



WALLKILL VALLEY REGIONAL HIGH SCHOOL
2016-2017
Grade Span 09-12

37-5435-060
 SUSSEX
 WALLKILL VALLEY REGIONAL
 10 GRUMM ROAD
 HARDYSTON TOWNSHIP, NJ 07419

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



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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	177	175	127
10	173	174	171
11	156	160	173
12	149	160	165
Ungraded	0	0	2
Total	655	669	638

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	47%	47%	49%
Male	53%	54%	51%
Economically Disadvantaged Students	18%	16%	14%
Students with Disabilities	21%	20%	23%
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	84.2%
Hispanic	8.6%
Black or African American	3.9%
Asian	1.3%
American Indian or Alaska Native	0.3%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	1.7%

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	638
Shared Time Students	0
Full Time Equivalent	638

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	98.9%
Other	1.2%



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English Language Arts/Literacy Assessment - Participation and Performance

This table shows information about the English Language Arts/Literacy section of the *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessment 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	214	98.6	44.40	44.40	54.90	44.4	33.9	Met Target
White	180	98.8	43.90	43.90	63.90	43.9	35.4	Met Target
Hispanic	20	100.0	40.00	40.00	39.80	40	19.2	Met Target
Black or African American	*	*	*	*	35.20	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	80.70	*	**	**
American Indian or Alaska Native	*	*	*	*	53.70	*	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	102	99.3	54.90	54.90	62.20	54.9		
Male	112	98.0	34.80	34.80	48.10	34.8		
Economically Disadvantaged Students	31	95.8	16.10	16.10	36.20	16.1	14.9	Met Target
Non-Economically Disadvantaged Students	183	99.2	49.20	49.20	65.80	49.2		
Students with Disabilities	52	97.4	11.50	11.50	20.50	11.5	7.7	Met Target
Students without Disabilities	162	99.1	55.00	55.00	61.90	55		
English Learners	N	N	N	N	25.20	N	**	**
Non-English Learners	214	98.6	44.40	44.40	57.40	44.4		
Homeless Students	N	N	N	N	26.40	N		
Students In Foster Care	*	*	*	*	24.80	*		
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
Schoolwide	124	746	746	749	15%	9%	23%	43%	10%	52%	52%
White	100	746	746	757	16%	11%	19%	44%	10%	54%	62%
Hispanic	14	747	747	733	0%	0%	*	*	0%	43%	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	*	*	*	746	*	*	*	*	*	*	48%
Female	66	759	759	756	*	*	20%	59%	*	70%	60%
Male	58	732	732	741	*	*	28%	24%	*	33%	43%
Economically Disadvantaged Students	17	719	719	731	*	*	*	*	*	29%	32%
Non-Economically Disadvantaged Students	107	751	751	758	*	*	*	*	*	56%	62%
Students with Disabilities	35	707	707	714	*	*	*	*	*	11%	13%
Students without Disabilities	89	762	762	754	*	*	*	*	*	69%	58%
English Learners	N	N	N	690	N	N	N	N	N	N	*
Non-English Learners	124	746	746	752	15%	9%	23%	43%	10%	52%	*
Homeless Students	N	N	N	719	N	N	N	N	N	N	21%
Students in Foster Care	*	*	*	718	*	*	*	*	*	*	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	166	734	734	743	30%	16%	16%	26%	13%	39%	46%
White	139	732	732	749	32%	14%	16%	26%	12%	38%	52%
Hispanic	17	738	738	728	*	*	*	*	*	35%	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	*	*	*	737	*	*	*	*	*	*	42%
Female	79	746	746	752	20%	15%	*	28%	*	46%	54%
Male	87	723	723	734	38%	16%	*	24%	*	32%	39%
Economically Disadvantaged Students	29	710	710	726	45%	*	*	*	*	14%	32%
Non-Economically Disadvantaged Students	137	739	739	751	26%	*	*	*	*	44%	54%
Students with Disabilities	39	689	689	704	*	*	*	*	*	*	12%
Students without Disabilities	127	748	748	749	*	*	*	*	*	*	52%
English Learners	N	N	N	681	N	N	N	N	N	N	*
Non-English Learners	166	734	734	745	30%	16%	16%	26%	13%	39%	*
Homeless Students	N	N	N	715	N	N	N	N	N	N	21%
Students in Foster Care	*	*	*	710	*	*	*	*	*	*	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	149	729	729	736	24%	22%	*	30%	*	33%	38%
White	120	732	732	738	*	*	23%	32%	*	35%	40%
Hispanic	16	711	711	731	*	*	*	*	0%	19%	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	*	*	*	731	*	*	*	*	*	*	36%
Female	72	738	738	744	18%	*	25%	36%	*	42%	46%
Male	77	720	720	729	30%	*	17%	25%	*	25%	31%
Economically Disadvantaged Students	25	728	728	729	*	*	*	*	*	36%	32%
Non-Economically Disadvantaged Students	124	729	729	740	*	*	*	*	*	32%	42%
Students with Disabilities	38	699	699	709	*	*	*	*	*	*	12%
Students without Disabilities	111	739	739	741	*	*	*	*	*	*	43%
English Learners	N	N	N	699	N	N	N	N	N	N	*
Non-English Learners	149	729	729	737	24%	22%	*	30%	*	33%	*
Homeless Students	*	*	*	722	*	*	*	*	*	*	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	*	*	*	713	*	*	*	*	*	*	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.

