



GATEWAY REGIONAL HIGH SCHOOL
(15-1715-050)
Grades Offered: 07-12
2017-2018

Report Key:
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** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note, see note below table

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	GLOUCESTER
District	GATEWAY REGIONAL
Principal Name	MR. PIERRO
Address	775 TANYARD RD WOODBURY HTS, NJ 08096-6218
Phone Number	(856)848-8200
Email Address	JPIERRO@GATEWAYHS.COM
Website	http://www.gatewayhs.com/
Facebook	https://www.facebook.com/OfficialGRHS
Twitter	https://twitter.com/official_grhs



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Enrollment Trends by Grade

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

Grade	2015-16	2016-17	2017-18
7	156	174	136
8	175	156	176
9	143	159	150
10	153	142	156
11	160	145	133
12	169	153	143
Total	956	929	894

Enrollment Trends by Student Group

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

Student Group	2015-16	2016-17	2017-18
Female	44.6%	46.5%	47.4%
Male	55.4%	53.5%	52.6%
Economically Disadvantaged Students	34.2%	31.4%	32.7%
Students with Disabilities	19.5%	21.4%	21.8%
English Learners	0.2%	0.1%	0.3%
Homeless Students		0.5%	1.5%
Students in Foster Care		0.9%	0.9%
Military-Connected Students		0.0%	0.0%
Migrant Students		0.0%	0.0%

Enrollment by Racial and Ethnic Group

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	84.3%	82.9%	81.1%
Hispanic	6.3%	7.3%	8.6%
Black or African American	5.4%	5.4%	5.6%
Asian	1.9%	1.8%	2.1%
Native Hawaiian or Pacific Islander	0.2%	0.2%	0.2%
American Indian or Alaska Native	0.1%	0.1%	0.1%
Two or More Races	1.8%	2.3%	2.2%

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	954	927	893
Shared Time Students	4	4	2
Full Time Equivalent	956	929	894

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	98.7%
Other Languages	1.3%



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Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

A student’s SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short [video about Student Growth Percentiles](#) that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

Student Growth

This table shows the median Student Growth Percentile (mSGP) for both English Language Arts/Literacy (ELA) and Mathematics both overall and for each student group with comparisons to the district and the state. This table also shows whether each mSGP Met Standard (40-59.5) as required by ESSA accountability.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	54	54	50	Met Standard	44	44	50	Met Standard
White	56	56	50	Met Standard	47	47	51	Met Standard
Hispanic	37	37	49	Not Met	23.5	23.5	48	**
Black or African American	27.5	27.5	44	**	*	*	44	**
Asian, Native Hawaiian, or Pacific Islander	*	*	61	**	*	*	61	**
American Indian or Alaska Native	N	N	52	**	N	N	53	**
Two or More Races	*	*	49	**	N	N	51	**
Economically Disadvantaged	41	41	48	Met Standard	34	34	47	Not Met
Students with Disabilities	38.5	38.5	41	Not Met	31	31	43	Not Met
English Learners	N	N	54	**	N	N	51	**



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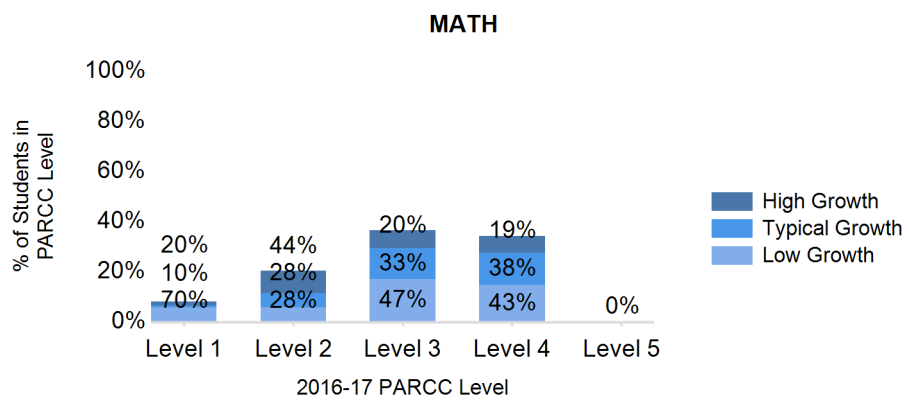
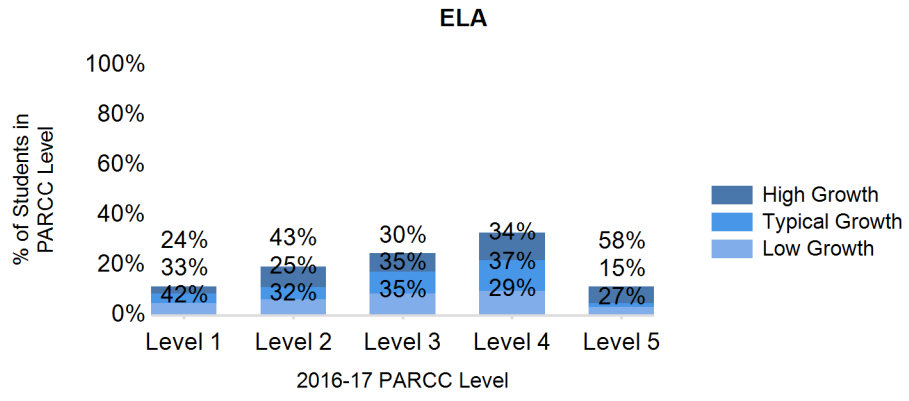
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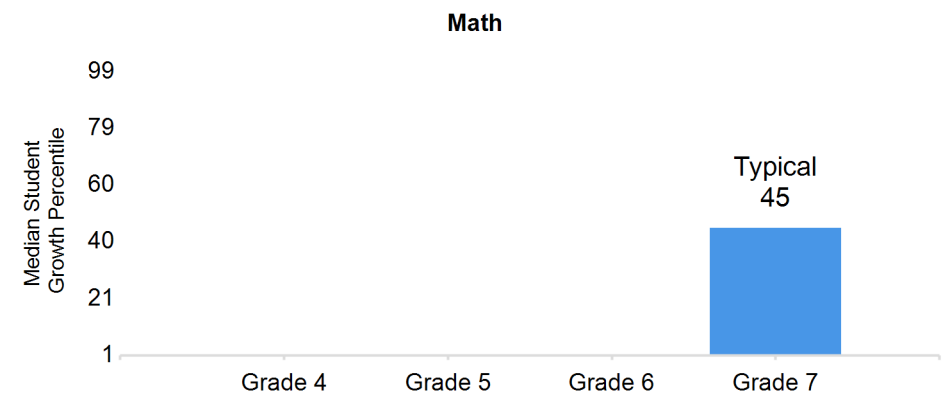
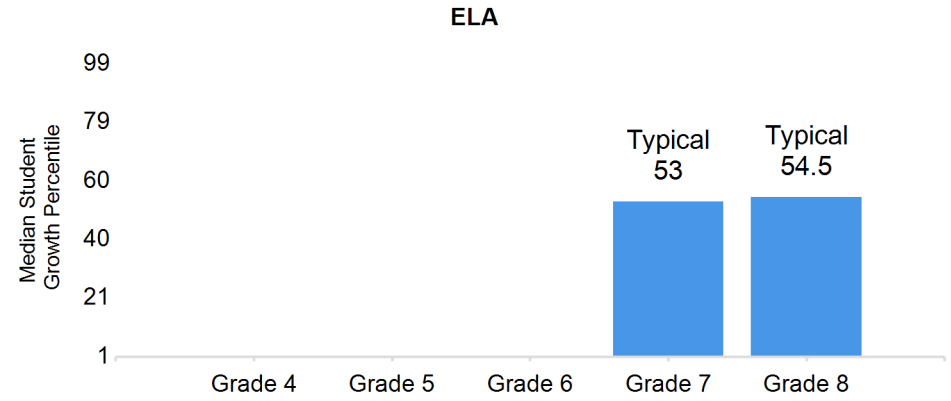
Student Growth by Performance Level

