




John I. Dawes Early Learning Center  
2016-2017

25-2920-120  
MONMOUTH  
MANALAPAN-ENGLISHTOWN REG  
38 GORDONS CORNER ROAD  
MANALAPAN, NJ 07726

The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school's test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

#### Navigating through the reports:

- Download this report to a PDF by clicking the  icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

#### Other Resources:

- Review the [Parent Summary Report](#) or the [district-level report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- [Download the data](#) used in these reports.
  
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at [reportcard@doe.state.nj.us](mailto:reportcard@doe.state.nj.us)



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### Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
PK	16	45	43
KG	276	264	312
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Ungraded	56	74	82
Total	348	383	437

### PreK and K - Full Day and Half Day

This table shows the full day and half day enrollment for Pre-Kindergarten (PK) and Kindergarten (KG) students in this school.

Grade	2014-15	2015-16	2016-17
PK - Half Day	26	45	43
PK - Full Day	0	0	0
KG - Half Day	0	0	0
KG - Full Day	276	264	312

### 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	2014-15	2015-16	2016-17
Female	49%	43%	45%
Male	51%	57%	55%
Economically Disadvantaged Students	8%	7%	7%
Students with Disabilities	24%	34%	28%
English Learners	0%	5%	4%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

### Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students
White	72.1%
Asian	12.4%
Hispanic	9.6%
Black or African American	2.1%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	3.9%

### 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. All other students are included in Other Languages.

Home Language	% of Students
English	92.2%
Russian	2.5%
Spanish	1.6%
Other	3.6%



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This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected 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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

### Chronic Absenteeism

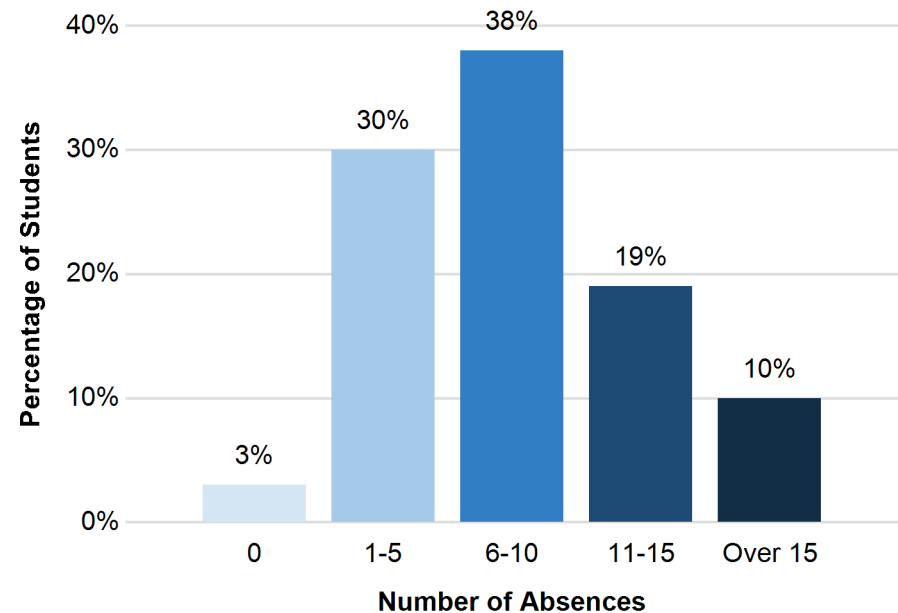
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	7.60	12.50	Met Target
White	7.10	12.50	Met Target
Hispanic	10.00	12.50	Met Target
Black or African American	0	**	**
Asian, Native Hawaiian, or Pacific Islander	7.30	12.50	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	0	**	**
Economically Disadvantaged Students	0	**	**
Students with Disabilities	7.00	12.50	Met Target
English Learners	0	**	**

\*\* *ESSA* accountability targets are only included if data is available for at least 20 students.

### Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.



