NJ SCHOOL PERFORMANCE REPORT

PEMBERTON TOWNSHIP HIGH SCHOOL
(05-4050-055)
Grades Offered: 09-12
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
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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	BURLINGTON
District	PEMBERTON TWP
Principal Name	MR. JOSEPH
Address	148 ARNEYS MOUNT ROAD PEMBERTON, NJ 08068-9701
Phone Number	(609)893-8141
Email Address	EJOSEPH@PEMB.ORG
Website	https://www.pemberton.k12.nj.us/pths
Facebook	https://www.facebook.com/Pemberton-Township-High-School-515544208522093/
Twitter	https://twitter.com/pthshornets

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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	282	242	262
10	278	251	232
11	234	252	230
12	230	239	247
Total	1,024	984	971

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	51.1%	51.0%	50.8%
Male	48.9%	49.0%	49.2%
Economically Disadvantaged Students	39.4%	40.1%	42.2%
Students with Disabilities	17.5%	18.3%	19.5%
English Learners	0.4%	0.4%	0.8%
Homeless Students		1.9%	1.6%
Students in Foster Care		0.5%	1.2%
Military-Connected Students		11.8%	10.0%
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	53.0%	53.4%	52.7%
Hispanic	11.4%	12.6%	15.0%
Black or African American	32.2%	30.4%	29.5%
Asian	2.0%	1.8%	1.6%
Native Hawaiian or Pacific Islander	0.5%	0.8%	0.5%
American Indian or Alaska Native	0.5%	0.4%	0.1%
Two or More Races	0.4%	0.6%	0.5%

Enrollment Trends by Full and Shared Time Status

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

Enrollment Status	2015-16	2016-17	2017-18
Full Time Students	1,024	984	971
Shared Time Students	0	0	0
Full Time Equivalent	1,024	984	971

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	97.4%
Spanish	2.1%
Other Languages	0.5%

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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	454	96.0	35.5	38.1	56.7	35.5	27.6	Met Target
White	238	96.1	41.1	41.3	65.6	41.1	30.1	Met Target
Hispanic	82	96.7	29.3	37.2	42.5	29.3	27.8	Met Target
Black or African American	120	96.2	26.6	30.5	37.3	26.6	22.3	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	53.3	82.3	*	**	**
American Indian or Alaska Native	N	N	N	36.4	52.7	N	**	**
Two or More Races	*	*	*	30.6	63.4	*	**	**
Female	236	97.2	41.9	47.2	64.5	41.9		
Male	218	94.7	28.4	29.4	49.4	28.3		
Economically Disadvantaged Students	201	96.7	25.9	29.6	38.5	25.9	21.4	Met Target
Non-Economically Disadvantaged Students	253	95.4	43.1	45.0	67.5	43.1		
Students with Disabilities	86	91.1	*	14.5	21.6	*	11.4	Met Target†
Students without Disabilities	368	97.2	*	43.6	63.9	*		
English Learners	*	*	*	28.1	27.3	*	**	**
Non-English Learners	*	*	*	38.3	59.4	*		
Homeless Students	*	*	*	20.0	27.7	*		
Students In Foster Care	*	*	*	20.0	26.3	*		
Military-Connected Students	40	91.7	47.5	50.7	57.4	46.4		
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	252	732	732	752	24%	19%	23%	29%	6%	34%	55%
White	137	734	734	760	24%	18%	20%	*	*	38%	64%
Hispanic	54	731	731	735	20%	20%	30%	*	*	30%	38%
Black or African American	54	722	722	734	30%	22%	24%	*	*	24%	34%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	782	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	752	N	N	N	N	N	N	51%
Two or More Races	*	*	*	760	*	*	*	*	*	*	63%
Female	128	740	740	759	18%	18%	23%	*	*	41%	63%
Male	124	724	724	744	30%	21%	22%	*	*	27%	46%
Economically Disadvantaged Students	120	725	725	733	28%	22%	25%	*	*	26%	34%
Non-Economically Disadvantaged Students	132	739	739	761	20%	17%	20%	*	*	42%	65%
Students with Disabilities	45	697	697	716	*	*	*	*	*	*	15%
Students without Disabilities	207	740	740	758	*	*	*	*	*	*	62%
English Learners	*	*	*	691	*	*	*	*	*	*	*
Non-English Learners	*	*	*	755	*	*	*	*	*	*	*
Homeless Students	*	*	*	720	*	*	*	*	*	*	22%
Students in Foster Care	*	*	*	719	*	*	*	*	*	*	20%
Military-Connected Students	19	749	749	749	*	*	*	*	*	53%	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	220	731	731	749	25%	17%	23%	27%	8%	35%	51%
White	107	740	740	756	21%	16%	20%	32%	12%	44%	58%
Hispanic	33	719	719	733	39%	*	*	*	*	27%	38%
Black or African American	73	723	723	728	26%	22%	25%	*	*	27%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	782	*	*	*	*	*	*	78%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	50%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	116	743	743	759	12%	19%	26%	*	*	43%	60%
Male	104	719	719	739	39%	14%	19%	*	*	27%	42%
Economically Disadvantaged Students	84	720	720	730	31%	18%	27%	*	*	24%	34%
Non-Economically Disadvantaged Students	136	738	738	758	21%	16%	20%	*	*	43%	59%
Students with Disabilities	42	686	686	707	*	*	*	*	*	*	15%
Students without Disabilities	178	742	742	756	*	*	*	*	*	*	57%
English Learners	*	*	*	684	*	*	*	*	*	*	*
Non-English Learners	*	*	*	752	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	23%
Students in Foster Care	*	*	*	707	*	*	*	*	*	*	21%
Military-Connected Students	25	746	746	748	*	*	40%	44%	0%	44%	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	220	732	732	736	25%	15%	25%	30%	6%	35%	39%
White	117	736	736	737	22%	13%	24%	32%	9%	41%	41%
Hispanic	24	729	729	731	*	*	*	*	*	33%	35%
Black or African American	73	725	725	729	29%	19%	26%	*	*	26%	31%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	759	*	*	*	*	*	*	60%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	25%
Two or More Races	*	*	*	737	*	*	*	*	*	*	39%
Female	106	740	740	745	18%	14%	25%	*	*	43%	48%
Male	114	726	726	728	31%	16%	25%	*	*	28%	31%
Economically Disadvantaged Students	92	724	724	730	32%	16%	29%	*	*	23%	33%
Non-Economically Disadvantaged Students	128	739	739	739	20%	14%	22%	*	*	45%	42%
Students with Disabilities	42	698	698	708	*	*	*	*	*	*	13%
Students without Disabilities	178	741	741	742	*	*	*	*	*	*	44%
English Learners	*	*	*	702	*	*	*	*	*	*	*
Non-English Learners	*	*	*	738	*	*	*	*	*	*	*
Homeless Students	*	*	*	721	*	*	*	*	*	*	22%
Students in Foster Care	*	*	*	708	*	*	*	*	*	*	19%
Military-Connected Students	24	732	732	729	*	*	*	42%	0%	42%	31%
Migrant Students	N	N	N	707	N	N	N	N	N	N	*

