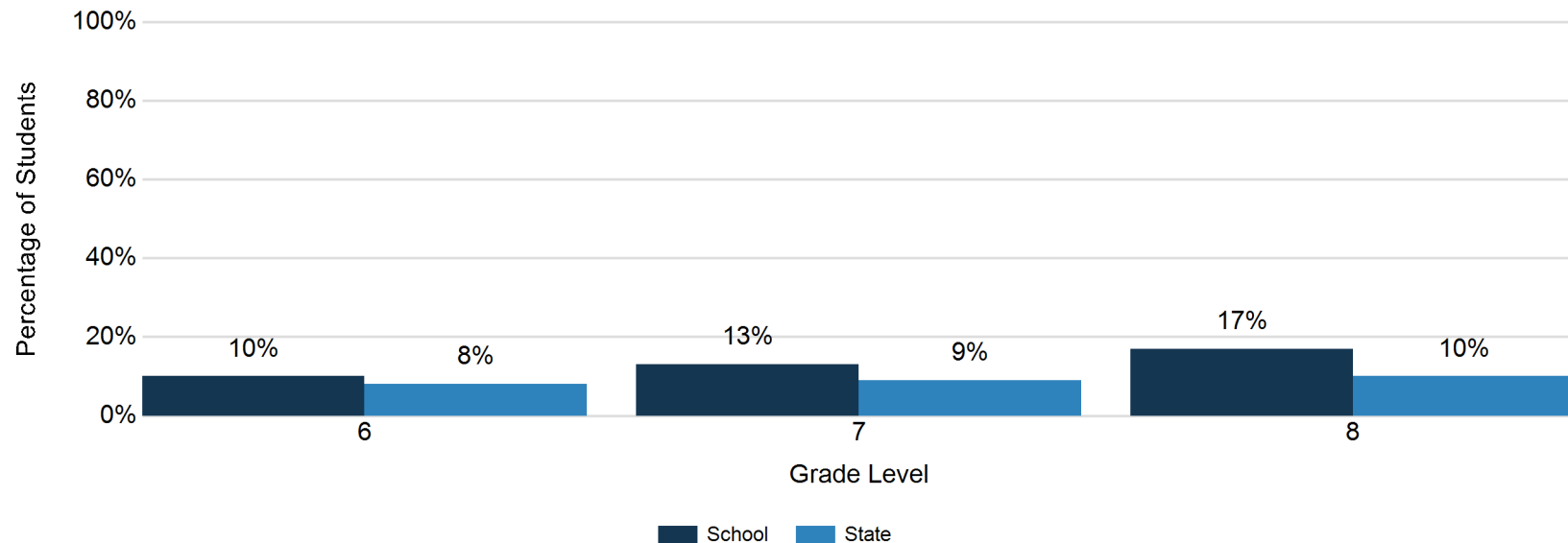
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Chronic Absenteeism by Grade

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





Manchester Township Middle School

(29-2940-045)

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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

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	10
Weapons	0
Vandalism	0
Substances	1
Harassment, Intimidation, Bullying (HIB)	13
Total Unique Incidents	24
Incidents Per 100 Students Enrolled	3.60

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	4
Weapons	0
Vandalism	0
Substances	1
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bullying (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	4	4
Religion	0	0	0
Ancestry	0	0	0
Gender	0	1	1
Sexual Orientation	0	0	0
Disability	0	1	1
Other	0	8	8
No Identified Nature	12		12

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	25	3.8%
Out-of-School Suspensions	30	4.5%
Any Suspension	47	7.1%
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
134



Manchester Township Middle School

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School Day

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

Category	School
Typical Start Time	7:40 AM
Typical End Time	2:30 PM
Length of School Day	6 Hrs 50 Mins
Full Time - Instructional Time	5 Hrs 44 Mins
Shared Time - Instructional Time	5 Hrs. 44 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2018-19	1:1



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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 the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	63	118,214
Average years experience in public schools	15.6	12.1
Average years experience in district	13.7	10.8
Percentage of Teachers with 4 or more years experience in the district	87.3%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	20	9,530
Average years experience in public schools	22.4	16.0
Average years experience in district	16.9	12.0
Percentage of Administrators with 4 or more years experience in the district	100.0%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	11:1	10:1
Students to Administrators	333:1	144:1
Teachers to Administrators	32:1	14:1
Students to Librarians/Media Specialists		577:1
Students to Nurses		412:1
Students to Counselors		262:1
Students to Child Study Team Members		222:1



Manchester Township Middle School

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Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	50.9%	79.4%	50.0%	48.4%	77.1%	54.9%
Male	49.1%	20.6%	50.0%	51.6%	22.9%	45.1%
White	63.5%	96.8%	100.0%	42.4%	83.6%	77.4%
Hispanic	17.4%	1.6%	0.0%	29.9%	7.3%	7.2%
Black or African American	10.1%	1.6%	0.0%	15.0%	6.6%	13.9%
Asian	4.4%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.6%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	4.1%	0.0%	0.0%	2.1%	0.2%	0.2%



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Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by 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.

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 this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	92.6%	90.5%
2017-18 Administrators: Same district 2018-19	95.0%	87.9%

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
2018-19	96.1%



Manchester Township Middle School
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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.



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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).

Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.

Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less

Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.



Manchester Township Middle School

(29-2940-045)

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ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	52.5%	52.7%	45.5%
Math Proficiency	42.6%	46.8%	43.3%
ELA Growth	46	42	28
Math Growth	54	61	60
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	12.5%	14.7%	13.3%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



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For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.



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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Met Target†	Met Target†	Not Met	Exceeds Standard	**	Not Met	No
White	Met Target	Met Target†	Not Met	Exceeds Standard	n/a	Not Met	No
Hispanic	Met Target†	Met Target†	Not Met	Met Standard	n/a	Not Met	No
Black or African American	Met Target†	Met Target†	Not Met	Met Standard	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	Met Target†	Met Target†	Met Standard	**	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	Met Target	Met Target†	Not Met	Exceeds Standard	n/a	Not Met	No
Economically Disadvantaged Students	Met Target†	Not Met	Not Met	Met Standard	n/a	Not Met	No
Students with Disabilities	Not Met	Not Met	Not Met	Met Standard	n/a	Not Met	No
English Learners	**	**	**	**	**	**	No

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



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School Narrative

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



Highlights:

- Recipient of PTA mini grants.
- Young Engineers Club winner of several categories of State Wide competitions.
- Boys Track Team Meet of Champions winners.



Mission, Vision, Theme:

The Middle School promotes higher level thinking, tolerance, honesty, respect, citizenship, and an appreciation of learning, development as contributing members of society and a solid foundation for success and encouragement of student participation in class and school activities.



Awards, Recognition, Accomplishments:

Recipient of Beef Jerky Outlet \$5000.00 Grant. Money to be used on building our Mustang Pride Program.



Manchester Township Middle School

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School Narrative

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 <p>Courses, Curriculum, Instruction:</p>	<p>The Middle School follows the District Curriculum and the NJ Student Learning Standards. Block scheduling is offered in Language Arts and Math and an Honors program is offered in these content areas and Spanish. Gifted and Talented education is offered for qualifying 6th, 7th and 8th grade students. Every student is exposed to art, foreign language, band, chorus, STEM and Family and Consumer Science. New textbooks are purchased in sequence and electronic versions are available.</p>
 <p>Sports and Athletics:</p>	<p>Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Cheerleading (Girls), Cross Country (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Wrestling (Boys)</p> <p>The Middle School remains competitive with our Athletic Program. Several championships have been won including Boys Track team winners of the 2018-2019 Meet of Champions. Cheerleading is also offered in the winter and our students compete in several local cheerleading competitions.</p>
 <p>Clubs and Activities:</p>	<p>The following clubs and activities are offered: Gospel Chorus, an extracurricular program promoting multicultural music, Drama Club/Stagebrains, an activity providing set design and performance opportunities, Student Council, a organization for students to learn about and participate in civic and government activities, Engineering, a STEM based competitive club. Students research, create, and build underwater robots. Impact, a community service program to promote the concept of altruism.</p>



Manchester Township Middle School

(29-2940-045)

Grades Offered: 06-08



2018-2019

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



Manchester Township Middle School

(29-2940-045)

Grades Offered: 06-08




2018-2019

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



Manchester Township Middle School

(29-2940-045)

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2018-2019

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



Manchester Township Middle School

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Technology and STEM:

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



Manchester Township Middle School

(29-2940-045)

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2018-2019

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Other Information

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



Ridgeway Elementary School
(29-2940-050)
Grades Offered: PK-05
2018-2019

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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 at 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

Notes from the New Jersey Department of Education:

**Ridgeway Elementary School**

(29-2940-050)

Grades Offered: PK-05

2018-2019

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School Contact Information

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

Type	Contact Information
County	Ocean
District	Manchester Township School District
Principal Name	Mrs. Nikki Mazur
Address	2861 RIDGEWAY RD MANCHESTER, NJ 08759
Phone Number	732-323-0800
Email Address	nmazur@mtschoools.org
Website	https://www.manchestertwp.org
Facebook	http://www.facebook.com/manchesterschools/
Twitter	https://twitter.com/Mrs.NikkiMazur@RS_Dolphins



Ridgeway Elementary School

(29-2940-050)

Grades Offered: PK-05

2018-2019

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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
PK	28	34	38
KG	52	63	57
1	73	54	61
2	63	76	59
3	75	69	75
4	84	78	72
5	86	85	79
Total	461	459	441

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	46.0%	43.1%	45.1%
Male	54.0%	56.9%	54.9%
Economically Disadvantaged Students	33.8%	33.6%	32.7%
Students with Disabilities	27.3%	30.1%	27.7%
English Learners	3.5%	3.5%	2.9%
Homeless Students	0.0%	0.0%	0.0%
Students in Foster Care	0.9%	0.7%	0.2%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	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	2016-17	2017-18	2018-19
White	66.4%	62.5%	60.8%
Hispanic	18.4%	20.5%	21.3%
Black or African American	7.4%	9.2%	9.8%
Asian	3.3%	3.1%	2.3%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.2%
American Indian or Alaska Native	0.7%	0.2%	0.2%
Two or More Races	3.9%	4.6%	5.4%

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	2016-17	2017-18	2018-19
PK - Half Day	0	0	10
PK - Full Day	28	34	28
KG - Half Day	0	0	0
KG - Full Day	52	63	57

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	93.0%
Spanish	4.5%
Other Languages	2.5%



Ridgeway Elementary School
 (29-2940-050)
 Grades Offered: PK-05
 2018-2019

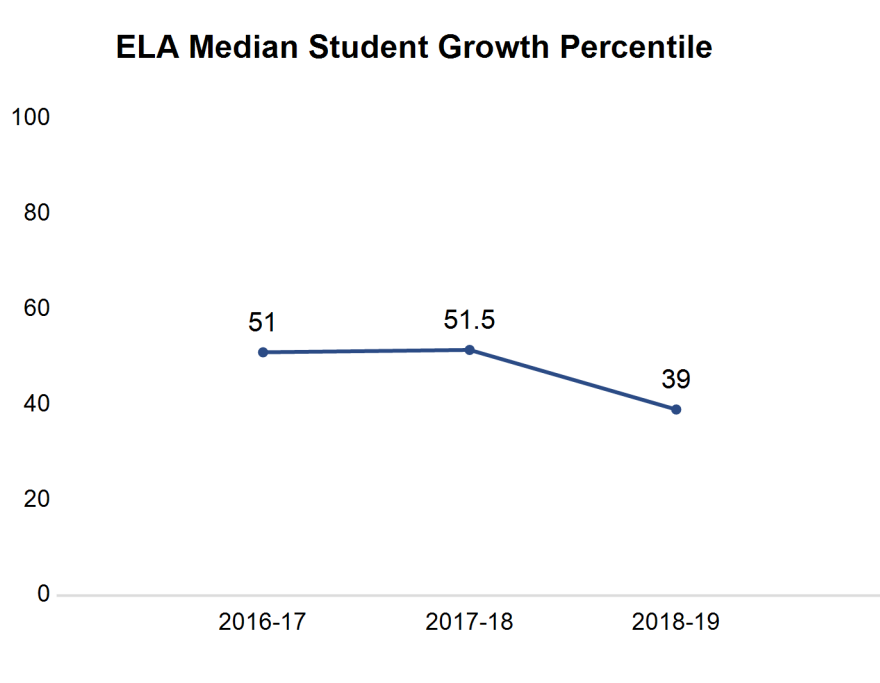
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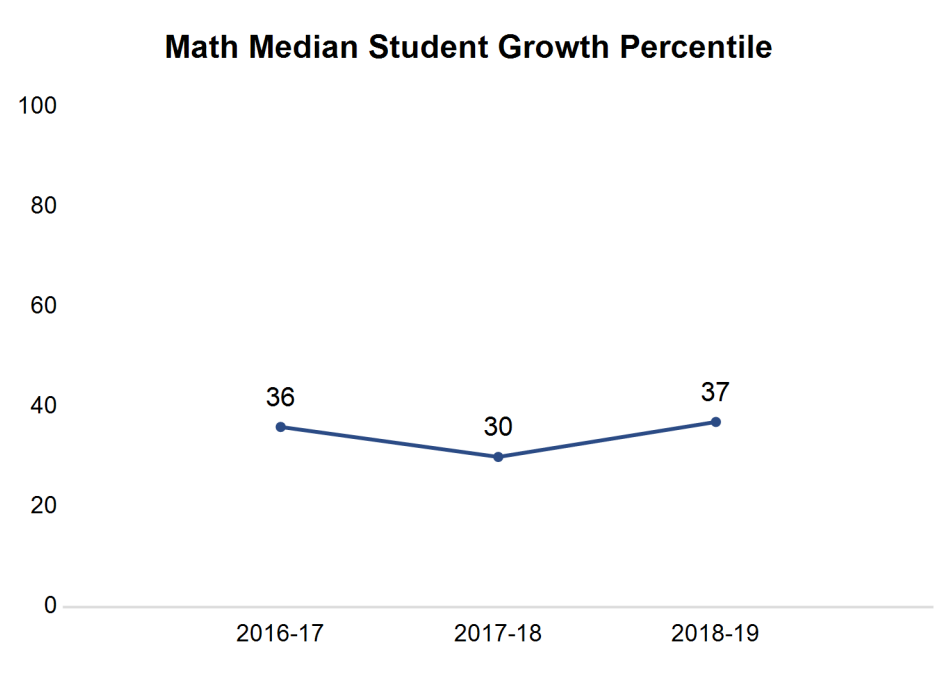
Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measured by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	51	51.5	39	36	30	37
Met Standard (40-59.5)?	Met Standard	Met Standard	Not Met	Not Met	Not Met	Not Met
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



