NJ SCHOOL PERFORMANCE REPORT

PERTH AMBOY HIGH SCHOOL
(23-4090-050)
Grades Offered: 09-12
2017-2018

Report Key:
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****** Accountability calculations require 20 or more students
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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

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School Contact Info

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

Type	Contact Information
County	MIDDLESEX
District	PERTH AMBOY CITY
Principal Name	MRS. RODRIGUEZ
Address	300 EAGLE AVE PERTH AMBOY, NJ 08861
Phone Number	(732)376-6030
Email Address	DRODRIGUEZ@paps.net
Website	https://www.paps.net/Domain/9

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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	600	659	667
10	593	543	573
11	436	515	510
12	376	411	472
Total	2,005	2,128	2,222

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	48.6%	48.8%	48.4%
Male	51.4%	51.2%	51.6%
Economically Disadvantaged Students	86.9%	89.7%	89.2%
Students with Disabilities	9.9%	9.0%	9.4%
English Learners	23.5%	26.8%	29.8%
Homeless Students		0.4%	0.3%
Students in Foster Care		0.2%	0.3%
Military-Connected Students		0.0%	0.0%
Migrant Students		0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2015-16	2016-17	2017-18
White	1.6%	1.6%	1.5%
Hispanic	92.5%	92.8%	93.5%
Black or African American	5.3%	5.4%	4.7%
Asian	0.2%	0.1%	0.3%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.2%	0.0%	0.1%

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	1,994	2,116	2,210
Shared Time Students	20	22	23
Full Time Equivalent	2,004	2,127	2,222

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
Spanish	62.8%
English	36.6%
Other Languages	0.6%

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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	991	96.9	33.6	41.8	56.7	33.6	33.2	Met Target
White	*	*	*	49.4	65.6	*	**	**
Hispanic	920	96.8	32.4	41.2	42.5	32.4	32.9	Met Target†
Black or African American	52	98.1	42.3	43.9	37.3	42.3	23.7	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	82.3	*	**	**
American Indian or Alaska Native	N	N	N	N	52.7	N	**	**
Two or More Races	N	N	N	*	63.4	N	**	**
Female	483	96.4	41.8	50.1	64.5	41.8		
Male	508	97.4	25.8	34.0	49.4	25.8		
Economically Disadvantaged Students	878	97.3	32.4	40.0	38.5	*	32.6	Met Target†
Non-Economically Disadvantaged Students	113	94.5	43.4	53.7	67.5	*		
Students with Disabilities	91	91.2	*	14.3	21.6	*	10.9	Not Met
Students without Disabilities	900	97.5	*	45.6	63.9	*		
English Learners	283	97.2	*	11.7	27.3	*	13.8	Not Met
Non-English Learners	708	96.8	*	49.1	59.4	*		
Homeless Students	*	*	*	23.1	27.7	*		
Students In Foster Care	*	*	*	29.4	26.3	*		
Military-Connected Students	N	N	N	N	57.4	N		
Migrant Students	N	N	N	N	30.1	N		

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	577	725	725	752	34%	13%	22%	24%	7%	31%	55%
White	*	*	*	760	*	*	*	*	*	*	64%
Hispanic	537	724	724	735	35%	13%	22%	23%	7%	30%	38%
Black or African American	30	735	735	734	*	*	*	*	*	37%	34%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	782	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	752	N	N	N	N	N	N	51%
Two or More Races	N	N	N	760	N	N	N	N	N	N	63%
Female	274	732	732	759	29%	9%	23%	28%	11%	38%	63%
Male	303	720	720	744	38%	16%	21%	21%	4%	25%	46%
Economically Disadvantaged Students	516	724	724	733	35%	*	22%	*	*	30%	34%
Non-Economically Disadvantaged Students	61	740	740	761	23%	*	16%	*	*	46%	65%
Students with Disabilities	54	693	693	716	*	*	*	*	*	*	15%
Students without Disabilities	523	729	729	758	*	*	*	*	*	*	62%
English Learners	191	686	686	691	*	*	*	*	*	*	*
Non-English Learners	386	745	745	755	*	*	*	*	*	*	*
Homeless Students	N	N	N	720	N	N	N	N	N	N	22%
Students in Foster Care	*	*	*	719	*	*	*	*	*	*	20%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	54%
Migrant Students	N	N	N	696	N	N	N	N	N	N	10%

