NJ SCHOOL PERFORMANCE REPORT

PARAMUS HIGH SCHOOL
(03-3930-050)
Grades Offered: PK-12
2017-2018

Report Key:
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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	BERGEN
District	PARAMUS BORO
Principal Name	MR. KIEM
Address	99 EAST CENTURY ROAD PARAMUS, NJ 07652
Phone Number	(201)261-7800
Email Address	RJKIEM@PARAMUS.K12.NJ.US
Website	http://www.paramus.k12.nj.us
Facebook	https://www.facebook.com/ParamusPublicSchools/
Twitter	https://twitter.com/Paramus_Schools

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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
PK	61	70	64
KG	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	308	299	276
10	290	301	292
11	309	288	296
12	336	314	296
Total	1,304	1,272	1,224

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	47.9%	49.0%	48.4%
Male	52.1%	51.0%	51.6%
Economically Disadvantaged Students	6.4%	5.6%	6.4%
Students with Disabilities	18.4%	14.3%	14.2%
English Learners	1.8%	1.6%	1.7%
Homeless Students		0.3%	0.2%
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	60.0%	59.9%	58.5%
Hispanic	10.9%	10.2%	10.8%
Black or African American	1.8%	1.7%	1.7%
Asian	27.0%	27.5%	28.2%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.2%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.3%	0.8%	0.6%

Enrollment Trends by Full/Half Day PK and KG

This table shows number of students in full day and half day Pre-Kindergarten (PK) and Kindergarten (KG) for the past three school years.

Grade	2015-16	2016-17	2017-18
PK - Half Day	34	40	29
PK - Full Day	27	30	35
KG - Half Day	0	0	0
KG - Full Day	0	0	0

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	1,300	1,267	1,221
Shared Time Students	7	7	4
Full Time Equivalent	1,304	1,271	1,223

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	71.6%
Korean	5.1%
Gujarati	3.4%
Spanish	3.4%
Arabic	3.1%
Other Languages	13.4%

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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	507	91.1	65.5	70.7	56.7	62.8	54.1	Met Target
White	296	88.1	57.4	65.4	65.6	53.3	48.2	Met Target
Hispanic	45	93.7	64.4	64.7	42.5	63.6	37.2	Met Target
Black or African American	*	*	*	*	37.3	*	**	**
Asian, Native Hawaiian, or Pacific Islander	154	95.7	81.2	83.4	82.3	81.2	75.2	Met Goal
American Indian or Alaska Native	*	*	*	*	52.7	*	**	**
Two or More Races	*	*	*	63.9	63.4	*	**	**
Female	251	89.3	73.3	77.0	64.5	68.9		
Male	256	92.8	57.8	64.8	49.4	56.4		
Economically Disadvantaged Students	29	96.7	37.9	48.0	38.5	*	31.7	Met Target
Non-Economically Disadvantaged Students	478	90.7	67.2	72.2	67.5	*		
Students with Disabilities	96	98.0	25.0	32.3	21.6	25.0	18.3	Met Target
Students without Disabilities	411	89.6	75.0	80.4	63.9	70.6		
English Learners	*	*	*	32.4	27.3	*	**	**
Non-English Learners	*	*	*	72.0	59.4	*		
Homeless Students	N	N	N	*	27.7	N		
Students In Foster Care	N	N	N	N	26.3	N		
Military-Connected Students	N	N	N	N	57.4	N		
Migrant Students	N	N	N	N	30.1	N		