Ridgeway Elementary School
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2018-2019

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Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short [video about Student Growth Percentiles](#) that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts (ELA) and Mathematics both overall and for each student group with comparisons to the district and the state. This table also shows whether each mSGP Met Standard (40-59.5) as required by ESSA accountability.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	39	33	50	Not Met	37	56	50	Not Met
White	36	31	50	Not Met	37.5	59	52	Not Met
Hispanic	40	39	49	Met Standard	29	49	47	Not Met
Black or African American	41.5	33	45	**	42	50	43	**
Asian, Native Hawaiian, or Pacific Islander	*	56	59	**	*	76.5	60	**
American Indian or Alaska Native	*	*	56	**	*	*	51.5	**
Two or More Races	*	37	49	**	*	49	52	**
Female	44	40	53	N	40	56	50	N
Male	34	26	47	N	37	56	51	N
Economically Disadvantaged Students	37	32	48	Not Met	40	51	46	Met Standard
Students with Disabilities	26	29	43	Not Met	36.5	48	45	Not Met
English Learners	N	*	52	**	N	*	50	**
Homeless Students	N	*	43	N	N	*	44	N
Students in Foster Care	N	*	42	N	*	*	44	N
Military-Connected Students	N	*	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N



Ridgeway Elementary School
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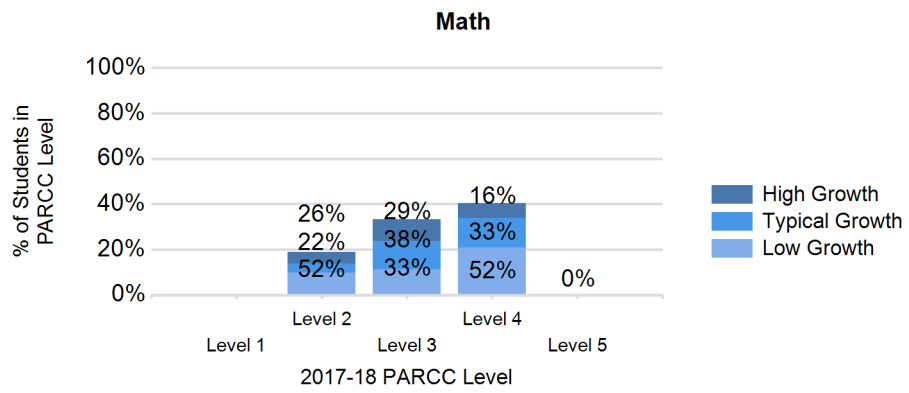
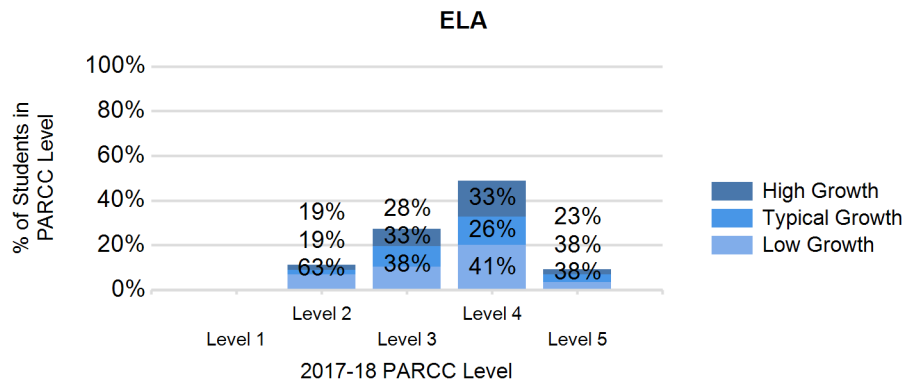
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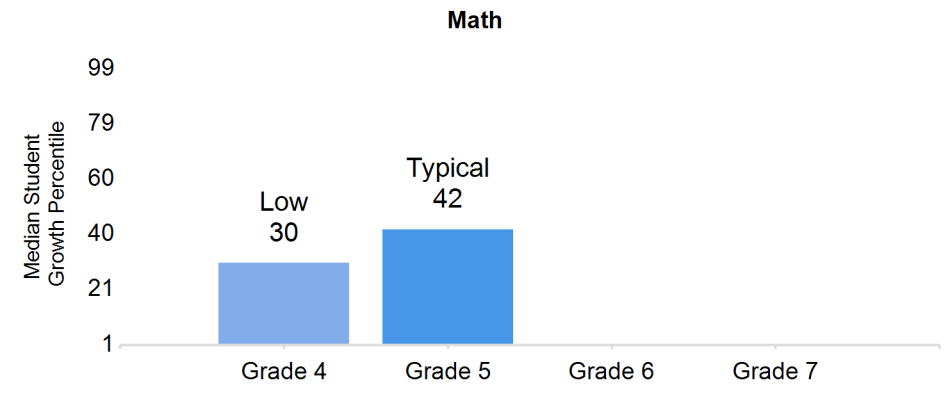
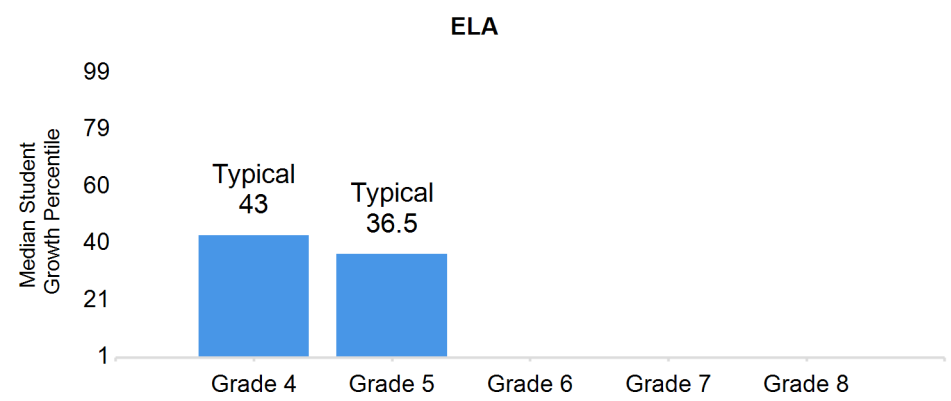
Student Growth by Performance Level

These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.



Student Growth by Grade

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





Ridgeway Elementary School
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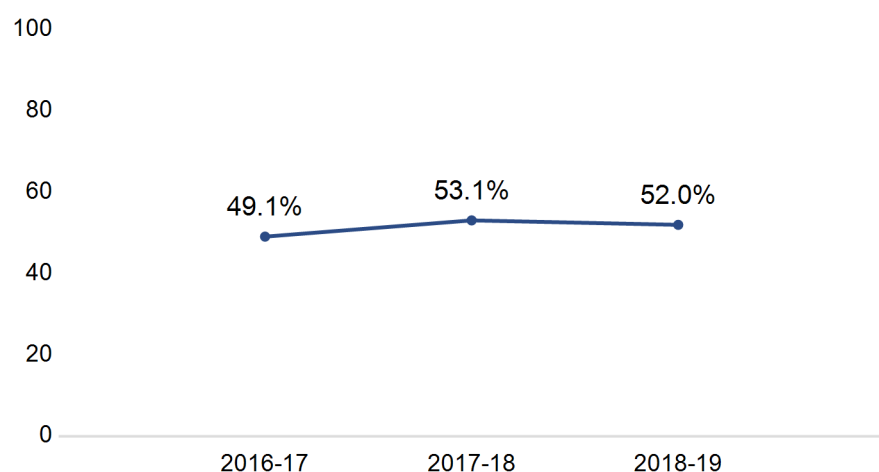
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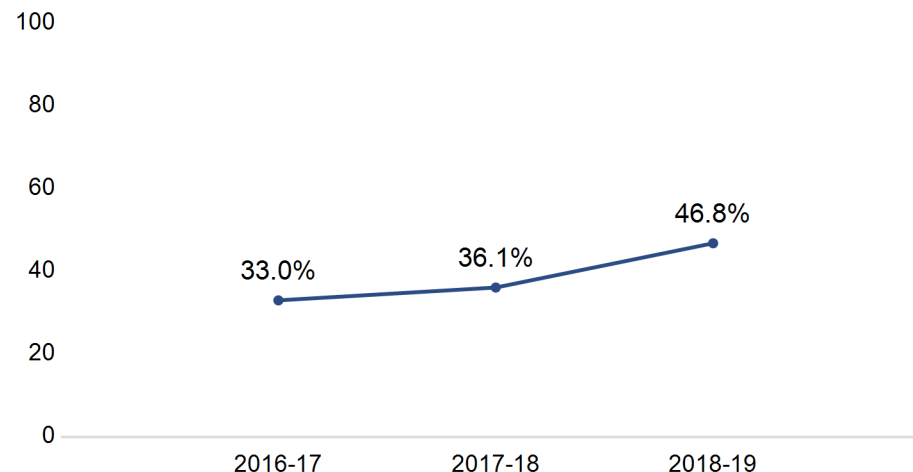
English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	95.8%	93.5%	98.2%	96.3%	93.5%	98.7%
Proficiency Rate for Federal Accountability	49.1%	53.1%	52.0%	33.0%	36.1%	46.8%
Annual Target	45.7%	47.5%	49.3%	38.2%	40.4%	42.6%
Met Annual Target?	Met Target	Met Target	Met Target	Not Met	Met Target†	Met Target
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	221	98.2	52.0	48.6	57.9	52.0	49.3	Met Target
White	136	97.2	53.7	50.1	66.9	53.7	52.2	Met Target
Hispanic	47	100.0	48.9	43.6	43.9	48.9	42.2	Met Target
Black or African American	22	100.0	45.5	*	38.5	45.5	39	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	82.9	*	**	**
American Indian or Alaska Native	*	*	*	*	56.0	*	**	**
Two or More Races	11	100.0	45.5	55.1	64.4	45.5	**	**
Female	105	99.1	61.0	58.7	64.8	61.0		
Male	116	97.5	44.0	38.5	51.3	44.0		
Economically Disadvantaged Students	70	98.6	42.9	39.8	40.0	42.9	42.3	Met Target
Non-Economically Disadvantaged Students	151	98.1	56.3	52.8	67.9	56.3		
Students with Disabilities	53	93.3	24.5	*	22.7	24.0	27.4	Met Target†
Students without Disabilities	168	100.0	60.7	*	65.1	60.7		
English Learners	*	*	*	*	29.3	*	**	**
Non-English Learners	*	*	*	*	60.6	*		
Homeless Students	N	N	N	*	29.1	N		
Students In Foster Care	*	*	*	*	27.6	*		
Military-Connected Students	N	N	N	*	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.



