NJ SCHOOL PERFORMANCE REPORT

ADMIRAL WILLIAM F. HALSEY JR. HEALTH & PUBLIC SAFETY ACADEMY
(39-1320-402)
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	UNION
District	ELIZABETH CITY
Principal Name	MR. VANVLIET
Address	641 SOUTH STREET ELIZABETH, NJ 07202
Phone Number	(908)436-6600
Email Address	VANVLIETCH@EPSNJ.ORG
Website	https://www.epsnj.org/Domain/12

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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	494	383	313
10	258	306	265
11	259	222	305
12	236	166	211
Total	1,247	1,077	1,094

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	50.6%	52.7%	52.9%
Male	49.4%	47.3%	47.1%
Economically Disadvantaged Students	85.6%	83.9%	80.3%
Students with Disabilities	10.3%	11.8%	12.6%
English Learners	19.5%	27.7%	31.9%
Homeless Students		0.3%	0.5%
Students in Foster Care		0.1%	0.2%
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	4.7%	5.5%	4.8%
Hispanic	71.6%	75.1%	78.1%
Black or African American	22.9%	18.8%	16.4%
Asian	0.8%	0.4%	0.6%
Native Hawaiian or Pacific Islander	0.1%	0.3%	0.2%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.0%	0.0%	0.0%

Enrollment Trends by Full and Shared Time Status

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

Enrollment Status	2015-16	2016-17	2017-18
Full Time Students	1,247	1,077	1,094
Shared Time Students	0	0	0
Full Time Equivalent	1,247	1,077	1,094

Enrollment by Home Language

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

Home Language	% of Students
Spanish	68.8%
English	23.0%
Haitian	3.6%
Portuguese	2.1%
Other Languages	2.5%

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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	475	99.8	22.5	47.0	56.7	22.5	27	Not Met
White	*	*	*	56.0	65.6	*	10	Met Target
Hispanic	373	99.7	21.9	47.9	42.5	21.9	27.1	Not Met
Black or African American	65	100.0	23.0	36.8	37.3	23.0	24.5	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	70.0	82.3	*	**	**
American Indian or Alaska Native	N	N	N	*	52.7	N	**	**
Two or More Races	N	N	N	*	63.4	N	**	**
Female	247	99.6	28.3	54.5	64.5	28.3		
Male	228	100.0	16.3	39.6	49.4	16.3		
Economically Disadvantaged Students	377	99.7	22.9	44.3	38.5	22.9	26.2	Met Target†
Non-Economically Disadvantaged Students	98	100.0	21.4	57.8	67.5	21.4		
Students with Disabilities	75	100.0	17.3	15.1	21.6	17.3	16.7	Met Target
Students without Disabilities	400	99.8	23.5	51.5	63.9	23.5		
English Learners	165	100.0	*	35.3	27.3	*	13.1	Not Met
Non-English Learners	310	99.7	*	52.2	59.4	*		
Homeless Students	N	N	N	24.1	27.7	N		
Students In Foster Care	N	N	N	27.0	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	253	721	735	752	30%	21%	28%	*	*	21%	55%
White	*	*	746	760	*	*	*	*	*	*	64%
Hispanic	198	720	735	735	30%	21%	29%	*	*	19%	38%
Black or African American	34	719	729	734	29%	29%	*	*	*	24%	34%
Asian, Native Hawaiian, or Pacific Islander	*	*	756	782	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	752	N	N	N	N	N	N	51%
Two or More Races	N	N	N	760	N	N	N	N	N	N	63%
Female	121	731	744	759	20%	21%	30%	*	*	30%	63%
Male	132	712	728	744	39%	22%	27%	*	*	12%	46%
Economically Disadvantaged Students	194	721	735	733	29%	*	27%	*	*	21%	34%
Non-Economically Disadvantaged Students	59	719	736	761	34%	*	31%	*	*	20%	65%
Students with Disabilities	45	703	708	716	*	*	*	*	*	*	15%
Students without Disabilities	208	725	739	758	*	*	*	*	*	*	62%
English Learners	58	698	694	691	*	*	*	*	*	*	*
Non-English Learners	195	727	745	755	*	*	*	*	*	*	*
Homeless Students	N	N	721	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	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	223	710	738	749	48%	13%	17%	*	*	22%	51%
White	*	*	749	756	*	*	*	*	*	*	58%
Hispanic	175	708	737	733	49%	13%	17%	*	*	22%	38%
Black or African American	31	712	*	728	45%	*	*	*	*	23%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	772	782	*	*	*	*	*	*	78%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	50%
Two or More Races	N	N	N	753	N	N	N	N	N	N	55%
Female	125	719	746	759	36%	14%	*	*	*	26%	60%
Male	98	698	730	739	62%	11%	*	*	*	17%	42%
Economically Disadvantaged Students	177	711	736	730	46%	*	*	*	*	23%	34%
Non-Economically Disadvantaged Students	46	703	745	758	52%	*	*	*	*	20%	59%
Students with Disabilities	21	706	698	707	*	*	*	*	*	14%	15%
Students without Disabilities	202	710	742	756	*	*	*	*	*	23%	57%
English Learners	86	677	*	684	*	*	*	*	*	*	*
Non-English Learners	137	730	*	752	*	*	*	*	*	*	*
Homeless Students	N	N	*	718	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	707	N	N	N	N	N	N	21%
Military-Connected Students	*	*	*	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	256	712	738	736	39%	23%	22%	*	*	16%	39%
White	*	*	747	737	*	*	*	*	*	*	41%
Hispanic	207	712	737	731	42%	21%	22%	*	*	16%	35%
Black or African American	*	*	735	729	*	*	*	*	*	*	31%
Asian, Native Hawaiian, or Pacific Islander	N	N	762	759	N	N	N	N	N	N	60%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	25%
Two or More Races	N	N	N	737	N	N	N	N	N	N	39%
Female	145	720	747	745	*	*	*	*	*	*	48%
Male	111	701	729	728	*	*	*	*	*	*	31%
Economically Disadvantaged Students	190	714	737	730	36%	25%	22%	*	*	17%	33%
Non-Economically Disadvantaged Students	66	705	739	739	48%	18%	23%	*	*	11%	42%
Students with Disabilities	19	697	704	708	*	*	*	*	*	11%	13%
Students without Disabilities	237	713	741	742	*	*	*	*	*	16%	44%
English Learners	90	700	*	702	*	*	*	*	*	*	*
Non-English Learners	166	718	*	738	*	*	*	*	*	*	*
Homeless Students	*	*	728	721	*	*	*	*	*	*	22%
Students in Foster Care	N	N	*	708	N	N	N	N	N	N	19%
Military-Connected Students	N	N	*	729	N	N	N	N	N	N	31%
Migrant Students	N	N	N	707	N	N	N	N	N	N	*

