



Indian Hills High School
 (03-4300-030)
 Grades Offered: 09-12
 2018-2019

Report Key:
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 ** 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

Notes from the New Jersey Department of Education:



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School Contact Information

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

Type	Contact Information
County	Bergen
District	Ramapo Indian Hills Regional High School District
Principal Name	Dr. Gregory Vacca
Address	97 YAWPO AVE OAKLAND, NJ 07436-2740
Phone Number	201-337-0100
Email Address	gvacca@rih.org
Website	http://indianhills.rih.org
Twitter	https://twitter.com/IHHSPrincipalNJ



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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

Enrollment Trends by Student Group

Enrollment by Racial and Ethnic Group

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
9	247	269	252
10	289	251	268
11	302	292	246
12	294	298	291
Total	1,132	1,110	1,057

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	52.0%	52.5%	54.1%
Male	48.0%	47.5%	45.9%
Economically Disadvantaged Students	1.5%	2.5%	2.0%
Students with Disabilities	16.8%	18.6%	18.2%
English Learners	0.6%	0.9%	1.2%
Homeless Students	0.0%	0.0%	0.0%
Students in Foster Care	0.0%	0.1%	0.1%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	86.8%	85.8%	84.3%
Hispanic	6.9%	6.8%	7.3%
Black or African American	0.9%	0.9%	0.9%
Asian	3.1%	4.1%	4.4%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	2.3%	2.4%	3.1%

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	2016-17	2017-18	2018-19
Full Time Students	1,132	1,109	1,056
Shared Time Students	0	2	2
Full Time Equivalent	1,132	1,110	1,057

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	94.9%
Spanish	1.7%
Other Languages	3.4%

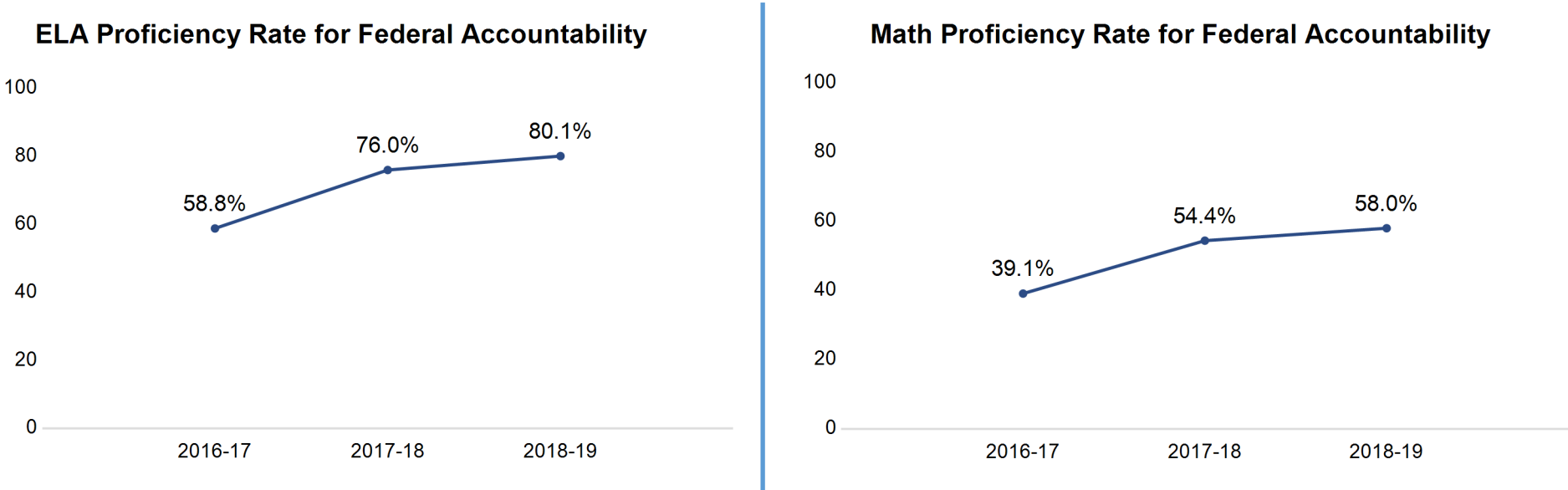


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English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	83.8%	99.8%	98.8%	82.4%	99.6%	98.8%
Proficiency Rate for Federal Accountability	58.8%	76.0%	80.1%	39.1%	54.4%	58.0%
Annual Target	30.7%	33.3%	35.9%	26.2%	29.1%	31.9%
Met Annual Target?	Met Target	Met Target	Met Goal	Met Target	Met Target	Met Target
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	507	98.8	80.1	82.7	57.9	80.1	35.9	Met Goal
White	420	98.8	81.0	83.0	66.9	81.0	35.7	Met Goal
Hispanic	37	97.4	67.6	68.7	43.9	67.6	34.4	Met Target
Black or African American	*	*	*	60.0	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	26	100.0	92.3	95.2	82.9	92.3	71	Met Goal
American Indian or Alaska Native	N	N	N	N	56.0	N	**	**
Two or More Races	*	*	*	88.5	64.4	*	**	**
Female	280	99.3	88.2	90.1	64.8	88.2		
Male	227	98.3	70.0	74.5	51.3	70.0		
Economically Disadvantaged Students	10	100.0	40.0	*	40.0	40.0	**	**
Non-Economically Disadvantaged Students	497	98.8	80.9	*	67.9	80.9		
Students with Disabilities	95	96.0	38.9	43.1	22.7	38.9	25.3	Met Target
Students without Disabilities	412	99.5	89.6	90.1	65.1	89.6		
English Learners	*	*	*	*	29.3	*	**	**
Non-English Learners	*	*	*	*	60.6	*		
Homeless Students	N	N	N	N	29.1	N		
Students In Foster Care	*	*	*	*	27.6	*		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

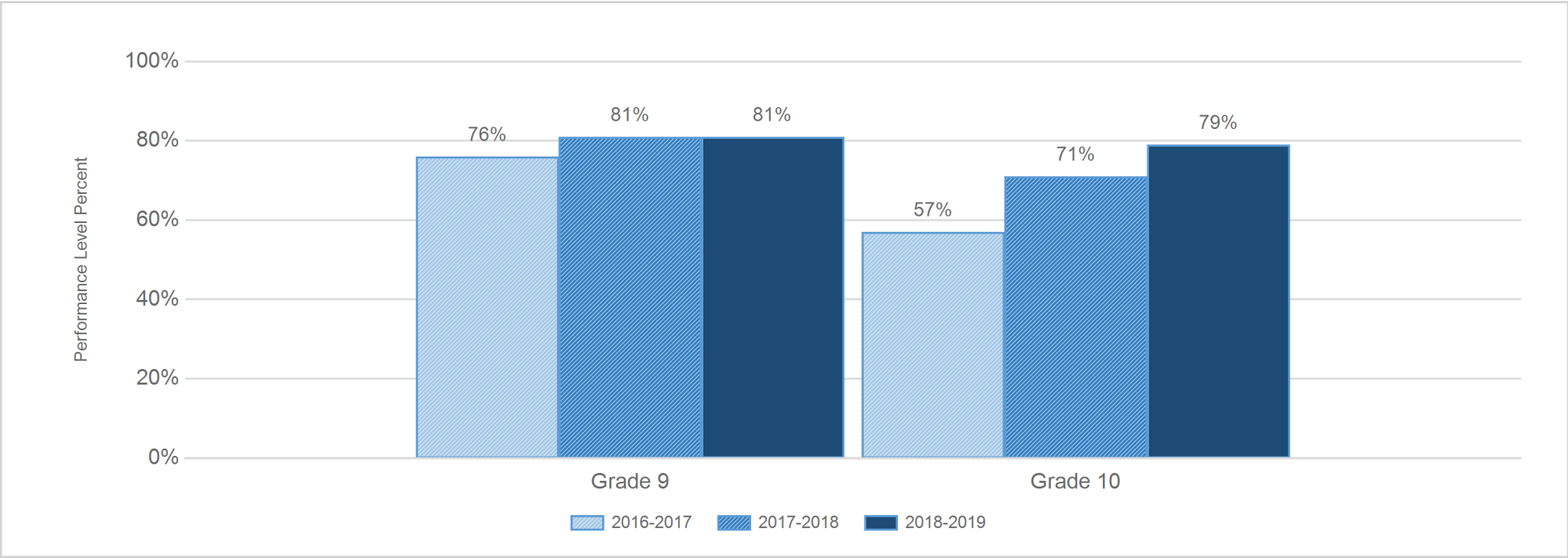


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English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





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English Language Arts Assessment - Performance by Grade: Grade 9

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	244	778	781	753	*	*	9%	39%	43%	81%	56%
White	203	780	781	762	*	*	8%	39%	43%	82%	65%
Hispanic	18	754	754	737	*	*	*	*	*	67%	40%
Black or African American	*	*	*	732	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	783	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	754	N	N	N	N	N	N	57%
Two or More Races	13	784	*	761	*	0%	0%	*	*	92%	63%
Female	138	788	789	760	*	*	*	36%	54%	90%	63%
Male	106	765	770	746	*	*	*	42%	28%	70%	49%
Economically Disadvantaged Students	*	*	758	734	*	*	*	*	*	*	36%
Non-Economically Disadvantaged Students	*	*	781	762	*	*	*	*	*	*	65%
Students with Disabilities	38	735	743	717	*	*	26%	*	*	34%	17%
Students without Disabilities	206	786	787	760	*	*	5%	*	*	90%	63%
English Learners	*	*	*	693	*	*	*	*	*	*	*
Non-English Learners	*	*	*	755	*	*	*	*	*	*	*
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	22%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	56%
Migrant Students	N	N	N	715	N	N	N	N	N	N	23%



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English Language Arts Assessment - Performance by Grade: Grade 10

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	258	786	789	757	4%	5%	11%	30%	50%	79%	58%
White	212	786	789	767	*	*	12%	32%	48%	80%	67%
Hispanic	19	763	774	738	*	0%	*	*	*	68%	43%
Black or African American	*	*	*	733	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	18	819	810	792	0%	0%	0%	*	*	100%	84%
American Indian or Alaska Native	N	N	N	754	N	N	N	N	N	N	56%
Two or More Races	*	*	*	766	*	*	*	*	*	*	65%
Female	141	795	797	766	*	*	8%	29%	58%	87%	66%
Male	117	776	780	749	*	*	15%	31%	39%	70%	51%
Economically Disadvantaged Students	*	*	*	735	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	*	767	*	*	*	*	*	*	67%
Students with Disabilities	51	739	743	711	*	*	33%	*	*	39%	19%
Students without Disabilities	207	798	797	765	*	*	6%	*	*	89%	65%
English Learners	*	*	*	687	*	*	*	*	*	*	*
Non-English Learners	*	*	*	760	*	*	*	*	*	*	*
Homeless Students	N	N	N	723	N	N	N	N	N	N	32%
Students in Foster Care	N	N	N	710	N	N	N	N	N	N	22%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	710	N	N	N	N	N	N	10%



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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	479	98.8	58.0	60.7	44.5	58.0	31.9	Met Target
White	401	98.8	57.1	60.1	54.1	57.1	32.1	Met Target
Hispanic	35	97.2	48.6	45.3	28.8	48.6	26.9	Met Target
Black or African American	*	*	*	*	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	22	100.0	86.4	83.9	76.5	86.4	80	Met Goal
American Indian or Alaska Native	N	N	N	N	42.7	N	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	266	98.9	59.4	60.0	44.9	59.4		
Male	213	98.6	56.3	61.5	44.2	56.3		
Economically Disadvantaged Students	*	*	*	31.3	26.3	*	**	**
Non-Economically Disadvantaged Students	*	*	*	61.1	54.9	*		
Students with Disabilities	85	96.6	18.8	22.9	17.4	18.8	15.7	Met Target
Students without Disabilities	394	99.2	66.5	67.4	50.0	66.5		
English Learners	*	*	*	*	25.0	*	**	**
Non-English Learners	*	*	*	*	46.5	*		
Homeless Students	N	N	N	N	17.1	N		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

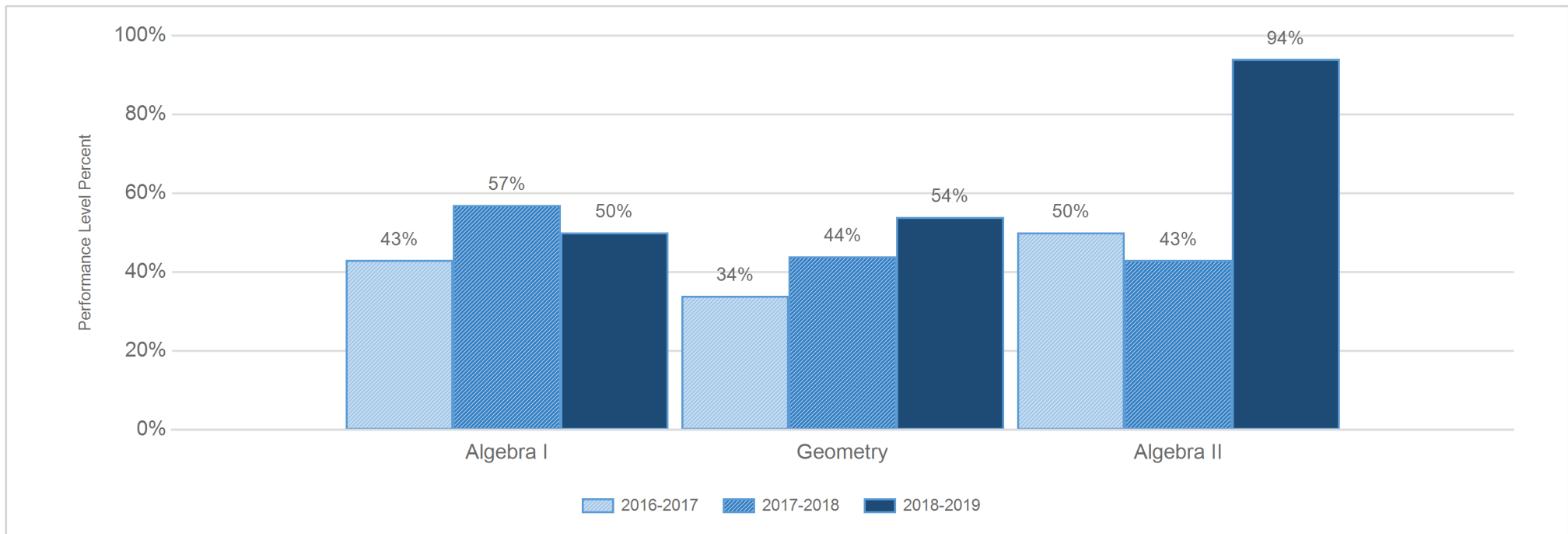


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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