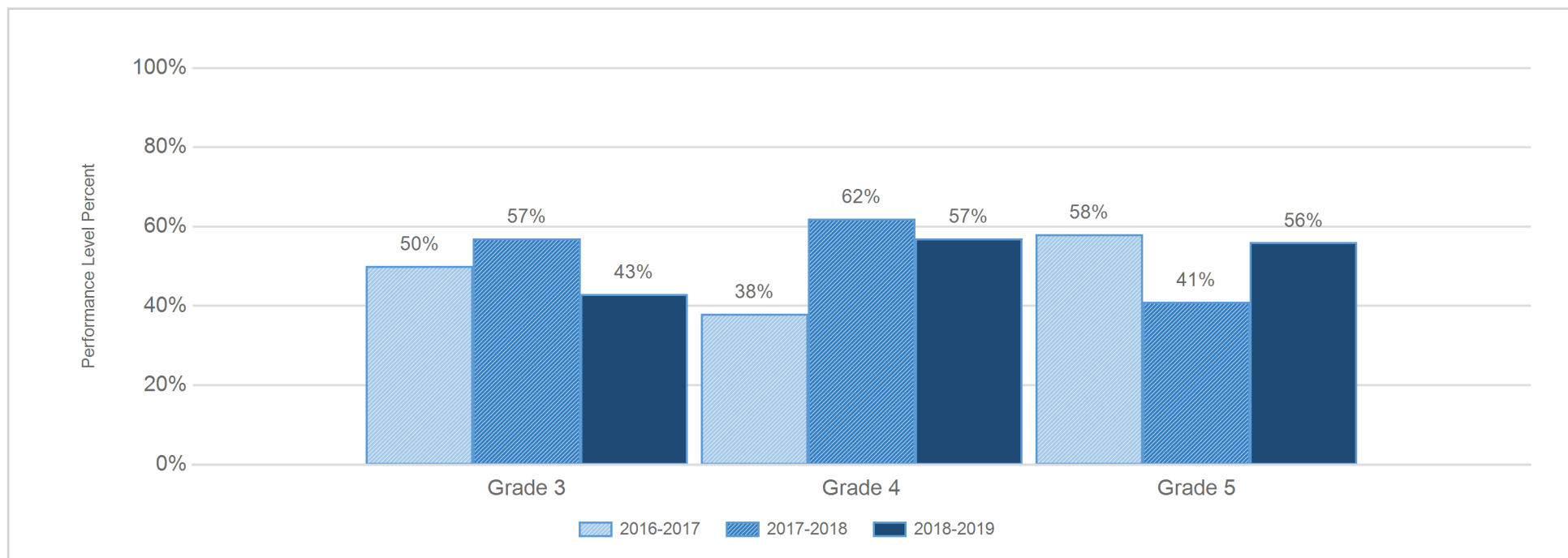
Ridgeway Elementary School
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English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





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English Language Arts Assessment - Performance by Grade: Grade 3

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	741	752	748	23%	*	25%	*	*	43%	50%
White	49	744	754	757	*	*	27%	45%	0%	45%	60%
Hispanic	13	727	*	734	*	*	*	*	*	31%	36%
Black or African American	*	*	*	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	*	*	*	756	*	*	*	*	*	*	58%
Female	29	753	758	753	*	*	*	*	*	52%	55%
Male	46	733	747	743	*	*	*	*	*	37%	46%
Economically Disadvantaged Students	23	733	739	731	*	*	*	*	*	39%	33%
Non-Economically Disadvantaged Students	52	744	758	759	*	*	*	*	*	44%	61%
Students with Disabilities	22	713	*	719	*	*	*	*	*	18%	24%
Students without Disabilities	53	752	*	754	*	*	*	*	*	53%	56%
English Learners	*	*	*	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	*	751	*	*	*	*	*	*	54%
Homeless Students	N	N	N	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



Ridgeway Elementary School
(29-2940-050)
Grades Offered: PK-05
2018-2019

Report Key:

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English Language Arts Assessment - Performance by Grade: Grade 4

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	70	753	758	755	*	*	21%	41%	16%	57%	57%
White	43	749	759	763	*	*	*	*	*	56%	67%
Hispanic	16	748	*	743	*	*	*	*	*	44%	44%
Black or African American	*	*	751	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	*	*	*	749	*	*	*	*	*	*	53%
Two or More Races	*	*	*	762	*	*	*	*	*	*	64%
Female	30	757	765	760	*	*	*	*	*	60%	62%
Male	40	750	752	750	*	*	*	*	*	55%	53%
Economically Disadvantaged Students	20	748	*	740	*	*	*	*	*	55%	40%
Non-Economically Disadvantaged Students	50	755	*	765	*	*	*	*	*	58%	69%
Students with Disabilities	20	724	*	725	*	*	*	*	*	25%	25%
Students without Disabilities	50	765	*	761	*	*	*	*	*	70%	64%
English Learners	N	N	N	720	N	N	N	N	N	N	17%
Non-English Learners	70	753	758	758	*	*	21%	41%	16%	57%	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



Ridgeway Elementary School
(29-2940-050)
Grades Offered: PK-05
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 5

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	77	753	753	756	*	*	30%	*	*	56%	58%
White	44	759	752	764	0%	*	27%	*	*	61%	68%
Hispanic	19	758	*	743	*	0%	*	*	*	63%	44%
Black or African American	*	*	737	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	753	N	N	N	N	N	N	52%
Two or More Races	*	*	759	762	*	*	*	*	*	*	65%
Female	46	762	759	761	*	*	26%	*	*	67%	64%
Male	31	741	746	750	*	*	35%	*	*	39%	52%
Economically Disadvantaged Students	27	744	745	740	*	*	44%	*	*	37%	39%
Non-Economically Disadvantaged Students	50	759	758	766	*	*	22%	*	*	66%	69%
Students with Disabilities	12	731	*	724	*	*	*	*	*	33%	23%
Students without Disabilities	65	758	*	762	*	*	*	*	*	60%	65%
English Learners	N	N	N	713	N	N	N	N	N	N	11%
Non-English Learners	77	753	753	758	*	*	30%	*	*	56%	60%
Homeless Students	N	N	N	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	222	98.7	46.8	42.1	44.5	46.8	42.6	Met Target
White	137	97.9	50.4	45.1	54.1	50.4	44.3	Met Target
Hispanic	47	100.0	34.0	34.3	28.8	34.0	36.6	Met Target†
Black or African American	22	100.0	27.3	*	23.0	27.3	35.2	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	76.5	*	**	**
American Indian or Alaska Native	*	*	*	*	42.7	*	**	**
Two or More Races	11	100.0	81.8	47.8	53.3	81.8	**	**
Female	106	100.0	44.3	43.4	44.9	44.3		
Male	116	97.5	49.1	40.9	44.2	49.1		
Economically Disadvantaged Students	71	100.0	39.4	32.8	26.3	39.4	31.4	Met Target
Non-Economically Disadvantaged Students	151	98.1	50.3	46.5	54.9	50.3		
Students with Disabilities	54	95.0	31.5	*	17.4	31.5	24.3	Met Target
Students without Disabilities	168	100.0	51.8	*	50.0	51.8		
English Learners	*	*	*	*	25.0	*	**	**
Non-English Learners	*	*	*	*	46.5	*		
Homeless Students	N	N	N	*	17.1	N		
Students In Foster Care	*	*	*	20.0	17.1	*		
Military-Connected Students	N	N	N	*	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



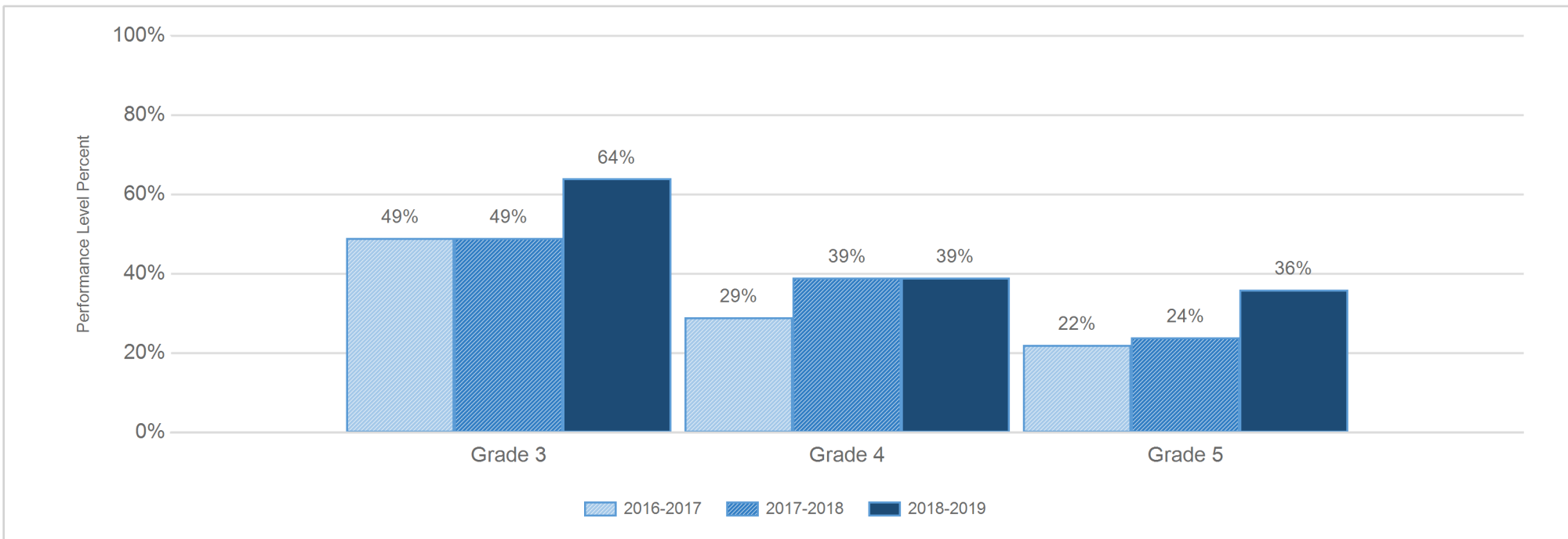
Ridgeway Elementary School
(29-2940-050)
Grades Offered: PK-05
2018-2019

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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



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Mathematics Assessment - Performance by Grade: Grade 3

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	750	755	752	*	15%	15%	*	*	64%	55%
White	49	753	758	760	*	*	*	*	*	69%	66%
Hispanic	13	745	*	739	0%	*	*	*	*	46%	40%
Black or African American	*	*	*	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	*	758	*	*	*	*	*	*	62%
Female	29	757	755	751	*	*	*	*	*	76%	54%
Male	46	746	755	752	*	*	*	*	*	57%	56%
Economically Disadvantaged Students	23	740	744	737	*	*	*	*	*	57%	37%
Non-Economically Disadvantaged Students	52	755	761	761	*	*	*	*	*	67%	67%
Students with Disabilities	22	731	*	731	*	*	*	*	*	36%	31%
Students without Disabilities	53	758	*	756	*	*	*	*	*	75%	60%
English Learners	*	*	*	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	*	754	*	*	*	*	*	*	58%
Homeless Students	N	N	N	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



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Mathematics Assessment - Performance by Grade: Grade 4

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	70	739	745	749	*	16%	37%	*	*	39%	51%
White	43	739	747	757	*	*	40%	*	*	37%	62%
Hispanic	16	729	*	737	*	*	*	*	*	25%	36%
Black or African American	*	*	739	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	*	*	*	747	*	*	*	*	*	*	46%
Two or More Races	*	*	*	754	*	*	*	*	*	*	58%
Female	30	739	744	749	*	*	37%	*	*	37%	50%
Male	40	740	746	749	*	*	38%	*	*	40%	52%
Economically Disadvantaged Students	20	737	*	734	*	*	*	*	*	25%	32%
Non-Economically Disadvantaged Students	50	740	*	759	*	*	*	*	*	44%	63%
Students with Disabilities	20	719	*	726	*	*	*	*	*	20%	25%
Students without Disabilities	50	748	*	754	*	*	*	*	*	46%	56%
English Learners	N	N	N	722	N	N	N	N	N	N	18%
Non-English Learners	70	739	745	751	*	16%	37%	*	*	39%	54%
Homeless Students	N	N	*	722	N	N	N	N	N	N	19%
Students in Foster Care	N	N	N	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



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Mathematics Assessment - Performance by Grade: Grade 5

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	78	740	747	747	*	26%	35%	*	*	36%	47%
White	45	745	750	755	*	*	40%	*	*	40%	58%
Hispanic	19	736	*	735	*	*	*	*	*	32%	30%
Black or African American	*	*	729	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	42%
Two or More Races	*	*	749	753	*	*	*	*	*	*	55%
Female	47	738	745	747	*	*	36%	*	*	30%	47%
Male	31	744	749	747	*	*	32%	*	*	45%	47%
Economically Disadvantaged Students	28	735	740	732	*	*	*	*	*	36%	27%
Non-Economically Disadvantaged Students	50	743	751	757	*	*	*	*	*	36%	59%
Students with Disabilities	13	728	*	725	*	*	*	*	*	31%	19%
Students without Disabilities	65	743	*	752	*	*	*	*	*	37%	52%
English Learners	N	N	N	718	N	N	N	N	N	N	12%
Non-English Learners	78	740	747	749	*	26%	35%	*	*	36%	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	17%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) 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	N	N

