



Absegami High School
 (01-1790-040)
 Grades Offered: 09-12
 2018-2019

Report Key:
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 ** Accountability calculations require 20 or more students
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 † This indicates a table specific note,see note below table

How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:



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School Contact Information

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

Type	Contact Information
County	Atlantic
District	Greater Egg Harbor Regional High School District
Principal Name	Mr. Daniel Kern
Address	201 S WRANGLEBORO ROAD GALLOWAY, NJ 08205-9554
Phone Number	609-652-1372
Email Address	dkern@gehrhsd.net
Website	https://www.gehrhsd.net/Domain/8
Facebook	http://www.facebook.com/gamievents
Twitter	https://twitter.com/Absegami_Sports



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

Enrollment Trends by Grade

Enrollment Trends by Student Group

Enrollment by Racial and Ethnic Group

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

Grade	2016-17	2017-18	2018-19
9	317	290	271
10	307	302	282
11	319	290	287
12	337	321	293
Total	1,280	1,203	1,133

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

Student Group	2016-17	2017-18	2018-19
Female	48.4%	46.0%	46.6%
Male	51.6%	54.0%	53.4%
Economically Disadvantaged Students	43.8%	46.1%	45.0%
Students with Disabilities	17.4%	18.9%	19.6%
English Learners	1.3%	1.9%	1.6%
Homeless Students	1.3%	1.9%	1.1%
Students in Foster Care	0.5%	0.1%	0.1%
Military-Connected Students	0.9%	1.3%	1.0%
Migrant Students	0.0%	0.0%	0.0%

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	44.5%	42.6%	42.8%
Hispanic	20.9%	22.4%	20.7%
Black or African American	17.2%	16.3%	16.9%
Asian	15.3%	15.6%	16.8%
Native Hawaiian or Pacific Islander	0.4%	0.4%	0.4%
American Indian or Alaska Native	0.1%	0.2%	0.1%
Two or More Races	1.6%	2.6%	2.4%

Enrollment Trends by Full and Shared Time Status

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

Enrollment Status	2016-17	2017-18	2018-19
Full Time Students	1,280	1,203	1,133
Shared Time Students	0	0	0
Full Time Equivalent	1,280	1,203	1,133

Enrollment by Home Language

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

Home Language	% of Students
English	76.3%
Spanish	9.3%
Gujarati	5.3%
Chinese	1.5%
Vietnamese	1.5%
Other Languages	6.1%

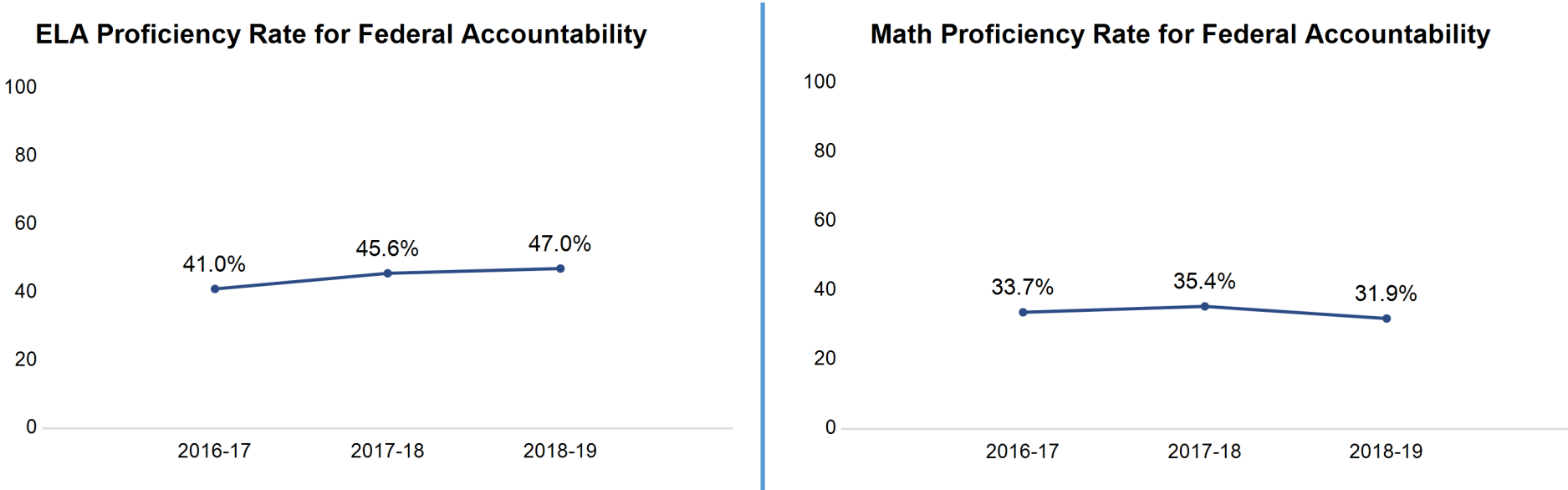


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English Language Arts and Mathematics Performance Trends

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



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	91.1%	99.1%	98.9%	91.7%	99.3%	99.3%
Proficiency Rate for Federal Accountability	41.0%	45.6%	47.0%	33.7%	35.4%	31.9%
Annual Target	52.4%	53.8%	55.3%	36.7%	39.0%	41.2%
Met Annual Target?	Not Met	Not Met	Not Met	Met Target†	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	515	98.9	47.0	48.3	57.9	47.0	55.3	Not Met
White	210	98.2	49.0	55.3	66.9	49.0	55.9	Not Met
Hispanic	112	100.0	30.4	35.8	43.9	30.4	47.2	Not Met
Black or African American	87	100.0	31.0	29.2	38.5	31.0	36	Met Target†
Asian, Native Hawaiian, or Pacific Islander	91	98.9	73.6	*	82.9	73.6	80	Met Target†
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	15	93.7	73.3	*	64.4	72.4	**	**
Female	240	99.2	57.9	60.6	64.8	57.9		
Male	275	98.6	37.5	37.7	51.3	37.5		
Economically Disadvantaged Students	234	99.2	36.3	35.1	40.0	36.3	44.6	Not Met
Non-Economically Disadvantaged Students	281	98.6	55.9	58.9	67.9	55.9		
Students with Disabilities	116	97.5	*	*	22.7	*	30.6	Not Met
Students without Disabilities	399	99.3	*	*	65.1	*		
English Learners	*	*	*	10.0	29.3	*	**	**
Non-English Learners	*	*	*	48.9	60.6	*		
Homeless Students	*	*	*	28.0	29.1	*		
Students In Foster Care	*	*	*	*	27.6	*		
Military-Connected Students	*	*	*	50.0	57.8	*		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

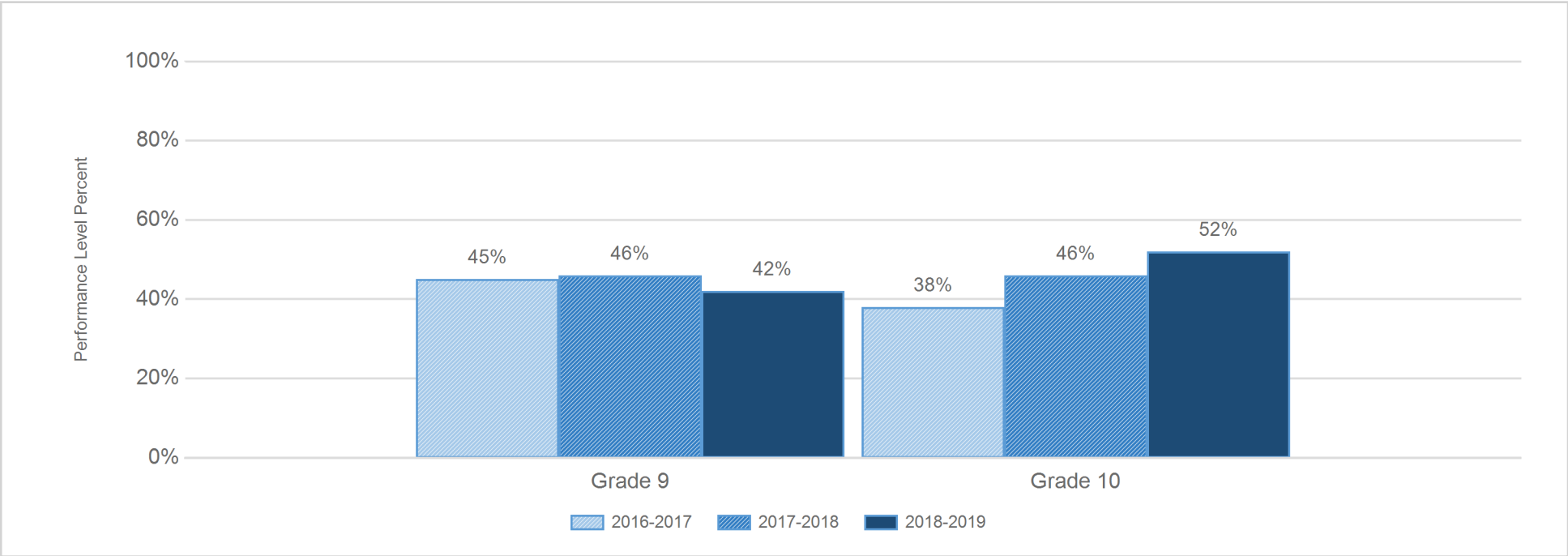


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English Language Arts Assessment - Performance Trends

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





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English Language Arts Assessment - Performance by Grade: Grade 9

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	257	741	743	753	12%	21%	25%	32%	9%	42%	56%
White	104	744	749	762	10%	21%	28%	31%	11%	41%	65%
Hispanic	52	727	734	737	21%	21%	35%	*	*	23%	40%
Black or African American	49	731	726	732	*	31%	27%	*	*	29%	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	764	783	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	*	754	N	N	N	N	N	N	57%
Two or More Races	*	*	*	761	*	*	*	*	*	*	63%
Female	127	750	752	760	8%	13%	26%	*	*	54%	63%
Male	130	732	735	746	17%	28%	25%	*	*	30%	49%
Economically Disadvantaged Students	113	733	731	734	16%	25%	26%	*	*	34%	36%
Non-Economically Disadvantaged Students	144	747	752	762	10%	17%	25%	*	*	48%	65%
Students with Disabilities	58	706	706	717	*	*	*	*	*	*	17%
Students without Disabilities	199	751	750	760	*	*	*	*	*	*	63%
English Learners	*	*	694	693	*	*	*	*	*	*	*
Non-English Learners	*	*	743	755	*	*	*	*	*	*	*
Homeless Students	*	*	714	720	*	*	*	*	*	*	21%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	22%
Military-Connected Students	*	*	*	755	*	*	*	*	*	*	56%
Migrant Students	N	N	N	715	N	N	N	N	N	N	23%



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English Language Arts Assessment - Performance by Grade: Grade 10

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	261	746	747	757	16%	13%	19%	39%	13%	52%	58%
White	106	754	756	767	11%	9%	22%	42%	16%	58%	67%
Hispanic	63	731	735	738	25%	21%	19%	*	*	35%	43%
Black or African American	37	723	727	733	27%	*	*	32%	0%	32%	38%
Asian, Native Hawaiian, or Pacific Islander	44	761	763	792	*	*	*	*	*	70%	84%
American Indian or Alaska Native	N	N	N	754	N	N	N	N	N	N	56%
Two or More Races	11	779	754	766	*	0%	*	*	*	91%	65%
Female	119	755	757	766	12%	11%	17%	41%	19%	61%	66%
Male	142	739	737	749	20%	15%	20%	37%	8%	45%	51%
Economically Disadvantaged Students	121	734	733	735	21%	17%	22%	*	*	40%	40%
Non-Economically Disadvantaged Students	140	757	758	767	11%	10%	16%	*	*	63%	67%
Students with Disabilities	51	700	701	711	53%	24%	*	*	*	10%	19%
Students without Disabilities	210	757	755	765	7%	10%	*	*	*	62%	65%
English Learners	*	*	*	687	*	*	*	*	*	*	*
Non-English Learners	*	*	*	760	*	*	*	*	*	*	*
Homeless Students	*	*	745	723	*	*	*	*	*	*	32%
Students in Foster Care	*	*	*	710	*	*	*	*	*	*	22%
Military-Connected Students	*	*	*	754	*	*	*	*	*	*	56%
Migrant Students	N	N	N	710	N	N	N	N	N	N	10%



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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	518	99.3	31.9	29.6	44.5	31.9	41.2	Not Met
White	210	98.6	35.2	35.5	54.1	35.2	44.6	Not Met
Hispanic	111	100.0	22.5	22.0	28.8	22.5	32.9	Not Met
Black or African American	92	100.0	15.2	*	23.0	15.2	28.1	Not Met
Asian, Native Hawaiian, or Pacific Islander	90	100.0	47.8	*	76.5	47.8	58	Not Met
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	15	93.7	60.0	*	53.3	59.2	**	**
Female	238	99.2	33.6	31.7	44.9	33.6		
Male	280	99.3	30.4	27.9	44.2	30.4		
Economically Disadvantaged Students	244	100.0	25.4	22.5	26.3	25.4	32	Not Met
Non-Economically Disadvantaged Students	274	98.6	37.6	35.7	54.9	37.6		
Students with Disabilities	119	98.4	*	*	17.4	*	19.6	Not Met
Students without Disabilities	399	99.5	*	*	50.0	*		
English Learners	12	100.0	25.0	21.7	25.0	25.0	**	**
Non-English Learners	506	99.2	32.0	29.8	46.5	32.0		
Homeless Students	*	*	*	12.0	17.1	*		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	*	*	*	28.6	46.4	*		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

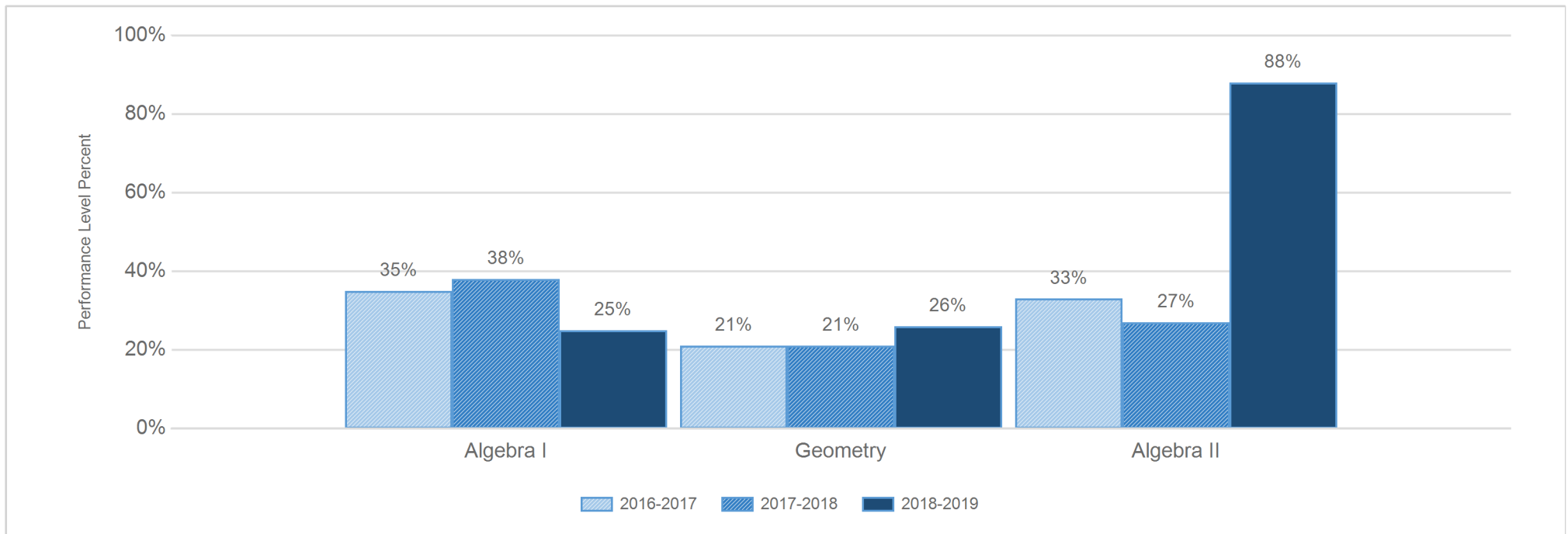


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Mathematics Assessment – Performance Trends

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



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



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Mathematics Assessment - Performance by Test: Algebra I

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

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	296	730	731	744	13%	29%	34%	*	*	25%	42%
White	107	734	737	752	*	30%	35%	*	*	29%	53%
Hispanic	74	729	729	728	*	36%	32%	*	*	22%	24%
Black or African American	70	724	723	725	21%	24%	39%	16%	0%	16%	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	738	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	*	744	N	N	N	N	N	N	42%
Two or More Races	*	*	*	752	*	*	*	*	*	*	51%
Female	138	732	733	745	11%	25%	38%	*	*	27%	44%
Male	158	728	730	743	14%	32%	31%	*	*	23%	41%
Economically Disadvantaged Students	157	729	729	727	13%	31%	34%	*	*	22%	23%
Non-Economically Disadvantaged Students	139	731	734	752	12%	26%	35%	*	*	27%	52%
Students with Disabilities	67	712	710	717	*	*	*	*	*	*	12%
Students without Disabilities	229	735	736	748	*	*	*	*	*	*	47%
English Learners	11	720	715	710	*	*	*	*	*	18%	*
Non-English Learners	285	731	732	745	*	*	*	*	*	25%	*
Homeless Students	*	*	718	718	*	*	*	*	*	*	14%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	11%
Military-Connected Students	*	*	*	744	*	*	*	*	*	*	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%



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Mathematics Assessment - Performance by Test: Geometry

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

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	168	734	733	737	10%	20%	44%	*	*	26%	35%
White	75	735	736	743	*	*	45%	27%	0%	27%	43%
Hispanic	34	724	726	724	*	*	41%	*	*	18%	17%
Black or African American	*	*	*	720	*	*	*	*	*	*	14%
Asian, Native Hawaiian, or Pacific Islander	35	742	744	762	*	*	37%	*	*	43%	70%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	37%
Two or More Races	*	*	724	745	*	*	*	*	*	*	46%
Female	83	739	738	738	*	*	51%	*	*	30%	36%
Male	85	728	727	736	*	*	38%	*	*	22%	34%
Economically Disadvantaged Students	71	725	721	722	*	24%	41%	*	*	18%	16%
Non-Economically Disadvantaged Students	97	740	740	743	*	16%	46%	*	*	32%	43%
Students with Disabilities	44	707	708	712	*	*	*	*	*	*	*
Students without Disabilities	124	743	742	741	*	*	*	*	*	*	*
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	168	734	733	738	10%	20%	44%	*	*	26%	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	*
Students in Foster Care	*	*	*	713	*	*	*	*	*	*	*
Military-Connected Students	*	*	*	739	*	*	*	*	*	*	35%
Migrant Students	N	N	N	711	N	N	N	N	N	N	19%



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Mathematics Assessment - Performance by Test: Algebra II

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

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	58	775	756	755	*	0%	*	*	*	88%	58%
White	28	776	753	758	0%	0%	*	*	*	82%	62%
Hispanic	*	*	752	731	*	*	*	*	*	*	34%
Black or African American	*	*	742	725	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	15	783	779	777	0%	0%	0%	*	*	100%	80%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	55%
Two or More Races	*	*	766	761	*	*	*	*	*	*	65%
Female	23	769	750	752	*	0%	*	*	*	83%	55%
Male	35	779	764	758	*	0%	*	*	*	91%	62%
Economically Disadvantaged Students	17	766	751	729	*	0%	*	*	*	88%	32%
Non-Economically Disadvantaged Students	41	778	758	761	*	0%	*	*	*	88%	65%
Students with Disabilities	*	*	*	715	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	756	*	*	*	*	*	*	60%
English Learners	N	N	*	696	N	N	N	N	N	N	11%
Non-English Learners	58	775	*	755	*	0%	*	*	*	88%	59%
Homeless Students	*	*	*	717	*	*	*	*	*	*	23%
Students in Foster Care	N	N	N	715	N	N	N	N	N	N	14%
Military-Connected Students	N	N	*	742	N	N	N	N	N	N	39%
Migrant Students	N	N	N	*	N	N	N	N	N	N	*



Absegami High School
(01-1790-040)
Grades Offered: 09-12
2018-2019

Report Key:

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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	27.3%	**	**

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	14	85.7%	14.3%
3-4	*	*	*
5 or more	N	N	N



Absegami High School
(01-1790-040)
Grades Offered: 09-12
2018-2019

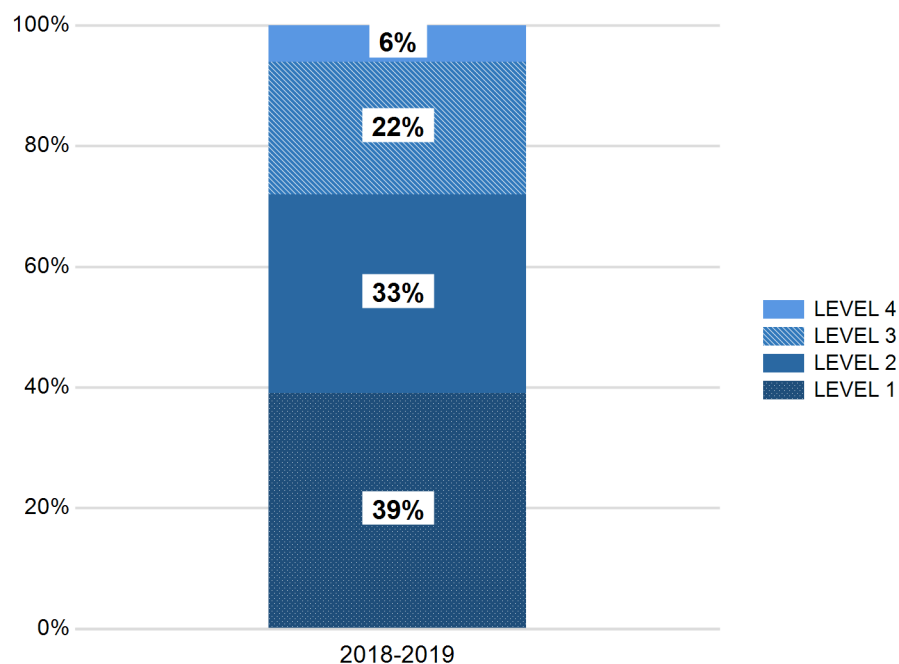
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a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

NJSLA Science Assessment: Grade 11 Summary

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



NJSLA Science Assessment: Grade 11

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	39	33	22	6
White	33	35	26	6
Hispanic	49	37	10	4
Black or African American	53	35	12	0
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	37	34	23	6
Male	40	33	21	6
Economically Disadvantaged Students	49	31	14	6
Non-Economically Disadvantaged Students	31	35	28	6
Students with Disabilities	75	17	8	0
Students without Disabilities	33	36	24	7
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	*	*	*	*
Migrant Students	N	N	N	N



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

PSAT, SAT, & ACT - Participation

This table shows information about participation on the PSAT, SAT, and ACT exams. PSAT participation is the percentage of 10th and 11th graders that took the PSAT 10 or PSAT NMSQT exam in 2018-19. SAT and ACT participation rates show the percentage of 12th graders that have taken the SAT or ACT this year or in prior years.

