NJ SCHOOL PERFORMANCE REPORT

ALTERNATIVE HIGH SCHOOL
(31-4010-006)
Grades Offered: 06-12
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	PASSAIC
District	PATERSON CITY
Principal Name	MR. SUMTER
Address	350 MARKET STREET PATERSON, NJ 07501
Phone Number	(973)321-0570
Email Address	SSUMTER@PATERSON.K12.NJ.US
Website	https://gfa-pps-nj.schoolloop.com/

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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
6	0	0	0
7	0	0	0
8	0	0	0
9	16	27	27
10	53	58	49
11	90	64	65
12	111	95	62
Total	270	244	203

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	37.8%	42.2%	36.0%
Male	62.2%	57.8%	64.0%
Economically Disadvantaged Students	66.7%	75.8%	73.4%
Students with Disabilities	25.9%	24.2%	24.1%
English Learners	2.2%	2.9%	1.5%
Homeless Students		0.4%	0.5%
Students in Foster Care		2.0%	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	3.3%	4.5%	2.5%
Hispanic	44.4%	37.7%	38.4%
Black or African American	51.9%	56.1%	57.1%
Asian	0.4%	1.6%	2.0%
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 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	270	244	203
Shared Time Students	0	0	0
Full Time Equivalent	270	244	203

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	75.9%
Spanish	21.7%
Arabic	1.0%
Bengali	1.0%
Other Languages	0.5%

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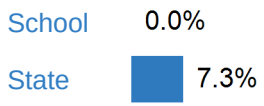
This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit the NJDOE's Career and Technical Education website.

Career and Technical Education Participation

The graphs below show the percentage of students who were enrolled in courses in approved Career and Technical Education (CTE) programs. Students enrolled in shared-time Career and Technical Education programs in a county vocational school district are included in the percentages for both the county vocational school and their sending school.

CTE Participants
(completed only one course in an approved CTE program)

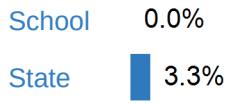


CTE Concentrators
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)

Structured Learning Experiences Participation

The graph below shows the percentage of students who participated in Structured Learning Experiences during the school year. Structured Learning Experiences can include work-based learning programs, internships, apprenticeships, and service learning experiences and can be paid or unpaid.

Structured Learning Experiences



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Industry-Valued Credentials

The graph below shows the percentage of students in grades 9 through 12 who earned one or more Industry-Valued Credential during the school year.

Students Earning Industry-Valued Credentials

School	0.0%
State	0.9%

Industry-Valued Credentials by Career Cluster

This table shows by Career Cluster the number of students enrolled in approved Career and Technical Education programs, the number of students that earned one or more industry-valued credential, and the total number of credentials earned. Students are only enrolled in one career cluster, but they may earn credentials in multiple clusters or earn multiple credentials within one cluster. Career Clusters without approved credentials are grayed out. Career Cluster rows will be hidden if no students were enrolled and no credentials were earned. The last row provides unique counts of students enrolled and students earning one or more credentials across all clusters.

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total credentials earned
Hospitality & Tourism	*		
Information Technology	*		
Total (All Clusters)	*	0	0

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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.