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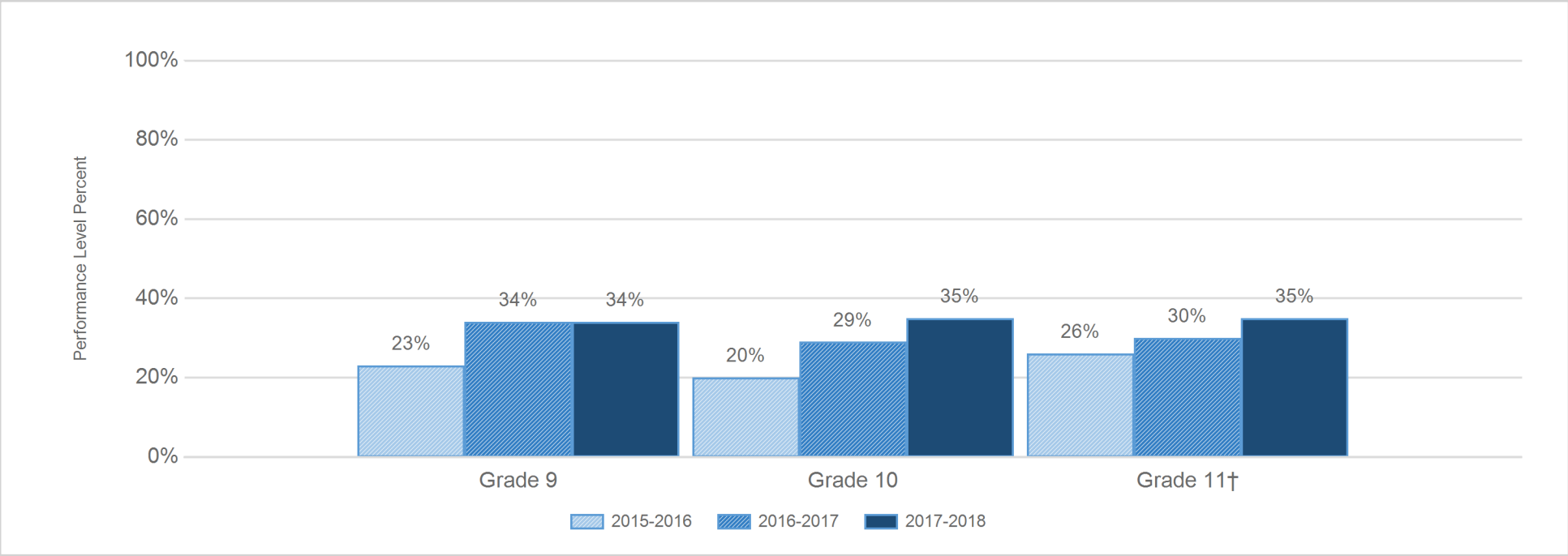
English Language Arts/Literacy Assessment - Performance Trends

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.



