NJ SCHOOL PERFORMANCE REPORT

VERNON TOWNSHIP HIGH SCHOOL
(37-5360-020)
Grades Offered: 09-12
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
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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	SUSSEX
District	VERNON TWP
Principal Name	DR. ANDERSON
Address	1832 ROUTE 565 VERNON, NJ 07462-0800
Phone Number	(973)764-2960
Email Address	PANDERSON@VTSD.COM
Website	http://www.vtsd.com
Facebook	https://www.facebook.com/VernonTwpSD
Twitter	https://www.twitter.com/VernonTwpSD

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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	251	237	254
10	244	255	236
11	269	237	253
12	261	275	238
Total	1,025	1,004	981

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	47.2%	47.6%	49.6%
Male	52.8%	52.4%	50.4%
Economically Disadvantaged Students	12.6%	14.2%	14.0%
Students with Disabilities	14.5%	15.4%	18.4%
English Learners	0.2%	0.4%	0.5%
Homeless Students		0.1%	0.3%
Students in Foster Care		0.1%	0.2%
Military-Connected Students		0.0%	0.0%
Migrant Students		0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2015-16	2016-17	2017-18
White	88.1%	85.9%	83.1%
Hispanic	7.9%	9.4%	10.7%
Black or African American	2.6%	2.6%	3.2%
Asian	0.6%	0.9%	1.5%
Native Hawaiian or Pacific Islander	0.1%	0.0%	0.1%
American Indian or Alaska Native	0.0%	0.1%	0.2%
Two or More Races	0.7%	1.1%	1.2%

Enrollment Trends by Full and Shared Time Status

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

Enrollment Status	2015-16	2016-17	2017-18
Full Time Students	1,021	1,001	978
Shared Time Students	5	3	4
Full Time Equivalent	1,024	1,003	980

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	98.5%
Spanish	1.0%
Other Languages	0.5%

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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	471	96.7	61.0	60.2	56.7	61.0	70.2	Not Met
White	379	96.7	60.7	60.1	65.6	60.7	71.3	Not Met
Hispanic	55	95.0	65.5	58.7	42.5	65.5	60.1	Met Target
Black or African American	18	100.0	50.0	58.7	37.3	50.0	**	**
Asian, Native Hawaiian, or Pacific Islander	10	100.0	90.0	*	82.3	90.0	**	**
American Indian or Alaska Native	*	*	*	*	52.7	*	**	**
Two or More Races	*	*	*	*	63.4	*	**	**
Female	236	96.3	69.0	69.4	64.5	69.0		
Male	235	97.2	52.8	51.5	49.4	52.8		
Economically Disadvantaged Students	70	95.9	40.0	44.5	38.5	40.0	47.8	Met Target†
Non-Economically Disadvantaged Students	401	96.9	64.5	63.1	67.5	64.5		
Students with Disabilities	90	93.8	13.3	20.1	21.6	13.2	25.1	Not Met
Students without Disabilities	381	97.5	72.1	70.5	63.9	72.1		
English Learners	*	*	*	25.0	27.3	*	**	**
Non-English Learners	*	*	*	60.4	59.4	*		
Homeless Students	N	N	N	*	27.7	N		
Students In Foster Care	N	N	N	*	26.3	N		
Military-Connected Students	N	N	N	N	57.4	N		
Migrant Students	N	N	N	N	30.1	N		

† Target was met within a confidence interval.

