NJ SCHOOL PERFORMANCE REPORT

MARY KAY MCMILLIN EARLY CHILDHOOD CENTER
(39-0310-035)
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	UNION
District	BERKELEY HEIGHTS TWP
Principal Name	MRS. CORLEY-HAND
Address	651 MOUNTAIN AVENUE BERKELEY HEIGHTS, NJ 07922
Phone Number	(908)464-5583
Email Address	ACORLEYHAND@BHPSNJ.ORG
Website	https://www.bhpsnj.org/mkmecc

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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	51	58	55
KG	117	116	109
1	178	162	160
Total	346	336	324

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	44.2%	46.1%	48.8%
Male	55.8%	53.9%	51.2%
Economically Disadvantaged Students	0.9%	0.9%	0.3%
Students with Disabilities	13.0%	13.1%	13.9%
English Learners	1.4%	1.5%	2.5%
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	69.9%	67.9%	63.6%
Hispanic	9.0%	8.9%	10.5%
Black or African American	1.4%	2.1%	1.5%
Asian	16.2%	13.7%	13.0%
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	3.5%	7.4%	11.4%

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	51	58	55
PK - Full Day	0	0	0
KG - Half Day	117	116	109
KG - Full Day	0	0	0

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	91.4%
Chinese	3.4%
Other Languages	5.2%

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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	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.

