NJ SCHOOL PERFORMANCE REPORT

MADISON HIGH SCHOOL
(27-2870-050)
Grades Offered: 09-12
2017-2018

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

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

Navigating through the reports:

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

Other Resources:

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

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School Contact Info

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

Type	Contact Information
County	MORRIS
District	MADISON BORO
Principal Name	MR. ROBERTSON
Address	170 RIDGEDALE AVENUE MADISON, NJ 07940
Phone Number	(973)593-3117
Email Address	ROBERTSONG@MADISONNJPS.ORG
Website	https://www.madisonpublicschools.org/Page/562
Facebook	http://www.facebook.com/Madison-High-School-New-Jersey-572410122879309/
Twitter	https://twitter.com/MadisonHSNJ

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Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years.

Grade	2015-16	2016-17	2017-18
9	229	206	224
10	205	225	208
11	200	202	228
12	213	197	197
Total	847	830	857

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years. Data for some student groups was not available before 2016-17.

Student Group	2015-16	2016-17	2017-18
Female	49.1%	49.9%	51.0%
Male	50.9%	50.1%	49.0%
Economically Disadvantaged Students	6.4%	7.4%	8.1%
Students with Disabilities	13.1%	13.9%	16.1%
English Learners	1.5%	1.7%	2.1%
Homeless Students		0.0%	0.0%
Students in Foster Care		0.0%	0.0%
Military-Connected Students		0.0%	0.0%
Migrant Students		0.0%	0.0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group for the past three school years.

Racial and Ethnic Group	2015-16	2016-17	2017-18
White	79.0%	77.3%	75.4%
Hispanic	10.0%	11.2%	12.0%
Black or African American	2.5%	2.9%	3.4%
Asian	7.3%	7.7%	7.7%
Native Hawaiian or Pacific Islander	0.1%	0.0%	0.0%
American Indian or Alaska Native	0.1%	0.1%	0.1%
Two or More Races	0.9%	0.7%	1.4%

Enrollment Trends by Full and Shared Time Status

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

Enrollment Status	2015-16	2016-17	2017-18
Full Time Students	844	826	849
Shared Time Students	5	8	15
Full Time Equivalent	847	830	857

Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown, and students with other home languages are included in the Other Languages total.

Home Language	% of Students
English	88.4%
Spanish	8.3%
Other Languages	3.2%

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English Language Arts/Literacy Assessment - Participation and Performance

This table shows information about the English Language Arts/Literacy section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment both overall and by student group. The PARCC assessment has five performance levels, and students scoring a Level 4 or 5 (Met or Exceeded Expectations) have demonstrated readiness for the next grade level and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the proficiency rate used for federal accountability, the annual target, and whether the target was met, as required by the Every Student Succeeds Act (ESSA) accountability. Student group rows where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	418	99.5	78.7	78.0	56.7	78.7	52.6	Met Target
White	314	99.4	83.5	81.3	65.6	83.5	55.3	Met Goal
Hispanic	47	100.0	53.2	*	42.5	53.2	28.8	Met Target
Black or African American	15	100.0	53.4	51.3	37.3	53.4	**	**
Asian, Native Hawaiian, or Pacific Islander	32	100.0	93.8	93.6	82.3	93.8	67.2	Met Goal
American Indian or Alaska Native	N	N	N	N	52.7	N	**	**
Two or More Races	10	100.0	40.0	57.2	63.4	40.0	**	**
Female	204	99.5	82.9	84.4	64.5	82.9		
Male	214	99.5	74.7	72.1	49.4	74.7		
Economically Disadvantaged Students	34	100.0	53.0	48.0	38.5	53.0	32.6	Met Target
Non-Economically Disadvantaged Students	384	99.5	80.9	79.9	67.5	80.9		
Students with Disabilities	80	97.6	40.1	46.2	21.6	40.1	22	Met Target
Students without Disabilities	338	100.0	87.8	86.9	63.9	87.8		
English Learners	*	*	*	42.5	27.3	*	**	**
Non-English Learners	*	*	*	78.8	59.4	*		
Homeless Students	N	N	N	N	27.7	N		
Students In Foster Care	N	N	N	*	26.3	N		
Military-Connected Students	N	N	N	N	57.4	N		
Migrant Students	N	N	N	N	30.1	N		

† 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 both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	216	779	779	752	*	*	15%	44%	38%	81%	55%
White	162	785	785	760	*	*	10%	44%	42%	86%	64%
Hispanic	23	748	748	735	*	0%	*	*	*	52%	38%
Black or African American	*	*	*	734	*	*	*	*	*	*	34%
Asian, Native Hawaiian, or Pacific Islander	18	782	782	782	*	0%	*	*	*	89%	83%
American Indian or Alaska Native	N	N	N	752	N	N	N	N	N	N	51%
Two or More Races	*	*	*	760	*	*	*	*	*	*	63%
Female	107	787	787	759	*	*	11%	42%	45%	87%	63%
Male	109	772	772	744	*	*	18%	45%	30%	75%	46%
Economically Disadvantaged Students	19	748	748	733	*	*	*	*	*	58%	34%
Non-Economically Disadvantaged Students	197	782	782	761	*	*	*	*	*	83%	65%
Students with Disabilities	50	745	745	716	*	*	*	*	*	44%	15%
Students without Disabilities	166	790	790	758	*	*	*	*	*	92%	62%
English Learners	*	*	*	691	*	*	*	*	*	*	*
Non-English Learners	*	*	*	755	*	*	*	*	*	*	*
Homeless Students	N	N	N	720	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	719	N	N	N	N	N	N	20%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	54%
Migrant Students	N	N	N	696	N	N	N	N	N	N	10%

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	202	782	782	749	*	*	12%	35%	42%	77%	51%
White	152	787	787	756	*	*	11%	38%	43%	82%	58%
Hispanic	24	753	753	733	*	*	*	*	*	54%	38%
Black or African American	*	*	*	728	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	14	822	822	782	0%	0%	0%	*	*	100%	78%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	50%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	99	789	789	759	*	*	*	32%	45%	78%	60%
Male	103	775	775	739	*	*	*	38%	38%	76%	42%
Economically Disadvantaged Students	15	743	743	730	*	*	*	*	*	47%	34%
Non-Economically Disadvantaged Students	187	785	785	758	*	*	*	*	*	79%	59%
Students with Disabilities	29	734	734	707	*	*	34%	*	*	34%	15%
Students without Disabilities	173	790	790	756	*	*	9%	*	*	84%	57%
English Learners	*	*	*	684	*	*	*	*	*	*	*
Non-English Learners	*	*	*	752	*	*	*	*	*	*	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	707	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	706	N	N	N	N	N	N	18%

