



STERLING HIGH SCHOOL
 (07-5035-050)
 Grades Offered: 09-12
 2017-2018

Report Key:
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 ** 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



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School Contact Info

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

Type	Contact Information
County	CAMDEN
District	STERLING HIGH SCHOOL DIST
Principal Name	MR. SHEEHAN
Address	501 SOUTH WARWICK ROAD SOMERDALE, NJ 08083-2175
Phone Number	(856)784-1333
Email Address	MSHEEHAN@STERLING.K12.NJ.US
Website	http://www.sterling.k12.nj.us/
Twitter	https://twitter.com/KnightPrincipal



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Enrollment Trends by Grade

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

Grade	2015-16	2016-17	2017-18
9	239	222	234
10	257	237	213
11	231	257	239
12	230	233	266
Total	957	949	952

Enrollment Trends by Student Group

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

Student Group	2015-16	2016-17	2017-18
Female	46.3%	47.4%	47.4%
Male	53.7%	52.6%	52.6%
Economically Disadvantaged Students	34.2%	29.1%	32.5%
Students with Disabilities	17.3%	17.0%	17.8%
English Learners	0.4%	0.4%	0.3%
Homeless Students		1.1%	0.6%
Students in Foster Care		0.3%	0.1%
Military-Connected Students		0.0%	0.0%
Migrant Students		0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2015-16	2016-17	2017-18
White	63.4%	63.8%	62.3%
Hispanic	8.9%	10.1%	10.8%
Black or African American	21.4%	19.3%	18.9%
Asian	5.1%	4.7%	5.4%
Native Hawaiian or Pacific Islander	0.5%	0.2%	0.3%
American Indian or Alaska Native	0.3%	0.1%	0.0%
Two or More Races	0.3%	1.8%	2.3%

Enrollment Trends by Full and Shared Time Status

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

Enrollment Status	2015-16	2016-17	2017-18
Full Time Students	957	949	952
Shared Time Students	0	0	0
Full Time Equivalent	957	949	952

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	99.8%
Other Languages	0.2%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	432	97.1	31.5	31.5	56.7	31.5	41.2	Not Met
White	260	97.8	33.0	33.0	65.6	33.0	43.4	Not Met
Hispanic	57	95.1	29.8	29.8	42.5	29.8	27.4	Met Target
Black or African American	79	96.3	19.0	19.0	37.3	19.0	33.3	Not Met
Asian, Native Hawaiian, or Pacific Islander	21	100.0	52.4	52.4	82.3	52.4	60.7	Met Target†
American Indian or Alaska Native	N	N	N	N	52.7	N	**	**
Two or More Races	15	93.7	46.6	46.6	63.4	46.1	**	**
Female	220	98.2	42.3	42.3	64.5	42.3		
Male	212	96.0	20.3	20.3	49.4	20.3		
Economically Disadvantaged Students	157	95.8	21.0	21.0	38.5	21.0	30.5	Not Met
Non-Economically Disadvantaged Students	275	97.9	37.5	37.5	67.5	37.5		
Students with Disabilities	68	94.6	*	*	21.6	*	15.4	Not Met
Students without Disabilities	364	97.6	*	*	63.9	*		
English Learners	*	*	*	*	27.3	*	**	**
Non-English Learners	*	*	*	*	59.4	*		
Homeless Students	*	*	*	*	27.7	*		
Students In Foster Care	*	*	*	*	26.3	*		
Military-Connected Students	N	N	N	N	57.4	N		
Migrant Students	N	N	N	N	30.1	N		

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	234	735	735	752	17%	18%	30%	*	*	35%	55%
White	132	739	739	760	11%	17%	33%	*	*	39%	64%
Hispanic	36	732	732	735	*	*	28%	*	*	33%	38%
Black or African American	47	720	720	734	32%	26%	23%	*	*	19%	34%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	782	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	752	N	N	N	N	N	N	51%
Two or More Races	*	*	*	760	*	*	*	*	*	*	63%
Female	119	749	749	759	*	13%	30%	*	*	52%	63%
Male	115	720	720	744	*	24%	30%	*	*	17%	46%
Economically Disadvantaged Students	93	724	724	733	28%	19%	30%	*	*	23%	34%
Non-Economically Disadvantaged Students	141	742	742	761	9%	18%	30%	*	*	43%	65%
Students with Disabilities	41	699	699	716	*	*	*	*	*	*	15%
Students without Disabilities	193	743	743	758	*	*	*	*	*	*	62%
English Learners	*	*	*	691	*	*	*	*	*	*	*
Non-English Learners	*	*	*	755	*	*	*	*	*	*	*
Homeless Students	N	N	N	720	N	N	N	N	N	N	22%
Students in Foster Care	*	*	*	719	*	*	*	*	*	*	20%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	54%
Migrant Students	N	N	N	696	N	N	N	N	N	N	10%



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 10

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	201	725	725	749	29%	16%	27%	22%	5%	27%	51%
White	130	726	726	756	27%	18%	28%	*	*	27%	58%
Hispanic	22	728	728	733	*	*	*	*	*	23%	38%
Black or African American	32	716	716	728	38%	*	31%	*	*	19%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	782	*	*	*	*	*	*	78%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	50%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	102	732	732	759	23%	12%	35%	*	*	30%	60%
Male	99	718	718	739	36%	21%	19%	*	*	23%	42%
Economically Disadvantaged Students	66	716	716	730	39%	*	29%	*	*	18%	34%
Non-Economically Disadvantaged Students	135	729	729	758	24%	*	27%	*	*	31%	59%
Students with Disabilities	29	684	684	707	*	*	*	*	*	*	15%
Students without Disabilities	172	732	732	756	*	*	*	*	*	*	57%
English Learners	N	N	N	684	N	N	N	N	N	N	*
Non-English Learners	201	725	725	752	29%	16%	27%	22%	5%	27%	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	23%
Students in Foster Care	N	N	N	707	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	706	N	N	N	N	N	N	18%



