NJ SCHOOL PERFORMANCE REPORT

MANCHESTER TOWNSHIP ELEMENTARY SCHOOL
(29-2940-043)
Grades Offered: KG-05
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
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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. 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

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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
KG	80	82	87
1	77	92	86
2	89	86	86
3	95	100	83
4	110	97	100
5	90	112	94
Total	541	569	537

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	53.8%	53.6%	51.4%
Male	46.2%	46.4%	48.6%
Economically Disadvantaged Students	34.2%	35.3%	34.5%
Students with Disabilities	15.9%	17.8%	16.2%
English Learners	0.2%	0.0%	0.0%
Homeless Students		0.0%	0.0%
Students in Foster Care		0.0%	0.6%
Military-Connected Students		0.2%	0.2%
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	68.4%	65.6%	63.3%
Hispanic	15.0%	16.0%	16.8%
Black or African American	7.4%	7.7%	8.9%
Asian	3.9%	5.4%	5.2%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.2%	0.2%	0.4%
Two or More Races	5.2%	5.1%	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	2015-16	2016-17	2017-18
KG - Half Day	0	0	0
KG - Full Day	80	82	87

Enrollment by Home Language

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

Home Language	% of Students
English	92.6%
Spanish	2.6%
Polish	1.7%
Other Languages	3.2%

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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/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in 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/Literacy (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	56	45	50	Met Standard	48.5	49	50	Met Standard
White	57	45	50	Met Standard	51	50	51	Met Standard
Hispanic	60	51	49	Exceeds Standard	47	48	48	Met Standard
Black or African American	49.5	45	44	**	47	53	44	**
Asian, Native Hawaiian, or Pacific Islander	48	49	61	**	54	47	61	**
American Indian or Alaska Native	N	*	52	**	N	*	53	**
Two or More Races	36.5	40	49	**	37.5	42	51	**
Economically Disadvantaged	58	46.5	48	Met Standard	50	45	47	Met Standard
Students with Disabilities	37.5	41	41	Not Met	43.5	39	43	Met Standard
English Learners	*	55	54	**	*	56.5	51	**

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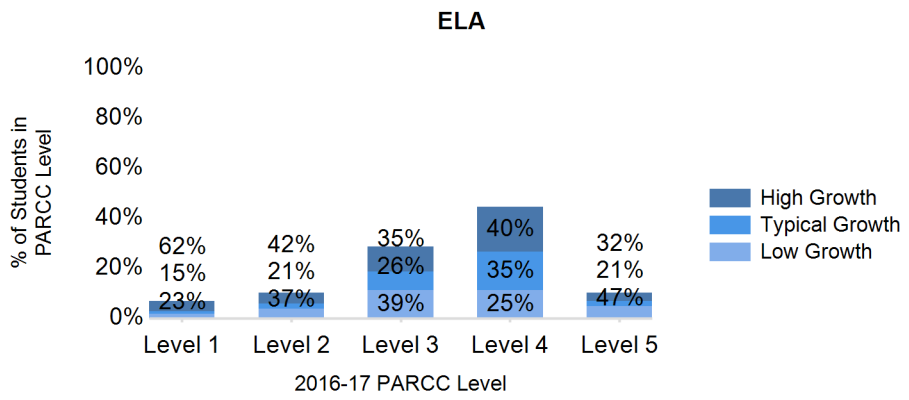
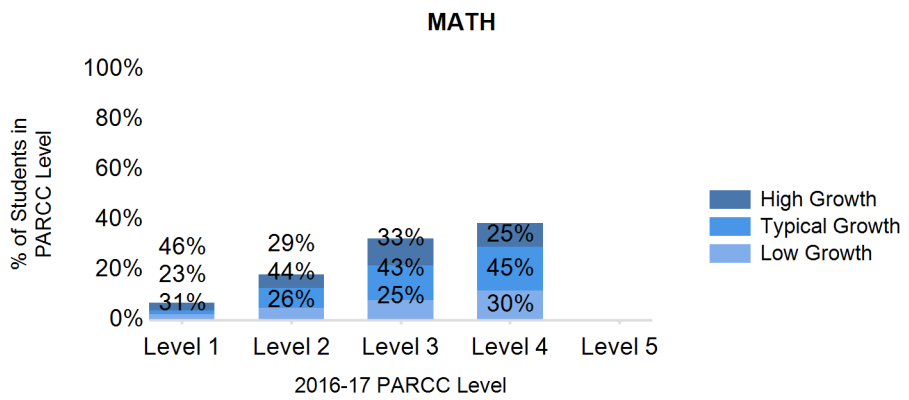
Student Growth by Performance Level