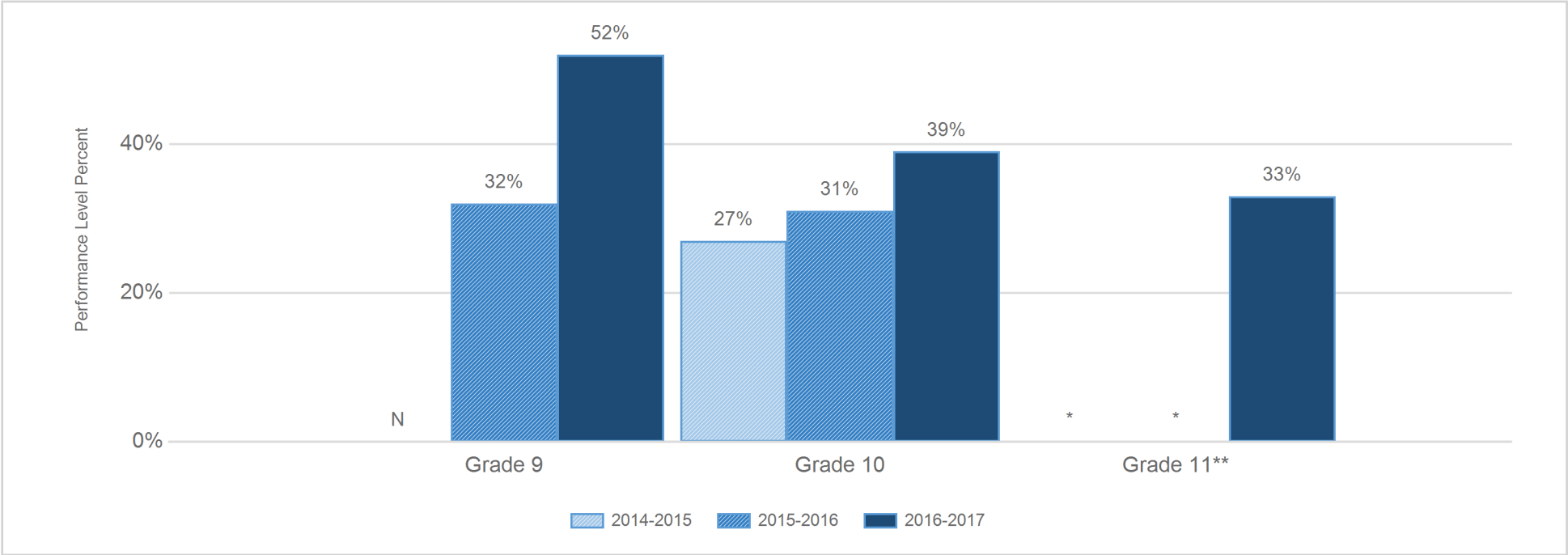


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English Language Arts/Literacy Assessment - Performance Trends