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. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	*	*	*

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	12	*	*
3-4	*	*	*
5 or more	N	N	N



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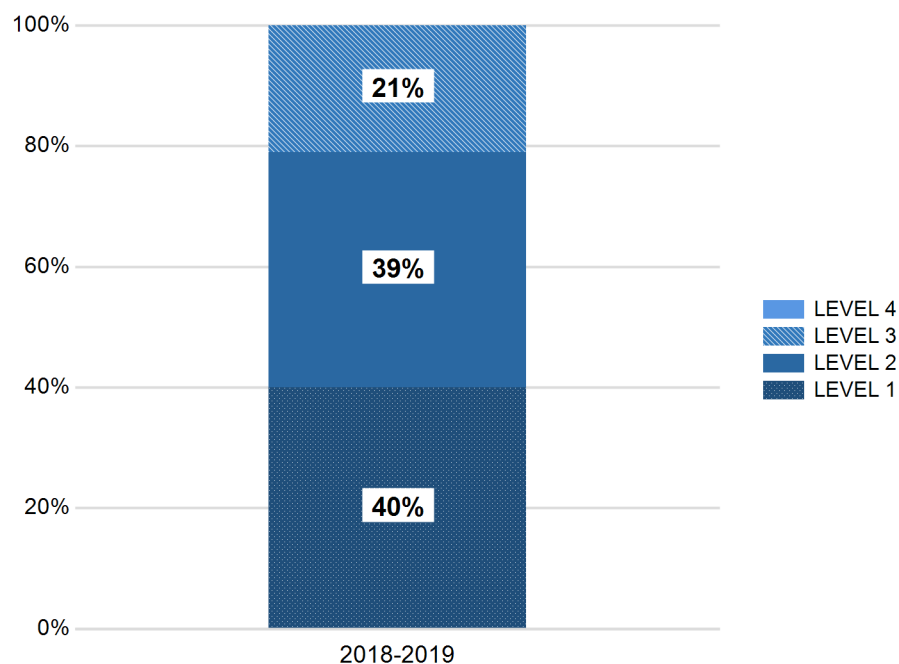
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the [assessment reports page](#) for DLM results.

NJSLA Science Assessment: Grade 5 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 5

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	40	39	21	0
White	27	43	30	0
Hispanic	47	42	11	0
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	48	33	20	0
Male	29	48	23	0
Economically Disadvantaged Students	52	33	15	0
Non-Economically Disadvantaged Students	34	42	24	0
Students with Disabilities	50	42	8	0
Students without Disabilities	38	38	23	0
English Learners	N	N	N	N
Non-English Learners	40	39	21	0
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



Ridgeway Elementary School

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Grades Offered: PK-05

2018-2019

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† This indicates a table specific note, see note below table

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. Students with fewer than 45 days in membership are excluded from attendance calculations.

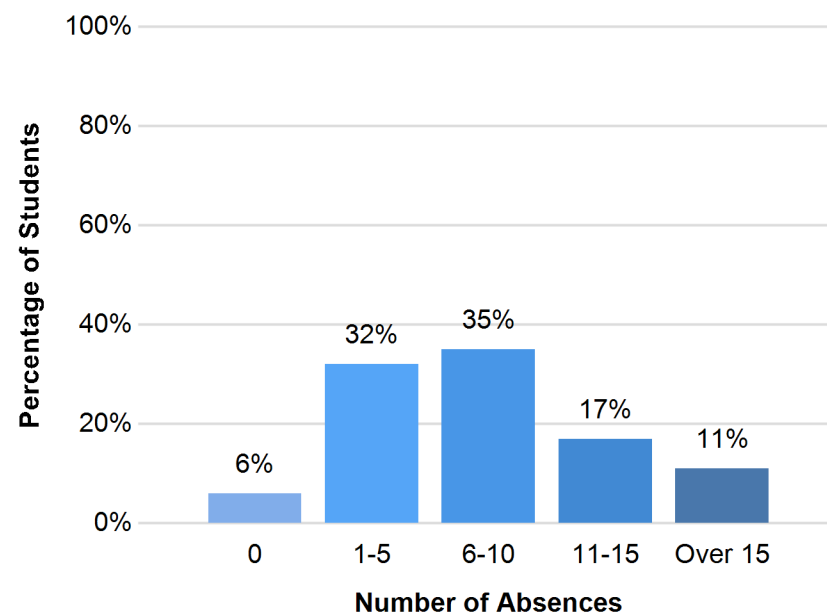
Chronic Absenteeism

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	34	8.4	8.9	Met
White	20	8.0	8.9	Met
Hispanic	8	9.9	8.9	Not Met
Black or African American	4	9.1	8.9	Not Met
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	*	*	**	**
Two or More Races	1	4.3	8.9	Met
Female	18	9.8		
Male	16	7.1		
Economically Disadvantaged Students	14	10.3	8.9	Not Met
Students with Disabilities	8	7.6	8.9	Met
English Learners	*	*	**	**
Homeless Students	N	N		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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





Ridgeway Elementary School

(29-2940-050)

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2018-2019

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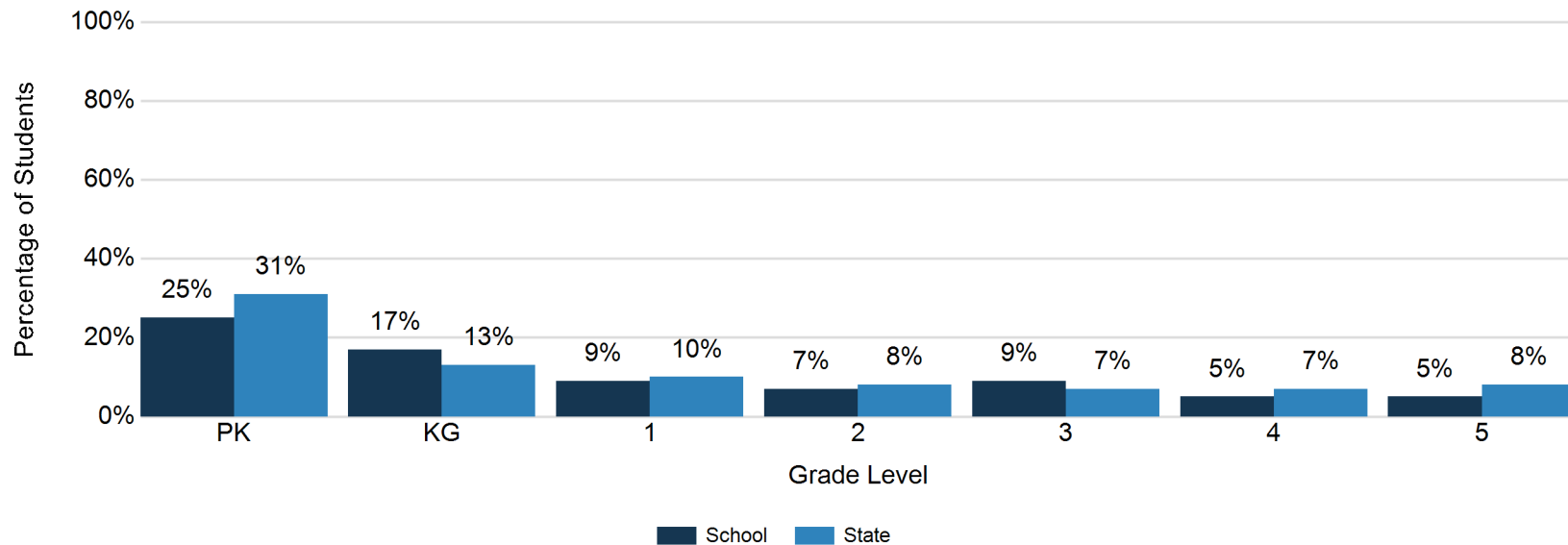
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Chronic Absenteeism by Grade

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





Ridgeway Elementary School

(29-2940-050)

Grades Offered: PK-05

2018-2019

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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

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

Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bullying (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	3		3

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	*	*
Out-of-School Suspensions	*	*
Any Suspension	13	2.9%
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

41



Ridgeway Elementary School

(29-2940-050)

Grades Offered: PK-05

2018-2019

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School Day

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

Category	School
Typical Start Time	8:20 AM
Typical End Time	3:00 PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	5 Hrs 50 Mins
Shared Time - Instructional Time	5 Hrs. 50 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2018-19	1:1



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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 the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	42	118,214
Average years experience in public schools	12.5	12.1
Average years experience in district	11.5	10.8
Percentage of Teachers with 4 or more years experience in the district	78.6%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	20	9,530
Average years experience in public schools	22.4	16.0
Average years experience in district	16.9	12.0
Percentage of Administrators with 4 or more years experience in the district	100.0%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	11:1	10:1
Students to Administrators	221:1	144:1
Teachers to Administrators	21:1	14:1
Students to Librarians/Media Specialists		577:1
Students to Nurses		412:1
Students to Counselors		262:1
Students to Child Study Team Members		222:1



Ridgeway Elementary School
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2018-2019

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Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	45.1%	95.2%	50.0%	48.4%	77.1%	54.9%
Male	54.9%	4.8%	50.0%	51.6%	22.9%	45.1%
White	60.8%	100.0%	100.0%	42.4%	83.6%	77.4%
Hispanic	21.3%	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	9.8%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	2.3%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.2%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.2%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	5.4%	0.0%	0.0%	2.1%	0.2%	0.2%



Ridgeway Elementary School
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2018-2019

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Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by 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.

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 this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	92.6%	90.5%
2017-18 Administrators: Same district 2018-19	95.0%	87.9%

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
2018-19	97.2%



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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.



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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).

Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.

Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less

Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.



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ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	49.1%	53.1%	52.0%
Math Proficiency	33.0%	36.1%	46.8%
ELA Growth	51	52	39
Math Growth	36	30	37
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	7.3%	7.7%	8.4%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



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Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.



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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Met Target	Met Target	Not Met	Not Met	**	Met	No
White	Met Target	Met Target	Not Met	Not Met	n/a	Met	No
Hispanic	Met Target	Met Target†	Met Standard	Not Met	n/a	Not Met	No
Black or African American	Met Target	Met Target†	**	**	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	Met	No
Economically Disadvantaged Students	Met Target	Met Target	Not Met	Met Standard	n/a	Not Met	No
Students with Disabilities	Met Target†	Met Target	Not Met	Not Met	n/a	Met	No
English Learners	**	**	**	**	**	**	No

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



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School Narrative

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



Highlights:

- Students attend Ridgeway from 8:30 am to 3 pm daily. Their weekly schedule includes a Special (art, music, and physical education), World Language, Technology, and a double block for ELA and Math.
- Students have access to a Media Center and STEAM Lab. Students with limited English and non-English speaking students participate in our ESL program. We also offer full day kindergarten.
- A full time guidance counselor coordinates all character education activities and lessons.



Mission, Vision, Theme:

In alignment with the District's mission, Ridgeway has forged a strong partnership between school and community. Through this partnership we seek to provide a high quality, student-centered environment that is safe and supportive of all learners. Our caring, competent and engaging staff provide a relevant, rigorous and rewarding academic program so that all students learn and grow.



Awards, Recognition, Accomplishments:

Our teachers won several PTA mini grants. The MTEF awarded us \$2500 which was beyond our \$15,000 which we were granted two years ago. The Lowes Corporation awarded us with a Safety Grant and the staff spent those funds to create Safety Go Packs. A Governor's Teacher of the Year Award recognizes a Teacher of the Year and a Educational Support Professional of the Year.



Ridgeway Elementary School

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Courses, Curriculum, Instruction:

An integrated approach to learning is based on the NJ Student Learning Standards. Curriculum and instruction embodies student-centered learning activities that focus on critical and creative thinking, collaboration, and communication. Instruction is differentiated and focused on the whole child. Our students are active learners. Student progress is evaluated through a variety of methods, and measures progression towards grade level mastery.



Clubs and Activities:

Our fifth graders have an opportunity to join the Junior Impact Club, which focuses on school and community service. Fourth and fifth graders have an opportunity to join the Elementary Band and perform in two concerts year year. Students in fourth and fifth grade also have an opportunity to serve as buddies.



