NJ SCHOOL PERFORMANCE REPORT

MANCHESTER REGIONAL DAY SCHOOL
(29-2940-008)
Grades Offered: PK-12
2017-2018

Report Key:
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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

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School Contact Info

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

Type	Contact Information
County	OCEAN
District	MANCHESTER TWP
Principal Name	MRS. MICHALLIS
Address	890 TOMS RIVER ROAD JACKSON, NJ 08527-9105
Phone Number	(732)928-1500
Email Address	LMICHALLIS@MTSCHOOLS.ORG
Website	http://www.manchestertwp.org/RDS
Facebook	https://www.facebook.com/RegionalDaySchoolatJackson/
Twitter	https://twitter.com/RDSJackson

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Enrollment Trends by Grade

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

Grade	2015-16	2016-17	2017-18
PK	0	0	4
KG	0	0	0
1	0	0	0
2	0	1	0
3	1	3	2
4	2	0	4
5	2	3	1
6	7	2	4
7	7	6	4
8	7	7	8
9	10	8	8
10	1	7	9
11	6	0	8
12	17	21	14
Total	60	58	66

Enrollment Trends by Student Group

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

Student Group	2015-16	2016-17	2017-18
Female	34.5%	27.8%	29.0%
Male	65.5%	72.2%	71.0%
Economically Disadvantaged Students	32.8%	38.3%	35.9%
Students with Disabilities	100.0%	100.0%	95.4%
English Learners	0.0%	0.0%	0.0%
Homeless Students		0.0%	3.1%
Students in Foster Care		0.0%	0.0%
Military-Connected Students		0.0%	1.5%
Migrant Students		0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2015-16	2016-17	2017-18
White	65.5%	67.0%	71.8%
Hispanic	8.4%	10.4%	13.0%
Black or African American	16.0%	17.4%	10.7%
Asian	5.0%	3.5%	3.1%
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	5.0%	1.7%	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	2015-16	2016-17	2017-18
PK - Half Day	0	0	1
PK - Full Day	0	0	3
KG - Half Day	0	0	0
KG - Full Day	0	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	2015-16	2016-17	2017-18
Full Time Students	59	57	65
Shared Time Students	1	1	1
Full Time Equivalent	60	58	66

