NJ SCHOOL PERFORMANCE REPORT

CONOVER ROAD PRIMARY SCHOOL
(25-0945-060)
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	COLTS NECK TWP
Principal Name	MRS. BARR
Address	56 CONOVER ROAD COLTS NECK, NJ 07722-1250
Phone Number	(732)946-0055
Email Address	BARR@COLTSNECKSCHOOLS.ORG
Website	https://www.coltsneckschools.org
Twitter	https://twitter.com/ConoverPrimary

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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	58	89	95
KG	64	66	88
1	82	72	74
2	83	83	74
Total	287	310	331

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years. Data for some student groups was not available before 2016-17.

Student Group	2015-16	2016-17	2017-18
Female	47.4%	51.0%	50.5%
Male	52.6%	49.0%	49.5%
Economically Disadvantaged Students	3.5%	2.3%	2.4%
Students with Disabilities	13.6%	15.8%	16.9%
English Learners	1.7%	1.9%	2.4%
Homeless Students		0.0%	0.0%
Students in Foster Care		0.0%	0.0%
Military-Connected Students		0.6%	0.6%
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	94.1%	91.6%	91.5%
Hispanic	3.1%	4.8%	3.0%
Black or African American	0.7%	1.0%	1.8%
Asian	2.1%	1.9%	2.4%
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	0.0%	0.6%	1.2%

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	16	26	30
PK - Full Day	42	63	65
KG - Half Day	0	0	0
KG - Full Day	64	66	88

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	93.7%
Spanish	1.8%
Other Languages	4.5%

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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.

