NJ SCHOOL PERFORMANCE REPORT

TIMBER CREEK REGIONAL HIGH SCHOOL
(07-0390-030)
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
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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	BLACK HORSE PIKE REGIONAL
Principal Name	MS. GIDDINS
Address	501 JARVIS ROAD ERIAL, NJ 08081
Phone Number	(856)232-9703
Email Address	KGIDDINS@BHPRSD.ORG
Website	http://www.bhprsd.org/Domain/10
Facebook	https://www.facebook.com/bhprsd/
Twitter	https://twitter.com/@TimberCreekHS

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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	323	301	302
10	287	299	285
11	329	274	280
12	351	349	286
Total	1,290	1,223	1,153

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	49.1%	49.5%	48.2%
Male	50.9%	50.5%	51.8%
Economically Disadvantaged Students	22.5%	25.0%	28.2%
Students with Disabilities	13.6%	15.0%	15.7%
English Learners	0.0%	0.0%	0.0%
Homeless Students		1.0%	1.3%
Students in Foster Care		0.7%	0.4%
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	54.1%	53.4%	51.9%
Hispanic	5.0%	6.1%	6.7%
Black or African American	35.3%	34.8%	35.1%
Asian	4.3%	4.4%	5.3%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.2%
American Indian or Alaska Native	0.7%	0.6%	0.3%
Two or More Races	0.7%	0.7%	0.6%

Enrollment Trends by Full and Shared Time Status

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

Enrollment Status	2015-16	2016-17	2017-18
Full Time Students	1,290	1,223	1,153
Shared Time Students	0	0	0
Full Time Equivalent	1,290	1,223	1,153

Enrollment by Home Language

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

Home Language	% of Students
English	98.4%
Other Languages	1.6%

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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	555	99.1	44.5	42.9	56.7	44.5	30.1	Met Target
White	290	99.0	53.8	47.1	65.6	53.8	35.6	Met Target
Hispanic	41	100.0	34.1	36.7	42.5	34.1	22.5	Met Target
Black or African American	190	99.0	27.9	29.6	37.3	27.9	20.7	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	63.0	82.3	*	53	Met Target
American Indian or Alaska Native	*	*	*	*	52.7	*	**	**
Two or More Races	N	N	N	*	63.4	N	**	**
Female	276	99.6	53.9	53.2	64.5	53.9		
Male	279	98.6	35.1	32.4	49.4	35.1		
Economically Disadvantaged Students	157	98.8	24.2	30.9	38.5	24.2	21.1	Met Target
Non-Economically Disadvantaged Students	398	99.3	52.5	49.0	67.5	52.5		
Students with Disabilities	92	98.0	12.0	*	21.6	12.0	11.9	Met Target
Students without Disabilities	463	99.4	51.0	*	63.9	51.0		
English Learners	N	N	N	*	27.3	N	**	**
Non-English Learners	555	99.1	44.5	*	59.4	44.5		
Homeless Students	*	*	*	21.4	27.7	*		
Students In Foster Care	*	*	*	*	26.3	*		
Military-Connected Students	N	N	N	*	57.4	N		
Migrant Students	N	N	N	N	30.1	N		

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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	282	745	744	752	11%	16%	25%	40%	8%	48%	55%
White	136	754	749	760	*	13%	19%	*	*	62%	64%
Hispanic	22	735	739	735	*	*	*	*	*	36%	38%
Black or African American	104	732	*	734	16%	20%	35%	*	*	29%	34%
Asian, Native Hawaiian, or Pacific Islander	*	*	755	782	*	*	*	*	*	*	83%
American Indian or Alaska Native	*	*	*	752	*	*	*	*	*	*	51%
Two or More Races	N	N	*	760	N	N	N	N	N	N	63%
Female	130	753	752	759	*	13%	22%	*	*	60%	63%
Male	152	737	736	744	*	18%	28%	*	*	38%	46%
Economically Disadvantaged Students	86	727	733	733	20%	28%	29%	*	*	23%	34%
Non-Economically Disadvantaged Students	196	753	751	761	7%	11%	23%	*	*	59%	65%
Students with Disabilities	44	709	708	716	36%	41%	*	*	*	11%	15%
Students without Disabilities	238	751	751	758	6%	11%	*	*	*	55%	62%
English Learners	N	N	695	691	N	N	N	N	N	N	*
Non-English Learners	282	745	745	755	11%	16%	25%	40%	8%	48%	*
Homeless Students	*	*	725	720	*	*	*	*	*	*	22%
Students in Foster Care	*	*	*	719	*	*	*	*	*	*	20%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	54%
Migrant Students	N	N	N	696	N	N	N	N	N	N	10%