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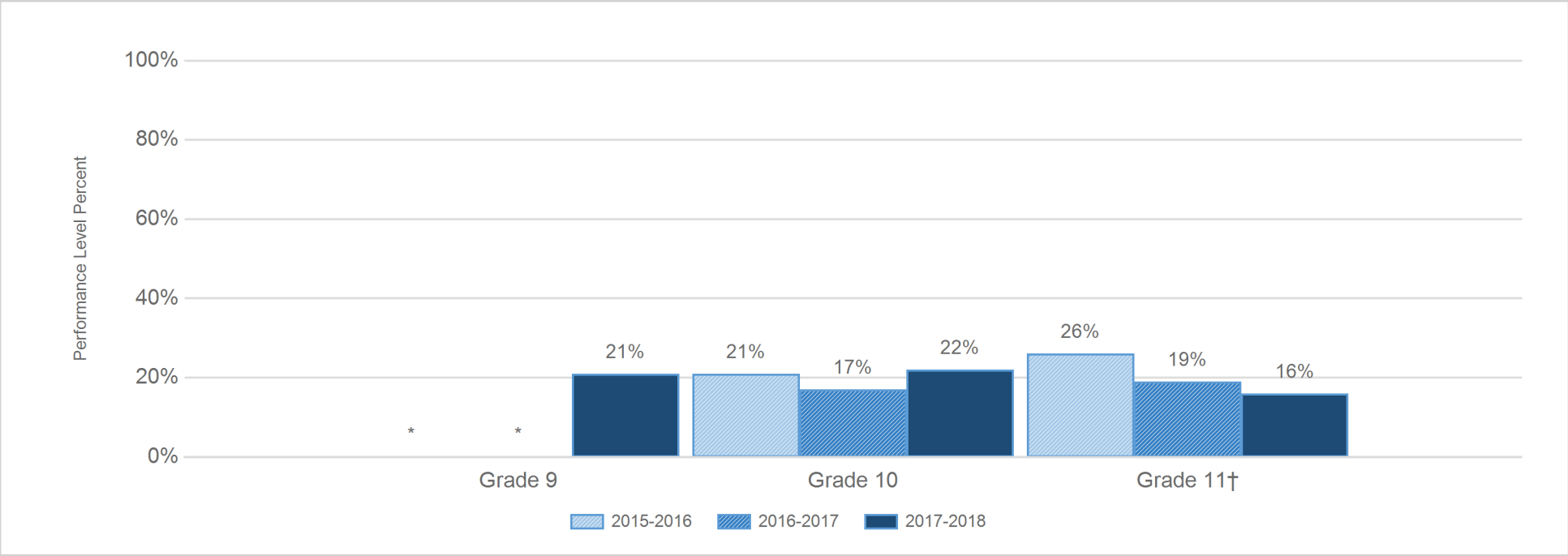
English Language Arts/Literacy Assessment - Performance Trends

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



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Mathematics Assessment - Participation and Performance

