NJ SCHOOL PERFORMANCE REPORT

Alternative Middle & High School
(33-4635-301)
Grades Offered: 06-12
2018-2019

Report Key:
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** Accountability calculations require 20 or more students
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School Contact Information

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Type	Contact Information
County	Salem
District	Salem County Special Services School District
Principal Name	Mr. Shawn Rebman
Address	Salem Community College Carney's Point, NJ 08069
Phone Number	856-935-7552
Email Address	srebman@scsssd.net
Website	http://scsssd.net
Facebook	https://www.facebook.com/SalemCountyAlternativeSchools/

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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
6	1	0	0
7	3	1	0
8	3	3	4
9	5	7	6
10	19	15	9
11	5	10	12
12	8	11	6
Total	44	47	37

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	31.8%	19.1%	21.6%
Male	68.2%	80.9%	78.4%
Economically Disadvantaged Students	50.0%	48.9%	54.1%
Students with Disabilities	27.3%	17.0%	27.0%
English Learners	0.0%	2.1%	5.4%
Homeless Students	2.3%	2.1%	2.7%
Students in Foster Care	0.0%	2.1%	2.7%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	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	2016-17	2017-18	2018-19
White	45.5%	19.1%	18.9%
Hispanic	13.6%	38.3%	35.1%
Black or African American	40.9%	36.2%	45.9%
Asian	0.0%	0.0%	0.0%
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%	6.4%	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	2016-17	2017-18	2018-19
Full Time Students	44	47	37
Shared Time Students	0	0	0
Full Time Equivalent	44	47	37

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	73.0%
Spanish	27.0%

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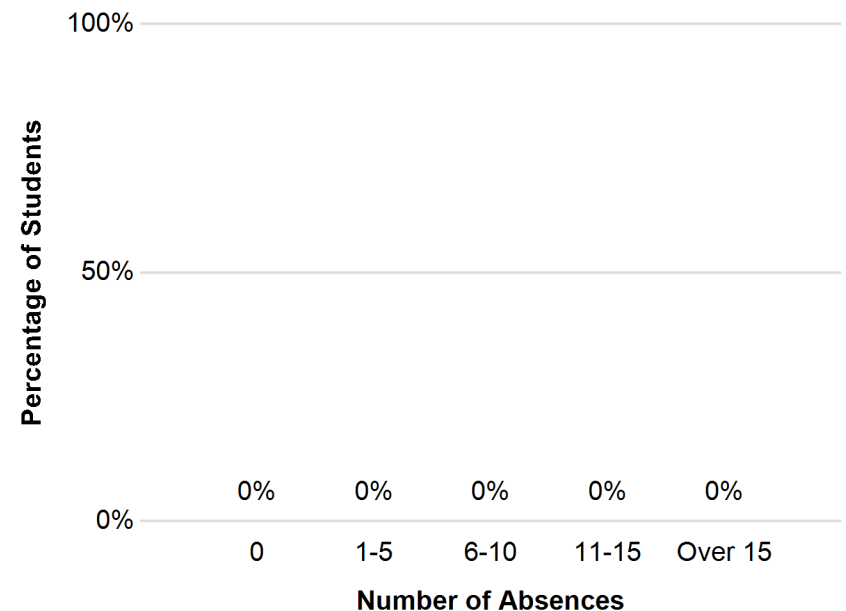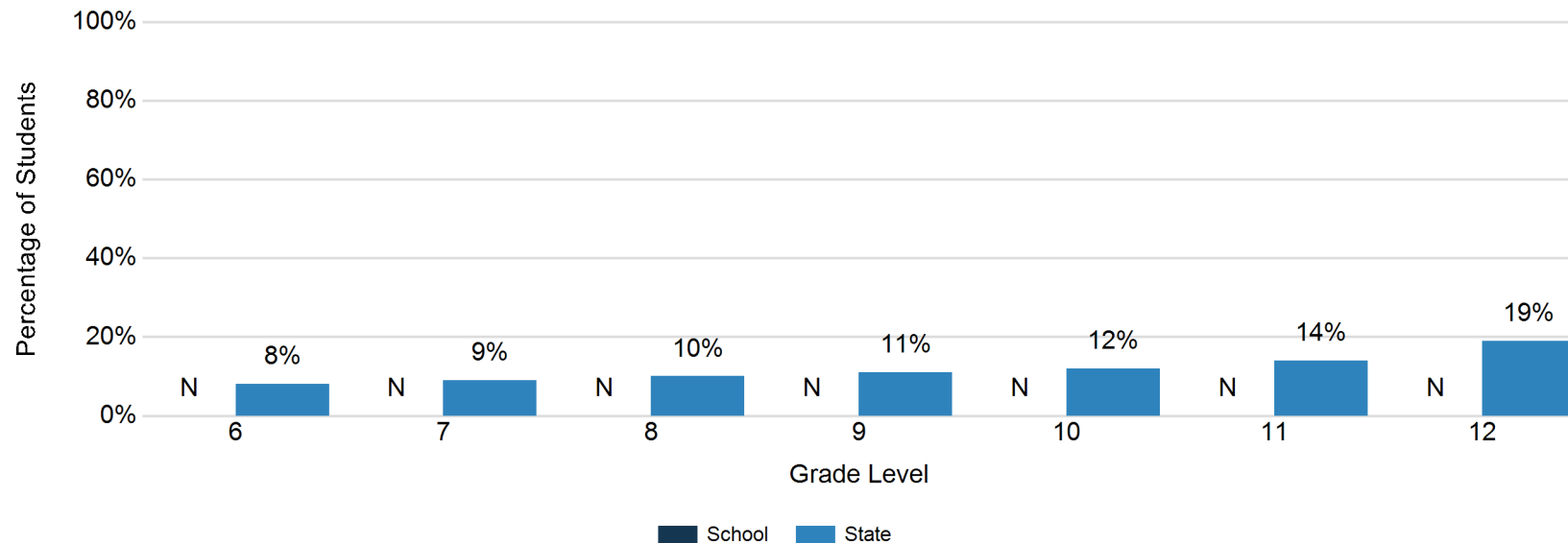
Chronic Absenteeism

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	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	N	N		
Male	N	N		
Economically Disadvantaged Students	N	N	N	N
Students with Disabilities	N	N	N	N
English Learners	N	N	N	N
Homeless Students	N	N		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	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.

