



North Hunterdon High School  
2016-2017  
Grade Span 09-12

19-3660-050  
HUNTERDON  
N HUNT/VOORHEES REGIONAL  
1445 STATE ROUTE 31  
ANNANDALE, NJ 08801

The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school's test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

#### Navigating through the reports:

- Download this report to a PDF by clicking the  icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

#### Other Resources:

- Review the [Parent Summary Report](#) or the [district-level report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- [Download the data](#) used in these reports.
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at [reportcard@doe.nj.gov](mailto:reportcard@doe.nj.gov)



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Footnotes

- 1. An "" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display.
- 2. \*\* ESSA accountability targets are only included if data is available for at least 20 students.

Note: Additional footnotes may exist within the reports specific to certain data tables. In those instances, the footnotes will be displayed below the applicable table.



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Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
9	457	419	417
10	409	448	426
11	380	372	420
12	420	379	384
Ungraded	0	9	3
Total	1666	1627	1650

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	2014-15	2015-16	2016-17
Female	49%	48%	49%
Male	51%	52%	51%
Economically Disadvantaged Students	3%	3%	3%
Students with Disabilities	14%	14%	14%
English Learners	0%	0%	0%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students
White	87.0%
Asian	5.3%
Hispanic	5.2%
Black or African American	2.2%
American Indian or Alaska Native	0.2%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	0.0%

Enrollment Trends by Full and Shared Time

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

Enrollment Status	2016-17
Full Time Students	1606
Shared Time Students	87
Full Time Equivalent	1650

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. All other students are included in Other Languages.

Home Language	% of Students
English	98.2%
Other	2.2%



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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 for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course 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 accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act (ESSA)* accountability. Student groups with the annual target section 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	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	751	89.3	70.00	65.40	54.90	65.9	67.6	Met Target†
White	649	89.1	69.60	65.10	63.90	65.2	67.9	Met Target†
Hispanic	44	88.5	65.90	56.50	39.80	62.3	45.9	Met Target
Black or African American	11	92.3	36.40	50.00	35.20	35.1	**	**
Asian, Native Hawaiian, or Pacific Islander	46	92.0	87.00	81.70	80.70	84.2	80	Met Goal
American Indian or Alaska Native	*	*	*	*	53.70	*	**	**
Two or More Races	*	*	*	100.00	54.90	N	**	**
Female	368	88.5	79.30	76.10	62.20	73.9		
Male	383	90.0	61.10	55.40	48.10	57.9		
Economically Disadvantaged Students	21	88.0	38.10	34.80	36.20	*	N	N
Non-Economically Disadvantaged Students	730	89.3	71.00	66.60	65.80	*		
Students with Disabilities	126	89.4	18.30	19.40	20.50	17.2	30.6	Not Met
Students without Disabilities	625	89.2	80.50	74.90	61.90	75.7		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	N	N	N	N	26.40	N		
Students In Foster Care	N	N	N	N	24.80	N		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

\*\* ESSA accountability targets are only included if data is available for at least 20 students

† Target was met within a confidence interval.



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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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
<b>Schoolwide</b>	412	762	761	749	5%	6%	23%	47%	20%	67%	52%
White	350	762	761	757	4%	5%	24%	48%	19%	67%	62%
Hispanic	31	760	*	733	*	*	*	42%	*	68%	35%
Black or African American	*	*	*	730	*	*	*	*	*	*	30%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	80%
American Indian or Alaska Native	*	*	*	745	*	*	*	*	*	*	49%
Two or More Races	N	N	N	746	N	N	N	N	N	N	48%
Female	193	771	771	756	*	*	17%	49%	28%	77%	60%
Male	219	754	752	741	*	*	27%	44%	14%	58%	43%
Economically Disadvantaged Students	12	732	737	731	*	0%	*	*	*	25%	32%
Non-Economically Disadvantaged Students	400	763	762	758	*	6%	*	*	*	68%	62%
Students with Disabilities	75	728	726	714	*	*	49%	16%	*	19%	13%
Students without Disabilities	337	770	768	754	*	*	17%	53%	*	78%	58%
English Learners	*	*	*	690	*	*	*	*	*	*	*
Non-English Learners	*	*	*	752	*	*	*	*	*	*	*
Homeless Students	N	N	N	719	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	45%
Migrant Students	N	N	N	705	N	N	N	N	N	N	*



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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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	341	772	764	743	7%	7%	12%	39%	35%	74%	46%
White	298	772	765	749	7%	7%	12%	40%	33%	74%	52%
Hispanic	*	*	*	728	*	*	*	*	*	*	34%
Black or African American	*	*	*	725	*	*	*	*	*	*	31%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	74%
American Indian or Alaska Native	N	N	N	740	N	N	N	N	N	N	42%
Two or More Races	N	N	N	737	N	N	N	N	N	N	42%
Female	175	783	775	752	*	*	9%	41%	42%	82%	54%
Male	166	761	753	734	*	*	15%	37%	27%	65%	39%
Economically Disadvantaged Students	*	*	*	726	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	*	751	*	*	*	*	*	*	54%
Students with Disabilities	48	714	715	704	*	*	*	*	0%	19%	12%
Students without Disabilities	293	782	773	749	*	*	*	*	40%	83%	52%
English Learners	N	N	N	681	N	N	N	N	N	N	*
Non-English Learners	341	772	764	745	7%	7%	12%	39%	35%	74%	*
Homeless Students	N	N	N	715	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	710	N	N	N	N	N	N	20%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	694	N	N	N	N	N	N	*



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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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	123	759	760	736	10%	11%	22%	34%	24%	58%	38%
White	103	761	760	738	*	*	23%	34%	25%	59%	40%
Hispanic	*	*	*	731	*	*	*	*	*	*	34%
Black or African American	*	*	*	728	*	*	*	*	*	*	30%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	756	*	*	*	*	*	*	58%
American Indian or Alaska Native	*	*	*	731	*	*	*	*	*	*	30%
Two or More Races	*	*	*	731	*	*	*	*	*	*	36%
Female	43	765	764	744	*	*	*	40%	26%	65%	46%
Male	80	756	756	729	*	*	*	31%	23%	54%	31%
Economically Disadvantaged Students	*	*	*	729	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	42%
Students with Disabilities	28	728	737	709	*	*	36%	*	0%	25%	12%
Students without Disabilities	95	768	765	741	*	*	18%	*	31%	67%	43%
English Learners	N	N	N	699	N	N	N	N	N	N	*
Non-English Learners	123	759	760	737	10%	11%	22%	34%	24%	58%	*
Homeless Students	N	N	N	722	N	N	N	N	N	N	24%
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	19%
Military-Connected Students	N	N	N	723	N	N	N	N	N	N	24%
Migrant Students	N	N	N	713	N	N	N	N	N	N	26%

\*\*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.

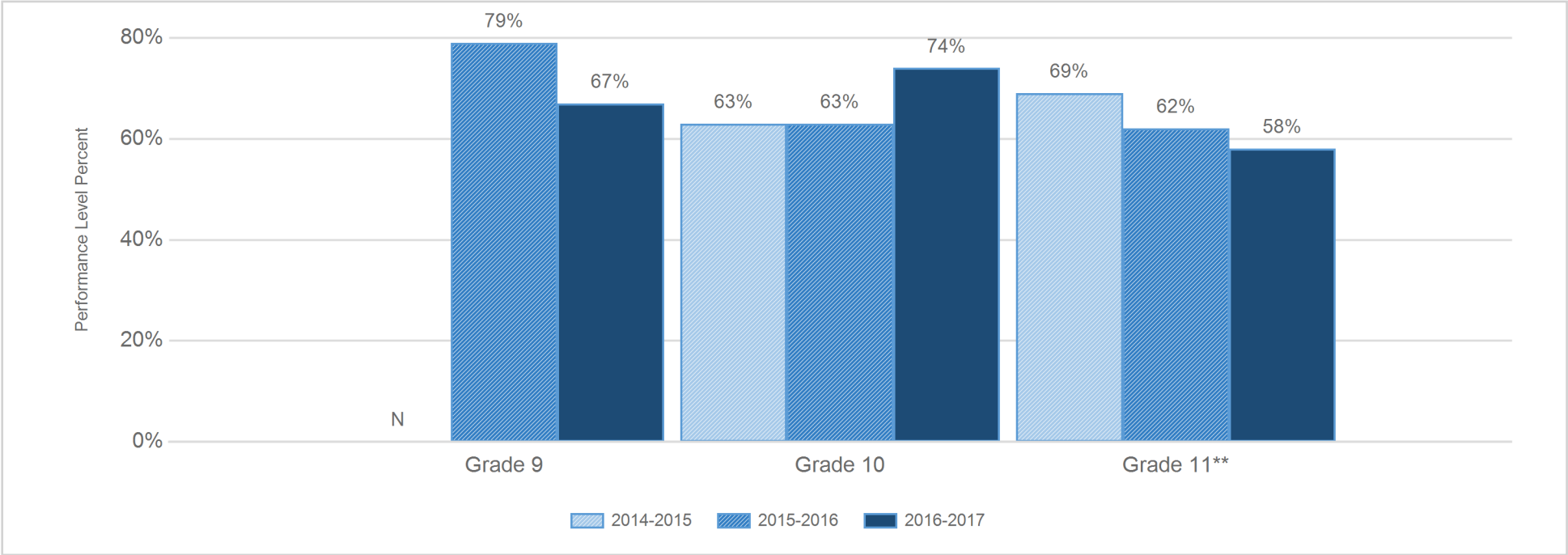


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English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.



\*\* Grade 11 students who take AP/IB English are exempt from taking the PARCC/CELS 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 for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course 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 accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section 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	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	748	91.6	61.10	57.30	43.50	58.8	65.1	Not Met
White	646	91.3	60.90	57.30	52.40	58.4	64.2	Not Met
Hispanic	43	89.6	55.80	52.90	27.60	52.7	59.2	Met Target†
Black or African American	12	100.0	16.70	17.40	21.70	16.7	**	**
Asian, Native Hawaiian, or Pacific Islander	46	95.9	82.60	76.00	75.60	82.6	80	Met Goal
American Indian or Alaska Native	*	*	*	*	42.50	*	**	**
Two or More Races	*	*	*	*	44.90	N	**	**
Female	364	90.1	61.50	57.90	44.10	58.4		
Male	384	93.0	60.70	56.70	42.90	59.4		
Economically Disadvantaged Students	21	91.7	28.60	28.00	25.10	*	N	N
Non-Economically Disadvantaged Students	727	91.6	62.00	58.60	54.30	*		
Students with Disabilities	127	91.4	16.50	16.90	16.50	15.9	22.1	Not Met
Students without Disabilities	621	91.6	70.20	65.70	48.80	67.7		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	N	N	N	N	16.40	N		
Students In Foster Care	N	N	N	N	15.10	N		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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
<b>Schoolwide</b>	235	742	743	743	6%	18%	34%	42%	0%	42%	42%
White	206	743	744	751	5%	18%	34%	43%	0%	43%	52%
Hispanic	*	*	*	728	*	*	*	*	*	*	24%
Black or African American	*	*	*	724	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	76%
American Indian or Alaska Native	*	*	*	736	*	*	*	*	*	*	30%
Two or More Races	N	N	N	741	N	N	N	N	N	N	41%
Female	108	742	743	744	*	21%	30%	44%	*	44%	43%
Male	127	742	744	741	*	16%	38%	41%	*	41%	40%
Economically Disadvantaged Students	*	*	*	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	*	751	*	*	*	*	*	*	52%
Students with Disabilities	75	727	727	714	*	36%	36%	16%	*	16%	10%
Students without Disabilities	160	749	750	747	*	10%	33%	54%	*	54%	47%
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	235	742	743	745	6%	18%	34%	42%	0%	42%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%



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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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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
<b>Schoolwide</b>	348	752	751	734	*	9%	32%	50%	*	58%	30%
White	296	752	751	740	*	8%	33%	51%	*	58%	38%
Hispanic	19	751	747	722	*	*	*	*	*	58%	14%
Black or African American	*	*	*	719	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	23	763	756	758	0%	*	*	52%	*	74%	65%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	29%
Two or More Races	*	*	*	733	*	*	*	*	*	*	32%
Female	173	751	750	735	*	*	34%	51%	*	56%	31%
Male	175	754	751	733	*	*	30%	50%	*	60%	30%
Economically Disadvantaged Students	*	*	*	721	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	39%
Students with Disabilities	50	727	726	711	*	36%	38%	*	0%	16%	*
Students without Disabilities	298	756	755	738	*	4%	31%	*	9%	65%	*
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	735	*	*	*	*	*	*	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	727	N	N	N	N	N	N	15%
Migrant Students	N	N	N	704	N	N	N	N	N	N	*