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 11

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	93	762	762	736	*	*	19%	41%	25%	66%	39%
White	65	768	768	737	*	*	*	46%	29%	75%	41%
Hispanic	10	748	748	731	*	*	*	*	*	30%	35%
Black or African American	*	*	*	729	*	*	*	*	*	*	31%
Asian, Native Hawaiian, or Pacific Islander	11	760	760	759	0%	0%	*	*	*	55%	60%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	25%
Two or More Races	*	*	*	737	*	*	*	*	*	*	39%
Female	45	774	774	745	*	*	*	*	*	78%	48%
Male	48	751	751	728	*	*	*	*	*	54%	31%
Economically Disadvantaged Students	*	*	*	730	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	*	*	*	739	*	*	*	*	*	*	42%
Students with Disabilities	13	736	736	708	*	*	*	*	*	38%	13%
Students without Disabilities	80	767	767	742	*	*	*	*	*	70%	44%
English Learners	N	N	N	702	N	N	N	N	N	N	*
Non-English Learners	93	762	762	738	*	*	19%	41%	25%	66%	*
Homeless Students	N	N	N	721	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	708	N	N	N	N	N	N	19%
Military-Connected Students	N	N	N	729	N	N	N	N	N	N	31%
Migrant Students	N	N	N	707	N	N	N	N	N	N	*

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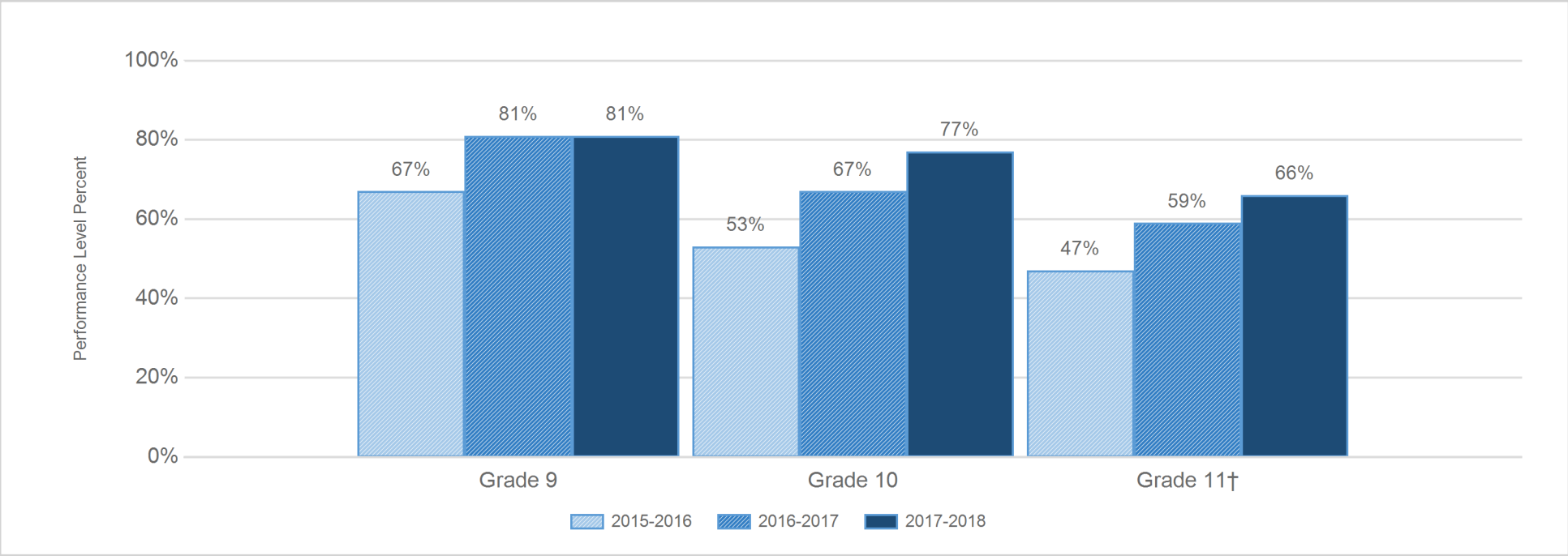
English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment for the past three years.



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Mathematics Assessment - Participation and Performance

This table shows information about the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment both overall and by student group. The PARCC assessment has five performance levels, and students scoring a Level 4 or 5 (Met or Exceeded Expectations) have demonstrated readiness for the next grade level and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the proficiency rate used for federal accountability, the annual target, and whether the target was met, as required by the Every Student Succeeds Act (ESSA) accountability. Student group rows where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	381	99.0	65.6	69.5	45.0	65.6	42.6	Met Target
White	292	98.7	69.5	72.9	54.1	69.5	42.6	Met Target
Hispanic	40	100.0	35.0	*	29.2	35.0	31.7	Met Target
Black or African American	*	*	*	47.2	23.4	*	**	**
Asian, Native Hawaiian, or Pacific Islander	30	100.0	76.7	83.2	77.0	76.7	60.3	Met Target
American Indian or Alaska Native	N	N	N	N	42.5	N	**	**
Two or More Races	*	*	*	66.7	53.0	*	**	**
Female	190	99.5	61.6	69.8	46.0	61.6		
Male	191	98.5	69.7	69.3	43.9	69.7		
Economically Disadvantaged Students	27	100.0	33.3	30.8	26.6	33.3	29.5	Met Target
Non-Economically Disadvantaged Students	354	98.9	68.1	72.0	55.9	68.1		
Students with Disabilities	51	96.3	39.2	38.8	17.1	39.2	16.6	Met Target
Students without Disabilities	330	99.4	69.7	77.4	50.5	69.7		
English Learners	*	*	*	31.9	24.6	*	**	**
Non-English Learners	*	*	*	70.7	46.9	*		
Homeless Students	N	N	N	N	17.3	N		
Students In Foster Care	N	N	N	*	16.2	N		
Military-Connected Students	N	N	N	N	45.8	N		
Migrant Students	N	N	N	N	23.7	N		

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Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	84	753	783	746	*	12%	25%	*	*	61%	46%
White	50	757	787	755	*	*	*	*	*	72%	57%
Hispanic	18	740	*	730	*	*	*	*	*	22%	27%
Black or African American	*	*	*	727	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	807	779	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	49%
Two or More Races	*	*	*	755	*	*	*	*	*	*	54%
Female	39	757	782	748	*	*	28%	*	*	62%	48%
Male	45	750	783	745	*	*	22%	*	*	60%	44%
Economically Disadvantaged Students	13	742	742	729	*	*	*	*	*	31%	25%
Non-Economically Disadvantaged Students	71	755	786	756	*	*	*	*	*	66%	57%
Students with Disabilities	30	748	*	716	*	*	*	*	*	57%	13%
Students without Disabilities	54	756	*	752	*	*	*	*	*	63%	52%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	749	*	*	*	*	*	*	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	16%
Students in Foster Care	N	N	N	712	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	49%
Migrant Students	N	N	N	720	N	N	N	N	N	N	11%

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Mathematics Assessment - Performance by Test: Geometry

