



State of New Jersey  
2015-2016

Grade Span 07-12

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

## 2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other schools that are educating similar students, against district and state-wide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure.

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact [njsmart@pcgus.com](mailto:njsmart@pcgus.com)



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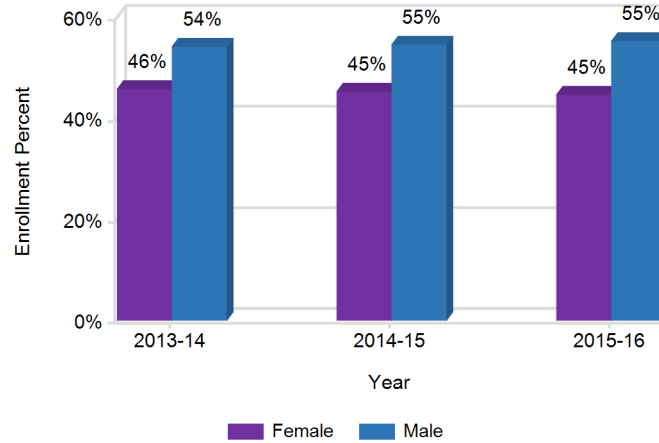
### Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade 07	145	166	156
Grade 08	149	153	174
Grade 09	167	149	143
Grade 10	180	166	153
Grade 11	137	184	160
Grade 12	120	142	167
UG	0	0	1
<b>Total</b>	<b>898</b>	<b>960</b>	<b>954</b>

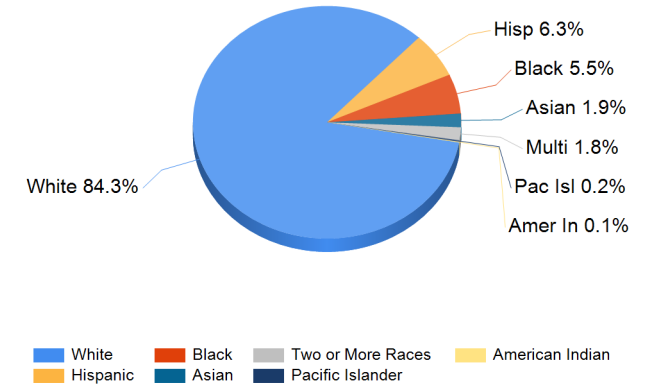
### Enrollment by Gender

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



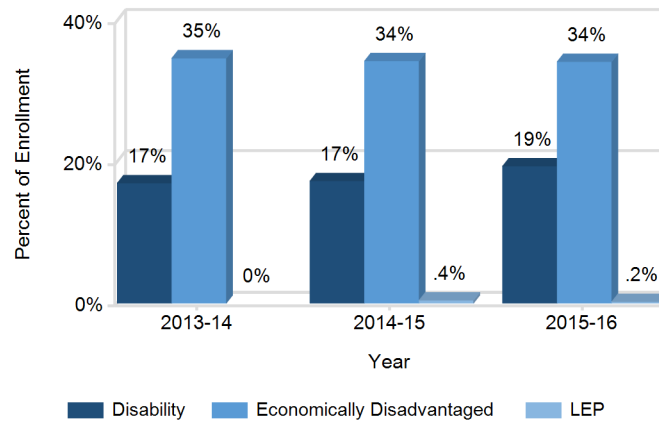
### Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



### Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



### Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	98.3%
Spanish	0.9%
Bengali	0.6%
Hindi	0.1%

\* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.



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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

This section also measures Science as demonstrated in NJ ASK Science assessments.

### Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	42%	S	43
Mathematics Met or Exceeded Expectations	18%	S	35

### Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goals is established as 95% by the United States Department of education. ✓\*= Met participation rate(participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	561	42%	43	96%	✓	540	18%	35	95%	✓
White	480	43%	33	95%	✓	463	19%	26	95%	✓
African American	S	S	S	S		S	S	S	S	
Hispanic	32	28%	23	100%	✓	31	10%	29	100%	✓
American Indian	S	S	S	S		S	S	S	S	
Asian	S	S	S	S		S	S	S	S	
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	119	8%	34	96%	✓	110	1%	19	95%	✓
English Learner Students	N	N	N	N		S	S	S	S	
Economically Disadvantaged Students	164	23%	27	96%	✓	156	5%	16	95%	✓

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### PARCC Performance Distribution - Grade 07

