NJ SCHOOL PERFORMANCE REPORT

WESTWOOD JUNIOR/SENIOR HIGH SCHOOL
(03-5755-050)
Grades Offered: PK-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	BERGEN
District	WESTWOOD REGIONAL
Principal Name	MR. CONNELLY
Address	701 RIDGEWOOD ROAD TOWNSHIP OF WASHINGTON, NJ 07676
Phone Number	(201)664-0880
Email Address	FRANK.CONNELLY@WWRSD.ORG
Website	https://www.wwrsd.org/site/default.aspx?DomainID=76
Twitter	https://twitter.com/WestwoodJrSrHS

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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
PK	50	53	62
KG	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	218	215	219
9	212	196	208
10	242	214	200
11	179	236	202
12	179	181	239
Total	1,080	1,095	1,130

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%	51.1%	49.9%
Male	52.1%	48.9%	50.1%
Economically Disadvantaged Students	8.5%	8.5%	7.4%
Students with Disabilities	16.8%	16.8%	18.4%
English Learners	1.1%	0.7%	0.8%
Homeless Students		0.0%	0.1%
Students in Foster Care		0.0%	0.0%
Military-Connected Students		0.2%	0.3%
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	77.2%	77.2%	74.1%
Hispanic	12.4%	12.3%	13.8%
Black or African American	3.4%	3.1%	3.9%
Asian	6.5%	6.8%	7.4%
Native Hawaiian or Pacific Islander	0.0%	0.1%	0.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.6%	0.5%	0.7%

Enrollment Trends by Full/Half Day PK and KG

This table shows number of students in full day and half day Pre-Kindergarten (PK) and Kindergarten (KG) for the past three school years.

Grade	2015-16	2016-17	2017-18
PK - Half Day	18	19	18
PK - Full Day	32	34	44
KG - Half Day	0	0	0
KG - Full Day	0	0	0

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	1,079	1,096	1,127
Shared Time Students	4	2	4
Full Time Equivalent	1,081	1,097	1,129

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	83.9%
Spanish	8.4%
Korean	1.0%
Other Languages	6.7%

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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	32	45	50	Not Met	N	50	50	**
White	31	45	50	Not Met	N	49.5	51	**
Hispanic	34	41	49	Not Met	N	48	48	**
Black or African American	39	56	44	**	N	50	44	**
Asian, Native Hawaiian, or Pacific Islander	38.5	58.5	61	**	N	51.5	61	**
American Indian or Alaska Native	N	*	52	**	N	*	53	**
Two or More Races	*	57	49	**	N	61.5	51	**
Economically Disadvantaged	37	46	48	Not Met	N	50	47	**
Students with Disabilities	29.5	39	41	Not Met	N	42	43	**
English Learners	*	53	54	**	N	51	51	**

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

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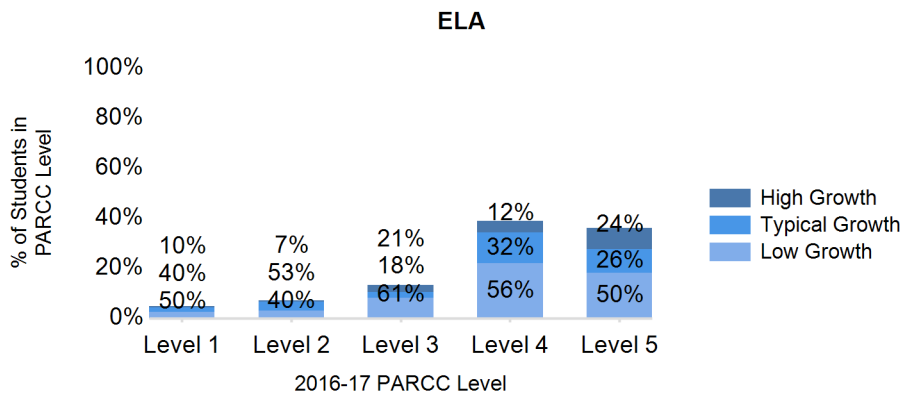
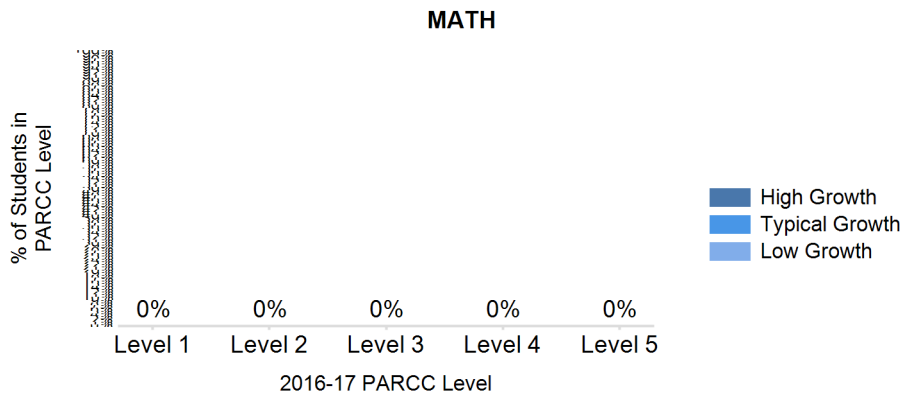
Student Growth by Performance Level

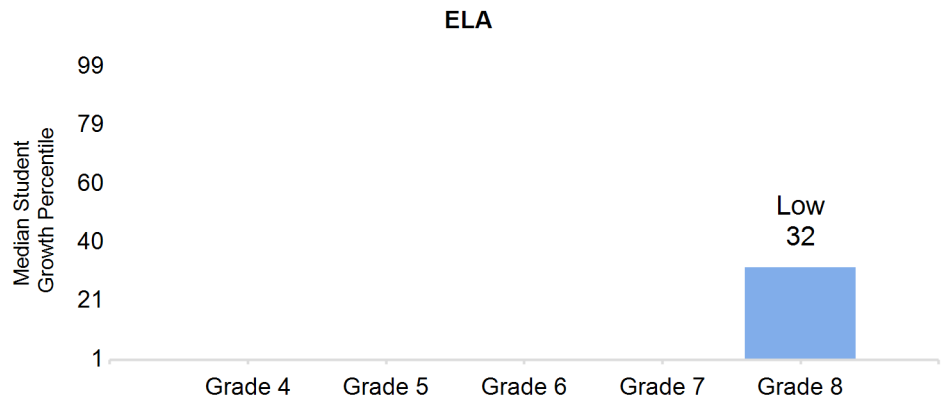
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

