NJ SCHOOL PERFORMANCE REPORT

NORTH BRUNSWICK TOWNSHIP HIGH SCHOOL
(23-3620-040)
Grades Offered: 09-12
2017-2018

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

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

Navigating through the reports:

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

Other Resources:

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

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School Contact Info

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

Type	Contact Information
County	MIDDLESEX
District	NORTH BRUNSWICK TWP
Principal Name	MR. KNELLER
Address	98 RAIDER ROAD NORTH BRUNSWICK, NJ 08902-9607
Phone Number	(732)289-3702
Email Address	MKNELLER@NBTSCHOOLS.ORG
Website	http://nbths.nbtschools.org
Twitter	http://NBTHS_Principal

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Enrollment Trends by Grade

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

Grade	2015-16	2016-17	2017-18
9	413	459	438
10	440	411	465
11	461	433	414
12	438	463	462
Total	1,752	1,766	1,779

Enrollment Trends by Student Group

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

Student Group	2015-16	2016-17	2017-18
Female	48.9%	48.5%	47.9%
Male	51.1%	51.5%	52.1%
Economically Disadvantaged Students	38.4%	41.3%	41.4%
Students with Disabilities	13.5%	13.6%	12.8%
English Learners	3.9%	4.8%	5.2%
Homeless Students		0.2%	0.2%
Students in Foster Care		0.2%	0.1%
Military-Connected Students		0.0%	0.1%
Migrant Students		0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2015-16	2016-17	2017-18
White	22.3%	20.6%	20.4%
Hispanic	31.8%	32.5%	33.4%
Black or African American	22.0%	23.6%	22.1%
Asian	22.9%	22.1%	23.0%
Native Hawaiian or Pacific Islander	0.2%	0.3%	0.3%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.8%	0.8%	0.8%

Enrollment Trends by Full and Shared Time Status

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

Enrollment Status	2015-16	2016-17	2017-18
Full Time Students	1,750	1,765	1,778
Shared Time Students	2	1	1
Full Time Equivalent	1,751	1,766	1,779

Enrollment by Home Language

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

Home Language	% of Students
English	59.8%
Spanish	21.5%
Gujarati	2.8%
Arabic	2.2%
Hindi	2.2%
Other Languages	11.6%

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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	872	99.4	46.6	50.0	56.7	46.6	55.8	Not Met
White	*	*	*	59.8	65.6	*	64.1	Not Met
Hispanic	290	99.3	27.6	33.9	42.5	27.6	42.4	Not Met
Black or African American	189	99.0	34.4	37.3	37.3	34.4	43.5	Not Met
Asian, Native Hawaiian, or Pacific Islander	208	99.5	75.0	78.7	82.3	75.0	78.5	Met Target†
American Indian or Alaska Native	N	N	N	*	52.7	N	**	**
Two or More Races	*	*	*	*	63.4	*	**	**
Female	414	99.5	55.1	58.4	64.5	55.1		
Male	458	99.4	38.9	42.0	49.4	38.9		
Economically Disadvantaged Students	355	98.7	28.5	31.5	38.5	28.5	37.3	Not Met
Non-Economically Disadvantaged Students	517	100.0	59.0	63.4	67.5	59.0		
Students with Disabilities	89	97.9	16.8	12.9	21.6	16.8	21.1	Met Target†
Students without Disabilities	783	99.6	50.0	55.4	63.9	50.0		
English Learners	62	100.0	*	*	27.3	*	9.2	Met Target†
Non-English Learners	810	99.4	*	*	59.4	*		
Homeless Students	N	N	N	*	27.7	N		
Students In Foster Care	*	*	*	*	26.3	*		
Military-Connected Students	N	N	N	*	57.4	N		
Migrant Students	N	N	N	N	30.1	N		

† Target was met within a confidence interval.

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	434	749	749	752	12%	14%	23%	34%	16%	50%	55%
White	*	*	*	760	*	*	*	*	*	*	64%
Hispanic	143	732	732	735	21%	20%	30%	*	*	29%	38%
Black or African American	94	732	732	734	17%	18%	34%	*	*	31%	34%
Asian, Native Hawaiian, or Pacific Islander	109	779	779	782	*	*	12%	44%	39%	83%	83%
American Indian or Alaska Native	N	N	N	752	N	N	N	N	N	N	51%
Two or More Races	*	*	*	760	*	*	*	*	*	*	63%
Female	211	757	757	759	9%	11%	22%	36%	21%	57%	63%
Male	223	742	742	744	15%	17%	25%	32%	12%	44%	46%
Economically Disadvantaged Students	172	731	731	733	21%	21%	28%	*	*	30%	34%
Non-Economically Disadvantaged Students	262	761	761	761	6%	10%	20%	*	*	64%	65%
Students with Disabilities	38	718	718	716	34%	*	29%	*	*	16%	15%
Students without Disabilities	396	752	752	758	10%	*	23%	*	*	54%	62%
English Learners	25	685	685	691	*	*	*	*	*	*	*
Non-English Learners	409	753	753	755	*	*	*	*	*	*	*
Homeless Students	N	N	N	720	N	N	N	N	N	N	22%
Students in Foster Care	*	*	*	719	*	*	*	*	*	*	20%
Military-Connected Students	*	*	*	749	*	*	*	*	*	*	54%
Migrant Students	N	N	N	696	N	N	N	N	N	N	10%

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	457	738	738	749	27%	14%	17%	26%	16%	42%	51%
White	*	*	*	756	*	*	*	*	*	*	58%
Hispanic	158	716	716	733	43%	12%	20%	*	*	25%	38%
Black or African American	100	728	728	728	31%	20%	13%	*	*	36%	32%
Asian, Native Hawaiian, or Pacific Islander	103	772	772	782	*	*	17%	31%	35%	66%	78%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	50%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	213	748	748	759	21%	11%	16%	33%	19%	52%	60%
Male	244	730	730	739	33%	17%	18%	19%	14%	33%	42%
Economically Disadvantaged Students	194	718	718	730	40%	16%	19%	20%	6%	26%	34%
Non-Economically Disadvantaged Students	263	753	753	758	18%	13%	16%	30%	23%	53%	59%
Students with Disabilities	51	701	701	707	59%	*	*	*	*	18%	15%
Students without Disabilities	406	743	743	756	23%	*	*	*	*	45%	57%
English Learners	25	680	680	684	*	*	*	*	*	*	*
Non-English Learners	432	742	742	752	*	*	*	*	*	*	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	707	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	706	N	N	N	N	N	N	18%

