NJ SCHOOL PERFORMANCE REPORT

DONALD STEWART EARLY CHILDHOOD CENTER NO 51
(39-1320-355)
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	UNION
District	ELIZABETH CITY
Principal Name	MS. RODRIGUEZ
Address	544 PENNSYLVANIA AVENUE ELIZABETH, NJ 07208
Phone Number	(908)436-6410
Email Address	RODRIGJOC@EPSNJ.ORG
Website	https://www.epsnj.org/Domain/16
Facebook	https://www.facebook.com/donaldstewartECC51

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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	303	300	301
Total	303	300	301

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	55.4%	52.7%	48.8%
Male	44.6%	47.3%	51.2%
Economically Disadvantaged Students	82.8%	84.3%	81.1%
Students with Disabilities	12.5%	9.7%	10.6%
English Learners	51.2%	53.3%	24.3%
Homeless Students		0.0%	0.3%
Students in Foster Care		0.0%	0.0%
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	7.3%	10.7%	10.3%
Hispanic	63.7%	64.3%	67.4%
Black or African American	26.1%	22.7%	19.6%
Asian	3.0%	2.0%	1.3%
Native Hawaiian or Pacific Islander	0.0%	0.3%	0.3%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.0%	0.0%	1.0%

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	303	300	301

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	47.8%
English	45.2%
Portuguese	4.7%
Other Languages	2.3%

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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.