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 11

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	202	736	736	736	23%	15%	18%	*	*	44%	39%
White	132	737	737	737	21%	14%	19%	*	*	45%	41%
Hispanic	19	739	739	731	*	*	*	*	*	47%	35%
Black or African American	36	720	720	729	39%	*	*	*	*	31%	31%
Asian, Native Hawaiian, or Pacific Islander	12	754	754	759	*	*	*	*	*	50%	60%
American Indian or Alaska Native	*	*	*	730	*	*	*	*	*	*	25%
Two or More Races	*	*	*	737	*	*	*	*	*	*	39%
Female	90	753	753	745	11%	*	18%	*	*	62%	48%
Male	112	722	722	728	33%	*	19%	*	*	29%	31%
Economically Disadvantaged Students	64	730	730	730	28%	19%	19%	*	*	34%	33%
Non-Economically Disadvantaged Students	138	739	739	739	21%	13%	18%	*	*	48%	42%
Students with Disabilities	31	704	704	708	61%	*	*	*	*	19%	13%
Students without Disabilities	171	741	741	742	16%	*	*	*	*	48%	44%
English Learners	*	*	*	702	*	*	*	*	*	*	*
Non-English Learners	*	*	*	738	*	*	*	*	*	*	*
Homeless Students	N	N	N	721	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	708	N	N	N	N	N	N	19%
Military-Connected Students	N	N	N	729	N	N	N	N	N	N	31%
Migrant Students	N	N	N	707	N	N	N	N	N	N	*

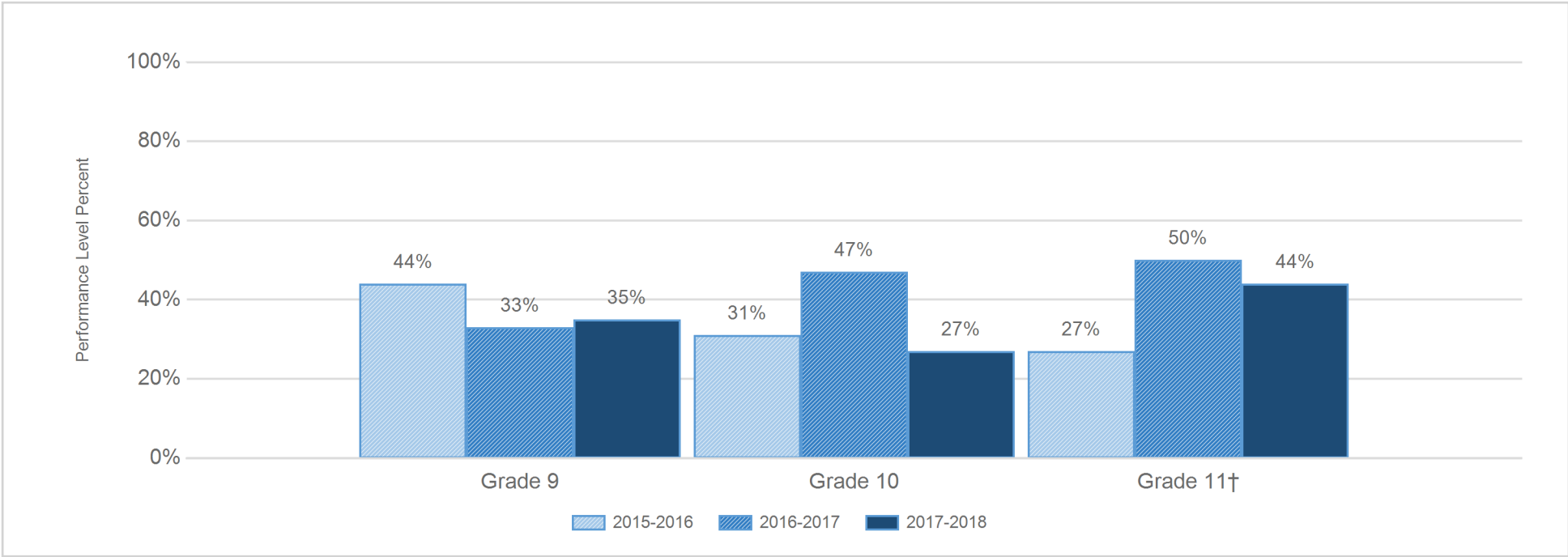


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English Language Arts/Literacy Assessment - Performance Trends

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



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



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Mathematics Assessment - Participation and Performance

This table shows information about the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment both overall and by student group. The PARCC assessment has five performance levels, and students scoring a Level 4 or 5 (Met or Exceeded Expectations) have demonstrated readiness for the next grade level and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the proficiency rate used for federal accountability, the annual target, and whether the target was met, as required by the Every Student Succeeds Act (ESSA) accountability. Student group rows where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	443	98.2	*	*	45.0	*	18	Not Met
White	267	98.2	12.7	12.7	54.1	12.7	19.2	Not Met
Hispanic	60	98.4	*	*	29.2	*	12.9	Not Met
Black or African American	80	98.8	*	*	23.4	*	9.8	Not Met
Asian, Native Hawaiian, or Pacific Islander	21	100.0	19.1	19.1	77.0	19.1	39.1	Not Met
American Indian or Alaska Native	N	N	N	N	42.5	N	**	**
Two or More Races	15	93.7	*	*	53.0	*	**	**
Female	221	97.8	*	*	46.0	*		
Male	222	98.7	*	*	43.9	*		
Economically Disadvantaged Students	161	97.0	*	*	26.6	*	15	Not Met
Non-Economically Disadvantaged Students	282	99.0	*	*	55.9	*		
Students with Disabilities	73	94.9	*	*	17.1	*	13.4	Not Met
Students without Disabilities	370	98.9	*	*	50.5	*		
English Learners	*	*	*	*	24.6	*	**	**
Non-English Learners	*	*	*	*	46.9	*		
Homeless Students	*	*	*	*	17.3	*		
Students In Foster Care	*	*	*	*	16.2	*		
Military-Connected Students	N	N	N	N	45.8	N		
Migrant Students	N	N	N	N	23.7	N		

