NJ SCHOOL PERFORMANCE REPORT

EDITH M. GRIEBLING ELEMENTARY SCHOOL
(25-2290-020)
Grades Offered: KG-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. RUPP
Address	130 HAVENS BRIDGE ROAD FARMINGDALE, NJ 07727-3542
Phone Number	(732)751-2487
Email Address	NRUPP@HOWELL.K12.NJ.US
Website	https://griebling.howell.k12.nj.us/
Facebook	https://www.facebook.com/howell.township.k8/
Twitter	https://twitter.com/HowellTwpGrieb

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Enrollment Trends by Grade

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

Grade	2015-16	2016-17	2017-18
KG	95	73	85
1	107	95	74
2	103	108	92
Total	305	276	251

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	40.7%	39.1%	42.2%
Male	59.3%	60.9%	57.8%
Economically Disadvantaged Students	17.0%	15.9%	21.1%
Students with Disabilities	32.1%	32.6%	37.8%
English Learners	0.0%	0.4%	1.6%
Homeless Students		0.4%	0.4%
Students in Foster Care		0.0%	0.0%
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	69.5%	66.3%	64.9%
Hispanic	14.4%	18.5%	16.3%
Black or African American	5.2%	5.4%	6.4%
Asian	6.9%	6.5%	6.8%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	3.9%	3.3%	5.6%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2015-16	2016-17	2017-18
KG - Half Day	0	0	0
KG - Full Day	95	73	85

Enrollment by Home Language

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

Home Language	% of Students
English	93.2%
Spanish	3.2%
Other Languages	3.6%

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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	*	*	*
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.

