NJ SCHOOL PERFORMANCE REPORT

SCOTCH PLAINS-FANWOOD HIGH SCHOOL
(39-4670-050)
Grades Offered: 09-12
2017-2018

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

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

Navigating through the reports:

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

Other Resources:

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

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School Contact Info

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

Type	Contact Information
County	UNION
District	SCOTCH PLAINS-FANWOOD REG
Principal Name	DR. HEISEY
Address	667 WESTFIELD ROAD SCOTCH PLAINS, NJ 07076
Phone Number	(908)889-8600
Email Address	DHEISEY@SPFK12.ORG
Website	https://www.spfk12.org/spfhs
Twitter	https://twitter.com/SPFHS_HEISEY

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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	391	387	385
10	389	386	394
11	361	367	367
12	385	363	370
Total	1,526	1,503	1,516

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	50.6%	49.2%	48.8%
Male	49.4%	50.8%	51.2%
Economically Disadvantaged Students	5.8%	6.1%	5.4%
Students with Disabilities	10.5%	11.0%	11.5%
English Learners	1.0%	0.7%	0.5%
Homeless Students		0.0%	0.0%
Students in Foster Care		0.0%	0.0%
Military-Connected Students		0.0%	0.0%
Migrant Students		0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2015-16	2016-17	2017-18
White	72.0%	71.4%	69.4%
Hispanic	9.2%	9.5%	11.0%
Black or African American	10.0%	10.5%	9.8%
Asian	6.0%	5.9%	6.5%
Native Hawaiian or Pacific Islander	0.2%	0.1%	0.1%
American Indian or Alaska Native	0.2%	0.1%	0.1%
Two or More Races	2.4%	2.6%	3.2%

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	2015-16	2016-17	2017-18
Full Time Students	1,497	1,464	1,483
Shared Time Students	57	76	65
Full Time Equivalent	1,526	1,502	1,516

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	94.0%
Spanish	1.6%
Chinese	1.0%
Other Languages	3.3%

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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	774	98.7	71.7	77.1	56.7	71.7	57.7	Met Target
White	531	98.9	73.1	78.2	65.6	73.1	58.7	Met Target
Hispanic	83	100.0	66.3	70.6	42.5	66.3	51.9	Met Target
Black or African American	74	97.4	51.3	57.1	37.3	51.3	43	Met Target
Asian, Native Hawaiian, or Pacific Islander	60	98.4	86.7	89.0	82.3	86.7	79.7	Met Goal
American Indian or Alaska Native	*	*	*	*	52.7	*	**	**
Two or More Races	*	*	*	*	63.4	*	65.7	Met Goal
Female	376	99.0	78.7	83.9	64.5	78.7		
Male	398	98.5	65.1	70.4	49.4	65.1		
Economically Disadvantaged Students	42	100.0	57.2	56.9	38.5	57.2	32.1	Met Target
Non-Economically Disadvantaged Students	732	98.7	72.5	78.3	67.5	72.5		
Students with Disabilities	117	93.6	35.0	36.7	21.6	34.8	31	Met Target
Students without Disabilities	657	99.7	78.2	85.1	63.9	78.2		
English Learners	*	*	*	51.3	27.3	*	**	**
Non-English Learners	*	*	*	77.4	59.4	*		
Homeless Students	N	N	N	*	27.7	N		
Students In Foster Care	N	N	N	*	26.3	N		
Military-Connected Students	N	N	N	*	57.4	N		
Migrant Students	N	N	N	*	30.1	N		

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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	381	770	770	752	3%	4%	17%	48%	28%	76%	55%
White	255	771	771	760	*	*	17%	51%	27%	78%	64%
Hispanic	42	763	763	735	*	*	*	43%	26%	69%	38%
Black or African American	35	755	755	734	*	*	*	*	*	60%	34%
Asian, Native Hawaiian, or Pacific Islander	32	782	782	782	0%	*	*	34%	47%	81%	83%
American Indian or Alaska Native	N	N	N	752	N	N	N	N	N	N	51%
Two or More Races	17	785	785	760	0%	*	*	*	*	88%	63%
Female	180	774	774	759	*	*	15%	45%	33%	78%	63%
Male	201	767	767	744	*	*	19%	51%	23%	74%	46%
Economically Disadvantaged Students	21	747	747	733	*	*	*	*	*	62%	34%
Non-Economically Disadvantaged Students	360	772	772	761	*	*	*	*	*	77%	65%
Students with Disabilities	55	735	735	716	*	*	35%	*	*	33%	15%
Students without Disabilities	326	776	776	758	*	*	14%	*	*	83%	62%
English Learners	*	*	*	691	*	*	*	*	*	*	*
Non-English Learners	*	*	*	755	*	*	*	*	*	*	*
Homeless Students	N	N	N	720	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	719	N	N	N	N	N	N	20%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	54%
Migrant Students	N	N	N	696	N	N	N	N	N	N	10%

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	394	769	769	749	5%	11%	16%	40%	28%	68%	51%
White	276	769	769	756	4%	11%	16%	43%	25%	68%	58%
Hispanic	40	764	764	733	*	*	*	38%	25%	63%	38%
Black or African American	40	744	744	728	*	*	*	*	*	45%	32%
Asian, Native Hawaiian, or Pacific Islander	28	800	800	782	0%	0%	*	*	*	93%	78%
American Indian or Alaska Native	*	*	*	744	*	*	*	*	*	*	50%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	195	781	781	759	*	*	10%	43%	36%	79%	60%
Male	199	756	756	739	*	*	22%	36%	20%	56%	42%
Economically Disadvantaged Students	24	744	744	730	*	*	*	*	*	50%	34%
Non-Economically Disadvantaged Students	370	770	770	758	*	*	*	*	*	69%	59%
Students with Disabilities	56	733	733	707	*	30%	21%	*	*	34%	15%
Students without Disabilities	338	775	775	756	*	8%	15%	*	*	73%	57%
English Learners	*	*	*	684	*	*	*	*	*	*	*
Non-English Learners	*	*	*	752	*	*	*	*	*	*	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	707	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	706	N	N	N	N	N	N	18%