Grade Level	School	State
6	N	8%
7	N	9%
8	N	10%
9	N	11%
10	N	12%
11	N	14%
12	N	19%

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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories. In addition to the 2018-19 data below, NJDOE is required, under *ESSA,* to report on the most recent, publicly-available CRDC data, which can be found on the NJDOE School Performance webpage. Please note that prior to school year 2017-2018, the CRDC and the State collection system, EVVRS did not collect the same data elements. In an effort to better align the State system with the CRDC, the new Student Safety Data System (SSDS) collects all the required CRDC data elements. NJDOE is in the process of developing a reporting function for the SSDS which will allow LEAs to use the same data for both submissions.

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	2
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	2
Incidents Per 100 Students Enrolled	5.41

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	1
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

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	N	N	N
Religion	N	N	N
Ancestry	N	N	N
Gender	N	N	N
Sexual Orientation	N	N	N
Disability	N	N	N
Other	N	N	N
No Identified Nature	N		N

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	*	*
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
16

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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	2:00 PM
Length of School Day	5 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs 30 Mins
Shared Time - Instructional Time	5 Hrs. 30 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 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 through 10. 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
2018-19	1:1

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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 the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education. Information on the percentage of teachers identified as potentially teaching out-of-field is also available by school and district.

Administrators – Experience (District Level)

This table shows information about the experience of administrators assigned to this district and across the state.

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.

Category	Teachers in School	Teachers in State
Total Number of teachers	5	118,214
Average years experience in public schools	6.0	12.1
Average years experience in district	5.2	10.8
Percentage of Teachers with 4 or more years experience in the district	80.0%	75.3%

Category	Admin. in District	Admin. in State
Total Number of administrators	11	9,530
Average years experience in public schools	17.1	16.0
Average years experience in district	11.7	12.0
Percentage of Administrators with 4 or more years experience in the district	100.0%	76.9%

Ratio	School Ratio	District Ratio
Students to Teachers	7:1	5:1
Students to Administrators	37:1	22:1
Teachers to Administrators	5:1	5:1
Students to Librarians/Media Specialists		N
Students to Nurses		61:1
Students to Counselors		N
Students to Child Study Team Members		22:1

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Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	21.6%	0.0%	0.0%	48.4%	77.1%	54.9%
Male	78.4%	100.0%	100.0%	51.6%	22.9%	45.1%
White	18.9%	100.0%	100.0%	42.4%	83.6%	77.4%
Hispanic	35.1%	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	45.9%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	0.0%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.0%	0.0%	0.0%	2.1%	0.2%	0.2%

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Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by 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

Teacher 40%
Admin N/A

Master's Degree

Teacher 60%
Admin 100%

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 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	89.1%	90.5%
2017-18 Administrators: Same district 2018-19	100.0%	87.9%

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
2018-19	96.8%

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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the NJDOE webpage ESSA School Level Reporting Information. More in-depth information about district and charter school spending can be found in the User Friendly Budget and the Comprehensive Annual Financial Report (CAFR) and Auditor Management Reports (AMRs).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.

An option to download all school-level summaries by district in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.

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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 the school or district directly.

	Highlights:	• We offer accelerated Courses through on-line Classes. • Our students have the opportunity to make up lost credits and lost school hours. • Students who are successful in our program can earn the opportunity to return to their home school district when all of the criteria has been met
	Mission, Vision, Theme:	Our Schools are learning communities where adults with special gifts serve students with special needs.The programs are cooperative ventures that foster shared services and expertise in an effort to both increase quality of service and decrease cost to local districts.

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Courses, Curriculum, Instruction:	New Jersey Core Curriculum Content Standards

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School Narrative

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	Facilities:	We are located on the campus of Salem Community College.

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Cumberland Campus

(33-4635-300)

Grades Offered: PK-12

2018-2019

School Contact Information

This table contains contact information including principal name, address, phone number, email address, and social media information, if provided.

Type	Contact Information
County	Salem
District	Salem County Special Services School District
Principal Name	Dr. Marjorie Wentzell
Address	13 Ramah Road Bridgeton, NJ 08302
Phone Number	856-459-1061
Email Address	mwentzell@scsssd.net
Website	http://scsssd.net

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Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
PK	7	4	5
KG	4	4	5
1	8	9	4
2	8	7	11
3	9	11	6
4	7	12	12
5	8	5	11
6	5	11	8
7	11	5	12
8	9	10	6
9	9	7	13
10	2	11	8
11	11	5	11
12	11	22	23
Total	109	123	135

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	32.1%	32.8%	34.1%
Male	67.9%	67.2%	65.9%
Economically Disadvantaged Students	27.5%	25.6%	25.2%
Students with Disabilities	98.2%	100.0%	100.0%
English Learners	4.6%	4.0%	3.7%
Homeless Students	2.8%	4.8%	3.7%
Students in Foster Care	2.8%	3.2%	2.2%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.8%	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	2016-17	2017-18	2018-19
White	30.3%	35.2%	35.6%
Hispanic	33.0%	37.6%	35.6%
Black or African American	35.8%	25.6%	24.4%
Asian	0.0%	0.0%	0.7%
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	0.9%	1.6%	3.7%

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	2016-17	2017-18	2018-19
PK - Half Day	0	0	0
PK - Full Day	7	4	5
KG - Half Day	0	0	0
KG - Full Day	4	4	5

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	2016-17	2017-18	2018-19
Full Time Students	109	125	135
Shared Time Students	0	0	0
Full Time Equivalent	109	125	135

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	77.8%
Spanish	21.5%
Other Languages	0.7%

