NJ SCHOOL PERFORMANCE REPORT

NORTHERN VALLEY CENTRAL
(03-3710-300)
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	NORTHERN VALLEY REGIONAL
Principal Name	
Address	200 SUMMIT STREET NORWOOD, NJ 07648
Phone Number	(201)768-2200
Email Address	
Website	https://vrp.nvnet.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	61	55	43
KG	8	16	23
1	14	9	21
2	24	15	9
3	17	21	10
4	22	16	18
5	13	19	14
6	17	13	16
7	19	20	11
8	11	20	21
9	4	5	9
10	5	4	6
11	2	3	4
12	0	2	4
Total	217	218	209

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	18.0%	19.3%	17.2%
Male	82.0%	80.7%	82.8%
Economically Disadvantaged Students	0.5%	0.5%	1.0%
Students with Disabilities	97.7%	99.1%	98.6%
English Learners	0.9%	0.5%	0.0%
Homeless Students		0.0%	0.0%
Students in Foster Care		0.5%	0.0%
Military-Connected Students		0.0%	0.5%
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	66.8%	64.2%	66.0%
Hispanic	8.3%	8.7%	9.1%
Black or African American	0.9%	0.9%	1.4%
Asian	21.7%	22.9%	21.1%
Native Hawaiian or Pacific Islander	0.5%	0.5%	0.5%
American Indian or Alaska Native	0.5%	0.5%	0.5%
Two or More Races	1.4%	2.3%	1.4%

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	14	7	6
PK - Full Day	47	48	37
KG - Half Day	0	0	0
KG - Full Day	8	16	23

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	217	218	209
Shared Time Students	0	0	0
Full Time Equivalent	217	218	209

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	87.6%
Korean	3.3%
Spanish	2.4%
Russian	1.9%
Chinese	1.0%
Other Languages	3.8%

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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.

