NJ SCHOOL PERFORMANCE REPORT

AUTISTIC
(03-0285-100)
Grades Offered: PK-12
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	BERGEN
District	BERGEN CO SPECIAL SERVICE
Principal Name	MS. MELICHAREK
Address	540 FARVIEW AVENUE PARAMUS, NJ 07652
Phone Number	(201)343-6000
Email Address	SANMEL@BERGEN.ORG
Website	http://www.bergen.org

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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	11	13	7
KG	8	8	8
1	11	7	6
2	11	13	8
3	12	13	12
4	10	13	20
5	11	11	12
6	18	12	9
7	21	20	13
8	21	20	24
9	8	26	18
10	17	7	23
11	17	15	5
12	50	48	45
Total	226	226	210

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	22.6%	23.5%	24.8%
Male	77.4%	76.5%	75.2%
Economically Disadvantaged Students	27.9%	18.1%	22.9%
Students with Disabilities	98.2%	99.6%	99.5%
English Learners	1.3%	0.4%	0.5%
Homeless Students		0.9%	1.0%
Students in Foster Care		0.0%	0.5%
Military-Connected Students		0.0%	0.0%
Migrant Students		0.4%	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	39.8%	38.1%	37.6%
Hispanic	36.7%	37.6%	34.3%
Black or African American	9.7%	10.2%	11.4%
Asian	11.9%	12.8%	15.2%
Native Hawaiian or Pacific Islander	0.4%	0.4%	1.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	1.3%	0.9%	0.5%

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	2	2	2
PK - Full Day	9	11	5
KG - Half Day	0	0	0
KG - Full Day	8	8	8

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	226	226	210
Shared Time Students	0	0	0
Full Time Equivalent	226	226	210

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	74.8%
Spanish	17.1%
Korean	1.9%
Arabic	1.0%
Bengali	1.0%
Other Languages	4.3%

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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.

