



Lakeland Regional High School
2016-2017
Grade Span 09-12

31-2510-050
PASSAIC
LAKELAND REGIONAL
205 CONKLINTOWN ROAD
WANAQUE, NJ 07465-2198

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

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

Navigating through the reports:

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

Other Resources:

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

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



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Footnotes

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

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



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Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
9	224	260	233
10	254	217	236
11	220	236	211
12	248	219	239
Ungraded	9	9	12
Total	954	941	931

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%	48%	49%
Male	51%	52%	51%
Economically Disadvantaged Students	11%	14%	14%
Students with Disabilities	15%	16%	16%
English Learners	0%	0%	0%
Homeless Students			1%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	78.1%
Hispanic	13.2%
Asian	4.3%
Black or African American	1.8%
American Indian or Alaska Native	1.1%
Native Hawaiian or Pacific Islander	0.1%
Two or More Races	1.4%

Enrollment Trends by Full and Shared Time

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

Enrollment Status	2016-17
Full Time Students	920
Shared Time Students	18
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	94.2%
Spanish	2.2%
Polish	1.3%
Other	2.2%



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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	458	97.9	60.70	60.70	54.90	60.7	60.6	Met Target
White	369	97.9	64.00	64.00	63.90	64	65	Met Target†
Hispanic	48	96.0	48.00	48.00	39.80	48	46.6	Met Target
Black or African American	10	100.0	10.00	10.00	35.20	10	**	**
Asian, Native Hawaiian, or Pacific Islander	25	100.0	68.00	68.00	80.70	68	65.7	Met Target
American Indian or Alaska Native	*	*	*	*	53.70	*	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	232	97.9	72.90	72.90	62.20	72.9		
Male	226	97.8	48.20	48.20	48.10	48.2		
Economically Disadvantaged Students	71	95.9	32.40	32.40	36.20	32.4	35.2	Met Target†
Non-Economically Disadvantaged Students	387	98.2	65.90	65.90	65.80	65.9		
Students with Disabilities	90	95.7	16.60	16.60	20.50	16.6	14.1	Met Target
Students without Disabilities	368	98.4	71.40	71.40	61.90	71.4		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	N	N	N	N	24.80	N		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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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	221	756	756	749	8%	7%	21%	49%	15%	64%	52%
White	179	761	761	757	6%	6%	20%	53%	16%	69%	62%
Hispanic	25	733	733	733	*	*	*	40%	*	44%	35%
Black or African American	*	*	*	730	*	*	*	*	*	*	30%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	80%
American Indian or Alaska Native	*	*	*	745	*	*	*	*	*	*	49%
Two or More Races	*	*	*	746	*	*	*	*	*	*	48%
Female	125	765	765	756	*	*	15%	58%	*	76%	60%
Male	96	744	744	741	*	*	29%	39%	*	48%	43%
Economically Disadvantaged Students	31	725	725	731	*	*	36%	*	*	26%	32%
Non-Economically Disadvantaged Students	190	761	761	758	*	*	19%	*	*	70%	62%
Students with Disabilities	35	712	712	714	*	*	31%	*	*	14%	13%
Students without Disabilities	186	764	764	754	*	*	19%	*	*	73%	58%
English Learners	*	*	*	690	*	*	*	*	*	*	*
Non-English Learners	*	*	*	752	*	*	*	*	*	*	*
Homeless Students	*	*	*	719	*	*	*	*	*	*	21%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	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	230	755	755	743	9%	10%	22%	42%	17%	59%	46%
White	186	757	757	749	7%	9%	24%	44%	17%	60%	52%
Hispanic	21	743	743	728	*	*	0%	48%	*	57%	34%
Black or African American	*	*	*	725	*	*	*	*	*	*	31%
Asian, Native Hawaiian, or Pacific Islander	14	779	779	774	0%	*	*	*	*	71%	74%
American Indian or Alaska Native	*	*	*	740	*	*	*	*	*	*	42%
Two or More Races	*	*	*	737	*	*	*	*	*	*	42%
Female	103	764	764	752	*	*	19%	52%	19%	71%	54%
Male	127	748	748	734	*	*	24%	35%	15%	50%	39%
Economically Disadvantaged Students	33	742	742	726	*	*	*	30%	*	42%	32%
Non-Economically Disadvantaged Students	197	758	758	751	*	*	*	44%	*	62%	54%
Students with Disabilities	48	711	711	704	*	*	*	*	0%	19%	12%
Students without Disabilities	182	767	767	749	*	*	*	*	21%	70%	52%
English Learners	*	*	*	681	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	715	*	*	*	*	*	*	21%
Students in Foster Care	N	N	N	710	N	N	N	N	N	N	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	204	751	751	736	9%	16%	23%	39%	14%	53%	38%
White	159	752	752	738	9%	13%	25%	40%	13%	54%	40%
Hispanic	32	749	749	731	*	*	*	38%	*	56%	34%
Black or African American	*	*	*	728	*	*	*	*	*	*	30%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	756	*	*	*	*	*	*	58%
American Indian or Alaska Native	*	*	*	731	*	*	*	*	*	*	30%
Two or More Races	*	*	*	731	*	*	*	*	*	*	36%
Female	106	762	762	744	*	*	21%	44%	*	63%	46%
Male	98	740	740	729	*	*	25%	34%	*	42%	31%
Economically Disadvantaged Students	20	733	733	729	*	*	*	*	*	35%	32%
Non-Economically Disadvantaged Students	184	753	753	740	*	*	*	*	*	55%	42%
Students with Disabilities	31	714	714	709	*	*	*	*	*	16%	12%
Students without Disabilities	173	758	758	741	*	*	*	*	*	60%	43%
English Learners	N	N	N	699	N	N	N	N	N	N	*
Non-English Learners	204	751	751	737	9%	16%	23%	39%	14%	53%	*
Homeless Students	*	*	*	722	*	*	*	*	*	*	24%
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	19%
Military-Connected Students	N	N	N	723	N	N	N	N	N	N	24%
Migrant Students	N	N	N	713	N	N	N	N	N	N	26%