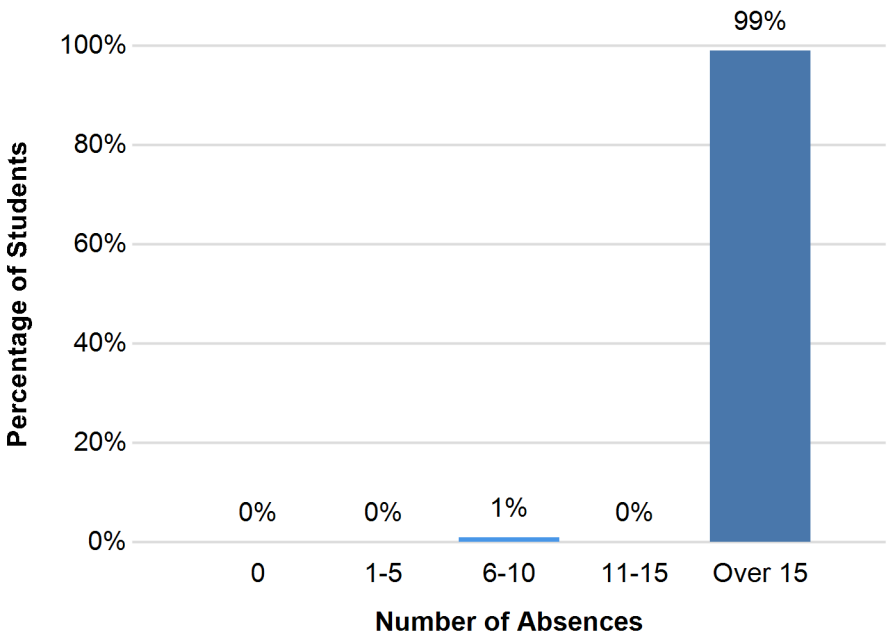
Chronic Absenteeism

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	*	*	12.6	Not Met
White	*	*	**	**
Hispanic	*	*	12.6	Not Met
Black or African American	*	*	12.6	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Economically Disadvantaged Students	*	*	12.6	Not Met
Students with Disabilities	*	*	12.6	Not Met
English Learners	*	*	**	**

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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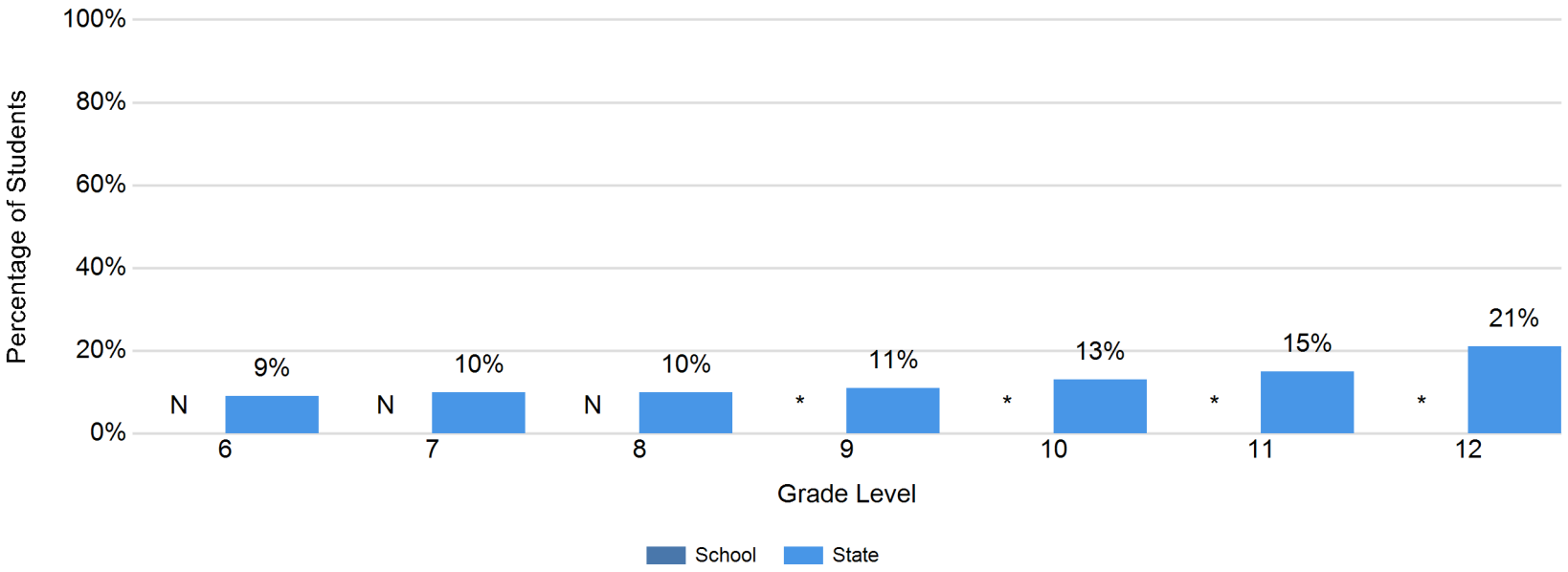
Chronic Absenteeism by Grade

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	4
Weapons	1
Vandalism	3
Substances	15
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	23
Incidents Per 100 Students Enrolled	11.33

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	2
Weapons	0
Vandalism	2
Substances	1
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	1	1
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	*	*
Out-of-School Suspensions	10	4.9%
Any Suspension	11	5.4%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
76

