



LAKELAND REGIONAL HIGH SCHOOL
(31-2510-050)
Grades Offered: 09-12
2017-2018

Report Key:
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** Accountability calculations require 20 or more students
N No Data is available to display
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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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



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School Contact Info

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

Type	Contact Information
County	PASSAIC
District	LAKELAND REGIONAL
Principal Name	MR. CERTO
Address	205 CONKLINTOWN ROAD WANAQUE, NJ 07465-2198
Phone Number	(973)835-1900
Email Address	MCERTO@LAKELAND.K12.NJ.US
Website	https://www.lakeland.k12.nj.us
Facebook	https://www.facebook.com/Lakeland-Regional-High-School-865623113573984/
Twitter	https://twitter.com/LRHSNJ



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Enrollment Trends by Grade

Enrollment Trends by Student Group

Enrollment by Racial and Ethnic Group

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

Grade	2015-16	2016-17	2017-18
9	263	235	241
10	221	242	226
11	244	212	229
12	224	242	217
Total	952	931	913

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	47.9%	49.3%	49.7%
Male	52.1%	50.7%	50.3%
Economically Disadvantaged Students	13.8%	13.7%	14.1%
Students with Disabilities	16.4%	15.9%	17.6%
English Learners	0.2%	0.2%	0.9%
Homeless Students		1.1%	1.1%
Students in Foster Care		0.0%	0.0%
Military-Connected Students		0.0%	0.1%
Migrant Students		0.0%	0.0%

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	75.9%	78.1%	78.8%
Hispanic	13.6%	13.2%	12.2%
Black or African American	2.4%	1.8%	2.2%
Asian	4.6%	4.3%	3.8%
Native Hawaiian or Pacific Islander	0.0%	0.1%	0.3%
American Indian or Alaska Native	1.5%	1.1%	1.1%
Two or More Races	1.9%	1.4%	1.4%

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	941	920	903
Shared Time Students	20	18	18
Full Time Equivalent	951	929	912

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	94.4%
Spanish	1.9%
Polish	1.3%
Other Languages	2.4%



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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	439	99.3	67.5	67.5	56.7	67.5	61.6	Met Target
White	353	99.4	70.5	70.5	65.6	70.5	65.8	Met Target
Hispanic	49	98.1	53.0	53.0	42.5	53.0	48.3	Met Target
Black or African American	11	100.0	36.4	36.4	37.3	36.4	**	**
Asian, Native Hawaiian, or Pacific Islander	17	100.0	70.6	70.6	82.3	70.6	**	**
American Indian or Alaska Native	*	*	*	*	52.7	*	**	**
Two or More Races	*	*	*	*	63.4	*	**	**
Female	221	99.1	78.7	78.7	64.5	78.7		
Male	218	99.5	55.9	55.9	49.4	55.9		
Economically Disadvantaged Students	56	98.3	48.2	48.2	38.5	48.2	37.5	Met Target
Non-Economically Disadvantaged Students	383	99.5	70.3	70.3	67.5	70.3		
Students with Disabilities	87	98.9	20.6	20.6	21.6	20.6	17.5	Met Target
Students without Disabilities	352	99.4	79.0	79.0	63.9	79.0		
English Learners	*	*	*	*	27.3	*	**	**
Non-English Learners	*	*	*	*	59.4	*		
Homeless Students	*	*	*	*	27.7	*		
Students In Foster Care	N	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	228	764	764	752	5%	7%	19%	47%	21%	69%	55%
White	179	767	767	760	*	*	19%	47%	25%	72%	64%
Hispanic	29	748	748	735	*	*	*	*	*	59%	38%
Black or African American	*	*	*	734	*	*	*	*	*	*	34%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	782	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	752	N	N	N	N	N	N	51%
Two or More Races	*	*	*	760	*	*	*	*	*	*	63%
Female	105	771	771	759	*	*	16%	50%	28%	78%	63%
Male	123	757	757	744	*	*	21%	45%	16%	61%	46%
Economically Disadvantaged Students	33	749	749	733	*	*	*	*	*	55%	34%
Non-Economically Disadvantaged Students	195	766	766	761	*	*	*	*	*	71%	65%
Students with Disabilities	50	730	730	716	*	*	44%	*	*	20%	15%
Students without Disabilities	178	773	773	758	*	*	12%	*	*	83%	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	210	763	763	749	8%	8%	19%	41%	23%	65%	51%
White	173	767	767	756	6%	6%	18%	45%	25%	70%	58%
Hispanic	22	742	742	733	*	*	*	*	*	36%	38%
Black or African American	*	*	*	728	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	782	*	*	*	*	*	*	78%
American Indian or Alaska Native	*	*	*	744	*	*	*	*	*	*	50%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	116	770	770	759	*	*	12%	55%	23%	78%	60%
Male	94	753	753	739	*	*	28%	24%	23%	48%	42%
Economically Disadvantaged Students	23	729	729	730	*	*	*	*	*	30%	34%
Non-Economically Disadvantaged Students	187	767	767	758	*	*	*	*	*	69%	59%
Students with Disabilities	32	712	712	707	*	*	*	*	*	13%	15%
Students without Disabilities	178	772	772	756	*	*	*	*	*	74%	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	223	752	752	736	10%	9%	25%	43%	13%	56%	39%
White	182	753	753	737	10%	9%	23%	45%	14%	58%	41%
Hispanic	23	745	745	731	*	*	*	*	*	39%	35%
Black or African American	*	*	*	729	*	*	*	*	*	*	31%
Asian, Native Hawaiian, or Pacific Islander	13	775	775	759	0%	*	*	*	*	69%	60%
American Indian or Alaska Native	*	*	*	730	*	*	*	*	*	*	25%
Two or More Races	*	*	*	737	*	*	*	*	*	*	39%
Female	100	764	764	745	*	*	25%	52%	16%	68%	48%
Male	123	743	743	728	*	*	24%	35%	11%	46%	31%
Economically Disadvantaged Students	29	733	733	730	*	*	48%	*	*	21%	33%
Non-Economically Disadvantaged Students	194	755	755	739	*	*	21%	*	*	61%	42%
Students with Disabilities	36	710	710	708	*	*	*	*	*	*	13%
Students without Disabilities	187	761	761	742	*	*	*	*	*	*	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	*	*	*	729	*	*	*	*	*	*	31%
Migrant Students	N	N	N	707	N	N	N	N	N	N	*