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

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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	448	98.3	10.7	26.2	45.0	10.7	11.7	Met Target†
White	239	97.6	13.0	30.6	54.1	13.0	13.4	Met Target†
Hispanic	75	98.7	*	*	29.2	*	9.4	Met Target†
Black or African American	119	99.2	*	*	23.4	*	9.1	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	25.0	40.9	77.0	25.0	**	**
American Indian or Alaska Native	N	N	N	36.4	42.5	N	**	**
Two or More Races	*	*	*	16.2	53.0	*	**	**
Female	234	99.2	*	*	46.0	*		
Male	214	97.4	*	*	43.9	*		
Economically Disadvantaged Students	199	98.5	*	*	26.6	*	9.2	Met Target†
Non-Economically Disadvantaged Students	249	98.2	*	*	55.9	*		
Students with Disabilities	75	96.4	*	13.3	17.1	*	9.3	Met Target†
Students without Disabilities	373	98.7	*	29.1	50.5	*		
English Learners	*	*	*	23.2	24.6	*	**	**
Non-English Learners	*	*	*	26.2	46.9	*		
Homeless Students	*	*	*	*	17.3	*		
Students In Foster Care	*	*	*	*	16.2	*		
Military-Connected Students	41	100.0	14.6	42.8	45.8	14.6		
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	174	718	732	746	*	*	*	*	*	*	46%
White	91	718	733	755	*	*	*	*	*	*	57%
Hispanic	38	722	731	730	*	*	*	*	*	*	27%
Black or African American	40	715	728	727	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	*	746	N	N	N	N	N	N	49%
Two or More Races	*	*	*	755	*	*	*	*	*	*	54%
Female	82	719	733	748	*	*	*	*	*	*	48%
Male	92	717	731	745	*	*	*	*	*	*	44%
Economically Disadvantaged Students	92	716	727	729	*	*	*	*	*	*	25%
Non-Economically Disadvantaged Students	82	720	736	756	*	*	*	*	*	*	57%
Students with Disabilities	42	706	*	716	*	*	*	*	*	*	13%
Students without Disabilities	132	722	*	752	*	*	*	*	*	*	52%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	749	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	16%
Students in Foster Care	*	*	*	712	*	*	*	*	*	*	12%
Military-Connected Students	13	724	743	752	*	*	*	*	*	15%	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	230	717	717	735	*	*	*	*	*	*	30%
White	120	720	720	740	*	*	*	*	*	*	37%
Hispanic	36	721	721	723	*	*	*	*	*	*	14%
Black or African American	68	711	711	719	*	*	*	*	*	*	11%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	760	*	*	*	*	*	*	65%
American Indian or Alaska Native	N	N	N	734	N	N	N	N	N	N	28%
Two or More Races	*	*	*	741	*	*	*	*	*	*	39%
Female	125	718	718	736	*	*	*	*	*	*	30%
Male	105	716	716	734	*	*	*	*	*	*	29%
Economically Disadvantaged Students	95	715	715	722	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	135	719	719	741	*	*	*	*	*	*	38%
Students with Disabilities	39	703	703	713	*	*	*	*	*	*	*
Students without Disabilities	191	720	720	738	*	*	*	*	*	*	*
English Learners	*	*	*	711	*	*	*	*	*	*	*
Non-English Learners	*	*	*	736	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	*
Students in Foster Care	*	*	*	711	*	*	*	*	*	*	*
Military-Connected Students	19	720	720	731	*	*	*	*	*	*	24%
Migrant Students	N	N	N	709	N	N	N	N	N	N	11%

NJ SCHOOL PERFORMANCE REPORT

PEMBERTON TOWNSHIP HIGH SCHOOL
(05-4050-055)
Grades Offered: 09-12
2017-2018

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	173	706	706	727	44%	31%	15%	10%	0%	10%	30%
White	97	708	708	733	40%	32%	15%	12%	0%	12%	35%
Hispanic	19	704	704	710	*	*	*	*	*	11%	14%
Black or African American	52	701	701	705	*	*	*	*	*	*	11%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	766	*	*	*	*	*	*	66%
American Indian or Alaska Native	N	N	N	729	N	N	N	N	N	N	28%
Two or More Races	*	*	*	736	*	*	*	*	*	*	37%
Female	81	704	704	728	*	*	*	*	*	*	30%
Male	92	707	707	727	*	*	*	*	*	*	30%
Economically Disadvantaged Students	65	698	698	709	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	108	710	710	736	*	*	*	*	*	*	37%
Students with Disabilities	29	685	685	693	*	*	*	*	*	*	*
Students without Disabilities	144	710	710	732	*	*	*	*	*	*	*
English Learners	*	*	*	691	*	*	*	*	*	*	*
Non-English Learners	*	*	*	729	*	*	*	*	*	*	*
Homeless Students	*	*	*	703	*	*	*	*	*	*	10%
Students in Foster Care	N	N	N	693	N	N	N	N	N	N	*
Military-Connected Students	21	711	711	717	48%	*	*	*	*	19%	20%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%

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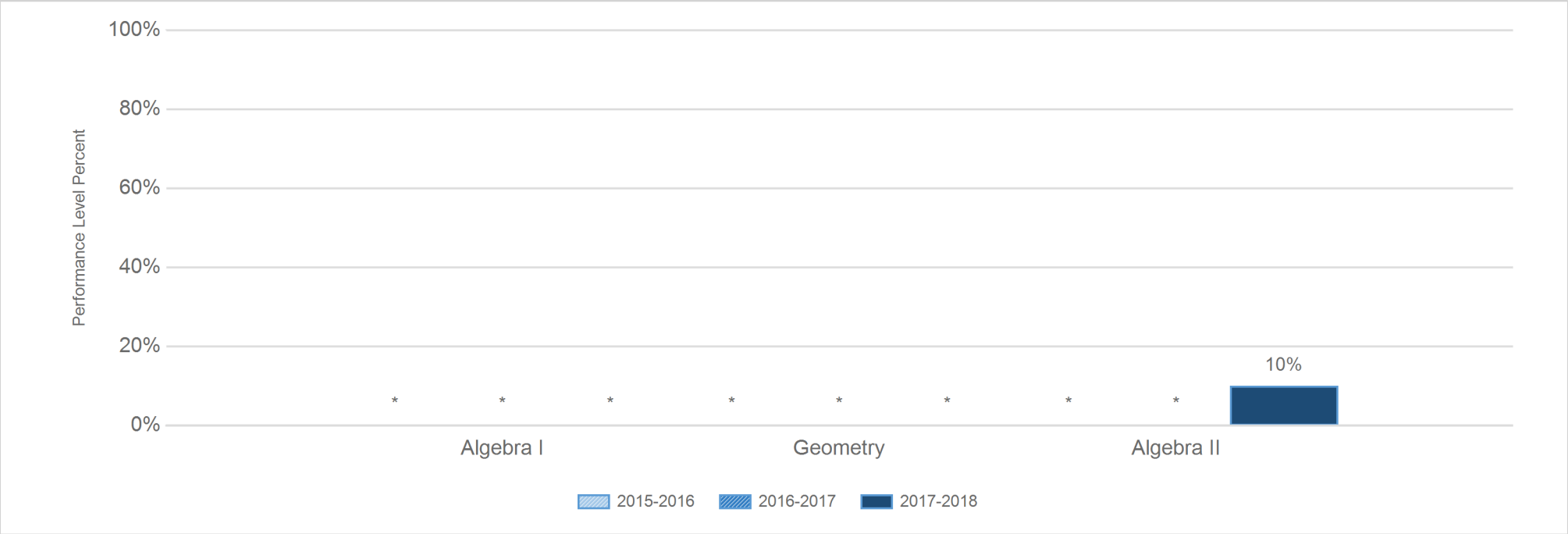
Mathematics Assessment – Performance Trends

