NJ SCHOOL PERFORMANCE REPORT

MONTCLAIR HIGH SCHOOL
(13-3310-050)
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	ESSEX
District	MONTCLAIR TOWN
Principal Name	MR. GROSSO
Address	100 CHESTNUT ST MONTCLAIR, NJ 07042-2908
Phone Number	(973)509-4100
Email Address	agrosso@montclair.k12.nj.us
Website	https://mhs.montclair.k12.nj.us/

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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	512	531	547
10	498	514	538
11	492	489	495
12	491	510	507
Total	1,993	2,044	2,087

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	50.2%	49.8%	50.1%
Male	49.8%	50.2%	49.9%
Economically Disadvantaged Students	19.6%	16.0%	15.1%
Students with Disabilities	17.4%	17.6%	18.1%
English Learners	0.5%	0.6%	0.7%
Homeless Students		0.4%	0.6%
Students in Foster Care		0.1%	0.0%
Military-Connected Students		0.0%	0.2%
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	49.6%	48.5%	48.4%
Hispanic	10.0%	10.9%	11.8%
Black or African American	31.8%	30.9%	29.0%
Asian	5.4%	5.8%	5.9%
Native Hawaiian or Pacific Islander	0.1%	0.0%	0.0%
American Indian or Alaska Native	0.3%	0.2%	0.1%
Two or More Races	2.8%	3.6%	4.7%

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	1,989	2,039	2,083
Shared Time Students	6	7	5
Full Time Equivalent	1,992	2,043	2,086

Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown, and students with other home languages are included in the Other Languages total.