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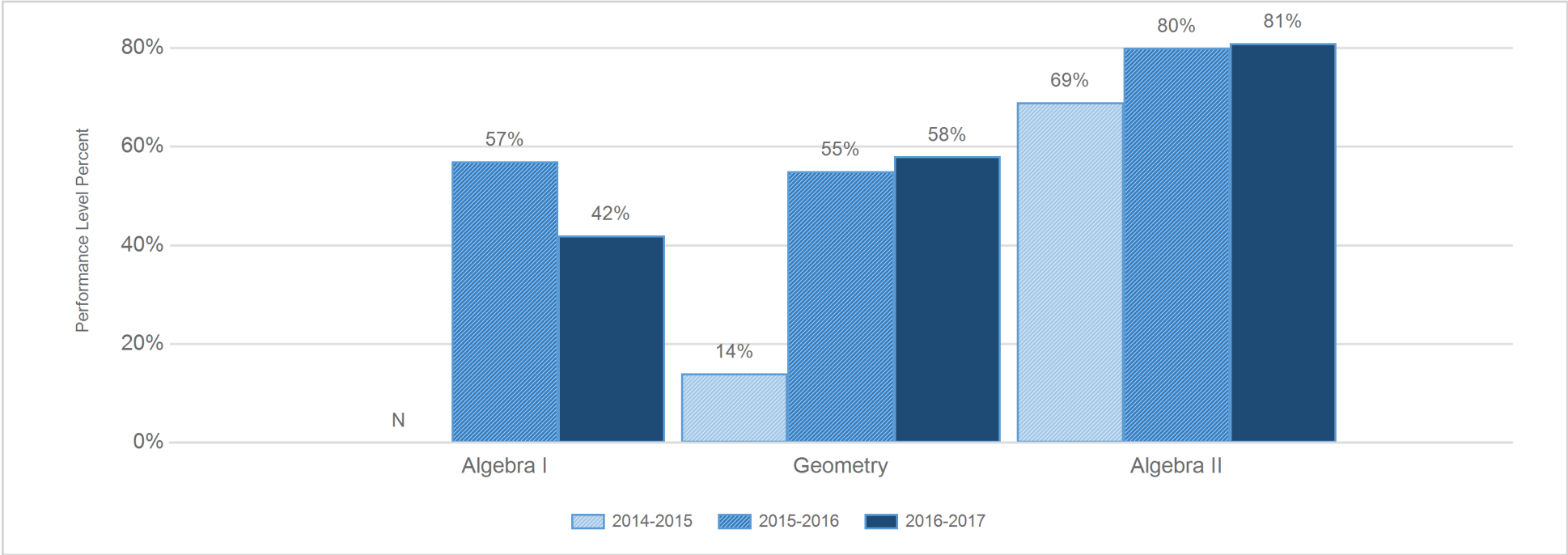
**Mathematics Assessment - Performance by Test: Algebra II**

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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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
<b>Schoolwide</b>	223	777	772	725	*	*	13%	59%	22%	81%	28%
White	189	777	771	731	*	*	12%	61%	21%	82%	33%
Hispanic	*	*	*	710	*	*	*	*	*	*	14%
Black or African American	*	*	*	703	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	761	*	*	*	*	*	*	62%
American Indian or Alaska Native	N	N	N	715	N	N	N	N	N	N	20%
Two or More Races	N	N	N	718	N	N	N	N	N	N	25%
Female	115	776	770	725	*	*	9%	61%	23%	84%	27%
Male	108	777	773	725	*	*	18%	57%	20%	78%	29%
Economically Disadvantaged Students	*	*	*	708	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	*	*	*	733	*	*	*	*	*	*	35%
Students with Disabilities	*	*	*	692	*	*	*	*	*	*	*
Students without Disabilities	*	*	*	729	*	*	*	*	*	*	*
English Learners	N	N	N	692	N	N	N	N	N	N	*
Non-English Learners	223	777	772	726	*	*	13%	59%	22%	81%	*
Homeless Students	N	N	N	702	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	692	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	710	N	N	N	N	N	N	14%
Migrant Students	N	N	N	702	N	N	N	N	N	N	14%

# Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.





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Alternate Assessments - 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 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. The table also shows 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
1	*	*	*
2	N	N	N
3	N	N	N
4	N	N	N
5+	N	N	N



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This section shows whether students have gained the knowledge and skills identified in the Biology section of the Science Core Curriculum Standards as measured by the End of Course Biology test. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

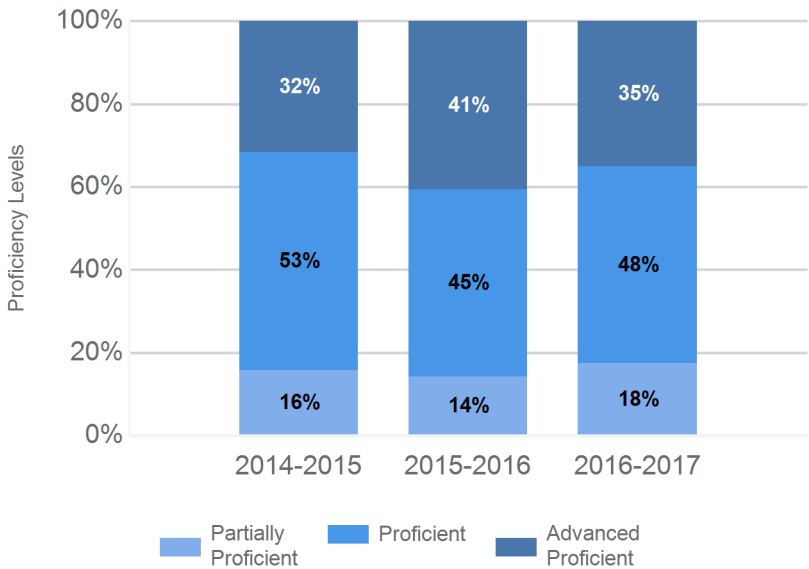
Biology Assessment - Performance

This table shows the percentage of students in each proficiency category for the school and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	16%	42%	42%
Schoolwide	35%	48%	18%
White	34%	49%	17%
Hispanic	31%	38%	31%
Black or African American	N	80%	*
Asian, Native Hawaiian, or Pacific Islander	82%	18%	N
American Indian or Alaska Native	N	N	*
Two or More Races	N	N	N
Economically Disadvantaged Students	N	*	*
Students with Disabilities	3%	46%	51%
English Learners	N	N	N

Biology Assessment - Proficiency Trends

This graph displays the percentage of students by proficiency category for the past three school years.





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This section contains information about participation and performance on college entrance examinations. For more information about how participation and performance on the PSAT, SAT, and ACT tests are calculated and how these calculations account for recent changes to the SAT test, please see our [Reference Guide](#).

**PSAT/SAT/ACT - Participation**

This table shows the percentage of 10th and 11th graders that took the PSAT 10 or PSAT NMSQT exams in 2016-17. This table also shows the percentage of 12th graders that have taken the SAT or ACT this year or in prior years.

Test	% of Students in School	% of Students in State
Percentage of students taking the PSAT	99.2%	89.4%
Percentage of students taking the SAT	100.0%	70.0%
Percentage of students taking the ACT	35.7%	28.3%

**PSAT/SAT/ACT - Performance**

This table shows the average test score, based on highest scoring test, for the PSAT, SAT, and ACT tests by subject area for students in the school and across the state. This table also shows the percentage of students at or above College Readiness Benchmarks for each test. Students that score at or above these benchmarks have a high chance of success in credit-bearing college courses.

Test	School Average Score	State Average Score	College Readiness Benchmarks	School - % of Students scoring at or above Benchmark	State - % of Students scoring at or above Benchmark
PSAT - Reading and Writing	534	481	Varies By Grade	84%	67%
PSAT - Math	543	483	Varies By Grade	71%	49%
SAT - Reading and Writing	613	551	480	95%	77%
SAT - Math	619	552	530	82%	58%
ACT - Reading	27	24	22	78%	65%
ACT - English	26	24	18	91%	79%
ACT - Math	27	24	22	86%	65%
ACT - Science	26	23	23	72%	54%





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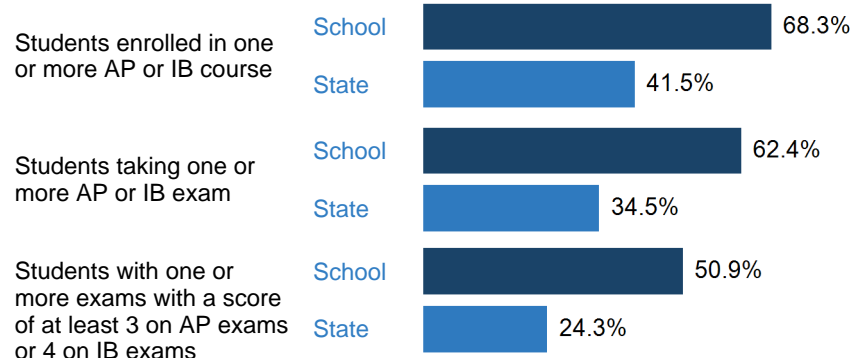
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate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

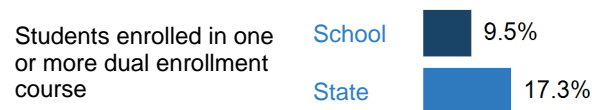
### AP/IB Coursework – Participation and Performance

This chart shows the percentage of students out of all 11th and 12th grade students in the school and across the state, who enrolled in one or more AP or IB course, the percentage that took one or more AP or IB exam, and the percentage of students taking one or more exams who received at least one score of at least 3 on AP exams or 4 on IB exams.



### Dual Enrollment Coursework - Participation

This graph shows the percentage students enrolled in at least one **dual enrollment** course in the school and across the state. **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 students enrolled in AP/IB courses and the corresponding exams that were taken. 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 scores of at least 3 on AP exams or 4 on IB exams. In the last two rows, students taking multiple exams are counted more than once.

AP/IB Course	Students Enrolled	Students Tested
AP Art—History of Art	13	9
AP Biology	73	73
AP Calculus AB	47	46
AP Calculus BC	42	42
AP Chemistry	63	63
AP Computer Science A	52	38
AP Computer Science Principles	0	11
AP English Language and Composition	36	37
AP English Literature and Composition	35	32
AP Environmental Science	111	92
AP French Language and Culture	7	7
AP Human Geography	106	58
AP Latin (Virgil Catullus and Horace)	30	25
AP Macroeconomics	0	35
AP Microeconomics	48	34
AP Music Theory	17	17
AP Physics C	28	0
AP Physics C: Electricity and Magnetism	0	27
AP Physics C: Mechanics	0	27
AP Psychology	164	130



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AP/IB Course	Students Enrolled	Students Tested
AP Spanish Language	39	36
AP Statistics	49	43
AP Studio Art—Drawing Portfolio	17	11
AP Studio Art—Two-Dimensional	10	11
AP U.S. Government and Politics	27	24
AP U.S. History	85	85
AP World History	0	106
IB Music	37	0
Total Exams Taken		1119
Exams with scores of at least 3 on AP exams or 4 on IB exams		902



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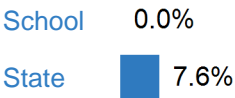
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This section contains information about participation in approved **Career and Technical Education (CTE)** programs and **Structured Learning Experiences**. For more information about CTE in New Jersey, please visit <http://www.nj.gov/education/cte/>.

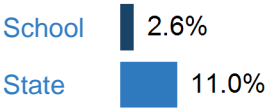
Career and Technical Education Participation

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

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



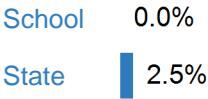
CTE Concentrators  
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

The graph below displays the percentage of students within the school and state who participated in Structured Learning Experiences (SLEs). SLEs can include work-based learning programs, internships, apprenticeships, and service learning experiences and can be paid or unpaid.

Structured Learning Experiences



Industry-Valued Credentials Earned

This table shows the number of students that earned at least one industry-valued credential and the number of credentials earned in each Career Cluster® and overall for the 2016-17 school year. Students earning credentials in more than one Career Cluster are counted in multiple rows. Students earning multiple credentials in one Career Cluster are counted more than once in the Industry credentials total.

Career Cluster	Students with at least one credential earned	Industry credentials earned
Health Science	*	*
Manufacturing	20	20
Transportation, Distribution & Logistics	*	*
Total non-duplicated number of students**	28	
Total number of credentials earned in all clusters		40

\*\*Students may earn credentials in more than one Career Cluster



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This section shows the types of courses that students were enrolled in by grade level for the 2016-17 school year. You can find more information about [New Jersey Student Learning Standards](#) on our website and more details about the data in this section in our [Reference Guide](#). English course participation is not included because students are required to take four years of English in high school.