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	*	*	*
3-4	*	*	*
5 or more	N	N	N

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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	93.1%	85.0%
12th graders taking SAT in 2017-18 or prior years	53.0%	72.2%
12th graders taking ACT in 2017-18 or prior years	14.2%	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	434	478	Grade 10: 430 Grade 11: 460	45%	62%
PSAT 10/NMSQT - Math	425	478	Grade 10: 480 Grade 11: 510	18%	42%
SAT - Reading and Writing	522	542	480	76%	72%
SAT - Math	494	543	530	34%	54%
ACT - Reading	21	24	22	43%	62%
ACT - English	20	24	18	66%	78%
ACT - Math	20	24	22	37%	62%
ACT - Science	20	23	23	29%	53%

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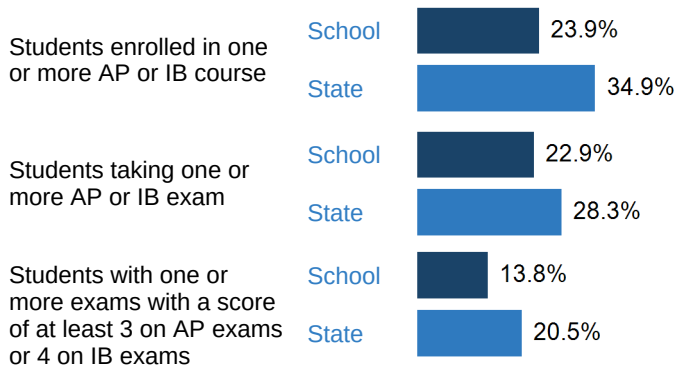
Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (IB)** courses and exams and **dual enrollment** courses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

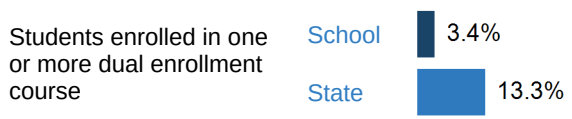
AP/IB Coursework – Participation and Performance

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	10	10
AP Calculus AB	17	17
AP Chemistry	6	6
AP Computer Science A	4	3
AP English Language and Composition	31	31
AP English Literature and Composition	44	43
AP Environmental Science	25	23
AP European History	6	6
AP Music Theory	6	6
AP Physics C: Mechanics	9	8
AP Psychology	16	15
AP Spanish Language	3	3
AP Statistics	20	19
AP Studio Art—Drawing Portfolio	4	4
AP Studio Art—Two-Demensional	4	3
AP U.S. History	13	12

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AP/IB Course	Students Enrolled	Students Tested
AP World History	5	5
Total Exams taken		214
Exams with scores of at least 3 on AP exams or 4 on IB exams		119

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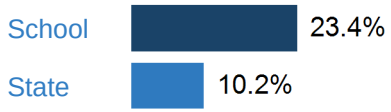
This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit the NJDOE's Career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

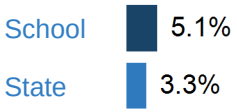
CTE Concentrators
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



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

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	0.0%
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
Agriculture, Food & Natural Resources	39		
Hospitality & Tourism	260		
Total (All Clusters)	299	0	0

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

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	208	60	32	0	0	0	2
10	10	177	66	6	0	0	53
11	1	17	107	42	16	8	54
12	0	5	19	19	21	24	157
Total	219	259	224	67	37	32	266
Enrolled in AP/IB Course					17	20	0
Enrolled in Dual Enrollment Course	0	0	0	4	4	2	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	27	1	0	20	25	222
10	201	40	0	1	1	32
11	27	145	0	10	4	67
12	10	24	0	49	14	95
Total	265	210	0	80	44	416
Enrolled in AP/IB Course	10	6		25	9	0
Enrolled in Dual Enrollment Course	8	0	0	3	4	4

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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	260	19	5	0	0	0
10	29	223	55	1	3	3
11	7	223	6	23	18	6
12	6	46	3	31	17	8
Total	302	511	69	55	38	17
Enrolled in AP/IB Course	5	13	0	16		6
Enrolled in Dual Enrollment Course	0	4	0	6	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	81	32	0	0	40	0	0
10	78	50	0	0	37	0	0
11	49	36	0	0	40	0	0
12	33	16	0	0	26	0	0
Total	241	134	0	0	143	0	0
Enrolled in AP/IB Course	3	0	0	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	2	0	0
Enrolled in Level 3 or Higher	16	20	0	0	31	0	0

