NJ SCHOOL PERFORMANCE REPORT

LAND O'PINES ELEMENTARY SCHOOL
(25-2290-030)
Grades Offered: PK-02
2017-2018

Report Key:
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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

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School Contact Info

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

Type	Contact Information
County	MONMOUTH
District	HOWELL TWP
Principal Name	MRS. SUAREZ
Address	81 WINDELER ROAD HOWELL, NJ 07731-8700
Phone Number	(732)751-2489
Email Address	DSUAREZ@HOWELL.K12.NJ.US
Website	https://lop.howell.k12.nj.us/
Facebook	https://www.facebook.com/howell.township.k8/
Twitter	https://twitter.com/HowellTwpLOP

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Enrollment Trends by Grade

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

Grade	2015-16	2016-17	2017-18
PK	190	243	249
KG	115	101	87
1	108	113	108
2	119	113	112
Total	532	570	556

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	44.4%	44.7%	46.2%
Male	55.6%	55.3%	53.8%
Economically Disadvantaged Students	17.5%	15.8%	14.2%
Students with Disabilities	34.8%	38.4%	40.6%
English Learners	0.0%	0.2%	1.1%
Homeless Students		0.2%	0.5%
Students in Foster Care		0.0%	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	74.2%	70.5%	70.9%
Hispanic	14.5%	17.7%	17.8%
Black or African American	3.8%	1.8%	2.3%
Asian	3.6%	5.1%	3.6%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.2%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	3.9%	4.9%	5.2%

Enrollment Trends by Full/Half Day PK and KG

This table shows number of students in full day and half day Pre-Kindergarten (PK) and Kindergarten (KG) for the past three school years.

Grade	2015-16	2016-17	2017-18
PK - Half Day	140	182	186
PK - Full Day	50	61	63
KG - Half Day	0	0	0
KG - Full Day	115	101	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	91.0%
Spanish	4.0%
Other Languages	5.0%

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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	*	*	*

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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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.

