NJ SCHOOL PERFORMANCE REPORT

DAVID BREARLEY MIDDLE/HIGH SCHOOL
(39-2420-010)
Grades Offered: 07-12
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
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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	UNION
District	KENILWORTH BORO
Principal Name	MS. CHIBBARO
Address	401 MONROE AVENUE KENILWORTH, NJ 07033
Phone Number	(908)931-9696
Email Address	DANA_CHIBBARO@KENILWORTHSCHOOLS.COM
Website	http://brearleyhigh.kenilworthschools.com/

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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
7	132	144	120
8	113	135	149
9	125	117	120
10	114	125	122
11	131	106	120
12	117	125	108
Total	732	752	739

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	48.3%	50.8%	49.8%
Male	51.7%	49.2%	50.2%
Economically Disadvantaged Students	25.4%	27.1%	25.6%
Students with Disabilities	15.4%	13.9%	16.6%
English Learners	1.5%	1.3%	1.1%
Homeless Students		0.1%	0.3%
Students in Foster Care		0.5%	0.5%
Military-Connected Students		0.1%	0.1%
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	57.9%	56.0%	56.3%
Hispanic	26.5%	28.1%	27.9%
Black or African American	11.1%	11.2%	11.1%
Asian	2.7%	2.9%	3.3%
Native Hawaiian or Pacific Islander	0.5%	0.5%	0.4%
American Indian or Alaska Native	0.1%	0.3%	0.1%
Two or More Races	1.1%	0.9%	0.8%

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	715	733	716
Shared Time Students	32	37	43
Full Time Equivalent	731	752	738

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	81.5%
Spanish	11.0%
Portuguese	4.4%
Other Languages	3.1%

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Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** | **Typical Growth: Between 35 and 65** | **High Growth: Greater than 65**

If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short video about Student Growth Percentiles that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

Student Growth

This table shows the median Student Growth Percentile (mSGP) for both English Language Arts/Literacy (ELA) and Mathematics both overall and for each student group with comparisons to the district and the state. This table also shows whether each mSGP Met Standard (40-59.5) as required by ESSA accountability.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	55	50	50	Met Standard	43.5	40	50	Met Standard
White	54	46.5	50	Met Standard	50	39	51	Met Standard
Hispanic	55	54	49	Met Standard	44	47	48	Met Standard
Black or African American	30	43	44	**	*	33.5	44	**
Asian, Native Hawaiian, or Pacific Islander	87	67	61	**	*	31	61	**
American Indian or Alaska Native	*	*	52	**	N	N	53	**
Two or More Races	*	54.5	49	**	N	*	51	**
Economically Disadvantaged	66	55	48	Exceeds Standard	37	44	47	Not Met
Students with Disabilities	33.5	31	41	Not Met	27.5	29	43	**
English Learners	*	46	54	**	*	59	51	**

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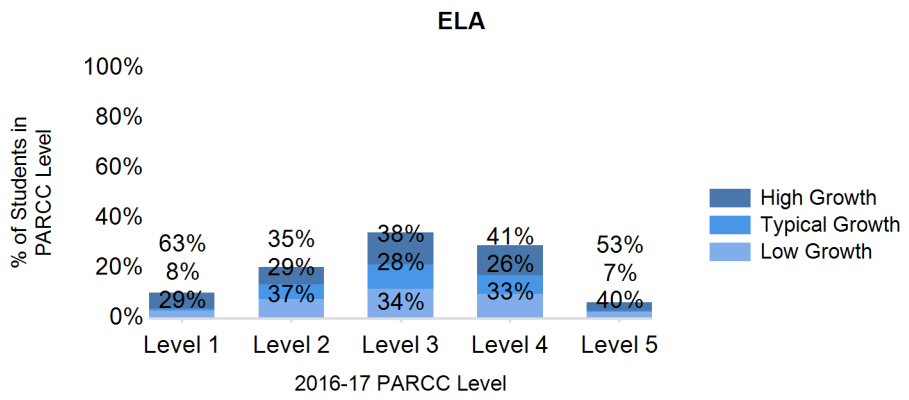
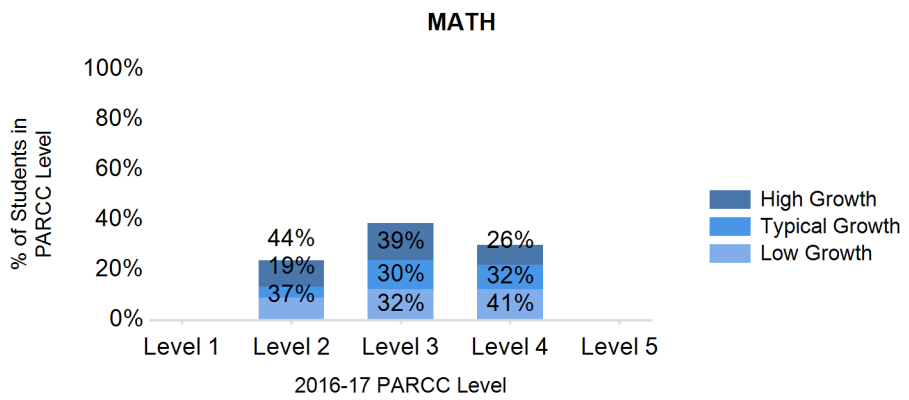
Student Growth by Performance Level

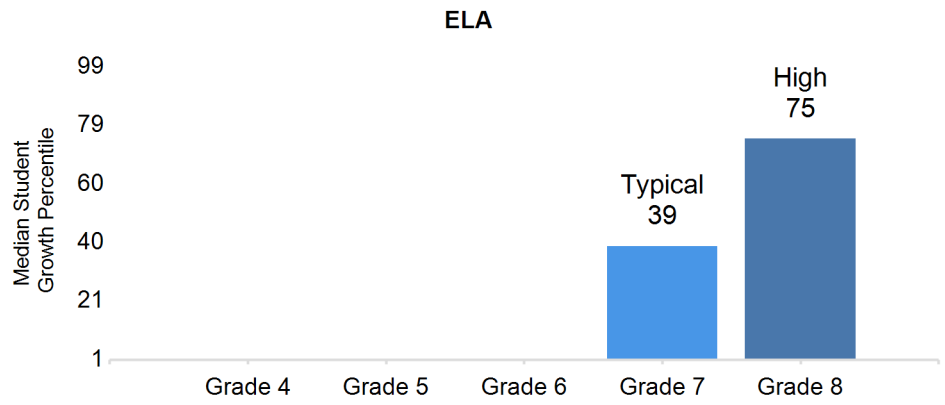
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