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	455	725	725	749	39%	13%	15%	23%	11%	34%	51%
White	*	*	*	756	*	*	*	*	*	*	58%
Hispanic	426	724	724	733	39%	13%	15%	23%	10%	33%	38%
Black or African American	22	740	740	728	*	*	0%	*	*	50%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	782	*	*	*	*	*	*	78%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	50%
Two or More Races	N	N	N	753	N	N	N	N	N	N	55%
Female	235	732	732	759	34%	10%	13%	28%	14%	42%	60%
Male	220	716	716	739	44%	15%	16%	17%	8%	25%	42%
Economically Disadvantaged Students	399	723	723	730	41%	12%	14%	*	*	33%	34%
Non-Economically Disadvantaged Students	56	734	734	758	23%	18%	20%	*	*	39%	59%
Students with Disabilities	28	688	688	707	*	*	*	*	*	*	15%
Students without Disabilities	427	727	727	756	*	*	*	*	*	*	57%
English Learners	122	675	675	684	*	*	*	*	*	*	*
Non-English Learners	333	743	743	752	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	23%
Students in Foster Care	*	*	*	707	*	*	*	*	*	*	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	434	719	719	736	37%	19%	21%	20%	4%	24%	39%
White	*	*	*	737	*	*	*	*	*	*	41%
Hispanic	410	718	718	731	37%	19%	20%	20%	3%	24%	35%
Black or African American	15	721	721	729	*	*	*	*	*	20%	31%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	759	N	N	N	N	N	N	60%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	25%
Two or More Races	*	*	*	737	*	*	*	*	*	*	39%
Female	233	726	726	745	27%	20%	23%	*	*	30%	48%
Male	201	711	711	728	48%	17%	18%	*	*	17%	31%
Economically Disadvantaged Students	364	718	718	730	37%	19%	20%	*	*	24%	33%
Non-Economically Disadvantaged Students	70	724	724	739	34%	20%	23%	*	*	23%	42%
Students with Disabilities	33	700	700	708	*	*	*	*	*	*	13%
Students without Disabilities	401	720	720	742	*	*	*	*	*	*	44%
English Learners	120	691	691	702	*	*	*	*	*	*	*
Non-English Learners	314	729	729	738	*	*	*	*	*	*	*
Homeless Students	*	*	*	721	*	*	*	*	*	*	22%
Students in Foster Care	*	*	*	708	*	*	*	*	*	*	19%
Military-Connected Students	N	N	N	729	N	N	N	N	N	N	31%
Migrant Students	N	N	N	707	N	N	N	N	N	N	*

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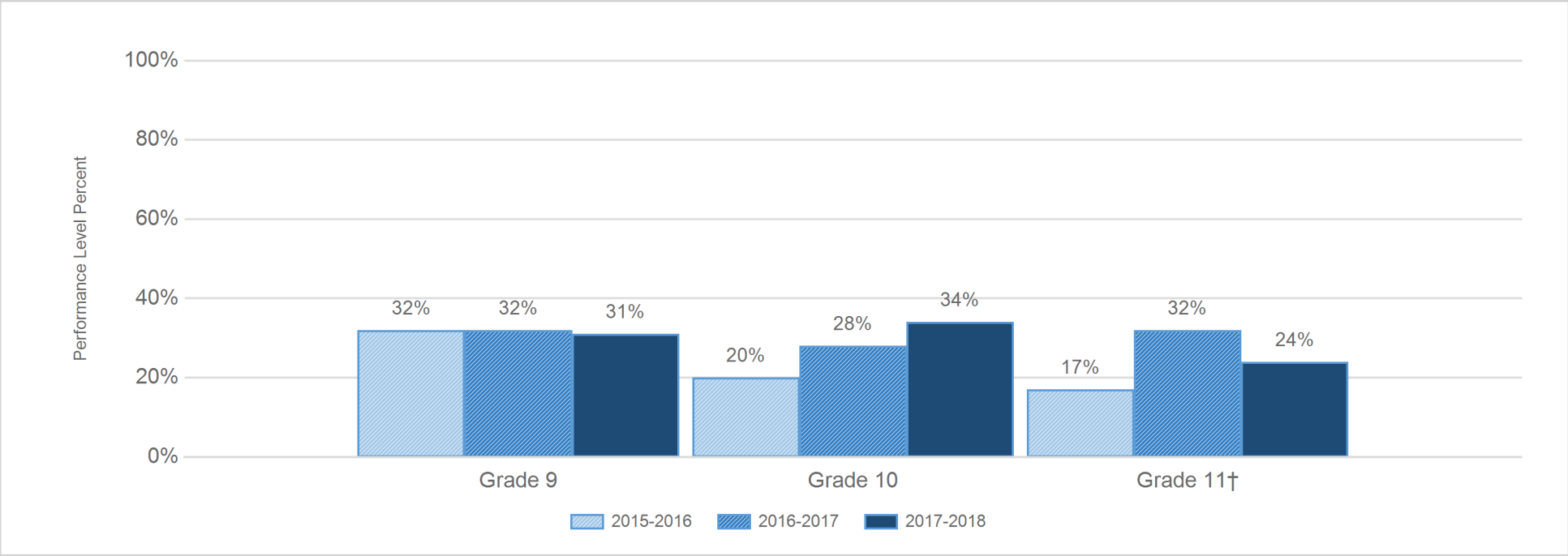
English Language Arts/Literacy Assessment - Performance Trends

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



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

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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	1049	95.1	18.7	26.4	45.0	18.7	21.1	Not Met
White	*	*	*	43.9	54.1	*	**	**
Hispanic	975	94.8	17.8	26.0	29.2	17.8	21.4	Not Met
Black or African American	53	100.0	28.3	24.6	23.4	28.3	9.4	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	77.0	*	**	**
American Indian or Alaska Native	N	N	N	N	42.5	N	**	**
Two or More Races	N	N	N	*	53.0	N	**	**
Female	485	94.5	20.0	27.9	46.0	19.9		
Male	564	95.6	17.5	24.9	43.9	17.5		
Economically Disadvantaged Students	930	95.1	17.9	24.6	26.6	*	21.4	Not Met
Non-Economically Disadvantaged Students	119	94.9	24.3	38.0	55.9	*		
Students with Disabilities	98	92.6	*	*	17.1	*	10.4	Not Met
Students without Disabilities	951	95.4	*	*	50.5	*		
English Learners	340	95.4	*	11.9	24.6	*	16.6	Not Met
Non-English Learners	709	94.9	*	30.4	46.9	*		
Homeless Students	*	*	*	*	17.3	*		
Students In Foster Care	*	*	*	13.3	16.2	*		
Military-Connected Students	N	N	N	N	45.8	N		
Migrant Students	N	N	N	N	23.7	N		

