NJ SCHOOL PERFORMANCE REPORT

HAMILTON NORTH - NOTTINGHAM
(21-1950-055)
Grades Offered: 09-12
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

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School Contact Info

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

Type	Contact Information
County	MERCER
District	HAMILTON TWP
Principal Name	MR. RAGAZZO
Address	1055 KLOCKNER ROAD HAMILTON, NJ 08619-3046
Phone Number	(609)631-4161
Email Address	FRAGAZZO@HAMILTON.K12.NJ.US
Website	https://www.hamilton.k12.nj.us/Domain/1004

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Enrollment Trends by Grade

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

Grade	2015-16	2016-17	2017-18
9	331	293	321
10	341	325	264
11	331	311	307
12	281	310	303
Total	1,284	1,239	1,195

Enrollment Trends by Student Group

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

Student Group	2015-16	2016-17	2017-18
Female	49.9%	49.5%	47.6%
Male	50.1%	50.5%	52.4%
Economically Disadvantaged Students	51.8%	48.7%	42.1%
Students with Disabilities	16.7%	16.2%	15.8%
English Learners	3.4%	3.2%	4.3%
Homeless Students		0.3%	0.5%
Students in Foster Care		0.1%	0.1%
Military-Connected Students		0.0%	0.0%
Migrant Students		0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2015-16	2016-17	2017-18
White	33.9%	32.5%	32.4%
Hispanic	28.3%	28.9%	29.3%
Black or African American	32.0%	32.5%	31.8%
Asian	3.4%	3.7%	3.8%
Native Hawaiian or Pacific Islander	0.4%	0.4%	0.3%
American Indian or Alaska Native	0.1%	0.1%	0.2%
Two or More Races	1.9%	1.9%	2.3%

Enrollment Trends by Full and Shared Time Status

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

Enrollment Status	2015-16	2016-17	2017-18
Full Time Students	1,245	1,197	1,151
Shared Time Students	77	83	88
Full Time Equivalent	1,284	1,239	1,195

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	77.2%
Spanish	13.3%
Haitian	2.1%
Creoles and pidgins, French-based	1.4%
Other Languages	6.1%

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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	556	96.6	28.1	46.7	56.7	28.1	43.9	Not Met
White	166	96.6	42.7	*	65.6	42.7	54.6	Not Met
Hispanic	173	96.6	25.4	37.3	42.5	25.4	31	Not Met
Black or African American	179	95.9	16.2	29.7	37.3	16.2	34.6	Not Met
Asian, Native Hawaiian, or Pacific Islander	24	100.0	41.6	70.0	82.3	41.6	63.4	Not Met
American Indian or Alaska Native	*	*	*	*	52.7	*	**	**
Two or More Races	*	*	*	*	63.4	*	**	**
Female	246	96.9	35.8	57.0	64.5	35.8		
Male	310	96.3	22.0	37.5	49.4	22.0		
Economically Disadvantaged Students	267	96.4	22.1	33.5	38.5	22.1	31.9	Not Met
Non-Economically Disadvantaged Students	289	96.7	33.6	54.7	67.5	33.6		
Students with Disabilities	122	95.4	*	14.3	21.6	*	16.6	Not Met
Students without Disabilities	434	96.9	*	54.0	63.9	*		
English Learners	30	93.9	*	23.2	27.3	*	7.6	Met Target†
Non-English Learners	526	96.7	*	48.2	59.4	*		
Homeless Students	*	*	*	34.7	27.7	*		
Students In Foster Care	*	*	*	25.0	26.3	*		
Military-Connected Students	N	N	N	N	57.4	N		
Migrant Students	N	N	N	*	30.1	N		

† Target was met within a confidence interval.

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 9

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	305	720	734	752	32%	20%	26%	*	*	21%	55%
White	88	730	745	760	19%	19%	34%	*	*	27%	64%
Hispanic	97	721	725	735	29%	24%	28%	*	*	20%	38%
Black or African American	100	708	716	734	50%	17%	17%	16%	0%	16%	34%
Asian, Native Hawaiian, or Pacific Islander	11	743	759	782	*	*	*	*	*	36%	83%
American Indian or Alaska Native	*	*	*	752	*	*	*	*	*	*	51%
Two or More Races	*	*	*	760	*	*	*	*	*	*	63%
Female	128	728	742	759	29%	16%	27%	*	*	29%	63%
Male	177	715	728	744	35%	24%	26%	*	*	15%	46%
Economically Disadvantaged Students	149	718	724	733	36%	22%	20%	*	*	21%	34%
Non-Economically Disadvantaged Students	156	722	740	761	29%	19%	32%	*	*	21%	65%
Students with Disabilities	67	691	701	716	*	*	*	*	*	*	15%
Students without Disabilities	238	729	742	758	*	*	*	*	*	*	62%
English Learners	19	685	*	691	*	*	*	*	*	*	*
Non-English Learners	286	723	*	755	*	*	*	*	*	*	*
Homeless Students	*	*	*	720	*	*	*	*	*	*	22%
Students in Foster Care	*	*	*	719	*	*	*	*	*	*	20%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	54%
Migrant Students	N	N	N	696	N	N	N	N	N	N	10%

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	249	729	738	749	29%	14%	21%	29%	7%	36%	51%
White	74	757	751	756	*	14%	*	46%	18%	64%	58%
Hispanic	74	720	725	733	36%	*	18%	*	*	34%	38%
Black or African American	84	712	719	728	42%	13%	32%	13%	0%	13%	32%
Asian, Native Hawaiian, or Pacific Islander	12	746	759	782	*	*	*	*	*	50%	78%
American Indian or Alaska Native	*	*	*	744	*	*	*	*	*	*	50%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	122	741	749	759	19%	12%	27%	*	*	42%	60%
Male	127	719	728	739	39%	15%	15%	*	*	31%	42%
Economically Disadvantaged Students	120	714	719	730	40%	14%	24%	*	*	22%	34%
Non-Economically Disadvantaged Students	129	744	747	758	19%	13%	18%	*	*	50%	59%
Students with Disabilities	46	686	692	707	*	*	*	*	*	*	15%
Students without Disabilities	203	739	747	756	*	*	*	*	*	*	57%
English Learners	*	*	678	684	*	*	*	*	*	*	*
Non-English Learners	*	*	740	752	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	23%
Students in Foster Care	N	N	*	707	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	706	N	N	N	N	N	N	18%