Ridgeway Elementary School

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 <p>Before and After School Programs:</p>	<p>Through Title I funding, all students in grades one through five are eligible to attend our after school program which is called Power Hour. Regular Education and Basic Skills teachers instruct this academic program for two days per week, one hour each day. Students work on ELA and Math. Students participate in learning modules in reading and through data decisions. Teachers work with students at their own levels and in the specific areas they need to show growth. All students focus on academic reading and math NJ Learning Standards.</p>
 <p>Staff and Professional Learning:</p>	<p>100% of our staff participates in monthly Professional Learning Communities. Staff attends a PD faculty meeting monthly, as well as monthly grade level meetings. Both in-district and out-of-district workshops are offered to all staff. Coaching brings quality professional development to the teachers in a job-embedded classroom model. Several in-service days are conducted each school year. Many of our teachers belong to district and building committees which further enhance their experiences. Through the fine work of our Elementary Supervisor of Instruction, all elementary teachers in the three elementary schools are offered consistent PD.</p>



Ridgeway Elementary School

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 <p>Student Supports and Services:</p>	<p>Ridgeway is home to the ELL program for all three elementary schools. Students are screened for placement and participate in an annual WIDA assessment. Struggling learners are eligible to receive Basic Skills instruction through a push-in model which includes guided groups that focus on skills and Standards that are revealed through data assessments. Students also receive services with Title I funds in an extended day program and parental engagement programs. A Just Words program for fourth and fifth graders is embedded in the day and helps us service those students who need additional support in word attack skills and phonemic awareness. Special Education students receive services in in-class support and Replacement classes.</p>
 <p>Student Health and Wellness:</p>	<p>Our full time registered nurse promotes health and wellness. She meets with families and students on a daily basis, and conducts classroom lessons regarding a number of topics such as handwashing techniques. We offer students free and reduced lunch and breakfast. Our two physical education teachers promote health and wellness with scheduled classes for students and are a resource for staff regarding fitness. Recess Relays and Jump Rope for Heart activities are conducted to encourage physical fitness. A full time guidance counselor provides support for students with counseling and classroom character education instruction.</p>
 <p>Parent and Community Involvement:</p>	<p>Our PTA is a vital organization to our elementary school. Parents are included on our School Safety Team, Teacher of the Year Committee, and the School Climate Committee. Coffee with the Principal Meetings and PAC meetings are conducted monthly. Our Title I parental programs enhance parent involvement. Title I parents are invited to presentations such as Muffins with Mom, Donuts with Dad, and Math Nights. Our staff works closely with our families in a number of building events such as Multicultural Day, Colonial Day, and Hot Cocoa Day.</p>






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2018-2019

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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers Families, students and staff participate in a variety of surveys. Grade five students complete climate surveys when they are about to exit our elementary school. Staff completed climate surveys in May. This data is helpful to highlight the felt needs of our staff. These needs help create the professional development need in our building. Results of all staff needs assessments are communicated to the ScIP and PD Committee. Parents consistently are given an opportunity to respond to surveys that help us design future programs.</p>
 <p>Facilities:</p>	<p>Our building has a student-friendly Media Center that includes flexible seating and areas designed for optimum collaboration. Our STEAM Grant has allowed us to make our Computer Lab an engaging place that encourages exploration. Our garden is inviting and provides a space for an outside classroom. The art and music rooms are creative spaces for grades K through 5 thinkers. The lunchroom accommodates for all students</p>
 <p>School Safety:</p>	<p>Our Safety Team meets monthly and includes teachers, parents, custodians, police, and administrators. Our building is a past recipient of a Lowe's Safety Grant which allowed us to purchase items to create Safety Go Packs for each teacher and area of the building. Fire and security drills are conducted monthly and are both announced and unannounced. Our staff uses SHARE 911 as a vehicle to communicate. All staff receive a Security Memo and are part of our debriefing of each drill.</p>



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Technology and STEM:

Our technology teacher instructs at Ridgeway 3.5 days per week. She both pushes into classrooms and conducts lessons in the STEAM Lab. All students in grades three through five participate in weekly tech lessons by the technology teacher. Second graders receive formal technology instruction on bi-weekly schedule. Students in grades k and 1 have access to iPads and Chromebooks as needed and for special projects. All students in pre-k through grade 5 have access to our state-of-the-art STEAM Lab which includes space for exploration and a variety of learning tools. Technology is an embedded part of the day and students enjoy a wide variety of computer applications for all core and content areas.



Early Childhood Education:

Ridgeway Elementary is home to a morning and afternoon preschool, with the morning session being geared toward students with disabilities as well as winners of a lottery system. The highly qualified staff includes a full time speech therapist and a full time preschool teacher as well as a number of paraprofessionals. We have three full day kindergarten classrooms. The program includes a time for math, ELA, health, science, and social studies, as well as cooperative play and group time.



Whiting Elementary School
(29-2940-060)
Grades Offered: PK-05
2018-2019

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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 at 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

Notes from the New Jersey Department of Education:



Whiting Elementary School
(29-2940-060)
Grades Offered: PK-05
2018-2019

Report Key:

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School Contact Information

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

Type	Contact Information
County	Ocean
District	Manchester Township School District
Principal Name	Mrs. Evelyn Swift
Address	412 MANCHESTER BLVD WHITING, NJ 08759-1336
Phone Number	732-350-4994
Email Address	eswift@mtschools.org
Website	https://www.manchestertwp.org/whiting
Facebook	http://www.facebook.com/manchesterschools/
Twitter	https://twitter.com/WhitingWildcats



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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
PK	26	25	20
KG	34	37	45
1	43	37	33
2	27	43	34
3	42	25	39
4	35	45	27
5	40	37	45
Total	247	249	243

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	44.5%	43.8%	44.9%
Male	55.5%	56.2%	55.1%
Economically Disadvantaged Students	29.1%	32.5%	35.0%
Students with Disabilities	33.2%	35.3%	33.3%
English Learners	0.0%	0.0%	0.0%
Homeless Students	0.0%	0.0%	0.4%
Students in Foster Care	0.4%	1.2%	0.0%
Military-Connected Students	0.4%	0.0%	0.0%
Migrant Students	0.0%	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	2016-17	2017-18	2018-19
White	74.5%	75.5%	71.6%
Hispanic	10.9%	11.6%	14.0%
Black or African American	4.5%	4.0%	5.8%
Asian	2.0%	2.4%	2.5%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.4%
Two or More Races	8.1%	6.4%	5.8%

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	2016-17	2017-18	2018-19
PK - Half Day	0	0	0
PK - Full Day	26	25	20
KG - Half Day	0	0	0
KG - Full Day	34	37	45

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	98.4%
Other Languages	1.6%



Whiting Elementary School
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2018-2019

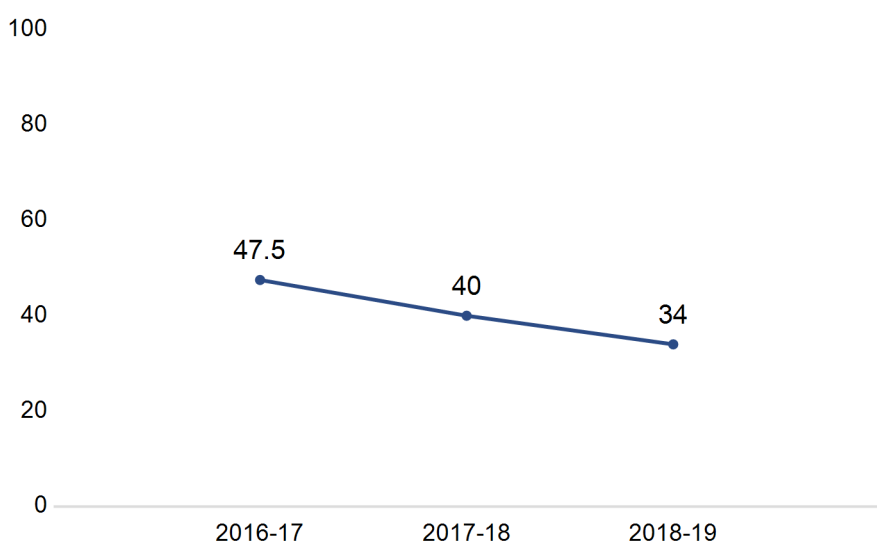
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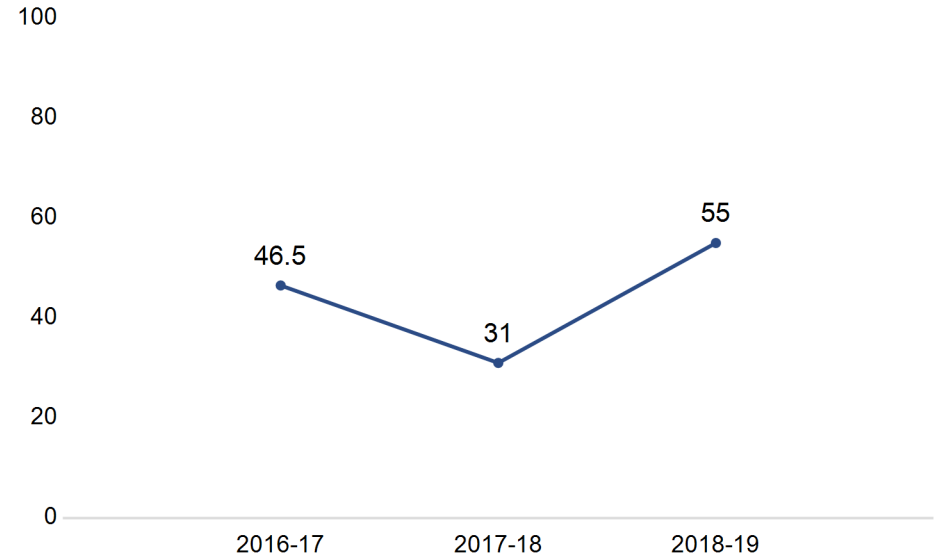
Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measured by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	47.5	40	34	46.5	31	55
Met Standard (40-59.5)?	Met Standard	Met Standard	Not Met	Met Standard	Not Met	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short [video about Student Growth Percentiles](#) that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts (ELA) and Mathematics both overall and for each student group with comparisons to the district and the state. This table also shows whether each mSGP Met Standard (40-59.5) as required by ESSA accountability.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	34	33	50	Not Met	55	56	50	Met Standard
White	29	31	50	Not Met	62	59	52	Exceeds Standard
Hispanic	40.5	39	49	**	32.5	49	47	**
Black or African American	*	33	45	**	*	50	43	**
Asian, Native Hawaiian, or Pacific Islander	*	56	59	**	*	76.5	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	*	37	49	**	*	49	52	**
Female	34	40	53	N	40	56	50	N
Male	29	26	47	N	62	56	51	N
Economically Disadvantaged Students	29	32	48	Not Met	38	51	46	Not Met
Students with Disabilities	58	29	43	**	35	48	45	**
English Learners	N	*	52	**	N	*	50	**
Homeless Students	N	*	43	N	N	*	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	N	*	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N



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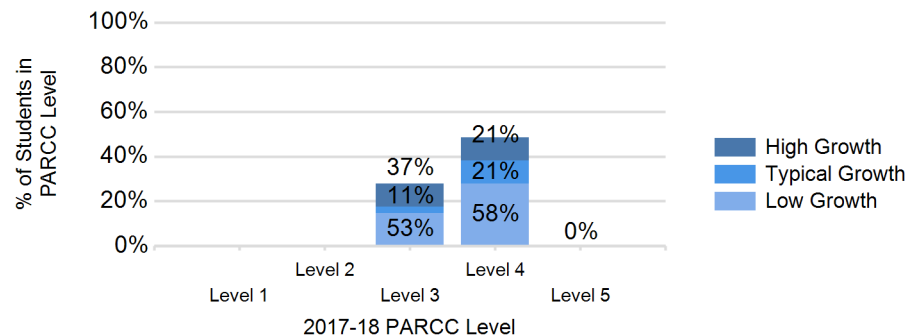
A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short [video about Student Growth Percentiles](#) that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

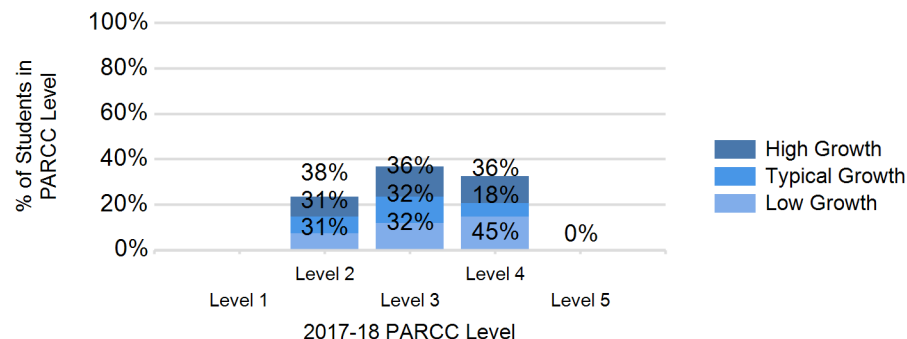
Student Growth by Performance Level

These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.