Home Language	% of Students
English	97.7%
Spanish	1.2%
Other Languages	1.2%

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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	871	81.1	62.5	65.6	56.7	53.2	34.8	Met Target
White	409	80.1	79.3	76.7	65.6	66.8	42.5	Met Target
Hispanic	116	85.4	51.7	56.2	42.5	46.8	39.9	Met Target
Black or African American	237	79.9	32.9	41.9	37.3	27.4	19.6	Met Target
Asian, Native Hawaiian, or Pacific Islander	57	83.8	79.0	*	82.3	69.7	39	Met Target
American Indian or Alaska Native	N	N	N	*	52.7	N	**	**
Two or More Races	52	82.5	71.2	70.6	63.4	61.7	36.7	Met Target
Female	445	81.7	73.0	74.9	64.5	62.6		
Male	426	80.5	51.4	56.7	49.4	43.5		
Economically Disadvantaged Students	121	81.2	22.3	31.2	38.5	*	19.2	Met Target†
Non-Economically Disadvantaged Students	750	81.1	68.9	71.3	67.5	*		
Students with Disabilities	141	74.9	24.1	29.4	21.6	19.0	16.4	Met Target
Students without Disabilities	730	82.5	69.9	72.9	63.9	60.6		
English Learners	12	92.3	16.6	31.8	27.3	16.2	**	**
Non-English Learners	859	81.0	63.1	66.0	59.4	53.7		
Homeless Students	*	*	*	18.8	27.7	*		
Students In Foster Care	*	*	*	*	26.3	*		
Military-Connected Students	*	*	*	50.0	57.4	*		
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	498	759	759	752	6%	9%	22%	44%	18%	62%	55%
White	248	772	772	760	*	*	15%	53%	27%	79%	64%
Hispanic	57	747	747	735	*	*	19%	*	*	53%	38%
Black or African American	140	737	737	734	13%	19%	36%	*	*	32%	34%
Asian, Native Hawaiian, or Pacific Islander	25	772	772	782	0%	0%	*	*	*	80%	83%
American Indian or Alaska Native	N	N	N	752	N	N	N	N	N	N	51%
Two or More Races	28	761	761	760	*	*	*	*	*	64%	63%
Female	256	766	766	759	*	*	19%	49%	22%	71%	63%
Male	242	751	751	744	*	*	26%	39%	14%	53%	46%
Economically Disadvantaged Students	69	728	728	733	22%	23%	32%	*	*	23%	34%
Non-Economically Disadvantaged Students	429	763	763	761	4%	7%	21%	*	*	69%	65%
Students with Disabilities	80	723	723	716	*	*	28%	*	*	21%	15%
Students without Disabilities	418	765	765	758	*	*	21%	*	*	70%	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	*	*	*	749	*	*	*	*	*	*	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	380	758	758	749	12%	12%	14%	40%	22%	62%	51%
White	161	775	775	756	*	*	11%	48%	31%	79%	58%
Hispanic	60	750	750	733	*	*	23%	*	*	50%	38%
Black or African American	103	726	726	728	25%	23%	18%	*	*	33%	32%
Asian, Native Hawaiian, or Pacific Islander	32	773	773	782	*	*	*	34%	44%	78%	78%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	50%
Two or More Races	24	779	779	753	0%	*	*	*	*	79%	55%
Female	195	769	769	759	8%	7%	12%	48%	26%	74%	60%
Male	185	747	747	739	17%	17%	17%	32%	17%	49%	42%
Economically Disadvantaged Students	55	718	718	730	33%	25%	22%	*	*	20%	34%
Non-Economically Disadvantaged Students	325	765	765	758	9%	10%	13%	*	*	69%	59%
Students with Disabilities	60	719	719	707	33%	22%	17%	*	*	28%	15%
Students without Disabilities	320	765	765	756	8%	10%	14%	*	*	68%	57%
English Learners	*	*	*	684	*	*	*	*	*	*	*
Non-English Learners	*	*	*	752	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	23%
Students in Foster Care	*	*	*	707	*	*	*	*	*	*	21%
Military-Connected Students	*	*	*	748	*	*	*	*	*	*	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	136	731	731	736	24%	21%	18%	29%	8%	37%	39%
White	51	748	748	737	*	*	22%	*	*	57%	41%
Hispanic	22	723	723	731	*	*	*	*	*	18%	35%
Black or African American	52	715	715	729	38%	31%	*	*	*	23%	31%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	759	*	*	*	*	*	*	60%
American Indian or Alaska Native	*	*	*	730	*	*	*	*	*	*	25%
Two or More Races	*	*	*	737	*	*	*	*	*	*	39%
Female	54	741	741	745	*	20%	19%	*	*	46%	48%
Male	82	724	724	728	*	21%	18%	*	*	30%	31%
Economically Disadvantaged Students	31	715	715	730	32%	32%	*	*	*	16%	33%
Non-Economically Disadvantaged Students	105	735	735	739	22%	17%	*	*	*	43%	42%
Students with Disabilities	38	713	713	708	39%	*	*	*	*	18%	13%
Students without Disabilities	98	738	738	742	18%	*	*	*	*	44%	44%
English Learners	*	*	*	702	*	*	*	*	*	*	*
Non-English Learners	*	*	*	738	*	*	*	*	*	*	*
Homeless Students	*	*	*	721	*	*	*	*	*	*	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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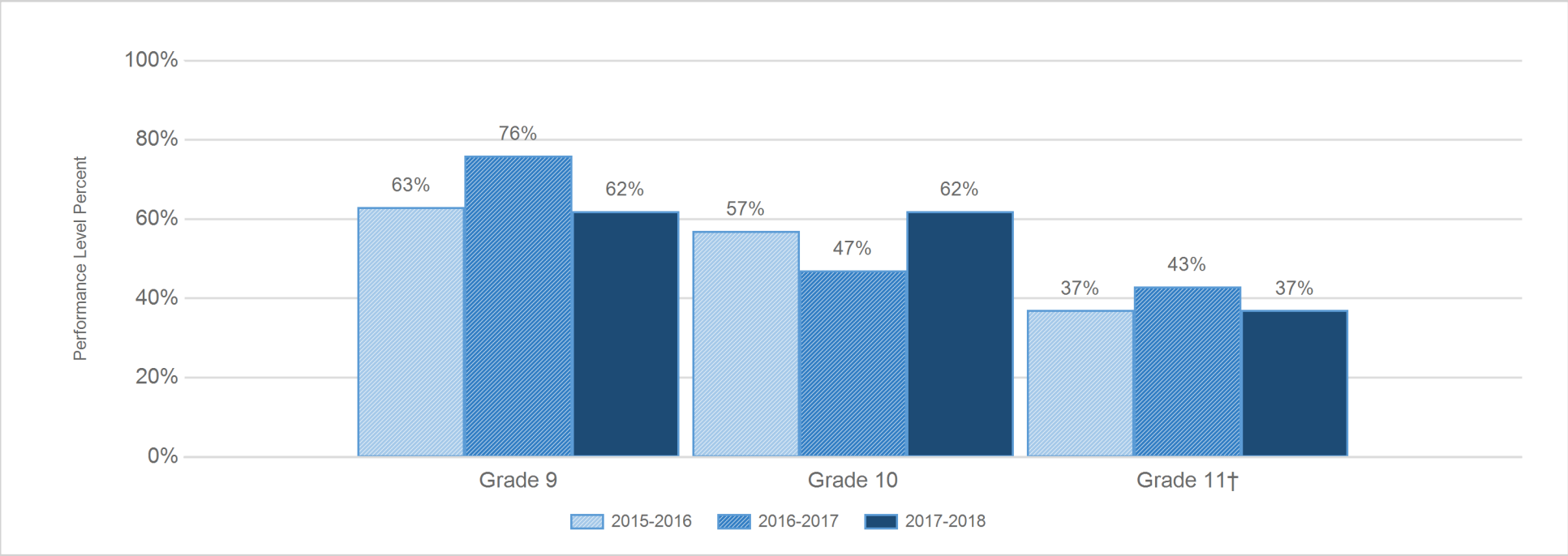
English Language Arts/Literacy Assessment - Performance Trends