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

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	221	726	723	736	25%	23%	21%	*	*	30%	39%
White	69	732	721	737	20%	23%	19%	*	*	38%	41%
Hispanic	75	727	726	731	23%	21%	23%	*	*	33%	35%
Black or African American	63	716	718	729	37%	22%	24%	*	*	17%	31%
Asian, Native Hawaiian, or Pacific Islander	*	*	733	759	*	*	*	*	*	*	60%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	25%
Two or More Races	*	*	725	737	*	*	*	*	*	*	39%
Female	103	733	731	745	17%	23%	23%	*	*	36%	48%
Male	118	719	716	728	32%	23%	19%	*	*	25%	31%
Economically Disadvantaged Students	95	717	719	730	34%	22%	22%	*	*	22%	33%
Non-Economically Disadvantaged Students	126	732	724	739	19%	24%	21%	*	*	37%	42%
Students with Disabilities	32	683	695	708	*	*	*	*	*	*	13%
Students without Disabilities	189	733	729	742	*	*	*	*	*	*	44%
English Learners	17	684	691	702	*	*	*	*	*	*	*
Non-English Learners	204	729	724	738	*	*	*	*	*	*	*
Homeless Students	*	*	*	721	*	*	*	*	*	*	22%
Students in Foster Care	N	N	*	708	N	N	N	N	N	N	19%
Military-Connected Students	N	N	N	729	N	N	N	N	N	N	31%
Migrant Students	N	N	N	707	N	N	N	N	N	N	*

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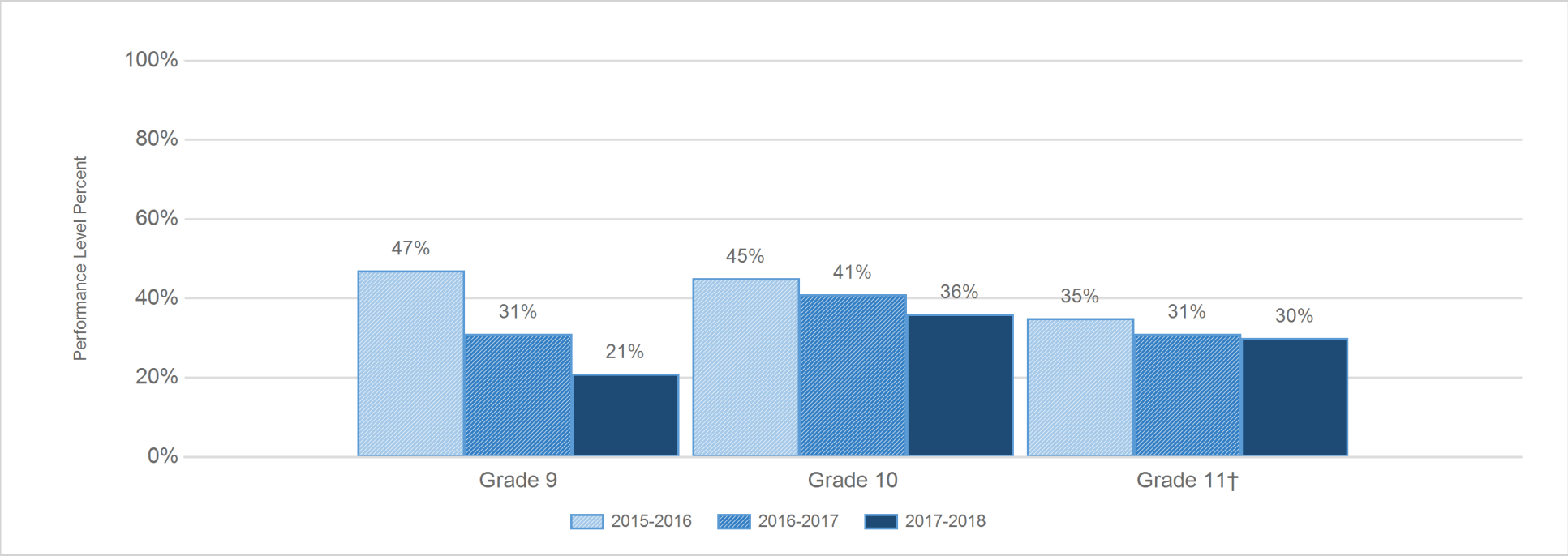
English Language Arts/Literacy Assessment - Performance Trends

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



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

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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	561	96.3	18.0	36.1	45.0	18.0	19.9	Met Target†
White	161	95.9	29.2	*	54.1	29.2	27.8	Met Target
Hispanic	177	95.2	14.7	26.9	29.2	14.7	15.7	Met Target†
Black or African American	185	97.0	*	18.4	23.4	*	11.8	Met Target†
Asian, Native Hawaiian, or Pacific Islander	23	100.0	39.1	64.5	77.0	39.1	31.2	Met Target
American Indian or Alaska Native	*	*	*	*	42.5	*	**	**
Two or More Races	*	*	23.1	*	53.0	23.1	**	**
Female	249	96.9	17.7	38.0	46.0	17.7		
Male	312	95.8	18.3	34.3	43.9	18.3		
Economically Disadvantaged Students	278	95.3	15.5	24.7	26.6	15.5	13.1	Met Target
Non-Economically Disadvantaged Students	283	97.3	20.5	43.0	55.9	20.5		
Students with Disabilities	119	94.5	*	11.0	17.1	*	13.6	Not Met
Students without Disabilities	442	96.8	*	41.7	50.5	*		
English Learners	32	94.3	*	22.0	24.6	*	7.6	Not Met
Non-English Learners	529	96.4	*	37.1	46.9	*		
Homeless Students	*	*	*	17.4	17.3	*		
Students In Foster Care	*	*	*	17.7	16.2	*		
Military-Connected Students	N	N	N	N	45.8	N		
Migrant Students	N	N	N	*	23.7	N		

