



## DELAWARE VALLEY REGIONAL HIGH SCHOOL

2016-2017

Grade Span 09-12

19-1050-040

HUNTERDON

DELAWARE VALLEY REGIONAL


19 SENATOR STOUT RD

FRENCHTOWN, NJ 08825

The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school's test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

**Navigating through the reports:**

- Download this report to a PDF by clicking the  icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

**Other Resources:**

- Review the [Parent Summary Report](#) or the [district-level report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- [Download the data](#) used in these reports.
  
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at [reportcard@doe.nj.gov](mailto:reportcard@doe.nj.gov)



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### Footnotes

1. An "\*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display.
2. \*\* ESSA accountability targets are only included if data is available for at least 20 students.

Note: Additional footnotes may exist within the reports specific to certain data tables. In those instances, the footnotes will be displayed below the applicable table.



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**Enrollment Trends by Grade**

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
9	215	186	167
10	258	201	194
11	204	218	180
12	175	175	233
Ungraded	7	12	10
Total	859	792	784

**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	2014-15	2015-16	2016-17
Female	47%	47%	46%
Male	53%	53%	54%
Economically Disadvantaged Students	8%	7%	7%
Students with Disabilities	13%	15%	16%
English Learners	0%	0%	1%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

**Enrollment by Racial and Ethnic Group**

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students
White	93.0%
Hispanic	3.8%
Asian	1.4%
Black or African American	1.4%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	0.4%

**Enrollment Trends by Full and Shared Time**

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

Enrollment Status	2016-17
Full Time Students	746
Shared Time Students	75
Full Time Equivalent	784

**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. All other students are included in Other Languages.

Home Language	% of Students
English	98.5%
Spanish	1.0%
Other	0.4%



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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 for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course 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 accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act (ESSA)* accountability. Student groups with the annual target section 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	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	355	98.9	47.60	47.60	54.90	47.6	48.8	Met Target†
White	336	99.1	47.90	47.90	63.90	47.9	49.8	Met Target†
Hispanic	13	93.3	38.50	38.50	39.80	37.6	**	**
Black or African American	*	*	*	*	35.20	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	80.70	*	**	**
American Indian or Alaska Native	N	N	N	N	53.70	N	**	**
Two or More Races	N	N	N	N	54.90	N	**	**
Female	160	98.2	63.70	63.70	62.20	63.7		
Male	195	99.5	34.40	34.40	48.10	34.4		
Economically Disadvantaged Students	27	100.0	18.50	18.50	36.20	18.5	14	Met Target
Non-Economically Disadvantaged Students	328	98.8	50.00	50.00	65.80	50		
Students with Disabilities	57	96.6	14.00	14.00	20.50	14	14.2	Met Target†
Students without Disabilities	298	99.3	54.00	54.00	61.90	54		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	N	N	N	N	26.40	N		
Students In Foster Care	N	N	N	N	24.80	N		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

\*\* ESSA accountability targets are only included if data is available for at least 20 students

† Target was met within a confidence interval.



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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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	167	754	754	749	*	*	31%	47%	10%	57%	52%
White	160	754	754	757	*	*	31%	46%	10%	56%	62%
Hispanic	*	*	*	733	*	*	*	*	*	*	35%
Black or African American	*	*	*	730	*	*	*	*	*	*	30%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	49%
Two or More Races	N	N	N	746	N	N	N	N	N	N	48%
Female	71	766	766	756	*	*	23%	56%	*	75%	60%
Male	96	745	745	741	*	*	37%	41%	*	44%	43%
Economically Disadvantaged Students	12	747	747	731	*	*	*	*	*	33%	32%
Non-Economically Disadvantaged Students	155	754	754	758	*	*	*	*	*	59%	62%
Students with Disabilities	23	725	725	714	*	*	*	*	0%	17%	13%
Students without Disabilities	144	758	758	754	*	*	*	*	11%	63%	58%
English Learners	*	*	*	690	*	*	*	*	*	*	*
Non-English Learners	*	*	*	752	*	*	*	*	*	*	*
Homeless Students	N	N	N	719	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	45%
Migrant Students	N	N	N	705	N	N	N	N	N	N	*



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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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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
<b>Schoolwide</b>	189	737	737	743	*	21%	23%	34%	*	39%	46%
White	176	739	739	749	*	22%	23%	35%	*	40%	52%
Hispanic	*	*	*	728	*	*	*	*	*	*	34%
Black or African American	*	*	*	725	*	*	*	*	*	*	31%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	74%
American Indian or Alaska Native	N	N	N	740	N	N	N	N	N	N	42%
Two or More Races	N	N	N	737	N	N	N	N	N	N	42%
Female	90	752	752	752	*	12%	*	46%	*	54%	54%
Male	99	724	724	734	*	29%	*	24%	*	25%	39%
Economically Disadvantaged Students	15	710	710	726	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	174	740	740	751	*	*	*	*	*	*	54%
Students with Disabilities	34	714	714	704	*	41%	*	*	*	12%	12%
Students without Disabilities	155	742	742	749	*	17%	*	*	*	45%	52%
English Learners	*	*	*	681	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	N	N	N	715	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	710	N	N	N	N	N	N	20%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	694	N	N	N	N	N	N	*



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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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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
<b>Schoolwide</b>	142	715	715	736	42%	*	21%	18%	*	20%	38%
White	132	714	714	738	42%	*	22%	*	*	19%	40%
Hispanic	*	*	*	731	*	*	*	*	*	*	34%
Black or African American	*	*	*	728	*	*	*	*	*	*	30%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	756	N	N	N	N	N	N	58%
American Indian or Alaska Native	N	N	N	731	N	N	N	N	N	N	30%
Two or More Races	N	N	N	731	N	N	N	N	N	N	36%
Female	65	722	722	744	35%	*	20%	22%	*	28%	46%
Male	77	709	709	729	47%	*	22%	14%	*	14%	31%
Economically Disadvantaged Students	*	*	*	729	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	42%
Students with Disabilities	28	710	710	709	43%	*	*	*	*	18%	12%
Students without Disabilities	114	716	716	741	41%	*	*	*	*	21%	43%
English Learners	N	N	N	699	N	N	N	N	N	N	*
Non-English Learners	142	715	715	737	42%	*	21%	18%	*	20%	*
Homeless Students	N	N	N	722	N	N	N	N	N	N	24%
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	19%
Military-Connected Students	N	N	N	723	N	N	N	N	N	N	24%
Migrant Students	N	N	N	713	N	N	N	N	N	N	26%

\*\*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.

