NJ SCHOOL PERFORMANCE REPORT

HAMMONTON HIGH SCHOOL
(01-1960-050)
Grades Offered: 09-12
2017-2018

Report Key:
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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

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School Contact Info

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

Type	Contact Information
County	ATLANTIC
District	HAMMONTON TOWN
Principal Name	MR. RAMSAY
Address	566 OLD FORKS ROAD HAMMONTON, NJ 08037
Phone Number	(609)567-7000
Email Address	TRAMSAY@HAMMONTONPS.ORG
Website	https://www.hammontonps.org
Facebook	https://www.facebook.com/Hammonton-High-School-262324354490394/

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Enrollment Trends by Grade

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

Grade	2015-16	2016-17	2017-18
9	373	349	384
10	326	359	343
11	345	320	343
12	365	339	305
Total	1,409	1,367	1,375

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years. Data for some student groups was not available before 2016-17.

Student Group	2015-16	2016-17	2017-18
Female	46.5%	45.6%	48.1%
Male	53.5%	54.4%	51.9%
Economically Disadvantaged Students	37.8%	36.3%	36.5%
Students with Disabilities	16.0%	14.0%	12.8%
English Learners	1.7%	1.7%	2.1%
Homeless Students		0.0%	0.8%
Students in Foster Care		0.4%	0.3%
Military-Connected Students		0.0%	0.0%
Migrant Students		0.1%	0.1%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2015-16	2016-17	2017-18
White	73.2%	74.1%	73.9%
Hispanic	18.7%	18.9%	19.7%
Black or African American	5.4%	4.7%	3.5%
Asian	0.8%	0.6%	0.9%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.1%
American Indian or Alaska Native	0.0%	0.0%	0.1%
Two or More Races	1.9%	1.8%	1.9%

Enrollment Trends by Full and Shared Time Status

This table shows the number of full and shared time students for the last three years. The full time equivalent is the number of full time students plus half the number of shared time students.

Enrollment Status	2015-16	2016-17	2017-18
Full Time Students	1,409	1,367	1,375
Shared Time Students	0	0	0
Full Time Equivalent	1,409	1,367	1,375

Enrollment by Home Language

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

Home Language	% of Students
English	87.7%
Spanish	11.5%
Other Languages	0.8%

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English Language Arts/Literacy Assessment - Participation and Performance

This table shows information about the English Language Arts/Literacy section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment both overall and by student group. The PARCC assessment has five performance levels, and students scoring a Level 4 or 5 (Met or Exceeded Expectations) have demonstrated readiness for the next grade level and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the proficiency rate used for federal accountability, the annual target, and whether the target was met, as required by the Every Student Succeeds Act (ESSA) accountability. Student group rows where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	704	98.6	60.5	56.8	56.7	60.5	61.5	Met Target†
White	512	98.9	64.5	63.4	65.6	64.5	65.2	Met Target†
Hispanic	145	98.7	44.1	40.0	42.5	44.1	47.1	Met Target†
Black or African American	23	92.6	56.5	46.3	37.3	54.6	47.2	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	82.3	*	**	**
American Indian or Alaska Native	*	*	*	*	52.7	*	**	**
Two or More Races	13	100.0	77.0	67.7	63.4	77.0	**	**
Female	330	98.5	74.2	67.3	64.5	74.2		
Male	374	98.7	48.4	47.7	49.4	48.4		
Economically Disadvantaged Students	261	98.2	45.2	41.0	38.5	45.2	49.3	Met Target†
Non-Economically Disadvantaged Students	443	98.9	69.6	69.0	67.5	69.6		
Students with Disabilities	102	95.5	18.6	*	21.6	18.6	26.4	Not Met
Students without Disabilities	602	99.2	67.6	*	63.9	67.6		
English Learners	21	100.0	14.3	28.1	27.3	14.3	N	N
Non-English Learners	683	98.6	61.9	60.8	59.4	61.9		
Homeless Students	*	*	*	45.5	27.7	*		
Students In Foster Care	*	*	*	*	26.3	*		
Military-Connected Students	N	N	N	*	57.4	N		
Migrant Students	*	*	*	*	30.1	*		

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 9

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	377	751	751	752	8%	12%	26%	41%	12%	53%	55%
White	272	755	755	760	6%	11%	26%	44%	14%	58%	64%
Hispanic	78	735	735	735	18%	18%	28%	*	*	36%	38%
Black or African American	12	735	735	734	*	*	*	*	*	42%	34%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	782	*	*	*	*	*	*	83%
American Indian or Alaska Native	*	*	*	752	*	*	*	*	*	*	51%
Two or More Races	*	*	*	760	*	*	*	*	*	*	63%
Female	191	760	760	759	8%	8%	17%	*	*	66%	63%
Male	186	741	741	744	9%	17%	34%	*	*	40%	46%
Economically Disadvantaged Students	151	735	735	733	15%	21%	27%	*	*	37%	34%
Non-Economically Disadvantaged Students	226	761	761	761	4%	7%	25%	*	*	64%	65%
Students with Disabilities	58	712	712	716	*	*	*	*	*	*	15%
Students without Disabilities	319	758	758	758	*	*	*	*	*	*	62%
English Learners	11	678	678	691	*	*	*	*	*	*	*
Non-English Learners	366	753	753	755	*	*	*	*	*	*	*
Homeless Students	*	*	*	720	*	*	*	*	*	*	22%
Students in Foster Care	*	*	*	719	*	*	*	*	*	*	20%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	54%
Migrant Students	*	*	*	696	*	*	*	*	*	*	10%

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 10

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	335	762	762	749	8%	6%	18%	49%	19%	67%	51%
White	240	767	767	756	5%	5%	18%	51%	21%	73%	58%
Hispanic	73	742	742	733	18%	*	21%	*	*	49%	38%
Black or African American	13	756	756	728	*	0%	*	*	*	62%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	782	*	*	*	*	*	*	78%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	50%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	146	777	777	759	*	*	11%	53%	29%	83%	60%
Male	189	750	750	739	*	*	24%	45%	11%	56%	42%
Economically Disadvantaged Students	117	746	746	730	*	*	23%	42%	10%	52%	34%
Non-Economically Disadvantaged Students	218	770	770	758	*	*	16%	52%	23%	76%	59%
Students with Disabilities	39	716	716	707	36%	*	*	33%	0%	33%	15%
Students without Disabilities	296	768	768	756	5%	*	*	51%	21%	72%	57%
English Learners	*	*	*	684	*	*	*	*	*	*	*
Non-English Learners	*	*	*	752	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	23%
Students in Foster Care	N	N	N	707	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	706	N	N	N	N	N	N	18%