These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.



Student Growth by Grade

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





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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	607	99.0	50.4	50.4	56.7	50.4	45.5	Met Target
White	491	99.2	54.3	54.3	65.6	54.3	46.8	Met Target
Hispanic	52	100.0	38.5	38.5	42.5	38.5	33.3	Met Target
Black or African American	39	97.6	18.0	18.0	37.3	18.0	40.1	Not Met
Asian, Native Hawaiian, or Pacific Islander	12	92.9	75.0	75.0	82.3	72.6	**	**
American Indian or Alaska Native	N	N	N	N	52.7	N	**	**
Two or More Races	13	100.0	23.1	23.1	63.4	23.1	**	**
Female	296	99.0	66.2	66.2	64.5	66.2		
Male	311	99.1	35.4	35.4	49.4	35.4		
Economically Disadvantaged Students	203	98.6	36.0	36.0	38.5	36.0	28.9	Met Target
Non-Economically Disadvantaged Students	404	99.3	57.7	57.7	67.5	57.7		
Students with Disabilities	140	99.3	12.8	12.8	21.6	12.8	15.6	Met Target†
Students without Disabilities	467	99.0	61.7	61.7	63.9	61.7		
English Learners	*	*	*	*	27.3	*	**	**
Non-English Learners	*	*	*	*	59.4	*		
Homeless Students	11	92.9	18.2	18.2	27.7	53.0		
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 7

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows 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	754	754	760	10%	12%	17%	41%	21%	61%	63%
White	107	760	760	768	*	*	17%	41%	25%	66%	72%
Hispanic	17	730	730	746	*	*	*	*	*	41%	49%
Black or African American	*	*	*	740	*	*	*	*	*	*	42%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	790	*	*	*	*	*	*	87%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	57%
Two or More Races	N	N	N	767	N	N	N	N	N	N	68%
Female	72	769	769	769	*	*	14%	*	*	76%	72%
Male	63	737	737	752	*	*	21%	*	*	44%	54%
Economically Disadvantaged Students	50	740	740	742	*	*	*	*	*	48%	44%
Non-Economically Disadvantaged Students	85	763	763	771	*	*	*	*	*	69%	73%
Students with Disabilities	26	712	712	721	*	*	*	*	*	15%	22%
Students without Disabilities	109	765	765	768	*	*	*	*	*	72%	71%
English Learners	*	*	*	705	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	762	*	*	*	*	*	*	64%
Homeless Students	*	*	*	729	*	*	*	*	*	*	32%
Students in Foster Care	*	*	*	725	*	*	*	*	*	*	25%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	64%
Migrant Students	N	N	N	716	N	N	N	N	N	N	21%



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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows 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	174	747	747	759	15%	18%	21%	32%	14%	47%	60%
White	142	749	749	767	13%	18%	20%	33%	15%	48%	70%
Hispanic	15	742	742	744	*	*	*	*	*	53%	45%
Black or African American	10	725	725	739	*	*	*	*	*	20%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	789	*	*	*	*	*	*	86%
American Indian or Alaska Native	N	N	N	759	N	N	N	N	N	N	59%
Two or More Races	*	*	*	766	*	*	*	*	*	*	66%
Female	86	760	760	768	*	16%	*	*	*	60%	69%
Male	88	734	734	751	*	19%	*	*	*	33%	52%
Economically Disadvantaged Students	59	728	728	740	25%	25%	19%	*	*	31%	42%
Non-Economically Disadvantaged Students	115	757	757	769	10%	14%	22%	*	*	55%	71%
Students with Disabilities	41	709	709	719	*	*	*	*	*	12%	19%
Students without Disabilities	133	759	759	766	*	*	*	*	*	57%	68%
English Learners	N	N	N	703	N	N	N	N	N	N	*
Non-English Learners	174	747	747	761	15%	18%	21%	32%	14%	47%	*
Homeless Students	*	*	*	727	*	*	*	*	*	*	27%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	27%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	61%
Migrant Students	N	N	N	718	N	N	N	N	N	N	21%



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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows 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	144	746	746	752	15%	16%	23%	30%	17%	47%	55%
White	121	749	749	760	13%	12%	25%	32%	18%	50%	64%
Hispanic	*	*	*	735	*	*	*	*	*	*	38%
Black or African American	*	*	*	734	*	*	*	*	*	*	34%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	782	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	752	N	N	N	N	N	N	51%
Two or More Races	*	*	*	760	*	*	*	*	*	*	63%
Female	67	762	762	759	*	*	*	*	*	66%	63%
Male	77	731	731	744	*	*	*	*	*	30%	46%
Economically Disadvantaged Students	47	730	730	733	*	*	*	*	*	38%	34%
Non-Economically Disadvantaged Students	97	753	753	761	*	*	*	*	*	51%	65%
Students with Disabilities	38	704	704	716	*	*	*	*	*	*	15%
Students without Disabilities	106	760	760	758	*	*	*	*	*	*	62%
English Learners	N	N	N	691	N	N	N	N	N	N	*
Non-English Learners	144	746	746	755	15%	16%	23%	30%	17%	47%	*
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	155	747	747	749	15%	12%	24%	34%	15%	49%	51%
White	120	754	754	756	12%	9%	23%	38%	18%	56%	58%
Hispanic	14	725	725	733	*	*	*	*	*	29%	38%
Black or African American	16	722	722	728	*	*	*	*	*	19%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	782	*	*	*	*	*	*	78%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	50%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	72	755	755	759	*	*	17%	*	*	61%	60%
Male	83	740	740	739	*	*	30%	*	*	39%	42%
Economically Disadvantaged Students	50	730	730	730	*	*	34%	*	*	26%	34%
Non-Economically Disadvantaged Students	105	755	755	758	*	*	19%	*	*	60%	59%
Students with Disabilities	30	707	707	707	47%	*	*	*	*	20%	15%
Students without Disabilities	125	757	757	756	8%	*	*	*	*	56%	57%
English Learners	N	N	N	684	N	N	N	N	N	N	*
Non-English Learners	155	747	747	752	15%	12%	24%	34%	15%	49%	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	23%
Students in Foster Care	N	N	N	707	N	N	N	N	N	N	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	127	737	737	736	21%	13%	23%	*	*	43%	39%
White	107	737	737	737	21%	13%	24%	*	*	41%	41%
Hispanic	14	742	742	731	*	*	*	*	*	50%	35%
Black or African American	*	*	*	729	*	*	*	*	*	*	31%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	759	*	*	*	*	*	*	60%
American Indian or Alaska Native	*	*	*	730	*	*	*	*	*	*	25%
Two or More Races	N	N	N	737	N	N	N	N	N	N	39%
Female	54	746	746	745	*	*	26%	*	*	52%	48%
Male	73	730	730	728	*	*	21%	*	*	36%	31%
Economically Disadvantaged Students	36	724	724	730	36%	*	*	*	*	36%	33%
Non-Economically Disadvantaged Students	91	742	742	739	15%	*	*	*	*	45%	42%
Students with Disabilities	20	702	702	708	55%	*	*	*	*	15%	13%
Students without Disabilities	107	743	743	742	15%	*	*	*	*	48%	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	*