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	188	752	752	735	*	*	28%	39%	16%	55%	30%
White	146	756	756	740	*	*	27%	43%	18%	61%	37%
Hispanic	22	734	734	723	0%	45%	*	*	*	23%	14%
Black or African American	*	*	*	719	*	*	*	*	*	*	11%
Asian, Native Hawaiian, or Pacific Islander	12	759	759	760	0%	0%	*	*	*	58%	65%
American Indian or Alaska Native	N	N	N	734	N	N	N	N	N	N	28%
Two or More Races	*	*	*	741	*	*	*	*	*	*	39%
Female	98	750	750	736	*	*	31%	*	*	50%	30%
Male	90	755	755	734	*	*	26%	*	*	61%	29%
Economically Disadvantaged Students	12	734	734	722	*	*	*	*	*	25%	13%
Non-Economically Disadvantaged Students	176	754	754	741	*	*	*	*	*	57%	38%
Students with Disabilities	21	723	723	713	*	*	*	*	*	10%	*
Students without Disabilities	167	756	756	738	*	*	*	*	*	61%	*
English Learners	*	*	*	711	*	*	*	*	*	*	*
Non-English Learners	*	*	*	736	*	*	*	*	*	*	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	731	N	N	N	N	N	N	24%
Migrant Students	N	N	N	709	N	N	N	N	N	N	11%

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Report Key:
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Mathematics Assessment - Performance by Test: Algebra II

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	136	773	773	727	*	*	17%	58%	17%	75%	30%
White	110	772	772	733	*	*	16%	60%	15%	75%	35%
Hispanic	*	*	*	710	*	*	*	*	*	*	14%
Black or African American	*	*	*	705	*	*	*	*	*	*	11%
Asian, Native Hawaiian, or Pacific Islander	15	796	796	766	0%	0%	*	*	*	87%	66%
American Indian or Alaska Native	N	N	N	729	N	N	N	N	N	N	28%
Two or More Races	*	*	*	736	*	*	*	*	*	*	37%
Female	66	771	771	728	*	*	20%	*	*	73%	30%
Male	70	775	775	727	*	*	14%	*	*	77%	30%
Economically Disadvantaged Students	*	*	*	709	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	*	*	*	736	*	*	*	*	*	*	37%
Students with Disabilities	*	*	*	693	*	*	*	*	*	*	*
Students without Disabilities	*	*	*	732	*	*	*	*	*	*	*
English Learners	N	N	N	691	N	N	N	N	N	N	*
Non-English Learners	136	773	773	729	*	*	17%	58%	17%	75%	*
Homeless Students	N	N	N	703	N	N	N	N	N	N	10%
Students in Foster Care	N	N	N	693	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	717	N	N	N	N	N	N	20%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%

NJ SCHOOL PERFORMANCE REPORT

MADISON HIGH SCHOOL
(27-2870-050)
Grades Offered: 09-12
2017-2018

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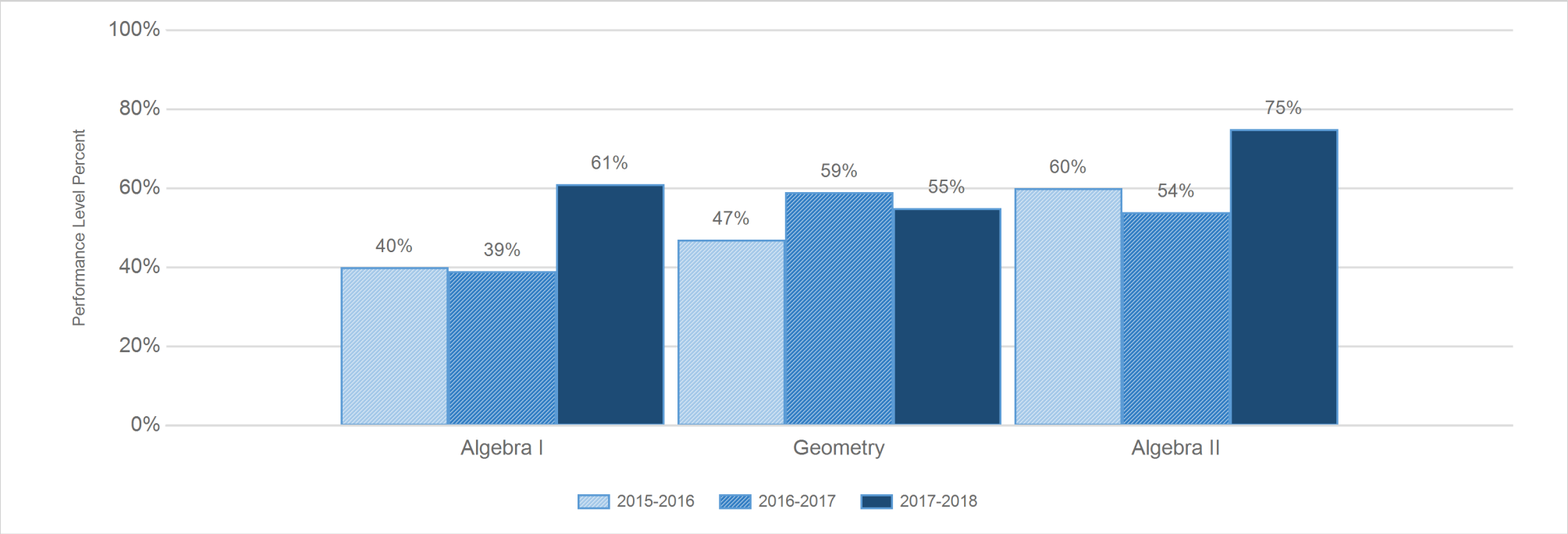
Mathematics Assessment – Performance Trends

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



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

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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps Alternate Assessment, which tests academic progress in English Language Arts (ELA) and Mathematics for students with different types of significant cognitive disabilities.

Grade	ELA: # Students Tested	Math: # Students Tested
9	N	N
10	N	N
11	*	*

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Expected growth is based on the student's initial level of English Language Proficiency during the 2016-17 school year and the number of years the student has been enrolled in the district. This table also shows the school's 2017-18 ESSA accountability target and whether the target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2017-18 Target	Met Target?
Schoolwide/English Learners	*	*	*

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

This table shows, by years in district, the number of English learner students taking the ACCESS for ELLs 2.0 Assessment for English language proficiency and the percentage of students tested that received an overall score of 4.5 or above. Students must receive a score of 4.5 or higher to be considered for proficient status.

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	11	*	*
3-4	*	*	*
5 or more	*	*	*

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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grade 5, grade 8, and grade 11 were administered the NJSLA-Science field test in 2017-18.

NJASK Science Assessment Information

New Jersey transitioned from the NJASK to NJSLA-S in 2017-18 to align to new science standards. Results of field tests in 2017-18 will not be reported, but results of NJSLA-S will be added to the performance reports in 2018-19.