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 11

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Note: Grade 11 students who take the AP/IB English exam are exempt from taking the PARCC ELA exam and their performance may not be reflected in the PARCC ELA Grade 11 results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	330	769	769	736	5%	5%	12%	51%	27%	78%	39%
White	255	773	773	737	*	*	10%	54%	29%	82%	41%
Hispanic	54	753	753	731	*	*	*	43%	20%	63%	35%
Black or African American	13	748	748	729	*	*	*	*	*	38%	31%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	759	*	*	*	*	*	*	60%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	25%
Two or More Races	*	*	*	737	*	*	*	*	*	*	39%
Female	162	778	778	745	*	*	8%	49%	36%	86%	48%
Male	168	761	761	728	*	*	17%	52%	17%	70%	31%
Economically Disadvantaged Students	108	757	757	730	*	*	19%	47%	17%	64%	33%
Non-Economically Disadvantaged Students	222	775	775	739	*	*	9%	53%	32%	84%	42%
Students with Disabilities	39	729	729	708	*	*	38%	*	*	31%	13%
Students without Disabilities	291	774	774	742	*	*	9%	*	*	84%	44%
English Learners	*	*	*	702	*	*	*	*	*	*	*
Non-English Learners	*	*	*	738	*	*	*	*	*	*	*
Homeless Students	*	*	*	721	*	*	*	*	*	*	22%
Students in Foster Care	N	N	N	708	N	N	N	N	N	N	19%
Military-Connected Students	N	N	N	729	N	N	N	N	N	N	31%
Migrant Students	N	N	N	707	N	N	N	N	N	N	*

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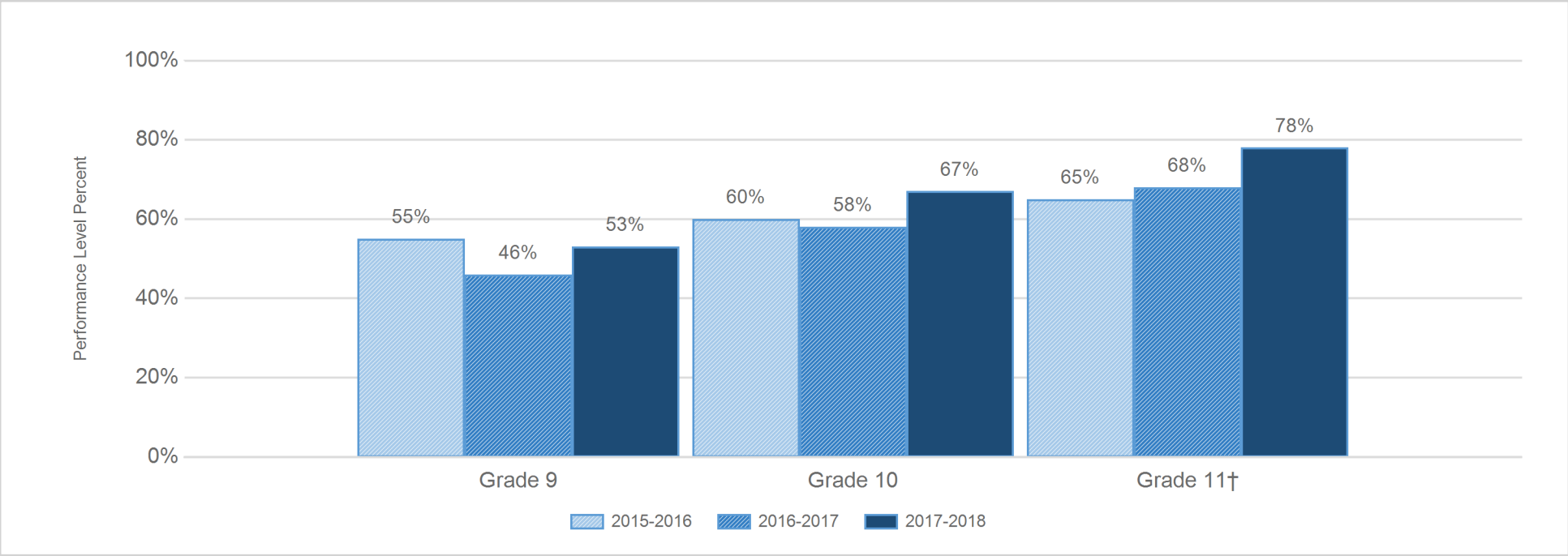
English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment for the past three years.



† Grade 11 students who take AP/IB English are exempt from taking the PARCC ELA exam and their performance may not be reflected in the results.

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Mathematics Assessment - Participation and Performance

This table shows information about the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment both overall and by student group. The PARCC assessment has five performance levels, and students scoring a Level 4 or 5 (Met or Exceeded Expectations) have demonstrated readiness for the next grade level and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the proficiency rate used for federal accountability, the annual target, and whether the target was met, as required by the Every Student Succeeds Act (ESSA) accountability. Student group rows where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	707	98.6	39.1	43.5	45.0	39.1	44.4	Not Met
White	514	98.9	43.0	49.7	54.1	43.0	47.5	Not Met
Hispanic	146	98.1	23.3	29.2	29.2	23.3	35.4	Not Met
Black or African American	24	96.3	25.0	28.0	23.4	25.0	27.5	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	77.0	*	**	**
American Indian or Alaska Native	*	*	*	*	42.5	*	**	**
Two or More Races	13	100.0	53.9	48.4	53.0	53.9	**	**
Female	333	99.1	43.8	45.7	46.0	43.8		
Male	374	98.2	34.8	41.6	43.9	34.8		
Economically Disadvantaged Students	266	98.6	27.4	30.3	26.6	27.4	33.6	Not Met
Non-Economically Disadvantaged Students	441	98.7	46.1	53.9	55.9	46.1		
Students with Disabilities	104	97.3	*	10.1	17.1	*	13.7	Not Met
Students without Disabilities	603	98.9	*	49.6	50.5	*		
English Learners	21	100.0	*	*	24.6	*	N	N
Non-English Learners	686	98.6	*	*	46.9	*		
Homeless Students	*	*	*	18.2	17.3	*		
Students In Foster Care	*	*	*	*	16.2	*		
Military-Connected Students	N	N	N	*	45.8	N		
Migrant Students	*	*	*	*	23.7	*		

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Mathematics Assessment - Performance by Test: Algebra I

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	316	737	746	746	10%	19%	35%	35%	0%	35%	46%
White	209	739	751	755	9%	16%	38%	38%	0%	38%	57%
Hispanic	83	730	*	730	14%	28%	33%	25%	0%	25%	27%
Black or African American	12	719	*	727	*	*	*	*	*	17%	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	79%
American Indian or Alaska Native	*	*	*	746	*	*	*	*	*	*	49%
Two or More Races	*	*	*	755	*	*	*	*	*	*	54%
Female	143	735	746	748	12%	18%	37%	33%	0%	33%	48%
Male	173	738	746	745	9%	20%	34%	36%	0%	36%	44%
Economically Disadvantaged Students	156	731	735	729	*	*	33%	28%	0%	28%	25%
Non-Economically Disadvantaged Students	160	742	755	756	*	*	38%	41%	0%	41%	57%
Students with Disabilities	59	707	*	716	*	*	*	*	*	*	13%
Students without Disabilities	257	743	*	752	*	*	*	*	*	*	52%
English Learners	15	708	708	710	*	*	*	*	*	*	*
Non-English Learners	301	738	748	749	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	16%
Students in Foster Care	*	*	*	712	*	*	*	*	*	*	12%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	49%
Migrant Students	*	*	*	720	*	*	*	*	*	*	11%

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Mathematics Assessment - Performance by Test: Geometry