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

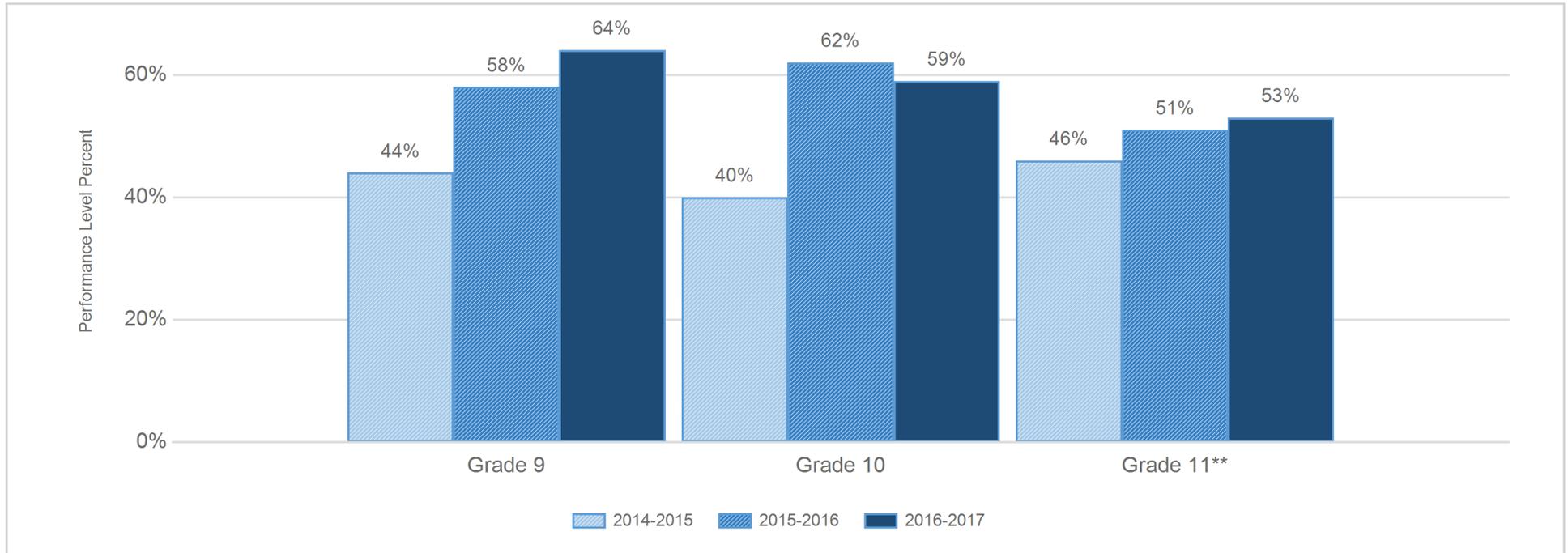


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English Language Arts/Literacy Assessment - Performance Trends