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

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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	805	81.4	42.0	53.0	45.0	36.0	30.6	Met Target
White	373	81.2	57.9	65.8	54.1	49.5	39.9	Met Target
Hispanic	106	82.4	30.1	42.2	29.2	26.3	31.9	Met Target†
Black or African American	232	80.2	17.2	26.4	23.4	14.5	15.4	Met Target†
Asian, Native Hawaiian, or Pacific Islander	50	87.7	56.0	*	77.0	51.7	35.1	Met Target
American Indian or Alaska Native	N	N	N	*	42.5	N	**	**
Two or More Races	44	81.5	50.0	60.4	53.0	42.8	30.9	Met Target
Female	404	80.4	42.3	54.1	46.0	35.8		
Male	401	82.6	41.6	52.0	43.9	36.3		
Economically Disadvantaged Students	118	81.2	14.4	20.9	26.6	*	15.4	Met Target†
Non-Economically Disadvantaged Students	687	81.5	46.7	58.5	55.9	*		
Students with Disabilities	138	76.3	11.6	21.7	17.1	*	13.6	Not Met
Students without Disabilities	667	82.6	48.3	59.4	50.5	*		
English Learners	12	92.9	*	32.0	24.6	*	**	**
Non-English Learners	793	81.3	*	53.3	46.9	*		
Homeless Students	*	*	*	*	17.3	*		
Students In Foster Care	*	*	*	*	16.2	*		
Military-Connected Students	*	*	*	50.0	45.8	*		
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	278	738	748	746	9%	21%	31%	*	*	39%	46%
White	99	751	760	755	*	10%	29%	*	*	57%	57%
Hispanic	44	729	*	730	*	36%	*	30%	0%	30%	27%
Black or African American	109	727	728	727	15%	28%	37%	21%	0%	21%	23%
Asian, Native Hawaiian, or Pacific Islander	10	756	*	779	0%	0%	*	*	*	70%	79%
American Indian or Alaska Native	N	N	*	746	N	N	N	N	N	N	49%
Two or More Races	16	746	753	755	0%	*	*	*	*	56%	54%
Female	143	741	747	748	*	18%	35%	*	*	42%	48%
Male	135	735	750	745	*	24%	27%	*	*	36%	44%
Economically Disadvantaged Students	63	723	*	729	17%	33%	30%	*	*	19%	25%
Non-Economically Disadvantaged Students	215	743	*	756	7%	17%	32%	*	*	45%	57%
Students with Disabilities	71	717	725	716	*	*	*	*	*	*	13%
Students without Disabilities	207	746	754	752	*	*	*	*	*	*	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	N	712	N	N	N	N	N	N	12%
Military-Connected Students	*	*	*	752	*	*	*	*	*	*	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	364	736	740	735	7%	30%	30%	*	*	33%	30%
White	163	747	750	740	*	18%	29%	*	*	50%	37%
Hispanic	46	731	732	723	*	26%	41%	*	*	22%	14%
Black or African American	113	721	*	719	11%	52%	27%	11%	0%	11%	11%
Asian, Native Hawaiian, or Pacific Islander	21	735	*	760	*	*	*	*	*	33%	65%
American Indian or Alaska Native	N	N	N	734	N	N	N	N	N	N	28%
Two or More Races	21	748	757	741	0%	*	*	*	*	43%	39%
Female	185	738	741	736	*	30%	35%	*	*	32%	30%
Male	179	734	739	734	*	31%	26%	*	*	33%	29%
Economically Disadvantaged Students	56	718	718	722	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	308	739	*	741	*	*	*	*	*	*	38%
Students with Disabilities	55	712	712	713	*	*	*	*	*	*	*
Students without Disabilities	309	740	*	738	*	*	*	*	*	*	*
English Learners	*	*	*	711	*	*	*	*	*	*	*
Non-English Learners	*	*	*	736	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	*
Students in Foster Care	*	*	*	711	*	*	*	*	*	*	*
Military-Connected Students	*	*	*	731	*	*	*	*	*	*	24%
Migrant Students	N	N	N	709	N	N	N	N	N	N	11%

NJ SCHOOL PERFORMANCE REPORT

MONTCLAIR HIGH SCHOOL
(13-3310-050)
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	244	746	746	727	20%	10%	20%	42%	8%	50%	30%
White	135	760	760	733	*	*	23%	53%	10%	63%	35%
Hispanic	33	724	724	710	33%	*	*	*	*	30%	14%
Black or African American	44	708	708	705	50%	23%	*	*	*	16%	11%
Asian, Native Hawaiian, or Pacific Islander	22	758	758	766	*	*	*	*	*	64%	66%
American Indian or Alaska Native	*	*	*	729	*	*	*	*	*	*	28%
Two or More Races	*	*	*	736	*	*	*	*	*	*	37%
Female	114	744	744	728	19%	10%	22%	*	*	49%	30%
Male	130	747	747	727	22%	11%	18%	*	*	50%	30%
Economically Disadvantaged Students	19	697	697	709	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	225	750	750	736	*	*	*	*	*	*	37%
Students with Disabilities	37	709	709	693	59%	*	*	*	*	19%	*
Students without Disabilities	207	752	752	732	14%	*	*	*	*	55%	*
English Learners	*	*	*	691	*	*	*	*	*	*	*
Non-English Learners	*	*	*	729	*	*	*	*	*	*	*
Homeless Students	*	*	*	703	*	*	*	*	*	*	10%
Students in Foster Care	N	N	N	693	N	N	N	N	N	N	*
Military-Connected Students	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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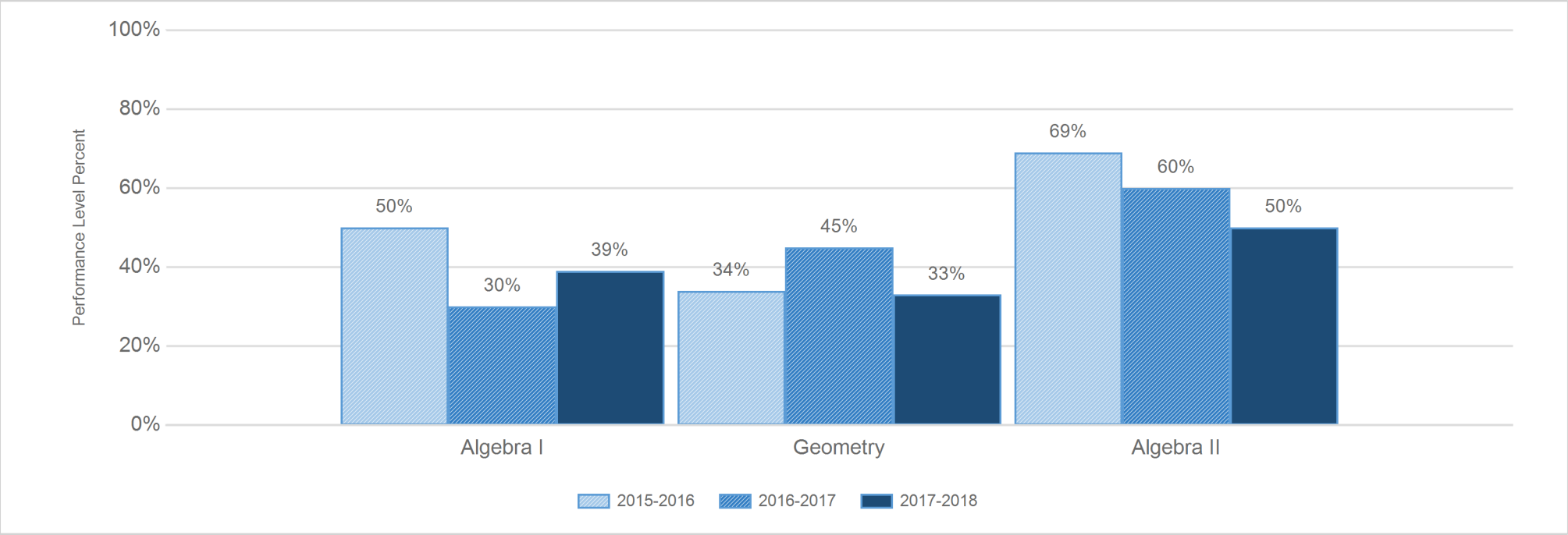
Mathematics Assessment – Performance Trends