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	214	98.3	26.70	26.70	43.50	26.7	24	Met Target
White	179	98.4	28.50	28.50	52.40	28.5	24.8	Met Target
Hispanic	21	100.0	*	*	27.60	*	11.3	Met Target†
Black or African American	*	*	*	*	21.70	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	75.60	*	**	**
American Indian or Alaska Native	*	*	*	*	42.50	*	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	101	98.6	31.70	31.70	44.10	31.7		
Male	113	98.0	22.10	22.10	42.90	22.1		
Economically Disadvantaged Students	30	93.9	*	*	25.10	*	15.3	Not Met
Non-Economically Disadvantaged Students	184	99.2	*	*	54.30	*		
Students with Disabilities	53	97.4	*	*	16.50	*	5.3	Met Target
Students without Disabilities	161	98.6	*	*	48.80	*		
English Learners	N	N	N	N	23.30	N	**	**
Non-English Learners	214	98.3	26.70	26.70	45.20	26.7		
Homeless Students	N	N	N	N	16.40	N		
Students In Foster Care	*	*	*	*	15.10	*		
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
Schoolwide	121	732	732	743	14%	27%	29%	30%	0%	30%	42%
White	95	734	734	751	15%	24%	27%	34%	0%	34%	52%
Hispanic	15	723	723	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	*	*	*	741	*	*	*	*	*	*	41%
Female	62	735	735	744	*	19%	36%	32%	*	32%	43%
Male	59	728	728	741	*	36%	22%	27%	*	27%	40%
Economically Disadvantaged Students	18	706	706	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	103	736	736	751	*	*	*	*	*	*	52%
Students with Disabilities	37	708	708	714	*	*	*	*	*	*	10%
Students without Disabilities	84	742	742	747	*	*	*	*	*	*	47%
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	121	732	732	745	14%	27%	29%	30%	0%	30%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	*	*	*	711	*	*	*	*	*	*	*
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
Schoolwide	151	722	722	734	17%	36%	33%	13%	0%	13%	30%
White	124	721	721	740	19%	37%	30%	14%	0%	14%	38%
Hispanic	19	726	726	722	*	*	*	*	*	*	14%
Black or African American	*	*	*	719	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	758	*	*	*	*	*	*	65%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	29%
Two or More Races	N	N	N	733	N	N	N	N	N	N	32%
Female	69	726	726	735	*	*	*	*	*	*	31%
Male	82	719	719	733	*	*	*	*	*	*	30%
Economically Disadvantaged Students	32	709	709	721	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	119	726	726	740	*	*	*	*	*	*	39%
Students with Disabilities	41	702	702	711	*	*	*	*	*	*	*
Students without Disabilities	110	730	730	738	*	*	*	*	*	*	*
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	151	722	722	735	17%	36%	33%	13%	0%	13%	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	*
Students in Foster Care	*	*	*	713	*	*	*	*	*	*	*
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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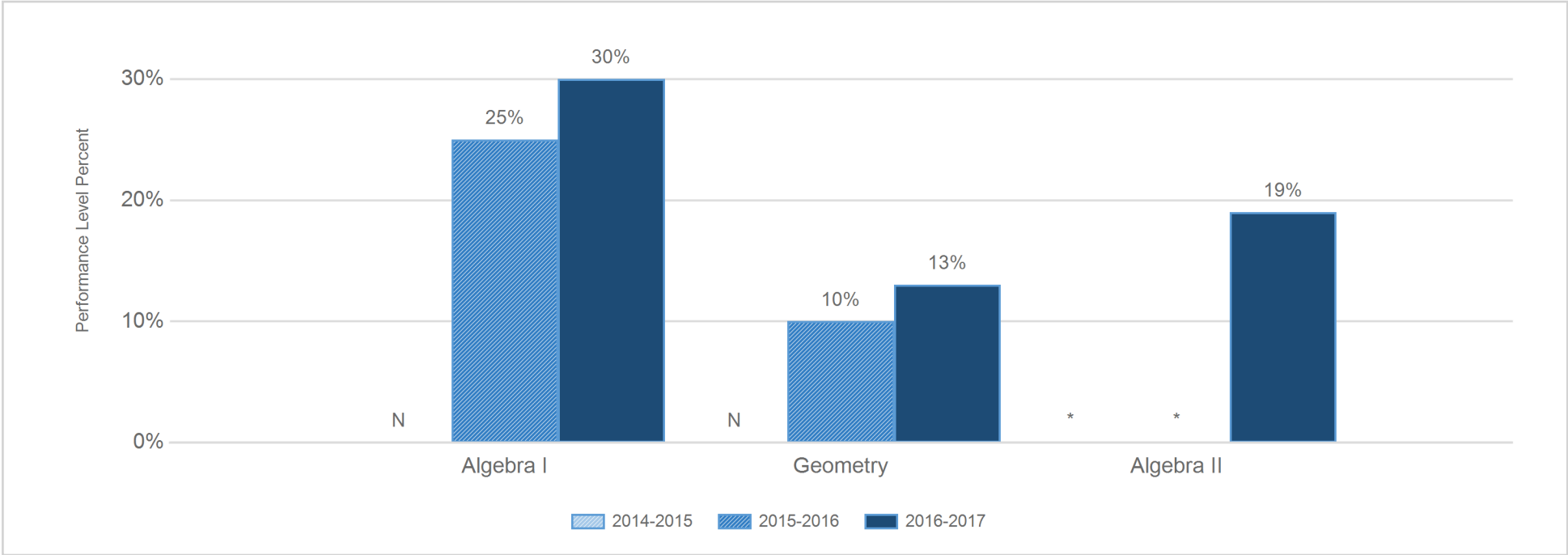
Mathematics Assessment - Performance by Test: Algebra II

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
Schoolwide	157	712	712	725	43%	26%	*	18%	*	19%	28%
White	129	714	714	731	40%	29%	*	19%	*	19%	33%
Hispanic	15	695	695	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	*	*	*	718	*	*	*	*	*	*	25%
Female	81	715	715	725	40%	31%	*	*	*	21%	27%
Male	76	709	709	725	47%	21%	*	*	*	16%	29%
Economically Disadvantaged Students	18	694	694	708	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	139	715	715	733	*	*	*	*	*	*	35%
Students with Disabilities	35	684	684	692	*	*	*	*	*	*	*
Students without Disabilities	122	721	721	729	*	*	*	*	*	*	*
English Learners	N	N	N	692	N	N	N	N	N	N	*
Non-English Learners	157	712	712	726	43%	26%	*	18%	*	19%	*
Homeless Students	*	*	*	702	*	*	*	*	*	*	*
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.