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



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



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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	475	96.7	36.00	36.00	43.50	36	39.3	Met Target†
White	377	97.2	39.00	39.00	52.40	39	42.7	Met Target†
Hispanic	51	96.2	15.70	15.70	27.60	15.7	30.8	Not Met
Black or African American	10	90.9	*	*	21.70	*	**	**
Asian, Native Hawaiian, or Pacific Islander	25	100.0	56.00	56.00	75.60	56	51.5	Met Target
American Indian or Alaska Native	*	*	*	*	42.50	*	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	238	96.4	34.40	34.40	44.10	34.4		
Male	237	97.1	37.60	37.60	42.90	37.6		
Economically Disadvantaged Students	80	94.1	17.50	17.50	25.10	17.3	23.6	Met Target†
Non-Economically Disadvantaged Students	395	97.3	39.80	39.80	54.30	39.8		
Students with Disabilities	93	93.0	*	*	16.50	*	6	Met Target†
Students without Disabilities	382	97.7	*	*	48.80	*		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	N	N	N	N	15.10	N		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	166	734	734	743	13%	22%	33%	33%	0%	33%	42%
White	130	738	738	751	9%	21%	32%	38%	0%	38%	52%
Hispanic	24	720	720	728	*	*	*	*	0%	13%	24%
Black or African American	*	*	*	724	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	76%
American Indian or Alaska Native	*	*	*	736	*	*	*	*	*	*	30%
Two or More Races	*	*	*	741	*	*	*	*	*	*	41%
Female	92	737	737	744	12%	17%	37%	34%	0%	34%	43%
Male	74	731	731	741	14%	28%	27%	31%	0%	31%	40%
Economically Disadvantaged Students	32	725	725	727	*	*	34%	*	0%	19%	23%
Non-Economically Disadvantaged Students	134	736	736	751	*	*	32%	*	0%	36%	52%
Students with Disabilities	38	711	711	714	*	*	*	*	*	*	10%
Students without Disabilities	128	741	741	747	*	*	*	*	*	*	47%
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	166	734	734	745	13%	22%	33%	33%	0%	33%	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	13%
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
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	229	737	737	734	*	26%	35%	33%	*	34%	30%
White	179	739	739	740	*	25%	36%	34%	*	36%	38%
Hispanic	22	723	723	722	*	50%	*	*	0%	18%	14%
Black or African American	*	*	*	719	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	15	751	751	758	0%	0%	*	*	0%	53%	65%
American Indian or Alaska Native	*	*	*	730	*	*	*	*	*	*	29%
Two or More Races	*	*	*	733	*	*	*	*	*	*	32%
Female	110	739	739	735	*	23%	38%	34%	*	35%	31%
Male	119	734	734	733	*	29%	31%	32%	*	34%	30%
Economically Disadvantaged Students	35	722	722	721	*	46%	*	*	*	17%	13%
Non-Economically Disadvantaged Students	194	739	739	740	*	23%	*	*	*	37%	39%
Students with Disabilities	46	710	710	711	*	*	*	*	*	*	*
Students without Disabilities	183	743	743	738	*	*	*	*	*	*	*
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	735	*	*	*	*	*	*	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	727	N	N	N	N	N	N	15%
Migrant Students	N	N	N	704	N	N	N	N	N	N	*

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Mathematics Assessment - Performance by Test: Algebra II

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	200	724	724	725	28%	26%	*	24%	*	25%	28%
White	155	728	728	731	23%	28%	*	26%	*	27%	33%
Hispanic	28	711	711	710	50%	*	*	*	0%	14%	14%
Black or African American	*	*	*	703	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	761	*	*	*	*	*	*	62%
American Indian or Alaska Native	*	*	*	715	*	*	*	*	*	*	20%
Two or More Races	*	*	*	718	*	*	*	*	*	*	25%
Female	97	722	722	725	26%	*	23%	18%	*	18%	27%
Male	103	727	727	725	30%	*	20%	29%	*	31%	29%
Economically Disadvantaged Students	24	705	705	708	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	176	727	727	733	*	*	*	*	*	*	35%
Students with Disabilities	28	683	683	692	*	*	*	*	*	*	*
Students without Disabilities	172	731	731	729	*	*	*	*	*	*	*
English Learners	N	N	N	692	N	N	N	N	N	N	*
Non-English Learners	200	724	724	726	28%	26%	*	24%	*	25%	*
Homeless Students	*	*	*	702	*	*	*	*	*	*	*
Students in Foster Care	N	N	N	692	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	710	N	N	N	N	N	N	14%
Migrant Students	N	N	N	702	N	N	N	N	N	N	14%

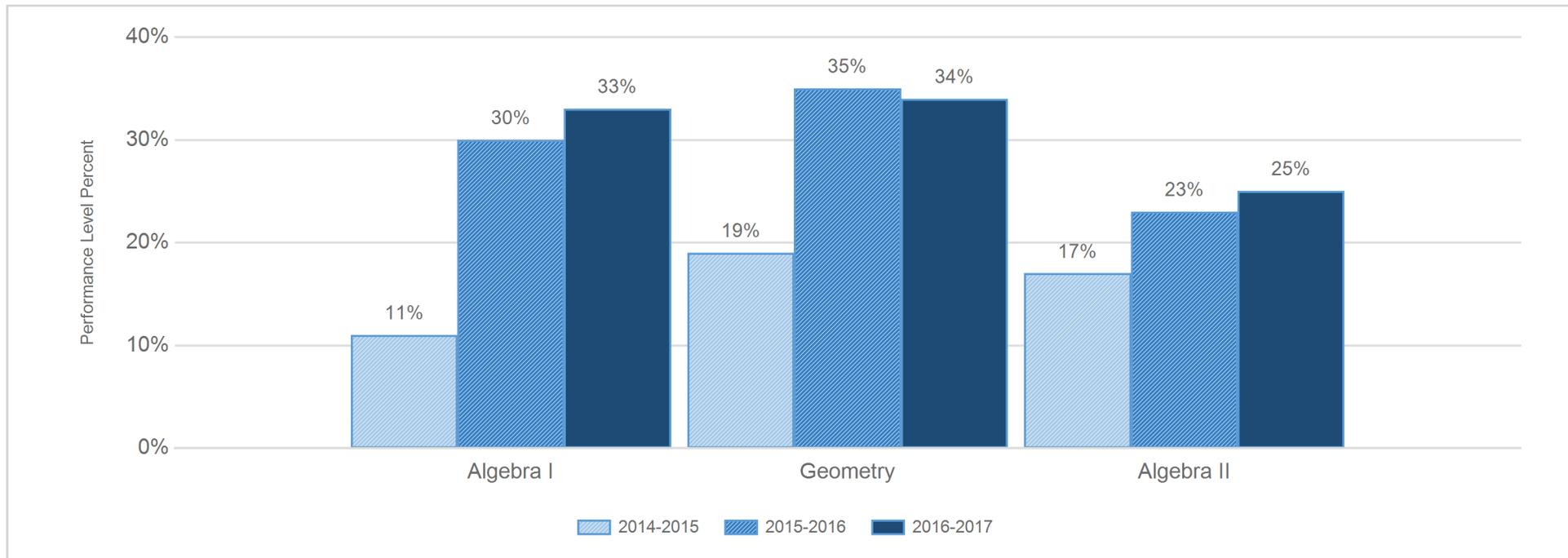


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Mathematics Assessment – Performance Trends

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





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Alternate Assessments - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
9	N	N
10	N	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+	N	N	N



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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.

