



HENRY P. BECTON REGIONAL HIGH SCHOOL
(03-0745-050)
Grades Offered: 09-12
2017-2018

Report Key:
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** Accountability calculations require 20 or more students
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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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



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School Contact Info

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

Type	Contact Information
County	BERGEN
District	CARLSTADT-EAST RUTHERFORD
Principal Name	DR. SFORZA
Address	120 PATERSON AVENUE EAST RUTHERFORD, NJ 07073
Phone Number	(201)935-3007
Email Address	DSFORZA@BECTONHS.ORG
Website	http://bectonhs.org/bhs/
Twitter	https://twitter.com/BectonHS



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Enrollment Trends by Grade

Enrollment Trends by Student Group

Enrollment by Racial and Ethnic Group

This table shows the number of students enrolled by grade for the past three school years.

Grade	2015-16	2016-17	2017-18
9	106	122	121
10	128	110	122
11	115	122	105
12	106	120	120
Total	455	474	468

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	2015-16	2016-17	2017-18
Female	50.1%	50.1%	48.1%
Male	49.9%	49.9%	51.9%
Economically Disadvantaged Students	29.5%	33.9%	32.5%
Students with Disabilities	11.6%	12.8%	14.2%
English Learners	3.1%	3.2%	2.1%
Homeless Students		0.2%	0.2%
Students in Foster Care		0.6%	0.4%
Military-Connected Students		0.6%	0.4%
Migrant Students		0.0%	0.0%

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

Racial and Ethnic Group	2015-16	2016-17	2017-18
White	49.2%	49.3%	49.8%
Hispanic	32.5%	32.5%	33.5%
Black or African American	7.2%	7.5%	6.1%
Asian	11.0%	10.5%	9.7%
Native Hawaiian or Pacific Islander	0.2%	0.2%	0.2%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.0%	0.0%	0.6%

Enrollment Trends by Full and Shared Time Status

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

Enrollment Status	2015-16	2016-17	2017-18
Full Time Students	447	467	463
Shared Time Students	15	13	9
Full Time Equivalent	455	474	468

Enrollment by Home Language

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

Home Language	% of Students
English	62.0%
Spanish	20.0%
Polish	4.1%
Arabic	3.0%
Korean	2.4%
Other Languages	8.6%



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English Language Arts/Literacy Assessment - Participation and Performance

This table shows information about the English Language Arts/Literacy section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment both overall and by student group. The PARCC assessment has five performance levels, and students scoring a Level 4 or 5 (Met or Exceeded Expectations) have demonstrated readiness for the next grade level 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 proficiency rate used for federal accountability, the annual target, and whether the target was met, as required by the Every Student Succeeds Act (ESSA) accountability. Student group rows where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these [accountability resources](#).

Student Group	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	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	243	98.4	58.9	58.9	56.7	58.9	52.9	Met Target
White	123	97.6	61.0	61.0	65.6	61.0	59.2	Met Target
Hispanic	85	100.0	53.0	53.0	42.5	53.0	49.7	Met Target
Black or African American	*	*	*	*	37.3	*	**	**
Asian, Native Hawaiian, or Pacific Islander	21	100.0	76.1	76.1	82.3	76.1	73.1	Met Target
American Indian or Alaska Native	N	N	N	N	52.7	N	**	**
Two or More Races	*	*	*	*	63.4	*	**	**
Female	109	98.2	78.0	78.0	64.5	78.0		
Male	134	98.6	43.3	43.3	49.4	43.3		
Economically Disadvantaged Students	80	96.5	53.8	53.8	38.5	53.8	37.3	Met Target
Non-Economically Disadvantaged Students	163	99.4	61.4	61.4	67.5	61.4		
Students with Disabilities	34	92.3	23.5	23.5	21.6	23.4	11.2	Met Target
Students without Disabilities	209	99.5	64.6	64.6	63.9	64.6		
English Learners	*	*	*	*	27.3	*	**	**
Non-English Learners	*	*	*	*	59.4	*		
Homeless Students	*	*	*	*	27.7	*		
Students In Foster Care	*	*	*	*	26.3	*		
Military-Connected Students	N	N	N	N	57.4	N		
Migrant Students	N	N	N	N	30.1	N		

† Target was met within a confidence interval.



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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

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	124	758	758	752	*	*	27%	46%	14%	60%	55%
White	56	760	760	760	*	*	20%	*	*	64%	64%
Hispanic	50	756	756	735	*	*	30%	*	*	56%	38%
Black or African American	*	*	*	734	*	*	*	*	*	*	34%
Asian, Native Hawaiian, or Pacific Islander	11	768	768	782	0%	0%	*	*	*	73%	83%
American Indian or Alaska Native	N	N	N	752	N	N	N	N	N	N	51%
Two or More Races	*	*	*	760	*	*	*	*	*	*	63%
Female	53	768	768	759	*	0%	23%	*	*	77%	63%
Male	71	751	751	744	*	17%	30%	*	*	46%	46%
Economically Disadvantaged Students	45	754	754	733	*	*	36%	*	*	53%	34%
Non-Economically Disadvantaged Students	79	760	760	761	*	*	22%	*	*	63%	65%
Students with Disabilities	17	725	725	716	*	*	*	*	*	12%	15%
Students without Disabilities	107	763	763	758	*	*	*	*	*	67%	62%
English Learners	*	*	*	691	*	*	*	*	*	*	*
Non-English Learners	*	*	*	755	*	*	*	*	*	*	*
Homeless Students	*	*	*	720	*	*	*	*	*	*	22%
Students in Foster Care	*	*	*	719	*	*	*	*	*	*	20%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	54%
Migrant Students	N	N	N	696	N	N	N	N	N	N	10%



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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 both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

