NJ SCHOOL PERFORMANCE REPORT

GODWIN ELEMENTARY SCHOOL
(03-3170-300)
Grades Offered: PK-02
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	MIDLAND PARK BORO
Principal Name	MS. BACHE
Address	41 E. CENTER STREET MIDLAND PARK, NJ 07432
Phone Number	(201)445-5350
Email Address	DBACHE@MPSNJ.ORG
Website	https://godwin.mpsnj.org
Twitter	https://twitter.com/daniellebache

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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	24	34	40
KG	68	70	74
1	64	67	70
2	75	65	71
Total	231	237	255

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	46.3%	46.0%	46.3%
Male	53.7%	54.0%	53.7%
Economically Disadvantaged Students	2.2%	3.4%	2.4%
Students with Disabilities	14.3%	18.1%	22.0%
English Learners	0.9%	1.3%	1.2%
Homeless Students		0.0%	0.0%
Students in Foster Care		0.4%	0.4%
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	84.0%	80.6%	77.6%
Hispanic	11.7%	14.3%	16.9%
Black or African American	0.0%	0.8%	0.8%
Asian	2.2%	1.7%	1.2%
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	2.2%	2.5%	3.5%

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	24	34	34
PK - Full Day	0	0	6
KG - Half Day	0	0	0
KG - Full Day	68	70	74

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	98.8%
Other Languages	1.2%

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English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Expected growth is based on the student's initial level of English Language Proficiency during the 2016-17 school year and the number of years the student has been enrolled in the district. This table also shows the school's 2017-18 ESSA accountability target and whether the target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2017-18 Target	Met Target?
Schoolwide/English Learners	*	*	*

English Language Proficiency Test - Participation and Performance

This table shows, by years in district, the number of English learner students taking the ACCESS for ELLs 2.0 Assessment for English language proficiency and the percentage of students tested that received an overall score of 4.5 or above. Students must receive a score of 4.5 or higher to be considered for proficient status.

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	*	*	*
3-4	N	N	N
5 or more	N	N	N

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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations.

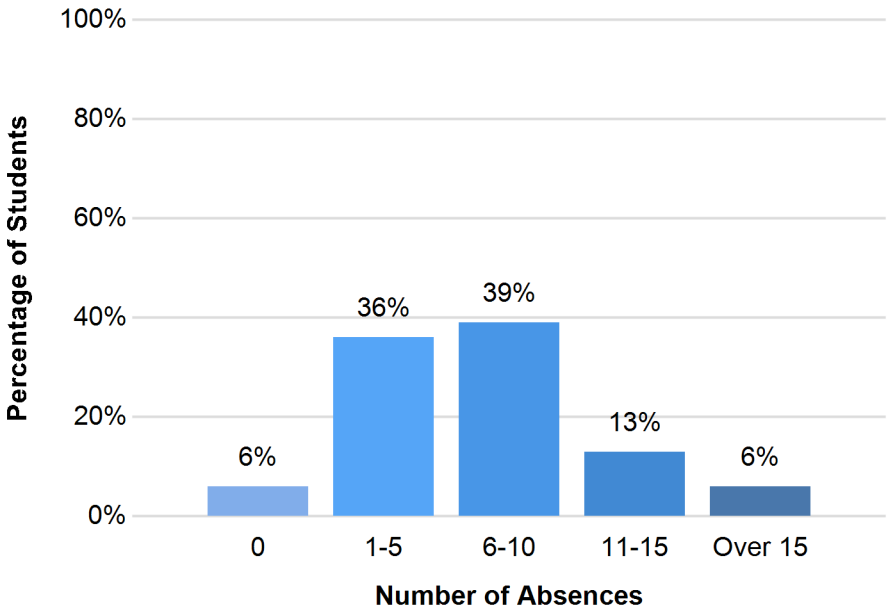
Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").

Student Group	Number of students chronically absent	Percent of students chronically absent	State Average	Met State Average
Schoolwide	8	3.8	10.2	Met
White	6	3.6	10.2	Met
Hispanic	2	6.7	10.2	Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	0	0	**	**
Economically Disadvantaged Students	*	*	**	**
Students with Disabilities	2	6.1	10.2	Met
English Learners	*	*	**	**

Days Absent

This graph shows the percentage of K-12 students by the number of days they were absent during the school year.