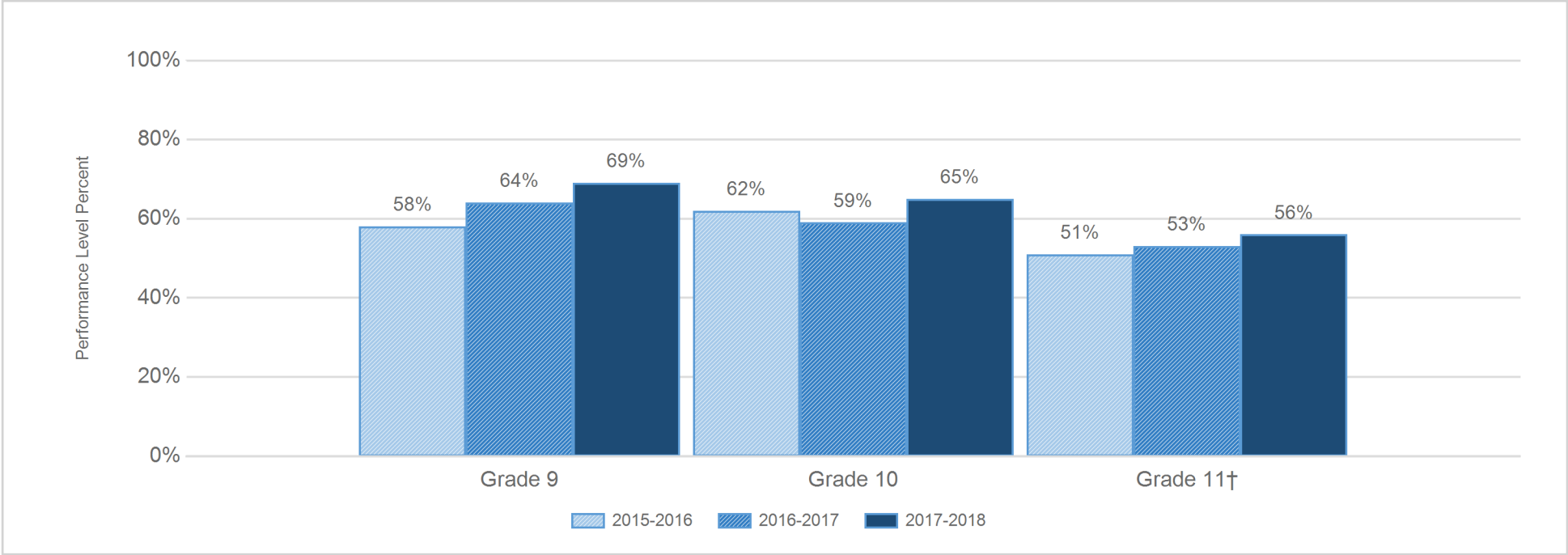


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English Language Arts/Literacy Assessment - Performance Trends