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Seal of Biliteracy

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

Language	Students Earning a Seal of Biliteracy
Total	0

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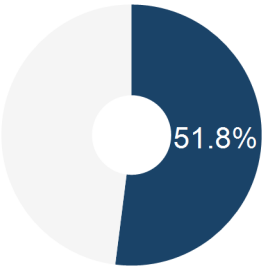
Visual and Performing Arts – Course Participation

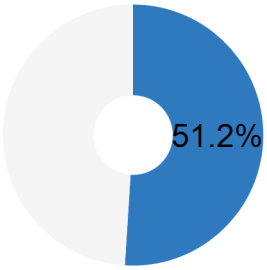
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 9-12:

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

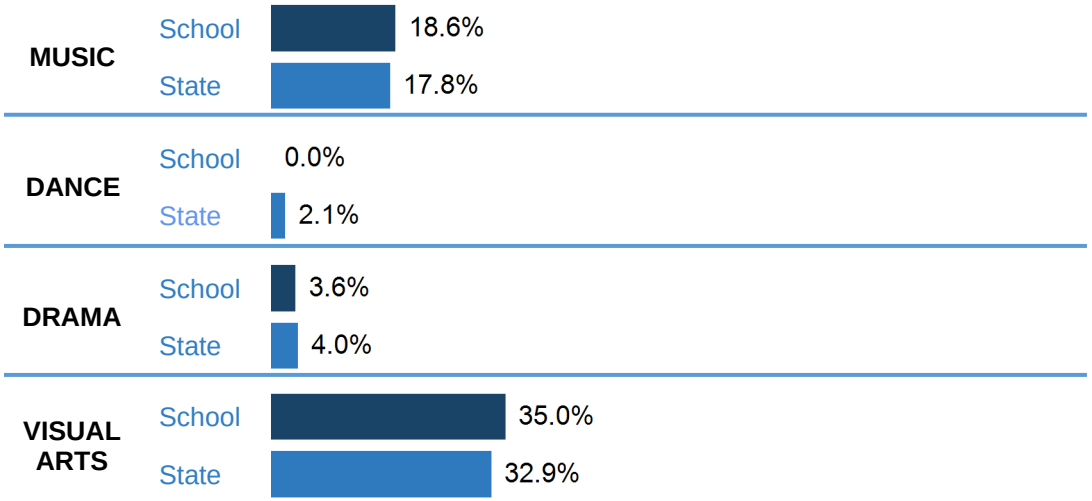


School



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	94.8%	90.9%	91.7%	92.4%	86.4%	90.2%	Not Met	88.6%	89.2%	Not Met
White	93.0%	95.0%	92.0%	95.7%	86.0%	84.7%	Met Target	90.7%	86.9%	Met Target
Hispanic	100.0%	84.8%	100.0%	87.3%	90.9%	93.5%	Not Met	87.1%	95.0%	Not Met
Black or African American	95.3%	84.2%	87.1%	86.8%	83.5%	94.9%	Not Met	86.7%	88.7%	Not Met
Asian, Native Hawaiian or Pacific Islander	*	97.0%	*	97.7%	*	**	**	*	**	**
American Indian or Alaska Native	*	86.5%	*	94.1%	*	**	**	N	N	N
Two or More Races	*	92.0%	N	93.9%	N	N	N	*	**	**
Economically Disadvantaged Students	92.5%	84.6%	92.3%	87.0%	87.5%	90.2%	Not Met	83.7%	88.5%	Not Met
Students with Disabilities	85.5%	80.1%	90.2%	83.5%	78.7%	91.5%	Not Met	83.6%	86.7%	Not Met
English Learners	*	75.8%	*	81.8%	*	**	**	*	**	**
Homeless Students	*	72.6%	*	79.1%	*			*		
Students in Foster Care	*	62.6%	*	64.9%						

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

Graduation Pathways

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

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
PARCC Assessment	45.8%	24.4%
Substitute Competency Test	25.5%	40.2%
Portfolio Appeals Process	13.3%	19.6%
Alternate Requirements specified in IEP	6.3%	6.6%
Unknown	9.2%	9.2%

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	94.8%	-
2017	86.4%	91.7%
2016	86.1%	88.6%

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	0.4%	1.2%
2016-2017	0.9%	1.1%
2015-2016	1.0%	1.2%

NJ SCHOOL PERFORMANCE REPORT

PEMBERTON TOWNSHIP HIGH SCHOOL
(05-4050-055)
Grades Offered: 09-12
2017-2018

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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	51%	48.9%	51.1%
White	46.3%	62.9%	37.1%
Hispanic	59.4%	52.6%	47.4%
Black or African American	53.7%	29.5%	70.5%
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	*	*	*
Two or More Races	*	*	*
Economically Disadvantaged Students	46.1%	40.4%	59.6%
Students with Disabilities	13.5%	71.4%	28.6%
English Learners	*	*	*

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	54.7%	60.2%	39.8%	82%	18%	75.8%	24.2%
White	52.4%	66.7%	33.3%	87.9%	12.1%	83.3%	16.7%
Hispanic	46.4%	53.8%	46.2%	76.9%	23.1%	61.5%	38.5%
Black or African American	57.4%	43.6%	56.4%	71.8%	28.2%	69.2%	30.8%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	50%	59.5%	40.5%	85.7%	14.3%	78.6%	21.4%
Students with Disabilities	31.3%	80%	20%	93.3%	6.7%	86.7%	13.3%
English Learners	*	*	*	*	*	*	*

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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.