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

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	332	739	739	736	16%	17%	24%	34%	8%	43%	39%
White	74	743	743	737	16%	14%	16%	*	*	54%	41%
Hispanic	113	731	731	731	22%	15%	30%	*	*	33%	35%
Black or African American	91	738	738	729	14%	21%	25%	*	*	40%	31%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	759	*	*	*	*	*	*	60%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	25%
Two or More Races	*	*	*	737	*	*	*	*	*	*	39%
Female	164	745	745	745	10%	19%	20%	*	*	52%	48%
Male	168	733	733	728	23%	15%	29%	*	*	34%	31%
Economically Disadvantaged Students	154	729	729	730	25%	18%	25%	*	*	33%	33%
Non-Economically Disadvantaged Students	178	747	747	739	9%	16%	24%	*	*	51%	42%
Students with Disabilities	54	708	708	708	43%	28%	*	*	*	13%	13%
Students without Disabilities	278	745	745	742	11%	15%	*	*	*	49%	44%
English Learners	18	698	698	702	*	*	*	*	*	*	*
Non-English Learners	314	741	741	738	*	*	*	*	*	*	*
Homeless Students	*	*	*	721	*	*	*	*	*	*	22%
Students in Foster Care	N	N	N	708	N	N	N	N	N	N	19%
Military-Connected Students	N	N	N	729	N	N	N	N	N	N	31%
Migrant Students	N	N	N	707	N	N	N	N	N	N	*

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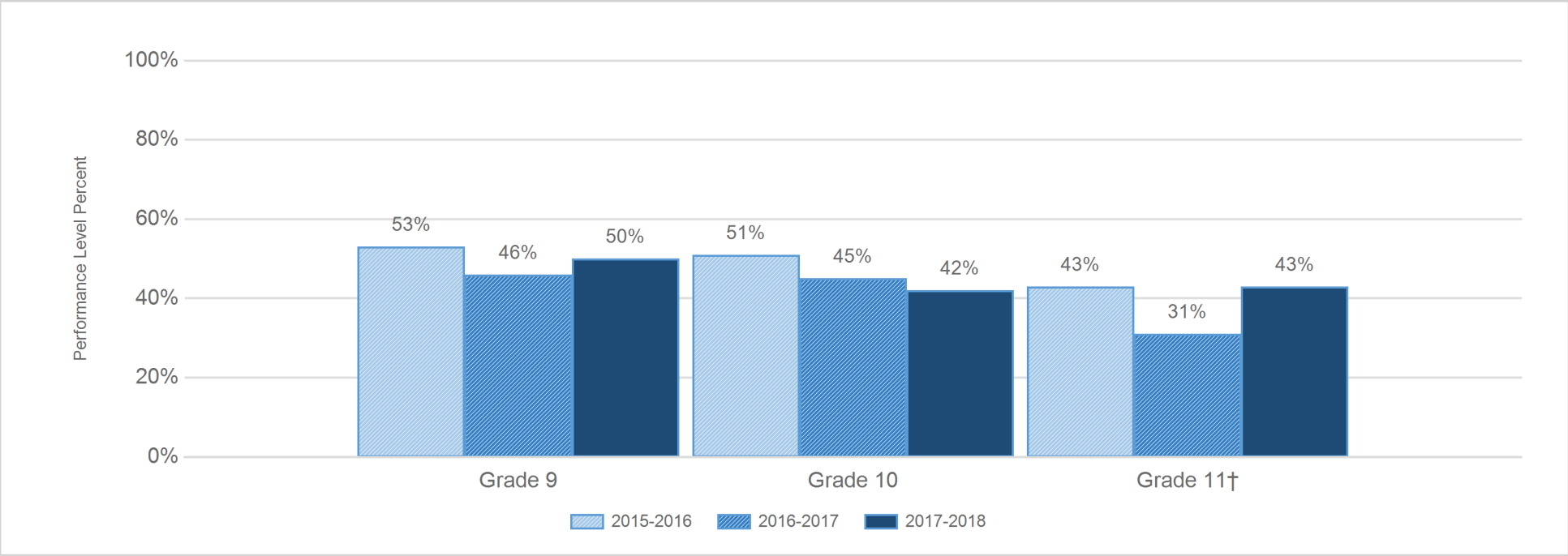
English Language Arts/Literacy Assessment - Performance Trends

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



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Mathematics Assessment - Participation and Performance

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Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	805	99.8	30.2	39.1	45.0	30.2	30.3	Met Target†
White	175	100.0	41.1	*	54.1	41.1	32.8	Met Target
Hispanic	269	100.0	16.0	23.5	29.2	16.0	20.9	Not Met
Black or African American	*	*	*	*	23.4	*	18.8	Met Target†
Asian, Native Hawaiian, or Pacific Islander	184	99.5	52.1	71.1	77.0	52.1	50.9	Met Target
American Indian or Alaska Native	N	N	N	*	42.5	N	**	**
Two or More Races	*	*	*	*	53.0	*	**	**
Female	386	100.0	31.8	40.3	46.0	31.8		
Male	419	99.5	28.6	38.1	43.9	28.6		
Economically Disadvantaged Students	324	99.4	15.1	20.2	26.6	15.1	16.6	Met Target†
Non-Economically Disadvantaged Students	481	100.0	40.3	52.8	55.9	40.3		
Students with Disabilities	60	100.0	*	10.1	17.1	*	12.1	Not Met
Students without Disabilities	745	99.7	*	43.2	50.5	*		
English Learners	54	100.0	*	13.6	24.6	*	6.3	Met Target†
Non-English Learners	751	99.7	*	41.5	46.9	*		
Homeless Students	N	N	N	*	17.3	N		
Students In Foster Care	*	*	*	*	16.2	*		
Military-Connected Students	N	N	N	*	45.8	N		
Migrant Students	N	N	N	N	23.7	N		