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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	273	768	768	752	*	*	14%	47%	28%	75%	55%
White	159	762	762	760	*	*	19%	47%	21%	68%	64%
Hispanic	25	764	764	735	*	*	*	*	*	72%	38%
Black or African American	*	*	*	734	*	*	*	*	*	*	34%
Asian, Native Hawaiian, or Pacific Islander	80	780	780	782	*	*	*	46%	44%	90%	83%
American Indian or Alaska Native	*	*	*	752	*	*	*	*	*	*	51%
Two or More Races	*	*	*	760	*	*	*	*	*	*	63%
Female	138	775	775	759	*	*	13%	44%	37%	81%	63%
Male	135	761	761	744	*	*	16%	50%	19%	69%	46%
Economically Disadvantaged Students	16	751	751	733	*	*	*	*	*	56%	34%
Non-Economically Disadvantaged Students	257	769	769	761	*	*	*	*	*	76%	65%
Students with Disabilities	51	732	732	716	*	*	33%	*	*	29%	15%
Students without Disabilities	222	776	776	758	*	*	10%	*	*	86%	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	233	756	756	749	7%	15%	24%	39%	16%	55%	51%
White	136	747	747	756	9%	18%	28%	37%	9%	46%	58%
Hispanic	20	754	754	733	0%	*	*	*	*	55%	38%
Black or African American	*	*	*	728	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	74	773	773	782	*	*	16%	39%	32%	72%	78%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	50%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	111	764	764	759	*	*	22%	47%	18%	65%	60%
Male	122	748	748	739	*	*	26%	31%	14%	45%	42%
Economically Disadvantaged Students	12	732	732	730	*	*	*	*	*	17%	34%
Non-Economically Disadvantaged Students	221	757	757	758	*	*	*	*	*	57%	59%
Students with Disabilities	43	728	728	707	*	35%	33%	*	*	21%	15%
Students without Disabilities	190	762	762	756	*	10%	22%	*	*	62%	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	57	740	740	736	*	21%	28%	*	*	39%	39%
White	29	741	741	737	*	*	*	*	*	45%	41%
Hispanic	10	721	721	731	*	*	*	*	*	*	35%
Black or African American	*	*	*	729	*	*	*	*	*	*	31%
Asian, Native Hawaiian, or Pacific Islander	15	755	755	759	*	*	*	*	*	60%	60%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	25%
Two or More Races	*	*	*	737	*	*	*	*	*	*	39%
Female	25	756	756	745	*	*	*	*	*	56%	48%
Male	32	728	728	728	*	*	*	*	*	25%	31%
Economically Disadvantaged Students	*	*	*	730	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	*	*	*	739	*	*	*	*	*	*	42%
Students with Disabilities	18	728	728	708	*	*	*	*	*	33%	13%
Students without Disabilities	39	746	746	742	*	*	*	*	*	41%	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	*	*	*	708	*	*	*	*	*	*	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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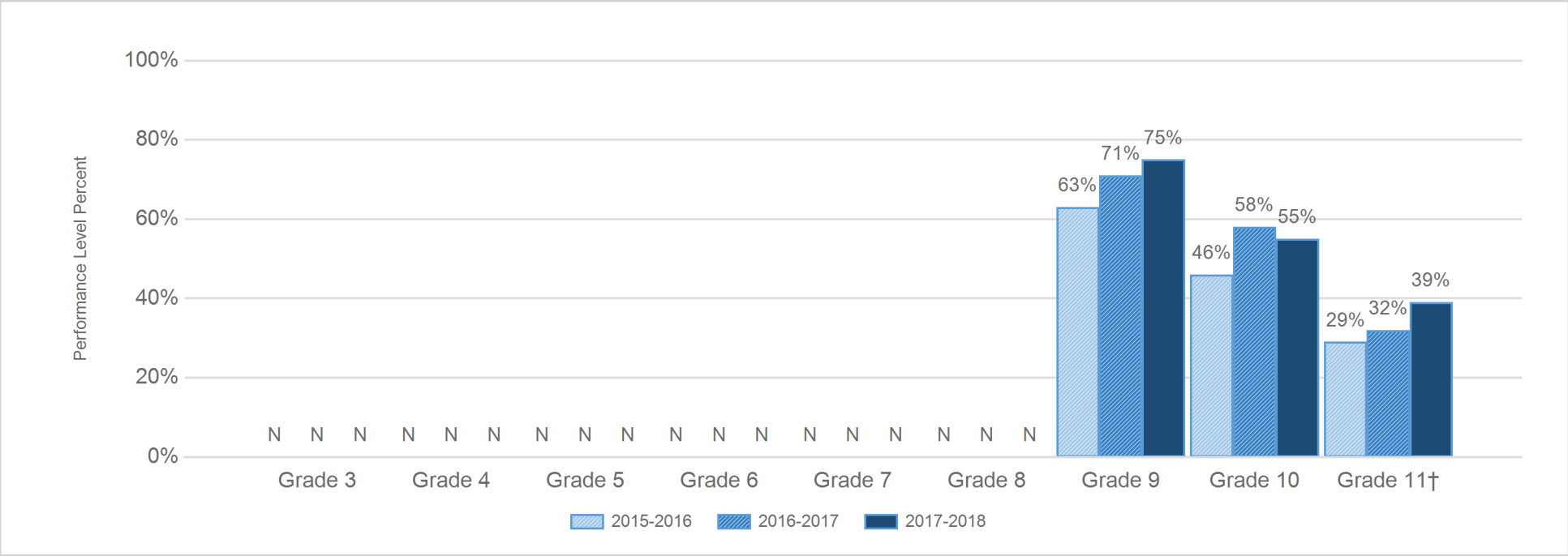
English Language Arts/Literacy Assessment - Performance Trends

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	502	89.9	47.8	62.4	45.0	45.2	49.9	Not Met
White	291	86.4	38.2	56.2	54.1	34.6	41.4	Not Met
Hispanic	45	91.8	40.0	52.2	29.2	38.6	34.2	Met Target
Black or African American	*	*	*	*	23.4	*	**	**
Asian, Native Hawaiian, or Pacific Islander	154	96.3	68.8	78.5	77.0	68.8	75.8	Not Met
American Indian or Alaska Native	*	*	*	*	42.5	*	**	**
Two or More Races	*	*	*	60.0	53.0	*	**	**
Female	253	89.7	47.8	62.3	46.0	45.2		
Male	249	90.0	47.8	62.6	43.9	45.2		
Economically Disadvantaged Students	28	93.3	32.2	45.0	26.6	*	25.5	Met Target
Non-Economically Disadvantaged Students	474	89.7	48.8	63.5	55.9	*		
Students with Disabilities	95	96.0	10.5	23.7	17.1	10.5	15	Met Target†
Students without Disabilities	407	88.5	56.5	72.1	50.5	52.6		
English Learners	*	*	*	61.1	24.6	*	**	**
Non-English Learners	*	*	*	62.5	46.9	*		
Homeless Students	N	N	N	*	17.3	N		
Students In Foster Care	N	N	N	N	16.2	N		
Military-Connected Students	N	N	N	N	45.8	N		
Migrant Students	N	N	N	N	23.7	N		

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Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	211	746	764	746	11%	16%	26%	*	*	47%	46%
White	131	741	758	755	14%	19%	26%	*	*	41%	57%
Hispanic	26	745	755	730	*	*	42%	38%	0%	38%	27%
Black or African American	*	*	*	727	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	48	760	*	779	*	*	*	*	*	71%	79%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	49%
Two or More Races	*	*	*	755	*	*	*	*	*	*	54%
Female	102	751	767	748	*	15%	26%	*	*	53%	48%
Male	109	741	762	745	*	17%	26%	*	*	42%	44%
Economically Disadvantaged Students	14	737	751	729	*	*	*	*	*	36%	25%
Non-Economically Disadvantaged Students	197	747	765	756	*	*	*	*	*	48%	57%
Students with Disabilities	57	720	727	716	*	26%	26%	*	*	14%	13%
Students without Disabilities	154	756	774	752	*	12%	26%	*	*	60%	52%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	749	*	*	*	*	*	*	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	16%
Students in Foster Care	N	N	N	712	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	49%
Migrant Students	N	N	N	720	N	N	N	N	N	N	11%

