NJ SCHOOL PERFORMANCE REPORT

KINGSWAY REGIONAL HIGH SCHOOL
(15-2440-050)
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

How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

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School Contact Info

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

Type	Contact Information
County	GLOUCESTER
District	KINGSWAY REGIONAL
Principal Name	MR. STEPHENSON
Address	201 KINGS HIGHWAY WOOLWICH TWP, NJ 08085-9608
Phone Number	(856)467-3300
Email Address	STEPHENSONC@KINGSWAY.K12.NJ.US
Website	https://www.krsd.org/Domain/8
Facebook	https://www.facebook.com/KingswayDragons/

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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	419	462	435
10	450	424	452
11	426	434	416
12	373	422	434
Total	1,668	1,742	1,737

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	49.6%	50.1%	50.2%
Male	50.4%	49.9%	49.8%
Economically Disadvantaged Students	15.5%	13.7%	13.2%
Students with Disabilities	15.5%	14.6%	13.8%
English Learners	0.4%	1.0%	0.9%
Homeless Students		0.5%	0.5%
Students in Foster Care		0.2%	0.0%
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	75.6%	76.2%	74.7%
Hispanic	5.5%	5.6%	6.0%
Black or African American	13.1%	12.5%	12.5%
Asian	4.0%	4.2%	4.8%
Native Hawaiian or Pacific Islander	0.0%	0.1%	0.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	1.9%	1.5%	1.8%

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	1,657	1,729	1,724
Shared Time Students	19	23	24
Full Time Equivalent	1,667	1,741	1,736

Enrollment by Home Language

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

Home Language	% of Students
English	95.4%
Spanish	2.1%
Other Languages	2.5%

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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	864	97.9	61.7	67.2	56.7	61.7	44.2	Met Target
White	641	97.9	65.1	70.2	65.6	65.1	46.8	Met Target
Hispanic	49	96.2	44.9	51.9	42.5	44.9	33.1	Met Target
Black or African American	105	98.2	38.1	45.7	37.3	38.1	29.2	Met Target
Asian, Native Hawaiian, or Pacific Islander	47	97.9	87.2	88.3	82.3	87.2	59.2	Met Goal
American Indian or Alaska Native	N	N	N	N	52.7	N	**	**
Two or More Races	22	100.0	59.1	64.8	63.4	59.1	N	N
Female	438	98.9	69.2	76.5	64.5	69.2		
Male	426	96.8	54.0	59.0	49.4	54.0		
Economically Disadvantaged Students	120	99.2	37.5	38.2	38.5	37.5	20	Met Target
Non-Economically Disadvantaged Students	744	97.7	65.6	71.3	67.5	65.6		
Students with Disabilities	136	96.5	16.2	22.0	21.6	16.2	17.1	Met Target†
Students without Disabilities	728	98.1	70.1	77.3	63.9	70.1		
English Learners	*	*	*	23.1	27.3	*	**	**
Non-English Learners	*	*	*	67.5	59.4	*		
Homeless Students	*	*	*	*	27.7	*		
Students In Foster Care	N	N	N	*	26.3	N		
Military-Connected Students	N	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	423	760	760	752	4%	9%	22%	48%	16%	65%	55%
White	307	762	762	760	*	*	21%	53%	16%	70%	64%
Hispanic	25	737	737	735	*	*	*	*	*	32%	38%
Black or African American	50	739	739	734	*	24%	26%	*	*	40%	34%
Asian, Native Hawaiian, or Pacific Islander	26	784	784	782	0%	0%	*	*	*	88%	83%
American Indian or Alaska Native	N	N	N	752	N	N	N	N	N	N	51%
Two or More Races	15	762	762	760	0%	*	*	*	*	60%	63%
Female	210	765	765	759	*	*	19%	52%	20%	73%	63%
Male	213	754	754	744	*	*	26%	45%	12%	57%	46%
Economically Disadvantaged Students	61	743	743	733	*	21%	28%	*	*	44%	34%
Non-Economically Disadvantaged Students	362	762	762	761	*	7%	22%	*	*	68%	65%
Students with Disabilities	59	726	726	716	*	*	32%	*	*	22%	15%
Students without Disabilities	364	765	765	758	*	*	21%	*	*	72%	62%
English Learners	*	*	*	691	*	*	*	*	*	*	*
Non-English Learners	*	*	*	755	*	*	*	*	*	*	*
Homeless Students	*	*	*	720	*	*	*	*	*	*	22%
Students in Foster Care	N	N	N	719	N	N	N	N	N	N	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	445	756	756	749	10%	12%	20%	42%	17%	59%	51%
White	334	760	760	756	7%	10%	21%	43%	19%	62%	58%
Hispanic	26	738	738	733	*	*	*	*	*	54%	38%
Black or African American	57	732	732	728	25%	21%	19%	*	*	35%	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	231	763	763	759	7%	9%	18%	44%	22%	66%	60%
Male	214	748	748	739	13%	14%	21%	39%	12%	51%	42%
Economically Disadvantaged Students	63	723	723	730	27%	19%	24%	30%	0%	30%	34%
Non-Economically Disadvantaged Students	382	761	761	758	7%	10%	19%	44%	20%	64%	59%
Students with Disabilities	74	707	707	707	42%	27%	19%	*	*	12%	15%
Students without Disabilities	371	765	765	756	4%	9%	20%	*	*	68%	57%
English Learners	*	*	*	684	*	*	*	*	*	*	*
Non-English Learners	*	*	*	752	*	*	*	*	*	*	*
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	213	725	725	736	23%	24%	27%	*	*	26%	39%
White	151	727	727	737	21%	25%	26%	*	*	28%	41%
Hispanic	19	722	722	731	*	*	*	*	*	26%	35%
Black or African American	39	718	718	729	28%	28%	28%	*	*	15%	31%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	759	*	*	*	*	*	*	60%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	25%
Two or More Races	*	*	*	737	*	*	*	*	*	*	39%
Female	97	736	736	745	14%	19%	30%	*	*	37%	48%
Male	116	717	717	728	30%	28%	24%	*	*	17%	31%
Economically Disadvantaged Students	45	714	714	730	33%	22%	31%	*	*	13%	33%
Non-Economically Disadvantaged Students	168	729	729	739	20%	24%	26%	*	*	30%	42%
Students with Disabilities	49	709	709	708	45%	22%	*	*	*	16%	13%
Students without Disabilities	164	730	730	742	16%	24%	*	*	*	29%	44%
English Learners	*	*	*	702	*	*	*	*	*	*	*
Non-English Learners	*	*	*	738	*	*	*	*	*	*	*
Homeless Students	*	*	*	721	*	*	*	*	*	*	22%
Students in Foster Care	N	N	N	708	N	N	N	N	N	N	19%
Military-Connected Students	N	N	N	729	N	N	N	N	N	N	31%
Migrant Students	N	N	N	707	N	N	N	N	N	N	*

