



# NJ Regional Day School - Newark (13-3570-004)

2023-2024

County: Essex

District: Newark Public School District



334 Lyons Ave

Newark, NJ 07112-1441

Principal: Mr. Larry Ramkissoon

[School Website](#)



973-705-3820



**119**  
Total Students



**KG-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 Note for 2023-24 Reports:** The NJDOE recommends caution in comparing data from year to year over the last several years.

**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](mailto:reportcard@doe.nj.gov) with any questions about the reports

## Overview & Resources

### 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         | Essex                                                                                                                                             |
| District       | Newark Public School District                                                                                                                     |
| Principal Name | Mr. Larry Ramkissoon                                                                                                                              |
| Address        | 334 Lyons Ave, Newark, NJ 07112-1441                                                                                                              |
| Phone Number   | 973-705-3820                                                                                                                                      |
| Email Address  | <a href="mailto:lramkissoon@nps.k12.nj.us">lramkissoon@nps.k12.nj.us</a>                                                                          |
| Website        | <a href="http://www.nps.k12.nj.us/NJR">http://www.nps.k12.nj.us/NJR</a>                                                                           |
| Facebook       | <a href="https://www.facebook.com/New-Jersey-Regional-Day-103086358113030/">https://www.facebook.com/New-Jersey-Regional-Day-103086358113030/</a> |

## Demographics

Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students who 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        | 2021-22    | 2022-23    | 2023-24    |
|--------------|------------|------------|------------|
| KG           | 0          | 0          | 0          |
| 1            | 0          | 1          | 0          |
| 2            | 2          | 0          | 3          |
| 3            | 4          | 2          | 0          |
| 4            | 1          | 3          | 2          |
| 5            | 5          | 1          | 4          |
| 6            | 6          | 5          | 1          |
| 7            | 8          | 6          | 8          |
| 8            | 12         | 9          | 5          |
| 9            | 12         | 20         | 16         |
| 10           | 11         | 12         | 19         |
| 11           | 12         | 11         | 16         |
| 12           | 43         | 45         | 45         |
| <b>Total</b> | <b>117</b> | <b>115</b> | <b>119</b> |

### 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 may show a range, depending on the overall school population size.

| Student Group                       | 2021-22 | 2022-23 | 2023-24 |
|-------------------------------------|---------|---------|---------|
| Female                              | 20-25%  | 20-25%  | 25-30%  |
| Male                                | 75-80%  | 75-80%  | 70-75%  |
| Non-Binary/Undesignated Gender      | ≤5%     | ≤5%     | ≤5%     |
| Economically Disadvantaged Students | 82.9%   | 87.8%   | 86.6%   |
| Students with Disabilities          | 100.0%  | 99.1%   | 100.0%  |
| Multilingual Learners               | 0.0%    | 3.5%    | 0.0%    |
| Students Experiencing Homelessness  | 0.9%    | 1.7%    | 5.0%    |
| Students in Foster Care             | 0.9%    | 1.7%    | 2.5%    |
| 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             | 2021-22 | 2022-23 | 2023-24 |
|-------------------------------------|---------|---------|---------|
| White                               | 6.8%    | 6.1%    | 5.9%    |
| Hispanic                            | 39.3%   | 40.9%   | 43.7%   |
| Black or African American           | 53.8%   | 53.0%   | 50.4%   |
| 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%    | 0.0%    |

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### 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         | 2021-22 | 2022-23 | 2023-24 |
|---------------|---------|---------|---------|
| KG - Half Day | 0       | N       | N       |
| KG - Full Day | 0       | N       | N       |

### 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.

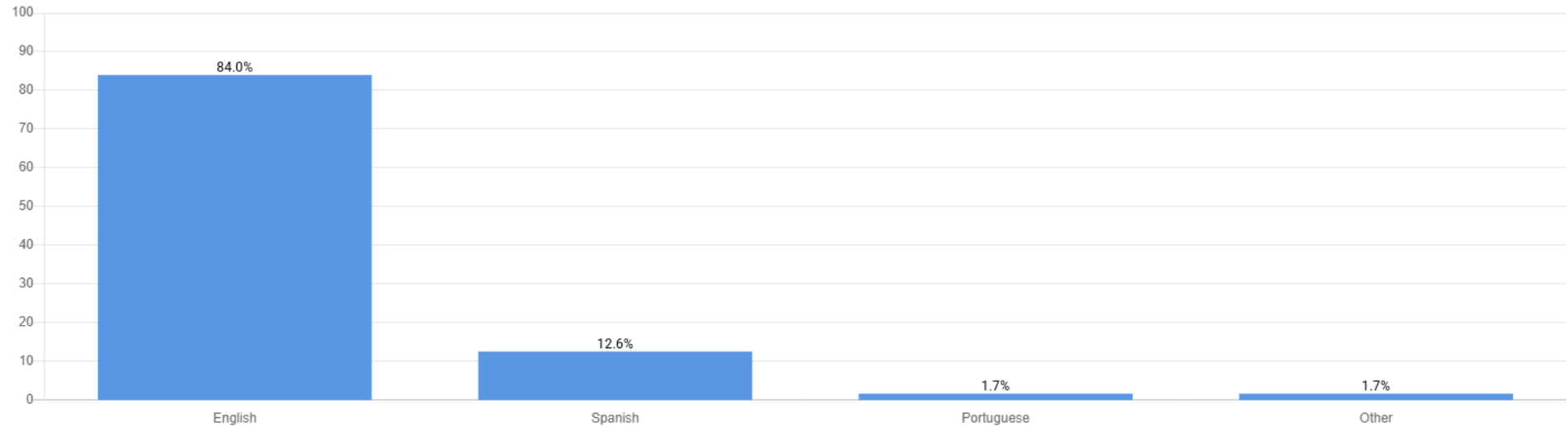
| Enrollment Status    | 2021-22 | 2022-23 | 2023-24 |
|----------------------|---------|---------|---------|
| Full Time Students   | 117     | 115     | 119     |
| Shared Time Students | 0       | 0       | 0       |
| Full Time Equivalent | 117     | 115     | 119     |

## Demographics

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### 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.



**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

## 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.

### 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 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           | 0             | 0                        |
| Other                           | 0           | 0             | 0                        |
| No Identified Nature            | 0           |               | 0                        |

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### Student Disciplinary Removals: By Student Group

This table shows the number and percentage of students who received in-school suspensions, out-of-school suspensions, removals to other educational programs, and expulsions by student group. Information on disciplinary actions is reported by schools and districts to the NJDOE through the Student Safety Data System (SSDS). Only students who attended the school are included in the disciplined student counts. The data used to determine student demographic information, and the enrollment totals used to calculate the percentages come from the fall and end-of-year NJ SMART SID Management snapshots. In some cases, a range, such as <5, is provided for groups of 10 or more students when between 1 and 4 students schoolwide received a type of disciplinary action to protect student privacy.