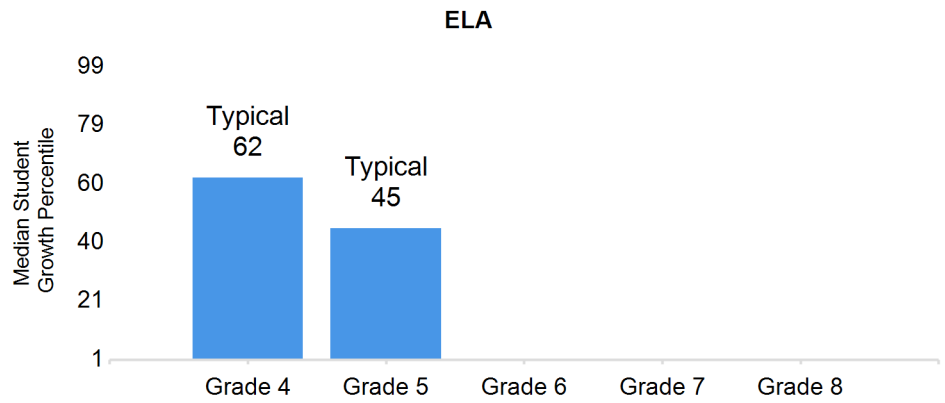
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

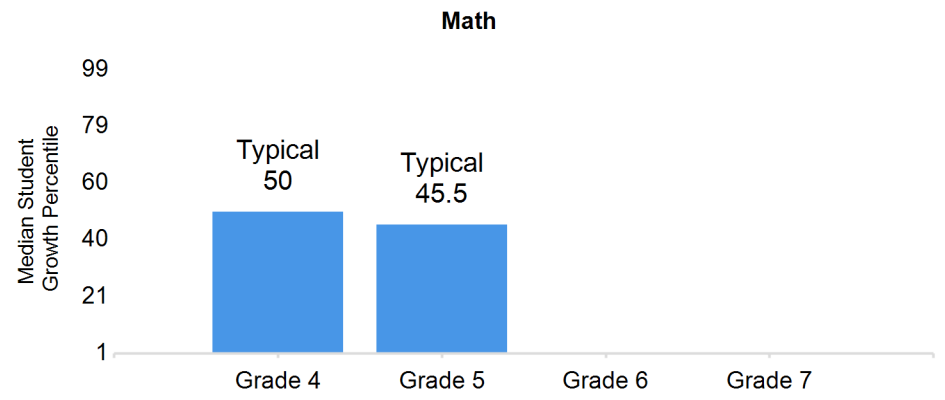




Student Growth by Grade

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





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English Language Arts/Literacy Assessment - Participation and Performance

This table shows information about the English Language Arts/Literacy section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment both overall and by student group. The PARCC assessment has five performance levels, and students scoring a Level 4 or 5 (Met or Exceeded Expectations) have demonstrated readiness for the next grade level and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the proficiency rate used for federal accountability, the annual target, and whether the target was met, as required by the Every Student Succeeds Act (ESSA) accountability. 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	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	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	269	97.9	60.6	50.4	56.7	60.6	53.8	Met Target
White	171	96.7	62.0	52.7	65.6	62.0	55.2	Met Target
Hispanic	42	100.0	54.7	45.2	42.5	54.7	52.1	Met Target
Black or African American	25	100.0	68.0	*	37.3	68.0	43.2	Met Target
Asian, Native Hawaiian, or Pacific Islander	15	100.0	73.3	69.8	82.3	73.3	**	**
American Indian or Alaska Native	N	N	N	*	52.7	N	**	**
Two or More Races	16	100.0	37.6	*	63.4	37.6	**	**
Female	141	98.6	68.0	59.0	64.5	68.0		
Male	128	97.1	52.4	41.3	49.4	52.4		
Economically Disadvantaged Students	96	99.0	55.2	40.1	38.5	55.2	42.3	Met Target
Non-Economically Disadvantaged Students	173	97.2	63.6	55.3	67.5	63.6		
Students with Disabilities	51	91.2	25.5	*	21.6	24.4	22.3	Met Target
Students without Disabilities	218	99.6	68.9	*	63.9	68.9		
English Learners	*	*	*	39.3	27.3	*	**	**
Non-English Learners	*	*	*	50.6	59.4	*		
Homeless Students	N	N	N	*	27.7	N		
Students In Foster Care	*	*	*	*	26.3	*		
Military-Connected Students	*	*	*	*	57.4	*		
Migrant Students	N	N	N	N	30.1	N		

† Target was met within a confidence interval.

