NJ SCHOOL PERFORMANCE REPORT

Lakeland Regional High School
(31-2510-050)
Grades Offered: 09-12
2018-2019

Report Key:
 * Data is not displayed in order to protect student privacy
** Accountability calculations require 20 or more students
N No Data is available to display
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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	Passaic
District	Lakeland Regional High School District
Principal Name	Mr. Hugh Beattie
Address	205 CONKLINTOWN ROAD WANAQUE, NJ 07465-2198
Phone Number	973-835-1900
Email Address	hbeattie@lakeland.k12.nj.us
Website	https://www.lakeland.k12.nj.us
Facebook	https://www.facebook.com/Lakeland-Regional-High-School-865623113573984/
Twitter	https://twitter.com/LRHSNJ

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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
9	235	241	243
10	242	226	233
11	212	229	217
12	242	217	236
Total	931	913	929

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	49.3%	49.7%	48.8%
Male	50.7%	50.3%	51.2%
Economically Disadvantaged Students	13.7%	14.1%	13.9%
Students with Disabilities	15.9%	17.6%	16.5%
English Learners	0.2%	0.9%	0.4%
Homeless Students	1.1%	1.1%	1.3%
Students in Foster Care	0.0%	0.0%	0.0%
Military-Connected Students	0.0%	0.1%	0.1%
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	78.1%	78.8%	77.1%
Hispanic	13.2%	12.2%	14.0%
Black or African American	1.8%	2.2%	2.7%
Asian	4.3%	3.8%	3.4%
Native Hawaiian or Pacific Islander	0.1%	0.3%	0.3%
American Indian or Alaska Native	1.1%	1.1%	1.0%
Two or More Races	1.4%	1.4%	1.5%

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	920	903	926
Shared Time Students	18	18	5
Full Time Equivalent	929	912	929

Enrollment by Home Language

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

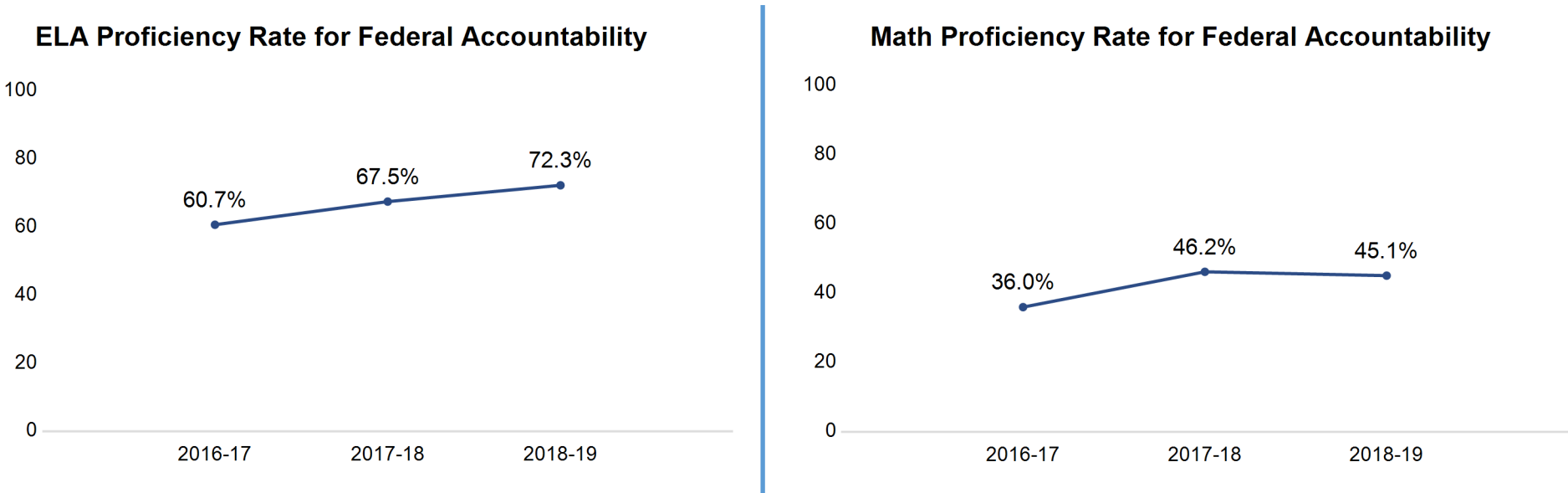| Home Language	% of Students
English	95.2%
Spanish	2.3%
Polish	1.0%
Other Languages	1.6%

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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

- 2016-17: 60.7%
- 2017-18: 67.5%
- 2018-19: 72.3%

Math Proficiency Rate for Federal Accountability

- 2016-17: 36.0%
- 2017-18: 46.2%
- 2018-19: 45.1%

Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	97.9%	99.3%	97.7%	96.7%	98.9%	97.9%
Proficiency Rate for Federal Accountability	60.7%	67.5%	72.3%	36.0%	46.2%	45.1%
Annual Target	60.6%	61.6%	62.7%	39.3%	41.5%	43.6%
Met Annual Target?	Met Target	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	466	97.7	72.3	72.3	57.9	72.3	62.7	Met Target
White	356	97.6	76.1	76.1	66.9	76.1	66.6	Met Target
Hispanic	74	98.7	60.8	60.8	43.9	60.8	50.1	Met Target
Black or African American	14	100.0	35.7	35.7	38.5	35.7	**	**
Asian, Native Hawaiian, or Pacific Islander	10	100.0	90.0	90.0	82.9	90.0	**	**
American Indian or Alaska Native	*	*	*	*	56.0	*	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	221	98.2	77.8	77.8	64.8	77.8		
Male	245	97.3	67.3	67.3	51.3	67.3		
Economically Disadvantaged Students	68	95.8	50.0	50.0	40.0	50.0	39.9	Met Target
Non-Economically Disadvantaged Students	398	98.0	76.1	76.1	67.9	76.1		
Students with Disabilities	84	91.6	27.4	27.4	22.7	26.3	21	Met Target
Students without Disabilities	382	99.2	82.2	82.2	65.1	82.2		
English Learners	*	*	*	*	29.3	*	**	**
Non-English Learners	*	*	*	*	60.6	*		
Homeless Students	*	*	*	*	29.1	*		
Students In Foster Care	N	N	N	N	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