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

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	82	741	741	736	18%	13%	22%	34%	12%	46%	39%
White	54	745	745	737	*	*	19%	*	*	50%	41%
Hispanic	*	*	*	731	*	*	*	*	*	*	35%
Black or African American	15	717	717	729	*	*	*	*	*	33%	31%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	759	*	*	*	*	*	*	60%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	25%
Two or More Races	*	*	*	737	*	*	*	*	*	*	39%
Female	23	752	752	745	*	*	*	*	*	57%	48%
Male	59	737	737	728	*	*	*	*	*	42%	31%
Economically Disadvantaged Students	*	*	*	730	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	*	*	*	739	*	*	*	*	*	*	42%
Students with Disabilities	16	712	712	708	*	*	*	*	*	25%	13%
Students without Disabilities	66	748	748	742	*	*	*	*	*	52%	44%
English Learners	*	*	*	702	*	*	*	*	*	*	*
Non-English Learners	*	*	*	738	*	*	*	*	*	*	*
Homeless Students	N	N	N	721	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	708	N	N	N	N	N	N	19%
Military-Connected Students	N	N	N	729	N	N	N	N	N	N	31%
Migrant Students	N	N	N	707	N	N	N	N	N	N	*

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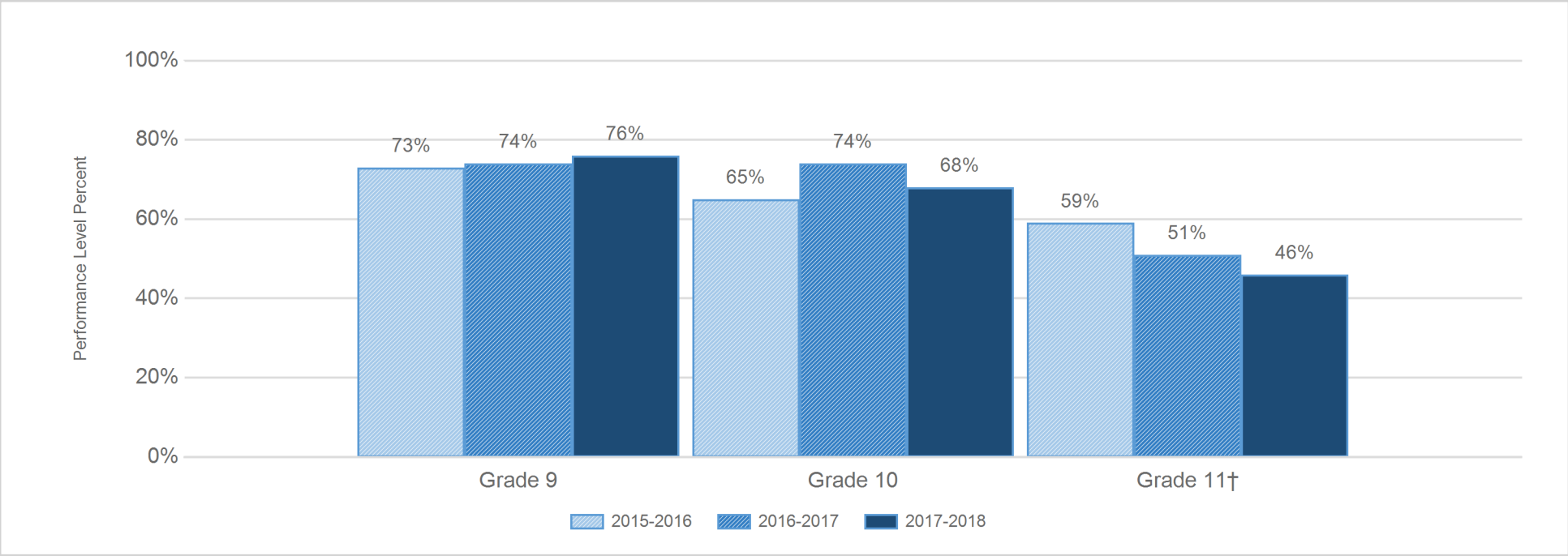
English Language Arts/Literacy Assessment - Performance Trends

