NJ SCHOOL PERFORMANCE REPORT

CUMBERLAND CAMPUS
(33-4635-300)
Grades Offered: PK-12
2017-2018

Report Key:
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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

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School Contact Info

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

Type	Contact Information
County	SALEM
District	SALEM CO SPECIAL SERVICE
Principal Name	DR. SLIMM
Address	13 RAMAH ROAD BRIDGETON, NJ 08302
Phone Number	(856)459-1061
Email Address	TSLIMM@SCSSSD.NET
Website	http://wwwscsssd.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.

Grade	2015-16	2016-17	2017-18
PK	5	7	4
KG	5	4	4
1	12	8	9
2	11	8	7
3	7	9	11
4	6	7	12
5	8	8	5
6	11	5	11
7	12	11	5
8	11	9	10
9	5	9	7
10	11	2	11
11	3	11	5
12	11	11	22
Total	118	109	123

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	30.5%	32.1%	32.8%
Male	69.5%	67.9%	67.2%
Economically Disadvantaged Students	48.3%	27.5%	25.6%
Students with Disabilities	98.3%	98.2%	100.0%
English Learners	2.5%	4.6%	4.0%
Homeless Students		2.8%	4.8%
Students in Foster Care		2.8%	3.2%
Military-Connected Students		0.0%	0.0%
Migrant Students		0.0%	0.8%

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	33.1%	30.3%	35.2%
Hispanic	28.8%	33.0%	37.6%
Black or African American	36.4%	35.8%	25.6%
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	1.7%	0.9%	1.6%

Enrollment Trends by Full/Half Day PK and KG

This table shows number of students in full day and half day Pre-Kindergarten (PK) and Kindergarten (KG) for the past three school years.

Grade	2015-16	2016-17	2017-18
PK - Half Day	0	0	0
PK - Full Day	5	7	4
KG - Half Day	0	0	0
KG - Full Day	5	4	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	118	109	125
Shared Time Students	0	0	0
Full Time Equivalent	118	109	125

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	77.6%
Spanish	22.4%

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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations.

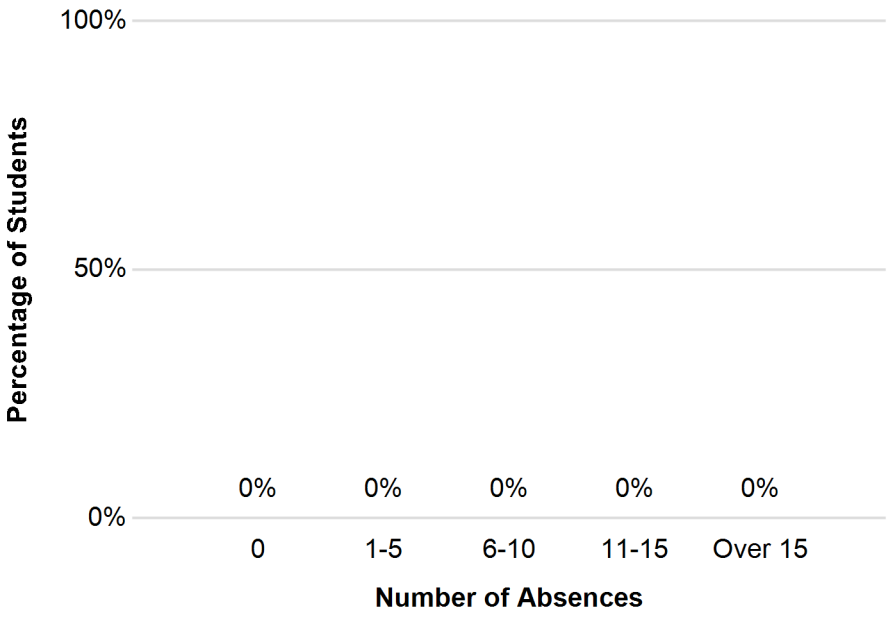
Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").

Student Group	Number of students chronically absent	Percent of students chronically absent	State Average	Met State Average
Schoolwide	N	N	N	N
White	N	N	N	N
Hispanic	N	N	N	N
Black or African American	N	N	N	N
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Economically Disadvantaged Students	N	N	N	N
Students with Disabilities	N	N	N	N
English Learners	N	N	N	N

Days Absent

This graph shows the percentage of K-12 students by the number of days they were absent during the school year.