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Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	336	724	742	746	18%	33%	30%	*	*	19%	46%
White	53	730	*	755	19%	28%	25%	*	*	28%	57%
Hispanic	149	721	729	730	19%	40%	29%	13%	0%	13%	27%
Black or African American	94	724	*	727	18%	33%	31%	18%	0%	18%	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	49%
Two or More Races	*	*	*	755	*	*	*	*	*	*	54%
Female	150	724	743	748	21%	29%	31%	*	*	19%	48%
Male	186	724	741	745	16%	37%	29%	*	*	18%	44%
Economically Disadvantaged Students	186	719	727	729	23%	38%	29%	*	*	10%	25%
Non-Economically Disadvantaged Students	150	730	753	756	12%	28%	31%	*	*	29%	57%
Students with Disabilities	34	715	*	716	*	*	*	*	*	*	13%
Students without Disabilities	302	725	*	752	*	*	*	*	*	*	52%
English Learners	34	704	704	710	*	*	*	*	*	*	*
Non-English Learners	302	726	744	749	*	*	*	*	*	*	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	16%
Students in Foster Care	*	*	*	712	*	*	*	*	*	*	12%
Military-Connected Students	*	*	*	752	*	*	*	*	*	*	49%
Migrant Students	N	N	N	720	N	N	N	N	N	N	11%

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Mathematics Assessment - Performance by Test: Geometry

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	397	727	734	735	10%	40%	33%	*	*	17%	30%
White	78	736	*	740	*	*	35%	35%	0%	35%	37%
Hispanic	146	721	*	723	*	*	*	*	*	*	14%
Black or African American	101	720	*	719	*	*	*	*	*	*	11%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	760	*	*	*	*	*	*	65%
American Indian or Alaska Native	N	N	N	734	N	N	N	N	N	N	28%
Two or More Races	*	*	*	741	*	*	*	*	*	*	39%
Female	196	730	736	736	8%	36%	36%	*	*	20%	30%
Male	201	725	732	734	12%	44%	31%	*	*	13%	29%
Economically Disadvantaged Students	185	721	*	722	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	212	733	*	741	*	*	*	*	*	*	38%
Students with Disabilities	55	710	*	713	*	*	*	*	*	*	*
Students without Disabilities	342	730	*	738	*	*	*	*	*	*	*
English Learners	17	713	713	711	*	*	*	*	*	*	*
Non-English Learners	380	728	735	736	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	*
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	731	N	N	N	N	N	N	24%
Migrant Students	N	N	N	709	N	N	N	N	N	N	11%

NJ SCHOOL PERFORMANCE REPORT

NORTH BRUNSWICK TOWNSHIP HIGH SCHOOL
(23-3620-040)
Grades Offered: 09-12
2017-2018

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	345	735	735	727	23%	23%	19%	28%	7%	35%	30%
White	89	737	737	733	16%	27%	22%	*	*	35%	35%
Hispanic	78	715	715	710	40%	21%	23%	17%	0%	17%	14%
Black or African American	*	*	*	705	*	*	*	*	*	*	11%
Asian, Native Hawaiian, or Pacific Islander	102	766	766	766	*	*	16%	47%	17%	64%	66%
American Indian or Alaska Native	N	N	N	729	N	N	N	N	N	N	28%
Two or More Races	*	*	*	736	*	*	*	*	*	*	37%
Female	176	733	733	728	22%	26%	20%	*	*	32%	30%
Male	169	737	737	727	24%	21%	17%	*	*	38%	30%
Economically Disadvantaged Students	108	717	717	709	30%	32%	18%	*	*	20%	13%
Non-Economically Disadvantaged Students	237	743	743	736	20%	19%	19%	*	*	42%	37%
Students with Disabilities	20	687	687	693	*	*	*	*	*	*	*
Students without Disabilities	325	738	738	732	*	*	*	*	*	*	*
English Learners	*	*	*	691	*	*	*	*	*	*	*
Non-English Learners	*	*	*	729	*	*	*	*	*	*	*
Homeless Students	N	N	N	703	N	N	N	N	N	N	10%
Students in Foster Care	N	N	N	693	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	717	N	N	N	N	N	N	20%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%

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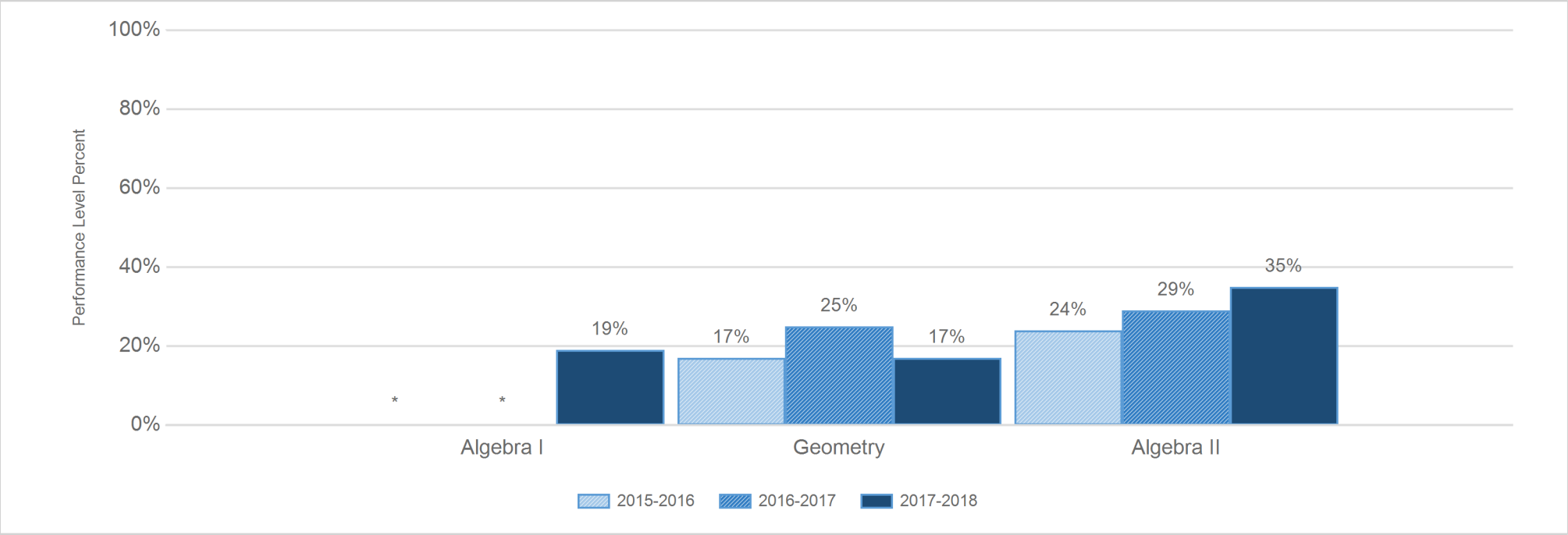
Mathematics Assessment – Performance Trends

