NJ SCHOOL PERFORMANCE REPORT

WILLIAMSTOWN HIGH SCHOOL
(15-3280-050)
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
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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	GLOUCESTER
District	MONROE TWP
Principal Name	MRS. YODER
Address	700 N TUCKAHOE RD WILLIAMSTOWN, NJ 08094-8827
Phone Number	(856)262-8200
Email Address	CYODER@MONROETWP.K12.NJ.US
Website	https://whs.monroetwp.k12.nj.us/
Twitter	https://twitter.com/WilliamstownHS

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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	478	448	476
10	496	468	438
11	433	487	466
12	437	416	477
Total	1,844	1,819	1,857

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	47.9%	48.0%	48.1%
Male	52.1%	52.0%	51.9%
Economically Disadvantaged Students	32.4%	31.2%	29.1%
Students with Disabilities	15.7%	15.7%	16.3%
English Learners	0.3%	0.4%	0.7%
Homeless Students		1.0%	1.1%
Students in Foster Care		0.5%	0.5%
Military-Connected Students		0.1%	0.1%
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	66.9%	66.6%	67.2%
Hispanic	7.2%	7.8%	8.2%
Black or African American	21.4%	20.3%	18.8%
Asian	3.3%	3.5%	3.2%
Native Hawaiian or Pacific Islander	0.1%	0.1%	0.1%
American Indian or Alaska Native	0.2%	0.2%	0.3%
Two or More Races	1.0%	1.5%	2.2%

Enrollment Trends by Full and Shared Time Status

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

Enrollment Status	2015-16	2016-17	2017-18
Full Time Students	1,844	1,818	1,857
Shared Time Students	0	1	0
Full Time Equivalent	1,844	1,819	1,857

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	99.2%
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	883	98.0	34.9	50.0	56.7	34.9	33.6	Met Target
White	594	97.7	36.4	52.9	65.6	36.4	34.4	Met Target
Hispanic	82	98.8	26.9	*	42.5	26.9	32.1	Met Target†
Black or African American	154	99.4	27.9	41.7	37.3	27.9	30	Met Target†
Asian, Native Hawaiian, or Pacific Islander	31	100.0	67.7	74.7	82.3	67.7	51.3	Met Target
American Indian or Alaska Native	*	*	*	72.7	52.7	*	**	**
Two or More Races	*	*	*	46.0	63.4	*	N	N
Female	437	99.3	45.1	58.2	64.5	45.1		
Male	446	96.8	24.9	42.2	49.4	24.9		
Economically Disadvantaged Students	252	95.5	19.5	34.9	38.5	19.5	22.8	Met Target†
Non-Economically Disadvantaged Students	631	99.1	41.0	56.7	67.5	41.0		
Students with Disabilities	149	94.9	*	*	21.6	*	13	Not Met
Students without Disabilities	734	98.7	*	*	63.9	*		
English Learners	*	*	*	37.8	27.3	*	**	**
Non-English Learners	*	*	*	50.2	59.4	*		
Homeless Students	*	*	*	29.4	27.7	*		
Students In Foster Care	*	*	*	26.6	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	465	742	742	752	13%	18%	31%	30%	9%	39%	55%
White	316	743	743	760	12%	16%	32%	30%	9%	40%	64%
Hispanic	36	734	734	735	*	*	28%	*	*	33%	38%
Black or African American	85	735	735	734	15%	21%	31%	*	*	33%	34%
Asian, Native Hawaiian, or Pacific Islander	17	762	762	782	*	*	*	*	*	71%	83%
American Indian or Alaska Native	*	*	*	752	*	*	*	*	*	*	51%
Two or More Races	*	*	*	760	*	*	*	*	*	*	63%
Female	219	751	751	759	10%	10%	31%	*	*	50%	63%
Male	246	733	733	744	15%	24%	31%	*	*	29%	46%
Economically Disadvantaged Students	132	726	726	733	20%	21%	38%	*	*	20%	34%
Non-Economically Disadvantaged Students	333	748	748	761	10%	16%	28%	*	*	46%	65%
Students with Disabilities	79	703	703	716	*	*	*	*	*	*	15%
Students without Disabilities	386	750	750	758	*	*	*	*	*	*	62%
English Learners	*	*	*	691	*	*	*	*	*	*	*
Non-English Learners	*	*	*	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	420	729	729	749	24%	20%	26%	26%	5%	31%	51%
White	280	732	732	756	23%	18%	26%	28%	5%	33%	58%
Hispanic	46	719	719	733	28%	22%	28%	*	*	22%	38%
Black or African American	70	717	717	728	27%	24%	27%	21%	0%	21%	32%
Asian, Native Hawaiian, or Pacific Islander	14	776	776	782	*	0%	*	*	*	71%	78%
American Indian or Alaska Native	*	*	*	744	*	*	*	*	*	*	50%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	221	740	740	759	15%	17%	28%	*	*	40%	60%
Male	199	716	716	739	34%	22%	24%	*	*	20%	42%
Economically Disadvantaged Students	119	715	715	730	32%	26%	24%	*	*	18%	34%
Non-Economically Disadvantaged Students	301	734	734	758	21%	17%	27%	*	*	36%	59%
Students with Disabilities	66	688	688	707	*	*	*	*	*	*	15%
Students without Disabilities	354	736	736	756	*	*	*	*	*	*	57%
English Learners	*	*	*	684	*	*	*	*	*	*	*
Non-English Learners	*	*	*	752	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	23%
Students in Foster Care	*	*	*	707	*	*	*	*	*	*	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	393	716	716	736	36%	22%	22%	*	*	20%	39%
White	268	717	717	737	35%	22%	23%	*	*	19%	41%
Hispanic	27	716	716	731	37%	*	*	*	*	19%	35%
Black or African American	78	709	709	729	41%	22%	19%	*	*	18%	31%
Asian, Native Hawaiian, or Pacific Islander	13	728	728	759	*	*	*	*	*	38%	60%
American Indian or Alaska Native	*	*	*	730	*	*	*	*	*	*	25%
Two or More Races	*	*	*	737	*	*	*	*	*	*	39%
Female	168	730	730	745	27%	15%	26%	*	*	33%	48%
Male	225	705	705	728	43%	28%	19%	*	*	10%	31%
Economically Disadvantaged Students	122	703	703	730	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	271	722	722	739	*	*	*	*	*	*	42%
Students with Disabilities	64	693	693	708	*	*	*	*	*	*	13%
Students without Disabilities	329	720	720	742	*	*	*	*	*	*	44%
English Learners	*	*	*	702	*	*	*	*	*	*	*
Non-English Learners	*	*	*	738	*	*	*	*	*	*	*
Homeless Students	*	*	*	721	*	*	*	*	*	*	22%
Students in Foster Care	*	*	*	708	*	*	*	*	*	*	19%
Military-Connected Students	N	N	N	729	N	N	N	N	N	N	31%
Migrant Students	*	*	*	707	*	*	*	*	*	*	*