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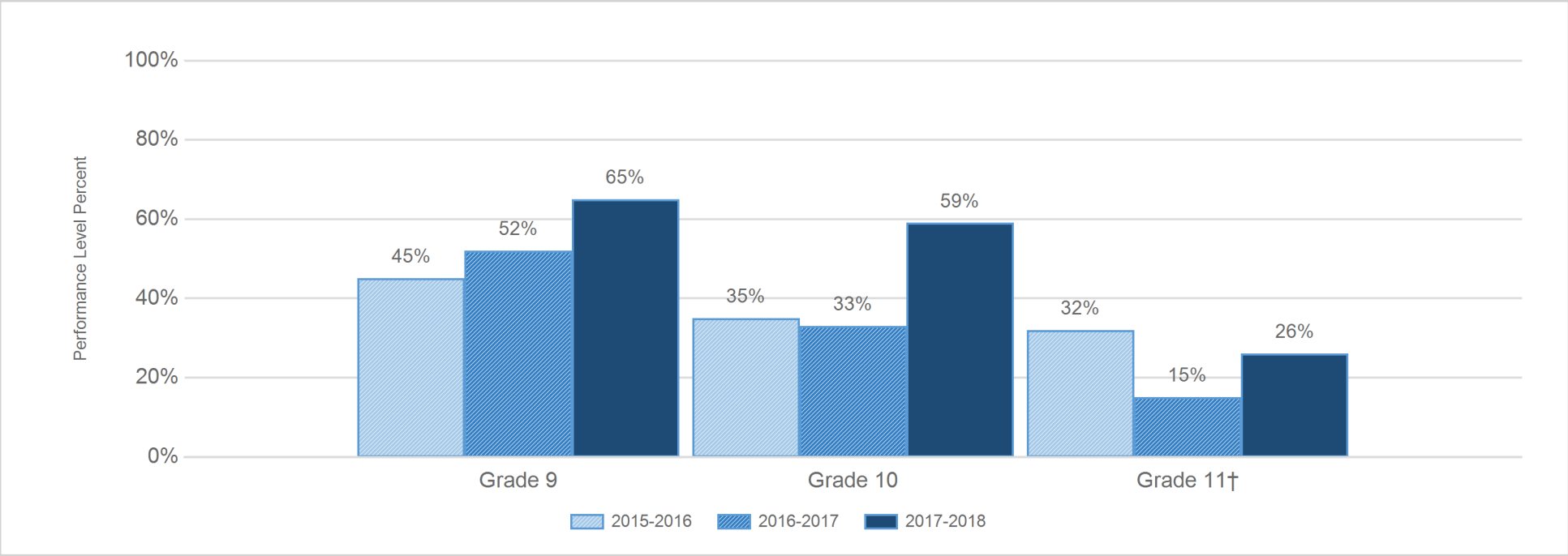
English Language Arts/Literacy Assessment - Performance Trends

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	791	96.8	44.7	53.9	45.0	44.7	42.9	Met Target
White	591	96.6	47.6	57.5	54.1	47.6	44.4	Met Target
Hispanic	46	95.9	21.7	34.7	29.2	21.7	38	Not Met
Black or African American	92	98.9	25.0	30.3	23.4	25.0	26.9	Met Target†
Asian, Native Hawaiian, or Pacific Islander	42	95.5	69.1	72.9	77.0	69.1	69.1	Met Target
American Indian or Alaska Native	N	N	N	N	42.5	N	**	**
Two or More Races	20	100.0	50.0	54.3	53.0	50.0	N	N
Female	402	97.8	45.7	56.6	46.0	45.7		
Male	389	95.8	43.4	51.5	43.9	43.4		
Economically Disadvantaged Students	105	97.3	27.6	29.3	26.6	27.6	23.2	Met Target
Non-Economically Disadvantaged Students	686	96.8	47.2	57.3	55.9	47.2		
Students with Disabilities	100	95.3	16.0	20.4	17.1	16.0	19.2	Met Target†
Students without Disabilities	691	97.1	48.8	60.7	50.5	48.8		
English Learners	*	*	*	*	24.6	*	**	**
Non-English Learners	*	*	*	*	46.9	*		
Homeless Students	*	*	*	*	17.3	*		
Students In Foster Care	N	N	N	*	16.2	N		
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	324	746	760	746	6%	13%	36%	*	*	45%	46%
White	232	748	763	755	6%	11%	33%	*	*	50%	57%
Hispanic	25	736	*	730	*	*	52%	*	*	24%	27%
Black or African American	43	733	741	727	*	*	40%	*	*	26%	23%
Asian, Native Hawaiian, or Pacific Islander	10	762	776	779	0%	0%	*	*	*	70%	79%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	49%
Two or More Races	14	745	*	755	*	0%	*	*	*	43%	54%
Female	163	748	761	748	*	*	31%	*	*	52%	48%
Male	161	743	758	745	*	*	40%	*	*	39%	44%
Economically Disadvantaged Students	56	737	*	729	*	*	38%	*	*	30%	25%
Non-Economically Disadvantaged Students	268	748	*	756	*	*	35%	*	*	48%	57%
Students with Disabilities	66	723	*	716	*	30%	30%	*	*	17%	13%
Students without Disabilities	258	752	*	752	*	8%	37%	*	*	52%	52%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	749	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	16%
Students in Foster Care	N	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	311	736	737	735	7%	23%	45%	*	*	26%	30%
White	226	740	740	740	5%	18%	47%	*	*	30%	37%
Hispanic	21	722	722	723	*	*	*	*	*	10%	14%
Black or African American	52	724	724	719	*	44%	35%	*	*	12%	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	147	736	*	736	*	21%	49%	*	*	24%	30%
Male	164	737	*	734	*	24%	41%	*	*	27%	29%
Economically Disadvantaged Students	57	726	726	722	*	35%	37%	*	*	14%	13%
Non-Economically Disadvantaged Students	254	739	*	741	*	20%	46%	*	*	29%	38%
Students with Disabilities	51	712	712	713	*	*	*	*	*	*	*
Students without Disabilities	260	741	*	738	*	*	*	*	*	*	*
English Learners	*	*	*	711	*	*	*	*	*	*	*
Non-English Learners	*	*	*	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%