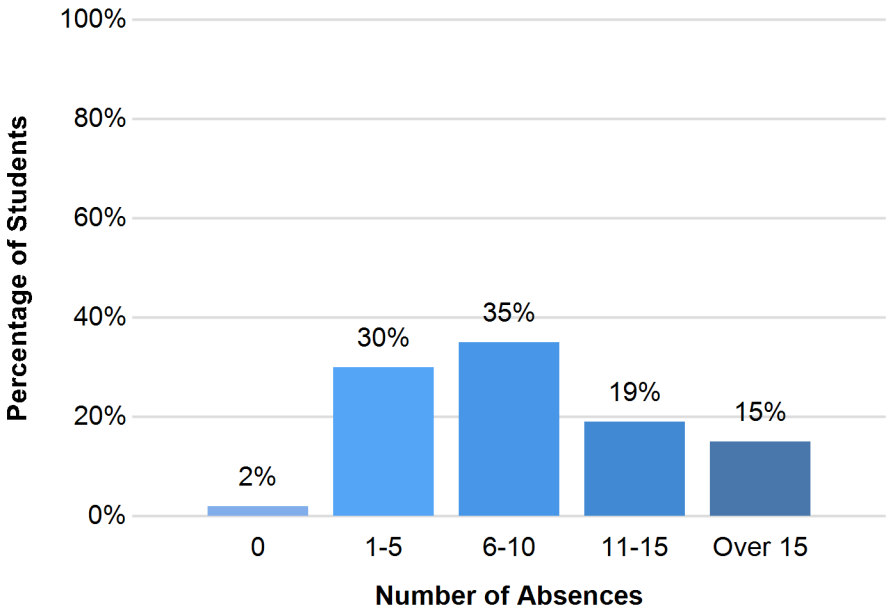
Chronic Absenteeism

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	28	11.2	10.2	Not Met
White	17	10.5	10.2	Not Met
Hispanic	7	17.1	10.2	Not Met
Black or African American	1	6.3	**	**
Asian, Native Hawaiian, or Pacific Islander	3	17.6	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	0	0	**	**
Economically Disadvantaged Students	7	13.2	10.2	Not Met
Students with Disabilities	16	16.8	10.2	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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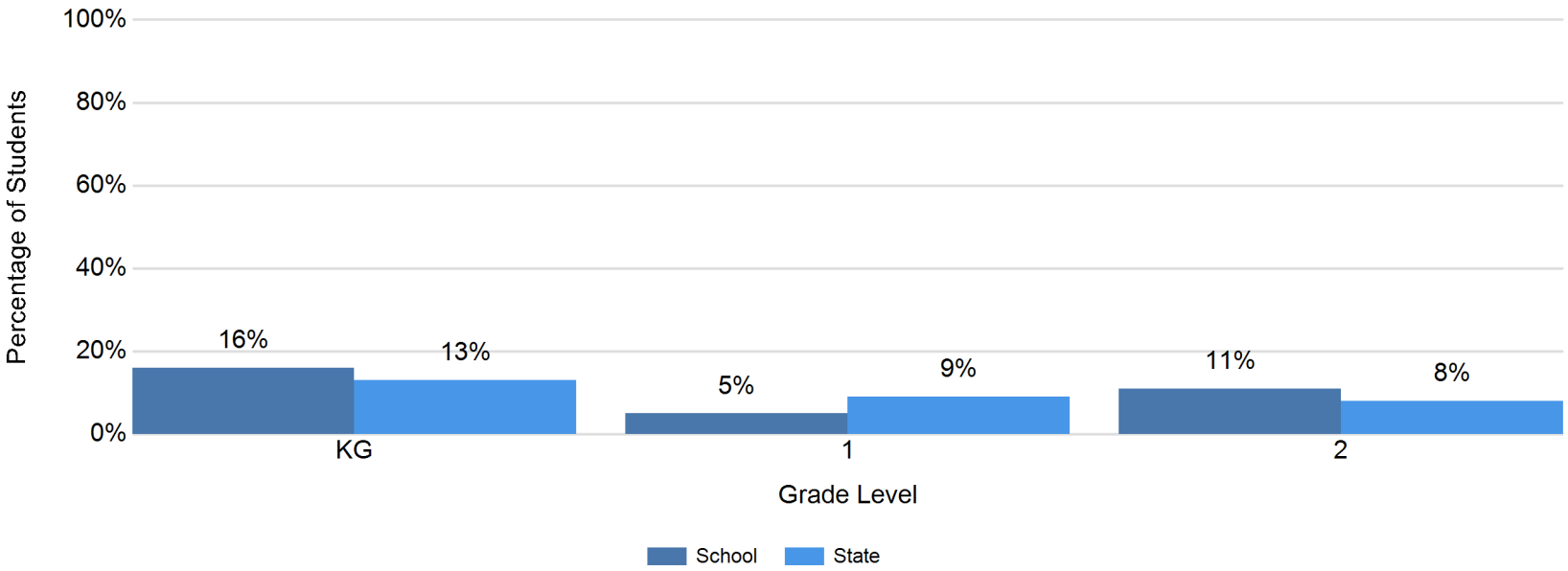
Chronic Absenteeism by Grade

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	1
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	1
Incidents Per 100 Students Enrolled	0.40

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	1
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	*	*
Any Suspension	*	*
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

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

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School Day

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

Category	School
Typical Start Time	8:05 AM
Typical End Time	2:35 PM
Length of School Day	6 Hrs 30 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	32	117,464
Average years experience in public schools	11.4	12.0
Average years experience in district	11.4	10.7
Teachers in district for 4 or more years	81.3%	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	8:1	12:1
Students to Administrators	126:1	157:1
Teachers to Administrators	16:1	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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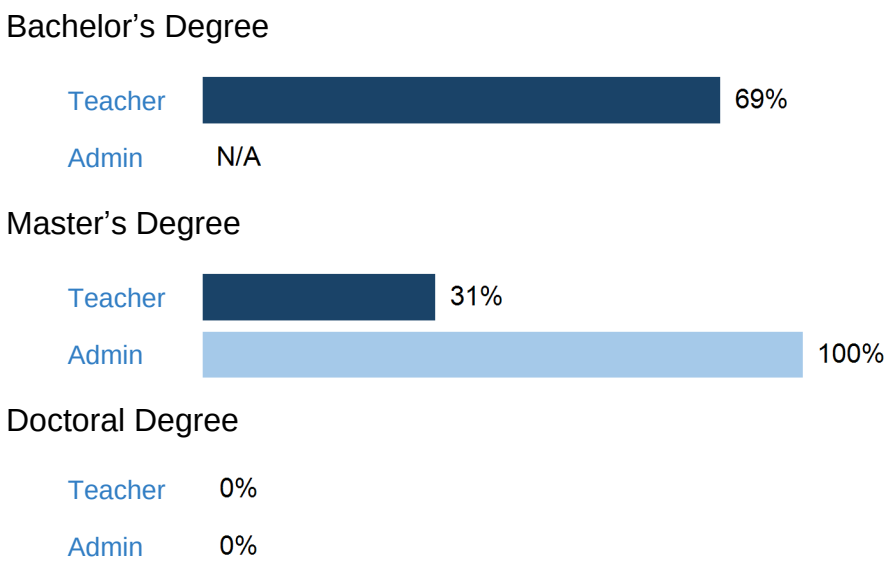
Teachers and Administrators - Level of Education

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	96.3%

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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	84.4%	100.0%
Male	15.6%	0.0%
White	96.9%	100.0%
Hispanic	3.1%	0.0%
Black or African American	0.0%	0.0%
Asian	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%

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School Narrative

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

Highlights:	• 1. Awarded NJ "Future Ready School" Silver Certification for commitment to digital learning! • 2. P.A.W.S. (Positive Actions Will Shine) Character Education Program • 3. Inclusive environment that nurtures an appreciation of diversity and celebrates the uniqueness of each child
Mission, Vision, Theme:	Joyfully serving children in grades K-2, Edith M. Griebling School maintains a keen focus on honoring the unique learning needs of our young students through developmentally appropriate learning experiences. Home to the district's K-2 autistic, cognitively impaired, and multi-disabled students, Griebling takes great pride in promoting an inclusive environment that nurtures and celebrates an appreciation of diversity.
Awards, Recognition, Accomplishments:	We are proud to share that Griebling School has been awarded NJ "Future Ready" Silver certification for our commitment to digital learning. Reflective of a 21st century learning environment, our school continues to engage students in opportunities to truly prepare them with the skills and mindset necessary to be successful in a global society.