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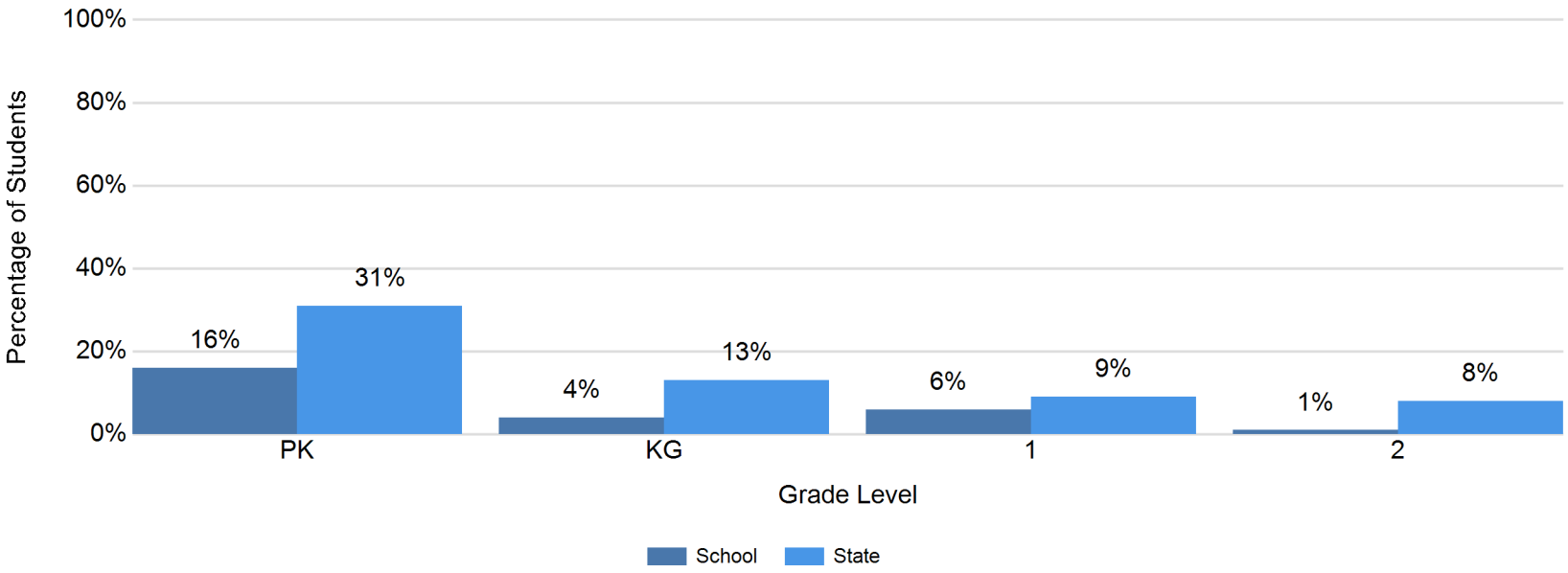
Chronic Absenteeism by Grade

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



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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. As such, comparing this year's report to previous years' data can lead to inaccurate conclusions in many reporting categories. As such, the 2017-18 report should be considered a baseline year.

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents row provides an unduplicated count of incidents. The last row shows the rate of incidents for every 100 students enrolled.

Incident Type	Number of Incidents
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	1
Incidents Per 100 Students Enrolled	0.39

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)	1
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	1	1	2
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	8:15 AM
Typical End Time	2:50 PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	5 Hrs 45 Mins
Shared Time - Instructional Time	3 Hrs. 30 Mins.

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)	$424	$19,454	$19,878

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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	10.8	12.0
Average years experience in district	9.0	10.7
Teachers in district for 4 or more years	66.7%	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	10	9,374
Average years experience in public schools	15.5	16.0
Average years experience in district	8.1	12.0
Administrators in district for 4 or more years	70.0%	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	9:1
Students to Administrators	255:1	94:1
Teachers to Administrators	24:1	11:1
Students to Librarians/Media Specialists		314:1
Students to Nurses		314:1
Students to Counselors		314:1
Students to Child Study Team		189:1

