



Edith M. Griebling Elementary School
2016-2017


Grade Span KG-02

25-2290-020
MONMOUTH
HOWELL TWP
130 HAVENS BRIDGE ROAD
FARMINGDALE, NJ 07727-3542

The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school's test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

Navigating through the reports:

- Download this report to a PDF by clicking the  icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

Other Resources:

- Review the [Parent Summary Report](#) or the [district-level report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- [Download the data](#) used in these reports.

- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.nj.gov



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Footnotes

1. An "*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display.
2. ** ESSA accountability targets are only included if data is available for at least 20 students.

Note: Additional footnotes may exist within the reports specific to certain data tables. In those instances, the footnotes will be displayed below the applicable table.



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Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
PK	0	0	0
KG	85	81	60
1	96	89	80
2	110	95	90
3	75	0	0
4	85	0	0
5	95	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Ungraded	1	40	46
Total	547	305	276

PreK and K - Full Day and Half Day

This table shows the full day and half day enrollment for Pre-Kindergarten (PK) and Kindergarten (KG) students in this school.

Grade	2014-15	2015-16	2016-17
PK - Half Day	0	0	0
PK - Full Day	0	0	0
KG - Half Day	0	0	0
KG - Full Day	87	81	60

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	2014-15	2015-16	2016-17
Female	48%	41%	39%
Male	52%	59%	61%
Economically Disadvantaged Students	19%	17%	16%
Students with Disabilities	14%	32%	33%
English Learners	1%	0%	0%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students
White	66.3%
Hispanic	18.5%
Asian	6.5%
Black or African American	5.4%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	3.3%

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. All other students are included in Other Languages.

Home Language	% of Students
English	94.2%
Spanish	2.5%
Other	3.6%



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This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected 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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

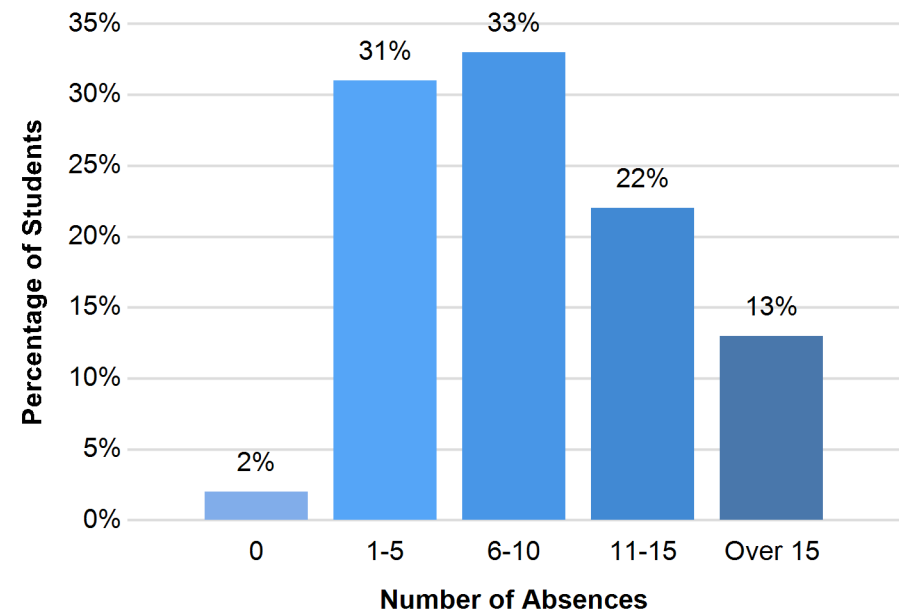
Chronic Absenteeism

This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	6.20	9.80	Met Target
White	5.50	9.80	Met Target
Hispanic	11.80	9.80	Not Met
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	16.30	9.80	Not Met
Students with Disabilities	10.00	9.80	Not Met
English Learners	N	**	**

Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.



