NJ SCHOOL PERFORMANCE REPORT

GARFIELD PUBLIC PRESCHOOL 3 AT HEADSTART
(03-1700-302)
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	VALERIE STEWART
Address	541 Midland Ave Garfield, NJ 07026
Phone Number	(973)772-0016
Email Address	VSTEWART@GBOE.ORG
Website	http://gppa3.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	98	97	101
Total	98	97	101

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	53.1%	52.6%	46.5%
Male	46.9%	47.4%	53.5%
Economically Disadvantaged Students	64.3%	60.8%	61.4%
Students with Disabilities	1.0%	0.0%	1.0%
English Learners	0.0%	0.0%	0.0%
Homeless Students		1.0%	1.0%
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	46.9%	44.3%	44.6%
Hispanic	37.8%	40.2%	39.6%
Black or African American	9.2%	7.2%	9.9%
Asian	4.1%	7.2%	4.0%
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	2.0%	1.0%	2.0%

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	98	97	101

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	41.6%
Spanish	18.8%
Polish	10.9%
Arabic	5.0%
Albanian	4.0%
Other Languages	19.8%

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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.

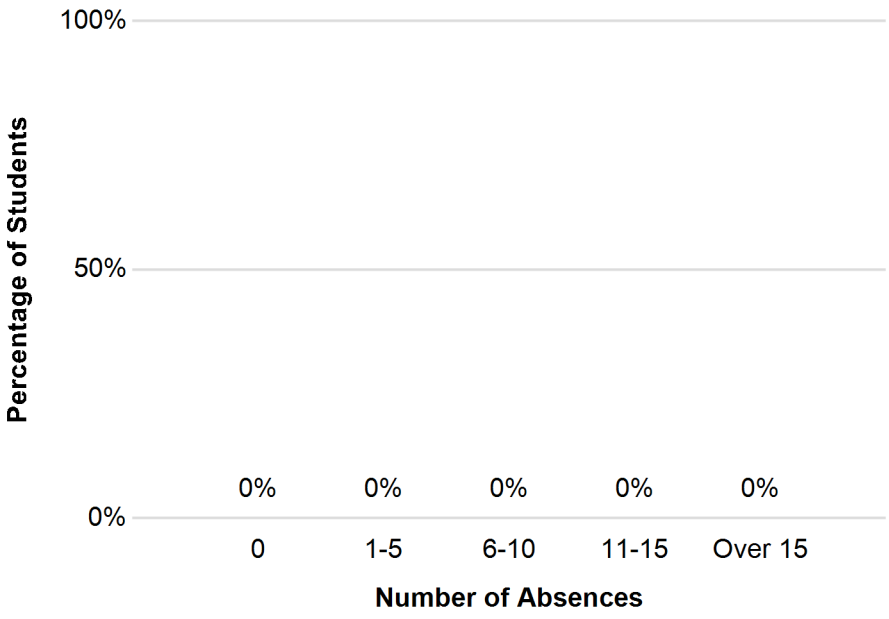
Chronic Absenteeism

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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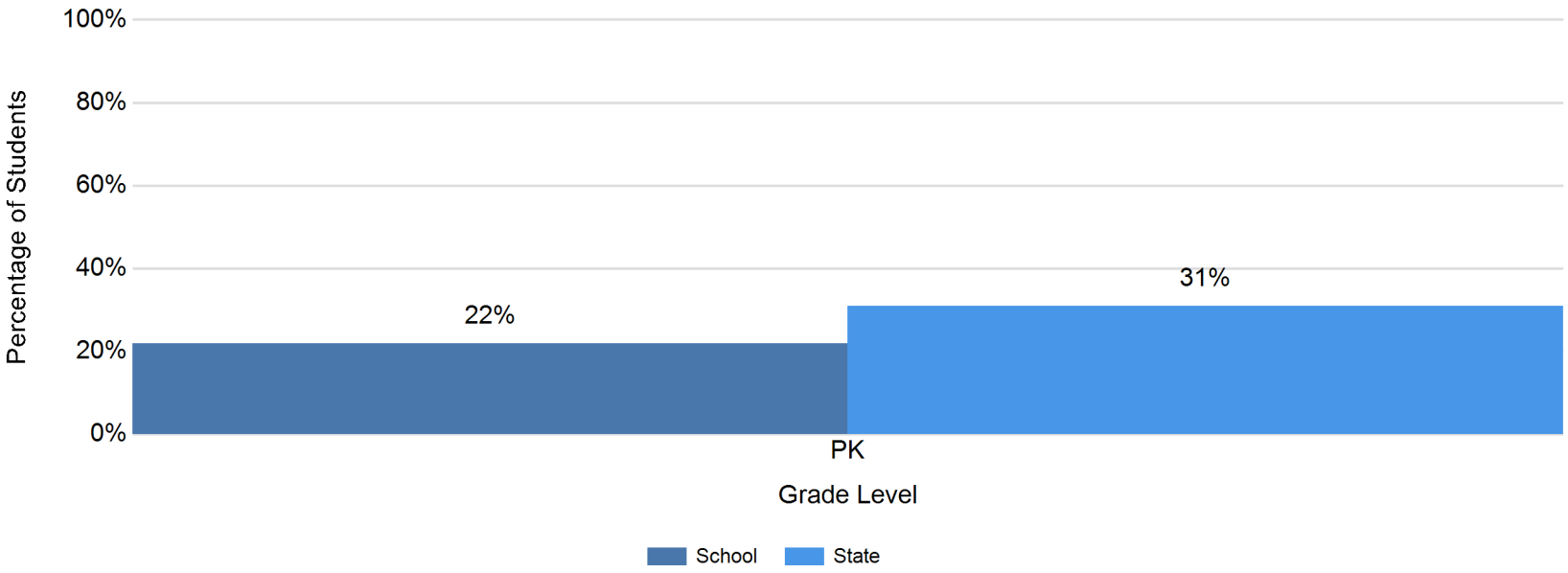
Chronic Absenteeism by Grade

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	N
Typical End Time	N
Length of School Day	N
Full Time - Instructional Time	5 Hrs 45 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	9	117,464
Average years experience in public schools	9.6	12.0
Average years experience in district	9.6	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	101:1	128:1
Teachers to Administrators	9:1	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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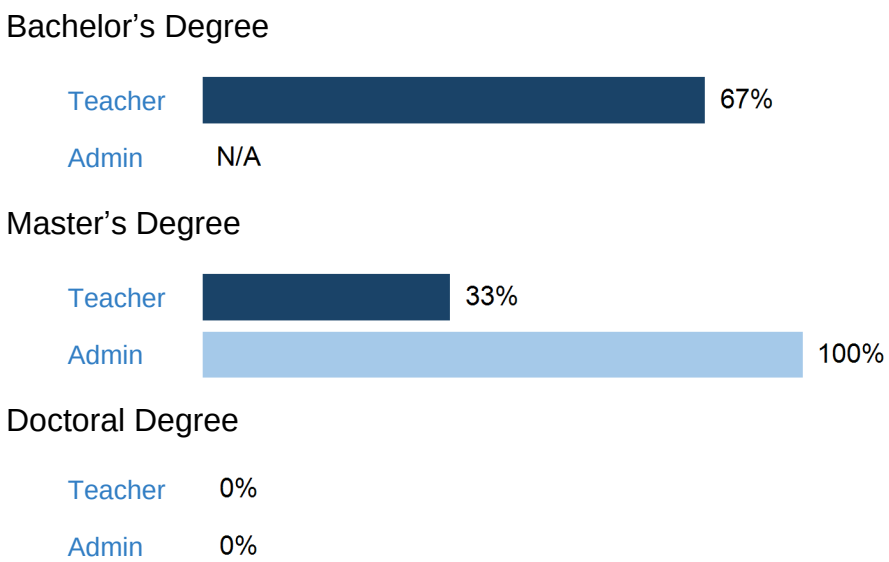
Teachers and Administrators - Level of Education

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	97.4%

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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	88.9%	100.0%
Male	11.1%	0.0%
White	88.9%	100.0%
Hispanic	11.1%	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:	• Provided teachers with embedded coaching to enhance student literacy and math experiences. • Instruction is differentiated to meet the needs and strengths of all students based on the review of data in all developmental areas. • Implemented a First Friday program that invited parents into the school community the first Friday of every month to be active participants in their child's learning environment.
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 Garfield Public Preschool Annex 3 was awarded 2017 Bergen County Utility Authority Environmental Awareness Challenge Grant

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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. We also use the Second Step program to foster character Education.

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Before and After School Programs:	Before and After School Program are provided through the YMCA. Students are offered before care services at our GPPA 3 site and aftercare at the YMCA. The YMCA provides bus transportation for students who are enrolled in their program.
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 to address their individualized needs. PLC's are offered by the Master Teacher and topics are selected by the classroom teachers. Common planning periods allow for teacher collaboration on a daily basis.

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Student Supports and Services:	GPPA 3 has a Preschool Intervention and Referral Team (PIRT Social Workers) that provide support and interventions to teachers to address the needs of specific students in their classroom. The PIRT Social Workers work in collaboration with the Master Teacher, Family Workers, and CPIS Social Workers to support our students, staff and families. When necessary, students are referred to the Child Study Team for further evaluation. Students with Disabilities are provided with Speech, OT , and PT when required through IEP or 504.
Student Health and Wellness:	GPPA 3 has a School Nurse that reviews students health records, conducts health screenings, and administers medications when necessary. All screenings are completed no later than October 15th, or within 30 days of the student start date. The School Nurse provides the faculty and staff with necessary professional development when needed. Some examples include epi-pen administration, hand washing, tooth brushing, etc.
Parent and Community Involvement:	The Preschool Community and Parent Involvement Specialist (CPIS) Social Worker oversee the family component of our preschool program. They administer the family needs assessments, plan family involvement activities, and coordinate with the community at large in order to support to our families. They offer quarterly parent workshops and host parenting groups that are identified in the needs assessment. The CPIS SW also works in collaboration with the Head Start Family Workers to ensure the needs of our families are being met.

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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 Improvement Panel (ScIP), the School Safety Team and the Preschool administration. Adjustments to our programming and additional professional development is made available when necessary.
Facilities:	GPPA 3 is a leased two story facility that houses seven preschool classrooms. All classrooms are located on the first floor. The second floor houses administrative offices, social worker/master teacher office space and a teacher's room. The Principal's office, Nurses Suite and Main Office are all located on the first floor.Each classroom is a bright and airy environment that is separated into interest areas. Every classroom has a bathroom with child sized sinks and toilets for students to use independently. In some cases, the bathroom is shared with a connecting classroom.
School Safety:	GPPA 3 has one security guard who is located at the main entrance. The School Safety Team meets quarterly to review safety plans, address any building concerns and to review data from parent surveys.

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Technology and STEM:	All classrooms are equipped with Smart Boards, two desktop computers and an iPad. We are currently in the process of replacing the Smart Boards with flat panels, in an attempt to keep up with the changes in technology. It is our hope that all classrooms will be outfitted with new flat panels by the end of the 2018-2019 school year.
Early Childhood Education:	Our Early Childhood Program, promotes student growth through play and by providing students with opportunities to explore the environment in a safe and nurturing environment. We pride ourselves in providing students with an engaging curriculum and a second home. Classrooms are arranged in interest areas to help promote purposeful play. Small children learn through an engaging environment that is print rich and materials that will enhance their cognitive skills. Our Early Childhood Supervisor provides the preschool with support and guidance to enhance our program.