NJ SCHOOL PERFORMANCE REPORT

MANCHESTER TOWNSHIP HIGH SCHOOL
(29-2940-040)
Grades Offered: 09-12
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	MR. ADAMS
Address	101 S COLONIAL DR MANCHESTER, NJ 08759
Phone Number	(732)657-2121
Email Address	DADAMS@MTSCHOOLS.ORG
Website	https://www.manchestertwp.org/MTHS
Facebook	http://www.facebook.com/manchesterschools/
Twitter	https://twitter.com@MTSDnews

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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
9	237	262	250
10	263	234	242
11	216	242	216
12	212	217	245
Total	928	955	953

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	47.8%	48.3%	49.6%
Male	52.2%	51.7%	50.4%
Economically Disadvantaged Students	31.4%	32.0%	30.3%
Students with Disabilities	15.2%	16.4%	18.6%
English Learners	0.8%	1.3%	0.8%
Homeless Students		0.5%	0.4%
Students in Foster Care		0.4%	0.4%
Military-Connected Students		0.0%	0.0%
Migrant Students		0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2015-16	2016-17	2017-18
White	66.8%	64.9%	65.6%
Hispanic	14.7%	14.7%	15.7%
Black or African American	13.2%	13.5%	11.9%
Asian	4.0%	4.7%	4.7%
Native Hawaiian or Pacific Islander	0.3%	0.7%	0.9%
American Indian or Alaska Native	0.4%	0.5%	0.2%
Two or More Races	0.5%	1.0%	1.0%

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	884	902	904
Shared Time Students	86	104	98
Full Time Equivalent	927	954	953

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	97.8%
Spanish	1.0%
Other Languages	1.1%

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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	494	99.6	39.3	50.4	56.7	39.3	34.1	Met Target
White	328	99.4	40.8	52.7	65.6	40.8	35.8	Met Target
Hispanic	75	100.0	32.0	45.2	42.5	32.0	35.3	Met Target†
Black or African American	59	100.0	32.2	*	37.3	32.2	17.4	Met Target
Asian, Native Hawaiian, or Pacific Islander	25	100.0	64.0	69.8	82.3	64.0	45.3	Met Target
American Indian or Alaska Native	*	*	*	*	52.7	*	**	**
Two or More Races	*	*	*	*	63.4	*	**	**
Female	246	99.2	48.4	59.0	64.5	48.4		
Male	248	100.0	30.2	41.3	49.4	30.2		
Economically Disadvantaged Students	158	99.4	30.4	40.1	38.5	30.4	22.4	Met Target
Non-Economically Disadvantaged Students	336	99.7	43.4	55.3	67.5	43.4		
Students with Disabilities	102	98.1	*	*	21.6	*	16.8	Not Met
Students without Disabilities	392	100.0	*	*	63.9	*		
English Learners	*	*	*	39.3	27.3	*	**	**
Non-English Learners	*	*	*	50.6	59.4	*		
Homeless Students	*	*	*	*	27.7	*		
Students In Foster Care	*	*	*	*	26.3	*		
Military-Connected Students	N	N	N	*	57.4	N		
Migrant Students	N	N	N	N	30.1	N		

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 9

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	244	739	739	752	17%	16%	27%	36%	5%	41%	55%
White	166	739	739	760	15%	16%	27%	*	*	43%	64%
Hispanic	41	740	740	735	*	*	*	*	*	44%	38%
Black or African American	26	731	731	734	*	*	*	*	*	27%	34%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	782	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	752	N	N	N	N	N	N	51%
Two or More Races	*	*	*	760	*	*	*	*	*	*	63%
Female	130	746	746	759	9%	12%	32%	*	*	47%	63%
Male	114	730	730	744	25%	19%	22%	*	*	33%	46%
Economically Disadvantaged Students	78	732	732	733	23%	18%	26%	*	*	33%	34%
Non-Economically Disadvantaged Students	166	742	742	761	14%	14%	28%	*	*	44%	65%
Students with Disabilities	49	700	700	716	*	*	*	*	*	*	15%
Students without Disabilities	195	748	748	758	*	*	*	*	*	*	62%
English Learners	*	*	*	691	*	*	*	*	*	*	*
Non-English Learners	*	*	*	755	*	*	*	*	*	*	*
Homeless Students	*	*	*	720	*	*	*	*	*	*	22%
Students in Foster Care	N	N	N	719	N	N	N	N	N	N	20%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	54%
Migrant Students	N	N	N	696	N	N	N	N	N	N	10%

