



# Grenloch Terrace Early Childhood Center (15-5500-030)


2019-2020


County: Gloucester

Principal: Ms. Andrea Salstrom

District: Washington Township School District

[School Website](#)

 251 Woodbury Turnersville Rd  
Sewell, NJ 08080

 856-227-1303



**337**  
Total Students



**PK-KG**  
Grades Offered

## Overview & Resources

The School Performance Reports reflect the New Jersey Department of Education's (NJDOE) commitment to providing parents, students, and school communities with a large variety of information about each school and district. These reports can be used as a tool to help evaluate whether all students have equitable access to high quality education. We encourage you to use these reports to:

- **Learn more** about the school and the district
- **Start conversations** with school community members and ask questions
- **Engage** with school communities to identify where schools are doing well and where they can improve

**Important Notes for 2019-2020:** The ongoing COVID-19 pandemic has had a significant impact on the way the NJDOE was able to measure school performance and student achievement for the 2019-2020 School Performance Reports. Some data is not available at all and other data, while available, may not look the same as it did in prior years. The NJDOE also recognizes that our existing data can't begin to measure the hard work and perseverance of the students, families, educators and community members during this difficult year. This past year has been unlike any other, and the NJDOE believes that it is critical to use the available data in the reports, along with other information collected directly within districts and communities, to start conversations, identify gaps in information, and begin to find ways to address the impacts of COVID-19 and ensure all students receive the support that they need.

The 2019-2020 School Performance Reports will not include the following data elements:

- Statewide assessment participation and performance (NJSLA, DLM, ACCESS for ELLs)
- Student growth Data
- Chronic absenteeism rates
- Progress toward English language proficiency
- ESSA Summative ratings or indicator scores
- Status in meeting annual targets or standards for ESSA indicators

A new "[Impact of COVID-19 on Data Availability](#)" resource summarizes which data is available, which data is not available, and which data may have been impacted. Notes are included throughout the School Performance Reports and the Reference Guide to explain where data is missing or impacted by COVID-19. Look for "Important Note for 2019-2020" sections.

### School Performance Report Resources:

The NJDOE has several resource documents that can help you understand and use the School Performance Reports, which can also be found under the "Resource Documents" link at the top of the page:

- New [Impact of COVID-19 on Data Availability](#)
- One-page guides to help start conversations for [administrators](#), [educators](#), [elementary](#), and [middle and high school families](#)
- [Reference Guide](#) with details on all the data in these reports
- [Frequently Asked Questions](#)
- [Understanding Adjusted Cohort Graduation Rates](#)
- [Understanding Student Growth Percentiles](#)
- [Data Privacy Rules](#) (why you see \*s and N's in the reports)

Let the NJDOE know how we can improve future reports by taking our [feedback survey](#). Contact [reportcard@doe.nj.gov](mailto:reportcard@doe.nj.gov) with any questions about the reports

**Report Key:**

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## Overview & Resources

### School Contact Information

This table contains contact information including principal name, address, phone number, email address, and social media information, if provided.

Type	Contact Information
County	Gloucester
District	Washington Township School District
Principal Name	Ms. Andrea Salstrom
Address	251 Woodbury Turnersville Rd, Sewell, NJ 08080
Phone Number	<a href="tel:856-227-1303">856-227-1303</a>
Email Address	<a href="mailto:asalstrom@wtps.org">asalstrom@wtps.org</a>
Website	<a href="http://www.wtps.org/Domain/10">www.wtps.org/Domain/10</a>
Facebook	<a href="https://www.facebook.com/GTECCWTPS">https://www.facebook.com/GTECCWTPS</a>
Twitter	<a href="https://twitter.com/GTECCPrincipal">https://twitter.com/GTECCPrincipal</a>

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## Demographics

Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

### Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2017-18	2018-19	2019-20
PK	95	85	97
KG	261	233	240
<b>Total</b>	<b>356</b>	<b>318</b>	<b>337</b>

### Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years. Note that 2019-20 is the first year that data was collected for non-binary/undesignated gender and, as a result, the 2019-20 data may not be a true representation of the student population. Additionally, to protect student privacy, gender percentages for 2019-20 are rounded to the nearest 0.5.

