NJ SCHOOL PERFORMANCE REPORT

GREENVILLE ELEMENTARY SCHOOL
(25-2290-012)
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. COCO
Address	210 RAMTOWN GREENVILLE ROAD HOWELL, NJ 07731
Phone Number	(732)202-1745
Email Address	LCOCO@HOWELL.K12.NJ.US
Website	https://greenville.howell.k12.nj.us/
Facebook	https://www.facebook.com/howell.township.k8/
Twitter	https://twitter.com/HowellTwpGrnvl

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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	102	91	107
1	95	111	93
2	130	94	119
Total	327	296	319

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	51.7%	50.7%	52.7%
Male	48.3%	49.3%	47.3%
Economically Disadvantaged Students	12.5%	12.8%	13.2%
Students with Disabilities	22.9%	22.3%	24.5%
English Learners	0.0%	0.0%	1.9%
Homeless Students		0.7%	0.3%
Students in Foster Care		0.7%	0.3%
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	81.0%	83.4%	78.7%
Hispanic	11.9%	10.5%	15.4%
Black or African American	2.1%	1.0%	1.9%
Asian	2.1%	1.7%	1.6%
Native Hawaiian or Pacific Islander	0.3%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	2.4%	3.4%	2.5%

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	102	91	107

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	95.6%
Spanish	2.2%
Other Languages	2.2%

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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.

