



Morris-Union Jointure Commission School District (39-3395)

2022-2023

County: Union

District: Morris-Union Jointure Commission School District

340 Central Avenue
New Providence, NJ 07974

Superintendent: Dr. Janet Fike

[District Website](#)

908-464-7625 x1180



231
Total Students



PK-12
Grades Offered

Overview & Resources

The School Performance Reports reflect the New Jersey Department of Education's (NJDOE) commitment to providing parents, students, and school communities with a large variety of information about each school and district. These reports can be used as a tool to help evaluate whether all students have equitable access to high quality education. We encourage you to use these reports to:

- **Learn more** about the school and the district
- **Start conversations** with school community members and ask questions
- **Engage** with school communities to identify where schools are doing well and where they can improve

Important Notes for 2022-23 Reports: The 2022-23 School Performance Reports include all data that was previously reported prior to the COVID-19 pandemic, which includes all assessment, student growth, and accountability data. Data throughout the reports has been impacted by the pandemic in various ways, so the NJDOE recommends caution in comparing data from year to year.

School Performance Report Resources: The NJDOE has several resource documents that can help you understand and use the School Performance Reports, which can also be found under the "Resource Documents" link at the top of the page:

- One-page guides to help start conversations for [school board members](#), [administrators](#), [educators](#), [elementary](#), and [middle and high school families](#)
- [Reference Guide](#) with details on all the data in these reports
- [Frequently Asked Questions](#)
- [Understanding Adjusted Cohort Graduation Rates](#)
- [Understanding Student Growth Percentiles](#)
- [Data Privacy Rules](#) (why you see *s and N's in the reports)

Let the NJDOE know how we can improve future reports by taking our [feedback survey](#). Contact reportcard@doe.nj.gov with any questions about the reports

Overview & Resources

District Contact Information

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

Type	Contact Information
County	Union
District	Morris-Union Jointure Commission School District
Superintendent Name	Dr. Janet Fike
Address	340 Central Avenue, New Providence, NJ 07974
Phone Number	908-464-7625 x1180
Email Address	jfike@mujc.org
Website	www.mujc.org
Facebook	https://www.facebook.com/The-Morris-Union-Jointure-Commission-386084684933598/
Twitter	https://twitter.com/morrisunion?lang=en



Overview & Resources

Schools in this District

Click on a school name below to access the detailed school-level report for each school.

School Name	Grades Offered
Developmental Learning Center New Providence	PK-09
Developmental Learning Center Warren	01-12

Demographics

Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs 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	2020-21	2021-22	2022-23
PK	3	3	4
KG	2	2	2
1	8	3	5
2	4	4	9
3	4	4	6
4	13	7	10
5	10	13	12
6	11	12	18
7	14	10	14
8	13	17	10
9	13	10	20
10	15	11	9
11	16	14	14
12	89	100	98
Total	215	210	231

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years. To protect student and staff privacy, gender percentages for 2020-21, 2021-22, and 2022-23 may show a range, depending on the overall school population size.

Student Group	2020-21	2021-22	2022-23
Female	15-20%	15-20%	15-20%
Male	80-85%	80-85%	80-85%
Non-Binary/Undesignated Gender	≤5%	≤5%	≤5%
Economically Disadvantaged Students	12.6%	8.1%	14.7%
Students with Disabilities	100.0%	99.5%	99.6%
English Learners	0.5%	0.0%	0.0%
Homeless Students	0.5%	0.0%	1.3%
Students in Foster Care	0.0%	0.0%	0.0%
Military-Connected Students	1.4%	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	2020-21	2021-22	2022-23
White	32.6%	34.3%	30.7%
Hispanic	22.3%	22.9%	25.5%
Black or African American	32.6%	31.0%	31.6%
Asian	11.6%	11.4%	11.3%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.4%
Two Or More Races	0.9%	0.5%	0.4%

Demographics

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

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	2020-21	2021-22	2022-23
PK - Half Day	0	0	0
PK - Full Day	3	3	4
KG - Half Day	0	0	0
KG - Full Day	2	2	2

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.