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	10	90.0%	10.0%
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	93.1%	85.0%
12th graders taking SAT in 2017-18 or prior years	71.1%	72.2%
12th graders taking ACT in 2017-18 or prior years	55.1%	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	532	478	Grade 10: 430 Grade 11: 460	77%	62%
PSAT 10/NMSQT - Math	519	478	Grade 10: 480 Grade 11: 510	57%	42%
SAT - Reading and Writing	599	542	480	86%	72%
SAT - Math	593	543	530	67%	54%
ACT - Reading	26	24	22	71%	62%
ACT - English	25	24	18	81%	78%
ACT - Math	24	24	22	65%	62%
ACT - Science	24	23	23	57%	53%

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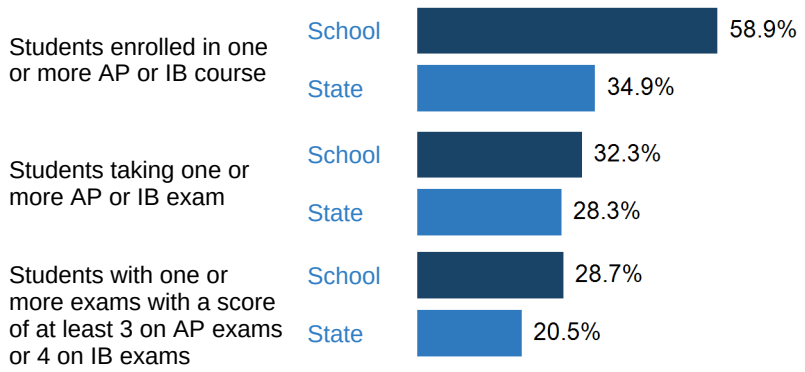
Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (IB)** courses and exams and **dual enrollment** courses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

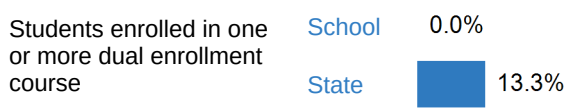
AP/IB Coursework – Participation and Performance

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	23	5
AP Biology	57	35
AP Calculus AB	83	55
AP Calculus BC	52	49
AP Chemistry	18	8
AP Chinese Language and Culture	8	1
AP Computer Science A	24	18
AP Computer Science Principles	15	9
AP English Language and Composition	32	22
AP English Literature and Composition	158	21
AP Environmental Science	109	38
AP European History	30	7
AP French Language and Culture	27	5
AP German Language and Culture	12	0
AP Human Geography	33	5
AP Japanese Language and Culture	0	1

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AP/IB Course	Students Enrolled	Students Tested
AP Macroeconomics	0	2
AP Music Theory	18	7
AP Physics 1	134	15
AP Physics 2	13	0
AP Physics C	52	0
AP Physics C: Electricity and Magnetism	0	5
AP Physics C: Mechanics	0	25
AP Psychology	0	2
AP Spanish Language	94	55
AP Spanish Literature	24	5
AP Statistics	73	31
AP Studio Art—Drawing Portfolio	7	0
AP Studio Art—Two-Demensional	0	1
AP U.S. Government and Politics	55	3
AP U.S. History	353	168
AP World History	127	19

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AP/IB Course	Students Enrolled	Students Tested
Total Exams taken		617
Exams with scores of at least 3 on AP exams or 4 on IB exams		544

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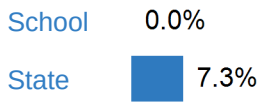
This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit the NJDOE's Career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

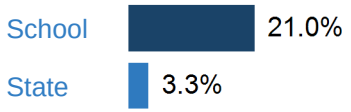


CTE Concentrators
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)

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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Industry-Valued Credentials

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

Students Earning Industry-Valued Credentials

School	0.0%
State	0.9%

Industry-Valued Credentials by Career Cluster

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

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total credentials earned
Hospitality & Tourism	*		
Total (All Clusters)	*	0	0

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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	303	196	71	0	0	0	12
10	9	298	158	25	1	0	70
11	2	12	305	76	59	5	61
12	0	7	14	207	167	106	22
Total	314	513	548	308	227	111	165
Enrolled in AP/IB Course					134	73	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	549	3	0	0	2	107
10	15	182	0	4	2	380
11	36	323	0	39	114	74
12	102	19	0	141	200	142
Total	702	527	0	184	318	703
Enrolled in AP/IB Course	57	18		109	196	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	551	8	3	0	0	0
10	2	548	18	0	0	198
11	3	502	31	0	0	178
12	132	79	53	0	0	248
Total	688	1137	105	0	0	624
Enrolled in AP/IB Course	127	353	0	0		113
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	298	83	25	31	39	33	2
10	313	70	17	42	33	35	0
11	286	71	30	21	24	26	0
12	133	31	25	18	29	17	1
Total	1030	255	97	112	125	111	3
Enrolled in AP/IB Course	115	27	0	0	12	8	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	2
Enrolled in Level 3 or Higher	410	114	36	30	33	46	0

