



State of New Jersey
2015-2016

Grade Span 09-12

19-3660-050
HUNTERDON
N HUNT/VOORHEES REGIONAL
North Hunterdon High School
1445 State Route 31
Annandale, NJ 08801

2015-2016 School Performance Reports

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

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

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

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

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



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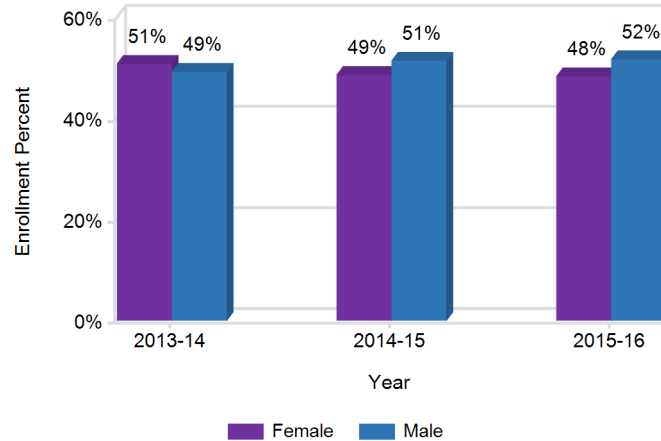
Enrollment by Grade

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

	2013-14	2014-15	2015-16
Grade 09	409	457	419
Grade 10	422	409	448
Grade 11	453	380	372
Grade 12	408	420	379
UG	0	0	9
Total	1692	1666	1627

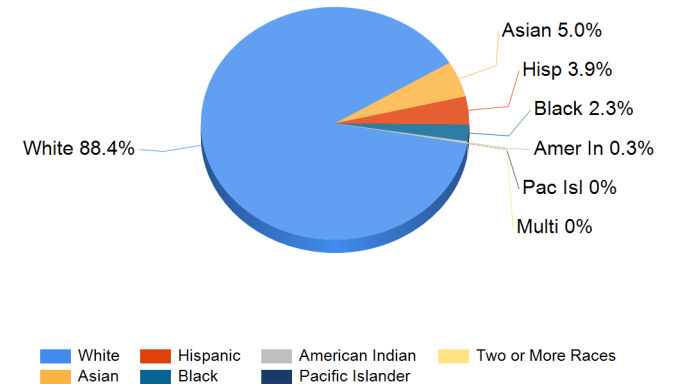
Enrollment by Gender

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



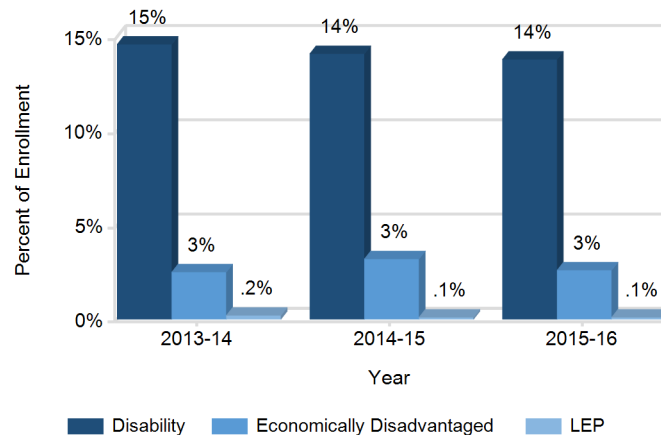
Enrollment by Ethnic/ Racial Subgroup

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



Enrollment Trends by Special Population

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



Language Diversity

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

2015-2016	Percent
English	98.9%
Spanish	0.6%
Chinese	0.1%
Tamil	0.1%
Vietnamese	0.1%
Other	0.3%

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



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

Met/Exceeded Expectations

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

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	72%	S	93
Mathematics Met or Exceeded Expectations	67%	S	98

Mathematics and English Language Arts/ Literacy

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

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	759	72%	93	88%	X	771	67%	98	92%	X
White	674	72%	84	89%	X	678	66%	91	91%	X
African American	S	S	S	S		S	S	S	S	
Hispanic	S	S	S	S		S	S	S	S	
American Indian	S	S	S	S		S	S	S	S	
Asian	42	93%	85	86%	X	45	87%	89	98%	✓
Two or More Races	N	N	N	N		N	N	N	N	
Students with Disability	129	29%	93	92%	X	127	20%	94	92%	X
English Learner Students	N	N	N	N		N	N	N	N	
Economically Disadvantaged Students	S	S	S	S		S	S	S	S	



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PARCC ELA Performance Distribution - Grade 09

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

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	408	771	767	746	3%	7%	11%	47%	32%	79%	49%
White	360	771	767	754	3%	7%	10%	48%	32%	80%	58%
African American	S	S	755	729	S	S	S	S	S	S	30%
Hispanic	S	S	745	730	S	S	S	S	S	S	34%
Asian	26	788	780	774	N	N	4%	46%	50%	96%	78%
American Indian	N	N	N	734	N	N	N	N	N	N	40%
Two or More Races	N	N	N	748	N	N	N	N	N	N	53%
Students with Disability	64	728	727	713	19%	25%	23%	33%	N	33%	12%
English Language Learners	N	N	N	693	N	N	N	N	N	N	4%
Economically Disadvantaged Students	S	S	746	729	S	S	S	S	S	S	31%

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



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Grade Span 09-12

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PARCC ELA Performance Distribution - Grade 10

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

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	365	763	760	740	10%	11%	16%	35%	28%	63%	44%
White	326	763	759	747	10%	12%	16%	35%	28%	63%	50%
African American	S	S	761	722	S	S	S	S	S	S	28%
Hispanic	11	754	750	726	9%	18%	18%	27%	27%	55%	33%
Asian	17	797	797	767	N	6%	12%	29%	53%	82%	69%
American Indian	S	S	753	729	S	S	S	S	S	S	35%
Two or More Races	N	N	N	741	N	N	N	N	N	N	45%
Students with Disability	65	720	717	702	28%	29%	19%	23%	2%	25%	11%
English Language Learners	N	N	N	685	N	N	N	N	N	N	4%
Economically Disadvantaged Students	S	S	733	723	S	S	S	S	S	S	30%

■ Did Not Yet Meet Expectations
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State of New Jersey
2015-2016

Grade Span 09-12

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**PARCC ELA Performance Distribution - Grade 11

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

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	194	763	755	736	8%	9%	21%	35%	27%	62%	40%
White	164	763	754	739	7%	10%	20%	35%	27%	62%	42%
African American	S	S	726	728	S	S	S	S	S	S	30%
Hispanic	11	766	749	732	N	9%	27%	36%	27%	64%	37%
Asian	12	781	772	753	8%	N	17%	42%	33%	75%	58%
American Indian	S	S	S	735	S	S	S	S	S	S	34%
Two or More Races	S	S	S	736	S	S	S	S	S	S	39%
Students with Disability	27	724	719	710	19%	26%	33%	19%	4%	22%	13%
English Language Learners	N	N	N	702	N	N	N	N	N	N	8%
Economically Disadvantaged Students	S	S	739	730	S	S	S	S	S	S	33%