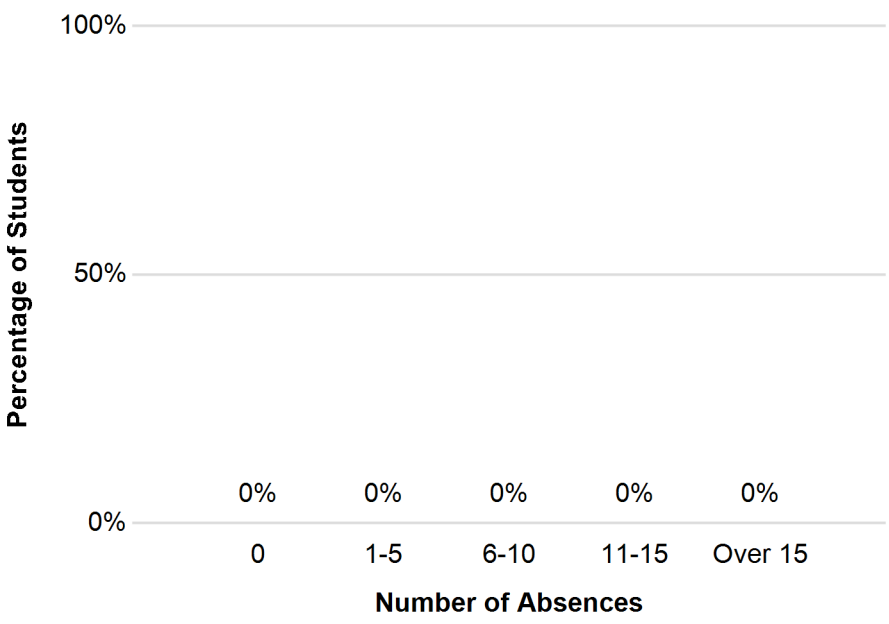
Chronic Absenteeism

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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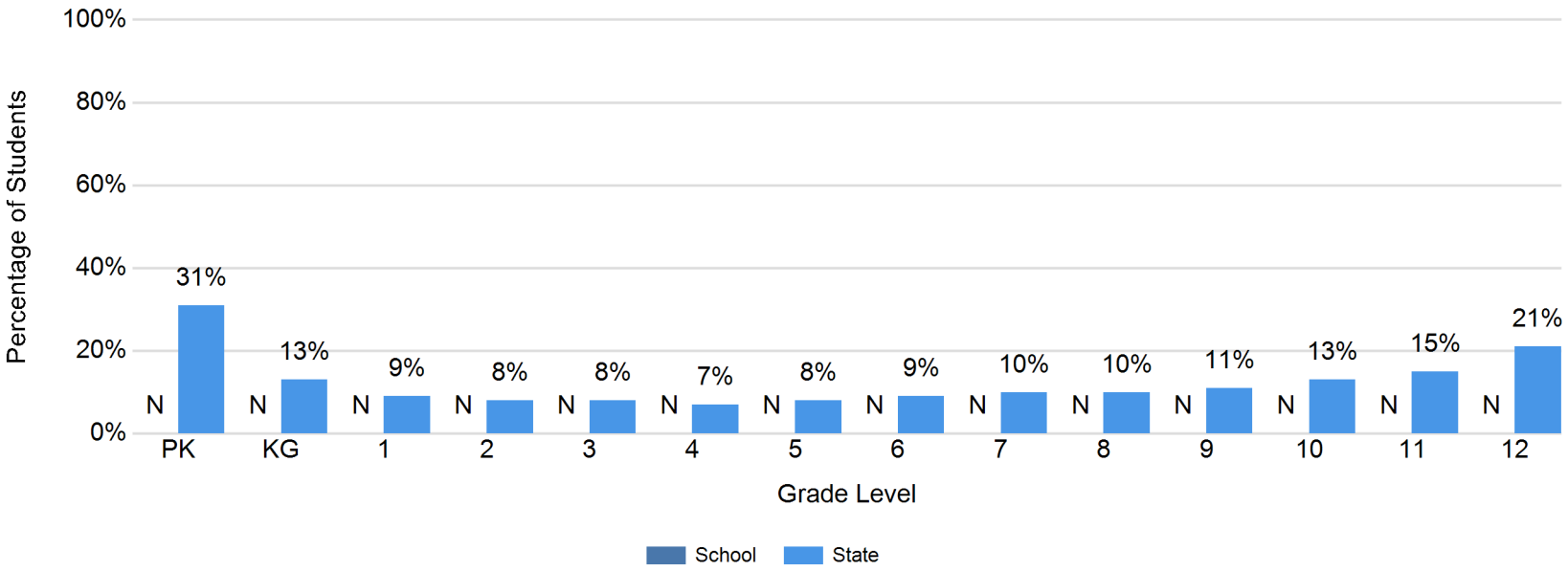
Chronic Absenteeism by Grade

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)	2
Total Unique Incidents	2
Incidents Per 100 Students Enrolled	0.96

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	2	2
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	0	0.0%
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
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	8:30 AM
Typical End Time	3:00 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	6 Hrs 30 Mins
Shared Time - Instructional Time	3 Hrs. 15 Mins.

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)	$386	$20,456	$20,842

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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	41	117,464
Average years experience in public schools	13.1	12.0
Average years experience in district	11.3	10.7
Teachers in district for 4 or more years	85.4%	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	26	9,374
Average years experience in public schools	22.2	16.0
Average years experience in district	15.5	12.0
Administrators in district for 4 or more years	79.2%	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	10:1
Students to Administrators	105:1	95:1
Teachers to Administrators	21:1	9:1
Students to Librarians/Media Specialists		1238:1
Students to Nurses		619:1
Students to Counselors		190:1
Students to Child Study Team		225:1

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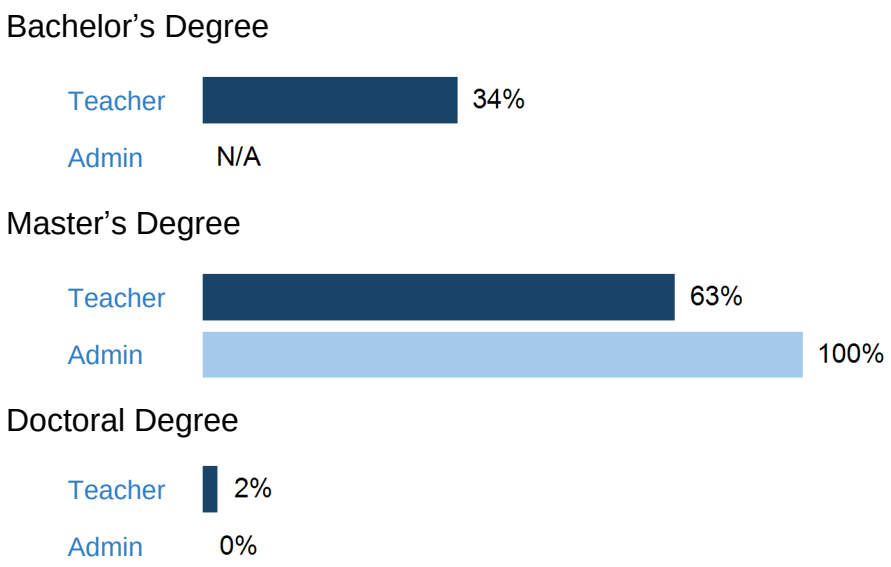
Teachers and Administrators - Level of Education

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	90.7%	90.2%
2016-17 Administrators: Same district 2017-18	80.0%	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	96.9%