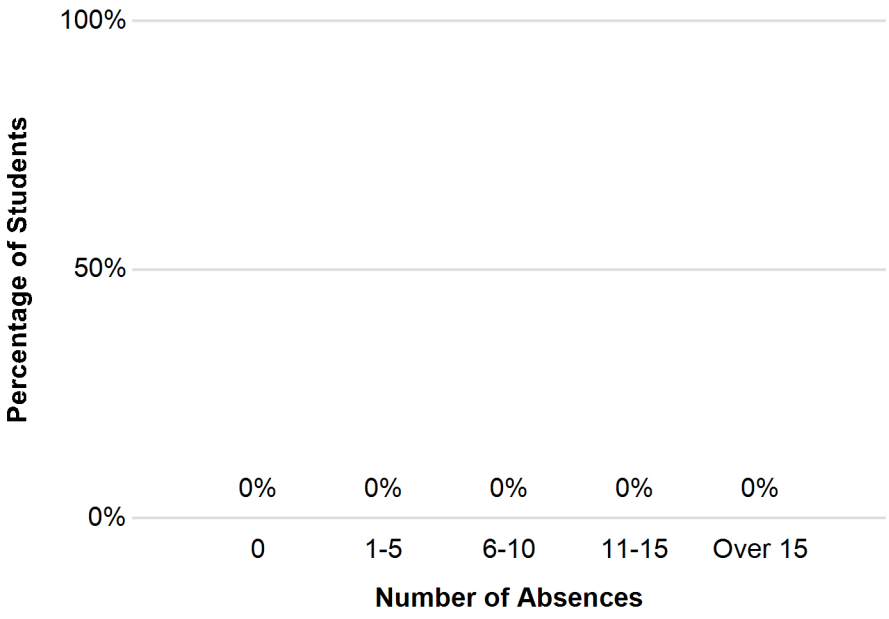
Chronic Absenteeism

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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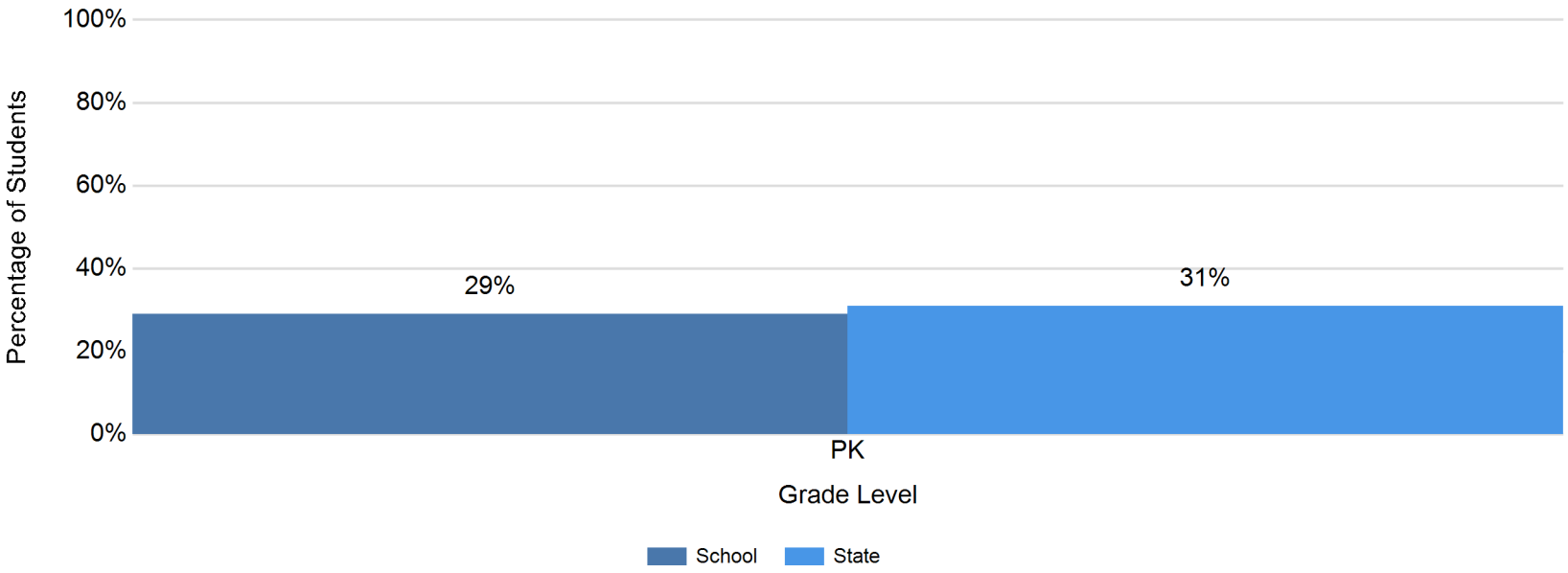
Chronic Absenteeism by Grade

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	1		1

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	8:20 AM
Typical End Time	3:00 PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	4 Hrs 40 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)	$720	$15,757	$16,477

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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	23	117,464
Average years experience in public schools	11.5	12.0
Average years experience in district	11.5	10.7
Teachers in district for 4 or more years	95.7%	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	99	9,374
Average years experience in public schools	18.3	16.0
Average years experience in district	18.3	12.0
Administrators in district for 4 or more years	99.0%	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	13:1
Students to Administrators	301:1	282:1
Teachers to Administrators	23:1	21:1
Students to Librarians/Media Specialists		1994:1
Students to Nurses		537:1
Students to Counselors		537:1
Students to Child Study Team		243:1

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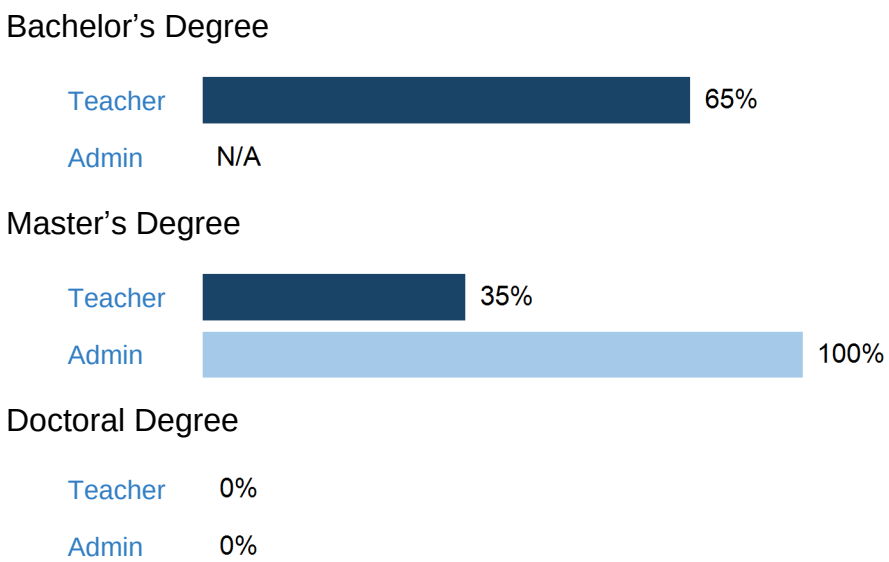
Teachers and Administrators - Level of Education

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	94.7%	90.2%
2016-17 Administrators: Same district 2017-18	93.3%	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	95.3%

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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	91.3%	100.0%
Male	8.7%	0.0%
White	21.7%	0.0%
Hispanic	65.2%	100.0%
Black or African American	4.3%	0.0%
Asian	8.7%	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.

