NJ SCHOOL PERFORMANCE REPORT

WAHLSTROM EARLY CHILDHOOD ACADEMY
(13-1210-210)
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	ESSEX
District	EAST ORANGE
Principal Name	MS. JACKSON
Address	340 PROSPECT STREET EAST ORANGE, NJ 07017
Phone Number	(973)395-1210
Email Address	A.JACKSON@EASTORANGE.K12.NJ.US
Website	http://wahlstrom.eastorange.schoolfusion.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	83	86	101
KG	69	62	77
Total	152	148	178

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	50.7%	49.3%	42.1%
Male	49.3%	50.7%	57.9%
Economically Disadvantaged Students	76.3%	85.1%	82.0%
Students with Disabilities	8.6%	10.8%	11.2%
English Learners	2.6%	2.7%	0.6%
Homeless Students		1.4%	0.0%
Students in Foster Care		1.4%	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	0.7%	0.0%	0.6%
Hispanic	8.6%	8.1%	5.6%
Black or African American	90.8%	91.9%	93.3%
Asian	0.0%	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.0%	0.0%	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	83	86	101
KG - Half Day	0	0	0
KG - Full Day	69	62	77

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	95.5%
Spanish	2.2%
Haitian	1.1%
Other Languages	1.1%

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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	N	N	N

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	N	N	N
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.

