NJ SCHOOL PERFORMANCE REPORT

IRVINGTON HIGH SCHOOL
(13-2330-050)
Grades Offered: 09-12
2017-2018

Report Key:
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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	ESSEX
District	IRVINGTON TOWNSHIP
Principal Name	MS. MICHAILIDIS
Address	1253 CLINTON AVE IRVINGTON, NJ 07111-2437
Phone Number	(973)399-6897
Email Address	MMICHAILIDIS@IRVINGTON.K12.NJ.US
Website	https://irvington.k12.nj.us/schools/irvington-high-school
Twitter	https://twitter.com/IrvingtonPSD

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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	339	405	422
10	325	294	379
11	279	305	293
12	306	269	304
Total	1,249	1,273	1,398

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	45.8%	45.0%	46.6%
Male	54.2%	55.0%	53.4%
Economically Disadvantaged Students	70.1%	63.5%	62.2%
Students with Disabilities	13.4%	13.0%	11.2%
English Learners	20.3%	18.1%	19.2%
Homeless Students		0.3%	0.0%
Students in Foster Care		0.5%	0.3%
Military-Connected Students		0.2%	0.1%
Migrant Students		2.3%	1.7%

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	0.0%	0.0%	0.0%
Hispanic	14.7%	15.4%	16.2%
Black or African American	84.4%	83.9%	83.2%
Asian	0.5%	0.3%	0.4%
Native Hawaiian or Pacific Islander	0.3%	0.2%	0.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.1%	0.1%	0.1%

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	1,247	1,272	1,397
Shared Time Students	3	1	1
Full Time Equivalent	1,249	1,273	1,398

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	62.3%
Haitian	19.0%
Spanish	12.3%
Creoles and pidgins, French-based	1.1%
Twi	1.0%
Other Languages	4.3%

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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	703	97.2	20.1	27.4	56.7	20.1	28.4	Not Met
White	*	*	*	*	65.6	*	**	**
Hispanic	131	97.2	19.1	27.1	42.5	19.1	19.4	Met Target†
Black or African American	566	97.2	20.7	27.2	37.3	20.7	30.1	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	54.2	82.3	*	**	**
American Indian or Alaska Native	N	N	N	*	52.7	N	**	**
Two or More Races	*	*	*	*	63.4	*	**	**
Female	306	96.2	30.1	33.7	64.5	30.1		
Male	397	97.9	12.6	21.6	49.4	12.6		
Economically Disadvantaged Students	523	98.4	21.0	*	38.5	21.0	28.4	Not Met
Non-Economically Disadvantaged Students	180	94.0	17.8	*	67.5	17.8		
Students with Disabilities	110	96.0	*	*	21.6	*	14.8	Not Met
Students without Disabilities	593	97.4	*	*	63.9	*		
English Learners	124	95.4	*	*	27.3	*	11.6	Not Met
Non-English Learners	579	97.6	*	*	59.4	*		
Homeless Students	N	N	N	*	27.7	N		
Students In Foster Care	*	*	*	13.0	26.3	*		
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	384	715	715	752	38%	23%	20%	*	*	19%	55%
White	*	*	*	760	*	*	*	*	*	*	64%
Hispanic	78	707	707	735	50%	18%	19%	13%	0%	13%	38%
Black or African American	302	718	718	734	35%	24%	20%	*	*	21%	34%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	782	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	752	N	N	N	N	N	N	51%
Two or More Races	*	*	*	760	*	*	*	*	*	*	63%
Female	175	721	721	759	32%	25%	17%	*	*	26%	63%
Male	209	711	711	744	43%	22%	22%	*	*	14%	46%
Economically Disadvantaged Students	291	716	716	733	37%	24%	19%	*	*	21%	34%
Non-Economically Disadvantaged Students	93	713	713	761	42%	20%	23%	*	*	15%	65%
Students with Disabilities	45	696	696	716	*	*	*	*	*	*	15%
Students without Disabilities	339	718	718	758	*	*	*	*	*	*	62%
English Learners	85	685	685	691	*	*	*	*	*	*	*
Non-English Learners	299	724	724	755	*	*	*	*	*	*	*
Homeless Students	N	N	N	720	N	N	N	N	N	N	22%
Students in Foster Care	*	*	*	719	*	*	*	*	*	*	20%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	54%
Migrant Students	N	N	N	696	N	N	N	N	N	N	10%

