NJ SCHOOL PERFORMANCE REPORT

DONALD A. QUARLES EARLY CHILDHOOD CENTER
(03-1370-070)
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	BERGEN
District	ENGLEWOOD CITY
Principal Name	MRS. NG
Address	186 DAVISON PLACE ENGLEWOOD, NJ 07631
Phone Number	(201)862-6113
Email Address	ANG@EPSD.ORG
Website	https://quarles.epsd.org

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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	255	237	212
KG	229	216	201
Total	484	453	413

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years. Data for some student groups was not available before 2016-17.

Student Group	2015-16	2016-17	2017-18
Female	48.0%	45.5%	46.0%
Male	52.0%	54.5%	54.0%
Economically Disadvantaged Students	61.4%	64.9%	64.9%
Students with Disabilities	25.2%	30.0%	30.8%
English Learners	17.1%	19.2%	14.5%
Homeless Students		2.0%	1.2%
Students in Foster Care		0.9%	0.5%
Military-Connected Students		0.0%	0.2%
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	6.8%	12.1%	10.2%
Hispanic	57.7%	54.7%	56.7%
Black or African American	28.2%	28.0%	28.6%
Asian	5.2%	3.1%	2.4%
Native Hawaiian or Pacific Islander	0.2%	0.2%	0.2%
American Indian or Alaska Native	0.4%	0.4%	0.5%
Two or More Races	1.4%	1.3%	1.5%

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	0	0	0
PK - Full Day	255	237	212
KG - Half Day	0	0	0
KG - Full Day	229	216	201

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	56.7%
Spanish	40.0%
Other Languages	3.4%

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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	100.0%	**	**

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	34	70.6%	29.4%
3-4	*	*	*
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.

