

**WARREN COUNTY SPECIAL SERVICES SCHOOL**

(41-5450-050)

Grades Offered: PK-12

2017-2018

Report Key:

- * Data is not displayed in order to protect student privacy
- ** Accountability calculations require 20 or more students
- N** No Data is available to display
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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 at 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	WARREN
District	WARREN CO SPECIAL SERVICE
Principal Name	
Address	682 Oxford Road Oxford, NJ 07863
Phone Number	(908)223-7275
Email Address	
Website	http://www.wcsssd.org
Facebook	https://www.facebook.com/WCSSSD



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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	0	0	0
KG	0	0	0
1	1	2	0
2	1	1	2
3	3	0	2
4	1	2	0
5	2	1	2
6	1	1	0
7	1	1	1
8	4	4	0
9	1	3	0
10	3	1	1
11	3	3	0
12	6	6	3
Total	27	25	11

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	22.2%	20.0%	18.2%
Male	77.8%	80.0%	81.8%
Economically Disadvantaged Students	22.2%	16.0%	9.1%
Students with Disabilities	96.3%	96.0%	100.0%
English Learners	0.0%	0.0%	0.0%
Homeless Students		0.0%	0.0%
Students in Foster Care		4.0%	9.1%
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	74.1%	72.0%	81.8%
Hispanic	11.1%	12.0%	18.2%
Black or African American	7.4%	4.0%	0.0%
Asian	7.4%	12.0%	0.0%
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	0.0%	0.0%	0.0%

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	0	0	0
KG - Half Day	0	0	0
KG - Full Day	0	0	0

Enrollment Trends by Full and Shared Time Status

This table shows the number of full and shared time students for the last three years. The full time equivalent is the number of full time students plus half the number of shared time students.

Enrollment Status	2015-16	2016-17	2017-18
Full Time Students	27	25	11
Shared Time Students	0	0	0
Full Time Equivalent	27	25	11

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	90.9%
Sign Languages	9.1%



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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.