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

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	360	711	711	749	43%	22%	16%	16%	3%	19%	51%
White	N	N	N	756	N	N	N	N	N	N	58%
Hispanic	*	*	*	733	*	*	*	*	*	*	38%
Black or African American	301	713	713	728	42%	23%	18%	15%	4%	18%	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	782	N	N	N	N	N	N	78%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	50%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	155	728	728	759	*	*	*	*	*	*	60%
Male	205	698	698	739	*	*	*	*	*	*	42%
Economically Disadvantaged Students	265	714	714	730	38%	23%	18%	*	*	21%	34%
Non-Economically Disadvantaged Students	95	702	702	758	54%	21%	12%	*	*	14%	59%
Students with Disabilities	57	679	679	707	*	*	*	*	*	*	15%
Students without Disabilities	303	717	717	756	*	*	*	*	*	*	57%
English Learners	59	676	676	684	*	*	*	*	*	*	*
Non-English Learners	301	718	718	752	*	*	*	*	*	*	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	23%
Students in Foster Care	*	*	*	707	*	*	*	*	*	*	21%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	*	*	*	706	*	*	*	*	*	*	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	259	726	726	736	33%	14%	20%	27%	6%	33%	39%
White	N	N	N	737	N	N	N	N	N	N	41%
Hispanic	*	*	*	731	*	*	*	*	*	*	35%
Black or African American	218	728	728	729	30%	15%	20%	28%	6%	34%	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	126	736	736	745	24%	13%	24%	*	*	40%	48%
Male	133	717	717	728	42%	16%	16%	*	*	26%	31%
Economically Disadvantaged Students	159	728	728	730	31%	11%	25%	*	*	33%	33%
Non-Economically Disadvantaged Students	100	723	723	739	36%	20%	12%	*	*	32%	42%
Students with Disabilities	28	686	686	708	*	*	*	*	*	*	13%
Students without Disabilities	231	731	731	742	*	*	*	*	*	*	44%
English Learners	60	695	695	702	*	*	*	*	*	*	*
Non-English Learners	199	736	736	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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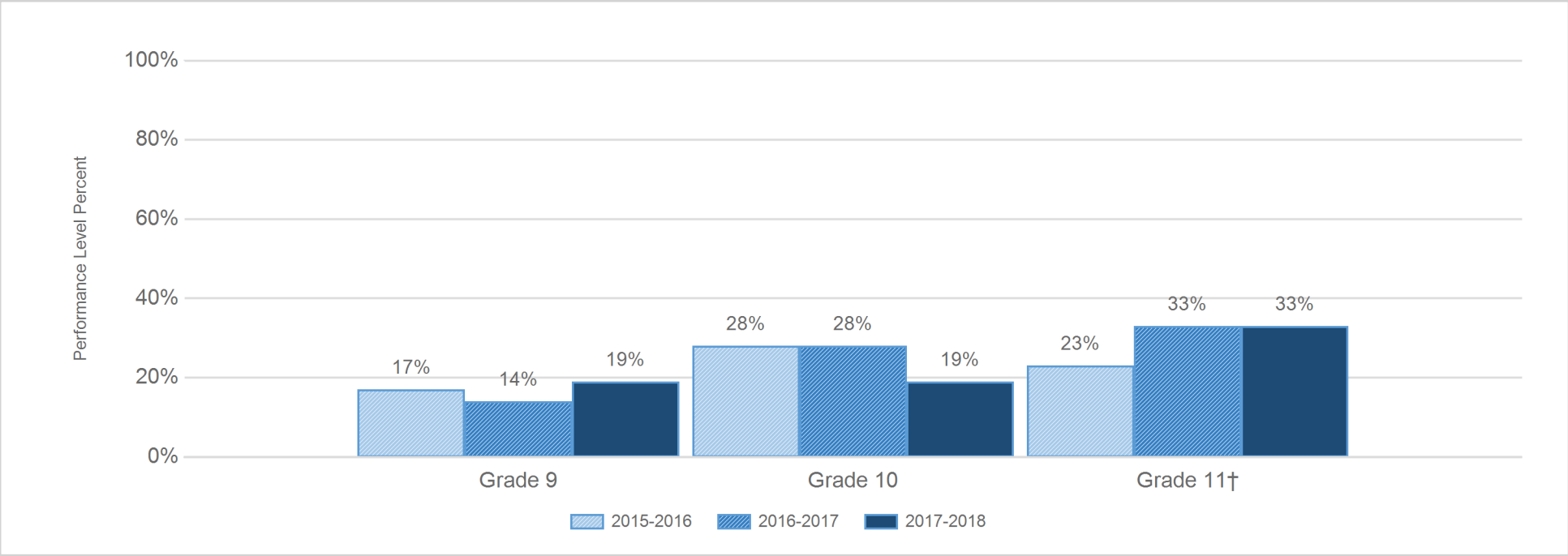
English Language Arts/Literacy Assessment - Performance Trends

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	730	97.4	*	*	45.0	*	12.8	Not Met
White	*	*	*	*	54.1	*	**	**
Hispanic	131	97.9	*	15.2	29.2	*	12.1	Not Met
Black or African American	593	97.3	*	*	23.4	*	13	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	20.9	77.0	*	**	**
American Indian or Alaska Native	N	N	N	*	42.5	N	**	**
Two or More Races	*	*	*	*	53.0	*	**	**
Female	321	96.4	*	*	46.0	*		
Male	409	98.3	*	*	43.9	*		
Economically Disadvantaged Students	536	98.3	*	14.2	26.6	*	13	Not Met
Non-Economically Disadvantaged Students	194	95.3	*	13.0	55.9	*		
Students with Disabilities	114	96.9	*	*	17.1	*	8.9	Not Met
Students without Disabilities	616	97.5	*	*	50.5	*		
English Learners	124	96.8	*	*	24.6	*	4	Not Met
Non-English Learners	606	97.6	*	*	46.9	*		
Homeless Students	N	N	N	*	17.3	N		
Students In Foster Care	*	*	*	*	16.2	*		
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	419	705	712	746	*	*	*	*	*	*	46%
White	*	*	*	755	*	*	*	*	*	*	57%
Hispanic	86	706	713	730	*	*	*	*	*	*	27%
Black or African American	329	705	712	727	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	*	746	N	N	N	N	N	N	49%
Two or More Races	*	*	*	755	*	*	*	*	*	*	54%
Female	185	705	715	748	*	*	*	*	*	*	48%
Male	234	705	710	745	*	*	*	*	*	*	44%
Economically Disadvantaged Students	300	706	*	729	*	*	*	*	*	*	25%
Non-Economically Disadvantaged Students	119	704	*	756	*	*	*	*	*	*	57%
Students with Disabilities	52	697	*	716	*	*	*	*	*	*	13%
Students without Disabilities	367	706	*	752	*	*	*	*	*	*	52%
English Learners	109	697	697	710	*	*	*	*	*	*	*
Non-English Learners	310	708	716	749	*	*	*	*	*	*	*
Homeless Students	N	N	*	718	N	N	N	N	N	N	16%
Students in Foster Care	*	*	*	712	*	*	*	*	*	*	12%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	49%
Migrant Students	*	*	*	720	*	*	*	*	*	*	11%