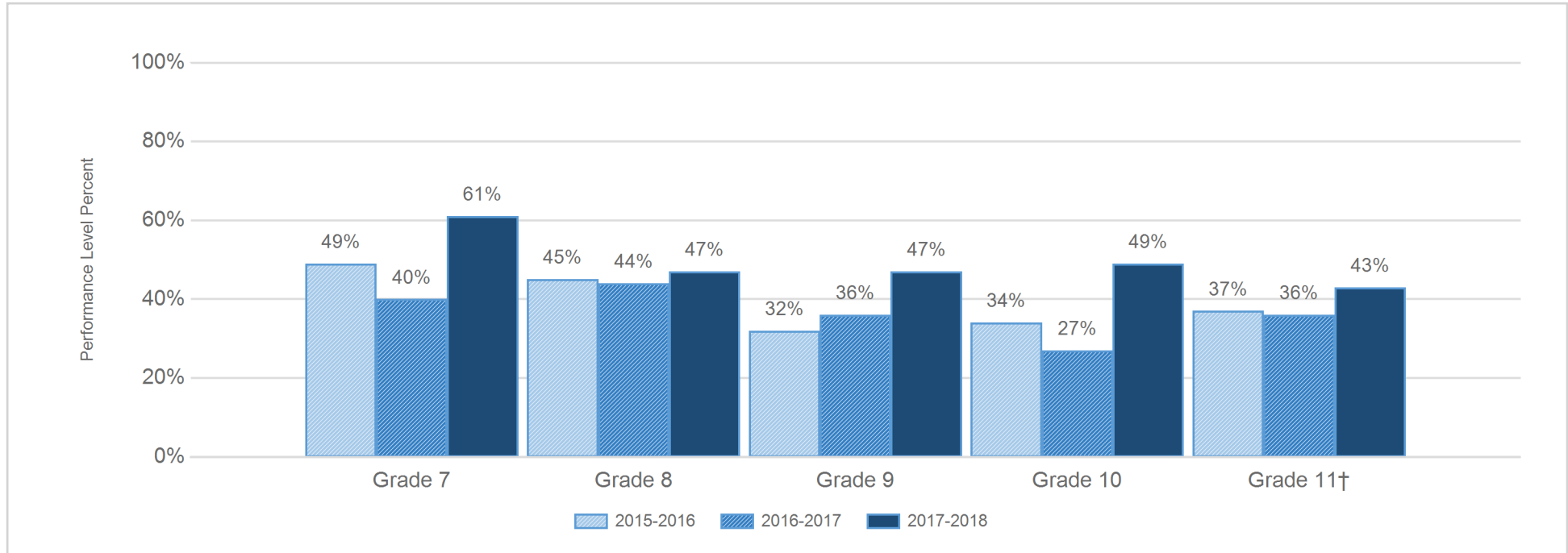


GATEWAY REGIONAL HIGH SCHOOL
 (15-1715-050)
 Grades Offered: 07-12
 2017-2018

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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

This table shows information about the Mathematics 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	528	98.7	28.4	28.4	45.0	28.4	24	Met Target
White	429	99.1	30.8	30.8	54.1	30.8	25.3	Met Target
Hispanic	49	100.0	18.4	18.4	29.2	18.4	16.7	Met Target
Black or African American	33	94.6	*	*	23.4	*	11.3	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	50.0	50.0	77.0	47.6	**	**
American Indian or Alaska Native	N	N	N	N	42.5	N	**	**
Two or More Races	*	*	*	*	53.0	*	**	**
Female	268	98.9	37.3	37.3	46.0	37.3		
Male	260	98.5	19.2	19.2	43.9	19.2		
Economically Disadvantaged Students	174	97.3	17.8	17.8	26.6	17.8	12.6	Met Target
Non-Economically Disadvantaged Students	354	99.4	33.6	33.6	55.9	33.6		
Students with Disabilities	98	98.0	*	*	17.1	*	8.8	Not Met
Students without Disabilities	430	98.9	*	*	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		

† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Grade: Grade 7

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by 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: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level 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	133	736	736	743	10%	20%	41%	*	*	29%	43%
White	104	740	740	750	*	19%	42%	*	*	33%	54%
Hispanic	18	718	718	732	*	*	*	*	*	11%	27%
Black or African American	*	*	*	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	767	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	39%
Two or More Races	N	N	N	748	N	N	N	N	N	N	51%
Female	71	742	742	745	*	18%	38%	*	*	38%	45%
Male	62	730	730	741	*	23%	45%	*	*	18%	42%
Economically Disadvantaged Students	51	727	727	730	*	24%	37%	*	*	20%	24%
Non-Economically Disadvantaged Students	82	742	742	751	*	18%	44%	*	*	34%	55%
Students with Disabilities	26	712	712	717	*	*	*	*	*	*	12%
Students without Disabilities	107	742	742	748	*	*	*	*	*	*	50%
English Learners	*	*	*	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	744	*	*	*	*	*	*	45%
Homeless Students	*	*	*	720	*	*	*	*	*	*	14%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	*
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	42%
Migrant Students	N	N	N	718	N	N	N	N	N	N	11%



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Mathematics Assessment - Performance by Grade: Grade 8