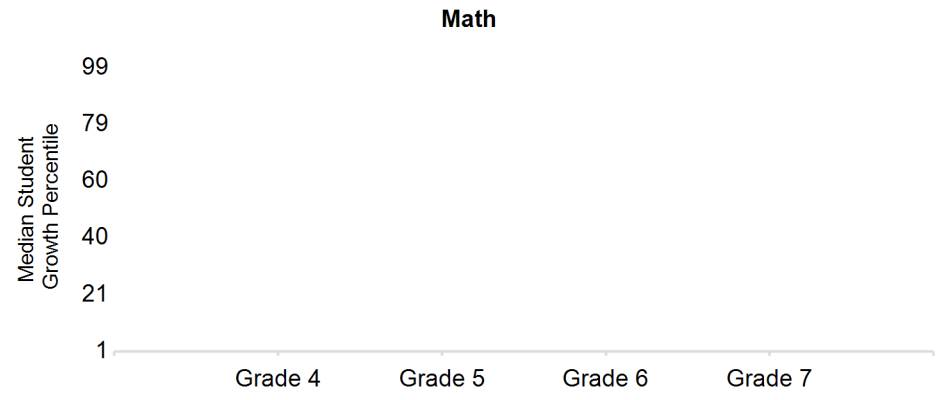




Student Growth by Grade

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	613	97.5	68.5	71.9	56.7	68.5	61.4	Met Target
White	454	97.2	71.8	74.6	65.6	71.8	62	Met Target
Hispanic	82	98.8	47.6	57.2	42.5	47.6	47.6	Met Target
Black or African American	*	*	*	51.9	37.3	*	47.2	Met Target†
Asian, Native Hawaiian, or Pacific Islander	46	97.9	84.8	86.3	82.3	84.8	80	Met Goal
American Indian or Alaska Native	N	N	N	*	52.7	N	**	**
Two or More Races	*	*	*	*	63.4	*	**	**
Female	317	99.1	82.0	82.2	64.5	82.0		
Male	296	95.8	54.0	61.9	49.4	54.0		
Economically Disadvantaged Students	51	96.3	47.0	53.7	38.5	47.0	39.8	Met Target
Non-Economically Disadvantaged Students	562	97.6	70.5	73.7	67.5	70.5		
Students with Disabilities	98	95.2	16.3	*	21.6	16.3	16.5	Met Target†
Students without Disabilities	515	97.9	78.4	*	63.9	78.4		
English Learners	14	100.0	14.3	*	27.3	14.3	**	**
Non-English Learners	599	97.4	69.7	*	59.4	69.7		
Homeless Students	N	N	N	N	27.7	N		
Students In Foster Care	N	N	N	N	26.3	N		
Military-Connected Students	*	*	*	50.0	57.4	*		
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 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	216	761	761	759	7%	12%	16%	46%	19%	65%	60%
White	157	764	764	767	*	*	15%	51%	19%	70%	70%
Hispanic	31	742	742	744	*	*	*	*	*	45%	45%
Black or African American	*	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	15	778	778	789	*	*	0%	*	*	80%	86%
American Indian or Alaska Native	N	N	N	759	N	N	N	N	N	N	59%
Two or More Races	*	*	*	766	*	*	*	*	*	*	66%
Female	99	772	772	768	*	*	10%	58%	23%	81%	69%
Male	117	752	752	751	*	*	21%	36%	16%	52%	52%
Economically Disadvantaged Students	24	742	742	740	*	*	*	*	*	50%	42%
Non-Economically Disadvantaged Students	192	763	763	769	*	*	*	*	*	67%	71%
Students with Disabilities	31	715	715	719	*	*	*	*	*	13%	19%
Students without Disabilities	185	768	768	766	*	*	*	*	*	74%	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	206	770	770	752	*	*	18%	46%	28%	74%	55%
White	161	771	771	760	*	*	16%	48%	29%	76%	64%
Hispanic	22	754	754	735	*	*	45%	*	*	45%	38%
Black or African American	*	*	*	734	*	*	*	*	*	*	34%
Asian, Native Hawaiian, or Pacific Islander	15	785	785	782	0%	0%	*	*	*	93%	83%
American Indian or Alaska Native	N	N	N	752	N	N	N	N	N	N	51%
Two or More Races	*	*	*	760	*	*	*	*	*	*	63%
Female	116	781	781	759	*	*	11%	44%	40%	84%	63%
Male	90	756	756	744	*	*	28%	49%	12%	61%	46%
Economically Disadvantaged Students	12	749	749	733	*	*	*	*	*	50%	34%
Non-Economically Disadvantaged Students	194	771	771	761	*	*	*	*	*	75%	65%
Students with Disabilities	30	725	725	716	*	*	*	*	*	17%	15%
Students without Disabilities	176	778	778	758	*	*	*	*	*	84%	62%
English Learners	N	N	N	691	N	N	N	N	N	N	*
Non-English Learners	206	770	770	755	*	*	18%	46%	28%	74%	*
Homeless Students	N	N	N	720	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	719	N	N	N	N	N	N	20%
Military-Connected Students	*	*	*	749	*	*	*	*	*	*	54%
Migrant Students	N	N	N	696	N	N	N	N	N	N	10%

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	193	762	762	749	9%	10%	15%	46%	21%	66%	51%
White	136	764	764	756	7%	9%	15%	49%	20%	69%	58%
Hispanic	30	749	749	733	*	*	*	*	*	50%	38%
Black or African American	*	*	*	728	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	16	779	779	782	0%	*	*	*	*	81%	78%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	50%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	103	773	773	759	*	*	*	51%	28%	80%	60%
Male	90	748	748	739	*	*	*	39%	12%	51%	42%
Economically Disadvantaged Students	15	728	728	730	*	*	*	*	*	40%	34%
Non-Economically Disadvantaged Students	178	765	765	758	*	*	*	*	*	69%	59%
Students with Disabilities	34	715	715	707	*	*	*	*	*	18%	15%
Students without Disabilities	159	772	772	756	*	*	*	*	*	77%	57%
English Learners	*	*	*	684	*	*	*	*	*	*	*
Non-English Learners	*	*	*	752	*	*	*	*	*	*	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	707	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	706	N	N	N	N	N	N	18%

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

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	64	743	743	736	*	*	27%	*	*	48%	39%
White	39	750	750	737	*	*	28%	*	*	56%	41%
Hispanic	19	733	733	731	*	*	*	*	*	32%	35%
Black or African American	*	*	*	729	*	*	*	*	*	*	31%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	759	*	*	*	*	*	*	60%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	25%
Two or More Races	N	N	N	737	N	N	N	N	N	N	39%
Female	20	743	743	745	*	*	*	*	*	50%	48%
Male	44	744	744	728	*	*	*	*	*	48%	31%
Economically Disadvantaged Students	10	731	731	730	*	*	*	*	*	40%	33%
Non-Economically Disadvantaged Students	54	746	746	739	*	*	*	*	*	50%	42%
Students with Disabilities	14	723	723	708	*	*	*	*	*	21%	13%
Students without Disabilities	50	749	749	742	*	*	*	*	*	56%	44%
English Learners	*	*	*	702	*	*	*	*	*	*	*
Non-English Learners	*	*	*	738	*	*	*	*	*	*	*
Homeless Students	N	N	N	721	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	708	N	N	N	N	N	N	19%
Military-Connected Students	N	N	N	729	N	N	N	N	N	N	31%
Migrant Students	N	N	N	707	N	N	N	N	N	N	*

