



State of New Jersey  
2015-2016

Grade Span 09-12

27-3365-010

MORRIS

MORRIS COUNTY VOCATIONAL  
Academy for Law and Public Safety  
BUTLER HIGH SCHOOL ANNEX  
BARTHOLDI AVENUE  
BUTLER, NJ 07405

## 2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other schools that are educating similar students, against district and state-wide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure.

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact [njsmart@pcgus.com](mailto:njsmart@pcgus.com)



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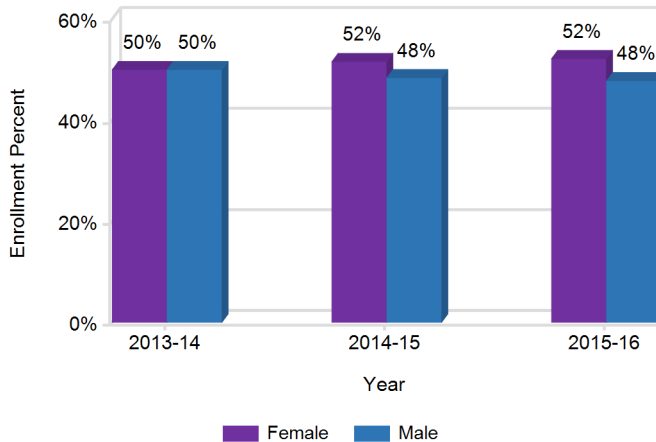
### Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade PK	0	0	0
Grade KG	0	0	0
Grade 01	0	0	0
Grade 02	0	0	0
Grade 03	0	0	0
Grade 04	0	0	0
Grade 05	0	0	0
Grade 06	0	0	0
Grade 07	0	0	0
Grade 08	0	0	0
Grade 09	17	22	0
Grade 10	15	15	19
Grade 11	12	14	13
Grade 12	16	11	14
UG	0	0	0
<b>Total</b>	<b>60</b>	<b>62</b>	<b>46</b>

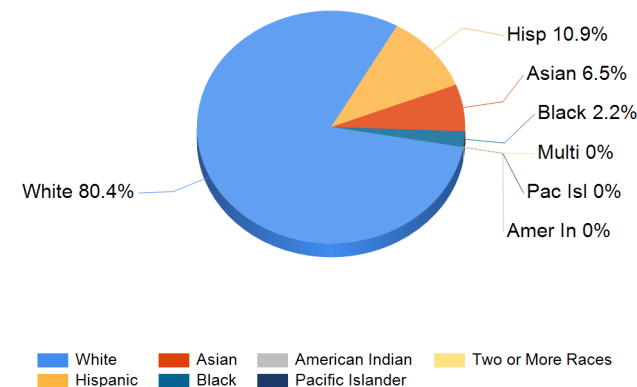
### Enrollment by Gender

This graph displays the percentage of students by gender for the past three school years.



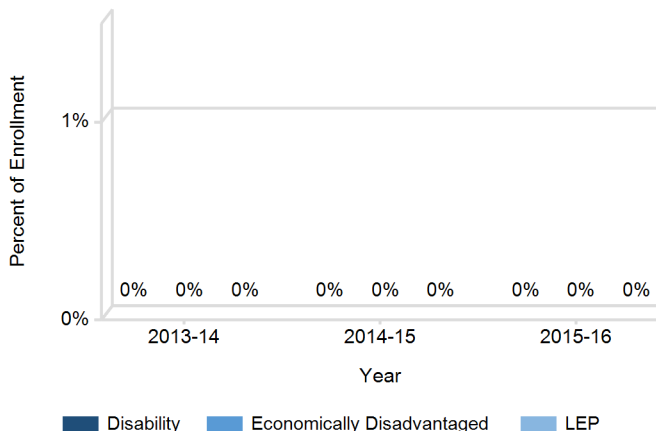
### Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



### Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



### Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	100.0%

### Full Time vs Shared Time

This table presents full time equivalent and full time/shared time enrollment counts for the past three school years.

	2013-14	2014-15	2015-16
Full Time Equivalent	60	62	46
Full Time Head Count	60	62	46
Shared Time Head Count	0	0	0

\* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.



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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

## Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	S	S	S
Mathematics Met or Exceeded Expectations	S	S	S

## Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goal is established as 95% by the United States Department of education. √\*= Met participation rate(participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	S	S	S	S		S	S	S	S	
White	S	S	S	S		S	S	S	S	
African American	S	S	S	S		S	S	S	S	
Hispanic	S	S	S	S		S	S	S	S	
American Indian	N	N	N	N		N	N	N	N	
Asian	S	S	S	S		S	S	S	S	
Two or More Races	N	N	N	N		N	N	N	N	
Students with Disability	N	N	N	N		N	N	N	N	
English Learner Students	N	N	N	N		N	N	N	N	
Economically Disadvantaged Students	S	S	S	S		S	S	S	S	



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## PARCC ELA Performance Distribution - Grade 09

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	N	N	N	760	N	N	N	N	N	N	49%
White	N	N	N	762	N	N	N	N	N	N	58%
African American	N	N	N	748	N	N	N	N	N	N	30%
Hispanic	N	N	N	751	N	N	N	N	N	N	34%
Asian	N	N	N	794	N	N	N	N	N	N	78%
American Indian	N	N	N	777	N	N	N	N	N	N	40%
Two or More Races	N	N	N	765	N	N	N	N	N	N	53%
Students with Disability	N	N	N	718	N	N	N	N	N	N	12%
English Language Learners	N	N	N	733	N	N	N	N	N	N	4%
Economically Disadvantaged Students	N	N	N	749	N	N	N	N	N	N	31%

■ Did Not Yet Meet Expectations  
 ■ Partially Met Expectations  
 ■ Approached Expectations  
 ■ Met Expectations  
 ■ Exceeded Expectations



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### PARCC ELA Performance Distribution - Grade 10

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	17	782	785	756	6%	N	12%	41%	41%	82%	44%
White	12	786	776	758	8%	N	8%	33%	50%	83%	50%
African American	S	S	771	742	S	S	S	S	S	S	28%
Hispanic	S	S	780	747	S	S	S	S	S	S	33%
Asian	S	S	810	792	S	S	S	S	S	S	69%
American Indian	N	N	N	756	N	N	N	N	N	N	35%
Two or More Races	N	N	N	756	N	N	N	N	N	N	45%
Students with Disability	N	N	N	708	N	N	N	N	N	N	11%
English Language Learners	N	N	N	718	N	N	N	N	N	N	4%
Economically Disadvantaged Students	S	S	765	743	S	S	S	S	S	S	30%

■ Did Not Yet Meet Expectations    
 ■ Partially Met Expectations    
 ■ Approached Expectations    
 ■ Met Expectations    
 ■ Exceeded Expectations



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## \*\*PARCC ELA Performance Distribution - Grade 11

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	<b>11</b>	<b>800</b>	<b>769</b>	<b>754</b>	<b>N</b>	<b>N</b>	<b>N</b>	<b>36%</b>	<b>64%</b>	<b>100%</b>	<b>40%</b>
White	S	S	763	755	S	S	S	S	S	S	42%
African American	N	N	N	742	N	N	N	N	N	N	30%
Hispanic	S	S	760	748	S	S	S	S	S	S	37%
Asian	N	N	N	783	N	N	N	N	N	N	58%
American Indian	N	N	N	734	N	N	N	N	N	N	34%
Two or More Races	N	N	N	751	N	N	N	N	N	N	39%
Students with Disability	N	N	N	716	N	N	N	N	N	N	13%
English Language Learners	N	N	N	742	N	N	N	N	N	N	8%
Economically Disadvantaged Students	S	S	752	745	S	S	S	S	S	S	33%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations

\*\*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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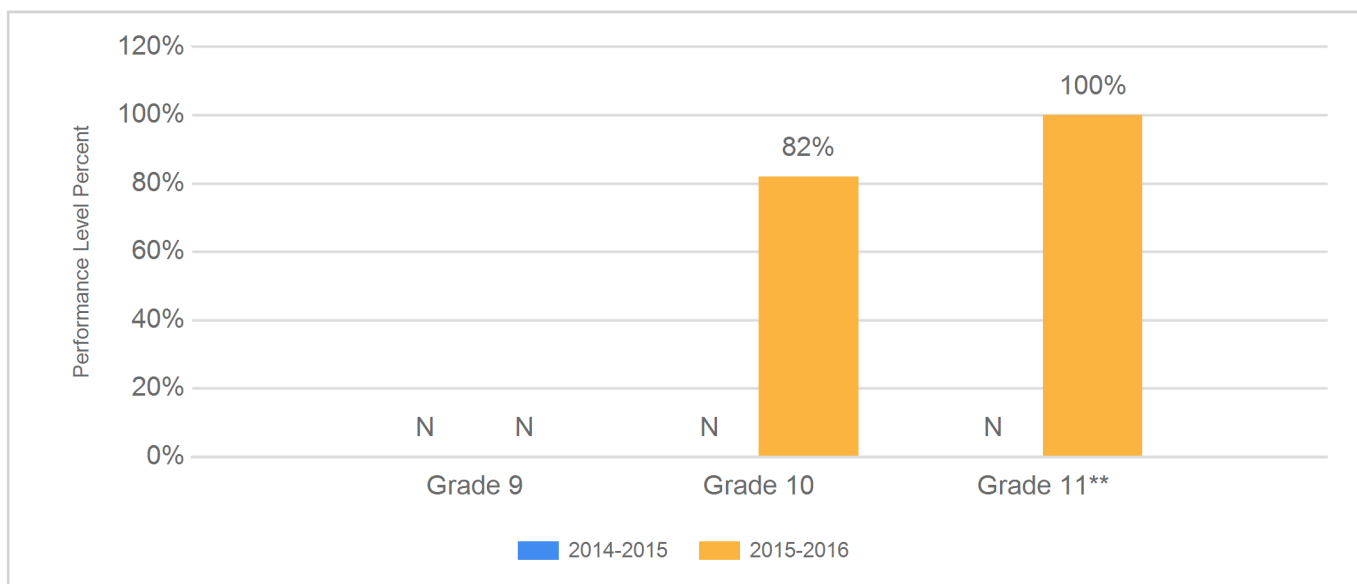
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### PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two 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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## PARCC Performance Distribution - Algebra I