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by 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: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level 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	105	711	711	728	*	*	*	*	*	*	28%
White	84	711	711	736	*	*	*	*	*	*	36%
Hispanic	*	*	*	722	*	*	*	*	*	*	22%
Black or African American	*	*	*	715	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	721	N	N	N	N	N	N	21%
Two or More Races	*	*	*	729	*	*	*	*	*	*	28%
Female	45	712	712	731	*	*	*	*	*	*	31%
Male	60	710	710	725	*	*	*	*	*	*	26%
Economically Disadvantaged Students	43	709	709	719	*	*	*	*	*	*	20%
Non-Economically Disadvantaged Students	62	712	712	735	*	*	*	*	*	*	35%
Students with Disabilities	37	696	696	705	*	*	*	*	*	*	*
Students without Disabilities	68	719	719	735	*	*	*	*	*	*	*
English Learners	N	N	N	705	N	N	N	N	N	N	10%
Non-English Learners	105	711	711	729	*	*	*	*	*	*	29%
Homeless Students	*	*	*	708	*	*	*	*	*	*	13%
Students in Foster Care	*	*	*	708	*	*	*	*	*	*	13%
Military-Connected Students	N	N	N	734	N	N	N	N	N	N	31%
Migrant Students	N	N	N	703	N	N	N	N	N	N	10%



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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	91	761	761	746	*	13%	19%	*	*	65%	46%
White	75	764	764	755	*	*	20%	*	*	68%	57%
Hispanic	*	*	*	730	*	*	*	*	*	*	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	51	766	766	748	*	*	*	*	*	75%	48%
Male	40	754	754	745	*	*	*	*	*	53%	44%
Economically Disadvantaged Students	24	743	743	729	*	*	*	*	*	50%	25%
Non-Economically Disadvantaged Students	67	767	767	756	*	*	*	*	*	70%	57%
Students with Disabilities	11	739	739	716	*	*	*	*	*	27%	13%
Students without Disabilities	80	764	764	752	*	*	*	*	*	70%	52%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	91	761	761	749	*	13%	19%	*	*	65%	*
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	92	737	737	735	*	30%	35%	*	*	30%	30%
White	74	741	741	740	*	24%	39%	*	*	34%	37%
Hispanic	*	*	*	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	45	741	741	736	*	27%	27%	*	*	42%	30%
Male	47	733	733	734	*	34%	43%	*	*	19%	29%
Economically Disadvantaged Students	31	723	723	722	*	58%	*	*	*	10%	13%
Non-Economically Disadvantaged Students	61	744	744	741	*	16%	*	*	*	41%	38%
Students with Disabilities	*	*	*	713	*	*	*	*	*	*	*
Students without Disabilities	*	*	*	738	*	*	*	*	*	*	*
English Learners	*	*	*	711	*	*	*	*	*	*	*
Non-English Learners	*	*	*	736	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	*
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	129	717	717	727	23%	40%	22%	15%	0%	15%	30%
White	103	721	721	733	17%	41%	27%	16%	0%	16%	35%
Hispanic	10	692	692	710	*	*	*	*	*	*	14%
Black or African American	12	698	698	705	*	*	*	*	*	*	11%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	766	*	*	*	*	*	*	66%
American Indian or Alaska Native	*	*	*	729	*	*	*	*	*	*	28%
Two or More Races	N	N	N	736	N	N	N	N	N	N	37%
Female	67	720	720	728	21%	37%	22%	*	*	19%	30%
Male	62	713	713	727	26%	42%	23%	*	*	10%	30%
Economically Disadvantaged Students	37	707	707	709	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	92	720	720	736	*	*	*	*	*	*	37%
Students with Disabilities	14	699	699	693	*	*	*	*	*	*	*
Students without Disabilities	115	719	719	732	*	*	*	*	*	*	*
English Learners	N	N	N	691	N	N	N	N	N	N	*
Non-English Learners	129	717	717	729	23%	40%	22%	15%	0%	15%	*
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%

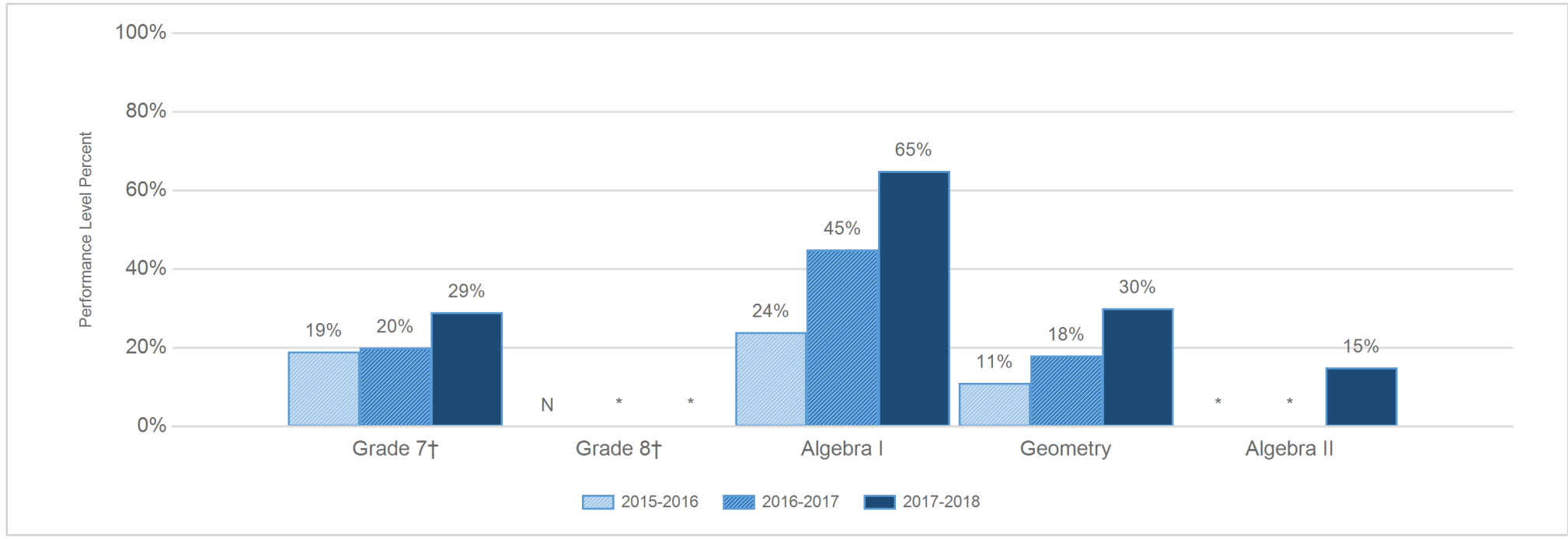


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Mathematics Assessment – Performance Trends