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



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

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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2017-18 Target	Met Target?
Schoolwide/English Learners	14.6%	46.8%	Not Met

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	46	*	*
3-4	17	*	*
5 or more	*	*	*

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

NJASK Science Assessment Information

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

Biology Assessment Information

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

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

PSAT, SAT, & ACT - Participation

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

Participation Type	School Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2017-18	100.0%	85.0%
12th graders taking SAT in 2017-18 or prior years	67.4%	72.2%
12th graders taking ACT in 2017-18 or prior years	23.0%	24.6%

PSAT, SAT, & ACT - Performance

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

Participation Type	School Average Score	State Average Score	College Readiness Benchmarks	School - Students Scores at or above Benchmark	State - Students Scores at or above Benchmark
PSAT 10/NMSQT - Reading and Writing	461	478	Grade 10: 430 Grade 11: 460	56%	62%
PSAT 10/NMSQT - Math	462	478	Grade 10: 480 Grade 11: 510	37%	42%
SAT - Reading and Writing	550	542	480	74%	72%
SAT - Math	558	543	530	58%	54%
ACT - Reading	24	24	22	62%	62%
ACT - English	24	24	18	80%	78%
ACT - Math	24	24	22	61%	62%
ACT - Science	23	23	23	52%	53%

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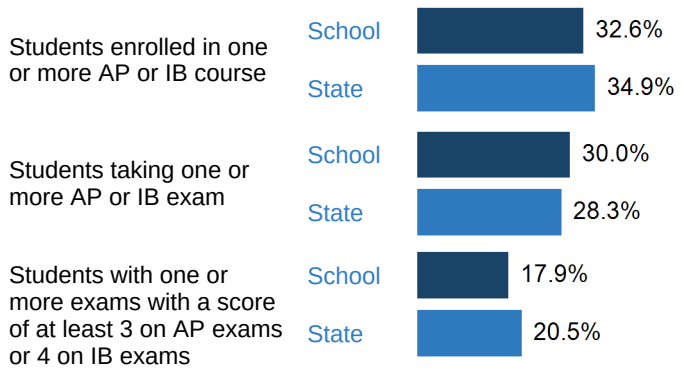
Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (IB)** courses and exams and **dual enrollment** courses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

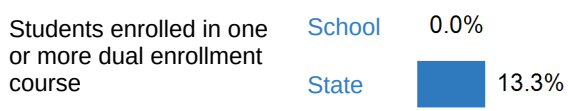
AP/IB Coursework – Participation and Performance

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



Dual Enrollment Coursework - Participation

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



AP/ IB Courses Offered

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

AP/IB Course	Students Enrolled	Students Tested
AP Biology	51	50
AP Calculus AB	42	30
AP Calculus BC	26	24
AP Chemistry	27	21
AP Computer Science A	34	28
AP Computer Science Principles	33	28
AP English Language and Composition	68	66
AP English Literature and Composition	105	100
AP European History	10	4
AP French Language and Culture	4	4
AP German Language and Culture	3	2
AP Government	18	0
AP Human Geography	23	21
AP Italian Language and Culture	5	5
AP Macroeconomics	47	42
AP Microeconomics	59	47

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AP/IB Course	Students Enrolled	Students Tested
AP Music Theory	4	4
AP Physics 1	53	41
AP Physics C: Electricity and Magnetism	0	23
AP Physics C: Mechanics	0	24
AP Psychology	59	55
AP Spanish Language	13	11
AP Statistics	41	35
AP U.S. Government and Politics	0	15
AP U.S. History	30	20
Total Exams taken		700
Exams with scores of at least 3 on AP exams or 4 on IB exams		356

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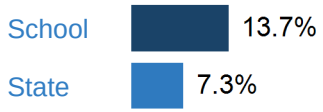
This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit the NJDOE's Career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

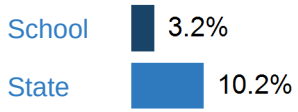
Career and Technical Education Participation

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

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



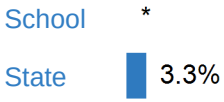
CTE Concentrators
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

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

Structured Learning Experiences



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Industry-Valued Credentials

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

Students Earning Industry-Valued Credentials

School	0.0%
State	0.9%

Industry-Valued Credentials by Career Cluster

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

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total credentials earned
Arts, AV Technology & Communications	*		
Hospitality & Tourism	*		
Marketing	164		
Total (All Clusters)	300	0	0

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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	261	157	2	0	0	0	141
10	79	218	95	4	2	0	123
11	36	88	157	88	13	23	126
12	11	37	98	74	77	89	129
Total	387	500	352	166	92	112	519
Enrolled in AP/IB Course					66	41	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0