ELA



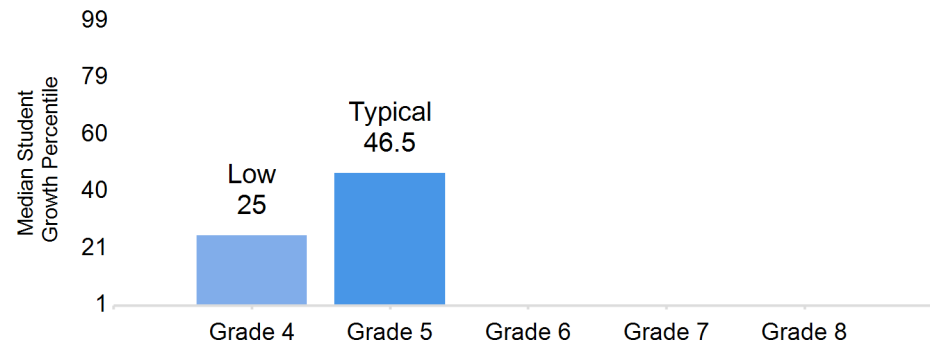
Math



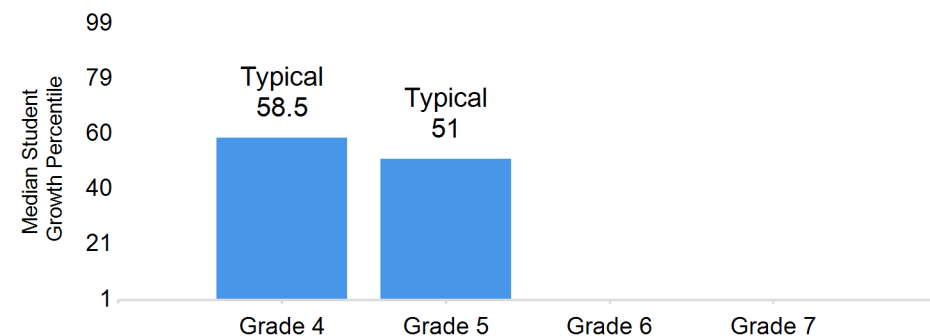
Student Growth by Grade

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

ELA



Math





Whiting Elementary School
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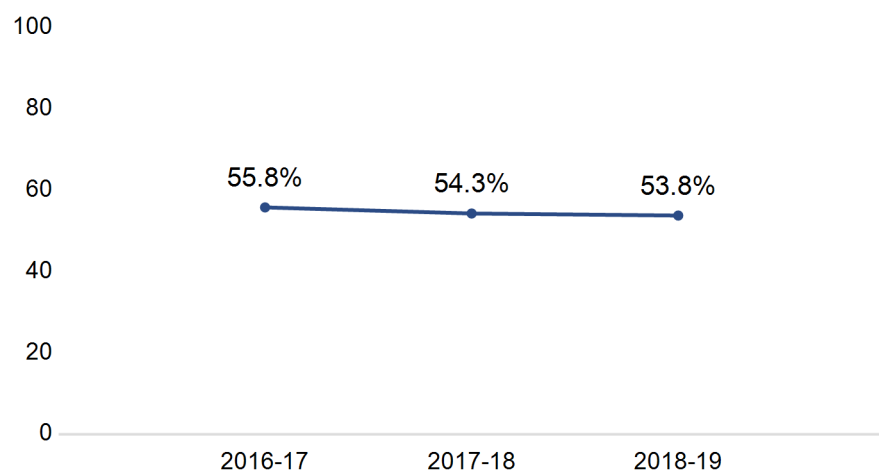
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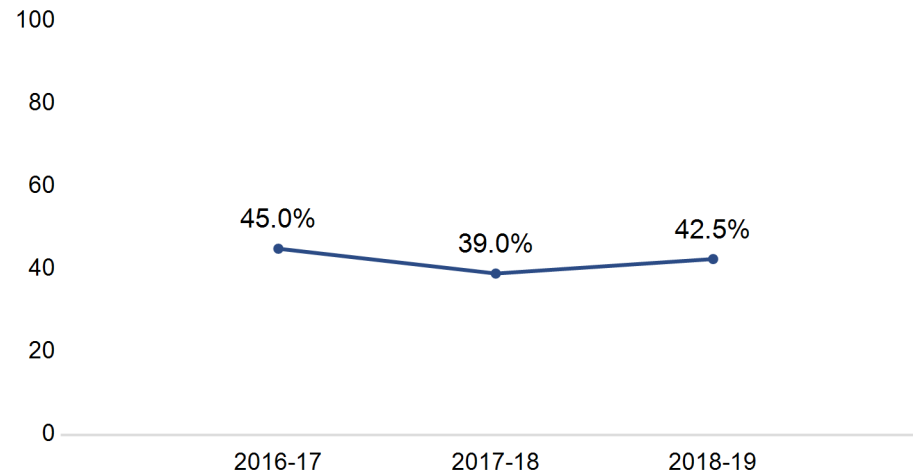
English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	98.2%	99.1%	97.3%	98.2%	99.1%	97.3%
Proficiency Rate for Federal Accountability	55.8%	54.3%	53.8%	45.0%	39.0%	42.5%
Annual Target	50.3%	51.8%	53.4%	46.0%	47.8%	49.6%
Met Annual Target?	Met Target	Met Target	Met Target	Met Target†	Not Met	Met Target†
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	106	97.3	53.8	48.6	57.9	53.8	53.4	Met Target
White	73	97.4	58.9	50.1	66.9	58.9	56.5	Met Target
Hispanic	15	93.7	40.0	43.6	43.9	39.5	**	**
Black or African American	*	*	*	*	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	82.9	*	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	55.1	64.4	*	**	**
Female	53	100.0	54.7	58.7	64.8	54.7		
Male	53	94.8	52.8	38.5	51.3	52.6		
Economically Disadvantaged Students	42	97.7	40.5	39.8	40.0	40.5	43.5	Met Target†
Non-Economically Disadvantaged Students	64	97.0	62.5	52.8	67.9	62.5		
Students with Disabilities	28	96.7	28.6	*	22.7	28.6	27.8	Met Target
Students without Disabilities	78	97.5	62.8	*	65.1	62.8		
English Learners	N	N	N	*	29.3	N	**	**
Non-English Learners	106	97.3	53.8	*	60.6	53.8		
Homeless Students	*	*	*	*	29.1	*		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	N	N	N	*	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.



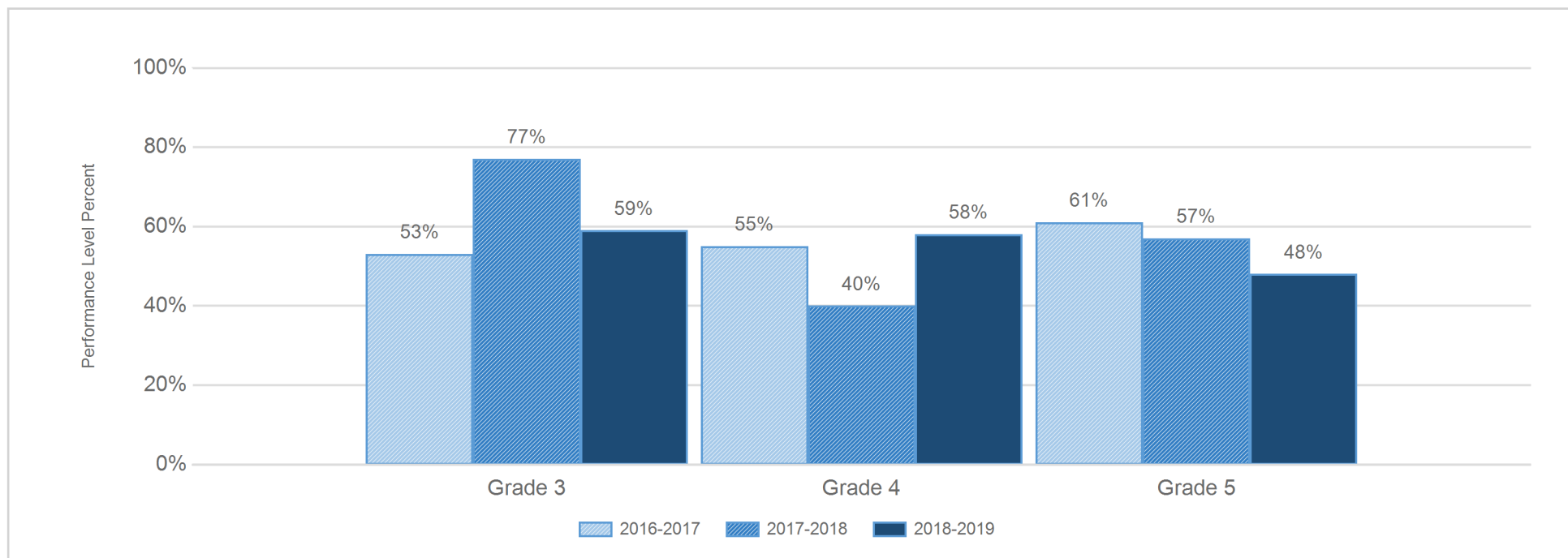
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English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





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English Language Arts Assessment - Performance by Grade: Grade 3

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	34	757	752	748	*	*	*	*	*	59%	50%
White	20	767	754	757	*	*	*	*	*	70%	60%
Hispanic	*	*	*	734	*	*	*	*	*	*	36%
Black or African American	*	*	*	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	*	*	*	756	*	*	*	*	*	*	58%
Female	16	746	758	753	*	*	*	*	*	50%	55%
Male	18	766	747	743	*	*	*	*	*	67%	46%
Economically Disadvantaged Students	13	734	739	731	*	*	*	*	*	38%	33%
Non-Economically Disadvantaged Students	21	770	758	759	*	*	*	*	*	71%	61%
Students with Disabilities	*	*	*	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	*	754	*	*	*	*	*	*	56%
English Learners	N	N	*	713	N	N	N	N	N	N	17%
Non-English Learners	34	757	*	751	*	*	*	*	*	59%	54%
Homeless Students	N	N	N	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



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English Language Arts Assessment - Performance by Grade: Grade 4

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	26	759	758	755	*	*	*	*	*	58%	57%
White	22	760	759	763	*	*	*	*	*	59%	67%
Hispanic	*	*	*	743	*	*	*	*	*	*	44%
Black or African American	*	*	751	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	779	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	53%
Two or More Races	*	*	*	762	*	*	*	*	*	*	64%
Female	12	766	765	760	*	*	*	*	*	67%	62%
Male	14	753	752	750	*	*	*	*	*	50%	53%
Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	*	765	*	*	*	*	*	*	69%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	761	*	*	*	*	*	*	64%
English Learners	N	N	N	720	N	N	N	N	N	N	17%
Non-English Learners	26	759	758	758	*	*	*	*	*	58%	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



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English Language Arts Assessment - Performance by Grade: Grade 5

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	42	745	753	756	*	26%	*	48%	0%	48%	58%
White	29	744	752	764	*	*	*	48%	0%	48%	68%
Hispanic	*	*	*	743	*	*	*	*	*	*	44%
Black or African American	*	*	737	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	753	N	N	N	N	N	N	52%
Two or More Races	*	*	759	762	*	*	*	*	*	*	65%
Female	24	752	759	761	*	*	*	*	*	54%	64%
Male	18	737	746	750	*	*	*	*	*	39%	52%
Economically Disadvantaged Students	19	739	745	740	*	*	*	*	*	47%	39%
Non-Economically Disadvantaged Students	23	751	758	766	*	*	*	*	*	48%	69%
Students with Disabilities	*	*	*	724	*	*	*	*	*	*	23%
Students without Disabilities	*	*	*	762	*	*	*	*	*	*	65%
English Learners	N	N	N	713	N	N	N	N	N	N	11%
Non-English Learners	42	745	753	758	*	26%	*	48%	0%	48%	60%
Homeless Students	N	N	N	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	106	97.3	42.5	42.1	44.5	42.5	49.6	Met Target†
White	73	97.4	49.3	45.1	54.1	49.3	53.5	Met Target†
Hispanic	15	93.7	26.7	34.3	28.8	26.3	**	**
Black or African American	*	*	*	*	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	76.5	*	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	47.8	53.3	*	**	**
Female	53	100.0	28.3	43.4	44.9	28.3		
Male	53	94.8	56.6	40.9	44.2	56.4		
Economically Disadvantaged Students	42	97.7	23.8	32.8	26.3	23.8	45.8	Not Met
Non-Economically Disadvantaged Students	64	97.0	54.7	46.5	54.9	54.7		
Students with Disabilities	28	96.7	21.4	*	17.4	21.4	23	Met Target†
Students without Disabilities	78	97.5	50.0	*	50.0	50.0		
English Learners	N	N	N	*	25.0	N	**	**
Non-English Learners	106	97.3	42.5	*	46.5	42.5		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	N	N	N	20.0	17.1	N		
Military-Connected Students	N	N	N	*	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



