NJ SCHOOL PERFORMANCE REPORT

GARFIELD EARLY CHILDHOOD LEARNING CENTER
(03-1700-040)
Grades Offered: PK-PK
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	BERGEN
District	GARFIELD CITY
Principal Name	FRANK D'AMICO
Address	241 RAY STREET GARFIELD, NJ 07026
Phone Number	(973)253-6615
Email Address	FDAMICO@GBOE.ORG
Website	http://www.gboe.org

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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	304	299	308
Total	304	299	308

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	43.1%	42.5%	41.9%
Male	56.9%	57.5%	58.1%
Economically Disadvantaged Students	56.3%	51.8%	46.1%
Students with Disabilities	20.7%	26.4%	26.9%
English Learners	0.3%	0.0%	0.0%
Homeless Students		0.7%	1.3%
Students in Foster Care		0.0%	1.3%
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	51.6%	54.5%	57.5%
Hispanic	41.8%	36.1%	34.4%
Black or African American	3.9%	6.0%	4.9%
Asian	0.7%	1.0%	1.6%
Native Hawaiian or Pacific Islander	0.0%	0.3%	0.0%
American Indian or Alaska Native	0.3%	0.0%	0.0%
Two or More Races	1.6%	2.0%	1.6%

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	304	299	308

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	64.9%
Polish	13.6%
Spanish	8.1%
Multiple languages	3.6%
Macedonian	2.9%
Other Languages	6.8%

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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.

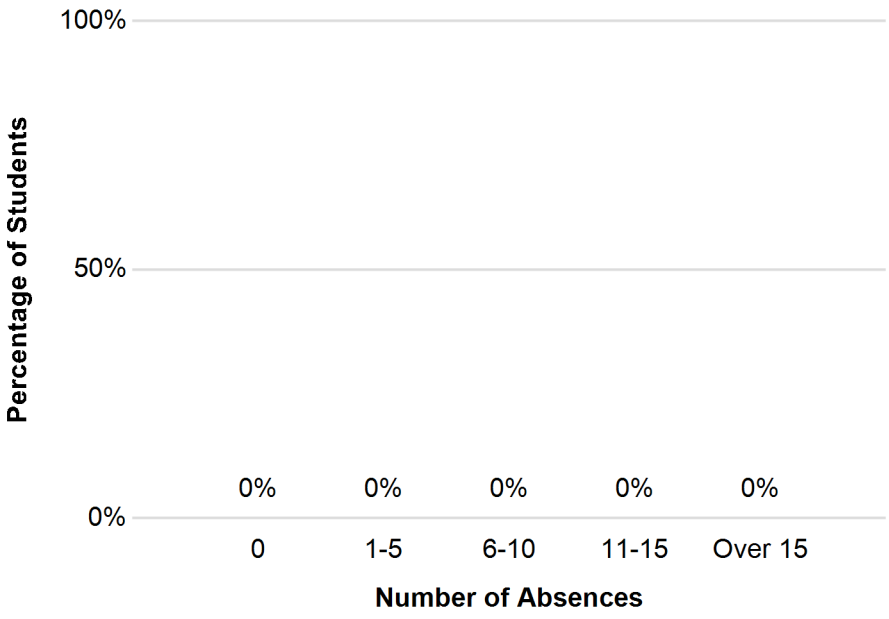
Chronic Absenteeism

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	N	N	0	0
White	N	N	0	0
Hispanic	N	N	0	0
Black or African American	N	N	0	0
Asian, Native Hawaiian, or Pacific Islander	N	N	0	0
American Indian or Alaska Native	N	N	0	0
Two or More Races	N	N	0	0
Economically Disadvantaged Students	N	N	0	0
Students with Disabilities	N	N	0	0
English Learners	N	N	0	0