| Student Group                       | # of Students with at least one In-School Suspension | % of Students with at least one In-School Suspension | # of Students with at least one Out-of-School Suspension | % of Students with at least one Out-of-School Suspension | # of Students with Any Suspension | % of Students with Any Suspension | # of Students with a Removal to other education program | % of Students with a Removal to other education program | # of Students with an Expulsion | % of Students with an Expulsion |
|-------------------------------------|------------------------------------------------------|------------------------------------------------------|----------------------------------------------------------|----------------------------------------------------------|-----------------------------------|-----------------------------------|---------------------------------------------------------|---------------------------------------------------------|---------------------------------|---------------------------------|
| Schoolwide                          | 0                                                    | 0%                                                   | 0                                                        | 0%                                                       | 0                                 | 0%                                | 0                                                       | 0%                                                      | 0                               | 0%                              |
| White                               | *                                                    | *                                                    | *                                                        | *                                                        | *                                 | *                                 | *                                                       | *                                                       | *                               | *                               |
| Hispanic                            | 0                                                    | 0%                                                   | 0                                                        | 0%                                                       | 0                                 | 0%                                | 0                                                       | 0%                                                      | 0                               | 0%                              |
| Black or African American           | 0                                                    | 0%                                                   | 0                                                        | 0%                                                       | 0                                 | 0%                                | 0                                                       | 0%                                                      | 0                               | 0%                              |
| Asian                               | *                                                    | *                                                    | *                                                        | *                                                        | *                                 | *                                 | *                                                       | *                                                       | *                               | *                               |
| Native Hawaiian or Pacific Islander | *                                                    | *                                                    | *                                                        | *                                                        | *                                 | *                                 | *                                                       | *                                                       | *                               | *                               |
| American Indian or Alaska Native    | *                                                    | *                                                    | *                                                        | *                                                        | *                                 | *                                 | *                                                       | *                                                       | *                               | *                               |
| Two or more races                   | *                                                    | *                                                    | *                                                        | *                                                        | *                                 | *                                 | *                                                       | *                                                       | *                               | *                               |
| Female                              | *                                                    | 0%                                                   | *                                                        | 0%                                                       | *                                 | 0%                                | *                                                       | 0%                                                      | *                               | 0%                              |
| Male                                | *                                                    | 0%                                                   | *                                                        | 0%                                                       | *                                 | 0%                                | *                                                       | 0%                                                      | *                               | 0%                              |
| Non-Binary/Undesignated Gender      | *                                                    | *                                                    | *                                                        | *                                                        | *                                 | *                                 | *                                                       | *                                                       | *                               | *                               |
| Economically Disadvantaged Students | 0                                                    | 0%                                                   | 0                                                        | 0%                                                       | 0                                 | 0%                                | 0                                                       | 0%                                                      | 0                               | 0%                              |
| Students with disabilities          | 0                                                    | 0%                                                   | 0                                                        | 0%                                                       | 0                                 | 0%                                | 0                                                       | 0%                                                      | 0                               | 0%                              |

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### Student Disciplinary Removals: By Grade Level

This table shows the number and percentage of students who received in-school suspensions, out-of-school suspensions, removals to other educational programs, and expulsions by grade level. Information on disciplinary actions is reported by schools and districts to the NJDOE through the Student Safety Data System (SSDS). Only students who attended the school are included in the disciplined student counts. The data used to determine student grade level, and the enrollment totals used to calculate the percentages come from the fall and end-of-year NJ SMART SID Management snapshots. In some cases, a range, such as <5, is provided for groups of 10 or more students when between 1 and 4 students schoolwide received a type of disciplinary action to protect student privacy.

| Grade      | # of Students with at least one In-School Suspension | % of Students with at least one In-School Suspension | # of Students with at least one Out-of-School Suspension | % of Students with at least one Out-of-School Suspension | # of Students with Any Suspension | % of Students with Any Suspension | # of Students with a Removal to other education program | % of Students with a Removal to other education program | # of Students with an Expulsion | % of Students with an Expulsion |
|------------|------------------------------------------------------|------------------------------------------------------|----------------------------------------------------------|----------------------------------------------------------|-----------------------------------|-----------------------------------|---------------------------------------------------------|---------------------------------------------------------|---------------------------------|---------------------------------|
| Schoolwide | 0                                                    | 0%                                                   | 0                                                        | 0%                                                       | 0                                 | 0%                                | 0                                                       | 0%                                                      | 0                               | 0%                              |
| 2          | *                                                    | *                                                    | *                                                        | *                                                        | *                                 | *                                 | *                                                       | *                                                       | *                               | *                               |
| 4          | *                                                    | *                                                    | *                                                        | *                                                        | *                                 | *                                 | *                                                       | *                                                       | *                               | *                               |
| 5          | *                                                    | *                                                    | *                                                        | *                                                        | *                                 | *                                 | *                                                       | *                                                       | *                               | *                               |
| 6          | *                                                    | *                                                    | *                                                        | *                                                        | *                                 | *                                 | *                                                       | *                                                       | *                               | *                               |
| 7          | *                                                    | *                                                    | *                                                        | *                                                        | *                                 | *                                 | *                                                       | *                                                       | *                               | *                               |
| 8          | *                                                    | *                                                    | *                                                        | *                                                        | *                                 | *                                 | *                                                       | *                                                       | *                               | *                               |
| 9          | 0                                                    | 0%                                                   | 0                                                        | 0%                                                       | 0                                 | 0%                                | 0                                                       | 0%                                                      | 0                               | 0%                              |
| 10         | 0                                                    | 0%                                                   | 0                                                        | 0%                                                       | 0                                 | 0%                                | 0                                                       | 0%                                                      | 0                               | 0%                              |
| 11         | 0                                                    | 0%                                                   | 0                                                        | 0%                                                       | 0                                 | 0%                                | 0                                                       | 0%                                                      | 0                               | 0%                              |
| 12         | 0                                                    | 0%                                                   | 0                                                        | 0%                                                       | 0                                 | 0%                                | 0                                                       | 0%                                                      | 0                               | 0%                              |

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### Students Involved in Police Notifications: By Student Group

This table shows the number and percentage of students who were involved in at least one incident that led to police notification by student group. Information on police notifications is reported by schools and districts to the NJDOE through the Student Safety Data System (SSDS). Only students who attended the school are included in the counts of students involved in incidents leading to police notification. The data used to determine student demographic information, and the enrollment totals used to calculate the percentages come from the fall and end-of-year NJ SMART SID Management snapshots. In some cases, a range, such as <5, is provided for groups of 10 or more students when between 1 and 4 students schoolwide were involved to protect student privacy.