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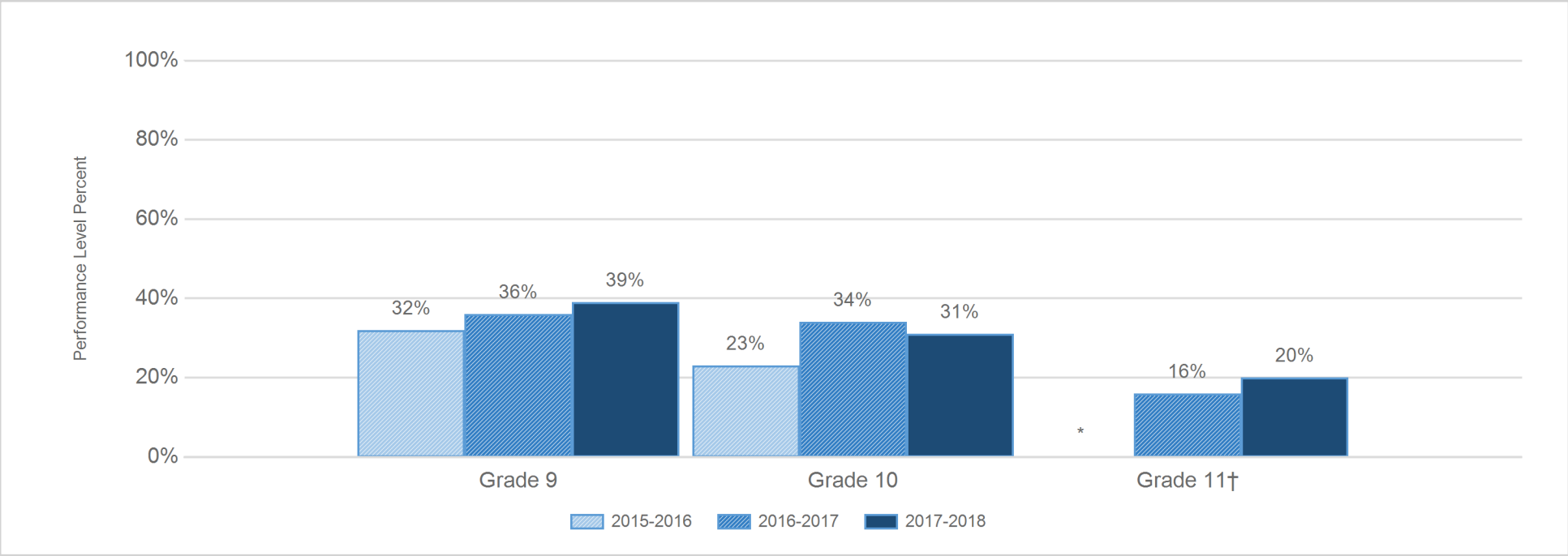
English Language Arts/Literacy Assessment - Performance Trends

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.