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	755	755	749	13%	8%	20%	38%	20%	58%	51%
White	67	755	755	756	*	*	19%	33%	25%	58%	58%
Hispanic	37	750	750	733	*	*	27%	*	*	51%	38%
Black or African American	*	*	*	728	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	11	769	769	782	*	0%	*	*	*	73%	78%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	50%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	57	774	774	759	*	*	*	*	*	79%	60%
Male	65	738	738	739	*	*	*	*	*	40%	42%
Economically Disadvantaged Students	37	752	752	730	*	*	*	*	*	54%	34%
Non-Economically Disadvantaged Students	85	756	756	758	*	*	*	*	*	60%	59%
Students with Disabilities	17	715	715	707	*	*	*	*	*	35%	15%
Students without Disabilities	105	761	761	756	*	*	*	*	*	62%	57%
English Learners	*	*	*	684	*	*	*	*	*	*	*
Non-English Learners	*	*	*	752	*	*	*	*	*	*	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	23%
Students in Foster Care	*	*	*	707	*	*	*	*	*	*	21%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	706	N	N	N	N	N	N	18%



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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 both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

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

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	51	737	737	736	22%	*	20%	*	*	45%	39%
White	23	725	725	737	*	*	*	*	*	30%	41%
Hispanic	19	741	741	731	*	*	*	53%	0%	53%	35%
Black or African American	*	*	*	729	*	*	*	*	*	*	31%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	759	*	*	*	*	*	*	60%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	25%
Two or More Races	N	N	N	737	N	N	N	N	N	N	39%
Female	25	737	737	745	*	*	*	*	*	44%	48%
Male	26	737	737	728	*	*	*	*	*	46%	31%
Economically Disadvantaged Students	15	741	741	730	*	*	*	*	*	60%	33%
Non-Economically Disadvantaged Students	36	736	736	739	*	*	*	*	*	39%	42%
Students with Disabilities	10	721	721	708	*	*	*	*	*	30%	13%
Students without Disabilities	41	741	741	742	*	*	*	*	*	49%	44%
English Learners	*	*	*	702	*	*	*	*	*	*	*
Non-English Learners	*	*	*	738	*	*	*	*	*	*	*
Homeless Students	*	*	*	721	*	*	*	*	*	*	22%
Students in Foster Care	N	N	N	708	N	N	N	N	N	N	19%
Military-Connected Students	N	N	N	729	N	N	N	N	N	N	31%
Migrant Students	N	N	N	707	N	N	N	N	N	N	*

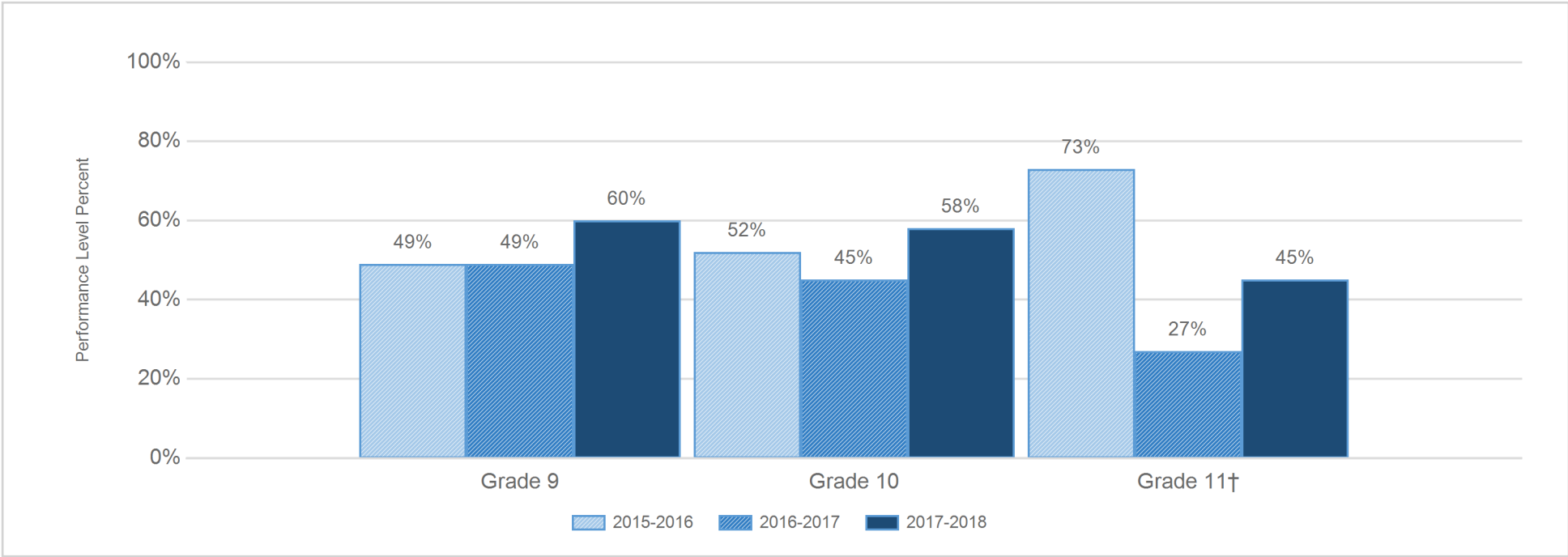


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English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment for the past three years.



† 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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Mathematics Assessment - Participation and Performance

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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	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	243	98.4	19.8	19.8	45.0	19.8	24.3	Not Met
White	123	97.6	22.8	22.8	54.1	22.8	32.8	Not Met
Hispanic	85	100.0	11.8	11.8	29.2	11.8	14.4	Met Target†
Black or African American	*	*	*	*	23.4	*	**	**
Asian, Native Hawaiian, or Pacific Islander	21	100.0	42.9	42.9	77.0	42.9	42.9	Met Target
American Indian or Alaska Native	N	N	N	N	42.5	N	**	**
Two or More Races	*	*	*	*	53.0	*	**	**
Female	109	98.2	22.9	22.9	46.0	22.9		
Male	134	98.6	17.2	17.2	43.9	17.2		
Economically Disadvantaged Students	79	96.4	16.5	16.5	26.6	16.5	19	Met Target†
Non-Economically Disadvantaged Students	164	99.4	21.3	21.3	55.9	21.3		
Students with Disabilities	33	92.1	*	*	17.1	*	10.1	Not Met
Students without Disabilities	210	99.5	*	*	50.5	*		
English Learners	*	*	*	*	24.6	*	**	**
Non-English Learners	*	*	*	*	46.9	*		
Homeless Students	*	*	*	*	17.3	*		
Students In Foster Care	*	*	*	*	16.2	*		
Military-Connected Students	N	N	N	N	45.8	N		
Migrant Students	N	N	N	N	23.7	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 both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