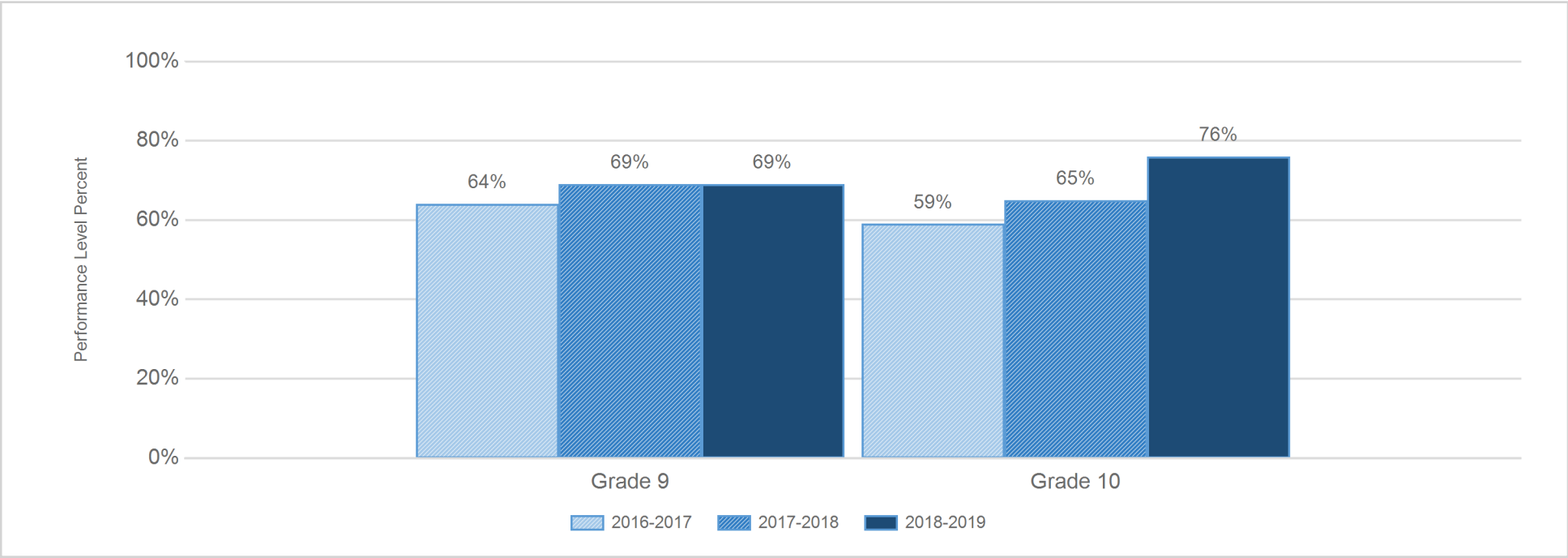**NJ SCHOOL PERFORMANCE REPORT**

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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 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	236	762	762	753	*	*	18%	50%	18%	69%	56%
White	178	766	766	762	*	*	16%	53%	21%	74%	65%
Hispanic	41	751	751	737	*	*	27%	*	*	54%	40%
Black or African American	*	*	*	732	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	783	*	*	*	*	*	*	84%
American Indian or Alaska Native	*	*	*	754	*	*	*	*	*	*	57%
Two or More Races	*	*	*	761	*	*	*	*	*	*	63%
Female	114	765	765	760	*	*	15%	54%	21%	75%	63%
Male	122	759	759	746	*	*	21%	48%	16%	63%	49%
Economically Disadvantaged Students	31	734	734	734	*	*	*	35%	0%	35%	36%
Non-Economically Disadvantaged Students	205	766	766	762	*	*	*	53%	21%	74%	65%
Students with Disabilities	38	731	731	717	*	*	34%	*	*	26%	17%
Students without Disabilities	198	768	768	760	*	*	15%	*	*	77%	63%
English Learners	*	*	*	693	*	*	*	*	*	*	*
Non-English Learners	*	*	*	755	*	*	*	*	*	*	*
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	22%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	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	230	775	775	757	*	*	15%	42%	34%	76%	58%
White	178	779	779	767	*	*	16%	42%	36%	78%	67%
Hispanic	34	765	765	738	*	*	*	35%	32%	68%	43%
Black or African American	*	*	*	733	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	792	*	*	*	*	*	*	84%
American Indian or Alaska Native	*	*	*	754	*	*	*	*	*	*	56%
Two or More Races	*	*	*	766	*	*	*	*	*	*	65%
Female	105	782	782	766	*	*	14%	42%	40%	82%	66%
Male	125	770	770	749	*	*	16%	42%	29%	71%	51%
Economically Disadvantaged Students	35	760	760	735	*	*	*	*	*	66%	40%
Non-Economically Disadvantaged Students	195	778	778	767	*	*	*	*	*	78%	67%
Students with Disabilities	44	728	728	711	*	*	36%	*	*	27%	19%
Students without Disabilities	186	787	787	765	*	*	10%	*	*	88%	65%
English Learners	*	*	*	687	*	*	*	*	*	*	*
Non-English Learners	*	*	*	760	*	*	*	*	*	*	*
Homeless Students	*	*	*	723	*	*	*	*	*	*	32%
Students in Foster Care	N	N	N	710	N	N	N	N	N	N	22%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	710	N	N	N	N	N	N	10%

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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	461	97.9	45.1	45.1	44.5	45.1	43.6	Met Target
White	350	97.5	48.6	48.6	54.1	48.6	46.6	Met Target
Hispanic	74	100.0	35.1	35.1	28.8	35.1	36	Met Target†
Black or African American	15	100.0	13.3	13.3	23.0	13.3	**	**
Asian, Native Hawaiian, or Pacific Islander	10	100.0	50.0	50.0	76.5	50.0	**	**
American Indian or Alaska Native	*	*	*	*	42.7	*	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	221	98.7	42.5	42.5	44.9	42.5		
Male	240	97.2	47.5	47.5	44.2	47.5		
Economically Disadvantaged Students	69	97.2	21.7	21.7	26.3	21.7	29.5	Met Target†
Non-Economically Disadvantaged Students	392	98.0	49.2	49.2	54.9	49.2		
Students with Disabilities	83	94.5	*	*	17.4	*	13.8	Not Met
Students without Disabilities	378	98.7	*	*	50.0	*		
English Learners	*	*	*	*	25.0	*	**	**
Non-English Learners	*	*	*	*	46.5	*		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	N	N	N	N	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

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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.