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Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	188	713	713	746	*	*	*	*	*	*	46%
White	99	716	716	755	*	*	*	*	*	*	57%
Hispanic	34	716	716	730	*	*	*	*	*	*	27%
Black or African American	44	705	705	727	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	49%
Two or More Races	*	*	*	755	*	*	*	*	*	*	54%
Female	80	718	718	748	*	*	*	*	*	*	48%
Male	108	710	710	745	*	*	*	*	*	*	44%
Economically Disadvantaged Students	84	711	711	729	*	*	*	*	*	*	25%
Non-Economically Disadvantaged Students	104	716	716	756	*	*	*	*	*	*	57%
Students with Disabilities	52	697	697	716	*	*	*	*	*	*	13%
Students without Disabilities	136	720	720	752	*	*	*	*	*	*	52%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	749	*	*	*	*	*	*	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	16%
Students in Foster Care	*	*	*	712	*	*	*	*	*	*	12%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	49%
Migrant Students	N	N	N	720	N	N	N	N	N	N	11%



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Mathematics Assessment - Performance by Test: Geometry

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	212	723	723	735	*	*	*	*	*	*	30%
White	134	725	725	740	*	43%	40%	*	*	10%	37%
Hispanic	25	719	719	723	*	*	*	*	*	*	14%
Black or African American	34	715	715	719	*	*	*	*	*	*	11%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	760	*	*	*	*	*	*	65%
American Indian or Alaska Native	N	N	N	734	N	N	N	N	N	N	28%
Two or More Races	*	*	*	741	*	*	*	*	*	*	39%
Female	111	725	725	736	*	*	*	*	*	*	30%
Male	101	720	720	734	*	*	*	*	*	*	29%
Economically Disadvantaged Students	72	716	716	722	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	140	726	726	741	*	*	*	*	*	*	38%
Students with Disabilities	31	706	706	713	*	*	*	*	*	*	*
Students without Disabilities	181	726	726	738	*	*	*	*	*	*	*
English Learners	N	N	N	711	N	N	N	N	N	N	*
Non-English Learners	212	723	723	736	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	*
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	731	N	N	N	N	N	N	24%
Migrant Students	N	N	N	709	N	N	N	N	N	N	11%



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Mathematics Assessment - Performance by Test: Algebra II

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	199	709	709	727	38%	37%	15%	*	*	11%	30%
White	130	711	711	733	35%	38%	13%	13%	0%	13%	35%
Hispanic	21	710	710	710	*	*	*	*	*	10%	14%
Black or African American	35	699	699	705	*	*	*	*	*	*	11%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	766	*	*	*	*	*	*	66%
American Indian or Alaska Native	*	*	*	729	*	*	*	*	*	*	28%
Two or More Races	*	*	*	736	*	*	*	*	*	*	37%
Female	89	718	718	728	*	*	*	*	*	*	30%
Male	110	702	702	727	*	*	*	*	*	*	30%
Economically Disadvantaged Students	60	708	708	709	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	139	710	710	736	*	*	*	*	*	*	37%
Students with Disabilities	26	683	683	693	*	*	*	*	*	*	*
Students without Disabilities	173	713	713	732	*	*	*	*	*	*	*
English Learners	*	*	*	691	*	*	*	*	*	*	*
Non-English Learners	*	*	*	729	*	*	*	*	*	*	*
Homeless Students	N	N	N	703	N	N	N	N	N	N	10%
Students in Foster Care	N	N	N	693	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	717	N	N	N	N	N	N	20%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%

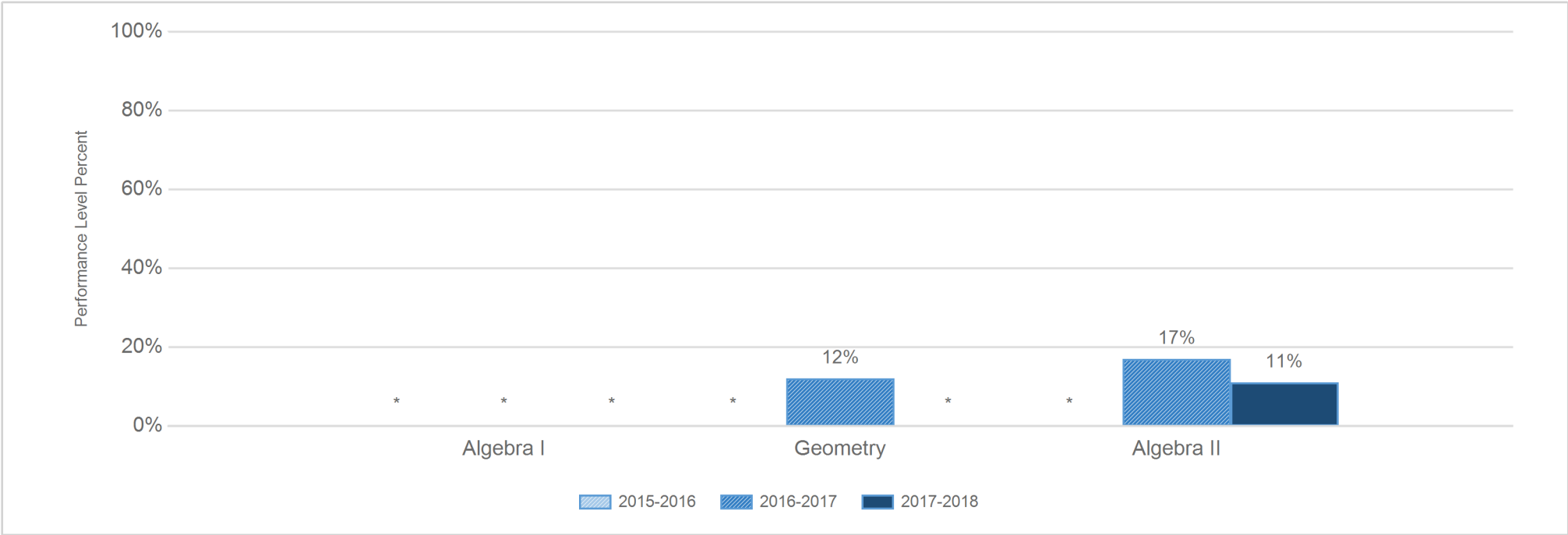


STERLING HIGH SCHOOL
(07-5035-050)
Grades Offered: 09-12
2017-2018

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Mathematics Assessment – Performance Trends

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



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



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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps Alternate Assessment, which tests academic progress in English Language Arts (ELA) and Mathematics for students with different types of significant cognitive disabilities.