NJ SCHOOL PERFORMANCE REPORT

KINGSWAY REGIONAL HIGH SCHOOL
(15-2440-050)
Grades Offered: 09-12
2017-2018

Report Key:
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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	322	740	740	727	14%	23%	21%	36%	5%	41%	30%
White	242	740	740	733	13%	22%	23%	38%	4%	42%	35%
Hispanic	*	*	*	710	*	*	*	*	*	*	14%
Black or African American	32	721	721	705	*	41%	*	*	*	19%	11%
Asian, Native Hawaiian, or Pacific Islander	23	787	787	766	0%	0%	*	*	*	83%	66%
American Indian or Alaska Native	N	N	N	729	N	N	N	N	N	N	28%
Two or More Races	*	*	*	736	*	*	*	*	*	*	37%
Female	173	739	739	728	12%	27%	23%	*	*	39%	30%
Male	149	741	741	727	17%	19%	20%	*	*	43%	30%
Economically Disadvantaged Students	29	712	712	709	41%	*	*	*	*	21%	13%
Non-Economically Disadvantaged Students	293	743	743	736	12%	*	*	*	*	43%	37%
Students with Disabilities	24	710	710	693	42%	*	*	*	*	13%	*
Students without Disabilities	298	742	742	732	12%	*	*	*	*	43%	*
English Learners	*	*	*	691	*	*	*	*	*	*	*
Non-English Learners	*	*	*	729	*	*	*	*	*	*	*
Homeless Students	*	*	*	703	*	*	*	*	*	*	10%
Students in Foster Care	N	N	N	693	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	717	N	N	N	N	N	N	20%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%

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(15-2440-050)
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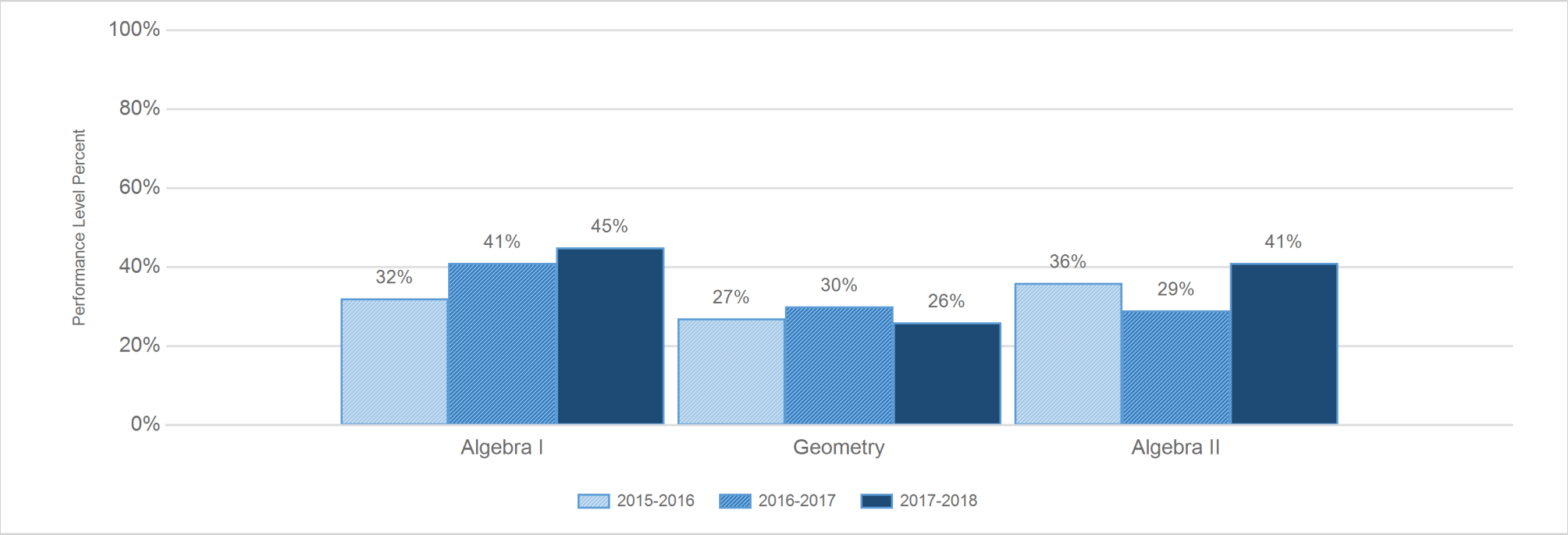
Mathematics Assessment – Performance Trends