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Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	565	720	725	746	24%	34%	25%	17%	0%	17%	46%
White	*	*	*	755	*	*	*	*	*	*	57%
Hispanic	536	720	724	730	25%	34%	24%	16%	0%	16%	27%
Black or African American	24	727	*	727	*	42%	*	*	*	25%	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	N	N	N	755	N	N	N	N	N	N	54%
Female	249	722	*	748	22%	32%	29%	17%	0%	17%	48%
Male	316	719	*	745	26%	36%	22%	16%	0%	16%	44%
Economically Disadvantaged Students	508	720	723	729	*	34%	24%	*	*	17%	25%
Non-Economically Disadvantaged Students	57	726	737	756	*	35%	30%	*	*	19%	57%
Students with Disabilities	51	697	697	716	*	*	*	*	*	*	13%
Students without Disabilities	514	723	727	752	*	*	*	*	*	*	52%
English Learners	254	709	709	710	*	*	*	*	*	*	*
Non-English Learners	311	730	736	749	*	*	*	*	*	*	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	16%
Students in Foster Care	*	*	*	712	*	*	*	*	*	*	12%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	49%
Migrant Students	N	N	N	720	N	N	N	N	N	N	11%

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Mathematics Assessment - Performance by Test: Geometry

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	540	723	723	735	12%	46%	29%	*	*	13%	30%
White	*	*	*	740	*	*	*	*	*	*	37%
Hispanic	504	723	723	723	11%	46%	30%	*	*	12%	14%
Black or African American	27	721	721	719	*	56%	*	*	*	26%	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	N	N	N	741	N	N	N	N	N	N	39%
Female	266	723	723	736	12%	44%	32%	*	*	13%	30%
Male	274	722	722	734	12%	49%	26%	*	*	14%	29%
Economically Disadvantaged Students	469	723	723	722	11%	47%	29%	*	*	12%	13%
Non-Economically Disadvantaged Students	71	725	725	741	15%	38%	28%	*	*	18%	38%
Students with Disabilities	41	703	703	713	*	*	*	*	*	*	*
Students without Disabilities	499	724	724	738	*	*	*	*	*	*	*
English Learners	174	716	716	711	*	*	*	*	*	*	*
Non-English Learners	366	726	726	736	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	*
Students in Foster Care	*	*	*	711	*	*	*	*	*	*	*
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%

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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	355	707	707	727	46%	26%	15%	*	*	14%	30%
White	*	*	*	733	*	*	*	*	*	*	35%
Hispanic	329	706	706	710	47%	26%	15%	*	*	13%	14%
Black or African American	15	713	713	705	*	*	*	*	*	20%	11%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	766	*	*	*	*	*	*	66%
American Indian or Alaska Native	N	N	N	729	N	N	N	N	N	N	28%
Two or More Races	*	*	*	736	*	*	*	*	*	*	37%
Female	185	711	711	728	42%	27%	16%	*	*	15%	30%
Male	170	703	703	727	49%	24%	14%	*	*	12%	30%
Economically Disadvantaged Students	302	705	705	709	47%	26%	14%	*	*	13%	13%
Non-Economically Disadvantaged Students	53	716	716	736	40%	23%	19%	*	*	19%	37%
Students with Disabilities	30	684	684	693	*	*	*	*	*	*	*
Students without Disabilities	325	709	709	732	*	*	*	*	*	*	*
English Learners	79	682	682	691	*	*	*	*	*	*	*
Non-English Learners	276	714	714	729	*	*	*	*	*	*	*
Homeless Students	*	*	*	703	*	*	*	*	*	*	10%
Students in Foster Care	N	N	N	693	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	717	N	N	N	N	N	N	20%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%