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

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



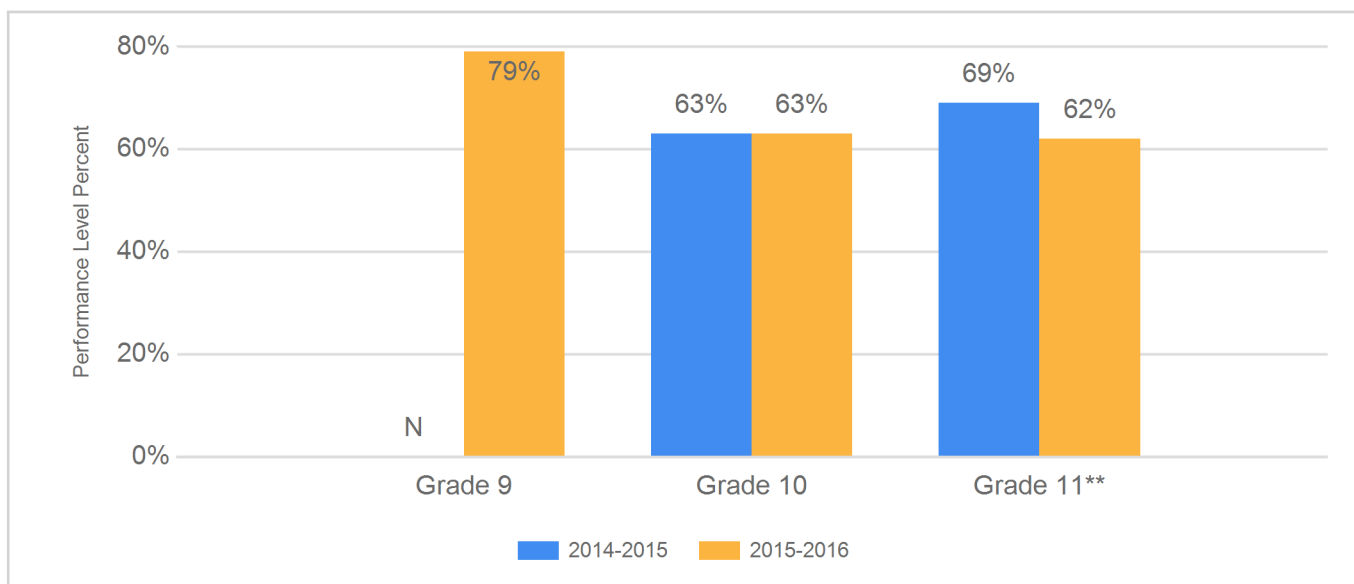
State of New Jersey
2015-2016

Grade Span 09-12

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PARCC ELA Performance Trends

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



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2015-2016

Grade Span 09-12

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PARCC Performance Distribution - Algebra I

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

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	241	751	745	727	4%	12%	27%	57%	0%	57%	41%
White	211	752	747	734	3%	11%	27%	58%	1%	58%	51%
African American	S	S	722	717	S	S	S	S	S	S	20%
Hispanic	16	736	734	720	13%	13%	25%	50%	N	50%	25%
Asian	S	S	755	746	S	S	S	S	S	S	76%
American Indian	N	N	N	726	N	N	N	N	N	N	38%
Two or More Races	N	N	N	727	N	N	N	N	N	N	47%
Students with Disability	61	728	724	708	13%	30%	34%	23%	N	23%	10%
English Language Learners	N	N	N	707	N	N	N	N	N	N	9%
Economically Disadvantaged Students	S	S	735	719	S	S	S	S	S	S	23%

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2015-2016

Grade Span 09-12

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PARCC Performance Distribution - Geometry

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

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	405	753	750	730	3%	15%	27%	40%	16%	55%	27%
White	351	752	749	736	2%	15%	28%	39%	15%	54%	34%
African American	S	S	741	717	S	S	S	S	S	S	9%
Hispanic	18	749	745	720	11%	11%	22%	44%	11%	56%	13%
Asian	22	771	769	750	N	5%	14%	46%	36%	82%	61%
American Indian	S	S	S	722	S	S	S	S	S	S	15%
Two or More Races	N	N	N	730	N	N	N	N	N	N	29%
Students with Disability	S	S	720	709	S	S	S	S	S	S	5%
English Language Learners	N	N	N	710	N	N	N	N	N	N	6%
Economically Disadvantaged Students	S	S	726	719	S	S	S	S	S	S	12%

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State of New Jersey
2015-2016

Grade Span 09-12

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PARCC Performance Distribution - Algebra II

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

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	249	777	769	722	1%	4%	16%	58%	22%	80%	27%
White	225	774	767	728	1%	4%	16%	59%	19%	78%	31%
African American	S	S	771	700	S	S	S	S	S	S	8%
Hispanic	S	S	770	707	S	S	S	S	S	S	12%
Asian	17	809	795	754	N	N	6%	41%	53%	94%	60%
American Indian	N	N	N	714	N	N	N	N	N	N	16%
Two or More Races	N	N	N	727	N	N	N	N	N	N	34%
Students with Disability	13	757	752	690	N	15%	23%	54%	8%	62%	5%
English Language Learners	N	N	N	692	N	N	N	N	N	N	7%
Economically Disadvantaged Students	S	S	737	705	S	S	S	S	S	S	11%

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 ■ Exceeded Expectations



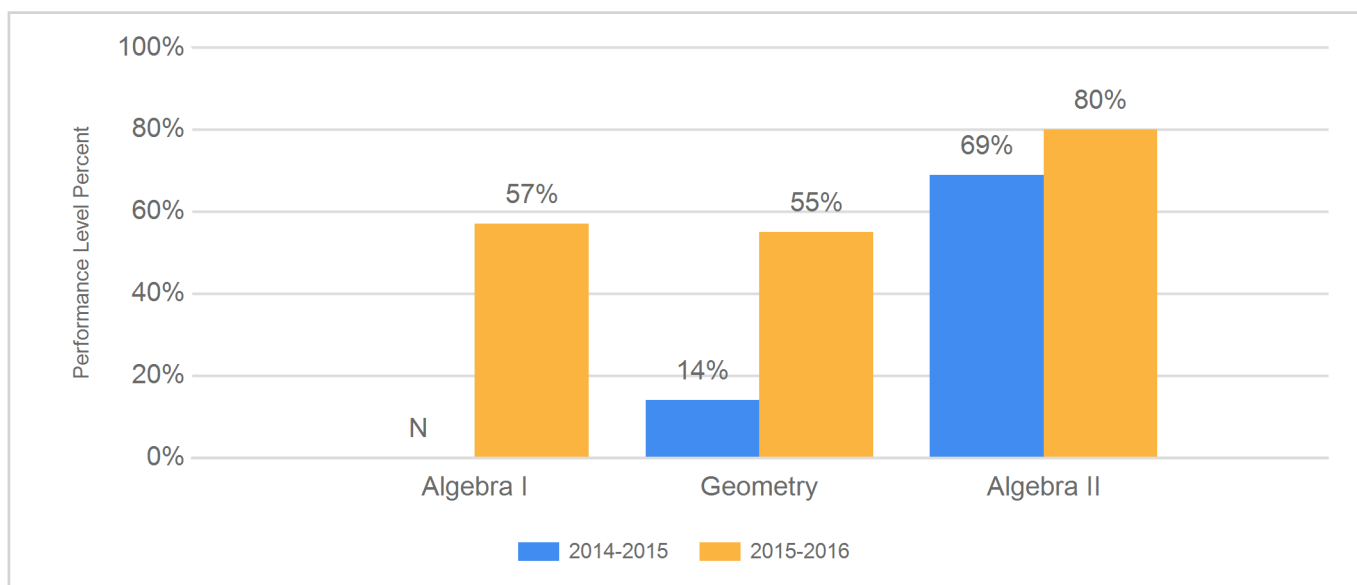
State of New Jersey
2015-2016

Grade Span 09-12

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PARCC Math Performance Trends