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Seal of Biliteracy

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

Language	Students Earning a Seal of Biliteracy
Total	0

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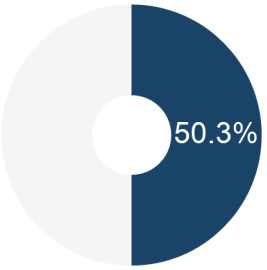
Visual and Performing Arts – Course Participation

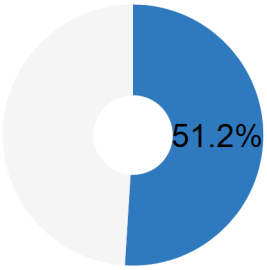
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 9-12:

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

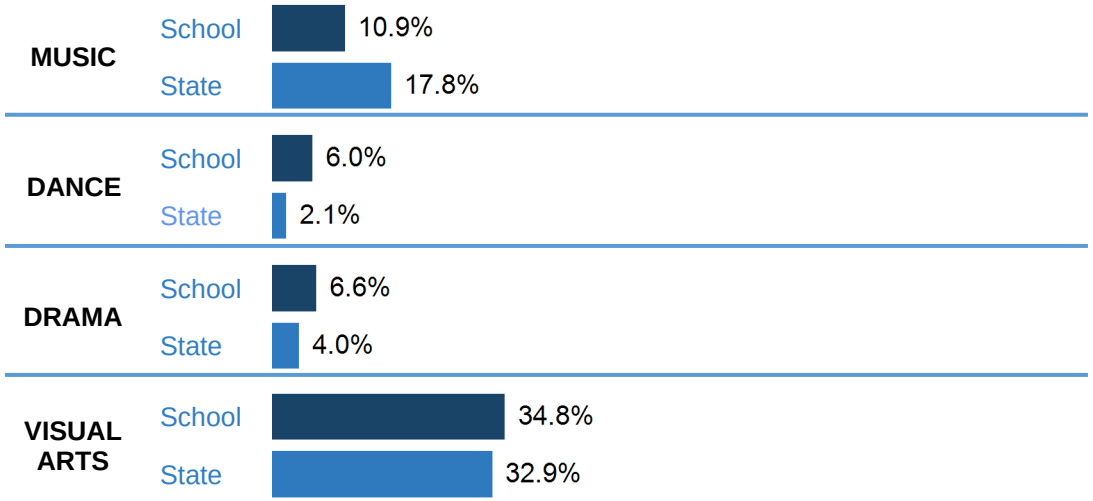


School



State

Students enrolled in one or more classes by discipline:



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

Graduation Rates

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

Student Group	School - Class of 2018: 4 Year Rate	State - Class of 2018: 4 Year Rate	School - Class of 2017: 5 Year Rate	State - Class of 2017: 5 Year Rate	Class of 2017: 4 Year Rate	Class of 2017: 4 Year Target	Class of 2017: Met Target	Class of 2016: 5 Year Rate	Class of 2016: 5 Year Target	Class of 2016: Met Target
Schoolwide	93.6%	90.9%	96.2%	92.4%	93.5%	91.8%	Met Target	94.1%	93.3%	Met Target
White	97.2%	95.0%	99.2%	95.7%	97.2%	N	Met Goal	97.6%	N	Met Goal
Hispanic	89.7%	84.8%	96.0%	87.3%	94.0%	84.5%	Met Target	88.4%	87.7%	Met Target
Black or African American	89.8%	84.2%	92.1%	86.8%	88.1%	89.3%	Not Met	89.2%	90.1%	Not Met
Asian, Native Hawaiian or Pacific Islander	89.5%	97.0%	92.9%	97.7%	89.3%	N	N	*	**	**
American Indian or Alaska Native	*	86.5%	*	94.1%	*	**	**	*	**	**
Two or More Races	*	92.0%	*	93.9%	*	**	**	100.0%	N	Met Goal
Economically Disadvantaged Students	85.1%	84.6%	90.2%	87.0%	83.6%	82.2%	Met Target	92.5%	83.9%	Met Target
Students with Disabilities	82.1%	80.1%	89.0%	83.5%	82.5%	75.4%	Met Target	72.0%	82.9%	Not Met
English Learners	*	75.8%	*	81.8%	*	**	**	N	N	N
Homeless Students	N	72.6%	*	79.1%	*			N		
Students in Foster Care	N	62.6%	N	64.9%						

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

Graduation Pathways

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

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
PARCC Assessment	27.4%	23.2%
Substitute Competency Test	65.1%	67.0%
Portfolio Appeals Process	1.3%	2.3%
Alternate Requirements specified in IEP	4.7%	6.0%
Unknown	1.5%	1.5%

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	93.6%	-
2017	93.5%	96.2%
2016	92.1%	94.1%

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	0.2%	1.2%
2016-2017	0.4%	1.1%
2015-2016	0.9%	1.2%