Grade	ELA: # Students Tested	Math: # Students Tested
9	N	N
10	N	N
11	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. Expected growth is based on the student's initial level of English Language Proficiency during the 2016-17 school year and the number of years the student has been enrolled in the district. This table also shows the school's 2017-18 ESSA accountability target and whether the target was met.

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

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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



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

NJASK Science Assessment Information

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

Biology Assessment Information

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



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

PSAT, SAT, & ACT - Participation

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

Participation Type	School Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2017-18	94.2%	85.0%
12th graders taking SAT in 2017-18 or prior years	72.6%	72.2%
12th graders taking ACT in 2017-18 or prior years	4.5%	24.6%

PSAT, SAT, & ACT - Performance

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

Participation Type	School Average Score	State Average Score	College Readiness Benchmarks	School - Students Scores at or above Benchmark	State - Students Scores at or above Benchmark
PSAT 10/NMSQT - Reading and Writing	475	478	Grade 10: 430 Grade 11: 460	65%	62%
PSAT 10/NMSQT - Math	454	478	Grade 10: 480 Grade 11: 510	28%	42%
SAT - Reading and Writing	536	542	480	73%	72%
SAT - Math	520	543	530	45%	54%
ACT - Reading	20	24	22	25%	62%
ACT - English	18	24	18	33%	78%
ACT - Math	17	24	22	*	62%
ACT - Science	19	23	23	33%	53%



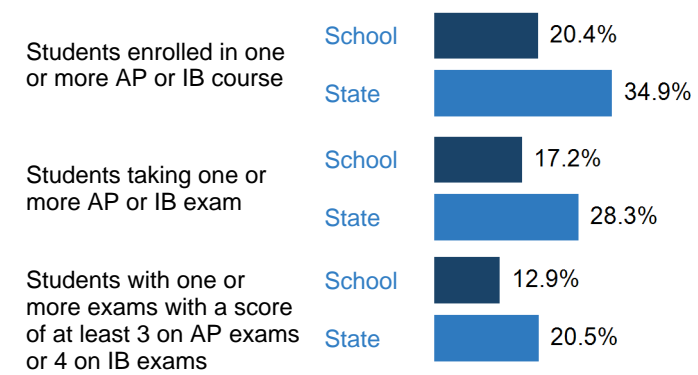
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate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

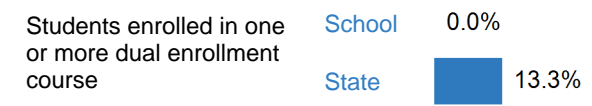
AP/IB Coursework – Participation and Performance

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



Dual Enrollment Coursework - Participation

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



AP/ IB Courses Offered

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

AP/IB Course	Students Enrolled	Students Tested
AP Biology	19	19
AP Calculus AB	12	12
AP Calculus BC	0	1
AP English Language and Composition	24	23
AP English Literature and Composition	24	24
AP German Language and Culture	0	1
AP Macroeconomics	0	1
AP Music Theory	0	2
AP U.S. Government and Politics	0	17
AP U.S. History	112	41
Total Exams taken		141
Exams with scores of at least 3 on AP exams or 4 on IB exams		112



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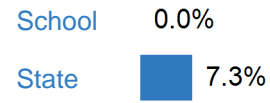
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This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education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

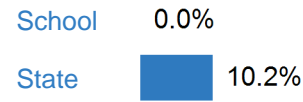
Career and Technical Education Participation

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

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



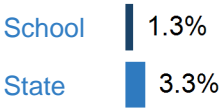
CTE Concentrators
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

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

Structured Learning Experiences





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This section contains information about participation in approved **Career and Technical Education (CTE)** programs and **Structured Learning Experiences**. For more information about CTE in New Jersey, please visit <http://www.nj.gov/education/cte/>.

Industry-Valued Credentials

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

Students Earning Industry-Valued Credentials



Industry-Valued Credentials by Career Cluster

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

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total credentials earned
Total (All Clusters)	0	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	160	65	0	0	0	0	9
10	41	145	29	0	0	0	22
11	135	9	10	82	0	0	33
12	21	0	3	32	48	0	67
Total	357	219	42	114	48	0	131
Enrolled in AP/IB Course					12	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	218	0	0	0	1	13
10	16	18	0	12	113	66
11	14	85	0	89	39	36
12	11	6	0	10	39	50
Total	259	109	0	111	192	165
Enrolled in AP/IB Course	19	0		0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	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.