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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	793	98.2	27.5	40.1	45.0	27.5	30.5	Not Met
White	544	97.7	31.0	43.8	54.1	31.0	32.4	Met Target†
Hispanic	71	98.6	19.7	*	29.2	19.7	18.5	Met Target
Black or African American	132	100.0	12.9	25.2	23.4	12.9	27.2	Not Met
Asian, Native Hawaiian, or Pacific Islander	30	100.0	53.3	65.8	77.0	53.3	42.7	Met Target
American Indian or Alaska Native	*	*	*	54.6	42.5	*	**	**
Two or More Races	*	*	*	36.4	53.0	*	**	**
Female	409	99.3	28.1	39.3	46.0	28.1		
Male	384	97.0	26.8	40.7	43.9	26.8		
Economically Disadvantaged Students	202	96.2	15.3	27.4	26.6	15.3	22.4	Not Met
Non-Economically Disadvantaged Students	591	98.8	31.7	45.5	55.9	31.7		
Students with Disabilities	96	95.0	11.5	16.7	17.1	11.5	18	Not Met
Students without Disabilities	697	98.6	29.7	45.1	50.5	29.7		
English Learners	*	*	*	40.5	24.6	*	**	**
Non-English Learners	*	*	*	40.0	46.9	*		
Homeless Students	*	*	*	24.2	17.3	*		
Students In Foster Care	*	*	*	13.7	16.2	*		
Military-Connected Students	N	N	N	*	45.8	N		
Migrant Students	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	418	729	738	746	15%	28%	34%	24%	0%	24%	46%
White	282	732	739	755	11%	26%	35%	27%	0%	27%	57%
Hispanic	32	717	*	730	31%	31%	*	*	*	19%	27%
Black or African American	84	721	730	727	24%	27%	38%	*	*	11%	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	771	779	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	*	746	N	N	N	N	N	N	49%
Two or More Races	*	*	*	755	*	*	*	*	*	*	54%
Female	198	730	738	748	14%	27%	34%	25%	0%	25%	48%
Male	220	729	738	745	15%	28%	34%	23%	0%	23%	44%
Economically Disadvantaged Students	132	724	*	729	19%	28%	36%	17%	0%	17%	25%
Non-Economically Disadvantaged Students	286	732	*	756	13%	27%	33%	27%	0%	27%	57%
Students with Disabilities	83	706	706	716	*	*	*	*	*	*	13%
Students without Disabilities	335	735	744	752	*	*	*	*	*	*	52%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	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	365	728	728	735	13%	30%	34%	*	*	22%	30%
White	234	731	731	740	12%	27%	34%	*	*	27%	37%
Hispanic	44	726	726	723	*	36%	39%	*	*	14%	14%
Black or African American	65	719	719	719	22%	38%	29%	*	*	11%	11%
Asian, Native Hawaiian, or Pacific Islander	13	728	728	760	*	*	*	*	*	15%	65%
American Indian or Alaska Native	*	*	*	734	*	*	*	*	*	*	28%
Two or More Races	*	*	*	741	*	*	*	*	*	*	39%
Female	177	730	730	736	11%	32%	33%	*	*	24%	30%
Male	188	727	727	734	15%	29%	36%	*	*	21%	29%
Economically Disadvantaged Students	106	716	716	722	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	259	734	734	741	*	*	*	*	*	*	38%
Students with Disabilities	47	710	710	713	*	*	*	*	*	*	*
Students without Disabilities	318	731	731	738	*	*	*	*	*	*	*
English Learners	*	*	*	711	*	*	*	*	*	*	*
Non-English Learners	*	*	*	736	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	*
Students in Foster Care	*	*	*	711	*	*	*	*	*	*	*
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

WILLIAMSTOWN HIGH SCHOOL
(15-3280-050)
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
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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	330	715	715	727	31%	31%	24%	14%	0%	14%	30%
White	239	716	716	733	29%	31%	25%	15%	0%	15%	35%
Hispanic	21	702	702	710	52%	*	*	*	*	10%	14%
Black or African American	50	709	709	705	*	*	*	*	*	*	11%
Asian, Native Hawaiian, or Pacific Islander	16	740	740	766	*	*	*	*	*	44%	66%
American Indian or Alaska Native	*	*	*	729	*	*	*	*	*	*	28%
Two or More Races	*	*	*	736	*	*	*	*	*	*	37%
Female	173	720	720	728	25%	30%	29%	16%	0%	16%	30%
Male	157	710	710	727	38%	32%	19%	11%	0%	11%	30%
Economically Disadvantaged Students	69	703	703	709	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	261	718	718	736	*	*	*	*	*	*	37%
Students with Disabilities	23	698	698	693	*	*	*	*	*	*	*
Students without Disabilities	307	717	717	732	*	*	*	*	*	*	*
English Learners	*	*	*	691	*	*	*	*	*	*	*
Non-English Learners	*	*	*	729	*	*	*	*	*	*	*
Homeless Students	*	*	*	703	*	*	*	*	*	*	10%
Students in Foster Care	*	*	*	693	*	*	*	*	*	*	*
Military-Connected Students	N	N	N	717	N	N	N	N	N	N	20%
Migrant Students	*	*	*	708	*	*	*	*	*	*	15%