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	151	744	744	750	13%	16%	23%	31%	18%	49%	56%
White	132	745	745	753	11%	17%	22%	32%	18%	50%	65%
African American	S	S	S	745	S	S	S	S	S	S	35%
Hispanic	S	S	S	745	S	S	S	S	S	S	41%
Asian	S	S	S	773	S	S	S	S	S	S	84%
American Indian	N	N	N	773	N	N	N	N	N	N	54%
Two or More Races	S	S	S	740	S	S	S	S	S	S	63%
Students with Disability	39	711	711	714	31%	36%	23%	8%	3%	10%	16%
English Language Learners	N	N	N	705	N	N	N	N	N	N	10%
Economically Disadvantaged Students	47	722	722	741	21%	26%	34%	17%	2%	19%	37%
PARCC MATH											
<b>Schoolwide</b>	131	727	727	739	15%	22%	44%	18%	1%	19%	39%
White	115	729	729	742	13%	21%	46%	19%	1%	20%	47%
African American	S	S	S	735	S	S	S	S	S	S	19%
Hispanic	S	S	S	735	S	S	S	S	S	S	23%
Asian	S	S	S	760	S	S	S	S	S	S	72%
American Indian	N	N	N	747	N	N	N	N	N	N	30%
Two or More Races	S	S	S	735	S	S	S	S	S	S	44%
Students with Disability	S	S	S	711	S	S	S	S	S	S	9%
English Language Learners	N	N	N	714	N	N	N	N	N	N	10%
Economically Disadvantaged Students	S	S	S	733	S	S	S	S	S	S	21%

■ Did Not Yet Meet Expectations    
 ■ Partially Met Expectations    
 ■ Approached Expectations    
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PARCC Performance Distribution - Grade 08

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	162	745	745	749	12%	19%	24%	35%	10%	45%	55%
White	132	747	747	752	12%	17%	24%	36%	11%	47%	63%
African American	14	733	733	740	14%	36%	7%	36%	7%	43%	34%
Hispanic	11	725	725	742	18%	27%	27%	27%	N	27%	43%
Asian	S	S	S	781	S	S	S	S	S	S	82%
American Indian	N	N	N	718	N	N	N	N	N	N	52%
Two or More Races	S	S	S	758	S	S	S	S	S	S	59%
Students with Disability	27	718	718	712	37%	22%	26%	11%	4%	15%	16%
English Language Learners	N	N	N	705	N	N	N	N	N	N	9%
Economically Disadvantaged Students	51	727	727	740	18%	31%	29%	20%	2%	22%	38%
**PARCC MATH											
<b>Schoolwide</b>	N	N	N	719	N	N	N	N	N	N	26%
White	N	N	N	725	N	N	N	N	N	N	32%
African American	N	N	N	713	N	N	N	N	N	N	14%
Hispanic	N	N	N	715	N	N	N	N	N	N	20%
Asian	N	N	N	739	N	N	N	N	N	N	49%
American Indian	N	N	N	N	N	N	N	N	N	N	N
Two or More Races	N	N	N	723	N	N	N	N	N	N	26%
Students with Disability	N	N	N	697	N	N	N	N	N	N	8%
English Language Learners	N	N	N	697	N	N	N	N	N	N	9%
Economically Disadvantaged Students	N	N	N	714	N	N	N	N	N	N	18%

■ Did Not Yet Meet Expectations    
 ■ Partially Met Expectations    
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 ■ Exceeded Expectations

\*\*Grade 8 does not include students who took an Algebra test.

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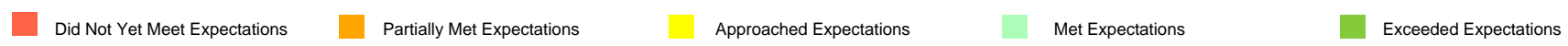
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### PARCC ELA Performance Distribution - Grade 09

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	<b>139</b>	<b>736</b>	<b>736</b>	<b>746</b>	<b>17%</b>	<b>17%</b>	<b>35%</b>	<b>27%</b>	<b>6%</b>	<b>32%</b>	<b>49%</b>
White	122	736	736	754	17%	16%	33%	27%	7%	34%	58%
African American	S	S	S	729	S	S	S	S	S	S	30%
Hispanic	S	S	S	730	S	S	S	S	S	S	34%
Asian	S	S	S	774	S	S	S	S	S	S	78%
American Indian	S	S	S	734	S	S	S	S	S	S	40%
Two or More Races	N	N	N	748	N	N	N	N	N	N	53%
Students with Disability	S	S	S	713	S	S	S	S	S	S	12%
English Language Learners	N	N	N	693	N	N	N	N	N	N	4%
Economically Disadvantaged Students	37	724	724	729	24%	22%	30%	22%	3%	24%	31%



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**PARCC ELA Performance Distribution - Grade 10**