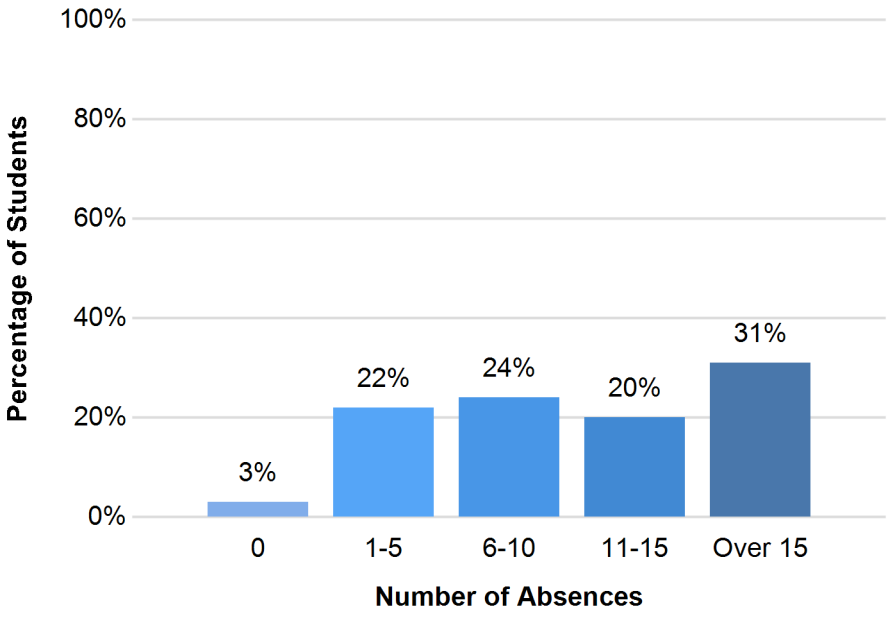
Chronic Absenteeism

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	255	24.9	14.9	Not Met
White	144	26.4	14.9	Not Met
Hispanic	38	25.3	14.9	Not Met
Black or African American	66	22.1	14.9	Not Met
Asian, Native Hawaiian, or Pacific Islander	6	27.3	14.9	Not Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Economically Disadvantaged Students	127	29.9	14.9	Not Met
Students with Disabilities	81	35.4	14.9	Not Met
English Learners	*	*	**	**

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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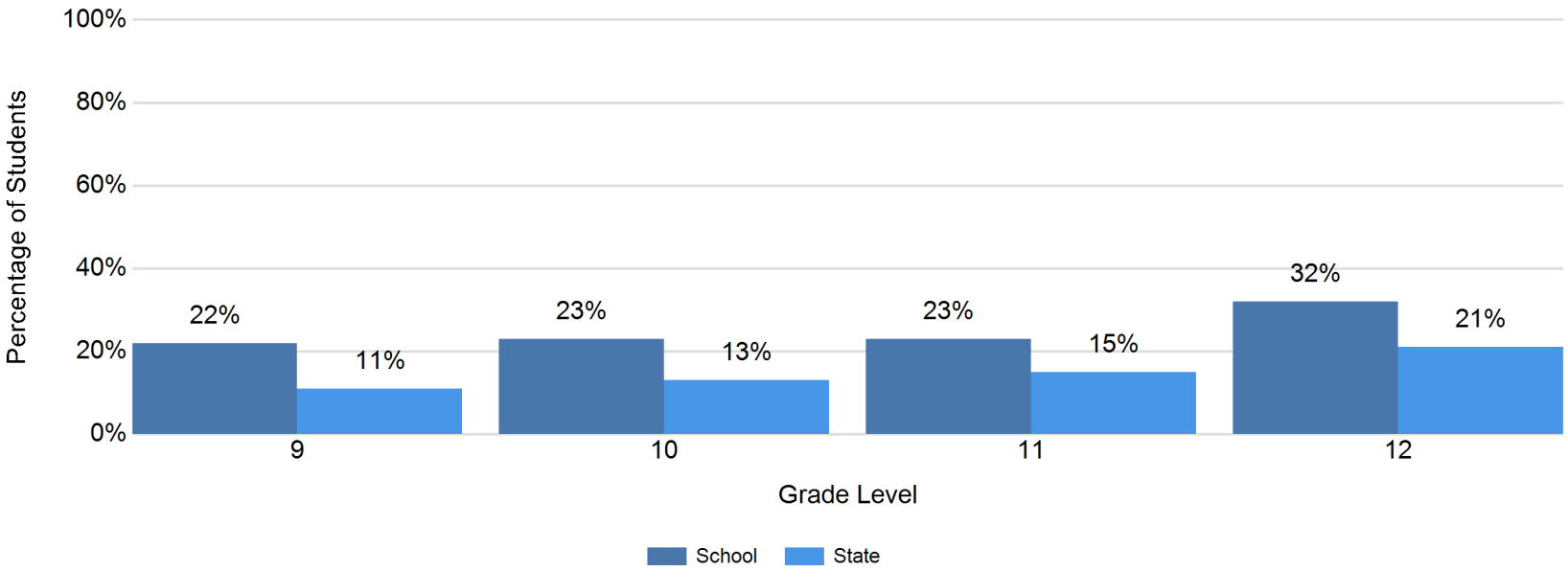
Chronic Absenteeism by Grade

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	18
Weapons	1
Vandalism	4
Substances	4
Harassment, Intimidation, Bullying (HIB)	16
Total Unique Incidents	40
Incidents Per 100 Students Enrolled	4.12