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	3	12	0	5	8	223
10	0	206	0	15	15	29
11	0	236	0	22	20	32
12	37	49	0	40	35	74
Total	40	503	0	82	78	358
Enrolled in AP/IB Course	0	112	0	0		0
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	111	36	33	22	0	0	0
10	80	24	35	38	0	0	0
11	81	28	21	23	0	0	0
12	43	10	12	6	0	0	0
Total	315	98	101	89	0	0	0
Enrolled in AP/IB Course	0	0	0	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	105	32	26	24	0	0	0



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Seal of Biliteracy

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

Language	Students Earning a Seal of Biliteracy
Total	0



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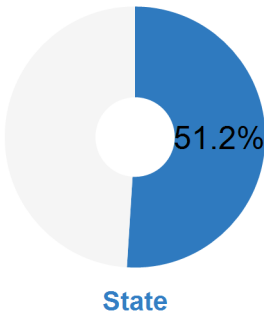
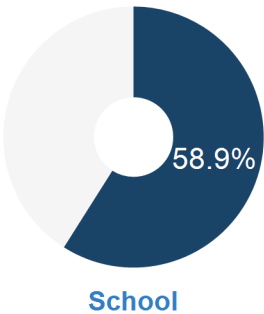
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Visual and Performing Arts – Course Participation

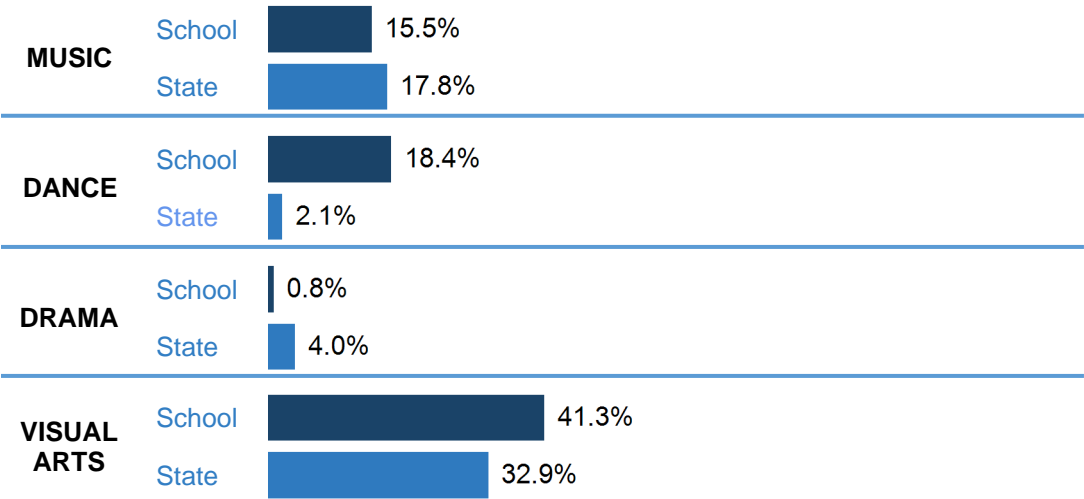
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 9-12:

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



Students enrolled in one or more classes by discipline:





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

Graduation Rates

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

Student Group	School - Class of 2018: 4 Year Rate	State - Class of 2018: 4 Year Rate	School - Class of 2017: 5 Year Rate	State - Class of 2017: 5 Year Rate	Class of 2017: 4 Year Rate	Class of 2017: 4 Year Target	Class of 2017: Met Target	Class of 2016: 5 Year Rate	Class of 2016: 5 Year Target	Class of 2016: Met Target
Schoolwide	94.4%	90.9%	93.3%	92.4%	89.6%	95.0%	Not Met	96.3%	N	Met Goal
White	93.9%	95.0%	94.8%	95.7%	92.5%	95.0%	Not Met	96.1%	N	Met Goal
Hispanic	96.2%	84.8%	81.8%	87.3%	72.0%	N	N	100.0%	**	**
Black or African American	94.5%	84.2%	93.5%	86.8%	87.8%	92.8%	Not Met	94.6%	96.0%	Not Met
Asian, Native Hawaiian or Pacific Islander	100.0%	97.0%	*	97.7%	*	**	**	*	**	**
American Indian or Alaska Native	*	86.5%	N	94.1%	N	N	N	N	N	N
Two or More Races	*	92.0%	*	93.9%	*	**	**	*	**	**
Economically Disadvantaged Students	89.2%	84.6%	87.7%	87.0%	80.0%	86.5%	Not Met	98.6%	N	Met Goal
Students with Disabilities	85.1%	80.1%	78.3%	83.5%	62.1%	92.4%	Not Met	90.5%	92.3%	Not Met
English Learners	N	75.8%	*	81.8%	*	**	**	N	N	N
Homeless Students	*	72.6%	N	79.1%	N			N		
Students in Foster Care	N	62.6%	N	64.9%						



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Graduation Pathways

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

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
PARCC Assessment	0.4%	0.4%
Substitute Competency Test	0.0%	0.0%
Portfolio Appeals Process	0.0%	0.0%
Alternate Requirements specified in IEP	0.0%	0.0%
Unknown	99.6%	99.6%

Graduation Rate Trends

This table shows the 4-year and 5-year graduation rates by graduating class.

Class of	4-Year Rate	5-Year Rate
2018	94.4%	-
2017	89.6%	93.3%
2016	96.3%	96.3%

Dropout Rate Trends

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

School Year	School Rate	State Rate
2017-2018	0.9%	1.2%
2016-2017	0.9%	1.1%
2015-2016	0.9%	1.2%



STERLING HIGH SCHOOL

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

Postsecondary Enrollment Rates: Fall

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	72.8%	27.6%	72.4%
Schoolwide	68%	37.9%	62.1%
White	66.7%	37.7%	62.3%
Hispanic	56.5%	61.5%	38.5%
Black or African American	77.6%	35.6%	64.4%
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	64%	54.2%	45.8%
Students with Disabilities	44.2%	78.9%	21.1%
English Learners	*	*	*

Postsecondary Enrollment Rates: 16 month

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	77.9%	31.9%	68.1%	72.5%	27.5%	64.9%	35.1%
Schoolwide	72.1%	41.9%	58.1%	77.5%	22.5%	70%	30%
White	75.7%	40.6%	59.4%	77.4%	22.6%	67%	33%
Hispanic	68%	58.8%	41.2%	88.2%	11.8%	82.4%	17.6%
Black or African American	58.7%	37%	63%	63%	37%	66.7%	33.3%
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	52.6%	46.7%	53.3%	76.7%	23.3%	83.3%	16.7%
Students with Disabilities	58.8%	75%	25%	80%	20%	80%	20%
English Learners	*	*	*	*	*	*	*



