NJ SCHOOL PERFORMANCE REPORT

LENNA W. CONROW ELEMENTARY SCHOOL
(25-2770-120)
Grades Offered: PK-KG
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	LONG BRANCH CITY
Principal Name	MRS. POTTER-BROWN
Address	335 LONG BRANCH AVE LONG BRANCH, NJ 07740
Phone Number	(732)222-4539
Email Address	BPOTTER-BROWN@LONGBRANCH.K12.NJ.US
Website	https://www.longbranch.k12.nj.us

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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	318	303	292
KG	109	118	117
Total	427	421	409

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	50.1%	50.6%	48.7%
Male	49.9%	49.4%	51.3%
Economically Disadvantaged Students	87.1%	87.6%	87.3%
Students with Disabilities	15.7%	14.5%	17.4%
English Learners	48.9%	51.8%	54.3%
Homeless Students		0.7%	1.2%
Students in Foster Care		1.7%	0.2%
Military-Connected Students		0.2%	0.2%
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	26.5%	26.1%	24.4%
Hispanic	49.4%	53.7%	57.2%
Black or African American	17.3%	14.5%	14.2%
Asian	0.7%	0.5%	0.7%
Native Hawaiian or Pacific Islander	0.2%	0.0%	0.0%
American Indian or Alaska Native	0.2%	0.2%	0.0%
Two or More Races	5.6%	5.0%	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	0	0	0
PK - Full Day	318	303	292
KG - Half Day	0	0	0
KG - Full Day	109	118	117

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
Spanish	43.3%
English	39.4%
Portuguese	15.9%
Other Languages	1.5%

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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	100.0%	**	**

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	40	75%	25%
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.

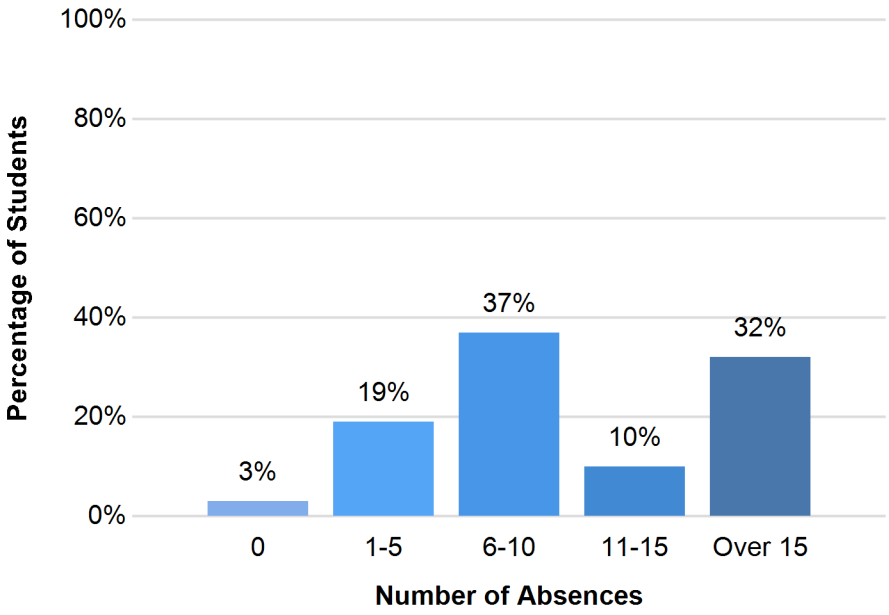
Chronic Absenteeism

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	33	28.2	13.0	Not Met
White	8	34.8	13.0	Not Met
Hispanic	19	32.8	13.0	Not Met
Black or African American	5	16.1	13.0	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Economically Disadvantaged Students	30	30.0	13.0	Not Met
Students with Disabilities	10	35.7	13.0	Not Met
English Learners	15	29.4	13.0	Not Met

Days Absent

This graph shows the percentage of K-12 students by the number of days they were absent during the school year.



