NJ SCHOOL PERFORMANCE REPORT

LIFE SKILLS
(03-0285-070)
Grades Offered: KG-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	MR. MORTORANO
Address	540 FARVIEW AVENUE PARAMUS, NJ 07652-4832
Phone Number	(201)343-6000
Email Address	ROBMORT@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
KG	0	0	0
1	0	0	0
2	1	0	0
3	0	2	0
4	0	0	2
5	1	0	0
6	2	0	0
7	2	3	1
8	3	2	2
9	1	4	3
10	2	2	4
11	9	5	2
12	48	78	64
Total	69	96	78

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	36.2%	31.3%	28.2%
Male	63.8%	68.8%	71.8%
Economically Disadvantaged Students	14.5%	15.6%	9.0%
Students with Disabilities	100.0%	99.0%	98.7%
English Learners	4.3%	7.3%	9.0%
Homeless Students		0.0%	0.0%
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	55.1%	47.9%	47.4%
Hispanic	23.2%	30.2%	29.5%
Black or African American	11.6%	11.5%	14.1%
Asian	10.1%	9.4%	7.7%
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%	1.0%	1.3%

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
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	69	96	78
Shared Time Students	0	0	0
Full Time Equivalent	69	96	78

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	80.8%
Spanish	14.1%
French	2.6%
Hindi	1.3%
Polish	1.3%

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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.