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

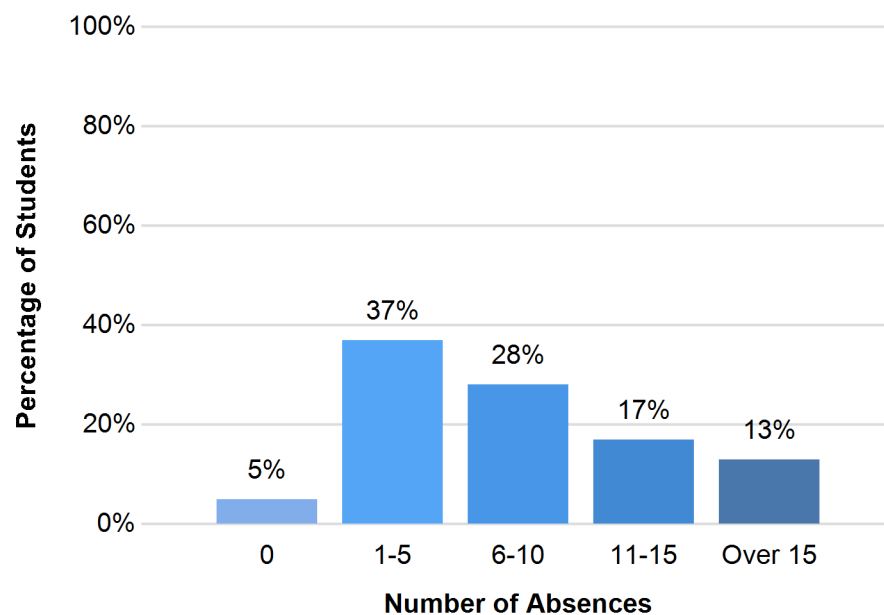
Chronic Absenteeism

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

Student Group	Number of students chronically absent	Percent of students chronically absent	State Average	Met State Average
Schoolwide	99	10.4	14.9	Met
White	61	10.3	14.9	Met
Hispanic	7	6.8	14.9	Met
Black or African American	21	11.5	14.9	Met
Asian, Native Hawaiian, or Pacific Islander	6	10.9	14.9	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	4	18.2	14.9	Not Met
Economically Disadvantaged Students	46	14.9	14.9	Met
Students with Disabilities	35	20.5	14.9	Not Met
English Learners	*	*	**	**

Days Absent

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





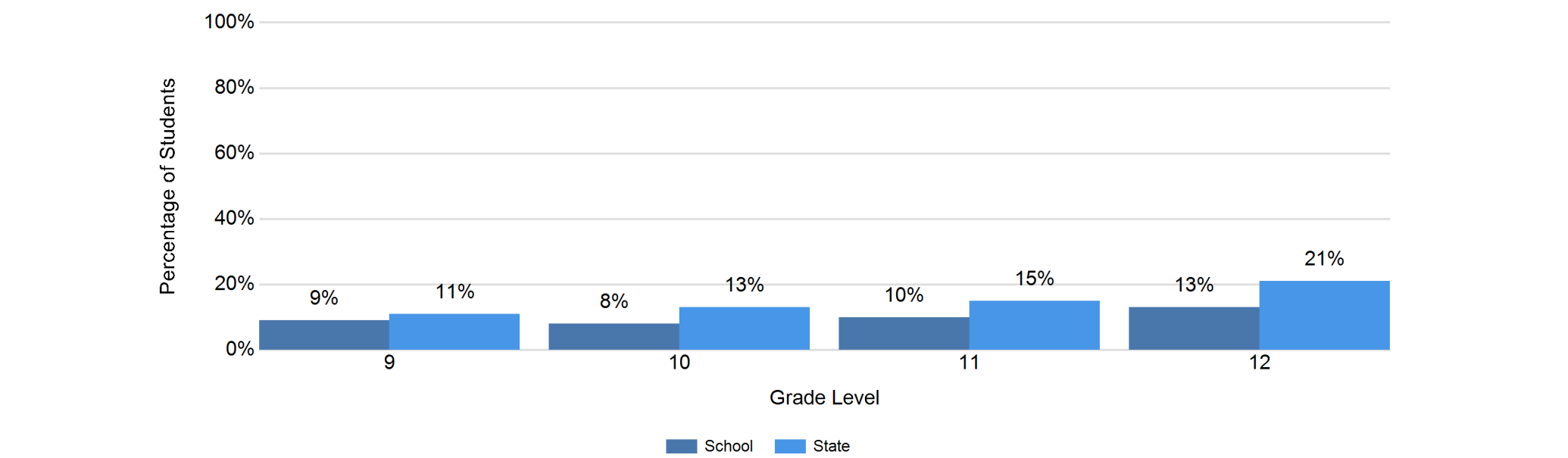
STERLING HIGH SCHOOL
(07-5035-050)
Grades Offered: 09-12
2017-2018

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Chronic Absenteeism by Grade

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





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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	8
Weapons	1
Vandalism	4
Substances	12
Harassment, Intimidation, Bullying (HIB)	3
Total Unique Incidents	27
Incidents Per 100 Students Enrolled	2.84

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	6
Weapons	1
Vandalism	2
Substances	12
Harassment, Intimidation, Bullying (HIB)	2
Other Incidents Leading to Removal	1



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Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	*	*
Out-of-School Suspensions	18	1.9%
Any Suspension	26	2.7%
Removal to other education program	10	1.1%
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
159



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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	7:30 AM
Typical End Time	2:30 PM
Length of School Day	7 Hrs 0 Mins
Full Time - Instructional Time	6 Hrs 0 Mins
Shared Time - Instructional Time	N

Device Ratios

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

School Year	Student to Device Ratio
2017-18	2.2:1

Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district's schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts' [User Friendly Budgets](#), or the NJDOE Finance [District Report Search](#) of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs). NJDOE will be collecting school-level per-pupil expenditures data for the 2018-19 school year, and that data will be included in future reports.

