NJ SCHOOL PERFORMANCE REPORT

AUGUSTA PRESCHOOL ACADEMY
(13-2330-071)
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	ESSEX
District	IRVINGTON TOWNSHIP
Principal Name	MS. GORDON
Address	97 AUGUSTA STREET IRVINGTON, NJ 07111
Phone Number	(973)399-6868
Email Address	RGORDON@IRVINGTON.K12.NJ.US
Website	https://irvington.k12.nj.us/schools/augusta-preschool-academy/
Twitter	https://twitter.com/IrvingtonPSD

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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	323	340	318
Total	323	340	318

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	48.0%	49.4%	50.6%
Male	52.0%	50.6%	49.4%
Economically Disadvantaged Students	81.7%	78.5%	68.9%
Students with Disabilities	13.6%	8.5%	10.1%
English Learners	24.1%	31.8%	13.8%
Homeless Students		0.0%	0.3%
Students in Foster Care		0.9%	1.6%
Military-Connected Students		0.3%	0.3%
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	2.2%	0.6%	1.9%
Hispanic	11.5%	15.9%	19.2%
Black or African American	84.5%	81.5%	76.4%
Asian	0.3%	0.6%	0.0%
Native Hawaiian or Pacific Islander	0.3%	0.0%	0.3%
American Indian or Alaska Native	0.0%	0.3%	0.3%
Two or More Races	1.2%	1.2%	1.9%

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	323	340	318

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	77.0%
Spanish	13.8%
Haitian	6.3%
Other Languages	2.8%

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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.