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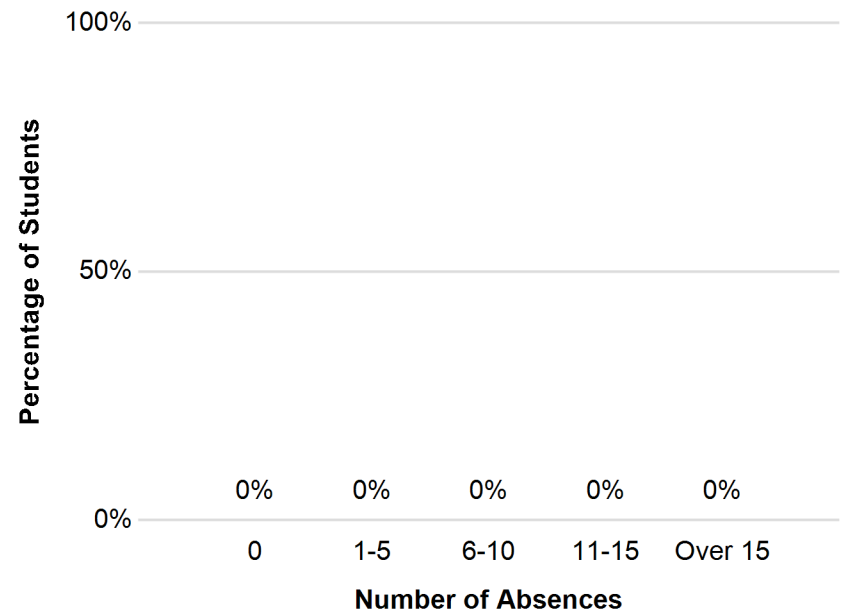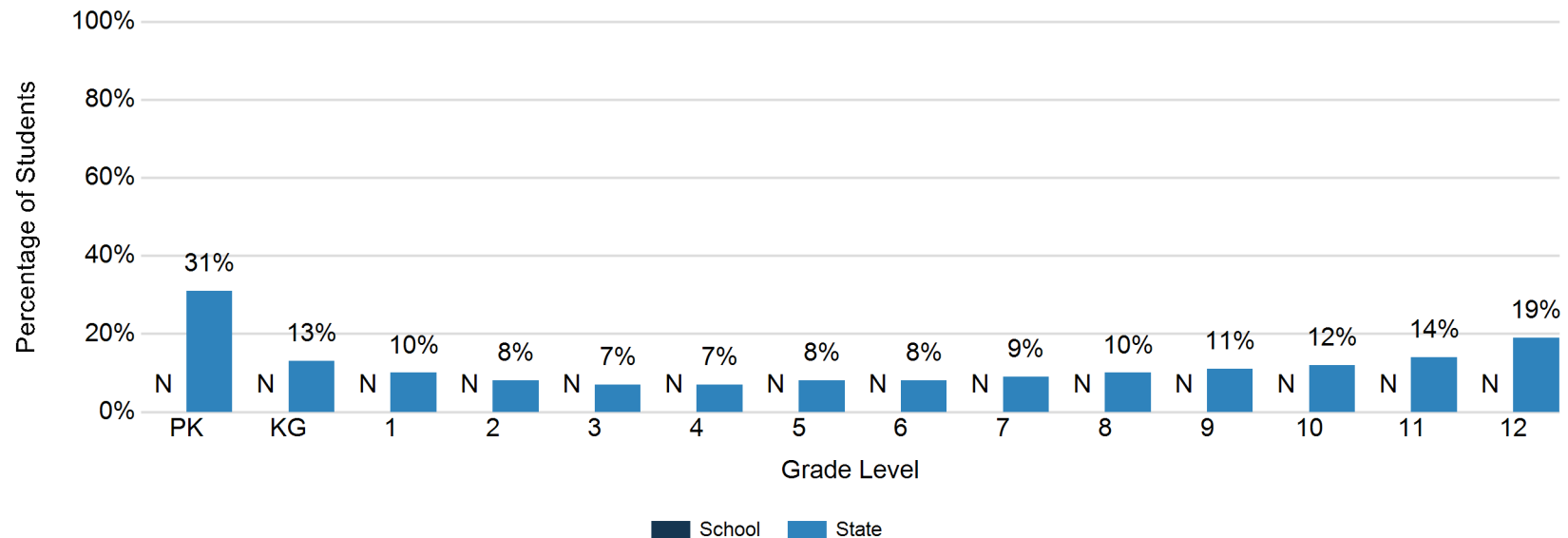
Chronic Absenteeism

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	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	N	N		
Male	N	N		
Economically Disadvantaged Students	N	N	N	N
Students with Disabilities	N	N	N	N
English Learners	N	N	N	N
Homeless Students	N	N		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	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.

100%

50%

0%   0%   0%   0%   0%   0%

Percentage of Students

0   1-5   6-10   11-15 Over 15

Number of Absences

Cumberland Campus

(33-4635-300)

Grades Offered: PK-12

2018-2019

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. Students with fewer than 45 days in membership are excluded from attendance calculations.

Chronic Absenteeism by Grade

This graph shows the percentage of students by grade level who were chronically absent during the school year.

Grade Level	School	State
PK	N	31%
KG	N	13%
1	N	10%
2	N	8%
3	N	7%
4	N	7%
5	N	8%
6	N	8%
7	N	9%
8	N	10%
9	N	11%
10	N	12%
11	N	14%
12	N	19%

Cumberland Campus

(33-4635-300)

Grades Offered: PK-12

2018-2019

Report Key:
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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories. In addition to the 2018-19 data below, NJDOE is required, under *ESSA,* to report on the most recent, publicly-available CRDC data, which can be found on the NJDOE School Performance webpage. Please note that prior to school year 2017-2018, the CRDC and the State collection system, EVVRS did not collect the same data elements. In an effort to better align the State system with the CRDC, the new Student Safety Data System (SSDS) collects all the required CRDC data elements. NJDOE is in the process of developing a reporting function for the SSDS which will allow LEAs to use the same data for both submissions.

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	N
Weapons	N
Vandalism	N
Substances	N
Harassment, Intimidation, Bullying (HIB)	N
Total Unique Incidents	N
Incidents Per 100 Students Enrolled	N

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	N
Weapons	N
Vandalism	N
Substances	N
Harassment, Intimidation, Bullying (HIB)	N
Other Incidents Leading to Removal	N

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	N	N	N
Religion	N	N	N
Ancestry	N	N	N
Gender	N	N	N
Sexual Orientation	N	N	N
Disability	N	N	N
Other	N	N	N
No Identified Nature	N		N

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	N	N
Out-of-School Suspensions	N	N
Any Suspension	N	N
Removal to other education program	N	N
Expulsion	N	N
Arrest	N	N

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

Cumberland Campus
(33-4635-300)
Grades Offered: PK-12
2018-2019

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	8:45 AM
Typical End Time	2:45 PM
Length of School Day	6 Hrs 0 Mins
Full Time - Instructional Time	5 Hrs 30 Mins
Shared Time - Instructional Time	5 Hrs. 30 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 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 through 10. 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
2018-19	1.2:1

NJ SCHOOL PERFORMANCE REPORT

Cumberland Campus
(33-4635-300)
Grades Offered: PK-12
2018-2019

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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 the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education. Information on the percentage of teachers identified as potentially teaching out-of-field is also available by school and district.

Category	Teachers in School	Teachers in State
Total Number of teachers	23	118,214
Average years experience in public schools	9.7	12.1
Average years experience in district	8.7	10.8
Percentage of Teachers with 4 or more years experience in the district	65.2%	75.3%

Administrators – Experience (District Level)

This table shows information about the experience of administrators assigned to this district and across the state.

