



State of New Jersey
2015-2016

03-3710-300

BERGEN

NORTHERN VALLEY REGIONAL

Northern Valley Region III

162 Knickerbocker Road

Demarest, NJ 07627

2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other schools that are educating similar students, against district and state-wide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure.

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



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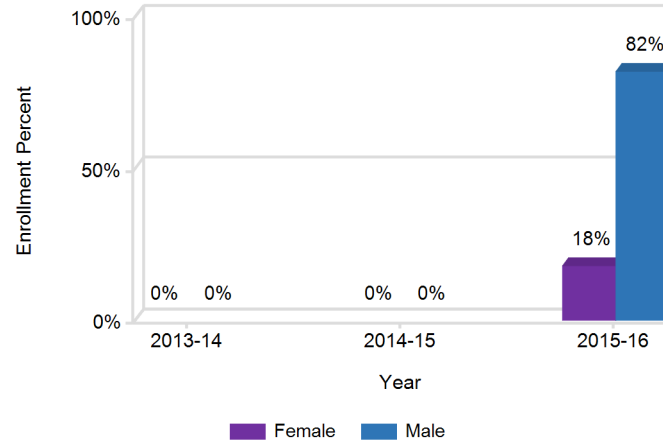
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade PK	0	0	29
Grade KG	0	0	4
Grade 01	0	0	2
Grade 02	0	0	3
Grade 03	0	0	2
Grade 04	0	0	1
Grade 05	0	0	2
Grade 06	0	0	0
Grade 07	0	0	1
Grade 08	0	0	2
Grade 09	0	0	0
Grade 10	0	0	0
Grade 11	0	0	2
Grade 12	0	0	0
UG	0	0	169
Total	0	0	217

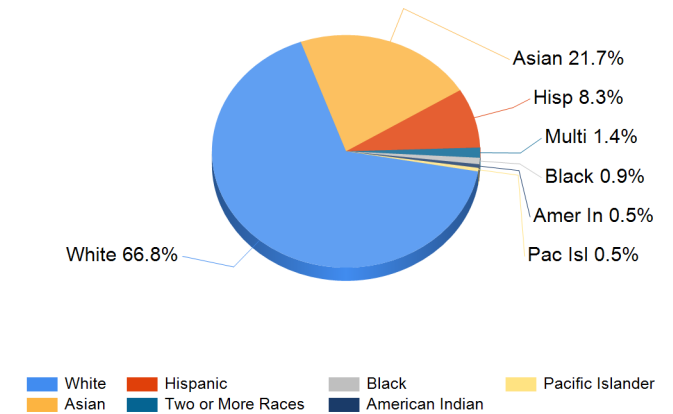
Enrollment by Gender

This graph displays the percentage of students by gender for the past three school years.



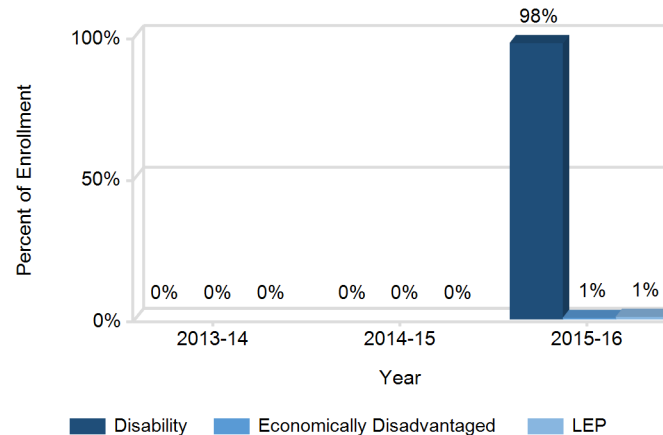
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

Language	2015-2016	Percent
English		89.9%
Korean		3.2%
Spanish		1.8%
Russian		0.9%
Tamil		0.9%
Other		3.4%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.



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Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2015-16	6 Hrs. 30 Mins.

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	6 Hrs. 30 Mins.
Shared Time	0 Hrs. 0 Mins.

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2015-16	School
Faculty	4:1
Administrator	217:1

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2015-16	0.0%

Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	97%



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Grade Span 09-12

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2015-2016

Grade Span 09-12

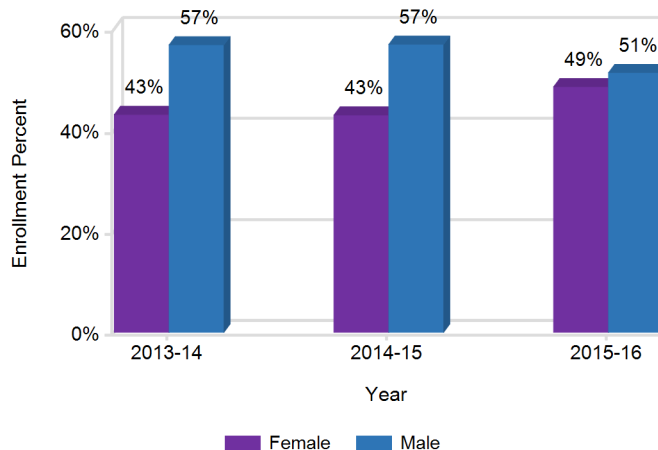
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade 09	238	255	261
Grade 10	281	234	252
Grade 11	287	280	239
Grade 12	266	291	280
UG	171	191	7
Total	1243	1251	1039

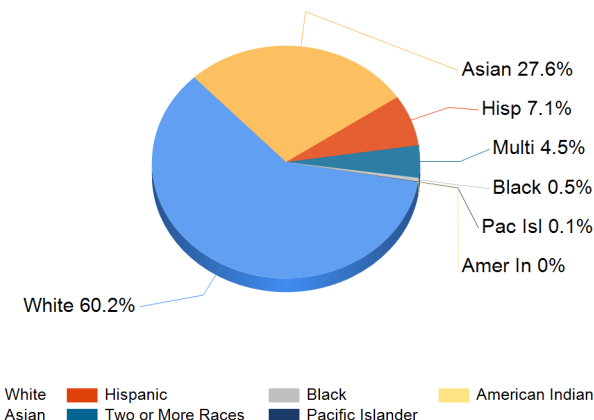
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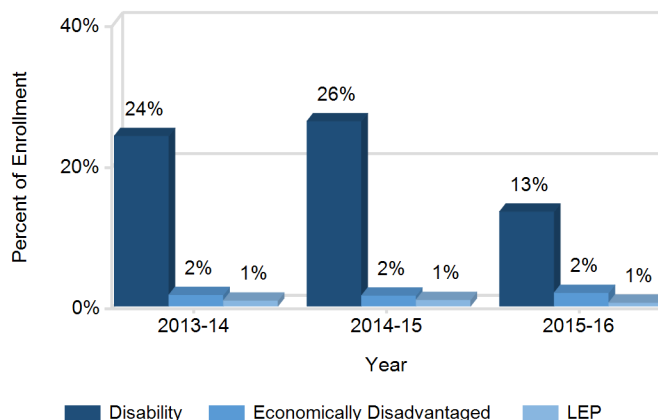
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	83.3%
Korean	8.4%
Spanish	1.5%
Hebrew	1.4%
Chinese	1.0%
Other	4.5%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.

* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



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Grade Span 09-12

The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	66%	S	67
Mathematics Met or Exceeded Expectations	64%	S	93

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goal is established as 95% by the United States Department of education. ✓ = Met participation rate (participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	508	66%	67	98%	✓	498	64%	93	98%	✓
White	309	66%	51	98%	✓	302	62%	85	98%	✓
African American	S	S	S	S		S	S	S	S	
Hispanic	S	S	S	S		S	S	S	S	
American Indian	S	S	S	S		S	S	S	S	
Asian	130	72%	35	96%	✓	130	75%	73	99%	✓
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	S	S	S	S		S	S	S	S	
English Learner Students	N	N	N	N		N	N	N	N	
Economically Disadvantaged Students	N	N	N	N		N	N	N	N	



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Grade Span 09-12

PARCC ELA Performance Distribution - Grade 09

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	260	776	772	746	1%	8%	13%	43%	35%	79%	49%
White	156	777	770	754	1%	6%	13%	46%	35%	80%	58%
African American	S	S	S	729	S	S	S	S	S	S	30%
Hispanic	S	S	S	730	S	S	S	S	S	S	34%
Asian	65	779	779	774	2%	6%	11%	40%	42%	82%	78%
American Indian	N	N	N	734	N	N	N	N	N	N	40%
Two or More Races	22	776	777	748	N	9%	9%	50%	32%	82%	53%
Students with Disability	12	754	733	713	8%	8%	25%	50%	8%	58%	12%
English Language Learners	N	N	N	693	N	N	N	N	N	N	4%
Economically Disadvantaged Students	N	N	N	729	N	N	N	N	N	N	31%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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Grade Span 09-12

PARCC ELA Performance Distribution - Grade 10

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	248	753	758	740	11%	18%	18%	36%	17%	53%	44%
White	153	750	754	747	14%	17%	18%	33%	18%	51%	50%
African American	S	S	729	722	S	S	S	S	S	S	28%
Hispanic	18	735	744	726	22%	33%	11%	22%	11%	33%	33%
Asian	65	762	771	767	3%	15%	19%	46%	17%	63%	69%
American Indian	N	N	N	729	N	N	N	N	N	N	35%
Two or More Races	S	S	768	741	S	S	S	S	S	S	45%
Students with Disability	25	725	722	702	24%	24%	32%	12%	8%	20%	11%
English Language Learners	N	N	N	685	N	N	N	N	N	N	4%
Economically Disadvantaged Students	N	N	N	723	N	N	N	N	N	N	30%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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**PARCC ELA Performance Distribution - Grade 11

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	220	712	731	736	41%	23%	20%	16%	2%	17%	40%
White	125	707	729	739	46%	22%	19%	12%	2%	14%	42%
African American	S	S	732	728	S	S	S	S	S	S	30%
Hispanic	S	S	711	732	S	S	S	S	S	S	37%
Asian	65	724	741	753	31%	22%	22%	25%	2%	26%	58%
American Indian	N	N	N	735	N	N	N	N	N	N	34%
Two or More Races	11	728	740	736	9%	27%	36%	18%	9%	27%	39%
Students with Disability	S	S	714	710	S	S	S	S	S	S	13%
English Language Learners	N	N	N	702	N	N	N	N	N	N	8%
Economically Disadvantaged Students	N	N	N	730	N	N	N	N	N	N	33%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations

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



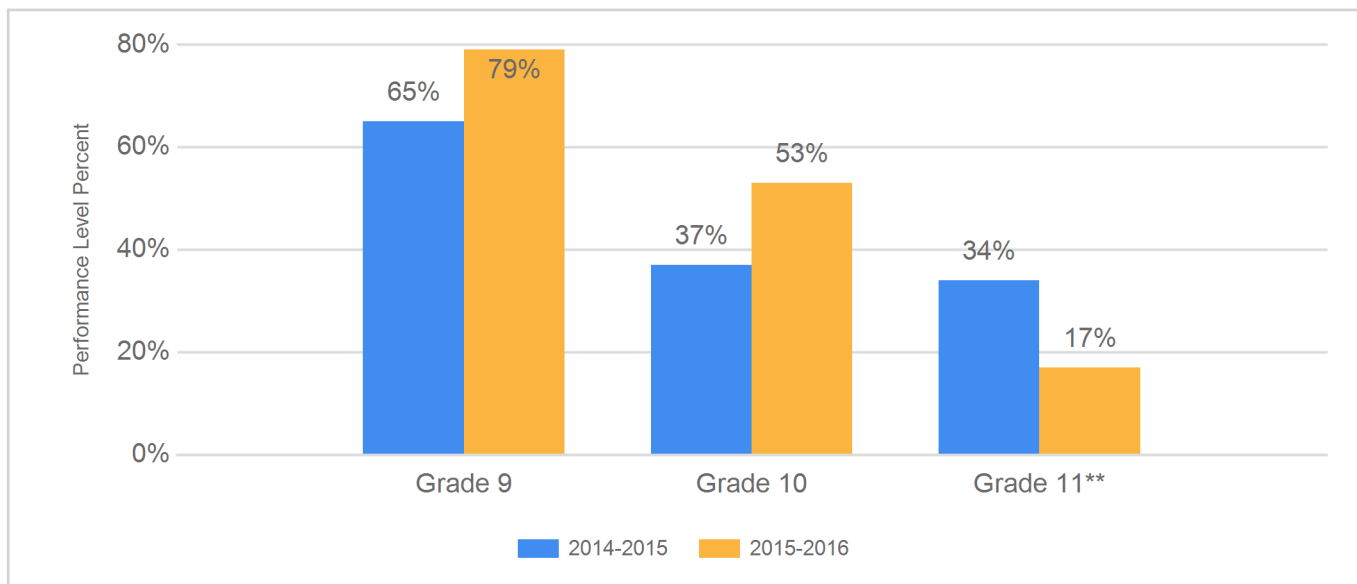
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PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



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PARCC Performance Distribution - Algebra I

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	160	758	754	727	3%	8%	25%	62%	3%	65%	41%
White	103	759	754	734	2%	8%	26%	61%	3%	64%	51%
African American	S	S	S	717	S	S	S	S	S	S	20%
Hispanic	S	S	S	720	S	S	S	S	S	S	25%
Asian	29	767	761	746	N	N	24%	69%	7%	76%	76%
American Indian	N	N	N	726	N	N	N	N	N	N	38%
Two or More Races	15	759	756	727	N	7%	27%	67%	N	67%	47%
Students with Disability	13	726	722	708	15%	23%	46%	15%	N	15%	10%
English Language Learners	N	N	N	707	N	N	N	N	N	N	9%
Economically Disadvantaged Students	N	N	N	719	N	N	N	N	N	N	23%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



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PARCC Performance Distribution - Geometry

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	238	756	755	730	1%	9%	29%	43%	18%	61%	27%
White	145	754	751	736	2%	12%	25%	46%	15%	61%	34%
African American	S	S	734	717	S	S	S	S	S	S	9%
Hispanic	16	733	742	720	N	25%	63%	6%	6%	13%	13%
Asian	63	767	767	750	N	N	25%	46%	29%	75%	61%
American Indian	N	N	N	722	N	N	N	N	N	N	15%
Two or More Races	S	S	767	730	S	S	S	S	S	S	29%
Students with Disability	22	729	729	709	5%	32%	50%	14%	N	14%	5%
English Language Learners	N	N	N	710	N	N	N	N	N	N	6%
Economically Disadvantaged Students	N	N	N	719	N	N	N	N	N	N	12%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



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Grade Span 09-12

PARCC Performance Distribution - Algebra II

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	218	722	731	722	38%	14%	12%	33%	3%	36%	27%
White	129	716	725	728	45%	15%	10%	26%	4%	30%	31%
African American	S	S	721	700	S	S	S	S	S	S	8%
Hispanic	15	702	706	707	53%	20%	13%	13%	N	13%	12%
Asian	64	738	750	754	22%	13%	16%	47%	3%	50%	60%
American Indian	N	N	N	714	N	N	N	N	N	N	16%
Two or More Races	S	S	741	727	S	S	S	S	S	S	34%
Students with Disability	S	S	689	690	S	S	S	S	S	S	5%
English Language Learners	N	N	N	692	N	N	N	N	N	N	7%
Economically Disadvantaged Students	N	N	N	705	N	N	N	N	N	N	11%