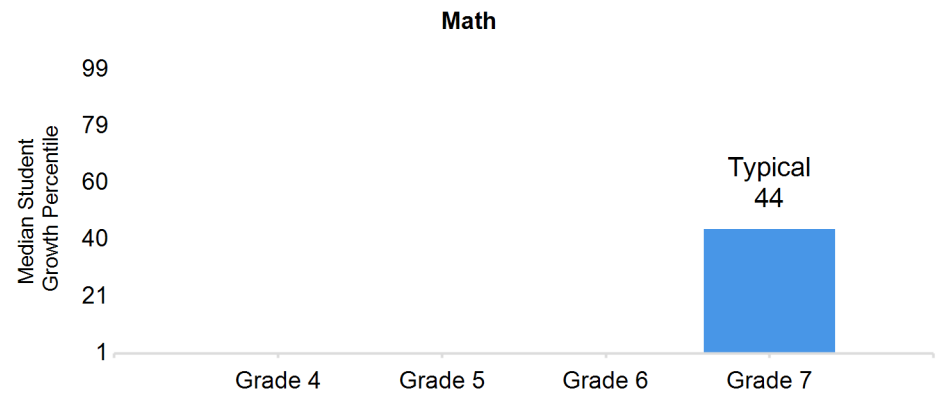




Student Growth by Grade

These graphs show the median Student Growth Percentile for students in each grade.





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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	501	98.5	46.9	46.5	56.7	46.9	36	Met Target
White	277	98.2	44.1	45.1	65.6	44.1	36	Met Target
Hispanic	148	99.3	43.2	42.9	42.5	43.2	34.3	Met Target
Black or African American	50	98.1	56.0	54.8	37.3	56.0	32.3	Met Target
Asian, Native Hawaiian, or Pacific Islander	20	95.2	80.0	68.2	82.3	80.0	N	Met Goal
American Indian or Alaska Native	*	*	*	*	52.7	*	**	**
Two or More Races	*	*	*	*	63.4	*	**	**
Female	261	99.3	56.3	55.7	64.5	56.3		
Male	240	97.6	36.7	37.4	49.4	36.7		
Economically Disadvantaged Students	120	98.4	40.9	35.6	38.5	40.9	25.1	Met Target
Non-Economically Disadvantaged Students	381	98.5	48.8	49.6	67.5	48.8		
Students with Disabilities	87	98.9	11.5	12.5	21.6	11.5	11.8	Met Target†
Students without Disabilities	414	98.4	54.4	53.6	63.9	54.4		
English Learners	11	100.0	27.3	*	27.3	27.3	**	**
Non-English Learners	490	98.4	47.3	*	59.4	47.3		
Homeless Students	*	*	*	*	27.7	*		
Students In Foster Care	*	*	*	*	26.3	*		
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 7

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	118	749	749	760	12%	10%	21%	42%	15%	57%	63%
White	69	742	742	768	14%	14%	17%	*	*	54%	72%
Hispanic	31	751	751	746	*	*	*	*	*	61%	49%
Black or African American	*	*	*	740	*	*	*	*	*	*	42%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	790	*	*	*	*	*	*	87%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	57%
Two or More Races	N	N	N	767	N	N	N	N	N	N	68%
Female	55	758	758	769	*	*	27%	*	*	64%	72%
Male	63	741	741	752	*	*	16%	*	*	51%	54%
Economically Disadvantaged Students	27	745	745	742	*	*	*	*	*	52%	44%
Non-Economically Disadvantaged Students	91	750	750	771	*	*	*	*	*	58%	73%
Students with Disabilities	19	713	713	721	*	*	*	*	*	32%	22%
Students without Disabilities	99	756	756	768	*	*	*	*	*	62%	71%
English Learners	*	*	*	705	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	762	*	*	*	*	*	*	64%
Homeless Students	N	N	N	729	N	N	N	N	N	N	32%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	25%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	64%
Migrant Students	N	N	N	716	N	N	N	N	N	N	21%

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 8

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	145	754	754	759	*	*	23%	39%	17%	56%	60%
White	84	755	755	767	*	*	29%	37%	17%	54%	70%
Hispanic	41	748	748	744	*	*	*	*	*	51%	45%
Black or African American	*	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	789	*	*	*	*	*	*	86%
American Indian or Alaska Native	*	*	*	759	*	*	*	*	*	*	59%
Two or More Races	*	*	*	766	*	*	*	*	*	*	66%
Female	83	761	761	768	*	*	19%	*	*	67%	69%
Male	62	745	745	751	*	*	27%	*	*	40%	52%
Economically Disadvantaged Students	37	751	751	740	*	*	*	*	*	54%	42%
Non-Economically Disadvantaged Students	108	755	755	769	*	*	*	*	*	56%	71%
Students with Disabilities	18	720	720	719	*	*	*	*	*	11%	19%
Students without Disabilities	127	759	759	766	*	*	*	*	*	62%	68%
English Learners	*	*	*	703	*	*	*	*	*	*	*
Non-English Learners	*	*	*	761	*	*	*	*	*	*	*
Homeless Students	N	N	N	727	N	N	N	N	N	N	27%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	61%
Migrant Students	N	N	N	718	N	N	N	N	N	N	21%

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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	119	732	732	752	18%	22%	28%	*	*	33%	55%
White	69	729	729	760	19%	23%	30%	*	*	28%	64%
Hispanic	33	725	725	735	*	*	*	*	*	24%	38%
Black or African American	*	*	*	734	*	*	*	*	*	*	34%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	782	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	752	N	N	N	N	N	N	51%
Two or More Races	N	N	N	760	N	N	N	N	N	N	63%
Female	61	740	740	759	*	18%	26%	*	*	43%	63%
Male	58	724	724	744	*	26%	29%	*	*	22%	46%
Economically Disadvantaged Students	32	722	722	733	31%	*	*	*	*	25%	34%
Non-Economically Disadvantaged Students	87	736	736	761	13%	*	*	*	*	36%	65%
Students with Disabilities	25	696	696	716	*	*	*	*	*	*	15%
Students without Disabilities	94	742	742	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	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

