



Sterling High School
2016-2017

Grade Span 09-12

07-5035-050
CAMDEN
STERLING HIGH SCHOOL DIST
501 SOUTH WARWICK ROAD
SOMERDALE, NJ 08083-2175

The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school's test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

Navigating through the reports:

- Download this report to a PDF by clicking the  icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

Other Resources:

- Review the [Parent Summary Report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.state.nj.us



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Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
9	260	237	220
10	239	255	235
11	221	229	254
12	227	227	229
Ungraded	14	9	11
Total	961	957	949

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	2014-15	2015-16	2016-17
Female	47%	46%	47%
Male	53%	54%	53%
Economically Disadvantaged Students	31%	34%	29%
Students with Disabilities	18%	17%	17%
English Learners	0%	0%	0%
Homeless Students			1%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students
White	63.8%
Black or African American	19.3%
Hispanic	10.1%
Asian	4.7%
Native Hawaiian or Pacific Islander	0.2%
American Indian or Alaska Native	0.1%
Two or More Races	1.8%

Enrollment Trends by Full and Shared Time

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

Enrollment Status	2016-17
Full Time Students	949
Shared Time Students	0
Full Time Equivalent	949

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. All other students are included in Other Languages.

Home Language	% of Students
English	99.9%
Other	0.1%



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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 for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course 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 accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act (ESSA)* accountability. Student groups with the annual target section 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	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	435	97.1	40.00	40.00	54.90	40	39.1	Met Target
White	291	97.3	40.20	40.20	63.90	40.2	41.3	Met Target†
Hispanic	40	93.2	27.50	27.50	39.80	26.9	24.5	Met Target
Black or African American	67	97.1	37.30	37.30	35.20	37.3	30.7	Met Target
Asian, Native Hawaiian, or Pacific Islander	23	100.0	78.30	78.30	80.70	78.3	59.7	Met Target
American Indian or Alaska Native	*	*	*	*	53.70	*	**	**
Two or More Races	*	*	*	23.10	54.90	23.1	**	**
Female	209	98.1	53.10	53.10	62.20	53.1		
Male	226	96.2	27.90	27.90	48.10	27.9		
Economically Disadvantaged Students	128	95.6	29.70	29.70	36.20	29.7	27.8	Met Target
Non-Economically Disadvantaged Students	307	97.8	44.30	44.30	65.80	44.3		
Students with Disabilities	53	88.5	*	*	20.50	*	11.8	Met Target†
Students without Disabilities	382	98.5	*	*	61.90	*		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	N	N	N	N	24.80	N		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

** ESSA accountability targets are only included if data is available for at least 20 students

† Target was met within a confidence interval.



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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	217	734	734	749	18%	*	31%	30%	*	33%	52%
White	144	735	735	757	17%	*	34%	29%	*	33%	62%
Hispanic	24	727	727	733	*	*	*	*	0%	25%	35%
Black or African American	33	728	728	730	*	*	*	33%	*	36%	30%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	49%
Two or More Races	11	733	733	746	*	*	*	*	0%	18%	48%
Female	109	743	743	756	11%	*	37%	*	*	43%	60%
Male	108	724	724	741	26%	*	26%	*	*	22%	43%
Economically Disadvantaged Students	69	727	727	731	23%	*	30%	*	*	25%	32%
Non-Economically Disadvantaged Students	148	737	737	758	16%	*	32%	*	*	37%	62%
Students with Disabilities	32	691	691	714	*	*	*	*	*	*	13%
Students without Disabilities	185	741	741	754	*	*	*	*	*	*	58%
English Learners	N	N	N	690	N	N	N	N	N	N	*
Non-English Learners	217	734	734	752	18%	*	31%	30%	*	33%	*
Homeless Students	*	*	*	719	*	*	*	*	*	*	21%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	45%
Migrant Students	N	N	N	705	N	N	N	N	N	N	*



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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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	218	743	743	743	17%	16%	20%	36%	11%	47%	46%
White	147	744	744	749	15%	18%	20%	36%	11%	47%	52%
Hispanic	17	724	724	728	*	*	*	*	0%	29%	34%
Black or African American	33	734	734	725	*	*	*	30%	*	39%	31%
Asian, Native Hawaiian, or Pacific Islander	18	774	774	774	0%	*	*	61%	*	83%	74%
American Indian or Alaska Native	*	*	*	740	*	*	*	*	*	*	42%
Two or More Races	*	*	*	737	*	*	*	*	*	*	42%
Female	100	760	760	752	*	*	18%	49%	*	64%	54%
Male	118	729	729	734	*	*	22%	25%	*	33%	39%
Economically Disadvantaged Students	59	739	739	726	19%	*	32%	25%	*	36%	32%
Non-Economically Disadvantaged Students	159	745	745	751	16%	*	16%	40%	*	52%	54%
Students with Disabilities	21	710	710	704	*	*	*	*	0%	19%	12%
Students without Disabilities	197	747	747	749	*	*	*	*	12%	50%	52%
English Learners	*	*	*	681	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	715	*	*	*	*	*	*	21%
Students in Foster Care	N	N	N	710	N	N	N	N	N	N	20%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	694	N	N	N	N	N	N	*

An "*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display



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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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	208	742	742	736	10%	22%	18%	44%	6%	50%	38%
White	122	748	748	738	9%	18%	17%	47%	9%	56%	40%
Hispanic	17	744	744	731	0%	*	*	*	0%	47%	34%
Black or African American	56	732	732	728	*	27%	21%	38%	*	39%	30%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	756	*	*	*	*	*	*	58%
American Indian or Alaska Native	N	N	N	731	N	N	N	N	N	N	30%
Two or More Races	*	*	*	731	*	*	*	*	*	*	36%
Female	94	749	749	744	*	17%	20%	47%	*	55%	46%
Male	114	737	737	729	*	25%	17%	42%	*	46%	31%
Economically Disadvantaged Students	68	729	729	729	*	32%	19%	28%	*	32%	32%
Non-Economically Disadvantaged Students	140	749	749	740	*	16%	18%	52%	*	59%	42%
Students with Disabilities	28	725	725	709	*	*	*	*	0%	25%	12%
Students without Disabilities	180	745	745	741	*	*	*	*	7%	54%	43%
English Learners	*	*	*	699	*	*	*	*	*	*	*
Non-English Learners	*	*	*	737	*	*	*	*	*	*	*
Homeless Students	*	*	*	722	*	*	*	*	*	*	24%
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	19%
Military-Connected Students	N	N	N	723	N	N	N	N	N	N	24%
Migrant Students	N	N	N	713	N	N	N	N	N	N	26%