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 10

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	248	732	732	749	27%	18%	17%	27%	11%	38%	51%
White	162	731	731	756	28%	17%	17%	27%	11%	38%	58%
Hispanic	34	718	718	733	29%	*	*	*	*	21%	38%
Black or African American	30	732	732	728	*	*	*	*	*	37%	32%
Asian, Native Hawaiian, or Pacific Islander	19	765	765	782	*	*	0%	*	*	74%	78%
American Indian or Alaska Native	*	*	*	744	*	*	*	*	*	*	50%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	118	747	747	759	19%	14%	16%	*	*	51%	60%
Male	130	719	719	739	34%	21%	18%	*	*	27%	42%
Economically Disadvantaged Students	80	723	723	730	31%	21%	20%	*	*	28%	34%
Non-Economically Disadvantaged Students	168	736	736	758	24%	16%	16%	*	*	43%	59%
Students with Disabilities	49	684	684	707	*	*	*	*	*	*	15%
Students without Disabilities	199	744	744	756	*	*	*	*	*	*	57%
English Learners	*	*	*	684	*	*	*	*	*	*	*
Non-English Learners	*	*	*	752	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	23%
Students in Foster Care	*	*	*	707	*	*	*	*	*	*	21%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	706	N	N	N	N	N	N	18%

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 11

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).

Note: Grade 11 students who take the AP/IB English exam are exempt from taking the PARCC ELA exam and their performance may not be reflected in the PARCC ELA Grade 11 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	198	718	718	736	35%	21%	23%	*	*	21%	39%
White	132	717	717	737	36%	23%	24%	*	*	17%	41%
Hispanic	29	727	727	731	*	*	*	*	*	28%	35%
Black or African American	23	703	703	729	52%	*	*	*	*	13%	31%
Asian, Native Hawaiian, or Pacific Islander	11	737	737	759	*	*	*	*	*	55%	60%
American Indian or Alaska Native	*	*	*	730	*	*	*	*	*	*	25%
Two or More Races	*	*	*	737	*	*	*	*	*	*	39%
Female	98	723	723	745	26%	28%	24%	*	*	22%	48%
Male	100	713	713	728	44%	15%	22%	*	*	19%	31%
Economically Disadvantaged Students	63	704	704	730	51%	21%	19%	*	*	10%	33%
Non-Economically Disadvantaged Students	135	724	724	739	27%	21%	25%	*	*	26%	42%
Students with Disabilities	39	699	699	708	*	*	*	*	*	*	13%
Students without Disabilities	159	723	723	742	*	*	*	*	*	*	44%
English Learners	N	N	N	702	N	N	N	N	N	N	*
Non-English Learners	198	718	718	738	35%	21%	23%	*	*	21%	*
Homeless Students	*	*	*	721	*	*	*	*	*	*	22%
Students in Foster Care	N	N	N	708	N	N	N	N	N	N	19%
Military-Connected Students	N	N	N	729	N	N	N	N	N	N	31%
Migrant Students	N	N	N	707	N	N	N	N	N	N	*

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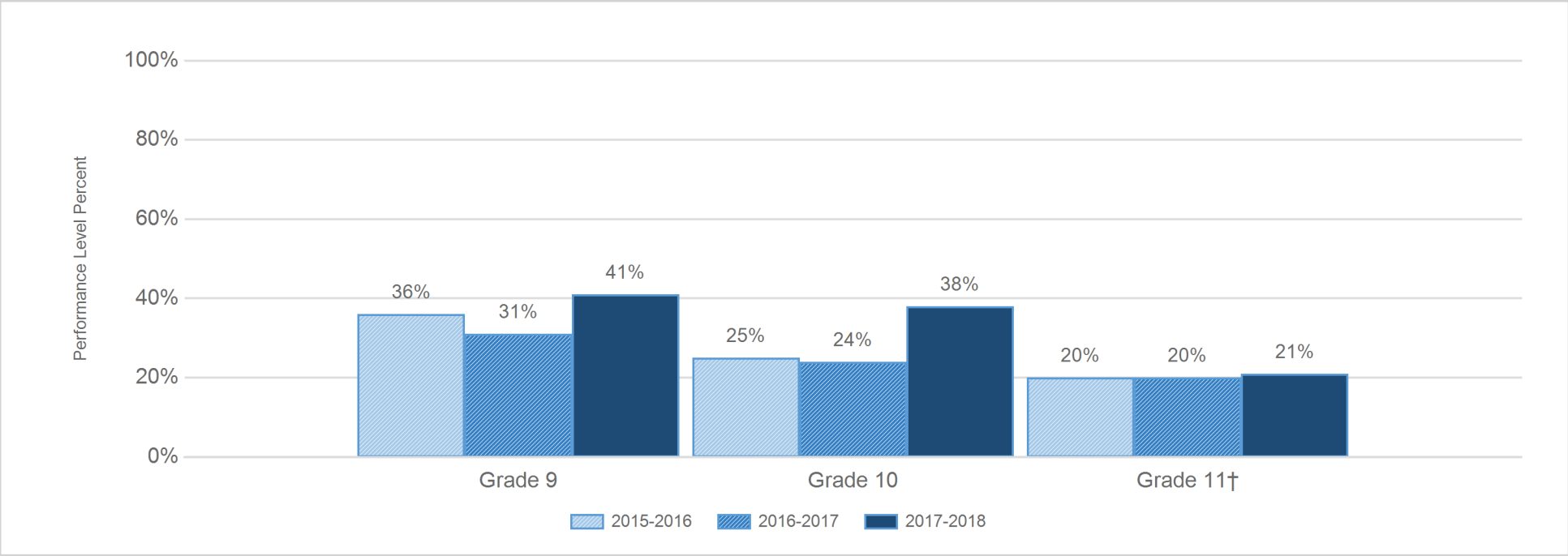
English Language Arts/Literacy Assessment - Performance Trends