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	<b>146</b>	<b>730</b>	<b>730</b>	<b>740</b>	<b>27%</b>	<b>17%</b>	<b>23%</b>	<b>24%</b>	<b>10%</b>	<b>34%</b>	<b>44%</b>
White	114	735	735	747	24%	14%	25%	27%	11%	38%	50%
African American	S	S	S	722	S	S	S	S	S	S	28%
Hispanic	13	726	726	726	23%	31%	15%	23%	8%	31%	33%
Asian	S	S	S	767	S	S	S	S	S	S	69%
American Indian	N	N	N	729	N	N	N	N	N	N	35%
Two or More Races	S	S	S	741	S	S	S	S	S	S	45%
Students with Disability	S	S	S	702	S	S	S	S	S	S	11%
English Language Learners	N	N	N	685	N	N	N	N	N	N	4%
Economically Disadvantaged Students	48	720	720	723	35%	21%	21%	17%	6%	23%	30%



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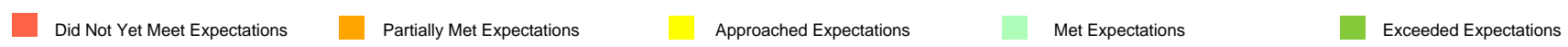
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**\*\*PARCC ELA Performance Distribution - Grade 11**

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	152	736	736	736	20%	15%	29%	30%	7%	37%	40%
White	132	737	737	739	19%	14%	28%	32%	8%	39%	42%
African American	11	720	720	728	36%	27%	18%	9%	9%	18%	30%
Hispanic	S	S	S	732	S	S	S	S	S	S	37%
Asian	S	S	S	753	S	S	S	S	S	S	58%
American Indian	N	N	N	735	N	N	N	N	N	N	34%
Two or More Races	S	S	S	736	S	S	S	S	S	S	39%
Students with Disability	S	S	S	710	S	S	S	S	S	S	13%
English Language Learners	N	N	N	702	N	N	N	N	N	N	8%
Economically Disadvantaged Students	45	724	724	730	27%	20%	31%	20%	2%	22%	33%



\*\*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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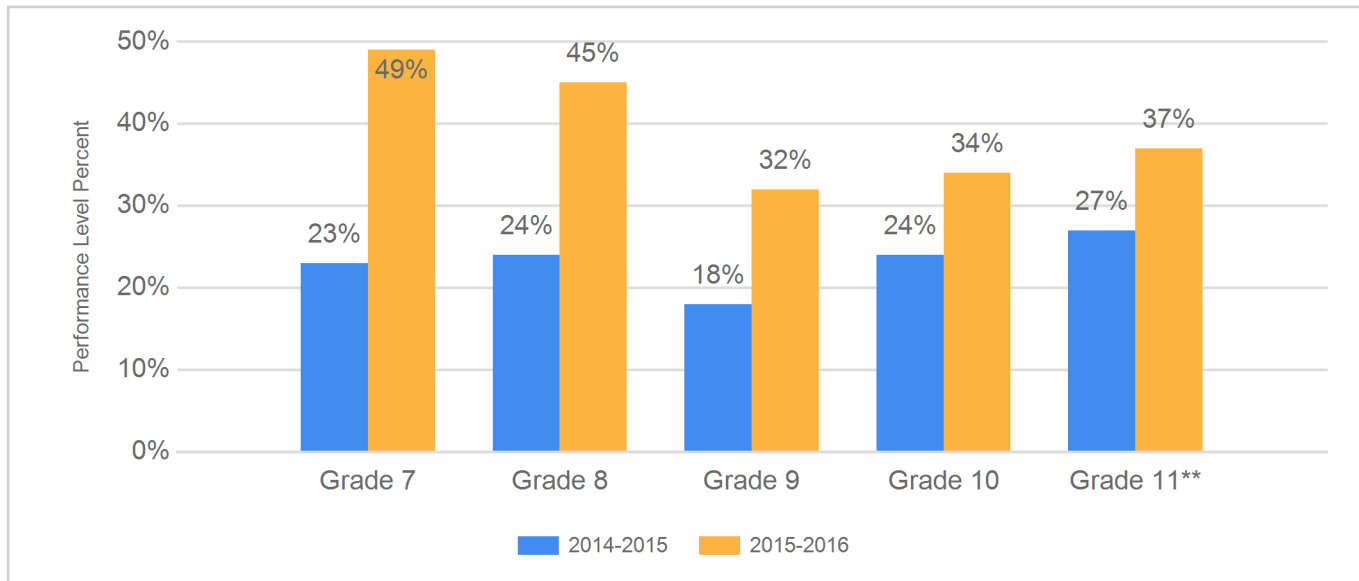
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### PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



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### PARCC Performance Distribution - Algebra I

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	<b>181</b>	<b>726</b>	<b>726</b>	<b>727</b>	<b>19%</b>	<b>33%</b>	<b>24%</b>	<b>24%</b>	<b>N</b>	<b>24%</b>	<b>41%</b>
White	147	729	729	734	16%	33%	26%	26%	N	26%	51%
African American	S	S	S	717	S	S	S	S	S	S	20%
Hispanic	13	713	713	720	23%	46%	15%	15%	N	15%	25%
Asian	S	S	S	746	S	S	S	S	S	S	76%
American Indian	S	S	S	726	S	S	S	S	S	S	38%
Two or More Races	S	S	S	727	S	S	S	S	S	S	47%
Students with Disability	S	S	S	708	S	S	S	S	S	S	10%
English Language Learners	S	S	S	707	S	S	S	S	S	S	9%
Economically Disadvantaged Students	60	710	710	719	35%	42%	12%	12%	N	12%	23%