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PERTH AMBOY HIGH SCHOOL
(23-4090-050)
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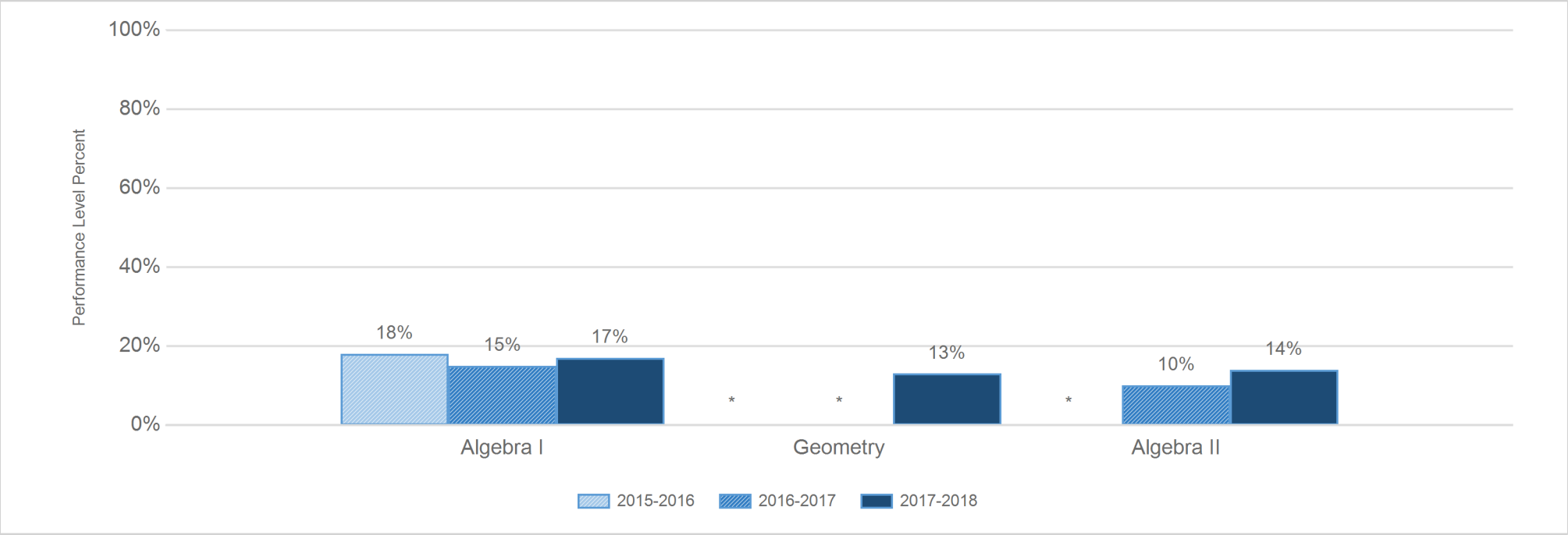
Mathematics Assessment – Performance Trends

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	*	*
10	*	*
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	26.4%	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	295	*	*
3-4	221	*	*
5 or more	115	*	*

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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	71.7%	85.0%
12th graders taking SAT in 2017-18 or prior years	65.7%	72.2%
12th graders taking ACT in 2017-18 or prior years	12.1%	24.6%

PSAT, SAT, & ACT - Performance

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

Participation Type	School Average Score	State Average Score	College Readiness Benchmarks	School - Students Scores at or above Benchmark	State - Students Scores at or above Benchmark
PSAT 10/NMSQT - Reading and Writing	409	478	Grade 10: 430 Grade 11: 460	32%	62%
PSAT 10/NMSQT - Math	425	478	Grade 10: 480 Grade 11: 510	18%	42%
SAT - Reading and Writing	458	542	480	36%	72%
SAT - Math	469	543	530	21%	54%
ACT - Reading	18	24	22	23%	62%
ACT - English	16	24	18	37%	78%
ACT - Math	19	24	22	28%	62%
ACT - Science	18	23	23	16%	53%

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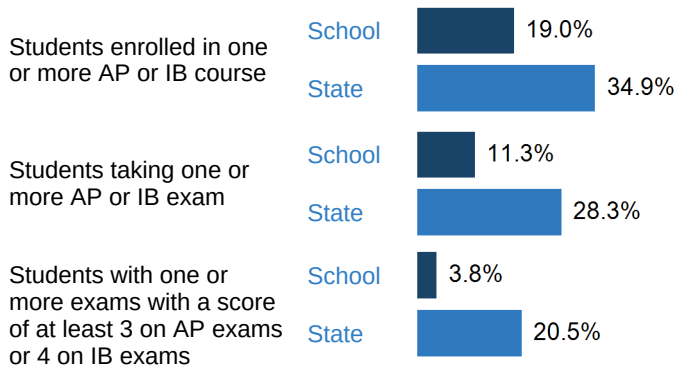
Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (IB)** courses and exams and **dual enrollment** courses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

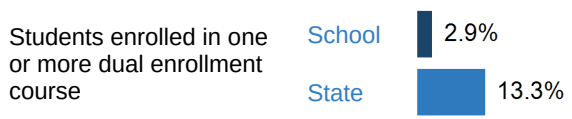
AP/IB Coursework – Participation and Performance

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	28	28
AP Calculus AB	16	15
AP Calculus BC	8	8
AP English Language and Composition	8	8
AP English Literature and Composition	18	17
AP Environmental Science	13	12
AP Music Theory	6	6
AP Psychology	11	9
AP Spanish Language	18	17
AP Studio Art—Drawing Portfolio	3	2
AP U.S. Government and Politics	18	12
AP U.S. History	41	40
AP World History	9	7
IB Geography	131	0
Total Exams taken		181
Exams with scores of at least 3 on AP exams or 4 on IB exams		62

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

Career and Technical Education Participation

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

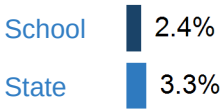
CTE Participants
(completed only one course in an approved CTE program)

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

Structured Learning Experiences Participation

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

Structured Learning Experiences



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

Industry-Valued Credentials

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

Students Earning Industry-Valued Credentials

School	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
Agriculture, Food & Natural Resources	*		
Architecture & Construction	*		
Business Management & Administration	*		
Hospitality & Tourism	*		
Manufacturing	*		
Marketing	*		
Transportation, Distribution & Logistics	*		
Total (All Clusters)	23	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	386	103	17	0	0	0	177
10	64	456	74	25	1	0	53
11	25	106	311	49	39	2	8
12	3	34	103	54	22	22	140
Total	478	699	505	128	62	24	378
Enrolled in AP/IB Course					24	0	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	12	81	0	9	534	25
10	85	469	0	50	0	27
11	372	55	0	54	0	39
12	49	22	0	62	0	133
Total	518	627	0	175	534	224
Enrolled in AP/IB Course	28	0		13	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	15