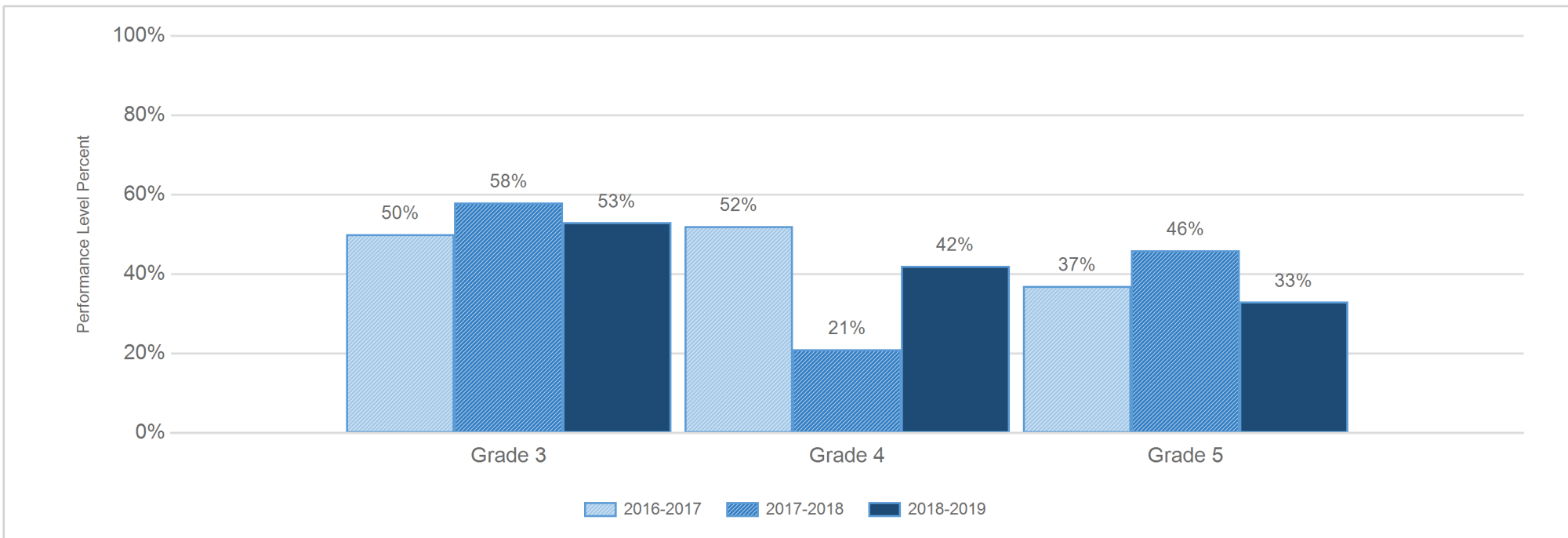
Whiting Elementary School
(29-2940-060)
Grades Offered: PK-05
2018-2019

Report Key:

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- N** No Data is available to display
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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



Whiting Elementary School
(29-2940-060)
Grades Offered: PK-05
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 3

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	34	741	755	752	*	*	*	*	*	53%	55%
White	20	749	758	760	*	*	*	*	*	70%	66%
Hispanic	*	*	*	739	*	*	*	*	*	*	40%
Black or African American	*	*	*	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	*	758	*	*	*	*	*	*	62%
Female	16	728	755	751	*	*	*	*	*	38%	54%
Male	18	753	755	752	*	*	*	*	*	67%	56%
Economically Disadvantaged Students	13	722	744	737	*	*	*	*	*	23%	37%
Non-Economically Disadvantaged Students	21	753	761	761	*	*	*	*	*	71%	67%
Students with Disabilities	*	*	*	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	*	756	*	*	*	*	*	*	60%
English Learners	N	N	*	728	N	N	N	N	N	N	26%
Non-English Learners	34	741	*	754	*	*	*	*	*	53%	58%
Homeless Students	N	N	N	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



Whiting Elementary School
(29-2940-060)
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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 4

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	26	747	745	749	*	*	*	42%	0%	42%	51%
White	22	748	747	757	*	*	*	*	*	41%	62%
Hispanic	*	*	*	737	*	*	*	*	*	*	36%
Black or African American	*	*	739	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	776	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	754	*	*	*	*	*	*	58%
Female	12	741	744	749	*	*	*	*	*	17%	50%
Male	14	752	746	749	*	*	*	*	*	64%	52%
Economically Disadvantaged Students	*	*	*	734	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	*	759	*	*	*	*	*	*	63%
Students with Disabilities	*	*	*	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	754	*	*	*	*	*	*	56%
English Learners	N	N	N	722	N	N	N	N	N	N	18%
Non-English Learners	26	747	745	751	*	*	*	42%	0%	42%	54%
Homeless Students	N	N	*	722	N	N	N	N	N	N	19%
Students in Foster Care	N	N	N	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



Whiting Elementary School
(29-2940-060)
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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 5

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	42	735	747	747	*	29%	31%	*	*	33%	47%
White	29	739	750	755	*	*	38%	*	*	38%	58%
Hispanic	*	*	*	735	*	*	*	*	*	*	30%
Black or African American	*	*	729	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	42%
Two or More Races	*	*	749	753	*	*	*	*	*	*	55%
Female	24	733	745	747	*	*	*	*	*	29%	47%
Male	18	738	749	747	*	*	*	*	*	39%	47%
Economically Disadvantaged Students	19	728	740	732	*	*	*	*	*	26%	27%
Non-Economically Disadvantaged Students	23	740	751	757	*	*	*	*	*	39%	59%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	*	752	*	*	*	*	*	*	52%
English Learners	N	N	N	718	N	N	N	N	N	N	12%
Non-English Learners	42	735	747	749	*	29%	31%	*	*	33%	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



Whiting Elementary School
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2018-2019

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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) 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 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. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	N	N	N

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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



Whiting Elementary School
(29-2940-060)
Grades Offered: PK-05
2018-2019

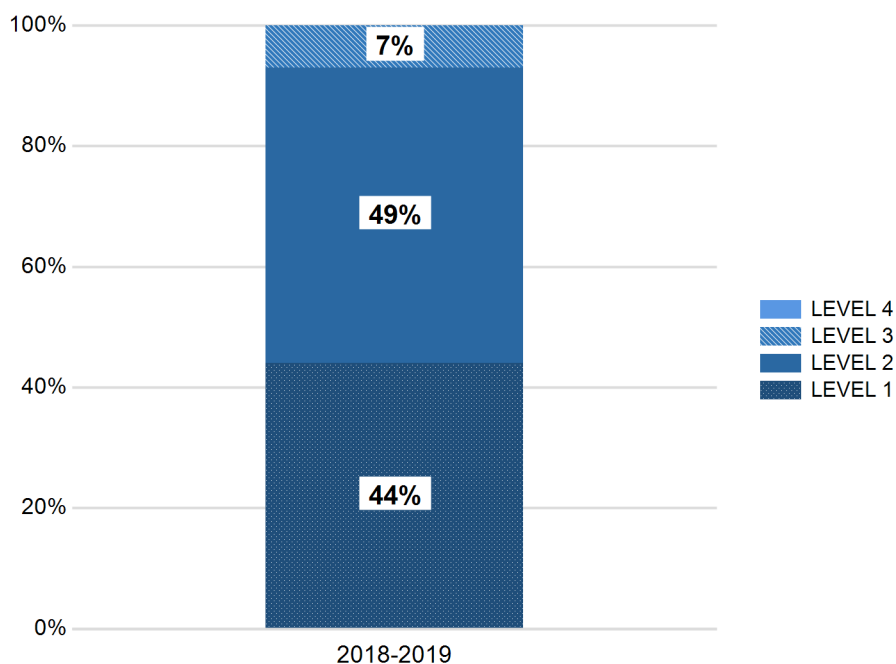
Report Key:

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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the [assessment reports page](#) for DLM results.

NJSLA Science Assessment: Grade 5 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 5

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	44	49	7	0
White	43	47	10	0
Hispanic	*	*	*	*
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	42	50	8	0
Male	47	47	5	0
Economically Disadvantaged Students	50	50	0	0
Non-Economically Disadvantaged Students	39	48	13	0
Students with Disabilities	80	20	0	0
Students without Disabilities	33	58	9	0
English Learners	N	N	N	N
Non-English Learners	44	49	7	0
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



Whiting Elementary School

(29-2940-060)

Grades Offered: PK-05

2018-2019

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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. Students with fewer than 45 days in membership are excluded from attendance calculations.

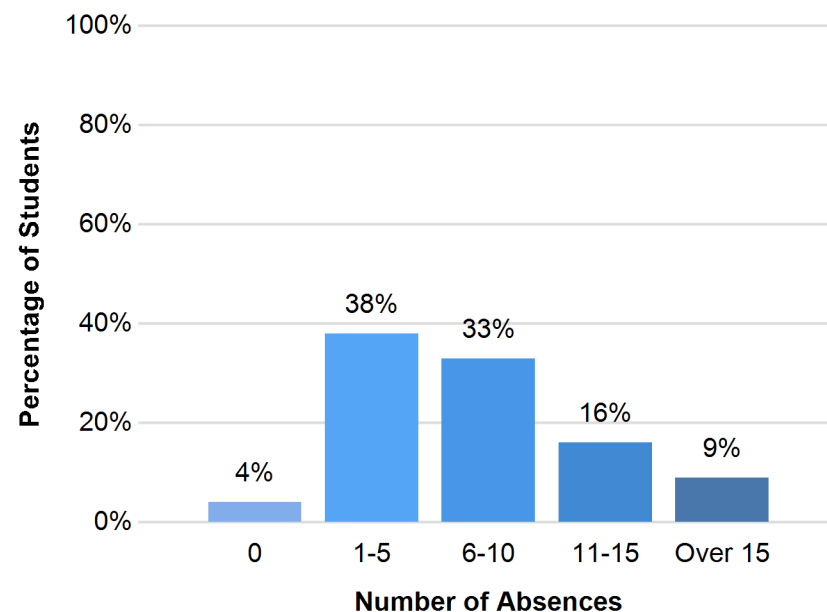
Chronic Absenteeism

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	13	6.4	8.9	Met
White	12	7.9	8.9	Met
Hispanic	0	0	8.9	Met
Black or African American	0	0	**	**
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	*	*	**	**
Two or More Races	1	8.3	**	**
Female	5	5.1		
Male	8	7.7		
Economically Disadvantaged Students	3	4.3	8.9	Met
Students with Disabilities	3	7.3	8.9	Met
English Learners	N	N	N	N
Homeless Students	N	N		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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





Whiting Elementary School

(29-2940-060)

Grades Offered: PK-05

2018-2019

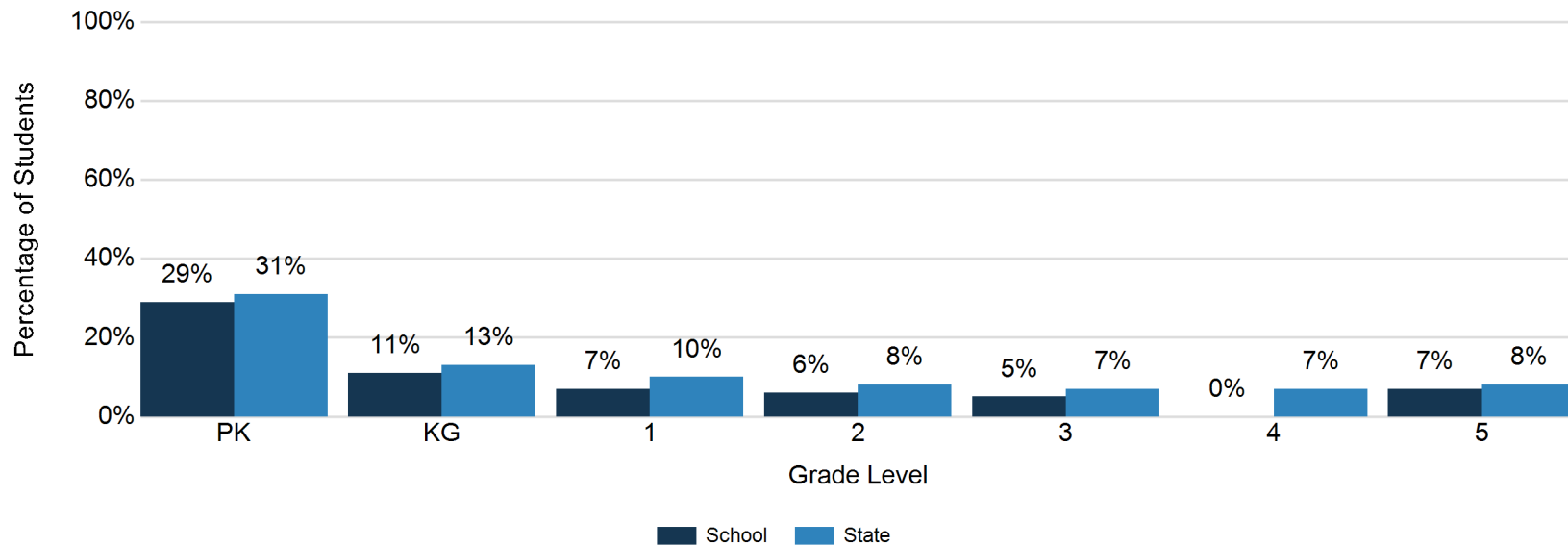
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Chronic Absenteeism by Grade