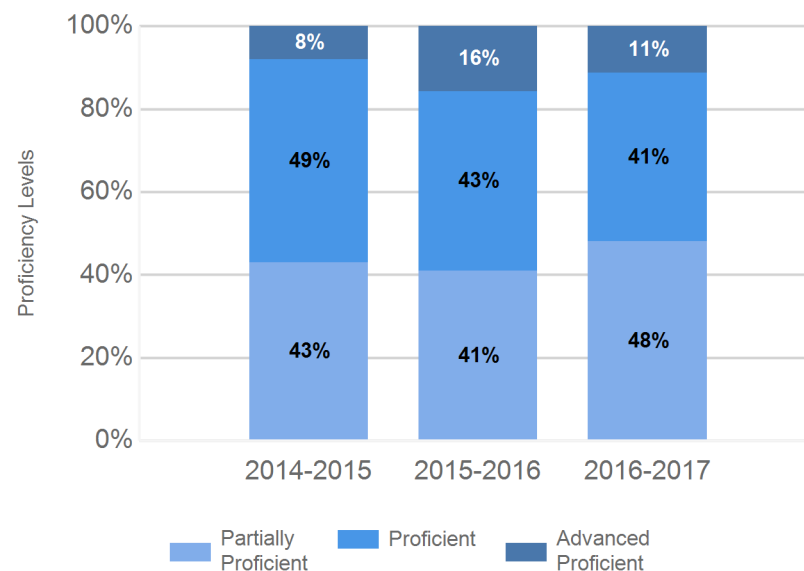
Biology Assessment - Performance

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	11%	41%	48%
White	13%	39%	48%
Hispanic	N	39%	*
Black or African American	N	*	*
Asian, Native Hawaiian, or Pacific Islander	N	*	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	N	31%	69%
Students with Disabilities	3%	11%	87%
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	95.3%	89.4%
Percentage of students taking the SAT	83.0%	70.0%
Percentage of students taking the ACT	7.3%	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	477	481	Varies By Grade	68%	67%
PSAT - Math	472	483	Varies By Grade	43%	49%
SAT - Reading and Writing	556	551	480	84%	77%
SAT - Math	568	552	530	68%	58%
ACT - Reading	23	24	22	50%	65%
ACT - English	24	24	18	75%	79%
ACT - Math	24	24	22	75%	65%
ACT - Science	23	23	23	58%	54%



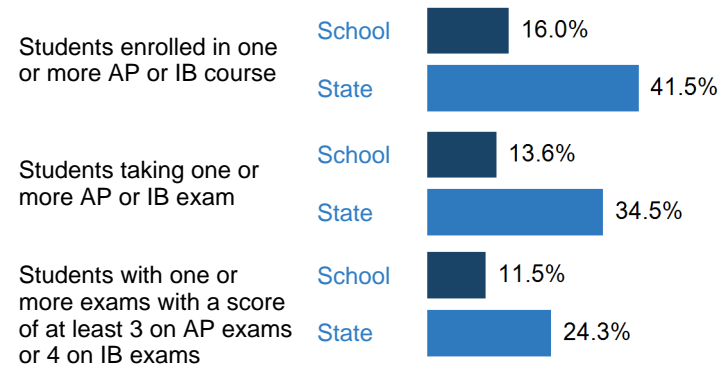
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate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

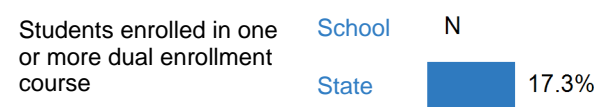
AP/IB Coursework – Participation and Performance

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 Art—History of Art	4	3
AP Biology	5	5
AP Calculus AB	12	6
AP Chemistry	14	11
AP Computer Science A	6	3
AP English Language and Composition	17	17
AP English Literature and Composition	5	4
AP Physics 1	6	6
AP Statistics	7	4
AP U.S. History	15	15
Total Exams Taken		74
Exams with scores of at least 3 on AP exams or 4 on IB exams		58



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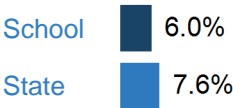
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This section contains information about participation in approved **Career and Technical Education (CTE)** programs and **Structured Learning Experiences**. For more information about CTE in New Jersey, please visit <http://www.nj.gov/education/cte/>.

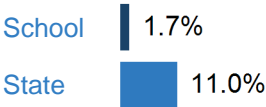
Career and Technical Education Participation

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)



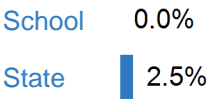
CTE Concentrators
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



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
Total non-duplicated number of students**	0	
Total number of credentials earned in all clusters		0

**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	112	18	0	0	0	0	4
10	2	141	3	0	0	0	23
11	2	7	124	26	0	0	12
12	0	1	10	43	21	7	0
Schoolwide	116	167	137	69	21	7	39
Enrolled in AP/IB Course					12	7	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	40	0	0	0	0	81
10	116	45	0	1	0	3
11	4	91	0	38	19	13
12	5	3	0	4	37	58
Schoolwide	165	139	0	43	56	155
Enrolled in AP/IB Course	5	14		0	6	0



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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.