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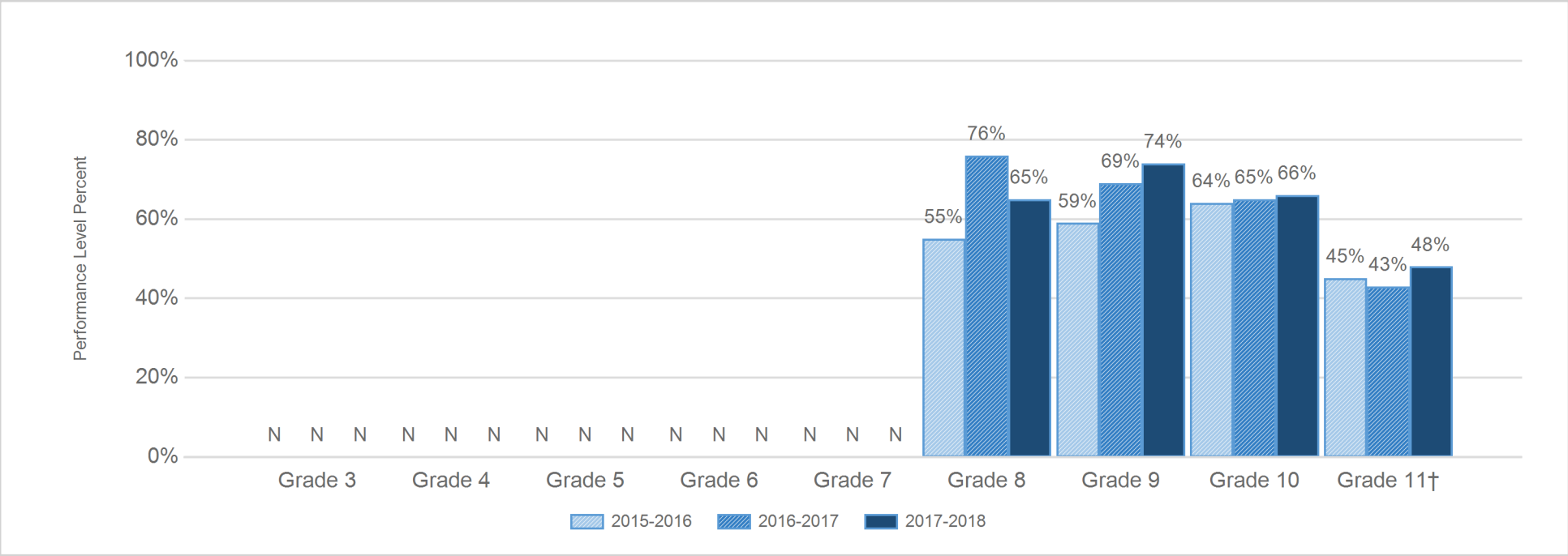
English Language Arts/Literacy Assessment - Performance Trends

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



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

NJ SCHOOL PERFORMANCE REPORT

WESTWOOD JUNIOR/SENIOR HIGH SCHOOL
(03-5755-050)
Grades Offered: PK-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	572	93.7	50.4	59.2	45.0	49.6	47.5	Met Target
White	421	92.8	52.5	61.7	54.1	51.3	47.3	Met Target
Hispanic	78	97.6	28.2	43.1	29.2	28.2	29.9	Met Target†
Black or African American	*	*	*	29.5	23.4	*	27.8	Met Target†
Asian, Native Hawaiian, or Pacific Islander	43	95.6	83.7	85.9	77.0	83.7	78	Met Goal
American Indian or Alaska Native	N	N	N	*	42.5	N	**	**
Two or More Races	*	*	*	*	53.0	*	**	**
Female	295	94.9	51.9	61.0	46.0	51.8		
Male	277	92.4	48.7	57.4	43.9	47.4		
Economically Disadvantaged Students	50	96.3	26.0	37.2	26.6	*	23	Met Target
Non-Economically Disadvantaged Students	522	93.4	52.7	61.5	55.9	*		
Students with Disabilities	79	94.1	10.1	15.2	17.1	10.0	11	Met Target†
Students without Disabilities	493	93.6	56.8	66.7	50.5	55.9		
English Learners	13	100.0	23.1	*	24.6	23.1	**	**
Non-English Learners	559	93.5	51.0	*	46.9	50.1		
Homeless Students	N	N	N	N	17.3	N		
Students In Foster Care	N	N	N	N	16.2	N		
Military-Connected Students	*	*	*	*	45.8	*		
Migrant Students	N	N	N	N	23.7	N		

† Target was met within a confidence interval.

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2017-2018

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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	104	716	716	728	30%	29%	32%	10%	0%	10%	28%
White	73	722	722	736	23%	29%	36%	*	*	12%	36%
Hispanic	*	*	*	722	*	*	*	*	*	*	22%
Black or African American	*	*	*	715	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	747	N	N	N	N	N	N	51%
American Indian or Alaska Native	N	N	N	721	N	N	N	N	N	N	21%
Two or More Races	N	N	N	729	N	N	N	N	N	N	28%
Female	42	726	726	731	*	*	*	*	*	*	31%
Male	62	710	710	725	*	*	*	*	*	*	26%
Economically Disadvantaged Students	16	709	709	719	*	*	*	*	*	*	20%
Non-Economically Disadvantaged Students	88	718	718	735	*	*	*	*	*	*	35%
Students with Disabilities	27	698	698	705	*	*	*	*	*	*	*
Students without Disabilities	77	723	723	735	*	*	*	*	*	*	*
English Learners	*	*	*	705	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	729	*	*	*	*	*	*	29%
Homeless Students	*	*	*	708	*	*	*	*	*	*	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%

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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	210	753	753	746	*	11%	32%	*	*	54%	46%
White	154	754	754	755	*	11%	32%	*	*	56%	57%
Hispanic	30	740	740	730	*	*	47%	*	*	30%	27%
Black or African American	*	*	*	727	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	17	774	774	779	0%	*	*	*	*	88%	79%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	49%
Two or More Races	*	*	*	755	*	*	*	*	*	*	54%
Female	98	754	754	748	*	*	38%	*	*	51%	48%
Male	112	753	753	745	*	*	27%	*	*	57%	44%
Economically Disadvantaged Students	20	741	741	729	*	*	*	*	*	50%	25%
Non-Economically Disadvantaged Students	190	755	755	756	*	*	*	*	*	55%	57%
Students with Disabilities	29	721	721	716	*	*	*	*	*	17%	13%
Students without Disabilities	181	759	759	752	*	*	*	*	*	60%	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	N	N	N	712	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	49%
Migrant Students	N	N	N	720	N	N	N	N	N	N	11%