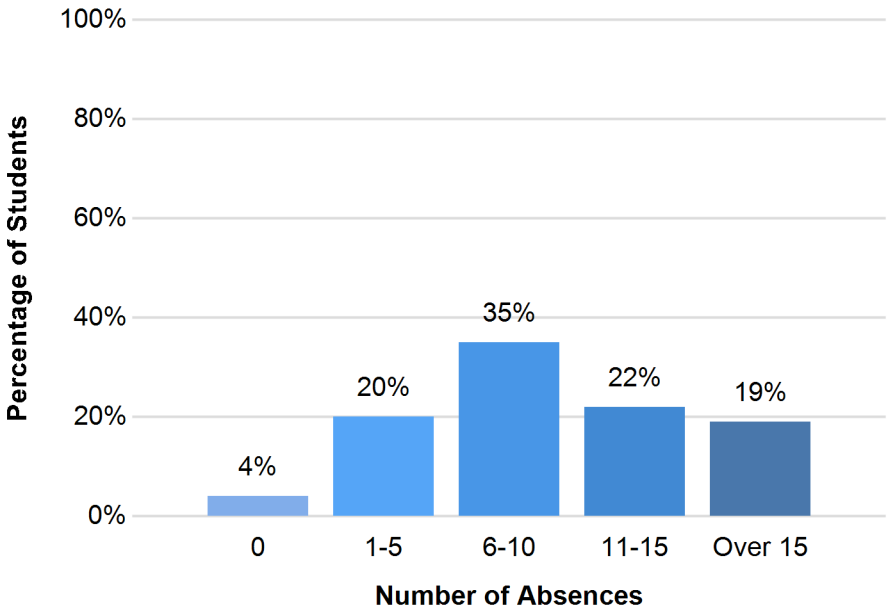
Chronic Absenteeism

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	6	8.1	13.0	Met
White	N	N	N	N
Hispanic	*	*	**	**
Black or African American	*	*	13.0	Met
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Economically Disadvantaged Students	5	8.1	13.0	Met
Students with Disabilities	*	*	**	**
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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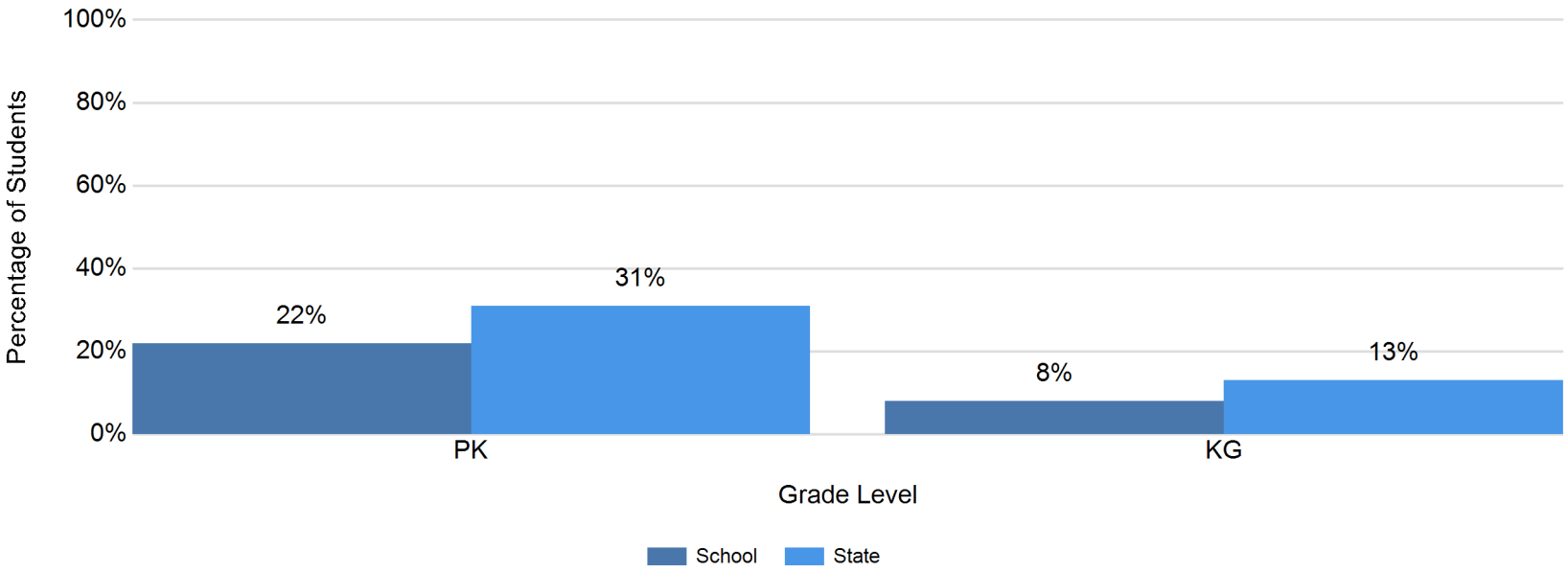
Chronic Absenteeism by Grade

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)	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	1	0	1
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	*	*
Out-of-School Suspensions	0	0.0%
Any Suspension	*	*
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	8:10 AM
Typical End Time	2:35 PM
Length of School Day	6 Hrs 25 Mins
Full Time - Instructional Time	5 Hrs 45 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)	$968	$20,713	$21,681

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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	14	117,464
Average years experience in public schools	14.4	12.0
Average years experience in district	11.3	10.7
Teachers in district for 4 or more years	92.9%	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	68	9,374
Average years experience in public schools	22.4	16.0
Average years experience in district	20.1	12.0
Administrators in district for 4 or more years	94.1%	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	12:1
Students to Administrators	178:1	146:1
Teachers to Administrators	14:1	12:1
Students to Librarians/Media Specialists		1102:1
Students to Nurses		381:1
Students to Counselors		300:1
Students to Child Study Team		155:1

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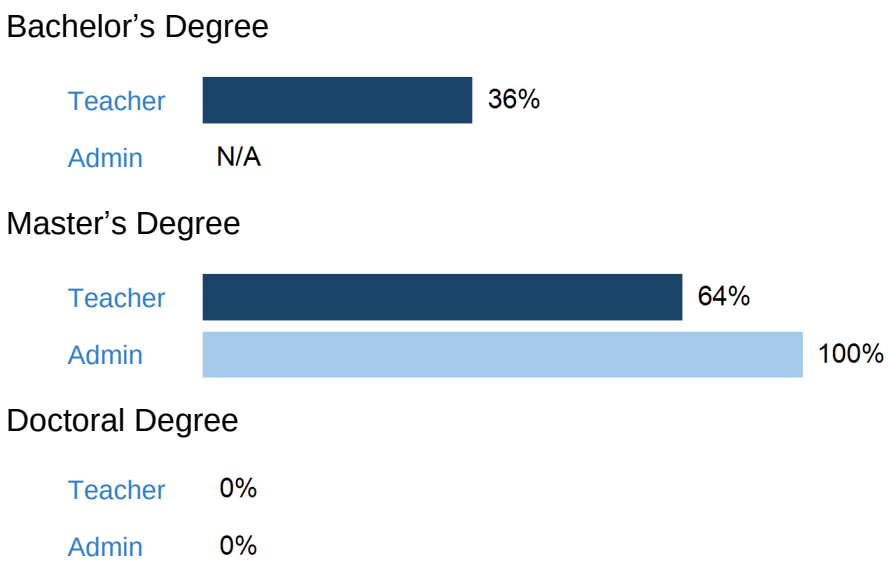
Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by the teachers and administrators. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.