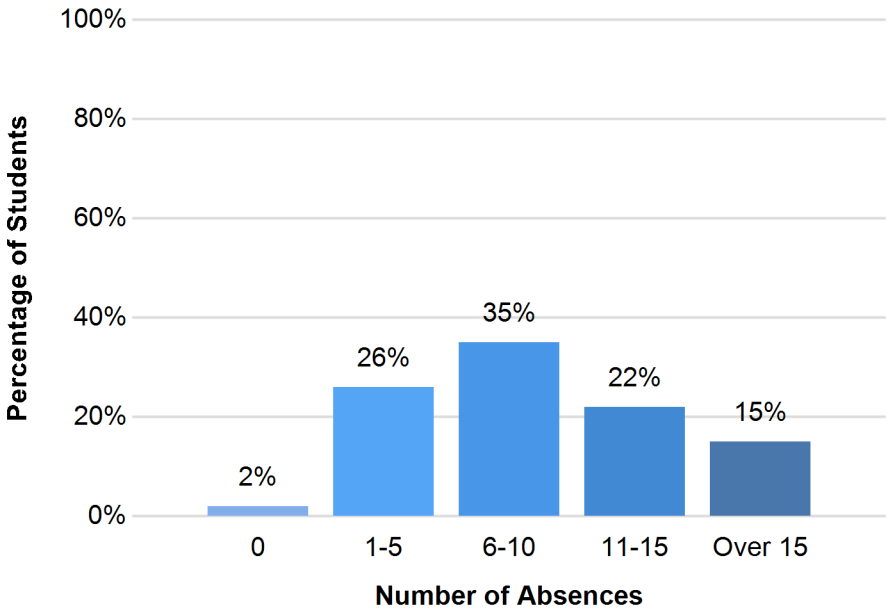
Chronic Absenteeism

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	22	9.2	10.2	Met
White	20	9.2	10.2	Met
Hispanic	*	*	**	**
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	*	*	**	**
Students with Disabilities	4	12.1	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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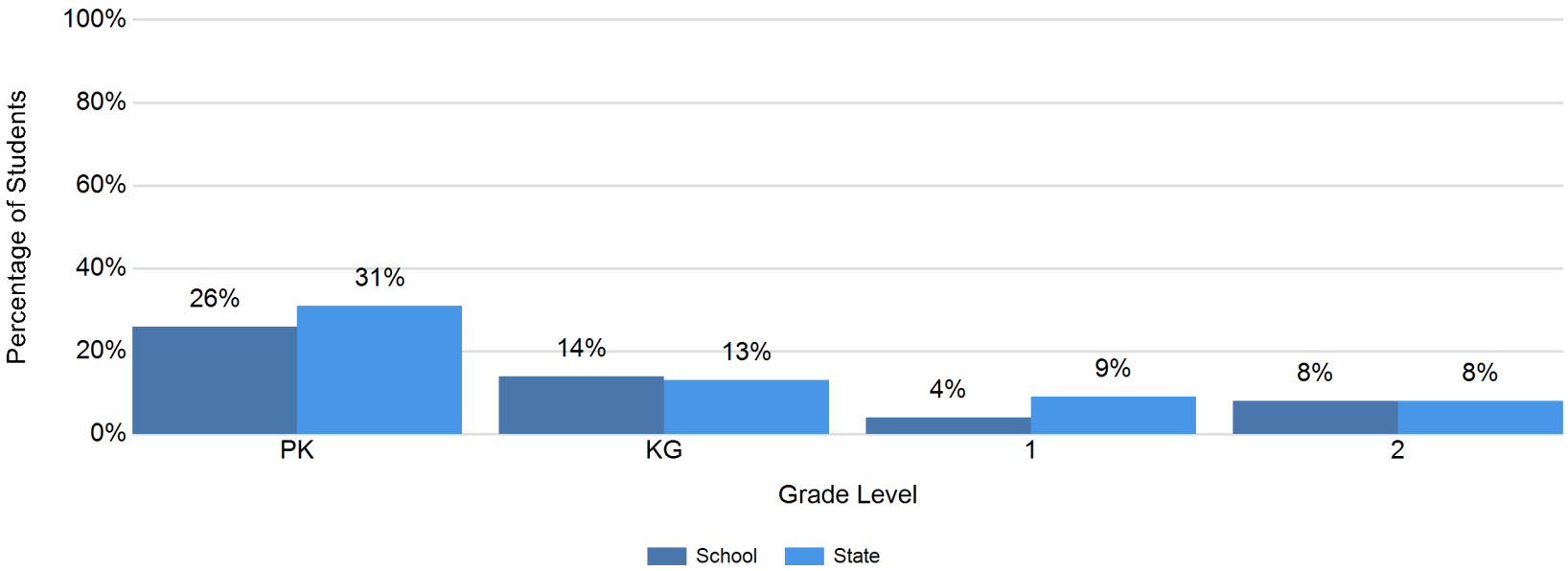
Chronic Absenteeism by Grade

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	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	1	0	1
No Identified Nature	0		0

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	9:00 AM
Typical End Time	3:15 PM
Length of School Day	6 Hrs 15 Mins
Full Time - Instructional Time	5 Hrs 30 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)	$271	$21,059	$21,330

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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	38	117,464
Average years experience in public schools	16.1	12.0
Average years experience in district	13.9	10.7
Teachers in district for 4 or more years	89.5%	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	9	9,374
Average years experience in public schools	17.8	16.0
Average years experience in district	7.8	12.0
Administrators in district for 4 or more years	77.8%	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	9:1	8:1
Students to Administrators	331:1	106:1
Teachers to Administrators	38:1	13:1
Students to Librarians/Media Specialists		957:1
Students to Nurses		319:1
Students to Counselors		319:1
Students to Child Study Team		191:1

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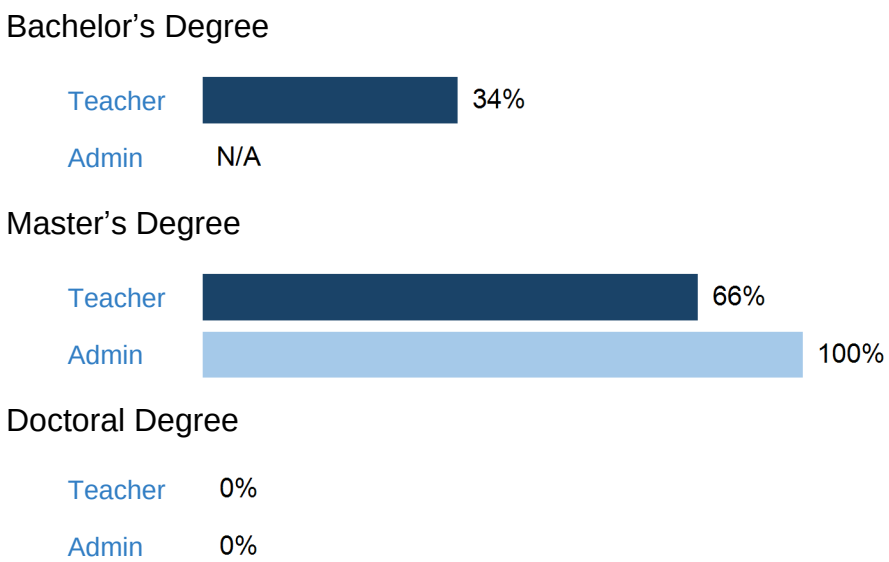
Teachers and Administrators - Level of Education

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



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

This table shows the percentage of teachers and administrators assigned to this district in 2016-17 that were still assigned to this district in 2017-18. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2016-17 Teachers: Same district 2017-18	94.8%	90.2%
2016-17 Administrators: Same district 2017-18	100.0%	86.2%

Faculty Attendance

This table shows the percentage of days that faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2017-18	97.6%

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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	94.7%	100.0%
Male	5.3%	0.0%
White	97.4%	100.0%
Hispanic	2.6%	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:	• Personalized learning approaches used to differentiate instruction. Enrichment/Intervention in literacy and math. • Next Generation Science Standards taught in hands-on, inquiry-based Science Lab and Innovation Lab offerings. • Wide variety of Related Arts offerings to enhance learning. (e.g. PE/Health, Library, Art, Music, Spanish, Technology)
Mission, Vision, Theme:	Conover Road Primary School encourages children to become life-long readers, writers and mathematical thinkers. Our students are provided with opportunities to take risks and ask essential questions as they discover, create, and problem-solve in a myriad of learning experiences. The acquisition of literacy is central to learning and the development of lifelong communication skills. Instruction is tiered and differentiated so that each learner is appropriately challenged.