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Mathematics Assessment - Performance by Test: Geometry

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	246	742	742	735	4%	25%	32%	32%	7%	39%	30%
White	151	736	736	740	*	28%	36%	*	*	30%	37%
Hispanic	19	730	730	723	*	*	*	*	*	32%	14%
Black or African American	*	*	*	719	*	*	*	*	*	*	11%
Asian, Native Hawaiian, or Pacific Islander	70	756	756	760	0%	14%	27%	41%	17%	59%	65%
American Indian or Alaska Native	*	*	*	734	*	*	*	*	*	*	28%
Two or More Races	*	*	*	741	*	*	*	*	*	*	39%
Female	127	741	741	736	*	26%	35%	*	*	36%	30%
Male	119	742	742	734	*	24%	29%	*	*	41%	29%
Economically Disadvantaged Students	13	739	739	722	0%	*	*	*	*	23%	13%
Non-Economically Disadvantaged Students	233	742	742	741	5%	*	*	*	*	39%	38%
Students with Disabilities	45	718	718	713	*	*	*	*	*	*	*
Students without Disabilities	201	747	747	738	*	*	*	*	*	*	*
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

PARAMUS HIGH SCHOOL
(03-3930-050)
Grades Offered: PK-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	95	752	752	727	17%	12%	17%	40%	15%	55%	30%
White	37	735	735	733	27%	*	*	*	*	43%	35%
Hispanic	*	*	*	710	*	*	*	*	*	*	14%
Black or African American	*	*	*	705	*	*	*	*	*	*	11%
Asian, Native Hawaiian, or Pacific Islander	47	773	773	766	*	*	23%	49%	21%	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	41	764	764	728	*	*	*	*	*	59%	30%
Male	54	743	743	727	*	*	*	*	*	52%	30%
Economically Disadvantaged Students	*	*	*	709	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	*	*	*	736	*	*	*	*	*	*	37%
Students with Disabilities	*	*	*	693	*	*	*	*	*	*	*
Students without Disabilities	*	*	*	732	*	*	*	*	*	*	*
English Learners	*	*	*	691	*	*	*	*	*	*	*
Non-English Learners	*	*	*	729	*	*	*	*	*	*	*
Homeless Students	N	N	N	703	N	N	N	N	N	N	10%
Students in Foster Care	*	*	*	693	*	*	*	*	*	*	*
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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2017-2018

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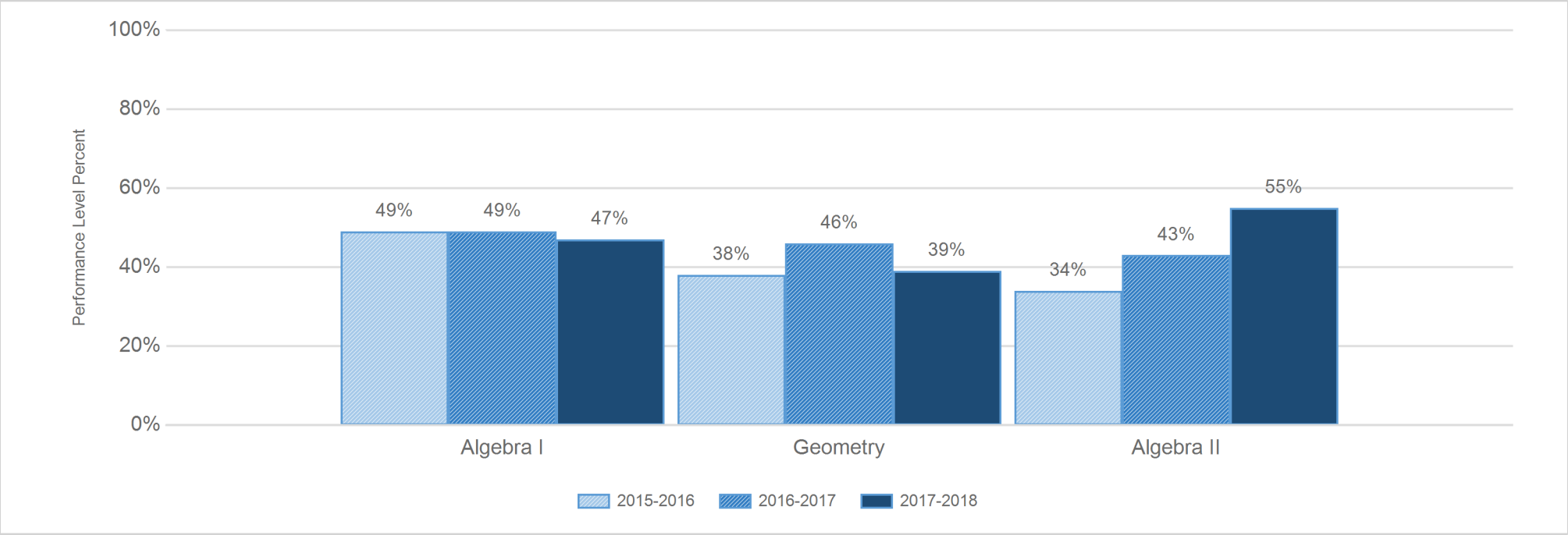
Mathematics Assessment – Performance Trends