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	N	N	N	741	N	N	N	N	N	N	41%
White	N	N	N	743	N	N	N	N	N	N	51%
African American	N	N	N	735	N	N	N	N	N	N	20%
Hispanic	N	N	N	740	N	N	N	N	N	N	25%
Asian	N	N	N	765	N	N	N	N	N	N	76%
American Indian	N	N	N	751	N	N	N	N	N	N	38%
Two or More Races	N	N	N	741	N	N	N	N	N	N	47%
Students with Disability	N	N	N	715	N	N	N	N	N	N	10%
English Language Learners	N	N	N	731	N	N	N	N	N	N	9%
Economically Disadvantaged Students	N	N	N	738	N	N	N	N	N	N	23%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations





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## PARCC Performance Distribution - Geometry

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	<b>S</b>	<b>S</b>	<b>761</b>	<b>736</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>27%</b>
White	S	S	758	740	S	S	S	S	S	S	34%
African American	N	N	N	727	N	N	N	N	N	N	9%
Hispanic	S	S	749	731	S	S	S	S	S	S	13%
Asian	S	S	773	759	S	S	S	S	S	S	61%
American Indian	N	N	N	732	N	N	N	N	N	N	15%
Two or More Races	N	N	N	733	N	N	N	N	N	N	29%
Students with Disability	N	N	N	713	N	N	N	N	N	N	5%
English Language Learners	N	N	N	715	N	N	N	N	N	N	6%
Economically Disadvantaged Students	S	S	S	729	S	S	S	S	S	S	12%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



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## PARCC Performance Distribution - Algebra II

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	<b>13</b>	<b>741</b>	<b>752</b>	<b>735</b>	<b>8%</b>	<b>39%</b>	<b>15%</b>	<b>31%</b>	<b>8%</b>	<b>39%</b>	<b>27%</b>
White	S	S	748	742	S	S	S	S	S	S	31%
African American	S	S	725	712	S	S	S	S	S	S	8%
Hispanic	S	S	738	719	S	S	S	S	S	S	12%
Asian	N	N	N	778	N	N	N	N	N	N	60%
American Indian	N	N	N	736	N	N	N	N	N	N	16%
Two or More Races	N	N	N	739	N	N	N	N	N	N	34%
Students with Disability	N	N	N	690	N	N	N	N	N	N	5%
English Language Learners	N	N	N	706	N	N	N	N	N	N	7%
Economically Disadvantaged Students	S	S	724	715	S	S	S	S	S	S	11%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



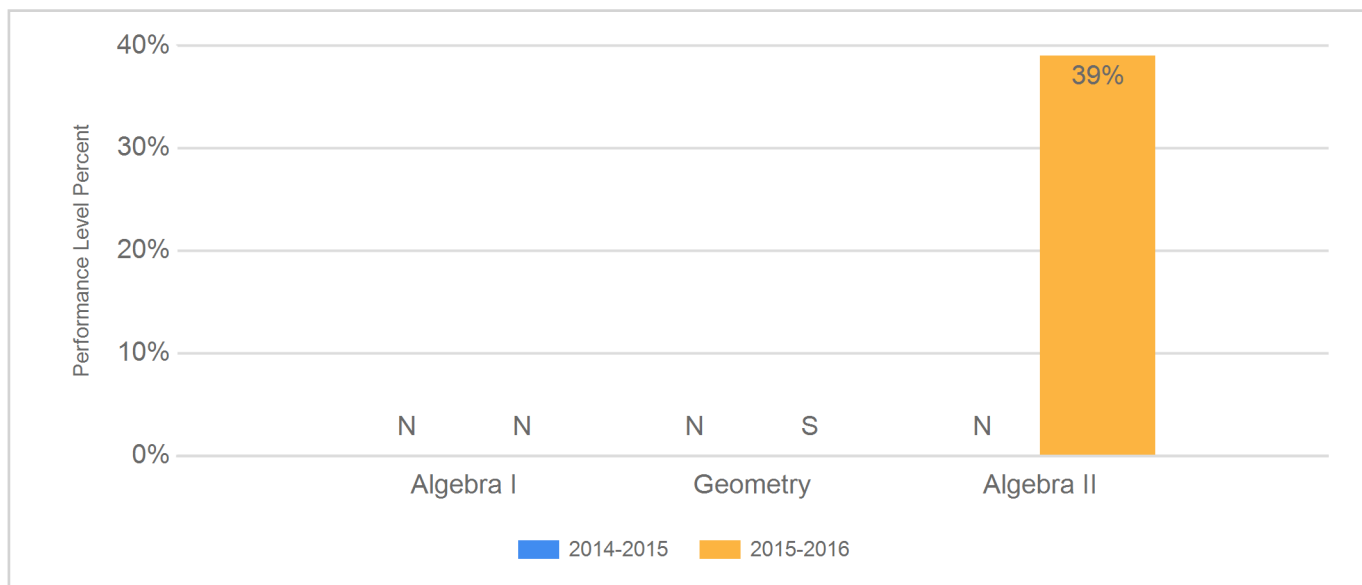
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### PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



\* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



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The Academic Achievement section also measures the content knowledge that students have in biology as demonstrated in End-of-Course Biology assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

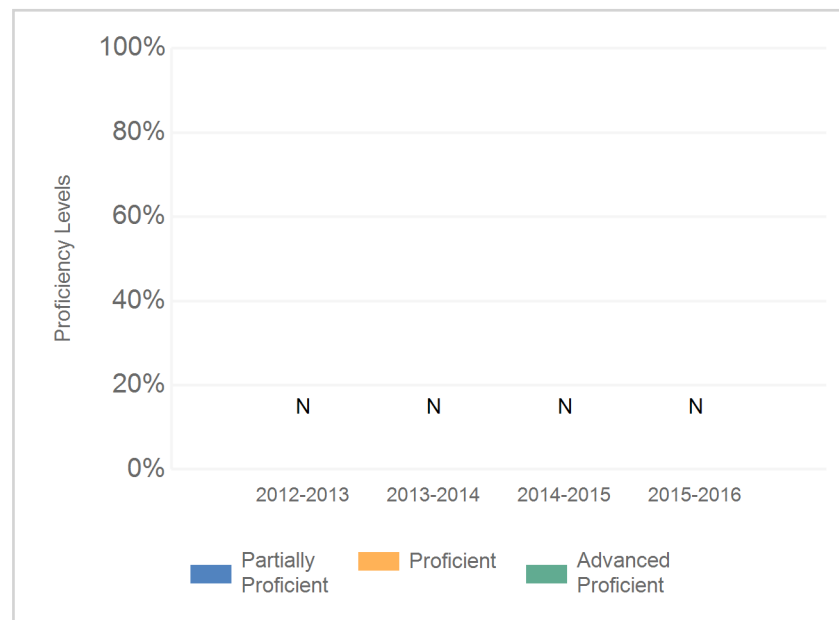
### Proficiency Outcomes - Biology

This table presents the percentage of students in each proficiency category for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	16%	41%	43%
Schoolwide	N	N	N
White	N	N	N
African American	N	N	N
Hispanic	N	N	N
American Indian	N	N	N
Asian	N	N	N
Two or More Races	N	N	N
Students with Disability	N	N	N
English Language Learners	N	N	N
Economically Disadvantaged Students	N	N	N

### Proficiency Trends - Biology

This graph displays the percentage of students by proficiency category for the past three school years.





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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are taking college entrance exams and challenging themselves with rigorous course work.

### PSAT/SAT/ACT Participation

This table presents the schoolwide and statewide participation rates from the last academic year as indicated in PSAT and SAT and from the last cohort as indicated in ACT.

College and Career Readiness Indicators	Schoolwide Participation	Statewide Participation
Percent of Students Participating in PSAT	S	95.5%
Percent of Students Participating in SAT	S	58.0%
Percent of Students Participating in ACT	S	27.6%

### PSAT/SAT/ACT Benchmarks

This table presents the percentage of students scoring at or above College Readiness Benchmarks.

2015-16	Benchmark	Schoolwide	Statewide
<b>PSAT</b>	N	N	N
<b>SAT</b>	-	-	-
Reading and Writing	480	100%	71%
Math	530	82%	53%
<b>ACT</b>	-	-	-
Reading	N	N	58%
English	N	N	74%
Math	N	N	61%
Science	N	N	49%

### PSAT/SAT/ACT Performance

This table presents the school and state mean scores.

2015-16	School Mean	State Mean
<b>PSAT</b>	1125	950
<b>SAT</b>	-	-
Reading and Writing	620	537
Math	574	538
<b>ACT</b>	-	-
Reading	N	23
English	N	22
Math	N	23
Science	N	22

### PSAT/SAT/ACT Performance by Percentile

This table presents the student scores broken down by percentile based upon the school's distribution of scores.

2015-16	75 Percentile	50 Percentile	25 Percentile
<b>PSAT</b>	1245	1070	1010
<b>SAT</b>	-	-	-
Reading and Writing	670	630	560
Math	610	550	530
<b>ACT</b>	-	-	-
Reading	N	N	N
English	N	N	N
Math	N	N	N
Science	N	N	N



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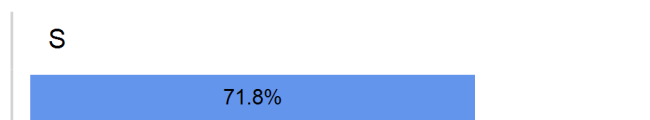
### AP/ IB Test Performance

### AP/ IB Courses Offered

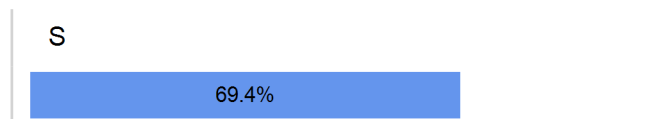
This graph compares the percentage of all AP/IB tests with scores of AP  $\geq 3$  or IB  $\geq 4$  for students enrolled in the school and across the state.

This table presents the count of students enrolled in each AP/IB course and the count of tests taken in each AP/IB course. The last row provides the count of scores that met or exceeded the benchmark. For AP/ IB Courses Offered, please note a student does not have to take a course to take the test OR take the test when enrolled in the course.

Percent of AP Tests  $\geq 3$  or IB Test  $\geq 4$



Percent of Scores in AP  $\geq 3$  or IB  $\geq 4$  in English, Math, Social Studies or Sciences



■ School Avg

■ State Avg

AP/IB Course	Students Enrolled	Students Tested
AP Chemistry	0	3
AP English Language and Composition	0	6
AP Italian Language and Culture	0	1
AP Psychology	0	1
AP U.S. History	0	6
Student AP Tests $\geq 3$ and IB Tests $\geq 4$		8

### Advanced Course Work Participation

The table below presents the percentage of 'unique' students enrolled in the 11th or 12th grade who took at least one AP or IB test, and the percent participating in dual enrollment.