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	4
Weapons	1
Vandalism	0
Substances	3
Harassment, Intimidation, Bullying (HIB)	1
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	5	5
Religion	0	2	2
Ancestry	0	4	4
Gender	3	2	5
Sexual Orientation	2	4	6
Disability	0	2	2
Other	2	7	9
No Identified Nature	21		21

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	*	*
Out-of-School Suspensions	27	2.8%
Any Suspension	32	3.3%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
125

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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	7:20 AM
Typical End Time	2:05 PM
Length of School Day	6 Hrs 45 Mins
Full Time - Instructional Time	6 Hrs 8 Mins
Shared Time - Instructional Time	N

Device Ratios

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

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

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)	$817	$19,196	$20,013

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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	98	117,464
Average years experience in public schools	15.7	12.0
Average years experience in district	14.1	10.7
Teachers in district for 4 or more years	77.6%	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	35	9,374
Average years experience in public schools	16.5	16.0
Average years experience in district	10.6	12.0
Administrators in district for 4 or more years	68.6%	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	10:1	10:1
Students to Administrators	108:1	135:1
Teachers to Administrators	11:1	13:1
Students to Librarians/Media Specialists		1570:1
Students to Nurses		362:1
Students to Counselors		277:1
Students to Child Study Team		214:1

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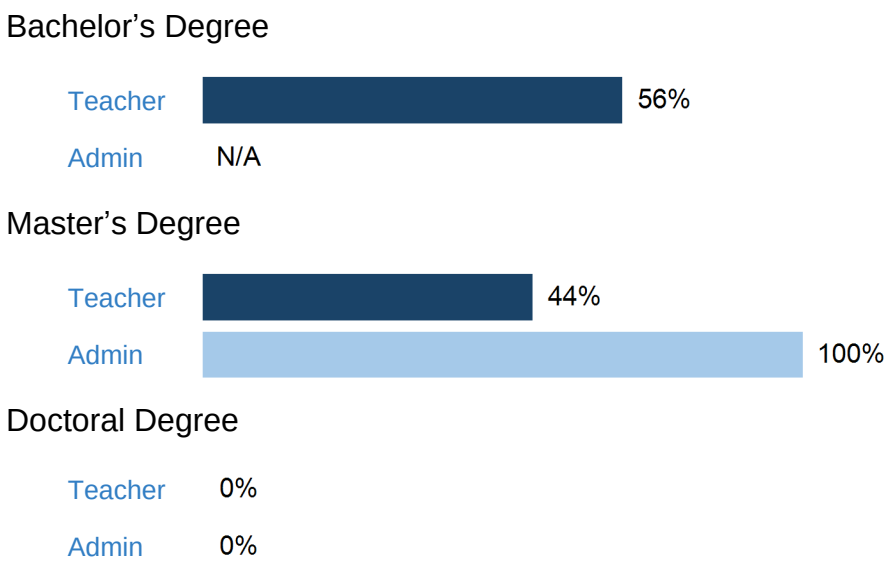
Teachers and Administrators - Level of Education

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	91.3%	90.2%
2016-17 Administrators: Same district 2017-18	97.1%	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	94.7%

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Teachers and Administrators – Demographics

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

Category	Teachers	Administrators
Female	58.2%	55.6%
Male	41.8%	44.4%
White	89.8%	66.7%
Hispanic	3.1%	0.0%
Black or African American	7.1%	33.3%
Asian	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%

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

Comprehensive Status

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

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

Targeted Status

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

Student Group	Requires Targeted Support during the 2019-20 School Year	Eligible to exit status in January 2021	Eligible to exit status in January 2022
Any Student Groups	Yes	Yes	No
White	Yes		
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	22.35	17.5%
Mathematics Proficiency	14.33	17.5%
Graduation Rate - 4-Year	21.78	25.0%
Graduation Rate - 5-Year	21.26	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	11.21	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	18.86	n/a
Summative Rating: Percentile Rank of Summative Score	12.61	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†	Not Met	Not Met	**	Not Met	No
White	9.73	8.94	No	Met Target	Met Target†	Met Target	Met Target	n/a	Not Met	No
Hispanic	33.46	8.94	No	Met Target	Met Target†	Not Met	Not Met	n/a	Not Met	No
Black or African American	33.23	8.94	No	Met Target	Met Target†	Not Met	Not Met	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	n/a	Not Met	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	N	**	n/a	**	No
Economically Disadvantaged Students	30.10	8.94	No	Met Target	Met Target†	Not Met	Not Met	n/a	Not Met	No
Students with Disabilities	35.06	8.94	No	Met Target†	Met Target†	Not Met	Not Met	n/a	Not 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:	• All students are provided with a district Chromebook. This 1:1 program provides students with equal access to their own internet-ready device and is designed to nurture Future Ready skills. • Pemberton JROTC is designated as an Honor Unit with Distinction, Awarded by the US Army JROTC. JROTC students competitively participate in Drill Team, Air Rifle Team, Raider Team, and Color Guard. • Students have the opportunity to participate in specialized learning academies: Medical Arts, Fine Arts and Musical Experience, and A-STEM. We offer 8 Career and Technical Education programs.
Mission, Vision, Theme:	Pemberton Learning Community: Pursuing Excellence Once Child at a Time. Pemberton Township Schools serves over 5,000 students from Pemberton Township, Pemberton Borough and Joint Base McGuire-Dix-Lakehurst. As the capstone of the district's 11 schools, Pemberton Township High School provides exemplary education for over 1,000 students in grades 9 through 12. At Pemberton Township High School, we focus on the whole child. We support students academically, socially, and emotionally. We utilize a comprehensive character education program that focuses on the core values of perseverance, empathy, integrity, and gratitude. As a school, we utilize the Future Ready Framework which emphasizes collaborative leadership and creating an innovative school culture. Staff members are trained to utilize Trauma Informed Strategies as well as Restorative practices to support students.
Awards, Recognition, Accomplishments:	Student achievement is recognized throughout the year, including honoring high achieving students inducted into our National Honor Society and recognizing students at our annual AP Kickoff Celebration. Students also excel in athletics and the arts: students have been selected to the prestigious All-South Jersey Region III Chorus, our sports teams have achieved various titles, numerous students have earned collegiate athletic scholarships, and art students have garnered many awards in the local and regional competitions. Students in Future Business Leaders of America (FBLA) and HOSA Future Health Professionals have qualified and competed in national competitions.