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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	239	759	759	752	6%	7%	23%	48%	16%	64%	55%
White	197	757	757	760	7%	8%	23%	47%	15%	62%	64%
Hispanic	25	766	766	735	0%	*	*	*	*	76%	38%
Black or African American	*	*	*	734	*	*	*	*	*	*	34%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	782	*	*	*	*	*	*	83%
American Indian or Alaska Native	*	*	*	752	*	*	*	*	*	*	51%
Two or More Races	*	*	*	760	*	*	*	*	*	*	63%
Female	124	766	766	759	*	*	19%	51%	23%	73%	63%
Male	115	751	751	744	*	*	26%	45%	10%	55%	46%
Economically Disadvantaged Students	33	744	744	733	*	*	*	*	*	52%	34%
Non-Economically Disadvantaged Students	206	761	761	761	*	*	*	*	*	67%	65%
Students with Disabilities	45	716	716	716	33%	*	27%	*	*	13%	15%
Students without Disabilities	194	769	769	758	0%	*	22%	*	*	76%	62%
English Learners	N	N	N	691	N	N	N	N	N	N	*
Non-English Learners	239	759	759	755	6%	7%	23%	48%	16%	64%	*
Homeless Students	N	N	N	720	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	719	N	N	N	N	N	N	20%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	54%
Migrant Students	N	N	N	696	N	N	N	N	N	N	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	229	758	758	749	10%	11%	21%	36%	21%	58%	51%
White	178	762	762	756	8%	8%	23%	37%	24%	61%	58%
Hispanic	30	748	748	733	*	*	*	*	*	53%	38%
Black or African American	10	730	730	728	*	*	*	*	*	20%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	782	*	*	*	*	*	*	78%
American Indian or Alaska Native	*	*	*	744	*	*	*	*	*	*	50%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	112	768	768	759	*	*	21%	36%	29%	64%	60%
Male	117	749	749	739	*	*	21%	37%	15%	51%	42%
Economically Disadvantaged Students	37	738	738	730	*	*	38%	*	*	30%	34%
Non-Economically Disadvantaged Students	192	762	762	758	*	*	18%	*	*	63%	59%
Students with Disabilities	38	709	709	707	*	*	*	*	*	13%	15%
Students without Disabilities	191	768	768	756	*	*	*	*	*	66%	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	237	747	747	736	14%	11%	23%	41%	11%	51%	39%
White	206	746	746	737	15%	12%	25%	38%	11%	49%	41%
Hispanic	20	752	752	731	*	*	*	*	*	70%	35%
Black or African American	*	*	*	729	*	*	*	*	*	*	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	119	758	758	745	*	*	23%	49%	13%	62%	48%
Male	118	737	737	728	*	*	24%	32%	8%	41%	31%
Economically Disadvantaged Students	27	729	729	730	*	*	*	*	*	33%	33%
Non-Economically Disadvantaged Students	210	750	750	739	*	*	*	*	*	54%	42%
Students with Disabilities	39	706	706	708	44%	*	*	*	*	18%	13%
Students without Disabilities	198	755	755	742	8%	*	*	*	*	58%	44%
English Learners	N	N	N	702	N	N	N	N	N	N	*
Non-English Learners	237	747	747	738	14%	11%	23%	41%	11%	51%	*
Homeless Students	N	N	N	721	N	N	N	N	N	N	22%
Students in Foster Care	*	*	*	708	*	*	*	*	*	*	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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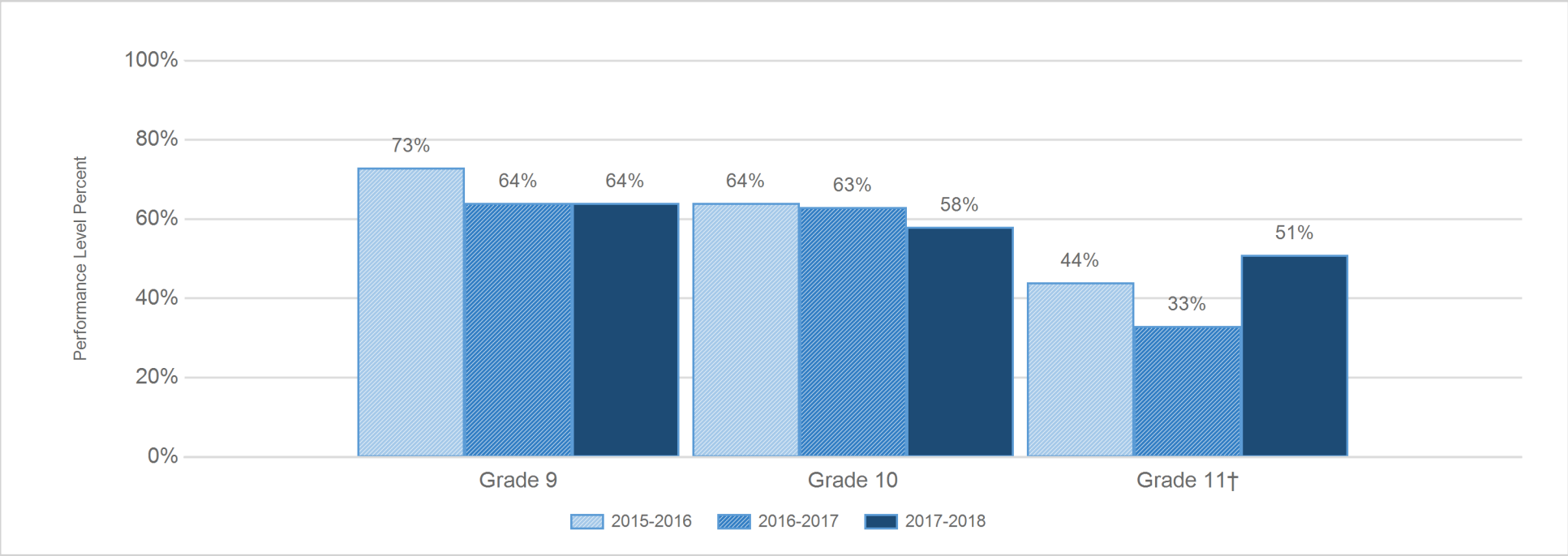
English Language Arts/Literacy Assessment - Performance Trends

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	452	96.6	34.7	42.8	45.0	34.7	44.7	Not Met
White	363	96.3	37.2	44.4	54.1	37.2	45.9	Not Met
Hispanic	53	96.5	22.7	32.8	29.2	22.7	35.5	Not Met
Black or African American	17	100.0	17.6	24.4	23.4	17.6	**	**
Asian, Native Hawaiian, or Pacific Islander	10	100.0	60.0	*	77.0	60.0	**	**
American Indian or Alaska Native	*	*	*	*	42.5	*	**	**
Two or More Races	*	*	*	*	53.0	*	**	**
Female	232	97.9	33.6	42.7	46.0	33.6		
Male	220	95.3	35.9	42.8	43.9	35.9		
Economically Disadvantaged Students	67	94.4	17.9	25.8	26.6	17.8	33.9	Not Met
Non-Economically Disadvantaged Students	385	97.0	37.6	46.0	55.9	37.6		
Students with Disabilities	77	90.7	10.4	*	17.1	10.0	16.1	Not Met
Students without Disabilities	375	97.9	39.7	*	50.5	39.7		
English Learners	*	*	*	15.4	24.6	*	**	**
Non-English Learners	*	*	*	43.0	46.9	*		
Homeless Students	N	N	N	*	17.3	N		
Students In Foster Care	N	N	N	*	16.2	N		
Military-Connected Students	N	N	N	N	45.8	N		
Migrant Students	N	N	N	N	23.7	N		