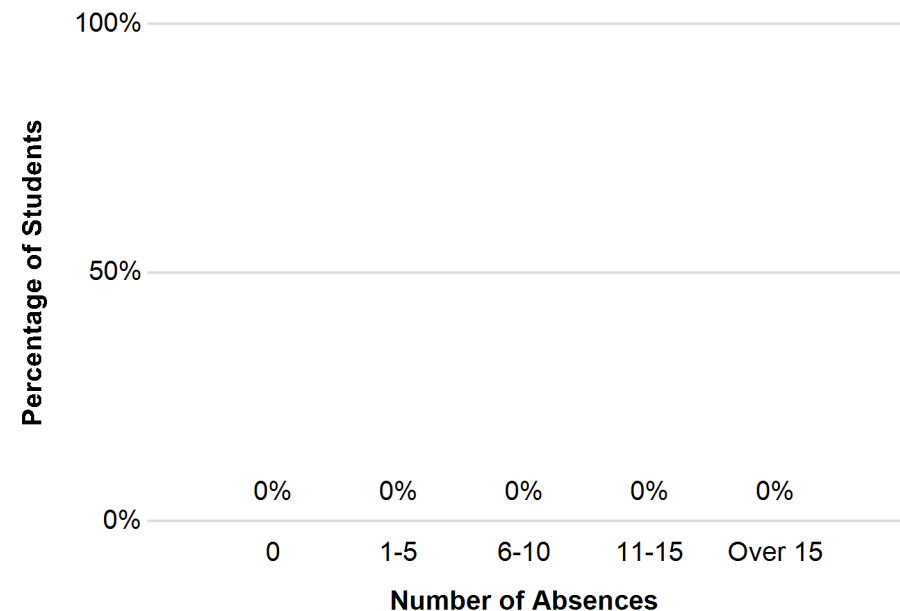
Chronic Absenteeism

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

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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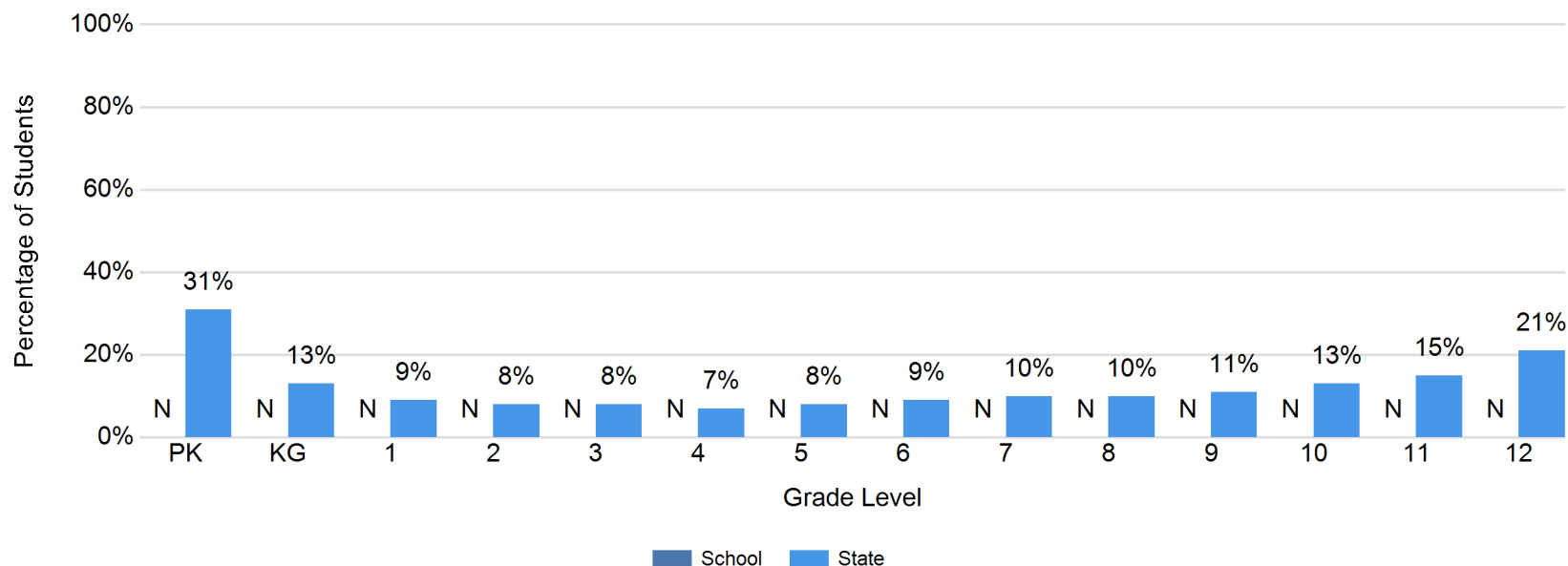
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Chronic Absenteeism by Grade

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 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
In-School Suspensions	*	*
Out-of-School Suspensions	*	*
Any Suspension	*	*
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

*



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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	8:00 AM
Typical End Time	3:00 PM
Length of School Day	7 Hrs 0 Mins
Full Time - Instructional Time	N
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	1.2:1

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)	N	N	N



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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	10	117,464
Average years experience in public schools	18.2	12.0
Average years experience in district	15.6	10.7
Teachers in district for 4 or more years	80.0%	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	1	9,374
Average years experience in public schools	5.0	16.0
Average years experience in district	5.0	12.0
Administrators in district for 4 or more years	100.0%	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	1:1	1:1
Students to Administrators	N	11:1
Teachers to Administrators	N	10:1
Students to Librarians/Media Specialists		N
Students to Nurses		N
Students to Counselors		N
Students to Child Study Team		6:1



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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.

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 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	75.0%	90.2%
2016-17 Administrators: Same district 2017-18	100.0%	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	100.0%



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Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

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	90.0%	N
Male	10.0%	N
White	100.0%	N
Hispanic	0.0%	N
Black or African American	0.0%	N
Asian	0.0%	N
American Indian or Alaska Native	0.0%	N
Native Hawaiian or Pacific Islander	0.0%	N
Two or More Races	0.0%	N



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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.

