NJ SCHOOL PERFORMANCE REPORT

ALTERNATIVE MIDDLE & HIGH SCHOOL
(33-4635-301)
Grades Offered: 06-12
2017-2018

Report Key:
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How to use this report:

- **Learn more** about this school by exploring all sections of this report
- **Start conversations** with school community members and ask questions
- **Engage** with your school communities to identify where schools are doing well and where they can improve

Navigating through the reports:

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows as the top left of the screen to move between pages of the report

Other Resources:

- Review the Summary Report or the district-level report for this school
- Read the Reference Guide, Frequently Asked Questions, or Data Privacy Rules for more detailed information about the data in the report
- Download the data in the reports for all schools in the state
- Provide feedback on the reports by taking our feedback survey
- Contact us at reportcard@doe.nj.gov with any questions about the reports

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School Contact Info

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

Type	Contact Information
County	SALEM
District	SALEM CO SPECIAL SERVICE
Principal Name	MR. REBMAN
Address	SALEM COMMUNITY COLLEGE CARNEY'S POINT, NJ 08069
Phone Number	(856)935-7552
Email Address	SREBMAN@SCSSSD.NET
Website	http://www.scsssd.net
Facebook	https://www.facebook.com/SalemCountyAlternativeSchools/

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Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years.

Grade	2015-16	2016-17	2017-18
6	1	1	0
7	1	3	1
8	3	3	3
9	14	5	7
10	14	19	15
11	4	5	10
12	5	8	11
Total	42	44	47

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	26.2%	31.8%	19.1%
Male	73.8%	68.2%	80.9%
Economically Disadvantaged Students	64.3%	50.0%	48.9%
Students with Disabilities	33.3%	27.3%	17.0%
English Learners	0.0%	0.0%	2.1%
Homeless Students		2.3%	2.1%
Students in Foster Care		0.0%	2.1%
Military-Connected Students		0.0%	0.0%
Migrant Students		0.0%	0.0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group for the past three school years.

Racial and Ethnic Group	2015-16	2016-17	2017-18
White	40.5%	45.5%	19.1%
Hispanic	23.8%	13.6%	38.3%
Black or African American	35.7%	40.9%	36.2%
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%	0.0%	6.4%

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	42	44	47
Shared Time Students	0	0	0
Full Time Equivalent	42	44	47

Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown, and students with other home languages are included in the Other Languages total.

Home Language	% of Students
English	80.9%
Spanish	19.1%

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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.