**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.

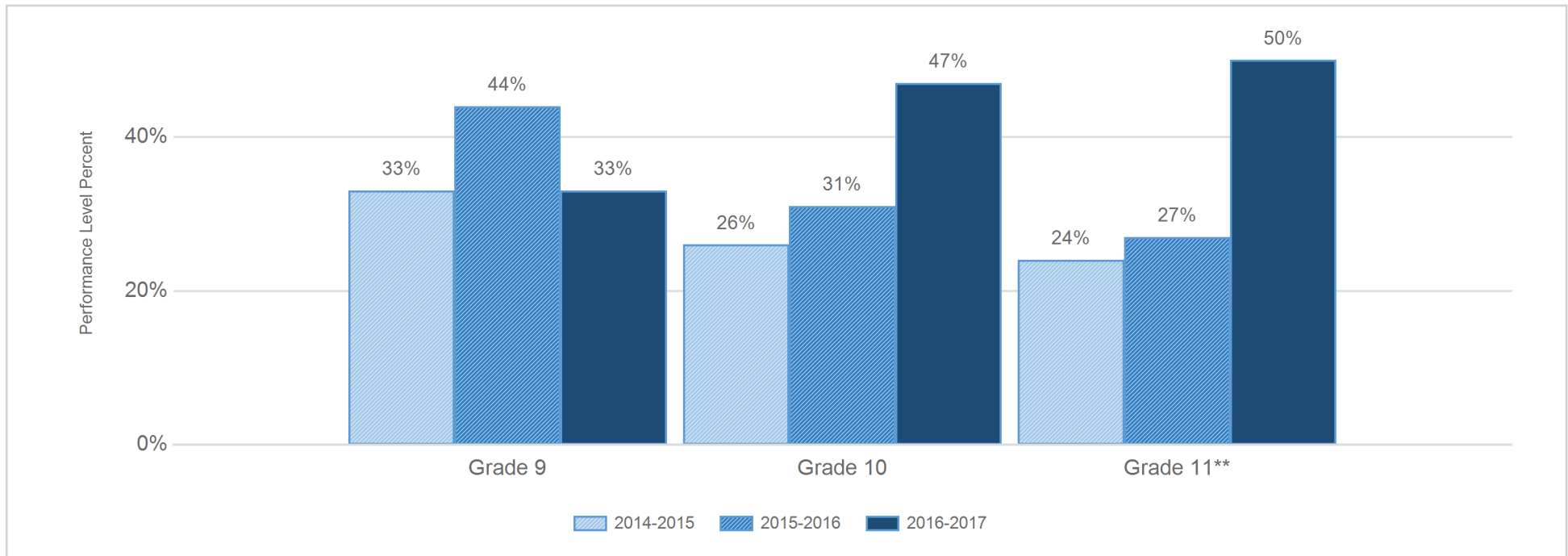


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English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations 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 for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course 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 accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section 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	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	453	97.4	15.40	15.40	43.50	15.4	14.5	Met Target
White	300	97.4	17.70	17.70	52.40	17.7	15.8	Met Target
Hispanic	45	97.9	*	*	27.60	*	9.1	Met Target†
Black or African American	71	95.9	*	*	21.70	*	5.9	Met Target†
Asian, Native Hawaiian, or Pacific Islander	23	100.0	39.10	39.10	75.60	39.1	36.8	Met Target
American Indian or Alaska Native	*	*	*	*	42.50	*	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	209	97.7	19.10	19.10	44.10	19.1		
Male	244	97.2	12.30	12.30	42.90	12.3		
Economically Disadvantaged Students	137	95.8	10.20	10.20	25.10	10.2	11.4	Met Target†
Non-Economically Disadvantaged Students	316	98.1	17.70	17.70	54.30	17.7		
Students with Disabilities	67	90.7	*	*	16.50	*	9.7	Not Met
Students without Disabilities	386	98.7	*	*	48.80	*		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	171	717	717	743	*	*	*	*	*	*	42%
White	110	717	717	751	*	*	*	*	*	*	52%
Hispanic	22	720	720	728	*	*	*	*	*	*	24%
Black or African American	29	714	714	724	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	*	*	*	741	*	*	*	*	*	*	41%
Female	75	720	720	744	*	*	*	*	*	*	43%
Male	96	715	715	741	*	*	*	*	*	*	40%
Economically Disadvantaged Students	61	715	715	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	110	718	718	751	*	*	*	*	*	*	52%
Students with Disabilities	44	698	698	714	*	*	*	*	*	*	10%
Students without Disabilities	127	724	724	747	*	*	*	*	*	*	47%
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	171	717	717	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	13%
Students in Foster Care	*	*	*	711	*	*	*	*	*	*	*
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%



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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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	224	725	725	734	*	42%	39%	11%	*	12%	30%
White	145	726	726	740	*	41%	39%	14%	*	14%	38%
Hispanic	23	722	722	722	*	*	*	*	*	*	14%
Black or African American	40	717	717	719	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	758	*	*	*	*	*	*	65%
American Indian or Alaska Native	*	*	*	730	*	*	*	*	*	*	29%
Two or More Races	*	*	*	733	*	*	*	*	*	*	32%
Female	96	729	729	735	*	*	*	*	*	*	31%
Male	128	722	722	733	*	*	*	*	*	*	30%
Economically Disadvantaged Students	68	720	720	721	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	156	727	727	740	*	*	*	*	*	*	39%
Students with Disabilities	35	712	712	711	*	*	*	*	*	*	*
Students without Disabilities	189	727	727	738	*	*	*	*	*	*	*
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	735	*	*	*	*	*	*	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	727	N	N	N	N	N	N	15%
Migrant Students	N	N	N	704	N	N	N	N	N	N	*