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Approached Expectations

Met Expectations

Exceeded Expectations



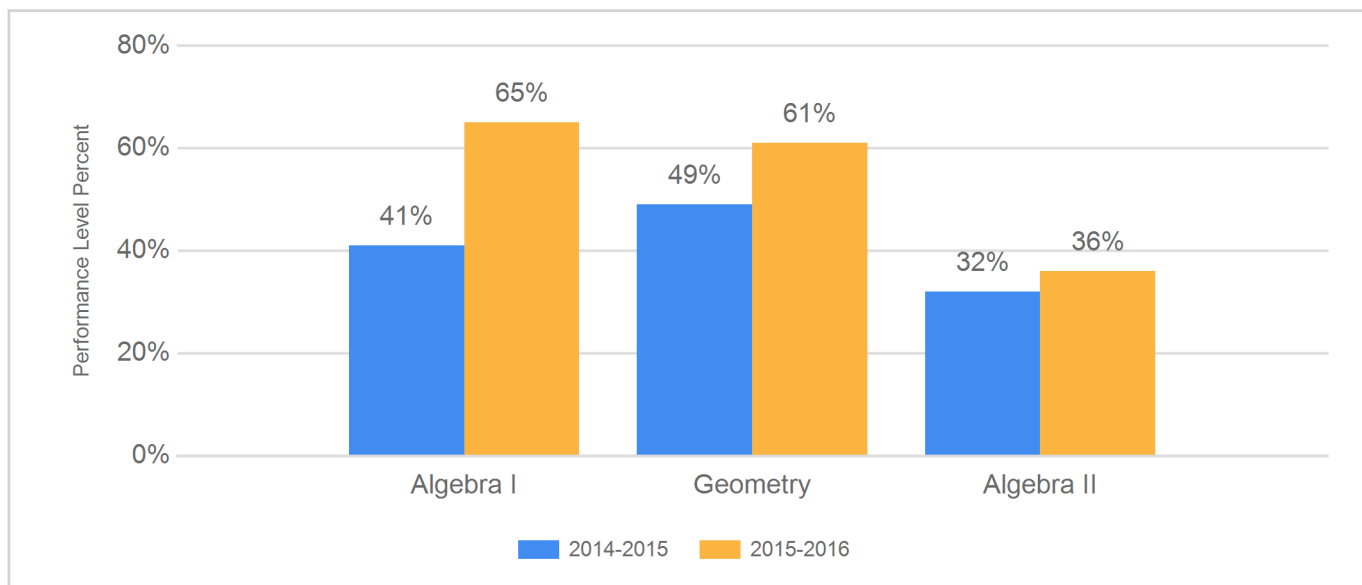
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PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



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The Academic Achievement section also measures the content knowledge that students have in biology as demonstrated in End-of-Course Biology assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

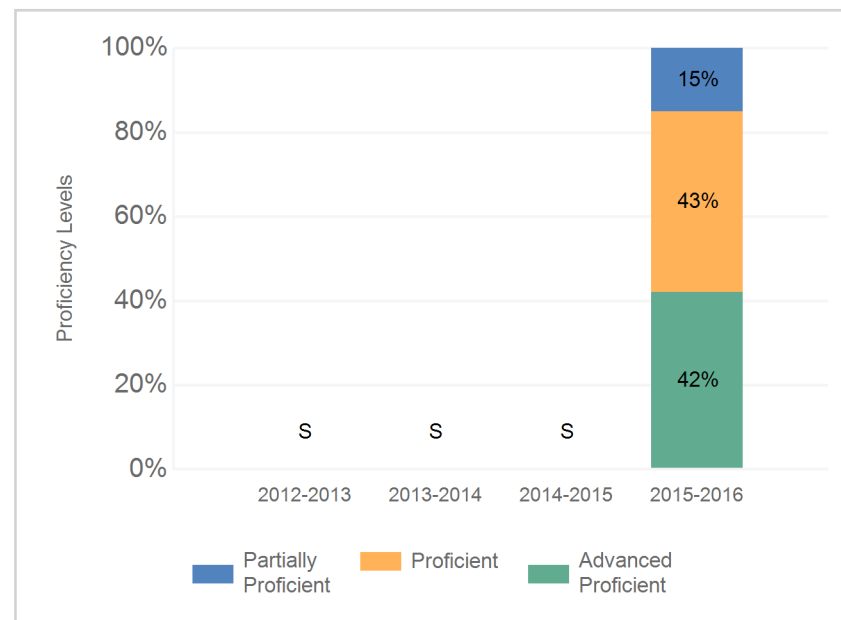
Proficiency Outcomes - Biology

This table presents the percentage of students in each proficiency category for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	16%	41%	43%
Schoolwide	42%	43%	15%
White	42%	46%	12%
African American	S	S	S
Hispanic	19%	31%	50%
American Indian	N	N	N
Asian	49%	40%	11%
Two or More Races	S	S	S
Students with Disability	7%	39%	55%
English Language Learners	S	S	S
Economically Disadvantaged Students	S	S	S

Proficiency Trends - Biology

This graph displays the percentage of students by proficiency category for the past three school years.





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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are taking college entrance exams and challenging themselves with rigorous course work.

PSAT/SAT/ACT Participation

This table presents the schoolwide and statewide participation rates from the last academic year as indicated in PSAT and SAT and from the last cohort as indicated in ACT.

College and Career Readiness Indicators	Schoolwide Participation	Statewide Participation
Percent of Students Participating in PSAT	61.4%	95.5%
Percent of Students Participating in SAT	48.9%	58.0%
Percent of Students Participating in ACT	49.3%	27.6%

PSAT/SAT/ACT Benchmarks

This table presents the percentage of students scoring at or above College Readiness Benchmarks.

2015-16	Benchmark	Schoolwide	Statewide
PSAT	N	N	N
SAT	-	-	-
Reading and Writing	480	94%	71%
Math	530	86%	53%
ACT	-	-	-
Reading	22	83%	58%
English	18	95%	74%
Math	22	80%	61%
Science	23	66%	49%

PSAT/SAT/ACT Performance

This table presents the school and state mean scores.

2015-16	School Mean	State Mean
PSAT	1119	950
SAT	-	-
Reading and Writing	631	537
Math	645	538
ACT	-	-
Reading	27	23
English	27	22
Math	26	23
Science	25	22

PSAT/SAT/ACT Performance by Percentile

This table presents the student scores broken down by percentile based upon the school's distribution of scores.

2015-16	75 Percentile	50 Percentile	25 Percentile
PSAT	1240	1100	990
SAT	-	-	-
Reading and Writing	700	640	570
Math	730	650	580
ACT	-	-	-
Reading	31	27	23
English	32	27	23
Math	30	26	23
Science	29	25	22

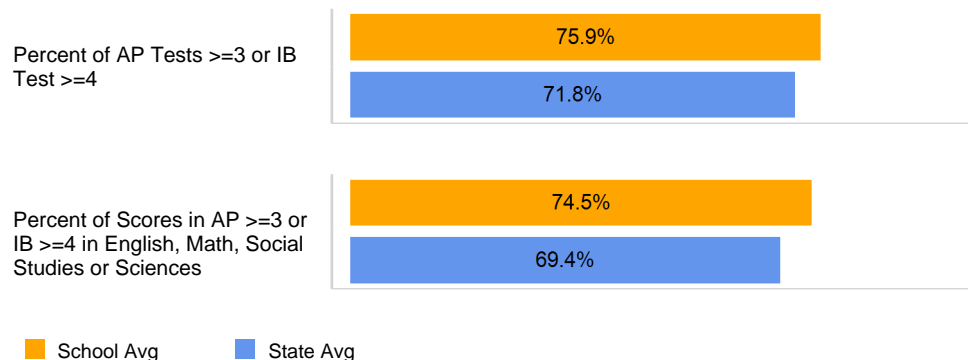


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AP/ IB Test Performance

This graph compares the percentage of all AP/IB tests with scores of AP ≥ 3 or IB ≥ 4 for students enrolled in the school and across the state.