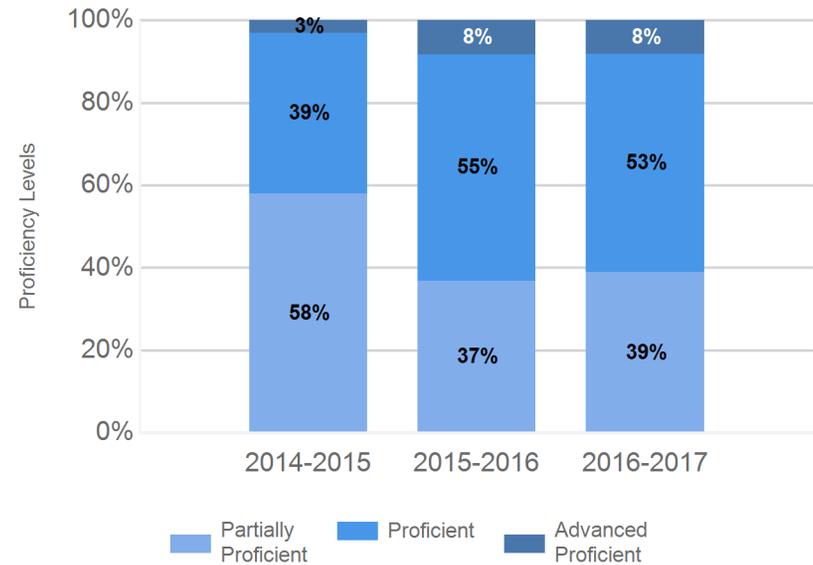
Biology Assessment - Performance

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	8%	53%	39%
White	8%	57%	35%
Hispanic	5%	29%	67%
Black or African American	N	*	*
Asian, Native Hawaiian, or Pacific Islander	17%	61%	22%
American Indian or Alaska Native	N	N	*
Two or More Races	N	*	*
Economically Disadvantaged Students	4%	35%	61%
Students with Disabilities	2%	24%	73%
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 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	95.8%	70.0%
Percentage of students taking the ACT	46.0%	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	475	481	Varies By Grade	71%	67%
PSAT - Math	466	483	Varies By Grade	45%	49%
SAT - Reading and Writing	566	551	480	90%	77%
SAT - Math	559	552	530	67%	58%
ACT - Reading	23	24	22	58%	65%
ACT - English	23	24	18	84%	79%
ACT - Math	23	24	22	58%	65%
ACT - Science	23	23	23	46%	54%



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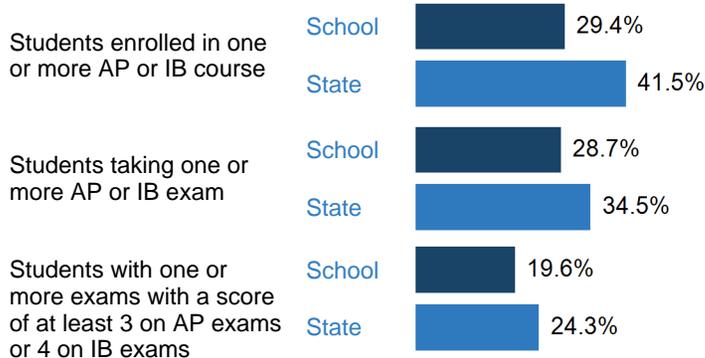
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate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

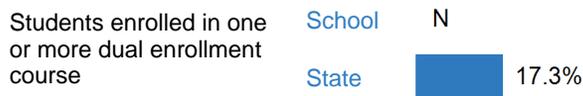
AP/IB Coursework – Participation and Performance

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	11	11
AP Calculus AB	21	21
AP Chemistry	9	9
AP Computer Science Principles	24	24
AP English Literature and Composition	18	18
AP Environmental Science	15	15
AP Music Theory	13	11
AP Spanish Language	3	3
AP Statistics	16	17
AP U.S. Government and Politics	36	35
AP U.S. History	47	47
Total Exams Taken		211
Exams with scores of at least 3 on AP exams or 4 on IB exams		148



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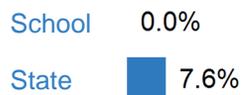
This section contains information about participation in approved **Career and Technical Education (CTE)** programs and **Structured Learning Experiences**. For more information about CTE in New Jersey, please visit <http://www.nj.gov/education/cte/>.

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.

