



Gateway Regional High School
(15-1715-050)
Grades Offered: 07-12
2018-2019

Report Key:

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- N** No Data is available to display
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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:

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School Contact Information

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 High School District
Principal Name	Mr. Jeffrey 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 data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
7	174	136	144
8	156	176	145
9	159	150	159
10	142	156	149
11	145	133	157
12	153	143	136
Total	929	894	890

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	46.5%	47.4%	49.0%
Male	53.5%	52.6%	51.0%
Economically Disadvantaged Students	31.4%	32.7%	25.7%
Students with Disabilities	21.4%	21.8%	22.3%
English Learners	0.1%	0.3%	0.3%
Homeless Students	0.5%	1.5%	1.7%
Students in Foster Care	0.9%	0.9%	1.2%
Military-Connected Students	0.0%	0.0%	0.7%
Migrant Students	0.0%	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	2016-17	2017-18	2018-19
White	82.9%	81.1%	79.0%
Hispanic	7.3%	8.6%	8.5%
Black or African American	5.4%	5.6%	7.2%
Asian	1.8%	2.1%	2.4%
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	2.3%	2.2%	2.6%

Enrollment Trends by Full and Shared Time Status

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

Enrollment Status	2016-17	2017-18	2018-19
Full Time Students	927	893	889
Shared Time Students	4	2	1
Full Time Equivalent	929	894	890

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	99.0%
Other Languages	1.0%

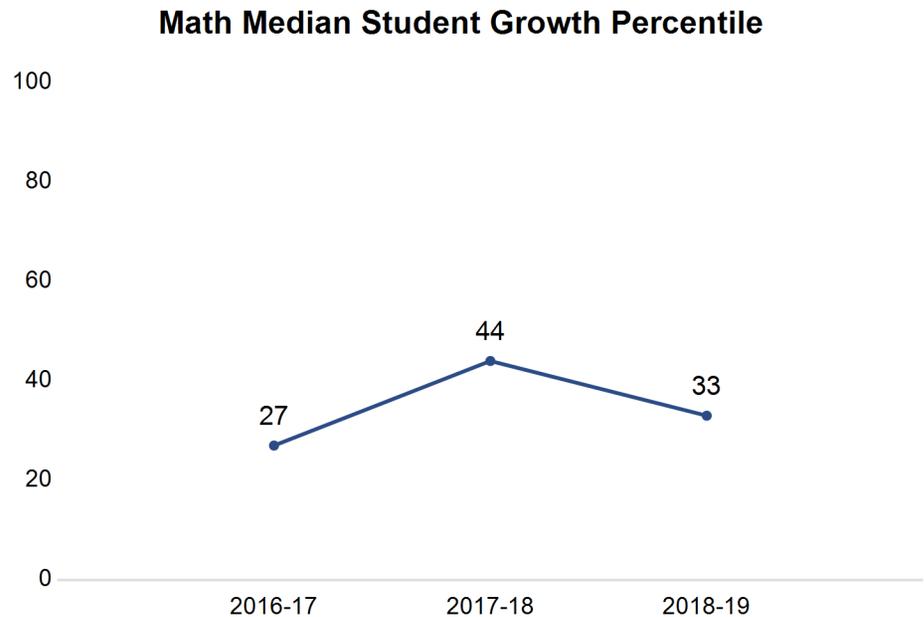
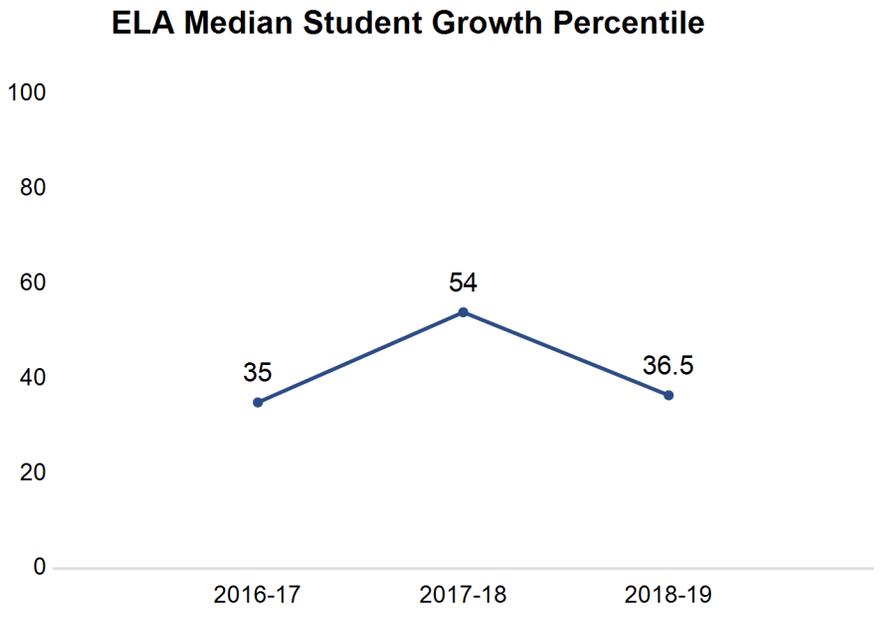


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Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measured by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	35	54	36.5	27	44	33
Met Standard (40-59.5)?	Not Met	Met Standard	Not Met	Not Met	Met Standard	Not Met
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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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 (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 (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	36.5	36.5	50	Not Met	33	33	50	Not Met
White	39	39	50	Not Met	31	31	52	Not Met
Hispanic	31	31	49	Not Met	*	*	47	**
Black or African American	30	30	45	**	25	25	43	**
Asian, Native Hawaiian, or Pacific Islander	43	43	59	**	*	*	60	**
American Indian or Alaska Native	N	N	56	**	N	N	51.5	**
Two or More Races	*	*	49	**	*	*	52	**
Female	37	37	53	N	29	29	50	N
Male	34.5	34.5	47	N	35	35	51	N
Economically Disadvantaged Students	29.5	29.5	48	Not Met	29	29	46	Not Met
Students with Disabilities	31	31	43	Not Met	39	39	45	Not Met
English Learners	*	*	52	**	N	N	50	**
Homeless Students	*	*	43	N	*	*	44	N
Students in Foster Care	*	*	42	N	*	*	44	N
Military-Connected Students	*	*	49	N	*	*	51	N
Migrant Students	N	N	47	N	N	N	51	N



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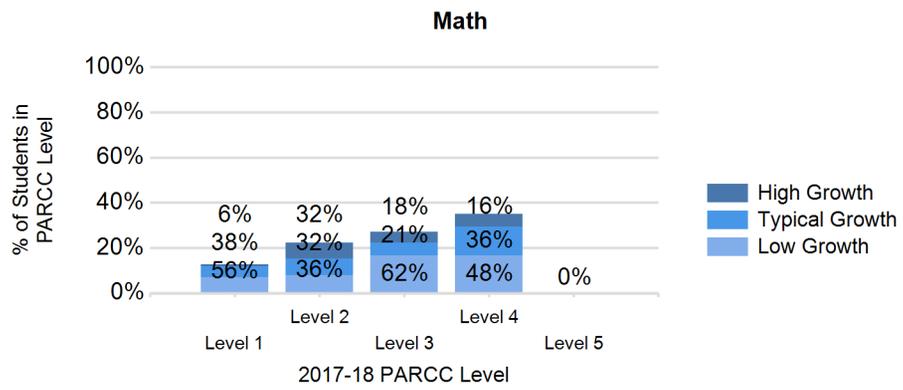
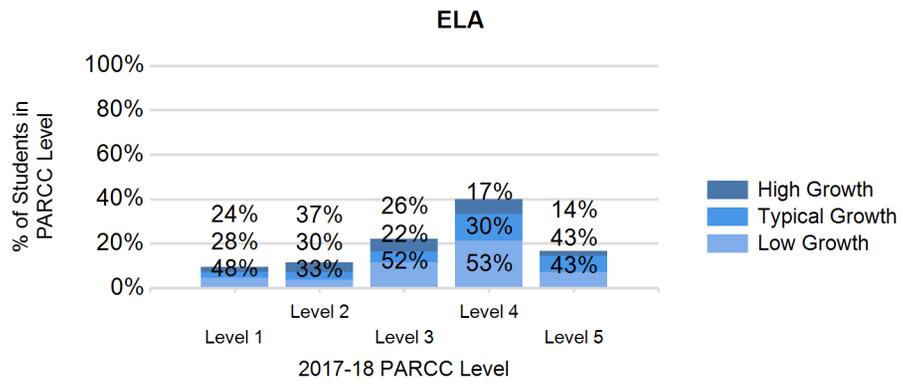
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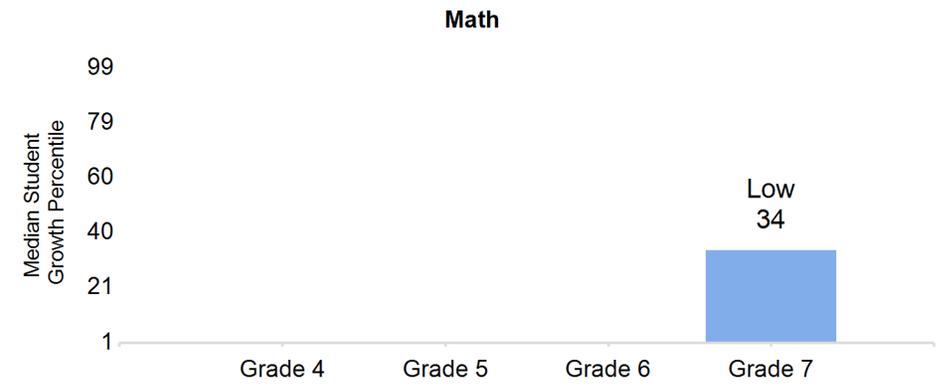
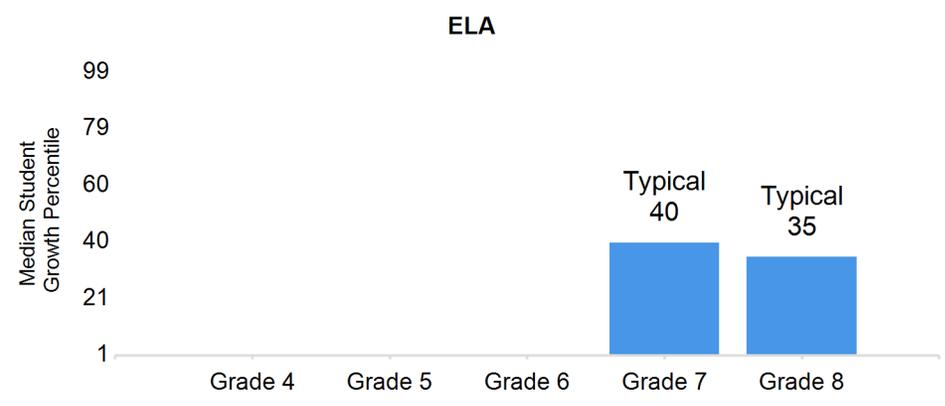
Student Growth by Performance Level