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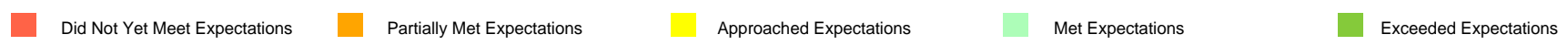
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### PARCC Performance Distribution - Geometry

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	<b>172</b>	<b>720</b>	<b>720</b>	<b>730</b>	<b>14%</b>	<b>48%</b>	<b>27%</b>	<b>11%</b>	<b>N</b>	<b>11%</b>	<b>27%</b>
White	139	722	722	736	11%	48%	29%	13%	N	13%	34%
African American	S	S	S	717	S	S	S	S	S	S	9%
Hispanic	S	S	S	720	S	S	S	S	S	S	13%
Asian	S	S	S	750	S	S	S	S	S	S	61%
American Indian	N	N	N	722	N	N	N	N	N	N	15%
Two or More Races	S	S	S	730	S	S	S	S	S	S	29%
Students with Disability	S	S	S	709	S	S	S	S	S	S	5%
English Language Learners	N	N	N	710	N	N	N	N	N	N	6%
Economically Disadvantaged Students	S	S	S	719	S	S	S	S	S	S	12%



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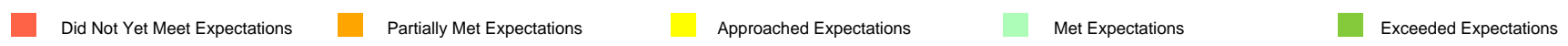
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### PARCC Performance Distribution - Algebra II

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	<b>138</b>	<b>701</b>	<b>701</b>	<b>722</b>	<b>48%</b>	<b>31%</b>	<b>11%</b>	<b>10%</b>	<b>N</b>	<b>10%</b>	<b>27%</b>
White	115	704	704	728	45%	30%	13%	11%	N	11%	31%
African American	S	S	S	700	S	S	S	S	S	S	8%
Hispanic	S	S	S	707	S	S	S	S	S	S	12%
Asian	S	S	S	754	S	S	S	S	S	S	60%
American Indian	N	N	N	714	N	N	N	N	N	N	16%
Two or More Races	S	S	S	727	S	S	S	S	S	S	34%
Students with Disability	S	S	S	690	S	S	S	S	S	S	5%
English Language Learners	N	N	N	692	N	N	N	N	N	N	7%
Economically Disadvantaged Students	S	S	S	705	S	S	S	S	S	S	11%



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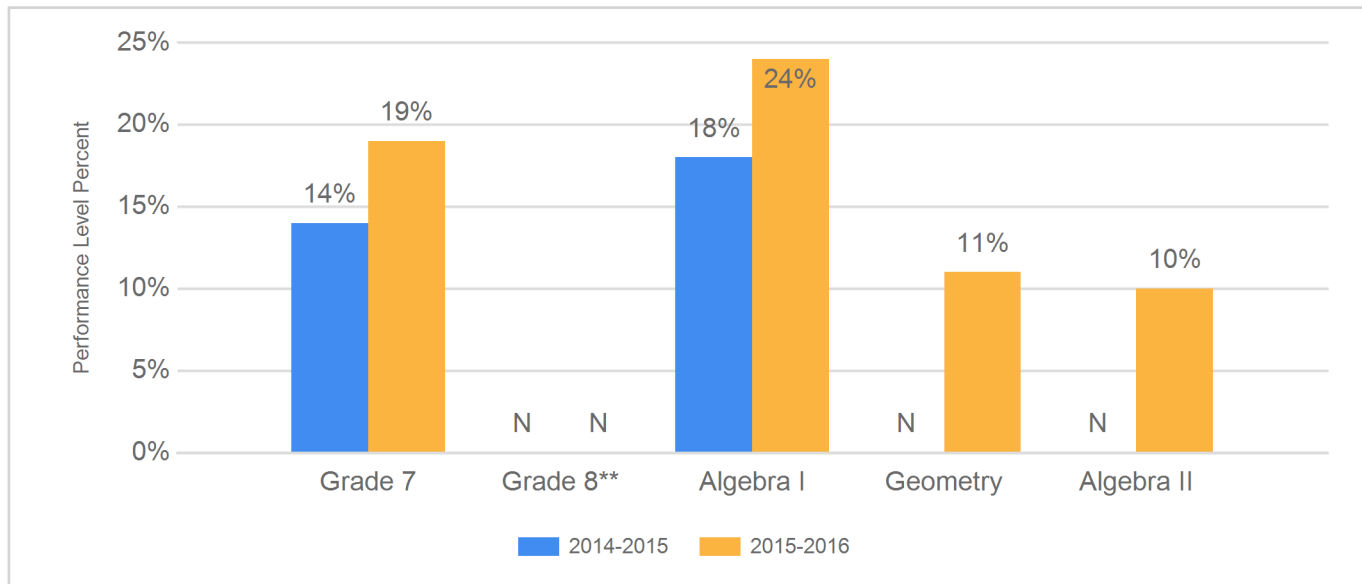
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### PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