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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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	234	716	716	725	38%	24%	21%	17%	0%	17%	28%
White	139	722	722	731	27%	26%	27%	19%	0%	19%	33%
Hispanic	18	709	709	710	*	*	*	*	*	*	14%
Black or African American	55	698	698	703	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	19	731	731	761	*	*	*	*	0%	32%	62%
American Indian or Alaska Native	N	N	N	715	N	N	N	N	N	N	20%
Two or More Races	*	*	*	718	*	*	*	*	*	*	25%
Female	113	718	718	725	36%	26%	19%	20%	0%	20%	27%
Male	121	714	714	725	39%	23%	24%	14%	0%	14%	29%
Economically Disadvantaged Students	75	704	704	708	55%	19%	15%	*	*	12%	13%
Non-Economically Disadvantaged Students	159	721	721	733	30%	27%	25%	*	*	19%	35%
Students with Disabilities	31	697	697	692	*	*	*	*	*	*	*
Students without Disabilities	203	718	718	729	*	*	*	*	*	*	*
English Learners	*	*	*	692	*	*	*	*	*	*	*
Non-English Learners	*	*	*	726	*	*	*	*	*	*	*
Homeless Students	*	*	*	702	*	*	*	*	*	*	*
Students in Foster Care	N	N	N	692	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	710	N	N	N	N	N	N	14%
Migrant Students	N	N	N	702	N	N	N	N	N	N	14%

An "***" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display

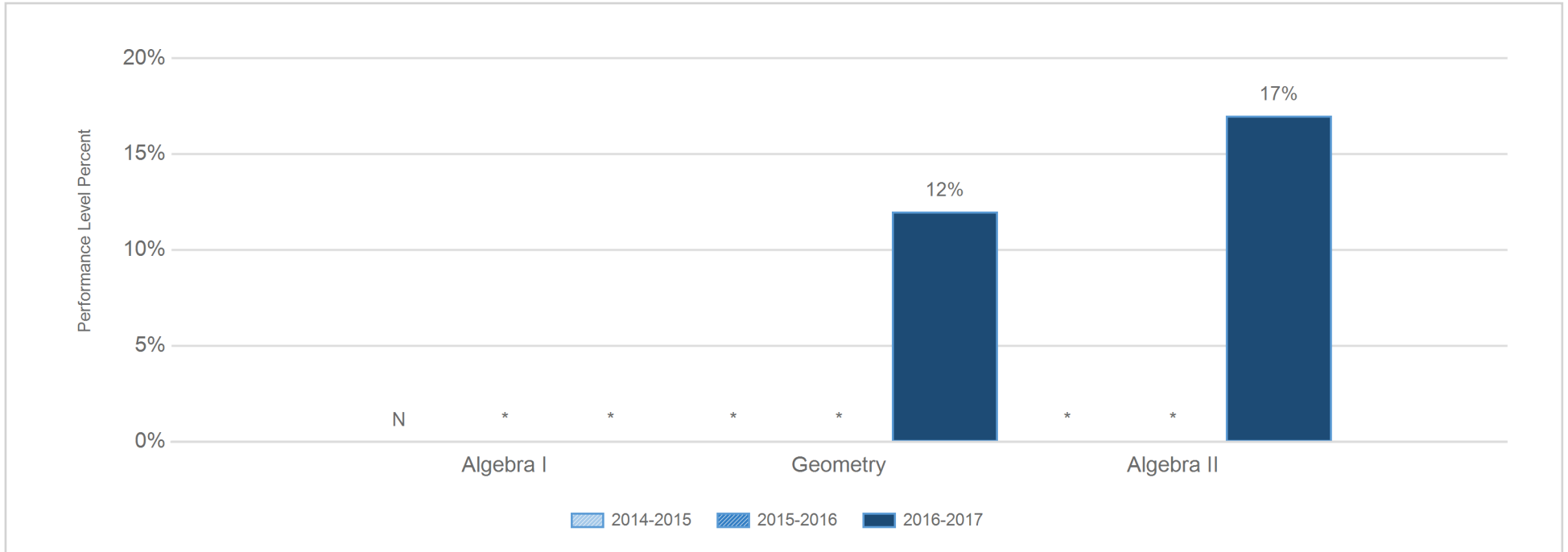


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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.





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Alternate Assessments - 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 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. The table also shows 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
1	N	N	N
2	*	*	*
3	*	*	*
4	N	N	N
5+	N	N	N



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This section shows whether students have gained the knowledge and skills identified in the Biology section of the Science Core Curriculum Standards as measured by the End of Course Biology test. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

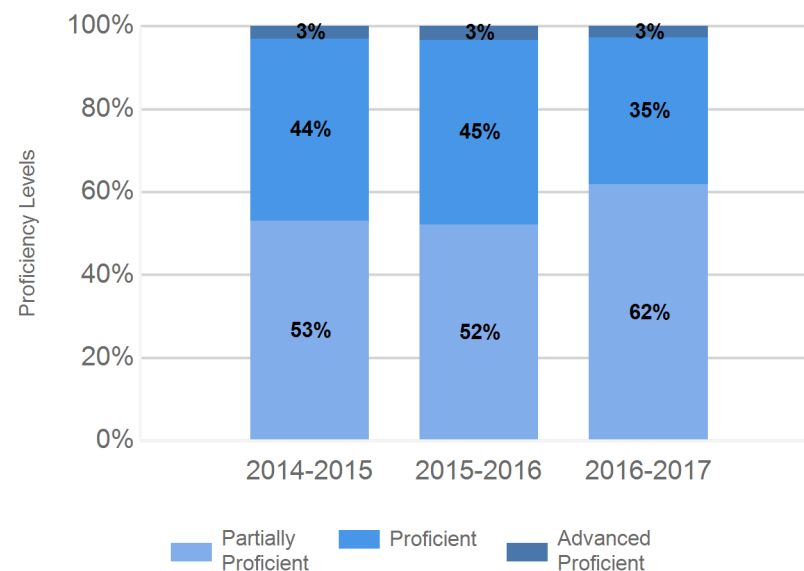
Biology Assessment - Performance

This table shows the percentage of students in each proficiency category for the school and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	16%	42%	42%
Schoolwide	3%	35%	62%
White	3%	35%	62%
Hispanic	*	32%	64%
Black or African American	N	34%	66%
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	N	*	*
Economically Disadvantaged Students	2%	32%	66%
Students with Disabilities	N	N	*
English Learners	N	N	*