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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	216	739	750	746	9%	19%	36%	*	*	36%	46%
White	176	739	749	755	9%	20%	35%	37%	0%	37%	57%
Hispanic	24	741	*	730	*	*	58%	*	*	25%	27%
Black or African American	*	*	*	727	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	79%
American Indian or Alaska Native	*	*	*	746	*	*	*	*	*	*	49%
Two or More Races	*	*	*	755	*	*	*	*	*	*	54%
Female	116	741	752	748	*	23%	32%	*	*	39%	48%
Male	100	737	747	745	*	14%	41%	*	*	33%	44%
Economically Disadvantaged Students	35	736	*	729	*	*	46%	*	*	26%	25%
Non-Economically Disadvantaged Students	181	740	*	756	*	*	34%	*	*	38%	57%
Students with Disabilities	42	711	711	716	*	33%	*	*	*	14%	13%
Students without Disabilities	174	746	757	752	*	16%	*	*	*	41%	52%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	749	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	16%
Students in Foster Care	N	N	N	712	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	49%
Migrant Students	N	N	N	720	N	N	N	N	N	N	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	219	732	732	735	6%	37%	36%	*	*	21%	30%
White	171	734	734	740	*	36%	34%	*	*	26%	37%
Hispanic	29	725	725	723	*	*	*	*	*	*	14%
Black or African American	*	*	*	719	*	*	*	*	*	*	11%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	760	*	*	*	*	*	*	65%
American Indian or Alaska Native	*	*	*	734	*	*	*	*	*	*	28%
Two or More Races	*	*	*	741	*	*	*	*	*	*	39%
Female	114	731	731	736	*	39%	40%	*	*	18%	30%
Male	105	732	732	734	*	33%	31%	*	*	25%	29%
Economically Disadvantaged Students	38	721	721	722	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	181	734	734	741	*	*	*	*	*	*	38%
Students with Disabilities	37	710	710	713	*	*	*	*	*	*	*
Students without Disabilities	182	736	736	738	*	*	*	*	*	*	*
English Learners	N	N	N	711	N	N	N	N	N	N	*
Non-English Learners	219	732	732	736	6%	37%	36%	*	*	21%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	*
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

VERNON TOWNSHIP HIGH SCHOOL
(37-5360-020)
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	178	723	723	727	24%	31%	22%	*	*	23%	30%
White	153	721	721	733	25%	31%	23%	*	*	21%	35%
Hispanic	15	734	734	710	*	*	*	*	*	40%	14%
Black or African American	*	*	*	705	*	*	*	*	*	*	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	87	722	722	728	21%	40%	20%	*	*	20%	30%
Male	91	724	724	727	27%	22%	24%	*	*	26%	30%
Economically Disadvantaged Students	13	722	722	709	*	*	*	*	*	15%	13%
Non-Economically Disadvantaged Students	165	723	723	736	*	*	*	*	*	24%	37%
Students with Disabilities	14	704	704	693	*	*	*	*	*	*	*
Students without Disabilities	164	725	725	732	*	*	*	*	*	*	*
English Learners	N	N	N	691	N	N	N	N	N	N	*
Non-English Learners	178	723	723	729	24%	31%	22%	*	*	23%	*
Homeless Students	N	N	N	703	N	N	N	N	N	N	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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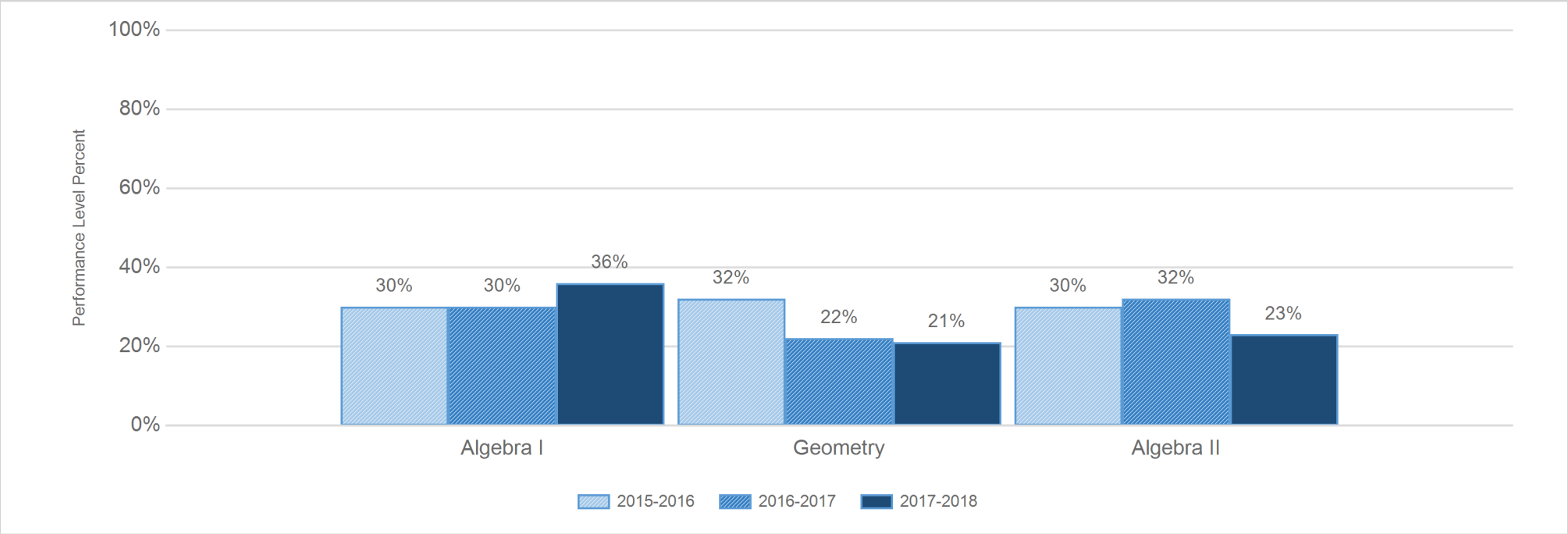
Mathematics Assessment – Performance Trends