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	276	734	735	749	24%	17%	19%	32%	8%	39%	51%
White	157	741	738	756	18%	17%	18%	39%	8%	46%	58%
Hispanic	20	714	730	733	*	*	*	*	*	30%	38%
Black or African American	85	723	720	728	33%	20%	24%	*	*	24%	32%
Asian, Native Hawaiian, or Pacific Islander	14	759	*	782	*	*	*	*	*	71%	78%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	50%
Two or More Races	N	N	*	753	N	N	N	N	N	N	55%
Female	147	743	744	759	16%	16%	21%	*	*	47%	60%
Male	129	724	724	739	34%	19%	16%	*	*	31%	42%
Economically Disadvantaged Students	73	718	723	730	38%	18%	19%	*	*	25%	34%
Non-Economically Disadvantaged Students	203	740	739	758	19%	17%	19%	*	*	45%	59%
Students with Disabilities	46	699	698	707	*	*	*	*	*	*	15%
Students without Disabilities	230	741	744	756	*	*	*	*	*	*	57%
English Learners	N	N	*	684	N	N	N	N	N	N	*
Non-English Learners	276	734	*	752	24%	17%	19%	32%	8%	39%	*
Homeless Students	N	N	*	718	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	707	N	N	N	N	N	N	21%
Military-Connected Students	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	210	717	721	736	31%	26%	25%	*	*	18%	39%
White	116	720	721	737	30%	24%	26%	*	*	20%	41%
Hispanic	11	701	725	731	*	*	*	*	*	*	35%
Black or African American	69	714	721	729	29%	33%	23%	14%	0%	14%	31%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	759	*	*	*	*	*	*	60%
American Indian or Alaska Native	*	*	*	730	*	*	*	*	*	*	25%
Two or More Races	*	*	*	737	*	*	*	*	*	*	39%
Female	89	723	729	745	18%	33%	29%	*	*	20%	48%
Male	121	713	715	728	41%	21%	21%	*	*	16%	31%
Economically Disadvantaged Students	62	718	720	730	31%	23%	31%	*	*	16%	33%
Non-Economically Disadvantaged Students	148	716	722	739	32%	28%	22%	*	*	18%	42%
Students with Disabilities	27	714	708	708	*	41%	*	*	*	11%	13%
Students without Disabilities	183	717	724	742	*	24%	*	*	*	19%	44%
English Learners	N	N	708	702	N	N	N	N	N	N	*
Non-English Learners	210	717	722	738	31%	26%	25%	*	*	18%	*
Homeless Students	*	*	713	721	*	*	*	*	*	*	22%
Students in Foster Care	*	*	*	708	*	*	*	*	*	*	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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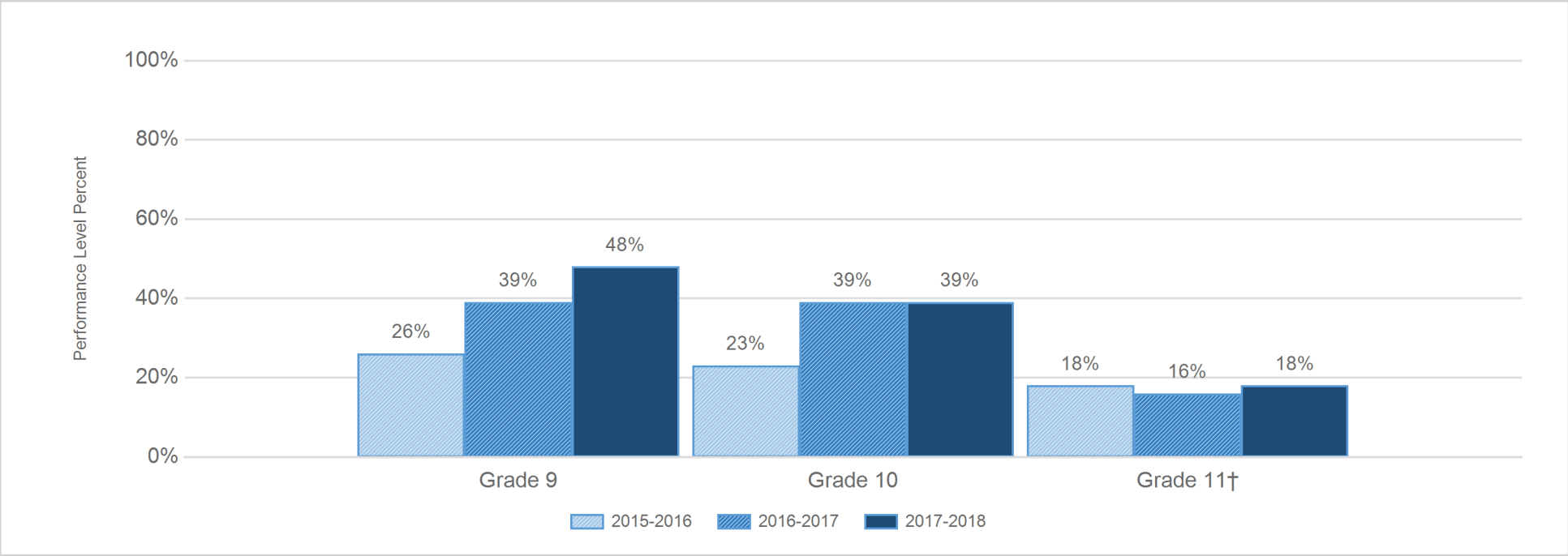
English Language Arts/Literacy Assessment - Performance Trends

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.



