NJ SCHOOL PERFORMANCE REPORT

THE EARLY CHILDHOOD CENTER @ FOREST GLEN
(13-0410-120)
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	BLOOMFIELD TWP
Principal Name	
Address	280 DAVEY STREET BLOOMFIELD, NJ 07003
Phone Number	(973)680-8698
Email Address	
Website	https://ecc.bloomfield.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	172	191	206
KG	5	2	7
Total	178	196	213

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	30.9%	31.6%	38.5%
Male	69.1%	68.4%	61.5%
Economically Disadvantaged Students	23.0%	24.0%	21.6%
Students with Disabilities	61.2%	61.2%	63.8%
English Learners	0.0%	0.0%	0.0%
Homeless Students		0.0%	0.5%
Students in Foster Care		0.5%	0.9%
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	30.3%	27.0%	25.8%
Hispanic	39.3%	37.2%	40.8%
Black or African American	17.4%	19.9%	16.4%
Asian	7.9%	8.7%	11.7%
Native Hawaiian or Pacific Islander	2.8%	4.6%	2.8%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	2.2%	2.6%	2.3%

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	138	126	146
PK - Full Day	34	65	60
KG - Half Day	0	0	0
KG - Full Day	5	2	7

Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown, and students with other home languages are included in the Other Languages total.

Home Language	% of Students
English	98.1%
Spanish	1.4%
Other Languages	0.5%

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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.

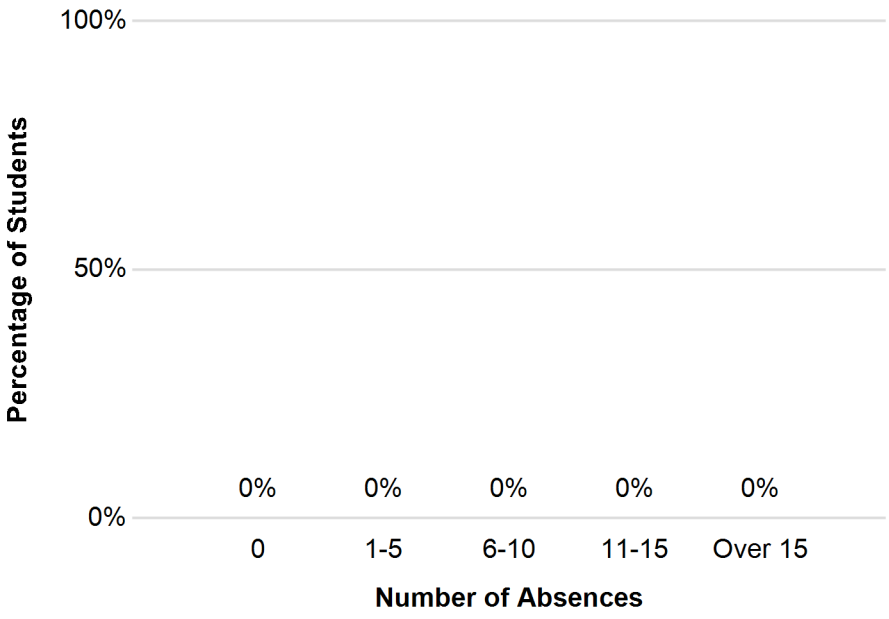
Chronic Absenteeism

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	N	N
White	N	N	N	N
Hispanic	N	N	N	N
Black or African American	N	N	N	N
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	N	N	N	N
Students with Disabilities	N	N	N	N
English Learners	N	N	N	N