NJ SCHOOL PERFORMANCE REPORT

MONTCLAIR HIGH SCHOOL
(13-3310-050)
Grades Offered: 09-12
2017-2018

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

Postsecondary Enrollment Rates: Fall

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	72.8%	27.6%	72.4%
Schoolwide	80.8%	3.4%	96.6%
White	81.6%	1%	99%
Hispanic	80%	10.7%	89.3%
Black or African American	79.3%	7.2%	92.8%
Asian, Native Hawaiian, or Pacific Islander	78.8%	0%	100%
American Indian or Alaska Native	*	*	*
Two or More Races	*	*	*
Economically Disadvantaged Students	70.4%	6%	94%
Students with Disabilities	66.7%	12.5%	87.5%
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	85.5%	5.7%	94.3%	44.2%	55.8%	29%	71%
White	89.8%	1.4%	98.6%	38.4%	61.6%	17.8%	82.2%
Hispanic	84.4%	2.6%	97.4%	44.7%	55.3%	31.6%	68.4%
Black or African American	78.1%	14.4%	85.6%	53.4%	46.6%	48.3%	51.7%
Asian, Native Hawaiian, or Pacific Islander	87.5%	9.5%	90.5%	47.6%	52.4%	23.8%	76.2%
American Indian or Alaska Native	*	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	76.5%	17.3%	82.7%	59.6%	40.4%	55.8%	44.2%
Students with Disabilities	79%	10.2%	89.8%	55.1%	44.9%	42.9%	57.1%
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.

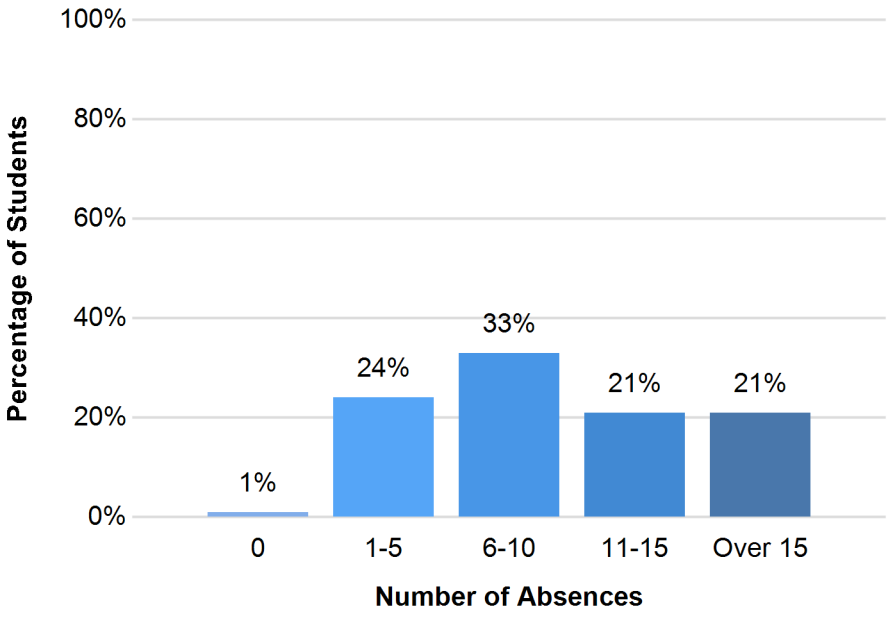
Chronic Absenteeism

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	335	15.7	14.9	Not Met
White	109	10.6	14.9	Met
Hispanic	47	18.9	14.9	Not Met
Black or African American	154	24.6	14.9	Not Met
Asian, Native Hawaiian, or Pacific Islander	15	11.9	14.9	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	14.9	Met
Economically Disadvantaged Students	96	30.0	14.9	Not Met
Students with Disabilities	138	32.4	14.9	Not Met
English Learners	1	7.1	**	**

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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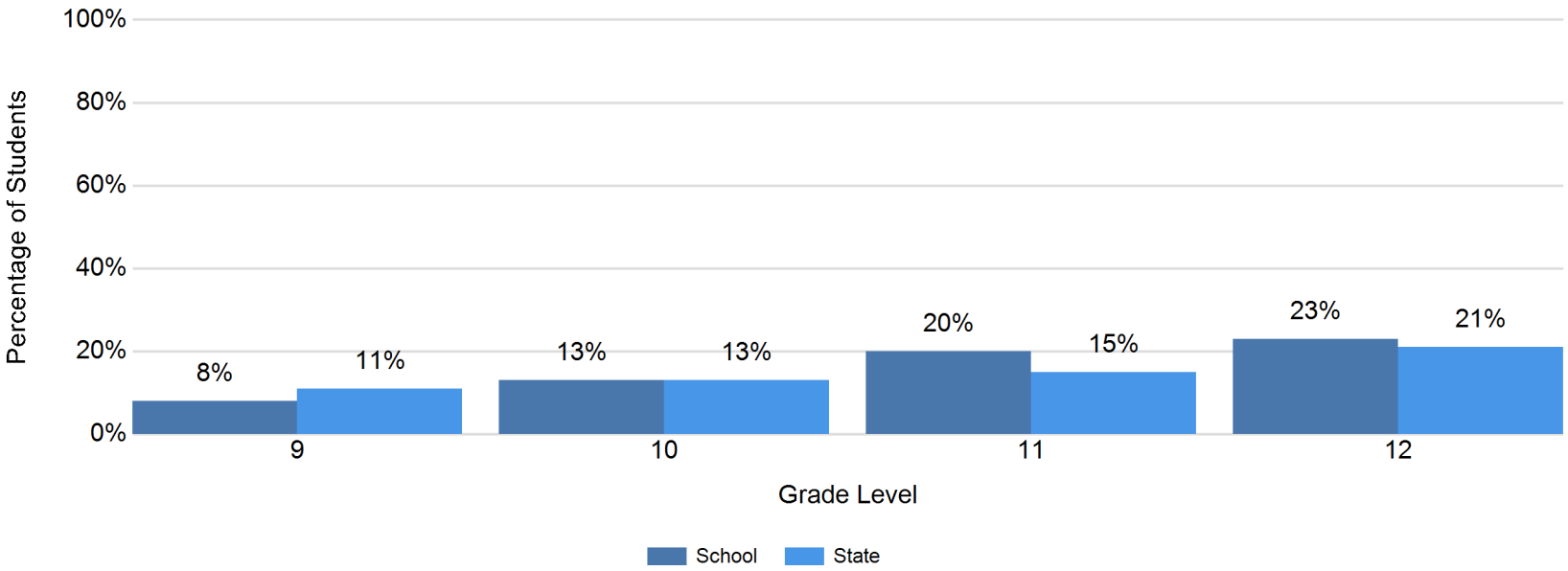
Chronic Absenteeism by Grade

