NJ SCHOOL PERFORMANCE REPORT

EARLY CHILDHOOD SCHOOL
(17-5670-055)
Grades Offered: PK-PK
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	HUDSON
District	WEST NEW YORK TOWN
Principal Name	MRS. ZEBROWSKI
Address	5204 HUDSON AVE WEST NEW YORK, NJ 07093-2614
Phone Number	(201)553-4035
Email Address	CZEBROWSKI@WNYSCHOOLS.NET
Website	http://www.wnyschools.net/district/ecs/
Facebook	https://www.facebook.com/WNYECC/
Twitter	https://twitter.com/wnyecc

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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	547	549	501
Total	547	549	501

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	45.3%	43.9%	48.3%
Male	54.7%	56.1%	51.7%
Economically Disadvantaged Students	72.9%	70.7%	74.5%
Students with Disabilities	14.6%	13.8%	17.0%
English Learners	0.0%	0.0%	0.0%
Homeless Students		0.0%	0.0%
Students in Foster Care		0.2%	1.2%
Military-Connected Students		0.2%	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	4.8%	3.6%	4.2%
Hispanic	87.8%	89.3%	88.4%
Black or African American	2.4%	2.0%	1.8%
Asian	4.9%	4.7%	5.2%
Native Hawaiian or Pacific Islander	0.0%	0.4%	0.0%
American Indian or Alaska Native	0.2%	0.0%	0.0%
Two or More Races	0.0%	0.0%	0.4%

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	547	549	501

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
Spanish	59.7%
English	37.5%
Other Languages	2.8%

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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.

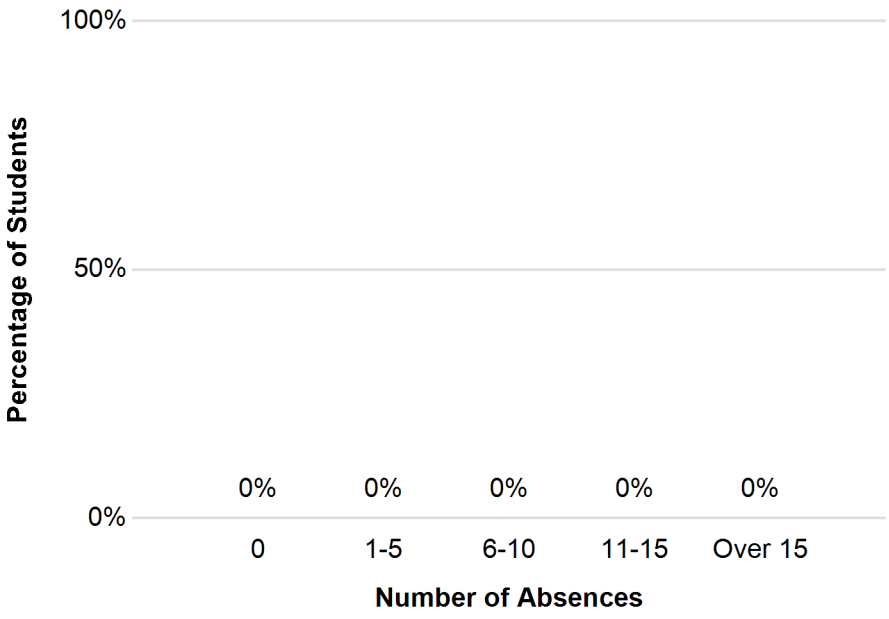
Chronic Absenteeism

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	0	0
White	N	N	0	0
Hispanic	N	N	0	0
Black or African American	N	N	0	0
Asian, Native Hawaiian, or Pacific Islander	N	N	0	0
American Indian or Alaska Native	N	N	0	0
Two or More Races	N	N	0	0
Economically Disadvantaged Students	N	N	0	0
Students with Disabilities	N	N	0	0
English Learners	N	N	0	0