Biology Assessment - Proficiency Trends

This graph displays the percentage of students by proficiency category for the past three school years.





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This section contains information about participation and performance on college entrance examinations. For more information about how participation and performance on the PSAT, SAT, and ACT tests are calculated and how these calculations account for recent changes to the SAT test, please see our [Reference Guide](#).

PSAT/SAT/ACT - Participation

This table shows the percentage of 10th and 11th graders that took the PSAT 10 or PSAT NMSQT exams in 2016-17. This table also shows the percentage of 12th graders that have taken the SAT or ACT this year or in prior years.

Test	% of Students in School	% of Students in State
Percentage of students taking the PSAT	93.3%	89.4%
Percentage of students taking the SAT	100.0%	70.0%
Percentage of students taking the ACT	6.6%	28.3%

PSAT/SAT/ACT - Performance

This table shows the average test score, based on highest scoring test, for the PSAT, SAT, and ACT tests by subject area for students in the school and across the state. This table also shows the percentage of students at or above College Readiness Benchmarks for each test. Students that score at or above these benchmarks have a high chance of success in credit-bearing college courses.

Test	School Average Score	State Average Score	College Readiness Benchmarks	School - % of Students scoring at or above Benchmark	State - % of Students scoring at or above Benchmark
PSAT - Reading and Writing	479	481	Varies By Grade	66%	67%
PSAT - Math	462	483	Varies By Grade	34%	49%
SAT - Reading and Writing	552	551	480	81%	77%
SAT - Math	540	552	530	57%	58%
ACT - Reading	23	24	22	67%	65%
ACT - English	23	24	18	87%	79%
ACT - Math	23	24	22	80%	65%
ACT - Science	21	23	23	47%	54%



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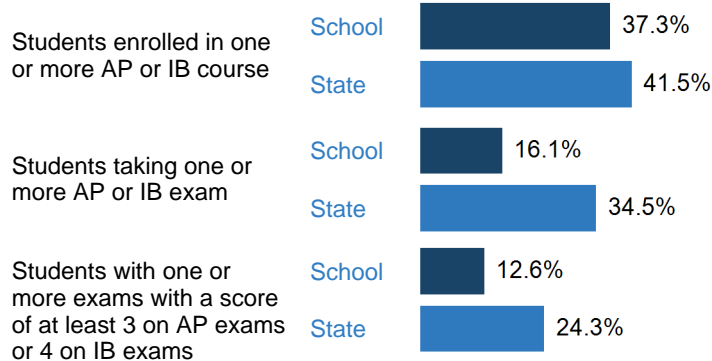
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (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 students out of all 11th and 12th grade students in the school and across the state, who enrolled in one or more AP or IB course, the percentage that took one or more AP or IB exam, and the percentage of students taking one or more exams who received at least one score of at least 3 on AP exams or 4 on IB exams.



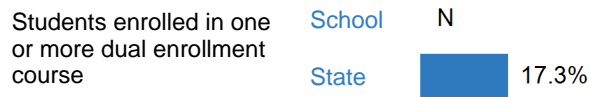
AP/ IB Courses Offered

This table shows the students enrolled in AP/IB courses and the corresponding exams that were taken. 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 scores of at least 3 on AP exams or 4 on IB exams. In the last two rows, students taking multiple exams are counted more than once.

AP/IB Course	Students Enrolled	Students Tested
AP Biology	5	5
AP Calculus AB	17	17
AP English Language and Composition	23	23
AP English Literature and Composition	19	21
AP Music Theory	0	1
AP Psychology	0	1
AP Spanish Language	0	3
AP U.S. Government and Politics	0	10
AP U.S. History	132	31
Total Exams Taken		112
Exams with scores of at least 3 on AP exams or 4 on IB exams		89

Dual Enrollment Coursework - Participation

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





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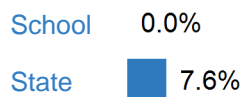
This section contains information about participation in approved **Career and Technical Education (CTE)** programs and **Structured Learning Experiences**. For more information about CTE in New Jersey, please visit <http://www.nj.gov/education/cte/>.

Career and Technical Education Participation

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

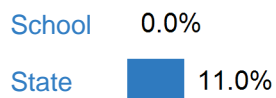
CTE Participants

(completed only one course in an approved CTE program)



CTE Concentrators

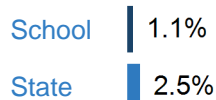
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

The graph below displays the percentage of students within the school and state who participated in Structured Learning Experiences (SLEs). SLEs can include work-based learning programs, internships, apprenticeships, and service learning experiences and can be paid or unpaid.

Structured Learning Experiences



Industry-Valued Credentials Earned

This table shows the number of students that earned at least one industry-valued credential and the number of credentials earned in each Career Cluster® and overall for the 2016-17 school year. Students earning credentials in more than one Career Cluster are counted in multiple rows. Students earning multiple credentials in one Career Cluster are counted more than once in the Industry credentials total.

Career Cluster	Students with at least one credential earned	Industry credentials earned
Total non-duplicated number of students**	0	
Total number of credentials earned in all clusters		0

**Students may earn credentials in more than one Career Cluster



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This section shows the types of courses that students were enrolled in by grade level for the 2016-17 school year. You can find more information about [New Jersey Student Learning Standards](#) on our website and more details about the data in this section in our [Reference Guide](#). English course participation is not included because students are required to take four years of English in high school.