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	119	0	0	0	0	0
10	0	164	0	0	0	0
11	3	88	0	2	0	1
12	1	7	0	49	61	23
Schoolwide	123	259	0	51	61	24
Enrolled in AP/IB Course	0	15	0	0	0	0

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	42	14	7	0	0	0	0
10	75	47	32	0	0	0	0
11	54	25	34	0	0	0	0
12	37	12	8	0	0	0	0
Schoolwide	208	98	81	0	0	0	0
Enrolled in AP/IB Course	N	N	N	N	N	N	N
Enrolled in Level 3 or Higher	65	21	16	0	0	0	0
Earned Seal of Biliteracy	N	N	N	N	N	N	N



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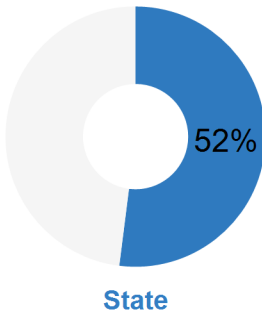
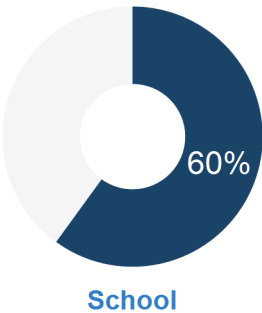
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Visual and Performing Arts – Course Participation

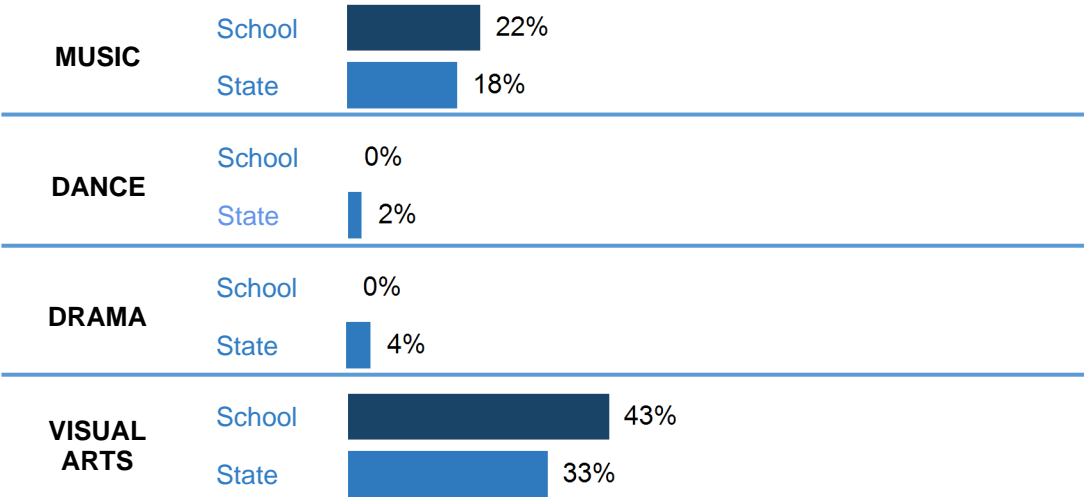
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines 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	93.8%	90.5%	90.9%	91.8%	91.4%	92.3%	Not Met	93.5%	91.1%	Met Target
White	94.6%	94.5%	90.5%	95.1%	91.1%	92.6%	Not Met	94.7%	90.2%	Met Target
Hispanic	*	84.3%	91.7%	86.3%	91.7%	**	**	*	**	**
Black or African American	*	83.4%	*	85.3%	*	**	**	*	**	**
Asian, Native Hawaiian or Pacific Islander	*	96.6%	*	97.5%	*	**	**	*	**	**
American Indian or Alaska Native	*	92.3%	N	86.6%	N	N	N	*	**	**
Two or More Races	*	91.9%	N	93.7%	N	N	N	N	N	N
Economically Disadvantaged Students	92.6%	83.9%	83.8%	85.6%	81.6%	89.2%	Not Met	88.9%	90.3%	Not Met
Students with Disabilities	93.6%	78.8%	77.1%	82.1%	81.8%	84.9%	Not Met	90.6%	77.5%	Met Target
English Learners	N	76.1%	N	79.7%	N	**	**	*	**	**
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	93.8%	-
2016	91.4%	90.9%
2015	92.2%	93.5%

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	1.3%	1.1%
2015-2016	0.9%	1.1%
2014-2015	2.2%	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.