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Mathematics Assessment - Performance by Test: Geometry

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	356	708	708	735	*	*	*	*	*	*	30%
White	N	N	N	740	N	N	N	N	N	N	37%
Hispanic	*	*	*	723	*	*	*	*	*	*	14%
Black or African American	299	709	709	719	*	*	*	*	*	*	11%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	760	N	N	N	N	N	N	65%
American Indian or Alaska Native	N	N	N	734	N	N	N	N	N	N	28%
Two or More Races	*	*	*	741	*	*	*	*	*	*	39%
Female	153	711	711	736	*	*	*	*	*	*	30%
Male	203	706	706	734	*	*	*	*	*	*	29%
Economically Disadvantaged Students	259	708	708	722	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	97	707	707	741	*	*	*	*	*	*	38%
Students with Disabilities	54	700	700	713	*	*	*	*	*	*	*
Students without Disabilities	302	709	709	738	*	*	*	*	*	*	*
English Learners	72	704	704	711	*	*	*	*	*	*	*
Non-English Learners	284	709	709	736	*	*	*	*	*	*	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	*
Students in Foster Care	*	*	*	711	*	*	*	*	*	*	*
Military-Connected Students	N	N	N	731	N	N	N	N	N	N	24%
Migrant Students	N	N	N	709	N	N	N	N	N	N	11%

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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	253	694	694	727	*	*	*	*	*	*	30%
White	N	N	N	733	N	N	N	N	N	N	35%
Hispanic	*	*	*	710	*	*	*	*	*	*	14%
Black or African American	221	694	694	705	*	*	*	*	*	*	11%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	766	*	*	*	*	*	*	66%
American Indian or Alaska Native	N	N	N	729	N	N	N	N	N	N	28%
Two or More Races	N	N	N	736	N	N	N	N	N	N	37%
Female	131	694	694	728	*	*	*	*	*	*	30%
Male	122	694	694	727	*	*	*	*	*	*	30%
Economically Disadvantaged Students	162	694	694	709	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	91	694	694	736	*	*	*	*	*	*	37%
Students with Disabilities	33	681	681	693	*	*	*	*	*	*	*
Students without Disabilities	220	696	696	732	*	*	*	*	*	*	*
English Learners	32	679	679	691	*	*	*	*	*	*	*
Non-English Learners	221	696	696	729	*	*	*	*	*	*	*
Homeless Students	N	N	N	703	N	N	N	N	N	N	10%
Students in Foster Care	*	*	*	693	*	*	*	*	*	*	*
Military-Connected Students	*	*	*	717	*	*	*	*	*	*	20%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%

NJ SCHOOL PERFORMANCE REPORT

IRVINGTON HIGH SCHOOL
(13-2330-050)
Grades Offered: 09-12
2017-2018

Report Key:
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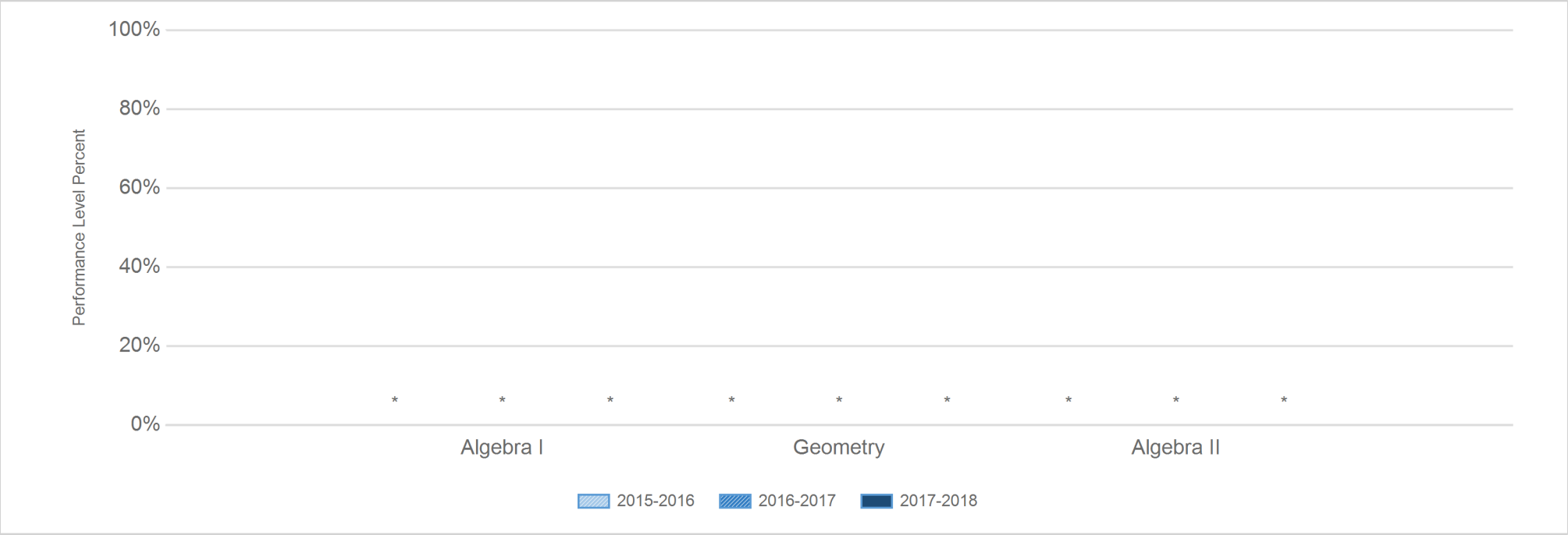
Mathematics Assessment – Performance Trends

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	18	18

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	30.4%	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	146	*	*
3-4	65	*	*
5 or more	41	*	*

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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	43.2%	85.0%
12th graders taking SAT in 2017-18 or prior years	86.8%	72.2%
12th graders taking ACT in 2017-18 or prior years	4.3%	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	382	478	Grade 10: 430 Grade 11: 460	23%	62%
PSAT 10/NMSQT - Math	374	478	Grade 10: 480 Grade 11: 510	*	42%
SAT - Reading and Writing	435	542	480	27%	72%
SAT - Math	418	543	530	*	54%
ACT - Reading	18	24	22	31%	62%
ACT - English	15	24	18	23%	78%
ACT - Math	18	24	22	31%	62%
ACT - Science	18	23	23	15%	53%

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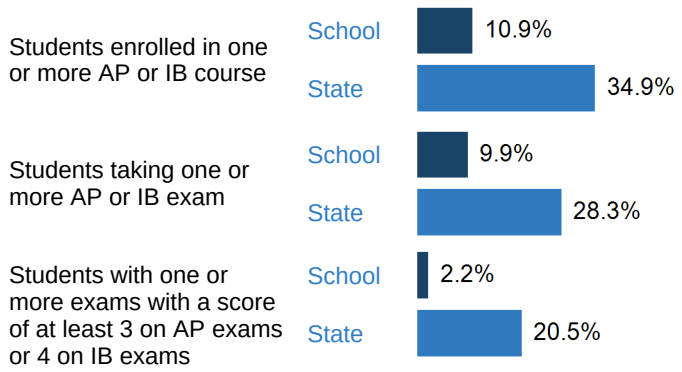
Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (IB)** courses and exams and **dual enrollment** courses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

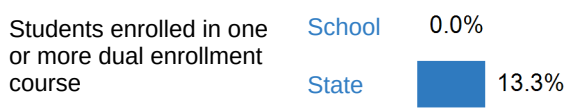
AP/IB Coursework – Participation and Performance

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	26	26
AP Calculus AB	4	3
AP Chemistry	9	9
AP English Language and Composition	0	1
AP English Literature and Composition	14	13
AP French Language and Culture	12	8
AP Physics 1	0	5
AP Physics B	5	0
AP Spanish Language	6	5
AP Statistics	11	10
AP U.S. History	21	20
Total Exams taken		100
Exams with scores of at least 3 on AP exams or 4 on IB exams		14

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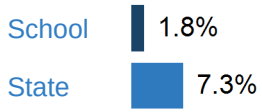
This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit the NJDOE's Career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

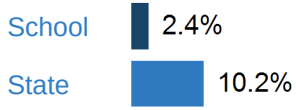
Career and Technical Education Participation

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)



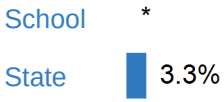
CTE Concentrators
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



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
Human Services	58	*	*
Total (All Clusters)	58	*	*

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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	362	58	0	0	0	0	11
10	45	313	60	0	0	2	0
11	15	64	203	33	0	6	0
12	6	16	59	124	11	99	22
Total	428	451	322	157	11	107	33
Enrolled in AP/IB Course					4	11	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	10	19	194	0	193	0
10	30	333	25	0	17	0
11	198	78	23	0	20	0
12	58	44	47	0	40	0
Total	296	474	289	0	270	0
Enrolled in AP/IB Course	26	9		0	5	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	387	26	0	1	1	12
10	35	358	0	13	8	11
11	7	286	0	12	80	83
12	15	100	0	82	12	74
Total	444	770	0	108	101	180
Enrolled in AP/IB Course	0	21	0	0		0
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	181	154	1	0	0	0	1
10	177	130	4	0	0	1	9
11	53	42	2	0	0	3	4
12	38	28	5	0	0	2	3
Total	449	354	12	0	0	6	17
Enrolled in AP/IB Course	6	12	0	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	68	41	0	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
French	*
Spanish	*
Total	11

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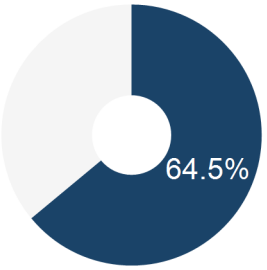
Visual and Performing Arts – Course Participation

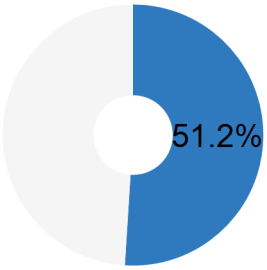
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 9-12:

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

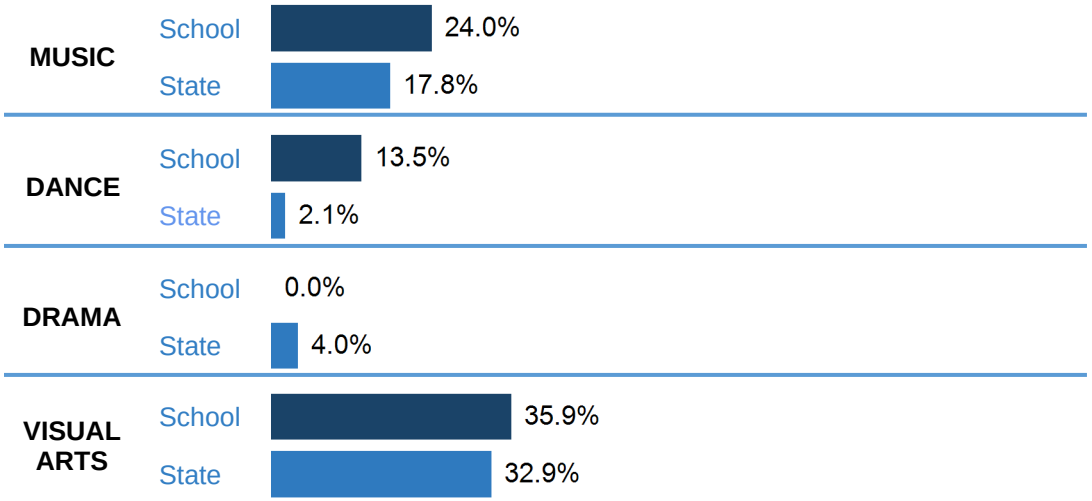


School



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	78.1%	90.9%	78.4%	92.4%	73.1%	72.8%	Met Target	73.8%	76.0%	Not Met
White	N	95.0%	*	95.7%	*	**	**	*	**	**
Hispanic	*	84.8%	78.8%	87.3%	71.2%	64.0%	Met Target	65.5%	71.9%	Not Met
Black or African American	78.9%	84.2%	78.2%	86.8%	73.2%	73.8%	Not Met	75.1%	76.4%	Not Met
Asian, Native Hawaiian or Pacific Islander	*	97.0%	*	97.7%	*	**	**	*	**	**
American Indian or Alaska Native	N	86.5%	N	94.1%	N	N	N	N	N	N
Two or More Races	N	92.0%	*	93.9%	*	**	**	*	**	**
Economically Disadvantaged Students	79.6%	84.6%	77.4%	87.0%	74.1%	72.4%	Met Target	75.0%	79.2%	Not Met
Students with Disabilities	56.9%	80.1%	63.6%	83.5%	51.9%	67.0%	Not Met	60.2%	73.7%	Not Met
English Learners	77.3%	75.8%	89.5%	81.8%	80.8%	74.8%	Met Target	82.1%	72.8%	Met Target
Homeless Students	*	72.6%	81.3%	79.1%	86.7%			82.6%		
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	44.1%	14.4%
Substitute Competency Test	17.6%	33.7%
Portfolio Appeals Process	26.8%	39.5%
Alternate Requirements specified in IEP	6.9%	7.8%
Unknown	4.6%	4.6%

Graduation Rate Trends

This table shows the 4-year and 5-year graduation rates by graduating class.

Class of	4-Year Rate	5-Year Rate
2018	78.1%	-
2017	73.1%	78.4%
2016	70.7%	73.8%

Dropout Rate Trends

This table shows the percentage of students in grades 9-12 that dropped out during each of the past three school years.

School Year	School Rate	State Rate
2017-2018	3.3%	1.2%
2016-2017	3.7%	1.1%
2015-2016	6.6%	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	40.1%	35.8%	64.2%
White	N	N	N
Hispanic	*	*	*
Black or African American	40%	33.7%	66.3%
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	39.8%	40%	60%
Students with Disabilities	15.2%	60%	40%
English Learners	27.3%	77.8%	22.2%

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	47.3%	53.2%	46.8%	79.8%	20.2%	87.9%	12.1%
White	N	N	N	N	N	N	N
Hispanic	37.8%	64.3%	35.7%	85.7%	14.3%	85.7%	14.3%
Black or African American	49.1%	52.8%	47.2%	78.7%	21.3%	88%	12%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	*	*	*
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	51.8%	54%	46%	80.5%	19.5%	88.5%	11.5%
Students with Disabilities	30%	66.7%	33.3%	75%	25%	75%	25%
English Learners	38.9%	100%	0%	100%	0%	100%	0%

NJ SCHOOL PERFORMANCE REPORT

IRVINGTON HIGH SCHOOL
(13-2330-050)
Grades Offered: 09-12
2017-2018

Report Key:
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****** Accountability calculations require 20 or more students
N No Data is available to display
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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.

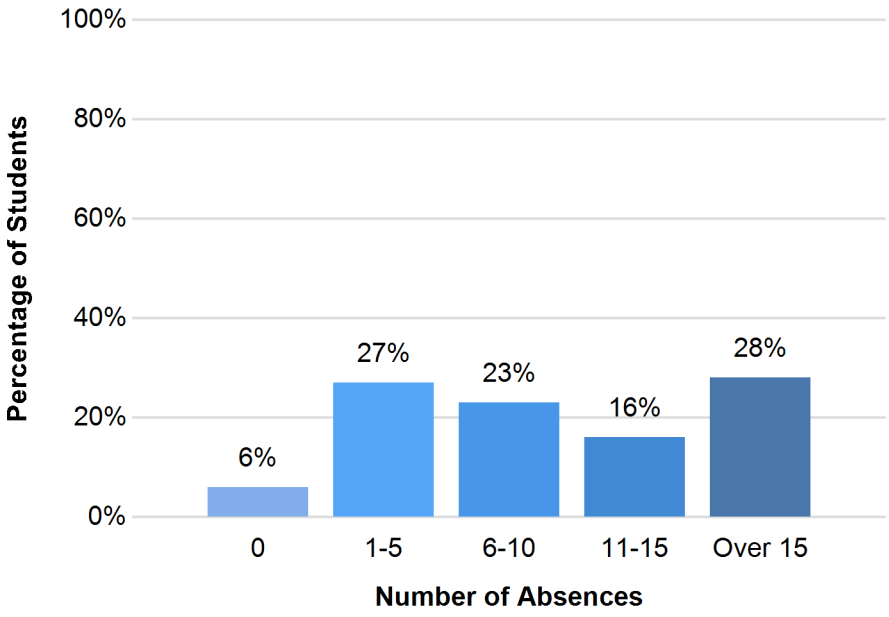
Chronic Absenteeism

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	369	24.9	14.9	Not Met
White	N	N	N	N
Hispanic	54	23.0	14.9	Not Met
Black or African American	313	25.3	14.9	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Economically Disadvantaged Students	217	24.7	14.9	Not Met
Students with Disabilities	97	39.1	14.9	Not Met
English Learners	41	15.7	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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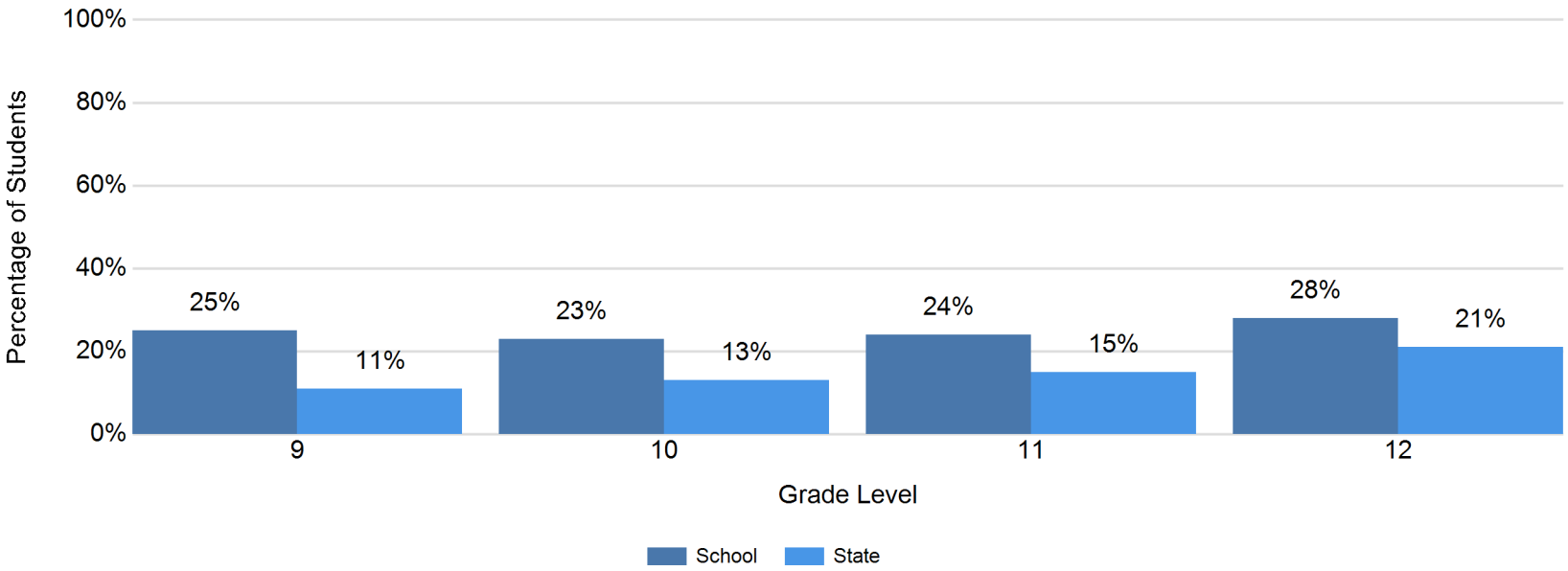
Chronic Absenteeism by Grade

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	47
Weapons	2
Vandalism	5
Substances	8
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	62
Incidents Per 100 Students Enrolled	4.44

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

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Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

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	69	4.9%
Out-of-School Suspensions	258	18.5%
Any Suspension	280	20.0%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
956

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School Day

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

Category	School
Typical Start Time	8:20 AM
Typical End Time	2:45 PM
Length of School Day	6 Hrs 25 Mins
Full Time - Instructional Time	5 Hrs 34 Mins
Shared Time - Instructional Time	N

Device Ratios

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

School Year	Student to Device Ratio
2017-18	1.2:1

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)	$1,212	$16,255	$17,467

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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	108	117,464
Average years experience in public schools	8.6	12.0
Average years experience in district	6.5	10.7
Teachers in district for 4 or more years	48.1%	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	37	9,374
Average years experience in public schools	14.4	16.0
Average years experience in district	9.5	12.0
Administrators in district for 4 or more years	64.9%	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	13:1	15:1
Students to Administrators	127:1	208:1
Teachers to Administrators	10:1	14:1
Students to Librarians/Media Specialists		701:1
Students to Nurses		514:1
Students to Counselors		350:1
Students to Child Study Team		234:1

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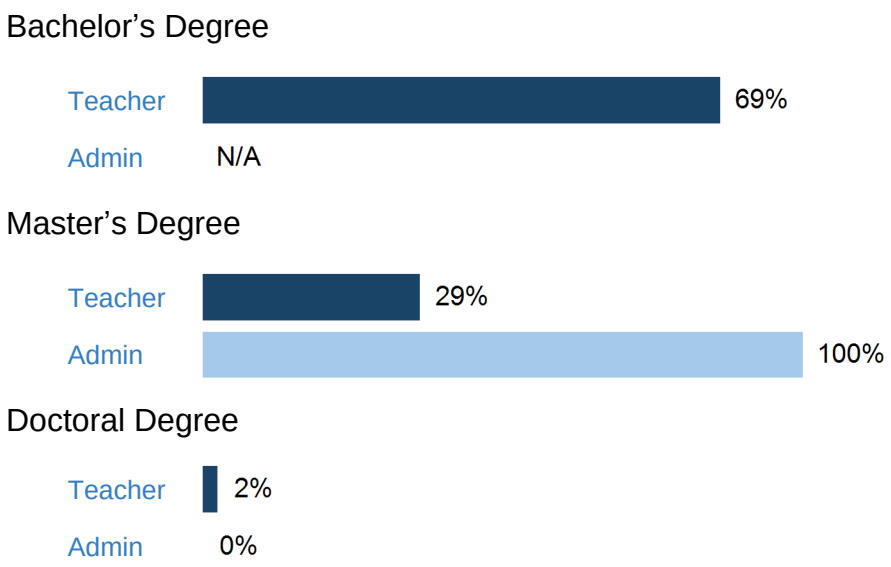
Teachers and Administrators - Level of Education

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	87.3%	90.2%
2016-17 Administrators: Same district 2017-18	83.8%	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	98.7%

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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	51.9%	63.6%
Male	48.1%	36.4%
White	38.0%	36.4%
Hispanic	7.4%	9.1%
Black or African American	51.9%	54.5%
Asian	2.8%	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	Yes	No	Yes
White	No		
Hispanic	Yes		
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	Yes		
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	9.74	15.0%
Mathematics Proficiency	6.30	15.0%
Graduation Rate - 4-Year	4.87	20.0%
Graduation Rate - 5-Year	3.16	20.0%
Progress Towards English Language Proficiency	23.64	20.0%
Chronic Absenteeism	16.38	10.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	10.38	n/a
Summative Rating: Percentile Rank of Summative Score	4.87	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	Yes	Not Met	Not Met	Met Target	Not Met	Met Target†	Not Met	Yes
White	**	**	No	**	**	**	**	n/a	**	No
Hispanic	8.22	8.94	Yes	Met Target†	Not Met	Met Target	Not Met	n/a	Not Met	No
Black or African American	16.92	8.94	No	Not Met	Not Met	Not Met	Not Met	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	No	**	**	N	N	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	12.19	8.94	No	Not Met	Not Met	Met Target	Not Met	n/a	Not Met	No
Students with Disabilities	10.66	8.94	No	Not Met	Not Met	Not Met	Not Met	n/a	Not Met	Yes
English Learners	38.63	8.94	No	Not Met	Not Met	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:	• Rutgers University REaCH is an enrichment program for scholars who take a college-level course for college credits. • Essex County College gives scholars an opportunity to take a free college placement test to assess college readiness. • Seton Hall University Upward Bound TRIO Program focuses on increasing the rate of scholars' enrollment in college.
Mission, Vision, Theme:	The staff will be dedicated to the students academic success through a rigorous and relevant curriculum that empowers students to become productive, responsible, and self-directed citizens. The students will reach their full potential through a rigorous curriculum that addresses the learning styles of all students through differentiated instructional strategies and authentic assessments. Our main purpose is to improve student academic achievement.
Awards, Recognition, Accomplishments:	Students in grades 9-12 placed 1st and 2nd in the District MLK, Jr. Essay Contest. Multiple students placed in the Essex County Pride Essay Contest. The Consumer Bowl Team has won State and Regional Championships in 9 out of the last 10 years. Athletic teams have won County and State titles as well as individual county and state honors. Eight football players received athletic scholarships. The Class of 2018 received over $1,000,000.00 of scholarship funding.

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School Narrative

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Courses, Curriculum, Instruction:	English Language Arts courses are offered at tiered levels consisting of college prep, honors, and advance placement. The World language program offers AP courses in Spanish and French. AP Science courses consist of Earth, Physics, AP Physics, Chemistry, AP Chemistry, Biology, AP Biology, and Forensics. Math courses, include AP Calculus, AP Statistics, Algebra I, Algebra II, Geometry, PreCalculus, Calculus, and Statistics. Social Studies includes AP US History, AP World History, US History I and US History II. Visual and Performing Arts includes dance, music and art courses. Technology courses are in Microsoft, Digital Publishing, and Robotics.
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Boys & Girls), Cheerleading (Boys & Girls), Cross Country (Boys & Girls), Football (Boys), Soccer (Boys & Girls), Softball (Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Boys & Girls), Wrestling (Boys & Girls) The 2017-18 NJSIAA fall season playoff qualifiers included boys soccer, girls volleyball, and football. Girls volleyball and football also won conference championships. The football team had nine players who received full-ride scholarships to college. The boys basketball reached the North II-Group III State Championship Game. A wrestler finished 12th place at the state championship tournament, the first Irvington wrestler to qualify for the state tournament since 1996. Indoor track had a number of runners who placed at the state championship meet including 5th-55m hurdles, 6th- 55m hurdles, the Boys 4x400m Relay team 5th place. The NJSIAA spring playoff qualifiers included softball. The 4x400 boys relay track team won the Penn Relays, and finished 17th at the U.S. Outdoor Nationals.
Clubs and Activities:	The school has the following clubs and activities: Class Officers, College and Career Fairs, Cosmetology, JROTC leadership program, National Honor Society, Student Council, Future Business Leaders of America, Consumer Bowl, Debate Team, Library Council, African American Heritage Club, Dance Troupes, Strategy and Gaming, Environmental, Gay Straight Alliance (GSA), School Beautification, Imani Center, Chess Club, STEP Team, Peer Leadership, Lady KNIGHTS, Advisory, and Sigma Beta.

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Before and After School Programs:	The National Honor Society offers before and after school tutoring for students in grades 9-12. A Credit Recovery program is embedded in the school day for ELA, Math, Social Studies, and Science and P.E./Health in the extended day program. The Imani Center is available for academic tutoring after school hours. Seton Hall Upward Bound TRIO, Rutgers Upward Bound TRIO, and Rutgers REaCH programs are held after school hours.
Staff and Professional Learning:	Professional development is focused around four District initiatives: Higher-Order Questioning, Student Engagement, Feedback, and Rigorous Instruction. Teachers have received and continue to receive professional development in Bloom's Taxonomy, Kagan cooperative learning, targeted feedback on student work, Sheltered Instruction Observation Protocol (SIOP), small-group instruction, planning for part two (extended learning opportunities), and differentiated instruction.
Postsecondary Information:	Graduates were accepted to over 61 different four year colleges. Ninety-six percent (308/321) of eligible seniors graduated. The graduation rate has increased by 16% over the past 5 years. Credit recovery courses are available to scholars in need of additional credits. Essex County College, Rutgers University, and Seton Hall University help ready our scholars for college and career. Over 1 million dollars in scholarships were earned by the Class of 2018.

NJ SCHOOL PERFORMANCE REPORT

IRVINGTON HIGH SCHOOL
(13-2330-050)
Grades Offered: 09-12
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

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Student Supports and Services:	Support systems are in place to assist students to become college and career ready. These services include AP courses, SAT and Test prep courses, Read 180, after-school placement prep courses in Mathematics and English language arts, Care Plus counseling program, ESL/bilingual/SIFE programs, Inclusion support, Formative assessment to monitor student progress, Intervention and Referral Services (I&RS), School-based/Outsourced counseling groups, and In-school behaviorist services.
Student Health and Wellness:	The school participates in the Breakfast Grab and Go Program. The Wellness Committee provides programs that focus on daily exercise to improve overall health, performance and well-being. School-wide programs encourage students to make a habit of healthy choices by limiting screen time; avoiding loud music; getting plenty of sleep; getting bi-annual dental exams; having annual doctor visits, and eating healthy.
Parent and Community Involvement:	Parent Teacher Student Association (PTSA) meets the 1st Monday of every month. School Leadership Council (SLC) meets once a month and includes school leadership, staff, faculty, parents and community members. Parents are invited to Back School Night, Bring Your Parent to School Day, PTSA meetings, and Report Card Conference night. Parents may access their child's attendance and grade information through the PowerSchool parent portal in real-time.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers The School has conducted a culture and climate survey for the last 4 years. Highlights of the surveys indicate that overall students are more satisfied in regards to the educational opportunities offered in the school. Students are also more satisfied with physical improvements that have been made to the building.
Facilities:	Over the past five years, a new State of the Art Athletic Complex was built, a new gymnasium floor was installed, and student lockers were installed on 3 floors. In addition, the cafeteria was updated with a drop ceiling and air conditioning and the entire building was painted. The football locker room and all-sport weight rooms were renovated. The school received over 30 new security cameras and a front entrance security system. Air conditioners were installed in the auditorium. A new sound system was purchased for the auditorium. The PA/intercom and phone system were updated.
School Safety:	Monthly emergency drills are scheduled in coordination with school resource officers and school security.

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Other Information:	Single-grade level and single-gender advisories were implemented to address the social emotional development of students and to help with building relationships between students and teachers. The following school committees support the school community: 1. Data Team, 2. Emergency, 3. PBSIS, 4. Safety Team, 5. Attendance Committee, 6. School Leadership Council, 7. SciP/Professional Development, and 8. Wellness Team. Students are celebrated as Students of the Month, Honor Roll, Super Honor Roll, Athletes of the Month, and at pep rallies. Staff members are celebrated with Employee of the Month recognition. Students are offered academic assistance before and after school through the National Honor Society Tutorial Program. JROTC, Band, and Clubs participate in annual events such as the Memorial Day Parade, Breast/Colon Cancer Awareness Walk, Irvington 5K, and more. A Career and College Center is available to students during their lunch block. The Top 12 scholars in the 12th grade and the number one student in the 9th , 10th, and 11th grade classes are honored by the Petrucci Foundation in the Spring. I AM Irvington leadership program is offered to the top 30 juniors and sponsored by the Petrucci Foundation. Junior Achievement High School Heroes facilitated by the Future Business Leaders of America and JROTC instructed scholars at Florence Avenue Elementary School in grades K-5 on Financial Literacy. The Athletic Department had successful seasons in Football, Boys' Soccer, Cross Country, Girls' Basketball, Girls' Tennis, Softball, and Track & Field. The Class of 2018 received over 1 million dollars in scholarships. The Special Olympics were hosted by the school in the Spring. The staff of Irvington High School endeavor to ensure that our students are 21st century thinkers and learners and college and career ready.