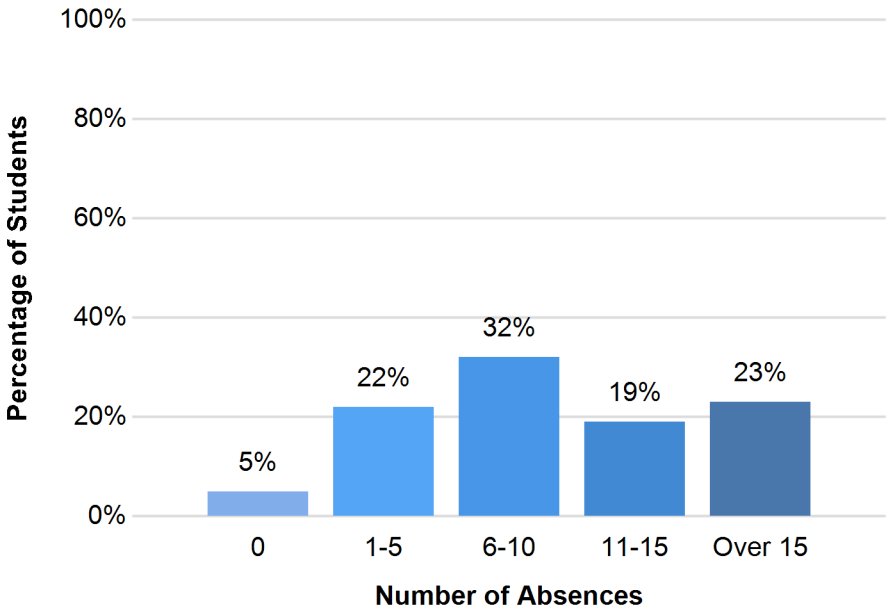
Chronic Absenteeism

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	17.5	13.0	Not Met
White	3	18.8	**	**
Hispanic	19	16.4	13.0	Not Met
Black or African American	12	20.3	13.0	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Economically Disadvantaged Students	25	18.4	13.0	Not Met
Students with Disabilities	8	14.8	13.0	Not Met
English Learners	3	7.7	13.0	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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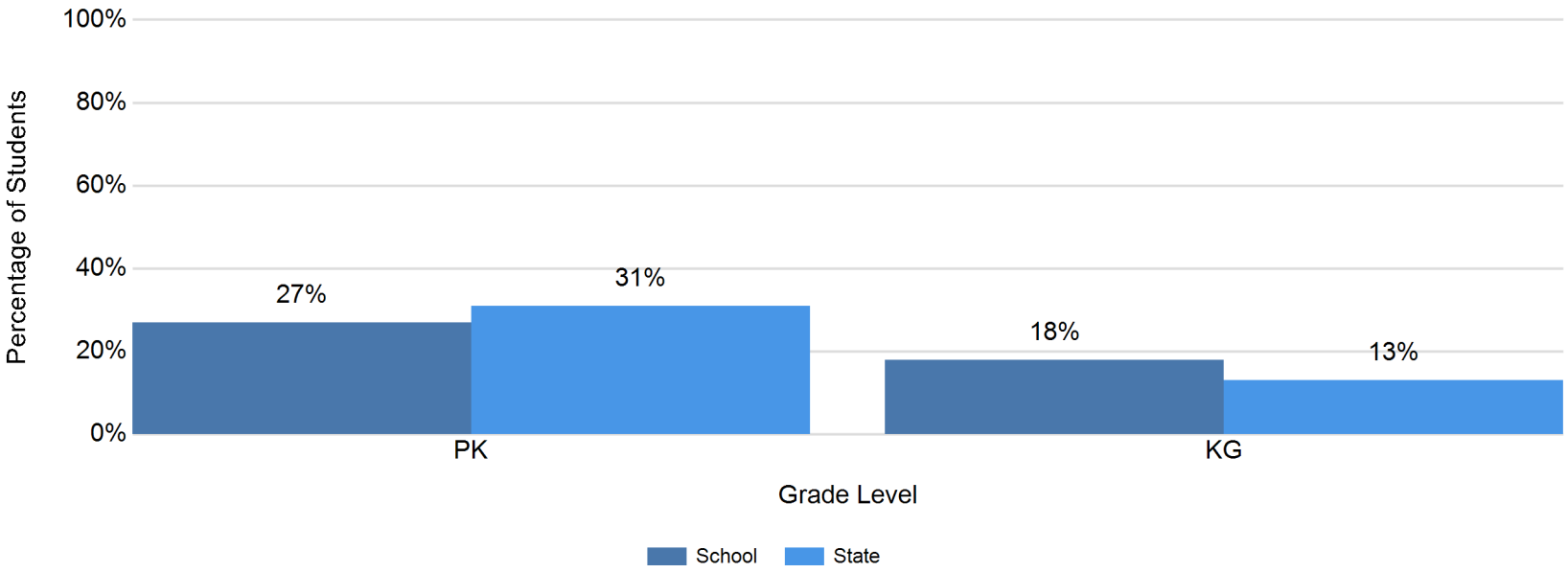
Chronic Absenteeism by Grade

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	2:15 PM
Length of School Day	6 Hrs 15 Mins
Full Time - Instructional Time	5 Hrs 0 Mins
Shared Time - Instructional Time	3 Hrs. 0 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)	$684	$17,474	$18,158

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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	49	117,464
Average years experience in public schools	11.3	12.0
Average years experience in district	10.5	10.7
Teachers in district for 4 or more years	83.7%	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	23	9,374
Average years experience in public schools	8.4	16.0
Average years experience in district	8.3	12.0
Administrators in district for 4 or more years	52.2%	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	8:1	11:1
Students to Administrators	207:1	132:1
Teachers to Administrators	25:1	12:1
Students to Librarians/Media Specialists		3031:1
Students to Nurses		606:1
Students to Counselors		303:1
Students to Child Study Team		178:1

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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.

Bachelor's Degree

Master's Degree

Doctoral Degree

Teacher	0%
Admin	0%

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	86.5%	90.2%
2016-17 Administrators: Same district 2017-18	68.0%	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	89.3%

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Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

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	98.0%	100.0%
Male	2.0%	0.0%
White	63.3%	50.0%
Hispanic	20.4%	50.0%
Black or African American	10.2%	0.0%
Asian	6.1%	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:	• Our school district has partnered with Apple and has offered multiple professional development sessions to our teachers in order to infuse more technology in to classrooms. • Our district has implemented a Mindfulness Program Initiative, and teachers are encouraged to practice Mindfulness Strategies with their students through Inner Explorer at least three times a week.
Mission, Vision, Theme:	The mission of the Englewood Public School District is to provide educational excellence by creating a learning environment that empowers all students to achieve the New Jersey Student Learning Standards at all grade levels, to develop character and to master the academic and social skills necessary for success as individuals and as members of a global community.
Awards, Recognition, Accomplishments:	Two years ago, our school cafeteria received a certificate of excellence for food safety. Currently, forty (40) of our staff members are certified Apple Teachers.