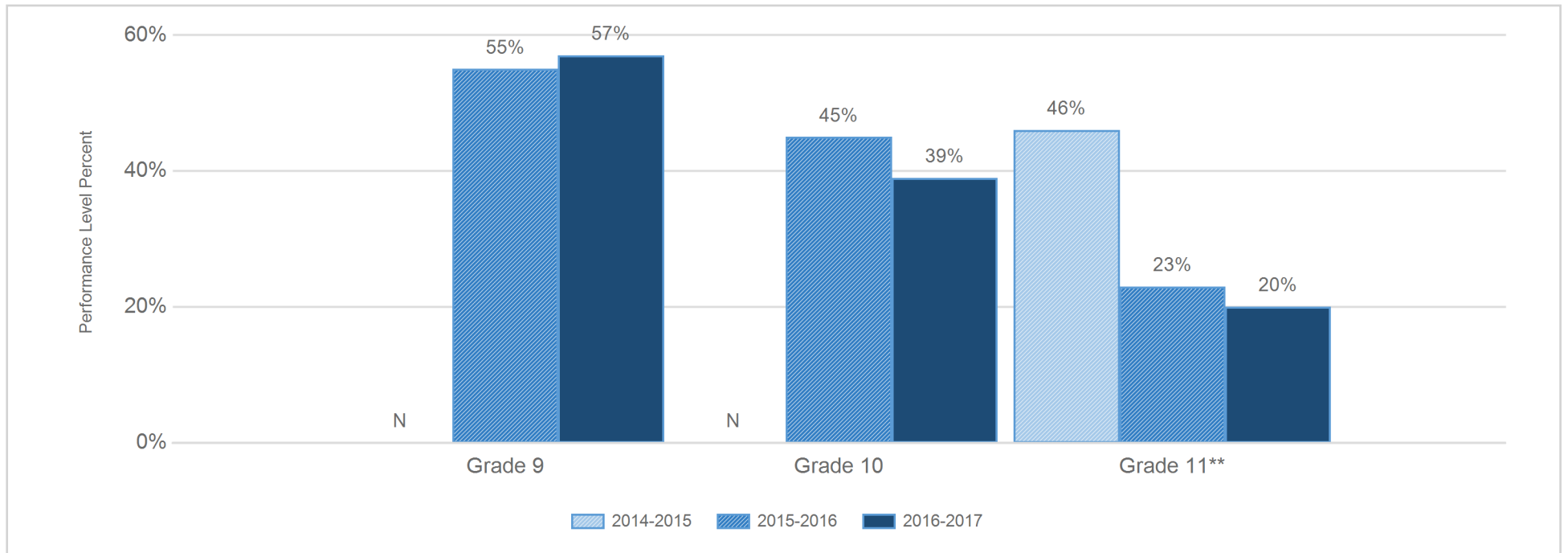


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**English Language Arts/Literacy Assessment - Performance Trends**

This graph shows the percentage of students who met or exceeded expectations for the past three years.



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





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**Mathematics Assessment - Participation and Performance**

This table shows information about the Mathematics section of the *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessment for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course 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 accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section 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](#).

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Schoolwide	336	97.4	29.50	29.50	43.50	29.5	30.8	Met Target†
White	319	97.6	29.40	29.40	52.40	29.4	31.2	Met Target†
Hispanic	12	100.0	25.00	25.00	27.60	25	**	**
Black or African American	*	*	*	*	21.70	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	75.60	*	**	**
American Indian or Alaska Native	N	N	N	N	42.50	N	**	**
Two or More Races	N	N	N	N	44.90	N	**	**
Female	156	98.1	28.80	28.80	44.10	28.8		
Male	180	96.8	30.00	30.00	42.90	30		
Economically Disadvantaged Students	22	91.7	18.20	18.20	25.10	17.5	N	N
Non-Economically Disadvantaged Students	314	97.8	30.20	30.20	54.30	30.2		
Students with Disabilities	46	100.0	*	*	16.50	*	6.2	Met Target
Students without Disabilities	290	97.0	*	*	48.80	*		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	N	N	N	N	16.40	N		
Students In Foster Care	N	N	N	N	15.10	N		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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
<b>Schoolwide</b>	123	733	733	743	14%	19%	42%	26%	0%	26%	42%
White	115	734	734	751	12%	19%	43%	26%	0%	26%	52%
Hispanic	*	*	*	728	*	*	*	*	*	*	24%
Black or African American	*	*	*	724	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	N	N	N	741	N	N	N	N	N	N	41%
Female	47	729	729	744	*	*	51%	*	*	17%	43%
Male	76	736	736	741	*	*	36%	*	*	32%	40%
Economically Disadvantaged Students	12	720	720	727	*	*	*	*	0%	25%	23%
Non-Economically Disadvantaged Students	111	735	735	751	*	*	*	*	0%	26%	52%
Students with Disabilities	32	715	715	714	*	34%	*	*	*	13%	10%
Students without Disabilities	91	740	740	747	*	13%	*	*	*	31%	47%
English Learners	*	*	*	708	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%



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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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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
<b>Schoolwide</b>	143	735	735	734	*	24%	42%	28%	*	29%	30%
White	136	736	736	740	*	24%	42%	29%	*	29%	38%
Hispanic	*	*	*	722	*	*	*	*	*	*	14%
Black or African American	*	*	*	719	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	N	N	N	758	N	N	N	N	N	N	65%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	29%
Two or More Races	N	N	N	733	N	N	N	N	N	N	32%
Female	60	740	740	735	*	20%	43%	35%	*	35%	31%
Male	83	732	732	733	*	27%	41%	23%	*	24%	30%
Economically Disadvantaged Students	11	727	727	721	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	132	736	736	740	*	*	*	*	*	*	39%
Students with Disabilities	27	722	722	711	*	*	*	*	*	*	*
Students without Disabilities	116	738	738	738	*	*	*	*	*	*	*
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	735	*	*	*	*	*	*	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	727	N	N	N	N	N	N	15%
Migrant Students	N	N	N	704	N	N	N	N	N	N	*