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





State of New Jersey
2015-2016

Grade Span 09-12

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

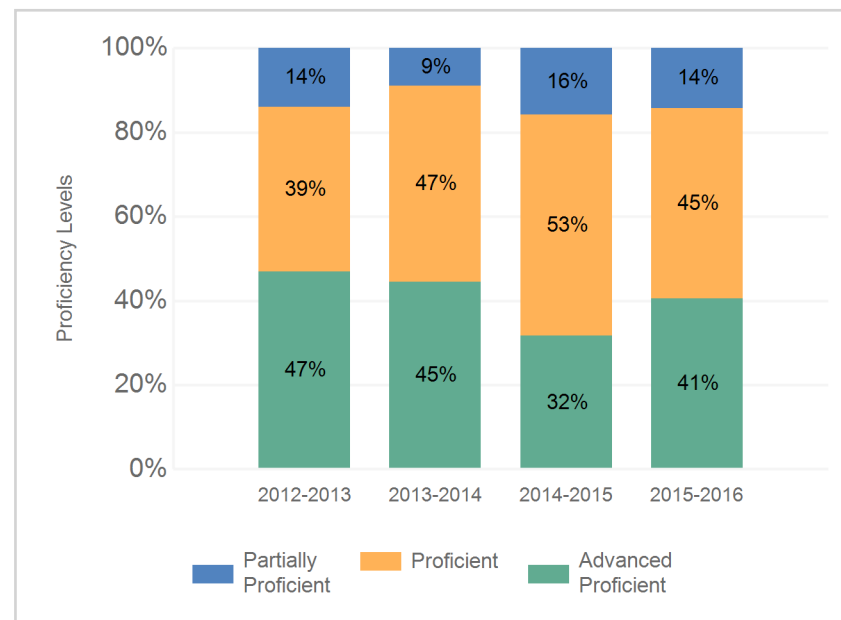
Proficiency Outcomes - Biology

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

	Advanced Proficient	Proficient	Partially Proficient
Statewide	16%	41%	43%
Schoolwide	41%	45%	14%
White	41%	46%	14%
African American	18%	27%	55%
Hispanic	21%	64%	14%
American Indian	S	S	S
Asian	69%	25%	6%
Two or More Races	S	S	S
Students with Disability	9%	42%	49%
English Language Learners	S	S	S
Economically Disadvantaged Students	9%	46%	46%

Proficiency Trends - Biology

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





State of New Jersey
2015-2016

Grade Span 09-12

19-3660-050

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

PSAT/SAT/ACT Participation

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

College and Career Readiness Indicators	Schoolwide Participation	Statewide Participation
Percent of Students Participating in PSAT	100.0%	95.5%
Percent of Students Participating in SAT	68.4%	58.0%
Percent of Students Participating in ACT	31.9%	27.6%

PSAT/SAT/ACT Performance

This table presents the school and state mean scores.

2015-16	School Mean	State Mean
PSAT	1044	950
SAT	-	-
Reading and Writing	600	537
Math	607	538
ACT	-	-
Reading	27	23
English	26	22
Math	27	23
Science	26	22

PSAT/SAT/ACT Benchmarks

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

2015-16	Benchmark	Schoolwide	Statewide
PSAT	N	N	N
SAT	-	-	-
Reading and Writing	480	90%	71%
Math	530	80%	53%
ACT	-	-	-
Reading	22	80%	58%
English	18	91%	74%
Math	22	87%	61%
Science	23	75%	49%

PSAT/SAT/ACT Performance by Percentile

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

2015-16	75 Percentile	50 Percentile	25 Percentile
PSAT	1160	1040	920
SAT	-	-	-
Reading and Writing	660	600	550
Math	680	610	540
ACT	-	-	-
Reading	32	27	23
English	30	26	22
Math	31	27	24
Science	31	26	22



State of New Jersey
2015-2016

Grade Span 09-12

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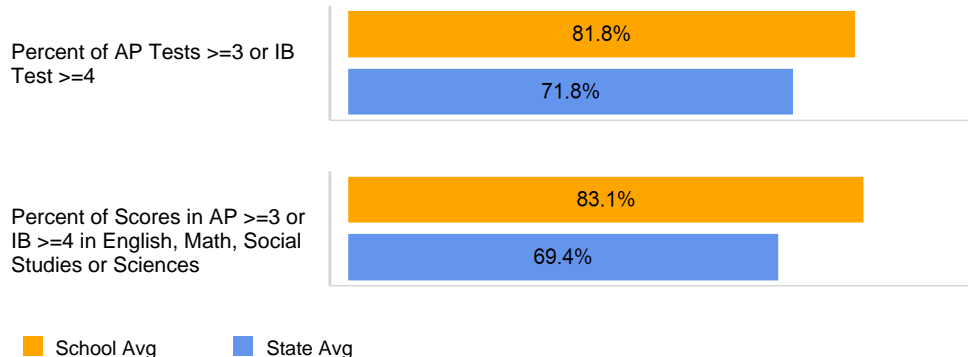
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AP/ IB Test Performance

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



Advanced Course Work Participation

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

2015-2016 Percent of Student Taking	School Participation	State Participation
One or More Course	77.6%	39.1%
One of More Test	70.2%	32.3%
At least One AP or IB Test in English, Math, Social Studies, or Science	56.9%	26.6%
Participating in Dual Enrollment	0.0%	15.4%

AP/ IB Courses Offered

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

AP/IB Course	Students Enrolled	Students Tested
AP Art—History of Art	12	10
AP Biology	94	94
AP Calculus AB	57	53
AP Calculus BC	32	33
AP Chemistry	62	61
AP Computer Science A	33	33
AP English Language and Composition	38	37
AP English Literature and Composition	41	36
AP Environmental Science	85	71
AP French Language	6	6
AP Human Geography	142	94
AP Latin (Virgil, Catullus and Horace)	17	15
AP Macroeconomics	0	33
AP Microeconomics	39	31
AP Music Theory	14	13
AP Physics 1	0	24
AP Physics 2	0	15
AP Physics B	24	0
AP Physics C	29	0
AP Physics C: Electricity and Magnetism	0	27
AP Physics C: Mechanics	0	27
AP Psychology	143	123
AP Spanish Language	26	24
AP Statistics	10	10
AP Studio Art—Drawing Portfolio	11	0



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AP/IB Course	Students Enrolled	Students Tested
AP Studio Art—General Portfolio	0	6
AP Studio Art—Two-Dimensional	17	21
AP U.S. Government and Politics	40	38
AP U.S. History	211	208
Student AP Tests ≥ 3 and IB Tests ≥ 4		431



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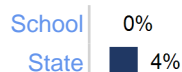
Visual and Performing Arts