Science - Course Participation

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

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	6	93	6	0	361	2
10	114	344	10	1	18	16
11	283	33	0	30	90	40
12	88	20	2	43	66	127
Total	491	490	18	74	535	185
Enrolled in AP/IB Course	51	27		0	53	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

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Social Studies and History - Course Participation

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

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	455	7	0	0	0	11
10	41	437	7	0	0	77
11	18	418	33	15	0	102
12	10	91	82	44	0	210
Total	524	953	122	59	0	400
Enrolled in AP/IB Course	0	30	101	59		47
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	304	65	36	0	43	0	0
10	302	69	34	0	43	0	0
11	205	39	28	0	34	0	0
12	41	14	12	0	11	0	0
Total	852	187	110	0	131	0	0
Enrolled in AP/IB Course	13	4	5	0	3	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	181	58	24	0	61	0	0

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Seal of Biliteracy

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

Language	Students Earning a Seal of Biliteracy
Total	0

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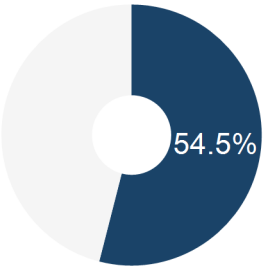
Visual and Performing Arts – Course Participation

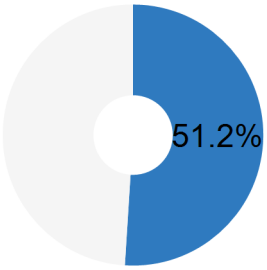
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 9-12:

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

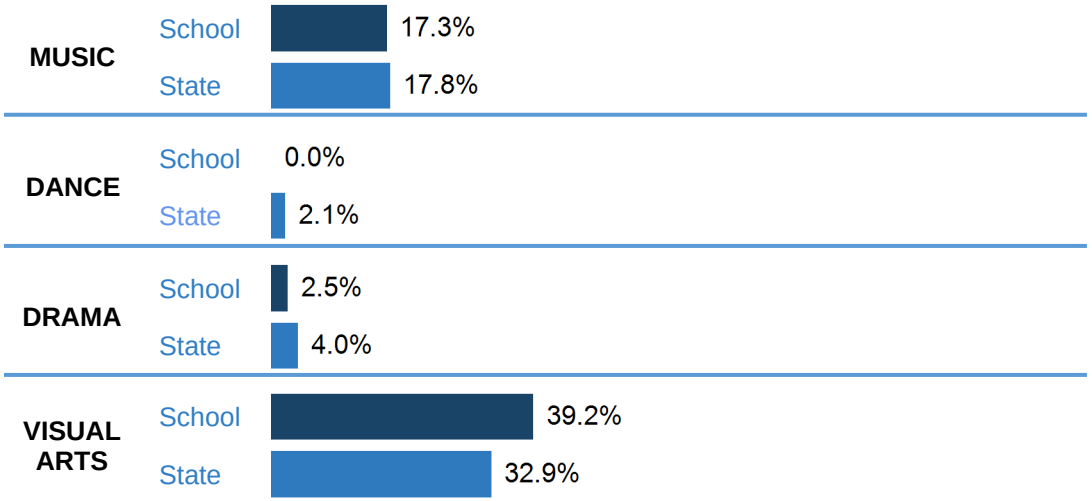


School



State

Students enrolled in one or more classes by discipline:



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

Graduation Rates

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

Student Group	School - Class of 2018: 4 Year Rate	State - Class of 2018: 4 Year Rate	School - Class of 2017: 5 Year Rate	State - Class of 2017: 5 Year Rate	Class of 2017: 4 Year Rate	Class of 2017: 4 Year Target	Class of 2017: Met Target	Class of 2016: 5 Year Rate	Class of 2016: 5 Year Target	Class of 2016: Met Target
Schoolwide	89.6%	90.9%	84.2%	92.4%	80.9%	85.4%	Not Met	89.5%	90.2%	Not Met
White	91.5%	95.0%	84.6%	95.7%	*	92.7%	Not Met	92.4%	94.0%	Not Met
Hispanic	85.3%	84.8%	75.3%	87.3%	68.1%	70.8%	Not Met	81.6%	80.3%	Met Target
Black or African American	*	84.2%	86.6%	86.8%	83.3%	84.4%	Not Met	*	90.3%	Not Met
Asian, Native Hawaiian or Pacific Islander	96.6%	97.0%	*	97.7%	94.2%	95.0%	Not Met	98.3%	N	Met Goal
American Indian or Alaska Native	N	86.5%	N	94.1%	N	N	N	N	N	N
Two or More Races	*	92.0%	*	93.9%	*	**	**	*	**	**
Economically Disadvantaged Students	86.4%	84.6%	76.5%	87.0%	72.4%	79.8%	Not Met	82.8%	85.6%	Not Met
Students with Disabilities	75.0%	80.1%	77.3%	83.5%	73.4%	81.8%	Not Met	88.0%	84.2%	Met Target
English Learners	50.0%	75.8%	58.8%	81.8%	47.1%	**	**	50.0%	**	**
Homeless Students	*	72.6%	*	79.1%	*			*		
Students in Foster Care	N	62.6%	*	64.9%						

NJ SCHOOL PERFORMANCE REPORT

NORTH BRUNSWICK TOWNSHIP HIGH SCHOOL
(23-3620-040)
Grades Offered: 09-12
2017-2018

Report Key:
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****** Accountability calculations require 20 or more students
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† This indicates a table specific note,see note below table

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

Graduation Pathways

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

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
PARCC Assessment	76.2%	65.1%
Substitute Competency Test	15.2%	24.8%
Portfolio Appeals Process	2.0%	2.5%
Alternate Requirements specified in IEP	6.1%	7.1%
Unknown	0.5%	0.5%

Graduation Rate Trends

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

Class of	4-Year Rate	5-Year Rate
2018	89.6%	-
2017	80.9%	84.2%
2016	87.2%	89.5%

Dropout Rate Trends

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

School Year	School Rate	State Rate
2017-2018	0.9%	1.2%
2016-2017	0.4%	1.1%
2015-2016	1.4%	1.2%