Category	Admin. in District	Admin. in State
Total Number of administrators	11	9,530
Average years experience in public schools	17.1	16.0
Average years experience in district	11.7	12.0
Percentage of Administrators with 4 or more years experience in the district	100.0%	76.9%

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	6:1	5:1
Students to Administrators	45:1	22:1
Teachers to Administrators	8:1	5:1
Students to Librarians/Media Specialists		N
Students to Nurses		61:1
Students to Counselors		N
Students to Child Study Team Members		22:1

Cumberland Campus

(33-4635-300)

Grades Offered: PK-12

2018-2019

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Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	34.1%	91.3%	66.7%	48.4%	77.1%	54.9%
Male	65.9%	8.7%	33.3%	51.6%	22.9%	45.1%
White	35.6%	95.7%	100.0%	42.4%	83.6%	77.4%
Hispanic	35.6%	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	24.4%	4.3%	0.0%	15.0%	6.6%	13.9%
Asian	0.7%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	3.7%	0.0%	0.0%	2.1%	0.2%	0.2%

NJ SCHOOL PERFORMANCE REPORT

Cumberland Campus
(33-4635-300)
Grades Offered: PK-12
2018-2019

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Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by 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

Teacher — 65%
Admin — N/A

Master's Degree

Teacher — 35%
Admin

Doctoral Degree

Teacher — 0%
Admin — 100%

Teachers and Administrators - One-Year Retention (District Level)

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	89.1%	90.5%
2017-18 Administrators: Same district 2018-19	100.0%	87.9%

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
2018-19	96.9%

Cumberland Campus
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Grades Offered: PK-12
2018-2019

Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the NJDOE webpage ESSA School Level Reporting Information. More in-depth information about district and charter school spending can be found in the User Friendly Budget and the Comprehensive Annual Financial Report (CAFR) and Auditor Management Reports (AMRs).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.

An option to download all school-level summaries by district in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.

NJ SCHOOL PERFORMANCE REPORT

Cumberland Campus
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2018-2019

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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 the school or district directly.

Mission, Vision, Theme:	Our Schools are learning communities where adults with special gifts serve students with special needs.The programs are cooperative ventures that foster shared services and expertise in an effort to both increase quality of service and decrease cost to local districts.
Awards, Recognition, Accomplishments:	Cumberland participates in the Govenor's Educator of the Year Program (GEOY), and recognizes both the Teacher of the Year and the Educational Services Professional of the Year. Students participate in Special Olympics (Fall and Spring).

Cumberland Campus
(33-4635-300)
Grades Offered: PK-12
2018-2019

School Narrative

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Courses, Curriculum, Instruction:	New Jersey Core Curriculum Content Standards

Cumberland Campus

(33-4635-300)

Grades Offered: PK-12

2018-2019

School Narrative

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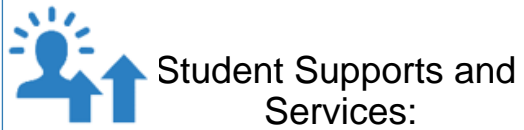|	
Staff and Professional Learning:	Staff routinely participate in PLCs (Owl's Nest), in-house, county-wide and community-based professional development.
Postsecondary Information:	The Transition Coordinator assists families with navigation and application to DDD or DVR.

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Cumberland Campus
(33-4635-300)
Grades Offered: PK-12
2018-2019

School Narrative

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Student Supports and Services:	Student support services are provided by the Salem County Special Services School District as needed. They include, but are not limited to speech and language, occupational and physical therapies, individual and group counseling, etc.
Parent and Community Involvement:	Different events are offered throughout the year to encourage parent involvement (Open House, Holiday concerts, etc.). Cumberland also maintains an "open door" policy with parents, service providers and Child Study Teams.

NJ SCHOOL PERFORMANCE REPORT

Cumberland Campus

(33-4635-300)

Grades Offered: PK-12

2018-2019

School Narrative

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School Safety: School safety was increased during the year. The school upgraded it's security equipment as well as updating security policies and procedures.

Cumberland Campus

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2018-2019

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School Narrative

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Other Information

The Salem County Special Services School – Cumberland Campus is a countywide school district specifically established to provide programs and services to students from Salem and Cumberland County as well as surrounding resident school districts. Children are grouped according to educational and therapeutic needs, age range and class sizes that are within Special Education requirements outlined by the New Jersey Department of Education. Individual Education Plan goals and objectives are based on the student's current levels of functioning and developed utilizing the latest state content standards. An individualized approach is used to teach and reinforce learning. At all levels, emphasis is placed on the acquisition and development of new skills. Occupational therapy, physical therapy, speech therapy, and counseling services are also provided for students, as indicated in the IEP. The Cumberland Campus offers a full range of special education programs including preschool disabilities, multiple disabilities, autism, and cognitive impairments. Our focus is child centered, taking the student where they are and allowing them to direct their learning through a building themed approach. Our ultimate goal is always to enable children to be in the least restrictive environment. We also focus on helping all students to reach their potential to become productive members of society. Our ultimate mission is to provide a highly individualized program in an environment that promotes positive developmental experiences, independence, and encourages the uniqueness of each child. We accomplish this by keeping a small student to teacher ratio. In addition, our staff is dedicated to provide caring, highly individualized, quality educational experiences to our students.

NJ SCHOOL PERFORMANCE REPORT

Daretown School
(33-4635-050)
Grades Offered: PK-12
2018-2019

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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

Notes from the New Jersey Department of Education:

Daretown School
(33-4635-050)
Grades Offered: PK-12
2018-2019

School Contact Information

This table contains contact information including principal name, address, phone number, email address, and social media information, if provided.

