NJ SCHOOL PERFORMANCE REPORT

RAYMOND J. LESNIAK EXPERIENCE, STRENGTH, & HOPE RECOVERY HS
(39-5260-300)
Grades Offered: 09-12
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	UNION
District	UNION COUNTY VOCATIONAL
Principal Name	MRS. MCCLAIN
Address	1000 MORRIS AVENUE UNION, NJ 07083
Phone Number	(908)889-2900
Email Address	SMCCLAIN@UCVTS.ORG
Website	http://www.eshrecoveryschool.org
Facebook	https://www.facebook.com/RecoveryHighSchool

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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
9	0	0	1
10	0	0	4
11	1	0	2
12	0	2	2
Total	1	2	9

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	0.0%	100.0%	22.2%
Male	100.0%	0.0%	77.8%
Economically Disadvantaged Students	100.0%	0.0%	44.4%
Students with Disabilities	100.0%	0.0%	22.2%
English Learners	0.0%	0.0%	11.1%
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	0.0%	100.0%	11.1%
Hispanic	100.0%	0.0%	33.3%
Black or African American	0.0%	0.0%	44.4%
Asian	0.0%	0.0%	11.1%
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 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	1	2	9
Shared Time Students	0	0	0
Full Time Equivalent	1	2	9

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	66.7%
Spanish	33.3%

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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.

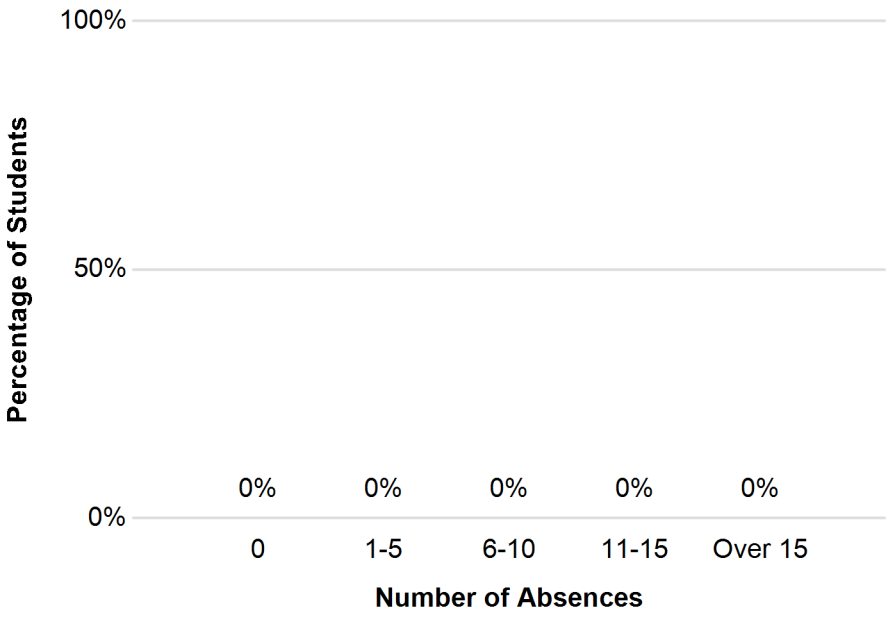
Chronic Absenteeism

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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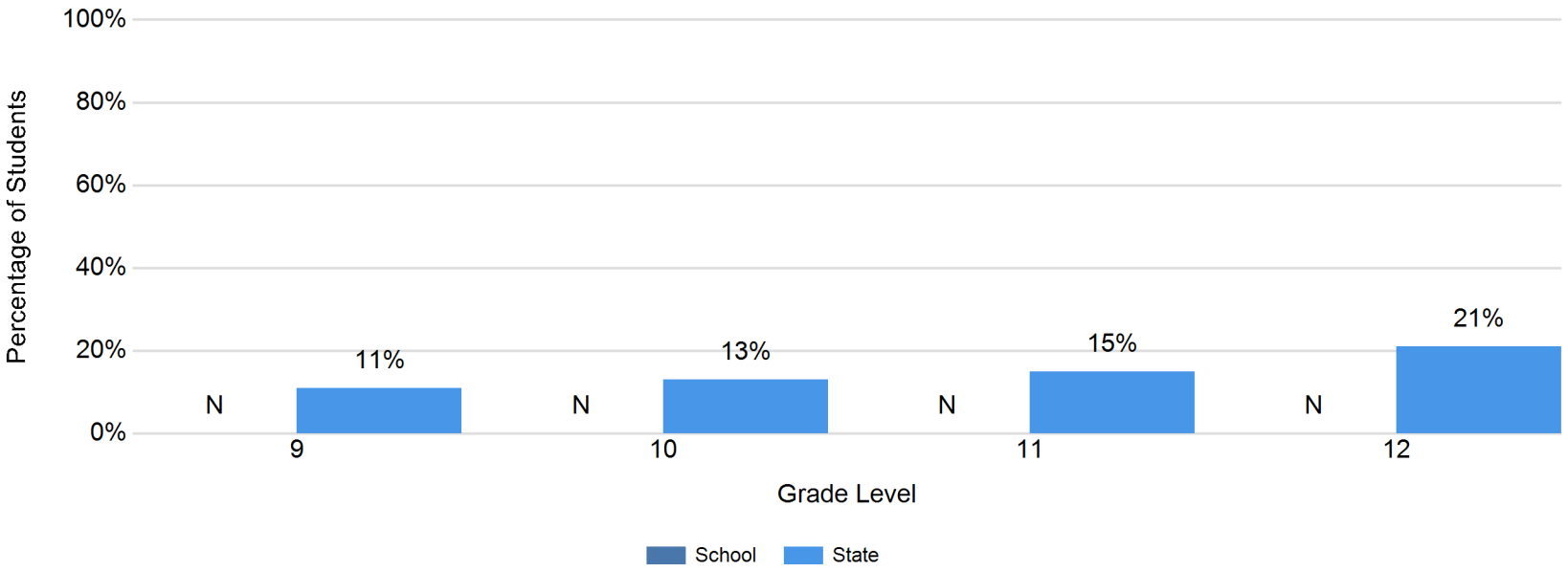
Chronic Absenteeism by Grade

