NJ SCHOOL PERFORMANCE REPORT

SYCAMORE DRIVE EARLY CHILDHOOD LEARNING CENTER
(25-2105-100)
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	HAZLET TWP
Principal Name	MS. GALBRAITH
Address	37 SYCAMORE DRIVE HAZLET, NJ 07730-1899
Phone Number	(732)264-2180
Email Address	SGALBRAITH@HAZLET.ORG
Website	http://www.hazlet.org/sds
Twitter	https://twitter.com/sycamoreeclc

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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	102	103	107
KG	179	186	185
Total	281	292	295

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	48.8%	45.9%	52.2%
Male	51.2%	54.1%	47.8%
Economically Disadvantaged Students	7.8%	14.7%	16.6%
Students with Disabilities	19.6%	24.0%	24.1%
English Learners	0.4%	2.7%	2.7%
Homeless Students		0.0%	0.0%
Students in Foster Care		0.3%	0.3%
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	77.6%	81.5%	82.7%
Hispanic	15.7%	12.0%	11.5%
Black or African American	1.4%	0.7%	1.0%
Asian	2.1%	2.1%	1.7%
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	3.2%	3.8%	3.1%

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	89	52	99
PK - Full Day	13	51	8
KG - Half Day	0	0	0
KG - Full Day	179	186	185

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	98.3%
Spanish	1.0%
Other Languages	0.7%

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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	*	*	*
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.