	2016-2017	2017-2018	2018-2019
Algebra I	33%	45%	25%
Geometry	34%	41%	61%
Algebra II	25%	28%	81%
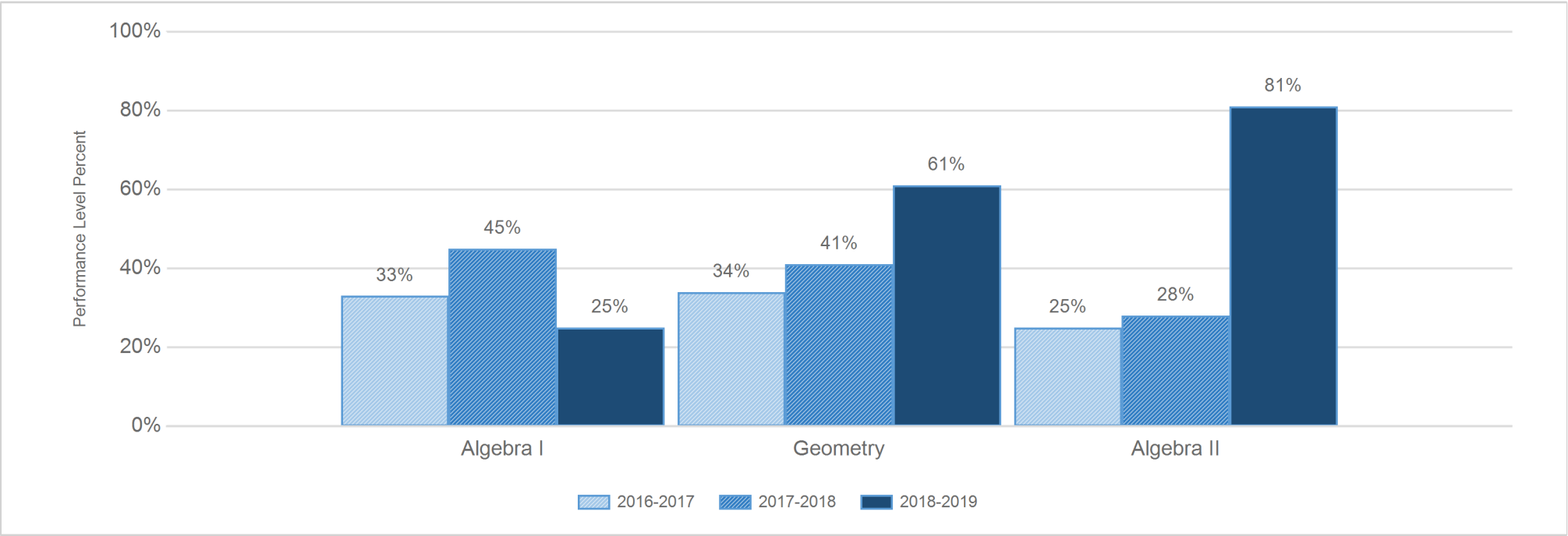
† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.

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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	232	733	733	744	6%	34%	36%	*	*	25%	42%
White	165	736	736	752	*	30%	38%	*	*	27%	53%
Hispanic	45	727	727	728	*	38%	33%	*	*	18%	24%
Black or African American	*	*	*	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	*	*	*	744	*	*	*	*	*	*	42%
Two or More Races	*	*	*	752	*	*	*	*	*	*	51%
Female	111	731	731	745	*	35%	34%	*	*	23%	44%
Male	121	736	736	743	*	32%	37%	*	*	26%	41%
Economically Disadvantaged Students	46	719	719	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	186	737	737	752	*	*	*	*	*	*	52%
Students with Disabilities	58	718	718	717	*	*	*	*	*	*	12%
Students without Disabilities	174	739	739	748	*	*	*	*	*	*	47%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	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	171	749	749	737	*	8%	26%	*	*	61%	35%
White	132	752	752	743	*	*	28%	*	*	64%	43%
Hispanic	26	740	740	724	*	*	*	54%	0%	54%	17%
Black or African American	*	*	*	720	*	*	*	*	*	*	14%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	762	*	*	*	*	*	*	70%
American Indian or Alaska Native	*	*	*	736	*	*	*	*	*	*	37%
Two or More Races	*	*	*	745	*	*	*	*	*	*	46%
Female	83	749	749	738	*	*	29%	*	*	61%	36%
Male	88	749	749	736	*	*	23%	*	*	61%	34%
Economically Disadvantaged Students	15	737	737	722	*	*	*	*	*	33%	16%
Non-Economically Disadvantaged Students	156	750	750	743	*	*	*	*	*	64%	43%
Students with Disabilities	22	715	715	712	*	*	*	*	*	*	*
Students without Disabilities	149	754	754	741	*	*	*	*	*	*	*
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	171	749	749	738	*	8%	26%	*	*	61%	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
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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2018-2019

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* **N** No Data is available to display
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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	58	773	773	755	0%	0%	19%	*	*	81%	58%
White	53	773	773	758	0%	0%	21%	*	*	79%	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	25	764	764	752	0%	0%	*	*	*	72%	55%
Male	33	779	779	758	0%	0%	*	*	*	88%	62%
Economically Disadvantaged Students	*	*	*	729	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	65%
Students with Disabilities	*	*	*	715	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	756	*	*	*	*	*	*	60%
English Learners	N	N	N	696	N	N	N	N	N	N	11%
Non-English Learners	58	773	773	755	0%	0%	19%	*	*	81%	59%
Homeless Students	*	*	*	717	*	*	*	*	*	*	23%
Students in Foster Care	N	N	N	715	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	39%
Migrant Students	N	N	N	*	N	N	N	N	N	N	*

Lakeland Regional High School
(31-2510-050)
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2018-2019

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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
9	N	N
10	N	N
11	*	*

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. 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	N	N	N
5 or more	N	N	N

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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in 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 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.
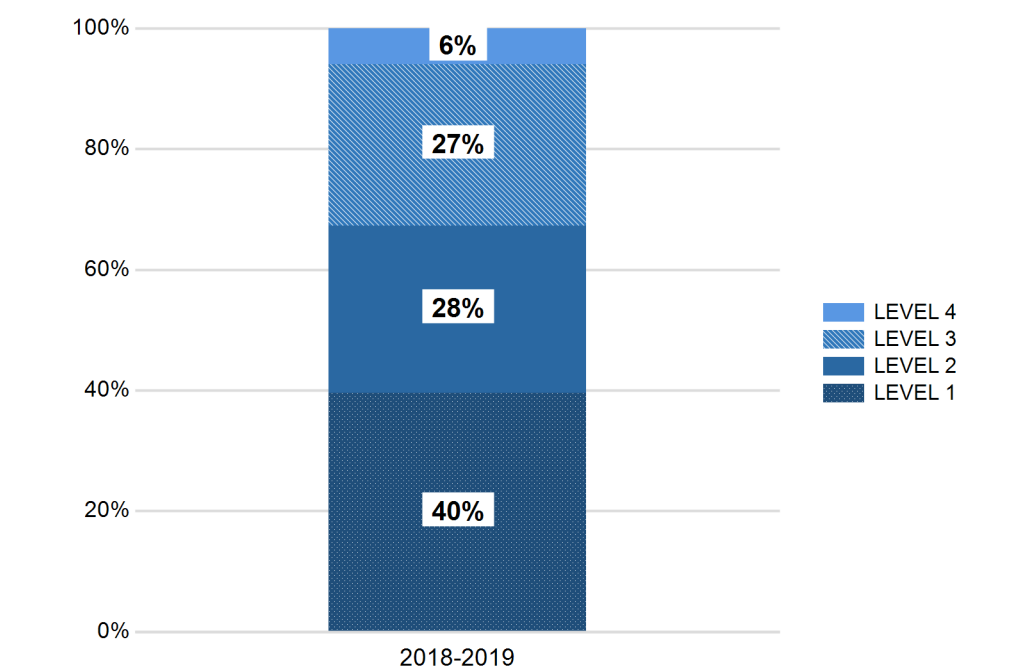
NJSLA Science Assessment: Grade 11