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Mathematics Assessment - Performance by Test: Geometry

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	196	747	747	735	*	17%	25%	*	*	54%	30%
White	144	750	750	740	*	11%	26%	*	*	58%	37%
Hispanic	23	727	727	723	*	52%	*	*	*	22%	14%
Black or African American	*	*	*	719	*	*	*	*	*	*	11%
Asian, Native Hawaiian, or Pacific Islander	16	763	763	760	0%	*	*	*	*	75%	65%
American Indian or Alaska Native	N	N	N	734	N	N	N	N	N	N	28%
Two or More Races	*	*	*	741	*	*	*	*	*	*	39%
Female	109	750	750	736	*	11%	29%	*	*	56%	30%
Male	87	745	745	734	*	25%	20%	*	*	51%	29%
Economically Disadvantaged Students	15	729	729	722	*	*	*	*	*	13%	13%
Non-Economically Disadvantaged Students	181	749	749	741	*	*	*	*	*	57%	38%
Students with Disabilities	31	718	718	713	*	*	*	*	*	*	*
Students without Disabilities	165	753	753	738	*	*	*	*	*	*	*
English Learners	*	*	*	711	*	*	*	*	*	*	*
Non-English Learners	*	*	*	736	*	*	*	*	*	*	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	*	*	*	731	*	*	*	*	*	*	24%
Migrant Students	N	N	N	709	N	N	N	N	N	N	11%

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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	755	755	727	10%	17%	18%	*	*	56%	30%
White	75	757	757	733	*	16%	19%	*	*	57%	35%
Hispanic	20	733	733	710	*	*	*	*	*	35%	14%
Black or African American	*	*	*	705	*	*	*	*	*	*	11%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	766	*	*	*	*	*	*	66%
American Indian or Alaska Native	N	N	N	729	N	N	N	N	N	N	28%
Two or More Races	N	N	N	736	N	N	N	N	N	N	37%
Female	61	756	756	728	*	*	*	*	*	59%	30%
Male	47	753	753	727	*	*	*	*	*	51%	30%
Economically Disadvantaged Students	*	*	*	709	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	*	*	*	736	*	*	*	*	*	*	37%
Students with Disabilities	*	*	*	693	*	*	*	*	*	*	*
Students without Disabilities	*	*	*	732	*	*	*	*	*	*	*
English Learners	*	*	*	691	*	*	*	*	*	*	*
Non-English Learners	*	*	*	729	*	*	*	*	*	*	*
Homeless Students	N	N	N	703	N	N	N	N	N	N	10%
Students in Foster Care	N	N	N	693	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	717	N	N	N	N	N	N	20%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%

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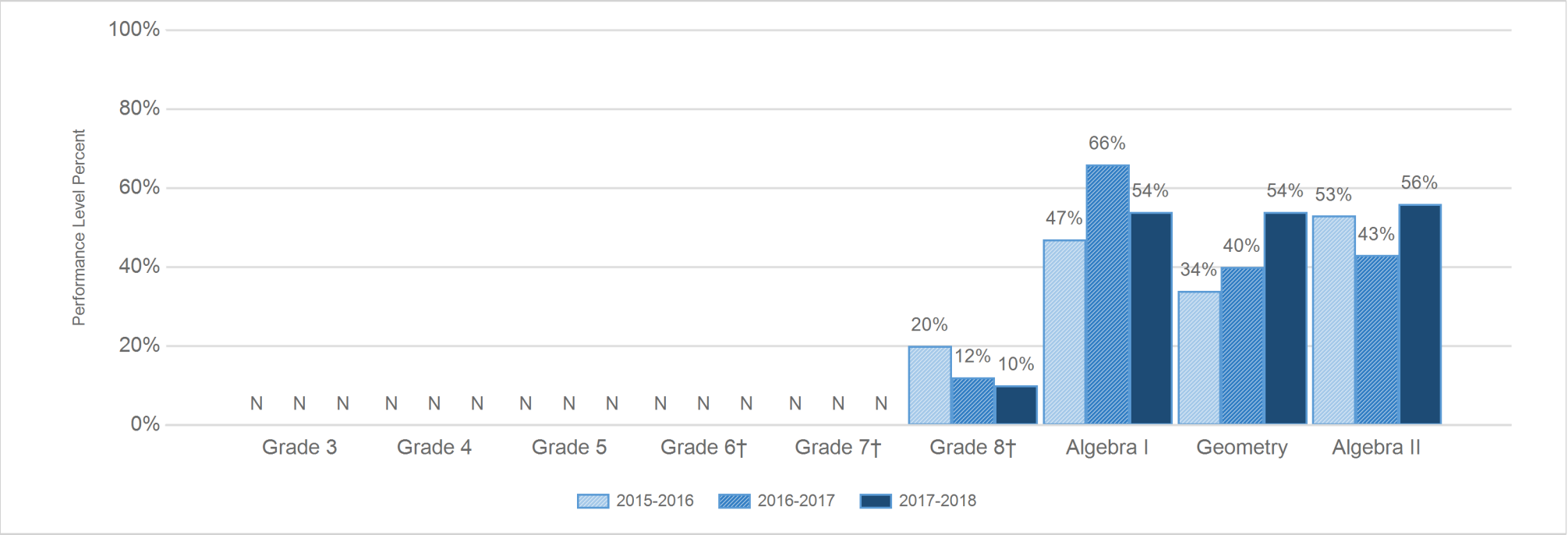
Mathematics Assessment – Performance Trends

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



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

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DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
8	*	*
9	N	N
10	N	N
11	N	N

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	98.5%	85.0%
12th graders taking SAT in 2017-18 or prior years	75.1%	72.2%
12th graders taking ACT in 2017-18 or prior years	59.5%	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	501	478	Grade 10: 430 Grade 11: 460	78%	62%
PSAT 10/NMSQT - Math	492	478	Grade 10: 480 Grade 11: 510	53%	42%
SAT - Reading and Writing	562	542	480	83%	72%
SAT - Math	560	543	530	66%	54%
ACT - Reading	23	24	22	63%	62%
ACT - English	23	24	18	86%	78%
ACT - Math	23	24	22	63%	62%
ACT - Science	23	23	23	56%	53%