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Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	320	721	736	746	25%	28%	30%	17%	0%	17%	46%
White	78	734	747	755	15%	14%	42%	28%	0%	28%	57%
Hispanic	113	720	726	730	24%	35%	25%	16%	0%	16%	27%
Black or African American	112	712	718	727	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	771	779	*	*	*	*	*	*	79%
American Indian or Alaska Native	*	*	*	746	*	*	*	*	*	*	49%
Two or More Races	*	*	*	755	*	*	*	*	*	*	54%
Female	128	721	739	748	25%	29%	31%	15%	0%	15%	48%
Male	192	721	733	745	25%	28%	29%	18%	0%	18%	44%
Economically Disadvantaged Students	168	720	*	729	24%	35%	26%	15%	0%	15%	25%
Non-Economically Disadvantaged Students	152	723	*	756	26%	22%	35%	18%	0%	18%	57%
Students with Disabilities	64	702	707	716	*	*	*	*	*	*	13%
Students without Disabilities	256	726	742	752	*	*	*	*	*	*	52%
English Learners	31	703	*	710	*	*	*	*	*	*	*
Non-English Learners	289	723	*	749	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	16%
Students in Foster Care	*	*	*	712	*	*	*	*	*	*	12%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	49%
Migrant Students	N	N	N	720	N	N	N	N	N	N	11%

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Mathematics Assessment - Performance by Test: Geometry

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	229	723	729	735	17%	36%	32%	*	*	14%	30%
White	58	733	738	740	*	28%	47%	*	*	21%	37%
Hispanic	66	720	719	723	*	*	*	*	*	*	14%
Black or African American	89	717	718	719	*	*	*	*	*	*	11%
Asian, Native Hawaiian, or Pacific Islander	10	748	756	760	0%	*	*	*	*	60%	65%
American Indian or Alaska Native	*	*	*	734	*	*	*	*	*	*	28%
Two or More Races	*	*	*	741	*	*	*	*	*	*	39%
Female	116	726	730	736	14%	33%	37%	*	*	16%	30%
Male	113	720	729	734	21%	40%	27%	*	*	12%	29%
Economically Disadvantaged Students	120	719	722	722	22%	36%	30%	*	*	13%	13%
Non-Economically Disadvantaged Students	109	726	733	741	13%	37%	35%	*	*	16%	38%
Students with Disabilities	52	703	706	713	*	*	*	*	*	*	*
Students without Disabilities	177	729	734	738	*	*	*	*	*	*	*
English Learners	*	*	705	711	*	*	*	*	*	*	*
Non-English Learners	*	*	730	736	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	*
Students in Foster Care	N	N	*	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	731	N	N	N	N	N	N	24%
Migrant Students	N	N	N	709	N	N	N	N	N	N	11%

NJ SCHOOL PERFORMANCE REPORT

HAMILTON NORTH - NOTTINGHAM
(21-1950-055)
Grades Offered: 09-12
2017-2018

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Mathematics Assessment - Performance by Test: Algebra II

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	150	719	720	727	28%	31%	25%	*	*	15%	30%
White	56	728	723	733	21%	25%	30%	*	*	23%	35%
Hispanic	49	717	715	710	24%	45%	20%	*	*	10%	14%
Black or African American	32	702	706	705	*	*	*	*	*	*	11%
Asian, Native Hawaiian, or Pacific Islander	*	*	731	766	*	*	*	*	*	*	66%
American Indian or Alaska Native	N	N	N	729	N	N	N	N	N	N	28%
Two or More Races	*	*	719	736	*	*	*	*	*	*	37%
Female	73	722	723	728	25%	30%	33%	*	*	12%	30%
Male	77	717	717	727	31%	32%	18%	*	*	18%	30%
Economically Disadvantaged Students	58	715	713	709	33%	36%	21%	*	*	10%	13%
Non-Economically Disadvantaged Students	92	722	722	736	25%	28%	28%	*	*	18%	37%
Students with Disabilities	*	*	692	693	*	*	*	*	*	*	*
Students without Disabilities	*	*	722	732	*	*	*	*	*	*	*
English Learners	*	*	*	691	*	*	*	*	*	*	*
Non-English Learners	*	*	*	729	*	*	*	*	*	*	*
Homeless Students	*	*	*	703	*	*	*	*	*	*	10%
Students in Foster Care	N	N	*	693	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	717	N	N	N	N	N	N	20%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%

