NJ SCHOOL PERFORMANCE REPORT

EUGENIO MARIA DE HOSTOS CENTER FOR EARLY CHILDHOOD
(17-5240-145)
Grades Offered: PK-KG
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	HUDSON
District	UNION CITY
Principal Name	MRS. BIRNE
Address	2200 KENNEDY BLVD UNION CITY, NJ 07087
Phone Number	(201)271-2311
Email Address	ABIRNE@UNION-CITY.K12.NJ.US
Website	https://ecc.ucboe.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	195	194	195
KG	110	123	117
Total	305	317	312

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	54.1%	55.5%	52.9%
Male	45.9%	44.5%	47.1%
Economically Disadvantaged Students	57.4%	56.8%	56.7%
Students with Disabilities	3.9%	4.1%	5.4%
English Learners	40.7%	43.8%	47.1%
Homeless Students		0.3%	0.0%
Students in Foster Care		0.3%	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	6.2%	5.4%	5.1%
Hispanic	89.2%	89.3%	89.1%
Black or African American	1.3%	1.9%	3.2%
Asian	3.3%	3.5%	2.6%
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	0.0%	0.0%	0.0%

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	195	194	195
KG - Half Day	0	0	0
KG - Full Day	110	123	117

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	50.6%
Spanish	47.1%
Other Languages	2.2%

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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	12	*	*
3-4	39	*	*
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.

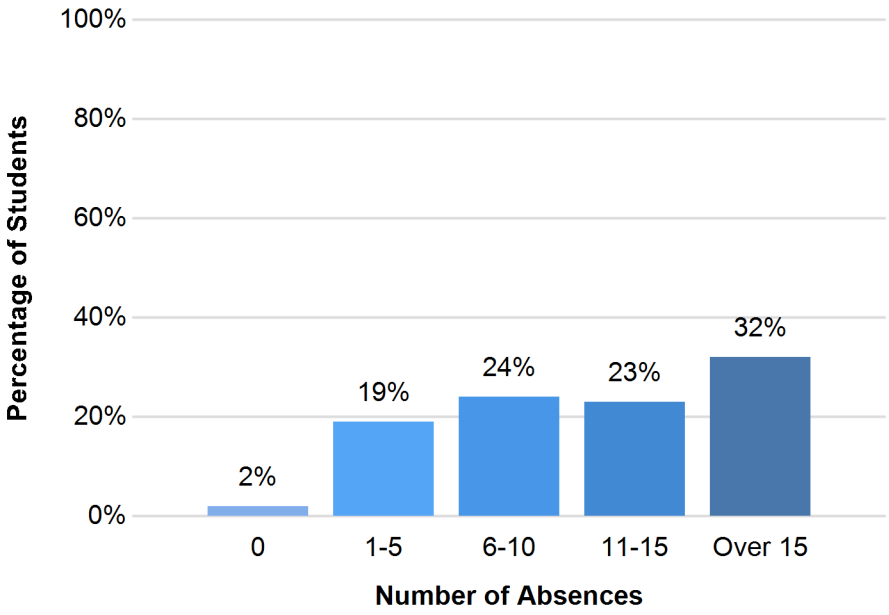
Chronic Absenteeism

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	35	29.9	13.0	Not Met
White	*	*	**	**
Hispanic	35	31.8	13.0	Not Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Economically Disadvantaged Students	30	42.3	13.0	Not Met
Students with Disabilities	*	*	**	**
English Learners	21	39.6	13.0	Not Met