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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	525	99.1	34.8	29.7	45.0	34.8	27.3	Met Target
White	276	98.9	40.5	32.4	54.1	40.5	32.6	Met Target
Hispanic	39	100.0	28.2	27.0	29.2	28.2	19.6	Met Target
Black or African American	177	98.9	23.7	*	23.4	23.7	18.1	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	77.0	*	44	Met Target
American Indian or Alaska Native	*	*	*	*	42.5	*	**	**
Two or More Races	N	N	N	*	53.0	N	**	**
Female	261	99.2	35.7	30.8	46.0	35.7		
Male	264	98.9	34.1	28.5	43.9	34.1		
Economically Disadvantaged Students	145	99.3	18.6	21.3	26.6	18.6	16.2	Met Target
Non-Economically Disadvantaged Students	380	99.0	41.1	33.7	55.9	41.1		
Students with Disabilities	52	98.2	*	*	17.1	*	12.1	Met Target†
Students without Disabilities	473	99.2	*	*	50.5	*		
English Learners	N	N	N	11.1	24.6	N	**	**
Non-English Learners	525	99.1	34.8	30.0	46.9	34.8		
Homeless Students	*	*	*	*	17.3	*		
Students In Foster Care	N	N	N	*	16.2	N		
Military-Connected Students	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	224	736	733	746	11%	20%	35%	34%	0%	34%	46%
White	93	741	736	755	*	*	37%	40%	0%	40%	57%
Hispanic	23	731	732	730	*	*	*	*	*	30%	27%
Black or African American	94	731	729	727	15%	24%	32%	29%	0%	29%	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	740	779	*	*	*	*	*	*	79%
American Indian or Alaska Native	*	*	*	746	*	*	*	*	*	*	49%
Two or More Races	N	N	*	755	N	N	N	N	N	N	54%
Female	107	737	736	748	9%	19%	38%	34%	0%	34%	48%
Male	117	735	731	745	12%	21%	32%	35%	0%	35%	44%
Economically Disadvantaged Students	82	727	729	729	16%	24%	40%	20%	0%	20%	25%
Non-Economically Disadvantaged Students	142	741	737	756	8%	18%	32%	43%	0%	43%	57%
Students with Disabilities	36	710	709	716	*	*	*	*	*	*	13%
Students without Disabilities	188	741	739	752	*	*	*	*	*	*	52%
English Learners	N	N	721	710	N	N	N	N	N	N	*
Non-English Learners	224	736	734	749	11%	20%	35%	34%	0%	34%	*
Homeless Students	*	*	729	718	*	*	*	*	*	*	16%
Students in Foster Care	N	N	*	712	N	N	N	N	N	N	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	221	733	732	735	12%	33%	29%	*	*	26%	30%
White	124	740	735	740	*	26%	33%	*	*	34%	37%
Hispanic	*	*	726	723	*	*	*	*	*	*	14%
Black or African American	75	720	*	719	20%	44%	25%	*	*	11%	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	N	N	*	741	N	N	N	N	N	N	39%
Female	107	731	732	736	10%	38%	27%	*	*	24%	30%
Male	114	734	731	734	14%	28%	31%	*	*	27%	29%
Economically Disadvantaged Students	63	722	727	722	19%	44%	25%	*	*	11%	13%
Non-Economically Disadvantaged Students	158	737	734	741	9%	28%	30%	*	*	32%	38%
Students with Disabilities	22	715	713	713	*	*	*	*	*	*	*
Students without Disabilities	199	735	734	738	*	*	*	*	*	*	*
English Learners	N	N	717	711	N	N	N	N	N	N	*
Non-English Learners	221	733	732	736	12%	33%	29%	*	*	26%	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	*
Students in Foster Care	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%

NJ SCHOOL PERFORMANCE REPORT

TIMBER CREEK REGIONAL HIGH SCHOOL
(07-0390-030)
Grades Offered: 09-12
2017-2018

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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	256	716	714	727	34%	28%	18%	20%	0%	20%	30%
White	154	722	716	733	28%	27%	23%	22%	0%	22%	35%
Hispanic	14	709	714	710	*	*	*	*	*	21%	14%
Black or African American	68	702	*	705	51%	29%	*	*	*	10%	11%
Asian, Native Hawaiian, or Pacific Islander	16	735	732	766	*	*	*	*	*	38%	66%
American Indian or Alaska Native	*	*	*	729	*	*	*	*	*	*	28%
Two or More Races	*	*	*	736	*	*	*	*	*	*	37%
Female	125	721	717	728	30%	26%	18%	26%	0%	26%	30%
Male	131	712	711	727	38%	30%	18%	14%	0%	14%	30%
Economically Disadvantaged Students	60	705	707	709	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	196	720	717	736	*	*	*	*	*	*	37%
Students with Disabilities	14	690	*	693	*	*	*	*	*	*	*
Students without Disabilities	242	718	*	732	*	*	*	*	*	*	*
English Learners	N	N	*	691	N	N	N	N	N	N	*
Non-English Learners	256	716	*	729	34%	28%	18%	20%	0%	20%	*
Homeless Students	*	*	*	703	*	*	*	*	*	*	10%
Students in Foster Care	*	*	*	693	*	*	*	*	*	*	*
Military-Connected Students	N	N	*	717	N	N	N	N	N	N	20%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%

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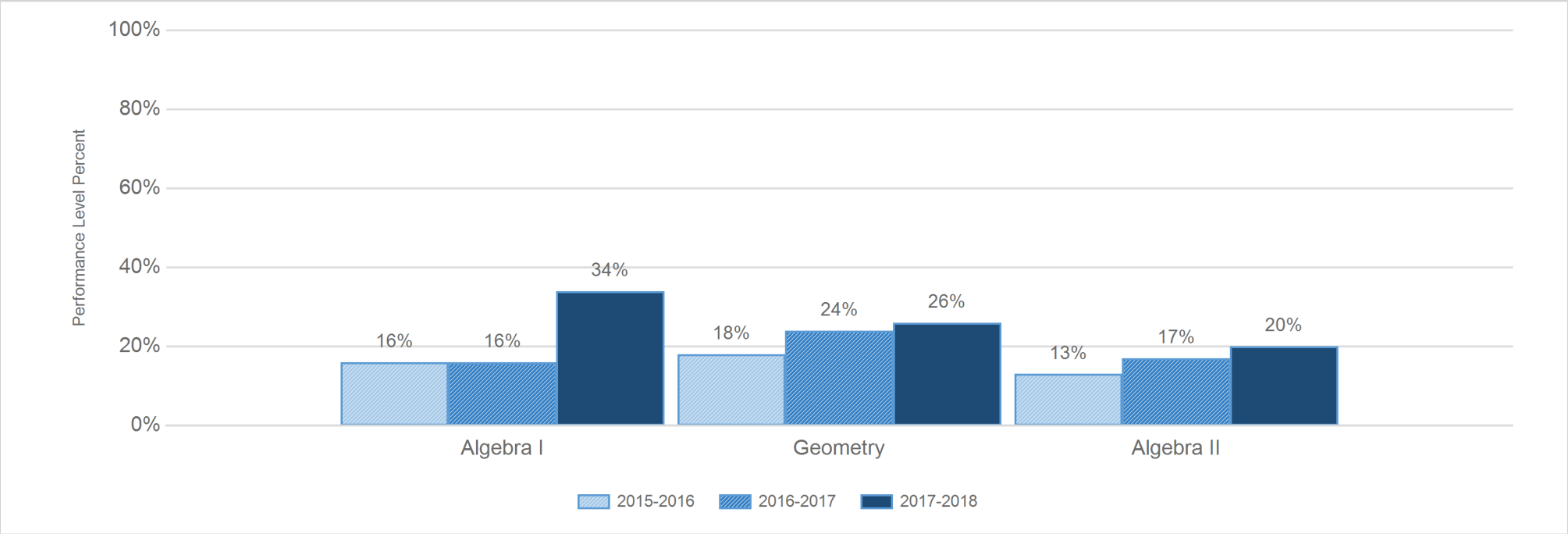
Mathematics Assessment – Performance Trends