| Student Group                       | # of Students involved in at least one incident | % of Students involved in at least one incident | # of Students involved in at least one violent incident | % of Students involved in at least one violent incident | # of Students involved in at least one vandalism incident | % of Students involved in at least one vandalism incident | # of Students involved in at least one substance related incident | % of Students involved in at least one substance related incident | # of Students involved in at least one weapons related incident | % of Students involved in at least one weapons related incident | # of Students involved in at least one HIB incident | % of Students involved in at least one HIB incident | # of Students involved in at least one other incident type | % of Students involved in at least one other incident type |
|-------------------------------------|-------------------------------------------------|-------------------------------------------------|---------------------------------------------------------|---------------------------------------------------------|-----------------------------------------------------------|-----------------------------------------------------------|-------------------------------------------------------------------|-------------------------------------------------------------------|-----------------------------------------------------------------|-----------------------------------------------------------------|-----------------------------------------------------|-----------------------------------------------------|------------------------------------------------------------|------------------------------------------------------------|
| Schoolwide                          | 0                                               | 0%                                              | 0                                                       | 0%                                                      | 0                                                         | 0%                                                        | 0                                                                 | 0%                                                                | 0                                                               | 0%                                                              | 0                                                   | 0%                                                  | 0                                                          | 0%                                                         |
| White                               | *                                               | *                                               | *                                                       | *                                                       | *                                                         | *                                                         | *                                                                 | *                                                                 | *                                                               | *                                                               | *                                                   | *                                                   | *                                                          | *                                                          |
| Hispanic                            | 0                                               | 0%                                              | 0                                                       | 0%                                                      | 0                                                         | 0%                                                        | 0                                                                 | 0%                                                                | 0                                                               | 0%                                                              | 0                                                   | 0%                                                  | 0                                                          | 0%                                                         |
| Black or African American           | 0                                               | 0%                                              | 0                                                       | 0%                                                      | 0                                                         | 0%                                                        | 0                                                                 | 0%                                                                | 0                                                               | 0%                                                              | 0                                                   | 0%                                                  | 0                                                          | 0%                                                         |
| Asian                               | *                                               | *                                               | *                                                       | *                                                       | *                                                         | *                                                         | *                                                                 | *                                                                 | *                                                               | *                                                               | *                                                   | *                                                   | *                                                          | *                                                          |
| Native Hawaiian or Pacific Islander | *                                               | *                                               | *                                                       | *                                                       | *                                                         | *                                                         | *                                                                 | *                                                                 | *                                                               | *                                                               | *                                                   | *                                                   | *                                                          | *                                                          |
| American Indian or Alaska Native    | *                                               | *                                               | *                                                       | *                                                       | *                                                         | *                                                         | *                                                                 | *                                                                 | *                                                               | *                                                               | *                                                   | *                                                   | *                                                          | *                                                          |
| Two or more races                   | *                                               | *                                               | *                                                       | *                                                       | *                                                         | *                                                         | *                                                                 | *                                                                 | *                                                               | *                                                               | *                                                   | *                                                   | *                                                          | *                                                          |
| Female                              | *                                               | 0%                                              | *                                                       | 0%                                                      | *                                                         | 0%                                                        | *                                                                 | 0%                                                                | *                                                               | 0%                                                              | *                                                   | 0%                                                  | *                                                          | 0%                                                         |
| Male                                | *                                               | 0%                                              | *                                                       | 0%                                                      | *                                                         | 0%                                                        | *                                                                 | 0%                                                                | *                                                               | 0%                                                              | *                                                   | 0%                                                  | *                                                          | 0%                                                         |
| Non-Binary/Undesignated Gender      | *                                               | *                                               | *                                                       | *                                                       | *                                                         | *                                                         | *                                                                 | *                                                                 | *                                                               | *                                                               | *                                                   | *                                                   | *                                                          | *                                                          |
| Economically Disadvantaged Students | 0                                               | 0%                                              | 0                                                       | 0%                                                      | 0                                                         | 0%                                                        | 0                                                                 | 0%                                                                | 0                                                               | 0%                                                              | 0                                                   | 0%                                                  | 0                                                          | 0%                                                         |
| Students with disabilities          | 0                                               | 0%                                              | 0                                                       | 0%                                                      | 0                                                         | 0%                                                        | 0                                                                 | 0%                                                                | 0                                                               | 0%                                                              | 0                                                   | 0%                                                  | 0                                                          | 0%                                                         |

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### Students Involved in Police Notifications: By Grade Level

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| Grade      | # of Students involved in at least one incident | % involved in an incident | # of Students involved in at least one violent incident | % of Students involved in a violent incident | # of Students involved in at least one vandalism incident | % of Students involved in a vandalism incident that led to police notification | # of Students involved in at least one substance related incident | % of Students involved in a substance related incident | # of Students involved in at least one weapons related incident | % of Students involved in a weapons related incident | # of Students involved in at least one HIB incident | % of Students involved in an HIB incident that led to police notification | # of Students involved in at least one other incident type | % of Students involved in an other incident type |
|------------|-------------------------------------------------|---------------------------|---------------------------------------------------------|----------------------------------------------|-----------------------------------------------------------|--------------------------------------------------------------------------------|-------------------------------------------------------------------|--------------------------------------------------------|-----------------------------------------------------------------|------------------------------------------------------|-----------------------------------------------------|---------------------------------------------------------------------------|------------------------------------------------------------|--------------------------------------------------|
| Schoolwide | 0                                               | 0%                        | 0                                                       | 0%                                           | 0                                                         | 0%                                                                             | 0                                                                 | 0%                                                     | 0                                                               | 0%                                                   | 0                                                   | 0%                                                                        | 0                                                          | 0%                                               |
| 2          | *                                               | *                         | *                                                       | *                                            | *                                                         | *                                                                              | *                                                                 | *                                                      | *                                                               | *                                                    | *                                                   | *                                                                         | *                                                          | *                                                |
| 4          | *                                               | *                         | *                                                       | *                                            | *                                                         | *                                                                              | *                                                                 | *                                                      | *                                                               | *                                                    | *                                                   | *                                                                         | *                                                          | *                                                |
| 5          | *                                               | *                         | *                                                       | *                                            | *                                                         | *                                                                              | *                                                                 | *                                                      | *                                                               | *                                                    | *                                                   | *                                                                         | *                                                          | *                                                |
| 6          | *                                               | *                         | *                                                       | *                                            | *                                                         | *                                                                              | *                                                                 | *                                                      | *                                                               | *                                                    | *                                                   | *                                                                         | *                                                          | *                                                |
| 7          | *                                               | *                         | *                                                       | *                                            | *                                                         | *                                                                              | *                                                                 | *                                                      | *                                                               | *                                                    | *                                                   | *                                                                         | *                                                          | *                                                |
| 8          | *                                               | *                         | *                                                       | *                                            | *                                                         | *                                                                              | *                                                                 | *                                                      | *                                                               | *                                                    | *                                                   | *                                                                         | *                                                          | *                                                |
| 9          | 0                                               | 0%                        | 0                                                       | 0%                                           | 0                                                         | 0%                                                                             | 0                                                                 | 0%                                                     | 0                                                               | 0%                                                   | 0                                                   | 0%                                                                        | 0                                                          | 0%                                               |
| 10         | 0                                               | 0%                        | 0                                                       | 0%                                           | 0                                                         | 0%                                                                             | 0                                                                 | 0%                                                     | 0                                                               | 0%                                                   | 0                                                   | 0%                                                                        | 0                                                          | 0%                                               |
| 11         | 0                                               | 0%                        | 0                                                       | 0%                                           | 0                                                         | 0%                                                                             | 0                                                                 | 0%                                                     | 0                                                               | 0%                                                   | 0                                                   | 0%                                                                        | 0                                                          | 0%                                               |
| 12         | 0                                               | 0%                        | 0                                                       | 0%                                           | 0                                                         | 0%                                                                             | 0                                                                 | 0%                                                     | 0                                                               | 0%                                                   | 0                                                   | 0%                                                                        | 0                                                          | 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.