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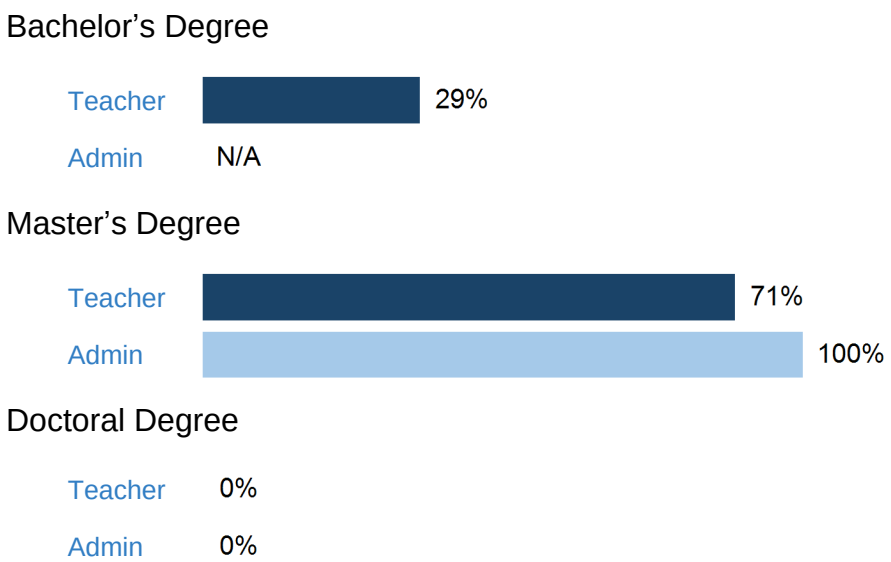
Teachers and Administrators - Level of Education

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	87.7%	90.2%
2016-17 Administrators: Same district 2017-18	81.8%	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	95.7%

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Teachers and Administrators – Demographics

This table shows the percentage of teachers and administrators by gender and by racial and ethnic group.

Category	Teachers	Administrators
Female	87.5%	100.0%
Male	12.5%	0.0%
White	95.8%	100.0%
Hispanic	4.2%	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:	• Formative Assessment Platform includes use of edConnect for Benchmark testing and instructional improvements. • Implementation of the 7 Mindsets to promote Social Emotional Learning and Mindfulness. • Collaborative Teaching Model in special education & with the BCSS Hearing Impaired Program.
Mission, Vision, Theme:	Godwin School's mission is to provide learners with the necessary foundational skills to be successful in school and life. The goal is for students to transfer the skills learned and apply them to new opportunities and learning how to develop proper work habits. The curriculum is at the forefront of teaching and we weave life long learning skills into the academic day through opportunities to discover, create, explore and make connections.

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Courses, Curriculum, Instruction:	Preschool-Creative Curriculum; Preschool disabled-ABA, ABLLS; K-2nd grade: Lucy Calkins Readers and Writers Workshop; Houghton Mifflin Go Math 2012; Next Generation Science Standards (Discovery Education Tech Book Online); Social Studies; Handwriting Without Tears; Orton Gillingham; LLI Reading; Wilson Fundations; Sonday System; Second Step Program. Inclusive Enrichment opportunities in grades K-2. Homework assigned Mon-Thurs approx 15-20 min. a night.
Clubs and Activities:	Second grade students serve on our Student Council and are nominated by their teachers and selected by the principal. Students assist in planning student activities, fundraisiers, and spirit days.

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Before and After School Programs:	The Midland Park Continuing Education runs the Before and After Care Program for students in grades K-6. Students may arrive at school as early as 7:00am and depart as late as 6:00pm. Through the Continuing Education After Care Program, students may sign up for Mad Science, Chef It Up, and Woodworking.
Staff and Professional Learning:	The staff is in year 1 of Readers Workshop Professional Development, including coaching, mini-courses, and grade level trainings. Ten meetings were scheduled for the school year to unpack each reading unit, plan mini-lessons, create resources and discuss progress. Weekly meetings provide time for the staff to create word study and grammar lessons using a variety of resources from Fundations to Fountas and Pinnell. The SEL program the 7 Mindsets is also being implemented at grades K-2 to educate our students on the CASAL competencies and Mindfulness. Staff is being trained in-house using the Educator Training Courses to understand the principles driving the program and to gain a better understanding of their own mindset.