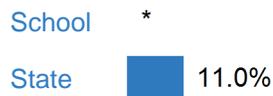
CTE Participants

(completed only one course in an approved CTE program)



CTE Concentrators

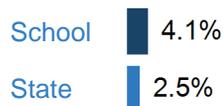
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



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	*	*
Manufacturing	*	*
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
9	162	71	0	0	0	0	3
10	8	158	73	2	0	0	3
11	0	3	118	69	0	5	13
12	0	2	23	24	39	54	71
Schoolwide	170	234	214	95	39	59	90
Enrolled in AP/IB Course					21	16	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	48	0	0	1	175	12
10	204	33	0	2	1	0
11	5	94	0	56	11	52
12	8	14	0	37	23	75
Schoolwide	265	141	0	96	210	139
Enrolled in AP/IB Course	11	9		15	0	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	227	10	0	0	0	0
10	3	233	0	1	0	7
11	0	207	0	8	0	15
12	1	34	0	24	0	74
Schoolwide	231	484	0	33	0	96
Enrolled in AP/IB Course	0	47	0	0	0	36

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	154	45	0	3	0	0	0
10	181	30	0	14	0	0	0
11	93	17	0	11	0	0	0
12	18	14	0	5	0	0	0
Schoolwide	446	106	0	33	0	0	0
Enrolled in AP/IB Course	3	0	0	0	0	0	0
Enrolled in Level 3 or Higher	93	29	0	15	0	0	0
Earned Seal of Biliteracy	N	N	N	N	N	N	N



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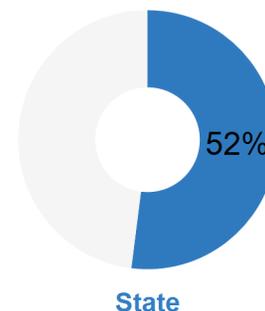
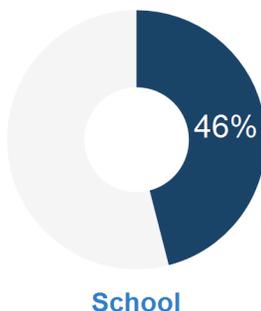
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Visual and Performing Arts – Course Participation

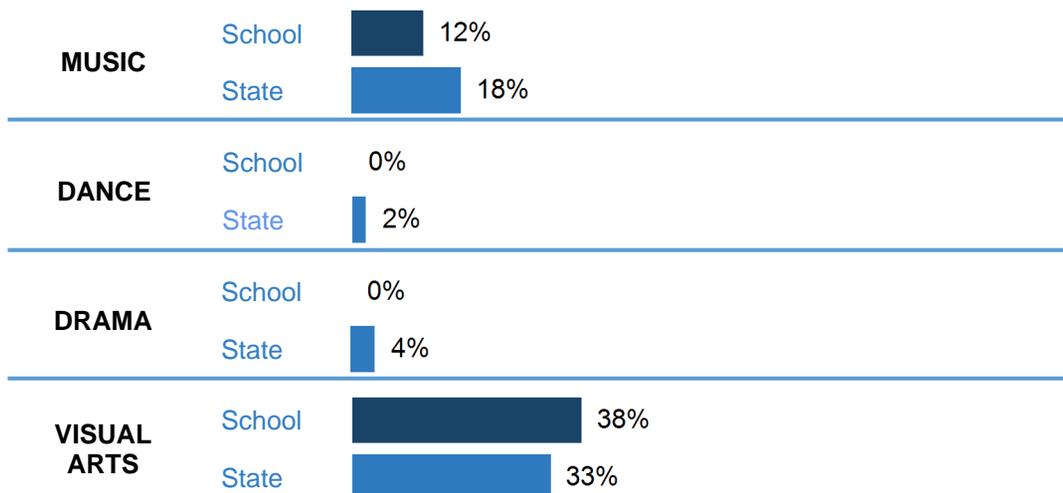
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines 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	93.1%	90.5%	93.0%	91.8%	91.5%	94.7%	Not Met	95.1%	N	Met Goal
White	93.9%	94.5%	95.9%	95.1%	94.6%	95.0%	Not Met	95.4%	N	Met Goal
Hispanic	100.0%	84.3%	*	86.3%	*	**	**	95.5%	N	Met Goal
Black or African American	*	83.4%	*	85.3%	*	**	**	*	**	**
Asian, Native Hawaiian or Pacific Islander	81.8%	96.6%	*	97.5%	*	**	**	100.0%	**	**
American Indian or Alaska Native	*	92.3%	*	86.6%	*	**	**	*	**	**
Two or More Races	N	91.9%	N	93.7%	N	N	N	*	**	**
Economically Disadvantaged Students	93.3%	83.9%	81.3%	85.6%	78.8%	83.6%	Not Met	87.5%	94.2%	Not Met
Students with Disabilities	76.2%	78.8%	78.1%	82.1%	72.1%	93.7%	Not Met	89.4%	82.5%	Met Target
English Learners	N	76.1%	*	79.7%	*	**	**	*	**	**
Homeless Students	*	73.2%	*	74.4%	*	*	N	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	93.1%	-
2016	91.5%	93.0%
2015	94.7%	95.1%