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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	8:20 AM
Typical End Time	3:05 PM
Length of School Day	6 Hrs 45 Mins
Full Time - Instructional Time	6 Hrs 7 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)	$1,148	$14,616	$15,764

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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	43	117,464
Average years experience in public schools	12.7	12.0
Average years experience in district	12.7	10.7
Teachers in district for 4 or more years	90.7%	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	232	9,374
Average years experience in public schools	17.8	16.0
Average years experience in district	17.6	12.0
Administrators in district for 4 or more years	93.1%	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	14:1
Students to Administrators	25:1	121:1
Teachers to Administrators	5:1	9:1
Students to Librarians/Media Specialists		1224:1
Students to Nurses		587:1
Students to Counselors		414:1
Students to Child Study Team		303:1

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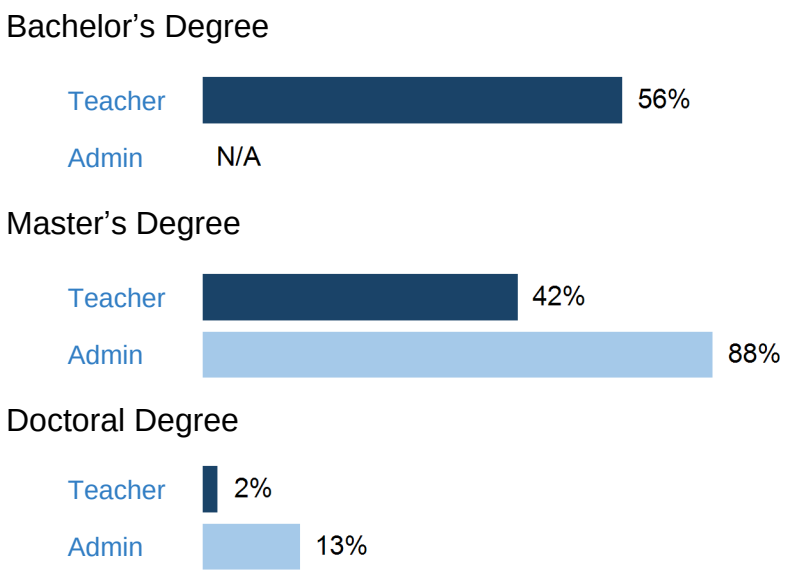
Teachers and Administrators - Level of Education

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	88.3%	90.2%
2016-17 Administrators: Same district 2017-18	86.5%	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	91.6%

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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	48.8%	37.5%
Male	51.2%	62.5%
White	39.5%	25.0%
Hispanic	16.3%	12.5%
Black or African American	34.9%	62.5%
Asian	4.7%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	4.7%	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:	• Great Falls has a comprehensive and intensive behavior modification program-Positive Peer Culture. We focus on giving back to the community by having our students participate in community service. • At Silk City, students who qualify for the NJSTARS, The New Jersey Student Tuition Assistance Reward Scholarship (NJ STARS) receive free tuition to attend Passaic County Community College. • We provide enriching learning opportunities for students in a small safe setting conducive for students to achieve.
Mission, Vision, Theme:	Mission: The overall mission of Great Falls Academy is to meet student's academic needs while providing them with special assistance in developing responsible patterns of behavior in a safe, disciplined environment. Mission: Silk City Academy's mission is to provide a quality education for all of our students through challenging yet engaging social and academic learning experiences. Through individualized and collaborative instruction, we will focus on the development of academic and social skills for the optimal development of our students' potential. We believe that students will leave our school with the ability to make positive choices, enabling them to realize their full potential as students, graduates, productive workers, and responsible citizens. Vision: Silk City Academy's vision is to empower students to learn and grow as they strive toward higher achievement on the path to the college and career of their choice.
Awards, Recognition, Accomplishments:	GFA has received recognition for being able to manage the most difficult population of students in the district. These students have achieved little to no success in the traditional setting; however, at GFA their attendance patterns and grade point averages have increased. Our students have received awards and recognition for their community service such as the Dr. MLK Youth Recognition Award, the Enhancing the Learning Environment Award, and the Halls That Inspire Beautification Project Award.