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
7	*	*
8	*	*
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	*	*	*
3-4	*	*	*
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	62.3%	85.0%
12th graders taking SAT in 2017-18 or prior years	69.2%	72.2%
12th graders taking ACT in 2017-18 or prior years	*	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	458	478	Grade 10: 430 Grade 11: 460	60%	62%
PSAT 10/NMSQT - Math	456	478	Grade 10: 480 Grade 11: 510	34%	42%
SAT - Reading and Writing	538	542	480	71%	72%
SAT - Math	520	543	530	44%	54%
ACT - Reading	*	24	22	*	62%
ACT - English	*	24	18	*	78%
ACT - Math	*	24	22	*	62%
ACT - Science	*	23	23	*	53%



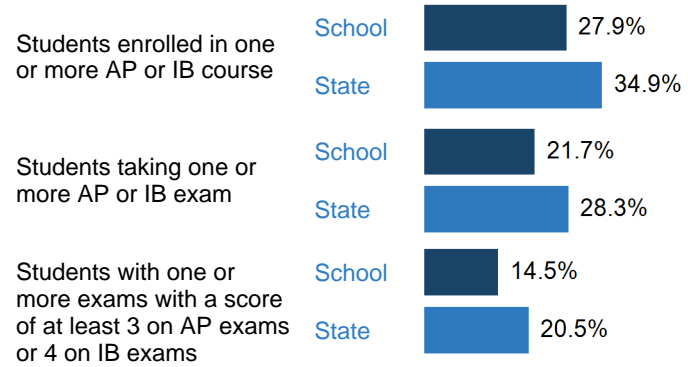
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (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	15	8
AP Calculus AB	13	9
AP Calculus BC	3	3
AP Chemistry	3	1
AP Computer Science A	5	2
AP English Language and Composition	28	27
AP English Literature and Composition	18	18
AP French Language and Culture	3	3
AP Government	8	0
AP Physics 1	0	3
AP Physics B	5	0
AP Psychology	19	11
AP Spanish Language	4	3
AP Studio Art—Drawing Portfolio	7	1
AP Studio Art—Two-Dimensional	0	4
AP U.S. Government and Politics	0	6



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AP/IB Course	Students Enrolled	Students Tested
AP U.S. History	14	4
Total Exams taken		103
Exams with scores of at least 3 on AP exams or 4 on IB exams		64



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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.

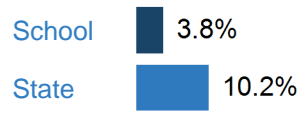
CTE Participants

(completed only one course in an approved CTE program)



CTE Concentrators

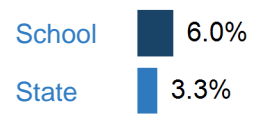
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



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





GATEWAY REGIONAL HIGH SCHOOL
 (15-1715-050)
 Grades Offered: 07-12
 2017-2018

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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
Science, Technology, Engineering & Mathematics	63		
Total (All Clusters)	63	0	0



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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
7	3	0	0	0	0	0	133
8	63	6	0	0	0	0	105
9	24	60	14	0	0	0	54
10	2	23	102	16	0	0	27
11	0	2	20	42	8	1	62
12	0	1	4	5	26	17	46
Total	92	92	140	63	34	18	427
Enrolled in AP/IB Course					16	0	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	1	16	0	0	129	0
10	3	148	0	0	0	0
11	119	10	0	0	3	2
12	16	6	0	0	5	43
Total	139	180	0	0	137	45
Enrolled in AP/IB Course	15	3		0	5	0
Enrolled in Dual Enrollment Course	0	42	0	0	5	45



GATEWAY REGIONAL HIGH SCHOOL

(15-1715-050)

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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.

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	129	17	0	0	0	2
10	1	150	0	8	0	11
11	2	130	0	25	0	33
12	4	4	0	31	0	29
Total	136	301	0	64	0	75
Enrolled in AP/IB Course	0	14	0	19		8
Enrolled in Dual Enrollment Course	0	14	0	0	0	0

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
7	61	45	0	15	0	0	0
8	61	71	0	26	0	0	0
9	81	35	0	18	0	0	0
10	73	47	0	10	0	0	0
11	21	16	0	13	0	0	0
12	13	5	0	6	0	0	0
Total	310	219	0	88	0	0	0
Enrolled in AP/IB Course	4	3	0	0	0	0	0
Enrolled in Dual Enrollment Course	52	55	0	23	0	0	0
Enrolled in Level 3 or Higher	52	55	0	29	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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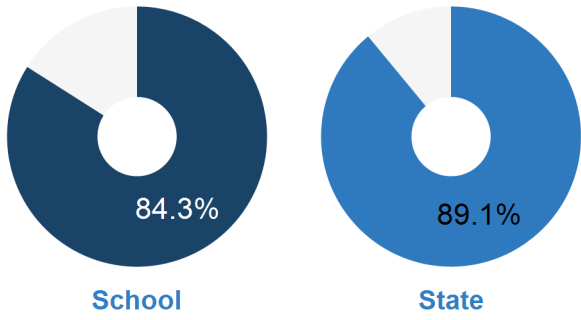
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Visual and Performing Arts – Course Participation

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.

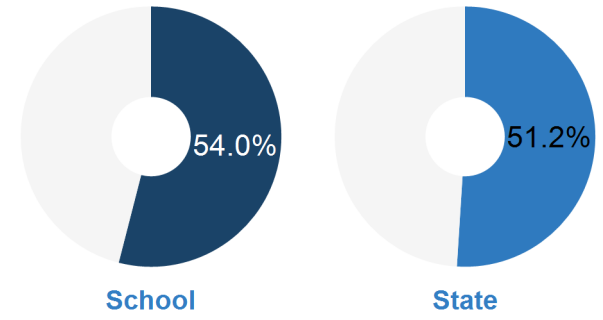
Grades 6-8:

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

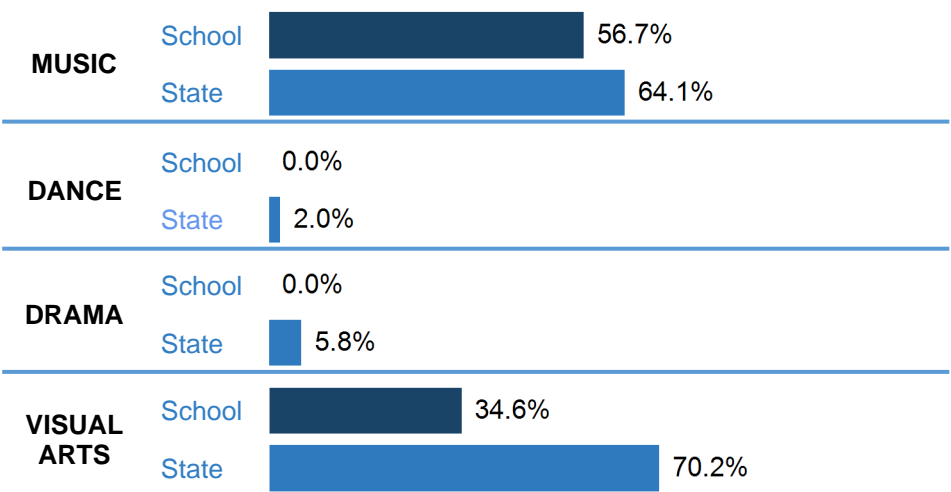


Grades 9-12:

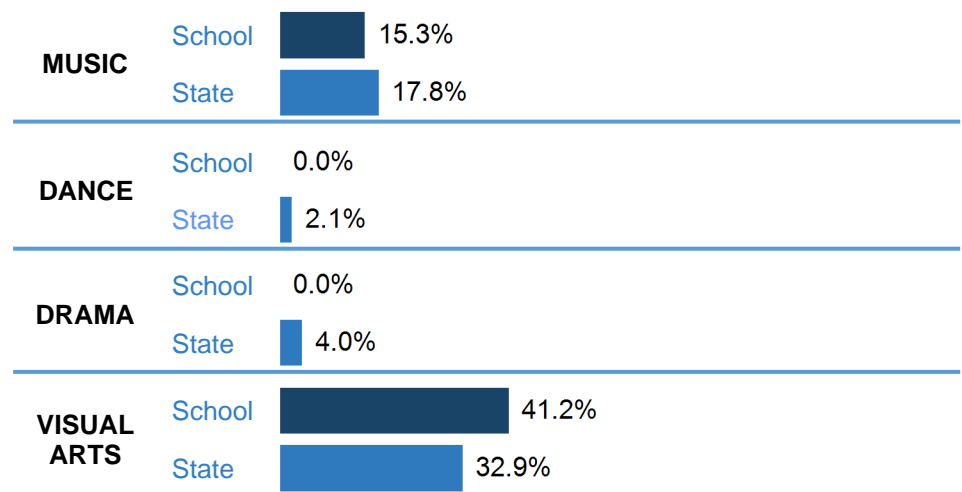
Students enrolled in one or more **visual and performing arts** classes



Students enrolled in one or more classes by discipline:



Students enrolled in one or more classes by discipline:





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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	92.7%	90.9%	94.4%	92.4%	94.3%	84.2%	Met Target	92.6%	86.3%	Met Target
White	94.7%	95.0%	94.1%	95.7%	94.0%	85.4%	Met Target	92.6%	85.6%	Met Target
Hispanic	90.9%	84.8%	*	87.3%	*	**	**	*	**	**
Black or African American	*	84.2%	100.0%	86.8%	100.0%	**	**	90.9%	**	**
Asian, Native Hawaiian or Pacific Islander	*	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	*	92.0%	*	93.9%	*	**	**	*	**	**
Economically Disadvantaged Students	86.9%	84.6%	91.9%	87.0%	91.9%	71.1%	Met Target	85.9%	78.6%	Met Target
Students with Disabilities	94.1%	80.1%	79.4%	83.5%	81.8%	72.0%	Met Target	85.0%	78.0%	Met Target
English Learners	N	75.8%	N	81.8%	N	N	N	N	N	N
Homeless Students	*	72.6%	*	79.1%	*			*		
Students in Foster Care	*	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	63.2%	30.3%
Substitute Competency Test	21.7%	52.6%
Portfolio Appeals Process	1.3%	2.0%
Alternate Requirements specified in IEP	12.5%	13.8%
Unknown	1.3%	1.3%

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	92.7%	-
2017	94.3%	94.4%
2016	92.6%	92.6%

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	1.5%	1.2%
2016-2017	0.8%	1.1%
2015-2016	2.6%	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.

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
Statewide	72.8%	27.6%	72.4%
Schoolwide	68.1%	44.8%	55.2%
White	71.3%	45.1%	54.9%
Hispanic	54.5%	66.7%	33.3%
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	52.8%	60.7%	39.3%
Students with Disabilities	41.9%	84.6%	15.4%
English Learners	N	N	N

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	69.5%	48.6%	51.4%	80%	20%	70.5%	29.5%
White	72.9%	47.9%	52.1%	79.8%	20.2%	71.3%	28.7%
Hispanic	*	*	*	*	*	*	*
Black or African American	72.7%	62.5%	37.5%	100%	0%	62.5%	37.5%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	*	*	*
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	56.3%	59.3%	40.7%	70.4%	29.6%	66.7%	33.3%
Students with Disabilities	52%	100%	0%	92.3%	7.7%	69.2%	30.8%
English Learners	N	N	N	N	N	N	N



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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.

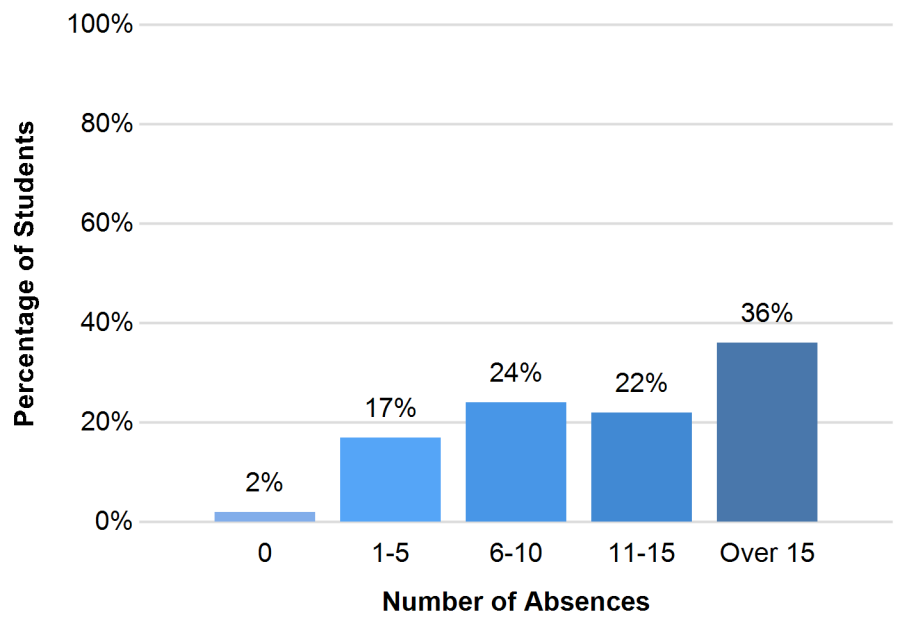
Chronic Absenteeism

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	237	26.1	13.3	Not Met
White	171	23.2	13.3	Not Met
Hispanic	26	33.3	13.3	Not Met
Black or African American	27	55.1	13.3	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	13.3	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	11	50.0	13.3	Not Met
Economically Disadvantaged Students	119	41.3	13.3	Not Met
Students with Disabilities	72	34.4	13.3	Not Met
English Learners	*	*	**	**