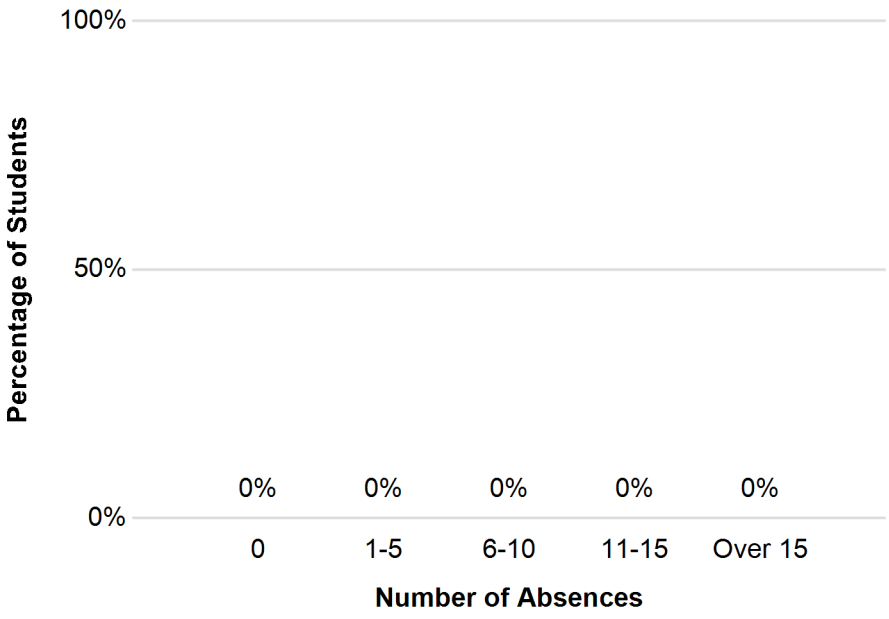
Chronic Absenteeism

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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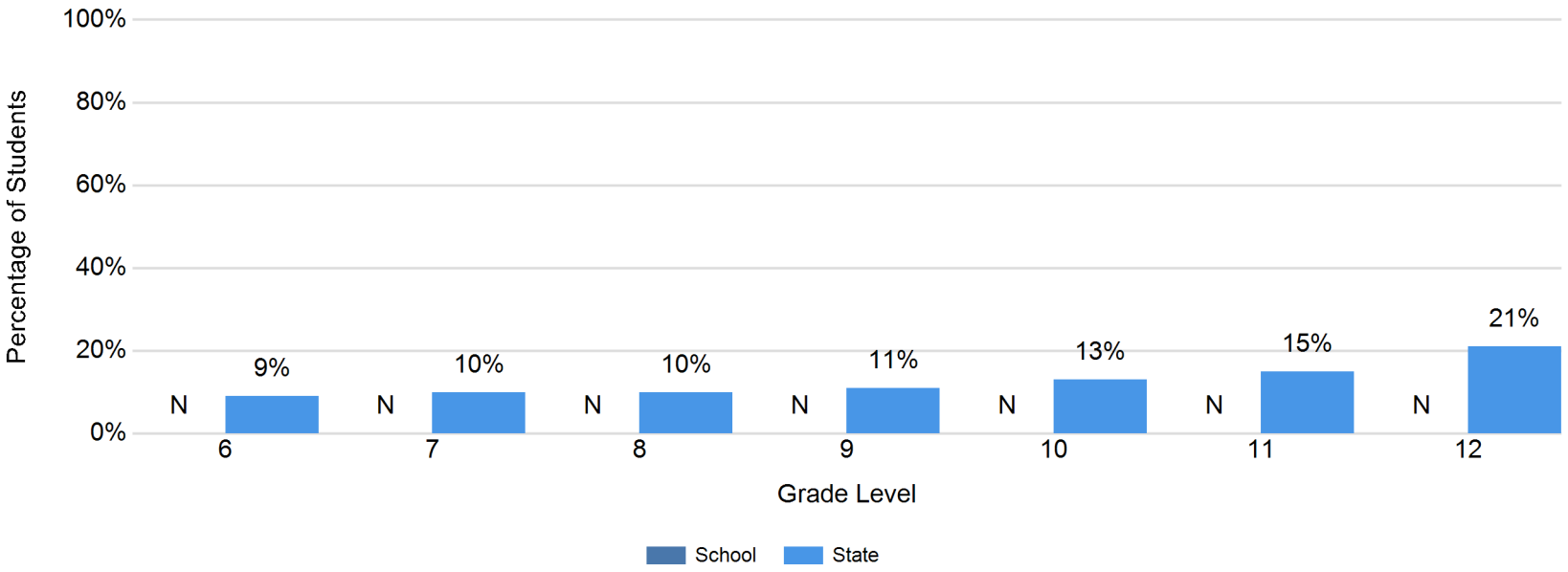
Chronic Absenteeism by Grade

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	1
Weapons	2
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	3
Total Unique Incidents	6
Incidents Per 100 Students Enrolled	12.77

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	1
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	3	3
No Identified Nature	0		0

Student Disciplinary Removals

The first table shows, by removal type, the number and percentage of students who received disciplinary removals during the school year. Removal types include students receiving one or more in-school suspensions, one or more out-of-school suspensions, one or more suspension of any type, removal to another school or other educational program, expulsion with no further educational services, or arrest. The second table shows the total number of days missed due to out-of-school suspension for all students during the school year.

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	*	*
Any Suspension	*	*
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
43

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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	N

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3-11 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3-11. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2017-18	N

Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district's schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts' User Friendly Budgets, or the NJDOE Finance District Report Search of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs). NJDOE will be collecting school-level per-pupil expenditures data for the 2018-19 school year, and that data will be included in future reports.

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2016-2017)	N	N	N

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Key terms for staff data:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience

This table shows information about experience for teachers assigned to this school and across the state.

Category	Teachers in School	Teachers in State
Total Number of teachers	5	117,464
Average years experience in public schools	4.0	12.0
Average years experience in district	4.0	10.7
Teachers in district for 4 or more years	80.0%	75.5%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	10	9,374
Average years experience in public schools	14.2	16.0
Average years experience in district	11.9	12.0
Administrators in district for 4 or more years	100.0%	76.2%

Student and Staff Ratios

This table shows ratios of students and staff members in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.

Ratio	School Ratio	District Ratio
Students to Teachers	9:1	6:1
Students to Administrators	47:1	25:1
Teachers to Administrators	5:1	5:1
Students to Librarians/Media Specialists		N
Students to Nurses		84:1
Students to Counselors		N
Students to Child Study Team		17:1

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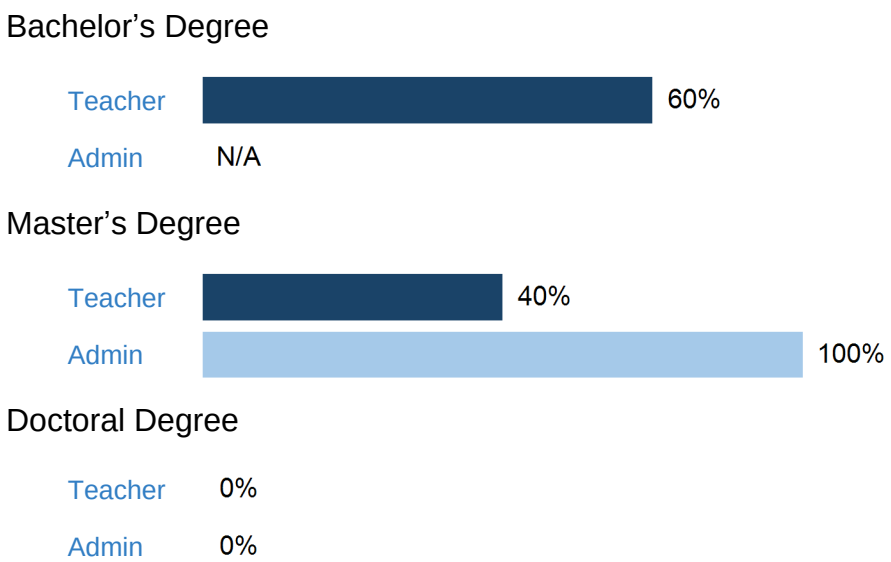
Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by the teachers and administrators. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.



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

This table shows the percentage of teachers and administrators assigned to this district in 2016-17 that were still assigned to this district in 2017-18. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2016-17 Teachers: Same district 2017-18	89.1%	90.2%
2016-17 Administrators: Same district 2017-18	100.0%	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	94.8%

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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	0.0%	0.0%
Male	100.0%	100.0%
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:	• Small classroom environment where traditional courses are offered with the opportunity for Accelerated Credit Obtainment through the utilization of online coursework. • Successful students can potentially earn the opportunity to return to their sending district when all of their criteria has been met. • Students can make up lost credits, seated hours and are restricted to only the length by which they want to challenge themselves academically.
Mission, Vision, Theme:	Salem County Special Services Alternative Middle/High School Core Values, Beliefs & Learning Expectations: We value effective communication. We believe technology enriches student learning. We value collaborative learning. We respect diversity. We believe physical wellness is part of a rewarding lifestyle. We believe an aesthetic education benefits all students. We believe all students deserve an equitable education We believe students should be active participants in their own learning.
Awards, Recognition, Accomplishments:	SCSSSD Alternative High School prides itself on it's ever increasing graduation/sucees rate and has seen a significant number of their students return to their sending districts having successfully completed rigorous postiive academic and behavior changes to merit their return.

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Courses, Curriculum, Instruction:	NJCCCS

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Staff and Professional Learning:	SCSSSD AMS/AHS Staff have recently undergone professional learning in the following areas: Integration of Technology coursework/lessons, Navigating NJ's System of Care, Student Engagement and Looking at Students with a Trauma Lens, Motivating At- Risk Youth, Crisis Planning & Suicide Prevention,
Postsecondary Information:	Housed on the Campus of Salem Community College, SCSSSD Alternative HS Students who complete their academic requirements and satisfy the NJ HS Graduation exam completion have the opportunity to advance their scholastic endeavors on campus, at other universities, within local trades or the military.

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Student Supports and Services:	On site Counseling available for students individually and within small groups. Frequent Academic Advisement and communication with sending districts and guardians are one of the many program highlights. Unique opportunities for tailor made curriculum to those students who identify as anxious or high anxiety are on the horizon to be offered in the near future.
Student Health and Wellness:	Breakfast and Lunch program.
Parent and Community Involvement:	Parents are the first educators of their children.The support they provide affects their child's learning and development and linked to subsequent educational outcomes.At the Alternative School we believe in promoting a school environment that is conducive to learning and supports strong family and community partnerships.We feel strongly that frequent communication between the school and parent about school performance student progress and personalized learning strategies set the foundation for our students' success. We provide academic opportunities using both print and online formats which allow our students to be successful.At the Alternative school we strive to harness all available community resources including but not limited to organizations businesses talented individuals natural resources and technology to engage each student in achieving the necessary skills and knowledge.We encourage business partnerships to assist students in the successful transition to employment.

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Facilities:	We are located on the campus of Salem Community College in the Davidow building.
School Safety:	SCSSSD Alternative MS/HS takes proactive measures to protect the safety and security of all our students and staff members. For the Alterntaitve HS Administration & Staff, the goal is to protect the health, safety, and welfare of the school population by providing direct support in establishing safe and secure school environments and increasing their capacity to respond in the event of crises.

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Technology and STEM:	As a cooperative venture with the district SCSSSD has added Smart boards to half of it's classrooms and will move to equip the remainder of it's classes in the coming year. With the utilization of an innovative online curriculum supplement, students have the opportunity to integrate both traditional and e-learning into their studies as they see fit.