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



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



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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	454	98.9	46.2	46.2	45.0	46.2	41.5	Met Target
White	357	98.9	51.3	51.3	54.1	51.3	44.6	Met Target
Hispanic	53	100.0	28.3	28.3	29.2	28.3	33.4	Met Target†
Black or African American	13	100.0	23.1	23.1	23.4	23.1	**	**
Asian, Native Hawaiian, or Pacific Islander	17	100.0	41.2	41.2	77.0	41.2	**	**
American Indian or Alaska Native	*	*	*	*	42.5	*	**	**
Two or More Races	*	*	*	*	53.0	*	**	**
Female	227	98.7	46.7	46.7	46.0	46.7		
Male	227	99.1	45.8	45.8	43.9	45.8		
Economically Disadvantaged Students	68	95.9	25.0	25.0	26.6	25.0	26.5	Met Target†
Non-Economically Disadvantaged Students	386	99.5	50.0	50.0	55.9	50.0		
Students with Disabilities	95	97.9	*	*	17.1	*	9.9	Met Target†
Students without Disabilities	359	99.2	*	*	50.5	*		
English Learners	*	*	*	*	24.6	*	**	**
Non-English Learners	*	*	*	*	46.9	*		
Homeless Students	*	*	*	*	17.3	*		
Students In Foster Care	N	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	174	743	743	746	6%	17%	33%	45%	0%	45%	46%
White	126	747	747	755	*	*	31%	50%	0%	50%	57%
Hispanic	27	735	735	730	*	*	41%	*	*	30%	27%
Black or African American	*	*	*	727	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	49%
Two or More Races	*	*	*	755	*	*	*	*	*	*	54%
Female	84	745	745	748	*	*	35%	46%	0%	46%	48%
Male	90	742	742	745	*	*	31%	43%	0%	43%	44%
Economically Disadvantaged Students	29	731	731	729	*	*	45%	*	*	17%	25%
Non-Economically Disadvantaged Students	145	746	746	756	*	*	30%	*	*	50%	57%
Students with Disabilities	49	722	722	716	*	*	*	*	*	*	13%
Students without Disabilities	125	752	752	752	*	*	*	*	*	*	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	216	741	741	735	6%	25%	28%	*	*	41%	30%
White	177	745	745	740	*	21%	30%	*	*	45%	37%
Hispanic	27	726	726	723	*	44%	*	*	*	22%	14%
Black or African American	*	*	*	719	*	*	*	*	*	*	11%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	760	*	*	*	*	*	*	65%
American Indian or Alaska Native	*	*	*	734	*	*	*	*	*	*	28%
Two or More Races	*	*	*	741	*	*	*	*	*	*	39%
Female	109	742	742	736	*	23%	33%	*	*	40%	30%
Male	107	740	740	734	*	28%	23%	*	*	41%	29%
Economically Disadvantaged Students	37	729	729	722	*	38%	*	*	*	32%	13%
Non-Economically Disadvantaged Students	179	743	743	741	*	23%	*	*	*	42%	38%
Students with Disabilities	40	713	713	713	*	*	*	*	*	*	*
Students without Disabilities	176	747	747	738	*	*	*	*	*	*	*
English Learners	N	N	N	711	N	N	N	N	N	N	*
Non-English Learners	216	741	741	736	6%	25%	28%	*	*	41%	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	*
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	731	N	N	N	N	N	N	24%
Migrant Students	N	N	N	709	N	N	N	N	N	N	11%



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Mathematics Assessment - Performance by Test: Algebra II

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	207	729	729	727	20%	26%	26%	*	*	28%	30%
White	163	732	732	733	15%	27%	26%	*	*	31%	35%
Hispanic	21	706	706	710	48%	*	*	*	*	10%	14%
Black or African American	*	*	*	705	*	*	*	*	*	*	11%
Asian, Native Hawaiian, or Pacific Islander	13	743	743	766	*	*	*	*	*	38%	66%
American Indian or Alaska Native	*	*	*	729	*	*	*	*	*	*	28%
Two or More Races	*	*	*	736	*	*	*	*	*	*	37%
Female	99	733	733	728	16%	26%	24%	*	*	33%	30%
Male	108	724	724	727	24%	26%	27%	*	*	23%	30%
Economically Disadvantaged Students	27	704	704	709	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	180	732	732	736	*	*	*	*	*	*	37%
Students with Disabilities	31	693	693	693	*	*	*	*	*	*	*
Students without Disabilities	176	735	735	732	*	*	*	*	*	*	*
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	*	*	*	717	*	*	*	*	*	*	20%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%

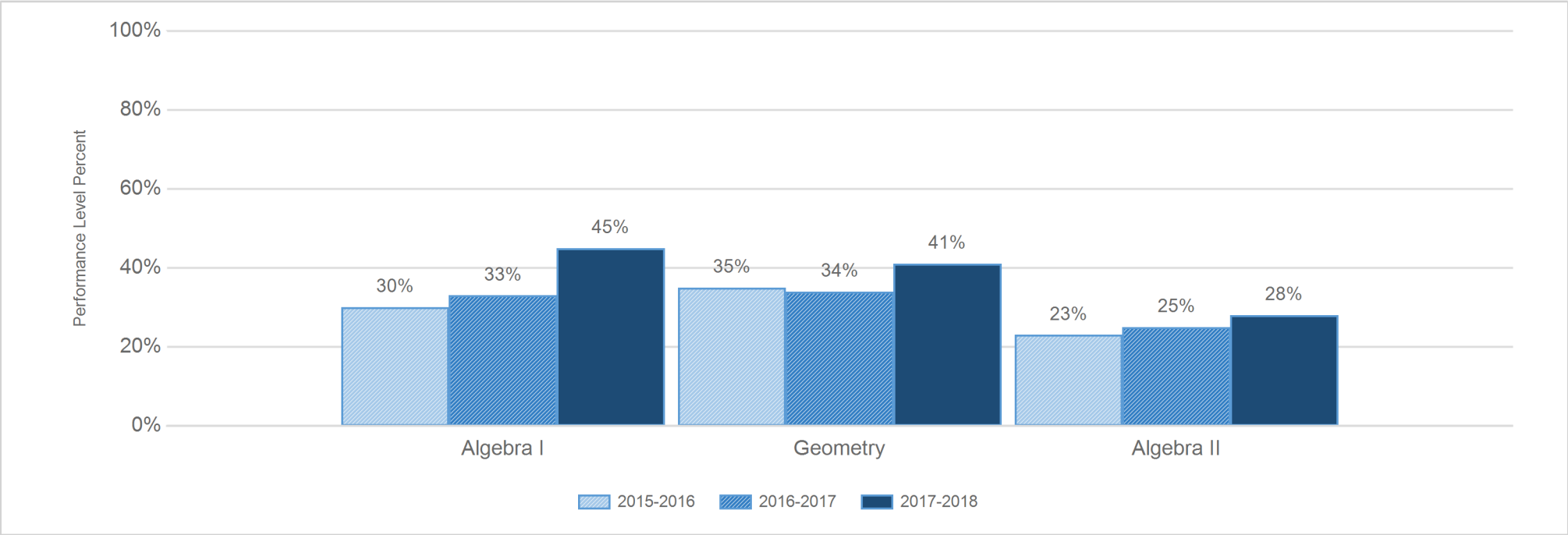


LAKELAND REGIONAL HIGH SCHOOL
(31-2510-050)
Grades Offered: 09-12
2017-2018

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Mathematics Assessment – Performance Trends