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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	124	736	736	749	20%	18%	21%	31%	10%	41%	51%
White	58	735	735	756	22%	17%	21%	*	*	40%	58%
Hispanic	44	735	735	733	*	27%	*	*	*	39%	38%
Black or African American	18	736	736	728	*	0%	*	*	*	50%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	782	*	*	*	*	*	*	78%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	50%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	66	742	742	759	*	18%	24%	*	*	45%	60%
Male	58	729	729	739	*	17%	17%	*	*	36%	42%
Economically Disadvantaged Students	26	724	724	730	*	*	*	*	*	27%	34%
Non-Economically Disadvantaged Students	98	739	739	758	*	*	*	*	*	45%	59%
Students with Disabilities	23	693	693	707	*	*	*	*	*	*	15%
Students without Disabilities	101	746	746	756	*	*	*	*	*	*	57%
English Learners	N	N	N	684	N	N	N	N	N	N	*
Non-English Learners	124	736	736	752	20%	18%	21%	31%	10%	41%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	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	113	730	730	736	22%	21%	20%	*	*	36%	39%
White	69	727	727	737	23%	25%	20%	*	*	32%	41%
Hispanic	24	725	725	731	*	*	*	*	*	33%	35%
Black or African American	13	751	751	729	*	*	*	*	*	62%	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	58	742	742	745	*	*	*	*	*	47%	48%
Male	55	717	717	728	*	*	*	*	*	25%	31%
Economically Disadvantaged Students	31	718	718	730	35%	*	*	*	*	29%	33%
Non-Economically Disadvantaged Students	82	734	734	739	17%	*	*	*	*	39%	42%
Students with Disabilities	27	702	702	708	41%	37%	*	*	*	15%	13%
Students without Disabilities	86	739	739	742	16%	16%	*	*	*	43%	44%
English Learners	N	N	N	702	N	N	N	N	N	N	*
Non-English Learners	113	730	730	738	22%	21%	20%	*	*	36%	*
Homeless Students	N	N	N	721	N	N	N	N	N	N	22%
Students in Foster Care	*	*	*	708	*	*	*	*	*	*	19%
Military-Connected Students	*	*	*	729	*	*	*	*	*	*	31%
Migrant Students	N	N	N	707	N	N	N	N	N	N	*

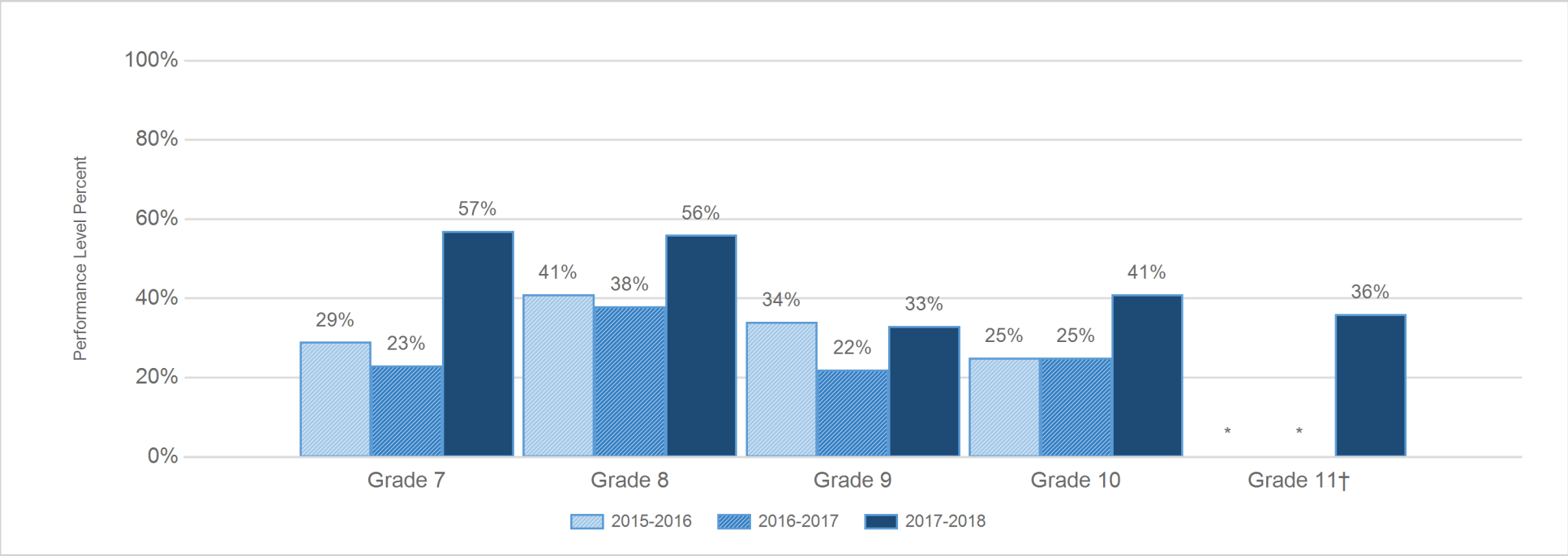
NJ SCHOOL PERFORMANCE REPORT

DAVID BREARLEY MIDDLE/HIGH SCHOOL
(39-2420-010)
Grades Offered: 07-12
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

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.

NJ SCHOOL PERFORMANCE REPORT

DAVID BREARLEY MIDDLE/HIGH SCHOOL
(39-2420-010)
Grades Offered: 07-12
2017-2018

Report Key:
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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	487	98.4	22.4	28.7	45.0	22.4	22.2	Met Target
White	270	97.5	24.5	30.8	54.1	24.5	20.8	Met Target
Hispanic	145	99.3	13.8	19.3	29.2	13.8	25	Not Met
Black or African American	45	100.0	20.0	28.1	23.4	20.0	13	Met Target
Asian, Native Hawaiian, or Pacific Islander	21	100.0	57.1	60.0	77.0	57.1	N	N
American Indian or Alaska Native	*	*	*	*	42.5	*	**	**
Two or More Races	*	*	*	*	53.0	*	**	**
Female	251	98.8	21.9	28.6	46.0	21.9		
Male	236	98.0	22.9	28.8	43.9	22.9		
Economically Disadvantaged Students	119	99.2	19.3	20.7	26.6	19.3	15.1	Met Target
Non-Economically Disadvantaged Students	368	98.2	23.4	31.1	55.9	23.4		
Students with Disabilities	85	97.7	*	*	17.1	*	9.4	Not Met
Students without Disabilities	402	98.6	*	*	50.5	*		
English Learners	11	100.0	18.2	15.2	24.6	18.2	**	**
Non-English Learners	476	98.4	22.5	29.5	46.9	22.5		
Homeless Students	*	*	*	*	17.3	*		
Students In Foster Care	*	*	*	*	16.2	*		
Military-Connected Students	N	N	N	N	45.8	N		
Migrant Students	N	N	N	N	23.7	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

DAVID BREARLEY MIDDLE/HIGH SCHOOL
(39-2420-010)
Grades Offered: 07-12
2017-2018

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Mathematics Assessment - Performance by Grade: Grade 7