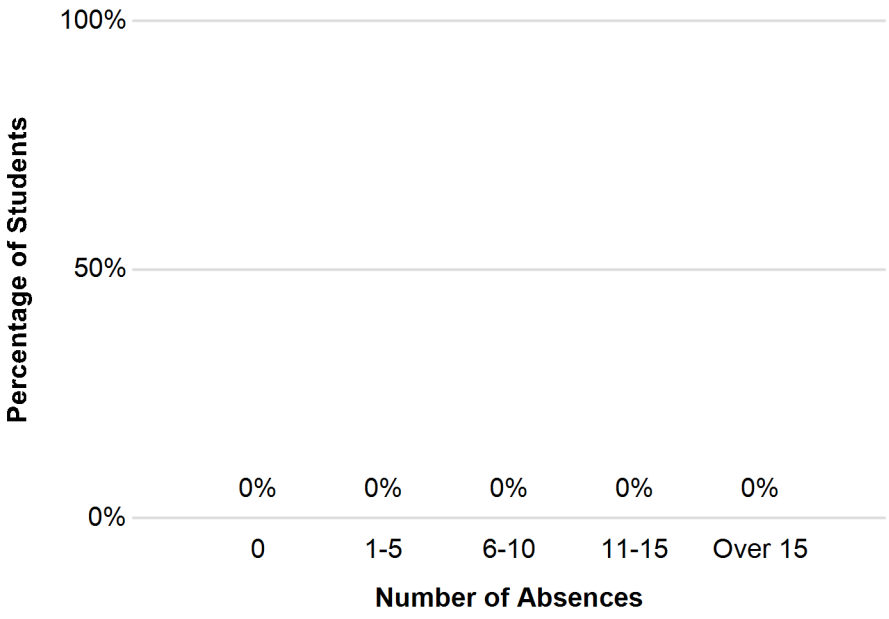
Chronic Absenteeism

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	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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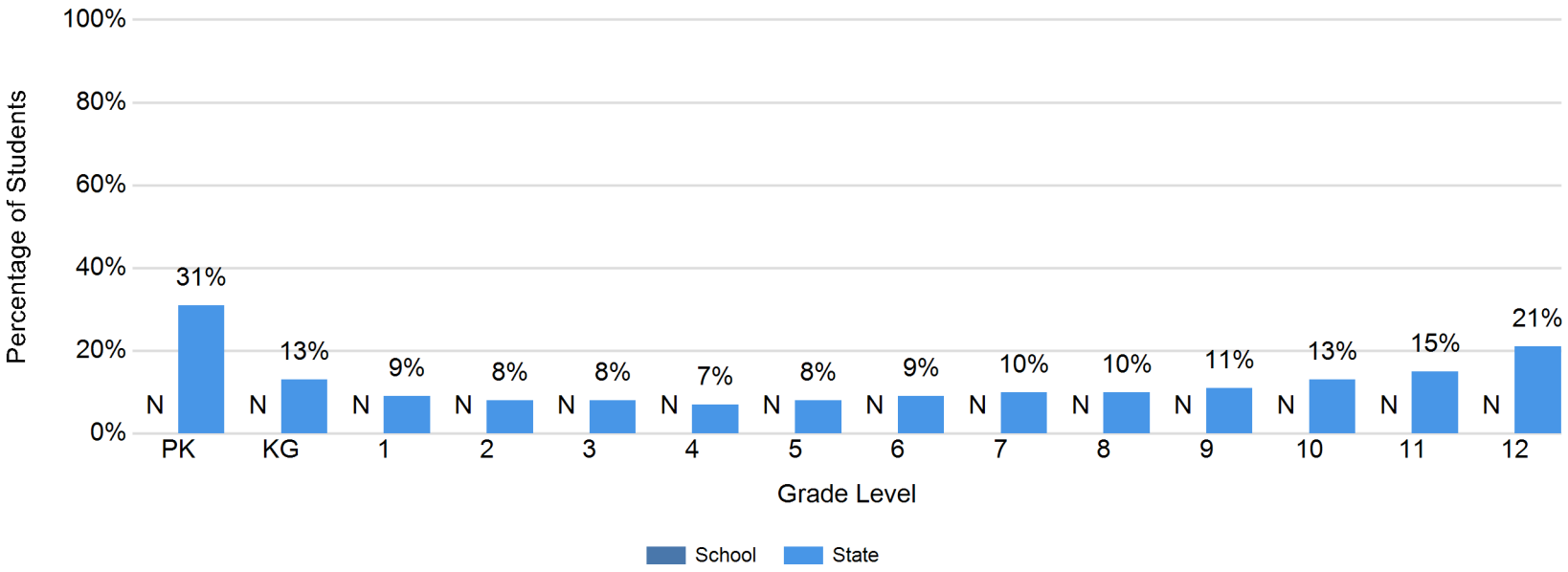
Chronic Absenteeism by Grade

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	8:10 AM
Typical End Time	3:00 PM
Length of School Day	6 Hrs 50 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	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)	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	63	117,464
Average years experience in public schools	14.7	12.0
Average years experience in district	13.1	10.7
Teachers in district for 4 or more years	82.5%	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	17	9,374
Average years experience in public schools	20.5	16.0
Average years experience in district	18.7	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	3:1	3:1
Students to Administrators	53:1	41:1
Teachers to Administrators	16:1	13:1
Students to Librarians/Media Specialists		N
Students to Nurses		116:1
Students to Counselors		348:1
Students to Child Study Team		27:1

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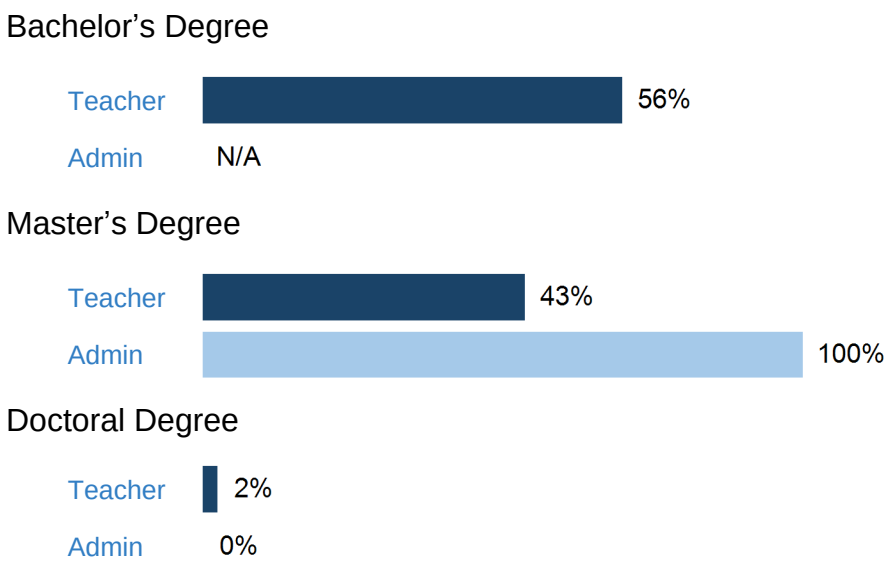
Teachers and Administrators - Level of Education