### Mathematics - Course Participation

This table shows the number of students by grade that were enrolled in **Mathematics** courses by subject area. Students are counted more than once if they are enrolled in more than one math course. The bottom row of the table shows the number of students that enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) math course by subject area.

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	233	158	1	1	0	0	90
10	1	234	90	5	0	0	130
11	3	4	156	187	9	2	85
12	4	0	26	160	80	47	88
Schoolwide	241	396	273	353	89	49	393
Enrolled in AP/IB Course					89	49	0

### Science - Course Participation

This table shows the number of students by grade that were enrolled in **Science** courses by subject area. Students are counted more than once if they are enrolled in more than one science course. The bottom row of the table shows the number of students that enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) science course by subject area.

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	0	1	0	0	412	0
10	1	420	0	0	5	2
11	429	9	0	0	3	0
12	7	4	0	111	33	109
Schoolwide	437	434	0	111	453	111
Enrolled in AP/IB Course	73	63		111	28	0



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**Social Studies and History - Course Participation**

This table shows the number of students by grade that were enrolled in **Social Studies** and **History** courses by subject area. Students are counted more than once if they are enrolled in more than one social studies or history course. The bottom row of the table shows the number of students that enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) social studies or history course by subject area.

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	1	413	0	0	0	0
10	4	418	0	0	0	14
11	150	9	3	14	0	176
12	6	24	45	150	0	185
Schoolwide	161	864	48	164	0	375
Enrolled in AP/IB Course	0	85	48	164	0	128

**World Languages - Course Participation**

This table shows the number of students by grade that were enrolled in **World Languages** courses by language. Students are counted more than once if they are enrolled in more than one language course. The bottom rows of the table show students enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) language course, students enrolled in a level 3 or higher language course (such as French III or IV), and the number of students that earned a Seal of Biliteracy by language.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	238	28	0	54	61	0	0
10	258	44	0	37	67	0	0
11	235	44	0	33	42	0	0
12	151	15	0	32	23	0	0
Schoolwide	882	131	0	156	193	0	0
Enrolled in AP/IB Course	39	7	0	30	0	0	0
Enrolled in Level 3 or Higher	419	57	0	25	57	0	0
Earned Seal of Biliteracy	N	N	N	N	N	N	N



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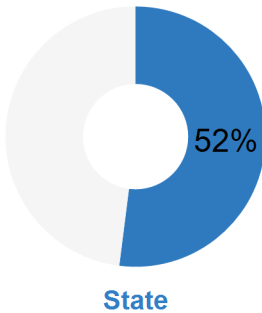
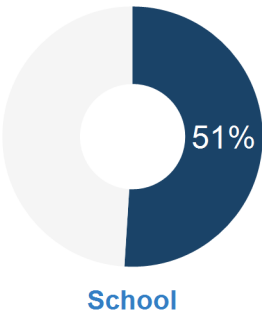
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Visual and Performing Arts – Course Participation

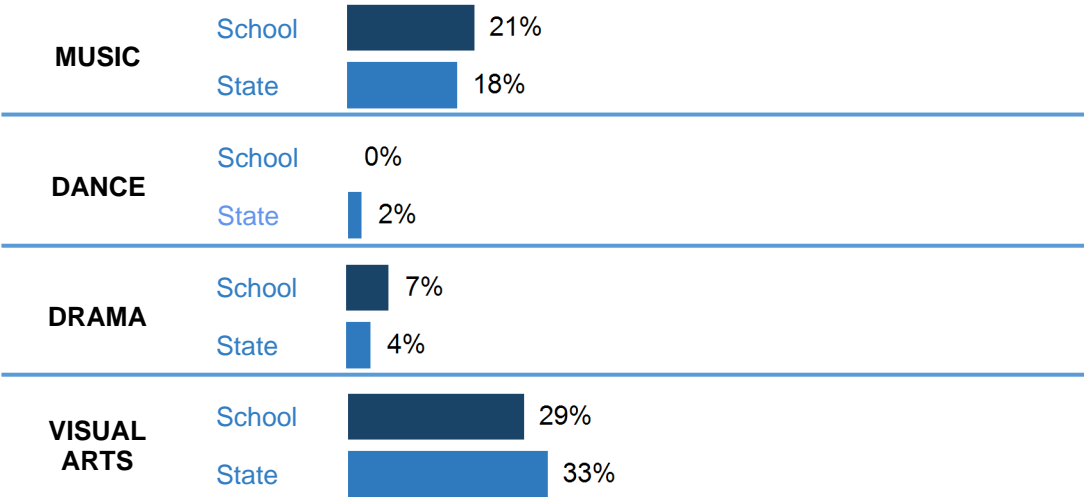
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines within the school and across the state.

Grades 9-12:

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



Students enrolled in one or more classes by discipline:





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This section contains information about graduation rates and dropout rates for students in grades 9-12. Graduation rates are calculated based on the adjusted cohort graduation rate calculation. You can find more about how these rates are calculated [here](#).

Graduation Rates

This table shows 4-year and 5-year Graduation Rates for the school and each student group with comparisons to statewide rates. Annual ESSA accountability targets for the Class of 2016 4-year rate and the Class of 2015 5-year rates are included with a flag for whether the school and each student group met those targets.

Student Group	School - Class of 2017: 4 Year Rate	State - Class of 2017: 4 Year Rate	School - Class of 2016: 5 Year Rate	State - Class of 2016: 5 Year Rate	Class of 2016: 4 Year Rate	Class of 2016: 4 Year Target	Met Target?	Class of 2015: 5 Year Rate	Class of 2015: 5 Year Target	Met Target?
Schoolwide	97.3%	90.5%	96.5%	91.8%	97.4%	N	Met Goal	97.2%	N	Met Goal
White	97.8%	94.5%	96.6%	95.1%	97.4%	N	Met Goal	96.9%	N	Met Goal
Hispanic	100.0%	84.3%	100.0%	86.3%	100.0%	**	**	100.0%	**	**
Black or African American	81.8%	83.4%	*	85.3%	*	**	**	*	**	**
Asian, Native Hawaiian or Pacific Islander	93.8%	96.6%	93.3%	97.5%	93.3%	**	**	100.0%	N	Met Goal
American Indian or Alaska Native	*	92.3%	*	86.6%	*	**	**	*	**	**
Two or More Races	*	91.9%	N	93.7%	N	N	N	N	N	N
Economically Disadvantaged Students	100.0%	83.9%	*	85.6%	*	**	**	*	**	**
Students with Disabilities	86.2%	78.8%	85.5%	82.1%	90.1%	86.4%	Met Target	85.1%	90.1%	Not Met
English Learners	N	76.1%	*	79.7%	*	**	**	*	**	**
Homeless Students	N	73.2%	N	74.4%	N	N	N	N		

\*\* ESSA accountability targets are only included if data is available for at least 20 students

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
2017	97.3%	-
2016	97.4%	96.5%
2015	97.4%	97.2%

Dropout Rate Trends

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

School Year	School Rate	State Rate
2016-2017	0.1%	1.1%
2015-2016	0.5%	1.1%
2014-2015	0.3%	1.1%



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This section contains information about students enrolling in colleges and universities after graduation from high school. Postsecondary enrollment information 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 the enrollment rates of Class of 2017 high school graduates into 2-year or 4-year institutions the fall after high school graduation. The following columns show the percentage of these enrolled students by 2-year or 4-year institution.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	71.1%	29.5%	70.5%
Schoolwide	86.6%	12%	88%
White	86.9%	11.7%	88.3%
Hispanic	80%	18.8%	81.3%
Black or African American	*	0%	*
Asian, Native Hawaiian, or Pacific Islander	85.7%	8.3%	91.7%
American Indian or Alaska Native	*	*	0%
Two or More Races	N	N	N
Economically Disadvantaged Students	69.2%	11.1%	88.9%
Students with Disabilities	81.5%	54.6%	45.5%
English Learners	N	N	N

Postsecondary Enrollment Rates: 16 month

This table shows the enrollment rates of Class of 2016 high school graduates into 2-year or 4-year institutions 16 months after high school graduation for the school and each student group. The following columns show the percentage of these enrolled students by 2-year or 4-year institution, public or private institution, or in-state or out-of-state institution.

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	76.1%	33.6%	66.5%	73.6%	26.4%	65.5%	34.6%
Schoolwide	90.1%	19.8%	80.2%	67.8%	32.3%	43.8%	56.2%
White	90.5%	20%	80%	67.9%	32.1%	43%	57.1%
Hispanic	72.7%	37.5%	62.5%	50%	50%	62.5%	37.5%
Black or African American	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	100%	12.5%	87.5%	75%	25%	43.8%	56.3%
American Indian or Alaska Native	*	*	*	*	*	*	*
Two or More Races	N	N	N	N	N	N	N
Economically Disadvantaged Students	*	*	*	*	*	*	*
Students with Disabilities	82.6%	55.3%	44.7%	76.3%	23.7%	71.1%	29%
English Learners	*	*	*	*	*	*	*





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This section shows information about student absences which provides important information about a school’s culture and climate. In addition, research shows that student absences impact a child’s ability to succeed in school. The New Jersey Department of Education selected 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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

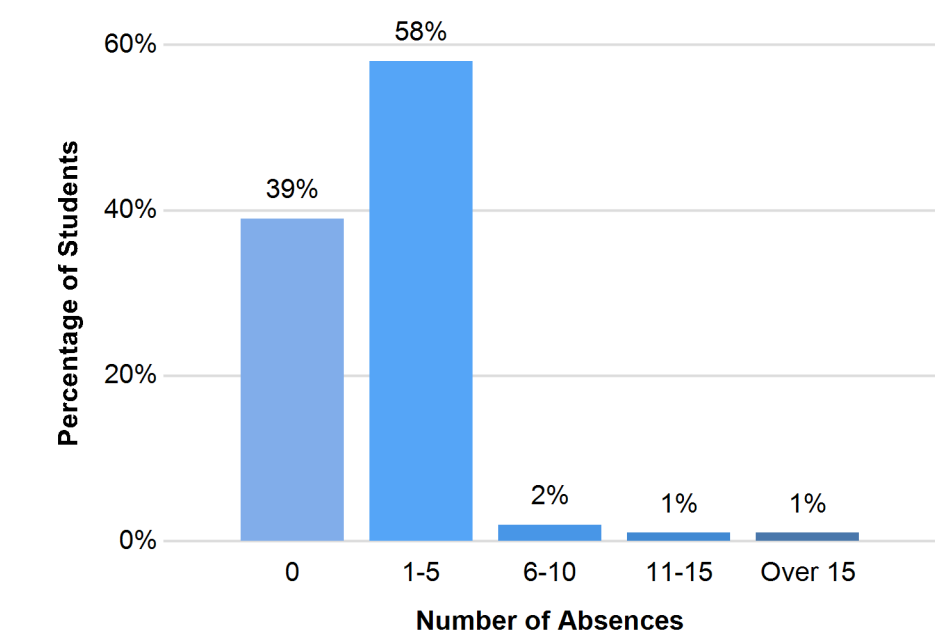
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	0.50	14.30	Met Target
White	0.50	14.30	Met Target
Hispanic	0	14.30	Met Target
Black or African American	2.70	14.30	Met Target
Asian, Native Hawaiian, or Pacific Islander	0	14.30	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	5.10	14.30	Met Target
Students with Disabilities	2.70	14.30	Met Target
English Learners	N	**	**

\*\* ESSA accountability targets are only included if data is available for at least 20 students.

Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.



