NJ SCHOOL PERFORMANCE REPORT

PARSIPPANY HIGH SCHOOL
(27-3950-050)
Grades Offered: 09-12
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
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How to use this report:

- **Learn more** about this school by exploring all sections of this report
- **Start conversations** with school community members and ask questions
- **Engage** with your school communities to identify where schools are doing well and where they can improve

Navigating through the reports:

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows as the top left of the screen to move between pages of the report

Other Resources:

- Review the Summary Report or the district-level report for this school
- Read the Reference Guide, Frequently Asked Questions, or Data Privacy Rules for more detailed information about the data in the report
- Download the data in the reports for all schools in the state
- Provide feedback on the reports by taking our feedback survey
- Contact us at reportcard@doe.nj.gov with any questions about the reports

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School Contact Info

This table contains contact information including principal name, address, phone number, email address, and social media information, if provided.

Type	Contact Information
County	MORRIS
District	PARSIPPANY-TROY HILLS TWP
Principal Name	DR. MULROONY
Address	309 BALDWIN RD PARSIPPANY, NJ 07054
Phone Number	(973)263-7001
Email Address	DMULROONY@PTHSD.NET
Website	http://phs.pthsd.k12.nj.us/
Twitter	https://twitter.com/ParHighMulroony

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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	225	230	220
10	219	231	227
11	238	213	217
12	251	243	214
Total	933	917	878

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	49.1%	50.4%	48.1%
Male	50.9%	49.6%	51.9%
Economically Disadvantaged Students	19.4%	21.5%	18.1%
Students with Disabilities	15.3%	15.3%	14.9%
English Learners	3.4%	3.4%	3.6%
Homeless Students		0.2%	0.3%
Students in Foster Care		0.0%	0.0%
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	49.2%	46.9%	46.1%
Hispanic	11.4%	12.4%	13.2%
Black or African American	4.9%	4.7%	3.4%
Asian	33.0%	33.8%	34.6%
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	1.4%	2.0%	2.5%

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	925	909	866
Shared Time Students	15	14	23
Full Time Equivalent	933	916	878

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	64.9%
Gujarati	8.2%
Spanish	6.3%
Chinese	3.3%
Persian	1.8%
Other Languages	15.5%

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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	437	98.7	71.4	73.7	56.7	71.4	57.9	Met Target
White	203	97.6	70.5	69.0	65.6	70.5	54.8	Met Target
Hispanic	61	98.5	57.4	58.7	42.5	57.4	40.6	Met Target
Black or African American	12	100.0	33.4	*	37.3	33.4	**	**
Asian, Native Hawaiian, or Pacific Islander	148	100.0	81.8	84.1	82.3	81.8	70.2	Met Goal
American Indian or Alaska Native	N	N	N	*	52.7	N	**	**
Two or More Races	13	100.0	69.3	77.7	63.4	69.3	**	**
Female	205	98.1	81.0	81.3	64.5	81.0		
Male	232	99.2	62.9	66.6	49.4	62.9		
Economically Disadvantaged Students	81	96.5	51.8	*	38.5	51.8	38.8	Met Target
Non-Economically Disadvantaged Students	356	99.2	75.9	*	67.5	75.9		
Students with Disabilities	69	100.0	23.1	28.5	21.6	23.1	24.3	Met Target†
Students without Disabilities	368	98.4	80.4	81.7	63.9	80.4		
English Learners	18	95.5	11.1	53.8	27.3	11.1	N	N
Non-English Learners	419	98.8	74.0	76.4	59.4	74.0		
Homeless Students	N	N	N	*	27.7	N		
Students In Foster Care	N	N	N	*	26.3	N		
Military-Connected Students	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	220	765	766	752	5%	8%	19%	40%	27%	68%	55%
White	101	760	761	760	*	*	22%	49%	17%	65%	64%
Hispanic	39	746	745	735	*	*	28%	*	*	46%	38%
Black or African American	*	*	*	734	*	*	*	*	*	*	34%
Asian, Native Hawaiian, or Pacific Islander	72	786	782	782	*	*	*	35%	51%	86%	83%
American Indian or Alaska Native	N	N	N	752	N	N	N	N	N	N	51%
Two or More Races	*	*	*	760	*	*	*	*	*	*	63%
Female	104	772	772	759	*	*	16%	39%	36%	75%	63%
Male	116	760	760	744	*	*	22%	41%	20%	61%	46%
Economically Disadvantaged Students	45	750	750	733	*	*	27%	*	*	49%	34%
Non-Economically Disadvantaged Students	175	769	769	761	*	*	17%	*	*	73%	65%
Students with Disabilities	36	721	721	716	*	*	*	*	*	*	15%
Students without Disabilities	184	774	774	758	*	*	*	*	*	*	62%
English Learners	*	*	711	691	*	*	*	*	*	*	*
Non-English Learners	*	*	767	755	*	*	*	*	*	*	*
Homeless Students	N	N	N	720	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	719	N	N	N	N	N	N	20%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	54%
Migrant Students	N	N	N	696	N	N	N	N	N	N	10%