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



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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	755	98.3	54.6	66.9	45.0	54.6	54.4	Met Target
White	520	97.9	55.4	68.6	54.1	55.4	56.7	Met Target†
Hispanic	79	100.0	45.6	57.3	29.2	45.6	41.9	Met Target
Black or African American	71	100.0	33.8	41.7	23.4	33.8	36.8	Met Target†
Asian, Native Hawaiian, or Pacific Islander	59	98.3	76.2	82.2	77.0	76.2	71.3	Met Target
American Indian or Alaska Native	*	*	*	*	42.5	*	**	**
Two or More Races	*	*	*	*	53.0	*	57.4	Met Target
Female	368	98.1	54.4	68.6	46.0	54.4		
Male	387	98.5	54.8	65.1	43.9	54.8		
Economically Disadvantaged Students	40	100.0	32.5	39.8	26.6	32.5	25.4	Met Target
Non-Economically Disadvantaged Students	715	98.2	55.8	68.4	55.9	55.8		
Students with Disabilities	105	95.5	26.7	31.3	17.1	26.7	17.9	Met Target
Students without Disabilities	650	98.8	59.0	73.8	50.5	59.0		
English Learners	*	*	*	51.2	24.6	*	**	**
Non-English Learners	*	*	*	67.0	46.9	*		
Homeless Students	N	N	N	*	17.3	N		
Students In Foster Care	N	N	N	*	16.2	N		
Military-Connected Students	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	107	739	770	746	*	*	41%	33%	0%	33%	46%
White	64	739	769	755	*	*	45%	27%	0%	27%	57%
Hispanic	18	743	764	730	0%	*	56%	*	*	33%	27%
Black or African American	19	735	752	727	*	*	*	*	*	37%	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	*	746	N	N	N	N	N	N	49%
Two or More Races	*	*	*	755	*	*	*	*	*	*	54%
Female	51	738	770	748	*	*	43%	29%	0%	29%	48%
Male	56	741	770	745	*	*	39%	36%	0%	36%	44%
Economically Disadvantaged Students	14	740	*	729	*	*	*	*	*	36%	25%
Non-Economically Disadvantaged Students	93	739	*	756	*	*	*	*	*	32%	57%
Students with Disabilities	38	734	749	716	*	*	29%	34%	0%	34%	13%
Students without Disabilities	69	742	774	752	*	*	48%	32%	0%	32%	52%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	749	*	*	*	*	*	*	*
Homeless Students	N	N	*	718	N	N	N	N	N	N	16%
Students in Foster Care	N	N	*	712	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	49%
Migrant Students	N	N	*	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	340	756	756	735	*	*	21%	51%	13%	64%	30%
White	223	758	758	740	*	*	20%	57%	13%	70%	37%
Hispanic	34	751	751	723	0%	*	32%	*	*	50%	14%
Black or African American	38	734	734	719	*	42%	*	*	*	29%	11%
Asian, Native Hawaiian, or Pacific Islander	29	768	768	760	0%	0%	*	*	*	83%	65%
American Indian or Alaska Native	*	*	*	734	*	*	*	*	*	*	28%
Two or More Races	*	*	*	741	*	*	*	*	*	*	39%
Female	159	756	756	736	*	*	24%	52%	12%	64%	30%
Male	181	756	756	734	*	*	19%	50%	14%	65%	29%
Economically Disadvantaged Students	16	730	730	722	*	*	*	*	*	31%	13%
Non-Economically Disadvantaged Students	324	757	757	741	*	*	*	*	*	66%	38%
Students with Disabilities	42	729	729	713	*	*	33%	*	*	21%	*
Students without Disabilities	298	760	760	738	*	*	19%	*	*	70%	*
English Learners	*	*	*	711	*	*	*	*	*	*	*
Non-English Learners	*	*	*	736	*	*	*	*	*	*	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	731	N	N	N	N	N	N	24%
Migrant Students	N	N	N	709	N	N	N	N	N	N	11%

NJ SCHOOL PERFORMANCE REPORT

SCOTCH PLAINS-FANWOOD HIGH SCHOOL
(39-4670-050)
Grades Offered: 09-12
2017-2018

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	336	748	748	727	8%	18%	26%	41%	6%	48%	30%
White	246	747	747	733	8%	17%	28%	42%	4%	47%	35%
Hispanic	32	742	742	710	*	*	*	*	*	41%	14%
Black or African American	*	*	*	705	*	*	*	*	*	*	11%
Asian, Native Hawaiian, or Pacific Islander	27	772	772	766	*	*	*	*	*	70%	66%
American Indian or Alaska Native	N	N	N	729	N	N	N	N	N	N	28%
Two or More Races	*	*	*	736	*	*	*	*	*	*	37%
Female	167	750	750	728	*	17%	28%	*	*	50%	30%
Male	169	747	747	727	*	18%	25%	*	*	45%	30%
Economically Disadvantaged Students	18	725	725	709	*	*	*	*	*	28%	13%
Non-Economically Disadvantaged Students	318	750	750	736	*	*	*	*	*	49%	37%
Students with Disabilities	32	726	726	693	*	31%	34%	*	*	16%	*
Students without Disabilities	304	751	751	732	*	16%	26%	*	*	51%	*
English Learners	*	*	*	691	*	*	*	*	*	*	*
Non-English Learners	*	*	*	729	*	*	*	*	*	*	*
Homeless Students	N	N	N	703	N	N	N	N	N	N	10%
Students in Foster Care	N	N	N	693	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	717	N	N	N	N	N	N	20%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%