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
Statewide	71.1%	29.5%	70.5%
Schoolwide	64.7%	47.2%	52.8%
White	68.2%	45.6%	54.4%
Hispanic	*	*	0%
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	0%	0%	0%
American Indian or Alaska Native	0%	0%	0%
Two or More Races	0%	0%	0%
Economically Disadvantaged Students	43.8%	42.9%	57.1%
Students with Disabilities	36.7%	72.7%	27.3%
English Learners	N	N	N

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	70.3%	50.5%	49.6%	77.5%	22.5%	64.9%	35.1%
White	73.2%	51.9%	48.1%	78.9%	21.2%	64.4%	35.6%
Hispanic	40%	50%	50%	75%	25%	75%	25%
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	*	*	*	*	*	*	*
Economically Disadvantaged Students	30.8%	100%	0%	100%	0%	100%	0%
Students with Disabilities	37.5%	88.9%	11.1%	100%	0%	88.9%	11.1%
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

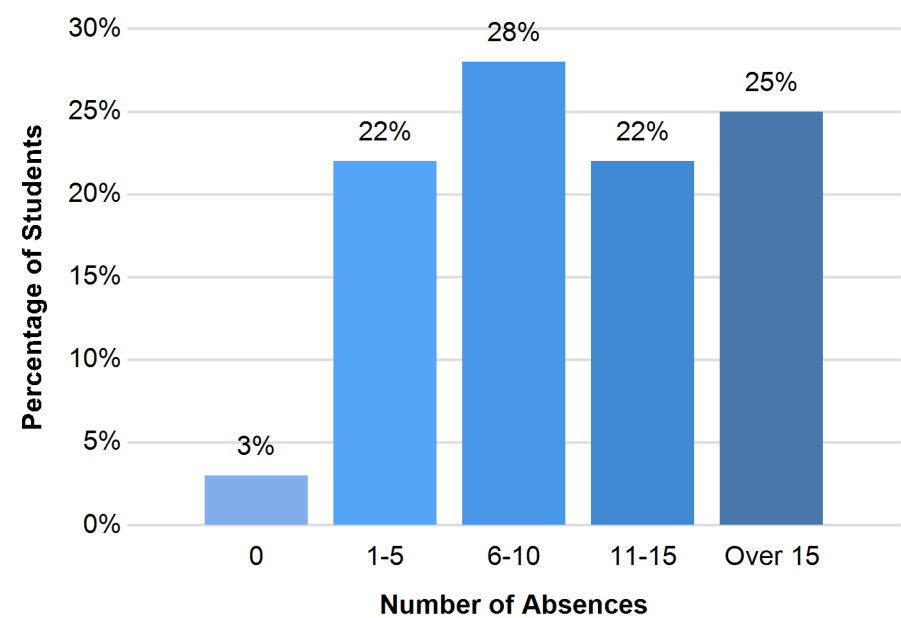
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	19.30	14.30	Not Met
White	19.20	14.30	Not Met
Hispanic	21.10	14.30	Not Met
Black or African American	18.50	14.30	Not Met
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	27.60	14.30	Not Met
Students with Disabilities	31.90	14.30	Not Met
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.



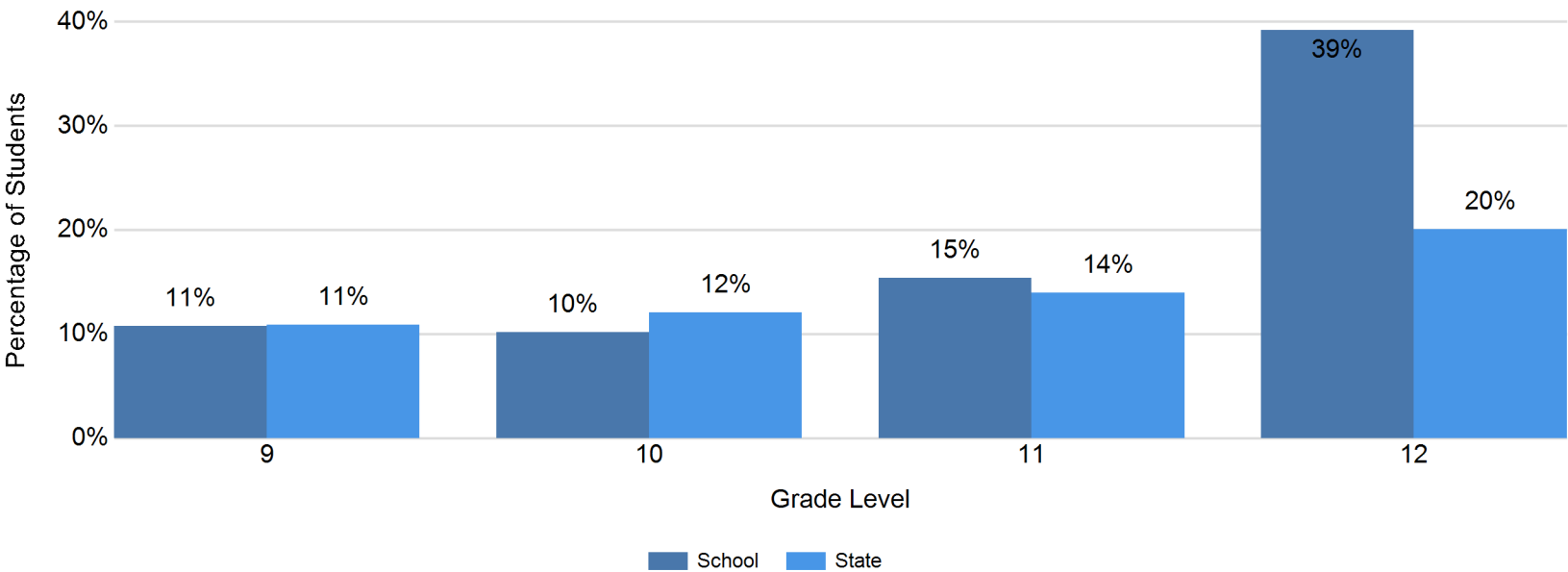


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Chronic Absenteeism by Grade