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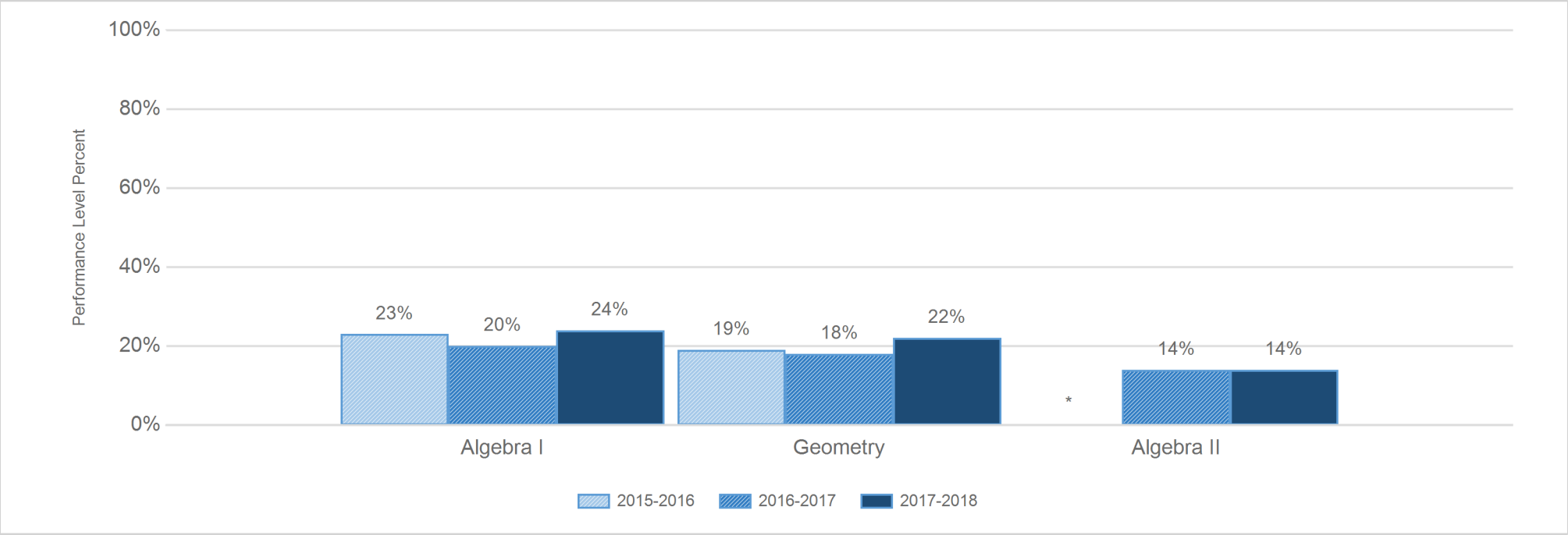
Mathematics Assessment – Performance Trends

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	95.8%	85.0%
12th graders taking SAT in 2017-18 or prior years	63.9%	72.2%
12th graders taking ACT in 2017-18 or prior years	7.8%	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	467	478	Grade 10: 430 Grade 11: 460	59%	62%
PSAT 10/NMSQT - Math	461	478	Grade 10: 480 Grade 11: 510	34%	42%
SAT - Reading and Writing	526	542	480	72%	72%
SAT - Math	525	543	530	45%	54%
ACT - Reading	21	24	22	46%	62%
ACT - English	20	24	18	70%	78%
ACT - Math	22	24	22	57%	62%
ACT - Science	21	23	23	30%	53%

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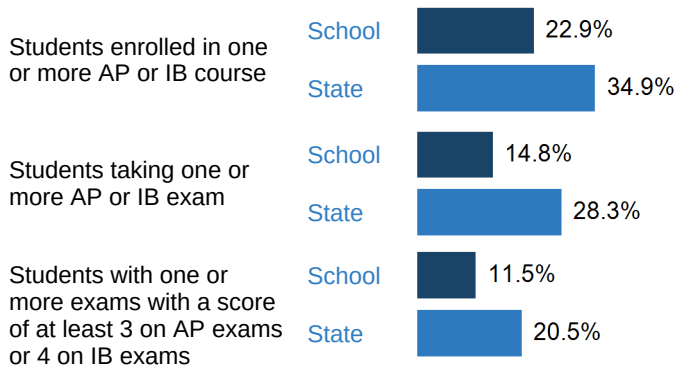
Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (IB)** courses and exams and **dual enrollment** courses 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 Biology	47	38
AP Calculus AB	45	17
AP Calculus BC	28	18
AP Chemistry	20	8
AP Computer Science A	13	2
AP English Language and Composition	13	10
AP English Literature and Composition	30	13
AP Environmental Science	13	10
AP Human Geography	9	3
AP Physics 1	46	27
AP Physics C	17	0
AP Physics C: Mechanics	0	3
AP Psychology	39	35
AP Spanish Language	5	4
AP Statistics	30	12
AP Studio Art—Drawing Portfolio	0	4

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AP/IB Course	Students Enrolled	Students Tested
AP U.S. Government and Politics	22	7
AP U.S. History	81	43
Total Exams taken		254
Exams with scores of at least 3 on AP exams or 4 on IB exams		169

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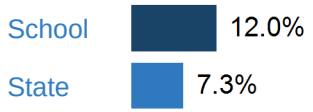
This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit the NJDOE's Career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

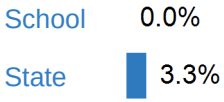


CTE Concentrators
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)

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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This section contains information about participation in approved **Career and Technical Education (CTE)** programs and **Structured Learning Experiences**. For more information about CTE in New Jersey, please visit http://www.nj.gov/education/cte/.