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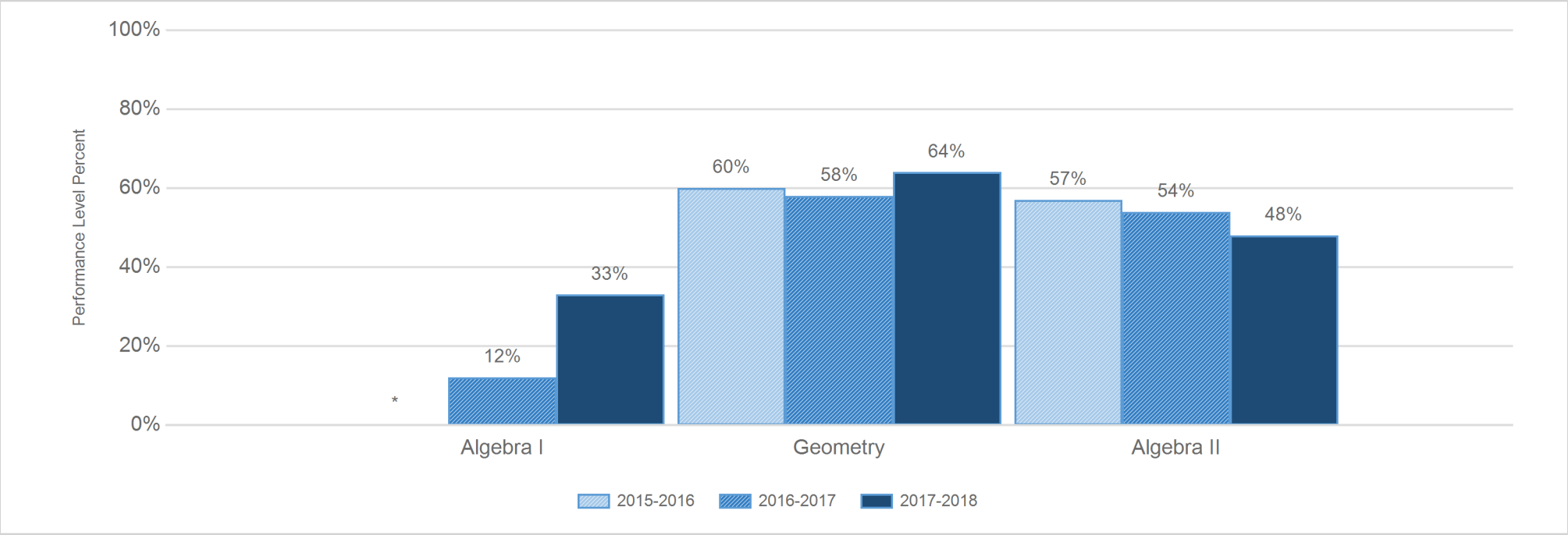
Mathematics Assessment – Performance Trends

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



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

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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

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

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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

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

NJASK Science Assessment Information

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

Biology Assessment Information

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

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

PSAT, SAT, & ACT - Participation

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

Participation Type	School Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2017-18	99.1%	85.0%
12th graders taking SAT in 2017-18 or prior years	88.6%	72.2%
12th graders taking ACT in 2017-18 or prior years	45.7%	24.6%

PSAT, SAT, & ACT - Performance

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

Participation Type	School Average Score	State Average Score	College Readiness Benchmarks	School - Students Scores at or above Benchmark	State - Students Scores at or above Benchmark
PSAT 10/NMSQT - Reading and Writing	521	478	Grade 10: 430 Grade 11: 460	81%	62%
PSAT 10/NMSQT - Math	529	478	Grade 10: 480 Grade 11: 510	66%	42%
SAT - Reading and Writing	579	542	480	89%	72%
SAT - Math	594	543	530	78%	54%
ACT - Reading	25	24	22	68%	62%
ACT - English	25	24	18	88%	78%
ACT - Math	25	24	22	74%	62%
ACT - Science	24	23	23	60%	53%

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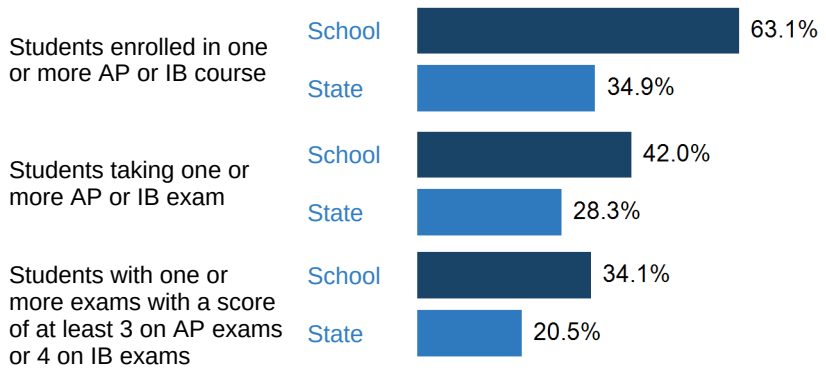
Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (IB)** courses and exams and **dual enrollment** courses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

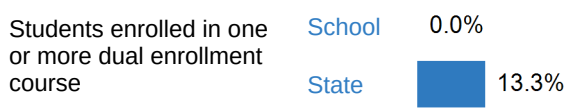
AP/IB Coursework – Participation and Performance

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 Art—History of Art	31	10
AP Biology	0	25
AP Calculus AB	92	51
AP Calculus BC	25	21
AP Chemistry	84	80
AP Chinese Language and Culture	0	1
AP Computer Science A	12	4
AP Computer Science Principles	11	6
AP English Language and Composition	173	154
AP English Literature and Composition	155	34
AP Environmental Science	11	8
AP European History	51	32
AP French Language and Culture	20	7
AP German Language and Culture	0	1
AP Italian Language and Culture	35	3
AP Macroeconomics	0	46

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AP/IB Course	Students Enrolled	Students Tested
AP Microeconomics	81	42
AP Physics B	32	0
AP Physics C: Mechanics	0	23
AP Psychology	0	1
AP Spanish Language	59	23
AP Statistics	28	10
AP U.S. Government and Politics	54	31
AP U.S. History	35	17
Total Exams taken		630
Exams with scores of at least 3 on AP exams or 4 on IB exams		478

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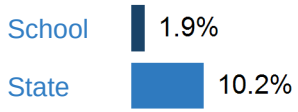
This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit the NJDOE's Career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

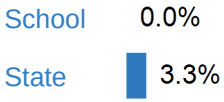
CTE Concentrators
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



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	1.1%
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	12	10	10
Arts, AV Technology & Communications	*		
Education and Training	*		
Health Science	11	*	*
Hospitality & Tourism	*	*	*
Human Services	13	*	*
Information Technology	0	*	*
Law, Public Safety, Corrections & Security	*		
Marketing	*		
Transportation, Distribution & Logistics	*	*	*
Total (All Clusters)	65	32	33