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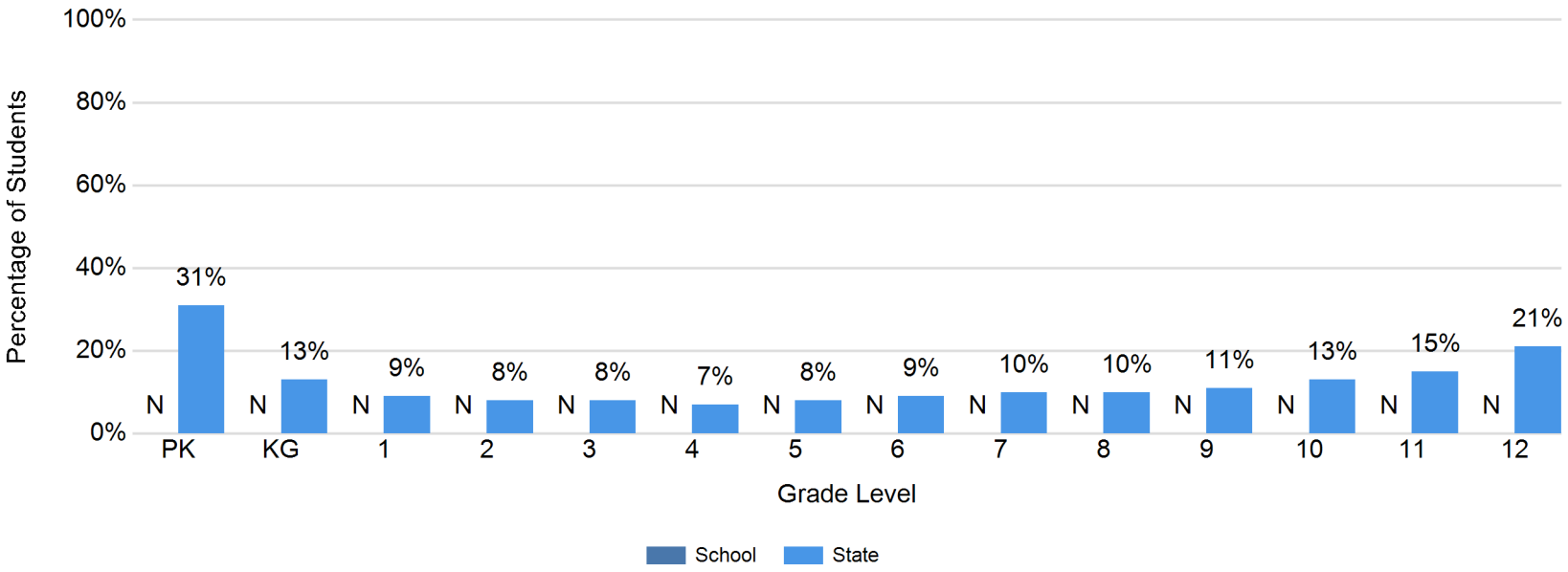
Chronic Absenteeism by Grade

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



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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. As such, comparing this year's report to previous years' data can lead to inaccurate conclusions in many reporting categories. As such, the 2017-18 report should be considered a baseline year.

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents row provides an unduplicated count of incidents. The last row shows the rate of incidents for every 100 students enrolled.

Incident Type	Number of Incidents
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	0
Incidents Per 100 Students Enrolled	0.00

Police Notifications

This table shows, by incident type, the number of cases where an incident led to police notification.

Incident Type	Incidents Reported to Police
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

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Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bulling (HIB) investigations. The nature of an incident is based on the protected categories listed below, and the nature of a single HIB investigation may include multiple categories. All confirmed incidents must have an identified nature.

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	0	0
No Identified Nature	0		0

Student Disciplinary Removals

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

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

School Days Missed due to Out-of-School Suspensions
0

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School Day

This table shows the start and end times and length of school day for a typical student at this school. Instructional time is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher. Full time students attend this school for more than half of the school day and shared-time students attend the school for half of the school day or less.

