NJ SCHOOL PERFORMANCE REPORT

LINDENWOLD PRESCHOOL BUILDING
(07-2670-300)
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	CAMDEN
District	LINDENWOLD BORO
Principal Name	MRS. MARTINEZ-PREYOR
Address	100 SOUTH AVENUE LINDENWOLD, NJ 08021
Phone Number	(856)784-4071
Email Address	SMARTINEZ-PREYOR@LINDENWOLD.K12.NJ.US
Website	http://www.prek.lindenwold.k12.nj.us/

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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	170	169	177
Total	170	169	177

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	45.3%	53.3%	51.4%
Male	54.7%	46.7%	48.6%
Economically Disadvantaged Students	83.5%	81.7%	79.1%
Students with Disabilities	24.7%	23.7%	27.1%
English Learners	0.0%	0.0%	0.0%
Homeless Students		5.9%	4.5%
Students in Foster Care		0.6%	0.6%
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	17.1%	8.9%	11.9%
Hispanic	57.1%	58.0%	51.4%
Black or African American	21.2%	29.0%	33.9%
Asian	1.8%	2.4%	2.3%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	2.9%	1.8%	0.6%

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	170	169	177

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	62.1%
Spanish	37.9%

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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.

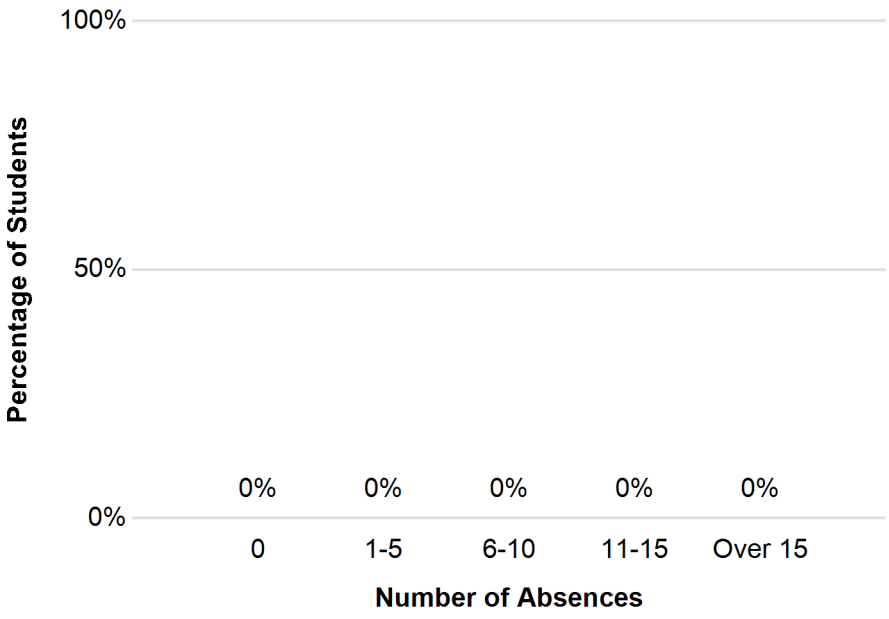
Chronic Absenteeism

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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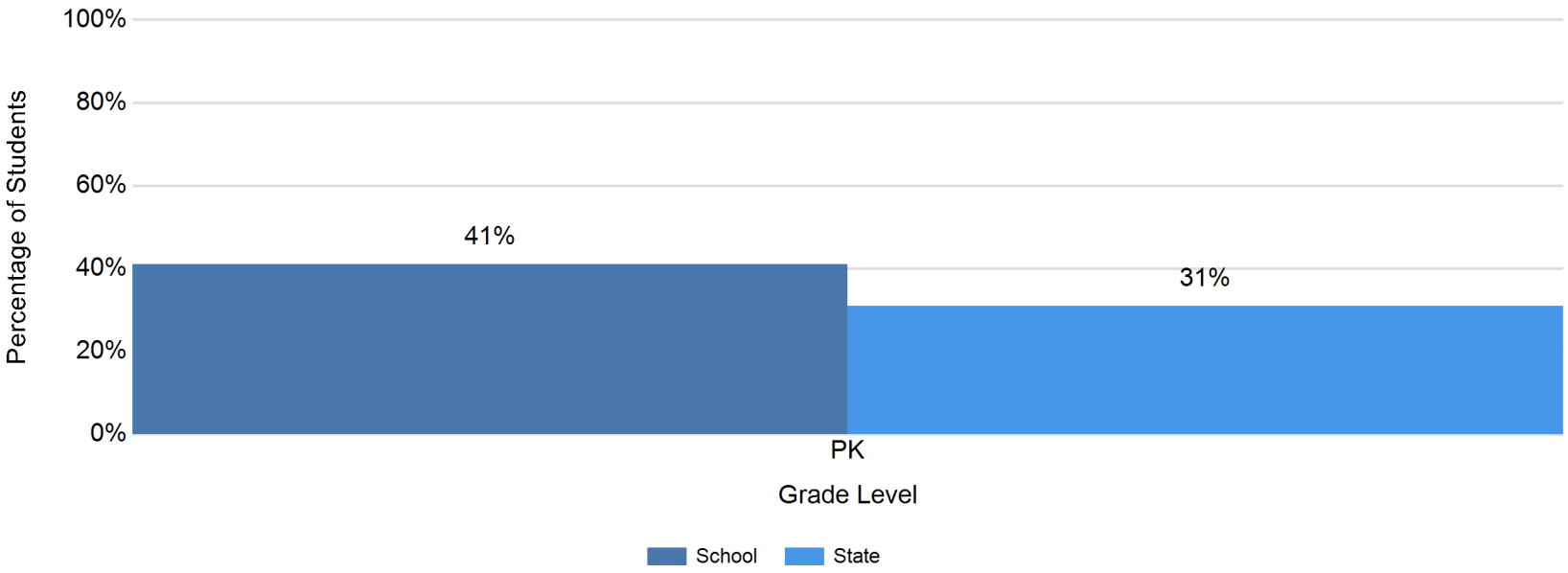
Chronic Absenteeism by Grade