Participation Type	School Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2018-19	97.7%	84.5%
12th graders taking SAT in 2018-19 or prior years	72.7%	72.1%
12th graders taking ACT in 2018-19 or prior years	6.1%	19.6%

PSAT, SAT, & ACT - Performance

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

Participation Type	School Average Score	State Average Score	College Readiness Benchmarks	School - Students Scores at or above Benchmark	State - Students Scores at or above Benchmark
PSAT 10/NMSQT - Reading and Writing	455	476	Grade 10: 430 Grade 11: 460	55%	61%
PSAT 10/NMSQT - Math	459	477	Grade 10: 480 Grade 11: 510	35%	43%
SAT - Reading and Writing	533	539	480	74%	70%
SAT - Math	540	541	530	53%	53%
ACT - Reading	21	25	22	50%	66%
ACT - English	21	24	18	61%	81%
ACT - Math	22	24	22	50%	65%
ACT - Science	22	24	23	44%	57%



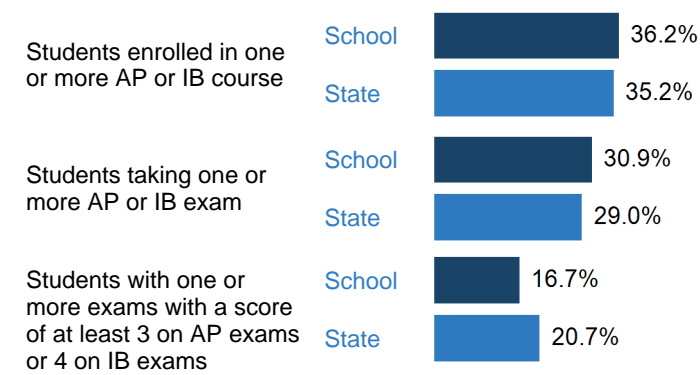
Absegami High School
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International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

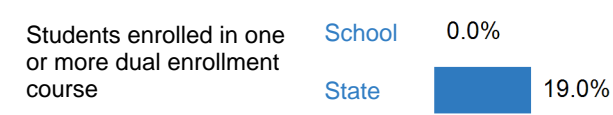
AP/IB Coursework – Participation and Performance

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



Dual Enrollment Coursework - Participation

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



AP/ IB Courses Offered

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

AP/IB Course	Students Enrolled	Students Tested
AP Biology	14	14
AP Calculus AB	18	15
AP Calculus BC	7	9
AP Chemistry	14	14
AP Computer Science A	85	69
AP Computer Science Principles	0	25
AP English Language and Composition	50	45
AP English Literature and Composition	67	52
AP Environmental Science	16	12
AP European History	9	5
AP Macroeconomics	11	8
AP Physics 1	31	29
AP Physics C	1	0
AP Psychology	46	39
AP Spanish Language	36	33
AP Statistics	6	6



Absegami High School

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2018-2019

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AP/IB Course	Students Enrolled	Students Tested
AP U.S. Government and Politics	18	10
AP U.S. History	26	26
Total Exams taken		411
Exams with scores of at least 3 on AP exams or 4 on IB exams		221



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(01-1790-040)
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2018-2019

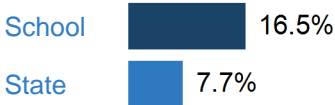
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This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education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

Career and Technical Education Participation

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

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



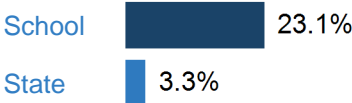
CTE Concentrators (completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

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

Structured Learning Experiences





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(01-1790-040)
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Career and Technical Education Participation by Student Group

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

Student Group	School: % CTE Participants	School: % CTE Concentrators	State: % CTE Participants	State: % CTE Concentrators
Schoolwide	16.5%	9.0%	7.7%	10.3%
White	14.0%	11.1%	6.1%	9.6%
Hispanic	20.9%	6.0%	10.3%	11.3%
Black or African American	20.4%	12.0%	9.0%	11.2%
Asian, Native Hawaiian, or Pacific Islander	13.9%	*	5.8%	9.3%
American Indian or Alaska Native	*	*	10.3%	12.7%
Two or More Races	*	*	6.8%	12.1%
Female	17.8%	9.5%	7.3%	10.6%
Male	15.4%	8.6%	8.0%	10.1%
Economically Disadvantaged Students	19.4%	7.1%	10.4%	11.8%
Students with Disabilities	26.6%	7.7%	6.6%	9.2%
English Learners	*	0.0%	8.7%	3.2%
Homeless Students	*	*	8.1%	6.6%
Students In Foster Care	*	*	6.4%	5.0%
Military-Connected Students	*	*	9.7%	13.3%
Migrant Students	N	N	10.4%	*



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Industry-Valued Credentials

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

Students Earning Industry-Valued Credentials



Industry-Valued Credentials by Career Cluster

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

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total credentials earned
Hospitality & Tourism	192		
Law, Public Safety, Corrections & Security	97		
Total (All Clusters)	289	0	0



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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	231	61	14	0	1	0	47
10	37	197	50	8	0	1	11
11	4	37	177	51	13	6	33
12	0	5	27	30	58	126	32
Total	272	300	268	89	72	133	123
Enrolled in AP/IB Course					25	6	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0

Science - Course Participation

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

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	2	3	1	2	284	9
10	7	241	29	10	19	6
11	172	133	4	16	8	19
12	25	39	2	52	29	120
Total	206	416	36	80	340	154
Enrolled in AP/IB Course	14	14		16	32	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0



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Social Studies and History - Course Participation

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

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	287	5	0	0	0	1
10	15	281	2	9	0	2
11	6	302	4	41	0	11
12	2	30	5	84	0	63
Total	310	618	11	134	0	77
Enrolled in AP/IB Course	0	26	11	46		27
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	143	42	0	13	17	0	0
10	191	36	0	20	16	0	0
11	108	22	0	19	17	0	0
12	46	3	0	13	11	0	0
Total	488	103	0	65	61	0	0
Enrolled in AP/IB Course	36	0	0	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	116	15	0	0	17	0	0



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

Computer Science and Information Technology – Course Participation

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

Grade	Computer Programming	Computing Systems	Other Computer Science	Networking	Information Systems	Other IT
9	25	0	0	0	0	0
10	12	0	0	0	0	0
11	32	0	2	0	0	0
12	58	0	2	0	0	0
Total	127	0	4	0	0	0
Enrolled in AP/IB Course	85		0			0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0



Absegami High School

(01-1790-040)

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2018-2019

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Seal of Biliteracy

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

Language	Students Earning a Seal of Biliteracy
Total	0



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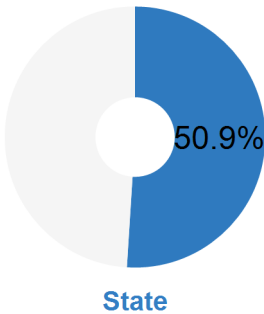
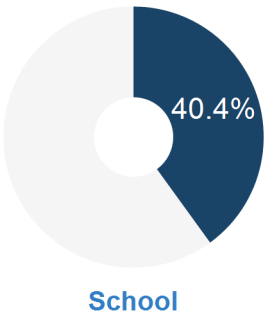
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Visual and Performing Arts – Course Participation

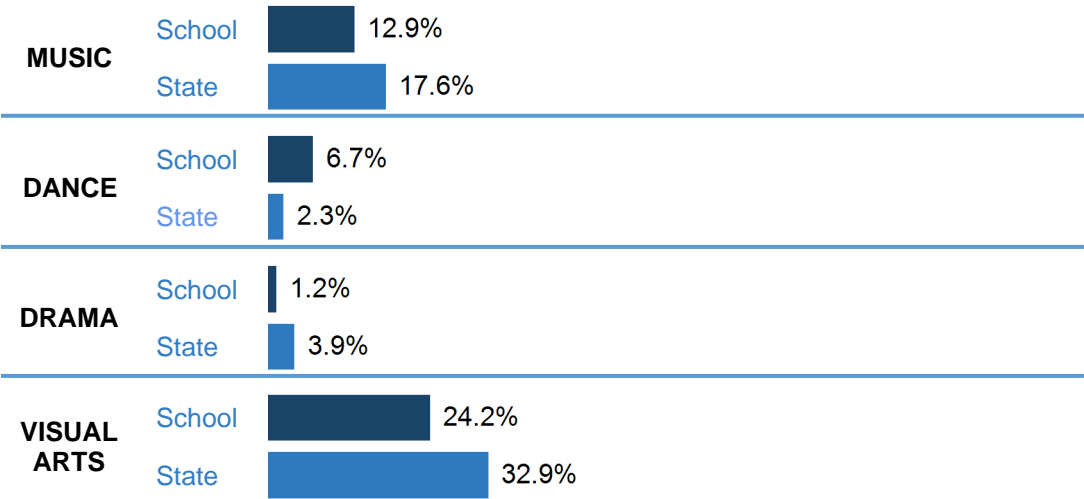
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 9-12:

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



Students enrolled in one or more classes by discipline:





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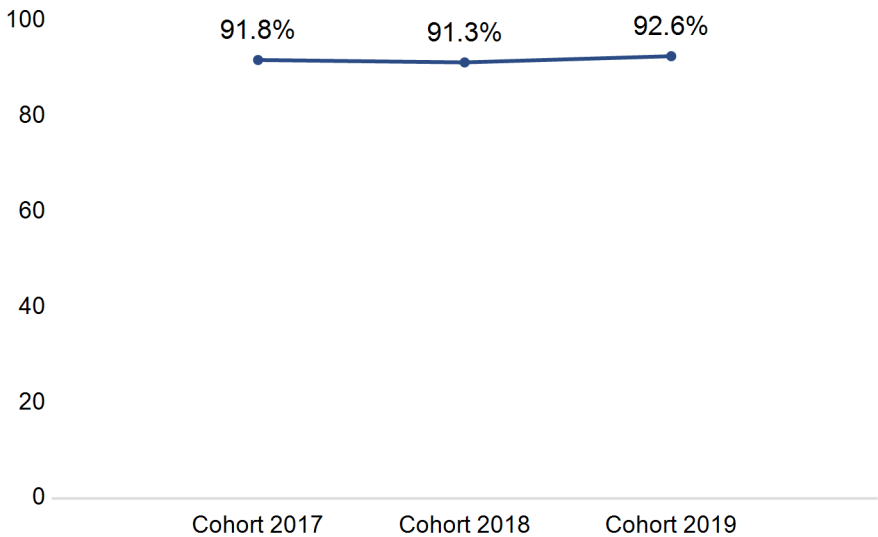
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Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the [NJDOE Graduation Rate page](#).

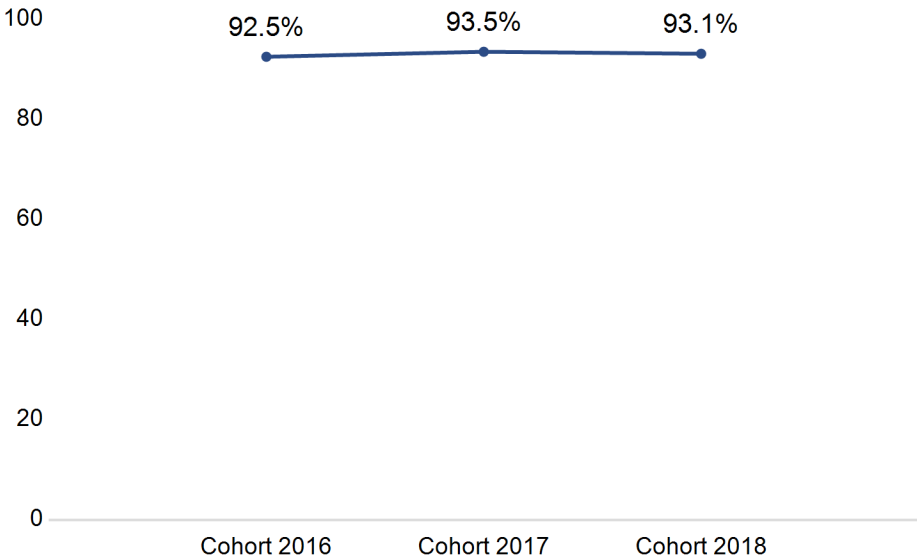
Graduation Rate Trends and Progress

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

4-Year Graduation Rate Trends



5-Year Graduation Rate Trends



Performance Measure	Cohort 2017 4-Year Rate	Cohort 2018 4-Year Rate	Cohort 2019 4-Year Rate	Cohort 2016 5-Year Rate	Cohort 2017 5-Year Rate	Cohort 2018 5-Year Rate
Graduation Rate	91.8%	91.3%	92.6%	92.5%	93.5%	93.1%
Annual Target	90.8%	91.0%		93.6%	93.7%	
Met Annual Target?	Met Target	Met Target		Not Met	Not Met	
Statewide Graduation Rate	90.5%	90.9%	90.6%	91.8%	92.4%	92.5%



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Graduation Rates

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

Student Group	School - Class of 2019: 4 Year Rate	State - Class of 2019: 4 Year Rate	School - Class of 2018: 5 Year Rate	State - Class of 2018: 5 Year Rate	Class of 2018: 4 Year Rate	Class of 2018: 4 Year Target	Class of 2018: Met Target	Class of 2017: 5 Year Rate	Class of 2017: 5 Year Target	Class of 2017: Met Target
Schoolwide	92.6%	90.6%	93.1%	92.5%	91.3%	91.0%	Met Target	93.5%	93.7%	Not Met
White	93.4%	94.9%	91.4%	95.9%	89.3%	92.0%	Not Met	92.7%	95.0%	Not Met
Hispanic	91.0%	84.5%	93.0%	87.3%	94.1%	89.4%	Met Target	91.2%	86.1%	Met Target
Black or African American	85.4%	83.3%	91.2%	87.1%	84.5%	83.4%	Met Target	92.9%	90.0%	Met Target
Asian, Native Hawaiian or Pacific Islander	98.3%	96.9%	*	97.8%	*	N	Met Goal	98.3%	N	Met Goal
American Indian or Alaska Native	*	92.2%	N	88.9%	N	N	N	*	**	**
Two or More Races	*	91.4%	*	94.2%	*	**	**	*	**	**
Female	97.1%	92.8%	92.9%	94.4%	92.2%			92.6%		
Male	89.1%	88.5%	93.3%	90.8%	90.5%			94.6%		
Economically Disadvantaged Students	91.0%	84.0%	91.2%	87.3%	89.5%	89.6%	Not Met	91.7%	89.6%	Met Target
Students with Disabilities	81.0%	79.2%	84.9%	83.8%	77.0%	89.6%	Not Met	89.5%	89.2%	Met Target
English Learners	*	75.4%	*	80.1%	*	**	**	*	**	**
Homeless Students	*	74.6%	*	78.3%	*			N		
Students in Foster Care	*	57.6%	*	82.5%	*			*		
Migrant Students	N	83.3%	N	85.0%	N			N		



Absegami High School
 (01-1790-040)
 Grades Offered: 09-12
 2018-2019

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Graduation Pathways

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

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
Statewide Assessment	69.0%	71.8%
Substitute Competency Test	24.4%	17.8%
Portfolio Appeals Process	0.7%	1.7%
Alternate Requirements specified in IEP	5.9%	8.7%
Unknown	0.0%	0.0%

Dropout Rate Trends

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

School Year	School Rate	State Rate
2018-2019	1.7%	1.2%
2017-2018	1.5%	1.2%
2016-2017	0.5%	1.1%



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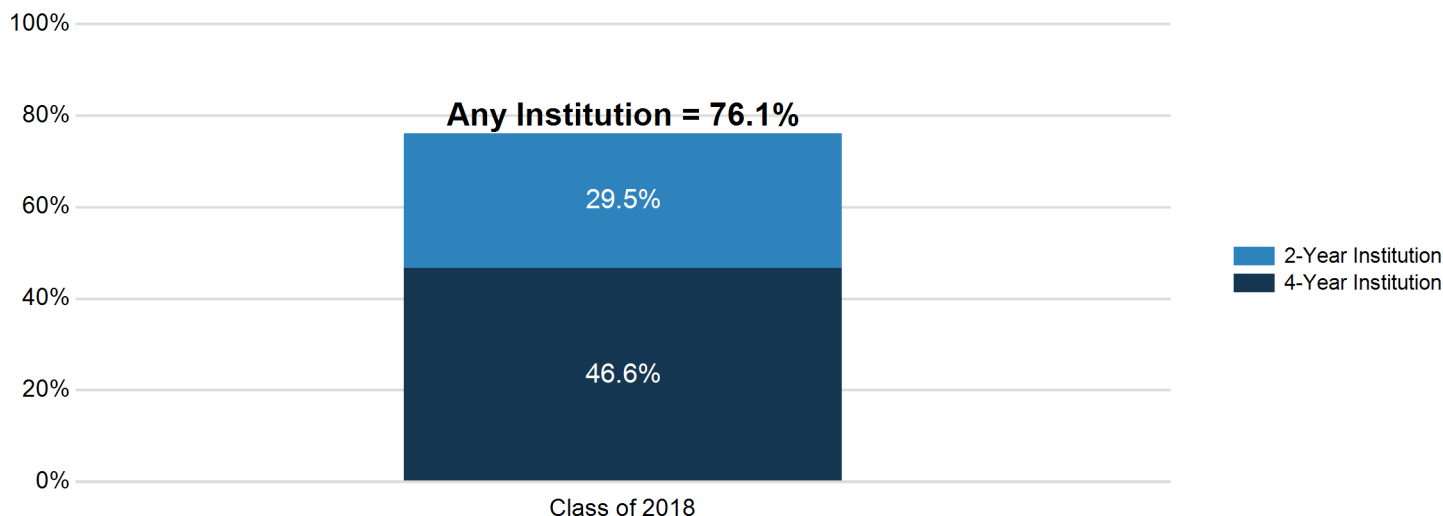
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Information about students enrolling in colleges and universities after graduation is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

Postsecondary Enrollment Rate Summary

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

Postsecondary Enrollment 16 months after Graduation



Performance Measure	Class of 2018
% Enrolled in 2-Year Institution	29.5%
% Enrolled in 4-Year Institution	46.6%
% Enrolled in Any Postsecondary Institution	76.1%



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Postsecondary Enrollment Rates: Fall

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	72%	28.7%	71.3%
Schoolwide	70.8%	39.2%	60.8%
White	72.7%	33.3%	66.7%
Hispanic	60.7%	51.4%	48.6%
Black or African American	52.6%	70%	30%
Asian, Native Hawaiian, or Pacific Islander	88.1%	28.8%	71.2%
American Indian or Alaska Native	*	*	*
Two or More Races	*	*	*
Economically Disadvantaged	70.7%	41.4%	58.6%
Students with Disabilities	50.9%	64.3%	35.7%
English Learners	*	*	*

Postsecondary Enrollment Rates: 16 month

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	77.8%	30.9%	69.1%	72.9%	27.1%	65.5%	34.5%
Schoolwide	76.1%	38.8%	61.2%	82.4%	17.6%	77.6%	22.4%
White	73.1%	38.8%	61.2%	77.6%	22.4%	72.4%	27.6%
Hispanic	76.8%	42.9%	57.1%	82.5%	17.5%	77.8%	22.2%
Black or African American	63.5%	54.5%	45.5%	84.8%	15.2%	81.8%	18.2%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	*	*	*
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged	70.3%	41.3%	58.7%	81.7%	18.3%	79.8%	20.2%
Students with Disabilities	53.8%	71.4%	28.6%	94.3%	5.7%	85.7%	14.3%
English Learners	*	*	*	*	*	*	*



Absegeami High School

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

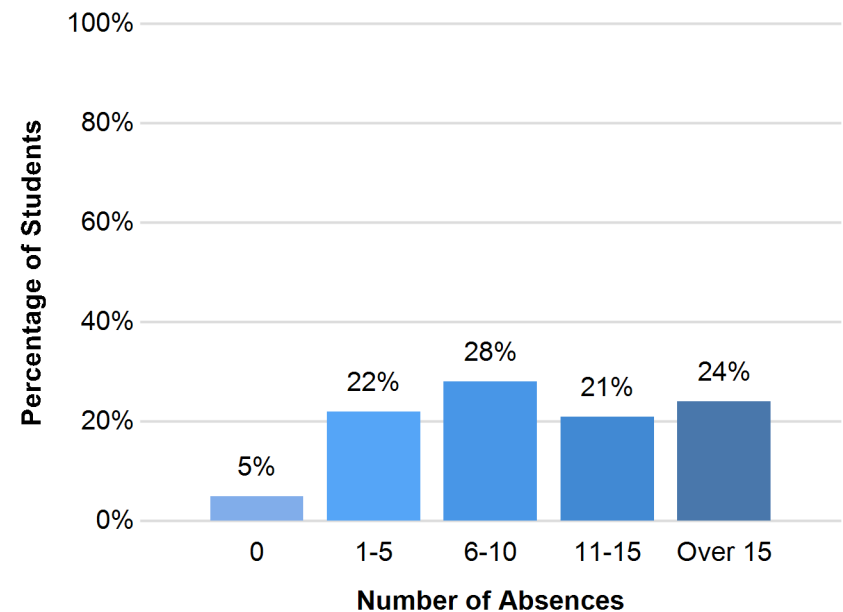
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	203	17.5	14.2	Not Met
White	99	19.9	14.2	Not Met
Hispanic	51	20.9	14.2	Not Met
Black or African American	35	17.9	14.2	Not Met
Asian, Native Hawaiian, or Pacific	15	7.6	14.2	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	14.2	Met
Female	87	16.3		
Male	116	18.5		
Economically Disadvantaged Students	105	20.3	14.2	Not Met
Students with Disabilities	57	22.4	14.2	Not Met
English Learners	1	5.6	**	**
Homeless Students	5	45.5		
Students in Foster Care	*	*		
Military-Connected Students	5	45.5		
Migrant Students	N	N		