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	*	*	*

† 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	*	*	*
3-4	*	*	*
5 or more	N	N	N

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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	94.8%	85.0%
12th graders taking SAT in 2017-18 or prior years	69.7%	72.2%
12th graders taking ACT in 2017-18 or prior years	34.5%	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	482	478	Grade 10: 430 Grade 11: 460	64%	62%
PSAT 10/NMSQT - Math	471	478	Grade 10: 480 Grade 11: 510	38%	42%
SAT - Reading and Writing	551	542	480	83%	72%
SAT - Math	542	543	530	57%	54%
ACT - Reading	24	24	22	67%	62%
ACT - English	22	24	18	78%	78%
ACT - Math	23	24	22	66%	62%
ACT - Science	24	23	23	54%	53%

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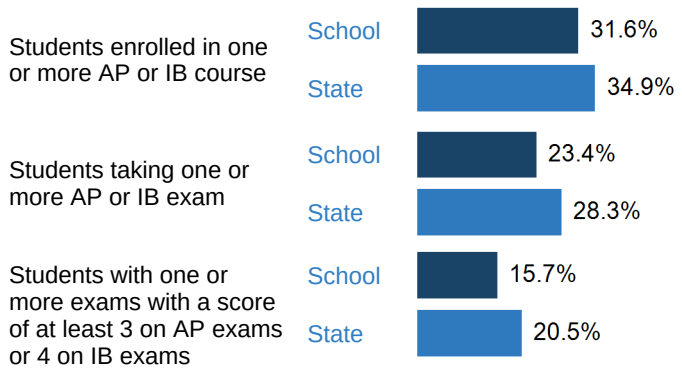
Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (IB)** courses and exams and **dual enrollment** courses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

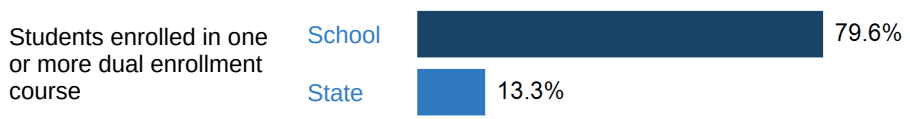
AP/IB Coursework – Participation and Performance

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	6	5
AP Biology	26	26
AP Calculus AB	19	11
AP Calculus BC	5	5
AP Chemistry	30	15
AP Comparative Government and Politics	0	10
AP Computer Science A	6	6
AP Computer Science Principles	10	6
AP English Language and Composition	74	59
AP English Literature and Composition	45	36
AP Environmental Science	1	0
AP European History	5	1
AP French Language and Culture	2	2
AP Music Theory	3	2
AP Spanish Language	14	6
AP Statistics	8	6

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AP/IB Course	Students Enrolled	Students Tested
AP Studio Art—Two-Demensional	0	2
AP U.S. Government and Politics	17	0
AP U.S. History	37	30
Total Exams taken		228
Exams with scores of at least 3 on AP exams or 4 on IB exams		161

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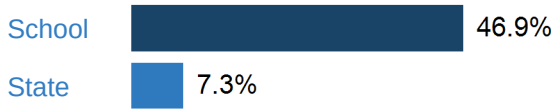
This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit the NJDOE's Career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

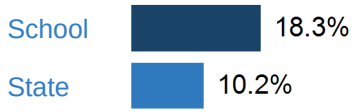
Career and Technical Education Participation

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)



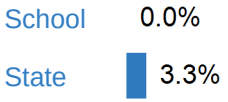
CTE Concentrators
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



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
Architecture & Construction	70		
Arts, AV Technology & Communications	185		
Business Management & Administration	*		
Health Science	77		
Hospitality & Tourism	134		
Human Services	26		
Manufacturing	*		
Marketing	48		
Science, Technology, Engineering & Mathematics	99		
Total (All Clusters)	641	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	206	30	1	0	0	0	13
10	8	78	42	4	0	1	110
11	1	1	139	45	4	3	57
12	0	0	49	50	35	14	59
Total	215	109	231	99	39	18	239
Enrolled in AP/IB Course					24	8	0
Enrolled in Dual Enrollment Course	0	0	0	99	39	18	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	1	0	246	0	0	0
10	227	2	4	0	2	0
11	9	170	0	4	56	36
12	34	16	4	39	41	58
Total	271	188	254	43	99	94
Enrolled in AP/IB Course	26	30		1	0	0
Enrolled in Dual Enrollment Course	68	39	0	43	15	73

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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	245	0	0	0	0	0
10	3	220	0	0	0	23
11	0	236	9	15	11	73
12	0	16	24	10	9	109
Total	248	472	33	25	20	205
Enrolled in AP/IB Course	0	37	0	0		21
Enrolled in Dual Enrollment Course	0	37	33	25	20	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	144	21	53	0	0	0	9
10	146	14	32	0	3	0	2
11	91	9	15	0	14	0	0
12	45	4	10	0	8	0	1
Total	426	48	110	0	25	0	12
Enrolled in AP/IB Course	14	2	0	0	0	0	0
Enrolled in Dual Enrollment Course	14	8	0	0	0	0	0
Enrolled in Level 3 or Higher	108	18	21	0	20	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
Total	0