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	7:50AM
Typical End Time	2:30PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	5 Hrs. 39 Mins.
Shared Time - Instructional Time	3 Hrs. 30 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	4
Vandalism	0
Weapons	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	6
Total Unique Incidents	11
Incidents Per 100 Students Enrolled	1.72

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	2.2%
Out-of-School Suspensions	11.4%
Any Suspension	12.2%

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	1.4:1	78.4 kbps	100 kbps	No	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)	\$365	\$16,765	\$17,130



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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	59	120,724
Average years experience in public schools	15.3	11.8
Average years experience in district	11.9	10.5
Teachers in district for 4 or more years	73%	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	9	9,506
Average years experience in public schools	15.6	15.9
Average years experience in district	9.0	11.6
Administrators in district for 4 or more years	67%	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	11:1	11:1
Administrators	71:1	71:1
Librarian/Media Specialists		638:1
Nurses		638:1
Counselors		319:1
Child Study Team		213:1



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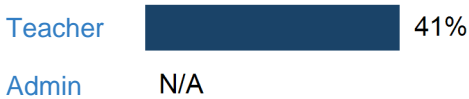
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Teachers and Administrators - Level of Education

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	84%	89%
2015-16 Administrators: Same district 2016-17	100%	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	96%



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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	38.8	17.5%
Mathematics Proficiency	34.4	17.5%
Graduation - 4-Year	31.5	25.0%
Graduation - 5-Year	47.2	25.0%
Chronic Absenteeism	22.0	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		35.8
Summative Rating: Percentile rank of Summative Score		30.7
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	35.8	6.2	No	Met Target	Met Target	Not Met	Not Met	Met Target	No
White	27.2	6.2	No	Met Target	Met Target	Not Met	Not Met	Met Target	No
Hispanic	**	**	No	Met Target	Met Target†	Not Met	**	**	No
Black or African American	**	**	No	**	**	Not Met	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	N	**	No
Two or More Races	**	**	No	**	**	**	N	N	No
Economically Disadvantaged Students	26.5	6.2	No	Met Target	Not Met	Not Met	Not Met	Not Met	No
Students with Disabilities	52.0	6.2	No	Met Target	Met Target	Not Met	Not Met	Met Target	No
English Learners	**	**	No	**	**	**	**	**	No

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† Target was met within a confidence interval.



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School General Info

Principal:	Mr. Carr	Email Address:	dcarr@wallkill.k12.nj.us
Address:	10 GRUMM ROAD HARDYSTON TOWNSHIP, NJ 07419	Website:	https://www.wallkillvrhs.org
Phone:	(973)827-4100	Facebook:	https://www.facebook.com/WVRHS

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:	<ul style="list-style-type: none"> • The Steve Iannotta Greenhouse was built to incorporate horticulture into the science curriculum • The Wallkill award winning Choir, Concert Band & Arts have received multiple recognitions year after year • Wallkill offers a college accreditation program in Healthcare with Rutgers University
 Mission, Vision, Theme:	<p>In partnership with the community, the Wallkill Valley Regional High School District is committed to educational excellence and guarantees challenging learning opportunities for all students to become lifelong learners and productive and responsible members of society.</p>
 Awards, Recognition, Accomplishments:	<p>78% of our students scored a 3 or higher on the 2017 AP exams. 11 students earned AP Scholar Awards in recognition of their exceptional achievement on the College Board's Advanced Placement Exams. 7 students received the AP Scholar Award, 4 students the AP Scholar with Honor Award & 1 student the AP Scholar with Distinction Award for receiving an average score of at least 3.5 on all AP Exams taken, and scores of 3 or higher on five or more of these exams.</p>