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Courses, Curriculum, Instruction:	PTHS is a comprehensive high school with a rigorous academic curriculum. We offer over 35 Advanced Placement (AP) and Honors level courses. PTHS has partnered with Rowan College at Burlington County to offer Dual Enrollment courses and College Acceleration Program (CAP) courses, allowing students to earn both high school and college credits. We offer a robust selection of career and technical education courses and school-to-work programs, including auto mechanics, culinary arts, baking, horticulture, fashion design, graphic arts, nursing, and TV video production. CTE programs allow students to earn industry-valued credentials. Our AVID (Advancement Via Individual Determination) Program prepares students for career and college readiness. AVID's mission is to close the achievement gap by preparing all students to succeed in education and a global society. At PTHS, we are designated as an AVID school of distinction.
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Boys & Girls), Cheerleading (Boys & Girls), Cross Country (Boys & Girls), Field Hockey (Girls), Football (Boys), Golf (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Coed), Wrestling (Boys) Realizing that interscholastic sports make a rich contribution to a student's education, Pemberton Township High School aims to provide an extensive athletic program. The school provides athletic teams on the varsity, junior varsity, and freshman levels. Our athletic programs encourage success both on and off the field by fostering teamwork, sportsmanship, academics, school pride, and community service. Become a part of a proud Hornet tradition!
Clubs and Activities:	Co-curricular activities are a necessary and important part of the Pemberton Township High School community. At PTHS, we offer over 35 student clubs and activities. Students have the opportunity to compete in regional, state, and national competitions ranging from Future Business Leaders of America to Future Farmers of America. Students compete at statewide competitions including Skills USA. Clubs and activities are developed and focused on student interest and needs.

NJ SCHOOL PERFORMANCE REPORT

PEMBERTON TOWNSHIP HIGH SCHOOL
(05-4050-055)
Grades Offered: 09-12
2017-2018

Report Key:
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****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

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Staff and Professional Learning:	Professional development is embedded throughout the day. Teacher Tech Academy provides professional development opportunities for teachers that support the 1:1 environment, and focuses training on the use of technology in the classroom. Teachers are also involved in the National Math and Science Initiative and AP training that equips educators with the content knowledge and instructional strategies to set high expectations and shift students to advanced levels. Staff members spend time learning about Trauma-Informed Strategies to support students both in and outside of the classroom. As a school, we are recognized as a Highly Certified School by the organization Advancement Via Individual Determination (AVID). We earned this designation by implementing teaching strategies that support differentiated instruction, and strategies that close the achievement gap by preparing all students for college readiness and success in a global society.
Postsecondary Information:	Pemberton Township High School utilizes the program Naviance to support students in their post-high school decisions. By matching students to colleges based on the students' interests and goals, and comparing admissions rates at students' top college choices, the Naviance college planning tools allow students and families to make informed decisions. We host an annual college fair that provides students the opportunity to meet with college admission officers at the high school, and a college readiness night to answer questions about financial aid and college preparedness. Alumni currently attending college return to host an alumni panel to share their real world experience and answer current students' questions. Future plans for students include two and four-year colleges and universities, branches of the military service, and business and trade schools.

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Parent and Community Involvement:	Pemberton Township High School utilizes the platform Genesis and the parent portal. The Genesis Parent Portal enables families to access their child's grades, attendance, interim progress reports, report cards, and other important information online. Web access to the Parent Portal is completely secure. Access is set up for individual families, and limited to their child's records only. We encourage active parent participation in student learning and establish regular, meaningful communication between home and school. One of our primary goals is to collaborate with parents to ensure that children have a supportive learning environment at school and at home. We invite parents to act as full partners in making school decisions that affect their children and families.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers Pemberton Township High School administers a climate survey annually. The survey gathers information on school conditions and allows the school to focus attention on quality teacher-student relationships as well as peer relationships. We identify our strengths, as well as areas that need to be improved. Information collected allows us to measure our progress toward school improvement goals, and is also used by the school safety team. Surveys are distributed to students, parents and staff members. As a school, we develop teams of students, staff, and parents to make recommendations as it relates to our survey. Our school safety team meets monthly, and is comprised of building administration, parents, and students working together to determine best practices to ensure that our school makes the recommended improvements.
Facilities:	Pemberton Township High School built in 1975 and expanded in 1991. This past summer both girls and boys locker rooms were updated with new rubber antimicrobial flooring throughout the locker room, new tile flooring and plumbing fixtures in the bathrooms and shower areas, and new partitions throughout the locker rooms. The locker rooms were painted throughout. Also at the high school, a new sodded V soccer field was installed giving the Pemberton athletes the safest, best possible playing surface possible. We provided our students in the Arts with a brand new stage performance floor and improved lighting with LED lights in two main foyer areas.