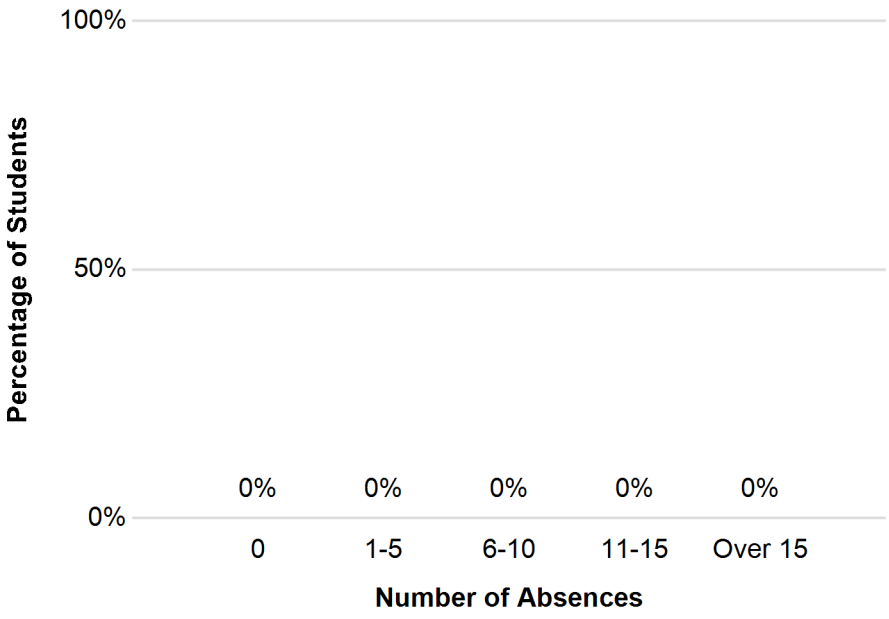
Chronic Absenteeism

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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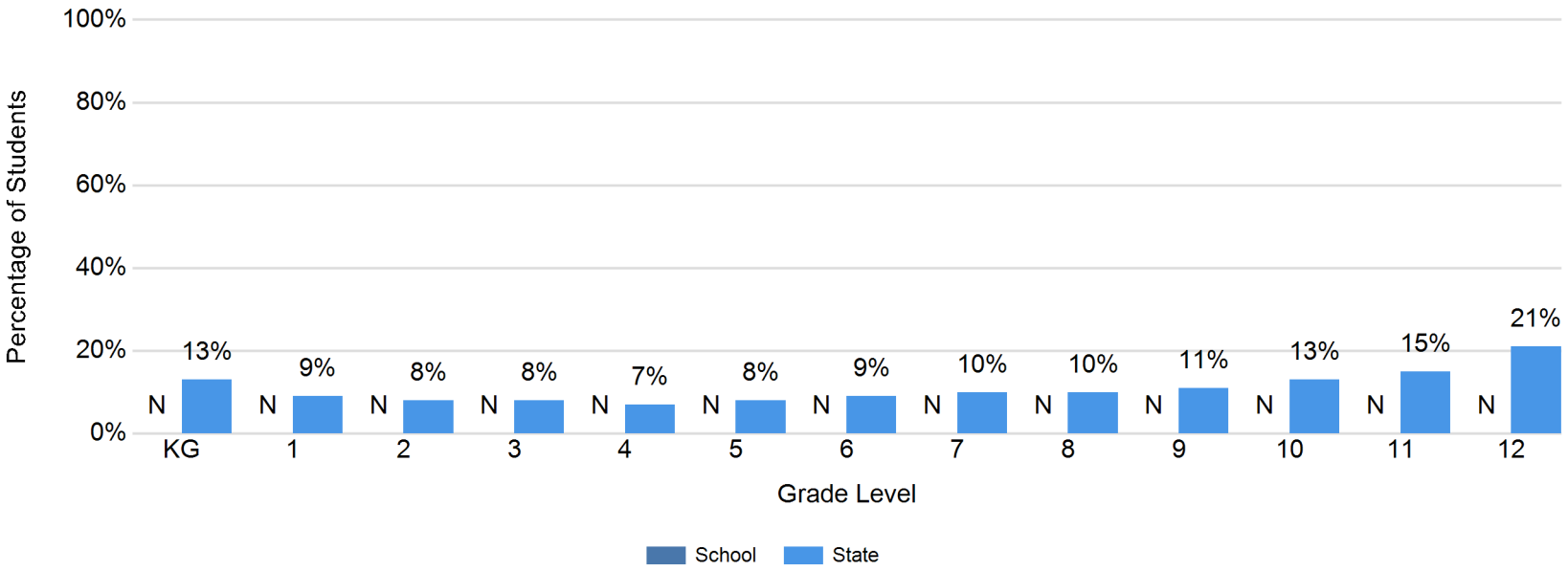
Chronic Absenteeism by Grade

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	9:00 AM
Typical End Time	2:45 PM
Length of School Day	5 Hrs 45 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	17	117,464
Average years experience in public schools	23.1	12.0
Average years experience in district	20.9	10.7
Teachers in district for 4 or more years	100.0%	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	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	5:1	3:1
Students to Administrators	78:1	41:1
Teachers to Administrators	17:1	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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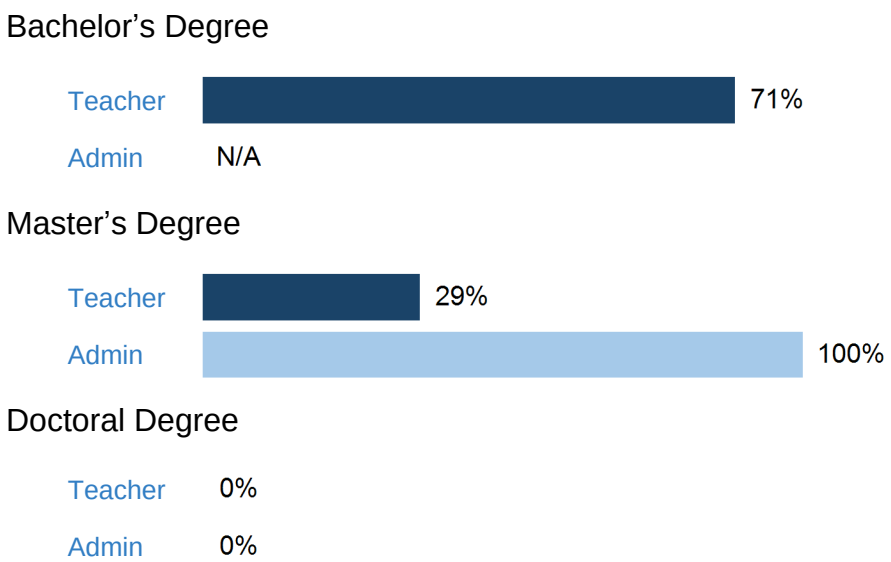
Teachers and Administrators - Level of Education