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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	63	316	0	0	0	0	5
10	1	52	328	0	0	0	15
11	0	14	34	1	2	1	325
12	1	3	9	20	275	27	25
Total	65	385	371	21	277	28	370
Enrolled in AP/IB Course					117	28	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	380	0	0	0	0	5
10	5	382	0	0	1	5
11	12	89	0	2	134	175
12	49	8	0	9	120	216
Total	446	479	0	11	255	401
Enrolled in AP/IB Course	0	84		11	32	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	0	384	31	0	0	0
10	7	391	56	55	18	3
11	12	17	10	37	27	352
12	10	33	51	47	30	153
Total	29	825	148	139	75	508
Enrolled in AP/IB Course	0	35	81	0		100
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	234	35	95	0	0	11	0
10	230	38	102	0	0	17	0
11	166	66	79	0	0	7	0
12	91	38	48	0	0	11	0
Total	721	177	324	0	0	46	0
Enrolled in AP/IB Course	59	20	35	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	333	120	188	0	0	13	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
Chinese	*
French	*
Italian	*
Polish	*
Spanish	10
Total	18

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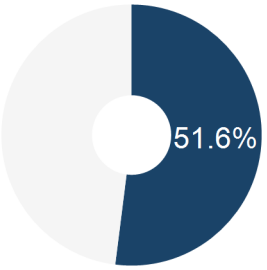
Visual and Performing Arts – Course Participation

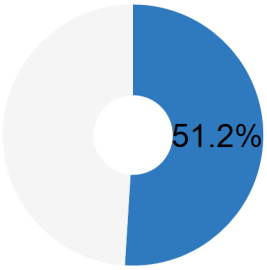
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 9-12:

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

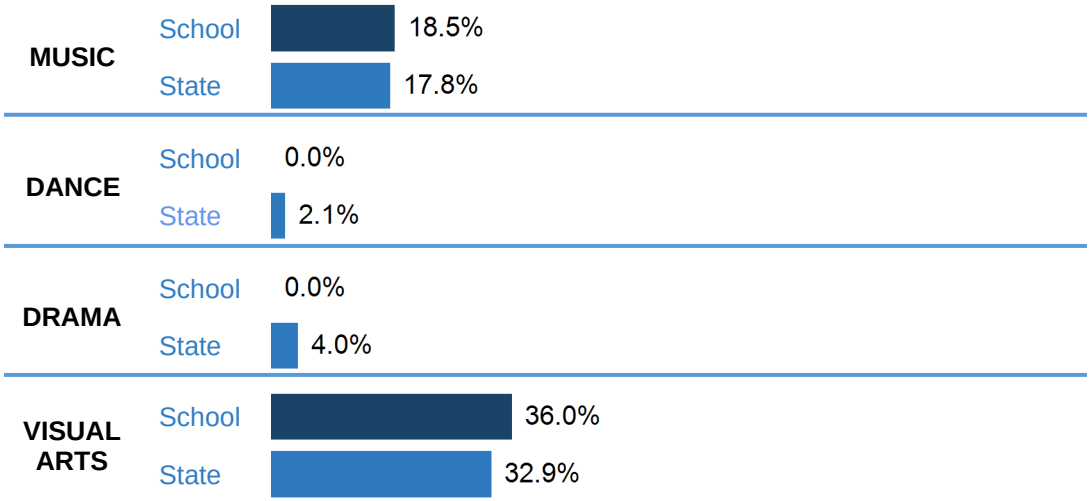


School



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	96.4%	90.9%	97.2%	92.4%	95.7%	N	Met Goal	97.3%	N	Met Goal
White	97.3%	95.0%	98.2%	95.7%	96.4%	N	Met Goal	97.7%	N	Met Goal
Hispanic	87.9%	84.8%	94.9%	87.3%	94.9%	95.0%	Not Met	96.9%	N	Met Goal
Black or African American	94.6%	84.2%	91.1%	86.8%	89.1%	95.0%	Not Met	92.7%	96.0%	Not Met
Asian, Native Hawaiian or Pacific Islander	*	97.0%	100.0%	97.7%	100.0%	N	Met Goal	*	N	Met Goal
American Indian or Alaska Native	N	86.5%	*	94.1%	*	**	**	N	N	N
Two or More Races	*	92.0%	*	93.9%	*	**	**	*	**	**
Economically Disadvantaged Students	90.3%	84.6%	96.0%	87.0%	88.5%	95.0%	Not Met	96.7%	N	Met Goal
Students with Disabilities	81.4%	80.1%	87.0%	83.5%	80.0%	87.6%	Not Met	86.5%	91.9%	Not Met
English Learners	*	75.8%	*	81.8%	*	**	**	*	**	**
Homeless Students	N	72.6%	N	79.1%	N			N		
Students in Foster Care	N	62.6%	N	64.9%						

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Grades Offered: 09-12
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Report Key:
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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	67.0%	78.9%
Substitute Competency Test	31.7%	18.7%
Portfolio Appeals Process	0.5%	0.8%
Alternate Requirements specified in IEP	0.8%	1.6%
Unknown	0.0%	0.0%

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	96.4%	-
2017	95.7%	97.2%
2016	96.3%	97.3%

Dropout Rate Trends

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

School Year	School Rate	State Rate
2017-2018	0.1%	1.2%
2016-2017	0.1%	1.1%
2015-2016	0.3%	1.2%

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(39-4670-050)
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Information about students enrolling in colleges and universities after graduation is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