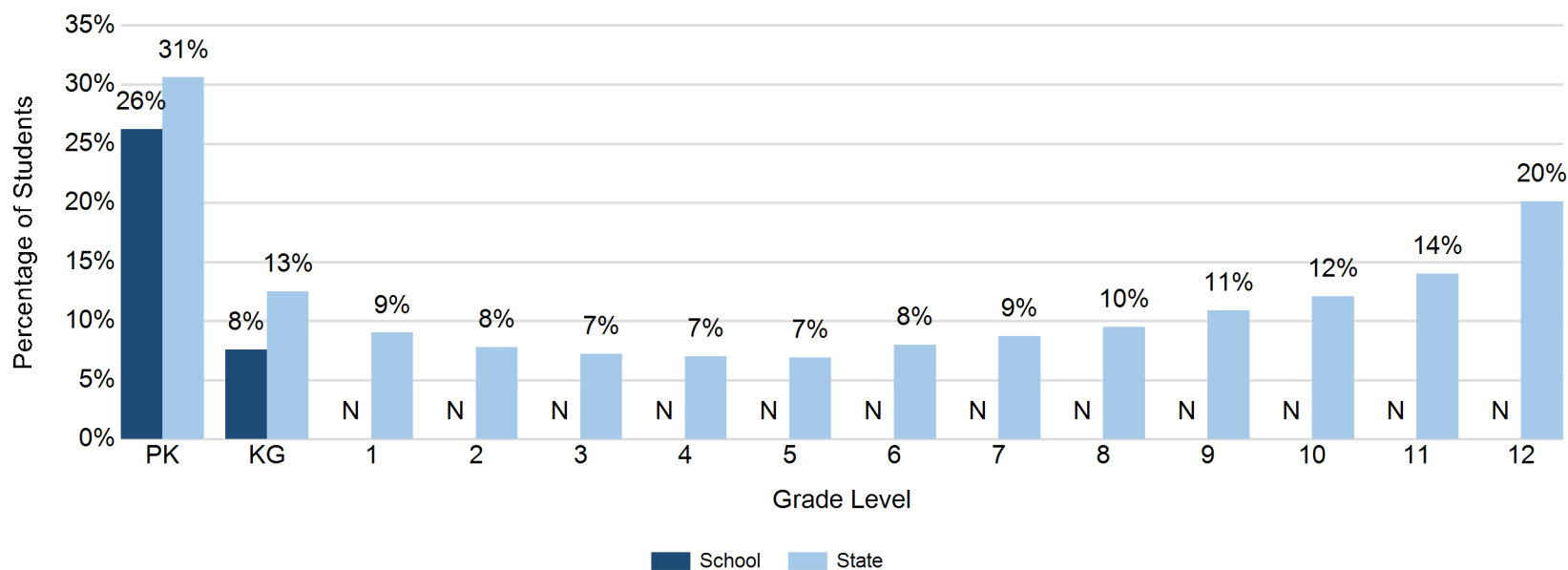


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### Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





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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.

Category	School
Typical Start Time	9:20AM
Typical End Time	3:40PM
Length of School Day	6 Hrs 20 Mins
Full Time - Instructional Time	5 Hrs. 45 Mins.
Shared Time - Instructional Time	2 Hrs. 15 Mins.

### 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 provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

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

### Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	0.2%
Out-of-School Suspensions	0.2%
Any Suspension	0.2%

### Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0



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### 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).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total	\$337	\$13,235	\$13,572



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This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

**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

**Full-Time Equivalent:** In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

### Teachers – Experience and Certifications

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

Category	Teachers in Schools	Teachers in State
Total Number of teachers	40	115,100
Average years experience in public schools	8.2	11.8
Average years experience in district	7.9	10.5
Teachers in district for 4 or more years	55%	74%

### Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	28	9,476
Average years experience in public schools	14.0	15.7
Average years experience in district	12.9	11.5
Administrators in district for 4 or more years	93%	74%

### Student to Staff Ratios

This table shows the number of students per staff member 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.

Staff Type	School Students: Staff	District Students: Staff
Teachers	11:1	12:1
Administrators	219:1	181:1
Librarian/Media Specialists		843:1
Nurses		562:1
Counselors		723:1
Child Study Team		316:1



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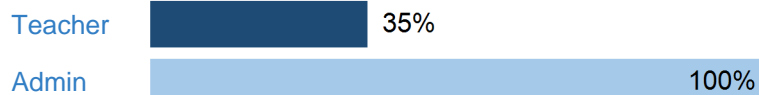
### Teachers and Administrators - Level of Education

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

#### Bachelor's Degree



#### Master's Degree



#### Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	88%	77%
2015-16 Administrators: Same district 2016-17	96%	85%

