NJ SCHOOL PERFORMANCE REPORT

PRINCETON HIGH SCHOOL
(21-4255-050)
Grades Offered: 09-12
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	MERCER
District	PRINCETON REGIONAL
Principal Name	MR. SNYDER
Address	151 MOORE STREET PRINCETON, NJ 08540-3312
Phone Number	(609)806-4280
Email Address	GARYSNYDER@PRINCETONK12.ORG
Website	http://phs.princetonk12.org/
Facebook	https://www.facebook.com/PrincetonHighSchoolNJ/
Twitter	https://twitter.com/@PHS_Snyder

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Enrollment Trends by Grade

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

Grade	2015-16	2016-17	2017-18
9	400	364	415
10	414	408	359
11	381	420	407
12	374	385	415
Total	1,569	1,577	1,596

Enrollment Trends by Student Group

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

Student Group	2015-16	2016-17	2017-18
Female	47.2%	47.1%	48.1%
Male	52.8%	52.9%	51.9%
Economically Disadvantaged Students	8.9%	8.8%	8.9%
Students with Disabilities	12.6%	13.1%	12.7%
English Learners	1.8%	3.1%	2.3%
Homeless Students		0.0%	0.1%
Students in Foster Care		0.0%	0.1%
Military-Connected Students		0.0%	0.0%
Migrant Students		0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2015-16	2016-17	2017-18
White	60.3%	56.0%	55.2%
Hispanic	8.6%	8.7%	9.9%
Black or African American	5.3%	5.8%	5.6%
Asian	21.9%	25.5%	24.8%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.2%	0.1%	0.1%
Two or More Races	3.7%	3.8%	4.3%

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	1,562	1,570	1,591
Shared Time Students	12	14	9
Full Time Equivalent	1,568	1,577	1,596

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	78.2%
Chinese	7.6%
Spanish	5.6%
French	1.1%
Other Languages	7.5%

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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	713	93.1	78.4	79.0	56.7	76.9	55.8	Met Target
White	364	92.4	82.7	83.7	65.6	80.6	58.3	Met Goal
Hispanic	84	89.5	48.8	58.1	42.5	45.9	31.7	Met Target
Black or African American	*	*	*	*	37.3	*	37.9	Met Target
Asian, Native Hawaiian, or Pacific Islander	192	97.0	85.4	86.0	82.3	85.4	64.3	Met Goal
American Indian or Alaska Native	*	*	*	*	52.7	*	**	**
Two or More Races	37	92.5	94.6	91.8	63.4	92.1	80	Met Goal
Female	352	93.9	84.4	84.3	64.5	83.3		
Male	361	92.4	72.6	73.8	49.4	70.7		
Economically Disadvantaged Students	62	84.4	35.4	43.0	38.5	*	29.7	Met Target
Non-Economically Disadvantaged Students	651	94.1	82.5	83.8	67.5	*		
Students with Disabilities	83	90.4	32.5	47.0	21.6	31.2	23.3	Met Target
Students without Disabilities	630	93.5	84.5	85.4	63.9	83.1		
English Learners	55	88.9	34.6	45.8	27.3	32.3	28.3	Met Target
Non-English Learners	658	93.5	82.0	81.6	59.4	80.8		
Homeless Students	N	N	N	*	27.7	N		
Students In Foster Care	N	N	N	*	26.3	N		
Military-Connected Students	N	N	N	N	57.4	N		
Migrant Students	N	N	N	N	30.1	N		

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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	373	778	778	752	3%	5%	9%	46%	38%	84%	55%
White	196	782	782	760	0%	*	*	48%	40%	88%	64%
Hispanic	48	735	735	735	*	23%	*	*	*	48%	38%
Black or African American	*	*	*	734	*	*	*	*	*	*	34%
Asian, Native Hawaiian, or Pacific Islander	90	793	793	782	*	*	*	39%	56%	94%	83%
American Indian or Alaska Native	*	*	*	752	*	*	*	*	*	*	51%
Two or More Races	20	797	797	760	0%	0%	0%	*	*	100%	63%
Female	170	787	787	759	*	*	8%	42%	47%	89%	63%
Male	203	771	771	744	*	*	9%	49%	31%	79%	46%
Economically Disadvantaged Students	38	732	732	733	*	*	*	*	*	42%	34%
Non-Economically Disadvantaged Students	335	783	783	761	*	*	*	*	*	88%	65%
Students with Disabilities	41	736	736	716	*	*	27%	*	*	34%	15%
Students without Disabilities	332	783	783	758	*	*	6%	*	*	90%	62%
English Learners	17	713	713	691	*	*	*	*	*	24%	*
Non-English Learners	356	781	781	755	*	*	*	*	*	87%	*
Homeless Students	*	*	*	720	*	*	*	*	*	*	22%
Students in Foster Care	N	N	N	719	N	N	N	N	N	N	20%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	54%
Migrant Students	N	N	N	696	N	N	N	N	N	N	10%

