NJ SCHOOL PERFORMANCE REPORT

KIEL ELEMENTARY SCHOOL
(27-2460-060)
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	MORRIS
District	KINNELON BORO
Principal Name	MRS. CIRESI
Address	115 KIEL AVENUE KINNELON, NJ 07405
Phone Number	(973)838-0611
Email Address	CIRESII@KINNELON.ORG
Website	https://www.kinnelonpublicschools.org/Page/2009
Facebook	https://www.facebook.com/Kiel-School-1540846256132450/
Twitter	https://twitter.com/kielprincipal?lang=en

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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	24	25	12
KG	48	53	6
1	120	102	106
2	135	128	111
Total	327	308	235

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	42.2%	45.8%	48.5%
Male	57.8%	54.2%	51.5%
Economically Disadvantaged Students	2.8%	2.6%	3.0%
Students with Disabilities	17.7%	23.4%	27.7%
English Learners	0.6%	0.0%	0.0%
Homeless Students		0.0%	0.0%
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	83.5%	82.1%	80.9%
Hispanic	4.6%	5.5%	4.7%
Black or African American	0.9%	1.3%	1.3%
Asian	10.1%	8.1%	8.9%
Native Hawaiian or Pacific Islander	0.0%	0.3%	0.4%
American Indian or Alaska Native	0.0%	0.3%	0.4%
Two or More Races	0.9%	2.3%	3.4%

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	24	25	12
PK - Full Day	0	0	0
KG - Half Day	0	0	0
KG - Full Day	48	53	6

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	99.1%
Other Languages	0.9%

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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	N	N	N

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	N	N	N
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.

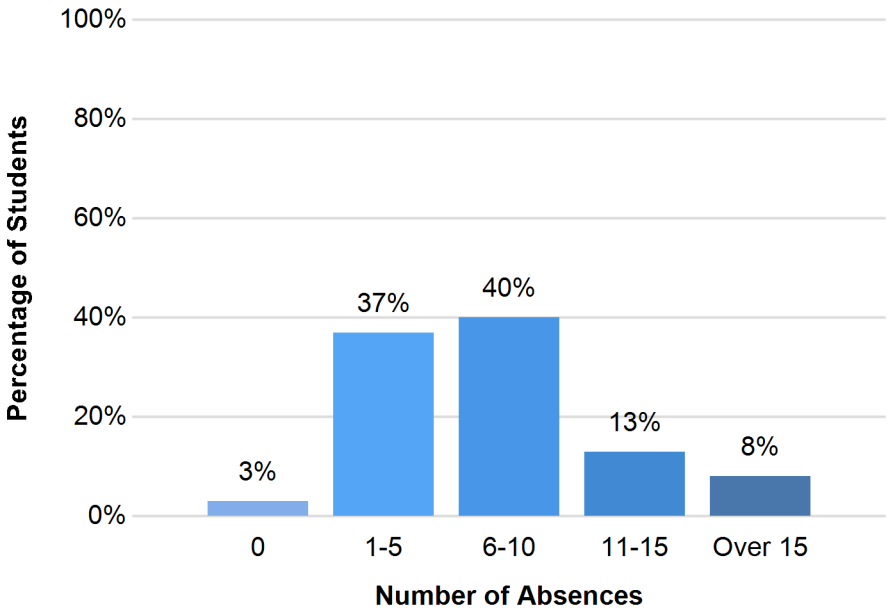
Chronic Absenteeism

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	14	5.2	10.2	Met
White	8	3.7	10.2	Met
Hispanic	3	18.8	**	**
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific Islander	2	8.0	10.2	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Economically Disadvantaged Students	0	0	**	**
Students with Disabilities	0	0	10.2	Met
English Learners	N	N	N	N

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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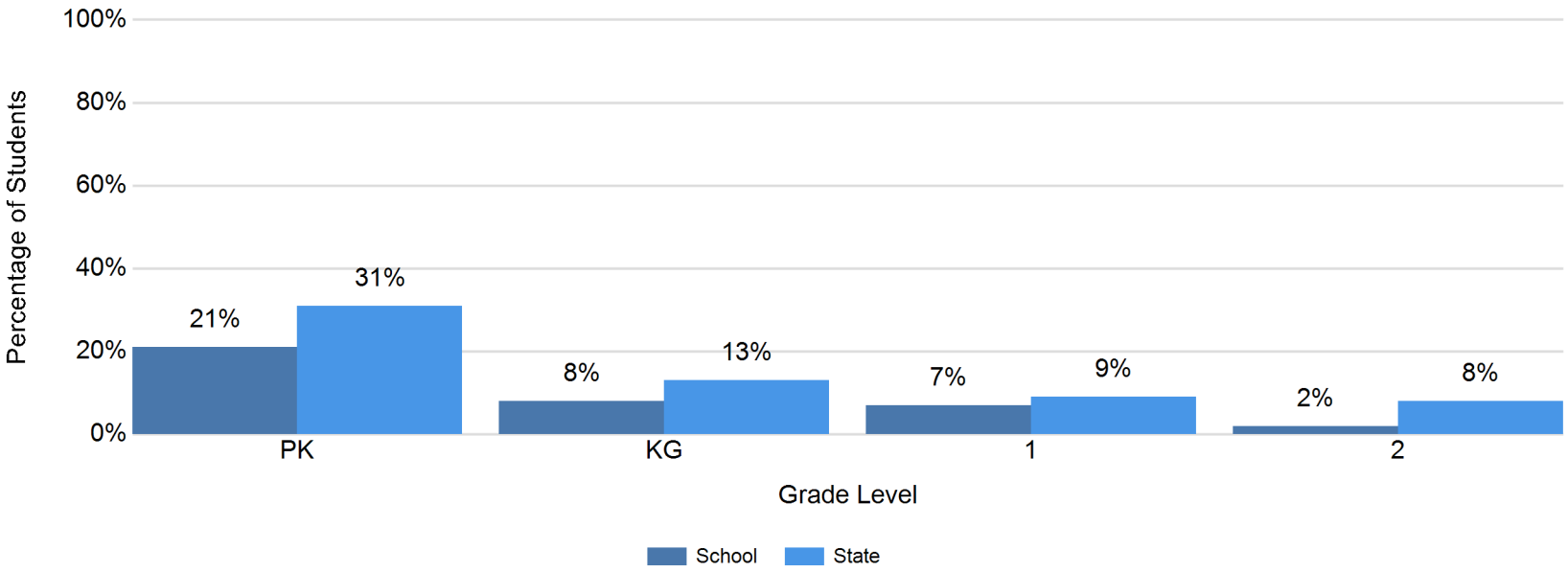
Chronic Absenteeism by Grade

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	10
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	10
Incidents Per 100 Students Enrolled	4.26

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	4		4

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	*	*
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
13

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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	9:20 AM
Typical End Time	3:40 PM
Length of School Day	6 Hrs 20 Mins
Full Time - Instructional Time	5 Hrs 40 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)	$248	$16,138	$16,386

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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	26	117,464
Average years experience in public schools	13.0	12.0
Average years experience in district	10.2	10.7
Teachers in district for 4 or more years	76.9%	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	16	9,374
Average years experience in public schools	6.3	16.0
Average years experience in district	6.3	12.0
Administrators in district for 4 or more years	50.0%	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	10:1
Students to Administrators	235:1	113:1
Teachers to Administrators	26:1	11:1
Students to Librarians/Media Specialists		454:1
Students to Nurses		454:1
Students to Counselors		259:1
Students to Child Study Team		202:1

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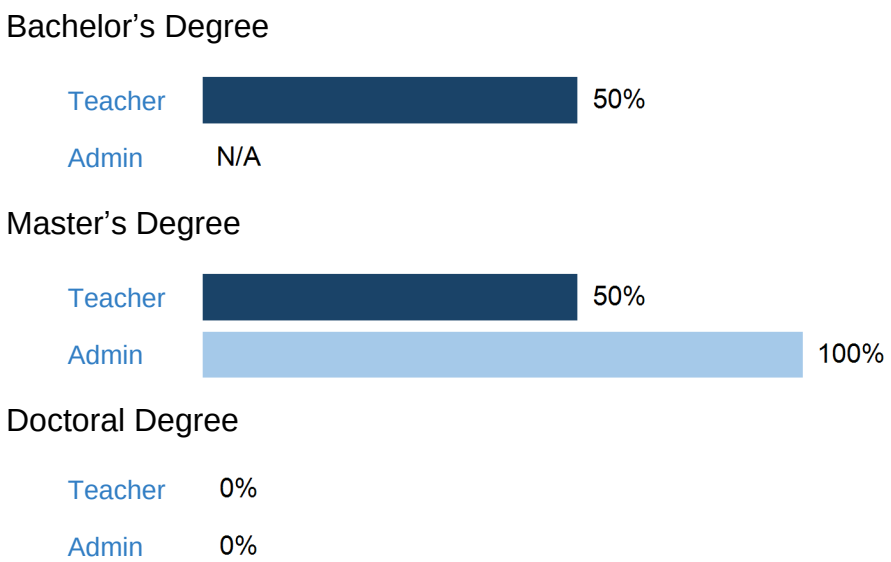
Teachers and Administrators - Level of Education

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	91.0%	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	97.8%

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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:	• At Kiel School we have a balanced literacy approach that includes the TCRWP workshop model, guided reading, word work, read alouds, and shared reading and writing. • In addition to the TCRWP Kiel School's curriculum resources include Everyday Math, Calendar Math, Active Science, and keyboarding with Learning.com. • Kiel School offers GOAL (Gifted Opportunities for Advanced Learning) in grades 1 & 2 and KEY which provides Kindergarten Enrichment; both are pullout programs.
Mission, Vision, Theme:	The Kinnelon Public School District’s mission is to empower students to utilize complex skills to pursue intellectual achievement, personal excellence and social responsibility, which will enable them to positively impact our changing global society.
Awards, Recognition, Accomplishments:	The Kinnelon Public School District's Music Department has been named by the NAMM Foundation as one of the Best Communities for Music Education for the 6th year.