Mathematics - Course Participation

This table shows the number of students by grade that were enrolled in **Mathematics** courses by subject area. Students are counted more than once if they are enrolled in more than one math course. The bottom row of the table shows the number of students that enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) math course by subject area.

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	128	59	0	0	0	0	28
10	33	134	51	0	0	0	44
11	121	6	17	69	0	0	77
12	5	0	4	25	59	0	55
Schoolwide	287	199	72	94	59	0	204
Enrolled in AP/IB Course					17	0	0

Science - Course Participation

This table shows the number of students by grade that were enrolled in **Science** courses by subject area. Students are counted more than once if they are enrolled in more than one science course. The bottom row of the table shows the number of students that enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) science course by subject area.

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	204	52	0	1	0	6
10	6	37	0	5	114	71
11	3	101	0	84	37	42
12	15	4	0	18	39	33
Schoolwide	228	194	0	108	190	152
Enrolled in AP/IB Course	5	0		0	0	0



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This section shows the types of courses that students were enrolled in by grade level for the 2016-17 school year. You can find more information about [New Jersey Student Learning Standards](#) on our website and more details about the data in this section in our [Reference Guide](#). English course participation is not included because students are required to take four years of English in high school.

Social Studies and History - Course Participation

This table shows the number of students by grade that were enrolled in **Social Studies** and **History** courses by subject area. Students are counted more than once if they are enrolled in more than one social studies or history course. The bottom row of the table shows the number of students that enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) social studies or history course by subject area.

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	4	16	0	17	17	205
10	0	230	0	12	7	24
11	2	242	0	19	18	35
12	16	35	0	35	29	59
Schoolwide	22	523	0	83	71	323
Enrolled in AP/IB Course	0	132	0	0	0	0

World Languages - Course Participation

This table shows the number of students by grade that were enrolled in **World Languages** courses by language. Students are counted more than once if they are enrolled in more than one language course. The bottom rows of the table show students enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) language course, students enrolled in a level 3 or higher language course (such as French III or IV), and the number of students that earned a Seal of Biliteracy by language.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	83	23	38	40	0	0	0
10	105	38	35	35	0	0	0
11	86	21	29	34	0	0	0
12	34	13	13	9	0	0	0
Schoolwide	308	95	115	118	0	0	0
Enrolled in AP/IB Course	N	N	N	N	N	N	N
Enrolled in Level 3 or Higher	93	23	29	48	0	0	0
Earned Seal of Biliteracy	N	N	N	N	N	N	N



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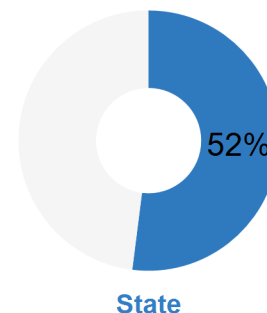
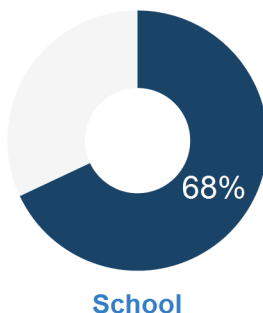
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Visual and Performing Arts – Course Participation

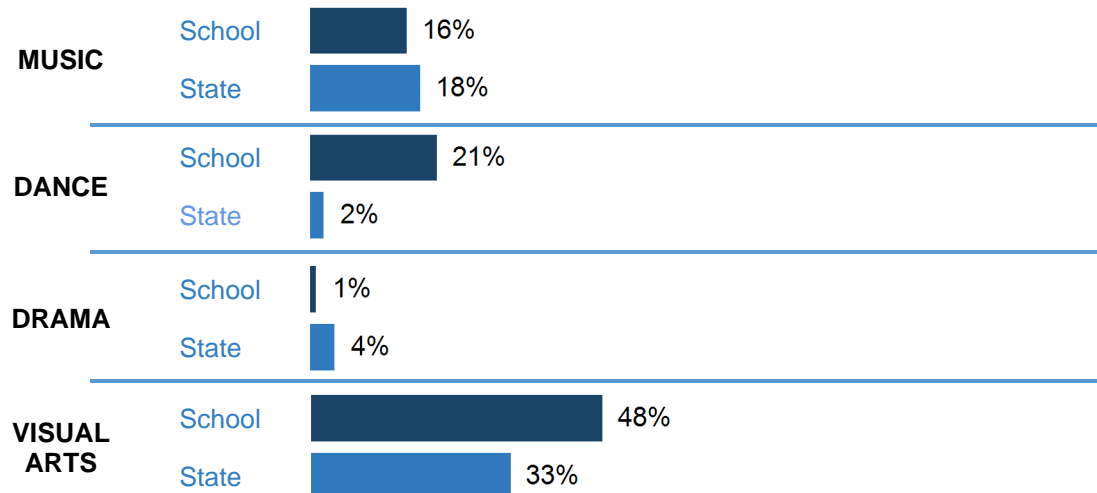
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines within the school and across the state.

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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This section contains information about graduation rates and dropout rates for students in grades 9-12. Graduation rates are calculated based on the adjusted cohort graduation rate calculation. You can find more about how these rates are calculated [here](#).

Graduation Rates

This table shows 4-year and 5-year Graduation Rates for the school and each student group with comparisons to statewide rates. Annual ESSA accountability targets for the Class of 2016 4-year rate and the Class of 2015 5-year rates are included with a flag for whether the school and each student group met those targets.