Category	School
Typical Start Time	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	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	1.4:1

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	18	117,464
Average years experience in public schools	10.6	12.0
Average years experience in district	10.2	10.7
Teachers in district for 4 or more years	94.4%	75.5%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	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	7:1	6:1
Students to Administrators	125:1	25:1
Teachers to Administrators	18:1	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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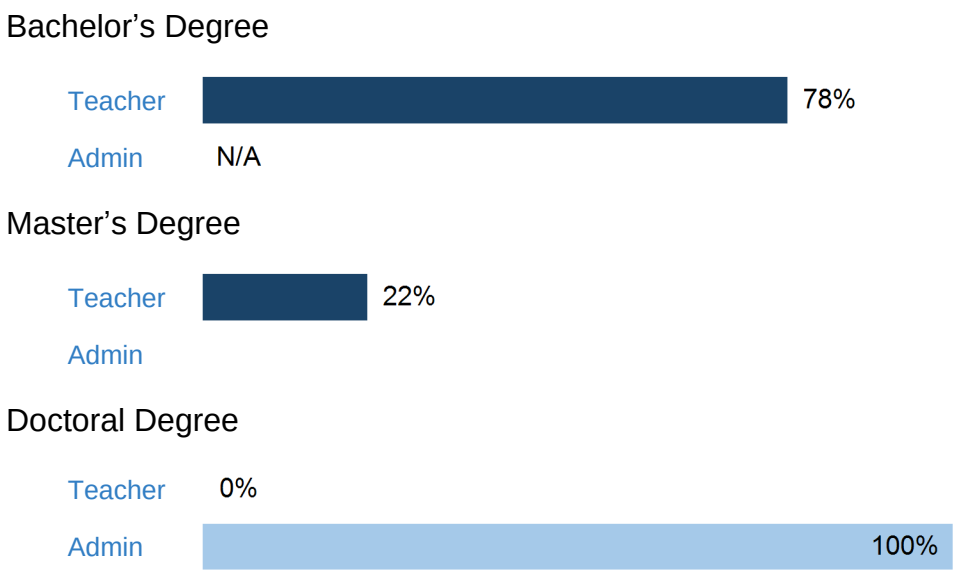
Teachers and Administrators - Level of Education

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	94.4%

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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	88.9%	0.0%
Male	11.1%	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:	• Our School is part of a Special Services School District.Our curriculum N2Y is adapted specifically for use with special needs students.Aligned with NJCCS. • Our PSD and HS Students have opportunities for mainstreaming with their non disabled peers.Our ASD Program students have the opportunity to participate in various after school clubs. • We regularly have awards recognition such as Student of the Month awards.
Mission, Vision, Theme:	Our schools are learning communities that serve students with special needs.Our 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. Our schools will provide engaging and challenging curriculum that address the New Jersey Core Curriculum Content Standards.Teaching and learning will take place in physically and emotionally safe environments that have an active commitment to ensure trust mutual respect communication effective collaboration and good citizenship.The vision of Salem County Special Services School District is that all students develop the skills knowledge and attitudes necessary to succeed in life.We provide a highly individualized and developmentally appropriate education program for students with Autism Spectrum or Social Communication Disorders in an environment that encourages the development of social engagement communication independence and academic growth.
Awards, Recognition, Accomplishments:	Awards Recognition AccomplishmentsStudents of the Month are recognized at monthly BOE meetingsStaff recognitions, Staff of the Month, Governor's Teacher of the Year, Governor's Educational Service Professional of the Year.

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Courses, Curriculum, Instruction:	New Jersey Core Curriculum Content Standards
Clubs and Activities:	PSD HS – opportunities for mainstreaming with non-disabled peers lunch, recess, specials and vocationalHigher-functioning ASD Program – opportunities to participate in various after-school clubs Lego, Spanish, Science and basketball with non-disabled peersStudents participate in a number of community service projects, Holiday concert for nursing home, Valentine's gifts for Meals on Wheels recipients, snack bags for chemotherapy patients, food collection for local food banks. DARE Program. Thematic activities Fire Prevention Week, Trunk or Treat, Thanksgiving Feast and assemblies, Holiday Music Concert

