




HENRY P. BECTON REGIONAL HIGH SCHOOL
2016-2017
Grade Span 09-12

03-0745-050
BERGEN
CARLSTADT-EAST RUTHERFORD
VREELAND AVENUE
EAST RUTHERFORD, NJ 07073

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

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

Navigating through the reports:

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

Other Resources:

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



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Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
9	132	104	119
10	116	125	109
11	107	113	120
12	135	105	119
Ungraded	0	0	7
Total	489	447	474

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	49%	50%	50%
Male	51%	50%	50%
Economically Disadvantaged Students	34%	30%	34%
Students with Disabilities	12%	11%	13%
English Learners	2%	3%	3%
Homeless Students			0%
Students in Foster Care			1%
Military-Connected Students			1%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	49.3%
Hispanic	32.5%
Asian	10.5%
Black or African American	7.5%
Native Hawaiian or Pacific Islander	0.2%
American Indian or Alaska Native	0.0%
Two or More Races	0.0%

Enrollment Trends by Full and Shared Time

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

Enrollment Status	2016-17
Full Time Students	467
Shared Time Students	13
Full Time Equivalent	474

Enrollment by Home Language

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

Home Language	% of Students
English	64.9%
Spanish	17.2%
Polish	4.2%
Arabic	2.3%
Korean	2.3%
Other	8.6%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	221	96.6	47.50	47.50	54.90	47.5	51.4	Met Target†
White	118	96.0	52.60	52.60	63.90	52.6	58.1	Met Target†
Hispanic	70	98.6	35.70	35.70	39.80	35.7	48	Not Met
Black or African American	11	85.7	18.20	18.20	35.20	16.2	**	**
Asian, Native Hawaiian, or Pacific Islander	22	100.0	72.70	72.70	80.70	72.7	N	N
American Indian or Alaska Native	N	N	N	N	53.70	N	**	**
Two or More Races	N	N	N	N	54.90	N	**	**
Female	115	95.9	60.80	60.80	62.20	60.8		
Male	106	97.3	33.00	33.00	48.10	33		
Economically Disadvantaged Students	69	94.7	40.60	40.60	36.20	40.6	35	Met Target
Non-Economically Disadvantaged Students	152	97.5	50.60	50.60	65.80	50.6		
Students with Disabilities	29	85.3	17.20	17.20	20.50	15.5	7.4	Met Target
Students without Disabilities	192	98.5	52.10	52.10	61.90	52.1		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	121	744	744	749	*	15%	24%	42%	*	49%	52%
White	66	747	747	757	17%	*	20%	49%	*	58%	62%
Hispanic	37	737	737	733	*	30%	32%	32%	*	32%	35%
Black or African American	*	*	*	730	*	*	*	*	*	*	30%
Asian, Native Hawaiian, or Pacific Islander	11	756	756	777	*	*	*	*	*	64%	80%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	49%
Two or More Races	N	N	N	746	N	N	N	N	N	N	48%
Female	55	762	762	756	*	*	*	64%	*	75%	60%
Male	66	730	730	741	*	*	*	24%	*	27%	43%
Economically Disadvantaged Students	35	742	742	731	*	*	*	40%	*	43%	32%
Non-Economically Disadvantaged Students	86	745	745	758	*	*	*	43%	*	51%	62%
Students with Disabilities	14	709	709	714	*	*	*	*	*	*	13%
Students without Disabilities	107	749	749	754	*	*	*	*	*	*	58%
English Learners	*	*	*	690	*	*	*	*	*	*	*
Non-English Learners	*	*	*	752	*	*	*	*	*	*	*
Homeless Students	N	N	N	719	N	N	N	N	N	N	21%
Students in Foster Care	*	*	*	718	*	*	*	*	*	*	21%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	45%
Migrant Students	N	N	N	705	N	N	N	N	N	N	*



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	102	744	744	743	15%	20%	21%	32%	13%	45%	46%
White	52	747	747	749	*	*	25%	33%	*	46%	52%
Hispanic	34	738	738	728	*	*	*	29%	*	38%	34%
Black or African American	*	*	*	725	*	*	*	*	*	*	31%
Asian, Native Hawaiian, or Pacific Islander	11	772	772	774	*	0%	*	*	*	82%	74%
American Indian or Alaska Native	N	N	N	740	N	N	N	N	N	N	42%
Two or More Races	N	N	N	737	N	N	N	N	N	N	42%
Female	60	748	748	752	*	17%	*	32%	*	47%	54%
Male	42	740	740	734	*	24%	*	33%	*	43%	39%
Economically Disadvantaged Students	35	735	735	726	*	*	*	*	*	37%	32%
Non-Economically Disadvantaged Students	67	749	749	751	*	*	*	*	*	49%	54%
Students with Disabilities	13	714	714	704	*	*	*	*	0%	23%	12%
Students without Disabilities	89	749	749	749	*	*	*	*	15%	48%	52%
English Learners	N	N	N	681	N	N	N	N	N	N	*
Non-English Learners	102	744	744	745	15%	20%	21%	32%	13%	45%	*
Homeless Students	*	*	*	715	*	*	*	*	*	*	21%
Students in Foster Care	*	*	*	710	*	*	*	*	*	*	20%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	694	N	N	N	N	N	N	*