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	457	99.6	24.9	39.9	45.0	24.9	17.5	Met Target
White	305	99.4	24.2	41.6	54.1	24.2	19.1	Met Target
Hispanic	66	100.0	22.7	34.7	29.2	22.7	13.3	Met Target
Black or African American	56	100.0	17.9	*	23.4	17.9	9.6	Met Target
Asian, Native Hawaiian, or Pacific Islander	24	100.0	58.3	66.2	77.0	58.3	26.6	Met Target
American Indian or Alaska Native	*	*	*	*	42.5	*	**	**
Two or More Races	*	*	*	*	53.0	*	**	**
Female	236	99.6	25.4	42.1	46.0	25.4		
Male	221	99.6	24.5	37.5	43.9	24.5		
Economically Disadvantaged Students	139	99.3	20.1	32.9	26.6	20.1	13.3	Met Target
Non-Economically Disadvantaged Students	318	99.7	27.0	43.1	55.9	27.0		
Students with Disabilities	81	100.0	*	*	17.1	*	11.9	Not Met
Students without Disabilities	376	99.5	*	*	50.5	*		
English Learners	*	*	*	21.4	24.6	*	**	**
Non-English Learners	*	*	*	40.1	46.9	*		
Homeless Students	*	*	*	*	17.3	*		
Students In Foster Care	*	*	*	*	16.2	*		
Military-Connected Students	N	N	N	*	45.8	N		
Migrant Students	N	N	N	N	23.7	N		

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Mathematics Assessment - Performance by Test: Algebra I

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows 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	221	729	738	746	18%	23%	38%	21%	0%	21%	46%
White	140	728	739	755	16%	26%	39%	19%	0%	19%	57%
Hispanic	41	729	*	730	*	*	32%	27%	0%	27%	27%
Black or African American	27	726	726	727	*	*	44%	*	*	15%	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	49%
Two or More Races	*	*	*	755	*	*	*	*	*	*	54%
Female	110	731	742	748	14%	24%	42%	21%	0%	21%	48%
Male	111	726	734	745	23%	23%	34%	21%	0%	21%	44%
Economically Disadvantaged Students	74	719	*	729	34%	24%	24%	18%	0%	18%	25%
Non-Economically Disadvantaged Students	147	733	*	756	10%	22%	45%	22%	0%	22%	57%
Students with Disabilities	44	710	710	716	*	*	*	*	*	*	13%
Students without Disabilities	177	733	744	752	*	*	*	*	*	*	52%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	749	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	16%
Students in Foster Care	N	N	N	712	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	49%
Migrant Students	N	N	N	720	N	N	N	N	N	N	11%

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Mathematics Assessment - Performance by Test: Geometry

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows 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	224	729	729	735	5%	46%	27%	*	*	21%	30%
White	152	729	729	740	7%	44%	29%	*	*	20%	37%
Hispanic	25	722	722	723	*	*	*	*	*	*	14%
Black or African American	27	726	726	719	*	59%	*	*	*	19%	11%
Asian, Native Hawaiian, or Pacific Islander	17	745	745	760	0%	*	*	*	*	53%	65%
American Indian or Alaska Native	*	*	*	734	*	*	*	*	*	*	28%
Two or More Races	*	*	*	741	*	*	*	*	*	*	39%
Female	113	728	728	736	*	48%	27%	*	*	21%	30%
Male	111	729	729	734	*	45%	28%	*	*	22%	29%
Economically Disadvantaged Students	64	725	725	722	*	50%	30%	*	*	16%	13%
Non-Economically Disadvantaged Students	160	731	731	741	*	45%	26%	*	*	24%	38%
Students with Disabilities	38	712	712	713	*	*	*	*	*	*	*
Students without Disabilities	186	732	732	738	*	*	*	*	*	*	*
English Learners	*	*	*	711	*	*	*	*	*	*	*
Non-English Learners	*	*	*	736	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	*
Students in Foster Care	*	*	*	711	*	*	*	*	*	*	*
Military-Connected Students	N	N	N	731	N	N	N	N	N	N	24%
Migrant Students	N	N	N	709	N	N	N	N	N	N	11%

NJ SCHOOL PERFORMANCE REPORT

MANCHESTER TOWNSHIP HIGH SCHOOL
(29-2940-040)
Grades Offered: 09-12
2017-2018

Report Key:
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Mathematics Assessment - Performance by Test: Algebra II

