NJ SCHOOL PERFORMANCE REPORT

PINER ELEMENTARY SCHOOL
(29-2520-301)
Grades Offered: PK-01
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	OCEAN
District	LAKEWOOD TWP
Principal Name	DEBORAH MAZZEO
Address	1141 E COUNTY LINE ROAD LAKEWOOD, NJ 08701
Phone Number	(732)364-2400
Email Address	DMAZZEO@LAKEWOODPINERS.ORG
Website	https://www.lakewoodpiners.org/Domain/429

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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	127	153	154
KG	249	241	172
1	269	187	194
Total	645	581	520

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	52.4%	49.9%	49.8%
Male	47.6%	50.1%	50.2%
Economically Disadvantaged Students	82.9%	86.9%	84.4%
Students with Disabilities	12.6%	17.2%	18.1%
English Learners	51.6%	35.8%	30.2%
Homeless Students		0.7%	1.2%
Students in Foster Care		0.0%	0.6%
Military-Connected Students		0.0%	0.4%
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	4.7%	4.8%	4.4%
Hispanic	86.7%	86.9%	86.3%
Black or African American	7.4%	7.1%	7.9%
Asian	0.3%	0.5%	0.4%
Native Hawaiian or Pacific Islander	0.6%	0.0%	0.2%
American Indian or Alaska Native	0.2%	0.0%	0.0%
Two or More Races	0.2%	0.7%	0.8%

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	127	153	154
KG - Half Day	0	0	0
KG - Full Day	249	241	172

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	71.2%
English	26.2%
Russian	1.0%
Other Languages	1.7%

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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	47.5%	60.7%	Met Target†

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	110	*	*
3-4	46	*	*
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.

