NJ SCHOOL PERFORMANCE REPORT

JOSEPH M. FERRAINA EARLY CHILDHOOD LEARNING CENTER
(25-2770-085)
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	MONMOUTH
District	LONG BRANCH CITY
Principal Name	MRS. JOHNSON
Address	80 AVENEL BOULEVARD LONG BRANCH, NJ 07740
Phone Number	(732)571-4150
Email Address	LJOHNSON@LONGBRANCH.K12.NJ.US
Website	https://www.longbranch.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	238	213	205
KG	111	108	110
Total	349	321	315

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	49.0%	52.3%	53.7%
Male	51.0%	47.7%	46.3%
Economically Disadvantaged Students	78.8%	77.6%	75.9%
Students with Disabilities	10.6%	9.7%	6.3%
English Learners	45.3%	40.2%	47.6%
Homeless Students		0.0%	0.0%
Students in Foster Care		1.2%	0.0%
Military-Connected Students		0.6%	0.6%
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	37.5%	35.8%	32.1%
Hispanic	41.8%	46.7%	49.8%
Black or African American	16.0%	13.7%	11.7%
Asian	0.6%	0.0%	0.6%
Native Hawaiian or Pacific Islander	0.3%	0.3%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	3.7%	3.4%	5.7%

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	238	213	205
KG - Half Day	0	0	0
KG - Full Day	111	108	110

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	46.0%
Spanish	34.6%
Portuguese	17.1%
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	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	11	*	*
3-4	29	69%	31%
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.