This table shows participation and performance on the Mathematics 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: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level 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	118	741	741	743	8%	17%	39%	*	*	36%	43%
White	69	741	741	750	*	17%	38%	*	*	35%	54%
Hispanic	31	737	737	732	*	*	52%	*	*	26%	27%
Black or African American	*	*	*	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	767	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	39%
Two or More Races	N	N	N	748	N	N	N	N	N	N	51%
Female	55	742	742	745	*	*	45%	*	*	33%	45%
Male	63	741	741	741	*	*	33%	*	*	38%	42%
Economically Disadvantaged Students	27	735	735	730	*	*	44%	*	*	26%	24%
Non-Economically Disadvantaged Students	91	743	743	751	*	*	37%	*	*	38%	55%
Students with Disabilities	19	713	713	717	*	*	*	*	*	*	12%
Students without Disabilities	99	747	747	748	*	*	*	*	*	*	50%
English Learners	*	*	*	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	744	*	*	*	*	*	*	45%
Homeless Students	N	N	N	720	N	N	N	N	N	N	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	42%
Migrant Students	N	N	N	718	N	N	N	N	N	N	11%

NJ SCHOOL PERFORMANCE REPORT

DAVID BREARLEY MIDDLE/HIGH SCHOOL
(39-2420-010)
Grades Offered: 07-12
2017-2018

Report Key:
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Mathematics Assessment - Performance by Grade: Grade 8

This table shows participation and performance on the Mathematics 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: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level 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	100	718	718	728	*	*	*	*	*	*	28%
White	57	720	720	736	21%	33%	33%	*	*	12%	36%
Hispanic	32	715	715	722	*	*	*	*	*	*	22%
Black or African American	*	*	*	715	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	721	N	N	N	N	N	N	21%
Two or More Races	*	*	*	729	*	*	*	*	*	*	28%
Female	55	719	719	731	*	*	*	*	*	*	31%
Male	45	716	716	725	*	*	*	*	*	*	26%
Economically Disadvantaged Students	28	714	714	719	*	*	*	*	*	*	20%
Non-Economically Disadvantaged Students	72	719	719	735	*	*	*	*	*	*	35%
Students with Disabilities	17	701	701	705	*	*	*	*	*	*	*
Students without Disabilities	83	721	721	735	*	*	*	*	*	*	*
English Learners	*	*	*	705	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	729	*	*	*	*	*	*	29%
Homeless Students	N	N	N	708	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	708	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	734	N	N	N	N	N	N	31%
Migrant Students	N	N	N	703	N	N	N	N	N	N	10%

NJ SCHOOL PERFORMANCE REPORT

DAVID BREARLEY MIDDLE/HIGH SCHOOL
(39-2420-010)
Grades Offered: 07-12
2017-2018

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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	159	738	738	746	10%	23%	35%	*	*	33%	46%
White	88	741	741	755	11%	16%	38%	*	*	35%	57%
Hispanic	46	729	729	730	*	35%	30%	*	*	22%	27%
Black or African American	14	737	737	727	0%	*	*	*	*	29%	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	79%
American Indian or Alaska Native	*	*	*	746	*	*	*	*	*	*	49%
Two or More Races	*	*	*	755	*	*	*	*	*	*	54%
Female	81	741	741	748	*	21%	35%	*	*	37%	48%
Male	78	735	735	745	*	24%	35%	*	*	28%	44%
Economically Disadvantaged Students	42	737	737	729	*	*	*	*	*	33%	25%
Non-Economically Disadvantaged Students	117	739	739	756	*	*	*	*	*	32%	57%
Students with Disabilities	30	702	702	716	*	*	*	*	*	*	13%
Students without Disabilities	129	747	747	752	*	*	*	*	*	*	52%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	749	*	*	*	*	*	*	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	16%
Students in Foster Care	*	*	*	712	*	*	*	*	*	*	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%

NJ SCHOOL PERFORMANCE REPORT

DAVID BREARLEY MIDDLE/HIGH SCHOOL
(39-2420-010)
Grades Offered: 07-12
2017-2018

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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	97	722	722	735	*	*	*	*	*	*	30%
White	53	723	723	740	*	*	*	*	*	*	37%
Hispanic	32	721	721	723	*	*	*	*	*	*	14%
Black or African American	10	720	720	719	*	*	*	*	*	10%	11%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	760	*	*	*	*	*	*	65%
American Indian or Alaska Native	N	N	N	734	N	N	N	N	N	N	28%
Two or More Races	*	*	*	741	*	*	*	*	*	*	39%
Female	51	722	722	736	*	*	*	*	*	*	30%
Male	46	722	722	734	*	*	*	*	*	*	29%
Economically Disadvantaged Students	25	721	721	722	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	72	723	723	741	*	*	*	*	*	*	38%
Students with Disabilities	22	714	714	713	*	*	*	*	*	*	*
Students without Disabilities	75	725	725	738	*	*	*	*	*	*	*
English Learners	N	N	N	711	N	N	N	N	N	N	*
Non-English Learners	97	722	722	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

DAVID BREARLEY MIDDLE/HIGH SCHOOL
(39-2420-010)
Grades Offered: 07-12
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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	108	713	713	727	*	*	*	*	*	*	30%
White	59	712	712	733	*	*	*	*	*	*	35%
Hispanic	26	708	708	710	*	*	*	*	*	*	14%
Black or African American	14	714	714	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	62	715	715	728	*	*	*	*	*	*	30%
Male	46	711	711	727	*	*	*	*	*	*	30%
Economically Disadvantaged Students	21	704	704	709	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	87	715	715	736	*	*	*	*	*	*	37%
Students with Disabilities	18	685	685	693	*	*	*	*	*	*	*
Students without Disabilities	90	719	719	732	*	*	*	*	*	*	*
English Learners	N	N	N	691	N	N	N	N	N	N	*
Non-English Learners	108	713	713	729	*	*	*	*	*	*	*
Homeless Students	N	N	N	703	N	N	N	N	N	N	10%
Students in Foster Care	*	*	*	693	*	*	*	*	*	*	*
Military-Connected Students	*	*	*	717	*	*	*	*	*	*	20%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%