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Courses, Curriculum, Instruction:	Griebling's student-centered philosophy emphasizes the importance of lifelong learning. The administration and staff are committed to providing learning experiences that encourage students to think deeply, explore areas of interest, collaborate with peers, and cultivate a passion for learning. The teachers and support staff remain dedicated to engaging students in rigorous learning opportunities in all content areas. http://www.howell.k12.nj.us/curriculum_landing.aspx
Clubs and Activities:	Participation in Global School Play Day, NAEYC's Week of the Young Child, Engineer's Day, the Global Read Aloud Project, National Day of Remembrance - Good Deed Day, are but a few of the engaging opportunities/activities that join our Griebling students with a common purpose across the globe. Interest-based enrichment activities center on purposeful play, the arts and the creative use of technology.

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Before and After School Programs:	As a Title 1 school, Griebling offers an after school Book Buzz Program for students striving for academic success. Serving children in grades K-2, the program is facilitated by highly qualified teachers. Small group targeted literacy instruction and a home-school partnership component combine to maximize student growth. In addition, students are provided with books to take and keep at home. PTA supported after-school programs include a STEMBotics Club, Mad Scientist Program, Martial Arts, and school-wide Theater Week.
Staff and Professional Learning:	Embracing the Learning Forward Standards for Professional Learning, Griebling's ScIP (School Improvement Panal), PLC's (Professional Learning Communities), and Data Teams, foster an environment of collaborative inquiry and learning that enhances individual and collective performance based on staff needs in relation to building and district goals. In-service opportunities embedded throughout the year and a cadre of instructional coaches provides endless avenues of professional growth.

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Student Supports and Services:	Through Response to Intervention (RTI), student learning support is tiered based on student need. Specific, data-driven goals are established and monitored to measure progress. Serving a diversified special education population, Griebling is home to a cadre of specialists who provide services for speech, occupational therapy, and social skills, per each child's IEP. All established plans are created by a collaborative team assuring that relevant specialists are included in this process.
Student Health and Wellness:	Student health and wellness provide a foundation for every learner's success. In addition to physical education class and daily recess, opportunities are embedded throughout the day to engage students in movement and brain breaks. Griebling students participate in Activity Works and Yoga for Kids. Our character education programs, social skills groups, classroom guidance lessons, and safety programs are designed to support students in their social, emotional, and physical well-being.
Parent and Community Involvement:	Griebling School continues to nurture a strong, collaborative bond between home and school. The unwavering support of our dedicated PTA and SEPAC organizations provide our students and staff with a multitude of resources that include cultural arts programs, field trips, Field Day, family fun events, Book Fairs, and curriculum materials to enhance the learning opportunities in our classrooms and STEAM Lab!

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Climate Surveys:	Is a Climate Survey Used: No N/A
Facilities:	Built in 1961, Griebling School is rich in history. Once home to a K-8 population, trophy cases display memories of celebrated sports events. Transitioning to a K-5 school and now currently a primary K-2 school, Griebling has eagerly embraced the developmental and curricula needs of each generation of children. The facility is inclusive of an up-dated gymnasium, Maker-Space Media Center, Leveled Book Room, Technology Lab, and a room designated for an exciting STEAM Lab!
School Safety:	The Howell Township Public Schools District is committed to ensuring that all of the students, employees, and visitors are safe and secure while at school. Effective policies, procedures, and educational programming are established and protocols developed that address several possible emergency scenarios. Safety methods and approaches are developed through a strong working relationship with the Howell Police Department and other school safety services. It is through this collaboration that the district continues to increase the effectiveness and efficiency of its safety and security guidelines and procedures.

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Technology and STEM:	Griebling is proud to be one of the twelve district schools to be awarded NJ Future Ready "Silver" certification for our commitment and initiatives in digital learning. As a K-2 school, iPads are allocated to each classroom in a ratio of 1 device to two students and seamlessly integrated into daily learning. Our "Destination Imagination" STEAM Lab engages our young engineers in hands-on exploration, experimentation with coding, and robotics. Reflective of a 21st century learning environment, our school continues to engage students in opportunities to truly prepare them with the skills and mindset necessary to be successful in a global society.
Early Childhood Education:	N/A

NJ SCHOOL PERFORMANCE REPORT

EDITH M. GRIEBLING ELEMENTARY SCHOOL
(25-2290-020)
Grades Offered: KG-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

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

Other Information:	Griebling's student-centered philosophy emphasizes the importance of lifelong learning in an environment rooted in a strong ethical foundation. We remain dedicated to providing all students with quality, developmentally appropriate, and engaging opportunities to grow academically, socially, and emotionally. As part of a "Caring is Common" school community, students learn to work collaboratively with others through effective communication skills, strategize to handle conflict in their daily lives, regulate their own behaviors, and take ownership of their actions. Griebling School is devoted to providing our young students with the mindset and the tools that will one day empower them to be independent, resilient, responsible human beings that are enabled to successfully and actively participate in a diverse, ever-evolving, global community.