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



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

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DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
9	N	N
10	N	N
11	*	*

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Expected growth is based on the student's initial level of English Language Proficiency during the 2016-17 school year and the number of years the student has been enrolled in the district. This table also shows the school's 2017-18 ESSA accountability target and whether the target was met.

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

† 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	N	N	N
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	100.0%	85.0%
12th graders taking SAT in 2017-18 or prior years	78.3%	72.2%
12th graders taking ACT in 2017-18 or prior years	11.2%	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	452	478	Grade 10: 430 Grade 11: 460	52%	62%
PSAT 10/NMSQT - Math	462	478	Grade 10: 480 Grade 11: 510	37%	42%
SAT - Reading and Writing	511	542	480	61%	72%
SAT - Math	508	543	530	40%	54%
ACT - Reading	20	24	22	34%	62%
ACT - English	19	24	18	59%	78%
ACT - Math	19	24	22	25%	62%
ACT - Science	18	23	23	*	53%

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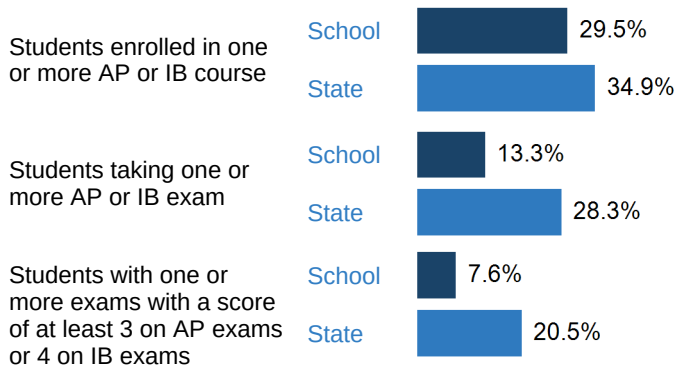
Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (IB)** courses and exams and **dual enrollment** courses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

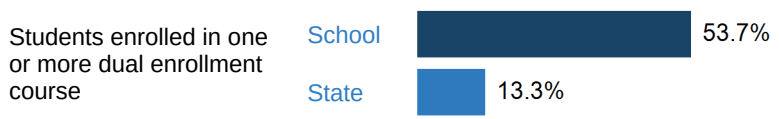
AP/IB Coursework – Participation and Performance

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



Dual Enrollment Coursework - Participation

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



AP/ IB Courses Offered

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

AP/IB Course	Students Enrolled	Students Tested
AP Biology	26	18
AP Calculus AB	25	4
AP English Language and Composition	62	44
AP English Literature and Composition	53	9
AP Environmental Science	9	8
AP Music Theory	4	1
AP Physics 1	0	20
AP Physics 2	0	1
AP Physics B	80	0
AP Psychology	51	17
AP Statistics	46	7
AP Studio Art—Two-Demensional	12	1
AP U.S. Government and Politics	15	6
AP U.S. History	62	42
Total Exams taken		178
Exams with scores of at least 3 on AP exams or 4 on IB exams		84

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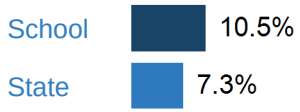
This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit the NJDOE's Career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

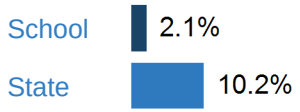
Career and Technical Education Participation

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)



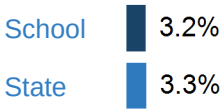
CTE Concentrators
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



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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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	145		
Total (All Clusters)	145	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	209	81	1	0	0	0	113
10	14	178	101	0	0	0	33
11	12	5	179	84	2	6	16
12	1	1	16	20	40	137	87
Total	236	265	297	104	42	143	249
Enrolled in AP/IB Course					25	46	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	143	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	161	0	23	5	135	2
10	152	54	17	13	61	5
11	21	147	6	63	46	7
12	12	5	1	26	54	37
Total	346	206	47	107	296	51
Enrolled in AP/IB Course	26	0		9	80	0
Enrolled in Dual Enrollment Course	26	0	0	9	63	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	298	24	0	0	0	0
10	4	296	0	0	1	0
11	2	287	0	54	20	21
12	2	16	0	97	46	74
Total	306	623	0	151	67	95
Enrolled in AP/IB Course	0	62	0	51		15
Enrolled in Dual Enrollment Course	0	62	0	51	0	15