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	92	730	730	746	*	28%	41%	*	*	22%	46%
White	34	731	731	755	*	32%	32%	*	*	26%	57%
Hispanic	44	728	728	730	*	30%	48%	*	*	16%	27%
Black or African American	*	*	*	727	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	49%
Two or More Races	*	*	*	755	*	*	*	*	*	*	54%
Female	37	735	735	748	*	*	46%	*	*	27%	48%
Male	55	727	727	745	*	*	38%	*	*	18%	44%
Economically Disadvantaged Students	35	724	724	729	*	*	40%	*	*	14%	25%
Non-Economically Disadvantaged Students	57	734	734	756	*	*	42%	*	*	26%	57%
Students with Disabilities	15	705	705	716	*	*	*	*	*	*	13%
Students without Disabilities	77	735	735	752	*	*	*	*	*	*	52%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	749	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	16%
Students in Foster Care	*	*	*	712	*	*	*	*	*	*	12%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	49%
Migrant Students	N	N	N	720	N	N	N	N	N	N	11%



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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 both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

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	135	725	725	735	12%	39%	37%	13%	0%	13%	30%
White	74	729	729	740	*	30%	42%	*	*	16%	37%
Hispanic	43	720	720	723	*	*	*	*	*	*	14%
Black or African American	*	*	*	719	*	*	*	*	*	*	11%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	760	*	*	*	*	*	*	65%
American Indian or Alaska Native	N	N	N	734	N	N	N	N	N	N	28%
Two or More Races	*	*	*	741	*	*	*	*	*	*	39%
Female	58	726	726	736	*	38%	43%	*	*	10%	30%
Male	77	724	724	734	*	39%	32%	*	*	14%	29%
Economically Disadvantaged Students	42	718	718	722	*	50%	24%	*	*	10%	13%
Non-Economically Disadvantaged Students	93	728	728	741	*	33%	43%	*	*	14%	38%
Students with Disabilities	19	701	701	713	*	*	*	*	*	*	*
Students without Disabilities	116	729	729	738	*	*	*	*	*	*	*
English Learners	*	*	*	711	*	*	*	*	*	*	*
Non-English Learners	*	*	*	736	*	*	*	*	*	*	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	*
Students in Foster Care	*	*	*	711	*	*	*	*	*	*	*
Military-Connected Students	N	N	N	731	N	N	N	N	N	N	24%
Migrant Students	N	N	N	709	N	N	N	N	N	N	11%



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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 both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

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	67	716	716	727	34%	25%	22%	18%	0%	18%	30%
White	32	718	718	733	31%	*	*	*	*	19%	35%
Hispanic	25	707	707	710	*	*	*	*	*	*	14%
Black or African American	*	*	*	705	*	*	*	*	*	*	11%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	766	*	*	*	*	*	*	66%
American Indian or Alaska Native	N	N	N	729	N	N	N	N	N	N	28%
Two or More Races	N	N	N	736	N	N	N	N	N	N	37%
Female	41	720	720	728	29%	*	*	*	*	22%	30%
Male	26	709	709	727	42%	*	*	*	*	12%	30%
Economically Disadvantaged Students	20	710	710	709	50%	*	*	*	*	20%	13%
Non-Economically Disadvantaged Students	47	718	718	736	28%	*	*	*	*	17%	37%
Students with Disabilities	*	*	*	693	*	*	*	*	*	*	*
Students without Disabilities	*	*	*	732	*	*	*	*	*	*	*
English Learners	*	*	*	691	*	*	*	*	*	*	*
Non-English Learners	*	*	*	729	*	*	*	*	*	*	*
Homeless Students	*	*	*	703	*	*	*	*	*	*	10%
Students in Foster Care	N	N	N	693	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	717	N	N	N	N	N	N	20%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%

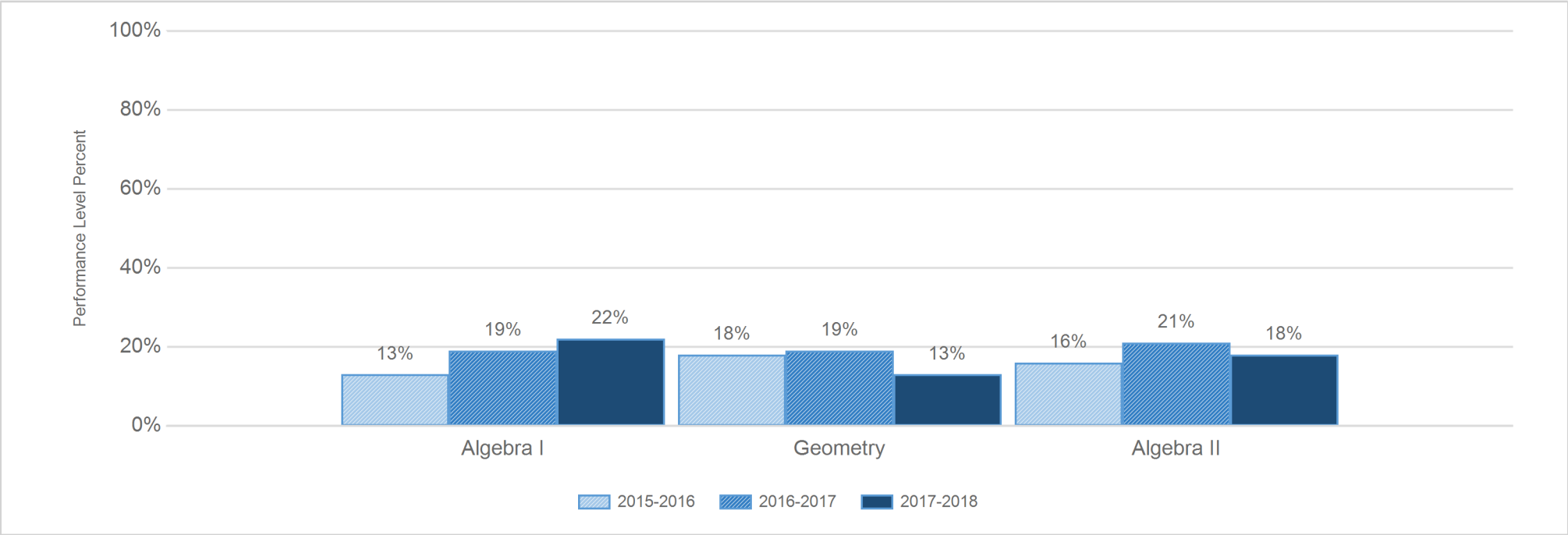


HENRY P. BECTON REGIONAL HIGH SCHOOL
(03-0745-050)
Grades Offered: 09-12
2017-2018

Report Key:
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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end of course exam on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment for the past three years.