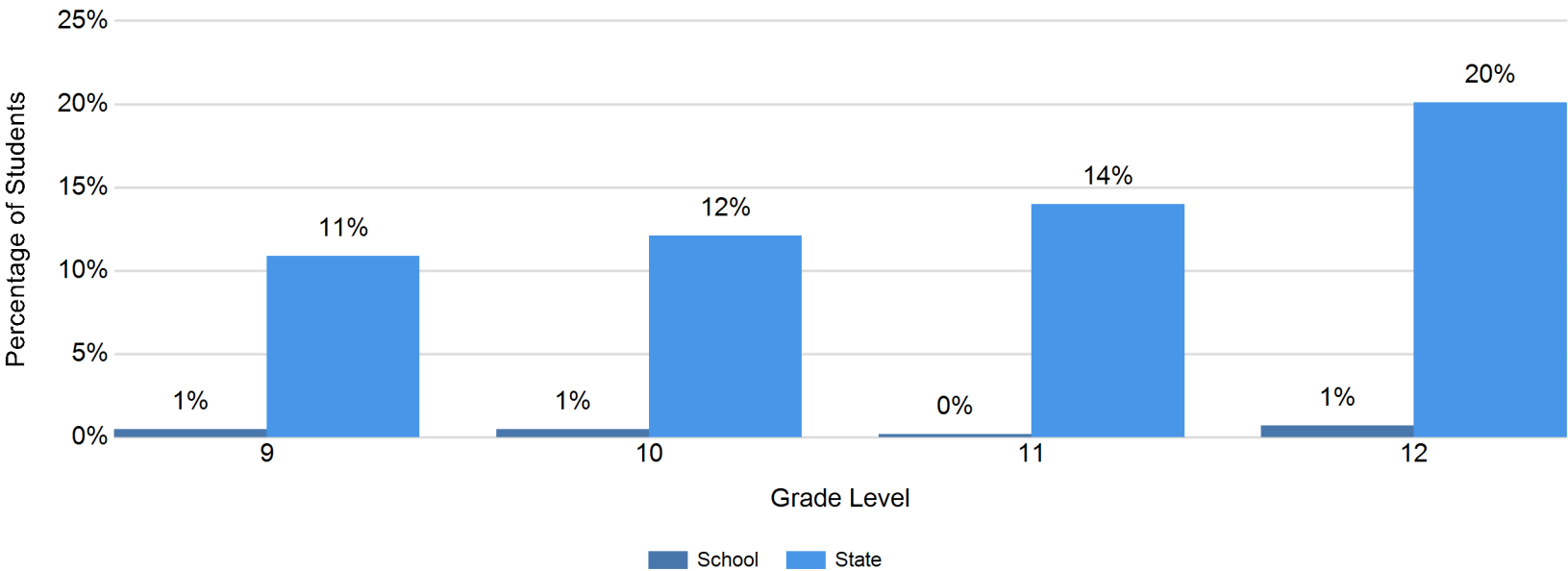


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Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





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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.

Category	School
Typical Start Time	7:45AM
Typical End Time	2:25PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	6 Hrs. 40 Mins.
Shared Time - Instructional Time	3 Hrs. 20 Mins.

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 provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	6
Vandalism	1
Weapons	1
Substances	4
Harassment, Intimidation, Bullying (HIB)	9
Total Unique Incidents	21
Incidents Per 100 Students Enrolled	1.27

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	2.8%
Out-of-School Suspensions	0.4%
Any Suspension	3.1%

Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0



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Technology Readiness

This table shows information that was collected through the optional NJTRAx survey to determine a school’s technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school’s LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1:1	522.7 kbps	100 kbps	Yes	N	Fiber	N

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).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$234	\$15,321	\$15,555



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This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

**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

**Full-Time Equivalent:** In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

### 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	131	120,724
Average years experience in public schools	13.0	11.8
Average years experience in district	10.7	10.5
Teachers in district for 4 or more years	85%	74%

### 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	23	9,506
Average years experience in public schools	20.2	15.9
Average years experience in district	14.6	11.6
Administrators in district for 4 or more years	87%	74%

### Student to Staff Ratios

This table shows the number of students per staff member 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.

Staff Type	School Students: Staff	District Students: Staff
Teachers	13:1	13:1
Administrators	137:1	116:1
Librarian/Media Specialists		1339:1
Nurses		670:1
Counselors		223:1
Child Study Team		244:1



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This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

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**Teachers:** All classroom teachers

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**Full-Time Equivalent:** In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

### Teachers and Administrators - Level of Education

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

#### Bachelor's Degree



#### Master's Degree



#### Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	88%	89%
2015-16 Administrators: Same district 2016-17	81%	88%

### Faculty Attendance

This table shows the percentage of days that school 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
2016-17	94%



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Accountability Indicator Scores and Summative Rating

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. This table shows the indicator scores for each indicator included in the accountability system and the weights 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 rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey’s accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	78.2	17.5%
Mathematics Proficiency	90.7	17.5%
Graduation - 4-Year	78.9	25.0%
Graduation - 5-Year	67.8	25.0%
Chronic Absenteeism	99.4	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		81.1
Summative Rating: Percentile rank of Summative Score		89.6
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No
Requires Comprehensive Support: 4-year Graduation Rate less than or equal to 67%		No

\*\* Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Indicator weights for this school were adjusted due to data availability.



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**Accountability Summary by Student Group**

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. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group's performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these [accountability resources](#).

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	Graduation Rate - 4-Year	Graduation Rate - 5-Year	At Risk for Consistently Underperforming Student Group
Schoolwide	81.1	6.2	No	Met Target†	Not Met	Met Target	Met Goal	Met Goal	No
White	77.5	6.2	No	Met Target†	Not Met	Met Target	Met Goal	Met Goal	No
Hispanic	**	**	No	Met Target	Met Target†	Met Target	**	**	No
Black or African American	**	**	No	**	**	Met Target	**	**	No
Asian, Native Hawaiian, or Pacific Islander	84.2	6.2	No	Met Goal	Met Goal	Met Target	**	Met Goal	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	N	N	No
Economically Disadvantaged Students	**	**	No	N	N	Met Target	**	**	No
Students with Disabilities	73.9	6.2	No	Not Met	Not Met	Met Target	Met Target	Not Met	No
English Learners	**	**	No	**	**	**	**	**	No

\*\* Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Target was met within a confidence interval.





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### School General Info

<b>Principal:</b>	Dr. Cottrell	<b>Email Address:</b>	<a href="mailto:gcottrell@nhvweb.net">gcottrell@nhvweb.net</a>
<b>Address:</b>	1445 STATE ROUTE 31 ANNANDALE, NJ 08801	<b>Website:</b>	<a href="http://www.nhvweb.net/nhhs/home/">http://www.nhvweb.net/nhhs/home/</a>
<b>Phone:</b>	(908)735-5191	<b>Facebook:</b>	<a href="https://www.facebook.com/northhunterdonhs/">https://www.facebook.com/northhunterdonhs/</a>

### 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.

 <b>Highlights:</b>	<ul style="list-style-type: none"> <li>• Students at North Hunterdon High School consistently score above the state average on the PARCC and SAT tests.</li> <li>• North Hunterdon has been ranked repeatedly as one of the top 50 high schools in NJ by New Jersey Monthly Magazine.</li> <li>• The North Hunterdon Athletic Department won the State "Athletic Program of Excellence" Award for 2015-2016.</li> </ul>
 <b>Mission, Vision, Theme:</b>	<p>The North Hunterdon-Voorhees Regional High School District, a district committed to innovation, personal excellence, high achievement, and community partnership, provides all students with personalized opportunities through a broad spectrum of exemplary educational experiences to develop their fullest potential, to foster lifelong learning, and to become responsible citizens in a continually changing society.</p>
 <b>Awards, Recognition, Accomplishments:</b>	<p>North Hunterdon students earned 199 AP Scholar Awards: 64 AP Scholars, 48 AP Scholars with Honors, and 87 AP Scholars with Distinction. Of those 199, 23 were also recognized as National AP Scholars, and 1 was awarded an AP International Diploma. We have been ranked repeatedly as one of the top 50 high schools in New Jersey by New Jersey Monthly Magazine.</p>







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 <b>Courses, Curriculum, Instruction:</b>	<p>Students in grades nine through twelve are provided a variety of learning opportunities through the Core, Advanced, Honors, and AP courses that are offered. An integrated approach to instruction emphasizes the importance of thinking critically in order to grow academically, socially, emotionally, and physically. STEM curriculum emphasizes Science, Technology, Engineering, and Math. STEM classes are focused on learning opportunities through real-world applications and settings.</p>
 <b>Sports and Athletics:</b>	<p>Sports Offered: Baseball (Boys), Basketball (Boys &amp; Girls), Cross-Country (Boys &amp; Girls), Fencing (Boys &amp; Girls), Field Hockey (Girls), Football (Boys), Golf (Co-ed), Gymnastics (Girls), Lacrosse (Boys &amp; Girls), Soccer (Boys &amp; Girls), Softball (Girls), Swimming (Boys &amp; Girls), Tennis (Boys &amp; Girls), Track and Field - Spring (Boys &amp; Girls), Track and Field - Winter (Boys &amp; Girls), Volleyball (Girls), Wrestling (Co-ed)</p> <p>The North Hunterdon Athletic Department was awarded the National Interscholastic Athletic Administrators Association (NIAAA) "Exemplary Quality Program" Award for 2016-2017. The North Hunterdon Athletic Department also won the State "Athletic Program of Excellence" Award for 2015-2016.</p>
 <b>Clubs and Activities:</b>	<p>Over 70 clubs, activities &amp; intramurals are available such as: Model UN, Amnesty International, Environmental Club, Chess Club, Clay Club, French Club, Spanish Club, German Club, Girl Up Club, Say It with Sign Club, Latin Club, PALS, ESL Little Buddies, Photo Club, Patriot Youth Club, Future Business Leaders of America Club, Gay Straight Alliance Club, Habitat for Humanity, Interact Club, Student Ambassadors, Basketball, AM and PM Weight Room, Power Lifting Club and Speed and Agility Club.</p>
 <b>Before and After School Programs:</b>	<p>NHHS has a Teen PEP program through Health and Physical Education Classes. There is also an online program of learning modules called North360, which educates students on a variety of social and emotional topics. Additionally a program called "Mind of the Athlete" is presented to each student-athlete to promote mindfulness among the athletes.</p>








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**School Narrative**

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 <b>Staff and Professional Learning:</b>	<p>There are 3 full-day staff in-service days during the school year along with 4 half-day opportunities. The in-service time is used to complete mandated trainings, hold department meetings, and take professional development classes. The classes offered are broken into 4 strands: Continuing Education, Instructional Practice, Technology &amp; Health and Wellness. In addition, Faculty &amp; Staff are involved in department professional learning communities to collaborate on goals &amp; initiatives.</p>
 <b>Postsecondary Information:</b>	<p>For the Class of 2017, 96% pursued post-secondary education (80% attended four-year institutions and 16% attended two-year or technical schools).</p>
 <b>Student Supports and Services:</b>	<p>Lower level ELL students are given the opportunity to attend a specialized program. Special Education programs include employment orientation, multiple disabilities, autism, alternative learning program, in-class support, Unified leadership and Unified sports. At-risk students are assisted with Intervention &amp; Referral Services. An 8th grade orientation program assists students with the transition to high school.</p>
 <b>Student Health and Wellness:</b>	<p>Community Health and Wellness Education Series Topics include Mental Health Panel: Practical Information for Parents; When Cancer is in the Family: Supporting the Children; Raising Healthy Children: Resiliency. Group Counseling (Student Assistance Counselor), Lifelines Suicide Prevention Program for all Freshmen, Health Curriculum, PE Curriculum, Athletic Programs.</p>
 <b>Parent and Community Involvement:</b>	<p>NHHS has a very active parent community. There are opportunities for parents to get involved in the Parent Teacher Student Association (PTSA), North Hunterdon Music Association (NHMA), North Hunterdon Education Foundation (NHEF), North Hunterdon Athletic Booster Club, Principal's Parent Advisory Committee, and Special Education Parent Advisory Committee.</p>





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<div>Climate Surveys:</div>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers</p> <p>An Affirmative Action Athletic Interest survey is administereed to ensure equitable opportunities following the New Jersey State Department of Education Comprehensive Equity Plan (CEP) Standards, which must be completed every three years by the school's Affirmative Action Committee. Additionally NHHS participates in the NJ School Climate Transformation Project.</p>
<div>Facilities:</div>	<p>NHHS was originally constructed in 1951. Many additions and upgrades have been completed throughout the years. Most recently, NHHS has renovated 5 science labs, the library and the team locker room. Additionally, air conditioning and a new elevator have been added to the building.</p>



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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.



Other Information:

North Hunterdon High School provides an outstanding academic program. We have been ranked repeatedly as one of the top 50 high schools in New Jersey by "New Jersey Monthly Magazine" and have been honored by the College Board for our Advanced Placement programs. We are a comprehensive secondary (9-12) school with a student population of 1,736. We have 152 faculty members on staff, of which 62% have earned advanced degrees in their field. Our school provides an academic and activity rich environment with multiple opportunities for student involvement in extra-curricular activities and clubs. We have received Best Practice Awards from the New Jersey Department of Education in Mathematics, Special Education, Music, and Science. The college preparatory curriculum is designed to develop individual potential while meeting the entrance requirements of America's most competitive colleges. The rigorous program of studies contain a full complement of courses, and each discipline offers an advanced placement course. Advanced placement courses are offered in Art History, Drawing, English Composition and Literature, English Composition and Language, French, Latin, Spanish, Calculus AB and BC, Statistics, Computer Science, Music Theory, Biology, Chemistry, Environment Science, Physics B and C, American History, United States Government, Psychology, Microeconomics and Human Geography. Twenty-two of these Advanced Placement Courses and one honors course have been accepted into the Seton Hall Project Acceleration Program. This is a concurrent enrollment program that allows students to receive academic credit from Seton Hall University. Additional accelerated and/or honors courses are offered in all academic areas. All students are required to successfully complete a Communication and Digital Literacy course, which stresses those literacies needed by the "21st Century Student." All students are required to complete a comprehensive course in Financial Literacy.