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



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

NJ SCHOOL PERFORMANCE REPORT

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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	76.9%	**	**

† 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	14	78.6%	21.4%
3-4	*	*	*
5 or more	*	*	*

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

NJASK Science Assessment Information

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

Biology Assessment Information

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

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

PSAT, SAT, & ACT - Participation

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

Participation Type	School Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2017-18	99.2%	85.0%
12th graders taking SAT in 2017-18 or prior years	80.9%	72.2%
12th graders taking ACT in 2017-18 or prior years	40.9%	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	499	478	Grade 10: 430 Grade 11: 460	74%	62%
PSAT 10/NMSQT - Math	512	478	Grade 10: 480 Grade 11: 510	57%	42%
SAT - Reading and Writing	560	542	480	81%	72%
SAT - Math	574	543	530	66%	54%
ACT - Reading	23	24	22	62%	62%
ACT - English	24	24	18	83%	78%
ACT - Math	23	24	22	59%	62%
ACT - Science	23	23	23	54%	53%

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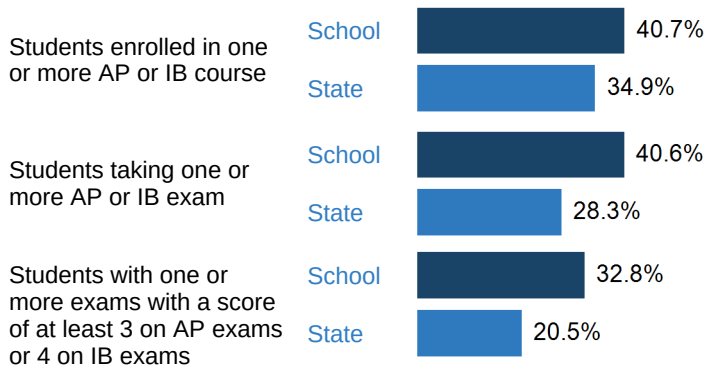
Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (IB)** courses and exams and **dual enrollment** courses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

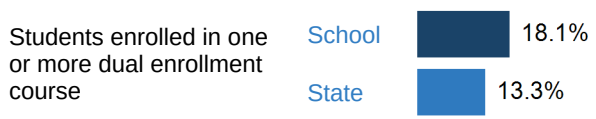
AP/IB Coursework – Participation and Performance

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	14	13
AP Biology	17	17
AP Calculus AB	11	11
AP Calculus BC	20	19
AP Chemistry	11	11
AP Chinese Language and Culture	0	2
AP Computer Science A	22	22
AP English Language and Composition	105	104
AP English Literature and Composition	61	59
AP Environmental Science	10	10
AP European History	14	12
AP German Language and Culture	0	7
AP Human Geography	4	4
AP Italian Language and Culture	3	3
AP Japanese Language and Culture	0	1
AP Macroeconomics	52	52

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AP/IB Course	Students Enrolled	Students Tested
AP Microeconomics	0	2
AP Music Theory	5	5
AP Physics 1	25	25
AP Physics 2	14	14
AP Physics C	12	0
AP Physics C: Electricity and Magnetism	0	10
AP Physics C: Mechanics	0	12
AP Psychology	28	26
AP Spanish Language	12	8
AP Statistics	22	22
AP Studio Art—Drawing Portfolio	5	0
AP Studio Art—Two-Demensional	0	16
AP U.S. Government and Politics	42	41
AP U.S. History	135	97
AP World History	1	1
Exams with scores of at least 3 on AP exams or 4 on IB exams		459

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AP/IB Course	Students Enrolled	Students Tested
Total Exams taken		626

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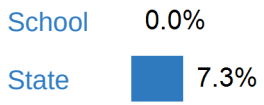
This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit the NJDOE's Career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

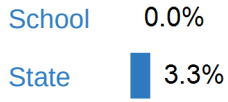


CTE Concentrators
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)

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	*	*	*
Information Technology	*		
Transportation, Distribution & Logistics	*		
Total (All Clusters)	*	*	*

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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	198	67	3	0	0	0	13
10	8	205	73	2	0	0	13
11	3	13	180	87	8	10	90
12	0	1	21	96	64	55	92
Total	209	286	277	185	72	65	208
Enrolled in AP/IB Course					31	22	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	0	0	13	2	268	82
10	30	281	0	2	11	27
11	278	16	0	5	8	26
12	80	7	1	24	16	79
Total	388	304	14	33	303	214
Enrolled in AP/IB Course	17	11		10	51	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	3	0	0	0	274
10	0	285	0	39	1	60
11	0	295	27	51	18	103
12	1	15	25	53	82	178
Total	1	598	52	143	101	615
Enrolled in AP/IB Course	1	135	52	28		59
Enrolled in Dual Enrollment Course	0	0	0	0	27	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	155	0	74	0	18	13	0
10	187	0	59	0	31	9	0
11	121	0	9	0	30	5	0
12	28	0	6	0	12	3	0
Total	491	0	148	0	91	30	0
Enrolled in AP/IB Course	12	0	3	0	0	0	0
Enrolled in Dual Enrollment Course	38	0	2	0	15	0	0
Enrolled in Level 3 or Higher	204	0	51	0	66	4	0

NJ SCHOOL PERFORMANCE REPORT

PARAMUS HIGH SCHOOL
(03-3930-050)
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Seal of Biliteracy