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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

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	83	757	757	750	*	*	24%	*	*	59%	52%
White	52	765	762	759	*	*	23%	*	*	67%	61%
Hispanic	11	739	*	736	*	*	*	*	*	36%	38%
Black or African American	11	732	738	733	*	*	*	*	*	45%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	77%
American Indian or Alaska Native	N	N	*	743	N	N	N	N	N	N	46%
Two or More Races	*	*	*	758	*	*	*	*	*	*	58%
Female	48	760	762	756	*	*	21%	*	*	65%	57%
Male	35	753	751	744	*	*	29%	*	*	51%	46%
Economically Disadvantaged Students	33	750	747	733	*	*	*	*	*	55%	34%
Non-Economically Disadvantaged Students	50	761	762	762	*	*	*	*	*	62%	64%
Students with Disabilities	11	745	*	719	*	*	*	*	*	36%	24%
Students without Disabilities	72	759	*	756	*	*	*	*	*	63%	57%
English Learners	N	N	*	712	N	N	N	N	N	N	15%
Non-English Learners	83	757	*	753	*	*	24%	*	*	59%	55%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	23%
Military-Connected Students	*	*	*	751	*	*	*	*	*	*	52%
Migrant Students	N	N	N	741	N	N	N	N	N	N	48%

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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

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	98	762	758	756	*	*	20%	42%	24%	66%	58%
White	63	761	759	764	*	*	24%	44%	19%	63%	68%
Hispanic	17	759	*	744	*	*	*	*	*	65%	44%
Black or African American	*	*	745	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	782	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	*	*	*	763	*	*	*	*	*	*	63%
Female	48	769	764	762	*	*	*	*	*	69%	63%
Male	50	756	752	751	*	*	*	*	*	64%	53%
Economically Disadvantaged Students	34	753	748	740	*	*	*	*	*	59%	40%
Non-Economically Disadvantaged Students	64	767	764	767	*	*	*	*	*	70%	70%
Students with Disabilities	23	734	*	726	*	*	*	*	*	26%	25%
Students without Disabilities	75	771	*	762	*	*	*	*	*	79%	64%
English Learners	N	N	*	720	N	N	N	N	N	N	17%
Non-English Learners	98	762	*	759	*	*	20%	42%	24%	66%	61%
Homeless Students	N	N	N	729	N	N	N	N	N	N	28%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	26%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	57%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%

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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

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	92	755	751	755	*	15%	23%	*	*	58%	58%
White	58	755	752	763	*	*	19%	*	*	59%	68%
Hispanic	17	754	*	743	0%	*	*	*	*	53%	43%
Black or African American	*	*	751	738	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	780	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	752	N	N	N	N	N	N	53%
Two or More Races	*	*	*	763	*	*	*	*	*	*	65%
Female	46	766	760	762	*	*	*	*	*	72%	66%
Male	46	744	743	749	*	*	*	*	*	43%	51%
Economically Disadvantaged Students	32	755	*	739	*	*	*	*	*	53%	39%
Non-Economically Disadvantaged Students	60	755	*	766	*	*	*	*	*	60%	71%
Students with Disabilities	16	729	*	724	*	*	*	*	*	19%	22%
Students without Disabilities	76	761	*	762	*	*	*	*	*	66%	65%
English Learners	N	N	*	712	N	N	N	N	N	N	11%
Non-English Learners	92	755	*	757	*	15%	23%	*	*	58%	60%
Homeless Students	N	N	N	731	N	N	N	N	N	N	30%
Students in Foster Care	*	*	*	728	*	*	*	*	*	*	27%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	59%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%