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	217	772	770	749	6%	7%	12%	43%	31%	74%	51%
White	100	767	764	756	*	*	12%	48%	26%	74%	58%
Hispanic	24	747	747	733	*	*	0%	*	*	67%	38%
Black or African American	*	*	757	728	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	77	788	783	782	*	*	13%	35%	44%	79%	78%
American Indian or Alaska Native	N	N	*	744	N	N	N	N	N	N	50%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	102	781	779	759	*	*	*	43%	42%	85%	60%
Male	115	765	761	739	*	*	*	43%	22%	64%	42%
Economically Disadvantaged Students	36	745	743	730	*	*	*	*	*	53%	34%
Non-Economically Disadvantaged Students	181	778	774	758	*	*	*	*	*	78%	59%
Students with Disabilities	25	724	725	707	*	*	*	*	*	36%	15%
Students without Disabilities	192	778	776	756	*	*	*	*	*	79%	57%
English Learners	11	703	707	684	*	*	*	*	*	*	*
Non-English Learners	206	776	773	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	158	751	738	736	*	*	28%	38%	15%	53%	39%
White	61	753	733	737	*	*	33%	*	*	52%	41%
Hispanic	28	731	721	731	*	*	*	*	*	32%	35%
Black or African American	*	*	725	729	*	*	*	*	*	*	31%
Asian, Native Hawaiian, or Pacific Islander	57	763	754	759	*	*	19%	46%	25%	70%	60%
American Indian or Alaska Native	N	N	*	730	N	N	N	N	N	N	25%
Two or More Races	*	*	*	737	*	*	*	*	*	*	39%
Female	67	761	744	745	*	*	30%	*	*	60%	48%
Male	91	744	733	728	*	*	27%	*	*	48%	31%
Economically Disadvantaged Students	34	737	729	730	*	*	*	*	*	44%	33%
Non-Economically Disadvantaged Students	124	755	740	739	*	*	*	*	*	56%	42%
Students with Disabilities	33	728	708	708	*	*	39%	*	*	27%	13%
Students without Disabilities	125	757	747	742	*	*	26%	*	*	60%	44%
English Learners	*	*	722	702	*	*	*	*	*	*	*
Non-English Learners	*	*	739	738	*	*	*	*	*	*	*
Homeless Students	*	*	*	721	*	*	*	*	*	*	22%
Students in Foster Care	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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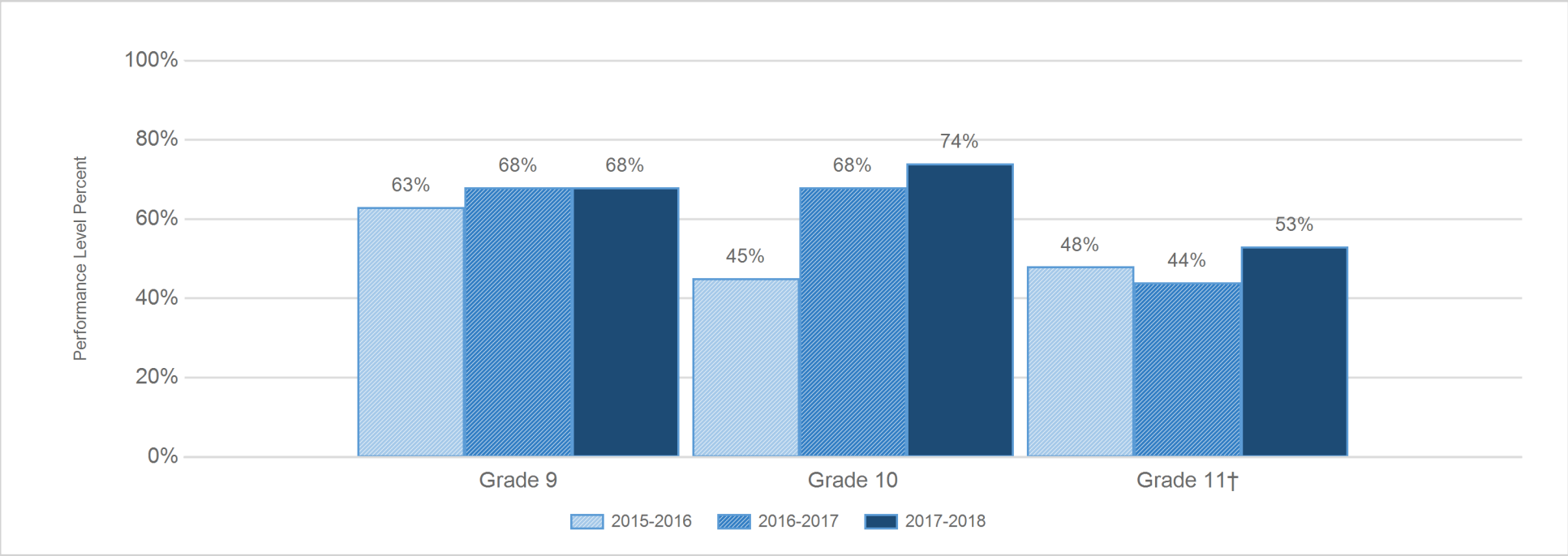
English Language Arts/Literacy Assessment - Performance Trends

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	428	98.9	50.7	66.0	45.0	50.7	49.7	Met Target
White	202	97.6	43.6	57.7	54.1	43.6	47.5	Met Target†
Hispanic	56	100.0	32.1	46.3	29.2	32.1	28	Met Target
Black or African American	12	100.0	25.0	*	23.4	25.0	**	**
Asian, Native Hawaiian, or Pacific Islander	145	100.0	69.7	82.0	77.0	69.7	60.8	Met Target
American Indian or Alaska Native	N	N	N	*	42.5	N	**	**
Two or More Races	13	100.0	53.8	69.7	53.0	53.8	**	**
Female	202	98.1	51.4	67.9	46.0	51.4		
Male	226	99.6	50.0	64.0	43.9	50.0		
Economically Disadvantaged Students	75	97.4	34.7	*	26.6	34.7	35.1	Met Target†
Non-Economically Disadvantaged Students	353	99.2	54.1	*	55.9	54.1		
Students with Disabilities	69	100.0	*	*	17.1	*	19	Not Met
Students without Disabilities	359	98.6	*	*	50.5	*		
English Learners	11	100.0	27.3	56.1	24.6	27.3	**	**
Non-English Learners	417	98.8	51.3	67.2	46.9	51.3		
Homeless Students	N	N	N	*	17.3	N		
Students In Foster Care	N	N	N	*	16.2	N		
Military-Connected Students	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	158	744	767	746	*	14%	38%	*	*	42%	46%
White	83	742	754	755	*	*	34%	43%	0%	43%	57%
Hispanic	33	739	748	730	0%	*	52%	*	*	24%	27%
Black or African American	*	*	742	727	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	35	756	786	779	*	*	31%	*	*	60%	79%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	49%
Two or More Races	*	*	766	755	*	*	*	*	*	*	54%
Female	74	747	765	748	*	*	41%	*	*	43%	48%
Male	84	742	769	745	*	*	36%	*	*	42%	44%
Economically Disadvantaged Students	39	738	748	729	*	*	41%	*	*	31%	25%
Non-Economically Disadvantaged Students	119	746	770	756	*	*	37%	*	*	46%	57%
Students with Disabilities	39	718	722	716	*	*	*	*	*	*	13%
Students without Disabilities	119	753	774	752	*	*	*	*	*	*	52%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	749	*	*	*	*	*	*	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	16%
Students in Foster Care	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	184	747	746	735	*	17%	34%	*	*	47%	30%
White	94	744	742	740	*	17%	45%	*	*	37%	37%
Hispanic	20	735	729	723	*	*	*	*	*	35%	14%
Black or African American	*	*	725	719	*	*	*	*	*	*	11%
Asian, Native Hawaiian, or Pacific Islander	57	760	759	760	*	*	19%	53%	18%	70%	65%
American Indian or Alaska Native	N	N	*	734	N	N	N	N	N	N	28%
Two or More Races	*	*	*	741	*	*	*	*	*	*	39%
Female	88	747	*	736	*	16%	36%	*	*	45%	30%
Male	96	747	*	734	*	19%	31%	*	*	48%	29%
Economically Disadvantaged Students	28	738	732	722	*	*	39%	*	*	32%	13%
Non-Economically Disadvantaged Students	156	749	748	741	*	*	33%	*	*	49%	38%
Students with Disabilities	23	721	725	713	*	*	*	*	*	*	*
Students without Disabilities	161	751	750	738	*	*	*	*	*	*	*
English Learners	N	N	*	711	N	N	N	N	N	N	*
Non-English Learners	184	747	*	736	*	17%	34%	*	*	47%	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	*
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

PARSIPPANY HIGH SCHOOL
(27-3950-050)
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	189	743	745	727	15%	21%	21%	35%	8%	43%	30%
White	70	736	732	733	*	29%	21%	*	*	37%	35%
Hispanic	25	714	717	710	*	*	*	*	*	12%	14%
Black or African American	*	*	721	705	*	*	*	*	*	*	11%
Asian, Native Hawaiian, or Pacific Islander	81	761	766	766	*	*	21%	44%	15%	59%	66%
American Indian or Alaska Native	N	N	*	729	N	N	N	N	N	N	28%
Two or More Races	*	*	*	736	*	*	*	*	*	*	37%
Female	84	748	745	728	*	21%	18%	*	*	51%	30%
Male	105	740	745	727	*	20%	24%	*	*	37%	30%
Economically Disadvantaged Students	34	721	724	709	29%	29%	*	*	*	24%	13%
Non-Economically Disadvantaged Students	155	748	749	736	12%	19%	*	*	*	48%	37%
Students with Disabilities	31	704	699	693	48%	32%	*	*	*	10%	*
Students without Disabilities	158	751	754	732	8%	18%	*	*	*	50%	*
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	*	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%

NJ SCHOOL PERFORMANCE REPORT

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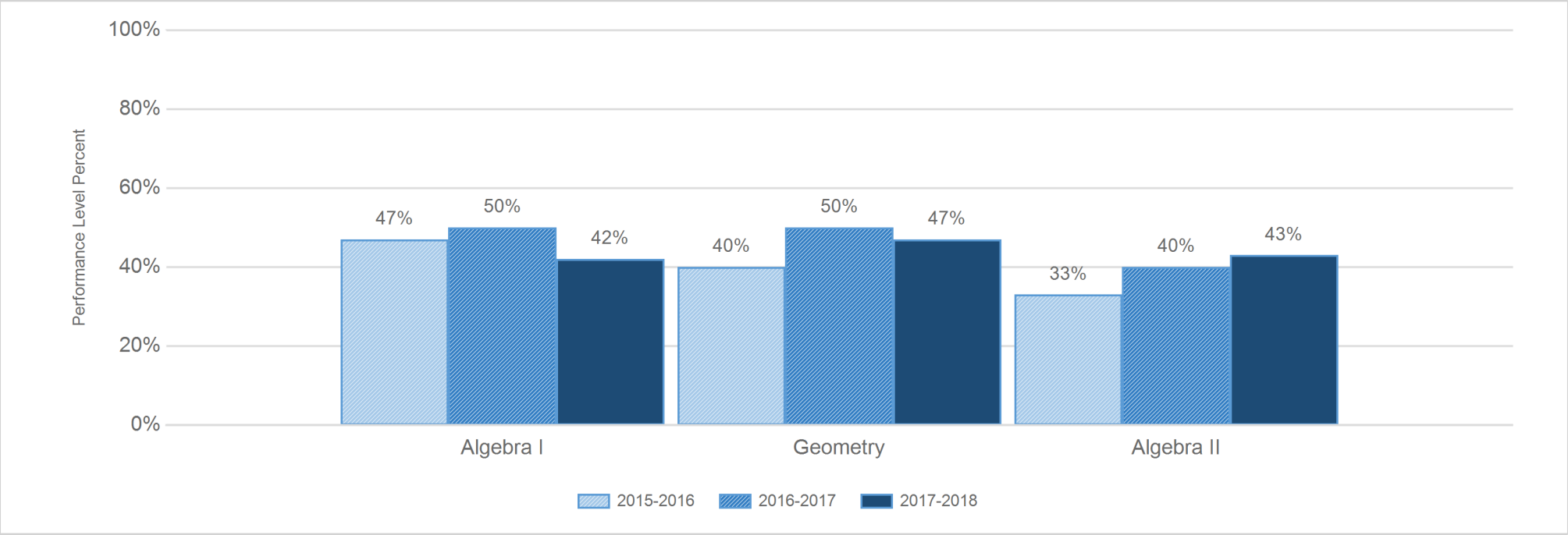
Mathematics Assessment – Performance Trends

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



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

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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	56.0%	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	21	76.2%	23.8%
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	60.7%	85.0%
12th graders taking SAT in 2017-18 or prior years	75.2%	72.2%
12th graders taking ACT in 2017-18 or prior years	22.0%	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	541	478	Grade 10: 430 Grade 11: 460	83%	62%
PSAT 10/NMSQT - Math	532	478	Grade 10: 480 Grade 11: 510	62%	42%
SAT - Reading and Writing	562	542	480	80%	72%
SAT - Math	578	543	530	65%	54%
ACT - Reading	23	24	22	55%	62%
ACT - English	24	24	18	89%	78%
ACT - Math	24	24	22	70%	62%
ACT - Science	24	23	23	68%	53%

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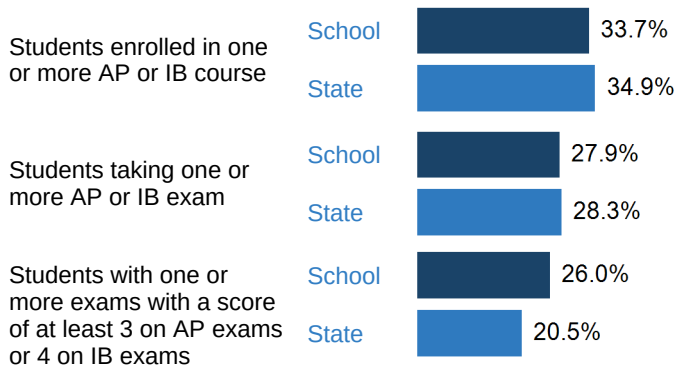
Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (IB)** courses and exams and **dual enrollment** courses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

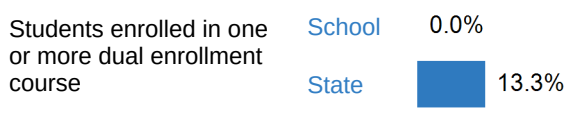
AP/IB Coursework – Participation and Performance

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	32	25
AP Calculus AB	0	4
AP Calculus BC	23	20
AP Chemistry	10	8
AP Chinese Language and Culture	0	7
AP Computer Science A	36	9
AP Computer Science Principles	0	14
AP English Language and Composition	0	1
AP English Literature and Composition	33	31
AP European History	24	14
AP French Language and Culture	10	7
AP Italian Language and Culture	0	8
AP Macroeconomics	0	16
AP Microeconomics	0	15
AP Music Theory	9	4
AP Physics 1	0	1

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AP/IB Course	Students Enrolled	Students Tested
AP Physics C	16	0
AP Physics C: Electricity and Magnetism	0	5
AP Physics C: Mechanics	0	12
AP Psychology	0	1
AP Spanish Language	23	15
AP Statistics	26	23
AP Studio Art—Drawing Portfolio	10	1
AP Studio Art—Two-Demensional	0	6
AP U.S. Government and Politics	20	15
AP U.S. History	41	39
AP World History	0	3
Total Exams taken		304
Exams with scores of at least 3 on AP exams or 4 on IB exams		271

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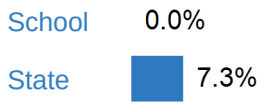
This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit the NJDOE's Career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

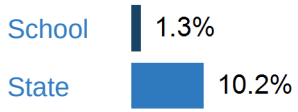
Career and Technical Education Participation

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)



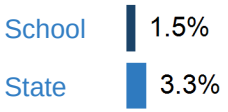
CTE Concentrators
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



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	*
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	*	*	*
Manufacturing	*		
Science, Technology, Engineering & Mathematics	*		
Transportation, Distribution & Logistics	*		
Total (All Clusters)	23	*	*

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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	152	73	0	0	0	0	32
10	9	154	90	0	0	0	27
11	3	8	130	0	1	14	122
12	0	2	11	0	65	43	107
Total	164	237	231	0	66	57	288
Enrolled in AP/IB Course					23	26	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	225	0	0	0	0	6
10	147	74	0	0	0	18
11	13	141	0	0	57	17
12	24	24	0	0	69	88
Total	409	239	0	0	126	129
Enrolled in AP/IB Course	32	10		0	16	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

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Information about New Jersey Student Learning Standards can be found on the NJDOE website. An English course participation table is not included below because students are required to take four years of English in high school. Detailed information about students enrolled in AP/IB courses in English Language Arts and other subject areas is available in the AP/IB Courses Offered table in the College and Career Readiness Section of this report.

Social Studies and History - Course Participation

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

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	229	2	0	0	0	1
10	20	214	1	0	0	4
11	10	196	9	17	0	19
12	4	27	17	62	0	75
Total	263	439	27	79	0	99
Enrolled in AP/IB Course	0	41	0	0		34
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	150	24	44	0	0	0	0
10	122	31	57	0	0	0	0
11	84	25	47	0	0	0	0
12	44	11	15	0	0	0	0
Total	400	91	163	0	0	0	0
Enrolled in AP/IB Course	23	10	0	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	191	56	107	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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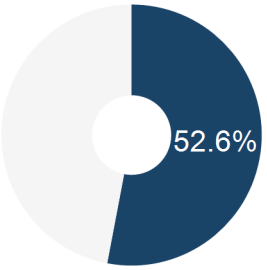
Visual and Performing Arts – Course Participation

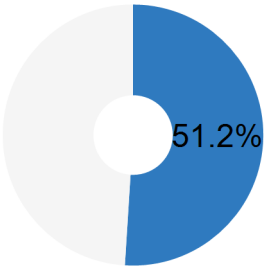
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 9-12:

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

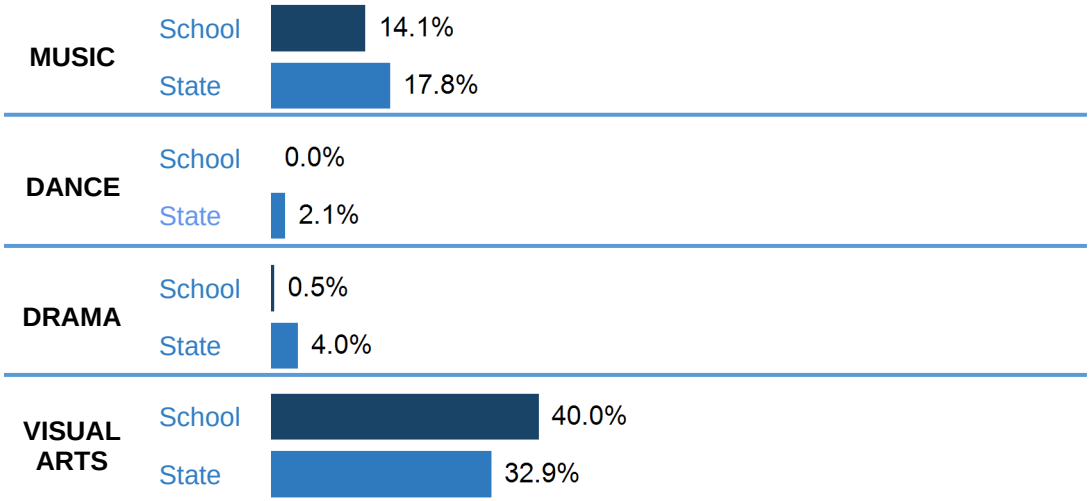


School



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	94.7%	90.9%	94.3%	92.4%	92.7%	95.0%	Not Met	96.9%	N	Met Goal
White	94.6%	95.0%	96.7%	95.7%	95.8%	N	Met Goal	95.6%	N	Met Goal
Hispanic	82.6%	84.8%	87.2%	87.3%	84.6%	88.7%	Not Met	100.0%	N	Met Goal
Black or African American	*	84.2%	*	86.8%	*	**	**	*	**	**
Asian, Native Hawaiian or Pacific Islander	97.3%	97.0%	94.2%	97.7%	91.9%	95.0%	Not Met	97.3%	N	Met Goal
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	88.3%	84.6%	92.4%	87.0%	90.9%	93.9%	Not Met	96.7%	N	Met Goal
Students with Disabilities	86.0%	80.1%	82.6%	83.5%	78.3%	89.8%	Not Met	86.1%	91.4%	Not Met
English Learners	*	75.8%	75.0%	81.8%	58.3%	**	**	*	**	**
Homeless Students	*	72.6%	N	79.1%	N			N		
Students in Foster Care	N	62.6%	N	64.9%						

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

Graduation Pathways

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

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
PARCC Assessment	77.5%	73.2%
Substitute Competency Test	13.1%	16.4%
Portfolio Appeals Process	1.4%	1.4%
Alternate Requirements specified in IEP	8.0%	8.9%
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	94.7%	-
2017	92.7%	94.3%
2016	95.7%	96.9%

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	0.5%	1.2%
2016-2017	0.3%	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	83.6%	28%	72%
White	85.9%	35.3%	64.7%
Hispanic	58.8%	20%	80%
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	87.3%	19.4%	80.6%
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	75%	40.7%	59.3%
Students with Disabilities	73.1%	68.4%	31.6%
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	88.4%	25.7%	74.3%	66.5%	33.5%	67%	33%
White	82.6%	21.1%	78.9%	66.7%	33.3%	66.7%	33.3%
Hispanic	83.3%	48%	52%	64%	36%	84%	16%
Black or African American	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	97.5%	19.2%	80.8%	66.7%	33.3%	62.8%	37.2%
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	76.5%	38.5%	61.5%	66.7%	33.3%	87.2%	12.8%
Students with Disabilities	71%	63.6%	36.4%	81.8%	18.2%	95.5%	4.5%
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.

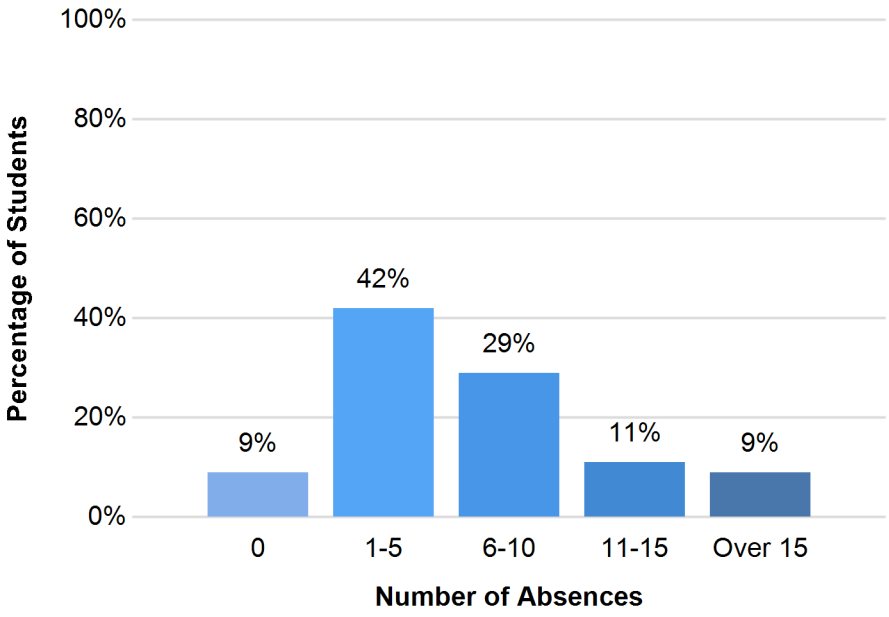
Chronic Absenteeism

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	60	6.6	14.9	Met
White	29	6.8	14.9	Met
Hispanic	12	9.9	14.9	Met
Black or African American	4	12.5	14.9	Met
Asian, Native Hawaiian, or Pacific Islander	15	4.9	14.9	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	0	0	14.9	Met
Economically Disadvantaged Students	16	9.6	14.9	Met
Students with Disabilities	24	14.5	14.9	Met
English Learners	3	10.0	14.9	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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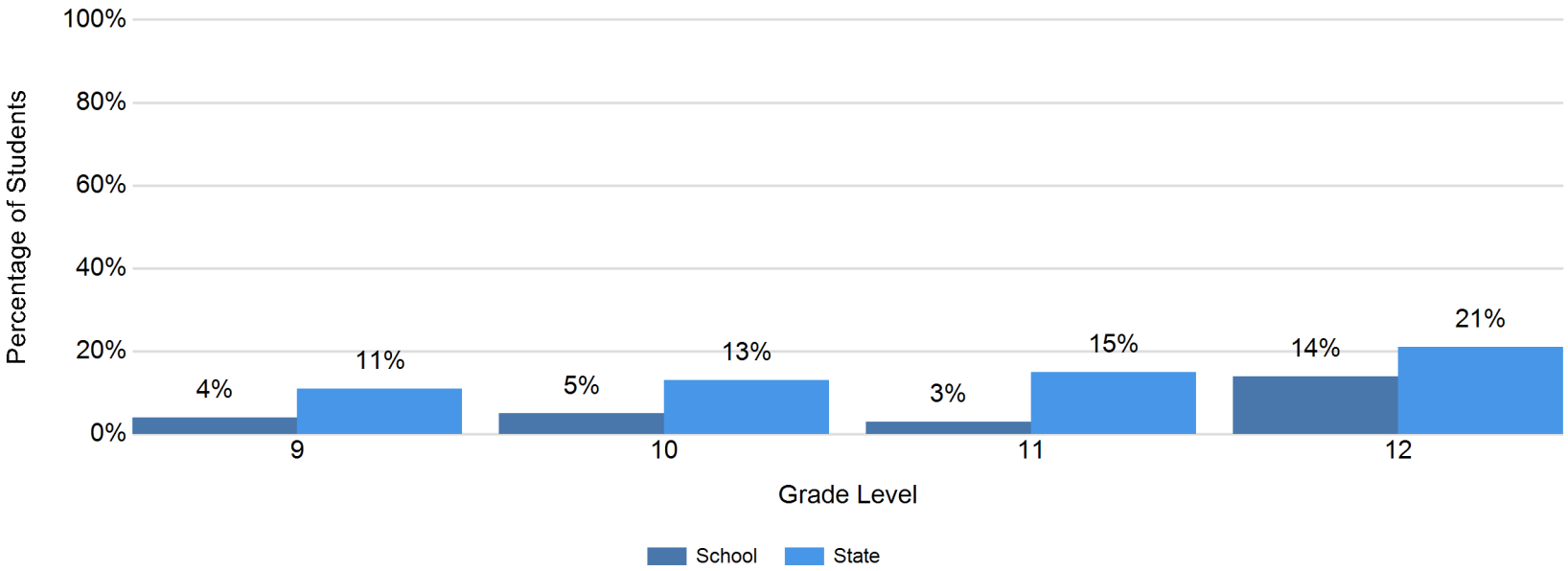
Chronic Absenteeism by Grade

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	10
Weapons	3
Vandalism	2
Substances	16
Harassment, Intimidation, Bullying (HIB)	10
Total Unique Incidents	40
Incidents Per 100 Students Enrolled	4.56

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	10
Weapons	3
Vandalism	2
Substances	15
Harassment, Intimidation, Bullying (HIB)	9
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	2	2
Religion	0	1	1
Ancestry	0	1	1
Gender	0	2	2
Sexual Orientation	0	2	2
Disability	0	1	1
Other	2	6	8
No Identified Nature	2		2

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	47	5.4%
Out-of-School Suspensions	20	2.3%
Any Suspension	59	6.7%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
92

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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	2:15 PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	5 Hrs 32 Mins
Shared Time - Instructional Time	4 Hrs. 7 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)	$324	$16,643	$16,967

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

Teachers – Experience

This table shows information about experience for teachers assigned to this school and across the state.

Category	Teachers in School	Teachers in State
Total Number of teachers	97	117,464
Average years experience in public schools	9.3	12.0
Average years experience in district	9.3	10.7
Teachers in district for 4 or more years	84.5%	75.5%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	42	9,374
Average years experience in public schools	9.9	16.0
Average years experience in district	9.9	12.0
Administrators in district for 4 or more years	64.3%	76.2%

Student and Staff Ratios

This table shows ratios of students and staff members in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.

Ratio	School Ratio	District Ratio
Students to Teachers	9:1	11:1
Students to Administrators	176:1	167:1
Teachers to Administrators	19:1	15:1
Students to Librarians/Media Specialists		502:1
Students to Nurses		502:1
Students to Counselors		260:1
Students to Child Study Team		234:1

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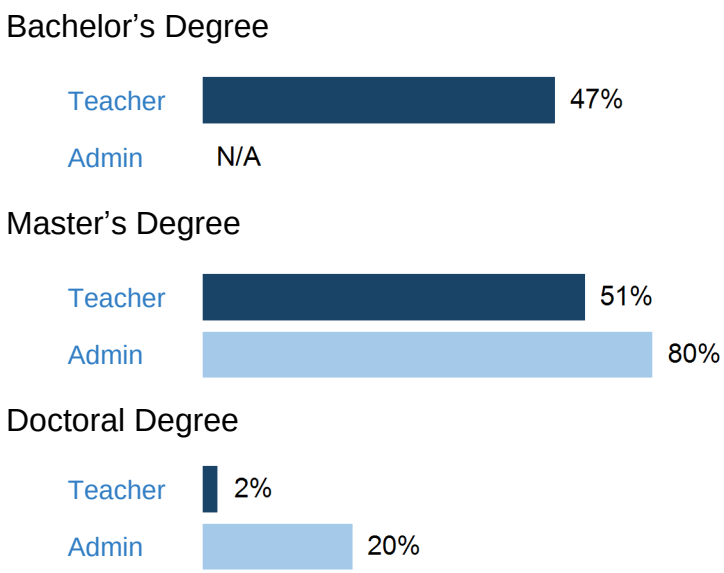
Teachers and Administrators - Level of Education

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	94.8%	90.2%
2016-17 Administrators: Same district 2017-18	83.7%	86.2%

Faculty Attendance

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

School Year	% Days Present
2017-18	98.1%

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Teachers and Administrators – Demographics

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

Category	Teachers	Administrators
Female	64.9%	20.0%
Male	35.1%	80.0%
White	95.9%	100.0%
Hispanic	1.0%	0.0%
Black or African American	0.0%	0.0%
Asian	3.1%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%

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

Comprehensive Status

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

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

Targeted Status

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

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

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

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

Accountability Indicator	Score	Weight
English Language Arts Proficiency	75.93	15.0%
Mathematics Proficiency	73.93	15.0%
Graduation Rate - 4-Year	33.24	20.0%
Graduation Rate - 5-Year	63.79	20.0%
Progress Towards English Language Proficiency	75.45	20.0%
Chronic Absenteeism	76.44	10.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	64.62	n/a
Summative Rating: Percentile Rank of Summative Score	68.77	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	Not Met	Met Goal	Met Target	Met	No
White	59.43	8.94	No	Met Target	Met Target†	Met Goal	Met Goal	n/a	Met	No
Hispanic	73.52	8.94	No	Met Target	Met Target	Not Met	Met Goal	n/a	Met	No
Black or African American	**	**	No	**	**	**	**	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	37.27	8.94	No	Met Goal	Met Target	Not Met	Met Goal	n/a	Met	No
American Indian or Alaska Native	**	**	No	**	**	N	N	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	Met	No
Economically Disadvantaged Students	83.02	8.94	No	Met Target	Met Target†	Not Met	Met Goal	n/a	Met	No
Students with Disabilities	54.30	8.94	No	Met Target†	Not Met	Not Met	Not Met	n/a	Met	No
English Learners	**	**	No	N	**	**	**	**	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:	• We offer 21 AP, and in 2018 89.7% of students scored either a 3, 4 or 5 on their AP exams. Our Academic Decathlon Team was State Champs for the 5th year in a row and competed in the National Finals. • We host monthly Service Nights where students can give back to the community. We also have a Freshmen Service Trip to America's Grow-A-Row, where we harvested vegetables for people in need. • We have a huge Student Activities program with over fifty vibrant clubs and organizations. Our Athletic Program features offers twenty-four varsity sports along with an award-winning Marching Band.
Mission, Vision, Theme:	The mission of the Parsippany-Troy Hills Township School District, in partnership with families and the greater community, is to challenge and nurture all students academically and to develop confident learners who are compassionate, generous, appreciative, and invested in their diverse world. This will be accomplished through innovative opportunities inspiring life-long learning, critical thinking and problem solving, creative exploration, and democratic collaboration among students and staff.
Awards, Recognition, Accomplishments:	Our Academic Decathlon Team won their 5th consecutive State Championship last year. Our Student Council won an NJ Smiles Awards for our extensive community service.

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Courses, Curriculum, Instruction:	A full college prep program is offered. We run honors and AP courses in math, science, language, social studies, business, music, art and computer science. Electives are rich and varied offering programs in all subject areas, including culinary arts, auto repair, CAD and IA technology. We implement a one-to-one Chromebook program that houses our core and supplemental texts. The use of Google Classroom in many courses offers students access to course-related materials and resources on campus and at home affording students extended learning opportunities. The World Language curriculum is focused on communication, cultural appreciation, and cultural connections. Homework is approximately 40 min per major subject.
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Cheerleading (Coed), Cross Country (Boys & Girls), Field Hockey (Girls), Football (Boys), Golf (Boys & Girls), Ice Hockey (Coed), 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 (Coed) Parsippany High School is a member of the New Jersey State Interscholastic Athletic Association (NJSIAA). The Redhawks compete in the Northwest Jersey Athletic Conference (NJAC), which is comprised of thirty-nine schools in Morris, Sussex and Warren Counties.
Clubs and Activities:	Our Student Council has been repeatedly recognized at the state convention with the Service Award. We work hard at PHS to give our students a voice and to put them in positions of leadership. This includes a monthly Student-Principal Summit and over fifty clubs and organizations. Some of the highlights include: the Mr. PHS pageant; Volleyball and Dodgeball Tournaments; the Senior Glammies Awards Night; multiple Spirit Weeks and Pep Rallies; and Redstock, our annual community service festival.

NJ SCHOOL PERFORMANCE REPORT

PARSIPPANY HIGH SCHOOL
(27-3950-050)
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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Staff and Professional Learning:	Shared Inquiry in Social Studies and CER in Science are major PD endeavors for which we hire external experts and internally turnkey. There are also intervention strategies for struggling math learners. Teachers who attend outside workshops throughout the district are asked to teach colleagues in our PD sessions. Efforts continue to focus on Google Classroom and Social Emotional Learning and Growth Mindset. Various trainings offered employ best practices that are performance-based, moving the staff forward to increase collaboration. With the addition of a one-to-one Chromebook program at the high schools, teachers will have additional training on different technologies and how they can be infused into the curriculum.
Postsecondary Information:	61.6% attending 4 year college 28.2% attending 2 year college 5.6% attending Career/Technical schools 1.8% Military 2.8% Employment

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Student Supports and Services:	Special Education programs; Multiple Disabled, Resource Replacement Program, In-class Resource Support , Physical Therapy, Occupational Therapy, Speech and Language Services, Teacher of the Deaf and Hard of Hearing, Behaviorist, Guidance Counselors, SACs, Social Worker, School Psychologist, LDT-C, Intervention and Referral Services, College and Career Counseling. ELL students are provided at least one full period of ESL instruction per day from a certified ESL teacher. Students in High-Intensity ESL programs receive 2 periods of ESL per day from a certified ESL teacher.
Student Health and Wellness:	School Breakfast program is offered. Students engage in PE and Health every day for 46 minutes. Volunteer school staff are CPR Certified. There is a Certified Food Handler as the Food Service Manager. Standards based nutrition education is offered in a variety of subjects.
Parent and Community Involvement:	Parent/Community Involvement is essential to our students' success. In Parsippany-Troy Hills Township Schools, participation is encouraged with activities planned annually: DARE Program, K-Kids, Interact, Girl/Boy Scouts, PAL, Peacemakers, Big Brothers/Big Sisters, and PACE, just to name a few. The Superintendent and Administration work closely with our PTAs who are very involved in all of our schools. Parents have access to student data through Genesis Portal on our website and receive up to date information through SchoolMessenger and our District SharePoint Virtual Folders. The district supports a "Parents of Exceptional Children" committee and offers opportunities for parents to participate in Book Study opportunities and other learning throughout the year.

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Other Information:	We are working hard at Parsippany High School to build our identity; to strengthen our minds, sharpen our skills and develop our character. We cultivate a sense of pride and community, excavate our history and celebrate our students' successes. We believe in each other, ourselves, and our school.