Student Group	School - Class of 2017: 4 Year Rate	State - Class of 2017: 4 Year Rate	School - Class of 2016: 5 Year Rate	State - Class of 2016: 5 Year Rate	Class of 2016: 4 Year Rate	Class of 2016: 4 Year Target	Met Target?	Class of 2015: 5 Year Rate	Class of 2015: 5 Year Target	Met Target?
Schoolwide	89.6%	90.5%	96.3%	91.8%	96.3%	N	Met Goal	96.6%	N	Met Goal
White	92.5%	94.5%	96.1%	95.1%	96.1%	N	Met Goal	98.0%	N	Met Goal
Hispanic	*	84.3%	100.0%	86.3%	100.0%	**	**	100.0%	**	**
Black or African American	87.8%	83.4%	*	85.3%	*	92.6%	Met Target	*	96.0%	Not Met
Asian, Native Hawaiian or Pacific Islander	100.0%	96.6%	100.0%	97.5%	100.0%	**	**	100.0%	**	**
American Indian or Alaska Native	N	92.3%	N	86.6%	N	N	N	N	N	N
Two or More Races	*	91.9%	*	93.7%	*	**	**	*	**	**
Economically Disadvantaged Students	80.0%	83.9%	98.6%	85.6%	95.8%	N	Met Goal	89.7%	85.3%	Met Target
Students with Disabilities	62.1%	78.8%	90.5%	82.1%	90.7%	92.2%	Not Met	91.9%	92.1%	Not Met
English Learners	*	76.1%	N	79.7%	N	N	N	N	N	N
Homeless Students	N	73.2%	N	74.4%	N	N	N	N		

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
2017	89.6%	-
2016	96.3%	96.3%
2015	95.4%	96.6%

Dropout Rate Trends

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

School Year	School Rate	State Rate
2016-2017	0.9%	1.1%
2015-2016	0.8%	1.1%
2014-2015	0.8%	1.1%

** ESSA accountability targets are only included if data is available for at least 20 students



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This section contains information about students enrolling in colleges and universities after graduation from high school. Postsecondary enrollment information 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 the enrollment rates of Class of 2017 high school graduates into 2-year or 4-year institutions the fall after high school graduation. The following columns show the percentage of these enrolled students by 2-year or 4-year institution.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	71.1%	29.5%	70.5%
Schoolwide	64.6%	39.6%	60.4%
White	66.7%	38.3%	61.7%
Hispanic	60%	53.3%	46.7%
Black or African American	54.4%	36%	64%
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	*	0%	*
Economically Disadvantaged Students	49.1%	46.4%	53.6%
Students with Disabilities	58.8%	75%	25%
English Learners	0%	0%	0%

Postsecondary Enrollment Rates: 16 month

This table shows the enrollment rates of Class of 2016 high school graduates into 2-year or 4-year institutions 16 months after high school graduation for the school and each student group. The following columns show the percentage of these enrolled students by 2-year or 4-year institution, public or private institution, or in-state or out-of-state institution.

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	76.1%	33.6%	66.5%	73.6%	26.4%	65.5%	34.6%
Schoolwide	71.6%	45.3%	54.7%	79.3%	20.8%	78%	22%
White	67.6%	42.6%	57.5%	83%	17%	75.5%	24.5%
Hispanic	70.6%	50%	50%	58.3%	41.7%	83.3%	16.7%
Black or African American	74%	51.4%	48.7%	75.7%	24.3%	81.1%	18.9%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*	*
Two or More Races	N	N	N	N	N	N	N
Economically Disadvantaged Students	64.2%	57.7%	42.3%	78.9%	21.2%	84.6%	15.4%
Students with Disabilities	53.9%	90.5%	9.5%	95.2%	4.8%	95.2%	4.8%
English Learners	N	N	N	N	N	N	N



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This section shows information about student absences which provides important information about a school’s culture and climate. In addition, research shows that student absences impact a child’s ability to succeed in school. The New Jersey Department of Education selected 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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

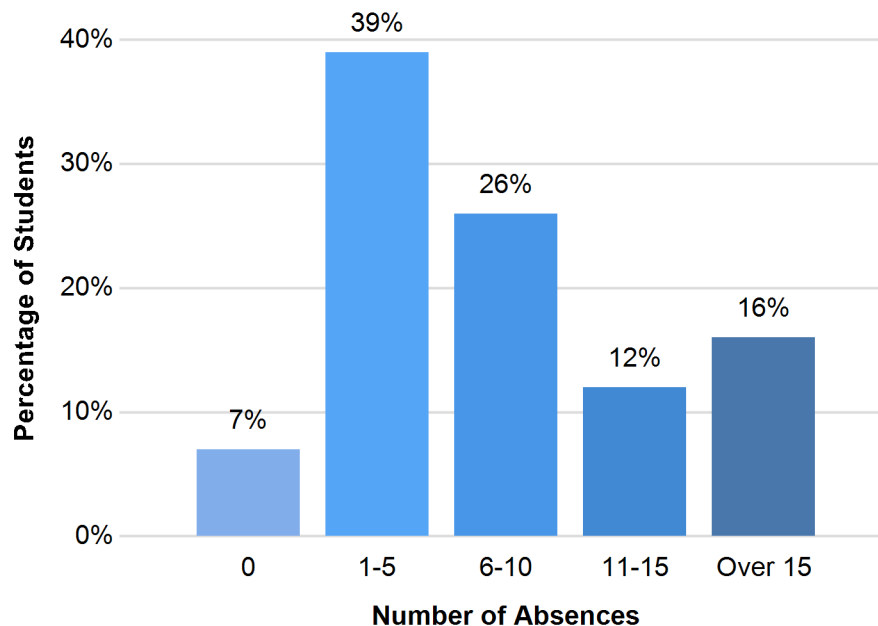
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	12.10	14.30	Met Target
White	12.50	14.30	Met Target
Hispanic	13.00	14.30	Met Target
Black or African American	11.40	14.30	Met Target
Asian, Native Hawaiian, or Pacific Islander	8.30	14.30	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	18.80	14.30	Not Met
Students with Disabilities	16.90	14.30	Not Met
English Learners	N	**	**

** *ESSA* accountability targets are only included if data is available for at least 20 students.

Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.