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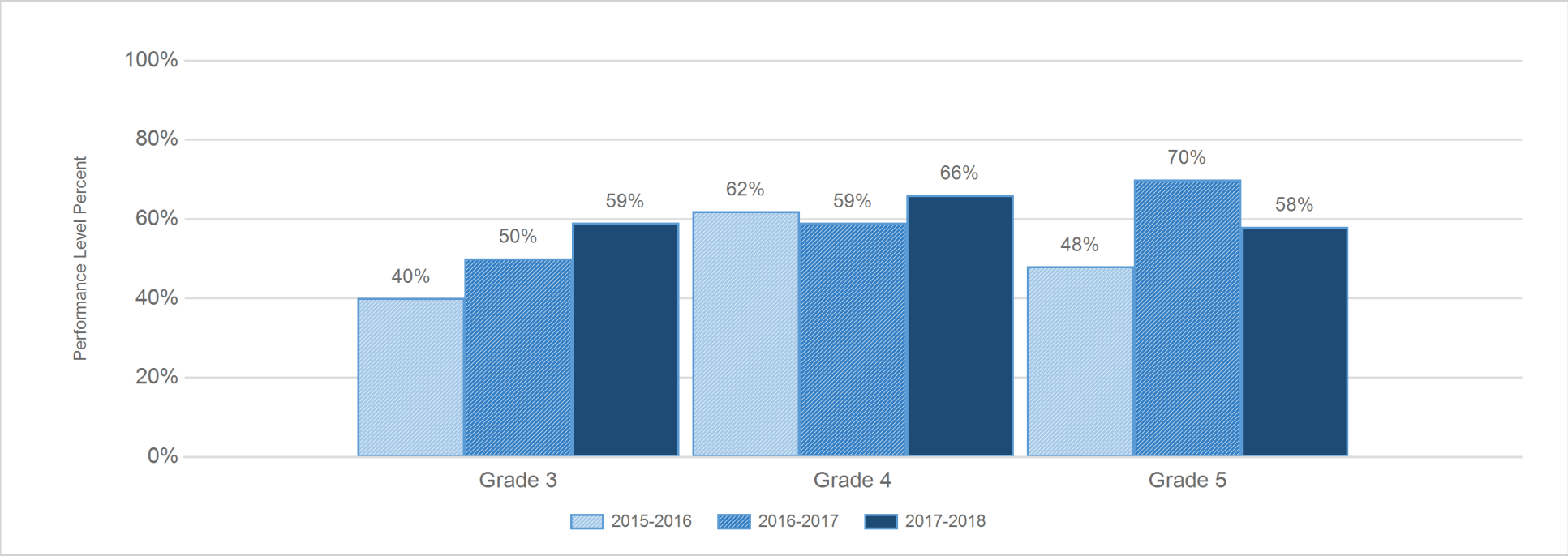
English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment for the past three years.



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Mathematics Assessment - Participation and Performance

This table shows information about the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment both overall and by student group. The PARCC assessment has five performance levels, and students scoring a Level 4 or 5 (Met or Exceeded Expectations) have demonstrated readiness for the next grade level and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the proficiency rate used for federal accountability, the annual target, and whether the target was met, as required by the Every Student Succeeds Act (ESSA) accountability. 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	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	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	269	97.9	50.9	39.9	45.0	50.9	55.7	Met Target†
White	171	96.7	57.3	41.6	54.1	57.3	56.2	Met Target
Hispanic	42	100.0	33.4	34.7	29.2	33.4	57.6	Not Met
Black or African American	25	100.0	36.0	*	23.4	36.0	47.2	Met Target†
Asian, Native Hawaiian, or Pacific Islander	15	100.0	73.3	66.2	77.0	73.3	**	**
American Indian or Alaska Native	N	N	N	*	42.5	N	**	**
Two or More Races	16	100.0	31.3	*	53.0	31.3	**	**
Female	141	98.6	54.6	42.1	46.0	54.6		
Male	128	97.1	46.9	37.5	43.9	46.9		
Economically Disadvantaged Students	96	99.0	38.5	32.9	26.6	38.5	42.3	Met Target†
Non-Economically Disadvantaged Students	173	97.2	57.8	43.1	55.9	57.8		
Students with Disabilities	51	91.2	25.5	*	17.1	24.5	40.1	Not Met
Students without Disabilities	218	99.6	56.9	*	50.5	56.9		
English Learners	*	*	*	21.4	24.6	*	**	**
Non-English Learners	*	*	*	40.1	46.9	*		
Homeless Students	N	N	N	*	17.3	N		
Students In Foster Care	*	*	*	*	16.2	*		
Military-Connected Students	*	*	*	*	45.8	*		
Migrant Students	N	N	N	N	23.7	N		

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Mathematics Assessment - Performance by Grade: Grade 3

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

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	83	755	752	752	*	17%	19%	*	*	60%	53%
White	52	761	755	760	*	*	*	*	*	69%	64%
Hispanic	11	732	*	739	*	*	*	*	*	27%	38%
Black or African American	11	742	743	734	0%	*	*	*	*	45%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	49%
Two or More Races	*	*	*	757	*	*	*	*	*	*	59%
Female	48	751	751	752	*	*	*	*	*	56%	53%
Male	35	759	752	751	*	*	*	*	*	66%	53%
Economically Disadvantaged Students	33	744	743	736	*	*	*	*	*	45%	35%
Non-Economically Disadvantaged Students	50	762	756	762	*	*	*	*	*	70%	66%
Students with Disabilities	11	752	*	730	*	*	*	*	*	45%	29%
Students without Disabilities	72	755	*	756	*	*	*	*	*	63%	57%
English Learners	N	N	*	726	N	N	N	N	N	N	23%
Non-English Learners	83	755	*	754	*	17%	19%	*	*	60%	56%
Homeless Students	N	N	N	723	N	N	N	N	N	N	20%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	23%
Military-Connected Students	*	*	*	753	*	*	*	*	*	*	55%
Migrant Students	N	N	N	737	N	N	N	N	N	N	46%