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

Postsecondary Enrollment Rates: Fall

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	72.8%	27.6%	72.4%
Schoolwide	78.3%	38.8%	61.2%
White	83.3%	35.7%	64.3%
Hispanic	67.2%	64%	36%
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	91.9%	19.6%	80.4%
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	69.9%	58%	42%
Students with Disabilities	48.9%	87%	13%
English Learners	*	*	*

Postsecondary Enrollment Rates: 16 month

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	77.9%	31.9%	68.1%	72.5%	27.5%	64.9%	35.1%
Schoolwide	83.8%	38.1%	61.9%	80.7%	19.3%	81%	19%
White	*	*	*	*	*	*	*
Hispanic	73.8%	65.8%	34.2%	84.8%	15.2%	88.6%	11.4%
Black or African American	81%	41.2%	58.8%	77.6%	22.4%	78.8%	21.2%
Asian, Native Hawaiian, or Pacific Islander	97.9%	14%	86%	83.9%	16.1%	82.8%	17.2%
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	76.9%	54.5%	45.5%	82.7%	17.3%	90%	10%
Students with Disabilities	75.5%	78.4%	21.6%	91.9%	8.1%	89.2%	10.8%
English Learners	*	*	*	*	*	*	*

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

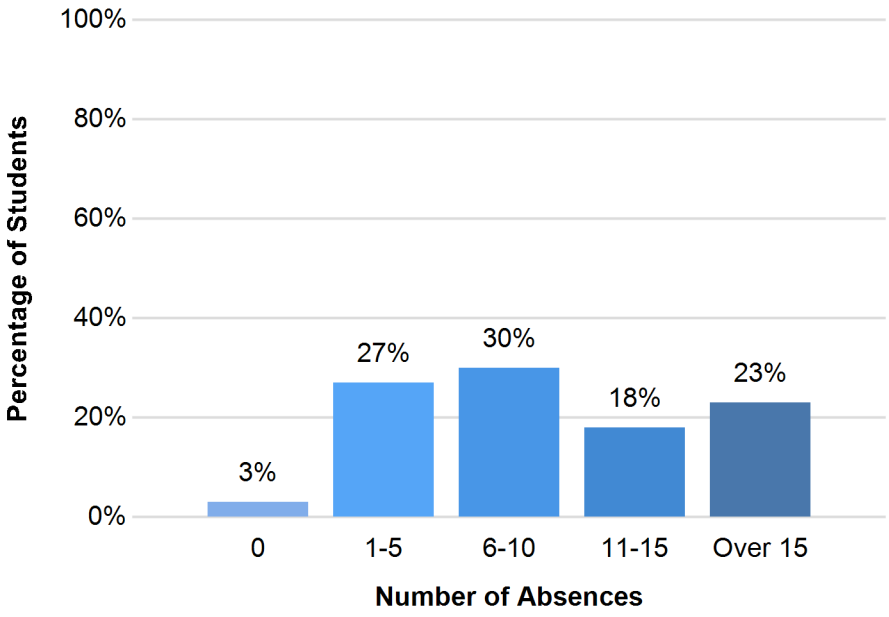
Chronic Absenteeism

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

Student Group	Number of students chronically absent	Percent of students chronically absent	State Average	Met State Average
Schoolwide	315	17.5	14.9	Not Met
White	72	19.6	14.9	Not Met
Hispanic	110	18.4	14.9	Not Met
Black or African American	78	19.4	14.9	Not Met
Asian, Native Hawaiian, or Pacific Islander	49	11.7	14.9	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	6	42.9	**	**
Economically Disadvantaged Students	158	21.4	14.9	Not Met
Students with Disabilities	73	29.6	14.9	Not Met
English Learners	17	18.5	14.9	Not Met

Days Absent

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



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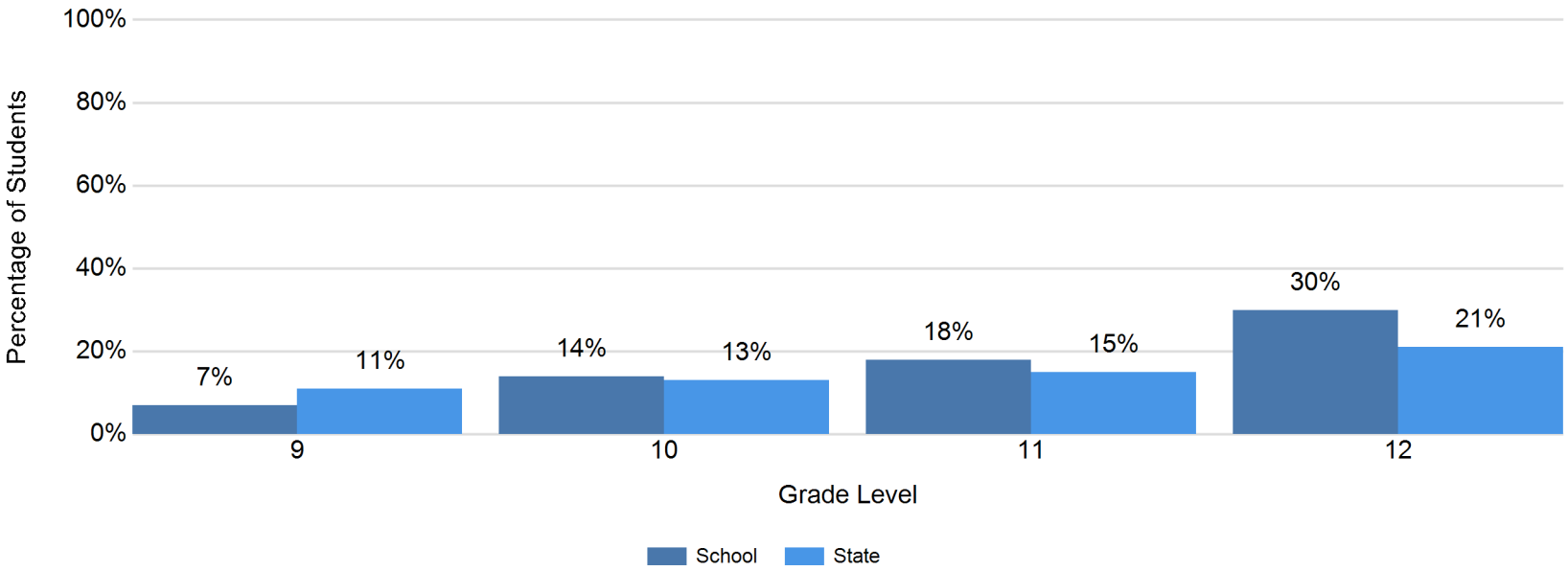
Chronic Absenteeism by Grade