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

Social Studies and History - Course Participation

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

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	1	605	16	6	0	35
10	38	484	189	52	0	215
11	30	397	36	107	0	134
12	56	78	41	65	0	145
Total	125	1564	282	230	0	529
Enrolled in AP/IB Course	9	41	0	11		149
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	377	4	6	0	0	0	0
10	378	68	78	0	0	0	0
11	230	93	97	0	0	0	0
12	149	23	57	0	0	0	0
Total	1134	188	238	0	0	0	0
Enrolled in AP/IB Course	18	0	0	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	16	16	17	0	0	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
Russian	*
Spanish	115
Total	*

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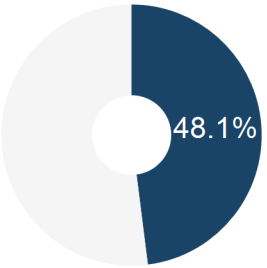
Visual and Performing Arts – Course Participation

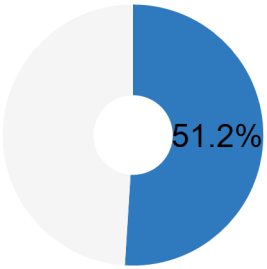
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 9-12:

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

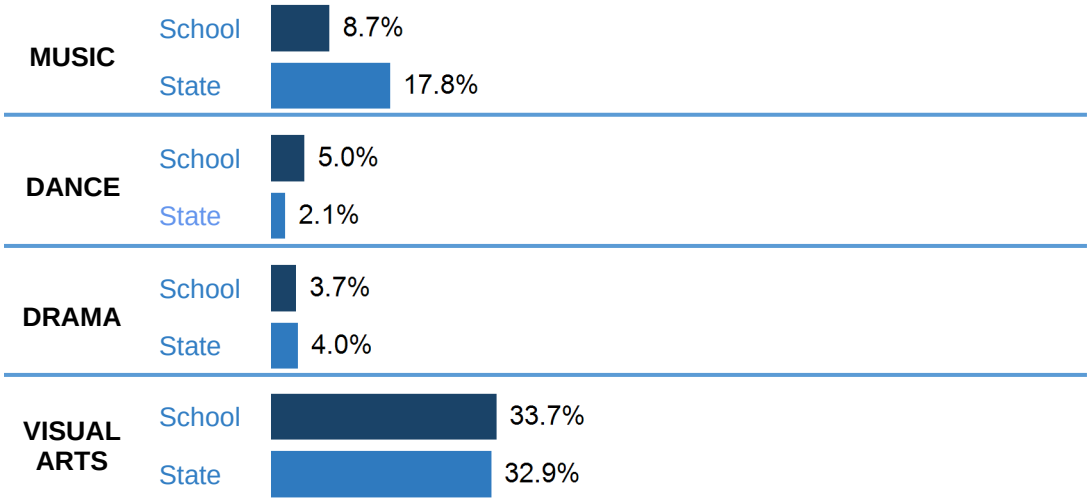


School



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	80.1%	90.9%	79.7%	92.4%	75.9%	75.6%	Met Target	77.0%	69.3%	Met Target
White	76.9%	95.0%	*	95.7%	*	**	**	57.1%	**	**
Hispanic	79.9%	84.8%	79.0%	87.3%	75.4%	74.5%	Met Target	77.5%	69.4%	Met Target
Black or African American	86.5%	84.2%	83.3%	86.8%	75.0%	78.7%	Not Met	74.1%	71.6%	Met Target
Asian, Native Hawaiian or Pacific Islander	*	97.0%	N	97.7%	N	N	N	*	**	**
American Indian or Alaska Native	*	86.5%	N	94.1%	N	N	N	N	N	N
Two or More Races	*	92.0%	*	93.9%	*	**	**	*	**	**
Economically Disadvantaged Students	82.5%	84.6%	79.9%	87.0%	76.8%	75.9%	Met Target	76.3%	72.8%	Met Target
Students with Disabilities	62.7%	80.1%	78.0%	83.5%	72.9%	75.1%	Not Met	60.9%	61.7%	Not Met
English Learners	76.6%	75.8%	75.0%	81.8%	69.4%	68.4%	Met Target	74.3%	62.0%	Met Target
Homeless Students	*	72.6%	*	79.1%	*			*		
Students in Foster Care	*	62.6%	N	64.9%						

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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	52.1%	30.9%
Substitute Competency Test	11.7%	23.9%
Portfolio Appeals Process	27.6%	36.2%
Alternate Requirements specified in IEP	7.2%	7.6%
Unknown	1.4%	1.4%

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	80.1%	-
2017	75.9%	79.7%
2016	71.7%	77.0%

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	2.8%	1.2%
2016-2017	3.4%	1.1%
2015-2016	4.0%	1.2%