2015-2016 Percent of Student Taking	School Participation	State Participation
One or More Course	0.0%	39.1%
One of More Test	S	32.3%
At least One AP or IB Test in English, Math, Social Studies, or Science	S	26.6%
Participating in Dual Enrollment	0.0%	15.4%



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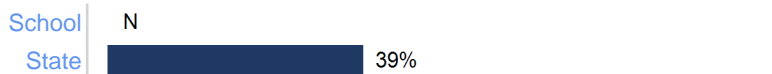
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### Visual and Performing Arts

This graph on the left displays the percentages of students who were enrolled in at least one of the four arts disciplines within the school and across the state. The graphs on the right show the percentage of students who were enrolled in any Visual and Performing Arts classes within the school and across the state.

#### MUSIC



#### DRAMA



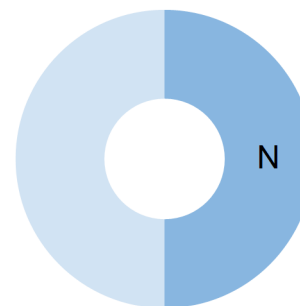
#### DANCE



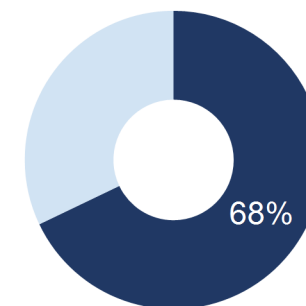
#### VISUAL ARTS



#### Any Visual and Performing Arts



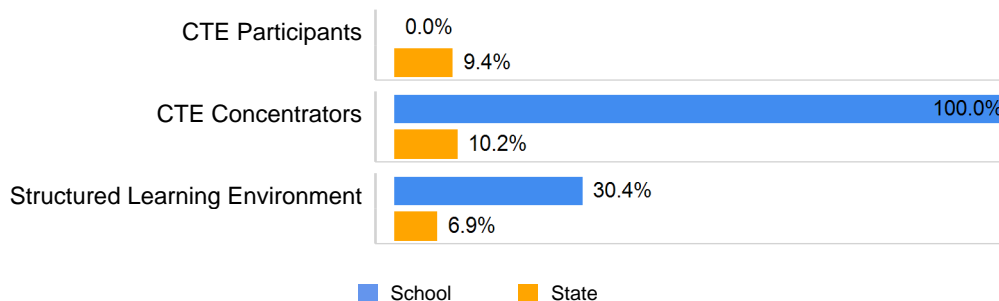
School



State

### Career and Technical Education Participation

The graph below displays the percentage of students within the school and across the State who were in approved Career and Technical Education (CTE). CTE participants are students who have completed only one course and CTE concentrators are students who have completed at least two courses. The graph also shows the percentage of students who completed a course in Structured Learning Experiences.



■ School ■ State

\* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.

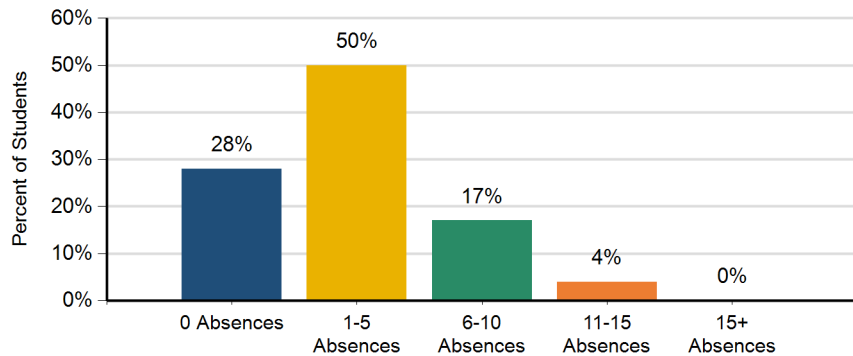


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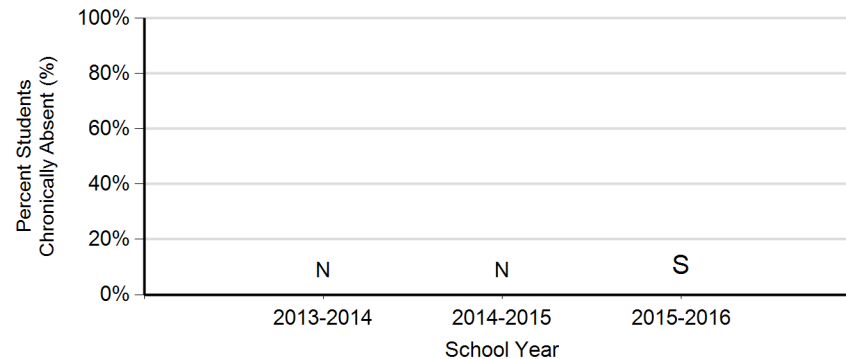
### Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



### Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years at the school.



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### Graduation Rate by Subgroup

This table presents the "4-year Adjusted Graduation Rate" and statewide percentiles (a comparison between the school's rate and schools across the state) for the school and by ethnic/racial subgroup and special population. The table also provides the state target. The state target is established as 81% for the 2015-2016 school year by the New Jersey Department of Education.

	School Rate	Statewide Percentile	State Target
Schoolwide	100%	100	81%
White	S	S	
African American	N	N	
Hispanic	S	S	
American Indian	N	N	
Asian	N	N	
Native Hawaiian	N	N	
Two or More Races	N	N	
Students with Disability	N	N	
English Language Learners	N	N	
Economically Disadvantaged Students	N	N	

### Dropout Rate by Subgroup

This table presents the Dropout Rates and state means for the school and by ethnic/racial subgroup and special population.

	School Rate	State Rate
Schoolwide	2.2%	1.2%
White	2.7%	0.6%
African American	N	2.6%
Hispanic	N	2.2%
American Indian	N	3.4%
Asian	N	0.2%
Native Hawaiian	N	0.3%
Two or More Races	N	1.0%
Students with Disability	N	1.7%
English Language Learners	N	0.1%
Economically Disadvantaged Students	N	1.7%



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### Extended Year Graduation Rate

The table below presents the 4-year and 5-year graduation rates for the prior school year's cohort.

Class of	4-Year Rate	5-Year Rate
2013	S	S
2014	S	S
2015	S	S
2016	S	

### Postsecondary Enrollment Rates

This table presents the enrollment rates of this school's high school graduates into a 2 year or 4 year institution 16-months after high school graduation for the school and state and by ethnic/racial subgroup and special population.

	Percent Enrolled	Percent in 2 Years	Percent in 4 Years
Statewide	76.8%	33.9%	66.1%
Schoolwide	S	S	S
White	S	S	S
African American	S	S	S
Hispanic	S	S	S
American Indian	0.0%	0.0%	0.0%
Asian	0.0%	0.0%	0.0%
Native Hawaiian	0.0%	0.0%	0.0%
Two or More Races	0.0%	0.0%	0.0%
Students with Disability	0.0%	0.0%	0.0%
English Language Learners	0.0%	0.0%	0.0%
Economically Disadvantaged Students	0.0%	0.0%	0.0%



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27-3365-010

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Academy for Law and Public Safety  
BUTLER HIGH SCHOOL ANNEX  
BARTHOLDI AVENUE  
BUTLER, NJ 07405

### Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2015-16	6 Hrs. 44 Mins.

### Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

	School
2015-16	
Full Time	5 Hrs. 56 Mins.
Shared Time	0 Hrs. 0 Mins.

### Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

	School
2015-16	
Faculty	46:1
Administrator	46:1

### Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2015-16	2.2%

### Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

	School
2015-16	0

### Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	97%



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520 WEST MAIN STREET

ROCKAWAY, NJ 07866-3799

## 2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other schools that are educating similar students, against district and state-wide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure.

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact [njsmart@pcgus.com](mailto:njsmart@pcgus.com)



State of New Jersey  
2015-2016

Grade Span 09-12

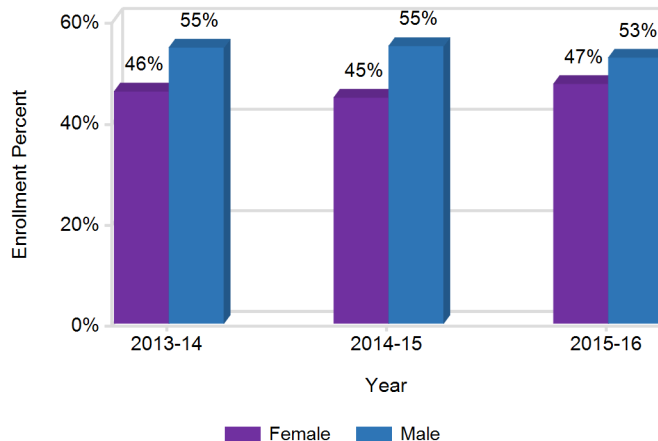
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade 09	26	24	26
Grade 10	23	26	23
Grade 11	28	29	33
Grade 12	25	28	22
UG	1	1	1
<b>Total</b>	<b>103</b>	<b>108</b>	<b>105</b>

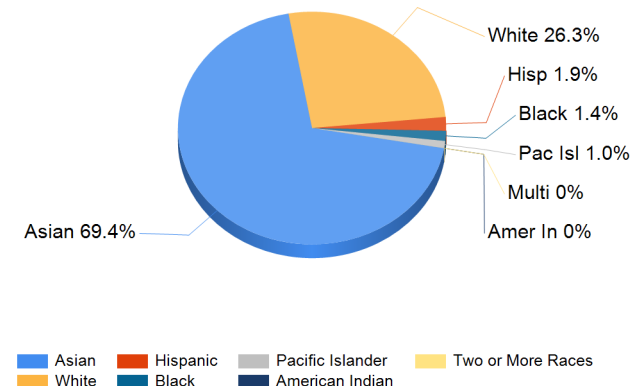
Enrollment by Gender

This graph displays the percentage of students by gender for the past three school years.



Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Full Time vs Shared Time

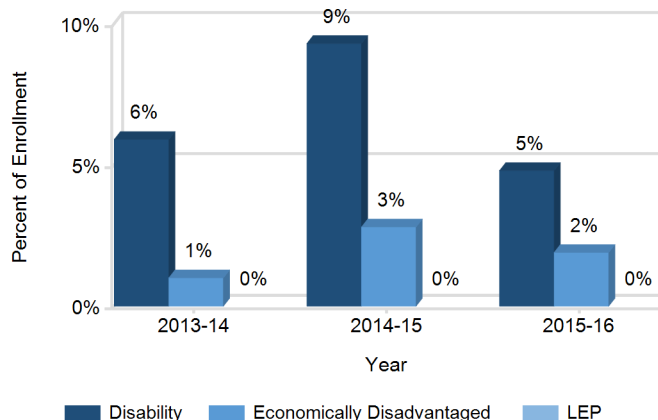
This table presents full time equivalent and full time/shared time enrollment counts for the past three school years.

	2013-14	2014-15	2015-16
Full Time Equivalent	103	108	105
Full Time Head Count	94	97	97
Shared Time Head Count	17	21	15

\* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.

Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	98.6%
Hungarian	0.5%
Spanish	0.5%
Urdu	0.5%



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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

## Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	100%	S	100
Mathematics Met or Exceeded Expectations	S	S	S

## Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goal is established as 95% by the United States Department of education. ✓\*= Met participation rate(participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	49	100%	100	100%	✓	S	S	S	S	
White	S	S	S	S		S	S	S	S	
African American	S	S	S	S		N	N	N	N	
Hispanic	S	S	S	S		S	S	S	S	
American Indian	N	N	N	N		N	N	N	N	
Asian	S	S	S	S		S	S	S	S	
Two or More Races	N	N	N	N		N	N	N	N	
Students with Disability	N	N	N	N		N	N	N	N	
English Learner Students	N	N	N	N		N	N	N	N	
Economically Disadvantaged Students	S	S	S	S		N	N	N	N	



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## PARCC ELA Performance Distribution - Grade 09

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	<b>26</b>	<b>822</b>	<b>795</b>	<b>760</b>	<b>N</b>	<b>N</b>	<b>N</b>	<b>N</b>	<b>100%</b>	<b>100%</b>	<b>49%</b>
White	S	S	789	762	S	S	S	S	S	S	58%
African American	N	N	N	748	N	N	N	N	N	N	30%
Hispanic	S	S	779	751	S	S	S	S	S	S	34%
Asian	19	823	813	794	N	N	N	N	100%	100%	78%
American Indian	N	N	N	777	N	N	N	N	N	N	40%
Two or More Races	N	N	N	765	N	N	N	N	N	N	53%
Students with Disability	N	N	N	718	N	N	N	N	N	N	12%
English Language Learners	N	N	N	733	N	N	N	N	N	N	4%
Economically Disadvantaged Students	N	N	N	749	N	N	N	N	N	N	31%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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## PARCC ELA Performance Distribution - Grade 10

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	<b>23</b>	<b>839</b>	<b>785</b>	<b>756</b>	<b>N</b>	<b>N</b>	<b>N</b>	<b>4%</b>	<b>96%</b>	<b>100%</b>	<b>44%</b>
White	S	S	776	758	S	S	S	S	S	S	50%
African American	S	S	771	742	S	S	S	S	S	S	28%
Hispanic	N	N	N	747	N	N	N	N	N	N	33%
Asian	19	838	810	792	N	N	N	5%	95%	100%	69%
American Indian	N	N	N	756	N	N	N	N	N	N	35%
Two or More Races	N	N	N	756	N	N	N	N	N	N	45%
Students with Disability	N	N	N	708	N	N	N	N	N	N	11%
English Language Learners	N	N	N	718	N	N	N	N	N	N	4%
Economically Disadvantaged Students	S	S	765	743	S	S	S	S	S	S	30%

■ Did Not Yet Meet Expectations    
 ■ Partially Met Expectations    
 ■ Approached Expectations    
 ■ Met Expectations    
 ■ Exceeded Expectations





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## \*\*PARCC ELA Performance Distribution - Grade 11

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	N	N	N	754	N	N	N	N	N	N	40%
White	N	N	N	755	N	N	N	N	N	N	42%
African American	N	N	N	742	N	N	N	N	N	N	30%
Hispanic	N	N	N	748	N	N	N	N	N	N	37%
Asian	N	N	N	783	N	N	N	N	N	N	58%
American Indian	N	N	N	734	N	N	N	N	N	N	34%
Two or More Races	N	N	N	751	N	N	N	N	N	N	39%
Students with Disability	N	N	N	716	N	N	N	N	N	N	13%
English Language Learners	N	N	N	742	N	N	N	N	N	N	8%
Economically Disadvantaged Students	N	N	N	745	N	N	N	N	N	N	33%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations

\*\*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.



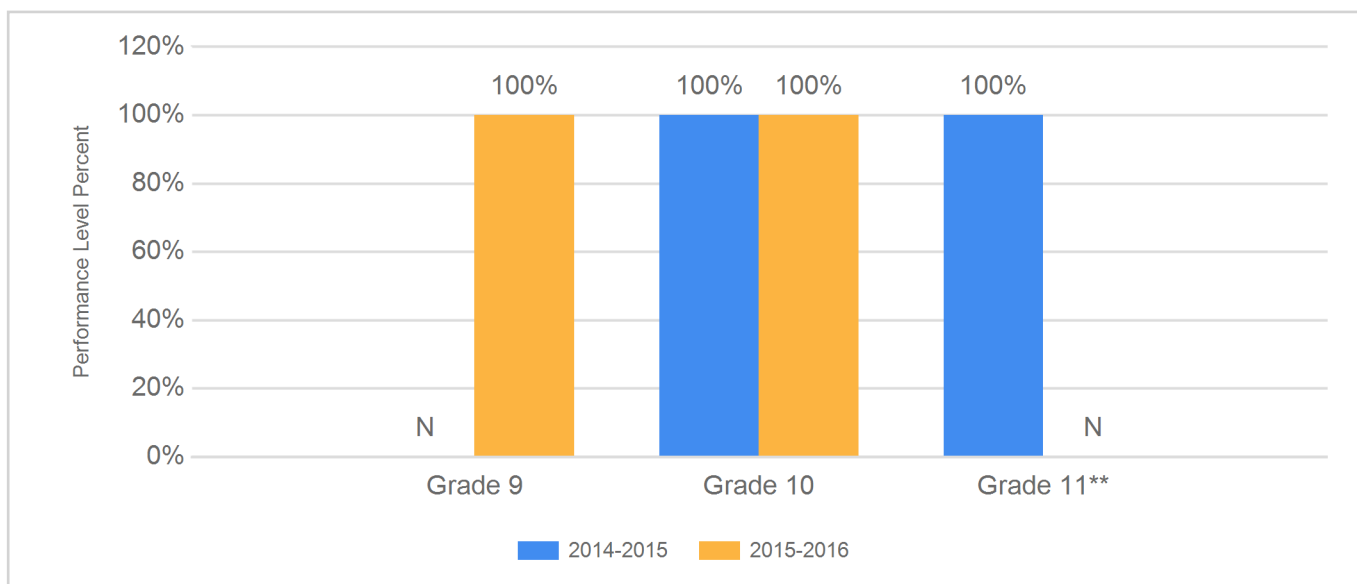
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### PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two 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.

\* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



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Grade Span 09-12

## PARCC Performance Distribution - Algebra I

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	N	N	N	741	N	N	N	N	N	N	41%
White	N	N	N	743	N	N	N	N	N	N	51%
African American	N	N	N	735	N	N	N	N	N	N	20%
Hispanic	N	N	N	740	N	N	N	N	N	N	25%
Asian	N	N	N	765	N	N	N	N	N	N	76%
American Indian	N	N	N	751	N	N	N	N	N	N	38%
Two or More Races	N	N	N	741	N	N	N	N	N	N	47%
Students with Disability	N	N	N	715	N	N	N	N	N	N	10%
English Language Learners	N	N	N	731	N	N	N	N	N	N	9%
Economically Disadvantaged Students	N	N	N	738	N	N	N	N	N	N	23%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



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## PARCC Performance Distribution - Geometry

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	<b>21</b>	<b>797</b>	<b>761</b>	<b>736</b>	<b>N</b>	<b>N</b>	<b>N</b>	<b>10%</b>	<b>91%</b>	<b>100%</b>	<b>27%</b>
White	S	S	758	740	S	S	S	S	S	S	34%
African American	N	N	N	727	N	N	N	N	N	N	9%
Hispanic	S	S	749	731	S	S	S	S	S	S	13%
Asian	14	797	773	759	N	N	N	7%	93%	100%	61%
American Indian	N	N	N	732	N	N	N	N	N	N	15%
Two or More Races	N	N	N	733	N	N	N	N	N	N	29%
Students with Disability	N	N	N	713	N	N	N	N	N	N	5%
English Language Learners	N	N	N	715	N	N	N	N	N	N	6%
Economically Disadvantaged Students	N	N	N	729	N	N	N	N	N	N	12%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



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## PARCC Performance Distribution - Algebra II

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	N	N	N	735	N	N	N	N	N	N	27%
White	N	N	N	742	N	N	N	N	N	N	31%
African American	N	N	N	712	N	N	N	N	N	N	8%
Hispanic	N	N	N	719	N	N	N	N	N	N	12%
Asian	N	N	N	778	N	N	N	N	N	N	60%
American Indian	N	N	N	736	N	N	N	N	N	N	16%
Two or More Races	N	N	N	739	N	N	N	N	N	N	34%
Students with Disability	N	N	N	690	N	N	N	N	N	N	5%
English Language Learners	N	N	N	706	N	N	N	N	N	N	7%
Economically Disadvantaged Students	N	N	N	715	N	N	N	N	N	N	11%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



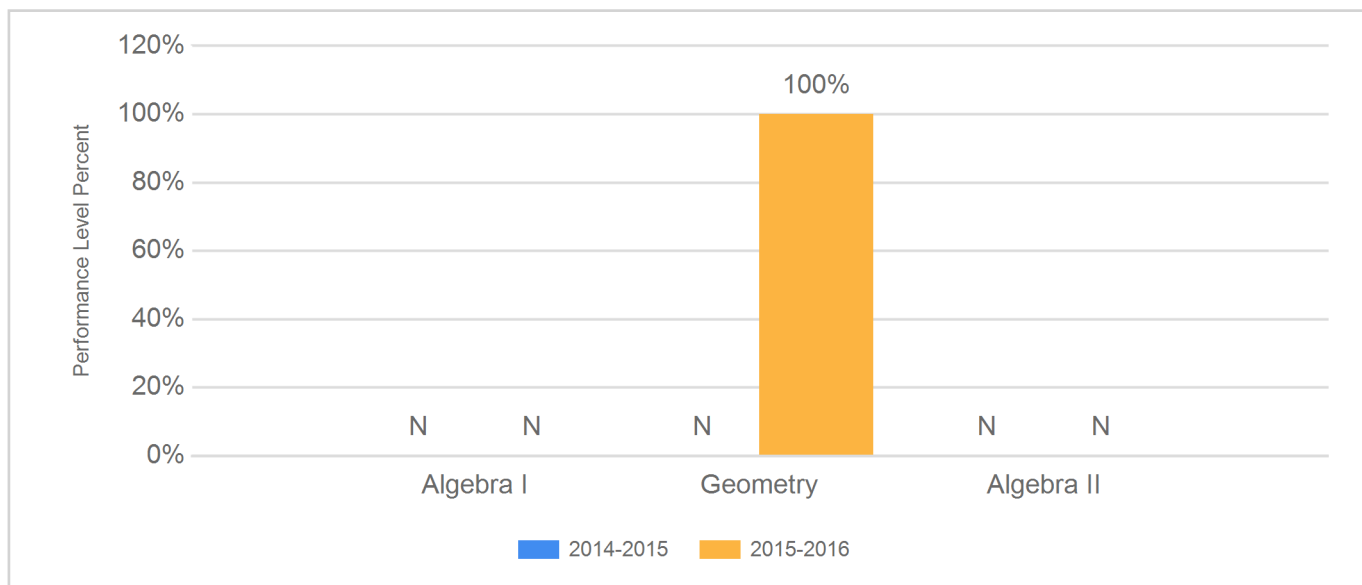
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### PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



\* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



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The Academic Achievement section also measures the content knowledge that students have in biology as demonstrated in End-of-Course Biology assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

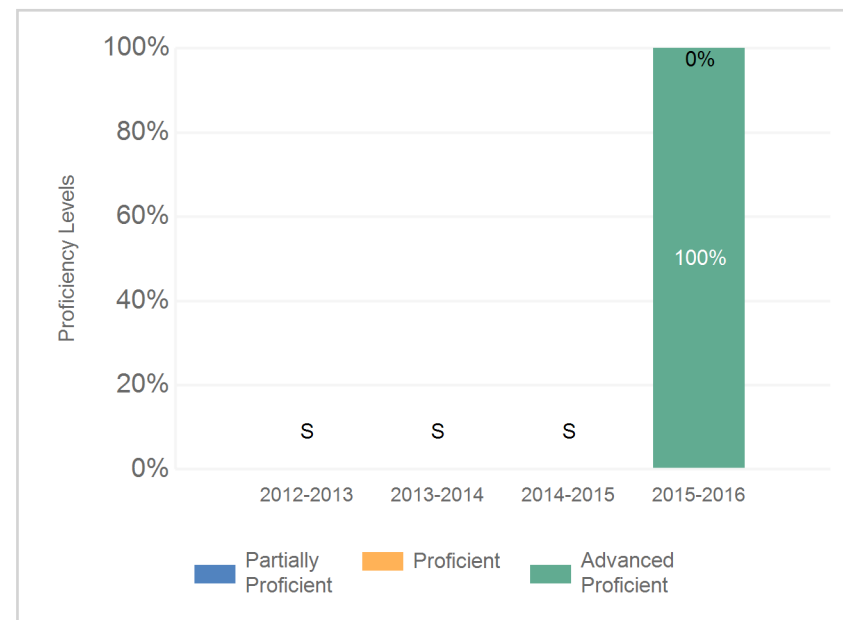
### Proficiency Outcomes - Biology

This table presents the percentage of students in each proficiency category for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	16%	41%	43%
Schoolwide	100%	N	N
White	S	S	S
African American	N	N	N
Hispanic	N	N	N
American Indian	N	N	N
Asian	100%	N	N
Two or More Races	N	N	N
Students with Disability	N	N	N
English Language Learners	N	N	N
Economically Disadvantaged Students	N	N	N

### Proficiency Trends - Biology

This graph displays the percentage of students by proficiency category for the past three school years.





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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are taking college entrance exams and challenging themselves with rigorous course work.

### PSAT/SAT/ACT Participation

This table presents the schoolwide and statewide participation rates from the last academic year as indicated in PSAT and SAT and from the last cohort as indicated in ACT.

College and Career Readiness Indicators	Schoolwide Participation	Statewide Participation
Percent of Students Participating in PSAT	6.1%	95.5%
Percent of Students Participating in SAT	1.8%	58.0%
Percent of Students Participating in ACT	S	27.6%

### PSAT/SAT/ACT Benchmarks

This table presents the percentage of students scoring at or above College Readiness Benchmarks.

2015-16	Benchmark	Schoolwide	Statewide
<b>PSAT</b>	N	N	N
<b>SAT</b>	-	-	-
Reading and Writing	480	100%	71%
Math	530	100%	53%
<b>ACT</b>	-	-	-
Reading	N	N	58%
English	N	N	74%
Math	N	N	61%
Science	N	N	49%

### PSAT/SAT/ACT Performance

This table presents the school and state mean scores.

2015-16	School Mean	State Mean
<b>PSAT</b>	S	950
<b>SAT</b>	-	-
Reading and Writing	S	537
Math	S	538
<b>ACT</b>	-	-
Reading	N	23
English	N	22
Math	N	23
Science	N	22

### PSAT/SAT/ACT Performance by Percentile

This table presents the student scores broken down by percentile based upon the school's distribution of scores.

2015-16	75 Percentile	50 Percentile	25 Percentile
<b>PSAT</b>	S	S	S
<b>SAT</b>	-	-	-
Reading and Writing	S	S	S
Math	S	S	S
<b>ACT</b>	-	-	-
Reading	N	N	N
English	N	N	N
Math	N	N	N
Science	N	N	N





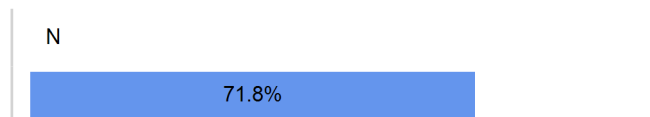
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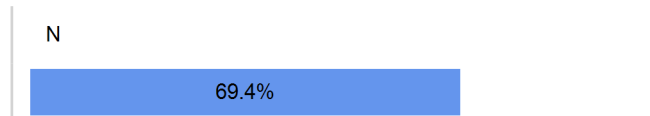
### AP/ IB Test Performance

This graph compares the percentage of all AP/IB tests with scores of AP  $\geq 3$  or IB  $\geq 4$  for students enrolled in the school and across the state.

Percent of AP Tests  $\geq 3$  or IB Test  $\geq 4$



Percent of Scores in AP  $\geq 3$  or IB  $\geq 4$  in English, Math, Social Studies or Sciences



■ School Avg    ■ State Avg

### AP/ IB Courses Offered

This table presents the count of students enrolled in each AP/IB course and the count of tests taken in each AP/IB course. The last row provides the count of scores that met or exceeded the benchmark. For AP/ IB Courses Offered, please note a student does not have to take a course to take the test OR take the test when enrolled in the course.

AP/IB Course	Students Enrolled	Students Tested
N	N	N

### Advanced Course Work Participation

The table below presents the percentage of 'unique' students enrolled in the 11th or 12th grade who took at least one AP or IB test, and the percent participating in dual enrollment.

2015-2016 Percent of Student Taking	School Participation	State Participation
One or More Course	0.0%	39.1%
One of More Test	0.0%	32.3%
At least One AP or IB Test in English, Math, Social Studies, or Science	0.0%	26.6%
Participating in Dual Enrollment	66.1%	15.4%



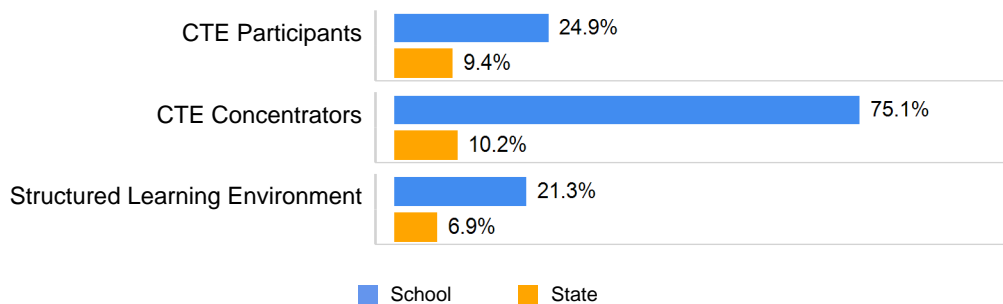
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### Career and Technical Education Participation

The graph below displays the percentage of students within the school and across the State who were in approved Career and Technical Education (CTE). CTE participants are students who have completed only one course and CTE concentrators are students who have completed at least two courses. The graph also shows the percentage of students who completed a course in Structured Learning Experiences.



\* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.

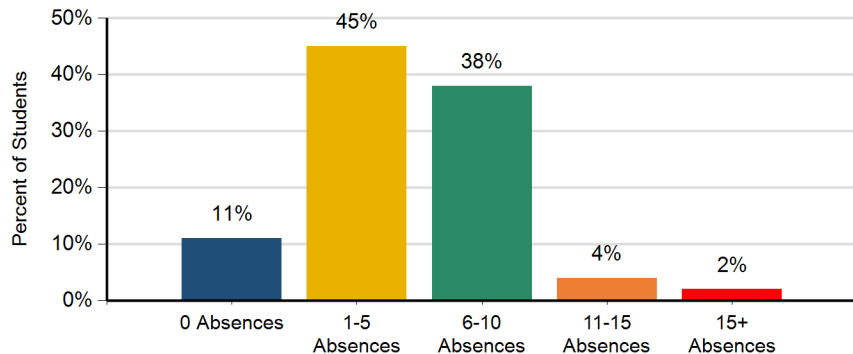


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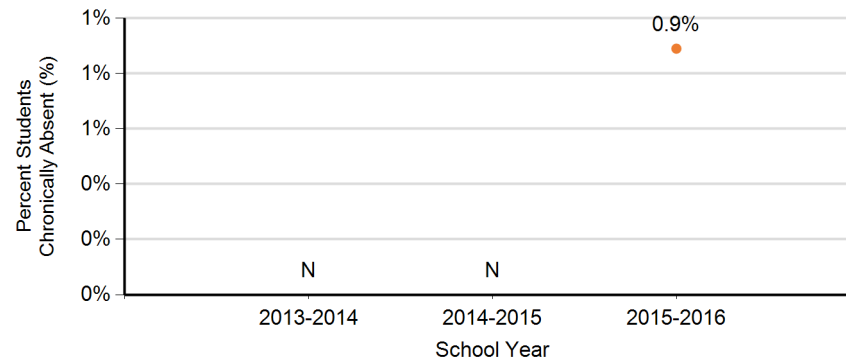
### Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



### Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years at the school.



\* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



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### Graduation Rate by Subgroup

This table presents the "4-year Adjusted Graduation Rate" and statewide percentiles (a comparison between the school's rate and schools across the state) for the school and by ethnic/racial subgroup and special population. The table also provides the state target. The state target is established as 81% for the 2015-2016 school year by the New Jersey Department of Education.

	School Rate	Statewide Percentile	State Target
Schoolwide	100%	100	81%
White	S	S	
African American	N	N	
Hispanic	N	N	
American Indian	N	N	
Asian	S	S	
Native Hawaiian	S	S	
Two or More Races	N	N	
Students with Disability	N	N	
English Language Learners	N	N	
Economically Disadvantaged Students	N	N	

### Dropout Rate by Subgroup

This table presents the Dropout Rates and state means for the school and by ethnic/racial subgroup and special population.

	School Rate	State Rate
Schoolwide	N	1.2%
White	N	0.6%
African American	N	2.6%
Hispanic	N	2.2%
American Indian	N	3.4%
Asian	N	0.2%
Native Hawaiian	N	0.3%
Two or More Races	N	1.0%
Students with Disability	N	1.7%
English Language Learners	N	0.1%
Economically Disadvantaged Students	N	1.7%



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### Extended Year Graduation Rate

The table below presents the 4-year and 5-year graduation rates for the prior school year's cohort.

Class of	4-Year Rate	5-Year Rate
2013	S	S
2014	S	S
2015	S	S
2016	S	

### Postsecondary Enrollment Rates

This table presents the enrollment rates of this school's high school graduates into a 2 year or 4 year institution 16-months after high school graduation for the school and state and by ethnic/racial subgroup and special population.

	Percent Enrolled	Percent in 2 Years	Percent in 4 Years
Statewide	76.8%	33.9%	66.1%
Schoolwide	71.0%	9.1%	90.9%
White	S	S	S
African American	0.0%	0.0%	0.0%
Hispanic	S	S	S
American Indian	0.0%	0.0%	0.0%
Asian	S	S	S
Native Hawaiian	S	S	S
Two or More Races	0.0%	0.0%	0.0%
Students with Disability	S	S	S
English Language Learners	0.0%	0.0%	0.0%
Economically Disadvantaged Students	S	S	S



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### Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2015-16	7 Hrs. 44 Mins.

### Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	6 Hrs. 36 Mins.
Shared Time	0 Hrs. 0 Mins.

### Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2015-16	School
Faculty	0:0
Administrator	0:0

### Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2015-16	0.0%

### Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

	School
2015-16	0

### Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	100%



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27-3365-050

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## 2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other schools that are educating similar students, against district and state-wide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure.

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact [njsmart@pcgus.com](mailto:njsmart@pcgus.com)



State of New Jersey  
2015-2016

Grade Span 09-PG

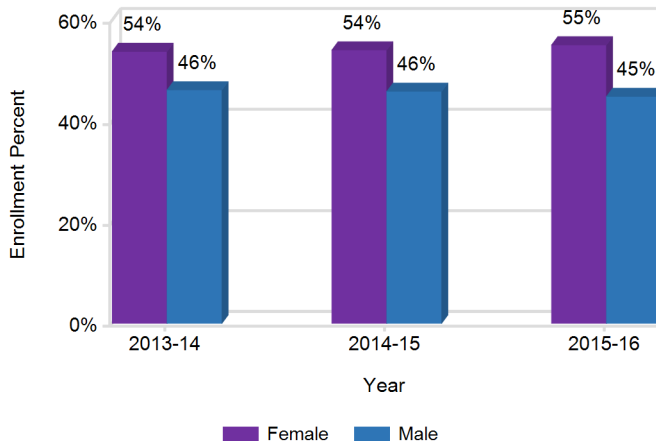
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade 09	168	200	178
Grade 10	155	163	190
Grade 11	214	225	238
Grade 12	208	215	219
UG	22	26	27
<b>Total</b>	<b>766</b>	<b>829</b>	<b>851</b>

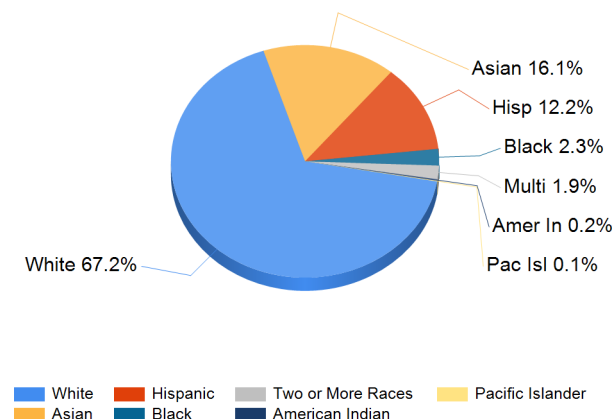
Enrollment by Gender

This graph displays the percentage of students by gender for the past three school years.



Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



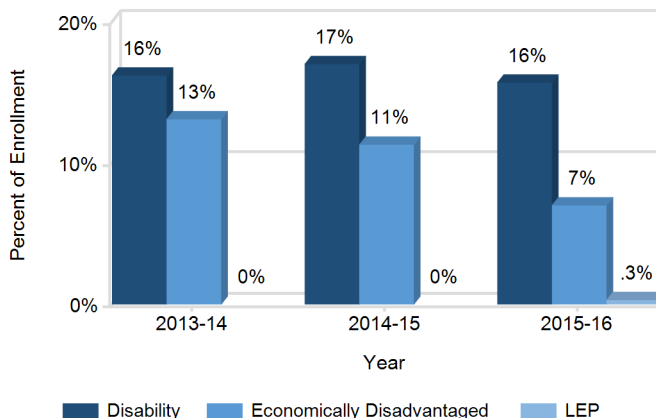
Full Time vs Shared Time

This table presents full time equivalent and full time/shared time enrollment counts for the past three school years.

	2013-14	2014-15	2015-16
Full Time Equivalent	760	829	851
Full Time Head Count	598	653	682
Shared Time Head Count	324	351	338

Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	91.1%
Spanish	4.1%
Gujarati	0.9%
Telugu	0.9%
Chinese	0.8%
Other	2.2%

\* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.

\* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.





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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

## Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	84%	S	63
Mathematics Met or Exceeded Expectations	72%	S	67

## Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goal is established as 95% by the United States Department of education. ✓ = Met participation rate (participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	359	84%	63	98%	✓	355	72%	67	98%	✓
White	233	82%	55	97%	✓	232	69%	64	97%	✓
African American	S	S	S	S		S	S	S	S	
Hispanic	S	S	S	S		S	S	S	S	
American Indian	S	S	S	S		S	S	S	S	
Asian	73	95%	64	100%	✓	70	90%	64	100%	✓
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	S	S	S	S		S	S	S	S	
English Learner Students	N	N	N	N		N	N	N	N	
Economically Disadvantaged Students	S	S	S	S		S	S	S	S	



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Grade Span 09-PG

## PARCC ELA Performance Distribution - Grade 09

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	<b>176</b>	<b>791</b>	<b>795</b>	<b>760</b>	<b>N</b>	<b>1%</b>	<b>7%</b>	<b>41%</b>	<b>52%</b>	<b>93%</b>	<b>49%</b>
White	117	787	789	762	N	N	9%	44%	47%	92%	58%
African American	S	S	S	748	S	S	S	S	S	S	30%
Hispanic	11	775	779	751	N	N	9%	64%	27%	91%	34%
Asian	36	807	813	794	N	3%	N	19%	78%	97%	78%
American Indian	S	S	S	777	S	S	S	S	S	S	40%
Two or More Races	S	S	S	765	S	S	S	S	S	S	53%
Students with Disability	S	S	S	718	S	S	S	S	S	S	12%
English Language Learners	N	N	N	733	N	N	N	N	N	N	4%
Economically Disadvantaged Students	S	S	S	749	S	S	S	S	S	S	31%

■ Did Not Yet Meet Expectations    
 ■ Partially Met Expectations    
 ■ Approached Expectations    
 ■ Met Expectations    
 ■ Exceeded Expectations



State of New Jersey  
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Grade Span 09-PG

## PARCC ELA Performance Distribution - Grade 10

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	<b>183</b>	<b>779</b>	<b>785</b>	<b>756</b>	<b>3%</b>	<b>7%</b>	<b>14%</b>	<b>38%</b>	<b>39%</b>	<b>77%</b>	<b>44%</b>
White	116	773	776	758	3%	9%	16%	41%	31%	72%	50%
African American	S	S	771	742	S	S	S	S	S	S	28%
Hispanic	24	779	780	747	8%	8%	8%	33%	42%	75%	33%
Asian	37	799	810	792	N	N	8%	27%	65%	92%	69%
American Indian	N	N	N	756	N	N	N	N	N	N	35%
Two or More Races	S	S	S	756	S	S	S	S	S	S	45%
Students with Disability	S	S	S	708	S	S	S	S	S	S	11%
English Language Learners	N	N	N	718	N	N	N	N	N	N	4%
Economically Disadvantaged Students	S	S	765	743	S	S	S	S	S	S	30%

■ Did Not Yet Meet Expectations    
 ■ Partially Met Expectations    
 ■ Approached Expectations    
 ■ Met Expectations    
 ■ Exceeded Expectations



State of New Jersey  
2015-2016

Grade Span 09-PG

### \*\*PARCC ELA Performance Distribution - Grade 11

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	<b>123</b>	<b>766</b>	<b>769</b>	<b>754</b>	<b>7%</b>	<b>12%</b>	<b>10%</b>	<b>44%</b>	<b>28%</b>	<b>72%</b>	<b>40%</b>
White	72	759	763	755	8%	11%	14%	49%	18%	67%	42%
African American	S	S	S	742	S	S	S	S	S	S	30%
Hispanic	13	754	760	748	8%	31%	N	39%	23%	62%	37%
Asian	33	789	789	783	N	6%	6%	39%	49%	88%	58%
American Indian	N	N	N	734	N	N	N	N	N	N	34%
Two or More Races	S	S	S	751	S	S	S	S	S	S	39%
Students with Disability	S	S	S	716	S	S	S	S	S	S	13%
English Language Learners	N	N	N	742	N	N	N	N	N	N	8%
Economically Disadvantaged Students	11	742	752	745	18%	18%	N	64%	N	64%	33%

■ Did Not Yet Meet Expectations  
 ■ Partially Met Expectations  
 ■ Approached Expectations  
 ■ Met Expectations  
 ■ Exceeded Expectations

\*\*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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2015-2016

Grade Span 09-PG

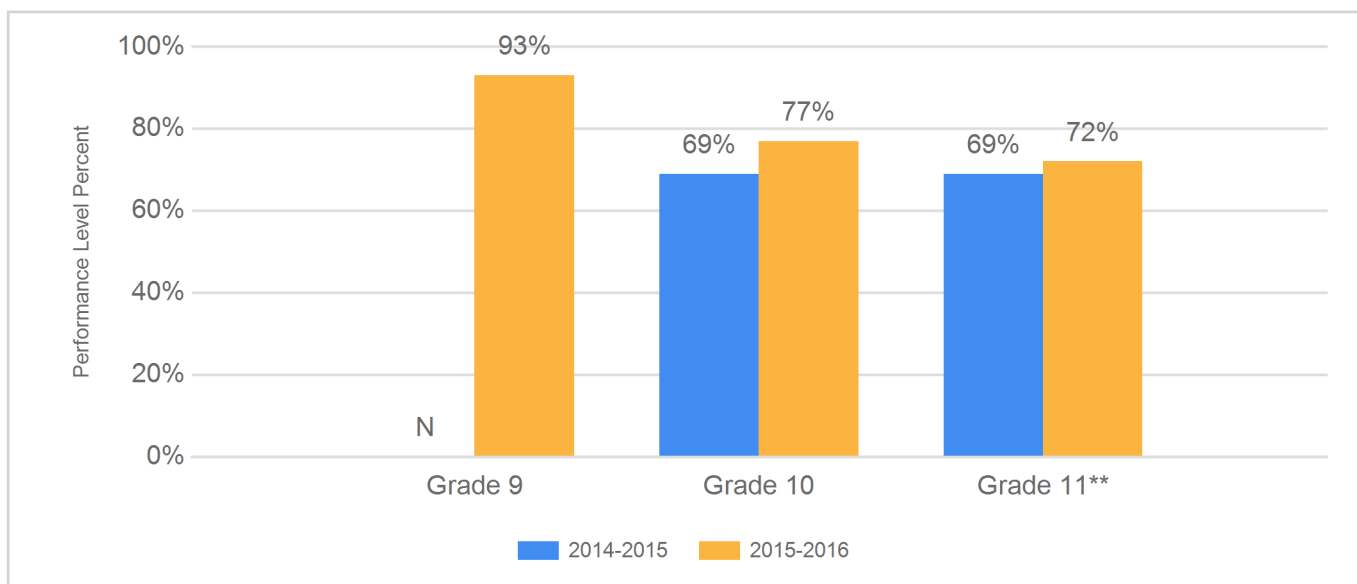
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### PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two 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.



State of New Jersey  
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Grade Span 09-PG

## PARCC Performance Distribution - Algebra I

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	<b>66</b>	<b>759</b>	<b>759</b>	<b>741</b>	<b>N</b>	<b>5%</b>	<b>23%</b>	<b>73%</b>	<b>N</b>	<b>73%</b>	<b>41%</b>
White	47	760	760	743	N	6%	21%	72%	N	72%	51%
African American	S	S	S	735	S	S	S	S	S	S	20%
Hispanic	S	S	S	740	S	S	S	S	S	S	25%
Asian	S	S	S	765	S	S	S	S	S	S	76%
American Indian	S	S	S	751	S	S	S	S	S	S	38%
Two or More Races	S	S	S	741	S	S	S	S	S	S	47%
Students with Disability	S	S	S	715	S	S	S	S	S	S	10%
English Language Learners	N	N	N	731	N	N	N	N	N	N	9%
Economically Disadvantaged Students	S	S	S	738	S	S	S	S	S	S	23%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



State of New Jersey  
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## PARCC Performance Distribution - Geometry

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	<b>178</b>	<b>758</b>	<b>761</b>	<b>736</b>	<b>N</b>	<b>4%</b>	<b>26%</b>	<b>61%</b>	<b>9%</b>	<b>70%</b>	<b>27%</b>
White	123	757	758	740	N	5%	28%	59%	8%	68%	34%
African American	S	S	S	727	S	S	S	S	S	S	9%
Hispanic	15	749	749	731	N	N	60%	40%	N	40%	13%
Asian	33	766	773	759	N	N	9%	76%	15%	91%	61%
American Indian	N	N	N	732	N	N	N	N	N	N	15%
Two or More Races	S	S	S	733	S	S	S	S	S	S	29%
Students with Disability	S	S	S	713	S	S	S	S	S	S	5%
English Language Learners	N	N	N	715	N	N	N	N	N	N	6%
Economically Disadvantaged Students	S	S	S	729	S	S	S	S	S	S	12%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



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## PARCC Performance Distribution - Algebra II

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	<b>162</b>	<b>752</b>	<b>752</b>	<b>735</b>	<b>7%</b>	<b>20%</b>	<b>15%</b>	<b>54%</b>	<b>4%</b>	<b>58%</b>	<b>27%</b>
White	96	748	748	742	6%	24%	20%	46%	4%	50%	31%
African American	S	S	725	712	S	S	S	S	S	S	8%
Hispanic	20	743	738	719	15%	20%	10%	55%	N	55%	12%
Asian	38	774	774	778	N	8%	8%	76%	8%	84%	60%
American Indian	N	N	N	736	N	N	N	N	N	N	16%
Two or More Races	S	S	S	739	S	S	S	S	S	S	34%
Students with Disability	S	S	S	690	S	S	S	S	S	S	5%
English Language Learners	N	N	N	706	N	N	N	N	N	N	7%
Economically Disadvantaged Students	S	S	724	715	S	S	S	S	S	S	11%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations





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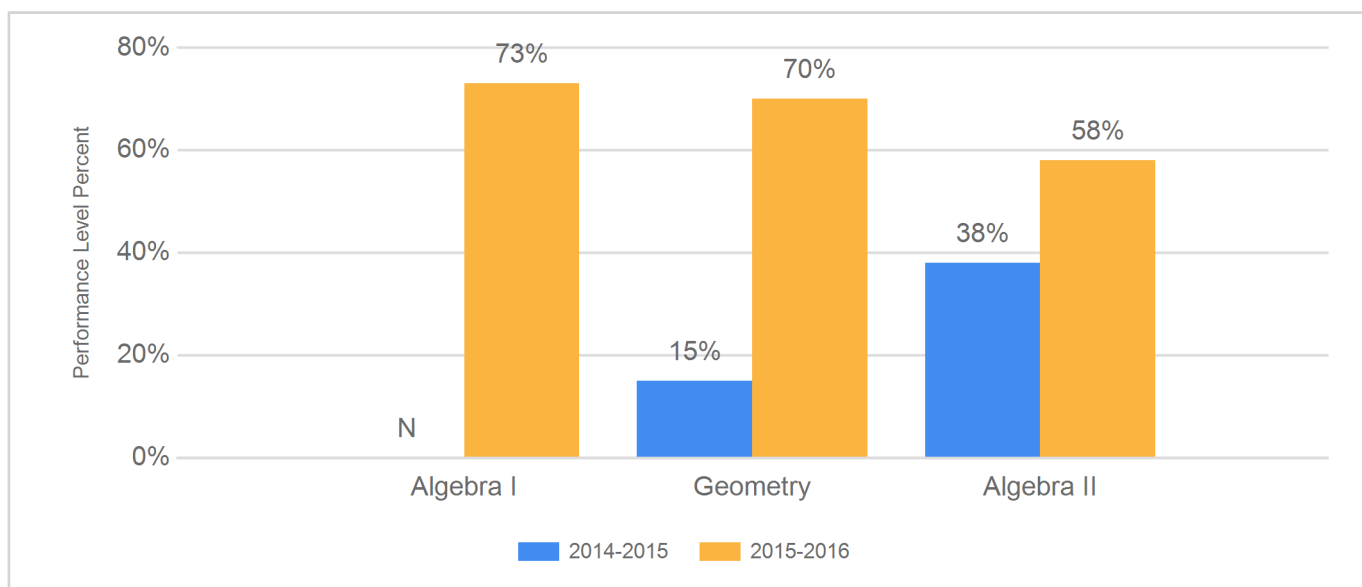
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### PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



\* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



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2015-2016

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The Academic Achievement section also measures the content knowledge that students have in biology as demonstrated in End-of-Course Biology assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

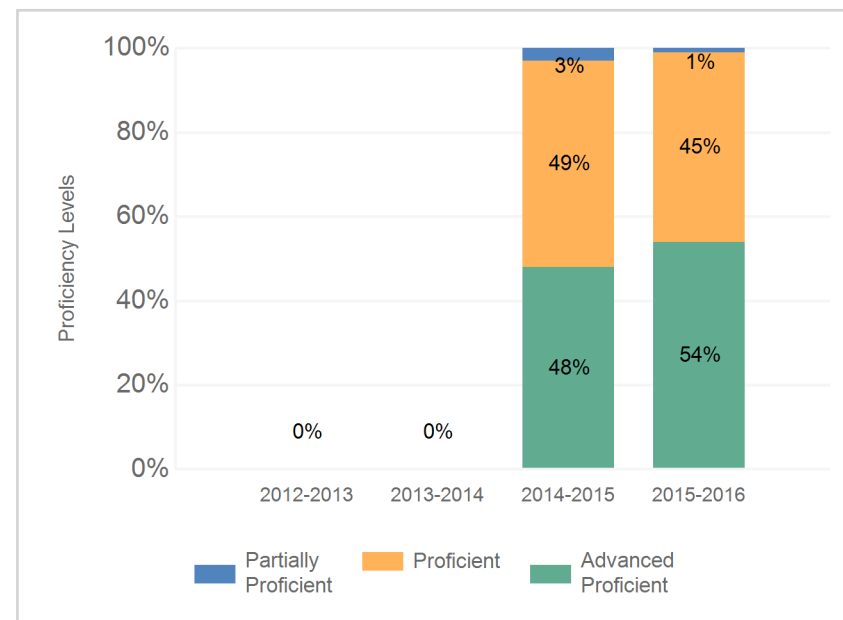
### Proficiency Outcomes - Biology

This table presents the percentage of students in each proficiency category for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	16%	41%	43%
Schoolwide	54%	45%	1%
White	52%	47%	1%
African American	S	S	S
Hispanic	36%	64%	N
American Indian	S	S	S
Asian	69%	28%	3%
Two or More Races	S	S	S
Students with Disability	S	S	S
English Language Learners	N	N	N
Economically Disadvantaged Students	S	S	S

### Proficiency Trends - Biology

This graph displays the percentage of students by proficiency category for the past three school years.





State of New Jersey  
2015-2016

Grade Span 09-PG

Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are taking college entrance exams and challenging themselves with rigorous course work.

### PSAT/SAT/ACT Participation

This table presents the schoolwide and statewide participation rates from the last academic year as indicated in PSAT and SAT and from the last cohort as indicated in ACT.

College and Career Readiness Indicators	Schoolwide Participation	Statewide Participation
Percent of Students Participating in PSAT	100.0%	95.5%
Percent of Students Participating in SAT	42.3%	58.0%
Percent of Students Participating in ACT	48.1%	27.6%

### PSAT/SAT/ACT Benchmarks

This table presents the percentage of students scoring at or above College Readiness Benchmarks.

2015-16	Benchmark	Schoolwide	Statewide
<b>PSAT</b>	N	N	N
<b>SAT</b>	-	-	-
Reading and Writing	480	97%	71%
Math	530	83%	53%
<b>ACT</b>	-	-	-
Reading	22	90%	58%
English	18	98%	74%
Math	22	88%	61%
Science	23	80%	49%

### PSAT/SAT/ACT Performance

This table presents the school and state mean scores.

2015-16	School Mean	State Mean
<b>PSAT</b>	1128	950
<b>SAT</b>	-	-
Reading and Writing	623	537
Math	608	538
<b>ACT</b>	-	-
Reading	28	23
English	27	22
Math	26	23
Science	26	22

### PSAT/SAT/ACT Performance by Percentile

This table presents the student scores broken down by percentile based upon the school's distribution of scores.

2015-16	75 Percentile	50 Percentile	25 Percentile
<b>PSAT</b>	1200	1115	1020
<b>SAT</b>	-	-	-
Reading and Writing	680	620	570
Math	670	600	540
<b>ACT</b>	-	-	-
Reading	32	28	24
English	30	27	23
Math	28	26	24
Science	27	25	23

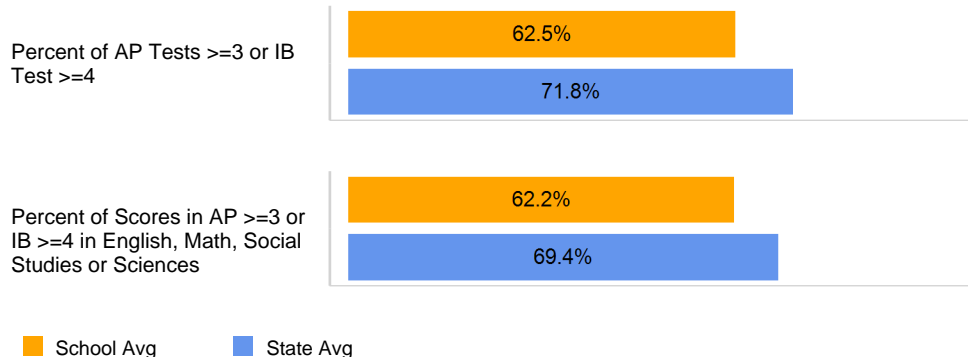
State of New Jersey  
2015-2016

Grade Span 09-PG



## AP/ IB Test Performance

This graph compares the percentage of all AP/IB tests with scores of AP  $\geq 3$  or IB  $\geq 4$  for students enrolled in the school and across the state.



## AP/ IB Courses Offered

This table presents the count of students enrolled in each AP/IB course and the count of tests taken in each AP/IB course. The last row provides the count of scores that met or exceeded the benchmark. For AP/ IB Courses Offered, please note a student does not have to take a course to take the test OR take the test when enrolled in the course.

AP/IB Course	Students Enrolled	Students Tested
AP Biology	0	4
AP Calculus AB	27	21
AP Calculus BC	0	1
AP Chemistry	0	2
AP Chinese Language and Culture	0	3
AP Computer Science A	14	11
AP Macroeconomics	0	1
AP Music Theory	0	1
AP Physics 1	0	14
AP Physics B	26	0
AP Psychology	0	1
Student AP Tests $\geq 3$ and IB Tests $\geq 4$		30

## Advanced Course Work Participation

The table below presents the percentage of 'unique' students enrolled in the 11th or 12th grade who took at least one AP or IB test, and the percent participating in dual enrollment.

2015-2016 Percent of Student Taking	School Participation	State Participation
One or More Course	13.4%	39.1%
One of More Test	10.5%	32.3%
At least One AP or IB Test in English, Math, Social Studies, or Science	8.1%	26.6%
Participating in Dual Enrollment	67.0%	15.4%



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MORRIS

MORRIS COUNTY VOCATIONAL

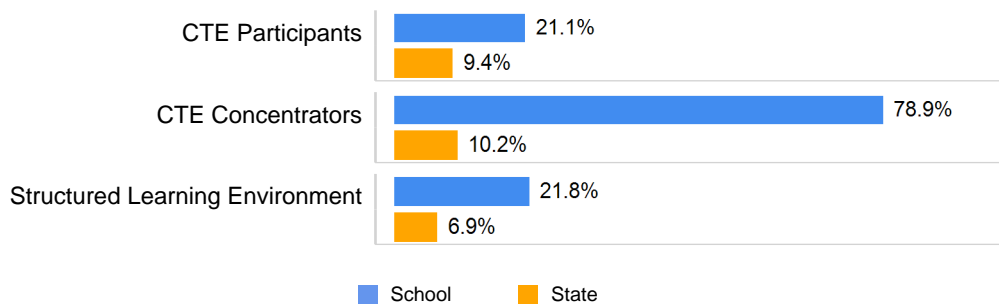
Morris County School of Technology

400 EAST MAIN STREET

DENVILLE, NJ 07834-2516

### Career and Technical Education Participation

The graph below displays the percentage of students within the school and across the State who were in approved Career and Technical Education (CTE). CTE participants are students who have completed only one course and CTE concentrators are students who have completed at least two courses. The graph also shows the percentage of students who completed a course in Structured Learning Experiences.



\* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.

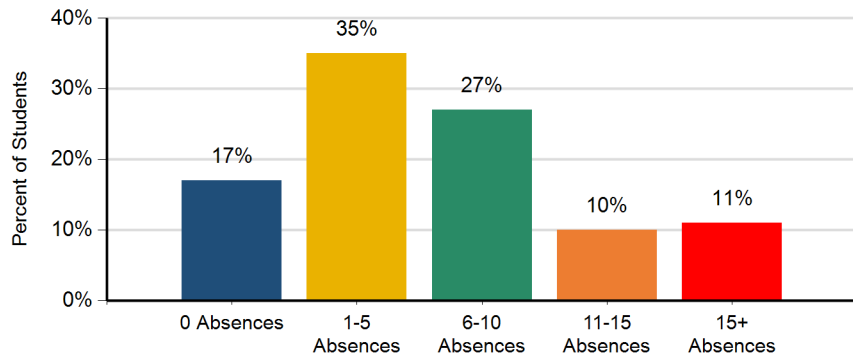


State of New Jersey  
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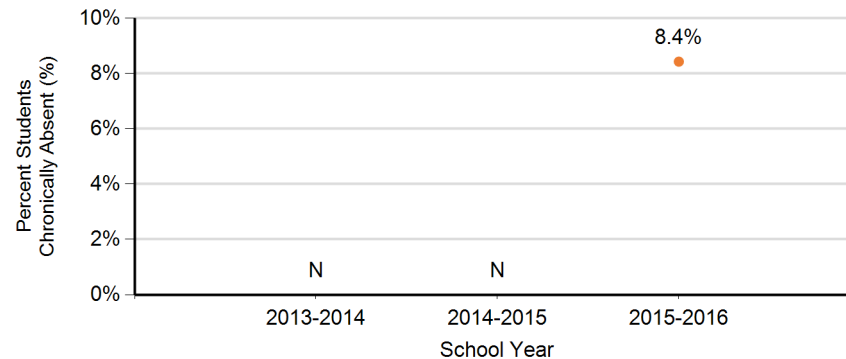
### Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



### Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years at the school.



\* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



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### Graduation Rate by Subgroup

This table presents the "4-year Adjusted Graduation Rate" and statewide percentiles (a comparison between the school's rate and schools across the state) for the school and by ethnic/racial subgroup and special population. The table also provides the state target. The state target is established as 81% for the 2015-2016 school year by the New Jersey Department of Education.

	School Rate	Statewide Percentile	State Target
Schoolwide	99.3%	61	81%
White	99%	45	
African American	S	S	
Hispanic	S	S	
American Indian	N	N	
Asian	S	S	
Native Hawaiian	N	N	
Two or More Races	S	S	
Students with Disability	N	N	
English Language Learners	N	N	
Economically Disadvantaged Students	S	S	

### Dropout Rate by Subgroup

This table presents the Dropout Rates and state means for the school and by ethnic/racial subgroup and special population.

	School Rate	State Rate
Schoolwide	0.2%	1.2%
White	0.2%	0.6%
African American	N	2.6%
Hispanic	1.0%	2.2%
American Indian	N	3.4%
Asian	N	0.2%
Native Hawaiian	N	0.3%
Two or More Races	N	1.0%
Students with Disability	N	1.7%
English Language Learners	N	0.1%
Economically Disadvantaged Students	3.7%	1.7%



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### Extended Year Graduation Rate

The table below presents the 4-year and 5-year graduation rates for the prior school year's cohort.

Class of	4-Year Rate	5-Year Rate
2013	99%	99%
2014	100%	100%
2015	99%	99%
2016	99%	

### Postsecondary Enrollment Rates

This table presents the enrollment rates of this school's high school graduates into a 2 year or 4 year institution 16-months after high school graduation for the school and state and by ethnic/racial subgroup and special population.

	Percent Enrolled	Percent in 2 Years	Percent in 4 Years
Statewide	76.8%	33.9%	66.1%
Schoolwide	61.4%	34.9%	65.1%
White	56.3%	35.9%	64.1%
African American	S	S	S
Hispanic	73.5%	56.0%	44.0%
American Indian	0.0%	0.0%	0.0%
Asian	S	S	S
Native Hawaiian	S	S	S
Two or More Races	S	S	S
Students with Disability	35.1%	61.5%	38.5%
English Language Learners	0.0%	0.0%	0.0%
Economically Disadvantaged Students	50.0%	68.4%	31.6%





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### Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2015-16	6 Hrs. 52 Mins.

### Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

	School
2015-16	
Full Time	6 Hrs. 0 Mins.
Shared Time	2 Hrs. 43 Mins.

### Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

	School
2015-16	
Faculty	11:1
Administrator	142:1

### Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2015-16	4.0%

### Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

	School
2015-16	0

### Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	97%