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Student Supports and Services:	ELL students receive instruction weekly and benefit from Rosetta Stone, Raz-Kids, and IXL. Students with disabilities benefit from collaborative classrooms for all subjects; resource rooms for reading, writing, and math; and self contained classrooms for all subjects with opportunities to push in. Integrated Pre-K and self contained pre-K are available. OT, PT, Speech, Counseling services are also available. I&RS and 504 teams meet regularly to assist students and teachers in need and make referrals to the Basic Skills Instruction Program when applicable. Basic Skills Instruction is offered in reading and math and meet two to three times per week for intervention. The reading program uses Fundations and Leveled Literacy Intervention to support the students.
Student Health and Wellness:	Students in K-2nd grade receive instruction in health and physical education weekly from a certified instructor. The PE teacher organizes Jump Rope or Heart and Field Day annually and the PTA sponsors a Walkathon. Students also have a health and wellness period weekly focusing on SEL and the 7 Mindsets instructed by the classroom teacher. Students will be taught how to be in the moment and present with their mind, their thoughts, and the environment around them. The 7 Mindsets course is an age-appropriate overview of the 7 Mindsets for elementary students. The course is primarily instructor-led but requires extensive student participation. The course uses developmentally-appropriate games, activities, and videos to create an understanding of the four learning objectives contained within each lesson.
Parent and Community Involvement:	The Godwin School has an extremely active and supportive PTA that helps organize fundraisers and events in the school, such as the book fair, talent show, Harvest Festival, Movie night, etc. The PTA has donated thousands of dollars in teachers and administrative grants over the past half decade. The Godwin School also works closely with the MPPEF, which raises funds for large projects, such as the Access for All Technology Grant and Flexible Seating.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students The School Climate Survey is administered every spring & is authored by our consultant Dr. Paula Rodriquez Rust. She analyzes the results & provides the district with a comprehensive report. The results are used by the School Climate Team to create an Action Plan for the next school year. Dr. Rust presents her findings at a community presentation alongside our attorney. The survey shows a decrease in teasing and exclusion and an increase in the number of good friends students have.
Facilities:	Godwin School was built in 1954. Windows with built-in blinds were installed this year and doors will be replaced next year. The Main and Principal's Office will be relocated to allow for a man trap when accessing the building. The nurse's office will be relocated to the first floor to allow for more visibility and easier access for the young population. In the past 5 years, the heating and ventilation system were updated, new tile floors were installed and window air conditioners are in every room. All Purpose Room upgrade: pads on walls, Mondo floor, drapes and stage curtain help to enhance the overall appearance of the room. We are a school within a school, in 1998 BCSS built an addition for the hearing impaired program.
School Safety:	To enhance school safety, a man trap was built in the Main Office for all visitors. Every classroom is equipped with a telephone and interior door locking system. The district uses Share 911 to notify employees via cell phone and/or email of emergencies. Eastern DataComm installed a push button notification system for a Lockdown, Evacuation and Shelter in Place that is linked to the Police Department.

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Technology and STEM:	Classroom teachers use SmartBoards for daily instruction and iPads for individual practice. Grade 2 is 1:1 and uses the iPads for Spelling City, Raz-Kids, and IXL during instruction. Students create authentic projects and publish them using the iPads. Discovery Education TechBook Online is used to supplement the science curriculum and provides STEM based activities for student engagement. Mystery Science also provides hands-on experiments aligned to the curriculum.

NJ SCHOOL PERFORMANCE REPORT

GODWIN ELEMENTARY SCHOOL
(03-3170-300)
Grades Offered: PK-02
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 Godwin School recognizes students each month during Spirit Assemblies for following the traits of their school motto Godwin PRIDE. Pride stands for Personal Best, Respect and Responsibility, I Can make A Difference, Dream Big and Educational Excellence. Students strive each month to exhibit these traits throughout the school day and during interactions with peers. The Godwin PRIDE motto has given our teachers areas to focus on during class discussions, while addressing student behavior and to motivate students. The Godwin School is proud to follow the collaborative special education model. At each grade level, there is a collaborative class taught by a general education teacher and a special education teacher. There is also a collaborative hearing-impaired class at every grade level taught by a general education teacher and a teacher of the deaf. Student needs are met through inclusion, resource room, and basic skills classes to assist them in reaching grade level expectations. We offer two half day integrated pre-school classes, as well as a full day ABA pre-school class. Students have the opportunity to transition to the LLD K-2 class or mainstream in the collaborative kindergarten.