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	92.4%

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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	70.6%	0.0%
Male	29.4%	100.0%
White	94.1%	100.0%
Hispanic	0.0%	0.0%
Black or African American	5.9%	0.0%
Asian	0.0%	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:	• Community Based Instruction is utilized throughout the continuum to provide real-life experiences for the students. • Curriculum focuses on preparing student adult life. • Students participate in SLE experiences through internships in all types of different business and agencies.
Mission, Vision, Theme:	The Life Skills Continuum addresses the unique social, emotional, physical, intellectual and career needs of students. Through positive, flexible and highly individualized learning environments in the school and the community, connections to real-life experiences and familiar routines are made and promote student independence within their communities.
Awards, Recognition, Accomplishments:	Winner of the NJ School Board Association of Innovation in Special Education Award. Winner of the Environmental Awareness Challenge NJEA Classroom Close-up.

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Courses, Curriculum, Instruction:	Emphasis is placed on differentiated instruction using the Understanding by Design (UbD) model. The coursework and technology infused instruction offered in the Life Skills Continuum is aligned to the NJ Student Learning Standards, with connections to real life experiences and familiar routines. Numerous CBI and SLE reinforce those connections and prepare students towards independence in their communities after graduation.
Clubs and Activities:	Small group activities are designed to promote socialization and collaboration towards a goal oriented outcome. Students participate in various community service projects and collaborate with peers in neighboring schools in these events. School wide events are held for many reasons (to promote awareness, recognition of accomplishments, informational, celebrations and socialization).

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Before and After School Programs:	The following after school programs are offered: Springboard Plus (located at the Springboard House, Paramus NJ), S.A.M (“Social And More” located at the Transition Center at Wood-Ridge, Wood-Ridge NJ)
Staff and Professional Learning:	Professional Learning Communities drive professional development in each of our buildings. PD Workshops are offered for staff to further their knowledge on curriculum, therapeutic interventions, technology innovations and educational programs. Staff that is focused on the academic needs of the child as well as the social, emotional, psychological and physical well-being of all students. Weekly Staff Meetings. On-going training in HIB, School Safety and Security and School Culture.

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Student Supports and Services:	Students are provided the following therapy services, as directed by the student IEP: Occupational Therapy, Speech Therapy, Speech Therapy, Educational Interpreter, Teacher of the Deaf and Counseling. Students can also receive supports from: Assistive Technology, access to Student Assistance Counselor, Job Coaching, in-house Case Managers. Assistance with referrals to agencies such as DDD, DVR and Access Link.
Student Health and Wellness:	Daily nursing support is provided to students, with chronic health needs, who require nursing services to participate in an educational setting. Medical screenings are completed, as mandated by law. Ongoing monitoring of student physical, mental and emotional health. Instruction is provided in comprehensive health and physical education. Nutritional and dietary needs are accommodated. Student Assistance Counselors are available to those in need.
Parent and Community Involvement:	Parents are a critical part of the students' educational team. Teachers and Therapists communicate frequently with parents/guardians. PTA. Workshops, trainings and assistance offered through BCSS C.A.P.E Resource Center (Collaboration Access Planning Education) CBI, Structured Learning Experiences, Community Partnerships with local health department, utilities, major retail, local businesses.

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Facilities:	Each classroom is equipped with technology such as Smartboards, projectors, Apple TV, iPads and desktop/laptop computers. Career Awareness Center promotes vocational skills. In school apartment provides opportunities to work on skills aligned to real-life experiences. Dedicated space and equipment for physical education, physical therapy, occupational therapy and speech therapy. Opportunities to cook in a kitchen and garden.
School Safety:	Partner with Bergen County Sheriff Department who provide school resource officers

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Technology and STEM:	Makerspace and technology innovation labs are expanding into all programs