Student Group	2017-18	2018-19	2019-20
Female	40.7%	45.9%	46.5%
Male	59.3%	54.1%	53.5%
Non-Binary/Undesignated Gender			<1%
Economically Disadvantaged Students	27.5%	21.4%	18.7%
Students with Disabilities	38.5%	32.7%	34.1%
English Learners	4.2%	3.1%	3.3%
Homeless Students	0.3%	0.3%	0.0%
Students in Foster Care	0.6%	1.6%	0.9%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	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	2017-18	2018-19	2019-20
White	75.6%	78.9%	81.3%
Hispanic	7.0%	6.6%	7.1%
Black or African American	10.1%	7.2%	5.0%
Asian	3.7%	3.8%	3.3%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.3%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two Or More Races	3.7%	3.5%	3.0%

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### 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	2017-18	2018-19	2019-20
PK - Half Day	0	41	53
PK - Full Day	95	44	44
KG - Half Day	0	0	0
KG - Full Day	261	233	240

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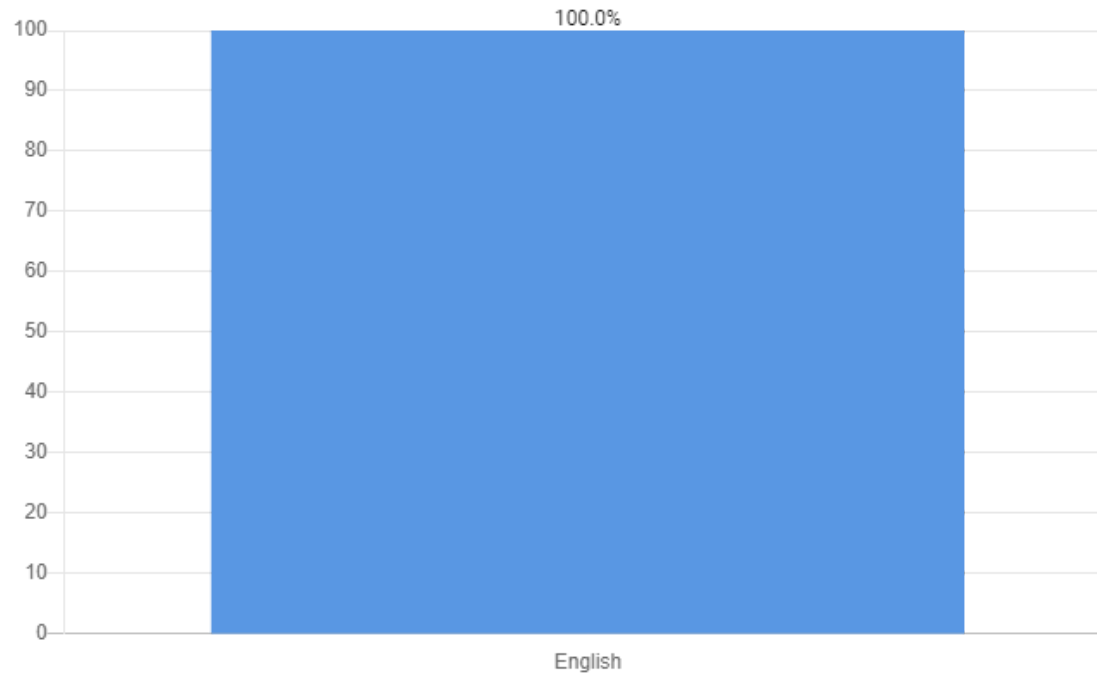
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### Enrollment by Home Language

This chart 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. To see this data in a table, click the Table View option below the chart.



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## Academic Achievement

### 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. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

**Important note for 2019-20:** Due to the cancellation of statewide assessments and a federal waiver as a result of the COVID-19 pandemic, English Language Progress to Proficiency is not available for 2019-20.

### 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.

**Important note for 2019-20:** Due to the cancellation of statewide assessments and a federal waiver as a result of the COVID-19 pandemic, ACCESS for ELLs 2.0 assessment participation and performance are not available for 2019-20.



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## Climate and Environment

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. Students with fewer than 45 days in membership are excluded from attendance calculations.

**Important Note for 2019-20:** Due to the COVID-19 pandemic, NJDOE received a federal waiver which removed the requirement to report on chronic absenteeism and related accountability measures for the 2019-20 school year. As a result, NJDOE will not report on chronic absenteeism and other attendance data for 2019-20. Tables showing 2019-20 attendance data will be hidden in this report.

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## Climate and Environment

The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories. In addition to the 2018-19 data below, NJDOE is required, under ESSA, to report on the most recent, publicly-available Civil Rights Data Collection (CRDC) data, which can be found on the [NJDOE School Performance webpage](#). Please note that prior to school year 2017-2018, the CRDC and the State collection system, EVVRS, did not collect the same data elements. In an effort to better align the State system with the CRDC, the new Student Safety Data System (SSDS) collects all the required CRDC data elements. NJDOE is in the process of developing a reporting function for the SSDS which will allow LEAs to use the same data for both submissions.

**Important note for 2019-20:** Due to school closures as a result of [Executive Order 107](#), discipline data for the 2019-20 school year may not be comparable to prior or future school years and NJDOE recommends caution in making comparisons.