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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	92.7%	100.0%
Male	7.3%	0.0%
White	100.0%	100.0%
Hispanic	0.0%	0.0%
Black or African American	0.0%	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:	• The Valley program incorporates an inter-disciplinary approach while considering the clinical integrity of ABA. • Vocational programming to prepare students for paid/volunteer employment for post 21 • Community Based Instruction prepares students for appropriate behaviors, independence and generalization of skills
Mission, Vision, Theme:	To provide individuals with developmental disabilities (with a focus on students diagnosed with Autism-Valley and students with emotional and behavioral needs-TIP) with a comprehensive evidence-based education, including behavioral and school-based therapy services designed to facilitate individual growth and personal success. Families and staff strive together to provide an environment that supports students with both school and home skills to help them become an active member in their community. The Little Tots/SLICE program is an integrated preschool program that provides students with concrete, hands-on activities and experiences to provide meaningful learning.
Awards, Recognition, Accomplishments:	N/A

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Courses, Curriculum, Instruction:	Curriculum for the Valley Program is based off NJ Core Curriculum standards. We utilize the Eden Curriculum with additional programs written by the Valley Program itself. TIP follows the general education curriculum of Northern Valley Regional High School District grades K-8. Modifications and accomodations are made accordingly. Little Tots Preschool Program is currently Curiosity Corner Curriculum in its' integrated program.

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Before and After School Programs:	N/A
Staff and Professional Learning:	NVRHSD provides a wide variety of professional learning opportunities and is the LEA of the Northern Valley Curriculum Center (NVCC). The NVCC provides curriculum development and professional learning to the NV consortium schools and offers over 100 job-embedded workshops each year. These opportunities offer learning and support in the strands of Instructional Strategies, Curriculum Content Areas, Social and Emotional Well-being, and Technology. NVCC also facilitates the Professional Learning Academy, a 3-year program for new teachers and consists of 5 days of Instructional Skills and 1 day of Classroom Leadership in the 1st year, and other mandatory workshops in years 2-3 on Assessment, Collaboration, Questioning, Differentiation, and Action Research, in addition to elective workshops. All high school teachers are supported by Instructional Coaches in their respective buildings. Professional learning communities exist to analyze student performance and enhance instructional practice.
Postsecondary Information:	Due to the functioning and intellectual ability of our students, they are provided with job training from 14 years old through 21 years. We employ a Transition Counselor that oversees this program and provides various job opportunities for the students to sample while they are still in school. He fosters the relationship with employers to hopefully make a connection for each student, hoping that after graduation they may be employed with pay.

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Student Supports and Services:	Region III programs are developed for all students with special needs. We have behavior consultants and school psychologists on staff to provide behavior intervention plans and support, group and individual counseling as needed. We have a social worker and speech and language therapists that provides weekly social skills groups.
Student Health and Wellness:	Students participate in daily fitness activities and have available to them equipment to exercise (treadmills and exercise bicycle) which are part of their daily routine. The staff encourage movement breaks and take advantage of walks around the campus to provide daily exercise throughout the day. We offer Adapted Physical Education classes twice a week to our students, which also promotes exercise, wellness and collaborative teamwork skills.
Parent and Community Involvement:	Our PTO Valley Program Foundation is a recognized non-profit dedicated to help enhance services for our students. Their current goal is to fundraise to assist in the purchase of the ICS building , Parent Advisory Group, Parent Support Group, Sibling Support Group, Parent Training Workshops

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Facilities:	The main campus for these programs is being rented from the Archdiocese of Newark. The original school was constructed in 1961. We made upgrades to the building as far as new lighting, ceilings, pain, electrical and technological prior to moving in July 2016. The upper level is approximately 14,760 sq. ft. and the lower level 29.520 sq. ft. on eight acres of land.

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Other Information:	Program Overview - The Valley program is a high quality public school program for children with Autism ages 3- 21 years old. Components include Applied Behavior Analysis, discrete trial teaching methods; behavior management and interventions, small group learning and individualized teaching. Related services include speech & language, occupational and physical therapy. Adaptive physical education and social skills are also offered weekly to all students. Community experiences for students in grades kindergarten and up occur weekly, to help develop appropriate social skills, behavioral controls and generalization of skills into a variety of natural settings. Inclusion opportunities for students deemed appropriate and beneficial are available to all students. The Therapeutic Intervention Program (TIP) is a self-contained special education program designed to provide academic instruction, behavioral support and therapeutic techniques for students with emotional and behavioral needs in grades Kindergarten through eighth grade. Components include individual and group counseling, social skills classes, related services (Speech, OT and PT), inclusive opportunities into general education classes for academics or special subjects and departmentalized subjects in grades 4 -8. Little Tots & SLICE program is an integrated preschool program that includes both typically developing students, as well as student with individual education plans, which is half/full day. Theme-based preschool curriculum meets the guidelines for Early Childhood Education. Concrete, hands-on activities and experiences are planned according to the calendar and units that have relevance for children and provide meaningful learning.