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



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



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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

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

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	*	*	*
3-4	*	*	*
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	80.6%	72.2%
12th graders taking ACT in 2017-18 or prior years	41.5%	24.6%

PSAT, SAT, & ACT - Performance

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

Participation Type	School Average Score	State Average Score	College Readiness Benchmarks	School - Students Scores at or above Benchmark	State - Students Scores at or above Benchmark
PSAT 10/NMSQT - Reading and Writing	469	478	Grade 10: 430 Grade 11: 460	64%	62%
PSAT 10/NMSQT - Math	464	478	Grade 10: 480 Grade 11: 510	42%	42%
SAT - Reading and Writing	564	542	480	87%	72%
SAT - Math	555	543	530	62%	54%
ACT - Reading	25	24	22	63%	62%
ACT - English	24	24	18	89%	78%
ACT - Math	23	24	22	62%	62%
ACT - Science	23	23	23	54%	53%



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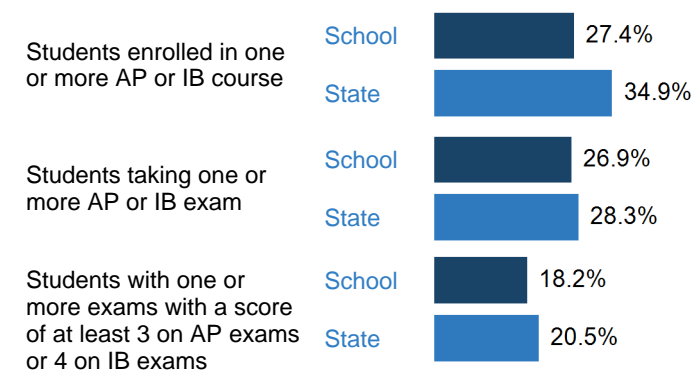
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (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	7	7
AP Biology	8	8
AP Calculus AB	24	24
AP Chemistry	17	17
AP Computer Science A	11	11
AP English Language and Composition	0	1
AP English Literature and Composition	14	14
AP Physics 1	0	1
AP Psychology	45	45
AP Spanish Language	9	9
AP U.S. Government and Politics	10	10
AP U.S. History	42	42
Total Exams taken		189
Exams with scores of at least 3 on AP exams or 4 on IB exams		137



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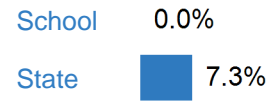
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This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education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

Career and Technical Education Participation

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

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



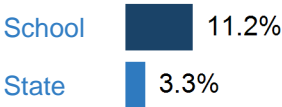
CTE Concentrators
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

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

Structured Learning Experiences





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

Industry-Valued Credentials

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

Students Earning Industry-Valued Credentials



Industry-Valued Credentials by Career Cluster

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

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total credentials earned
Architecture & Construction	*		
Transportation, Distribution & Logistics	*		
Total (All Clusters)	*	0	0



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Information about [New Jersey Student Learning Standards](#) can be found on the NJDOE website. An English course participation table is not included below because students are required to take four years of English in high school. Detailed information about students enrolled in AP/IB courses in English Language Arts and other subject areas is available in the AP/IB Courses Offered table in the College and Career Readiness Section of this report.

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	171	60	3	0	0	0	5
10	4	150	67	0	0	0	1
11	0	10	131	68	2	1	17
12	1	1	13	25	48	53	42
Total	176	221	214	93	50	54	65
Enrolled in AP/IB Course					24	0	0
Enrolled in Dual Enrollment Course	0	0	0	1	1	0	18

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	32	0	0	1	200	5
10	173	39	0	6	2	5
11	4	91	4	68	6	61
12	7	15	6	20	22	79
Total	216	145	10	95	230	150
Enrolled in AP/IB Course	8	17		0	0	0
Enrolled in Dual Enrollment Course	0	0	10	0	0	83



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Social Studies and History - Course Participation

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

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	232	8	0	0	0	0
10	4	219	0	3	0	0
11	1	232	0	31	0	2
12	3	13	0	40	0	8
Total	240	472	0	74	0	10
Enrolled in AP/IB Course	0	42	0	45		10
Enrolled in Dual Enrollment Course	0	0	0	1	0	0

World Languages - Course Participation

This table shows the number of students who were enrolled in World Languages courses by grade and language. Students are counted more than once if they were enrolled in courses across multiple languages. The last three rows show the number of students enrolled in level 3 or higher courses (such as French II or IV), Advanced Placement (AP) or International Baccalaureate (IB) courses, and Dual Enrollment courses by language.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	142	40	0	7	0	0	0
10	164	42	0	3	0	0	0
11	99	26	0	7	0	0	0
12	19	12	0	0	0	0	1
Total	424	120	0	17	0	0	1
Enrolled in AP/IB Course	9	0	0	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	1
Enrolled in Level 3 or Higher	93	32	0	11	0	0	0