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The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school's test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

### Navigating through the reports:

- Download this report to a PDF by clicking the  icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

### Other Resources:

- Review the [Parent Summary Report](#) or the [district-level report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- [Download the data](#) used in these reports.
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at [reportcard@doe.nj.gov](mailto:reportcard@doe.nj.gov)



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### **Footnotes**

1. An "\*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display.
2. \*\* ESSA accountability targets are only included if data is available for at least 20 students.

Note: Additional footnotes may exist within the reports specific to certain data tables. In those instances, the footnotes will be displayed below the applicable table.



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### Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
9	252	271	257
10	262	251	278
11	247	235	243
12	222	238	252
Ungraded	1	1	0
Total	984	996	1030

### 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	2014-15	2015-16	2016-17
Female	48%	50%	50%
Male	52%	50%	50%
Economically Disadvantaged Students	6%	5%	6%
Students with Disabilities	15%	14%	15%
English Learners	0%	0%	0%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

### Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students
White	88.2%
Asian	4.5%
Hispanic	4.5%
Black or African American	2.4%
American Indian or Alaska Native	0.2%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	0.1%

### Enrollment Trends by Full and Shared Time

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

Enrollment Status	2016-17
Full Time Students	1002
Shared Time Students	54
Full Time Equivalent	1029

### 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. All other students are included in Other Languages.

Home Language	% of Students
English	96.6%
Spanish	1.3%
Other	2.1%





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**English Language Arts/Literacy Assessment - Participation and Performance**

This table shows information about the English Language Arts/Literacy section of the *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessment for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course 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 accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act (ESSA)* accountability. Student groups with the annual target section 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	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	448	84.8	57.60	65.40	54.90	51.6	54.7	Met Target†
White	386	84.2	57.50	65.10	63.90	51.1	54.4	Met Target†
Hispanic	25	89.3	40.00	56.50	39.80	37.6	40.4	Met Target†
Black or African American	11	91.7	63.60	50.00	35.20	61.4	**	**
Asian, Native Hawaiian, or Pacific Islander	25	89.3	72.00	81.70	80.70	67.7	64.9	Met Target
American Indian or Alaska Native	*	*	*	100.00	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	212	84.0	70.30	76.10	62.20	62.2		
Male	236	85.5	46.20	55.40	48.10	41.7		
Economically Disadvantaged Students	25	73.0	32.00	34.80	36.20	*	38.5	Not Met
Non-Economically Disadvantaged Students	423	85.7	59.10	66.60	65.80	*		
Students with Disabilities	80	87.9	21.30	19.40	20.50	19.7	19.3	Met Target
Students without Disabilities	368	84.2	65.50	74.90	61.90	58.2		
English Learners	N	N	N	*	25.20	N	**	**
Non-English Learners	448	84.8	57.60	*	57.40	51.5		
Homeless Students	N	N	N	N	26.40	N		
Students In Foster Care	N	N	N	N	24.80	N		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

\*\* ESSA accountability targets are only included if data is available for at least 20 students

† Target was met within a confidence interval.



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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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
<b>Schoolwide</b>	251	758	761	749	7%	8%	22%	44%	19%	63%	52%
White	222	758	761	757	7%	9%	22%	43%	19%	62%	62%
Hispanic	*	*	*	733	*	*	*	*	*	*	35%
Black or African American	*	*	*	730	*	*	*	*	*	*	30%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	49%
Two or More Races	*	*	*	746	*	*	*	*	*	*	48%
Female	118	771	771	756	*	*	18%	48%	28%	76%	60%
Male	133	748	752	741	*	*	26%	40%	11%	50%	43%
Economically Disadvantaged Students	14	742	737	731	*	*	*	*	0%	43%	32%
Non-Economically Disadvantaged Students	237	759	762	758	*	*	*	*	20%	64%	62%
Students with Disabilities	43	722	726	714	*	*	30%	*	*	21%	13%
Students without Disabilities	208	766	768	754	*	*	21%	*	*	71%	58%
English Learners	N	N	N	690	N	N	N	N	N	N	*
Non-English Learners	251	758	*	752	7%	8%	22%	44%	19%	63%	*
Homeless Students	N	N	N	719	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	45%
Migrant Students	N	N	N	705	N	N	N	N	N	N	*



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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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	201	750	764	743	17%	10%	20%	33%	19%	52%	46%
White	168	752	765	749	16%	11%	21%	33%	20%	52%	52%
Hispanic	14	709	*	728	*	0%	*	*	0%	29%	34%
Black or African American	*	*	*	725	*	*	*	*	*	*	31%
Asian, Native Hawaiian, or Pacific Islander	14	766	*	774	*	*	*	*	*	64%	74%
American Indian or Alaska Native	N	N	N	740	N	N	N	N	N	N	42%
Two or More Races	N	N	N	737	N	N	N	N	N	N	42%
Female	98	761	775	752	*	*	16%	40%	25%	64%	54%
Male	103	739	753	734	*	*	23%	27%	14%	41%	39%
Economically Disadvantaged Students	13	716	*	726	*	0%	*	*	*	31%	32%
Non-Economically Disadvantaged Students	188	752	*	751	*	11%	*	*	*	54%	54%
Students with Disabilities	37	717	715	704	38%	*	30%	*	0%	22%	12%
Students without Disabilities	164	757	773	749	13%	*	18%	*	23%	59%	52%
English Learners	N	N	N	681	N	N	N	N	N	N	*
Non-English Learners	201	750	764	745	17%	10%	20%	33%	19%	52%	*
Homeless Students	N	N	N	715	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	710	N	N	N	N	N	N	20%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	694	N	N	N	N	N	N	*



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

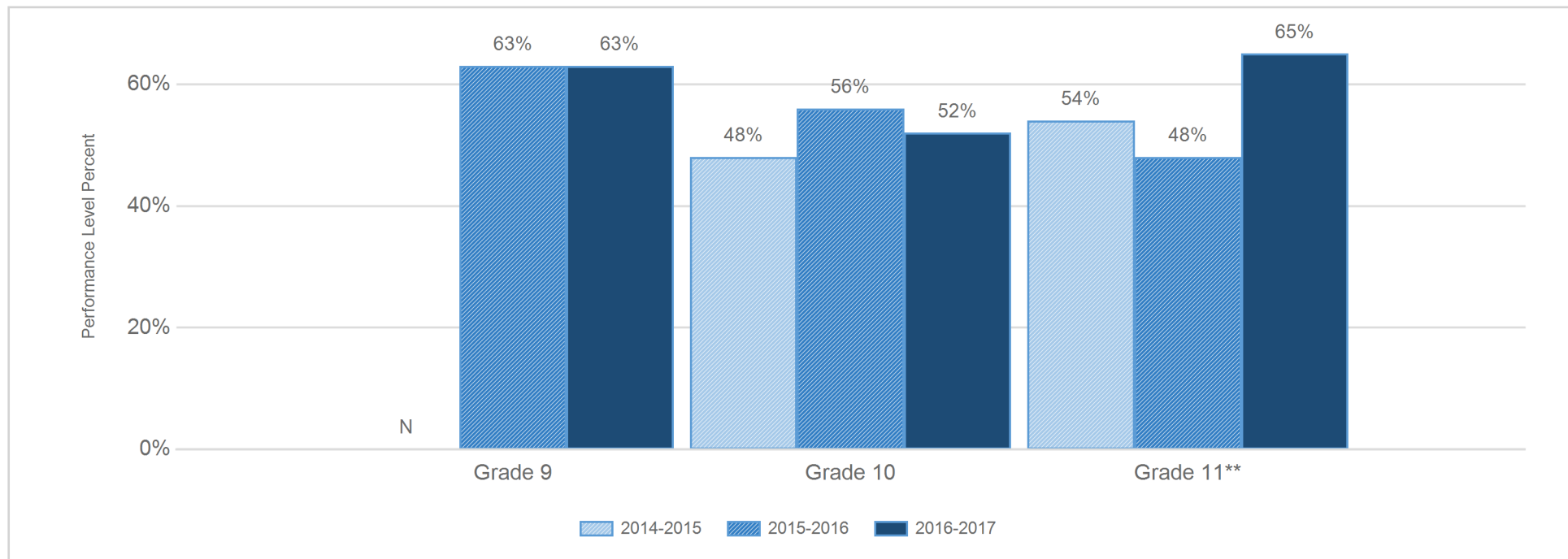
This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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
<b>Schoolwide</b>	72	761	760	736	*	*	17%	47%	18%	65%	38%
White	63	759	760	738	*	*	18%	46%	18%	64%	40%
Hispanic	*	*	*	731	*	*	*	*	*	*	34%
Black or African American	*	*	*	728	*	*	*	*	*	*	30%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	756	*	*	*	*	*	*	58%
American Indian or Alaska Native	N	N	N	731	N	N	N	N	N	N	30%
Two or More Races	N	N	N	731	N	N	N	N	N	N	36%
Female	43	763	764	744	*	*	*	44%	*	67%	46%
Male	29	757	756	729	*	*	*	52%	*	62%	31%
Economically Disadvantaged Students	*	*	*	729	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	42%
Students with Disabilities	11	759	737	709	*	*	*	*	*	46%	12%
Students without Disabilities	61	761	765	741	*	*	*	*	*	69%	43%
English Learners	N	N	N	699	N	N	N	N	N	N	*
Non-English Learners	72	761	760	737	*	*	17%	47%	18%	65%	*
Homeless Students	N	N	N	722	N	N	N	N	N	N	24%
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	19%
Military-Connected Students	N	N	N	723	N	N	N	N	N	N	24%
Migrant Students	N	N	N	713	N	N	N	N	N	N	26%

\*\*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.

## English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.



\*\* Grade 11 students who take AP/IB English are exempt from taking the PARCC/CELS 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 for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course 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 accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section 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	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	451	87.0	51.00	57.30	43.50	46.8	48.1	Met Target†
White	388	86.4	51.60	57.30	52.40	46.9	47.6	Met Target†
Hispanic	25	89.3	48.00	52.90	27.60	45.1	40.4	Met Target
Black or African American	11	91.7	18.20	17.40	21.70	17.5	**	**
Asian, Native Hawaiian, or Pacific Islander	25	92.6	64.00	76.00	75.60	62.3	67.7	Met Target†
American Indian or Alaska Native	*	*	*	*	42.50	*	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	216	86.3	51.90	57.90	44.10	46.9		
Male	235	87.7	50.20	56.70	42.90	46.5		
Economically Disadvantaged Students	29	86.1	27.60	28.00	25.10	*	27.4	Met Target†
Non-Economically Disadvantaged Students	422	87.1	52.60	58.60	54.30	*		
Students with Disabilities	80	90.9	17.50	16.90	16.50	16.7	16.8	Met Target†
Students without Disabilities	371	86.2	58.20	65.70	48.80	52.9		
English Learners	N	N	N	*	23.30	N	**	**
Non-English Learners	451	87.0	51.00	*	45.20	46.8		
Homeless Students	N	N	N	N	16.40	N		
Students In Foster Care	N	N	N	N	15.10	N		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

\*\* ESSA accountability targets are only included if data is available for at least 20 students.

† Target was met within a confidence interval.