Type	Contact Information
County	Salem
District	Salem County Special Services School District
Principal Name	Dr. James D' Amato
Address	404 DARETOWN ROAD ELMER, NJ 08318
Phone Number	856-358-2108
Email Address	jdamato@scsssd.net
Website	http://scsssd.net

NJ SCHOOL PERFORMANCE REPORT

Daretown School
(33-4635-050)
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2018-2019

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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
PK	1	0	0
KG	3	2	1
1	0	2	2
2	1	1	3
3	1	1	1
4	2	3	1
5	4	3	4
6	6	6	4
7	7	6	6
8	1	5	5
9	3	1	2
10	2	1	2
11	1	1	1
12	3	1	0
Total	35	33	32

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	2.9%	6.1%	9.4%
Male	97.1%	93.9%	90.6%
Economically Disadvantaged Students	42.0%	63.6%	53.1%
Students with Disabilities	97.1%	97.0%	96.9%
English Learners	0.0%	0.0%	0.0%
Homeless Students	0.0%	6.1%	0.0%
Students in Foster Care	8.7%	3.0%	3.1%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	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	2016-17	2017-18	2018-19
White	42.0%	45.5%	37.5%
Hispanic	17.4%	18.2%	15.6%
Black or African American	37.7%	27.3%	37.5%
Asian	0.0%	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	3.0%	0.0%
Two or More Races	2.9%	6.1%	9.4%

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	2016-17	2017-18	2018-19
PK - Half Day	1	0	0
PK - Full Day	0	0	0
KG - Half Day	0	0	0
KG - Full Day	3	2	1

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	2016-17	2017-18	2018-19
Full Time Students	34	33	32
Shared Time Students	1	0	0
Full Time Equivalent	35	33	32

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	93.8%
Spanish	6.3%

NJ SCHOOL PERFORMANCE REPORT

Daretown School

(33-4635-050)

Grades Offered: PK-12

2018-2019

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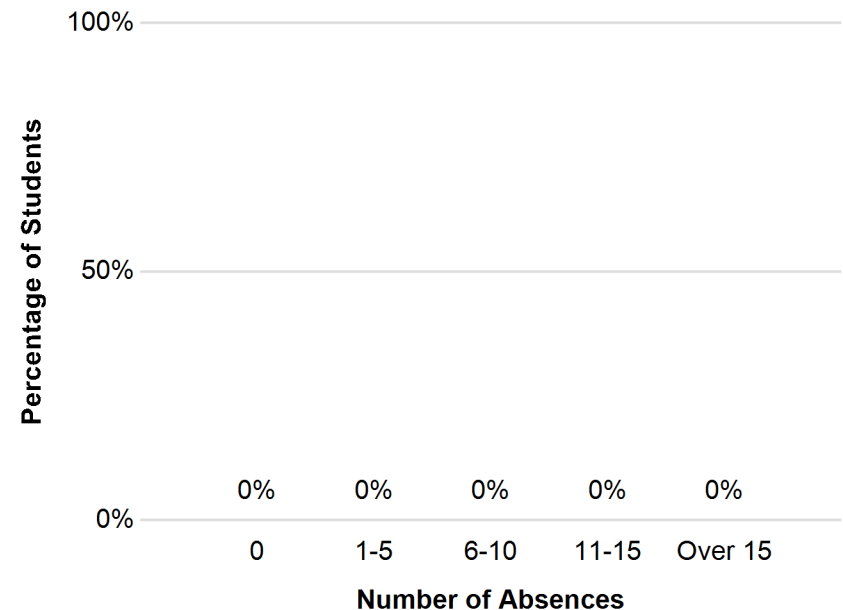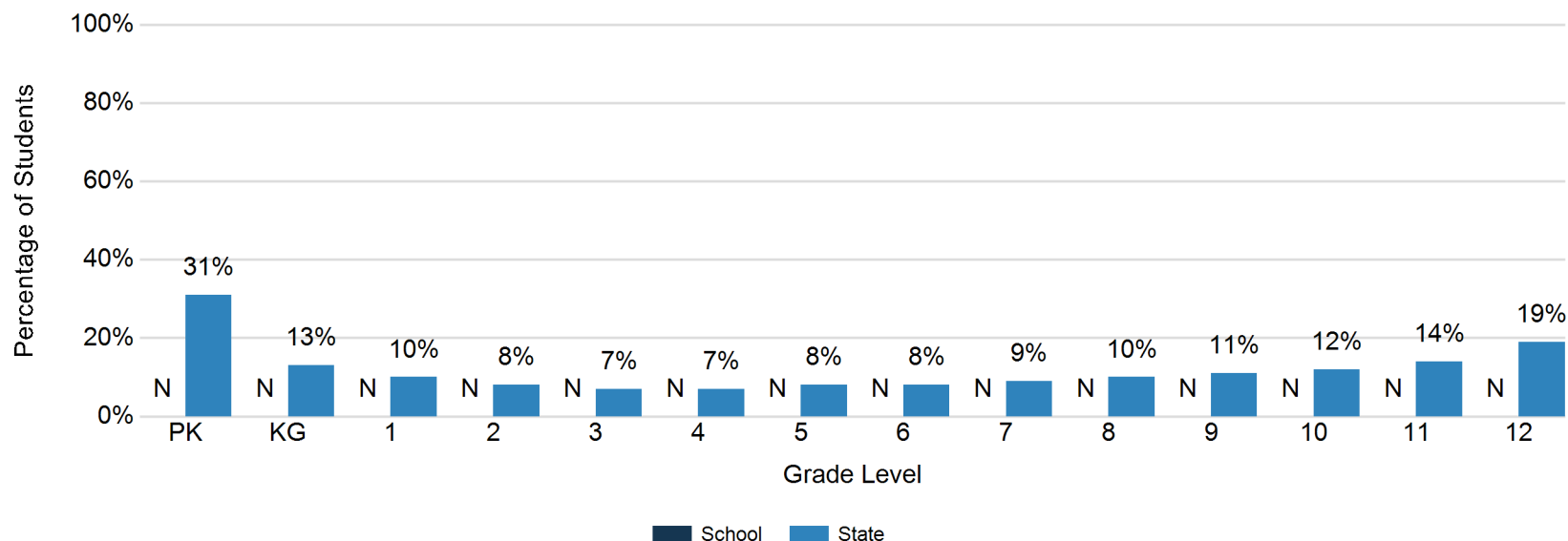
Chronic Absenteeism

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	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	N	N		
Male	N	N		
Economically Disadvantaged Students	N	N	N	N
Students with Disabilities	N	N	N	N
English Learners	N	N	N	N
Homeless Students	N	N		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	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.

Percentage of Students

Number of Absences	Percentage
0	0%
1-5	0%
6-10	0%
11-15	0%
Over 15	0%

4

Daretown School

(33-4635-050)

Grades Offered: PK-12

2018-2019

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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. Students with fewer than 45 days in membership are excluded from attendance calculations.

Chronic Absenteeism by Grade

This graph shows the percentage of students by grade level who were chronically absent during the school year.

Daretown School

(33-4635-050)

Grades Offered: PK-12

2018-2019

Report Key:
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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories. In addition to the 2018-19 data below, NJDOE is required, under *ESSA,* to report on the most recent, publicly-available CRDC data, which can be found on the NJDOE School Performance webpage. Please note that prior to school year 2017-2018, the CRDC and the State collection system, EVVRS did not collect the same data elements. In an effort to better align the State system with the CRDC, the new Student Safety Data System (SSDS) collects all the required CRDC data elements. NJDOE is in the process of developing a reporting function for the SSDS which will allow LEAs to use the same data for both submissions.