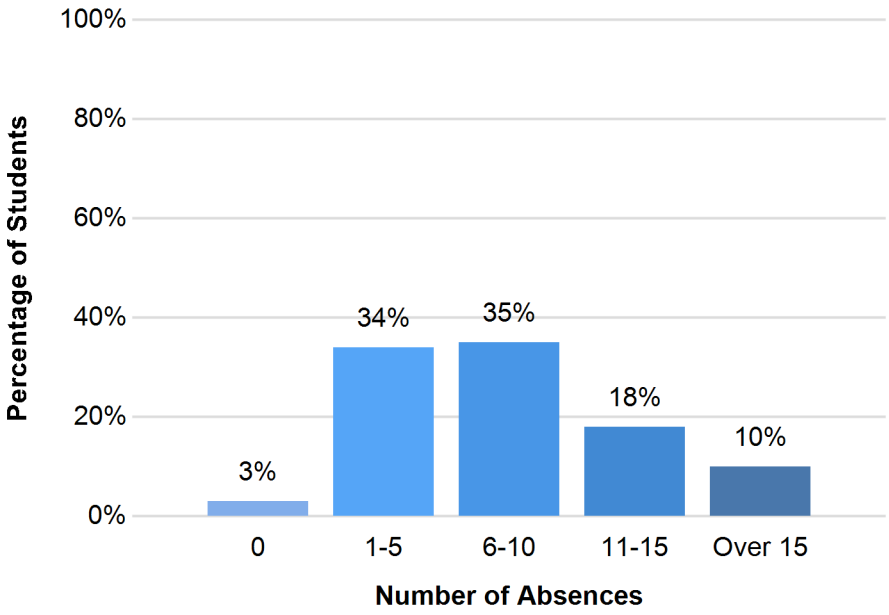
Chronic Absenteeism

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	20	6.3	10.2	Met
White	14	5.6	10.2	Met
Hispanic	4	8.2	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	*	*	**	**
Economically Disadvantaged Students	2	4.9	10.2	Met
Students with Disabilities	6	7.7	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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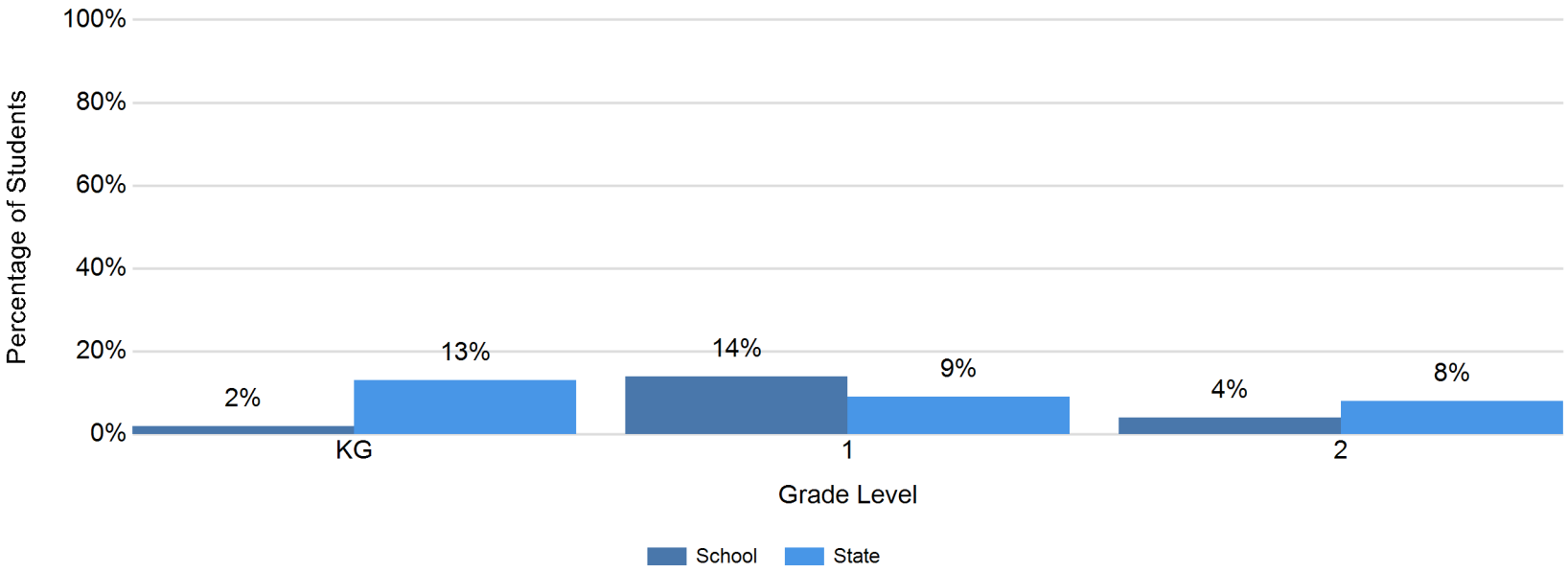
Chronic Absenteeism by Grade

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	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	1
Incidents Per 100 Students Enrolled	0.31

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	2		2

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	8:05 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	29	117,464
Average years experience in public schools	14.2	12.0
Average years experience in district	13.7	10.7
Teachers in district for 4 or more years	86.2%	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	11:1	12:1
Students to Administrators	160:1	157:1
Teachers to Administrators	15:1	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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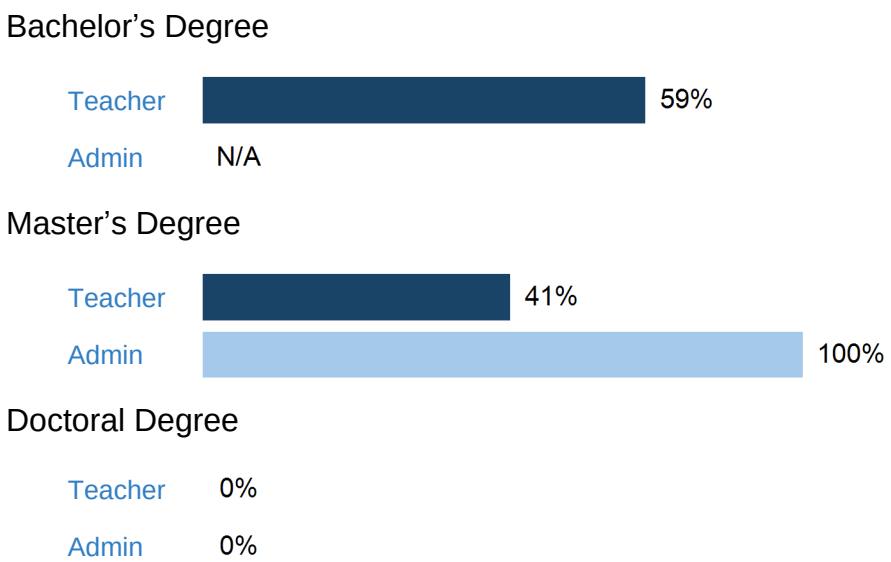
Teachers and Administrators - Level of Education

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	96.1%

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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	100.0%	100.0%
Male	0.0%	0.0%
White	100.0%	100.0%
Hispanic	0.0%	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:	• We received Future Ready Silver certification - www.FRS-NJ.org • We educate the "Whole Child" and have a current focus on SEL. With the help of our PTO, we have a space for students to cool down and release energy. • We have a very active, collaborative, and supportive PTO. Our PTO supported the creation of the STEAM Maker Space.
Mission, Vision, Theme:	The Greenville School community is dedicated to fostering a life-long love of learning for our children in a child-focused environment. Our goal is to create independent thinkers and social problem-solvers who are respectful of themselves and others.
Awards, Recognition, Accomplishments:	At the primary grade level students can be recognized on the Gator Shine wall, individual class achievements such as Around the World for math facts, Bucket Fillers guidance department program, annual Reading Incentive program organized by the PTO, Student of the Month, and summer reading celebration. Greenville School is certified as Future Ready School Silver certification, www.FRS-NJ.org. Greenville School placed in the 2017 Division 3, 5,000 pound club of the MonmouthOcean County Hunger Challenge.