Biology Assessment Information

New Jersey transitioned from the Biology Assessment to NJSLA-S in 2017-18 to align to new science standards. Results of field tests in 2017-18 will not be reported, but results of NJSLA-S will be added to the performance reports in 2018-19.

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Information about participation and performance on the PSAT, SAT, and ACT exams comes directly from College Board and ACT.

PSAT, SAT, & ACT - Participation

This table shows information about participation on the PSAT, SAT, and ACT exams. PSAT participation is the percentage of 10th and 11th graders that took the PSAT 10 or PSAT NMSQT exam in 2017-18. SAT and ACT participation rates show the percentage of 12th graders that have taken the SAT or ACT this year or in prior years.

Participation Type	School Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2017-18	85.6%	85.0%
12th graders taking SAT in 2017-18 or prior years	84.3%	72.2%
12th graders taking ACT in 2017-18 or prior years	47.7%	24.6%

PSAT, SAT, & ACT - Performance

This table shows how students performed on the PSAT, SAT, and ACT tests by subject area. The table includes average test scores, college readiness benchmarks, and the percentage of students that scored at or above these benchmarks. Benchmarks were defined by College Board and ACT and students that score at or above these benchmarks have a high chance of success in credit-bearing college courses.

Participation Type	School Average Score	State Average Score	College Readiness Benchmarks	School - Students Scores at or above Benchmark	State - Students Scores at or above Benchmark
PSAT 10/NMSQT - Reading and Writing	559	478	Grade 10: 430 Grade 11: 460	91%	62%
PSAT 10/NMSQT - Math	558	478	Grade 10: 480 Grade 11: 510	75%	42%
SAT - Reading and Writing	607	542	480	91%	72%
SAT - Math	606	543	530	81%	54%
ACT - Reading	27	24	22	79%	62%
ACT - English	27	24	18	95%	78%
ACT - Math	26	24	22	76%	62%
ACT - Science	26	23	23	65%	53%

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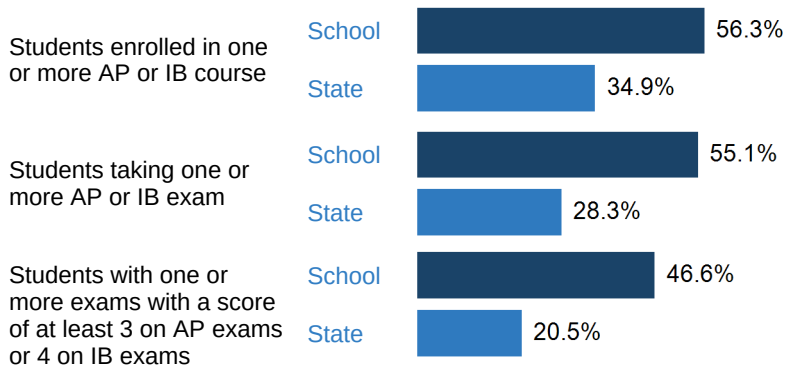
Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (IB)** courses and exams and **dual enrollment** courses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

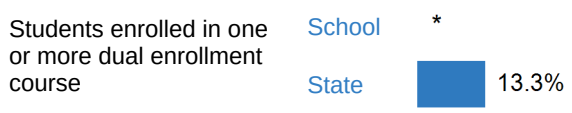
AP/IB Coursework – Participation and Performance

This chart shows the percentage of 11th and 12th graders who enrolled in one or more AP or IB courses, who took one or more AP or IB exams, and who had one or more exams with an AP score of 3 or higher or IB score of 4 or higher.



Dual Enrollment Coursework - Participation

This graph shows the percentage students enrolled in at least one dual enrollment course during the school year. Dual enrollment courses allow high school students to enroll in college courses for credit prior to their high school graduation.



AP/ IB Courses Offered

This table shows the list of AP/IB Courses that were offered by the school or for which students took the corresponding AP/IB exam along with the number of students enrolled and the number of students taking the exam. Students do not need to take a course to take the exam and not all students enrolled in a course take the exam. The last two rows show the total number of exams taken and the number of exams with AP scores of 3 or higher or IB scores of 4 or higher. Students who take multiple examples are counted more than once in the last two rows.

AP/IB Course	Students Enrolled	Students Tested
AP Biology	54	53
AP Calculus AB	41	36
AP Calculus BC	4	6
AP Chemistry	27	24
AP Chinese Language and Culture	7	7
AP Computer Science A	0	9
AP Computer Science Principles	10	0
AP English Language and Composition	17	16
AP English Literature and Composition	36	35
AP Environmental Science	37	36
AP European History	2	1
AP French Language and Culture	14	14
AP Human Geography	0	23
AP Italian Language and Culture	6	6
AP Macroeconomics	0	10
AP Microeconomics	0	10

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AP/IB Course	Students Enrolled	Students Tested
AP Music Theory	1	2
AP Physics 1	0	11
AP Physics 2	0	52
AP Physics B	54	0
AP Physics C	3	0
AP Physics C: Electricity and Magnetism	0	4
AP Physics C: Mechanics	0	3
AP Psychology	86	67
AP Spanish Language	21	21
AP Statistics	82	76
AP U.S. Government and Politics	19	17
AP U.S. History	68	66
AP World History	0	2
Total Exams taken		607
Exams with scores of at least 3 on AP exams or 4 on IB exams		497

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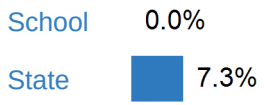
This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit the NJDOE's Career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

Career and Technical Education Participation

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

CTE Participants
(completed only one course in an approved CTE program)



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

Structured Learning Experiences Participation

The graph below shows the percentage of students who participated in Structured Learning Experiences during the school year. Structured Learning Experiences can include work-based learning programs, internships, apprenticeships, and service learning experiences and can be paid or unpaid.

Structured Learning Experiences

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Industry-Valued Credentials

The graph below shows the percentage of students in grades 9 through 12 who earned one or more Industry-Valued Credential during the school year.

Students Earning Industry-Valued Credentials

School	*
State	0.9%

Industry-Valued Credentials by Career Cluster

This table shows by Career Cluster the number of students enrolled in approved Career and Technical Education programs, the number of students that earned one or more industry-valued credential, and the total number of credentials earned. Students are only enrolled in one career cluster, but they may earn credentials in multiple clusters or earn multiple credentials within one cluster. Career Clusters without approved credentials are grayed out. Career Cluster rows will be hidden if no students were enrolled and no credentials were earned. The last row provides unique counts of students enrolled and students earning one or more credentials across all clusters.