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	*	*
10	*	*
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	41.2%	**	**

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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

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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	79.5%	72.2%
12th graders taking ACT in 2017-18 or prior years	13.4%	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	494	478	Grade 10: 430 Grade 11: 460	73%	62%
PSAT 10/NMSQT - Math	491	478	Grade 10: 480 Grade 11: 510	50%	42%
SAT - Reading and Writing	558	542	480	85%	72%
SAT - Math	555	543	530	59%	54%
ACT - Reading	22	24	22	59%	62%
ACT - English	22	24	18	78%	78%
ACT - Math	23	24	22	57%	62%
ACT - Science	22	23	23	47%	53%

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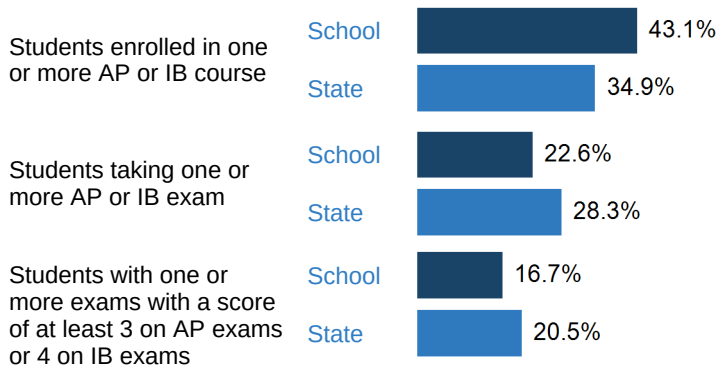
Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (IB)** courses and exams and **dual enrollment** courses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

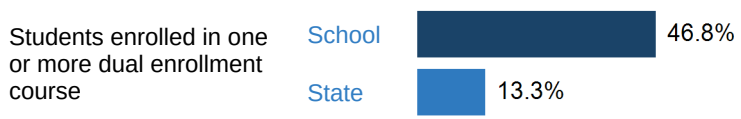
AP/IB Coursework – Participation and Performance

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 Art—History of Art	6	2
AP Biology	93	22
AP Calculus AB	48	17
AP Calculus BC	31	14
AP Chemistry	58	5
AP English Language and Composition	116	82
AP English Literature and Composition	131	95
AP European History	22	2
AP French Language and Culture	14	0
AP Human Geography	27	0
AP Italian Language and Culture	28	7
AP Macroeconomics	0	1
AP Microeconomics	0	1
AP Music Theory	9	2
AP Physics 1	0	10
AP Physics 2	0	2

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AP/IB Course	Students Enrolled	Students Tested
AP Physics B	52	0
AP Physics C: Electricity and Magnetism	0	3
AP Physics C: Mechanics	0	6
AP Psychology	95	32
AP Spanish Language	37	3
AP Studio Art—Drawing Portfolio	8	3
AP U.S. Government and Politics	25	0
AP U.S. History	169	46
Total Exams taken		355
Exams with scores of at least 3 on AP exams or 4 on IB exams		255

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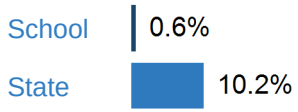
This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit the NJDOE's Career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

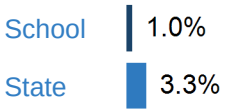
CTE Concentrators
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



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	*		
Hospitality & Tourism	*		
Human Services	*		
Law, Public Safety, Corrections & Security	*		
Manufacturing	*		
Transportation, Distribution & Logistics	*		
Total (All Clusters)	23	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	298	123	42	1	0	0	94
10	58	241	153	24	0	0	75
11	6	46	195	134	31	2	45
12	1	5	53	55	99	73	131
Total	363	415	443	214	130	75	345
Enrolled in AP/IB Course					79	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	9	1	16	35	378	3
10	55	392	0	9	50	1
11	358	79	0	20	25	40
12	122	19	0	35	14	96
Total	544	491	16	99	467	140
Enrolled in AP/IB Course	93	58		0	52	0
Enrolled in Dual Enrollment Course	0	58	0	0	52	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	428	3	0	0	0	5
10	47	414	19	0	0	78
11	22	417	6	2	0	79
12	25	23	11	94	0	138
Total	522	857	36	96	0	300
Enrolled in AP/IB Course	0	169	0	95		73
Enrolled in Dual Enrollment Course	0	111	0	95	0	22

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	203	84	87	0	0	0	0
10	250	72	67	0	0	0	0
11	160	50	42	0	0	0	0
12	49	16	30	0	0	0	0
Total	662	222	226	0	0	0	0
Enrolled in AP/IB Course	37	14	28	0	0	0	0
Enrolled in Dual Enrollment Course	296	112	114	0	0	0	0
Enrolled in Level 3 or Higher	259	98	86	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

NJ SCHOOL PERFORMANCE REPORT

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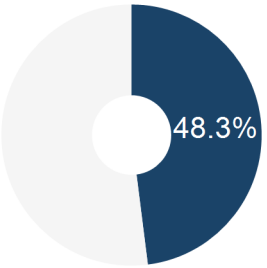
Visual and Performing Arts – Course Participation

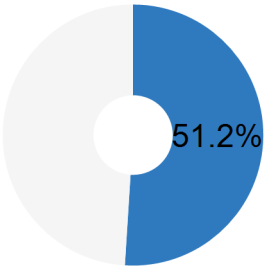
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 9-12:

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

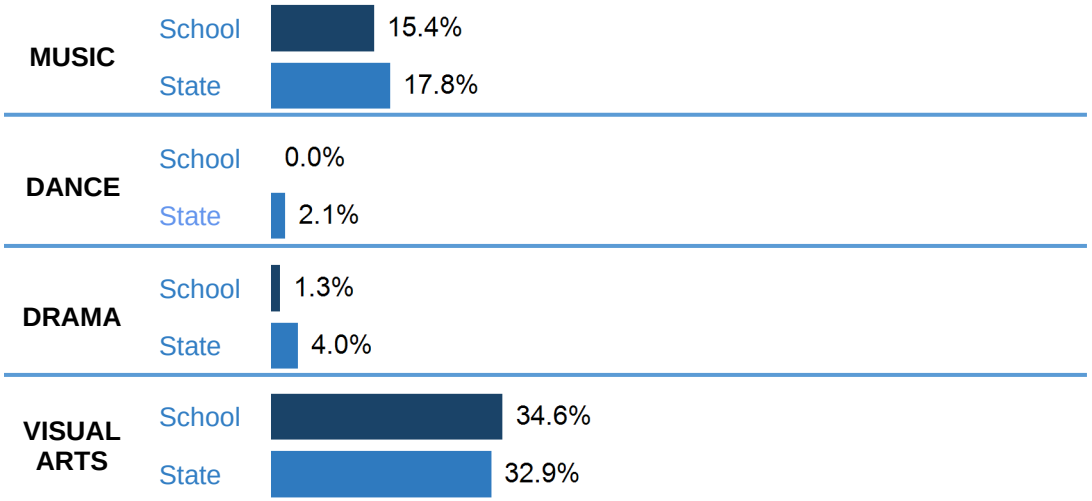


School



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	97.9%	90.9%	96.3%	92.4%	95.9%	N	Met Goal	95.1%	N	Met Goal
White	98.9%	95.0%	96.7%	95.7%	96.2%	N	Met Goal	96.1%	N	Met Goal
Hispanic	92.3%	84.8%	100.0%	87.3%	100.0%	**	**	89.7%	92.2%	Not Met
Black or African American	93.8%	84.2%	90.6%	86.8%	90.6%	93.1%	Not Met	93.5%	96.0%	Not Met
Asian, Native Hawaiian or Pacific Islander	100.0%	97.0%	100.0%	97.7%	100.0%	**	**	*	**	**
American Indian or Alaska Native	N	86.5%	N	94.1%	N	N	N	N	N	N
Two or More Races	100.0%	92.0%	100.0%	93.9%	100.0%	**	**	*	**	**
Economically Disadvantaged Students	92.2%	84.6%	97.6%	87.0%	95.2%	N	Met Goal	92.2%	96.0%	Not Met
Students with Disabilities	91.7%	80.1%	87.2%	83.5%	87.2%	87.7%	Not Met	88.6%	89.6%	Not Met
English Learners	*	75.8%	*	81.8%	*	**	**	*	**	**
Homeless Students	*	72.6%	*	79.1%	*			N		
Students in Foster Care	*	62.6%	N	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	6.4%	6.2%
Substitute Competency Test	84.3%	85.2%
Portfolio Appeals Process	1.1%	0.9%
Alternate Requirements specified in IEP	7.5%	7.1%
Unknown	0.6%	0.6%

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	97.9%	-
2017	95.9%	96.3%
2016	93.9%	95.1%

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	0.7%	1.2%
2016-2017	0.3%	1.1%
2015-2016	0.7%	1.2%

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(15-2440-050)
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	77.9%	29.6%	70.4%
White	78.4%	30.4%	69.6%
Hispanic	56.5%	53.8%	46.2%
Black or African American	80.3%	28.6%	71.4%
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	61.8%	41.2%	58.8%
Students with Disabilities	48.2%	63%	37%
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	76%	29.7%	70.3%	78.3%	21.7%	58.5%	41.5%
White	79.1%	30.6%	69.4%	77.9%	22.1%	59.3%	40.7%
Hispanic	37.5%	50%	50%	100%	0%	83.3%	16.7%
Black or African American	63%	10.3%	89.7%	72.4%	27.6%	44.8%	55.2%
Asian, Native Hawaiian, or Pacific Islander	76.9%	10%	90%	80%	20%	50%	50%
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	90.9%	70%	30%	90%	10%	70%	30%
Economically Disadvantaged Students	55.7%	52.9%	47.1%	79.4%	20.6%	73.5%	26.5%
Students with Disabilities	49.2%	80%	20%	90%	10%	86.7%	13.3%
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.

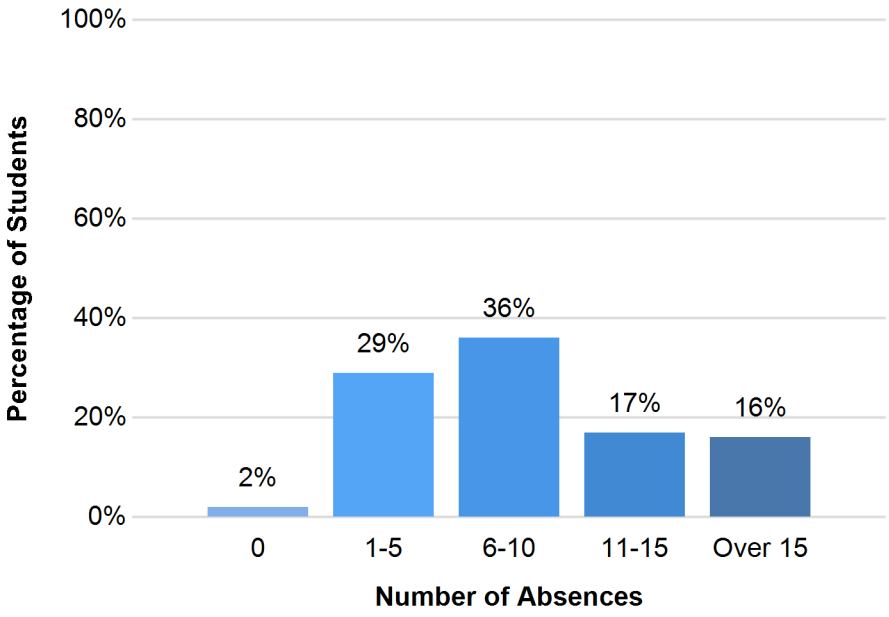
Chronic Absenteeism

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	204	11.4	14.9	Met
White	162	12.2	14.9	Met
Hispanic	18	17.1	14.9	Not Met
Black or African American	18	7.9	14.9	Met
Asian, Native Hawaiian, or Pacific Islander	2	2.2	14.9	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	4	12.5	14.9	Met
Economically Disadvantaged Students	39	16.7	14.9	Not Met
Students with Disabilities	53	18.3	14.9	Not Met
English Learners	3	18.8	**	**