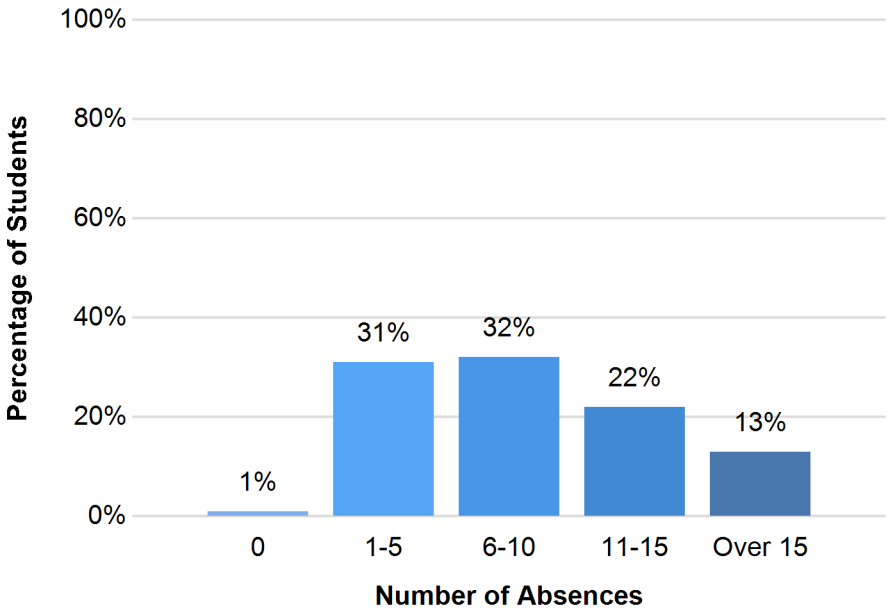
Chronic Absenteeism

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	23	7.5	10.2	Met
White	15	6.9	10.2	Met
Hispanic	5	9.1	10.2	Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	2	10.5	**	**
Economically Disadvantaged Students	6	11.5	10.2	Not Met
Students with Disabilities	5	8.5	10.2	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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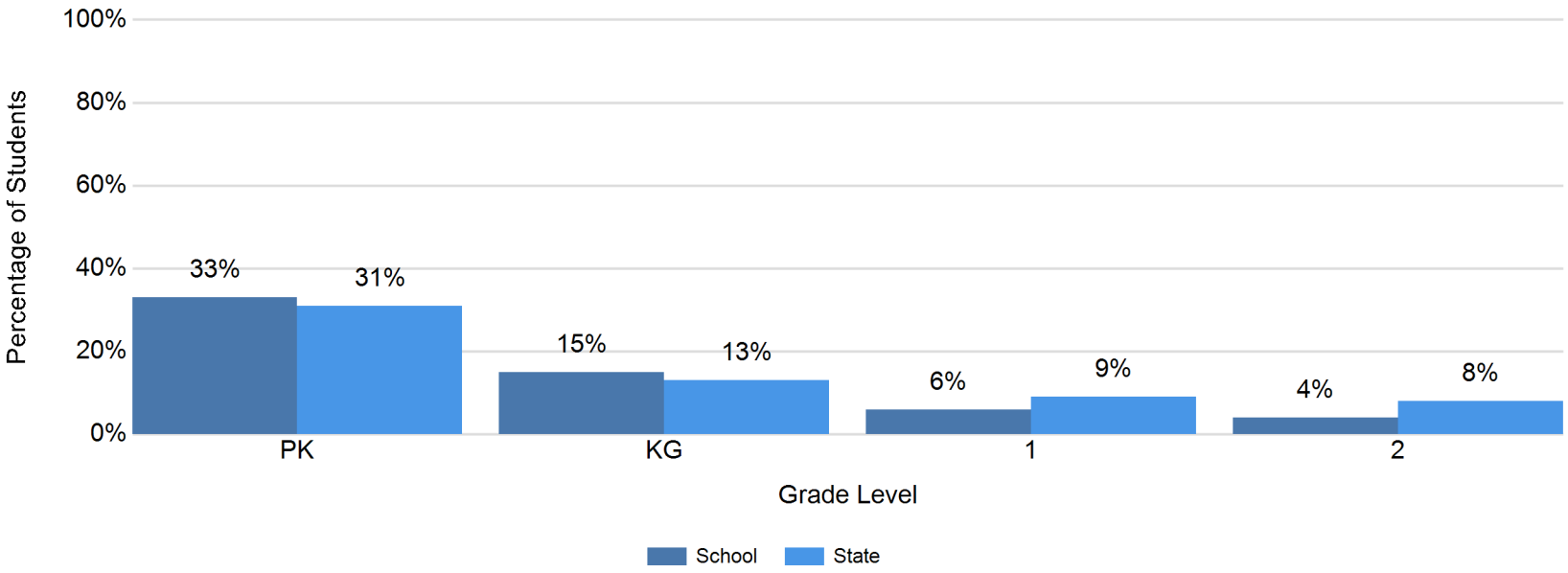
Chronic Absenteeism by Grade

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	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	0
Incidents Per 100 Students Enrolled	0.00

Police Notifications

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

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

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Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	0	0
No Identified Nature	1		1

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	0	0.0%
Any Suspension	0	0.0%
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
0

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School Day

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

Category	School
Typical Start Time	8:45 AM
Typical End Time	3:55 PM
Length of School Day	7 Hrs 10 Mins
Full Time - Instructional Time	6 Hrs 0 Mins
Shared Time - Instructional Time	N

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)	$380	$15,433	$15,813

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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	42	117,464
Average years experience in public schools	10.2	12.0
Average years experience in district	10.0	10.7
Teachers in district for 4 or more years	76.2%	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	37	9,374
Average years experience in public schools	16.3	16.0
Average years experience in district	15.1	12.0
Administrators in district for 4 or more years	91.9%	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	13:1	12:1
Students to Administrators	185:1	157:1
Teachers to Administrators	14:1	13:1
Students to Librarians/Media Specialists		580:1
Students to Nurses		446:1
Students to Counselors		527:1
Students to Child Study Team		207:1