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Seal of Biliteracy

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

Language	Students Earning a Seal of Biliteracy
Total	0



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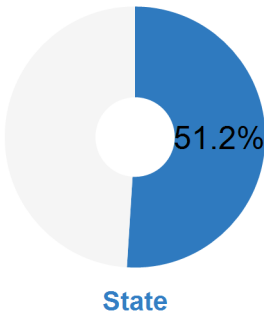
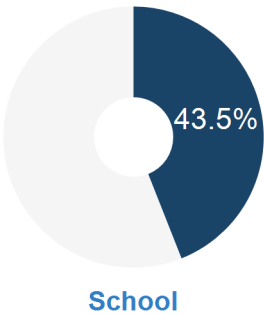
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Visual and Performing Arts – Course Participation

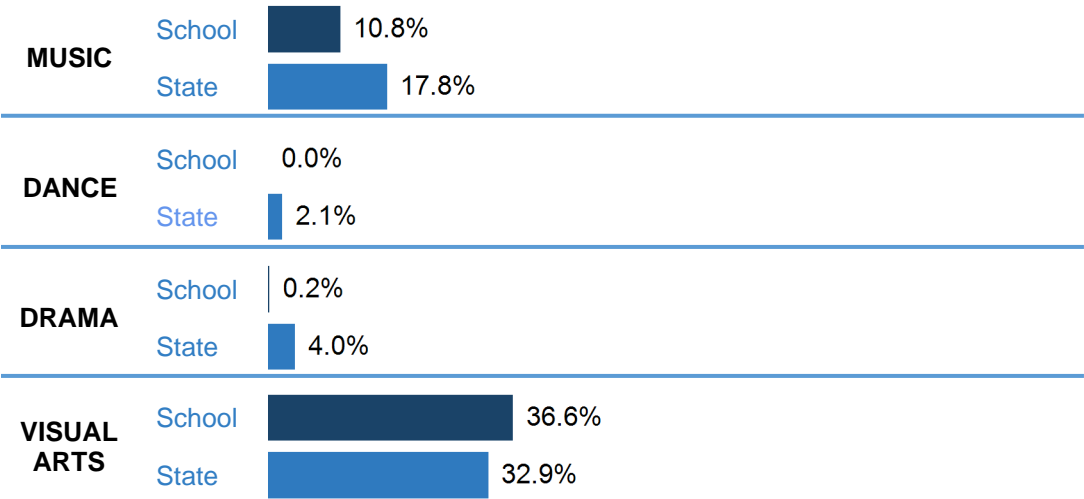
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 9-12:

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



Students enrolled in one or more classes by discipline:





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

Graduation Rates

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

Student Group	School - Class of 2018: 4 Year Rate	State - Class of 2018: 4 Year Rate	School - Class of 2017: 5 Year Rate	State - Class of 2017: 5 Year Rate	Class of 2017: 4 Year Rate	Class of 2017: 4 Year Target	Class of 2017: Met Target	Class of 2016: 5 Year Rate	Class of 2016: 5 Year Target	Class of 2016: Met Target
Schoolwide	93.5%	90.9%	93.9%	92.4%	93.1%	94.7%	Not Met	93.0%	95.7%	Not Met
White	94.7%	95.0%	94.8%	95.7%	93.9%	95.0%	Not Met	95.9%	N	Met Goal
Hispanic	92.6%	84.8%	100.0%	87.3%	100.0%	N	Met Goal	*	**	**
Black or African American	*	84.2%	*	86.8%	*	**	**	*	**	**
Asian, Native Hawaiian or Pacific Islander	*	97.0%	81.8%	97.7%	81.8%	**	**	*	**	**
American Indian or Alaska Native	*	86.5%	*	94.1%	*	**	**	*	**	**
Two or More Races	N	92.0%	N	93.9%	N	N	N	N	N	N
Economically Disadvantaged Students	100.0%	84.6%	93.3%	87.0%	93.3%	**	**	81.3%	94.3%	Not Met
Students with Disabilities	78.3%	80.1%	78.0%	83.5%	76.2%	93.7%	Not Met	78.0%	83.2%	Not Met
English Learners	*	75.8%	N	81.8%	N	N	N	*	**	**
Homeless Students	N	72.6%	*	79.1%	*			*		
Students in Foster Care	N	62.6%	N	64.9%						



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Graduation Pathways

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

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
PARCC Assessment	74.7%	63.1%
Substitute Competency Test	19.8%	31.3%
Portfolio Appeals Process	0.0%	0.5%
Alternate Requirements specified in IEP	5.5%	5.1%
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	93.5%	-
2017	93.1%	93.9%
2016	91.5%	93.0%

Dropout Rate Trends

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

School Year	School Rate	State Rate
2017-2018	0.9%	1.2%
2016-2017	1.9%	1.1%
2015-2016	1.2%	1.2%



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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	77.8%	21.7%	78.3%
White	79.1%	20.2%	79.8%
Hispanic	64.5%	25%	75%
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	*	*	*
Two or More Races	*	*	*
Economically Disadvantaged Students	36.8%	57.1%	42.9%
Students with Disabilities	47.6%	40%	60%
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	84.3%	30.7%	69.3%	74.4%	25.6%	64.8%	35.2%
White	85.5%	26.8%	73.2%	71.2%	28.8%	61.4%	38.6%
Hispanic	80.5%	45.5%	54.5%	87.9%	12.1%	81.8%	18.2%
Black or African American	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	79.4%	59.3%	40.7%	88.9%	11.1%	85.2%	14.8%
Students with Disabilities	66.7%	71.4%	28.6%	85.7%	14.3%	92.9%	7.1%
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.