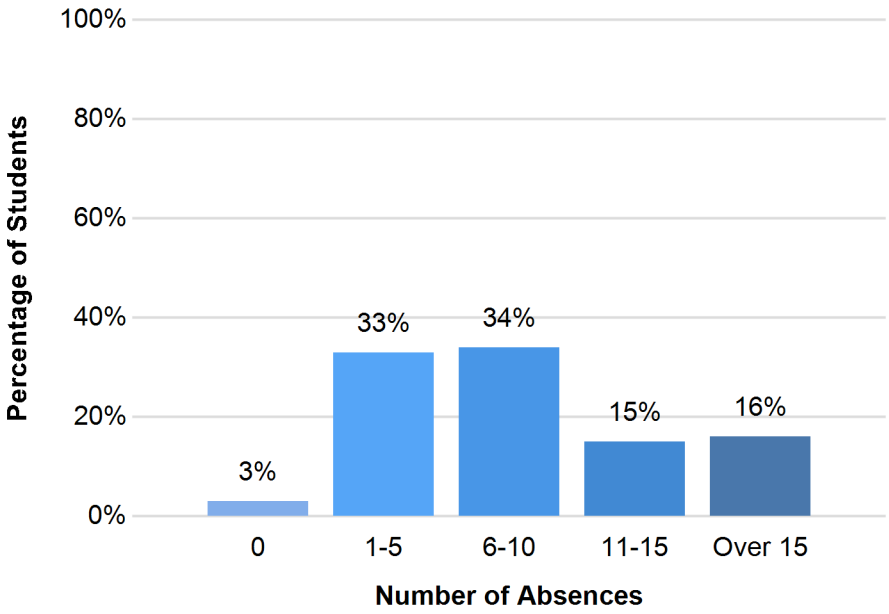
Chronic Absenteeism

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	46	12.5	11.2	Not Met
White	4	33.3	**	**
Hispanic	33	10.4	11.2	Met
Black or African American	5	16.1	11.2	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Economically Disadvantaged Students	39	11.6	11.2	Not Met
Students with Disabilities	11	14.3	11.2	Not Met
English Learners	13	8.3	11.2	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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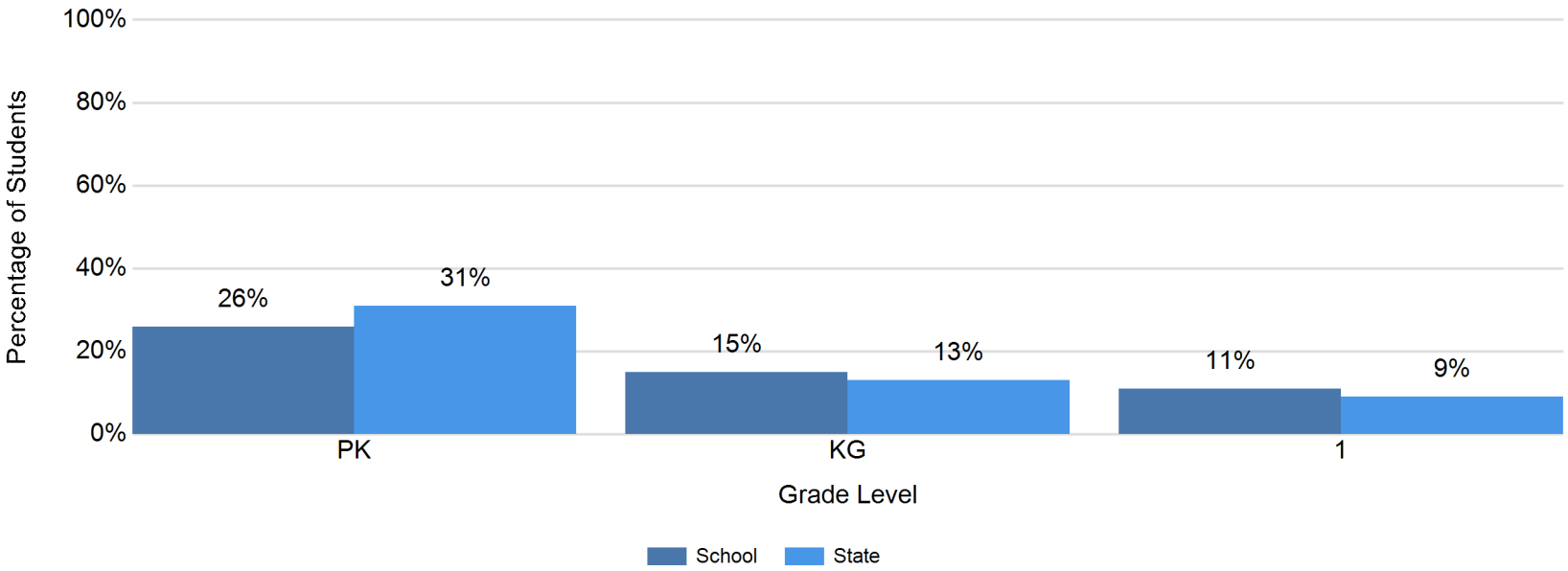
Chronic Absenteeism by Grade

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	8:30 AM
Typical End Time	3:00 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs 45 Mins
Shared Time - Instructional Time	3 Hrs. 45 Mins.

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)	$4,958	$13,407	$18,365

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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	1	117,464
Average years experience in public schools	13.0	12.0
Average years experience in district	13.0	10.7
Teachers in district for 4 or more years	100.0%	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	27	9,374
Average years experience in public schools	11.6	16.0
Average years experience in district	11.2	12.0
Administrators in district for 4 or more years	88.9%	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	520:1	11:1
Students to Administrators	N	208:1
Teachers to Administrators	N	18:1
Students to Librarians/Media Specialists		1871:1
Students to Nurses		702:1
Students to Counselors		401:1
Students to Child Study Team		216:1

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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.

Bachelor's Degree

Teacher	100%
Admin	N/A

Master's Degree

Teacher	0%
Admin	

Doctoral Degree

Teacher	0%
Admin	*

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	86.5%	90.2%
2016-17 Administrators: Same district 2017-18	83.9%	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	95.3%

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

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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:	• Piner Elementary School consists of highly qualified staff members who are dedicated to educating students at the preschool through first grade level. • The curriculum includes Letterland, Mathematics, Balanced Literacy, Interactive Read Aloud, Writing, Social Students, Health, & Science, which are aligned to the NJSLS. • For the 2018-2019 school year, the school has established two ABA classrooms and a DIR classroom to service the learning needs of special education students in grades K-2.
Mission, Vision, Theme:	Piner Elementary School strives to set high expectations while meeting the needs of students and its teachers in a safe learning environment. Our school recognizes that a strong foundation and collaboration among all stakholders is necessary to enhance academic success and close the achievement gap.
Awards, Recognition, Accomplishments:	At Piner Elementary, the students are awarded for their daily performance, as well as marking period performance. Daily Piner Pride tickets are given to students for coming to school on time, demonstrating good citizenship, and completing learning tasks proficiently. The tickets give students multiple opportunities to receive prizes. The Piner Pride tickets and prizes have helped to maintain a positive school culture and reduced the number of disciplinary write ups immensely. One student from each grade level is chosen for Student of the Month. The students who are chosen to receive this award have come to school everyday, modeled exemplar behavior, and completed all homework and daily tasks. They are rewarded by the principal with breakfast, an award, and prizes. The students at Piner Elementary are also recognized for Perfect Attendance.

