NJ SCHOOL PERFORMANCE REPORT

North Hunterdon High School
(19-3660-050)
Grades Offered: 09-12
2018-2019

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

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:

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School Contact Information

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

Type	Contact Information
County	Hunterdon
District	North Hunterdon-Voorhees Regional High School District
Principal Name	Dr. Gregory Cottrell
Address	1445 State Route 31 Annandale, NJ 08801
Phone Number	908-735-5191
Email Address	gcottrell@nhvweb.net
Website	http://www.nhvweb.net/nhhs/home
Facebook	http://www.facebook.com/northhunterdonhs
Twitter	https://twitter.com/NHPrincipal

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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
9	417	353	378
10	426	413	362
11	420	407	396
12	387	423	402
Total	1,650	1,596	1,538

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	49.1%	49.0%	49.1%
Male	50.9%	51.0%	50.9%
Economically Disadvantaged Students	3.4%	2.1%	2.2%
Students with Disabilities	14.1%	14.3%	13.3%
English Learners	0.1%	0.1%	0.1%
Homeless Students	0.1%	0.1%	0.1%
Students in Foster Care	0.1%	0.1%	0.1%
Military-Connected Students	0.0%	0.3%	0.6%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	87.0%	85.6%	84.5%
Hispanic	5.2%	5.0%	6.2%
Black or African American	2.2%	2.4%	1.7%
Asian	5.3%	6.1%	6.2%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.2%	0.2%	0.1%
Two or More Races	0.0%	0.7%	1.2%

Enrollment Trends by Full and Shared Time Status

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

Enrollment Status	2016-17	2017-18	2018-19
Full Time Students	1,606	1,549	1,493
Shared Time Students	87	92	88
Full Time Equivalent	1,650	1,595	1,537

Enrollment by Home Language

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

Home Language	% of Students
English	95.6%
Spanish	1.6%
Other Languages	2.7%

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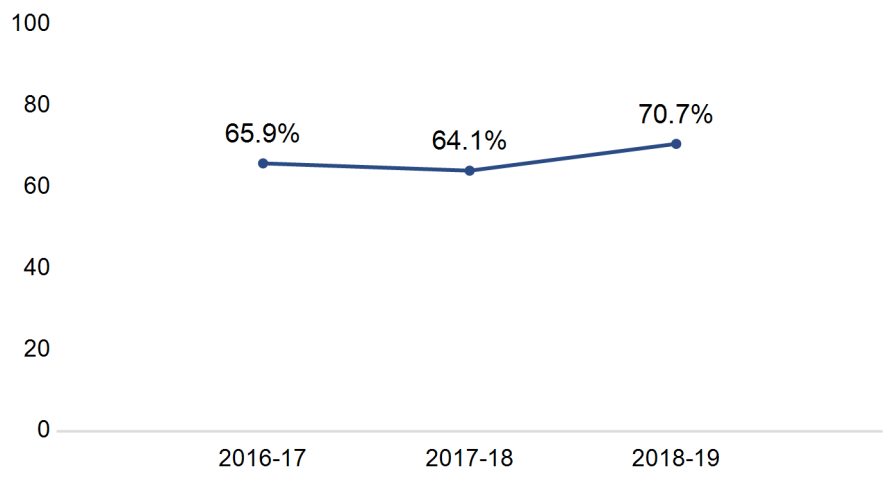
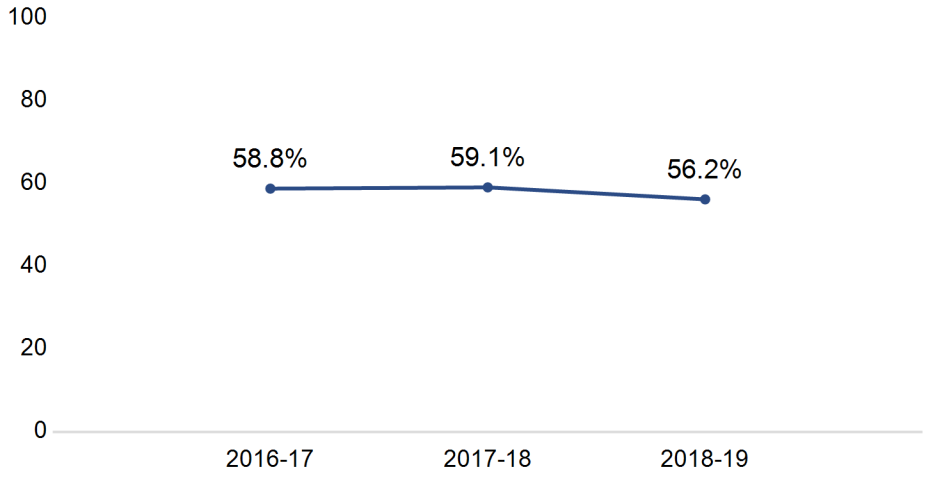
English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	89.3%	97.3%	99.2%	91.6%	97.4%	99.3%
Proficiency Rate for Federal Accountability	65.9%	64.1%	70.7%	58.8%	59.1%	56.2%
Annual Target	67.6%	68.2%	68.9%	65.1%	65.9%	66.7%
Met Annual Target?	Met Target†	Not Met	Met Target	Not Met	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.

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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.
This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our 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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	734	99.2	70.7	71.7	57.9	70.7	68.9	Met Target
White	610	99.0	72.0	72.9	66.9	72.0	69.2	Met Target
Hispanic	47	100.0	55.3	61.4	43.9	55.3	49.5	Met Target
Black or African American	*	*	*	*	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	47	100.0	78.7	*	82.9	78.7	80	Met Target†
American Indian or Alaska Native	*	*	*	*	56.0	*	**	**
Two or More Races	18	100.0	72.2	*	64.4	72.2	**	**
Female	359	98.9	79.1	80.5	64.8	79.1		
Male	375	99.5	62.7	62.7	51.3	62.7		
Economically Disadvantaged Students	16	100.0	50.0	45.9	40.0	50.0	**	**
Non-Economically Disadvantaged Students	718	99.2	71.2	72.6	67.9	71.2		
Students with Disabilities	120	99.2	27.5	28.6	22.7	27.5	35.8	Not Met
Students without Disabilities	614	99.2	79.2	80.0	65.1	79.2		
English Learners	N	N	N	N	29.3	N	**	**
Non-English Learners	734	99.2	70.7	71.7	60.6	70.7		
Homeless Students	N	N	N	N	29.1	N		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	*	*	*	*	57.8	*		
Migrant Students	N	N	N	N	30.4	N		

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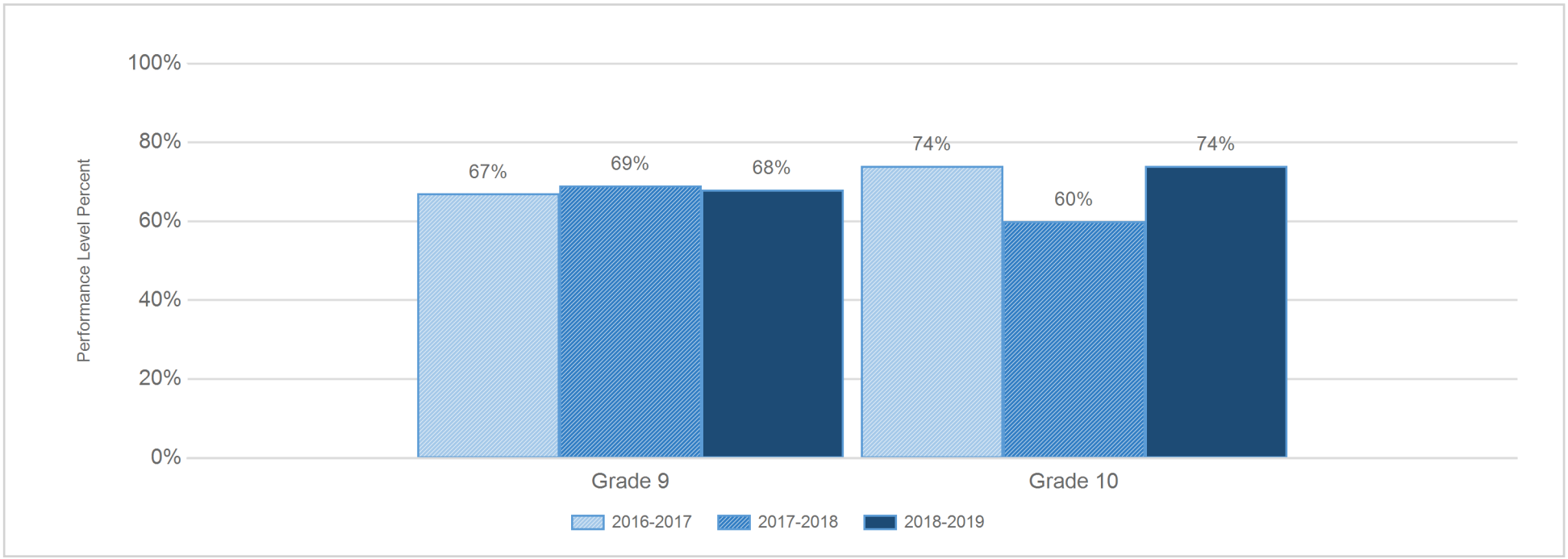
English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



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English Language Arts Assessment - Performance by Grade: Grade 9

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	377	765	768	753	6%	7%	20%	43%	25%	68%	56%
White	310	766	769	762	5%	6%	19%	44%	25%	69%	65%
Hispanic	31	752	*	737	*	*	*	*	*	55%	40%
Black or African American	*	*	*	732	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	22	775	*	783	0%	*	*	*	*	77%	84%
American Indian or Alaska Native	*	*	*	754	*	*	*	*	*	*	57%
Two or More Races	10	757	*	761	*	0%	*	*	*	60%	63%
Female	184	773	775	760	*	*	17%	41%	34%	75%	63%
Male	193	757	760	746	*	*	22%	45%	16%	61%	49%
Economically Disadvantaged Students	*	*	*	734	*	*	*	*	*	*	36%
Non-Economically Disadvantaged Students	*	*	*	762	*	*	*	*	*	*	65%
Students with Disabilities	62	730	732	717	*	*	27%	*	*	29%	17%
Students without Disabilities	315	772	774	760	*	*	18%	*	*	76%	63%
English Learners	N	N	N	693	N	N	N	N	N	N	*
Non-English Learners	377	765	768	755	6%	7%	20%	43%	25%	68%	*
Homeless Students	N	N	*	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	22%
Military-Connected Students	N	N	*	755	N	N	N	N	N	N	56%
Migrant Students	N	N	N	715	N	N	N	N	N	N	23%

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English Language Arts Assessment - Performance by Grade: Grade 10

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	360	769	768	757	6%	9%	11%	46%	28%	74%	58%
White	302	769	769	767	5%	9%	11%	48%	26%	75%	67%
Hispanic	17	754	758	738	*	*	*	*	*	53%	43%
Black or African American	*	*	*	733	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	25	777	*	792	*	*	*	*	*	80%	84%
American Indian or Alaska Native	N	N	N	754	N	N	N	N	N	N	56%
Two or More Races	*	*	*	766	*	*	*	*	*	*	65%
Female	177	778	778	766	*	*	9%	48%	35%	83%	66%
Male	183	760	758	749	*	*	14%	43%	21%	64%	51%
Economically Disadvantaged Students	*	*	732	735	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	769	767	*	*	*	*	*	*	67%
Students with Disabilities	56	721	724	711	*	*	21%	*	*	25%	19%
Students without Disabilities	304	778	776	765	*	*	10%	*	*	83%	65%
English Learners	N	N	N	687	N	N	N	N	N	N	*
Non-English Learners	360	769	768	760	6%	9%	11%	46%	28%	74%	*
Homeless Students	N	N	N	723	N	N	N	N	N	N	32%
Students in Foster Care	N	N	*	710	N	N	N	N	N	N	22%
Military-Connected Students	*	*	*	754	*	*	*	*	*	*	56%
Migrant Students	N	N	N	710	N	N	N	N	N	N	10%

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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.
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Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	731	99.3	56.2	54.7	44.5	56.2	66.7	Not Met
White	610	99.2	56.9	55.6	54.1	56.9	65.9	Not Met
Hispanic	47	100.0	38.3	41.1	28.8	38.3	61.4	Not Met
Black or African American	*	*	*	*	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	44	100.0	72.7	*	76.5	72.7	80	Met Target†
American Indian or Alaska Native	*	*	*	*	42.7	*	**	**
Two or More Races	18	100.0	61.1	*	53.3	61.1	**	**
Female	360	99.2	55.8	54.1	44.9	55.8		
Male	371	99.5	56.6	55.3	44.2	56.6		
Economically Disadvantaged Students	16	100.0	31.3	34.2	26.3	31.3	**	**
Non-Economically Disadvantaged Students	715	99.3	56.8	55.4	54.9	56.8		
Students with Disabilities	122	100.0	18.0	18.1	17.4	18.0	28.2	Not Met
Students without Disabilities	609	99.2	63.9	61.8	50.0	63.9		
English Learners	N	N	N	N	25.0	N	**	**
Non-English Learners	731	99.3	56.2	54.7	46.5	56.2		
Homeless Students	N	N	N	N	17.1	N		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	*	*	*	*	46.4	*		
Migrant Students	N	N	N	N	23.3	N		

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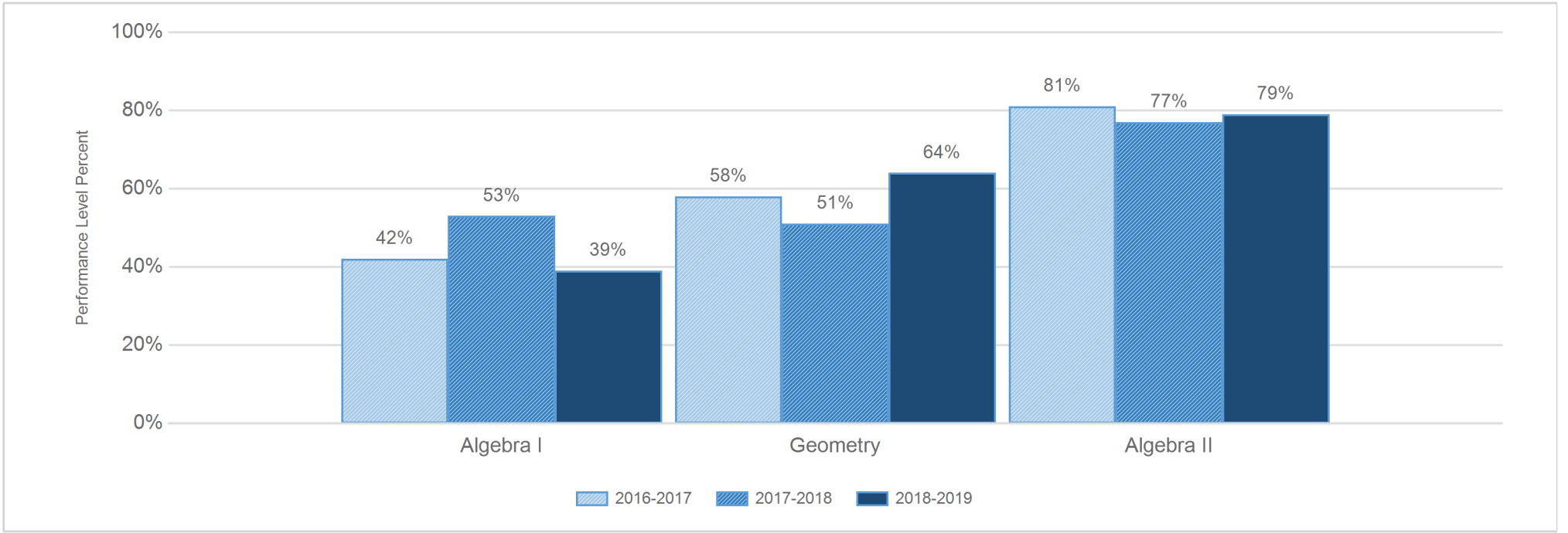
Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.

