



Northern Valley Region III
2016-2017


Grade Span PK-12

03-3710-300
BERGEN
NORTHERN VALLEY REGIONAL
200 SUMMIT STREET
NORWOOD, NJ 07648

The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school's test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
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- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

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Other Resources:

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- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
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Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
PK	0	29	27
KG	0	4	6
1	0	2	4
2	0	3	5
3	0	2	3
4	0	1	2
5	0	2	1
6	0	0	3
7	0	1	2
8	0	2	1
9	0	0	0
10	0	0	0
11	0	2	0
12	0	0	0
Ungraded	0	169	164
Total	0	217	218

PreK and K - Full Day and Half Day

This table shows the full day and half day enrollment for Pre-Kindergarten (PK) and Kindergarten (KG) students in this school.

Grade	2014-15	2015-16	2016-17
PK - Half Day	0	6	4
PK - Full Day	0	23	23
KG - Half Day	0	0	0
KG - Full Day	0	4	6

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	2014-15	2015-16	2016-17
Female	0%	18%	19%
Male	0%	82%	81%
Economically Disadvantaged Students	0%	1%	1%
Students with Disabilities	0%	98%	99%
English Learners	0%	1%	1%
Homeless Students			0%
Students in Foster Care			1%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students
White	64.2%
Asian	22.9%
Hispanic	8.7%
Black or African American	0.9%
American Indian or Alaska Native	0.5%
Native Hawaiian or Pacific Islander	0.5%
Two or More Races	2.3%

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. All other students are included in Other Languages.

Home Language	% of Students
English	86.7%
Korean	3.2%
Spanish	2.3%
Russian	1.8%
Tamil	1.8%
Other	4.4%



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This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected 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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

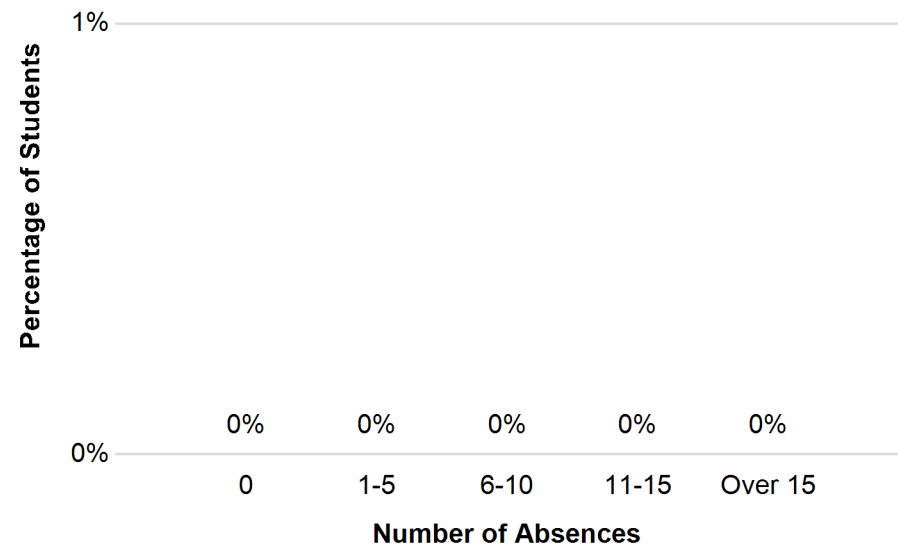
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	N	N	N
White	N	N	N
Hispanic	N	N	N
Black or African American	N	N	N
Asian, Native Hawaiian, or Pacific Islander	N	N	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	N	N	N
Students with Disabilities	N	N	N
English Learners	N	N	N

** *ESSA* accountability targets are only included if data is available for at least 20 students.

Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.





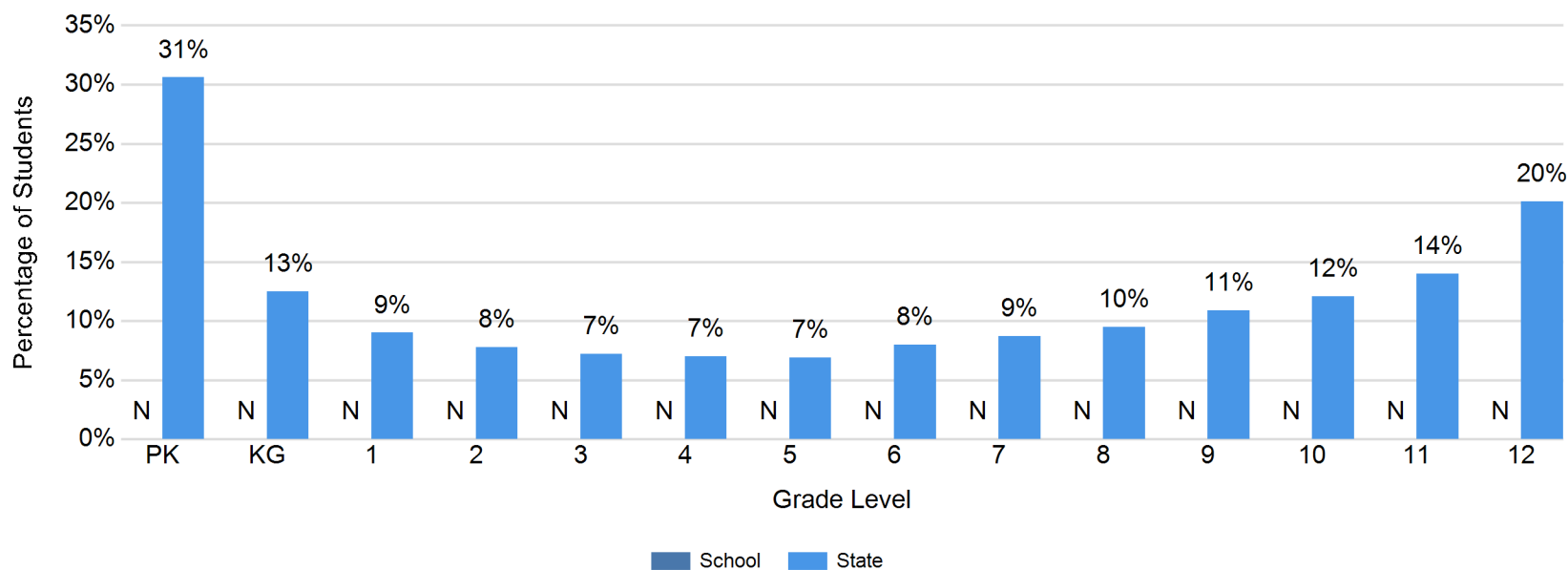
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Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





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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.

Category	School
Typical Start Time	8:30AM
Typical End Time	3:00PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	6 Hrs. 30 Mins.
Shared Time - Instructional Time	*

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 provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	0
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	0
Incidents Per 100 Students Enrolled	0.00

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	1.8%
Out-of-School Suspensions	0.5%
Any Suspension	2.3%

Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0



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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).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total	\$333	\$17,904	\$18,237



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This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

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

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

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	41	120,724
Average years experience in public schools	12.6	11.8
Average years experience in district	10.8	10.5
Teachers in district for 4 or more years	85%	74%

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	25	9,506
Average years experience in public schools	23.5	15.9
Average years experience in district	14.5	11.6
Administrators in district for 4 or more years	80%	74%

Student to Staff Ratios

This table shows the number of students per staff member 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.

Staff Type	School Students: Staff	District Students: Staff
Teachers	5:1	10:1
Administrators	109:1	99:1
Librarian/Media Specialists		1238:1
Nurses		619:1
Counselors		177:1
Child Study Team		248:1



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Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by the teachers and administrators at this school. 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.

Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	91%	89%
2015-16 Administrators: Same district 2016-17	96%	88%

Faculty Attendance

This table shows the percentage of days that school 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
2016-17	97%



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School General Info

Address:	200 SUMMIT STREET NORWOOD, NJ 07648	Website:	www.nvnet.org
Phone:	(201)768-2200		

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.

 <p>Highlights:</p>	<ul style="list-style-type: none"> • The program incorporates an inter-disciplinary approach while considering the clinical integrity of ABA • Vocational programming to prepare students for paid/volunteer employment for post 21 • Community Based Instruction prepares students for appropriate behaviors, independence and generalization of skills
 <p>Mission, Vision, Theme:</p>	<p>To provide individuals with developmental disabilities with a comprehensive evidence-based education, including behavioral and school-based therapy services designed to facilitate individual growth and personal success. Families and staff strive together to provide an environment that supports students with their individual needs in school and generalizes those skills, which are taught to carry over in the home and community.</p>





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 <p>Courses, Curriculum, Instruction:</p>	<p>Curriculum for the Valley Program is based off NJ Core Curriculum standards. We utilize the Eden Curriculum with additional programs written by the Valley Program itself. TIP follows the general education curriculum of Northern Valley Regional High School District grades K-8. Modifications and accommodations are made accordingly. Little Tots Preschool Program is currently using Creative Curriculum but is exploring Curiosity Corner for future use.</p>
 <p>Clubs and Activities:</p>	<p>Bowling team, gymnastics group and basketball group (all within the school day)</p>








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 <p>Staff and Professional Learning:</p>	<p>We provide three half day professional learning days that target the training areas needed for each staff. We also participate in the Northern Valley's Curriculum and Instruction workshops that are chosen by each staff member or recommended by administration. Staff are also offered a variety of workshops and trainings through the Special Education Inter-regional Consortium, which provides professional learning opportunities for all disciplines throughout the school year.</p>
 <p>Postsecondary Information:</p>	<p>Due to the functioning and intellectual ability of our students, they are provided with job training from 14 years old through 21 years. We employ a Transition Counselor that oversees this program and provides various job opportunities for the students to sample while they are still in school. He fosters the relationship with employers to hopefully make a connection for each student, hoping that after graduation they may be employed with pay.</p>
 <p>Student Supports and Services:</p>	<p>Region III programs are developed for all students with special needs. We have behavior consultants and school psychologists on staff to provide behavior intervention plans and support, group and individual counseling as needed. We have a social worker and speech and language therapists that provides weekly social skills groups.</p>
 <p>Student Health and Wellness:</p>	<p>Students participate in daily fitness activities and have available to them equipment to exercise (treadmills and exercise bicycle) which are part of their daily routine. The staff encourage movement breaks and take advantage of walks around the campus to provide daily exercise throughout the day. We offer Adapted Physical Education classes twice a week to our students, which also promotes exercise, wellness and collaborative teamwork skills.</p>
 <p>Parent and Community Involvement:</p>	<p>Our PTO Valley Program Foundation is a recognized non-profit dedicated to help enhance services for our students. Their current goal is to fundraise to assist in the purchase of the ICS building , Parent Advisory Group, Parent Support Group, Sibling Support Group, Parent Training Workshops</p>



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Facilities:

The main campus for these programs is being rented from the Archdiocese of Newark. The original school was constructed in 1961. We made upgrades to the building as far as new lighting, ceilings, paint, electrical and technological prior to moving in July 2016. The upper level is approximately 14,760 sq. ft. and the lower level 29,520 sq. ft. on eight acres of land.



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Other Information:

Program Overview: The Valley program is a high quality public school program for children with Autism ages 3- 21 years old. Components include Applied Behavior Analysis, discrete trial teaching methods; behavior management and interventions, small group learning and individualized teaching. Related services include speech & language, occupational and physical therapy. Adaptive physical education and social skills are also offered weekly to all students. Community experiences for students in grades kindergarten and up occur weekly, to help develop appropriate social skills, behavioral controls and generalization of skills into a variety of natural settings. Inclusion opportunities for students deemed appropriate and beneficial are available to all students. The Therapeutic Intervention Program (TIP) is a self-contained special education program designed to provide academic instruction, behavioral support and therapeutic techniques for students with emotional and behavioral needs in grades Kindergarten through eighth grade. Components include individual and group counseling, social skills classes, related services (Speech, OT and PT), inclusive opportunities into general education classes for academics or special subjects and departmentalized subjects in grades 4-8. Little Tots & SLICE program is an integrated preschool program that includes both typically developing students, as well as student with individual education plans, which is half/full day. Theme-based preschool curriculum meets the guidelines for Early Childhood Education. Concrete, hands-on activities and experiences are planned according to the calendar and units that have relevance for children and provide meaningful learning.



NORTHERN VALLEY REGIONAL HIGH SCHOOL AT DEMAREST
2016-2017


Grade Span 09-12

03-3710-050
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DEMAREST, NJ 07627-1026

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Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
9	255	261	259
10	234	252	256
11	280	239	250
12	291	280	231
Ungraded	191	7	23
Total	1251	1039	1019

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	2014-15	2015-16	2016-17
Female	43%	49%	50%
Male	57%	51%	50%
Economically Disadvantaged Students	2%	2%	1%
Students with Disabilities	26%	13%	15%
English Learners	1%	1%	1%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students
White	59.9%
Asian	28.7%
Hispanic	5.9%
Black or African American	0.9%
Native Hawaiian or Pacific Islander	0.3%
American Indian or Alaska Native	0.0%
Two or More Races	4.4%

Enrollment Trends by Full and Shared Time

This table shows the number of full and shared time students. The full time equivalent is the number of full time students plus half the number of shared time students.

Enrollment Status	2016-17
Full Time Students	1019
Shared Time Students	0
Full Time Equivalent	1019

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. All other students are included in Other Languages.

Home Language	% of Students
English	83.4%
Korean	8.0%
Spanish	1.8%
Hebrew	1.5%
Chinese	1.0%
Other	4.4%



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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 for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course 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 accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section 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	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	487	96.9	70.00	72.10	54.90	70	66.8	Met Target
White	297	95.3	67.00	69.50	63.90	67	66.4	Met Target
Hispanic	21	100.0	38.10	54.70	39.80	38.1	41.4	Met Target†
Black or African American	*	*	*	*	35.20	*	**	**
Asian, Native Hawaiian, or Pacific Islander	143	99.3	82.60	81.50	80.70	82.6	72.7	Met Goal
American Indian or Alaska Native	*	*	*	100.00	53.70	N	**	**
Two or More Races	23	100.0	60.80	*	54.90	60.8	77.5	Met Target†
Female	258	96.7	78.30	78.90	62.20	78.3		
Male	229	97.2	60.70	65.00	48.10	60.7		
Economically Disadvantaged Students	N	N	N	84.60	36.20	N	**	**
Non-Economically Disadvantaged Students	487	96.9	70.00	71.90	65.80	70		
Students with Disabilities	60	92.5	28.30	33.30	20.50	27.5	34.8	Met Target†
Students without Disabilities	427	97.6	75.90	78.00	61.90	75.9		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	N	N	N	N	26.40	N		
Students In Foster Care	N	N	N	N	24.80	N		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

** ESSA accountability targets are only included if data is available for at least 20 students

† Target was met within a confidence interval.



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Grade Span 09-12

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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	252	780	776	749	*	*	17%	37%	41%	78%	52%
White	155	775	774	757	*	*	21%	41%	33%	74%	62%
Hispanic	*	*	*	733	*	*	*	*	*	*	35%
Black or African American	*	*	*	730	*	*	*	*	*	*	30%
Asian, Native Hawaiian, or Pacific Islander	87	794	783	777	*	*	*	30%	60%	90%	80%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	49%
Two or More Races	*	*	*	746	*	*	*	*	*	*	48%
Female	129	791	784	756	*	*	12%	33%	54%	86%	60%
Male	123	769	767	741	*	*	23%	42%	28%	69%	43%
Economically Disadvantaged Students	N	N	N	731	N	N	N	N	N	N	32%
Non-Economically Disadvantaged Students	252	780	776	758	*	*	17%	37%	41%	78%	62%
Students with Disabilities	30	737	736	714	*	*	43%	*	0%	30%	13%
Students without Disabilities	222	786	781	754	*	*	14%	*	46%	84%	58%
English Learners	N	N	N	690	N	N	N	N	N	N	*
Non-English Learners	252	780	*	752	*	*	17%	37%	41%	78%	*
Homeless Students	N	N	N	719	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	45%
Migrant Students	N	N	N	705	N	N	N	N	N	N	*

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Grade Span 09-12

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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	251	763	767	743	10%	12%	16%	36%	26%	62%	46%
White	152	763	765	749	9%	15%	16%	37%	24%	61%	52%
Hispanic	*	*	*	728	*	*	*	*	*	*	34%
Black or African American	*	*	*	725	*	*	*	*	*	*	31%
Asian, Native Hawaiian, or Pacific Islander	62	770	778	774	*	*	*	39%	32%	71%	74%
American Indian or Alaska Native	N	N	N	740	N	N	N	N	N	N	42%
Two or More Races	22	761	*	737	*	*	*	*	*	59%	42%
Female	135	774	775	752	*	*	16%	38%	33%	70%	54%
Male	116	750	758	734	*	*	16%	35%	18%	53%	39%
Economically Disadvantaged Students	N	N	N	726	N	N	N	N	N	N	32%
Non-Economically Disadvantaged Students	251	763	767	751	10%	12%	16%	36%	26%	62%	54%
Students with Disabilities	32	729	727	704	*	*	*	31%	0%	31%	12%
Students without Disabilities	219	768	772	749	*	*	*	37%	30%	67%	52%
English Learners	*	*	*	681	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	N	N	N	715	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	710	N	N	N	N	N	N	20%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	694	N	N	N	N	N	N	*

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Grade Span 09-12

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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	241	735	746	736	17%	23%	29%	24%	8%	31%	38%
White	149	735	744	738	17%	26%	29%	20%	9%	29%	40%
Hispanic	18	723	739	731	*	*	*	*	*	28%	34%
Black or African American	*	*	*	728	*	*	*	*	*	*	30%
Asian, Native Hawaiian, or Pacific Islander	63	738	753	756	*	18%	35%	27%	*	33%	58%
American Indian or Alaska Native	N	N	N	731	N	N	N	N	N	N	30%
Two or More Races	*	*	*	731	*	*	*	*	*	*	36%
Female	110	747	758	744	*	23%	24%	*	*	46%	46%
Male	131	725	735	729	*	24%	33%	*	*	18%	31%
Economically Disadvantaged Students	N	N	N	729	N	N	N	N	N	N	32%
Non-Economically Disadvantaged Students	241	735	746	740	17%	23%	29%	24%	8%	31%	42%
Students with Disabilities	35	724	719	709	*	*	37%	*	*	14%	12%
Students without Disabilities	206	737	750	741	*	*	27%	*	*	34%	43%
English Learners	N	N	N	699	N	N	N	N	N	N	*
Non-English Learners	241	735	746	737	17%	23%	29%	24%	8%	31%	*
Homeless Students	N	N	N	722	N	N	N	N	N	N	24%
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	19%
Military-Connected Students	N	N	N	723	N	N	N	N	N	N	24%
Migrant Students	N	N	N	713	N	N	N	N	N	N	26%

**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.



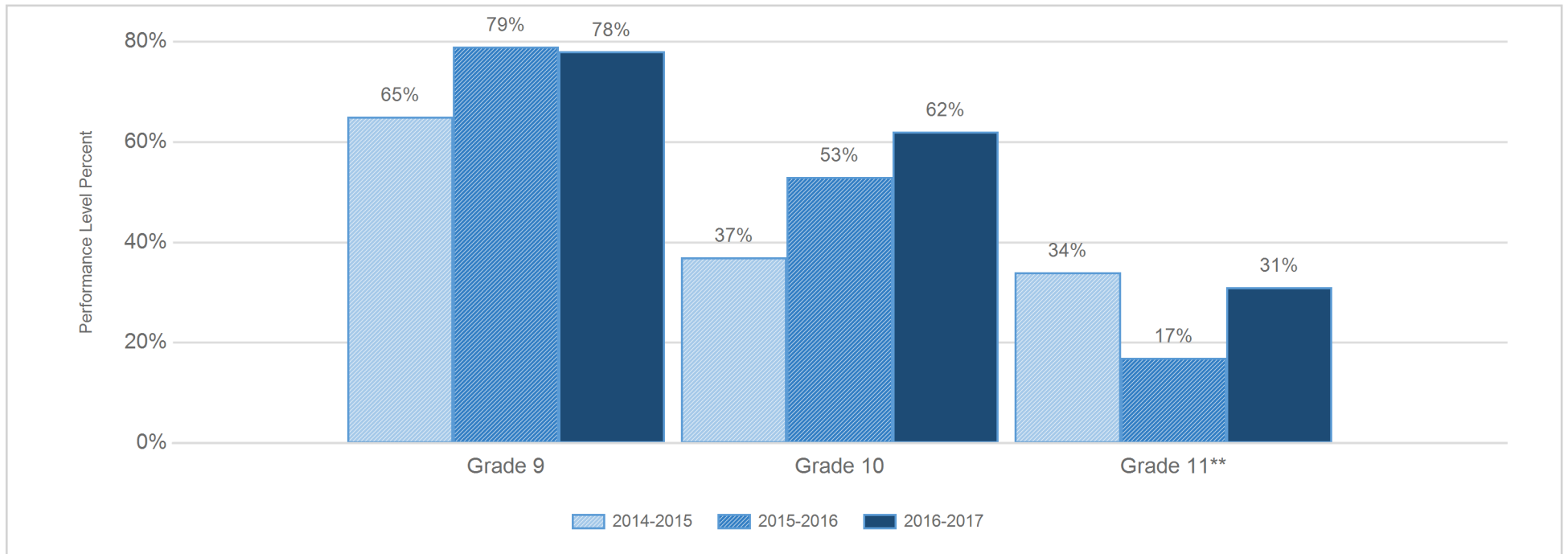
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Grade Span 09-12

English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.



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



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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 for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course 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 accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section 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	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	493	97.3	69.00	68.20	43.50	69	64.5	Met Target
White	301	96.0	65.10	64.20	52.40	65.1	62.5	Met Target
Hispanic	22	100.0	27.20	36.50	27.60	27.2	33.5	Met Target†
Black or African American	*	*	*	*	21.70	*	**	**
Asian, Native Hawaiian, or Pacific Islander	145	99.3	85.60	83.70	75.60	85.6	75.6	Met Goal
American Indian or Alaska Native	*	*	*	100.00	42.50	N	**	**
Two or More Races	23	100.0	60.90	*	44.90	60.9	69.4	Met Target†
Female	261	97.8	68.60	65.60	44.10	68.6		
Male	232	96.8	69.40	71.00	42.90	69.4		
Economically Disadvantaged Students	N	N	N	30.80	25.10	N	**	**
Non-Economically Disadvantaged Students	493	97.3	69.00	68.70	54.30	69		
Students with Disabilities	62	94.1	29.00	26.90	16.50	28.7	18.7	Met Target
Students without Disabilities	431	97.8	74.70	74.20	48.80	74.7		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	N	N	N	N	16.40	N		
Students In Foster Care	N	N	N	N	15.10	N		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

** ESSA accountability targets are only included if data is available for at least 20 students.

† Target was met within a confidence interval.



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Grade Span 09-12

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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	144	761	758	743	*	14%	19%	63%	*	66%	42%
White	99	758	756	751	*	12%	23%	63%	*	64%	52%
Hispanic	*	*	*	728	*	*	*	*	*	*	24%
Black or African American	*	*	*	724	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	34	778	771	774	0%	*	*	77%	*	85%	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	*	*	*	741	*	*	*	*	*	*	41%
Female	74	765	758	744	*	*	16%	72%	*	73%	43%
Male	70	757	757	741	*	*	23%	54%	*	59%	40%
Economically Disadvantaged Students	N	N	N	727	N	N	N	N	N	N	23%
Non-Economically Disadvantaged Students	144	761	758	751	*	14%	19%	63%	*	66%	52%
Students with Disabilities	34	739	733	714	*	*	*	35%	*	35%	10%
Students without Disabilities	110	768	764	747	*	*	*	72%	*	76%	47%
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	144	761	*	745	*	14%	19%	63%	*	66%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%



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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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	250	757	755	734	*	*	29%	47%	16%	62%	30%
White	153	754	752	740	*	*	32%	49%	10%	59%	38%
Hispanic	*	*	*	722	*	*	*	*	*	*	14%
Black or African American	*	*	*	719	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	71	771	768	758	*	*	17%	47%	34%	80%	65%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	29%
Two or More Races	*	*	*	733	*	*	*	*	*	*	32%
Female	129	756	753	735	*	*	33%	43%	16%	58%	31%
Male	121	759	758	733	*	*	25%	51%	16%	67%	30%
Economically Disadvantaged Students	N	N	N	721	N	N	N	N	N	N	13%
Non-Economically Disadvantaged Students	250	757	755	740	*	*	29%	47%	16%	62%	39%
Students with Disabilities	36	729	723	711	*	*	39%	*	0%	19%	*
Students without Disabilities	214	762	761	738	*	*	27%	*	18%	70%	*
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	250	757	*	735	*	*	29%	47%	16%	62%	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	727	N	N	N	N	N	N	15%
Migrant Students	N	N	N	704	N	N	N	N	N	N	*

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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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	254	755	750	725	9%	18%	23%	37%	14%	50%	28%
White	151	749	743	731	10%	18%	27%	36%	9%	45%	33%
Hispanic	15	721	726	710	*	*	*	*	*	13%	14%
Black or African American	*	*	*	703	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	72	775	773	761	*	*	18%	46%	25%	71%	62%
American Indian or Alaska Native	N	N	N	715	N	N	N	N	N	N	20%
Two or More Races	15	755	*	718	*	*	*	*	*	47%	25%
Female	124	760	752	725	*	*	23%	35%	*	53%	27%
Male	130	750	748	725	*	*	22%	39%	*	48%	29%
Economically Disadvantaged Students	N	N	N	708	N	N	N	N	N	N	13%
Non-Economically Disadvantaged Students	254	755	750	733	9%	18%	23%	37%	14%	50%	35%
Students with Disabilities	26	716	708	692	39%	*	*	*	0%	15%	*
Students without Disabilities	228	759	754	729	5%	*	*	*	15%	54%	*
English Learners	*	*	*	692	*	*	*	*	*	*	*
Non-English Learners	*	*	*	726	*	*	*	*	*	*	*
Homeless Students	N	N	N	702	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	692	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	710	N	N	N	N	N	N	14%
Migrant Students	N	N	N	702	N	N	N	N	N	N	14%

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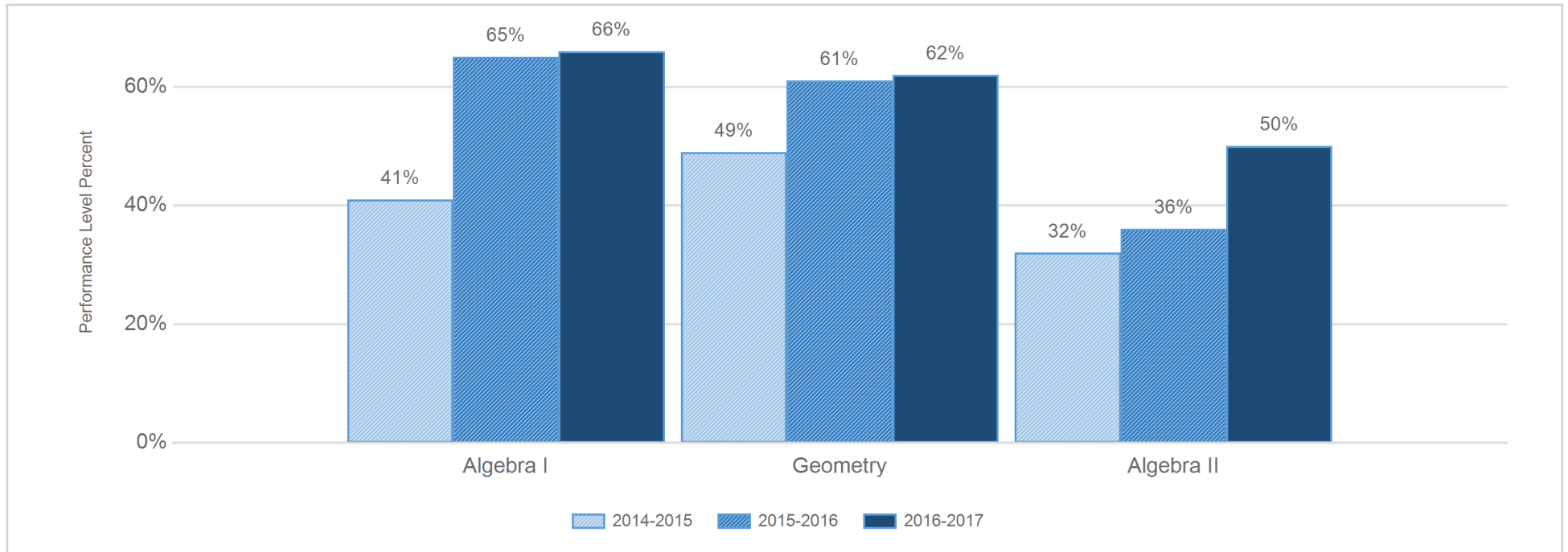
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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.





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Alternate Assessments - 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	N	N

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. The table also shows 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
1	*	*	*
2	*	*	*
3	*	*	*
4	N	N	N
5+	N	N	N



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This section shows whether students have gained the knowledge and skills identified in the Biology section of the Science Core Curriculum Standards as measured by the End of Course Biology test. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

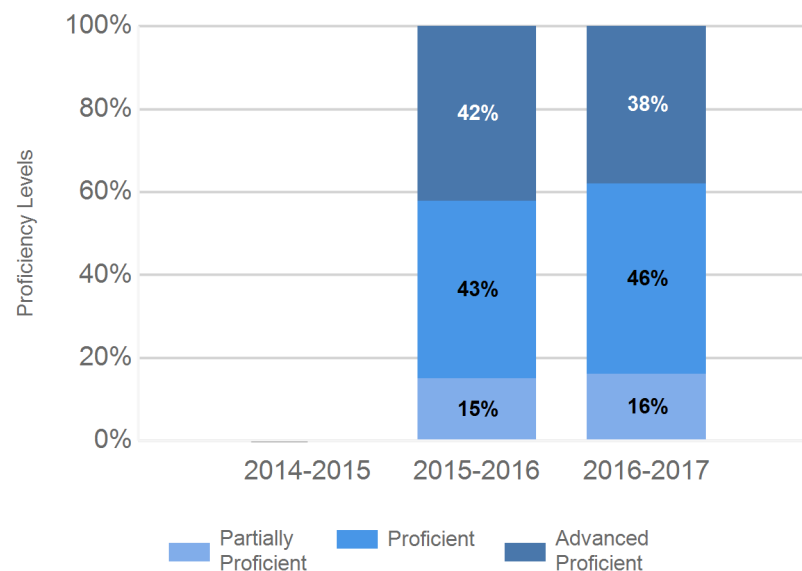
Biology Assessment - Performance

This table shows the percentage of students in each proficiency category for the school and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	16%	42%	42%
Schoolwide	38%	46%	16%
White	31%	47%	22%
Hispanic	N	N	*
Black or African American	N	*	*
Asian, Native Hawaiian, or Pacific Islander	54%	44%	2%
American Indian or Alaska Native	N	*	N
Two or More Races	N	N	N
Economically Disadvantaged Students	N	N	N
Students with Disabilities	13%	41%	46%
English Learners	N	*	*

Biology Assessment - Proficiency Trends

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





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This section contains information about participation and performance on college entrance examinations. For more information about how participation and performance on the PSAT, SAT, and ACT tests are calculated and how these calculations account for recent changes to the SAT test, please see our [Reference Guide](#).

PSAT/SAT/ACT - Participation

This table shows the percentage of 10th and 11th graders that took the PSAT 10 or PSAT NMSQT exams in 2016-17. This table also shows the percentage of 12th graders that have taken the SAT or ACT this year or in prior years.

Test	% of Students in School	% of Students in State
Percentage of students taking the PSAT	56.7%	89.4%
Percentage of students taking the SAT	73.6%	70.0%
Percentage of students taking the ACT	67.1%	28.3%

PSAT/SAT/ACT - Performance

This table shows the average test score, based on highest scoring test, for the PSAT, SAT, and ACT tests by subject area for students in the school and across the state. This table also shows the percentage of students at or above College Readiness Benchmarks for each test. Students that score at or above these benchmarks have a high chance of success in credit-bearing college courses.

Test	School Average Score	State Average Score	College Readiness Benchmarks	School - % of Students scoring at or above Benchmark	State - % of Students scoring at or above Benchmark
PSAT - Reading and Writing	569	481	Varies By Grade	93%	67%
PSAT - Math	564	483	Varies By Grade	80%	49%
SAT - Reading and Writing	625	551	480	93%	77%
SAT - Math	638	552	530	84%	58%
ACT - Reading	26	24	22	77%	65%
ACT - English	28	24	18	94%	79%
ACT - Math	27	24	22	79%	65%
ACT - Science	26	23	23	72%	54%



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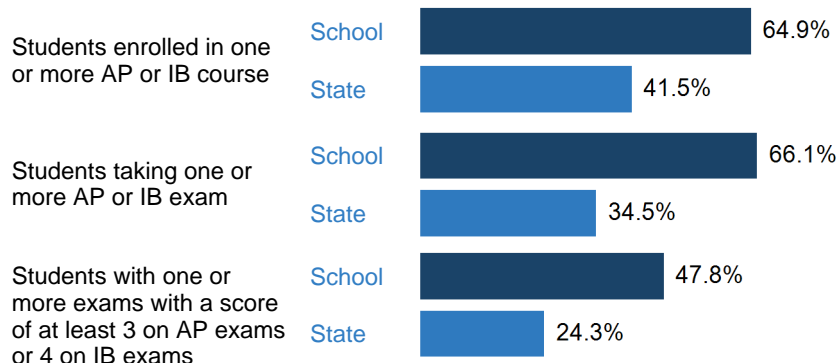
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate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

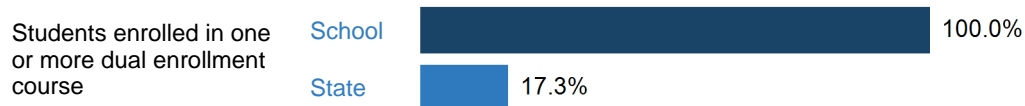
AP/IB Coursework – Participation and Performance

This chart shows the percentage of students out of all 11th and 12th grade students in the school and across the state, who enrolled in one or more AP or IB course, the percentage that took one or more AP or IB exam, and the percentage of students taking one or more exams who received at least one score of at least 3 on AP exams or 4 on IB exams.



Dual Enrollment Coursework - Participation

This graph shows the percentage students enrolled in at least one **dual enrollment** course in the school and across the state. **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 students enrolled in AP/IB courses and the corresponding exams that were taken. 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 scores of at least 3 on AP exams or 4 on IB exams. In the last two rows, students taking multiple exams are counted more than once.

AP/IB Course	Students Enrolled	Students Tested
AP Art—History of Art	55	35
AP Biology	31	31
AP Calculus AB	37	36
AP Calculus BC	14	15
AP Chemistry	12	12
AP Chinese Language and Culture	6	8
AP Computer Science A	23	7
AP Computer Science Principles	0	17
AP English Language and Composition	39	32
AP English Literature and Composition	19	19
AP Environmental Science	0	33
AP European History	55	31
AP French Language and Culture	8	8
AP Italian Language and Culture	2	2
AP Japanese Language and Culture	10	10
AP Macroeconomics	74	40
AP Microeconomics	75	32
AP Physics 1	58	45
AP Physics B	44	0
AP Physics C	25	0



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AP/IB Course	Students Enrolled	Students Tested
AP Physics C: Mechanics	0	25
AP Spanish Language	16	16
AP Statistics	11	6
AP Studio Art—Drawing Portfolio	5	7
AP Studio Art—Three-Dimensional	1	1
AP Studio Art—Two-Dimensional	11	4
AP U.S. Government and Politics	19	13
AP U.S. History	78	78
AP World History	25	13
Total Exams Taken		576
Exams with scores of at least 3 on AP exams or 4 on IB exams		439



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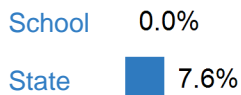
This section contains information about participation in approved **Career and Technical Education (CTE)** programs and **Structured Learning Experiences**. For more information about CTE in New Jersey, please visit <http://www.nj.gov/education/cte/>.

Career and Technical Education Participation

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

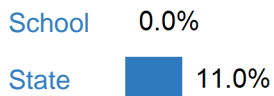
CTE Participants

(completed only one course in an approved CTE program)



CTE Concentrators

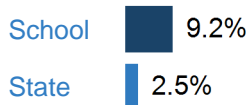
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

The graph below displays the percentage of students within the school and state who participated in Structured Learning Experiences (SLEs). SLEs can include work-based learning programs, internships, apprenticeships, and service learning experiences and can be paid or unpaid.

Structured Learning Experiences



Industry-Valued Credentials Earned

This table shows the number of students that earned at least one industry-valued credential and the number of credentials earned in each Career Cluster® and overall for the 2016-17 school year. Students earning credentials in more than one Career Cluster are counted in multiple rows. Students earning multiple credentials in one Career Cluster are counted more than once in the Industry credentials total.

Career Cluster	Students with at least one credential earned	Industry credentials earned
Total non-duplicated number of students**	0	
Total number of credentials earned in all clusters		0

**Students may earn credentials in more than one Career Cluster


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This section shows the types of courses that students were enrolled in by grade level for the 2016-17 school year. You can find more information about [New Jersey Student Learning Standards](#) on our website and more details about the data in this section in our [Reference Guide](#). English course participation is not included because students are required to take four years of English in high school.

Mathematics - Course Participation

This table shows the number of students by grade that were enrolled in **Mathematics** courses by subject area. Students are counted more than once if they are enrolled in more than one math course. The bottom row of the table shows the number of students that enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) math course by subject area.

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	142	110	6	1	0	0	1
10	4	158	119	0	0	0	0
11	0	6	139	100	4	3	3
12	0	0	9	49	95	45	37
Schoolwide	146	274	273	150	99	48	41
Enrolled in AP/IB Course					51	11	0

Science - Course Participation

This table shows the number of students by grade that were enrolled in **Science** courses by subject area. Students are counted more than once if they are enrolled in more than one science course. The bottom row of the table shows the number of students that enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) science course by subject area.

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	260	0	0	0	0	0
10	3	255	0	0	2	0
11	3	9	0	0	246	0
12	30	6	0	0	79	73
Schoolwide	296	270	0	0	327	73
Enrolled in AP/IB Course	31	12		0	119	0



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This section shows the types of courses that students were enrolled in by grade level for the 2016-17 school year. You can find more information about [New Jersey Student Learning Standards](#) on our website and more details about the data in this section in our [Reference Guide](#). English course participation is not included because students are required to take four years of English in high school.

Social Studies and History - Course Participation

This table shows the number of students by grade that were enrolled in **Social Studies** and **History** courses by subject area. Students are counted more than once if they are enrolled in more than one social studies or history course. The bottom row of the table shows the number of students that enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) social studies or history course by subject area.

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	2	10	0	0	0	246
10	1	253	0	1	0	1
11	11	250	43	24	18	17
12	15	26	76	66	66	72
Schoolwide	29	539	119	91	84	336
Enrolled in AP/IB Course	25	78	75	0	0	66

World Languages - Course Participation

This table shows the number of students by grade that were enrolled in **World Languages** courses by language. Students are counted more than once if they are enrolled in more than one language course. The bottom rows of the table show students enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) language course, students enrolled in a level 3 or higher language course (such as French III or IV), and the number of students that earned a Seal of Biliteracy by language.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	156	14	20	16	0	29	17
10	121	13	45	26	0	13	41
11	96	9	38	38	0	9	22
12	34	11	8	13	0	6	14
Schoolwide	407	47	111	93	0	57	94
Enrolled in AP/IB Course	16	8	2	0	0	6	10
Enrolled in Level 3 or Higher	157	13	32	43	0	8	10
Earned Seal of Biliteracy	N	N	N	N	N	N	N



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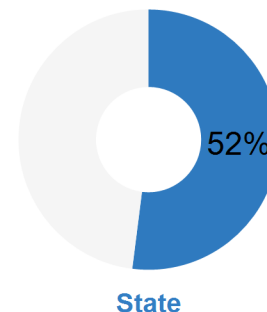
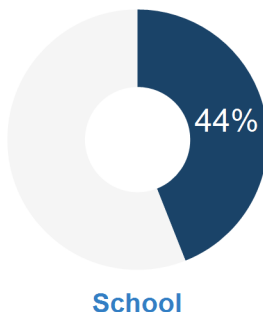
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Visual and Performing Arts – Course Participation

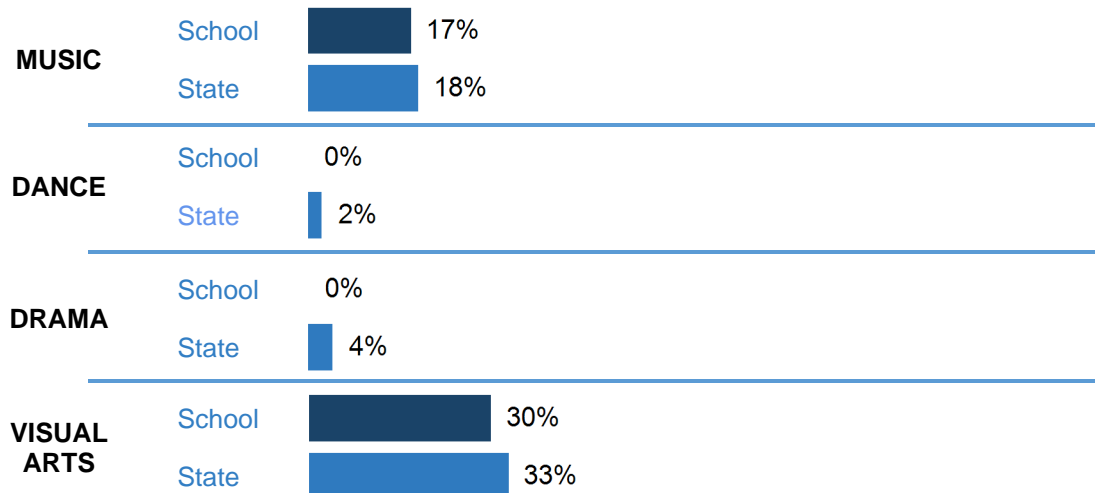
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines within the school and across the state.

Grades 9-12:

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



Students enrolled in one or more classes by discipline:





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This section contains information about graduation rates and dropout rates for students in grades 9-12. Graduation rates are calculated based on the adjusted cohort graduation rate calculation. You can find more about how these rates are calculated [here](#).

Graduation Rates

This table shows 4-year and 5-year Graduation Rates for the school and each student group with comparisons to statewide rates. Annual ESSA accountability targets for the Class of 2016 4-year rate and the Class of 2015 5-year rates are included with a flag for whether the school and each student group met those targets.

Student Group	School - Class of 2017: 4 Year Rate	State - Class of 2017: 4 Year Rate	School - Class of 2016: 5 Year Rate	State - Class of 2016: 5 Year Rate	Class of 2016: 4 Year Rate	Class of 2016: 4 Year Target	Met Target?	Class of 2015: 5 Year Rate	Class of 2015: 5 Year Target	Met Target?
Schoolwide	99.2%	90.5%	99.0%	91.8%	96.9%	N	Met Goal	99.0%	N	Met Goal
White	99.3%	94.5%	98.9%	95.1%	*	N	Met Goal	98.9%	N	Met Goal
Hispanic	100.0%	84.3%	100.0%	86.3%	100.0%	N	Met Goal	100.0%	N	Met Goal
Black or African American	*	83.4%	N	85.3%	N	N	N	*	**	**
Asian, Native Hawaiian or Pacific Islander	*	96.6%	*	97.5%	97.5%	N	Met Goal	98.9%	N	Met Goal
American Indian or Alaska Native	N	92.3%	N	86.6%	N	N	N	N	N	N
Two or More Races	100.0%	91.9%	*	93.7%	*	**	**	*	**	**
Economically Disadvantaged Students	*	83.9%	*	85.6%	*	**	**	*	**	**
Students with Disabilities	100.0%	78.8%	100.0%	82.1%	92.5%	90.4%	Met Target	95.0%	N	Met Goal
English Learners	*	76.1%	N	79.7%	N	N	N	*	**	**
Homeless Students	N	73.2%	N	74.4%	N	N	N	N		

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
2017	99.2%	-
2016	96.9%	99.0%
2015	98.4%	99.0%

Dropout Rate Trends

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

School Year	School Rate	State Rate
2016-2017	0%	1.1%
2015-2016	0.2%	1.1%
2014-2015	0.1%	1.1%

** ESSA accountability targets are only included if data is available for at least 20 students



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This section contains information about students enrolling in colleges and universities after graduation from high school. Postsecondary enrollment information 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 the enrollment rates of Class of 2017 high school graduates into 2-year or 4-year institutions the fall after high school graduation. The following columns show the percentage of these enrolled students by 2-year or 4-year institution.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	71.1%	29.5%	70.5%
Schoolwide	82.7%	7.1%	92.9%
White	80.5%	4.7%	95.3%
Hispanic	70%	21.4%	78.6%
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	87%	5%	95%
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	*	*	*
Students with Disabilities	74.2%	21.7%	78.3%
English Learners	N	N	N

Postsecondary Enrollment Rates: 16 month

This table shows the enrollment rates of Class of 2016 high school graduates into 2-year or 4-year institutions 16 months after high school graduation for the school and each student group. The following columns show the percentage of these enrolled students by 2-year or 4-year institution, public or private institution, or in-state or out-of-state institution.

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	76.1%	33.6%	66.5%	73.6%	26.4%	65.5%	34.6%
Schoolwide	89.2%	4.5%	95.6%	51.4%	48.6%	25.9%	74.1%
White	91.4%	5%	95%	55.6%	44.4%	23.1%	76.9%
Hispanic	*	*	*	*	*	*	*
Black or African American	N	N	N	N	N	N	N
Asian, Native Hawaiian, or Pacific Islander	83.5%	4.6%	95.5%	40.9%	59.1%	30.3%	69.7%
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	*	*	*	*	*	*	*
Students with Disabilities	81.1%	20%	80%	53.3%	46.7%	50%	50%
English Learners	N	N	N	N	N	N	N



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This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected 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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

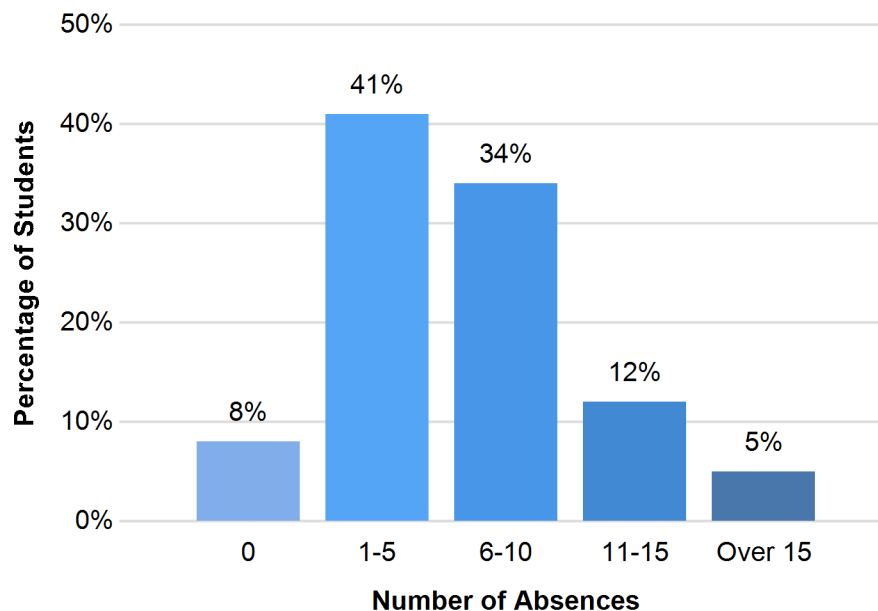
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the ESSA accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	2.80	14.30	Met Target
White	4.00	14.30	Met Target
Hispanic	1.70	14.30	Met Target
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	0.70	14.30	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	2.30	14.30	Met Target
Economically Disadvantaged Students	N	**	**
Students with Disabilities	3.90	14.30	Met Target
English Learners	N	**	**

** ESSA accountability targets are only included if data is available for at least 20 students.

Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.





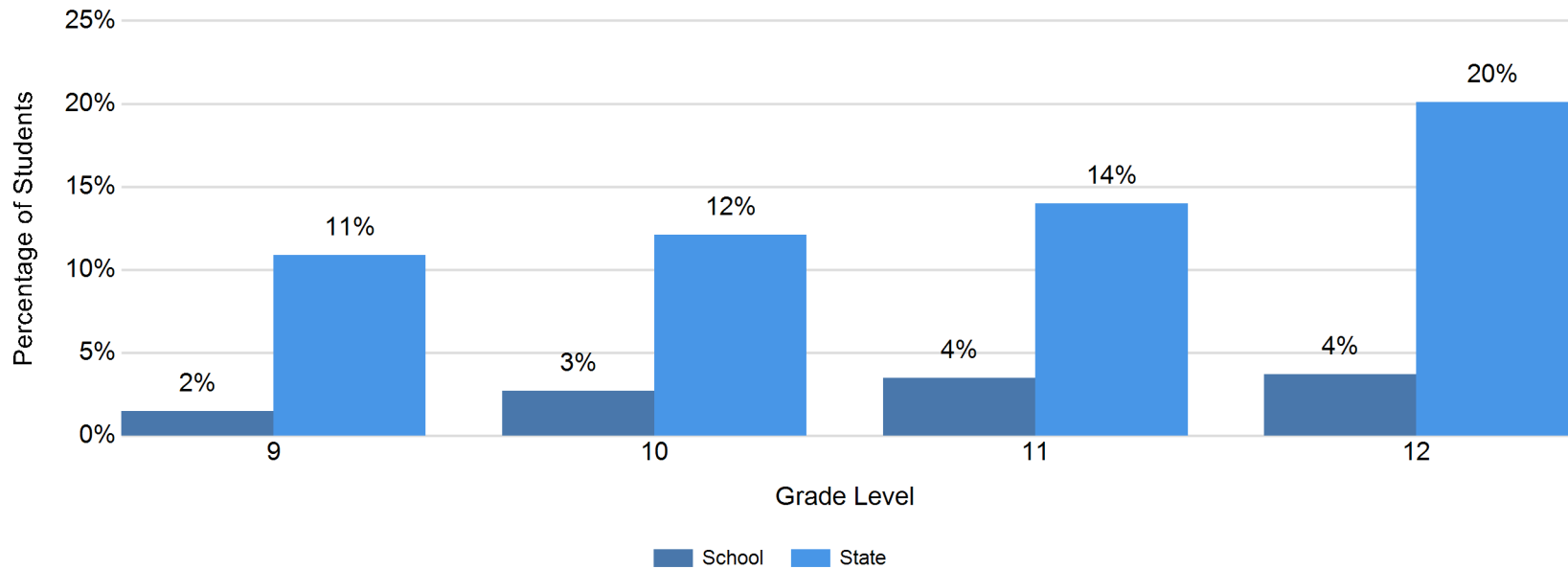
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Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





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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.

Category	School
Typical Start Time	7:40AM
Typical End Time	2:40PM
Length of School Day	7 Hrs 0 Mins
Full Time - Instructional Time	6 Hrs. 33 Mins.
Shared Time - Instructional Time	*

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 provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	3
Vandalism	0
Weapons	0
Substances	4
Harassment, Intimidation, Bullying (HIB)	8
Total Unique Incidents	15
Incidents Per 100 Students Enrolled	1.47

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	1.9%
Out-of-School Suspensions	2.6%
Any Suspension	4.1%

Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0



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Technology Readiness

This table shows information that was collected through the optional NJTRAx survey to determine a school's technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school's LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.0:1	20.2 kbps	100 kbps	No	N	Fiber	N

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).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total	\$333	\$17,904	\$18,237



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This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

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

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

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	101	120,724
Average years experience in public schools	15.3	11.8
Average years experience in district	13.2	10.5
Teachers in district for 4 or more years	88%	74%

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	25	9,506
Average years experience in public schools	23.5	15.9
Average years experience in district	14.5	11.6
Administrators in district for 4 or more years	80%	74%

Student to Staff Ratios

This table shows the number of students per staff member 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.

Staff Type	School Students: Staff	District Students: Staff
Teachers	10:1	10:1
Administrators	255:1	99:1
Librarian/Media Specialists		1238:1
Nurses		619:1
Counselors		177:1
Child Study Team		248:1



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Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by the teachers and administrators at this school. 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.

Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	91%	89%
2015-16 Administrators: Same district 2016-17	96%	88%

Faculty Attendance

This table shows the percentage of days that school 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
2016-17	98%



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Accountability Indicator Scores and Summative Rating

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. This table shows the indicator scores for each indicator included in the accountability system and the weights 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 rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey’s accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	82.7	17.5%
Mathematics Proficiency	94.4	17.5%
Graduation - 4-Year	75.5	25.0%
Graduation - 5-Year	89.8	25.0%
Chronic Absenteeism	94.1	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		86.4
Summative Rating: Percentile rank of Summative Score		93.2
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No
Requires Comprehensive Support: 4-year Graduation Rate less than or equal to 67%		No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Indicator weights for this school were adjusted due to data availability.



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Accountability Summary by Student Group

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. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group's performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these [accountability resources](#).

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	Graduation Rate - 4-Year	Graduation Rate - 5-Year	At Risk for Consistently Underperforming Student Group
Schoolwide	86.4	6.2	No	Met Target	Met Target	Met Target	Met Goal	Met Goal	No
White	81.2	6.2	No	Met Target	Met Target	Met Target	Met Goal	Met Goal	No
Hispanic	86.8	6.2	No	Met Target†	Met Target†	Met Target	Met Goal	Met Goal	No
Black or African American	**	**	No	**	**	**	N	**	No
Asian, Native Hawaiian, or Pacific Islander	67.4	6.2	No	Met Goal	Met Goal	Met Target	Met Goal	Met Goal	No
American Indian or Alaska Native	**	**	No	**	**	**	N	N	No
Two or More Races	**	**	No	Met Target†	Met Target†	Met Target	**	**	No
Economically Disadvantaged Students	**	**	No	**	**	**	**	**	No
Students with Disabilities	91.8	6.2	No	Met Target†	Met Target	Met Target	Met Target	Met Goal	No
English Learners	**	**	No	**	**	**	N	**	No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Target was met within a confidence interval.



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School General Info

Principal:	Dr. Gouraige	Email Address:	gouraige@nvnet.org
Address:	150 KNICKERBOCKER RD DEMAREST, NJ 07627-1026	Website:	http://dmhs.nvnet.org/
Phone:	(201)768-3200	Facebook:	https://www.facebook.com/NVDemarest/
		Twitter:	https://twitter.com/NVDemarest

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:	<ul style="list-style-type: none"> • Blue Ribbon Award - Technology School of Excellence • Recognized and certified by Future Ready-NJ for its efforts with 1:1 learning technology MacBook Air program. • Newsweek – recognized in America’s Best High Schools edition
 Mission, Vision, Theme:	Northern Valley RHS provide a safe environment in which each student seeks answers to questions, challenges assumptions and develops self-worth. Our high schools encourage individual academic excellence, aesthetic appreciation and moral integrity. We seek to prepare all students for their roles in a rapidly changing and diverse global community, and to become independent learners, critical thinkers, problem solvers, collaborative workers and responsible contributors to society.
 Awards, Recognition, Accomplishments:	Blue Ribbon Award Technology School of Excellence; Newsweek recognized in America’s Best High Schools edition; Future Ready Schools New Jersey Certified School; Princeton University Distinguished Secondary School Teaching Award; The Star Ledger ranked among the most effective public schools in New Jersey; US News & World Report Gold Medalist, survey of America’s Best High Schools



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School Narrative

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 <p>Courses, Curriculum, Instruction:</p>	<p>NVRHS offers district created curriculum, using the UBD format, which is aligned with NJ Standards including: College preparatory level courses and courses that offer additional support; 45 Honors courses; 30 Advanced Placement courses; 48 Dual Enrollment courses for enrichment and college credit; STEM Career Program that includes courses in engineering, computer science, biomedical studies, and architecture; 1:1 laptop initiative; Extensive elective offerings; Career Pathways program</p>
 <p>Sports and Athletics:</p>	<p>Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Boys & Girls), Cross-Country (Boys & Girls), Field Hockey (Girls), Football (Boys), Golf (Boys & Girls), Ice Hockey (Boys), Lacrosse (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Girls), Wrestling (Boys)</p> <p>NV-Demarest athletics enjoyed an outstanding year highlighted by the following: State Group Champions in Boys Swimming, 3 State Sectional Championships in Boys Tennis, Boys Swimming, Boys Spring Track, 2 County Championships in Boy Spring Track and Girls Spring Track, and 9 Big North Divisional Championships</p>
 <p>Clubs and Activities:</p>	<p>NV-Demarest offers over 100 co-curricular opportunities. These activities range from a traditional academic focus such as gifted & talented, debate and academic teams to volunteer-based clubs. There are many options for students to enjoy clubs focused on the visual or performing arts. Students can take on leadership roles in existing clubs or be nominated to our student leadership program. Competitions can be found through FBLA, DECA, or through one of the many science leagues offered.</p>
 <p>Before and After School Programs:</p>	<p>Senior S.L.E. - Community Service & Service Learning, Teaching Mentorships, Professional Internships, Visual and Performing Arts, - Music Choral Drama and Dance Performances and Visual Arts Show, Work Study Program, Cooperative Business Education</p>








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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.

 <p>Staff and Professional Learning:</p>	<p>All staff has engaged in professional learning regarding technology with focus on key instructional practices such as online discussions, online assessments, and flipped classroom. There are scheduled district-wide Learning Communities and Professional Development days, which are opportunities for teachers to learn current trends in education and develop lessons reflecting best practices. Individually, teachers attend subject specific conferences working with other educators.</p>
 <p>Postsecondary Information:</p>	<p>95% admitted to 2 and 4-year colleges 5% in Military, Career Education, Employment Students attend nearly 250 colleges in 37 states and 5 countries across selectivity levels. Nearly all ACT & SAT administrations are offered. 90% of students take either SAT or ACT tests, scoring among highest in state. Comprehensive ASCA and NACAC school counseling model includes college and career readiness. Assist with applications, essays, fee waivers. Financial Aid programs; college information programs.</p>
 <p>Student Supports and Services:</p>	<p>Special Ed offers services for students grade 9 to age 21. Programs, services, and interventions are student-centered. The staff and administration work collaboratively to promote differentiated approaches to meeting students' academic, social and emotional needs. For classified students requiring an all-encompassing program, NV offers 4 alternative programs. NV's ESL program students develop language proficiency so that they can participate fully in academic and extracurricular offerings.</p>
 <p>Student Health and Wellness:</p>	<p>All students are required to participate in Health & Physical Education focusing on Lifetime Fitness activities, such as learning how to calculate target heart rate while exercising in addition to good nutrition and a healthy diet. All students attend yearly student assemblies on health and wellness related topics with a focus on healthy decision-making, leadership, stigma free issues all of which address a balanced lifestyle.</p>
 <p>Parent and Community Involvement:</p>	<p>Parents are involved with our schools in various ways. Partnerships are formed through the PTSO, KPA, Athletic Boosters, Music Boosters, and advisory groups. Parents have access to a parent portal to maximize communication with staff related to academic programming and events within the district. Parents are required to attend mandatory pre-prom programs each spring and support the schools Structured Learning Experiences (SLE) for students in over 40 locations within the surrounding community.</p>





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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students</p> <p>Communities that Care survey (by Pride) is a risk and protective factor inventory administered every other year to all students in school. Additional student and alumni surveys and inventories are also administered. Results are reviewed by administrators, counselors, other staff, consultants and stakeholders. Students report feeling safe and show appropriate awareness of common risk and protective factors. The district continues to support positive school culture and healthy decision making.</p>
 <p>Facilities:</p>	<p>NVD was built in 1955. Two STEM classrooms and one science lab have been recently renovated with modern equipment and supplies to reflect new curriculum and maximize student-centered instruction. Our media center has been updated. New tennis courts, baseball field, and track have been installed. Air conditioning has also been installed throughout the building. Renovation of the auditorium is underway, which will include new sound, lighting, and curtains.</p>



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The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school's test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

Navigating through the reports:

- Download this report to a PDF by clicking the  icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

Other Resources:

- Review the [Parent Summary Report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.state.nj.us



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Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
9	323	290	303
10	309	319	276
11	333	307	315
12	310	334	306
Ungraded	5	1	38
Total	1280	1251	1238

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	2014-15	2015-16	2016-17
Female	50%	50%	49%
Male	50%	50%	51%
Economically Disadvantaged Students	1%	1%	2%
Students with Disabilities	14%	14%	16%
English Learners	0%	1%	1%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students
White	69.1%
Asian	23.0%
Hispanic	5.2%
Black or African American	0.6%
American Indian or Alaska Native	0.3%
Native Hawaiian or Pacific Islander	0.1%
Two or More Races	1.7%

Enrollment Trends by Full and Shared Time

This table shows the number of full and shared time students. The full time equivalent is the number of full time students plus half the number of shared time students.

Enrollment Status	2016-17
Full Time Students	1238
Shared Time Students	0
Full Time Equivalent	1238

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. All other students are included in Other Languages.

Home Language	% of Students
English	85.5%
Korean	9.3%
Spanish	1.8%
Other	3.7%



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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 for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course 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 accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section 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	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	584	96.5	73.80	72.10	54.90	73.8	65.7	Met Target
White	392	95.4	71.40	69.50	63.90	71.4	62.1	Met Target
Hispanic	32	100.0	65.70	54.70	39.80	65.7	55.5	Met Target
Black or African American	*	*	*	*	35.20	*	**	**
Asian, Native Hawaiian, or Pacific Islander	148	98.7	80.40	81.50	80.70	80.4	79.3	Met Goal
American Indian or Alaska Native	*	*	*	*	53.70	*	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	287	97.3	79.50	78.90	62.20	79.5		
Male	297	95.8	68.30	65.00	48.10	68.3		
Economically Disadvantaged Students	13	100.0	84.60	84.60	36.20	84.6	**	**
Non-Economically Disadvantaged Students	571	96.5	73.60	71.90	65.80	73.6		
Students with Disabilities	81	81.8	37.10	33.30	20.50	31.9	25.2	Met Target
Students without Disabilities	503	99.4	79.70	78.00	61.90	79.7		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	N	N	N	N	26.40	N		
Students In Foster Care	N	N	N	N	24.80	N		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

** ESSA accountability targets are only included if data is available for at least 20 students

† Target was met within a confidence interval.



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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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	297	772	776	749	*	*	16%	43%	33%	75%	52%
White	198	772	774	757	*	*	20%	42%	32%	74%	62%
Hispanic	13	757	*	733	*	*	*	*	*	69%	35%
Black or African American	*	*	*	730	*	*	*	*	*	*	30%
Asian, Native Hawaiian, or Pacific Islander	82	772	783	777	*	*	*	40%	38%	78%	80%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	49%
Two or More Races	N	N	N	746	N	N	N	N	N	N	48%
Female	146	779	784	756	*	*	14%	42%	40%	82%	60%
Male	151	765	767	741	*	*	19%	44%	26%	70%	43%
Economically Disadvantaged Students	N	N	N	731	N	N	N	N	N	N	32%
Non-Economically Disadvantaged Students	297	772	776	758	*	*	16%	43%	33%	75%	62%
Students with Disabilities	36	735	736	714	*	*	42%	*	*	28%	13%
Students without Disabilities	261	777	781	754	*	*	13%	*	*	82%	58%
English Learners	*	*	*	690	*	*	*	*	*	*	*
Non-English Learners	*	*	*	752	*	*	*	*	*	*	*
Homeless Students	N	N	N	719	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	45%
Migrant Students	N	N	N	705	N	N	N	N	N	N	*



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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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	273	771	767	743	6%	5%	17%	42%	29%	71%	46%
White	185	766	765	749	8%	6%	19%	43%	24%	68%	52%
Hispanic	16	760	*	728	*	*	*	*	*	56%	34%
Black or African American	*	*	*	725	*	*	*	*	*	*	31%
Asian, Native Hawaiian, or Pacific Islander	65	785	778	774	*	*	*	39%	46%	85%	74%
American Indian or Alaska Native	*	*	*	740	*	*	*	*	*	*	42%
Two or More Races	*	*	*	737	*	*	*	*	*	*	42%
Female	136	777	775	752	*	*	18%	42%	35%	77%	54%
Male	137	764	758	734	*	*	17%	42%	24%	66%	39%
Economically Disadvantaged Students	N	N	N	726	N	N	N	N	N	N	32%
Non-Economically Disadvantaged Students	273	771	767	751	6%	5%	17%	42%	29%	71%	54%
Students with Disabilities	31	725	727	704	*	*	32%	*	0%	26%	12%
Students without Disabilities	242	777	772	749	*	*	15%	*	33%	77%	52%
English Learners	N	N	N	681	N	N	N	N	N	N	*
Non-English Learners	273	771	*	745	6%	5%	17%	42%	29%	71%	*
Homeless Students	N	N	N	715	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	710	N	N	N	N	N	N	20%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	694	N	N	N	N	N	N	*



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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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	307	755	746	736	9%	16%	17%	40%	18%	58%	38%
White	216	750	744	738	11%	19%	19%	35%	17%	52%	40%
Hispanic	16	757	739	731	*	0%	*	*	*	56%	34%
Black or African American	N	N	N	728	N	N	N	N	N	N	30%
Asian, Native Hawaiian, or Pacific Islander	68	767	753	756	*	*	*	56%	21%	77%	58%
American Indian or Alaska Native	*	*	*	731	*	*	*	*	*	*	30%
Two or More Races	*	*	*	731	*	*	*	*	*	*	36%
Female	155	765	758	744	*	*	14%	45%	25%	70%	46%
Male	152	744	735	729	*	*	20%	35%	11%	45%	31%
Economically Disadvantaged Students	N	N	N	729	N	N	N	N	N	N	32%
Non-Economically Disadvantaged Students	307	755	746	740	9%	16%	17%	40%	18%	58%	42%
Students with Disabilities	38	715	719	709	32%	45%	*	*	*	16%	12%
Students without Disabilities	269	760	750	741	6%	12%	*	*	*	64%	43%
English Learners	N	N	N	699	N	N	N	N	N	N	*
Non-English Learners	307	755	746	737	9%	16%	17%	40%	18%	58%	*
Homeless Students	N	N	N	722	N	N	N	N	N	N	24%
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	19%
Military-Connected Students	N	N	N	723	N	N	N	N	N	N	24%
Migrant Students	N	N	N	713	N	N	N	N	N	N	26%

**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.



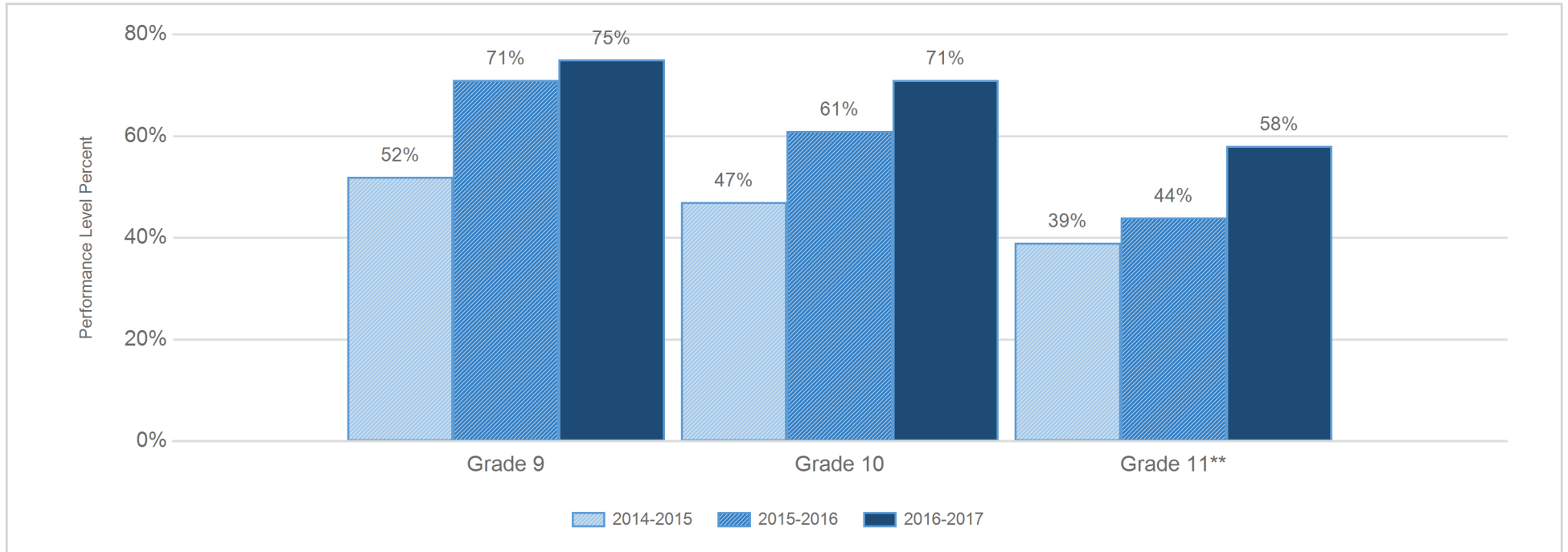
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English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.



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



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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 for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course 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 accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section 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	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	571	98.3	67.60	68.20	43.50	67.6	63	Met Target
White	380	98.4	63.40	64.20	52.40	63.4	58.6	Met Target
Hispanic	30	93.7	43.30	36.50	27.60	42.8	57.9	Not Met
Black or African American	*	*	*	*	21.70	*	**	**
Asian, Native Hawaiian, or Pacific Islander	149	98.7	81.80	83.70	75.60	81.8	76.5	Met Goal
American Indian or Alaska Native	*	*	*	*	42.50	*	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	282	98.6	62.70	65.60	44.10	62.7		
Male	289	98.0	72.30	71.00	42.90	72.3		
Economically Disadvantaged Students	13	100.0	30.80	30.80	25.10	30.8	**	**
Non-Economically Disadvantaged Students	558	98.2	68.40	68.70	54.30	68.4		
Students with Disabilities	72	97.3	25.00	26.90	16.50	25	17.6	Met Target
Students without Disabilities	499	98.4	73.70	74.20	48.80	73.7		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	N	N	N	N	16.40	N		
Students In Foster Care	N	N	N	N	15.10	N		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

** ESSA accountability targets are only included if data is available for at least 20 students.

† Target was met within a confidence interval.



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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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	198	755	758	743	*	9%	22%	61%	*	64%	42%
White	148	754	756	751	*	10%	24%	60%	*	62%	52%
Hispanic	13	738	*	728	*	*	*	*	0%	39%	24%
Black or African American	*	*	*	724	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	34	764	771	774	*	*	*	68%	*	77%	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	N	N	N	741	N	N	N	N	N	N	41%
Female	96	753	758	744	*	*	24%	57%	*	60%	43%
Male	102	757	757	741	*	*	21%	64%	*	67%	40%
Economically Disadvantaged Students	N	N	N	727	N	N	N	N	N	N	23%
Non-Economically Disadvantaged Students	198	755	758	751	*	9%	22%	61%	*	64%	52%
Students with Disabilities	34	728	733	714	*	*	*	*	*	27%	10%
Students without Disabilities	164	761	764	747	*	*	*	*	*	71%	47%
English Learners	*	*	*	708	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%



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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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	262	753	755	734	4%	9%	27%	48%	12%	60%	30%
White	176	751	752	740	*	9%	32%	48%	*	55%	38%
Hispanic	12	741	*	722	0%	*	*	*	0%	33%	14%
Black or African American	*	*	*	719	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	67	765	768	758	*	*	*	49%	30%	79%	65%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	29%
Two or More Races	*	*	*	733	*	*	*	*	*	*	32%
Female	137	750	753	735	*	*	31%	45%	*	54%	31%
Male	125	757	758	733	*	*	22%	51%	*	66%	30%
Economically Disadvantaged Students	N	N	N	721	N	N	N	N	N	N	13%
Non-Economically Disadvantaged Students	262	753	755	740	4%	9%	27%	48%	12%	60%	39%
Students with Disabilities	39	718	723	711	26%	33%	31%	*	*	10%	*
Students without Disabilities	223	759	761	738	0%	5%	27%	*	*	69%	*
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	735	*	*	*	*	*	*	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	727	N	N	N	N	N	N	15%
Migrant Students	N	N	N	704	N	N	N	N	N	N	*

An "*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display



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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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	283	746	750	725	15%	17%	19%	42%	7%	49%	28%
White	199	738	743	731	*	20%	23%	37%	*	41%	33%
Hispanic	15	730	726	710	*	0%	*	*	0%	47%	14%
Black or African American	N	N	N	703	N	N	N	N	N	N	*
Asian, Native Hawaiian, or Pacific Islander	65	770	773	761	*	*	*	57%	15%	72%	62%
American Indian or Alaska Native	*	*	*	715	*	*	*	*	*	*	20%
Two or More Races	*	*	*	718	*	*	*	*	*	*	25%
Female	127	744	752	725	*	17%	21%	43%	*	47%	27%
Male	156	747	748	725	*	17%	18%	42%	*	51%	29%
Economically Disadvantaged Students	N	N	N	708	N	N	N	N	N	N	13%
Non-Economically Disadvantaged Students	283	746	750	733	15%	17%	19%	42%	7%	49%	35%
Students with Disabilities	22	699	708	692	55%	*	*	*	0%	18%	*
Students without Disabilities	261	749	754	729	12%	*	*	*	7%	51%	*
English Learners	N	N	N	692	N	N	N	N	N	N	*
Non-English Learners	283	746	*	726	15%	17%	19%	42%	7%	49%	*
Homeless Students	N	N	N	702	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	692	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	710	N	N	N	N	N	N	14%
Migrant Students	N	N	N	702	N	N	N	N	N	N	14%



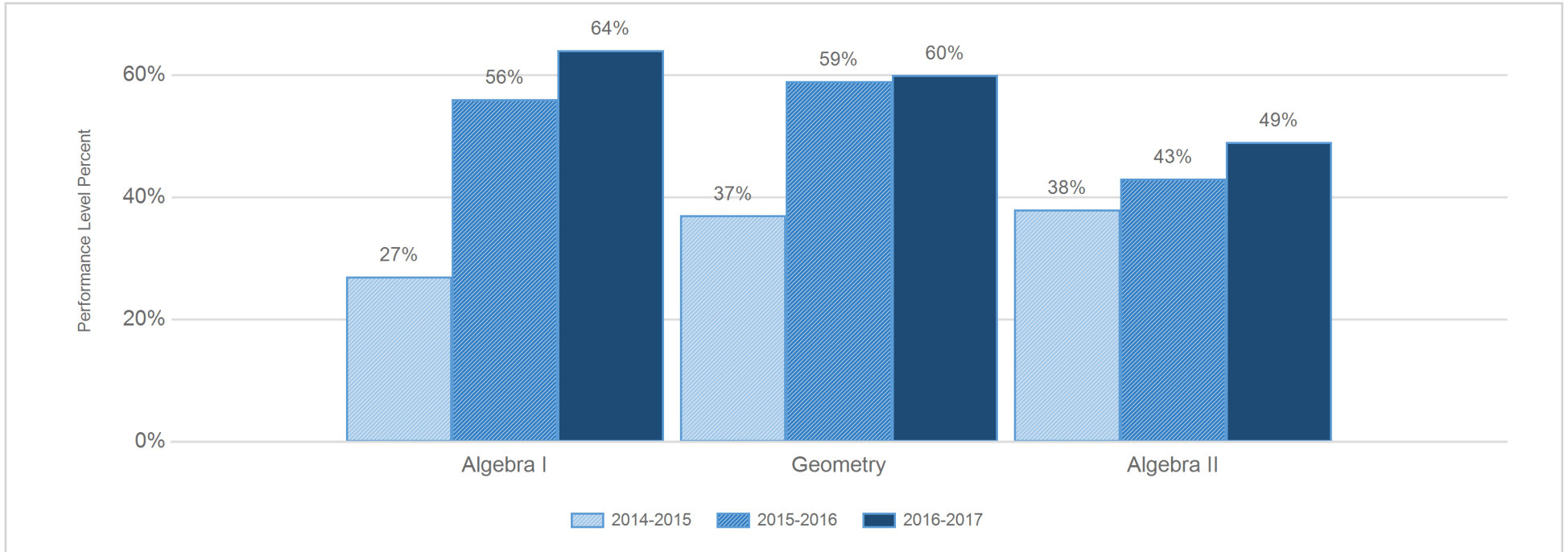
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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.





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Alternate Assessments - 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	14	14

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. The table also shows 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
1	*	*	*
2	*	*	*
3	*	*	*
4	*	*	*
5+	*	*	*



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This section shows whether students have gained the knowledge and skills identified in the Biology section of the Science Core Curriculum Standards as measured by the End of Course Biology test. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

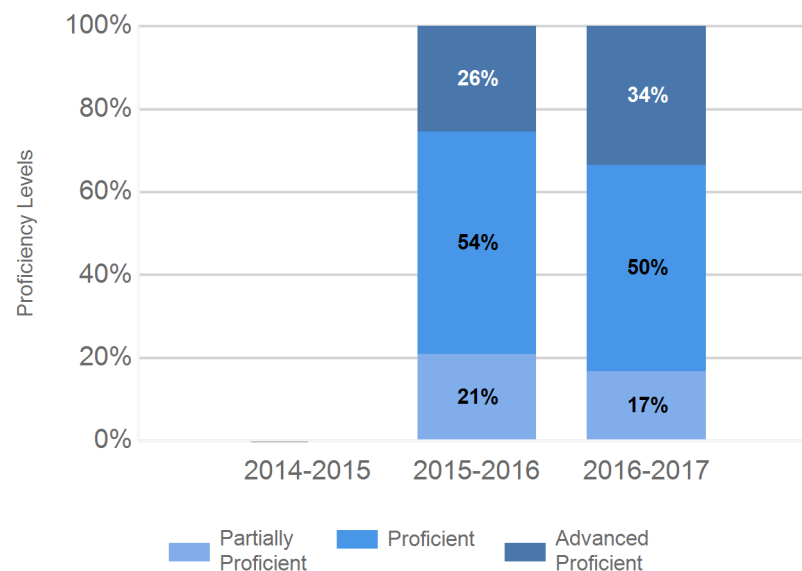
Biology Assessment - Performance

This table shows the percentage of students in each proficiency category for the school and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	16%	42%	42%
Schoolwide	34%	50%	17%
White	28%	51%	21%
Hispanic	N	*	N
Black or African American	N	*	N
Asian, Native Hawaiian, or Pacific Islander	47%	43%	10%
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	N	N	*
Students with Disabilities	5%	40%	55%
English Learners	N	*	*

Biology Assessment - Proficiency Trends

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





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This section contains information about participation and performance on college entrance examinations. For more information about how participation and performance on the PSAT, SAT, and ACT tests are calculated and how these calculations account for recent changes to the SAT test, please see our [Reference Guide](#).

PSAT/SAT/ACT - Participation

This table shows the percentage of 10th and 11th graders that took the PSAT 10 or PSAT NMSQT exams in 2016-17. This table also shows the percentage of 12th graders that have taken the SAT or ACT this year or in prior years.

Test	% of Students in School	% of Students in State
Percentage of students taking the PSAT	69.7%	89.4%
Percentage of students taking the SAT	83.7%	70.0%
Percentage of students taking the ACT	59.2%	28.3%

PSAT/SAT/ACT - Performance

This table shows the average test score, based on highest scoring test, for the PSAT, SAT, and ACT tests by subject area for students in the school and across the state. This table also shows the percentage of students at or above College Readiness Benchmarks for each test. Students that score at or above these benchmarks have a high chance of success in credit-bearing college courses.

Test	School Average Score	State Average Score	College Readiness Benchmarks	School - % of Students scoring at or above Benchmark	State - % of Students scoring at or above Benchmark
PSAT - Reading and Writing	555	481	Varies By Grade	92%	67%
PSAT - Math	551	483	Varies By Grade	74%	49%
SAT - Reading and Writing	607	551	480	93%	77%
SAT - Math	607	552	530	78%	58%
ACT - Reading	26	24	22	76%	65%
ACT - English	26	24	18	94%	79%
ACT - Math	26	24	22	75%	65%
ACT - Science	24	23	23	67%	54%



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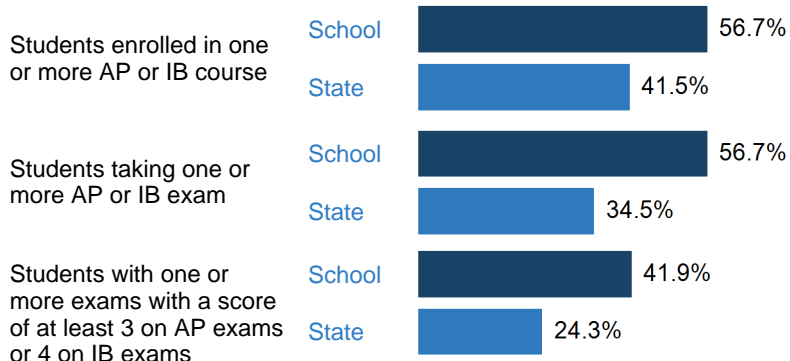
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate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

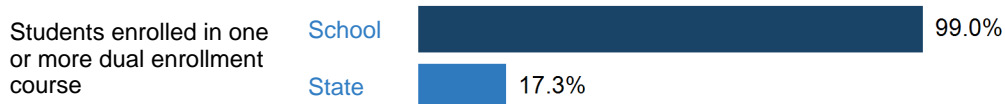
AP/IB Coursework – Participation and Performance

This chart shows the percentage of students out of all 11th and 12th grade students in the school and across the state, who enrolled in one or more AP or IB course, the percentage that took one or more AP or IB exam, and the percentage of students taking one or more exams who received at least one score of at least 3 on AP exams or 4 on IB exams.



Dual Enrollment Coursework - Participation

This graph shows the percentage students enrolled in at least one **dual enrollment** course in the school and across the state. **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 students enrolled in AP/IB courses and the corresponding exams that were taken. 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 scores of at least 3 on AP exams or 4 on IB exams. In the last two rows, students taking multiple exams are counted more than once.

AP/IB Course	Students Enrolled	Students Tested
AP Art—History of Art	20	17
AP Biology	37	37
AP Calculus AB	27	27
AP Calculus BC	35	35
AP Chemistry	10	10
AP Chinese Language and Culture	5	6
AP Computer Science A	33	8
AP Computer Science Principles	0	16
AP English Language and Composition	42	42
AP English Literature and Composition	53	53
AP Environmental Science	0	69
AP European History	24	21
AP Italian Language and Culture	5	5
AP Japanese Language and Culture	12	12
AP Macroeconomics	60	27
AP Microeconomics	60	41
AP Music Theory	9	9
AP Physics 1	84	76
AP Physics 2	6	6
AP Physics B	76	0



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AP/IB Course	Students Enrolled	Students Tested
AP Physics C	20	0
AP Physics C: Electricity and Magnetism	0	10
AP Physics C: Mechanics	0	20
AP Spanish Language	9	9
AP Statistics	11	9
AP Studio Art—Drawing Portfolio	17	12
AP Studio Art—Three-Dimensional	4	2
AP Studio Art—Two-Dimensional	21	16
AP U.S. Government and Politics	39	30
AP U.S. History	37	37
AP World History	32	23
Total Exams Taken		685
Exams with scores of at least 3 on AP exams or 4 on IB exams		513



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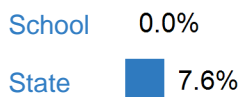
This section contains information about participation in approved **Career and Technical Education (CTE)** programs and **Structured Learning Experiences**. For more information about CTE in New Jersey, please visit <http://www.nj.gov/education/cte/>.

Career and Technical Education Participation

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

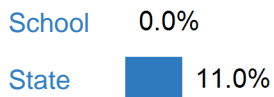
CTE Participants

(completed only one course in an approved CTE program)



CTE Concentrators

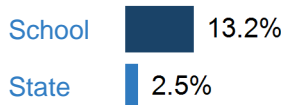
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

The graph below displays the percentage of students within the school and state who participated in Structured Learning Experiences (SLEs). SLEs can include work-based learning programs, internships, apprenticeships, and service learning experiences and can be paid or unpaid.

Structured Learning Experiences



Industry-Valued Credentials Earned

This table shows the number of students that earned at least one industry-valued credential and the number of credentials earned in each Career Cluster® and overall for the 2016-17 school year. Students earning credentials in more than one Career Cluster are counted in multiple rows. Students earning multiple credentials in one Career Cluster are counted more than once in the Industry credentials total.

Career Cluster	Students with at least one credential earned	Industry credentials earned
Total non-duplicated number of students**	0	
Total number of credentials earned in all clusters		0

**Students may earn credentials in more than one Career Cluster



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This section shows the types of courses that students were enrolled in by grade level for the 2016-17 school year. You can find more information about [New Jersey Student Learning Standards](#) on our website and more details about the data in this section in our [Reference Guide](#). English course participation is not included because students are required to take four years of English in high school.

Mathematics - Course Participation

This table shows the number of students by grade that were enrolled in **Mathematics** courses by subject area. Students are counted more than once if they are enrolled in more than one math course. The bottom row of the table shows the number of students that enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) math course by subject area.

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	186	96	4	0	0	0	20
10	12	169	111	4	0	0	7
11	0	16	171	124	3	4	13
12	0	1	3	52	124	87	31
Schoolwide	198	282	289	180	127	91	71
Enrolled in AP/IB Course					62	11	0

Science - Course Participation

This table shows the number of students by grade that were enrolled in **Science** courses by subject area. Students are counted more than once if they are enrolled in more than one science course. The bottom row of the table shows the number of students that enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) science course by subject area.

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	287	13	0	0	0	0
10	5	281	0	0	0	0
11	1	30	0	0	299	1
12	39	2	0	0	101	77
Schoolwide	332	326	0	0	400	78
Enrolled in AP/IB Course	37	10		0	171	0



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This section shows the types of courses that students were enrolled in by grade level for the 2016-17 school year. You can find more information about [New Jersey Student Learning Standards](#) on our website and more details about the data in this section in our [Reference Guide](#). English course participation is not included because students are required to take four years of English in high school.

Social Studies and History - Course Participation

This table shows the number of students by grade that were enrolled in **Social Studies** and **History** courses by subject area. Students are counted more than once if they are enrolled in more than one social studies or history course. The bottom row of the table shows the number of students that enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) social studies or history course by subject area.

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	0	19	0	0	0	276
10	0	281	0	0	0	2
11	9	323	49	67	38	122
12	23	8	86	83	43	163
Schoolwide	32	631	135	150	81	563
Enrolled in AP/IB Course	32	37	60	0	0	63

World Languages - Course Participation

This table shows the number of students by grade that were enrolled in **World Languages** courses by language. Students are counted more than once if they are enrolled in more than one language course. The bottom rows of the table show students enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) language course, students enrolled in a level 3 or higher language course (such as French III or IV), and the number of students that earned a Seal of Biliteracy by language.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	155	9	55	7	0	10	27
10	166	8	39	7	0	9	34
11	151	14	36	10	0	8	34
12	54	8	14	2	0	5	20
Schoolwide	526	39	144	26	0	32	115
Enrolled in AP/IB Course	9	0	5	0	0	5	12
Enrolled in Level 3 or Higher	278	17	32	10	0	6	31
Earned Seal of Biliteracy	N	N	N	N	N	N	N



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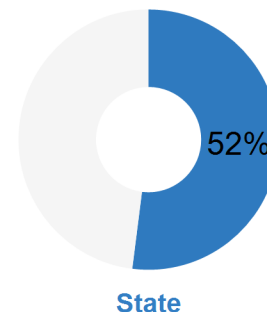
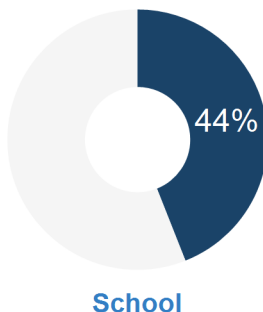
Grade Span 09-12

Visual and Performing Arts – Course Participation

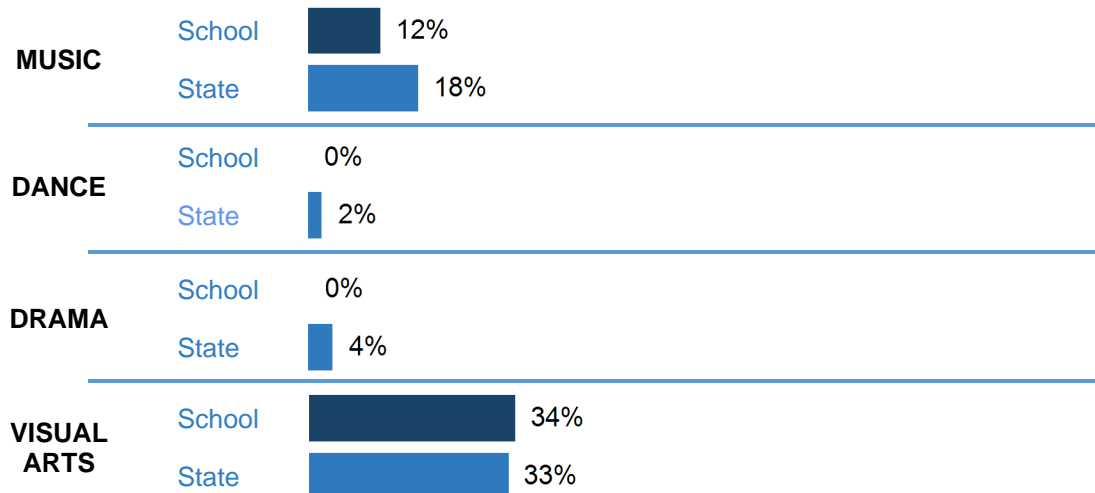
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines within the school and across the state.

Grades 9-12:

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



Students enrolled in one or more classes by discipline:





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This section contains information about graduation rates and dropout rates for students in grades 9-12. Graduation rates are calculated based on the adjusted cohort graduation rate calculation. You can find more about how these rates are calculated [here](#).

Graduation Rates

This table shows 4-year and 5-year Graduation Rates for the school and each student group with comparisons to statewide rates. Annual ESSA accountability targets for the Class of 2016 4-year rate and the Class of 2015 5-year rates are included with a flag for whether the school and each student group met those targets.

Student Group	School - Class of 2017: 4 Year Rate	State - Class of 2017: 4 Year Rate	School - Class of 2016: 5 Year Rate	State - Class of 2016: 5 Year Rate	Class of 2016: 4 Year Rate	Class of 2016: 4 Year Target	Met Target?	Class of 2015: 5 Year Rate	Class of 2015: 5 Year Target	Met Target?
Schoolwide	99.4%	90.5%	95.0%	91.8%	96.2%	N	Met Goal	98.7%	N	Met Goal
White	99.1%	94.5%	95.0%	95.1%	97.1%	N	Met Goal	98.0%	N	Met Goal
Hispanic	100.0%	84.3%	100.0%	86.3%	100.0%	**	**	100.0%	N	Met Goal
Black or African American	*	83.4%	*	85.3%	*	**	**	*	**	**
Asian, Native Hawaiian or Pacific Islander	100.0%	96.6%	95.1%	97.5%	93.9%	95.0%	Not Met	100.0%	N	Met Goal
American Indian or Alaska Native	*	92.3%	N	86.6%	N	N	N	*	**	**
Two or More Races	100.0%	91.9%	*	93.7%	*	**	**	*	**	**
Economically Disadvantaged Students	*	83.9%	*	85.6%	*	**	**	*	**	**
Students with Disabilities	100.0%	78.8%	76.0%	82.1%	83.3%	93.0%	Not Met	90.5%	87.4%	Met Target
English Learners	N	76.1%	*	79.7%	*	**	**	N	N	N
Homeless Students	N	73.2%	N	74.4%	N	N	N	N		

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
2017	99.4%	-
2016	96.2%	95.0%
2015	98.1%	98.7%

Dropout Rate Trends

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

School Year	School Rate	State Rate
2016-2017	N	N
2015-2016	N	N
2014-2015	N	N

** ESSA accountability targets are only included if data is available for at least 20 students



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This section contains information about students enrolling in colleges and universities after graduation from high school. Postsecondary enrollment information 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 the enrollment rates of Class of 2017 high school graduates into 2-year or 4-year institutions the fall after high school graduation. The following columns show the percentage of these enrolled students by 2-year or 4-year institution.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	71.1%	29.5%	70.5%
Schoolwide	81.5%	7.7%	92.3%
White	80%	9.5%	90.5%
Hispanic	81.3%	15.4%	84.6%
Black or African American	*	0%	*
Asian, Native Hawaiian, or Pacific Islander	84.1%	1.9%	98.1%
American Indian or Alaska Native	*	0%	*
Two or More Races	100%	0%	100%
Economically Disadvantaged Students	*	0%	*
Students with Disabilities	66.7%	23.1%	76.9%
English Learners	0%	0%	0%

Postsecondary Enrollment Rates: 16 month

This table shows the enrollment rates of Class of 2016 high school graduates into 2-year or 4-year institutions 16 months after high school graduation for the school and each student group. The following columns show the percentage of these enrolled students by 2-year or 4-year institution, public or private institution, or in-state or out-of-state institution.

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	76.1%	33.6%	66.5%	73.6%	26.4%	65.5%	34.6%
Schoolwide	86.5%	8.2%	91.8%	55.3%	44.7%	27%	73.1%
White	87.4%	10%	90.1%	59.7%	40.3%	24.9%	75.1%
Hispanic	100%	9.1%	90.9%	63.6%	36.4%	45.5%	54.6%
Black or African American	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	83.1%	1.6%	98.4%	39.1%	60.9%	28.1%	71.9%
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	*	*	*	*	*	*	*
Students with Disabilities	82.5%	30.3%	69.7%	66.7%	33.3%	48.5%	51.5%
English Learners	N	N	N	N	N	N	N



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This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected 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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

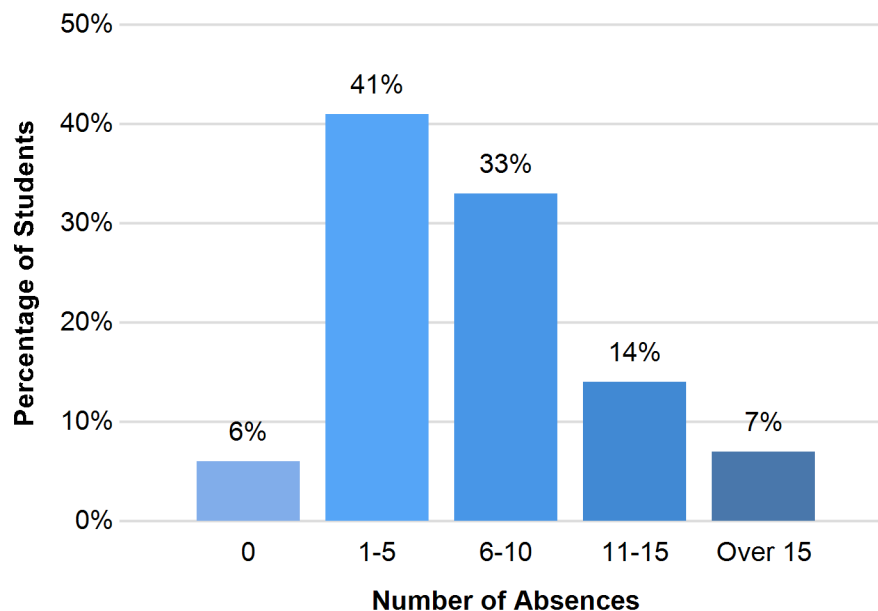
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the ESSA accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	4.20	14.30	Met Target
White	4.50	14.30	Met Target
Hispanic	11.90	14.30	Met Target
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	1.40	14.30	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	4.50	14.30	Met Target
Economically Disadvantaged Students	13.60	14.30	Met Target
Students with Disabilities	8.40	14.30	Met Target
English Learners	N	**	**

** ESSA accountability targets are only included if data is available for at least 20 students.

Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.





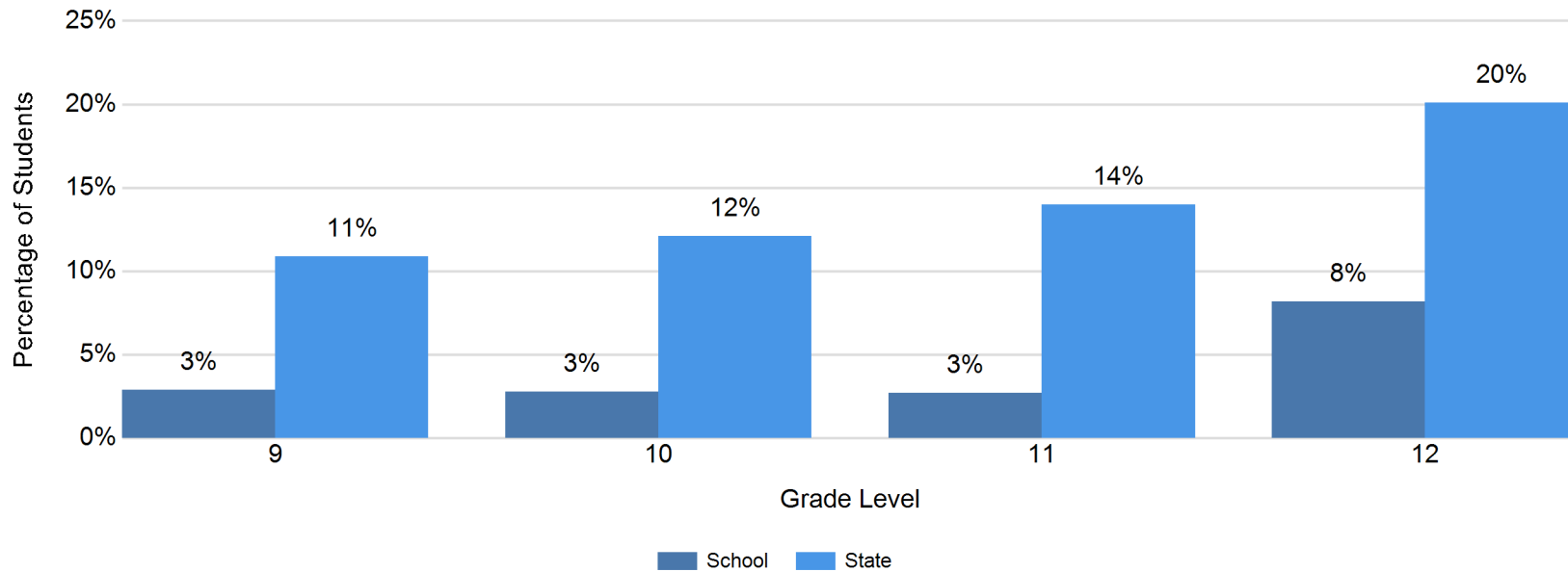
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Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





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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.

Category	School
Typical Start Time	7:40AM
Typical End Time	2:40PM
Length of School Day	7 Hrs 0 Mins
Full Time - Instructional Time	6 Hrs. 33 Mins.
Shared Time - Instructional Time	*

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 provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	1
Vandalism	3
Weapons	0
Substances	5
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	10
Incidents Per 100 Students Enrolled	0.81

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	0.7%
Out-of-School Suspensions	0.7%
Any Suspension	1.4%

Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0



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Technology Readiness

This table shows information that was collected through the optional NJTRAx survey to determine a school's technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school's LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.2:1	20.2 kbps	100 kbps	No	N	Fiber	N

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).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total	\$333	\$17,904	\$18,237



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This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

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

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

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	107	120,724
Average years experience in public schools	13.1	11.8
Average years experience in district	11.2	10.5
Teachers in district for 4 or more years	79%	74%

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	25	9,506
Average years experience in public schools	23.5	15.9
Average years experience in district	14.5	11.6
Administrators in district for 4 or more years	80%	74%

Student to Staff Ratios

This table shows the number of students per staff member 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.

Staff Type	School Students: Staff	District Students: Staff
Teachers	12:1	10:1
Administrators	248:1	99:1
Librarian/Media Specialists		1238:1
Nurses		619:1
Counselors		177:1
Child Study Team		248:1



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Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by the teachers and administrators at this school. 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.

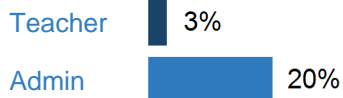
Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	91%	89%
2015-16 Administrators: Same district 2016-17	96%	88%

Faculty Attendance

This table shows the percentage of days that school 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
2016-17	98%



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Accountability Indicator Scores and Summative Rating

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. This table shows the indicator scores for each indicator included in the accountability system and the weights 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 rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey's accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	88.7	17.5%
Mathematics Proficiency	94.7	17.5%
Graduation - 4-Year	50.4	25.0%
Graduation - 5-Year	86.7	25.0%
Chronic Absenteeism	86.4	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		79.3
Summative Rating: Percentile rank of Summative Score		87.9
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No
Requires Comprehensive Support: 4-year Graduation Rate less than or equal to 67%		No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Indicator weights for this school were adjusted due to data availability.



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Accountability Summary by Student Group

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. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group's performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these [accountability resources](#).

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	Graduation Rate - 4-Year	Graduation Rate - 5-Year	At Risk for Consistently Underperforming Student Group
Schoolwide	79.3	6.2	No	Met Target	Met Target	Met Target	Met Goal	Met Goal	No
White	80.5	6.2	No	Met Target	Met Target	Met Target	Met Goal	Met Goal	No
Hispanic	91.2	6.2	No	Met Target	Not Met	Met Target	**	Met Goal	No
Black or African American	**	**	No	**	**	**	**	**	No
Asian, Native Hawaiian, or Pacific Islander	64.2	6.2	No	Met Goal	Met Goal	Met Target	Not Met	Met Goal	No
American Indian or Alaska Native	**	**	No	**	**	**	N	**	No
Two or More Races	**	**	No	**	**	Met Target	**	**	No
Economically Disadvantaged Students	**	**	No	**	**	Met Target	**	**	No
Students with Disabilities	79.2	6.2	No	Met Target	Met Target	Met Target	Not Met	Met Target	No
English Learners	**	**	No	**	**	**	**	N	No

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† Target was met within a confidence interval.



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School General Info

Principal:	Dr. Sabatini	Email Address:	sabatini@nvnet.org
Address:	CENTRAL AVE OLD TAPPAN, NJ 07675	Website:	www.oths.nvnet.org
Phone:	(201)784-1600	Facebook:	www.facebook.com/nvoldtappan
		Twitter:	twitter.com/nvot

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.

 <p>Highlights:</p>	<ul style="list-style-type: none"> • Blue Ribbon Award - Technology School of Excellence • Recognized and certified by Future Ready-NJ for its efforts related to instructional technology • NJDOE - Building Capacity for Career Pathways Grant Recipient
 <p>Mission, Vision, Theme:</p>	<p>Northern Valley RHS provide a safe environment in which each student seeks answers to questions, challenges assumptions and develops self-worth. Our high schools encourage individual academic excellence, aesthetic appreciation and moral integrity. We seek to prepare all students for their roles in a rapidly changing and diverse global community, and to become independent learners, critical thinkers, problem solvers, collaborative workers and responsible contributors to society.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>National Merit Scholar; 700 Advanced Placement Tests administered; 75% of which were scored at “3” or higher; 82% of scored tests in AP courses for which a recommendation is required received a “3” or higher; 88 AP Scholars and 3 National AP Scholars; Recognized and certified by Future Ready-NJ for its efforts with 1:1 learning technology MacBook Air program; Building Capacity for Career Pathways NJDOE five-year grant recipient</p>







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 <p>Courses, Curriculum, Instruction:</p>	<p>NVRHS offers district created curriculum, using the UBD format, which is aligned with NJ Standards including: College preparatory level courses and courses that offer additional support; 45 Honors courses; 30 Advanced Placement courses; 48 Dual Enrollment courses for enrichment and college credit; Career pathways and Career and Technical Education (CTE) approved program includes Biomedical Technology; 1:1 laptop initiative; Extensive elective offerings; Career Pathways program</p>
 <p>Sports and Athletics:</p>	<p>Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Boys & Girls), Cross-Country (Boys & Girls), Field Hockey (Girls), Football (Boys), Golf (Boys & Girls), Ice Hockey (Boys), Lacrosse (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Girls), Wrestling (Boys)</p> <p>NVOT student-athletes enjoyed an outstanding '16-'17 season highlighted by: Girls Volleyball-State Group Champions and NJSIAA Tournament of Champions; Boys Golf-State Group Champions; Softball - State Sectional Champions; Football-State Sectional Finalists; and Girls Basketball-State Sectional Finalists.</p>
 <p>Clubs and Activities:</p>	<p>NVOT offers nearly 100 co-curricular opportunities. These activities include Math, Science, Debate, and STEM League Teams, DECA, FBLA, musical and dramatic productions, as well as fine and visual arts exhibitions.</p>
 <p>Before and After School Programs:</p>	<p>Senior S.L.E. - Community Service & Service Learning, Teaching Mentorships, Professional Internships, Visual and Performing Arts, - Music Choral Drama and Dance Performances and Visual Arts Show, Work Study Program, Cooperative Business Education</p>








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 <p>Staff and Professional Learning:</p>	<p>Professional learning opportunities for staff include: New Teacher Academy – summer induction followed by a 3-year program of instructional skills and related coaching; District Professional Development Program that includes courses in instructional strategies, technology enhanced instruction, content area specifics, and addressing the social and emotional needs of students; Professional learning communities exist to analyze student performance and enhance instructional practice</p>
 <p>Postsecondary Information:</p>	<p>94% admitted to 2 and 4-year colleges 6% in Military, Career Education, Employment Students attend nearly 250 colleges in 37 states and 3 countries across selectivity levels. Nearly all ACT & SAT administrations are offered. 90% of students take either SAT or ACT tests, scoring among highest in state. Comprehensive ASCA and NACAC school counseling model includes college and career readiness. Assist with applications, essays, fee waivers. Financial Aid programs; college information programs</p>
 <p>Student Supports and Services:</p>	<p>Special Ed offers services for students grade 9 to age 21. Programs, services, and interventions are student-centered. The staff and administration work collaboratively to promote differentiated approaches to meeting students' academic, social and emotional needs. For classified students requiring an all-encompassing program, NV offers 4 alternative programs. NV's ESL program students develop language proficiency so that they can participate fully in academic and extracurricular offerings.</p>
 <p>Student Health and Wellness:</p>	<p>All students are required to participate in Health & Physical Education focusing on Lifetime Fitness activities, such as learning how to calculate target heart rate while exercising in addition to good nutrition and a healthy diet. All students attend yearly student assemblies on health and wellness related topics with a focus on healthy decision-making, leadership, stigma free issues all of which address a balanced lifestyle.</p>
 <p>Parent and Community Involvement:</p>	<p>Parents are involved with our schools in various ways. Partnerships are formed through the PTSO, KPA, Athletic Boosters, Music Boosters, and advisory groups. Parents have access to a parent portal to maximize communication with staff related to academic programming and events within the district. Parents are required to attend mandatory pre-prom programs each spring and support the schools Structured Learning Experiences (SLE) for students in over 40 locations within the surrounding community.</p>





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OLD TAPPAN, NJ 07675

Grade Span 09-12

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.

 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students</p> <p>Communities that Care survey (by Pride) is a risk and protective factor inventory administered every other year to all students in school. Additional student and alumni surveys and inventories are also administered. Results are reviewed by administrators, counselors, other staff, consultants and stakeholders. Students report feeling safe and show appropriate awareness of common risk and protective factors. The district continues to support positive school culture and healthy decision making.</p>
 <p>Facilities:</p>	<p>NVOT was built in 1962. Two STEM classrooms have been added and one science lab was recently renovated with modern equipment and supplies to reflect new curriculum and maximize student-centered learning. Our Media Ceter has been updated. New tennis courts, new baseball infield, and track have been installed. Air Conditioning has also been installed throughout the building. Renovation of the auditorium is underway and will include new sound, lighting, and curtains.</p>