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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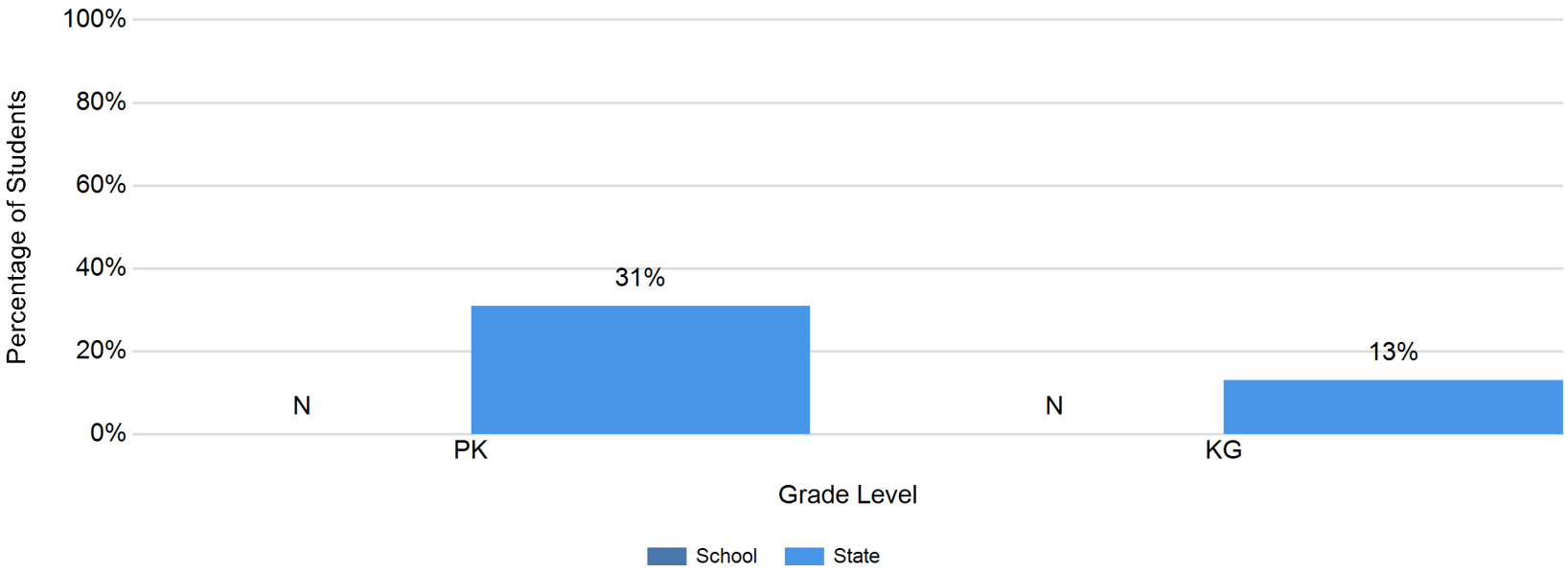
Chronic Absenteeism by Grade

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	8:30 AM
Typical End Time	3:30 PM
Length of School Day	7 Hrs 0 Mins
Full Time - Instructional Time	2 Hrs 30 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)	$465	$12,831	$13,296

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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	7.2	12.0
Average years experience in district	6.2	10.7
Teachers in district for 4 or more years	46.2%	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	34	9,374
Average years experience in public schools	13.5	16.0
Average years experience in district	12.4	12.0
Administrators in district for 4 or more years	70.6%	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	16:1	12:1
Students to Administrators	213:1	189:1
Teachers to Administrators	13:1	16:1
Students to Librarians/Media Specialists		584:1
Students to Nurses		643:1
Students to Counselors		306:1
Students to Child Study Team		238:1

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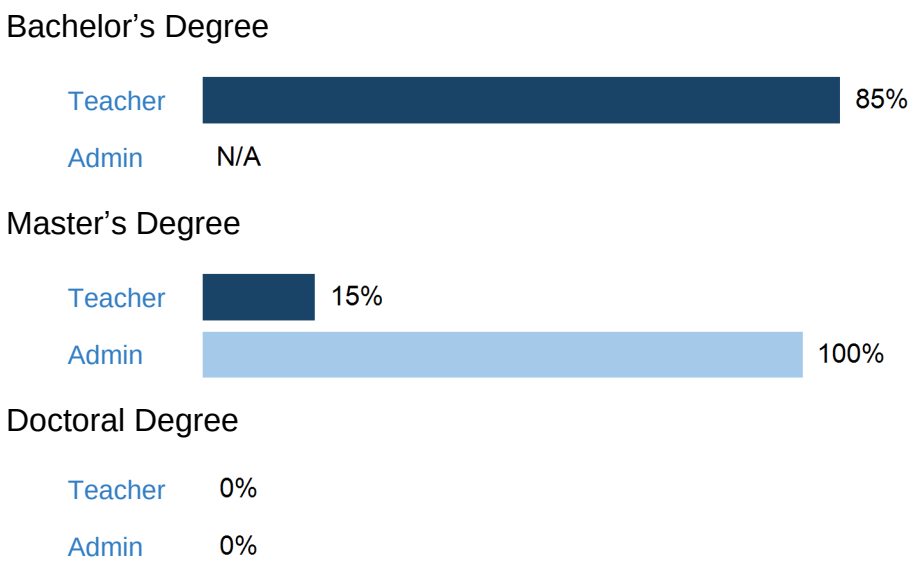
Teachers and Administrators - Level of Education

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	93.6%	90.2%
2016-17 Administrators: Same district 2017-18	86.7%	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	97.8%

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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	76.9%	100.0%
Male	23.1%	0.0%
White	76.9%	0.0%
Hispanic	7.7%	0.0%
Black or African American	7.7%	100.0%
Asian	7.7%	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.

Mission, Vision, Theme:	The Bloomfield Public School's Early Childhood Center at Forest Glen is committed to recognizing, appreciating, and responding to the diversity of our students by creating a supportive, nurturing environment that empowers all students to become independent, life-long learners.
Awards, Recognition, Accomplishments:	The Early Childhood Center's program was highlighted during a session at the NAEYC National Conference in November. The ECC received a grant from City Green, Preschool to Garden Program to encourage healthy eating choices in preschoolers.

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Courses, Curriculum, Instruction:	The ECC utilizes the NJ approved Creative Curriculum which addresses NJ Preschool Teaching and Learning Expectations. We incorporate the tenets of Reggio Emilia, a child centered learning approach. We also implement IEP's for those preschoolers with specific learning needs. All goals and objectives for these preschoolers are addressed within our curriculum on an individualized basis. The ECC also utilizes Rethink in our Autism ABA/Discrete Trial classrooms. ReThink supports our staff and students to ensure maximum student growth on an individualized basis.
Clubs and Activities:	Our Home and School Assoc. works closely with staff for special activities such as an on grounds "Pumpkin Patch", a Trunk or Treat evening, Holiday Gift Shop for students, Valentine Social and Family Fun Night.

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Staff and Professional Learning:	All District teachers and staff are eligible both to offer as instructors or take as students courses in relevant educational topics as part of the Bloomfield Teacher Academy. Teachers can propose topics that are reviewed and approved by administration in all curriculum areas, use of technology, pedagogy, classroom management, and related areas. Courses are offered in three semesters annually: summer, fall, and spring. Teachers and staff are compensated for attendance and instruction at contractual rates.ECC teachers have a weekly PLC on Fridays mornings where we discuss curriculum implementation, infusion of Reggio Emilia and areas of differentiation needed to ensure all preschoolers meet success.

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Student Health and Wellness:	Our school nurse works closely with families to ensure optimal health for all our students. The ECC also works closely with community organizations in our school garden to grow vegetables to help our students understand healthy food choices.
Parent and Community Involvement:	The ECC offers "Parent Participation Days" monthly. The parents are invited to their child's classroom and participate in daily activities. We also have a very active Home and School Association that supports our teachers and student activities. This year the ECC has partnered with City Green in their Preschool to Garden Program. City Green will be working with our staff and students in our outdoor gardens to promote healthy food choices.

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School Safety:	The safety and overall well being of all Bloomfield students and staff is of the utmost importance. All Bloomfield Schools follow a collaboratively developed school safety and security plan based on The Holistic Approach to School Safety & Well Being and the New Jersey Administrative Code 6A:16-5.1 School Safety and Security Plans. The Bloomfield Schools Safety and Security Plan encompasses the following: The protection of the health, safety, security and welfare of the school population; the prevention of, intervention in, response to and recovery from emergency and crisis situations; the establishment and maintenance of a climate of civility; and supportive services for staff, students and their families.

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Early Childhood Education:	Bloomfield Public Schools Placement for IEP students is based on their individual needs. Typical peers are assigned to our PSI and TransK programs based on age.Preschool Inclusion (PSI): Preschool students with disabilities can be placed in an inclusive classroom; if deemed this is the least restrictive environment based on their needs. Our program has typical peers in the classroom not to exceed 7 along with students with IEP's not to exceed 8, for a total of 15 maximum students. Related services available are speech, occupational therapy and physical therapy. Related services are determined on an individual basis based on each student's needs. Typical students in the program are tuition based. The class is in session five days a week, 2 ½ hours a day (9:00-11:30 AM or 12:00-3:00PM).Preschool Classroom (PSD): Self-Contained classrooms are for preschool students who require a smaller stud/teach ratio. Classroom size does not exceed 12 students.

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Other Information:	The class is in session five days a week, 2 ½ hours a day (9:00-11:30 AM or 12:30-3:00 PM). Related services available are speech, occupational therapy and physical therapy. Related services are determined on an individual basis based on each student's needs. Preschool ABA Classrooms: ABA classrooms are for preschool students who are diagnosed on the spectrum of autism or for students who require teaching based on the science of applied behavioral analysis (ABA) and discrete trial. Our preschool ABA classroom consists of a classroom teacher and a three to one student/paraprofessional ratio. The program is overseen by a board certified behavior analyst. Students placed here also receive related services such as speech, occupational therapy and physical therapy based on their needs. This class is in session from 9:00-3:00ABA/Preschool Self-contained (ABA/PSD/PSI): In this program the students spend the morning in the ABA program described above and then in the PSD or PSI program described below. The students benefit from the discrete trial methodology (in small groups) in the morning and then practice those skills in a classroom of 12-15 students in the afternoon. Students placed here also receive related services such as speech, occupational therapy and physical therapy based on their needs. This class is in session from 9:00-3:00Transitional K (PreK 5): This classroom is for students who based on recommendation of CST, parents and/or both determine that an IEP student should be provided with another year of PreK. Many times the students are September birthdays (turning 5). Our program has typical peers in the classroom not to exceed 10 along with students with IEP's not to exceed 5. Students placed here also receive related services such as speech, occupational therapy and physical therapy based on their needs. Typical students in the program are tuition based. This program is in session 5 days a week and is a full day program.?