Postsecondary Enrollment Rates: Fall

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	72.8%	27.6%	72.4%
Schoolwide	90.5%	7.6%	92.4%
White	90.4%	6.2%	93.8%
Hispanic	94.4%	5.9%	94.1%
Black or African American	90.6%	17.2%	82.8%
Asian, Native Hawaiian, or Pacific Islander	82.4%	0%	100%
American Indian or Alaska Native	N	N	N
Two or More Races	90.9%	30%	70%
Economically Disadvantaged Students	93.8%	13.3%	86.7%
Students with Disabilities	69.2%	50%	50%
English Learners	N	N	N

Postsecondary Enrollment Rates: 16 month

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	77.9%	31.9%	68.1%	72.5%	27.5%	64.9%	35.1%
Schoolwide	93.2%	13%	87%	61.3%	38.7%	37.5%	62.5%
White	93.8%	11.9%	88.1%	61.2%	38.8%	31.7%	68.3%
Hispanic	94.1%	31.3%	68.8%	84.4%	15.6%	78.1%	21.9%
Black or African American	83.9%	7.7%	92.3%	50%	50%	38.5%	61.5%
Asian, Native Hawaiian, or Pacific Islander	100%	9.5%	90.5%	57.1%	42.9%	42.9%	57.1%
American Indian or Alaska Native	*	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	84.2%	18.8%	81.3%	68.8%	31.3%	68.8%	31.3%
Students with Disabilities	71.4%	60%	40%	80%	20%	75%	25%
English Learners	*	*	*	*	*	*	*

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

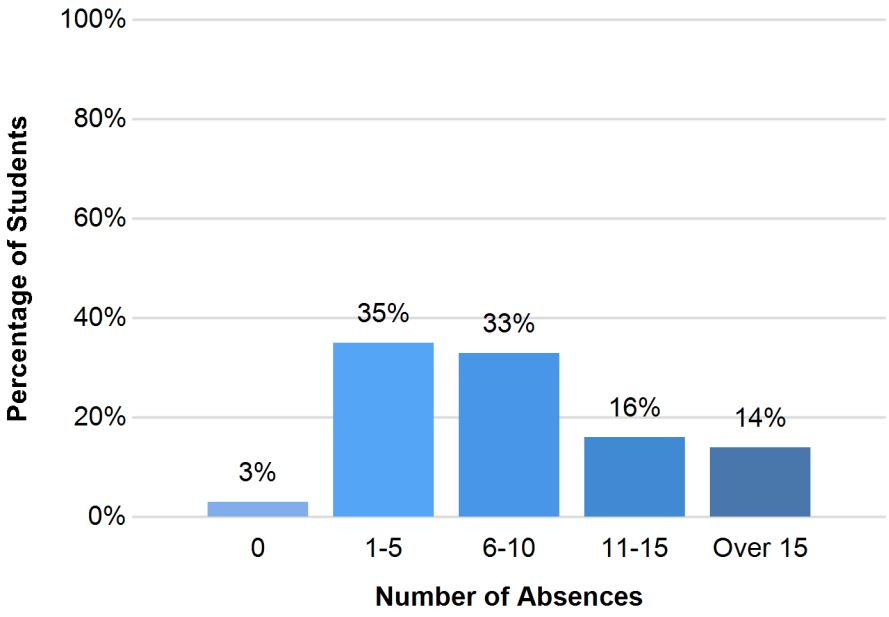
Chronic Absenteeism

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

Student Group	Number of students chronically absent	Percent of students chronically absent	State Average	Met State Average
Schoolwide	172	10.7	14.9	Met
White	125	11.2	14.9	Met
Hispanic	20	11.5	14.9	Met
Black or African American	17	10.5	14.9	Met
Asian, Native Hawaiian, or Pacific Islander	6	5.9	14.9	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	14.9	Met
Economically Disadvantaged Students	14	15.7	14.9	Not Met
Students with Disabilities	42	17.3	14.9	Not Met
English Learners	*	*	**	**

Days Absent

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



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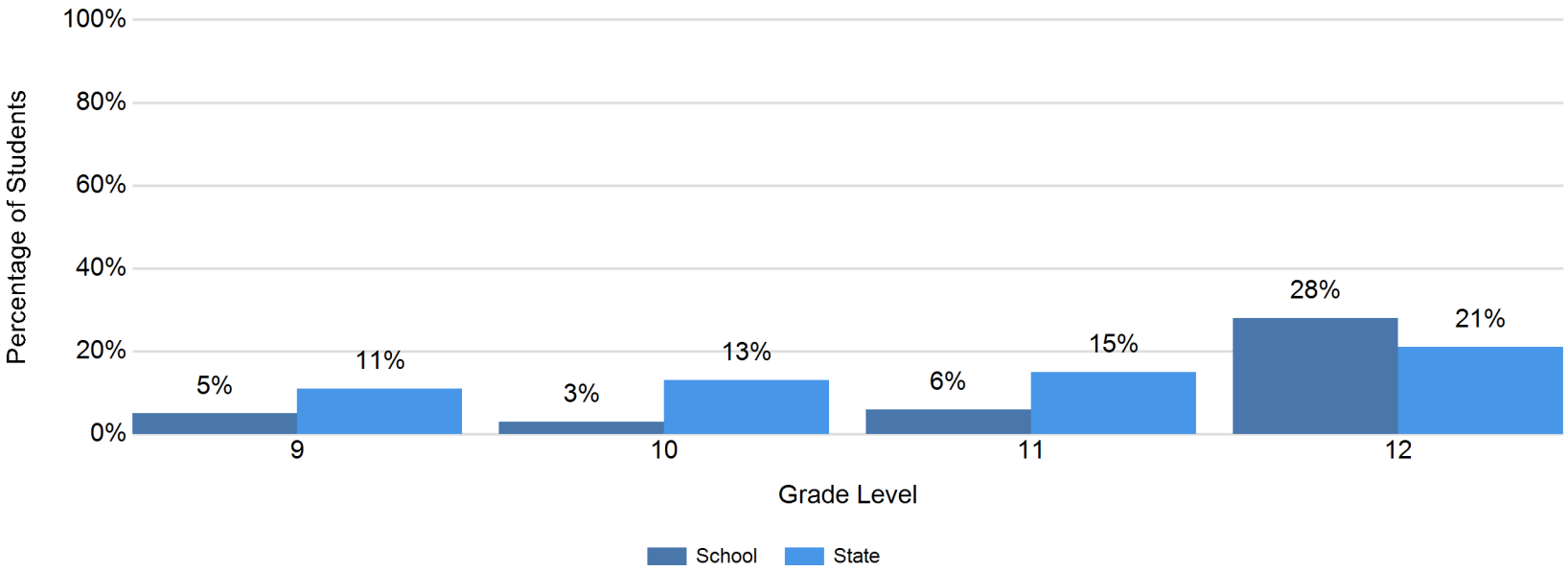
Chronic Absenteeism by Grade