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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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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
<b>Schoolwide</b>	157	720	720	725	26%	29%	27%	*	*	19%	28%
White	150	720	720	731	26%	29%	27%	*	*	18%	33%
Hispanic	*	*	*	710	*	*	*	*	*	*	14%
Black or African American	*	*	*	703	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	761	*	*	*	*	*	*	62%
American Indian or Alaska Native	N	N	N	715	N	N	N	N	N	N	20%
Two or More Races	N	N	N	718	N	N	N	N	N	N	25%
Female	88	725	725	725	19%	31%	31%	*	*	19%	27%
Male	69	715	715	725	33%	26%	23%	*	*	17%	29%
Economically Disadvantaged Students	*	*	*	708	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	*	*	*	733	*	*	*	*	*	*	35%
Students with Disabilities	12	695	695	692	*	*	*	*	*	*	*
Students without Disabilities	145	723	723	729	*	*	*	*	*	*	*
English Learners	N	N	N	692	N	N	N	N	N	N	*
Non-English Learners	157	720	720	726	26%	29%	27%	*	*	19%	*
Homeless Students	N	N	N	702	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	692	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	710	N	N	N	N	N	N	14%
Migrant Students	N	N	N	702	N	N	N	N	N	N	14%

An "\*\*\*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display

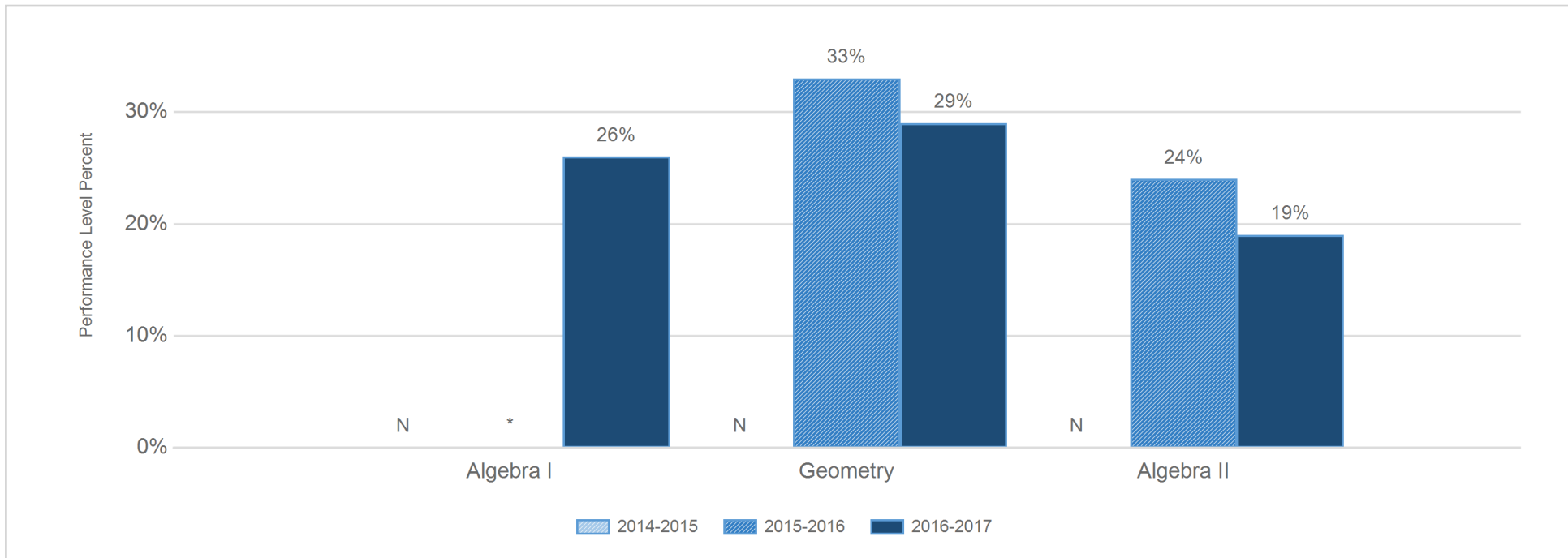


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**Mathematics Assessment – Performance Trends**

This graph shows the percentage of students who met or exceeded expectations for the past three years.





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### Alternate Assessments - 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	N	N

### 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. The table also shows 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
1	*	*	*
2	*	*	*
3	N	N	N
4	N	N	N
5+	N	N	N



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This section shows whether students have gained the knowledge and skills identified in the Biology section of the Science Core Curriculum Standards as measured by the End of Course Biology test. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

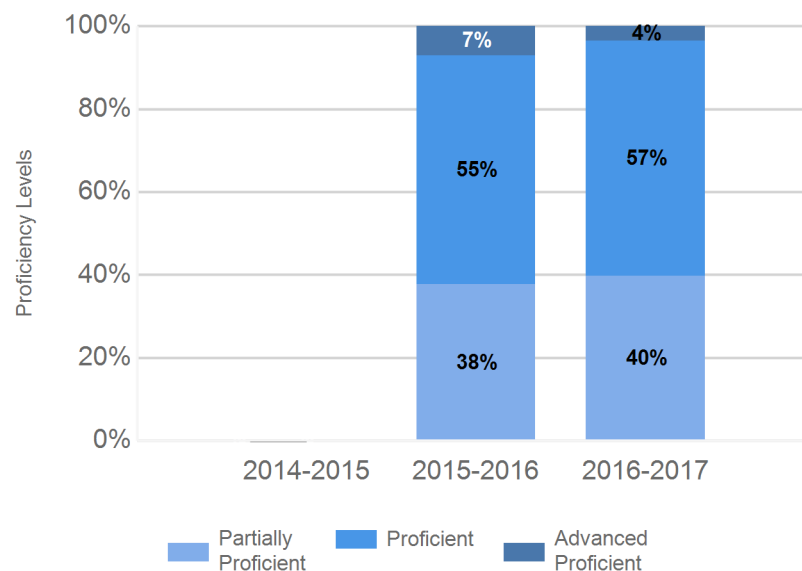
**Biology Assessment - Performance**

This table shows the percentage of students in each proficiency category for the school and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	16%	42%	42%
Schoolwide	4%	57%	40%
White	*	59%	38%
Hispanic	N	36%	64%
Black or African American	*	N	*
Asian, Native Hawaiian, or Pacific Islander	N	N	*
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	4%	35%	62%
Students with Disabilities	N	36%	64%
English Learners	N	N	*

**Biology Assessment - Proficiency Trends**

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





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This section contains information about participation and performance on college entrance examinations. For more information about how participation and performance on the PSAT, SAT, and ACT tests are calculated and how these calculations account for recent changes to the SAT test, please see our [Reference Guide](#).