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Courses, Curriculum, Instruction:	Our kindergarten and first grade classrooms follow the mandated curriculum established by the district instructional coaches and supervisors. It is a standards-based curriculum. Our preschool classes utilize Curiosity Corner, which provides a developmental approach emphasizing language and literacy, as well as physical, emotional and interpersonal development, math, science, social studies, music, movement and art.

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Before and After School Programs:	Student Academic Academy meets once a month. Teachers utilize this time to reinforce mathematics and language arts skills and strategies for students in pre-k through first grade while parents attend PTO and Title I meetings.
Staff and Professional Learning:	Professional development is provided for teachers after school for three hours per month. During this time administrators and instructional coaches lead teachers in learning about new concepts,analyzing student achievement data, and driving instruction so that it is differentiated to meet the needs of all learners.

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Student Supports and Services:	English Language Learners receive ESL daily for twenty to forty minutes per day. SIOP strategies are utilized to meet the needs of our ELL population. Special education students are provided with a quality education that meets their learning needs. In-class support, ABA, DIR, and LLD classes are available for those in need of services.
Student Health and Wellness:	Fruit and vegetable program is utilized in the building and provides all pre-k through first grade students with a healthy snack. All students are provided with free breakfast and lunch as well. Pre-K students are engaged in gross motor opportunities for forty minutes per day. Students in kindergarten and first grade get exercise during physical education classes and recess.
Parent and Community Involvement:	Piner Elementary has a Parent-Teacher Organization (PTO). The PTO meets monthly in the evenings. Events are offered throughout the year such as: Pumpkin Patch, Concerts, School Dance, Carnival, Monthly Fundraisers. The parent liaison provides monthly meetings through our Parent Academy to enhance parental involvement in school activities and programs.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers The School Climate Survey is utilized and completed by parents, teachers, and students. The survey is completed two times a year and addresses different aspects of the school community. The Title I Committee analyzes the results, and addresses the results in collaboration with the ScIP Committee and School Safety Team.
Facilities:	Piner Elementary has been part of the Lakewood School District for the past four years. The school is equipped with thirty-one classrooms. There is a library and gymnasium for all students and teachers to utilize. Our computer room has thirty Mac computers for students to utilize throughout the school day as well. The students receive Art and Music instruction in the classroom. Our parent liaison office is available to parents from 8:30am to 4:30pm to address any concerns or needs they may have.
School Safety:	Our school safety team meets regularly to address the needs of the building. We have a security specialist in the building from 8:15am to 3:15pm daily. Metal dectectors have been set in place to monitor students and families as they enter and exit the building. We also have a raptor system that scans anyone who enters the building and is not a board approved staff member. All of the measures listed ensure the safety of our staff and students.

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Other Information:	Pre-K Curriculum Includes: Greetings, Readings, & Writings, Clues and Questions, Plan & Play, Gross Motor, Phonemic Awareness, Math Moments, Questions & Reflections. Kindergarten & First Grade Curriculum Includes: Letterland, Special (Art, Computers, Gym, Library Music), Language Arts, Centers, Mathematics, Science, & Social Studies. Our School Safety Commitee is committed to ensuring safety for all stakeholders. The security specialist monitors the building throughout the day and escorts visitors throughout the building. Our staff and students have access to Ipads and a Mac computer lab to explore learning applications and online programs. Staff is encouraged to incorporate technology into their learning practices whenever practical. The students are required to wear a uniform daily, which consists of khaki pants, rompers, or skirts with a navy blue polo shirt, sweater, or vest. Our preschool classes offer Early Childhood Education to children ages three to four. Curiosity Corner is the curriculum that is utilized and student achievement is measured utilizing TSGold.