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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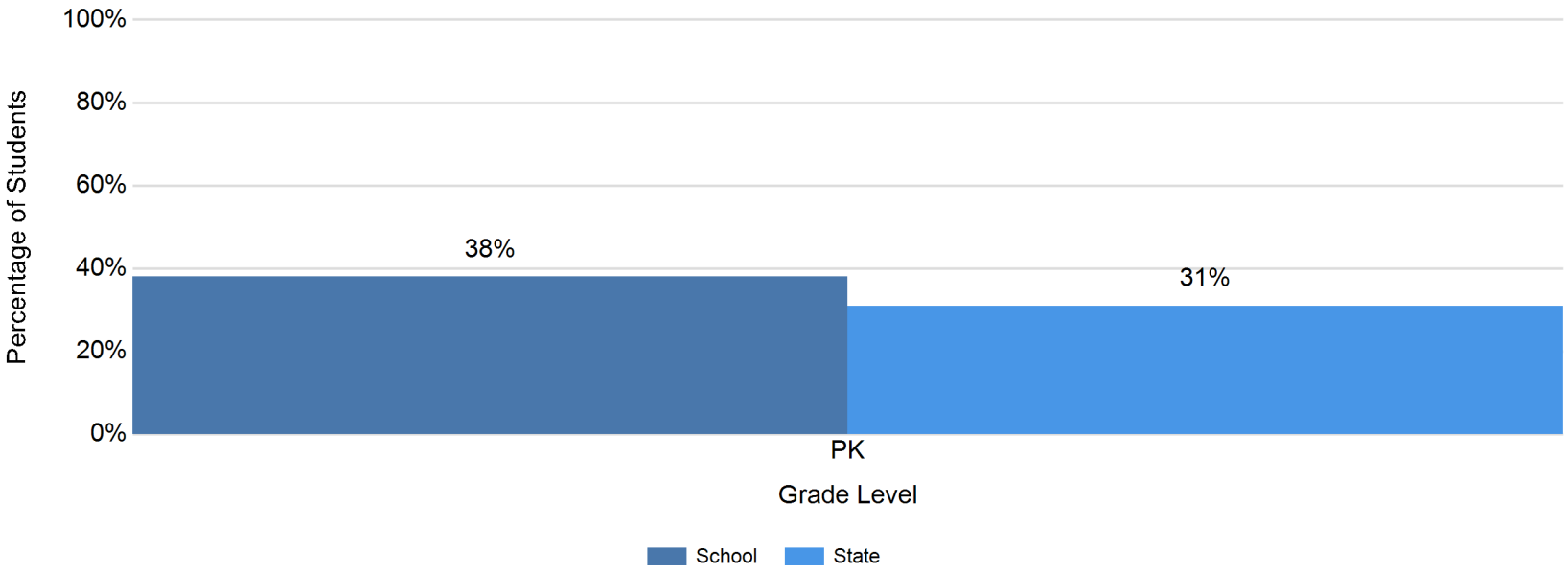
Chronic Absenteeism by Grade

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	2:45 PM
Length of School Day	6 Hrs 5 Mins
Full Time - Instructional Time	5 Hrs 5 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)	$798	$12,986	$13,784

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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	43	117,464
Average years experience in public schools	10.4	12.0
Average years experience in district	9.5	10.7
Teachers in district for 4 or more years	88.4%	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	23.3	16.0
Average years experience in district	22.8	12.0
Administrators in district for 4 or more years	97.6%	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	12:1	14:1
Students to Administrators	125:1	201:1
Teachers to Administrators	11:1	14:1
Students to Librarians/Media Specialists		1179:1
Students to Nurses		750:1
Students to Counselors		1032:1
Students to Child Study Team		229:1

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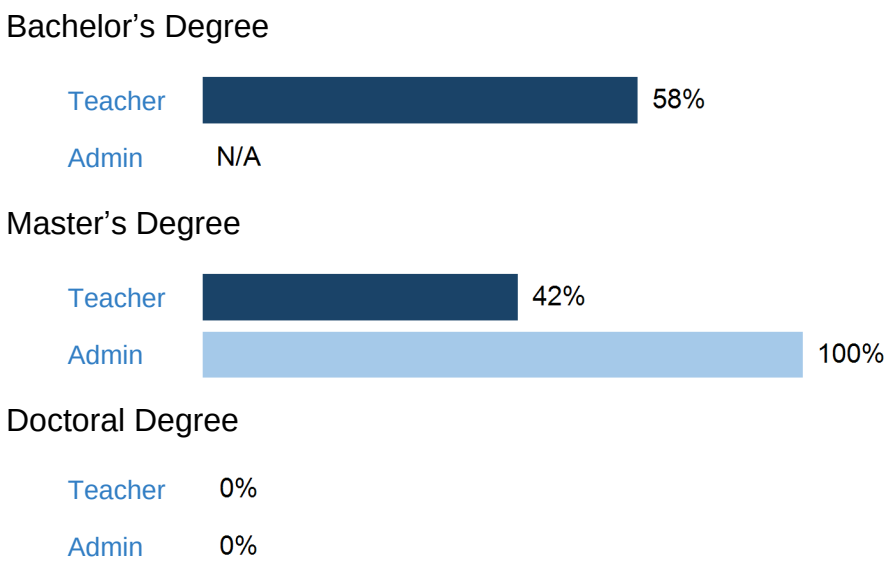
Teachers and Administrators - Level of Education