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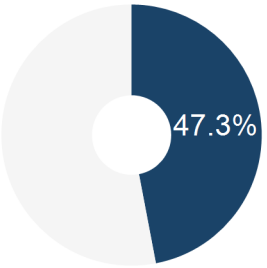
Visual and Performing Arts – Course Participation

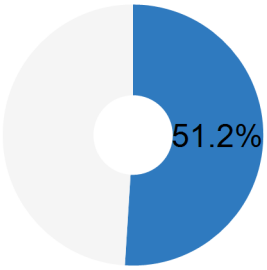
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 9-12:

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

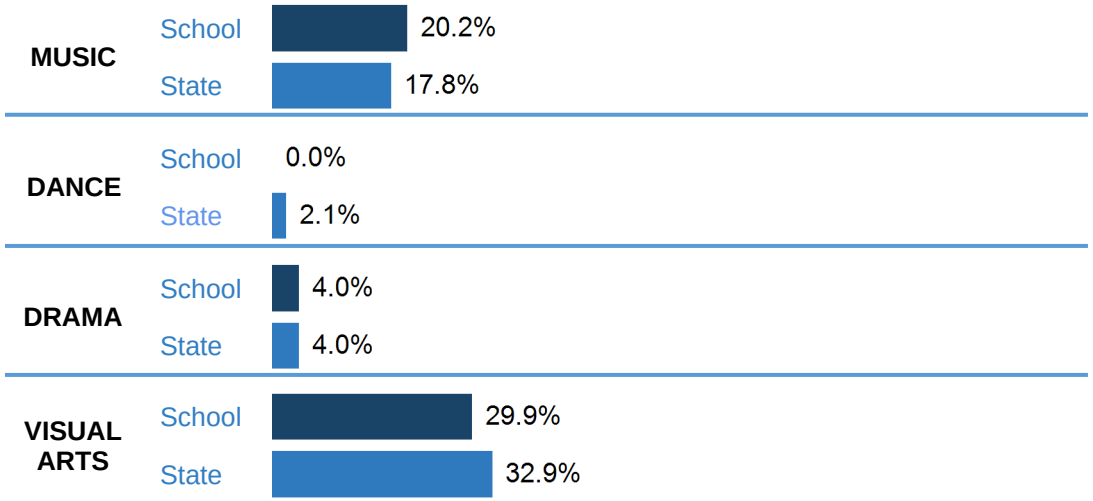


School



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	93.5%	90.9%	97.2%	92.4%	96.5%	N	Met Goal	92.8%	94.0%	Not Met
White	93.5%	95.0%	97.2%	95.7%	96.4%	N	Met Goal	92.4%	94.1%	Not Met
Hispanic	91.3%	84.8%	95.8%	87.3%	95.8%	N	Met Goal	100.0%	**	**
Black or African American	*	84.2%	*	86.8%	*	**	**	*	**	**
Asian, Native Hawaiian or Pacific Islander	*	97.0%	N	97.7%	N	N	N	*	**	**
American Indian or Alaska Native	N	86.5%	*	94.1%	*	**	**	N	N	N
Two or More Races	*	92.0%	*	93.9%	*	**	**	*	**	**
Economically Disadvantaged Students	86.0%	84.6%	86.8%	87.0%	86.8%	76.6%	Met Target	84.4%	89.3%	Not Met
Students with Disabilities	80.0%	80.1%	95.6%	83.5%	93.3%	80.2%	Met Target	85.4%	83.2%	Met Target
English Learners	*	75.8%	N	81.8%	N	N	N	N	N	N
Homeless Students	N	72.6%	*	79.1%	*			N		
Students in Foster Care	N	62.6%	N	64.9%						

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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 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	98.3%	98.3%
Substitute Competency Test	0.4%	0.4%
Portfolio Appeals Process	0.0%	0.0%
Alternate Requirements specified in IEP	0.9%	0.9%
Unknown	0.4%	0.4%

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	93.5%	-
2017	96.5%	97.2%
2016	92.1%	92.8%

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	1.9%	1.2%
2016-2017	0.7%	1.1%
2015-2016	1.1%	1.2%

NJ SCHOOL PERFORMANCE REPORT

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(37-5360-020)
Grades Offered: 09-12
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	69%	25.9%	74.1%
White	70.9%	25.5%	74.5%
Hispanic	57.1%	41.7%	58.3%
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	40%	20%	80%
Students with Disabilities	39.4%	46.2%	53.8%
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	72%	43.1%	56.9%	72.8%	27.2%	78.5%	21.5%
White	72.2%	40.8%	59.2%	70.1%	29.9%	78.7%	21.3%
Hispanic	73.9%	58.8%	41.2%	94.1%	5.9%	70.6%	29.4%
Black or African American	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N	N	N	N
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	51.5%	76.5%	23.5%	94.1%	5.9%	88.2%	11.8%
Students with Disabilities	48.4%	73.3%	26.7%	86.7%	13.3%	93.3%	6.7%
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.