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	57		
Education and Training	156		
Finance	200		
Science, Technology, Engineering & Mathematics	48		
Total (All Clusters)	461	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	318	65	0	0	0	0	98
10	96	243	102	0	0	0	6
11	20	83	265	59	19	4	17
12	7	21	51	134	88	86	105
Total	441	412	418	193	107	90	226
Enrolled in AP/IB Course					73	30	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	90	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	102	0	0	0	0	376
10	299	117	0	4	0	16
11	28	292	0	58	87	24
12	41	12	0	40	78	222
Total	470	421	0	102	165	638
Enrolled in AP/IB Course	47	20		13	63	0
Enrolled in Dual Enrollment Course	47	20	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	472	0	0	0	0	78
10	8	425	0	5	1	23
11	6	449	0	89	73	81
12	5	36	0	74	78	135
Total	491	910	0	168	152	317
Enrolled in AP/IB Course	0	81	0	39		30
Enrolled in Dual Enrollment Course	0	0	0	39	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	326	80	0	0	52	0	0
10	292	54	0	0	54	0	0
11	69	22	0	0	11	0	0
12	19	6	0	0	1	0	0
Total	706	162	0	0	118	0	0
Enrolled in AP/IB Course	5	0	0	0	0	0	0
Enrolled in Dual Enrollment Course	13	11	0	0	1	0	0
Enrolled in Level 3 or Higher	81	48	0	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
French	*
Portuguese	*
Spanish	16
Total	18

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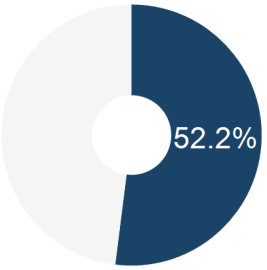
Visual and Performing Arts – Course Participation

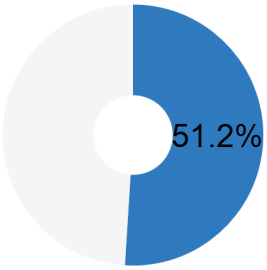
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 9-12:

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

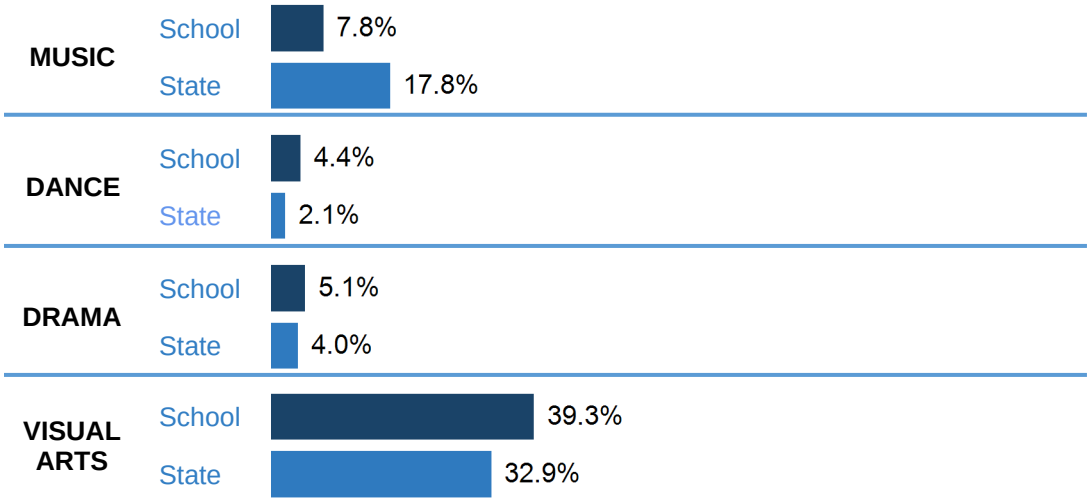


School



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	92.2%	90.9%	90.9%	92.4%	89.1%	89.0%	Met Target	92.8%	89.4%	Met Target
White	94.2%	95.0%	90.4%	95.7%	88.8%	88.0%	Met Target	91.7%	89.6%	Met Target
Hispanic	86.0%	84.8%	85.2%	87.3%	85.2%	92.8%	Not Met	100.0%	N	Met Goal
Black or African American	88.7%	84.2%	92.4%	86.8%	89.5%	92.3%	Not Met	93.3%	90.1%	Met Target
Asian, Native Hawaiian or Pacific Islander	94.1%	97.0%	100.0%	97.7%	100.0%	N	Met Goal	100.0%	**	**
American Indian or Alaska Native	*	86.5%	*	94.1%	*	**	**	*	**	**
Two or More Races	*	92.0%	*	93.9%	*	**	**	*	**	**
Economically Disadvantaged Students	84.3%	84.6%	82.9%	87.0%	80.6%	83.7%	Not Met	85.5%	85.5%	Met Target
Students with Disabilities	74.4%	80.1%	87.0%	83.5%	84.6%	70.8%	Met Target	79.5%	78.6%	Met Target
English Learners	*	75.8%	*	81.8%	*	**	**	*	**	**
Homeless Students	*	72.6%	*	79.1%	*			*		
Students in Foster Care	N	62.6%	*	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	47.4%	46.6%
Substitute Competency Test	40.9%	42.3%
Portfolio Appeals Process	3.8%	3.4%
Alternate Requirements specified in IEP	7.2%	7.0%
Unknown	0.6%	0.6%

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	92.2%	-
2017	89.1%	90.9%
2016	91.1%	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	1.6%	1.2%
2016-2017	2.0%	1.1%
2015-2016	2.0%	1.2%