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	93.5%	90.2%
2016-17 Administrators: Same district 2017-18	93.0%	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	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	100.0%	100.0%
Male	0.0%	0.0%
White	46.5%	25.0%
Hispanic	51.2%	75.0%
Black or African American	0.0%	0.0%
Asian	2.3%	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:	• The Early Childhood Program prides in the high quality education utilizing Tools of the Mind Curriculum. It flourishes students' skills in the areas of social/emotional, literacy, and mathematics. • The Early Childhood Program incorporates a Six Week Protocol to enhance Social/Emotional Learning within the Teaching Strategies Gold Assessment to individualize age-appropriate instruction. • The Early Childhood Program is moving forward with 21st Century learning with developmental appropriate STEAM and Technology activities.
Mission, Vision, Theme:	The Early Childhood Program will join in the mission to prepare our little hands and minds for 21st century digital learning strategies. We believe in offering our preschoolers endless possibilities in learning as we follow our districts' mission in "Maximizing all students' potential for success in an ever-changing world."
Awards, Recognition, Accomplishments:	The Early Childhood Program enhances the students and staff's commitment to learning by providing various engaging, extra-curricular activities, such as “Week of Respect”, Monthly Multicultural Activities, “Read Across America”, "Walk-a-thon", "Perfect Attendance Awards", and “Week of the Young Child” honoring our young learners as well as diversity, respectfulness, and acceptance.

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Courses, Curriculum, Instruction:	The Early Childhood Program incorporates the Tools of the Mind, a researched-based educational curriculum, that is designed to provide a rich, academic experience to foster the foundation for cognitive, social/emotional and physical development. Teaching Strategies GOLD, is an authentic, ongoing observational system for assessing children in all areas of instruction. The implementation of the curriculum, standards and assessment coupled with low teacher to student ratio assists to meet the individualized instruction needed for students to develop and achieve success in a rich supportive environment.

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Before and After School Programs:	Catapult Learning and childcare providers offer before and after care services for our preschool students in all of our schools. Catapult Learning Program offers on all regular school days and selected half days from 7:30am - 8:40am and 2:45pm - 6:00pm. Preschool children are not transported outside of the school for childcare and are grouped according to their age. Catapult Learning Accepts the Urban League.
Staff and Professional Learning:	The Early Childhood Program carries out a professional development plan directly related to the district's mission and chosen curriculum, Tools of the Mind. It is based on the needs assessments using ECERS-3 and TPOT and staff surveys. Professional development is an integrated part of the plan. It includes provision for systematic ongoing training and focuses on helping students meet the preschool teaching and learning standards.

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Student Supports and Services:	A team of teachers, paraprofessionals, family members, administrators and intervention professionals have an opportunity to successfully address potential learning difficulties and challenging behaviors of preschool students. Students with IEPs are included in general education classrooms with appropriate supports throughout the routine and activities of the preschool day. Additionally, all ELLs receive support for home and English language acquisition in their natural preschool environment.
Student Health and Wellness:	The Early Childhood Program encourages healthy habits including healthy eating by providing balanced, nutritional meals and gross motor activities daily. The students also receive health screenings and interactive classroom activities to strengthen the healthy habits of the students.
Parent and Community Involvement:	The Early Childhood Program looks forward to working with families and the community to encourage a strong home/school connection to ensure that our students reach their highest potential. The program also provides various classes to expand their knowledge and skills, such as: Nutritional, English as a second language, Basic Computer, Positive Discipline and Literacy Classes. The parents are also offered monthly workshops on various topics. The Early Childhood Advisory Council is representative of the community and collaborates with various support groups to bring services and resources to our school and families. District-wide family involvement groups and activities are also coordinated by the Community/Parent Involvement Specialist (CPIS), family workers and social workers.

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Facilities:	The ?West New York Early Childhood Program ?provides a high quality preschool program located at various locations within the district including the Early Childhood School, School Four Annex, as well as ten childcare provider schools and two NHCAC Head Start buildings.

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Early Childhood Education:	The ?West New York Early Childhood Program ?provides a high quality preschool program located at Early Childhood School and School Four Annex. The district also contracted with ten private childcare provider schools and two NHCAC Head Start schools. The curriculum, “Tools of the Mind”,? ? is a researched-based educational curriculum designed to provide ?rich, academic ?experiences? that foster the foundation for cognitive, social/emotional and physical development needed for ??learning success.? The implementation of the Teaching Strategies Gold Assessment to individualize each students' learning and instruction. Our classrooms have low teacher to student ratio with fifteen students to one teacher and one paraprofessional in order to meet the individualized instruction needed for each student.