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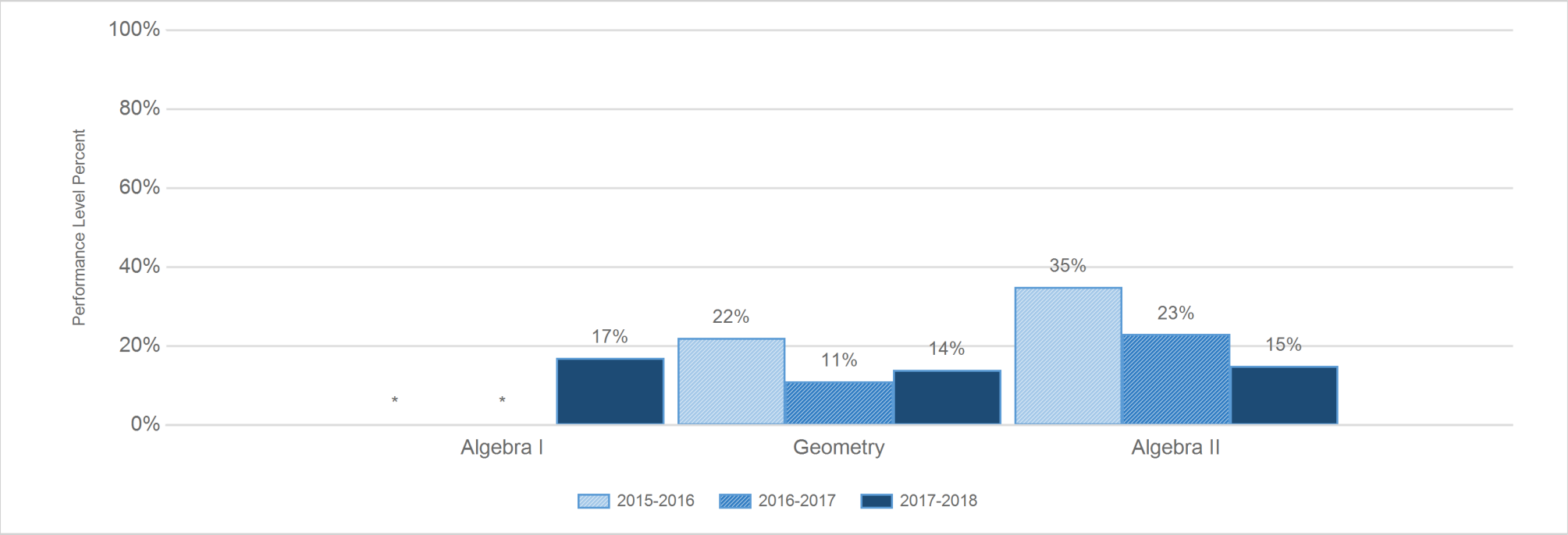
Mathematics Assessment – Performance Trends

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



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

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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2017-18 Target	Met Target?
Schoolwide/English Learners	45.0%	46.8%	Met Target†

† 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	36	*	*
3-4	10	90.0%	10.0%
5 or more	*	*	*

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

NJASK Science Assessment Information

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

Biology Assessment Information

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

NJ SCHOOL PERFORMANCE REPORT

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

PSAT, SAT, & ACT - Participation

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

Participation Type	School Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2017-18	95.1%	85.0%
12th graders taking SAT in 2017-18 or prior years	64.7%	72.2%
12th graders taking ACT in 2017-18 or prior years	16.2%	24.6%

PSAT, SAT, & ACT - Performance

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

Participation Type	School Average Score	State Average Score	College Readiness Benchmarks	School - Students Scores at or above Benchmark	State - Students Scores at or above Benchmark
PSAT 10/NMSQT - Reading and Writing	445	478	Grade 10: 430 Grade 11: 460	54%	62%
PSAT 10/NMSQT - Math	438	478	Grade 10: 480 Grade 11: 510	25%	42%
SAT - Reading and Writing	524	542	480	68%	72%
SAT - Math	509	543	530	37%	54%
ACT - Reading	24	24	22	63%	62%
ACT - English	22	24	18	76%	78%
ACT - Math	22	24	22	61%	62%
ACT - Science	21	23	23	43%	53%

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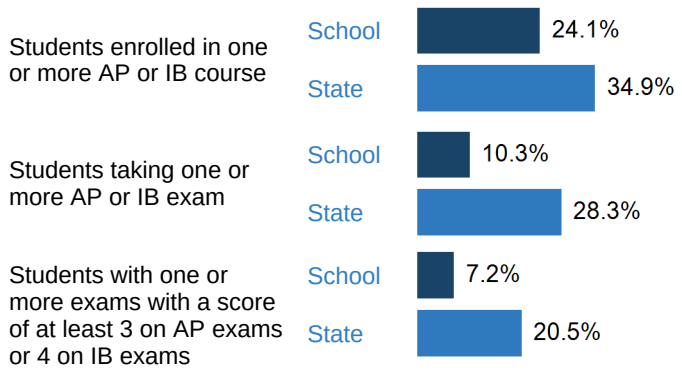
Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (IB)** courses and exams and **dual enrollment** courses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

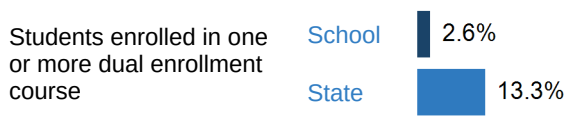
AP/IB Coursework – Participation and Performance

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



Dual Enrollment Coursework - Participation

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



AP/ IB Courses Offered

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

AP/IB Course	Students Enrolled	Students Tested
AP Biology	18	6
AP Calculus AB	27	17
AP Calculus BC	5	4
AP Chemistry	14	6
AP Chinese Language and Culture	0	2
AP Computer Science A	15	4
AP Computer Science Principles	0	2
AP English Language and Composition	11	9
AP English Literature and Composition	13	8
AP Environmental Science	10	3
AP European History	10	4
AP Music Theory	7	1
AP Physics 1	60	4
AP Physics 2	0	1
AP Physics C: Mechanics	0	1
AP Psychology	21	9

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AP/IB Course	Students Enrolled	Students Tested
AP Spanish Language	17	6
AP Statistics	21	5
AP Studio Art—Drawing Portfolio	4	0
AP U.S. Government and Politics	16	5
AP U.S. History	41	15
Total Exams taken		112
Exams with scores of at least 3 on AP exams or 4 on IB exams		69

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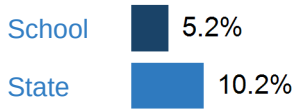
This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit the NJDOE's Career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

Career and Technical Education Participation

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

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

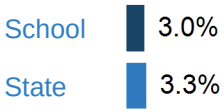
CTE Concentrators
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