**PSAT/SAT/ACT - Participation**

This table shows the percentage of 10th and 11th graders that took the PSAT 10 or PSAT NMSQT exams in 2016-17. This table also shows the percentage of 12th graders that have taken the SAT or ACT this year or in prior years.

Test	% of Students in School	% of Students in State
Percentage of students taking the PSAT	100.0%	89.4%
Percentage of students taking the SAT	100.0%	70.0%
Percentage of students taking the ACT	26.6%	28.3%

**PSAT/SAT/ACT - Performance**

This table shows the average test score, based on highest scoring test, for the PSAT, SAT, and ACT tests by subject area for students in the school and across the state. This table also shows the percentage of students at or above College Readiness Benchmarks for each test. Students that score at or above these benchmarks have a high chance of success in credit-bearing college courses.

Test	School Average Score	State Average Score	College Readiness Benchmarks	School - % of Students scoring at or above Benchmark	State - % of Students scoring at or above Benchmark
PSAT - Reading and Writing	502	481	Varies By Grade	75%	67%
PSAT - Math	491	483	Varies By Grade	53%	49%
SAT - Reading and Writing	596	551	480	94%	77%
SAT - Math	583	552	530	75%	58%
ACT - Reading	26	24	22	76%	65%
ACT - English	26	24	18	89%	79%
ACT - Math	26	24	22	77%	65%
ACT - Science	26	23	23	73%	54%





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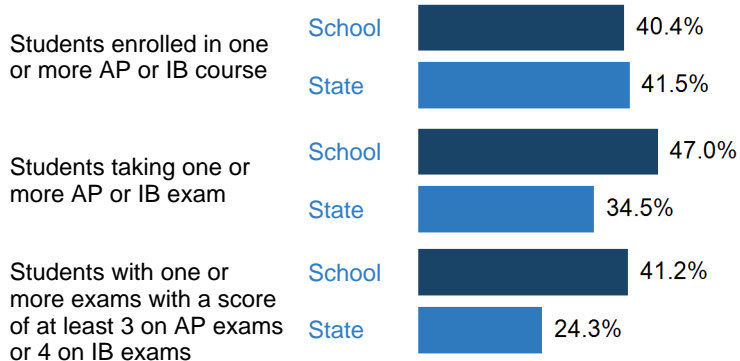
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate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

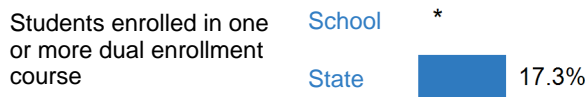
AP/IB Coursework – Participation and Performance

This chart shows the percentage of students out of all 11th and 12th grade students in the school and across the state, who enrolled in one or more AP or IB course, the percentage that took one or more AP or IB exam, and the percentage of students taking one or more exams who received at least one score of at least 3 on AP exams or 4 on IB exams.



Dual Enrollment Coursework - Participation

This graph shows the percentage students enrolled in at least one **dual enrollment** course in the school and across the state. **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 students enrolled in AP/IB courses and the corresponding exams that were taken. 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 scores of at least 3 on AP exams or 4 on IB exams. In the last two rows, students taking multiple exams are counted more than once.

AP/IB Course	Students Enrolled	Students Tested
AP Art—History of Art	10	12
AP Biology	39	39
AP Calculus AB	32	32
AP Calculus BC	5	5
AP Chemistry	21	21
AP Computer Science A	5	5
AP Computer Science Principles	0	27
AP English Language and Composition	26	26
AP English Literature and Composition	31	32
AP Macroeconomics	3	3
AP Music Theory	4	5
AP Physics 1	26	26
AP Physics 2	16	16
AP Psychology	49	48
AP Spanish Language	20	19
AP Spanish Literature	7	7
AP Statistics	28	27
AP Studio Art—Drawing Portfolio	4	0
AP Studio Art—Three-Demensional	0	1
AP Studio Art—Two-Demensional	0	3



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AP/IB Course	Students Enrolled	Students Tested
AP U.S. Government and Politics	28	28
AP U.S. History	19	20
Total Exams Taken		402
Exams with scores of at least 3 on AP exams or 4 on IB exams		342



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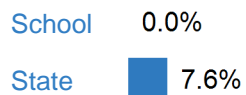
This section contains information about participation in approved **Career and Technical Education (CTE)** programs and **Structured Learning Experiences**. For more information about CTE in New Jersey, please visit <http://www.nj.gov/education/cte/>.

**Career and Technical Education Participation**

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

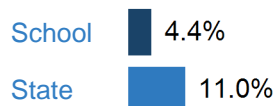
**CTE Participants**

(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 displays the percentage of students within the school and state who participated in Structured Learning Experiences (SLEs). SLEs can include work-based learning programs, internships, apprenticeships, and service learning experiences and can be paid or unpaid.

**Structured Learning Experiences**



**Industry-Valued Credentials Earned**

This table shows the number of students that earned at least one industry-valued credential and the number of credentials earned in each Career Cluster® and overall for the 2016-17 school year. Students earning credentials in more than one Career Cluster are counted in multiple rows. Students earning multiple credentials in one Career Cluster are counted more than once in the Industry credentials total.

Career Cluster	Students with at least one credential earned	Industry credentials earned
Health Science	*	*
Manufacturing	*	*
Transportation, Distribution & Logistics	*	*
Total non-duplicated number of students**	17	
Total number of credentials earned in all clusters		21

\*\*Students may earn credentials in more than one Career Cluster



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This section shows the types of courses that students were enrolled in by grade level for the 2016-17 school year. You can find more information about [New Jersey Student Learning Standards](#) on our website and more details about the data in this section in our [Reference Guide](#). English course participation is not included because students are required to take four years of English in high school.

## Mathematics - Course Participation

This table shows the number of students by grade that were enrolled in **Mathematics** courses by subject area. Students are counted more than once if they are enrolled in more than one math course. The bottom row of the table shows the number of students that enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) math course by subject area.

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	110	48	3	0	0	0	3
10	5	98	90	1	0	1	10
11	1	17	90	78	1	13	11
12	0	0	22	49	88	14	47
Schoolwide	116	163	205	128	89	28	71
Enrolled in AP/IB Course					37	28	0

## Science - Course Participation

This table shows the number of students by grade that were enrolled in **Science** courses by subject area. Students are counted more than once if they are enrolled in more than one science course. The bottom row of the table shows the number of students that enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) science course by subject area.

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	163	0	0	0	0	3
10	95	98	0	0	0	1
11	19	87	0	0	44	39
12	23	32	0	0	64	73
Schoolwide	300	217	0	0	108	116
Enrolled in AP/IB Course	39	21		0	42	0



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This section shows the types of courses that students were enrolled in by grade level for the 2016-17 school year. You can find more information about [New Jersey Student Learning Standards](#) on our website and more details about the data in this section in our [Reference Guide](#). English course participation is not included because students are required to take four years of English in high school.

Social Studies and History - Course Participation

This table shows the number of students by grade that were enrolled in **Social Studies** and **History** courses by subject area. Students are counted more than once if they are enrolled in more than one social studies or history course. The bottom row of the table shows the number of students that enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) social studies or history course by subject area.

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	164	0	0	0	0	0
10	3	191	0	1	0	6
11	4	148	5	35	22	29
12	2	41	18	99	32	4
Schoolwide	173	380	23	135	54	39
Enrolled in AP/IB Course	0	19	3	49	0	28

World Languages - Course Participation

This table shows the number of students by grade that were enrolled in **World Languages** courses by language. Students are counted more than once if they are enrolled in more than one language course. The bottom rows of the table show students enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) language course, students enrolled in a level 3 or higher language course (such as French III or IV), and the number of students that earned a Seal of Biliteracy by language.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	116	0	0	0	45	0	0
10	138	0	0	0	53	0	0
11	62	0	0	0	27	0	0
12	21	0	0	0	16	0	0
Schoolwide	337	0	0	0	141	0	0
Enrolled in AP/IB Course	27	0	0	0	0	0	0
Enrolled in Level 3 or Higher	107	0	0	0	32	0	0
Earned Seal of Biliteracy	*	0	0	0	0	0	0



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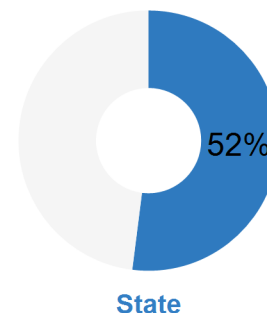
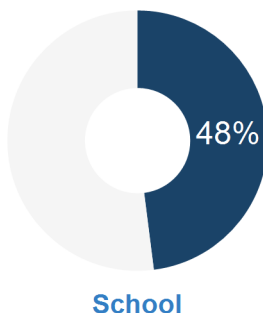
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Visual and Performing Arts – Course Participation

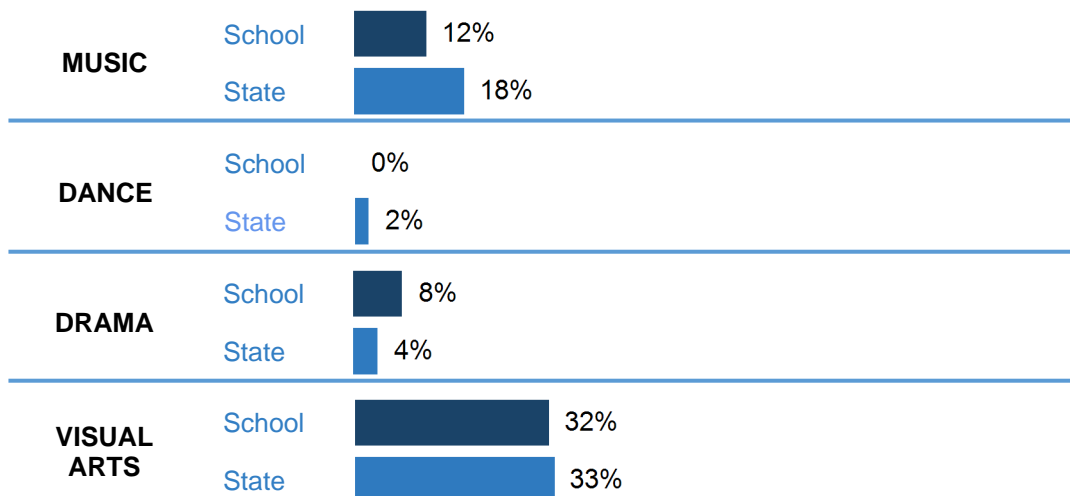
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines within the school and across the state.

**Grades 9-12:**

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



Students enrolled in one or more classes by discipline:





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This section contains information about graduation rates and dropout rates for students in grades 9-12. Graduation rates are calculated based on the adjusted cohort graduation rate calculation. You can find more about how these rates are calculated [here](#).

### Graduation Rates

This table shows 4-year and 5-year Graduation Rates for the school and each student group with comparisons to statewide rates. Annual ESSA accountability targets for the Class of 2016 4-year rate and the Class of 2015 5-year rates are included with a flag for whether the school and each student group met those targets.

Student Group	School - Class of 2017: 4 Year Rate	State - Class of 2017: 4 Year Rate	School - Class of 2016: 5 Year Rate	State - Class of 2016: 5 Year Rate	Class of 2016: 4 Year Rate	Class of 2016: 4 Year Target	Met Target?	Class of 2015: 5 Year Rate	Class of 2015: 5 Year Target	Met Target?
Schoolwide	94.2%	90.5%	98.2%	91.8%	97.4%	N	Met Goal	96.0%	N	Met Goal
White	95.0%	94.5%	98.1%	95.1%	97.2%	N	Met Goal	95.8%	N	Met Goal
Hispanic	90.0%	84.3%	100.0%	86.3%	100.0%	**	**	*	**	**
Black or African American	*	83.4%	*	85.3%	*	**	**	*	**	**
Asian, Native Hawaiian or Pacific Islander	*	96.6%	*	97.5%	*	**	**	*	**	**
American Indian or Alaska Native	N	92.3%	N	86.6%	N	N	N	N	N	N
Two or More Races	*	91.9%	*	93.7%	*	**	**	N	N	N
Economically Disadvantaged Students	76.5%	83.9%	100.0%	85.6%	90.9%	**	**	90.9%	**	**
Students with Disabilities	76.3%	78.8%	88.2%	82.1%	86.5%	79.1%	Met Target	82.6%	90.5%	Not Met
English Learners	*	76.1%	N	79.7%	N	N	N	*	**	**
Homeless Students	N	73.2%	N	74.4%	N	N	N	N		

\*\* ESSA accountability targets are only included if data is available for at least 20 students

### 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
2017	94.2%	-
2016	97.4%	98.2%
2015	95.0%	96.0%

### Dropout Rate Trends

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

School Year	School Rate	State Rate
2016-2017	0.7%	1.1%
2015-2016	0%	1.1%
2014-2015	0.1%	1.1%



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This section contains information about students enrolling in colleges and universities after graduation from high school. Postsecondary enrollment information 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 the enrollment rates of Class of 2017 high school graduates into 2-year or 4-year institutions the fall after high school graduation. The following columns show the percentage of these enrolled students by 2-year or 4-year institution.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	71.1%	29.5%	70.5%
Schoolwide	81%	29.4%	70.6%
White	82.1%	30.4%	69.6%
Hispanic	*	*	*
Black or African American	*	0%	*
Asian, Native Hawaiian, or Pacific Islander	*	0%	*
American Indian or Alaska Native	N	N	N
Two or More Races	*	0%	*
Economically Disadvantaged Students	70%	57.1%	42.9%
Students with Disabilities	44.4%	50%	50%
English Learners	N	N	N

**Postsecondary Enrollment Rates: 16 month**

This table shows the enrollment rates of Class of 2016 high school graduates into 2-year or 4-year institutions 16 months after high school graduation for the school and each student group. The following columns show the percentage of these enrolled students by 2-year or 4-year institution, public or private institution, or in-state or out-of-state institution.

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	76.1%	33.6%	66.5%	73.6%	26.4%	65.5%	34.6%
Schoolwide	83.9%	25.3%	74.7%	74.7%	25.3%	40.4%	59.6%
White	83.9%	25.9%	74.1%	75.6%	24.4%	41.5%	58.5%
Hispanic	*	*	*	*	*	*	*
Black or African American	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	*	*	*
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	*	*	*	*	*	*	*
Students with Disabilities	86.7%	46.2%	53.9%	76.9%	23.1%	46.2%	53.9%
English Learners	N	N	N	N	N	N	N





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This section shows information about student absences which provides important information about a school’s culture and climate. In addition, research shows that student absences impact a child’s ability to succeed in school. The New Jersey Department of Education selected 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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

**Chronic Absenteeism**

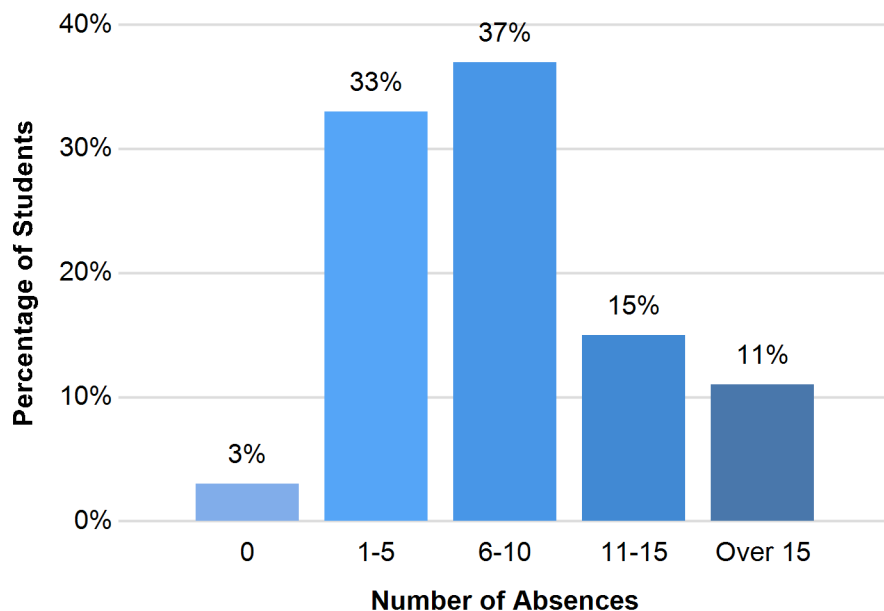
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	7.70	14.30	Met Target
White	7.60	14.30	Met Target
Hispanic	9.10	14.30	Met Target
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	23.60	14.30	Not Met
Students with Disabilities	10.40	14.30	Met Target
English Learners	N	**	**

\*\* *ESSA* accountability targets are only included if data is available for at least 20 students.

**Days Absent**

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.





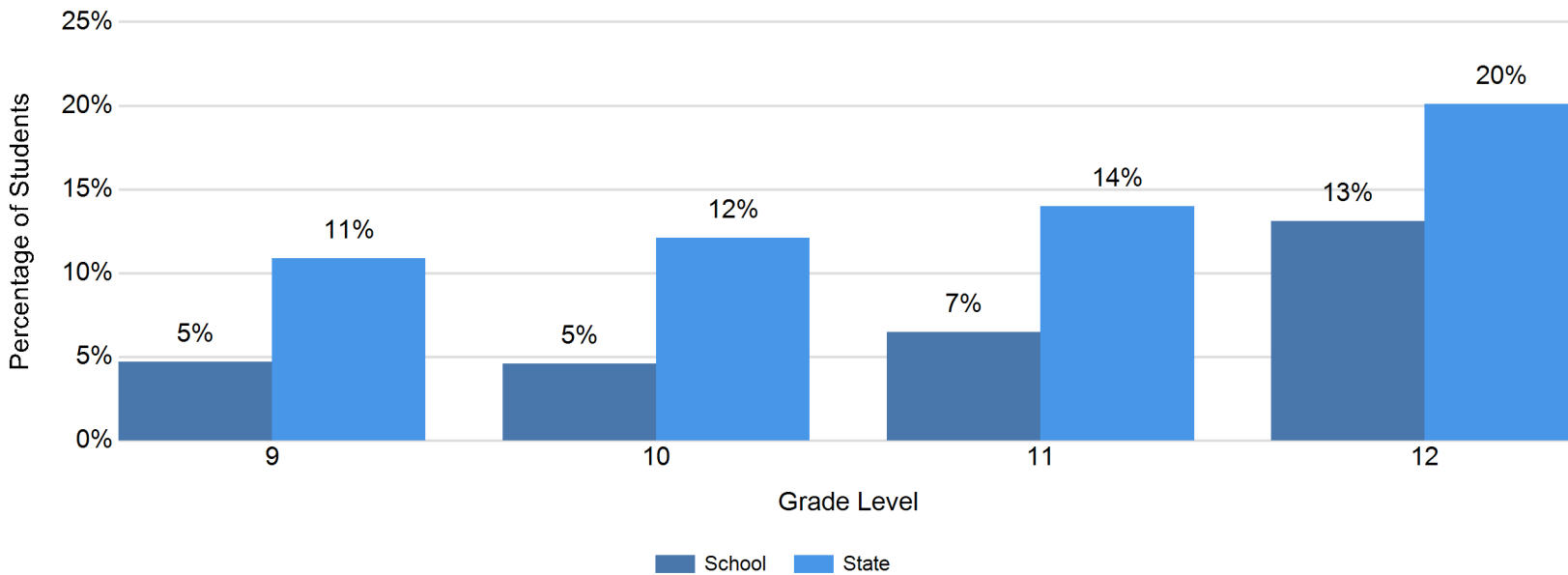
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Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





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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.

Category	School
Typical Start Time	7:30AM
Typical End Time	2:30PM
Length of School Day	7 Hrs 0 Mins
Full Time - Instructional Time	6 Hrs. 44 Mins.
Shared Time - Instructional Time	3 Hrs. 46 Mins.

**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 provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	5
Vandalism	4
Weapons	0
Substances	5
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	14
Incidents Per 100 Students Enrolled	1.79

**Student Suspension Rate**

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	5.2%
Out-of-School Suspensions	2.4%
Any Suspension	7.7%

**Student Expulsions**

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0



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**Technology Readiness**

This table shows information that was collected through the optional NJTRAx survey to determine a school’s technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school’s LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1:1	1340.1 kbps	100 kbps	Yes	N	Fiber	N

**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).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$239	\$17,340	\$17,579



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This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

**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

**Full-Time Equivalent:** In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

**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	72	120,724
Average years experience in public schools	12.9	11.8
Average years experience in district	10.2	10.5
Teachers in district for 4 or more years	72%	74%

**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	11	9,506
Average years experience in public schools	21.3	15.9
Average years experience in district	11.9	11.6
Administrators in district for 4 or more years	64%	74%

**Student to Staff Ratios**

This table shows the number of students per staff member 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.

Staff Type	School Students: Staff	District Students: Staff
Teachers	11:1	11:1
Administrators	78:1	71:1
Librarian/Media Specialists		784:1
Nurses		784:1
Counselors		157:1
Child Study Team		261:1



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**Teachers and Administrators - Level of Education**

This chart shows the highest level of education attained by the teachers and administrators at this school. 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.

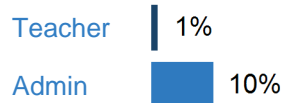
**Bachelor's Degree**



**Master's Degree**



**Doctoral Degree**



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

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	86%	89%
2015-16 Administrators: Same district 2016-17	80%	88%

**Faculty Attendance**

This table shows the percentage of days that school 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
2016-17	97%



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Accountability Indicator Scores and Summative Rating

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. This table shows the indicator scores for each indicator included in the accountability system and the weights 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 rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey’s accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	41.6	17.5%
Mathematics Proficiency	52.1	17.5%
Graduation - 4-Year	71.6	25.0%
Graduation - 5-Year	49.4	25.0%
Chronic Absenteeism	67.8	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
<b>Summative Score:</b> Sum of all indicator scores multiplied by indicator weights		56.8
<b>Summative Rating:</b> Percentile rank of Summative Score		58.0
<b>Requires Comprehensive Support:</b> Summative Rating is less than or equal to 5th percentile		No
<b>Requires Comprehensive Support:</b> 4-year Graduation Rate less than or equal to 67%		No

\*\* Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Indicator weights for this school were adjusted due to data availability.



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**Accountability Summary by Student Group**

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. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group’s performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these [accountability resources](#).

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	Graduation Rate - 4-Year	Graduation Rate - 5-Year	At Risk for Consistently Underperforming Student Group
Schoolwide	56.8	6.2	No	Met Target†	Met Target†	Met Target	Met Goal	Met Goal	No
White	52.8	6.2	No	Met Target†	Met Target†	Met Target	Met Goal	Met Goal	No
Hispanic	**	**	No	**	**	Met Target	**	**	No
Black or African American	**	**	No	**	**	**	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	N	N	No
Two or More Races	**	**	No	**	**	**	**	N	No
Economically Disadvantaged Students	**	**	No	Met Target	N	Not Met	**	**	No
Students with Disabilities	61.8	6.2	No	Met Target†	Met Target	Met Target	Met Target	Not Met	No
English Learners	**	**	No	**	**	**	N	**	No

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† Target was met within a confidence interval.





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School General Info

<b>Principal:</b>	Mrs. Olcott	<b>Email Address:</b>	<a href="mailto:adrienneolcott@dvrhs.k12.nj.us">adrienneolcott@dvrhs.k12.nj.us</a>
<b>Address:</b>	19 SENATOR STOUT RD FRENCHTOWN, NJ 08825	<b>Website:</b>	<a href="http://www.dvrhs.org">www.dvrhs.org</a>
<b>Phone:</b>	(908)996-2131	<b>Facebook:</b>	<a href="http://www.facebook.com/dvrhs">www.facebook.com/dvrhs</a>

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.

 <p>Highlights:</p>	<ul style="list-style-type: none"> <li>• DVRHS among the first in the state to be certified as a Future Ready School - NJ!</li> <li>• DelVal's "9 to 5" earns 9 final nominations for the Paper Mill's Rising Star Awards!</li> <li>• DVRHS Wrestling Team wins 2017 NJSIAA Group II State Championship!</li> </ul>
 <p>Mission, Vision, Theme:</p>	<p>Our Vision: DVRHS is a dynamic force within our community. Strong relationships are essential. Focused leadership, a positive culture, engaging instruction, enthusiastic students, and school-wide pride are keys to our success. Our school, as a dedicated and vibrant learning community, is fundamentally committed to preparing our students for their life pursuits.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>DVRHS is one of the select schools across the state and the only in Hunterdon County to be certified as a Future Ready School - NJ in the inaugural cycle. We are a recipient of College Board's 7th Annual AP Honor Roll. Seven members of the Class of 2017 earned distinction as recipients of the National Seal of Biliteracy. Our literary magazine was the only fully print magazine in NJ to be named a Crown Award Finalist by Columbia University.</p>






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 <p><b>Courses, Curriculum, Instruction:</b></p>	<p>DVRHS offers 22 AP courses and 3 career academies: Computer Science, Bio-med and Engineering. New academies are in development for the 2018/2019 school year. Students may earned college credit through our dual enrollment programs with RVCC and Seton Hall University. DVRHS is in the 8th year of a 1:1 iPad initiative, with electronic textbooks. Students schedules are designed as an A/B block with a daily unit period. DVR fully supports the arts with programs in fine and performing arts and dance.</p>
 <p><b>Sports and Athletics:</b></p>	<p>Sports Offered: Baseball (Boys), Basketball (Boys &amp; Girls), Cross-Country (Boys &amp; Girls), Field Hockey (Girls), Football (Boys), Golf (Co-ed), Lacrosse (Boys &amp; Girls), Soccer (Boys &amp; Girls), Softball (Girls), Track and Field - Spring (Boys &amp; Girls), Volleyball (Girls), Wrestling (Boys)</p> <p>DVRHS athletes compete at champion levels, most recently with our Wrestling Team's 2017's Group II State Title, and Individual State Champ (195 lbs.). DeVal inducted it's first class into the new Hall of Fame. Included in the ranks were the championship teams: 1960 football, 1984 wrestling, and 2002 girls' soccer along with standout individual athletes and coaches. DeVal sponsors a Unified Sports Program for regular and special ed students through a grant from the Special Olympics.</p>
 <p><b>Clubs and Activities:</b></p>	<p>DeVal offers a variety of clubs from our award-winning arts and theatre program, to competitive clubs such as Model UN and Robotics. With 30 clubs there is something for all interests: community service, student government, reading and writing, celebrating diversity, leadership, and publication and layout design of our award-winning Literary Magazine and Yearbook.</p>








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 <p><b>Staff and Professional Learning:</b></p>	<p>Staff members participate in four full days of PD each year. In addition, through a school-wide, midday "unit period" staff members have the opportunity to participate in daily 50-minute PLCs. A partnership with Centenary University allows staff members to enroll in graduate programs at a discounted rate and attend satellite classes on the DVRHS campus.</p>
 <p><b>Postsecondary Information:</b></p>	<p>All freshman through juniors participate in the PSATs. PSATs provide SAT practice for students and performance tracking data for the administration. Our students attend colleges and universities all over the country, from local community colleges, such as Raritan Valley Community College to the Ivy League, such as the University of Pennsylvania. DVR placed on College Board's 7th Annual AP Honor Roll.</p>
 <p><b>Student Supports and Services:</b></p>	<p>DVRHS leads an award winning employment transitions program providing our special needs students with real world work experiences that will help them transition to life after school. Our Best Buddies program partners all of our student populations for activities both in and outside of school. The district successfully launched a Unified Sports program through a grant from the Special Olympics. The program is set to expand to a Unified Music program as well.</p>
 <p><b>Student Health and Wellness:</b></p>	<p>At DVR we focus not only on students' physical well being, but on the importance of a healthy mind. A full time student assistance counselor and a mental health counselor keep our students involved through contests, promotions, a multitude of support groups, and individual and group counseling. Through partnerships with community agencies, DVR is able to offer referrals for additional services outside of those the school provides.</p>
 <p><b>Parent and Community Involvement:</b></p>	<p>DVR greatly benefits from the support of our booster organizations: the All-Sports Booster Club and the Performing Arts Boosters. Through these groups, parents and volunteers are able to provide opportunities for our students at a level that cannot be achieved through the local budget and tax dollars alone. All DVR parents can monitor their child's academic progress through a parent portal in our student information system, PowerSchool.</p>





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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers</p> <p>In accordance with our strategic plan, students are surveyed each year and the community and staff are surveyed every other year. Survey data shows that DelVal excels in: challenging classes, high expectations, course and program offerings, teacher accessibility, school spirit, positive climate, welcoming environment, inclusion and differentiation, student/teacher relationships, extra-curricular opportunities, working together and understanding student learning.</p>
 <p>Facilities:</p>	<p>DVR opened its doors in 1959. Since then the building has undergone 2 expansions and renovations - in 1978 and again in 2004. Our facilities are maintained by an outstanding custodial and maintenance staff, and the district benefits from their skills and expertise; most projects are completed in-house. Our next major facilities projects include a roof replacement, renovations of four science labs and the final improvements to our auditorium.</p>



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Other Information:

Delaware Valley Regional High School is located in pastoral and beautiful Hunterdon County. The district serves approximately 800 students in grades 9-12 who reside in the townships of Alexandria, Holland and Kingwood, and the boroughs of Frenchtown and Milford. We have made it our mission to recognize the achievements, strengths, and talents of all of our students. We appreciate that success comes in many shapes and forms, and we acknowledge that students are not merely their test scores. Students are featured each month at board meetings, and are publicly recognized for their contributions to our programs and/or school and community. Our website and Facebook page provide just a glimpse into our exceptional student body. We are extremely proud to announce that in September 2017 DVRHS was certified as a Future Ready School - NJ. This program recognizes, "schools that are dedicated to best preparing their students for success in college, career, and citizenship in the digital age." In an effort to contain costs, DVR prides itself on its commitment to "Acting Like a K-12" through the sharing of professional and educational services. Our Superintendent, Business Administrator, IT Manager and Facilities Manager all serve in their respective roles in other districts. We are grateful to the faculty, students, parents, and community for their continued support. Delaware Valley appreciates a strong sense of community and family; our students are our center. Our first priority is the growth, success and well-being of each of these fine young men and women. Our Mission: At DVRHS, we engage and prepare our students through a broad range of dynamic opportunities, inspiring them to achieve their fullest potential, and graduate ready to embrace their future.