NJ SCHOOL PERFORMANCE REPORT

MANCHESTER TOWNSHIP ELEMENTARY SCHOOL
(29-2940-043)
Grades Offered: KG-05
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
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N No Data is available to display
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Mathematics Assessment - Performance by Grade: Grade 4

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

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	98	747	742	748	*	13%	38%	*	*	47%	49%
White	63	749	745	755	*	16%	30%	*	*	52%	60%
Hispanic	17	739	*	737	*	*	*	*	*	29%	34%
Black or African American	*	*	727	730	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	748	N	N	N	N	N	N	46%
Two or More Races	*	*	*	752	*	*	*	*	*	*	55%
Female	48	750	742	748	*	*	*	*	*	50%	50%
Male	50	744	743	748	*	*	*	*	*	44%	49%
Economically Disadvantaged Students	34	742	735	733	*	*	41%	*	*	35%	30%
Non-Economically Disadvantaged Students	64	750	747	758	*	*	36%	*	*	53%	62%
Students with Disabilities	23	731	*	725	*	*	52%	*	*	17%	22%
Students without Disabilities	75	752	*	753	*	*	33%	*	*	56%	55%
English Learners	N	N	*	722	N	N	N	N	N	N	16%
Non-English Learners	98	747	*	750	*	13%	38%	*	*	47%	52%
Homeless Students	N	N	N	722	N	N	N	N	N	N	18%
Students in Foster Care	*	*	*	723	*	*	*	*	*	*	16%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	49%
Migrant Students	N	N	N	731	N	N	N	N	N	N	32%

NJ SCHOOL PERFORMANCE REPORT

MANCHESTER TOWNSHIP ELEMENTARY SCHOOL
(29-2940-043)
Grades Offered: KG-05
2017-2018

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Mathematics Assessment - Performance by Grade: Grade 5

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

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	92	744	739	748	*	20%	28%	*	*	46%	49%
White	58	745	739	756	*	21%	19%	*	*	52%	60%
Hispanic	17	742	*	736	0%	*	*	*	*	35%	32%
Black or African American	*	*	736	730	*	*	*	*	*	*	26%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	42%
Two or More Races	*	*	*	754	*	*	*	*	*	*	55%
Female	46	749	742	749	*	*	28%	*	*	57%	50%
Male	46	740	736	747	*	*	28%	*	*	35%	48%
Economically Disadvantaged Students	32	739	*	733	*	*	38%	*	*	34%	29%
Non-Economically Disadvantaged Students	60	747	*	758	*	*	23%	*	*	52%	62%
Students with Disabilities	16	730	*	726	*	*	*	*	*	19%	20%
Students without Disabilities	76	748	*	752	*	*	*	*	*	51%	55%
English Learners	N	N	*	718	N	N	N	N	N	N	13%
Non-English Learners	92	744	*	750	*	20%	28%	*	*	46%	51%
Homeless Students	N	N	N	722	N	N	N	N	N	N	17%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	20%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	52%
Migrant Students	N	N	N	728	N	N	N	N	N	N	29%

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(29-2940-043)
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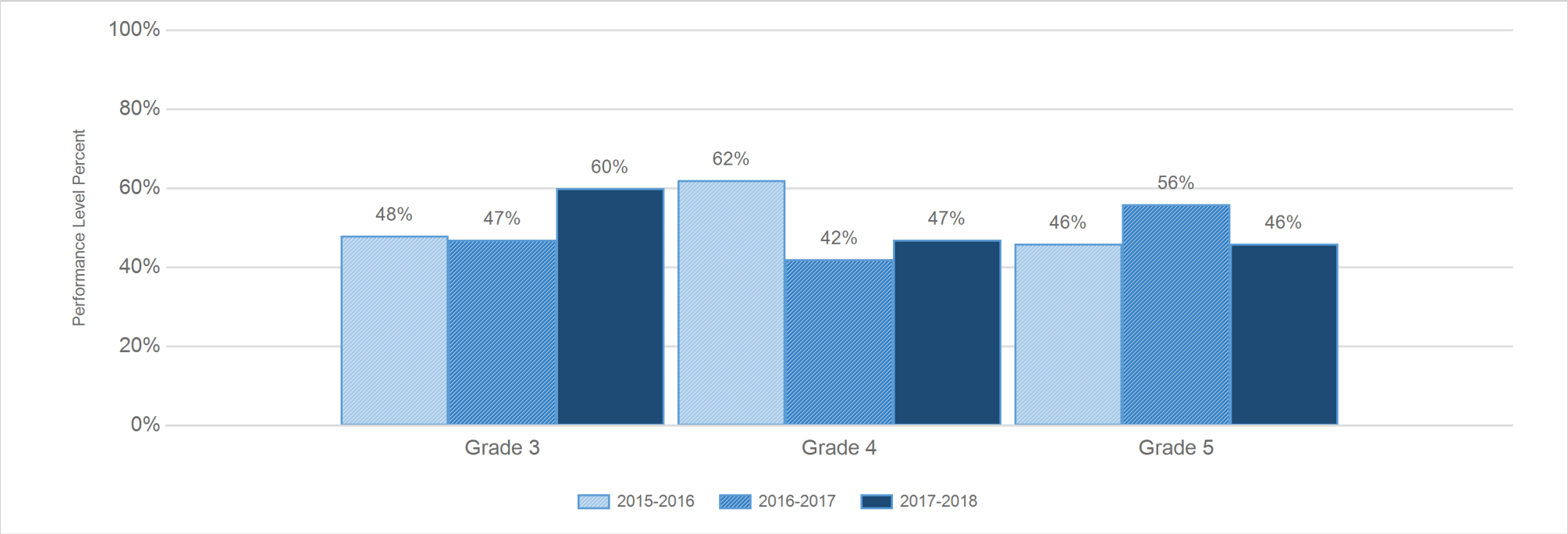
Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end of course exam on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment for the past three years.