** *ESSA* accountability targets are only included if data is available for at least 20 students.



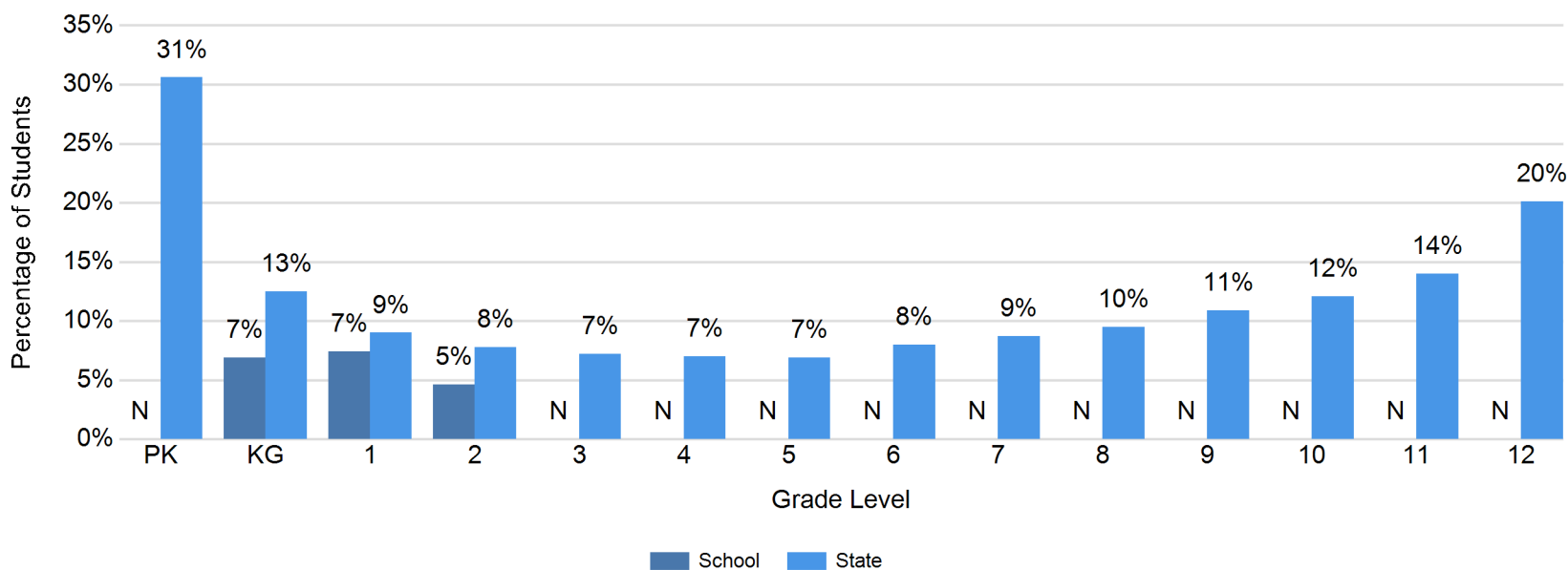
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Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





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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.

Category	School
Typical Start Time	8:05AM
Typical End Time	2:35PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	6 Hrs. 0 Mins.
Shared Time - Instructional Time	*

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	0.0%
Out-of-School Suspensions	0.0%
Any Suspension	0.0%

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 provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

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

Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0



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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).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$424	\$15,375	\$15,799



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This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

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

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

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	36	120,724
Average years experience in public schools	10.3	11.8
Average years experience in district	10.3	10.5
Teachers in district for 4 or more years	78%	74%

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	9,506
Average years experience in public schools	16.2	15.9
Average years experience in district	13.8	11.6
Administrators in district for 4 or more years	87%	74%

Student to Staff Ratios

This table shows the number of students per staff member 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.

Staff Type	School Students: Staff	District Students: Staff
Teachers	8:1	12:1
Administrators	138:1	161:1
Librarian/Media Specialists		542:1
Nurses		497:1
Counselors		497:1
Child Study Team		213:1



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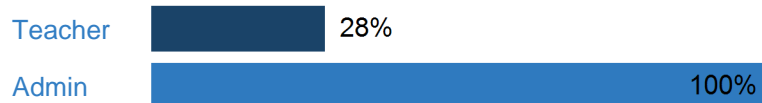
Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by the teachers and administrators at this school. 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



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	93%	89%
2015-16 Administrators: Same district 2016-17	92%	88%

Faculty Attendance

This table shows the percentage of days that school 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
2016-17	97%



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School General Info

Principal:	Mrs. Rupp	Email Address:	nrupp@howell.k12.nj.us
Address:	130 HAVENS BRIDGE ROAD FARMINGDALE, NJ 07727-3542	Website:	http://www.howell.k12.nj.us/griebing/griebing_home.asp X
Phone:	(732)751-2487	Twitter:	https://twitter.com/HowellTwpGrieb

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:	<ul style="list-style-type: none"> • Awarded New Jersey "Future Ready School" Certification for commitment to digital learning! • P.A.W.S. (Positive Actions Will Shine) Character Education Program • Inclusive environment that nurtures an appreciation of diversity and celebrates the uniqueness of each child
 Mission, Vision, Theme:	Joyfully serving children in grades K-2, Edith M. Griebing School maintains a keen focus on honoring the unique learning needs of our young students through developmentally appropriate learning experiences. Home to the district's K-2 autistic, cognitively impaired, and multi-disabled students, Griebing takes great pride in promoting an inclusive environment that nurtures and celebrates an appreciation of diversity.
 Awards, Recognition, Accomplishments:	We are proud to share that Griebing School has been awarded NJ "Future Ready" certification for our commitment to digital learning. Reflective of a 21st century learning environment, our school continues to engage students in opportunities to truly prepare them with the skills and mindset necessary to be successful in a global society.