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The Academic Achievement section also measures the content knowledge that students have in biology as demonstrated in End-of-Course Biology assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

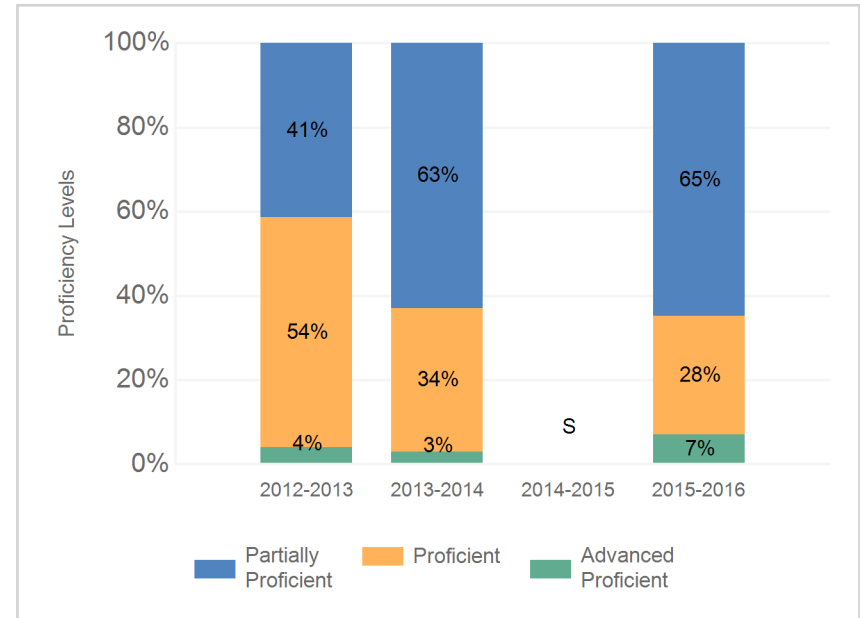
### Proficiency Outcomes - Biology

This table presents the percentage of students in each proficiency category for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	16%	41%	43%
Schoolwide	7%	28%	65%
White	8%	31%	61%
African American	N	12%	88%
Hispanic	S	S	S
American Indian	N	N	N
Asian	S	S	S
Two or More Races	S	S	S
Students with Disability	N	N	100%
English Language Learners	S	S	S
Economically Disadvantaged Students	3%	19%	78%

### Proficiency Trends - Biology

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



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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

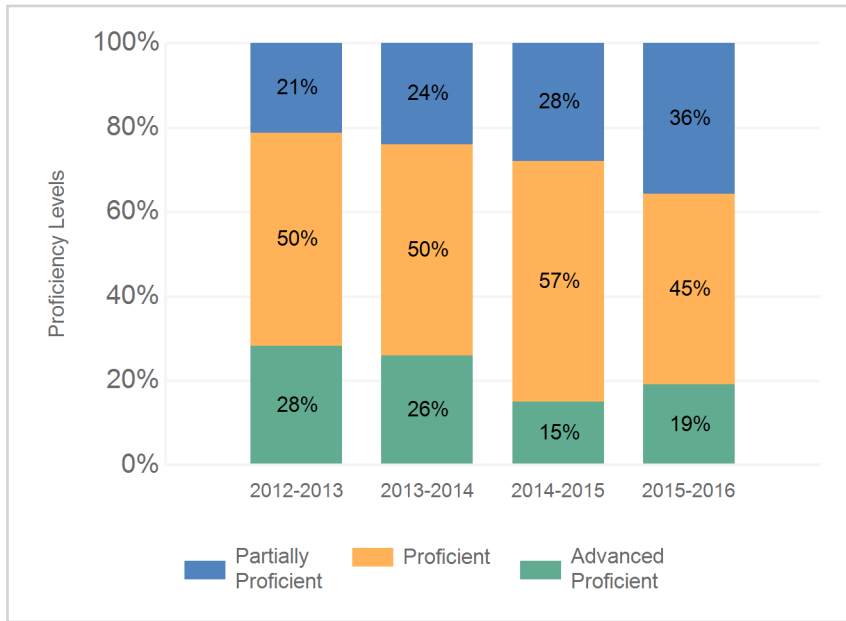
### NJASK Results Science - Grade Level 08

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	26%	47%	27%
Schoolwide	19%	45%	36%
White	22%	48%	31%
African American	14%	21%	64%
Hispanic	N	43%	57%
American Indian	N	N	N
Asian	S	S	S
Two or More Races	N	N	N
Students with Disability	3%	28%	69%
English Language Learners	N	N	N
Economically Disadvantaged Students	6%	37%	57%

### NJASK Proficiency Trends Science - Grade Level 08

This graph displays the percentage of students who scored in each category for the past three school years.