Highlights:	• 2016 State School of Character recipient • 2016 National School of Character recipient. • 2018 Promising Practice Award
Mission, Vision, Theme:	Our vision is to be one of the highest performing Early Childhood Centers in the nation. Our mission as a school is to promote excellence in academics exposing our students to language and social emotional experiences that foster reasoning skills and developing our students' character development. As a school we chose the motto "Friends Care Friends Share" as a verbal reminder of our mission to lay the groundwork of morals and values that will facilitate their educational journey.
Awards, Recognition, Accomplishments:	Donald Stewart School 51 was recognized as a 2016 NJ School of Character and a 2016 National School of Character by Character.org. In May 2016 we were awarded Character.org's Promising Practice Award for our dedication in celebrating diversity within our school's community. In 2018 we received the Promising Practice Award for Panda Pride Parade: A Celebration of Friendship and Caring for Everyone in Our Community

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Courses, Curriculum, Instruction:	Donald Stewart School 51 has adopted a Dual Language Program along with the High/Scope approach to Early Childhood Education. The dual Language Program offers children the opportunity to acquire a second language through meaningful interaction with English and Spanish speaking peers and staff. Through our High/Scope Approach to early childhood education adults and children share in the decision making processes that develop their social intellectual and physical needs.
Sports and Athletics:	celebrated inclusion during Autism Awareness Month by participating in Special Olympics Unified Game Day. This event was organized by Mrs. Burnett-Williams special education teacher and Mrs. Rodriguez the school's gym teacher. They worked together with Mrs. Andrea Moore Young Athlete Director of Special Olympics to promote inclusion compassion and confidence. Activities for Unified Games Day included group dancing and a cooperative parachute activity to promote unity and inclusion in school.
Clubs and Activities:	We offer many activities to our school community throughout the school year including: parent workshops Books and breakfast Parent/Teacher conferences Back to School Night Holiday concerts Reading Under the Stars our Multicultural Fashion Show/Sing-A-Long Moving Up Ceremony Kindergarten Transition Trips Parents' Professions Presentations Book Fairs Plant Sales Science Fair Fall Harvest Activity as well as Student's Monthly birthday celebrations.

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Before and After School Programs:	Our students are offered a before and after school program which is provided by Catapult Learning. The program is offered to our 3 and 4 year old students to facilitate working parents' schedules and serves as an enrichment program for those students enrolled.
Staff and Professional Learning:	Our educators are supported with ongoing professional development opportunities at a district and school community level. Our teachers attend monthly Professional Developmental Meetings and workshops Departmental Meetings Faculty Meetings as well as Professional Learning Community Meetings. Our Professional Learning Communities are directly connected to data collected from student and staff assessments which facilitates the decisions of which topics/techniques are needed to be reinforced.

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Student Supports and Services:	Donald Stewart provides all students with developmentally appropriate and differentiated instruction in our self-contained and inclusion classrooms. We have intervention and referral services that are available to students requiring additional help; referrals for behavior and/or academic assistance are reviewed with students' parents action plans are implemented and logged students' progress is monitored and then evaluated to see if continuation of the referral is needed.
Student Health and Wellness:	Monthly parent workshops as well as student assemblies are held where various topics related to our students' physical and mental well being are addressed. As part of NJ's Whole Child Initiative we serve healthy and nutritionally balanced breakfasts and lunches which are available for all students. The students also receive physical education and visit the playground on a daily basis.
Parent and Community Involvement:	Donald Stewart School 51 offers many opportunities for parents family and community members to be involved in our school community. We offer parental involvement programs such as monthly workshops and newsletters volunteer opportunities trips to visit local Adult Community Programs visits from local emergency services and family involvement in our Parent Teacher Organization. Our PTO is dedicated to establishing a home-school connection among all its' members and our school community.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers Surveys are distributed to our school community twice a year. Staff surveys focus on our school's moral sense of community level of support from administrators communication etc. Family surveys focus on the quality of the school's program level of communication and the school's environment as a whole. For the 2017-2018 school year our areas with the highest "Excellent" scores were: School Security Quality of the Program Positive School Climate and Effective Communication.
Facilities:	Donald Stewart first opened its' doors in 2004. Our school services 308 students. Each classroom is equipped with a Smart Board as well as six network I-Pads for the students' use. We have an Atrium that the students use as space to read outdoors and for gardening activities a Multi-Purpose room used for indoor activities or assemblies a Gymnasium and two outdoor Courtyards that are used for our students' gross motor activities.

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Other Information:	At Donald Stewart School No. 51 we are a dual language school which means that the students alternate between English and Spanish classrooms every two weeks. The team teachers and parents work collaboratively to identify the diverse cultures and individual needs of each students in the learning process. We utilize the High Scope approach as mentioned which encourages the teacher to serve as a facilitator for our students as they take on a leadership role and learn through play and interaction in their environment. Donald Stewart school 51 goal and highlight is to provide an environment where every child feels welcomed and academically challenged in their educational experiences.