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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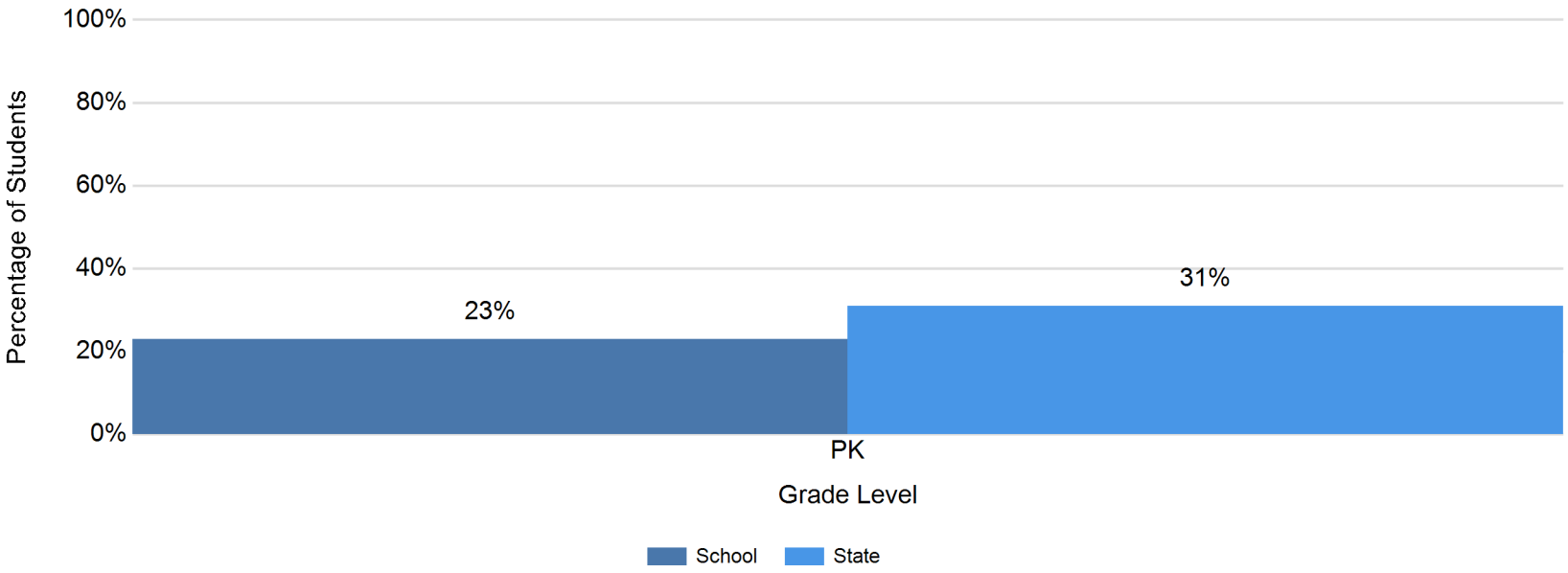
Chronic Absenteeism by Grade

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	1		1

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	8:05 AM
Typical End Time	2:25 PM
Length of School Day	6 Hrs 20 Mins
Full Time - Instructional Time	6 Hrs 10 Mins
Shared Time - Instructional Time	N

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3-11 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3-11. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2017-18	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)	$590	$16,798	$17,388

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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	27	117,464
Average years experience in public schools	8.3	12.0
Average years experience in district	8.3	10.7
Teachers in district for 4 or more years	77.8%	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	38	9,374
Average years experience in public schools	20.7	16.0
Average years experience in district	20.7	12.0
Administrators in district for 4 or more years	100.0%	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	11:1	11:1
Students to Administrators	308:1	128:1
Teachers to Administrators	27:1	12:1
Students to Librarians/Media Specialists		4860:1
Students to Nurses		694:1
Students to Counselors		405:1
Students to Child Study Team		221:1

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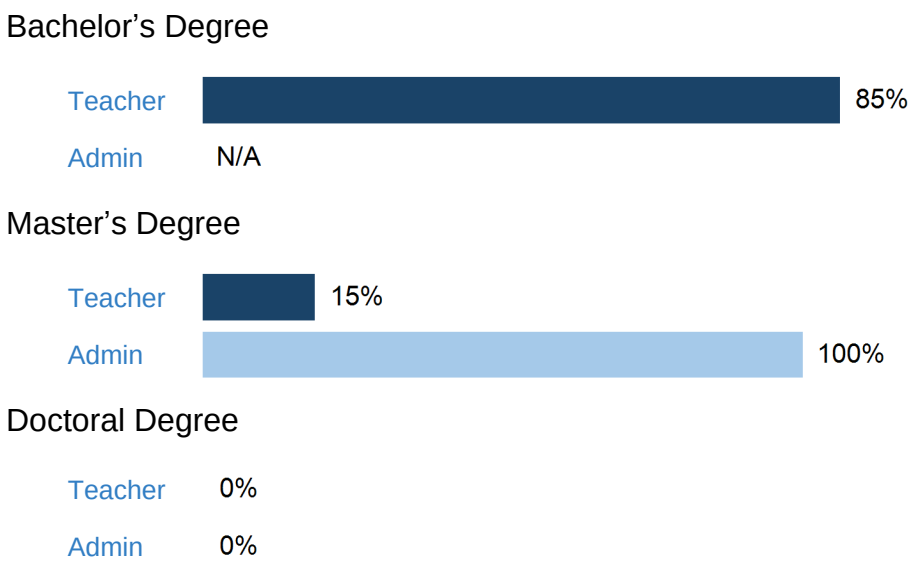
Teachers and Administrators - Level of Education