NJ SCHOOL PERFORMANCE REPORT

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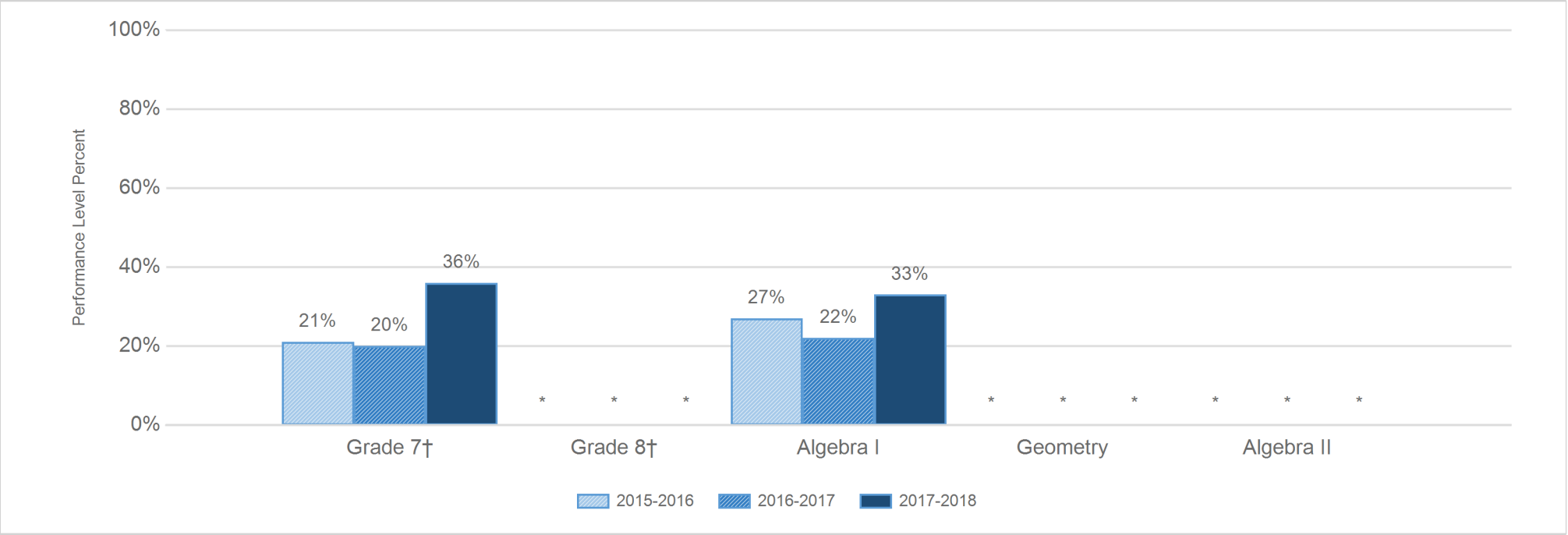
Mathematics Assessment – Performance Trends

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.

NJ SCHOOL PERFORMANCE REPORT

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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
7	N	N
8	*	*
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	*	*	*

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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.

NJ SCHOOL PERFORMANCE REPORT

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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	100.0%	85.0%
12th graders taking SAT in 2017-18 or prior years	77.2%	72.2%
12th graders taking ACT in 2017-18 or prior years	20.5%	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	439	478	Grade 10: 430 Grade 11: 460	48%	62%
PSAT 10/NMSQT - Math	434	478	Grade 10: 480 Grade 11: 510	20%	42%
SAT - Reading and Writing	506	542	480	69%	72%
SAT - Math	490	543	530	34%	54%
ACT - Reading	23	24	22	50%	62%
ACT - English	20	24	18	73%	78%
ACT - Math	21	24	22	45%	62%
ACT - Science	21	23	23	32%	53%

NJ SCHOOL PERFORMANCE REPORT

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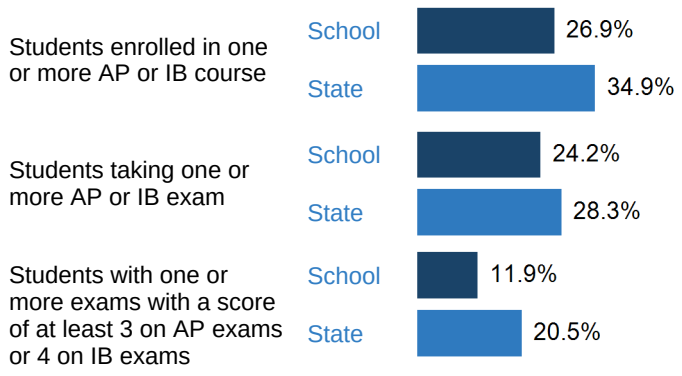
Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (IB)** courses and exams and **dual enrollment** courses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

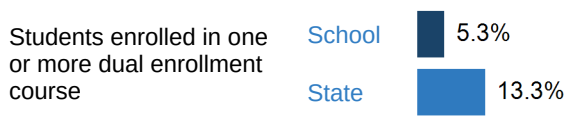
AP/IB Coursework – Participation and Performance

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	13	13
AP Calculus AB	14	14
AP Calculus BC	1	1
AP Chemistry	0	2
AP English Language and Composition	10	10
AP English Literature and Composition	8	8
AP Environmental Science	38	36
AP Physics 1	0	1
AP Physics C	1	0
AP Physics C: Electricity and Magnetism	0	1
AP Physics C: Mechanics	0	1
AP Psychology	4	4
AP Spanish Language	5	4
AP Studio Art—Drawing Portfolio	1	0
AP Studio Art—Two-Demensional	1	1
AP U.S. History	29	23

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AP/IB Course	Students Enrolled	Students Tested
AP World History	18	17
Total Exams taken		136
Exams with scores of at least 3 on AP exams or 4 on IB exams		50

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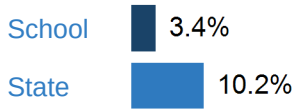
This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit the NJDOE's Career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

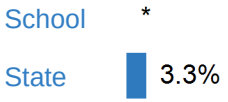
CTE Concentrators
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



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	*
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	*	*	*
Arts, AV Technology & Communications	*		
Education and Training	*		
Health Science	*	*	*
Hospitality & Tourism	*		
Human Services	14		
Information Technology	0	*	*
Law, Public Safety, Corrections & Security	*		
Manufacturing	*		
Transportation, Distribution & Logistics	*	*	*
Total (All Clusters)	43	*	*

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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
7	0	0	0	0	0	0	120
8	49	0	0	0	0	0	127
9	108	11	0	0	0	0	6
10	9	82	14	12	0	0	16
11	2	8	74	15	7	3	40
12	1	6	14	11	12	28	41
Total	169	107	102	38	19	31	350
Enrolled in AP/IB Course					15	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0

Science - Course Participation

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

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	119	4	0	2	0	0
10	16	117	0	2	0	0
11	5	15	0	44	93	7
12	2	15	36	29	39	4
Total	142	151	36	77	132	11
Enrolled in AP/IB Course	13	0		38	1	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	1

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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	0	5	0	0	0	119
10	0	107	0	10	8	46
11	16	19	6	6	2	97
12	5	11	4	10	6	51
Total	21	142	10	26	16	313
Enrolled in AP/IB Course	18	29	0	4		0
Enrolled in Dual Enrollment Course	0	1	10	0	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
7	118	0	117	0	0	0	0
8	130	0	22	0	0	0	0
9	97	0	25	0	0	0	0
10	101	0	14	0	0	0	0
11	46	1	1	0	0	0	1
12	11	0	3	0	1	1	1
Total	503	1	182	0	1	1	2
Enrolled in AP/IB Course	5	0	0	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	68	0	12	0	0	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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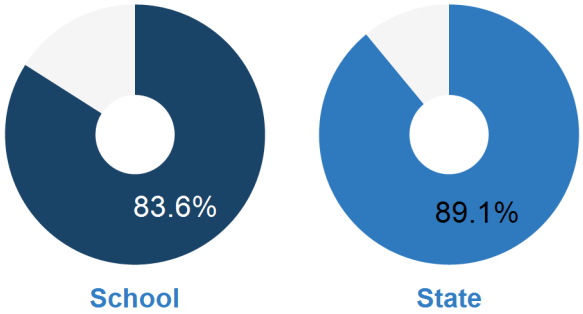
Visual and Performing Arts – Course Participation

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.