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	40	28	27	6
White	37	29	27	7
Hispanic	59	22	19	0
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	*	*	*	*
Two or More Races	*	*	*	*
Female	37	30	30	3
Male	44	25	23	9
Economically Disadvantaged Students	69	23	4	4
Non-Economically Disadvantaged Students	36	28	30	6
Students with Disabilities	83	17	0	0
Students without Disabilities	33	29	31	7
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	*	*	*	*

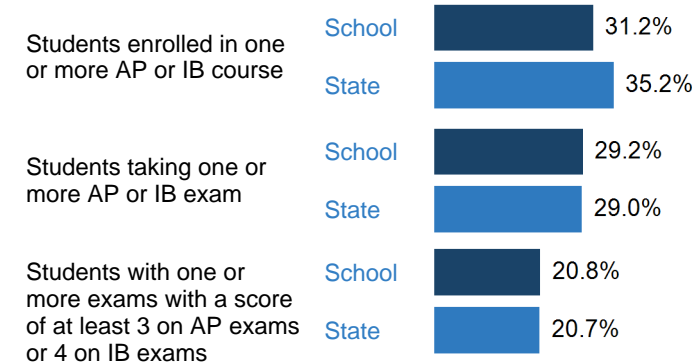**NJ SCHOOL PERFORMANCE REPORT**

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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	58.3%	84.5%
12th graders taking SAT in 2018-19 or prior years	79.7%	72.1%
12th graders taking ACT in 2018-19 or prior years	33.9%	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	512	476	Grade 10: 430 Grade 11: 460	81%	61%
PSAT 10/NMSQT - Math	499	477	Grade 10: 480 Grade 11: 510	58%	43%
SAT - Reading and Writing	550	539	480	78%	70%
SAT - Math	543	541	530	56%	53%
ACT - Reading	24	25	22	69%	66%
ACT - English	22	24	18	78%	81%
ACT - Math	22	24	22	51%	65%
ACT - Science	22	24	23	45%	57%

NJ SCHOOL PERFORMANCE REPORT

Lakeland Regional High School
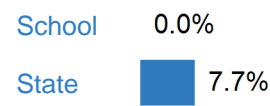(31-2510-050)
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International 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.

Students enrolled in one or more AP or IB course
School 31.2%
State 35.2%

Students taking one or more AP or IB exam
School 29.2%
State 29.0%

Students with one or more exams with a score of at least 3 on AP exams or 4 on IB exams
School 20.8%
State 20.7%

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.

Students enrolled in one or more dual enrollment course
School 18.8%
State 19.0%
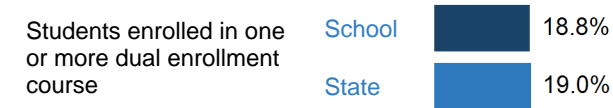
AP/ IB Courses Offered

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	14	13
AP Calculus AB	8	8
AP Calculus BC	8	8
AP Chemistry	13	13
AP Comparative Government and Politics	13	13
AP Computer Science Principles	26	26
AP English Literature and Composition	11	11
AP Environmental Science	23	23
AP German Language and Culture	0	1
AP Music Theory	7	4
AP Psychology	17	17
AP Spanish Language	5	5
AP Statistics	29	29
AP U.S. Government and Politics	15	14
AP U.S. History	46	46
Exams with scores of at least 3 on AP exams or 4 on IB exams		154

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AP/IB Course	Students Enrolled	Students Tested
Total Exams taken		231

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2018-2019

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)

School   0.0%

State   7.7%

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

School   *

State   10.3%

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

School   1.2%

State   3.3%

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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	0.0%	*	7.7%	10.3%
White	0.0%	*	6.1%	9.6%
Hispanic	0.0%	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	0.0%	*	8.0%	10.1%
Economically Disadvantaged Students	0.0%	0.0%	10.4%	11.8%
Students with Disabilities	0.0%	*	6.6%	9.2%
English Learners	*	*	8.7%	3.2%
Homeless Students	0.0%	0.0%	8.1%	6.6%
Students In Foster Care	N	N	6.4%	5.0%
Military-Connected Students	*	*	9.7%	13.3%
Migrant Students	N	N	10.4%	*

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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

School   0.0%

State | 0.9%

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
Architecture & Construction	*		
Transportation, Distribution & Logistics	*		
Total (All Clusters)	*	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
9	169	65	2	0	0	0	4
10	10	166	59	3	0	0	0
11	1	10	131	62	0	5	17
12	1	3	10	21	28	91	62
Total	181	244	202	86	28	96	83
Enrolled in AP/IB Course					16	29	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	11

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	35	0	0	0	201	19
10	196	30	0	5	5	5
11	19	97	0	72	3	40
12	8	8	0	40	21	61
Total	258	135	0	117	230	125
Enrolled in AP/IB Course	14	13		23	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	21

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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	240	0	0	0	0	0
10	2	231	0	17	0	11
11	1	220	0	13	0	9
12	4	29	0	27	0	19
Total	247	480	0	57	0	39
Enrolled in AP/IB Course	0	46	0	17		28
Enrolled in Dual Enrollment Course	0	0	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
9	173	43	0	8	0	0	0
10	175	44	0	9	0	0	0
11	93	29	0	0	0	0	0
12	27	16	0	0	0	0	0
Total	468	132	0	17	0	0	0
Enrolled in AP/IB Course	5	0	0	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	107	42	0	2	0	0	0

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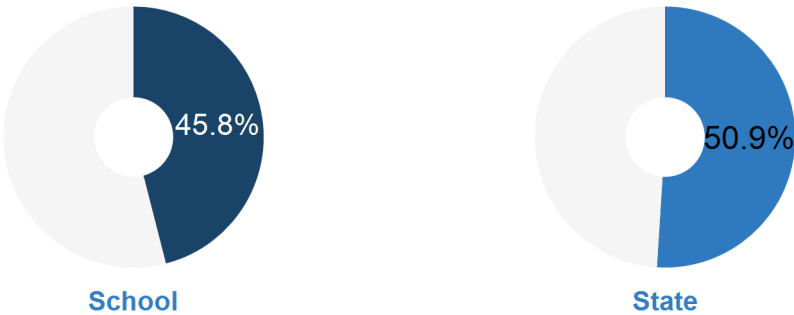Grades Offered: 09-12
2018-2019

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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.