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	N
Weapons	N
Vandalism	N
Substances	N
Harassment, Intimidation, Bullying (HIB)	N
Total Unique Incidents	N
Incidents Per 100 Students Enrolled	N

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	N
Weapons	N
Vandalism	N
Substances	N
Harassment, Intimidation, Bullying (HIB)	N
Other Incidents Leading to Removal	N

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	N	N	N
Religion	N	N	N
Ancestry	N	N	N
Gender	N	N	N
Sexual Orientation	N	N	N
Disability	N	N	N
Other	N	N	N
No Identified Nature	N		N

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	N	N
Out-of-School Suspensions	N	N
Any Suspension	N	N
Removal to other education program	N	N
Expulsion	N	N
Arrest	N	N

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

NJ SCHOOL PERFORMANCE REPORT

Daretown School
(33-4635-050)
Grades Offered: PK-12
2018-2019

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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	2:30 PM
Length of School Day	6 Hrs 0 Mins
Full Time - Instructional Time	6 Hrs 0 Mins
Shared Time - Instructional Time	6 Hrs. 0 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 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 through 10. 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
2018-19	1:1

NJ SCHOOL PERFORMANCE REPORT

Daretown School
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2018-2019

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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 the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.
Information on the percentage of teachers identified as potentially teaching out-of-field is also available by school and district.

Category	Teachers in School	Teachers in State
Total Number of teachers	10	118,214
Average years experience in public schools	12.4	12.1
Average years experience in district	12.4	10.8
Percentage of Teachers with 4 or more years experience in the district	90.0%	75.3%

Administrators – Experience (District Level)

This table shows information about the experience of administrators assigned to this district and across the state.

Category	Admin. in District	Admin. in State
Total Number of administrators	11	9,530
Average years experience in public schools	17.1	16.0
Average years experience in district	11.7	12.0
Percentage of Administrators with 4 or more years experience in the district	100.0%	76.9%

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	5:1
Students to Administrators	32:1	22:1
Teachers to Administrators	10:1	5:1
Students to Librarians/Media Specialists		N
Students to Nurses		61:1
Students to Counselors		N
Students to Child Study Team Members		22:1

NJ SCHOOL PERFORMANCE REPORT

Daretown School
(33-4635-050)
Grades Offered: PK-12
2018-2019

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 and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	9.4%	80.0%	0.0%	48.4%	77.1%	54.9%
Male	90.6%	20.0%	100.0%	51.6%	22.9%	45.1%
White	37.5%	100.0%	100.0%	42.4%	83.6%	77.4%
Hispanic	15.6%	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	37.5%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	0.0%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	9.4%	0.0%	0.0%	2.1%	0.2%	0.2%

NJ SCHOOL PERFORMANCE REPORT

Daretown School
(33-4635-050)
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2018-2019

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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 and Administrators - Level of Education

This chart shows the highest level of education attained by 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

Teacher — 60%
Admin — N/A

Master's Degree

Teacher — 40%
Admin

Doctoral Degree

Teacher — 0%
Admin — 100%

Teachers and Administrators - One-Year Retention (District Level)

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	89.1%	90.5%
2017-18 Administrators: Same district 2018-19	100.0%	87.9%

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
2018-19	97.4%

Daretown School

(33-4635-050)

Grades Offered: PK-12

2018-2019

Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the NJDOE webpage ESSA School Level Reporting Information. More in-depth information about district and charter school spending can be found in the User Friendly Budget and the Comprehensive Annual Financial Report (CAFR) and Auditor Management Reports (AMRs).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.

An option to download all school-level summaries by district in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.

NJ SCHOOL PERFORMANCE REPORT

Daretown School
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2018-2019

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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 the school or district directly.

Highlights:	• Daretown is a K-12 special education school with a strong school-wide behavior management program. • 1:5 student-teacher ratio; technology integrated curriculum includes Smart boards and 1:1 personal Chromebooks.
Mission, Vision, Theme:	Our Schools are learning communities where adults with special gifts serve students with special needs. The programs are cooperative ventures that foster shared services and expertise in an effort to both increase quality of service and decrease cost to local districts.
Awards, Recognition, Accomplishments:	The Daretown School has received the following: In 2014 we were the National School Change Award Finalist. In 2015 we were the NJ School Boards Association "Innovations in Special Education" Award Winner. We were the 2017 Philadelphia Zoo "Unless Project" Competition Finalist.

Daretown School

(33-4635-050)

Grades Offered: PK-12

2018-2019

School Narrative

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Courses, Curriculum, Instruction:	New Jersey Core Curriculum Content Standards

NJ SCHOOL PERFORMANCE REPORT

Daretown School
(33-4635-050)
Grades Offered: PK-12
2018-2019

School Narrative

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Staff and Professional Learning:	Daretown faculty and staff are highly trained and experienced. Most teachers have multiple degrees and state certifications, and many of our paraprofessionals are also sub-certified. Virtually all take advantage of the district's tuition reimbursement program to further their education.

Daretown School

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Student Supports and Services:	Student support services are provided by the Salem County Special Services School District as needed. They include, but are not limited to speech and language, occupational and physical therapies, individual and group counseling, etc.
Student Health and Wellness:	A full-time RN with both school nurse and teaching credentials is housed at the school.
Parent and Community Involvement:	Numerous activities are scheduled throughout the year to encourage parent involvement and support.

Daretown School

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2018-2019

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School Narrative

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	Facilities:	The school was constructed in the 1920's. It has continually been upgraded. It includes a fully functional computer lab, wireless internet, central heat and air conditioning, a water purification system. Drop ceilings, wall-to-wall carpeting, elevator and ramps to assure ADA compliance. Smart Boards in all classrooms, up-to-date computer system, 1:1 Chromebooks for students, interior and exterior security cameras.

Daretown School

(33-4635-050)

Grades Offered: PK-12

2018-2019

School Narrative

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Other Information	STAFFING AND SUPPORT SERVICES Fulltime certified/highly qualified teachers, a social worker/counselor, behaviorist, registered nurse, and experienced teacher associates staff the program. Related services, ongoing program support and technical assistance are provided by the Salem County Special Services School District. SIGNIFICANT PROGRAM STRENGTHS • The cornerstone of the Daretown program is its team-oriented approach. Weekly team meetings, bi-weekly collaborative (cross-curricular) planning sessions, shared decision-making and shared accountability ensure a common vision, and maximize the potential of both teachers and learners. • Cross-age, cross-grade grouping and a class size of 1:5 or fewer enables teachers to easily identify student strengths, weaknesses and individual learning styles, making it possible to provide highly personalized, highly effective instruction. • A school-wide behavior management system, three mentoring sessions per day designed to monitor ongoing student academic and behavioral performance, and group and/or individual counseling twice a week have resulted in a school environment that is nurturing, conducive to learning and one that encourages and rewards positive social behavior. • A consistently enforced "Zero Tolerance" Code of Student Conduct has all but eliminated truancy, serious disciplinary concerns, out-of-school suspensions, violence and vandalism.