Enrollment by Home Language

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

Home Language	% of Students
English	93.9%
Spanish	6.1%

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

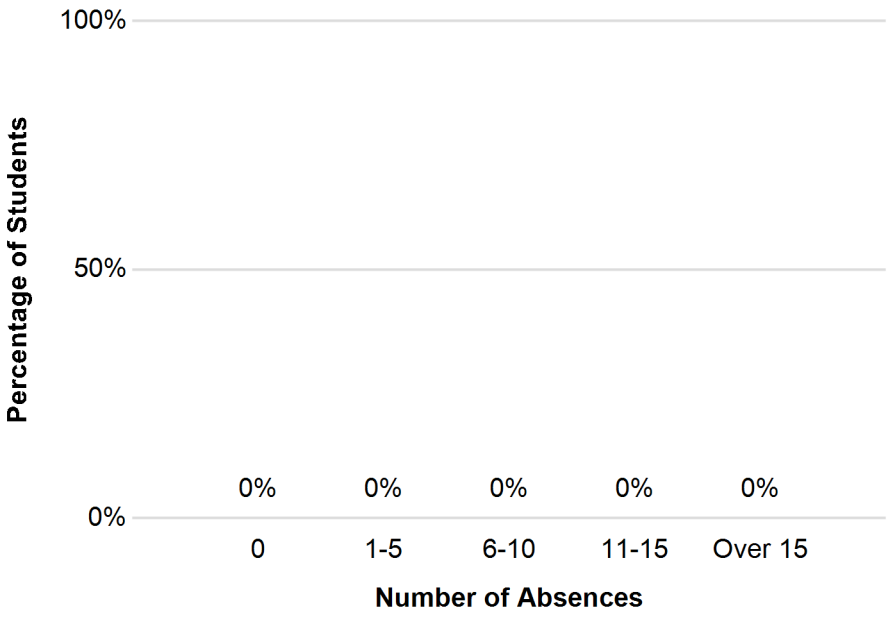
Chronic Absenteeism

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

Student Group	Number of students chronically absent	Percent of students chronically absent	State Average	Met State Average
Schoolwide	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 Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Economically Disadvantaged Students	N	N	N	N
Students with Disabilities	N	N	N	N
English Learners	N	N	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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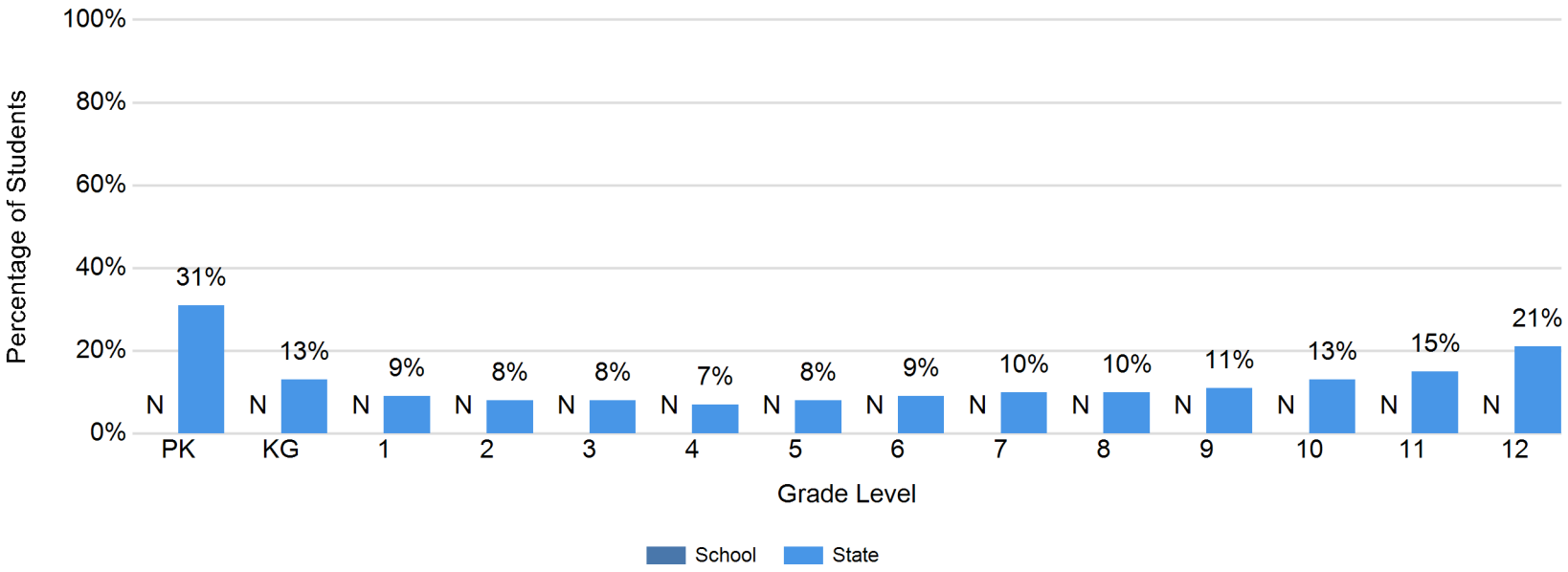
Chronic Absenteeism by Grade

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



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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	5
Weapons	2
Vandalism	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	7
Incidents Per 100 Students Enrolled	10.69

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

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Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	0	0
No Identified Nature	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	10	15.3%
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
18

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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	2 Hrs. 59 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3-11 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3-11. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2017-18	1:1

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2016-2017)	$545	$15,296	$15,841