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	560	97.1	*	29.9	45.0	*	12	Not Met
White	*	*	*	41.5	54.1	*	11.8	Met Target†
Hispanic	438	96.8	*	30.7	29.2	*	12.1	Not Met
Black or African American	81	97.7	*	18.6	23.4	*	10.5	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	60.9	77.0	*	**	**
American Indian or Alaska Native	N	N	N	*	42.5	N	**	**
Two or More Races	N	N	N	*	53.0	N	**	**
Female	289	98.0	*	30.8	46.0	*		
Male	271	96.2	*	29.1	43.9	*		
Economically Disadvantaged Students	444	97.4	*	28.4	26.6	*	11.6	Not Met
Non-Economically Disadvantaged Students	116	96.2	*	36.4	55.9	*		
Students with Disabilities	80	100.0	*	10.5	17.1	*	9.3	Not Met
Students without Disabilities	480	96.7	*	32.7	50.5	*		
English Learners	188	97.5	*	28.6	24.6	*	14.3	Not Met
Non-English Learners	372	97.0	*	30.5	46.9	*		
Homeless Students	N	N	N	16.8	17.3	N		
Students In Foster Care	N	N	N	10.8	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	97	703	729	746	*	*	*	*	*	*	46%
White	*	*	737	755	*	*	*	*	*	*	57%
Hispanic	79	704	731	730	*	*	*	*	*	*	27%
Black or African American	13	695	718	727	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	747	779	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	49%
Two or More Races	N	N	N	755	N	N	N	N	N	N	54%
Female	29	709	732	748	*	*	*	*	*	*	48%
Male	68	700	727	745	*	*	*	*	*	*	44%
Economically Disadvantaged Students	74	700	729	729	*	*	*	*	*	*	25%
Non-Economically Disadvantaged Students	23	713	730	756	*	*	*	*	*	*	57%
Students with Disabilities	29	696	705	716	*	*	*	*	*	*	13%
Students without Disabilities	68	706	733	752	*	*	*	*	*	*	52%
English Learners	49	706	714	710	*	*	*	*	*	*	*
Non-English Learners	48	699	733	749	*	*	*	*	*	*	*
Homeless Students	N	N	712	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	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	347	711	723	735	*	*	*	*	*	*	30%
White	*	*	734	740	*	*	*	*	*	*	37%
Hispanic	274	712	723	723	*	*	*	*	*	*	14%
Black or African American	45	709	717	719	*	*	*	*	*	*	11%
Asian, Native Hawaiian, or Pacific Islander	*	*	744	760	*	*	*	*	*	*	65%
American Indian or Alaska Native	N	N	N	734	N	N	N	N	N	N	28%
Two or More Races	N	N	N	741	N	N	N	N	N	N	39%
Female	184	712	725	736	*	*	*	*	*	*	30%
Male	163	711	722	734	*	*	*	*	*	*	29%
Economically Disadvantaged Students	272	712	723	722	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	75	711	725	741	*	*	*	*	*	*	38%
Students with Disabilities	40	702	705	713	*	*	*	*	*	*	*
Students without Disabilities	307	713	725	738	*	*	*	*	*	*	*
English Learners	104	709	*	711	*	*	*	*	*	*	*
Non-English Learners	243	712	*	736	*	*	*	*	*	*	*
Homeless Students	N	N	718	718	N	N	N	N	N	N	*
Students in Foster Care	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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(39-1320-402)
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	311	691	708	727	*	*	*	*	*	*	30%
White	16	688	718	733	*	*	*	*	*	*	35%
Hispanic	238	692	709	710	*	*	*	*	*	*	14%
Black or African American	55	688	700	705	*	*	*	*	*	*	11%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	766	*	*	*	*	*	*	66%
American Indian or Alaska Native	N	N	N	729	N	N	N	N	N	N	28%
Two or More Races	*	*	*	736	*	*	*	*	*	*	37%
Female	179	693	710	728	*	*	*	*	*	*	30%
Male	132	688	707	727	*	*	*	*	*	*	30%
Economically Disadvantaged Students	239	691	708	709	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	72	689	710	736	*	*	*	*	*	*	37%
Students with Disabilities	21	678	683	693	*	*	*	*	*	*	*
Students without Disabilities	290	692	710	732	*	*	*	*	*	*	*
English Learners	102	694	694	691	*	*	*	*	*	*	*
Non-English Learners	209	689	711	729	*	*	*	*	*	*	*
Homeless Students	*	*	702	703	*	*	*	*	*	*	10%
Students in Foster Care	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%

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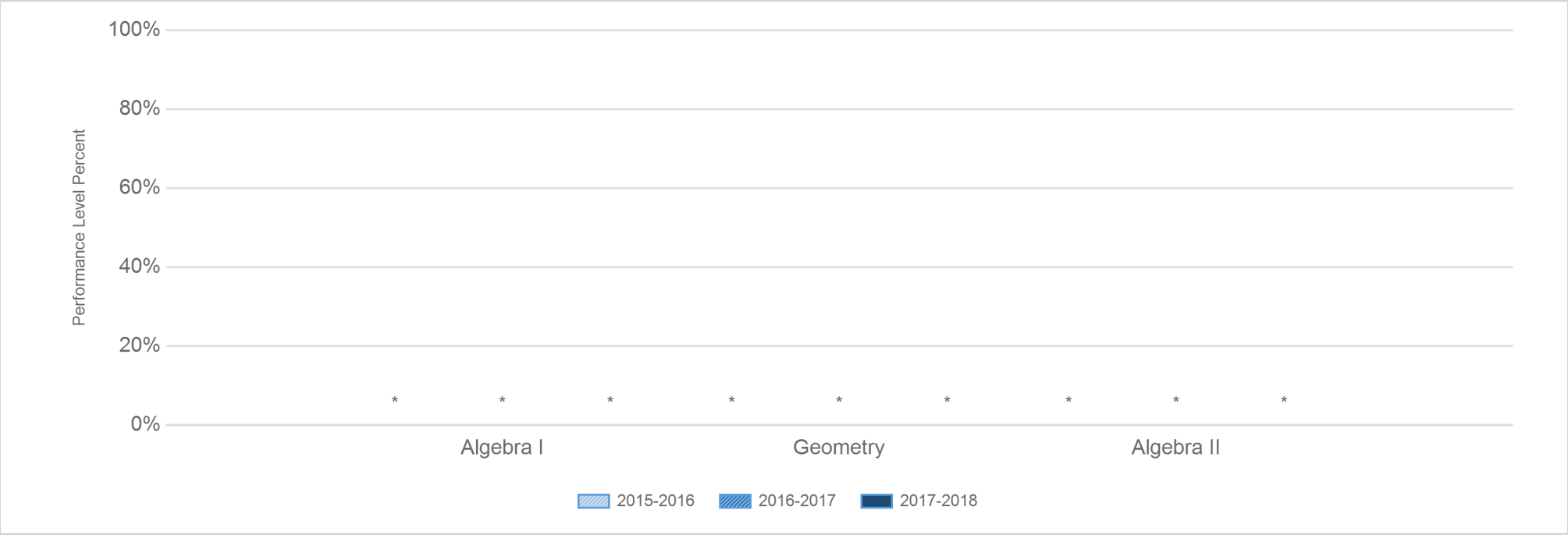
Mathematics Assessment – Performance Trends