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Sports and Athletics:	Sports Offered: Baseball (Boys & Girls), Basketball (Boys & Girls), Football (Boys), Softball (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Boys & Girls), Wrestling (Boys & Girls) Students that attend Great Falls Academy can participate in the full range of sports and athletic activities that are offered at either of the two comprehensive high school in our district. At Great Falls Academy we believe determination, perseverance, sportsmanship and teamwork are some of the valuable lessons that can be attained through athletic participation. Athletics plays an important role in helping the individual student develop a positive self-concept as well as a healthy body.
Clubs and Activities:	Great Falls Academy has a Positive Peer Culture club in which students meet on a weekly basis to discuss the level system established where students earn their privileges via their weekly performance as students. This includes their a review of students attendance patterns, academic standing in all classes, and their ability to serve as a model to their peers on a social and emotional level. GFA students are also participants of the overall Restorative Justice process where they engage in panel discussions to help outline the parameters of their peers decisions by establishing peer circles to identify appropriate restorative consequences in order to hold their peers accountable for agreed upon expectations. Lastly, GFA has an active Student Government Association (SGA) in which students represent the student body by voicing their concerns to the staff and administration regarding the functioning of the school building.

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Before and After School Programs:	Great Falls Academy has no formal Before & After school programs. However, GFA offers an array of community service opportunities for students who engage in beautification and clean-up projects throughout the city. Many students have worked in food distribution programs to help feed the hungry as well as an array of projects within the community.
Staff and Professional Learning:	Great Falls Academey fosters an environment that promotes continuous professional development. To improve learning for staff and students the teachers, paraprofessionals and administrators engage in various forms of professional learning offered by the district or the building administration. The entire staff receives conitnuous professional development on Positive Peer Culture Behavior Modification Program.
Postsecondary Information:	Great Falls is an alternative school that provides students with a chance to recover and receive credits while working on improving their social and emotional competence. Students that attend Great Falls Academy do not graduate from here. They graduate from their home/sending school.

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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.

Student Supports and Services:	Great Falls offers a variety of student supports and services through our Child Study Team, School Social Worker, Guidance Counselor, Climate and Culture Specialist, and Behavior Intervention Program.
Student Health and Wellness:	We offer a free balanced nutrional breakfast and lunch program for all students that attend Great Falls Activity. Our students utilize the facilities at the YMCA of Paterson for physical education three days a week. Our in-house physical education program consist of weight training, and cardiovascular activities on the treadmill, elipitical, and stationary bikes.
Parent and Community Involvement:	Great Falls has a full time Parent Community Coordinator and fully operational PTO with a PTO Executive Board. The school has a partnership with Paterson's Youth Services Bureau, Paterson Housing Authority, the Paterson Board of Education, the Passaic County Superior Court-Family Division, the Passaic County Probation Department, the Paterson Police Department, and the B.R. O. T. H. E. R. S INC of Paterson. We work in connection with these agencies to provide resources to our students.

NJ SCHOOL PERFORMANCE REPORT

ALTERNATIVE HIGH SCHOOL
(31-4010-006)
Grades Offered: 06-12
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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School Narrative

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Climate Surveys:	At this point in the school year GFA has not conducted any surveys to any of the school community.
Facilities:	The School was moved to a smaller school building that has approximately 15 classrooms because there is a small student population at Great Falls Academy. In addition to the classrooms we have a computer lab, art room and exercise/weight room.

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School Narrative

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Other Information:	The Great Falls Academy institutes the intense tenets of the Positive Peer Culture (PPC) behavior modification system which primarily focuses on implementing a high level of care and concern for each member of the entire school community. PPC believes in creating a true sense of belonging for everybody involved in the community as a whole. PPC establishes the “12 Problem areas” that any and all members of the any group can and will identify with. PPC helps the individuals of the group to recognize and take ownership of their presenting issues while teaching reasonable methods of correcting these issues through the intense support of psychoanalytical group therapy sessions. The guiding principles of Positive Peer Culture revolve around the “10 Assumptions” of Positive Peer Culture. One of the ten assumptions state that the “Power of Giving is greater than the Power of Receiving”. This principle is critical in our development of building responsible young adults. We work to infuse these principles into the physical and mental psyche of all of our students in an effort to strengthen their coping skills while arming our students with a multitude of disarming tactics that enable them to make better decisions for their lives. Positive Peer Culture teaches that we can never guarantee that a person will make a good decision but we can be 100% sure that our students are making better decisions if they follow our formula: Feelings over Thoughts F/T = Bad decisions while Thoughts over Feelings T/F = Better decisions. We can only guarantee that if we think before we act we will make better decisions during critical moments throughout our lives