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Mathematics Assessment - Performance by Test: Algebra I

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

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	215	748	750	744	5%	22%	23%	*	*	50%	42%
White	185	749	750	752	*	21%	23%	*	*	51%	53%
Hispanic	20	737	736	728	*	*	*	*	*	35%	24%
Black or African American	*	*	*	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	*	*	*	752	*	*	*	*	*	*	51%
Female	111	752	753	745	*	16%	29%	*	*	54%	44%
Male	104	743	747	743	*	29%	17%	*	*	45%	41%
Economically Disadvantaged Students	*	*	738	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	750	752	*	*	*	*	*	*	52%
Students with Disabilities	57	725	731	717	*	47%	25%	*	*	16%	12%
Students without Disabilities	158	756	757	748	*	13%	23%	*	*	62%	47%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	14%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%



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Mathematics Assessment - Performance by Test: Geometry

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

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	181	751	752	737	*	6%	37%	*	*	54%	35%
White	152	750	751	743	*	*	39%	*	*	53%	43%
Hispanic	11	755	*	724	0%	*	*	*	*	55%	17%
Black or African American	*	*	*	720	*	*	*	*	*	*	14%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	762	*	*	*	*	*	*	70%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	37%
Two or More Races	*	*	*	745	*	*	*	*	*	*	46%
Female	109	750	750	738	*	*	39%	*	*	51%	36%
Male	72	752	753	736	*	*	33%	*	*	58%	34%
Economically Disadvantaged Students	*	*	*	722	*	*	*	*	*	*	16%
Non-Economically Disadvantaged Students	*	*	*	743	*	*	*	*	*	*	43%
Students with Disabilities	21	730	731	712	*	*	*	*	*	29%	*
Students without Disabilities	160	753	754	741	*	*	*	*	*	58%	*
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	181	751	752	738	*	6%	37%	*	*	54%	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	739	N	N	N	N	N	N	35%
Migrant Students	N	N	N	711	N	N	N	N	N	N	19%



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Mathematics Assessment - Performance by Test: Algebra II

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

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	77	779	771	755	0%	*	*	*	*	94%	58%
White	58	779	769	758	0%	0%	*	*	*	93%	62%
Hispanic	*	*	*	731	*	*	*	*	*	*	34%
Black or African American	N	N	*	725	N	N	N	N	N	N	27%
Asian, Native Hawaiian, or Pacific Islander	10	779	783	777	0%	0%	0%	*	*	100%	80%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	55%
Two or More Races	*	*	*	761	*	*	*	*	*	*	65%
Female	43	773	767	752	0%	*	*	*	*	95%	55%
Male	34	787	774	758	0%	*	*	*	*	91%	62%
Economically Disadvantaged Students	N	N	*	729	N	N	N	N	N	N	32%
Non-Economically Disadvantaged Students	77	779	*	761	0%	*	*	*	*	94%	65%
Students with Disabilities	N	N	*	715	N	N	N	N	N	N	25%
Students without Disabilities	77	779	*	756	0%	*	*	*	*	94%	60%
English Learners	N	N	N	696	N	N	N	N	N	N	11%
Non-English Learners	77	779	771	755	0%	*	*	*	*	94%	59%
Homeless Students	N	N	N	717	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	715	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	39%
Migrant Students	N	N	N	*	N	N	N	N	N	N	*



Indian Hills High School
(03-4300-030)
Grades Offered: 09-12
2018-2019

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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) 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. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 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	10	*	*
3-4	*	*	*
5 or more	N	N	N



Indian Hills High School
(03-4300-030)
Grades Offered: 09-12
2018-2019

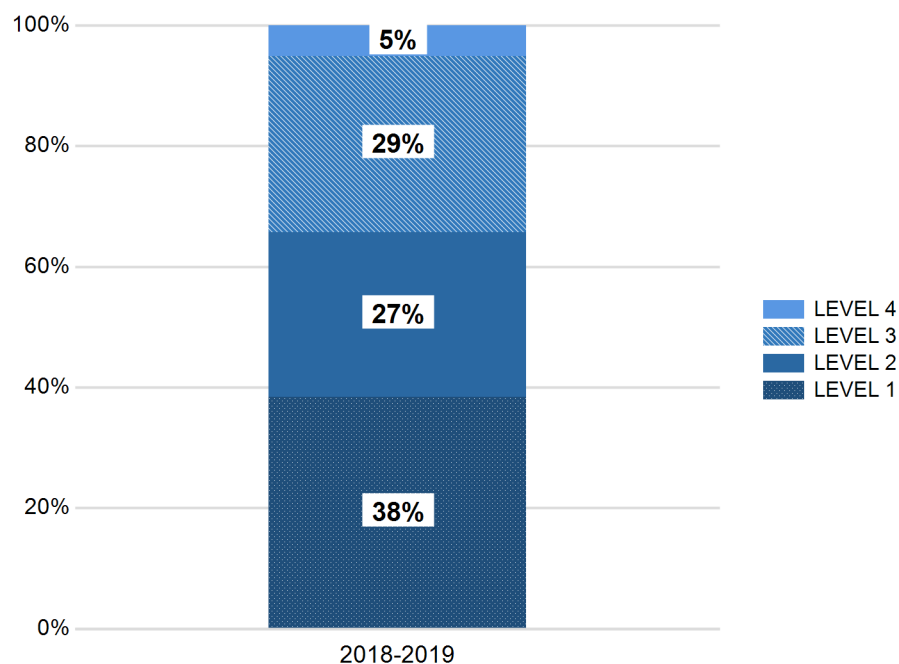
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the [assessment reports page](#) for DLM results.

NJSLA Science Assessment: Grade 11 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 11

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	38	27	29	5
White	39	26	30	5
Hispanic	47	33	20	0
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	38	28	29	6
Male	39	26	29	5
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	*	*	*	*
Students with Disabilities	74	18	5	3
Students without Disabilities	31	29	34	6
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



Indian Hills High School
 (03-4300-030)
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 2018-2019

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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 2018-19. 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 2018-19	45.1%	84.5%
12th graders taking SAT in 2018-19 or prior years	78.0%	72.1%
12th graders taking ACT in 2018-19 or prior years	60.1%	19.6%

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	546	476	Grade 10: 430 Grade 11: 460	88%	61%
PSAT 10/NMSQT - Math	523	477	Grade 10: 480 Grade 11: 510	66%	43%
SAT - Reading and Writing	587	539	480	91%	70%
SAT - Math	574	541	530	69%	53%
ACT - Reading	25	25	22	69%	66%
ACT - English	25	24	18	87%	81%
ACT - Math	23	24	22	59%	65%
ACT - Science	23	24	23	59%	57%



Indian Hills High School
(03-4300-030)
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2018-2019

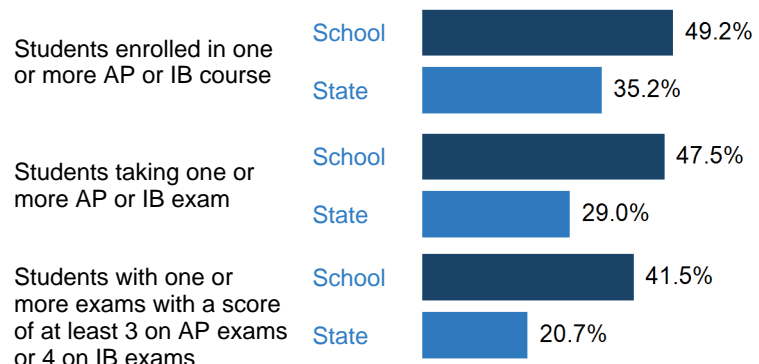
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate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

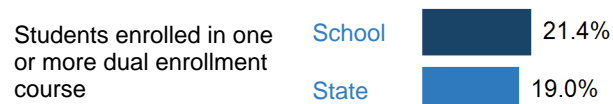
AP/IB Coursework – Participation and Performance

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 of 11th and 12th graders who were 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	15	15
AP Calculus AB	35	28
AP Calculus BC	16	14
AP Chemistry	14	14
AP Computer Science Principles	13	11
AP English Language and Composition	95	94
AP English Literature and Composition	85	80
AP European History	23	21
AP French Language and Culture	5	4
AP Macroeconomics	56	53
AP Microeconomics	0	3
AP Music Theory	5	5
AP Physics 1	0	43
AP Physics 2	0	10
AP Physics B	55	0
AP Physics C	9	0



Indian Hills High School
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 2018-2019

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AP/IB Course	Students Enrolled	Students Tested
AP Physics C: Electricity and Magnetism	0	9
AP Physics C: Mechanics	0	9
AP Psychology	27	25
AP Spanish Language	14	13
AP Statistics	16	16
AP Studio Art—Drawing Portfolio	7	1
AP Studio Art—Two-Demensional	0	6
AP U.S. Government and Politics	0	1
AP U.S. History	118	43
Total Exams taken		518
Exams with scores of at least 3 on AP exams or 4 on IB exams		440



Indian Hills High School
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2018-2019

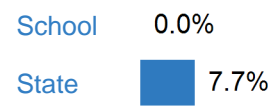
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This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education 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 in grades 9 through 12 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)



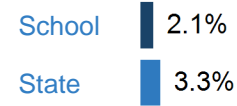
CTE Concentrators
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

The graph below shows the percentage of students in grades 9 through 12 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





Indian Hills High School
(03-4300-030)
Grades Offered: 09-12
2018-2019

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Career and Technical Education Participation by Student Group

This table shows the percentage of students, both overall and by student group, in grades 9 through 12 who were enrolled in courses in approved Career and Technical Education (CTE) programs. CTE participants have completed only one course in an approved CTE program. CTE concentrators have completed two or more courses in a single approved CTE program and/or have completed the entire CTE program. Students enrolled in shared-time CTE programs in a county vocational school district are included in the percentages for both the county vocational school and their sending high school.

Student Group	School: % CTE Participants	School: % CTE Concentrators	State: % CTE Participants	State: % CTE Concentrators
Schoolwide	0.0%	*	7.7%	10.3%
White	0.0%	*	6.1%	9.6%
Hispanic	0.0%	0.0%	10.3%	11.3%
Black or African American	0.0%	0.0%	9.0%	11.2%
Asian, Native Hawaiian, or Pacific Islander	0.0%	0.0%	5.8%	9.3%
American Indian or Alaska Native	N	N	10.3%	12.7%
Two or More Races	0.0%	0.0%	6.8%	12.1%
Female	0.0%	*	7.3%	10.6%
Male	0.0%	*	8.0%	10.1%
Economically Disadvantaged Students	0.0%	0.0%	10.4%	11.8%
Students with Disabilities	0.0%	*	6.6%	9.2%
English Learners	0.0%	0.0%	8.7%	3.2%
Homeless Students	N	N	8.1%	6.6%
Students In Foster Care	*	*	6.4%	5.0%
Military-Connected Students	N	N	9.7%	13.3%
Migrant Students	N	N	10.4%	*



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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



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
Human Services	*		
Total (All Clusters)	*	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	171	55	11	0	0	0	25
10	55	167	68	12	1	0	9
11	5	12	138	75	11	0	10
12	2	1	16	61	90	56	72
Total	233	235	233	148	102	56	116
Enrolled in AP/IB Course					48	16	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	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	186	23	0	0	0	41
10	67	197	0	0	0	34
11	3	34	0	0	202	38
12	137	20	0	0	30	89
Total	393	274	0	0	232	202
Enrolled in AP/IB Course	15	14		0	64	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	250	0	0	0	0	22
10	2	265	19	0	0	7
11	0	242	30	36	8	11
12	0	10	47	52	19	96
Total	252	517	96	88	27	136
Enrolled in AP/IB Course	0	118	56	27		23
Enrolled in Dual Enrollment Course	0	42	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	136	28	51	0	0	1	0
10	175	28	53	0	0	6	0
11	144	45	20	0	0	0	0
12	78	12	14	0	0	1	0
Total	533	113	138	0	0	8	0
Enrolled in AP/IB Course	14	5	0	0	0	0	0
Enrolled in Dual Enrollment Course	28	45	0	0	0	1	0
Enrolled in Level 3 or Higher	180	60	31	0	0	1	0



Indian Hills High School
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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.