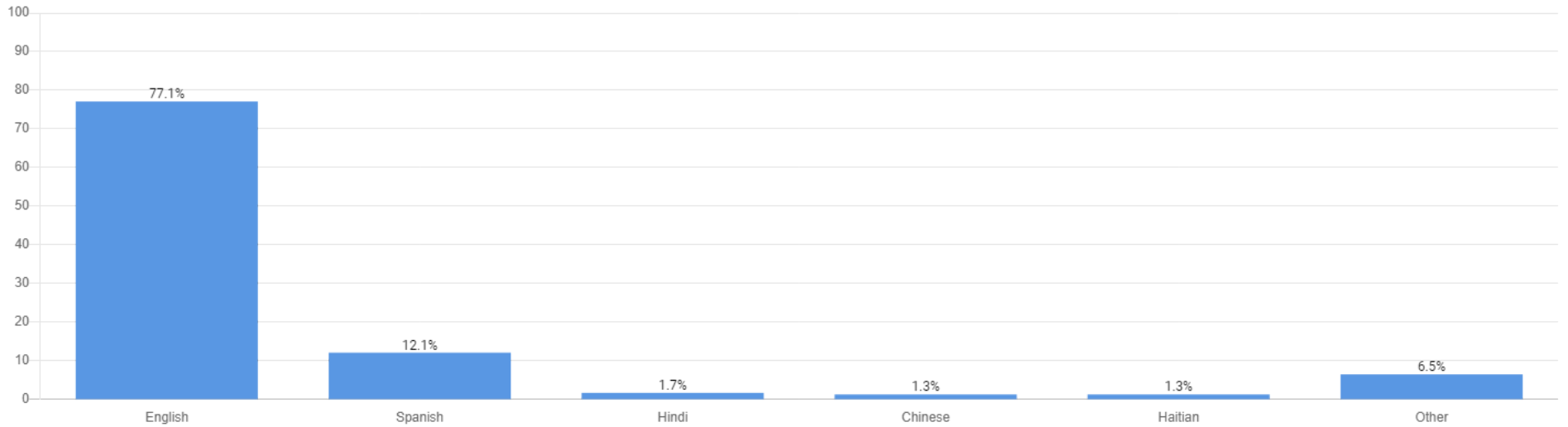
Enrollment Status	2020-21	2021-22	2022-23
Full Time Students	215	210	231
Shared Time Students	0	0	0
Full Time Equivalent	215	210	231

Demographics

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

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. To see this data in a table, click the Table View option below the chart.



Climate and Environment

The New Jersey Department of Education collects data through the Student Safety Data System (SSDS). In addition to the data below, NJDOE is required, under ESSA, to report on the most recent, publicly-available Civil Rights Data Collection (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.

Important note for 2022-23: The NJDOE recommends caution in comparing the 2022-23 student safety data with the data from 2020-21 and 2019-20 as the pandemic impacted the data for those years.

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	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	1
Incidents Per 100 Students Enrolled	0.43

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)	1
Other Incidents Leading to Removal	0

Climate and Environment

The New Jersey Department of Education collects data through the Student Safety Data System (SSDS). In addition to the data below, NJDOE is required, under ESSA, to report on the most recent, publicly-available Civil Rights Data Collection (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.

Important note for 2022-23: The NJDOE recommends caution in comparing the 2022-23 student safety data with the data from 2020-21 and 2019-20 as the pandemic impacted the data for those years.

Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bullying (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	1	1
Other	0	0	0
No Identified Nature	2		2

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. The NJDOE is additionally required to report on the number, percentage, and demographics of students who received removals and that data is available on the [NJDOE website](#).

Removal Type	Number of Students	Percent of Students	School Days Missed due to Out-of-School Suspensions
In-School Suspensions	0	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%	

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

Staff

Staff data reflects teachers and administrators reported by districts at the beginning of the school year.