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

Language	Students Earning a Seal of Biliteracy
Total	0

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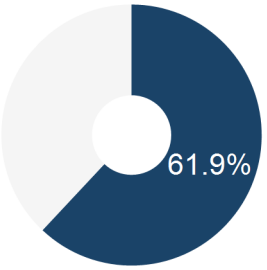
Visual and Performing Arts – Course Participation

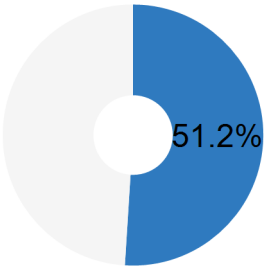
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 9-12:

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

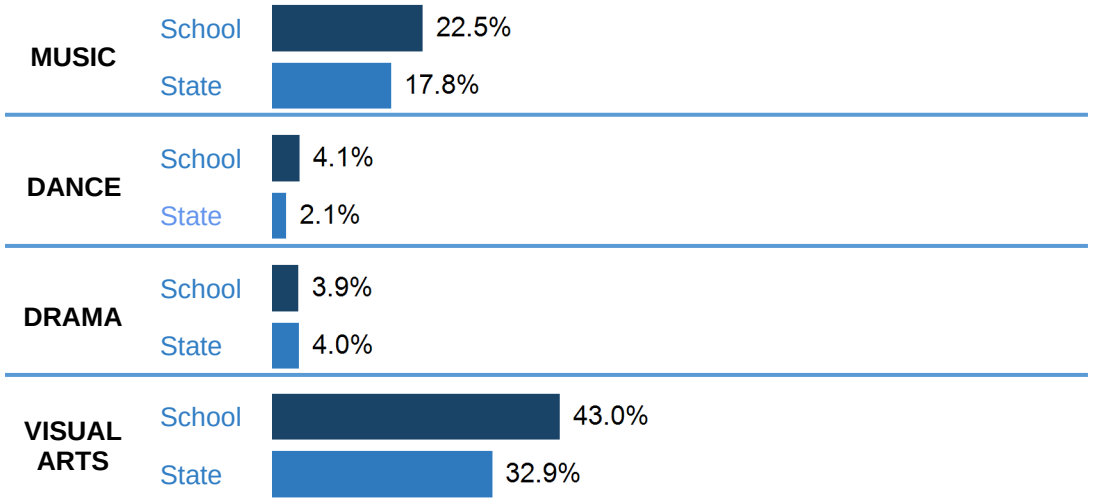


School



State

Students enrolled in one or more classes by discipline:



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

Graduation Rates

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

Student Group	School - Class of 2018: 4 Year Rate	State - Class of 2018: 4 Year Rate	School - Class of 2017: 5 Year Rate	State - Class of 2017: 5 Year Rate	Class of 2017: 4 Year Rate	Class of 2017: 4 Year Target	Class of 2017: Met Target	Class of 2016: 5 Year Rate	Class of 2016: 5 Year Target	Class of 2016: Met Target
Schoolwide	97.9%	90.9%	96.8%	92.4%	96.8%	N	Met Goal	97.4%	N	Met Goal
White	97.7%	95.0%	95.3%	95.7%	95.3%	N	Met Goal	97.1%	N	Met Goal
Hispanic	*	84.8%	100.0%	87.3%	100.0%	N	Met Goal	93.8%	96.0%	Not Met
Black or African American	*	84.2%	*	86.8%	*	**	**	*	**	**
Asian, Native Hawaiian or Pacific Islander	100.0%	97.0%	100.0%	97.7%	100.0%	N	Met Goal	99.0%	N	Met Goal
American Indian or Alaska Native	N	86.5%	N	94.1%	N	N	N	N	N	N
Two or More Races	N	92.0%	*	93.9%	*	**	**	*	**	**
Economically Disadvantaged Students	90.0%	84.6%	100.0%	87.0%	100.0%	**	**	90.5%	N	N
Students with Disabilities	89.5%	80.1%	85.7%	83.5%	85.7%	78.7%	Met Target	88.3%	89.2%	Not Met
English Learners	*	75.8%	*	81.8%	*	**	**	N	N	N
Homeless Students	*	72.6%	N	79.1%	N			N		
Students in Foster Care	N	62.6%	N	64.9%						

NJ SCHOOL PERFORMANCE REPORT

PARAMUS HIGH SCHOOL
(03-3930-050)
Grades Offered: PK-12
2017-2018

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	66.1%	66.4%
Substitute Competency Test	29.0%	27.2%
Portfolio Appeals Process	0.0%	0.4%
Alternate Requirements specified in IEP	4.9%	6.0%
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	97.9%	-
2017	96.8%	96.8%
2016	98.0%	97.4%

Dropout Rate Trends

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

School Year	School Rate	State Rate
2017-2018	0.0%	1.2%
2016-2017	0.3%	1.1%
2015-2016	0.0%	1.2%

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

Postsecondary Enrollment Rates: Fall

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	72.8%	27.6%	72.4%
Schoolwide	86.7%	16.6%	83.4%
White	88.5%	17.1%	82.9%
Hispanic	*	*	*
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	85.1%	11.1%	88.9%
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	81.8%	27.8%	72.2%
Students with Disabilities	N	N	N
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	91.2%	19.4%	80.6%	69%	31%	63.1%	36.9%
White	91.4%	22.2%	77.8%	74.4%	25.6%	63.9%	36.1%
Hispanic	96%	33.3%	66.7%	62.5%	37.5%	79.2%	20.8%
Black or African American	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	87.9%	6.9%	93.1%	56.9%	43.1%	53.4%	46.6%
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	91.7%	36.4%	63.6%	63.6%	36.4%	72.7%	27.3%
Students with Disabilities	*	*	*	*	*	*	*
English Learners	*	*	*	*	*	*	*

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2017-2018

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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.