Advanced Course Work Participation

The table below presents the percentage of 'unique' students enrolled in the 11th or 12th grade who took at least one AP or IB test, and the percent participating in dual enrollment.

2015-2016 Percent of Student Taking	School Participation	State Participation
One or More Course	41.2%	39.1%
One of More Test	48.7%	32.3%
At least One AP or IB Test in English, Math, Social Studies, or Science	40.8%	26.6%
Participating in Dual Enrollment	100.0%	15.4%

AP/ IB Courses Offered

This table presents the count of students enrolled in each AP/IB course and the count of tests taken in each AP/IB course. The last row provides the count of scores that met or exceeded the benchmark. For AP/ IB Courses Offered, please note a student does not have to take a course to take the test OR take the test when enrolled in the course.

AP/IB Course	Students Enrolled	Students Tested
AP Art—History of Art	1	19
AP Biology	1	26
AP Calculus AB	1	26
AP Calculus BC	1	14
AP Chemistry	1	30
AP Chinese Language and Culture	1	10
AP Computer Science A	18	12
AP English Language and Composition	1	28
AP English Literature and Composition	1	46
AP European History	31	23
AP French Language	6	6
AP Human Geography	0	1
AP Italian Language and Culture	11	11
AP Japanese Language and Culture	0	11
AP Physics 1	0	1
AP Physics 2	0	1
AP Physics C	13	0
AP Physics C: Electricity and Magnetism	0	1
AP Physics C: Mechanics	0	13
AP Psychology	0	1
AP Spanish Language	17	17
AP Statistics	11	11
AP Studio Art—Drawing Portfolio	4	0
AP Studio Art—General Portfolio	0	5
AP Studio Art—Three-Demensional	1	1



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AP/IB Course	Students Enrolled	Students Tested
AP Studio Art—Two-Dimensional	7	5
AP U.S. Government and Politics	29	24
AP U.S. History	64	63
AP World History	70	42
Student AP Tests ≥ 3 and IB Tests ≥ 4		192



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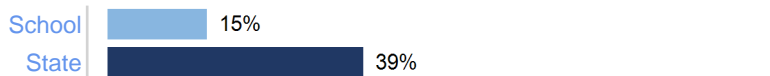
150 KNICKERBOCKER RD

DEMAREST, NJ 07627-1026

Visual and Performing Arts

This graph on the left displays the percentages of students who were enrolled in at least one of the four arts disciplines within the school and across the state. The graphs on the right show the percentage of students who were enrolled in any Visual and Performing Arts classes within the school and across the state.

MUSIC



DRAMA



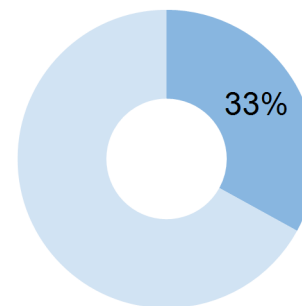
DANCE



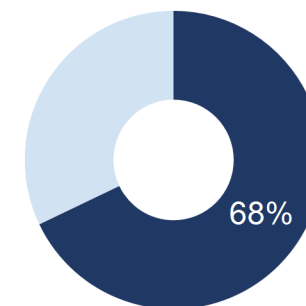
VISUAL ARTS



Any Visual and Performing Arts



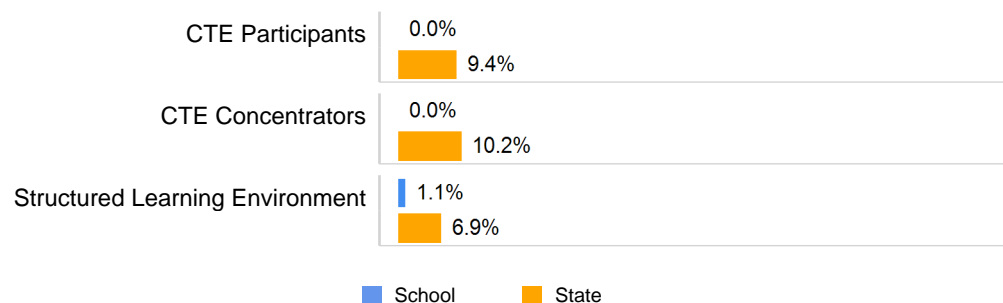
School



State

Career and Technical Education Participation

The graph below displays the percentage of students within the school and across the State who were in approved Career and Technical Education (CTE). CTE participants are students who have completed only one course and CTE concentrators are students who have completed at least two courses. The graph also shows the percentage of students who completed a course in Structured Learning Experiences.



* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.

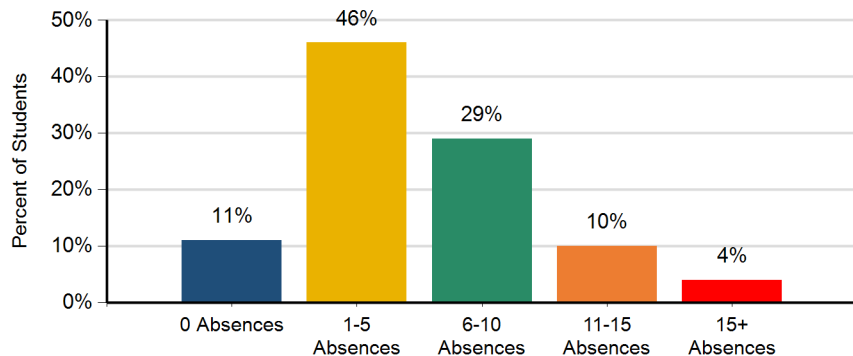


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Grade Span 09-12

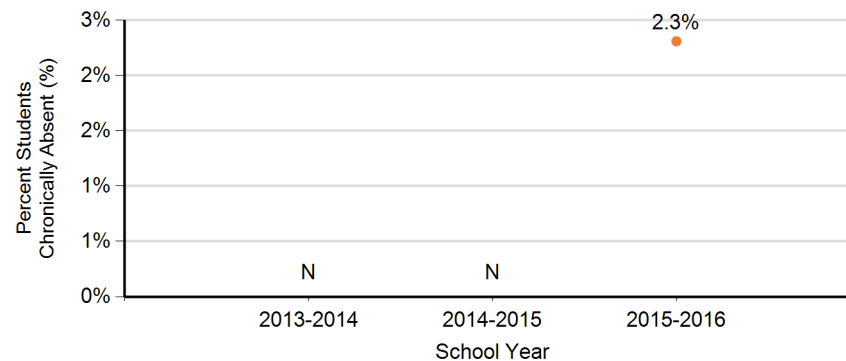
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years at the school.



* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



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Graduation Rate by Subgroup

This table presents the "4-year Adjusted Graduation Rate" and statewide percentiles (a comparison between the school's rate and schools across the state) for the school and by ethnic/racial subgroup and special population. The table also provides the state target. The state target is established as 81% for the 2015-2016 school year by the New Jersey Department of Education.

	School Rate	Statewide Percentile	State Target
Schoolwide	96.9%	82	81%
White	96.3%	62	
African American	N	N	
Hispanic	S	S	
American Indian	N	N	
Asian	97.5%	30	
Native Hawaiian	N	N	
Two or More Races	S	S	
Students with Disability	92.5%	82	
English Language Learners	N	N	
Economically Disadvantaged Students	S	S	

Dropout Rate by Subgroup

This table presents the Dropout Rates and state means for the school and by ethnic/racial subgroup and special population.

	School Rate	State Rate
Schoolwide	0.2%	1.2%
White	0.3%	0.6%
African American	N	2.6%
Hispanic	N	2.2%
American Indian	N	3.4%
Asian	N	0.2%
Native Hawaiian	N	0.3%
Two or More Races	N	1.0%
Students with Disability	0.8%	1.7%
English Language Learners	N	0.1%
Economically Disadvantaged Students	N	1.7%



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Extended Year Graduation Rate

The table below presents the 4-year and 5-year graduation rates for the prior school year's cohort.

Class of	4-Year Rate	5-Year Rate
2013	98%	98%
2014	96%	97%
2015	98%	99%
2016	97%	

Postsecondary Enrollment Rates

This table presents the enrollment rates of this school's high school graduates into a 2 year or 4 year institution 16-months after high school graduation for the school and state and by ethnic/racial subgroup and special population.

	Percent Enrolled	Percent in 2 Years	Percent in 4 Years
Statewide	76.8%	33.9%	66.1%
Schoolwide	84.4%	5.8%	94.2%
White	83.6%	6.1%	93.9%
African American	S	S	S
Hispanic	S	S	S
American Indian	0.0%	0.0%	0.0%
Asian	85.2%	4.3%	95.7%
Native Hawaiian	0.0%	0.0%	0.0%
Two or More Races	S	S	S
Students with Disability	83.9%	23.1%	76.9%
English Language Learners	S	S	S
Economically Disadvantaged Students	S	S	S



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Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2015-16	6 Hrs. 56 Mins.

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	6 Hrs. 33 Mins.
Shared Time	0 Hrs. 0 Mins.

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2015-16	School
Faculty	10:1
Administrator	260:1

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2015-16	2.4%

Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	96%



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2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other schools that are educating similar students, against district and state-wide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure.

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



State of New Jersey
2015-2016

Grade Span 09-12

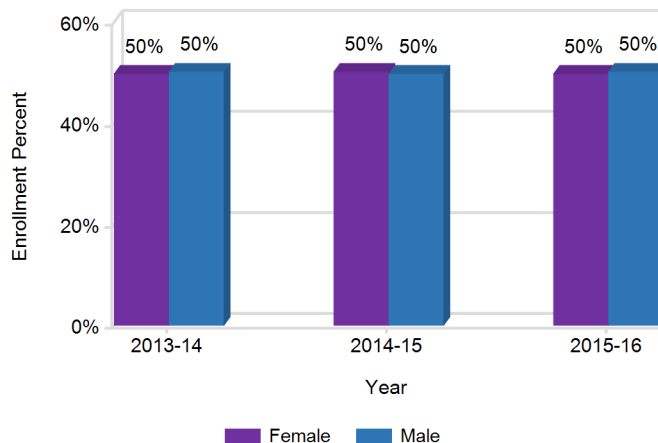
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade 09	315	323	290
Grade 10	332	309	319
Grade 11	309	333	307
Grade 12	338	310	334
UG	9	5	1
Total	1303	1280	1251

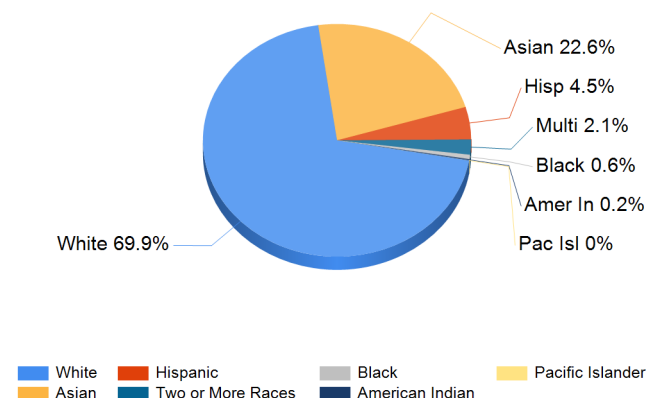
Enrollment by Gender

This graph displays the percentage of students by gender for the past three school years.



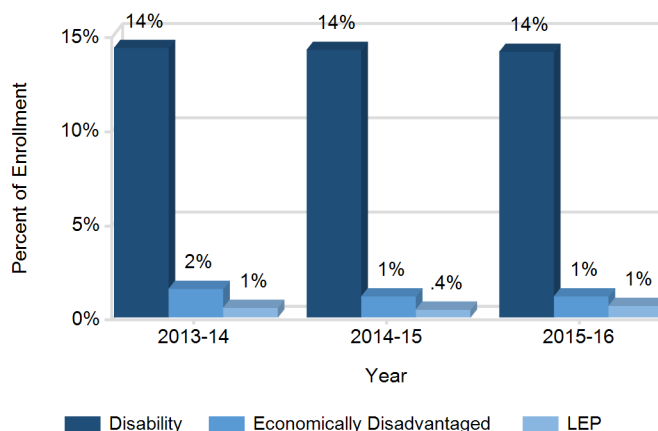
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	81.2%
Korean	12.5%
Spanish	1.6%
Greek, Modern (1453-)	0.6%
Gujarati	0.3%
Other	4.0%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.

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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers (PARCC)* assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	66%	S	80
Mathematics Met or Exceeded Expectations	62%	S	93

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goal is established as 95% by the United States Department of education. ✓ = Met participation rate (participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	591	66%	80	94%	X	575	62%	93	98%	✓
White	413	62%	61	94%	X	398	58%	81	99%	✓
African American	S	S	S	S		S	S	S	S	
Hispanic	S	S	S	S		S	S	S	S	
American Indian	S	S	S	S		S	S	S	S	
Asian	135	79%	59	95%	✓	135	76%	83	97%	✓
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	70	26%	76	82%	X	56	14%	78	95%	✓
English Learner Students	N	N	N	N		N	N	N	N	
Economically Disadvantaged Students	N	N	N	N		N	N	N	N	



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PARCC ELA Performance Distribution - Grade 09

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	278	768	772	746	3%	6%	21%	46%	25%	71%	49%
White	190	765	770	754	4%	5%	23%	48%	21%	68%	58%
African American	N	N	N	729	N	N	N	N	N	N	30%
Hispanic	S	S	S	730	S	S	S	S	S	S	34%
Asian	66	778	779	774	N	6%	14%	44%	36%	80%	78%
American Indian	N	N	N	734	N	N	N	N	N	N	40%
Two or More Races	S	S	777	748	S	S	S	S	S	S	53%
Students with Disability	26	723	733	713	19%	19%	42%	19%	N	19%	12%
English Language Learners	N	N	N	693	N	N	N	N	N	N	4%
Economically Disadvantaged Students	N	N	N	729	N	N	N	N	N	N	31%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
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Grade Span 09-12

PARCC ELA Performance Distribution - Grade 10

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	305	762	758	740	9%	8%	22%	38%	23%	61%	44%
White	217	757	754	747	9%	9%	26%	38%	18%	56%	50%
African American	S	S	729	722	S	S	S	S	S	S	28%
Hispanic	14	756	744	726	14%	7%	21%	43%	14%	57%	33%
Asian	67	778	771	767	8%	5%	9%	40%	39%	79%	69%
American Indian	S	S	S	729	S	S	S	S	S	S	35%
Two or More Races	S	S	768	741	S	S	S	S	S	S	45%
Students with Disability	36	720	722	702	36%	14%	28%	19%	3%	22%	11%
English Language Learners	N	N	N	685	N	N	N	N	N	N	4%
Economically Disadvantaged Students	N	N	N	723	N	N	N	N	N	N	30%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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**PARCC ELA Performance Distribution - Grade 11

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	294	746	731	736	12%	19%	25%	28%	15%	44%	40%
White	206	742	729	739	15%	18%	25%	28%	14%	42%	42%
African American	S	S	732	728	S	S	S	S	S	S	30%
Hispanic	12	731	711	732	8%	25%	33%	33%	N	33%	37%
Asian	64	757	741	753	5%	19%	23%	31%	22%	53%	58%
American Indian	S	S	S	735	S	S	S	S	S	S	34%
Two or More Races	S	S	740	736	S	S	S	S	S	S	39%
Students with Disability	S	S	714	710	S	S	S	S	S	S	13%
English Language Learners	N	N	N	702	N	N	N	N	N	N	8%
Economically Disadvantaged Students	N	N	N	730	N	N	N	N	N	N	33%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations

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



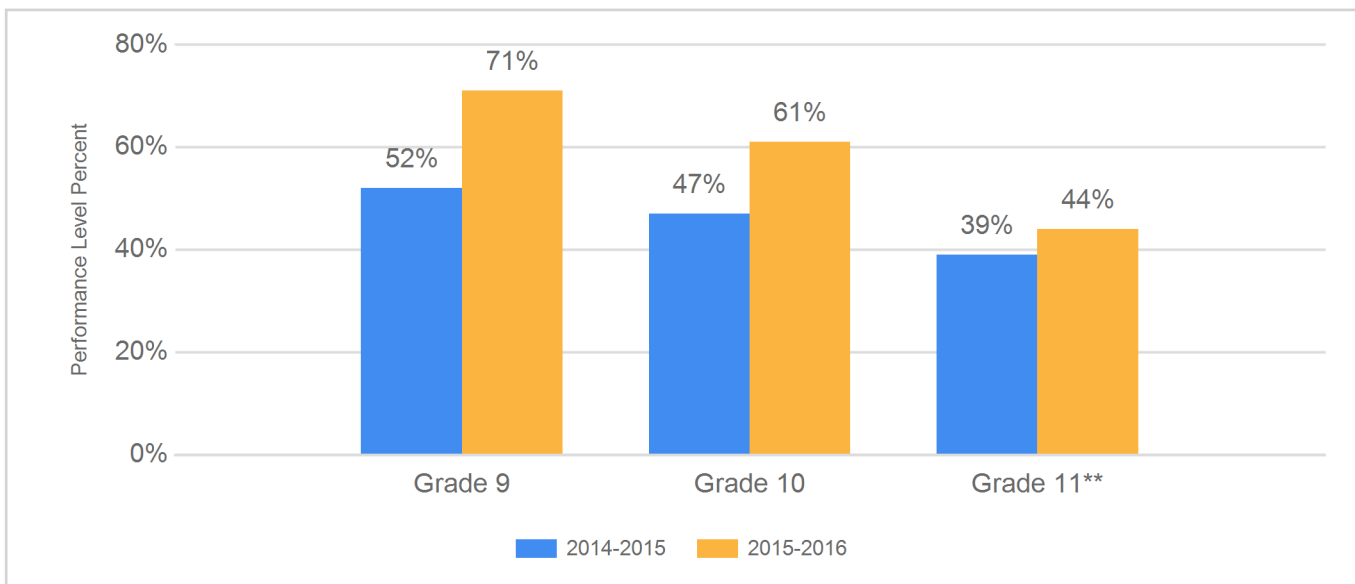
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PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



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

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PARCC Performance Distribution - Algebra I

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	188	750	754	727	4%	14%	26%	56%	1%	56%	41%
White	144	751	754	734	4%	13%	26%	57%	1%	58%	51%
African American	N	N	N	717	N	N	N	N	N	N	20%
Hispanic	S	S	733	720	S	S	S	S	S	S	25%
Asian	26	756	761	746	4%	4%	35%	58%	N	58%	76%
American Indian	N	N	N	726	N	N	N	N	N	N	38%
Two or More Races	S	S	756	727	S	S	S	S	S	S	47%
Students with Disability	28	720	722	708	18%	46%	25%	11%	N	11%	10%
English Language Learners	N	N	N	707	N	N	N	N	N	N	9%
Economically Disadvantaged Students	N	N	N	719	N	N	N	N	N	N	23%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



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Grade Span 09-12

PARCC Performance Distribution - Geometry

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	264	753	755	730	1%	10%	30%	49%	10%	59%	27%
White	192	749	751	736	2%	12%	34%	46%	6%	52%	34%
African American	S	S	734	717	S	S	S	S	S	S	9%
Hispanic	12	754	742	720	N	8%	17%	75%	N	75%	13%
Asian	56	767	767	750	N	5%	16%	54%	25%	79%	61%
American Indian	N	N	N	722	N	N	N	N	N	N	15%
Two or More Races	S	S	767	730	S	S	S	S	S	S	29%
Students with Disability	25	729	729	709	4%	48%	32%	16%	N	16%	5%
English Language Learners	N	N	N	710	N	N	N	N	N	N	6%
Economically Disadvantaged Students	N	N	N	719	N	N	N	N	N	N	12%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



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PARCC Performance Distribution - Algebra II

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	282	737	731	722	18%	20%	18%	40%	3%	43%	27%
White	191	731	725	728	22%	24%	22%	31%	3%	34%	31%
African American	S	S	721	700	S	S	S	S	S	S	8%
Hispanic	13	711	706	707	39%	23%	15%	23%	N	23%	12%
Asian	68	761	750	754	6%	10%	10%	71%	3%	74%	60%
American Indian	S	S	S	714	S	S	S	S	S	S	16%
Two or More Races	S	S	741	727	S	S	S	S	S	S	34%
Students with Disability	S	S	689	690	S	S	S	S	S	S	5%
English Language Learners	N	N	N	692	N	N	N	N	N	N	7%
Economically Disadvantaged Students	N	N	N	705	N	N	N	N	N	N	11%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



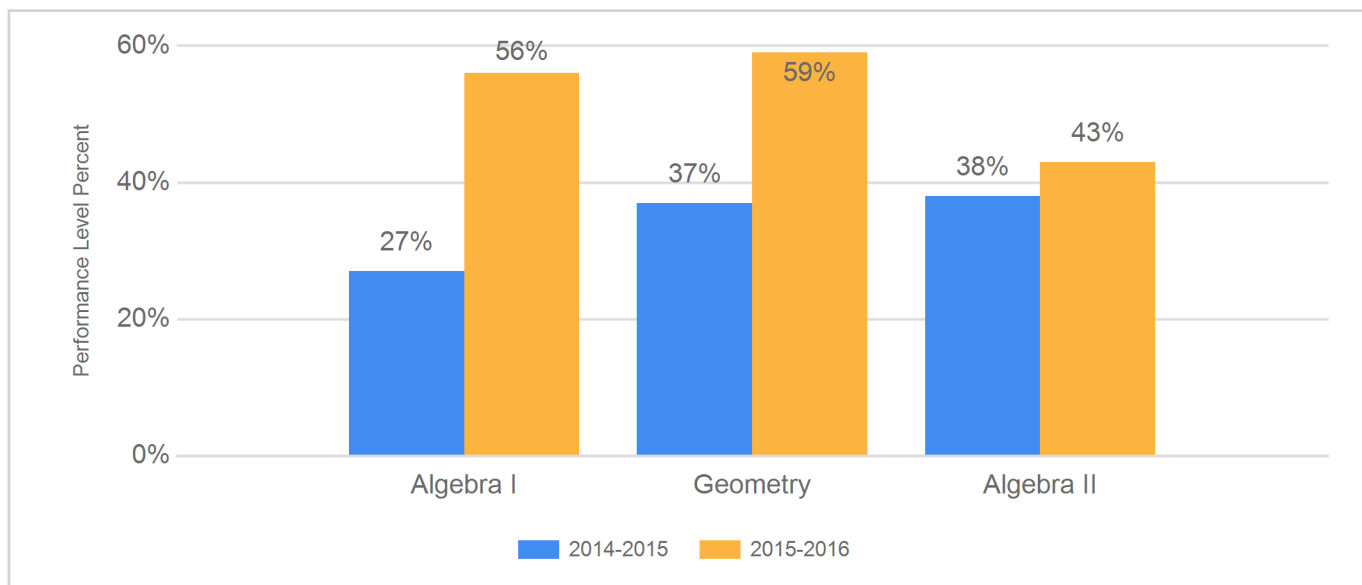
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PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



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Grade Span 09-12

The Academic Achievement section also measures the content knowledge that students have in biology as demonstrated in End-of-Course Biology assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

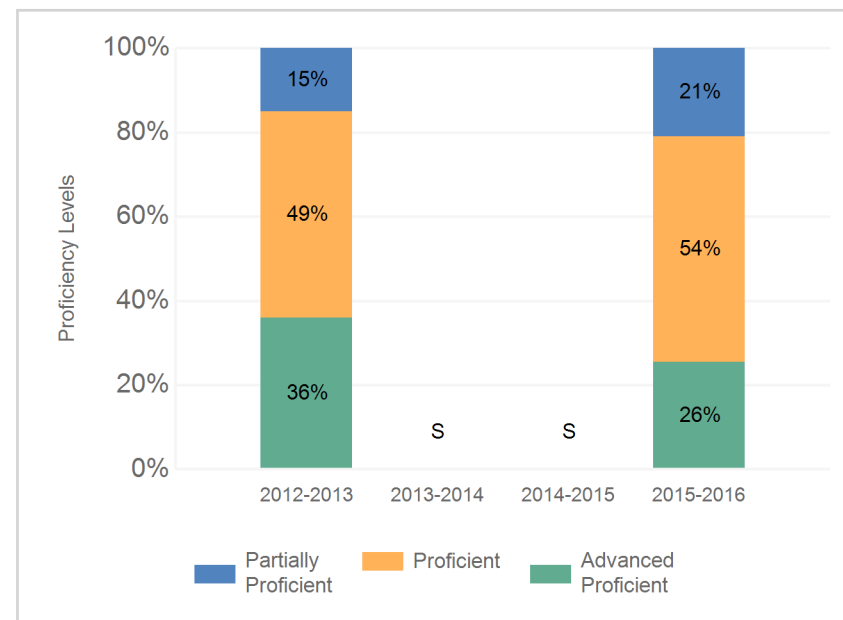
Proficiency Outcomes - Biology

This table presents the percentage of students in each proficiency category for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	16%	41%	43%
Schoolwide	26%	54%	21%
White	21%	55%	24%
African American	S	S	S
Hispanic	11%	47%	42%
American Indian	N	N	N
Asian	40%	54%	6%
Two or More Races	S	S	S
Students with Disability	N	26%	74%
English Language Learners	S	S	S
Economically Disadvantaged Students	S	S	S

Proficiency Trends - Biology

This graph displays the percentage of students by proficiency category for the past three school years.





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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are taking college entrance exams and challenging themselves with rigorous course work.

PSAT/SAT/ACT Participation

This table presents the schoolwide and statewide participation rates from the last academic year as indicated in PSAT and SAT and from the last cohort as indicated in ACT.

College and Career Readiness Indicators	Schoolwide Participation	Statewide Participation
Percent of Students Participating in PSAT	80.8%	95.5%
Percent of Students Participating in SAT	60.1%	58.0%
Percent of Students Participating in ACT	33.2%	27.6%

PSAT/SAT/ACT Benchmarks

This table presents the percentage of students scoring at or above College Readiness Benchmarks.

2015-16	Benchmark	Schoolwide	Statewide
PSAT	N	N	N
SAT	-	-	-
Reading and Writing	480	94%	71%
Math	530	80%	53%
ACT	-	-	-
Reading	22	68%	58%
English	18	92%	74%
Math	22	77%	61%
Science	23	55%	49%

PSAT/SAT/ACT Performance

This table presents the school and state mean scores.

2015-16	School Mean	State Mean
PSAT	1068	950
SAT	-	-
Reading and Writing	610	537
Math	610	538
ACT	-	-
Reading	25	23
English	25	22
Math	25	23
Science	24	22

PSAT/SAT/ACT Performance by Percentile

This table presents the student scores broken down by percentile based upon the school's distribution of scores.

2015-16	75 Percentile	50 Percentile	25 Percentile
PSAT	1200	1065	960
SAT	-	-	-
Reading and Writing	680	610	550
Math	690	600	540
ACT	-	-	-
Reading	31	25	20
English	30	24	21
Math	28	26	22
Science	26	24	21

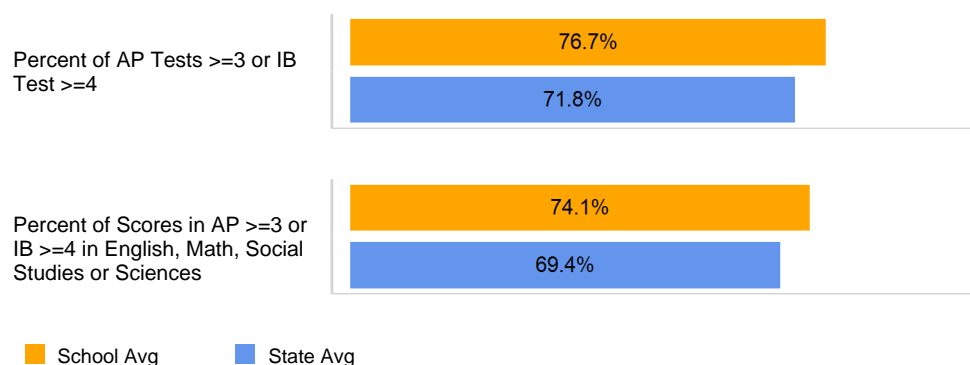


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AP/ IB Test Performance

This graph compares the percentage of all AP/IB tests with scores of AP ≥ 3 or IB ≥ 4 for students enrolled in the school and across the state.



Advanced Course Work Participation

The table below presents the percentage of 'unique' students enrolled in the 11th or 12th grade who took at least one AP or IB test, and the percent participating in dual enrollment.

2015-2016 Percent of Student Taking	School Participation	State Participation
One or More Course	39.6%	39.1%
One of More Test	44.1%	32.3%
At least One AP or IB Test in English, Math, Social Studies, or Science	34.9%	26.6%
Participating in Dual Enrollment	89.5%	15.4%

AP/ IB Courses Offered

This table presents the count of students enrolled in each AP/IB course and the count of tests taken in each AP/IB course. The last row provides the count of scores that met or exceeded the benchmark. For AP/ IB Courses Offered, please note a student does not have to take a course to take the test OR take the test when enrolled in the course.

AP/IB Course	Students Enrolled	Students Tested
AP Art—History of Art	1	18
AP Biology	1	40
AP Calculus AB	1	28
AP Calculus BC	1	33
AP Chemistry	1	22
AP Chinese Language and Culture	1	9
AP Computer Science A	24	20
AP English Language and Composition	55	51
AP English Literature and Composition	1	40
AP European History	15	9
AP French Language	2	2
AP Italian Language and Culture	13	13
AP Japanese Language and Culture	0	11
AP Physics 1	0	1
AP Physics C	16	0
AP Physics C: Electricity and Magnetism	0	3
AP Physics C: Mechanics	0	16
AP Spanish Language	24	24
AP Statistics	28	23
AP Studio Art—Drawing Portfolio	12	0
AP Studio Art—General Portfolio	0	11
AP Studio Art—Two-Dimensional	17	16
AP U.S. Government and Politics	19	17
AP U.S. History	41	41
AP World History	67	42



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AP/IB Course	Students Enrolled	Students Tested
Student AP Tests >=3 and IB Tests >=4		217

* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



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03-3710-060

BERGEN

NORTHERN VALLEY REGIONAL

Northern Valley Regional High School at Old Tappan

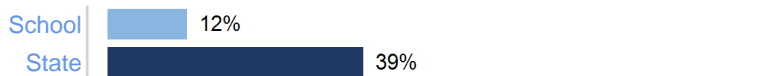
CENTRAL AVE

OLD TAPPAN, NJ 07675

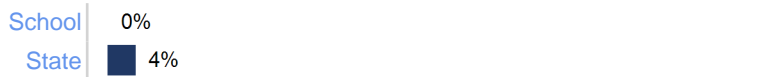
Visual and Performing Arts

This graph on the left displays the percentages of students who were enrolled in at least one of the four arts disciplines within the school and across the state. The graphs on the right show the percentage of students who were enrolled in any Visual and Performing Arts classes within the school and across the state.

MUSIC



DRAMA



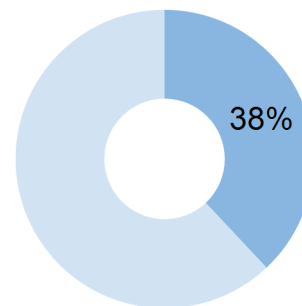
DANCE



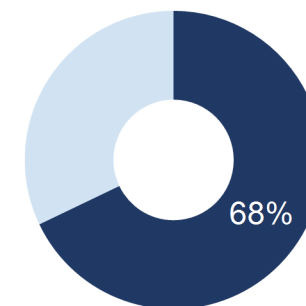
VISUAL ARTS



Any Visual and Performing Arts



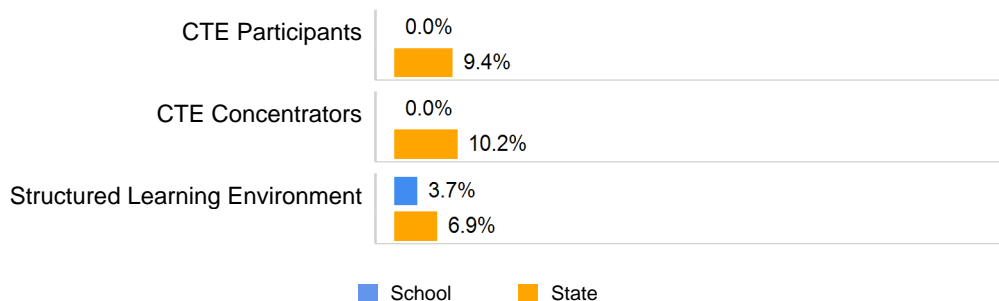
School



State

Career and Technical Education Participation

The graph below displays the percentage of students within the school and across the State who were in approved Career and Technical Education (CTE). CTE participants are students who have completed only one course and CTE concentrators are students who have completed at least two courses. The graph also shows the percentage of students who completed a course in Structured Learning Experiences.



■ School ■ State

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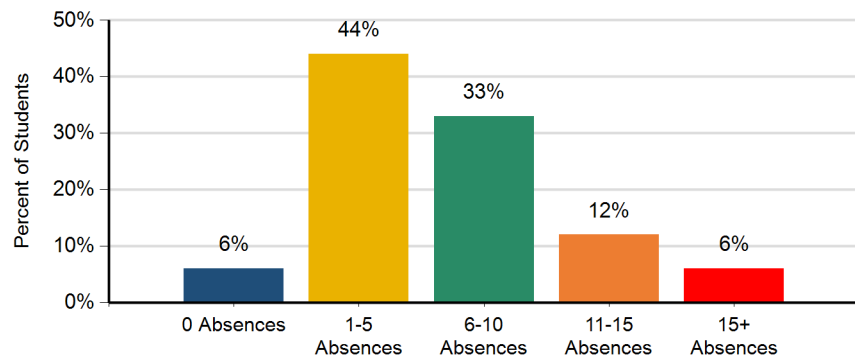


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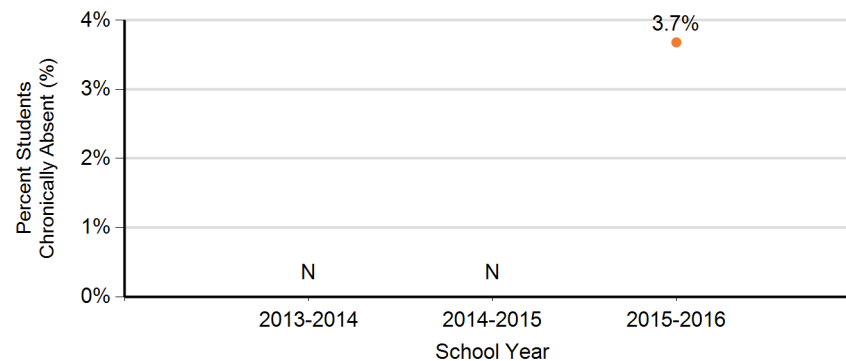
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years at the school.



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Graduation Rate by Subgroup

This table presents the "4-year Adjusted Graduation Rate" and statewide percentiles (a comparison between the school's rate and schools across the state) for the school and by ethnic/racial subgroup and special population. The table also provides the state target. The state target is established as 81% for the 2015-2016 school year by the New Jersey Department of Education.

	School Rate	Statewide Percentile	State Target
Schoolwide	96.2%	75	81%
White	97.1%	68	
African American	S	S	
Hispanic	S	S	
American Indian	N	N	
Asian	93.9%	20	
Native Hawaiian	N	N	
Two or More Races	S	S	
Students with Disability	83.3%	54	
English Language Learners	S	S	
Economically Disadvantaged Students	S	S	

Dropout Rate by Subgroup

This table presents the Dropout Rates and state means for the school and by ethnic/racial subgroup and special population.

	School Rate	State Rate
Schoolwide	N	1.2%
White	N	0.6%
African American	N	2.6%
Hispanic	N	2.2%
American Indian	N	3.4%
Asian	N	0.2%
Native Hawaiian	N	0.3%
Two or More Races	N	1.0%
Students with Disability	N	1.7%
English Language Learners	N	0.1%
Economically Disadvantaged Students	N	1.7%



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Extended Year Graduation Rate

The table below presents the 4-year and 5-year graduation rates for the prior school year's cohort.

Class of	4-Year Rate	5-Year Rate
2013	97%	98%
2014	97%	97%
2015	98%	99%
2016	96%	

Postsecondary Enrollment Rates

This table presents the enrollment rates of this school's high school graduates into a 2 year or 4 year institution 16-months after high school graduation for the school and state and by ethnic/racial subgroup and special population.

	Percent Enrolled	Percent in 2 Years	Percent in 4 Years
Statewide	76.8%	33.9%	66.1%
Schoolwide	85.8%	5.3%	94.7%
White	88.5%	4.7%	95.3%
African American	S	S	S
Hispanic	S	S	S
American Indian	S	S	S
Asian	83.7%	2.6%	97.4%
Native Hawaiian	S	S	S
Two or More Races	S	S	S
Students with Disability	74.3%	19.2%	80.8%
English Language Learners	0.0%	0.0%	0.0%
Economically Disadvantaged Students	S	S	S



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Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2015-16	6 Hrs. 56 Mins.

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	6 Hrs. 33 Mins.
Shared Time	0 Hrs. 0 Mins.

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2015-16	School
Faculty	11:1
Administrator	313:1

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2015-16	3.4%

Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	97%