† Grade level results do not include students who took the Algebra I, Geometry, or Algebra II end of course tests.

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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

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

† 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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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 grade 5, grade 8, and grade 11 were administered the NJSLA-Science field test in 2017-18.

NJASK Science Assessment Information

New Jersey transitioned from the NJASK to NJSLA-S in 2017-18 to align to new science standards. Results of field tests in 2017-18 will not be reported, but results of NJSLA-S will be added to the performance reports in 2018-19.

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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.

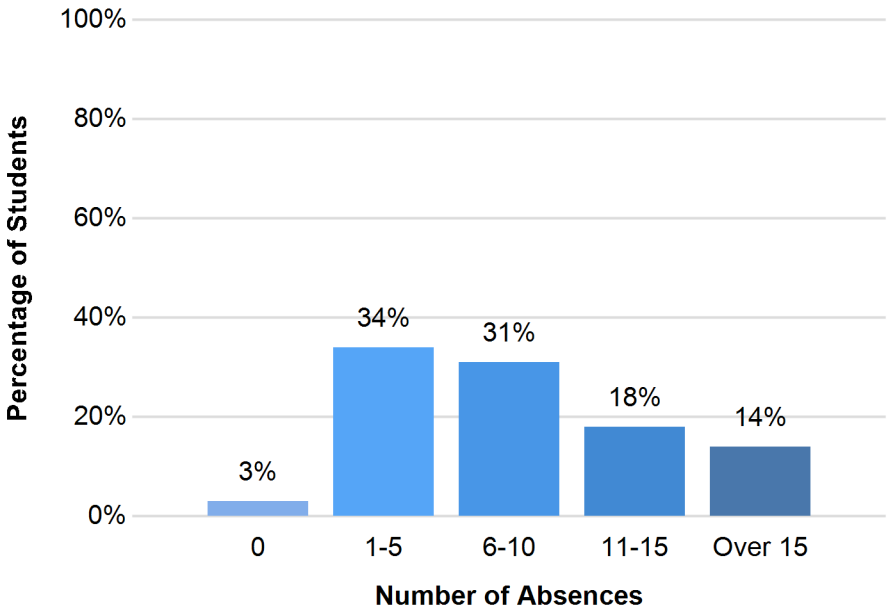
Chronic Absenteeism

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	53	9.8	8.9	Not Met
White	42	12.2	8.9	Not Met
Hispanic	6	6.9	8.9	Met
Black or African American	4	8.2	8.9	Met
Asian, Native Hawaiian, or Pacific Islander	*	*	8.9	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	1	3.4	8.9	Met
Economically Disadvantaged Students	33	17.9	8.9	Not Met
Students with Disabilities	17	18.9	8.9	Not Met
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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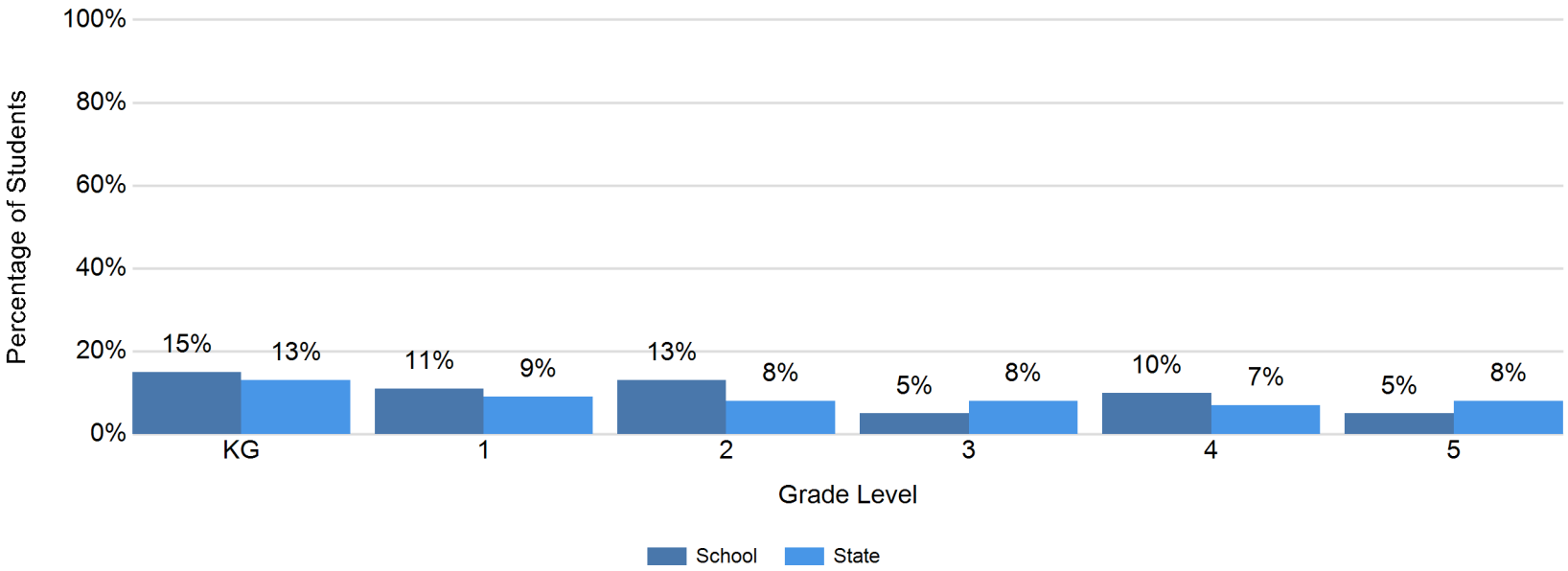
Chronic Absenteeism by Grade

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	1
Weapons	1
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	4
Total Unique Incidents	6