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Courses, Curriculum, Instruction:	The Preschool program follows The Creative Curriculum. It is a state-approved, comprehensive, research-based curriculum that features exploration and discovery as a way of learning. This curriculum is based on five fundamental principles: • Positive interactions and relationships with adults provide a critical foundation for successful learning. • Social-emotional competence is a significant factor in school success. • Constructive, purposeful play supports essential learning. • The physical environment affects the type and quality of learning interactions. • Teacher–family partnerships promote development and learning. The Kindergarten curriculum offers developmentally appropriate experiences to enhance growth and to meet the academic and social/emotional needs of all children. Students follow the Readers and Writers Workshop program for literacy, ThinkCentral - Math in Focus for math, and Science Dimensions for science.
Clubs and Activities:	Our school works with Eastwick Childcare Program and students from Dwight Morrow High School. Through this program, high school students visit Quarles on a daily basis and learn about early childhood education through direct instruction and time in our classrooms. Students observe and become engaged in participating and leading classroom activities.

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Before and After School Programs:	Our school contracts with Bergen Family Center to provide an afterschool program to all students until 6 pm Monday through Friday.
Staff and Professional Learning:	The Englewood Public School District offers Professional Learning opportunities that align and support the school curriculum and the New Jersey Students Learning Standards (NJSLS). Along with a newly revised English Language Arts, Science, Social Studies and Math Curriculum various Houghton Mifflin-Harcourt (HMH) programs were purchased that support classroom instruction.

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Student Supports and Services:	To meet the unique needs of all students, the school has a fully staffed Child Study Team whose members work cooperatively with families to determine the most effective combination of programs and services beginning as early as age 3. The school also has PIRT and I&RS Teams that work collaboratively with all staff to develop and implement best practice Tier 1 Plan for students experiencing academic, behavioral and health difficulties. The school also has a member of the District RtI Team assigned as a liaison and consultant for all matters related to at-risk students.
Parent and Community Involvement:	The Parent-Teacher Organization at Quarles works as a liaison for the community and conducts various fund-raising activities to help provide supplemental resources for our classrooms. Annually they host a Fall Book Fair and Spring Book Fair event that also entails Family Fun Nights in which students are invited to read with their parents. The PTO also coordinates a Halloween festivity as well as a holiday shop. In addition to the PTO activities, we have Preschool and Kindergarten Orientation Days to welcome parents and students into our school. We also have a Back to School Night, Parent Teacher Conferences, and parent workshops (Footsteps2Brilliance, Improving Behavior, etc.) throughout the year. Each classroom has two class parents to assist the teacher with the organization of class events and to act as a liaison between the teacher and other parents in the class.

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Other Information:	Our school offers free courtesy bus transportation to all students. The instructional day begins at 8am and concludes at 2:15pm. There is no uniform policy, however, it is encouraged that students dress in color khaki, navy, and white. Fire and security drills are conducted once a month, as well as two off-site evacuation drills to test evacuation plans and provide realistic training for staff and students. To enroll at in our school for preschool and kindergarten, parents and guardians are asked to register new students at the Office of Registration located at Dwight Morrow High School. Preschoolers must be 4 years old before October 1st in order to enroll, and kindergarten students must be 5 years old before October 1st in order to enroll. We offer inclusion and self-contained settings for students with disabilities, and for English Language Learners, we offer daily instruction in English as a Second Language. We also offer an award-winning Model Dual Language Program both grade levels. For students that are experiencing learning, behavior, and/or health difficulties, we have a Preschool Intervention Referral Team for pre-kindergarten and an Intervention and Referral Services team for kindergarten. Our school also has a breakfast and lunch program. For those families that qualify, free or reduced breakfast and lunch is offered. Students receive daily recess time to encourage gross motor activity as well as weekly physical education classes. The nature-friendly campus of Quarles, architecturally “California-Style,” is surrounded by greenery. There are nine small buildings each with four classrooms. One of these buildings has eight classrooms. Each classroom is equipped with air conditioning, an Interactive Easel, an Apple TV. All students have an iPad in their classrooms, and all teachers have a MacBook and iPad. There is a gymnasium, music room, art room, and media center. We also offer an outdoor science classroom that enhances instruction.