Days Absent

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





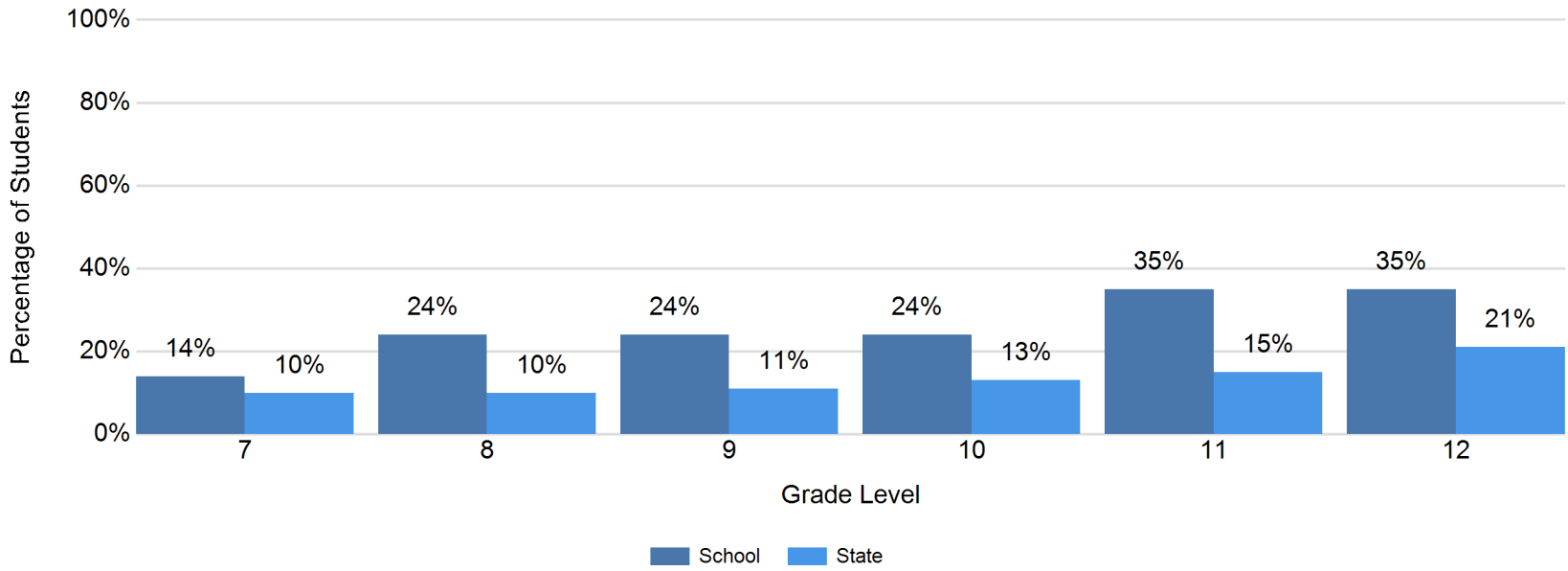
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Chronic Absenteeism by Grade

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	1
Weapons	0
Vandalism	0
Substances	1
Harassment, Intimidation, Bullying (HIB)	7
Total Unique Incidents	9
Incidents Per 100 Students Enrolled	1.01

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	0
Vandalism	0
Substances	1
Harassment, Intimidation, Bullying (HIB)	1
Other Incidents Leading to Removal	0



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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	1	1
Religion	0	0	0
Ancestry	0	0	0
Gender	1	0	1
Sexual Orientation	0	3	3
Disability	0	0	0
Other	0	3	3
No Identified Nature	13		13

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	*	*
Out-of-School Suspensions	*	*
Any Suspension	*	*
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
30



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

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	N

Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district's schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts' [User Friendly Budgets](#), or the NJDOE Finance [District Report Search](#) of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs). 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)	\$469	\$16,877	\$17,346



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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	88	117,464
Average years experience in public schools	14.1	12.0
Average years experience in district	11.5	10.7
Teachers in district for 4 or more years	77.3%	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	13	9,374
Average years experience in public schools	17.6	16.0
Average years experience in district	10.5	12.0
Administrators in district for 4 or more years	76.9%	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	10:1	10:1
Students to Administrators	69:1	69:1
Teachers to Administrators	7:1	7:1
Students to Librarians/Media Specialists		894:1
Students to Nurses		N
Students to Counselors		298:1
Students to Child Study Team		128:1



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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 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.

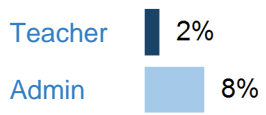
Bachelor's Degree



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	92.9%	90.2%
2016-17 Administrators: Same district 2017-18	85.7%	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	96.2%



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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	70.5%	69.2%
Male	29.5%	30.8%
White	95.5%	92.3%
Hispanic	3.4%	7.7%
Black or African American	0.0%	0.0%
Asian	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	1.1%	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	Yes	Yes	No
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	Yes		
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	35.42	12.5%
Mathematics Proficiency	33.33	12.5%
Graduation Rate - 4-Year	46.81	15.0%
Graduation Rate - 5-Year	17.02	15.0%
English Language Arts Growth	72.92	15.0%
Mathematics Growth	37.78	15.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	11.36	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	36.48	n/a
Summative Rating: Percentile Rank of Summative Score	31.25	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	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	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	Met Target	Met Target	Met Target	Met Standard	Met Standard	**	Not Met	No
White	38.21	21.20	No	Met Target	Met Target	Met Target	Met Target	Met Standard	Met Standard	n/a	Not Met	No
Hispanic	16.70	14.08	No	Met Target	Met Target	**	**	Not Met	**	n/a	Not Met	No
Black or African American	**	**	No	Not Met	Met Target†	**	**	**	**	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	**	n/a	Met	No
American Indian or Alaska Native	**	**	No	**	**	N	N	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	**	**	n/a	Not Met	No
Economically Disadvantaged Students	27.97	21.20	No	Met Target	Met Target	Met Target	Met Target	Met Standard	Not Met	n/a	Not Met	No
Students with Disabilities	30.58	21.20	No	Met Target†	Not Met	Met Target	Met Target	Not Met	Not Met	n/a	Not Met	No
English Learners	**	**	No	**	**	N	N	**	**	**	**	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"> Infused 1:1 technology throughout school day; all students have a personal Chromebook Gateway to Careers program exposes all grade levels to real world college and career readiness Gateway welcomes neighborhood students and over 80 students choose to attend Gateway through the school choice program
 <p>Mission, Vision, Theme:</p>	<p>Gateway believes that the educational program should create an environment that values children through the promotion of a student-centered atmosphere whereby individuals are in a safe, caring, respectful, and academically focused learning institution. Such a program should allow students to achieve at their optimal ability, preparing citizens for a democratic society; and it should foster the skills, knowledge, abilities, and strengths of the individual in preparation for life-long endeavors.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>Gateway Regional was recognized by the College Board and included on the AP District Honor Roll for increasing participation and performance on AP exams.</p>