These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.



Student Growth by Grade

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





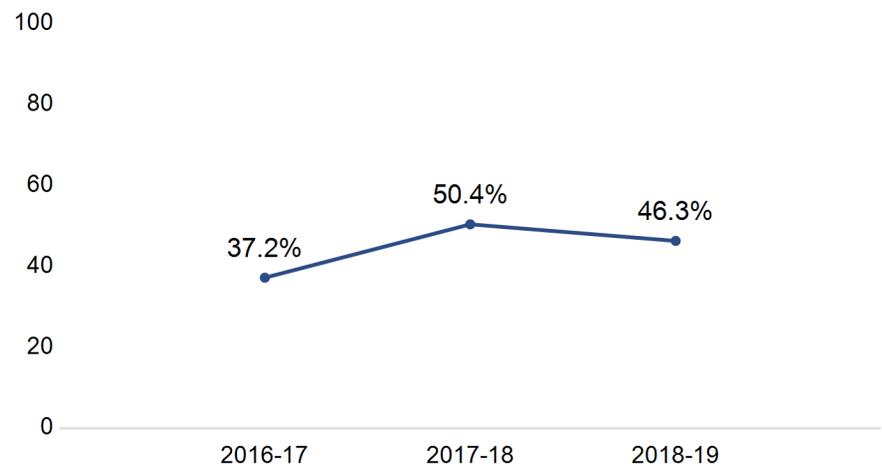
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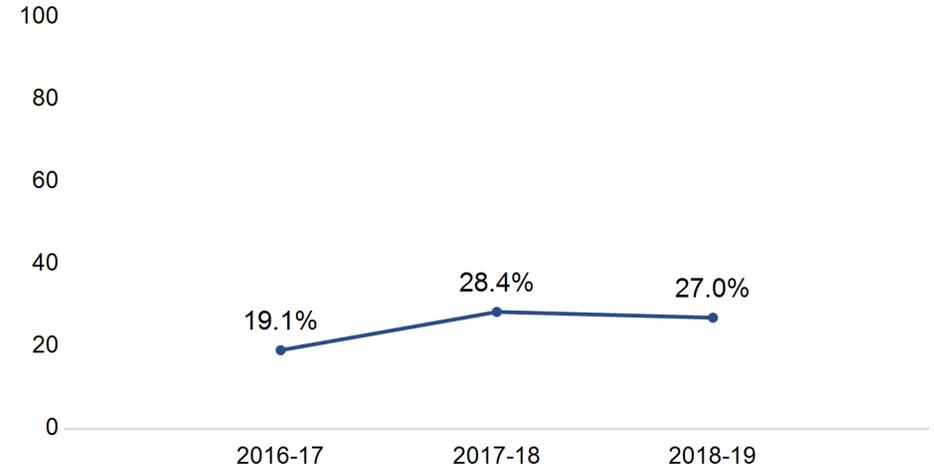
English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	95.8%	99.0%	97.8%	95.6%	98.7%	98.5%
Proficiency Rate for Federal Accountability	37.2%	50.4%	46.3%	19.1%	28.4%	27.0%
Annual Target	43.6%	45.5%	47.4%	20.9%	24.0%	27.1%
Met Annual Target?	Not Met	Met Target	Met Target†	Met Target†	Met Target	Met Target†
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	555	97.8	46.3	46.3	57.9	46.3	47.4	Met Target†
White	445	98.3	49.9	49.9	66.9	49.9	48.6	Met Target
Hispanic	43	95.7	23.3	23.3	43.9	23.3	35.9	Not Met
Black or African American	33	93.0	18.2	18.2	38.5	18.0	42.3	Not Met
Asian, Native Hawaiian, or Pacific Islander	18	100.0	72.2	72.2	82.9	72.2	**	**
American Indian or Alaska Native	N	N	N	N	56.0	N	**	**
Two or More Races	16	100.0	37.5	37.5	64.4	37.5	**	**
Female	285	97.6	56.1	56.1	64.8	56.1		
Male	270	97.9	35.9	35.9	51.3	35.9		
Economically Disadvantaged Students	190	95.6	27.9	27.9	40.0	27.9	31.7	Met Target†
Non-Economically Disadvantaged Students	365	98.9	55.9	55.9	67.9	55.9		
Students with Disabilities	137	95.9	10.2	10.2	22.7	10.2	19.1	Not Met
Students without Disabilities	418	98.4	58.1	58.1	65.1	58.1		
English Learners	*	*	*	*	29.3	*	**	**
Non-English Learners	*	*	*	*	60.6	*		
Homeless Students	11	84.6	18.2	18.2	29.1	17.5		
Students In Foster Care	*	*	*	*	27.6	*		
Military-Connected Students	*	*	*	*	57.8	*		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

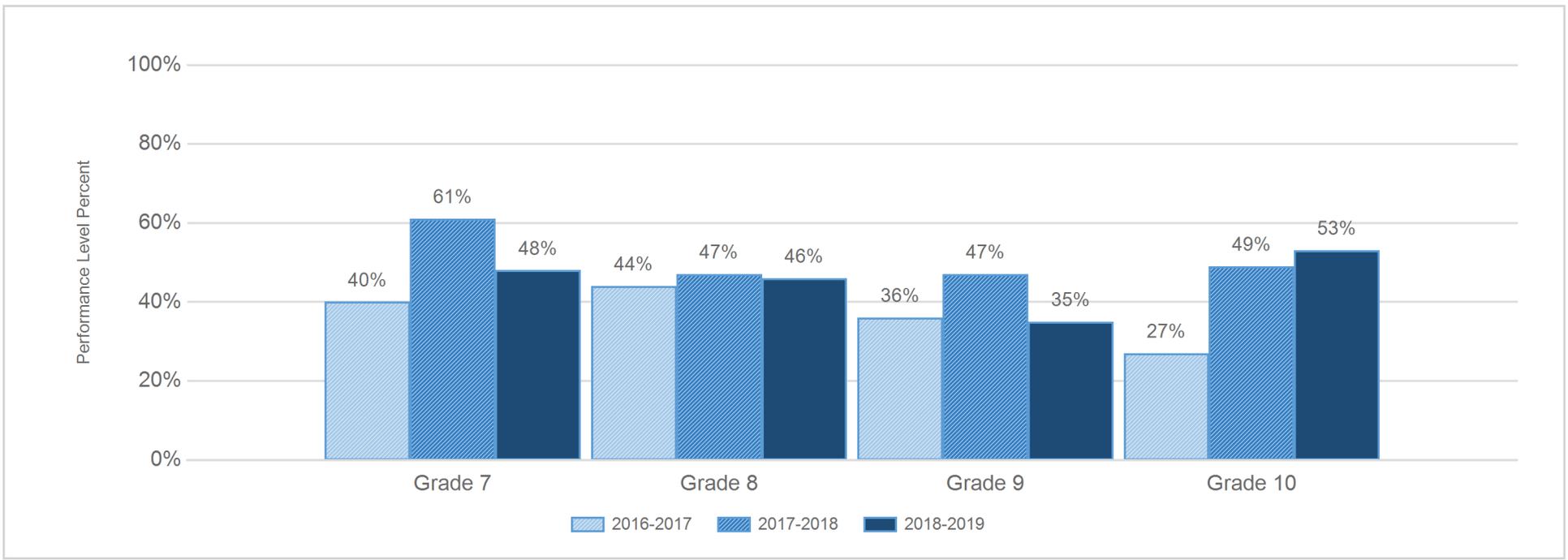


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English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





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English Language Arts Assessment - Performance by Grade: Grade 7