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
9	N	N	N	N	N	N
10	3	0	0	0	0	0
11	3	0	0	0	0	0
12	15	0	26	0	0	0
Total	21	0	26	0	0	0
Enrolled in AP/IB Course	0		26			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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Visual and Performing Arts – Course Participation

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

Grades 9-12:

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

45.8% **School**

50.9% **State**

Students enrolled in one or more classes by discipline:
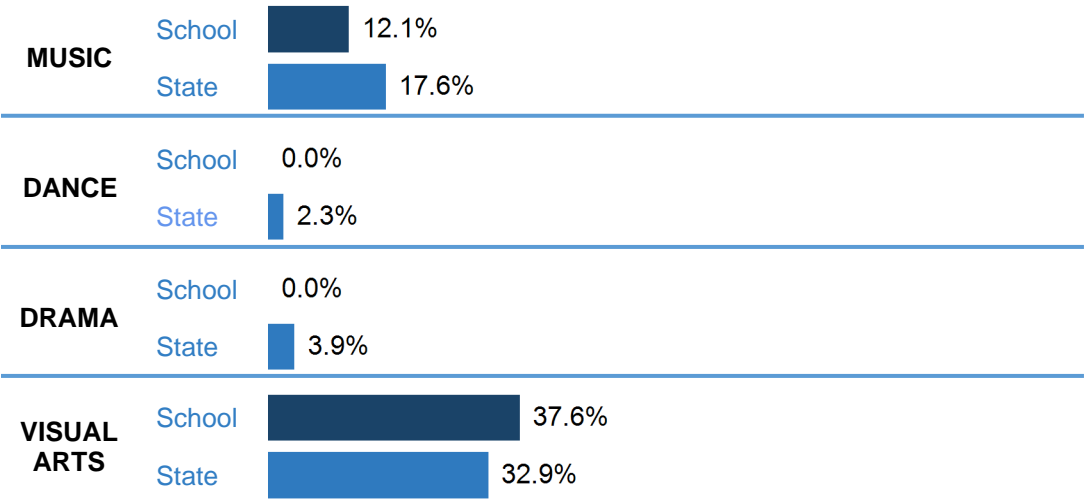
MUSIC
School 12.1%
State 17.6%

DANCE
School 0.0%
State 2.3%

DRAMA
School 0.0%
State 3.9%

VISUAL ARTS
School 37.6%
State 32.9%

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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.

4-Year Graduation Rate Trends

93.1%   93.5%   93.4%

Cohort 2017   Cohort 2018   Cohort 2019

5-Year Graduation Rate Trends
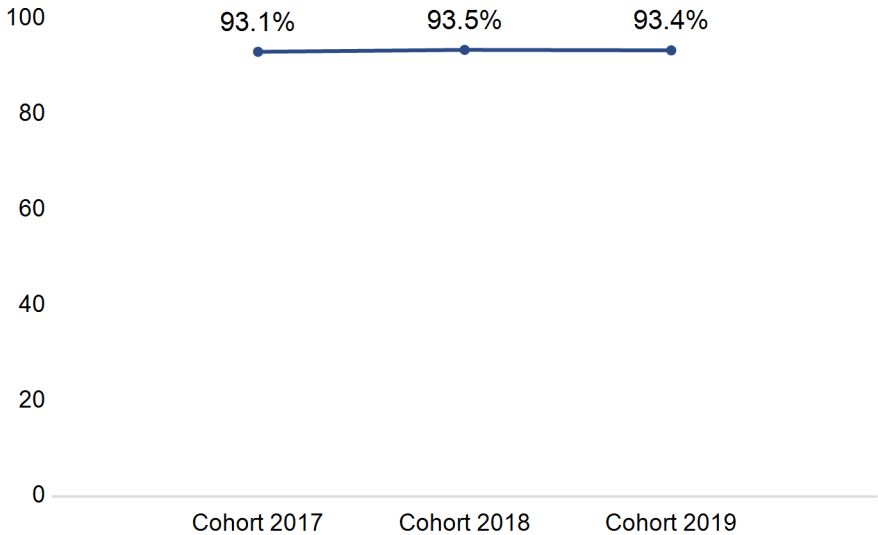
93.0%   93.9%   93.9%

Cohort 2016   Cohort 2017   Cohort 2018
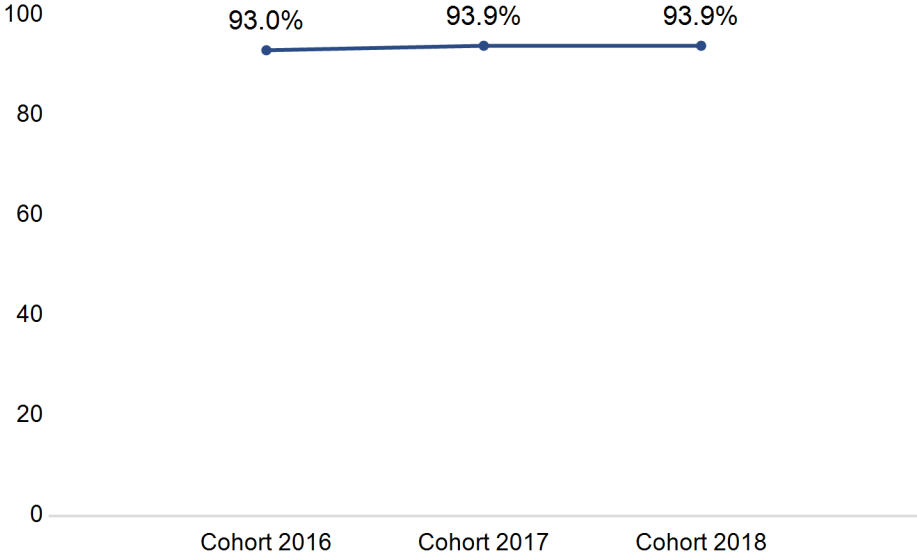
Performance Measure	Cohort 2017 4-Year Rate	Cohort 2018 4-Year Rate	Cohort 2019 4-Year Rate	Cohort 2016 5-Year Rate	Cohort 2017 5-Year Rate	Cohort 2018 5-Year Rate
Graduation Rate	93.1%	93.5%	93.4%	93.0%	93.9%	93.9%
Annual Target	94.7%	94.7%		95.7%	95.7%	
Met Annual Target?	Not Met	Not Met		Not Met	Not Met	
Statewide Graduation Rate	90.5%	90.9%	90.6%	91.8%	92.4%	92.5%