### Students Arrested by Type of Incident Leading to Arrest: By Student Group

This table shows the number and percentage of students in select student groups who were involved in at least one incident that led to their arrest. Information on arrests is reported by schools and districts to the NJDOE through the Student Safety Data System (SSDS). Only students who attended the school are included in the arrested student counts. The data used to determine student demographic information, and the enrollment totals used to calculate the percentages come from the fall and end-of-year NJ SMART SID Management snapshots. In some cases, a range, such as <5, is provided for groups of 10 or more students when between 1 and 4 students schoolwide were involved to protect student privacy.

| Student Group                       | # of Students Arrested | % of Students Arrested | # of students involved in at least one violent incident that led to arrest | % of students involved in a violent incident that led to arrest | # of students involved in at least one vandalism incident that led to arrest | % of students involved in a vandalism incident that led to arrest | # of students involved in at least one substance related incident that led to arrest | % of students involved in a substance related incident that led to arrest | # of students involved in at least one weapons related incident that led to arrest | % of students involved in a weapons related incident that led to arrest | # of students involved in at least one HIB incident that led to arrest | % of students involved in an HIB incident that led to arrest | # of students involved in at least one other type of incident that led to arrest | % of students involved in an other type of incident that led to arrest |
|-------------------------------------|------------------------|------------------------|----------------------------------------------------------------------------|-----------------------------------------------------------------|------------------------------------------------------------------------------|-------------------------------------------------------------------|--------------------------------------------------------------------------------------|---------------------------------------------------------------------------|------------------------------------------------------------------------------------|-------------------------------------------------------------------------|------------------------------------------------------------------------|--------------------------------------------------------------|----------------------------------------------------------------------------------|------------------------------------------------------------------------|
| Schoolwide                          | 0                      | 0%                     | 0                                                                          | 0%                                                              | 0                                                                            | 0%                                                                | 0                                                                                    | 0%                                                                        | 0                                                                                  | 0%                                                                      | 0                                                                      | 0%                                                           | 0                                                                                | 0%                                                                     |
| White                               | *                      | *                      | *                                                                          | *                                                               | *                                                                            | *                                                                 | *                                                                                    | *                                                                         | *                                                                                  | *                                                                       | *                                                                      | *                                                            | *                                                                                | *                                                                      |
| Hispanic                            | 0                      | 0%                     | 0                                                                          | 0%                                                              | 0                                                                            | 0%                                                                | 0                                                                                    | 0%                                                                        | 0                                                                                  | 0%                                                                      | 0                                                                      | 0%                                                           | 0                                                                                | 0%                                                                     |
| Black or African American           | 0                      | 0%                     | 0                                                                          | 0%                                                              | 0                                                                            | 0%                                                                | 0                                                                                    | 0%                                                                        | 0                                                                                  | 0%                                                                      | 0                                                                      | 0%                                                           | 0                                                                                | 0%                                                                     |
| Asian                               | *                      | *                      | *                                                                          | *                                                               | *                                                                            | *                                                                 | *                                                                                    | *                                                                         | *                                                                                  | *                                                                       | *                                                                      | *                                                            | *                                                                                | *                                                                      |
| Native Hawaiian or Pacific Islander | *                      | *                      | *                                                                          | *                                                               | *                                                                            | *                                                                 | *                                                                                    | *                                                                         | *                                                                                  | *                                                                       | *                                                                      | *                                                            | *                                                                                | *                                                                      |
| American Indian or Alaska Native    | *                      | *                      | *                                                                          | *                                                               | *                                                                            | *                                                                 | *                                                                                    | *                                                                         | *                                                                                  | *                                                                       | *                                                                      | *                                                            | *                                                                                | *                                                                      |
| Two or more races                   | *                      | *                      | *                                                                          | *                                                               | *                                                                            | *                                                                 | *                                                                                    | *                                                                         | *                                                                                  | *                                                                       | *                                                                      | *                                                            | *                                                                                | *                                                                      |
| Female                              | *                      | 0%                     | *                                                                          | 0%                                                              | *                                                                            | 0%                                                                | *                                                                                    | 0%                                                                        | *                                                                                  | 0%                                                                      | *                                                                      | 0%                                                           | *                                                                                | 0%                                                                     |
| Male                                | *                      | 0%                     | *                                                                          | 0%                                                              | *                                                                            | 0%                                                                | *                                                                                    | 0%                                                                        | *                                                                                  | 0%                                                                      | *                                                                      | 0%                                                           | *                                                                                | 0%                                                                     |
| Non-Binary/Undesignated Gender      | *                      | *                      | *                                                                          | *                                                               | *                                                                            | *                                                                 | *                                                                                    | *                                                                         | *                                                                                  | *                                                                       | *                                                                      | *                                                            | *                                                                                | *                                                                      |
| Economically Disadvantaged Students | 0                      | 0%                     | 0                                                                          | 0%                                                              | 0                                                                            | 0%                                                                | 0                                                                                    | 0%                                                                        | 0                                                                                  | 0%                                                                      | 0                                                                      | 0%                                                           | 0                                                                                | 0%                                                                     |
| Students with disabilities          | 0                      | 0%                     | 0                                                                          | 0%                                                              | 0                                                                            | 0%                                                                | 0                                                                                    | 0%                                                                        | 0                                                                                  | 0%                                                                      | 0                                                                      | 0%                                                           | 0                                                                                | 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.

### Students Arrested by Type of Incident Leading to Arrest: By Grade Level

This table shows the number and percentage of students in each grade level who were involved in at least one incident that led to their arrest. Information on arrests is reported by schools and districts to the NJDOE through the Student Safety Data System (SSDS). Only students who attended the school are included in the arrested student counts. The data used to determine student grade level, and the enrollment totals used to calculate the percentages come from the fall and end-of-year NJ SMART SID Management snapshots. In some cases, a range, such as <5, is provided for groups of 10 or more students when between 1 and 4 students schoolwide were involved to protect student privacy.