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	326	738	738	735	4%	28%	38%	28%	3%	31%	30%
White	238	742	742	740	*	26%	36%	*	*	37%	37%
Hispanic	69	727	727	723	*	32%	42%	*	*	13%	14%
Black or African American	11	728	728	719	*	*	*	*	*	*	11%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	760	*	*	*	*	*	*	65%
American Indian or Alaska Native	N	N	N	734	N	N	N	N	N	N	28%
Two or More Races	*	*	*	741	*	*	*	*	*	*	39%
Female	148	742	742	736	*	23%	34%	*	*	39%	30%
Male	178	735	735	734	*	31%	40%	*	*	24%	29%
Economically Disadvantaged Students	113	727	727	722	*	38%	37%	*	*	15%	13%
Non-Economically Disadvantaged Students	213	745	745	741	*	22%	38%	*	*	39%	38%
Students with Disabilities	46	717	717	713	*	*	*	*	*	*	*
Students without Disabilities	280	742	742	738	*	*	*	*	*	*	*
English Learners	*	*	*	711	*	*	*	*	*	*	*
Non-English Learners	*	*	*	736	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	*
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	731	N	N	N	N	N	N	24%
Migrant Students	N	N	N	709	N	N	N	N	N	N	11%

NJ SCHOOL PERFORMANCE REPORT

HAMMONTON HIGH SCHOOL
(01-1960-050)
Grades Offered: 09-12
2017-2018

Report Key:
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Mathematics Assessment - Performance by Test: Algebra II

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	305	732	732	727	19%	26%	27%	25%	4%	29%	30%
White	234	735	735	733	17%	25%	27%	27%	4%	31%	35%
Hispanic	49	717	717	710	31%	31%	27%	*	*	12%	14%
Black or African American	15	723	723	705	*	*	*	*	*	20%	11%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	766	*	*	*	*	*	*	66%
American Indian or Alaska Native	N	N	N	729	N	N	N	N	N	N	28%
Two or More Races	*	*	*	736	*	*	*	*	*	*	37%
Female	151	734	734	728	17%	28%	23%	*	*	32%	30%
Male	154	730	730	727	21%	23%	30%	*	*	25%	30%
Economically Disadvantaged Students	103	718	718	709	29%	31%	23%	*	*	17%	13%
Non-Economically Disadvantaged Students	202	739	739	736	14%	23%	28%	*	*	35%	37%
Students with Disabilities	35	688	688	693	*	*	*	*	*	*	*
Students without Disabilities	270	738	738	732	*	*	*	*	*	*	*
English Learners	*	*	*	691	*	*	*	*	*	*	*
Non-English Learners	*	*	*	729	*	*	*	*	*	*	*
Homeless Students	*	*	*	703	*	*	*	*	*	*	10%
Students in Foster Care	N	N	N	693	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	717	N	N	N	N	N	N	20%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%

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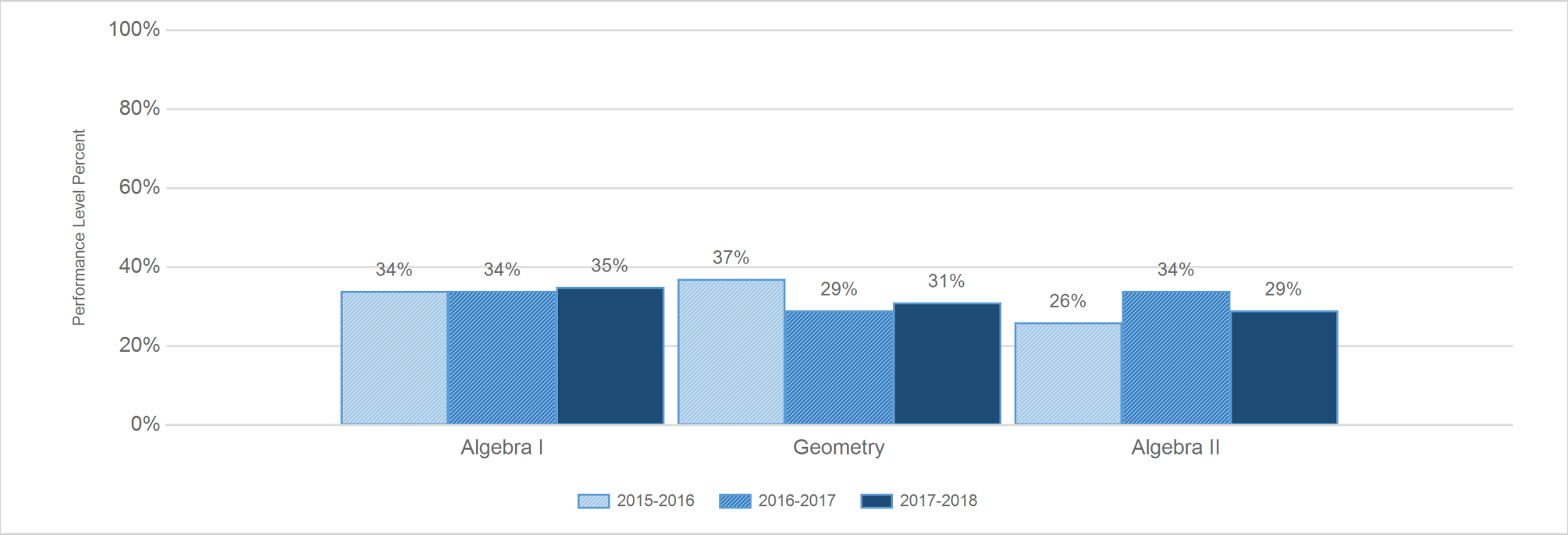
Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end of course exam on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment for the past three years.



† Grade level results do not include students who took the Algebra I, Geometry, or Algebra II end of course tests.

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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps Alternate Assessment, which tests academic progress in English Language Arts (ELA) and Mathematics for students with different types of significant cognitive disabilities.

Grade	ELA: # Students Tested	Math: # Students Tested
9	N	N
10	N	N
11	*	*

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Expected growth is based on the student's initial level of English Language Proficiency during the 2016-17 school year and the number of years the student has been enrolled in the district. This table also shows the school's 2017-18 ESSA accountability target and whether the target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2017-18 Target	Met Target?
Schoolwide/English Learners	50.0%	**	**

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

This table shows, by years in district, the number of English learner students taking the ACCESS for ELLs 2.0 Assessment for English language proficiency and the percentage of students tested that received an overall score of 4.5 or above. Students must receive a score of 4.5 or higher to be considered for proficient status.

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	16	*	*
3-4	*	*	*
5 or more	*	*	*

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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grade 5, grade 8, and grade 11 were administered the NJSLA-Science field test in 2017-18.

NJASK Science Assessment Information

New Jersey transitioned from the NJASK to NJSLA-S in 2017-18 to align to new science standards. Results of field tests in 2017-18 will not be reported, but results of NJSLA-S will be added to the performance reports in 2018-19.

Biology Assessment Information

New Jersey transitioned from the Biology Assessment to NJSLA-S in 2017-18 to align to new science standards. Results of field tests in 2017-18 will not be reported, but results of NJSLA-S will be added to the performance reports in 2018-19.

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Information about participation and performance on the PSAT, SAT, and ACT exams comes directly from College Board and ACT.