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows 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	108	715	715	727	38%	26%	14%	22%	0%	22%	30%
White	81	715	715	733	38%	26%	14%	22%	0%	22%	35%
Hispanic	16	719	719	710	*	*	*	*	*	19%	14%
Black or African American	*	*	*	705	*	*	*	*	*	*	11%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	766	*	*	*	*	*	*	66%
American Indian or Alaska Native	*	*	*	729	*	*	*	*	*	*	28%
Two or More Races	N	N	N	736	N	N	N	N	N	N	37%
Female	61	714	714	728	43%	*	*	*	*	23%	30%
Male	47	716	716	727	32%	*	*	*	*	21%	30%
Economically Disadvantaged Students	35	717	717	709	34%	*	*	*	*	20%	13%
Non-Economically Disadvantaged Students	73	714	714	736	40%	*	*	*	*	23%	37%
Students with Disabilities	16	698	698	693	*	*	*	*	*	*	*
Students without Disabilities	92	718	718	732	*	*	*	*	*	*	*
English Learners	N	N	N	691	N	N	N	N	N	N	*
Non-English Learners	108	715	715	729	38%	26%	14%	22%	0%	22%	*
Homeless Students	*	*	*	703	*	*	*	*	*	*	10%
Students in Foster Care	N	N	N	693	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	717	N	N	N	N	N	N	20%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%

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(29-2940-040)
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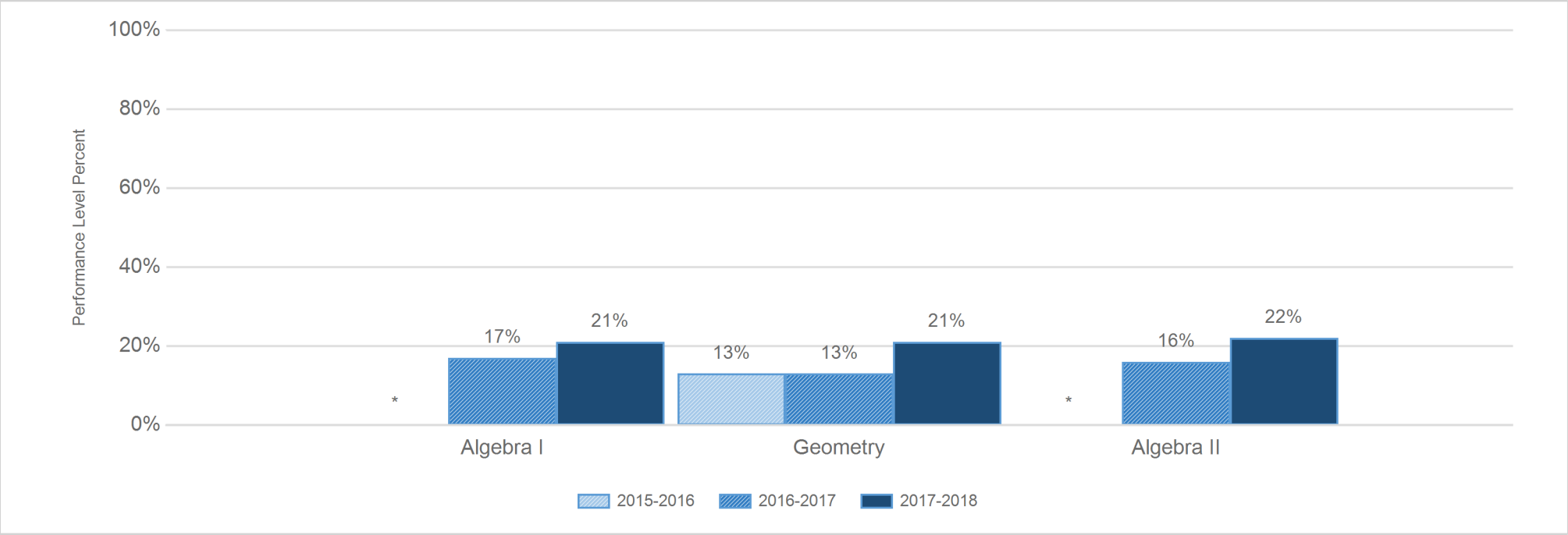
Mathematics Assessment – Performance Trends

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
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. 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	*	*	*
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.

Biology Assessment Information

New Jersey transitioned from the Biology Assessment 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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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 2017-18. 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 2017-18	100.0%	85.0%
12th graders taking SAT in 2017-18 or prior years	60.0%	72.2%
12th graders taking ACT in 2017-18 or prior years	86.1%	24.6%

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	441	478	Grade 10: 430 Grade 11: 460	48%	62%
PSAT 10/NMSQT - Math	448	478	Grade 10: 480 Grade 11: 510	30%	42%
SAT - Reading and Writing	520	542	480	70%	72%
SAT - Math	537	543	530	56%	54%
ACT - Reading	18	24	22	26%	62%
ACT - English	17	24	18	38%	78%
ACT - Math	19	24	22	30%	62%
ACT - Science	18	23	23	22%	53%