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



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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	8
Weapons	3
Vandalism	4
Substances	36
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	52
Incidents Per 100 Students Enrolled	3.43

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	1
Weapons	3
Vandalism	1
Substances	19
Harassment, Intimidation, Bullying (HIB)	1
Other Incidents Leading to Removal	0

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Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	1	1
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	1	0	1
No Identified Nature	4		4

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	62	4.1%
Any Suspension	62	4.1%
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
251

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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	8:10 AM
Typical End Time	2:25 PM
Length of School Day	6 Hrs 15 Mins
Full Time - Instructional Time	5 Hrs 16 Mins
Shared Time - Instructional Time	3 Hrs. 0 Mins.

Device Ratios

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

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

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)	$295	$13,470	$13,765

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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	116	117,464
Average years experience in public schools	11.9	12.0
Average years experience in district	10.9	10.7
Teachers in district for 4 or more years	79.3%	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	29	9,374
Average years experience in public schools	13.9	16.0
Average years experience in district	8.7	12.0
Administrators in district for 4 or more years	75.9%	76.2%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	13:1	12:1
Students to Administrators	303:1	190:1
Teachers to Administrators	23:1	15:1
Students to Librarians/Media Specialists		688:1
Students to Nurses		501:1
Students to Counselors		501:1
Students to Child Study Team		393:1

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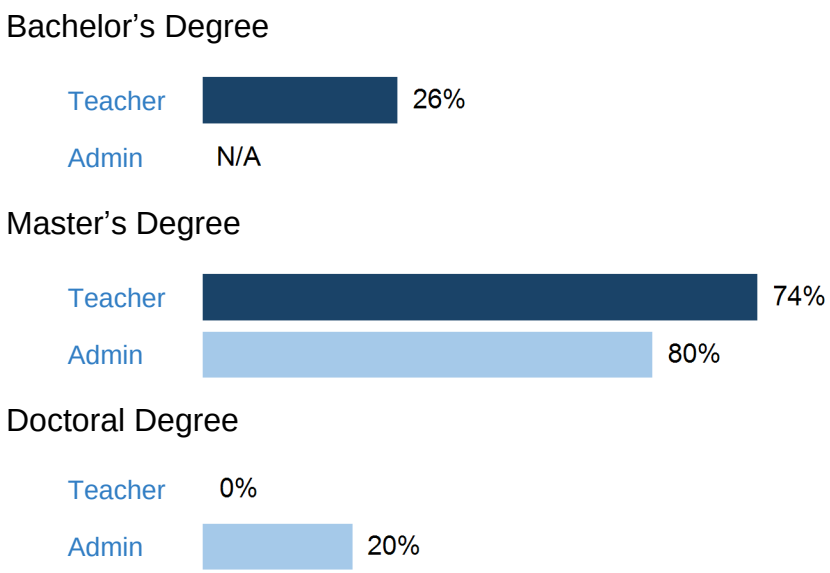
Teachers and Administrators - Level of Education

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



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

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

Job Type	District	State
2016-17 Teachers: Same district 2017-18	91.0%	90.2%
2016-17 Administrators: Same district 2017-18	92.9%	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	96.6%

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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 and Administrators – Demographics

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

Category	Teachers	Administrators
Female	62.9%	40.0%
Male	37.1%	60.0%
White	88.8%	80.0%
Hispanic	3.4%	20.0%
Black or African American	1.7%	0.0%
Asian	5.2%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.9%	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	83.38	17.5%
Mathematics Proficiency	86.53	17.5%
Graduation Rate - 4-Year	65.04	25.0%
Graduation Rate - 5-Year	72.70	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	58.33	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	72.92	n/a
Summative Rating: Percentile Rank of Summative Score	78.22	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	No	n/a
Requires Comprehensive Support: 4-year Graduation Rate less than or equal to 67%	No	n/a

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

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Accountability Summary by Student Group - 2017-18 School Year