PSAT, SAT, & ACT - Participation

This table shows information about participation on the PSAT, SAT, and ACT exams. PSAT participation is the percentage of 10th and 11th graders that took the PSAT 10 or PSAT NMSQT exam in 2017-18. SAT and ACT participation rates show the percentage of 12th graders that have taken the SAT or ACT this year or in prior years.

Participation Type	School Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2017-18	99.0%	85.0%
12th graders taking SAT in 2017-18 or prior years	63.0%	72.2%
12th graders taking ACT in 2017-18 or prior years	7.5%	24.6%

PSAT, SAT, & ACT - Performance

This table shows how students performed on the PSAT, SAT, and ACT tests by subject area. The table includes average test scores, college readiness benchmarks, and the percentage of students that scored at or above these benchmarks. Benchmarks were defined by College Board and ACT and students that score at or above these benchmarks have a high chance of success in credit-bearing college courses.

Participation Type	School Average Score	State Average Score	College Readiness Benchmarks	School - Students Scores at or above Benchmark	State - Students Scores at or above Benchmark
PSAT 10/NMSQT - Reading and Writing	455	478	Grade 10: 430 Grade 11: 460	55%	62%
PSAT 10/NMSQT - Math	474	478	Grade 10: 480 Grade 11: 510	38%	42%
SAT - Reading and Writing	534	542	480	73%	72%
SAT - Math	543	543	530	57%	54%
ACT - Reading	21	24	22	35%	62%
ACT - English	20	24	18	61%	78%
ACT - Math	22	24	22	48%	62%
ACT - Science	20	23	23	35%	53%

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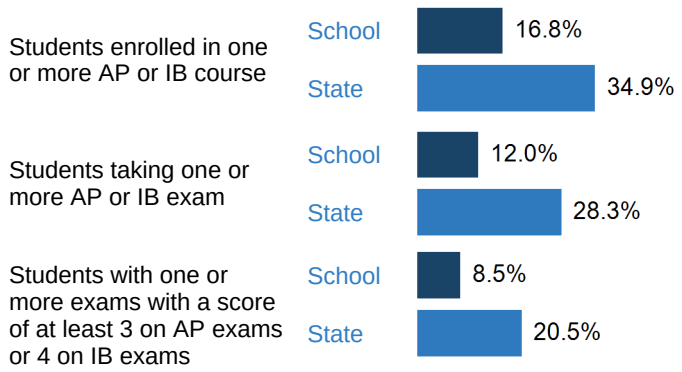
Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (IB)** courses and exams and **dual enrollment** courses where high school students can enroll in college courses for credit.

AP/IB Coursework – Participation and Performance

This chart shows the percentage of 11th and 12th graders who enrolled in one or more AP or IB courses, who took one or more AP or IB exams, and who had one or more exams with an AP score of 3 or higher or IB score of 4 or higher.



Dual Enrollment Coursework - Participation

This graph shows the percentage students enrolled in at least one dual enrollment course during the school year. Dual enrollment courses allow high school students to enroll in college courses for credit prior to their high school graduation.

AP/ IB Courses Offered

This table shows the list of AP/IB Courses that were offered by the school or for which students took the corresponding AP/IB exam along with the number of students enrolled and the number of students taking the exam. Students do not need to take a course to take the exam and not all students enrolled in a course take the exam. The last two rows show the total number of exams taken and the number of exams with AP scores of 3 or higher or IB scores of 4 or higher. Students who take multiple examples are counted more than once in the last two rows.

AP/IB Course	Students Enrolled	Students Tested
AP Art—History of Art	0	1
AP Biology	18	16
AP Calculus AB	36	25
AP Calculus BC	8	5
AP Chemistry	28	16
AP English Language and Composition	22	15
AP English Literature and Composition	31	20
AP Macroeconomics	0	1
AP Microeconomics	0	1
AP Physics C	8	0
AP Physics C: Mechanics	0	5
AP Psychology	52	39
AP U.S. History	27	12
Total Exams taken		156
Exams with scores of at least 3 on AP exams or 4 on IB exams		117

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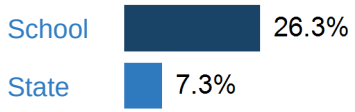
This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit the NJDOE's Career and Technical Education website.

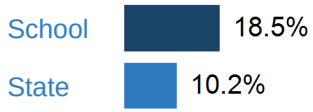
Career and Technical Education Participation

The graphs below show the percentage of students who were enrolled in courses in approved Career and Technical Education (CTE) programs. Students enrolled in shared-time Career and Technical Education programs in a county vocational school district are included in the percentages for both the county vocational school and their sending school.

CTE Participants
(completed only one course in an approved CTE program)



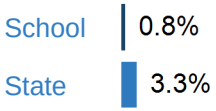
CTE Concentrators
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

The graph below shows the percentage of students who participated in Structured Learning Experiences during the school year. Structured Learning Experiences can include work-based learning programs, internships, apprenticeships, and service learning experiences and can be paid or unpaid.

Structured Learning Experiences



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Industry-Valued Credentials

The graph below shows the percentage of students in grades 9 through 12 who earned one or more Industry-Valued Credential during the school year.

Students Earning Industry-Valued Credentials

School	0.0%
State	0.9%

Industry-Valued Credentials by Career Cluster

This table shows by Career Cluster the number of students enrolled in approved Career and Technical Education programs, the number of students that earned one or more industry-valued credential, and the total number of credentials earned. Students are only enrolled in one career cluster, but they may earn credentials in multiple clusters or earn multiple credentials within one cluster. Career Clusters without approved credentials are grayed out. Career Cluster rows will be hidden if no students were enrolled and no credentials were earned. The last row provides unique counts of students enrolled and students earning one or more credentials across all clusters.

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total credentials earned
Arts, AV Technology & Communications	404		
Hospitality & Tourism	153		
Manufacturing	59		
Total (All Clusters)	616	0	0

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Information about New Jersey Student Learning Standards can be found on the NJDOE website. An English course participation table is not included below because students are required to take four years of English in high school. Detailed information about students enrolled in AP/IB courses in English Language Arts and other subject areas is available in the AP/IB Courses Offered table in the College and Career Readiness Section of this report.

Mathematics - Course Participation

This table shows the number of students who were enrolled in Mathematics courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	301	75	8	0	0	0	95
10	13	263	84	0	0	0	92
11	6	18	212	0	6	0	137
12	0	1	8	0	59	2	148
Total	320	357	312	0	65	2	472
Enrolled in AP/IB Course					44	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0

Science - Course Participation

This table shows the number of students who were enrolled in Science courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	13	0	0	0	378	0
10	319	21	0	0	6	0
11	23	321	0	0	10	9
12	4	36	0	0	10	107
Total	359	378	0	0	404	116
Enrolled in AP/IB Course	18	28		0	8	0
Enrolled in Dual Enrollment Course	18	28	0	0	0	0

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Information about New Jersey Student Learning Standards can be found on the NJDOE website. An English course participation table is not included below because students are required to take four years of English in high school. Detailed information about students enrolled in AP/IB courses in English Language Arts and other subject areas is available in the AP/IB Courses Offered table in the College and Career Readiness Section of this report.