NJ SCHOOL PERFORMANCE REPORT

WILLIAMSTOWN HIGH SCHOOL
(15-3280-050)
Grades Offered: 09-12
2017-2018

Report Key:
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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	66.3%	44.1%	55.9%
White	68.3%	51.7%	48.3%
Hispanic	47.4%	61.1%	38.9%
Black or African American	67.3%	22.1%	77.9%
Asian, Native Hawaiian, or Pacific Islander	75%	25%	75%
American Indian or Alaska Native	N	N	N
Two or More Races	54.5%	16.7%	83.3%
Economically Disadvantaged Students	49.1%	44.4%	55.6%
Students with Disabilities	39.1%	68%	32%
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	72.1%	48.4%	51.6%	84.1%	15.9%	76.5%	23.5%
White	70.2%	57.5%	42.5%	87.3%	12.7%	81.2%	18.8%
Hispanic	56.5%	46.2%	53.8%	69.2%	30.8%	53.8%	46.2%
Black or African American	77.7%	34.2%	65.8%	83.6%	16.4%	72.6%	27.4%
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	66.7%	50%	50%	82.9%	17.1%	80%	20%
Students with Disabilities	39.3%	95.5%	4.5%	95.5%	4.5%	95.5%	4.5%
English Learners	N	N	N	N	N	N	N

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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.

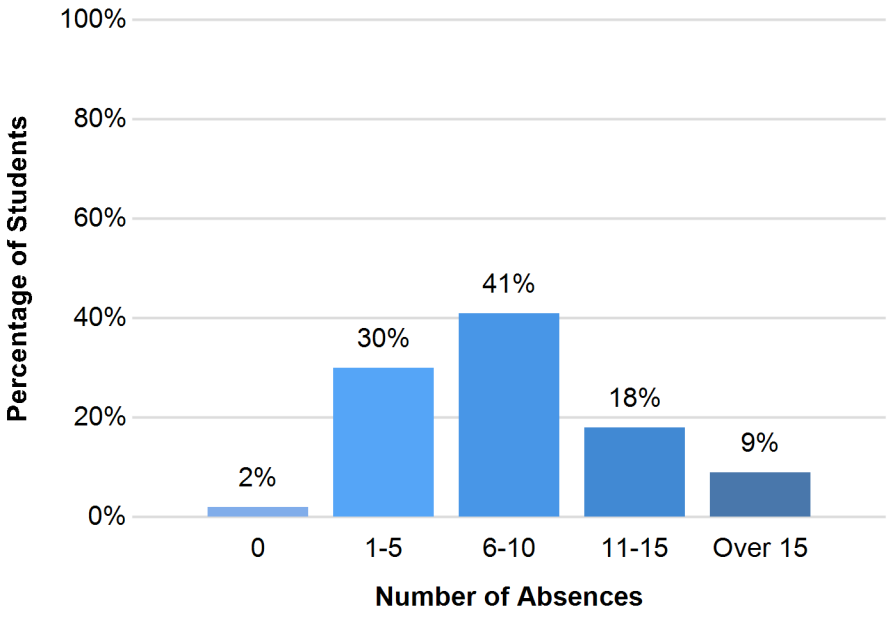
Chronic Absenteeism

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	120	6.4	14.9	Met
White	69	5.5	14.9	Met
Hispanic	17	10.9	14.9	Met
Black or African American	25	7.0	14.9	Met
Asian, Native Hawaiian, or Pacific Islander	3	4.8	14.9	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	14.9	Met
Economically Disadvantaged Students	66	12.1	14.9	Met
Students with Disabilities	57	17.4	14.9	Not Met
English Learners	3	23.1	**	**

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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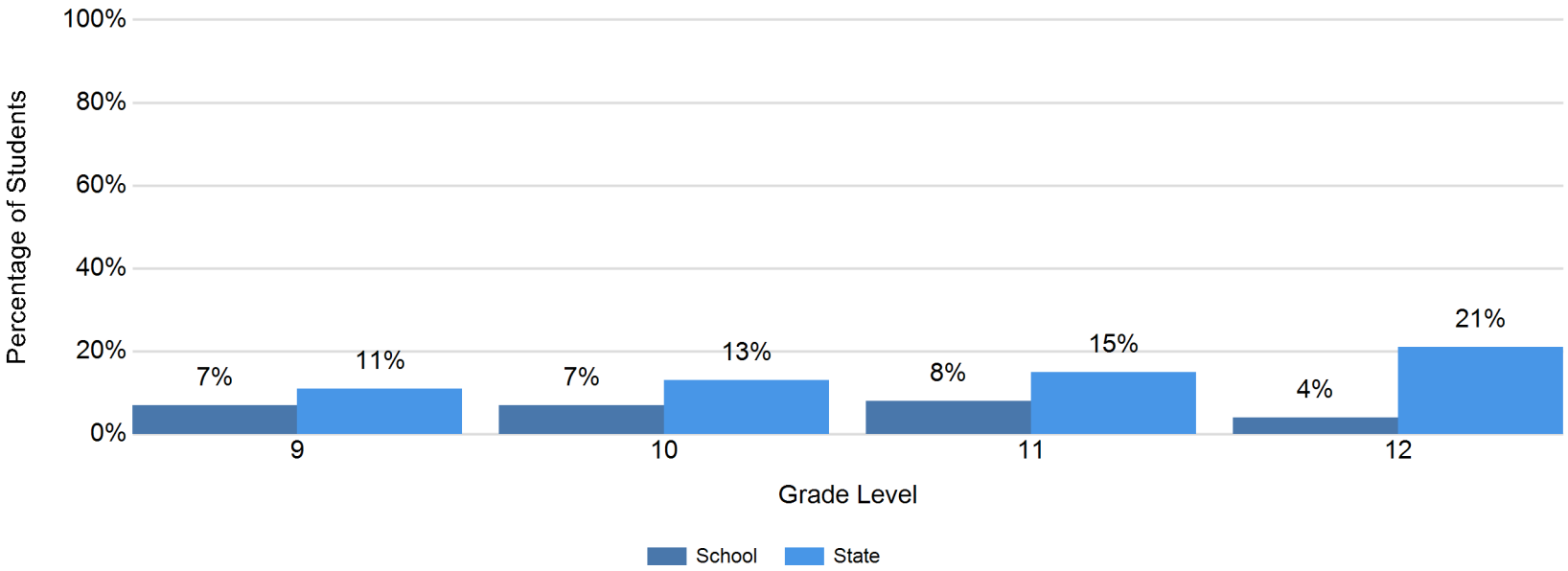
Chronic Absenteeism by Grade