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	91.5%	90.2%
2016-17 Administrators: Same district 2017-18	100.0%	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	94.6%

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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	100.0%	0.0%
Male	0.0%	100.0%
White	88.9%	100.0%
Hispanic	7.4%	0.0%
Black or African American	3.7%	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:	• The James A. Garfield Early Childhood Learning Center features a Nature Explore Outdoor Classroom that facilitates nature-based outdoor learning experiences for students, staff and families. • The Garfield E.C. Learning Center partners with William Paterson University and serves as a Professional Development School. A Professor-in-Residence ensures the staff is abreast of current pedagogy. • The James A. Garfield E. C. Learning Center serves as an inclusive early childhood model school and often visited by other districts within the State and most recently as far away as China.
Mission, Vision, Theme:	The mission of the Garfield Public Preschool is to develop an environment which fosters the growth of all children in becoming creative thinkers, problem-solvers and responsible members of our community; to instill in them a sense of self-worth; compassion for others and assist them in developing in all educational domains: academic, cognitive, social-emotional and physical.
Awards, Recognition, Accomplishments:	The James A. Garfield Early Childhood Learning Center is pleased of the following accomplishments: 1-Having been selected as the winner of Young Audiences Arts Education Scholarship offering the students the opportunities to explore and learn with clay.2-Having received a grant to build a Nature Explorer Outdoor Classroom to provide the children with an intentionally designed, nature-rich learning environment.3-Having received a Teaching Tolerance Education to promote cultural sensitivity and respect. 4-Having received a Block Grant to enhance and support block play innovation in the preschool classroom.

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Courses, Curriculum, Instruction:	The Garfield Public Preschool utilizes The Creative Curriculum for Preschool which is a comprehensive, scientifically-based curriculum, aligned to Teaching Strategies Gold assessment system. The Creative Curriculum for Preschool is an approved NJ State Dept. of Education curriculum. Student data is gathered and assessed using the Teaching Strategies Gold online assessment that helps gather important information about each child's learning progressions in each developmental area.

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Before and After School Programs:	The Garfield Early Childhood Learning Center contracts with the ABC Enrichment Program which provides Wrap-Around extended-day care for families in need if this service. The ABC Enrichment Program is a NAEYC accredited program that offers before care from 7:30 AM to 8:00 AM and after care from 2:25 PM to 6:00 PM daily. The ABC Enrichment Program also offers a summer program when school is not in session.
Staff and Professional Learning:	The faculty and staff are offered the opportunity to attend out-of-district professional development. Faculty and staff are provided with embedded professional development and PLC's are offered by the Master Teacher. The Preschool Professor-in-Residence also provides professional development to ensure the delivery of a high-quality program. Teachers are provided with a common preparation period and lunch period to maximize collaboration.