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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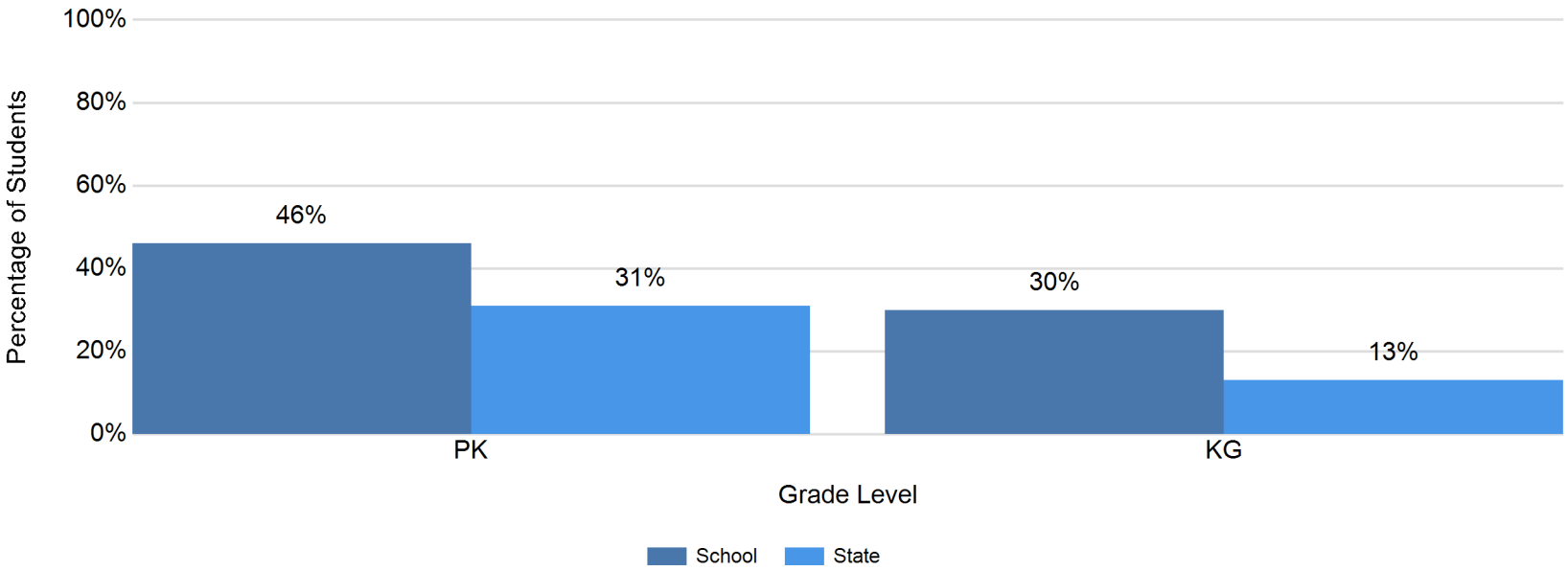
Chronic Absenteeism by Grade

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	8:00 AM
Typical End Time	3:00 PM
Length of School Day	7 Hrs 0 Mins
Full Time - Instructional Time	7 Hrs 0 Mins
Shared Time - Instructional Time	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)	$1,015	$14,981	$15,996

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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	45	117,464
Average years experience in public schools	11.8	12.0
Average years experience in district	11.7	10.7
Teachers in district for 4 or more years	86.7%	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	75	9,374
Average years experience in public schools	23.0	16.0
Average years experience in district	22.7	12.0
Administrators in district for 4 or more years	98.7%	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	7:1	16:1
Students to Administrators	156:1	183:1
Teachers to Administrators	23:1	12:1
Students to Librarians/Media Specialists		13733:1
Students to Nurses		763:1
Students to Counselors		981:1
Students to Child Study Team		254:1