† Grade level results do not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



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DLM Alternate Assessment - 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 Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Expected growth is based on the student's initial level of English Language Proficiency during the 2016-17 school year and the number of years the student has been enrolled in the district. This table also shows the school's 2017-18 ESSA accountability target and whether the target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2017-18 Target	Met Target?
Schoolwide/English Learners	*	*	*

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	10	90.0%	10.0%
3-4	N	N	N
5 or more	N	N	N



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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grade 5, grade 8, and grade 11 were administered the NJSLA-Science field test in 2017-18.

NJASK Science Assessment Information

New Jersey transitioned from the NJASK to NJSLA-S in 2017-18 to align to new science standards. Results of field tests in 2017-18 will not be reported, but results of NJSLA-S will be added to the performance reports in 2018-19.

Biology Assessment Information

New Jersey transitioned from the Biology Assessment to NJSLA-S in 2017-18 to align to new science standards. Results of field tests in 2017-18 will not be reported, but results of NJSLA-S will be added to the performance reports in 2018-19.



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

PSAT, SAT, & ACT - Participation

This table shows information about participation on the PSAT, SAT, and ACT exams. PSAT participation is the percentage of 10th and 11th graders that took the PSAT 10 or PSAT NMSQT exam in 2017-18. SAT and ACT participation rates show the percentage of 12th graders that have taken the SAT or ACT this year or in prior years.

Participation Type	School Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2017-18	96.5%	85.0%
12th graders taking SAT in 2017-18 or prior years	82.8%	72.2%
12th graders taking ACT in 2017-18 or prior years	11.7%	24.6%

PSAT, SAT, & ACT - Performance

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

Participation Type	School Average Score	State Average Score	College Readiness Benchmarks	School - Students Scores at or above Benchmark	State - Students Scores at or above Benchmark
PSAT 10/NMSQT - Reading and Writing	461	478	Grade 10: 430 Grade 11: 460	60%	62%
PSAT 10/NMSQT - Math	449	478	Grade 10: 480 Grade 11: 510	28%	42%
SAT - Reading and Writing	529	542	480	68%	72%
SAT - Math	522	543	530	47%	54%
ACT - Reading	24	24	22	64%	62%
ACT - English	24	24	18	79%	78%
ACT - Math	24	24	22	64%	62%
ACT - Science	23	23	23	50%	53%



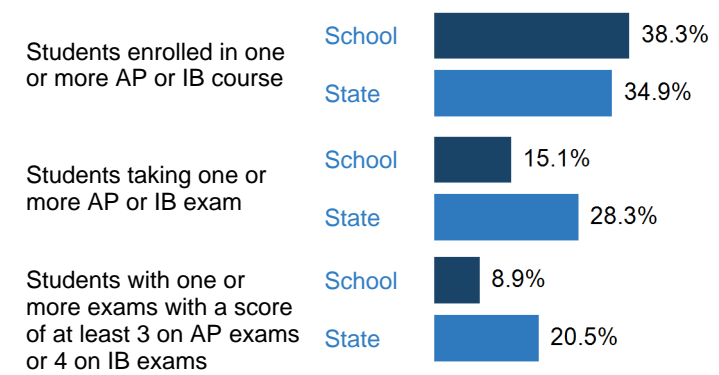
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate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

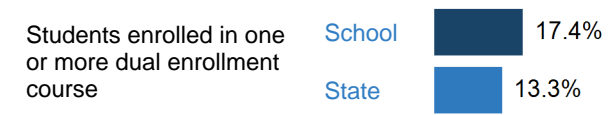
AP/IB Coursework – Participation and Performance

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



Dual Enrollment Coursework - Participation

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



AP/ IB Courses Offered

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

AP/IB Course	Students Enrolled	Students Tested
AP Biology	20	9
AP Chemistry	9	1
AP English Literature and Composition	12	12
AP Physics 1	23	0
AP Statistics	14	5
AP U.S. Government and Politics	15	14
AP U.S. History	34	11
AP World History	0	1
IB Art/Design	27	0
Total Exams taken		53
Exams with scores of at least 3 on AP exams or 4 on IB exams		30



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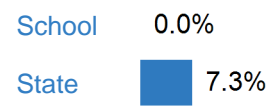
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This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education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

Career and Technical Education Participation

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

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



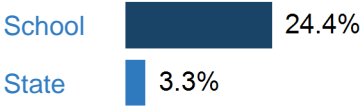
CTE Concentrators
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

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

Structured Learning Experiences





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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/>.

Industry-Valued Credentials

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

Students Earning Industry-Valued Credentials



Industry-Valued Credentials by Career Cluster

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

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total credentials earned
Arts, AV Technology & Communications	*		
Health Science	*		
Hospitality & Tourism	*	*	*
Human Services	*		
Information Technology	*		
Total (All Clusters)	*	*	*



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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	97	37	0	0	0	0	5
10	4	98	25	1	0	0	7
11	1	9	75	31	0	4	49
12	0	5	13	44	31	10	10
Total	102	149	113	76	31	14	71
Enrolled in AP/IB Course					0	14	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0

Science - Course Participation

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

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	132	1	0	1	0	0
10	9	82	33	1	2	6
11	7	12	13	10	67	47
12	23	11	10	16	37	71
Total	171	106	56	28	106	124
Enrolled in AP/IB Course	20	9		0	23	0
Enrolled in Dual Enrollment Course	20	9	0	0	0	0



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Social Studies and History - Course Participation

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

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	127	3	47	0	0	1
10	7	119	7	0	0	39
11	2	110	5	0	0	37
12	1	27	6	2	2	80
Total	137	259	65	2	2	157
Enrolled in AP/IB Course	0	34	0	0		15
Enrolled in Dual Enrollment Course	0	11	0	0	0	15