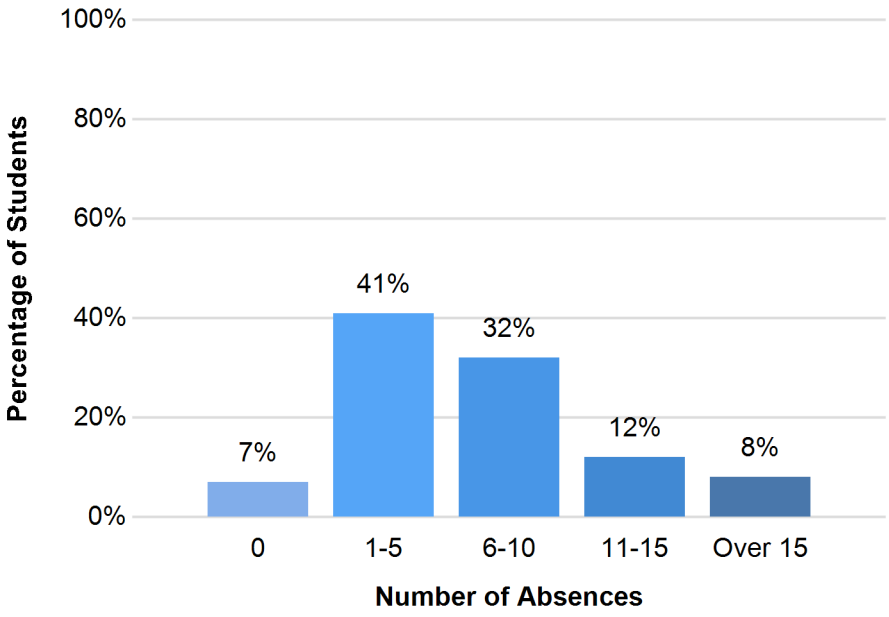
Chronic Absenteeism

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	59	5.0	14.9	Met
White	41	5.9	14.9	Met
Hispanic	4	3.1	14.9	Met
Black or African American	*	*	14.9	Met
Asian, Native Hawaiian, or Pacific Islander	12	3.6	14.9	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Economically Disadvantaged Students	6	7.5	14.9	Met
Students with Disabilities	20	10.9	14.9	Met
English Learners	2	10.0	14.9	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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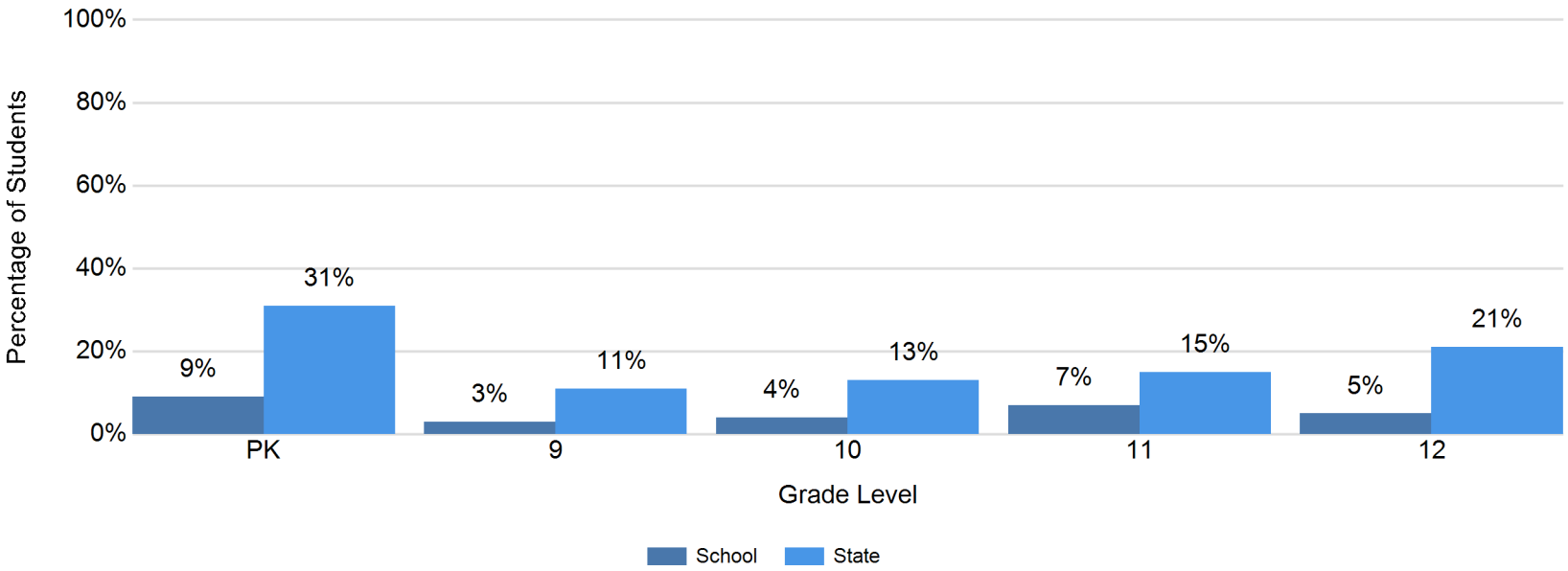
Chronic Absenteeism by Grade

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	5
Weapons	1
Vandalism	3
Substances	6
Harassment, Intimidation, Bullying (HIB)	7
Total Unique Incidents	22
Incidents Per 100 Students Enrolled	1.80

Police Notifications

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

Incident Type	Incidents Reported to Police
Violence	4
Weapons	1
Vandalism	0
Substances	5
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