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

Postsecondary Enrollment Rates: Fall

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	72.8%	27.6%	72.4%
Schoolwide	48.8%	41.5%	58.5%
White	*	*	*
Hispanic	48%	42.7%	57.3%
Black or African American	53.6%	20%	80%
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	47.5%	41.4%	58.6%
Students with Disabilities	23.7%	66.7%	33.3%
English Learners	48.2%	32.1%	67.9%

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	61.7%	57.2%	42.8%	83.3%	16.7%	92.4%	7.6%
White	*	*	*	*	*	*	*
Hispanic	61.1%	57.4%	42.6%	83.7%	16.3%	92.8%	7.2%
Black or African American	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N	N	N	N
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N
Economically Disadvantaged Students	61.9%	57.8%	42.2%	84.4%	15.6%	92.2%	7.8%
Students with Disabilities	31.1%	71.4%	28.6%	85.7%	14.3%	85.7%	14.3%
English Learners	51.4%	66.7%	33.3%	97.2%	2.8%	97.2%	2.8%

NJ SCHOOL PERFORMANCE REPORT

PERTH AMBOY HIGH SCHOOL
(23-4090-050)
Grades Offered: 09-12
2017-2018

Report Key:
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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.

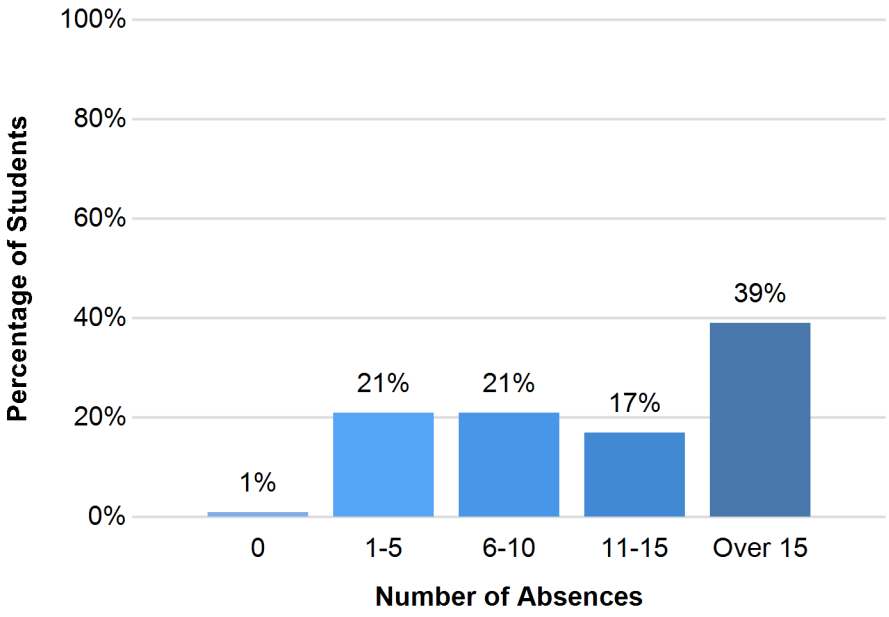
Chronic Absenteeism

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	767	33.9	14.9	Not Met
White	10	27.8	14.9	Not Met
Hispanic	718	34.0	14.9	Not Met
Black or African American	37	34.3	14.9	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Economically Disadvantaged Students	662	33.2	14.9	Not Met
Students with Disabilities	102	39.2	14.9	Not Met
English Learners	204	31.3	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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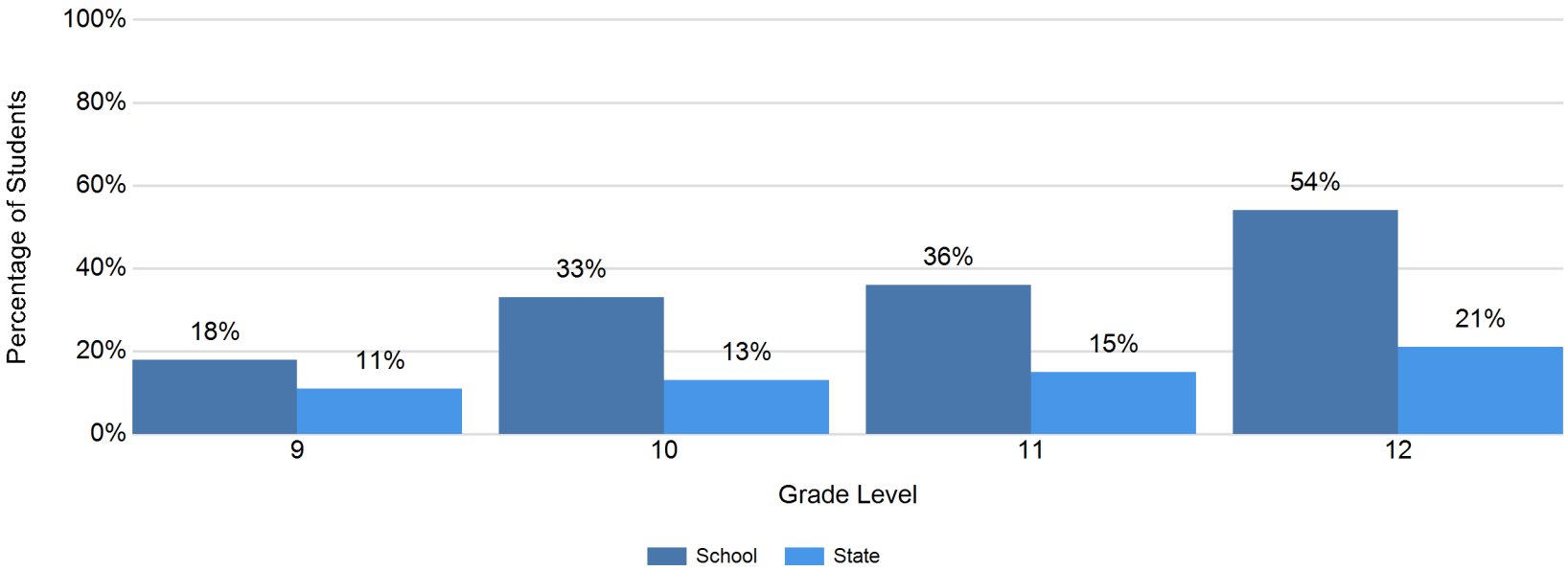
Chronic Absenteeism by Grade