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 <p>Courses, Curriculum, Instruction:</p>	<p>Gateway’s curriculum integrates college and career readiness, interdisciplinary connections, and 21st century learning in all content areas. Gateway provides 1:1 Chromebooks; textbooks and course materials for students are primarily provided in digital format. AP and dual enrollment courses are offered in all content areas. Gateway’s grading policies emphasize evaluation of authentic work.</p>
 <p>Sports and Athletics:</p>	<p>Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Cross Country (Boys & Girls), Field Hockey (Boys & Girls), Football (Boys & Girls), Golf (Boys & Girls), Lacrosse (Girls), Soccer (Boys & Girls), Softball (Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Wrestling (Boys & Girls)</p> <p>Gateway offers athletic opportunities for students in grades 7-12 through interscholastic competition at the middle school, junior varsity, and varsity levels. Gateway offers 23 varsity programs that compete in the highly competitive Colonial Conference.</p>
 <p>Clubs and Activities:</p>	<p>Gateway provides students with a diverse variety of extracurricular and co-curricular opportunities to explore and develop their recreational, service, social, career and wellness interests and talents. Student activities and clubs reflect the interests of our students and staff and provide opportunities for students of all grades and of all interests and abilities to participate in clubs and activities.</p>






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 <p>Before and After School Programs:</p>	<p>Gateway offers additional structured tutoring supports for all students after school during our Homework Clinic, held weekly. Students can meet with core content teachers in a collaborative atmosphere, have an afterschool snack, and work obtain extra help. Additionally, individual teachers offer tutorial and time for extra help.</p>
 <p>Staff and Professional Learning:</p>	<p>Professional learning at Gateway values choice and differentiation for adult learners. Staff development days are structured to balance independent productivity time necessary for teachers to meet the needs of their students and learning opportunities to hone their craft. PD in the 2017-2018 school year focused on core instructional practices, building equity for all students, and making data-driven decisions.</p>
 <p>Postsecondary Information:</p>	<p>Gateway offers a variety of supports for postsecondary readiness, including an annual PSAT School Day, Financial Aid planning nights, college visitations, etc. Through our Gateway to Careers program, students have the opportunity to participate in job shadowing and internship experiences. 35% of the Class of 2018 matriculated to a 4 year college and 49% to a 2 year college. 6% joined the military. 8% joined the workforce and 2% obtained a career apprenticeship upon graduation.</p>






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 <p>Student Supports and Services:</p>	<p>Gateway’s I&RS team and Child Study team support the needs of students experiencing difficulties in school. The Child Study Team provides consultative, evaluative and prescriptive services to teachers and parents. We offer an array of classes to meet students academic and behavioral needs. Professional services include OT, PT, speech, BCBA, Behavioral Psychologist, counseling, Student Assistance Counselor, Learning Disabilities Teacher Consultant, School Social Worker, School Psychologist, and Mental Health Coordinator.</p>
 <p>Student Health and Wellness:</p>	<p>The Physical Education department at Gateway allows students a variety of physical activity choices beyond the standard PE curriculum through the Option II program as well as courses in weight training, fitness training, fishing, and yoga. A variety of student groups are also available to students to assist in developing their personal, social, and life skills. Gateway’s Counseling department regularly schedules programs to support the emotional and social needs of students.</p>
 <p>Parent and Community Involvement:</p>	<p>Community involvement is highly valued at Gateway. Gator Day, the annual community and alumni celebration in October, is the centerpiece of our community involvement. Gateway hosts monthly parent meetings for both middle and high school parents. Special Education parents are invited to participate in the SEPAG, an advisory group. Parents have access to student grades and information through our PowerSchool gradebook.</p>






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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students</p> <p>Through our anti-bullying program, students are surveyed annually using the Olweus survey instrument regarding school climate and safety. More than 90% of students surveyed in the 17-18 school year reported never or rarely experiencing bullying. More than 90% of Gateway students report having 2 or more good friends at school, with 50% of students reporting they have 4-6+ good friends at school.</p>
 <p>Facilities:</p>	<p>Recent capital improvement projects include the installation of new security cameras. Students have access to a library/media center, engineering and construction labs, TV studio, labs with new Mac desktop computers, art and family and consumer science classrooms, a band hall, and a choir room. Through a partnership with Deptford School District, students with cognitive disabilities spend a portion of their day at the New Sharon School learning hands-on life and occupational skills.</p>
 <p>School Safety:</p>	<p>Gateway is committed to the safety of all students. We employ three School Resource Officers from the Woodbury Heights Police Department so that at least two officers are always present at Gateway. High-resolution security cameras are present in all hallways and stairwells. Some of our school busses have security cameras and we will expand the number of cameras each year until our fleet is fully equipped.</p>




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 <p>Technology and STEM:</p>	<p>Technology is integrated into all courses through the use of 1:1 Chromebooks as well as the inclusion of Technology standards in all curriculums and lesson plans. Gateway offers a number of STEM related courses, including Introduction to Computer Science, AP Computer Science A, Foundations of Technology, Socially Responsible Engineering Design, and Capstone in Socially Responsible Engineering. Students interested in Engineering are encouraged to join the Technology Student Association. Many of our classrooms are equipped with SmartBoard. All classrooms have either a projector or SMART TV.</p>
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 <p>Other Information:</p>	<p>Gateway Regional High School is located in Woodbury Heights, approximately 15 miles from Philadelphia, Pa. It is comprised of four sending districts - Wenonah, Woodbury Heights, Westville, and National Park. Gateway is currently a choice district which allows students from outside our district to attend without any charge to the parents. This program is operated through the New Jersey Department of Education Interdistrict Public School Office. Gateway welcomes more than 80 choice students each year. The Gateway to Careers program is a comprehensive approach to developing career pathways, connecting learning, and making school more relevant for students. We achieve this through an integrated system of career guidance, curriculum support, early college, career technical education, internships, and certifications. By joining with colleges, community organizations, and businesses, we can provide a variety of options and opportunities for students to further define, try out, and advance in career pathways of their choice. Gateway currently offers a 4 year CTE pathway in Socially Responsible Engineering. Other pathways, including Entrepreneurship Allied Healthcare, and Construction/Manual Trades Occupations, are in development. Gateway offers a variety of honors and Advanced Placement courses in all content areas, ranging from Honors/AP English, Math, Social Studies, and Science courses to AP Computer Science, AP Spanish Language and Culture, and AP French Language and Culture. Students at Gateway are eligible to obtain dual credits through Camden County College, Salem County College, and Fairleigh Dickinson University depending upon the courses they take. Additionally, Gateway has an articulation agreement with Rowan College at Gloucester County for graduates of the Technology Education program.</p>
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