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 <p>Courses, Curriculum, Instruction:</p>	<p>Griebing's student-centered philosophy emphasizes the importance of lifelong learning. The administration and staff are committed to providing learning experiences that encourage students to think deeply, explore areas of interest, collaborate with peers, and cultivate a passion for learning. The teachers and support staff remain dedicated to engaging students in rigorous learning opportunities in all content areas.</p>
 <p>Clubs and Activities:</p>	<p>Participation in Global School Play Day, NAEYC's Week of the Young Child, Engineer's Day, the Global Read Aloud Project, National Day of Remembrance - Good Deed Day, are but a few of the engaging opportunities/activities that join our Griebing students with a common purpose across the globe. Interest-based enrichment activities center on purposeful play, the arts and the creative use of technology.</p>
 <p>Before and After School Programs:</p>	<p>As a Title 1 school, Griebing offers an after school Book Buzz Program for students striving for academic success. Serving children in grades K-2, the program is facilitated by highly qualified teachers. Small group targeted literacy instruction and a home-school partnership component combine to maximize student growth. In addition, students are provided with books to take and keep at home. PTA supported after-school programs include a Robotics Club and Mad Scientist Program.</p>







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 <p>Staff and Professional Learning:</p>	<p>Embracing the Learning Forward Standards for Professional Learning, Griebling's ScIP (School Improvement Panel), PLC's (Professional Learning Communities), and Data Teams, foster an environment of collaborative inquiry and learning that enhances individual and collective performance based on staff needs in relation to building and district goals. In-service opportunities embedded throughout the year and a cadre of instructional coaches provides endless avenues of professional growth.</p>
 <p>Student Supports and Services:</p>	<p>Through Response to Intervention (RTI), student learning support is tiered based on student need. Specific, data-driven goals are established and monitored to measure progress. Serving a diversified special education population, Griebling is home to a cadre of specialists who provide services for speech, occupational therapy, and social skills, per each child's IEP. All established plans are created by a collaborative team assuring that relevant specialists are included in this process.</p>
 <p>Student Health and Wellness:</p>	<p>Student health and wellness provide a foundation for every learner's success. In addition to physical education class and daily recess, opportunities are embedded throughout the day to engage students in movement and brain breaks. Griebling students participate in Activity Works and Yoga for Kids. Our character education programs, social skills groups, classroom guidance lessons, and safety programs are designed to support students in their social, emotional, and physical well-being.</p>
 <p>Parent and Community Involvement:</p>	<p>Griebling School continues to nurture a strong, collaborative bond between home and school. The unwavering support of our dedicated PTA and SEPAC organizations provide our students and staff with a multitude of resources that include cultural arts programs, field trips, Field Day, family fun events, Book Fairs, and curriculum materials to enhance the learning opportunities in our classrooms and STEAM Lab!</p>



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Facilities:

Built in 1961, Griebling School is rich in history. Once home to a K-8 population, trophy cases display memories of celebrated sports events. Transitioning to a K-5 school and now currently a primary K-2 school, Griebling has eagerly embraced the developmental and curricula needs of each generation of children. The facility is inclusive of an up-dated gymnasium, Maker-Space Media Center, Leveled Book Room, Technology Lab, and a room designated for the development of an exciting STEAM Lab!



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Other Information:

Griebing's student-centered philosophy emphasizes the importance of lifelong learning in an environment rooted in a strong ethical foundation. We remain dedicated to providing all students with quality, developmentally appropriate, and engaging opportunities to grow academically, socially, and emotionally. As part of a "Caring is Common" school community, students learn to work collaboratively with others through effective communication skills, strategize to handle conflict in their daily lives, regulate their own behaviors, and take ownership of their actions. Griebing School is devoted to providing our young students with the mindset and the tools that will one day empower them to be independent, resilient, responsible human beings that are enabled to successfully and actively participate in a diverse, ever-evolving, global community. As part of a "sister-school" model, Griebing sustains a close relationship with its 3-5 counterpart, Memorial Elementary. Our schools have a shared Bulldog mascot, school colors of red, white and blue, and a P.A.W.S. (Positive Actions Will Shine) Character Education Program. Both schools are strongly supported by a dynamic and generous PTA that provides numerous resources for both schools and plans combined family events. Due to our collaborative bond and commitment to work together, our students are strongly supported in their transition from school to school. The hallmark of the Edith M. Griebing School is the positive, engaging, and productive learning environment that characterizes our school. It is truly a joyful place to learn and grow! It is through the extraordinary work of our teachers, support staff, parents and administrators, who consistently plan together, communicate openly, and support one another, that our school continues to provide an exceptional educational journey for all of our students!