Computer Science and Information Technology – Course Participation

This table shows the number of students who were enrolled in Computer Science and Information Technology (IT) 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	Computer Programming	Computing Systems	Other Computer Science	Networking	Information Systems	Other IT
9	1	0	0	0	0	0
10	1	0	0	0	0	0
11	1	0	3	0	0	0
12	4	0	10	0	0	0
Total	7	0	13	0	0	0
Enrolled in AP/IB Course	0		13			0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0



Indian Hills High School
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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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(03-4300-030)
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2018-2019

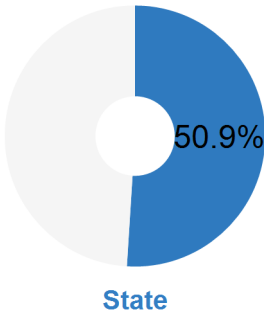
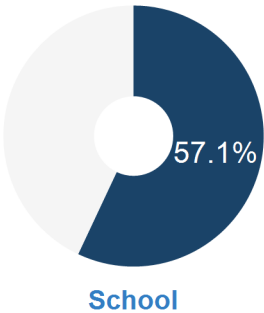
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Visual and Performing Arts – Course Participation

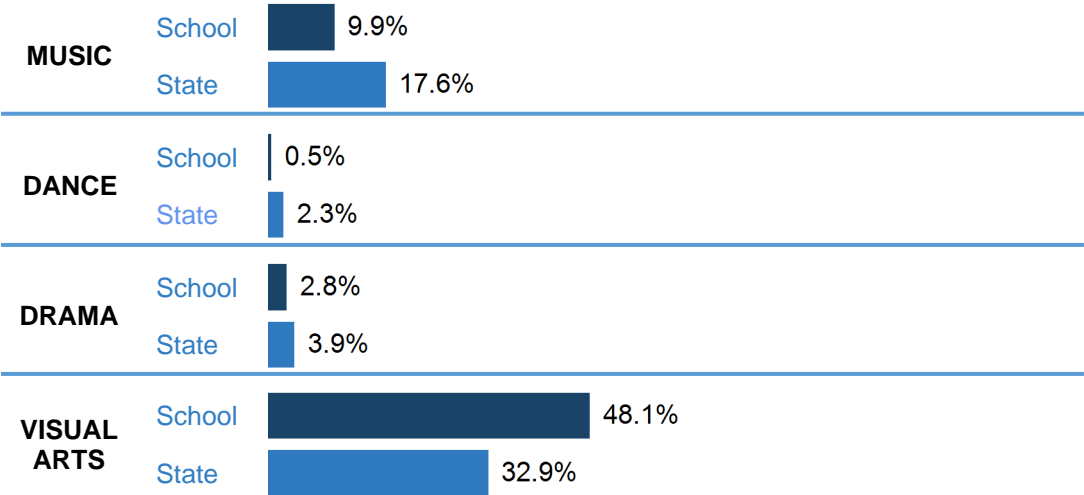
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 9-12:

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



Students enrolled in one or more classes by discipline:





Indian Hills High School

(03-4300-030)

Grades Offered: 09-12

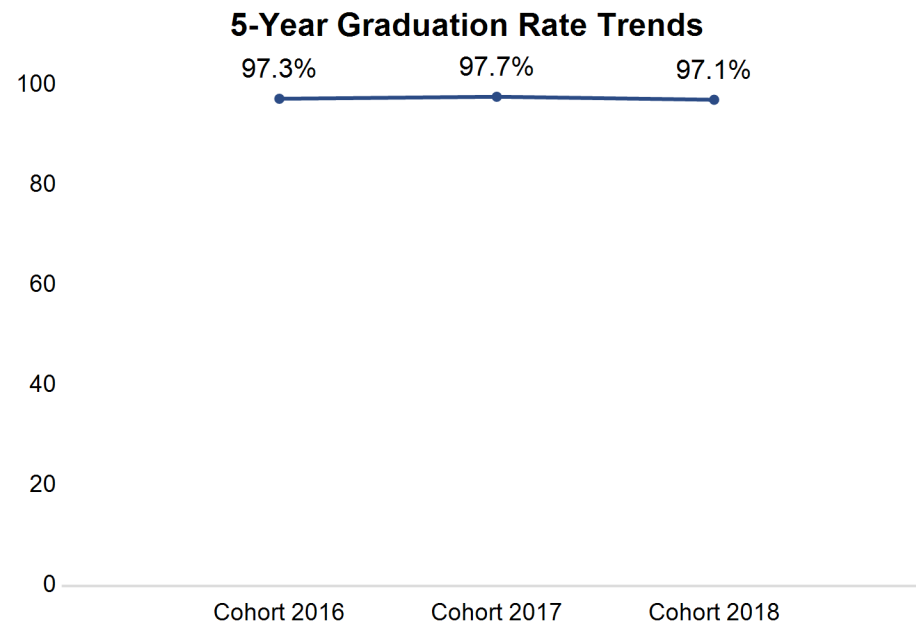
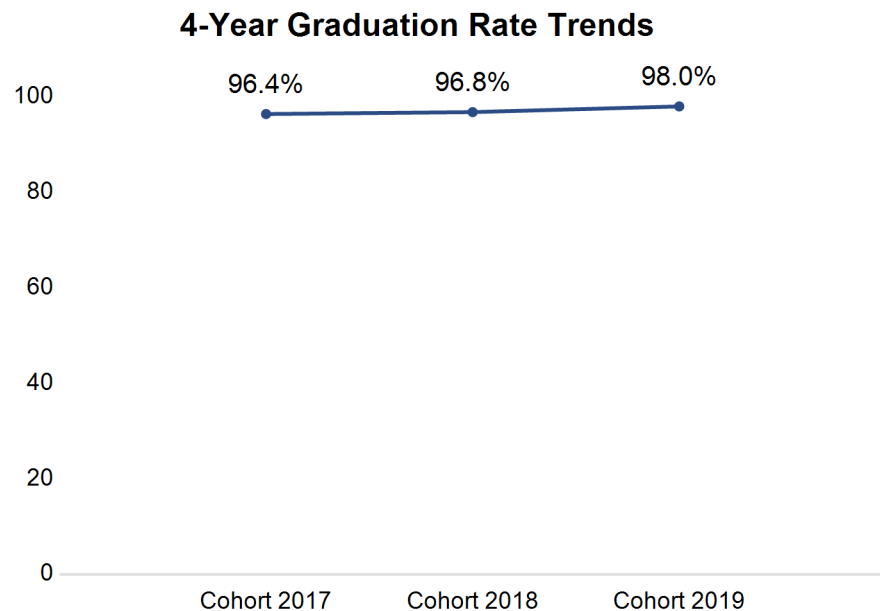
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Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the [NJDOE Graduation Rate page](#).

Graduation Rate Trends and Progress

These graphs show the 4-year and 5-year adjusted cohort graduation rates for the most recent three cohorts of students. The table below shows whether annual targets were met for each cohort. Note that for accountability and annual targets, graduation data from the prior year is used, so annual target status for Cohort 2019 4-Year and Cohort 2018 5-Year are not provided.



Performance Measure	Cohort 2017 4-Year Rate	Cohort 2018 4-Year Rate	Cohort 2019 4-Year Rate	Cohort 2016 5-Year Rate	Cohort 2017 5-Year Rate	Cohort 2018 5-Year Rate
Graduation Rate	96.4%	96.8%	98.0%	97.3%	97.7%	97.1%
Annual Target	N	N		N	N	
Met Annual Target?	Met Goal	Met Goal		Met Goal	Met Goal	
Statewide Graduation Rate	90.5%	90.9%	90.6%	91.8%	92.4%	92.5%



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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 2018 4-year rate and the Class of 2017 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 2019: 4 Year Rate	State - Class of 2019: 4 Year Rate	School - Class of 2018: 5 Year Rate	State - Class of 2018: 5 Year Rate	Class of 2018: 4 Year Rate	Class of 2018: 4 Year Target	Class of 2018: Met Target	Class of 2017: 5 Year Rate	Class of 2017: 5 Year Target	Class of 2017: Met Target
Schoolwide	98.0%	90.6%	97.1%	92.5%	96.8%	N	Met Goal	97.7%	N	Met Goal
White	98.4%	94.9%	97.8%	95.9%	97.4%	N	Met Goal	97.7%	N	Met Goal
Hispanic	95.0%	84.5%	83.3%	87.3%	83.3%	**	**	95.7%	N	Met Goal
Black or African American	*	83.3%	*	87.1%	*	**	**	*	**	**
Asian, Native Hawaiian or Pacific Islander	93.3%	96.9%	*	97.8%	*	**	**	*	**	**
American Indian or Alaska Native	N	92.2%	N	88.9%	N	N	N	N	N	N
Two or More Races	*	91.4%	*	94.2%	*	**	**	*	**	**
Female	98.7%	92.8%	95.7%	94.4%	95.7%			99.3%		
Male	97.2%	88.5%	98.6%	90.8%	97.9%			96.2%		
Economically Disadvantaged Students	*	84.0%	81.8%	87.3%	81.8%	**	**	*	**	**
Students with Disabilities	95.1%	79.2%	90.4%	83.8%	90.4%	86.8%	Met Target	91.1%	90.3%	Met Target
English Learners	N	75.4%	N	80.1%	N	N	N	N	N	N
Homeless Students	N	74.6%	N	78.3%	N			N		
Students in Foster Care	N	57.6%	N	82.5%	N			N		
Migrant Students	N	83.3%	N	85.0%	N			N		



Indian Hills High School
(03-4300-030)
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2018-2019

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Graduation Pathways

This table shows the percentage of Cohort 2019 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
Statewide Assessment	59.9%	58.5%
Substitute Competency Test	38.1%	38.4%
Portfolio Appeals Process	0.3%	0.3%
Alternate Requirements specified in IEP	1.7%	2.8%
Unknown	0.0%	0.0%

Dropout Rate Trends

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

School Year	School Rate	State Rate
2018-2019	0.7%	1.2%
2017-2018	0.6%	1.2%
2016-2017	0.6%	1.1%



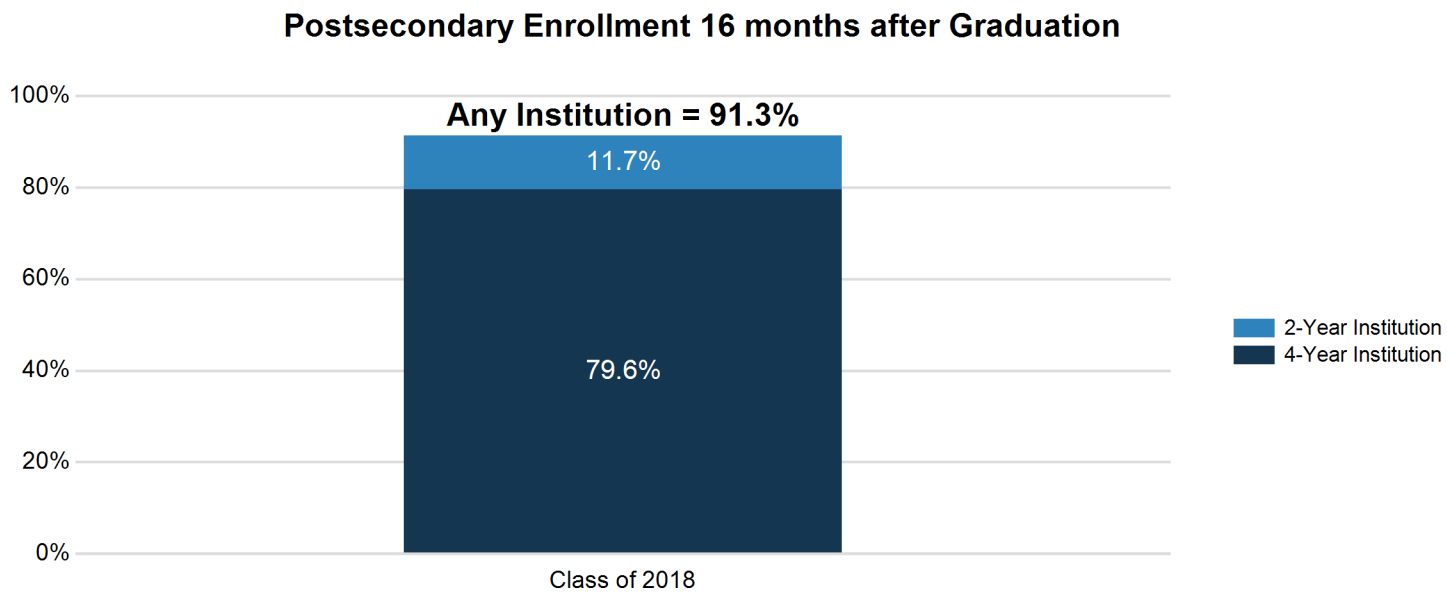
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Information about students enrolling in colleges and universities after graduation is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

Postsecondary Enrollment Rate Summary

The graphs and tables below show the percentage of graduates that have enrolled in 2-year and 4-year institutions within 16 months of graduating from high school.



Performance Measure	Class of 2018
% Enrolled in 2-Year Institution	11.7%
% Enrolled in 4-Year Institution	79.6%
% Enrolled in Any Postsecondary Institution	91.3%



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Postsecondary Enrollment Rates: Fall

This table shows information about Class of 2019 high school graduates enrolled in postsecondary institutions by the fall of 2019. 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 that were enrolled 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%	28.7%	71.3%
Schoolwide	91%	9.1%	90.9%
White	91.6%	10%	90%
Hispanic	85%	5.9%	94.1%
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	92.9%	0%	100%
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged	*	*	*
Students with Disabilities	71.7%	24.2%	75.8%
English Learners	N	N	N

Postsecondary Enrollment Rates: 16 month

This table shows information about Class of 2018 high school graduates enrolled in postsecondary institutions by the fall of 2019. 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 that were enrolled 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	77.8%	30.9%	69.1%	72.9%	27.1%	65.5%	34.5%
Schoolwide	91.3%	12.8%	87.2%	61.5%	38.5%	45.8%	54.2%
White	91.7%	11.9%	88.1%	60.1%	39.9%	44%	56%
Hispanic	88.2%	33.3%	66.7%	80%	20%	73.3%	26.7%
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	*	*	*	*	*	*	*
Economically Disadvantaged	*	*	*	*	*	*	*
Students with Disabilities	81.1%	32.6%	67.4%	76.7%	23.3%	65.1%	34.9%
English Learners	N	N	N	N	N	N	N



Indian Hills High School

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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. Students with fewer than 45 days in membership are excluded from attendance calculations.