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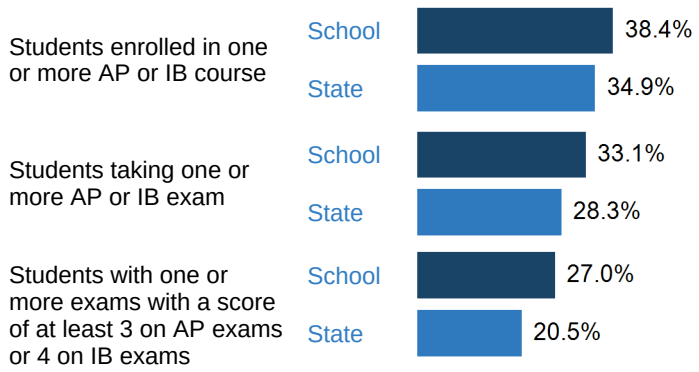
Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (IB)** courses and exams and **dual enrollment** courses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

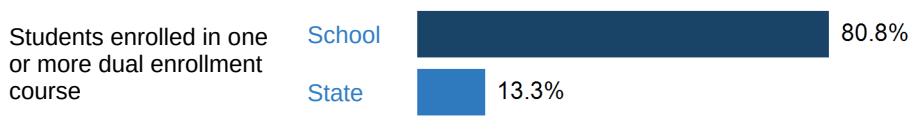
AP/IB Coursework – Participation and Performance

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	28	20
AP Calculus AB	43	39
AP Calculus BC	17	17
AP Chemistry	17	16
AP Comparative Government and Politics	1	1
AP English Language and Composition	8	8
AP English Literature and Composition	15	9
AP Environmental Science	24	24
AP French Language and Culture	7	6
AP Macroeconomics	0	1
AP Physics 2	0	11
AP Physics B	11	0
AP Psychology	50	43
AP Spanish Language	28	11
AP Statistics	29	27
AP Studio Art—Drawing Portfolio	13	2

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AP/IB Course	Students Enrolled	Students Tested
AP Studio Art—Two-Demensional	0	10
AP U.S. Government and Politics	45	34
AP U.S. History	14	14
AP World History	0	1
Total Exams taken		294
Exams with scores of at least 3 on AP exams or 4 on IB exams		238

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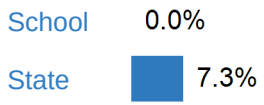
This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit the NJDOE's Career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

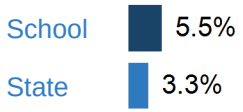


CTE Concentrators
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)

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



NJ SCHOOL PERFORMANCE REPORT

WESTWOOD JUNIOR/SENIOR HIGH SCHOOL
(03-5755-050)
Grades Offered: PK-12
2017-2018

Report Key:
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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	*		
Human Services	*		
Transportation, Distribution & Logistics	*		
Total (All Clusters)	*	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
8	112	0	0	0	0	0	111
9	101	110	2	0	0	0	1
10	16	92	47	1	0	0	57
11	1	19	72	102	0	2	12
12	0	2	28	33	103	67	63
Total	230	223	149	136	103	69	244
Enrolled in AP/IB Course					60	29	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	2	3	0	0	205	0
10	3	198	0	0	11	0
11	197	18	0	10	7	10
12	40	2	0	50	11	136
Total	242	221	0	60	234	146
Enrolled in AP/IB Course	28	17		24	11	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	40

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Social Studies and History - Course Participation

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

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	208	1	0	0	0	0
10	5	201	1	5	0	6
11	0	205	6	35	0	36
12	2	9	20	85	0	119
Total	215	416	27	125	0	161
Enrolled in AP/IB Course	0	14	0	50		46
Enrolled in Dual Enrollment Course	0	0	27	75	0	27

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
8	142	33	37	0	0	0	0
9	134	30	49	0	0	0	0
10	137	22	36	0	0	0	0
11	116	34	19	0	0	0	0
12	53	7	8	0	0	0	0
Total	582	126	149	0	0	0	0
Enrolled in AP/IB Course	28	7	0	0	0	0	0
Enrolled in Dual Enrollment Course	66	33	20	0	0	0	0
Enrolled in Level 3 or Higher	191	56	46	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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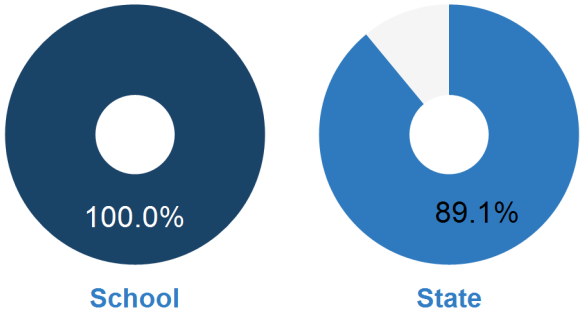
Visual and Performing Arts – Course Participation

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.

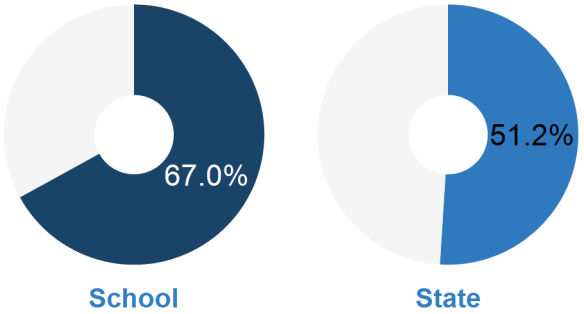
Grades 6-8:

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

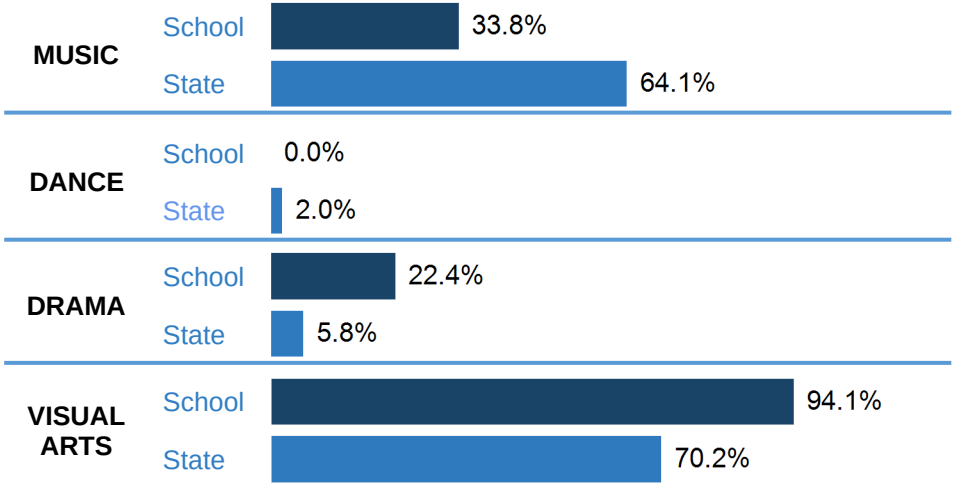


Grades 9-12:

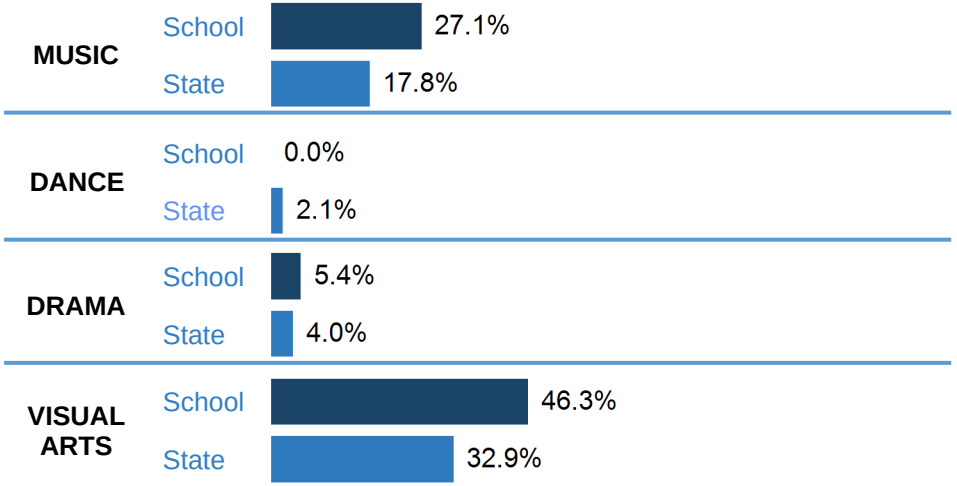
Students enrolled in one or more **visual and performing arts** classes



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	98.0%	90.9%	98.9%	92.4%	98.4%	N	Met Goal	96.8%	N	Met Goal
White	97.9%	95.0%	98.7%	95.7%	98.1%	N	Met Goal	97.3%	N	Met Goal
Hispanic	100.0%	84.8%	100.0%	87.3%	100.0%	**	**	89.5%	**	**
Black or African American	*	84.2%	*	86.8%	*	**	**	100.0%	**	**
Asian, Native Hawaiian or Pacific Islander	100.0%	97.0%	100.0%	97.7%	100.0%	**	**	*	**	**
American Indian or Alaska Native	N	86.5%	N	94.1%	N	N	N	N	N	N
Two or More Races	*	92.0%	*	93.9%	*	**	**	*	**	**
Economically Disadvantaged Students	95.2%	84.6%	100.0%	87.0%	100.0%	**	**	84.6%	**	**
Students with Disabilities	98.0%	80.1%	92.9%	83.5%	89.3%	87.5%	Met Target	88.9%	75.6%	Met Target
English Learners	*	75.8%	*	81.8%	*	**	**	*	**	**
Homeless Students	N	72.6%	N	79.1%	N			N		
Students in Foster Care	N	62.6%	N	64.9%						

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Graduation Pathways

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

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
PARCC Assessment	65.4%	63.3%
Substitute Competency Test	29.2%	30.4%
Portfolio Appeals Process	0.0%	0.0%
Alternate Requirements specified in IEP	5.4%	6.3%
Unknown	0.0%	0.0%

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	98.0%	-
2017	98.4%	98.9%
2016	96.2%	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	0.1%	1.1%
2015-2016	0.1%	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	85.5%	16%	84%
White	87.8%	15.8%	84.2%
Hispanic	66.7%	25%	75%
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	92.3%	16.7%	83.3%
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	50%	33.3%	66.7%
Students with Disabilities	63.2%	50%	50%
English Learners	N	N	N

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	87.6%	12.8%	87.2%	63.5%	36.5%	44.2%	55.8%
White	88.3%	12.5%	87.5%	64.8%	35.2%	42.2%	57.8%
Hispanic	88.9%	18.8%	81.3%	56.3%	43.8%	50%	50%
Black or African American	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	80%	0%	100%	62.5%	37.5%	62.5%	37.5%
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	73.3%	18.2%	81.8%	45.5%	54.5%	45.5%	54.5%
Students with Disabilities	72.7%	43.8%	56.3%	62.5%	37.5%	68.8%	31.3%
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.