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

Structured Learning Experiences



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

Industry-Valued Credentials

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

Students Earning Industry-Valued Credentials

School	*
State	0.9%

Industry-Valued Credentials by Career Cluster

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

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total credentials earned
Architecture & Construction	11	*	*
Arts, AV Technology & Communications	*		
Business Management & Administration	43		
Finance	19		
Health Science	15		
Hospitality & Tourism	*		
Human Services	15	*	*
Law, Public Safety, Corrections & Security	*		
Manufacturing	*		
Marketing	44		
Science, Technology, Engineering & Mathematics	*		
Transportation, Distribution & Logistics	*		
Total (All Clusters)	176	10	10

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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	250	48	5	0	0	0	73
10	28	173	42	10	1	0	2
11	15	47	178	32	11	1	28
12	4	11	33	42	38	56	104
Total	297	279	258	84	50	57	207
Enrolled in AP/IB Course					32	21	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	57	1	0	1	0	266
10	200	44	0	11	1	10
11	27	192	0	62	36	34
12	17	21	0	47	43	55
Total	301	258	0	121	80	365
Enrolled in AP/IB Course	18	14		10	60	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	5	314	0	1	3	3
10	3	258	0	6	4	32
11	4	281	0	29	38	37
12	3	59	0	39	27	79
Total	15	912	0	75	72	151
Enrolled in AP/IB Course	0	41	0	21		26
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	173	43	17	7	2	0	0
10	161	34	7	4	11	0	0
11	117	35	21	0	8	0	0
12	58	9	3	3	3	0	0
Total	509	121	48	14	24	0	0
Enrolled in AP/IB Course	17	0	0	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	99	31	19	3	10	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
French	*
Italian	*
Latin	*
Spanish	10
Total	15

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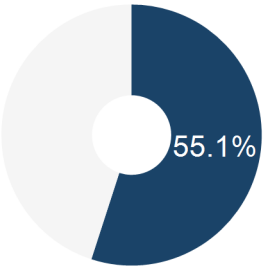
Visual and Performing Arts – Course Participation

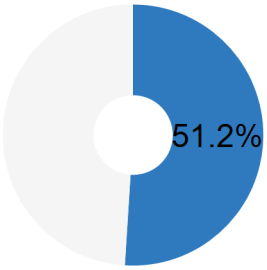
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 9-12:

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

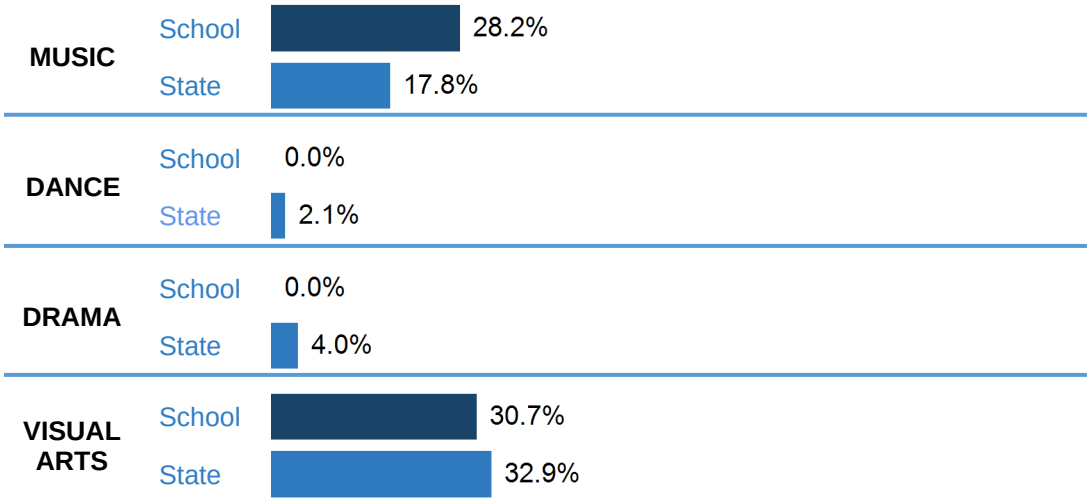


School



State

Students enrolled in one or more classes by discipline:



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

Graduation Rates

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

Student Group	School - Class of 2018: 4 Year Rate	State - Class of 2018: 4 Year Rate	School - Class of 2017: 5 Year Rate	State - Class of 2017: 5 Year Rate	Class of 2017: 4 Year Rate	Class of 2017: 4 Year Target	Class of 2017: Met Target	Class of 2016: 5 Year Rate	Class of 2016: 5 Year Target	Class of 2016: Met Target
Schoolwide	88.2%	90.9%	89.9%	92.4%	88.1%	89.4%	Not Met	92.2%	90.6%	Met Target
White	96.1%	95.0%	88.2%	95.7%	87.3%	90.0%	Not Met	94.2%	91.3%	Met Target
Hispanic	81.2%	84.8%	87.3%	87.3%	84.3%	91.7%	Not Met	89.2%	90.8%	Not Met
Black or African American	86.8%	84.2%	92.9%	86.8%	90.7%	88.4%	Met Target	92.9%	88.3%	Met Target
Asian, Native Hawaiian or Pacific Islander	89.5%	97.0%	*	97.7%	*	**	**	*	**	**
American Indian or Alaska Native	N	86.5%	N	94.1%	N	N	N	N	N	N
Two or More Races	72.7%	92.0%	*	93.9%	*	**	**	*	**	**
Economically Disadvantaged Students	86.2%	84.6%	87.3%	87.0%	84.5%	89.5%	Not Met	89.9%	85.9%	Met Target
Students with Disabilities	87.3%	80.1%	86.2%	83.5%	82.8%	72.1%	Met Target	90.8%	83.5%	Met Target
English Learners	61.1%	75.8%	90.5%	81.8%	85.4%	N	N	92.3%	**	**
Homeless Students	*	72.6%	*	79.1%	*			*		
Students in Foster Care	N	62.6%	*	64.9%						

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

Graduation Pathways

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

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
PARCC Assessment	43.3%	29.6%
Substitute Competency Test	39.9%	54.3%
Portfolio Appeals Process	7.3%	4.6%
Alternate Requirements specified in IEP	8.8%	11.0%
Unknown	0.6%	0.6%