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





Whiting Elementary School

(29-2940-060)

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2018-2019

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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

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	4
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	4
Incidents Per 100 Students Enrolled	1.65

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	1
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bullying (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	1	0	1
No Identified Nature	1		1

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	*	*
Out-of-School Suspensions	*	*
Any Suspension	*	*
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

*



Whiting Elementary School

(29-2940-060)

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2018-2019

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School Day

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

Category	School
Typical Start Time	8:50 AM
Typical End Time	3:30 PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	5 Hrs 50 Mins
Shared Time - Instructional Time	5 Hrs. 50 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2018-19	1:1



Whiting Elementary School

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2018-2019

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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 the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	26	118,214
Average years experience in public schools	9.7	12.1
Average years experience in district	8.7	10.8
Percentage of Teachers with 4 or more years experience in the district	73.1%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	20	9,530
Average years experience in public schools	22.4	16.0
Average years experience in district	16.9	12.0
Percentage of Administrators with 4 or more years experience in the district	100.0%	76.9%

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	9:1	10:1
Students to Administrators	243:1	144:1
Teachers to Administrators	26:1	14:1
Students to Librarians/Media Specialists		577:1
Students to Nurses		412:1
Students to Counselors		262:1
Students to Child Study Team Members		222:1



Whiting Elementary School
(29-2940-060)
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2018-2019

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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 and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	44.9%	96.2%	100.0%	48.4%	77.1%	54.9%
Male	55.1%	3.8%	0.0%	51.6%	22.9%	45.1%
White	71.6%	96.2%	0.0%	42.4%	83.6%	77.4%
Hispanic	14.0%	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	5.8%	3.8%	100.0%	15.0%	6.6%	13.9%
Asian	2.5%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.4%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	5.8%	0.0%	0.0%	2.1%	0.2%	0.2%



Whiting Elementary School
(29-2940-060)
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2018-2019

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Teachers: All classroom teachers

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Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by 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.

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 this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	92.6%	90.5%
2017-18 Administrators: Same district 2018-19	95.0%	87.9%

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
2018-19	97.2%



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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.



Whiting Elementary School
(29-2940-060)
Grades Offered: PK-05
2018-2019

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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).

Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.

Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less

Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.



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ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	55.8%	54.3%	53.8%
Math Proficiency	45.0%	39.0%	42.5%
ELA Growth	48	40	34
Math Growth	46	31	55
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		N	N
Chronic Absenteeism	5.0%	3.6%	6.4%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



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Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.



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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

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

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



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School Narrative

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



Highlights:

- Whiting Elementary School provides its students with a well-balanced educational program based on research and best practice. We seek to provide a learning environment filled with rich experiences.
- Grades 1-5 receive technology instruction. Device accessibility for grades 2 through 5 is one to one. Primary grades focus on keyboarding skills and grades 3-5 focus on the Technology standards.
- We maintain a positive partnership with our community through the Ocean County Mentoring Program. Trained adults help our students by providing supportive one-to-one mentoring



Mission, Vision, Theme:

Whiting Elementary, like all of the schools, has its own unique personality. The little school with the big heart is the smallest of the district's elementary schools. However, it maintains consistency in curriculum and programs with the others. Manchester Township School District's mission is to forge a strong partnership between school and community. Whiting School is dedicated to the belief that all students can learn and be successful in an environment that promotes respect for individual differences and enables the child to develop to his/her full potential. We use an interdisciplinary approach to instruction in order to help to make our programs meaningful and relevant. In addition to reading/language, mathematics, social studies and science our students have the opportunity to participate in the fine arts, vocal music, media center, instrumental music and art, as well as, health and physical education. World language instruction is taught in Kindergarten through 5th grade



Awards, Recognition, Accomplishments:

Sustainable Jersey for Schools is a certification program for New Jersey public schools that want to go green, conserve resources and take steps to create a brighter future. Whiting Elementary achieved Bronze status in the Sustainable Jersey for Schools program, through an arduous submission process to obtain points in school-wide sustainability efforts. Whiting Elementary is the only school in the district with this certification and one of ten elementary in Ocean County receiving this distinction. In our efforts to present authentic learning experiences for our students, this year Whiting Elementary received a \$10,000 PSE&G grant and built an outdoor classroom structure.



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 <p>Courses, Curriculum, Instruction:</p>	<p>Our instructional program reflects an integrated approach to learning and is based on the NJDOE New Jersey Student Learning Standards. In all subject areas, curriculum and instruction embodies student centered learning activities that focus on critical and creative thinking, collaboration, and communication. Instruction is differentiated and focused on the whole child. Authentic learning opportunities allow our students to be active learners. Student progress is evaluated through a variety of methods, which measures progression towards grade level standards mastery.</p>
 <p>Clubs and Activities:</p>	<p>Whiting Elementary School is dedicated to making our students productive and well-rounded citizens. We are very proud of our school activities. Throughout the school year, Junior Impact students participate in service learning projects working closely with local food banks and charitable organizations. In addition, they work closely with their sponsor the Rotary Club to support their civic activities. The students participate in the upkeep of the Childrens Memorial Garden honoring children who have lost their lives to illness and tragedy. Students participate in the daily Broadcast News Program which provides experience in video technology, public speaking and collaboration with peers. Our outdoor garden and classroom provide numerous opportunities for hands-on authentic learning experiences in science. Students participate in the upkeep of the garden and also work on classroom lessons aligned with science standards.</p>



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 <p>Before and After School Programs:</p>	<p>When Whiting School was named a Title I school, the Winning Wildcats were born. This before and after school program helps our at-risk or struggling students in need of remediation in Reading, Writing and Math. The afternoon program is comprised of small grade level groups that work with the teacher and through a computer based program. The students completed a pre assessment to have accurate data for their instruction as well as a post to determine their areas of gain. The students are also able to receive additional support with homework and/or classwork when needed to keep them on track with their peers. The morning program allows students to work one-on-one with the teacher to receive intense remediation and specified interventions. These programs were critical to assisting our struggling learners.</p>
 <p>Staff and Professional Learning:</p>	<p>Professional development is important for improving teacher's professional practices and encouraging them to be reflective. On-going improvements in instruction result in increased student achievement. Staff members have many opportunities to learn and grow professionally. These expand and enrich their instructional repertoire. Administrators and outside consultants provide training to our staff as well as support for our educational initiatives. Staff members create student growth objectives to monitor and assess student progress on a yearly basis. Collaboration is supported through monthly grade level articulation meetings. Staff members also participate in Professional Learning Communities. This year the classroom and basic skills teacher participated in a building-wide PLC focusing on Math Instruction after a needs survey was conducted. To that end, colleagues engaged in discussion, review and analysis of data, and sharing of resources and strategies.</p>



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 <p>Student Supports and Services:</p>	<p>The Intervention and Referral Services Team is a school-based committee whose purpose is to assist teachers with strategies for educating students who are at risk because of learning, behavioral, and/or health issues. The team is comprised of various professional staff including the principal, school counselor, therapist, special education teachers, and the school psychologist. With the implementation of the NJTSS, the committee assists in guiding classroom teachers with delivering interventions to assist students who are experiencing learning, behavioral and/or health difficulties. Documentation is submitted to assist the team with getting a complete picture of each student's current strengths and needs. The team meets to develop an I&RS Action Plan with input from the parent that identifies the problem, determines measurable goals, outlines strategies to be implemented, identifies data to be collected to measure success, and sets a future date to review the success and outcomes of t</p>
 <p>Student Health and Wellness:</p>	<p>Student health and wellness is critical to their ability to achieve academic success. From an academic perspective, students receive Health instruction in their classrooms aligned with standards and the curriculum. The district also uses the Second Step program. From an affective perspective, the students are also taught 'I messages' a program that encourages students to communicate positively in situations involving peer conflict. Our full time guidance counselor provides classroom lessons as well as individual and small group counseling. She also assists with all facets of promoting social and emotional learning and character education. The implementation of the Medal of Honor character education program further enhanced our instruction. Our full time registered nurse assists with maintaining the health of our students, keeping our school in compliance with state regulations and promoting health and wellness with both staff and students. The nurse conducts classroom lessons and p</p>
 <p>Parent and Community Involvement:</p>	<p>Our active district PTA brings educational, inspirational and recreational programs to our building that link age appropriate activities with learning. The PTA supports student programs and the purchase of resources through yearly fundraising efforts. The PTA offers mini grants to teachers to purchase resources that enhance instruction. Our parents attend PAC meetings on topics pertinent to their child's success at school. Our Title I parental programs include Family Math Night, Muffins with Mom, and Donuts with Dad. Parents are also strong supporters of our educational events and fundraising including Barnes & Noble Night, Applebees Pancake Breakfast and our Annual Veterans Day Program. The latter is attended by area veterans, members of the armed forces and our high school JROTC. In addition, our school creates a team for participation in the Annual Parents of Children with Autism Walk and donates money raised through school-wide fundraisers.</p>



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Facilities:

Although our building is over 60 years old, it is extremely well-maintained with many upgrades over the years that keep us in compliance with safety standards and enhance the learning environment for our students. The building is equipped with a media center giving students access to books, periodicals and research materials. Our art and music rooms allow students to learn about the arts in the appropriate setting with materials and supplies for those programs. There is an all-purpose room for physical education, breakfast/lunch, school-wide programs and use by the community. We have an outdoor classroom pavilion and garden area with a gazebo and tables, white board, raised planting beds, rain barrels and compost station that leads to our playground area, basketball and volleyball courts and soccer field. Our STEAM lab houses technology that give our students exposure to Science, Technology Engineering and Mathematics.



School Safety:

Our most important priority is the safety and wellbeing of our students. Our number one duty is to keep the students entrusted to our care safe from potential threats and danger. In collaboration with central office personnel and local law enforcement, we have taken steps to plan and prepare to mitigate potential threats. To that end, we have implemented ALICE DRILL training, a strategy by which individuals make a more proactive decision on potential threat. The added component of SHARE 911, allows staff to inform, alert and account for themselves and their students in order to determine where help is needed and know who is missing or safe. We conduct state mandated drills to assure predictable response in the event of an actual emergency, identify problems/weaknesses in plans and procedures and allow staff and students to practice and experience what is expected of them during an emergency.





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 <p>Technology and STEM:</p>	<p>Through the generosity of the MTEF, a \$15,000 grant was awarded and our FAB LAB was upgraded to a STEAM Lab. . The lab is made up of desktop computers, Apple iPads, Chromebooks, an Epson projector and a 3D printer. The lab is equipped with supplies for classroom and individual projects. These items provide a productive learning experience for our students. All K through 5 classes visit the STEM Lab. Students work on activities aligned with the Next Generation Science Standards. Teachers prepare engaging, hands on lessons that allow students authentic experiences. They also engage in the Engineering Design Process. Our junior engineers & scientists explore the importance of problem solving, team building, class challenges, and making connections about real-world science related career opportunities. Our technology teacher uses this classroom space to present exciting lessons that correlate technology standards with STEM education.</p>
 <p>Early Childhood Education:</p>	<p>Whiting School houses the Preschool Disabilities program serving children from ages 3-4 in a language based setting. The instructional program focuses on: fine and gross motor development, speech and language development, acquisition of age-appropriate cognitive skills, significant developmental delays. The staff consists of a Special Education/Preschool certified teacher working with a speech/language specialist, occupational and physical therapist servicing children according to their individual needs as well as in group activities. Paraprofessionals assist in the program. They use the Creative Curriculum as well as infusing research based instructional strategies appropriate for the individual needs and aligning with their IEP goals. The morning session serves three year olds or those who developmental ages are significantly lower than their chronological ages. The afternoon session serves those children who have completed the morning session, are turning four of five years old.</p>