World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	82	0	37	0	0	0	0
10	90	0	34	0	0	0	0
11	46	0	11	0	0	0	0
12	17	0	13	0	0	0	0
Total	235	0	95	0	0	0	0
Enrolled in AP/IB Course	0	0	0	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	38	0	23	0	0	0	0



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Seal of Biliteracy

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

Language	Students Earning a Seal of Biliteracy
Total	0



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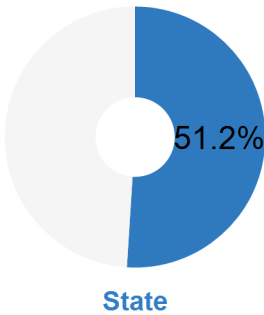
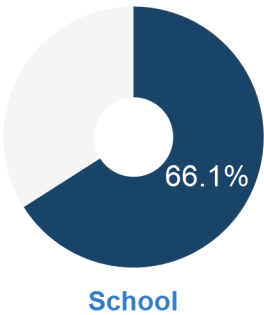
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Visual and Performing Arts – Course Participation

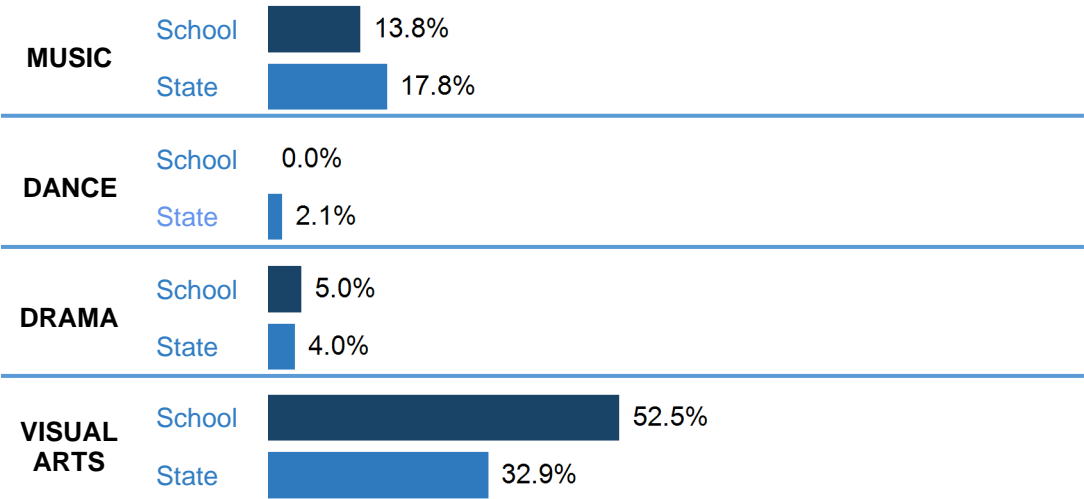
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 9-12:

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



Students enrolled in one or more classes by discipline:





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

Graduation Rates

This table shows 4-year and 5-year graduation rates both overall and by student group. Annual ESSA accountability targets for the Class of 2017 4-year rate and the Class of 2016 5-year rates are included with a flag for whether the annual targets were met. Student group rows where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these [accountability resources](#).

Student Group	School - Class of 2018: 4 Year Rate	State - Class of 2018: 4 Year Rate	School - Class of 2017: 5 Year Rate	State - Class of 2017: 5 Year Rate	Class of 2017: 4 Year Rate	Class of 2017: 4 Year Target	Class of 2017: Met Target	Class of 2016: 5 Year Rate	Class of 2016: 5 Year Target	Class of 2016: Met Target
Schoolwide	91.0%	90.9%	98.4%	92.4%	96.9%	N	Met Goal	95.8%	N	Met Goal
White	91.2%	95.0%	98.3%	95.7%	98.3%	N	Met Goal	97.1%	N	Met Goal
Hispanic	90.7%	84.8%	97.9%	87.3%	95.8%	N	Met Goal	97.1%	N	Met Goal
Black or African American	84.2%	84.2%	*	86.8%	*	**	**	*	**	**
Asian, Native Hawaiian or Pacific Islander	100.0%	97.0%	*	97.7%	*	**	**	*	**	**
American Indian or Alaska Native	N	86.5%	N	94.1%	N	N	N	N	N	N
Two or More Races	N	92.0%	N	93.9%	N	N	N	N	N	N
Economically Disadvantaged Students	86.4%	84.6%	100.0%	87.0%	97.6%	N	Met Goal	96.2%	N	Met Goal
Students with Disabilities	90.6%	80.1%	92.9%	83.5%	92.9%	**	**	86.4%	70.5%	Met Target
English Learners	*	75.8%	*	81.8%	*	**	**	*	**	**
Homeless Students	N	72.6%	N	79.1%	N			N		
Students in Foster Care	N	62.6%	N	64.9%						



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Graduation Pathways

This table shows the percentage of Class of 2018 graduates that met high school graduation requirements through each type of graduation pathway for both English Language Arts (ELA) and Math.

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
PARCC Assessment	61.1%	51.1%
Substitute Competency Test	26.0%	32.8%
Portfolio Appeals Process	0.0%	0.0%
Alternate Requirements specified in IEP	10.7%	13.7%
Unknown	2.3%	2.3%

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
2018	91.0%	-
2017	96.9%	98.4%
2016	97.5%	95.8%

Dropout Rate Trends

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

School Year	School Rate	State Rate
2017-2018	0.6%	1.2%
2016-2017	0.0%	1.1%
2015-2016	0.2%	1.2%



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

Postsecondary Enrollment Rates: Fall

This table shows information about Class of 2018 high school graduates enrolled in postsecondary institutions by the fall of 2018. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the next two columns show the percentage of those enrolled students in 2-year and 4-year institutions.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	72.8%	27.6%	72.4%
Schoolwide	79.7%	27.7%	72.3%
White	82%	22%	78%
Hispanic	79.4%	44.4%	55.6%
Black or African American	63.6%	0%	100%
Asian, Native Hawaiian, or Pacific Islander	83.3%	30%	70%
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	90.3%	25%	75%
Students with Disabilities	60%	58.3%	41.7%
English Learners	*	*	*