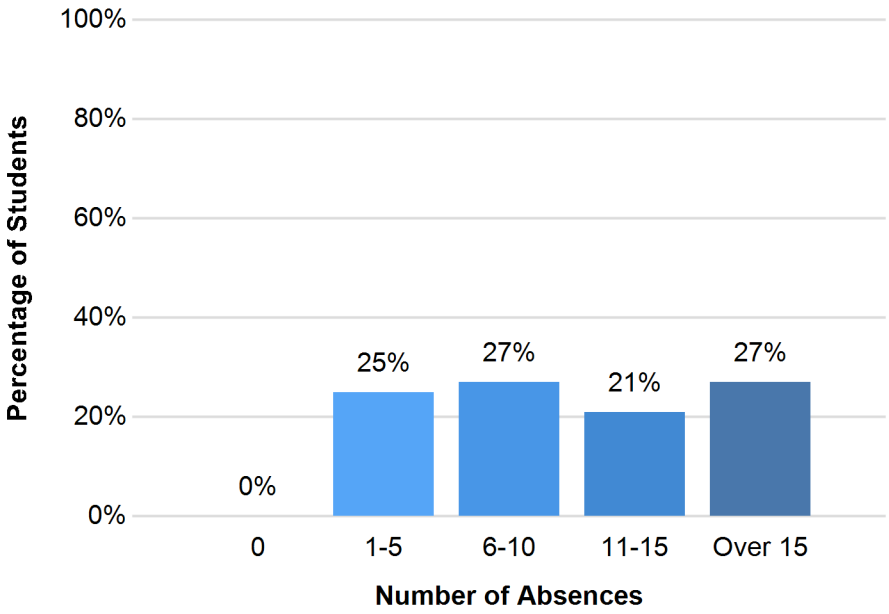
Chronic Absenteeism

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	22	20.0	13.0	Not Met
White	6	17.6	13.0	Not Met
Hispanic	12	25.0	13.0	Not Met
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	*	*	**	**
Economically Disadvantaged Students	20	23.0	13.0	Not Met
Students with Disabilities	*	*	**	**
English Learners	8	19.0	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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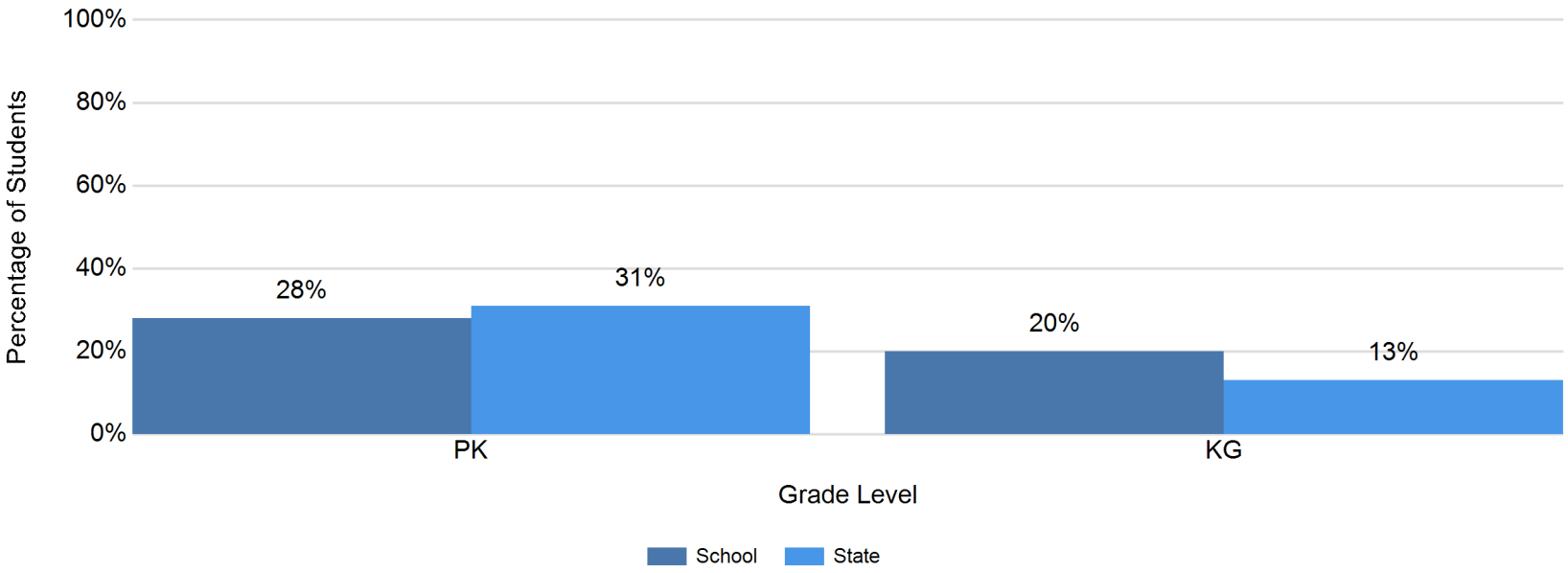
Chronic Absenteeism by Grade

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	8:40 AM
Typical End Time	3:20 PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	N
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)	$743	$15,320	$16,063

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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	24	117,464
Average years experience in public schools	11.0	12.0
Average years experience in district	11.0	10.7
Teachers in district for 4 or more years	95.8%	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	41	9,374
Average years experience in public schools	15.5	16.0
Average years experience in district	15.5	12.0
Administrators in district for 4 or more years	92.7%	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	13:1	11:1
Students to Administrators	315:1	140:1
Teachers to Administrators	24:1	12:1
Students to Librarians/Media Specialists		1147:1
Students to Nurses		521:1
Students to Counselors		521:1
Students to Child Study Team		169:1

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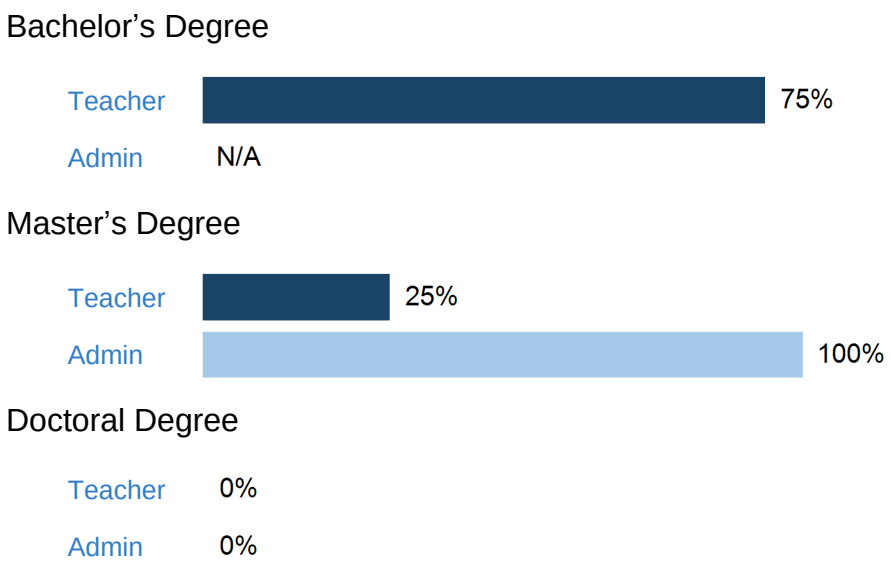
Teachers and Administrators - Level of Education

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	93.0%	90.2%
2016-17 Administrators: Same district 2017-18	90.2%	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	96.1%

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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	91.7%	100.0%
Male	8.3%	0.0%
White	66.7%	100.0%
Hispanic	12.5%	0.0%
Black or African American	20.8%	0.0%
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:	• Recognized for cutting edge early literacy instruction and research-based programs. • Bronze Sustainable Jersey for Schools Award • Access to technology and Wi-Fi in all Kindergarten classrooms
Mission, Vision, Theme:	At Joseph M. Ferraiana ECLC our mission is concise: We, the Long Branch School Community, strive to meet and exceed the standards set forth by the State of New Jersey. Our goal is clear: At the Long Branch Public Schools, our goal is to be recognized as the benchmark of excellence among New Jersey School Districts. At JMFECLC our common theme to meet social and emotional developmental expectations, in addition to other domains, is Kindness Counts.