Graduation Rate Trends

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

Class of	4-Year Rate	5-Year Rate
2018	88.2%	-
2017	88.1%	89.9%
2016	91.4%	92.2%

Dropout Rate Trends

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

School Year	School Rate	State Rate
2017-2018	1.3%	1.2%
2016-2017	1.6%	1.1%
2015-2016	1.2%	1.2%

NJ SCHOOL PERFORMANCE REPORT

HAMILTON NORTH - NOTTINGHAM
(21-1950-055)
Grades Offered: 09-12
2017-2018

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

Postsecondary Enrollment Rates: Fall

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	72.8%	27.6%	72.4%
Schoolwide	65.1%	51.4%	48.6%
White	75.7%	42%	58%
Hispanic	56.1%	70.3%	29.7%
Black or African American	59.3%	56.9%	43.1%
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	56.6%	57.4%	42.6%
Students with Disabilities	38.2%	100%	0%
English Learners	*	*	*

Postsecondary Enrollment Rates: 16 month

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	77.9%	31.9%	68.1%	72.5%	27.5%	64.9%	35.1%
Schoolwide	73.1%	50.7%	49.3%	79.5%	20.5%	76.3%	23.7%
White	78.6%	45.5%	54.5%	77.3%	22.7%	74.2%	25.8%
Hispanic	62%	65.3%	34.7%	85.7%	14.3%	89.8%	10.2%
Black or African American	74.6%	44.7%	55.3%	78.8%	21.2%	69.4%	30.6%
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	70.5%	54.9%	45.1%	80.2%	19.8%	74.7%	25.3%
Students with Disabilities	46.3%	63.2%	36.8%	78.9%	21.1%	94.7%	5.3%
English Learners	*	*	*	*	*	*	*

NJ SCHOOL PERFORMANCE REPORT

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

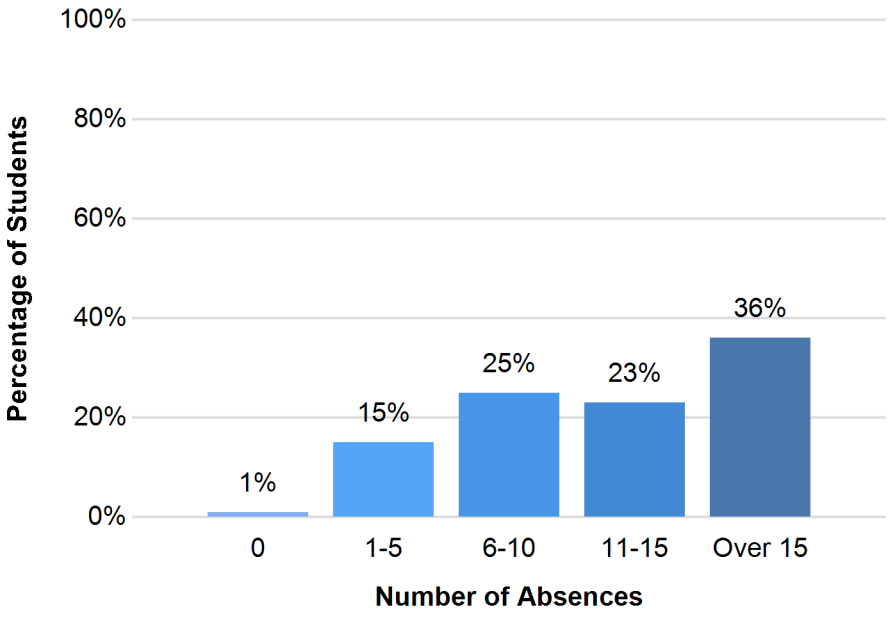
Chronic Absenteeism

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

Student Group	Number of students chronically absent	Percent of students chronically absent	State Average	Met State Average
Schoolwide	369	29.0	14.9	Not Met
White	112	26.7	14.9	Not Met
Hispanic	111	30.0	14.9	Not Met
Black or African American	125	31.3	14.9	Not Met
Asian, Native Hawaiian, or Pacific Islander	13	25.0	14.9	Not Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	14.9	Not Met
Economically Disadvantaged Students	163	30.8	14.9	Not Met
Students with Disabilities	75	32.2	14.9	Not Met
English Learners	11	21.2	14.9	Not Met

Days Absent

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



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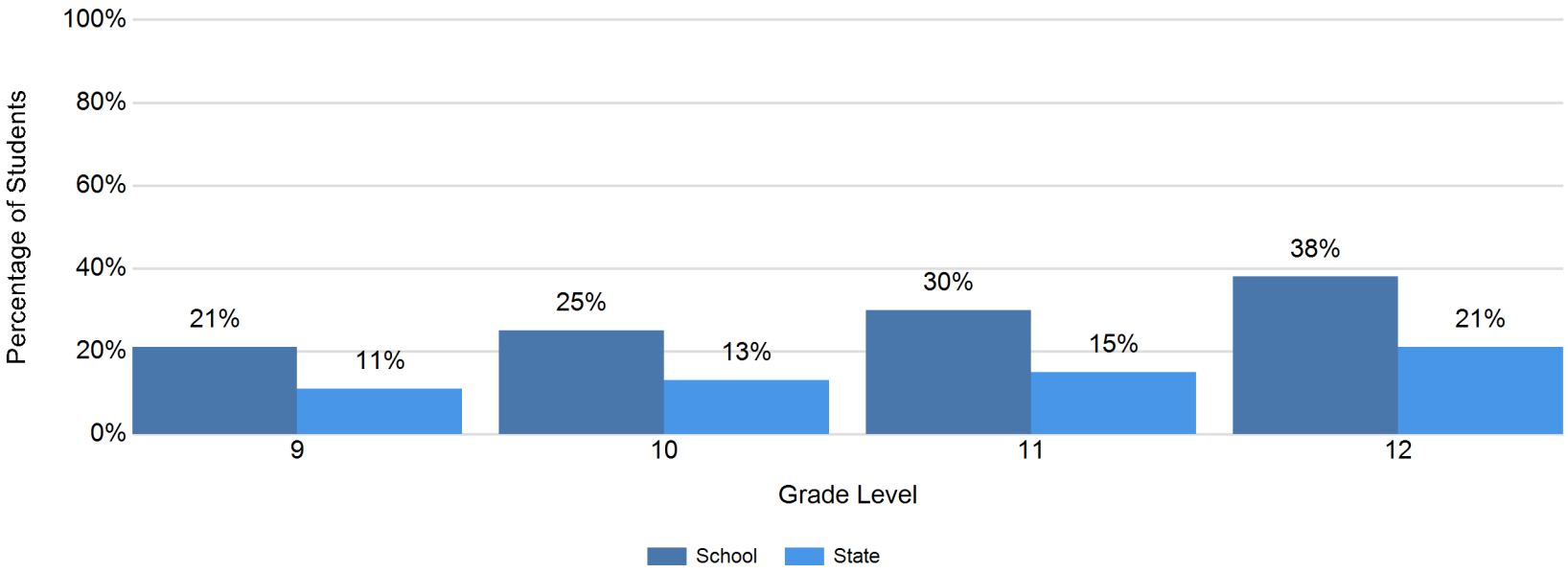
Chronic Absenteeism by Grade