Incidents Per 100 Students Enrolled	1.12

Police Notifications

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

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

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Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	1	1	2
Religion	0	0	0
Ancestry	0	0	0
Gender	0	1	1
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	2	2
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	12	2.2%
Out-of-School Suspensions	*	*
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
*

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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	N

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	51	117,464
Average years experience in public schools	11.2	12.0
Average years experience in district	10.4	10.7
Teachers in district for 4 or more years	78.4%	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	11:1	10:1
Students to Administrators	269:1	147:1
Teachers to Administrators	26:1	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

NJ SCHOOL PERFORMANCE REPORT

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Teachers: All classroom teachers
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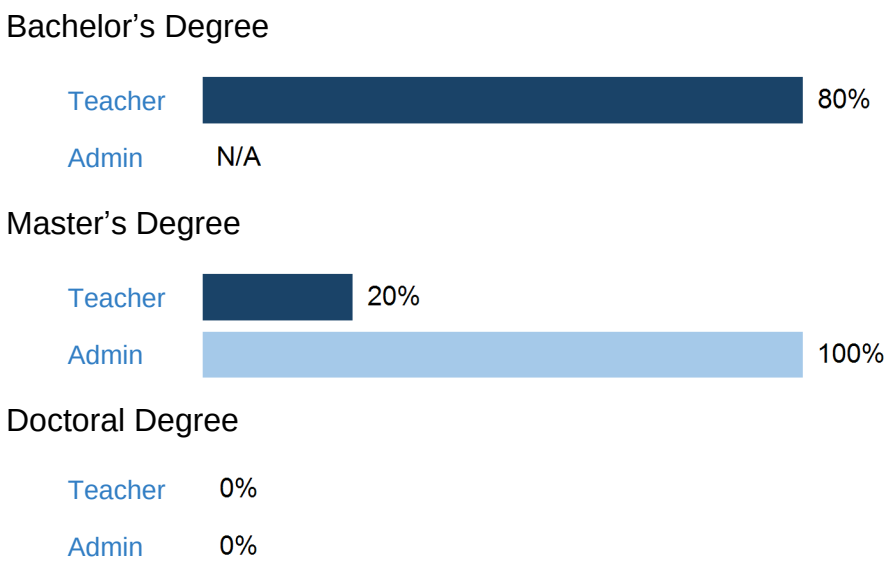
Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by 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	96.7%

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Key terms for staff data:
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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 shows the percentage of teachers and administrators by gender and by racial and ethnic group.