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Courses, Curriculum, Instruction:	Please see district homepage: https://www.howell.k12.nj.us/apps/pages/index.jsp?uREC_ID=1163721&type=d&pREC_ID=1416115
Clubs and Activities:	Clubs and activities offered at Greenville School support the curriculum. Students participate in: STEM club, walking club, Global Play Day, Color Run, after school programs such as Sing 'n' Swing, STEMrobotics, and Mad Science. The PTO also provides assemblies that involve music, science, and character.

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Before and After School Programs:	Howell PAL after care grades K-5
Staff and Professional Learning:	Howell Township Public School District creates a yearly Professional Learning Plan. Throughout the year, designated professional learning opportunities are scheduled at the building and district level. Staff are members of ScIP, Data Team, PLCs/PLNs, and the district Learning Design Team. Personalized learning opportunities are impeded in these areas.

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Student Supports and Services:	Services include: ESL, students with disabilities, RTI (response to intervention), counseling, ASI (academic support instruction), I & RS
Student Health and Wellness:	The health curriculum promotes health and wellness. A breakfast program is available each morning. Please see the Health and Physical Education Department program guidelines under the Curriculum tab of the district website. The guidance counselor works with building administration and teachers to plan activities, and programs to promote health and wellness. Individual teachers incorporate mindfulness and yoga practices within their classroom. Social Emotional Learning is a building goal as well as individual teacher growth plan goals.
Parent and Community Involvement:	Greenville School has a very active PTO. Parents, staff, and the community work with one another throughout the year. School Messenger is the communication system used. The PTO website lists meetings, upcoming events, assemblies, meeting minutes, fundraisers, and committees. The PTO funded the creation of the Maker Space at Greenville School. Highlights during the year were the Veteran's Day Celebration, Family STEAM/Literacy Night, Color Run, Kindergarten welcome at the Purple Park, Howell Tent City collections, and the Annual Scholastic Book Clubs Great Bedtime Story PJ Drive.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Teachers The guidance department will randomly select students from grade K-2 to answer questions about safety, adult help, goals, and the overall environment. Grade students were surveyed on self-awareness characteristics and will take a post self-reflection survey at the end of they year. Staff is surveyed for professional development needs and, work environment, and adult relationships.
Facilities:	Greenville School opened in September 2003. In 2015, Greenville became a K-2 building due to reconfiguration. The playground was expanded at this time. A reading room was created where classes can work with others, class presentations to parents take place, and the book fairs are held. It is a cozy nook for students to fall in love with books. In spring 2018, the PTO funded the creation of a MakerSpace in the media center and computer lab. The PTO also funded equipment and resources to create a "Muscle Room" that supports the SEL work that is going on in the building.
School Safety:	The Howell Township School District revises its safety procedures on an annual basis as needed. Schools follow the security protocols set in place. The district has a security director and each school has a SLEO Class III officer due to the strong partnership between the district and Howell Police Department. The School Resource Officer provides safety programs throughout the year to our students. Programs also support anti-bulling legislation and district policies.

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Technology and STEM:	Students are equipped with iPADS in every classroom, and they are regularly utilized through center activities, enhancing student learning in the content areas and making practice experiences fun and engaging for students. Students use online programs/applications Starfall, ABCYa!, RAZ-KIDS, PBS Kids, and SHOWMe. Students also utilize the presentation software application “Keynote” to create slideshows demonstrating understanding of any standards-based content by creating pictures using shape tools and text boxes. Furthermore, students continue their learning outside of school via web-based programs such as Raz-Kids and Xtra Math. The Next Generation Science Standards are taught using the Mystery Science web-based program. (See previous categories for more.)

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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:	Greenville School is a place where students want to be! They enter the school each morning with happy faces and eager attitudes, often running off of the bus to their classes. This is not by chance! Greenville School is a positive environment where students, staff, and parents are dedicated and committed to working together to prepare our children to become successful, contributing members of our 21st century society.