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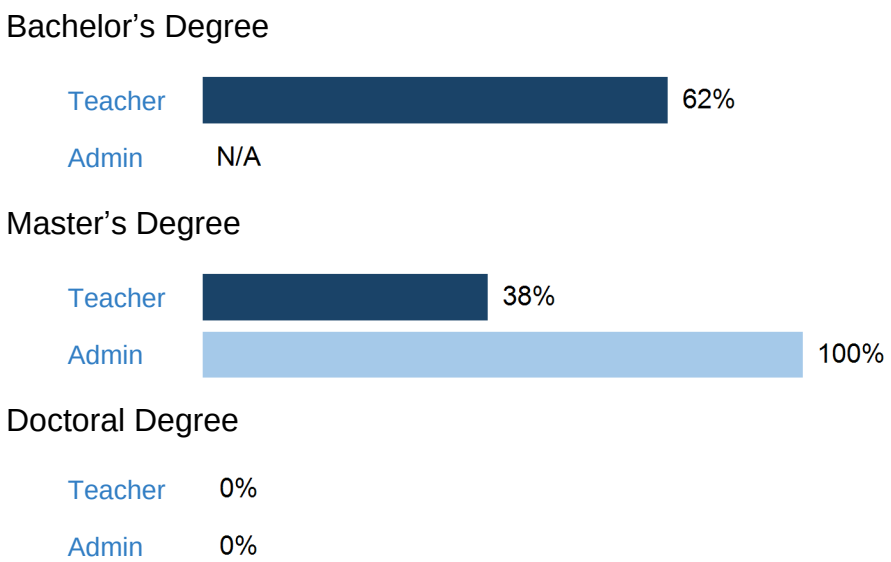
Teachers and Administrators - Level of Education

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	92.0%	90.2%
2016-17 Administrators: Same district 2017-18	94.6%	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	96.6%

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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	92.9%	100.0%
Male	7.1%	0.0%
White	95.2%	66.7%
Hispanic	2.4%	0.0%
Black or African American	2.4%	0.0%
Asian	0.0%	33.3%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%

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School Narrative

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

Highlights:	• Awarded Future Ready Silver Level Certified School • Our instructional coach works closely with our staff and our sister school staff to ensure that programs are consistent for students. • PK students are engaged in rich make-believe play, small group, partnered literacy, math/science learning activities, learn fingerplays, songs, play movement games with whole student focus.
Mission, Vision, Theme:	Wake Up and Be Awesome! This statement unites all aspects of the academic curriculum, including our Bucket Filler character education program. When your bucket is full, you feel more confident, secure, calm, patient, friendly; thoughts are positive and you expect positive results. An overflowing bucket experiences an intense happiness that can spread to those around you. When your bucket is empty, it contains few, if any, positive thoughts or feelings; you can easily become sad, negative, insecure, nervous, angry, depressed, stressed, worried, afraid, or physically ill. Experiencing any of these feelings, it's easy to believe that life is too challenging and that nothing you attempt will be successful. An empty bucket can affect your behavior and cause you to express your emotions in a way that empties the buckets of those around you. It's important that you are responsible for what you choose to think and when your thoughts are positive and healthy,your bucket levels will reflect it.
Awards, Recognition, Accomplishments:	We exist in an information age, powered by new technology connecting people, ideas, data, & content in rapidly-changing ways. As we work to prepare our students for this world, we must provide them with the technology-rich environments they need in order to be engaged and successful members of a digital society and workforce. LOP was awarded Silver Level Future Ready School status - establishing a culture of digital innovation, where educators are empowered to deepen & extend student learning through the use of technology, digital content, & media. We are a model 'Tools of the Mind' district, welcoming school districts into our building to learn from & articulate with our staff. We maintain professional learning for all staff through technology, differentiated instruction, and creative scheduling, individual needs are met for each and every student. The LOP staff provides students with an outstanding educational experience that promotes high achievement & a positive self-image.

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Courses, Curriculum, Instruction:	All curricula aligns with NJ Student Learning Standards. PK curriculum is Tools of the Mind, a research-based early childhood model combining teacher professional development with a comprehensive active curriculum that helps young children develop the cognitive, social-emotional, self-regulatory, & foundational academic skills they need to succeed in school and beyond. K-2 grade students focus on Readers & Writers Workshop for Language Arts, so students are able to learn at their own ability level and study their own interests. Our math curriculum is enVision, which allows students to solve problems using their preferred method. Mystery Science is in accordance with Next Generation Science Standards and allows for students to explore problem based solutions. The results of student performance data collected are routinely reviewed, examined, and analyzed. The data provides a stimulus for curriculum changes, modifications, and enhancements as well as replicated best practices.
Clubs and Activities:	We launched Genius Hour launches as a pilot program and the results have been stellar. Students are able to study a subject of their choice and present it to their peers. The program gives student the opportunity and initiative to explore and research their interest. Our school's program was featured in our district's Open Mic Community Outreach Show.