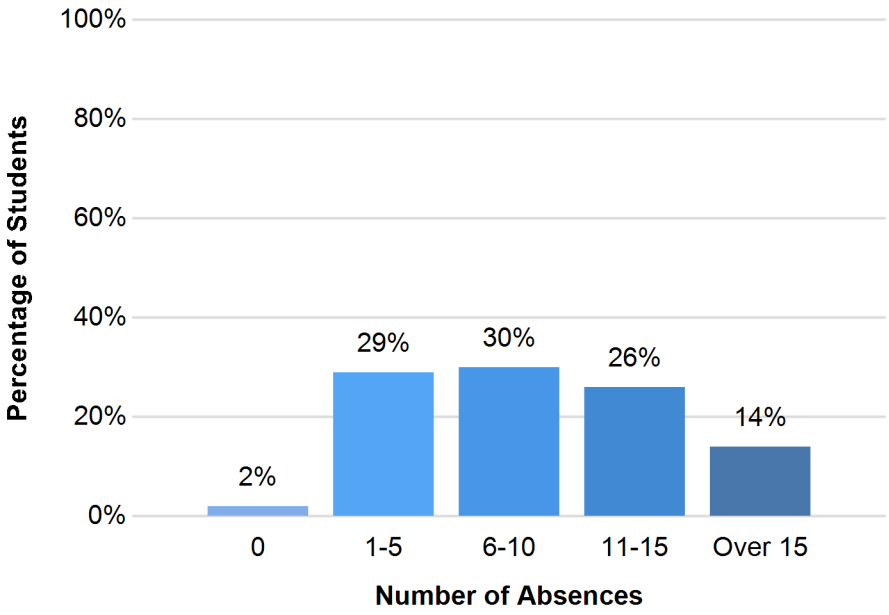
Chronic Absenteeism

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	17	9.0	13.0	Met
White	11	7.1	13.0	Met
Hispanic	4	16.7	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	*	*	**	**
Economically Disadvantaged Students	3	9.7	13.0	Met
Students with Disabilities	3	11.1	13.0	Met
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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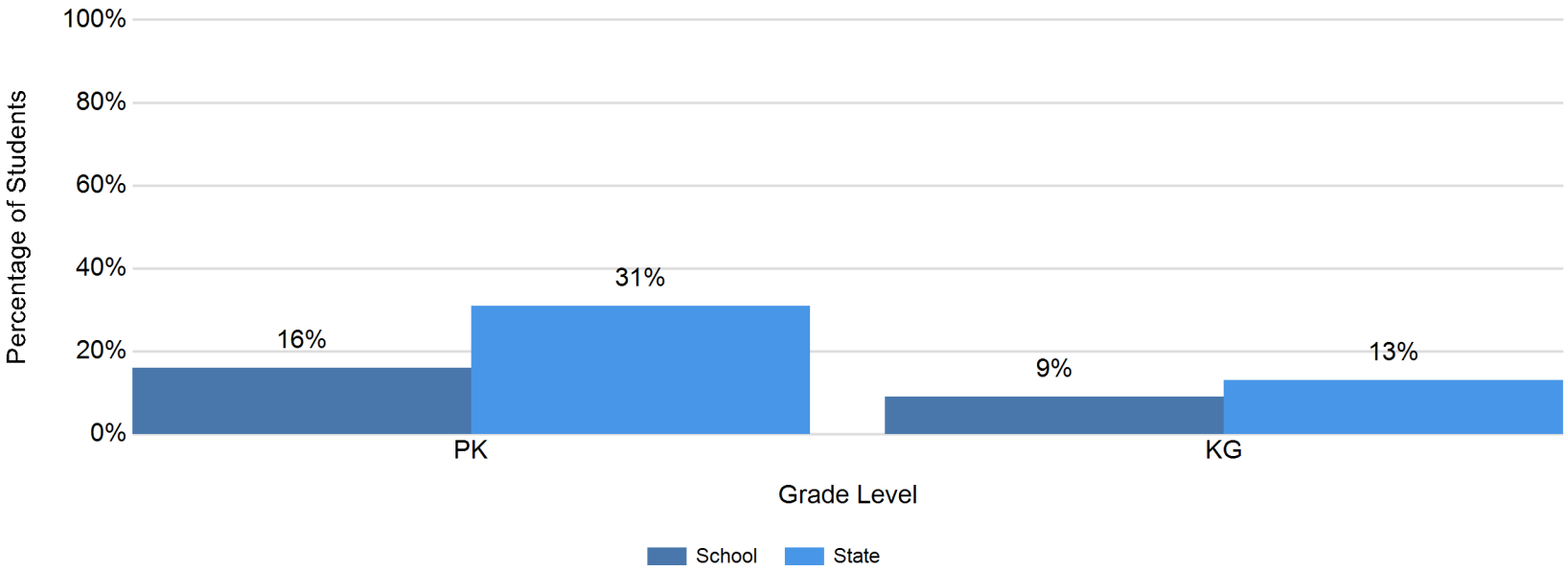
Chronic Absenteeism by Grade

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	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	8:50 AM
Typical End Time	3:30 PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	5 Hrs 54 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)	$369	$15,416	$15,785

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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	9.0	12.0
Average years experience in district	9.0	10.7
Teachers in district for 4 or more years	70.8%	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	24	9,374
Average years experience in public schools	11.5	16.0
Average years experience in district	10.3	12.0
Administrators in district for 4 or more years	79.2%	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	12:1	11:1
Students to Administrators	295:1	120:1
Teachers to Administrators	24:1	11:1
Students to Librarians/Media Specialists		2881:1
Students to Nurses		360:1
Students to Counselors		360:1
Students to Child Study Team		262:1

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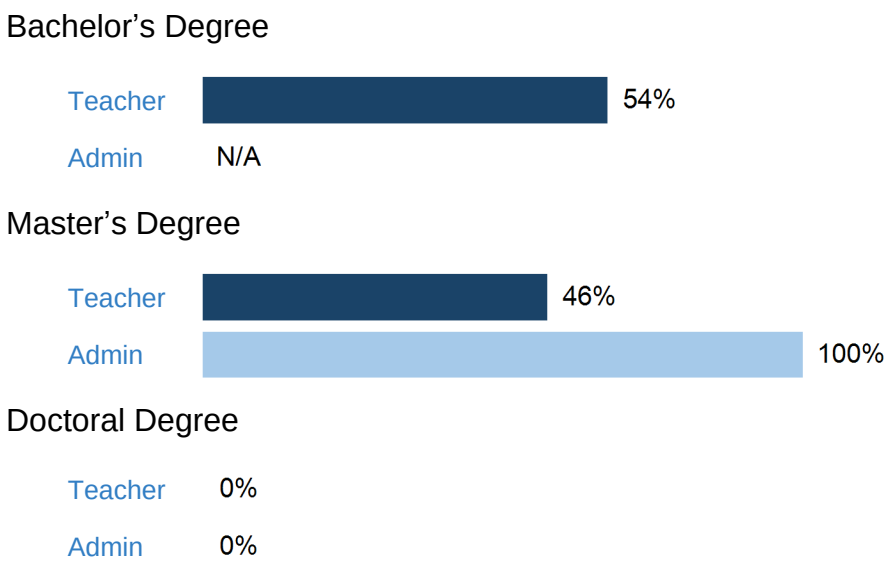
Teachers and Administrators - Level of Education

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	95.0%	90.2%
2016-17 Administrators: Same district 2017-18	95.7%	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	97.2%

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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	100.0%	100.0%
Male	0.0%	0.0%
White	95.8%	100.0%
Hispanic	4.2%	0.0%
Black or African American	0.0%	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:	• Sycamore Drive Early Learning Center is a safe nurturing environment where young learners are taught pro-social and academic readiness skills. • Development of strong relationships between parents, the community and the school are built. New state of the art Computer Lab and Art and Music Room enhance our educational programs. • Personalized learning creates student goal setting and allows informed feedback to drive instruction. Makerspace Discovery Center promotes 21st century skills and Future Ready goals.
Mission, Vision, Theme:	The Future Begins Here...Sycamore Drive Early Childhood Learning Center utilizes developmentally appropriate practices to educate preschool and kindergarten students and foster lifelong learning. We firmly embrace the District's mission, "Educating our students...to achieve their maximum potential."
Awards, Recognition, Accomplishments:	Sycamore Drive Early Childhood Learning Center has earned Middle States Accreditation. Our school community remains committed to meet and exceed Middle States academic and organizational goals. Sycamore Drive Early Childhood Learning Center has achieved Future Ready Schools New Jersey Bronze status and Sustainable New Jersey Bronze Certification.