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	12	12

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	27.6%	46.8%	Not Met

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	170	*	*
3-4	115	87.0%	13.0%
5 or more	53	*	*

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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	90.4%	85.0%
12th graders taking SAT in 2017-18 or prior years	100.0%	72.2%
12th graders taking ACT in 2017-18 or prior years	*	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	374	478	Grade 10: 430 Grade 11: 460	11%	62%
PSAT 10/NMSQT - Math	385	478	Grade 10: 480 Grade 11: 510	*	42%
SAT - Reading and Writing	418	542	480	18%	72%
SAT - Math	409	543	530	*	54%
ACT - Reading	*	24	22	*	62%
ACT - English	*	24	18	*	78%
ACT - Math	*	24	22	*	62%
ACT - Science	*	23	23	*	53%

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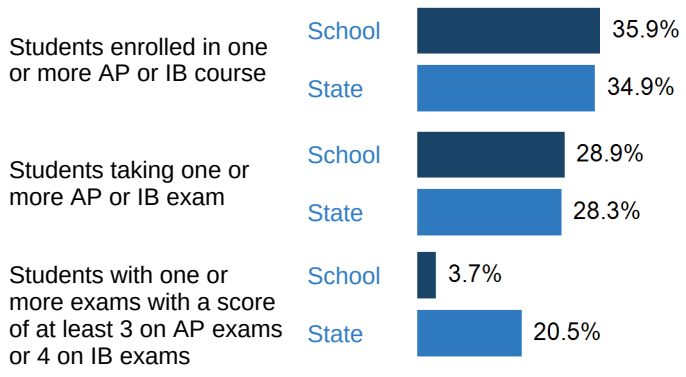
Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (IB)** courses and exams and **dual enrollment** courses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

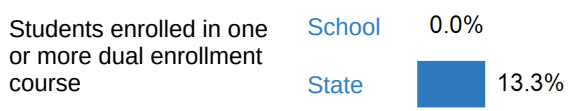
AP/IB Coursework – Participation and Performance

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 English Language and Composition	77	72
AP English Literature and Composition	74	70
AP Spanish Language	0	29
AP Spanish Literature	40	0
AP Statistics	65	45
AP U.S. History	76	71
Total Exams taken		287
Exams with scores of at least 3 on AP exams or 4 on IB exams		22

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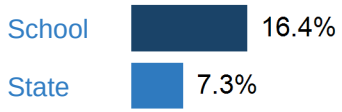
This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit the NJDOE's Career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

Career and Technical Education Participation

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

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

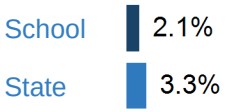


CTE Concentrators
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)

Structured Learning Experiences Participation

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

Structured Learning Experiences



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Industry-Valued Credentials

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

Students Earning Industry-Valued Credentials

School	0.0%
State	0.9%

Industry-Valued Credentials by Career Cluster

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

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total credentials earned
Arts, AV Technology & Communications	106		
Health Science	210		
Total (All Clusters)	316	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	2	207	58	0	0	0	50
10	3	156	103	3	0	0	11
11	2	17	196	3	0	3	115
12	1	5	15	10	0	62	129
Total	8	385	372	16	0	65	305
Enrolled in AP/IB Course					0	65	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	123	1	0	193	0	1
10	223	31	0	12	8	6
11	28	189	0	12	69	34
12	11	21	0	9	4	148
Total	385	242	0	226	81	189
Enrolled in AP/IB Course	0	0		0	0	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	165	6	0	0	0	90
10	0	108	0	0	0	13
11	0	267	0	0	0	24
12	0	60	0	0	0	32
Total	165	441	0	0	0	159
Enrolled in AP/IB Course	0	76	0	0		0
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	85	35	0	0	0	0	0
10	150	33	0	0	0	0	22
11	35	12	0	0	0	0	0
12	29	7	0	0	0	0	0
Total	299	87	0	0	0	0	22
Enrolled in AP/IB Course	40	0	0	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	5	0	0	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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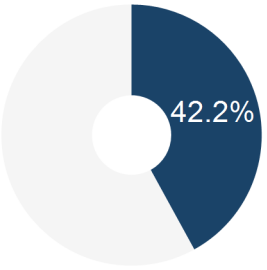
Visual and Performing Arts – Course Participation

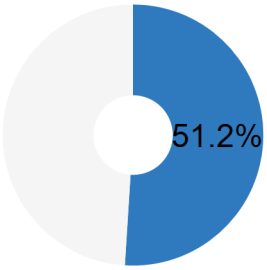
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 9-12:

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

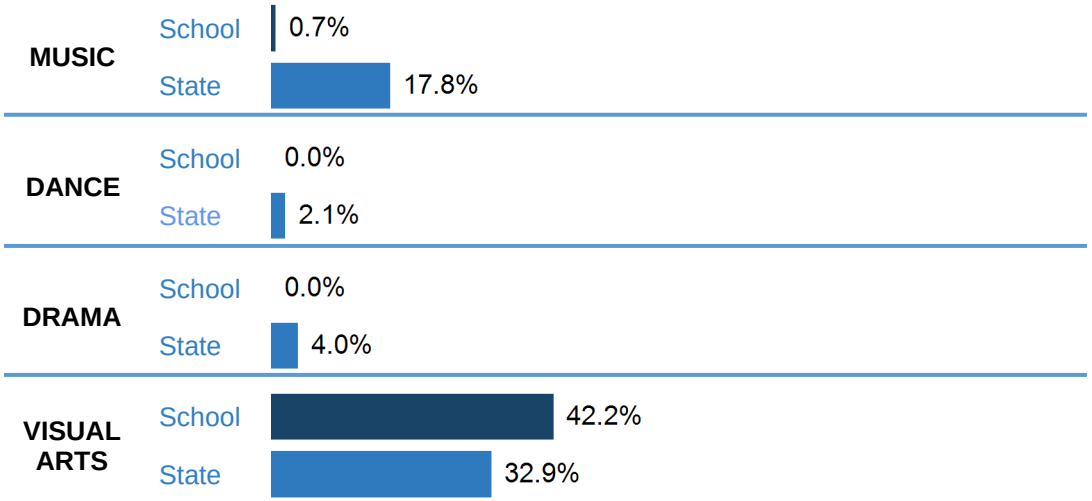


School



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	69.8%	90.9%	68.0%	92.4%	61.9%	72.0%	Not Met	77.2%	68.2%	Met Target
White	*	95.0%	*	95.7%	*	68.1%	Not Met	*	N	N
Hispanic	68.8%	84.8%	69.5%	87.3%	62.9%	73.4%	Not Met	77.8%	66.4%	Met Target
Black or African American	72.3%	84.2%	64.6%	86.8%	58.8%	65.7%	Not Met	77.1%	76.6%	Met Target
Asian, Native Hawaiian or Pacific Islander	*	97.0%	*	97.7%	*	**	**	*	**	**
American Indian or Alaska Native	N	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	70.7%	84.6%	66.7%	87.0%	59.8%	72.8%	Not Met	78.0%	69.6%	Met Target
Students with Disabilities	52.2%	80.1%	57.8%	83.5%	44.4%	49.5%	Not Met	34.4%	53.7%	Not Met
English Learners	67.6%	75.8%	70.4%	81.8%	69.1%	83.7%	Not Met	78.4%	64.1%	Met Target
Homeless Students	*	72.6%	*	79.1%	*			*		
Students in Foster Care	*	62.6%	*	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	40.3%	17.6%
Substitute Competency Test	22.7%	43.7%
Portfolio Appeals Process	19.7%	21.0%
Alternate Requirements specified in IEP	0.4%	0.8%
Unknown	16.8%	16.8%

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	69.8%	-
2017	61.9%	68.0%
2016	72.9%	77.2%

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	5.3%	1.2%
2016-2017	6.5%	1.1%
2015-2016	4.3%	1.2%

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(39-1320-402)
Grades Offered: 09-12
2017-2018

Report Key:
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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	41.4%	51.6%	48.4%
White	*	*	*
Hispanic	38.1%	54.7%	45.3%
Black or African American	48.8%	30%	70%
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	44.3%	53.8%	46.2%
Students with Disabilities	*	*	*
English Learners	34.2%	65.4%	34.6%

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	52%	56.5%	43.5%	84.8%	15.2%	93.5%	6.5%
White	*	*	*	*	*	*	*
Hispanic	50.8%	60.7%	39.3%	86.9%	13.1%	96.7%	3.3%
Black or African American	65%	46.2%	53.8%	76.9%	23.1%	84.6%	15.4%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	*	*	*
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	52.9%	56.8%	43.2%	83.8%	16.2%	93.2%	6.8%
Students with Disabilities	50%	80%	20%	100%	0%	90%	10%
English Learners	40%	58.3%	41.7%	91.7%	8.3%	91.7%	8.3%

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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.

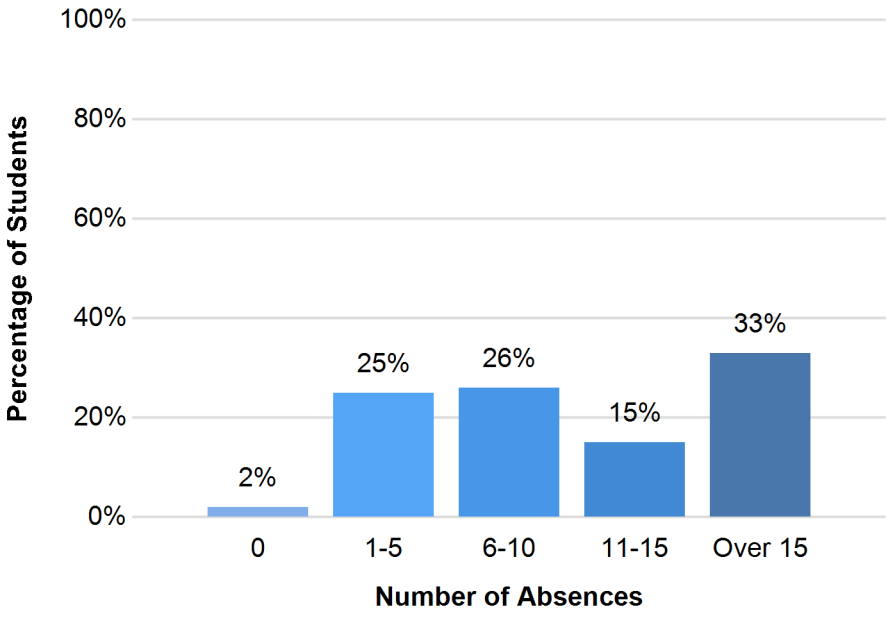
Chronic Absenteeism

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	351	29.6	14.9	Not Met
White	*	*	14.9	Not Met
Hispanic	253	27.9	14.9	Not Met
Black or African American	72	34.8	14.9	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Economically Disadvantaged Students	256	27.6	14.9	Not Met
Students with Disabilities	76	43.7	14.9	Not Met
English Learners	73	20.9	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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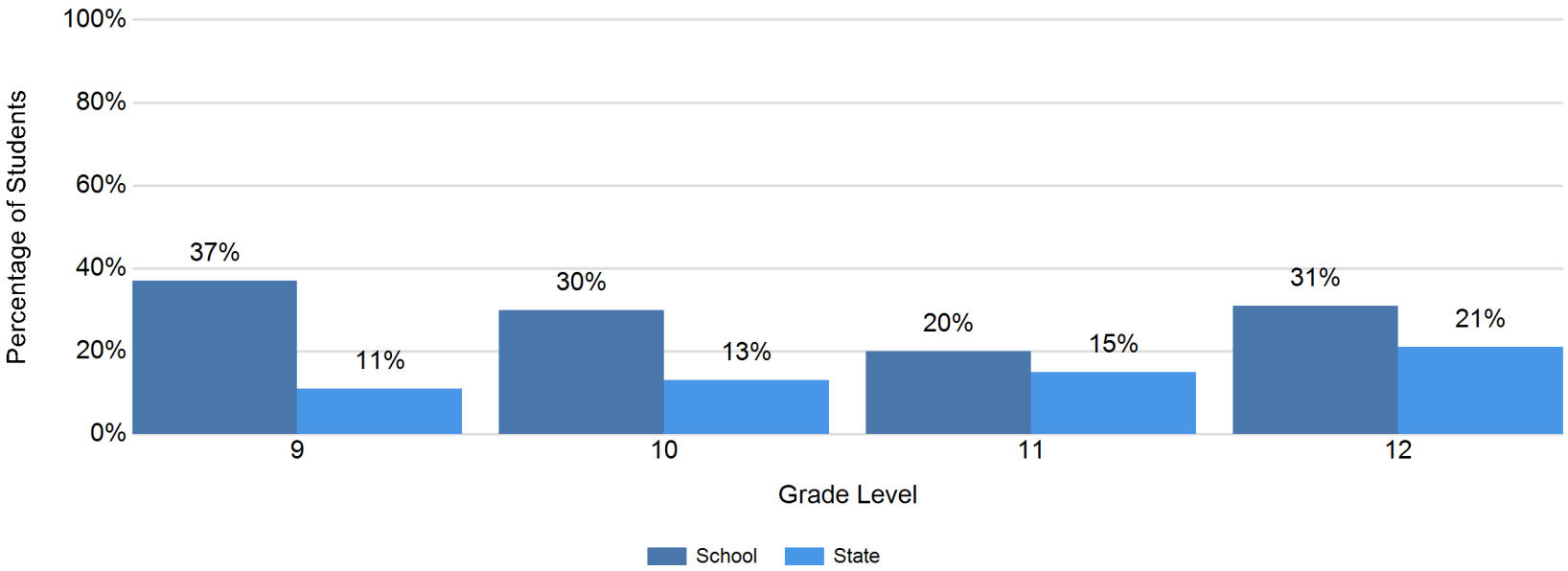
Chronic Absenteeism by Grade

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	95
Weapons	1
Vandalism	11
Substances	38
Harassment, Intimidation, Bullying (HIB)	15
Total Unique Incidents	157
Incidents Per 100 Students Enrolled	14.35

Police Notifications

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

Incident Type	Incidents Reported to Police
Violence	4
Weapons	0
Vandalism	3
Substances	7
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	1	2	3
Religion	0	0	0
Ancestry	0	1	1
Gender	1	2	3
Sexual Orientation	0	2	2
Disability	1	3	4
Other	2	12	14
No Identified Nature	16		16

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	283	25.9%
Any Suspension	283	25.9%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
2491

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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	3:20 PM
Length of School Day	7 Hrs 35 Mins
Full Time - Instructional Time	6 Hrs 48 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	1.0:1

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)	$720	$15,757	$16,477

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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	84	117,464
Average years experience in public schools	11.2	12.0
Average years experience in district	11.2	10.7
Teachers in district for 4 or more years	79.8%	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	99	9,374
Average years experience in public schools	18.3	16.0
Average years experience in district	18.3	12.0
Administrators in district for 4 or more years	99.0%	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	13:1	13:1
Students to Administrators	365:1	282:1
Teachers to Administrators	28:1	21:1
Students to Librarians/Media Specialists		1994:1
Students to Nurses		537:1
Students to Counselors		537:1
Students to Child Study Team		243:1

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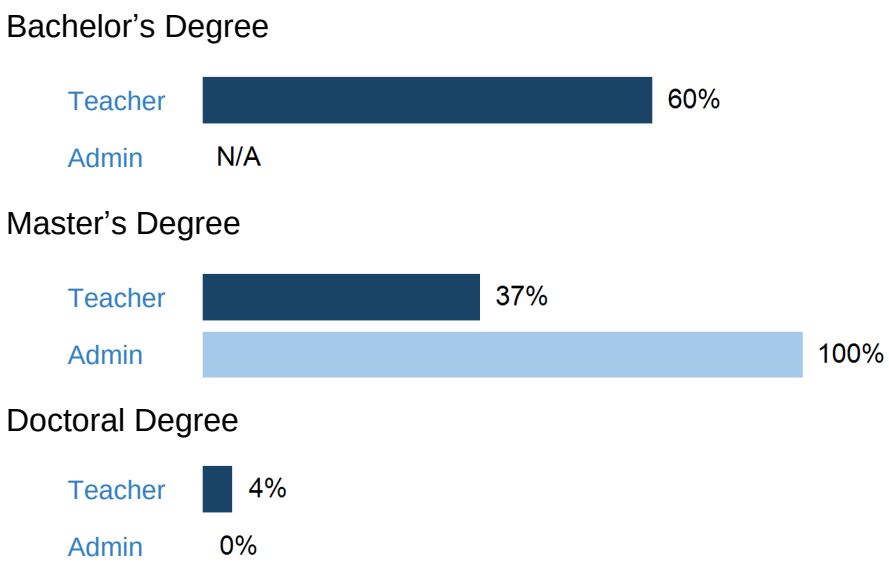
Teachers and Administrators - Level of Education

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	94.7%	90.2%
2016-17 Administrators: Same district 2017-18	93.3%	86.2%

Faculty Attendance

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

School Year	% Days Present
2017-18	95.6%

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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	48.8%	0.0%
Male	51.2%	100.0%
White	47.6%	100.0%
Hispanic	23.8%	0.0%
Black or African American	19.0%	0.0%
Asian	9.5%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%

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

Comprehensive Status

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

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

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	Yes	Yes	No
White	Yes		
Hispanic	Yes		
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	Yes		
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	12.03	15.0%
Mathematics Proficiency	3.72	15.0%
Graduation Rate - 4-Year	1.43	20.0%
Graduation Rate - 5-Year	2.59	20.0%
Progress Towards English Language Proficiency	20.91	20.0%
Chronic Absenteeism	8.91	10.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	8.24	n/a
Summative Rating: Percentile Rank of Summative Score	3.44	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	Yes	n/a
Requires Comprehensive Support: 4-year Graduation Rate less than or equal to 67%	Yes	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	Yes	Not Met	Not Met	Not Met	Met Target	Not Met	Not Met	No
White	1.05	8.94	Yes	Met Target	Met Target†	Not Met	N	n/a	Not Met	No
Hispanic	8.71	8.94	Yes	Not Met	Not Met	Not Met	Met Target	n/a	Not Met	No
Black or African American	13.43	8.94	No	Met Target†	Not Met	Not Met	Met Target	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	n/a	**	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	11.73	8.94	No	Met Target†	Not Met	Not Met	Met Target	n/a	Not Met	No
Students with Disabilities	14.23	8.94	No	Met Target	Not Met	Not Met	Not Met	n/a	Not Met	No
English Learners	36.18	8.94	No	Not Met	Not Met	Not Met	Met Target	**	Not Met	No

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

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School Narrative

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

Highlights:	• Through the NJDOE Pathways Grant enhanced the experiences of Health Science students-continued dual enrollment Rutgers. • ROTC continued competitive Rifle/Drill teams to be one of the most celebrated in NJ. • Public Safety/CJ worked to enhance the students learning within the strands-authorities in Halsey for discussions.
Mission, Vision, Theme:	Halsey Academy's mission is devoted to creating world-class citizens through facilitating academic achievement personal growth and empathy towards others. Our vision is to bring respect integrity safety and empathy into all classrooms hallways and offices and in doing that being one of the best high schools in America. Halsey Academy students can choose from the following programs: Marine Corps Junior Reserve Officers Training Corps Health Sciences Criminal Justice and Public Safety.
Awards, Recognition, Accomplishments:	The Health Science strand continues to grow and improve its course sequence. Dual enrollment with Rutgers-NB. Our ROTC program passed inspection by the Marine Corps and continues to be very competitive in the meets they enter for drill and rifle teams. Restructured the AVID Program AVID college trips. Google Expeditions hosted by Google for Halsey students. CJ program monthly tours to various law related area institutions.

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Courses, Curriculum, Instruction:	Halsey offers a separate 9th grade Academy. Additionally Halsey Academy was able to grow its Advanced Placement program offering students in 3 grade levels (10-12) a minimum of 1 AP course offering. Dual enrollment is also available for specific courses. AVID is available at all grade levels also. Programs like NEWSELA Khan Academy IXL and Edconnect allowed teachers to create engaging activities and the ability to get real time data to help improve instruction.
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Coed), Cheerleading (Coed), Cross Country (Boys & Girls), Football (Boys), Golf (Coed), 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)
Clubs and Activities:	Halsey offers a variety of activities for student participation. Student Government and class officer positions exist at all grade levels. National Honor Society and Key and Interact Clubs are also available. A Medical Mentoring Video Club and Multicultural Club are available to meet the needs of our varied populations. Halsey also has a RISE club that supports our participation in the PBSIS initiative.

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(39-1320-402)
Grades Offered: 09-12
2017-2018

Report Key:
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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.

Before and After School Programs:	Halsey offers after school tutoring in English and math in both its main building and its 9th grade annex. SAT tutoring is also available in the weeks leading up to our School Day SAT Administration in April. PARCC preparation is provided on Saturdays for 6 weeks prior to the PARCC administration. Online credit recovery and accrual is offered.
Staff and Professional Learning:	Halsey Academy teachers meet 3 times per week in professional learning communities and Common Planning Time. All teachers participate in these weekly meetings that address all aspects of school performance from instruction to climate and culture. Topics discussed on these days relate to lesson planning classroom management classroom rigor ideas RTI/I&RS student conferences PARCC reducing chronic absenteeism using data to drive instruction.
Postsecondary Information:	All students are required to take the SAT as a graduation requirement and 2 school day administrations are scheduled. An after school SAT program is available in the weeks before the spring SAT. The district also sponsors a college fair open to all students. Specific programs offering support to complete the FAFSA are provided after school hours. Our AVID program provides additional support through college visitations study and coursework support and help with the application process.

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Student Supports and Services:	Through a grant Trinities hospital provides on site support services within Halsey Academy. Our RISE initiative trains teachers in utilizing positive behavior supports. Halsey supports a bilingual program with courses in both French- Creole and Spanish. Halsey offers a multitude of services for students with special needs from in class support to a specialized program for moderate cognitive students. After school tutoring is open to all students after school.
Student Health and Wellness:	Halsey continues to participate in the Healthcorp grant with a fulltime coordinator to mentor students on health issues during an after school. Healthcorp is a nonprofit that give students the tools to make healthier living choices and to change the culture of health and wellness in the community. Youth Enrichment Services (YES) through Trinitas staffs social workers whom students can schedule individual meetings to discuss their issues.
Parent and Community Involvement:	As part of our Career Pathways Grant an advisory board of business and industry partners post-secondary institutions educators parents and administrators was established. Our Administrators are also members of the Gateway Chamber of Commerce Education Workforce Committee attending monthly meetings on student career readiness and businesses knowledge. Select Halsey students participated in the Future Cities Inc. Leadership series including trips for Estuary Day and Environmental Day.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers Halsey utilized the NJDOE school climate survey in 2017-2018 administering the survey to parents students and staff in the winter of 2017. Results of the survey were shared with students during grade level assemblies with staff in PLC meetings and with parents via various community activities. Survey results indicate teachers perceive parental as well as administrative support as high.
Facilities:	Halsey shares its 41 year old air conditioned facility with another high school however maintains a individual space only sharing a gymnasium and a few specialized classrooms. Since Halsey Academy renovated its Media Center it has enhanced the available technology for students and staff..Since offering a separate 9th grade annex located on the same block as the main complex it has provided our 9th graders with a more personalized learning environment.
School Safety:	The Elizabeth Board of Education administers an automated phone messaging system which allows EPS to alert large numbers of people (parents/guardians/team members) instantly in the case of an emergency or a special event. The system is a valuable tool to successfully notify parents about events such as school closings and Early Childhood registration.

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Other Information:	Students enrolled in Admiral William F. Halsey Jr. Health and Public Safety Academy complete a rigorous and engaging college preparatory program and also participate in exciting programs electives classes and activities focusing on the development of each student into a strong ethical and skillful student. Halsey Academy's programs emphasize rigorous academic instruction peer leadership community service and student government activities. Honors and AP classes are available to all eligible students. All Halsey Academy students are expected to comply with the rules regulations and policies of the Academy including the mandatory wearing of the school uniform. The PBSIS implementation continues to grow in Halsey. Data on office conduct referrals suspensions and attendance is analyzed and shared with the staff in order to develop interventions and improve graduation rates. RISE also seeks to impact overall school climate and culture through a reinforcement of positive behaviors and promoting the RISE elements: Respect Integrity Safety and Empathy. Monthly drawings raffles staff luncheons and student activities such as field day fun day and other activities are used to create a welcoming and friendly atmosphere for students staff and visitors. Halsey Academy continued moving forward in utilizing our One-to-One laptop initiative. Using online tools teachers were able to connect to students during the school day as well as at home and when abroad. Students in Halsey have access to mass media equipment and are involved in creating editing and producing videos to highlight successes and show our strands. he ability to personalize the student's experience continues to drive instruction and has changed how our students learn and grow. Real time data allows all teachers and staff to have instant access for use in interventions enrichment and parent conferences.