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

MUSIC



DRAMA



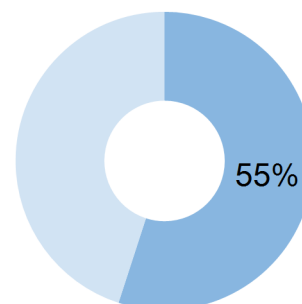
DANCE



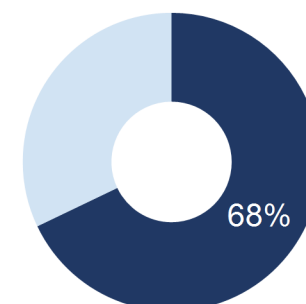
VISUAL ARTS



Any Visual and Performing Arts



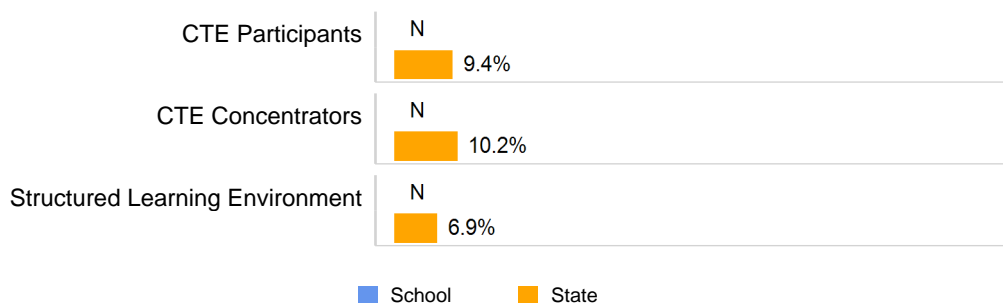
School



State

Career and Technical Education Participation

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





State of New Jersey
2015-2016

Grade Span 09-12

19-3660-050

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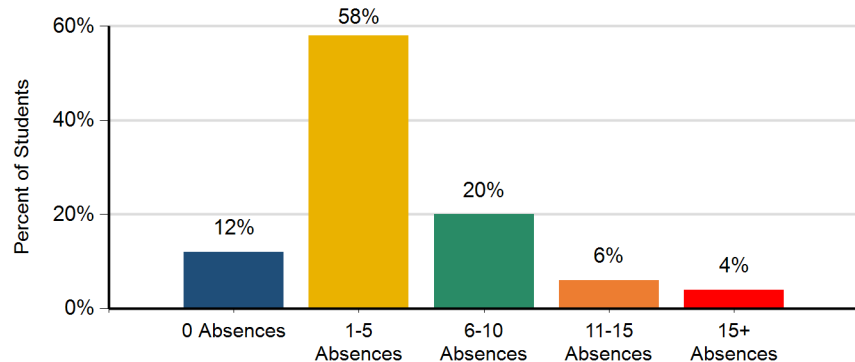
North Hunterdon High School

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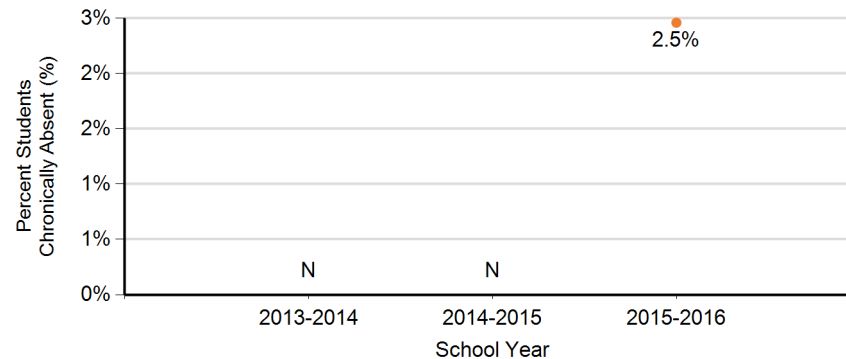
Absenteeism

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



Chronic Absenteeism Trend

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





State of New Jersey
2015-2016

Grade Span 09-12

19-3660-050
HUNTERDON
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North Hunterdon High School
1445 State Route 31
Annandale, NJ 08801

Graduation Rate by Subgroup

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

	School Rate	Statewide Percentile	State Target
Schoolwide	97.4%	87	81%
White	97.4%	72	
African American	S	S	
Hispanic	S	S	
American Indian	S	S	
Asian	S	S	
Native Hawaiian	N	N	
Two or More Races	N	N	
Students with Disability	90.1%	73	
English Language Learners	S	S	
Economically Disadvantaged Students	S	S	

Dropout Rate by Subgroup

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

	School Rate	State Rate
Schoolwide	0.5%	1.2%
White	0.5%	0.6%
African American	N	2.6%
Hispanic	1.6%	2.2%
American Indian	N	3.4%
Asian	N	0.2%
Native Hawaiian	N	0.3%
Two or More Races	N	1.0%
Students with Disability	2.3%	1.7%
English Language Learners	N	0.1%
Economically Disadvantaged Students	2.4%	1.7%



State of New Jersey
2015-2016

Grade Span 09-12

19-3660-050
HUNTERDON
N HUNT/VOORHEES REGIONAL
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1445 State Route 31
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Extended Year Graduation Rate

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

Class of	4-Year Rate	5-Year Rate
2013	95%	96%
2014	97%	97%
2015	97%	97%
2016	97%	

Postsecondary Enrollment Rates

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

	Percent Enrolled	Percent in 2 Years	Percent in 4 Years
Statewide	76.8%	33.9%	66.1%
Schoolwide	87.2%	16.9%	83.1%
White	87.8%	17.0%	83.0%
African American	S	S	S
Hispanic	S	S	S
American Indian	S	S	S
Asian	S	S	S
Native Hawaiian	0.0%	0.0%	0.0%
Two or More Races	0.0%	0.0%	0.0%
Students with Disability	80.6%	41.4%	58.6%
English Language Learners	S	S	S
Economically Disadvantaged Students	S	S	S



State of New Jersey
2015-2016

Grade Span 09-12

19-3660-050
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Length of School Day

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

	School
2015-16	7 Hrs. 30 Mins.

Instructional Time

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

2015-16	School
Full Time	6 Hrs. 40 Mins.
Shared Time	3 Hrs. 20 Mins.

Student to Staff Ratio

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

2015-16	School
Faculty	11:1
Administrator	174:1

Student Suspension Rate

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

	School
2015-16	4.1%

Student Expulsions

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

	School
2015-16	0

Faculty Attendance

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

	School
2015-16	96%



State of New Jersey
2015-2016

Grade Span 09-12

19-3660-060
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N HUNT/VOORHEES REGIONAL
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2015-2016 School Performance Reports

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

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

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

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

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



State of New Jersey
2015-2016

Grade Span 09-12

19-3660-060
HUNTERDON
N HUNT/VOORHEES REGIONAL
Voorhees High School
256 County Route 513
Glen Gardner, NJ 08826-9529

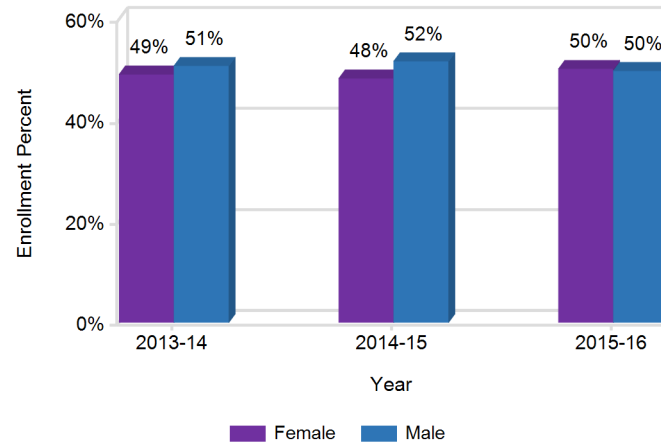
Enrollment by Grade

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

	2013-14	2014-15	2015-16
Grade 09	274	252	271
Grade 10	285	262	251
Grade 11	248	247	235
Grade 12	273	222	238
UG	0	1	1
Total	1079	984	996