Postsecondary Enrollment Rates: 16 month

This table shows information about Class of 2017 high school graduates enrolled in postsecondary institutions by the fall of 2018. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the following sets of columns show the percentage of those enrolled students in 2-year and 4-year institutions, public or private institutions, and in-state and out-of-state institutions.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	77.9%	31.9%	68.1%	72.5%	27.5%	64.9%	35.1%
Schoolwide	85.2%	30.6%	69.4%	68.4%	31.6%	84.7%	15.3%
White	86.3%	25%	75%	56.8%	43.2%	81.8%	18.2%
Hispanic	80.5%	36.4%	63.6%	75.8%	24.2%	87.9%	12.1%
Black or African American	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	*	*	*
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N
Economically Disadvantaged Students	86.8%	36.4%	63.6%	60.6%	39.4%	84.8%	15.2%
Students with Disabilities	*	*	*	*	*	*	*
English Learners	*	*	*	*	*	*	*



HENRY P. BECTON REGIONAL HIGH SCHOOL

(03-0745-050)

Grades Offered: 09-12

2017-2018

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

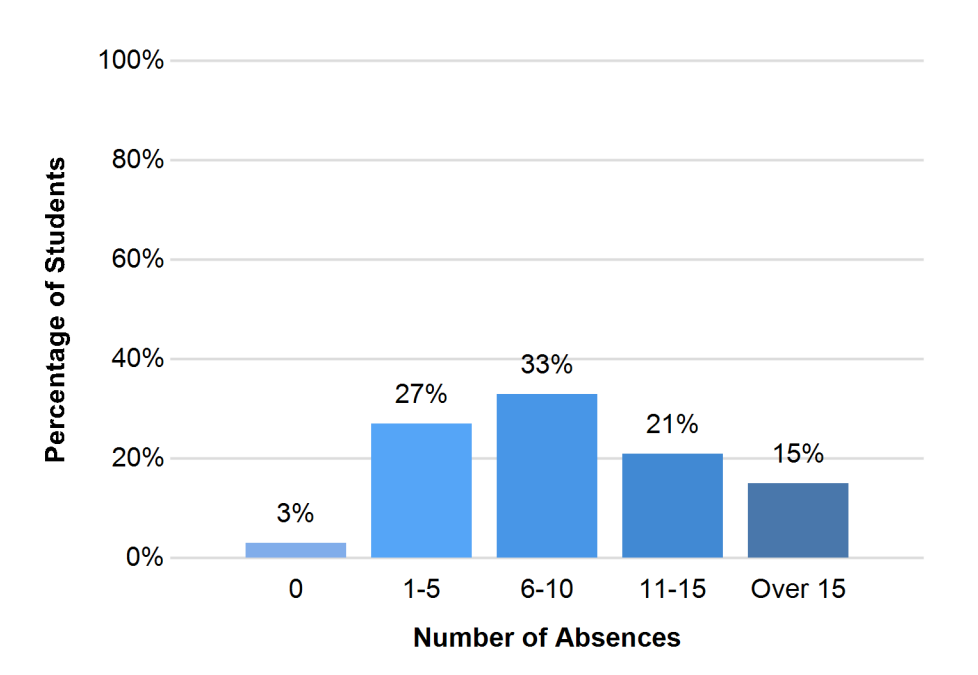
Chronic Absenteeism

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

Student Group	Number of students chronically absent	Percent of students chronically absent	State Average	Met State Average
Schoolwide	50	10.0	14.9	Met
White	28	11.1	14.9	Met
Hispanic	12	7.2	14.9	Met
Black or African American	*	*	14.9	Not Met
Asian, Native Hawaiian, or Pacific Islander	3	6.4	14.9	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Economically Disadvantaged Students	23	14.8	14.9	Met
Students with Disabilities	24	24.7	14.9	Not Met
English Learners	1	10.0	**	**

Days Absent

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





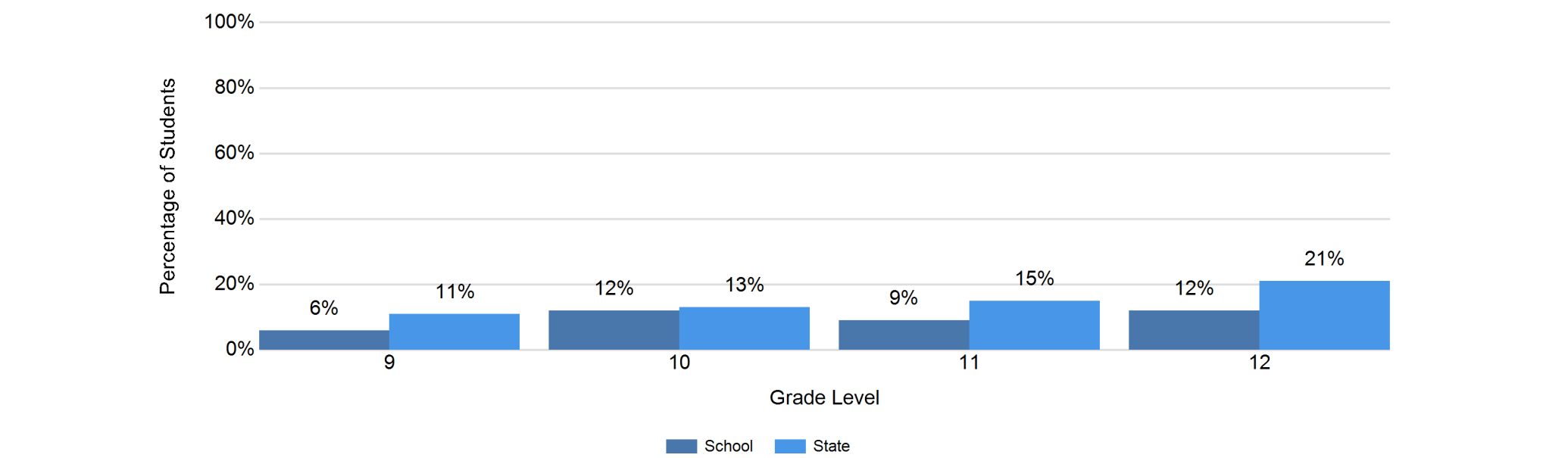
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Chronic Absenteeism by Grade

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





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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. As such, comparing this year's report to previous years' data can lead to inaccurate conclusions in many reporting categories. As such, the 2017-18 report should be considered a baseline year.