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



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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	27
Weapons	2
Vandalism	2
Substances	16
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	47
Incidents Per 100 Students Enrolled	3.93

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	10
Weapons	2
Vandalism	1
Substances	16
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	3

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Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	1	0	1
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	1	0	1
Disability	0	0	0
Other	0	0	0
No Identified Nature	7		7

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	63	5.3%
Out-of-School Suspensions	86	7.2%
Any Suspension	109	9.1%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
366

NJ SCHOOL PERFORMANCE REPORT

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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	7:50 AM
Typical End Time	2:30 PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	5 Hrs 42 Mins
Shared Time - Instructional Time	2 Hrs. 24 Mins.

Device Ratios

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

School Year	Student to Device Ratio
2017-18	1.6:1

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2016-2017)	$494	$14,150	$14,644

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	97	117,464
Average years experience in public schools	11.2	12.0
Average years experience in district	11.2	10.7
Teachers in district for 4 or more years	80.4%	75.5%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	63	9,374
Average years experience in public schools	12.6	16.0
Average years experience in district	12.6	12.0
Administrators in district for 4 or more years	68.3%	76.2%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	12:1	12:1
Students to Administrators	239:1	182:1
Teachers to Administrators	19:1	15:1
Students to Librarians/Media Specialists		765:1
Students to Nurses		441:1
Students to Counselors		255:1
Students to Child Study Team		249:1

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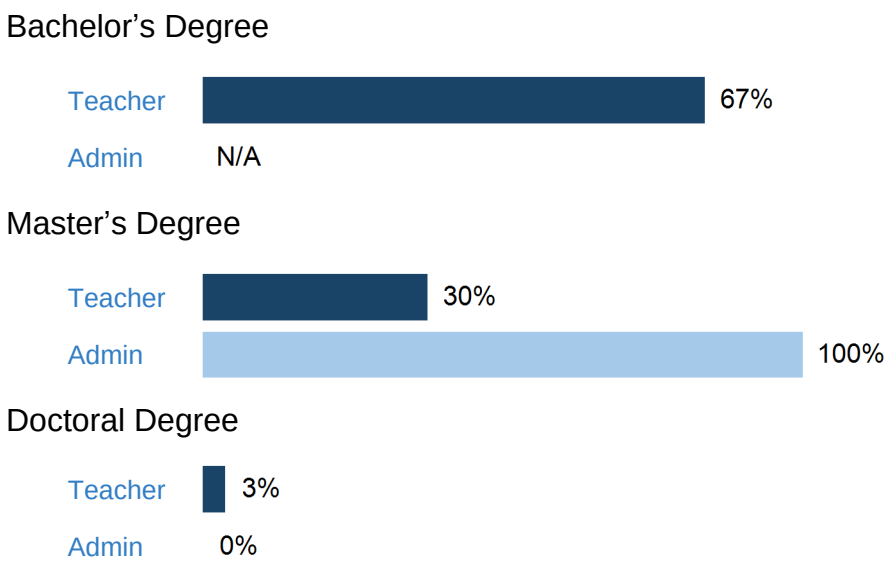
Teachers and Administrators - Level of Education

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



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

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

Job Type	District	State
2016-17 Teachers: Same district 2017-18	92.3%	90.2%
2016-17 Administrators: Same district 2017-18	82.8%	86.2%

Faculty Attendance

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

School Year	% Days Present
2017-18	94.1%

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Teachers and Administrators – Demographics

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

Category	Teachers	Administrators
Female	55.7%	20.0%
Male	44.3%	80.0%
White	93.8%	80.0%
Hispanic	1.0%	0.0%
Black or African American	4.1%	20.0%
Asian	0.0%	0.0%
American Indian or Alaska Native	1.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%

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

Comprehensive Status

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

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

Targeted Status

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

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

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

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

Accountability Indicator	Score	Weight
English Language Arts Proficiency	11.75	15.0%
Mathematics Proficiency	25.50	15.0%
Graduation Rate - 4-Year	26.65	20.0%
Graduation Rate - 5-Year	39.66	20.0%
Progress Towards English Language Proficiency	58.18	20.0%
Chronic Absenteeism	10.34	10.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	31.52	n/a
Summative Rating: Percentile Rank of Summative Score	23.21	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	No	n/a
Requires Comprehensive Support: 4-year Graduation Rate less than or equal to 67%	No	n/a

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

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Accountability Summary by Student Group - 2017-18 School Year