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Staff and Professional Learning:	Staff consists of fully certified and highly qualified special education teachers and dedicated instructional assistants. Staff receives training in crisis prevention and intervention Handle with Care, behavior management focusing on positive behavior management, autism spectrum disorders, sensory integration and other areas including augmentative communication and assistive technology as needs arise. Related services are provided by highly qualified Occupational, Physical and Speech Language Therapists, and Social Worker and Counseling are provided according to students' IEPs. Speech and language therapy, group social language sessions and consultation with the staff regarding methods for encouraging individual students to be engaged in communication throughout the school day are emphasized
Postsecondary Information:	Transitional Coordinator, Social Worker works with students, staff and families to link up with outside agencies such as Division of Vocational Rehabilitation Services, and Department of Disabilities. They also find postsecondary placements including jobs and continuing education for students.

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Student Supports and Services:	All students are receiving special education services and their academic, social, emotional and behavioral needs. Goals are addressed by their Individual Education Plans. Each student's progress is monitored by their sending district's Child Study Team. Spanish-speaking instructional assistants or school translators help with language needs of children and families that do not speak English.Majority of medically-fragile students are under the direct care of a 1:1 nurse
Student Health and Wellness:	All students receive: Instruction in Physical Education and Health, breakfast, lunch, daily recess, vision screenings, hearing checks, height checks and weight checks. Students with limited mobility issues have a schedule of positional arrangements throughout the day to help increase their strength, endurance and mobility.
Parent and Community Involvement:	Parents are encouraged to and do participate in back to School Night, Fall and Spring Open House. Also thematic activities such as Fire Prevention, Trunk or Treat, Thanksgiving Feast and assemblies. Parents are invited to participate on the School Improvement Team. The school and parents communicate through the, Daily Communication Logs. We also partner with community organizations such as the DVR and the local food banks.

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Facilities:	Cumberland Campus is a regular education building with multipurpose room, cafeteria, gym, playground, sensory room, School Store and Life Skills Lab. The building is air conditioned. Higher-functioning ASD Program is a regular education building with library, music room, art room, computer lab, gym, multipurpose room, cafeteria, science lab and playground. The building is air conditioned. PSD Program is locate at the LAC School which was built in 1974. The building is equipped with a HVAC heating and cooling system, classrooms, gym, music room, art room, computer lab, media,library, science lab and an indoor recess area
School Safety:	At the Cumberland Campus and at the Higher-functioning ASD Program the buildings are locked with only key card access for staff. Visitors are visually viewed through the camera system prior to entering and then must enter through the main door only. After entering they report to the Main office. We use the camera system to view visitors who approach the front door. We use the building's intercom system and walkie talkies to communicate with the staff. Classrooms are kept locked at all times. Monthly state-mandated safety drills are conducted, such as evacuation and security drills. Emphasis is continually made on respecting others and our surroundings. We have regular discussions and lessons on bullying and anti-bullying strategies.

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Technology and STEM:	The school uses Blackboard connect is used to communicate with parents. Students and teachers use chrome books, laptops, desktop computers and IPads. Students use augmentative devices such as PECs, Big Mac switches and 3:1 us of SMART tables. Classrooms use SMART TV's and SMART Boards. Online programs are used as teaching tools, such as MobyMax, Reading A-Z and IXL.
Early Childhood Education:	Preschool is where students obtain their first educational experience.The foundation is laid to ensure success when they continue and move onto Kindergarten and beyond.The program located at the Lower Alloway Creek School.Interested Child Study Teams submit an application parents and case managers complete program visits and accepted students enroll in the tuition based program.Although we try to keep the class size small there typically is not a waiting list. Our Preschool Disabled class is cross-curricular and covers all subject matter. The focus is not just with academics but overflows into social and emotional skills life skills problem solving independence and self-awareness.With our preschool being all special needs students we work with many professionals to ensure that all of our students needs are met according to their Individualized Education Plans this includes physical therapy occupational therapy and speech.

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2017-2018

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

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.

Other Information:	Students are transported to school by sending districts. They attend school for 6 hours. The classroom teachers have developed daily communication logs that go home to parents describing the students' activities and behaviors for the day. Teachers also provide parents with their school email addresses and classroom phone numbers for communication whenever necessary. Out of district Child Study Teams wishing to send a student to our program arrange a parent visit and intake interview for the family.