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	139	747	747	761	11%	17%	24%	34%	14%	48%	63%
White	104	753	753	769	*	*	24%	38%	16%	55%	72%
Hispanic	*	*	*	747	*	*	*	*	*	*	50%
Black or African American	16	716	716	741	*	*	*	*	*	19%	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	790	*	*	*	*	*	*	87%
American Indian or Alaska Native	N	N	N	761	N	N	N	N	N	N	65%
Two or More Races	*	*	*	768	*	*	*	*	*	*	68%
Female	66	756	756	769	*	*	24%	*	*	56%	71%
Male	73	738	738	753	*	*	25%	*	*	41%	55%
Economically Disadvantaged Students	57	730	730	743	*	*	28%	*	*	28%	45%
Non-Economically Disadvantaged Students	82	758	758	771	*	*	22%	*	*	62%	73%
Students with Disabilities	40	714	714	720	*	*	25%	*	*	13%	22%
Students without Disabilities	99	760	760	769	*	*	24%	*	*	63%	71%
English Learners	N	N	N	706	N	N	N	N	N	N	12%
Non-English Learners	139	747	747	763	11%	17%	24%	34%	14%	48%	65%
Homeless Students	*	*	*	729	*	*	*	*	*	*	34%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	28%
Military-Connected Students	*	*	*	758	*	*	*	*	*	*	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%



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English Language Arts Assessment - Performance by Grade: Grade 8

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	140	748	748	762	14%	12%	28%	34%	12%	46%	63%
White	108	753	753	770	10%	11%	27%	38%	14%	52%	72%
Hispanic	19	721	721	747	*	*	*	*	*	21%	49%
Black or African American	*	*	*	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	794	*	*	*	*	*	*	88%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	*	*	*	769	*	*	*	*	*	*	69%
Female	79	761	761	771	*	*	24%	*	*	59%	71%
Male	61	731	731	753	*	*	33%	*	*	30%	55%
Economically Disadvantaged Students	51	734	734	743	*	*	33%	*	*	29%	45%
Non-Economically Disadvantaged Students	89	756	756	772	*	*	25%	*	*	56%	72%
Students with Disabilities	28	707	707	721	*	*	*	*	*	*	22%
Students without Disabilities	112	758	758	770	*	*	*	*	*	*	71%
English Learners	*	*	*	708	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	764	*	*	*	*	*	*	65%
Homeless Students	*	*	*	727	*	*	*	*	*	*	31%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	32%
Military-Connected Students	*	*	*	760	*	*	*	*	*	*	62%
Migrant Students	N	N	N	718	N	N	N	N	N	N	27%



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English Language Arts Assessment - Performance by Grade: Grade 9

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	148	734	734	753	21%	19%	25%	25%	10%	35%	56%
White	116	738	738	762	18%	20%	24%	26%	12%	38%	65%
Hispanic	16	719	719	737	*	*	*	*	*	25%	40%
Black or African American	10	718	718	732	*	*	*	*	*	20%	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	783	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	754	N	N	N	N	N	N	57%
Two or More Races	*	*	*	761	*	*	*	*	*	*	63%
Female	73	741	741	760	15%	22%	23%	*	*	40%	63%
Male	75	727	727	746	27%	16%	27%	*	*	31%	49%
Economically Disadvantaged Students	50	720	720	734	28%	22%	32%	*	*	18%	36%
Non-Economically Disadvantaged Students	98	741	741	762	17%	17%	21%	*	*	44%	65%
Students with Disabilities	35	699	699	717	*	*	*	*	*	*	17%
Students without Disabilities	113	745	745	760	*	*	*	*	*	*	63%
English Learners	N	N	N	693	N	N	N	N	N	N	*
Non-English Learners	148	734	734	755	21%	19%	25%	25%	10%	35%	*
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	22%
Military-Connected Students	*	*	*	755	*	*	*	*	*	*	56%
Migrant Students	N	N	N	715	N	N	N	N	N	N	23%



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English Language Arts Assessment - Performance by Grade: Grade 10

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	139	753	753	757	19%	12%	16%	32%	22%	53%	58%
White	119	755	755	767	17%	12%	16%	34%	22%	55%	67%
Hispanic	*	*	*	738	*	*	*	*	*	*	43%
Black or African American	*	*	*	733	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	792	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	754	N	N	N	N	N	N	56%
Two or More Races	*	*	*	766	*	*	*	*	*	*	65%
Female	69	770	770	766	*	*	*	*	*	68%	66%
Male	70	736	736	749	*	*	*	*	*	39%	51%
Economically Disadvantaged Students	38	731	731	735	32%	*	*	*	*	34%	40%
Non-Economically Disadvantaged Students	101	761	761	767	14%	*	*	*	*	60%	67%
Students with Disabilities	32	703	703	711	*	*	*	*	*	*	19%
Students without Disabilities	107	768	768	765	*	*	*	*	*	*	65%
English Learners	N	N	N	687	N	N	N	N	N	N	*
Non-English Learners	139	753	753	760	19%	12%	16%	32%	22%	53%	*
Homeless Students	*	*	*	723	*	*	*	*	*	*	32%
Students in Foster Care	*	*	*	710	*	*	*	*	*	*	22%
Military-Connected Students	*	*	*	754	*	*	*	*	*	*	56%
Migrant Students	N	N	N	710	N	N	N	N	N	N	10%



Gateway Regional High School
 (15-1715-050)
 Grades Offered: 07-12
 2018-2019

Report Key:

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- N No Data is available to display
- † This indicates a table specific note, see note below table

Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	512	98.5	27.0	27.0	44.5	27.0	27.1	Met Target†
White	411	98.8	29.0	29.0	54.1	29.0	28.3	Met Target
Hispanic	41	97.7	19.5	19.5	28.8	19.5	20.2	Met Target†
Black or African American	30	94.9	10.0	10.0	23.0	10.0	15.1	Met Target†
Asian, Native Hawaiian, or Pacific Islander	16	100.0	*	*	76.5	*	**	**
American Indian or Alaska Native	N	N	N	N	42.7	N	**	**
Two or More Races	14	100.0	*	*	53.3	*	**	**
Female	265	98.2	32.5	32.5	44.9	32.5		
Male	247	98.9	21.1	21.1	44.2	21.1		
Economically Disadvantaged Students	177	97.4	13.6	13.6	26.3	13.6	16.3	Met Target†
Non-Economically Disadvantaged Students	335	99.1	34.0	34.0	54.9	34.0		
Students with Disabilities	110	95.8	*	*	17.4	*	12.8	Not Met
Students without Disabilities	402	99.3	*	*	50.0	*		
English Learners	*	*	*	*	25.0	*	**	**
Non-English Learners	*	*	*	*	46.5	*		
Homeless Students	10	83.3	20.0	20.0	17.1	19.0		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	*	*	*	*	46.4	*		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

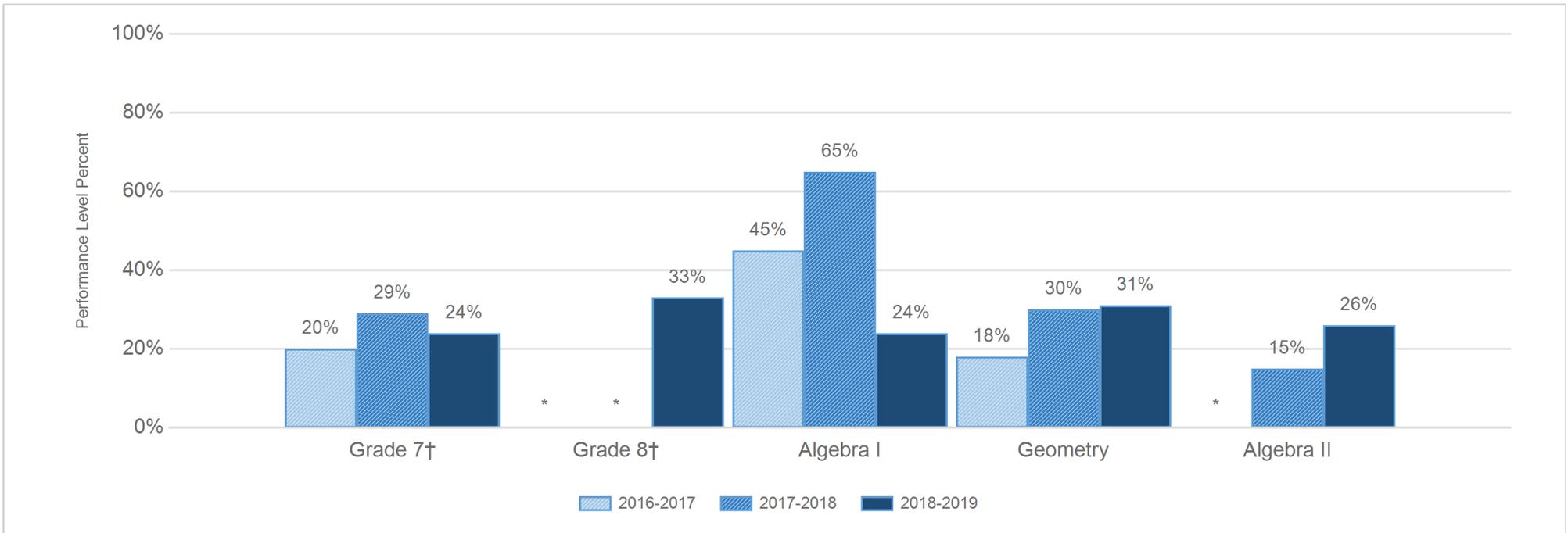


Gateway Regional High School
 (15-1715-050)
 Grades Offered: 07-12
 2018-2019

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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 statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



Gateway Regional High School
 (15-1715-050)
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Mathematics Assessment - Performance by Grade: Grade 7