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	57
Weapons	2
Vandalism	4
Substances	11
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	74
Incidents Per 100 Students Enrolled	3.33

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	9
Weapons	2
Vandalism	1
Substances	6
Harassment, Intimidation, Bullying (HIB)	1
Other Incidents Leading to Removal	10

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Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	1	1
Sexual Orientation	2	0	2
Disability	0	1	1
Other	3	0	3
No Identified Nature	0		0

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	95	4.3%
Out-of-School Suspensions	199	9.0%
Any Suspension	260	11.7%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
721

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School Day

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

Category	School
Typical Start Time	8:00 AM
Typical End Time	3:00 PM
Length of School Day	7 Hrs 0 Mins
Full Time - Instructional Time	5 Hrs 50 Mins
Shared Time - Instructional Time	3 Hrs. 10 Mins.

Device Ratios

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

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

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)	$834	$16,900	$17,734

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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	202	117,464
Average years experience in public schools	8.7	12.0
Average years experience in district	8.7	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	68	9,374
Average years experience in public schools	10.7	16.0
Average years experience in district	10.7	12.0
Administrators in district for 4 or more years	60.3%	76.2%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	11:1	12:1
Students to Administrators	159:1	163:1
Teachers to Administrators	14:1	13:1
Students to Librarians/Media Specialists		3698:1
Students to Nurses		462:1
Students to Counselors		336:1
Students to Child Study Team		277:1

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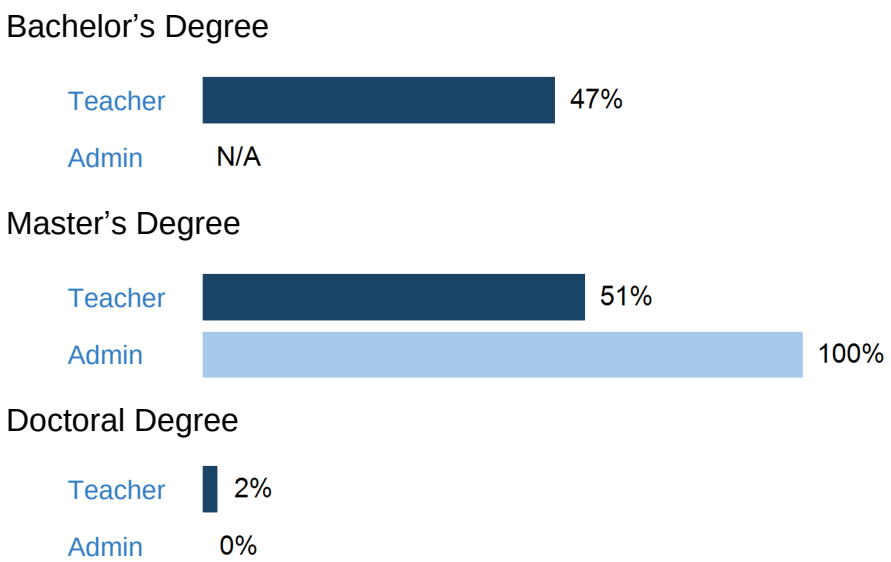
Teachers and Administrators - Level of Education

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	89.3%	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	97.1%

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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	61.9%	57.1%
Male	38.1%	42.9%
White	59.4%	28.6%
Hispanic	29.7%	42.9%
Black or African American	5.4%	21.4%
Asian	4.5%	7.1%
American Indian or Alaska Native	0.5%	0.0%
Native Hawaiian or Pacific Islander	0.5%	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	24.64	15.0%
Mathematics Proficiency	36.39	15.0%
Graduation Rate - 4-Year	8.02	20.0%
Graduation Rate - 5-Year	5.46	20.0%
Progress Towards English Language Proficiency	18.18	20.0%
Chronic Absenteeism	7.18	10.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	16.21	n/a
Summative Rating: Percentile Rank of Summative Score	10.89	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	No	n/a
Requires Comprehensive Support: 4-year Graduation Rate less than or equal to 67%	No	n/a

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

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Accountability Summary by Student Group - 2017-18 School Year