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Before and After School Programs:	Book Buzz is an after-school program with the focus of helping students whose reading levels are below grade-average. It meets monthly with nighttime community outreach. Teachers from each grade level support and assist students to motivate and engage them to grow and meet their academic needs. Evening events allow parents to learn strategies to work with their children at home.
Staff and Professional Learning:	The LOP School Improvement Panel drives Professional Learning for staff. All grade levels and departments are represented on the panel and our focus is aligned with district and state learning environments. Our Data Team is an integral component of our student success. Common planning times are available to teachers throughout the week and Professional Learning Networks are fostered and supported. In-services are focused on meeting standards while finding exciting and creative teaching strategies to make learning enjoyable and meaningful. All professional learning is supported at the district level by the Learning Design Team.

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Student Supports and Services:	All children are unique and so are their learning needs. Here at LOP, student needs are met through various stages of support and growth with our Response to Intervention program. Guidance counselors, Child Study Team (Psychologists, Social Workers and Learning Consultants) and support services such as Speech, Occupational Therapy, and Behaviorists are readily available for students in need.
Student Health and Wellness:	Students learning best when they are safe, happy, and healthy. Breakfast is offered to all students, along with a nutritious state-approved lunch. Many teachers engage in wellness and mindfulness teachings within their lessons. All students from Pre-K through Second grade engage in Physical Education and recess.
Parent and Community Involvement:	Land O'Pines has a Parent Teacher Organization which supports community involvement. After school and evening activities continue to enhance and reinforce the “extended family atmosphere” since parents play a critical role in their child’s learning experience. The Special Education Parent Advisory Group also leads our students with special needs in finding success. All parents are invited into grade-level classrooms to participate in birthday lunches, shows, activities and "students of the week".

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Parents, Administrators, Teachers Community and Staff Climate & Culture Surveys are distributed two times during the year. Constructive feedback was taken into consideration. For example, since our staff is quite large with 120+ members, it is challenging for everyone to really get to know each other. Based on the feedback, our Sunshine Club went through great strides to try to allow all staff to feel included and we get together one morning a month to celebrate our successes as a school, along with our individual growth. This is always a great morale booster for a happy staff. It was also suggested that student work be featured in the school. Students are now able to decorate a Legacy Tile that is placed in the ceiling for all to see.
Facilities:	Land O'Pines School opened in 1961. The school houses an additional wing that was built in 1996, which currently houses some of our preschool programs. We are currently in the process of renovating our Media Center into a Maker Space. We have created a Pirate's Cove, where students are able to read books on their own level. They are also given opportunities to participate in STEAM (Science, Technology, Engineering, Arts, Mathematics) activities. We have begun implementation of the Energy Savings Improvement Program (ESIP), a new State law allows government agencies to make energy related improvements to their facilities and pay for the costs using the value of energy savings that result from the improvements.
School Safety:	Our students are happy and safe. We have an assigned Special Class III Officer in our building. There is a Student Resource Officer also assigned to LOP. All visitors must be announced and present picture identification at the door. A name tag is given and collected upon visitor's exit. The name tag voids itself. There is also a Director of Security within the district. All of our students recognize these staff members as helpful and safe.

NJ SCHOOL PERFORMANCE REPORT

LAND O'PINES ELEMENTARY SCHOOL
(25-2290-030)
Grades Offered: PK-02
2017-2018

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

School Narrative

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Technology and STEM:	Our PK curriculum enhances student learning with diverse technology: We utilize the Seesaw program to record make-believe play and provide scaffolded play instruction to younger learners; YouTube videos host virtual field trips; there are digital & interactive books projected for whole class read-alouds; the iScaffold program supports teachers in modifying the trajectory to best reach all learners.
Early Childhood Education:	Our preschool program has rolling enrollment. Students who qualify, can begin as early as 3 years old. We offer 3 diverse programs based on the needs of the child. Integrated PK is a half-day program that teaches studentswho are identified as needing special education. It allows for half of the class to be of the general education population, whose entrance is lottery-based. Extended Day PK is a 5 hour day for students who have morecomprehensive needs. There is a hybrid program for students who benefit socially from a mainstreamed class, while needing more intensive learning throughout the day. All students are offered van transportation.There are over 20 sections in our PK program for approximately 250 students. We dedicate a CST solely to the preschool and our related services include speech, OT, and PT. We encompass the Tools of the Mind curriculum and enhance student learning with diverse technology.