




Mary Kay McMillin Early Childhood Center  
2016-2017

39-0310-035  
UNION  
BERKELEY HEIGHTS TWP  
651 MOUNTAIN AVENUE  
BERKELEY HEIGHTS, NJ 07922

The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school's test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

#### Navigating through the reports:

- Download this report to a PDF by clicking the  icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

#### Other Resources:

- Review the [Parent Summary Report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at [reportcard@doe.state.nj.us](mailto:reportcard@doe.state.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. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
PK	42	50	56
KG	128	117	115
1	147	178	162
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Ungraded	4	1	3
Total	321	346	336

### PreK and K - Full Day and Half Day

This table shows the full day and half day enrollment for Pre-Kindergarten (PK) and Kindergarten (KG) students in this school.

Grade	2014-15	2015-16	2016-17
PK - Half Day	46	50	56
PK - Full Day	0	0	0
KG - Half Day	128	117	115
KG - Full Day	0	0	0

### 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	2014-15	2015-16	2016-17
Female	50%	44%	46%
Male	50%	56%	54%
Economically Disadvantaged Students	1%	1%	1%
Students with Disabilities	9%	13%	13%
English Learners	2%	1%	2%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

### Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students
White	67.9%
Asian	13.7%
Hispanic	8.9%
Black or African American	2.1%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	7.4%

### 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. All other students are included in Other Languages.

Home Language	% of Students
English	92.6%
Chinese	2.4%
Russian	1.2%
Other	3.9%



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This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected 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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

### Chronic Absenteeism

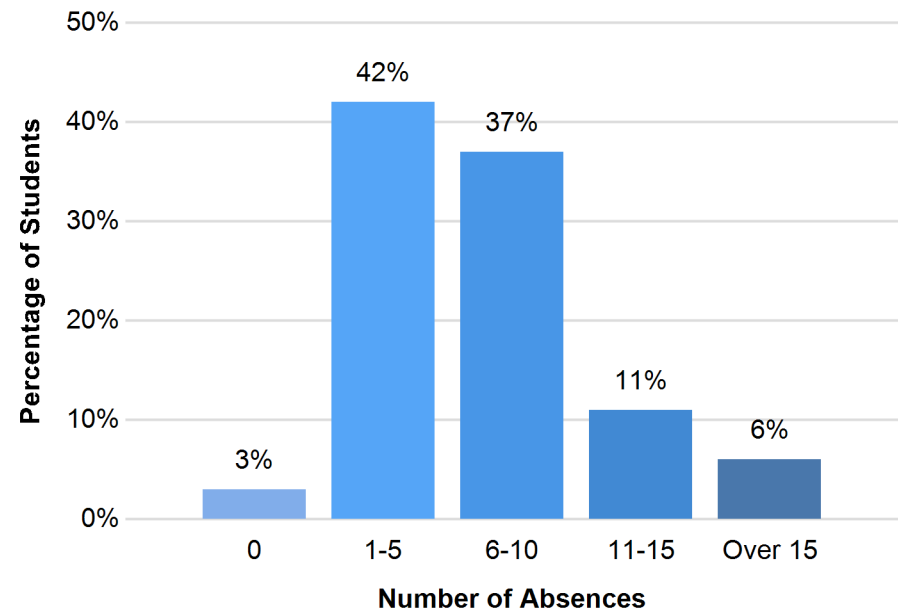
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	4.70	10.80	Met Target
White	3.20	10.80	Met Target
Hispanic	4.00	10.80	Met Target
Black or African American	0	**	**
Asian, Native Hawaiian, or Pacific Islander	12.50	10.80	Not Met
American Indian or Alaska Native	N	**	**
Two or More Races	0	**	**
Economically Disadvantaged Students	0	**	**
Students with Disabilities	8.70	10.80	Met Target
English Learners	0	**	**

\*\* *ESSA* accountability targets are only included if data is available for at least 20 students.

### Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.