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Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	1	1
Sexual Orientation	0	1	1
Disability	0	0	0
Other	2	6	8
No Identified Nature	0		0

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	42	3.4%
Out-of-School Suspensions	43	3.5%
Any Suspension	71	5.8%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
221

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School Day

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

Category	School
Typical Start Time	7:45 AM
Typical End Time	2:30 PM
Length of School Day	6 Hrs 45 Mins
Full Time - Instructional Time	N
Shared Time - Instructional Time	N

Device Ratios

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

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

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2016-2017)	$517	$17,629	$18,146

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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	113	117,464
Average years experience in public schools	13.0	12.0
Average years experience in district	11.6	10.7
Teachers in district for 4 or more years	85.0%	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	26	9,374
Average years experience in public schools	20.5	16.0
Average years experience in district	14.1	12.0
Administrators in district for 4 or more years	80.8%	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	11:1	11:1
Students to Administrators	204:1	145:1
Teachers to Administrators	19:1	13:1
Students to Librarians/Media Specialists		539:1
Students to Nurses		472:1
Students to Counselors		290:1
Students to Child Study Team		252:1

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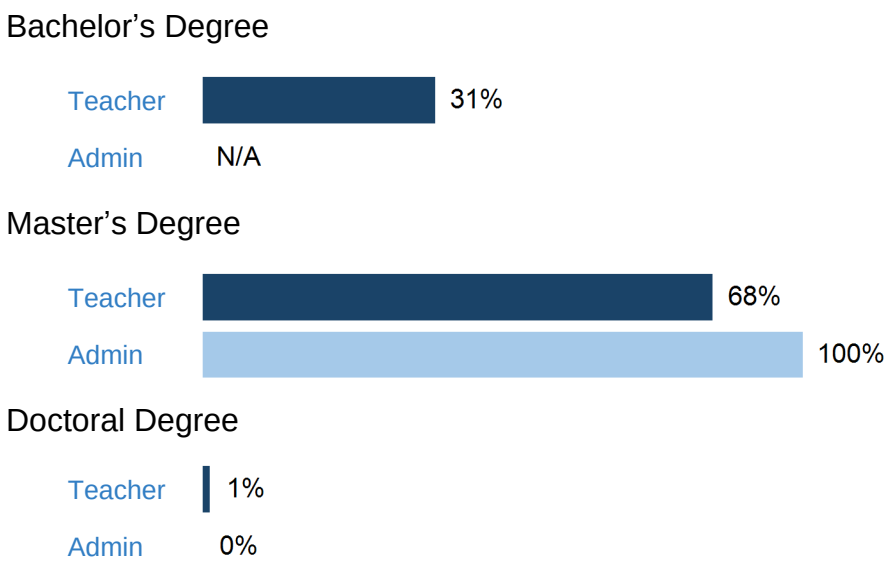
Teachers and Administrators - Level of Education

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	94.0%	90.2%
2016-17 Administrators: Same district 2017-18	95.8%	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	94.5%

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Teachers: All classroom teachers
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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	59.3%	33.3%
Male	40.7%	66.7%
White	92.0%	83.3%
Hispanic	3.5%	0.0%
Black or African American	2.7%	16.7%
Asian	1.8%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%

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

Comprehensive Status

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

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

Targeted Status

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

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

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

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

Accountability Indicator	Score	Weight
English Language Arts Proficiency	68.19	17.5%
Mathematics Proficiency	70.49	17.5%
Graduation Rate - 4-Year	77.36	25.0%
Graduation Rate - 5-Year	62.93	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	83.33	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	71.84	n/a
Summative Rating: Percentile Rank of Summative Score	77.08	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	Not Met	Met Goal	Met Goal	**	Met	No
White	53.57	8.94	No	Met Target	Not Met	Met Goal	Met Goal	n/a	Met	No
Hispanic	87.24	8.94	No	Met Target	Met Target	Met Goal	Not Met	n/a	Met	No
Black or African American	**	**	No	**	**	**	**	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	67.68	8.94	No	Met Goal	Not Met	Met Goal	Met Goal	n/a	Met	No
American Indian or Alaska Native	**	**	No	**	**	N	N	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	70.72	8.94	No	Met Target	Met Target	**	N	n/a	Met	No
Students with Disabilities	70.45	8.94	No	Met Target	Met Target†	Met Target	Not Met	n/a	Met	No
English Learners	**	**	No	**	**	**	**	**	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:	• PHS is a fully integrated Chromebook education school with all teachers and students being proficient in Google Platform. • PHS is part of the following: Sustainable NJ Go Green Effort and the Culture and Climate Initiative for Wellness. • PHS is a NJ Model School of the Arts for our award winning music and art programming.
Mission, Vision, Theme:	By the end of the 2018-2019 school-year, 100% of the teaching faculty will design and implement instructional strategies and/or classroom activities that are focused on positively engaging the social and emotional needs of students as measured by teacher based evaluations, surveys, lesson plans, observations, department and PLC meetings, professional learning and colleague-led training.
Awards, Recognition, Accomplishments:	PHS continues to be ranked by New Jersey Monthly magazine as a "Top 100 Public School." In 2018, PHS was ranked in the top 75 out of over 400 high schools in NJ. Also, PHS was recognized as a "Best Community for Music Education" in New Jersey in 2018.