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National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

The national assessment of education progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth- and twelfth-grade students in subjects such as reading, mathematics, science and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight reading, math and science scores for New Jersey which are the last scores published.

- For subgroup outcomes, visit:
- Reading Grade 4 <http://www.nj.gov/education/pr/1415/naep/naep4read.html>
  - Reading Grade 8 <http://www.nj.gov/education/pr/1415/naep/naep8read.html>
  - Math Grade 4 <http://www.nj.gov/education/pr/1415/naep/naep4math.html>
  - Math Grade 8 <http://www.nj.gov/education/pr/1415/naep/naep8math.html>
  - Science Grade 4 <http://www.nj.gov/education/pr/1415/naep/naep4science.html>
  - Science Grade 8 <http://www.nj.gov/education/pr/1415/naep/naep8science.html>

For more information, visit <<http://nces.ed.gov/nationsreportcard/>>

Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
Reading	4	State (NJ)	25	33	31	12
		Nation	31	33	27	9
	8	State (NJ)	20	39	35	6
		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2

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This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. Low Growth is defined as a Student Growth Percentile of less than 35, Typical Growth between 35-65 and High Growth is a score higher than 65. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

**Met/ Exceeded Expectations**

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	55	S	49
Student Growth on Math	29	S	44

**Student Growth ELA**

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	11%	4%	1%
Partially Met (L2)	7%	6%	3%
Approached (L3)	7%	9%	11%
Met (L4)	6%	8%	16%
Exceeded (L5)	1%	3%	8%

**Student Growth Math**

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	11%	1%	0%
Partially Met (L2)	13%	5%	5%
Approached (L3)	26%	10%	7%
Met (L4)	8%	6%	7%
Exceeded (L5)	0%	0%	1%

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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 taking college entrance exams and challenging themselves with rigorous course work.

### PSAT/SAT/ACT Participation

This table presents the schoolwide and statewide participation rates from the last academic year as indicated in PSAT and SAT and from the last cohort as indicated in ACT.

College and Career Readiness Indicators	Schoolwide Participation	Statewide Participation
Percent of Students Participating in PSAT	81.4%	95.5%
Percent of Students Participating in SAT	41.3%	58.0%
Percent of Students Participating in ACT	12.6%	27.6%

### PSAT/SAT/ACT Benchmarks

This table presents the percentage of students scoring at or above College Readiness Benchmarks.

2015-16	Benchmark	Schoolwide	Statewide
<b>PSAT</b>	N	N	N
<b>SAT</b>	-	-	-
Reading and Writing	480	78%	71%
Math	530	59%	53%
<b>ACT</b>	-	-	-
Reading	22	48%	58%
English	18	57%	74%
Math	22	48%	61%
Science	23	43%	49%

### PSAT/SAT/ACT Performance

This table presents the school and state mean scores.

2015-16	School Mean	State Mean
<b>PSAT</b>	933	950
<b>SAT</b>	-	-
Reading and Writing	540	537
Math	542	538
<b>ACT</b>	-	-
Reading	S	23
English	20	22
Math	S	23
Science	S	22

### PSAT/SAT/ACT Performance by Percentile

This table presents the student scores broken down by percentile based upon the school's distribution of scores.

2015-16	75 Percentile	50 Percentile	25 Percentile
<b>PSAT</b>	1040	920	820
<b>SAT</b>	-	-	-
Reading and Writing	590	550	490
Math	600	540	490
<b>ACT</b>	-	-	-
Reading	S	S	S
English	22	20	15
Math	S	S	S
Science	S	S	S