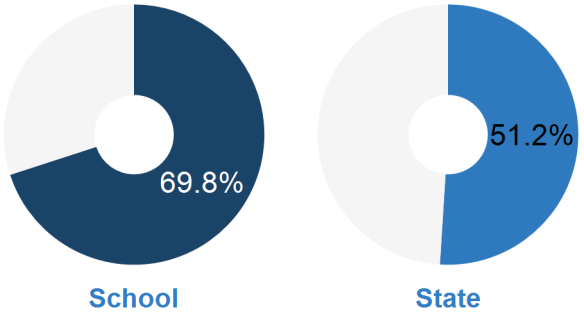
Grades 6-8:

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

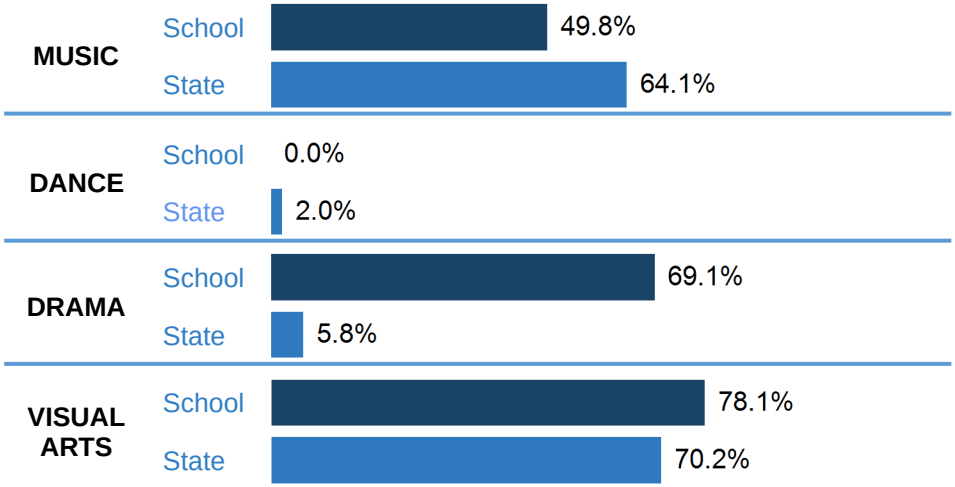


Grades 9-12:

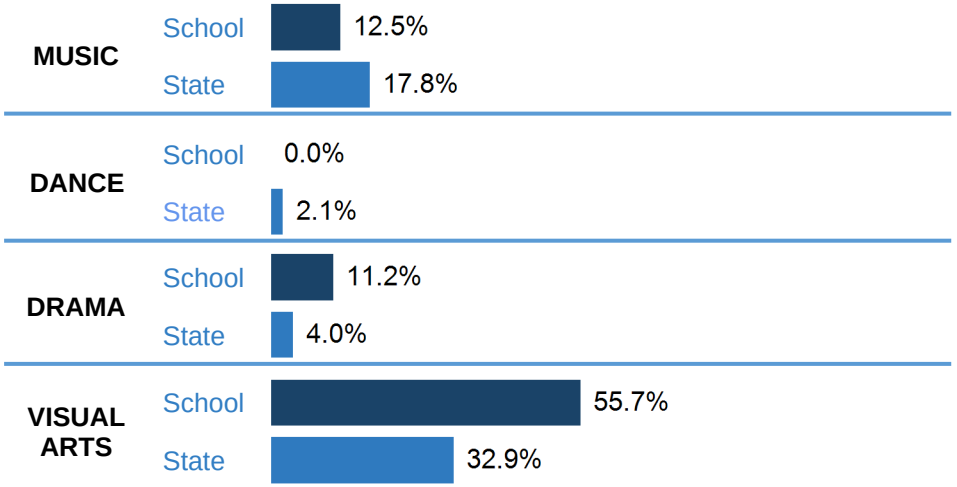
Students enrolled in one or more **visual and performing arts** classes



Students enrolled in one or more classes by discipline:



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	86.7%	90.9%	95.8%	92.4%	93.7%	93.9%	Not Met	96.8%	N	Met Goal
White	85.3%	95.0%	95.1%	95.7%	95.1%	N	Met Goal	95.3%	N	Met Goal
Hispanic	85.7%	84.8%	94.4%	87.3%	88.9%	92.8%	Not Met	97.4%	N	Met Goal
Black or African American	*	84.2%	100.0%	86.8%	100.0%	**	**	100.0%	**	**
Asian, Native Hawaiian or Pacific Islander	*	97.0%	*	97.7%	*	**	**	*	**	**
American Indian or Alaska Native	N	86.5%	*	94.1%	*	**	**	*	**	**
Two or More Races	N	92.0%	*	93.9%	*	**	**	*	**	**
Economically Disadvantaged Students	81.6%	84.6%	91.4%	87.0%	83.3%	93.1%	Not Met	92.9%	96.0%	Not Met
Students with Disabilities	87.5%	80.1%	90.5%	83.5%	81.0%	N	N	81.3%	**	**
English Learners	*	75.8%	*	81.8%	*	**	**	*	**	**
Homeless Students	N	72.6%	N	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	37.5%	34.6%
Substitute Competency Test	51.0%	51.9%
Portfolio Appeals Process	0.0%	1.0%
Alternate Requirements specified in IEP	10.6%	11.5%
Unknown	1.0%	1.0%

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	86.7%	-
2017	93.7%	95.8%
2016	95.9%	96.8%

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	0.2%	1.2%
2016-2017	0.4%	1.1%
2015-2016	0.2%	1.2%

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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	75%	44.9%	55.1%
White	69.8%	43.2%	56.8%
Hispanic	77.3%	41.2%	58.8%
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	80%	45%	55%
Students with Disabilities	50%	80%	20%
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	79.8%	42.1%	57.9%	82.1%	17.9%	85.3%	14.7%
White	84.5%	35%	65%	83.3%	16.7%	85%	15%
Hispanic	72.4%	52.4%	47.6%	85.7%	14.3%	90.5%	9.5%
Black or African American	66.7%	60%	40%	70%	30%	70%	30%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*	*
Two or More Races	N	N	N	N	N	N	N
Economically Disadvantaged Students	80.6%	48%	52%	88%	12%	88%	12%
Students with Disabilities	*	*	*	*	*	*	*
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.

