




West Orange High School
2016-2017
Grade Span 09-12

13-5680-050
ESSEX
WEST ORANGE TOWN
51 CONFORTI AVE
WEST ORANGE, NJ 07052-2829

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

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

Navigating through the reports:

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

Other Resources:

- Review the [Parent Summary Report](#) or the [district-level report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- [Download the data](#) used in these reports.

- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.nj.gov



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Footnotes

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

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



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Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
9	507	496	452
10	500	497	503
11	498	469	492
12	436	483	459
Ungraded	101	96	96
Total	2041	2041	2002

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years. Data for some student groups was not available before 2016-17.

Student Group	2014-15	2015-16	2016-17
Female	48%	49%	50%
Male	52%	51%	50%
Economically Disadvantaged Students	48%	46%	46%
Students with Disabilities	19%	17%	18%
English Learners	5%	4%	4%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
Black or African American	46.3%
Hispanic	27.8%
White	18.4%
Asian	5.9%
Native Hawaiian or Pacific Islander	0.2%
American Indian or Alaska Native	0.1%
Two or More Races	1.4%

Enrollment Trends by Full and Shared Time

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

Enrollment Status	2016-17
Full Time Students	1995
Shared Time Students	10
Full Time Equivalent	2000

Enrollment by Home Language

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

Home Language	% of Students
English	71.8%
Spanish	18.2%
Haitian	2.3%
Creoles and pidgins, French-based	2.2%
Other	6.7%



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English Language Arts/Literacy Assessment - Participation and Performance

This table shows information about the English Language Arts/Literacy section of the *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessment for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act (ESSA)* accountability. Student groups with the annual target section grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	753	79.7	50.80	62.10	54.90	42.4	39.3	Met Target
White	137	75.3	57.00	*	63.90	45.1	43.7	Met Target
Hispanic	218	83.8	42.60	51.00	39.80	37.7	34.7	Met Target
Black or African American	328	77.7	47.90	58.10	35.20	38.7	38	Met Target
Asian, Native Hawaiian, or Pacific Islander	57	85.3	79.00	83.00	80.70	70.6	54.9	Met Target
American Indian or Alaska Native	N	N	N	*	53.70	N	**	**
Two or More Races	13	88.9	69.30	76.80	54.90	63	**	**
Female	356	77.4	60.30	70.00	62.20	48.8		
Male	397	81.8	42.00	55.20	48.10	36.1		
Economically Disadvantaged Students	338	81.0	38.80	48.60	36.20	*	29.3	Met Target
Non-Economically Disadvantaged Students	415	78.6	60.50	72.50	65.80	*		
Students with Disabilities	146	83.7	15.70	26.70	20.50	13.8	14.7	Met Target†
Students without Disabilities	607	78.8	59.20	70.20	61.90	48.8		
English Learners	49	88.3	16.30	30.70	25.20	15.3	N	N
Non-English Learners	704	79.1	53.20	64.70	57.40	44		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 9

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	447	757	757	749	7%	13%	24%	37%	19%	56%	52%
White	80	772	772	757	*	*	24%	33%	34%	66%	62%
Hispanic	137	746	746	733	10%	18%	24%	38%	10%	48%	35%
Black or African American	186	752	752	730	9%	12%	26%	39%	13%	53%	30%
Asian, Native Hawaiian, or Pacific Islander	31	790	790	777	0%	*	*	32%	55%	87%	80%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	49%
Two or More Races	13	761	761	746	*	*	*	*	*	62%	48%
Female	226	764	764	756	5%	9%	20%	42%	24%	66%	60%
Male	221	749	749	741	10%	16%	28%	33%	14%	47%	43%
Economically Disadvantaged Students	197	745	745	731	10%	17%	28%	35%	10%	45%	32%
Non-Economically Disadvantaged Students	250	766	766	758	5%	9%	20%	39%	26%	66%	62%
Students with Disabilities	69	722	722	714	26%	32%	25%	*	*	17%	13%
Students without Disabilities	378	763	763	754	4%	9%	24%	*	*	64%	58%
English Learners	11	711	711	690	*	*	*	*	*	*	*
Non-English Learners	436	758	758	752	*	*	*	*	*	*	*
Homeless Students	*	*	*	719	*	*	*	*	*	*	21%
Students in Foster Care	*	*	*	718	*	*	*	*	*	*	21%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	45%
Migrant Students	N	N	N	705	N	N	N	N	N	N	*



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 10

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	320	740	740	743	19%	17%	20%	33%	10%	43%	46%
White	55	745	745	749	18%	*	22%	29%	*	46%	52%
Hispanic	88	726	726	728	32%	*	17%	30%	*	35%	34%
Black or African American	149	741	741	725	15%	21%	23%	35%	7%	42%	31%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	74%
American Indian or Alaska Native	N	N	N	740	N	N	N	N	N	N	42%
Two or More Races	*	*	*	737	*	*	*	*	*	*	42%
Female	141	747	747	752	15%	18%	15%	40%	13%	53%	54%
Male	179	735	735	734	23%	17%	24%	28%	8%	36%	39%
Economically Disadvantaged Students	145	726	726	726	26%	23%	*	28%	*	31%	32%
Non-Economically Disadvantaged Students	175	751	751	751	14%	12%	*	38%	*	54%	54%
Students with Disabilities	64	708	708	704	*	*	*	*	*	*	12%
Students without Disabilities	256	748	748	749	*	*	*	*	*	*	52%
English Learners	21	681	681	681	*	*	*	*	*	*	*
Non-English Learners	299	744	744	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	715	*	*	*	*	*	*	21%
Students in Foster Care	*	*	*	710	*	*	*	*	*	*	20%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	694	N	N	N	N	N	N	*



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 11**

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	142	728	728	736	21%	24%	32%	*	*	23%	38%
White	17	741	741	738	*	*	*	*	*	29%	40%
Hispanic	44	716	716	731	34%	23%	32%	*	*	11%	34%
Black or African American	74	731	731	728	*	27%	31%	23%	*	27%	30%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	756	*	*	*	*	*	*	58%
American Indian or Alaska Native	N	N	N	731	N	N	N	N	N	N	30%
Two or More Races	*	*	*	731	*	*	*	*	*	*	36%
Female	72	735	735	744	*	21%	35%	*	*	31%	46%
Male	70	721	721	729	*	27%	29%	*	*	16%	31%
Economically Disadvantaged Students	76	723	723	729	*	22%	34%	18%	*	18%	32%
Non-Economically Disadvantaged Students	66	734	734	740	*	26%	29%	20%	*	29%	42%
Students with Disabilities	43	720	720	709	*	*	*	*	*	*	12%
Students without Disabilities	99	732	732	741	*	*	*	*	*	*	43%
English Learners	16	708	708	699	*	*	*	*	*	*	*
Non-English Learners	126	731	731	737	*	*	*	*	*	*	*
Homeless Students	N	N	N	722	N	N	N	N	N	N	24%
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	19%
Military-Connected Students	N	N	N	723	N	N	N	N	N	N	24%
Migrant Students	N	N	N	713	N	N	N	N	N	N	26%

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

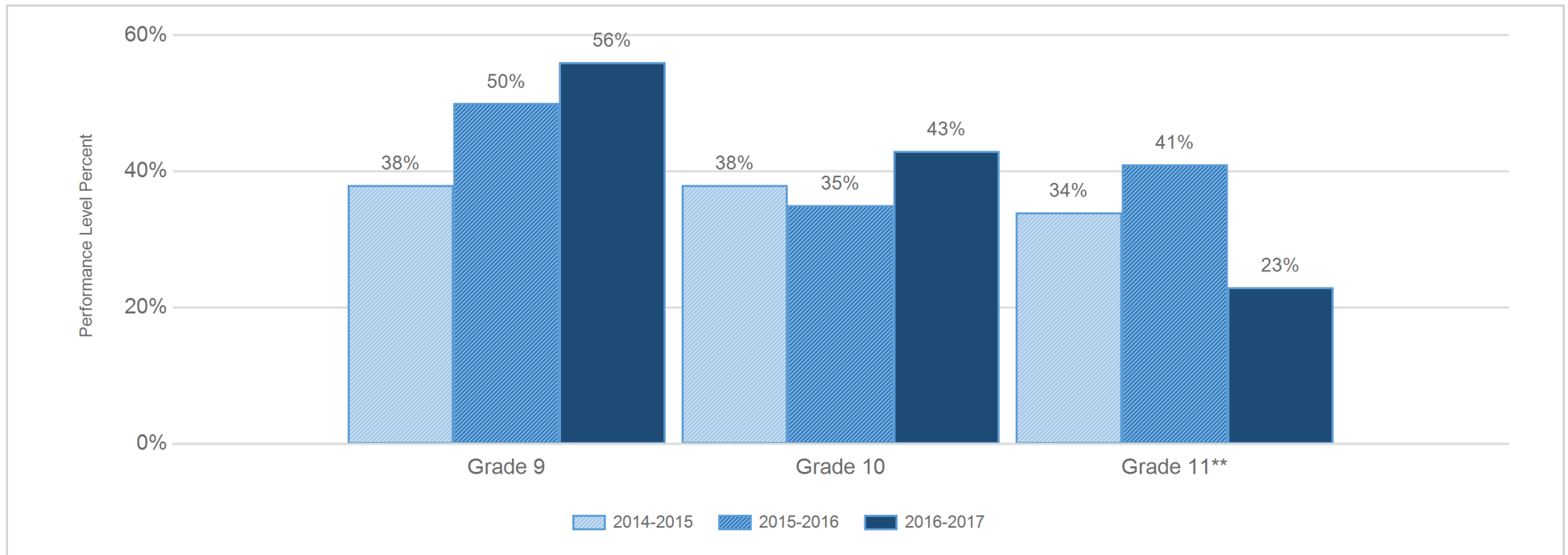


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English Language Arts/Literacy Assessment - Performance Trends

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



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



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Mathematics Assessment - Participation and Performance

This table shows information about the Mathematics section of the *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessment for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	732	76.4	27.30	46.70	43.50	21.9	22.3	Met Target†
White	131	72.4	37.40	*	52.40	28.5	29	Met Target†
Hispanic	213	80.5	21.10	38.00	27.60	17.9	20.4	Met Target†
Black or African American	320	74.2	19.70	36.40	21.70	15.2	17.5	Met Target†
Asian, Native Hawaiian, or Pacific Islander	58	85.5	65.50	75.10	75.60	58.8	50	Met Target
American Indian or Alaska Native	N	N	N	*	42.50	N	**	**
Two or More Races	10	72.2	50.00	66.40	44.90	35	**	**
Female	345	74.5	30.40	48.20	44.10	23.6		
Male	387	78.1	24.50	45.50	42.90	20.1		
Economically Disadvantaged Students	330	76.0	15.50	31.70	25.10	*	16.1	Not Met
Non-Economically Disadvantaged Students	402	76.6	37.10	58.20	54.30	*		
Students with Disabilities	148	83.0	*	20.70	16.50	*	9.6	Not Met
Students without Disabilities	584	74.9	*	52.70	48.80	*		
English Learners	47	87.9	*	22.80	23.30	*	7.8	Met Target†
Non-English Learners	685	75.6	*	48.70	45.20	*		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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Mathematics Assessment - Performance by Test: Algebra I

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	367	727	742	743	16%	31%	36%	17%	0%	17%	42%
White	55	736	*	751	*	*	53%	24%	0%	24%	52%
Hispanic	117	726	732	728	13%	35%	36%	16%	0%	16%	24%
Black or African American	173	723	731	724	19%	38%	30%	15%	0%	15%	19%
Asian, Native Hawaiian, or Pacific Islander	15	734	*	774	*	0%	*	*	0%	33%	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	*	*	*	741	*	*	*	*	*	*	41%
Female	172	730	743	744	13%	30%	35%	22%	0%	22%	43%
Male	195	724	741	741	17%	33%	36%	13%	0%	13%	40%
Economically Disadvantaged Students	192	722	727	727	18%	35%	34%	12%	0%	12%	23%
Non-Economically Disadvantaged Students	175	731	753	751	13%	27%	37%	23%	0%	23%	52%
Students with Disabilities	78	712	*	714	*	*	*	*	*	*	10%
Students without Disabilities	289	730	*	747	*	*	*	*	*	*	47%
English Learners	23	708	708	708	*	*	*	*	*	*	*
Non-English Learners	344	728	743	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	13%
Students in Foster Care	*	*	*	711	*	*	*	*	*	*	*
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%



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Mathematics Assessment - Performance by Test: Geometry

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	312	734	734	734	12%	24%	32%	26%	6%	32%	30%
White	51	746	746	740	*	20%	24%	31%	*	49%	38%
Hispanic	92	730	730	722	12%	26%	39%	23%	0%	23%	14%
Black or African American	136	727	727	719	*	27%	34%	21%	*	22%	*
Asian, Native Hawaiian, or Pacific Islander	28	761	761	758	0%	*	*	50%	*	75%	65%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	29%
Two or More Races	*	*	*	733	*	*	*	*	*	*	32%
Female	158	735	735	735	*	25%	32%	27%	*	32%	31%
Male	154	734	734	733	*	23%	33%	26%	*	33%	30%
Economically Disadvantaged Students	138	723	723	721	19%	31%	33%	17%	0%	17%	13%
Non-Economically Disadvantaged Students	174	743	743	740	7%	18%	32%	33%	10%	44%	39%
Students with Disabilities	57	711	711	711	*	*	*	*	*	*	*
Students without Disabilities	255	740	740	738	*	*	*	*	*	*	*
English Learners	14	703	703	710	*	*	*	*	*	*	*
Non-English Learners	298	736	736	735	*	*	*	*	*	*	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	727	N	N	N	N	N	N	15%
Migrant Students	N	N	N	704	N	N	N	N	N	N	*



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Mathematics Assessment - Performance by Test: Algebra II

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	181	719	719	725	37%	20%	*	23%	*	24%	28%
White	33	733	*	731	*	*	33%	*	*	30%	33%
Hispanic	51	710	710	710	45%	24%	*	*	0%	16%	14%
Black or African American	79	710	710	703	44%	25%	18%	*	*	13%	*
Asian, Native Hawaiian, or Pacific Islander	17	755	755	761	*	0%	*	82%	0%	82%	62%
American Indian or Alaska Native	N	N	N	715	N	N	N	N	N	N	20%
Two or More Races	*	*	*	718	*	*	*	*	*	*	25%
Female	89	719	719	725	35%	*	*	25%	*	26%	27%
Male	92	719	*	725	39%	*	*	21%	*	22%	29%
Economically Disadvantaged Students	69	706	706	708	46%	*	*	*	*	12%	13%
Non-Economically Disadvantaged Students	112	726	*	733	31%	*	*	*	*	31%	35%
Students with Disabilities	36	680	680	692	*	*	*	*	*	*	*
Students without Disabilities	145	728	*	729	*	*	*	*	*	*	*
English Learners	*	*	*	692	*	*	*	*	*	*	*
Non-English Learners	*	*	*	726	*	*	*	*	*	*	*
Homeless Students	N	N	N	702	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	692	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	710	N	N	N	N	N	N	14%
Migrant Students	N	N	N	702	N	N	N	N	N	N	14%

