NJ SCHOOL PERFORMANCE REPORT

VOORHEES HIGH SCHOOL
(19-3660-060)
Grades Offered: 09-12
2017-2018

Report Key:
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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	HUNTERDON
District	N HUNT/VOORHEES REGIONAL
Principal Name	MR. PETERSON
Address	256 COUNTY ROUTE 513 GLEN GARDNER, NJ 08826-9529
Phone Number	(908)638-6116
Email Address	RPETERSON@NHVWEB.NET
Website	http://www.nhvweb.net/vhs/home/
Facebook	http://www.facebook.com/voorheeshs

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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	271	257	236
10	252	278	255
11	253	243	269
12	257	252	231
Total	1,034	1,030	991

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	50.1%	49.6%	49.5%
Male	49.9%	50.4%	50.5%
Economically Disadvantaged Students	5.5%	5.9%	4.5%
Students with Disabilities	14.0%	14.6%	13.4%
English Learners	0.0%	0.0%	0.0%
Homeless Students		0.0%	0.3%
Students in Foster Care		0.0%	0.0%
Military-Connected Students		0.0%	0.1%
Migrant Students		0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2015-16	2016-17	2017-18
White	88.2%	88.2%	87.5%
Hispanic	5.2%	4.5%	5.5%
Black or African American	2.0%	2.4%	2.2%
Asian	4.4%	4.5%	4.4%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.2%	0.2%	0.2%
Two or More Races	0.0%	0.1%	0.2%

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	996	1,002	964
Shared Time Students	75	54	53
Full Time Equivalent	1,034	1,029	991

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	95.3%
Spanish	2.0%
Other Languages	2.8%

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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	473	98.4	65.1	64.5	56.7	65.1	56.1	Met Target
White	414	98.6	65.7	64.5	65.6	65.7	55.8	Met Target
Hispanic	30	100.0	56.7	57.6	42.5	56.7	42.5	Met Target
Black or African American	*	*	*	*	37.3	*	**	**
Asian, Native Hawaiian, or Pacific Islander	20	100.0	85.0	80.6	82.3	85.0	65.7	Met Goal
American Indian or Alaska Native	N	N	N	*	52.7	N	**	**
Two or More Races	*	*	*	*	63.4	*	**	**
Female	236	98.0	78.9	75.8	64.5	78.9		
Male	237	98.8	51.5	53.4	49.4	51.5		
Economically Disadvantaged Students	13	92.9	38.5	27.6	38.5	37.6	**	**
Non-Economically Disadvantaged Students	460	98.5	65.9	65.4	67.5	65.9		
Students with Disabilities	73	96.1	16.4	17.1	21.6	16.4	22.5	Met Target†
Students without Disabilities	400	98.8	74.1	74.1	63.9	74.1		
English Learners	N	N	N	*	27.3	N	**	**
Non-English Learners	473	98.4	65.1	*	59.4	65.1		
Homeless Students	*	*	*	*	27.7	*		
Students In Foster Care	N	N	N	*	26.3	N		
Military-Connected Students	*	*	*	*	57.4	*		
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	231	767	764	752	*	*	14%	50%	25%	75%	55%
White	201	769	765	760	*	*	14%	50%	26%	77%	64%
Hispanic	19	754	750	735	*	*	*	*	*	58%	38%
Black or African American	*	*	*	734	*	*	*	*	*	*	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	*	760	N	N	N	N	N	N	63%
Female	126	774	772	759	*	*	13%	53%	29%	83%	63%
Male	105	760	755	744	*	*	15%	46%	20%	66%	46%
Economically Disadvantaged Students	*	*	721	733	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	*	*	765	761	*	*	*	*	*	*	65%
Students with Disabilities	31	723	723	716	*	*	*	*	*	19%	15%
Students without Disabilities	200	774	772	758	*	*	*	*	*	84%	62%
English Learners	N	N	*	691	N	N	N	N	N	N	*
Non-English Learners	231	767	*	755	*	*	14%	50%	25%	75%	*
Homeless Students	N	N	*	720	N	N	N	N	N	N	22%
Students in Foster Care	N	N	*	719	N	N	N	N	N	N	20%
Military-Connected Students	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	245	753	758	749	14%	11%	20%	35%	20%	55%	51%
White	214	752	756	756	15%	11%	20%	34%	20%	54%	58%
Hispanic	13	762	762	733	*	*	*	*	*	54%	38%
Black or African American	*	*	722	728	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	13	782	786	782	0%	0%	*	*	*	85%	78%
American Indian or Alaska Native	N	N	*	744	N	N	N	N	N	N	50%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	113	770	770	759	*	*	15%	44%	29%	73%	60%
Male	132	739	747	739	*	*	25%	27%	12%	39%	42%
Economically Disadvantaged Students	*	*	741	730	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	*	*	758	758	*	*	*	*	*	*	59%
Students with Disabilities	39	708	714	707	*	*	*	*	*	*	15%
Students without Disabilities	206	762	766	756	*	*	*	*	*	*	57%
English Learners	N	N	*	684	N	N	N	N	N	N	*
Non-English Learners	245	753	*	752	14%	11%	20%	35%	20%	55%	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	23%
Students in Foster Care	N	N	N	707	N	N	N	N	N	N	21%
Military-Connected Students	*	*	*	748	*	*	*	*	*	*	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	26	735	749	736	*	*	*	42%	0%	42%	39%
White	17	731	748	737	*	*	*	*	*	41%	41%
Hispanic	*	*	*	731	*	*	*	*	*	*	35%
Black or African American	N	N	N	729	N	N	N	N	N	N	31%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	759	*	*	*	*	*	*	60%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	25%
Two or More Races	N	N	*	737	N	N	N	N	N	N	39%
Female	*	*	*	745	*	*	*	*	*	*	48%
Male	*	*	*	728	*	*	*	*	*	*	31%
Economically Disadvantaged Students	*	*	*	730	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	*	*	*	739	*	*	*	*	*	*	42%
Students with Disabilities	12	721	726	708	*	*	*	*	*	33%	13%
Students without Disabilities	14	748	761	742	*	*	*	*	*	50%	44%
English Learners	N	N	N	702	N	N	N	N	N	N	*
Non-English Learners	26	735	749	738	*	*	*	42%	0%	42%	*
Homeless Students	N	N	N	721	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	708	N	N	N	N	N	N	19%
Military-Connected Students	N	N	N	729	N	N	N	N	N	N	31%
Migrant Students	N	N	N	707	N	N	N	N	N	N	*

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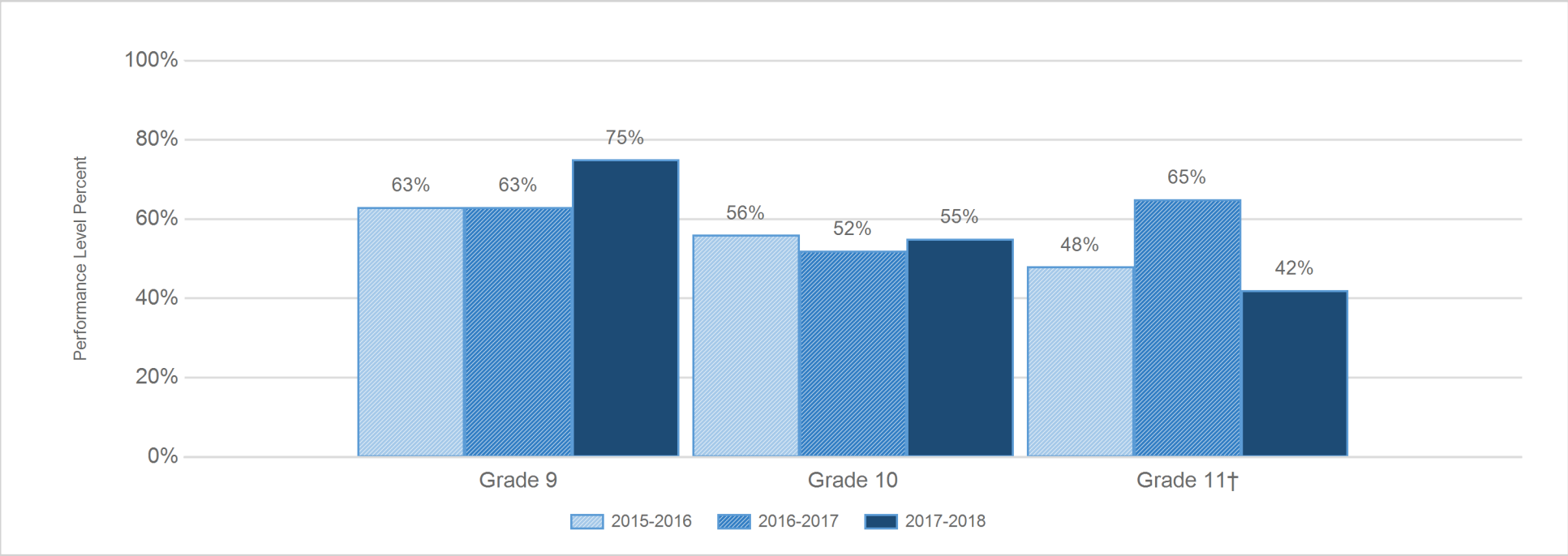
English Language Arts/Literacy Assessment - Performance Trends

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



† 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	458	95.5	56.3	58.0	45.0	56.3	49.8	Met Target
White	400	95.5	57.3	58.4	54.1	57.3	49.3	Met Target
Hispanic	29	96.9	55.1	52.7	29.2	55.1	42.5	Met Target
Black or African American	*	*	*	*	23.4	*	**	**
Asian, Native Hawaiian, or Pacific Islander	20	100.0	55.0	66.1	77.0	55.0	68.3	Met Target†
American Indian or Alaska Native	N	N	N	*	42.5	N	**	**
Two or More Races	*	*	*	*	53.0	*	**	**
Female	228	94.7	61.8	61.7	46.0	61.6		
Male	230	96.3	50.8	54.5	43.9	50.8		
Economically Disadvantaged Students	14	100.0	42.8	33.3	26.6	42.8	**	**
Non-Economically Disadvantaged Students	444	95.3	56.7	58.7	55.9	56.7		
Students with Disabilities	73	97.3	13.7	16.2	17.1	13.7	20.2	Met Target†
Students without Disabilities	385	95.1	64.4	66.6	50.5	64.4		
English Learners	N	N	N	*	24.6	N	**	**
Non-English Learners	458	95.5	56.3	*	46.9	56.3		
Homeless Students	*	*	*	*	17.3	*		
Students In Foster Care	N	N	N	*	16.2	N		
Military-Connected Students	*	*	*	*	45.8	*		
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	165	754	750	746	*	11%	29%	*	*	56%	46%
White	135	753	750	755	*	11%	30%	*	*	55%	57%
Hispanic	19	753	750	730	*	*	*	63%	0%	63%	27%
Black or African American	*	*	*	727	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	752	779	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	49%
Two or More Races	N	N	*	755	N	N	N	N	N	N	54%
Female	86	753	752	748	*	*	29%	*	*	58%	48%
Male	79	754	747	745	*	*	29%	*	*	54%	44%
Economically Disadvantaged Students	11	740	*	729	*	*	*	*	*	36%	25%
Non-Economically Disadvantaged Students	154	754	*	756	*	*	*	*	*	58%	57%
Students with Disabilities	35	726	724	716	*	*	37%	*	*	20%	13%
Students without Disabilities	130	761	759	752	*	*	27%	*	*	66%	52%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	165	754	750	749	*	11%	29%	*	*	56%	*
Homeless Students	N	N	*	718	N	N	N	N	N	N	16%
Students in Foster Care	N	N	*	712	N	N	N	N	N	N	12%
Military-Connected Students	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	217	745	747	735	5%	16%	35%	37%	6%	44%	30%
White	193	746	748	740	5%	15%	33%	39%	7%	47%	37%
Hispanic	10	743	732	723	0%	*	*	*	*	30%	14%
Black or African American	*	*	725	719	*	*	*	*	*	*	11%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	760	*	*	*	*	*	*	65%
American Indian or Alaska Native	N	N	*	734	N	N	N	N	N	N	28%
Two or More Races	*	*	*	741	*	*	*	*	*	*	39%
Female	104	748	749	736	*	14%	34%	*	*	51%	30%
Male	113	741	746	734	*	18%	37%	*	*	37%	29%
Economically Disadvantaged Students	*	*	731	722	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	*	*	747	741	*	*	*	*	*	*	38%
Students with Disabilities	35	718	724	713	*	*	*	*	*	*	*
Students without Disabilities	182	750	752	738	*	*	*	*	*	*	*
English Learners	N	N	N	711	N	N	N	N	N	N	*
Non-English Learners	217	745	747	736	5%	16%	35%	37%	6%	44%	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	*
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	*	*	*	731	*	*	*	*	*	*	24%
Migrant Students	N	N	N	709	N	N	N	N	N	N	11%

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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	85	779	775	727	*	*	*	67%	19%	86%	30%
White	77	779	776	733	0%	*	*	66%	19%	86%	35%
Hispanic	*	*	*	710	*	*	*	*	*	*	14%
Black or African American	N	N	*	705	N	N	N	N	N	N	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	N	N	*	736	N	N	N	N	N	N	37%
Female	45	776	772	728	*	*	*	*	*	91%	30%
Male	40	783	779	727	*	*	*	*	*	80%	30%
Economically Disadvantaged Students	*	*	*	709	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	*	*	*	736	*	*	*	*	*	*	37%
Students with Disabilities	*	*	744	693	*	*	*	*	*	*	*
Students without Disabilities	*	*	776	732	*	*	*	*	*	*	*
English Learners	N	N	*	691	N	N	N	N	N	N	*
Non-English Learners	85	779	*	729	*	*	*	67%	19%	86%	*
Homeless Students	*	*	*	703	*	*	*	*	*	*	10%
Students in Foster Care	N	N	N	693	N	N	N	N	N	N	*
Military-Connected Students	N	N	*	717	N	N	N	N	N	N	20%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%

NJ SCHOOL PERFORMANCE REPORT

VOORHEES HIGH SCHOOL
(19-3660-060)
Grades Offered: 09-12
2017-2018

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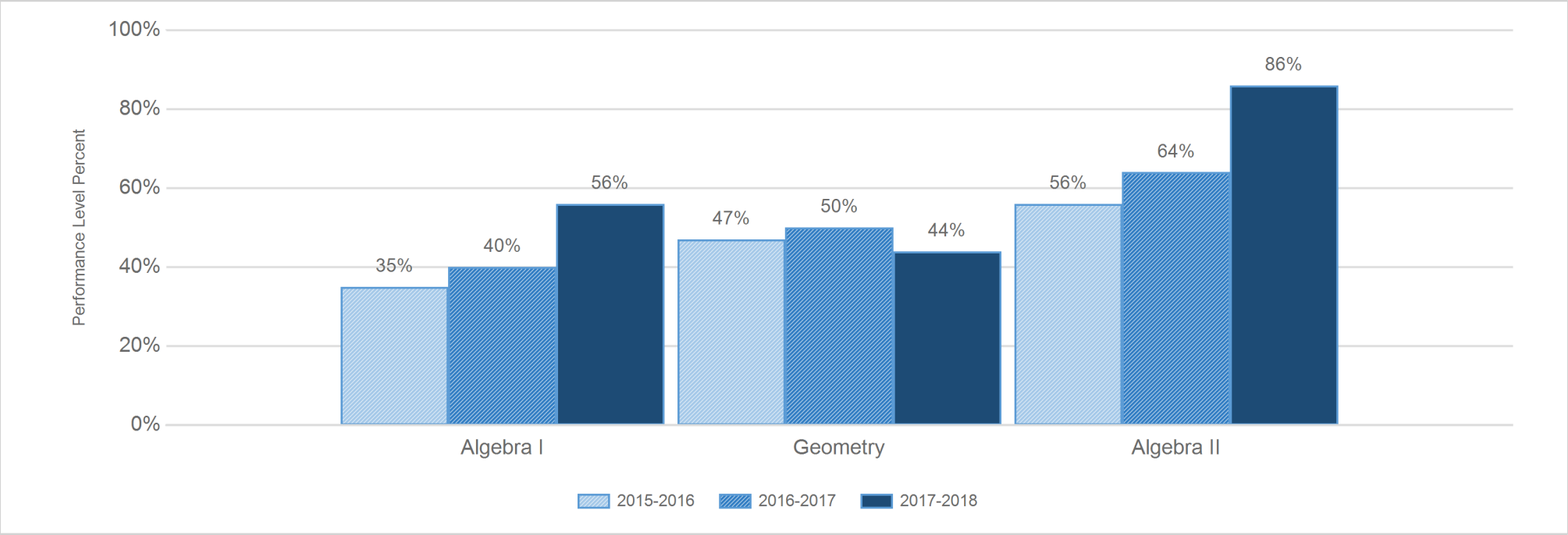
Mathematics Assessment – Performance Trends

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



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

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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2017-18 Target	Met Target?
Schoolwide/English Learners	N	N	N

† 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	N	N	N
3-4	N	N	N
5 or more	N	N	N

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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	96.5%	85.0%
12th graders taking SAT in 2017-18 or prior years	83.5%	72.2%
12th graders taking ACT in 2017-18 or prior years	36.8%	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	510	478	Grade 10: 430 Grade 11: 460	74%	62%
PSAT 10/NMSQT - Math	512	478	Grade 10: 480 Grade 11: 510	57%	42%
SAT - Reading and Writing	599	542	480	91%	72%
SAT - Math	604	543	530	80%	54%
ACT - Reading	26	24	22	74%	62%
ACT - English	26	24	18	91%	78%
ACT - Math	26	24	22	78%	62%
ACT - Science	26	23	23	68%	53%

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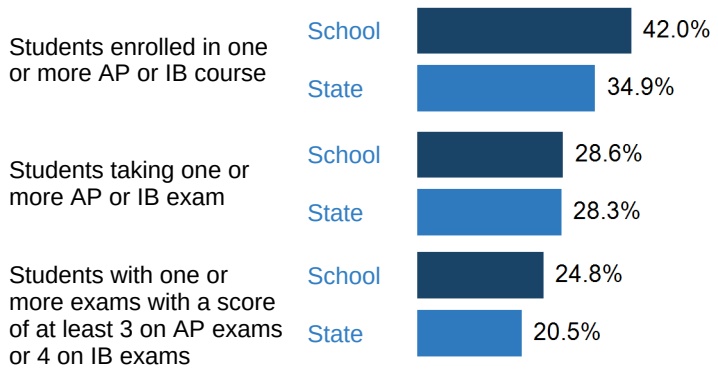
Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (IB)** courses and exams and **dual enrollment** courses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

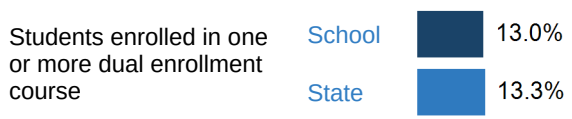
AP/IB Coursework – Participation and Performance

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	13	14
AP Calculus AB	44	32
AP Calculus BC	15	15
AP Chemistry	6	6
AP Computer Science A	9	8
AP Computer Science Principles	16	9
AP English Language and Composition	16	15
AP English Literature and Composition	15	14
AP Environmental Science	51	34
AP Human Geography	29	17
AP Latin (Virgil, Catullus and Horace)	4	4
AP Macroeconomics	35	32
AP Microeconomics	35	31
AP Music Theory	4	2
AP Physics C	17	0
AP Physics C: Mechanics	0	15

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AP/IB Course	Students Enrolled	Students Tested
AP Psychology	74	38
AP Spanish Language	20	15
AP Statistics	9	8
AP Studio Art—Drawing Portfolio	1	1
AP U.S. Government and Politics	16	11
AP U.S. History	12	12
AP World History	22	20
Total Exams taken		353
Exams with scores of at least 3 on AP exams or 4 on IB exams		297

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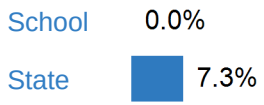
This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit the NJDOE's Career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

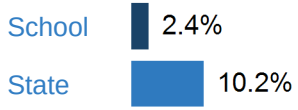
Career and Technical Education Participation

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)



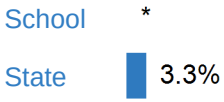
CTE Concentrators
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



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

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	*	*	*
Arts, AV Technology & Communications	*		
Education and Training	*		
Health Science	10	*	*
Hospitality & Tourism	*		
Human Services	*		
Law, Public Safety, Corrections & Security	*		
Manufacturing	0	20	20
Transportation, Distribution & Logistics	11	*	*
Total (All Clusters)	47	35	35

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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	155	71	0	0	0	0	9
10	3	171	41	1	0	0	60
11	2	9	66	93	7	0	105
12	1	3	2	73	53	9	84
Total	161	254	109	167	60	9	258
Enrolled in AP/IB Course					59	9	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	229	1	0	0	0	6
10	3	248	0	0	0	12
11	259	9	0	2	11	17
12	6	26	0	49	17	130
Total	497	284	0	51	28	165
Enrolled in AP/IB Course	13	6		51	17	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	20

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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	1	233	0	0	0	1
10	7	246	0	28	0	15
11	122	21	9	27	0	133
12	11	7	26	96	0	106
Total	141	507	35	151	0	255
Enrolled in AP/IB Course	22	12	35	74		42
Enrolled in Dual Enrollment Course	0	0	0	27	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	128	33	0	0	51	0	0
10	122	30	0	17	58	0	0
11	79	38	0	7	58	0	0
12	41	20	0	5	29	0	0
Total	370	121	0	29	196	0	0
Enrolled in AP/IB Course	20	0	0	4	0	0	0
Enrolled in Dual Enrollment Course	0	4	0	0	6	0	0
Enrolled in Level 3 or Higher	126	51	0	7	64	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
Spanish	12
Total	12

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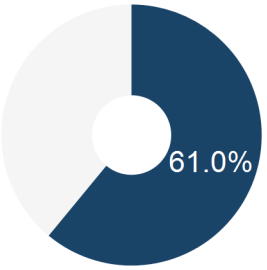
Visual and Performing Arts – Course Participation

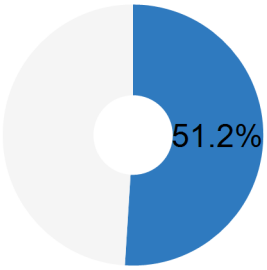
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 9-12:

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

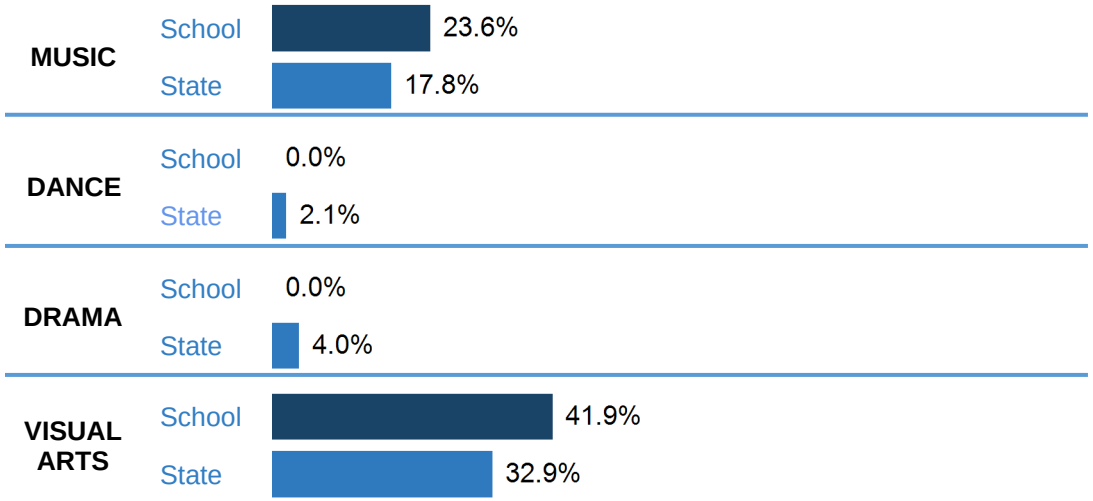


School



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	96.8%	90.9%	97.4%	92.4%	97.0%	N	Met Goal	97.8%	N	Met Goal
White	97.0%	95.0%	97.9%	95.7%	97.5%	N	Met Goal	97.5%	N	Met Goal
Hispanic	*	84.8%	*	87.3%	*	**	**	100.0%	N	Met Goal
Black or African American	*	84.2%	*	86.8%	*	**	**	*	**	**
Asian, Native Hawaiian or Pacific Islander	*	97.0%	100.0%	97.7%	100.0%	**	**	*	**	**
American Indian or Alaska Native	*	86.5%	N	94.1%	N	N	N	N	N	N
Two or More Races	N	92.0%	N	93.9%	N	N	N	N	N	N
Economically Disadvantaged Students	93.3%	84.6%	91.7%	87.0%	91.7%	**	**	*	**	**
Students with Disabilities	92.9%	80.1%	86.8%	83.5%	84.6%	87.1%	Not Met	95.7%	N	Met Goal
English Learners	N	75.8%	N	81.8%	N	N	N	*	**	**
Homeless Students	N	72.6%	N	79.1%	N			N		
Students in Foster Care	N	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	44.5%	55.5%
Substitute Competency Test	54.7%	43.3%
Portfolio Appeals Process	0.4%	0.8%
Alternate Requirements specified in IEP	0.0%	0.0%
Unknown	0.4%	0.4%

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	96.8%	-
2017	97.0%	97.4%
2016	96.1%	97.8%

Dropout Rate Trends

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

School Year	School Rate	State Rate
2017-2018	0.5%	1.2%
2016-2017	0.4%	1.1%
2015-2016	0.3%	1.2%

NJ SCHOOL PERFORMANCE REPORT

VOORHEES HIGH SCHOOL
(19-3660-060)
Grades Offered: 09-12
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	79%	18.9%	81.1%
White	79.1%	19.4%	80.6%
Hispanic	*	*	*
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	*	*	*
Two or More Races	N	N	N
Economically Disadvantaged Students	*	*	*
Students with Disabilities	53.3%	25%	75%
English Learners	N	N	N

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	87.7%	25.1%	74.9%	71.4%	28.6%	42.7%	57.3%
White	87.8%	26.1%	73.9%	70%	30%	41.7%	58.3%
Hispanic	*	*	*	*	*	*	*
Black or African American	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	90.9%	0%	100%	100%	0%	50%	50%
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N
Economically Disadvantaged Students	*	*	*	*	*	*	*
Students with Disabilities	68.4%	53.8%	46.2%	69.2%	30.8%	53.8%	46.2%
English Learners	N	N	N	N	N	N	N

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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.

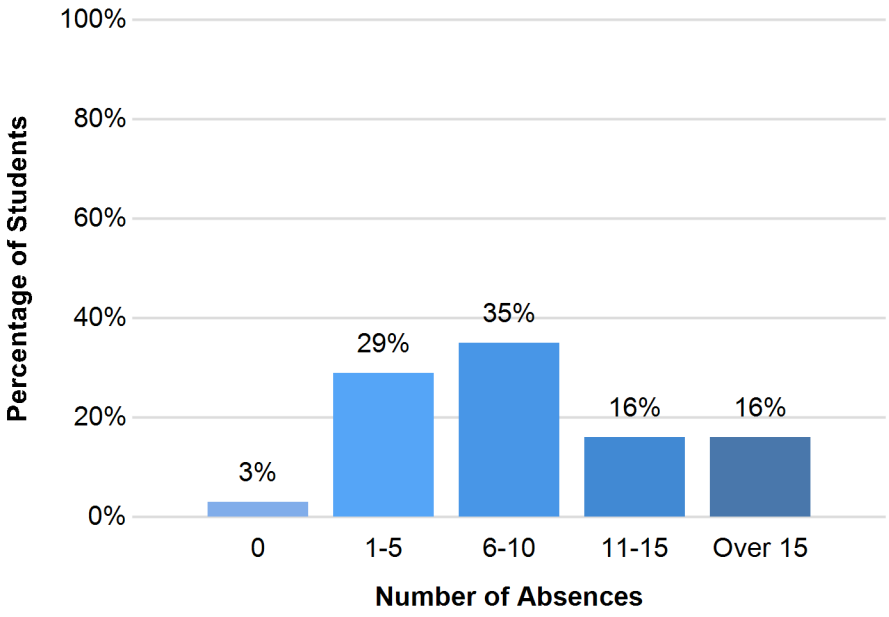
Chronic Absenteeism

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	138	13.4	14.9	Met
White	119	13.2	14.9	Met
Hispanic	5	8.8	14.9	Met
Black or African American	6	26.1	14.9	Not Met
Asian, Native Hawaiian, or Pacific Islander	5	10.9	14.9	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Economically Disadvantaged Students	11	22.9	14.9	Not Met
Students with Disabilities	38	26.2	14.9	Not Met
English Learners	*	*	**	**

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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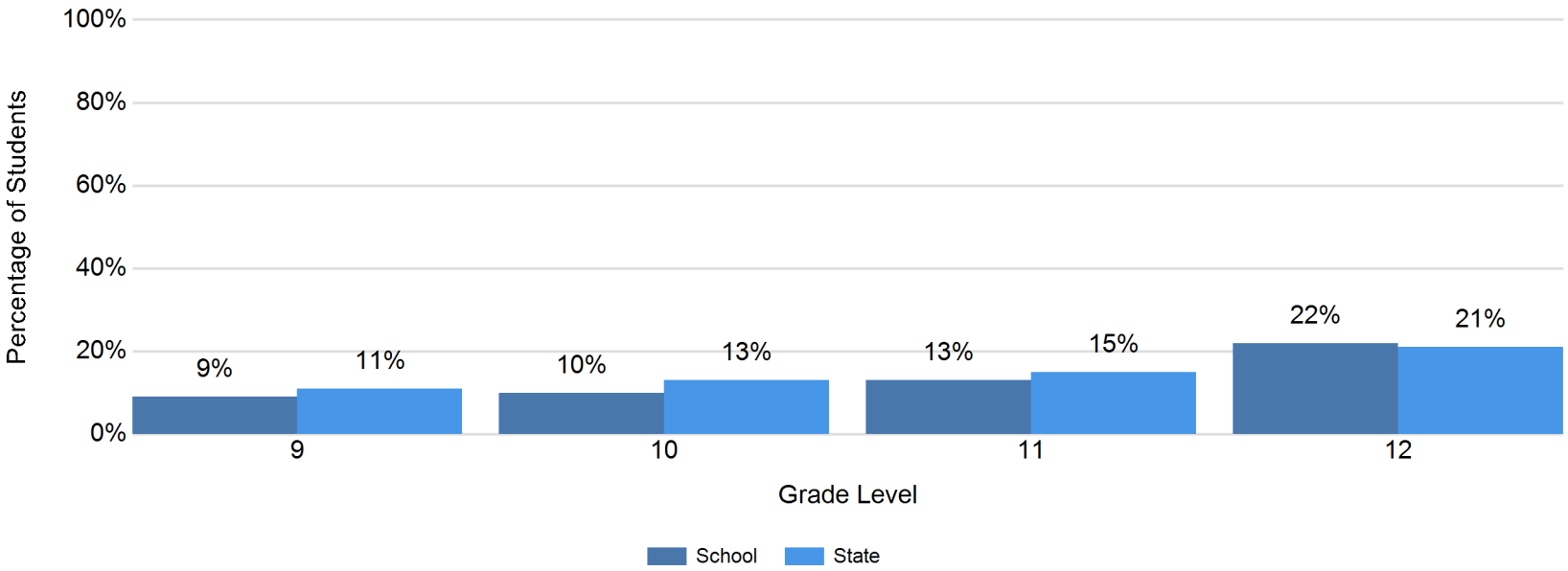
Chronic Absenteeism by Grade

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	4
Weapons	0
Vandalism	1
Substances	17
Harassment, Intimidation, Bullying (HIB)	24
Total Unique Incidents	43
Incidents Per 100 Students Enrolled	4.34

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

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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	5	5
Religion	0	0	0
Ancestry	0	1	1
Gender	0	2	2
Sexual Orientation	1	4	5
Disability	0	1	1
Other	0	12	12
No Identified Nature	20		20

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	20	2.0%
Out-of-School Suspensions	23	2.3%
Any Suspension	35	3.5%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
119

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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	7:45 AM
Typical End Time	2:25 PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	6 Hrs 40 Mins
Shared Time - Instructional Time	3 Hrs. 20 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)	$253	$16,013	$16,266

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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	90	117,464
Average years experience in public schools	12.1	12.0
Average years experience in district	9.9	10.7
Teachers in district for 4 or more years	78.9%	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	19	9,374
Average years experience in public schools	18.3	16.0
Average years experience in district	14.3	12.0
Administrators in district for 4 or more years	89.5%	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	142:1	136:1
Teachers to Administrators	13:1	11:1
Students to Librarians/Media Specialists		1293:1
Students to Nurses		646:1
Students to Counselors		215:1
Students to Child Study Team		287:1

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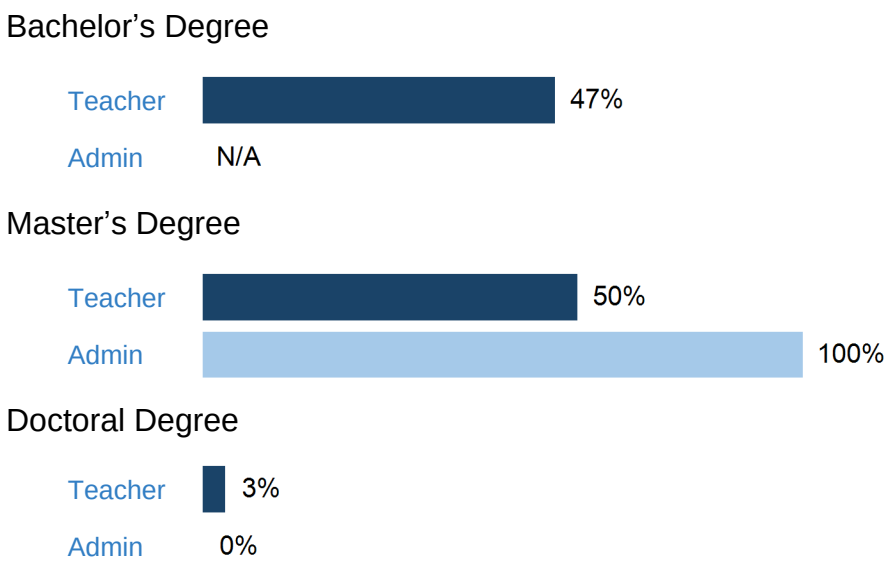
Teachers and Administrators - Level of Education

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



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

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

Job Type	District	State
2016-17 Teachers: Same district 2017-18	91.0%	90.2%
2016-17 Administrators: Same district 2017-18	73.9%	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	96.8%

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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	60.0%	28.6%
Male	40.0%	71.4%
White	95.6%	100.0%
Hispanic	2.2%	0.0%
Black or African American	0.0%	0.0%
Asian	1.1%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	1.1%	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	70.49	17.5%
Mathematics Proficiency	81.66	17.5%
Graduation Rate - 4-Year	72.21	25.0%
Graduation Rate - 5-Year	85.34	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	33.91	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	71.10	n/a
Summative Rating: Percentile Rank of Summative Score	76.22	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 Goal	Met Goal	N	Met	No
White	67.02	8.94	No	Met Target	Met Target	Met Goal	Met Goal	n/a	Met	No
Hispanic	92.33	8.94	No	Met Target	Met Target	**	Met Goal	n/a	Met	No
Black or African American	**	**	No	**	**	**	**	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	Met Goal	Met Target†	**	**	n/a	Met	No
American Indian or Alaska Native	**	**	No	**	**	N	N	n/a	**	No
Two or More Races	**	**	No	**	**	N	N	n/a	**	No
Economically Disadvantaged Students	**	**	No	**	**	**	**	n/a	Not Met	No
Students with Disabilities	66.27	8.94	No	Met Target†	Met Target†	Not Met	Met Goal	n/a	Not Met	No
English Learners	**	**	No	**	**	N	**	**	**	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:	• Voorhees High School was named a National Blue Ribbon School in 2015. Voorhees has repeatedly been ranked as one of the top high schools in the state by New Jersey Monthly Magazine. • In recognition of its Unified initiative and sports program, Voorhees was declared a Special Olympics National Unified Champion School in 2018. • Students at Voorhees High School consistently score above the state average on the PARCC and SAT tests.
Mission, Vision, Theme:	The North Hunterdon-Voorhees Regional High School District, a district committed to innovation, personal excellence, high achievement, and community partnership, provides all students with personalized opportunities through a broad spectrum of exemplary educational experiences to develop their fullest potential, to foster lifelong learning, and to become responsible citizens in a continually changing society.
Awards, Recognition, Accomplishments:	Voorhees High School is a 2015 National Blue Ribbon School that continually ranks among the top public high schools in New Jersey and in the country. Each year, students earn recognition as National Merit Semi-Finalists and/or Commended Students as well as AP Scholars. The Unified initiative and addition of a Unified Sports program has helped to build on unity and equality among students. We are honored to have been named a National Unified Champion School by Special Olympics within two years of launching the initiative.

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Courses, Curriculum, Instruction:	Students in grades 9-12 are provided a variety of learning opportunities through the College Prep, Advanced, Honors, and AP-level courses that are offered. An integrated approach to instruction emphasizes the importance of thinking critically in order to grow academically, socially, emotionally, and physically. The rigorous program of studies contains a full complement of courses, and each discipline offers an advanced placement course. Students can also earn college credit for certain AP and Honors courses through the Seton Hall Project Acceleration Program and RVCC Concurrent Enrollment Program. Students can take courses at Hunterdon County Polytech. Hunterdon County Vocational School District offers three four-year academies; Voorhees houses the Environmental Sustainability and Computer Sciences Academies.
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Cheerleading (Coed), Cross Country (Boys & Girls), Fencing (Boys & Girls), Field Hockey (Girls), Football (Coed), Golf (Coed), Lacrosse (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Girls), Wrestling (Coed) The Voorhees Athletic Program has enjoyed some successful years in recent history. We have won State Sectional Championships in the following sports: Boys Cross Country, Girls Cross Country, Field Hockey, Girls Basketball, and Wrestling. We have had various individual athletes distinguish themselves at the state level, and our program has produced multiple collegiate athletes, including some at the Division One level. During the 2017-2018 school year, Unified Sports was launched thanks to a grant from Special Olympics. Voorhees offers three seasons of Unified sports with soccer, basketball, and track.
Clubs and Activities:	We have 31 total clubs (11 of which are co-curricular, including ones for languages and honor societies) that offer opportunities of involvement and community service. We have 13 academic competition programs (including 6 co-curricular, such as for sciences and mathematics) which allow students to compete state-wide and nationally. We have 11 intramural activities that allow students to be active both before and after school.

NJ SCHOOL PERFORMANCE REPORT

VOORHEES HIGH SCHOOL
(19-3660-060)
Grades Offered: 09-12
2017-2018

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School Narrative

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Staff and Professional Learning:	There are three full-day staff in-service days during the school year, along with four half-day opportunities. The in-service time is used to complete mandated trainings, hold department meetings, and take professional development classes. The classes offered are broken into four strands: Continuing Education, Instructional Practice, Technology, and Health and Wellness. In addition, Faculty amd Staff are involved in department professional learning communities to collaborate on goals and initiatives.
Postsecondary Information:	The Guidance Office holds a variety of post-secondary evening programs for parents and students, such as Financial Aid Night, Introduction to College Planning, and NCAA Night. Parent organizations offer SAT prep and financial aid sessions to assist in post-secondary planning. PSAT Test is administered to all 9-11 grade students. Every year, Voorhees graduates attend the top colleges/universities in the country. For the Class of 2018, 85% are attending two- or four-year colleges/universities, 2.5% are attending business/art/technical schools, and 1.2% entered the military.

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Student Supports and Services:	Special Education programs include employment orientation, multiple disabilities, autism, alternative learning program, in-class support, Unified Leadership, and Unified sports. Lower-level ELL students are given the opportunity to attend a specialized program. At-risk students are assisted with Response to Intervention services. An 8th-grade orientation program assists students with the transition to high school.
Student Health and Wellness:	Community Health and Wellness Education Series presentations are held for parents and community members each year. Topics included Trends in Opiate and Marijuana Use, Technology Dependence, Raising Healthy Children-Resiliency, When Cancer is in the Family, and Mental Health. There is an online program of learning modules called Voorhees360, which educates students on a variety of social and emotional topics each month; similar modules are offered to parents. Group and individual counseling is available with the Student Assistance Counselor. Lifelines Suicide Prevention Program included in curriculum for all freshmen. Health and wellness topics are prevalent in the Health and PE Curriculums. Mind of the Athlete program is held each season for all athletes and coaches; this focuses on various aspects of health and wellness related to sports. District has also implemented No Homework Days so students can take a mental break from homework during certain holidays and recesses.
Parent and Community Involvement:	Parent groups include: PTSO (Parent Teacher Student Organization), Principal's Parent Advisory Committee, Voorhees HS Education Foundation, SEPAG (Special Education Parent Advisory Group), and an array of athletic Booster Clubs. The school district has a variety of parent nights offered at both of our high schools, including a college financial planning night, drug awareness nights, and suicide prevention.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers We partnered with Rutgers University for the School Climate Transformation Project. We survey students, staff, and parents yearly and use a variety of tools and data to inform planning. Overall, our students feel safe in and positive about Voorhees High School.
Facilities:	Voorhees opened in 1975. Projects from the voter-approved 2016 referendum have been completed; these included new windows and doors throughout the building, complete renovation of library, new visitor bleachers, and a new ramp for home bleachers. Voorhees houses the district's multiple disabilities and autism programs. Voorhees has a sensory suite for students with special needs.
School Safety:	The North Hunterdon-Voorhees district follows the Standard Response Protocol, which has been adopted by every school district in Hunterdon County. Staff and students drill monthly on various security protocols. Security measures include additional security cameras, new security vestibule at main entrance, visitor management system, and electronic locks and ID access.

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Technology and STEM:	The North Hunterdon-Voorhees district is a 1:1 mobile computing device district. Every student is provided with a Chromebook for use in school and at home. Every teacher is provided with a laptop, and all classrooms are equipped with projectors. The district offers various STEM courses, including Project Lead the Way. Students can also take vocational courses at Hunterdon County Polytech.

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Other Information:	Voorhees High School provides an outstanding academic program. We have been repeatedly ranked as one of the top high schools in New Jersey by "New Jersey Monthly Magazine." We are a comprehensive secondary (9-12) school with a student population of 1,041. Voorhees educates students from six different municipalities. We have 96 teachers on staff, of which about 50% have earned advanced degrees in their field. Our school provides an academic and activity-rich environment with multiple opportunities for student involvement in extra-curricular clubs/activities and sports (31 clubs and activities, 27 athletic teams, and 3 Unified teams for students with special needs). The college preparatory curriculum is designed to develop individual potential while meeting the entrance requirements of America's most competitive colleges. The rigorous program of studies contain a full complement of courses, and each discipline offers an advanced placement course. Advanced placement courses are offered in Art History, Drawing, 2-D Design, English Literature and Composition, English Language and Composition, French, Latin, Spanish, Calculus AB and BC, Statistics, Computer Science, Music Theory, Biology, Chemistry, Environmental Science, Physics 1 and C, U.S. History, United States Government, World History, Psychology, Microeconomics Macroeconomics, and Human Geography. All students are required to successfully complete a Communication and Digital Literacy course, which stresses those literacies needed by the "21st Century Student." All students are required to complete a comprehensive course in Financial Literacy. For 2017-2018, we implemented a 55-minute rolling drop-block schedule over a four-day rotation cycle.