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	7:50 AM
Typical End Time	2:50 PM
Length of School Day	7 Hrs 0 Mins
Full Time - Instructional Time	5 Hrs 0 Mins
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)	$549	$11,232	$11,781

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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	2	117,464
Average years experience in public schools	4.5	12.0
Average years experience in district	4.0	10.7
Teachers in district for 4 or more years	50.0%	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	19	9,374
Average years experience in public schools	15.1	16.0
Average years experience in district	13.1	12.0
Administrators in district for 4 or more years	78.9%	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	13:1
Students to Administrators	9:1	96:1
Teachers to Administrators	2:1	8:1
Students to Librarians/Media Specialists		N
Students to Nurses		1831:1
Students to Counselors		166:1
Students to Child Study Team		N

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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

Teacher	0%
Admin	0%

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	92.0%	90.2%
2016-17 Administrators: Same district 2017-18	94.7%	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	93.9%

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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	100.0%	100.0%
Male	0.0%	0.0%
White	100.0%	0.0%
Hispanic	0.0%	0.0%
Black or African American	0.0%	100.0%
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:	• The First Public Recovery High School in the State of New Jersey. • Blended Learning Model. • Safe, supportive environment that combines academic excellence with the tools needed to support recovery.
Mission, Vision, Theme:	The ESH Recovery High School is an alternative school established by a collaborative partnership between UCVTS and Prevention Links. The school is specifically designed for high school aged students in grades 9-12, who have endured substance abuse related issues and are looking for a self-contained, public school, conducive to meeting the needs of their education and recovery.

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Courses, Curriculum, Instruction:	The school employs a blended learning model that allows the student to engage in monitored, self-paced virtual instruction, accompanied by a teacher to enhance the learning and assist with course progression. The students also receive traditional, individualized classroom instruction from our certified secondary teachers. All courses are aligned with NJSLS.
Clubs and Activities:	The ESH Recovery has a mentor program that includes two recreational activities per month. These activities range from arts and culture to sporting events. All students are encouraged to participate, as it helps to establish bonds among the school community, as well as assists students with drug free lifestyle choices.

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Before and After School Programs:	ESH recognizes that healthy social and recreational options are essential to an adolescent's successful recovery. Therefore, we offer post-school day and weekend social activities for students and young adult mentors in stable recovery. All students are matched with an individual mentor, healthy role model who can provide support and encouragement, working as an extension of the ESH team.
Staff and Professional Learning:	Staff of the ESH Recovery High School are highly qualified, and equipped with the credentials, certifications, backgrounds and experience to work with this distinct population of youth, vested in the success of each individual student.
Postsecondary Information:	Students who attend the Recovery High School may complete their education with us, ultimately receiving a High School diploma conferred by their sending school district. The staff, in collaboration with the sending school counselor, is instrumental in assisting students in transitioning to post secondary initiatives including; college, vocational and career opportunities.

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Student Supports and Services:	The academics are surrounded by Recovery Support Services, embedded in the school day, including but not limited to; group and indivdual counseling (Relapse Prevention and Early Recovery Groups), mentorship, physical and cognitive activities, guest speakers, workshops, occupational therapy, and positive psychology, giving students the necessary tools to thrive and live a drug free lifestyle.
Student Health and Wellness:	The school enjoys partnerships with outside agencies to provide programs for students' mental and physical well being. These programs include; Occupational Therapy, Positive Psychology, Yoga, Meditation, YMCA Fitness Center, and service learning opportunities for community engagement.
Parent and Community Involvement:	Parents are critical in each students' ability to work towards their academic and recovery goals. We maintain close communication regarding student status, milestones, and accomplishments, and serve a unified system of support for the families. Our High School staff works to ensure that parents are connected to neccessary support services, assisting them with accessing resources, navigating the system of care, and communicating with the sending school district.

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Facilities:	The school is located in the lower level of a commercial building and was recently renovated in December of 2016. The school is equipped with central air and heat, as well as a computer lab. The school has an open floor plan, flexible learning space conducive to a multi-purpose educational environment. Students have a unique space called the Sensory room, which is designed to be a comfortable, sensory rich area for group counseling and fun activities.
School Safety:	The Recovery High School has a full time safety officer, who assists staff with bi-monthly security drills and day to day safety procedures. The school has a school improvement panel that meets monthly to ensure that safety policies and procedures are sound and effective.

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Technology and STEM:	In addition to the computer lab, the school has a one to one chromebook initiative that allows students to utilize technology for all of their daily instruction.

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Other Information:	The school is structured to include a blended learning model inclusive of both in-person instruction and on-line courses. The school week also includes recovery support services and supplemental programs such as; Occupational therapy, planned parenthood, Yoga/mindfulness, YMCA, and academic enrichment. The school is an out of district placement, and the sending district is responsible for students' tuition and transportation costs. The Recovery High School has a rolling admissions policy, and accepts students all year long.