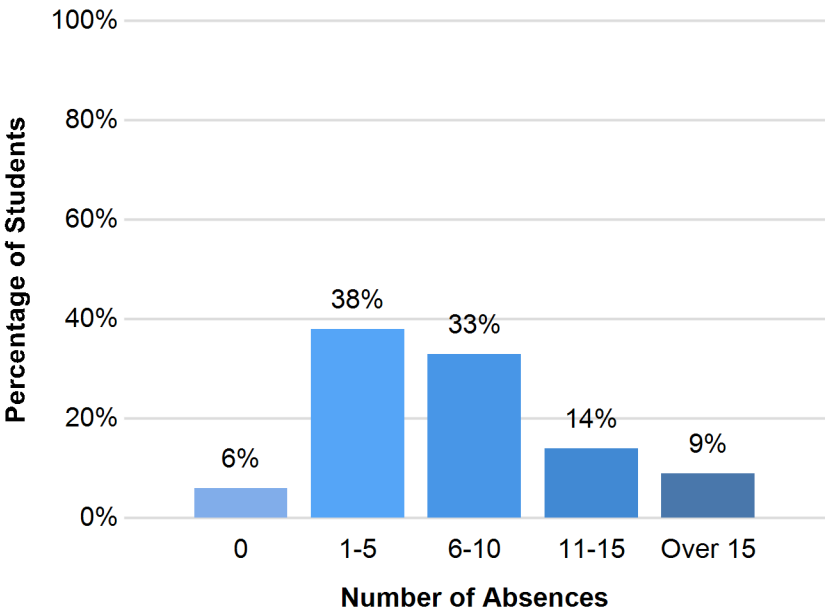
Chronic Absenteeism

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	78	7.2	14.2	Met
White	67	7.3	14.2	Met
Hispanic	8	10.4	14.2	Met
Black or African American	0	0	**	**
Asian, Native Hawaiian, or Pacific	0	0	14.2	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	3	9.1	14.2	Met
Female	47	8.1		
Male	31	6.2		
Economically Disadvantaged Students	5	23.8	14.2	Not Met
Students with Disabilities	33	15.6	14.2	Not Met
English Learners	2	15.4	**	**
Homeless Students	N	N		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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





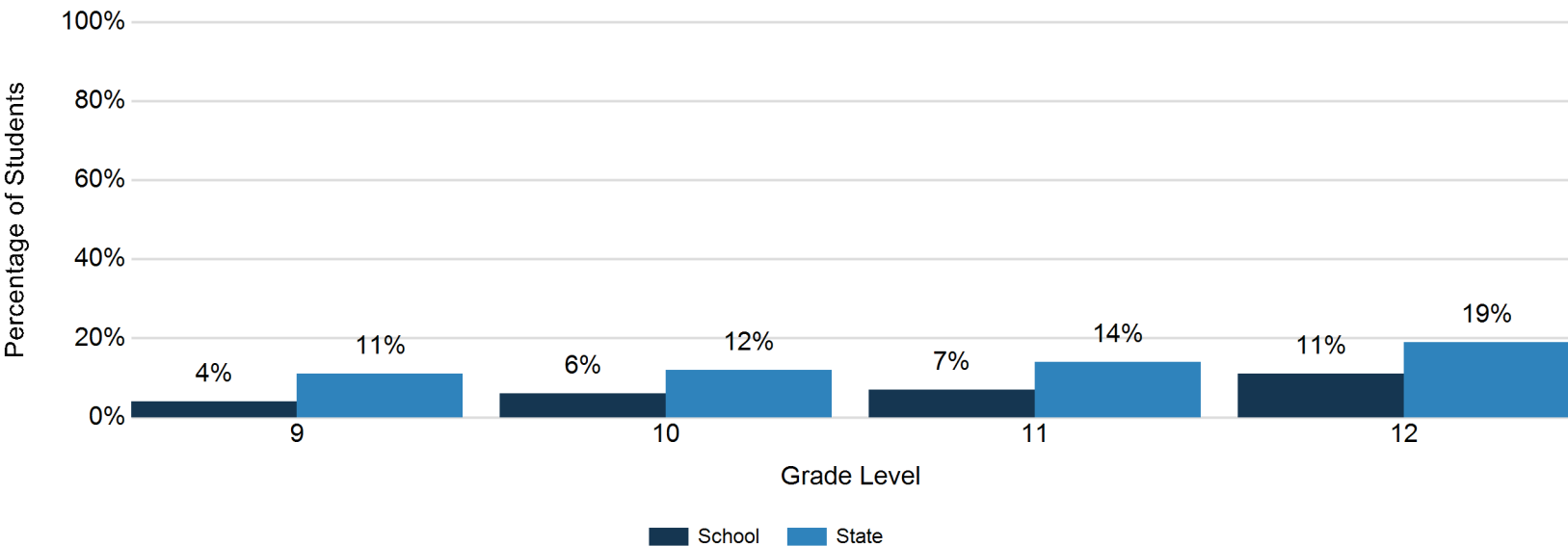
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Chronic Absenteeism by Grade

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





Indian Hills High School

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2018-2019

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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

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	2
Weapons	0
Vandalism	2
Substances	6
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	12
Incidents Per 100 Students Enrolled	1.14

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	2
Weapons	0
Vandalism	0
Substances	4
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	1



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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 Bullying (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	1	1
Sexual Orientation	0	0	0
Disability	0	1	1
Other	0	0	0
No Identified Nature	1		1

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	25	2.4%
Out-of-School Suspensions	23	2.2%
Any Suspension	28	2.6%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
58



Indian Hills High School
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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	7:40 AM
Typical End Time	2:40 PM
Length of School Day	7 Hrs 0 Mins
Full Time - Instructional Time	5 Hrs 0 Mins
Shared Time - Instructional Time	5 Hrs. 0 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 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 through 10. 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
2018-19	1:1



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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 the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	102	118,214
Average years experience in public schools	8.0	12.1
Average years experience in district	8.0	10.8
Percentage of Teachers with 4 or more years experience in the district	72.5%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	28	9,530
Average years experience in public schools	10.6	16.0
Average years experience in district	10.6	12.0
Percentage of Administrators with 4 or more years experience in the district	92.9%	76.9%

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	62:1	81:1
Teachers to Administrators	6:1	8:1
Students to Librarians/Media Specialists		1135:1
Students to Nurses		568:1
Students to Counselors		189:1
Students to Child Study Team Members		284:1



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Teachers and Administrators– Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	54.1%	67.6%	52.9%	48.4%	77.1%	54.9%
Male	45.9%	32.4%	47.1%	51.6%	22.9%	45.1%
White	84.3%	96.1%	100.0%	42.4%	83.6%	77.4%
Hispanic	7.3%	2.9%	0.0%	29.9%	7.3%	7.2%
Black or African American	0.9%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	4.4%	1.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	3.1%	0.0%	0.0%	2.1%	0.2%	0.2%



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Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by 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.

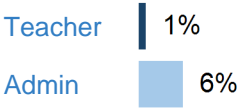
Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	88.2%	90.5%
2017-18 Administrators: Same district 2018-19	96.4%	87.9%

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
2018-19	99.5%



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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.



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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).

Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.

Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less

Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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](#).

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.



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ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	58.8%	76.0%	80.1%
Math Proficiency	39.1%	54.4%	58.0%
ELA Growth	N	N	N
Math Growth	N	N	N
4-Year Graduation Rate†	96.4%	96.8%	98.0%
5-Year Graduation Rate†	97.3%	97.7%	97.1%
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	6.9%	6.4%	7.2%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



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 Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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](#).

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey 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 every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.



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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

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	Met Goal	Met Target	Met Goal	Met Goal	**	Met	No
White	Met Goal	Met Target	Met Goal	Met Goal	n/a	Met	No
Hispanic	Met Target	Met Target	**	Met Goal	n/a	Met	No
Black or African American	**	**	**	**	n/a	**	No
Asian, Native Hawaiian, or Pacific Islander	Met Goal	Met Goal	**	**	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	Met	No
Economically Disadvantaged Students	**	**	**	**	n/a	Not Met	No
Students with Disabilities	Met Target	Met Target	Met Target	Met Target	n/a	Not Met	No
English Learners	**	**	**	**	**	**	No

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






Indian Hills High School
 (03-4300-030)
 Grades Offered: 09-12
 2018-2019

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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 the school or district directly.

 <div>Highlights:</div>	<ul style="list-style-type: none"> Technology is seamlessly integrated into the curriculum and a part of everyday life through the 1:1 laptop program. Initiatives emphasize the importance of social, emotional, physical, and mental wellness for students and staff. Collaboration, critical-thinking, communication, and creativity are areas of focus to prepare students for their future.
 <div>Mission, Vision, Theme:</div>	<p>The District's Vision is to ensure that our students graduate with the skills, knowledge, and behaviors necessary for success in a global society and with the personal and social attributes to maximize their opportunity for a meaningful life.</p>
 <div>Awards, Recognition, Accomplishments:</div>	<p>IHHS has 34 AP Scholars, including 18 with Honors, 33 with Distinction, and 2 National Scholars. Others are National Hispanic Scholar, NJ Governor's School, Northeast Conf Awards, NJ Science League, Bausch & Lomb Award, NJ Bergen County Mock Trial, Rensselaer Medal Award, Euro-Challenge Competition, DAR Awards, Foreign Educator Awards of NJ, Fed Challenge National Competition, WISE, NJ Regional Science Fair, NJ National Financial Lit Test Gold Star School, and Academic Decathlon Team placed 5th in the nation. RIHRHSD DECA has been recognized as the largest chapter in the state of New Jersey. Three Indian Hills Students on the DECA team finished top 10 in the world for the Business Law and Ethics Team Decision Making Event and Marketing Team Decision Event.</p>






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 <p>Courses, Curriculum, Instruction:</p>	<p>As part of the RIHRHSD, the curriculum at Indian Hills is driven by a 3-year curriculum renewal plan to ensure a relevant and engaging learning experience for all students. The curriculum includes a plethora of AP courses across the content areas, dual enrollment courses, and a Pathways Program that allows for a specific focus of study in 9 identified content areas. IHHS also hosts University Programs in the areas of International Studies and Business, and Science, Medicine, and Research.</p>
 <p>Sports and Athletics:</p>	<p>Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Boys & Girls), Cheerleading (Coed), Cross Country (Boys & Girls), Fencing (Boys & Girls), Football (Boys), Golf (Boys & Girls), Gymnastics (Girls), Ice Hockey (Coed), Lacrosse (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Boys & Girls), Wrestling (Coed)</p> <p>Fall: Cheerleading, Cross Country, Football, Gymnastics, Girls Tennis, B&G Soccer, Girls Volleyball Winter: B&G Basketball, Bowling, Cheerleading, B&G Fencing, Ice Hockey, Swimming, Winter Track, Wrestling Spring: Baseball, B&G Golf, B&G Lacrosse, Softball, Track, Boys Tennis, Boys Volleyball</p>
 <p>Clubs and Activities:</p>	<p>IHHS provides students with diverse co-curricular clubs and activities. Students are offered the opportunity to engage in community service through programs such as student government, the Ambassador Program (freshman mentoring), the National Honor Society, Teens Need Teens (peer counseling), Amnesty International, the Environmental Club, and the Interact Club. The Holiday Festival has our students visiting a Paterson elementary school for a day of holiday excitement provided by our students.</p>





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 <p>Staff and Professional Learning:</p>	<p>All teachers are required to complete 21 hours of professional development (PD) throughout the school year. PD is offered in the areas of educational technology, classroom management, instructional delivery, differentiated instruction, special education, leadership, and wellness. PD is offered in a variety of methods such as workshops, conferences, and participation in professional learning communities. PD is centered on district, school, and department goals in addition to teacher interest.</p>
 <p>Postsecondary Information:</p>	<p>The graduating Class of 2019 was comprised of 301 students of which 96% went on to continue their education at two- and four-year colleges and universities. School counselors work with students throughout the school year on developing their post-secondary plans. Evening programs for parents and students include College Night for Juniors, RIH District College Fair, RIH District Financial Aid Night, and Scholarship Night. 96% of the IHHS graduates continue their education at two- and four-year colleges and universities.</p>






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 <p>Student Supports and Services:</p>	<p>Indian Hills has comprehensive Guidance and Special Services departments able to meet the varied needs of the students. Peer tutoring is available through the National Honor Society and extra help is offered after school for those who need additional support in their studies. The I&RS team works to identify and provide support for students who are struggling. The ELL program supports students in the acquisition of the English language and monitors their progress upon exiting the program</p>
 <p>Student Health and Wellness:</p>	<p>IHHS students participate in community service such as food & clothing drives, and a Holiday Festival. Service organizations in the school such as Interact are available for student participation. The Teens Need Teens Program provides peer interaction and student involvement in promoting a positive and supportive school culture. Our school counselors and Student Assistance Counselor offer emotional support that is available to students throughout the school day. IHHS participates in the "Homes for Our Troops" Fundraiser as well as Heroes and Cool Kids. A 2.5 Option 2 Course focusing on Wellness and Mindfulness is offered to senior students, which allows them to further explore growth mindset, meditation practices, and the benefits of positive psychology.</p>
 <p>Parent and Community Involvement:</p>	<p>RIHRHSD uses the Genesis Student Information Management System that allows parents to access grades, attendance, and performance of their students in real time. Parents may e-mail or leave a voicemail for any teacher. Naviance, gives our students the benefit of electronically forwarding college application materials, including transcripts and recommendation letters. Schoology allows teachers to post assignments, make announcements for students. Parent groups include APTS, PTSO, PAA, PAC.</p>





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 <p>Facilities:</p>	<p>Recent projects at IHHS include the acquisition of various types of classroom furniture to allow for more flexible learning spaces, classroom renovations, partial roof recoating, roof snow guard installations, and the replacement of the field and track. Plans are in place for the partial roof recoating on the exterior of the building, window replacements, locker room upgrades, and additional improvements to the building's instructional spaces. The District is finalizing the Long Range Facilities Plan and Facilities Master Plan, which will help to align the physical spaces of the school with the educational vision of the district.</p>
 <p>School Safety:</p>	<p>The Ramapo Indian Hills Regional High School District has established a comprehensive safety and security plan that is aligned with both federal and state guidelines for best practices in a secondary school setting. The district employs a District Security Coordinator who works in conjunction with district and building administrators as well as local law enforcement to develop and implement security and safety procedures. The Crisis Management Committee and Safety Council meet regularly to review safety and security plans and to make adjustments as necessary.</p>