NJ SCHOOL PERFORMANCE REPORT

Salem Campus
(33-4635-009)
Grades Offered: 01-12
2018-2019

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

Notes from the New Jersey Department of Education:

NJ SCHOOL PERFORMANCE REPORT

Salem Campus
(33-4635-009)
Grades Offered: 01-12
2018-2019

School Contact Information

This table contains contact information including principal name, address, phone number, email address, and social media information, if provided.

Type	Contact Information
County	Salem
District	Salem County Special Services School District
Principal Name	Mr. James Helder
Address	45 Cheney Road WOODSTOWN, NJ 08098-9451
Phone Number	856-769-0101
Email Address	jhelder@scsssd.net
Website	http://scsssd.net

NJ SCHOOL PERFORMANCE REPORT

Salem Campus
(33-4635-009)
Grades Offered: 01-12
2018-2019

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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
1	1	0	0
2	1	0	0
3	3	1	0
4	0	0	1
5	6	1	1
6	3	2	1
7	4	2	0
8	4	6	2
9	4	7	3
10	8	3	7
11	4	7	3
12	18	19	20
Total	58	48	38

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	25.9%	25.0%	28.9%
Male	74.1%	75.0%	71.1%
Economically Disadvantaged Students	24.1%	18.8%	13.2%
Students with Disabilities	96.6%	100.0%	100.0%
English Learners	0.0%	2.1%	2.6%
Homeless Students	5.2%	8.3%	0.0%
Students in Foster Care	0.0%	2.1%	2.6%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	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	2016-17	2017-18	2018-19
White	55.2%	52.1%	55.3%
Hispanic	17.2%	18.8%	15.8%
Black or African American	27.6%	25.0%	26.3%
Asian	0.0%	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	2.6%
Two or More Races	0.0%	4.2%	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	2016-17	2017-18	2018-19
Full Time Students	58	48	38
Shared Time Students	0	0	0
Full Time Equivalent	58	48	38

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	89.5%
Spanish	10.5%

NJ SCHOOL PERFORMANCE REPORT

Salem Campus
(33-4635-009)
Grades Offered: 01-12
2018-2019

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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. Students with fewer than 45 days in membership are excluded from attendance calculations.
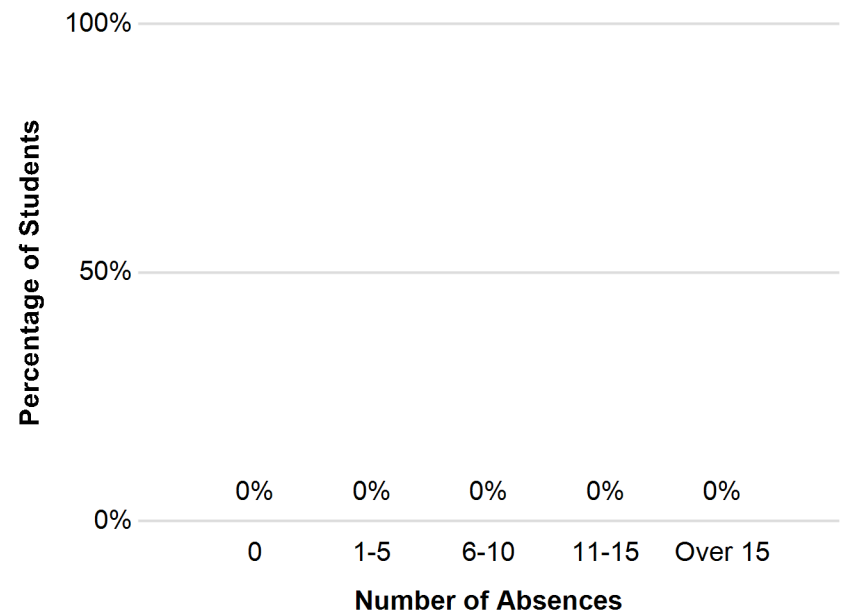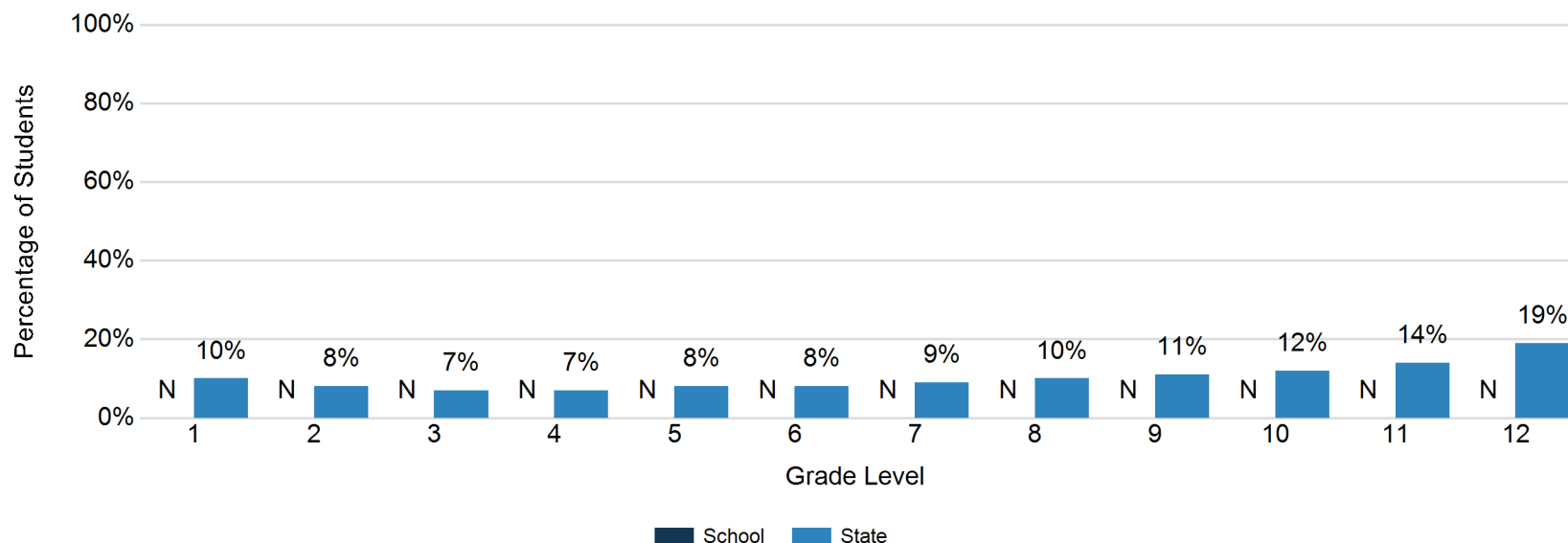
Chronic Absenteeism