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	2%	1.1%
2015-2016	0.9%	1.1%
2014-2015	0.6%	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	77.5%	27.3%	72.7%
White	81%	24.8%	75.2%
Hispanic	65.9%	40.7%	59.3%
Black or African American	*	0%	*
Asian, Native Hawaiian, or Pacific Islander	*	0%	*
American Indian or Alaska Native	*	*	0%
Two or More Races	*	*	0%
Economically Disadvantaged Students	64.7%	54.6%	45.5%
Students with Disabilities	47.6%	80%	20%
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	81.8%	24%	76%	76%	24%	68%	32%
White	81.4%	25.2%	74.8%	77.1%	22.9%	68.7%	31.3%
Hispanic	80.7%	20%	80%	64%	36%	60%	40%
Black or African American	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	91.7%	18.2%	81.8%	81.8%	18.2%	90.9%	9.1%
American Indian or Alaska Native	*	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	69%	30%	70%	80%	20%	75%	25%
Students with Disabilities	50%	90%	10%	90%	10%	90%	10%
English Learners	N	N	N	N	N	N	N

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



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

Chronic Absenteeism

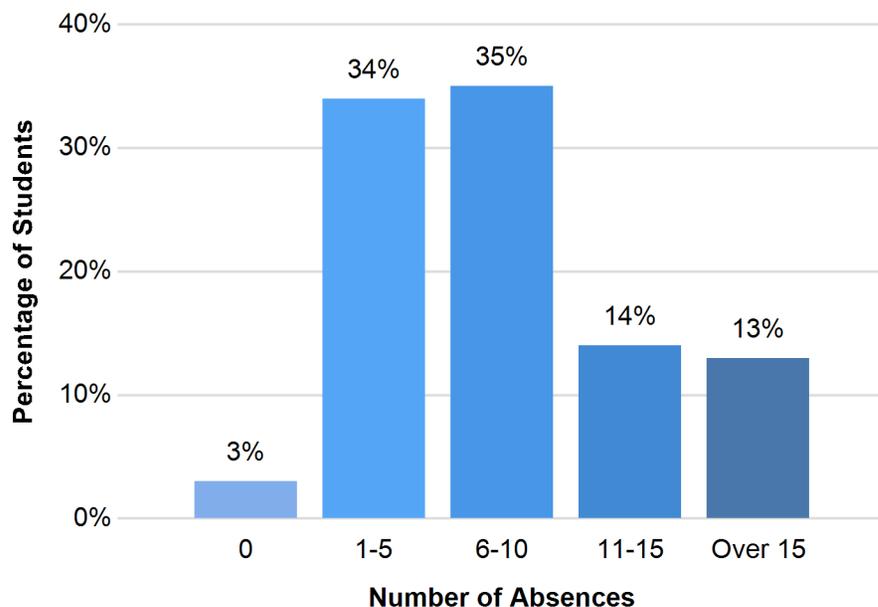
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	11.80	14.30	Met Target
White	10.20	14.30	Met Target
Hispanic	13.30	14.30	Met Target
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	7.00	14.30	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	24.30	14.30	Not Met
Students with Disabilities	27.70	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.





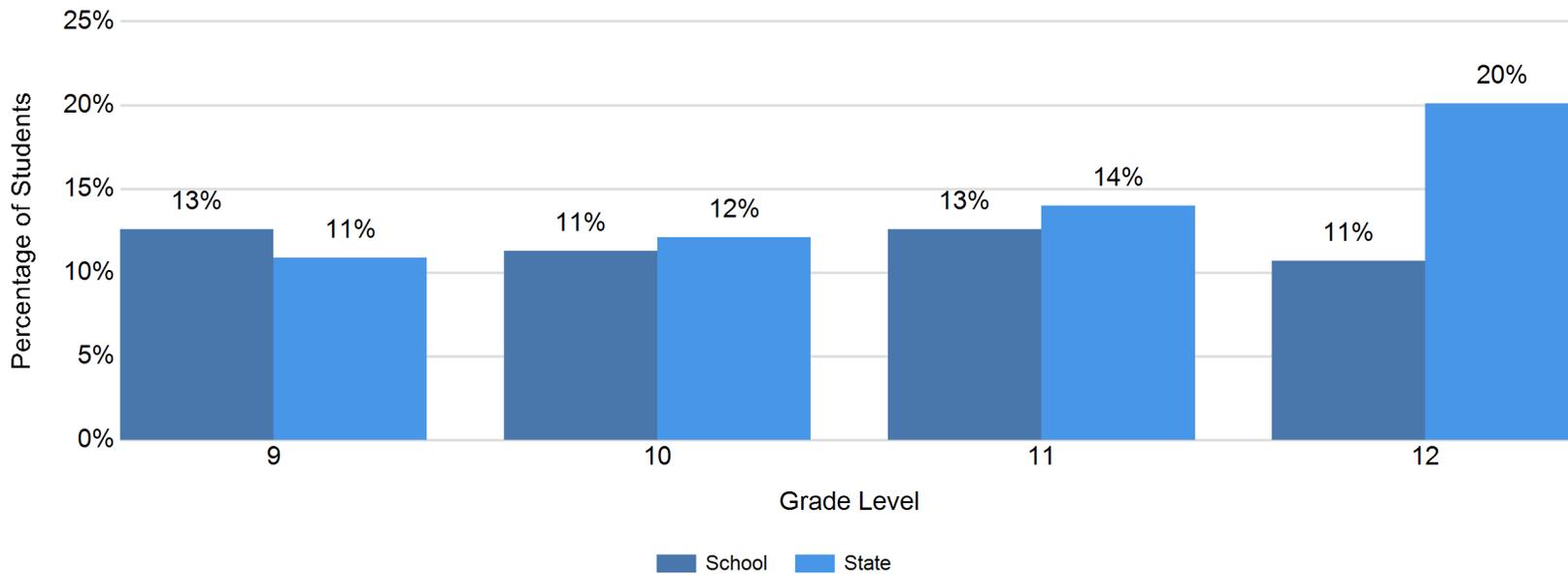
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Chronic Absenteeism by Grade