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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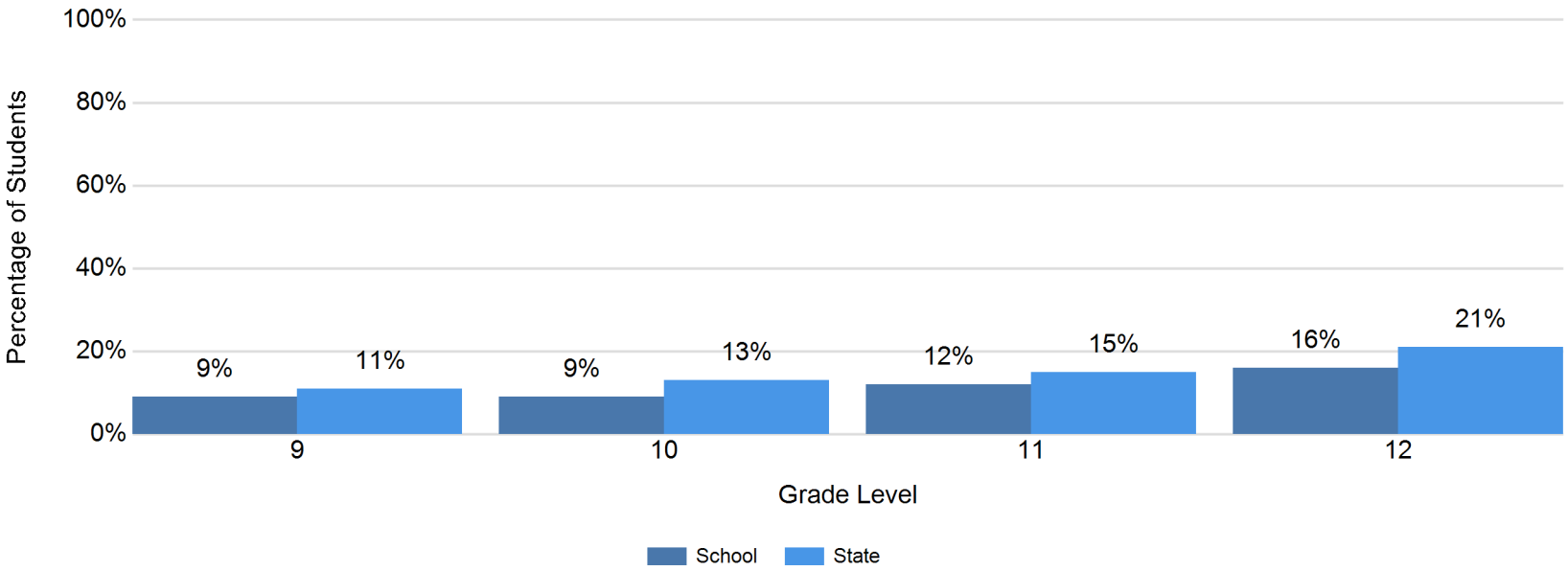
Chronic Absenteeism by Grade

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	7
Substances	43
Harassment, Intimidation, Bullying (HIB)	16
Total Unique Incidents	88
Incidents Per 100 Students Enrolled	5.07

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	17
Weapons	1
Vandalism	7
Substances	43
Harassment, Intimidation, Bullying (HIB)	6
Other Incidents Leading to Removal	12

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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	0	8	8
Religion	0	0	0
Ancestry	2	0	2
Gender	1	7	8
Sexual Orientation	2	2	4
Disability	0	0	0
Other	1	1	2
No Identified Nature	13		13

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	90	5.2%
Any Suspension	90	5.2%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	11	0.6%

School Days Missed due to Out-of-School Suspensions
751

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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	7:15 AM
Typical End Time	2:15 PM
Length of School Day	7 Hrs 0 Mins
Full Time - Instructional Time	5 Hrs 42 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	1.8:1

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)	$213	$10,124	$10,337

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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	120	117,464
Average years experience in public schools	7.4	12.0
Average years experience in district	7.4	10.7
Teachers in district for 4 or more years	61.7%	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	17	9,374
Average years experience in public schools	9.5	16.0
Average years experience in district	9.5	12.0
Administrators in district for 4 or more years	70.6%	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	14:1	15:1
Students to Administrators	289:1	159:1
Teachers to Administrators	20:1	11:1
Students to Librarians/Media Specialists		899:1
Students to Nurses		899:1
Students to Counselors		337:1
Students to Child Study Team		450:1

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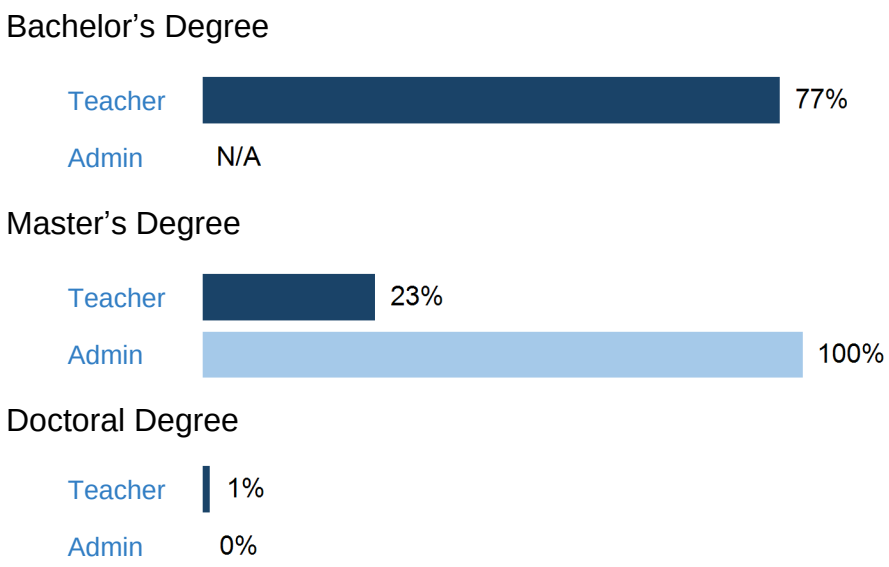
Teachers and Administrators - Level of Education