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	127	0	32	0	0	0	0
10	215	0	40	0	0	0	0
11	134	9	39	0	0	0	0
12	74	9	14	0	0	0	0
Total	550	18	125	0	0	0	0
Enrolled in AP/IB Course	0	0	0	0	0	0	0
Enrolled in Dual Enrollment Course	120	18	41	0	0	0	0
Enrolled in Level 3 or Higher	120	18	41	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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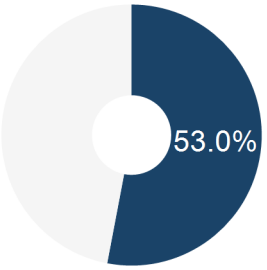
Visual and Performing Arts – Course Participation

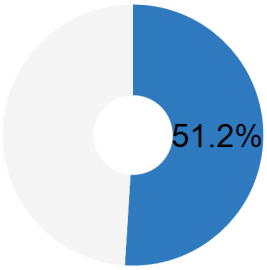
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 9-12:

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

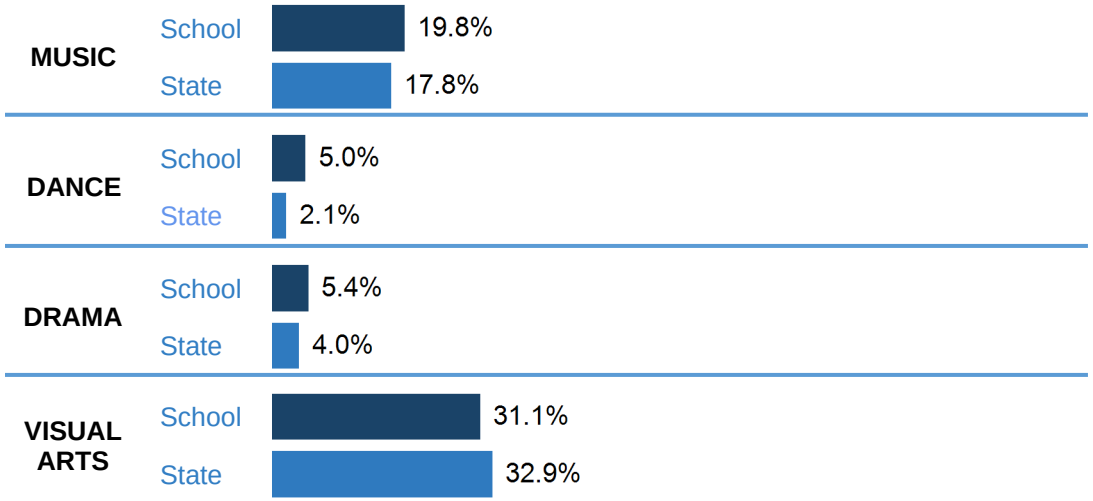


School



State

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	88.4%	90.9%	91.4%	92.4%	89.7%	92.8%	Not Met	92.6%	93.7%	Not Met
White	88.0%	95.0%	90.1%	95.7%	88.0%	94.3%	Not Met	95.1%	N	Met Goal
Hispanic	80.0%	84.8%	90.9%	87.3%	90.9%	73.2%	Met Target	75.0%	75.0%	Met Target
Black or African American	88.6%	84.2%	93.5%	86.8%	91.9%	92.8%	Not Met	90.1%	93.8%	Not Met
Asian, Native Hawaiian or Pacific Islander	*	97.0%	86.7%	97.7%	86.7%	**	**	100.0%	N	Met Goal
American Indian or Alaska Native	N	86.5%	*	94.1%	*	**	**	*	**	**
Two or More Races	*	92.0%	*	93.9%	*	**	**	*	**	**
Economically Disadvantaged Students	85.7%	84.6%	88.0%	87.0%	86.1%	86.7%	Not Met	85.0%	87.5%	Not Met
Students with Disabilities	79.4%	80.1%	81.1%	83.5%	77.4%	80.7%	Not Met	75.5%	78.6%	Not Met
English Learners	N	75.8%	*	81.8%	*	**	**	N	N	N
Homeless Students	*	72.6%	*	79.1%	*			*		
Students in Foster Care	*	62.6%	*	64.9%						

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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 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	44.9%	54.3%
Substitute Competency Test	46.4%	36.0%
Portfolio Appeals Process	3.0%	3.0%
Alternate Requirements specified in IEP	5.6%	6.7%
Unknown	0.0%	0.0%

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	88.4%	-
2017	89.7%	91.4%
2016	89.1%	92.6%

Dropout Rate Trends

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

School Year	School Rate	State Rate
2017-2018	1.0%	1.2%
2016-2017	1.1%	1.1%
2015-2016	0.7%	1.2%

NJ SCHOOL PERFORMANCE REPORT

TIMBER CREEK REGIONAL HIGH SCHOOL
(07-0390-030)
Grades Offered: 09-12
2017-2018

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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	71.8%	34.6%	65.4%
White	74.2%	33.7%	66.3%
Hispanic	56.3%	33.3%	66.7%
Black or African American	70.2%	37%	63%
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	62.1%	39%	61%
Students with Disabilities	43.3%	84.6%	15.4%
English Learners	N	N	N

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	77.5%	39.5%	60.5%	77.8%	22.2%	62.1%	37.9%
White	76.5%	47.2%	52.8%	81.9%	18.1%	69.3%	30.7%
Hispanic	77.8%	35.7%	64.3%	71.4%	28.6%	64.3%	35.7%
Black or African American	79.5%	33.3%	66.7%	74.2%	25.8%	53.8%	46.2%
Asian, Native Hawaiian, or Pacific Islander	76.9%	10%	90%	80%	20%	60%	40%
American Indian or Alaska Native	*	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	77.3%	50%	50%	81%	19%	74.1%	25.9%
Students with Disabilities	45.5%	70%	30%	90%	10%	75%	25%
English Learners	N	N	N	N	N	N	N