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	2
Weapons	1
Vandalism	1
Substances	2
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	7
Incidents Per 100 Students Enrolled	1.50

Police Notifications

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

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



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Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	14	3.0%
Out-of-School Suspensions	18	3.9%
Any Suspension	30	6.4%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
69



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School Day

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

Category	School
Typical Start Time	8:05 AM
Typical End Time	2:45 PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	5 Hrs 30 Mins
Shared Time - Instructional Time	2 Hrs. 45 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3-11 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3-11. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2017-18	2.6:1

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). NJDOE will be collecting school-level per-pupil expenditures data for the 2018-19 school year, and that data will be included in future reports.

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2016-2017)	\$417	\$21,187	\$21,604



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Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	41	117,464
Average years experience in public schools	13.8	12.0
Average years experience in district	12.0	10.7
Teachers in district for 4 or more years	78.0%	75.5%

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	7	9,374
Average years experience in public schools	24.0	16.0
Average years experience in district	21.6	12.0
Administrators in district for 4 or more years	85.7%	76.2%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	11:1	11:1
Students to Administrators	78:1	67:1
Teachers to Administrators	7:1	6:1
Students to Librarians/Media Specialists		468:1
Students to Nurses		468:1
Students to Counselors		468:1
Students to Child Study Team		N



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Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to this district in 2016-17 that were still assigned to this district in 2017-18. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2016-17 Teachers: Same district 2017-18	81.4%	90.2%
2016-17 Administrators: Same district 2017-18	87.5%	86.2%

Faculty Attendance

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

School Year	% Days Present
2017-18	95.8%



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Teachers: All classroom teachers

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Teachers and Administrators – Demographics

This table shows the percentage of teachers and administrators by gender and by racial and ethnic group.

Category	Teachers	Administrators
Female	63.4%	50.0%
Male	36.6%	50.0%
White	92.7%	100.0%
Hispanic	4.9%	0.0%
Black or African American	0.0%	0.0%
Asian	2.4%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%



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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA). For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

Comprehensive Status

This table shows whether this school is identified as requiring Comprehensive Support and Improvement during the 2019-20 school year and whether it will be eligible to exit comprehensive status in January 2021 or January 2022. Schools must meet exit criteria in order to exit status. Schools with a summative score in the bottom 5% of Title I schools or with a four-year graduation rate of 67% or less are identified as requiring Comprehensive Support and Improvement.

Requires Comprehensive Support during the 2019-20 School Year	Eligible to exit status in January 2021	Eligible to exit status in January 2022
No	n/a	n/a

Targeted Status

This table shows whether one or more student groups in this school has been identified as requiring Targeted Support and Improvement during the 2019-20 school year and whether each student group will be eligible to exit targeted status in January 2021 or January 2022. Schools must meet exit criteria in order to exit status. Student groups with a summative score that would be in the bottom 5% of schools and student groups that miss annual targets for all indicators for two years in a row are identified as requiring Targeted Support and Improvement. Note: Schools identified as requiring comprehensive support may have student groups identified as needing targeted support below, but the date they are eligible to exit status is based on their comprehensive status.

Student Group	Requires Targeted Support during the 2019-20 School Year	Eligible to exit status in January 2021	Eligible to exit status in January 2022
Any Student Groups	No	n/a	n/a
White	No		
Hispanic	No		
Black or African American	No		
Asian, Native Hawaiian, or Pacific Islander	No		
American Indian or Alaska Native	No		
Two or More Races	No		
Economically Disadvantaged Students	No		
Students with Disabilities	No		
English Learners	No		



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Accountability Indicator Scores and Summative Rating - 2017-18 School Year

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 and Improvement. This table shows the indicator scores for each indicator included in the accountability system and the weight 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 score in the bottom 5% of Title I schools or with a four-year graduation rate of 67% or less are identified as requiring Comprehensive Support and Improvement. For more information about New Jersey's accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Score	Weight
English Language Arts Proficiency	65.62	17.5%
Mathematics Proficiency	26.07	17.5%
Graduation Rate - 4-Year	83.95	25.0%
Graduation Rate - 5-Year	63.51	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	54.02	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	61.01	n/a
Summative Rating: Percentile Rank of Summative Score	64.47	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5 th percentile	No	n/a
Requires Comprehensive Support: 4-year Graduation Rate less than or equal to 67%	No	n/a

† Weights indicated by this symbol were adjusted due to data availability



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Accountability Summary by Student Group - 2017-18 School Year

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 and Improvement. Any student group where the summative score would be in the bottom 5% of schools is identified for Targeted Support for a Low-Performing Student Group. Any student group that has missed annual targets for all indicators two years in a row is identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups are identified for Targeted Sport will be noted in the Schoolwide row. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16. The target for chronic absenteeism is the state average for chronic absenteeism based on students enrolled in the grades served by the given school. For more details on accountability targets, see these [accountability resources](#).

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	4-Year Graduation Rate: Met Annual Target	5-Year Graduation Rate: Met Annual Target	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	No	Met Target	Not Met	Met Goal	Met Goal	**	Met	No
White	55.80	8.94	No	Met Target	Not Met	Met Goal	Met Goal	n/a	Met	No
Hispanic	73.11	8.94	No	Met Target	Met Target†	Met Goal	Met Goal	n/a	Met	No
Black or African American	**	**	No	**	**	**	**	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	Met Target	Met Target	**	**	n/a	Met	No
American Indian or Alaska Native	**	**	No	**	**	N	N	n/a	**	No
Two or More Races	**	**	No	**	**	N	N	n/a	**	No
Economically Disadvantaged Students	78.77	8.94	No	Met Target	Met Target†	Met Goal	Met Goal	n/a	Met	No
Students with Disabilities	50.33	8.94	No	Met Target	Not Met	**	Met Target	n/a	Not Met	No
English Learners	**	**	No	**	**	**	**	**	**	No