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total credentials earned
Architecture & Construction	*	*	*
Hospitality & Tourism	*		
Human Services	*	*	*
Marketing	*		
Science, Technology, Engineering & Mathematics	*		
Transportation, Distribution & Logistics	*		
Total (All Clusters)	15	*	*

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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	70	124	5	0	0	0	37
10	19	68	120	6	0	0	21
11	11	13	55	122	4	54	40
12	19	3	15	17	95	47	36
Total	119	208	195	145	99	101	134
Enrolled in AP/IB Course					45	82	0
Enrolled in Dual Enrollment Course	0	0	0	0	1	0	0

Science - Course Participation

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

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	1	0	6	0	217	0
10	1	198	2	0	53	0
11	208	33	4	5	9	16
12	54	5	1	32	8	96
Total	264	236	13	37	287	112
Enrolled in AP/IB Course	54	27		37	57	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

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Social Studies and History - Course Participation

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

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	225	0	0	0	0	0
10	6	204	0	2	0	1
11	5	223	9	4	0	35
12	4	13	27	80	0	111
Total	240	440	36	86	0	147
Enrolled in AP/IB Course	0	68	0	86		20
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	93	41	40	0	0	16	0
10	104	39	38	0	0	20	0
11	101	29	34	0	0	11	0
12	47	13	11	0	0	12	1
Total	345	122	123	0	0	59	1
Enrolled in AP/IB Course	21	14	6	0	0	7	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	1
Enrolled in Level 3 or Higher	210	84	62	0	0	25	0

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Seal of Biliteracy

This table shows the number of Seals of Biliteracy earned by language. The New Jersey Department of Education State Seal of Biliteracy identifies graduating high school students who are able to demonstrate proficiency in English in addition to one or more languages. Students may be counted more than once if they earned Seals across more than one language. Visit the NJDOE Seal of Biliteracy website for more information.

Language	Students Earning a Seal of Biliteracy
Total	0

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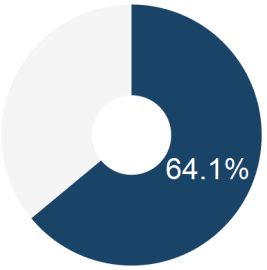
Visual and Performing Arts – Course Participation

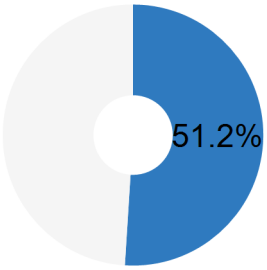
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 9-12:

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

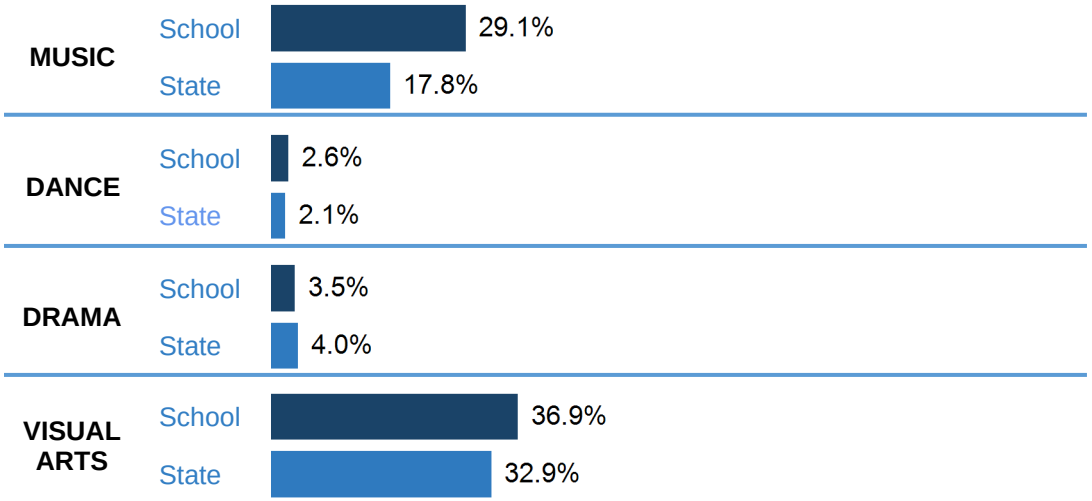


School



State

Students enrolled in one or more classes by discipline:



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

Graduation Rates

This table shows 4-year and 5-year graduation rates both overall and by student group. Annual ESSA accountability targets for the Class of 2017 4-year rate and the Class of 2016 5-year rates are included with a flag for whether the annual targets were met. Student group rows where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these accountability resources.

Student Group	School - Class of 2018: 4 Year Rate	State - Class of 2018: 4 Year Rate	School - Class of 2017: 5 Year Rate	State - Class of 2017: 5 Year Rate	Class of 2017: 4 Year Rate	Class of 2017: 4 Year Target	Class of 2017: Met Target	Class of 2016: 5 Year Rate	Class of 2016: 5 Year Target	Class of 2016: Met Target
Schoolwide	97.1%	90.9%	98.0%	92.4%	97.0%	N	Met Goal	99.1%	N	Met Goal
White	98.1%	95.0%	98.8%	95.7%	97.6%	N	Met Goal	99.5%	N	Met Goal
Hispanic	92.0%	84.8%	90.0%	87.3%	90.0%	N	N	93.3%	**	**
Black or African American	*	84.2%	*	86.8%	*	**	**	*	**	**
Asian, Native Hawaiian or Pacific Islander	93.8%	97.0%	*	97.7%	*	**	**	100.0%	**	**
American Indian or Alaska Native	*	86.5%	N	94.1%	N	N	N	*	**	**
Two or More Races	N	92.0%	N	93.9%	N	N	N	*	**	**
Economically Disadvantaged Students	85.7%	84.6%	91.7%	87.0%	91.7%	**	**	100.0%	**	**
Students with Disabilities	94.3%	80.1%	94.7%	83.5%	92.1%	95.0%	Not Met	100.0%	N	Met Goal
English Learners	*	75.8%	*	81.8%	*	**	**	*	**	**
Homeless Students	N	72.6%	N	79.1%	N			N		
Students in Foster Care	N	62.6%	N	64.9%						

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Graduation Pathways

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

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
PARCC Assessment	67.5%	63.5%
Substitute Competency Test	30.5%	34.5%
Portfolio Appeals Process	0.5%	0.5%
Alternate Requirements specified in IEP	1.0%	1.0%
Unknown	0.5%	0.5%

Graduation Rate Trends

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

Class of	4-Year Rate	5-Year Rate
2018	97.1%	-
2017	97.0%	98.0%
2016	96.8%	99.1%

Dropout Rate Trends

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

School Year	School Rate	State Rate
2017-2018	0.0%	1.2%
2016-2017	0.2%	1.1%
2015-2016	0.0%	1.2%

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Information about students enrolling in colleges and universities after graduation is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