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2016-2017)	\$372	\$13,941	\$14,313



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Key terms for staff data:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience		
This table shows information about experience for teachers assigned to this school and across the state.		
Category	Teachers in School	Teachers in State
Total Number of teachers	71	117,464
Average years experience in public schools	12.3	12.0
Average years experience in district	10.9	10.7
Teachers in district for 4 or more years	81.7%	75.5%

Administrators – Experience (District Level)		
This table shows information about experience for administrators assigned to this district and across the state.		
Category	Admin. in District	Admin. in State
Total Number of administrators	9	9,374
Average years experience in public schools	18.4	16.0
Average years experience in district	14.3	12.0
Administrators in district for 4 or more years	100.0%	76.2%

Student and Staff Ratios		
This table shows ratios of students and staff members in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.		
Ratio	School Ratio	District Ratio
Students to Teachers	13:1	13:1
Students to Administrators	106:1	106:1
Teachers to Administrators	8:1	8:1
Students to Librarians/Media Specialists		952:1
Students to Nurses		952:1
Students to Counselors		190:1
Students to Child Study Team		476:1



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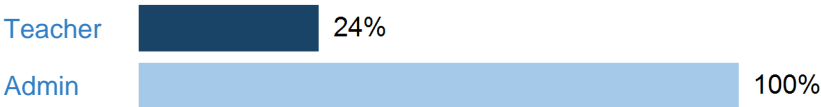
Teachers and Administrators - Level of Education

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

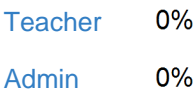
Bachelor’s Degree



Master’s Degree



Doctoral Degree



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

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

Job Type	District	State
2016-17 Teachers: Same district 2017-18	90.3%	90.2%
2016-17 Administrators: Same district 2017-18	100.0%	86.2%

Faculty Attendance

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

School Year	% Days Present
2017-18	96.9%



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Teachers and Administrators – Demographics

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

Category	Teachers	Administrators
Female	46.5%	33.3%
Male	53.5%	66.7%
White	94.4%	88.9%
Hispanic	0.0%	0.0%
Black or African American	5.6%	11.1%
Asian	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%



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

Comprehensive Status

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

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

Targeted Status

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

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



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

New Jersey has developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement. This table shows the indicator scores for each indicator included in the accountability system and the weight that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative score in the bottom 5% of Title I schools or with a four-year graduation rate of 67% or less are identified as requiring Comprehensive Support and Improvement. For more information about New Jersey’s accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Score	Weight
English Language Arts Proficiency	12.89	17.5%
Mathematics Proficiency	5.73	17.5%
Graduation Rate - 4-Year	19.20	25.0%
Graduation Rate - 5-Year	69.25	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	52.30	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	33.22	n/a
Summative Rating: Percentile Rank of Summative Score	25.50	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5 th percentile	No	n/a
Requires Comprehensive Support: 4-year Graduation Rate less than or equal to 67%	No	n/a

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



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Accountability Summary by Student Group - 2017-18 School Year

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

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	4-Year Graduation Rate: Met Annual Target	5-Year Graduation Rate: Met Annual Target	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	No	Not Met	Not Met	Not Met	Met Goal	**	Met	No
White	29.55	8.94	No	Not Met	Not Met	Not Met	Met Goal	n/a	Met	No
Hispanic	24.97	8.94	No	Met Target	Not Met	N	**	n/a	Met	No
Black or African American	45.44	8.94	No	Not Met	Not Met	Not Met	Not Met	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	Met Target†	Not Met	**	**	n/a	Met	No
American Indian or Alaska Native	**	**	No	**	**	N	N	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	Not Met	No
Economically Disadvantaged Students	42.17	8.94	No	Not Met	Not Met	Not Met	Met Goal	n/a	Met	No
Students with Disabilities	30.08	8.94	No	Not Met	Not Met	Not Met	Not Met	n/a	Not Met	No
English Learners	**	**	No	**	**	**	N	**	**	No

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






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School Narrative

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

 <p>Highlights:</p>	<ul style="list-style-type: none"> Italian Teacher, Mimma Cammarata, was named as Camden County's 2017-18 Teacher of the Year. Sterling High School Athletic Teams won the Colonial Conference Liberty Division Sportsmanship Award! Completion of major building upgrades/projects to the roof, HVAC systems, Auditorium renovation, and improvements to the athletic complex
 <p>Mission, Vision, Theme:</p>	<p>Vision: Our students will achieve their highest potential in personal and academic growth, become upstanding citizens, and contribute to today's global society. Mission: Sterling High School District will serve the needs of a diverse student body by maintaining a safe and respectful learning environment, cultivating high standards of excellence, and preparing our students for life beyond high school.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>The Sterling High School Athletic Teams won the Colonial Conference Liberty Division Sportsmanship Award. The average score increase on AP tests rose 25%. 75% of AP students scored a 3 or higher. Ms. Mimma Cammarata, Italian Teacher, was named Camden County Teacher of the year for 2017-2018.</p>






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 <p>Courses, Curriculum, Instruction:</p>	<p>Sterling High School offers a comprehensive curriculum that is aligned to the New Jersey Student Learning Standards. We currently offer various levels, including nine Advanced Placement courses as well as several remedial programs. Beginning with the Class of 2021, students will be required to take an English Composition course, in addition to the 4 years of English required. Sterling operates on a 4x4 block schedule, allowing students to take up to 45 credits per year. During this added time, students may pursue a "special program" that will provide a focus for his/her electives. Our teachers share a common curriculum, and assess using common assessments. Teachers plan lessons using various resources. Online textbooks are currently being researched as we move forward with our 1:1 initiative.</p>
 <p>Sports and Athletics:</p>	<p>Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Cheerleading (Girls), Cross Country (Boys & Girls), Field Hockey (Girls), Football (Boys), Golf (Boys & Girls), Lacrosse (Girls), Soccer (Boys & Girls), Softball (Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Boys & Girls), Wrestling (Boys)</p> <p>Athletics won the 2017-18 Colonial Conference Liberty Division Sportsmanship Award. Boys and Girls Track Teams each won Liberty Division titles and the Senior class finished their four years at Sterling with a combined record of 84-2-2. The Softball Team won the SJ Group II Championship. Boys Volleyball also won the Division title.</p>
 <p>Clubs and Activities:</p>	<p>Academic Challenge, Band-Jazz, Marching & Orchestra, Believe in U/Student Council, Chorus, Class of 2019, 2020, 2021, and 2022, FBLA, FCCLA, Interact, Morning News, NHS, HOSA, Project Graduation, ROTC, SADD, School Store, Spanish, Spring Musical, Tech Crew, World Cultures, Writing, Yearbook, and FCA. Sterling also partnered with the Voorhees Chick-Fil-A to conduct the Chick-Fil-A Student Leadership Academy.</p>