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

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	4-Year Graduation Rate: Met Annual Target	5-Year Graduation Rate: Met Annual Target	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	No	Met Target	Not Met	Met Target	Met Target	Not Met	Not Met	No
White	**	**	No	**	**	**	**	n/a	Not Met	No
Hispanic	19.31	8.94	No	Met Target†	Not Met	Met Target	Met Target	n/a	Not Met	No
Black or African American	37.28	8.94	No	Met Target	Met Target	Not Met	Met Target	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	N	**	n/a	**	No
American Indian or Alaska Native	**	**	No	**	**	N	N	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	22.96	8.94	No	Met Target†	Not Met	Met Target	Met Target	n/a	Not Met	No
Students with Disabilities	13.63	8.94	No	Not Met	Not Met	Not Met	Not Met	n/a	Not Met	No
English Learners	27.17	8.94	No	Not Met	Not Met	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:	• Perth Amboy High School is located in the historic "City by the Bay" educating over 2,300 students. There is a Communication Academy, Personalized Learning Academy and Freshman program. • PAHS offers a rigorous academic program with over 28 Advanced Placement Course Offerings and Dual Enrollment options and maintains a strong focus on character development. • Perth Amboy High Schools offers a Learning Center for 2 hours each afternoon that provides academic support in the core subject areas and enrichment opportunities for students.
Mission, Vision, Theme:	Perth Amboy High School is dedicated to becoming a model of secondary education in an urban setting. Its mission is to instill in its students good citizenship, civic responsibility, and a positive attitude toward learning, so they will become mature productive, functioning members of society. The school also seeks to create a challenging learning experience that encourages high expectations for all.
Awards, Recognition, Accomplishments:	Perth Amboy High School was nationally recognized for "Promising Practices" in Character Education through its commitment to character development in the schools "Panther's Roar" program where students produce a daily morning show with important news for students, the Teen Prevention Education Program, leading the "Be the Change" student advocacy projects, and involvement in the "Heroes and Cool Kids" peer mentoring program. The school has also been recognized in the All American Film Festival for original films produced by students.

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Courses, Curriculum, Instruction:	Perth Amboy High School students work through a nine-period day that allows them to experience a variety of subjects. The school offers advanced placement classes while also offering progressive courses in such diverse studies as Automotive Sciences, Space Science, Computer Animation and Culinary Arts. The school also runs a thriving Naval Junior ROTC program that annually serves as many as 150 students.
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Coed), Cheerleading (Girls), Cross Country (Boys & Girls), Football (Boys), Golf (Coed), Soccer (Boys & Girls), Softball (Girls), Swimming (Coed), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Boys & Girls), Wrestling (Boys) Perth Amboy High School Athletics is governed under the NJSIAA and classified as a Group 5 North 1 as per student enrollment and location. Our athletic county conference is made up of all public/ private schools in the Middlesex County region.
Clubs and Activities:	We currently offer the following 38 clubs: Anime Art, Art, Bible, Chess, Debate, Dream Team, French Culture, Future Educators, Gay-Straight Alliance, Guitar, Helping Hands, Heroes & Cool Kids, Hispanic American, HOSA, Italian Honor Society, Jubilant Voices, Leaders of Tomorrow, Marching Band, Mathletes, Math Honor Society, NJROTC, NHS, Newspaper, Odyssey of the Mind, Panther's Roar, Robotics, Honor Society, Show Choir, Student Council, Tri-M, Video Club

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Before and After School Programs:	Perth Amboy High School offers its students unique opportunities for remediation and enrichment. It operates a Learning Center that is open Monday-Friday, 3:10pm-5:40pm. It provides academic support in core areas of English, Mathematics, Science, and Social Studies. Teachers in this program provide students with help incorporating the fundamentals of academic research as needed.
Staff and Professional Learning:	All certificated staff meet daily with their Professional Learning Communities. Staff has the opportunity to collaborate with colleagues to plan lessons, review student data, and share best practices. Staff also participates in monthly department meetings and five District Wide Professional development days for staff to focus on district wide initiatives.
Postsecondary Information:	On average, seventy percent of PAHS graduates continue their education at two or four year colleges, with the remaining 30 percent going on to the workforce or military. Eligible students receive fee waivers to cover the costs of SAT, ACT and SAT subject tests as well as college application fees. A Kaplan SAT prep class is offered to students at no cost. The school counseling program provides informative sessions to students and families on the college and financial aid application process.

NJ SCHOOL PERFORMANCE REPORT

PERTH AMBOY HIGH SCHOOL
(23-4090-050)
Grades Offered: 09-12
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

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.

Student Supports and Services:	Perth Amboy High School offers a variety of services for English Language Learners, Students with Disabilities and struggling students. The school offers ESL courses, Bilingual Core Classes, In Class Resource and Pull Out Resource Services. Additionally, students that struggle have the opportunity to attend the after school Learning Center for individualized support. The school also maintains a robust Guidance Department with 10 School Counselors and a Student Assistance Counselor.
Student Health and Wellness:	All students participate in Physical Education Classes and Health classes throughout their 4 years of high school. Seniors have the opportunity to take the course, Teen Prevention Education, to serve as peer educators of important health issues to the school community.
Parent and Community Involvement:	The school maintains an active PTO that meets monthly with parent, teacher, administration, and student representatives. The PTO helps promote the home-school connection and provides a forum for community involvement. There is a Parent Portal available through the school's Student Information System (Infinite Campus). Parents are provided training on accessing their child's information throughout the year.