Postsecondary Enrollment Rates: Fall

This table shows information about Class of 2018 high school graduates enrolled in postsecondary institutions by the fall of 2018. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the next two columns show the percentage of those enrolled students in 2-year and 4-year institutions.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	72.8%	27.6%	72.4%
Schoolwide	90.7%	13.1%	86.9%
White	92.7%	10.1%	89.9%
Hispanic	76.2%	50%	50%
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	86.7%	0%	100%
American Indian or Alaska Native	*	*	*
Two or More Races	N	N	N
Economically Disadvantaged Students	90%	55.6%	44.4%
Students with Disabilities	89.7%	26.9%	73.1%
English Learners	N	N	N

Postsecondary Enrollment Rates: 16 month

This table shows information about Class of 2017 high school graduates enrolled in postsecondary institutions by the fall of 2018. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the following sets of columns show the percentage of those enrolled students in 2-year and 4-year institutions, public or private institutions, and in-state and out-of-state institutions.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	77.9%	31.9%	68.1%	72.5%	27.5%	64.9%	35.1%
Schoolwide	92.2%	6.8%	93.2%	45.8%	54.2%	24.3%	75.7%
White	92.3%	4.9%	95.1%	45.1%	54.9%	19.4%	80.6%
Hispanic	89.5%	23.5%	76.5%	52.9%	47.1%	64.7%	35.3%
Black or African American	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	*	*	*
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N
Economically Disadvantaged Students	81.8%	22.2%	77.8%	55.6%	44.4%	66.7%	33.3%
Students with Disabilities	90.9%	10%	90%	45%	55%	35%	65%
English Learners	N	N	N	N	N	N	N

NJ SCHOOL PERFORMANCE REPORT

MADISON HIGH SCHOOL
(27-2870-050)
Grades Offered: 09-12
2017-2018

Report Key:
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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations.

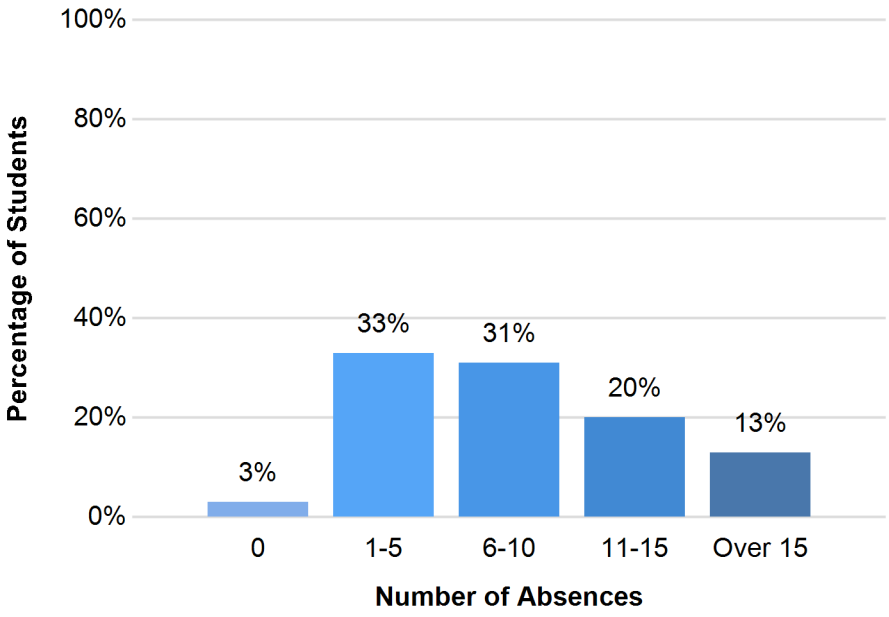
Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").

Student Group	Number of students chronically absent	Percent of students chronically absent	State Average	Met State Average
Schoolwide	71	8.1	14.9	Met
White	49	7.4	14.9	Met
Hispanic	13	12.4	14.9	Met
Black or African American	5	17.2	14.9	Not Met
Asian, Native Hawaiian, or Pacific Islander	3	4.5	14.9	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Economically Disadvantaged Students	14	20.0	14.9	Not Met
Students with Disabilities	19	12.2	14.9	Met
English Learners	3	18.8	**	**

Days Absent

This graph shows the percentage of K-12 students by the number of days they were absent during the school year.



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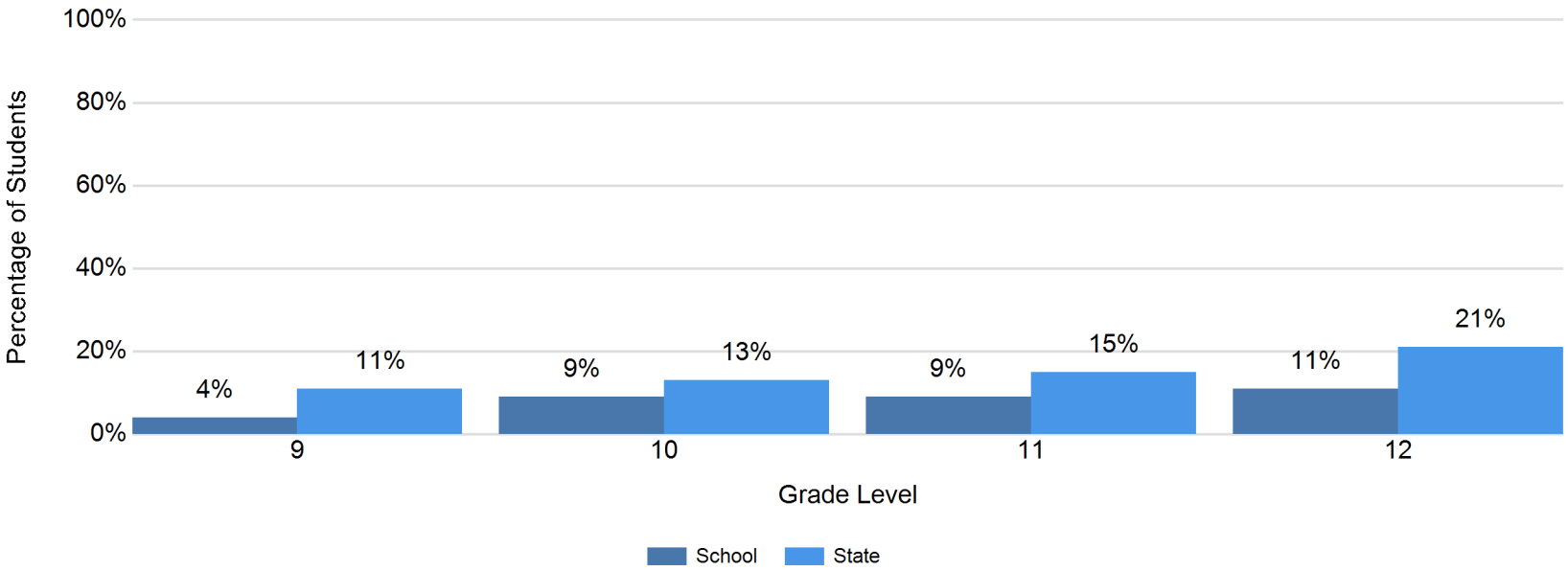
Chronic Absenteeism by Grade

This graph shows the percentage of students by grade level who were chronically absent during the school year.