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 <p>Technology and STEM:</p>	<p>Every student is assigned a laptop computer as part of the District’s 1:1 laptop program. Students have access to software and digital resources that are required for or enrich the curriculum during their high school career. STEM concepts and methodologies are integrated into appropriate courses across several content areas. Other technological resources include 3D printers, interactive whiteboards, projection devices, tablets, and digital cameras.</p>
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<div>  <div>Other Information</div> </div>	<p>Indian Hills High School provides students with the skills and knowledge they need to be successful, with an emphasis on academic preparation. Particular attention is given to the intellectual development and academic achievements of students. Indian Hills also places a great deal of emphasis on the effective development of its students and is proud of its caring environment where the social and emotional needs of its students are also met. A rich array of academic courses is available at Indian Hills High School. Every effort is made to provide a curriculum that is relevant to the lives of young adults and one that is both challenging and interesting. Indian Hills offers courses at every ability level, including a wide variety of over 22 Advanced Placement and Honors classes. The elective program has been designed to address the many interests of students including art, business, music, family and consumer science, and technology education. The curriculum is fully aligned with the New Jersey Student Learning Standards. A notable part of the curriculum is a Freshman English Program in which all students have 7.5 credit hours of English per week. In addition to the regular five periods of English, students will benefit from an additional 2.5 periods per week of writing and presentation skills, reading/study skills, and non-fiction response skills. There are two distinctive, four-year University Programs to which academically eligible entering freshman can apply: International Studies and Business, and Science, Medicine, and Research. IHHS has established dual enrollment programs with Syracuse University, Fairleigh Dickinson University, and Bergen Community College. Through the dual enrollment program, students at Indian Hills can earn college credits by completing college-level work at the high school. In 2018-2019 Indian Hills High School was awarded the Bronze Certification for Future Ready Schools.</p>
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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

Notes from the New Jersey Department of Education:



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School Contact Information

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

Type	Contact Information
County	Bergen
District	Ramapo Indian Hills Regional High School District
Principal Name	Mr. Travis Smith
Address	331 GEORGE STREET FRANKLIN LAKES, NJ 07417
Phone Number	201-891-1500
Email Address	tsmith@rih.org
Website	http://ramapo.rih.org
Twitter	https://twitter.com/RHSPrincipalNJ



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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
9	277	318	325
10	273	282	320
11	282	273	286
12	302	289	283
Total	1,134	1,162	1,214

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	48.2%	48.0%	48.4%
Male	51.8%	52.0%	51.6%
Economically Disadvantaged Students	1.5%	1.7%	1.2%
Students with Disabilities	12.4%	12.5%	13.6%
English Learners	0.3%	0.1%	0.1%
Homeless Students	0.0%	0.0%	0.0%
Students in Foster Care	0.1%	0.1%	0.1%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	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	2016-17	2017-18	2018-19
White	89.1%	89.5%	87.7%
Hispanic	2.9%	3.7%	4.3%
Black or African American	0.9%	0.9%	0.9%
Asian	6.4%	5.1%	5.8%
Native Hawaiian or Pacific Islander	0.1%	0.2%	0.2%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.6%	0.6%	1.2%

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	2016-17	2017-18	2018-19
Full Time Students	1,133	1,161	1,212
Shared Time Students	1	1	2
Full Time Equivalent	1,134	1,162	1,213

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	92.5%
Spanish	1.7%
Arabic	1.1%
Other Languages	4.7%



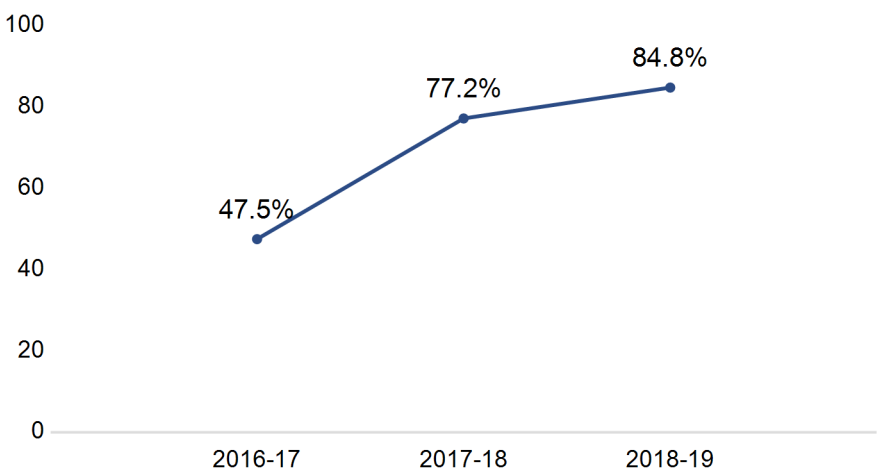
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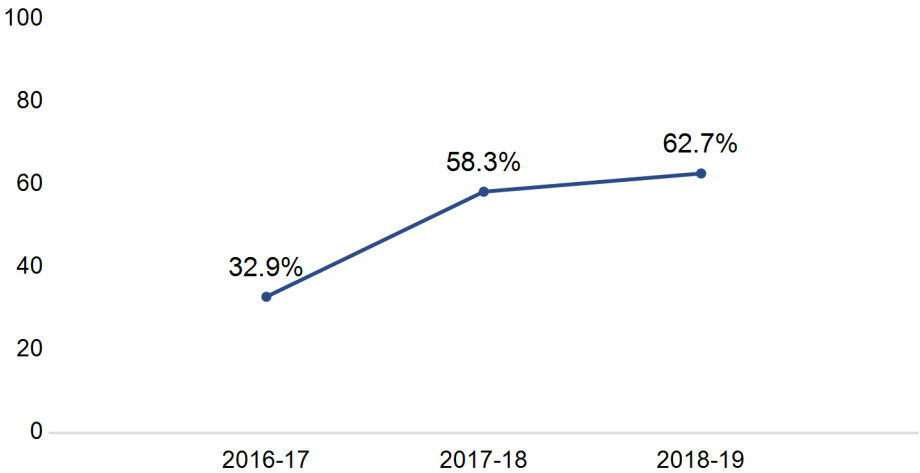
English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	65.6%	99.7%	100.0%	64.4%	99.7%	100.0%
Proficiency Rate for Federal Accountability	47.5%	77.2%	84.8%	32.9%	58.3%	62.7%
Annual Target	30.7%	33.3%	35.9%	28.9%	31.6%	34.3%
Met Annual Target?	Met Target	Met Target	Met Goal	Met Target	Met Target	Met Target
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	646	100.0	84.8	82.7	57.9	84.8	35.9	Met Goal
White	568	100.0	84.5	83.0	66.9	84.5	35	Met Goal
Hispanic	30	100.0	70.0	68.7	43.9	70.0	39.5	Met Target
Black or African American	*	*	*	60.0	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	36	100.0	97.2	95.2	82.9	97.2	64.7	Met Goal
American Indian or Alaska Native	N	N	N	N	56.0	N	**	**
Two or More Races	*	*	*	88.5	64.4	*	**	**
Female	328	100.0	91.8	90.1	64.8	91.8		
Male	318	100.0	77.7	74.5	51.3	77.7		
Economically Disadvantaged Students	*	*	*	*	40.0	*	**	**
Non-Economically Disadvantaged Students	*	*	*	*	67.9	*		
Students with Disabilities	86	100.0	47.7	43.1	22.7	47.7	19.2	Met Target
Students without Disabilities	560	100.0	90.5	90.1	65.1	90.5		
English Learners	N	N	N	*	29.3	N	**	**
Non-English Learners	646	100.0	84.8	*	60.6	84.8		
Homeless Students	N	N	N	N	29.1	N		
Students In Foster Care	*	*	*	*	27.6	*		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

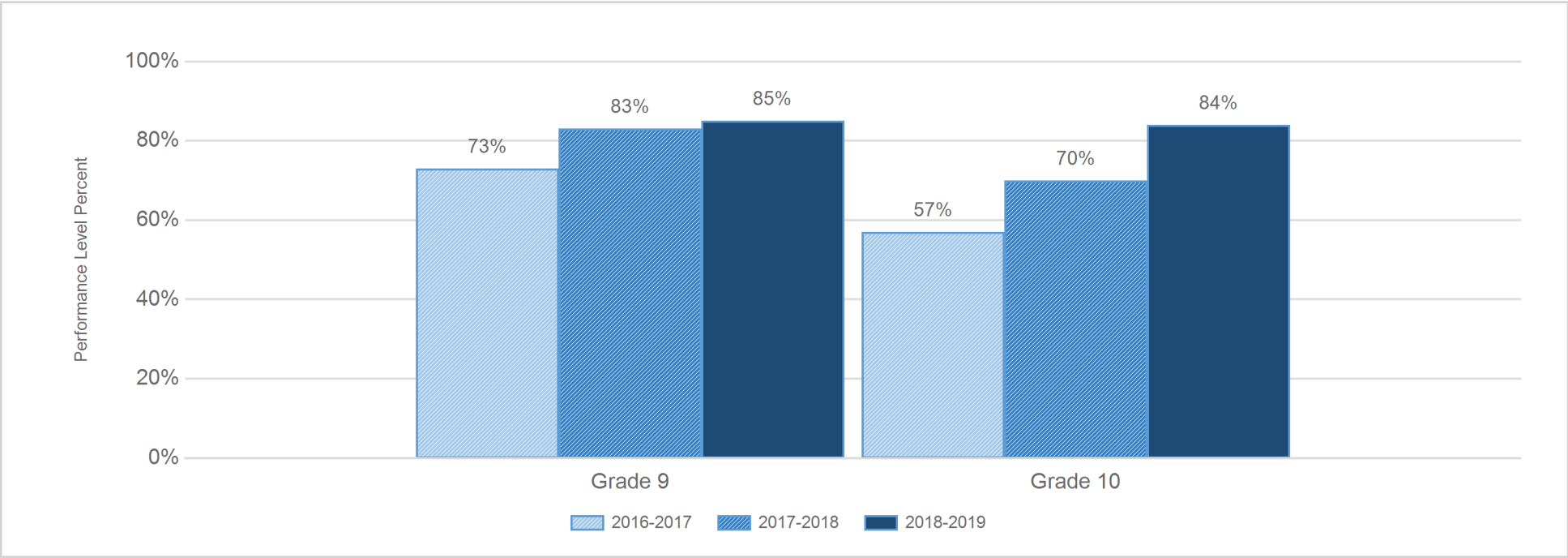


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English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





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English Language Arts Assessment - Performance by Grade: Grade 9

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	328	783	781	753	*	*	10%	45%	40%	85%	56%
White	279	782	781	762	*	*	11%	46%	39%	85%	65%
Hispanic	14	754	754	737	*	*	*	*	*	50%	40%
Black or African American	*	*	*	732	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	25	797	*	783	0%	0%	0%	44%	56%	100%	84%
American Indian or Alaska Native	N	N	N	754	N	N	N	N	N	N	57%
Two or More Races	*	*	*	761	*	*	*	*	*	*	63%
Female	179	790	789	760	*	*	6%	41%	50%	91%	63%
Male	149	774	770	746	*	*	16%	50%	28%	78%	49%
Economically Disadvantaged Students	*	*	758	734	*	*	*	*	*	*	36%
Non-Economically Disadvantaged Students	*	*	781	762	*	*	*	*	*	*	65%
Students with Disabilities	51	749	743	717	*	*	33%	*	*	51%	17%
Students without Disabilities	277	789	787	760	*	*	6%	*	*	91%	63%
English Learners	N	N	*	693	N	N	N	N	N	N	*
Non-English Learners	328	783	*	755	*	*	10%	45%	40%	85%	*
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	22%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	56%
Migrant Students	N	N	N	715	N	N	N	N	N	N	23%



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English Language Arts Assessment - Performance by Grade: Grade 10

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	324	791	789	757	*	*	10%	34%	50%	84%	58%
White	293	790	789	767	*	*	11%	34%	50%	84%	67%
Hispanic	17	786	774	738	*	0%	*	*	*	82%	43%
Black or African American	*	*	*	733	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	12	797	810	792	0%	*	0%	*	*	92%	84%
American Indian or Alaska Native	N	N	N	754	N	N	N	N	N	N	56%
Two or More Races	*	*	*	766	*	*	*	*	*	*	65%
Female	153	799	797	766	*	*	*	32%	59%	92%	66%
Male	171	783	780	749	*	*	*	35%	42%	77%	51%
Economically Disadvantaged Students	*	*	*	735	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	*	767	*	*	*	*	*	*	67%
Students with Disabilities	37	749	743	711	*	*	32%	*	*	43%	19%
Students without Disabilities	287	796	797	765	*	*	7%	*	*	89%	65%
English Learners	N	N	*	687	N	N	N	N	N	N	*
Non-English Learners	324	791	*	760	*	*	10%	34%	50%	84%	*
Homeless Students	N	N	N	723	N	N	N	N	N	N	32%
Students in Foster Care	N	N	N	710	N	N	N	N	N	N	22%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	710	N	N	N	N	N	N	10%



Ramapo High School
(03-4300-050)
Grades Offered: 09-12
2018-2019

Report Key:

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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	625	100.0	62.7	60.7	44.5	62.7	34.3	Met Target
White	551	100.0	62.3	60.1	54.1	62.3	33.1	Met Target
Hispanic	29	100.0	41.4	45.3	28.8	41.4	42	Met Target†
Black or African American	*	*	*	*	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	34	100.0	82.4	83.9	76.5	82.4	55.3	Met Goal
American Indian or Alaska Native	N	N	N	N	42.7	N	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	319	100.0	60.5	60.0	44.9	60.5		
Male	306	100.0	65.0	61.5	44.2	65.0		
Economically Disadvantaged Students	*	*	*	31.3	26.3	*	**	**
Non-Economically Disadvantaged Students	*	*	*	61.1	54.9	*		
Students with Disabilities	81	100.0	27.2	22.9	17.4	27.2	16.9	Met Target
Students without Disabilities	544	100.0	68.0	67.4	50.0	68.0		
English Learners	*	*	*	*	25.0	*	**	**
Non-English Learners	*	*	*	*	46.5	*		
Homeless Students	N	N	N	N	17.1	N		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