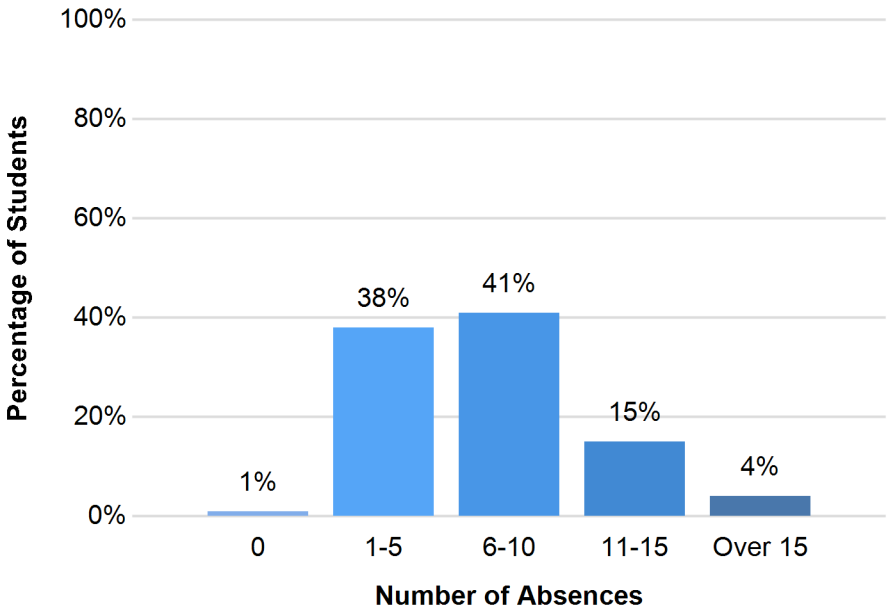
Chronic Absenteeism

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	9	3.3	11.2	Met
White	4	2.4	11.2	Met
Hispanic	*	*	11.2	Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific Islander	4	10.3	11.2	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	11.2	Met
Economically Disadvantaged Students	*	*	**	**
Students with Disabilities	1	3.6	11.2	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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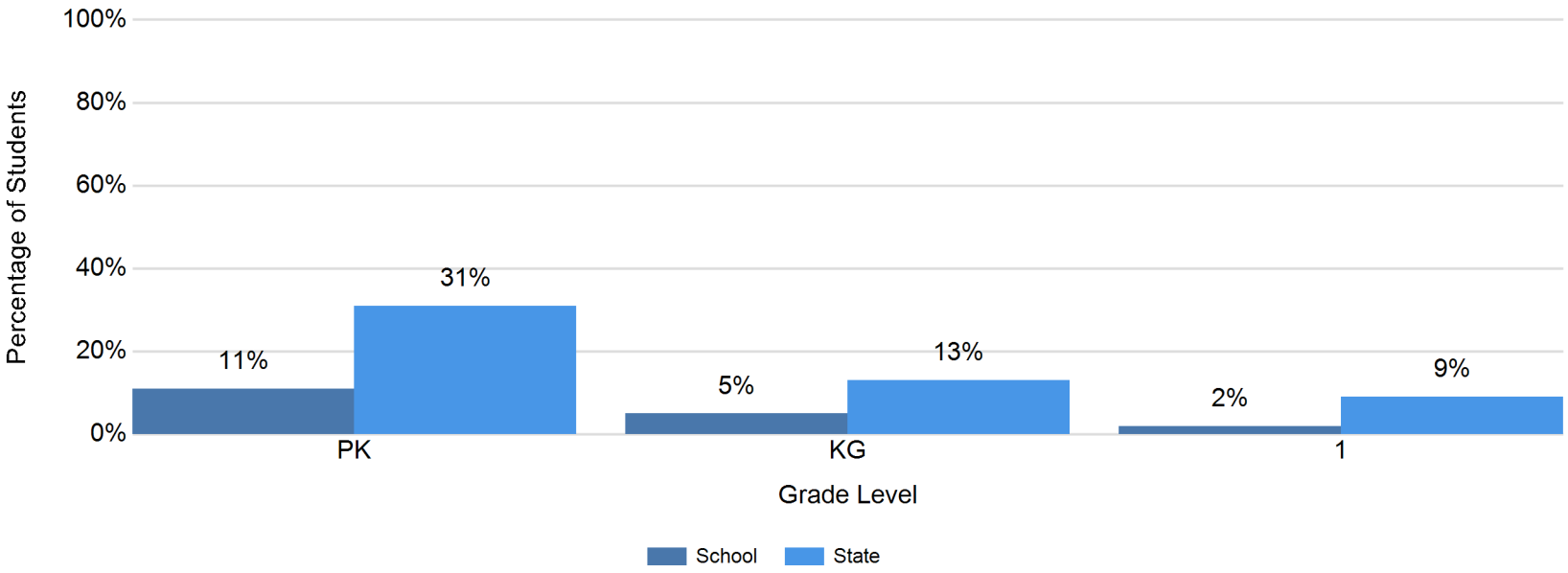
Chronic Absenteeism by Grade

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	0	0	0
No Identified Nature	5		5

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	8:45 AM
Typical End Time	3:10 PM
Length of School Day	6 Hrs 25 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)	$270	$15,870	$16,140

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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	24	117,464
Average years experience in public schools	13.4	12.0
Average years experience in district	12.0	10.7
Teachers in district for 4 or more years	79.2%	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	20	9,374
Average years experience in public schools	18.8	16.0
Average years experience in district	9.8	12.0
Administrators in district for 4 or more years	75.0%	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	14:1	11:1
Students to Administrators	324:1	131:1
Teachers to Administrators	24:1	11:1
Students to Librarians/Media Specialists		654:1
Students to Nurses		436:1
Students to Counselors		291:1
Students to Child Study Team		187:1

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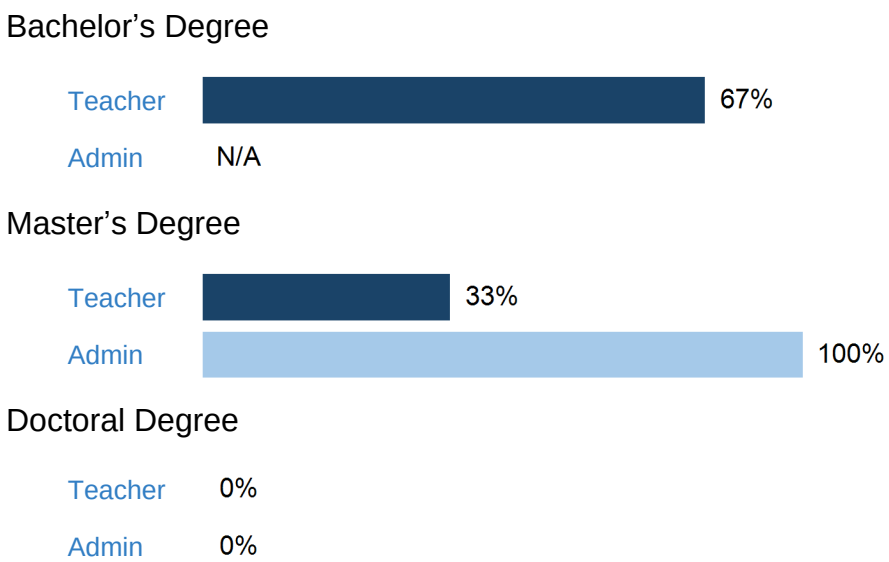
Teachers and Administrators - Level of Education

