NJ SCHOOL PERFORMANCE REPORT

CLIFTON HIGH SCHOOL
(31-0900-030)
Grades Offered: 09-12
2017-2018

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

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

Navigating through the reports:

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

Other Resources:

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

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School Contact Info

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

Type	Contact Information
County	PASSAIC
District	CLIFTON CITY
Principal Name	MR. DOKTOR
Address	333 COLFAX AVENUE CLIFTON, NJ 07013
Phone Number	(973)470-2312
Email Address	MDOKTOR@CLIFTONSCHOOLS.NET
Website	http://www.clifton.k12.nj.us
Facebook	https://www.facebook.com/CliftonPublicSchools/

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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	755	711	725
10	792	713	694
11	718	746	690
12	723	754	749
Total	2,988	2,924	2,858

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	47.1%	48.6%	49.0%
Male	52.9%	51.4%	51.0%
Economically Disadvantaged Students	49.4%	49.9%	49.1%
Students with Disabilities	11.9%	12.1%	12.8%
English Learners	4.4%	4.9%	6.6%
Homeless Students		1.3%	1.4%
Students in Foster Care		0.0%	0.1%
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	32.7%	32.4%	31.6%
Hispanic	54.7%	55.3%	56.3%
Black or African American	5.0%	5.0%	5.2%
Asian	7.1%	6.9%	6.5%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.2%	0.2%	0.1%
Two or More Races	0.3%	0.3%	0.3%

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	2,988	2,924	2,858
Shared Time Students	0	0	0
Full Time Equivalent	2,988	2,924	2,858

Enrollment by Home Language

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

Home Language	% of Students
English	53.2%
Spanish	31.4%
Arabic	5.8%
Polish	2.4%
Gujarati	2.3%
Other Languages	4.8%

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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	1351	98.7	42.9	48.6	56.7	42.9	40.7	Met Target
White	420	98.9	52.9	56.5	65.6	52.9	44.7	Met Target
Hispanic	772	98.8	38.1	42.7	42.5	38.1	35.5	Met Target
Black or African American	72	96.2	19.5	36.0	37.3	19.5	36.6	Not Met
Asian, Native Hawaiian, or Pacific Islander	80	100.0	57.6	71.0	82.3	57.6	66.6	Met Target†
American Indian or Alaska Native	*	*	*	29.4	52.7	*	**	**
Two or More Races	*	*	*	56.3	63.4	*	**	**
Female	632	99.1	50.8	56.2	64.5	50.8		
Male	719	98.4	36.1	42.0	49.4	36.1		
Economically Disadvantaged Students	707	98.3	34.7	40.3	38.5	34.7	35.4	Met Target†
Non-Economically Disadvantaged Students	644	99.3	52.0	57.1	67.5	52.0		
Students with Disabilities	193	96.1	*	14.3	21.6	*	14.1	Not Met
Students without Disabilities	1158	99.2	*	55.5	63.9	*		
English Learners	128	99.3	15.6	25.8	27.3	15.6	19.4	Met Target†
Non-English Learners	1223	98.7	45.8	51.6	59.4	45.8		
Homeless Students	32	100.0	21.9	28.0	27.7	21.9		
Students In Foster Care	*	*	*	*	26.3	*		
Military-Connected Students	N	N	N	N	57.4	N		
Migrant Students	*	*	*	*	30.1	*		