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	139	731	731	744	13%	27%	36%	*	*	24%	42%
White	102	735	735	751	*	24%	38%	*	*	29%	53%
Hispanic	10	708	708	733	*	*	*	*	*	*	26%
Black or African American	16	710	710	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	768	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	43%
Two or More Races	*	*	*	749	*	*	*	*	*	*	51%
Female	65	733	733	744	*	22%	40%	*	*	26%	42%
Male	74	729	729	743	*	32%	32%	*	*	22%	42%
Economically Disadvantaged Students	62	719	719	731	*	44%	31%	*	*	10%	24%
Non-Economically Disadvantaged Students	77	740	740	751	*	14%	40%	*	*	35%	53%
Students with Disabilities	46	709	709	718	*	*	*	*	*	*	13%
Students without Disabilities	93	742	742	749	*	*	*	*	*	*	48%
English Learners	N	N	N	716	N	N	N	N	N	N	10%
Non-English Learners	139	731	731	745	13%	27%	36%	*	*	24%	44%
Homeless Students	*	*	*	721	*	*	*	*	*	*	13%
Students in Foster Care	*	*	*	720	*	*	*	*	*	*	11%
Military-Connected Students	*	*	*	746	*	*	*	*	*	*	44%
Migrant Students	N	N	N	717	N	N	N	N	N	N	12%



Gateway Regional High School
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Mathematics Assessment - Performance by Grade: Grade 8

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	94	735	735	728	14%	24%	29%	33%	0%	33%	29%
White	69	736	736	737	*	*	30%	33%	0%	33%	38%
Hispanic	15	738	738	722	*	*	*	*	*	33%	22%
Black or African American	*	*	*	714	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	725	N	N	N	N	N	N	29%
Two or More Races	*	*	*	730	*	*	*	*	*	*	31%
Female	48	740	740	731	*	*	25%	*	*	46%	31%
Male	46	729	729	726	*	*	33%	*	*	20%	27%
Economically Disadvantaged Students	38	724	724	719	*	*	26%	*	*	21%	20%
Non-Economically Disadvantaged Students	56	742	742	735	*	*	30%	*	*	41%	36%
Students with Disabilities	21	716	716	707	*	*	*	*	*	*	10%
Students without Disabilities	73	740	740	734	*	*	*	*	*	*	35%
English Learners	*	*	*	706	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	730	*	*	*	*	*	*	30%
Homeless Students	*	*	*	709	*	*	*	*	*	*	12%
Students in Foster Care	*	*	*	709	*	*	*	*	*	*	15%
Military-Connected Students	N	N	N	735	N	N	N	N	N	N	32%
Migrant Students	N	N	N	701	N	N	N	N	N	N	16%



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 2018-2019

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Mathematics Assessment - Performance by Test: Algebra I

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

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	159	734	734	744	8%	37%	31%	*	*	24%	42%
White	126	735	735	752	*	36%	30%	*	*	27%	53%
Hispanic	*	*	*	728	*	*	*	*	*	*	24%
Black or African American	*	*	*	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	*	*	*	752	*	*	*	*	*	*	51%
Female	83	736	736	745	*	34%	34%	*	*	24%	44%
Male	76	732	732	743	*	41%	28%	*	*	24%	41%
Economically Disadvantaged Students	52	725	725	727	*	40%	31%	*	*	13%	23%
Non-Economically Disadvantaged Students	107	738	738	752	*	36%	31%	*	*	29%	52%
Students with Disabilities	32	711	711	717	*	*	*	*	*	*	12%
Students without Disabilities	127	740	740	748	*	*	*	*	*	*	47%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	159	734	734	745	8%	37%	31%	*	*	24%	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	14%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	11%
Military-Connected Students	*	*	*	744	*	*	*	*	*	*	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%



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Mathematics Assessment - Performance by Test: Geometry

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

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	78	739	739	737	*	21%	46%	*	*	31%	35%
White	67	740	740	743	*	21%	46%	*	*	31%	43%
Hispanic	*	*	*	724	*	*	*	*	*	*	17%
Black or African American	*	*	*	720	*	*	*	*	*	*	14%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	762	N	N	N	N	N	N	70%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	37%
Two or More Races	*	*	*	745	*	*	*	*	*	*	46%
Female	41	742	742	738	*	*	41%	*	*	39%	36%
Male	37	736	736	736	*	*	51%	*	*	22%	34%
Economically Disadvantaged Students	21	730	730	722	*	*	48%	*	*	14%	16%
Non-Economically Disadvantaged Students	57	743	743	743	*	*	46%	*	*	37%	43%
Students with Disabilities	*	*	*	712	*	*	*	*	*	*	*
Students without Disabilities	*	*	*	741	*	*	*	*	*	*	*
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	78	739	739	738	*	21%	46%	*	*	31%	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	*
Students in Foster Care	*	*	*	713	*	*	*	*	*	*	*
Military-Connected Students	N	N	N	739	N	N	N	N	N	N	35%
Migrant Students	N	N	N	711	N	N	N	N	N	N	19%



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Mathematics Assessment - Performance by Test: Algebra II

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	53	732	732	755	*	*	43%	26%	0%	26%	58%
White	49	736	736	758	*	*	47%	27%	0%	27%	62%
Hispanic	*	*	*	731	*	*	*	*	*	*	34%
Black or African American	*	*	*	725	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	777	N	N	N	N	N	N	80%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	55%
Two or More Races	N	N	N	761	N	N	N	N	N	N	65%
Female	30	737	737	752	*	*	37%	*	*	37%	55%
Male	23	726	726	758	*	*	52%	*	*	13%	62%
Economically Disadvantaged Students	10	699	699	729	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	43	740	740	761	*	*	*	*	*	*	65%
Students with Disabilities	N	N	N	715	N	N	N	N	N	N	25%
Students without Disabilities	53	732	732	756	*	*	43%	26%	0%	26%	60%
English Learners	N	N	N	696	N	N	N	N	N	N	11%
Non-English Learners	53	732	732	755	*	*	43%	26%	0%	26%	59%
Homeless Students	*	*	*	717	*	*	*	*	*	*	23%
Students in Foster Care	*	*	*	715	*	*	*	*	*	*	14%
Military-Connected Students	*	*	*	742	*	*	*	*	*	*	39%
Migrant Students	N	N	N	*	N	N	N	N	N	N	*



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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) 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	N	N

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. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 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



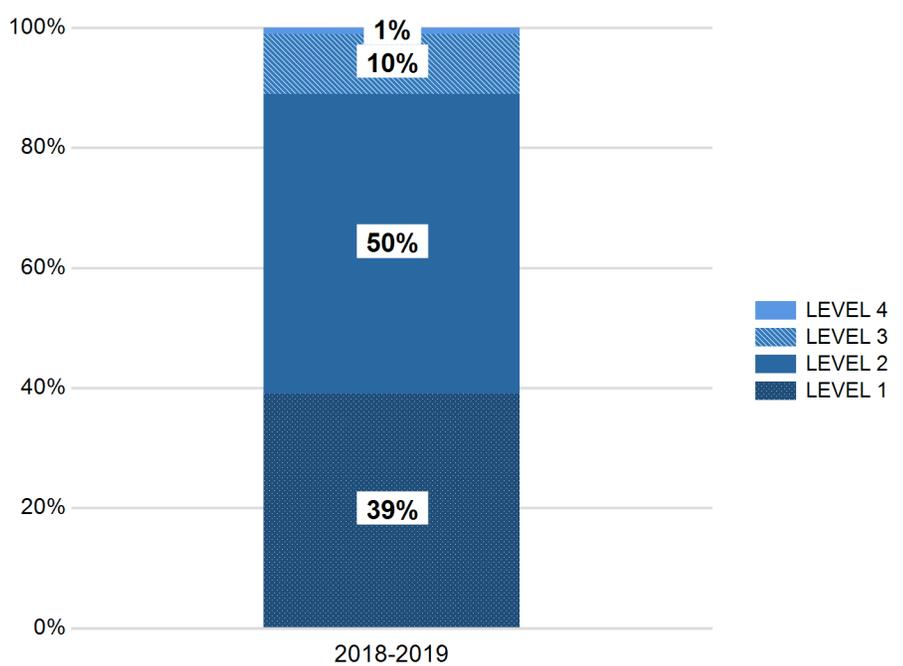
Gateway Regional High School
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the [assessment reports page](#) for DLM results.

NJSLA Science Assessment: Grade 8 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 8

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	39	50	10	1
White	35	51	13	1
Hispanic	58	42	0	0
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	35	53	13	0
Male	44	46	8	2
Economically Disadvantaged Students	51	45	4	0
Non-Economically Disadvantaged Students	33	52	14	1
Students with Disabilities	73	27	0	0
Students without Disabilities	30	56	13	1
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	*	*	*	*
Military-Connected Students	*	*	*	*
Migrant Students	N	N	N	N



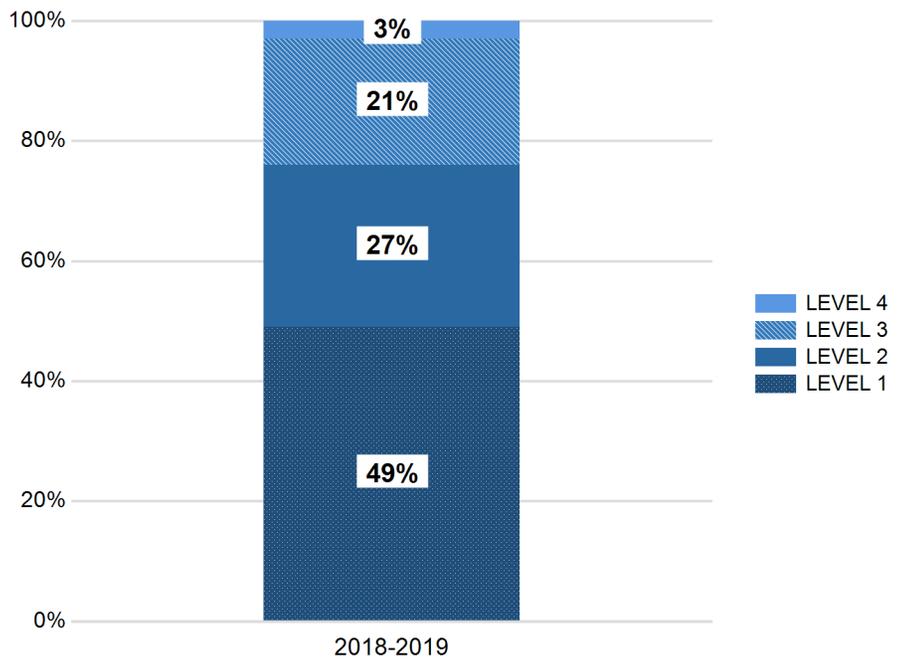
Gateway Regional High School
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NJSLA Science Assessment: Grade 11 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 11