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

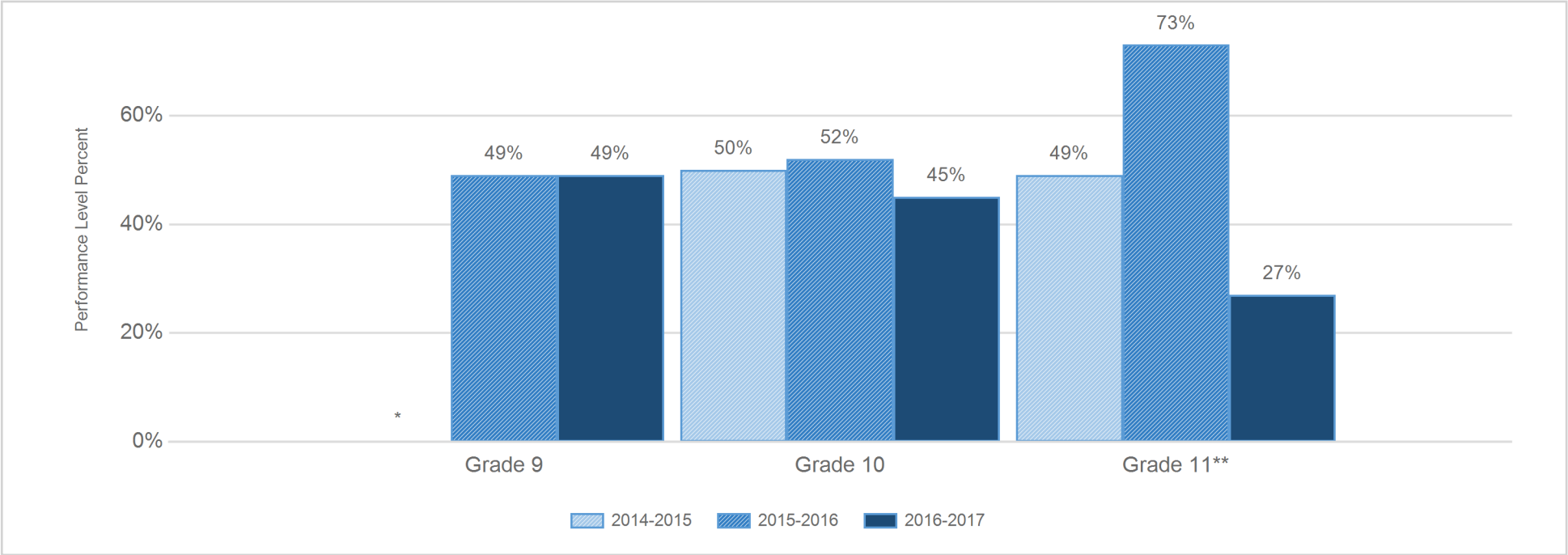
This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	112	731	731	736	23%	27%	23%	16%	11%	27%	38%
White	51	732	732	738	22%	28%	*	*	*	31%	40%
Hispanic	34	730	730	731	*	*	32%	*	*	21%	34%
Black or African American	14	714	714	728	*	*	*	*	*	*	30%
Asian, Native Hawaiian, or Pacific Islander	13	749	749	756	*	*	*	*	*	46%	58%
American Indian or Alaska Native	N	N	N	731	N	N	N	N	N	N	30%
Two or More Races	N	N	N	731	N	N	N	N	N	N	36%
Female	47	738	738	744	*	26%	*	*	*	26%	46%
Male	65	726	726	729	*	28%	*	*	*	28%	31%
Economically Disadvantaged Students	33	739	739	729	*	30%	*	*	*	30%	32%
Non-Economically Disadvantaged Students	79	728	728	740	*	25%	*	*	*	25%	42%
Students with Disabilities	26	705	705	709	54%	*	*	*	0%	12%	12%
Students without Disabilities	86	739	739	741	14%	*	*	*	14%	31%	43%
English Learners	*	*	*	699	*	*	*	*	*	*	*
Non-English Learners	*	*	*	737	*	*	*	*	*	*	*
Homeless Students	N	N	N	722	N	N	N	N	N	N	24%
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	19%
Military-Connected Students	*	*	*	723	*	*	*	*	*	*	24%
Migrant Students	N	N	N	713	N	N	N	N	N	N	26%

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

English Language Arts/Literacy Assessment - Performance Trends

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



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



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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	222	96.6	24.40	24.40	43.50	24.4	21.2	Met Target
White	119	96.0	26.90	26.90	52.40	26.9	30.2	Met Target†
Hispanic	70	98.6	17.10	17.10	27.60	17.1	10.7	Met Target
Black or African American	11	85.7	*	*	21.70	*	**	**
Asian, Native Hawaiian, or Pacific Islander	22	100.0	40.90	40.90	75.60	40.9	N	N
American Indian or Alaska Native	N	N	N	N	42.50	N	**	**
Two or More Races	N	N	N	N	44.90	N	**	**
Female	116	95.9	24.10	24.10	44.10	24.1		
Male	106	97.3	24.50	24.50	42.90	24.5		
Economically Disadvantaged Students	71	94.9	19.70	19.70	25.10	19.7	15.6	Met Target
Non-Economically Disadvantaged Students	151	97.4	26.50	26.50	54.30	26.5		
Students with Disabilities	28	84.8	*	*	16.50	*	N	N
Students without Disabilities	194	98.5	*	*	48.80	*		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	104	724	724	743	20%	25%	36%	19%	0%	19%	42%
White	53	728	728	751	*	26%	30%	26%	*	26%	52%
Hispanic	37	719	719	728	*	*	*	*	*	*	24%
Black or African American	*	*	*	724	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	N	N	N	741	N	N	N	N	N	N	41%
Female	40	728	728	744	*	*	55%	*	0%	15%	43%
Male	64	722	722	741	*	*	23%	*	0%	22%	40%
Economically Disadvantaged Students	34	722	722	727	*	*	35%	*	0%	18%	23%
Non-Economically Disadvantaged Students	70	725	725	751	*	*	36%	*	0%	20%	52%
Students with Disabilities	13	705	705	714	*	*	*	*	*	*	10%
Students without Disabilities	91	727	727	747	*	*	*	*	*	*	47%
English Learners	*	*	*	708	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	*	*	*	711	*	*	*	*	*	*	*
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%