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Mathematics Assessment - Performance by Test: Algebra I

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

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	323	741	742	744	7%	21%	33%	*	*	39%	42%
White	266	742	743	752	7%	20%	31%	*	*	42%	53%
Hispanic	33	740	*	728	*	*	58%	*	*	24%	24%
Black or African American	*	*	*	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	14	738	*	775	0%	*	*	*	*	36%	76%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	*	*	*	752	*	*	*	*	*	*	51%
Female	152	744	743	745	*	*	37%	*	*	41%	44%
Male	171	738	740	743	*	*	29%	*	*	37%	41%
Economically Disadvantaged Students	10	738	738	727	0%	*	*	*	*	20%	23%
Non-Economically Disadvantaged Students	313	741	742	752	7%	*	*	*	*	40%	52%
Students with Disabilities	103	719	721	717	22%	34%	30%	*	*	14%	12%
Students without Disabilities	220	751	750	748	0%	15%	34%	*	*	51%	47%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	323	741	742	745	7%	21%	33%	*	*	39%	*
Homeless Students	N	N	*	718	N	N	N	N	N	N	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	*	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%

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Mathematics Assessment - Performance by Test: Geometry

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

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	246	756	756	737	*	*	30%	51%	13%	64%	35%
White	210	755	756	743	*	*	30%	50%	13%	62%	43%
Hispanic	*	*	*	724	*	*	*	*	*	*	17%
Black or African American	*	*	*	720	*	*	*	*	*	*	14%
Asian, Native Hawaiian, or Pacific Islander	15	766	*	762	0%	0%	*	*	*	87%	70%
American Indian or Alaska Native	*	*	*	736	*	*	*	*	*	*	37%
Two or More Races	*	*	764	745	*	*	*	*	*	*	46%
Female	129	755	755	738	*	*	36%	46%	12%	57%	36%
Male	117	757	757	736	*	*	23%	57%	14%	71%	34%
Economically Disadvantaged Students	*	*	738	722	*	*	*	*	*	*	16%
Non-Economically Disadvantaged Students	*	*	756	743	*	*	*	*	*	*	43%
Students with Disabilities	14	744	742	712	*	*	*	*	*	36%	*
Students without Disabilities	232	757	757	741	*	*	*	*	*	66%	*
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	246	756	756	738	*	*	30%	51%	13%	64%	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	*
Students in Foster Care	N	N	*	713	N	N	N	N	N	N	*
Military-Connected Students	*	*	*	739	*	*	*	*	*	*	35%
Migrant Students	N	N	N	711	N	N	N	N	N	N	19%

NJ SCHOOL PERFORMANCE REPORT

North Hunterdon High School
(19-3660-050)
Grades Offered: 09-12
2018-2019

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Mathematics Assessment - Performance by Test: Algebra II

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	165	771	769	755	*	*	15%	70%	8%	79%	58%
White	136	771	768	758	*	*	16%	69%	9%	78%	62%
Hispanic	*	*	*	731	*	*	*	*	*	*	34%
Black or African American	*	*	*	725	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	15	786	*	777	0%	*	0%	*	*	93%	80%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	55%
Two or More Races	*	*	*	761	*	*	*	*	*	*	65%
Female	81	768	766	752	*	*	15%	*	*	79%	55%
Male	84	774	772	758	*	*	14%	*	*	79%	62%
Economically Disadvantaged Students	*	*	*	729	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	65%
Students with Disabilities	*	*	*	715	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	756	*	*	*	*	*	*	60%
English Learners	N	N	N	696	N	N	N	N	N	N	11%
Non-English Learners	165	771	769	755	*	*	15%	70%	8%	79%	59%
Homeless Students	N	N	N	717	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	715	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	39%
Migrant Students	N	N	N	*	N	N	N	N	N	N	*

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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	*	*	*

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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

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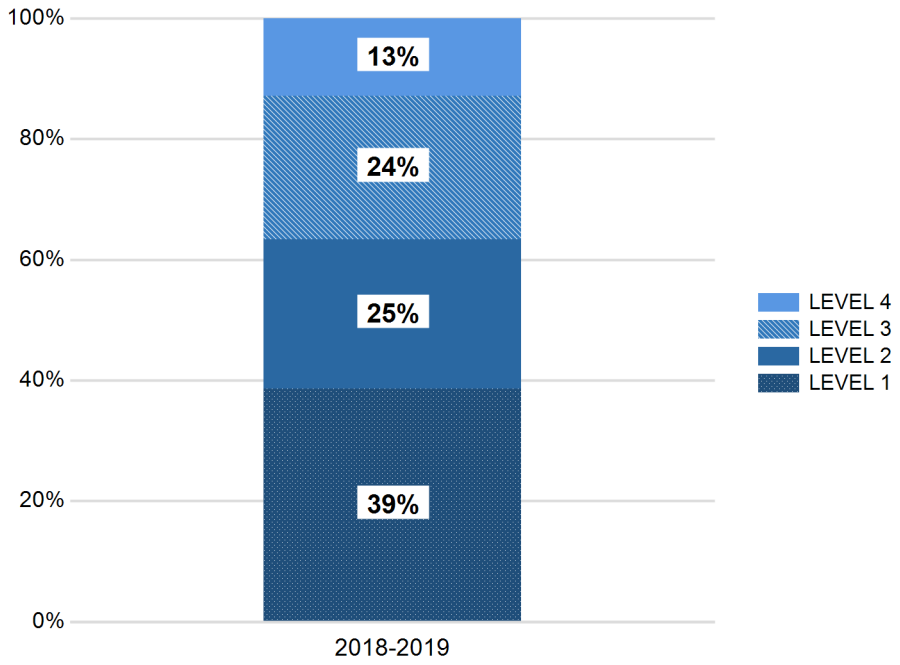
The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the NJSLA-Science website for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the assessment reports page for DLM results.

NJSLA Science Assessment: Grade 11 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 11

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	39	25	24	13
White	39	26	22	13
Hispanic	45	16	26	13
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	17	26	35	22
American Indian or Alaska Native	*	*	*	*
Two or More Races	*	*	*	*
Female	35	28	24	13
Male	42	22	23	13
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	*	*	*	*
Students with Disabilities	66	22	9	3
Students without Disabilities	34	26	26	15
English Learners	N	N	N	N
Non-English Learners	39	25	24	13
Homeless Students	*	*	*	*
Students in Foster Care	*	*	*	*
Military-Connected Students	*	*	*	*
Migrant Students	N	N	N	N

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

PSAT, SAT, & ACT - Participation

This table shows information about participation on the PSAT, SAT, and ACT exams. PSAT participation is the percentage of 10th and 11th graders that took the PSAT 10 or PSAT NMSQT exam in2018-19. SAT and ACT participation rates show the percentage of 12th graders that have taken the SAT or ACT this year or in prior years.

Participation Type	School Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2018-19	99.9%	84.5%
12th graders taking SAT in 2018-19 or prior years	91.2%	72.1%
12th graders taking ACT in 2018-19 or prior years	28.9%	19.6%

PSAT, SAT, & ACT - Performance

This table shows how students performed on the PSAT, SAT, and ACT tests by subject area. The table includes average test scores, college readiness benchmarks, and the percentage of students that scored at or above these benchmarks. Benchmarks were defined by College Board and ACT and students that score at or above these benchmarks have a high chance of success in credit-bearing college courses.

Participation Type	School Average Score	State Average Score	College Readiness Benchmarks	School - Students Scores at or above Benchmark	State - Students Scores at or above Benchmark
PSAT 10/NMSQT - Reading and Writing	528	476	Grade 10: 430 Grade 11: 460	80%	61%
PSAT 10/NMSQT - Math	534	477	Grade 10: 480 Grade 11: 510	66%	43%
SAT - Reading and Writing	604	539	480	92%	70%
SAT - Math	616	541	530	81%	53%
ACT - Reading	27	25	22	84%	66%
ACT - English	26	24	18	92%	81%
ACT - Math	26	24	22	82%	65%
ACT - Science	25	24	23	72%	57%

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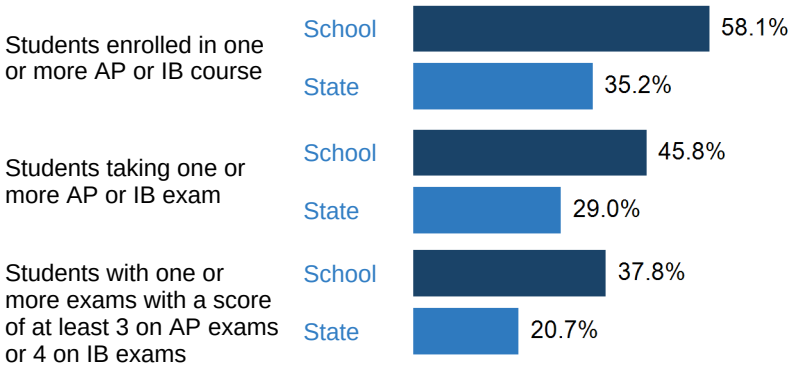
Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (IB)** courses and exams and **dual enrollment** courses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

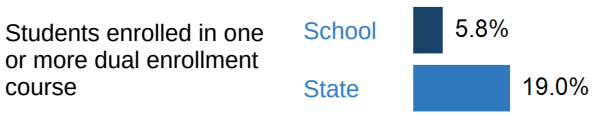
AP/IB Coursework – Participation and Performance

This chart shows the percentage of 11th and 12th graders who enrolled in one or more AP or IB courses, who took one or more AP or IB exams, and who had one or more exams with an AP score of 3 or higher or IB score of 4 or higher.



Dual Enrollment Coursework - Participation

This graph shows the percentage of 11th and 12th graders who were enrolled in at least one dual enrollment course during the school year. Dual enrollment courses allow high school students to enroll in college courses for credit prior to their high school graduation.



AP/ IB Courses Offered

This table shows the list of AP/IB Courses that were offered by the school or for which students took the corresponding AP/IB exam along with the number of students enrolled and the number of students taking the exam. Students do not need to take a course to take the exam and not all students enrolled in a course take the exam. The last two rows show the total number of exams taken and the number of exams with AP scores of 3 or higher or IB scores of 4 or higher. Students who take multiple examples are counted more than once in the last two rows.

AP/IB Course	Students Enrolled	Students Tested
AP Biology	77	98
AP Calculus AB	48	49
AP Calculus BC	36	40
AP Chemistry	13	15
AP Computer Science A	20	17
AP Computer Science Principles	27	26
AP English Language and Composition	37	41
AP English Literature and Composition	70	64
AP Environmental Science	65	54
AP French Language and Culture	5	5
AP Human Geography	177	99
AP Latin (Virgil, Catullus and Horace)	17	13
AP Macroeconomics	0	37
AP Microeconomics	51	30
AP Music Theory	9	7
AP Physics 1	25	18

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AP/IB Course	Students Enrolled	Students Tested
AP Physics C	30	0
AP Physics C: Mechanics	0	32
AP Psychology	171	116
AP Spanish Language	56	50
AP Statistics	24	22
AP Studio Art—Drawing Portfolio	13	9
AP Studio Art—Three-Demensional	1	1
AP Studio Art—Two-Demensional	11	11
AP U.S. Government and Politics	33	30
AP U.S. History	82	105
AP World History	0	79
Total Exams taken		1068
Exams with scores of at least 3 on AP exams or 4 on IB exams		804

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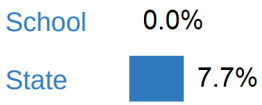
This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit theNJDOE's Career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

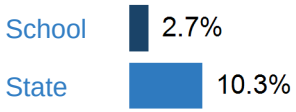
Career and Technical Education Participation

The graphs below show the percentage of students in grades 9 through 12 who were enrolled in courses in approved Career and Technical Education (CTE) programs. Students enrolled in shared-time Career and Technical Education programs in a county vocational school district are included in the percentages for both the county vocational school and their sending school.

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



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



Structured Learning Experiences Participation

The graph below shows the percentage of students in grades 9 through 12 who participated in Structured Learning Experiences during the school year. Structured Learning Experiences can include work-based learning programs, internships, apprenticeships, and service learning experiences and can be paid or unpaid.

Structured Learning Experiences

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Career and Technical Education Participation by Student Group

This table shows the percentage of students, both overall and by student group, in grades 9 through 12 who were enrolled in courses in approved Career and Technical Education (CTE) programs. CTE participants have completed only one course in an approved CTE program. CTE concentrators have completed two or more courses in a single approved CTE program and/or have completed the entire CTE program. Students enrolled in shared-time CTE programs in a county vocational school district are included in the percentages for both the county vocational school and their sending high school.

Student Group	School: % CTE Participants	School: % CTE Concentrators	State: % CTE Participants	State: % CTE Concentrators
Schoolwide	0.0%	2.7%	7.7%	10.3%
White	0.0%	2.7%	6.1%	9.6%
Hispanic	0.0%	*	10.3%	11.3%
Black or African American	0.0%	*	9.0%	11.2%
Asian, Native Hawaiian, or Pacific Islander	0.0%	*	5.8%	9.3%
American Indian or Alaska Native	*	*	10.3%	12.7%
Two or More Races	0.0%	0.0%	6.8%	12.1%
Female	0.0%	3.4%	7.3%	10.6%
Male	0.0%	2.1%	8.0%	10.1%
Economically Disadvantaged Students	0.0%	*	10.4%	11.8%
Students with Disabilities	0.0%	6.3%	6.6%	9.2%
English Learners	*	*	8.7%	3.2%
Homeless Students	*	*	8.1%	6.6%
Students In Foster Care	*	*	6.4%	5.0%
Military-Connected Students	*	*	9.7%	13.3%
Migrant Students	N	N	10.4%	*

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Industry-Valued Credentials

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

Students Earning Industry-Valued Credentials

School	*
State	0.9%

Industry-Valued Credentials by Career Cluster

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

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total credentials earned
Agriculture, Food & Natural Resources	*		
Architecture & Construction	*		
Arts, AV Technology & Communications	12		
Education and Training	*		
Health Science	14	*	*
Hospitality & Tourism	*		
Human Services	*		
Information Technology	*		
Law, Public Safety, Corrections & Security	10	*	*
Transportation, Distribution & Logistics	11	*	*
Total (All Clusters)	84	*	*

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Information about New Jersey Student Learning Standards can be found on the NJDOE website. An English course participation table is not included below because students are required to take four years of English in high school. Detailed information about students enrolled in AP/IB courses in English Language Arts and other subject areas is available in the AP/IB Courses Offered table in the College and Career Readiness Section of this report.

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	208	144	0	1	0	0	25
10	6	184	96	3	0	1	94
11	2	6	135	171	4	1	102
12	3	3	31	167	80	22	83
Total	219	337	262	342	84	24	304
Enrolled in AP/IB Course					84	24	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0

Science - Course Participation

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

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	377	0	0	0	0	0
10	14	361	0	0	1	2
11	396	8	0	0	10	9
12	22	14	0	65	58	120
Total	809	383	0	65	69	131
Enrolled in AP/IB Course	77	13		65	55	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

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Social Studies and History - Course Participation

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

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	0	378	0	0	0	0
10	4	358	0	0	0	12
11	146	12	5	12	0	202
12	16	9	46	159	0	213
Total	166	757	51	171	0	427
Enrolled in AP/IB Course	0	82	51	171		208
Enrolled in Dual Enrollment Course	0	12	0	37	0	0

World Languages - Course Participation

This table shows the number of students who were enrolled in World Languages courses by grade and language. Students are counted more than once if they were enrolled in courses across multiple languages. The last three rows show the number of students enrolled in level 3 or higher courses (such as French II or IV), Advanced Placement (AP) or International Baccalaureate (IB) courses, and Dual Enrollment courses by language.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	249	32	0	27	60	0	0
10	230	55	0	25	36	0	0
11	212	21	0	36	44	0	0
12	165	22	0	19	37	0	0
Total	856	130	0	107	177	0	0
Enrolled in AP/IB Course	56	5	0	17	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	335	45	0	33	75	0	0

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Information about New Jersey Student Learning Standards can be found on the NJDOE website. An English course participation table is not included below because students are required to take four years of English in high school. Detailed information about students enrolled in AP/IB courses in English Language Arts and other subject areas is available in the AP/IB Courses Offered table in the College and Career Readiness Section of this report.

Computer Science and Information Technology – Course Participation

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

Grade	Computer Programming	Computing Systems	Other Computer Science	Networking	Information Systems	Other IT
9	30	0	0	0	0	30
10	39	0	0	0	0	10
11	30	0	11	0	0	6
12	50	0	16	0	0	18
Total	149	0	27	0	0	64
Enrolled in AP/IB Course	20		27			0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

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Seal of Biliteracy

This table shows the number of Seals of Biliteracy earned by language. The New Jersey Department of Education State Seal of Biliteracy identifies graduating high school students who are able to demonstrate proficiency in English in addition to one or more languages. Students may be counted more than once if they earned Seals across more than one language. Visit the NJDOE Seal of Biliteracy website for more information.

Language	Students Earning a Seal of Biliteracy
French	*
German	*
Latin	*
Spanish	58
Total	69

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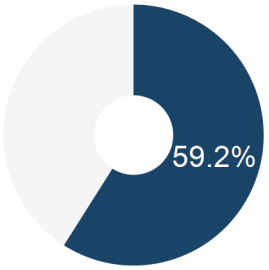
Visual and Performing Arts – Course Participation

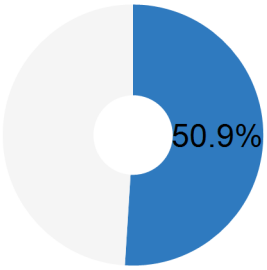
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 9-12:

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

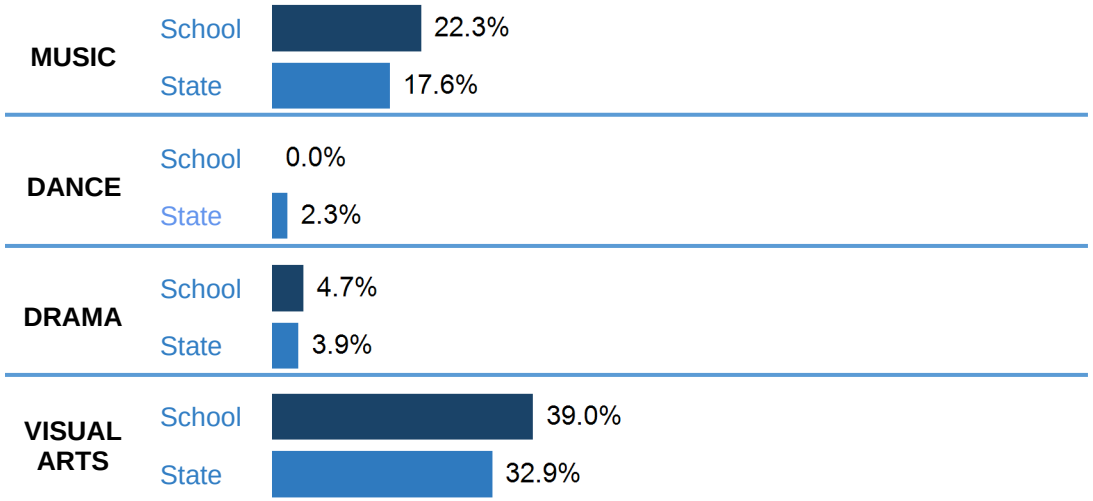


School



State

Students enrolled in one or more classes by discipline:



NJ SCHOOL PERFORMANCE REPORT

North Hunterdon High School
(19-3660-050)
Grades Offered: 09-12
2018-2019

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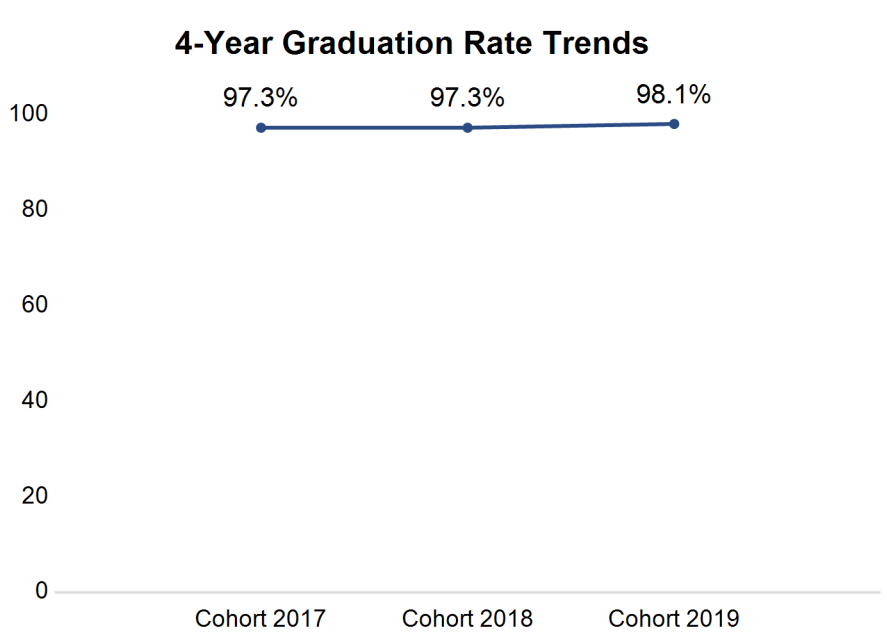
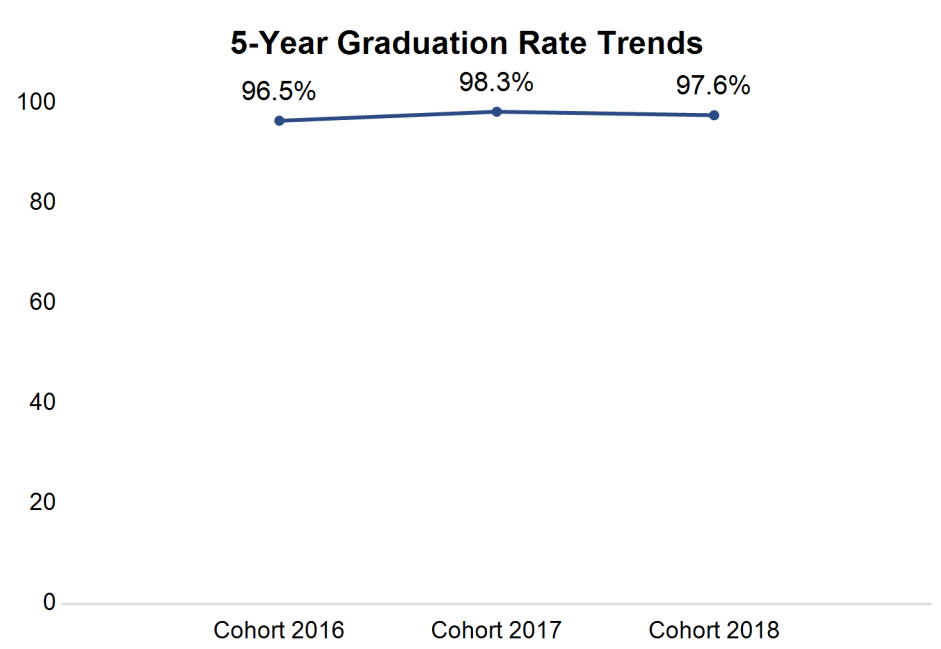
Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the NJDOE Graduation Rate page.

Graduation Rate Trends and Progress

These graphs show the 4-year and 5-year adjusted cohort graduation rates for the most recent three cohorts of students. The table below shows whether annual targets were met for each cohort. Note that for accountability and annual targets, graduation data from the prior year is used, so annual target status for Cohort 2019 4-Year and Cohort 2018 5-Year are not provided.





Performance Measure	Cohort 2017 4-Year Rate	Cohort 2018 4-Year Rate	Cohort 2019 4-Year Rate	Cohort 2016 5-Year Rate	Cohort 2017 5-Year Rate	Cohort 2018 5-Year Rate
Graduation Rate	97.3%	97.3%	98.1%	96.5%	98.3%	97.6%
Annual Target	N	N		N	N	
Met Annual Target?	Met Goal	Met Goal		Met Goal	Met Goal	
Statewide Graduation Rate	90.5%	90.9%	90.6%	91.8%	92.4%	92.5%

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Graduation Rates

This table shows 4-year and 5-year graduation rates both overall and by student group. Annual ESSA accountability targets for the Class of 2018 4-year rate and the Class of 2017 5-year rates are included with a flag for whether the annual targets were met. Student group rows where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these accountability resources.

Student Group	School - Class of 2019: 4 Year Rate	State - Class of 2019: 4 Year Rate	School - Class of 2018: 5 Year Rate	State - Class of 2018: 5 Year Rate	Class of 2018: 4 Year Rate	Class of 2018: 4 Year Target	Class of 2018: Met Target	Class of 2017: 5 Year Rate	Class of 2017: 5 Year Target	Class of 2017: Met Target
Schoolwide	98.1%	90.6%	97.6%	92.5%	97.3%	N	Met Goal	98.3%	N	Met Goal
White	98.1%	94.9%	98.0%	95.9%	97.7%	N	Met Goal	98.3%	N	Met Goal
Hispanic	94.4%	84.5%	83.3%	87.3%	88.2%	**	**	100.0%	**	**
Black or African American	*	83.3%	*	87.1%	*	**	**	90.9%	**	**
Asian, Native Hawaiian or Pacific Islander	100.0%	96.9%	100.0%	97.8%	100.0%	N	Met Goal	100.0%	**	**
American Indian or Alaska Native	N	92.2%	*	88.9%	*	**	**	*	**	**
Two or More Races	*	91.4%	N	94.2%	N	N	N	*	**	**
Female	98.6%	92.8%	98.6%	94.4%	98.6%			98.0%		
Male	97.6%	88.5%	96.6%	90.8%	96.2%			98.5%		
Economically Disadvantaged Students	100.0%	84.0%	87.5%	87.3%	87.5%	**	**	100.0%	**	**
Students with Disabilities	91.8%	79.2%	94.6%	83.8%	94.6%	87.3%	Met Target	91.4%	90.7%	Met Target
English Learners	N	75.4%	*	80.1%	*	**	**	N	N	N
Homeless Students	N	74.6%	N	78.3%	N			N		
Students in Foster Care	*	57.6%	N	82.5%	N			*		
Migrant Students	N	83.3%	N	85.0%	N			N		

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Graduation Pathways

This table shows the percentage of Cohort 2019 graduates that met high school graduation requirements through each type of graduation pathway for both English Language Arts (ELA) and Math.

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
Statewide Assessment	76.4%	71.8%
Substitute Competency Test	22.4%	26.3%
Portfolio Appeals Process	1.2%	0.0%
Alternate Requirements specified in IEP	0.0%	1.9%
Unknown	0.0%	0.0%

Dropout Rate Trends

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

School Year	School Rate	State Rate
2018-2019	0.3%	1.2%
2017-2018	0.4%	1.2%
2016-2017	0.1%	1.1%

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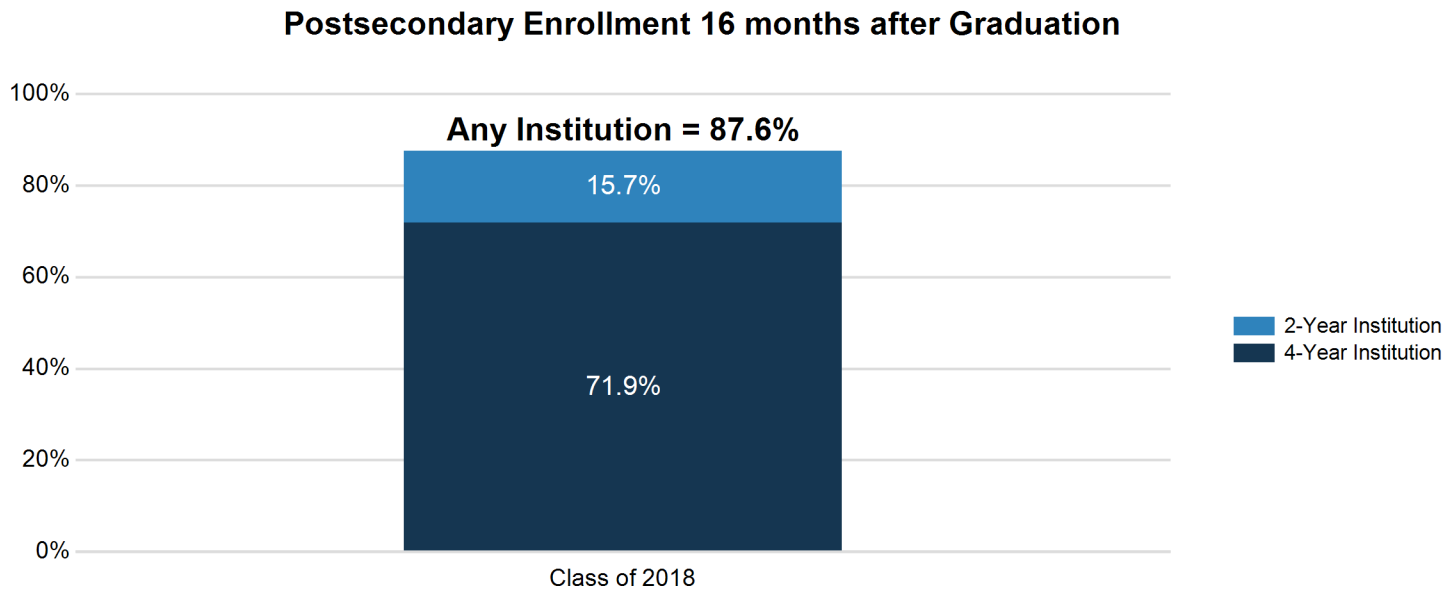
Information about students enrolling in colleges and universities after graduation is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

Postsecondary Enrollment Rate Summary

The graphs and tables below show the percentage of graduates that have enrolled in 2-year and 4-year institutions within 16 months of graduating from high school.



Performance Measure	Class of 2018
% Enrolled in 2-Year Institution	15.7%
% Enrolled in 4-Year Institution	71.9%
% Enrolled in Any Postsecondary Institution	87.6%

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Postsecondary Enrollment Rates: Fall

This table shows information about Class of 2019 high school graduates enrolled in postsecondary institutions by the fall of 2019. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the next two columns show the percentage of those enrolled students that were enrolled in 2-year and 4-year institutions.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	72%	28.7%	71.3%
Schoolwide	83.1%	17.2%	82.8%
White	83.9%	15.9%	84.1%
Hispanic	68.2%	46.7%	53.3%
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	82.1%	13%	87%
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	*	*	*
Students with Disabilities	44.4%	31.3%	68.8%
English Learners	N	N	N

Postsecondary Enrollment Rates: 16 month

This table shows information about Class of 2018 high school graduates enrolled in postsecondary institutions by the fall of 2019. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the following sets of columns show the percentage of those enrolled students that were enrolled in 2-year and 4-year institutions, public or private institutions, and in-state and out-of-state institutions.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	77.8%	30.9%	69.1%	72.9%	27.1%	65.5%	34.5%
Schoolwide	87.6%	17.9%	82.1%	64.6%	35.4%	43.8%	56.2%
White	87.4%	17.9%	82.1%	64.8%	35.2%	41.9%	58.1%
Hispanic	87.5%	42.9%	57.1%	78.6%	21.4%	78.6%	21.4%
Black or African American	92.9%	15.4%	84.6%	69.2%	30.8%	76.9%	23.1%
Asian, Native Hawaiian, or Pacific Islander	85%	0%	100%	52.9%	47.1%	35.3%	64.7%
American Indian or Alaska Native	*	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	63.6%	57.1%	42.9%	85.7%	14.3%	100%	0%
Students with Disabilities	73.7%	42.9%	57.1%	71.4%	28.6%	61.9%	38.1%
English Learners	*	*	*	*	*	*	*

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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

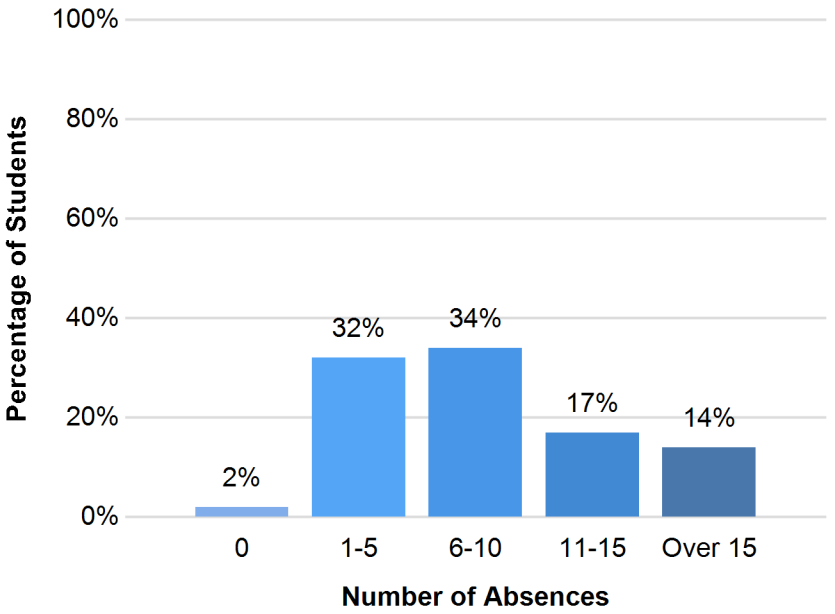
Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	161	10.0	14.2	Met
White	138	10.2	14.2	Met
Hispanic	13	12.7	14.2	Met
Black or African American	4	14.8	14.2	Not Met
Asian, Native Hawaiian, or Pacific	4	4.0	14.2	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	94	11.9		
Male	67	8.2		
Economically Disadvantaged Students	5	14.3	14.2	Not Met
Students with Disabilities	40	16.8	14.2	Not Met
English Learners	*	*	**	**
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	2	18.2		
Migrant Students	N	N		

Days Absent

This graph shows the percentage of K-12 students by the number of days they were absent during the school year.



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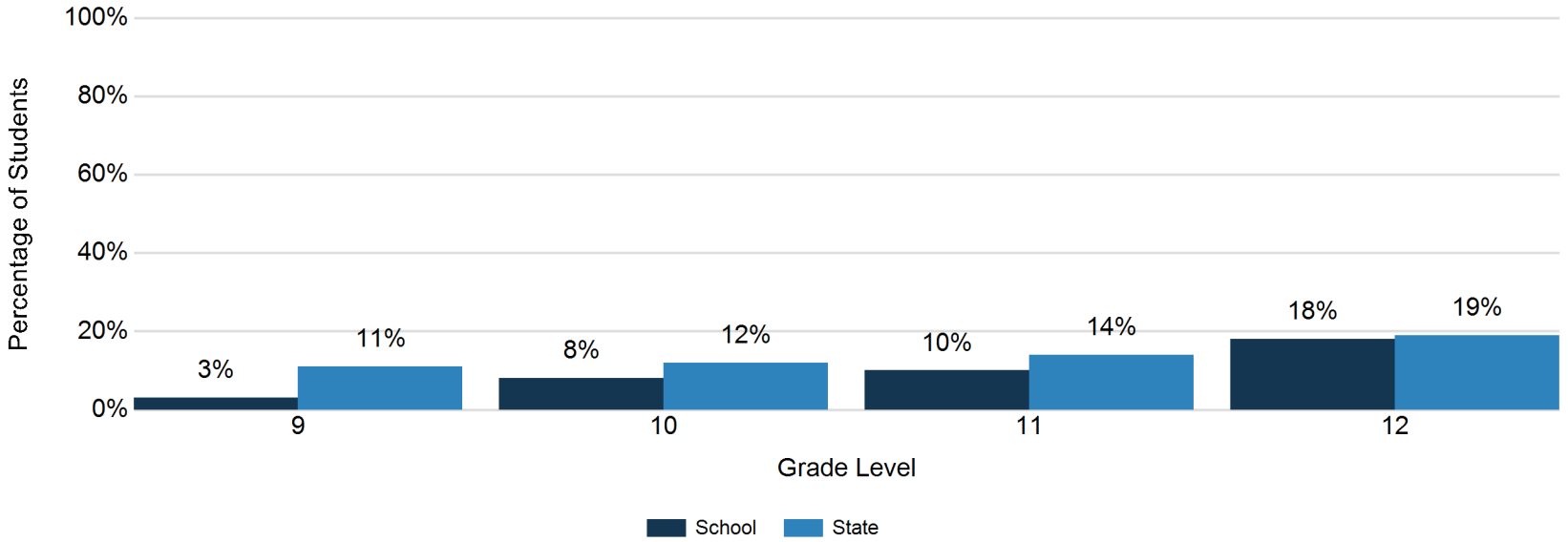
Chronic Absenteeism by Grade

This graph shows the percentage of students by grade level who were chronically absent during the school year.



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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents row provides an unduplicated count of incidents. The last row shows the rate of incidents for every 100 students enrolled.

Incident Type	Number of Incidents
Violence	19
Weapons	0
Vandalism	5
Substances	57
Harassment, Intimidation, Bullying (HIB)	10
Total Unique Incidents	90
Incidents Per 100 Students Enrolled	5.86

Police Notifications

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

Incident Type	Incidents Reported to Police
Violence	11
Weapons	0
Vandalism	2
Substances	57
Harassment, Intimidation, Bullying (HIB)	1
Other Incidents Leading to Removal	2

Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	1	1	2
Religion	1	0	1
Ancestry	2	1	3
Gender	1	2	3
Sexual Orientation	0	0	0
Disability	0	0	0
Other	1	8	9
No Identified Nature	5		5

Student Disciplinary Removals

The first table shows, by removal type, the number and percentage of students who received disciplinary removals during the school year. Removal types include students receiving one or more in-school suspensions, one or more out-of-school suspensions, one or more suspension of any type, removal to another school or other educational program, expulsion with no further educational services, or arrest. The second table shows the total number of days missed due to out-of-school suspension for all students during the school year.

Removal Type	Number of Students	Percent of Students
In-School Suspensions	63	4.1%
Out-of-School Suspensions	77	5.0%
Any Suspension	83	5.4%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
311

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School Day

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

Category	School
Typical Start Time	7:45 AM
Typical End Time	2:25 PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	6 Hrs 40 Mins
Shared Time - Instructional Time	6 Hrs. 40 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2018-19	1:1

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Key terms for staff data:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	130	118,214
Average years experience in public schools	13.4	12.1
Average years experience in district	11.5	10.8
Percentage of Teachers with 4 or more years experience in the district	82.3%	75.3%

Administrators – Experience (District Level)

This table shows information about the experience of administrators assigned to this district and across the state.

Category	Admin. in District	Admin. in State
Total Number of administrators	20	9,530
Average years experience in public schools	16.3	16.0
Average years experience in district	12.0	12.0
Percentage of Administrators with 4 or more years experience in the district	80.0%	76.9%

Student and Staff Ratios

This table shows ratios of students and staff members in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.

Ratio	School Ratio	District Ratio
Students to Teachers	12:1	12:1
Students to Administrators	192:1	124:1
Teachers to Administrators	16:1	10:1
Students to Librarians/Media Specialists		1245:1
Students to Nurses		622:1
Students to Counselors		207:1
Students to Child Study Team Members		277:1

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Teachers and Administrators– Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	49.1%	56.2%	25.0%	48.4%	77.1%	54.9%
Male	50.9%	43.8%	75.0%	51.6%	22.9%	45.1%
White	84.5%	96.9%	87.5%	42.4%	83.6%	77.4%
Hispanic	6.2%	2.3%	0.0%	29.9%	7.3%	7.2%
Black or African American	1.7%	0.8%	0.0%	15.0%	6.6%	13.9%
Asian	6.2%	0.0%	12.5%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.1%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	1.2%	0.0%	0.0%	2.1%	0.2%	0.2%

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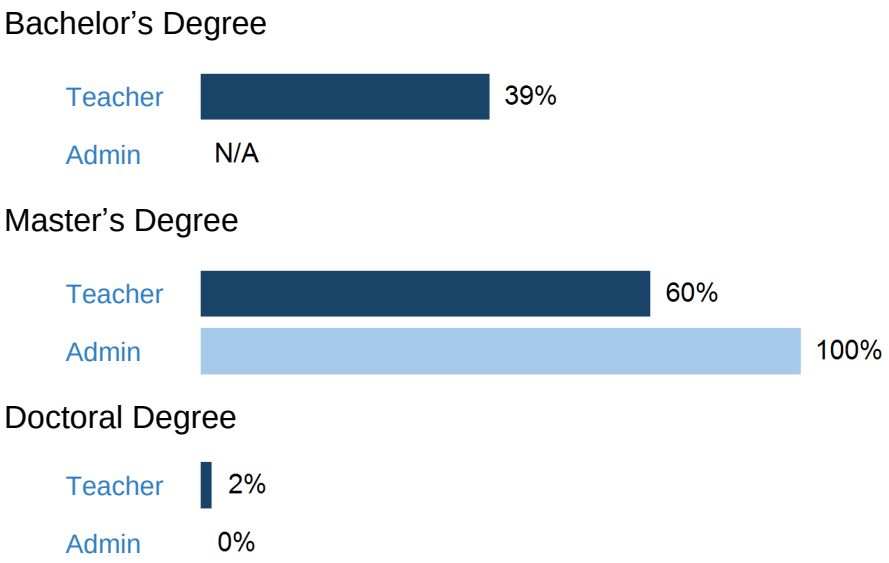
Teachers and Administrators - Level of Education

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



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

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	91.7%	90.5%
2017-18 Administrators: Same district 2018-19	89.5%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	97.2%

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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the NJDOE webpage ESSA School Level Reporting Information. More in-depth information about district and charter school spending can be found in the User Friendly Budget and the Comprehensive Annual Financial Report (CAFR) and Auditor Management Reports (AMRs).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.

An option to download all school-level summaries by district in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.

NJ SCHOOL PERFORMANCE REPORT

North Hunterdon High School
(19-3660-050)
Grades Offered: 09-12
2018-2019

Report Key:
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****** Accountability calculations require 20 or more students
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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.

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For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	65.9%	64.1%	70.7%
Math Proficiency	58.8%	59.1%	56.2%
ELA Growth	N	N	N
Math Growth	N	N	N
4-Year Graduation Rate†	97.3%	97.3%	98.1%
5-Year Graduation Rate†	96.5%	98.3%	97.6%
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	0.5%	9.3%	10.0%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.

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Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.

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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these accountability resources.

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	4-Year Graduation Rate: Met Annual Target	5-Year Graduation Rate: Met Annual Target	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Met Target	Not Met	Met Goal	Met Goal	**	Met	No
White	Met Target	Not Met	Met Goal	Met Goal	n/a	Met	No
Hispanic	Met Target	Not Met	**	**	n/a	Met	No
Black or African American	**	**	**	**	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	Met Target†	Met Target†	Met Goal	**	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	**	**	**	**	n/a	Not Met	No
Students with Disabilities	Not Met	Not Met	Met Target	Met Target	n/a	Not Met	No
English Learners	**	**	**	**	**	**	No

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

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School Narrative

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

Highlights:	• North Hunterdon has been ranked repeatedly as one of the top 50 high schools in NJ by New Jersey Monthly Magazine. • Students at North Hunterdon High School consistently score above the state average on the NJSLA and SAT tests. • North Hunterdon High School has a strong commitment to helping others. Clubs raised over $200,000 for various charities and the Class of 2019 logged over 79,000 hours of community service.
Mission, Vision, Theme:	The North Hunterdon-Voorhees Regional High School District, a district committed to innovation, personal excellence, high achievement, and community partnership, provides all students with personalized opportunities through a broad spectrum of exemplary educational experiences to develop their fullest potential, to foster lifelong learning, and to become responsible citizens in a continually changing society.
Awards, Recognition, Accomplishments:	North Hunterdon High School continually ranks among the top public high schools in New Jersey and in the country. Each year, students earn recognition as National Merit Semi-Finalists and Commended Students, as well as AP Scholars. The addition of a Unified Sports program has helped to build on unity and equality among students.

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Courses, Curriculum, Instruction:	Students in grades 9-12 are provided a variety of learning opportunities through the College Prep, Advanced, Honors, and AP-level courses that are offered, as well as numerous electives including fine arts and music programs. An integrated approach to instruction emphasizes the importance of thinking critically in order to grow academically, socially, emotionally, and physically. The rigorous program of studies contains a full complement of courses, and each discipline offers an advanced placement course. Twenty-three of the AP courses and one honors course have been accepted into the Seton Hall Project Acceleration Program. Students can also take courses at Hunterdon County Polytech. Hunterdon County Vocational School District offers four four-year academies; North Hunterdon houses the Biomedical Sciences Academy.
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Cheerleading (Coed), Cross Country (Boys & Girls), Fencing (Boys & Girls), Field Hockey (Girls), Football (Coed), Golf (Boys & Girls), Gymnastics (Coed), Lacrosse (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Girls), Wrestling (Coed) The North Hunterdon HS Athletic Program continues to be in the forefront following our District goal of Health and Wellness and leaders in New Jersey by continuing the Mind of the Athlete program for eight consecutive years. About 65% of our students participate in athletics. Our athletic teams continue to achieve success at the county, conference, sectional, group, and state championship levels. During the 2017-2018 school year, Unified Sports was launched thanks to a grant from Special Olympics. North Hunterdon offers Unified soccer, bowling and basketball.
Clubs and Activities:	Over 70 clubs, activities, and intramurals are available, such as: Model UN, Mock Trial, Amnesty International, Environmental Club, Chess Club, French Club, Spanish Club, German Club, Girl Up Club, Latin Club, Mindfulness Club, PALS, Patriot Youth Club, Future Business Leaders of America Club, Gay Straight Alliance Club, Habitat for Humanity, Interact Club, Ski Club, Student Ambassadors and six honor societies. The Interact Club organizes the Relay for Life fundraiser. North Hunterdon High School has been recognized by the American Cancer Society and has been awarded the Relay for Life Award in the 2018-2019 school year for their efforts and contributions. Intramurals offered include: Basketball, AM and PM Weight Room, Power Lifting Club, and Speed and Agility Club.

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Staff and Professional Learning:	There are three full-day staff in-service days during the school year, along with four half-day opportunities. The in-service time is used to complete mandated trainings, hold department meetings, and take professional development classes. The classes offered are broken into four strands: Continuing Education, Instructional Practice, Technology, and Health and Wellness. In addition, Faculty and Staff are involved in department professional learning communities to collaborate on goals and initiatives.
Postsecondary Information:	The Guidance Office holds a variety of post-secondary evening programs for parents and students, such as Financial Aid Night, Introduction to College Planning, and NCAA Night. Free Math and English SAT Prep classes are offered and taught by our teachers. Parent organizations also offer SAT prep, financial aid sessions, and parent chats to assist in post-secondary planning. Every year, North Hunterdon graduates attend the top colleges/universities in the country. For the Class of 2019, 92% are attending two- or four-year colleges/universities, 0.8% attending business/art/technical schools, and 0.8% entered the military.

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Student Supports and Services:	Special Education programs include employment orientation, multiple disabilities, autism, alternative learning program, in-class support, Unified Leadership, and Unified sports. Lower-level ELL students are given the opportunity to attend a specialized program. At-risk students are assisted with Response to Intervention services. Effective School Solutions is an additional program available for student support. An 8th-grade orientation program assists students with the transition to high school. Lion PRIDE Academy for students with emotional and behavioral problems to be implemented for 2019-2020 school year.
Student Health and Wellness:	Community Health and Wellness Education Series presentations are held for parents and community members each year. Topics included Raising Resilient Teens, Underage Drinking, Trends in Opiate and Marijuana Use, Technology Dependence, and Mental Health. There is an online program of learning modules called North360, which educates students on a variety of social and emotional topics each month - similar modules are offered to parents. Group and individual counseling is available with the Student Assistance Counselor. Lifelines Suicide Prevention Program included in curriculum for all freshmen. Health and wellness topics are prevalent in the Health and PE Curriculums. Mind of the Athlete program is held each season for all athletes and coaches; this focuses on various aspects of health and wellness related to sports. District has also implemented No Homework Days so students can take a mental break from homework during certain holidays and recesses.
Parent and Community Involvement:	North Hunterdon has a very active parent community. There are opportunities for parents to get involved in the Parent Teacher Student Association (PTSA), North Hunterdon Music Association (NHMA), North Hunterdon Education Foundation (NHEF), North Hunterdon Athletic Booster Club, Principal's Parent Advisory Committee, and Special Education Parent Advisory Group (SEPAG).

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers An Affirmative Action Athletic Interest survey will be administered during the period of 2019-2022 to ensure equitable opportunities following the New Jersey State Department of Education Comprehensive Equity Plan (CEP) Standards, which must be completed every three years by the school's Affirmative Action Committee. Additionally NHHS participates in the NJ School Climate Transformation Project.
Facilities:	North Hunterdon High School was built in 1951, with additions in 1957, 1968, and 2002. Projects from the voter-approved 2016 referendum were completed by summer 2018. Recent projects include upgrades to main entrance security vestibule, stair tower restoration, replacement or installation of classroom univents/AC, addition of salt shed, replacement of electronic sign in front of school, and window and door replacements.
School Safety:	The North Hunterdon-Voorhees district follows the Standard Response Protocol, which has been adopted by every school district in Hunterdon County. Staff and students drill monthly on various security protocols. Security measures include additional security cameras, new security vestibule at main entrance, visitor management system, electronic locks and ID access, door alarm system that activates at security desk with video surveillance, vehicle stopping bollards in front of building, and digital radio system connecting administration and law enforcement. School also has a School Resource Officer and Class III Security Officers.

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Technology and STEM:	The North Hunterdon-Voorhees district is a 1:1 mobile computing device district. Every student is provided with a Chromebook for use in school and at home. Every teacher is provided with a laptop, and all classrooms are equipped with projectors. The district offers various STEM courses from Engineering to Robotics to Computer Science through Gaming. Students can also take vocational courses at Hunterdon County Polytech.

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Other Information	North Hunterdon High School provides an outstanding academic program. We have been ranked repeatedly as one of the top 50 high schools in New Jersey by "New Jersey Monthly Magazine" and have been honored by the College Board for our Advanced Placement programs. We are a comprehensive secondary (9-12) school with a student population of 1,632. North Hunterdon educates students from six different municipalities. We have 104 teachers on staff, of which about 50% have earned advanced degrees in their field. Our school provides an academic and activity-rich environment with multiple opportunities for student involvement in extra-curricular clubs/activities and sports. We have received Best Practice Awards from the New Jersey Department of Education in Mathematics, Special Education, Music, and Science. The district implemented a new 55-minute rolling drop block schedule over a four-day rotation in the 2017-2018 school year.

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:

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School Contact Information

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

Type	Contact Information
County	Hunterdon
District	North Hunterdon-Voorhees Regional High School District
Principal Name	Mr. Ronald Peterson
Address	256 County Route 513 Glen Gardner, NJ 08826-9529
Phone Number	908-638-6116
Email Address	rpeterson@nhvweb.net
Website	http://www.nhvweb.net/vhs/home/
Facebook	http://www.facebook.com/voorheeshs

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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
9	257	236	207
10	278	255	244
11	243	269	238
12	252	231	264
Total	1,030	991	953

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	49.6%	49.5%	50.1%
Male	50.4%	50.5%	49.9%
Economically Disadvantaged Students	5.9%	4.5%	5.8%
Students with Disabilities	14.6%	13.4%	15.0%
English Learners	0.0%	0.0%	0.0%
Homeless Students	0.0%	0.3%	0.1%
Students in Foster Care	0.0%	0.0%	0.1%
Military-Connected Students	0.0%	0.1%	0.2%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	88.2%	87.5%	86.4%
Hispanic	4.5%	5.5%	5.6%
Black or African American	2.4%	2.2%	2.9%
Asian	4.5%	4.4%	4.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.2%	0.2%	0.1%
Two or More Races	0.1%	0.2%	0.8%

Enrollment Trends by Full and Shared Time Status

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

Enrollment Status	2016-17	2017-18	2018-19
Full Time Students	1,002	964	914
Shared Time Students	54	53	76
Full Time Equivalent	1,029	991	952

Enrollment by Home Language

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

Home Language	% of Students
English	95.0%
Spanish	2.3%
Portuguese	1.1%
Other Languages	1.6%

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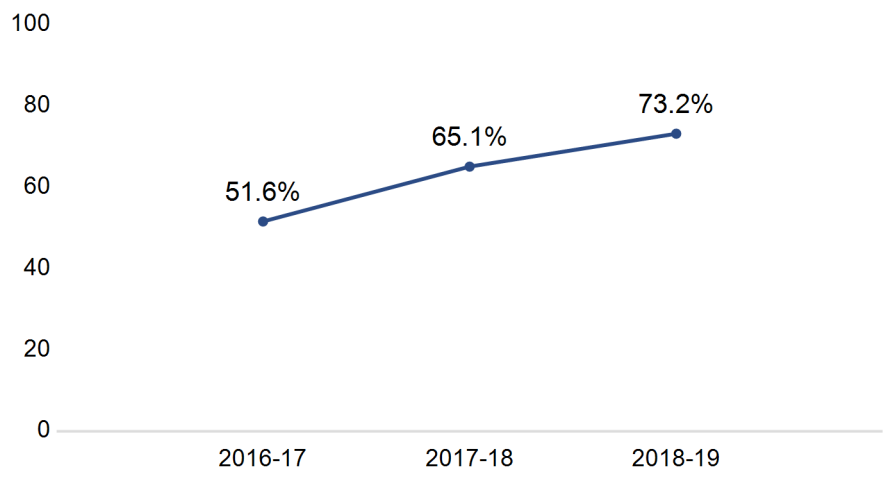
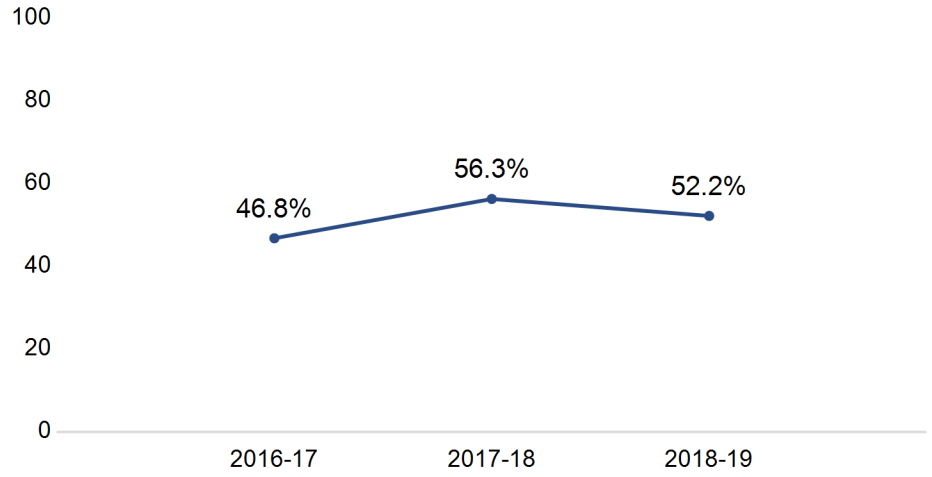
English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	84.8%	98.4%	94.7%	87.0%	95.5%	98.0%
Proficiency Rate for Federal Accountability	51.6%	65.1%	73.2%	46.8%	56.3%	52.2%
Annual Target	54.7%	56.1%	57.4%	48.1%	49.8%	51.4%
Met Annual Target?	Met Target†	Met Target	Met Target	Met Target†	Met Target	Met Target
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.

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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.
This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our 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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	419	94.7	73.5	71.7	57.9	73.2	57.4	Met Target
White	365	94.6	74.5	72.9	66.9	74.2	57.1	Met Target
Hispanic	23	88.5	73.9	61.4	43.9	68.8	44.6	Met Target
Black or African American	14	100.0	50.0	*	38.5	50.0	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	82.9	*	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	226	95.8	82.7	80.5	64.8	82.7		
Male	193	93.3	62.7	62.7	51.3	61.5		
Economically Disadvantaged Students	21	95.8	42.9	45.9	40.0	*	42.9	Met Target
Non-Economically Disadvantaged Students	398	94.6	75.1	72.6	67.9	*		
Students with Disabilities	65	97.0	30.8	28.6	22.7	30.8	25.7	Met Target
Students without Disabilities	354	94.3	81.4	80.0	65.1	80.6		
English Learners	N	N	N	N	29.3	N	**	**
Non-English Learners	419	94.7	73.5	71.7	60.6	73.2		
Homeless Students	N	N	N	N	29.1	N		
Students In Foster Care	*	*	*	*	27.6	*		
Military-Connected Students	*	*	*	*	57.8	*		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

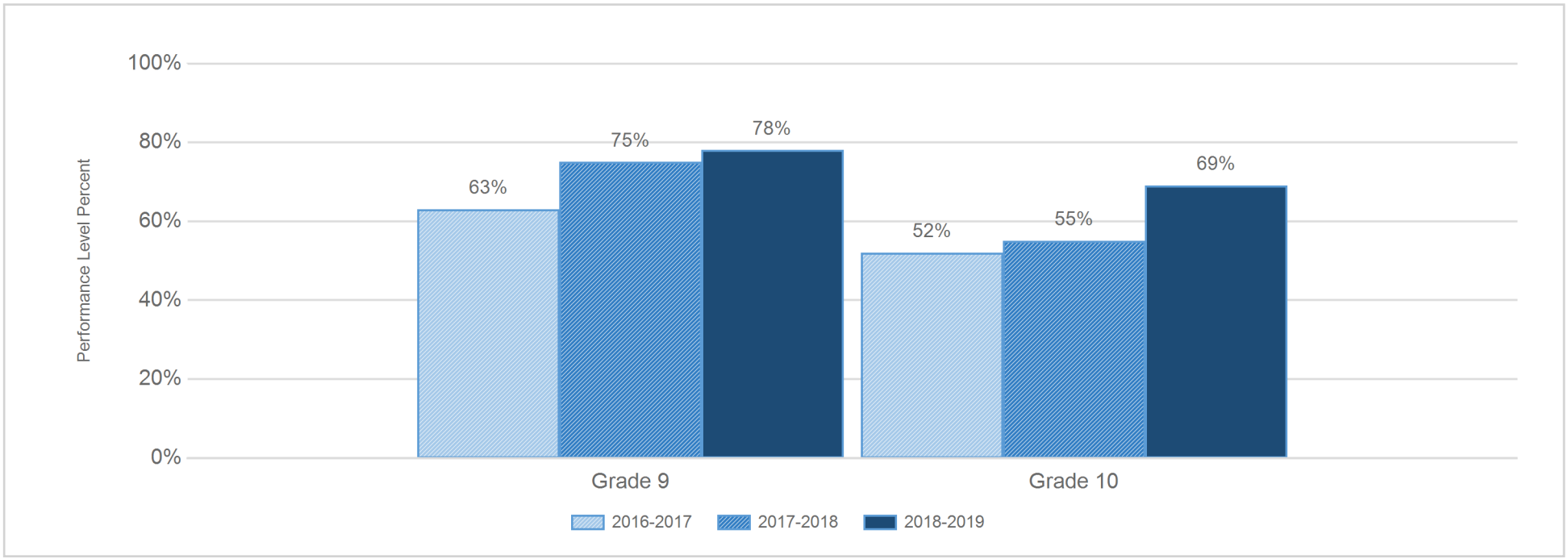
NJ SCHOOL PERFORMANCE REPORT

Voorhees High School
(19-3660-060)
Grades Offered: 09-12
2018-2019

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



NJ SCHOOL PERFORMANCE REPORT

Voorhees High School
(19-3660-060)
Grades Offered: 09-12
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 9

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	202	773	768	753	*	*	13%	45%	33%	78%	56%
White	174	775	769	762	*	*	13%	47%	33%	80%	65%
Hispanic	*	*	*	737	*	*	*	*	*	*	40%
Black or African American	11	740	*	732	*	*	*	*	*	36%	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	783	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	*	754	N	N	N	N	N	N	57%
Two or More Races	*	*	*	761	*	*	*	*	*	*	63%
Female	106	779	775	760	*	*	10%	48%	37%	85%	63%
Male	96	767	760	746	*	*	17%	42%	28%	70%	49%
Economically Disadvantaged Students	14	739	*	734	*	*	*	*	*	50%	36%
Non-Economically Disadvantaged Students	188	776	*	762	*	*	*	*	*	80%	65%
Students with Disabilities	28	736	732	717	*	*	*	*	*	36%	17%
Students without Disabilities	174	779	774	760	*	*	*	*	*	84%	63%
English Learners	N	N	N	693	N	N	N	N	N	N	*
Non-English Learners	202	773	768	755	*	*	13%	45%	33%	78%	*
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	22%
Military-Connected Students	*	*	*	755	*	*	*	*	*	*	56%
Migrant Students	N	N	N	715	N	N	N	N	N	N	23%

NJ SCHOOL PERFORMANCE REPORT

Voorhees High School
(19-3660-060)
Grades Offered: 09-12
2018-2019

Report Key:
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English Language Arts Assessment - Performance by Grade: Grade 10

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	220	767	768	757	7%	7%	17%	42%	27%	69%	58%
White	192	769	769	767	7%	7%	17%	40%	29%	69%	67%
Hispanic	16	763	758	738	*	*	*	*	*	63%	43%
Black or African American	*	*	*	733	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	792	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	754	N	N	N	N	N	N	56%
Two or More Races	N	N	*	766	N	N	N	N	N	N	65%
Female	122	778	778	766	*	*	12%	44%	35%	80%	66%
Male	98	753	758	749	*	*	22%	39%	16%	55%	51%
Economically Disadvantaged Students	*	*	732	735	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	769	767	*	*	*	*	*	*	67%
Students with Disabilities	33	727	724	711	*	*	*	*	*	24%	19%
Students without Disabilities	187	774	776	765	*	*	*	*	*	76%	65%
English Learners	N	N	N	687	N	N	N	N	N	N	*
Non-English Learners	220	767	768	760	7%	7%	17%	42%	27%	69%	*
Homeless Students	N	N	N	723	N	N	N	N	N	N	32%
Students in Foster Care	*	*	*	710	*	*	*	*	*	*	22%
Military-Connected Students	*	*	*	754	*	*	*	*	*	*	56%
Migrant Students	N	N	N	710	N	N	N	N	N	N	10%

NJ SCHOOL PERFORMANCE REPORT

Voorhees High School
(19-3660-060)
Grades Offered: 09-12
2018-2019

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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.
This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our 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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	435	98.0	52.2	54.7	44.5	52.2	51.4	Met Target
White	379	97.7	53.6	55.6	54.1	53.6	51	Met Target
Hispanic	26	100.0	46.2	41.1	28.8	46.2	44.6	Met Target
Black or African American	14	100.0	28.6	*	23.0	28.6	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	76.5	*	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	231	97.9	51.5	54.1	44.9	51.5		
Male	204	98.1	52.9	55.3	44.2	52.9		
Economically Disadvantaged Students	22	100.0	36.4	34.2	26.3	36.4	32.9	Met Target
Non-Economically Disadvantaged Students	413	97.9	53.0	55.4	54.9	53.0		
Students with Disabilities	66	98.5	18.2	18.1	17.4	18.2	23.5	Met Target†
Students without Disabilities	369	97.9	58.3	61.8	50.0	58.3		
English Learners	N	N	N	N	25.0	N	**	**
Non-English Learners	435	98.0	52.2	54.7	46.5	52.2		
Homeless Students	N	N	N	N	17.1	N		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	*	*	*	*	46.4	*		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

Voorhees High School
(19-3660-060)
Grades Offered: 09-12
2018-2019

Report Key:
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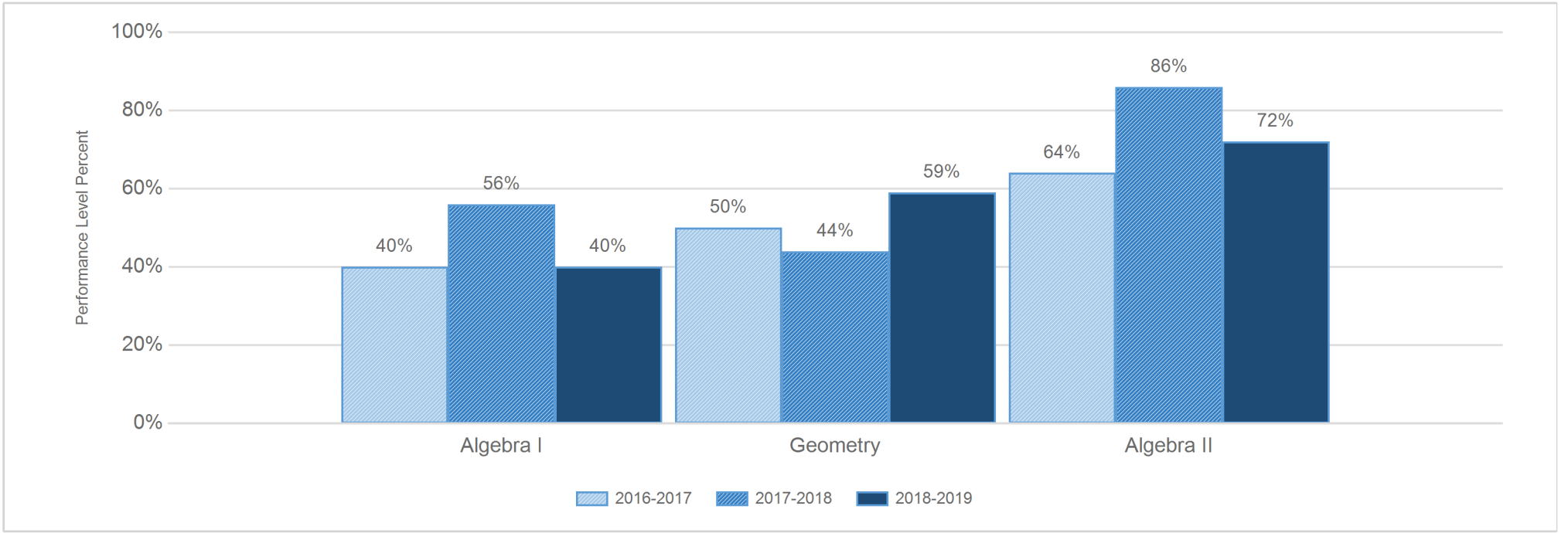
Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.

NJ SCHOOL PERFORMANCE REPORT

Voorhees High School
(19-3660-060)
Grades Offered: 09-12
2018-2019

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Mathematics Assessment - Performance by Test: Algebra I

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

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	207	743	742	744	*	18%	38%	*	*	40%	42%
White	178	744	743	752	*	18%	38%	*	*	41%	53%
Hispanic	*	*	*	728	*	*	*	*	*	*	24%
Black or African American	12	732	*	725	*	*	*	*	*	33%	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	*	*	*	752	*	*	*	*	*	*	51%
Female	111	742	743	745	*	*	38%	*	*	38%	44%
Male	96	745	740	743	*	*	39%	*	*	42%	41%
Economically Disadvantaged Students	18	738	738	727	*	*	*	*	*	39%	23%
Non-Economically Disadvantaged Students	189	744	742	752	*	*	*	*	*	40%	52%
Students with Disabilities	51	725	721	717	*	37%	35%	*	*	14%	12%
Students without Disabilities	156	749	750	748	*	12%	39%	*	*	48%	47%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	207	743	742	745	*	18%	38%	*	*	40%	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	11%
Military-Connected Students	*	*	*	744	*	*	*	*	*	*	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%

NJ SCHOOL PERFORMANCE REPORT

Voorhees High School
(19-3660-060)
Grades Offered: 09-12
2018-2019

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Mathematics Assessment - Performance by Test: Geometry

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

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	157	756	756	737	*	*	35%	46%	12%	59%	35%
White	131	757	756	743	*	*	34%	47%	13%	60%	43%
Hispanic	15	754	*	724	0%	*	*	*	*	60%	17%
Black or African American	*	*	*	720	*	*	*	*	*	*	14%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	762	*	*	*	*	*	*	70%
American Indian or Alaska Native	N	N	*	736	N	N	N	N	N	N	37%
Two or More Races	*	*	764	745	*	*	*	*	*	*	46%
Female	77	754	755	738	*	*	36%	*	*	58%	36%
Male	80	758	757	736	*	*	34%	*	*	59%	34%
Economically Disadvantaged Students	*	*	738	722	*	*	*	*	*	*	16%
Non-Economically Disadvantaged Students	*	*	756	743	*	*	*	*	*	*	43%
Students with Disabilities	11	740	742	712	*	*	*	*	*	45%	*
Students without Disabilities	146	757	757	741	*	*	*	*	*	60%	*
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	157	756	756	738	*	*	35%	46%	12%	59%	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	*
Students in Foster Care	*	*	*	713	*	*	*	*	*	*	*
Military-Connected Students	N	N	*	739	N	N	N	N	N	N	35%
Migrant Students	N	N	N	711	N	N	N	N	N	N	19%

NJ SCHOOL PERFORMANCE REPORT

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(19-3660-060)
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2018-2019

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Mathematics Assessment - Performance by Test: Algebra II

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

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	74	764	769	755	*	*	20%	*	*	72%	58%
White	71	764	768	758	*	*	20%	*	*	72%	62%
Hispanic	*	*	*	731	*	*	*	*	*	*	34%
Black or African American	N	N	*	725	N	N	N	N	N	N	27%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	55%
Two or More Races	N	N	*	761	N	N	N	N	N	N	65%
Female	45	763	766	752	*	*	*	*	*	71%	55%
Male	29	767	772	758	*	*	*	*	*	72%	62%
Economically Disadvantaged Students	N	N	*	729	N	N	N	N	N	N	32%
Non-Economically Disadvantaged Students	74	764	*	761	*	*	20%	*	*	72%	65%
Students with Disabilities	N	N	*	715	N	N	N	N	N	N	25%
Students without Disabilities	74	764	*	756	*	*	20%	*	*	72%	60%
English Learners	N	N	N	696	N	N	N	N	N	N	11%
Non-English Learners	74	764	769	755	*	*	20%	*	*	72%	59%
Homeless Students	N	N	N	717	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	715	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	39%
Migrant Students	N	N	N	*	N	N	N	N	N	N	*

NJ SCHOOL PERFORMANCE REPORT

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(19-3660-060)
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2018-2019

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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	N	N	N

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	N	N	N
3-4	N	N	N
5 or more	N	N	N

NJ SCHOOL PERFORMANCE REPORT

Voorhees High School
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2018-2019

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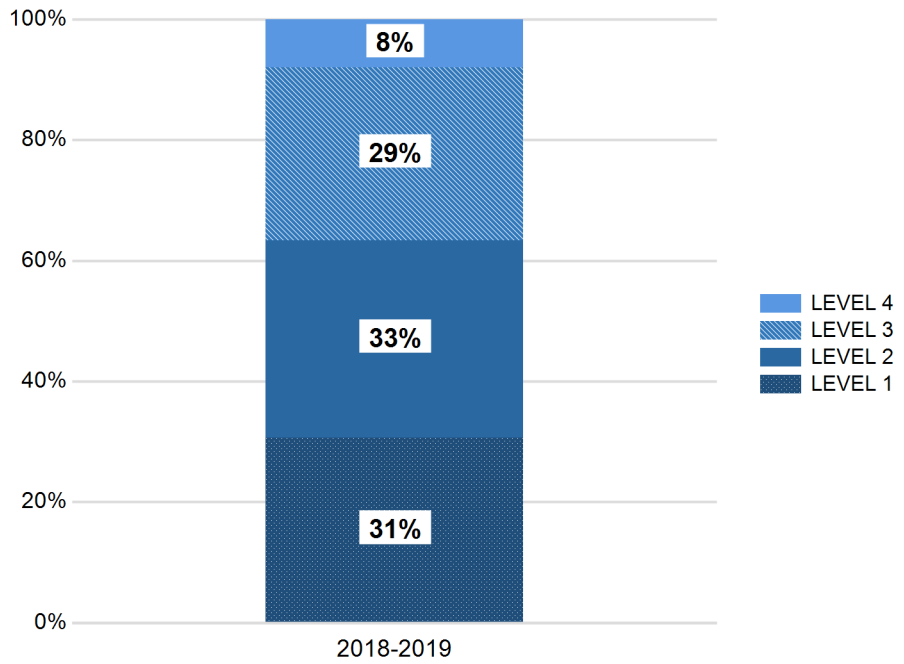
The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the NJSLA-Science website for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the assessment reports page for DLM results.

NJSLA Science Assessment: Grade 11 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 11

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	31	33	29	8
White	31	30	30	8
Hispanic	33	50	8	8
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	8	50	33	8
Two or More Races	*	*	*	*
Female	22	36	35	7
Male	37	30	24	8
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	*	*	*	*
Students with Disabilities	77	23	0	0
Students without Disabilities	24	34	33	9
English Learners	N	N	N	N
Non-English Learners	31	33	29	8
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

NJ SCHOOL PERFORMANCE REPORT

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2018-2019

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

PSAT, SAT, & ACT - Participation

This table shows information about participation on the PSAT, SAT, and ACT exams. PSAT participation is the percentage of 10th and 11th graders that took the PSAT 10 or PSAT NMSQT exam in2018-19. SAT and ACT participation rates show the percentage of 12th graders that have taken the SAT or ACT this year or in prior years.

Participation Type	School Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2018-19	94.1%	84.5%
12th graders taking SAT in 2018-19 or prior years	75.1%	72.1%
12th graders taking ACT in 2018-19 or prior years	32.3%	19.6%

PSAT, SAT, & ACT - Performance

This table shows how students performed on the PSAT, SAT, and ACT tests by subject area. The table includes average test scores, college readiness benchmarks, and the percentage of students that scored at or above these benchmarks. Benchmarks were defined by College Board and ACT and students that score at or above these benchmarks have a high chance of success in credit-bearing college courses.

Participation Type	School Average Score	State Average Score	College Readiness Benchmarks	School - Students Scores at or above Benchmark	State - Students Scores at or above Benchmark
PSAT 10/NMSQT - Reading and Writing	512	476	Grade 10: 430 Grade 11: 460	77%	61%
PSAT 10/NMSQT - Math	510	477	Grade 10: 480 Grade 11: 510	56%	43%
SAT - Reading and Writing	586	539	480	88%	70%
SAT - Math	579	541	530	70%	53%
ACT - Reading	25	25	22	72%	66%
ACT - English	25	24	18	85%	81%
ACT - Math	25	24	22	72%	65%
ACT - Science	24	24	23	59%	57%

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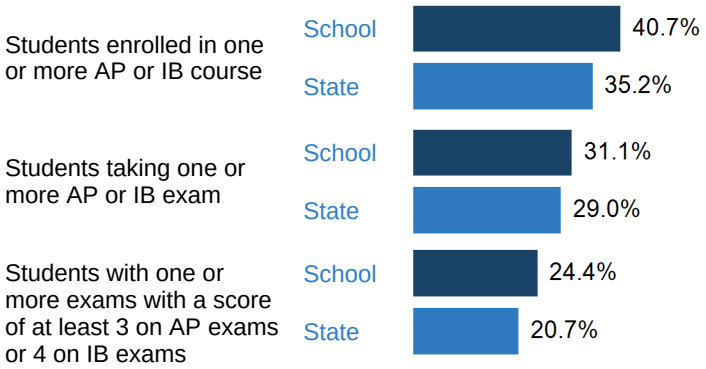
Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (IB)** courses and exams and **dual enrollment** courses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

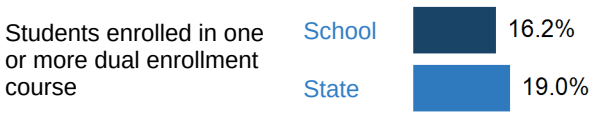
AP/IB Coursework – Participation and Performance

This chart shows the percentage of 11th and 12th graders who enrolled in one or more AP or IB courses, who took one or more AP or IB exams, and who had one or more exams with an AP score of 3 or higher or IB score of 4 or higher.



Dual Enrollment Coursework - Participation

This graph shows the percentage of 11th and 12th graders who were enrolled in at least one dual enrollment course during the school year. Dual enrollment courses allow high school students to enroll in college courses for credit prior to their high school graduation.



AP/ IB Courses Offered

This table shows the list of AP/IB Courses that were offered by the school or for which students took the corresponding AP/IB exam along with the number of students enrolled and the number of students taking the exam. Students do not need to take a course to take the exam and not all students enrolled in a course take the exam. The last two rows show the total number of exams taken and the number of exams with AP scores of 3 or higher or IB scores of 4 or higher. Students who take multiple examples are counted more than once in the last two rows.

AP/IB Course	Students Enrolled	Students Tested
AP Biology	18	17
AP Calculus AB	32	24
AP Calculus BC	14	14
AP Chemistry	11	11
AP Computer Science Principles	16	30
AP English Language and Composition	8	8
AP English Literature and Composition	13	11
AP Environmental Science	80	63
AP Human Geography	43	33
AP Latin (Virgil, Catullus and Horace)	5	5
AP Macroeconomics	0	24
AP Microeconomics	32	23
AP Music Theory	11	10
AP Physics C	23	0
AP Physics C: Mechanics	0	18
AP Psychology	85	64

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AP/IB Course	Students Enrolled	Students Tested
AP Spanish Language	17	14
AP U.S. History	12	11
AP World History	0	6
Total Exams taken		386
Exams with scores of at least 3 on AP exams or 4 on IB exams		298

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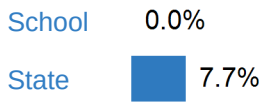
This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit theNJDOE's Career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

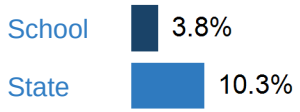
Career and Technical Education Participation

The graphs below show the percentage of students in grades 9 through 12 who were enrolled in courses in approved Career and Technical Education (CTE) programs. Students enrolled in shared-time Career and Technical Education programs in a county vocational school district are included in the percentages for both the county vocational school and their sending school.

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



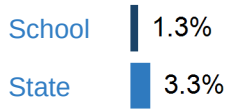
CTE Concentrators
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

The graph below shows the percentage of students in grades 9 through 12 who participated in Structured Learning Experiences during the school year. Structured Learning Experiences can include work-based learning programs, internships, apprenticeships, and service learning experiences and can be paid or unpaid.

Structured Learning Experiences



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Career and Technical Education Participation by Student Group

This table shows the percentage of students, both overall and by student group, in grades 9 through 12 who were enrolled in courses in approved Career and Technical Education (CTE) programs. CTE participants have completed only one course in an approved CTE program. CTE concentrators have completed two or more courses in a single approved CTE program and/or have completed the entire CTE program. Students enrolled in shared-time CTE programs in a county vocational school district are included in the percentages for both the county vocational school and their sending high school.

Student Group	School: % CTE Participants	School: % CTE Concentrators	State: % CTE Participants	State: % CTE Concentrators
Schoolwide	0.0%	3.8%	7.7%	10.3%
White	0.0%	3.9%	6.1%	9.6%
Hispanic	0.0%	*	10.3%	11.3%
Black or African American	0.0%	*	9.0%	11.2%
Asian, Native Hawaiian, or Pacific Islander	0.0%	*	5.8%	9.3%
American Indian or Alaska Native	*	*	10.3%	12.7%
Two or More Races	*	*	6.8%	12.1%
Female	0.0%	2.8%	7.3%	10.6%
Male	0.0%	4.7%	8.0%	10.1%
Economically Disadvantaged Students	0.0%	*	10.4%	11.8%
Students with Disabilities	0.0%	*	6.6%	9.2%
English Learners	N	N	8.7%	3.2%
Homeless Students	*	*	8.1%	6.6%
Students In Foster Care	*	*	6.4%	5.0%
Military-Connected Students	*	*	9.7%	13.3%
Migrant Students	N	N	10.4%	*

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Industry-Valued Credentials

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

Students Earning Industry-Valued Credentials

School	*
State	0.9%

Industry-Valued Credentials by Career Cluster

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

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total credentials earned
Agriculture, Food & Natural Resources	10		
Architecture & Construction	*		
Arts, AV Technology & Communications	13		
Education and Training	*		
Health Science	*	*	*
Hospitality & Tourism	*		
Human Services	*		
Information Technology	*		
Law, Public Safety, Corrections & Security	11	*	*
Manufacturing	*		
Transportation, Distribution & Logistics	15	*	*
Total (All Clusters)	72	*	*

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Information about New Jersey Student Learning Standards can be found on the NJDOE website. An English course participation table is not included below because students are required to take four years of English in high school. Detailed information about students enrolled in AP/IB courses in English Language Arts and other subject areas is available in the AP/IB Courses Offered table in the College and Career Readiness Section of this report.

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	127	65	0	0	0	0	14
10	3	151	34	0	0	0	60
11	2	6	58	86	1	0	102
12	0	2	25	68	45	0	104
Total	132	224	117	154	46	0	280
Enrolled in AP/IB Course					46	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0

Science - Course Participation

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

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	199	0	0	0	0	6
10	10	236	0	0	0	14
11	237	17	0	0	5	26
12	16	13	0	80	26	111
Total	462	266	0	80	31	157
Enrolled in AP/IB Course	18	11		80	23	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	19

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Social Studies and History - Course Participation

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

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	1	205	0	0	0	1
10	11	233	0	20	0	13
11	99	8	9	26	0	125
12	10	3	23	84	0	98
Total	121	449	32	130	0	237
Enrolled in AP/IB Course	0	12	32	85		43
Enrolled in Dual Enrollment Course	0	0	0	34	0	0

World Languages - Course Participation

This table shows the number of students who were enrolled in World Languages courses by grade and language. Students are counted more than once if they were enrolled in courses across multiple languages. The last three rows show the number of students enrolled in level 3 or higher courses (such as French II or IV), Advanced Placement (AP) or International Baccalaureate (IB) courses, and Dual Enrollment courses by language.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	97	27	0	12	57	0	0
10	115	36	0	1	69	0	0
11	77	18	0	10	41	0	0
12	32	18	0	6	44	0	0
Total	321	99	0	29	211	0	0
Enrolled in AP/IB Course	17	0	0	5	0	0	0
Enrolled in Dual Enrollment Course	0	6	0	0	7	0	0
Enrolled in Level 3 or Higher	130	34	0	9	73	0	0

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Information about New Jersey Student Learning Standards can be found on the NJDOE website. An English course participation table is not included below because students are required to take four years of English in high school. Detailed information about students enrolled in AP/IB courses in English Language Arts and other subject areas is available in the AP/IB Courses Offered table in the College and Career Readiness Section of this report.

Computer Science and Information Technology – Course Participation

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

Grade	Computer Programming	Computing Systems	Other Computer Science	Networking	Information Systems	Other IT
9	7	0	0	0	0	22
10	9	0	0	0	0	8
11	12	0	9	0	0	6
12	9	0	7	0	0	6
Total	37	0	16	0	0	42
Enrolled in AP/IB Course	0		16			0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

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Seal of Biliteracy

This table shows the number of Seals of Biliteracy earned by language. The New Jersey Department of Education State Seal of Biliteracy identifies graduating high school students who are able to demonstrate proficiency in English in addition to one or more languages. Students may be counted more than once if they earned Seals across more than one language. Visit the NJDOE Seal of Biliteracy website for more information.

Language	Students Earning a Seal of Biliteracy
French	*
German	*
Latin	*
Spanish	10
Total	16

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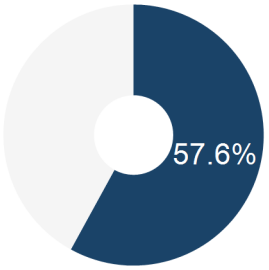
Visual and Performing Arts – Course Participation

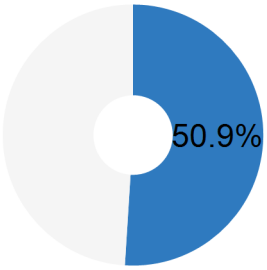
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 9-12:

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

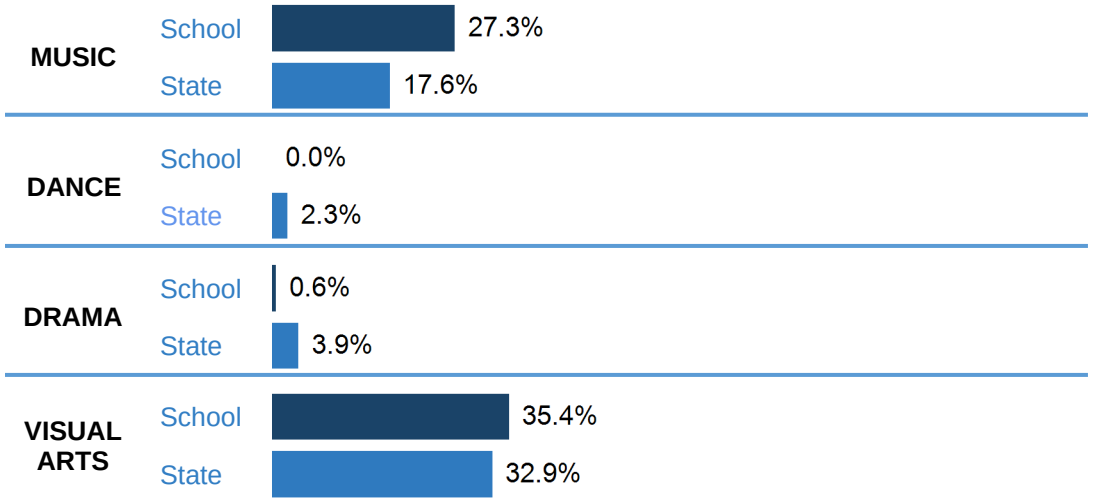


School



State

Students enrolled in one or more classes by discipline:



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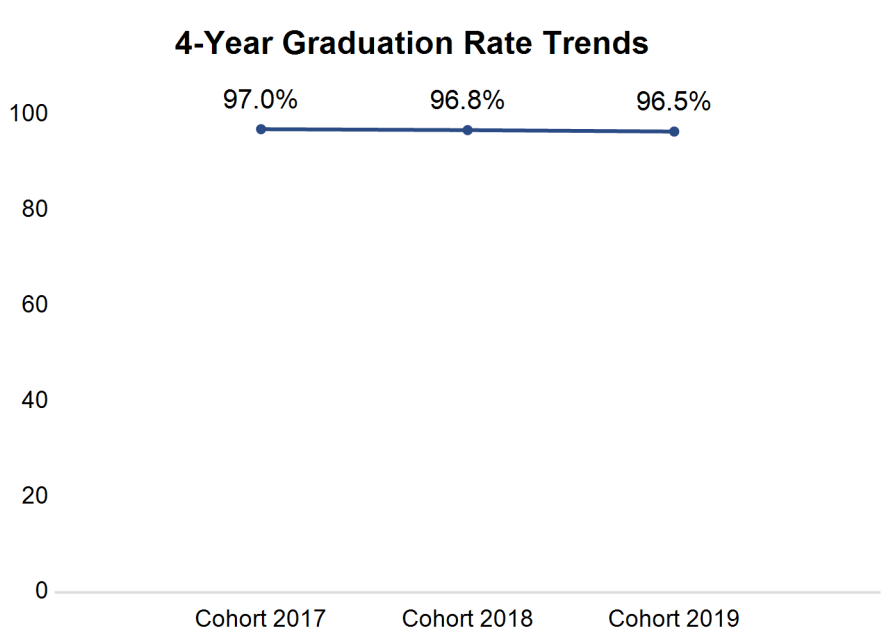
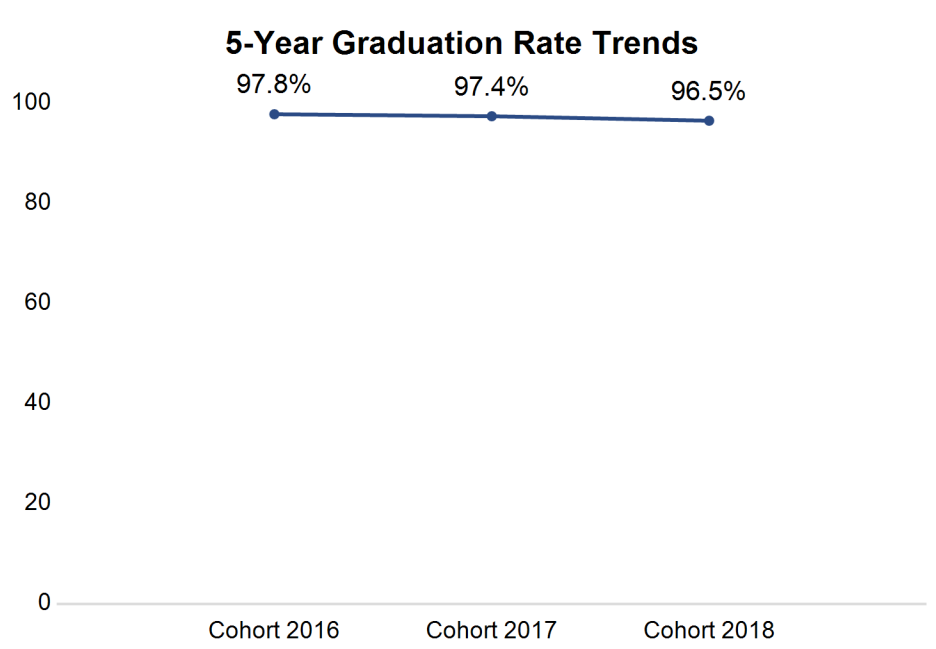
Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the NJDOE Graduation Rate page.

Graduation Rate Trends and Progress

These graphs show the 4-year and 5-year adjusted cohort graduation rates for the most recent three cohorts of students. The table below shows whether annual targets were met for each cohort. Note that for accountability and annual targets, graduation data from the prior year is used, so annual target status for Cohort 2019 4-Year and Cohort 2018 5-Year are not provided.





Performance Measure	Cohort 2017 4-Year Rate	Cohort 2018 4-Year Rate	Cohort 2019 4-Year Rate	Cohort 2016 5-Year Rate	Cohort 2017 5-Year Rate	Cohort 2018 5-Year Rate
Graduation Rate	97.0%	96.8%	96.5%	97.8%	97.4%	96.5%
Annual Target	N	N		N	N	
Met Annual Target?	Met Goal	Met Goal		Met Goal	Met Goal	
Statewide Graduation Rate	90.5%	90.9%	90.6%	91.8%	92.4%	92.5%

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Graduation Rates

This table shows 4-year and 5-year graduation rates both overall and by student group. Annual ESSA accountability targets for the Class of 2018 4-year rate and the Class of 2017 5-year rates are included with a flag for whether the annual targets were met. Student group rows where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these accountability resources.

Student Group	School - Class of 2019: 4 Year Rate	State - Class of 2019: 4 Year Rate	School - Class of 2018: 5 Year Rate	State - Class of 2018: 5 Year Rate	Class of 2018: 4 Year Rate	Class of 2018: 4 Year Target	Class of 2018: Met Target	Class of 2017: 5 Year Rate	Class of 2017: 5 Year Target	Class of 2017: Met Target
Schoolwide	96.5%	90.6%	96.5%	92.5%	96.8%	N	Met Goal	97.4%	N	Met Goal
White	96.3%	94.9%	97.0%	95.9%	97.0%	N	Met Goal	97.9%	N	Met Goal
Hispanic	100.0%	84.5%	*	87.3%	*	**	**	*	**	**
Black or African American	*	83.3%	*	87.1%	*	**	**	*	**	**
Asian, Native Hawaiian or Pacific Islander	100.0%	96.9%	*	97.8%	*	**	**	100.0%	**	**
American Indian or Alaska Native	*	92.2%	*	88.9%	*	**	**	N	N	N
Two or More Races	N	91.4%	N	94.2%	N	N	N	N	N	N
Female	97.8%	92.8%	94.7%	94.4%	94.7%			98.6%		
Male	95.2%	88.5%	98.4%	90.8%	99.2%			96.2%		
Economically Disadvantaged Students	78.9%	84.0%	87.5%	87.3%	93.3%	**	**	91.7%	**	**
Students with Disabilities	89.6%	79.2%	92.9%	83.8%	92.9%	87.5%	Met Target	86.8%	84.2%	Met Target
English Learners	N	75.4%	N	80.1%	N	N	N	N	N	N
Homeless Students	N	74.6%	N	78.3%	N			N		
Students in Foster Care	N	57.6%	N	82.5%	N			N		
Migrant Students	N	83.3%	N	85.0%	N			N		

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Graduation Pathways

This table shows the percentage of Cohort 2019 graduates that met high school graduation requirements through each type of graduation pathway for both English Language Arts (ELA) and Math.

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
Statewide Assessment	55.3%	51.6%
Substitute Competency Test	42.5%	45.5%
Portfolio Appeals Process	2.2%	0.0%
Alternate Requirements specified in IEP	0.0%	2.9%
Unknown	0.0%	0.0%

Dropout Rate Trends

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

School Year	School Rate	State Rate
2018-2019	0.3%	1.2%
2017-2018	0.5%	1.2%
2016-2017	0.4%	1.1%

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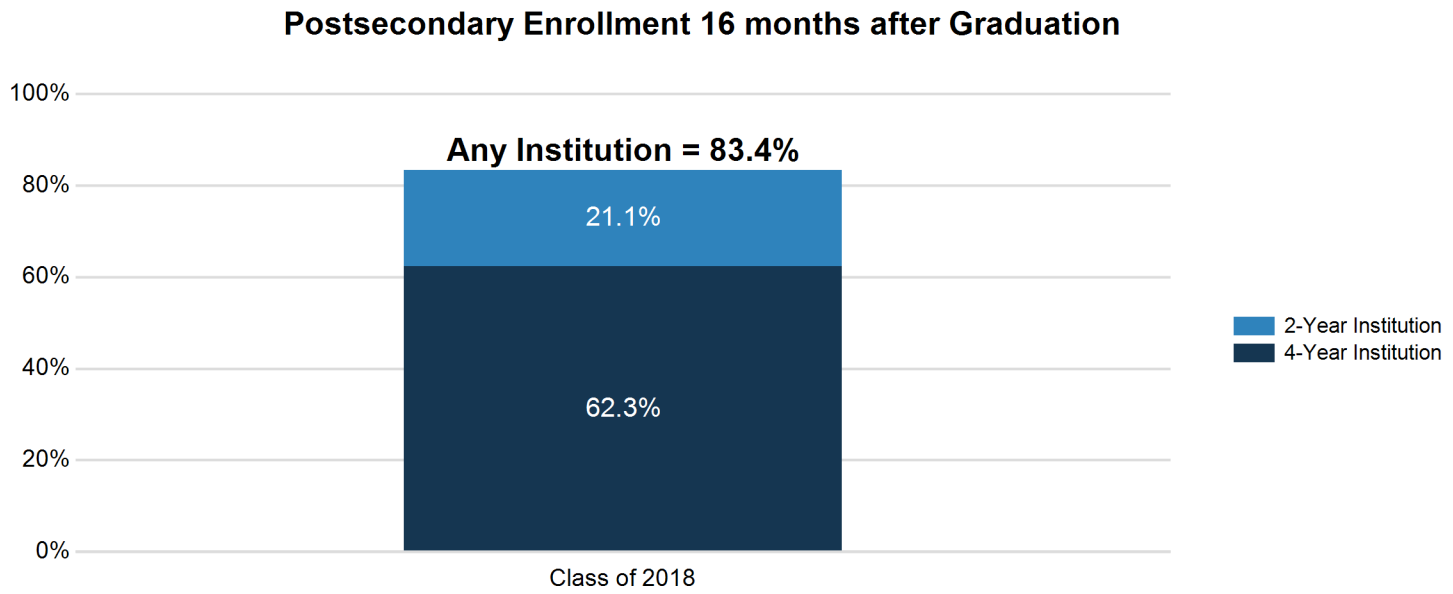
Information about students enrolling in colleges and universities after graduation is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

Postsecondary Enrollment Rate Summary

The graphs and tables below show the percentage of graduates that have enrolled in 2-year and 4-year institutions within 16 months of graduating from high school.



Performance Measure	Class of 2018
% Enrolled in 2-Year Institution	21.1%
% Enrolled in 4-Year Institution	62.3%
% Enrolled in Any Postsecondary Institution	83.4%

NJ SCHOOL PERFORMANCE REPORT

Voorhees High School
(19-3660-060)
Grades Offered: 09-12
2018-2019

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

Postsecondary Enrollment Rates: Fall

This table shows information about Class of 2019 high school graduates enrolled in postsecondary institutions by the fall of 2019. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the next two columns show the percentage of those enrolled students that were enrolled in 2-year and 4-year institutions.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	72%	28.7%	71.3%
Schoolwide	84.8%	36.6%	63.4%
White	84.4%	35%	65%
Hispanic	*	*	*
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	64.7%	54.5%	45.5%
Students with Disabilities	62.5%	65%	35%
English Learners	*	*	*

Postsecondary Enrollment Rates: 16 month

This table shows information about Class of 2018 high school graduates enrolled in postsecondary institutions by the fall of 2019. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the following sets of columns show the percentage of those enrolled students that were enrolled in 2-year and 4-year institutions, public or private institutions, and in-state and out-of-state institutions.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	77.8%	30.9%	69.1%	72.9%	27.1%	65.5%	34.5%
Schoolwide	83.4%	25.2%	74.8%	64.1%	35.9%	40.3%	59.7%
White	83%	25.8%	74.2%	64.5%	35.5%	40.3%	59.7%
Hispanic	*	*	*	*	*	*	*
Black or African American	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	50%	40%	60%	100%	0%	60%	40%
Students with Disabilities	75%	33.3%	66.7%	66.7%	33.3%	60%	40%
English Learners	N	N	N	N	N	N	N

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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

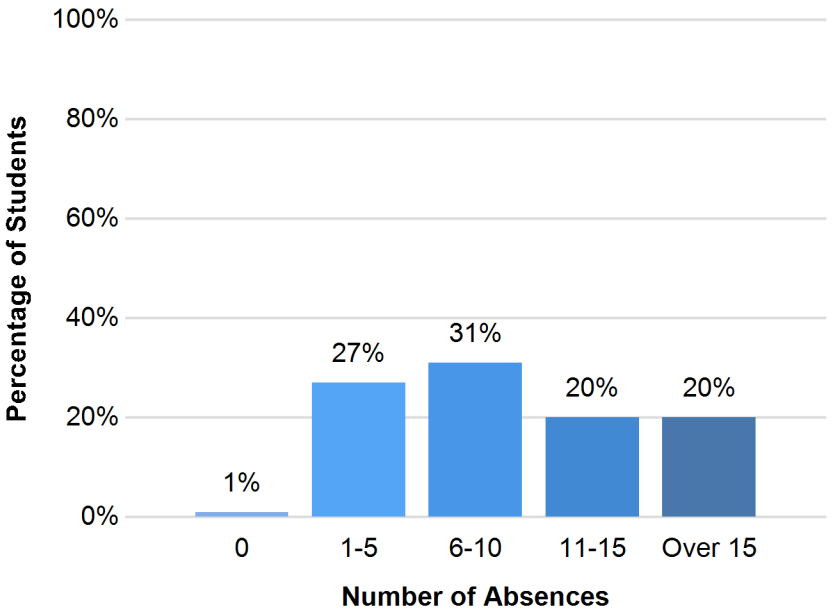
Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	148	14.9	14.2	Not Met
White	123	14.3	14.2	Not Met
Hispanic	8	14.5	14.2	Not Met
Black or African American	9	32.1	14.2	Not Met
Asian, Native Hawaiian, or Pacific	6	14.3	14.2	Not Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	87	17.7		
Male	61	12.2		
Economically Disadvantaged Students	19	32.2	14.2	Not Met
Students with Disabilities	49	32.5	14.2	Not Met
English Learners	*	*	**	**
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	*	*		
Migrant Students	N	N		

Days Absent

This graph shows the percentage of K-12 students by the number of days they were absent during the school year.



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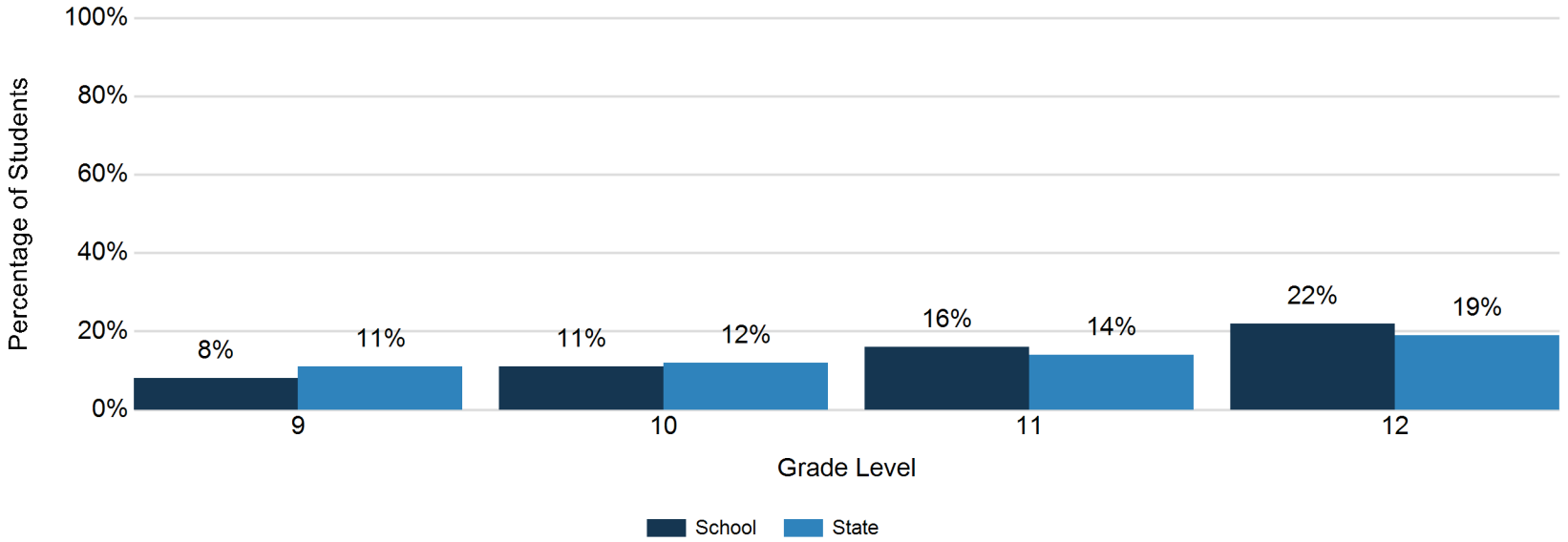
Chronic Absenteeism by Grade

This graph shows the percentage of students by grade level who were chronically absent during the school year.



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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents row provides an unduplicated count of incidents. The last row shows the rate of incidents for every 100 students enrolled.

Incident Type	Number of Incidents
Violence	4
Weapons	0
Vandalism	0
Substances	10
Harassment, Intimidation, Bullying (HIB)	8
Total Unique Incidents	22
Incidents Per 100 Students Enrolled	2.31

Police Notifications

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

Incident Type	Incidents Reported to Police
Violence	0
Weapons	0
Vandalism	0
Substances	1
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	1	1
Religion	0	0	0
Ancestry	0	1	1
Gender	0	1	1
Sexual Orientation	0	1	1
Disability	0	0	0
Other	0	6	6
No Identified Nature	14		14

Student Disciplinary Removals

The first table shows, by removal type, the number and percentage of students who received disciplinary removals during the school year. Removal types include students receiving one or more in-school suspensions, one or more out-of-school suspensions, one or more suspension of any type, removal to another school or other educational program, expulsion with no further educational services, or arrest. The second table shows the total number of days missed due to out-of-school suspension for all students during the school year.

Removal Type	Number of Students	Percent of Students
In-School Suspensions	26	2.7%
Out-of-School Suspensions	12	1.3%
Any Suspension	28	2.9%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
45

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School Day

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

Category	School
Typical Start Time	7:45 AM
Typical End Time	2:25 PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	6 Hrs 40 Mins
Shared Time - Instructional Time	6 Hrs. 40 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2018-19	1:1

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Key terms for staff data:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	88	118,214
Average years experience in public schools	12.6	12.1
Average years experience in district	10.4	10.8
Percentage of Teachers with 4 or more years experience in the district	77.3%	75.3%

Administrators – Experience (District Level)

This table shows information about the experience of administrators assigned to this district and across the state.

Category	Admin. in District	Admin. in State
Total Number of administrators	20	9,530
Average years experience in public schools	16.3	16.0
Average years experience in district	12.0	12.0
Percentage of Administrators with 4 or more years experience in the district	80.0%	76.9%

Student and Staff Ratios

This table shows ratios of students and staff members in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.

Ratio	School Ratio	District Ratio
Students to Teachers	11:1	12:1
Students to Administrators	136:1	124:1
Teachers to Administrators	13:1	10:1
Students to Librarians/Media Specialists		1245:1
Students to Nurses		622:1
Students to Counselors		207:1
Students to Child Study Team Members		277:1

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Teachers and Administrators– Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	50.1%	61.4%	28.6%	48.4%	77.1%	54.9%
Male	49.9%	38.6%	71.4%	51.6%	22.9%	45.1%
White	86.4%	95.5%	100.0%	42.4%	83.6%	77.4%
Hispanic	5.6%	2.3%	0.0%	29.9%	7.3%	7.2%
Black or African American	2.9%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	4.1%	1.1%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.1%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	1.1%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.8%	0.0%	0.0%	2.1%	0.2%	0.2%

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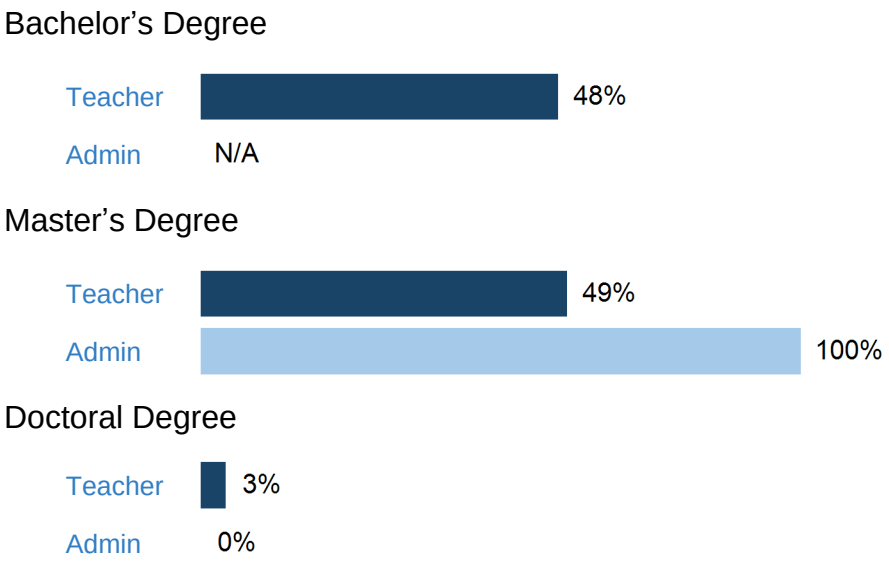
Teachers and Administrators - Level of Education

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



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

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	91.7%	90.5%
2017-18 Administrators: Same district 2018-19	89.5%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	97.7%

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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the NJDOE webpage ESSA School Level Reporting Information. More in-depth information about district and charter school spending can be found in the User Friendly Budget and the Comprehensive Annual Financial Report (CAFR) and Auditor Management Reports (AMRs).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.

An option to download all school-level summaries by district in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.

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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.

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ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	51.6%	65.1%	73.2%
Math Proficiency	46.8%	56.3%	52.2%
ELA Growth	N	N	N
Math Growth	N	N	N
4-Year Graduation Rate†	97.0%	96.8%	96.5%
5-Year Graduation Rate†	97.8%	97.4%	96.5%
Progress toward English Language Proficiency		N	N
Chronic Absenteeism	1.5%	13.4%	14.9%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.

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Annually, NJDOE will identify schools in the following federal category:
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For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.

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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these accountability resources.

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	4-Year Graduation Rate: Met Annual Target	5-Year Graduation Rate: Met Annual Target	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Met Target	Met Target	Met Goal	Met Goal	N	Not Met	No
White	Met Target	Met Target	Met Goal	Met Goal	n/a	Not Met	No
Hispanic	Met Target	Met Target	**	**	n/a	Not Met	No
Black or African American	**	**	**	**	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	Not Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Met Target	Met Target	**	**	n/a	Not Met	No
Students with Disabilities	Met Target	Met Target†	Met Target	Met Target	n/a	Not Met	No
English Learners	**	**	**	**	**	**	No

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

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School Narrative

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Highlights:	• Voorhees High School was named a National Blue Ribbon School in 2015. Voorhees has repeatedly been ranked as one of the top high schools in the state by New Jersey Monthly Magazine. • In recognition of its Unified initiative and Unified sports program, Voorhees was declared a Special Olympics National Unified Champion School in 2018. • Students at Voorhees High School consistently score above the state average on the NJSLA and SAT tests.
Mission, Vision, Theme:	The North Hunterdon-Voorhees Regional High School District, a district committed to innovation, personal excellence, high achievement, and community partnership, provides all students with personalized opportunities through a broad spectrum of exemplary educational experiences to develop their fullest potential, to foster lifelong learning, and to become responsible citizens in a continually changing society.
Awards, Recognition, Accomplishments:	Voorhees High School is a 2015 National Blue Ribbon School that continually ranks among the top public high schools in New Jersey and in the country. Each year, students earn recognition as National Merit Semi-Finalists and/or Commended Students as well as AP Scholars. The Unified initiative and addition of a Unified Sports program has helped to build on unity and equality among students. We are honored to have been named a National Unified Champion School by Special Olympics within two years of launching the initiative.

NJ SCHOOL PERFORMANCE REPORT

Voorhees High School
(19-3660-060)
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Courses, Curriculum, Instruction:	Students in grades 9-12 are provided a variety of learning opportunities through the College Prep, Advanced, Honors, and AP-level courses that are offered. An integrated approach to instruction emphasizes the importance of thinking critically in order to grow academically, socially, emotionally, and physically. The rigorous program of studies contains a full complement of courses, and each discipline offers an advanced placement course. Students can also earn college credit for certain AP and Honors courses through the Seton Hall Project Acceleration Program and RVCC Concurrent Enrollment Program. Students can take courses at Hunterdon County Polytech. Hunterdon County Vocational School District offers four four-year academies; Voorhees houses the Environmental Sustainability and Computer Sciences Academies.
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Cheerleading (Coed), Cross Country (Boys & Girls), Fencing (Boys & Girls), Field Hockey (Girls), Football (Coed), Golf (Boys & Girls), Lacrosse (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Girls), Wrestling (Coed) The Voorhees Athletic Program has enjoyed some successful years in recent history. We have won State Sectional Championships in the following sports: Boys Cross Country, Girls Cross Country, Field Hockey, Girls Basketball, and Wrestling. We have had various individual athletes distinguish themselves at the state level, and our program has produced multiple collegiate athletes, including some at the Division One level. During the 2017-2018 school year, Unified Sports was launched thanks to a grant from Special Olympics. Voorhees offers three seasons of Unified sports with soccer, basketball, and track.
Clubs and Activities:	We have 33 total clubs (11 of which are co-curricular, including ones for languages and honor societies) that offer opportunities of involvement and community service. We have 13 academic competition programs (including 6 co-curricular, such as for sciences and mathematics) that allow students to compete state-wide and nationally. We have 11 intramural activities that allow students to be active both before and after school.

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Staff and Professional Learning:	There are three full-day staff in-service days during the school year, along with four half-day opportunities. The in-service time is used to complete mandated trainings, hold department meetings, and take professional development classes. The classes offered are broken into four strands: Continuing Education, Instructional Practice, Technology, and Health and Wellness. In addition, Faculty and Staff are involved in department professional learning communities to collaborate on goals and initiatives.
Postsecondary Information:	The Guidance Office holds a variety of post-secondary evening programs for parents and students, such as Financial Aid Night, Introduction to College Planning, and NCAA Night. Parent organizations offer SAT prep and financial aid sessions to assist in post-secondary planning. PSAT Test is administered to all 9-11 grade students. Every year, Voorhees graduates attend the top colleges/universities in the country. For the Class of 2019, 88% are attending two- or four-year colleges/universities, 1.7% are attending business/art/technical schools, and 1.2% entered the military.

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

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers We partnered with Rutgers University for the School Climate Transformation Project. We survey students, staff, and parents yearly and use a variety of tools and data to inform planning. Overall, our students feel safe in school and positive about the environment and culture of Voorhees High School.
Facilities:	Voorhees opened in 1975. Projects from the voter-approved 2016 referendum were completed by summer of 2018. During the 2018-2019 school year, the main gym floor was replaced, addition of a salt shed, bleacher replacement, renovations to room 244 and main entrance security enhancements were completed. Voorhees houses the district's multiple disabilities and autism programs. Voorhees has a sensory suite for students with special needs.
School Safety:	The North Hunterdon-Voorhees district follows the Standard Response Protocol, which has been adopted by every school district in Hunterdon County. Staff and students drill monthly on various security protocols. Security measures include security cameras, new security vestibule at main entrance with visitor management system, full time School Resource Officer and Class III Security Officers, new security system for electronic locks and ID access, which includes door alarm system that activates at security desk with video surveillance, vehicle stopping bollards in front of building, and digital radio system connecting administration and law enforcement.

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Technology and STEM:	The North Hunterdon-Voorhees district is a 1:1 mobile computing device district. Every student is provided with a Chromebook for use in school and at home. Every teacher is provided with a laptop, and all classrooms are equipped with projectors. The district offers various STEM courses from Engineering to Robotics to Computer Science through Gaming. Students can also take vocational courses at Hunterdon County Polytech.

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Other Information	Voorhees High School provides an outstanding academic program. We have been repeatedly ranked as one of the top high schools in New Jersey by "New Jersey Monthly Magazine." We are a comprehensive secondary (9-12 grade) school with a student population of slightly under 1,000. Voorhees educates students from six different municipalities. We have 96 teachers on staff, of which about 50% have earned advanced degrees in their field. Our school provides an academic and activity-rich environment with multiple opportunities for student involvement in extra-curricular clubs/activities and sports (33 clubs and activities, 27 athletic teams, and 3 Unified teams for students with special needs). The college preparatory curriculum is designed to develop individual potential while meeting the entrance requirements of America's most competitive colleges. The rigorous program of studies contain a full complement of courses, and each discipline offers an advanced placement course. Advanced placement courses are offered in Art History, Drawing, 2-D Design, English Literature and Composition, English Language and Composition, French, Latin, Spanish, Calculus AB and BC, Statistics, Computer Science, Music Theory, Biology, Chemistry, Environmental Science, Physics 1 and C, U.S. History, United States Government, World History, Psychology, Microeconomics Macroeconomics, and Human Geography. All students are required to complete a comprehensive course in Financial Literacy. Starting in 2017-2018, Voorhees implemented a 55-minute rolling drop-block schedule over a four-day rotation cycle.