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	4
Weapons	1
Vandalism	3
Substances	4
Harassment, Intimidation, Bullying (HIB)	9
Total Unique Incidents	20
Incidents Per 100 Students Enrolled	0.96

Police Notifications

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

Incident Type	Incidents Reported to Police
Violence	2
Weapons	1
Vandalism	2
Substances	4
Harassment, Intimidation, Bullying (HIB)	3
Other Incidents Leading to Removal	1

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Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and 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	0	0
Sexual Orientation	0	1	1
Disability	0	3	3
Other	0	5	5
No Identified Nature	8		8

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	*	*
Out-of-School Suspensions	12	0.6%
Any Suspension	14	0.7%
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
55

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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	8:00 AM
Typical End Time	2:35 PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	6 Hrs 33 Mins
Shared Time - Instructional Time	3 Hrs. 15 Mins.

Device Ratios

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

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

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2016-2017)	$384	$16,086	$16,470

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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	156	117,464
Average years experience in public schools	20.1	12.0
Average years experience in district	12.4	10.7
Teachers in district for 4 or more years	89.0%	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	32	9,374
Average years experience in public schools	15.2	16.0
Average years experience in district	10.1	12.0
Administrators in district for 4 or more years	65.6%	76.2%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	13:1	12:1
Students to Administrators	261:1	208:1
Teachers to Administrators	20:1	18:1
Students to Librarians/Media Specialists		1668:1
Students to Nurses		513:1
Students to Counselors		556:1
Students to Child Study Team		155:1

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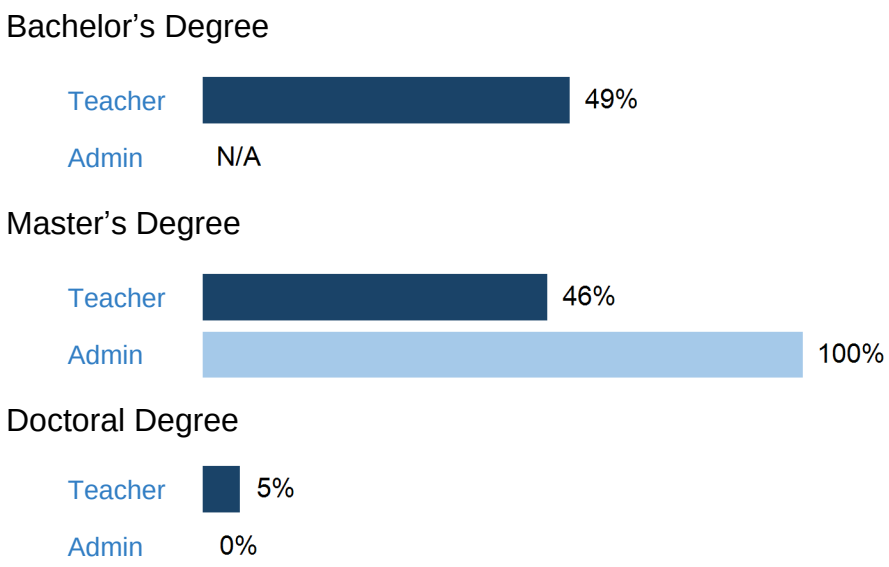
Teachers and Administrators - Level of Education

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



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

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

Job Type	District	State
2016-17 Teachers: Same district 2017-18	91.3%	90.2%
2016-17 Administrators: Same district 2017-18	81.3%	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	97.0%

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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	59.0%	37.5%
Male	41.0%	62.5%
White	78.2%	62.5%
Hispanic	7.1%	0.0%
Black or African American	11.5%	37.5%
Asian	3.2%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	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	49.00	17.5%
Mathematics Proficiency	53.58	17.5%
Graduation Rate - 4-Year	36.68	25.0%
Graduation Rate - 5-Year	41.95	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	29.02	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	41.96	n/a
Summative Rating: Percentile Rank of Summative Score	37.54	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 Target	Met Target	**	Not Met	No
White	67.25	8.94	No	Met Target	Met Target	Met Goal	Met Goal	n/a	Met	No
Hispanic	57.81	8.94	No	Met Target	Met Target†	Met Target	Met Target	n/a	Not Met	No
Black or African American	45.90	8.94	No	Met Target	Met Target†	Not Met	Not Met	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	12.89	8.94	No	Met Target	Met Target	N	**	n/a	Met	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	75.20	8.94	No	Met Target	Met Target	**	Met Goal	n/a	Met	No
Economically Disadvantaged Students	36.29	8.94	No	Met Target†	Met Target†	Met Target	Met Target	n/a	Not Met	No
Students with Disabilities	42.15	8.94	No	Met Target	Not Met	Met Target	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:	• 3 small learning communities, Civics and Government Institute, Center for Social Justice, and STEM • No.1-Federal Reserve Bank's Fed Challenge, No.2-Model United Nations Competition, No.2-Mock Trial Competition. • 30 plus athletic programs and 85 extracurricular clubs and organizations including an award winning robotics program.
Mission, Vision, Theme:	Mission: Montclair High School is dedicated to creating a culture of learning and continuous improvement that provides every child with a high quality, creative, innovative and challenging education, through diverse course offerings and a wide variety of extracurricular opportunities. Vision: Montclair High School will cultivate and support students to become high academic achievers, curious and creative thinkers, and socially adept individuals who are prepared for the 21st century.
Awards, Recognition, Accomplishments:	"Niche" ranked Montclair High School #9 among New Jersey's Best Magnet High Schools