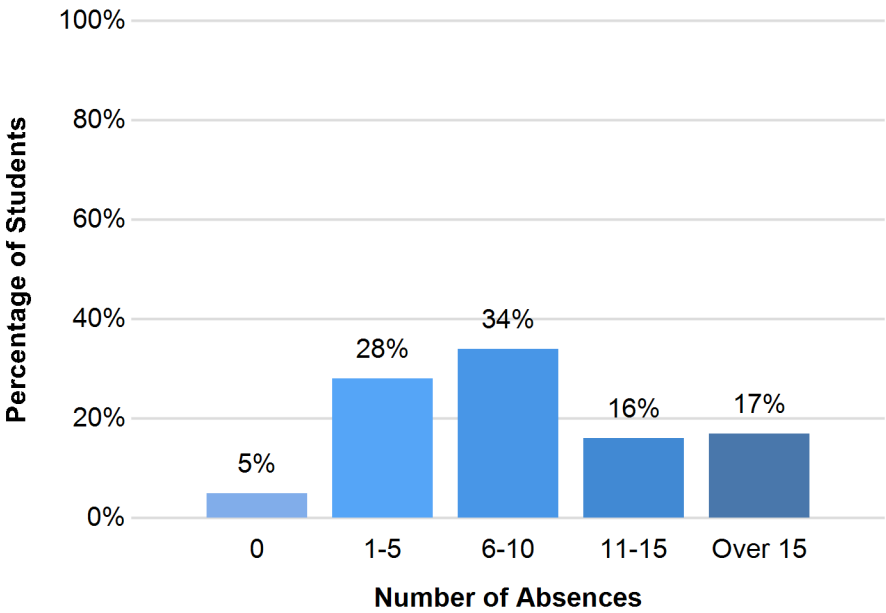
Chronic Absenteeism

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	122	13.0	14.9	Met
White	84	11.4	14.9	Met
Hispanic	17	14.4	14.9	Met
Black or African American	6	26.1	14.9	Not Met
Asian, Native Hawaiian, or Pacific Islander	3	7.7	14.9	Met
American Indian or Alaska Native	7	63.6	**	**
Two or More Races	5	38.5	**	**
Economically Disadvantaged Students	41	30.1	14.9	Not Met
Students with Disabilities	53	28.0	14.9	Not Met
English Learners	*	*	**	**

Days Absent

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





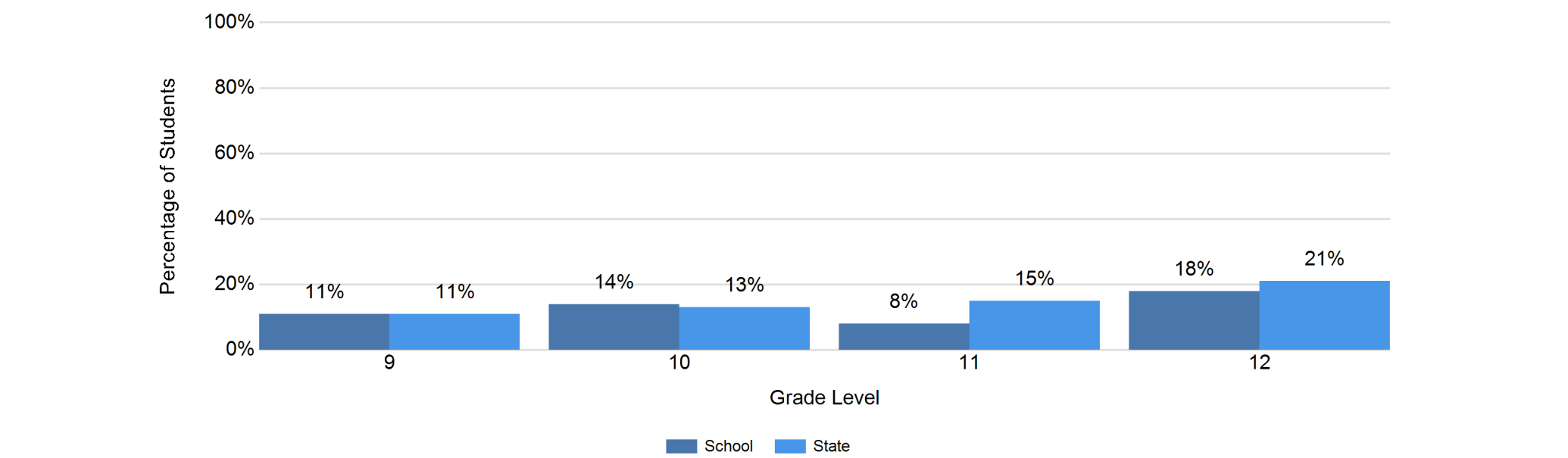
LAKELAND REGIONAL HIGH SCHOOL
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2017-2018

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Chronic Absenteeism by Grade

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





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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	3
Weapons	1
Vandalism	0
Substances	39
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	45
Incidents Per 100 Students Enrolled	4.93

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	1
Weapons	1
Vandalism	0
Substances	15
Harassment, Intimidation, Bullying (HIB)	1
Other Incidents Leading to Removal	0



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Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	2	2
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	25	2.7%
Out-of-School Suspensions	19	2.1%
Any Suspension	28	3.1%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
59



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School Day

This table shows the start and end times and length of school day for a typical student at this school. Instructional time is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher. Full time students attend this school for more than half of the school day and shared-time students attend the school for half of the school day or less.