Lakeland Regional High School

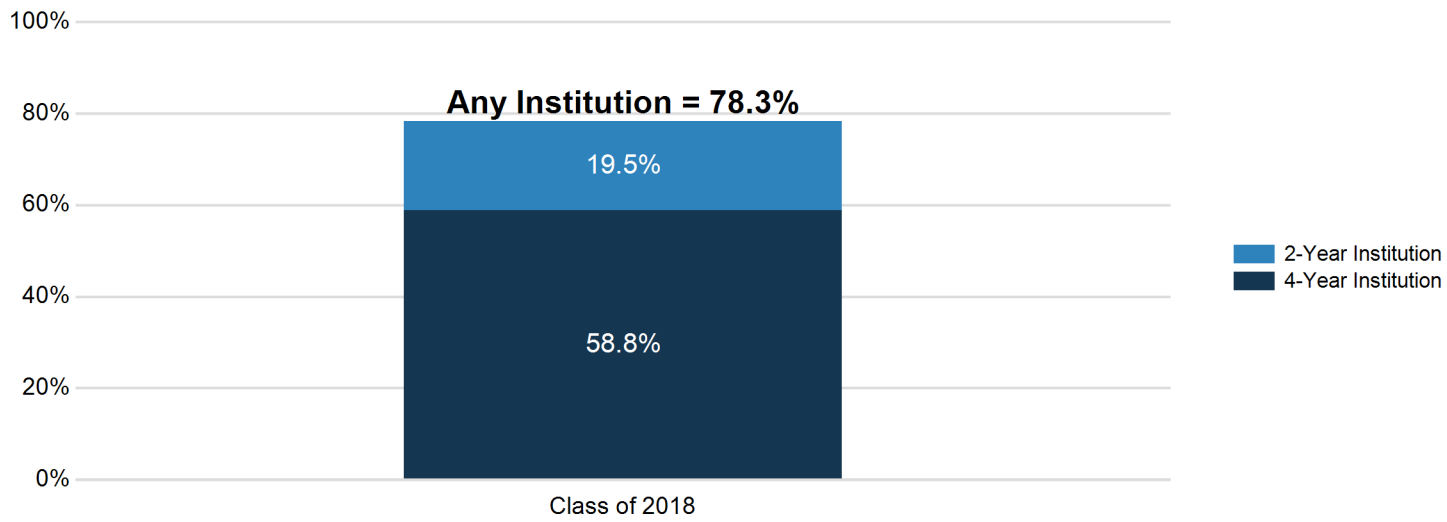(31-2510-050)

Grades Offered: 09-12

2018-2019

Report Key:
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Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the NJDOE Graduation Rate page.

Graduation Rates

This table shows 4-year and 5-year graduation rates both overall and by student group. Annual ESSA accountability targets for the Class of 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	93.4%	90.6%	93.9%	92.5%	93.5%	94.7%	Not Met	93.9%	95.7%	Not Met
White	95.9%	94.9%	94.2%	95.9%	94.7%	95.0%	Not Met	94.8%	96.0%	Not Met
Hispanic	92.6%	84.5%	92.6%	87.3%	92.6%	95.0%	Not Met	100.0%	N	Met Goal
Black or African American	*	83.3%	*	87.1%	*	**	**	*	**	**
Asian, Native Hawaiian or Pacific Islander	100.0%	96.9%	*	97.8%	*	**	**	81.8%	**	**
American Indian or Alaska Native	*	92.2%	*	88.9%	*	**	**	*	**	**
Two or More Races	*	91.4%	N	94.2%	N	N	N	N	N	N
Female	93.1%	92.8%	97.4%	94.4%	95.7%			94.8%		
Male	93.6%	88.5%	90.6%	90.8%	91.4%			93.1%		
Economically Disadvantaged Students	77.1%	84.0%	100.0%	87.3%	100.0%	**	**	93.3%	**	**
Students with Disabilities	81.3%	79.2%	78.3%	83.8%	78.3%	93.8%	Not Met	78.0%	83.9%	Not Met
English Learners	*	75.4%	*	80.1%	*	**	**	N	N	N
Homeless Students	*	74.6%	N	78.3%	N			*		
Students in Foster Care	N	57.6%	N	82.5%	N			N		
Migrant Students	N	83.3%	N	85.0%	N			N		

Lakeland Regional High School
(31-2510-050)
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Graduation Pathways

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.

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
Statewide Assessment	82.0%	69.5%
Substitute Competency Test	10.9%	18.8%
Portfolio Appeals Process	1.3%	2.5%
Alternate Requirements specified in IEP	5.9%	9.2%
Unknown	0.0%	0.0%

Dropout Rate Trends

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

School Year	School Rate	State Rate
2018-2019	0.6%	1.2%
2017-2018	0.9%	1.2%
2016-2017	1.9%	1.1%

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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

Any Institution = 78.3%

19.5%

58.8%

Class of 2018

- 2-Year Institution
- 4-Year Institution

| Performance Measure	Class of 2018
% Enrolled in 2-Year Institution	19.5%
% Enrolled in 4-Year Institution	58.8%
% Enrolled in Any Postsecondary Institution	78.3%

30

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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	78.2%	19.4%	80.6%
White	81%	17.6%	82.4%
Hispanic	54.2%	23.1%	76.9%
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	100%	15.4%	84.6%
American Indian or Alaska Native	*	*	*
Two or More Races	*	*	*
Economically Disadvantaged Students	65.7%	43.5%	56.5%
Students with Disabilities	44.2%	52.6%	47.4%
English Learners	N	N	N

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	78.3%	24.9%	75.1%	80.9%	19.1%	65.9%	34.1%
White	80.8%	21.6%	78.4%	80.6%	19.4%	65.5%	34.5%
Hispanic	61.8%	38.1%	61.9%	76.2%	23.8%	66.7%	33.3%
Black or African American	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	41.7%	70%	30%	90%	10%	80%	20%
Students with Disabilities	43.8%	50%	50%	85.7%	14.3%	85.7%	14.3%
English Learners	*	*	*	*	*	*	*

Lakeland Regional High School
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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	101	10.4	14.2	Met
White	61	8.2	14.2	Met
Hispanic	18	13.2	14.2	Met
Black or African American	7	25.9	14.2	Not Met
Asian, Native Hawaiian, or Pacific	4	11.4	14.2	Met
American Indian or Alaska Native	5	50.0	**	**
Two or More Races	6	42.9	**	**
Female	55	11.9		
Male	46	9.1		
Economically Disadvantaged Students	41	29.7	14.2	Not Met
Students with Disabilities	45	23.6	14.2	Not Met
English Learners	*	*	**	**
Homeless Students	7	58.3		
Students in Foster Care	N	N		
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.