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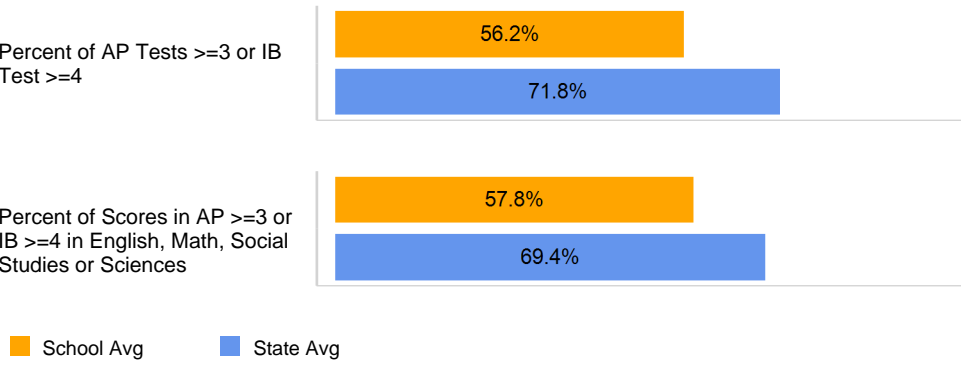
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### AP/ IB Test Performance

This graph compares the percentage of all AP/IB tests with scores of AP  $\geq 3$  or IB  $\geq 4$  for students enrolled in the school and across the state.



### AP/ IB Courses Offered

This table presents the count of students enrolled in each AP/IB course and the count of tests taken in each AP/IB course. The last row provides the count of scores that met or exceeded the benchmark. For AP/ IB Courses Offered, please note a student does not have to take a course to take the test OR take the test when enrolled in the course.

AP/IB Course	Students Enrolled	Students Tested
AP Biology	14	13
AP Calculus AB	24	23
AP Calculus BC	0	1
AP Chemistry	8	8
AP English Language and Composition	0	21
AP English Literature and Composition	0	7
AP French Language	7	7
AP Physics 1	0	6
AP Physics B	6	0
AP Spanish Language	5	5
AP Studio Art—Drawing Portfolio	2	0
AP Studio Art—General Portfolio	0	2
AP U.S. Government and Politics	0	16
AP U.S. History	15	9
Student AP Tests $\geq 3$ and IB Tests $\geq 4$		41

### Advanced Course Work Participation

The table below presents the percentage of 'unique' students enrolled in the 11th or 12th grade who took at least one AP or IB test, and the percent participating in dual enrollment.

2015-2016 Percent of Student Taking	School Participation	State Participation
One or More Course	18.7%	39.1%
One of More Test	22.3%	32.3%
At least One AP or IB Test in English, Math, Social Studies, or Science	19.6%	26.6%
Participating in Dual Enrollment	59.6%	15.4%

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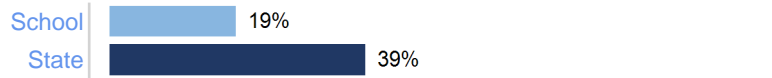
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### Visual and Performing Arts

This graph on the left displays the percentages of students who were enrolled in at least one of the four arts disciplines within the school and across the state. The graphs on the right show the percentage of students who were enrolled in any Visual and Performing Arts classes within the school and across the state.

#### MUSIC



#### DRAMA



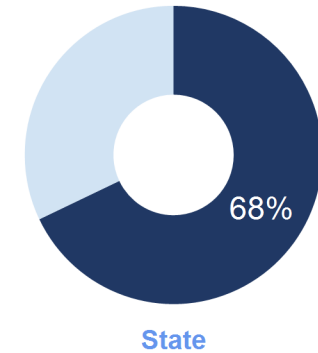
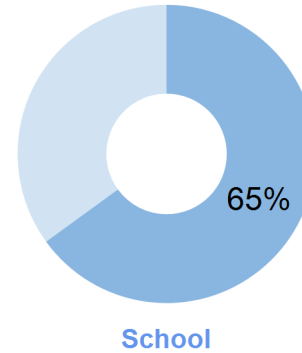
#### DANCE



#### VISUAL ARTS

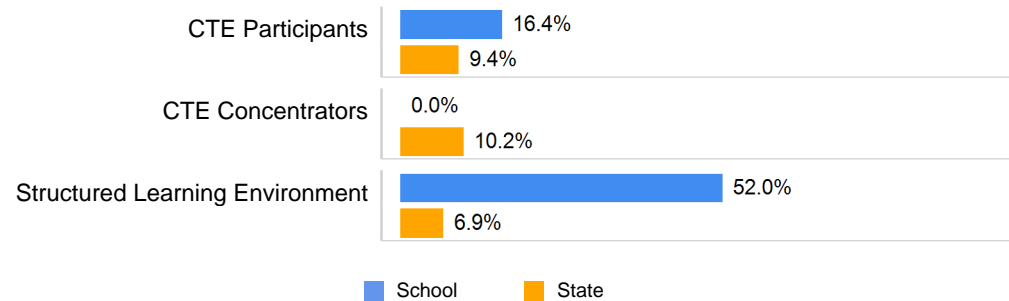


#### Any Visual and Performing Arts



### Career and Technical Education Participation

The graph below displays the percentage of students within the school and across the State who were in approved Career and Technical Education (CTE). CTE participants are students who have completed only one course and CTE concentrators are students who have completed at least two courses. The graph also shows the percentage of students who completed a course in Structured Learning Experiences.