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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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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
<b>Schoolwide</b>	179	744	743	743	*	17%	40%	39%	*	40%	42%
White	156	745	744	751	*	16%	39%	40%	*	41%	52%
Hispanic	*	*	*	728	*	*	*	*	*	*	24%
Black or African American	*	*	*	724	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	*	*	*	741	*	*	*	*	*	*	41%
Female	83	744	743	744	*	16%	36%	41%	*	42%	43%
Male	96	745	744	741	*	18%	43%	37%	*	38%	40%
Economically Disadvantaged Students	16	738	*	727	*	*	*	*	*	31%	23%
Non-Economically Disadvantaged Students	163	745	*	751	*	*	*	*	*	41%	52%
Students with Disabilities	43	727	727	714	*	35%	40%	*	*	14%	10%
Students without Disabilities	136	750	750	747	*	11%	40%	*	*	48%	47%
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	179	744	743	745	*	17%	40%	39%	*	40%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%





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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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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
<b>Schoolwide</b>	206	748	751	734	5%	14%	31%	42%	8%	50%	30%
White	176	749	751	740	*	14%	32%	43%	*	51%	38%
Hispanic	16	743	747	722	*	*	*	*	*	50%	14%
Black or African American	*	*	*	719	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	10	739	756	758	*	*	*	*	0%	50%	65%
American Indian or Alaska Native	*	*	*	730	*	*	*	*	*	*	29%
Two or More Races	N	N	N	733	N	N	N	N	N	N	32%
Female	98	749	750	735	*	12%	34%	44%	*	51%	31%
Male	108	747	751	733	*	16%	29%	40%	*	49%	30%
Economically Disadvantaged Students	14	725	*	721	*	*	*	*	*	21%	13%
Non-Economically Disadvantaged Students	192	750	*	740	*	*	*	*	*	52%	39%
Students with Disabilities	36	725	726	711	*	28%	36%	*	*	17%	*
Students without Disabilities	170	753	755	738	*	11%	30%	*	*	57%	*
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	206	748	*	735	5%	14%	31%	42%	8%	50%	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	727	N	N	N	N	N	N	15%
Migrant Students	N	N	N	704	N	N	N	N	N	N	*





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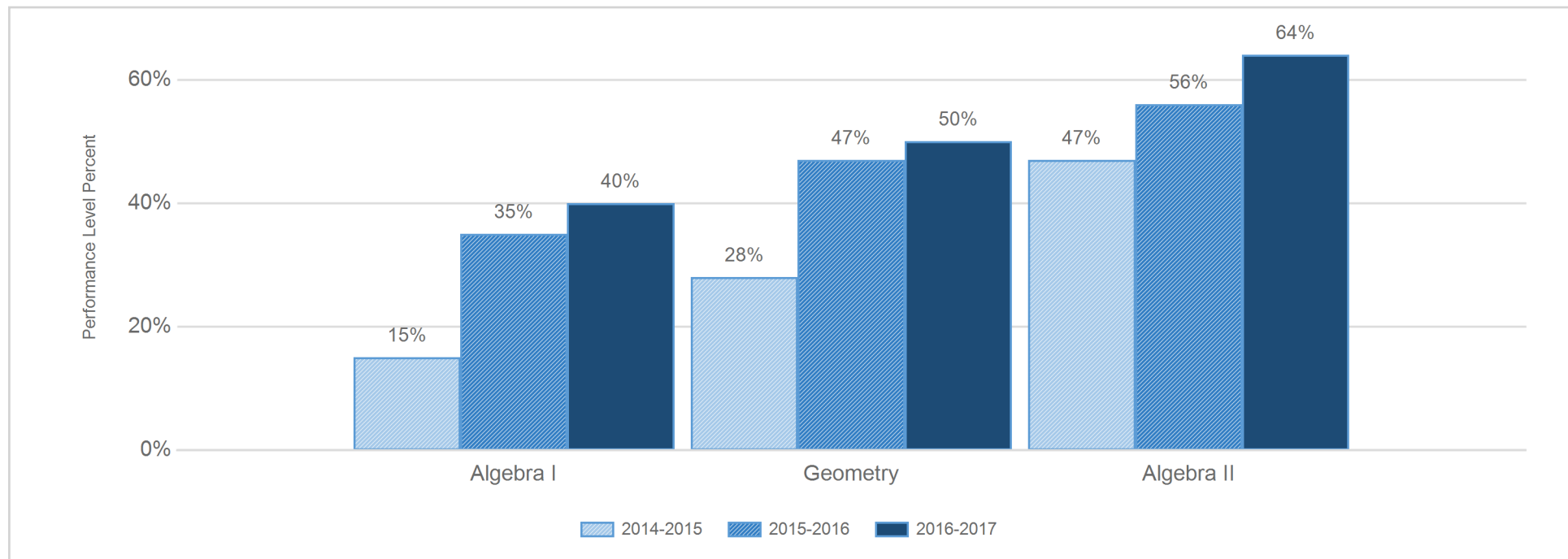
**Mathematics Assessment - Performance by Test: Algebra II**

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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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
<b>Schoolwide</b>	106	761	772	725	*	*	24%	57%	*	64%	28%
White	91	759	771	731	*	*	24%	56%	*	63%	33%
Hispanic	*	*	*	710	*	*	*	*	*	*	14%
Black or African American	*	*	*	703	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	761	*	*	*	*	*	*	62%
American Indian or Alaska Native	N	N	N	715	N	N	N	N	N	N	20%
Two or More Races	N	N	N	718	N	N	N	N	N	N	25%
Female	60	759	770	725	*	*	*	50%	*	57%	27%
Male	46	764	773	725	*	*	*	65%	*	74%	29%
Economically Disadvantaged Students	*	*	*	708	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	*	*	*	733	*	*	*	*	*	*	35%
Students with Disabilities	*	*	*	692	*	*	*	*	*	*	*
Students without Disabilities	*	*	*	729	*	*	*	*	*	*	*
English Learners	N	N	N	692	N	N	N	N	N	N	*
Non-English Learners	106	761	772	726	*	*	24%	57%	*	64%	*
Homeless Students	N	N	N	702	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	692	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	710	N	N	N	N	N	N	14%
Migrant Students	N	N	N	702	N	N	N	N	N	N	14%

# Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.





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Alternate Assessments - 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	N	N

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. The table also shows 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
1	N	N	N
2	N	N	N
3	N	N	N
4	N	N	N
5+	N	N	N



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This section shows whether students have gained the knowledge and skills identified in the Biology section of the Science Core Curriculum Standards as measured by the End of Course Biology test. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

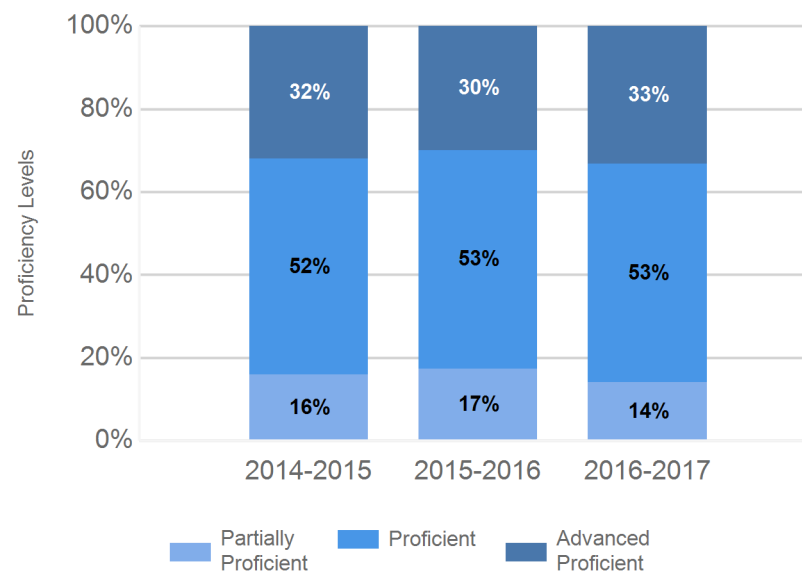
Biology Assessment - Performance

This table shows the percentage of students in each proficiency category for the school and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	16%	42%	42%
Schoolwide	33%	53%	14%
White	33%	53%	15%
Hispanic	*	*	N
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	*	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	18%	27%	55%
Students with Disabilities	4%	44%	52%
English Learners	N	N	N

Biology Assessment - Proficiency Trends

This graph displays the percentage of students by proficiency category for the past three school years.





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This section contains information about participation and performance on college entrance examinations. For more information about how participation and performance on the PSAT, SAT, and ACT tests are calculated and how these calculations account for recent changes to the SAT test, please see our [Reference Guide](#).

**PSAT/SAT/ACT - Participation**

This table shows the percentage of 10th and 11th graders that took the PSAT 10 or PSAT NMSQT exams in 2016-17. This table also shows the percentage of 12th graders that have taken the SAT or ACT this year or in prior years.

Test	% of Students in School	% of Students in State
Percentage of students taking the PSAT	97.0%	89.4%
Percentage of students taking the SAT	100.0%	70.0%
Percentage of students taking the ACT	40.6%	28.3%

**PSAT/SAT/ACT - Performance**

This table shows the average test score, based on highest scoring test, for the PSAT, SAT, and ACT tests by subject area for students in the school and across the state. This table also shows the percentage of students at or above College Readiness Benchmarks for each test. Students that score at or above these benchmarks have a high chance of success in credit-bearing college courses.

Test	School Average Score	State Average Score	College Readiness Benchmarks	School - % of Students scoring at or above Benchmark	State - % of Students scoring at or above Benchmark
PSAT - Reading and Writing	526	481	Varies By Grade	83%	67%
PSAT - Math	522	483	Varies By Grade	65%	49%
SAT - Reading and Writing	600	551	480	95%	77%
SAT - Math	599	552	530	80%	58%
ACT - Reading	26	24	22	78%	65%
ACT - English	25	24	18	94%	79%
ACT - Math	25	24	22	78%	65%
ACT - Science	25	23	23	67%	54%



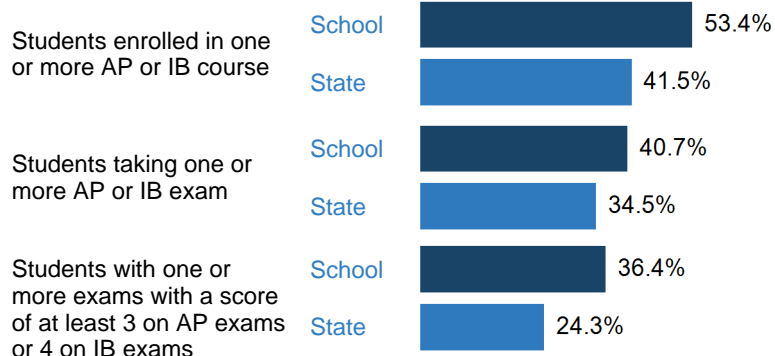
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate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

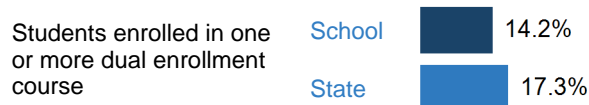
### AP/IB Coursework – Participation and Performance

This chart shows the percentage of students out of all 11th and 12th grade students in the school and across the state, who enrolled in one or more AP or IB course, the percentage that took one or more AP or IB exam, and the percentage of students taking one or more exams who received at least one score of at least 3 on AP exams or 4 on IB exams.



### Dual Enrollment Coursework - Participation

This graph shows the percentage students enrolled in at least one **dual enrollment** course in the school and across the state. **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 students enrolled in AP/IB courses and the corresponding exams that were taken. 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 scores of at least 3 on AP exams or 4 on IB exams. In the last two rows, students taking multiple exams are counted more than once.

AP/IB Course	Students Enrolled	Students Tested
AP Biology	54	54
AP Calculus AB	34	22
AP Calculus BC	18	18
AP Chemistry	21	22
AP Computer Science A	19	2
AP Computer Science Principles	0	8
AP English Language and Composition	13	13
AP English Literature and Composition	14	11
AP Environmental Science	54	30
AP Human Geography	45	28
AP Latin (Virgil Catullus and Horace)	4	3
AP Macroeconomics	0	37
AP Microeconomics	42	36
AP Music Theory	8	8
AP Physics C	15	0
AP Physics C: Electricity and Magnetism	0	13
AP Physics C: Mechanics	0	13
AP Psychology	75	45
AP Spanish Language	22	19
AP Statistics	21	13



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AP/IB Course	Students Enrolled	Students Tested
AP Studio Art—Two-Dimensional	5	5
AP U.S. Government and Politics	0	1
AP U.S. History	14	13
AP World History	0	18
IB Music	3	0
Total Exams Taken		432
Exams with scores of at least 3 on AP exams or 4 on IB exams		377



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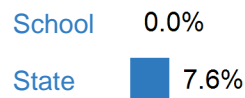
This section contains information about participation in approved **Career and Technical Education (CTE)** programs and **Structured Learning Experiences**. For more information about CTE in New Jersey, please visit <http://www.nj.gov/education/cte/>.

### Career and Technical Education Participation

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

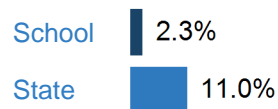
#### CTE Participants

(completed only one course in an approved CTE program)



#### CTE Concentrators

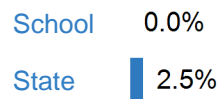
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



### Structured Learning Experiences Participation

The graph below displays the percentage of students within the school and state who participated in Structured Learning Experiences (SLEs). SLEs can include work-based learning programs, internships, apprenticeships, and service learning experiences and can be paid or unpaid.