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

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	4-Year Graduation Rate: Met Annual Target	5-Year Graduation Rate: Met Annual Target	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	No	Not Met	Met Target†	Not Met	Met Target	Met Target†	Not Met	No
White	19.42	8.94	No	Not Met	Met Target	Not Met	Met Target	n/a	Not Met	No
Hispanic	29.63	8.94	No	Not Met	Met Target†	Not Met	Not Met	n/a	Not Met	No
Black or African American	45.45	8.94	No	Not Met	Met Target†	Met Target	Met Target	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	Not Met	Met Target	**	**	n/a	Not Met	No
American Indian or Alaska Native	**	**	No	**	**	N	N	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	Not Met	No
Economically Disadvantaged Students	35.86	8.94	No	Not Met	Met Target	Not Met	Met Target	n/a	Not Met	No
Students with Disabilities	43.17	8.94	No	Not Met	Not Met	Met Target	Met Target	n/a	Not Met	No
English Learners	49.10	8.94	No	Met Target†	Not Met	N	**	**	Not Met	No

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

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School Narrative

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

Highlights:	• At our annual Awards Night, students were eligible to receive in excess of $1.5 million of scholarships. • 85% of the students in the Class of 2017 are attending post secondary education. • In 2018, Nottingham received the National Bronze Recognition in U.S. News & World Report for Best High Schools
Mission, Vision, Theme:	The Nottingham High School community is committed to inspiring in our students a desire for learning, and this pursuit is a lifelong process. We constantly strive to promote an educational environment that encourages students to develop respect for themselves and for others in addition to enhancing the academic, technological, and vocational skills that will enable them to become successful citizens in our diverse and complex society.
Awards, Recognition, Accomplishments:	U.S. News and World Report Best High Schools 2017 and 2018 Bronze Recognition

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Courses, Curriculum, Instruction:	Our educational program offers students of all abilities and career paths the opportunity to be successful in their post high school choices by providing a curriculum appropriate for fulfilling the future needs of society. Advanced placement courses exist in twelve different areas in addition to sixteen honors level classes. Courses such as Commercial Design and Illustration, Computer Assisted Drafting, Criminal Justice, Psychology, Sociology, Environmental Science, Volunteer Internship Program, and Marine Biology are several other titles that augment our core curriculum. Eighty-five percent of the students in the Class of 2017 are attending post secondary education.
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Cheerleading (Boys & Girls), Cross Country (Boys & Girls), Field Hockey (Girls), Football (Boys), Golf (Boys & Girls), Ice Hockey (Boys), Lacrosse (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Wrestling (Boys) Boys Indoor Track NJSIAA Group III 2017 Relay State Champions; Boys and Girls Track CVC Champions 2016;Boys Basketball 2017 CVC Champions; Wrestling 2017 CVC Champions; Football NJSIAA State Champions Group III 2012;Football CVC Champions 2013;Girls Basketball 2013 CVC Champions; SPORT NOT LISTED: INDOOR TRACK
Clubs and Activities:	Student Government, National Honor Society, Tomorrow's Teachers/Future Educators, Mathematics Club, Peer Leadership, Public Speaking & Debate, FBLA, DECA, Vocal Music, Key Club, Dramatics, Yearbook, Dance/Step Team, Newspaper, Jazz Band, Literary Magazine, Robotics, Senior Video

NJ SCHOOL PERFORMANCE REPORT

HAMILTON NORTH - NOTTINGHAM
(21-1950-055)
Grades Offered: 09-12
2017-2018

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

School Narrative

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Before and After School Programs:	"Empower Hour" - After school tutoring program offered to students 2 days a week for all subject areas. This program is run by volunteer and paid staff members as well as volunteer student tutors.
Staff and Professional Learning:	Staff participates in a Google Community Summer PLC Book Study. Teachers form their own PLC's with a usual focus on developing common assessments. District-wide PD and Outside PD.
Postsecondary Information:	NHS hosts a fall college fair, and brings in college reps to meet with students. We host multiple financial aid events, both day and evening. The 2018 graduating class saw 46% attend a 4 year college, 43% attend a 2 year college, 2.5 % attend a vocational school, 2.5% enlist in the military and 6% seek full time employment. NHS students attend a variety of colleges, from MCCC to Princeton, NYU to Lincoln, Haverford to PSU.

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Student Supports and Services:	ESL classes for out non-native English speaking students, multiple disabled program, Life skill program for students with multiple disabilities to transition them into the work force, Speech Therapy, Math and ELA Tutoring for both regular and special education students; before school math homework help; I&RS.
Student Health and Wellness:	Students must pass both Health and Physical Education classes during all four years of their high school careers.
Parent and Community Involvement:	Week of Respect Oct. 1-5, students and staff participated in various activities including making Respect Pillars to display. School Violence Awareness Week, Oct-15-19, SRO went into the 9th grade health classes along with the What's in Your Backpack Program and Mix it Up Day. Red Ribbon Week Oct. 22-26, acknowledged "Unity Day", and signed pledge to be drug free. This was collaborated with the PTSA and HAASA (Hamilton Alliance Against Substance Abuse).

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers Hamilton Township created a committee to monitor and review ongoing school climate survey which are distributed annually, and analyzed by the committee. Surveys were distributed online, the link was posted on our website and additionally distributed via email. Results are broken down by school level (Elementary, Secondary, Middle), and data analyzed to effect change for individual age groups. The committee continues to review school climate survey as well as results on an annual basis.
Facilities:	Main Building - (1953), Rooms 108 - 122 and 211 - 218 (1955), New Gym, Swimming Pool, Rooms 114 - 127 (1957), Weight Room (1992), Science Wing (2002). Gymnasium bleachers upgraded 2017. Science Wing has air conditioning.

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Other Information:	Our students experience success on the athletic fields, in the arts, and in the academic arenas. Nottingham High School focuses upon the six Pillars of Character, which reflect our overall climate. We are proud of the efforts of all members of the Nottingham High School learning community and are looking forward to continued success for our student body.