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Mathematics Assessment - Performance by Test: Geometry

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	95	725	725	734	15%	36%	31%	19%	0%	19%	30%
White	48	729	729	740	*	31%	35%	23%	*	23%	38%
Hispanic	33	717	717	722	*	*	*	*	*	*	14%
Black or African American	*	*	*	719	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	758	*	*	*	*	*	*	65%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	29%
Two or More Races	N	N	N	733	N	N	N	N	N	N	32%
Female	58	726	726	735	*	41%	24%	*	*	21%	31%
Male	37	724	724	733	*	27%	41%	*	*	16%	30%
Economically Disadvantaged Students	30	722	722	721	*	47%	*	*	0%	10%	13%
Non-Economically Disadvantaged Students	65	727	727	740	*	31%	*	*	0%	23%	39%
Students with Disabilities	14	700	700	711	*	*	*	*	*	*	*
Students without Disabilities	81	729	729	738	*	*	*	*	*	*	*
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	735	*	*	*	*	*	*	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	*
Students in Foster Care	*	*	*	713	*	*	*	*	*	*	*
Military-Connected Students	N	N	N	727	N	N	N	N	N	N	15%
Migrant Students	N	N	N	704	N	N	N	N	N	N	*



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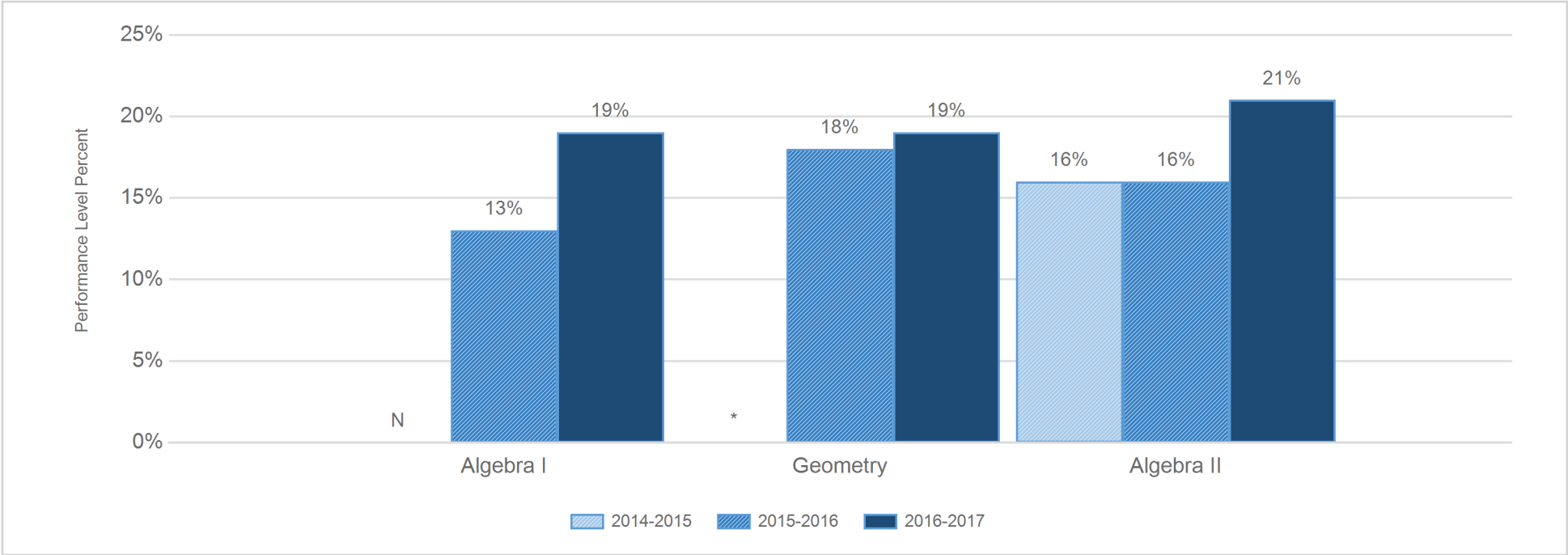
Mathematics Assessment - Performance by Test: Algebra II

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	112	717	717	725	38%	21%	21%	*	*	21%	28%
White	57	721	721	731	35%	*	28%	*	*	19%	33%
Hispanic	28	711	711	710	43%	*	0%	*	0%	25%	14%
Black or African American	13	685	685	703	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	14	742	742	761	*	*	*	*	0%	36%	62%
American Indian or Alaska Native	N	N	N	715	N	N	N	N	N	N	20%
Two or More Races	N	N	N	718	N	N	N	N	N	N	25%
Female	59	716	716	725	36%	*	19%	*	*	22%	27%
Male	53	717	717	725	42%	*	23%	*	*	19%	29%
Economically Disadvantaged Students	32	717	717	708	34%	*	*	*	*	25%	13%
Non-Economically Disadvantaged Students	80	717	717	733	40%	*	*	*	*	19%	35%
Students with Disabilities	24	687	687	692	*	*	*	*	*	*	*
Students without Disabilities	88	725	725	729	*	*	*	*	*	*	*
English Learners	N	N	N	692	N	N	N	N	N	N	*
Non-English Learners	112	717	717	726	38%	21%	21%	*	*	21%	*
Homeless Students	N	N	N	702	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	692	N	N	N	N	N	N	*
Military-Connected Students	*	*	*	710	*	*	*	*	*	*	14%
Migrant Students	N	N	N	702	N	N	N	N	N	N	14%

Mathematics Assessment – Performance Trends

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





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Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	*	*	*
2	*	*	*
3	N	N	N
4	N	N	N
5+	*	*	*



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

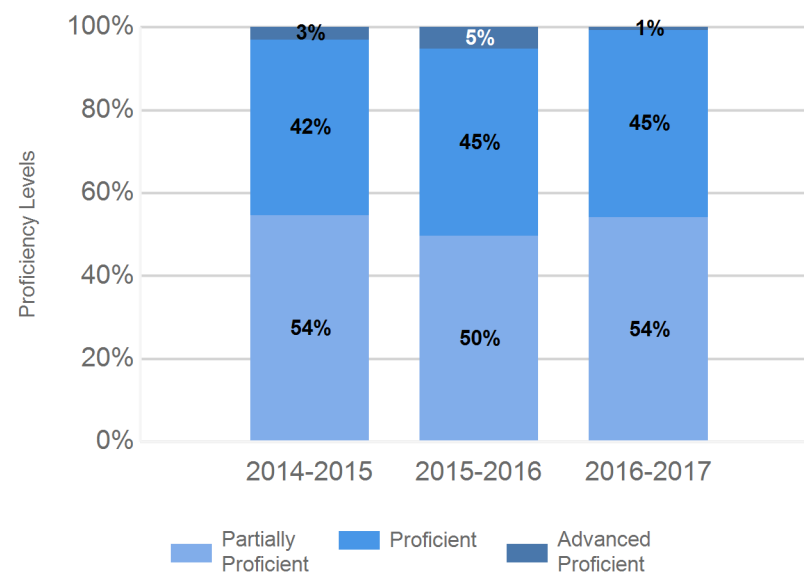
Biology Assessment - Performance

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	16%	42%	42%
Schoolwide	1%	45%	54%
White	1%	49%	49%
Hispanic	N	39%	62%
Black or African American	N	*	*
Asian, Native Hawaiian, or Pacific Islander	N	58%	42%
American Indian or Alaska Native	N	N	N
Two or More Races	N	*	*
Economically Disadvantaged Students	N	53%	47%
Students with Disabilities	N	15%	85%
English Learners	N	N	*

Biology Assessment - Proficiency Trends

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





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

PSAT/SAT/ACT - Participation

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

Test	% of Students in School	% of Students in State
Percentage of students taking the PSAT	100.0%	89.4%
Percentage of students taking the SAT	100.0%	70.0%
Percentage of students taking the ACT	16.0%	28.3%

PSAT/SAT/ACT - Performance

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

Test	School Average Score	State Average Score	College Readiness Benchmarks	School - % of Students scoring at or above Benchmark	State - % of Students scoring at or above Benchmark
PSAT - Reading and Writing	458	481	Varies By Grade	54%	67%
PSAT - Math	458	483	Varies By Grade	35%	49%
SAT - Reading and Writing	531	551	480	78%	77%
SAT - Math	521	552	530	42%	58%
ACT - Reading	21	24	22	37%	65%
ACT - English	20	24	18	58%	79%
ACT - Math	21	24	22	37%	65%
ACT - Science	19	23	23	21%	54%



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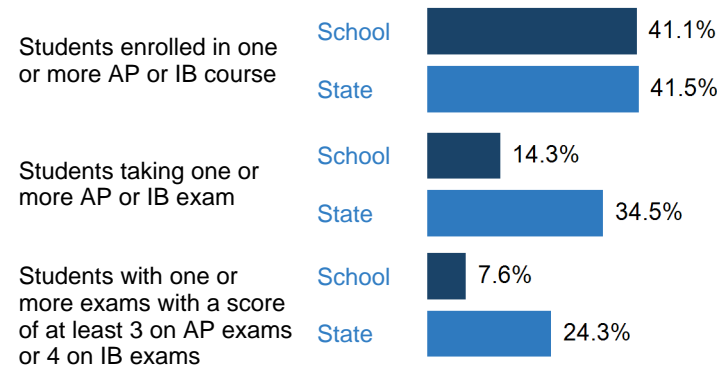
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate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

AP/IB Coursework – Participation and Performance

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



Dual Enrollment Coursework - Participation

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



AP/ IB Courses Offered

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

AP/IB Course	Students Enrolled	Students Tested
AP Biology	7	4
AP Chemistry	4	0
AP Computer Science A	0	1
AP Computer Science Principles	0	1
AP English Literature and Composition	10	8
AP Physics 1	32	0
AP Physics C: Mechanics	12	0
AP Statistics	11	8
AP U.S. Government and Politics	7	7
AP U.S. History	37	19
IB Art/Design	22	0
Total Exams Taken		48
Exams with scores of at least 3 on AP exams or 4 on IB exams		23



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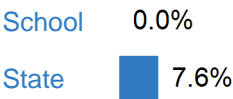
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This section contains information about participation in approved **Career and Technical Education (CTE)** programs and **Structured Learning Experiences**. For more information about CTE in New Jersey, please visit <http://www.nj.gov/education/cte/>.

Career and Technical Education Participation

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

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



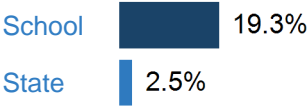
CTE Concentrators
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

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

Structured Learning Experiences



Industry-Valued Credentials Earned

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

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

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



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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	94	24	0	0	0	0	6
10	6	80	36	0	0	0	3
11	2	7	84	31	0	6	42
12	1	3	13	72	22	5	7
Schoolwide	103	114	133	103	22	11	58
Enrolled in AP/IB Course					0	11	0

Science - Course Participation

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

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	116	1	0	0	0	6
10	16	71	9	0	6	30
11	4	15	9	0	63	59
12	8	8	4	0	24	71
Schoolwide	144	95	22	0	93	166
Enrolled in AP/IB Course	7	4		0	44	0



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

Social Studies and History - Course Participation

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

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	115	5	110	0	0	2
10	6	103	9	0	0	36
11	5	114	4	0	0	46
12	0	7	11	0	0	49
Schoolwide	126	229	134	0	0	133
Enrolled in AP/IB Course	0	37	0	0	0	7

World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	79	0	28	0	0	0	0
10	79	0	19	0	0	0	0
11	40	0	26	0	0	0	1
12	12	0	2	0	0	0	1
Schoolwide	210	0	75	0	0	0	2
Enrolled in AP/IB Course	N	N	N	N	N	N	N
Enrolled in Level 3 or Higher	30	0	20	0	0	0	0
Earned Seal of Biliteracy	N	N	N	N	N	N	N



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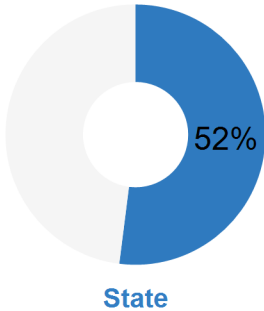
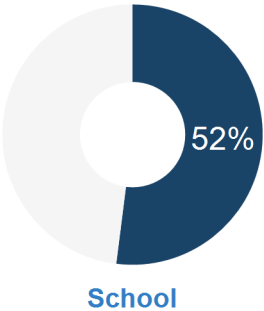
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Visual and Performing Arts – Course Participation

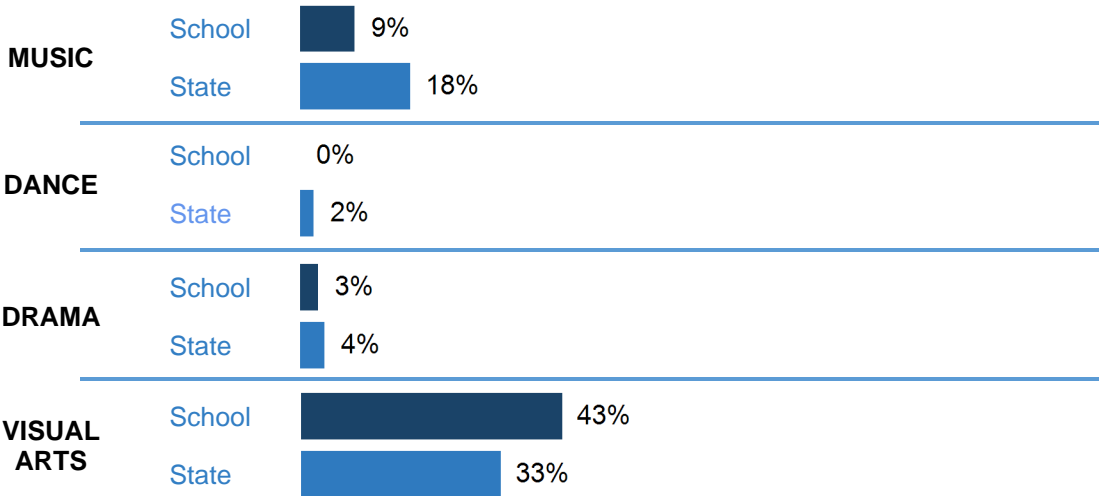
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

Grades 9-12:

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



Students enrolled in one or more classes by discipline:





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

Graduation Rates

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

Student Group	School - Class of 2017: 4 Year Rate	State - Class of 2017: 4 Year Rate	School - Class of 2016: 5 Year Rate	State - Class of 2016: 5 Year Rate	Class of 2016: 4 Year Rate	Class of 2016: 4 Year Target	Met Target?	Class of 2015: 5 Year Rate	Class of 2015: 5 Year Target	Met Target?
Schoolwide	96.9%	90.5%	95.8%	91.8%	97.5%	N	Met Goal	94.8%	87.9%	Met Target
White	98.3%	94.5%	97.1%	95.1%	100.0%	N	Met Goal	98.6%	N	Met Goal
Hispanic	*	84.3%	97.1%	86.3%	97.1%	N	Met Goal	86.5%	89.8%	Not Met
Black or African American	*	83.4%	*	85.3%	*	**	**	*	**	**
Asian, Native Hawaiian or Pacific Islander	100.0%	96.6%	*	97.5%	*	**	**	100.0%	**	**
American Indian or Alaska Native	N	92.3%	N	86.6%	N	N	N	N	N	N
Two or More Races	N	91.9%	N	93.7%	N	N	N	*	**	**
Economically Disadvantaged Students	97.6%	83.9%	96.2%	85.6%	92.3%	90.0%	Met Target	92.3%	83.9%	Met Target
Students with Disabilities	92.9%	78.8%	86.4%	82.1%	95.5%	N	Met Goal	81.8%	69.1%	Met Target
English Learners	*	76.1%	*	79.7%	*	**	**	*	**	**
Homeless Students	N	73.2%	N	74.4%	N	N	N	N		

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

Graduation Rate Trends

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

Class of	4-Year Rate	5-Year Rate
2017	96.9%	-
2016	97.5%	95.8%
2015	92.8%	94.8%

Dropout Rate Trends

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

School Year	School Rate	State Rate
2016-2017	0%	1.1%
2015-2016	0.2%	1.1%
2014-2015	0.4%	1.1%



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

Postsecondary Enrollment Rates: Fall

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	71.1%	29.5%	70.5%
Schoolwide	82.6%	30.5%	69.5%
White	84.3%	23.3%	76.7%
Hispanic	78.1%	37.5%	62.5%
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	81.6%	35.5%	64.5%
Students with Disabilities	*	*	*
English Learners	*	*	0%

Postsecondary Enrollment Rates: 16 month

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	76.1%	33.6%	66.5%	73.6%	26.4%	65.5%	34.6%
Schoolwide	81.9%	30.2%	69.8%	79.1%	20.9%	84.9%	15.1%
White	87.3%	25.5%	74.6%	85.5%	14.6%	85.5%	14.6%
Hispanic	70%	33.3%	66.7%	61.9%	38.1%	90.5%	9.5%
Black or African American	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	*	*	*
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N
Economically Disadvantaged Students	69.6%	43.8%	56.3%	68.8%	31.3%	100%	0%
Students with Disabilities	66.7%	87.5%	12.5%	87.5%	12.5%	100%	0%
English Learners	N	N	N	N	N	N	N



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

Chronic Absenteeism

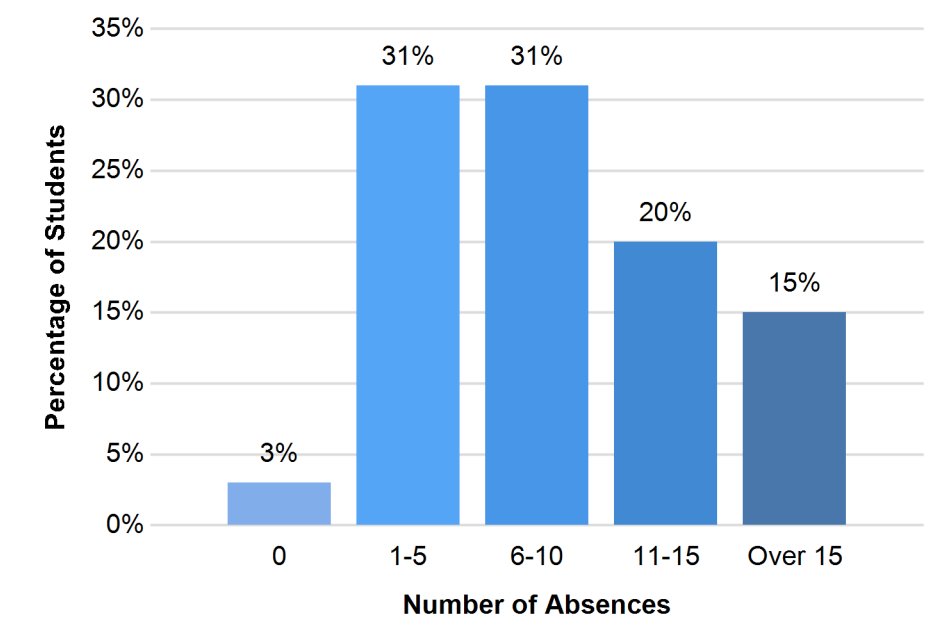
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	10.00	14.30	Met Target
White	13.00	14.30	Met Target
Hispanic	7.20	14.30	Met Target
Black or African American	13.20	14.30	Met Target
Asian, Native Hawaiian, or Pacific Islander	1.90	14.30	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	11.70	14.30	Met Target
Students with Disabilities	22.80	14.30	Not Met
English Learners	N	**	**

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

Days Absent

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



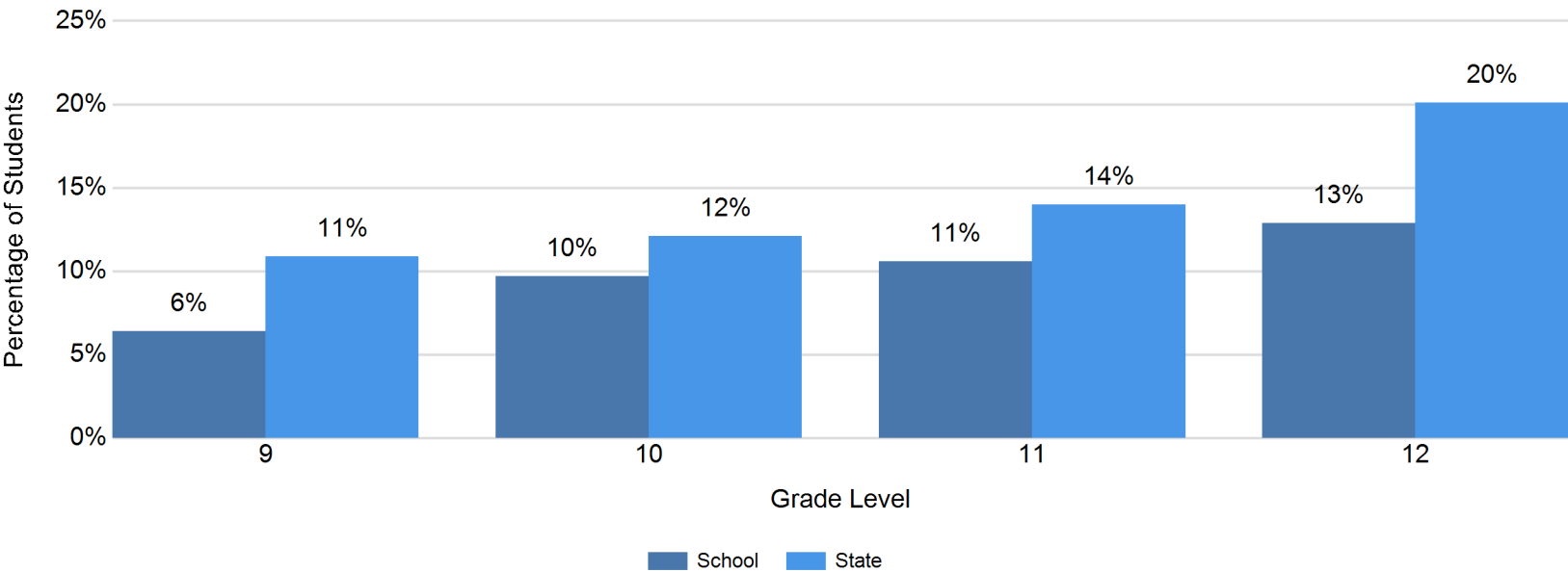


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Chronic Absenteeism by Grade

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





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School Day

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

Category	School
Typical Start Time	8:05AM
Typical End Time	2:45PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	6 Hrs. 41 Mins.
Shared Time - Instructional Time	2 Hrs. 56 Mins.

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	1
Vandalism	0
Weapons	0
Substances	2
Harassment, Intimidation, Bullying (HIB)	3
Total Unique Incidents	6
Incidents Per 100 Students Enrolled	1.27

Student Suspension Rate

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

Suspension Types	% of Students
In-School Suspensions	1.9%
Out-of-School Suspensions	4.2%
Any Suspension	4.9%

Student Expulsions

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

Category	Number of Students
Expulsions	0



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Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.4:1	211.2 kbps	100 kbps	Yes	N	Fiber	N

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total	\$433	\$20,988	\$21,421



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

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

Teachers: All classroom teachers

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

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	43	120,724
Average years experience in public schools	13.5	11.8
Average years experience in district	11.3	10.5
Teachers in district for 4 or more years	70%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	8	9,506
Average years experience in public schools	22.0	15.9
Average years experience in district	18.3	11.6
Administrators in district for 4 or more years	75%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	11:1	11:1
Administrators	68:1	59:1
Librarian/Media Specialists		474:1
Nurses		474:1
Counselors		474:1
Child Study Team		N



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Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	79%	89%
2015-16 Administrators: Same district 2016-17	88%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	94%



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Accountability Indicator Scores and Summative Rating

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	54.7	17.5%
Mathematics Proficiency	39.7	17.5%
Graduation - 4-Year	87.0	25.0%
Graduation - 5-Year	50.3	25.0%
Chronic Absenteeism	60.7	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		60.0
Summative Rating: Percentile rank of Summative Score		62.8
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No
Requires Comprehensive Support: 4-year Graduation Rate less than or equal to 67%		No

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

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



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Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	Graduation Rate - 4-Year	Graduation Rate - 5-Year	At Risk for Consistently Underperforming Student Group
Schoolwide	60.0	6.2	No	Met Target†	Met Target	Met Target	Met Goal	Met Target	No
White	64.0	6.2	No	Met Target†	Met Target†	Met Target	Met Goal	Met Goal	No
Hispanic	60.7	6.2	No	Not Met	Met Target	Met Target	Met Goal	Not Met	No
Black or African American	**	**	No	**	**	Met Target	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	N	N	Met Target	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	N	N	No
Two or More Races	**	**	No	**	**	**	N	**	No
Economically Disadvantaged Students	72.7	6.2	No	Met Target	Met Target	Met Target	Met Target	Met Target	No
Students with Disabilities	59.3	6.2	No	Met Target	N	Not Met	Met Goal	Met Target	No
English Learners	**	**	No	**	**	**	**	**	No

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† Target was met within a confidence interval.