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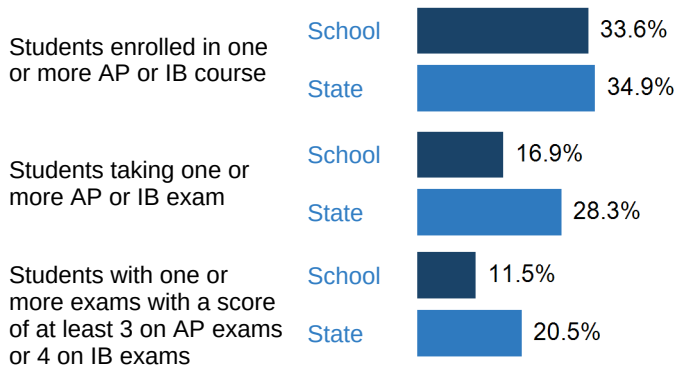
Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (IB)** courses and exams and **dual enrollment** courses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

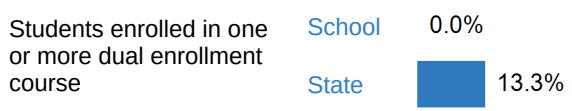
AP/IB Coursework – Participation and Performance

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 students 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	32	25
AP Calculus AB	22	5
AP Calculus BC	0	14
AP Chemistry	9	8
AP Chinese Language and Culture	0	1
AP Comparative Government and Politics	39	8
AP English Language and Composition	18	18
AP English Literature and Composition	12	8
AP Environmental Science	46	12
AP Physics C: Mechanics	10	3
AP Psychology	44	13
AP Spanish Language	5	4
AP Statistics	25	6
AP U.S. History	16	10
AP World History	13	12
Exams with scores of at least 3 on AP exams or 4 on IB exams		83

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AP/IB Course	Students Enrolled	Students Tested
Total Exams taken		147

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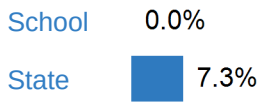
This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit the NJDOE's Career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

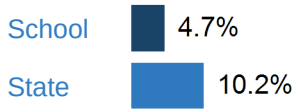
Career and Technical Education Participation

The graphs below show the percentage of students 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)



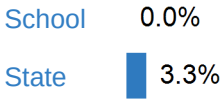
CTE Concentrators
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

The graph below shows the percentage of students 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



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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

School	*
State	0.9%

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	12		
Arts, AV Technology & Communications	11		
Education and Training	*		
Health Science	*		
Hospitality & Tourism	16		
Human Services	12	*	*
Information Technology	*		
Manufacturing	*		
Marketing	*		
Transportation, Distribution & Logistics	23	*	*
Total (All Clusters)	89	18	18

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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	204	4	55	0	0	0	14
10	25	215	16	12	0	0	14
11	6	21	85	49	14	4	68
12	4	2	7	9	35	21	76
Total	239	242	163	70	49	25	172
Enrolled in AP/IB Course					22	25	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	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	238	0	2	0	0	10
10	15	217	3	3	0	17
11	20	21	1	102	55	34
12	27	3	2	34	23	72
Total	300	241	8	139	78	133
Enrolled in AP/IB Course	32	9		46	10	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

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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	240	1	0	0	0	6
10	4	213	0	27	4	22
11	6	208	0	44	10	37
12	6	76	0	59	46	81
Total	256	498	0	130	60	146
Enrolled in AP/IB Course	13	16	0	44		39
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

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	171	32	0	0	0	0	0
10	158	31	0	0	0	0	0
11	79	20	0	0	0	0	0
12	38	13	0	0	0	0	0
Total	446	96	0	0	0	0	0
Enrolled in AP/IB Course	5	0	0	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	96	26	0	0	0	0	0

NJ SCHOOL PERFORMANCE REPORT

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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

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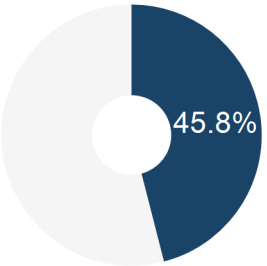
Visual and Performing Arts – Course Participation

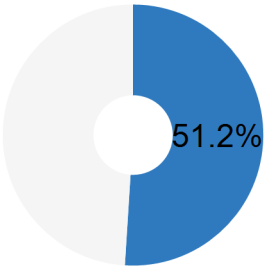
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 9-12:

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

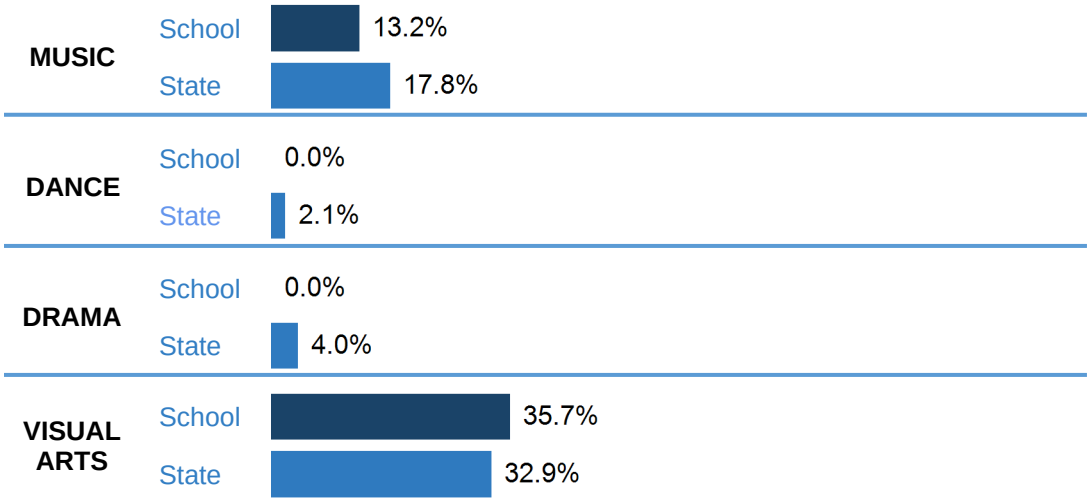


School



State

Students enrolled in one or more classes by discipline:



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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 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 2017 4-year rate and the Class of 2016 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 2018: 4 Year Rate	State - Class of 2018: 4 Year Rate	School - Class of 2017: 5 Year Rate	State - Class of 2017: 5 Year Rate	Class of 2017: 4 Year Rate	Class of 2017: 4 Year Target	Class of 2017: Met Target	Class of 2016: 5 Year Rate	Class of 2016: 5 Year Target	Class of 2016: Met Target
Schoolwide	96.2%	90.9%	95.8%	92.4%	90.5%	87.3%	Met Target	97.3%	N	Met Goal
White	95.7%	95.0%	95.5%	95.7%	91.6%	86.4%	Met Target	97.5%	N	Met Goal
Hispanic	95.7%	84.8%	97.3%	87.3%	87.2%	88.2%	Not Met	93.8%	75.0%	Met Target
Black or African American	97.1%	84.2%	94.6%	86.8%	86.8%	90.0%	Not Met	100.0%	N	Met Goal
Asian, Native Hawaiian or Pacific Islander	*	97.0%	*	97.7%	*	**	**	*	**	**
American Indian or Alaska Native	N	86.5%	*	94.1%	*	**	**	*	**	**
Two or More Races	*	92.0%	*	93.9%	*	**	**	N	N	N
Economically Disadvantaged Students	93.6%	84.6%	93.9%	87.0%	82.9%	83.9%	Not Met	100.0%	N	Met Goal
Students with Disabilities	90.2%	80.1%	88.2%	83.5%	79.4%	76.0%	Met Target	94.6%	81.9%	Met Target
English Learners	*	75.8%	*	81.8%	*	**	**	N	N	N
Homeless Students	N	72.6%	N	79.1%	N			N		
Students in Foster Care	*	62.6%	N	64.9%						

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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 Pathways

This table shows the percentage of Class of 2018 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
PARCC Assessment	96.0%	97.6%
Substitute Competency Test	0.4%	0.4%
Portfolio Appeals Process	3.2%	1.6%
Alternate Requirements specified in IEP	0.0%	0.0%
Unknown	0.4%	0.4%

Graduation Rate Trends

This table shows the 4-year and 5-year graduation rates by graduating class.

Class of	4-Year Rate	5-Year Rate
2018	96.2%	-
2017	90.5%	95.8%
2016	93.9%	97.3%

Dropout Rate Trends

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

School Year	School Rate	State Rate
2017-2018	0.1%	1.2%
2016-2017	0.3%	1.1%
2015-2016	0.4%	1.2%

NJ SCHOOL PERFORMANCE REPORT

MANCHESTER TOWNSHIP HIGH SCHOOL
(29-2940-040)
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2017-2018

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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 2018 high school graduates enrolled in postsecondary institutions by the fall of 2018. 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 in 2-year and 4-year institutions.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	72.8%	27.6%	72.4%
Schoolwide	62.7%	42%	58%
White	61.6%	45.5%	54.5%
Hispanic	60.5%	52.2%	47.8%
Black or African American	62.1%	27.8%	72.2%
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	54.8%	50%	50%
Students with Disabilities	28%	57.1%	42.9%
English Learners	*	*	*

Postsecondary Enrollment Rates: 16 month

This table shows information about Class of 2017 high school graduates enrolled in postsecondary institutions by the fall of 2018. 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 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	77.9%	31.9%	68.1%	72.5%	27.5%	64.9%	35.1%
Schoolwide	77.6%	62.2%	37.8%	80.7%	19.3%	77.8%	22.2%
White	81.1%	62.2%	37.8%	83.3%	16.7%	76.7%	23.3%
Hispanic	65.4%	70.6%	29.4%	82.4%	17.6%	88.2%	11.8%
Black or African American	75%	57.1%	42.9%	71.4%	28.6%	76.2%	23.8%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	72%	63.9%	36.1%	77.8%	22.2%	86.1%	13.9%
Students with Disabilities	50%	85.7%	14.3%	85.7%	14.3%	85.7%	14.3%
English Learners	*	*	*	*	*	*	*

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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.