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	49	27	21	3
White	39	31	26	3
Hispanic	*	*	*	*
Black or African American	78	11	6	6
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	49	27	21	3
Male	48	28	20	4
Economically Disadvantaged Students	67	24	10	0
Non-Economically Disadvantaged Students	42	29	25	4
Students with Disabilities	74	26	0	0
Students without Disabilities	43	28	25	4
English Learners	N	N	N	N
Non-English Learners	49	27	21	3
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	*	*	*	*
Migrant Students	N	N	N	N



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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 2018-19. 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 2018-19	54.2%	84.5%
12th graders taking SAT in 2018-19 or prior years	55.4%	72.1%
12th graders taking ACT in 2018-19 or prior years	*	19.6%

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	459	476	Grade 10: 430 Grade 11: 460	58%	61%
PSAT 10/NMSQT - Math	462	477	Grade 10: 480 Grade 11: 510	46%	43%
SAT - Reading and Writing	543	539	480	75%	70%
SAT - Math	526	541	530	53%	53%
ACT - Reading	*	25	22	*	66%
ACT - English	*	24	18	*	81%
ACT - Math	*	24	22	*	65%
ACT - Science	*	24	23	*	57%



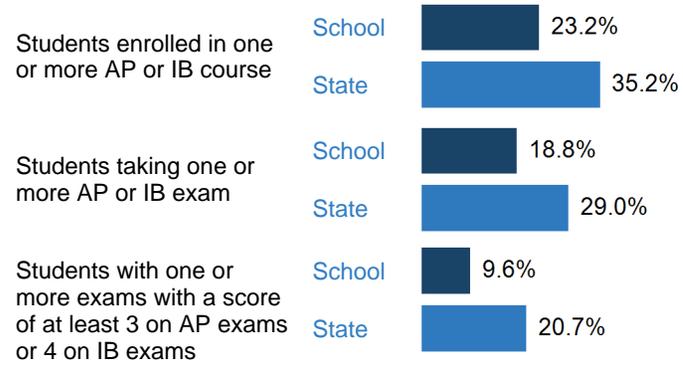
Gateway Regional High School
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International 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 of 11th and 12th graders who were 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	13	8
AP Calculus AB	21	17
AP Calculus BC	4	2
AP Chemistry	4	4
AP Computer Science A	4	1
AP English Language and Composition	12	12
AP English Literature and Composition	22	16
AP French Language and Culture	8	4
AP Latin (Virgil, Catullus and Horace)	7	3
AP Physics 1	6	2
AP Psychology	15	14
AP Spanish Language	2	1
AP Studio Art—Drawing Portfolio	5	2
AP U.S. Government and Politics	5	5
AP U.S. History	13	7
Exams with scores of at least 3 on AP exams or 4 on IB exams		43



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AP/IB Course	Students Enrolled	Students Tested
Total Exams taken		98



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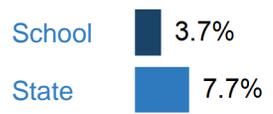
This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit the [NJDOE's Career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

Career and Technical Education Participation

The graphs below show the percentage of students in grades 9 through 12 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.

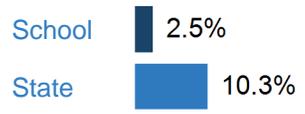
CTE Participants

(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 in grades 9 through 12 who participated in Structured Learning Experiences during the school year. Structured Learning Experiences can include work-based learning programs, internships, apprenticeships, and service learning experiences and can be paid or unpaid.

Structured Learning Experiences





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Career and Technical Education Participation by Student Group

This table shows the percentage of students, both overall and by student group, in grades 9 through 12 who were enrolled in courses in approved Career and Technical Education (CTE) programs. CTE participants have completed only one course in an approved CTE program. CTE concentrators have completed two or more courses in a single approved CTE program and/or have completed the entire CTE program. Students enrolled in shared-time CTE programs in a county vocational school district are included in the percentages for both the county vocational school and their sending high school.

Student Group	School: % CTE Participants	School: % CTE Concentrators	State: % CTE Participants	State: % CTE Concentrators
Schoolwide	3.7%	2.5%	7.7%	10.3%
White	4.1%	*	6.1%	9.6%
Hispanic	*	0.0%	10.3%	11.3%
Black or African American	0.0%	0.0%	9.0%	11.2%
Asian, Native Hawaiian, or Pacific Islander	0.0%	0.0%	5.8%	9.3%
American Indian or Alaska Native	*	*	10.3%	12.7%
Two or More Races	0.0%	0.0%	6.8%	12.1%
Female	*	0.0%	7.3%	10.6%
Male	*	4.8%	8.0%	10.1%
Economically Disadvantaged Students	*	0.0%	10.4%	11.8%
Students with Disabilities	*	*	6.6%	9.2%
English Learners	*	*	8.7%	3.2%
Homeless Students	*	0.0%	8.1%	6.6%
Students In Foster Care	*	*	6.4%	5.0%
Military-Connected Students	*	*	9.7%	13.3%
Migrant Students	N	N	10.4%	*



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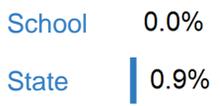
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Industry-Valued Credentials

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	37		
Total (All Clusters)	37	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	6	0	0	0	0	0	138
8	36	3	0	0	0	0	106
9	64	53	3	0	0	0	38
10	42	28	63	12	0	0	20
11	5	5	24	37	14	0	78
12	0	2	1	5	21	27	37
Total	153	91	91	54	35	27	417
Enrolled in AP/IB Course					25	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	22	3	0	0	133	0
10	15	132	0	0	3	0
11	146	9	0	0	4	11
12	17	6	0	0	3	21
Total	200	150	0	0	143	32
Enrolled in AP/IB Course	13	4		0	6	0
Enrolled in Dual Enrollment Course	0	41	0	0	6	32



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Social Studies and History - Course Participation

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

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	139	17	0	0	0	1
10	6	140	0	13	0	10
11	2	153	0	14	0	48
12	0	11	0	31	0	21
Total	147	321	0	58	0	80
Enrolled in AP/IB Course	0	13	0	15		5
Enrolled in Dual Enrollment Course	0	13	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	27	67	0	38	0	0	0
8	59	43	0	21	0	0	0
9	73	49	0	11	0	0	0
10	80	35	0	17	0	0	0
11	31	16	0	7	0	0	0
12	4	9	0	7	0	0	0
Total	274	219	0	101	0	0	0
Enrolled in AP/IB Course	2	8	0	7	0	0	0
Enrolled in Dual Enrollment Course	41	27	0	25	0	0	0
Enrolled in Level 3 or Higher	41	27	0	25	0	0	0



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Computer Science and Information Technology – Course Participation

This table shows the number of students who were enrolled in Computer Science and Information Technology (IT) 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	Computer Programming	Computing Systems	Other Computer Science	Networking	Information Systems	Other IT
7	N	N	N	N	N	N
8	N	N	N	N	N	N
9	5	0	0	0	0	0
10	5	0	0	0	0	0
11	3	0	0	0	1	0
12	N	N	N	N	N	N
Total	13	0	0	0	1	0
Enrolled in AP/IB Course	4		0			0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0



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Seal of Biliteracy

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

Language	Students Earning a Seal of Biliteracy
Total	0



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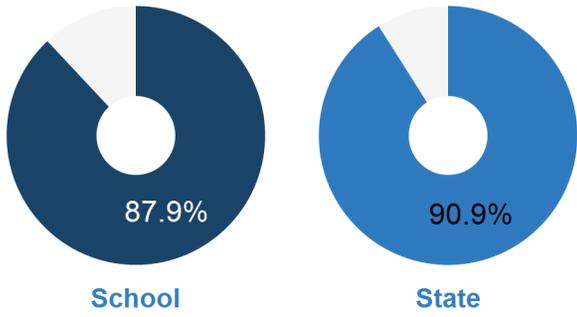
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Visual and Performing Arts – Course Participation

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

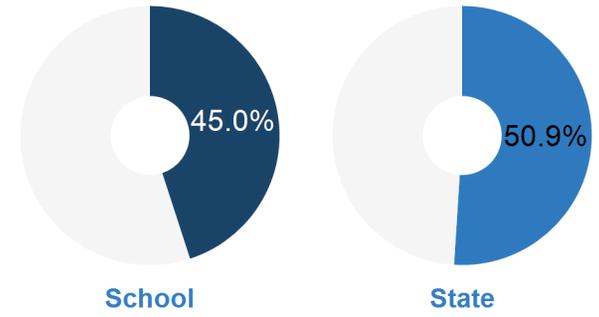
Grades 6-8:

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

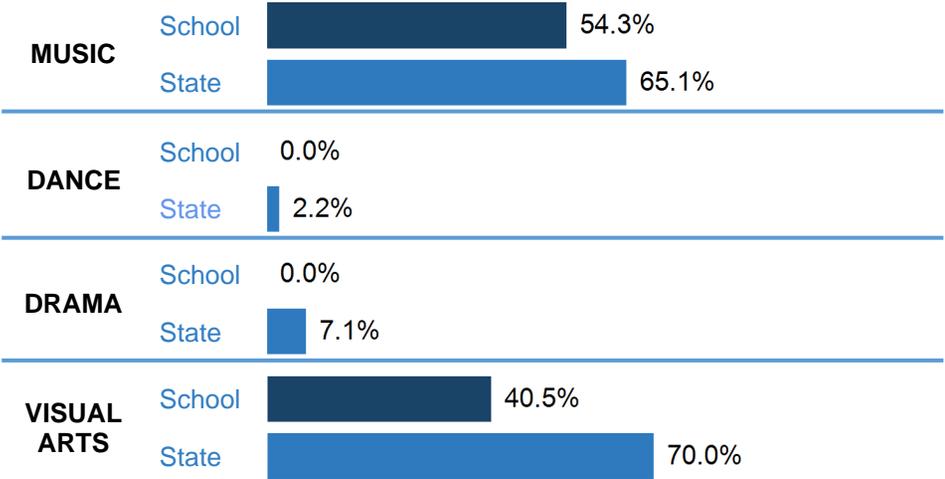


Grades 9-12:

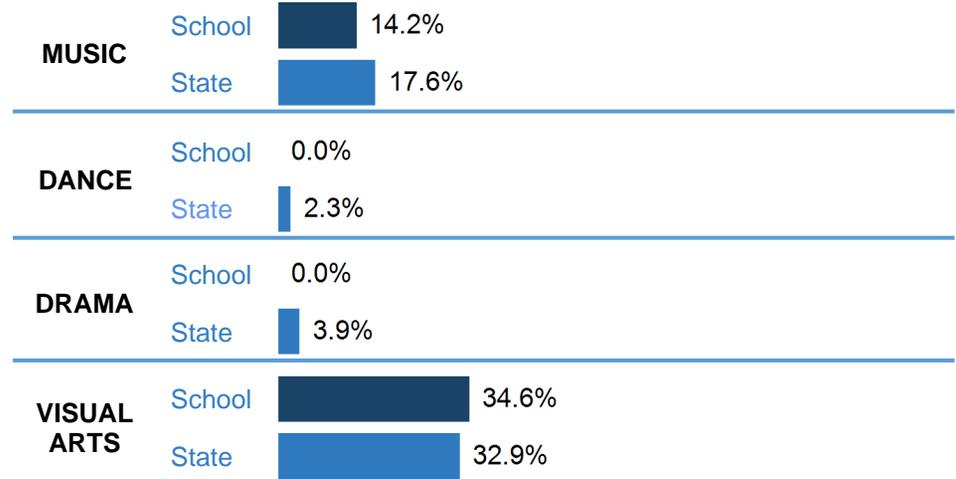
Students enrolled in one or more **visual and performing arts** classes



Students enrolled in one or more classes by discipline:



Students enrolled in one or more classes by discipline:





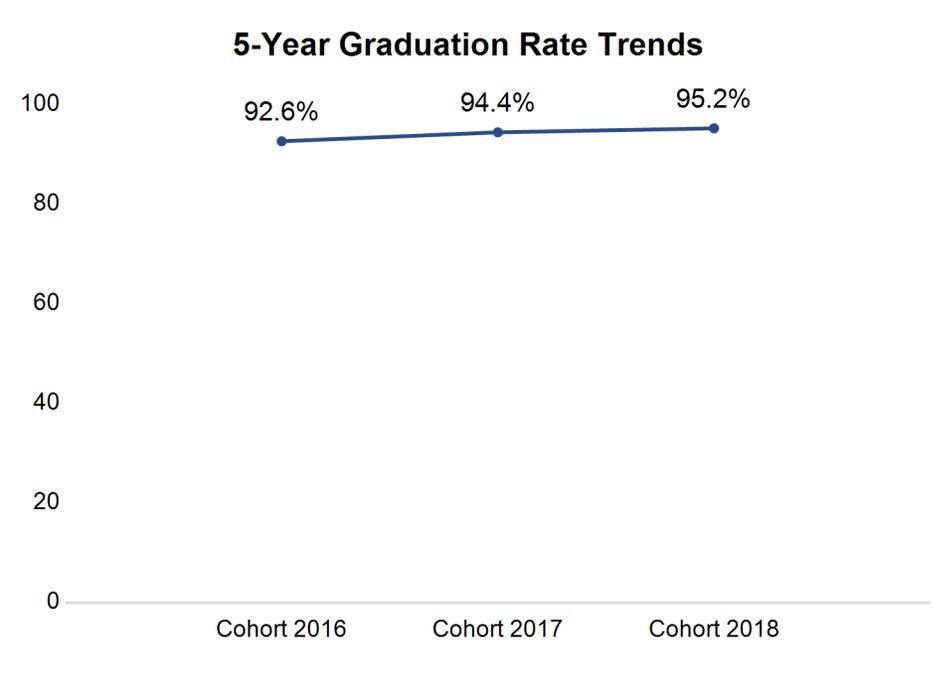
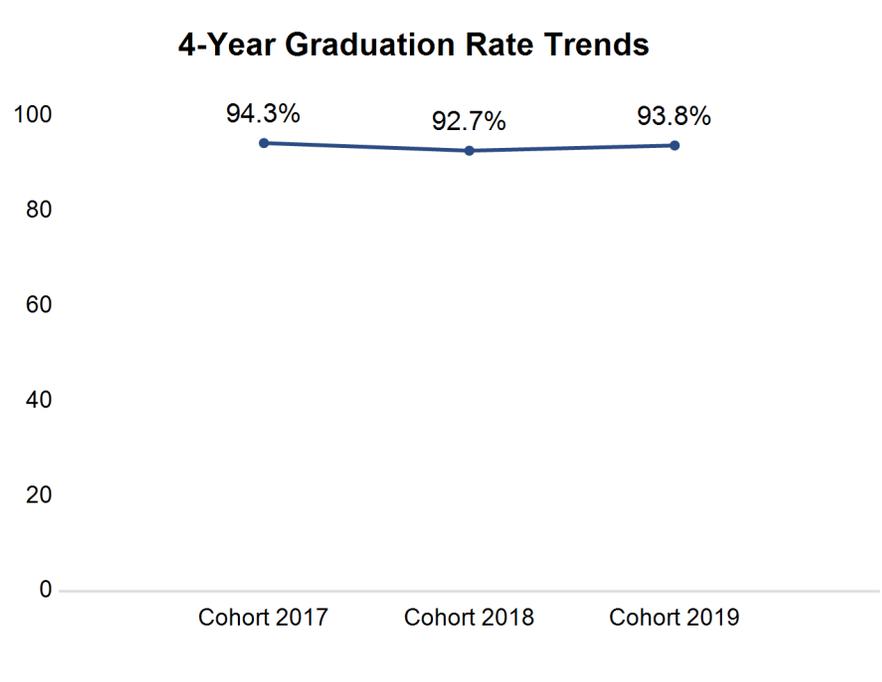
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Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the [NJDOE Graduation Rate page](#).

Graduation Rate Trends and Progress

These graphs show the 4-year and 5-year adjusted cohort graduation rates for the most recent three cohorts of students. The table below shows whether annual targets were met for each cohort. Note that for accountability and annual targets, graduation data from the prior year is used, so annual target status for Cohort 2019 4-Year and Cohort 2018 5-Year are not provided.



Performance Measure	Cohort 2017 4-Year Rate	Cohort 2018 4-Year Rate	Cohort 2019 4-Year Rate	Cohort 2016 5-Year Rate	Cohort 2017 5-Year Rate	Cohort 2018 5-Year Rate
Graduation Rate	94.3%	92.7%	93.8%	92.6%	94.4%	95.2%
Annual Target	84.2%	84.8%		86.3%	86.8%	
Met Annual Target?	Met Target	Met Target		Met Target	Met Target	
Statewide Graduation Rate	90.5%	90.9%	90.6%	91.8%	92.4%	92.5%



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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 2018 4-year rate and the Class of 2017 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 2019: 4 Year Rate	State - Class of 2019: 4 Year Rate	School - Class of 2018: 5 Year Rate	State - Class of 2018: 5 Year Rate	Class of 2018: 4 Year Rate	Class of 2018: 4 Year Target	Class of 2018: Met Target	Class of 2017: 5 Year Rate	Class of 2017: 5 Year Target	Class of 2017: Met Target
Schoolwide	93.8%	90.6%	95.2%	92.5%	92.7%	84.8%	Met Target	94.4%	86.8%	Met Target
White	94.4%	94.9%	96.2%	95.9%	94.7%	85.9%	Met Target	94.1%	86.1%	Met Target
Hispanic	92.3%	84.5%	90.9%	87.3%	90.9%	**	**	*	**	**
Black or African American	*	83.3%	*	87.1%	*	**	**	100.0%	**	**
Asian, Native Hawaiian or Pacific Islander	*	96.9%	*	97.8%	*	**	**	*	**	**
American Indian or Alaska Native	*	92.2%	N	88.9%	N	N	N	N	N	N
Two or More Races	N	91.4%	*	94.2%	*	**	**	*	**	**
Female	93.8%	92.8%	98.4%	94.4%	96.8%			98.8%		
Male	93.7%	88.5%	93.3%	90.8%	90.2%			90.4%		
Economically Disadvantaged Students	97.4%	84.0%	88.7%	87.3%	86.9%	72.5%	Met Target	91.9%	79.6%	Met Target
Students with Disabilities	89.5%	79.2%	94.3%	83.8%	94.1%	73.2%	Met Target	79.4%	79.0%	Met Target
English Learners	*	75.4%	N	80.1%	N	N	N	N	N	N
Homeless Students	N	74.6%	*	78.3%	*			*		
Students in Foster Care	N	57.6%	*	82.5%	*			N		
Migrant Students	N	83.3%	N	85.0%	N			N		



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Graduation Pathways

Dropout Rate Trends

This table shows the percentage of Cohort 2019 graduates that met high school graduation requirements through each type of graduation pathway for both English Language Arts (ELA) and Math.