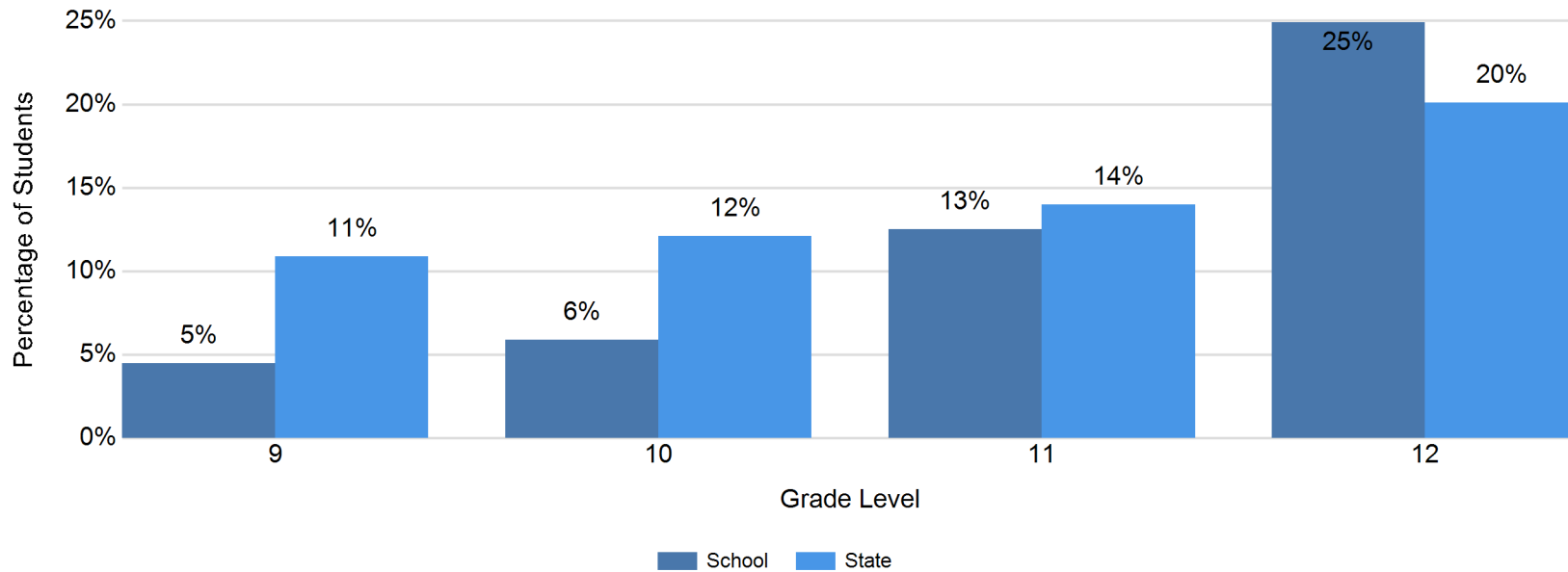
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Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





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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.

Category	School
Typical Start Time	7:50AM
Typical End Time	2:35PM
Length of School Day	6 Hrs 45 Mins
Full Time - Instructional Time	6 Hrs. 0 Mins.
Shared Time - Instructional Time	*

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 provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	9
Vandalism	5
Weapons	2
Substances	8
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	25
Incidents Per 100 Students Enrolled	2.63

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	9.9%
Out-of-School Suspensions	4.5%
Any Suspension	14.4%

Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0



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Technology Readiness

This table shows information that was collected through the optional NJTRAx survey to determine a school's technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school's LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	3.4:1	1369.9 kbps	100 kbps	Yes	Fiber	Fiber	Yes

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).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total	\$363	\$13,649	\$14,012



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This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

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

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

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	72	120,724
Average years experience in public schools	11.8	11.8
Average years experience in district	10.4	10.5
Teachers in district for 4 or more years	76%	74%

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	8	9,506
Average years experience in public schools	16.9	15.9
Average years experience in district	13.3	11.6
Administrators in district for 4 or more years	100%	74%

Student to Staff Ratios

This table shows the number of students per staff member 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.

Staff Type	School Students: Staff	District Students: Staff
Teachers	13:1	13:1
Administrators	119:1	119:1
Librarian/Media Specialists		949:1
Nurses		475:1
Counselors		190:1
Child Study Team		475:1



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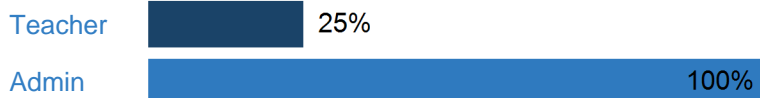
Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by the teachers and administrators at this school. 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 the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	94%	89%
2015-16 Administrators: Same district 2016-17	88%	88%

Faculty Attendance

This table shows the percentage of days that school 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
2016-17	97%



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Accountability Indicator Scores and Summative Rating

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. This table shows the indicator scores for each indicator included in the accountability system and the weights 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 rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey's accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	37.1	17.5%
Mathematics Proficiency	22.8	17.5%
Graduation - 4-Year	76.3	25.0%
Graduation - 5-Year	68.6	25.0%
Chronic Absenteeism	46.9	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		53.8
Summative Rating: Percentile rank of Summative Score		55.2
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No
Requires Comprehensive Support: 4-year Graduation Rate less than or equal to 67%		No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Indicator weights for this school were adjusted due to data availability.



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Accountability Summary by Student Group

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. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group’s performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these [accountability resources](#).

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	Graduation Rate - 4-Year	Graduation Rate - 5-Year	At Risk for Consistently Underperforming Student Group
Schoolwide	53.8	6.2	No	Met Target	Met Target	Met Target	Met Goal	Met Goal	No
White	44.6	6.2	No	Met Target†	Met Target	Met Target	Met Goal	Met Goal	No
Hispanic	**	**	No	Met Target	Met Target†	Met Target	**	**	No
Black or African American	62.8	6.2	No	Met Target	Met Target†	Met Target	Met Target	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	Met Target	Met Target	Met Target	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	N	N	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	56.5	6.2	No	Met Target	Met Target†	Not Met	Met Goal	Met Target	No
Students with Disabilities	59.1	6.2	No	Met Target†	Not Met	Not Met	Not Met	Not Met	No
English Learners	**	**	No	**	**	**	N	N	No

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† Target was met within a confidence interval.