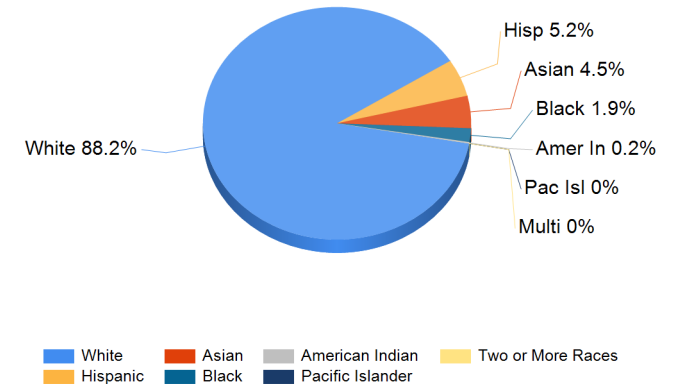
Enrollment by Gender

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



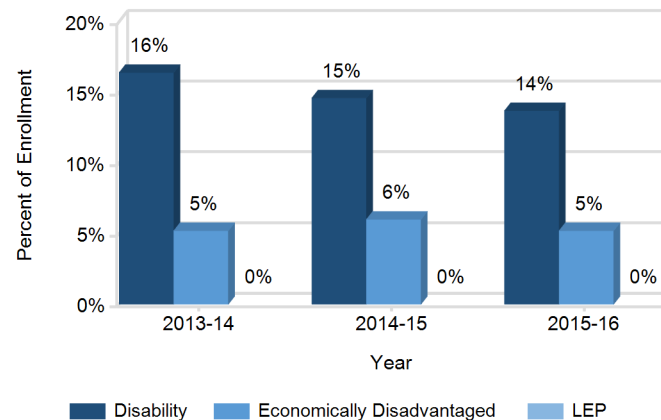
Enrollment by Ethnic/ Racial Subgroup

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



Enrollment Trends by Special Population

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



Language Diversity

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

2015-2016	Percent
English	97.2%
Spanish	1.2%
Polish	0.4%
Hungarian	0.2%
Portuguese	0.2%
Other	0.8%

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



State of New Jersey
2015-2016

Grade Span 09-12

19-3660-060
HUNTERDON
N HUNT/VOORHEES REGIONAL
Voorhees High School
256 County Route 513
Glen Gardner, NJ 08826-9529

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

Met/Exceeded Expectations

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

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	60%	S	78
Mathematics Met or Exceeded Expectations	50%	S	88

Mathematics and English Language Arts/ Literacy

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

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	433	60%	78	85%	X	436	50%	88	87%	X
White	380	60%	66	84%	X	384	50%	80	86%	X
African American	S	S	S	S		S	S	S	S	
Hispanic	S	S	S	S		S	S	S	S	
American Indian	S	S	S	S		S	S	S	S	
Asian	S	S	S	S		S	S	S	S	
Two or More Races	N	N	N	N		N	N	N	N	
Students with Disability	65	17%	77	89%	X	66	14%	83	93%	X
English Learner Students	N	N	N	N		N	N	N	N	
Economically Disadvantaged Students	S	S	S	S		S	S	S	S	



State of New Jersey
2015-2016

Grade Span 09-12

19-3660-060
HUNTERDON
N HUNT/VOORHEES REGIONAL
Voorhees High School
256 County Route 513
Glen Gardner, NJ 08826-9529

PARCC ELA Performance Distribution - Grade 09

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

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	252	759	767	746	5%	13%	19%	43%	20%	63%	49%
White	213	760	767	754	4%	13%	19%	44%	20%	64%	58%
African American	S	S	755	729	S	S	S	S	S	S	30%
Hispanic	15	739	745	730	20%	7%	20%	47%	7%	53%	34%
Asian	17	767	780	774	6%	12%	18%	35%	29%	65%	78%
American Indian	S	S	S	734	S	S	S	S	S	S	40%
Two or More Races	N	N	N	748	N	N	N	N	N	N	53%
Students with Disability	42	726	727	713	14%	31%	36%	19%	N	19%	12%
English Language Learners	N	N	N	693	N	N	N	N	N	N	4%
Economically Disadvantaged Students	14	749	746	729	14%	21%	7%	36%	21%	57%	31%

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



State of New Jersey
2015-2016

Grade Span 09-12

19-3660-060
HUNTERDON
N HUNT/VOORHEES REGIONAL
Voorhees High School
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Glen Gardner, NJ 08826-9529

PARCC ELA Performance Distribution - Grade 10

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

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	187	753	760	740	16%	13%	15%	39%	18%	56%	44%
White	170	752	759	747	17%	14%	14%	39%	17%	56%	50%
African American	S	S	761	722	S	S	S	S	S	S	28%
Hispanic	S	S	750	726	S	S	S	S	S	S	33%
Asian	S	S	797	767	S	S	S	S	S	S	69%
American Indian	S	S	753	729	S	S	S	S	S	S	35%
Two or More Races	N	N	N	741	N	N	N	N	N	N	45%
Students with Disability	23	711	717	702	44%	30%	9%	17%	N	17%	11%
English Language Learners	N	N	N	685	N	N	N	N	N	N	4%
Economically Disadvantaged Students	S	S	733	723	S	S	S	S	S	S	30%

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



State of New Jersey
2015-2016

Grade Span 09-12

19-3660-060
HUNTERDON
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Voorhees High School
256 County Route 513
Glen Gardner, NJ 08826-9529

**PARCC ELA Performance Distribution - Grade 11

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

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	146	743	755	736	19%	15%	19%	32%	16%	48%	40%
White	130	743	754	739	19%	15%	17%	35%	15%	49%	42%
African American	S	S	726	728	S	S	S	S	S	S	30%
Hispanic	S	S	749	732	S	S	S	S	S	S	37%
Asian	S	S	772	753	S	S	S	S	S	S	58%
American Indian	N	N	N	735	N	N	N	N	N	N	34%
Two or More Races	N	N	N	736	N	N	N	N	N	N	39%
Students with Disability	22	713	719	710	36%	27%	23%	9%	5%	14%	13%
English Language Learners	N	N	N	702	N	N	N	N	N	N	8%
Economically Disadvantaged Students	S	S	739	730	S	S	S	S	S	S	33%