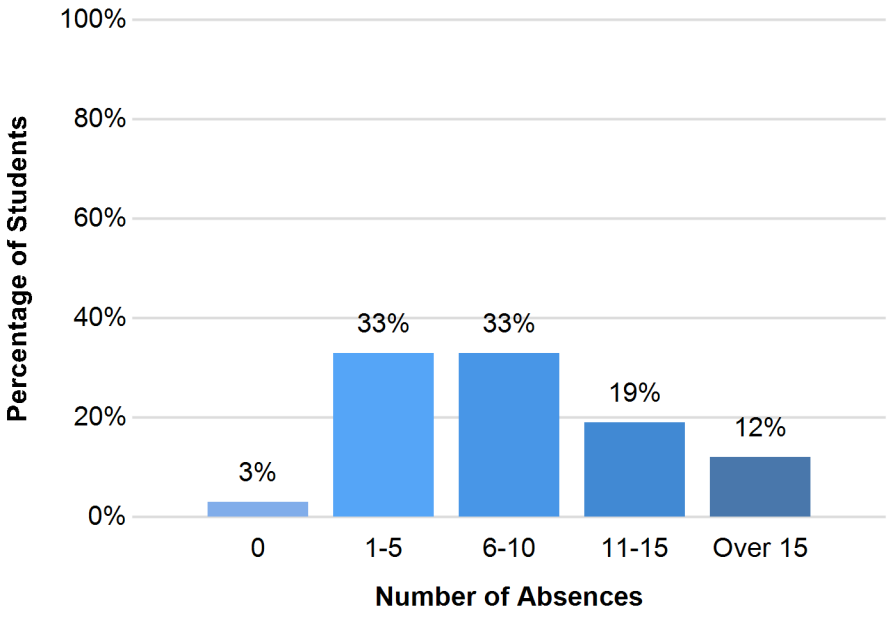
Chronic Absenteeism

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	87	8.7	14.9	Met
White	67	8.1	14.9	Met
Hispanic	15	14.2	14.9	Met
Black or African American	0	0	14.9	Met
Asian, Native Hawaiian, or Pacific Islander	1	6.3	**	**
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Economically Disadvantaged Students	26	18.8	14.9	Not Met
Students with Disabilities	31	16.0	14.9	Not Met
English Learners	*	*	**	**

Days Absent

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



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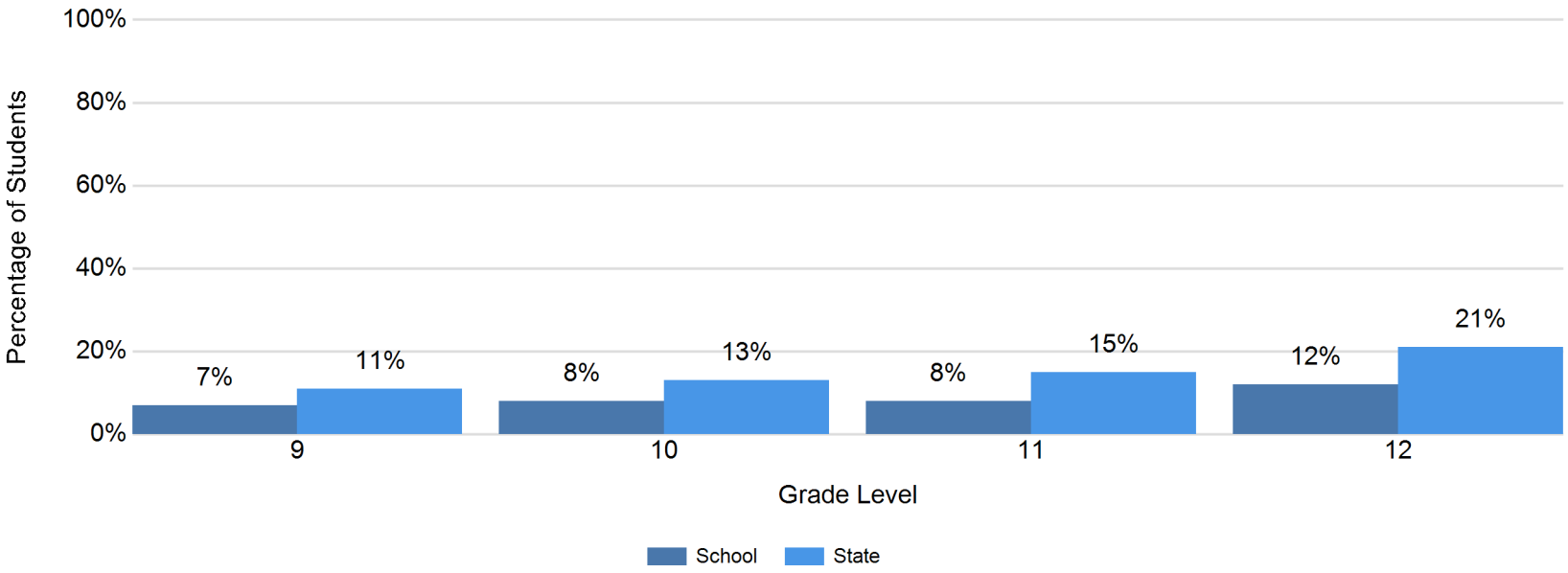
Chronic Absenteeism by Grade

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



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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	35
Weapons	0
Vandalism	0
Substances	11
Harassment, Intimidation, Bullying (HIB)	6
Total Unique Incidents	52
Incidents Per 100 Students Enrolled	5.31

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	6
Weapons	0
Vandalism	0
Substances	5
Harassment, Intimidation, Bullying (HIB)	1
Other Incidents Leading to Removal	0

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Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	1	0	1
Gender	1	0	1
Sexual Orientation	1	0	1
Disability	0	0	0
Other	5	6	11
No Identified Nature	3		3

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	70	7.1%
Out-of-School Suspensions	87	8.9%
Any Suspension	122	12.4%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
278

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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	7:00 AM
Typical End Time	1:55 PM
Length of School Day	6 Hrs 55 Mins
Full Time - Instructional Time	6 Hrs 43 Mins
Shared Time - Instructional Time	3 Hrs. 43 Mins.

Device Ratios

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

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

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)	$381	$18,000	$18,381

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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	97	117,464
Average years experience in public schools	15.2	12.0
Average years experience in district	14.2	10.7
Teachers in district for 4 or more years	88.7%	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	22	9,374
Average years experience in public schools	20.1	16.0
Average years experience in district	14.1	12.0
Administrators in district for 4 or more years	77.3%	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	10:1	11:1
Students to Administrators	123:1	140:1
Teachers to Administrators	12:1	13:1
Students to Librarians/Media Specialists		3086:1
Students to Nurses		441:1
Students to Counselors		257:1
Students to Child Study Team		193:1

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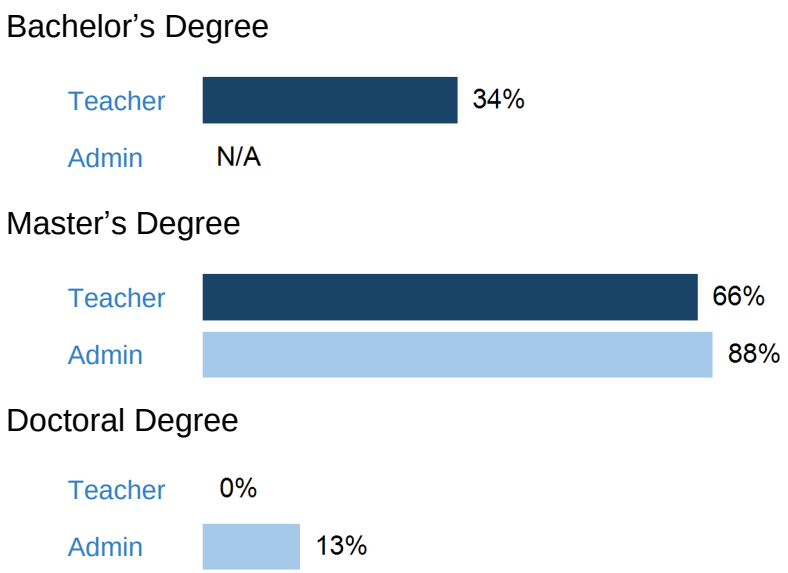
Teachers and Administrators - Level of Education

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	92.4%	90.2%
2016-17 Administrators: Same district 2017-18	95.2%	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	97.0%

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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	58.8%	37.5%
Male	41.2%	62.5%
White	99.0%	100.0%
Hispanic	0.0%	0.0%
Black or African American	1.0%	0.0%
Asian	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%

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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	65.33	17.5%
Mathematics Proficiency	53.01	17.5%
Graduation Rate - 4-Year	73.35	25.0%
Graduation Rate - 5-Year	30.75	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	68.10	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	56.95	n/a
Summative Rating: Percentile Rank of Summative Score	57.31	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 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	Not Met	Not Met	Met Goal	Not Met	**	Met	No
White	48.87	8.94	No	Not Met	Not Met	Met Goal	Not Met	n/a	Met	No
Hispanic	76.75	8.94	No	Met Target	Not Met	Met Goal	**	n/a	Met	No
Black or African American	**	**	No	**	**	**	**	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	N	**	n/a	**	No
American Indian or Alaska Native	**	**	No	**	**	**	N	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	47.10	8.94	No	Met Target†	Not Met	Met Target	Not Met	n/a	Not Met	No
Students with Disabilities	64.97	8.94	No	Not Met	Not Met	Met Target	Met Target	n/a	Not Met	No
English Learners	**	**	No	**	**	N	N	**	**	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:	• The VTHS Freshmen Academy provides a 21st century 9th grade transition experience for freshmen. • The institution of a 9 period academic schedule expands opportunities for additional courses and electives. • VTHS Career & Technical Education prepares students for careers in high demand, 21st-century fields of opportunity.
Mission, Vision, Theme:	Our mission is to build on the skills acquired at the primary and middle school levels by emphasizing higher-level thinking, technical skills, and career-related programs. The VTHS curriculum is designed to serve the needs of our students. The curriculum is the foundation for our Program of Studies, which is a comprehensive catalog of courses that provides students at all ability levels with the opportunity to fulfill the core curriculum content standards and NJ graduation requirements.
Awards, Recognition, Accomplishments:	VTHS boasts award-winning programs in many areas. VTHS students out-paced both the state and national averages for AP exam performance. In addition to our award-winning music and performing arts programs, multiple VTHS athletic teams have been honored with sportsmanship awards by the NJSIAA over the last several years. Our teachers routinely receive fellowships, grants and awards, including the prestigious Sussex County Teacher of the Year honor and National Board Certification recognition.