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

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	4-Year Graduation Rate: Met Annual Target	5-Year Graduation Rate: Met Annual Target	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	No	Met Target	Met Target	Met Goal	Met Goal	**	Met	No
White	69.42	8.94	No	Met Target	Met Target†	Met Goal	Met Goal	n/a	Met	No
Hispanic	82.39	8.94	No	Met Target	Met Target	Not Met	Met Goal	n/a	Met	No
Black or African American	74.67	8.94	No	Met Target	Met Target†	Not Met	Not Met	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	80.69	8.94	No	Met Goal	Met Target	Met Goal	Met Goal	n/a	Met	No
American Indian or Alaska Native	**	**	No	**	**	**	N	n/a	**	No
Two or More Races	**	**	No	Met Goal	Met Target	**	**	n/a	Met	No
Economically Disadvantaged Students	77.29	8.94	No	Met Target	Met Target	Not Met	Met Goal	n/a	Not Met	No
Students with Disabilities	67.22	8.94	No	Met Target	Met Target	Not Met	Not Met	n/a	Not Met	No
English Learners	**	**	No	**	**	**	**	**	**	No

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

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School Narrative

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

Highlights:	• Accredited through The Middle States Association of Colleges and Schools. • Recognized for outstanding achievement by Newsweek, NJ Monthly and Niche.com and offers a wide range of AP classes. • Academic programs coupled with a wide variety of student activities offer something for everyone.
Mission, Vision, Theme:	Scotch Plains-Fanwood High School strives to educate and empower our community of individual learners to be successful citizens of the world. The educators at Scotch Plains-Fanwood High School are committed to providing an academically excellent, developmentally responsive, and socially equitable learning environment for every student.
Awards, Recognition, Accomplishments:	In the class of 2018, there were nine National Merit Commended students and one student recognized by the National Hispanic Scholarship Program. The New Jersey Monthly Magazine's most recent rankings placed Scotch Plains-Fanwood High School as one of the top 100 high schools in our state.

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Courses, Curriculum, Instruction:	As a district, we strive to create the best academic environment for each student. Our school counselors work closely with students and parents regarding course selection, career choices, and post secondary options. The Counseling Department utilizes the Naviance Program as a vehicle to work with students and families on college and career choices.
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Boys), Cross Country (Boys & Girls), Field Hockey (Girls), Football (Boys), Golf (Boys & Girls), Gymnastics (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), Volleyball (Boys & Girls), Wrestling (Boys) Our athletic program offers twenty-five different sports during the fall, winter, and spring seasons. The authentic experiences offered by athletic competition are an extension of classroom learning. Many of our athletic programs qualify for post-season play due to regular-season success. The athletic programs serve as a springboard for success as we have many individuals that become student-athletes at the collegiate level.
Clubs and Activities:	Scotch Plains-Fanwood High School's academic and co-curricular programs are designed to foster the aptitudes and talents of our students. The success of this effort is evident by the overwhelming participation of our students in clubs, athletics, service organizations, and music programs.

NJ SCHOOL PERFORMANCE REPORT

SCOTCH PLAINS-FANWOOD HIGH SCHOOL
(39-4670-050)
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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Staff and Professional Learning:	We are constantly examining the current research on teaching and learning and applying it to the needs of the students. We feel it is important to embrace and celebrate our tradition of success while also looking to the future of our rapidly changing society. Staff engages in professional development through a variety of formats: whole faculty and department meetings, professional development day offerings, as well as optional workshops on a variety of topics throughout the year.
Postsecondary Information:	Over ninety percent of the Class of 2018 continued their education beyond the secondary level. Continuing education is a priority in our school community where a well-educated staff models the benefits of being life-long learners.

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Student Supports and Services:	Scotch Plains-Fanwood High School strives to be a harmonious educational community committed to excellence in developing each member's potential. Within our environment, we consider students to be valued individuals, with unique aptitudes, attitudes, interests, and needs. In order to foster these individual potentials, we have a comprehensive high school providing programs and opportunities for academic, emotional, creative, physical, and social worth and growth.
Student Health and Wellness:	The Health and Wellness of our students is a top priority. This is evident in the wide-array of activities available to students both through our Physical Education as well as our intramural programs.
Parent and Community Involvement:	Scotch Plains-Fanwood High School has a strong and well established PTA that supports our academic and co-curricular programs. We utilize PowerSchool as our student information system providing students and parents with instant feedback regarding academic progress. We believe the educational process ultimately depends upon the combined efforts of administration, faculty, students, parents, and the community at large.

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Facilities:	The high school offers students and visitors wireless capabilities to enhance instruction. Students have the opportunity to utilize a state-of-the-art media center as well as classrooms that can be converted into computer labs using laptop carts. The high school offers a recently updated science wing offering numerous innovations to enhance teaching and learning. Our athletic facilities provide students with opportunities to excel and are highlighted by two turf fields and indoor facilities.

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Other Information:	Scotch Plains-Fanwood High School is a four-year comprehensive school with an enrollment of approximately 1,600 students reflecting the diversity of the nation at large. In order to qualify for graduation, students must complete one hundred and twenty (120) credits of coursework. The school's academic and co-curricular programs are designed to foster the aptitudes and talents of our students. The success of this effort is evident in the overwhelming participation of our students in clubs, athletics, service organizations, and music programs. Many of our vocal and instrumental music groups have received recognition at the state level, including our award winning Raider Marching Band and our two jazz groups: SPF Jazz and the Moonglowers. Our Business Education Clubs (DECA and FBLA) have received numerous awards for their outstanding achievement. Our school newspaper, the Fanscotian, and the yearbook, the Culmen, have received numerous awards for outstanding reporting and publishing. Raider News, which is televised through local cable channels and through our website, is the longest running student news program in the country. We have many service related clubs and organizations designed to improve conditions throughout the world, the country, our state and local community. Scotch Plains-Fanwood High School operates on a seven period day featuring 44 minute periods. Students in grades 10 through 12 have the option to enroll in an early morning class to maximize the number of courses being taken. Technology is integrated in all academic offerings through the use of Google Classroom and through other means.