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School Narrative

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Courses, Curriculum, Instruction:	PHS challenges its students through a demanding educational program that includes 25 Advanced placement courses. PHS continues to achieve well above state and national averages on the SAT, AP exams, and the PARCC assessments at all grade levels. STEM education is a priority with all students receiving a strong foundation in physics, chemistry and biology in that order, all of which is alligned with the mathematics program.
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Boys & Girls), Cheerleading (Boys & Girls), Cross Country (Boys & Girls), Football (Boys & Girls), Golf (Boys & Girls), Ice Hockey (Boys & Girls), 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 (Girls), Wrestling (Boys & Girls) PHS has 21 varsity, interscholastic athletic teams. There are also complimentary teams for many of the sports at the JV and 9th grade level for fair competition. Many of the varsity teams have shown significant success and received recognition over past years with numerous students named to all-league, all-county and all-state teams.
Clubs and Activities:	PHS provides students with over 60 clubs and other activities that meet individual student needs, interests and abilities. While there are traditional offerings such as Yearbook, school newspaper and grade-level clubs, there are increasingly clubs that encourage students to become involved in community service opportunities with a wide variety of community activities such as senior citizens, handicapped individuals and even animal shelters.

NJ SCHOOL PERFORMANCE REPORT

PARAMUS HIGH SCHOOL
(03-3930-050)
Grades Offered: PK-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:	Professional learning at PHS revolves around the teaching and learning needs for the faculty and the students. This year's school-goal is focused on the overall social and emotional wellness of the community. The PL provided to the staff supports that goal. Training on how to identify the habits, mindset, and emotions of the iGeneration has been provided to staff. As a result, the staff has then been charged with weaving this information into their planning, delivery, and assessment of the students. Additional PL includes ongoing work on google education, how to provide seamless in-depth questioning during classtime, using formative assessment as an inherent tool for planning, and creating a dynamic learning environment across all content areas. In addition, staff is encouraged to seek out their own PL opportunities based on their professional needs and interests.
Postsecondary Information:	The latest graduation rate at PHS is 98%. Graduates consistently report that they have been prepared for their collegiate studies as a result of their academic experience at PHS. Popular majors include business, education, political science, computer science, and music. Recent graduate admissions include: MIT, West Point, Rutgers, Muhlenberg, Skidmore, and Georgia Tech.

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Student Supports and Services:	The Department of Student Services is designed as a resource of human services whereby all children with varying abilities are served optimally, and all parents of our students are significantly involved in the delicate delivery of Individualized Educational Programs. Our mission is to provide a comprehensive framework of services and programming options for students with varying abilities.• The LEAP Program (Life Skills, Education, and Achievement Program) targets students who would benefit from a greater focus on developing daily life skills prior to their graduation. • Career Builders is designed for young adults with various abilities ages 16 to 21 who participate in our Small Business Concept and Structured Learning Experiences.• The PACE Program is an on-site alternative high school program designed to provide a therapeutic educational experience for at-risk students.
Student Health and Wellness:	PHS students take Health classes in grades 9, 11, and 12. In grade 12 students take Family Living which focuses on adult health, child care, and family based wellness. In addition, PHS students have access to a fully modernized weight and cardio room every day after school. Wellness programming at PHS includes partnerships with Valley Regional Hospital, Paramus Police, and SAGE counseling programs. Topics covered are mindfulness, substance abuse prevention, CPR, and therapeutic self-awareness
Parent and Community Involvement:	PHS embraces community involvement as a partnership towards our effort to optimize student experiences and education. Official parent organizations and involvement include: PTO (parent teacher organization), MPA (Music Parent Association), SCT (School Climate Team) and many other club and athletic based parental volunteer groups.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Administrators, Teachers To date, staff and students have completed a culture and climate survey which yielded results of overwhelmingly postive feedback. A survey for parents is forthcoming.
Facilities:	PHS boasts a state of the art facility including 21st century flexible seating in Business classrooms, a dedicated STEM room with multiple laser printers, updated music laboratory for recording and performing, 3 gymnasiums including a weight and cardio room, and a modernized culinary arts room / kitchen. In addtion, PHS is a wireless environment.
School Safety:	PHS conducts all mandatory school drills with efficiency. The staff has been fully trained in updated drill protocols as dictated through our partnership with the Paramus PD. In addition, PHS roundtables multiple times per year with Paramus Police and Fire officials to ensure that best practices are in place. Currently, PHS has 1 full-time SRO and 6 security personnel in the building.

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Technology and STEM:	This is a dynamic time for STEM at Paramus High School. STEM Education at PHS is an extremely student-centered, hands-on and inquiry-based discipline. Focusing upon the real-world phenomena that students encounter, students begin their science studies with an algebra-based physics class. This is followed by chemistry and finally biology, with a wide variety of career-related science electives available throughout a student's academic career. This growing program encourages budding "engineers" to use their imagination, judgment, and reasoning skills while applying science, mathematics and state-of-the-art technology to solve practical, real-world problems. Students are challenged by a dynamic team of teaching specialists in the STEM disciplines in an up-to-date technology setting to design and produce a variety of products and outcomes. In addition, PHS is a fully functioning 1:1 Chromebook environment for students and staff.
Early Childhood Education:	The Early Childhood Center is housed at PHS. They encourage the development of self-confidence, respect, and inquiry in a dynamic classroom setting. Children are exposed to learning through play, exploration, problem-solving, creativity, and collaboration. Students are exposed to the core subjects, as well, as the arts (dance, music, and theater), library, and physical education. Teachers perform informal student assessments and monitor student progress and development throughout the year. They follow the National Association for the Education of Young Children (NAEYC) guidelines for Developmentally Appropriate Practices.. Since its inception, the four-year-old program has been integrated with the high school child development classes. The child development high school students balance each week between the child development classroom, where they learn theory, and the Early Childhood Center, where they put that theory into practice through hands-on learning with the children.