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

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3-11 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	1.2:1

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2016-2017)	\$336	\$19,148	\$19,484



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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	88	117,464
Average years experience in public schools	14.1	12.0
Average years experience in district	12.4	10.7
Teachers in district for 4 or more years	83.0%	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	10	9,374
Average years experience in public schools	23.6	16.0
Average years experience in district	9.2	12.0
Administrators in district for 4 or more years	70.0%	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	10:1	10:1
Students to Administrators	91:1	91:1
Teachers to Administrators	9:1	9:1
Students to Librarians/Media Specialists		912:1
Students to Nurses		912:1
Students to Counselors		228:1
Students to Child Study Team		152:1



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Teachers and Administrators - Level of Education

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

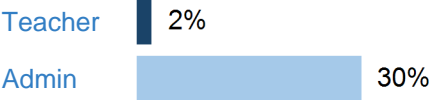
Bachelor’s Degree



Master’s Degree



Doctoral Degree



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

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

Job Type	District	State
2016-17 Teachers: Same district 2017-18	92.2%	90.2%
2016-17 Administrators: Same district 2017-18	100.0%	86.2%

Faculty Attendance

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

School Year	% Days Present
2017-18	97.1%



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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	58.0%	30.0%
Male	42.0%	70.0%
White	90.9%	90.0%
Hispanic	6.8%	10.0%
Black or African American	1.1%	0.0%
Asian	1.1%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%



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

Comprehensive Status

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

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

Targeted Status

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

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



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

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

Accountability Indicator	Score	Weight
English Language Arts Proficiency	74.21	17.5%
Mathematics Proficiency	69.05	17.5%
Graduation Rate - 4-Year	49.28	25.0%
Graduation Rate - 5-Year	28.16	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	33.05	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	49.39	n/a
Summative Rating: Percentile Rank of Summative Score	48.42	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5 th percentile	No	n/a
Requires Comprehensive Support: 4-year Graduation Rate less than or equal to 67%	No	n/a

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



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Accountability Summary by Student Group - 2017-18 School Year

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

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	4-Year Graduation Rate: Met Annual Target	5-Year Graduation Rate: Met Annual Target	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	No	Met Target	Met Target	Not Met	Not Met	**	Met	No
White	54.04	8.94	No	Met Target	Met Target	Not Met	Met Goal	n/a	Met	No
Hispanic	82.20	8.94	No	Met Target	Met Target†	Met Goal	**	n/a	Met	No
Black or African American	**	**	No	**	**	**	**	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	n/a	Met	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	N	N	n/a	**	No
Economically Disadvantaged Students	48.60	8.94	No	Met Target	Met Target†	**	Not Met	n/a	Not Met	No
Students with Disabilities	38.96	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.

 <p>Highlights:</p>	<ul style="list-style-type: none"> Major programs in Bio-Medical Research, Engineering and Design, Computer Programming, and Finance and Business. Senior options program: internships, school to work, senior service, dual enrollment. Ranks #2 for most-improved PARCC scores among 74 North Jersey High Schools. Lakeland has 17 advanced placement courses, 15 honors courses, 30 plus dual enrollment courses, and over 80 electives.
 <p>Mission, Vision, Theme:</p>	<p>Lakeland Regional High School is a comprehensive high school that embraces all students. We pride ourselves on being a “community based school” that celebrates student individuality as we give personal attention and guidance to all while they navigate their paths towards post high school education, or a successful career in the workplace. The individualized attention and the diverse nature of our programs encourages students explore new avenues of learning and find the path best suited for them.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>Lakeland has received many awards for the accomplishments of our students and staff. Our PARCC scores for 2017 were recognized as the #2 most-improved of the 74 North Jersey public high schools. In 2016, a Lakeland science teacher was named Passaic County Teacher of the Year, an honor she shared with 21 other county teachers in all of New Jersey. Each year, numerous Lakeland students are named Commended Students, Semi-Finalists, or Finalists in the National Merit Scholarship Competition.</p>






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 <p>Courses, Curriculum, Instruction:</p>	<p>Lakeland Regional High School boasts the most rigorous curriculum and requirements to graduation (135 credits) in Passaic County. A robust array of Advanced Placement (17) courses, Honors level (15) courses offered in all the core areas, and an enriched array of over eighty (80) electives. Students have the opportunity to take up to seven (7) dual enrollment courses on campus, as well as over thirty (30+) additional courses through our agreement with Passaic County College.</p>
 <p>Sports and Athletics:</p>	<p>Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Boys & Girls), Cross Country (Boys & Girls), Fencing (Girls), Field Hockey (Girls), Football (Boys), Golf (Boys & Girls), Ice Hockey (Boys), Lacrosse (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Boys & Girls), Wrestling (Boys)</p> <p>Lakeland added a new boys and girls swimming program. A fall cheerleading program and a winter competition cheerleading program involves 70 students. Lakeland teams won a total of 8 championships in 2016-17, and won the prestigious NJSIAA sportsmanship banner. Over 65% of students participate in at least one sport. Development of character and life lessons are of paramount importance. Lakeland boasts scholarship athlete's playing collegiate sports at the Division 1, 2, and 3 levels.</p>
 <p>Clubs and Activities:</p>	<p>Lakeland Regional High School hosts an extensive offering of extra-curricular activities for our students that encompass a broad range of interests and talents. We offer over 60 club offerings that help our students burnish their acting and musical talents, flex their financial muscle, and help them challenge social injustice. Our peer leader groups have guided local middle school students, our Chorale has performed at Carnegie Hall, the robotics and business clubs have competed nationally.</p>