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

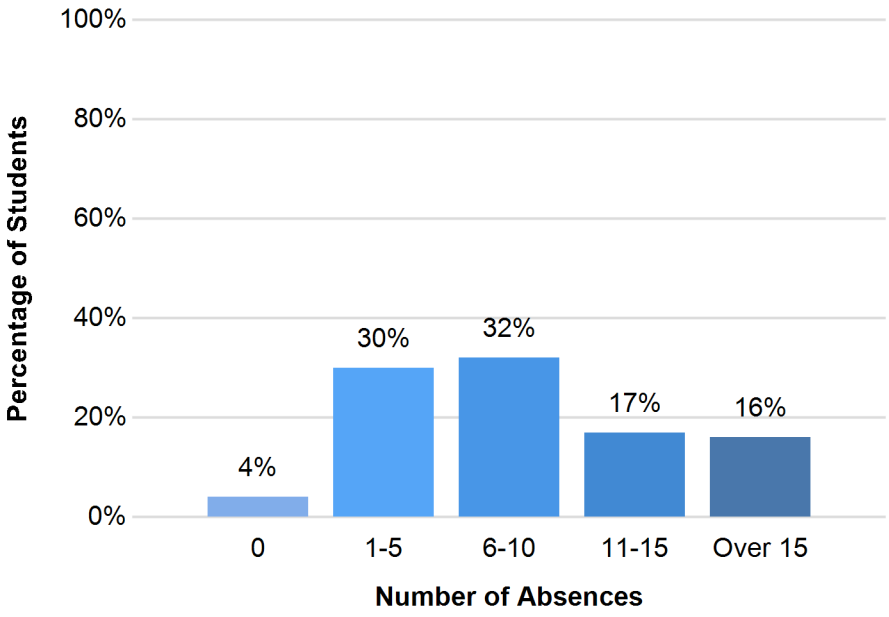
Chronic Absenteeism

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

Student Group	Number of students chronically absent	Percent of students chronically absent	State Average	Met State Average
Schoolwide	150	12.8	14.9	Met
White	72	11.8	14.9	Met
Hispanic	18	24.0	14.9	Not Met
Black or African American	56	13.6	14.9	Met
Asian, Native Hawaiian, or Pacific Islander	4	6.3	14.9	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Economically Disadvantaged Students	68	20.9	14.9	Not Met
Students with Disabilities	44	22.0	14.9	Not Met
English Learners	N	N	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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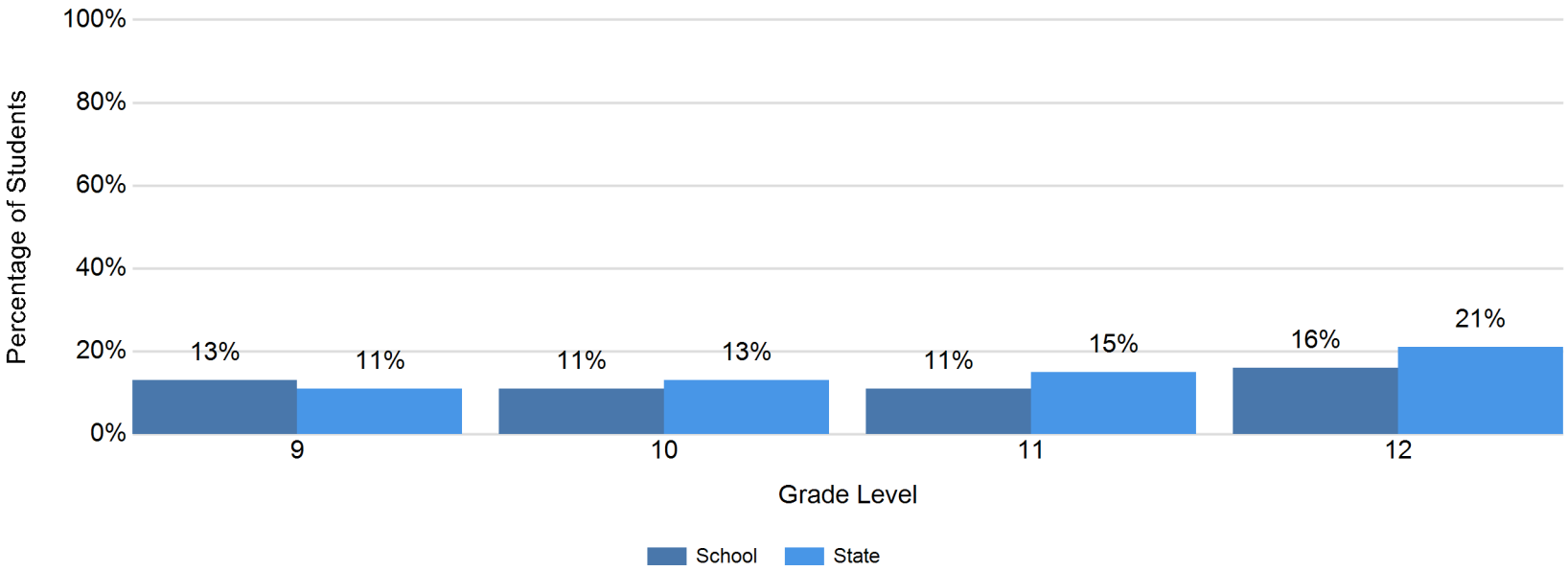
Chronic Absenteeism by Grade

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	21
Weapons	1
Vandalism	5
Substances	15
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	42
Incidents Per 100 Students Enrolled	3.64

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	21
Weapons	1
Vandalism	4
Substances	13
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	9