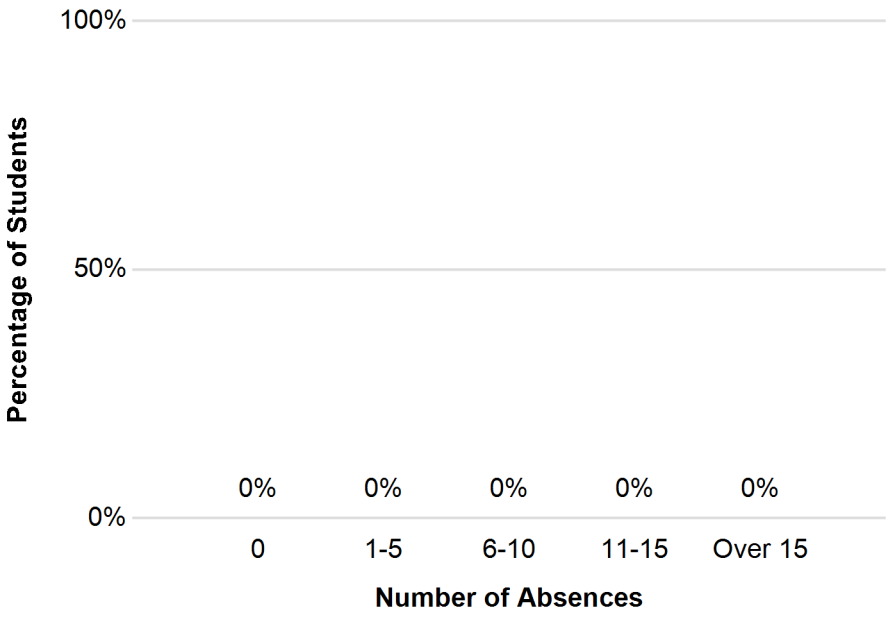
Chronic Absenteeism

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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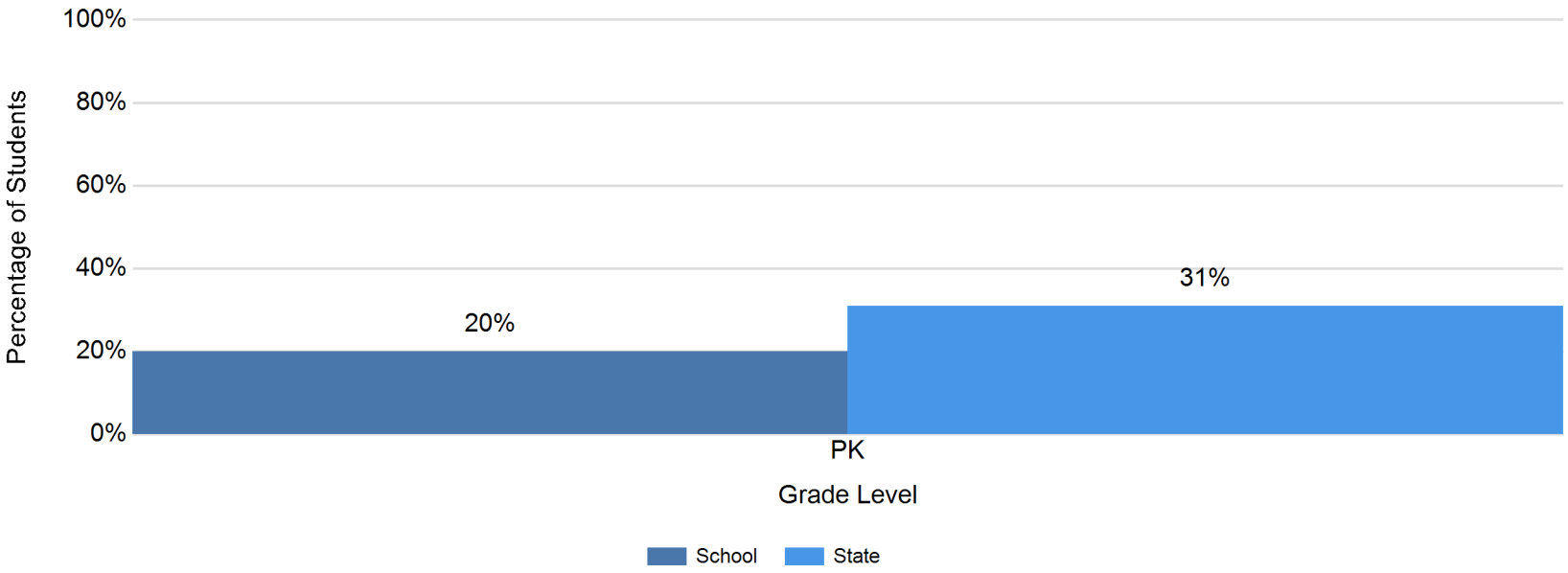
Chronic Absenteeism by Grade

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	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	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	8:25 AM
Typical End Time	3:05 PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	5 Hrs 26 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)	$1,212	$16,255	$17,467

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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	7.8	12.0
Average years experience in district	6.3	10.7
Teachers in district for 4 or more years	58.3%	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	37	9,374
Average years experience in public schools	14.4	16.0
Average years experience in district	9.5	12.0
Administrators in district for 4 or more years	64.9%	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	13:1	15:1
Students to Administrators	318:1	208:1
Teachers to Administrators	24:1	14:1
Students to Librarians/Media Specialists		701:1
Students to Nurses		514:1
Students to Counselors		350:1
Students to Child Study Team		234:1

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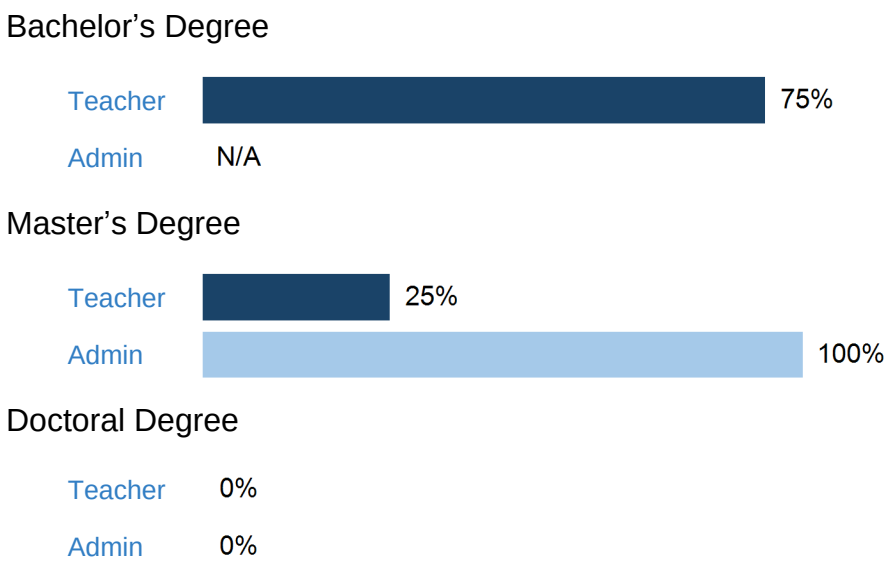
Teachers and Administrators - Level of Education