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



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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	19
Weapons	2
Vandalism	10
Substances	15
Harassment, Intimidation, Bullying (HIB)	4
Total Unique Incidents	50
Incidents Per 100 Students Enrolled	2.81

Police Notifications

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

Incident Type	Incidents Reported to Police
Violence	4
Weapons	1
Vandalism	0
Substances	6
Harassment, Intimidation, Bullying (HIB)	2
Other Incidents Leading to Removal	2

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Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	207	11.6%
Out-of-School Suspensions	177	10.0%
Any Suspension	285	16.0%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
766

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School Day

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

Category	School
Typical Start Time	7:35 AM
Typical End Time	2:15 PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	6 Hrs 10 Mins
Shared Time - Instructional Time	N

Device Ratios

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

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

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2016-2017)	$455	$13,272	$13,727

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	151	117,464
Average years experience in public schools	10.5	12.0
Average years experience in district	9.6	10.7
Teachers in district for 4 or more years	69.3%	75.5%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	43	9,374
Average years experience in public schools	12.9	16.0
Average years experience in district	10.9	12.0
Administrators in district for 4 or more years	74.4%	76.2%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	12:1	12:1
Students to Administrators	178:1	139:1
Teachers to Administrators	15:1	12:1
Students to Librarians/Media Specialists		996:1
Students to Nurses		996:1
Students to Counselors		398:1
Students to Child Study Team		374:1

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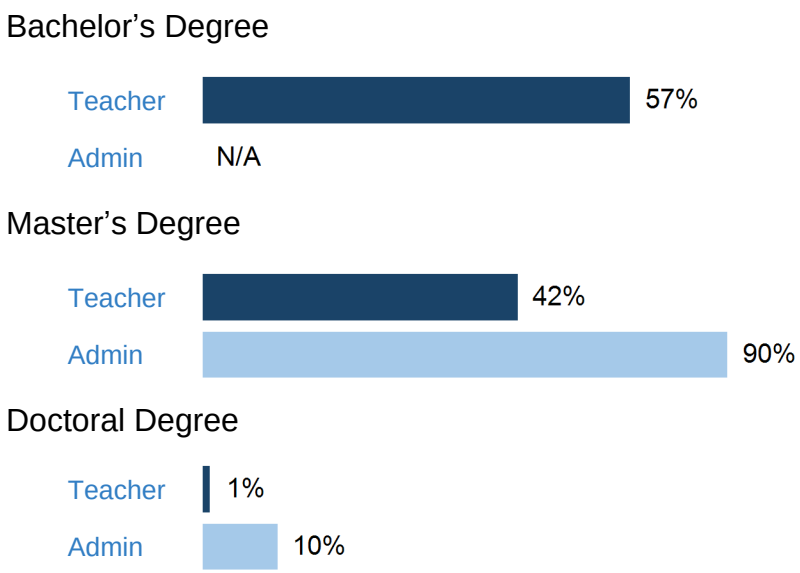
Teachers and Administrators - Level of Education

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



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

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

Job Type	District	State
2016-17 Teachers: Same district 2017-18	91.6%	90.2%
2016-17 Administrators: Same district 2017-18	83.3%	86.2%

Faculty Attendance

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

School Year	% Days Present
2017-18	97.4%

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Teachers and Administrators – Demographics

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

Category	Teachers	Administrators
Female	62.9%	70.0%
Male	37.1%	30.0%
White	84.8%	90.0%
Hispanic	9.3%	0.0%
Black or African American	4.0%	10.0%
Asian	2.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%

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

Comprehensive Status

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

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

Targeted Status

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

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

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

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

Accountability Indicator	Score	Weight
English Language Arts Proficiency	37.54	15.0%
Mathematics Proficiency	43.84	15.0%
Graduation Rate - 4-Year	9.46	20.0%
Graduation Rate - 5-Year	23.28	20.0%
Progress Towards English Language Proficiency	3.64	20.0%
Chronic Absenteeism	26.72	10.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	22.15	n/a
Summative Rating: Percentile Rank of Summative Score	14.90	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	No	n/a
Requires Comprehensive Support: 4-year Graduation Rate less than or equal to 67%	No	n/a

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

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Accountability Summary by Student Group - 2017-18 School Year

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

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	4-Year Graduation Rate: Met Annual Target	5-Year Graduation Rate: Met Annual Target	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	No	Not Met	Met Target†	Not Met	Not Met	Not Met	Not Met	No
White	26.47	8.94	No	Not Met	Met Target	Not Met	Not Met	n/a	Not Met	No
Hispanic	21.08	8.94	No	Not Met	Not Met	Not Met	Met Target	n/a	Not Met	No
Black or African American	44.12	8.94	No	Not Met	Met Target†	Not Met	Not Met	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	26.62	8.94	No	Met Target†	Met Target	Not Met	Met Goal	n/a	Met	No
American Indian or Alaska Native	**	**	No	**	**	N	N	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	25.70	8.94	No	Not Met	Met Target†	Not Met	Not Met	n/a	Not Met	No
Students with Disabilities	43.39	8.94	No	Met Target†	Not Met	Not Met	Met Target	n/a	Not Met	No
English Learners	**	**	No	Met Target†	Met Target†	**	**	**	Not Met	No

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

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School Narrative

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

Highlights:	• NBTHS is a National Project Lead the Way school. • NBTHS was featured in the Washington Post's 2017 America's Most Challenging H.S. NBTHS was recognized for being in the top 10% of nations for most Advanced Placement tests administered per graduate. • NBTS was voted in the 2018 Best Communities for Music Education; district music programs received this distinction for the second year in a row.
Mission, Vision, Theme:	The mission of the North Brunswick Township High School is to provide a nurturing environment that fosters personal and academic growth, creating life-long learners who are globally aware citizens.
Awards, Recognition, Accomplishments:	2017 America's Most Challenging High Schools by Washington Post. 2018 Best Communities for Music Education. 2018 Federal Green Schools Award Recipient- only one of two New Jersey schools to receive this national recogntion for our sustainability programs. Robotics Team reached semi-finals of 2018 National Tournament in Detroit Michigan.