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

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



State of New Jersey
2015-2016

Grade Span 09-12

19-3660-060

HUNTERDON

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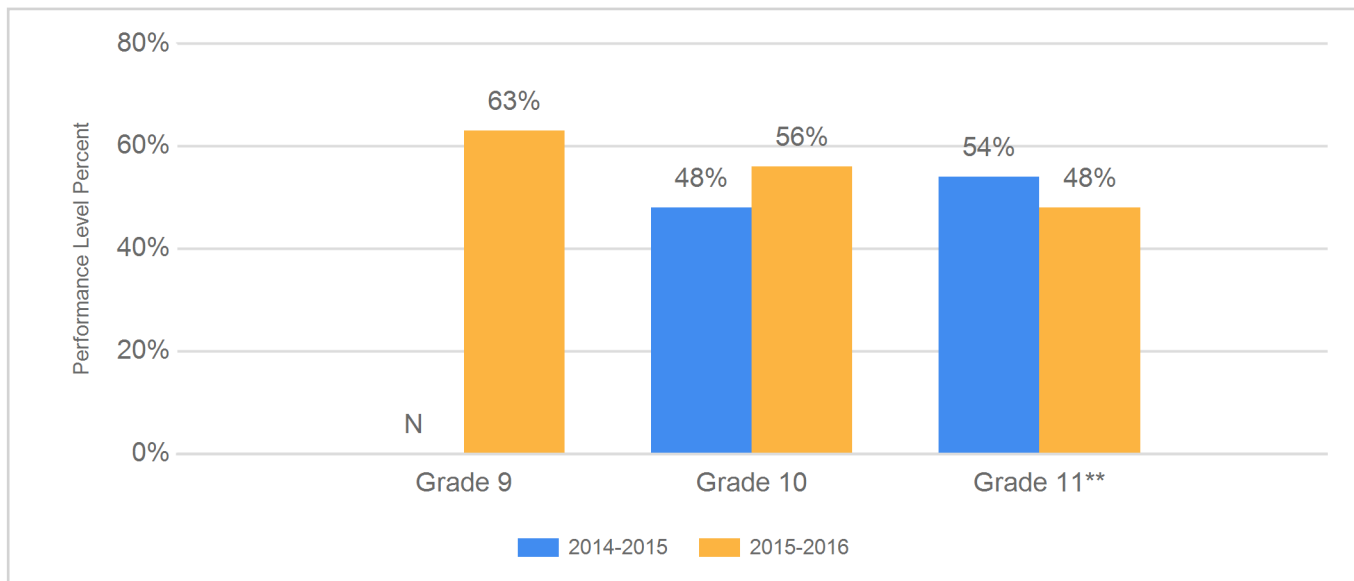
Voorhees High School

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PARCC ELA Performance Trends

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



N

Grade 9

Grade 10

Grade 11**

2014-2015 2015-2016

Performance Level Percent

80%

60%

40%

20%

0%

N

Grade 9

Grade 10

Grade 11**

2014-2015 2015-2016

80%

60%

40%

20%

0%

N

Grade 9

Grade 10

Grade 11**

2014-2015 2015-2016

Performance Level Percent

80%

60%

40%

20%

0%

N

Grade 9

Grade 10

Grade 11**

2014-2015 2015-2016

Performance Level Percent

80%

60%

40%

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N

Grade 9

Grade 10

Grade 11**

2014-2015 2015-2016

Performance Level Percent

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Grade 9

Grade 10

Grade 11**

2014-2015 2015-2016

Performance Level Percent

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Grade 9

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Performance Level Percent

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Grade 10

Grade 11**

2014-2015 2015-2016

Performance Level Percent

80%

60%

40%

20%

0%

N

Grade 9

Grade 10

Grade 11**

2014-2015 2015-2016

Performance Level Percent

80%

60%

40%

20%



State of New Jersey
2015-2016

Grade Span 09-12

19-3660-060
HUNTERDON
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Voorhees High School
256 County Route 513
Glen Gardner, NJ 08826-9529

PARCC Performance Distribution - Algebra I

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

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	177	738	745	727	4%	26%	35%	35%	N	35%	41%
White	145	739	747	734	2%	27%	35%	37%	N	37%	51%
African American	S	S	722	717	S	S	S	S	S	S	20%
Hispanic	15	732	734	720	13%	20%	33%	33%	N	33%	25%
Asian	S	S	755	746	S	S	S	S	S	S	76%
American Indian	S	S	S	726	S	S	S	S	S	S	38%
Two or More Races	N	N	N	727	N	N	N	N	N	N	47%
Students with Disability	42	718	724	708	12%	62%	14%	12%	N	12%	10%
English Language Learners	N	N	N	707	N	N	N	N	N	N	9%
Economically Disadvantaged Students	13	723	735	719	23%	23%	31%	23%	N	23%	23%

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



State of New Jersey
2015-2016

Grade Span 09-12

19-3660-060
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PARCC Performance Distribution - Geometry

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

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	218	744	750	730	4%	21%	29%	42%	5%	47%	27%
White	195	743	749	736	4%	21%	31%	41%	4%	45%	34%
African American	S	S	741	717	S	S	S	S	S	S	9%
Hispanic	S	S	745	720	S	S	S	S	S	S	13%
Asian	11	765	769	750	9%	N	9%	55%	27%	82%	61%
American Indian	N	N	N	722	N	N	N	N	N	N	15%
Two or More Races	N	N	N	730	N	N	N	N	N	N	29%
Students with Disability	S	S	720	709	S	S	S	S	S	S	5%
English Language Learners	N	N	N	710	N	N	N	N	N	N	6%
Economically Disadvantaged Students	16	736	726	719	6%	38%	25%	31%	N	31%	12%

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



State of New Jersey
2015-2016

Grade Span 09-12

19-3660-060
HUNTERDON
N HUNT/VOORHEES REGIONAL
Voorhees High School
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Glen Gardner, NJ 08826-9529

PARCC Performance Distribution - Algebra II

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

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	137	754	769	722	10%	10%	23%	44%	12%	56%	27%
White	127	754	767	728	9%	10%	25%	43%	13%	55%	31%
African American	S	S	771	700	S	S	S	S	S	S	8%
Hispanic	S	S	770	707	S	S	S	S	S	S	12%
Asian	S	S	795	754	S	S	S	S	S	S	60%
American Indian	N	N	N	714	N	N	N	N	N	N	16%
Two or More Races	N	N	N	727	N	N	N	N	N	N	34%
Students with Disability	S	S	752	690	S	S	S	S	S	S	5%
English Language Learners	N	N	N	692	N	N	N	N	N	N	7%
Economically Disadvantaged Students	S	S	737	705	S	S	S	S	S	S	11%

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



State of New Jersey
2015-2016

Grade Span 09-12

19-3660-060

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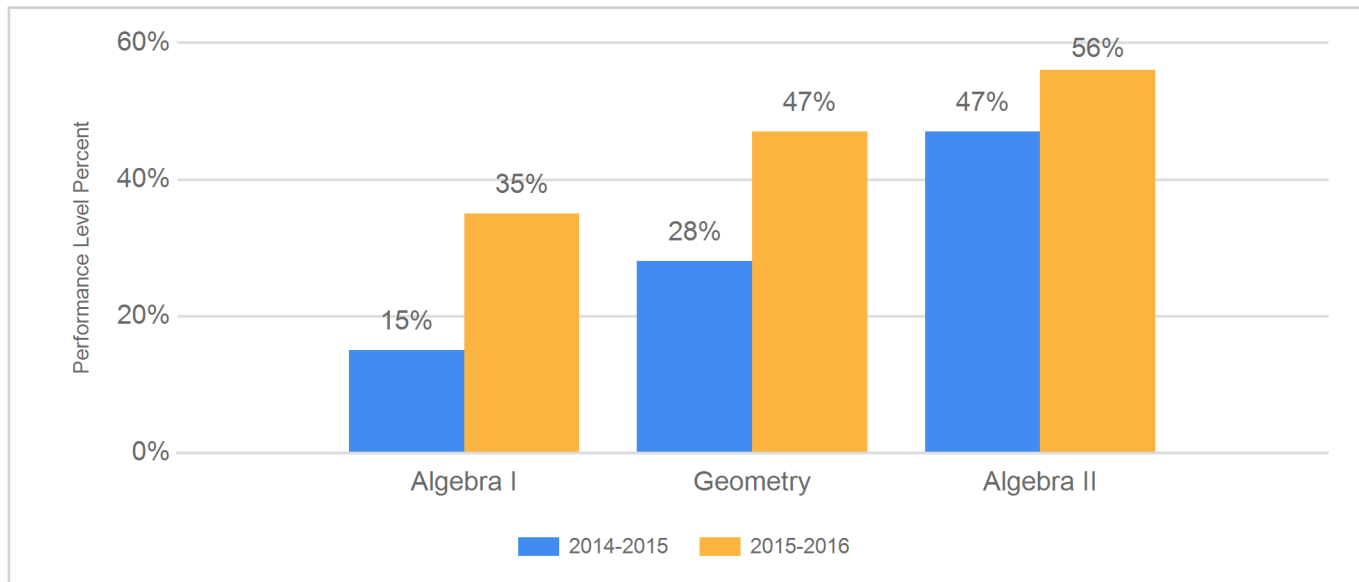
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PARCC Math Performance Trends

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





State of New Jersey
2015-2016

Grade Span 09-12

19-3660-060
HUNTERDON
N HUNT/VOORHEES REGIONAL
Voorhees High School
256 County Route 513
Glen Gardner, NJ 08826-9529

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

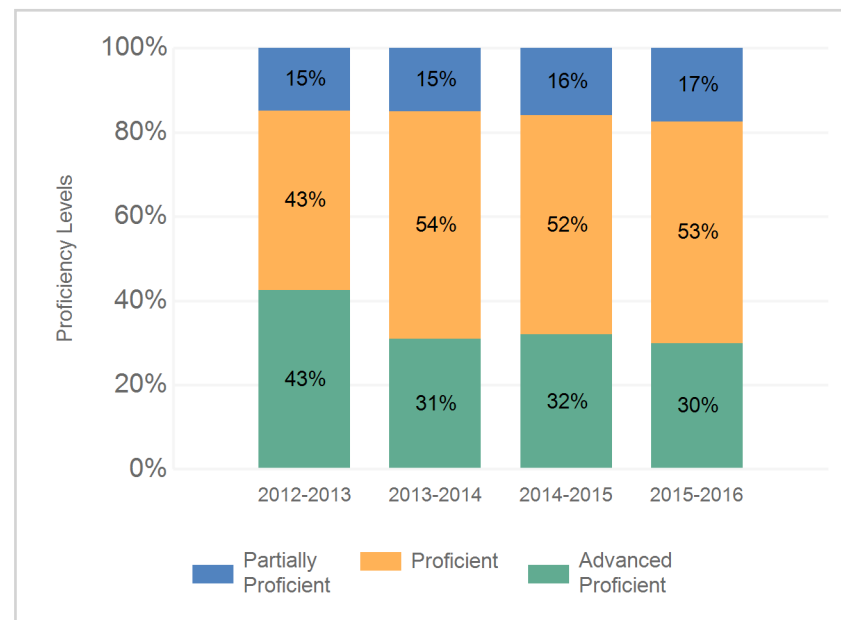
Proficiency Outcomes - Biology

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

	Advanced Proficient	Proficient	Partially Proficient
Statewide	16%	41%	43%
Schoolwide	30%	53%	17%
White	29%	56%	15%
African American	S	S	S
Hispanic	S	S	S
American Indian	N	N	N
Asian	64%	27%	9%
Two or More Races	S	S	S
Students with Disability	3%	46%	51%
English Language Learners	N	N	N
Economically Disadvantaged Students	N	69%	31%

Proficiency Trends - Biology

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





State of New Jersey
2015-2016

Grade Span 09-12

19-3660-060

HUNTERDON

N HUNT/VOORHEES REGIONAL

Voorhees High School

256 County Route 513

Glen Gardner, NJ 08826-9529

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

PSAT/SAT/ACT Participation

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

College and Career Readiness Indicators	Schoolwide Participation	Statewide Participation
Percent of Students Participating in PSAT	100.0%	95.5%
Percent of Students Participating in SAT	63.2%	58.0%
Percent of Students Participating in ACT	25.2%	27.6%

PSAT/SAT/ACT Performance

This table presents the school and state mean scores.

2015-16	School Mean	State Mean
PSAT	1011	950
SAT	-	-
Reading and Writing	594	537
Math	591	538
ACT	-	-
Reading	26	23
English	26	22
Math	26	23
Science	26	22

PSAT/SAT/ACT Benchmarks

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

2015-16	Benchmark	Schoolwide	Statewide
PSAT	N	N	N
SAT	-	-	-
Reading and Writing	480	92%	71%
Math	530	77%	53%
ACT	-	-	-
Reading	22	73%	58%
English	18	88%	74%
Math	22	77%	61%
Science	23	77%	49%

PSAT/SAT/ACT Performance by Percentile

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

2015-16	75 Percentile	50 Percentile	25 Percentile
PSAT	1130	1000	890
SAT	-	-	-
Reading and Writing	650	590	540
Math	650	590	530
ACT	-	-	-
Reading	32	27	21
English	31	26	22
Math	32	27	23
Science	32	26	23



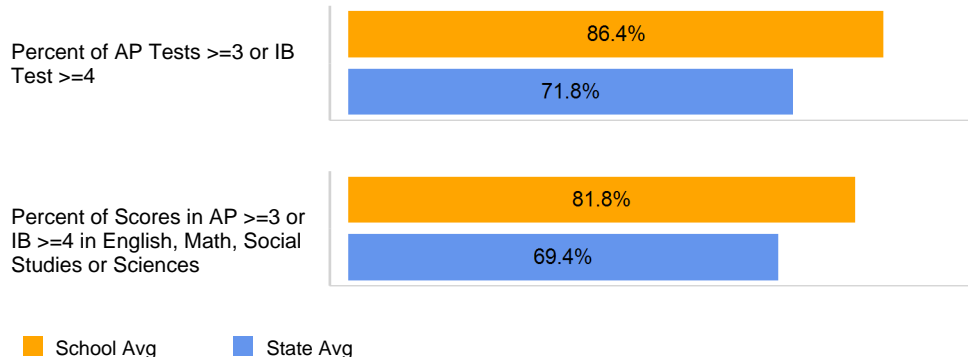
State of New Jersey
2015-2016

Grade Span 09-12

19-3660-060
HUNTERDON
N HUNT/VOORHEES REGIONAL
Voorhees High School
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AP/ IB Test Performance

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



Advanced Course Work Participation

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

2015-2016 Percent of Student Taking	School Participation	State Participation
One or More Course	56.9%	39.1%
One of More Test	46.5%	32.3%
At least One AP or IB Test in English, Math, Social Studies, or Science	38.3%	26.6%
Participating in Dual Enrollment	0.0%	15.4%

AP/ IB Courses Offered

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

AP/IB Course	Students Enrolled	Students Tested
AP Biology	61	61
AP Calculus AB	46	34
AP Calculus BC	29	29
AP Chemistry	21	21
AP Comparative Government and Politics	0	1
AP Computer Science A	8	5
AP English Language and Composition	13	13
AP English Literature and Composition	29	23
AP Environmental Science	33	25
AP Human Geography	46	32
AP Latin (Virgil, Catullus and Horace)	8	7
AP Macroeconomics	0	14
AP Microeconomics	17	15
AP Music Theory	7	7
AP Physics 1	0	16
AP Physics B	16	0
AP Physics C	13	0
AP Physics C: Electricity and Magnetism	0	11
AP Physics C: Mechanics	0	11
AP Psychology	77	53
AP Spanish Language	35	30
AP Statistics	8	7
AP Studio Art—Two-Dimensional	5	4
AP U.S. History	38	37
Student AP Tests ≥ 3 and IB Tests ≥ 4		190



State of New Jersey
2015-2016

Grade Span 09-12

19-3660-060
HUNTERDON
N HUNT/VOORHEES REGIONAL
Voorhees High School
256 County Route 513
Glen Gardner, NJ 08826-9529

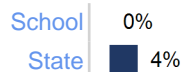
Visual and Performing Arts

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

MUSIC



DRAMA



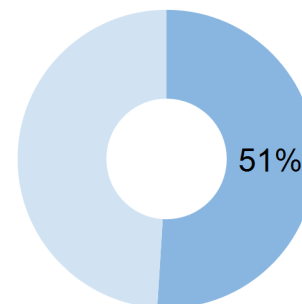
DANCE



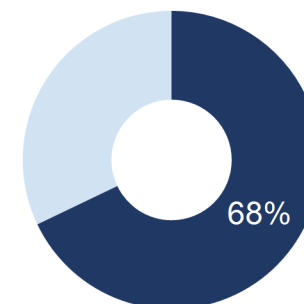
VISUAL ARTS



Any Visual and Performing Arts



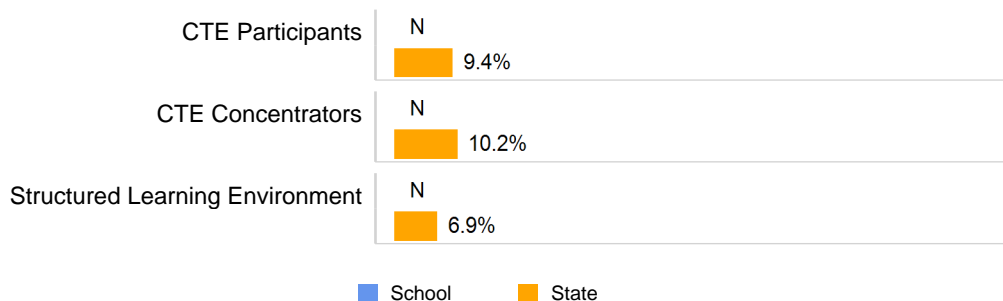
School



State

Career and Technical Education Participation

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





State of New Jersey
2015-2016

Grade Span 09-12

19-3660-060

HUNTERDON

N HUNT/VOORHEES REGIONAL

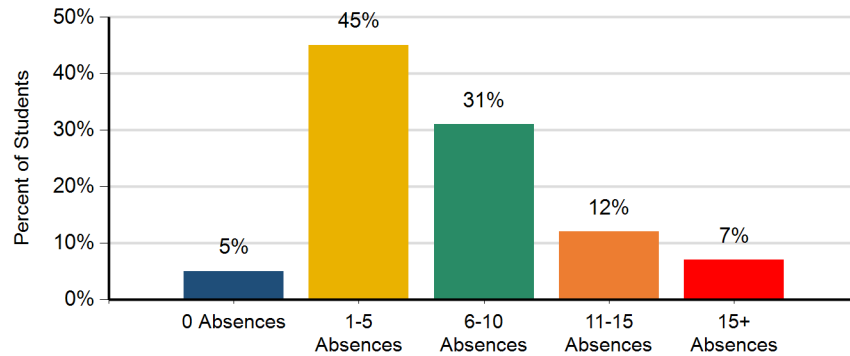
Voorhees High School

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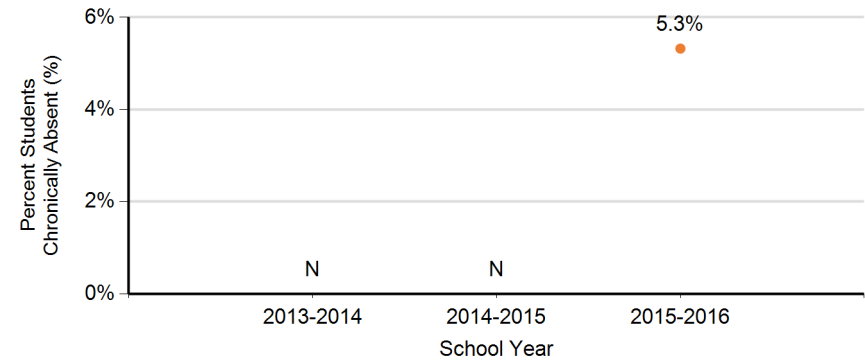
Absenteeism

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



Chronic Absenteeism Trend

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





State of New Jersey
2015-2016

Grade Span 09-12

19-3660-060
HUNTERDON
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Voorhees High School
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Graduation Rate by Subgroup

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

	School Rate	Statewide Percentile	State Target
Schoolwide	96.1%	73	81%
White	95.9%	58	
African American	S	S	
Hispanic	S	S	
American Indian	N	N	
Asian	S	S	
Native Hawaiian	N	N	
Two or More Races	N	N	
Students with Disability	82.4%	49	
English Language Learners	S	S	
Economically Disadvantaged Students	S	S	

Dropout Rate by Subgroup

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

	School Rate	State Rate
Schoolwide	0.3%	1.2%
White	0.3%	0.6%
African American	N	2.6%
Hispanic	N	2.2%
American Indian	N	3.4%
Asian	N	0.2%
Native Hawaiian	N	0.3%
Two or More Races	N	1.0%
Students with Disability	2.2%	1.7%
English Language Learners	N	0.1%
Economically Disadvantaged Students	3.8%	1.7%



State of New Jersey
2015-2016

Grade Span 09-12

19-3660-060
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Extended Year Graduation Rate

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

Class of	4-Year Rate	5-Year Rate
2013	97%	96%
2014	96%	95%
2015	96%	98%
2016	96%	

Postsecondary Enrollment Rates

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

	Percent Enrolled	Percent in 2 Years	Percent in 4 Years
Statewide	76.8%	33.9%	66.1%
Schoolwide	86.7%	21.3%	78.7%
White	88.1%	19.9%	80.1%
African American	S	S	S
Hispanic	S	S	S
American Indian	S	S	S
Asian	S	S	S
Native Hawaiian	0.0%	0.0%	0.0%
Two or More Races	0.0%	0.0%	0.0%
Students with Disability	S	S	S
English Language Learners	0.0%	0.0%	0.0%
Economically Disadvantaged Students	S	S	S



State of New Jersey
2015-2016

Grade Span 09-12

19-3660-060
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Voorhees High School
256 County Route 513
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Length of School Day

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

	School
2015-16	7 Hrs. 30 Mins.

Instructional Time

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

2015-16	School
Full Time	6 Hrs. 40 Mins.
Shared Time	3 Hrs. 20 Mins.

Student to Staff Ratio

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

2015-16	School
Faculty	10:1
Administrator	114:1

Student Suspension Rate

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

	School
2015-16	4.3%

Student Expulsions

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

	School
2015-16	0

Faculty Attendance

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

	School
2015-16	97%