### Faculty Attendance

This table shows the percentage of days that school 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
2016-17	98%





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### School General Info

<b>Principal:</b>	Mrs. Foy	<b>Email Address:</b>	<a href="mailto:melissafoy@mersnj.us">melissafoy@mersnj.us</a>
<b>Address:</b>	38 GORDONS CORNER ROAD MANALAPAN, NJ 07726	<b>Website:</b>	<a href="http://www.mers.k12.nj.us">www.mers.k12.nj.us</a>
<b>Phone:</b>	(732)786-2830	<b>Facebook:</b>	N/A
		<b>Twitter:</b>	N/A

### 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:

The John I. Dawes Early Learning Center is home to the district's preschool program and the majority of the district's kindergarten classes. The ELC provides a safe, secure and nurturing environment that promotes active learning with high expectations for each student. Our caring staff is committed to the development of each child academically, emotionally, socially and physically. We work collaboratively with parents and students to establish a solid foundation for lifelong learning.





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 <p><b>Courses, Curriculum, Instruction:</b></p>	<p>The preschool program utilizes the Tools of the Mind Curriculum. Play is the central teaching tool of the curriculum which focuses on giving children the tools they need to develop academic and self-regulation skills. The kindergarten curriculum includes the use of Project Read, Making Meaning, Teacher's College Units of Study Writing and guided reading. Envision Mathematics is utilized through the Daily 3 structure. Technology enhances our programs.</p>
 <p><b>Clubs and Activities:</b></p>	<p>The ELC Cares Buddy Program allows kindergarten students to visit our preschool disabled classes during activities that promote socialization to provide peer modeling. Kindergarten teachers are asked to nominate students who they feel are warm, patient and nurturing and who have a desire to help others. The buddies spend about 15 minutes in the preschool classroom, where they are paired with a preschool student every week.</p>

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 <b>Staff and Professional Learning:</b>	<p>Professional development is provided regularly at both the district and school levels. The school ScIP committee determines professional development needs yearly based on feedback from the staff. The implementation of the ICLE's Rigor and Relevance Framework has been an area of focus. Teachers collaborate in their PLC's to analyze student data in order to increase student achievement. Many teachers present workshops and participate in teacher-led book clubs.</p>
 <b>Student Supports and Services:</b>	<p>A Child Study Team, comprised of a school psychologist and a learning disabilities teacher consultant, as well as a social worker are on site for case management and to provide academic and behavioral supports. Additional support services such as speech, occupational therapy, and an English Language Learner program are available for students. The school social worker also supports children with their social and emotional needs. A reading interventionist provides academic support as needed.</p>
 <b>Student Health and Wellness:</b>	<p>Students participate in physical education twice a week and recess daily. The school social worker and classroom teachers provide character education and anti-bullying lessons monthly, as well as Family Life lessons. The school nurse provides lessons on topics such as germs and handwashing. In addition, the school social worker provides social groups and social skills lessons as needed.</p>
 <b>Parent and Community Involvement:</b>	<p>A partnership among students, staff, parents and the community is very important. The help of daily classroom volunteers and an active Parent Teacher Association are important components to the success of our school. The PTA sponsors many events for the children and families such as educational assemblies and an end of the year Fun Day. In addition, monthly birthday celebrations and school-wide special events help to promote school spirit in the school community.</p>



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Facilities:

The Early Learning Center was opened in 2007 and is air conditioned. The community room is a spacious room in the center of the building. Assemblies, physical education and parent workshops are held there.



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Other Information:

The John I. Dawes Early Learning Center houses the district's preschool program and the majority of the district's kindergarten classes. These young learners have the opportunity to learn and grow together in a child-centered, developmentally appropriate environment. Providing rich academic experiences and tailoring instruction to meet the needs of all learners helps children establish strong foundational skills as they begin their educational journey. The ELC is a great place to learn! Safety and security are extremely important at the ELC. We use a visitor management system so that we are aware of who is visiting our school at all times. In addition, safety drills are run monthly to ensure that our students and staff know how to respond to a variety of situations. Technology such as SMART Boards, Document Cameras and iPads are utilized by students and staff to enhance our curriculum and programs. Technology is also used for parent communication. We use an electronic backpack and a school website to provide information to the parents and community. The partnership among students, staff, parents and the community makes the John I. Dawes Early Learning Center a truly special school.