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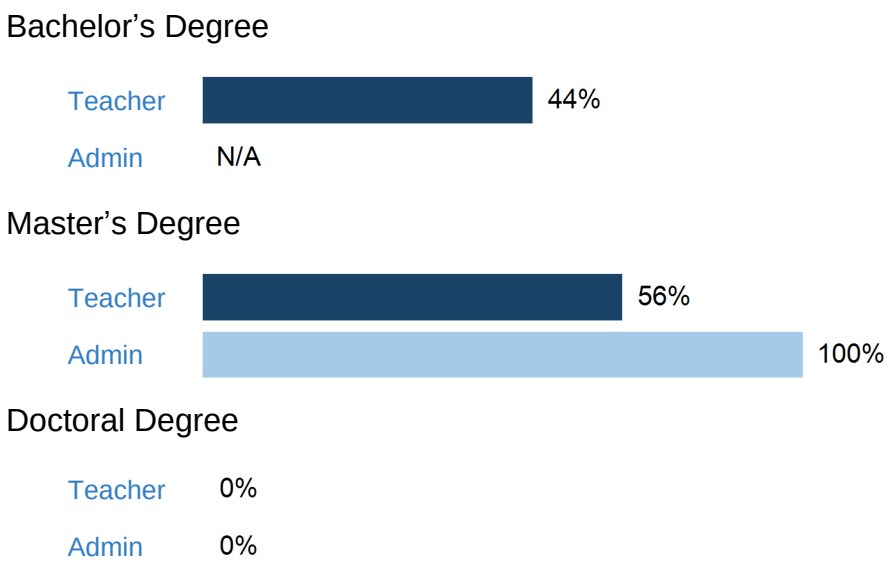
Teachers and Administrators - Level of Education

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	96.1%	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	91.7%

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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	95.6%	100.0%
Male	4.4%	0.0%
White	37.8%	0.0%
Hispanic	55.6%	100.0%
Black or African American	4.4%	0.0%
Asian	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	2.2%	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:	• Continually recognized by the New Jersey Department of Education as a high quality early childhood program. • North Hudson Community Action Corporation provides Pre-K's enrolled in the program with free screenings • Parents play an active role with the school community.
Mission, Vision, Theme:	The district values its commitment to provide the highest quality learning experiences for students. We remain vigilant in our mission to ready each child for a successful fuure in post-secondary environments of college and career, to become productive members of society, and to become effective contributors within the 21st Century. To accomplish this goal, we enact a rigorous, comprehensive standard-driven curriculum for grades PK -12 in which all of the NJSLS are addressed and integrated
Awards, Recognition, Accomplishments:	The Early Childhood Environmental Rating Scale-3 scores for the last 5 years reflect a high quality preschool program. The ECERS-3 average scores for the district continue to be above the statewide average.

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Courses, Curriculum, Instruction:	The Early Childhood Education Program is based on the endorsement of a child centered, holistic philosophy of learning and teaching. Play based activities continue to be an integral part of the program because it fosters the social, emotional, cognitive and physical development of each child. Children's learning is best achieved through the use of hands-on activities, individually or in small groups. This provides children with a wide range of meaningful language and literacy experiences, including authentic assessment, parent involvement, and which encourages the development of cooperative individuals. High quality early childhood programs are the building the foundation of future success in education. This curriculum meets the needs of our children.
Clubs and Activities:	A variety of developmentally appropriate activities are offered to develop children s social and emotional skills; Early Literacy, STEM Science, Technology, Engineering and Math, Art, Physical Education and Music. Both preschool and kindergarten students also receive Mandarin instruction. Every classroom has teacher and or the teacher assistant that speak both English and Spanish. Also, before and after care is provided to students based on income eligibility. A healthy dinner is served for all students participating in the program.

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Staff and Professional Learning:	Professional development is provided through high quality professional learning activities that are aligned with teaching and learning standards, are rich in content, and broaden the knowledge and skills of teaching staff members, administrators, and Educational Support Personnel. These opportunities are sustained and supported through job-embedded coaching, external expert assistance, on and off campus workshops, conferences, and digital online resources. resources.