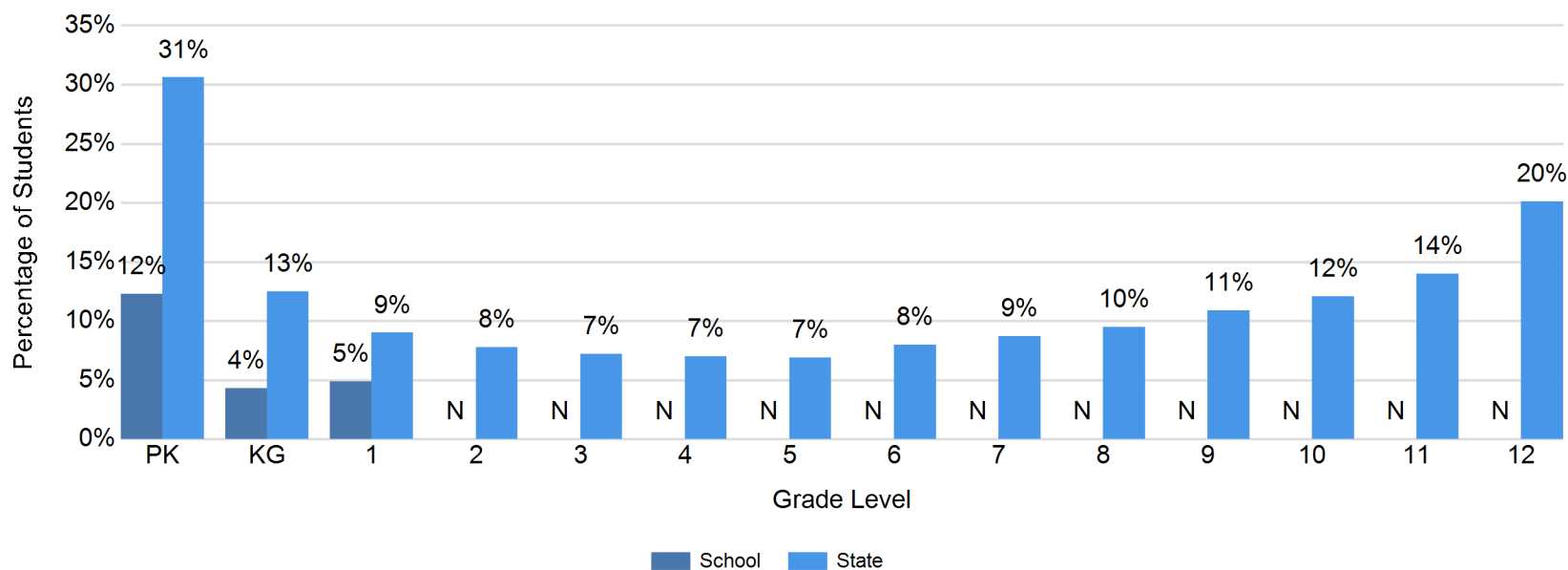


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### Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





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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.

Category	School
Typical Start Time	8:45AM
Typical End Time	3:10PM
Length of School Day	6 Hrs 25 Mins
Full Time - Instructional Time	5 Hrs. 40 Mins.
Shared Time - Instructional Time	*

### 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 provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	0
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	0
Incidents Per 100 Students Enrolled	0.00

### Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	0.0%
Out-of-School Suspensions	0.0%
Any Suspension	0.0%

### Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0



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### 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).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total	\$264	\$15,588	\$15,852



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This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

**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

**Full-Time Equivalent:** In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

### Teachers – Experience and Certifications

This table shows information about experience and certifications for teachers assigned to this school and across the state.

Category	Teachers in Schools	Teachers in State
Total Number of teachers	24	115,100
Average years experience in public schools	11.9	11.8
Average years experience in district	10.5	10.5
Teachers in district for 4 or more years	58%	74%

### 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	21	9,476
Average years experience in public schools	17.9	15.7
Average years experience in district	8.4	11.5
Administrators in district for 4 or more years	67%	74%

### Student to Staff Ratios

This table shows the number of students per staff member 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.

Staff Type	School Students: Staff	District Students: Staff
Teachers	14:1	12:1
Administrators	336:1	128:1
Librarian/Media Specialists		674:1
Nurses		449:1
Counselors		337:1
Child Study Team		180:1



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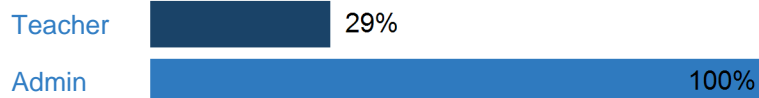
### Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by the teachers and administrators at this school. 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.