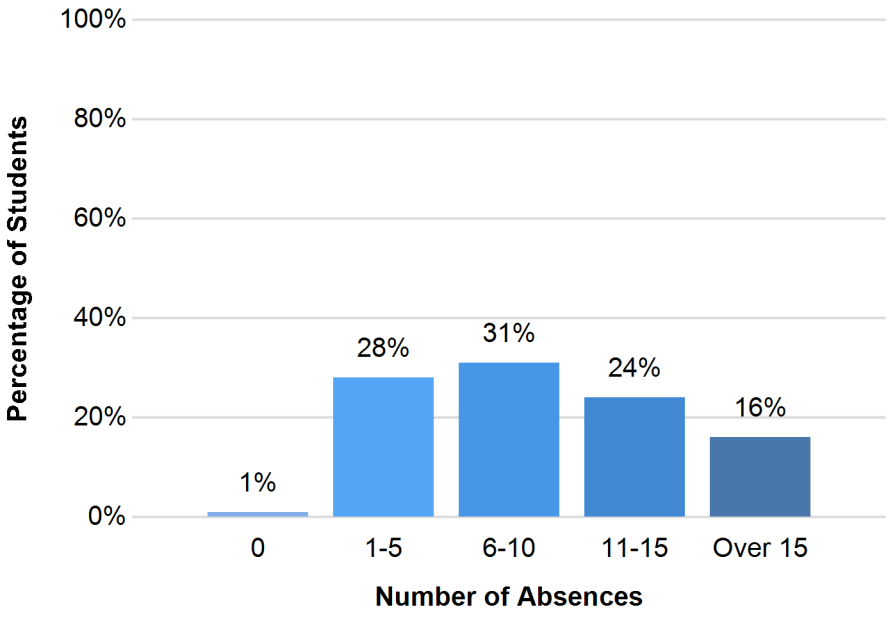
Chronic Absenteeism

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	85	11.0	13.3	Met
White	54	12.4	13.3	Met
Hispanic	23	10.6	13.3	Met
Black or African American	5	6.0	13.3	Met
Asian, Native Hawaiian, or Pacific Islander	2	6.9	13.3	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Economically Disadvantaged Students	26	13.4	13.3	Not Met
Students with Disabilities	23	16.1	13.3	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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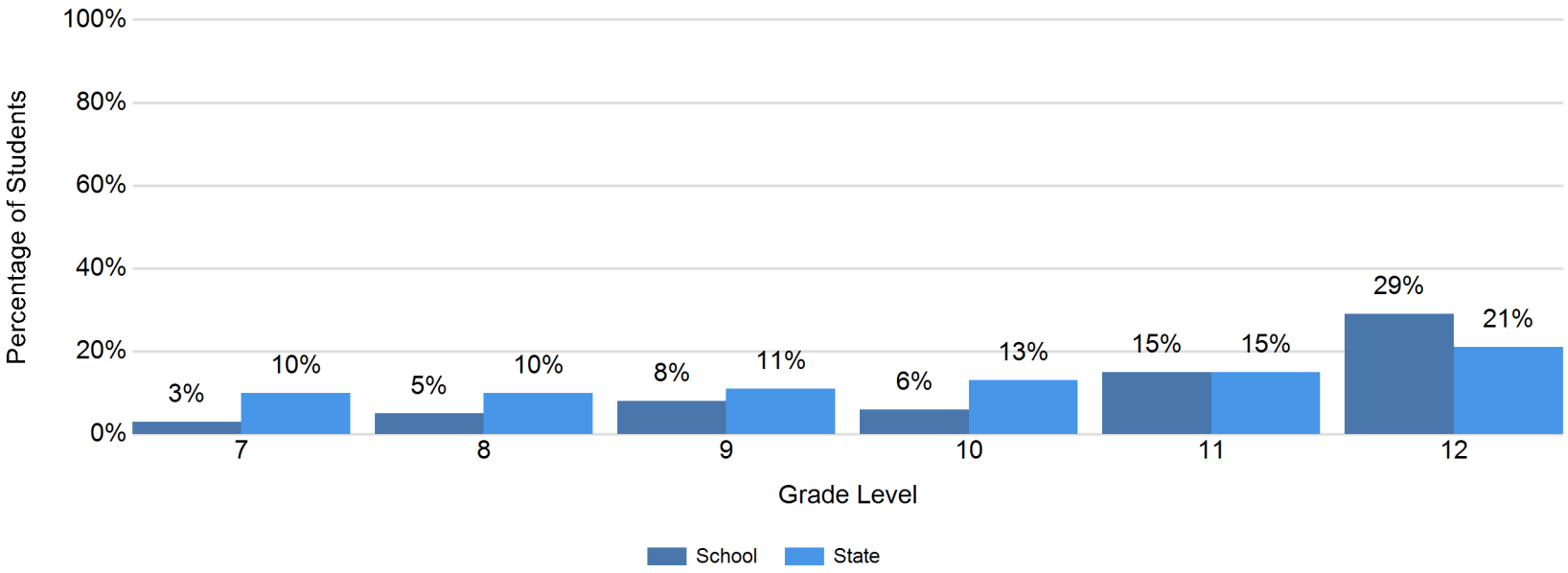
Chronic Absenteeism by Grade

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	26
Weapons	1
Vandalism	3
Substances	1
Harassment, Intimidation, Bullying (HIB)	12
Total Unique Incidents	43
Incidents Per 100 Students Enrolled	5.83

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	3
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	1

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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.

Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	5	5
Sexual Orientation	0	4	4
Disability	0	0	0
Other	3	8	11
No Identified Nature	9		9

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	0	0.0%
Out-of-School Suspensions	48	6.5%
Any Suspension	48	6.5%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
191

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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	8:00 AM
Typical End Time	2:45 PM
Length of School Day	6 Hrs 45 Mins
Full Time - Instructional Time	6 Hrs 15 Mins
Shared Time - Instructional Time	3 Hrs. 5 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	1.9:1

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)	$332	$14,458	$14,790

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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	65	117,464
Average years experience in public schools	12.7	12.0
Average years experience in district	11.0	10.7
Teachers in district for 4 or more years	78.5%	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	11	9,374
Average years experience in public schools	20.5	16.0
Average years experience in district	8.4	12.0
Administrators in district for 4 or more years	54.5%	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	11:1	11:1
Students to Administrators	184:1	131:1
Teachers to Administrators	16:1	12:1
Students to Librarians/Media Specialists		721:1
Students to Nurses		1442:1
Students to Counselors		240:1
Students to Child Study Team		240:1

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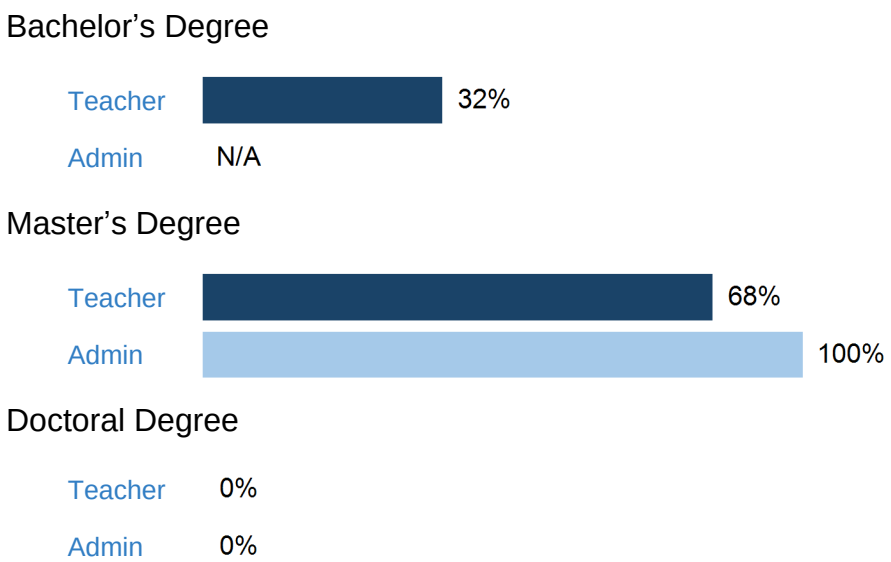
Teachers and Administrators - Level of Education

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



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

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

Job Type	District	State
2016-17 Teachers: Same district 2017-18	91.3%	90.2%
2016-17 Administrators: Same district 2017-18	80.0%	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	98.4%

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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	64.6%	75.0%
Male	35.4%	25.0%
White	95.4%	100.0%
Hispanic	1.5%	0.0%
Black or African American	1.5%	0.0%
Asian	0.0%	0.0%
American Indian or Alaska Native	1.5%	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	39.58	12.5%
Mathematics Proficiency	20.83	12.5%
Graduation Rate - 4-Year	29.79	15.0%
Graduation Rate - 5-Year	61.70	15.0%
English Language Arts Growth	83.33	15.0%
Mathematics Growth	48.89	15.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	45.45	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	47.93	n/a
Summative Rating: Percentile Rank of Summative Score	50.00	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	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	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	Met Target	Not Met	Met Goal	Met Standard	Met Standard	**	Met	No
White	45.56	21.20	No	Met Target	Met Target	Met Goal	Met Goal	Met Standard	Met Standard	n/a	Met	No
Hispanic	50.08	21.20	No	Met Target	Not Met	Not Met	Met Goal	Met Standard	Met Standard	n/a	Met	No
Black or African American	**	**	No	Met Target	Met Target	**	**	**	**	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	Met Goal	N	**	**	**	**	n/a	Met	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	46.36	21.20	No	Met Target	Met Target	Not Met	Not Met	Exceeds Standard	Not Met	n/a	Not Met	No
Students with Disabilities	**	**	No	Met Target†	Not Met	N	**	Not Met	**	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:	• The Kenilworth Schoalrs' Academy provides a highly rigorous academic program for students in Grades 7-12. • David Brearley works to promote diversity by being a NJ Choice school for students looking for a rigorous setting. • Thanks to a very comprehensive and rich program of studies, all learners? needs are addressed.
Mission, Vision, Theme:	The Kenilworth Public Schools, the center of a small, supportive community, is dedicated to creating adaptable lifelong learners who are capable of making critical and informed decisions as responsible citizens. Together, we set high expectations for student achievement according to individual goals as external standards. Our curriculum, instructional program, services and resources evolve and adapt to an ever changing world.
Awards, Recognition, Accomplishments:	David Brearley is a progressive middle high school located in Union County, NJ. According to Niche, David Brearley was ranked as fifth safest high school in the state of New Jersey. Also, while being one of the most diverse high schools in the state, over 80% of its graduates of the class of 2017 went on to two or four year colleges and universities.

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Courses, Curriculum, Instruction:	David Brearley offers a comprehensive curriculum which includes a multitude of advanced placement and virtual high school courses, dual credit courses with our partner in union county college, as well as a world-class young scholars academy aimed at student entrance into our nation?s most competitive universities.
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Football (Boys), Golf (Coed), Gymnastics (Girls), Ice Hockey (Coed), Soccer (Boys & Girls), Softball (Girls), Swimming (Coed), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Wrestling (Coed) Male and female student athletes at David Bradley have the opportunity to participate in multiple sports activities throughout three seasons of the school year. David Brearley prides itself on the number of students who participate in sports. Sports are successful and each year, most of Brearley?s sports teams compete for sectional and state titles.
Clubs and Activities:	Students at David Brearley participate in many clubs and activities to provide service projects for school and community: National Honor Society, Junior National Honor Society, Peer Leadership, Marching Band, Choir, Forensics Team, Yearbook, School Newspaper, Student Council, Bears That Care, Literary Magazine, Race Matters Alliance.

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Before and After School Programs:	The ACE program allows the students to take approved online courses that are self-paced and adapted to their skill needs and level. The program runs after the standard school day and provides an alternative environment for students to thrive.
Staff and Professional Learning:	The school has a differentiated professional development model which targets the needs of our students. Teachers have opportunities to grow in both internal and external professional development activities.

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Student Supports and Services:	ELL, CST, Peer Tutoring, I&RS programs service and provide support to the students of David Brearley.
Student Health and Wellness:	In addition to providing Physical Education and Health Classes as well as Drivers Education, staff work to ensure students have a safe, engaging, and supportive learning environment.
Parent and Community Involvement:	Parents and community members support the Parent Teacher Organization (PTO) and Special Education Parents Advisory Group (SEPAG).

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers Parents, students, and staff are invited to share their opinions on various topics including school climate, academic performance and assessments, school safety, professional development, community involvement, visibility of administration, strategic planning, structure, and suggestions for improvement.
School Safety:	A full-time School Resource Officer (SRO) is employed by the district and is on site at all times.

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Other Information:	There are many opportunities for students to participate in the arts. Art and Music classes are offered during the school day and extend to after school clubs and activities.