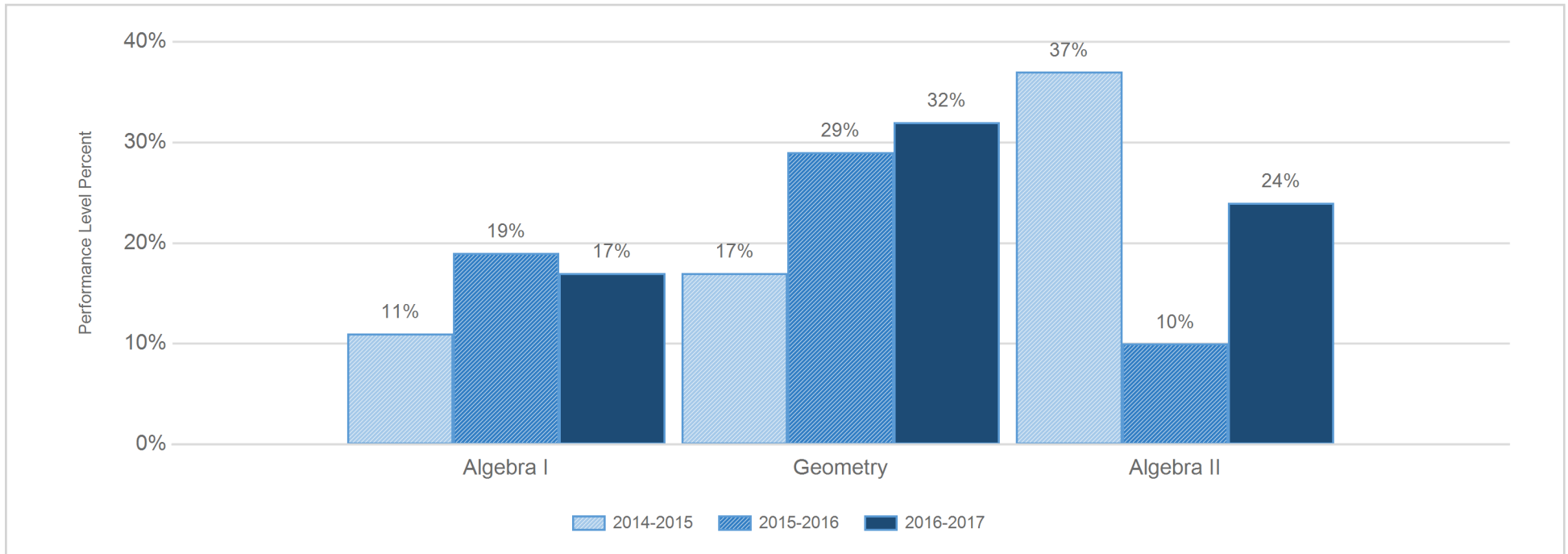


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Mathematics Assessment – Performance Trends

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





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Alternate Assessments - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
9	N	N
10	*	N
11	15	17

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	18	88.9%	11.1%
2	21	81%	19%
3	*	*	*
4	16	*	*
5+	*	*	*



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

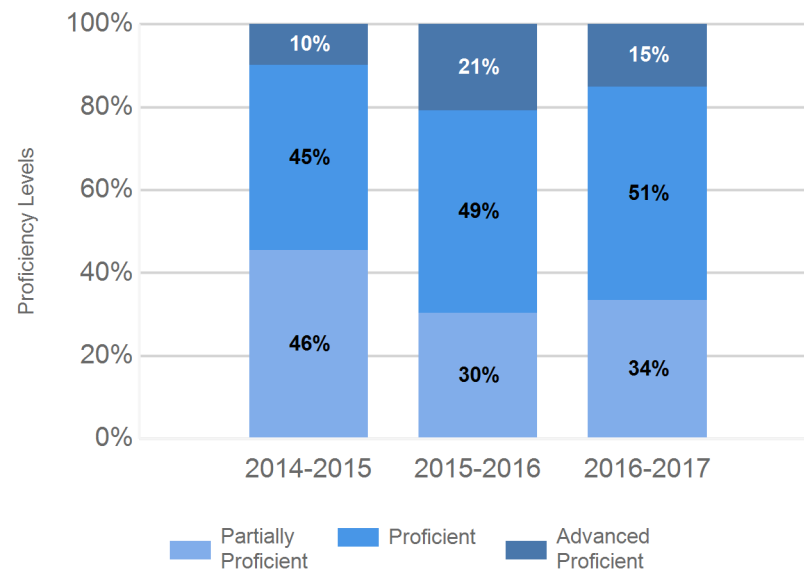
Biology Assessment - Performance

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	16%	42%	42%
Schoolwide	15%	51%	34%
White	29%	58%	13%
Hispanic	9%	50%	41%
Black or African American	11%	49%	41%
Asian, Native Hawaiian, or Pacific Islander	41%	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	N	*	*
Economically Disadvantaged Students	8%	41%	50%
Students with Disabilities	5%	29%	66%
English Learners	N	17%	83%

Biology Assessment - Proficiency Trends

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





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

PSAT/SAT/ACT - Participation

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

Test	% of Students in School	% of Students in State
Percentage of students taking the PSAT	92.8%	89.4%
Percentage of students taking the SAT	100.0%	70.0%
Percentage of students taking the ACT	37.3%	28.3%

PSAT/SAT/ACT - Performance

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

Test	School Average Score	State Average Score	College Readiness Benchmarks	School - % of Students scoring at or above Benchmark	State - % of Students scoring at or above Benchmark
PSAT - Reading and Writing	472	481	Varies By Grade	65%	67%
PSAT - Math	469	483	Varies By Grade	44%	49%
SAT - Reading and Writing	549	551	480	77%	77%
SAT - Math	530	552	530	47%	58%
ACT - Reading	23	24	22	60%	65%
ACT - English	22	24	18	68%	79%
ACT - Math	21	24	22	43%	65%
ACT - Science	21	23	23	35%	54%



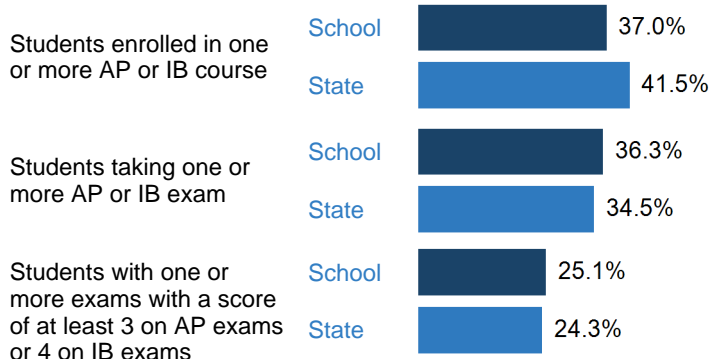
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate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

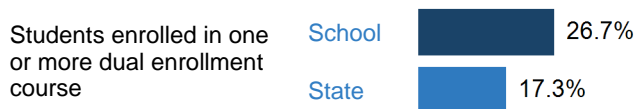
AP/IB Coursework – Participation and Performance

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



Dual Enrollment Coursework - Participation

This graph shows the percentage students enrolled in at least one **dual enrollment** course in the school and across the state. **Dual enrollment** courses allow high school students to enroll in college courses for credit prior to their high school graduation.



AP/ IB Courses Offered

This table shows the students enrolled in AP/IB courses and the corresponding exams that were taken. Students do not need to take a course to take the exam and not all students enrolled in a course take the exam. The last two rows show the total number of exams taken and the number of exams with scores of at least 3 on AP exams or 4 on IB exams. In the last two rows, students taking multiple exams are counted more than once.

AP/IB Course	Students Enrolled	Students Tested
AP Biology	28	27
AP Calculus AB	44	43
AP Calculus BC	6	6
AP Chemistry	20	19
AP Chinese Language and Culture	11	11
AP Computer Science A	20	20
AP English Language and Composition	48	48
AP English Literature and Composition	37	38
AP Environmental Science	12	12
AP Italian Language and Culture	6	6
AP Macroeconomics	0	2
AP Microeconomics	0	2
AP Music Theory	12	12
AP Physics 1	76	75
AP Physics 2	8	7
AP Physics C: Electricity and Magnetism	23	22
AP Physics C: Mechanics	17	17
AP Psychology	106	100
AP Spanish Language	17	18
AP Spanish Literature	9	8



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AP/IB Course	Students Enrolled	Students Tested
AP Statistics	63	62
AP Studio Art—Drawing Portfolio	0	8
AP Studio Art—Two-Dimensional	8	0
AP U.S. Government and Politics	26	24
AP U.S. History	69	69
AP World History	45	45
Total Exams Taken		701
Exams with scores of at least 3 on AP exams or 4 on IB exams		434



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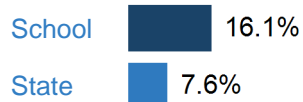
This section contains information about participation in approved **Career and Technical Education (CTE)** programs and **Structured Learning Experiences**. For more information about CTE in New Jersey, please visit <http://www.nj.gov/education/cte/>.

Career and Technical Education Participation

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

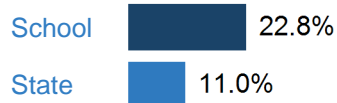
CTE Participants

(completed only one course in an approved CTE program)



CTE Concentrators

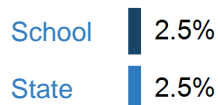
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

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

Structured Learning Experiences



Industry-Valued Credentials Earned

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

Career Cluster	Students with at least one credential earned	Industry credentials earned
Total non-duplicated number of students**	0	
Total number of credentials earned in all clusters		0

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



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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	344	115	0	0	0	0	9
10	43	286	166	0	0	1	9
11	6	26	328	78	29	17	18
12	2	7	36	151	21	205	7
Schoolwide	395	434	530	229	50	223	43
Enrolled in AP/IB Course					50	63	0

Science - Course Participation

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

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	435	3	11	1	3	8
10	39	419	10	37	2	10
11	10	110	153	30	196	30
12	34	14	54	15	102	75
Schoolwide	518	546	228	83	303	123
Enrolled in AP/IB Course	28	20		12	124	0



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

Social Studies and History - Course Participation

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

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	446	19	0	0	0	16
10	15	500	1	0	0	38
11	14	486	3	40	9	78
12	47	154	19	66	47	203
Schoolwide	522	1159	23	106	56	335
Enrolled in AP/IB Course	45	69	0	106	0	26

World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	165	92	92	0	0	78	0
10	220	120	94	0	0	35	0
11	152	45	72	0	0	27	0
12	46	8	14	0	0	11	0
Schoolwide	583	265	272	0	0	151	0
Enrolled in AP/IB Course	26	0	6	0	0	11	0
Enrolled in Level 3 or Higher	228	142	155	0	0	63	0
Earned Seal of Biliteracy	17	*	0	0	0	0	0



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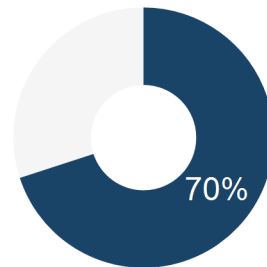
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Visual and Performing Arts – Course Participation

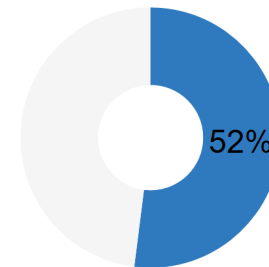
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

Grades 9-12:

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

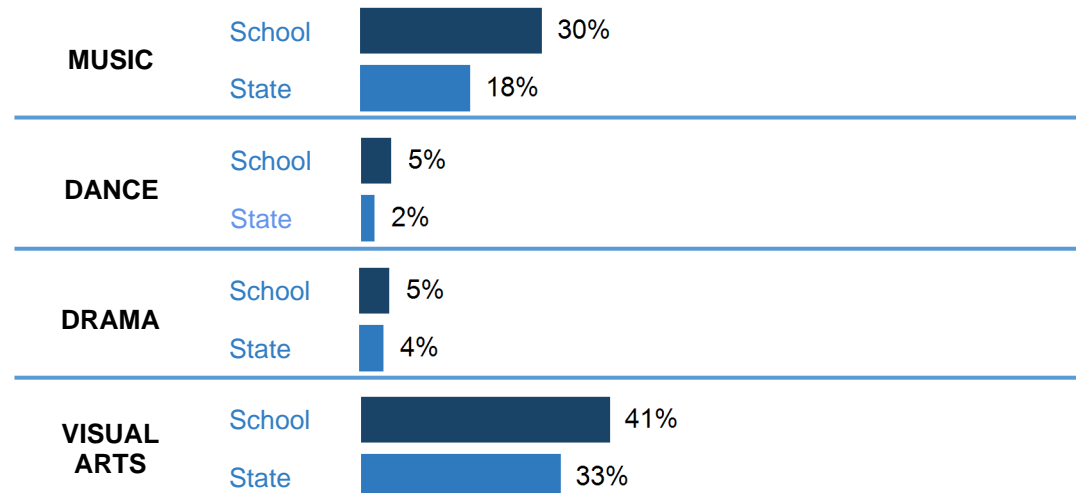


School



State

Students enrolled in one or more classes by discipline:





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

Graduation Rates

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

Student Group	School - Class of 2017: 4 Year Rate	State - Class of 2017: 4 Year Rate	School - Class of 2016: 5 Year Rate	State - Class of 2016: 5 Year Rate	Class of 2016: 4 Year Rate	Class of 2016: 4 Year Target	Met Target?	Class of 2015: 5 Year Rate	Class of 2015: 5 Year Target	Met Target?
Schoolwide	86.7%	90.5%	89.1%	91.8%	84.9%	86.4%	Not Met	90.6%	89.5%	Met Target
White	92.7%	94.5%	88.7%	95.1%	88.6%	85.6%	Met Target	91.6%	90.8%	Met Target
Hispanic	*	84.3%	*	86.3%	*	80.8%	Not Met	*	85.9%	Met Target
Black or African American	*	83.4%	90.7%	85.3%	85.6%	88.0%	Not Met	90.5%	89.5%	Met Target
Asian, Native Hawaiian or Pacific Islander	100.0%	96.6%	97.1%	97.5%	97.1%	N	Met Goal	97.1%	N	Met Goal
American Indian or Alaska Native	N	92.3%	N	86.6%	N	N	N	N	N	N
Two or More Races	*	91.9%	*	93.7%	*	**	**	*	**	**
Economically Disadvantaged Students	86.5%	83.9%	85.5%	85.6%	79.3%	84.5%	Not Met	89.8%	85.8%	Met Target
Students with Disabilities	69.8%	78.8%	77.7%	82.1%	73.1%	69.3%	Met Target	78.4%	85.9%	Not Met
English Learners	73.1%	76.1%	65.4%	79.7%	53.9%	73.2%	Not Met	92.0%	82.5%	Met Target
Homeless Students	N	73.2%	N	74.4%	*	*	N	*		

Graduation Rate Trends

This table shows the 4-year and 5-year graduation rates by graduating class.

Class of	4-Year Rate	5-Year Rate
2017	86.7%	-
2016	84.9%	89.1%
2015	85.9%	90.6%

Dropout Rate Trends

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

School Year	School Rate	State Rate
2016-2017	1.4%	1.1%
2015-2016	0.9%	1.1%
2014-2015	1.5%	1.1%

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



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This section contains information about students enrolling in colleges and universities after graduation from high school. Postsecondary enrollment information is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

Postsecondary Enrollment Rates: Fall

This table shows the enrollment rates of Class of 2017 high school graduates into 2-year or 4-year institutions the fall after high school graduation. The following columns show the percentage of these enrolled students by 2-year or 4-year institution.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	71.1%	29.5%	70.5%
Schoolwide	73.2%	18.2%	81.8%
White	80.7%	9.9%	90.1%
Hispanic	54%	26.9%	73.1%
Black or African American	78.7%	20.3%	79.8%
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	63.5%	24.2%	75.8%
Students with Disabilities	61.3%	55.3%	44.7%
English Learners	26.7%	75%	25%

Postsecondary Enrollment Rates: 16 month

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	76.1%	33.6%	66.5%	73.6%	26.4%	65.5%	34.6%
Schoolwide	82%	20.4%	79.6%	70.5%	29.5%	67.1%	32.9%
White	89.6%	9.3%	90.7%	64%	36.1%	59.3%	40.7%
Hispanic	72.5%	38%	62%	81.7%	18.3%	88.7%	11.3%
Black or African American	83%	21%	79%	68.7%	31.3%	61.5%	38.5%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	*	*	*
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	71.5%	30.1%	69.9%	73.7%	26.3%	79%	21.1%
Students with Disabilities	66.7%	55.3%	44.7%	89.5%	10.5%	81.6%	18.4%
English Learners	*	*	*	*	*	*	*

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



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This section shows information about student absences which provides important information about a school’s culture and climate. In addition, research shows that student absences impact a child’s ability to succeed in school. The New Jersey Department of Education selected chronic absenteeism as its measure of school quality and student success for the *ESSA* accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

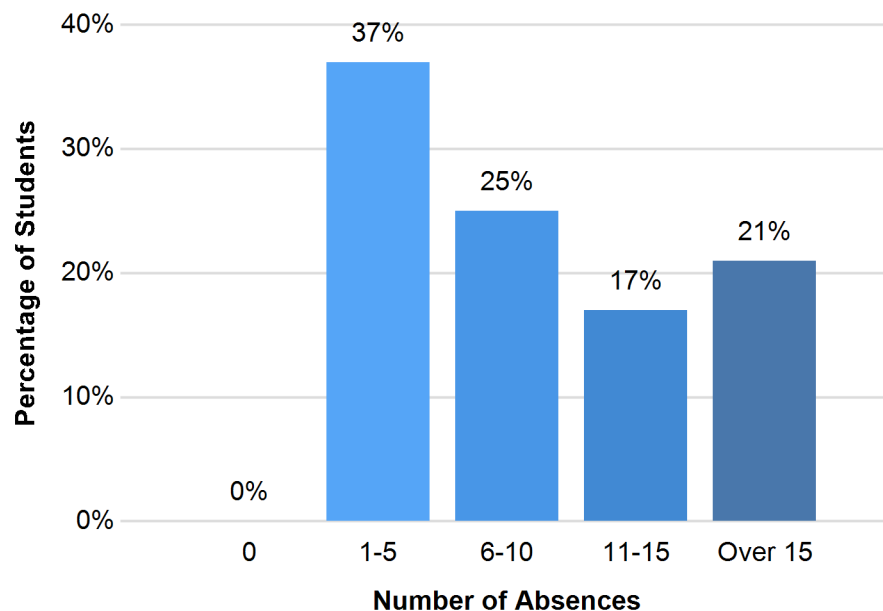
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	14.40	14.30	Not Met
White	17.70	14.30	Not Met
Hispanic	15.70	14.30	Not Met
Black or African American	13.30	14.30	Met Target
Asian, Native Hawaiian, or Pacific Islander	6.50	14.30	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	14.30	14.30	Met Target
Economically Disadvantaged Students	17.60	14.30	Not Met
Students with Disabilities	21.50	14.30	Not Met
English Learners	15.70	14.30	Not Met

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

Days Absent

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



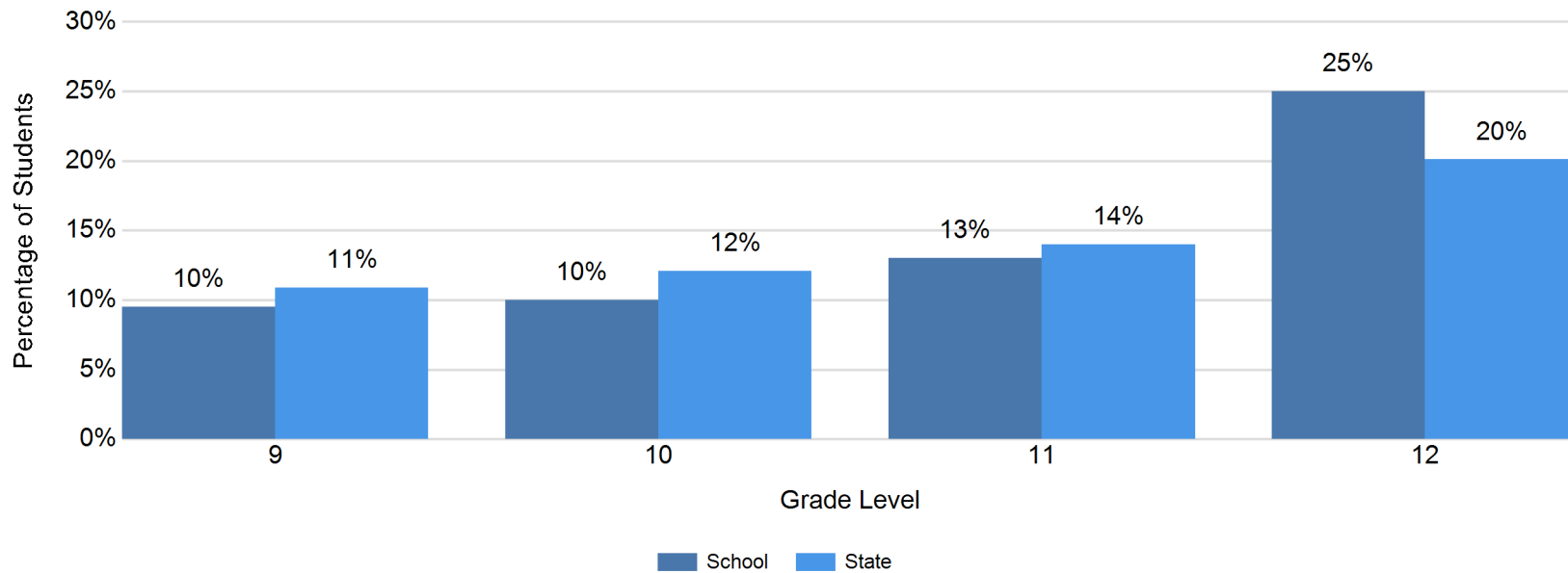


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Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





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School Day

This table shows the start and end times and length of school day for a typical student at this school. **Instructional time** is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher.

Category	School
Typical Start Time	7:30AM
Typical End Time	2:15PM
Length of School Day	6 Hrs 45 Mins
Full Time - Instructional Time	5 Hrs. 28 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	14
Vandalism	3
Weapons	0
Substances	26
Harassment, Intimidation, Bullying (HIB)	4
Total Unique Incidents	47
Incidents Per 100 Students Enrolled	2.35

Student Suspension Rate

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

Suspension Types	% of Students
In-School Suspensions	2.3%
Out-of-School Suspensions	6.7%
Any Suspension	9.0%

Student Expulsions

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

Category	Number of Students
Expulsions	0



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Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1:1	150.4 kbps	100 kbps	Yes	N	Fiber	N

Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district's schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts' [User Friendly Budgets](#), or the NJDOE Finance [District Report Search](#) of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$456	\$17,591	\$18,047



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

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

Teachers: All classroom teachers

Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

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

Teachers – Experience

This table shows information about experience for teachers assigned to this school and across the state.

Category	Teachers in School	Teachers in State
Total Number of teachers	193	120,724
Average years experience in public schools	11.1	11.8
Average years experience in district	10.9	10.5
Teachers in district for 4 or more years	76%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	45	9,506
Average years experience in public schools	14.9	15.9
Average years experience in district	12.3	11.6
Administrators in district for 4 or more years	71%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	10:1	10:1
Administrators	118:1	148:1
Librarian/Media Specialists		512:1
Nurses		554:1
Counselors		266:1
Child Study Team		196:1



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Teachers and Administrators - Level of Education

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

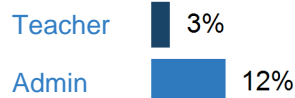
Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	91%	89%
2015-16 Administrators: Same district 2016-17	89%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	97%



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Accountability Indicator Scores and Summative Rating

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of comprehensive support. This table shows the indicator scores for each indicator included in the accountability system and the weights that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey’s accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	44.8	17.5%
Mathematics Proficiency	39.2	17.5%
Graduation - 4-Year	17.2	25.0%
Graduation - 5-Year	30.8	25.0%
Chronic Absenteeism	37.8	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		32.4
Summative Rating: Percentile rank of Summative Score		26.5
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No
Requires Comprehensive Support: 4-year Graduation Rate less than or equal to 67%		No

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

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



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Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	Graduation Rate - 4-Year	Graduation Rate - 5-Year	At Risk for Consistently Underperforming Student Group
Schoolwide	32.4	6.2	No	Met Target	Met Target†	Not Met	Not Met	Met Target	No
White	22.2	6.2	No	Met Target	Met Target†	Not Met	Met Target	Met Target	No
Hispanic	39.4	6.2	No	Met Target	Met Target†	Not Met	Not Met	Met Target	No
Black or African American	57.6	6.2	No	Met Target	Met Target†	Met Target	Not Met	Met Target	No
Asian, Native Hawaiian, or Pacific Islander	37.9	6.2	No	Met Target	Met Target	Met Target	Met Goal	Met Goal	No
American Indian or Alaska Native	**	**	No	**	**	**	N	N	No
Two or More Races	**	**	No	**	**	Met Target	**	**	No
Economically Disadvantaged Students	43.9	6.2	No	Met Target	Not Met	Not Met	Not Met	Met Target	No
Students with Disabilities	36.8	6.2	No	Met Target†	Not Met	Not Met	Met Target	Not Met	No
English Learners	54.2	6.2	No	N	Met Target†	Not Met	Not Met	Met Target	No

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† Target was met within a confidence interval.



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School General Info

Principal:	Mr. Moore	Email Address:	hmoore@westorangeschools.org
Address:	51 CONFORTI AVE WEST ORANGE, NJ 07052-2829	Website:	https://www.woboe.org/Domain/18
Phone:	(973)669-5301		

School Narrative

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

 <p>Highlights:</p>	<ul style="list-style-type: none"> • Students may enroll in the following special programs: Collegiate Institute (AVID), Health Services Career Academy. • Technology is integrated into daily instruction with all students using 1:1 personal Chromebooks. • Institute for Civic Empowerment, Institute for the Humanities, Air Force Jr. ROTC.
 <p>Mission, Vision, Theme:</p>	<p>WOHS, a vital part of a culturally and linguistically diverse community, challenges and encourages students to strive for excellence through rigorous and comprehensive programs to become active members of their community, and to emerge as lifelong learning. To this end, we are committed to superior classroom instruction, a safe and nurturing environment, and a partnership with family and community.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>WOHS offers 26 AP courses, 38 Honors courses, recognized with 41 AP Scholars, 19 AP Scholars with Honors, 31 AP Scholars with Distinction, 5 National AP Scholars. West Orange High School's Wind Ensemble received a Gold Rating in the Region Concert Band Festival. WOHS continues to have several acceptances to Ivy League Universities and mini-Ivies, as well as the top state universities and colleges in the nation.</p>







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 <p>Courses, Curriculum, Instruction:</p>	<p>Our program of study provides students rigorous and comprehensive programs that prepare them for college and career readiness through a variety of specialized institutes and academies, advanced coursework, academic supports, and programs in partnership with local colleges so that students have the opportunity to enter college with course credit through dual credit programs.</p>
 <p>Sports and Athletics:</p>	<p>Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Cross-Country (Co-ed), Football (Boys), Soccer (Boys & Girls), Softball (Girls), Tennis (Co-ed), Track and Field - Spring (Co-ed), Track and Field - Winter (Co-ed), Volleyball (Co-ed), Wrestling (Boys)</p> <p>WOHS Athletics program includes 26 Varsity Teams, 21 Junior Varsity Teams and 10 Freshman Teams. Individual honors included: In 2016 Football NJSFC League Champions, Girls Volleyball SEC League Champions, Cheerleading SEC League Champions. In 2017 Girls Basketball SEC League Champions, Girls Swimming SEC League Champions, Girls Swimming Essex County Champions, Cheerleading State Champions NJCDCA, Boys Tennis SEC League Champions.</p>
 <p>Clubs and Activities:</p>	<p>WOHS offers a variety of clubs of varying interests. 55 clubs and 12 honor societies enhance the program. Many clubs (Debate Team, Science Olympiad, Math Team, Chess Club) provide competition experiences for students.</p>
 <p>Before and After School Programs:</p>	<p>WOHS offers the following after school programs: SAT/ACT Bootcamp, Essex County College Courses offered to Juniors & Seniors, National Honor Society Tutoring.</p>







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 <p>Staff and Professional Learning:</p>	<p>Our staff engages in rich and collaborative professional learning opportunities across the content areas through professional learning communities, grade level meetings, collaborative planning, district professional development, and workshops. For the 2017-2018 school year, our professional learning priorities focus around the implementation of newly developed curriculum and using data to meet individual student needs.</p>
 <p>Student Supports and Services:</p>	<p>Students are provided with programs and services in accordance with each student's individual needs, program placement and/or IEP.</p>
 <p>Student Health and Wellness:</p>	<p>WOHS has implemented 10 minutes of fitness program across all grade levels during PE. Students complete a web based daily fit log that assists students with logging activity and fitness scores.</p>
 <p>Parent and Community Involvement:</p>	<p>WOHS provides numerous opportunities for parents to engage in learning about the WOHS and how they can best support their children. Opportunities included: Evenings when parents can be trained on Naviance which is a resource that WOHS uses to communicate with parent/guardians, PTA Meet the Administrators, Project Graduation.</p>