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 <p>Before and After School Programs:</p>	<p>We offer our Fitness Center every day to students of all ages and open it three nights per week to community members. We offer STARS tutoring is offered on a daily basis after school. A curriculum boot camp is offered during the summer to provide remediation for identified incoming ninth grade students. Project graduation sponsors Battle of Bands, Talent Show, and end of year safe graduation celebration.</p>
 <p>Staff and Professional Learning:</p>	<p>PLC's scheduled once per month. PLC and PD focused on data analysis, technology applications, and best instructional practices. Inter-district collaboration on curriculum, instruction, and technology. Staff was also offered restraint training, ABA.</p>
 <p>Postsecondary Information:</p>	<p>84% of the Class of 2018 are continuing their education, 48% to four year colleges, 33% to two year colleges, and 3% are pursuing other education. We conduct a financial aid night where representatives from HESSA guide parents through the FAFSA and answer questions about Financial Aid. We offer SAT prep courses, schedule PSAT testing during school time, and offer free waivers to students in need.</p>






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 <p>Student Supports and Services:</p>	<p>ELL instruction, RTI support, and after-school tutoring are available for at-risk students. Students are provided with school counseling, case manager support, speech therapy, occupational and physical therapy as needed, and social skills support counseling. I&RS, 504s, other student specific support groups are also offered. Child of Addiction (COA) is also offered.</p>
 <p>Student Health and Wellness:</p>	<p>Breakfast offered on a daily basis. Health and Physical Education classes focus on fitness, nutrition, and student well-being. Electives in PE include Yoga, Pilates, PE Wellness, and Dance/Rhythm/Timing. A spring Health and Wellness Fair is organized allowing students to meet and question local organizations that specialize in Health and Wellness.</p>
 <p>Parent and Community Involvement:</p>	<p>Parents may involve themselves in Strategic Planning, parent information nights on academics, student well-being, Back to School nights, conferences, community fitness center. Parents have access to student academics through parent-portal OnCourse. Parents may access additional information through individual teacher websites. Pre Prom Assembly, Parent / Project Graduation Committee, open house Choice School Nights.</p>






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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students</p> <p>Sterling High School surveyed 380 students regarding School Climate and they responded to twelve questions. The overall student responses suggest that the majority of the students at Sterling are safe and have a positive experience. The majority of students are aware of and use the Stop It APP.</p>
 <p>Facilities:</p>	<p>The school is 58 years old. Recent upgrades include roof replacement, upgrading site drainage, upgrading bathroom facilities to be ADA compliant; installing new boilers and chillers, domestic hot water, air conditioning in the kitchen, cafeteria, gymnasium; security system upgrades, auditorium upgrades, and replaced existing HVAC system in the auditorium and TV studio. The entire school is air conditioned. We are also upgrading the tennis courts, softball and other athletic fields. In September 2018, the district upgraded the Culinary Arts Classroom with the latest industrial appliances that equal a modern restaurant. The recent upgrades included doubling the size of the culinary classroom.</p>
 <p>School Safety:</p>	<p>Sterling High School conducts Security Drills each month. All staff members log into Sielox each morning and can use this system to trigger a lockdown or lockout, or to communicate a disturbance to administration. Since 1999, Sterling has employed a School Resource Office whom works with students, staff, and the community in the areas of safety. We have recently purchased a more sophisticated visitor management system called Lobby Guard SL. Using the Lobby Guard Instant Background Check Feature, we are able to screen visitors to keep unwanted individuals out of our building. Identification badges allow school and police personnel to quickly recognize and deal appropriately with unauthorized visitors. These badges must be worn and visible throughout the school day. We have a full time HIB specialist who conducts 2 school safety assemblies each year. We currently offer student workshops to increase student safety, well-being, anti-bullying, and anti-violence in relationships.</p>




STERLING HIGH SCHOOL
(07-5035-050)
Grades Offered: 09-12
2017-2018

Report Key:
* Data is not displayed in order to protect student privacy
** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

School Narrative

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

 <div>Technology and STEM:</div>	<p>Sterling has completed the second year of the 1:1 student tablet initiative, where all freshman students were provided tablet computers for 24/7 usage. Coinciding with this initiative, staff have been provided Professional Development on the use of 1:1 tablets including use of programs like Microsoft Class Notebook.</p>
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<div>  <div>Other Information:</div> </div>	<p>The curriculum is open and comprehensive.ÿ For graduation, students must earn 130 credits.ÿ A four by four block schedule offers students eight semester courses per year.ÿ Additional instruction opportunities are offered for credit and non-credit courses in the middle of the day.ÿ In additional to state mandated safety requirements, we utilize Sielox Security System which provides direct communication with local law enforcement in the event of a crisis.ÿ We initiated phase two of our technology initiative.ÿ Tablets were offered to select student groups equaling one quarter of the school's population.ÿ The school was website upgraded and now includes a mobile APP to offer greater communication opportunities.ÿ WE offer Choice Programs in Allied Health, Early Childhood Education, Radio / TV Production, NJROTC, and Multi Media Graphic Design.ÿ One hundred and eighteen out-of-district students participate in these Choice offerings.ÿ</p>
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