Category	Teachers	Administrators
Female	92.2%	100.0%
Male	7.8%	0.0%
White	94.1%	100.0%
Hispanic	3.9%	0.0%
Black or African American	2.0%	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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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). 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.

Comprehensive Status

This table shows whether this school is identified as requiring Comprehensive Support and Improvement during the 2019-20 school year and whether it will be eligible to exit comprehensive status in January 2021 or January 2022. Schools must meet exit criteria in order to exit status. Schools with a summative score in the bottom 5% of Title I schools or with a four-year graduation rate of 67% or less are identified as requiring Comprehensive Support and Improvement.

Requires Comprehensive Support during the 2019-20 School Year	Eligible to exit status in January 2021	Eligible to exit status in January 2022
No	n/a	n/a

Targeted Status

This table shows whether one or more student groups in this school has been identified as requiring Targeted Support and Improvement during the 2019-20 school year and whether each student group will be eligible to exit targeted status in January 2021 or January 2022. Schools must meet exit criteria in order to exit status. Student groups with a summative score that would be in the bottom 5% of schools and student groups that miss annual targets for all indicators for two years in a row are identified as requiring Targeted Support and Improvement. Note: Schools identified as requiring comprehensive support may have student groups identified as needing targeted support below, but the date they are eligible to exit status is based on their comprehensive status.

Student Group	Requires Targeted Support during the 2019-20 School Year	Eligible to exit status in January 2021	Eligible to exit status in January 2022
Any Student Groups	No	n/a	n/a
White	No		
Hispanic	No		
Black or African American	No		
Asian, Native Hawaiian, or Pacific Islander	No		
American Indian or Alaska Native	No		
Two or More Races	No		
Economically Disadvantaged Students	No		
Students with Disabilities	No		
English Learners	No		

NJ SCHOOL PERFORMANCE REPORT

MANCHESTER TOWNSHIP ELEMENTARY SCHOOL
(29-2940-043)
Grades Offered: KG-05
2017-2018

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Accountability Indicator Scores and Summative Rating - 2017-18 School Year

New Jersey has developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement. This table shows the indicator scores for each indicator included in the accountability system and the weight that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative score in the bottom 5% of Title I schools or with a four-year graduation rate of 67% or less are identified as requiring Comprehensive Support and Improvement. For more information about New Jersey's accountability system and how these indicator scores were calculated, see these accountability resources.

Accountability Indicator	Score	Weight
English Language Arts Proficiency	61.79	17.5%
Mathematics Proficiency	54.44	17.5%
English Language Arts Growth	70.85	25.0%
Mathematics Growth	43.15	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	35.67	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	54.19	n/a
Summative Rating: Percentile Rank of Summative Score	56.04	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	No	n/a

† Weights indicated by this symbol were adjusted due to data availability

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Accountability Summary by Student Group - 2017-18 School Year

New Jersey has developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Targeted Support and Improvement. Any student group where the summative score would be in the bottom 5% of schools is identified for Targeted Support for a Low-Performing Student Group. Any student group that has missed annual targets for all indicators two years in a row is identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups are identified for Targeted Sport will be noted in the Schoolwide row. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16. The target for chronic absenteeism is the state average for chronic absenteeism based on students enrolled in the grades served by the given school. For more details on accountability targets, see these accountability resources.

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing 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	n/a	n/a	No	Met Target	Met Target†	Met Standard	Met Standard	**	Not Met	No
White	47.25	14.08	No	Met Target	Met Target	Met Standard	Met Standard	n/a	Not Met	No
Hispanic	63.21	14.08	No	Met Target	Not Met	Exceeds Standard	Met Standard	n/a	Met	No
Black or African American	**	**	No	Met Target	Met Target†	**	**	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	n/a	Met	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	Met	No
Economically Disadvantaged Students	68.02	14.08	No	Met Target	Met Target†	Met Standard	Met Standard	n/a	Not Met	No
Students with Disabilities	47.28	14.08	No	Met Target	Not Met	Not Met	Met Standard	n/a	Not Met	No
English Learners	**	**	No	**	**	**	**	**	**	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 your school directly.

Highlights:	• Thanks to the MTEF, a grant for our STEAM Lab will prepare students for an unknown future filled with exciting opportunities through creative exploration and 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, 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.

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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, Jump Rope Team and a Running Club.

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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 track their progress and time reading and practicing math facts.
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 weekly emails, 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 has begun to give 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.

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Climate Surveys:	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.
Facilities:	Nestled at one end of Colonial Drive is Manchesters 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.
School Safety:	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 districts 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 serious 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.

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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.ÿThe 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.