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	7:25AM
Typical End Time	2:35PM
Length of School Day	7 Hrs 10 Mins
Full Time - Instructional Time	6 Hrs. 5 Mins.
Shared Time - Instructional Time	2 Hrs. 45 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	11
Vandalism	0
Weapons	0
Substances	10
Harassment, Intimidation, Bullying (HIB)	4
Total Unique Incidents	25
Incidents Per 100 Students Enrolled	2.69

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	7.2%
Out-of-School Suspensions	3.9%
Any Suspension	8.5%

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	1.8:1	322.9 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)	\$327	\$19,003	\$19,330



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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	90	120,724
Average years experience in public schools	13.7	11.8
Average years experience in district	11.9	10.5
Teachers in district for 4 or more years	81%	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	9	9,506
Average years experience in public schools	23.8	15.9
Average years experience in district	7.8	11.6
Administrators in district for 4 or more years	56%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	10:1	10:1
Administrators	103:1	103:1
Librarian/Media Specialists		929:1
Nurses		929:1
Counselors		186:1
Child Study Team		155:1



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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	92%	89%
2015-16 Administrators: Same district 2016-17	89%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	97%



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Accountability Indicator Scores and Summative Rating

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	68.6	17.5%
Mathematics Proficiency	56.1	17.5%
Graduation - 4-Year	28.7	25.0%
Graduation - 5-Year	56.2	25.0%
Chronic Absenteeism	41.2	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		49.2
Summative Rating: Percentile rank of Summative Score		47.6
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	49.2	6.2	No	Met Target	Met Target†	Met Target	Not Met	Met Goal	No
White	52.8	6.2	No	Met Target†	Met Target†	Met Target	Not Met	Met Goal	No
Hispanic	66.7	6.2	No	Met Target	Not Met	Met Target	**	Met Goal	No
Black or African American	**	**	No	**	**	**	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	Met Target	Met Target	Met Target	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	N	**	No
Economically Disadvantaged Students	39.6	6.2	No	Met Target†	Met Target†	Not Met	Not Met	Not Met	No
Students with Disabilities	45.1	6.2	No	Met Target	Met Target†	Not Met	Not Met	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:	Mr. Certo	Email Address:	mcerto@lakeland.k12.nj.us
Address:	205 CONKLINTOWN ROAD WANAQUE, NJ 07465-2198	Website:	www.lakeland.k12.nj.us
Phone:	(973)835-1900	Facebook:	https://www.facebook.com/Lakeland-Regional-High-School-865623113573984/
		Twitter:	https://twitter.com/LRHSNJ

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"> • Lakeland Regional High School has a University Program, a Senior Options Program, and a Freshman Academy. • Ranks #2 for most-improved PARCC scores among 74 North Jersey High Schools. • Lakeland has 16 advanced placement courses, 15 honors courses, 30 plus dual enrollment courses, and over 80 electives.
	Mission, Vision, Theme:	Lakeland Regional High School is a comprehensive high school that embraces all students. We pride ourselves on being a “community based school” that celebrates student individuality as we give personal attention and guidance to all while they navigate their paths towards post high school education, or a successful career in the workplace. The individualized attention and the diverse nature of our programs encourages students explore new avenues of learning and find the path best suited for them.
	Awards, Recognition, Accomplishments:	Lakeland has received many awards for the accomplishments of our students and staff. Our PARCC scores for 2017 were recognized as the #2 most-improved of the 74 North Jersey public high schools. In 2016, a Lakeland science teacher was named Passaic County Teacher of the Year, an honor she shared with 21 other county teachers in all of New Jersey. Each year, numerous Lakeland students are named Commended Students, Semi-Finalists, or Finalists in the National Merit Scholarship Competition.