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Student Supports and Services:	The Garfield Early Childhood Learning Center has on staff Preschool Intervention and Referral Team (PIRT) Social Workers to provide support and suggested interventions to teachers for children that are exhibiting difficulty in the classroom. The PIRT Social Workers work collaboratively with the Master Teacher and other CPIS Social Workers to maximize support for students, parents/guardians and staff. When necessary, the PIRT Social Workers will refer students to the district Child Study Team.
Student Health and Wellness:	The Garfield Early Childhood Learning Center has a School Nurse that reviews students health records, conducts health screenings, administers medications and provides health-related training to staff and students. Maschio's Food Services provides nutritious meals (breakfast and lunch) and snacks essential for the Preschoolers optimal growth and development. Students are provided with approximately 50 minutes of daily gross motor activities on a developmentally-appropriate playground.
Parent and Community Involvement:	The Garfield Early Childhood Learning Center has on staff Community and Parent Involvement Specialist (CPIS) Social Workers that oversee the Preschool Program family services. They facilitate community needs assessments, organize family involvement plans and activities, and coordinate work with other school district professionals and community agencies to provide support to our families. They offer parent workshops and sponsor parenting groups.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Parents, Teachers School Climate Surveys are conducted on a regular basis in order to build a better school climate and culture for students and adults. The results of staff and parent surveys are shared and reviewed by the School Climate Committee, the School Improvement Panel (ScIP), the School Safety Team and the Preschool administration. Professional Development opportunities are offered based on the recommendations of the school climate surveys.
Facilities:	The James A. Garfield Early Childhood Learning Center is a two-story, handicap accessible, climate-controlled facility that houses 24 full classrooms and 2 small group instruction rooms. Each classroom has an attached toilet, a sink and a water fountain and designed specifically to meet the needs of Preschool children. A developmentally-appropriate playground for gross motor activities. In 2016, a Nature Explore Outdoor Classroom was added to facilitate nature-based learning experiences.
School Safety:	The safety of the students and staff at the James A. Garfield Learning Center is paramount. The school is manned by two School Security Officers who greet visitors and monitor the premises. Per district policy, no one is permitted into the building without an appointment. All visitors including service companies must provide a driver's license which is scanned checking the visitor's history. Visitors cleared for entry are issued a visitor's name tag. Students regularly practice procedures that respond to emergency situations. One fire drill and one school security drill is conducted monthly. Active shooter, evacuation (non-fire), bomb threat, lockdown and shelter-in-place school security drills are conducted on a regular basis. A Janet's Law Emergency Action Team is in place with CPR/AED trained staff members who regularly practice responding to a Code emergency situation. Two Automated External Defibrillators are readily accessible and located on each floor of the school building.

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Technology and STEM:	All the classrooms at the James A. Garfield Learning Center are equipped with Smart Boards that allow the teachers/students to instantly access information. iPads are utilized for real-world applications for researching. Students have access to two classroom computers which are loaded with student-learning applications. Each classroom also contains a light table utilized for student exploration and discovery. Developmentally-appropriate learing practices/activities are intentionally and purposely planned to expose the students to Science, Technology, Engineering and Math (STEM) experiences. Tinkering, Making and Engineering opportunities that include related STEM vocabulary, problem solving, critical thinking, higher-order questions, growth mindset are integrated within the curriculum to help build a strong foundation in the development of the development of the student's 21st century skills.
Early Childhood Education:	The Garfield E. C. Program is a State-funded program (6 hour day-185 day) for all eligible three & four-year old students. The Garfield E. C. Learning Center is composed of general education and Applied Analysis (ABA) classrooms which follow the NJ Dept. of Ed. Preschool Program Implementation Guidelines and include all the major elements essential in the implementation of an intensive, high-quality preschool program as described in the NJ Administrative Code.Teachers and assistants are certified and enrollment is limited to 15 students per classroom. The Garfield E.C. Program implements the Teaching Strategies Objectives for Development and Learning which are aligned to the NJ State Preschool Teaching and Learning Standards and the NJ Common Core Standards. The ABA classrooms utilize the Applied Basic Language and Learning Skills Curriculum aligned to the State Preschool Standards. Child-centered classrooms focus on fostering social, emotional, physical and intellectual development.

NJ SCHOOL PERFORMANCE REPORT

GARFIELD EARLY CHILDHOOD LEARNING CENTER
(03-1700-040)
Grades Offered: PK-PK
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

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.

Other Information:	The Garfield Preschool Program follows the following daily schedule: Sign-in/Breakfast; Circle & Story Time; Interest Areas (Center Time): 65 minutes in AM and 65 minutes in PM; Gross Motor Activities: 25 minutes in AM and 20 minutes in PM; Small Group Time:15 minutes and Music & Movement:15 minutes; Lunch: 30 minutes and Nap Time:one hour. Character education, technology and ELL support are infused throughout the day. Fire and school safety drills are conducted on a regular basis. Parent/Guardians receive daily My Day At Preschool communication flyers and are informed and welcomes to attend upcoming events. Parents/Guardians have access to the school's website that is updated monthly by the classroom teachers informing them of current classroom study and classroom activities. All students in the Preschool Program are required to wear the approved Garfield School District uniform.