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	84.2%	90.2%
2016-17 Administrators: Same district 2017-18	88.9%	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	98.1%

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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	65.8%	50.0%
Male	34.2%	50.0%
White	90.8%	100.0%
Hispanic	3.3%	0.0%
Black or African American	2.5%	0.0%
Asian	2.5%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.8%	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	62.75	17.5%
Mathematics Proficiency	70.77	17.5%
Graduation Rate - 4-Year	71.63	25.0%
Graduation Rate - 5-Year	54.02	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	53.16	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	62.75	n/a
Summative Rating: Percentile Rank of Summative Score	66.48	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	Met Goal	Met Goal	**	Met	No
White	56.99	8.94	No	Met Target	Met Target	Met Goal	Met Goal	n/a	Met	No
Hispanic	52.89	8.94	No	Met Target	Not Met	**	Not Met	n/a	Not Met	No
Black or African American	74.20	8.94	No	Met Target	Met Target†	Not Met	Not Met	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	Met Goal	Met Target	**	**	n/a	Met	No
American Indian or Alaska Native	**	**	No	**	**	N	N	n/a	**	No
Two or More Races	**	**	No	N	N	**	**	n/a	Met	No
Economically Disadvantaged Students	72.23	8.94	No	Met Target	Met Target	Met Goal	Not Met	n/a	Not Met	No
Students with Disabilities	66.11	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:	• KRHS has a unique schedule, S.M.A.R.T. that affords students approximately 1 hour each day for additional supports, enrichment and lunch. S.M.A.R.T. gives students options in time management. • KRHS has two Academy Programs, S.T.E.M. and Business Leadership, that include an in-depth study of targeted courses at an advanced level, which include college partnerships. • KRHS offers over 20 Advanced Placement classes and approximately 20 dual credit opportunities with colleges. KRHS also offers on-site job experiences in the areas of Allied Health and Animal Science.
Mission, Vision, Theme:	KRHS values all learners in securing our commitment to excellence. To accomplish these efforts, we aim to provide a secure and supportive environment that affords high quality curricula, instruction, and programming that challenge and empower each learner to pursue his or her interests and potential. This focus on a student-centered approach to learning establishes a strong academic foundation in the core areas as well as in career-centered elective courses to prepare our students for success post-high school. Additionally, we view our faculty and staff as learners in this journey and provide strong professional development with a focus on the following: understanding and building a solid curriculum aligned to state standards; being assessment literate to gather valid and reliable data; and understanding and implementing differentiated instruction to maximize learning for all students. Our goal as a school is to build understanding and confidence through academic experiences.
Awards, Recognition, Accomplishments:	The Class of 2018 was notable for their academic achievement. An impressive 36% graduated with a grade point average of 92% or higher. Through partnerships with post-secondary institutions, over 1049 college credits were earned prior to getting a high school diploma. The Class of 2018 had acceptances into 240 different colleges or post-secondary schools in twenty-nine states and was collectively awarded $3.2 million in various scholarships, grants and awards.

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Courses, Curriculum, Instruction:	KRHS has a variety of enrichment programs and opportunities to advance student interest and help students meet post-secondary goals. We offer over 20 AP courses and approximately 20 courses on-site that award college credits while in high school. In 2018, 72% of our AP testers earned a 3 or higher, which exceeds state and global percentage. Subjects in which Kingsway had a higher mean average when compared to state or global means were: Art History, Calculus BC, Chemistry, English Language and Composition, English Literature and Composition, European History, Italian Language and Culture, Music Theory, Physics 1, Physics 2, Psychology, Studio: Art Drawing Portfolio, and US History. Our partnerships with Rowan College of Gloucester County and Camden County College brings many opportunities for students to embark on their college career early. These opportunities allow students to earn college credit while at KRHS. On average, each senior class earns at least 875 college credits.
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Boys & Girls), Cheerleading (Girls), Cross Country (Boys & Girls), Diving (Coed), Field Hockey (Girls), Football (Boys), Golf (Boys & Girls), Lacrosse (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Boys & Girls), Wrestling (Boys) Over the past year, KRHS has had 12 Conference Championships, 2 South Jersey Championships, 1 State Championship, 1 Individual State Champion, multiple individual All Conference and All State honors for our students.
Clubs and Activities:	Approximately 40 various clubs and activites are offered within our school. These include, but are not limited to, Anti-Bullying, Art, Athletic Training, Book, Chess, Circle of Friends, Choral, Cricket, Cultures, Drama, Environmental, FCA, Foreign Language, Key, Interact, Habitat for Humanity, Marching Band, Mock Trial, Musical, NHS, NAHS, Newspaper, PAWS, Photography, Play, Princeton Model Congress, Select Jazz, Spectrum, Student Council, SURE, SIA, Tri M, World Wildlife, Writers Bloc, and Yearbook.

