NJ SCHOOL PERFORMANCE REPORT

HAMMONTON EARLY CHILDHOOD EDUCTIONAL CENTER
(01-1960-030)
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	ATLANTIC
District	HAMMONTON TOWN
Principal Name	MS. SALAY
Address	601C NORTH 4TH STREET HAMMONTON, NJ 08037
Phone Number	(609)567-6693
Email Address	DSALAY@HAMMONTONPS.ORG
Website	https://www.hammontonps.org
Facebook	https://www.facebook.com/hammontonecec/

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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	8	7	9
KG	166	178	169
1	197	176	184
Total	373	362	363

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	52.3%	51.1%	52.1%
Male	47.7%	48.9%	47.9%
Economically Disadvantaged Students	53.9%	60.2%	55.6%
Students with Disabilities	15.8%	14.1%	15.7%
English Learners	23.3%	23.8%	24.2%
Homeless Students		0.0%	0.3%
Students in Foster Care		0.0%	0.3%
Military-Connected Students		0.0%	0.6%
Migrant Students		0.8%	0.6%

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	56.3%	54.1%	52.9%
Hispanic	38.3%	41.2%	42.4%
Black or African American	3.5%	3.3%	3.6%
Asian	0.3%	0.3%	0.3%
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	1.6%	1.1%	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	8	7	9
KG - Half Day	0	0	0
KG - Full Day	166	178	169

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	65.3%
Spanish	34.2%
Other Languages	0.6%

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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	60.0%	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	68	*	*
3-4	18	*	*
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.