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	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	N	N		
Male	N	N		
Economically Disadvantaged Students	N	N	N	N
Students with Disabilities	N	N	N	N
English Learners	N	N	N	N
Homeless Students	N	N		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	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.

Number of Absences (x-axis): 0, 1-5, 6-10, 11-15, Over 15 — all values 0%

Percentage of Students (y-axis): 0%, 50%, 100%

4

Salem Campus

(33-4635-009)

Grades Offered: 01-12

2018-2019

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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.

Chronic Absenteeism by Grade (School: N for all grades; State: Grade 1: 10%, Grade 2: 8%, Grade 3: 7%, Grade 4: 7%, Grade 5: 8%, Grade 6: 8%, Grade 7: 9%, Grade 8: 10%, Grade 9: 11%, Grade 10: 12%, Grade 11: 14%, Grade 12: 19%)

Legend: School, State

Salem Campus

(33-4635-009)

Grades Offered: 01-12

2018-2019

The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories. In addition to the 2018-19 data below, NJDOE is required, under *ESSA,* to report on the most recent, publicly-available CRDC data, which can be found on the NJDOE School Performance webpage. Please note that prior to school year 2017-2018, the CRDC and the State collection system, EVVRS did not collect the same data elements. In an effort to better align the State system with the CRDC, the new Student Safety Data System (SSDS) collects all the required CRDC data elements. NJDOE is in the process of developing a reporting function for the SSDS which will allow LEAs to use the same data for both submissions.

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	N
Weapons	N
Vandalism	N
Substances	N
Harassment, Intimidation, Bullying (HIB)	N
Total Unique Incidents	N
Incidents Per 100 Students Enrolled	N

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	N
Weapons	N
Vandalism	N
Substances	N
Harassment, Intimidation, Bullying (HIB)	N
Other Incidents Leading to Removal	N

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	N	N	N
Religion	N	N	N
Ancestry	N	N	N
Gender	N	N	N
Sexual Orientation	N	N	N
Disability	N	N	N
Other	N	N	N
No Identified Nature	N		N

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	N	N
Out-of-School Suspensions	N	N
Any Suspension	N	N
Removal to other education program	N	N
Expulsion	N	N
Arrest	N	N

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

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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	8:45 AM
Typical End Time	2:45 PM
Length of School Day	6 Hrs 0 Mins
Full Time - Instructional Time	5 Hrs 30 Mins
Shared Time - Instructional Time	5 Hrs. 30 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 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 through 10. 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
2018-19	1:1

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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 the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education. Information on the percentage of teachers identified as potentially teaching out-of-field is also available by school and district.

Administrators – Experience (District Level)

This table shows information about the experience of administrators assigned to this district and across the state.

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.

Category	Teachers in School	Teachers in State
Total Number of teachers	13	118,214
Average years experience in public schools	9.0	12.1
Average years experience in district	8.8	10.8
Percentage of Teachers with 4 or more years experience in the district	75.0%	75.3%

Category	Admin. in District	Admin. in State
Total Number of administrators	11	9,530
Average years experience in public schools	17.1	16.0
Average years experience in district	11.7	12.0
Percentage of Administrators with 4 or more years experience in the district	100.0%	76.9%

Ratio	School Ratio	District Ratio
Students to Teachers	3:1	5:1
Students to Administrators	38:1	22:1
Teachers to Administrators	13:1	5:1
Students to Librarians/Media Specialists		N
Students to Nurses		61:1
Students to Counselors		N
Students to Child Study Team Members		22:1

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Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	28.9%	53.8%	0.0%	48.4%	77.1%	54.9%
Male	71.1%	46.2%	100.0%	51.6%	22.9%	45.1%
White	55.3%	100.0%	100.0%	42.4%	83.6%	77.4%
Hispanic	15.8%	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	26.3%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	0.0%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	2.6%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.0%	0.0%	0.0%	2.1%	0.2%	0.2%

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Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by 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

Teacher 46%
Admin N/A

Master's Degree

Teacher 54%
Admin 100%

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 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	89.1%	90.5%
2017-18 Administrators: Same district 2018-19	100.0%	87.9%

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
2018-19	96.9%

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 * Data is not displayed in order to protect student privacy
 ** Accountability calculations require 20 or more students
 N No Data is available to display
 † This indicates a table specific note,see note below table

Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the NJDOE webpage ESSA School Level Reporting Information. More in-depth information about district and charter school spending can be found in the User Friendly Budget and the Comprehensive Annual Financial Report (CAFR) and Auditor Management Reports (AMRs).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.

An option to download all school-level summaries by district in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.

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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 the school or district directly.

	Highlights:	• We partner with fifteen businesses within the commuunity to showcase our students' vocational training. • Technology is utilized throughout the day in the form of Chromebooks, Ipads, and Epson Boards.
	Mission, Vision, Theme:	Our Schools are learning communities where adults with special gifts serve students with special needs. The programs are cooperative ventures that foster shared services and expertise in an effort to both increase quality of service and decrease cost to local districts.

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Courses, Curriculum, Instruction:	New Jersey Core Curriculum Content Standards

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Staff and Professional Learning:	The staff has an extensive list of yearly mandatory tranings that they participate in that include but are not limited to; Bullying and Harrassment, Suicide Prevention, bloodborn pathogens, etc. In addition to this, the staff regularly attends Professional Development opportunities throughout the year that are offered by outside agencies.

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Student Supports and Services:	Students receive all of the necessary modifications and accomodations as mandated by their IEP. These services provide the students with the necessary support to help them reach their highest level of achievement in school.

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Facilities:	The building is 35 years old and has had different rennovations and upgrades completed. The building received a new roof and an upgraded HVAC system. The building has 10 classrooms, a gymnasium/cafeteria, a therapy room, an independent living lab, nurse's office, and Job Coach office.