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 <p>Courses, Curriculum, Instruction:</p>	<p>Lakeland Regional High School boasts the most rigorous curriculum and requirements to graduation (135 credits) in Passaic County. A robust array of Advanced Placement (16) courses, Honors level (15) courses offered in all the core areas, and an enriched array of over eighty (80) electives. Students have the opportunity to take up to seven (7) dual enrollment courses on campus, as well as over thirty (30+) additional courses through our agreement with Passaic County College.</p>
 <p>Sports and Athletics:</p>	<p>Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Boys & Girls), Cross-Country (Boys & Girls), Fencing (Girls), Field Hockey (Girls), Football (Boys), Golf (Boys & Girls), Ice Hockey (Boys), Lacrosse (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Boys & Girls), Wrestling (Boys)</p> <p>Lakeland added a new boys and girls swimming program. A fall cheerleading program and a winter competition cheerleading program involves 70 students. Lakeland teams won a total of 8 championships in 2016-17, and won the prestigious NJSIAA sportsmanship banner. Over 65% of students participate in at least one sport. Development of character and life lessons are of paramount importance. Lakeland boasts scholarship athlete's playing collegiate sports at the Division 1, 2, and 3 levels.</p>
 <p>Clubs and Activities:</p>	<p>Lakeland Regional High School hosts an extensive offering of extra-curricular activities for our students that encompass a broad range of interests and talents. We offer over 60 club offerings that help our students burnish their acting and musical talents, flex their financial muscle, and help them challenge social injustice. Our peer leader groups have guided local middle school students, our Chorale has performed at Carnegie Hall, the robotics and business clubs have competed nationally.</p>
 <p>Before and After School Programs:</p>	<p>Lakeland Regional High School is the school that never sleeps. An academic program is available for students after school for extra help. In addition to our 60+ clubs and 67 athletic teams, there are numerous recreation programs that utilize the school facilities. Students also collaborate on initiatives beyond the day for competitions, such as our Robotics team that competes nationally.</p>



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 <p>Staff and Professional Learning:</p>	<p>Lakeland staff enjoy numerous professional learning opportunities each year. Currently, our staff engages in a multi-year collaborative study of best-practices teaching and learning strategies. Our staff also collaborate with the staff from our two sending districts (Wanaque and Ringwood) at our annual tri-district PD day. Staff also have ample opportunity to attend PD opportunities offered locally, regionally, statewide or nationally.</p>
 <p>Postsecondary Information:</p>	<p>The past five years averages 93% of graduates pursuing post-secondary education, 86% attended college, and 3% enrolled in the military. The PSAT is provided free to all students grades 9-11. The School Counseling Department received national recognition, and provides a comprehensive program for each grade level to prepare for college, career/trade, military or apprenticeship programs upon graduation. See our Guidance website schools students have attended (e.g., Princeton University).</p>
 <p>Student Supports and Services:</p>	<p>An Academic Assistance Supplement Program is available where students receive instruction after school three times per week in Math, English, Social Studies, & Science. Students can also seek extra help from their teachers after school or during their lunch/study periods. Students may be referred to our I&RS program, which helps assess & implement supports for struggling students. A Child Study Team & award winning School Counseling program provide comprehensive supports to students.</p>
 <p>Student Health and Wellness:</p>	<p>A free/reduced breakfast and lunch program is offered to students who qualify through the free/reduced lunch program. A new health and wellness fitness facility was opening in 2016, and complements our physical education and health program. Students also receive a nationally recognized school counseling program to promote academic, college/career, and social/emotional development.</p>
 <p>Parent and Community Involvement:</p>	<p>The community is very active with a PTO, local business (e.g., Stop & Shop) partnerships, & support for the Senior Internship program. An emerging Special Education Parent Advisory Group (SEPAG), along with a parent support group led by our school psychologists. Numerous other programs are offered to the community which include, but not limited to, Veterans concert, All School Production, Financial Aid Night, College Roundtable, Senior Awards Night, and more.</p>



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Facilities:

Lakeland Regional HS recently added a state-of-the art Fitness Center, which enhances our physical education & sports programs. The new STEM Lab, added to our research lab, provides a rigorous research environment. A 2nd STEM lab is on the way. All classrooms have either Smartboards or video projectors, and there are several computer labs and Chromebook carts. Our media center has an enormous digital library of reference materials, and there are 32 computers available for students to research.



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Other Information:

Lakeland Regional High School, a New Jersey Star School, in partnership with the community, provides an exemplary and comprehensive education that develops all students to be knowledgeable and responsible citizens in a global community. Recipient of three NJ "Best Practice" awards. A state-designated Best Practice award for the Technology Education program, which is supported by a comprehensive district Technology Plan. A state-designated Best Practice award for the E.R.A.S.E. (End Racism and Sexism Everywhere) club. The School Counseling Department received acknowledgment in 2013 & 2017 as a nationally Recognized ASCA Model Program (RAMP), and is the only school in New Jersey to hold this title. The 2017-2018 school year marks year 5 of our strategic plan, and our community will gather in Spring of 2018 to complete our new 5-year strategic plan. The structure of the school day runs on an intensive A/B scheduling format with classes running for 80 minutes. The exception are a few skills based courses which run for 40-minutes, as well as our study/lunch blocks are 40-minutes. SWAP (Speak with a Peer), LEAP (Leaders Encouraging Adolescent Progress), and YES (Youths Empowering Students) are peer mediation groups that mentor underclassmen and transferring students into the district through programs such as SWAN and Connections. In addition to our school programs for students in grades 9-12, students from our sending districts in Wanaque, Haskell, and Ringwood are eligible to attend our instrumental music program for enrichment from 7:30 - 8:50 a.m. Advanced students from our sending districts may also attend courses such as Algebra 1, Geometry, and Latin 1 at Lakeland Regional High School from 7:30 - 8:50 a.m. with approval from both districts. The Class of 2017 boasted 12 AP Scholars, 8 AP Scholars with Honors, and 9 AP Scholars with Distinction. Average SAT scores for the Class of 2017 were 560 in Critical Reading and 548 in Mathematics.