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

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
Statewide Assessment	55.6%	68.1%
Substitute Competency Test	43.7%	31.1%
Portfolio Appeals Process	0.0%	0.0%
Alternate Requirements specified in IEP	0.7%	0.7%
Unknown	0.0%	0.0%

School Year	School Rate	State Rate
2018-2019	0.8%	1.2%
2017-2018	1.5%	1.2%
2016-2017	0.8%	1.1%



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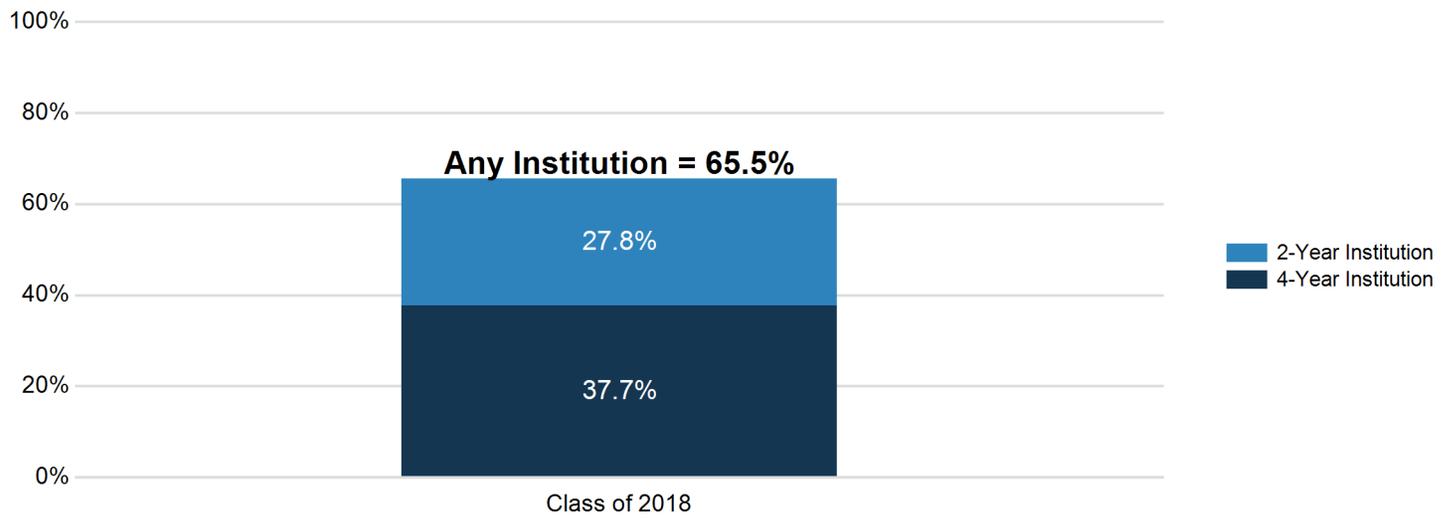
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Information about students enrolling in colleges and universities after graduation is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

Postsecondary Enrollment Rate Summary

The graphs and tables below show the percentage of graduates that have enrolled in 2-year and 4-year institutions within 16 months of graduating from high school.

Postsecondary Enrollment 16 months after Graduation



Performance Measure	Class of 2018
% Enrolled in 2-Year Institution	27.8%
% Enrolled in 4-Year Institution	37.7%
% Enrolled in Any Postsecondary Institution	65.6%



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Postsecondary Enrollment Rates: Fall

This table shows information about Class of 2019 high school graduates enrolled in postsecondary institutions by the fall of 2019. 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 that were enrolled in 2-year and 4-year institutions.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	72%	28.7%	71.3%
Schoolwide	53.6%	45.9%	54.1%
White	55.6%	41.5%	58.5%
Hispanic	38.5%	80%	20%
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	*	*	*
Two or More Races	*	*	*
Economically Disadvantaged Students	44.4%	62.5%	37.5%
Students with Disabilities	14.3%	66.7%	33.3%
English Learners	*	*	*

Postsecondary Enrollment Rates: 16 month

This table shows information about Class of 2018 high school graduates enrolled in postsecondary institutions by the fall of 2019. 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 that were enrolled in 2-year and 4-year institutions, public or private institutions, and in-state and out-of-state institutions.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	77.8%	30.9%	69.1%	72.9%	27.1%	65.5%	34.5%
Schoolwide	65.6%	42.4%	57.6%	74.7%	25.3%	64.6%	35.4%
White	66.7%	42.7%	57.3%	72%	28%	61%	39%
Hispanic	63.6%	57.1%	42.9%	85.7%	14.3%	71.4%	28.6%
Black or African American	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	*	*	*
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	55.4%	54.8%	45.2%	83.9%	16.1%	80.6%	19.4%
Students with Disabilities	39.4%	84.6%	15.4%	92.3%	7.7%	92.3%	7.7%
English Learners	N	N	N	N	N	N	N



Gateway Regional High School
 (15-1715-050)
 Grades Offered: 07-12
 2018-2019

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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. Students with fewer than 45 days in membership are excluded from attendance calculations.

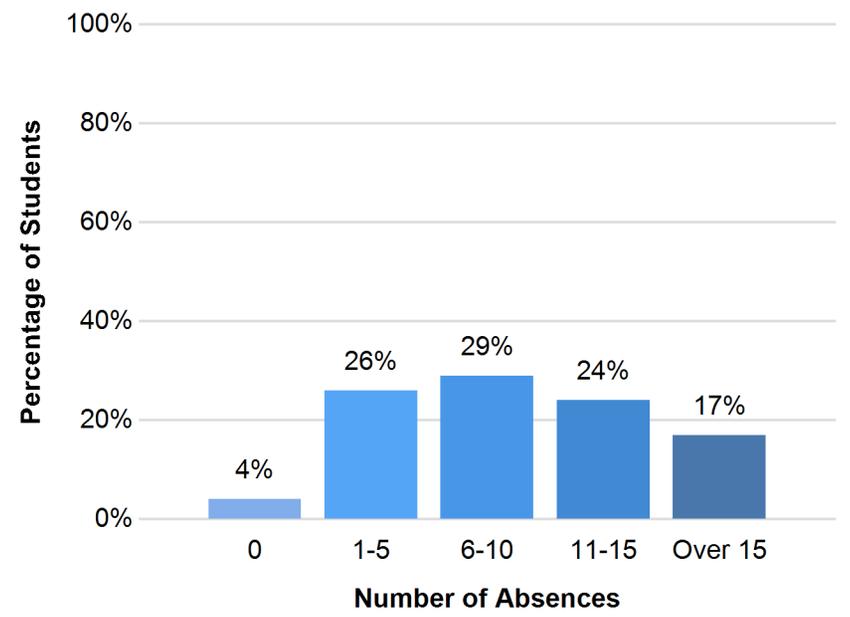
Chronic Absenteeism

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	55	6.1	12.6	Met
White	38	5.3	12.6	Met
Hispanic	6	7.8	12.6	Met
Black or African American	11	16.9	12.6	Not Met
Asian, Native Hawaiian, or Pacific	*	*	12.6	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	0	0	12.6	Met
Female	25	5.7		
Male	30	6.5		
Economically Disadvantaged Students	23	10.1	12.6	Met
Students with Disabilities	27	12.6	12.6	Met
English Learners	*	*	**	**
Homeless Students	5	33.3		
Students in Foster Care	2	20.0		
Military-Connected Students	*	*		
Migrant Students	N	N		

Days Absent

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





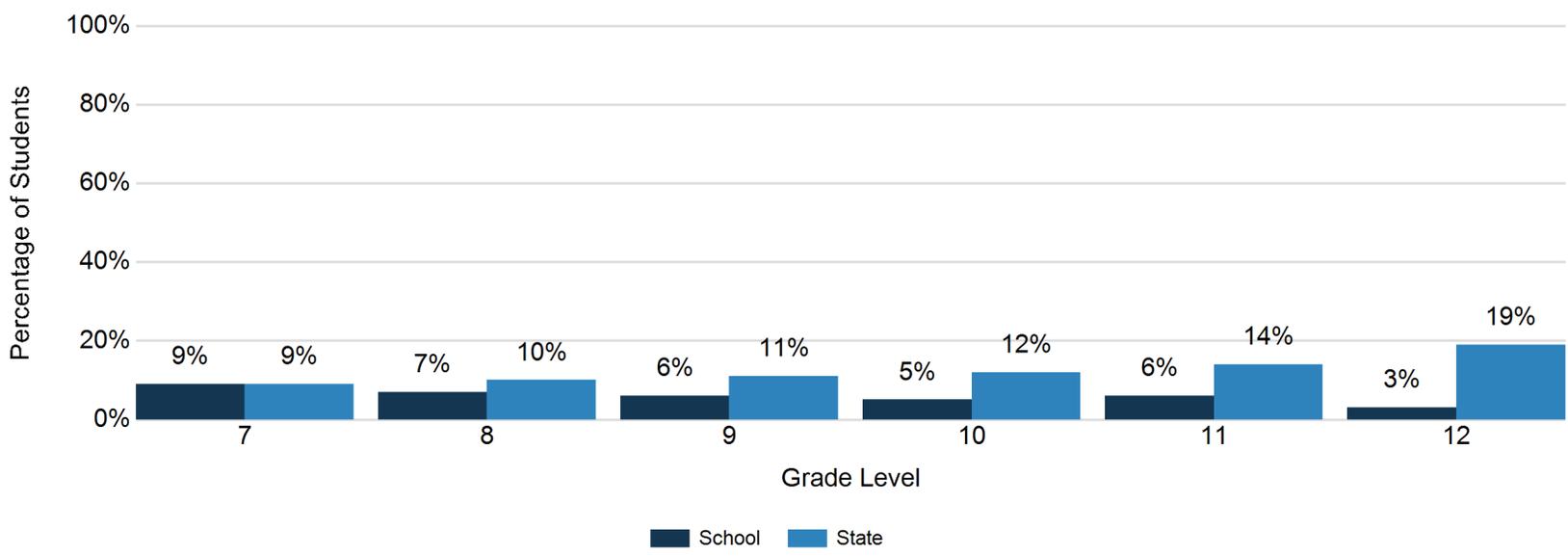
Gateway Regional High School
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Chronic Absenteeism by Grade