| Grade      | # of Students Arrested | % of Students Arrested | # of Students involved in at least one violent incident that led to arrest | % involved in a violent incident that led to arrest | # of Students involved in at least one vandalism incident that led to arrest | % involved in a vandalism incident that led to arrest | # of Students involved in at least one substance related incident that led to arrest | % involved in a substance related incident that led to arrest | # of Students involved in at least one weapons related incident that led to arrest | % involved in a weapons related incident that led to arrest | # of Students involved in at least one HIB incident that led to arrest | % involved in an HIB incident that led to arrest | # of Students involved in at least one other type incident that led to arrest | % involved in an other type incident that led to arrest |
|------------|------------------------|------------------------|----------------------------------------------------------------------------|-----------------------------------------------------|------------------------------------------------------------------------------|-------------------------------------------------------|--------------------------------------------------------------------------------------|---------------------------------------------------------------|------------------------------------------------------------------------------------|-------------------------------------------------------------|------------------------------------------------------------------------|--------------------------------------------------|-------------------------------------------------------------------------------|---------------------------------------------------------|
| Schoolwide | 0                      | 0%                     | 0                                                                          | 0%                                                  | 0                                                                            | 0%                                                    | 0                                                                                    | 0%                                                            | 0                                                                                  | 0%                                                          | 0                                                                      | 0%                                               | 0                                                                             | 0%                                                      |
| 2          | *                      | *                      | *                                                                          | *                                                   | *                                                                            | *                                                     | *                                                                                    | *                                                             | *                                                                                  | *                                                           | *                                                                      | *                                                | *                                                                             | *                                                       |
| 4          | *                      | *                      | *                                                                          | *                                                   | *                                                                            | *                                                     | *                                                                                    | *                                                             | *                                                                                  | *                                                           | *                                                                      | *                                                | *                                                                             | *                                                       |
| 5          | *                      | *                      | *                                                                          | *                                                   | *                                                                            | *                                                     | *                                                                                    | *                                                             | *                                                                                  | *                                                           | *                                                                      | *                                                | *                                                                             | *                                                       |
| 6          | *                      | *                      | *                                                                          | *                                                   | *                                                                            | *                                                     | *                                                                                    | *                                                             | *                                                                                  | *                                                           | *                                                                      | *                                                | *                                                                             | *                                                       |
| 7          | *                      | *                      | *                                                                          | *                                                   | *                                                                            | *                                                     | *                                                                                    | *                                                             | *                                                                                  | *                                                           | *                                                                      | *                                                | *                                                                             | *                                                       |
| 8          | *                      | *                      | *                                                                          | *                                                   | *                                                                            | *                                                     | *                                                                                    | *                                                             | *                                                                                  | *                                                           | *                                                                      | *                                                | *                                                                             | *                                                       |
| 9          | 0                      | 0%                     | 0                                                                          | 0%                                                  | 0                                                                            | 0%                                                    | 0                                                                                    | 0%                                                            | 0                                                                                  | 0%                                                          | 0                                                                      | 0%                                               | 0                                                                             | 0%                                                      |
| 10         | 0                      | 0%                     | 0                                                                          | 0%                                                  | 0                                                                            | 0%                                                    | 0                                                                                    | 0%                                                            | 0                                                                                  | 0%                                                          | 0                                                                      | 0%                                               | 0                                                                             | 0%                                                      |
| 11         | 0                      | 0%                     | 0                                                                          | 0%                                                  | 0                                                                            | 0%                                                    | 0                                                                                    | 0%                                                            | 0                                                                                  | 0%                                                          | 0                                                                      | 0%                                               | 0                                                                             | 0%                                                      |
| 12         | 0                      | 0%                     | 0                                                                          | 0%                                                  | 0                                                                            | 0%                                                    | 0                                                                                    | 0%                                                            | 0                                                                                  | 0%                                                          | 0                                                                      | 0%                                               | 0                                                                             | 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.

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

This table shows the total number of days missed due to out-of-school suspension for all students during the school year.

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

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

## Climate and Environment

### 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               | 8:25 AM         |
| Typical End Time                 | 2:55 PM         |
| Length of School Day             | 6 Hrs. 30 Mins. |
| Full Time - Instructional Time   | 5 Hrs. 36 Mins. |
| Shared Time - Instructional Time | 2 Hrs. 48 Mins. |

## 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 School | Teachers in State |
|------------------------------------------------------------------------|--------------------|-------------------|
| Total Number of teachers                                               | 15                 | 119,239           |
| Average years experience in public schools                             | 10.6               | 12.6              |
| Average years experience in district                                   | 9.0                | 11.3              |
| Number of Teachers with 4 or more years experience in the district     | 11                 | 87,243            |
| Percentage of Teachers with 4 or more years experience in the district | 73.3%              | 73.6%             |
| Number of out-of-field teachers                                        | 1                  | 2,931             |
| Percentage of out-of-field teachers                                    | 6.7%               | 2.5%              |
| Number of Teachers with Provisional Credentials                        | 1                  | 9,065             |
| Percentage of Teachers with Provisional Credentials                    | 6.7%               | 7.6%              |

### Administrators – Experience

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

| Category                                                                     | Admin. in School | Admin. in State |
|------------------------------------------------------------------------------|------------------|-----------------|
| Total Number of administrators                                               | 2                | 10,170          |
| Average years experience in public schools                                   | 22.0             | 16.2            |
| Average years experience in district                                         | 22.0             | 12.5            |
| Number of Administrators with 4 or more years experience in the district     | 2                | 7,734           |
| Percentage of Administrators with 4 or more years experience in the district | 100.0%           | 76.8%           |

### Staff Counts

This table shows the number of staff members assigned to the school, 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 and is not available at the school level because it is a district assigned position.

| Staff Category                  | School: Total Staff Members | District: Total Staff Members | State: Total Staff Members |
|---------------------------------|-----------------------------|-------------------------------|----------------------------|
| Teachers                        | 15                          | 2,965                         | 119,239                    |
| Administrators                  | 2                           | 489                           | 10,170                     |
| Librarians/Media Specialists    | N                           | 14                            | 1,160                      |
| Nurses                          | 1                           | 93                            | 3,025                      |
| School Counselors               | N                           | 95                            | 4,673                      |
| Child Study Team Members        | 7                           | 336                           | 9,654                      |
| School Psychologists            | 1                           | 37                            | 2,185                      |
| School Social Workers           | 2                           | 162                           | 2,750                      |
| Student Assistance Coordinators | N                           | N                             | 400                        |
| School Safety Specialists       | N                           | 1                             | 681                        |

## 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.

### Student and Staff Ratios

This table shows ratios of students and staff members in the school and 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 and is not available at the school level because it is a district assigned position.

| Ratio                                         | School Ratio | District Ratio |
|-----------------------------------------------|--------------|----------------|
| Students to Teachers                          | 8:1          | 15:1           |
| Students to Administrators                    | 60:1         | 90:1           |
| Teachers to Administrators                    | 8:1          | 6:1            |
| Students to Librarians/Media Specialists †    | N            | 3129:1         |
| Students to Nurses †                          | 119:1        | 471:1          |
| Students to Counselors †                      | N            | 461:1          |
| Students to Child Study Team Members †,††     | 17:1         | 21:1           |
| Students to School Psychologists †            | 119:1        | 1184:1         |
| Students to School Social Workers †           | 60:1         | 270:1          |
| Students to Student Assistance Coordinators † | N            | N              |
| Students to School Safety Specialists †       |              | 43810:1        |

† 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 School | Teachers in School | Administrators in School | Students in State | Teachers in State | Administrators in State |
|-------------------------------------|--------------------|--------------------|--------------------------|-------------------|-------------------|-------------------------|
| Female                              | 25-30%             | 60-80%             | *                        | 48.0%             | 77.0%             | 57.0%                   |
| Male                                | 70-75%             | 20-40%             | *                        | 52.0%             | 23.0%             | 43.0%                   |
| Non-Binary/Undesignated Gender      | ≤5%                | ≤20%               | *                        | ≤1%               | ≤1%               | ≤1%                     |
| White                               | 5.9%               | 53.3%              | 50.0%                    | 38.2%             | 81.8%             | 74.5%                   |
| Hispanic                            | 43.7%              | 20.0%              | 0.0%                     | 34.0%             | 8.6%              | 8.6%                    |
| Black or African American           | 50.4%              | 26.7%              | 0.0%                     | 14.2%             | 6.4%              | 14.4%                   |
| Asian                               | 0.0%               | 0.0%               | 50.0%                    | 10.1%             | 2.5%              | 1.6%                    |
| American Indian or Alaska Native    | 0.0%               | 0.0%               | 0.0%                     | 0.2%              | 0.1%              | 0.0%                    |
| Native Hawaiian or Pacific Islander | 0.0%               | 0.0%               | 0.0%                     | 0.2%              | 0.4%              | 0.5%                    |
| Two or More Races                   | 0.0%               | 0.0%               | 0.0%                     | 3.1%              | 0.3%              | 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

**Administrators:** Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

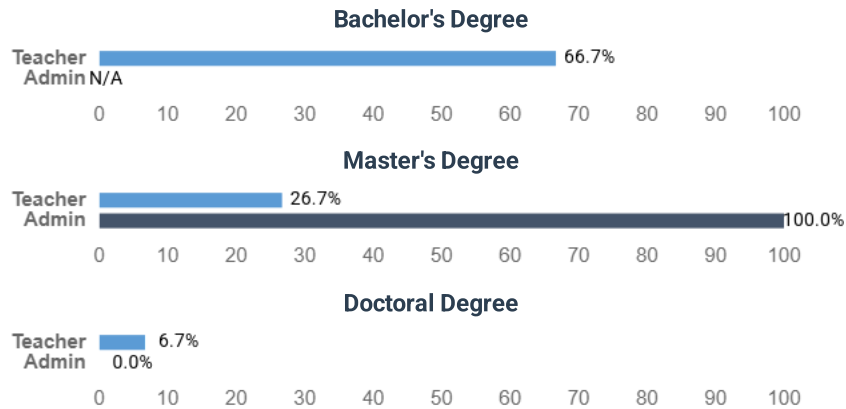
**Experience:** Experience is based on information submitted by districts on all their staff members. For purposes of this report, the ESSA Educator Equity and federal reporting requirements, NJDOE has defined teachers as "inexperienced" if they have fewer than four years of prior experience in a given 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 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 2022-23 that were still assigned to this district in 2023-24. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

| Job Type                                      | District | State |
|-----------------------------------------------|----------|-------|
| 2022-23 Teachers: Same district 2023-24       | 80.4%    | 89.5% |
| 2022-23 Administrators: Same district 2023-24 | 86.0%    | 87.9% |

## 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

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**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 by Subject Area

This table shows the counts of teachers by subject area with gender breakdown, experience, and level of education. The staff counts in this table reflect staff assignments as submitted by districts to NJ SMART and reflect any teachers assigned and are not based on full-time equivalent (FTE). Note that some teachers may teach in multiple subject areas and may be counted more than once in this table, or they may only be counted in their primary subject area. Additionally, in many elementary schools, teachers are not assigned to specific subject areas, so they will appear in the Elementary (Not Subject Specific) category and not in the other subject areas, but that does not mean those subjects are not being taught in the school. Special Education and Bilingual teachers are generally assigned to a subject area and also either special education or bilingual, so those teachers will be counted in multiple subject areas.

| Subject Area                           | Total Number of Teachers | % Female | % Male | % Non-binary or Undesignated Gender | % White | % Hispanic | % Black or African American | % Asian | % Native Hawaiian, Pacific Islander | % American Indian or Native American | % Two or More Races | % 4 or more years experience in the district | % Bachelor's Degree(Highest Degree) | % Master's Degree(Highest Degree) | % Doctoral Degree(Highest Degree) |
|----------------------------------------|--------------------------|----------|--------|-------------------------------------|---------|------------|-----------------------------|---------|-------------------------------------|--------------------------------------|---------------------|----------------------------------------------|-------------------------------------|-----------------------------------|-----------------------------------|
| Elementary (Not Subject Specific)      | 0                        | N        | N      | N                                   | N       | N          | N                           | N       | N                                   | N                                    | N                   | N                                            | N                                   | N                                 | N                                 |
| English/Language Arts/Literacy         | 0                        | N        | N      | N                                   | N       | N          | N                           | N       | N                                   | N                                    | N                   | N                                            | N                                   | N                                 | N                                 |
| English to Speakers of Other Languages | 0                        | N        | N      | N                                   | N       | N          | N                           | N       | N                                   | N                                    | N                   | N                                            | N                                   | N                                 | N                                 |
| Mathematics                            | 0                        | N        | N      | N                                   | N       | N          | N                           | N       | N                                   | N                                    | N                   | N                                            | N                                   | N                                 | N                                 |
| Science                                | 0                        | N        | N      | N                                   | N       | N          | N                           | N       | N                                   | N                                    | N                   | N                                            | N                                   | N                                 | N                                 |
| Social Studies/History                 | 0                        | N        | N      | N                                   | N       | N          | N                           | N       | N                                   | N                                    | N                   | N                                            | N                                   | N                                 | N                                 |
| World Language                         | 0                        | N        | N      | N                                   | N       | N          | N                           | N       | N                                   | N                                    | N                   | N                                            | N                                   | N                                 | N                                 |
| Visual and Performing Arts             | 2                        | *        | *      | *                                   | 100.0%  | 0.0%       | 0.0%                        | 0.0%    | 0.0%                                | 0.0%                                 | 0.0%                | 100.0%                                       | 50.0%                               | 50.0%                             | 0.0%                              |
| Health/Physical Education              | 0                        | N        | N      | N                                   | N       | N          | N                           | N       | N                                   | N                                    | N                   | N                                            | N                                   | N                                 | N                                 |
| Family & Consumer Sciences             | 0                        | N        | N      | N                                   | N       | N          | N                           | N       | N                                   | N                                    | N                   | N                                            | N                                   | N                                 | N                                 |
| Financial Literacy                     | 0                        | N        | N      | N                                   | N       | N          | N                           | N       | N                                   | N                                    | N                   | N                                            | N                                   | N                                 | N                                 |
| Business                               | 0                        | N        | N      | N                                   | N       | N          | N                           | N       | N                                   | N                                    | N                   | N                                            | N                                   | N                                 | N                                 |
| Computer Science/IT                    | 0                        | N        | N      | N                                   | N       | N          | N                           | N       | N                                   | N                                    | N                   | N                                            | N                                   | N                                 | N                                 |
| Industrial Arts                        | 0                        | N        | N      | N                                   | N       | N          | N                           | N       | N                                   | N                                    | N                   | N                                            | N                                   | N                                 | N                                 |
| Career and Technical Education         | 0                        | N        | N      | N                                   | N       | N          | N                           | N       | N                                   | N                                    | N                   | N                                            | N                                   | N                                 | N                                 |
| Special Education                      | 12                       | *        | *      | *                                   | 50.0%   | 25.0%      | 25.0%                       | 0.0%    | 0.0%                                | 0.0%                                 | 0.0%                | 66.7%                                        | 75.0%                               | 16.7%                             | 8.3%                              |
| Bilingual                              | 0                        | N        | N      | N                                   | N       | N          | N                           | N       | N                                   | N                                    | N                   | N                                            | N                                   | N                                 | N                                 |

## 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 2023-24 School Registry Summary (SRS).

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[Link to District Summary of 2023-24 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.