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	9:15 AM
Typical End Time	3:50 PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	6 Hrs 0 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)	$1,185	$12,426	$13,611

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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	13	117,464
Average years experience in public schools	9.2	12.0
Average years experience in district	5.6	10.7
Teachers in district for 4 or more years	30.8%	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	19	9,374
Average years experience in public schools	16.3	16.0
Average years experience in district	10.1	12.0
Administrators in district for 4 or more years	78.9%	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	14:1	11:1
Students to Administrators	177:1	146:1
Teachers to Administrators	13:1	13:1
Students to Librarians/Media Specialists		1387:1
Students to Nurses		555:1
Students to Counselors		396:1
Students to Child Study Team		277:1

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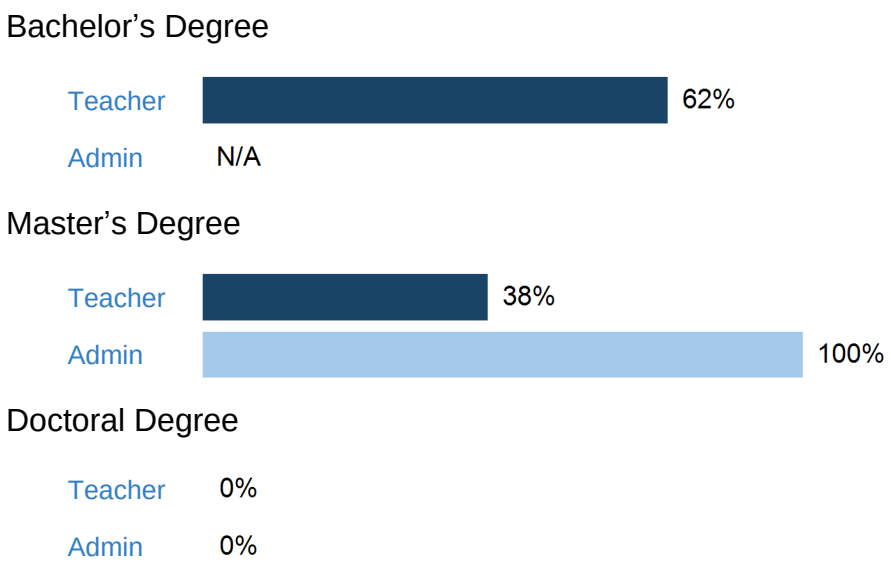
Teachers and Administrators - Level of Education

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	80.5%	90.2%
2016-17 Administrators: Same district 2017-18	80.0%	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	97.0%

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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	84.6%	0.0%
Hispanic	0.0%	0.0%
Black or African American	15.4%	100.0%
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:	• Creative Curriculum is a comprehensive research based tool that features exploration, discovery and play. It helps create an environment that encourages students to be critical thinkers. • Inclusion classrooms are beneficial as they have a Regular and a Special Ed. teacher. It gives special education students the support they need and places them in the least restrictive environment. • Preschool Enrollment was at maximum capacity of 210 students, with an additional 64 students on the waiting.
Mission, Vision, Theme:	The Lindenwold Pre-School Community is committed to preparing all students to meet the New Jersey Student Learning Standards. We employ Creative Curriculum, which is a research based curriculum that is assessed through the Early Childhood Environmental Rating Scale, (ECERS). Our mission is to provide a safe, academically challenging, child-centered environment where all students will solve problems, develop a sense of self-worth, and embrace life-long learning whereby they become productive citizens and members of their community.
Awards, Recognition, Accomplishments:	Lindenwold Preschool is a recipient of an NJDOE Preschool Expansion Grant and is proud to expand its services to the youngest members of the Lindenwold Public Schools.