NJ SCHOOL PERFORMANCE REPORT

KINGSWAY REGIONAL HIGH SCHOOL
(15-2440-050)
Grades Offered: 09-12
2017-2018

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Before and After School Programs:	Kingsways after-school Academic Assistance Program (AAP) is a TItle I funded program that is dedicated to bolstering identified students' academic confidence and performance by providing additional instruction from highly qualified teachers in the core subject areas of English/language arts, math, and the math-related sciences of physics and chemistry. Students can use this time to receive additional academic reinforcement, effectively prepare for assessments, complete homework with assistance, or work on projects with support.
Staff and Professional Learning:	Kingsway's staff engages in professional learning experiences that develop their capacity to deliver instruction guided by the curriculum, rigorous and relevant, engaging and excited, and includes assessment for learning tailored to the individual student. Professional Learning Team (PLT) time is provided to all faculty. During the 2017-2018 school year, KRHS trained various teachers and administrators on Harvard University's DataWise framework. PLT's then utilized this model I to focus on student performance outcomes to improve professional practice and academic performance. Kingsway partnered with Harvard University as a case study. Kingsway focused on writing in the content areas to vertically and horizontally align writing in the various disciplines. Faculty meetings center on writing to learn and learning to write, along with short burst of PD. As a follow up to the 2016-2017 DI Cohort's, new teachers were given PD and workshops to support the growth of all leaners.
Postsecondary Information:	KRHS believes it is never too early to begin discussing and planning for the future. The Guidance Department has developed services and programs to assist students in developing and meeting their post-secondary goals. As a result, 87% of our students pursue higher education after graduation. Graduates have been accepted to colleges, universities and technical institutes in 43 states and 13% of our students pursue proprietary schools, military, or employment. Varieties of direct and indirect services are targeted to students and parents to assist in both career development and college awareness. In an effort to assist students and families with the overwhelming cost of college, we have partnered with both Rowan College of Gloucester County and Camden County Community College so that students can take college courses while in high school at a discounted rate. We offer FAFSA and scholarship assistance. Last year, our students were awarded nearly 4 million dollars in financial aid.

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Student Supports and Services:	Last year, KRHS had an Intervention & Referral Service program designed to support struggling learners. Our I&RS program provides staff with resources for remediating educational problems. Our I&RS program, also provides teachers a place to go for support and assistance, streamlined interventions, and feasible accommodations for general education students. Students speaking a language, other than English, as their primary language (ELL) receive services and supports that are not offered to students who speak English as a first language and these include: A dedicated English class i.e. depending on their Tier, either ELL I and ELL II - An English Comp class (for newcomers)- A dedicated guidance counselor- A dedicated ELL teacher- Participation in after school Academic Assistance Program with assistance from the ELL teacher- Two district translator one in MS and HS
Student Health and Wellness:	Every student at KRHS is required to have Health and Physical Education courses throughout their four years of high school. This includes physical fitness activities, team building and Mindfulness activities as well as Human Sexuality, Driver's Education, Health and Nutrition, and Safety and First Aid/CPR.
Parent and Community Involvement:	KRHS offers opportunities for parents and the community to get involved. Kingsway has a High School Advisory Committee made up of parents, which discusses curriculum initiatives, school practices, and safety procedures. KRHS has a variety of clubs/activities that promote community involvement and charitable contributions from food drives to Toys for Tots. Parents have access to their students' information through Power School as well as Naviance, a college and career readiness software provider that partners with high schools and other K–12 institutions to provide students with college planning and career assessment tools. KRHS has a community Dragon Run, with proceeds helping cancer research; KRHS also hosts a community craft show, which has local families and merchants utilize the high school facility to sell crafts and other homemade goods. KRHS hosts musicals, play productions and concerts for the local community and invites our senior community members to an annual fall Gala.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers
Facilities:	The original building opened its doors September 1963 as a 7-12 grade building. Today the High School has an enrollment of approximately 1,800 student's grades 9-12. The last addition to the High School was made in 2013. There are approximately 105 classrooms that include two seminar rooms, five art rooms, a foods lab, state of the art TV studio as highlighted by local news media, and 10 science labs. The High School is air-conditioned and also has two cafeterias, two media centers, three gymnasiums, and one auditorium.
School Safety:	KRHS has two front entrances that have secured lobbies, which feature technology to ensure that our students are safe and they are decorated to showcase the school environment. The building and campus are monitored by 125 cameras, a security system, a resource officer and two security guards. Two security drills are practiced each month and they include fire drills, evacuations, and a variety of lockdown drills to ensure the staff and students are prepared during emergency situations.

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Technology and STEM:	Technology has been a priority at KRHS. Each department has at least one Chromebook cart to aid in the implementation of curricula. Science classrooms have been outfitted with new laptops ensuring that Vernier probe ware and other Science applications, can run effectively ensuring that lessons are engaging and relevant preparing students for their post-secondary plans. KRHS also offers a plethora of technology-based electives that engage students in S.T.E.M. related activities such as Computer Graphics, Computer Aided Design (I and II), and Principles of Engineering. The wireless infrastructure has been expanded to allow greater access to wireless technology, which has opened the door for greater possibilities using technology. For example, students have an opportunity to engage in discussions with NASA engineers and speak to doctors after viewing live surgeries. Professional Development on Google Classroom makes resources readily accessible to all students and guardians.

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Other Information:	Kingsway employs a unique SMART Schedule. The school days consists of two wheels, a three period 56 min am wheel and a three period 56 min pm wheel, which rotates on a four day cycle and one lunch for all in between the two wheels. The one lunch (S.M.A.R.T. period) is an acronym that stands for Students Maximizing Achievement, Resources, Relationships, and Time and is the title given to our high school schedule. S.M.A.R.T. reflects a departure from a very traditional schedule to one that maximizes resources, relationships and time so that our students make the most of their high school experience, improve academic achievement, and graduate college and career ready. Through the S.M.A.R.T. schedule, more students have the opportunity to engage in academic enrichment activities; participate in co-curricular programs; and, faculty members have gained opportunities to meet and discuss pedagogy and best practice in an effort to improve student performance.