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	14
Weapons	1
Vandalism	2
Substances	20
Harassment, Intimidation, Bullying (HIB)	12
Total Unique Incidents	49
Incidents Per 100 Students Enrolled	2.64

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	11
Weapons	1
Vandalism	2
Substances	16
Harassment, Intimidation, Bullying (HIB)	8
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	1	1
Religion	0	0	0
Ancestry	0	1	1
Gender	0	5	5
Sexual Orientation	0	3	3
Disability	0	1	1
Other	0	8	8
No Identified Nature	0		0

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	41	2.2%
Out-of-School Suspensions	11	0.6%
Any Suspension	49	2.6%
Removal to other education program	*	*
Expulsion	*	*
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
89

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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	7:30 AM
Typical End Time	2:15 PM
Length of School Day	6 Hrs 45 Mins
Full Time - Instructional Time	5 Hrs 20 Mins
Shared Time - Instructional Time	N

Device Ratios

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

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

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)	$448	$11,387	$11,835

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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	128	117,464
Average years experience in public schools	12.7	12.0
Average years experience in district	10.6	10.7
Teachers in district for 4 or more years	75.0%	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	28	9,374
Average years experience in public schools	23.5	16.0
Average years experience in district	16.8	12.0
Administrators in district for 4 or more years	96.4%	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	15:1	13:1
Students to Administrators	371:1	213:1
Teachers to Administrators	26:1	16:1
Students to Librarians/Media Specialists		850:1
Students to Nurses		992:1
Students to Counselors		425:1
Students to Child Study Team		298:1

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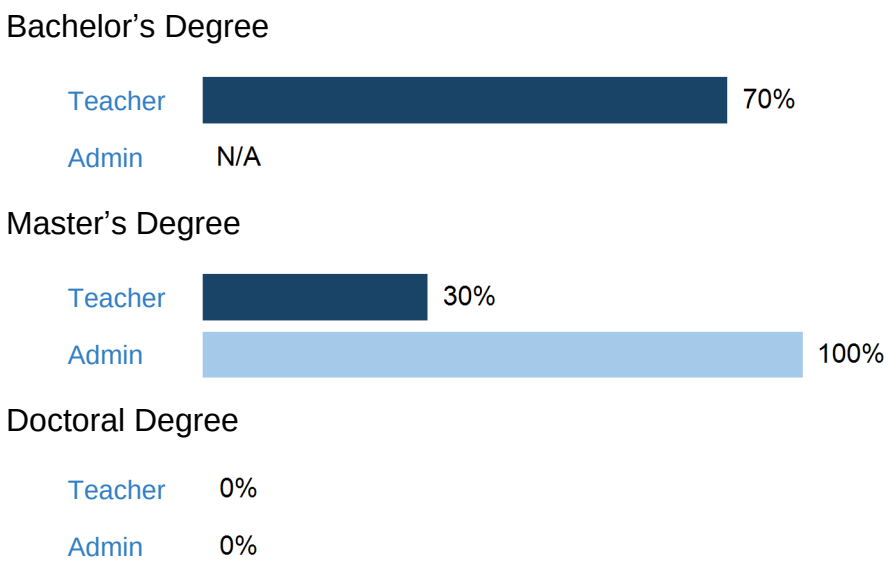
Teachers and Administrators - Level of Education

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	93.9%	90.2%
2016-17 Administrators: Same district 2017-18	89.3%	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	96.0%

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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	60.2%	40.0%
Male	39.8%	60.0%
White	89.8%	80.0%
Hispanic	5.5%	0.0%
Black or African American	3.1%	20.0%
Asian	0.8%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.8%	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	18.05	17.5%
Mathematics Proficiency	42.41	17.5%
Graduation Rate - 4-Year	30.37	25.0%
Graduation Rate - 5-Year	38.51	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	72.13	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	38.62	n/a
Summative Rating: Percentile Rank of Summative Score	30.95	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	Met Target	Not Met	Met Target	Met Target	**	Met	No
White	27.53	8.94	No	Met Target	Met Target†	Met Target	Met Target	n/a	Met	No
Hispanic	55.97	8.94	No	Met Target†	Met Target	Not Met	Met Goal	n/a	Met	No
Black or African American	62.13	8.94	No	Met Target†	Not Met	Not Met	Met Target	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	54.00	8.94	No	Met Target	Met Target	Met Goal	**	n/a	Met	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	N	**	**	**	n/a	Met	No
Economically Disadvantaged Students	34.78	8.94	No	Met Target†	Not Met	Not Met	Met Target	n/a	Met	No
Students with Disabilities	47.09	8.94	No	Not Met	Not Met	Met Target	Met Target	n/a	Not Met	No
English Learners	**	**	No	**	**	**	**	**	**	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:	• Continuing to Integrate technology via 1:1 Chromebook initiative • Comprehensive educational programming including 6 collegiate academies • Offer 52 clubs/activites and 21 interscholastic athletic programs
Mission, Vision, Theme:	Williamstown High School is a four-year comprehensive high school with a focus on academic excellence. We provide an atmosphere where our students become responsible,productive citizens and lifelong learners. We strive to build a learning community in which students are provided a safe, supportive environment in which they are challenged to achieve their full potential. High expectations are communicated to students from all members of the school community.
Awards, Recognition, Accomplishments:	National AP Honor Roll 2018, National Qualifiers in DECA. Commended Student in the 2018 National Merit Scholarship Program. WHS Marching Band Regional Champs. WHS 2000 3rd AFJROTC Program awarded Distinguished Unit w/ Merit. Participated in SJ Honor Flight.Conference Champs in Soccer/Football. Sectional Champs Football. Chamber Choir Semi-Finals in Regional Contest. Supported Red Cross with over 2,800 pints of blood donated.

