

OVERVIEW

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GRADE SPAN 09-12

The New Jersey Department of Education (NJDOE) is pleased to present these annual reports of School Performance. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers.

In particular, the School Performance Reports seek to:

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

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

To learn more about New Jersey's school accountability system, please visit: <http://www.nj.gov/education/educators/>.

**DEMOGRAPHIC INFORMATION**

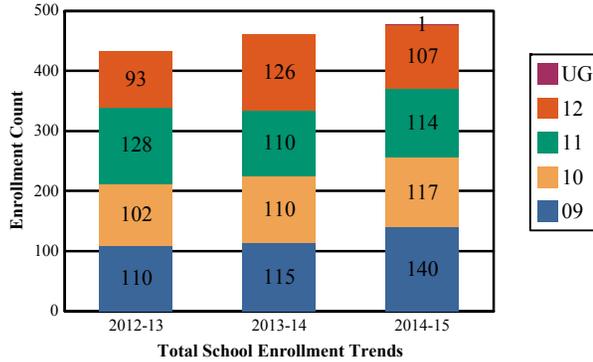
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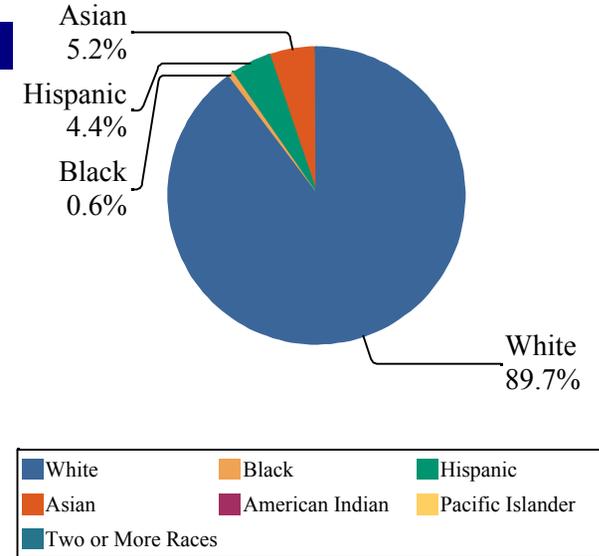
**Enrollment by Ethnic/Racial Subgroup**

**Enrollment by Grade**

This graph presents the count of students who were 'on roll' by grade in October of each school year.

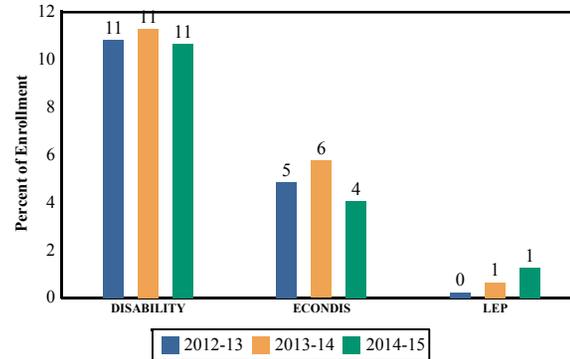


This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001.



**Enrollment Trends by Program Participation**

This graph presents the percentages of students by program participation who were 'on roll' in October of each school year.

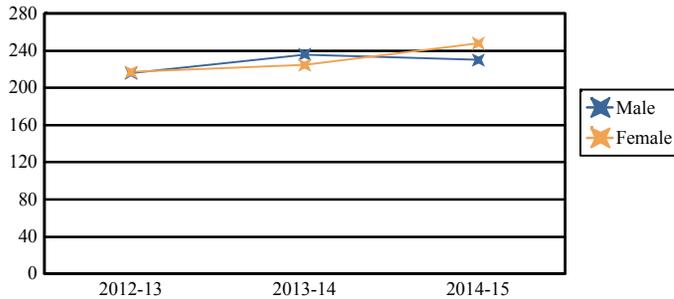


Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

Total School Enrollment	
2012-13	433
2013-14	461
2014-15	478

**Enrollment by Gender**

This graph presents the count of students by gender who were 'on roll' in October of each school year.



	Male	Female
2012-13	216	217
2013-14	236	225
2014-15	230	248

**Current Year Enrollment by Program Participation**

2014-15	Count of Students	% of Enrollment
Students with Disability	51	11%
Economically Disadvantaged Students	20	4.1%
English Language Learners	6	1.3%

**Language Diversity**

This table presents the percentage of students who primarily speak each language in their home.

2014-15	Percent
English	93.9%
Arabic	2.9%
Gujarati	0.8%
Spanish	0.8%
German	0.4%
Korean	0.4%
Other	0.6%

**ACADEMIC ACHIEVEMENT**

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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L), Mathematics and Biology as demonstrated in 2014-2015 *Partnership for Assessment of Readiness for College and Careers (PARCC)* assessments and the End-of-Course Biology assessment. The below chart consist of three columns with measures. The first column - Schoolwide Performance - below includes the percentage of students who met or exceeded expectations in ELA/L or Math. The middle column - Peer School Percentile - indicates how the school's outcomes compare to its group of peer schools. The last column - Statewide Percentile - indicates how the school's outcomes compare to schools across the state in ELA/L.

<b>Academic Achievement</b>	<b>Schoolwide Performance</b>	<b>Peer Percentile</b>	<b>State Percentile</b>
HS English Language Arts/Literacy Met or Exceeded Expectation	<b>53%</b>	<b>55</b>	<b>79</b>
Math Met or Exceeded Expectation	<b>30%</b>		

**ESEA Waiver - English Language Arts/Literacy**

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

<b>Subgroups</b>	<b>Valid Scores</b>	<b>% Meeting Standards</b>	<b>Participation Goal</b>	<b>Participation Rate</b>	<b>Met Participation?</b>
Schoolwide	219	53.4%	95%	89.2%	<b>NO</b>
White	190	51.6%	95%	87.7%	<b>NO</b>
African American	-	-	--	--	--
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	-	-	--	--	--

**YES\* = Met Participation Rate (Participation Averaging applied)**

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

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**ESEA Waiver - Math**

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	218	30.3%	95%	89.1%	NO
White	190	30.5%	95%	87.7%	NO
African American	-	-	--	--	--
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	-	-	--	--	--

**YES\* = Met Participation Rate (Participation Averaging applied)**

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

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**Proficiency Outcomes - Biology**

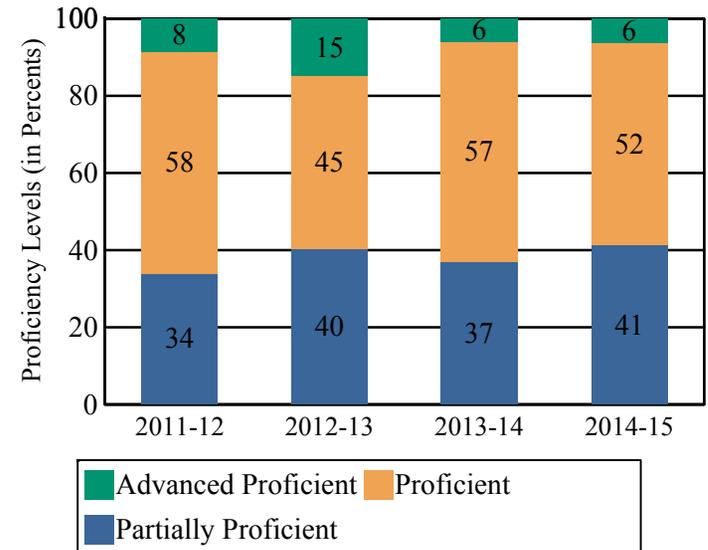
This table presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the New Jersey Biology Competency Test (NJBCT) in the latest school year.

Subgroups	Advanced	Proficient	Partially Proficient
Schoolwide	6%	52%	41%
White	5%	52%	42%
African American	-	-	-
Hispanic	-	-	-
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	-	-	-
English Language Learners	-	-	-
Economically Disadvantaged Students	-	-	-

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

**Proficiency Trends - Biology**

This graph presents the percentage of students who scored in the Advanced Proficient, Proficient, and Partially Proficient categories of the Biology Competency Test over the last four years.



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**PARCC Performance Level**

The PARCC assesses how well students have learned grade-level material in English Language Arts/Literacy (ELA/L) and Math. The tests include questions that measure students' fundamental skills and knowledge, and require them to think critically, solve problems and support or explain their answers.

The PARCC reports students' overall scale scores that range from 650 to 850. To determine whether students have met academic expectations for their grade level/course in ELA/L and Math, students' overall scale scores are categorized into five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

Five Performance Levels				
<b>Level 1:</b> Did Not Yet Meet Expectations <i>(Min. 650)</i>	<b>Level 2:</b> Partially Met Expectations	<b>Level 3:</b> Approached Expectations	<b>Level 4:</b> Met Expectations	<b>Level 5:</b> Exceeded Expectations <i>(Max. 850)</i>

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**PARCC ELA Performance Distribution - Grade - 09**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	128	756	739	7%	9%	24%	45%	15%	60%	41%
White	109	756	746	7%	9%	25%	42%	17%	59%	47%
African American	-	-	723	-	-	-	-	-	-	23%
Hispanic	-	-	725	-	-	-	-	-	-	26%
American Indian	-	-	732	-	-	-	-	-	-	33%
Asian	13	759	765	8%	8%	8%	69%	8%	77%	68%
Two or More Races	-	-	731	-	-	-	-	-	-	36%
Students with Disability	-	-	706	-	-	-	-	-	-	9%
English Language Learners	-	-	693	-	-	-	-	-	-	5%
Economically Disadvantaged Students	-	-	724	-	-	-	-	-	-	24%

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**PARCC ELA Performance Distribution - Grade - 10**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	90	744	735	11%	18%	28%	31%	12%	43%	38%
White	80	742	741	11%	20%	28%	30%	11%	41%	43%
African American	-	-	717	-	-	-	-	-	-	22%
Hispanic	-	-	720	-	-	-	-	-	-	24%
American Indian	-	-	725	-	-	-	-	-	-	27%
Asian	-	-	763	-	-	-	-	-	-	62%
Two or More Races	-	-	729	-	-	-	-	-	-	34%
Students with Disability	-	-	698	-	-	-	-	-	-	8%
English Language Learners	-	-	685	-	-	-	-	-	-	4%
Economically Disadvantaged Students	-	-	718	-	-	-	-	-	-	23%

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

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	70	768	741	4%	10%	14%	46%	26%	71%	42%
White	65	766	745	5%	11%	12%	49%	23%	72%	46%
African American	-	-	727	-	-	-	-	-	-	27%
Hispanic	-	-	731	-	-	-	-	-	-	31%
American Indian	-	-	745	-	-	-	-	-	-	38%
Asian	-	-	765	-	-	-	-	-	-	64%
Two or More Races	-	-	738	-	-	-	-	-	-	38%
Students with Disability	-	-	712	-	-	-	-	-	-	16%
English Language Learners	-	-	703	-	-	-	-	-	-	6%
Economically Disadvantaged Students	-	-	730	-	-	-	-	-	-	30%

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**PARCC ALGEBRA I - Performance Distribution**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	69	733	740	10%	20%	43%	26%	0%	26%	40%
White	59	733	746	12%	20%	37%	31%	0%	31%	47%
African American	-	-	722	-	-	-	-	-	-	20%
Hispanic	-	-	725	-	-	-	-	-	-	21%
American Indian	-	-	733	-	-	-	-	-	-	35%
Asian	-	-	769	-	-	-	-	-	-	73%
Two or More Races	-	-	734	-	-	-	-	-	-	35%
Students with Disability	-	-	710	-	-	-	-	-	-	8%
English Language Learners	-	-	710	-	-	-	-	-	-	7%
Economically Disadvantaged Students	-	-	725	-	-	-	-	-	-	21%

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**PARCC GEOMETRY - Performance Distribution**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	116	735	728	3%	30%	37%	29%	0%	29%	21%
White	103	735	731	4%	29%	38%	29%	0%	29%	24%
African American	-	-	716	-	-	-	-	-	-	7%
Hispanic	-	-	718	-	-	-	-	-	-	8%
American Indian	-	-	722	-	-	-	-	-	-	12%
Asian	-	-	751	-	-	-	-	-	-	54%
Two or More Races	-	-	724	-	-	-	-	-	-	20%
Students with Disability	-	-	709	-	-	-	-	-	-	4%
English Language Learners	-	-	710	-	-	-	-	-	-	6%
Economically Disadvantaged Students	-	-	718	-	-	-	-	-	-	8%

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**PARCC ALGEBRA II - Performance Distribution**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	76	733	721	17%	18%	36%	28%	1%	29%	24%
White	70	729	725	19%	20%	36%	24%	1%	26%	27%
African American	-	-	701	-	-	-	-	-	-	8%
Hispanic	-	-	706	-	-	-	-	-	-	10%
American Indian	-	-	720	-	-	-	-	-	-	23%
Asian	-	-	751	-	-	-	-	-	-	53%
Two or More Races	-	-	716	-	-	-	-	-	-	21%
Students with Disability	-	-	691	-	-	-	-	-	-	4%
English Language Learners	-	-	694	-	-	-	-	-	-	6%
Economically Disadvantaged Students	-	-	705	-	-	-	-	-	-	9%