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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	708	741	741	752	14%	16%	26%	34%	9%	43%	55%
White	218	751	751	760	11%	11%	24%	38%	17%	55%	64%
Hispanic	422	737	737	735	17%	18%	27%	34%	5%	38%	38%
Black or African American	32	721	721	734	*	41%	31%	*	*	13%	34%
Asian, Native Hawaiian, or Pacific Islander	32	755	755	782	*	*	*	*	*	56%	83%
American Indian or Alaska Native	*	*	*	752	*	*	*	*	*	*	51%
Two or More Races	*	*	*	760	*	*	*	*	*	*	63%
Female	305	751	751	759	9%	12%	27%	39%	14%	52%	63%
Male	403	734	734	744	18%	19%	26%	31%	5%	36%	46%
Economically Disadvantaged Students	391	733	733	733	19%	19%	28%	29%	4%	34%	34%
Non-Economically Disadvantaged Students	317	752	752	761	8%	12%	24%	41%	15%	55%	65%
Students with Disabilities	103	706	706	716	*	*	*	*	*	*	15%
Students without Disabilities	605	747	747	758	*	*	*	*	*	*	62%
English Learners	40	700	700	691	*	*	*	*	*	*	*
Non-English Learners	668	744	744	755	*	*	*	*	*	*	*
Homeless Students	20	719	719	720	*	*	*	*	*	30%	22%
Students in Foster Care	N	N	N	719	N	N	N	N	N	N	20%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	54%
Migrant Students	*	*	*	696	*	*	*	*	*	*	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	680	739	739	749	20%	14%	24%	31%	10%	41%	51%
White	207	749	749	756	16%	9%	25%	34%	17%	51%	58%
Hispanic	379	732	732	733	24%	17%	23%	31%	5%	36%	38%
Black or African American	43	724	724	728	*	30%	28%	*	*	21%	32%
Asian, Native Hawaiian, or Pacific Islander	48	759	759	782	*	*	23%	38%	23%	60%	78%
American Indian or Alaska Native	*	*	*	744	*	*	*	*	*	*	50%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	351	746	746	759	13%	13%	25%	37%	11%	48%	60%
Male	329	731	731	739	27%	15%	23%	25%	9%	34%	42%
Economically Disadvantaged Students	340	731	731	730	23%	16%	27%	29%	5%	34%	34%
Non-Economically Disadvantaged Students	340	746	746	758	18%	12%	21%	34%	15%	49%	59%
Students with Disabilities	74	696	696	707	*	*	*	*	*	*	15%
Students without Disabilities	606	744	744	756	*	*	*	*	*	*	57%
English Learners	61	689	689	684	*	*	*	*	*	*	*
Non-English Learners	619	744	744	752	*	*	*	*	*	*	*
Homeless Students	15	707	707	718	*	*	*	*	*	13%	23%
Students in Foster Care	*	*	*	707	*	*	*	*	*	*	21%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	*	*	*	706	*	*	*	*	*	*	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	648	741	741	736	15%	14%	27%	37%	7%	44%	39%
White	203	744	744	737	17%	14%	21%	38%	10%	49%	41%
Hispanic	372	738	738	731	16%	15%	31%	34%	5%	38%	35%
Black or African American	*	*	*	729	*	*	*	*	*	*	31%
Asian, Native Hawaiian, or Pacific Islander	40	758	758	759	*	*	*	*	*	65%	60%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	25%
Two or More Races	*	*	*	737	*	*	*	*	*	*	39%
Female	320	748	748	745	10%	12%	26%	43%	8%	52%	48%
Male	328	735	735	728	20%	16%	29%	30%	5%	35%	31%
Economically Disadvantaged Students	320	737	737	730	18%	16%	26%	36%	5%	40%	33%
Non-Economically Disadvantaged Students	328	746	746	739	12%	12%	29%	38%	9%	47%	42%
Students with Disabilities	72	704	704	708	50%	26%	14%	*	*	10%	13%
Students without Disabilities	576	746	746	742	11%	12%	29%	*	*	48%	44%
English Learners	36	717	717	702	42%	*	*	*	*	17%	*
Non-English Learners	612	743	743	738	14%	*	*	*	*	45%	*
Homeless Students	*	*	*	721	*	*	*	*	*	*	22%
Students in Foster Care	N	N	N	708	N	N	N	N	N	N	19%
Military-Connected Students	N	N	N	729	N	N	N	N	N	N	31%
Migrant Students	*	*	*	707	*	*	*	*	*	*	*

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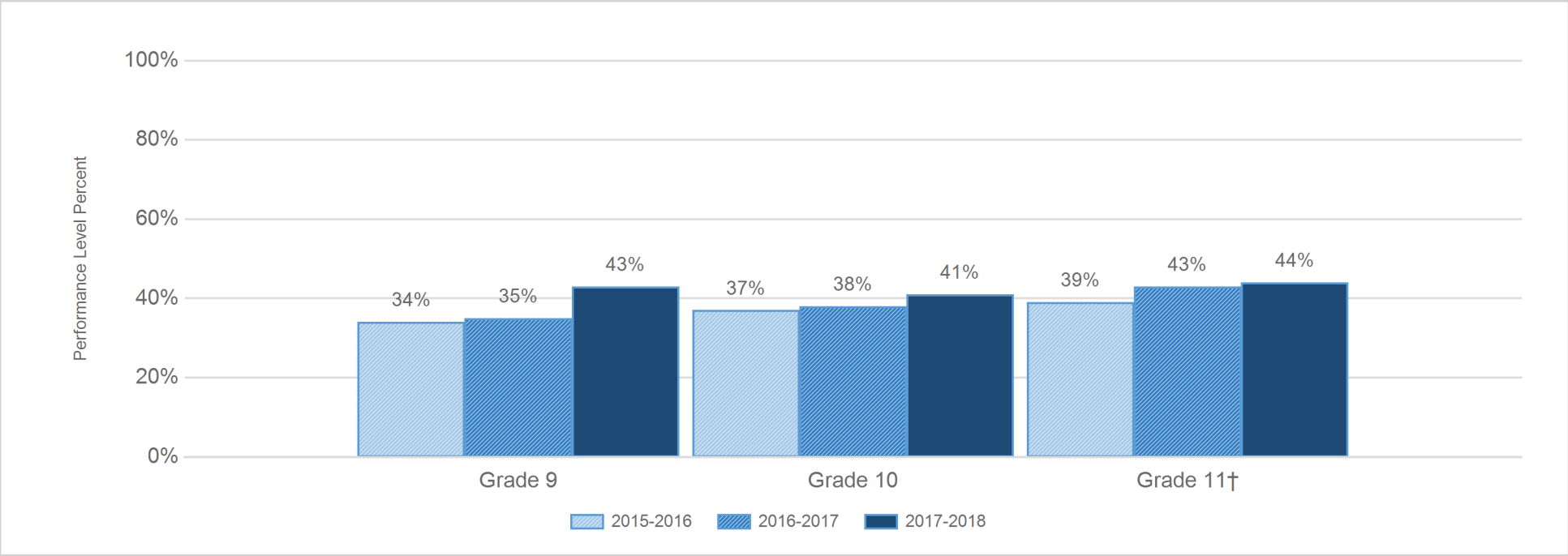
English Language Arts/Literacy Assessment - Performance Trends