| Newark City                         | Federal  | State & Local | Total    | ADE**    |
|-------------------------------------|----------|---------------|----------|----------|
| District Level Total Expenditures   | \$4,786  | \$20,876      | \$25,662 | 39,259.8 |
| Newark Evening Educational Center   |          |               |          |          |
| District Level Central Expenditures |          | \$3,953       | \$3,953  | 39,259.8 |
| Arts High School                    | \$7,433  | \$24,029      | \$31,462 | 594.6    |
| Barringer High School               | \$3,773  | \$14,390      | \$18,163 | 1,803.3  |
| Central High School                 | \$6,395  | \$22,189      | \$28,584 | 893.9    |
| East Side High School               | \$3,467  | \$13,863      | \$17,330 | 2,091.2  |
| Newark Vocational High School       | \$6,777  | \$22,952      | \$29,729 | 584.0    |
| Malcolm X Shabazz High School       | \$19,009 | \$40,133      | \$59,142 | 359.3    |
| Science Park High School            | \$6,433  | \$18,655      | \$25,088 | 961.8    |
| Technology High School              | \$6,088  | \$18,940      | \$25,028 | 651.8    |
| University High School              | \$7,389  | \$23,965      | \$31,354 | 440.9    |
| Weequahic High School               | \$8,744  | \$23,603      | \$32,347 | 541.2    |
| West Side High School               | \$5,538  | \$21,874      | \$27,412 | 601.1    |
| American History High School        | \$6,846  | \$25,121      | \$31,967 | 376.4    |
| Abington Avenue School              | \$2,441  | \$12,361      | \$14,802 | 850.5    |
| Ann Street School                   | \$2,231  | \$11,263      | \$13,494 | 1,257.4  |
| Avon Avenue School                  | \$13,028 | \$6,311       | \$19,339 | 525.5    |
| Belmont Runyon Elementary School    | \$4,901  | \$18,512      | \$23,413 | 547.9    |
| Bruce Street School                 | \$18,179 | \$66,531      | \$84,710 | 38.2     |
| -                                   |          |               |          |          |

## Per-Pupil Expenditures

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[Link to District Summary of 2023-24 School-Level Per Pupil Expenditures by Source](#)

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| Newark City                                        | Federal | State & Local | Total     | ADE**   |
|----------------------------------------------------|---------|---------------|-----------|---------|
| Luis Muñoz Marin Elementary School                 | \$5,441 | \$17,038      | \$22,479  | 801.4   |
| East Ward Elementary School                        | \$2,901 | \$7,991       | \$10,892  | 771.1   |
| Bard Early College High School                     | \$1,681 | \$13,684      | \$15,365  | 376.0   |
| Eagle Academy For Young Men of Newark              | \$5,663 | \$26,470      | \$32,133  | 167.1   |
| Camden Street Elementary School                    | \$6,365 | \$19,038      | \$25,403  | 642.7   |
| Sir Isaac Newton Elementary School                 | \$8,577 | \$23,382      | \$31,959  | 222.5   |
| Early Childhood School - North                     | \$4,276 | \$194,252     | \$198,528 | 78.6    |
| Salome Ureña Elementary School                     | \$3,766 | \$18,285      | \$22,051  | 491.0   |
| Newark School of Global Studies                    | \$5,228 | \$19,359      | \$24,587  | 375.1   |
| Newark School of Fashion And Design                | \$4,149 | \$19,255      | \$23,404  | 218.0   |
| Newark Sch of Data Science And Information Technol | \$3,031 | \$15,972      | \$19,003  | 303.4   |
| Michelle Obama Elementary School                   | \$7,231 | \$22,014      | \$29,245  | 169.2   |
| Ironbound Academy Elementary School                | \$3,356 | \$16,177      | \$19,533  | 265.2   |
| Nelson Mandela Elementary School                   | \$5,744 | \$16,735      | \$22,479  | 146.3   |
| Chancellor Avenue School                           | \$3,097 | \$12,824      | \$15,921  | 624.1   |
| Grover Cleveland Elementary School                 | \$7,606 | \$23,149      | \$30,755  | 326.9   |
| Peshine Avenue School                              | \$5,030 | \$17,059      | \$22,089  | 571.0   |
| Elliott Street Elementary School                   | \$3,763 | \$13,775      | \$17,538  | 893.6   |
| First Avenue School                                | \$4,263 | \$15,277      | \$19,540  | 1,051.4 |
| Dr. E. Alma Flagg School                           | \$8,257 | \$23,104      | \$31,361  | 557.9   |
| -                                                  |         |               |           |         |

## Per-Pupil Expenditures

### Per-Pupil Expenditures by Source

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| Newark City                                | Federal  | State & Local | Total    | ADE**   |
|--------------------------------------------|----------|---------------|----------|---------|
| Fourteenth Avenue School                   | \$11,029 | \$41,333      | \$52,362 | 98.0    |
| Franklin Elementary School                 | \$3,397  | \$13,187      | \$16,584 | 748.2   |
| George Washington Carver Elementary School | \$6,819  | \$18,575      | \$25,394 | 619.2   |
| Dr. William H. Horton Elementary School    | \$3,166  | \$13,960      | \$17,126 | 727.6   |
| Harriet Tubman Elementary School           | \$4,390  | \$17,477      | \$21,867 | 317.9   |
| Hawkins Street School                      | \$4,107  | \$14,948      | \$19,055 | 707.5   |
| Hawthorne Avenue School                    | \$2,919  | \$14,612      | \$17,531 | 448.1   |
| John F. Kennedy School                     | \$7,928  | \$51,607      | \$59,535 | 133.9   |
| Lafayette Street School                    | \$1,497  | \$8,793       | \$10,290 | 1,235.3 |
| Lincoln Elementary School                  | \$9,935  | \$22,580      | \$32,515 | 472.0   |
| Louise A. Spencer Elementary School        | \$6,055  | \$17,915      | \$23,970 | 826.1   |
| Mckinley Elementary School                 | \$3,759  | \$18,355      | \$22,114 | 832.5   |
| Ivy Hill Elementary School                 | \$5,250  | \$21,139      | \$26,389 | 483.1   |
| Mt Vernon Place School                     | \$4,541  | \$13,012      | \$17,553 | 873.2   |
| Rafael Hernandez School                    | \$4,458  | \$16,844      | \$21,302 | 686.8   |
| Park Elementary School                     | \$4,004  | \$14,840      | \$18,844 | 771.1   |
| Oliver Street School                       | \$2,894  | \$13,061      | \$15,955 | 1,041.6 |
| Quitman Street School                      | \$3,640  | \$13,793      | \$17,433 | 775.1   |
| Ridge Street School                        | \$2,685  | \$15,386      | \$18,071 | 608.6   |
| Roberto Clemente Elementary School         | \$4,833  | \$15,570      | \$20,403 | 722.6   |
| -                                          |          |               |          |         |

## Per-Pupil Expenditures

### Per-Pupil Expenditures by Source

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| Newark City                    | Federal | State & Local | Total    | ADE**   |
|--------------------------------|---------|---------------|----------|---------|
| South Street Elementary School | \$3,856 | \$14,306      | \$18,162 | 877.7   |
| South 17th Street School       | \$5,992 | \$22,566      | \$28,558 | 332.8   |
| Speedway Avenue School         | \$5,635 | \$18,620      | \$24,255 | 547.0   |
| Sussex Avenue School           | \$866   | \$9,593       | \$10,459 | 561.6   |
| Thirteenth Avenue School       | \$6,806 | \$19,271      | \$26,077 | 602.2   |
| Wilson Avenue School           | \$2,658 | \$12,216      | \$14,874 | 1,038.7 |
| -                              |         |               |          |         |

## 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:

- Each staff member develops relationships rooted in kindness, respect, and a laser focus on student safety and achievement. We work hard to provide our students with a happy and safe school to attend.
- Families are provided with support and opportunities to develop skills through by-weekly groups and ongoing workshops. Our Student Support team gives each family individualized support as needs arise.
- Our transition program ensures every graduate has a post-secondary plan that includes placement, financial supports and a Division of Developmental Disabilities Support Coordinator.