### 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	1
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
<b>Total Unique Incidents</b>	<b>1</b>
Incidents Per 100 Students Enrolled	0.30

### 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 Bullying (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	School Days Missed due to Out-of-School Suspensions
In-School Suspensions	0	0.0%	
Out-of-School Suspensions	*	*	N
Any Suspension	*	*	
Removal to other education program	0	0.0%	
Expulsion	0	0.0%	
Arrest	0	0.0%	

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## Climate and Environment

### 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.

**Important note for 2019-20:** The start and end times in this table may reflect standard hours for in-person instruction. These hours may have been adjusted due to remote or hybrid instruction schedules.

Category	School
Typical Start Time	9:20 AM
Typical End Time	3:10 PM
Length of School Day	5 Hrs. 50 Mins.
Full Time - Instructional Time	5 Hrs. 40 Mins.
Shared Time - Instructional Time	N

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# Staff

Staff data reflects teachers and administrators reported by districts at the beginning of the school year.

**Key terms for staff data:**
**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

**Experience:** Experience is based on information submitted by districts on all their staff members. For purposes of this report, the ESSA Educator Equity and federal reporting requirements, NJDOE has defined teachers as "inexperienced" if they have fewer than four years of prior experience in a given district. The tables below report on "experienced" teachers and administrators for federal reporting purposes.

**Out-of-Field:** A teacher is labeled "out-of-field" if they are potentially teaching outside their area of certification. This could occur if the teacher cannot be found in the NJDOE's certification system, if their job code does not match their certification, or if the teacher has an expired certificate.

## Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education. The number of out-of-field teachers is the number of teachers who are potentially teaching outside of their area of certification.

Category	Teachers in School	Teachers in State
Total Number of teachers	28	119,170
Average years experience in public schools	10.4	12.3
Average years experience in district	9.7	11.0
Percentage of Teachers with 4 or more years experience in the district	71.4%	75.8%
Number of out-of-field teachers	0	2,276

## Administrators – Experience (District Level)

This table shows information about the experience of administrators assigned to this district and across the state.

Category	Admin. in District	Admin. in State
Total Number of administrators	47	9,574
Average years experience in public schools	19.7	16.2
Average years experience in district	16.1	12.3
Percentage of Administrators with 4 or more years experience in the district	87.2%	77.9%

## 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	337:1	154:1
Teachers to Administrators	28:1	14:1
Students to Librarians/Media Specialists		659:1
Students to Nurses		604:1
Students to Counselors		279:1
Students to Child Study Team Members		290:1

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## Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group. Note that 2019-20 is the first year that data was collected for non-binary/undesignated gender and, as a result, the 2019-20 data may not be a true representation of the student or staff population. Additionally, to protect student privacy, gender percentages for 2019-20 are rounded to the nearest 0.5.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	46.5%	96.5%	100.0%	48.5%	77.0%	55.5%
Male	53.5%	3.5%	0.0%	51.5%	23.0%	44.5%
Non-Binary/Undesignated Gender	<1%	<1%	<1%	<1%	<1%	<1%
White	81.3%	89.3%	100.0%	41.4%	83.2%	77.0%
Hispanic	7.1%	0.0%	0.0%	30.5%	7.6%	7.4%
Black or African American	5.0%	7.1%	0.0%	15.1%	6.6%	14.1%
Asian	3.3%	3.6%	0.0%	10.2%	2.1%	1.2%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.3%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	3.0%	0.0%	0.0%	2.4%	0.2%	0.2%

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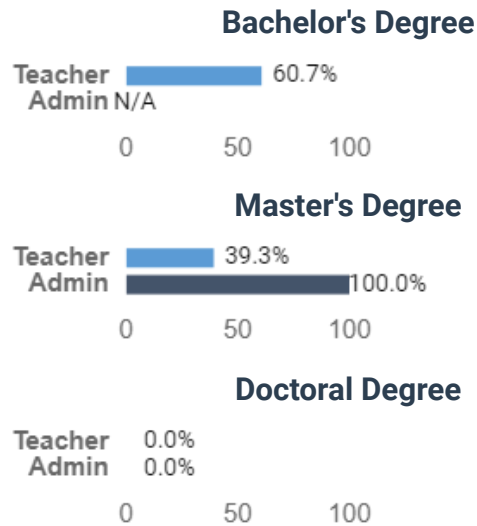
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### Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by 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 2018-19 that were still assigned to this district in 2019-20. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2018-19 Teachers: Same district 2019-20	89.3%	90.7%
2018-19 Administrators: Same district 2019-20	95.7%	87.8%

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## Per-Pupil Expenditures

### Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

*Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.*

[Link to District Summary of 2019-20 School-Level Per Pupil Expenditures by Source](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.