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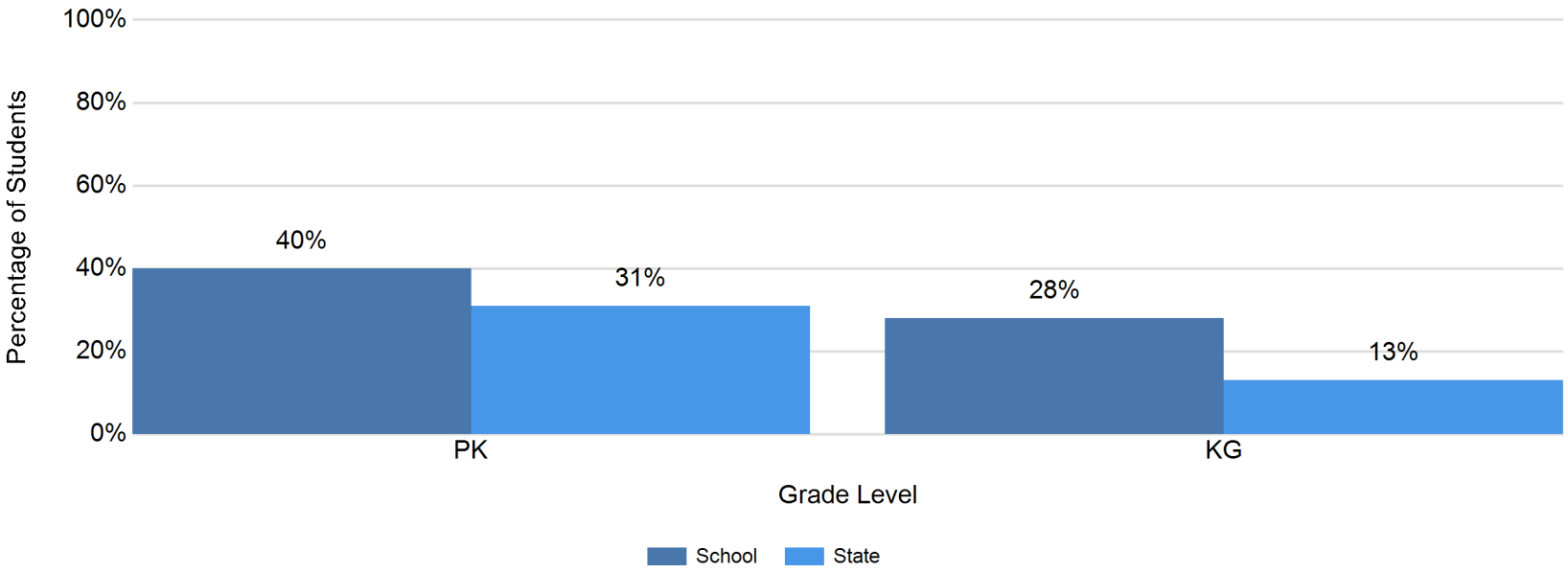
Chronic Absenteeism by Grade

This graph shows the percentage of students by grade level who were chronically absent during the school year.



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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. As such, comparing this year's report to previous years' data can lead to inaccurate conclusions in many reporting categories. As such, the 2017-18 report should be considered a baseline year.

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents row provides an unduplicated count of incidents. The last row shows the rate of incidents for every 100 students enrolled.

Incident Type	Number of Incidents
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	0
Incidents Per 100 Students Enrolled	0.00

Police Notifications

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

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

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Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	0	0
No Identified Nature	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	8:40 AM
Typical End Time	3:20 PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	N
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)	$743	$15,320	$16,063

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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	34	117,464
Average years experience in public schools	8.6	12.0
Average years experience in district	8.3	10.7
Teachers in district for 4 or more years	61.8%	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	41	9,374
Average years experience in public schools	15.5	16.0
Average years experience in district	15.5	12.0
Administrators in district for 4 or more years	92.7%	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	12:1	11:1
Students to Administrators	409:1	140:1
Teachers to Administrators	34:1	12:1
Students to Librarians/Media Specialists		1147:1
Students to Nurses		521:1
Students to Counselors		521:1
Students to Child Study Team		169:1

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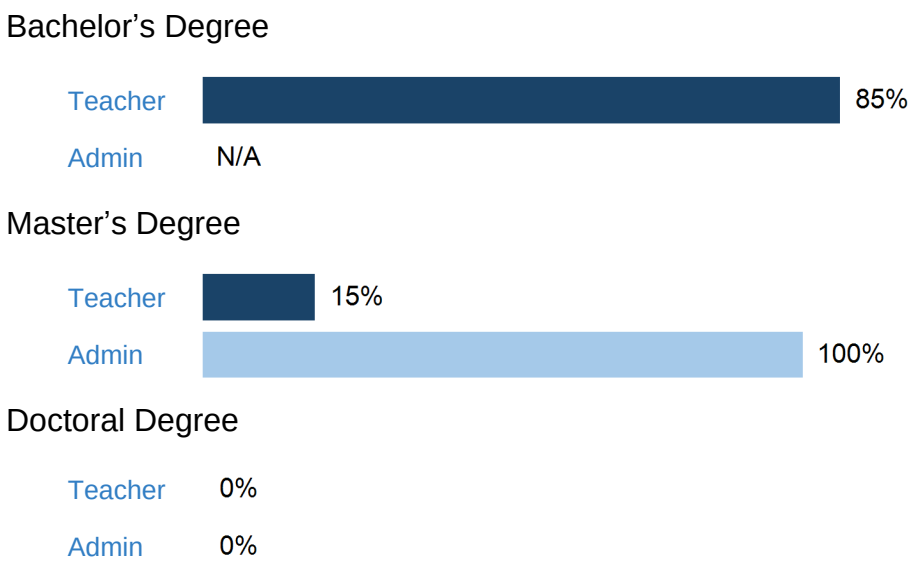
Teachers and Administrators - Level of Education