### Mission, Vision, Theme:

NJ Regional Day School provides a specialized program for children with multiple disabilities. Instruction is research based, data-driven and focuses on functional academics, transition and communication and social skills. Our goal is to prepare our students to emerge as independent as possible to meet the challenges of employment and community life.



### Awards, Recognition, Accomplishments:

NJRDS has earned exemplary ratings in every category according to the Cambridge Education's Quality Review. Our school prides itself on our highly effective Transition to Adulthood program and outstanding, multimodal speech and language program. Students and families benefit from our distinctive, multi-disciplinary approach in providing tailored services. This is an exceptional special education program!

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### Courses, Curriculum, Instruction:

NJRD offers curricula specially designed for students with significant cognitive disabilities that includes ABA methodologies. There is an emphasis on functional life skills, communication and post-secondary success. Students engage in standards aligned instruction in English Language Arts, Mathematics, Social Studies, Science, Physical Education, and Visual and Performing Arts. The program transcends our school walls to include various off-site facilities. Transition from school to adulthood is the focal point because it directly impacts our students' futures. We believe that transition is a lifelong learning process, that when done effectively, will bridge the school to the adult world. This plan is derived from a collective vision incorporating parents, staff, students and the community. Ongoing monitoring of student progress results in effective supports and interventions and high levels of student achievement.



### Sports and Athletics:

Special Olympics and Unified Sports



### Clubs and Activities:

Cooking, Fitness, Music, STEAM (Science, Technology, Arts and Mathematics), Student Council

## Narrative

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### Before and After School Programs:

Afterschool Program serving students all ages attending Monday - Wednesday Operated by Newark Public Schools Thursday -Friday DDD eligible students



### Staff and Professional Learning:

All educators in Newark Public Schools participate in weekly Professional Learning Communities (PLCs), as well as grade level meetings. The PLCs are organized through cycles informed by the research of Bronwyn Ryrie Jones and Simon Breakspear (2021). These sessions include teachers identifying problems of practice based on a data review, attending to the problem through changes/revisions in curriculum, practice, assessment. Central offices also offer teachers after school supports that are both virtual and in person. As a recent example, elementary teachers met to unpack an upcoming curricular unit. Additionally, monthly meetings of high school department chairs across all subject areas, VPs, and elementary ELA and mathematics staff developers occur. Principals meet monthly with the Superintendent and central office leads, as well as again in their School Leadership Teams.



### Postsecondary Information:

A transition team lead by our school's transition specialist and school social worker is responsible for assisting parents and students with their transition from school to adult life. This team is responsible for handling referrals to the Division of Vocational Rehabilitation, which will assist students in exploring the opportunity for competitive employment. This team is also responsible for verifying that all necessary documentation is up to date (e.g. evaluations, Medicaid eligibility, etc), in order for students to be linked with the Division of Developmental Disabilities. Through this agency, parents will be allowed to select a support coordination agency, which will assign each case a support coordinator. This support coordinator then meets with the parents and our school transition team to develop an Individualized Service Plan for each of our graduating students which may include attending a day habilitation program, recreational programs, and any necessary therapies.

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### Student Supports and Services:

Special education programs are offered in the least restrictive environment and emphasize specialized instruction and related services designed to meet the unique needs of students based on individual needs. Highly specialized programs for students with greater needs are available including transitional services. Bilingual education and ESL is available in the district. Transitional bilingual education programs and dual language programs are available for Spanish speaking ELLs, as well as, part-time bilingual education. The goal is for students to acquire English language proficiency by making annual progress through targeted support and instruction in the home language and/or tailored second language acquisition. I&RS services are available for students in need of academic, social, or emotional support as well as school counselors, academic support and interventions, OT/PT. Our school app can be found on the Apple App Store or Google Play.



### Student Health and Wellness:

Our school provides students with healthy and nutritious foods encouraging the consumption of fresh fruits and vegetables, low fat milk and whole grains for students to select and consume all components of the school meal. Students also engage in nutrition education and are provided with the opportunity to engage in daily physical activity. We have a health and nutrition student group facilitated by the school nurse and food services that allow student input in the school food choice options.



### Parent and Community Involvement:

Center for Autism, New Jersey Food Bank, North Ward Center, Empower You DDD and DVR

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### Climate Surveys:

Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers.



### Facilities:

Built in 1980 and includes Activities of Daily Living Skills Rooms. Students enjoy 5 acres of park like grounds including gardens and a playground.



### School Safety:

Our students and staff regularly participate in both fire and security drills. The drills ensure preparedness for a wide spectrum of emergencies. Additionally, we participate in Newark Cares, a program in partnership with the Newark Police Division and the US Drug Enforcement Agency. The program is designed to alert our administrators anytime a student has been involved in, or exposed to, a traumatic experience. Our school staffs a team of professionally trained Security Guards solely dedicated to ensuring the safety of students, staff, visitors, and property.

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### Technology and STEM:

Our school is a 1:1 student to laptop computing environment. Most of our classrooms are equipped with SMARTBoards and other projection devices. Technology is incorporated into the curriculum in a balanced approach with online and offline activities to assist our students develop the 21st century skills including collaboration, communication, and critical thinking and meet the NJ DOE State Technology standards. Students access technology both in- and out-of-school through several district-adopted digital content and online productivity suites including Google Classroom, Google Suite for Education, Microsoft Office, Newsela, Learning Ally, and the SMART Learning Suite as well as e-textbooks and interactive resources connected to our content areas. Students also engage in computer science and coding lessons to develop computational thinking and problem solving skills to better prepare them for the growing demand of computing careers.



### Early Childhood Education:

Our Early Childhood program begins in Kindergarten. Instructional emphasis is on academic foundational skills, school appropriate behaviors, activities of daily living skills and communication.



### Attendance:

Prior Year Chronic Absence: Students who missed 10% of school in the prior school year are prioritized for extra support and incentives. Analyze Attendance Data: Data on absences was used to notice which students have satisfactory attendance (less than 5% absent), have at-risk attendance (5-9% absent), and chronic absence (>10% absent). Knowing which students fall into these bands inform strategies for reducing chronic absence, and indicate the level of support that may be needed. Case Manage Students: We will continue to case manage students that were absent 18-25 days. Surveys and parent/student conferences will be utilized to determine the obstacles to good attendance. Based on this data, Student Attendance Improvement (Action Plans) will be created to mitigate absences. Contact: Maintaining current contact information is essential for connecting with students and families, especially those who might need support. Parent workshops targeting the youngest students will increase.

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### Other Information:

The standard schedule for students in all schools 8:20 a.m. - 3:05 p.m. All schools have a centralized homepage where important information is posted. Social media platforms such as Facebook, Instagram and Twitter are also utilized to communicate important information, special events, and reminders. We also utilize the Blackboard telephone communication system to notify families of emergency school closings. All students in (PreK to 12th Grade) are required to wear a school uniform. The clothing guidelines and colors can be found at [www.nps.k12.nj.us/sci](http://www.nps.k12.nj.us/sci). Admissions information for all Newark Board of Education schools can be found at [www.NewarkEnrolls.org](http://www.NewarkEnrolls.org)