#### Bachelor's Degree



#### Master's Degree



#### Doctoral Degree



### Teachers and Administrators - One-Year Retention (District Level)

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	90%	85%
2015-16 Administrators: Same district 2016-17	95%	85%

### Faculty Attendance

This table shows the percentage of days that school 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
2016-17	98%





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### School General Info

<b>Principal:</b>	Mrs. Corley-Hand	<b>Email Address:</b>	<a href="mailto:acorleyhand@bhpsnj.org">acorleyhand@bhpsnj.org</a>
<b>Address:</b>	651 MOUNTAIN AVENUE BERKELEY HEIGHTS, NJ 07922	<b>Website:</b>	<a href="https://www.bhpsnj.org/mcmillin">https://www.bhpsnj.org/mcmillin</a>
<b>Phone:</b>	(908)464-5583	<b>Facebook:</b>	N/A
		<b>Twitter:</b>	N/A

### 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.

 <p><b>Highlights:</b></p>	<ul style="list-style-type: none"> <li>• Teachers modify instruction to align with student ability levels, rather than their grade levels.</li> <li>• Makerspaces in classrooms serve as a catalyst for developing problem solving skills with our students.</li> <li>• Our school dog, Timber, is a welcoming presence in our school community.</li> </ul>
 <p><b>Mission, Vision, Theme:</b></p>	<p>Mary Kay McMillin Early Childhood Center will provide an environment that supports each child's ability to meet the daily challenges of learning, while building a strong foundation of confidence and skills.</p>
 <p><b>Awards, Recognition, Accomplishments:</b></p>	<p>The Early Childhood Center was twice awarded the New Jersey Department of Education Best Practice Award and recognized as a New Jersey Department of Education Star School, representing New Jersey's "cutting edge" schools. One of our first grade teachers, Susan Poage, was the recipient of a Presidential Science Award.</p>



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### Courses, Curriculum, Instruction:

Teachers implement center-based instructional approaches to engage students in learning and integrate multiple subjects so learning happens in a meaningful context. Writer's Workshop, guided reading instruction, and math stations provide differentiated teaching using small, flexible groups to meet the individual needs of students while engaging students in purposeful centers for practice and application of skills and strategies.

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 <b>Student Supports and Services:</b>	<p>The Early Childhood Center prides itself on fostering an inclusive environment in which students with and without disabilities and English language learners learn together while being provided with daily support. A daily “What I Need” intervention/enrichment period meets the needs of all students with interventionists providing remedial support for students that are struggling and enrichment activities for those that need more challenging opportunities.</p>
 <b>Student Health and Wellness:</b>	<p>Our school nurse conducts routine screenings and leads Medical Emergency Response Team is trained, with many certified in CPR, AED, and Epi-pen administration. Health lessons are delivered within the classroom and for the safety of our students, our snack policy allows only for fruits and vegetables to be consumed in classrooms. Physical Education classes support physical health and well-being of our students as does daily recess and a commitment to outside play each day.</p>
 <b>Parent and Community Involvement:</b>	<p>Recognizing that parents want to be engaged in their child's learning, staff establishes and maintains ongoing communication with parents on a regular basis. We support ongoing parental interest and involvement through art and library class volunteers, Writer's Celebrations, and “Care to Share” opportunities for parents to visit and share family traditions and/or work related topics. An active Parent Teacher Organization supports school-wide initiatives and assembly programs.</p>



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Facilities:

Hamilton Terrace School first opened in 1961 before becoming the Early Childhood Center at Hamilton Terrace in 1997. Renamed Mary Kay McMillin Early Childhood Center in 2009 in honor of the school's first Principal, Mary Kay McMillin. In 2005, a grant funded the installation of an outdoor classroom. In 2016, our PTO provided funding for the installation of classroom air conditioners. In 2017, safety vestibules were installed.



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The Early Child Center is a safe and nurturing environment that allows all students — regardless of their perceived strengths and weaknesses - to explore the world around them, and to become the best versions of themselves. The staff is steadfast in its commitment that all students acquire the foundational skills necessary for later learning and providing a developmentally-appropriate program in which children navigate what it means to be a part of a classroom and the broader school community. Individual classrooms may vary in environmental arrangement and program features according to individual teaching styles and the needs as well as interests of the children.



Other Information: