



**Gateway Regional High School**  
2016-2017


**Grade Span 07-12**

15-1715-050  
GLOUCESTER  
GATEWAY REGIONAL  
775 TANYARD RD  
WOODBURY HTS, NJ 08096-6218

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

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

### Navigating through the reports:

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

### Other Resources:

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



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**Footnotes**

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

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



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### Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
7	166	156	173
8	153	174	156
9	149	143	159
10	166	153	142
11	184	160	145
12	142	167	153
Ungraded	0	1	1
Total	960	954	929

### 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	45%	45%	47%
Male	55%	55%	54%
Economically Disadvantaged Students	34%	34%	31%
Students with Disabilities	17%	19%	21%
English Learners	0%	0%	0%
Homeless Students			1%
Students in Foster Care			1%
Military-Connected Students			0%
Migrant Students			0%

### Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	82.9%
Hispanic	7.3%
Black or African American	5.4%
Asian	1.8%
Native Hawaiian or Pacific Islander	0.2%
American Indian or Alaska Native	0.1%
Two or More Races	2.3%

### 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	927
Shared Time Students	4
Full Time Equivalent	929

### 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	98.6%
Other	1.4%



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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	572	95.8	37.20	37.20	54.90	37.2	43.6	Not Met
White	472	95.5	39.40	39.40	63.90	39.4	44.9	Not Met
Hispanic	46	97.9	26.10	26.10	39.80	26.1	30.7	Met Target†
Black or African American	34	97.1	17.60	17.60	35.20	17.6	37.9	Not Met
Asian, Native Hawaiian, or Pacific Islander	10	90.9	70.00	70.00	80.70	66.6	**	**
American Indian or Alaska Native	*	*	*	*	53.70	*	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	264	94.6	48.50	48.50	62.20	48.3		
Male	308	96.9	27.60	27.60	48.10	27.6		
Economically Disadvantaged Students	191	95.5	23.60	23.60	36.20	23.6	26	Met Target†
Non-Economically Disadvantaged Students	381	96.0	44.10	44.10	65.80	44.1		
Students with Disabilities	131	96.3	*	*	20.50	*	12	Met Target†
Students without Disabilities	441	95.7	*	*	61.90	*		
English Learners	N	N	N	N	25.20	N	**	**
Non-English Learners	572	95.8	37.20	37.20	57.40	37.2		
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 7

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	156	740	740	756	15%	19%	25%	27%	14%	40%	59%
White	127	741	741	764	16%	18%	25%	25%	16%	41%	69%
Hispanic	14	746	746	742	*	*	*	*	*	50%	44%
Black or African American	10	728	728	737	*	*	*	*	0%	30%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	784	*	*	*	*	*	*	85%
American Indian or Alaska Native	N	N	N	755	N	N	N	N	N	N	59%
Two or More Races	*	*	*	757	*	*	*	*	*	*	59%
Female	75	751	751	764	*	*	23%	32%	*	52%	68%
Male	81	729	729	749	*	*	27%	22%	*	30%	51%
Economically Disadvantaged Students	58	725	725	739	24%	26%	24%	*	*	26%	40%
Non-Economically Disadvantaged Students	98	749	749	766	10%	15%	26%	*	*	49%	70%
Students with Disabilities	41	709	709	719	*	*	*	*	*	15%	19%
Students without Disabilities	115	751	751	763	*	*	*	*	*	50%	67%
English Learners	N	N	N	701	N	N	N	N	N	N	*
Non-English Learners	156	740	740	758	15%	19%	25%	27%	14%	40%	*
Homeless Students	*	*	*	731	*	*	*	*	*	*	31%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	27%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	64%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%



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## English Language Arts/Literacy Assessment - Performance by Grade: Grade 8

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	149	748	748	757	13%	14%	28%	30%	14%	44%	59%
White	131	749	749	764	12%	13%	28%	31%	15%	47%	68%
Hispanic	*	*	*	742	*	*	*	*	*	*	44%
Black or African American	*	*	*	738	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	786	*	*	*	*	*	*	86%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	52%
Two or More Races	*	*	*	758	*	*	*	*	*	*	60%
Female	69	762	762	766	*	*	23%	33%	*	59%	68%
Male	80	735	735	749	*	*	33%	28%	*	31%	50%
Economically Disadvantaged Students	48	728	728	739	*	*	29%	*	*	25%	40%
Non-Economically Disadvantaged Students	101	757	757	766	*	*	28%	*	*	54%	69%
Students with Disabilities	39	707	707	718	*	*	*	*	*	*	18%
Students without Disabilities	110	762	762	764	*	*	*	*	*	*	67%
English Learners	N	N	N	701	N	N	N	N	N	N	*
Non-English Learners	149	748	748	759	13%	14%	28%	30%	14%	44%	*
Homeless Students	N	N	N	727	N	N	N	N	N	N	28%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	61%
Migrant Students	N	N	N	721	N	N	N	N	N	N	21%



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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	144	735	735	749	*	19%	28%	33%	*	36%	52%
White	114	739	739	757	*	18%	28%	36%	*	40%	62%
Hispanic	13	705	705	733	*	*	*	*	*	*	35%
Black or African American	14	721	721	730	*	*	*	*	0%	21%	30%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	49%
Two or More Races	*	*	*	746	*	*	*	*	*	*	48%
Female	71	743	743	756	*	*	28%	38%	*	44%	60%
Male	73	727	727	741	*	*	27%	27%	*	29%	43%
Economically Disadvantaged Students	47	721	721	731	*	26%	30%	21%	*	21%	32%
Non-Economically Disadvantaged Students	97	741	741	758	*	17%	27%	38%	*	43%	62%
Students with Disabilities	28	707	707	714	*	*	*	*	*	11%	13%
Students without Disabilities	116	741	741	754	*	*	*	*	*	42%	58%
English Learners	N	N	N	690	N	N	N	N	N	N	*
Non-English Learners	144	735	735	752	*	19%	28%	33%	*	36%	*
Homeless Students	*	*	*	719	*	*	*	*	*	*	21%
Students in Foster Care	*	*	*	718	*	*	*	*	*	*	21%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	45%
Migrant Students	N	N	N	705	N	N	N	N	N	N	*



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	119	724	724	743	29%	25%	*	23%	*	27%	46%
White	98	724	724	749	30%	26%	*	22%	*	28%	52%
Hispanic	14	727	727	728	*	*	*	*	0%	21%	34%
Black or African American	*	*	*	725	*	*	*	*	*	*	31%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	74%
American Indian or Alaska Native	*	*	*	740	*	*	*	*	*	*	42%
Two or More Races	N	N	N	737	N	N	N	N	N	N	42%
Female	48	735	735	752	*	*	*	29%	*	35%	54%
Male	71	716	716	734	*	*	*	18%	*	21%	39%
Economically Disadvantaged Students	36	711	711	726	42%	*	*	*	*	22%	32%
Non-Economically Disadvantaged Students	83	729	729	751	23%	*	*	*	*	29%	54%
Students with Disabilities	19	682	682	704	*	*	*	*	*	*	12%
Students without Disabilities	100	732	732	749	*	*	*	*	*	*	52%
English Learners	N	N	N	681	N	N	N	N	N	N	*
Non-English Learners	119	724	724	745	29%	25%	*	23%	*	27%	*
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\*\*

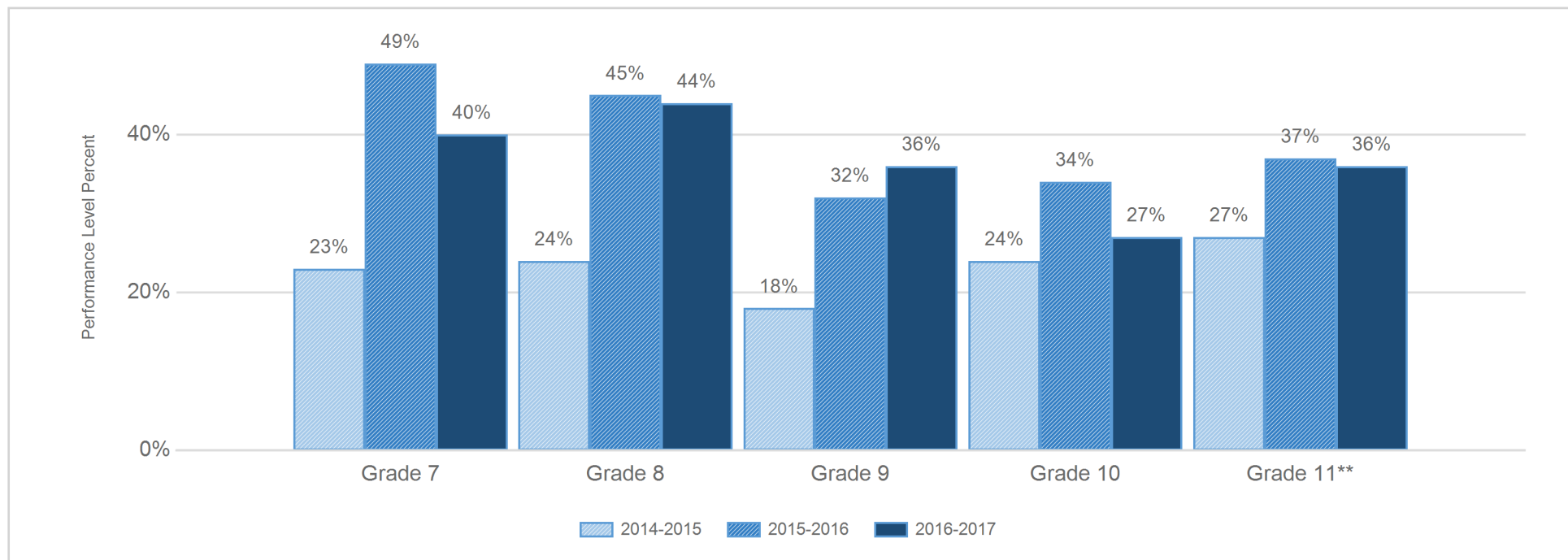
This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean 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	122	739	739	736	16%	15%	33%	25%	12%	36%	38%
White	97	744	744	738	12%	17%	29%	30%	12%	42%	40%
Hispanic	*	*	*	731	*	*	*	*	*	*	34%
Black or African American	*	*	*	728	*	*	*	*	*	*	30%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	756	*	*	*	*	*	*	58%
American Indian or Alaska Native	N	N	N	731	N	N	N	N	N	N	30%
Two or More Races	*	*	*	731	*	*	*	*	*	*	36%
Female	51	750	750	744	*	*	31%	29%	*	45%	46%
Male	71	731	731	729	*	*	34%	21%	*	30%	31%
Economically Disadvantaged Students	46	726	726	729	22%	*	39%	*	*	22%	32%
Non-Economically Disadvantaged Students	76	747	747	740	13%	*	29%	*	*	45%	42%
Students with Disabilities	27	714	714	709	37%	*	*	*	*	15%	12%
Students without Disabilities	95	746	746	741	11%	*	*	*	*	42%	43%
English Learners	N	N	N	699	N	N	N	N	N	N	*
Non-English Learners	122	739	739	737	16%	15%	33%	25%	12%	36%	*
Homeless Students	N	N	N	722	N	N	N	N	N	N	24%
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	19%
Military-Connected Students	N	N	N	723	N	N	N	N	N	N	24%
Migrant Students	N	N	N	713	N	N	N	N	N	N	26%

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

## English Language Arts/Literacy Assessment - Performance Trends

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



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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	546	95.6	19.10	19.10	43.50	19.1	20.9	Met Target†
White	452	95.4	21.00	21.00	52.40	21	22.2	Met Target†
Hispanic	44	97.8	11.40	11.40	27.60	11.4	13.2	Met Target†
Black or African American	32	97.0	*	*	21.70	*	7.5	Met Target
Asian, Native Hawaiian, or Pacific Islander	10	90.9	10.00	10.00	75.60	*	**	**
American Indian or Alaska Native	*	*	*	*	42.50	*	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	253	94.8	23.30	23.30	44.10	23.3		
Male	293	96.4	15.30	15.30	42.90	15.3		
Economically Disadvantaged Students	182	95.3	*	*	25.10	*	8.8	Met Target†
Non-Economically Disadvantaged Students	364	95.8	*	*	54.30	*		
Students with Disabilities	111	94.9	*	*	16.50	*	4.9	Met Target†
Students without Disabilities	435	95.8	*	*	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		

\*\* 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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### Mathematics Assessment - Performance by Grade: Grade 7\*\*

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	151	729	729	741	*	33%	36%	19%	*	20%	40%
White	123	730	730	748	*	34%	37%	20%	*	20%	49%
Hispanic	13	731	731	730	*	*	*	*	0%	23%	23%
Black or African American	10	724	724	726	*	0%	*	*	0%	20%	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	764	*	*	*	*	*	*	72%
American Indian or Alaska Native	N	N	N	741	N	N	N	N	N	N	45%
Two or More Races	*	*	*	740	*	*	*	*	*	*	39%
Female	71	735	735	743	*	27%	41%	*	*	25%	41%
Male	80	724	724	740	*	39%	33%	*	*	15%	38%
Economically Disadvantaged Students	58	722	722	729	*	33%	40%	*	*	10%	22%
Non-Economically Disadvantaged Students	93	733	733	749	*	33%	34%	*	*	26%	50%
Students with Disabilities	40	709	709	716	*	*	*	*	*	*	11%
Students without Disabilities	111	736	736	746	*	*	*	*	*	*	45%
English Learners	N	N	N	712	N	N	N	N	N	N	*
Non-English Learners	151	729	729	742	*	33%	36%	19%	*	20%	*
Homeless Students	*	*	*	722	*	*	*	*	*	*	15%
Students in Foster Care	*	*	*	718	*	*	*	*	*	*	15%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	43%
Migrant Students	N	N	N	708	N	N	N	N	N	N	*

\*\*Grade 7 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



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Mathematics Assessment - Performance by Grade: Grade 8\*\*

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	53	705	705	728	*	*	*	*	*	*	28%
White	46	708	708	736	*	*	*	*	*	*	35%
Hispanic	*	*	*	721	*	*	*	*	*	*	21%
Black or African American	*	*	*	715	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	747	N	N	N	N	N	N	51%
American Indian or Alaska Native	N	N	N	728	N	N	N	N	N	N	28%
Two or More Races	*	*	*	726	*	*	*	*	*	*	28%
Female	14	701	701	730	*	*	*	*	*	*	30%
Male	39	706	706	725	*	*	*	*	*	*	26%
Economically Disadvantaged Students	23	696	696	719	*	*	*	*	*	*	19%
Non-Economically Disadvantaged Students	30	712	712	734	*	*	*	*	*	*	34%
Students with Disabilities	27	692	692	705	*	*	*	*	*	*	*
Students without Disabilities	26	718	718	734	*	*	*	*	*	*	*
English Learners	N	N	N	703	N	N	N	N	N	N	*
Non-English Learners	53	705	705	729	*	*	*	*	*	*	*
Homeless Students	N	N	N	710	N	N	N	N	N	N	11%
Students in Foster Care	*	*	*	705	*	*	*	*	*	*	12%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	713	N	N	N	N	N	N	*

\*\*Grade 8 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



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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	86	744	744	743	*	16%	27%	40%	*	45%	42%
White	74	750	750	751	*	16%	28%	43%	*	50%	52%
Hispanic	*	*	*	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	46	751	751	744	*	*	*	37%	*	48%	43%
Male	40	737	737	741	*	*	*	43%	*	43%	40%
Economically Disadvantaged Students	24	724	724	727	*	*	*	*	*	17%	23%
Non-Economically Disadvantaged Students	62	752	752	751	*	*	*	*	*	57%	52%
Students with Disabilities	10	697	697	714	*	*	*	*	*	*	10%
Students without Disabilities	76	751	751	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	154	726	726	734	*	34%	34%	18%	*	18%	30%
White	117	730	730	740	*	32%	35%	21%	*	22%	38%
Hispanic	15	710	710	722	*	*	*	*	*	*	14%
Black or African American	15	715	715	719	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	758	*	*	*	*	*	*	65%
American Indian or Alaska Native	*	*	*	730	*	*	*	*	*	*	29%
Two or More Races	*	*	*	733	*	*	*	*	*	*	32%
Female	76	730	730	735	*	34%	34%	21%	*	22%	31%
Male	78	723	723	733	*	33%	35%	14%	*	14%	30%
Economically Disadvantaged Students	51	714	714	721	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	103	732	732	740	*	*	*	*	*	*	39%
Students with Disabilities	25	707	707	711	*	*	*	*	*	*	*
Students without Disabilities	129	730	730	738	*	*	*	*	*	*	*
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	154	726	726	735	*	34%	34%	18%	*	18%	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	*
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	129	703	703	725	*	*	*	*	*	*	28%
White	107	706	706	731	*	*	*	*	*	*	33%
Hispanic	13	687	687	710	*	*	*	*	*	*	14%
Black or African American	*	*	*	703	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	761	*	*	*	*	*	*	62%
American Indian or Alaska Native	N	N	N	715	N	N	N	N	N	N	20%
Two or More Races	*	*	*	718	*	*	*	*	*	*	25%
Female	56	703	703	725	*	*	*	*	*	*	27%
Male	73	703	703	725	*	*	*	*	*	*	29%
Economically Disadvantaged Students	40	694	694	708	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	89	707	707	733	*	*	*	*	*	*	35%
Students with Disabilities	26	684	684	692	*	*	*	*	*	*	*
Students without Disabilities	103	708	708	729	*	*	*	*	*	*	*
English Learners	N	N	N	692	N	N	N	N	N	N	*
Non-English Learners	129	703	703	726	*	*	*	*	*	*	*
Homeless Students	*	*	*	702	*	*	*	*	*	*	*
Students in Foster Care	*	*	*	692	*	*	*	*	*	*	*
Military-Connected Students	N	N	N	710	N	N	N	N	N	N	14%
Migrant Students	N	N	N	702	N	N	N	N	N	N	14%



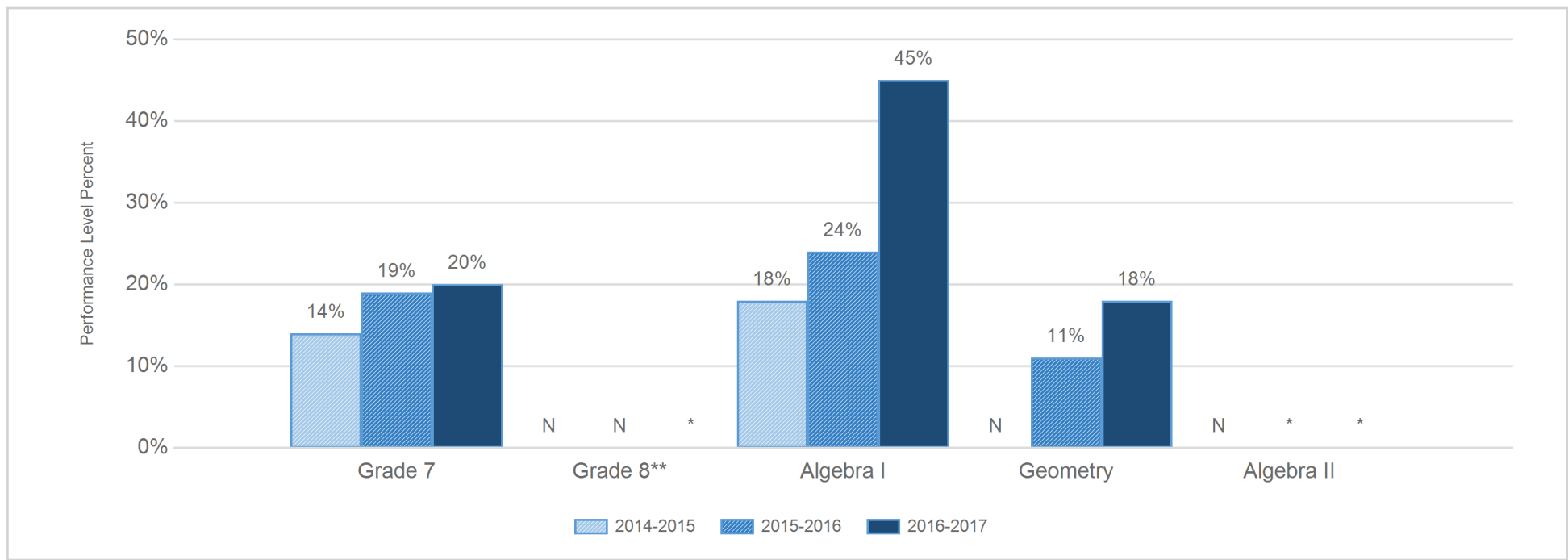


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Mathematics Assessment – Performance Trends

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



\*\*Grades 6-8 do not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



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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
7	*	N
8	*	*
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	N	N	N
2	*	*	*
3	N	N	N
4	N	N	N
5+	N	N	N



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This section shows performance on the NJASK science test which measures students' ability to recall information and to solve problems by applying science concepts. The assessment is given to students in grades 4 and 8 and has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

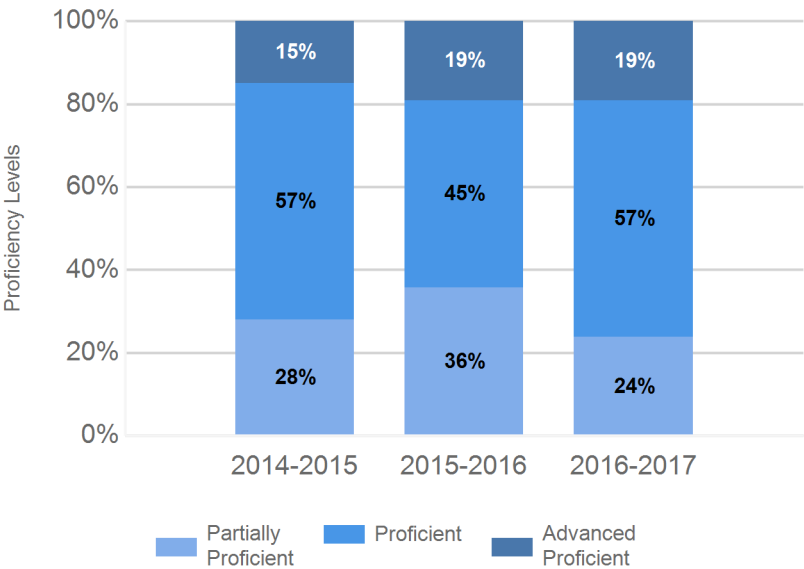
NJASK Science Assessment Performance: Grade 8

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	27%	47%	27%
Schoolwide	19%	57%	24%
White	19%	58%	22%
Hispanic	*	*	*
Black or African American	N	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	N	*	N
Economically Disadvantaged Students	4%	60%	35%
Students with Disabilities	3%	36%	62%
English Learners	N	N	N

NJASK Science Assessment Performance Trends: Grade 8

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





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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.

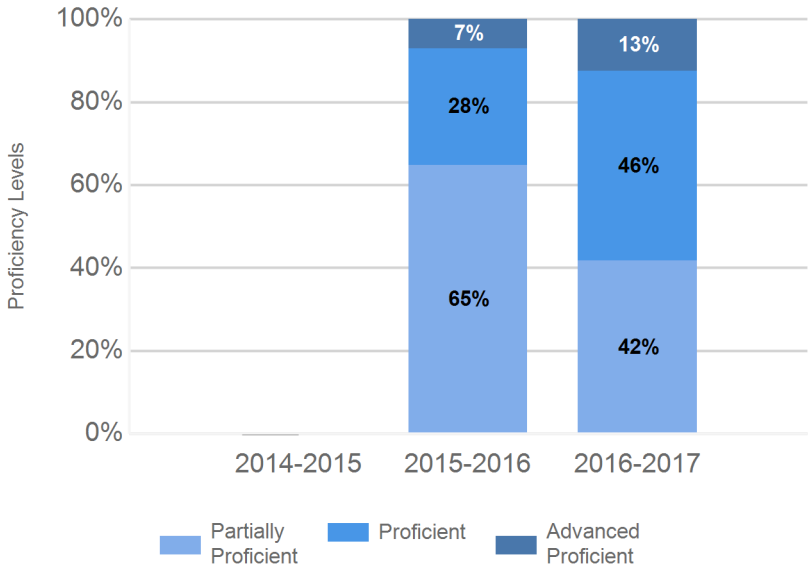
Biology Assessment - Performance

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	13%	46%	42%
White	12%	50%	39%
Hispanic	*	*	50%
Black or African American	N	*	*
Asian, Native Hawaiian, or Pacific Islander	*	N	*
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	8%	35%	58%
Students with Disabilities	N	18%	82%
English Learners	N	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 of the performance report shows information on student growth which measures how much students are learning each year. Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

A student's **SGP** falls between 1 and 99 and can be grouped into three levels:

**Low Growth: Less than 35**

**Typical Growth: Between 35 and 65**

**High Growth: Greater than 65**

If the student growth percentiles for all students in the school are ordered from smallest to largest, the **median student growth percentile (mSGP)** is the percentile in the middle of that list. Watch a short video that explains how **median Student Growth Percentile (mSGP)** is calculated here:

<http://www.state.nj.us/education/njsmart/performance/>

## Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts/Literacy (ELA) and Mathematics for the school and each student group with comparisons to the district and the state. This table also shows whether the school and each student group met the *ESSA* accountability target of 40 for the 2016-17 school year.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	35	35	50	Not Met	27	27	50	Not Met
White	36	36	50	Not Met	28	28	52	Not Met
Hispanic	28.5	28.5	49	**	24	24	47	**
Black or African American	22	22	45	**	25.5	25.5	43	**
Asian, Native Hawaiian, or Pacific Islander	*	*	60	**	*	*	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	*	51	**	*	*	52	**
Economically Disadvantaged	26	26	47	Not Met	26	26	46	Not Met
Students with Disabilities	33	33	41	Not Met	25.5	25.5	43	Not Met
English Learners	N	N	N	N	N	N	N	N

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



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Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

A student's **SGP** falls between 1 and 99 and can be grouped into three levels:

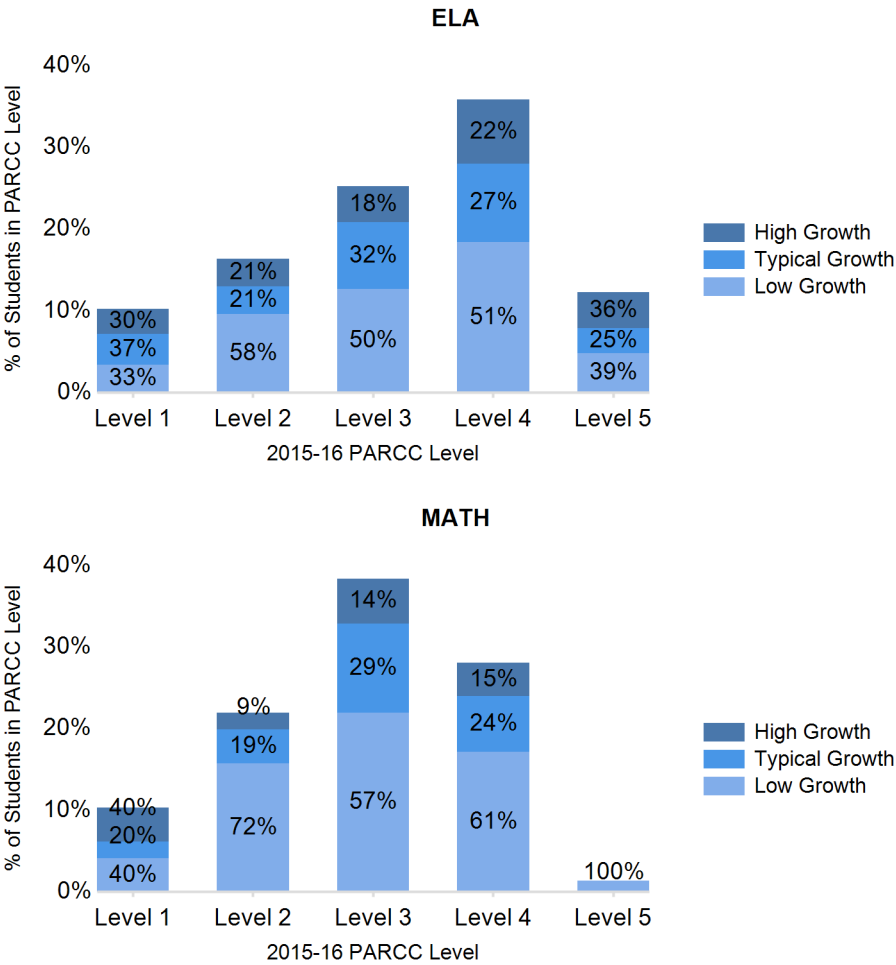
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

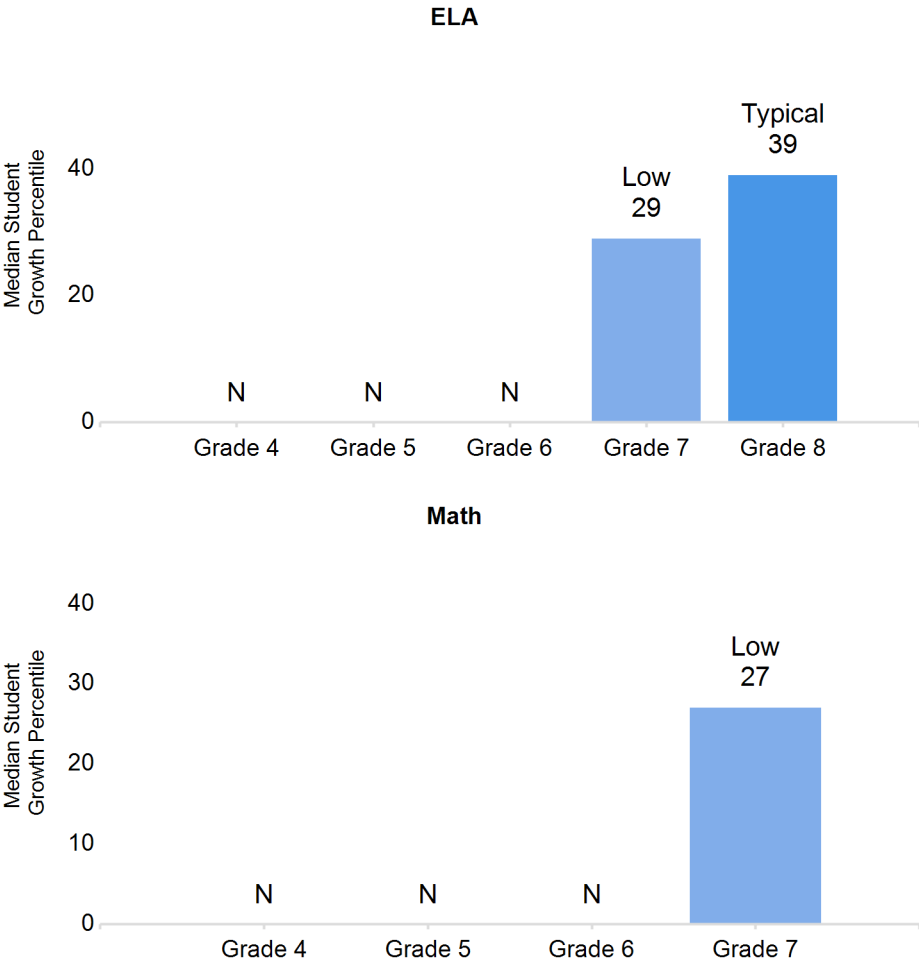
Student Growth by Performance Level

These graphs show the percentage of students by 2015-16 PARCC performance level that fall into each of the three levels of growth based on their 2016-17 test scores.



Student Growth by Grade

These graphs show the median Student Growth Percentile for students in each grade.





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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	56.4%	89.4%
Percentage of students taking the SAT	71.2%	70.0%
Percentage of students taking the ACT	11.1%	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	450	481	Varies By Grade	61%	67%
PSAT - Math	453	483	Varies By Grade	44%	49%
SAT - Reading and Writing	562	551	480	83%	77%
SAT - Math	566	552	530	71%	58%
ACT - Reading	25	24	22	88%	65%
ACT - English	22	24	18	82%	79%
ACT - Math	23	24	22	65%	65%
ACT - Science	23	23	23	53%	54%



## Gateway Regional High School 2016-2017

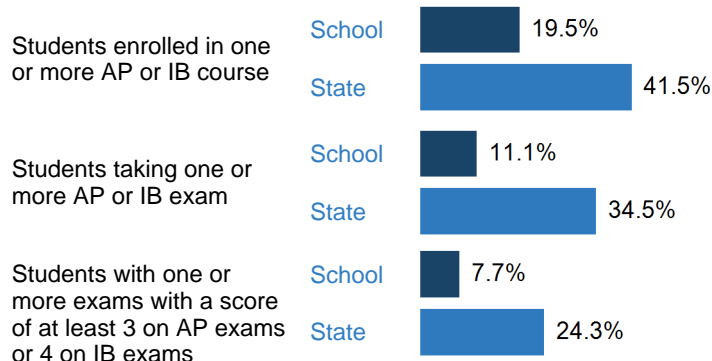
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (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	17	3
AP Calculus AB	27	5
AP Calculus BC	7	4
AP Chemistry	1	1
AP Computer Science A	5	0
AP English Language and Composition	0	16
AP English Literature and Composition	0	2
AP French Language and Culture	4	3
AP Government	6	0
AP Physics 1	0	5
AP Physics B	6	0
AP Spanish Language	4	2
AP Studio Art—Drawing Portfolio	1	0
AP Studio Art—Two-Dimensional	0	1
AP U.S. Government and Politics	0	3
AP U.S. History	8	5
Total Exams Taken		50
Exams with scores of at least 3 on AP exams or 4 on IB exams		36





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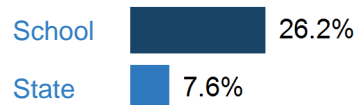
This section contains information about participation in approved **Career and Technical Education (CTE)** programs and **Structured Learning Experiences**. For more information about CTE in New Jersey, please visit <http://www.nj.gov/education/cte/>.

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.

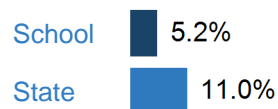
CTE Participants

(completed only one course in an approved CTE program)



CTE Concentrators

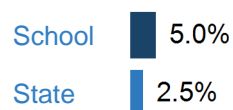
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



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
Human Services	*	*
Information Technology	*	*
Transportation, Distribution & Logistics	*	*
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
7	5	0	0	0	0	0	168
8	68	19	0	0	0	0	68
9	17	116	18	0	0	0	7
10	3	24	104	11	0	0	15
11	0	5	38	42	11	0	50
12	0	2	5	10	40	21	54
Schoolwide	93	166	165	63	51	21	362
Enrolled in AP/IB Course					34	0	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	0	1	0	0	156	0
10	4	130	0	0	9	1
11	121	10	0	0	15	11
12	21	7	0	0	5	59
Schoolwide	146	148	0	0	185	71
Enrolled in AP/IB Course	17	1		0	6	0



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### 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	156	0	0	0	0	0
10	4	137	0	2	0	12
11	20	125	0	21	0	37
12	1	6	0	26	0	28
Schoolwide	181	268	0	49	0	77
Enrolled in AP/IB Course	0	8	0	0	0	6

### 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.

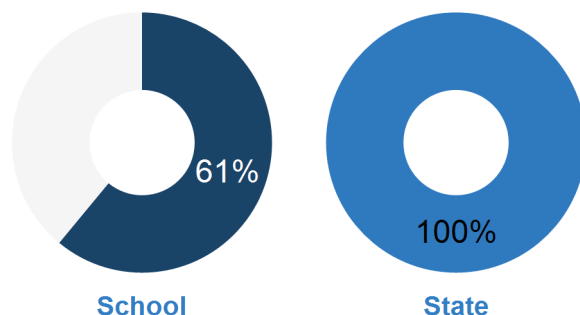
Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
7	66	75	0	27	0	0	0
8	69	41	0	27	0	0	0
9	81	48	0	10	0	0	0
10	66	40	0	15	0	0	0
11	35	21	0	9	0	0	0
12	13	5	0	11	0	0	0
Schoolwide	330	230	0	99	0	0	0
Enrolled in AP/IB Course	4	4	0	0	0	0	0
Enrolled in Level 3 or Higher	62	46	0	35	0	0	0
Earned Seal of Biliteracy	N	N	N	N	N	N	N

# Visual and Performing Arts – Course Participation

This chart shows the percentages of students in the school and across the state that were enrolled in one or more **Visual and Performing Arts** classes with separate rates for grades 6-8 and grades 9-12. The chart also shows the percentage of students in the school and across the state that were enrolled in one or more courses within each of the four arts disciplines.

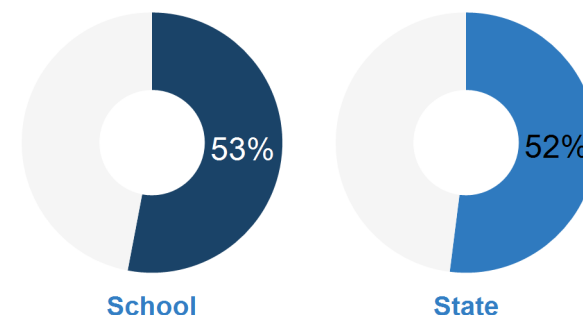
## Grades 6-8:

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

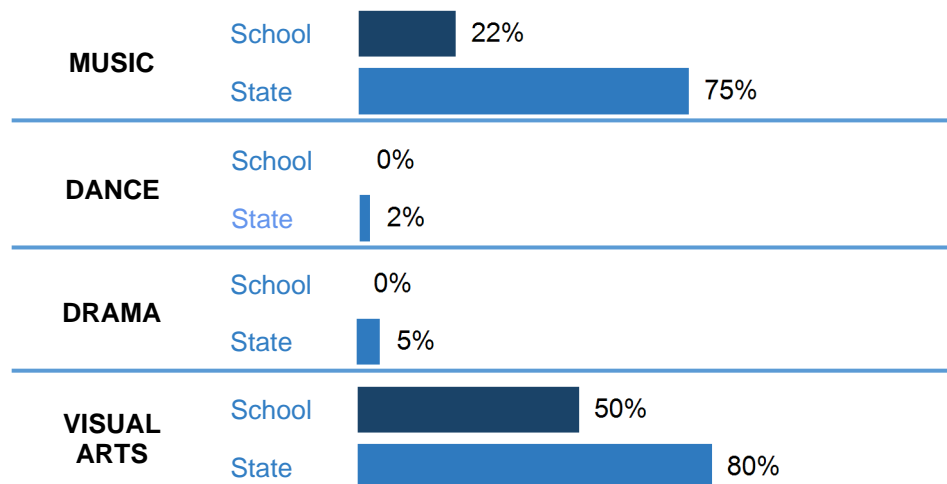


## Grades 9-12:

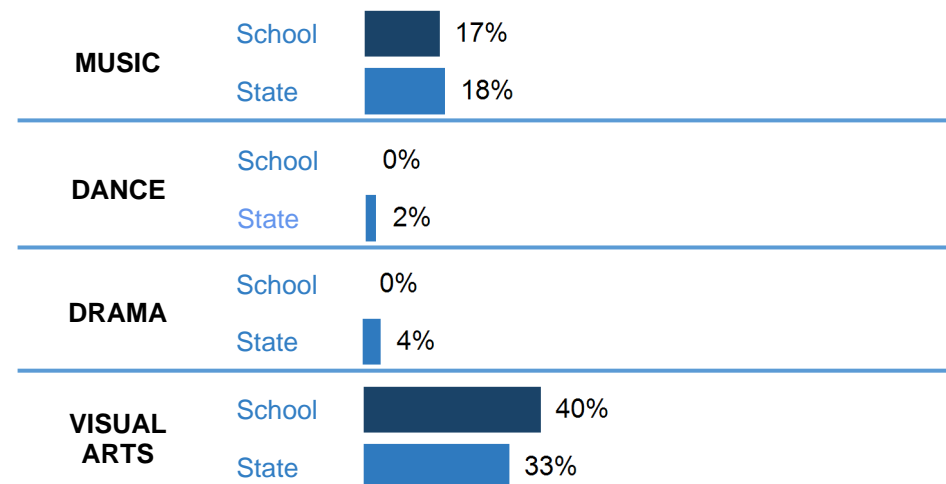
Students enrolled in one or more **visual and performing arts** classes



Students enrolled in one or more classes by discipline:



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	94.3%	90.5%	92.6%	91.8%	92.6%	83.6%	Met Target	88.5%	85.7%	Met Target
White	94.0%	94.5%	92.6%	95.1%	92.1%	84.8%	Met Target	89.5%	85.0%	Met Target
Hispanic	*	84.3%	*	86.3%	*	**	**	*	**	**
Black or African American	100.0%	83.4%	90.9%	85.3%	*	**	**	*	**	**
Asian, Native Hawaiian or Pacific Islander	*	96.6%	*	97.5%	*	**	**	*	**	**
American Indian or Alaska Native	N	92.3%	N	86.6%	N	N	N	N	N	N
Two or More Races	*	91.9%	*	93.7%	*	**	**	N	N	N
Economically Disadvantaged Students	91.9%	83.9%	85.9%	85.6%	85.5%	69.8%	Met Target	76.9%	77.7%	Not Met
Students with Disabilities	81.8%	78.8%	85.0%	82.1%	87.2%	70.7%	Met Target	83.3%	77.0%	Met Target
English Learners	N	76.1%	N	79.7%	N	N	N	N	N	N
Homeless Students	*	73.2%	*	74.4%	*	*	N	*		

Graduation Rate Trends

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

Class of	4-Year Rate	5-Year Rate
2017	94.3%	-
2016	92.6%	92.6%
2015	83.0%	88.5%

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	0.8%	1.1%
2015-2016	2.6%	1.1%
2014-2015	1%	1.1%

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



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

#### Postsecondary Enrollment Rates: Fall

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	71.1%	29.5%	70.5%
Schoolwide	60.9%	46.7%	53.3%
White	65.1%	45.2%	54.8%
Hispanic	*	0%	*
Black or African American	45.5%	80%	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	0%
American Indian or Alaska Native	N	N	N
Two or More Races	*	0%	*
Economically Disadvantaged Students	45.8%	50%	50%
Students with Disabilities	36%	100%	0%
English Learners	N	N	N

#### 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	55.7%	55.9%	44.1%	81.7%	18.3%	73.1%	26.9%
White	57.5%	54.3%	45.7%	82.7%	17.3%	75.3%	24.7%
Hispanic	45.5%	80%	20%	80%	20%	60%	40%
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	*	*	*	*	*	*	*
Economically Disadvantaged Students	40.7%	87.5%	12.5%	91.7%	8.3%	87.5%	12.5%
Students with Disabilities	32.3%	70%	30%	90%	10%	100%	0%
English Learners	*	*	*	*	*	*	*



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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

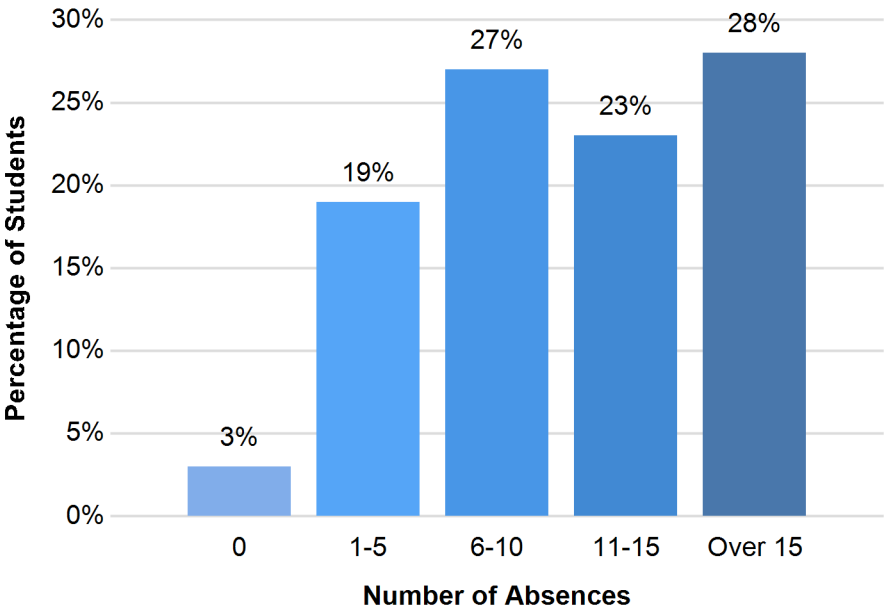
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	22.70	12.60	Not Met
White	20.90	12.60	Not Met
Hispanic	29.00	12.60	Not Met
Black or African American	35.80	12.60	Not Met
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	36.40	12.60	Not Met
Economically Disadvantaged Students	38.90	12.60	Not Met
Students with Disabilities	26.50	12.60	Not Met
English Learners	N	**	**

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

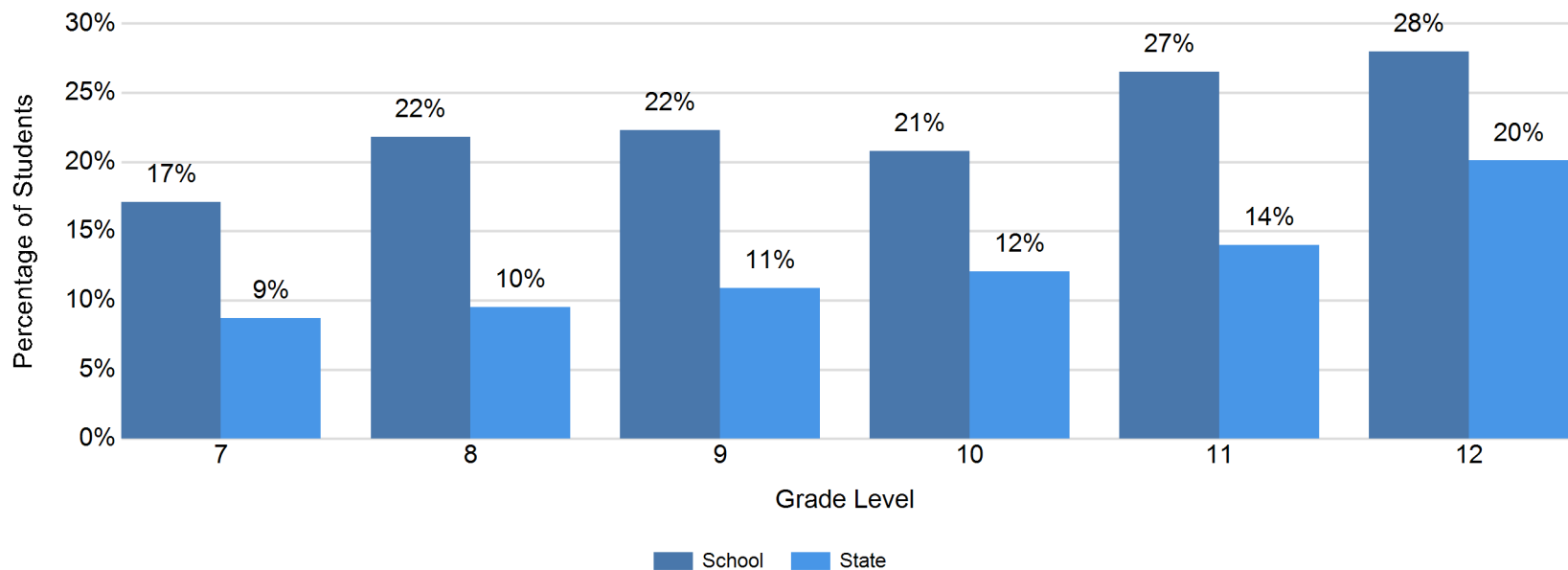
Days Absent

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.



# Chronic Absenteeism by Grade

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







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### School Day

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

Category	School
Typical Start Time	7:45AM
Typical End Time	2:40PM
Length of School Day	6 Hrs 55 Mins
Full Time - Instructional Time	5 Hrs. 52 Mins.
Shared Time - Instructional Time	*

### Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	20
Vandalism	0
Weapons	2
Substances	3
Harassment, Intimidation, Bullying (HIB)	4
Total Unique Incidents	29
Incidents Per 100 Students Enrolled	3.12

### 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	14.4%
Out-of-School Suspensions	7.3%
Any Suspension	21.7%

### Student Expulsions

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

Category	Number of Students
Expulsions	0



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### Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1:1	1076.4 kbps	100 kbps	Yes	N	Fiber	N

### Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$518	\$16,657	\$17,175



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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	85	120,724
Average years experience in public schools	14.5	11.8
Average years experience in district	12.1	10.5
Teachers in district for 4 or more years	82%	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	14	9,506
Average years experience in public schools	18.1	15.9
Average years experience in district	11.9	11.6
Administrators in district for 4 or more years	79%	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	66:1	66:1
Librarian/Media Specialists		929:1
Nurses		929:1
Counselors		232:1
Child Study Team		116:1



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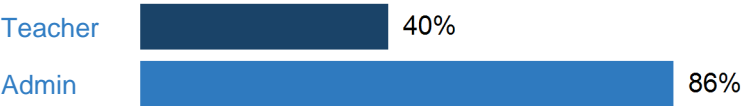
Teachers and Administrators - Level of Education

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

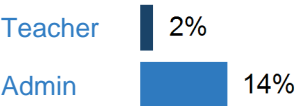
Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	90%	89%
2015-16 Administrators: Same district 2016-17	86%	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	19.2	12.5%
Mathematics Proficiency	14.9	12.5%
Graduation - 4-Year	31.9	15.0%
Graduation - 5-Year	13.3	15.0%
English Language Arts Growth	38.3	15.0%
Mathematics Growth	25.0	15.0%
Chronic Absenteeism	10.6	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
<b>Summative Score:</b> Sum of all indicator scores multiplied by indicator weights		22.1
<b>Summative Rating:</b> Percentile rank of Summative Score		4.3
<b>Requires Comprehensive Support:</b> Summative Rating is less than or equal to 5th percentile		No
<b>Requires Comprehensive Support:</b> 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	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	22.1	19.6	Targeted	Not Met	Met Target†	Not Met	Met Target	Met Target	Not Met	Not Met	No
White	22.6	19.6	No	Not Met	Met Target†	Not Met	Met Target	Met Target	Not Met	Not Met	No
Hispanic	**	**	No	Met Target†	Met Target†	Not Met	**	**	**	**	No
Black or African American	**	**	No	Not Met	Met Target	Not Met	**	**	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	N	N	**	**	No
Two or More Races	**	**	No	**	**	Not Met	**	N	**	**	No
Economically Disadvantaged Students	9.4	19.6	Targeted	Met Target†	Met Target†	Not Met	Met Target	Not Met	Not Met	Not Met	No
Students with Disabilities	28.8	19.6	No	Met Target†	Met Target†	Not Met	Met Target	Met Target	Not Met	Not Met	No
English Learners	**	**	No	**	**	**	N	N	**	**	No

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

† Target was met within a confidence interval.