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Lakeland Regional High School
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2018-2019

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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.
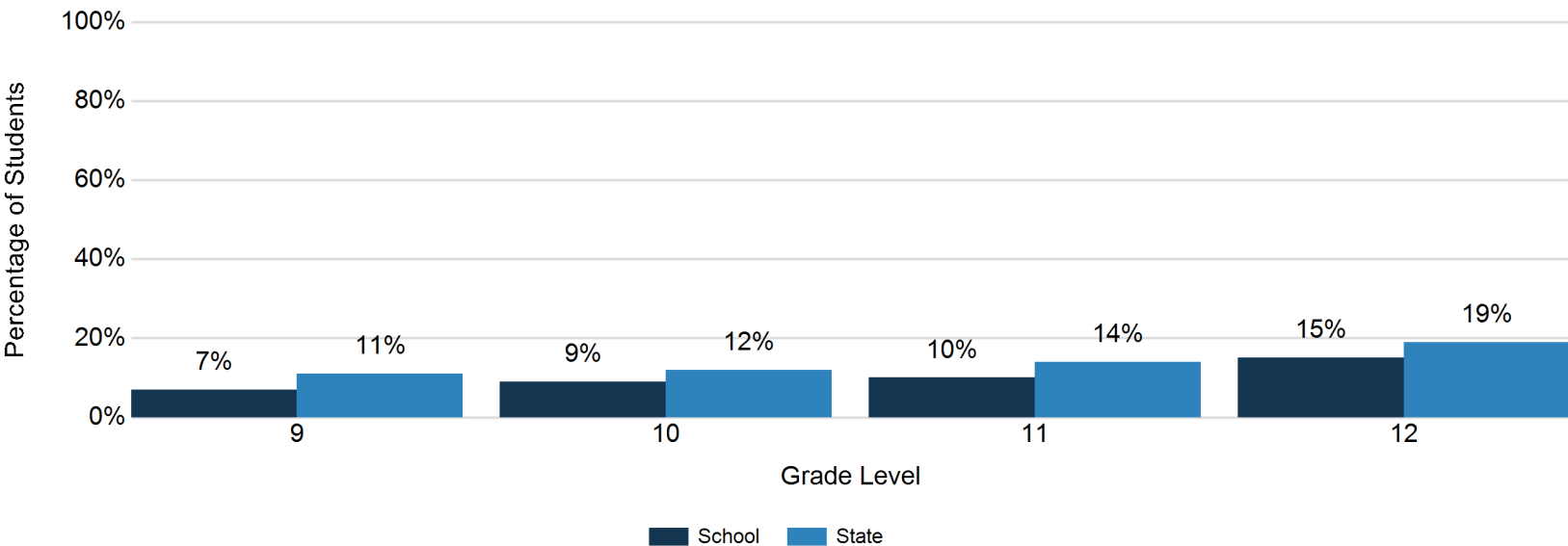
Lakeland Regional High School

(31-2510-050)

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2018-2019

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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	4
Weapons	0
Vandalism	0
Substances	40
Harassment, Intimidation, Bullying (HIB)	7
Total Unique Incidents	51
Incidents Per 100 Students Enrolled	5.49

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	1
Harassment, Intimidation, Bullying (HIB)	1
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 Bulling (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	0	1
Religion	0	0	0
Ancestry	0	0	0
Gender	0	1	1
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	6	6
No Identified Nature	1		1

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	54	5.8%
Out-of-School Suspensions	32	3.4%
Any Suspension	58	6.2%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
67

Lakeland Regional High School
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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	7:25 AM
Typical End Time	2:35 PM
Length of School Day	7 Hrs 10 Mins
Full Time - Instructional Time	N
Shared Time - Instructional Time	N

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 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	88	118,214
Average years experience in public schools	13.9	12.1
Average years experience in district	12.2	10.8
Percentage of Teachers with 4 or more years experience in the district	84.1%	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	11	9,530
Average years experience in public schools	23.1	16.0
Average years experience in district	10.0	12.0
Percentage of Administrators with 4 or more years experience in the district	81.8%	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	11:1	11:1
Students to Administrators	84:1	84:1
Teachers to Administrators	8:1	8:1
Students to Librarians/Media Specialists		929:1
Students to Nurses		929:1
Students to Counselors		232:1
Students to Child Study Team Members		155:1

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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	48.8%	60.2%	27.3%	48.4%	77.1%	54.9%
Male	51.2%	39.8%	72.7%	51.6%	22.9%	45.1%
White	77.1%	90.9%	90.9%	42.4%	83.6%	77.4%
Hispanic	14.0%	6.8%	9.1%	29.9%	7.3%	7.2%
Black or African American	2.7%	1.1%	0.0%	15.0%	6.6%	13.9%
Asian	3.4%	1.1%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	1.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.3%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	1.5%	0.0%	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

Teacher — 30%
Admin — N/A
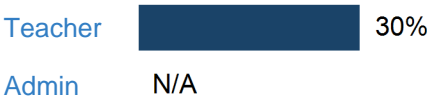
Master's Degree

Teacher — 68%
Admin — 73%

Doctoral Degree
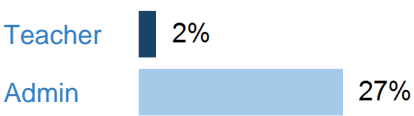
Teacher — 2%
Admin — 27%

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	93.2%	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	97.2%

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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	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
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	
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.

Lakeland Regional High School

(31-2510-050)

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2018-2019

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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 Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	60.7%	67.5%	72.3%
Math Proficiency	36.0%	46.2%	45.1%
ELA Growth	N	N	N
Math Growth	N	N	N
4-Year Graduation Rate†	93.1%	93.5%	93.4%
5-Year Graduation Rate†	93.0%	93.9%	93.9%
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	11.8%	13.0%	10.4%

† 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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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.

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.

NJ SCHOOL PERFORMANCE REPORT

Lakeland Regional High School
(31-2510-050)
Grades Offered: 09-12
2018-2019

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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	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	Not Met	Not Met	**	Met	No
White	Met Target	Met Target	Not Met	Not Met	n/a	Met	No
Hispanic	Met Target	Met Target†	Not Met	Met Goal	n/a	Met	No
Black or African American	**	**	**	**	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	**	No
Economically Disadvantaged Students	Met Target	Met Target†	**	**	n/a	Not Met	No
Students with Disabilities	Met Target	Not Met	Not Met	Not Met	n/a	Not 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

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Highlights:

- Majors: Bio-Medical Research, Engineering, Computer Programming, Finance, Physical Therapy, & Visual/Graphic Arts. Senior options program: internships, school to work, senior service, dual enrollment.

- Ranks #2 for most-improved PARCC scores among 74 North Jersey High Schools.

- Lakeland has 18 advanced placement courses, 15 honors courses, 30 plus dual enrollment courses, and over 80 electives.

Mission, Vision, Theme:

Lakeland Regional High School is a comprehensive high school that embraces all students. We pride ourselves on being a "community based school" that celebrates student individuality as we give personal attention and guidance to all while they navigate their paths towards post high school education, or a successful career in the workplace. The individualized attention and the diverse nature of our programs encourages students explore new avenues of learning and find the path best suited for them.

Awards, Recognition, Accomplishments:

Lakeland has received many awards for the accomplishments of our students and staff. Our PARCC scores for 2017 were recognized as the #2 most-improved of the 74 North Jersey public high schools. In 2016, a Lakeland science teacher was named Passaic County Teacher of the Year, an honor she shared with 21 other county teachers in all of New Jersey. Each year, numerous Lakeland students are named Commended Students, Semi-Finalists, or Finalists in the National Merit Scholarship Competition.