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Courses, Curriculum, Instruction:	Tools of the Mind is implemented in the preschool classes. The activities provide children with a solid foundation in the developmental domains that are necessary to be successful in Kindergarten. Programs in Kindergarten encompasses the Daily 5 Framework, Guided Reading,Tools of the Mind Writing Program, as well as Everyday Mathematics. These programs focus on building comprehension and fluency skills, high frequency words, oral vocabulary, phonemic awareness, and phonics.

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Before and After School Programs:	Children's After School Program, hosted by Champions, is offered Monday through Friday and takes place on school grounds for working parents to place their children in a safe and fun environment. The program is open for students in preschool and kindergarten beginning at 6:30 am to the start of the school day and from the end of the school day to 6:00 pm.
Staff and Professional Learning:	Weekly faculty meetings and Professional Learning Communities (PLC) provide professional development opportunities for all staff. The district provides full and half day sessions throughout the year based on survey results from all stakeholders.

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Student Supports and Services:	English Learner support is provided to Kindergarten students based on WIDA results. The school provides support through PIRT and I&RS services. A tutoring program is offered to Kindergarten students for additional support. A master teacher offers coaching experiences to all preschool teachers in the Tools of the Mind Program. Special education services are provided to classified students, and the student advisor provides character education and ongoing counseling.
Student Health and Wellness:	Students from families that qualify may receive free or reduced lunch. Free breakfast is provided to all students. Through the Fresh Fruit and Vegetables Program, children are offered healthy snack options from locally grown produce on a weekly basis. Kindergarten students receive a weekly physical education class and all students engage in a minimum of one hour gross motor/recess activity per day.
Parent and Community Involvement:	The school has a strong PTA involving all families in the community. Monthly family engagement activities take place throughout the year to focus on literacy, math and other core curricular areas. Parent portal, school website, Facebook, twitter, and Class Dojo are used in addition to daily phone calls and home visits. An Early Childhood Advisory Council (ECAC) representing staff, district, and community stakeholders meets quarterly to address the school's needs.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers A School Climate Survey is completed once a year by all staff, families, and students. Survey results drive the planning and preparation for professional development, student programs and future parent activities.
Facilities:	The Joseph M. Ferraina ECLC was built to be an optimal setting for educating preschool age children, providing them experiences that produce an "I love learning" mindset. Spacious classrooms, floor-to-ceiling windows, individual HVAC units, rubberized flooring in the APR, a children's stage for performances, an instructional children's kitchen, a well-equipped playground, and lawn for outside play and gross motor activities are tools that help us accomplish that objective.
School Safety:	The Joseph M. Ferraina ECLC has a safety committee, alarms on all outside doors and multiple security cameras throughout the building. As a safety precaution, multiple security drills are utilized and practiced on a monthly basis.

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Technology and STEM:	All classrooms are equipped with projectors and screens to offer ways of reaching students in different ways and a better interactive learning experience. All kindergarten classes are equipped with six iPads for student use in addition to other tablets.
Early Childhood Education:	At Joseph M. Ferraina ECLC, we are committed to educating children through engaging and rigorous experiences that provide the foundation for life-long learning. Our ultimate objective is to use the facility to holistically prepare students academically, socially, emotionally and behaviorally to succeed in elementary school. Through collaboration with families and the community, we guide students to develop into their fullest potential

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****** 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 Joseph M. Ferraina Early Childhood Learning Center is specifically designed to provide an enriched learning environment for PreK-3 and PreK-4 children. The Tools of the Mind Preschool curriculum offers a literacy focus and problem solving activities. Aligns with state and national early learning standards. Comes with lessons and thematic materials. Provides teachers with a complete preschool program. Supports teachers with workshops and in-class coaching. Enhances the development of the whole child. The Kindergarten curriculum follows the New Jersey Implementation guidelines to effectively implement the components of a high quality Kindergarten program. A daily schedule consists of: Community Building, Mystery Math Word Problems, Calendar Math, Opening Group, Share the News, Message of the Day, Embedding ELA Components, Comprehension, HighFrequencyWords, Oral Vocabulary, Fluency, Phonemic Awareness/Phonics, Guided Reading centers, Science/Social Studies, Tools of the Mind Writing, Mathematics, Snack/ Gross Motor Movement, Closing Group Reflection, and Daily specials on a rotating basis. All students are required to conform to the Uniformity of Dress code Policy. Students wear khaki shorts, pants, or skirts with a grey, green or white top. A safe school officer is on staff and the School Crisis Committee meets monthly to discuss and revise school safety protocol and procedures to ensure all staff, students, and visitors feel safe and secure at all times.