Social Studies and History - Course Participation

This table shows the number of students who were enrolled in Social Studies and History courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	370	13	0	0	0	0
10	1	341	0	20	0	0
11	4	337	5	32	2	1
12	1	19	7	58	18	0
Total	376	710	12	110	20	1
Enrolled in AP/IB Course	0	27	0	52		0
Enrolled in Dual Enrollment Course	0	27	0	52	0	0

World Languages - Course Participation

This table shows the number of students who were enrolled in World Languages courses by grade and language. Students are counted more than once if they were enrolled in courses across multiple languages. The last three rows show the number of students enrolled in level 3 or higher courses (such as French II or IV), Advanced Placement (AP) or International Baccalaureate (IB) courses, and Dual Enrollment courses by language.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	226	0	77	0	53	0	0
10	147	0	77	0	43	0	0
11	54	0	35	0	14	0	1
12	43	0	11	0	17	0	0
Total	470	0	200	0	127	0	1
Enrolled in AP/IB Course	0	0	0	0	0	0	0
Enrolled in Dual Enrollment Course	92	0	41	0	28	0	0
Enrolled in Level 3 or Higher	92	0	41	0	28	0	0

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Seal of Biliteracy

This table shows the number of Seals of Biliteracy earned by language. The New Jersey Department of Education State Seal of Biliteracy identifies graduating high school students who are able to demonstrate proficiency in English in addition to one or more languages. Students may be counted more than once if they earned Seals across more than one language. Visit the NJDOE Seal of Biliteracy website for more information.

Language	Students Earning a Seal of Biliteracy
German	*
Spanish	*
Total	*

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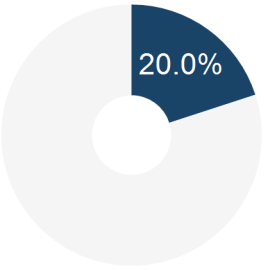
Visual and Performing Arts – Course Participation

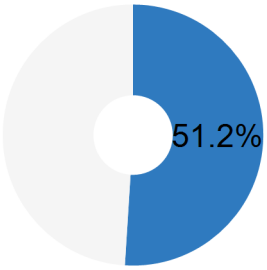
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the school year.

Grades 9-12:

Students enrolled in one or more **visual and performing arts** classes

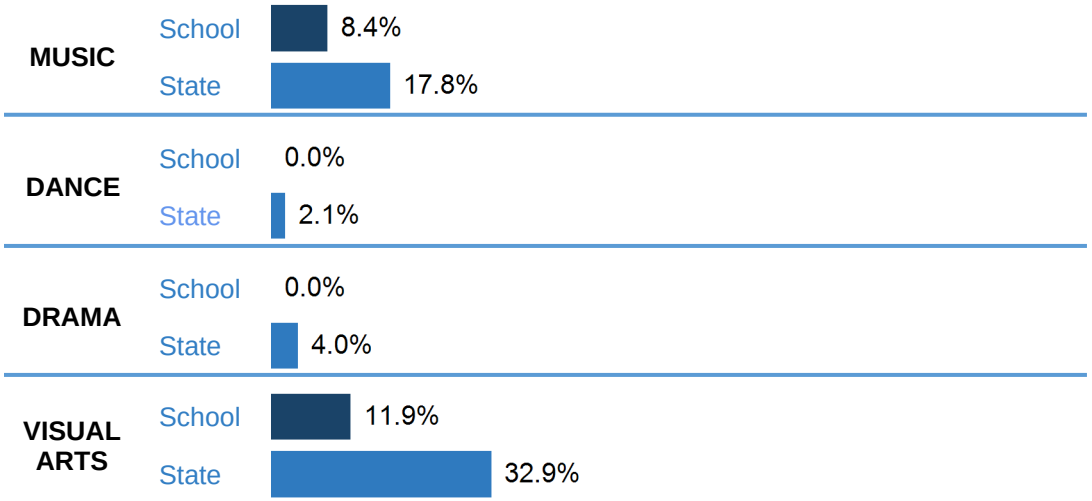


School



State

Students enrolled in one or more classes by discipline:



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Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the NJDOE Graduation Rate page.

Graduation Rates

This table shows 4-year and 5-year graduation rates both overall and by student group. Annual ESSA accountability targets for the Class of 2017 4-year rate and the Class of 2016 5-year rates are included with a flag for whether the annual targets were met. Student group rows where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these accountability resources.

Student Group	School - Class of 2018: 4 Year Rate	State - Class of 2018: 4 Year Rate	School - Class of 2017: 5 Year Rate	State - Class of 2017: 5 Year Rate	Class of 2017: 4 Year Rate	Class of 2017: 4 Year Target	Class of 2017: Met Target	Class of 2016: 5 Year Rate	Class of 2016: 5 Year Target	Class of 2016: Met Target
Schoolwide	94.1%	90.9%	89.4%	92.4%	86.8%	91.6%	Not Met	93.4%	93.6%	Not Met
White	95.8%	95.0%	91.6%	95.7%	88.8%	92.8%	Not Met	94.6%	95.2%	Not Met
Hispanic	87.5%	84.8%	81.5%	87.3%	78.5%	86.9%	Not Met	88.8%	87.0%	Met Target
Black or African American	92.3%	84.2%	90.0%	86.8%	90.0%	95.0%	Not Met	95.8%	N	Met Goal
Asian, Native Hawaiian or Pacific Islander	*	97.0%	*	97.7%	*	**	**	*	**	**
American Indian or Alaska Native	N	86.5%	N	94.1%	N	N	N	N	N	N
Two or More Races	*	92.0%	*	93.9%	*	**	**	*	**	**
Economically Disadvantaged Students	87.6%	84.6%	81.9%	87.0%	78.6%	83.7%	Not Met	87.9%	89.5%	Not Met
Students with Disabilities	93.5%	80.1%	82.8%	83.5%	76.1%	79.5%	Not Met	88.9%	87.9%	Met Target
English Learners	*	75.8%	*	81.8%	*	**	**	73.3%	**	**
Homeless Students	*	72.6%	*	79.1%	*			N		
Students in Foster Care	*	62.6%	N	64.9%						

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Graduation Pathways

This table shows the percentage of Class of 2018 graduates that met high school graduation requirements through each type of graduation pathway for both English Language Arts (ELA) and Math.

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
PARCC Assessment	82.4%	75.7%
Substitute Competency Test	14.3%	20.6%
Portfolio Appeals Process	0.7%	0.3%
Alternate Requirements specified in IEP	2.3%	3.0%
Unknown	0.3%	0.3%

Graduation Rate Trends

This table shows the 4-year and 5-year graduation rates by graduating class.

Class of	4-Year Rate	5-Year Rate
2018	94.1%	-
2017	86.8%	89.4%
2016	91.6%	93.4%

Dropout Rate Trends

This table shows the percentage of students in grades 9-12 that dropped out during each of the past three school years.

School Year	School Rate	State Rate
2017-2018	1.6%	1.2%
2016-2017	1.4%	1.1%
2015-2016	1.0%	1.2%

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2017-2018

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Information about students enrolling in colleges and universities after graduation is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

Postsecondary Enrollment Rates: Fall

This table shows information about Class of 2018 high school graduates enrolled in postsecondary institutions by the fall of 2018. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the next two columns show the percentage of those enrolled students in 2-year and 4-year institutions.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	72.8%	27.6%	72.4%
Schoolwide	60.9%	49.5%	50.5%
White	62.7%	46.8%	53.2%
Hispanic	46.4%	69.2%	30.8%
Black or African American	90%	44.4%	55.6%
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	49%	46%	54%
Students with Disabilities	41.9%	61.5%	38.5%
English Learners	*	*	*

Postsecondary Enrollment Rates: 16 month

This table shows information about Class of 2017 high school graduates enrolled in postsecondary institutions by the fall of 2018. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the following sets of columns show the percentage of those enrolled students in 2-year and 4-year institutions, public or private institutions, and in-state and out-of-state institutions.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	77.9%	31.9%	68.1%	72.5%	27.5%	64.9%	35.1%
Schoolwide	67.1%	57.9%	42.1%	90.3%	9.7%	88%	12%
White	69.5%	58.5%	41.5%	89.6%	10.4%	87.2%	12.8%
Hispanic	57.7%	80%	20%	100%	0%	93.3%	6.7%
Black or African American	68%	29.4%	70.6%	76.5%	23.5%	82.4%	17.6%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	*	*	*
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	52.3%	69.6%	30.4%	96.4%	3.6%	94.6%	5.4%
Students with Disabilities	34.7%	100%	0%	100%	0%	100%	0%
English Learners	*	*	*	*	*	*	*

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

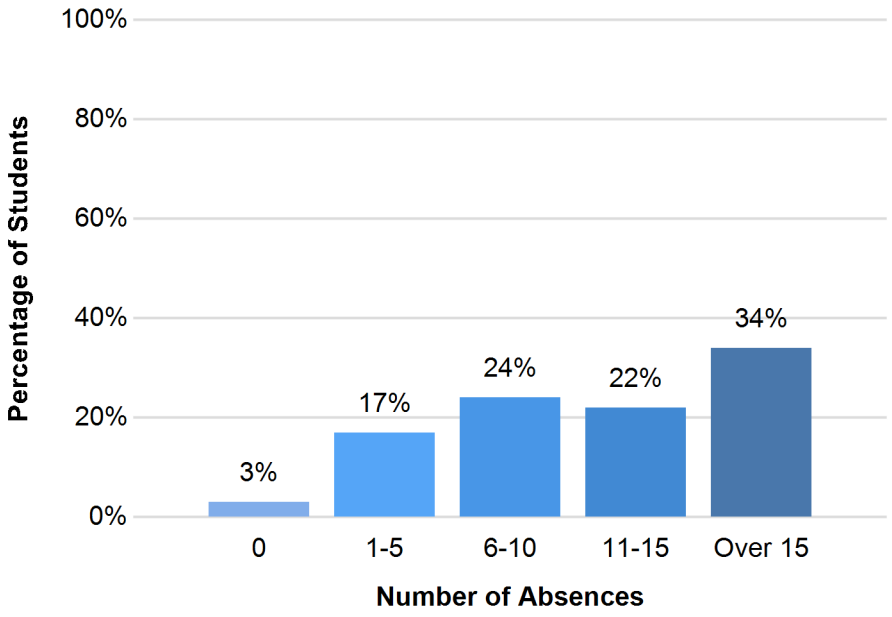
Chronic Absenteeism

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

Student Group	Number of students chronically absent	Percent of students chronically absent	State Average	Met State Average
Schoolwide	335	23.9	14.9	Not Met
White	248	23.9	14.9	Not Met
Hispanic	75	27.4	14.9	Not Met
Black or African American	7	14.3	14.9	Met
Asian, Native Hawaiian, or Pacific Islander	*	*	**	**
American Indian or Alaska Native	*	*	**	**
Two or More Races	5	19.2	14.9	Not Met
Economically Disadvantaged Students	171	34.2	14.9	Not Met
Students with Disabilities	74	37.0	14.9	Not Met
English Learners	7	25.0	14.9	Not Met

Days Absent

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



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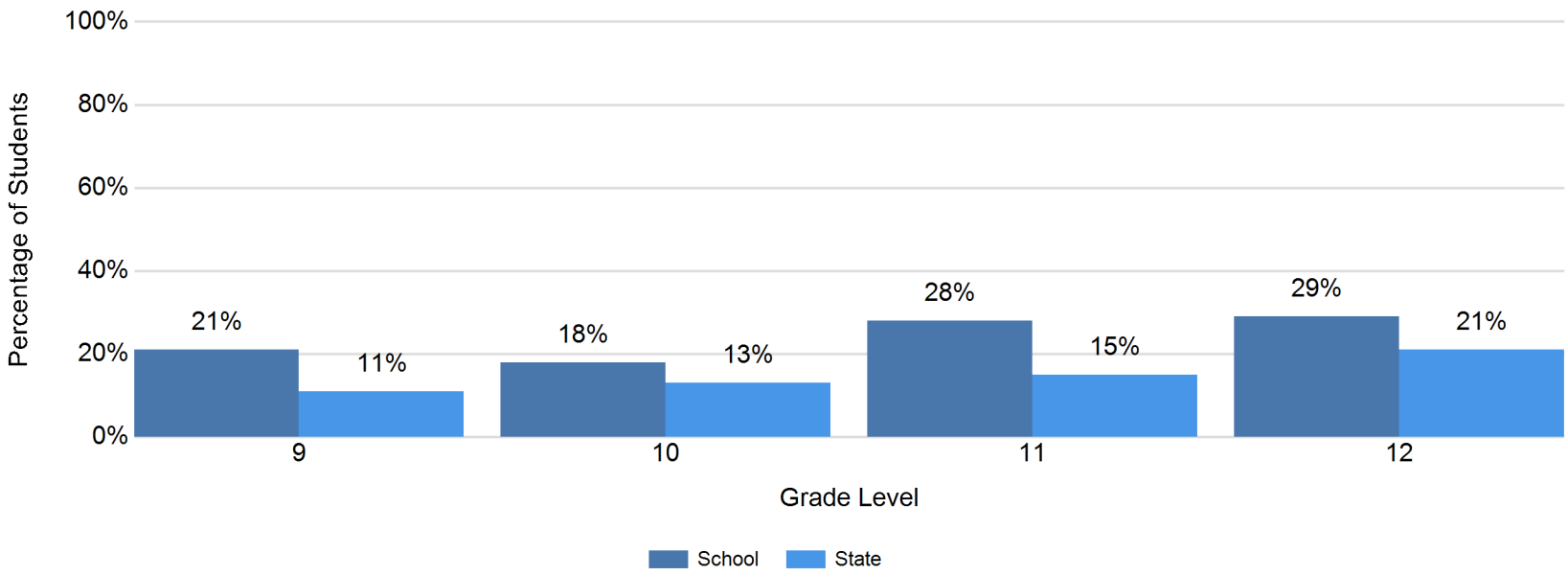
Chronic Absenteeism by Grade

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



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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	28
Weapons	0
Vandalism	2
Substances	8
Harassment, Intimidation, Bullying (HIB)	6
Total Unique Incidents	43
Incidents Per 100 Students Enrolled	3.13

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	18
Weapons	0
Vandalism	1
Substances	8
Harassment, Intimidation, Bullying (HIB)	4
Other Incidents Leading to Removal	4

Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	1	1
Sexual Orientation	0	1	1
Disability	0	1	1
Other	1	4	5
No Identified Nature	2		2

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	231	16.8%
Out-of-School Suspensions	122	8.9%
Any Suspension	277	20.1%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	14	1.0%

School Days Missed due to Out-of-School Suspensions
1178

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School Day

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

Category	School
Typical Start Time	7:35 AM
Typical End Time	2:10 PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	5 Hrs 27 Mins
Shared Time - Instructional Time	N

Device Ratios

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

School Year	Student to Device Ratio
2017-18	4.5:1

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2016-2017)	$536	$11,231	$11,767

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	95	117,464
Average years experience in public schools	12.2	12.0
Average years experience in district	11.1	10.7
Teachers in district for 4 or more years	82.1%	75.5%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	19	9,374
Average years experience in public schools	14.8	16.0
Average years experience in district	12.8	12.0
Administrators in district for 4 or more years	94.7%	76.2%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	14:1	14:1
Students to Administrators	344:1	185:1
Teachers to Administrators	24:1	13:1
Students to Librarians/Media Specialists		1754:1
Students to Nurses		877:1
Students to Counselors		438:1
Students to Child Study Team		390:1

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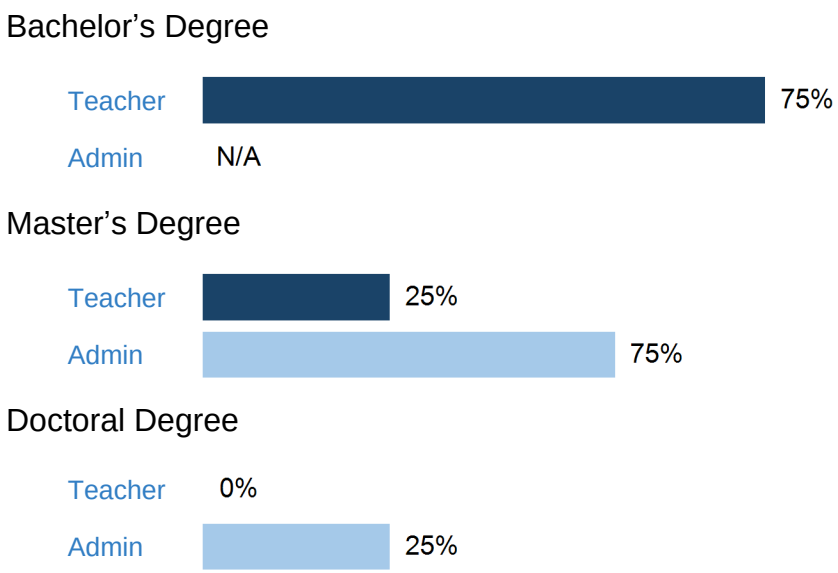
Teachers and Administrators - Level of Education

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



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

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

Job Type	District	State
2016-17 Teachers: Same district 2017-18	91.4%	90.2%
2016-17 Administrators: Same district 2017-18	89.5%	86.2%

Faculty Attendance

This table shows the percentage of days that faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2017-18	96.5%

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Teachers and Administrators – Demographics

This table shows the percentage of teachers and administrators by gender and by racial and ethnic group.

Category	Teachers	Administrators
Female	58.9%	25.0%
Male	41.1%	75.0%
White	92.6%	75.0%
Hispanic	6.3%	0.0%
Black or African American	1.1%	25.0%
Asian	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%

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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA). For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

Comprehensive Status

This table shows whether this school is identified as requiring Comprehensive Support and Improvement during the 2019-20 school year and whether it will be eligible to exit comprehensive status in January 2021 or January 2022. Schools must meet exit criteria in order to exit status. Schools with a summative score in the bottom 5% of Title I schools or with a four-year graduation rate of 67% or less are identified as requiring Comprehensive Support and Improvement.

Requires Comprehensive Support during the 2019-20 School Year	Eligible to exit status in January 2021	Eligible to exit status in January 2022
No	n/a	n/a

Targeted Status

This table shows whether one or more student groups in this school has been identified as requiring Targeted Support and Improvement during the 2019-20 school year and whether each student group will be eligible to exit targeted status in January 2021 or January 2022. Schools must meet exit criteria in order to exit status. Student groups with a summative score that would be in the bottom 5% of schools and student groups that miss annual targets for all indicators for two years in a row are identified as requiring Targeted Support and Improvement. Note: Schools identified as requiring comprehensive support may have student groups identified as needing targeted support below, but the date they are eligible to exit status is based on their comprehensive status.

Student Group	Requires Targeted Support during the 2019-20 School Year	Eligible to exit status in January 2021	Eligible to exit status in January 2022
Any Student Groups	No	n/a	n/a
White	No		
Hispanic	No		
Black or African American	No		
Asian, Native Hawaiian, or Pacific Islander	No		
American Indian or Alaska Native	No		
Two or More Races	No		
Economically Disadvantaged Students	No		
Students with Disabilities	No		
English Learners	No		

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Accountability Indicator Scores and Summative Rating - 2017-18 School Year

New Jersey has developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement. This table shows the indicator scores for each indicator included in the accountability system and the weight that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative score in the bottom 5% of Title I schools or with a four-year graduation rate of 67% or less are identified as requiring Comprehensive Support and Improvement. For more information about New Jersey's accountability system and how these indicator scores were calculated, see these accountability resources.

Accountability Indicator	Score	Weight
English Language Arts Proficiency	66.19	17.5%
Mathematics Proficiency	61.60	17.5%
Graduation Rate - 4-Year	17.48	25.0%
Graduation Rate - 5-Year	42.82	25.0%
Progress Towards English Language Proficiency (coming 2018)	**	**
Chronic Absenteeism	14.66	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	39.64	n/a
Summative Rating: Percentile rank of Summative Score	32.38	n/a
Requires Comprehensive Support: Summative Score is in the bottom 5th percentile	No	n/a
Requires Comprehensive Support: 4-year Graduation Rate less than or equal to 67%	No	n/a

† Weights indicated by this symbol were adjusted due to data availability

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Accountability Summary by Student Group - 2017-18 School Year

New Jersey has developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Targeted Support and Improvement. Any student group where the summative score would be in the bottom 5% of schools is identified for Targeted Support for a Low-Performing Student Group. Any student group that has missed annual targets for all indicators two years in a row is identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups are identified for Targeted Sport will be noted in the Schoolwide row. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16. The target for chronic absenteeism is the state average for chronic absenteeism based on students enrolled in the grades served by the given school. For more details on accountability targets, see these accountability resources.

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	4-Year Graduation Rate: Met Annual Target	5-Year Graduation Rate: Met Annual Target	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	No	Met Target†	Not Met	Not Met	Not Met	**	Not Met	No
White	34.34	8.94	No	Met Target†	Not Met	Not Met	Not Met	n/a	Not Met	No
Hispanic	39.27	8.94	No	Met Target†	Not Met	Not Met	Met Target	n/a	Not Met	No
Black or African American	76.28	8.94	No	Met Target	Met Target†	Not Met	Met Goal	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	No	**	**	N	N	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	Not Met	No
Economically Disadvantaged Students	44.41	8.94	No	Met Target†	Not Met	Not Met	Not Met	n/a	Not Met	No
Students with Disabilities	43.99	8.94	No	Not Met	Not Met	Not Met	Met Target	n/a	Not Met	No
English Learners	**	**	No	N	N	**	**	**	Not Met	No

† Target was met within a confidence interval (Proficiency) or within one standard deviation (Progress to English Language Proficiency).