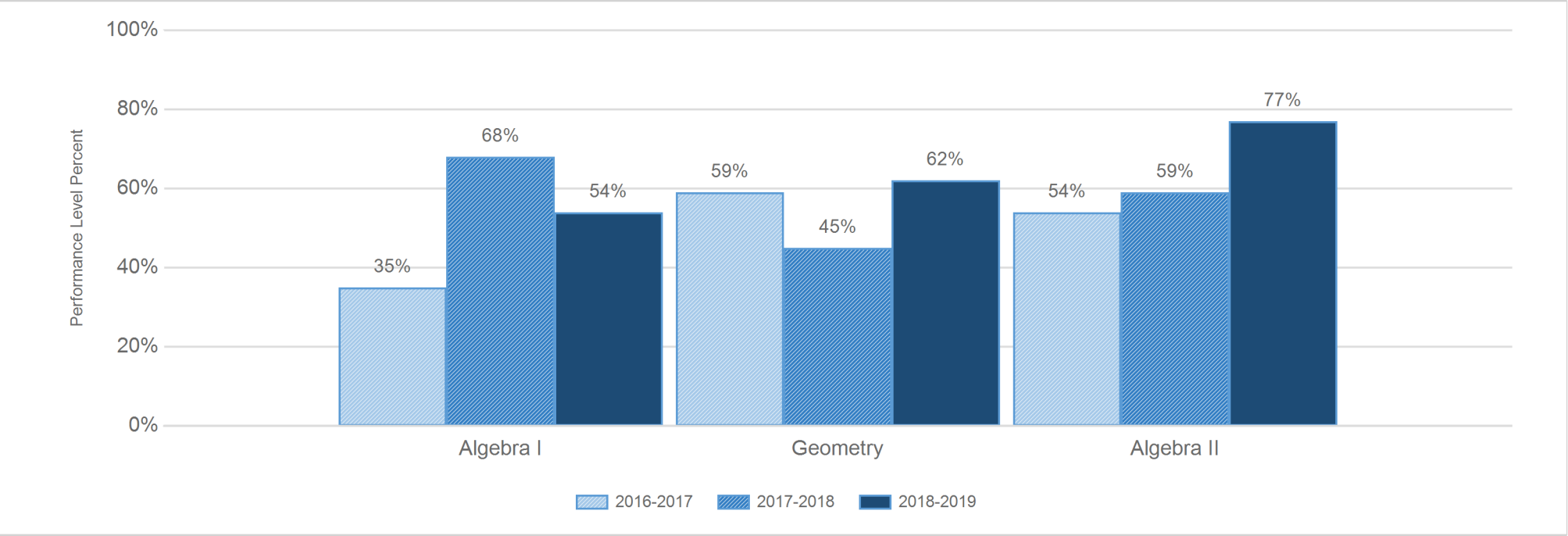


Ramapo High School
(03-4300-050)
Grades Offered: 09-12
2018-2019

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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 statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



Ramapo High School
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2018-2019

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Mathematics Assessment - Performance by Test: Algebra I

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

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	238	752	750	744	*	12%	33%	*	*	54%	42%
White	209	752	750	752	*	*	33%	55%	0%	55%	53%
Hispanic	13	734	736	728	0%	*	*	*	*	15%	24%
Black or African American	*	*	*	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	10	769	*	775	0%	*	*	*	*	60%	76%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	*	*	*	752	*	*	*	*	*	*	51%
Female	130	753	753	745	*	12%	32%	*	*	55%	44%
Male	108	750	747	743	*	12%	34%	*	*	52%	41%
Economically Disadvantaged Students	*	*	738	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	750	752	*	*	*	*	*	*	52%
Students with Disabilities	64	737	731	717	*	28%	45%	*	*	25%	12%
Students without Disabilities	174	757	757	748	*	6%	29%	*	*	64%	47%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	14%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%



Ramapo High School
(03-4300-050)
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2018-2019

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Mathematics Assessment - Performance by Test: Geometry

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

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	237	753	752	737	*	7%	29%	*	*	62%	35%
White	209	752	751	743	*	7%	30%	*	*	61%	43%
Hispanic	*	*	*	724	*	*	*	*	*	*	17%
Black or African American	N	N	*	720	N	N	N	N	N	N	14%
Asian, Native Hawaiian, or Pacific Islander	13	764	*	762	0%	0%	*	*	*	85%	70%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	37%
Two or More Races	*	*	*	745	*	*	*	*	*	*	46%
Female	117	751	750	738	*	*	31%	*	*	57%	36%
Male	120	754	753	736	*	*	28%	*	*	67%	34%
Economically Disadvantaged Students	*	*	*	722	*	*	*	*	*	*	16%
Non-Economically Disadvantaged Students	*	*	*	743	*	*	*	*	*	*	43%
Students with Disabilities	17	733	731	712	*	*	*	*	*	29%	*
Students without Disabilities	220	754	754	741	*	*	*	*	*	65%	*
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	237	753	752	738	*	7%	29%	*	*	62%	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	739	N	N	N	N	N	N	35%
Migrant Students	N	N	N	711	N	N	N	N	N	N	19%



Ramapo High School
(03-4300-050)
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2018-2019

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Mathematics Assessment - Performance by Test: Algebra II

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

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	154	767	771	755	0%	*	20%	*	*	77%	58%
White	135	765	769	758	0%	*	21%	*	*	75%	62%
Hispanic	*	*	*	731	*	*	*	*	*	*	34%
Black or African American	*	*	*	725	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	12	786	783	777	0%	0%	*	*	*	92%	80%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	55%
Two or More Races	*	*	*	761	*	*	*	*	*	*	65%
Female	75	764	767	752	0%	*	24%	*	*	73%	55%
Male	79	769	774	758	0%	*	16%	*	*	80%	62%
Economically Disadvantaged Students	*	*	*	729	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	65%
Students with Disabilities	*	*	*	715	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	756	*	*	*	*	*	*	60%
English Learners	N	N	N	696	N	N	N	N	N	N	11%
Non-English Learners	154	767	771	755	0%	*	20%	*	*	77%	59%
Homeless Students	N	N	N	717	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	715	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	39%
Migrant Students	N	N	N	*	N	N	N	N	N	N	*



Ramapo High School
(03-4300-050)
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DLM Alternate Assessment - Participation

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

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

English Language 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. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	N	N	N

† 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	N	N	N
5 or more	N	N	N



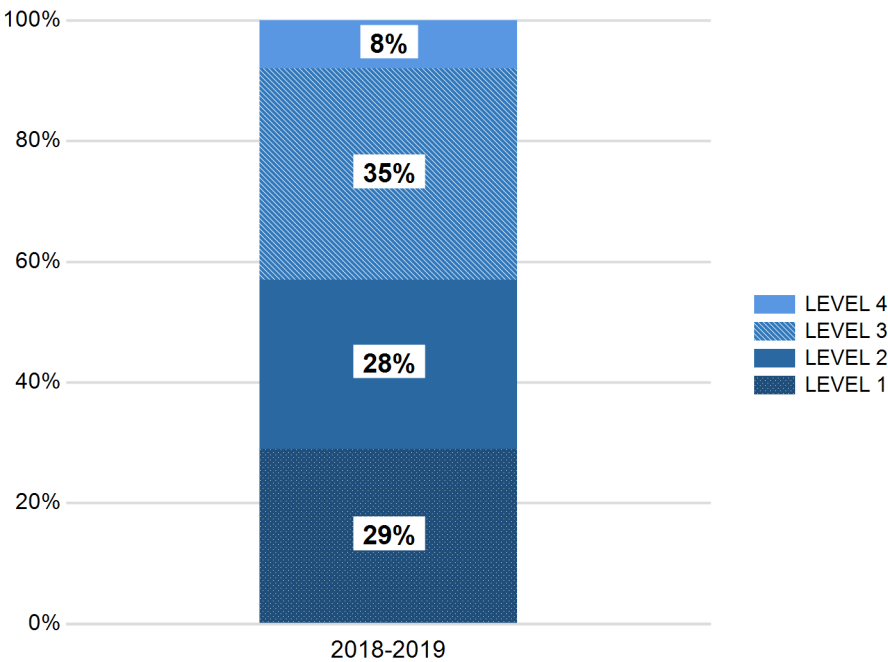
Ramapo High School
(03-4300-050)
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2018-2019

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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 grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the [assessment reports page](#) for DLM results.

NJSLA Science Assessment: Grade 11 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 11

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	29	28	35	8
White	30	27	35	8
Hispanic	36	36	29	0
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	17	22	56	6
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	21	28	47	4
Male	36	27	25	11
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	*	*	*	*
Students with Disabilities	71	19	5	5
Students without Disabilities	22	29	40	8
English Learners	N	N	N	N
Non-English Learners	29	28	35	8
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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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 2018-19. 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 2018-19	51.8%	84.5%
12th graders taking SAT in 2018-19 or prior years	67.6%	72.1%
12th graders taking ACT in 2018-19 or prior years	77.9%	19.6%

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	550	476	Grade 10: 430 Grade 11: 460	90%	61%
PSAT 10/NMSQT - Math	536	477	Grade 10: 480 Grade 11: 510	73%	43%
SAT - Reading and Writing	587	539	480	88%	70%
SAT - Math	586	541	530	72%	53%
ACT - Reading	25	25	22	66%	66%
ACT - English	25	24	18	87%	81%
ACT - Math	24	24	22	67%	65%
ACT - Science	24	24	23	59%	57%



Ramapo High School
(03-4300-050)
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2018-2019

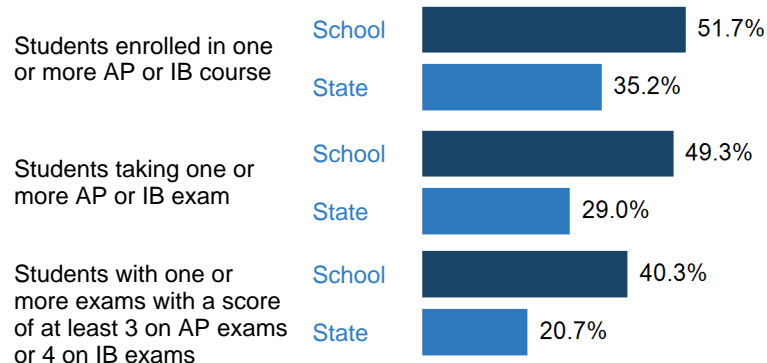
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate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

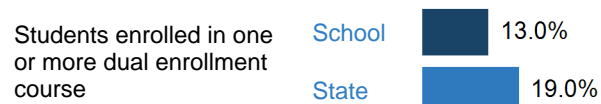
AP/IB Coursework – Participation and Performance

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 of 11th and 12th graders who were 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	33	29
AP Calculus AB	74	72
AP Calculus BC	28	26
AP Chemistry	22	20
AP Computer Science A	45	25
AP Computer Science Principles	50	51
AP English Language and Composition	87	83
AP English Literature and Composition	54	50
AP European History	11	10
AP French Language and Culture	15	11
AP Italian Language and Culture	8	8
AP Macroeconomics	24	19
AP Music Theory	8	8
AP Physics 1	0	49
AP Physics B	52	0
AP Physics C	25	0



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AP/IB Course	Students Enrolled	Students Tested
AP Physics C: Electricity and Magnetism	0	12
AP Physics C: Mechanics	0	24
AP Psychology	72	67
AP Spanish Language	15	12
AP Statistics	41	39
AP Studio Art—Drawing Portfolio	12	0
AP Studio Art—Two-Dimensional	0	12
AP U.S. History	141	56
Total Exams taken		683
Exams with scores of at least 3 on AP exams or 4 on IB exams		508



Ramapo High School
(03-4300-050)
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2018-2019

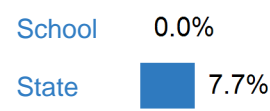
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This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education 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 in grades 9 through 12 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)



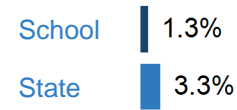
CTE Concentrators
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

The graph below shows the percentage of students in grades 9 through 12 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





Ramapo High School
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Career and Technical Education Participation by Student Group

This table shows the percentage of students, both overall and by student group, in grades 9 through 12 who were enrolled in courses in approved Career and Technical Education (CTE) programs. CTE participants have completed only one course in an approved CTE program. CTE concentrators have completed two or more courses in a single approved CTE program and/or have completed the entire CTE program. Students enrolled in shared-time CTE programs in a county vocational school district are included in the percentages for both the county vocational school and their sending high school.

Student Group	School: % CTE Participants	School: % CTE Concentrators	State: % CTE Participants	State: % CTE Concentrators
Schoolwide	0.0%	*	7.7%	10.3%
White	0.0%	*	6.1%	9.6%
Hispanic	0.0%	*	10.3%	11.3%
Black or African American	0.0%	0.0%	9.0%	11.2%
Asian, Native Hawaiian, or Pacific Islander	0.0%	0.0%	5.8%	9.3%
American Indian or Alaska Native	N	N	10.3%	12.7%
Two or More Races	0.0%	0.0%	6.8%	12.1%
Female	0.0%	*	7.3%	10.6%
Male	0.0%	*	8.0%	10.1%
Economically Disadvantaged Students	0.0%	*	10.4%	11.8%
Students with Disabilities	0.0%	0.0%	6.6%	9.2%
English Learners	*	*	8.7%	3.2%
Homeless Students	N	N	8.1%	6.6%
Students In Foster Care	*	*	6.4%	5.0%
Military-Connected Students	N	N	9.7%	13.3%
Migrant Students	N	N	10.4%	*



Ramapo High School
(03-4300-050)
Grades Offered: 09-12
2018-2019

Report Key:
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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](#).

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



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	*		
Architecture & Construction	*	*	*
Total (All Clusters)	*	*	*



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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	184	119	21	0	0	0	8
10	43	176	138	17	1	1	18
11	4	8	146	111	24	5	0
12	0	0	13	30	124	86	35
Total	231	303	318	158	149	92	61
Enrolled in AP/IB Course					101	41	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	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	219	65	0	0	0	29
10	38	283	0	0	2	3
11	11	7	0	0	267	23
12	113	22	0	0	39	106
Total	381	377	0	0	308	161
Enrolled in AP/IB Course	33	22		0	77	0
Enrolled in Dual Enrollment Course	0	0	0	0	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.

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	330	1	0	0	0	0
10	7	310	0	0	0	11
11	1	289	10	41	37	9
12	4	8	26	99	29	66
Total	342	608	36	140	66	86
Enrolled in AP/IB Course	0	141	24	72		11
Enrolled in Dual Enrollment Course	0	21	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	174	52	72	0	0	1	0
10	197	53	66	0	0	6	0
11	157	42	41	0	0	12	0
12	69	24	25	0	0	5	0
Total	597	171	204	0	0	24	0
Enrolled in AP/IB Course	15	15	8	0	0	0	0
Enrolled in Dual Enrollment Course	58	0	0	0	0	3	0
Enrolled in Level 3 or Higher	194	43	59	0	0	3	0



Ramapo High School
 (03-4300-050)
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 2018-2019

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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.