Teachers and Administrators - One-Year Retention (District Level)

This table shows the percentage of teachers and administrators assigned to this district in 2016-17 that were still assigned to this district in 2017-18. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2016-17 Teachers: Same district 2017-18	91.0%	90.2%
2016-17 Administrators: Same district 2017-18	92.4%	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	94.1%

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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	92.9%	100.0%
Male	7.1%	0.0%
White	28.6%	0.0%
Hispanic	7.1%	0.0%
Black or African American	57.1%	100.0%
Asian	7.1%	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:	• Curriculum includes Tools of the Mind, Journeys Reading and Go Math • Daily technology integration utilizing SMART Boards, Chromebooks, MacBooks and digital intervention programs • Weekly Kindergarten STEM classes
Mission, Vision, Theme:	Wahlstrom Early Childhood Academy is committed to providing a high quality early childhood program that provides the foundational skills to promote the developmental, social, emotional, physical and academic growth of every child. We endeavor to develop the whole child through quality, child-centered instructional programs, a safe, fun-filled learning environment, and the collective efforts of home, school and community. Our goal is for every child to develop a lifelong love for learning.
Awards, Recognition, Accomplishments:	We are very proud of the accomplishments of our kindergarten students in literacy and early numeracy. Our spring 2018 assessment data showed 88% of our kindergartners to be at/above grade level. 95% of the kindergarten students were recognized and awarded medals for participation in the District-wide K-2 STEM Fair during the month of May, 2018.

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Courses, Curriculum, Instruction:	Curricula at Wahlstrom are based on the latest educational research and best practices in early childhood education, focusing on developing the whole child. The Pre-kindergarten Tools of the Mind curriculum is designed to foster children's self-regulation, working memory and cognitive flexibility. Journeys Reading and Go Math are standards based programs utilized with our kindergarten students to build literacy and numeracy readiness.

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Before and After School Programs:	We offer an afterschool program for our Kindergarteners, which is designed to provide support for struggling students. The program operates December – May, three days a week for forty-five minutes. Students participating in the program engage in activities that build literacy and numeracy skills, utilizing computer-based differentiated learning programs. Assessment data is collected at the beginning and end of the program in an effort to determine student growth and identify program needs.
Staff and Professional Learning:	Teachers and staff work as a professional learning community, focusing on continuous improvement in teaching and learning. Grade level teams meet weekly to reflect upon instructional practices and desired student outcomes. Collaborative opportunities include team planning, staff and committee meetings, weekly professional learning communities and on in-service days. In addition, the administrator and teachers are engaged in professional learning that reflects new district initiatives; lesson planning, Google classroom, mindset, data analysis and student emotional learning.

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Student Supports and Services:	The School Social Worker serves as the School-based Homeless Liaison, the Harassment, Intimidation and Bullying (HIB) Specialist and provides services that are beneficial to the social and emotional development of the students such as counseling and Character Education. In addition, the Intervention and Referral Services (I&RS) and the Child Study Teams assist students who experience learning, behavior, and/or health problems or students with disabilities. Our School Safety Committee meets monthly to monitor and maintain the safety of the students and facility.
Student Health and Wellness:	The school breakfast and lunch programs provide wholesome, nutritious meals that promote healthy eating and student wellness. The school nurse provides school-wide initiatives for health and wellness of staff, students and parents. Students participate in movement and large motor activities that promote health and wellness, during physical education classes and recess. Wahlstrom Academy adheres to the state law mandating a 20-minute recess period for all students in grades K-5.
Parent and Community Involvement:	Wahlstrom Early Childhood Academy encourages and welcomes parent involvement. The school has an active PTO, which is comprised of parents, teachers and staff, meets monthly and is dedicated to improving the educational experiences of all students. An electronic portal, which allows parents to monitor their child's academic progress and the use of School Messenger and the school's website are additional ways parents that parents are kept informed. Parent surveys are used to collect data that encourages school volunteers and community partnerships such as: Jersey Cares Frosty's Friends, the Food Bank and the East Orange City Recreational Department.

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Technology and STEM:	All kindergarten classrooms are equipped with interactive boards, which are used for the Technology STEM program. Students also use Chromebooks and iPads as an extra resource to enhance the STEM instruction and engagement for all Technology STEM classes. Wahlstrom Academy provides, technology classes twice a week to Pre-k and Kindergarten students where they learn the basics fundamentals of technology. Technology is integrated during daily instruction and through digital intervention programs such as the after-school program, which uses a variety of technology resources (Websites, web-based programs, etc.) to reteach and strengthen participating student's ELA and Math skills.