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Courses, Curriculum, Instruction:	Literacy instruction emphasizes phonemic awareness, comprehension, and reading fluency. Our hands-on approach to mathematics allows students to discover operations and relationships before exposure to formal algorithms. Students use manipulatives and technology in all content areas to complement instruction. An inquiry-based approach is used in our science and social studies classes. Through “hands-on, minds-on” investigations, students become knowledgeable, thoughtful, humane citizens.

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Before and After School Programs:	The Colts Neck Township School District offers daily before and after school care, through our tuition-based "Colts Club" offering. Beginning at 7:30 a.m., children enjoy opportunities for games, thematic projects, and crafts before being escorted to their classrooms. At the conclusion of the day, children may work with Colts Club staff on homework, enjoy the playground, or small group activities. The program concludes at 6:30 each evening.
Staff and Professional Learning:	Staff members of CRPS are proactive contributors to our Professional Learning Community. Department/grade level teams pursue Professional Development workshops; engage in professional "book clubs"; and have regular dialogue with administrators regarding student progress and curriculum.

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Student Supports and Services:	Our Targeted Enrichment Program (TEP) is offered to qualifying students who have shown a high degree of proficiency in ELA/Literacy and/or Mathematics. Students who may need additional attention in these areas may qualify to participate in our Targeted Intervention Program (TIP). Services are offered to English Language Learners. Qualifying students receive therapies in OT, PT, and Speech.
Student Health and Wellness:	Children at Conover Road Primary School participate in a daily outdoor recess, two Physical Education classes each week, and children in Grades K-2 participate in one Health class per week. To encourage a sense of community and positive emotional health, children join in daily classroom morning meetings using the "Responsive Classroom" methodologies.
Parent and Community Involvement:	A strong partnership exists between home and school. Parents participate through the Colts Neck Parent Teacher Organization and individually to enhance the education of their youngsters. Parents volunteers assist in the classrooms, the library, art appreciation, and the Innovation Lab. The PTO has graciously brought cultural arts assemblies and stimulating programs to our children.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers Annually, Colts Neck Township Schools administers the New Jersey School Climate Survey to students (Grades 2-8), staff, and parents/guardians. The district uses results from this survey to identify areas of strengths and those that may be in need of improvement, according to our valued stakeholders We also compare survey results from prior years in order to establish trends. Results from the annual School Climate Survey are made available via the district website.
Facilities:	Students and staff at Conover Road Primary School enjoy state-of-the-art amenities that fully support our district's' mission and vision. Instructional spaces include an Innovation Lab, Science Lab, Computer Lab, Reading Silo/Media Center, Music Room, and Art Room. Children have access to technology including iPads, Chromebooks, and Desktop computers. The grounds allow children to play on two playgrounds and enjoy shaded outdoor “classrooms.”
School Safety:	The district has a "School Safety Specialist" as well as a team of security monitors and each campus also has its own Class III Special Law Enforcement Officer on site. The students, staff, and community have a voice in our security procedures and we conduct both security and fire drills at least once per month.

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Technology and STEM:	The district's youngest learners are engaged with age-appropriate technology that supports their understanding of basic coding, digital citizenry, and keyboarding skills. Students are encouraged to use web-based programs to enhance their early learning skills and foster home-school connections. From iPads to Chromebooks, from their first year of entry into the district, students are exposed to digital learning platforms.
Early Childhood Education:	The Colts Neck School District offers Special Education Pre-school services to children ages 3-5 years old who have been identified as having a disability and deemed Pre-school disabled. Programs include full day and half day Special Education classes, as well as a variety of therapeutic/related services.

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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.

Other Information:	Conover Road Primary School offers a tuition-based preschool program for children who are aged three or four on or before October 1 of a given year. Parents may choose half-day or full day preschool options. A full-day, tuition-free kindergarten is offered to all Colts Neck residents. Our expanded “Innovation Lab” and Science Lab offerings allow children to explore the Next Generation Science Standards and STEAM education as they develop and construct with magnetic building tiles; learn to code robots; and engineer solutions to real-world issues. A special emphasis is placed on making sure that every individual understands his/her importance in our school community. We embrace the Northeast Foundation’s Responsive Classroom methodologies for Daily Morning Meetings, Logical Consequences, and Academic Choice. To learn more about our school offerings and rigorous curriculum, kindly contact the Principal, Mrs. Tricia Barr at 732-946-0055 ext. 4700, or visit our district website at: www.coltsneckschools.org.