**COLLEGE AND CAREER READINESS**

**CEDAR GROVE HIGH SCHOOL**  
90 RUGBY RD  
CEDAR GROVE, NJ 07009

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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are taking college entrance exams and challenging themselves with rigorous course work. The table below presents five such indicators: the percentage of students enrolled in the 12th grade who took the SAT or ACT, the percentage of 10th and 11th graders who took the PSAT, the percentage of students who scored above the SAT benchmark of 1550, the percentage of 11th and 12th graders who took at least one AP or IB test in English, math, social studies or science, and the percentage of those AP or IB tests that were scored a 3 or higher.

The below chart consist of five columns with measures. The first column - Schoolwide Performance - represents the outcomes for these particular indicators in the school. The second column - Peer School Percentile - indicates how the school's performance compares to its group of peer schools. The third column - Statewide Percentile - indicates how the school's performance compares to schools across the state. The fourth column - Statewide Target - provides the statewide targets for each of these indicators. The last column - Met Target? - indicates whether the School Performance met or exceeded the statewide target. The Summary row presents the averages of the peer school percentiles, the average of statewide percentiles and the percentage of statewide targets met.

College and Career Readiness Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Percent of Students Participating in SAT or ACT	93%	32	67	80%	YES
Percent of Students Participating in PSAT or PLAN	61%	26	30	60%	YES
Percent of Students Scoring Above 1550 on SAT	38%	3	50	40%	NO
Percent of Students Taking at least one AP Test or IB Test in English, Math, Social Studies or Science	21%	10	49	35%	NO
Percent of AP Tests $\geq 3$ or IB Test $\geq 4$ in English, Math, Social Studies or Science	83%	45	76	75%	YES
<b>Summary</b>		23	54		60%

**College Readiness Test Participation**

The first column of the table below presents the percentage of students enrolled in the 12th grade who took the SAT or ACT and the percentage of students enrolled in 10th and 11th grade who took the PSAT. The second column provides the average across the school's peer group for these two metrics.

2014-15 Percent of Students	School	Peer Avg.	State Avg.
Participating in SAT	92.5%	89.7%	79.1%
Participating in ACT	27.1%		25.2%
Participating in PSAT or PLAN	60.9%	78.2%	79.6%
Participating in Dual Enrollment	0.0%		14.9%

**AP/IB Participation - 'Unique' Students**

The table below presents the proportion of 'unique' students enrolled in at least 11th and 12th grade i.e., each student is counted once regardless of how many AP or IB courses he/she may take. The table also presents the proportion of how many 'unique' students took at least one AP or IB test to the school's enrollment in 11th and 12th grade.

2014-15 Percent of Students Taking	School	Peer Avg.	State Avg.
One or More Course	25.9%	51.0%	36.3%
One or More Test	31.3%	43.9%	30.7%
At least one AP or IB Test in English, Math, Social Studies or Science	20.9%	36.0%	25.3%

Note: Students who are enrolled in AP/IB coursework or take AP/IB tests in grades other than 11th and 12th are included in the numerator of this calculation.

**COLLEGE AND CAREER READINESS**

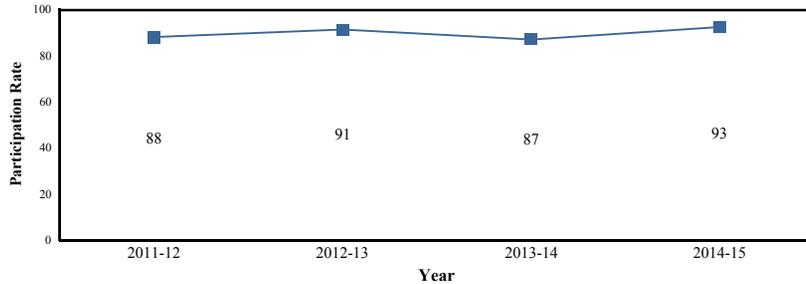
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**Participation Trends - SAT Testing**

**Participation Trends - SAT Testing**

This graph presents the participation rate in the SAT over the last four years.



**AP /IB Test Results**

This table presents the percentage of all AP/IB tests taken by students enrolled in the school that were scored AP  $\geq 3$  and scored IB  $\geq 4$ .

2014-15	School	Peer Avg.	State Avg.
Percent of AP Tests $\geq 3$ or IB Test $\geq 4$	84.1%	82.3%	72.4%
Percent of Scores in AP $\geq 3$ or IB $\geq 4$ in English, Math, Social Studies or Science	82.6%	81.4%	69.7%

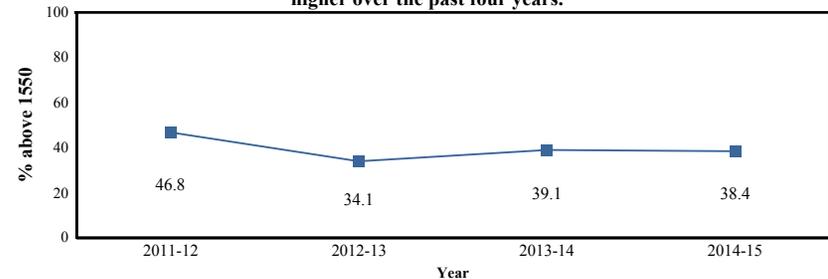
**Scholastic Assessment Test (SAT) Results**

This table presents the percentage of students who achieved a composite SAT score of 1550 or higher. The SAT benchmark score of 1550 (Critical Reading, Mathematics and Writing Score combined) indicates a 65 percent likelihood of achieving a B- average or higher during the first year of college, which in turn has been found by the College Board's research to be indicative of a high likelihood of college success and completion.

2014-15	School	Peer Avg.	State Avg.
Percent of Students Scoring Above 1550 on SAT	38.4%	61.2%	43.8%

**SAT Benchmark Trends**

This chart presents the percentage of students who achieved a composite SAT score of 1550 or higher over the past four years.



**Composite SAT Score**

This chart presents the average composite SAT score from the last academic year for students enrolled in this school as well as the average scores achieved in Critical Reading, Mathematics and Writing. The averages from this school's peer group are also presented.

2014-15	School	Peer Avg.	State Avg.
Composite SAT Score	1,504	1,654	1,508
Critical Reading	493	541	496
Mathematics	506	569	518
Writing	505	544	494

**Composite SAT Score**

This chart presents the scores achieved in Critical Reading, Mathematics and Writing by the students at the 25th percentile, the 50th percentile and the 75th percentile of the school's distribution of SAT scores.

2014-15	Critical Reading	Mathematics	Writing
75th Percentile	560	560	570
50th Percentile	490	500	500
25th Percentile	440	445	445

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**AP/IB Courses Offered**

This table presents the count of students enrolled in each AP/IB course offered in this school in the first column. The second column presents the count of tests taken in each AP/IB course. The numbers may not match as some students do not take the test in the same year as they take the course and some students may take the course without taking the test or vice versa.

AP/IB Course Name	Students Enrolled	Students Tested
AP U.S. History	18	18
AP Microeconomics	13	13
AP Biology	12	11
AP Spanish Language	11	10
AP English Literature and Composition	11	11
AP Chemistry	8	8
AP U.S. Government and Politics	5	5
AP Physics B	4	
AP Statistics		21
AP Macroeconomics		13
AP Music Theory		8
AP Calculus AB		6
AP Physics 2		4
AP Art/History of Art		1

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**Visual and Performing Arts**

The chart below contains the percentage of students who were enrolled in at least one Dance, Drama/Theater, Music or Visual Arts class in this school. The last row shows the percentage of students who were enrolled in any Visual and Performing Arts classes in the school.

Percent of Students Enrolled	School	State
Dance	N/R	2.1%
Drama/Theater	1.1%	3.8%
Music	4.4%	17.8%
Visual Arts	42.6%	31.7%
<b>Total: All Visual and Performing Arts</b>	47.6%	49.9%

N/R - Data Not Reported

**Participation in Career Readiness**

The chart below contains percentage of students who were participants in an approved Career and Technical Education Program in this school as well as across the State of New Jersey.

Percent of Students Enrolled	School	State
Participating in CTE	0.4%	18.3%
Structured Learning Experience	1.4%	7.0%

N/R - Data Not Reported

**GRADUATION AND POSTSECONDARY**

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This section of the performance report presents data about graduation, dropout and post-secondary attendance. The graduation rate is calculated according to the ESEA Cohort methodology as required by the United States Department of Education. Dropout rates are calculated from student-level data submitted by districts for students officially classified as dropouts. The dropout rate is the count of students who dropout in an academic year divided by the school's total enrollment.

The below chart consist of five columns with measures. The first column - Schoolwide Performance - represents the outcomes for these particular indicators in this school. The second column - Peer School Percentile - indicates how the school's performance compares to its group of peer schools. The third column - Statewide Percentile - indicates how the school's performance compares to schools across the state.. The fourth column - Statewide Target - provides the statewide targets for each of these indicators. The Statewide Target for Graduation Rate was established pursuant to NJDOE's ESEA Accountability Workbook. The last column - Met Target - indicates whether the School Performance met or exceeded the statewide target. The Summary row presents the averages of the peer school percentile, the average of statewide percentile and the percentage of statewide targets met.

Graduation & Post Secondary Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Targets	Met Target
Overall Graduation Rate	98%	84	91	78%	YES
Dropout Rate	0 %	100	100	2%	YES
<b>SUMMARY - Graduation &amp; Post-Secondary</b>		<b>92</b>	<b>96</b>		<b>100%</b>

**Graduation Rate by Subgroup**

This table presents for all NCLB-identified subgroups the "4-year Adjusted Graduation Rate." This rate calculates the percentage of students who are awarded a regular, high school diploma within four years of becoming a first-time ninth grader. The rate is adjusted to account for students who 'transfer-in' and for students who are verified as 'transfers-out'.

	School	State Target
<b>Schoolwide</b>	98%	78%
White	98%	
Hispanic	-	
American Indian	-	
Asian	-	
Native Hawaiian	-	
Two or More Races	-	
Students with Disability	-	
English Language Learners	-	
Economically Disadvantaged Students	-	
Black	-	

**Dropout Rate by Subgroup**

This table presents for all NCLB-identified subgroups the Dropout rate. This rate calculates the percentage of students who are classified as dropouts divided by the school's total enrollment and by each subgroup enrollment.

	School	State Target
<b>Schoolwide</b>	0%	2%
White	0%	
African American	-	
Hispanic	-	
American Indian	-	
Asian	-	
Native Hawaiian	-	
Two or More Races	-	
Students with Disability	0%	
English Language Learners	-	
Economically Disadvantaged Students	-	

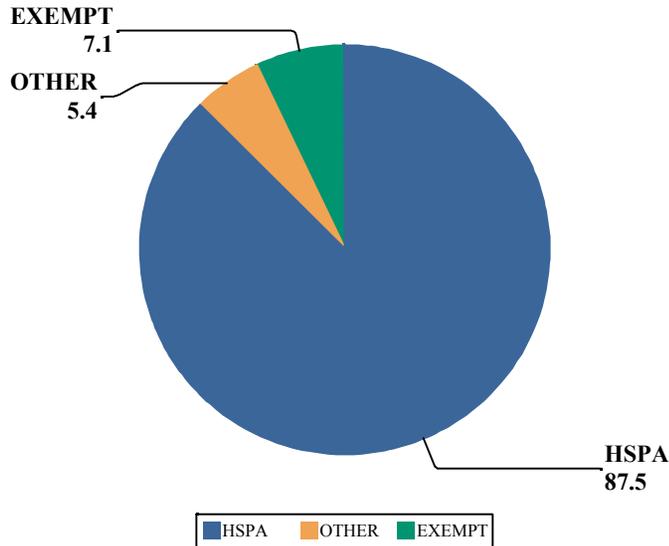
**GRADUATION AND POSTSECONDARY**

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GRADE SPAN 09-12

**Graduation Pathway Rates**

This chart presents the percentage of high school graduates who graduated by passing both sections of the HSPA, who were exempt from passing the HSPA, or who demonstrated proficiency through an alternative pathway such as through the Alternative High School Assessment, achievement of the 'Just Proficient Mean' or an appeal process.



**Extended Year Graduation Rate**

The chart below presents the 4-year and 5-year graduation rate for the prior school year's cohort in addition to the 4-year graduation rate for last year's cohort.

Class of	4-year Rate	5-year Rate
2012	95%	98%
2013	98%	98%
2014	99%	99%
2015	98%	

**GRADUATION AND POSTSECONDARY**

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**Postsecondary Enrollment Rates**

This chart presents the enrollment rates of this school's high school graduates, 16-months after high school graduation. The data is from the National Student Clearinghouse which reports that it collects student-level enrollment data from 95% of Institutions of Higher Education nationwide.

The last columns indicate, for the schoolwide total and each subgroup, the percentage of postsecondary enrollees that were enrolled in either a 2 year or a 4 year institution.

	<b>Percent Enrolled</b>	<b>Percent in 2 Year</b>	<b>Percent in 4 Year</b>
<b>Statewide</b>	<b>78.5%</b>	<b>34.3%</b>	<b>64.7%</b>
<b>Schoolwide</b>	87%	14.3%	85.7%
White	86.2%	15%	85%
African American	-	-	-
Hispanic	-	-	-
Asian	-	-	-
American Indian	-	-	-
Native Hawaiian	-	-	-
Two or More Races	-	-	-
Students with Disability	-	-	-
English Language Learners	-	-	-
Economically Disadvantaged Students	-	-	-

**WITHIN SCHOOL ACHIEVEMENT GAP**

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This section of the performance report presents data about the achievement gap that exists within a school - as measured by the difference between the students' scale scores at the 25th and 75th percentile in the school, the Interquartile Range (IQR). Taken together with an understanding of the overall and average achievement levels in the school, the IQR furthers an understanding of the range of student outcomes that exist in a school. A school gap smaller than the state gap indicates that the school's range of student outcomes is narrower than the state's while a school gap broader than the state gap indicates that the school's range of student outcomes is larger than the state's.

**Grade Level - 09**

**PARCC English Language Arts/Literacy 25th %ile vs 75th%ile**

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	818	850
75th	778	766
50th	757	739
25th	739	710
0th	665	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	39	56

**PARCC ALG-1 25th %ile vs 75th%ile**

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	773	821
75th	750	762
50th	734	735
25th	724	711
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	26	51

**WITHIN SCHOOL ACHIEVEMENT GAP**

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GRADE SPAN 09-12

**Grade Level - 10**

**PARCC English Language Arts/Literacy 25th %ile vs 75th%ile**

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	834	850
75th	763	766
50th	746	733
25th	716	699
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	47	67

**Grade Level - 11**

**PARCC English Language Arts/Literacy 25th %ile vs 75th%ile**

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	847	850
75th	792	768
50th	768	740
25th	746	711
0th	676	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	46	57

**PARCC GEO 25th %ile vs 75th%ile**

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	773	793
75th	751	747
50th	735	726
25th	722	710
0th	681	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	29	37

**PARCC ALG-2 25th %ile vs 75th%ile**

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	804	813
75th	752	748
50th	734	718
25th	716	692
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	36	56

**SCHOOL CLIMATE**

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GRADE SPAN 09-12

**Length of School Day**

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

	School
2014-15	6 Hrs. 46 Mins.

**Student Suspension Rate**

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

	School
2014-15	3.6%

**Instructional Time**

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher.

2014-15	School
Full Time	5 Hrs. 34 Mins.
Shared Time	2 Hrs. 47 Mins.

**Student Expulsions**

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

	School
2014-15	0

**Student to Staff Ratio**

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

2014-15	School
Faculty	12
Administrators	159

**SCHOOL PEER GROUP**

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GRADE SPAN 09-12

This table presents the list of peer schools in alphabetical order by county name that was created specifically for this school (highlighted in yellow). Peer schools are drawn from across the state and represent schools that have similar grade configurations and that are educating students of similar demographic characteristics, as measured by enrollment in Free/Reduced Lunch Programs, Limited English Proficiency or Special Education Programs.

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRADES PAN</u>	<u>ECONOMICALLY DISADVANTAGED</u>	<u>ENGLISH LANGUAGE LEARNER</u>	<u>SPECIAL EDUCATION</u>
BERGEN	MIDLAND PARK BORO	MIDLAND PARK JR./SR. HIGH SCHOOL	03-3170-050	07-12	8.1%	0.4%	12%
BERGEN	PARK RIDGE BORO	PARK RIDGE HIGH SCHOOL	03-3940-050	07-12	5%	0%	14%
BERGEN	PASCACK VALLEY REGIONAL	PASCACK VALLEY HIGH SCHOOL	03-3960-050	09-12	3.6%	0.4%	16%
BERGEN	RAMSEY BORO	RAMSEY HIGH SCHOOL	03-4310-050	09-12	3.7%	0.4%	13.7%
BERGEN	WALDWICK BORO	WALDWICK HIGH SCHOOL	03-5410-030	09-12	0.9%	2.8%	12.7%
BERGEN	WESTWOOD REGIONAL	WESTWOOD JUNIOR/SENIOR HIGH SCHOOL	03-5755-050	PK-12	7.1%	0.2%	15.4%
BURLINGTON	LENAPE REGIONAL	SHAWNEE HIGH SCHOOL	05-2610-060	09-12	6.8%	0.1%	12.6%
ESSEX	CALDWELL-WEST CALDWELL	JAMES CALDWELL HIGH SCHOOL	13-0660-050	09-12	5.7%	0.2%	14.3%
<b>ESSEX</b>	<b>CEDAR GROVE TWP</b>	<b>CEDAR GROVE HIGH SCHOOL</b>	<b>13-0760-050</b>	<b>09-12</b>	<b>4.1%</b>	<b>1.3%</b>	<b>10.4%</b>
ESSEX	MILLBURN TWP	MILLBURN HIGH SCHOOL	13-3190-050	09-12	2.9%	0.9%	13.7%
ESSEX	WEST ESSEX REGIONAL	WEST ESSEX HIGH SCHOOL	13-5630-050	09-12	3.6%	0.4%	13.9%
HUNTERDON	N HUNT/VOORHEES REGIONAL	VOORHEES HIGH SCHOOL	19-3660-060	09-12	6%	0%	14.2%
MERCER	ROBBINSVILLE TWP	ROBBINSVILLE HIGH SCHOOL	21-5510-030	09-12	4.5%	0.3%	11.2%
MERCER	W WINDSOR-PLAINSBORO REG	WEST WINDSOR-PLAINSBORO HIGH SCHOOL NORTH	21-5715-025	09-12	4.9%	0.1%	11.8%
MERCER	W WINDSOR-PLAINSBORO REG	WEST WINDSOR-PLAINSBORO HIGH SCHOOL SOUTH	21-5715-020	09-12	4.6%	2.2%	8.7%
MONMOUTH	FREEHOLD REGIONAL	HOWELL HIGH SCHOOL	25-1650-060	09-12	7.1%	0%	12.2%
MONMOUTH	FREEHOLD REGIONAL	MANALAPAN HIGH SCHOOL	25-1650-070	09-12	7.5%	0%	13.2%
MONMOUTH	HOLMDEL TWP	HOLMDEL HIGH SCHOOL	25-2230-020	09-12	3.8%	0.5%	12.6%
MONMOUTH	MIDDLETOWN TWP	MIDDLETOWN HIGH SCHOOL SOUTH	25-3160-053	09-12	6.4%	0%	15.7%
MONMOUTH	SHORE REGIONAL	SHORE REGIONAL HIGH SCHOOL	25-4760-050	09-12	3.5%	0.5%	14.8%
MORRIS	MADISON BORO	MADISON HIGH SCHOOL	27-2870-050	09-12	6.1%	0.6%	13.1%
MORRIS	MONTVILLE TWP	MONTVILLE TOWNSHIP HIGH SCHOOL	27-3340-010	09-12	3.6%	1.3%	14%

**SCHOOL PEER GROUP**

ESSEX  
CEDAR GROVE TWP

GRADE SPAN 09-12

MORRIS	PEQUANNOCK TWP	<b>PEQUANNOCK TOWNSHIP HIGH SCHOOL</b>	27-4080-050	09-12	5.8%	0.1%	12.6%	
MORRIS	RANDOLPH TWP	<b>RANDOLPH HIGH SCHOOL</b>	27-4330-050	09-12	6.3%	0.9%	15.2%	
PASSAIC	WAYNE TWP	<b>WAYNE VALLEY HIGH SCHOOL</b>	31-5570-050	09-12	9.1%	0%	9.8%	
SOMERSET	BRIDGEWATER-RARITAN REG	<b>BRIDGEWATER-RARITAN REGIONAL HIGH SCHOOL</b>	35-0555-005	09-12	8%	0%	19.4%	
SOMERSET	MONTGOMERY TWP	<b>MONTGOMERY HIGH SCHOOL</b>	35-3320-030	09-12	3.9%	0.9%	10.2%	
SUSSEX	SPARTA TWP	<b>SPARTA HIGH SCHOOL</b>	37-4960-050	09-12	4%	0.2%	12.1%	
UNION	CRANFORD TWP	<b>CRANFORD HIGH SCHOOL</b>	39-0980-030	09-12	4.2%	0.2%	17.7%	
UNION	NEW PROVIDENCE BORO	<b>NEW PROVIDENCE HIGH SCHOOL</b>	39-3560-050	09-12	4.9%	0.4%	10.3%	
UNION	SCOTCH PLAINS-FANWOOD REG	<b>SCOTCH PLAINS-FANWOOD HIGH SCHOOL</b>	39-4670-050	09-12	7.2%	0.6%	10.6%	