#### Structured Learning Experiences



### Industry-Valued Credentials Earned

This table shows the number of students that earned at least one industry-valued credential and the number of credentials earned in each Career Cluster® and overall for the 2016-17 school year. Students earning credentials in more than one Career Cluster are counted in multiple rows. Students earning multiple credentials in one Career Cluster are counted more than once in the Industry credentials total.

Career Cluster	Students with at least one credential earned	Industry credentials earned
Health Science	*	*
Human Services	*	*
Manufacturing	14	14
Transportation, Distribution & Logistics	12	12
Total non-duplicated number of students**	24	
Total number of credentials earned in all clusters		36

\*\*Students may earn credentials in more than one Career Cluster





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This section shows the types of courses that students were enrolled in by grade level for the 2016-17 school year. You can find more information about [New Jersey Student Learning Standards](#) on our website and more details about the data in this section in our [Reference Guide](#). English course participation is not included because students are required to take four years of English in high school.

### Mathematics - Course Participation

This table shows the number of students by grade that were enrolled in **Mathematics** courses by subject area. Students are counted more than once if they are enrolled in more than one math course. The bottom row of the table shows the number of students that enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) math course by subject area.

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	164	71	0	0	0	0	67
10	6	165	45	6	0	0	66
11	2	13	70	92	9	1	65
12	0	2	9	73	43	20	117
Schoolwide	172	251	124	171	52	21	315
Enrolled in AP/IB Course					52	21	0

### Science - Course Participation

This table shows the number of students by grade that were enrolled in **Science** courses by subject area. Students are counted more than once if they are enrolled in more than one science course. The bottom row of the table shows the number of students that enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) science course by subject area.

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	0	0	0	0	248	7
10	1	271	0	0	3	9
11	238	6	0	0	4	9
12	6	8	0	54	16	132
Schoolwide	245	285	0	54	271	157
Enrolled in AP/IB Course	54	21		54	15	0



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### Social Studies and History - Course Participation

This table shows the number of students by grade that were enrolled in **Social Studies** and **History** courses by subject area. Students are counted more than once if they are enrolled in more than one social studies or history course. The bottom row of the table shows the number of students that enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) social studies or history course by subject area.

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	0	257	0	0	0	0
10	6	269	0	38	0	25
11	87	12	8	40	0	131
12	5	23	34	77	0	108
Schoolwide	98	561	42	155	0	264
Enrolled in AP/IB Course	0	14	42	75	0	45

### World Languages - Course Participation

This table shows the number of students by grade that were enrolled in **World Languages** courses by language. Students are counted more than once if they are enrolled in more than one language course. The bottom rows of the table show students enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) language course, students enrolled in a level 3 or higher language course (such as French III or IV), and the number of students that earned a Seal of Biliteracy by language.

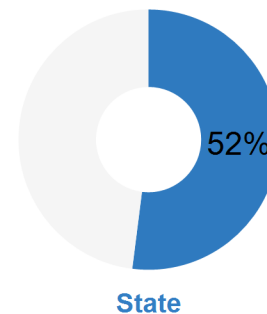
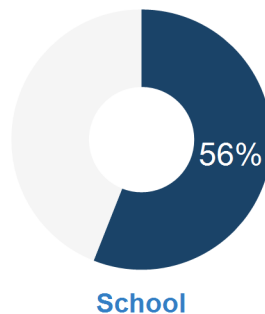
Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	109	29	0	26	55	0	0
10	139	50	0	16	61	0	0
11	102	31	0	10	36	0	0
12	41	16	0	4	38	0	0
Schoolwide	391	126	0	56	190	0	0
Enrolled in AP/IB Course	22	0	0	4	0	0	0
Enrolled in Level 3 or Higher	153	42	0	10	60	0	0
Earned Seal of Biliteracy	N	N	N	N	N	N	N

## Visual and Performing Arts – Course Participation

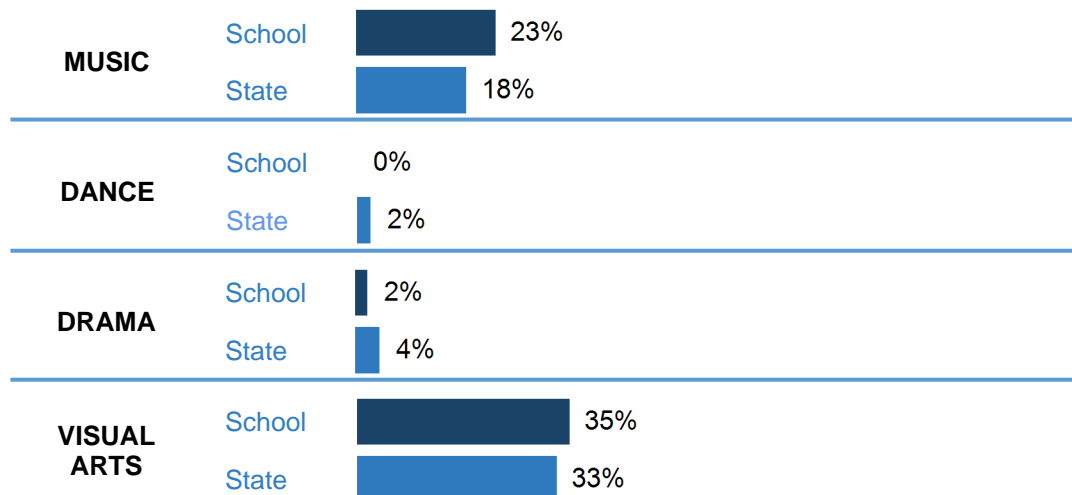
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines within the school and across the state.

### Grades 9-12:

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



Students enrolled in one or more classes by discipline:





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This section contains information about graduation rates and dropout rates for students in grades 9-12. Graduation rates are calculated based on the adjusted cohort graduation rate calculation. You can find more about how these rates are calculated [here](#).

Graduation Rates

This table shows 4-year and 5-year Graduation Rates for the school and each student group with comparisons to statewide rates. Annual ESSA accountability targets for the Class of 2016 4-year rate and the Class of 2015 5-year rates are included with a flag for whether the school and each student group met those targets.

Student Group	School - Class of 2017: 4 Year Rate	State - Class of 2017: 4 Year Rate	School - Class of 2016: 5 Year Rate	State - Class of 2016: 5 Year Rate	Class of 2016: 4 Year Rate	Class of 2016: 4 Year Target	Met Target?	Class of 2015: 5 Year Rate	Class of 2015: 5 Year Target	Met Target?
Schoolwide	97.0%	90.5%	97.8%	91.8%	96.1%	N	Met Goal	97.7%	N	Met Goal
White	97.5%	94.5%	*	95.1%	*	N	Met Goal	97.5%	N	Met Goal
Hispanic	*	84.3%	100.0%	86.3%	100.0%	N	Met Goal	*	**	**
Black or African American	*	83.4%	*	85.3%	*	**	**	*	**	**
Asian, Native Hawaiian or Pacific Islander	100.0%	96.6%	100.0%	97.5%	100.0%	**	**	*	**	**
American Indian or Alaska Native	N	92.3%	N	86.6%	N	N	N	*	**	**
Two or More Races	N	91.9%	N	93.7%	N	N	N	N	N	N
Economically Disadvantaged Students	91.7%	83.9%	*	85.6%	*	**	**	100.0%	**	**
Students with Disabilities	84.6%	78.8%	95.7%	82.1%	82.4%	86.6%	Not Met	92.5%	82.8%	Met Target
English Learners	N	76.1%	*	79.7%	*	**	**	N	N	N
Homeless Students	N	73.2%	N	74.4%	N	*	N	N		

\*\* ESSA accountability targets are only included if data is available for at least 20 students

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
2017	97.0%	-
2016	96.1%	97.8%
2015	96.3%	97.7%

Dropout Rate Trends

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

School Year	School Rate	State Rate
2016-2017	0.4%	1.1%
2015-2016	0.3%	1.1%
2014-2015	0.3%	1.1%



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This section contains information about students enrolling in colleges and universities after graduation from high school. Postsecondary enrollment information 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 the enrollment rates of Class of 2017 high school graduates into 2-year or 4-year institutions the fall after high school graduation. The following columns show the percentage of these enrolled students by 2-year or 4-year institution.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	71.1%	29.5%	70.5%
Schoolwide	78%	26.6%	73.5%
White	79%	27.8%	72.2%
Hispanic	*	0%	*
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	81.8%	0%	100%
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	*	*	*
Students with Disabilities	57.9%	45.5%	54.6%
English Learners	N	N	N

### Postsecondary Enrollment Rates: 16 month

This table shows the enrollment rates of Class of 2016 high school graduates into 2-year or 4-year institutions 16 months after high school graduation for the school and each student group. The following columns show the percentage of these enrolled students by 2-year or 4-year institution, public or private institution, or in-state or out-of-state institution.

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	76.1%	33.6%	66.5%	73.6%	26.4%	65.5%	34.6%
Schoolwide	78.5%	26.4%	73.6%	68.1%	31.9%	45.1%	55%
White	79%	24.1%	76%	65.8%	34.2%	43%	57%
Hispanic	73.7%	50%	50%	85.7%	14.3%	57.1%	42.9%
Black or African American	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	*	*	*
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N
Economically Disadvantaged Students	*	*	*	*	*	*	*
Students with Disabilities	57.7%	60%	40%	80%	20%	73.3%	26.7%
English Learners	N	N	N	N	N	N	N



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This section shows information about student absences which provides important information about a school’s culture and climate. In addition, research shows that student absences impact a child’s ability to succeed in school. The New Jersey Department of Education selected 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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

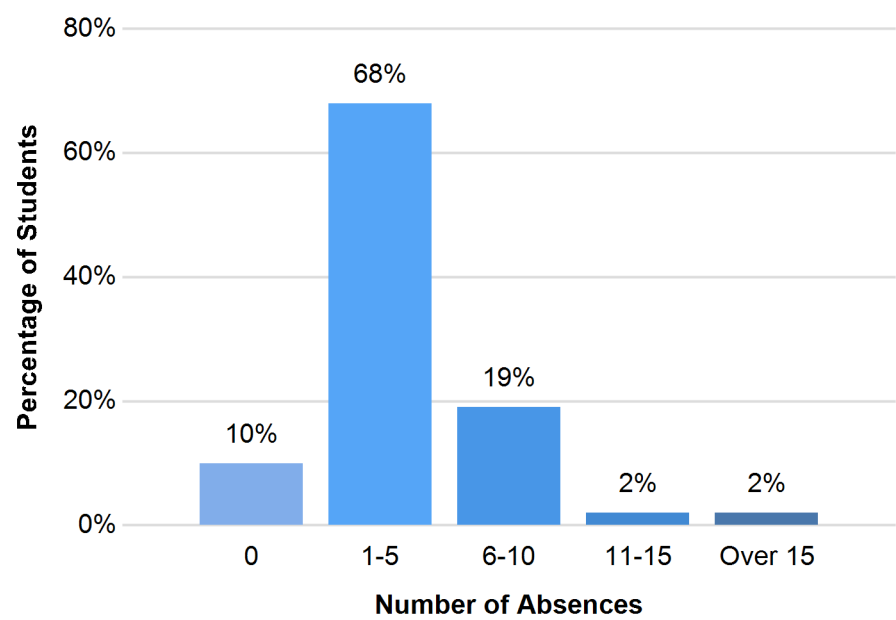
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	1.50	14.30	Met Target
White	1.20	14.30	Met Target
Hispanic	4.10	14.30	Met Target
Black or African American	7.40	14.30	Met Target
Asian, Native Hawaiian, or Pacific Islander	2.10	14.30	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	3.10	14.30	Met Target
Students with Disabilities	7.10	14.30	Met Target
English Learners	N	**	**

\*\* ESSA accountability targets are only included if data is available for at least 20 students.

Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.