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), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

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	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	5
Total Unique Incidents	5
Incidents Per 100 Students Enrolled	0.56

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

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	1	1	2
Religion	0	1	1
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	1	1
Disability	0	0	0
Other	0	2	2
No Identified Nature	14		14

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

School Days Missed due to Out-of-School Suspensions
0



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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	5 Hrs. 52 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 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 through 10. 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
2018-19	1:1



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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 – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	85	118,214
Average years experience in public schools	14.3	12.1
Average years experience in district	12.0	10.8
Percentage of Teachers with 4 or more years experience in the district	80.0%	75.3%

Administrators – Experience (District Level)

This table shows information about the experience of administrators assigned to this district and across the state.

Category	Admin. in District	Admin. in State
Total Number of administrators	14	9,530
Average years experience in public schools	18.2	16.0
Average years experience in district	11.6	12.0
Percentage of Administrators with 4 or more years experience in the district	85.7%	76.9%

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	64:1	64:1
Teachers to Administrators	6:1	6:1
Students to Librarians/Media Specialists		890:1
Students to Nurses		890:1
Students to Counselors		222:1
Students to Child Study Team Members		127:1



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Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	49.0%	70.6%	64.3%	48.4%	77.1%	54.9%
Male	51.0%	29.4%	35.7%	51.6%	22.9%	45.1%
White	79.0%	95.3%	92.9%	42.4%	83.6%	77.4%
Hispanic	8.5%	3.5%	7.1%	29.9%	7.3%	7.2%
Black or African American	7.2%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	2.4%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.1%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.2%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	2.6%	1.2%	0.0%	2.1%	0.2%	0.2%



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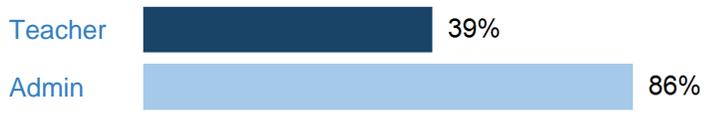
Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by 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.

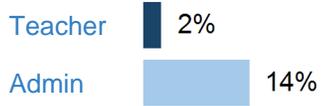
Bachelor's Degree



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 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	89.8%	90.5%
2017-18 Administrators: Same district 2018-19	100.0%	87.9%

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
2018-19	96.4%



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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.



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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).

Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

- Comprehensive Support and Improvement - Overall Low Performing:** Schools with a summative score in the bottom 5% of Title I schools.
- Comprehensive Support and Improvement - Low Graduation Rate:** High schools with a four-year graduation rate of 67% or less
- Targeted Support and Improvement - Low Performing Student Group:** Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

- Targeted Support and Improvement - Consistently Underperforming Student Group:** Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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](#).

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Targeted Support and Improvement
Category of Identification	Low Performing Student Group (ATSI)
Year Eligible to Exit Status	2021
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	Low Performing Student Group (ATSI)
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.



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ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	37.2%	50.4%	46.3%
Math Proficiency	19.1%	28.4%	27.0%
ELA Growth	35	54	36
Math Growth	27	44	33
4-Year Graduation Rate†	94.3%	92.7%	93.8%
5-Year Graduation Rate†	92.6%	94.4%	95.2%
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	22.7%	26.1%	6.1%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



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Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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](#).

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey 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 every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.



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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

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	Met Target†	Met Target†	Met Target	Met Target	Not Met	Not Met	**	Met	No
White	Met Target	Met Target	Met Target	Met Target	Not Met	Not Met	n/a	Met	No
Hispanic	Not Met	Met Target†	**	**	Not Met	**	n/a	Met	No
Black or African American	Not Met	Met Target†	**	**	**	**	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	**	**	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	**	**	n/a	Met	No
Economically Disadvantaged Students	Met Target†	Met Target†	Met Target	Met Target	Not Met	Not Met	n/a	Met	No
Students with Disabilities	Not Met	Not Met	Met Target	Met Target	Not Met	Not Met	n/a	Met	No
English Learners	**	**	**	**	**	**	**	**	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 the school or district 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 the first NJ school recognized by EntreEd, the National Consortium for Entrepreneurship Education, as one of America's Entrepreneurial Schools, for challenging every student in every class with real-world projects. Gateway has been 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. We provide 1:1 Chromebooks; textbooks and course materials are primarily provided in digital format. Highlights including number of CTE pathways and a robust language program that includes Spanish, French and Latin. With 15+ AP classes and 18+ honors classes, Gateway provides a solid foundation for students who plan to attend college. 12 dual credit opportunities that help Gateway students earn college credit while in high school. Gateway is also dedicated to preparing students who plan to enter the world of work with the skills they need to succeed. Our Gateway2Careers internship program allows students to spend part of their senior year exploring careers that interest them. Gateway’s curriculum, course syllabi, grading, testing policies and other information are available on the Gateway Regional website.</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), Wrestling (Boys & Girls)</p> <p>Sports are an important and dynamic part of the Gateway experience. Our 23 varsity teams compete in the highly competitive Colonial Conference and include boys and girls soccer, basketball, cross country, track and field, tennis and swimming, as well as boys football, wrestling and golf and girls field hockey, lacrosse and cheerleading. In the past year, 13 of the 18 teams with postseason tournaments qualified for the playoffs. The football, baseball, golf, boys tennis and girls tennis teams won division titles, the girls tennis team reached the South Jersey championship, and the football team had its best season in school history, going undefeated in the regular season.</p>
 <p>Clubs and Activities:</p>	<p>From the Anime Club to the Fishing Club, Gateway’s more than 30 clubs offer students a chance to relax and enjoy the company of others who share their interests. For years, Gateway’s music program has been synonymous with excellence. The award-winning Ragin’ Gator marching band recently placed third overall and first in percussion in the New Jersey state championships, among other top finishes in competition. Our annual musical receives rave reviews for its professionalism each year. Chorus, concert band and jazz band opportunities are offered for every grade level, with Madrigals and special chorus opportunities available via audition. Gators have opportunities throughout the year to give back to the school’s communities, including numerous food drives, clothing collections and fundraisers. The annual school-wide community service day sends high school students into their towns to clean up parks and read to elementary school students.</p>



Gateway Regional High School
 (15-1715-050)
 Grades Offered: 07-12
 2018-2019

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- N** No Data is available to display
- † This indicates a table specific note, see note below table

School Narrative

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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>Gateway values lifelong learning for teachers and administrators. 2018-2019 highlights of our professional learning included focusing on data and assessment literacy and building entrepreneurial mindsets. Teachers are encouraged to attend professional learning and to bring skills back to their peers in professional learning communities and during peer-led learning sessions. Gateway shares decision-making through committees focused on a variety of topics.</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. 41% of the Class of 2019 matriculated to a 4 year college and 22% to a 2 year college. 4% joined the military. 16% joined the workforce and 16% obtained a career apprenticeship upon graduation.</p>



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 <p>Student Supports and Services:</p>	<p>Gateway supports students through a variety of programs and structures, including small-class sizes, coteaching, supplemental and academic skills courses, and more. Our Student Success Team and Child Study Teams actively seek ways to support all students. Gateway Special Education parents are invited to participate in the SEPAG, an advisory group.</p>
 <p>Student Health and Wellness:</p>	<p>Gateway is proud to offer students and families a number of opportunities for support in the area of health and wellness. Along with the district's Guidance and Child Study Team Departments, Gateway provides a full time licensed social worker who is also certified as a crisis disaster relief counselor. During the past school year the district added to their support network with the addition of a full time mental health coordinator who is tasked with establishing community support for the district. Finally, Gateway utilizes NJ's PBSIS program as a means to provide a tiered intervention system for a range of school intervention needs including conduct, behavior and social and emotional wellness. Gateway offers several non-traditional physical education electives in addition to PE classes, including Fishing, Yoga, and Weight Training. Gateway's physical education courses are structured to allow students choice of activities.</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. 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, Parents, Administrators, Teachers</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. A state-of-the-art artificial turf field and running track in the school's Angelo Natoli Stadium, six immaculate tennis courts and spacious grass playing fields are highlights of Gateway's sports facilities.</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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 <h3>Other Information</h3>	<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 of South Jersey, Gloucester Campus for graduates of the Technology Education program.</p>
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