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Courses, Curriculum, Instruction:	VTHS offers multiple concurrent credit courses with a number of prestigious universities in Career and Technical Education. The standard curricula in Math, Science, Language Arts and Social Studies also offer many honors and advanced placement opportunities. In addition, VTHS supports the Arts in offering music, theater, graphic and fine arts. Other courses include World Languages, Engineering graphic design, robotics.
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 & Girls), Ice Hockey (Boys), Lacrosse (Boys & Girls), Skiing (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Boys & Girls), Wrestling (Coed) VTHS offers a complete roster of Fall, Winter, and Spring interscholastic sports for boys and girls in grades 9–12. There are 22 varsity programs available to our students. We have received individual and team recognition at the state level. We are proud to announce that Unifed Track and Field was added to our list of Varsity programs for the 2018 spring season. In 2017-18 our Ice Hockey Team repeated as County Champions, the boy's Ski Team repeated as Public State Champions, the girl's Lacrosse Team repeated as conference champions and the girl's Softball Team won the county championship.
Clubs and Activities:	There are numerous clubs and activities in which students may become involved at VTHS. Among these are world language and core curriculum honor societies and leadership clubs such as PEER, Key Club, Academic Decathlon, and Student Leadership for Bystander Awareness. Additional we offer student interest groups including DECA, FBLA, Mock Trial, Model Congress, Model United Nations, Gay-Straight Alliance, Robotics, Coding Club, Yearbook and music and drama clubs are among the most popular.

NJ SCHOOL PERFORMANCE REPORT

VERNON TOWNSHIP HIGH SCHOOL
(37-5360-020)
Grades Offered: 09-12
2017-2018

Report Key:
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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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Before and After School Programs:	Students at the high school may remain after school to seek help from teachers in their studies, attend athletic and band/choral practices and club meetings. On occasion, students have stayed under the supervision of a teacher to work on school beautification or community projects such as “Stuff the Bus.”
Staff and Professional Learning:	VTHS is a highly active and professional community of learners. Teachers and support staff are provided regular opportunities throughout the year to participate in seminars, workshops and in-service professional development. Additionally, professional staff have served as the presenters, allowing us to utilize in–district talent to turn-key 21st-century teaching and learning to their peers. Professional development has included technology infusion and differentiated instruction strategies.
Postsecondary Information:	Our graduating class of 2018 included 77.6% of students attending a 2 or 4-year college, or a career/trade school. Students were accepted to Cornell University, Boston University, Villanova, Penn State, Stevens, Rutgers, URI, Pitt, UMiami, Binghamton, Marist, NJIT, UVM, U of Wyoming, Seton Hall, Syracuse, Northeastern, University of Michigan, UMD. In 2018, 228 advanced placement exams were administered, and 161 received a score of 3 or above, indicating proficient or highly proficient results. Concurrent college credit can be earned at VTHS with universities such as Rutgers, FDU, Temple University, Seton Hall, Syracuse, and Sussex County Community College.

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Student Supports and Services:	VTHS has implemented several unique high school programs for additional student support. Our Viking Success Academy provides an alternate setting that satisfies state graduation requirements. The Freshman Academy is a model 9th grade transition program that provides a nurturing, team approach for students to succeed in this important first year of high school. Effective School Solutions also provides confidential counseling support for students.
Student Health and Wellness:	Annual health screening is provided to students in the Health Office. The school nurse also provides information on free clinics available in the county for students without health insurance. The Sodexo food service provides meals that are appropriate to the health and wellness of our students. Nutritional facts help students make reasonable choices. Sodexo and the VTHS nurse collaborated to implement a Health Fair for students providing information in making healthy dietary choices.
Parent and Community Involvement:	Parents are encouraged to be part of the educational process through organizations such as SCA, Viking Club, Vernon Coaltion, and music, theatre and instrumental parent groups. Additionally, parents/guardians are provided up to date information via the school messenger service, digital backpack, freshman orientation, back to school night, college fairs, parent conferences and the parent portal.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers An annual School climate survey is conducted and overseen by the School Climate and Safety Committee. An extensive amount of data from students, staff, parents, and administration is collected and analyzed to determine school effectiveness. Topics surveyed include school social climate, academic rigor, peer interactions, staff effectiveness and availability, student safety, and parent involvement in the educational process.
Facilities:	VTHS was founded in 1974 and will celebrate its 45th year of service to the community. Most recent facility updating included the high school auditorium, main lobby, cafeteria, media center, and engineering, robotics, and Information Technology centers were new additions. To align with the new CTE offerings, a Cosmetology Lab and Graphic Design studio were created. The Athletic Department boasts state-of-the-art sports facilities.

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Other Information:	The administration, faculty and staff members of Vernon Township High School all work collaboratively to ensure that each student is ready for what lies ahead following graduation. A strong foundation is built for our freshmen as they enter high school by participation in the Freshman Academy; this program provides students with the support necessary to ensure that they acclimate into a new educational environment. By working together with the parents and guardians of our students, each graduate is well prepared for attendance in college or technical schools--or entering the workplace--depending upon their individual goals. By providing Common Planning Time for every teacher on a daily basis, our gifted educators are able to plan collaboratively and to provide enriching lessons that build a strong foundation for all future learning. Understanding the importance of technology in their students' future endeavors, the educators of Vernon Township High School recently embraced the use of 1:1 Chromebooks for every student. The importance of students becoming thoroughly involved in after school activities and sports is also greatly emphasized at VTHS. It is our belief that the combination of classroom lessons and extracurricular activities will encourage our students to become resilient lifetime learners. Keeping the lines of communication open is another important aspect of VTHS, so all staff members are provided with a monthly Communiqué to keep everyone informed about upcoming events. This form of communication allows for the sharing of accolades for a job well done and requests for assistance as necessary. The parents/guardians also receive monthly communications, via the School Messenger. A Monthly Message from the Administration provides the opportunity for the school and community to build strong relationships for the benefit of students. Parents/Guardians are also encouraged to review their children's academic progress by using Genesis on a regular basis.