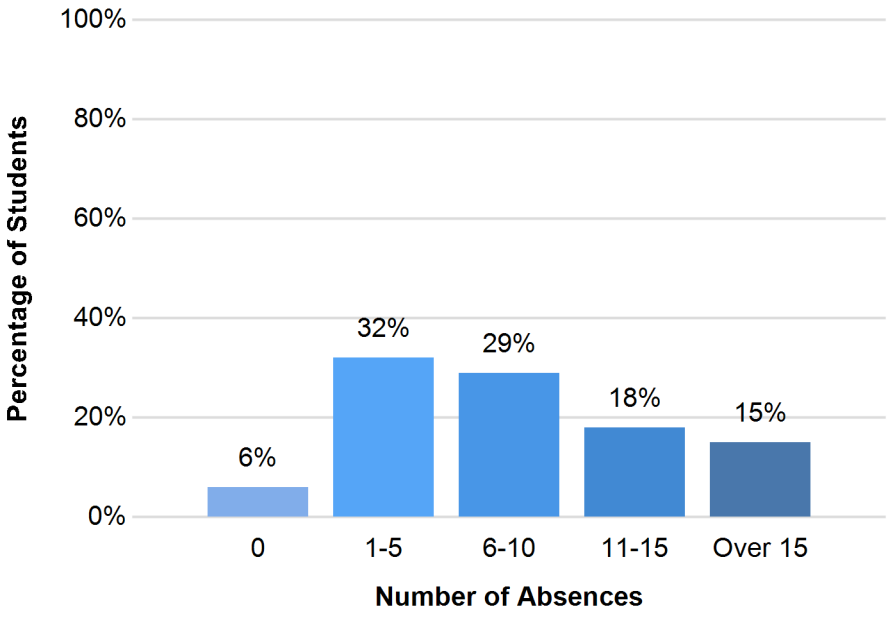
Chronic Absenteeism

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	110	10.8	14.9	Met
White	75	11.2	14.9	Met
Hispanic	19	12.0	14.9	Met
Black or African American	13	11.0	14.9	Met
Asian, Native Hawaiian, or Pacific Islander	3	5.4	14.9	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Economically Disadvantaged Students	47	15.1	14.9	Not Met
Students with Disabilities	33	15.3	14.9	Not Met
English Learners	*	*	**	**

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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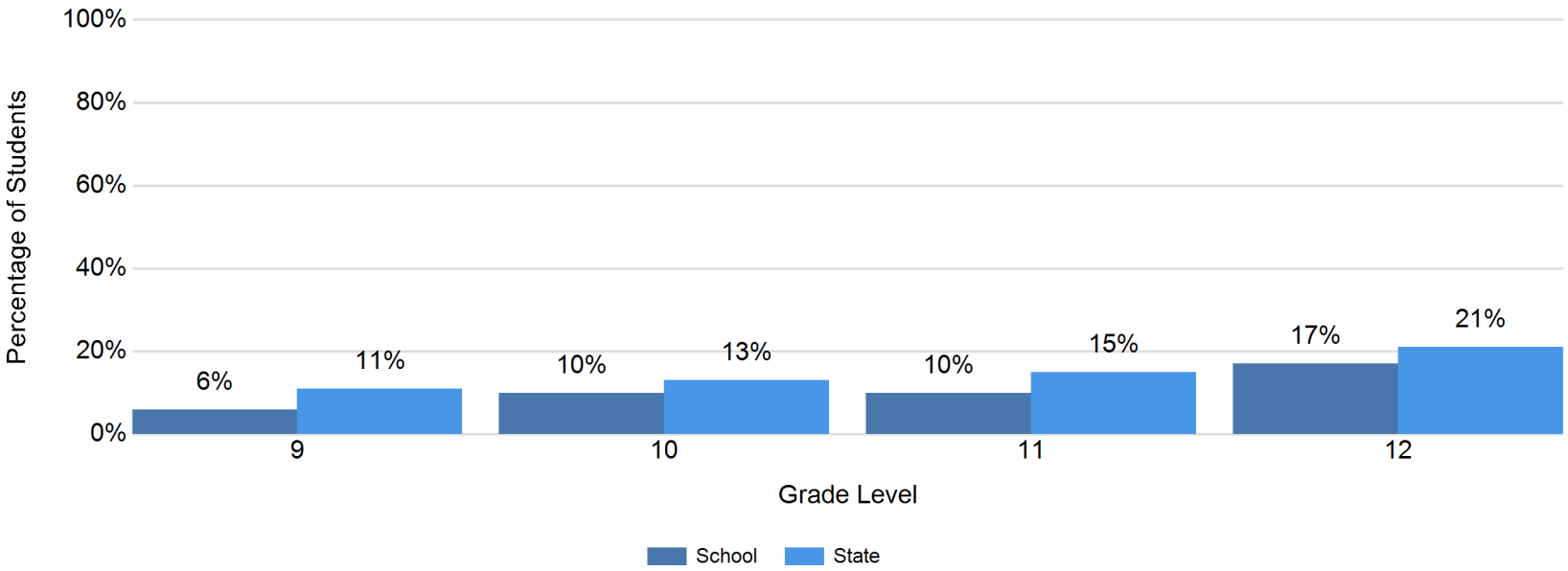
Chronic Absenteeism by Grade