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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 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	2	0	2
Religion	1	0	1
Ancestry	0	0	0
Gender	0	1	1
Sexual Orientation	1	0	1
Disability	3	0	3
Other	2	1	3
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	0	0.0%
Out-of-School Suspensions	90	7.8%
Any Suspension	90	7.8%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	28	2.4%

School Days Missed due to Out-of-School Suspensions
481

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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	2:00 PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	6 Hrs 7 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	1:1

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)	$376	$14,796	$15,172

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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	95	117,464
Average years experience in public schools	12.5	12.0
Average years experience in district	10.5	10.7
Teachers in district for 4 or more years	81.1%	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	35	9,374
Average years experience in public schools	17.1	16.0
Average years experience in district	11.4	12.0
Administrators in district for 4 or more years	80.0%	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	12:1	12:1
Students to Administrators	165:1	98:1
Teachers to Administrators	14:1	8:1
Students to Librarians/Media Specialists		1148:1
Students to Nurses		1148:1
Students to Counselors		191:1
Students to Child Study Team		344:1

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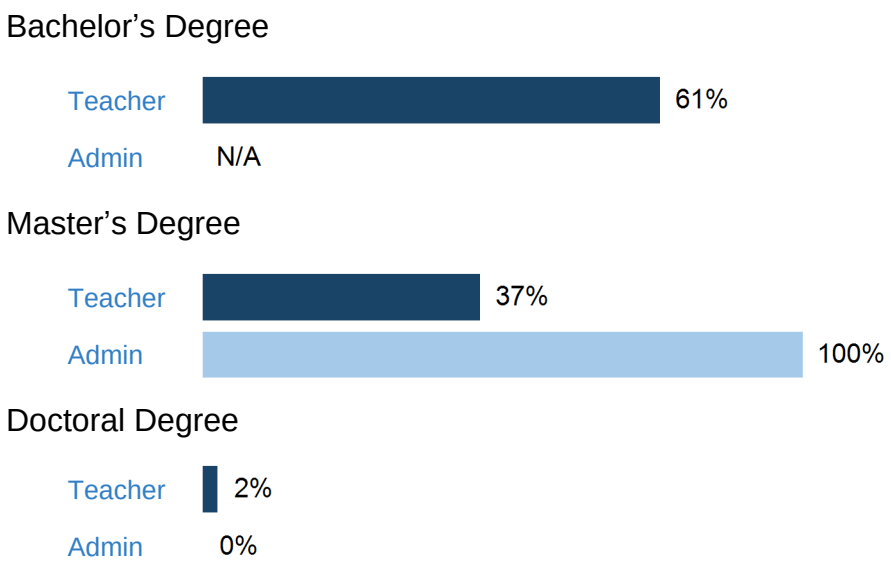
Teachers and Administrators - Level of Education

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.



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

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

Job Type	District	State
2016-17 Teachers: Same district 2017-18	92.9%	90.2%
2016-17 Administrators: Same district 2017-18	85.3%	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	96.8%

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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	56.8%	57.1%
Male	43.2%	42.9%
White	89.5%	57.1%
Hispanic	3.2%	0.0%
Black or African American	5.3%	42.9%
Asian	0.0%	0.0%
American Indian or Alaska Native	2.1%	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	32.66	17.5%
Mathematics Proficiency	55.87	17.5%
Graduation Rate - 4-Year	30.95	25.0%
Graduation Rate - 5-Year	29.02	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	41.38	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	36.69	n/a
Summative Rating: Percentile Rank of Summative Score	28.37	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th 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	Met Target	Met Target	Not Met	Not Met	N	Met	No
White	35.17	8.94	No	Met Target	Met Target	Not Met	Met Goal	n/a	Met	No
Hispanic	39.07	8.94	No	Met Target	Met Target	Met Target	Met Target	n/a	Not Met	No
Black or African American	61.95	8.94	No	Met Target	Met Target	Not Met	Not Met	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	55.47	8.94	No	Met Target	Met Target	**	Met Goal	n/a	Met	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	38.74	8.94	No	Met Target	Met Target	Not Met	Not Met	n/a	Not Met	No
Students with Disabilities	37.71	8.94	No	Met Target	Met Target†	Not Met	Not Met	n/a	Not Met	No
English Learners	**	**	No	**	**	**	**	**	**	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.

Highlights:	• 17 Recipients of the Presidential Award for Excellence in Education and 44 NJ Star Recipients • Olympic Conference Titles in Football, Golf, and Girls and Boys Track with 22 Varsity Sports • New Jersey and National Green Ribbon School Award
Mission, Vision, Theme:	The mission of Timber Creek High School is to educate the whole child and do what is best for them with the resources that are at our dsiposal. This premise informs our daily work. The staff and faculty at Timber Creek High School work in concert to provide rich experiences, opportunities for engagement, and life application of knowledge.
Awards, Recognition, Accomplishments:	With 1200 students, Timber Creek has produced high performing scholars, musicians, and athletes. Students have received such honors all South Jersey Band, full scholarships to reputable universities and colleges, Presidential Awards for Excellence, close to 80 NHS inductees in the last year, Olympic conference titles and State Championships. We are also a New Jersey and National Green Ribbon School.