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 <p>Before and After School Programs:</p>	<p>Lakeland Regional High School is the school that never sleeps. An academic program is available for students after school for extra help. In addition to our 60+ clubs and 67 athletic teams, there are numerous recreation programs that utilize the school facilities. Students also collaborate on initiatives beyond the day for competitions, such as our Robotics team that competes nationally.</p>
 <p>Staff and Professional Learning:</p>	<p>Lakeland staff enjoy numerous professional learning opportunities each year. Currently, our staff engages in a multi-year collaborative study of best-practices teaching and learning strategies. Our staff also collaborate with the staff from our two sending districts (Wanaque and Ringwood) on many topics including curriculum, student placement, student management systems, etc. Staff also have ample opportunity to attend PD opportunities offered locally, regionally, statewide or nationally.</p>
 <p>Postsecondary Information:</p>	<p>The past five years averages 93% of graduates pursuing post-secondary education, 86% attended college, and 3% enrolled in the military. The PSAT is provided free to all students grades 9-11. The School Counseling Department received national recognition, and provides a comprehensive program for each grade level to prepare for college, career/trade, military or apprenticeship programs upon graduation. See our Guidance website schools students have attended (e.g., Princeton University).</p>



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Student Supports and Services:

An Academic Assistance Supplement Program is available where students receive instruction after school three times per week in Math, English, Social Studies, & Science. Students can also seek extra help from their teachers after school or during their lunch/study periods. Students may be referred to our I&RS program, which helps assess & implement supports for struggling students. A Child Study Team & award winning School Counseling program provide comprehensive supports to students.



Student Health and Wellness:

A free/reduced breakfast and lunch program is offered to students who qualify through the free/reduced lunch program. A new health and wellness fitness facility was opening in 2016, and complements our physical education and health program. Students also receive a nationally recognized school counseling program to promote academic, college/career, and social/emotional development.



Parent and Community Involvement:

The community is very active with a PTO, local business (e.g., Stop & Shop) partnerships, & support for the Senior Internship program. An emerging Special Education Parent Advisory Group (SEPAG), along with a parent support group led by our school psychologists. Numerous other programs are offered to the community which include, but not limited to, Veterans concert, All School Production, Financial Aid Night, College Roundtable, Senior Awards Night, and more.






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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students</p> <p>In June 2018 each student completed a survey with questions about the climate at Lakeland Regional High School. The Administration was looking for data on how the students felt about attending Lakeland. The majority of the students feel that Lakeland has clear school rules, students feel safe, teachers encourage and offer assistance, bullying is not a problem, students are treated fairly, help is available by faculty and lastly that students care and respect one another.</p>
 <p>Facilities:</p>	<p>Lakeland Regional HS recently added a state-of-the art Fitness Center, which enhances our physical education & sports programs. The new STEM Lab, added to our research lab, provides a rigorous research environment. A 2nd STEM lab is on the way. All classrooms have either Smartboards or video projectors, and there are several computer labs and Chromebook carts. Our media center has an enormous digital library of reference materials, and there are 32 computers available for students to research.</p>
 <p>School Safety:</p>	<p>Lakeland Regional High School is concerned with the safety and emotional well-being of students, staff and parents. In order to accomplish this, a School Safety Plan has been established and is updated on an ongoing basis to include recommendations and the best practices identified by the New Jersey Office of School Safety. School Safety is one of our most important priorities. To accomplish this, we have instituted several protocols for our students and staff to follow. Examples of these include, students and staff must wear school issued Id's at all times, all exterior doors are locked throughout the school day and over 80 security cameras are in use.</p>




LAKELAND REGIONAL HIGH SCHOOL
 (31-2510-050)
 Grades Offered: 09-12
 2017-2018

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

School Narrative

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

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

Lakeland Regional High School, a New Jersey Star School, in partnership with the community, provides an exemplary and comprehensive education that develops all students to be knowledgeable and responsible citizens in a global community. Recipient of three NJ "Best Practice" awards. A state-designated Best Practice award for the Technology Education program, which is supported by a comprehensive district Technology Plan. A state-designated Best Practice award for the E.R.A.S.E. (End Racism and Sexism Everywhere) club. The School Counseling Department received acknowledgment in 2013 & 2017 as a nationally Recognized ASCA Model Program (RAMP), and is the only school in New Jersey to hold this title. The 2017-2018 school year marks year 5 of our strategic plan, and our community will gather in Spring of 2018 to complete our new 5-year strategic plan. The structure of the school day runs on an intensive A/B scheduling format with classes running for 80 minutes. The exception are a few skills based courses which run for 40 -minutes, as well as our study/lunch blocks are 40-minutes. SWAP (Speak with a Peer), LEAP (Leaders Encouraging Adolescent Progress), and YES (Youths Empowering Students) are peer mediation groups that mentor underclassmen and transferring students into the district through programs such as SWAN and Connections. In addition to our school programs for students in grades 9-12, students from our sending districts in Wanaque, Haskell, and Ringwood are eligible to attend our instrumental music program for enrichment from 7:30 - 8:50 a.m. Advanced students from our sending districts may also attend courses such as Algebra 1, Geometry, and Latin 1 at Lakeland Regional High School from 7:30 - 8:50 a.m. with approval from both districts. The Class of 2018 boasted 27 AP Scholars, 5 AP Scholars with Honors, and 6 AP Scholars with Distinction. Average SAT scores for the Class of 2018 were 570 in Critical Reading and 558 in Mathematics.