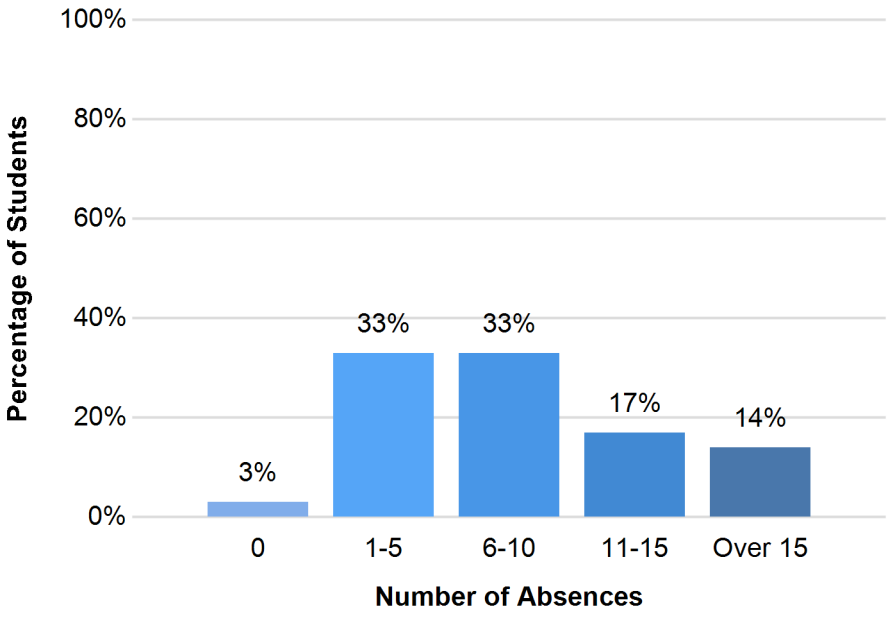
Chronic Absenteeism

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	107	9.8	14.0	Met
White	85	10.4	14.0	Met
Hispanic	12	8.3	14.0	Met
Black or African American	*	*	14.0	Met
Asian, Native Hawaiian, or Pacific Islander	5	6.6	14.0	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Economically Disadvantaged Students	10	12.0	14.0	Met
Students with Disabilities	35	18.7	14.0	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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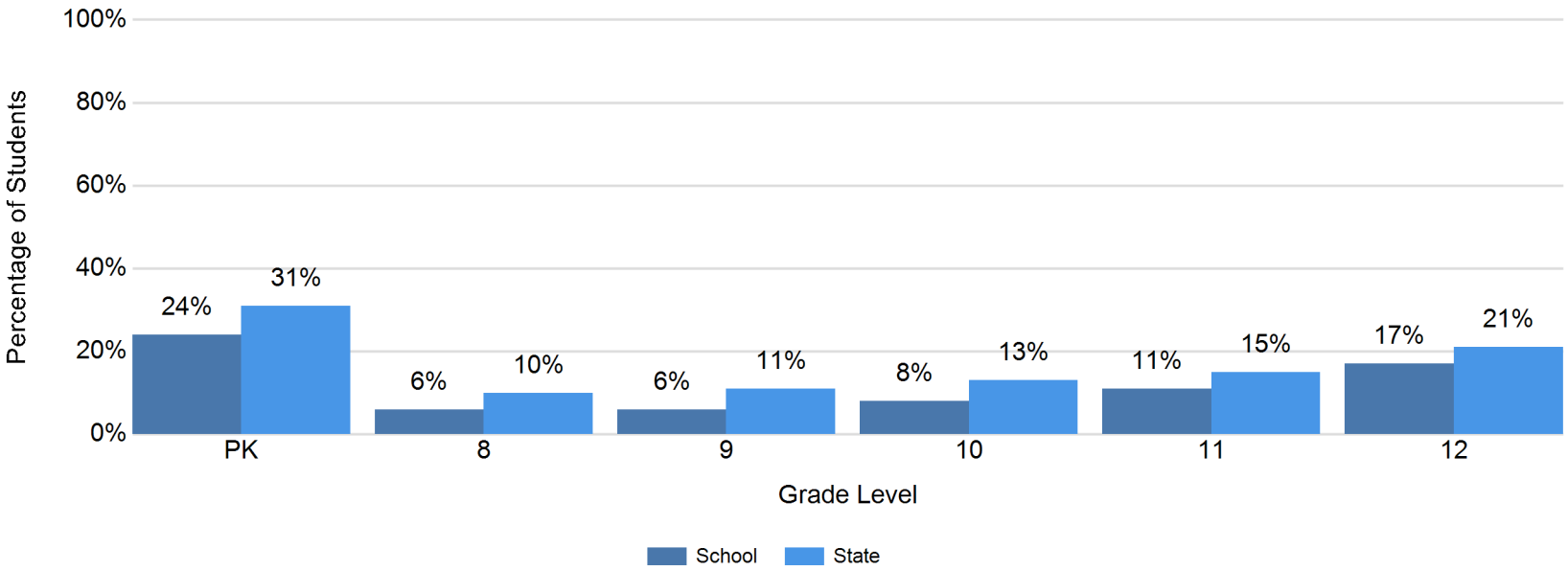
Chronic Absenteeism by Grade

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	6
Weapons	0
Vandalism	1
Substances	7
Harassment, Intimidation, Bullying (HIB)	16
Total Unique Incidents	30
Incidents Per 100 Students Enrolled	2.66

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	2
Weapons	0
Vandalism	0
Substances	3
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	1

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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	1	5	6
Religion	0	0	0
Ancestry	0	1	1
Gender	0	3	3
Sexual Orientation	0	0	0
Disability	0	2	2
Other	1	6	7
No Identified Nature	11		11

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	25	2.2%
Out-of-School Suspensions	25	2.2%
Any Suspension	33	2.9%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
78

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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	3:00 PM
Length of School Day	7 Hrs 0 Mins
Full Time - Instructional Time	5 Hrs 46 Mins
Shared Time - Instructional Time	2 Hrs. 55 Mins.

Device Ratios

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

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

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2016-2017)	$381	$16,281	$16,662

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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	102	117,464
Average years experience in public schools	11.5	12.0
Average years experience in district	8.8	10.7
Teachers in district for 4 or more years	69.6%	75.5%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	19	9,374
Average years experience in public schools	13.1	16.0
Average years experience in district	6.0	12.0
Administrators in district for 4 or more years	47.4%	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	11:1	11:1
Students to Administrators	103:1	148:1
Teachers to Administrators	9:1	13:1
Students to Librarians/Media Specialists		702:1
Students to Nurses		401:1
Students to Counselors		216:1
Students to Child Study Team		234:1

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(03-5755-050)
Grades Offered: PK-12
2017-2018

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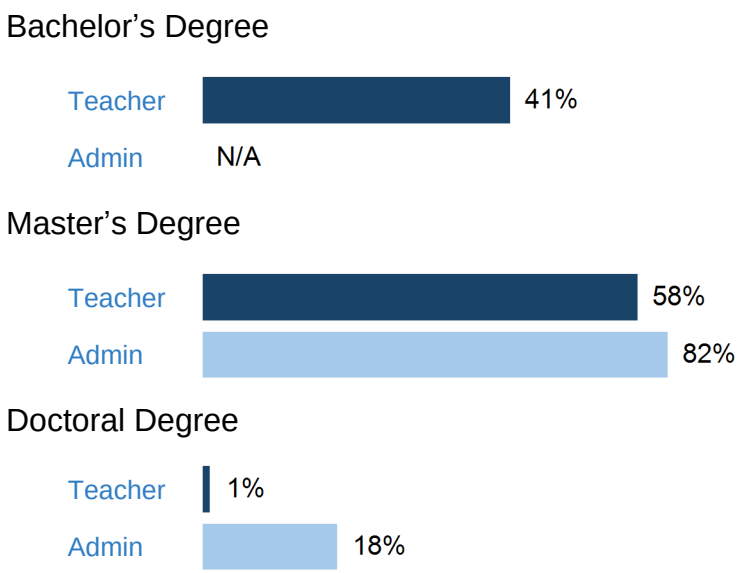
Key terms for staff data:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other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

Teachers 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	93.1%	90.2%
2016-17 Administrators: Same district 2017-18	68.2%	86.2%

Faculty Attendance

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

School Year	% Days Present
2017-18	97.4%

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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	63.7%	27.3%
Male	36.3%	72.7%
White	92.2%	72.7%
Hispanic	2.9%	27.3%
Black or African American	0.0%	0.0%
Asian	3.9%	0.0%
American Indian or Alaska Native	1.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%