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Student Supports and Services:	The Special Needs program provides intervention and referral services for students who are experiencing academic, medical, and emotional challenges. The District has an autistic program, multiple handicapped programs, and a life skills program among others. The ELL program enables students to move from their native language to English. All classroom teachers are certified in P-3 and Bilingual/English As A Second Language. The majority of the teachers hold a Masters Degree in Education: MAT. All instructional staff members ensure that the needs of all students are met and achieve the district goals.
Student Health and Wellness:	AAll students are eligible for free breakfast and lunch provided by Chartwells under the Community Eligibility Act. A fullhealthy meal, and a choice of milk. Milk choices include 1% white and skim chocolate. A healthy dinner is also provided tot all students participating in the after school program. Parents notify us if their child has a food related allergies or medical condition.
Parent and Community Involvement:	Student success happens when families, students, educators, and community members work together and focus on the academic, social, and emotional needs of students. Through a relationship-rich environment that is open and flexible, the school's parent liaison and the Community Relations Director facilitate collaborative family/community activities. Parent breakfasts, community nights, and PTO meetings, connect families to the school and community that support student learning and success.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Parents Parental surveys are conducted at the school level. Parents are cooperative and active members of our school community.
Facilities:	ECC meets state code with well-equipped rooms for all subjects. The building is kept in excellent condition by our maintenance department and our security staff keeps our students safe. All staff members are very proud of the building we educate your child in.
School Safety:	All ECC staff participate in school safety and cleaning training. We ensure our school??s expectations to all parents, teachers, and administrators for ECC to be a safe haven of learning and of a high quality learning environment. Also, all staff members are provided with professional development training and resources to help students regarding best practices with discipline, improving attendance bullying prevention, health and safety.

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Technology and STEM:	EEC has participated in STEM professional opportunities for all staff members in order to provide developmentally appropriate activities to all preschool-kindergarten teachers. The curriculum was designed to foster the developmentally learning skills and experiences necessary to help young children succeed in school and in life. The curriculum is comprehensive and challenging and it addresses all areas of development through eight content areas and High Scope's 58 key developmental indicators. Its goal is to ensure that high quality classroom settings are structured around the main components of High/Scope educational approaches. The curriculum also provides specific thematic units and a print rich active learning environment that promotes active learning and language rich adult-child interactions that is offered to al children in the program. Technology and developmentally STEM activities are offered to all students.
Early Childhood Education:	The Union City Early Childhood Program endorses the child-centered, holistic philosophy of learning and teaching. This way of thinking provides children with a wide range of meaningful language and literacy experiences, includes authentic assessment, parent involvement, and encourages the development of cooperative individuals for whom language is a source of increasing empowerment. The early childhood curriculum has been developed to support teachers as theyexpand in knowledge, practice, and commitment to more meaning based approaches. All preschool and pre-kindergarten teachers in-District as well as in the 34 community providers (with the exception of Head Start) use the same Union City Preschool Curriculum. Even though the Union City School District has encouraged for Head Start to use the same Union City curriculum.

NJ SCHOOL PERFORMANCE REPORT

EUGENIO MARIA DE HOSTOS CENTER FOR EARLY CHILDHOOD
(17-5240-145)
Grades Offered: PK-KG
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 Union City Early Childhood Program endorses the child-centered, holistic philosophy of learning and teaching. Thisway of thinking provides children with a wide range of meaningful language and literacy experiences, includes authentic assessment, parent involvement, and encourages the development of cooperative individuals for whom language is a source of increasing empowerment. The early childhood curriculum has been developed to support teachers as they expand in knowledge, practice, and commitment to more meaning based approaches. The program??s mail goal is to support the social, emotional and intellectual development of young children in Union City in a nurturing and secured high quality environment. By continuing to promote opportunities for increasing student enrollment, the Union City's Early Childhood Program continues to make an impact on the quality and consistency of early childhood education. Creating effective outreach recruitment strategies continue to also be an integral part in promoting developmentally appropriate educational practices. Building on these positive trends, the combined efforts of recruitment strategies and community involvement has proven to be very successful in meeting Union City's youngest targeted population.