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Courses, Curriculum, Instruction:	The course of study for preschool students is the Creative Curriculum Gold, approved by NJDOE and aligned to the Preschool Teaching and Learning Standards. The Kindergarten curriculum is aligned to the New Jersey Student Learning Standards. The preschool and Kindergarten curricula incorporate Letterland Phonics to provide systematic, explicit, phonics instruction for our young learners. Kindergarten language arts literacy is supported by Schoolwide, Inc. Readers and Writers workshops, Pearson Envision Math 2.0 program, Pearson Science Dimensions, enrichment, art, music, physical education, computers, and Spanish; all provide a well-rounded, personalized educational experience.

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Before and After School Programs:	Before and after care services are provided by Right at School, servicing preschool and kindergarten students. The program opens at 7:00 am and closes at 6:00 pm. Students complete homework and engage in fitness and enrichment activities in a safe, nurturing environment.
Staff and Professional Learning:	Teachers are required to participate in 20 hours of professional development throughout the year in addition to three full days. The focus of training is based on District and building goals, as well as, Professional Development Plans. Professional learning opportunities are developed based on teacher surveys, open collaboration, and the School Improvement Panel. Through Professional Learning Communities, teachers are encouraged to share their expertise with colleagues.

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Student Supports and Services:	English Language Learners (ELL), students with disabilities and underperforming subgroups are identified and provided with appropriate services. Sycamore Drive Early Childhood Learning Center maintains a fully inclusive environment educating general education students in the same classroom as students with disabilities, offering the full range of services. ELL students are provided with in class support and pull out resources. I&RS identifies and creates action plans that may include Targeted Reading, ST, OT, PT and behavioral support.
Student Health and Wellness:	Sycamore Drive Early Childhood Learning Center promotes health and wellness within the school community through various programs. We participate in the American Heart Association Jump Rope for Heart, Leukemia and Lymphoma Pennies for Patients, Dental Awareness Week, Lions Club Vision Screening, and Sustainable New Jersey. Sycamore Drive ECLC has been recognized by PACNJ as an "Asthma Friendly School". Students participate in weekly Physical Education that incorporates nutrition and fitness. Students are encouraged to bring healthy snacks and lunches. All classrooms are "peanut free" and adhere to a "No sugar as the first ingredient" policy.
Parent and Community Involvement:	The SD ECLC staff and families partner to enhance educational programs and staff resources. An active PTO, Reaching All in Need Everyday (RAINE) and District Wide events enable community members, staff and parents/guardians to support student development and learning. Specific events include Someone Special Valentine's Dance, Monmouth County SPCA food and blanket drive, BINGO Night, Art night, Family Literacy Night and Book Fairs. Parents are invited to attend Family Literacy Workshops offered day and evening to support students' acquisition of foundational literacy skills.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Parents, Administrators, Teachers Parents and staff complete an annual school climate survey modeled after the NJDOE School Climate Survey template. Responses are reviewed by the School Safety Team and reported out via website, newsletter, and reflected in the School Improvement Panel and Professional Development Committee meeting agendas. The NJDOE School Self-Assessment guides yearly instructional planning in order to continuously improve school and culture.
Facilities:	Sycamore Drive ECLC is 56 years old. Approximately 310 children are educated in the building. As part of the $43 referendum, an addition was constructed to create larger learning spaces that include a computer lab, art and music classroom, Makerspace, and speech therapy classroom. A newly installed HVAC system supports energy efficiently with classroom window replacements and individual heat/AC units in each classroom that will add comfort to the learning environment.

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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.

Other Information:	As an early childhood learning center, Sycamore Drive educates three and four year old children through tuition and income eligible based preschool. The Kindergarten program is a full day program provided to all Hazlet residents. We embed personalized learning philosophies in building goals aligned to District goals. The focus of student personalization this year includes training teachers in small group instruction, data analysis, student set learning goals, and digital tools. Technology tools such as student computers, chrome books, iPads, Smart Boards, Promethean boards, and softward including IXL, Reading Eggs, Mathseeds, and More Starfall are utilized to guide and tailor student instruction. School safety, climate and culture are supported by various research based approached such as, Olweus, Applied Behavioral Analysis, individual and class reward systems, assemblies such as Wear the Cape, and principal recognition.