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	91.8%	90.2%
2016-17 Administrators: Same district 2017-18	95.2%	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	97.7%

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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	87.5%	100.0%
Male	12.5%	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:	• Teachers modify instruction to align with student ability levels, rather than their grade levels. • Makerspaces in classrooms serve as a catalyst for developing problem solving skills with our students. • Our school dog, Timber, is a welcoming presence in our school community.
Mission, Vision, Theme:	Mary Kay McMillin Early Childhood Center will provide an environment that supports each child's ability to meet the daily challenges of learning, while building a strong foundation of confidence and skills.
Awards, Recognition, Accomplishments:	The Early Childhood Center was twice awarded the New Jersey Department of Education Best Practice Award and recognized as a New Jersey Department of Education Star School, representing New Jersey's "cutting edge" schools. One of our first grade teachers was the recipient of a Presidential Science Award.

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Courses, Curriculum, Instruction:	Teachers implement center-based instructional approaches to engage students in learning and integrate multiple subjects so learning happens in a meaningful context. Writer's Workshop, guided reading instruction, and math stations provide differentiated teaching using small, flexible groups to meet the individual needs of students while engaging students in purposeful centers for practice and application of skills and strategies.
Clubs and Activities:	An Afterschool Enrichment Program, led by teachers, offers additional opportunities for students to engage in science, literacy and math activities.

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Staff and Professional Learning:	Staff are provided with an online catalog of professional development opportunities each year. In addition, each staff member participates in a Professional Learning Community and also contributes to the building and district level goals annually.

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Student Supports and Services:	The Early Childhood Center prides itself on fostering an inclusive environment in which students with and without disabilities and English language learners learn together while being provided with daily support. A daily “What I Need” intervention/enrichment period meets the needs of all students with interventionists providing remedial support for students that are struggling and enrichment activities for those that need more challenging opportunities.
Student Health and Wellness:	Our school nurse conducts routine screenings and leads Medical Emergency Response Team is trained, with many certified in CPR, AED, and Epi-pen administration. Health lessons are delivered within the classroom and for the safety of our students, our snack policy allows only for fruits and vegetables to be consumed in classrooms. Physical Education classes support physical health and well-being of our students as does daily recess and a commitment to outside play each day.
Parent and Community Involvement:	Recognizing that parents want to be engaged in their child's learning, staff establishes and maintains ongoing communication with parents on a regular basis. We support ongoing parental interest and involvement through art and library class volunteers, Writer’s Celebrations, and “Care to Share” opportunities for parents to visit and share family traditions and/or work related topics. An active Parent Teacher Organization supports school-wide initiatives and assembly programs.

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Facilities:	Hamilton Terrace School first opened in 1961 before becoming the Early Childhood Center at Hamilton Terrace in 1997. Renamed Mary Kay McMillin Early Childhood Center in 2009 in honor of the school's first Principal, Mary Kay McMillin. In 2005, a grant funded the installation of an outdoor classroom. In 2016, our PTO provided funding for the installation of classroom air conditioners. In 2017, safety vestibules were installed.
School Safety:	Over the past several years, the district has made a significant commitment to improving school safety and security. The district has provided more secure entrances, employed a key card entry system, updated school visitor procedures, worked with school security consultants, employed multiple Class 3 officers, and maintain a positive and visible working relationship with local law enforcement. Out district school safety teams continue to research and evaluate best practices for students and staff.

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Technology and STEM:	Students are exposed to various STEM activities and design challenges during the newly created "What I Need" WIN period.

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Other Information:	The Early Child Center is a safe and nurturing environment that allows all students — regardless of their perceived strengths and weaknesses - to explore the world around them, and to become the best versions of themselves. The staff is steadfast in its commitment that all students acquire the foundational skills necessary for later learning and providing a developmentally-appropriate program in which children navigate what it means to be a part of a classroom and the broader school community. Individual classrooms may vary in environmental arrangement and program features according to individual teaching styles and the needs as well as interests of the children.