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School General Info

Principal:	Dr. Sforza	Email Address:	dsforza@bectonhs.org
Address:	VREELAND AVENUE EAST RUTHERFORD, NJ 07073	Website:	www.bectonhs.org
Phone:	(201)935-3007	Twitter:	https://twitter.com/@bectonhs

School Narrative

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

	Highlights: <ul style="list-style-type: none"> • Becton Regional HS is a 1:1 Digital Learning School, with all students utilizing & taking home 1:1 personal Chromebooks • Becton has an innovative & flexible academic school schedule that promotes differentiated & individualized instruction. • Has a diverse selection of college & career-focused electives/courses including a superior Career Internship Program.
	Mission, Vision, Theme: <p>Henry P. Becton Regional High School is a four-year comprehensive and innovative high school, which strives to meet the general and individual needs of students. A variety of specialized, advanced, exploratory, and career-focused courses are offered in order to prepare students to succeed in college and in the 21st Century innovation economy. Becton Regional is a 1:1 digital learning school, leveraging technology to deepen the learning experiences for students and to empower the whole student.</p>
	Awards, Recognition, Accomplishments: <p>Becton Regional HS recognizes staff and students for their outstanding achievements throughout the year. Numerous academic and athletic honors and recognitions are highlighted at our monthly Board meetings, on our Twitter feed, in our online digital school newspaper, and our school website. The highlight of the year is honoring our graduating seniors at our yearly award's ceremony with monetary scholarships provided by members of our local communities. Follow us on twitter @bectonhs!</p>



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Courses, Curriculum, Instruction:

Becton has an innovative and robust school structure, curriculum, & schedule. Becton is a 1:1 digital learning school connecting students' passions & interests to academic & emotional competencies necessary to succeed in college & future careers. We offer creative and practical experience & exploration courses, including Advanced Placement, Honors, & Dual Enrollment. These courses expose students to real-world demands, while assisting them in developing problem-solving & communication skills.



Sports and Athletics:

Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Boys & Girls), Cross-Country (Boys & Girls), Football (Boys), Soccer (Boys & Girls), Softball (Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Girls), Wrestling (Boys)

Henry P. Becton Regional High School supports our students through our competitive and diverse athletic program. We offer the following competitive team and individual sports: cross country, football, girls and boys soccer, girls and boys tennis, volleyball, wrestling girls and boys basketball, bowling, softball, baseball, and boys and girls track. We encourage student participation as they take pride in their performance and represent their school and community.



Clubs and Activities:

Becton offers an array of clubs and activities for our students. Clubs & activities include: Horticulture Club, Political Science Club, Gaming Club, Cat's Eye View school newspaper, Cheerleading-Football, Marching Band & Music Activities, Debate, Environmental Club, Girls Helping Girls, "Images", Becton's Art & Literary Magazine, Italian & Spanish Honor Society, Key Club, Math League, National Honor Society, Robotics Club, Science Olympiad, Student Council, Theatre Arts Club/Play, & Yearbook.








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 Staff and Professional Learning:	<p>We offer unique opportunities to our faculty and staff to promote professional development. Faculty members have received continuous training in digital learning and Google Apps for Education by Google certified training staff. Tutorials are provided to meet the county and state requirements. Professional Learning Communities meet regularly to collaborate on content specific ideas and resources.</p>
 Postsecondary Information:	<p>Becton students are accepted into some of the nation's top colleges and universities. The Becton Guidance Department works closely with each student through their personal high school journey as well as assists them with their post-secondary college & career plans. Becton offers students SAT/ACT courses as well as every 10th & 11th grader the opportunity to take the PSAT. Students at Becton have the opportunity to earn numerous college credits through various programs prior to graduation.</p>
 Student Supports and Services:	<p>Becton Regional High School has a comprehensive Child Study Team consisting of school psychologists, social workers, learning disability consultants, and speech therapists. Becton provides students with appropriate counseling & academic services to meet their individualized education needs. In addition, the school offers a student assistance program providing students with a confidential place for us to assist with their personal and social-emotional well-being.</p>
 Student Health and Wellness:	<p>Henry P. Becton Regional High School promotes health and wellness through its athletic program, physical and health education classes, Environmental Club, and yearly health screenings. Health screenings are provided to our students for scoliosis, dental, vision, hearing, and height, weight, and blood pressure. The Environmental Club introduces students to healthy eating choices. Students are encouraged to maintain a productive lifestyle through healthy habits.</p>
 Parent and Community Involvement:	<p>Parents in our community have an opportunity to interact with our school administration, teachers, & staff as members of our Partners in Education Association. In addition, there are community clubs which support our athletic programs, some of which include: The Sideline Club, Diamond Club, Lady Diamond Club, and Wildcats Boys & Girls Soccer. The Project Graduation Committee consists of parents who create an event to ensure a safe, alcohol and drug-free celebration for our graduating seniors.</p>




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<div><div>Facilities:</div></div>	<p>Becton boasts a state-of-the-art facility with innovative science labs, a two floor modern media center and technology hub with views of the NYC skyline, and a superior gymnasium and weight facility. The building recently underwent a 25 million dollar renovation, which included enhancements to our technology infrastructure, heating & cooling, and advanced security system. The renovations enhanced the positive climate & culture of the school, which are conducive to student learning and growth.</p>
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