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

Comprehensive Status

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

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

Targeted Status

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

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

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

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

Accountability Indicator	Score	Weight
English Language Arts Proficiency	70.83	15.2%†
Mathematics Proficiency	75.00	15.2%†
Graduation Rate - 4-Year	82.98	18.2%†
Graduation Rate - 5-Year	70.21	18.2%†
English Language Arts Growth	10.42	18.2%†
Mathematics Growth	**	**
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	52.27	15.0%†
Summative Score: Sum of all indicator scores multiplied by indicator weights	59.78	n/a
Summative Rating: Percentile Rank of Summative Score	62.50	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	Met Goal	Met Goal	Not Met	**	**	Met	No
White	63.68	21.20	No	Met Target	Met Target	Met Goal	Met Goal	Not Met	**	n/a	Met	No
Hispanic	33.81	14.08	No	Met Target	Met Target†	**	**	Not Met	**	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	Met Goal	**	**	**	**	n/a	Met	No
American Indian or Alaska Native	**	**	No	**	**	N	N	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	40.02	14.08	No	Met Target	Met Target	**	**	Not Met	**	n/a	Met	No
Students with Disabilities	69.45	21.20	No	Met Target†	Met Target†	Met Target	Met Target	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:	• 18 AP Scholars, 7 AP Scholars with Honors, 17 AP Scholars with Distinction, 2 National AP Scholars • Academic Decathlon qualified for the online National Competition • Numerous students accepted into Regional and All State Band and Choir
Mission, Vision, Theme:	Each student is unique in their own way and need a safe, caring, and challenging atmosphere to grow and mature emotionally, intellectually, physically, and socially. It is important for students to develop self-esteem, sensitivity, creativity, and respect for others as well as improve upon their critical thinking, communication, problem solving, and research skills while learning how to work collaboratively with others.
Awards, Recognition, Accomplishments:	Westwood Regional School District has been honored with the "Best Communities for Music Education" designation from The NAMM Foundation for its outstanding commitment to music education for the fourth consecutive year. We are one of 4% of districts across the nation receiving the prestigious award in 2017. Our Academic Decathlon team qualified for the online National Competition. We had numerous students accepted into Regional and All State Band and Choir.

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Courses, Curriculum, Instruction:	The foundation of the multifaceted educational experience offered at the Westwood Regional Jr./Sr. High School is, first and foremost, a curriculum that fosters high academic achievement through rigor and relevance to both the students? lives and the world around them. To challenge our students, we offer three levels of instruction (Advanced Placement, Honors, and College Prep) to address all ability levels as well as a wide range of elective offerings.
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Boys & Girls), Cheerleading (Girls), Cross Country (Boys & Girls), Field Hockey (Girls), Football (Boys), Golf (Boys & Girls), Gymnastics (Boys & Girls), Ice Hockey (Boys), 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 (Girls), Wrestling (Boys) Our athletic programs sent nearly 20 athletes on to play at the collegiate level, including one to an Ivy League school. The school earned various championships including league and state sectional titles, including 8 league titles through the fall and winter seasons! Over 30 of our students received 1st Team Big North Divisional honors, and nearly 80 of them received other league honors. We had a few student-athletes receive 1st Team All County Honors and over 30 of our students received other All-County honors. We also had a member of our girls soccer team receive "Fall Athlete of the Year" from the Bergen Record.
Clubs and Activities:	To balance a strong academic program and become a well-rounded individual, a student must seek challenges beyond the classroom. To enrich our students co-curricular experiences, we offer 35 clubs and activities. Impressively, over 90% of the student body participates in our music program, a club or activity, and/or a sport.

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Staff and Professional Learning:	Our School continues to provide our teachers with professional learning opportunities in order to support professional growth. Our staff, as well as administration have participated in productive professional development such as Peer Coaching, Incorporating the 4C's, Kyte Learning, Flipping the Classroom, Digital Learning Transformation, Co-Teaching, Google Apps for Education, Rubric-Based asessment, Digital Imaging, Effective/Engaging Do Nows, and Infusing Technology into Math & Science.
Postsecondary Information:	A total of 156 students took 294 Advanced Placement examinations in 18 different subjects. 81% of the scores were 3 or above. Additionally, students are able to earn college credit in over a dozen courses such as Language Arts, World Language, Psychology, and Culinary Arts through an articulation agreement with a local community college. 88% of students attended a post-secondary institution. Students reported that they were awarded over $630,000 dollars in merit aid and scholarships.

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Student Supports and Services:	The Jr./Sr. High School employs one full time ELL teacher to support children to acquire and utilize the English Language according to WIDA standards. All children are educated in their Least Restrictive Environment; special education programming includes co-teaching classrooms, resource rooms, anxiety room, and a transition program. Support services include occupational therapy, physical therapy, speech services, and two careplus mental health technician.
Student Health and Wellness:	The Jr./Sr. High School recognizes the importance of students/staff health and wellness. Some activities to support this are guidance department lessons on mindfulness and stress management techniques, a rigorous health curriculum focusing on multiple health & wellness topics, wellness "themes" of the month, multiple assemblies on substance abuse and mental health topics, parent programs, and various support services such as two careplus mental health technician.
Parent and Community Involvement:	The Jr./Sr. High School is proud to have mutiple parent organizers that help provide opportunities for our students beyond the classrom as well as support school initiatives such as aPSO (Parent-Student Organization), Parent Booster Assosciation, Parent Music & Arts Group, Education Foundation, Special Education Advisory Group, and Project Graduation Parent Groups.

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Facilities:	The Jr./Sr. High School enjoys a variety of upgrades and additions including a newly renovated facade project adding air-conditioning to an additional 17 classrooms, a state of the art culinary room, new gymnasium floor and bleachers, and a new maintenance garage with a concession stand and bathrooms.

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Technology and STEM:	The Jr./Sr. High School offers various STEM electives such as Fabrication & Design I & II, Electricity & Electronics, Reverse Engineering, Principles of Engineering, CAD I, II, & III, and Robotics as well as a competitive STEM League Team and Robotics Club.
Early Childhood Education:	A district preschool is housed in our facility and operated in collaboration with the Department of Special Services. The Westwood Regional School District Preschool Program differs from other preschools in that it incorporates the education of general education preschoolers with children of the same age having special needs.The children with disabilities participate in all of the activities within the class and modifications are made as needed. By having non-disabled children participate in this type of program disabled students are provided with same age role models. This atmosphere also helps the typical developing child to be more accepting of people with disabilities. The district's integrated preschool curriculum is based on the state's preschool standards, and emphasizes high quality, age-appropriate activities addressing a variety of skills: self-help, social, language, fine and gross motor, and academic readiness.

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Other Information:	The Jr./Sr. High School is proud to offer a Structered Learning Experience (SLE) designed for for high school seniors who have selected their career path and would like to gain first hand experience or a students who wishes to learn more about a specific area. SLE include, but are not limited to: apprenticeships, internships, job shadowing, cooperative education, school-based enterprises, & volunteer activities. Students will work with mentors in an exciting, highly-structured, well-monitored setting. SLE provides role models and individualized learning to prepare students for the professional work environment as well as helping to narrow down their focus of study in college.