Computer Science and Information Technology – Course Participation

This table shows the number of students who were enrolled in Computer Science and Information Technology (IT) 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	Computer Programming	Computing Systems	Other Computer Science	Networking	Information Systems	Other IT
9	N	N	N	N	N	N
10	2	0	11	0	0	0
11	22	0	13	0	0	0
12	21	0	26	0	0	0
Total	45	0	50	0	0	0
Enrolled in AP/IB Course	45		50			0
Enrolled in Dual Enrollment Course	0	0	0	0	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



Ramapo High School
(03-4300-050)
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2018-2019

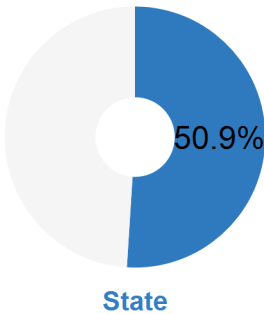
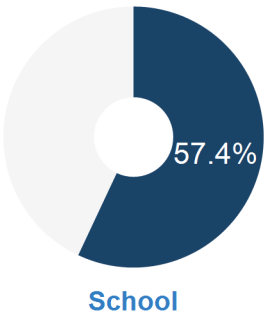
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Visual and Performing Arts – Course Participation

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



Students enrolled in one or more classes by discipline:

MUSIC	School	15.4%
	State	17.6%
DANCE	School	0.9%
	State	2.3%
DRAMA	School	2.1%
	State	3.9%
VISUAL ARTS	School	42.8%
	State	32.9%



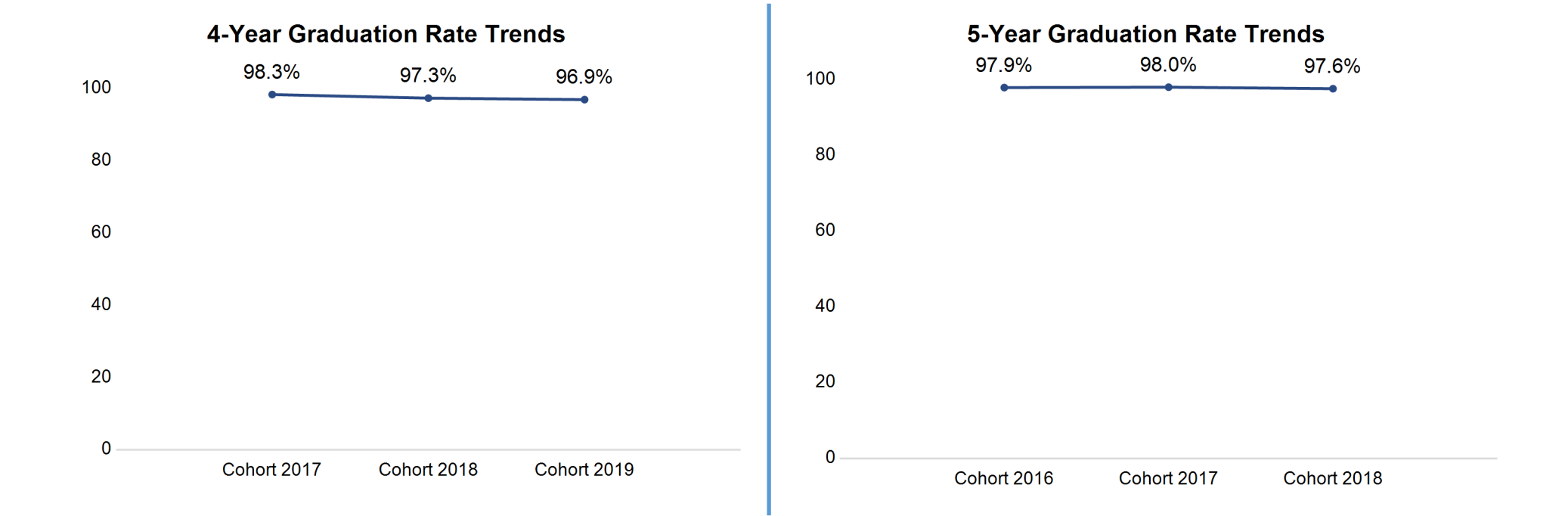
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Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the [NJDOE Graduation Rate page](#).

Graduation Rate Trends and Progress

These graphs show the 4-year and 5-year adjusted cohort graduation rates for the most recent three cohorts of students. The table below shows whether annual targets were met for each cohort. Note that for accountability and annual targets, graduation data from the prior year is used, so annual target status for Cohort 2019 4-Year and Cohort 2018 5-Year are not provided.



Performance Measure	Cohort 2017 4-Year Rate	Cohort 2018 4-Year Rate	Cohort 2019 4-Year Rate	Cohort 2016 5-Year Rate	Cohort 2017 5-Year Rate	Cohort 2018 5-Year Rate
Graduation Rate	98.3%	97.3%	96.9%	97.9%	98.0%	97.6%
Annual Target	N	N		N	N	
Met Annual Target?	Met Goal	Met Goal		Met Goal	Met Goal	
Statewide Graduation Rate	90.5%	90.9%	90.6%	91.8%	92.4%	92.5%



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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 2018 4-year rate and the Class of 2017 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 2019: 4 Year Rate	State - Class of 2019: 4 Year Rate	School - Class of 2018: 5 Year Rate	State - Class of 2018: 5 Year Rate	Class of 2018: 4 Year Rate	Class of 2018: 4 Year Target	Class of 2018: Met Target	Class of 2017: 5 Year Rate	Class of 2017: 5 Year Target	Class of 2017: Met Target
Schoolwide	96.9%	90.6%	97.6%	92.5%	97.3%	N	Met Goal	98.0%	N	Met Goal
White	97.2%	94.9%	97.8%	95.9%	97.4%	N	Met Goal	97.8%	N	Met Goal
Hispanic	100.0%	84.5%	*	87.3%	*	**	**	*	**	**
Black or African American	*	83.3%	*	87.1%	*	**	**	*	**	**
Asian, Native Hawaiian or Pacific Islander	90.0%	96.9%	92.9%	97.8%	92.9%	**	**	100.0%	N	Met Goal
American Indian or Alaska Native	N	92.2%	N	88.9%	N	N	N	N	N	N
Two or More Races	*	91.4%	N	94.2%	N	N	N	*	**	**
Female	97.0%	92.8%	99.3%	94.4%	99.3%			99.3%		
Male	96.8%	88.5%	95.7%	90.8%	95.0%			96.9%		
Economically Disadvantaged Students	*	84.0%	*	87.3%	*	**	**	*	**	**
Students with Disabilities	79.5%	79.2%	88.6%	83.8%	86.4%	92.7%	Not Met	89.5%	87.6%	Met Target
English Learners	N	75.4%	N	80.1%	N	N	N	N	N	N
Homeless Students	N	74.6%	N	78.3%	N			N		
Students in Foster Care	N	57.6%	*	82.5%	*			N		
Migrant Students	N	83.3%	N	85.0%	N			N		



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Graduation Pathways

This table shows the percentage of Cohort 2019 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
Statewide Assessment	43.2%	45.0%
Substitute Competency Test	54.0%	52.2%
Portfolio Appeals Process	0.0%	0.0%
Alternate Requirements specified in IEP	2.9%	2.9%
Unknown	0.0%	0.0%

Dropout Rate Trends

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

School Year	School Rate	State Rate
2018-2019	0.0%	1.2%
2017-2018	0.0%	1.2%
2016-2017	0.1%	1.1%



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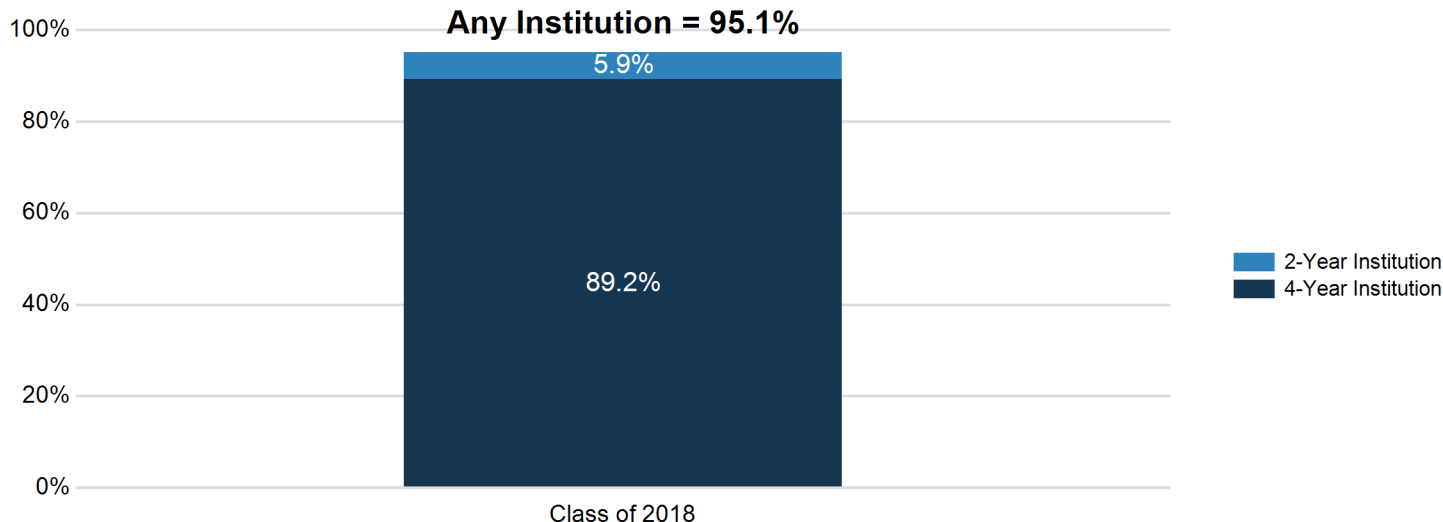
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Information about students enrolling in colleges and universities after graduation is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

Postsecondary Enrollment Rate Summary

The graphs and tables below show the percentage of graduates that have enrolled in 2-year and 4-year institutions within 16 months of graduating from high school.

Postsecondary Enrollment 16 months after Graduation



Performance Measure	Class of 2018
% Enrolled in 2-Year Institution	5.9%
% Enrolled in 4-Year Institution	89.2%
% Enrolled in Any Postsecondary Institution	95.1%



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Postsecondary Enrollment Rates: Fall

This table shows information about Class of 2019 high school graduates enrolled in postsecondary institutions by the fall of 2019. 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 that were enrolled 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%	28.7%	71.3%
Schoolwide	90.7%	5.1%	94.9%
White	92%	5.2%	94.8%
Hispanic	*	*	*
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	100%	0%	100%
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged	*	*	*
Students with Disabilities	69.4%	8%	92%
English Learners	N	N	N

Postsecondary Enrollment Rates: 16 month

This table shows information about Class of 2018 high school graduates enrolled in postsecondary institutions by the fall of 2019. 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 that were enrolled 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	77.8%	30.9%	69.1%	72.9%	27.1%	65.5%	34.5%
Schoolwide	95.1%	6.3%	93.8%	56.6%	43.4%	29.8%	70.2%
White	95.1%	6.7%	93.3%	55.2%	44.8%	28.6%	71.4%
Hispanic	*	*	*	*	*	*	*
Black or African American	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	100%	0%	100%	78.6%	21.4%	57.1%	42.9%
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 with Disabilities	87.8%	19.4%	80.6%	61.1%	38.9%	44.4%	55.6%
English Learners	N	N	N	N	N	N	N



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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. Students with fewer than 45 days in membership are excluded from attendance calculations.

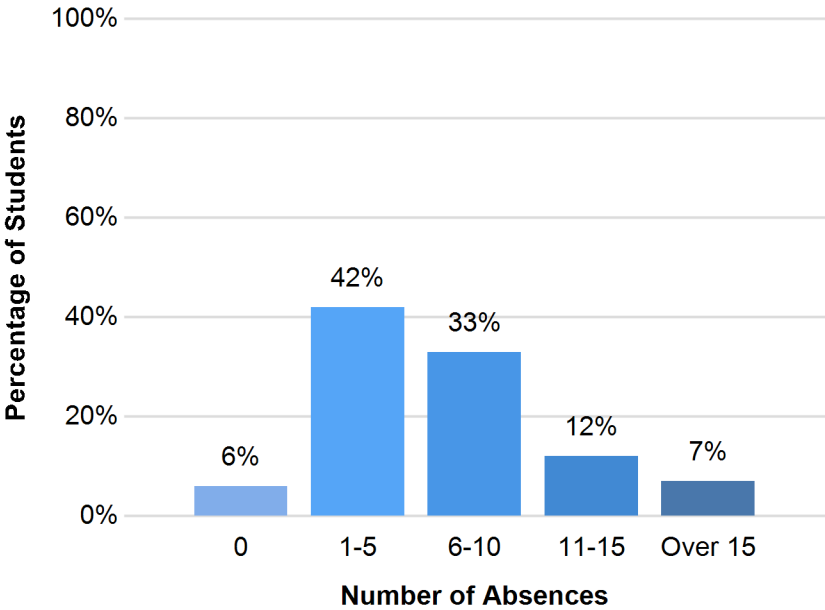
Chronic Absenteeism

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	65	5.3	14.2	Met
White	61	5.7	14.2	Met
Hispanic	3	5.5	14.2	Met
Black or African American	0	0	**	**
Asian, Native Hawaiian, or Pacific	1	1.3	14.2	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	0	0	**	**
Female	32	5.4		
Male	33	5.2		
Economically Disadvantaged Students	4	26.7	**	**
Students with Disabilities	13	7.0	14.2	Met
English Learners	*	*	**	**
Homeless Students	N	N		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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