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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. As such, comparing this year's report to previous years' data can lead to inaccurate conclusions in many reporting categories. As such, the 2017-18 report should be considered a baseline year.

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents row provides an unduplicated count of incidents. The last row shows the rate of incidents for every 100 students enrolled.

Incident Type	Number of Incidents
Violence	1
Weapons	0
Vandalism	0
Substances	5
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	6
Incidents Per 100 Students Enrolled	0.70

Police Notifications

This table shows, by incident type, the number of cases where an incident led to police notification.

Incident Type	Incidents Reported to Police
Violence	0
Weapons	0
Vandalism	0
Substances	1
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

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Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	0	0
No Identified Nature	6		6

Student Disciplinary Removals

The first table shows, by removal type, the number and percentage of students who received disciplinary removals during the school year. Removal types include students receiving one or more in-school suspensions, one or more out-of-school suspensions, one or more suspension of any type, removal to another school or other educational program, expulsion with no further educational services, or arrest. The second table shows the total number of days missed due to out-of-school suspension for all students during the school year.

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	*	*
Any Suspension	*	*
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	*	*

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

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School Day

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

Category	School
Typical Start Time	7:45 AM
Typical End Time	2:40 PM
Length of School Day	6 Hrs 55 Mins
Full Time - Instructional Time	5 Hrs 55 Mins
Shared Time - Instructional Time	3 Hrs. 0 Mins.

Device Ratios

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

School Year	Student to Device Ratio
2017-18	1.0:1

Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district's schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts' User Friendly Budgets, or the NJDOE Finance District Report Search of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs). NJDOE will be collecting school-level per-pupil expenditures data for the 2018-19 school year, and that data will be included in future reports.

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2016-2017)	$257	$15,163	$15,420

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	68	117,464
Average years experience in public schools	14.9	12.0
Average years experience in district	10.6	10.7
Teachers in district for 4 or more years	80.9%	75.5%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	19	9,374
Average years experience in public schools	15.4	16.0
Average years experience in district	6.5	12.0
Administrators in district for 4 or more years	57.9%	76.2%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	13:1	12:1
Students to Administrators	286:1	138:1
Teachers to Administrators	23:1	11:1
Students to Librarians/Media Specialists		655:1
Students to Nurses		524:1
Students to Counselors		327:1
Students to Child Study Team		218:1

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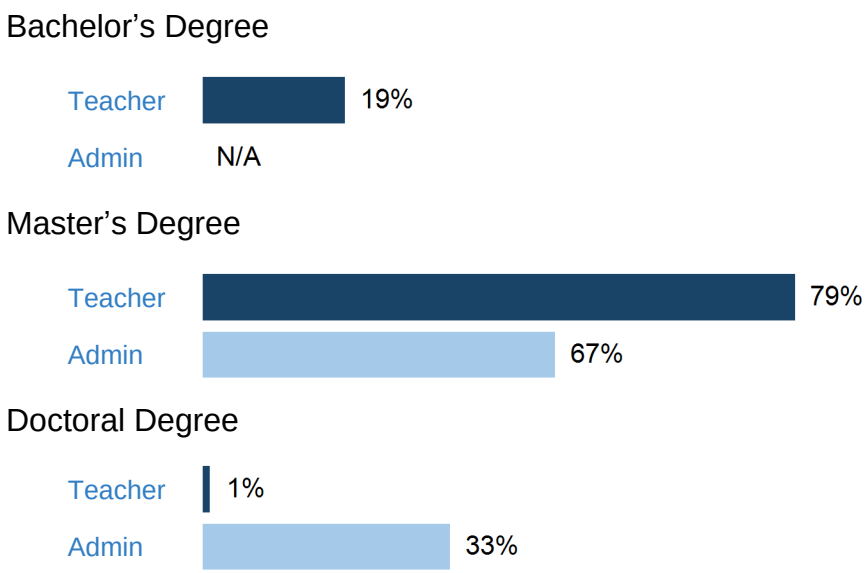
Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by the teachers and administrators. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.



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

This table shows the percentage of teachers and administrators assigned to this district in 2016-17 that were still assigned to this district in 2017-18. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2016-17 Teachers: Same district 2017-18	88.1%	90.2%
2016-17 Administrators: Same district 2017-18	63.2%	86.2%

Faculty Attendance

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

School Year	% Days Present
2017-18	94.3%

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Teachers and Administrators – Demographics

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

Category	Teachers	Administrators
Female	63.2%	33.3%
Male	36.8%	66.7%
White	94.1%	100.0%
Hispanic	4.4%	0.0%
Black or African American	0.0%	0.0%
Asian	1.5%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%

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

Comprehensive Status

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

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

Targeted Status

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

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

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

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

Accountability Indicator	Score	Weight
English Language Arts Proficiency	87.39	17.5%
Mathematics Proficiency	90.83	17.5%
Graduation Rate - 4-Year	77.08	25.0%
Graduation Rate - 5-Year	96.26	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	63.51	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	84.05	n/a
Summative Rating: Percentile Rank of Summative Score	90.54	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	No	n/a
Requires Comprehensive Support: 4-year Graduation Rate less than or equal to 67%	No	n/a

† Weights indicated by this symbol were adjusted due to data availability

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Accountability Summary by Student Group - 2017-18 School Year

New Jersey has developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Targeted Support and Improvement. Any student group where the summative score would be in the bottom 5% of schools is identified for Targeted Support for a Low-Performing Student Group. Any student group that has missed annual targets for all indicators two years in a row is identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups are identified for Targeted Sport will be noted in the Schoolwide row. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16. The target for chronic absenteeism is the state average for chronic absenteeism based on students enrolled in the grades served by the given school. For more details on accountability targets, see these accountability resources.

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	4-Year Graduation Rate: Met Annual Target	5-Year Graduation Rate: Met Annual Target	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	No	Met Target	Met Target	Met Goal	Met Goal	**	Met	No
White	84.88	8.94	No	Met Goal	Met Target	Met Goal	Met Goal	n/a	Met	No
Hispanic	69.75	8.94	No	Met Target	Met Target	N	**	n/a	Met	No
Black or African American	**	**	No	**	**	**	**	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	Met Goal	Met Target	**	**	n/a	Met	No
American Indian or Alaska Native	**	**	No	**	**	N	**	n/a	**	No
Two or More Races	**	**	No	**	**	N	**	n/a	**	No
Economically Disadvantaged Students	**	**	No	Met Target	Met Target	**	**	n/a	Not Met	No
Students with Disabilities	92.40	8.94	No	Met Target	Met Target	Not Met	Met Goal	n/a	Met	No
English Learners	**	**	No	**	**	**	**	**	**	No

† Target was met within a confidence interval (Proficiency) or within one standard deviation (Progress to English Language Proficiency).