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	15	117,464
Average years experience in public schools	19.3	12.0
Average years experience in district	17.1	10.7
Teachers in district for 4 or more years	80.0%	75.5%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	20	9,374
Average years experience in public schools	21.1	16.0
Average years experience in district	15.5	12.0
Administrators in district for 4 or more years	95.0%	76.2%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	4:1	10:1
Students to Administrators	66:1	147:1
Teachers to Administrators	15:1	14:1
Students to Librarians/Media Specialists		736:1
Students to Nurses		421:1
Students to Counselors		268:1
Students to Child Study Team		210:1

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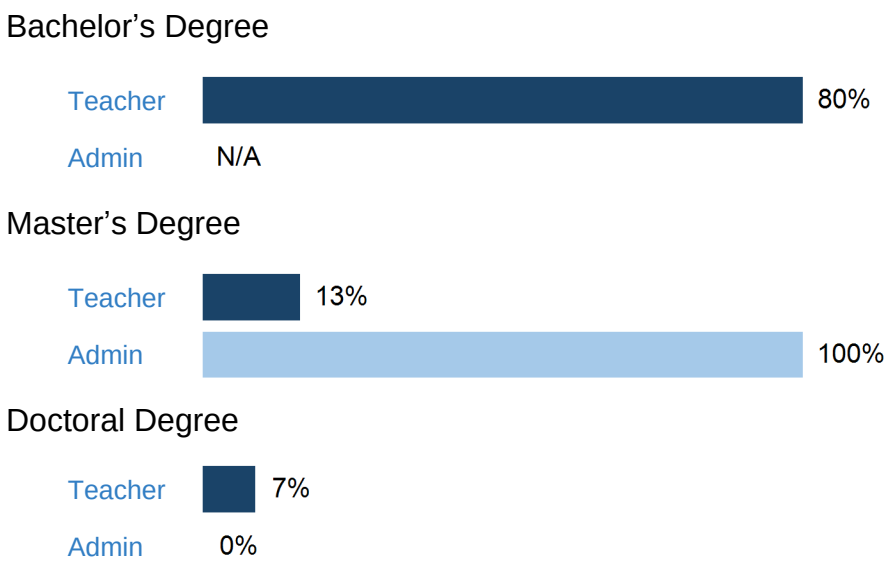
Teachers and Administrators - Level of Education

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



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

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

Job Type	District	State
2016-17 Teachers: Same district 2017-18	94.4%	90.2%
2016-17 Administrators: Same district 2017-18	100.0%	86.2%

Faculty Attendance

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

School Year	% Days Present
2017-18	96.1%

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Teachers and Administrators – Demographics

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

Category	Teachers	Administrators
Female	73.3%	100.0%
Male	26.7%	0.0%
White	100.0%	100.0%
Hispanic	0.0%	0.0%
Black or African American	0.0%	0.0%
Asian	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%

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School Narrative

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

Highlights:	• The 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.
Mission, Vision, Theme:	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.
Awards, Recognition, Accomplishments:	Many teachers have a Master's Degree, our Physical Therapist has her Doctorate degree. Our current Teacher of the Year is Mrs. Lisa Yannazzone. Ms. Jessica Stofik 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 where a student was awarded 2nd place. Students have also won medals for events they participated in during the Special Olympics.

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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.
Sports and Athletics:	The students have an opportunity to participate in Challenger League and Special Olympics. Students in grades six through twelve are eligible to participate in the Challenger League. In the fall students play flag football and soccer. In the winter months students play basketball and in the spring softball games are scheduled. Activities with the Special Olympics are also multi-season. Students have opportunities to go bowling, play basketball, softball and participate in swimming and track and field events.
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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Staff and Professional Learning:	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, use of Google in the classroom, 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.
Postsecondary Information:	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.

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Student Supports and Services:	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.
Student Health and Wellness:	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.
Parent and Community Involvement:	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.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers The Climate Survey has been developed by the building-based Anti-Bullying Specialist and Administrator. 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.
Facilities:	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.
School Safety:	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.

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Technology and STEM:	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.
Early Childhood Education:	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.

NJ SCHOOL PERFORMANCE REPORT

MANCHESTER REGIONAL DAY SCHOOL
(29-2940-008)
Grades Offered: PK-12
2017-2018

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

School Narrative

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

Other Information:	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.