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Courses, Curriculum, Instruction:	Reading units build good reading habits/word solving skills, target reading comprehension across fiction/nonfiction. Writing units focus on poetry, narrative, persuasive, and expository writing. In science, students conduct investigations and experimentations. A conceptual approach to learning is used in math through the Everyday Math and Calendar Math curriculum. Enrichment is available through Gifted Opportunities in Advanced Learning. Assistance in reading and math instruction is provided through our Guided Study program.
Clubs and Activities:	Kiel students have the opportunity to join Destination Imagination, an international nonprofit organization. Student teams work to solve challenges and present their solutions at regional, state, and national level tournaments. Guidance offers groups to students that focus on mindfulness, social and coping skills. Art therapy is also offered through our art program.

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Before and After School Programs:	Kinnelon Schools offers before and after care at our Glenn L. Sisco School/Board of Education building and provide bussing for students from the other K-8 schools to and from before and aftercare. We also offer Kinnelon After School Enrichment Program.
Staff and Professional Learning:	Across the district our staff is engaged in professional learning through a partnership with the Marzano Center at Learning Sciences International for the Ignite Student Learning and Essentials for Achieving Rigor Series for our core instructional mode. Our teachers in grades K-5 and ELA teachers in 6-8 are working with Columbia University Teacher College Readers and Writers Project. Our math teachers K-8 are working with Nancy Schultz at Conquer Mathematics. Our science teachers K-8 are working with Activate Science and IQWST to implement the NJSLS Science.

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Student Supports and Services:	Kinnelon Public Schools has a Child Study Team comprised of Learning Disabilities Teacher-Consultant and School Psychologist in each of our four schools as well as a district Social Worker, a district Physical and Occupational Therapist. We offer programs on campus for students with Autism Spectrum Disorder, and Multiple Disabilities so that our exceptional students can remain in the district and interact with their same age peers. We have an English Language Learners (ELL) program, Title I Supplemental Instruction programs before/after school, Speech and Language services, Basic Skills Instruction, Social Skills groups, School Counselors and CarePlus NJ Therapeutic Services. We also offer a gifted program for students in K-5
Student Health and Wellness:	Our Strategic Plan includes a goal area with a focus on Mindfulness, self-advocacy, leadership, full value education, and overall health. To that end, there are mindfulness and wellness activities at each school in the district and infused formats.
Parent and Community Involvement:	Kinnelon Schools have very active and supportive Home and School Associations (Kinnelon Elementary HSA, Pearl R. Miller HSA, and Kinnelon High School HSA). Other opportunities for parent-community involvement is through the Kinnelon Parents of Exceptional Children (KPEC) group, the Kinnelon Education Foundation (KEF), Science, Technology, Engineering and Math (STEM) nights at the elementary and middle school grade spans and various Parent Academies across the year.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students The school climate survey is given to students typically once per year. The results of the survey are discussed at School Safety Team meetings and with the staff. Results from the survey help to develop climate goals that focus on a specific area of need such as improving social interaction on the playground.
Facilities:	Kiel School was built in the early 1990's. The library was renovated in 2014 to include a computer lab. Each classroom is equipped with air conditioning and a sink. Our PreK and Kindergarten classrooms are equipped with their own bathrooms. Our school has a kitchen that serves hot lunch every day.
School Safety:	Every school in the district has a Class III School Resource Officer, a Mantrap Security Door Entry System, Lobby Guard visitor management system and visitor tracking software, in addition, visitors must have appointments to enter the building.

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Technology and STEM:	Kiel School offers the Activate Science Program in grades K-2. We also have a dedicated technology lab, Interactive Whiteboards and document cameras in each classroom, iPad carts are available to teachers and students. Each year we host a Family STEM night.
Early Childhood Education:	Kinnelon Schools offer half-day, AM and PM for pre-kindergarten students ages 3 and 4 in an inclusion setting. This is at no cost to students with disabilities and a nominal tuition for general education students.

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† 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:	Kiel School provides Kinnelon's young learners with a safe, caring environment where students are able to thrive. The faculty and staff facilitate learning experiences that elicit creative and critical thinking across all areas of the curriculum. Together, we encourage in our young students a life-long love of learning. We are especially proud of our PreSchool Program. Our PreSchool children are provided with small group instruction that is tailored to their academic needs. While following along with the New Jersey Preschool Teaching and Learning Standards, students are taught pre-reading and pre-writing skills that prime them for success in an academic Kindergarten. Small class size and individual attention makes this a unique program, creating a caring community of learners providing consistent, positive relationships for the children and laying the foundation for a positive first experience at school. There is an AM session from 9:20-11:50 and a PM session from 1:10-3:40.