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 Courses, Curriculum, Instruction:	<p>Wallkill offers 11 AP courses, 15 Honors and 5 concurrent college courses with SCCC. Touch ID screens have been installed in math, language arts, world language, & science classes to enhance student connectivity to a wide variety of content. Students & teachers are able to use these devices in all areas to interact with apps and software specific to their content areas.</p>
 Sports and Athletics:	<p>Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Co-ed), Cross-Country (Boys & Girls), Field Hockey (Girls), Football (Co-ed), Golf (Boys & Girls), Ice Hockey (Co-ed), Soccer (Boys & Girls), Softball (Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Wrestling (Co-ed)</p> <p>Wallkill's field hockey team has an athlete with one of the leading number of goals in the State. 2016 Cross Country teams placed 2nd & 5th in NJSIAA North 1 Group 1 & advanced to the State Group Championship. The Boys placed 3rd in NJSIAA Group 1 State Championship & advanced to the Meet of Champions. The past 10 years the boys have only lost 5 meets. Many runners have continued their careers on Division I, II, & III level.</p>
 Clubs and Activities:	<p>Marching Band, Chorus, Honors Choir, Drama, Light & Sound, Academic Bowl, National ArtHS, Art Club, Mock Trial, Newspaper, Science League, Peer Counseling, FBLA, Math League, National HS, English NHS, Spanish NHS, Italian NHS, French NHS, Anime Club, Ecology Club, SADD, Pass It Along, Class Officers, Student Council, Literary Magazine, Wallkill Athletic Leadership Club, Photography Club, Ranger Station School Store, Art Coordinators, Kickboxing, BASIC, Sports Medicine, Yearbook</p>
 Before and After School Programs:	<p>Wallkill offers a FREE SAT prep course for all interested students, after school on Fridays. On a weekly basis, students come in a review SAT style questions and are provided strategies to answering specific problem types to help our students improve their scores.</p>








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 Staff and Professional Learning:	<p>Wallkill's math teachers have been using "Edulastic" to help implement more PARCC style questions into our lessons. Edulastic is a program that provides teachers a template to develop their own questions in a number of styles or take prepared questions that are grouped through their standards. It is also compatible with google classroom, a technology implemented schoolwide.</p>
 Postsecondary Information:	<p>At Wallkill 78% of our students scored a 3 or higher on the 2017 AP exams. Guidance holds a Financial Aid presentation for senior parents with the Director of Financial Aid at SCCC and 30-40 college reps attend their annual college mini-fair. Counselors visit senior English courses and provided students with a review the college application process. Topics included teacher recommendations, transcript review and the common application.</p>
 Student Supports and Services:	<p>Wallkill & ShopRite build our life skills program by presenting lessons in health & nutrition, finance in food shopping, shopping lists, & managing money. Students take trips mocking shopping experiences budgeting finances, healthy choices, and meal planning. Our Life Skills class integrates activities of daily living, managing schedules & money, health & hygiene, cooking, cleaning, laundry & chores. Students visit local businesses to apply skills in various settings.</p>
 Student Health and Wellness:	<p>Wallkill offers a Rutgers School of Health Professions Health Science Careers program to provide school to careers preparation for multiple health careers through a curriculum emphasizing science, human & organizational health care, & college credit and clinical experience. Mascios Food Services donates seeds to our greenhouse that are used within our classes to grow crops & vegetables. The science classes donate a portion of the harvested plants back to the cafeteria for lunches.</p>
 Parent and Community Involvement:	<p>Wallkill has increased communication with parents & students through Realtime SIS. Parents can access student records via the Parent Portal. The portal offers parents a unique login to view student grades, attendance, food services, fines & contact information. It also allows for the posting of general announcements & information. Realtime's instant alert system is used for school closings & delays along with the distribution of general announcements. Parents may receive calls, texts & emails.</p>





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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers</p> <p>Wallkill Valley has a School Safety Team Committee comprised of law enforcement, teachers, administrators and parents. They meet throughout the school year to discuss school climate and safety within the school setting. Surveys are administered to stakeholders to collect data on these topics to improve areas in need.</p>
 <p>Facilities:</p>	<p>Wallkill built a greenhouse for our Science & Special Ed Life Skills classes. The greenhouse is a geodesic dome that can be used year round and provides our students the opportunity to work hands on with a multitude of different experiments and true real life experiences of growing their own food. Renovations to some classrooms facilitate life skills with a full kitchen, washer/dryer, & furniture to assist with office and job skills development. New bleachers support our athletic program.</p>



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Other Information:

Wallkill has a 9 period day schedule which offers multiple opportunities for student study in elective areas. Some of these areas include a full auto-body shop, a full wood shop, digital photography production lab, pottery studio, STEM program, early elementary education program, Graphics Production lab, CTE approved accounting curriculum, college accreditation healthcare program, the Ranger Station School Store & much more. Wallkill is a safe building having 3 armed guards at school that alternate shifts. We work very closely with the Hardyston PD to ensure that we are proactive about potential threats or problems with the school. Our school is equipped with surveillance cameras to help identify potential problems with the school. Wallkill is highly involved in the community. Our students participate in band & choir performances at WSUS, county meetings, state competitions & events. Wallkill has collaborative partnerships with local businesses to enhance hands on learning opportunities for our students. Wallkill has been integrating Interactive Flat Panels as a replacement to SmartBoards and projectors. These are interactive screens that require no projector and no computer. They have been incorporated into Foreign Language, ELA, Science, and Math classrooms. Wallkill offers up to 6 Chromebook cart/mobile labs in the Media Center, Foreign Language, Math, Science, & ELA. iPads are used in Art, Music, Special Education, & Child Development. New servers have been installed to improve network stability for student and faculty use. Chromebits and Google Sign Builder are being used for digital signage throughout the school.