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## 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 the school or district directly.



### Highlights:

- The school has earned New Jersey Future Ready School Silver Status and has implemented a 1:1 learning environment for all students.
- A robust tiered system of supports includes a variety of interventions and programs to meet the the unique learning needs of our students.
- Character education, mindfulness, and social emotional learning are implemented to support a positive school culture and climate.



### Mission, Vision, Theme:

The mission of the Washington Township Public Schools is to provide a safe, positive, and progressive environment that provides opportunity for all students to attain the knowledge and skills specified in the New Jersey Student Learning Standards at all grade levels, as to ensure their full participation in an ever-changing world as responsible, self-directed, and civic-minded citizens.

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### **Awards, Recognition, Accomplishments:**

Grenloch Terrace Early Childhood Center is dedicated to the mission of excellence through equity, engagement, and environment. Our students are exposed to rich curricula, a variety of clubs, character education and social emotional learning programs, enrichment and remediation programs, and student recognition programs. Our school has partnered with many community resources to offer a myriad of learning experiences.



### **Courses, Curriculum, Instruction:**

A comprehensive balanced literacy approach provides students with opportunities to engage in variety of authentic reading and writing activities while learning foundational skills in a systematic approach. In addition to an inquiry-based approach to science and social studies, an observable connection exists with literacy integrated throughout the curriculum. Mathematics instruction fosters critical thinking and problem-solving skills while students work in small guided groups or partnerships.



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### **Before and After School Programs:**

Intensive before and after school tutoring programs provide diagnostic-prescriptive instruction for identified students. Tutoring programs provide academic and/or behavior supports.



### **Staff and Professional Learning:**

The staff at GTECC engages in district-level and site-based, job-embedded professional development opportunities. These high-quality workshops develop theoretical understanding, provide demonstrations and/or modeling, and include opportunities for collaboration. Analysis of student data guides the content of these programs. In addition, the sharing of instructional strategies adds to the innovation of these professional development experiences.

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### **Student Supports and Services:**

Student supports range from academic to social/emotional. SACs and school counselors, nursing services, board certified behavior analysts and clinical associates, and character programs support the social emotional learner. A variety of academic supports are provided through our intervention/enrichment programs. All teachers analyze data during scheduled data meetings, and our Intervention and Referral Services Team meets regularly to examine student data in order to make decisions regarding the supports and services for individual students.



### **Student Health and Wellness:**

Grenloch Terrace Early Childhood Center has a Wellness Committee that recognizes the link between student health and learning. The school is committed to providing a learning environment that promotes student wellness, proper nutrition, health education, and regular physical activity for all students. Breakfast is offered and served daily in each classroom to promote proper nutrition, improve concentration, and increase student performance in the classroom.

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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

## 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 the school or district directly.



### Parent and Community Involvement:

Our school offers parent involvement in a variety of formats. Our PTO is an active organization along with our district Special Education Parent Advisory Group (SEPAG). Parent involvement nights such as Parents as Partners and Stepping Up to the Next Grade offer informative sessions about curriculum, instruction, and social and emotional supports. Parents are active on school-based committees, and they are also involved in school events and special programs.



### Facilities:

Our campus has two buildings, one built in 1936 and the other in 1991. Both are fully air-conditioned and each provides large classrooms for our children. An all-purpose room and library are also included, as is a well-equipped playground.

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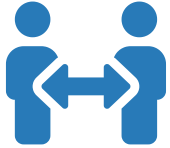
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### Learning During COVID-19:

At the elementary level, our assessments and reading inventories were revised to address students learning remotely while providing more meaningful formative assessment data to support standards based grading. Our PreK population was afforded the opportunity to attend four days a week and participate in Cohort C. Remote Education Facilitators were established to provide ongoing live instruction for fully remote and off cohort students. All PreK-2 students were provided with iPads, and all kindergarten students received new iPads as part of our new replenishment cycle. Students explored a variety of new resources and accessed virtual libraries for small group and independent reading. Personal baggies with traditional resources and manipulatives were sent home with all elementary learners in an effort to reduce screen time and allow students to use traditional tools to support their learning and development.

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### Other Information:

Technology applications continue to be infused into every aspect of the curriculum. This allows technology to open doors for students to access a world of knowledge that exists beyond the doors of our school. All of our classrooms are equipped with ipads, document cameras, Red Cat amplification systems, LCD projectors, and/ or short throw projectors. Our school enables parent access to grades and attendance using the data management system, PowerSchool. The school website and staff web pages provide parents with detailed information regarding daily events and curriculum information.