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






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School Narrative

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

 <p>Highlights:</p>	<ul style="list-style-type: none"> Becton Regional High School is a 1:1 Digital Learning School, with all students utilizing & taking home 1:1 personal Chromebooks. Becton Regional High School has an innovative & flexible college-like academic school schedule that promotes creativity as well as differentiated & individualized instruction. Becton Regional High School has a diverse selection of college & career-focused enrichment and specialized elective courses including a high quality Career Exploration Internship Program.
 <p>Mission, Vision, Theme:</p>	<p>Becton Regional High School is a four-year comprehensive and innovative high school, which strives to meet the general and individual needs of students. A variety of specialized, advanced, exploratory, and career-focused courses are offered in order to provide all students with the necessary skills to succeed in their post-secondary college and career field.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>Becton Regional HS recognizes staff and students for their outstanding achievements throughout the year. Numerous academic and athletic honors and recognitions are highlighted at our monthly Board meetings, on our Twitter feed, in our online digital school newspaper.</p>






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 <p>Courses, Curriculum, Instruction:</p>	<p>Becton Regional High School has one of the most innovative and robust high school schedules on the market, The BECT8N Infinity Schedule. Becton is a 1:1 digital learning school connecting students' passions &interests to academic & emotional competencies</p>
 <p>Sports and Athletics:</p>	<p>Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Boys & Girls), Cheerleading (Girls), Cross Country (Boys & Girls), Football (Coed), Soccer (Boys & Girls), Softball (Girls), Tennis (Coed), Track and Field - Spring (Coed), Volleyball (Girls), Wrestling (Coed)</p> <p>Becton Regional High School supports our students through our competitive and diverse athletic program. We offer the following competitive team and individual sports: cross country, football, girls and boys soccer, girls and boys tennis, volleyball, wrestling, girls and boys basketball, bowling, softball, baseball, and boys and girls track. We encourage and celebrate student participation and students take tremendous pride in their performance and in representing their school and community.</p>
 <p>Clubs and Activities:</p>	<p>Becton offers an array of clubs and activities for our students. Clubs & activities include: Horticulture Club, Political Science Club, Gaming Club, Cat's Eye View school newspaper, Cheerleading-Football, Marching Band & Music Activities, Protecting Animals Within (P.A.W.), Wellness Club, Debate, Environmental Club, Girls Helping Girls, "Images", Becton's Art & Literary Magazine, Italian & Spanish Honor Society, Key Club, Math League, National Honor Society, Robotics Club, Science Olympiad, Student Council, Theatre Arts Club/Play, & Yearbook.</p>



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<div>  <div>Staff and Professional Learning:</div> </div>	<p>Becton Regional High School offers unique opportunities for faculty and staff to promote professional development. Faculty members have received continuous training in digital learning and Google Apps for Education by Google certified training staff. Tutorials are provided to meet the county and state requirements. Professional Learning Communities meet regularly to collaborate on content specific ideas and resources. A high percentage of faculty at Becton Regional High School have a Master's Degree and beyond.</p>
<div>  <div>Postsecondary Information:</div> </div>	<p>Becton Regional High School students are accepted into some of the nation's top colleges and universities. The Becton Guidance Department works closely with each student through their personal high school journey as well as assists them with their post-secondary college & career plans. Becton offers students SAT/ACT courses as well as every 10th & 11th grader the opportunity to take the PSAT. Students at Becton have the opportunity to earn numerous college credits through various programs prior to graduation. Furthermore, Becton Regional High School recognizes that post-secondary plans may not include college for many students and strives to offer unique courses, guidance, and experiences for non-college bound learners.</p>






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 <p>Student Supports and Services:</p>	<p>Becton Regional High School has a comprehensive Child Study Team consisting of school psychologists, social workers, learning disability consultants, and speech therapists. Becton provides students with appropriate counseling & academic services to meet their individualized education needs. In addition, the school offers a student assistance program providing students with a confidential place for the school to assist with their personal and social-emotional well-being.</p>
 <p>Student Health and Wellness:</p>	<p>Becton Regional High School promotes health and wellness through its athletic program, physical and health education classes, Environmental Club, and yearly health screenings. Health screenings are provided to our students for scoliosis, dental, vision, hearing, and height, weight, and blood pressure. The Environmental Club introduces students to healthy eating choices. Students are encouraged to maintain a productive lifestyle through healthy habits. Furthermore, Becton Regional High School opened a Wellness Center in 2018. The Becton Wellness Center provides a calming and safe place where students and teachers can find resources and practice methods to cultivate and maintain physical, emotional, and mental wellness.</p>
 <p>Parent and Community Involvement:</p>	<p>Parents in our community have an opportunity to interact with our school administration, teachers, & staff as members of our Partners in Education Association. In addition, there are community clubs which support our athletic programs, some of which include: The Sideline Club, Diamond Club, Lady Diamond Club, Band Booster Club, and Wildcats Boys & Girls Soccer. The Project Graduation Committee consists of parents who create an event to ensure a safe, alcohol and drug-free celebration for our graduating seniors.</p>





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 <p>Facilities:</p>	<p>Becton Regional High School boasts a state-of-the-art facility with innovative science labs, a two floor modern media center and technology hub with views of the NYC skyline, and a superior gymnasium and weight facility. The building recently underwent a 25 million dollar renovation, which included enhancements to our technology infrastructure, heating & cooling, and advanced security system. Most recently, the school added a state-of-the-art Television and Broadcasting Studio to its second floor. The renovations enhanced the positive climate & culture of the school, which are conducive to student learning and growth.</p>
 <p>School Safety:</p>	<p>Becton Regional High School takes school security seriously and has a state-of-the-art security infrastructure along with a School Security Officer who works closely with school administration.</p>



HENRY P. BECTON REGIONAL HIGH SCHOOL

(03-0745-050)

Grades Offered: 09-12

2017-2018

Report Key:

* Data is not displayed in order to protect student privacy


** Accountability calculations require 20 or more students

N No Data is available to display

† This indicates a table specific note,see note below table

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.

<div>  <div>Technology and STEM:</div> </div>	<div>Becton Regional High School has leveraged the power of technology and digital learning to deepen the learning experiences for our students and empower the whole student by implementing a 1:1 digital learning community throughout the high school using Google Apps for Education (G.A.F.E.)</div>
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