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	93.0%	90.2%
2016-17 Administrators: Same district 2017-18	90.2%	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	97.1%	100.0%
Male	2.9%	0.0%
White	82.4%	0.0%
Hispanic	2.9%	0.0%
Black or African American	14.7%	100.0%
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:	• Digital Storytelling Kindergarten Classrooms • Family Literacy Program • Attandance Tracker for Parents
Mission, Vision, Theme:	The mission at Lenna Conrow is tocreate a learning environment where children are nurtured to be the best thatthey can be cognately, physically, and socially

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Courses, Curriculum, Instruction:	Kindergarten Programs-Treasures and Tools of the Mind for ELA. Focus on vocabulary, phonics, and guided reading Kindergarten Math-Everyday Math. Thematic focus is used for science and social studies. Preschool program-Tools of the Mind. A comprehensive curriculum that develops the cognitive, social-emotional, self-regulatory, and foundational academic skills.

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Before and After School Programs:	Champions before and after school program-all students. Kindergarten before school tutoring
Staff and Professional Learning:	Weekly faculty meetings and Professional Learning Communities (PLCs) provide professional development opportunities for all staff. The district provides full and half day sessions throughout the year based on survey results from all stakeholders. Instructional Assistants are provided additional trainings.

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Student Supports and Services:	English Learners services are provided to Kindergarten students that meet the criteria based on the WIDA test. Support is offered to families and students through PIRT and I&RS. Before school tutoring is offered to Kindergarten students that qualify. Special education services are provided to classified students. The Student Advisor provides character education and ongoing counseling.
Student Health and Wellness:	The Fresh Fruits and Vegetables Program introduces students to various healthy foods. All meals and snacks offered to students meet the New Jersey Standard for healthy meals. Preschool students have 90 minutes of gross motor per day. Kindergarten students receive weekly physical education classes and a daily 35 minute recess. All grades participate in 10-15 minutes of brain break physical activities daily.
Parent and Community Involvement:	The school's PTO involves parents, community, and staff. Every month classroom teachers invite their parents to be part of the classroom. Parents attend star student, and monthly activities. Communication between home and school is established through use of the parent portal, school website, Facebook, and Twitter,as well as daily phone calls and home visits

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers A School Climate Survey is completed once a year by all staff, families, and students. Survey results drive the planning and preparation for professional development, student programs and future parent activities.
School Safety:	Safety is a priority at Lenna Conrow. We have a safety committee that meets on a monthly basis to review current safety trends, and how to better serve the school. There is a School Safety Person that monitors the school both inside and outside to ensure the safety of the students. Every door is locked, and the front office personnel monitors everyone coming into the school by camera. Throughout the school year the staff is trained on the latest safety procedures, while the entire school practices safety drills on a monthly basis. All Staff desktops are equipped with “Crisis Go: an alarm system that alerts staffs to any dangers and gives them directions on what to do in certain instances.

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Technology and STEM:	All classrooms are equipped with projectors and screens to offer ways of reaching students in different ways and a better interactive learning experience. All kindergarten classes are equipped with six iPads for student use in addition to other tablets.
Early Childhood Education:	At the Lenna Conrow School we believe that all children can learn. Early childhood education is offered to students as young as three-years-old as part of the early intervention program. Students in the preschool follow a rigorous, yet fun program of studies where they learn through play. Students have voice and choice as they plan out their activities. Flexible seating is used to make the classrooms more engaging for all learners. Students enjoy monthly themes that are paired with community resources to help them explore their interests.

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Other Information:	Lenna Conrow follows the Tools of the Mind Program for all of the Preschool classes. The different components of the program give the students plenty of opportunities to problem solve, use and develop critical thinking skills, work in pairs and create partnerships with each other. There is time every day for students to have 60 minutes of gross motor activities. Science and social emotional skills are also part of the student's everyday schedule. Students go on field trips to the library, local restaurants and community sites that are aligned with the Tools Of The Mind program.