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Courses, Curriculum, Instruction:	District staff and providers utilize The Creative Curriculum for Preschool. The curriculum puts an emphasis on constructive, purposeful play. The teachers facilitate learning by interacting with students, observing their play and determining the appropriate teaching strategy at the right level of support to extend the student's understanding. Teachers intentionally plan materials and experiences in the indoor and outdoor environment based on curriculum topics of study and assessment data. Academic and social skills are embedded throughout the daily routine through small and large group activities. Student performance is assessed through the Teaching Strategies GOLD platform, anecdotal notes and student portfolios.

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Before and After School Programs:	We have partnered with The YMCA to provide an on-site before and after school care and education program for our students. The program is developmentally appropriate and promotes the social, emotional, physical, and intellectual development of each child. The program serves 3, 4 and 5 year students. It is overseen by the local YMCA and their hours of operation are from 7-9:15 am and 3:45-6 pm.
Staff and Professional Learning:	Professional learning communities facilitated by the Master Teacher are held monthly. These trainings are developed around data that has been collected from our ECERS practices, TS Gold assessment procedures, curriculum based interaction strategies and teacher observations. Other areas of focus are developing strategies for Literacy, Language development and TPOT model for Positive Behavior Supports. The focus areas are identified as areas of weakness and in need of improvement. PLC topics included quality anecdotal notes and GOLD data, analysis of GOLD data for planning, inclusive practices and ECERS data analysis for planning. Staff has ongoing access to Master Teacher observation and feedback for instruction improvement through the use of the reflective cycle.

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Student Supports and Services:	Student Support Services are provided for all preschool students. All information sent home is sent in English and Spanish. Bilingual staff members are utilized to communicate with parents. Classified students are provided with related services Occupational Therapy, Physical Therapy and Speech and Language Services. All classified students are assigned a case manager to support their teacher and oversee the implementation of the Individual Education Plan. Preschool students who are having behavioral, academic, social/emotional or speech concerns are referred to PIRT (preschool intervention and referral team). The team will observe the student, contact the parent, hold meetings with the teacher/parent and make recommendations to help the student to achieve.
Student Health and Wellness:	On an annual basis, our school nurse conducts health screenings which include, height, weight, BMI, blood pressure, vision and hearing tests. When necessary, referrals are made to seek medical attention. Students engage in thirty minutes of outdoor Gross Motor, (PE) daily. Gross motor activities include a jungle gym with slides, tricycles, swings, basketball, hula hoops, and various ball games. There is a free breakfast program that is offered to all students, regardless of their parents income level. Lunch is also provided for students who meet the income requirements. Both food programs are aligned with the Dietary Guidelines for Americans that is published by the USDA Guidelines for Americans, the Nation's go-to source for nutrition advice.
Parent and Community Involvement:	Partnership with families is facilitated in the curriculum through monthly projects sent home for completion as a family. Additionally, parents attend monthly family engagement activities in the classroom. The family engagement committee meets monthly to plan additional events. These events are open to all students and parents and are both fun and educational. Events include movie night, ABC Bingo, multicultural night, and a preschool prom. An interpreter is present at the meetings to meet the needs of our bilingual families. The district works with Booksmiles.org and provides free books to children and their family at family engagement activities and at other events throughout the year.

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Climate Surveys:	Climate survey was completed by our parents
Facilities:	Lindenwold Preschool received a new roof this summer along with the building exterior and gymnasium being repainted. There are twelve classrooms and a main office, along with space for indoor Gross Motor and a cafeteria.
School Safety:	The Lindenwold Public School District takes several measures to ensure staff and students safety. Recently, the school district has added an additional School Resource Officer increasing the number of Officers in the district to two. The two School Resource Officers are shared with five buildings and perform arrival and dismissal security for all buildings. The School district also employs two security officers, in addition to the SRO's. The security officers ensure that all schools are secured when the school day begins and throughout the school day. State of the art camera systems are utilized to ensure safety and security throughout the district. All staff members are educated and updated on best practices involving safety and security procedures. Security officers are stationed at the entrance of each building when students are present. Administration attends annual training on school safety.

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Technology and STEM:	STEM is incorporated into the preschool classroom through the use of HATCH tablets as an option for a learning center each day. The HATCH tablets offer screen based interactive learning games designed to enhance math and literacy skills. Teachers incorporate on-going STEM experiences related to the curriculum study topic through observation and discussion of processes the students encounter in their daily environment.
Early Childhood Education:	Lindenwold Preschool is funded by the PEA and PEAA grants. We have twelve in-district classrooms and we have partnered with the Head Start program to house an additional four classrooms.