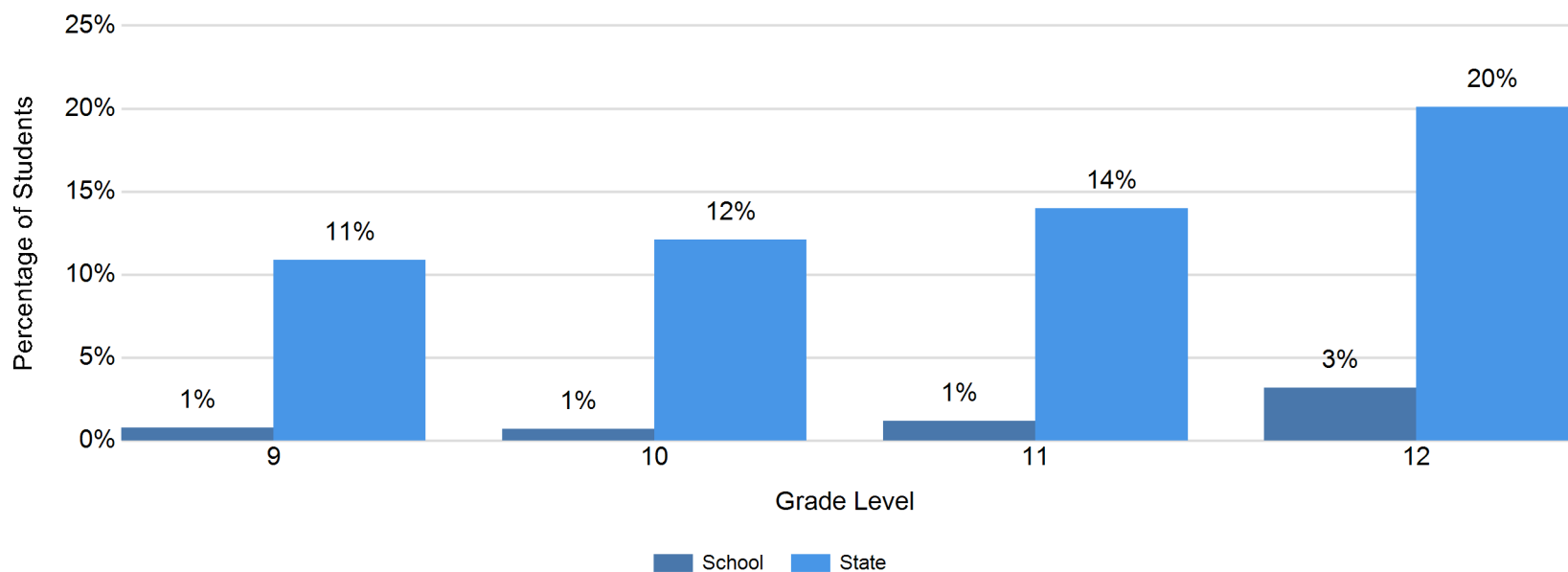


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Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





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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.

Category	School
Typical Start Time	7:45AM
Typical End Time	2:25PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	6 Hrs. 40 Mins.
Shared Time - Instructional Time	3 Hrs. 20 Mins.

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	3.4%
Out-of-School Suspensions	2.0%
Any Suspension	3.8%

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 provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	1
Vandalism	2
Weapons	3
Substances	9
Harassment, Intimidation, Bullying (HIB)	15
Total Unique Incidents	30
Incidents Per 100 Students Enrolled	2.92

Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0





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### Technology Readiness

This table shows information that was collected through the optional NJTRAx survey to determine a school’s technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school’s LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1:1	522.7 kbps	100 kbps	Yes	N	Fiber	N

### 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).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$234	\$15,321	\$15,555



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This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

**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

**Full-Time Equivalent:** In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

### 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	89	120,724
Average years experience in public schools	12.6	11.8
Average years experience in district	10.1	10.5
Teachers in district for 4 or more years	79%	74%

### 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	23	9,506
Average years experience in public schools	20.2	15.9
Average years experience in district	14.6	11.6
Administrators in district for 4 or more years	87%	74%

### Student to Staff Ratios

This table shows the number of students per staff member 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.

Staff Type	School Students: Staff	District Students: Staff
Teachers	12:1	13:1
Administrators	86:1	116:1
Librarian/Media Specialists		1339:1
Nurses		670:1
Counselors		223:1
Child Study Team		244:1



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### Teachers and Administrators - Level of Education

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

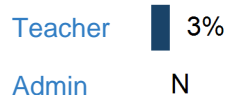
#### Bachelor's Degree



#### Master's Degree



#### Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	88%	89%
2015-16 Administrators: Same district 2016-17	81%	88%

### Faculty Attendance

This table shows the percentage of days that school 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
2016-17	94%



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Accountability Indicator Scores and Summative Rating

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. This table shows the indicator scores for each indicator included in the accountability system and the weights 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 rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey’s accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	55.5	17.5%
Mathematics Proficiency	81.7	17.5%
Graduation - 4-Year	69.3	25.0%
Graduation - 5-Year	79.1	25.0%
Chronic Absenteeism	94.6	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
<b>Summative Score:</b> Sum of all indicator scores multiplied by indicator weights		75.3
<b>Summative Rating:</b> Percentile rank of Summative Score		83.4
<b>Requires Comprehensive Support:</b> Summative Rating is less than or equal to 5th percentile		No
<b>Requires Comprehensive Support:</b> 4-year Graduation Rate less than or equal to 67%		No

\*\* Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Indicator weights for this school were adjusted due to data availability.



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### Accountability Summary by Student Group

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. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group's performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these [accountability resources](#).

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	Graduation Rate - 4-Year	Graduation Rate - 5-Year	At Risk for Consistently Underperforming Student Group
Schoolwide	75.3	6.2	No	Met Target†	Met Target†	Met Target	Met Goal	Met Goal	No
White	67.2	6.2	No	Met Target†	Met Target†	Met Target	Met Goal	Met Goal	No
Hispanic	86.3	6.2	No	Met Target†	Met Target	Met Target	Met Goal	**	No
Black or African American	**	**	No	**	**	Met Target	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	Met Target	Met Target†	Met Target	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	N	**	No
Two or More Races	**	**	No	**	**	**	N	N	No
Economically Disadvantaged Students	**	**	No	Not Met	Met Target†	Met Target	**	**	No
Students with Disabilities	76.1	6.2	No	Met Target	Met Target†	Met Target	Not Met	Met Target	No
English Learners	**	**	No	**	**	**	**	N	No

\*\* Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Target was met within a confidence interval.



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### School General Info

<b>Principal:</b>	Mr. Peterson	<b>Email Address:</b>	<a href="mailto:rpeterson@nhvweb.net">rpeterson@nhvweb.net</a>
<b>Address:</b>	256 COUNTY ROUTE 513 GLEN GARDNER, NJ 08826-9529	<b>Website:</b>	<a href="http://www.nhvweb.net/vhs/home/">http://www.nhvweb.net/vhs/home/</a>
<b>Phone:</b>	(908)638-6116	<b>Facebook:</b>	<a href="https://www.facebook.com/voorheeshs">https://www.facebook.com/voorheeshs</a>

### 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.

 <b>Highlights:</b>	<ul style="list-style-type: none"> <li>• A 2015 National Blue Ribbon School of Excellence recipient.</li> <li>• Ranked in Top 100 NJ High Schools at #53 in New Jersey Monthly Magazine</li> <li>• Title I Rewards High Performing High School since 2014</li> </ul>
 <b>Mission, Vision, Theme:</b>	Mission-The North Hunterdon-Voorhees Regional High School District, a district committed to innovation, personal excellence, high achievement, and community partnership, provides all students with personalized opportunities through a broad spectrum of exemplary educational experiences to develop their fullest potential, to foster lifelong learning, and to become responsible citizens in a continually changing society.
 <b>Awards, Recognition, Accomplishments:</b>	2015 National Blue Ribbon School, Title I Rewards High Performing School since 2014, Mock Trial County Champs since 2010, Consumer Bowl County Champs in 2016 and 2017.







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 <b>Courses, Curriculum, Instruction:</b>	<p>Voorhees offers 24 Advanced Placement courses and 7 concurrent enrollment courses with local institutions for college credit. The district has a 1:1 mobile computing device initiative providing all students with a Chromebook. We offer an Environmental Science program with Hunterdon County Polytech. Each school day offers 40 minutes of curriculum and instruction time and subject-specific resource centers for student academic assistance.</p>
 <b>Sports and Athletics:</b>	<p>Sports Offered: Baseball (Boys), Basketball (Boys &amp; Girls), Cross-Country (Boys &amp; Girls), Fencing (Boys &amp; Girls), Field Hockey (Girls), Football (Boys), Golf (Co-ed), Lacrosse (Boys &amp; Girls), Soccer (Boys &amp; Girls), Softball (Girls), Swimming (Boys &amp; Girls), Tennis (Boys &amp; Girls), Track and Field - Spring (Boys &amp; Girls), Track and Field - Winter (Boys &amp; Girls), Volleyball (Girls), Wrestling (Co-ed)</p> <p>The Voorhees Athletic Program has enjoyed some successful years in recent history. We have won State Sectional Championships in the following sports: Boys Cross Country, Girls Cross Country, Field Hockey, Girls Basketball, and Wrestling. We have had various individual athletes distinguish themselves at the state level and our program has produced multiple collegiate athletes, including some at the Division One level.</p>
 <b>Clubs and Activities:</b>	<p>31 total clubs (11 co-curricular - languages, honor societies) offer opportunities of involvement and community service. 13 academic competition programs (6 co-curricular-sciences and mathematics) allow students to compete statewide and nationally. 11 intramural activities allow students to be active both before and after school.</p>
 <b>Before and After School Programs:</b>	<p>Voorhees has a Teen Pep program through Health and Phys. Ed. classes. There is also an online program of learning modules called Voorhees360, which educates students on a variety of social and emotional topics. Additionally, a program called "Mind of the Athlete" is presented to each student-athlete to promote mindfulness among our athletes.</p>








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 <b>Staff and Professional Learning:</b>	<p>There are seven professional development days (3 full day and 4 half days) built into the school calendar, which focus on instructional technology and department content sessions. Teachers work together in Professional Learning Communities to discuss students' progress with the curriculum and best practices in the courses.</p>
 <b>Postsecondary Information:</b>	<p>90% of the Class of 2017 pursued post-secondary education: 67% attended four-year institutions, 23% attended two-year or technical schools. The Guidance Department holds College Fairs and Financial Aid nights annually for students and parents. PSAT test is administered to 9-11 grades and paid for by district. After-school test prep programs for SAT Math and Language Arts are available to students free of charge.</p>
 <b>Student Supports and Services:</b>	<p>Lower level ELL students are given the opportunity to attend a specialized program. Special Education programs include employment orientation, multiple disabilities, autism, alternative learning program, in-class support, Unified leadership and Unified sports. At-risk students are assisted with Intervention &amp; Referral Services. An 8th grade orientation program assists students with the transition to high school.</p>
 <b>Student Health and Wellness:</b>	<p>Students in each grade have one semester of physical education and one semester of health education. Juniors in Teen PEP work with freshman students to increase knowledge, skills, and behaviors that promote sexual health among high school students. During the 2016-17 school year, the district held six Community Health and Wellness events for our students, parents, and the rest of the community.</p>
 <b>Parent and Community Involvement:</b>	<p>Parent groups include: PTSO (Parent Teacher Student Organization), Principal's Parent Advisory Committee, Voorhees HS Education Foundation, SEPAC (Special Education Parent Advisory Council), and an array of athletic Booster Clubs. The school district has a variety of parent nights offered at both of our high schools, including a college financial planning night, drug awareness nights, and suicide prevention.</p>





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Climate Surveys:

Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers

We partnered with Rutgers University for the School Climate Transformation Project. We survey students, staff, and parents yearly and use a variety of tools and data to inform planning. Overall, our students feel safe and positive about Voorhees High School.



Facilities:

Building opened in 1975, recent renovations have been made to the HVAC system, floors, public address system, sound systems at the gymnasiums and the stadium, new sod for stadium athletic field. Referendum projects are ongoing for the library, windows, and continuation of HVAC upgrades. We have a sensory suite for students with special needs.



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### Other Information:

Voorhees High School is a 2015 Blue Ribbon School providing an outstanding academic program along with an array of activities and athletics for our students. We have been ranked as one of the Top 100 high schools in New Jersey (#53) by New Jersey Monthly Magazine. We are a comprehensive secondary (9-12) school with a student population of 1,064. We have 114 faculty members on staff. Our school provides 31 clubs and activities, 27 athletic teams, and 3 Unified teams for students with special needs. The college preparatory curriculum is designed to develop individual potential while meeting the entrance requirements of America's most competitive colleges. The rigorous program of studies contain a full complement of courses, and each discipline offers an advanced placement course. Advanced placement courses are offered in Art History, Drawing, English Composition and Literature, English Composition and Language, French, Latin, Spanish, Calculus AB and BC, Statistics, Computer Science, Music Theory, Biology, Chemistry, Environmental Science, Physics B and C, American History, United States Government, Psychology, Microeconomics and Human Geography. We offer 7 concurrent enrollment courses for college credit through local institutions. Additional accelerated and/or honors courses are offered in all academic areas. All students are required to successfully complete a Communication and Digital Literacy course, which stresses those literacies needed by the "21st Century Student." All students are required to complete a comprehensive course in Financial Literacy. For 2017-2018, we implemented a 55 minute rolling drop-block schedule over a four day rotation cycle. We are a 1:1 technology school providing a Chromebook for every student.