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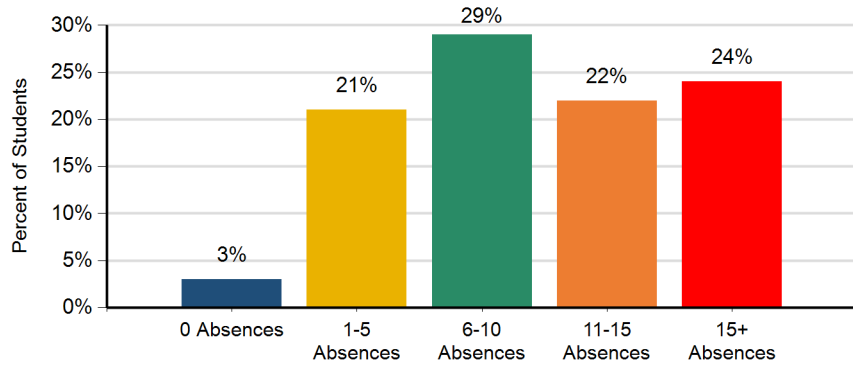
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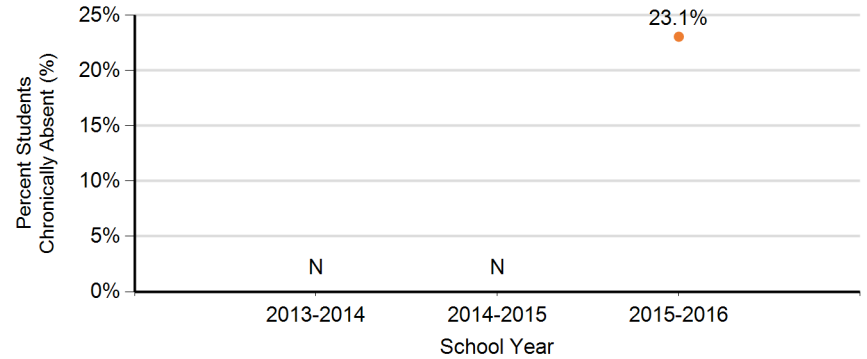
### Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



### Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years at the school.



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### Graduation Rate by Subgroup

This table presents the "4-year Adjusted Graduation Rate" and statewide percentiles (a comparison between the school's rate and schools across the state) for the school and by ethnic/racial subgroup and special population. The table also provides the state target. The state target is established as 81% for the 2015-2016 school year by the New Jersey Department of Education.

	School Rate	Statewide Percentile	State Target
Schoolwide	92.6%	49	81%
White	92%	30	
African American	S	S	
Hispanic	S	S	
American Indian	N	N	
Asian	S	S	
Native Hawaiian	S	S	
Two or More Races	S	S	
Students with Disability	87.2%	65	
English Language Learners	N	N	
Economically Disadvantaged Students	85.5%	41	

### Dropout Rate by Subgroup

This table presents the Dropout Rates and state means for the school and by ethnic/racial subgroup and special population.

	School Rate	State Rate
Schoolwide	1.7%	1.2%
White	2.9%	0.6%
African American	3.2%	2.6%
Hispanic	N	2.2%
American Indian	N	3.4%
Asian	N	0.2%
Native Hawaiian	N	0.3%
Two or More Races	N	1.0%
Students with Disability	3.4%	1.7%
English Language Learners	N	0.1%
Economically Disadvantaged Students	5.0%	1.7%

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**Extended Year Graduation Rate**

The table below presents the 4-year and 5-year graduation rates for the prior school year's cohort.

Class of	4-Year Rate	5-Year Rate
2013	92%	93%
2014	86%	85%
2015	83%	89%
2016	93%	

**Postsecondary Enrollment Rates**

This table presents the enrollment rates of this school's high school graduates into a 2 year or 4 year institution 16-months after high school graduation for the school and state and by ethnic/racial subgroup and special population.

	Percent Enrolled	Percent in 2 Years	Percent in 4 Years
Statewide	76.8%	33.9%	66.1%
Schoolwide	61.1%	47.5%	52.5%
White	57.0%	47.7%	52.3%
African American	S	S	S
Hispanic	S	S	S
American Indian	0.0%	0.0%	0.0%
Asian	S	S	S
Native Hawaiian	0.0%	0.0%	0.0%
Two or More Races	S	S	S
Students with Disability	S	S	S
English Language Learners	S	S	S
Economically Disadvantaged Students	51.5%	64.7%	35.3%

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### Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2015-16	6 Hrs. 52 Mins.

### Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 52 Mins.
Shared Time	3 Hrs. 45 Mins.

### Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2015-16	School
Faculty	10:1
Administrator	79:1

### Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2015-16	5.7%

### Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

	School
2015-16	0

### Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	97%

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