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Courses, Curriculum, Instruction:	We offer a comprehensive curriculum with over 200 course offerings including: College Prep, Honors, and AP courses. All curricula are regularly updated and rewritten to reflect changes in state standards. Textbook usage varies by program with online learning beginning to dominate the classroom learning environment. Homework policies vary by department and can be accessed online by parents and students. National Honor Society offers afterschool tutoring.
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Cheerleading (Girls), Cross Country (Boys & Girls), Field Hockey (Girls), Football (Boys), Golf (Boys & Girls), Lacrosse (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 (Boys & Girls) In addition to above offerings we also have a fall and winter cheer program which is co-ed. Special awards for athletic participation through December 2018 include: Conference Champs- Boys Soccer Conference Champs Football
Clubs and Activities:	Williamstown High School offers over 52 different clubs and activities to meet the needs of our diverse student body. These clubs are a combination of co-curricular and extra-curricular and meet regularly. Several of these clubs/activities are competitive including: DECA, Mock Trial, Marching Band. Over 50% of our student population participates in these offerings.

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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.

Before and After School Programs:	Offer zero period for our Engineering Academy and ROTC students.
Staff and Professional Learning:	Teachers and administrators participate in a variety of PD opportunities including: T&L Meetings, District PD Days, Contractual PD days, reimbursement of college courses, and online learning. Majority of staff have post-baccalaureate degrees and are currently enrolled in furthering their education.
Postsecondary Information:	85% of the Class of 2018 applied to study at the post-secondary level. 5% of the class opted to enlist in military service and 2% went on to attend trade school 6% went on to FT employment. Students have regular meetings w/ assigned guidance counselors as they apply to colleges. Further support includes: SAT Prep classes, Financial Aid Panning Sessions, College Fairs, etc. Our students have applied to & received acceptance letters from over 208 different post-secondary institutions.

NJ SCHOOL PERFORMANCE REPORT

WILLIAMSTOWN HIGH SCHOOL
(15-3280-050)
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
† This indicates a table specific note,see note below table

School Narrative

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Student Supports and Services:	A range of programs are offered to students requiring additional academic supports. ELL students receive pull out/push in services. Students w/ IEPs have a full spectrum of accommodations including pullout/in-class support, and counseling. I&RS carries a caseload of students and meets regularly throughout the school year.
Student Health and Wellness:	Variety of healthy breakfast and lunch choices are offered daily to students and staff. All students participate in quarterly health classes. Physical education classes and afterschool athletic activities provide students with opportunities for a range of physical activities.
Parent and Community Involvement:	PowerSchool offers a parent portal to ensure access to grades. The Guidance/Counseling Office offers night hours to meet with parents. Our parents also volunteer via booster clubs, Site Council, and parent involvement committee. Student Leadership Group.

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Climate Surveys:	School Climate Survey in the Fall 2018 resulted in the need for improved communication with the various school stakeholder groups. Also, the continued need for facilties improvement. Measures have been in place since Fall 2018 to address the communication pieces of the survey. Followup will take place in Spring 2019.
Facilities:	The original facility was built in 1997 with 2 add'l wings built in 2008. Over 350,000 sq. ft. of tech-supported classrooms, various independent living suites, science labs, theater, 4 gym areas including dance studio, TV studio, 2 cafes w/ kitchen, & media center. Outside includes 13 dedicated sports fields w/ tennis courts.

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Other Information:	Regular school hours are from 7:25AM to 2:11PM. The school day operates on a 9-period schedule (plus a zero period before homeroom). Zero period meets from 6:45AM to 7:25AM. All classes are 40 minutes in length. Students must meet a minimum of 120 credits for graduation. Seniors may opt to attend college courses via the Senior Option Program. The school adheres to state guidelines concerning emergency drills. Two drills are held per month (one fire drill/one emergency drill). Our school shares a Memorandum of Agreement with the local police department. This includes the services of a fulltime School Resource Officer. Our school's technology plan includes the first year of the school-wide 1:1 Chromebook Initiative. Each student has a laptop for school use. The teaching staff have been trained to seamlessly incorporate techology into instruction to enhance the learning experience for every student. Our student information system is PowerSchool. This program allows up-to-date communication between parents/guardians, students, and staff.