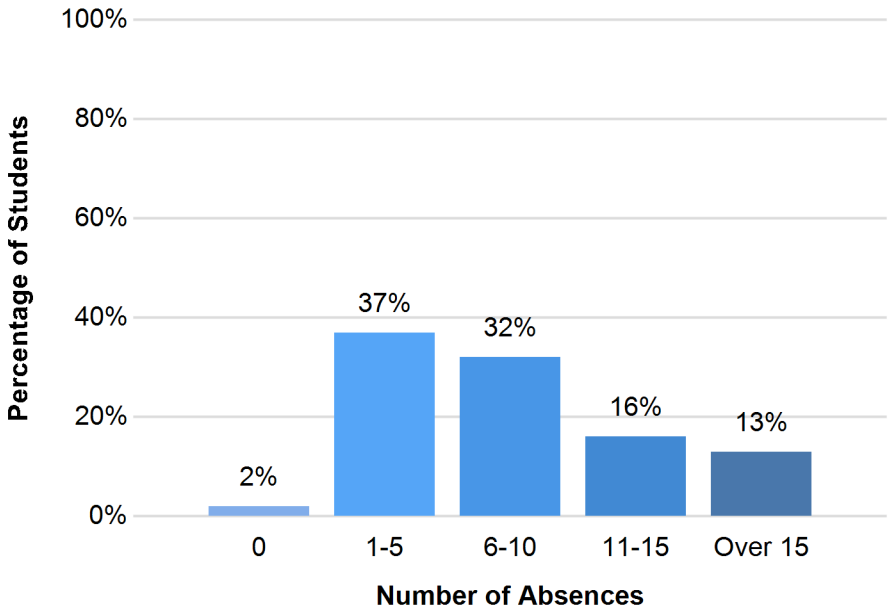
Chronic Absenteeism

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	32	9.0	11.2	Met
White	12	6.4	11.2	Met
Hispanic	18	12.1	11.2	Not Met
Black or African American	2	15.4	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Economically Disadvantaged Students	24	12.3	11.2	Not Met
Students with Disabilities	9	18.0	11.2	Not Met
English Learners	11	12.5	11.2	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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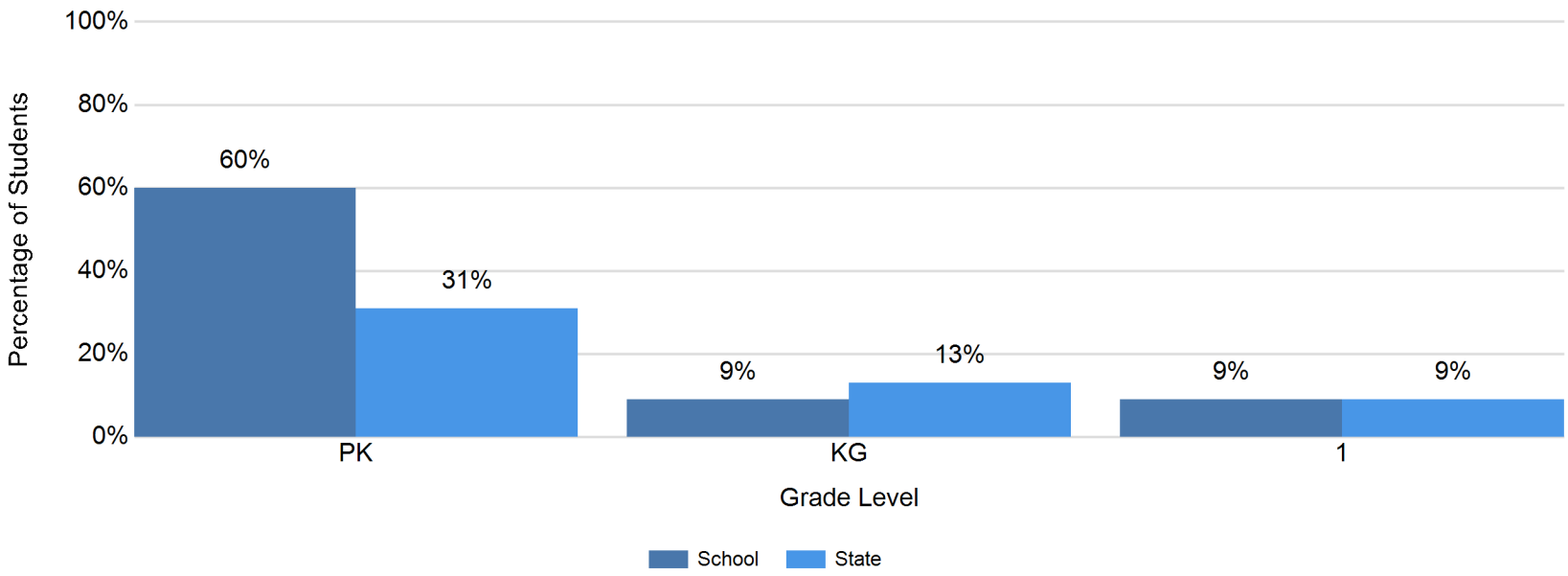
Chronic Absenteeism by Grade

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



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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	3
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	4
Incidents Per 100 Students Enrolled	1.10

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	1
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

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	1	1
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	*	*
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
*

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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	8:55 AM
Typical End Time	3:20 PM
Length of School Day	6 Hrs 25 Mins
Full Time - Instructional Time	5 Hrs 37 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)	$536	$11,231	$11,767

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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	32	117,464
Average years experience in public schools	10.9	12.0
Average years experience in district	10.0	10.7
Teachers in district for 4 or more years	65.6%	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	19	9,374
Average years experience in public schools	14.8	16.0
Average years experience in district	12.8	12.0
Administrators in district for 4 or more years	94.7%	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	11:1	14:1
Students to Administrators	363:1	185:1
Teachers to Administrators	32:1	13:1
Students to Librarians/Media Specialists		1754:1
Students to Nurses		877:1
Students to Counselors		438:1
Students to Child Study Team		390:1

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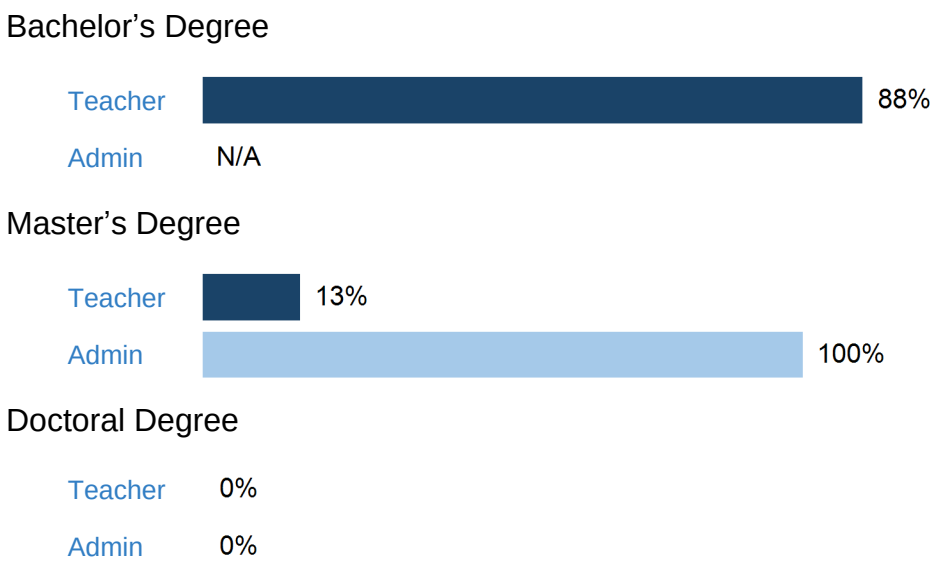
Teachers and Administrators - Level of Education

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	91.4%	90.2%
2016-17 Administrators: Same district 2017-18	89.5%	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	96.6%

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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	93.8%	100.0%
Male	6.3%	0.0%
White	90.6%	100.0%
Hispanic	9.4%	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:	• Balanced Literacy ? Guided Reading, Independent reading, Shared Reading • ST Math ? We utilize ST Math, a visual program that helps students develop conceptual understanding of math through game-based problem solving. • Smartboards and Student IPADS and/or Chrome Books are available in every classroom.
Mission, Vision, Theme:	At the Early Childhood Center (ECEC), we work to build a positive school environment in which all students can reach his or her full academic potential. In addition to our student-centered academic approach, which utilizes workshop-based teaching, we address social-emotional learning through a unique teacher-developed program that recognizes good citizenship and service. To round out our academic program, we also offer a range of after school clubs that enhance student learning. These clubs include Theater, Art, Spanish, Kind Kids, Violin, and Yoga.

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Clubs and Activities:	Theater ClubArt ClubSpanish ClubKind Kids ClubLittle Twinklers ? Violin Lessons Yoga Club

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Staff and Professional Learning:	Teachers at the ECEC engage in professional learning in broad and numerous ways. These include classroom lab sites, classroom observations of peers, ongoing collaboration during grade level meetings, and on-site professional development. Teachers also attend workshops that are relevant to both personal and school goals.

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Student Supports and Services:	Our intervention and referral services team (I&RS) meets frequently to discuss student progress and plan next steps that will support students? success. Students who need additional support outside of the classroom receive instruction from specialized teachers. We also offer an after-school program for first grade students who need academic assistance to support foundational skills in literacy and mathematics. This program is taught by classroom teachers. Finally, guidance support is provided by our guidance counselor who is housed at the ECEC. Our counselor presents classroom lessons, in addition to running groups based on students? needs.
Parent and Community Involvement:	Our parents are encouraged to take an active role in their child's school experience. Parent groups include the Hammonton Home and School Association (HH&SA) and the School Advisory Council (SAC). In addition, parents are invited to attend numerous school events, including our annual Back To School Night, school plays and musical performances, field trips, and other classroom events. We also hold parent meetings four times during the school year specifically for our bilingual families.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers The School Safety/Climate Committee develops surveys for students and parents. We utilize this survey information to design our programs and approaches so that they support a positive school climate specific to our school?s strengths and needs.
School Safety:	Our school safety team meets throughout the year to plan programs to support a positive school environment. Our Super Friends Program is a teacher-created program that promotes good citizenship. Through this program, students receive monthly awards for exhibiting positive character traits such as kindness and respect. Additionally, students in our Kind Kids Club lead efforts within the whole school community in order to promote positive character traits.

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Technology and STEM:	Our classrooms contain a range of print resources for student learning, in addition to IPADS, which allow students to access numerous learning applications and data bases. We also offer a STEM (Science, Technology, Engineering, and Math) program after-school for eligible first grade students.
Early Childhood Education:	Together with families and the community, we strive to instill a love of learning within a supportive structure appropriate for early learning success.