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

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Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	1311	98.5	23.5	39.1	45.0	23.5	24	Met Target†
White	413	98.4	30.8	48.5	54.1	30.8	28	Met Target
Hispanic	746	98.6	18.7	31.6	29.2	18.7	18.7	Met Target
Black or African American	68	96.0	*	27.7	23.4	*	26.3	Not Met
Asian, Native Hawaiian, or Pacific Islander	77	100.0	46.8	66.9	77.0	46.8	47.4	Met Target†
American Indian or Alaska Native	*	*	*	11.8	42.5	*	**	**
Two or More Races	*	*	*	50.1	53.0	*	**	**
Female	617	98.5	23.1	40.3	46.0	23.1		
Male	694	98.5	23.9	38.0	43.9	23.9		
Economically Disadvantaged Students	685	98.2	15.9	30.9	26.6	15.9	18.8	Not Met
Non-Economically Disadvantaged Students	626	98.8	32.0	47.3	55.9	32.0		
Students with Disabilities	182	95.4	*	12.0	17.1	*	8.6	Not Met
Students without Disabilities	1129	99.0	*	44.5	50.5	*		
English Learners	100	100.0	13.0	26.4	24.6	13.0	25.3	Not Met
Non-English Learners	1211	98.3	24.4	40.7	46.9	24.4		
Homeless Students	26	100.0	*	18.0	17.3	*		
Students In Foster Care	*	*	*	*	16.2	*		
Military-Connected Students	N	N	N	N	45.8	N		
Migrant Students	*	*	*	*	23.7	*		

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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	746	728	734	746	16%	30%	33%	*	*	21%	46%
White	203	730	*	755	16%	25%	35%	*	*	25%	57%
Hispanic	481	727	*	730	16%	33%	32%	*	*	20%	27%
Black or African American	34	721	*	727	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	25	740	*	779	*	*	*	*	*	32%	79%
American Indian or Alaska Native	*	*	*	746	*	*	*	*	*	*	49%
Two or More Races	*	*	*	755	*	*	*	*	*	*	54%
Female	318	729	737	748	14%	32%	34%	*	*	20%	48%
Male	428	727	733	745	18%	29%	32%	*	*	21%	44%
Economically Disadvantaged Students	428	725	729	729	19%	32%	33%	*	*	17%	25%
Non-Economically Disadvantaged Students	318	732	741	756	12%	28%	33%	*	*	26%	57%
Students with Disabilities	114	705	*	716	*	*	*	*	*	*	13%
Students without Disabilities	632	732	*	752	*	*	*	*	*	*	52%
English Learners	55	715	715	710	*	*	*	*	*	*	*
Non-English Learners	691	729	736	749	*	*	*	*	*	*	*
Homeless Students	20	724	*	718	*	*	*	*	*	10%	16%
Students in Foster Care	N	N	N	712	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	49%
Migrant Students	*	*	*	720	*	*	*	*	*	*	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	689	726	726	735	9%	43%	32%	*	*	16%	30%
White	210	730	730	740	8%	37%	33%	*	*	22%	37%
Hispanic	381	723	723	723	*	*	*	*	*	*	14%
Black or African American	44	714	714	719	*	*	*	*	*	*	11%
Asian, Native Hawaiian, or Pacific Islander	51	738	738	760	*	25%	24%	*	*	41%	65%
American Indian or Alaska Native	*	*	*	734	*	*	*	*	*	*	28%
Two or More Races	*	*	*	741	*	*	*	*	*	*	39%
Female	352	726	726	736	9%	42%	35%	*	*	14%	30%
Male	337	726	726	734	10%	44%	29%	*	*	17%	29%
Economically Disadvantaged Students	345	723	723	722	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	344	729	729	741	*	*	*	*	*	*	38%
Students with Disabilities	61	702	702	713	*	*	*	*	*	*	*
Students without Disabilities	628	728	728	738	*	*	*	*	*	*	*
English Learners	32	717	717	711	*	47%	*	*	*	13%	*
Non-English Learners	657	726	726	736	*	43%	*	*	*	16%	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	*
Students in Foster Care	*	*	*	711	*	*	*	*	*	*	*
Military-Connected Students	N	N	N	731	N	N	N	N	N	N	24%
Migrant Students	*	*	*	709	*	*	*	*	*	*	11%

NJ SCHOOL PERFORMANCE REPORT

CLIFTON HIGH SCHOOL
(31-0900-030)
Grades Offered: 09-12
2017-2018

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	415	720	720	727	27%	33%	22%	*	*	19%	30%
White	155	728	728	733	22%	28%	23%	*	*	27%	35%
Hispanic	213	712	712	710	33%	36%	21%	10%	0%	10%	14%
Black or African American	*	*	*	705	*	*	*	*	*	*	11%
Asian, Native Hawaiian, or Pacific Islander	26	742	742	766	*	*	*	46%	0%	46%	66%
American Indian or Alaska Native	N	N	N	729	N	N	N	N	N	N	28%
Two or More Races	*	*	*	736	*	*	*	*	*	*	37%
Female	220	718	718	728	29%	33%	20%	*	*	18%	30%
Male	195	722	722	727	24%	33%	24%	*	*	19%	30%
Economically Disadvantaged Students	186	710	710	709	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	229	728	728	736	*	*	*	*	*	*	37%
Students with Disabilities	58	681	681	693	*	*	*	*	*	*	*
Students without Disabilities	357	726	726	732	*	*	*	*	*	*	*
English Learners	*	*	*	691	*	*	*	*	*	*	*
Non-English Learners	*	*	*	729	*	*	*	*	*	*	*
Homeless Students	*	*	*	703	*	*	*	*	*	*	10%
Students in Foster Care	N	N	N	693	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	717	N	N	N	N	N	N	20%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%

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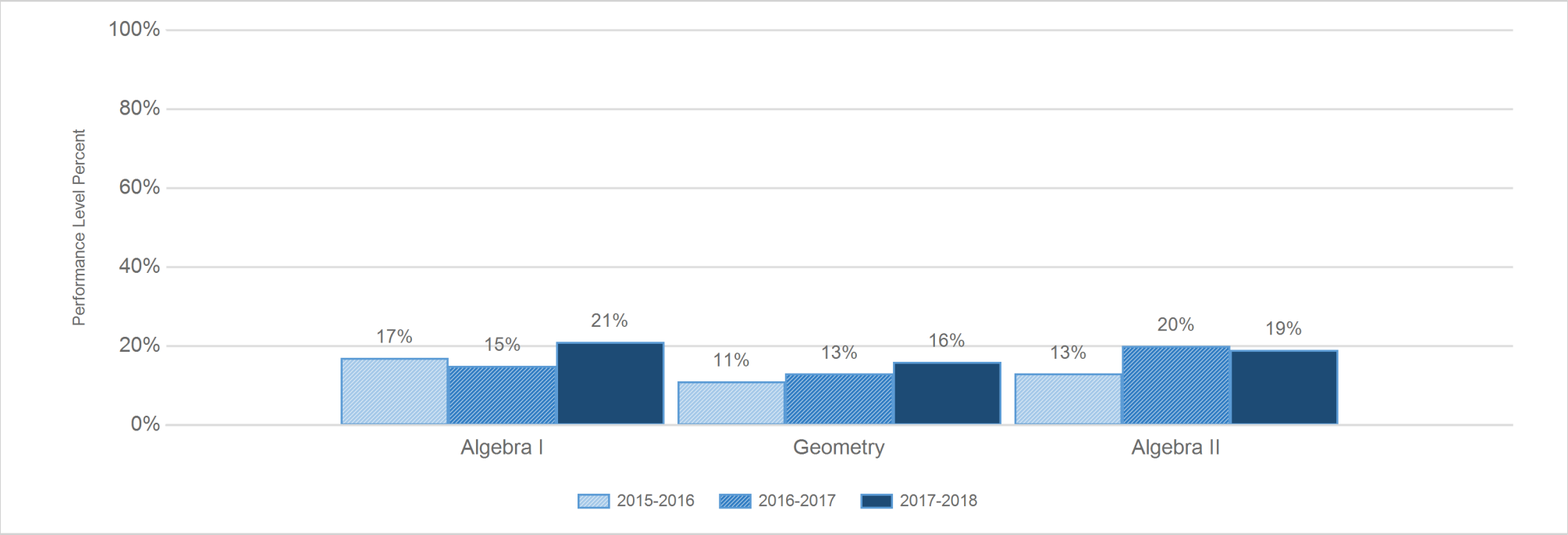
Mathematics Assessment – Performance Trends

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



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

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DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
9	N	N
10	N	N
11	20	21

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	60.0%	46.8%	Met Target

† 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	104	79.8%	20.2%
3-4	42	78.6%	21.4%
5 or more	*	*	*

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

NJASK Science Assessment Information

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

Biology Assessment Information

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

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

PSAT, SAT, & ACT - Participation

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

Participation Type	School Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2017-18	92.6%	85.0%
12th graders taking SAT in 2017-18 or prior years	69.7%	72.2%
12th graders taking ACT in 2017-18 or prior years	5.9%	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	431	478	Grade 10: 430 Grade 11: 460	43%	62%
PSAT 10/NMSQT - Math	429	478	Grade 10: 480 Grade 11: 510	21%	42%
SAT - Reading and Writing	514	542	480	62%	72%
SAT - Math	513	543	530	37%	54%
ACT - Reading	21	24	22	39%	62%
ACT - English	20	24	18	59%	78%
ACT - Math	21	24	22	34%	62%
ACT - Science	20	23	23	30%	53%

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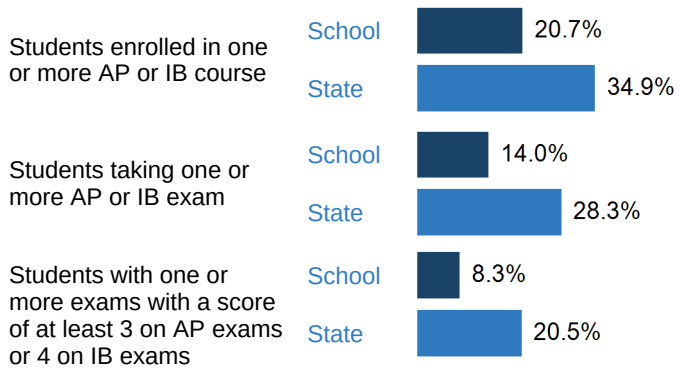
Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (IB)** courses and exams and **dual enrollment** courses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

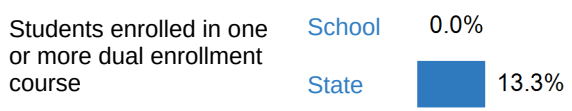
AP/IB Coursework – Participation and Performance

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	27	27
AP Calculus AB	0	39
AP Calculus BC	0	3
AP Chemistry	19	13
AP Comparative Government and Politics	0	1
AP Computer Science A	0	9
AP English Literature and Composition	137	98
AP European History	14	12
AP French Language and Culture	25	5
AP Italian Language and Culture	0	3
AP Physics 1	1	0
AP Physics C: Mechanics	0	30
AP Psychology	43	42
AP Spanish Language	140	16
AP Statistics	20	16
AP Studio Art—Two-Demensional	0	4

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AP/IB Course	Students Enrolled	Students Tested
AP U.S. Government and Politics	12	12
AP U.S. History	96	51
IB Art/Design	19	0
Total Exams taken		381
Exams with scores of at least 3 on AP exams or 4 on IB exams		208

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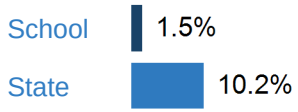
This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit the NJDOE's Career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

Career and Technical Education Participation

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

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

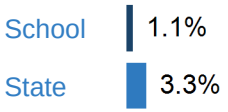
CTE Concentrators
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

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

Structured Learning Experiences



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Industry-Valued Credentials

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

Students Earning Industry-Valued Credentials

School	0.0%
State	0.9%

Industry-Valued Credentials by Career Cluster

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

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total credentials earned
Marketing	44		
Total (All Clusters)	44	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	613	4	63	0	0	0	96
10	73	549	30	0	0	0	164
11	17	143	355	83	5	5	124
12	7	33	89	161	76	16	300
Total	710	729	537	244	81	21	684
Enrolled in AP/IB Course					0	20	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	98	0	1	119	485	8
10	530	94	14	20	14	3
11	54	399	57	15	158	19
12	51	67	41	1	136	99
Total	733	560	113	155	793	129
Enrolled in AP/IB Course	27	19		0	1	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

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Social Studies and History - Course Participation

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

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	696	24	0	0	0	8
10	29	664	0	1	1	3
11	24	665	0	72	52	32
12	15	55	6	168	113	133
Total	764	1408	6	241	166	176
Enrolled in AP/IB Course	0	96	0	43		26
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	394	80	71	0	0	0	0
10	396	87	59	0	0	0	0
11	256	60	34	0	0	0	26
12	111	33	23	0	0	0	47
Total	1157	260	187	0	0	0	73
Enrolled in AP/IB Course	140	25	0	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	120	49	35	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
Total	0

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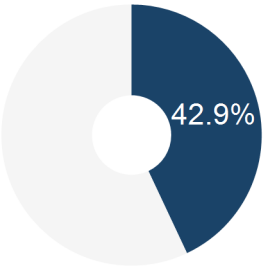
Visual and Performing Arts – Course Participation

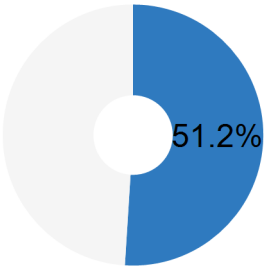
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 9-12:

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

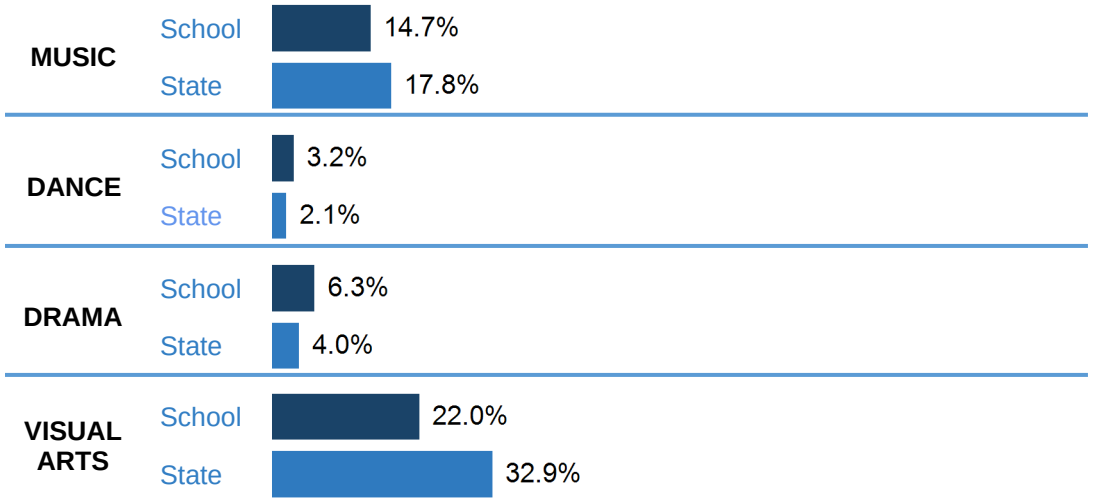


School



State

Students enrolled in one or more classes by discipline:



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

Graduation Rates

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

Student Group	School - Class of 2018: 4 Year Rate	State - Class of 2018: 4 Year Rate	School - Class of 2017: 5 Year Rate	State - Class of 2017: 5 Year Rate	Class of 2017: 4 Year Rate	Class of 2017: 4 Year Target	Class of 2017: Met Target	Class of 2016: 5 Year Rate	Class of 2016: 5 Year Target	Class of 2016: Met Target
Schoolwide	85.8%	90.9%	89.6%	92.4%	87.1%	85.1%	Met Target	88.7%	87.5%	Met Target
White	92.1%	95.0%	94.2%	95.7%	93.8%	88.7%	Met Target	91.9%	92.0%	Not Met
Hispanic	81.7%	84.8%	85.8%	87.3%	82.7%	81.1%	Met Target	85.2%	82.2%	Met Target
Black or African American	77.3%	84.2%	88.9%	86.8%	77.8%	83.4%	Not Met	87.8%	83.6%	Met Target
Asian, Native Hawaiian or Pacific Islander	98.3%	97.0%	98.2%	97.7%	96.5%	N	Met Goal	100.0%	N	Met Goal
American Indian or Alaska Native	*	86.5%	*	94.1%	*	**	**	*	**	**
Two or More Races	*	92.0%	*	93.9%	*	**	**	*	**	**
Economically Disadvantaged Students	82.5%	84.6%	88.0%	87.0%	85.3%	81.9%	Met Target	86.3%	83.7%	Met Target
Students with Disabilities	67.3%	80.1%	79.8%	83.5%	69.5%	65.5%	Met Target	76.9%	73.9%	Met Target
English Learners	69.6%	75.8%	79.3%	81.8%	79.3%	75.2%	Met Target	78.0%	86.2%	Not Met
Homeless Students	*	72.6%	*	79.1%	*			N		
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	64.7%	45.4%
Substitute Competency Test	22.8%	36.2%
Portfolio Appeals Process	6.0%	11.5%
Alternate Requirements specified in IEP	6.5%	7.0%
Unknown	0.0%	0.0%

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	85.8%	-
2017	87.1%	89.6%
2016	83.8%	88.7%

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	3.1%	1.2%
2016-2017	2.6%	1.1%
2015-2016	3.1%	1.2%

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CLIFTON HIGH SCHOOL
(31-0900-030)
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2017-2018

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

Postsecondary Enrollment Rates: Fall

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	72.8%	27.6%	72.4%
Schoolwide	69.3%	31.4%	68.6%
White	76.5%	25%	75%
Hispanic	62.6%	40.3%	59.7%
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	84.2%	14.6%	85.4%
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	64.8%	37.6%	62.4%
Students with Disabilities	61.7%	43.2%	56.8%
English Learners	44%	54.5%	45.5%

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	75.6%	41.7%	58.3%	81.9%	18.1%	88.2%	11.8%
White	79.9%	28.3%	71.7%	79.1%	20.9%	85.9%	14.1%
Hispanic	71.1%	54.4%	45.6%	83.1%	16.9%	90.4%	9.6%
Black or African American	79.3%	60.9%	39.1%	73.9%	26.1%	73.9%	26.1%
Asian, Native Hawaiian, or Pacific Islander	85.5%	17%	83%	89.4%	10.6%	93.6%	6.4%
American Indian or Alaska Native	*	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	73.6%	52.7%	47.3%	85.2%	14.8%	90.6%	9.4%
Students with Disabilities	57.1%	68.8%	31.3%	81.3%	18.8%	90.6%	9.4%
English Learners	66.7%	75%	25%	100%	0%	93.8%	6.3%

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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.

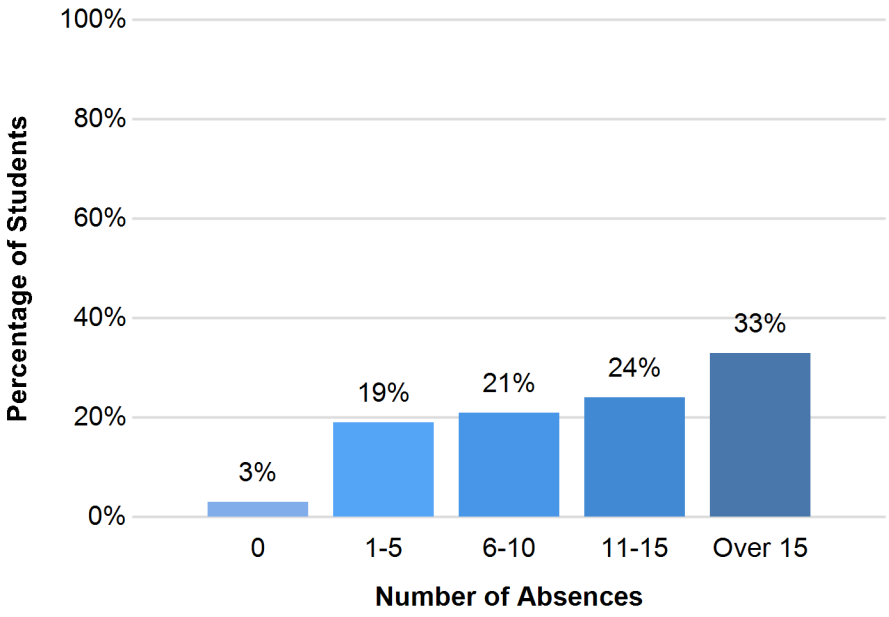
Chronic Absenteeism

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	711	24.7	14.9	Not Met
White	242	26.3	14.9	Not Met
Hispanic	412	25.5	14.9	Not Met
Black or African American	31	20.4	14.9	Not Met
Asian, Native Hawaiian, or Pacific Islander	22	11.9	14.9	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Economically Disadvantaged Students	383	27.1	14.9	Not Met
Students with Disabilities	152	38.3	14.9	Not Met
English Learners	43	23.2	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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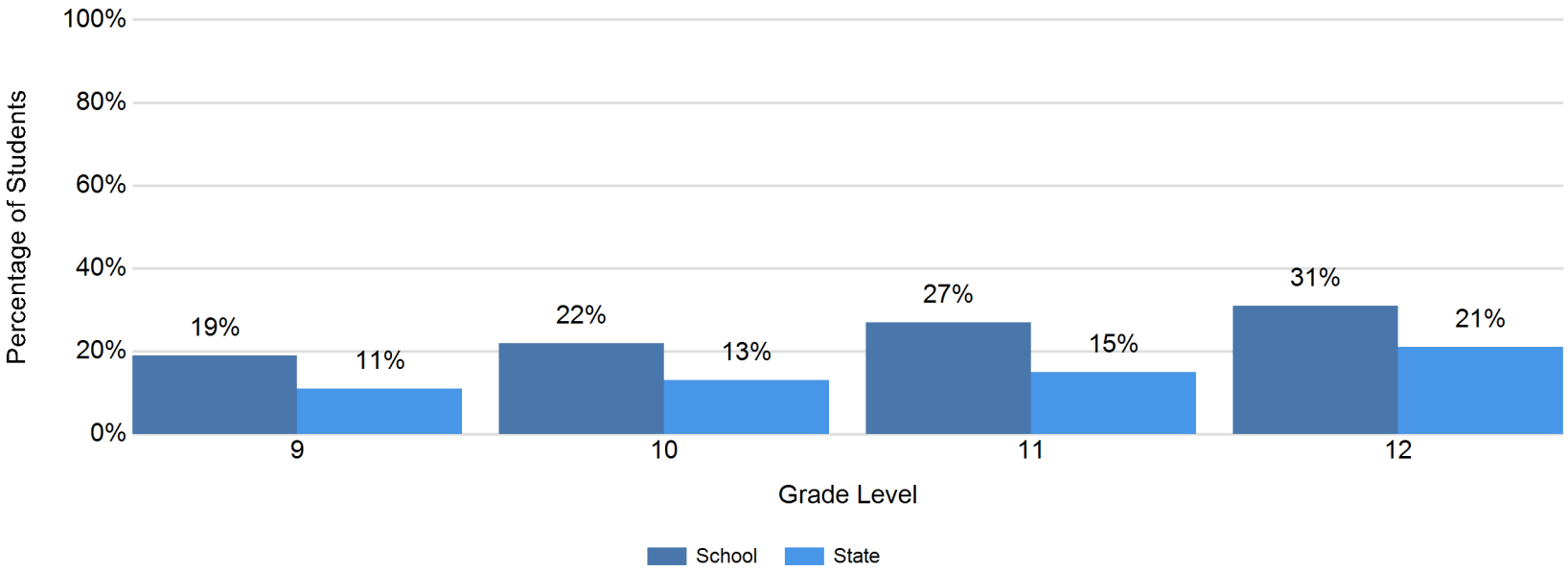
Chronic Absenteeism by Grade

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	23
Weapons	8
Vandalism	0
Substances	36
Harassment, Intimidation, Bullying (HIB)	10
Total Unique Incidents	76
Incidents Per 100 Students Enrolled	2.66

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	5
Weapons	8
Vandalism	0
Substances	18
Harassment, Intimidation, Bullying (HIB)	1
Other Incidents Leading to Removal	1

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Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	1	1
Religion	0	2	2
Ancestry	0	3	3
Gender	0	0	0
Sexual Orientation	0	1	1
Disability	0	1	1
Other	0	6	6
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	*	*
Out-of-School Suspensions	62	2.2%
Any Suspension	66	2.3%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	20	0.7%

School Days Missed due to Out-of-School Suspensions
724

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School Day

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

Category	School
Typical Start Time	7:30 AM
Typical End Time	2:10 PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	5 Hrs 36 Mins
Shared Time - Instructional Time	N

Device Ratios

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

School Year	Student to Device Ratio
2017-18	1.2:1

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)	$974	$11,937	$12,911

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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	205	117,464
Average years experience in public schools	15.2	12.0
Average years experience in district	13.4	10.7
Teachers in district for 4 or more years	85.3%	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	53	9,374
Average years experience in public schools	20.7	16.0
Average years experience in district	15.6	12.0
Administrators in district for 4 or more years	98.1%	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	14:1	13:1
Students to Administrators	179:1	203:1
Teachers to Administrators	13:1	16:1
Students to Librarians/Media Specialists		1794:1
Students to Nurses		489:1
Students to Counselors		336:1
Students to Child Study Team		276:1

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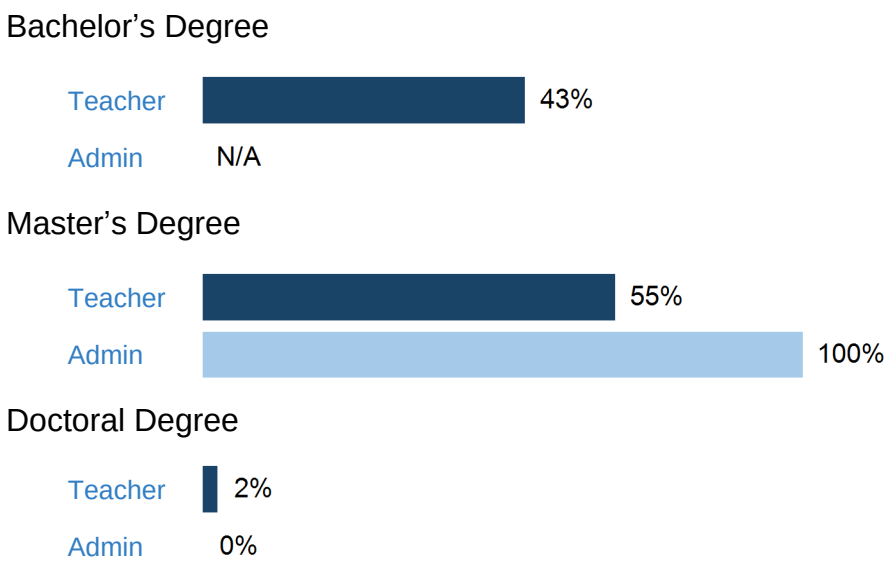
Teachers and Administrators - Level of Education

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	94.2%	90.2%
2016-17 Administrators: Same district 2017-18	88.2%	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	95.3%

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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	59.0%	43.8%
Male	41.0%	56.3%
White	90.2%	100.0%
Hispanic	6.8%	0.0%
Black or African American	0.5%	0.0%
Asian	2.0%	0.0%
American Indian or Alaska Native	0.5%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%

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

Comprehensive Status

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

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

Targeted Status

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

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

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

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

Accountability Indicator	Score	Weight
English Language Arts Proficiency	29.80	15.0%
Mathematics Proficiency	34.96	15.0%
Graduation Rate - 4-Year	21.20	20.0%
Graduation Rate - 5-Year	22.99	20.0%
Progress Towards English Language Proficiency	81.82	20.0%
Chronic Absenteeism	14.08	10.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	36.32	n/a
Summative Rating: Percentile Rank of Summative Score	27.79	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	No	n/a
Requires Comprehensive Support: 4-year Graduation Rate less than or equal to 67%	No	n/a

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

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Accountability Summary by Student Group - 2017-18 School Year

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

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	4-Year Graduation Rate: Met Annual Target	5-Year Graduation Rate: Met Annual Target	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	No	Met Target	Met Target†	Met Target	Met Target	Met Target	Not Met	No
White	26.88	8.94	No	Met Target	Met Target	Met Target	Not Met	n/a	Not Met	No
Hispanic	31.41	8.94	No	Met Target	Met Target	Met Target	Met Target	n/a	Not Met	No
Black or African American	31.43	8.94	No	Not Met	Not Met	Not Met	Met Target	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	38.35	8.94	No	Met Target†	Met Target†	Met Goal	Met Goal	n/a	Met	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	39.90	8.94	No	Met Target†	Not Met	Met Target	Met Target	n/a	Not Met	No
Students with Disabilities	22.65	8.94	No	Not Met	Not Met	Met Target	Met Target	n/a	Not Met	No
English Learners	63.59	8.94	No	Met Target†	Not Met	Met Target	Not Met	**	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.

Mission, Vision, Theme:	Clifton High School is a comprehensive high school accredited by the New Jersey Department of Education, the Quality Single Accountability Continuum, and the Middle States Association. Our mission is to develop lifelong learners who can make positive contributions to school, community, and society.
Awards, Recognition, Accomplishments:	Of our graduates, 83% pursue post-secondary college programs. While in high school, we have students taking courses at Montclair State University, Fairleigh Dickinson University, Bergen Community College, and Passaic County Community College. Other students are enrolled in concurrent college credit courses, internships, and co-operative education. The Passaic County Community College Dual Enrollment program has students who attend college full time earning 30 college credits toward their high school graduation requirements. A select group of juniors are currently in an Associate Degree Program through Bergen Community College where, as seniors, they will graduate high school with a high school diploma and a college associates degree.

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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.

Courses, Curriculum, Instruction:	Clifton High School currently offers 16 AP courses and 23 Honors courses. Basic skills classes in Math and Language Arts and ESL classes are available for students who need additional assistance. Our STEM program is continually expanding with more courses and learning opportunities. Chromebooks and Google Classroom are incorporated across all curricular areas. The Mustang Academy incorporates a teaming model of instruction for all 9th graders providing a more intimate learning environment. Clifton High School has also established 3 academies with 15 concentrations including Marketing, Human Services and Early Childhood, Law and Public Safety, Natural Sciences, Robotics Honors, Robotics, Engineering, Health Services, Band, Choir/Vocal, Dance, Drama, Orchestra, Studio Art and TV and Video Production.
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Boys & Girls), Cheerleading (Coed), Cross Country (Boys & Girls), Football (Boys), Gymnastics (Girls), Ice Hockey (Boys), Lacrosse (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Boys & Girls), Wrestling (Boys) Overall, Clifton High School offers 26 sports with 53 teams (varsity, junior varsity and freshman)
Clubs and Activities:	Clifton High School participates in over 70 clubs and extracurricular activities that are geared toward ethnic, cultural, social, academic and community service. The athletic programs are highly successful at the local and state levels. Many of the activities and extracurricular clubs are nationally accepted programs including the Key Club and several National Honors Societies in Academics, Dance, Science, Music, Art and Drama. In addition, several of the extracurricular activities, such as Academic Decathlon, Mock Trial, Model U.N., Robotics, among others, travel and compete throughout the nation. The Marching Band, Concert Choir, MadCaps singers and Drama Club consistently receive state and national recognition for their exceptional performances. The activities and athletics offered appeal to all high school grade and interest levels and accommodate those from all backgrounds.