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	10
Weapons	2
Vandalism	4
Substances	9
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	26
Incidents Per 100 Students Enrolled	2.73

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	7
Weapons	2
Vandalism	2
Substances	4
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	1	0	1
Gender	1	0	1
Sexual Orientation	2	0	2
Disability	1	0	1
Other	0	1	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	147	15.4%
Out-of-School Suspensions	84	8.8%
Any Suspension	182	19.1%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
333

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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	2 Hrs. 38 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	86	117,464
Average years experience in public schools	11.9	12.0
Average years experience in district	9.8	10.7
Teachers in district for 4 or more years	80.2%	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	191:1	147:1
Teachers to Administrators	17:1	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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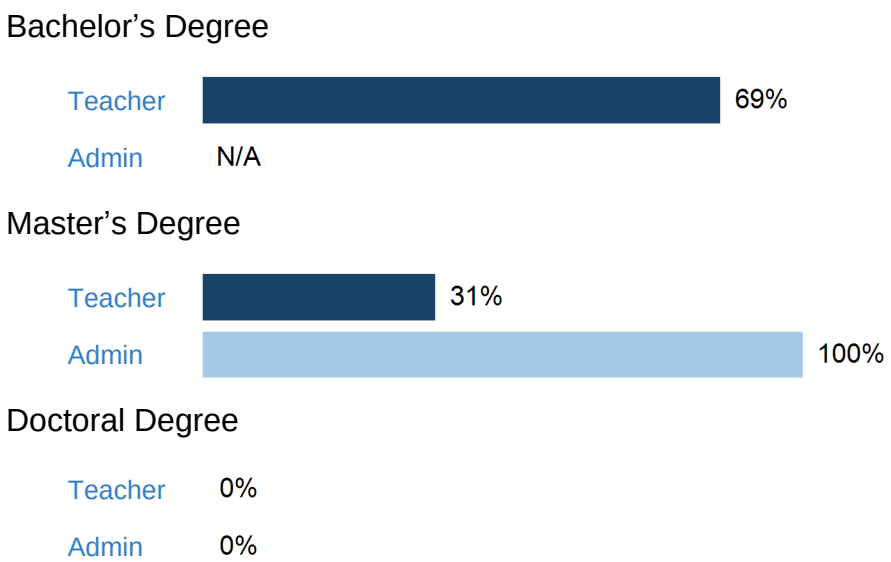
Teachers and Administrators - Level of Education

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	96.8%

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Teachers: All classroom teachers
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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	65.1%	60.0%
Male	34.9%	40.0%
White	95.3%	80.0%
Hispanic	2.3%	0.0%
Black or African American	1.2%	20.0%
Asian	1.2%	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		

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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	26.07	17.5%
Mathematics Proficiency	39.83	17.5%
Graduation Rate - 4-Year	31.23	25.0%
Graduation Rate - 5-Year	83.33	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	57.47	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	48.79	n/a
Summative Rating: Percentile Rank of Summative Score	46.99	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	No	n/a
Requires Comprehensive Support: 4-year Graduation Rate less than or equal to 67%	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	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	n/a	n/a	No	Met Target	Met Target	Met Target	Met Goal	**	Met	No
White	36.19	8.94	No	Met Target	Met Target	Met Target	Met Goal	n/a	Met	No
Hispanic	52.61	8.94	No	Met Target†	Met Target	Not Met	Met Target	n/a	Met	No
Black or African American	68.11	8.94	No	Met Target	Met Target	Not Met	Met Goal	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	Met Target	Met Target	**	**	n/a	Met	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	N	n/a	**	No
Economically Disadvantaged Students	59.62	8.94	No	Met Target	Met Target	Not Met	Met Goal	n/a	Not Met	No
Students with Disabilities	51.52	8.94	No	Not Met	Not Met	Met Target	Met Target	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.

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, Academic team won Don Kochis History Invitational, Over 250 awards & scholarships presented to Seniors of 2018, 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, County 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

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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.
Clubs and Activities:	Clubs offered: Drama, Art, History, Bible, Multi-Cultural, World Language, Newspaper, Science, Yearbook, Robotics, ESports, Key club, 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

NJ SCHOOL PERFORMANCE REPORT

MANCHESTER TOWNSHIP HIGH SCHOOL
(29-2940-040)
Grades Offered: 09-12
2017-2018

Report Key:
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Before and After School Programs:	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
Staff and Professional Learning:	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 monthly meetings with the SCiP. The Tech Team ran a series of voluntary after-school workshops.
Postsecondary Information:	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

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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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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Teachers
Facilities:	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.
School Safety:	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.

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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.