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Courses, Curriculum, Instruction:	Montclair High School features a highly advanced mathematics program and is one of a few high schools in New Jersey which offers the 3rd semester of college Calculus. Twenty-seven (27) Advanced Placement courses are available to students from grades 10-12 and MHS offers six world languages including French, Spanish, Italian, Latin, German and Mandarin. Students may also select to participate in a small multi-year program such as Civics and Government, social Justice Institute or STEM.
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Girls), Bowling (Coed), Cross Country (Coed), Fencing (Coed), Field Hockey (Girls), Football (Boys), Golf (Coed), Gymnastics (Girls), Ice Hockey (Coed), Lacrosse (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Coed), Track and Field - Winter (Coed), Volleyball (Boys & Girls), Wrestling (Coed) Montclair High School hosts a legendary athletics program consisting of girls, boys and coed sports. There are 58 teams at the freshman, Junior Varsity and Varsity levels in 30 different sports. Boys and Girls sports programs have been ranked #1 and #2 in Essex county for the past two years, 2016 and 2017.
Clubs and Activities:	Montclair High school offers 85 extra-curricular clubs and organizations. These clubs include social, civic and religious organizations such as but not limited to: Gay Straight Alliance, Culinary Club, Math League, Mock Trial, Chess Club, Science Olympiad, Key Club, Film Club, Robotics, Model Congress, Model United Nations, etc.

NJ SCHOOL PERFORMANCE REPORT

MONTCLAIR HIGH SCHOOL
(13-3310-050)
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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Before and After School Programs:	Montclair High School offers "Got Tutoring" which is free tutoring before school, during lunches and after school to all students in grades 9-12.
Staff and Professional Learning:	Montclair High school staff has been highly engaged in professional development which directly impact students in the classroom. In the past few years, the focus has been on “checking for understanding” to ensure that all students have an opportunity to clear misunderstandings. Currently MHS staff has been focused on “highly engaging instructional strategies” or “AVID Schoolwide” that reaches students at all levels. The major focus in the district and at MHS has been “equity” for all students.
Postsecondary Information:	Over 90% of Montclair High school Graduates go on to 2 and 4 years colleges and universities with 86% being accepted into 4 year colleges. Students and parents are offered college counseling opportunities in their sophomore and junior years to discuss college placement and again in the fall of their senior year to discuss financial aid and the college application process. 20% of MHS graduates attend the “most selective colleges” as reported by the US News and world Report.

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Student Supports and Services:	Montclair High School offers a small ESL program for English Language Learners. MHS also provides support to over 300 students with disabilities including the ABA Program, Center for Achievement Program, Effective School Solutions, Community Based Instruction and the Inclusion Program.
Student Health and Wellness:	MHS offers several programs designed to improve the health and wellness of all students. The Student assistance Counselors and social workers present opportunities for students learn about dating violence, drug and alcohol abuse, make safe choices. Health courses are focused on healthy eating habits along with appropriate sleeping strategies which lead to better academic performance. Physical education classes engage students in sports, aerobic exercise and proper stretching techniques.
Parent and Community Involvement:	Montclair High School has a School Action Team for Partnerships. The SATP is a forum of parents and community members who work to identify and act on school-wide goals and initiatives. The SATP holds monthly meetings and the principal leads committees focused on Academics, Health & Wellness, Nutrition, Facilities, Activities and Sports. Parents use Genesis “Parent Access” to monitor student progress and communicate with school officials.

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Facilities:	Montclair High School has strong traditions and rich history since 1866 when the high school department was added to the primary education program of Montclair which was established in 1860. We are proud to celebrate 151 years of continuous educational excellence at Montclair High School. MHS has two buildings, George Inness Annex and the main building. The buildings are not air conditioned and serve approximately 2150 students.

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Other Information:	The Montclair community embraces the philosophy of diversity by providing programs that foster an appreciation for the individual's uniqueness and worth. The school encourages students to grow and develop through academic, social, civic, fine arts, and athletic programs. Our graduates are attractive to the most prestigious colleges in the country because of their solid preparation for intellectual challenge. Montclair High School offers a rigorous learning environment, many diverse extracurricular activities, enhanced professional development and opportunities for increased parent involvement. The Civics and Government Institute, the Center for Social Justice, Global Research, Medical Biology, and the S.T.E.M. Academy (Science, Technology, Engineering and Math) honoring alumnus Buzz Aldrin, Astronaut, MHS Class of 1947, are comprised of interdisciplinary blocks of courses, some of which are multi-year. They involve the community, parents and other stakeholders in extension activities. With support from the New Jersey Institute of Technology and engineers from the community and other benefactors, we participate in local, state and national robotics competitions and exhibitions. As an option, Montclair High School also offers zero- period classes starting at 7:06 a.m. The zero period option allows students the opportunity to take additional courses in their schedule. Our academic programs have maintained a standard of excellence necessary to continue the high levels of student achievement as National Merit Scholars and National Achievement Scholars for outstanding African-American and Hispanic students. Our students have placed first in the nation in the Federal Reserve Bank's Fed Challenge, first in the Model United Nations Competition at Yale University and second in a National Mock Trial Competition.