NJ SCHOOL PERFORMANCE REPORT

NORTH BRUNSWICK TOWNSHIP HIGH SCHOOL
(23-3620-040)
Grades Offered: 09-12
2017-2018

Report Key:
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****** Accountability calculations require 20 or more students
N No Data is available to display
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School Narrative

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Courses, Curriculum, Instruction:	Courses offered in College Prep, Honors, and Advanced Placement; students can earn college credit through AP courses. Our AVID (Advanced Via Individual Determination) program exists currently in Grades 9-11, which provides selected students with a more equitable, student-centered approach to learning. The high school also has an established Freshman Academy to seamlessly transition students from middle school to high school.
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Boys & Girls), Cheerleading (Coed), Cross Country (Boys & Girls), Football (Coed), Golf (Coed), Lacrosse (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Boys & Girls), Wrestling (Coed) 2017 varsity football team made state playoffs for first time since 2010. Student-athletes awarded/signed Division I offers to play college sports while many others committed to play Division II and Division III. Multiple student athletes earned all division, conference and state honors.
Clubs and Activities:	36 extra-curricular clubs & programs with focus on academics, service, student support, and school spirit. Students participate in local, regional, and national competitions for Mathematics, Sciences, STEAM, Robotics, DECA, FBLA. Local competitions for Mock Trial and Model UN. NJ Blood Services recognized the Student Government organization as a top school in NJ for facilitating Blood Drives. Clubs and Activities raised $30,410 for various charities and community donations. Students recorded 4,423 hours of community service.

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Before and After School Programs:	School Breakfast offered by Chartwells food service.
Staff and Professional Learning:	Staff complete 17 hours of professional learning each year outside of school hours. Robust professional learning program offered by both administrators and certificated staff.
Postsecondary Information:	95% of of members of class of 2018 accepted to higher education programs with a balance of 3% employment, 1.5% Military, 0.5% undecided. College Board program recognition for the Class of 2018: All AP & PSAT Exams are paid for by the Board of Education, 51% of all 2018 AP exams score 3 or better; One National Merit Scholar; 3 Finalists in the National Merit Program; Nine Commended Students in the National Merit Scholarship. Competition. Class of 2018 earned over $1 million in 4 year total of college scholarships and awards. PSAT offered to all students 9-11. SAT prep elective course offered. Saturday SAT and ACT exams offered - fee waivers provided to all students who qualify. 3 Scheduled Financial Aid Programs for parents, numerous others scheduled by outside groups. We use NAVIANCE to develop programs that support students' when searching for and applying to colleges or employment.

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Student Supports and Services:	Supports and services provided for classified students through continual monitoring by Child Study Team. Supports and services provided through ESL program for English language learners. After school tutoring and study hall offered 4 days a week in school library (MRC). I&RS process established through Guidance Department.
Student Health and Wellness:	Breakfast programs offered through Chartwells Dining Service. Physical Education/Health Education 9-12, on site Eye Exams and Flu Shot clinic. Student Government Organization sponsored Blood Drives twice a year. Filtered water fountain designed for refilling water bottles available to students and staff.
Parent and Community Involvement:	Active PTSO, SEPTO. Parents attend monthly meetings. Freshman Orientation, Freshman Parent Night, Sophomore , Junior and Senior parent nights. College planning nights. Parents have access to Genesis Parent Portal, partnerships with North Brunswick Township Parks and Recreation Department on a number of community initiatives.

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Facilities:	Original building constructed in 1973. Additions in 1990 and 2006. Library, State of the Art Auditorium, 10 Computer labs, 14 Science labs, 3 Engineering labs, Main Gym, 2 Auxiliary Gyms, Aquatic Center & Air conditioning. Technology available in every classroom. Two (2) Artificial Surface playing fields lined for boys and girls soccer, football, boys and girls lacrosse. Two (2) natural grass baseball and softball fields. Shared services with township tennis courts and cross country course.
School Safety:	The NBTHS Security Plan is a multi-level document that was created by the school administration, Central Office DOE certified School Security Specialist, NBTPD, NBTOEM, NBTFD, NBFARS, and other community shareholders. The plan uses target hardening, crime prevention through environmental design, latest technologies, and trained personnel to ensure a safe and secure environment for staff and students. The NBTHS plan and policies meet and exceed the specifications outlined by the NJDOE and NJ OHSP. Specifics of the plan are confidential but supplied to certified shareholders upon request.

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Technology and STEM:	Chromebook carts for all departments, use of Google Classroom by staff, STEM Academy, courses offered in engineering and computer science. CAD lab, smartboards in math classes, interactive projectors and lap tops in all classrooms. Technology club. Award winning Raider Robotix program.

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Other Information:	School day runs from 7:36-2:12. 4 Day Rotational Schedule. Students take 8 classes, 6 classes meet a day (2 drop). 55 minute class periods. All classrooms in the school outfitted with lap top and projector for interative presentations. Chromebooks carts available for student use by department. Parent communication available through Friday Folder: https://sites.google.com/nbtschools.org/nbthsfridayfolder/home, Parent Portal, email, Social Media. NBTHS Guidance Department LiveBinder- #1 most accessed LiveBinder on the site: http://www.livebinders.com/play/play?id=329553