Days Absent

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





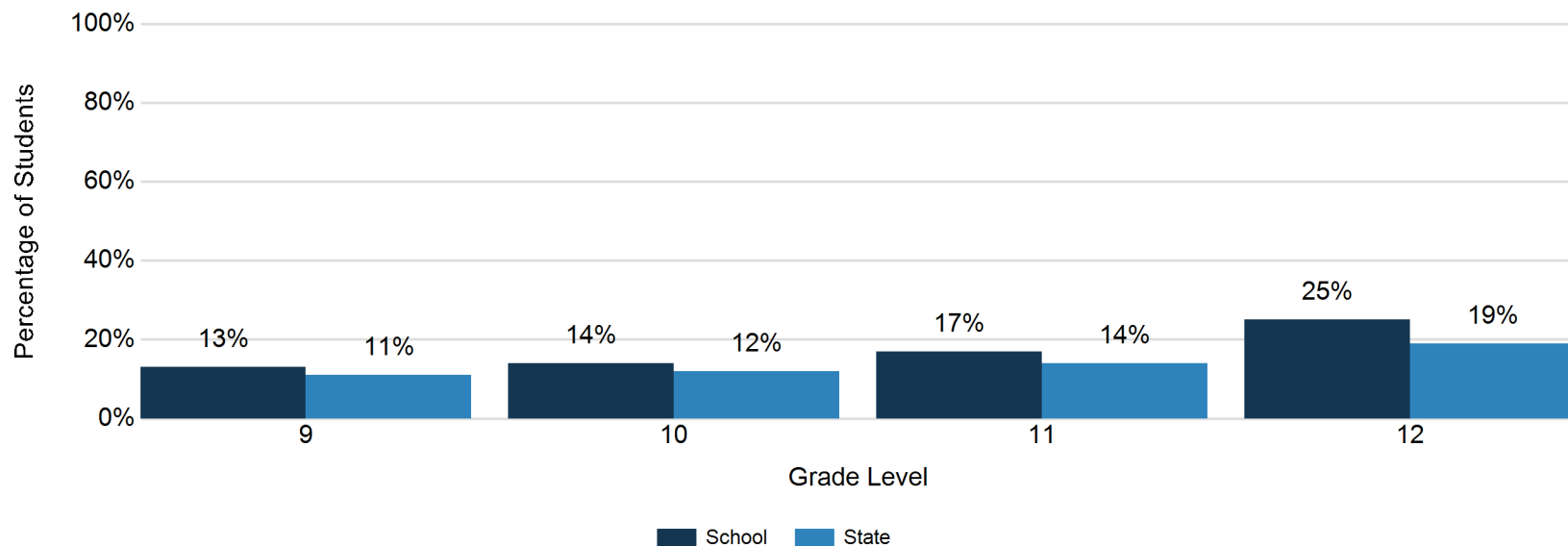
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Chronic Absenteeism by Grade

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





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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	21
Weapons	1
Vandalism	1
Substances	38
Harassment, Intimidation, Bullying (HIB)	10
Total Unique Incidents	71
Incidents Per 100 Students Enrolled	6.27

Police Notifications

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

Incident Type	Incidents Reported to Police
Violence	13
Weapons	1
Vandalism	1
Substances	36
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	8



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Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	1	1
Religion	0	0	0
Ancestry	1	0	1
Gender	0	5	5
Sexual Orientation	1	3	4
Disability	0	0	0
Other	1	1	2
No Identified Nature	3		3

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students	School Days Missed due to Out-of-School Suspensions
In-School Suspensions	139	12.3%	1384
Out-of-School Suspensions	158	13.9%	
Any Suspension	237	20.9%	
Removal to other education program	*	*	
Expulsion	0	0.0%	
Arrest	*	*	



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School Day

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

Category	School
Typical Start Time	7:45 AM
Typical End Time	2:30 PM
Length of School Day	6 Hrs 45 Mins
Full Time - Instructional Time	5 Hrs 53 Mins
Shared Time - Instructional Time	5 Hrs. 53 Mins.

Device Ratios

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

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



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Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	104	118,214
Average years experience in public schools	16.1	12.1
Average years experience in district	14.7	10.8
Percentage of Teachers with 4 or more years experience in the district	89.4%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	30	9,530
Average years experience in public schools	16.4	16.0
Average years experience in district	14.1	12.0
Percentage of Administrators with 4 or more years experience in the district	93.3%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	11:1	11:1
Students to Administrators	126:1	102:1
Teachers to Administrators	12:1	9:1
Students to Librarians/Media Specialists		1527:1
Students to Nurses		1018:1
Students to Counselors		235:1
Students to Child Study Team Members		382:1



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Teachers and Administrators– Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	46.6%	55.8%	44.4%	48.4%	77.1%	54.9%
Male	53.4%	44.2%	55.6%	51.6%	22.9%	45.1%
White	42.8%	96.2%	100.0%	42.4%	83.6%	77.4%
Hispanic	20.7%	2.9%	0.0%	29.9%	7.3%	7.2%
Black or African American	16.9%	1.0%	0.0%	15.0%	6.6%	13.9%
Asian	16.8%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.1%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.4%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	2.4%	0.0%	0.0%	2.1%	0.2%	0.2%



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Teachers and Administrators - Level of Education

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

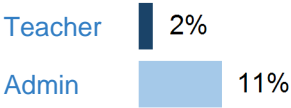
Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	92.6%	90.5%
2017-18 Administrators: Same district 2018-19	96.7%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	96.5%



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Per-Pupil Expenditures by Source

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

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

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

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

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



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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).

Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.

Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less

Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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

ESSA Accountability Status

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

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

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



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ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	41.0%	45.6%	47.0%
Math Proficiency	33.7%	35.4%	31.9%
ELA Growth	N	N	N
Math Growth	N	N	N
4-Year Graduation Rate†	91.8%	91.3%	92.6%
5-Year Graduation Rate†	92.5%	93.5%	93.1%
Progress toward English Language Proficiency		66.7%	27.3%
Chronic Absenteeism	21.8%	17.7%	17.5%

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



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Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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

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

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

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



Absegami High School
(01-1790-040)
Grades Offered: 09-12
2018-2019

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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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






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School Narrative

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

 <p>Highlights:</p>	<ul style="list-style-type: none"> The Greater Egg Harbor Regional High School District offers six Magnet Programs, two on each of our campuses. Absegami High School offers Homeland Security and Computer Science. With our Early College program, students have the opportunity to receive a High School Diploma and Associates Degree in General Studies. In addition, we offer over forty dual credit college courses. Universal Free Breakfast for all students, EVERYDAY. We provide Free PSAT Exams to sophomores and juniors and free SAT Exams to all Juniors.
 <p>Mission, Vision, Theme:</p>	<p>All Greater Egg Harbor Regional High School District staff are dedicated to helping our students experience success socially and academically. We seek to create a positive and nurturing environment in which all students can learn, grow and contribute.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>During the 2018-2019 school year, students participated in 411 AP Exams and 51% were eligible to receive college credit. College Board awarded 49 students with Advanced Placement Honors for outstanding scores. We received grant awards from AtlantiCare Sustained Gardens and NJDOH Sustainable Jersey for Schools. Absegami students designed and held STEM workshops for K-8 students on three different occasions throughout Galloway Township and began a monthly STEM outreach to the Boys and Girls Club of Atlantic City. Our Forensics Teams consistently place in the top 3 in local and state competitions. The Computer Science students entered the Girls Go CyberStart Competition and were nationally ranked in the Top 10. Absegami is proud of our Cape Atlantic League, WJFL & NJSIAA All Stars, and NJSIAA Sportsmanship Awards. Our local community awards include Old Grad, NFF, and All South Jersey for Soccer / Track and NAWGS Absegami students won All South Jersey, All State and 1 student won All State</p>






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 <div>Courses, Curriculum, Instruction:</div>	<p>Our Curriculum and Instruction Program supports and empowers all students to learn and achieve personal excellence, regardless of their individual circumstances. Our program selection boasts of high quality core courses along with an ample selection of learning opportunities to promote sustainability, citizenship, creativity, enterprise and innovation. Project Lead the Way is one of our nationally recognized and certified STEM providers that supports curriculum in the Engineering, Computer Science and Network Technology, and Biomedical Magnet Programs. Students have the opportunity to earn college credits while participating in select courses with dual credit agreements to area Universities and Community Colleges. We offer high quality education in Visual and Performing Arts to enhance academic achievement, social and emotional development, civic engagement, and teamwork through the mediums of visual arts, theater arts, music, and dance.</p>
 <div>Sports and Athletics:</div>	<p>Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Coed), Cheerleading (Coed), Cross Country (Boys & Girls), Diving (Coed), Field Hockey (Girls), Football (Boys), Golf (Coed), Lacrosse (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Wrestling (Boys)</p> <p>Athletically we are proud of our Cape Atlantic League, WJFL & NJSIAA All Stars; as well as local community awards i.e. Old Grad, NFF, All South Jersey for Soccer / Track and NAWGS awards. Our school was awarded the NJSIAA Sportsmanship Award. We began an annual ceremony to recognize all seniors who will go on to play athletics in college. Girl's Volleyball won the Conference Title; Boy's Crew placed 2nd at Stotesbury Regatta in PA. We currently have a graduate playing in the NFL.</p>
 <div>Clubs and Activities:</div>	<p>We offer over 40 different clubs and activities for our students and an additional 20 athletic teams at three levels. Many clubs compete regionally and across the state with great success. Our award winning Music and Performing Arts programs include Dance, Choir, Band, Marching Band, Drama and Musical Productions. If we can't meet a student's interest, we will consider adding it to our already impressive list.</p>






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 <p>Before and After School Programs:</p>	<p>Absegami High School is the host of Gami Afterhours. Our program provides after school tutoring in Math and English and includes a joint partnership with our police department where our students have the opportunity to interact with officers through sports and games while discussing trending topics affecting the community. The program is open to all students in grade levels 9-12.</p>
 <p>Staff and Professional Learning:</p>	<p>Learning is at the heart of all we do in the GEHRHSD. To help ensure teaching and learning occur at the highest levels, our educators engage in a cycle of continuous learning that includes use of data to determine student and educator learning needs, identification of shared goals for student and educator learning, professional learning to extend educators' knowledge of content, content-specific pedagogy, how students learn, and management of classroom environments. This year, we continue to focus on aligning professional learning and support to the New Jersey Student Learning Standards, the (NGSS), and English Language Learner Frameworks, including the Literacy Standards for Science, History/Social Studies and the Technical Subjects—in all content areas. In addition, we continue to focus on refining and creating new courses and pathways in the Career Technical Subjects (CTE) as well as working with our post-secondary partners including local colleges and universities to ensure our st</p>
 <p>Postsecondary Information:</p>	<p>The class of 2019 includes 292 students and 262 (74%) are attending a two or four year college/ university. To assist our students in meeting post-secondary goals, Absegami works with each student throughout their high school years to develop an appropriate pathway for student application, submission, acceptance and transition to postsecondary college and careers. We host FAFSA Night and College Admissions Night workshops for parents and students to provide assistance with forms and applications. Absegami provides fee waivers for students to take the SAT and ACT. We are a school based testing center for students who test with accommodations. We provide sophomores with free PSAT and juniors with free SAT during the school day. Our students are well prepared and some attend Ivy League schools such as Harvard, Penn, Yale, and Princeton while others attend public and private schools and career oriented institutions such as Pennco Tech, Devry, and Williamson School for the trades.</p>






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 <p>Student Supports and Services:</p>	<p>Learning is fostered through the development of skills that enable students to function effectively in a changing society. Instruction is developed on the firm belief that every student can learn. Our district offers academic enrichment courses and after school supports for struggling learners. Students with disabilities are enrolled in courses based on their Individualized Education Program (IEP). All courses follow the General Education College Prep Curriculum with use of modifications and adaptations on an individual basis. English Language Learners rapidly progress in English language acquisition through highly structured course delivered by a caring and committed staff of educators. Counselors work collaboratively to support the learning process and promote academic achievement and social wellbeing with consideration of student ability and learning style. Counselors regularly monitor students' courses and accumulation of credits to ensure they are meeting graduation requirements.</p>
 <p>Student Health and Wellness:</p>	<p>Greater Egg Harbor Regional understands the importance of physical and mental health and wellness. Our students receive a Health and Wellness curriculum that includes Goal Specific Fitness, Movement for a Healthy Lifestyle and Sports Medicine. Our district works in collaboration with local agencies to provide a comprehensive system of support. We have been proactive in educating students about Mental Health and Suicide Prevention by implementing an Emotional Health and Suicide Prevention Curriculum in Grade 9 English, Social Studies and Health courses. All Teachers and Administrators at Greater Egg will receive training in Mental Health Youth First Aid, a public education program that introduces participants to the unique risk factors and warning signs of mental health problems in adolescents and teaches of the importance of early intervention to help an adolescent in crisis or experiencing a mental health challenge.</p>
 <p>Parent and Community Involvement:</p>	<p>Parents are involved through different organizations, such as PTSO and ESSA. The PTSO holds many meetings throughout the year, and plans a culminating event- Project Graduation. Project Graduation gives students a safe place to celebrate with their friends after graduation. The ESSA focuses on student success through parent and community involvement. This program holds four meetings a year to evaluate school programs and initiatives, and hosts student professional development day-BRAVE Day. During this day, students are exposed to many different careers, skills and activities outside the normal school day. In addition, this program has parent meetings that updates parents about graduation requirements, personal finance and family literacy night. All of these events support parents with important information for student success in school.</p>





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 <p>Climate Surveys:</p>	<p>During the 2018-19 school year we administered the New Jersey School Climate Survey is to find out how students, parents and school staff felt with respect to safety, equity and inclusive education. 2,728 members of our district community, including 400 parents, participated in our survey. We were pleased to see that all three respondent groups told us the Greater Egg Harbor Regional High Schools are safe, and that bullying is not tolerated. However, parent perceptions about safety and behavior were lower than that of students and staff – the people that are in our schools every day. The survey also highlighted the importance of creating a caring environment for students. Participants indicated that there is an adult in the school to whom students can go to for help, and that students are treated fairly, regardless of their background or abilities. This is an area of particular importance to us and has been the focus of both professional development and curricular enhancements.</p>
 <p>School Safety:</p>	<p>Creating and maintaining a safe environment for all students and staff is our district’s highest priority. We have an armed school resource officer in each school as well as security personnel scheduled during the day, after school, evenings and weekends. We have a new video surveillance camera system linked to our police departments. New technology is in place for students to anonymously report their concerns to school administrators. In addition, we have a security application that immediately locks down our schools in the event of a school emergency with INSTANT notification to police. Most importantly, we include students and staff in our ongoing dialog following security drills to further refine school safety procedures.</p>




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 <div>Technology and STEM:</div>	<p>STEM (Science, Technology, Engineering and Mathematics) offerings in our schools are unique interdisciplinary experiences for students. The Magnet Programs offer a comprehensive suite of courses arranged into several pathways of learning such as Engineering, Environmental Science, Biomedical Science, Homeland Security and Public Safety, and Computer Science and Network Technology. Up-incoming 9th grade students that apply to the Magnet Programs will commit to a four-year program of study that requires additional STEM coursework yet is flexible enough to allow for non-STEM electives. Students are immersed in coursework that requires the use of sophisticated technology, integrated projects, professional mentorships, and community service projects while participating in the program and after school clubs. Graduates of the Magnet Program go on to continue their education and research at some of the most prestigious colleges and universities across the country!</p>
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<div>  <div>Other Information</div> </div>	<p>Faculty and Administrators focused on peer observations with peers within our district schools and also extended into surrounding area high schools in an effort to exchange ideas for constant innovation for our students. New clubs such as Political Interest were added to a robust offering based on student wishes. A sampling of the clubs in our school include National Honor Society, MockTrial, Band, Choir, Latin, French, Spanish, Art, Math, Interact, Academic Competition, GAA, Dance, Media, Forensics, Drama, Lead for Diversity, GSA, Science, Chess, Earth Shepard, Culinary Robotics, FBLA. Activities that we participate include: NJ Math League, StockHack, Seton Hall Math Competition, AMTNJ, Stockton Math Mayhem, Stockton Space Experiment Program, SEAPerch Competition.</p>
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Cedar Creek High School
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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:



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(01-1790-060)
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School Contact Information

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

Type	Contact Information
County	Atlantic
District	Greater Egg Harbor Regional High School District
Principal Name	Mr. Scott Parker
Address	1701 New York Ave. EGG HARBOR CITY, NJ 08215-1606
Phone Number	609-593-3560
Email Address	sparker@gehrhsd.net
Website	https://www.gehrhsd.net/cedarcreekhs
Twitter	https://twitter.com/piratescchs?lang=en



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

Enrollment Trends by Grade

Enrollment Trends by Student Group

Enrollment by Racial and Ethnic Group

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

Grade	2016-17	2017-18	2018-19
9	207	221	287
10	225	203	214
11	239	218	195
12	205	243	224
Total	876	885	920

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

Student Group	2016-17	2017-18	2018-19
Female	45.2%	45.2%	43.5%
Male	54.8%	54.8%	56.5%
Economically Disadvantaged Students	35.5%	37.9%	38.4%
Students with Disabilities	14.0%	14.5%	14.7%
English Learners	0.6%	1.0%	0.4%
Homeless Students	1.5%	1.2%	1.0%
Students in Foster Care	0.2%	0.5%	0.3%
Military-Connected Students	1.0%	1.5%	1.3%
Migrant Students	0.0%	0.0%	0.0%

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	66.2%	61.9%	63.4%
Hispanic	16.4%	20.1%	19.0%
Black or African American	13.2%	13.4%	13.6%
Asian	2.6%	3.1%	2.5%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.2%	0.0%	0.0%
Two or More Races	1.3%	1.5%	1.5%

Enrollment Trends by Full and Shared Time Status

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

Enrollment Status	2016-17	2017-18	2018-19
Full Time Students	876	885	920
Shared Time Students	0	0	0
Full Time Equivalent	876	885	920

Enrollment by Home Language

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

Home Language	% of Students
English	90.0%
Spanish	7.3%
Other Languages	2.7%

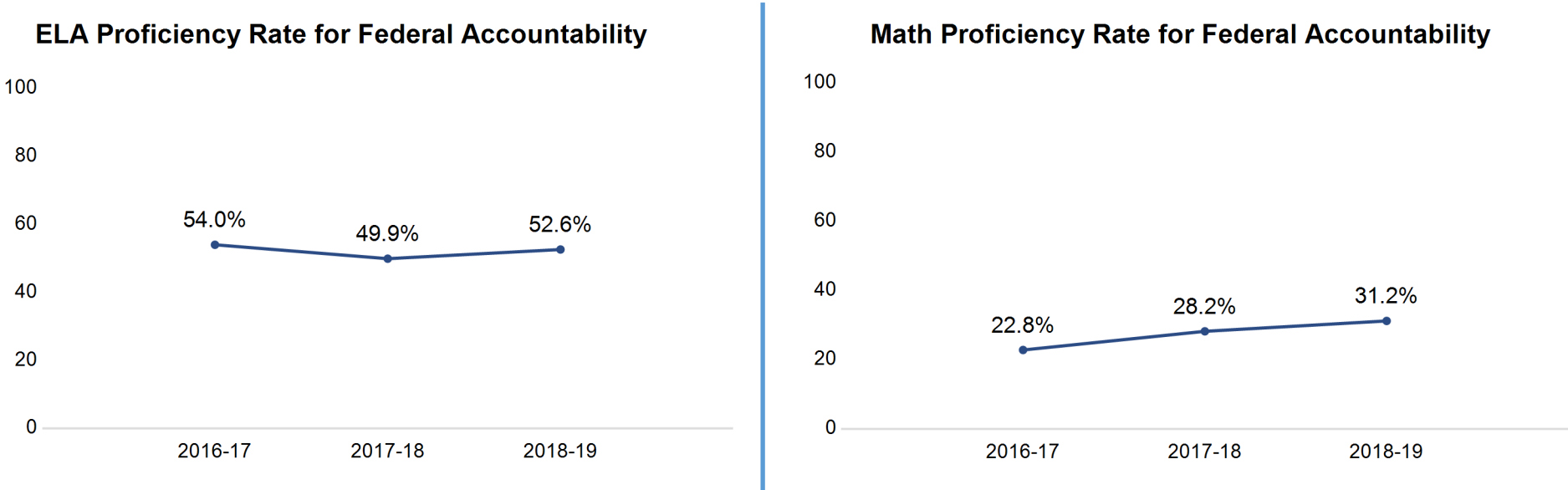


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English Language Arts and Mathematics Performance Trends

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



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	98.4%	99.0%	98.8%	98.5%	99.2%	99.2%
Proficiency Rate for Federal Accountability	54.0%	49.9%	52.6%	22.8%	28.2%	31.2%
Annual Target	62.6%	63.5%	64.4%	23.0%	26.0%	29.0%
Met Annual Target?	Not Met	Not Met	Not Met	Met Target†	Met Target	Met Target
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	475	98.8	52.6	48.3	57.9	52.6	64.4	Not Met
White	289	99.3	57.8	55.3	66.9	57.8	70.6	Not Met
Hispanic	99	98.1	45.5	35.8	43.9	45.5	48.7	Met Target†
Black or African American	67	97.2	34.3	29.2	38.5	34.3	50.2	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	82.9	*	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	214	99.5	67.3	60.6	64.8	67.3		
Male	261	98.2	40.6	37.7	51.3	40.6		
Economically Disadvantaged Students	183	97.9	37.7	35.1	40.0	37.7	55.5	Not Met
Non-Economically Disadvantaged Students	292	99.3	62.0	58.9	67.9	62.0		
Students with Disabilities	65	93.1	16.9	*	22.7	16.8	36.9	Not Met
Students without Disabilities	410	99.8	58.3	*	65.1	58.3		
English Learners	*	*	*	10.0	29.3	*	**	**
Non-English Learners	*	*	*	48.9	60.6	*		
Homeless Students	*	*	*	28.0	29.1	*		
Students In Foster Care	*	*	*	*	27.6	*		
Military-Connected Students	*	*	*	50.0	57.8	*		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

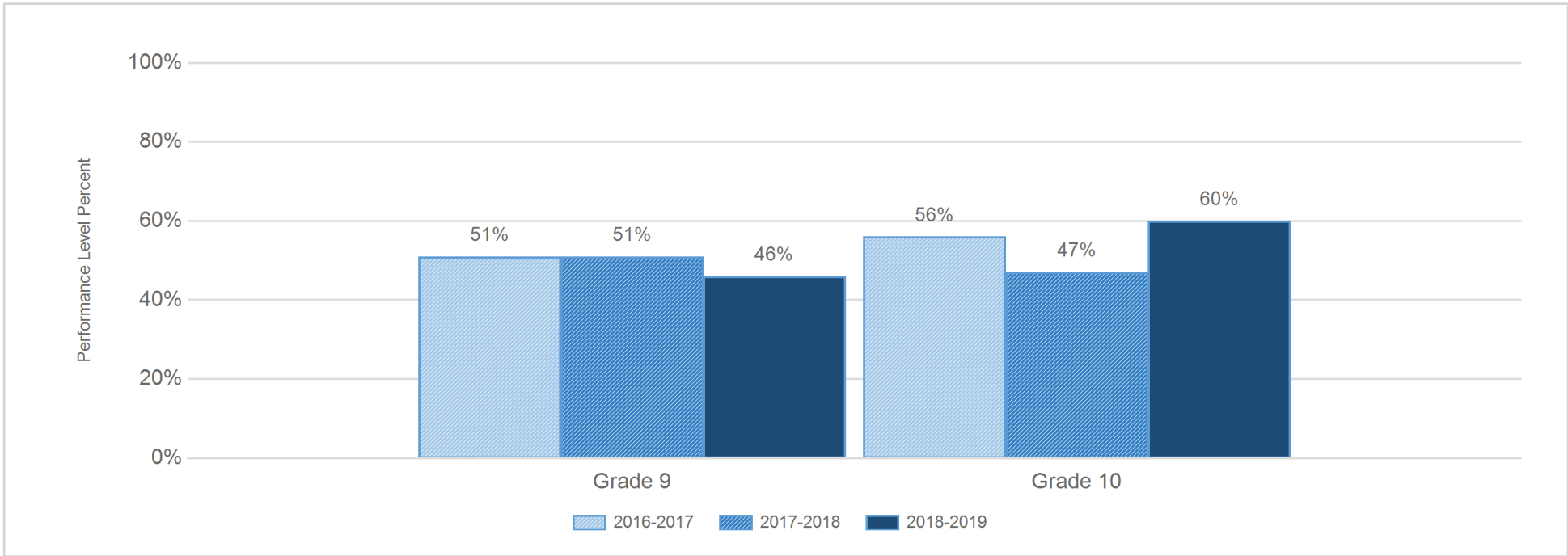


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English Language Arts Assessment - Performance Trends

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





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English Language Arts Assessment - Performance by Grade: Grade 9

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	279	745	743	753	10%	16%	29%	34%	11%	46%	56%
White	173	751	749	762	6%	13%	30%	35%	15%	50%	65%
Hispanic	59	742	734	737	*	*	32%	*	*	42%	40%
Black or African American	38	720	726	732	26%	29%	*	*	*	21%	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	764	783	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	*	754	N	N	N	N	N	N	57%
Two or More Races	*	*	*	761	*	*	*	*	*	*	63%
Female	113	754	752	760	*	*	19%	45%	17%	62%	63%
Male	166	740	735	746	*	*	36%	27%	8%	34%	49%
Economically Disadvantaged Students	112	731	731	734	13%	23%	34%	*	*	29%	36%
Non-Economically Disadvantaged Students	167	755	752	762	7%	11%	26%	*	*	56%	65%
Students with Disabilities	37	713	706	717	35%	*	27%	*	*	14%	17%
Students without Disabilities	242	750	750	760	6%	*	29%	*	*	50%	63%
English Learners	*	*	694	693	*	*	*	*	*	*	*
Non-English Learners	*	*	743	755	*	*	*	*	*	*	*
Homeless Students	*	*	714	720	*	*	*	*	*	*	21%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	22%
Military-Connected Students	*	*	*	755	*	*	*	*	*	*	56%
Migrant Students	N	N	N	715	N	N	N	N	N	N	23%



Cedar Creek High School
(01-1790-060)
Grades Offered: 09-12
2018-2019

Report Key:

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English Language Arts Assessment - Performance by Grade: Grade 10

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	203	754	747	757	12%	10%	17%	44%	16%	60%	58%
White	118	758	756	767	8%	9%	15%	51%	16%	67%	67%
Hispanic	42	747	735	738	*	*	*	*	*	48%	43%
Black or African American	32	745	727	733	*	*	*	*	*	47%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	763	792	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	754	N	N	N	N	N	N	56%
Two or More Races	*	*	754	766	*	*	*	*	*	*	65%
Female	101	765	757	766	*	*	15%	52%	20%	72%	66%
Male	102	743	737	749	*	*	20%	35%	13%	48%	51%
Economically Disadvantaged Students	78	741	733	735	19%	*	23%	*	*	46%	40%
Non-Economically Disadvantaged Students	125	762	758	767	8%	*	14%	*	*	69%	67%
Students with Disabilities	29	707	701	711	48%	*	*	*	*	17%	19%
Students without Disabilities	174	762	755	765	6%	*	*	*	*	67%	65%
English Learners	N	N	*	687	N	N	N	N	N	N	*
Non-English Learners	203	754	*	760	12%	10%	17%	44%	16%	60%	*
Homeless Students	*	*	745	723	*	*	*	*	*	*	32%
Students in Foster Care	N	N	*	710	N	N	N	N	N	N	22%
Military-Connected Students	*	*	*	754	*	*	*	*	*	*	56%
Migrant Students	N	N	N	710	N	N	N	N	N	N	10%



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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	465	99.2	31.2	29.6	44.5	31.2	29	Met Target
White	280	99.3	36.1	35.5	54.1	36.1	30.4	Met Target
Hispanic	99	99.0	27.3	22.0	28.8	27.3	24.4	Met Target
Black or African American	69	98.6	15.9	*	23.0	15.9	20.8	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	76.5	*	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	209	100.0	34.9	31.7	44.9	34.9		
Male	256	98.5	28.1	27.9	44.2	28.1		
Economically Disadvantaged Students	186	99.0	23.1	22.5	26.3	23.1	25.3	Met Target†
Non-Economically Disadvantaged Students	279	99.3	36.6	35.7	54.9	36.6		
Students with Disabilities	68	95.9	*	*	17.4	*	19	Not Met
Students without Disabilities	397	99.8	*	*	50.0	*		
English Learners	*	*	*	21.7	25.0	*	**	**
Non-English Learners	*	*	*	29.8	46.5	*		
Homeless Students	*	*	*	12.0	17.1	*		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	*	*	*	28.6	46.4	*		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

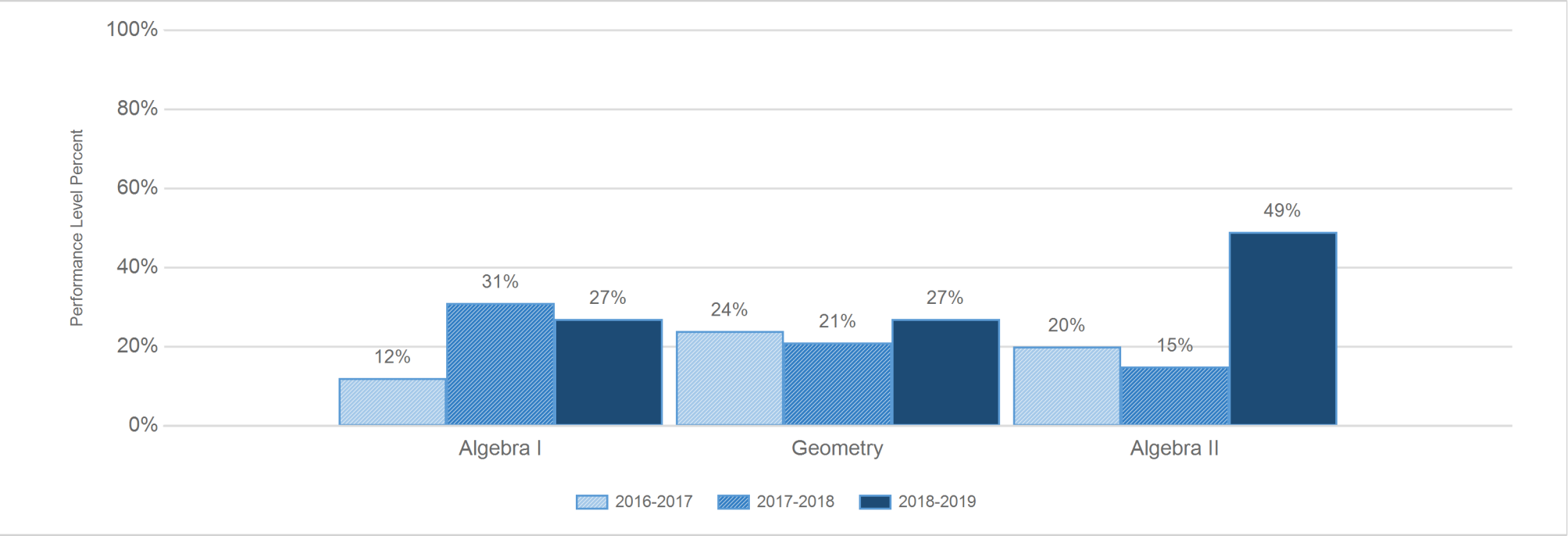


Cedar Creek High School
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Mathematics Assessment – Performance Trends

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



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



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Mathematics Assessment - Performance by Test: Algebra I

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

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	291	735	731	744	8%	26%	39%	27%	0%	27%	42%
White	155	738	737	752	6%	21%	41%	32%	0%	32%	53%
Hispanic	79	733	729	728	*	35%	34%	*	*	25%	24%
Black or African American	46	723	723	725	*	30%	39%	*	*	13%	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	738	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	*	744	N	N	N	N	N	N	42%
Two or More Races	*	*	*	752	*	*	*	*	*	*	51%
Female	123	738	733	745	*	*	35%	35%	0%	35%	44%
Male	168	732	730	743	*	*	42%	21%	0%	21%	41%
Economically Disadvantaged Students	146	731	729	727	*	*	39%	22%	0%	22%	23%
Non-Economically Disadvantaged Students	145	738	734	752	*	*	39%	32%	0%	32%	52%
Students with Disabilities	40	711	710	717	*	*	*	*	*	*	12%
Students without Disabilities	251	738	736	748	*	*	*	*	*	*	47%
English Learners	*	*	715	710	*	*	*	*	*	*	*
Non-English Learners	*	*	732	745	*	*	*	*	*	*	*
Homeless Students	*	*	718	718	*	*	*	*	*	*	14%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	11%
Military-Connected Students	*	*	*	744	*	*	*	*	*	*	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%



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Mathematics Assessment - Performance by Test: Geometry

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

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	106	730	733	737	9%	27%	36%	*	*	27%	35%
White	70	736	736	743	*	21%	40%	*	*	33%	43%
Hispanic	16	724	726	724	*	*	*	*	*	19%	17%
Black or African American	15	710	*	720	*	*	*	*	*	*	14%
Asian, Native Hawaiian, or Pacific Islander	*	*	744	762	*	*	*	*	*	*	70%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	37%
Two or More Races	*	*	724	745	*	*	*	*	*	*	46%
Female	47	736	738	738	0%	30%	40%	*	*	30%	36%
Male	59	725	727	736	17%	25%	32%	*	*	25%	34%
Economically Disadvantaged Students	32	710	721	722	*	*	*	*	*	*	16%
Non-Economically Disadvantaged Students	74	739	740	743	*	*	*	*	*	*	43%
Students with Disabilities	27	707	708	712	*	*	*	*	*	*	*
Students without Disabilities	79	738	742	741	*	*	*	*	*	*	*
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	106	730	733	738	9%	27%	36%	*	*	27%	*
Homeless Students	N	N	*	717	N	N	N	N	N	N	*
Students in Foster Care	*	*	*	713	*	*	*	*	*	*	*
Military-Connected Students	*	*	*	739	*	*	*	*	*	*	35%
Migrant Students	N	N	N	711	N	N	N	N	N	N	19%



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Mathematics Assessment - Performance by Test: Algebra II

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

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	77	747	756	755	*	*	30%	49%	0%	49%	58%
White	57	749	753	758	*	*	28%	51%	0%	51%	62%
Hispanic	*	*	752	731	*	*	*	*	*	*	34%
Black or African American	10	740	742	725	*	*	*	*	*	50%	27%
Asian, Native Hawaiian, or Pacific Islander	N	N	779	777	N	N	N	N	N	N	80%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	55%
Two or More Races	*	*	766	761	*	*	*	*	*	*	65%
Female	40	742	750	752	*	*	*	40%	0%	40%	55%
Male	37	753	764	758	*	*	*	59%	0%	59%	62%
Economically Disadvantaged Students	17	741	751	729	*	*	*	*	*	47%	32%
Non-Economically Disadvantaged Students	60	749	758	761	*	*	*	*	*	50%	65%
Students with Disabilities	*	*	*	715	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	756	*	*	*	*	*	*	60%
English Learners	N	N	*	696	N	N	N	N	N	N	11%
Non-English Learners	77	747	*	755	*	*	30%	49%	0%	49%	59%
Homeless Students	*	*	*	717	*	*	*	*	*	*	23%
Students in Foster Care	N	N	N	715	N	N	N	N	N	N	14%
Military-Connected Students	*	*	*	742	*	*	*	*	*	*	39%
Migrant Students	N	N	N	*	N	N	N	N	N	N	*



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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

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

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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



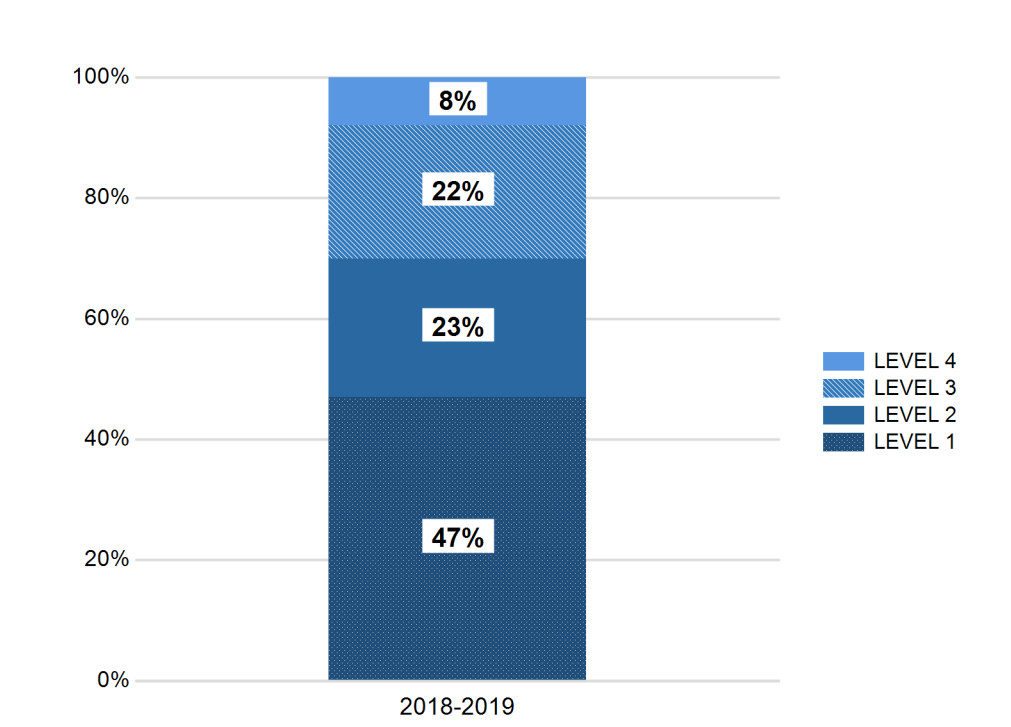
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a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

NJSLA Science Assessment: Grade 11 Summary

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



NJSLA Science Assessment: Grade 11

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	47	23	22	8
White	39	22	30	9
Hispanic	67	27	0	7
Black or African American	75	21	4	0
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	55	26	15	5
Male	42	21	27	10
Economically Disadvantaged Students	63	19	13	5
Non-Economically Disadvantaged Students	40	25	26	9
Students with Disabilities	65	24	12	0
Students without Disabilities	46	23	23	9
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	*	*	*	*
Migrant Students	N	N	N	N



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

PSAT, SAT, & ACT - Participation

This table shows information about participation on the PSAT, SAT, and ACT exams. PSAT participation is the percentage of 10th and 11th graders that took the PSAT 10 or PSAT NMSQT exam in 2018-19. SAT and ACT participation rates show the percentage of 12th graders that have taken the SAT or ACT this year or in prior years.

Participation Type	School Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2018-19	96.8%	84.5%
12th graders taking SAT in 2018-19 or prior years	71.4%	72.1%
12th graders taking ACT in 2018-19 or prior years	18.8%	19.6%

PSAT, SAT, & ACT - Performance

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

Participation Type	School Average Score	State Average Score	College Readiness Benchmarks	School - Students Scores at or above Benchmark	State - Students Scores at or above Benchmark
PSAT 10/NMSQT - Reading and Writing	462	476	Grade 10: 430 Grade 11: 460	59%	61%
PSAT 10/NMSQT - Math	472	477	Grade 10: 480 Grade 11: 510	41%	43%
SAT - Reading and Writing	542	539	480	76%	70%
SAT - Math	532	541	530	53%	53%
ACT - Reading	24	25	22	64%	66%
ACT - English	23	24	18	81%	81%
ACT - Math	23	24	22	64%	65%
ACT - Science	23	24	23	48%	57%



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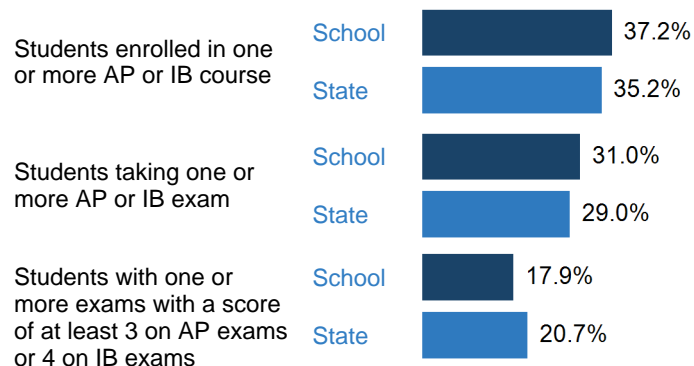
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate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

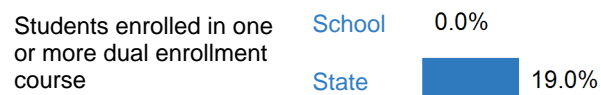
AP/IB Coursework – Participation and Performance

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



Dual Enrollment Coursework - Participation

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



AP/ IB Courses Offered

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

AP/IB Course	Students Enrolled	Students Tested
AP Calculus AB	51	26
AP Calculus BC	15	10
AP Chemistry	10	6
AP Computer Science Principles	0	34
AP English Language and Composition	54	49
AP English Literature and Composition	25	22
AP Environmental Science	0	13
AP German Language and Culture	0	2
AP Macroeconomics	8	8
AP Physics 1	12	9
AP Physics B	8	0
AP Physics C: Mechanics	0	7
AP Psychology	28	15
AP Spanish Language	7	6
AP Statistics	12	7
AP U.S. Government and Politics	37	30



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AP/IB Course	Students Enrolled	Students Tested
AP U.S. History	41	36
Total Exams taken		280
Exams with scores of at least 3 on AP exams or 4 on IB exams		138



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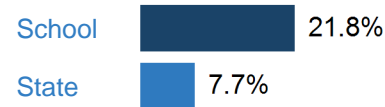
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This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education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

Career and Technical Education Participation

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

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



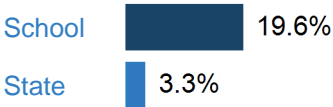
CTE Concentrators
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

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

Structured Learning Experiences





Cedar Creek High School
(01-1790-060)
Grades Offered: 09-12
2018-2019

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Career and Technical Education Participation by Student Group

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

Student Group	School: % CTE Participants	School: % CTE Concentrators	State: % CTE Participants	State: % CTE Concentrators
Schoolwide	21.8%	14.7%	7.7%	10.3%
White	22.8%	14.4%	6.1%	9.6%
Hispanic	19.4%	*	10.3%	11.3%
Black or African American	20.8%	20.8%	9.0%	11.2%
Asian, Native Hawaiian, or Pacific Islander	*	*	5.8%	9.3%
American Indian or Alaska Native	N	N	10.3%	12.7%
Two or More Races	*	0.0%	6.8%	12.1%
Female	19.3%	10.5%	7.3%	10.6%
Male	23.8%	17.9%	8.0%	10.1%
Economically Disadvantaged Students	19.0%	11.0%	10.4%	11.8%
Students with Disabilities	15.6%	8.9%	6.6%	9.2%
English Learners	*	*	8.7%	3.2%
Homeless Students	*	*	8.1%	6.6%
Students In Foster Care	*	*	6.4%	5.0%
Military-Connected Students	*	*	9.7%	13.3%
Migrant Students	N	N	10.4%	*



Cedar Creek High School
(01-1790-060)
Grades Offered: 09-12
2018-2019

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Industry-Valued Credentials

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

Students Earning Industry-Valued Credentials



Industry-Valued Credentials by Career Cluster

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

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total credentials earned
Hospitality & Tourism	153		
Science, Technology, Engineering & Mathematics	183		
Total (All Clusters)	336	0	0



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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	217	78	20	1	0	0	40
10	12	138	81	15	1	1	3
11	0	7	75	79	24	7	15
12	0	3	15	27	63	55	55
Total	229	226	191	122	88	63	113
Enrolled in AP/IB Course					66	12	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0

Science - Course Participation

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

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	1	1	0	60	293	3
10	2	208	0	40	9	0
11	188	10	0	25	8	19
12	3	54	0	29	37	67
Total	194	273	0	154	347	89
Enrolled in AP/IB Course	0	10		0	20	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0



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Social Studies and History - Course Participation

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

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	297	2	0	0	0	0
10	4	217	0	21	0	12
11	1	201	4	26	0	24
12	0	12	4	50	0	47
Total	302	432	8	97	0	83
Enrolled in AP/IB Course	0	41	8	28		37
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	169	39	0	0	43	0	0
10	139	32	0	0	39	0	0
11	68	22	0	0	8	0	0
12	15	10	0	0	9	0	0
Total	391	103	0	0	99	0	0
Enrolled in AP/IB Course	7	0	0	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	65	0	0	0	7	0	0



Cedar Creek High School
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Computer Science and Information Technology– Course Participation

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

Grade	Computer Programming	Computing Systems	Other Computer Science	Networking	Information Systems	Other IT
9	N	N	N	N	N	N
10	N	N	N	N	N	N
11	N	N	N	N	N	N
12	N	N	N	N	N	N
Total	0	0	0	0	0	0
Enrolled in AP/IB Course	0		0			0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0



Cedar Creek High School

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Seal of Biliteracy

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

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



Cedar Creek High School
(01-1790-060)
Grades Offered: 09-12
2018-2019

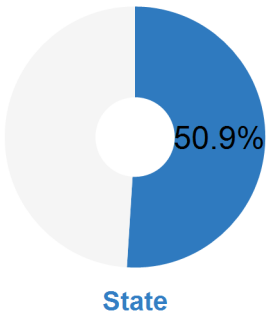
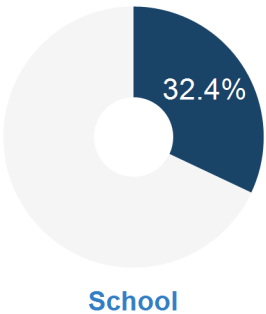
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Visual and Performing Arts – Course Participation

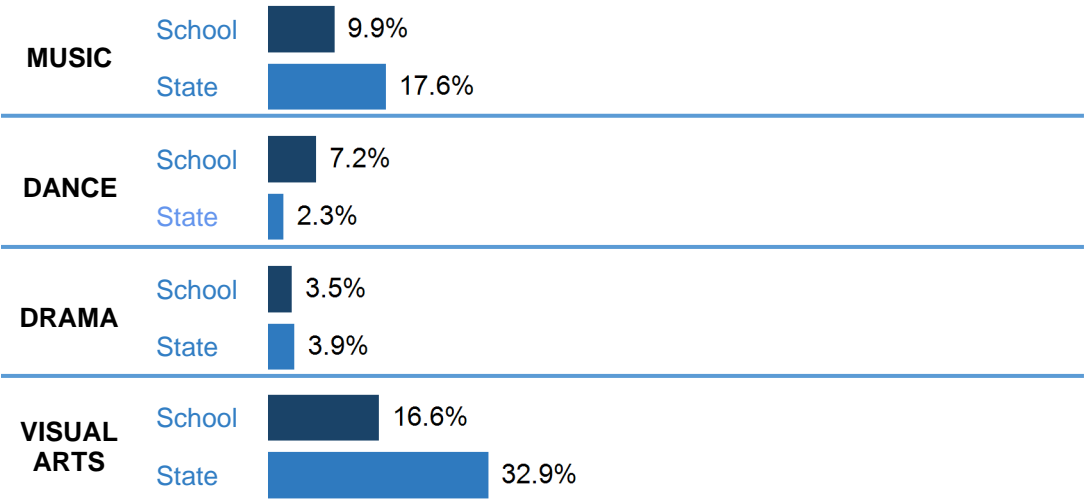
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 9-12:

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



Students enrolled in one or more classes by discipline:





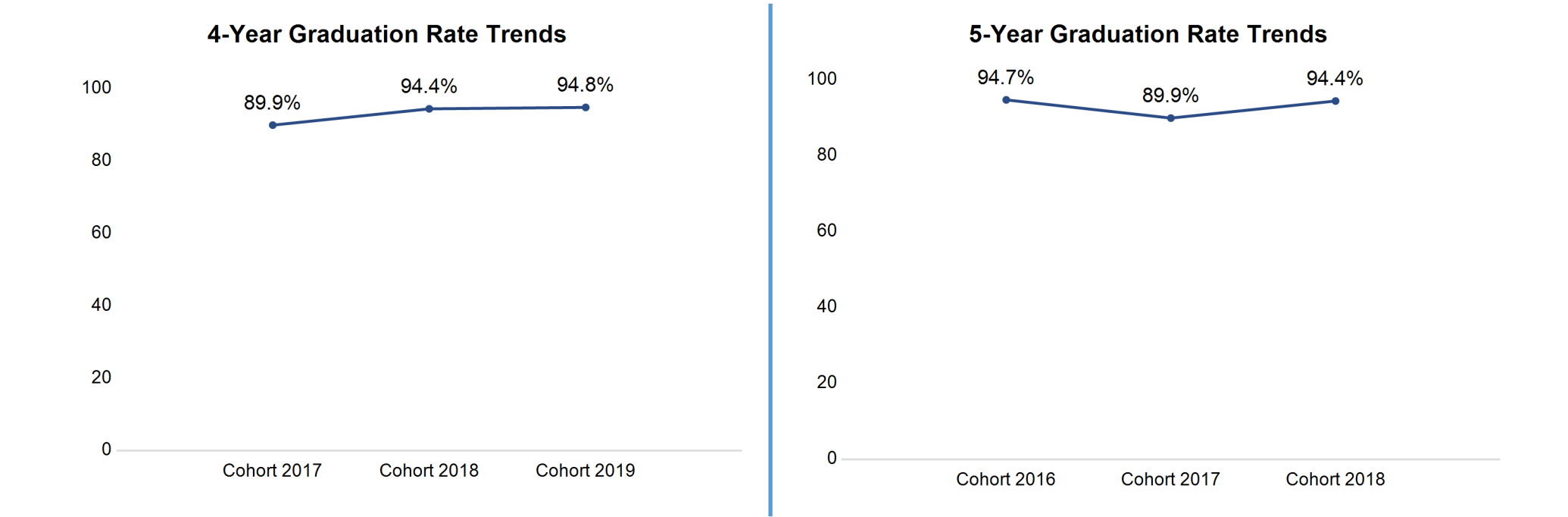
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Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the [NJDOE Graduation Rate page](#).

Graduation Rate Trends and Progress

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



Performance Measure	Cohort 2017 4-Year Rate	Cohort 2018 4-Year Rate	Cohort 2019 4-Year Rate	Cohort 2016 5-Year Rate	Cohort 2017 5-Year Rate	Cohort 2018 5-Year Rate
Graduation Rate	89.9%	94.4%	94.8%	94.7%	89.9%	94.4%
Annual Target	92.3%	92.4%		90.6%	90.9%	
Met Annual Target?	Not Met	Met Target		Met Target	Not Met	
Statewide Graduation Rate	90.5%	90.9%	90.6%	91.8%	92.4%	92.5%



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Graduation Rates

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

Student Group	School - Class of 2019: 4 Year Rate	State - Class of 2019: 4 Year Rate	School - Class of 2018: 5 Year Rate	State - Class of 2018: 5 Year Rate	Class of 2018: 4 Year Rate	Class of 2018: 4 Year Target	Class of 2018: Met Target	Class of 2017: 5 Year Rate	Class of 2017: 5 Year Target	Class of 2017: Met Target
Schoolwide	94.8%	90.6%	94.4%	92.5%	94.4%	92.4%	Met Target	89.9%	90.9%	Not Met
White	96.2%	94.9%	97.3%	95.9%	97.3%	N	Met Goal	93.5%	94.9%	Not Met
Hispanic	90.2%	84.5%	88.9%	87.3%	88.9%	90.0%	Not Met	78.1%	81.7%	Not Met
Black or African American	*	83.3%	93.9%	87.1%	93.9%	85.1%	Met Target	81.3%	84.8%	Not Met
Asian, Native Hawaiian or Pacific Islander	*	96.9%	*	97.8%	*	**	**	*	**	**
American Indian or Alaska Native	N	92.2%	N	88.9%	N	N	N	*	**	**
Two or More Races	N	91.4%	*	94.2%	*	**	**	*	**	**
Female	96.0%	92.8%	93.8%	94.4%	93.8%			93.9%		
Male	93.9%	88.5%	94.9%	90.8%	94.9%			85.7%		
Economically Disadvantaged Students	92.2%	84.0%	91.0%	87.3%	91.0%	89.6%	Met Target	85.5%	88.0%	Not Met
Students with Disabilities	86.2%	79.2%	94.7%	83.8%	94.7%	90.1%	Met Target	78.0%	81.0%	Not Met
English Learners	*	75.4%	*	80.1%	*	**	**	*	**	**
Homeless Students	*	74.6%	N	78.3%	N			*		
Students in Foster Care	N	57.6%	N	82.5%	N			N		
Migrant Students	N	83.3%	N	85.0%	N			N		



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Graduation Pathways

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

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
Statewide Assessment	74.4%	56.2%
Substitute Competency Test	18.7%	31.1%
Portfolio Appeals Process	1.4%	3.7%
Alternate Requirements specified in IEP	5.5%	9.1%
Unknown	0.0%	0.0%

Dropout Rate Trends

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

School Year	School Rate	State Rate
2018-2019	1.1%	1.2%
2017-2018	0.6%	1.2%
2016-2017	0.8%	1.1%



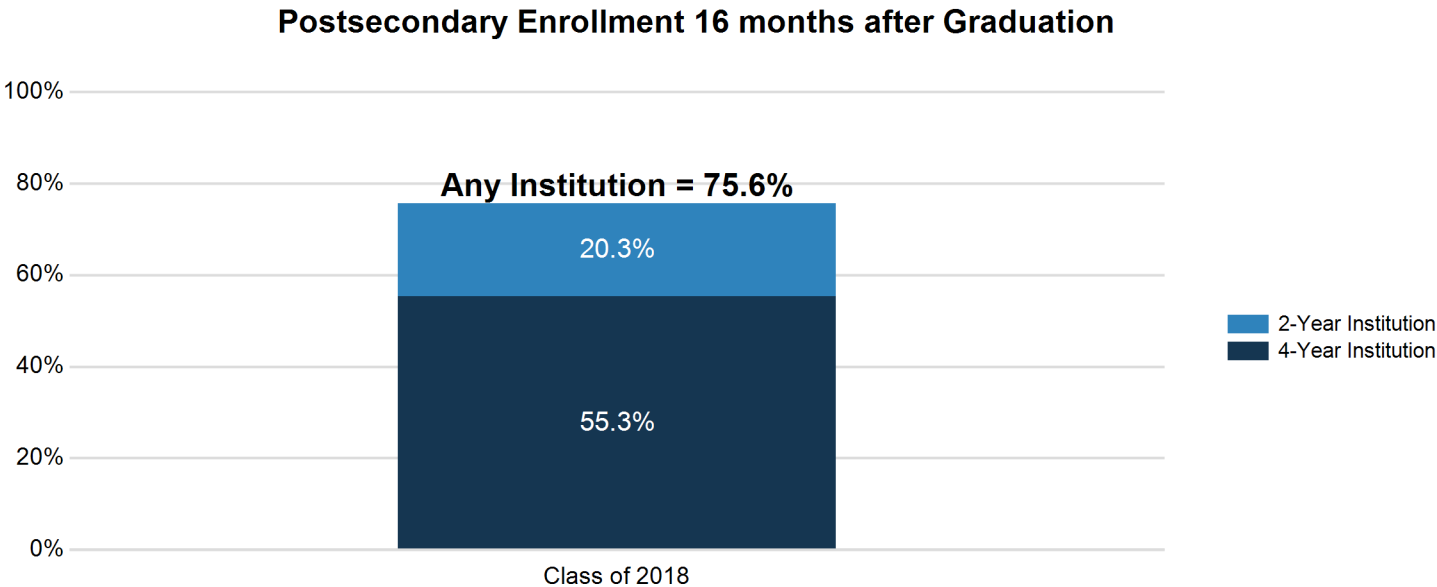
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Information about students enrolling in colleges and universities after graduation is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

Postsecondary Enrollment Rate Summary

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



Performance Measure	Class of 2018
% Enrolled in 2-Year Institution	20.3%
% Enrolled in 4-Year Institution	55.3%
% Enrolled in Any Postsecondary Institution	75.5%



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

Postsecondary Enrollment Rates: Fall

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	72%	28.7%	71.3%
Schoolwide	65.6%	31%	69%
White	71.1%	29.6%	70.4%
Hispanic	44.7%	47.1%	52.9%
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged	65.8%	34.6%	65.4%
Students with Disabilities	36.7%	63.6%	36.4%
English Learners	*	*	*

Postsecondary Enrollment Rates: 16 month

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	77.8%	30.9%	69.1%	72.9%	27.1%	65.5%	34.5%
Schoolwide	75.5%	26.8%	73.2%	78.8%	21.2%	73.7%	26.3%
White	77.1%	20.7%	79.3%	79.3%	20.7%	70.3%	29.7%
Hispanic	66%	54.5%	45.5%	75.8%	24.2%	81.8%	18.2%
Black or African American	75%	29.2%	70.8%	87.5%	12.5%	83.3%	16.7%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	*	*	*
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged	68.9%	29%	71%	77.4%	22.6%	77.4%	22.6%
Students with Disabilities	41.7%	60%	40%	86.7%	13.3%	93.3%	6.7%
English Learners	*	*	*	*	*	*	*



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

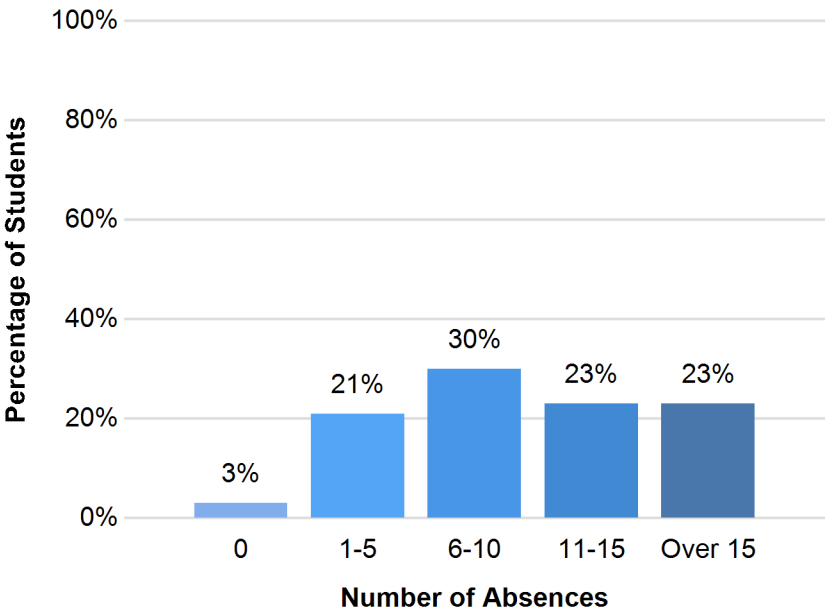
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	152	16.3	14.2	Not Met
White	92	15.7	14.2	Not Met
Hispanic	33	18.5	14.2	Not Met
Black or African American	21	16.8	14.2	Not Met
Asian, Native Hawaiian, or Pacific	2	8.7	14.2	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	62	15.5		
Male	90	17.0		
Economically Disadvantaged Students	82	22.9	14.2	Not Met
Students with Disabilities	43	29.7	14.2	Not Met
English Learners	*	*	**	**
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	0	0		
Migrant Students	N	N		

Days Absent

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





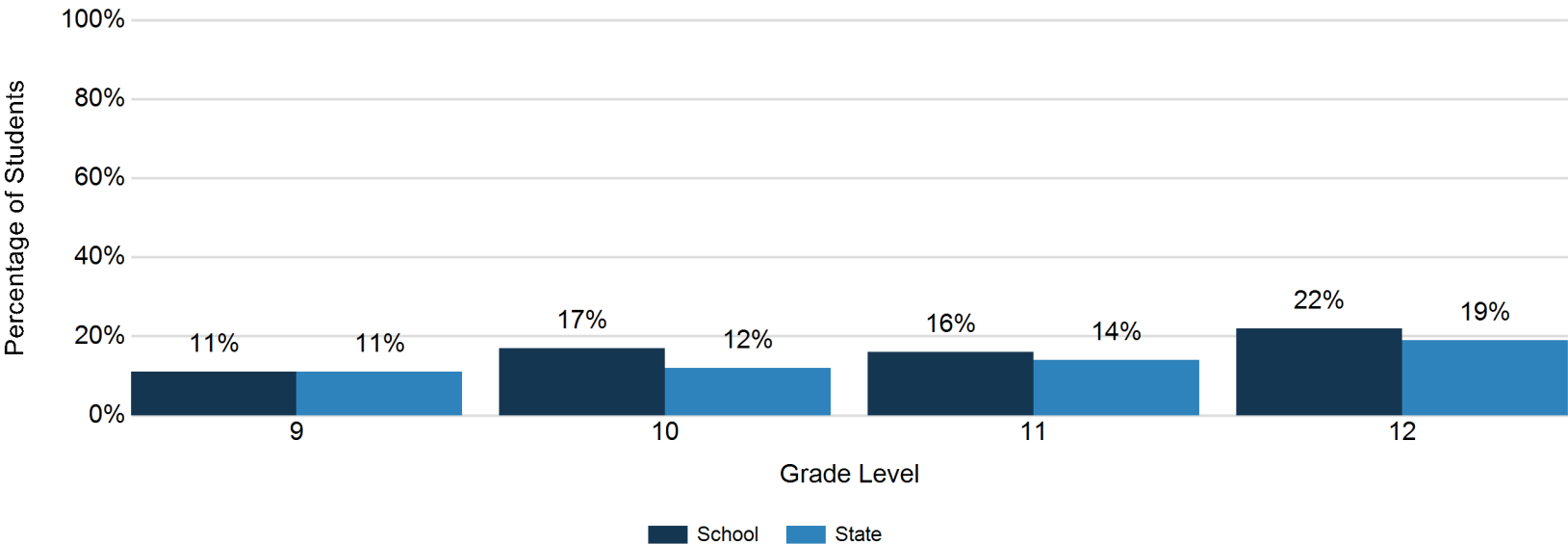
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Chronic Absenteeism by Grade

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





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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	7
Weapons	0
Vandalism	0
Substances	9
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	16
Incidents Per 100 Students Enrolled	1.74

Police Notifications

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

Incident Type	Incidents Reported to Police
Violence	2
Weapons	0
Vandalism	0
Substances	8
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	2



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 2018-2019

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

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	98	10.7%
Out-of-School Suspensions	51	5.5%
Any Suspension	118	12.8%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
360



Cedar Creek High School
 (01-1790-060)
 Grades Offered: 09-12
 2018-2019

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School Day

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

Category	School
Typical Start Time	7:45 AM
Typical End Time	2:30 PM
Length of School Day	6 Hrs 45 Mins
Full Time - Instructional Time	5 Hrs 53 Mins
Shared Time - Instructional Time	5 Hrs. 53 Mins.

Device Ratios

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

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



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Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	74	118,214
Average years experience in public schools	12.3	12.1
Average years experience in district	11.1	10.8
Percentage of Teachers with 4 or more years experience in the district	90.5%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	30	9,530
Average years experience in public schools	16.4	16.0
Average years experience in district	14.1	12.0
Percentage of Administrators with 4 or more years experience in the district	93.3%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	12:1	11:1
Students to Administrators	131:1	102:1
Teachers to Administrators	11:1	9:1
Students to Librarians/Media Specialists		1527:1
Students to Nurses		1018:1
Students to Counselors		235:1
Students to Child Study Team Members		382:1



Cedar Creek High School
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Teachers and Administrators– Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	43.5%	54.1%	42.9%	48.4%	77.1%	54.9%
Male	56.5%	45.9%	57.1%	51.6%	22.9%	45.1%
White	63.4%	90.5%	100.0%	42.4%	83.6%	77.4%
Hispanic	19.0%	5.4%	0.0%	29.9%	7.3%	7.2%
Black or African American	13.6%	4.1%	0.0%	15.0%	6.6%	13.9%
Asian	2.5%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	1.5%	0.0%	0.0%	2.1%	0.2%	0.2%



Cedar Creek High School
(01-1790-060)
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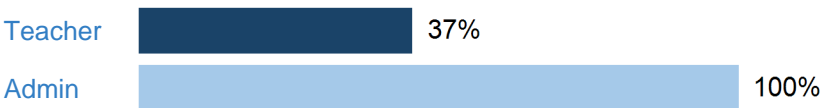
Teachers and Administrators - Level of Education

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

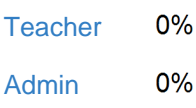
Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	92.6%	90.5%
2017-18 Administrators: Same district 2018-19	96.7%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	96.8%



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Per-Pupil Expenditures by Source

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

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

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

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

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



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

For more information about New Jersey’s accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

ESSA Accountability Status

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

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

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



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ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	54.0%	49.9%	52.6%
Math Proficiency	22.8%	28.2%	31.2%
ELA Growth	N	N	N
Math Growth	N	N	N
4-Year Graduation Rate†	89.9%	94.4%	94.8%
5-Year Graduation Rate†	94.7%	89.9%	94.4%
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	19.8%	17.6%	16.3%

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



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Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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

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

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

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



Cedar Creek High School

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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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






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School Narrative

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

 <p>Highlights:</p>	<ul style="list-style-type: none"> The Greater Egg Harbor Regional High School District offers six Magnet Programs, two on each of our campuses. Cedar Creek High School offers Engineering and Environmental Science. With our Early College program, students have the opportunity to receive a High School Diploma and Associates Degree in General Studies. In addition, we offer over forty dual credit college courses. Universal Free Breakfast for all students, EVERYDAY. We provide Free PSAT Exams to sophomores and juniors and free SAT Exams to all Juniors.
 <p>Mission, Vision, Theme:</p>	<p>All Greater Egg Harbor Regional High School District staff are dedicated to helping our students experience success socially and academically. We seek to create a positive and nurturing environment in which all students can learn, grow and contribute.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>During the 2018-2019 school year, students participated in 347 AP Exams and 53% were eligible to receive college credit. College Board awarded 40 students with Advanced Placement Honors for outstanding scores. Students at Cedar Creek High School are the 2018 State Consumer Bowl Champions and recipient of the International World Food Prize award for contributing to the quality, quantity, or availability of food in the world. We are proud of having a student with the highest score in the New Jersey Envirothon Competition. Each month, Cedar Creek High School recognizes a staff member and student of the month.</p>






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 <div>Courses, Curriculum, Instruction:</div>	<p>Our Curriculum and Instruction Program supports and empowers all students to learn and achieve personal excellence, regardless of their individual circumstances. Our program selection boasts of high quality core courses along with an ample selection of learning opportunities to promote sustainability, citizenship, creativity, enterprise and innovation. Project Lead the Way is one of our nationally recognized and certified STEM providers that supports curriculum in the Engineering, Computer Science and Network Technology, and Biomedical Magnet Programs. Students have the opportunity to earn college credits while participating in select courses with dual credit agreements to area Universities and Community Colleges. We offer high quality education in Visual and Performing Arts to enhance academic achievement, social and emotional development, civic engagement, and teamwork through the mediums of visual arts, theater arts, music, and dance.</p>
 <div>Sports and Athletics:</div>	<p>Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Coed), Cheerleading (Girls), Cross Country (Boys & Girls), Field Hockey (Girls), Football (Boys), Golf (Coed), Lacrosse (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Girls), Wrestling (Boys)</p> <p>At Cedar Creek High School, several students received full athletic scholarships in a variety of sports. We have a competitive program with numerous conference and division championships.</p>
 <div>Clubs and Activities:</div>	<p>We offer over 40 different clubs and activities for our students and an additional 20 athletic teams at three levels. Many clubs compete regionally and across the state with great success. Our award winning Music and Performing Arts programs include Dance, Choir, Band, Marching Band, Drama and Musical Productions. If we can't meet a student's interest, we will consider adding it to our already impressive list.</p>





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 <div>Staff and Professional Learning:</div>	<p>Learning is at the heart of all we do in the GEHRHSD. To help ensure teaching and learning occur at the highest levels, our educators engage in a cycle of continuous learning that includes use of data to determine student and educator learning needs, identification of shared goals for student and educator learning, professional learning to extend educators' knowledge of content, content-specific pedagogy, how students learn, and management of classroom environments. This year, we continue to focus on aligning professional learning and support to the New Jersey Student Learning Standards , the (NGSS), and English Language Learner Frameworks, including the Literacy Standards for Science, History/Social Studies and the Technical Subjects—in all content areas. In addition, we continue to focus on refining and creating new courses and pathways in the Career Technical Subjects (CTE) as well as working with our post-secondary partners including local colleges and universities to ensure our st</p>
 <div>Postsecondary Information:</div>	<p>At Cedar Creek High School, 81% of the Class of 2019 attended college, 5% enlisted in the Military, and 15% enrolled in a Technical Trade Program and/or workforce. We host parent and student workshops to assist families in exploring postsecondary options and in completing the FAFSA. We host College Admissions Night Programs for parents to assist with the college application process and Get It Done Workshops for parents and students to attend and complete college and job applications. We order and provide fee waivers for students to take the SAT and ACT. We are a school based testing center for students who test with accommodations and we are an SAT Test center for the convenience of our students who cannot travel.</p>






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 <p>Student Supports and Services:</p>	<p>Learning is fostered through the development of skills that enable students to function effectively in a changing society. Instruction is developed on the firm belief that every student can learn. Our district offers academic enrichment courses and after school supports for struggling learners. Students with disabilities are enrolled in courses based on their Individualized Education Program (IEP). All courses follow the General Education College Prep Curriculum with use of modifications and adaptations on an individual basis. English Language Learners rapidly progress in English language acquisition through highly structured course delivered by a caring and committed staff of educators. Counselors work collaboratively to support the learning process and promote academic achievement and social wellbeing with consideration of student ability and learning style. Counselors regularly monitor students' courses and accumulation of credits to ensure they are meeting graduation requirements.</p>
 <p>Student Health and Wellness:</p>	<p>Greater Egg Harbor Regional understands the importance of physical and mental health and wellness. Our students receive a Health and Wellness curriculum that includes Goal Specific Fitness, Movement for a Healthy Lifestyle and Sports Medicine. Our district works in collaboration with local agencies to provide a comprehensive system of support. We have been proactive in educating students about Mental Health and Suicide Prevention by implementing an Emotional Health and Suicide Prevention Curriculum in Grade 9 English, Social Studies and Health courses. All Teachers and Administrators at Greater Egg will receive training in Mental Health Youth First Aid, a public education program that introduces participants to the unique risk factors and warning signs of mental health problems in adolescents and teaches of the importance of early intervention to help an adolescent in crisis or experiencing a mental health challenge.</p>
 <p>Parent and Community Involvement:</p>	<p>The Special Education Advisory Committee (SEAC) meets 3 times a year, once in each building. Parents receive invitations to attend meetings on best practices for students in need of support. The meetings consist of building and program updates, presentations from outside agencies, and a host of resources to educate parents on how to provide academic and social emotional support.</p>






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 <p>Climate Surveys:</p>	<p>During the 2018-19 school year we administered the New Jersey School Climate Survey to find out how students, parents and school staff felt with respect to safety, equity and inclusive education. 2,728 members of our district community, including 400 parents, participated in our survey. We were pleased to see that all three respondent groups told us the Greater Egg Harbor Regional High Schools are safe, and that bullying is not tolerated. However, parent perceptions about safety and behavior were lower than that of students and staff – the people that are in our schools every day. The survey also highlighted the importance of creating a caring environment for students. Participants indicated that there is an adult in the school to whom students can go to for help, and that students are treated fairly, regardless of their background or abilities. This is an area of particular importance to us and has been the focus of both professional development and curricular enhancements.</p>
 <p>Facilities:</p>	<p>Cedar Creek High School opened in 2010 and has not had any major renovations. Cedar Creek is a spacious building full of natural light. Cedar Creek is equipped with the most up to date technology and state-of-the-art facilities for art, drama, chorus, music dance, and media.</p>
 <p>School Safety:</p>	<p>Creating and maintaining a safe environment for all students and staff is our district's highest priority. We have an armed school resource officer in each school as well as security personnel scheduled during the day, after school, evenings and weekends. We have a new video surveillance camera system linked to our police departments. New technology is in place for students to anonymously report their concerns to school administrators. In addition, we have a security application that immediately locks down our schools in the event of a school emergency with INSTANT notification to police. Most importantly, we include students and staff in our ongoing dialog following security drills to further refine school safety procedures.</p>




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 <div>Technology and STEM:</div>	<p>STEM (Science, Technology, Engineering and Mathematics) offerings in our schools are unique interdisciplinary experiences for students. The Magnet Programs offer a comprehensive suite of courses arranged into several pathways of learning such as Engineering, Environmental Science, Biomedical Science, Homeland Security and Public Safety, and Computer Science and Network Technology. Up-incoming 9th grade students that apply to the Magnet Programs will commit to a four-year program of study that requires additional STEM coursework yet is flexible enough to allow for non-STEM electives. Students are immersed in coursework that requires the use of sophisticated technology, integrated projects, professional mentorships, and community service projects while participating in the program and after school clubs. Graduates of the Magnet Program go on to continue their education and research at some of the most prestigious colleges and universities across the country!</p>
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Cedar Creek High School
 (01-1790-060)
 Grades Offered: 09-12
 2018-2019

Report Key:
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 ** Accountability calculations require 20 or more students
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School Narrative

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

 <div>Other Information</div>	<p>Cedar Creek High School created a Peer Tutoring Program to assist students who are struggling in all subject areas. Our new club, Peer to Peer, was introduced to allow students to have a place to meet with other students who may need support adjusting to school, fitting in socially, and/or looking for ways to connect with other students in a positive environment. We communicate with parents via school messenger, school website, and a newsletter that is generated each trimester with important information and upcoming events.</p>
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Oakcrest High School
 (01-1790-050)
 Grades Offered: 09-12
 2018-2019

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:



Oakcrest High School
(01-1790-050)
Grades Offered: 09-12
2018-2019

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School Contact Information

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

Type	Contact Information
County	Atlantic
District	Greater Egg Harbor Regional High School District
Principal Name	Mr. James Reina
Address	1824 DR DENNIS FOREMAN DRIVE MAYS LANDING, NJ 08330-2640
Phone Number	609-909-2600
Email Address	jreina@gehrhsd.net
Website	https://www.gehrhsd.net/Domain/10
Twitter	https://twitter.com/oakcresths?lang=en



Oakcrest High School
(01-1790-050)
Grades Offered: 09-12
2018-2019

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

Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
9	250	252	267
10	272	234	237
11	243	256	240
12	223	235	257
Total	988	977	1,001

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	47.1%	46.5%	47.3%
Male	52.9%	53.5%	52.7%
Economically Disadvantaged Students	54.5%	53.6%	52.2%
Students with Disabilities	20.4%	20.6%	20.0%
English Learners	1.9%	2.5%	2.0%
Homeless Students	2.4%	2.8%	2.2%
Students in Foster Care	0.6%	0.4%	0.6%
Military-Connected Students	0.5%	1.5%	1.5%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	41.2%	40.9%	41.6%
Hispanic	18.3%	19.3%	19.2%
Black or African American	32.8%	31.3%	30.1%
Asian	6.1%	6.1%	6.3%
Native Hawaiian or Pacific Islander	0.2%	0.1%	0.1%
American Indian or Alaska Native	0.1%	0.0%	0.1%
Two or More Races	1.3%	2.1%	2.7%

Enrollment Trends by Full and Shared Time Status

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

Enrollment Status	2016-17	2017-18	2018-19
Full Time Students	988	977	1,001
Shared Time Students	0	0	0
Full Time Equivalent	988	977	1,001

Enrollment by Home Language

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

Home Language	% of Students
English	91.7%
Spanish	5.2%
Other Languages	3.1%



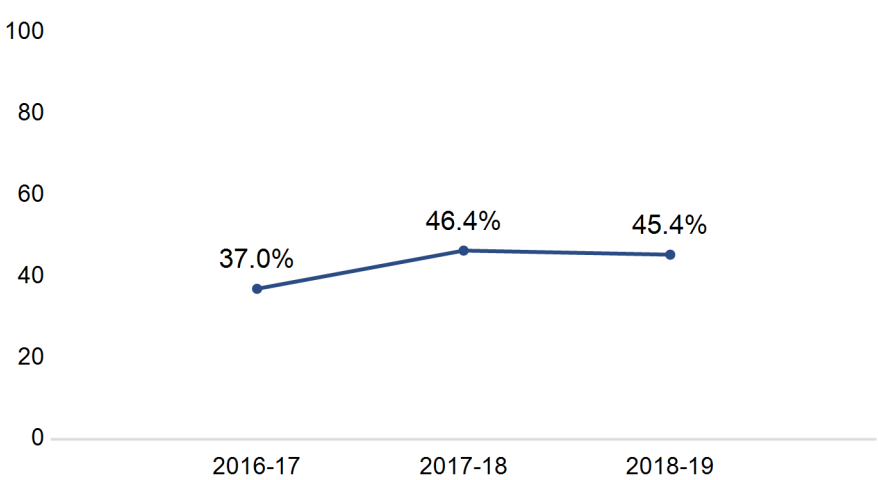
Oakcrest High School
(01-1790-050)
Grades Offered: 09-12
2018-2019

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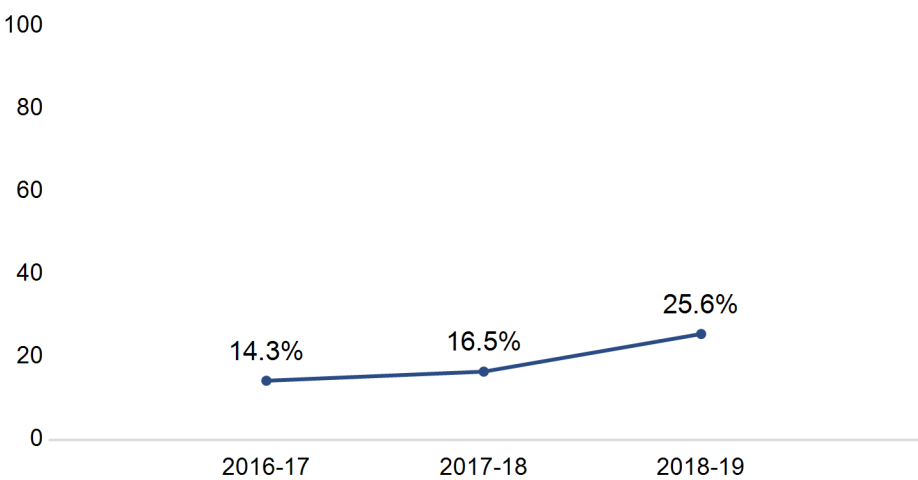
English Language Arts and Mathematics Performance Trends

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

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	98.4%	98.7%	99.8%	98.4%	98.7%	99.8%
Proficiency Rate for Federal Accountability	37.0%	46.4%	45.4%	14.3%	16.5%	25.6%
Annual Target	37.9%	40.1%	42.3%	13.1%	16.6%	20.2%
Met Annual Target?	Met Target†	Met Target	Met Target	Met Target	Met Target†	Met Target
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



Oakcrest High School
(01-1790-050)
Grades Offered: 09-12
2018-2019

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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	465	99.8	45.4	48.3	57.9	45.4	42.3	Met Target
White	206	100.0	58.3	55.3	66.9	58.3	47.5	Met Target
Hispanic	88	100.0	31.8	35.8	43.9	31.8	36.7	Met Target†
Black or African American	120	99.2	25.0	29.2	38.5	25.0	33.1	Not Met
Asian, Native Hawaiian, or Pacific Islander	35	100.0	74.3	*	82.9	74.3	70.5	Met Target
American Indian or Alaska Native	*	*	*	*	56.0	*	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	221	100.0	57.0	60.6	64.8	57.0		
Male	244	99.6	34.8	37.7	51.3	34.8		
Economically Disadvantaged Students	232	100.0	31.9	35.1	40.0	31.9	33.1	Met Target†
Non-Economically Disadvantaged Students	233	99.6	58.8	58.9	67.9	58.8		
Students with Disabilities	78	98.8	11.5	*	22.7	11.5	19.4	Not Met
Students without Disabilities	387	100.0	52.2	*	65.1	52.2		
English Learners	*	*	*	10.0	29.3	*	**	**
Non-English Learners	*	*	*	48.9	60.6	*		
Homeless Students	12	100.0	16.7	28.0	29.1	16.7		
Students In Foster Care	*	*	*	*	27.6	*		
Military-Connected Students	*	*	*	50.0	57.8	*		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

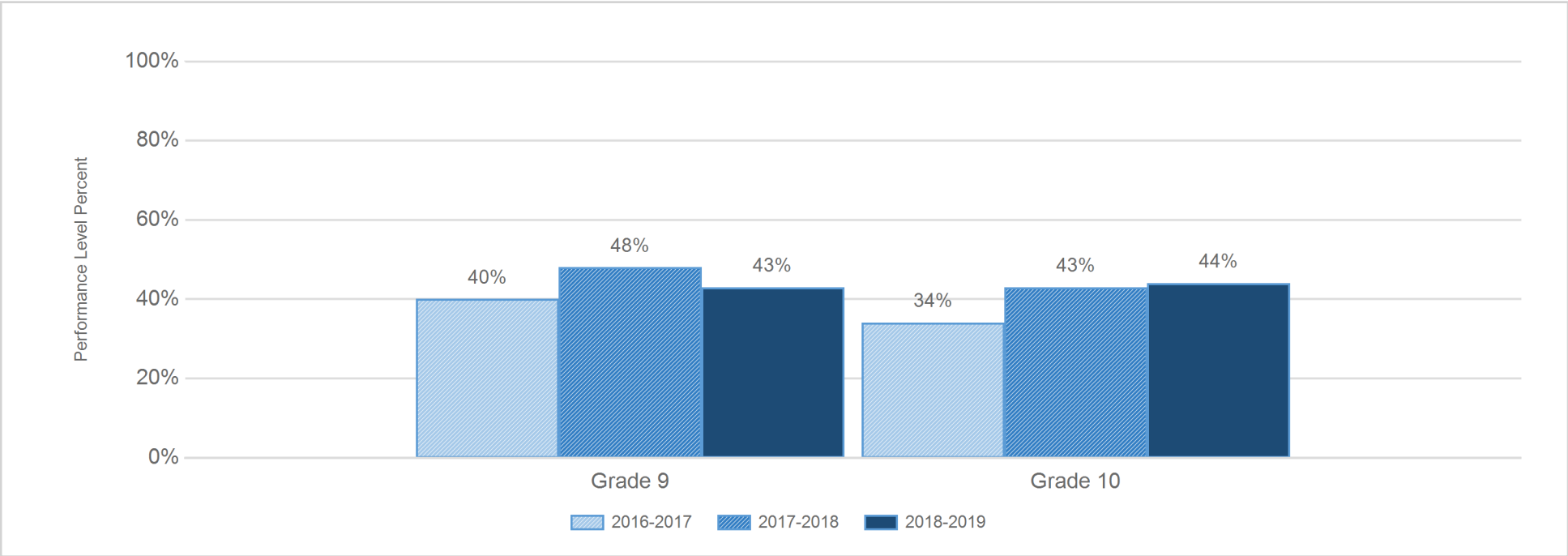


Oakcrest High School
(01-1790-050)
Grades Offered: 09-12
2018-2019

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English Language Arts Assessment - Performance Trends

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





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English Language Arts Assessment - Performance by Grade: Grade 9

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	258	741	743	753	14%	16%	27%	35%	8%	43%	56%
White	112	751	749	762	*	15%	23%	*	*	55%	65%
Hispanic	43	733	734	737	*	*	40%	*	*	28%	40%
Black or African American	74	725	726	732	27%	19%	30%	*	*	24%	33%
Asian, Native Hawaiian, or Pacific Islander	20	772	764	783	*	*	*	*	*	80%	84%
American Indian or Alaska Native	*	*	*	754	*	*	*	*	*	*	57%
Two or More Races	*	*	*	761	*	*	*	*	*	*	63%
Female	115	752	752	760	*	13%	27%	*	*	54%	63%
Male	143	732	735	746	*	18%	27%	*	*	34%	49%
Economically Disadvantaged Students	133	729	731	734	*	*	26%	*	*	31%	36%
Non-Economically Disadvantaged Students	125	754	752	762	*	*	28%	*	*	56%	65%
Students with Disabilities	44	700	706	717	*	*	*	*	*	*	17%
Students without Disabilities	214	750	750	760	*	*	*	*	*	*	63%
English Learners	*	*	694	693	*	*	*	*	*	*	*
Non-English Learners	*	*	743	755	*	*	*	*	*	*	*
Homeless Students	*	*	714	720	*	*	*	*	*	*	21%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	22%
Military-Connected Students	*	*	*	755	*	*	*	*	*	*	56%
Migrant Students	N	N	N	715	N	N	N	N	N	N	23%



Oakcrest High School
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English Language Arts Assessment - Performance by Grade: Grade 10

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	219	740	747	757	19%	18%	19%	32%	12%	44%	58%
White	98	755	756	767	11%	12%	17%	40%	19%	59%	67%
Hispanic	43	727	735	738	*	*	28%	33%	0%	33%	43%
Black or African American	54	719	727	733	30%	30%	20%	*	*	20%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	763	792	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	754	N	N	N	N	N	N	56%
Two or More Races	*	*	754	766	*	*	*	*	*	*	65%
Female	109	752	757	766	12%	15%	15%	*	*	59%	66%
Male	110	729	737	749	25%	21%	24%	*	*	30%	51%
Economically Disadvantaged Students	106	725	733	735	28%	21%	23%	*	*	28%	40%
Non-Economically Disadvantaged Students	113	755	758	767	10%	15%	16%	*	*	59%	67%
Students with Disabilities	31	696	701	711	*	*	*	*	*	*	19%
Students without Disabilities	188	748	755	765	*	*	*	*	*	*	65%
English Learners	*	*	*	687	*	*	*	*	*	*	*
Non-English Learners	*	*	*	760	*	*	*	*	*	*	*
Homeless Students	*	*	745	723	*	*	*	*	*	*	32%
Students in Foster Care	N	N	*	710	N	N	N	N	N	N	22%
Military-Connected Students	*	*	*	754	*	*	*	*	*	*	56%
Migrant Students	N	N	N	710	N	N	N	N	N	N	10%



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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	461	99.8	25.6	29.6	44.5	25.6	20.2	Met Target
White	200	100.0	35.0	35.5	54.1	35.0	22.1	Met Target
Hispanic	90	100.0	15.6	22.0	28.8	15.6	20.8	Met Target†
Black or African American	121	99.3	*	*	23.0	*	15.7	Not Met
Asian, Native Hawaiian, or Pacific Islander	35	100.0	60.0	*	76.5	60.0	34	Met Target
American Indian or Alaska Native	*	*	*	*	42.7	*	**	**
Two or More Races	*	*	14.3	*	53.3	14.3	**	**
Female	216	100.0	26.4	31.7	44.9	26.4		
Male	245	99.6	24.9	27.9	44.2	24.9		
Economically Disadvantaged Students	229	100.0	18.8	22.5	26.3	18.8	18.4	Met Target
Non-Economically Disadvantaged Students	232	99.6	32.3	35.7	54.9	32.3		
Students with Disabilities	82	98.9	*	*	17.4	*	8.9	Met Target†
Students without Disabilities	379	100.0	*	*	50.0	*		
English Learners	*	*	*	21.7	25.0	*	**	**
Non-English Learners	*	*	*	29.8	46.5	*		
Homeless Students	11	100.0	*	12.0	17.1	*		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	*	*	*	28.6	46.4	*		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

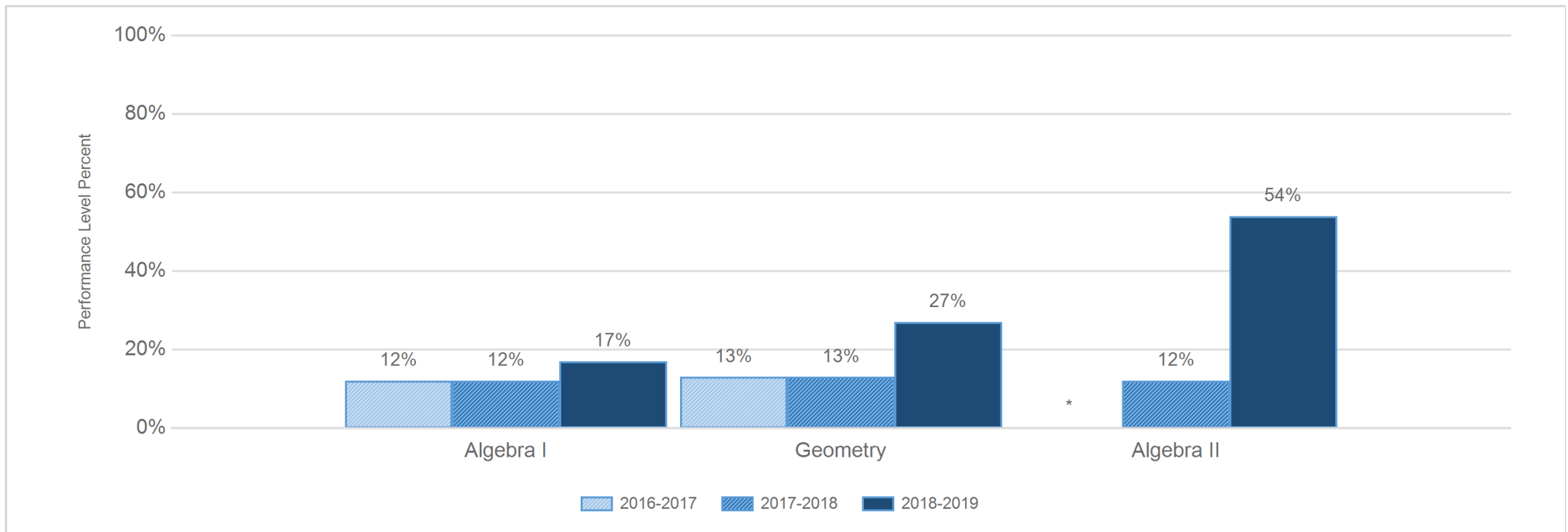


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Mathematics Assessment – Performance Trends

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



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



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Mathematics Assessment - Performance by Test: Algebra I

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

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	303	729	731	744	10%	35%	38%	17%	0%	17%	42%
White	110	738	737	752	*	*	40%	31%	0%	31%	53%
Hispanic	65	724	729	728	*	*	*	*	*	*	24%
Black or African American	102	722	723	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	16	738	738	775	0%	*	*	*	*	31%	76%
American Indian or Alaska Native	*	*	*	744	*	*	*	*	*	*	42%
Two or More Races	*	*	*	752	*	*	*	*	*	*	51%
Female	132	730	733	745	10%	30%	45%	15%	0%	15%	44%
Male	171	728	730	743	10%	39%	32%	19%	0%	19%	41%
Economically Disadvantaged Students	172	727	729	727	9%	42%	34%	15%	0%	15%	23%
Non-Economically Disadvantaged Students	131	732	734	752	11%	25%	43%	21%	0%	21%	52%
Students with Disabilities	46	707	710	717	*	*	*	*	*	*	12%
Students without Disabilities	257	733	736	748	*	*	*	*	*	*	47%
English Learners	*	*	715	710	*	*	*	*	*	*	*
Non-English Learners	*	*	732	745	*	*	*	*	*	*	*
Homeless Students	12	712	718	718	*	*	*	*	*	*	14%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	11%
Military-Connected Students	*	*	*	744	*	*	*	*	*	*	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%



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Mathematics Assessment - Performance by Test: Geometry

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

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	105	733	733	737	*	28%	37%	*	*	27%	35%
White	52	739	736	743	*	21%	40%	*	*	35%	43%
Hispanic	19	730	726	724	0%	*	*	*	*	16%	17%
Black or African American	23	720	*	720	*	*	*	*	*	*	14%
Asian, Native Hawaiian, or Pacific Islander	*	*	744	762	*	*	*	*	*	*	70%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	37%
Two or More Races	*	*	724	745	*	*	*	*	*	*	46%
Female	45	739	738	738	*	*	38%	*	*	40%	36%
Male	60	729	727	736	*	*	37%	*	*	17%	34%
Economically Disadvantaged Students	47	723	721	722	*	36%	38%	*	*	11%	16%
Non-Economically Disadvantaged Students	58	741	740	743	*	21%	36%	*	*	40%	43%
Students with Disabilities	33	711	708	712	*	*	*	*	*	*	*
Students without Disabilities	72	744	742	741	*	*	*	*	*	*	*
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	105	733	733	738	*	28%	37%	*	*	27%	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	*
Students in Foster Care	N	N	*	713	N	N	N	N	N	N	*
Military-Connected Students	*	*	*	739	*	*	*	*	*	*	35%
Migrant Students	N	N	N	711	N	N	N	N	N	N	19%



Oakcrest High School
(01-1790-050)
Grades Offered: 09-12
2018-2019

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Mathematics Assessment - Performance by Test: Algebra II

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

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	65	750	756	755	*	*	31%	54%	0%	54%	58%
White	42	744	753	758	*	*	38%	43%	0%	43%	62%
Hispanic	*	*	752	731	*	*	*	*	*	*	34%
Black or African American	*	*	742	725	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	13	775	779	777	0%	0%	*	*	*	92%	80%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	55%
Two or More Races	*	*	766	761	*	*	*	*	*	*	65%
Female	41	747	750	752	*	*	*	44%	0%	44%	55%
Male	24	757	764	758	*	*	*	71%	0%	71%	62%
Economically Disadvantaged Students	18	745	751	729	*	*	*	56%	0%	56%	32%
Non-Economically Disadvantaged Students	47	753	758	761	*	*	*	53%	0%	53%	65%
Students with Disabilities	N	N	*	715	N	N	N	N	N	N	25%
Students without Disabilities	65	750	*	756	*	*	31%	54%	0%	54%	60%
English Learners	*	*	*	696	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	755	*	*	*	*	*	*	59%
Homeless Students	N	N	*	717	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	715	N	N	N	N	N	N	14%
Military-Connected Students	*	*	*	742	*	*	*	*	*	*	39%
Migrant Students	N	N	N	*	N	N	N	N	N	N	*



Oakcrest High School
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 2018-2019

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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	18.8%	**	**

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	13	84.6%	15.4%
3-4	*	*	*
5 or more	N	N	N



Oakcrest High School
(01-1790-050)
Grades Offered: 09-12
2018-2019

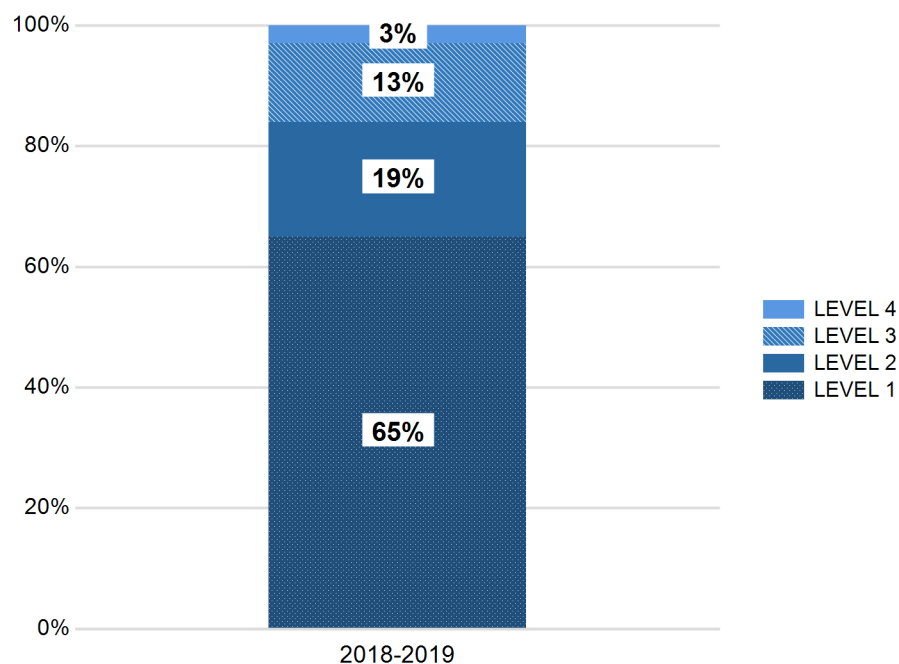
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a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

NJSLA Science Assessment: Grade 11 Summary

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



NJSLA Science Assessment: Grade 11

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	65	19	13	3
White	43	29	25	2
Hispanic	83	13	2	2
Black or African American	90	7	1	1
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	63	23	15	0
Male	68	16	11	5
Economically Disadvantaged Students	79	15	4	2
Non-Economically Disadvantaged Students	54	23	20	3
Students with Disabilities	90	5	5	0
Students without Disabilities	60	23	14	3
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	*	*	*	*
Military-Connected Students	*	*	*	*
Migrant Students	N	N	N	N



Oakcrest High School
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2018-2019

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

PSAT, SAT, & ACT - Participation

This table shows information about participation on the PSAT, SAT, and ACT exams. PSAT participation is the percentage of 10th and 11th graders that took the PSAT 10 or PSAT NMSQT exam in 2018-19. SAT and ACT participation rates show the percentage of 12th graders that have taken the SAT or ACT this year or in prior years.

Participation Type	School Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2018-19	91.6%	84.5%
12th graders taking SAT in 2018-19 or prior years	63.8%	72.1%
12th graders taking ACT in 2018-19 or prior years	12.5%	19.6%

PSAT, SAT, & ACT - Performance

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

Participation Type	School Average Score	State Average Score	College Readiness Benchmarks	School - Students Scores at or above Benchmark	State - Students Scores at or above Benchmark
PSAT 10/NMSQT - Reading and Writing	441	476	Grade 10: 430 Grade 11: 460	48%	61%
PSAT 10/NMSQT - Math	436	477	Grade 10: 480 Grade 11: 510	25%	43%
SAT - Reading and Writing	507	539	480	62%	70%
SAT - Math	494	541	530	31%	53%
ACT - Reading	21	25	22	34%	66%
ACT - English	20	24	18	53%	81%
ACT - Math	21	24	22	44%	65%
ACT - Science	21	24	23	31%	57%



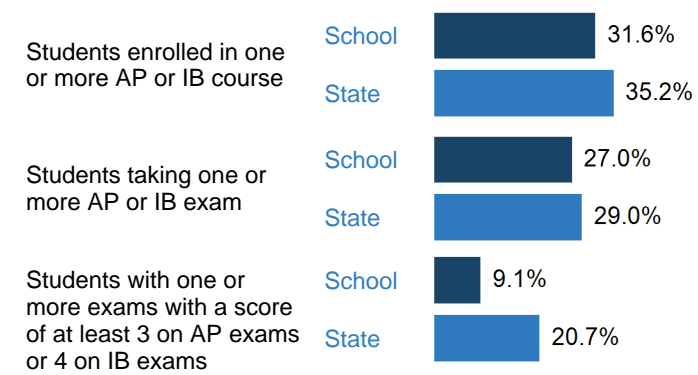
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate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

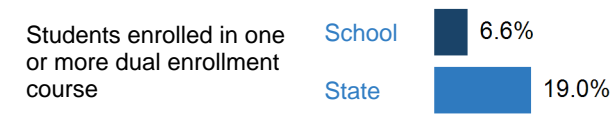
AP/IB Coursework – Participation and Performance

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



Dual Enrollment Coursework - Participation

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



AP/ IB Courses Offered

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

AP/IB Course	Students Enrolled	Students Tested
AP Biology	30	25
AP Calculus AB	9	8
AP Calculus BC	9	7
AP Computer Science A	10	6
AP English Language and Composition	69	65
AP English Literature and Composition	33	24
AP Macroeconomics	32	26
AP Physics 1	21	15
AP Psychology	41	37
AP Spanish Language	8	8
AP Statistics	28	19
AP U.S. Government and Politics	7	6
AP U.S. History	60	53
AP World History	0	1
Total Exams taken		300
Exams with scores of at least 3 on AP exams or 4 on IB exams		85



Oakcrest High School
(01-1790-050)
Grades Offered: 09-12
2018-2019

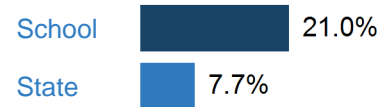
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This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education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

Career and Technical Education Participation

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

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



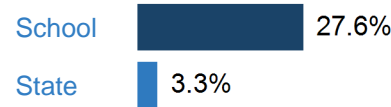
CTE Concentrators
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

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

Structured Learning Experiences





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(01-1790-050)
Grades Offered: 09-12
2018-2019

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Career and Technical Education Participation by Student Group

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

Student Group	School: % CTE Participants	School: % CTE Concentrators	State: % CTE Participants	State: % CTE Concentrators
Schoolwide	21.0%	17.0%	7.7%	10.3%
White	21.4%	20.9%	6.1%	9.6%
Hispanic	20.8%	14.1%	10.3%	11.3%
Black or African American	20.9%	13.6%	9.0%	11.2%
Asian, Native Hawaiian, or Pacific Islander	20.3%	17.2%	5.8%	9.3%
American Indian or Alaska Native	*	*	10.3%	12.7%
Two or More Races	*	*	6.8%	12.1%
Female	20.5%	22.4%	7.3%	10.6%
Male	21.4%	12.1%	8.0%	10.1%
Economically Disadvantaged Students	21.2%	12.6%	10.4%	11.8%
Students with Disabilities	27.5%	7.0%	6.6%	9.2%
English Learners	*	*	8.7%	3.2%
Homeless Students	*	*	8.1%	6.6%
Students In Foster Care	*	*	6.4%	5.0%
Military-Connected Students	*	*	9.7%	13.3%
Migrant Students	N	N	10.4%	*



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Industry-Valued Credentials

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

Students Earning Industry-Valued Credentials



Industry-Valued Credentials by Career Cluster

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

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total credentials earned
Hospitality & Tourism	204		
Science, Technology, Engineering & Mathematics	176		
Total (All Clusters)	380	0	0



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2018-2019

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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	227	56	16	0	0	0	83
10	17	173	58	14	0	6	10
11	4	27	152	42	8	6	16
12	3	5	24	24	17	44	29
Total	251	261	250	80	25	56	138
Enrolled in AP/IB Course					18	28	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0

Science - Course Participation

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

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	63	3	0	1	283	2
10	61	230	0	8	16	2
11	185	60	0	1	55	12
12	53	45	0	0	8	59
Total	362	338	0	10	362	75
Enrolled in AP/IB Course	30	0		0	21	0
Enrolled in Dual Enrollment Course	33	0	0	0	0	0



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Social Studies and History - Course Participation

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

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	285	7	0	0	0	0
10	14	251	0	26	0	3
11	4	247	17	15	0	6
12	3	32	15	55	0	45
Total	306	537	32	96	0	54
Enrolled in AP/IB Course	0	60	32	41		7
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	114	38	0	25	21	0	0
10	139	26	0	18	26	0	0
11	97	19	0	13	20	0	0
12	57	2	5	9	12	0	0
Total	407	85	5	65	79	0	0
Enrolled in AP/IB Course	8	0	0	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	107	15	5	0	21	0	0



Oakcrest High School
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 2018-2019

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

Computer Science and Information Technology – Course Participation

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

Grade	Computer Programming	Computing Systems	Other Computer Science	Networking	Information Systems	Other IT
9	11	0	0	0	0	0
10	5	0	0	0	0	0
11	3	0	0	0	0	0
12	8	0	0	0	0	0
Total	27	0	0	0	0	0
Enrolled in AP/IB Course	10		0			0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0



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Seal of Biliteracy

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

Language	Students Earning a Seal of Biliteracy
Arabic	*
Chinese	*
Spanish	*
Total	*



Oakcrest High School
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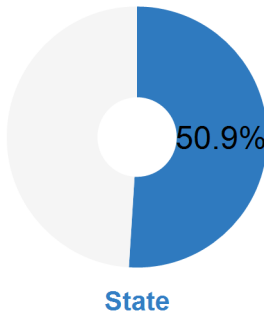
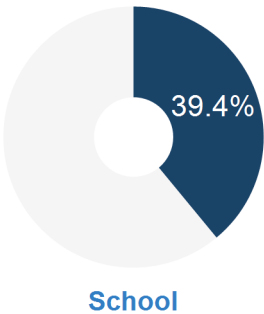
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Visual and Performing Arts – Course Participation

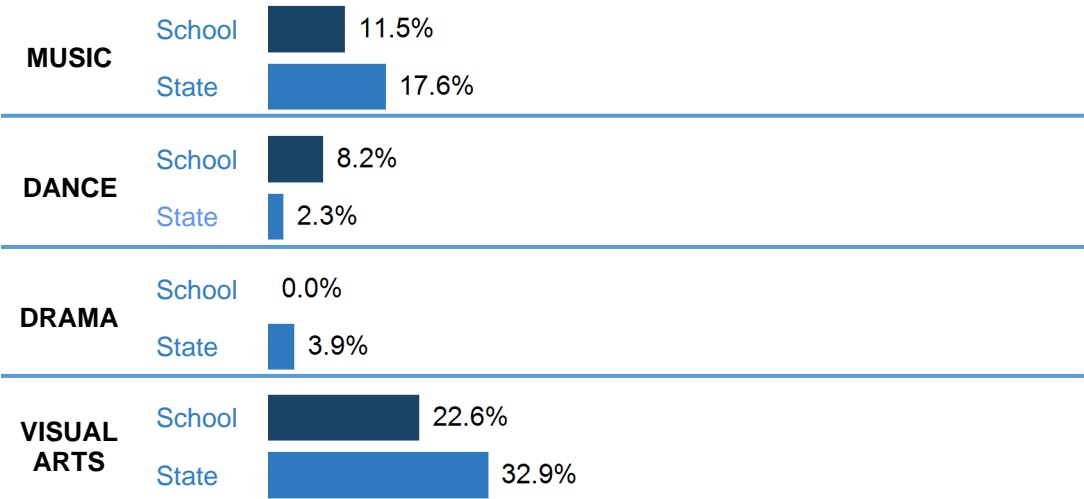
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 9-12:

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



Students enrolled in one or more classes by discipline:





Oakcrest High School
(01-1790-050)
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2018-2019

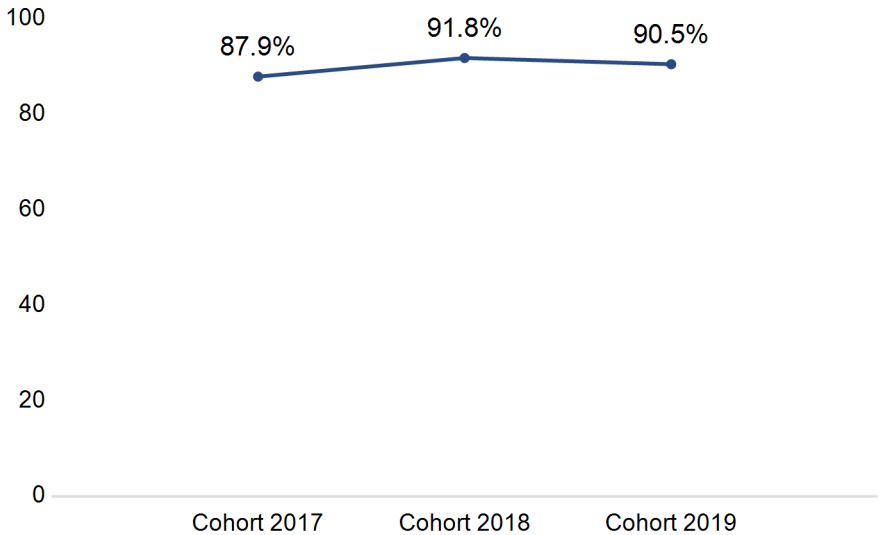
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Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the [NJDOE Graduation Rate page](#).

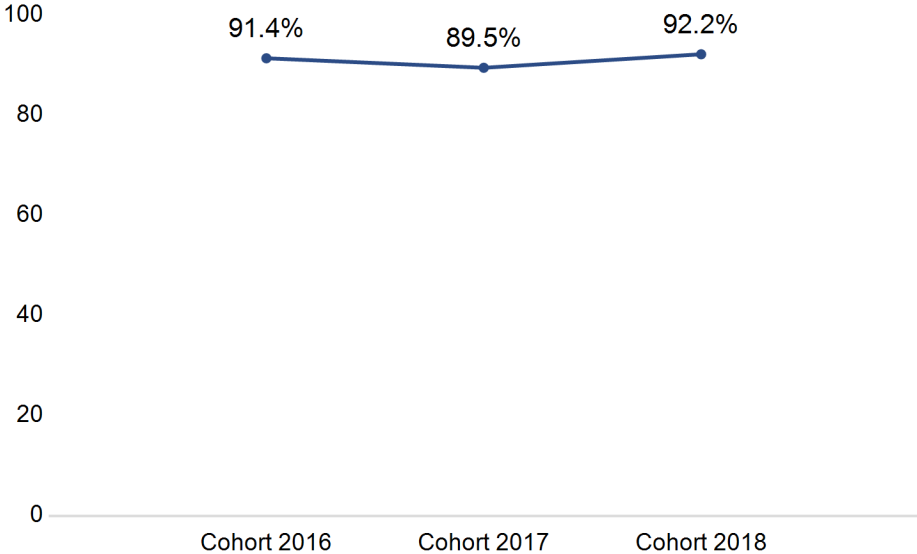
Graduation Rate Trends and Progress

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

4-Year Graduation Rate Trends



5-Year Graduation Rate Trends



Performance Measure	Cohort 2017 4-Year Rate	Cohort 2018 4-Year Rate	Cohort 2019 4-Year Rate	Cohort 2016 5-Year Rate	Cohort 2017 5-Year Rate	Cohort 2018 5-Year Rate
Graduation Rate	87.9%	91.8%	90.5%	91.4%	89.5%	92.2%
Annual Target	92.3%	92.4%		92.8%	92.9%	
Met Annual Target?	Not Met	Not Met		Not Met	Not Met	
Statewide Graduation Rate	90.5%	90.9%	90.6%	91.8%	92.4%	92.5%



Oakcrest High School
(01-1790-050)
Grades Offered: 09-12
2018-2019

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

Graduation Rates

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

Student Group	School - Class of 2019: 4 Year Rate	State - Class of 2019: 4 Year Rate	School - Class of 2018: 5 Year Rate	State - Class of 2018: 5 Year Rate	Class of 2018: 4 Year Rate	Class of 2018: 4 Year Target	Class of 2018: Met Target	Class of 2017: 5 Year Rate	Class of 2017: 5 Year Target	Class of 2017: Met Target
Schoolwide	90.5%	90.6%	92.2%	92.5%	91.8%	92.4%	Not Met	89.5%	92.9%	Not Met
White	89.5%	94.9%	95.0%	95.9%	96.0%	N	Met Goal	87.7%	93.9%	Not Met
Hispanic	96.0%	84.5%	89.8%	87.3%	89.8%	95.0%	Not Met	91.3%	93.5%	Not Met
Black or African American	87.1%	83.3%	88.2%	87.1%	86.0%	92.4%	Not Met	89.4%	88.7%	Met Target
Asian, Native Hawaiian or Pacific Islander	*	96.9%	*	97.8%	*	**	**	*	N	Met Goal
American Indian or Alaska Native	N	92.2%	N	88.9%	N	N	N	N	N	N
Two or More Races	*	91.4%	*	94.2%	*	**	**	*	**	**
Female	94.8%	92.8%	96.2%	94.4%	96.2%			94.0%		
Male	86.8%	88.5%	89.3%	90.8%	88.6%			84.7%		
Economically Disadvantaged Students	90.4%	84.0%	90.0%	87.3%	90.0%	90.6%	Not Met	87.9%	91.8%	Not Met
Students with Disabilities	79.2%	79.2%	85.7%	83.8%	83.7%	78.3%	Met Target	80.4%	83.2%	Not Met
English Learners	90.9%	75.4%	*	80.1%	*	**	**	92.3%	**	**
Homeless Students	*	74.6%	*	78.3%	*			N		
Students in Foster Care	*	57.6%	*	82.5%	*			*		
Migrant Students	N	83.3%	N	85.0%	N			N		



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Graduation Pathways

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

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
Statewide Assessment	62.0%	41.1%
Substitute Competency Test	25.2%	35.7%
Portfolio Appeals Process	2.3%	8.1%
Alternate Requirements specified in IEP	10.5%	15.1%
Unknown	0.0%	0.0%

Dropout Rate Trends

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

School Year	School Rate	State Rate
2018-2019	1.3%	1.2%
2017-2018	2.4%	1.2%
2016-2017	1.6%	1.1%



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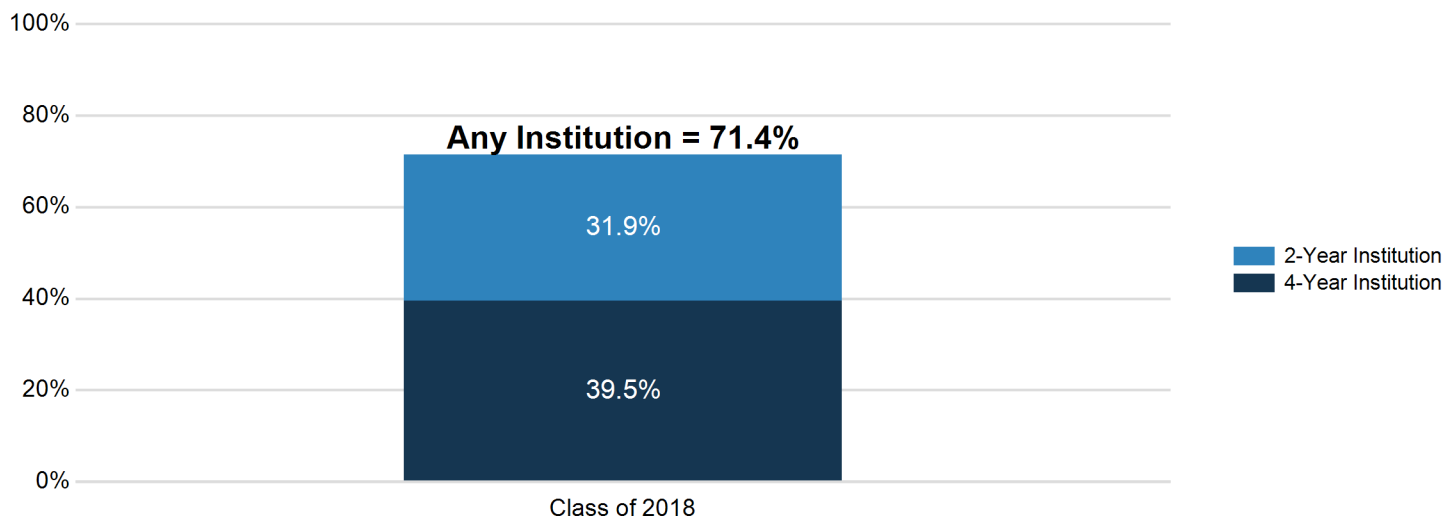
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Information about students enrolling in colleges and universities after graduation is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

Postsecondary Enrollment Rate Summary

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

Postsecondary Enrollment 16 months after Graduation



Performance Measure	Class of 2018
% Enrolled in 2-Year Institution	31.9%
% Enrolled in 4-Year Institution	39.5%
% Enrolled in Any Postsecondary Institution	71.4%



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Postsecondary Enrollment Rates: Fall

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

Postsecondary Enrollment Rates: 16 month

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	72%	28.7%	71.3%
Schoolwide	59.4%	44.1%	55.9%
White	61.4%	41.9%	58.1%
Hispanic	46.9%	52.2%	47.8%
Black or African American	59.8%	44.2%	55.8%
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged	55.2%	47.5%	52.5%
Students with Disabilities	42.2%	94.7%	5.3%
English Learners	*	*	*

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	77.8%	30.9%	69.1%	72.9%	27.1%	65.5%	34.5%
Schoolwide	71.4%	44.7%	55.3%	85.3%	14.7%	82.9%	17.1%
White	71.1%	44.9%	55.1%	85.5%	14.5%	84.1%	15.9%
Hispanic	73.2%	50%	50%	93.3%	6.7%	86.7%	13.3%
Black or African American	67.1%	47.2%	52.8%	83%	17%	83%	17%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	*	*	*
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged	66.1%	59.5%	40.5%	90.5%	9.5%	86.9%	13.1%
Students with Disabilities	45.1%	65.2%	34.8%	78.3%	21.7%	78.3%	21.7%
English Learners	*	*	*	*	*	*	*



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

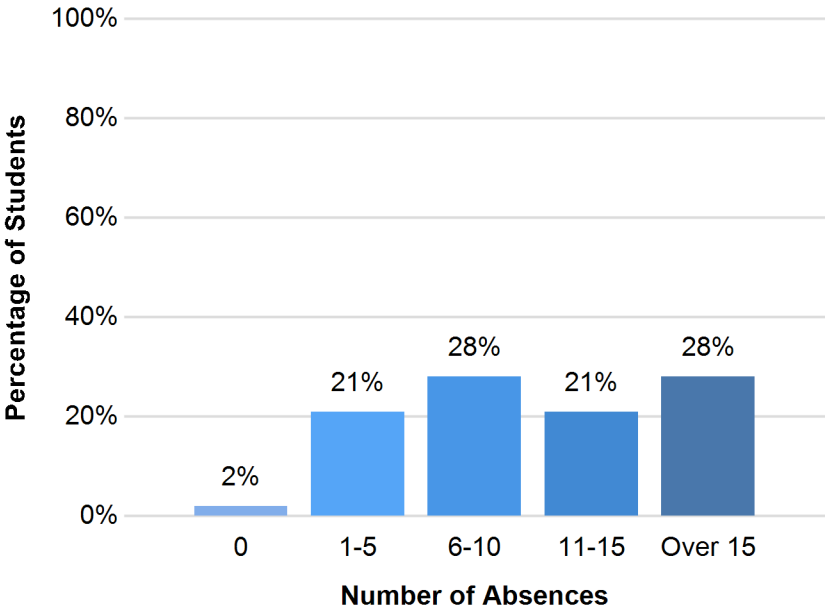
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	229	22.3	14.2	Not Met
White	88	20.6	14.2	Not Met
Hispanic	48	24.6	14.2	Not Met
Black or African American	81	26.1	14.2	Not Met
Asian, Native Hawaiian, or Pacific	5	7.7	14.2	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	14.2	Not Met
Female	98	20.6		
Male	131	23.8		
Economically Disadvantaged Students	162	30.3	14.2	Not Met
Students with Disabilities	76	33.5	14.2	Not Met
English Learners	2	10.0	14.2	Met
Homeless Students	10	50.0		
Students in Foster Care	*	*		
Military-Connected Students	3	20.0		
Migrant Students	N	N		

Days Absent

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





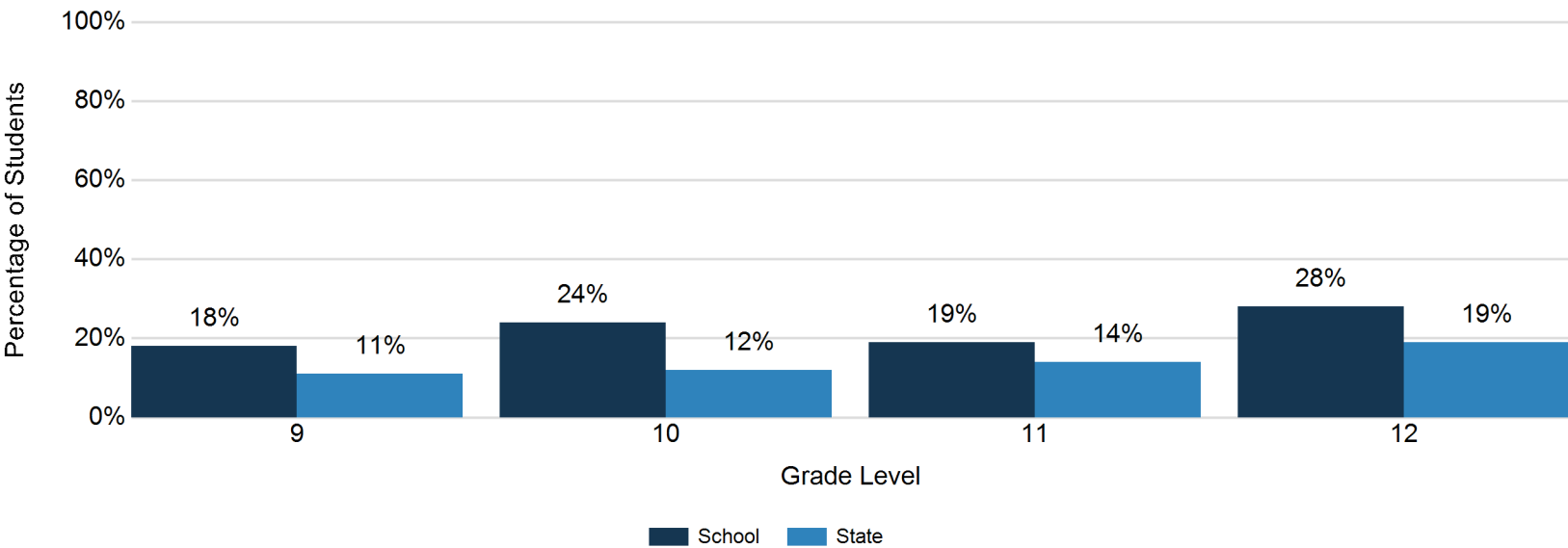
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Chronic Absenteeism by Grade

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





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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	39
Weapons	2
Vandalism	5
Substances	26
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	74
Incidents Per 100 Students Enrolled	7.39

Police Notifications

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

Incident Type	Incidents Reported to Police
Violence	15
Weapons	1
Vandalism	2
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	2



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Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	1	1
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	2	2
Disability	0	0	0
Other	0	0	0
No Identified Nature	7		7

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students	School Days Missed due to Out-of-School Suspensions
In-School Suspensions	195	19.5%	1487
Out-of-School Suspensions	174	17.4%	
Any Suspension	261	26.1%	
Removal to other education program	*	*	
Expulsion	0	0.0%	
Arrest	*	*	



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School Day

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

Category	School
Typical Start Time	7:45 AM
Typical End Time	2:30 PM
Length of School Day	6 Hrs 45 Mins
Full Time - Instructional Time	5 Hrs 53 Mins
Shared Time - Instructional Time	5 Hrs. 53 Mins.

Device Ratios

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

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



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Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	90	118,214
Average years experience in public schools	13.2	12.1
Average years experience in district	12.8	10.8
Percentage of Teachers with 4 or more years experience in the district	87.8%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	30	9,530
Average years experience in public schools	16.4	16.0
Average years experience in district	14.1	12.0
Percentage of Administrators with 4 or more years experience in the district	93.3%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	11:1	11:1
Students to Administrators	125:1	102:1
Teachers to Administrators	11:1	9:1
Students to Librarians/Media Specialists		1527:1
Students to Nurses		1018:1
Students to Counselors		235:1
Students to Child Study Team Members		382:1



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Teachers and Administrators– Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	47.3%	50.0%	25.0%	48.4%	77.1%	54.9%
Male	52.7%	50.0%	75.0%	51.6%	22.9%	45.1%
White	41.6%	95.6%	87.5%	42.4%	83.6%	77.4%
Hispanic	19.2%	1.1%	12.5%	29.9%	7.3%	7.2%
Black or African American	30.1%	3.3%	0.0%	15.0%	6.6%	13.9%
Asian	6.3%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.1%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.1%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	2.7%	0.0%	0.0%	2.1%	0.2%	0.2%



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Teachers and Administrators - Level of Education

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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	92.6%	90.5%
2017-18 Administrators: Same district 2018-19	96.7%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	96.0%



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Per-Pupil Expenditures by Source

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

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

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

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

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



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

For more information about New Jersey’s accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

ESSA Accountability Status

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

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

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



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ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	37.0%	46.4%	45.4%
Math Proficiency	14.3%	16.5%	25.6%
ELA Growth	N	N	N
Math Growth	N	N	N
4-Year Graduation Rate†	87.9%	91.8%	90.5%
5-Year Graduation Rate†	91.4%	89.5%	92.2%
Progress toward English Language Proficiency		23.5%	18.8%
Chronic Absenteeism	20.9%	22.4%	22.3%

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



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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).

Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.

Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less

Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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

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

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

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



Oakcrest High School
(01-1790-050)
Grades Offered: 09-12
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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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






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School Narrative

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

 <p>Highlights:</p>	<ul style="list-style-type: none"> The Greater Egg Harbor Regional High School District offers six Magnet Programs, two on each of our campuses. Oakcrest High School offers Biomedical Science and Air Force JROTC. With our Early College program, students have the opportunity to receive a High School Diploma and Associates Degree in General Studies. In addition, we offer over forty dual credit college courses. Universal Free Breakfast for all students, EVERYDAY. We provide Free PSAT Exams to sophomores and juniors and free SAT Exams to all Juniors.
 <p>Mission, Vision, Theme:</p>	<p>All Greater Egg Harbor Regional High School District staff are dedicated to helping our students experience success socially and academically. We seek to create a positive and nurturing environment in which all students can learn, grow and contribute.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>Two Oakcrest High School teachers have received the prestigious Princeton Prize for Distinguished Teaching (four high school teachers recognized in ALL of New Jersey). Our Business students are consecutive Champions of the New Jersey State Stock Market Game. Oakcrest High School Marching Band are the Atlantic Coast Regional Champions. Our Select Choir had the honors of performing with Barry Manilow, Foreigner, and are recipients of the Disney Grand Champion Award. We are very proud of having a student win the National Championship in the Javelin.</p>






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 <p>Courses, Curriculum, Instruction:</p>	<p>Our Curriculum and Instruction Program supports and empowers all students to learn and achieve personal excellence, regardless of their individual circumstances. Our program selection boasts of high quality core courses along with an ample selection of learning opportunities to promote sustainability, citizenship, creativity, enterprise and innovation. Project Lead the Way is one of our nationally recognized and certified STEM providers that supports curriculum in the Engineering, Computer Science and Network Technology, and Biomedical Magnet Programs. Students have the opportunity to earn college credits while participating in select courses with dual credit agreements to area Universities and Community Colleges. We offer high quality education in Visual and Performing Arts to enhance academic achievement, social and emotional development, civic engagement, and teamwork through the mediums of visual arts, theater arts, music, and dance.</p>
 <p>Sports and Athletics:</p>	<p>Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Cheerleading (Coed), Cross Country (Boys & Girls), Field Hockey (Girls), Football (Boys), Golf (Coed), Lacrosse (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Girls), Wrestling (Boys)</p> <p>Oakcrest also offers Varsity Crew for both boys and girls. Our students have been awarded multiple Division 1 Crew Programs on athletic scholarship to schools from Pennsylvania to Florida. Oakcrest is proud to have graduates playing in the NFL, MLB, and a current High School National Champion in the Javelin.</p>
 <p>Clubs and Activities:</p>	<p>We offer over 40 different clubs and activities for our students and an additional 20 athletic teams at three levels. Many clubs compete regionally and across the state with great success. Our award winning Music and Performing Arts programs include Dance, Choir, Band, Marching Band, Drama and Musical Productions. If we can't meet a student's interest, we will consider adding it to our already impressive list.</p>






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 <p>Before and After School Programs:</p>	<p>Oakcrest High School in collaboration with Atlantic Cape Community College offers after school tutorials for English and Mathematics. This program is designed to students who need extra support and have failed the Accuplacer exam. Students who successfully complete the program for English receive English 101 college credit. Students who successfully complete math tutorials are able to enroll in college level Mathematics courses at AtlanticCape.</p>
 <p>Staff and Professional Learning:</p>	<p>Learning is at the heart of all we do in the GEHRHSD. To help ensure teaching and learning occur at the highest levels, our educators engage in a cycle of continuous learning that includes use of data to determine student and educator learning needs, identification of shared goals for student and educator learning, professional learning to extend educators' knowledge of content, content-specific pedagogy, how students learn, and management of classroom environments. This year, we continue to focus on aligning professional learning and support to the New Jersey Student Learning Standards , the (NGSS), and English Language Learner Frameworks, including the Literacy Standards for Science, History/Social Studies and the Technical Subjects—in all content areas. In addition, we continue to focus on refining and creating new courses and pathways in the Career Technical Subjects (CTE) as well as working with our post-secondary partners including local colleges and universities to ensure our st</p>
 <p>Postsecondary Information:</p>	<p>The 2019 graduating class of Oakcrest High School sent 77% of its graduates to college, 3% to the Military, and 18% to employment or trade schools. Our Guidance Department hosts nighttime events offering assistance in the areas of college searches and the application process, college financial assistance (FAFSA), and mental health and well-being for students. All students are provided with the opportunity to take the PSAT at no cost during their sophomore year and the SAT at no cost during their junior year during the school day. We serve as a testing site for SATs on multiple weekends throughout the year, and assist students with procuring reduced or waived fees for AP, ACT, and SAT. We have had students accepted to Harvard, U Penn, Cornell, and Stanford, while our three most common college acceptances are Rowan, Stockton, and Rutgers Universities.</p>






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 <p>Student Supports and Services:</p>	<p>Learning is fostered through the development of skills that enable students to function effectively in a changing society. Instruction is developed on the firm belief that every student can learn. Our district offers academic enrichment courses and after school supports for struggling learners. Students with disabilities are enrolled in courses based on their Individualized Education Program (IEP). All courses follow the General Education College Prep Curriculum with use of modifications and adaptations on an individual basis. English Language Learners rapidly progress in English language acquisition through highly structured course delivered by a caring and committed staff of educators. Counselors work collaboratively to support the learning process and promote academic achievement and social wellbeing with consideration of student ability and learning style. Counselors regularly monitor students' courses and accumulation of credits to ensure they are meeting graduation requirements.</p>
 <p>Student Health and Wellness:</p>	<p>Greater Egg Harbor Regional understands the importance of physical and mental health and wellness. Our students receive a Health and Wellness curriculum that includes Goal Specific Fitness, Movement for a Healthy Lifestyle and Sports Medicine. Our district works in collaboration with local agencies to provide a comprehensive system of support. We have been proactive in educating students about Mental Health and Suicide Prevention by implementing an Emotional Health and Suicide Prevention Curriculum in Grade 9 English, Social Studies and Health courses. All Teachers and Administrators at Greater Egg will receive training in Mental Health Youth First Aid, a public education program that introduces participants to the unique risk factors and warning signs of mental health problems in adolescents and teaches of the importance of early intervention to help an adolescent in crisis or experiencing a mental health challenge.</p>
 <p>Parent and Community Involvement:</p>	<p>We offer multiple opportunities for parents to get involved, including but not limited to our Title 1 Community Advisory Committee, Special Education Advisory Committee, Project Graduation (drug and alcohol free celebration for graduates), and booster clubs for all Athletic teams and Performing Arts organizations. Our website promotes all dates for upcoming events, lists organizations, houses informative web-pages for all staff (including their courses), and provides access to our student-management system, Genesis. Through Genesis, parents can review student assignments, grades, attendance, discipline, and more.</p>






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 <p>Climate Surveys:</p>	<p>During the 2018-19 school year we administered the New Jersey School Climate Survey to find out how students, parents and school staff felt with respect to safety, equity and inclusive education. 2,728 members of our district community, including 400 parents, participated in our survey. We were pleased to see that all three respondent groups told us the Greater Egg Harbor Regional High Schools are safe, and that bullying is not tolerated. However, parent perceptions about safety and behavior were lower than that of students and staff – the people that are in our schools every day. The survey also highlighted the importance of creating a caring environment for students. Participants indicated that there is an adult in the school to whom students can go to for help, and that students are treated fairly, regardless of their background or abilities. This is an area of particular importance to us and has been the focus of both professional development and curricular enhancements.</p>
 <p>Facilities:</p>	<p>Built in 1960, Oakcrest High School has undergone at least five additions and renovations, with the most recent being completed 3 years ago. In that project, Oakcrest received new locker rooms and lavatories, new HVAC units in all classrooms, upgrades to technology and electrical grids, new security cameras, new lighting, and new student lockers.</p>
 <p>School Safety:</p>	<p>Creating and maintaining a safe environment for all students and staff is our district's highest priority. We have an armed school resource officer in each school as well as security personnel scheduled during the day, after school, evenings and weekends. We have a new video surveillance camera system linked to our police departments. New technology is in place for students to anonymously report their concerns to school administrators. In addition, we have a security application that immediately locks down our schools in the event of a school emergency with INSTANT notification to police. Most importantly, we include students and staff in our ongoing dialog following security drills to further refine school safety procedures.</p>




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 <div>Technology and STEM:</div>	<p>STEM (Science, Technology, Engineering and Mathematics) offerings in our schools are unique interdisciplinary experiences for students. The Magnet Programs offer a comprehensive suite of courses arranged into several pathways of learning such as Engineering, Environmental Science, Biomedical Science, Homeland Security and Public Safety, and Computer Science and Network Technology. Up-incoming 9th grade students that apply to the Magnet Programs will commit to a four-year program of study that requires additional STEM coursework yet is flexible enough to allow for non-STEM electives. Students are immersed in coursework that requires the use of sophisticated technology, integrated projects, professional mentorships, and community service projects while participating in the program and after school clubs. Graduates of the Magnet Program go on to continue their education and research at some of the most prestigious colleges and universities across the country!</p>
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 <div>Other Information</div>	<p>Oakcrest has the Atlantic-Care Teen Center on our campus to assist students (all students eligible with parent acknowledgement) with a variety of individual and group counseling options. Our Child Study Team provides assistance to Students with Disabilities and we offer the Effective School Solutions Program to assist at-risk students with academic and social/emotional support. We have caring and committed School Counselors who meet with students in group and individual settings during the school day along with working collaboratively with teachers to monitor growth and progress.</p>
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