 <p>Highlights:</p>	<ul style="list-style-type: none"> • Enhance our partnership with Centenary University to expand our programming opening a Transitional Program on campus • 2017 Warren County Governor's Educator of the Year – Diane Kasharian • Expanded coordinated transportation and related services to assist districts in lowering operating costs.
 <p>Mission, Vision, Theme:</p>	<p>Warren County Special Services School District is dedicated to promoting the highest level of growth and development utilizing New Jersey Common Core curriculum and IEP accommodations. Through collaborative efforts from the sending district and/or community agencies, our district addresses the social, emotional, physical and intellectual needs of students with disabilities, in a safe, caring and therapeutic environment.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>Warren County Special Services School District is proud of Diane Kasharian, 2017 Warren County Governor's Educator of the Year.</p>



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Courses, Curriculum,
Instruction:

Warren County Special Services School District (WCSSSD) has provided special education classes exclusively in public school settings for over 27-years. Presently, WCSSSD operates six classes hosted by five different school districts throughout Warren County. Our program takes pride in its specialized instruction for students with disabilities. A district counselor provides a structured therapy component consisting of both individual and group counseling sessions.



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Staff and Professional Learning:

The Warren County Special Services School District continues to assist with organizing of the Annual County Wide In-service Program for school staff. Through this venture, we strive to support the continuing education that our teachers, therapists, and aides need to develop and maintain a wide base of knowledge relative to the Common Core and the associated teaching techniques and strategies that ensure student mastery of these concepts.



Postsecondary Information:

WCSSSD continues to provide strong academic and social support. Our goal is to prepare students for life after high school. In conjunction with Centenary University we utilize the H.I.L.L.S. House for pre-vocational skills and the opportunity to be involved in the SLE (Structured Learning Experience) program. Through individualized instruction in the arts, life skills and communication, working toward their fullest potential. Students have endless opportunities when moving into adulthood.



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 <p>Student Supports and Services:</p>	<p>Teachers focus primarily on augmentative communication sensory integration, applied behavioral analysis and pre-vocational training. Each student will experience a level of inclusion, whether in a general education classroom or through other programs that encourage social and academic interactions.</p>
 <p>Student Health and Wellness:</p>	<p>Warren County Special Services is proud of our ability to serve children with severe disabilities and who are medically frail. Through a cooperative effort with the host school nurses, we are able to include students in general education who need to be tube fed, suctioned, or provided with oxygen as well as those who have seizure disorders, diabetes, or other serious medical conditions. Our goal is through inclusion our students will have opportunities beyond expectation.</p>
 <p>Parent and Community Involvement:</p>	<p>The PSO organizes activities that serve to improve the quality and scope of the services provided by the district. Special event days, social activities and classroom donations have all been supported by PSO fund raising initiatives. An important focus of our class programs is on community involvement. To this end, we have a fleet of vehicles for use by our staff for job training, field trips and special activities such as swimming, life skill activities.</p>



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Facilities:

WCSSSD is a district without walls. Our district rents space from districts to provide specialized programming. In September 2014, The H.I.L.L.S. House Program (Helping Individuals Learn Life Skills) opened in partnership with Centenary University. The facility, a 2500 SF home is available to districts to support their special educational programming. Here, one can instruct functional and vocational life skills to traditional and special needs students from pre-school through high school.



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Other Information:

The Warren County Special Services School District began operating in September of 1990. We are one of eight Special Services School Districts in New Jersey. We are in our 27th year of operation. We presently offer programs in the areas of autism, multiple disabilities, behavioral disabilities and intellectually disabled. Operating six classes, which are being hosted by five school districts. We provide educational mainstreaming and social integration, which are difficult, if not impossible, to provide in isolated settings. In addition, to providing a variety of special education classes, our district also provides related educational services to other districts on a contracted basis; to include, transportation; related services; child study team services; instructional personnel, teacher aides, personal aides and crisis prevention intervention training. Further, we also provide a 20-day extended school year program. This educational program is comprised of academic and therapeutic components and is supplemented with recreational field trips and special events that serve to integrate and provide students with the opportunities to synthesize skills and knowledge learned throughout the school year. Our school district recognizes the potential benefits of utilizing modern technology within our classrooms. We promote the use of various forms of assistive technology such as electronic communication and adaptive computer software and devices. We have implemented the use of I-Pads within our classrooms to assist our students with social, emotional, life skills and academics. Further, we have implemented an Authentic Life-Skills Facility in partnership with Centenary University, known as the H.I.L.L.S. House at Centenary University (Helping Individuals Learn Life Skills) We continue to strive to provide high quality, regionalized special education programs and services for children with disabilities, focusing on abilities not disabilities.