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Courses, Curriculum, Instruction:	Lakeland Regional High School boasts a rigorous and comprehensive curriculum. A robust array of Advanced Placement (17) courses, Honors level (15) courses offered in all the core areas, and an enriched array of over eighty (80) electives. Students have the opportunity to take up to seven (7) dual enrollment courses on campus, as well as over thirty additional courses through our agreement with various colleges and universities.
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Boys & Girls), Cross Country (Boys & Girls), Fencing (Girls), Field Hockey (Girls), Football (Boys), Golf (Boys & Girls), Ice Hockey (Boys), Lacrosse (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Boys & Girls), Wrestling (Boys) Lakeland added a new boys and girls swimming program. Lakeland now offers 32 varsity athletic programs and 71 teams in total. Lakeland teams won a total of 11 championships in 2018-19, and won the prestigious NJSIAA sportsmanship banner. Over 65% of students participate in at least one sport. Development of character and life lessons are of paramount importance. Lakeland boasts scholarship athlete's playing collegiate sports at the Division 1, 2, and 3 levels.
Clubs and Activities:	Lakeland Regional High School hosts an extensive offering of extra-curricular activities for our students that encompass a broad range of interests and talents. We offer a comprehensive number of club offerings that help our students burnish their acting and musical talents, flex their financial muscle, and help them challenge social injustice. These clubs are reviewed and updated annually to reflect the wants and interests of our student body. Our peer leader groups have guided local middle school students, our Chorale has performed at Carnegie Hall, the robotics and business clubs have competed nationally.

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Before and After School Programs:	Lakeland Regional High School is the school that never sleeps. An academic program is available for students after school for extra help. In addition to our 50+ clubs and 71 athletic teams, there are numerous recreation programs that utilize the school facilities. Students also collaborate on initiatives beyond the day for competitions, such as our Robotics team that competes nationally.
Staff and Professional Learning:	Lakeland staff enjoy numerous professional learning opportunities each year. Currently, our staff engages in a multi-year collaborative study of best-practices teaching and learning strategies. Our staff also collaborate with the staff from our two sending districts (Wanaque and Ringwood) on many topics including curriculum, student placement, student management systems, etc. Staff also have ample opportunity to attend PD opportunities offered locally, regionally, statewide or nationally. We have recently partnered with William Paterson and their education department to incorporate professional development geared toward providing students with a comprehensive 21st century education.
Postsecondary Information:	The past five years averages 93% of graduates pursuing post-secondary education, 86% attended college, and 3% enrolled in the military. The PSAT is provided free to all students grades 9-11. The School Counseling Department received national recognition, and provides a comprehensive program for each grade level to prepare for college, career/trade, military or apprenticeship programs upon graduation. See our School Counseling website for schools students have attended (e.g., Princeton University).

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Student Supports and Services:	An Academic Assistance Supplement Program is available where students receive instruction after school three times per week in Math, English, Social Studies, & Science. Students can also seek extra help from their teachers after school or during their lunch/study periods. Students may be referred to our RTI program, which helps assess & implement supports for struggling students. A Child Study Team & award winning School Counseling program provide comprehensive supports to students.
Student Health and Wellness:	A free/reduced breakfast and lunch program is offered to students who qualify through the free/reduced lunch program. A new health and wellness fitness facility complements our physical education and health program. Students also receive a nationally recognized school counseling program to promote academic, college/career, and social/emotional development.
Parent and Community Involvement:	The community is very active with a PTO, local business (e.g., Stop & Shop) partnerships, & support for the Senior Internship program. An emerging Special Education Parent Advisory Group (SEPAG), along with a parent support group led by our school psychologists. Numerous other programs are offered to the community which include, but not limited to, Veterans concert, All School Production, Financial Aid Night, College Roundtable, Senior Awards Night, and more.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Teachers In June each student completed a survey with questions about the climate at Lakeland Regional High School. The Administration was looking for data on how the students felt about attending Lakeland. The majority of the students feel that Lakeland has clear school rules, students feel safe, teachers encourage and offer assistance, bullying is not a problem, students are treated fairly, help is available by faculty and lastly that students care and respect one another.
Facilities:	Lakeland Regional HS recently added a state-of-the art Fitness Center, which enhances our physical education & sports programs. To maintain our high standards, the Track and Field facilities were just updated. Two new STEM Labs provide for bio-chemistry research and engineering design and a rigorous research environment. All classrooms have either Smartboards or video projectors. Seven computer labs and ample Chromebook carts allow for technology infusion into the curriculum. Our media center has an enormous digital library of reference and leisure materials, with 32 computers available to students for research. State of the art HVAC was recently installed in our East Building to keep students cool, campus wide.
School Safety:	Lakeland Regional High School is concerned with the safety and emotional well-being of students, staff and parents. In order to accomplish this, a School Safety Plan has been established and is updated on an ongoing basis to include recommendations and the best practices identified by the New Jersey Office of School Safety. School Safety is one of our most important priorities. To accomplish this, we have instituted several protocols for our students and staff to follow. Examples of these include, students and staff must wear school issued Id's at all times, all exterior doors are locked throughout the school day and over 80 security cameras are in use.

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Technology and STEM:	Curricular Technology: Google classroom, teacher websites, online databases, Destiny catalog, Naviance, chromecasting, video streaming STEM courses/ clubs: Digital Photography, Graphic Art, Multimedia courses, Music Technology, Drafting & Design, Electronics, Robotics, Bio-Chemistry Research, Video Editing/ TV Studio. School Technology: Audio systems, digital cameras, digital distribution, Chromebooks, desktops, laptops, SmartBoards, projectors, scanners, RealTime/ software.

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Other Information	Lakeland Regional High School, a New Jersey Star School, in partnership with the community, provides an exemplary and comprehensive education that develops all students to be knowledgeable and responsible citizens in a global community. Recipient of three NJ "Best Practice" awards. A state-designated Best Practice award for the Technology Education program, which is supported by a comprehensive district Technology Plan. A state-designated Best Practice award for the E.R.A.S.E. (End Racism and Sexism Everywhere) club. The School Counseling Department received acknowledgment in 2013 & 2017 as a nationally Recognized ASCA Model Program (RAMP), and is the only school in New Jersey to hold this title. The structure of the school day runs on an intensive A/B scheduling format with classes running for 80 minutes. The exception are a few skills based courses which run for 40-minutes, as well as our study/lunch blocks are 40-minutes. SWAP (Speak with a Peer), LEAP (Leaders Encouraging Adolescent Progress), and YES (Youths Empowering Students) are peer mediation groups that mentor underclassmen and transferring students into the district through programs such as SWAN and Connections. In addition to our school programs for students in grades 9-12, students from our sending districts in Wanaque, Haskell, and Ringwood are eligible to attend our instrumental music program for enrichment from 7:30 - 8:50 a.m. Advanced students from our sending districts may also attend courses such as Algebra 1, Geometry, and Latin 1 at Lakeland Regional High School from 7:30 - 8:50 a.m. with approval from both districts. Average SAT scores for the Class of 2019 were 550 in Critical Reading and 540 in Mathematics.