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School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact your school directly.

Highlights:	• Hammonton High School?s curriculum includes a variety of Advanced Placement, Honors, College Preparatory, Dual Enrollment, and Virtual High School learning opportunities. • Technology is infused across the curriculum and every classroom is equipped with a class set of Chromebooks and/or iPads. • There are 21 varsity sports and 38 other extra-curricular activities offered to our student body.
Mission, Vision, Theme:	The mission of the Hammonton School District, in partnership with the community, is to provide educational opportunities that inspire students to achieve their full academic, social, and civic potential as they meet the expectations of the New Jersey Student Learning Standards at all grade levels.
Awards, Recognition, Accomplishments:	In the past, Hammonton High School has worked closely with the New Jersey Department of Education as a Professional Learning Community Lab School. The high school has been recognized for its PLC structure and outstanding collaborative efforts as a Model Professional Learning Community High School. As a result, the school has given numerous presentations throughout the state to share their best practices regarding the highly effective operation of their PLCs.

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Courses, Curriculum, Instruction:	The curriculum choices for our students are extensive. Multiple, differing levels of academic rigor are available for the students through our Readiness courses, General, College Preparatory, Honors and Advance Placement levels. Students can choose from 88 Virtual High School courses including AP Economics, CP Video Game Design, and CP Sports and Society. In addition, students have the opportunity to earn college credit with dual credit courses taken at HHS.
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Boys & Girls), Cheerleading (Girls), Cross Country (Boys & Girls), Field Hockey (Girls), Football (Boys), Golf (Boys), Soccer (Boys & Girls), Softball (Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Wrestling (Boys) The Hammonton Blue Devils field 21 varsity athletic programs that compete within the NJSIAA and the Tri County Conference. Among the 21 sports that are offered, over 981 students in grades 9 through 12 participate at the freshman, junior varsity, and varsity level during the course of the academic year. The Hammonton Blue Devil Athletic Programs have won many conference, tournament, sectional, and state titles over the years.
Clubs and Activities:	Our school offers a wide range of extra-curricular activities to enhance student belonging on an academic, civic, and social level. Clubs and programs to support and challenge our students on an academic level include such activities as Academic Challenge, Mock Trial, Science League, and the Video Club. Our civic clubs include the Interact Club, Key Club, and Leo Club. Lastly, our clubs that address students? social well-being include our Diversity Club, Peer Mediation, and Renaissance Club.

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Before and After School Programs:	Our school offers a variety of after school support activities for all students. Members of our National Honor Society are involved in peer tutoring for any student in need of extra help. In addition, the media center is available after school for any student who needs to use the facility for projects, school cooperative activities, and/or research. Throughout the school year, there are also tutorials for state assessments taught by Math and Language Arts Teachers.
Staff and Professional Learning:	Through our Instructional Management Team, teachers lead our professional learning communities. Some of these committees include: Students at Risk, School Safety/Climate, Professional Development, and Curriculum and Instruction. Each department also has PLCs for grade levels and subjects. Additionally, our teachers routinely present their ?best practices? at our workshops. Our staff embraces collaboration. Increased student achievement has been the reward for our efforts.
Postsecondary Information:	Historically, 90% of graduates continue their education at the postsecondary level. Students attend 2-year colleges, 4-year colleges/universities, and trade schools. Graduates are presently attending some of the best colleges and universities in the area. Our Annual Financial Aid Conference assists families applying for financial aid. Students that are eligible have access to SAT and ACT fee waivers.

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****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

School Narrative

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Student Supports and Services:	Our school offers a wide range of services for English Language Learners and Students with Disabilities. In addition, students can seek extra help with teachers before school, during lunch. or after school. The Peer Tutoring Program is offered after school and there are also certified Math, English, and Science teachers available to assist. The Intervention & Referral Services Team works to improve the performance of students who are experiencing academic, behavioral, and health difficulties.
Student Health and Wellness:	Hammonton High School students are provided with the most current health and wellness instruction as active participants in their Health and Physical education classes. The students are provided with vital instruction in the following areas: CPR, AED, First Aid certification, substance/opioid education and support programs available, personal nutrition program creation, drivers education, driving permit certification, wellness and health clubs, community service, and grant writing.
Parent and Community Involvement:	The Hammonton School District receives tremendous support from the local community. There is a Home and School Association, Hammonton Education Foundation, and School Advisory Council. These organizations help augment our instructional programs each and every year with insight and generous financial support. The district?s student management system has a parent portal which allows parents to access information about their children on a daily basis.

NJ SCHOOL PERFORMANCE REPORT

HAMMONTON HIGH SCHOOL
(01-1960-050)
Grades Offered: 09-12
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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers Each year our students, teachers, and administrators take surveys to help us determine the school climate within our school. Annually, the students take an Olweus survey. The results are meticulously used to plan anti-bullying initiatives and to create a caring, respectful educational climate. The entire faculty takes the Standards Assessment Inventory survey to help us determine professional development needs at the high school. This activity helps improve school climate and morale.
Facilities:	Hammonton High School opened its existing facility in 2002. The building consists of 60 classrooms, 1 Media Center, 6 Science Labs, 3 Gymnasiums, 4 Visual & Performing Arts Labs, 2 Industrial Arts Labs, 1 Culinary Arts Lab, and 4 highly specialized Technology Labs. Technology infrastructure includes enterprise 802.11 AC Wi-Fi driving a 1:1 Chromebook/iPad initiative. Specialized classrooms are equipped with 3D Modeling Printers, Laser Processors, CNC Milling Machines, and state of the art Resin Printers.
School Safety:	Hammonton High School values the health, safety, and wellbeing of all students, staff, and community members. As a result, the highest importance is placed on school safety and security. The latest surveillance equipment, along with an advanced entrance monitoring system, has recently been updated and implemented. Other measures include an outstanding working relationship with local law enforcement, an on-site School Resource Officer, Nine Hall Monitors, and a vigilant staff trained to report any suspicious activity. Regular safety drills, along with consistent evaluation of all measures help keep our school running in a secure manner.

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Technology and STEM:	Hammonton High School prides affords all students with state-of-the-art technology. With close to 1000 mobile devices, all classrooms are furnished with either a class set of iPads or Chromebooks. Highly specialized content areas are furnished with extremely advanced computers. In addition, all classrooms are equipped with AC Wi-Fi and wireless digital display technology. Recognized by the State of New Jersey as a Technology enriched high school, all students are permitted to enroll in a plethora of courses that focus on Technology Pathways to 21st Century Professions. Such pathways include Business & Marketing, Research & Development, Digital Communications, Digital Design & Arts. Instructional themes are heavily integrated with STEM concepts to better prepare students for post-secondary experiences. Advanced STEM and technology courses are affiliated with post-secondary institutions where students may be eligible to receive college credit upon their successful completion.