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	340	775	775	749	8%	9%	11%	31%	41%	72%	51%
White	167	777	777	756	*	*	13%	38%	38%	76%	58%
Hispanic	35	742	742	733	*	*	*	*	*	46%	38%
Black or African American	19	728	728	728	*	*	*	*	*	32%	32%
Asian, Native Hawaiian, or Pacific Islander	102	790	790	782	*	*	*	23%	56%	78%	78%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	50%
Two or More Races	17	796	796	753	0%	0%	*	*	*	88%	55%
Female	181	786	786	759	*	*	12%	30%	49%	79%	60%
Male	159	763	763	739	*	*	11%	32%	31%	64%	42%
Economically Disadvantaged Students	26	715	715	730	*	*	*	*	*	19%	34%
Non-Economically Disadvantaged Students	314	780	780	758	*	*	*	*	*	76%	59%
Students with Disabilities	37	720	720	707	27%	*	27%	*	*	24%	15%
Students without Disabilities	303	782	782	756	6%	*	9%	*	*	78%	57%
English Learners	11	693	693	684	*	*	*	*	*	*	*
Non-English Learners	329	778	778	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	30	736	736	736	*	*	*	*	*	33%	39%
White	10	742	742	737	0%	*	*	*	*	40%	41%
Hispanic	*	*	*	731	*	*	*	*	*	*	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	11	768	768	745	*	*	*	*	*	64%	48%
Male	19	717	717	728	*	*	*	*	*	16%	31%
Economically Disadvantaged Students	*	*	*	730	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	*	*	*	739	*	*	*	*	*	*	42%
Students with Disabilities	*	*	*	708	*	*	*	*	*	*	13%
Students without Disabilities	*	*	*	742	*	*	*	*	*	*	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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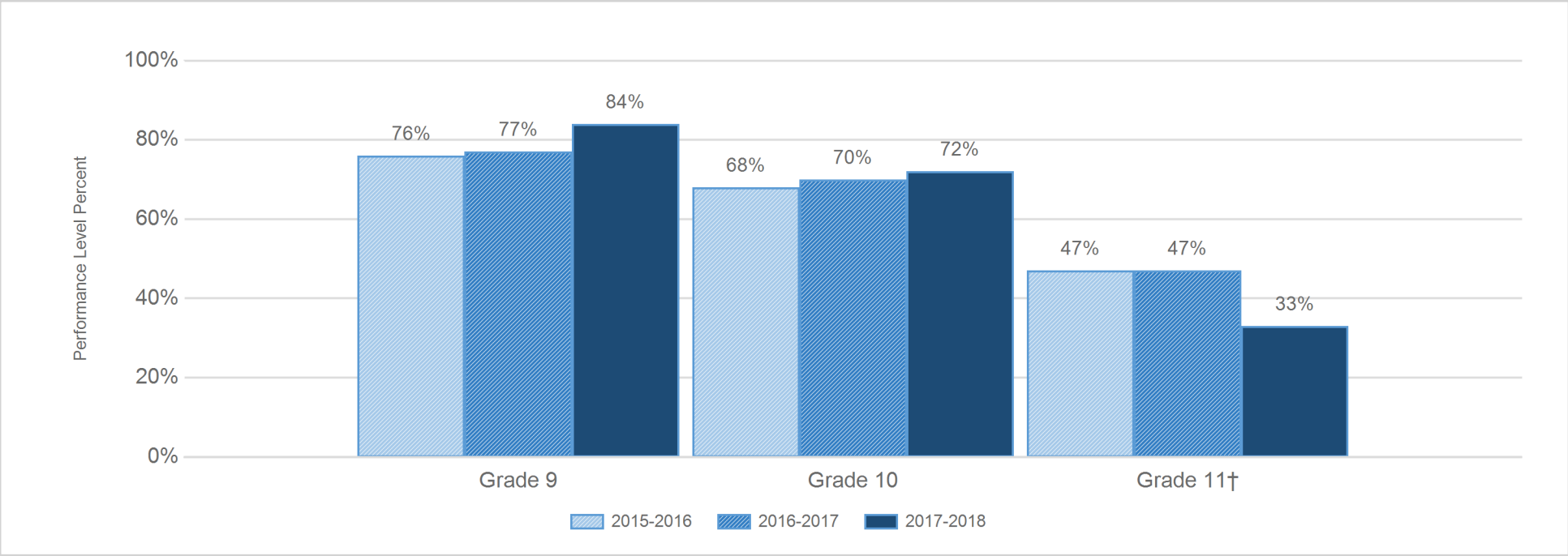
English Language Arts/Literacy Assessment - Performance Trends

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.



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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	533	85.3	50.3	66.5	45.0	45.1	42.9	Met Target
White	293	82.9	52.2	70.7	54.1	45.5	44.3	Met Target
Hispanic	71	83.5	21.1	43.2	29.2	18.5	20.5	Met Target†
Black or African American	*	*	*	*	23.4	*	13.1	Not Met
Asian, Native Hawaiian, or Pacific Islander	110	94.9	67.3	81.8	77.0	67.2	61.5	Met Target
American Indian or Alaska Native	*	*	*	*	42.5	*	**	**
Two or More Races	30	90.9	76.6	79.8	53.0	73.2	76.6	Met Target†
Female	261	85.7	51.3	65.4	46.0	46.3		
Male	272	84.9	49.3	67.4	43.9	43.9		
Economically Disadvantaged Students	53	80.9	11.3	29.8	26.6	*	12.1	Met Target†
Non-Economically Disadvantaged Students	480	85.8	54.6	71.6	55.9	*		
Students with Disabilities	79	85.3	10.1	36.5	17.1	*	21.3	Not Met
Students without Disabilities	454	85.3	57.2	73.0	50.5	*		
English Learners	39	81.2	30.8	54.1	24.6	26.3	27.7	Met Target†
Non-English Learners	494	85.6	51.8	67.5	46.9	46.7		
Homeless Students	N	N	N	*	17.3	N		
Students In Foster Care	N	N	N	*	16.2	N		
Military-Connected Students	N	N	N	N	45.8	N		
Migrant Students	N	N	N	N	23.7	N		

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Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	66	719	762	746	27%	32%	23%	18%	0%	18%	46%
White	27	731	765	755	*	*	41%	*	*	22%	57%
Hispanic	26	704	729	730	*	*	*	*	*	*	27%
Black or African American	*	*	*	727	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	49%
Two or More Races	*	*	*	755	*	*	*	*	*	*	54%
Female	22	728	765	748	*	*	*	*	*	27%	48%
Male	44	714	760	745	*	*	*	*	*	14%	44%
Economically Disadvantaged Students	22	708	719	729	*	*	*	*	*	*	25%
Non-Economically Disadvantaged Students	44	724	768	756	*	*	*	*	*	*	57%
Students with Disabilities	31	710	727	716	*	35%	*	*	*	10%	13%
Students without Disabilities	35	726	769	752	*	29%	*	*	*	26%	52%
English Learners	11	691	*	710	*	*	*	*	*	*	*
Non-English Learners	55	724	*	749	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	16%
Students in Foster Care	N	N	N	712	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	49%
Migrant Students	N	N	N	720	N	N	N	N	N	N	11%

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Mathematics Assessment - Performance by Test: Geometry

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	282	751	752	735	*	*	29%	*	*	53%	30%
White	165	753	753	740	*	*	34%	39%	15%	54%	37%
Hispanic	32	729	729	723	*	31%	31%	*	*	28%	14%
Black or African American	*	*	*	719	*	*	*	*	*	*	11%
Asian, Native Hawaiian, or Pacific Islander	50	768	*	760	*	*	20%	46%	26%	72%	65%
American Indian or Alaska Native	*	*	*	734	*	*	*	*	*	*	28%
Two or More Races	19	761	761	741	0%	*	*	*	*	79%	39%
Female	133	752	*	736	*	*	32%	*	*	51%	30%
Male	149	751	*	734	*	*	26%	*	*	55%	29%
Economically Disadvantaged Students	29	722	*	722	*	*	38%	*	*	14%	13%
Non-Economically Disadvantaged Students	253	755	*	741	*	*	28%	*	*	58%	38%
Students with Disabilities	34	719	719	713	*	*	*	*	*	*	*
Students without Disabilities	248	756	*	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	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

PRINCETON HIGH SCHOOL
(21-4255-050)
Grades Offered: 09-12
2017-2018

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	202	752	761	727	8%	17%	22%	45%	7%	52%	30%
White	108	752	759	733	*	19%	21%	*	*	54%	35%
Hispanic	17	728	*	710	*	*	*	*	*	18%	14%
Black or African American	11	716	716	705	*	*	*	*	*	*	11%
Asian, Native Hawaiian, or Pacific Islander	56	763	774	766	*	*	18%	*	*	64%	66%
American Indian or Alaska Native	N	N	N	729	N	N	N	N	N	N	28%
Two or More Races	10	773	*	736	0%	*	*	*	*	80%	37%
Female	111	752	760	728	*	19%	20%	*	*	54%	30%
Male	91	752	763	727	*	15%	24%	*	*	51%	30%
Economically Disadvantaged Students	11	702	*	709	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	191	755	*	736	*	*	*	*	*	*	37%
Students with Disabilities	17	711	*	693	*	*	*	*	*	*	*
Students without Disabilities	185	756	*	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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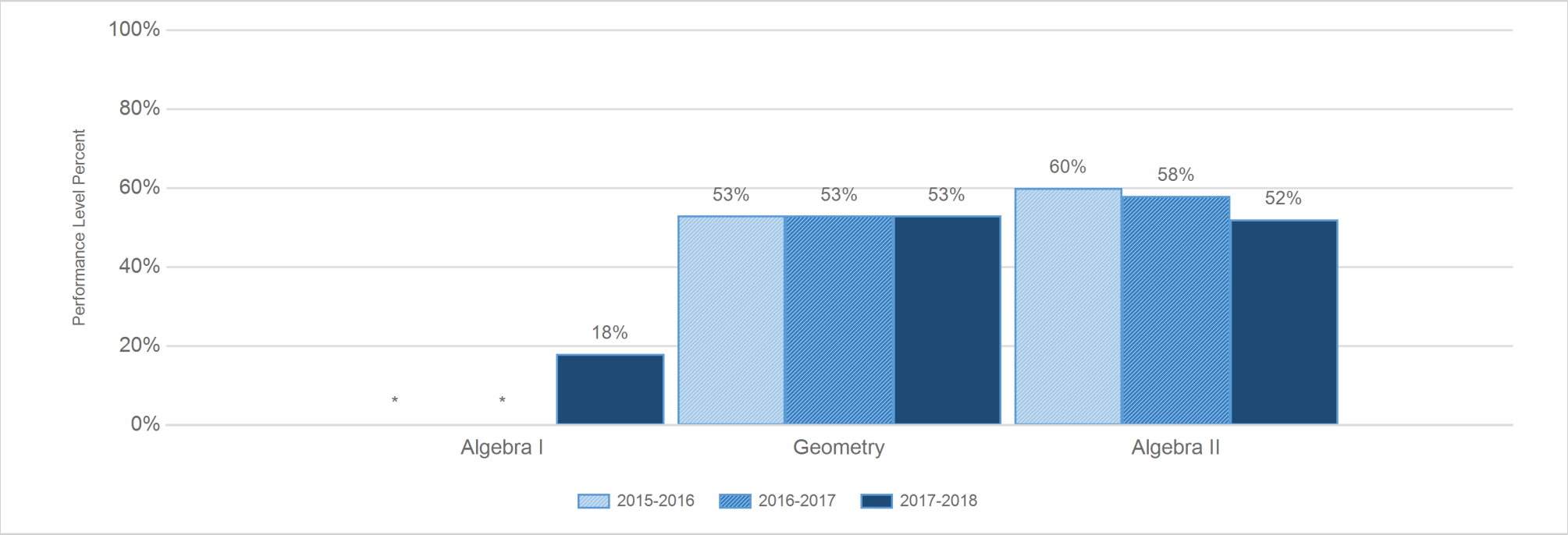
Mathematics Assessment – Performance Trends

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
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	48.3%	46.8%	Met Target

† 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	27	66.7%	33.3%
3-4	*	*	*
5 or more	*	*	*

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

NJASK Science Assessment Information

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

Biology Assessment Information

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

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

PSAT, SAT, & ACT - Participation

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

Participation Type	School Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2017-18	95.3%	85.0%
12th graders taking SAT in 2017-18 or prior years	81.3%	72.2%
12th graders taking ACT in 2017-18 or prior years	45.8%	24.6%

PSAT, SAT, & ACT - Performance

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

Participation Type	School Average Score	State Average Score	College Readiness Benchmarks	School - Students Scores at or above Benchmark	State - Students Scores at or above Benchmark
PSAT 10/NMSQT - Reading and Writing	579	478	Grade 10: 430 Grade 11: 460	89%	62%
PSAT 10/NMSQT - Math	587	478	Grade 10: 480 Grade 11: 510	79%	42%
SAT - Reading and Writing	654	542	480	95%	72%
SAT - Math	666	543	530	90%	54%
ACT - Reading	29	24	22	88%	62%
ACT - English	29	24	18	97%	78%
ACT - Math	29	24	22	91%	62%
ACT - Science	28	23	23	86%	53%

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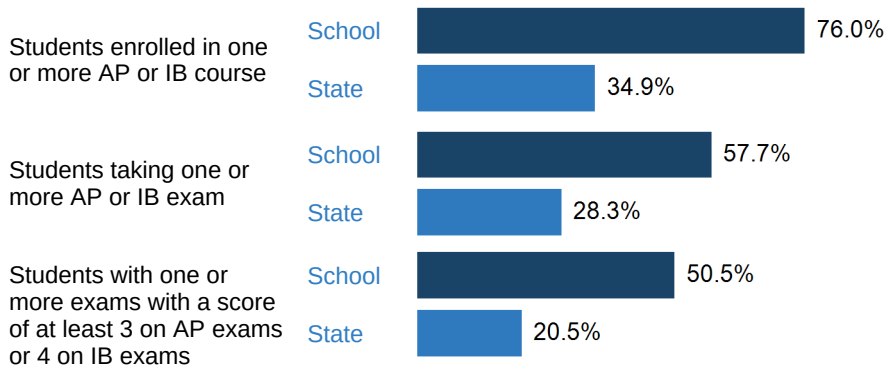
Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (IB)** courses and exams and **dual enrollment** courses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

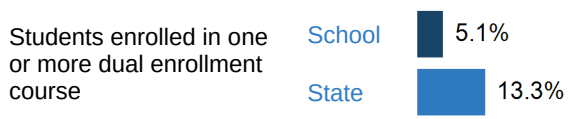
AP/IB Coursework – Participation and Performance

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



Dual Enrollment Coursework - Participation

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



AP/ IB Courses Offered

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

AP/IB Course	Students Enrolled	Students Tested
AP Art—History of Art	38	21
AP Biology	65	63
AP Calculus AB	103	93
AP Calculus BC	118	105
AP Chemistry	78	81
AP Chinese Language and Culture	0	24
AP Comparative Government and Politics	0	14
AP Computer Science A	38	35
AP English Language and Composition	123	119
AP English Literature and Composition	144	34
AP Environmental Science	77	61
AP European History	112	30
AP French Language and Culture	46	48
AP German Language and Culture	0	1
AP Italian Language and Culture	0	7
AP Japanese Language and Culture	0	4

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AP/IB Course	Students Enrolled	Students Tested
AP Macroeconomics	0	103
AP Microeconomics	0	101
AP Music Theory	9	14
AP Physics 1	138	56
AP Physics C	58	0
AP Physics C: Electricity and Magnetism	0	40
AP Physics C: Mechanics	0	45
AP Psychology	0	6
AP Spanish Language	43	42
AP Statistics	99	73
AP Studio Art—Drawing Portfolio	0	3
AP U.S. Government and Politics	58	22
AP U.S. History	169	164
AP World History	249	183
Total Exams taken		1592
Exams with scores of at least 3 on AP exams or 4 on IB exams		1379

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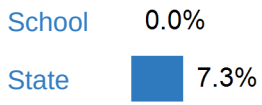
This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit the NJDOE's Career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

Career and Technical Education Participation

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

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

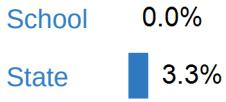


CTE Concentrators
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)

Structured Learning Experiences Participation

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

Structured Learning Experiences



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Industry-Valued Credentials

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

Students Earning Industry-Valued Credentials

School	0.0%
State	0.9%

Industry-Valued Credentials by Career Cluster

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

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total credentials earned
Business Management & Administration	*		
Health Science	*		
Hospitality & Tourism	*		
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
9	63	289	42	22	2	2	15
10	8	43	193	87	15	11	18
11	3	5	42	195	102	22	47
12	1	4	3	13	249	80	81
Total	75	341	280	317	368	115	161
Enrolled in AP/IB Course					221	99	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	401	1	0	4	0	5
10	20	293	0	26	7	19
11	52	70	7	50	153	40
12	20	36	0	60	161	109
Total	493	400	7	140	321	173
Enrolled in AP/IB Course	65	78		77	196	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

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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	4	392	0	0	0	3
10	5	336	0	0	0	7
11	348	42	0	5	2	53
12	13	16	0	6	17	262
Total	370	786	0	11	19	325
Enrolled in AP/IB Course	249	169	0	0		165
Enrolled in Dual Enrollment Course	0	0	0	11	0	0

World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	156	127	45	42	0	33	26
10	135	85	24	41	0	33	28
11	145	93	30	35	0	40	18
12	107	65	24	28	0	21	18
Total	543	370	123	146	0	127	90
Enrolled in AP/IB Course	43	46	0	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	344	258	35	65	0	62	25

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Seal of Biliteracy

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

Language	Students Earning a Seal of Biliteracy
Total	0

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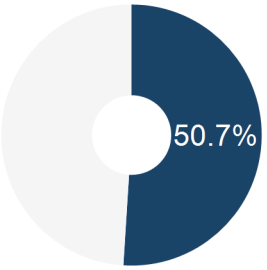
Visual and Performing Arts – Course Participation

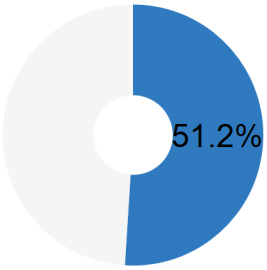
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 9-12:

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

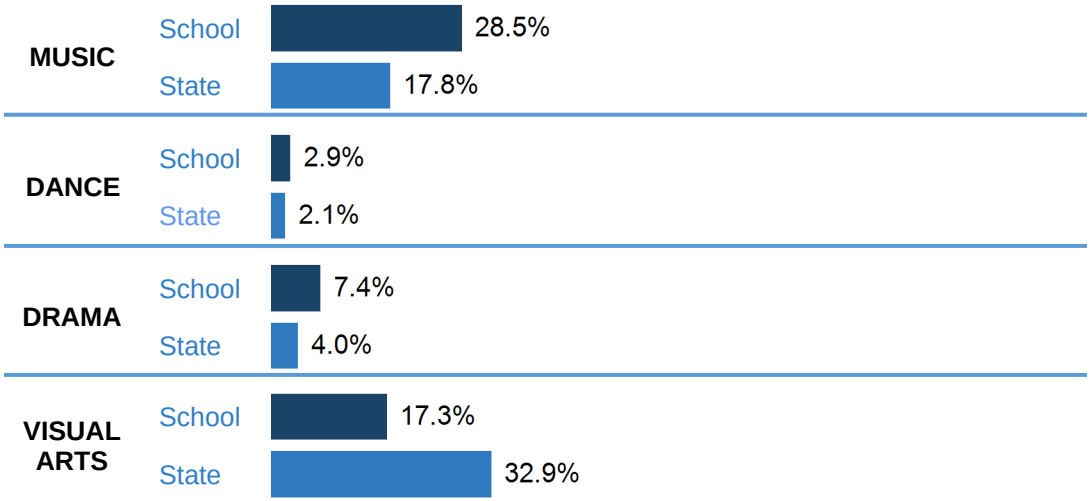


School



State

Students enrolled in one or more classes by discipline:



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

Graduation Rates

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

Student Group	School - Class of 2018: 4 Year Rate	State - Class of 2018: 4 Year Rate	School - Class of 2017: 5 Year Rate	State - Class of 2017: 5 Year Rate	Class of 2017: 4 Year Rate	Class of 2017: 4 Year Target	Class of 2017: Met Target	Class of 2016: 5 Year Rate	Class of 2016: 5 Year Target	Class of 2016: Met Target
Schoolwide	96.4%	90.9%	98.2%	92.4%	97.4%	N	Met Goal	95.6%	N	Met Goal
White	98.3%	95.0%	98.2%	95.7%	97.4%	N	Met Goal	96.5%	N	Met Goal
Hispanic	83.8%	84.8%	93.3%	87.3%	90.0%	92.6%	Not Met	87.5%	74.4%	Met Target
Black or African American	95.8%	84.2%	*	86.8%	*	**	**	87.0%	95.1%	Not Met
Asian, Native Hawaiian or Pacific Islander	96.3%	97.0%	100.0%	97.7%	100.0%	N	Met Goal	100.0%	N	Met Goal
American Indian or Alaska Native	*	86.5%	*	94.1%	*	**	**	*	**	**
Two or More Races	*	92.0%	*	93.9%	*	**	**	*	**	**
Economically Disadvantaged Students	80.6%	84.6%	90.0%	87.0%	86.7%	93.9%	Not Met	90.9%	78.8%	Met Target
Students with Disabilities	81.0%	80.1%	93.2%	83.5%	90.7%	92.2%	Not Met	76.7%	88.8%	Not Met
English Learners	80.0%	75.8%	91.7%	81.8%	91.7%	**	**	75.0%	**	**
Homeless Students	N	72.6%	N	79.1%	N			N		
Students in Foster Care	*	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	24.2%	18.8%
Substitute Competency Test	73.6%	78.8%
Portfolio Appeals Process	0.0%	0.0%
Alternate Requirements specified in IEP	2.2%	2.5%
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	96.4%	-
2017	97.4%	98.2%
2016	94.8%	95.6%

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

NJ SCHOOL PERFORMANCE REPORT

PRINCETON HIGH SCHOOL
(21-4255-050)
Grades Offered: 09-12
2017-2018

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

Postsecondary Enrollment Rates: Fall

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	72.8%	27.6%	72.4%
Schoolwide	84.5%	3.5%	96.5%
White	85.7%	3.6%	96.4%
Hispanic	90%	11.1%	88.9%
Black or African American	81.8%	5.6%	94.4%
Asian, Native Hawaiian, or Pacific Islander	86.3%	1.1%	98.9%
American Indian or Alaska Native	*	*	*
Two or More Races	*	*	*
Economically Disadvantaged Students	87.1%	14.8%	85.2%
Students with Disabilities	85.3%	27.6%	72.4%
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	87.7%	3.7%	96.3%	37.7%	62.3%	27.7%	72.3%
White	86.5%	2.8%	97.2%	40%	60%	23.3%	76.7%
Hispanic	85.7%	20.8%	79.2%	62.5%	37.5%	54.2%	45.8%
Black or African American	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	88.7%	1.2%	98.8%	29.1%	70.9%	27.9%	72.1%
American Indian or Alaska Native	*	*	*	*	*	*	*
Two or More Races	100%	0%	100%	23.5%	76.5%	35.3%	64.7%
Economically Disadvantaged Students	79.3%	21.7%	78.3%	65.2%	34.8%	60.9%	39.1%
Students with Disabilities	82.5%	15.2%	84.8%	57.6%	42.4%	48.5%	51.5%
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.

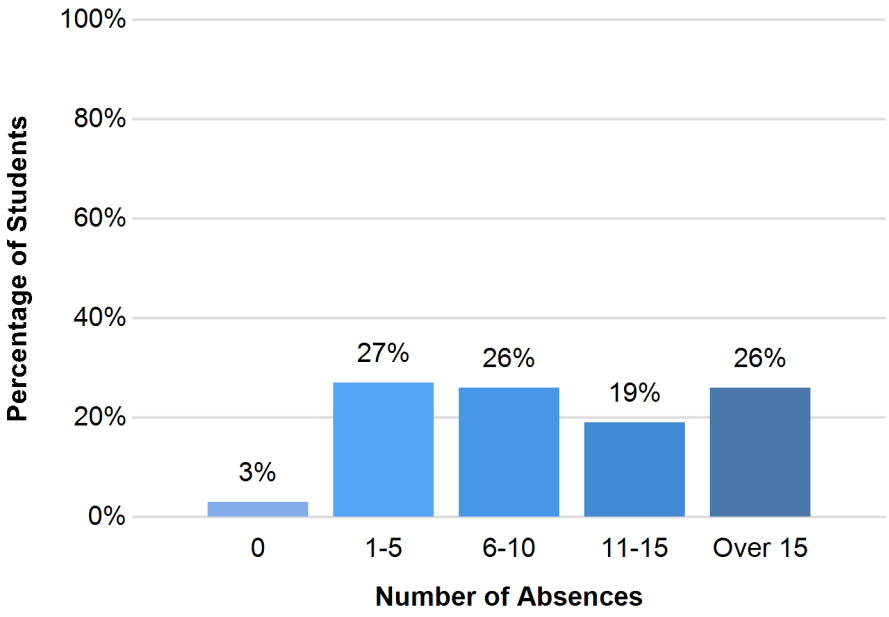
Chronic Absenteeism

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	314	19.3	14.9	Not Met
White	160	18.0	14.9	Not Met
Hispanic	53	32.1	14.9	Not Met
Black or African American	29	29.3	14.9	Not Met
Asian, Native Hawaiian, or Pacific Islander	62	15.6	14.9	Not Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	14.9	Met
Economically Disadvantaged Students	58	38.4	14.9	Not Met
Students with Disabilities	68	30.0	14.9	Not Met
English Learners	12	33.3	14.9	Not Met

Days Absent

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



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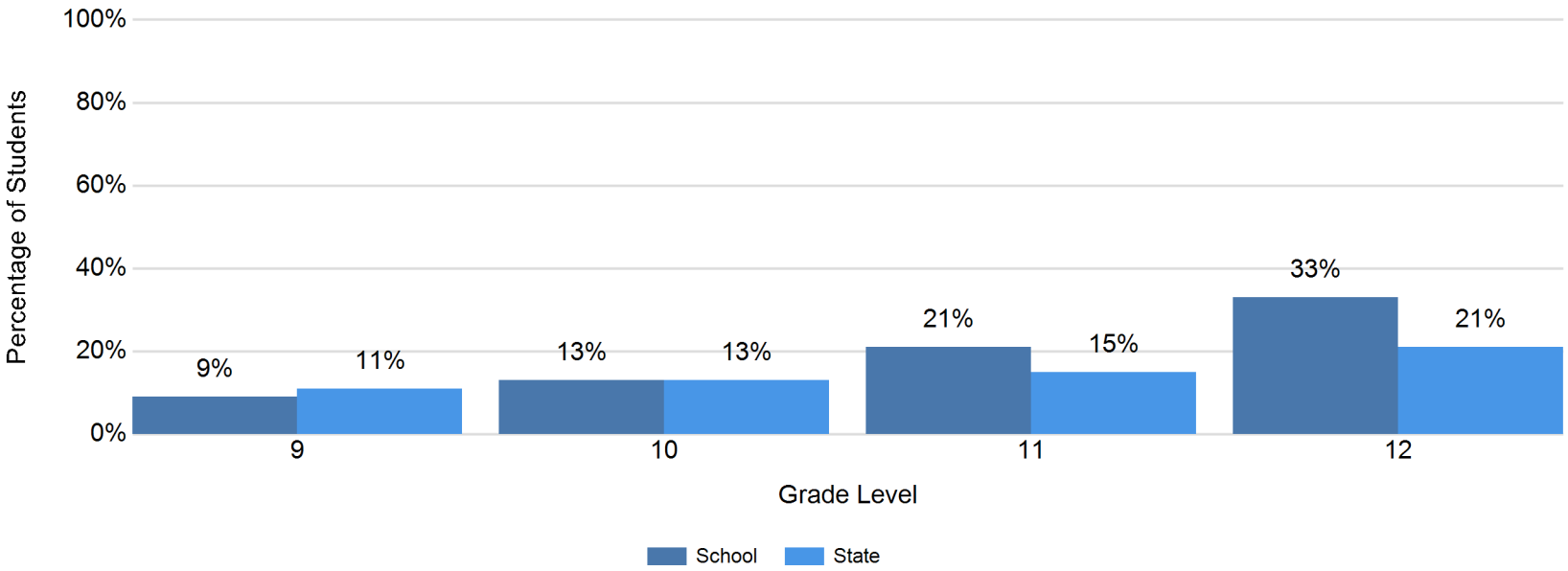
Chronic Absenteeism by Grade

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



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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	4
Weapons	1
Vandalism	2
Substances	4
Harassment, Intimidation, Bullying (HIB)	10
Total Unique Incidents	21
Incidents Per 100 Students Enrolled	1.32

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

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Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	1	1
Sexual Orientation	0	1	1
Disability	0	0	0
Other	0	8	8
No Identified Nature	0		0

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	21	1.3%
Any Suspension	21	1.3%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
41

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School Day

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

Category	School
Typical Start Time	7:40 AM
Typical End Time	2:50 PM
Length of School Day	7 Hrs 10 Mins
Full Time - Instructional Time	N
Shared Time - Instructional Time	N

Device Ratios

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

School Year	Student to Device Ratio
2017-18	1.1:1

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)	$423	$18,595	$19,018

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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	133	117,464
Average years experience in public schools	13.6	12.0
Average years experience in district	11.0	10.7
Teachers in district for 4 or more years	75.9%	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	26	9,374
Average years experience in public schools	20.9	16.0
Average years experience in district	10.3	12.0
Administrators in district for 4 or more years	76.9%	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	12:1	11:1
Students to Administrators	145:1	145:1
Teachers to Administrators	12:1	13:1
Students to Librarians/Media Specialists		626:1
Students to Nurses		537:1
Students to Counselors		221:1
Students to Child Study Team		179:1

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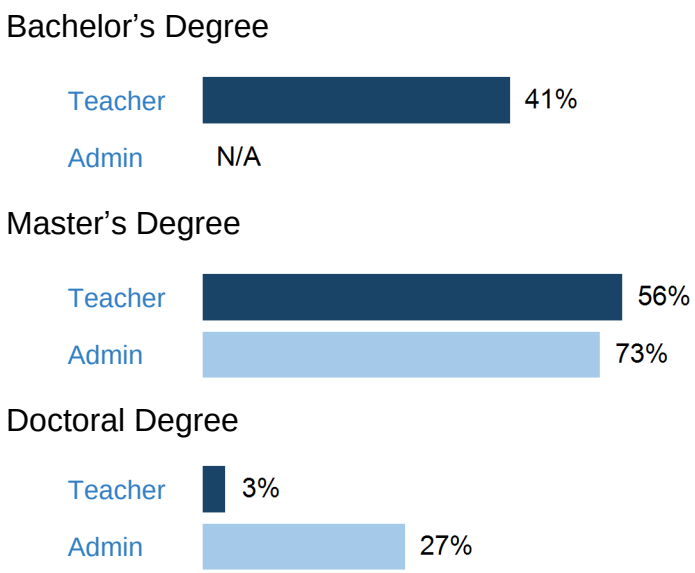
Teachers and Administrators - Level of Education

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



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

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

Job Type	District	State
2016-17 Teachers: Same district 2017-18	92.0%	90.2%
2016-17 Administrators: Same district 2017-18	88.9%	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	97.8%

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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 – Demographics

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

Category	Teachers	Administrators
Female	60.9%	45.5%
Male	39.1%	54.5%
White	82.0%	90.9%
Hispanic	4.5%	9.1%
Black or African American	4.5%	0.0%
Asian	8.3%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.8%	0.0%
Two or More Races	0.0%	0.0%

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

Comprehensive Status

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

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

Targeted Status

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

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

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

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

Accountability Indicator	Score	Weight
English Language Arts Proficiency	82.23	15.0%
Mathematics Proficiency	67.91	15.0%
Graduation Rate - 4-Year	74.79	20.0%
Graduation Rate - 5-Year	45.98	20.0%
Progress Towards English Language Proficiency	62.73	20.0%
Chronic Absenteeism	16.95	10.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	60.91	n/a
Summative Rating: Percentile Rank of Summative Score	63.90	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	No	n/a
Requires Comprehensive Support: 4-year Graduation Rate less than or equal to 67%	No	n/a

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

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Accountability Summary by Student Group - 2017-18 School Year

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

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	4-Year Graduation Rate: Met Annual Target	5-Year Graduation Rate: Met Annual Target	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	No	Met Target	Met Target	Met Goal	Met Goal	Met Target	Not Met	No
White	61.09	8.94	No	Met Goal	Met Target	Met Goal	Met Goal	n/a	Not Met	No
Hispanic	43.26	8.94	No	Met Target	Met Target†	Not Met	Met Target	n/a	Not Met	No
Black or African American	41.44	8.94	No	Met Target	Not Met	**	Not Met	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	71.78	8.94	No	Met Goal	Met Target	Met Goal	Met Goal	n/a	Not Met	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	Met Goal	Met Target†	**	**	n/a	Met	No
Economically Disadvantaged Students	38.86	8.94	No	Met Target	Met Target†	Not Met	Met Target	n/a	Not Met	No
Students with Disabilities	55.10	8.94	No	Met Target	Not Met	Not Met	Not Met	n/a	Not Met	No
English Learners	**	**	No	Met Target	Met Target†	**	**	**	Not Met	No

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

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School Narrative

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

Highlights:	• Princeton High School has a rich history of high academic standards and exemplar music and arts programs. • Our students choose from 270 course offerings; over 70% of our students participate in AP or accelerated programs. • Over 100 clubs and 40 community services groups are offered for students to find their place to shine.
Mission, Vision, Theme:	Live to learn. Learn to live. Princeton High School is committed to preparing our students for the challenges and demands of an exciting future. Through the increasing use of technological innovations, analyzing the use of instructional time, and nurturing a climate of professional dialogue, PHS offers the best educational opportunities to its students.
Awards, Recognition, Accomplishments:	Honored by numerous national organizations for excellence, Princeton High School is truly 'a place of learning.' PHS is often named one of America's top 100 public high schools in national news publications. Our students have earned many honors. The class of 2018 included 24 National Merit Semi-Finalists and 64 Commended Scholars. Of the 680 PHS students who took the May 2018 Advanced Placement examinations, 209 were Scholars with Distinction; 58 were Scholars with Honor, and 84 were Scholars.

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Courses, Curriculum, Instruction:	The high school values of a community that takes pride in its continuing tradition of academic and cultural achievement. We have worked hard to ensure that all our programs reflect our students' abilities and aspirations. Approximately 1600 students choose from 270 course offerings. More than 70 percent of our students participate in advanced placement or accelerated programs. We supplement these courses with extensive elective offerings in the arts, humanities, and the sciences.
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Fencing (Boys & Girls), Field Hockey (Girls), Football (Boys), Golf (Boys), Ice Hockey (Boys & Girls), Lacrosse (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Girls), Wrestling (Boys) The mission of athletics in the Princeton Public Schools reflects the mission of the district as a whole. Our commitment is to prepare our student-athletes to lead lives of joy and purpose, to foster their development of knowledge and character, to promote a sense of pride within our community, and a sense of achievement among our teams.
Clubs and Activities:	Princeton High School sponsors award-winning student publications (The Tower and The Ivy), acclaimed performing groups in vocal and instrumental music, math, Model United Nations, debating teams, over 100 clubs devoted to specialized interests and over 40 community service groups.

NJ SCHOOL PERFORMANCE REPORT

PRINCETON HIGH SCHOOL
(21-4255-050)
Grades Offered: 09-12
2017-2018

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

School Narrative

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Before and After School Programs:	Special programs focus on student enrichment and are designed to form a web of support for all students. Learning-in-the-Community and School-to-Career programs help students become aware of community resources, explore careers, improve communication skills, and provide community service. The Career Awareness/Community Service program educates students to organize and lead sophomore groups in career and community-service projects.
Staff and Professional Learning:	Our district mission of equity drives instructional decision making and allows for all students to thrive in our classrooms. With the upcoming changes to our weekly schedule, teachers and staff members are focused on the importance of student engagement and differentiation within a longer class period.
Postsecondary Information:	The most competitive colleges seek Princeton High School students. Approximately 90 percent of our graduates continue their education in college (four-year and two-year institutions).

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Student Supports and Services:	In addition to the special education services provided to our students with disabilities, the PHS Ideas Center provides free tutoring services to all students in all academic areas. Tutoring services are provided by Princeton University students, peer tutors and highly qualified community volunteers.
Student Health and Wellness:	The health services office strives to maximize student learning and health through the use of a coordinated school health program which encompasses health education, school health services, nutrition services, counseling, psychological and social services, a healthy school environment, with family, staff and community involvement.
Parent and Community Involvement:	Our PTO and Special Education PTO work closely with our school to provide support and open lines of communication. Also, community partners work collaboratively with our students and staff to sponsor educational programs on current issues. PHS juniors give workshops for youth as part of Corner House's Teen Advisory Group. The Center for Supportive Schools trains PHS faculty to teach leadership courses to select groups of older students, as part of our Peer Group & Teen Pep Programs.

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Climate Surveys:	Who is surveyed: Students, Parents, Teachers In the fall of 2016, Stanford University researchers conducted a survey measuring 12 different topics including: stress, academic engagement, perceptions of homework, extracurricular activities, parental expectations, sleep, academic integrity, and overall health and wellbeing of students in grades 9-12 at PHS. The results from this survey are being used to inform programming and instructional decisions for all students. A later school start time at 8:20 am was implemented for the 2018-19 school year.
Facilities:	Students at PHS are able to make use of numerous unique facilities: 769-seat Performing Arts Center, Black Box Theatre, Numina art gallery, recording studios, two gyms, a fully equipped fitness center and numerous computers and alternative learning spaces in the Learning Commons.