Key terms for staff data:

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

Experience: Experience is based on information submitted by districts on all their staff members. For purposes of this report, the ESSA Educator Equity and federal reporting requirements, NJDOE has defined teachers as "inexperienced" if they have fewer than four years of prior experience in a given district. The tables below report on "experienced" teachers and administrators for federal reporting purposes.

Out-of-Field: A teacher is labeled "out-of-field" if they are potentially teaching outside their area of certification. This could occur if the teacher cannot be found in the NJDOE's certification system, if their job code does not match their certification, or if the teacher has an expired certificate.

Provisional Teacher: A teacher with provisional certifications is a fully certified novice teacher of record who must meet further requirements of evaluation and mentoring during their induction into the profession before being granted "standard" or permanent certification.

Teachers – Experience

This table shows information about the experience and professional qualifications of teachers. Out-of-field teachers are teachers who are potentially teaching outside of their area of certification. Teachers with provisional certifications are fully certified novice teachers of record who must meet further requirements of evaluation and mentoring during their induction into the profession before being granted "standard" or permanent certification. The New Jersey Department of Education does not issue emergency instructional certificates for teachers. Additional data on the professional qualifications of teachers and administrators, broken down by schools with high or low economically disadvantaged populations, is available on the [School Performance Staff page](#).

Category	Teachers in District	Teachers in State
Total Number of teachers	36	118,882
Average years experience in public schools	15.5	12.5
Average years experience in district	14.0	11.3
Number of Teachers with 4 or more years experience in the district	26	88,415
Percentage of Teachers with 4 or more years experience in the district	78.8%	74.8%
Number of out-of-field teachers	1	2,811
Percentage of out-of-field teachers	2.8%	2.4%
Number of Teachers with Provisional Credentials	1	8,605
Percentage of Teachers with Provisional Credentials	2.8%	7.3%

Administrators – Experience

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	9	9,952
Average years experience in public schools	20.4	16.1
Average years experience in district	16.3	12.5
Number of Administrators with 4 or more years experience in the district	7	7,675
Percentage of Administrators with 4 or more years experience in the district	77.8%	77.9%

Staff Counts

This table shows the number of staff members assigned to the district and state across several staff categories. The staff counts in this table reflect data submitted by districts to NJ SMART and reflect any teachers assigned and are not based on full-time equivalent (FTE). Additionally, some staff members may be assigned to the district only, but work in multiple schools in the district. In these cases, the table may show 0 staff members assigned to the school, even though there are district staff members working in the school. The School Safety Specialists data is based on data submitted by districts in the CDS system.

Staff Category	District: Total Staff Members	State: Total Staff Members
Teachers	36	118,882
Administrators	9	9,952
Librarians/Media Specialists	N	1,194
Nurses	4	2,960
School Counselors	N	4,519
Child Study Team Members	18	9,367
School Psychologists	1	2,166
School Social Workers	2	2,654
Student Assistance	N	381
Coordinators	N	381
School Safety Specialists	1	694

Staff

Staff data reflects teachers and administrators reported by districts at the beginning of the school year.

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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

Experience: Experience is based on information submitted by districts on all their staff members. For purposes of this report, the ESSA Educator Equity and federal reporting requirements, NJDOE has defined teachers as "inexperienced" if they have fewer than four years of prior experience in a given district. The tables below report on "experienced" teachers and administrators for federal reporting purposes.

Out-of-Field: A teacher is labeled "out-of-field" if they are potentially teaching outside their area of certification. This could occur if the teacher cannot be found in the NJDOE's certification system, if their job code does not match their certification, or if the teacher has an expired certificate.

Provisional Teacher: A teacher with provisional certifications is a fully certified novice teacher of record who must meet further requirements of evaluation and mentoring during their induction into the profession before being granted "standard" or permanent certification.

Student and Staff Ratios

This table shows ratios of students and staff members in the district. The ratios are based on data submitted by districts to NJ SMART and are not based on staff full-time equivalent (FTE). The School Safety Specialists data is based on data submitted by districts in the CDS system.

Ratio	District Ratio
Students to Teachers	6:1
Students to Administrators	26:1
Teachers to Administrators	4:1
Students to Librarians/Media Specialists †	N
Students to Nurses †	58:1
Students to Counselors †	N
Students to Child Study Team Members †,††	13:1
Students to School Psychologists †	231:1
Students to School Social Workers †	116:1
Students to Student Assistance Coordinators †	N
Students to School Safety Specialists †	231:1

† In some districts, staff members in these roles who work in multiple schools may be assigned only to the district and not to individual schools. As a result, a School Ratio may show N, but there may be district assigned staff working in the school

†† Child Study Team members include school psychologists, school social workers, and learning disabilities teacher consultants, also note that the ratio compares Students with Disabilities instead of all students.

Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group. To protect student and staff privacy, gender percentages may show a range, depending on the overall school population size.

Category	Students in District	Teachers in District	Administrators in District	Students in State	Teachers in State	Administrators in State
Female	15-20%	70-80%	*	48.0%	77.0%	57.0%
Male	80-85%	20-30%	*	52.0%	23.0%	43.0%
Non-Binary/Undesignated Gender	≤5%	≤10%	*	≤1%	≤1%	≤1%
White	30.7%	100.0%	100.0%	39.1%	82.2%	74.8%
Hispanic	25.5%	0.0%	0.0%	33.1%	8.3%	8.5%
Black or African American	31.6%	0.0%	0.0%	14.4%	6.3%	14.3%
Asian	11.3%	0.0%	0.0%	10.1%	2.4%	1.4%
American Indian or Alaska Native	0.4%	0.0%	0.0%	0.2%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.4%	0.6%
Two or More Races	0.4%	0.0%	0.0%	2.9%	0.2%	0.4%

Staff

Staff data reflects teachers and administrators reported by districts at the beginning of the school year.

Key terms for staff data:

Teachers: All classroom teachers

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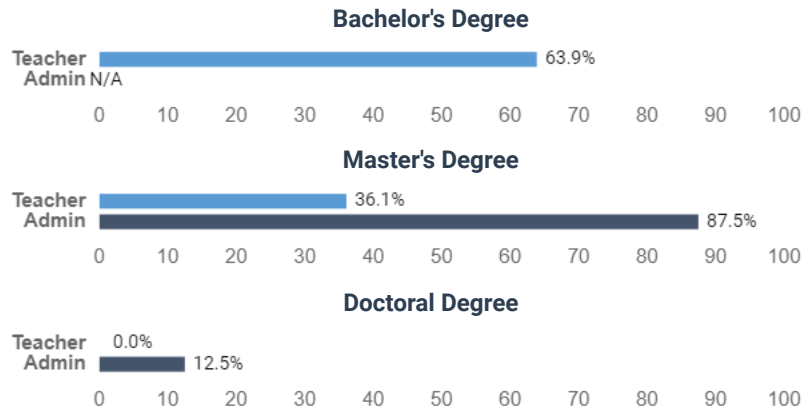
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Provisional Teacher: A teacher with provisional certifications is a fully certified novice teacher of record who must meet further requirements of evaluation and mentoring during their induction into the profession before being granted "standard" or permanent certification.

Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by teachers and administrators. The Bachelor's degree 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 2021-22 that were still assigned to this district in 2022-23. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2021-22 Teachers: Same district 2022-23	79.5%	88.4%
2021-22 Administrators: Same district 2022-23	81.8%	86.6%

Per-Pupil Expenditures

Per-Pupil Expenditures by Source

The table below summarizes the most recently available expenses for regular and special education students taught at schools in the district. The amounts include both actual personnel and actual non-personnel expenditures and include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities. An overall cost per pupil for a given school can be calculated by adding the Central Expenditures and the Expenditures Not Assigned to a School to the School Level Expenditures reported for that school. The Average Daily Enrollment (ADE**) comes from the 2022-23 School Registry Summary (SRS).