**Gateway Regional High School**  
2016-2017

**Grade Span 07-12**




15-1715-050  
GLOUCESTER  
GATEWAY REGIONAL  
775 TANYARD RD  
WOODBURY HTS, NJ 08096-6218

**School General Info**

<b>Principal:</b>	Mr. Pierro	<b>Email Address:</b>	<a href="mailto:jpierro@gatewayhs.com">jpierro@gatewayhs.com</a>
<b>Address:</b>	775 TANYARD RD WOODBURY HTS, NJ 08096-6218	<b>Website:</b>	<a href="http://gatewayhs.com/">http://gatewayhs.com/</a>
<b>Phone:</b>	(856)848-8200	<b>Facebook:</b>	<a href="https://www.facebook.com/OfficialGRHS">https://www.facebook.com/OfficialGRHS</a>
		<b>Twitter:</b>	<a href="https://twitter.com/official_grhs">https://twitter.com/official_grhs</a>

**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.

 <b>Highlights:</b>	<ul style="list-style-type: none"> <li>• Infused 1:1 technology throughout school day; all students have a personal Chromebook</li> <li>• Gateway to Careers program exposes all grade levels to real world college and career readiness</li> <li>• Gateway welcomes neighborhood students and over 80 students choose to attend Gateway through the school choice program</li> </ul>
 <b>Mission, Vision, Theme:</b>	Gateway believes that the educational program should create an environment that values children through the promotion of a student-centered atmosphere whereby individuals are in a safe, caring, respectful, and academically focused learning institution. Such a program should allow students to achieve at their optimal ability, preparing citizens for a democratic society; and it should foster the skills, knowledge, abilities, and strengths of the individual in preparation for life-long endeavors.
 <b>Awards, Recognition, Accomplishments:</b>	Gateway Regional was recognized by the College Board and included on the AP District Honor Roll for increasing participation and performance on AP exams.







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 <b>Courses, Curriculum, Instruction:</b>	<p>Gateway's curriculum integrates college and career readiness, interdisciplinary connections, and 21st century learning in all content areas. Gateway provides 1:1 Chromebooks; textbooks and course materials for students are primarily provided in digital format. AP and dual enrollment courses are offered in all content areas. Gateway's grading policies emphasize evaluation of authentic work. As such, our progressive grading policy views homework as practice and as such is not graded.</p>
 <b>Sports and Athletics:</b>	<p>Sports Offered: Baseball (Boys), Basketball (Boys &amp; Girls), Cross-Country (Boys &amp; Girls), Field Hockey (Boys &amp; Girls), Football (Boys &amp; Girls), Golf (Boys &amp; Girls), Lacrosse (Girls), Soccer (Boys &amp; Girls), Softball (Girls), Swimming (Boys &amp; Girls), Tennis (Boys &amp; Girls), Track and Field - Spring (Boys &amp; Girls), Track and Field - Winter (Boys &amp; Girls), Wrestling (Boys &amp; Girls)</p> <p>Gateway offers athletic opportunities for students in grades 7-12 through interscholastic competition at the middle school, junior varsity, and varsity levels. Gateway offers 23 varsity programs that compete in the highly competitive Colonial Conference.</p>
 <b>Clubs and Activities:</b>	<p>Gateway provides students with a diverse variety of extracurricular and co-curricular opportunities to explore and develop their recreational, service, social, career and wellness interests and talents. Student activities and clubs reflect the interests of our students and staff and provide opportunities for students of all grades and of all interests and abilities to participate in clubs and activities.</p>
 <b>Before and After School Programs:</b>	<p>Gateway offers additional structured tutoring supports for struggling students after school several days per week. Additionally, teachers offer tutorial and time for extra help.</p>










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 <b>Staff and Professional Learning:</b>	Professional learning at Gateway values choice and differentiation for adult learners. Staff development days are structured to balance independent productivity time necessary for teachers to meet the needs of their students and learning opportunities to hone their craft. PD in the 2016-2017 school year focused on student choice in the classroom, including gamification, effective classroom technology use, and instructional strategies.
 <b>Postsecondary Information:</b>	Gateway offers a variety of supports for postsecondary readiness, including an annual PSAT School Day, Financial Aid planning nights, college visitations, etc. Through our Gateway to Careers program, students have the opportunity to participate in job shadowing and internship experiences. 39% of the Class of 2017 matriculated to a 4 year college, 43% to a 2 year college, and 2% to a technical school. 4% joined the military and 10% joined the workforce upon graduation.
 <b>Student Supports and Services:</b>	Gateway's I&RS team and Child Study team support the needs of students experiencing difficulties in school. The Child Study Team provides consultative, evaluative and prescriptive services to teachers and parents. We offer an array of classes to meet students academic and behavioral needs. Professional services include OT, PT, speech, BCBA, behavioral psychologist, counseling, student assistance counselor, Learning Disabilities Teacher Consultant, school social worker, and school psychologist.
 <b>Student Health and Wellness:</b>	The Physical Education department at Gateway allows students a variety of physical activity choices beyond the standard PE curriculum through the Option II program as well as courses in weight training, fitness training, and yoga. A variety of student groups are also available to students to assist in developing their personal, social, and life skills. Gateway's Counseling department regularly schedules programs to support the emotional and social needs of students.
 <b>Parent and Community Involvement:</b>	Community involvement is highly valued at Gateway. Gator Day, the annual community and alumni celebration in October, is the centerpiece of our community involvement. Gateway hosts monthly parent meetings for both middle and high school parents. Special Education parents are invited to participate in the SEPAG, an advisory group. Parents have access to student grades and information through our PowerSchool gradebook.





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 <div>Climate Surveys:</div>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students</p> <p>Through our anti-bullying program, students are surveyed annually using the Olweus survey instrument regarding school climate and safety. Nearly 90% of students surveyed in the 16-17 school year reported never or rarely experiencing bullying. Gateway students demonstrate more empathy than national averages in regards to bullying behavior. More than 90% of Gateway students report having 2 or more good friends at school, with 50% of students reporting they have 4-6+ good friends at school.</p>
 <div>Facilities:</div>	<p>Recent capital improvement projects include the installation of new security cameras. Students have access to a library/media center, engineering and construction labs, TV studio, labs with new Mac desktop computers, art and family and consumer science classrooms, a band hall, and a choir room. Through a partnership with Deptford School District, students with cognitive disabilities spend a portion of their day at the New Sharon School learning hands-on life and occupational skills.</p>




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<div>  <div>Other Information:</div> </div>	<p>Gateway Regional High School is located in Woodbury Heights, approximately 15 miles from Philadelphia, Pa. It is comprised of four sending districts - Wenonah, Woodbury Heights, Westville, and National Park. Gateway is currently a choice district which allows students from outside our district to attend without any charge to the parents. This program is operated through the New Jersey Department of Education Interdistrict Public School Office. Gateway welcomes more than 80 choice students each year. The Gateway to Careers program is a comprehensive approach to developing career pathways, connecting learning, and making school more relevant for students. We achieve this through an integrated system of career guidance, curriculum support, early college, career technical education, internships, and certifications. By joining with colleges, community organizations, and businesses, we can provide a variety of options and opportunities for students to further define, try out, and advance in career pathways of their choice. Gateway currently offers a 4 year CTE pathway in Socially Responsible Engineering. Other pathways, including Entrepreneurship and Construction/Manual Trades Occupations, are in development. Gateway offers a variety of honors and Advanced Placement courses in all content areas, ranging from Honors/AP English, Math, Social Studies, and Science courses to AP Computer Science, AP Spanish Language and Culture, and AP French Language and Culture. Students at Gateway are eligible to obtain dual credits through Camden County College, Salem County College, and Fairleigh Dickinson University depending upon the courses they take. Additionally, Gateway has an articulation agreement with Rowan College at Gloucester County for graduates of the Technology Education program.</p>
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