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School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact your school directly.

Highlights:	• Madison High School opened a new state-of-the-art STEAM wing in fall of 2018 as well as new, modern music facilities. • MHS continues to expand its AP offerings by adding AP Human Geography and AP Studio Art in 2018-2019 and AP Macroeconomics and AP Computer Science A in 2019-2020. • MHS has strong Service Learning and Peer Group Connections mentoring programs. In Spring 2019, we begin our senior internship program for 12th graders.
Mission, Vision, Theme:	The Mission of the Madison School District is to inspire and challenge all students to be life-long learners, empowered with the knowledge, skills, and character to shape their future, realize their dreams, and contribute positively to the world.
Awards, Recognition, Accomplishments:	In recent years Madison High School has been recognized as a top rated school in various publications and rankings. Additionally our students, teams, and shows receive top awards for their academic, athletic, artistic and volunteer performance. This year 11 students were recognized as National Merit Scholars (1 Semi-Finalist and 10 Commended Students). Many of our faculty and administrators have leadership roles in professional organizations and present at conferences to fellow educators.

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Courses, Curriculum, Instruction:	A variety of remedial, standard, enriched, honors, and Advanced Placement courses are offered in order to meet the needs and abilities of all students. A 6 year program in the World Languages is offered in four different languages. Technical programs are available through the Morris County School of Technology. Students also have the option to take online classes through our contract with the Virtual High School. Curriculum documents can be found on the district home page.
Sports and Athletics:	Sports Offered: Diving (Boys & Girls), Fencing (Boys & Girls), Skiing (Boys & Girls) MHS provides a competitive, education-based athletic environment that embodies our district values of Knowledge, Character, & Inspiration. MHS strives to reinforce the core values instilled in our student-athletes by their parents: respect, responsibility, courage, compassion, integrity, empathy, & service. MHS student-athletes are annually recognized for outstanding scholarship on the State, County, and Conference levels. Many student-athletes earn placements on the NJAC All-Academic team for their exemplary performance both in the classroom and on our playing fields. MHS teams earned championships on the State, Sectional, County and Conference levels: Field Hockey, Ice Hockey, Girls Volleyball, Boys Lacrosse, & Boys Golf. All MHS Coaches are certified in Sports 1st Aid/CPER/AED, Heat Acclimatization, Concussion Protocol, and NFHS Fundamentals of Coaching. Madison High School offers 28 Varsity Sports: Boys (13), Girls (14), Coed (1)
Clubs and Activities:	39 clubs - Leadership opportunities through Student Council & Peer Mentoring programs. Student publications including newspaper, yearbook & TV production. Fall drama & spring musical. Service opportunities within Habitat for Humanity, Key Club, Rotary Club, Special Olympics. Competitive Robotics, Physics, Debate, & Harvard Model Congress teams. Interest groups like GSA & Diversity Council. Musical choices like Marching & Jazz Band, Chorus & Acapella. Art & Photography Club

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Staff and Professional Learning:	The faculty at Madison High School is committed to being a Professional Learning Community. Each year PLC subgroups are formed to enable faculty members to work collaboratively across disciplines to identify and address the learning needs of our students. The learning focus and subsequent work of PLC subgroups is aligned with the school goals each school year.
Postsecondary Information:	In the class of 2018, 83% of the graduates matriculated at two-year colleges and 9% matriculated at four-year colleges. Numerous events a year are held to provide parents information on the college search and application process. These events include information on filling out college applications and financial aid forms. These events are well attended. Over 150 colleges visit Madison to meet our students. College matriculations include many Ivy League schools. A full list can be found on our web site.

NJ SCHOOL PERFORMANCE REPORT

MADISON HIGH SCHOOL
(27-2870-050)
Grades Offered: 09-12
2017-2018

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

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.

Student Supports and Services:	Student supports and services are designed to meet the individual needs of our students. We have a vibrant program to support English language learners, students with IEP's, 504 plans, and I/RS plans. ESL and "replacement" classes are small to maximize the learning experience. Classes and programs are offered for those students in need of "life skills" such as learning to navigate a grocery store. Please contact our Director of Special Services for more information.
Student Health and Wellness:	Student supports and services are designed to meet the individual needs of our students. We have a vibrant program to support English language learners, students with IEP's, 504 plans, and I/RS plans. ESL and "replacement" classes are small to maximize the learning experience. Classes and programs are offered for those students in need of "life skills" such as learning to navigate a grocery store. Please contact our Director of Special Services for more information.
Parent and Community Involvement:	Parent and community involvement plays a huge role in the success of MHS and our students. Active groups include: PTSO, MEF, PPEC, MMA, MAASA, as well countless booster clubs. Parent and community involvement is welcomed in a variety of ways such as through our Service Learning Program, Senior Citizen Dinner/Theatre Performance, Evening Guidance Programs, assembly and awards programs, as well as through our online Genesis Parent Portal.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers Madison has utilized a variety of school climate surveys over the past few year (Most recently CSCI and The United Way). The results of these surveys are used to inform decisions on curricular, co-curricular, and extra-curricular programming, as well to set policy and procedure. Feedback received from students, staff, and parents is seen as vital to creating the ideal learning climate for our student.
Facilities:	Madison High School was built in 1958. Major renovations in 2008 included a new mediacenter, renovated music rooms, the addition of a second gymnasium, renovated science and art rooms, and the addition of four new classrooms. The school recently underwent a renovation project that added two new music rooms as well as a state-of-the-art STEAM wing. This construction was completed in the fall of 2018.

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Other Information:	Madison High School's day runs from 7:45-2:40. Our bell schedule is a modified rotating block. Classes meet 3 times every 4 days for 59 minutes and 1 day the class "drops" (doesn't meet). We are proud of our tutorial system where help is available in all subject areas to students throughout the day. The school uses various communication methods to keep parents and students informed of school events. Technology is a big part of our curriculum and each student gets their own Chromebook. Madison High School is within one mile of Drew University, The College of St. Elizabeth, and Fairleigh Dickinson University, and students take advantage of the various educational and cultural opportunities at these institutions. Madison High School also accepts tuition students from neighboring towns on a case-by-case basis. Madison High School stresses school safety and security and regularly conducts drills in these areas. Our school has a zero tolerance policy against Harassment, Intimidation, and Bullying. School culture and climate is very important. We want all students to feel safe and supported coming to school. One day a year our school shuts down for the "Day of Service" where students and staff go out in the community to conduct community service. Madison High School enjoys strong community support. It is not unusual for parents of our students to have graduated from Madison High School. They have a strong connection with the school and a respect for its tradition of academic excellence and strong sense of community. We are very fortunate to have many parents with special talents (often in the corporate world) that they enthusiastically share with the school. Madison High School also enjoys the benefits of our sending-receiving relationship with Harding Township, a nearby K-8 school district. Students from Harding and Madison become a cohesive class in their four years together.