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	87.3%	90.2%
2016-17 Administrators: Same district 2017-18	83.8%	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	98.9%

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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	79.2%	100.0%
Male	20.8%	0.0%
White	25.0%	0.0%
Hispanic	4.2%	0.0%
Black or African American	66.7%	100.0%
Asian	0.0%	0.0%
American Indian or Alaska Native	4.2%	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:	• Our annual Celebrity Read program has been instrumental in bringing our parents and community together as one large family unit. Augusta looks forward to a visit from The Cat in the Hat each year. • Multicultural evening programs are always attended in significant volumes, such as Spanish Heritage and Black History Celebrations. Families are encouraged to come out for an evening of fun. • Augusta Academy's staff beautifies the school by decorating monthly bulletin boards around the school with high quality student work. Every month each classroom door reflects a specific theme.
Mission, Vision, Theme:	Augusta is an outstanding inclusive educational community that is committed to maximizing the development of the "whole child" through developmentally appropriate practices. The mission of Augusta Preschool Academy is to improve the academic achievement of our learners through a combination of critical thinking and life skills. Our goal is to lay the groundwork for a solid educational foundation by developing the child physically, emotionally, socially, and intellectually.
Awards, Recognition, Accomplishments:	The PTA presents perfect attendance awards to students each month from each class at the monthly PTA meeting. The PTA acknowledges the accomplishments of our teachers during Teacher/Staff Appreciation Week by providing a luncheon and gifts. The PTA also recognizes the Teacher of the Year and the Support Staff of the Year. Augusta's Annual Paraprofessional Appreciation Day is celebrated in February. Augusta's School Leadership Council conducts volunteer trainings for paraprofessionals to learn and understand the value of classroom support. All participants receive a certificate for participating in trainings that enhance learning in social and academic outcomes.

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Courses, Curriculum, Instruction:	Augusta offers a full day, six-hour comprehensive program. Through the Creative Curriculum and My Math programs, students participate in individual, small-group and large-group activities. We provide a language-rich environment that promotes children's early literacy skills, daily read-aloud of high-quality children's literature to develop a love of reading, and shared writing experiences that give children the ability to identify and use letters and words to expand their vocabulary.

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Before and After School Programs:	Before and after care services are offered at Augusta Preschool through the Stepping Stone Child Development Center, an outsourced service provider, between the hours of 7:30 a.m. – 9:05 a.m. and 2:50 p.m. until 5:30 p.m. Breakfast and hearty afternoon snacks are provided to students. Parents who enroll their children in the aftercare program never have to worry about making arrangements for early pickup when the school calendar calls for In-Service half-day sessions.
Staff and Professional Learning:	Professional development is focused around four District initiatives: Higher-Order Thinking, Student Engagement, Feedback, and Rigorous Instruction. To this end, teachers have received professional development in Bloom's Taxonomy, Kagan cooperative learning, targeted feedback on student work, Sheltered Instruction Observation Protocol, small group instruction, and differentiated instruction.

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Student Supports and Services:	Support systems are in place to assist students to become college and career ready. These services include ESL/bilingual programs, inclusion support, an outstanding autistic program, formative assessments to monitor student progress, Preschool Intervention Referral Services (PIRT), and school-based counseling services provided by a licensed clinical social worker and a registered nurse.
Student Health and Wellness:	Student Health and Wellness activities are promoted at Augusta Preschool Academy in a variety of ways. Students participate in gross motor activities for 45 minutes each day. A Breast Cancer Awareness Walk and a Hispanic Heritage Celebration Dance are held for staff, parents and students. Formal handwashing instruction is conducted in each classroom to prevent the spread of infection and disease. Various activities occur during Wellness Week. Examples of activities include a Pep Rally and dancing with Chuck E. Cheese and Breast and Colon Cancer walks. Also during Wellness Week, we dance every day at 2:00 PM to promote and maintain an active and healthy environment. Everyone in the entire building participates. On October 31, we host our Harvest Parade. Healthy Lifestyle Posters are displayed throughout the entire building. In addition, we participate in ongoing Red Ribbon Week activities that include information about healthy lifestyle eating, exercising, and dangerous substances.
Parent and Community Involvement:	Augusta Preschool Academy parents are encouraged to participate in the school community through our PTA, Parent Advisory Council, and other outreach activities. One of our ultimate goals and purpose in bringing programs like Celebrity Read into our school is to improve childhood literacy. The Irvington Fire Department conducts annual presentations on fire safety. The Father/Daughter and Mother/Son dances are always attended in great volumes. Our families love to dress-up, dance, and fellowship. The school offers monthly assemblies to showcase the students accomplishments through songs, dances, and readings; parents and community are invited. Augusta Preschool Academy parents are encouraged to participate in the annual field day event that is held the first Friday in June. Parents are encouraged to attend our annual Chuck E. Cheese Family Event that is held in the fall and spring.

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Climate Surveys:	Who is surveyed: Parents Parents are given surveys in the fall and spring, which help staff and administration to determine goals, objectives, and needs of the school. These surveys are available online. Parents are provided with a Teaching Strategies Gold Home Language Survey, which helps determine the English language learner's status for assessment and ongoing support.
Facilities:	Augusta Preschool Academy is the only public school of its kind in the Township of Irvington that is exclusively dedicated to 3 and 4-year-old students. The school first opened its doors in September of 2007. It is a beautiful state-of-the-art early childhood facility equipped with an All Purpose Room, an outside play area for gross motor activities, large panoramic windows, lovely landscaped gardens, central air conditioning and heating, and technologically advanced classrooms.
School Safety:	A school safety and climate committee is very active in the school. Monthly emergency drills are conducted. In addition to the physical safety of our school, the following events and programs support the mission of our school climate goals: National Suicide Awareness and Prevention Week; September 11th/A Day of Remembrance that focuses on bringing our school community together by recognizing the contributions of our fallen heroes; Week of Respect; School Violence Awareness Week; and Red Ribbon Week. Augusta also offers monthly parent workshops such as: Bully Prevention and the Preschooler, Safety Matters, Childhood Lead Poisoning Prevention and the like. As we move further throughout the year, Augusta facilitates activities such as No Name- Calling Week followed by'Mix It Up at Lunch Week. Our activities are all aimed at promoting a positive school climate through anti-bullying, conflict resolution, and positive behavior support initiatives.

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Technology and STEM:	The school provides Chromebooks for the students to enhance literacy with the support of technology. We continue to use Imagine Learning software and preschool developmentally appropriate websites. Each classroom is outfitted with Smartboard Technology to enhance teachers' lessons and promote student engagement. We are very excited to be able to offer the Imagine Learning Program to our English Language Learners. The Imagine Learning Program provides native language support to students. It places students on an individualized learning path which adjusts according to their level.
Early Childhood Education:	Augusta Preschool Academy works in conjunction with the Early Childhood department to provide a high-quality preschool education.

NJ SCHOOL PERFORMANCE REPORT

AUGUSTA PRESCHOOL ACADEMY
(13-2330-071)
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:	Augusta Preschool Academy's vision is to become an outstanding inclusive educational community that is committed to maximizing the development of the "whole child" through developmentally appropriate practices that will instill a love of learning and future academic success for all students. Augusta Preschool Academy also offers special programs for English Language Learners, inclusion and autistic students. The Academy believes learning in early childhood must be active and interactive. The Imagine Learning program was introduced to our English Language Learners during 2016-2017 school year and continues to be a great support for our young scholars. We continue to use Applied Behavior Analysis (ABA) in our autistic program. Our trained professionals incorporate these techniques to assist our learners in acquiring many different skills including listening, reading, and conversing. As a school, we are acutely aware that we cannot accomplish the task of educating our young students alone. Thus, we are committed to building an ever-stronger village that will support the needs of each learner and challenge each student to learn and grow at his/her optimal rate. Additional services are available to parents of Augusta Preschool Academy which include: the Preschool Intervention Referral Team (PIRT), a Child Study Team that strictly services the preschool population and a Parent Involvement Specialist who provides support and resources to preschool parents. Class sizes are small with no more than 15 students in each classroom. Highly qualified teachers and paraprofessionals are in every classroom. Children are offered many opportunities to choose among the variety of developmentally appropriate activities, which are problem-based and open-ended. The curriculum balances children-initiated and teacher-directed activities to ensure Kindergarten readiness and overall academic success.