For more information regarding this table please refer to the guidance for school level reporting, which is available on the NJDOE webpage [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 2022-23 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.

Morris-Union Jointure Com	Federal	State & Local	Total	ADE**
District Level Total Expenditures	\$800	\$134,579	\$135,380	188.9
District Level Central Expenditures	\$121	\$19,930	\$20,051	188.9
Developmental Learning Center New Providence	\$2,157	\$113,013	\$115,170	59.5
Developmental Learning Center Warren		\$115,401	\$115,401	129.4
-				

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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. Please note that the narrative is optional, so only categories in which the district chose to share information will be displayed. If there are questions about the information provided in the narrative section, please contact the school or district directly.



Highlights:

- The MUJC is a regional collaborative public school district that provides services to 30 constituent school districts. Programs continually expand to meet the needs of its educational community.
- Students enrolled in the MUJC's Developmental Learning Centers follow individualized educational plans developed by their local child study teams, DLC staff and parents.
- In addition to a 180 day school year, there is a 6-week extended school year program.



Mission, Vision, Theme:

The DLCs' mission is to provide a comprehensive educational program that focuses on social emotional learning, academic rigor, and positive behavior supports that prepare students to be successful for life.



Courses, Curriculum, Instruction:

Students are provided instruction in areas of the New Jersey Student Learning Standards based on the students' individualized goals and objectives. Related services include speech language therapists, BCBAs, behavior specialists, OTs, PTs, social workers, and a school psychologist. Curriculum instruction includes academics, social-emotional learning, positive behavior supports, community based instruction, and work-based learning. Staff are provided opportunities for input through committees and surveys to help develop PD offerings. A full day in October and a half day in February is reserved as inservice training days.

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Clubs and Activities:

Student activities are plentiful during school hours. Learning activities include swimming, yoga, martial arts, gardening, and cardio. Community based instruction include food shopping, bowling, miniature golf, parks, and other trips to teach important functional life skills.



Staff and Professional Learning:

Continuous professional learning is a priority for our staff. Opportunities are designed to enhance knowledge and professional skills to promote individualized learning. Teacher mentoring, new staff training series, and induction training programs are comprehensive. Weekly staff meetings provide additional information and training on current topics in education.



Student Health and Wellness:

The health and wellness of all students is integral to the educational program. Nurses, social workers, school psychologist and contracted mental health providers in collaboration with administration and educators provide a safe environment for all students. Hunter, the school comfort dog, also visits with students. Adaptive physical education, recess, a walking track and instruction on healthy eating is part of the curriculum.

Narrative

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Parent and Community Involvement:

A parent electronic bookbag is sent home weekly that provides parents with updates and information about current activities in their child's school. Monthly Parent/Admin Chat meetings provide administrators an opportunity to share current information with parents and for parents to ask questions. A monthly newsletter, "The Superintendent Spotlight" is distributed electronically and posted on the MUJC website and shares current activities and happenings at both schools and districtwide. Parents are very supportive of our schools. Events hosted and attended by parents include staff holiday desserts, halloween activities, an autism awareness parade and recognition for the job the school staff do everyday with students. School committees with parent representation including the School Wellness Committee, the School Cafeteria Advisory Committee, and HIB committee.



School Safety:

The safety of everyone is of great importance. Doors are locked and visitors may enter only through the main office that is monitored by the school secretaries. Security cameras are located inside and outside of the buildings as well as emergency strobe light on the outside of the school buildings. A school messenger system sends out texts, emails and phone calls to notify parents/students of school closings and emergency situations. Lanyards are worn by everyone in the building designating each person as an employee or visitor.



Technology and STEM:

The district continues to expand its use of online resources to enhance the learning process. Online learning programs include Nearpod, A-Z Learning, News 2 You, Boom Cards and others. Classrooms are equipped with iPads, Chromebooks and Smartboards. To ensure connectivity, infrastructure upgrades have occurred.