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	89.9%	90.2%
2016-17 Administrators: Same district 2017-18	82.4%	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	89.2%

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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	88.9%	100.0%
Male	11.1%	0.0%
White	90.5%	100.0%
Hispanic	1.6%	0.0%
Black or African American	4.8%	0.0%
Asian	3.2%	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:	• Highly individualized applied behavior analysis teaching methodologies • State of the art technology resources for students and faculty members • Full range of instructional venues, i.e., classroom, home, community, employers
Mission, Vision, Theme:	The mission and vision of the Autism Continuum mirrors that of the district as a whole, that is, to effectively address the unique social, emotional, physical, intellectual and career needs of students by creating positive, stimulating, and encouraging learning environments in schools, homes, and communities.
Awards, Recognition, Accomplishments:	The Autism Continuum has been the recipient of recognition and several grants for special student projects conducted in collaboration with local communities. Additionally, the program has received positive evaluations by outside consultants in the field of autism and applied behavior analysis.

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Courses, Curriculum, Instruction:	The Autism continuum provides its students with highly individualized instruction utilizing the principles of applied behavior analysis. Each student's IEP is translated into prescriptive teaching programs that include a component of ongoing measurement of student performance per IEP objective. District -approved curriculum resources as well as specialized behavior analytic curricular resources are utilized with the students.
Clubs and Activities:	The autism continuum provides students with a variety of opportunities to participate in social skills development programs that are aligned with their individual levels of age and cognitive functioning. Multiple students are provided with extracurricular activities in the community such as a swimming program at the local "Y", Challenger sports programs, special olympics, etc. with family and community supports.

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Staff and Professional Learning:	All faculty in the autism continuum are strongly encouraged to pursue advanced degrees in the field of special education and autism in particular. Many staff members are enrolled in undergraduate or graduate programs. The program also provides ongoing specified training in the application of applied behavior analytic principles, across multiple venues, such as conferences, webinars, in vivo training, etc.
Postsecondary Information:	Students who graduate from the Autism Continuum at age 21 transition to a variety of adult services options, including day programs, group homes, recreation/leisure programs, and employment opportunities.

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Student Supports and Services:	Students who attend the Autism Continuum school programs are provided with a full range of supports, including job coaching, speech therapy, occupational therapy, physical therapy, and behavior support programming. Families are also provided with the opportunity for parent training, in-home consultation, and home programming collaboration with the school program.
Student Health and Wellness:	Students in the Autism Continuum are provided with daily nursing services as needed during the school day. All students are provided with scheduled weekly periods of physical education, and many students participate in fitness routines recommended by specialists and therapists.
Parent and Community Involvement:	Parent groups include an active PTO. A continuum parent also sits on the district's parent advisory committee each school year. The continuum offers an open-door policy for parents to visit their child during the course of any school day. Many local agencies are involved with the students in terms of community-based instruction, employment opportunities, vocational internships, and volunteer activities.

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Climate Surveys:	A school climate survey for the elementary and middle/high school programs is conducted on an annual basis to provide feedback and recommendations for improving the overall quality of the school program. This survey was derived from a partnership model provided through Rutgers University.
Facilities:	The autism continuum's main preschool/elementary building is maintained by the district's buildings/grounds department on a continuous basis. New Bridges Middle/High School offers the students a gymnasium, a greenhouse, a basketball court, a cardio-fitness room, apartment simulations, kitchen facilities, a fully working cafeteria, etc.
School Safety:	Partner with Bergen County Sheriff Department who provide school resource officers

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Other Information:	The autism continuum follows the district school year calendar at its main facilities, and the host school calendar as assigned. The students' school day is highly structured and organized to provide all ancillary services in addition to highly individualized instruction. Each program adheres to all district regulations and policies regarding school safety. Faculty are trained annually in techniques to ensure student and staff safety. Student admissions include a formal intake process with the student's local Child Study Team case manager. The autism continuum is highly supported in terms of progressive technology for both students, staff, and program operations. Technology training is provided by the district on an ongoing basis. Communication within and across program sites in the autism continuum are multi-faceted. Parents are provided with daily home/school communication; district case managers liaison regularly with the students' local districts; interdepartmental and full faculty communication systems are in place with transparent communication procedures conducted on a regular basis.