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Courses, Curriculum, Instruction:	All academic courses are College Prep or College Prep Accelerated; 15 AP & 15 Honors level college prep courses, 18 Dual Credit courses offered in conjunction with Camden County College, 4 Career Prep Programs offered to seniors (College Now, Finishing Trades Institute, Internship and Work Study), STEAM Academy and Teen Pep offered.
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Cheerleading (Coed), Cross Country (Boys & Girls), Field Hockey (Girls), Football (Boys), Golf (Boys & Girls), Lacrosse (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Swimming (Coed), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Wrestling (Boys & Girls) In addition to the sports offered above, we have had 21 student-athletes sign collegiate letters. We also have multiple conference titles in the Olympic Conference which include Football, Golf, and Boys' and Girls' Track. Our football team was also awarded back to back Group 3 state champions for the 2015- 2016 and two other Championships over the years. 361 students were awarded Varsity letters and 24 All-Conference Athletes. Additionally, three students earned All-State Honors.
Clubs and Activities:	Timber Creek offers 44 cocurricular clubs and activities. The variety of clubs offer students diverse experiences and opportunities. Some of the highlights include Leo, Interact, and Key Club which give to many local organizations. We also have an award winning Green Team that actively keeps our community aware of its impact on the environment. The award winning marching band is involved in many competitions that afford our students opportunities to compete against other schools. Volunteer clubs are started by students and reflect the interests of the student body. This provides an opportunity to explore what clubs are the best fit for student needs.

NJ SCHOOL PERFORMANCE REPORT

TIMBER CREEK REGIONAL HIGH SCHOOL
(07-0390-030)
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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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.

Before and After School Programs:	Outside of activities and clubs, Timber Creek offers intramural programs such as volleyball that are run by two program coordinators who are also PE teachers at Timber Creek. Additionally, we have intramural sports for our multiple disabled students. Any student can participate in all grade levels. We also offer after school tutoring and we have a Reading specialist who offers her services to students Tuesday, Wednesday, and Thursday.
Staff and Professional Learning:	There are three major initiatives that are the focus for this year. This year the focus is Restorative Strategies, Wellness, and Instructional Strategies such as Questioning. Many teachers are getting trained and then training other staff members. Faculty meetings and In-service days have been dedicated to training and looking at the data to support the processes that are being implemented.
Postsecondary Information:	52% of our graduates attend a 4 year college, 34% attend a 2 year college, 3% attend a trade school, 1% join the military. We had 44 NJSTARS recipients. The district pays for 2 PSAT test administrations in 10th and 11th grade as well as 1 free SAT voucher for every student. Addtionally, we free SAT prep courses through APEX and a reduced SAT prep after school program through KAPLAN.

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Student Supports and Services:	Some of the services we offer are NHS tutoring program, I&RS team referral services, one full time Student Assistance Coordinator, personalized academic plans to support struggling learners, Reading Enrichment and Math 44,Transition Project and Peer Mentoring offered. We have fostered a relationship with the local police to offer support student services and build a better relationship with law enforcement.
Student Health and Wellness:	Timber Creek offers an array of opportunities for health and wellness for staff and students. We offer intramural programs, PE classes, as well as PE enrichment, health challenges, blood drives, 5k races, and opportunities to use the weight room even if students are not associated with a current sport. There are also healthy meals for breakfast and lunch as well as healthy vending choices for when students at the conclusion of the day and the end of practice.
Parent and Community Involvement:	Timber Creek's Home and School Council are heavily involved with the school community and the students. The members are a hard-working group of concerned parents who implement student appreciation days, breakfasts, Seniors nights, assist in graduation and other student-centered events. We also enjoy the support of local businesses that find ways to donate to student-based initiatives, the fine arts, sports, and teachers such as Educator Appreciation Week.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers The principal provides a 360 degree review for staff to complete at the end of the year and a similar survey is provided to the students to assess the school environment. Over the summer, the building administration reviews the data. The data is then shared in September. In addition to the surveys for students and staff, parents were given the opportunity to provide feedback to the school. That data was shared with all school staff. The parents with any concerns were phoned directly.
Facilities:	The building was completed in September of 2001. The building is 16 years old and no major renovations have taken place except for improvements that are suited for energy conservation. Timber Creek is spacious and full of natural light. The Skylights were recently tinted to help the building to better regulate heat and cold. The outside facilities have been improved such as turf management and new outdoor restrooms. Ten acres were added to the complex this year to make room for more practice fields. Many groups, both local and abroad, use our indoor and outdoor facilities to host events at Timber Creek.
School Safety:	Over the year, Timber Creek and district officials have made some recent changes to improve security measures. There is now a new security booth at the front of a school with a security guard who has a law enforcement background. There have been new rules established for drop-offs and pick-ups. There is also new personnel in the back of the building and the move to have all students wear their IDs. The glass around the building was fortified to make it bullet resistant and we added more training for staff. Areas with double vestibules were now double locked. There is also a school safety team that looks to evaluate the measures being taken and to elicit new ideas.

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Technology and STEM:	The technology offerings at TC continue to increase. In addition to engineering, computer and graphic arts classes, there are also opportunities for enhancement via work in our morning news program and new equipment to remotely telecast. We also have had students participate in a Physics Olympics and place in this completion. This is also our second year of Chromebook adoption. Three members of the Tech Team took first place in Camden County College's Engineer Week Design Competition

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Other Information:	Timber Creek High School is a dynamic school with a diverse population varying in race and demographics. Although there is a short history, it is one of excellence. TCHS is a community built on the work of doers, intellectuals, musicians, athletes, an involved parent base, supreme educators, and people who are looking to make an enduring impact on the world. Approximately 90% of our students attend college after graduation to continue their educational journey. Within the last few years, our students have gotten involved and recognized in local Tech Competitions, attend the Finishing Trade school, earn college credits while still attending high School, highly involved politically and being recognized for their leadership and involvement in local and state government relations to name a few. Our students are also involved in Rotary, Kiwanis, and Lions to seek opportunities to give back to communities and some even serve our country in the military. The staff and faculty serve an active student body and one of the ways this happens is through the innovation of the old standard schedule. The district and school has moved to a rotating block schedule with a common lunch in the middle of the day. This has increased instructional time but also provided the students with an opportunity to receive help, visit teachers, attend meetings, arrange college visits, or engage with peers.