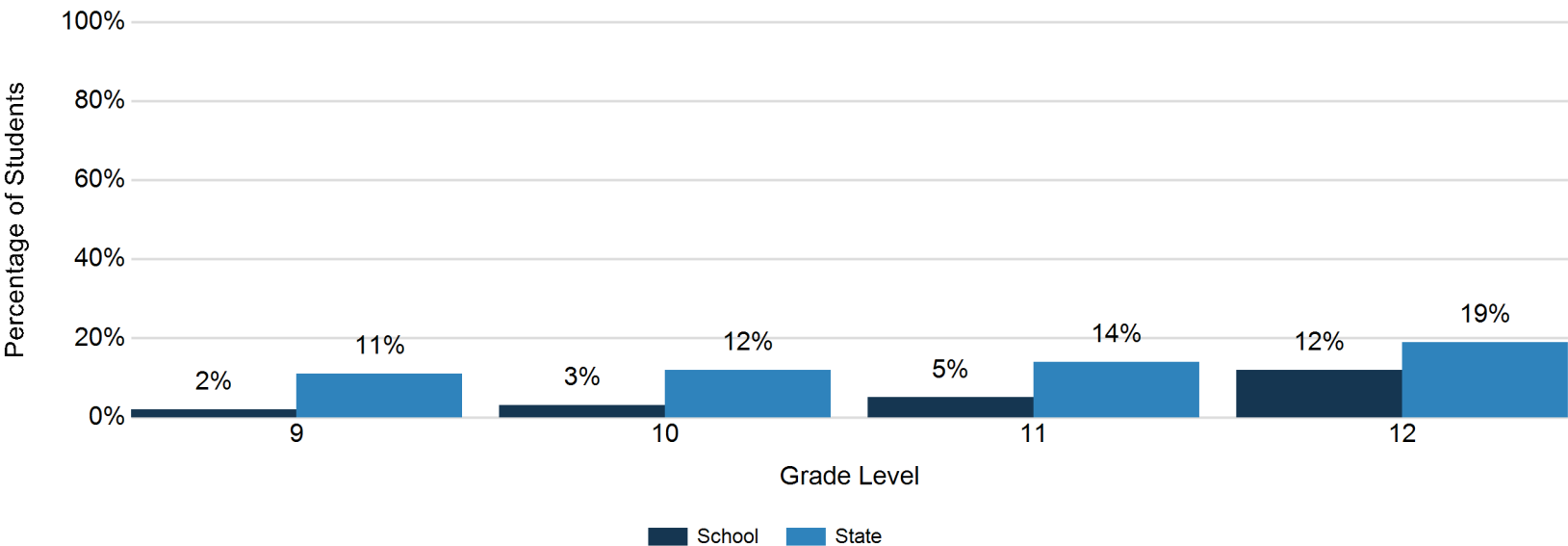
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Chronic Absenteeism by Grade

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), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

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	5
Weapons	0
Vandalism	1
Substances	2
Harassment, Intimidation, Bullying (HIB)	9
Total Unique Incidents	17
Incidents Per 100 Students Enrolled	1.40

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

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	24	2.0%
Out-of-School Suspensions	30	2.5%
Any Suspension	39	3.2%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
71



Ramapo High School
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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	7:40 AM
Typical End Time	2:40 PM
Length of School Day	7 Hrs 0 Mins
Full Time - Instructional Time	5 Hrs 0 Mins
Shared Time - Instructional Time	5 Hrs. 0 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 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 through 10. 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
2018-19	1:1



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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 the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	118	118,214
Average years experience in public schools	8.2	12.1
Average years experience in district	8.2	10.8
Percentage of Teachers with 4 or more years experience in the district	68.6%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	28	9,530
Average years experience in public schools	10.6	16.0
Average years experience in district	10.6	12.0
Percentage of Administrators with 4 or more years experience in the district	92.9%	76.9%

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	110:1	81:1
Teachers to Administrators	11:1	8:1
Students to Librarians/Media Specialists		1135:1
Students to Nurses		568:1
Students to Counselors		189:1
Students to Child Study Team Members		284:1



Ramapo High School
(03-4300-050)
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2018-2019

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Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	48.4%	61.9%	54.5%	48.4%	77.1%	54.9%
Male	51.6%	38.1%	45.5%	51.6%	22.9%	45.1%
White	87.7%	94.9%	100.0%	42.4%	83.6%	77.4%
Hispanic	4.3%	2.5%	0.0%	29.9%	7.3%	7.2%
Black or African American	0.9%	0.8%	0.0%	15.0%	6.6%	13.9%
Asian	5.8%	1.7%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.2%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	1.2%	0.0%	0.0%	2.1%	0.2%	0.2%



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Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by 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.

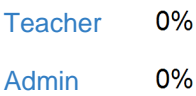
Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	88.2%	90.5%
2017-18 Administrators: Same district 2018-19	96.4%	87.9%

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
2018-19	97.1%



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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.



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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).

Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.

Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less

Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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](#).

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.



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ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	47.5%	77.2%	84.8%
Math Proficiency	32.9%	58.3%	62.7%
ELA Growth	N	N	N
Math Growth	N	N	N
4-Year Graduation Rate†	98.3%	97.3%	96.9%
5-Year Graduation Rate†	97.9%	98.0%	97.6%
Progress toward English Language Proficiency		N	N
Chronic Absenteeism	7.1%	4.9%	5.3%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



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Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
 Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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](#).

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey 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 every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.



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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

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	Met Goal	Met Target	Met Goal	Met Goal	N	Met	No
White	Met Goal	Met Target	Met Goal	Met Goal	n/a	Met	No
Hispanic	Met Target	Met Target†	**	**	n/a	Met	No
Black or African American	**	**	**	**	n/a	**	No
Asian, Native Hawaiian, or Pacific Islander	Met Goal	Met Goal	**	Met Goal	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	**	**	**	**	n/a	**	No
Students with Disabilities	Met Target	Met Target	Not Met	Met Target	n/a	Met	No
English Learners	**	**	**	**	**	**	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 the school or district directly.

 <p>Highlights:</p>	<ul style="list-style-type: none"> Technology is seamlessly integrated into the curriculum and a part of everyday life through the 1:1 laptop program. Initiatives emphasize the importance of social, emotional, physical, and mental wellness for students and staff. Collaboration, critical-thinking, communication, and creativity are areas of focus to prepare students for their future.
 <p>Mission, Vision, Theme:</p>	<p>The District's Vision is to ensure that our students graduate with the skills, knowledge, and behaviors necessary for success in a global society and with the personal and social attributes to maximize their opportunity for a meaningful life.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>RHS AP Scholars 47; with Honor 29; with Distinction 27; National AP Scholars 7; AP International Diploma 1; 6 National Merit Commended Students; 1 Certificate of Merit Student, 3 National Merit Scholarship Semifinalists. Other honors include Rensselaer Science Award Medal & Scholarship; Bausch & Lomb Honorary Science Award & Scholarship; George Eastman Young Leaders Award & Scholarship; Governor's School Sciences; Governor's School in Engineering; DAR Leadership Award Recipient, Northern Jersey Robotics Competition; Henry Burr Band Director, John Philip Sousa Band, Louis Armstrong Band, and Marching Band Awards, National School Chorus Award, National School Orchestra Award; Art Award - winning students participated in Youth Art Month exhibition at the Statehouse in Trenton, exhibitions at the Morris Museum, Kean and William Paterson University, among others.</p>






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 <p>Courses, Curriculum, Instruction:</p>	<p>As part of the RIHRHSD, the curriculum at Ramapo is driven by a 3-year curriculum renewal plan to ensure a relevant and engaging learning experience for all students. The curriculum includes a plethora of AP courses across the content areas, dual enrollment courses, and a Pathways Program that allows for a specific focus of study in 9 identified content areas. RHS also hosts the Engineering and Design University Program.</p>
 <p>Sports and Athletics:</p>	<p>Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Boys & Girls), Cheerleading (Coed), Cross Country (Coed), Fencing (Boys & Girls), Football (Boys), Golf (Boys & Girls), Gymnastics (Girls), Ice Hockey (Coed), Lacrosse (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Swimming (Coed), Tennis (Boys & Girls), Track and Field - Spring (Coed), Track and Field - Winter (Coed), Volleyball (Boys & Girls), Wrestling (Boys)</p> <p>RHS Athletes earned 5 Conference Championships and 3 State Championships. Baseball team received the Ed Strohmeyer award for outstanding sportsmanship. Football team became the first team in New Jersey history to go 13-0 by winning North Group 3 Bowl game. Ramapo Football team named Group 3/4 Team of the Year. Ramapo student athletes received the following accolades: a recipient of National Girls & Women in Sports Day sponsored by NJSIAA, an NJSIAA Recipient of their Scholar-Athlete Award, a North Jersey.com Football Player of the Year, a Girls Winter Track & Field Athlete of the Year and Female Athlete of the Year who also earned Track & Field All-American status. Multiple Ramapo athletes earned All-League, County and State individual recognition. In addition, several of our coaches earned Coach of the Year honors</p>
 <p>Clubs and Activities:</p>	<p>RHS provides students with vibrant and diverse co-curricular clubs and activities. Numerous services are available through programs such as student government, Ambassador Program (freshman mentoring), National Honor Society, Teens Need Teens (peer counseling), Amnesty International, the Environmental Club, and the Interact Club. The Holiday Festival welcomes 400 elementary school students from a Paterson elementary school for a day in December filled with excitement provided by the student body.</p>





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 <p>Staff and Professional Learning:</p>	<p>All teachers are required to complete 21 hours of professional development (PD) throughout the school year. PD is offered in the areas of educational technology, classroom management, instructional delivery, differentiated instruction, special education, leadership, and wellness. PD is offered in a variety of methods such as workshops, conferences, and participation in professional learning communities. PD is centered on district, school, and department goals in addition to teacher interest.</p>
 <p>Postsecondary Information:</p>	<p>RHS graduated 283 students, 92% of whom continued their education with 89% going to a four-year college, 3% to community college, and 8% in other post-secondary education. Guidance presentations included College Night for Juniors, RIH College Fair 2018, District Financial Aid Night, Instant Decision Days, Sophomore Information Night, 180 College Admissions Visits and Scholarship Night among others. The Guidance Department also conducts Career Interest Inventories through classroom visits and hosts a variety of Career Speaker presentations. The Guidance Department collaborated to host a Career Fair in March 2019, highlighting thirty-five respective careers. Information sessions featuring Career Speakers are also held throughout the academic year.</p>






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 <p>Student Supports and Services:</p>	<p>Ramapo High School has comprehensive Guidance and Special Services departments able to meet the varied needs of the students. Peer tutoring is available through the National Honor Society and extra help is offered after school for those who need additional support in their studies. The I&RS/Section 504 team works to identify and provide support for students who are struggling. The ELL program supports students in the acquisition of the English language and monitors their progress upon exiting the program.</p>
 <p>Student Health and Wellness:</p>	<p>RHS students participate in community service such as food, clothing and fund drives for a wide array of causes that include the Holiday Festival. Through outreach, students also engage in efforts to send relief to disaster-stricken areas through Student Council. RHS also participates in Heroes and Cool Kids where they work as role models with younger students in the district. The RHS Guidance Department hosts an annual Community Service Fair, Wellness Wednesday activities and speakers. Programming is also focused on fostering awareness of mental health including the organizing the Mental Health Fair for students featuring community-based resources.</p>
 <p>Parent and Community Involvement:</p>	<p>RIHRHSD uses the Genesis Student Information Management System that allows parents to access grades, attendance, and performance of their students in real time. Parents may email or leave a voicemail for any teacher. Naviance as a premier college-based educational tool gives our students access to assessing the fit between prospective colleges and themselves. It also allows for the electronic submission of college application materials, including transcripts and recommendation letters. Schoology allows teachers to post assignments, make announcements for students. Parent groups include APTS, PTSO, PAA, PAC</p>





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 <p>Facilities:</p>	<p>Recent projects at RHS include the acquisition of various types of classroom furniture to allow for more flexible learning spaces, classroom renovations, replacement of the field and track, and the replacement of the visitor's grandstands at the athletic field complex. Plans are in place for partial roof recoating on the exterior of the building, locker room, team room, and bathroom upgrades, and additional improvements to the building's instructional spaces. The District is finalizing the Long Range Facilities Plan and Facilities Master Plan, which will help to align the physical spaces of the school with the educational vision of the district.</p>
 <p>School Safety:</p>	<p>The Ramapo Indian Hills Regional High School District has established a comprehensive safety and security plan that is aligned with both federal and state guidelines for best practices in a secondary school setting. The district employs a District Security Coordinator who works in conjunction with district and building administrators as well as local law enforcement to develop and implement security and safety procedures. The Crisis Management Committee and Safety Council meet regularly to review safety and security plans and to make adjustments as necessary.</p>



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 <div>Technology and STEM:</div>	<div>Every student is assigned a laptop computer as part of the District’s 1:1 laptop program. Students have access to software and digital resources that are required for or enrich the curriculum during their high school career. STEM concepts and methodologies are integrated into appropriate courses across several content areas. Other technological resources include 3D printers, a laser cutter, a waterjet cutter, interactive whiteboards, projection devices, tablets, and digital cameras.</div>
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<div>  <div>Other Information</div> </div>	<p>RHS is part of the RIH Regional High School District and serves approximately 1,270 students from Franklin Lakes, Oakland, and Wyckoff. RHS strives to provide all students with a rigorous and challenging education that will serve graduates for their entire lives. Academically, RHS focuses on core disciplines and offers a wide array of elective programs in a 1:1 learning environment. Courses are at multiple levels and include an extensive offering of college prep, honors, advanced placement, and dual enrollment courses. Dual enrollment partnerships with Syracuse University, Fairleigh Dickinson University, and Bergen Community College provide an opportunity for students to earn college credits by completing college-level work at the high school. Students may also apply for the University Program comprised of honors level courses that are thematically focused in Engineering. In addition, many students enroll in elective areas of study. Students choose from courses in visual and performing arts, family and consumer science, applied technology, business, technology, and music. Students interested in the performing arts can become involved in dramatic production and/or a musical production during the school year. The school's modern facility fully supports the school's academic and co-curricular programs and includes two gyms, two health rooms, a dance studio, a physical fitness center, an upper and lower ropes course, a climbing wall, and an expanded mountain bike trail. The Media Center has collaborative learning spaces, an interactive classroom, a large digital and traditional print collection, and house a number of 3D printers and a laser cutter for student use. The school also has a fully equipped television suite, multiple science labs, industrial tech rooms, art studios, a graphic design room, a publications room, and traditional and collaborative classroom spaces. In 2018-2019 Ramapo High School was awarded the Bronze Certification for Future Ready Schools.</p>
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