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School General Info

Principal:	Mr. Sheehan	Email Address:	msheehan@sterling.k12.nj.us
Address:	501 SOUTH WARWICK ROAD SOMERDALE, NJ 08083-2175	Website:	www.sterling.k12.nj.us
Phone:	(856)784-1333	Twitter:	https://twitter.com/KnightPrincipal

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"> • Girls' Track Team won their 2nd consecutive State Group II Championship • Ms. Mimma Cammarata was named as Camden County's Teacher of the Year • 78% of AP students scored a 3 or higher, the NJ average is 71%
 <p>Mission, Vision, Theme:</p>	<p>Vision: Our students will achieve their highest potential in personal and academic growth, become upstanding citizens, and contribute to today's global society. Mission: Sterling High School District will serve the needs of a diverse student body by maintaining a safe and respectful learning environment, cultivating high standards of excellence, and preparing our students for life beyond high school.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>Italian teacher Mimma Cammarata was selected as the Camden County Teacher of the Year. The average score increase on AP tests rose 25%. 78% of AP students scored a 3 or higher.</p>







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 <p>Courses, Curriculum, Instruction:</p>	<p>Curriculum aligned to NJLS. We offer up to eight AP courses and several dual credit courses. Honors courses offered as well as Basic Skills and inclusion. Seniors can participate in Structure Learning Experience. Beginning with the Class of 2021 students are required to take a 5th year of English to enhance research, writing, and critical thinking skills. Teacher used text as one of many classroom resources. We are researching on-line text to coincide with one to one initiative.</p>
 <p>Sports and Athletics:</p>	<p>Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Cross-Country (Co-ed), Field Hockey (Girls), Football (Boys), Golf (Co-ed), Lacrosse (Girls), Soccer (Boys & Girls), Softball (Girls), Swimming (Co-ed), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Co-ed), Volleyball (Boys & Girls), Wrestling (Boys)</p> <p>Girls Track on a current thirty six dual meet win streak, two time defending County Champ, two time Sectional Champ, and two time reigning State Group II Champs. Boys Soccer were Co-Champs of Colonial Conference's Liberty Division.</p>
 <p>Clubs and Activities:</p>	<p>Academic Challenge, Band-Jazz, Marching & Orchestra, Believe in U/Student Council, Chorus, Class of 2018, 2019, 2020 & 2021, FBLA, FCCLA, Interact, Morning News, NHS, HOSA, Project Graduation, ROTC, SADD, School Store, Spanish, Spring Musical, Tech Crew, World Cultures, Writing, Yearbook.</p>
 <p>Before and After School Programs:</p>	<p>We offer our Fitness Center every day to students of all ages and open three nights per week to community members. STARS tutoring offered on a daily basis after school. A curriculum boot camp is offered during the summer to provide remediation for identified incoming ninth grade students. Project Graduation sponsors Battle of Bands, Talent Show, and end of year safe graduation celebration.</p>








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 <p>Staff and Professional Learning:</p>	<p>PLC's scheduled once per month. PLC and PD focused on data analysis, technology applications, and best instructional practices. Interdistrict collaboration on curriculum, instruction, and technology. Staff was also offered restraint training, ABA</p>
 <p>Postsecondary Information:</p>	<p>89% of the Class of 2017 were accepted to colleges. 45% to four year, and 44% to two year. We conduct a financial aid night where representatives from HESSA guide parents through the FAFSA and answer questions about Financial Aid. We offer SAT prep courses, schedule PSAT testing during school time, and offer free waivers to students in need.</p>
 <p>Student Supports and Services:</p>	<p>ELL instruction, RTI support, and after-school tutoring are available for at-risk students. Students are provided with school counseling, case manager support, speech therapy, occupational and physical therapy as needed, and social skills support counseling. I&RS, 504s, other student specific support groups are also offered. Child of Addiction (COA) is also offered.</p>
 <p>Student Health and Wellness:</p>	<p>Breakfast offered on a daily basis. Health and Physical Education classes focus on fitness, nutrition, and student well-being. Electives in PE include Yoga, Pilates, PE Wellness, and Dance/Rhythm/Timing. A spring Health and Wellness Fair is organized allowing students to meet and question local organizations that specialize in Health and Wellness.</p>
 <p>Parent and Community Involvement:</p>	<p>Parents may involve themselves in Strategic Planning, parent information nights on academics, student well-being, Back to School nights, conferences, community fitness center. Parents have access to student academics through parent-portal, Oncourse. Parents may access additional information through individual teacher websites. Pre Prom Assembly, Parent / Project Graduation Committee, open house Choice School Nights.</p>



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Facilities:

The school is 57 years old. Recent upgrades include roof replacement, upgrading site drainage, upgrading bathroom facilities to be ADA compliant; installing new boilers and chillers, domestic hot water, air conditioning in the kitchen, cafeteria, gymnasium; security system upgrades, auditorium upgrades, and replaced existing HVAC system in the auditorium and TV studio. The entire school is air conditioned. We are also upgrading the tennis courts, softball and soccer fields.



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The curriculum is open and comprehensive. For graduation, students must earn 130 credits. A four by four block schedule offers students eight semester courses per year. Additional instruction opportunities are offered for credit and non-credit courses in the middle of the day. In addition to state mandated safety requirements, we utilize Sixel Security System which provides direct communication with local law enforcement in the event of a crisis. We initiated phase one of our technology initiative. Tablets were offered to select student groups equaling one quarter of the school's population. The school's website was upgraded and now includes a mobile APP to offer greater communication opportunities. We offer Choice Programs in Allied Health, Early Childhood Education, Radio / TV Production, NJROTC, and Multi Media Graphic Design. One hundred and eighteen out-of-district students participate in these Choice offerings.



Other Information: