



State of New Jersey  
2015-2016

Grade Span 09-12

01-1790-040  
ATLANTIC  
GREATER EGG HARBOR REG  
Absegami High School  
201 S WRANGLEBORO ROAD  
GALLOWAY, NJ 08205-9554

## 2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other schools that are educating similar students, against district and state-wide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure.

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact [njsmart@pcgus.com](mailto:njsmart@pcgus.com)



# State of New Jersey 2015-2016

## Grade Span 09-12

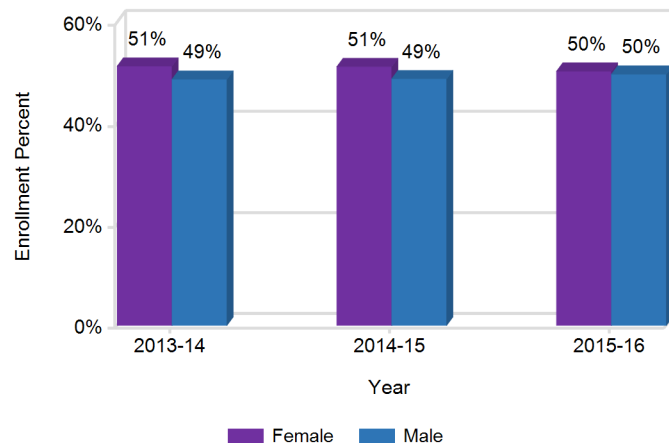
### Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade 09	364	330	313
Grade 10	389	346	335
Grade 11	353	358	333
Grade 12	398	354	349
UG	32	22	17
Total	1536	1410	1347

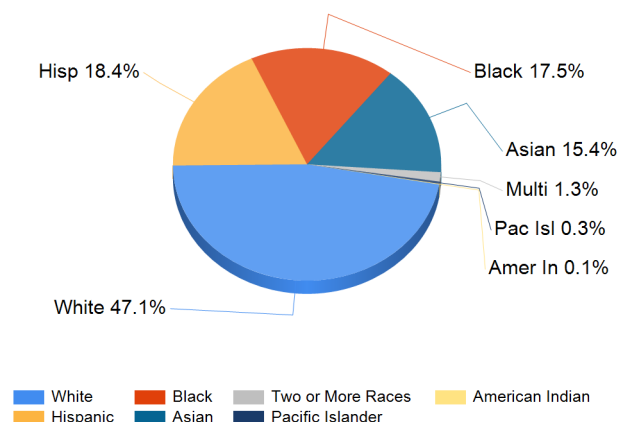
### Enrollment by Gender

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



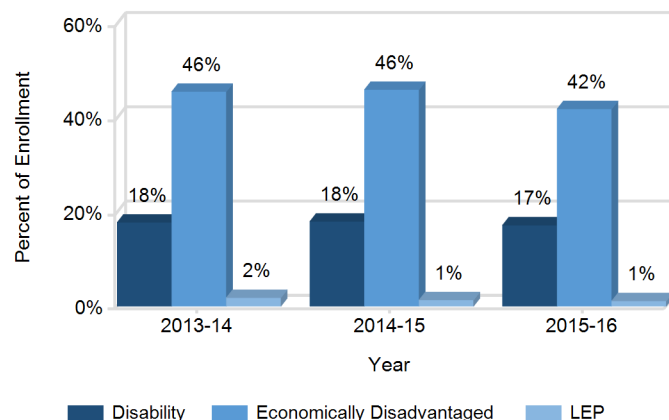
### Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



### Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



### Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	79.4%
Spanish	7.7%
Gujarati	4.2%
Chinese	1.6%
Vietnamese	1.2%
Other	6.0%

\* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.



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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

## Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	51%	S	56
Mathematics Met or Exceeded Expectations	34%	S	62

## Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goals is established as 95% by the United States Department of education. ✓ = Met participation rate (participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	589	51%	56	96%	✓	582	34%	62	97%	✓
White	258	52%	51	94%	✗	255	38%	58	95%	✓
African American	85	28%	44	98%	✓	90	19%	61	98%	✓
Hispanic	140	41%	59	98%	✓	142	25%	67	97%	✓
American Indian	S	S	S	S		S	S	S	S	
Asian	96	80%	52	99%	✓	85	54%	48	100%	✓
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	114	22%	75	97%	✓	123	9%	72	99%	✓
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	248	38%	65	98%	✓	251	24%	71	98%	✓



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## PARCC ELA Performance Distribution - Grade 09

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	304	753	749	746	4%	13%	27%	44%	12%	56%	49%
White	133	758	756	754	1%	8%	35%	43%	14%	57%	58%
African American	45	732	731	729	11%	36%	24%	27%	2%	29%	30%
Hispanic	68	748	743	730	4%	15%	27%	46%	9%	54%	34%
Asian	51	767	766	774	4%	4%	14%	57%	22%	78%	78%
American Indian	S	S	S	734	S	S	S	S	S	S	40%
Two or More Races	S	S	743	748	S	S	S	S	S	S	53%
Students with Disability	51	725	718	713	16%	35%	24%	26%	N	26%	12%
English Language Learners	S	S	710	693	S	S	S	S	S	S	4%
Economically Disadvantaged Students	125	743	739	729	7%	19%	27%	39%	7%	46%	31%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
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## PARCC ELA Performance Distribution - Grade 10

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	<b>309</b>	<b>742</b>	<b>742</b>	<b>740</b>	<b>18%</b>	<b>15%</b>	<b>25%</b>	<b>30%</b>	<b>13%</b>	<b>42%</b>	<b>44%</b>
White	129	746	749	747	15%	10%	30%	31%	14%	45%	50%
African American	49	718	720	722	31%	25%	22%	18%	4%	22%	28%
Hispanic	79	728	732	726	24%	22%	27%	22%	6%	28%	33%
Asian	S	S	774	767	S	S	S	S	S	S	69%
American Indian	N	N	N	729	N	N	N	N	N	N	35%
Two or More Races	S	S	766	741	S	S	S	S	S	S	45%
Students with Disability	66	703	704	702	52%	18%	15%	14%	2%	15%	11%
English Language Learners	S	S	689	685	S	S	S	S	S	S	4%
Economically Disadvantaged Students	134	727	728	723	25%	18%	30%	22%	5%	27%	30%

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## \*\*PARCC ELA Performance Distribution - Grade 11

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	223	738	731	736	9%	21%	33%	36%	2%	38%	40%
White	89	743	736	739	3%	20%	28%	46%	2%	48%	42%
African American	51	728	718	728	16%	28%	28%	29%	N	29%	30%
Hispanic	45	735	727	732	13%	13%	42%	29%	2%	31%	37%
Asian	S	S	743	753	S	S	S	S	S	S	58%
American Indian	N	N	N	735	N	N	N	N	N	N	34%
Two or More Races	S	S	712	736	S	S	S	S	S	S	39%
Students with Disability	S	S	711	710	S	S	S	S	S	S	13%
English Language Learners	S	S	727	702	S	S	S	S	S	S	8%
Economically Disadvantaged Students	105	732	723	730	14%	24%	30%	31%	1%	32%	33%



Did Not Yet Meet Expectations



Partially Met Expectations



Approached Expectations



Met Expectations



Exceeded Expectations

\*\*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.



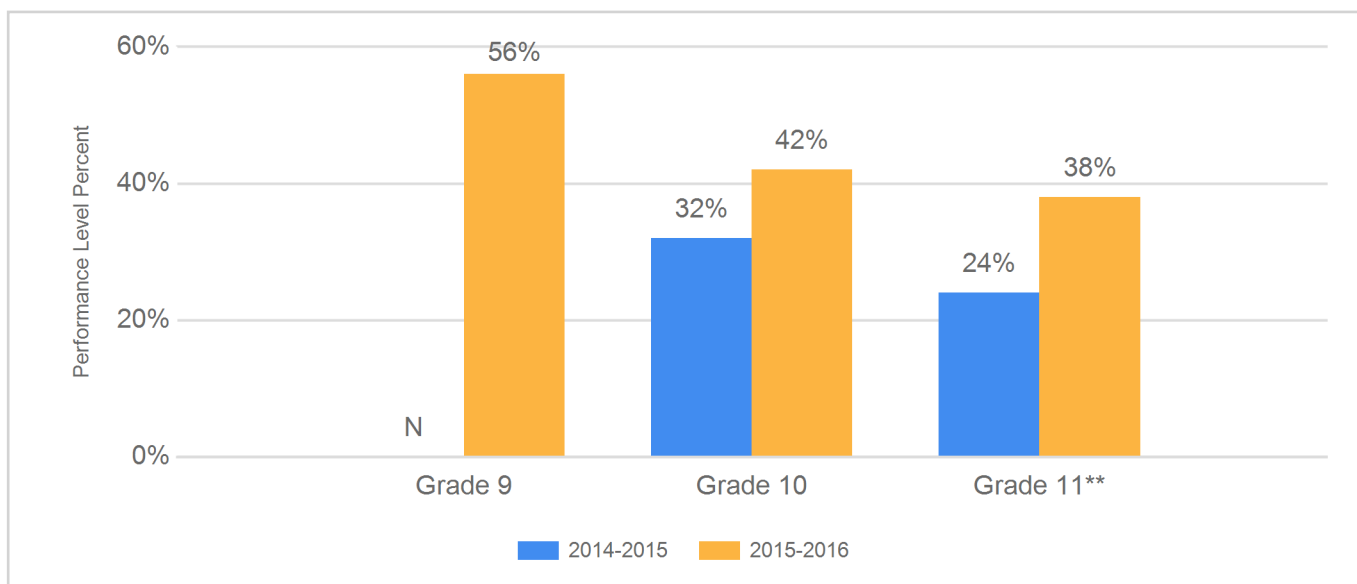
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## PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two 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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## PARCC Performance Distribution - Algebra I

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	<b>276</b>	<b>738</b>	<b>726</b>	<b>727</b>	<b>10%</b>	<b>22%</b>	<b>28%</b>	<b>41%</b>	<b>N</b>	<b>41%</b>	<b>42%</b>
White	116	745	730	734	4%	13%	35%	47%	N	47%	51%
African American	51	726	715	717	16%	37%	18%	29%	N	29%	20%
Hispanic	72	731	722	720	15%	28%	28%	29%	N	29%	25%
Asian	31	751	748	746	7%	16%	16%	61%	N	61%	76%
American Indian	S	S	S	726	S	S	S	S	S	S	40%
Two or More Races	S	S	723	727	S	S	S	S	S	S	47%
Students with Disability	58	716	707	708	28%	47%	10%	16%	N	16%	10%
English Language Learners	S	S	713	707	S	S	S	S	S	S	9%
Economically Disadvantaged Students	126	728	718	719	15%	33%	25%	28%	N	28%	23%

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## PARCC Performance Distribution - Geometry

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	<b>299</b>	<b>725</b>	<b>724</b>	<b>730</b>	<b>11%</b>	<b>39%</b>	<b>32%</b>	<b>17%</b>	<b>N</b>	<b>17%</b>	<b>27%</b>
White	125	732	730	736	7%	29%	40%	24%	N	24%	34%
African American	S	S	713	717	S	S	S	S	S	S	9%
Hispanic	S	S	717	720	S	S	S	S	S	S	13%
Asian	38	738	739	750	5%	21%	40%	34%	N	34%	61%
American Indian	N	N	N	722	N	N	N	N	N	N	15%
Two or More Races	S	S	727	730	S	S	S	S	S	S	28%
Students with Disability	S	S	705	709	S	S	S	S	S	S	5%
English Language Learners	S	S	700	710	S	S	S	S	S	S	6%
Economically Disadvantaged Students	S	S	717	719	S	S	S	S	S	S	12%

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## PARCC Performance Distribution - Algebra II

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	<b>210</b>	<b>728</b>	<b>715</b>	<b>722</b>	<b>23%</b>	<b>22%</b>	<b>31%</b>	<b>22%</b>	<b>2%</b>	<b>24%</b>	<b>27%</b>
White	87	726	717	728	20%	25%	32%	22%	1%	23%	31%
African American	S	S	698	700	S	S	S	S	S	S	9%
Hispanic	46	728	712	707	24%	26%	24%	24%	2%	26%	12%
Asian	36	754	747	755	6%	14%	31%	44%	6%	50%	60%
American Indian	N	N	N	714	N	N	N	N	N	N	16%
Two or More Races	S	S	705	727	S	S	S	S	S	S	35%
Students with Disability	S	S	686	690	S	S	S	S	S	S	5%
English Language Learners	N	N	N	692	N	N	N	N	N	N	7%
Economically Disadvantaged Students	94	722	707	705	28%	26%	29%	17%	1%	18%	11%

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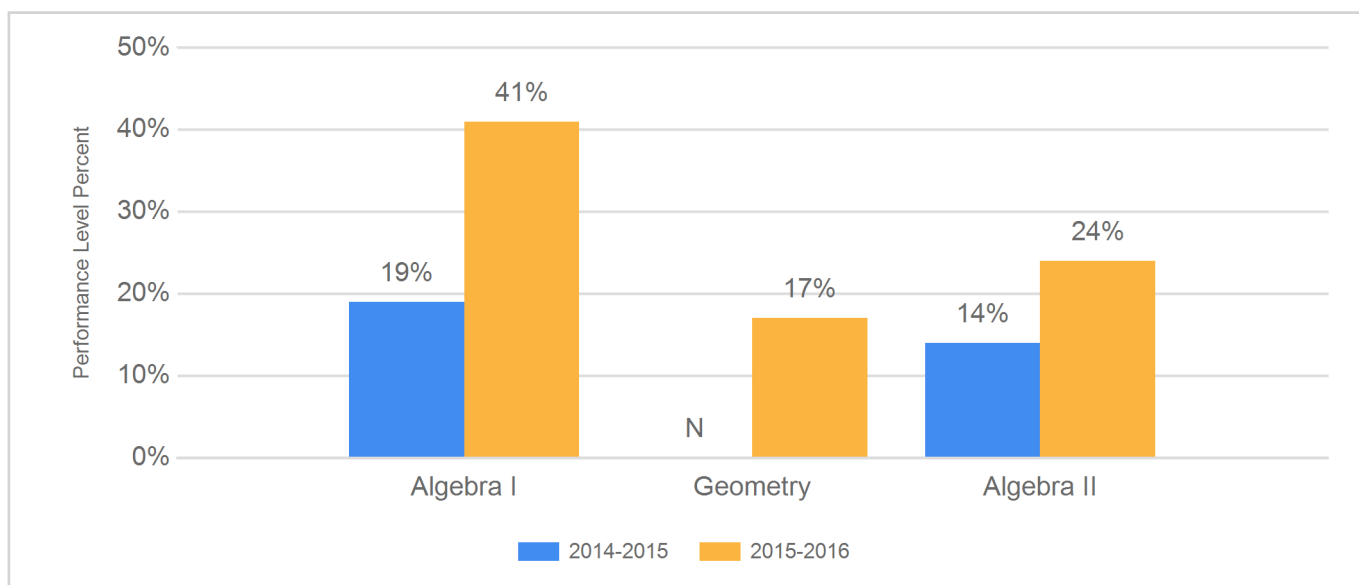
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## PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





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The Academic Achievement section also measures the content knowledge that students have in biology as demonstrated in End-of-Course Biology assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

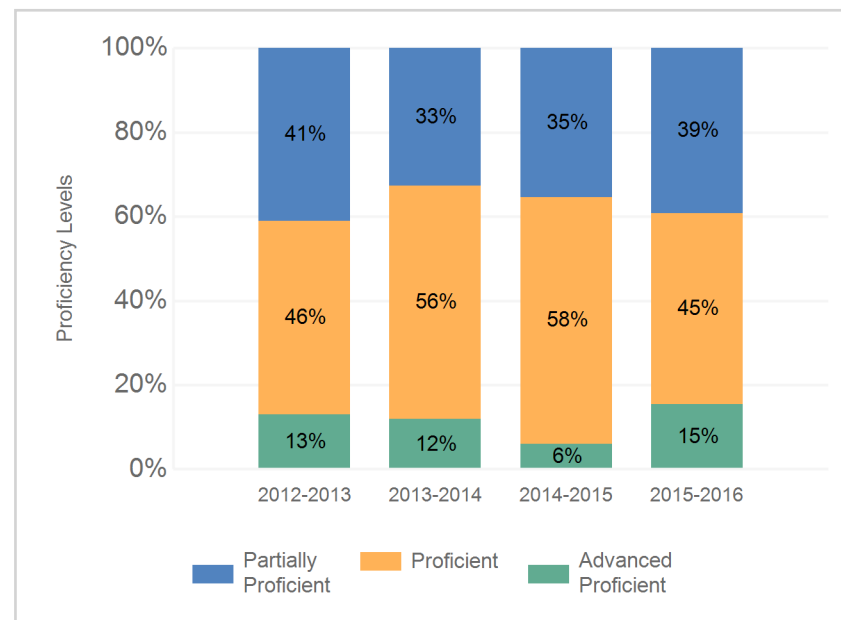
### Proficiency Outcomes - Biology

This table presents the percentage of students in each proficiency category for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	16%	41%	43%
Schoolwide	15%	45%	39%
White	20%	49%	31%
African American	2%	27%	71%
Hispanic	6%	42%	52%
American Indian	N	N	N
Asian	33%	60%	8%
Two or More Races	S	S	S
Students with Disability	3%	14%	83%
English Language Learners	S	S	S
Economically Disadvantaged Students	7%	40%	53%

### Proficiency Trends - Biology

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





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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 taking college entrance exams and challenging themselves with rigorous course work.

## PSAT/SAT/ACT Participation

This table presents the schoolwide and statewide participation rates from the last academic year as indicated in PSAT and SAT and from the last cohort as indicated in ACT.

College and Career Readiness Indicators	Schoolwide Participation	Statewide Participation
Percent of Students Participating in PSAT	100.0%	95.5%
Percent of Students Participating in SAT	58.9%	58.0%
Percent of Students Participating in ACT	18.1%	27.6%

## PSAT/SAT/ACT Performance

This table presents the school and state mean scores.

2015-16	School Mean	State Mean
<b>PSAT</b>	928	950
<b>SAT</b>	-	-
Reading and Writing	535	537
Math	536	538
<b>ACT</b>	-	-
Reading	24	23
English	22	22
Math	23	23
Science	22	22

## PSAT/SAT/ACT Benchmarks

This table presents the percentage of students scoring at or above College Readiness Benchmarks.

2015-16	Benchmark	Schoolwide	Statewide
<b>PSAT</b>	N	N	N
<b>SAT</b>	-	-	-
Reading and Writing	480	74%	71%
Math	530	54%	53%
<b>ACT</b>	-	-	-
Reading	22	67%	58%
English	18	78%	74%
Math	22	59%	61%
Science	23	49%	49%

## PSAT/SAT/ACT Performance by Percentile

This table presents the student scores broken down by percentile based upon the school's distribution of scores.

2015-16	75 Percentile	50 Percentile	25 Percentile
<b>PSAT</b>	1040	920	810
<b>SAT</b>	-	-	-
Reading and Writing	600	530	470
Math	590	530	480
<b>ACT</b>	-	-	-
Reading	28	23	20
English	25	23	18
Math	26	23	18
Science	25	22	18

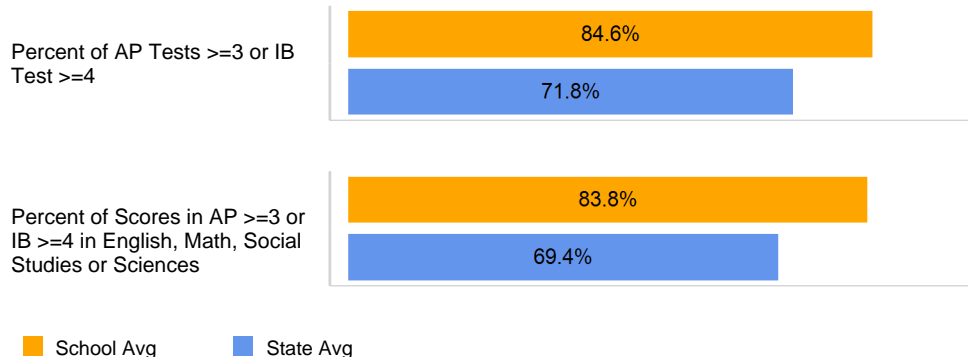


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## AP/ IB Test Performance

This graph compares the percentage of all AP/IB tests with scores of AP  $\geq 3$  or IB  $\geq 4$  for students enrolled in the school and across the state.



## Advanced Course Work Participation

The table below presents the percentage of 'unique' students enrolled in the 11th or 12th grade who took at least one AP or IB test, and the percent participating in dual enrollment.

2015-2016 Percent of Student Taking	School Participation	State Participation
One or More Course	27.6%	39.1%
One of More Test	21.0%	32.3%
At least One AP or IB Test in English, Math, Social Studies, or Science	17.2%	26.6%
Participating in Dual Enrollment	65.0%	15.4%

## AP/ IB Courses Offered

This table presents the count of students enrolled in each AP/IB course and the count of tests taken in each AP/IB course. The last row provides the count of scores that met or exceeded the benchmark. For AP/ IB Courses Offered, please note a student does not have to take a course to take the test OR take the test when enrolled in the course.

AP/IB Course	Students Enrolled	Students Tested
AP Biology	49	41
AP Calculus AB	17	17
AP Calculus BC	9	9
AP Chemistry	10	7
AP Computer Science A	0	2
AP English Language and Composition	43	40
AP English Literature and Composition	62	42
AP European History	8	3
AP Music Theory	0	1
AP Physics 1	0	5
AP Physics B	11	0
AP Psychology	39	34
AP Spanish Language	29	25
AP Statistics	11	7
AP U.S. Government and Politics	28	14
AP U.S. History	28	27
AP World History	0	1
Student AP Tests $\geq 3$ and IB Tests $\geq 4$		121



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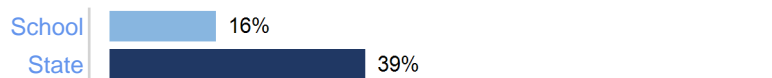
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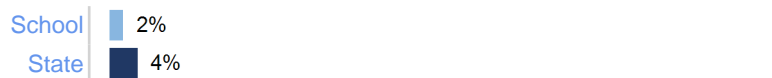
## Visual and Performing Arts

This graph on the left displays the percentages of students who were enrolled in at least one of the four arts disciplines within the school and across the state. The graphs on the right show the percentage of students who were enrolled in any Visual and Performing Arts classes within the school and across the state.

### MUSIC



### DRAMA



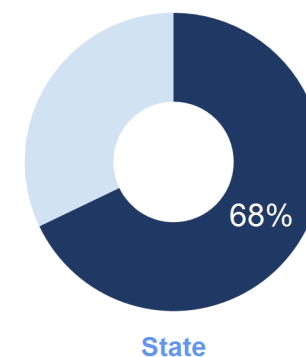
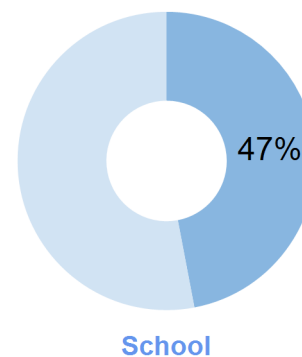
### DANCE



### VISUAL ARTS

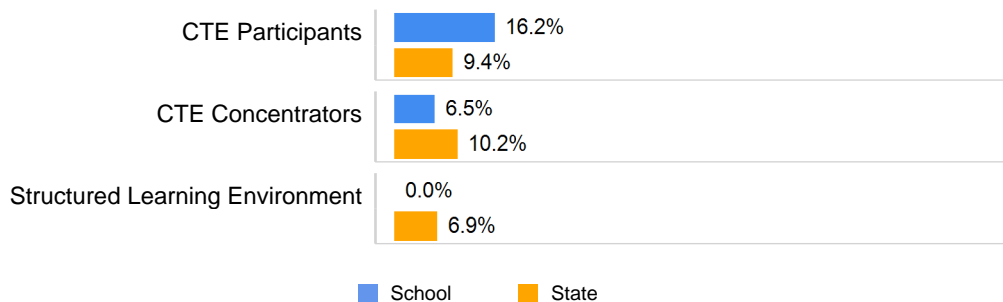


### Any Visual and Performing Arts



## Career and Technical Education Participation

The graph below displays the percentage of students within the school and across the State who were in approved Career and Technical Education (CTE). CTE participants are students who have completed only one course and CTE concentrators are students who have completed at least two courses. The graph also shows the percentage of students who completed a course in Structured Learning Experiences.



■ School ■ State



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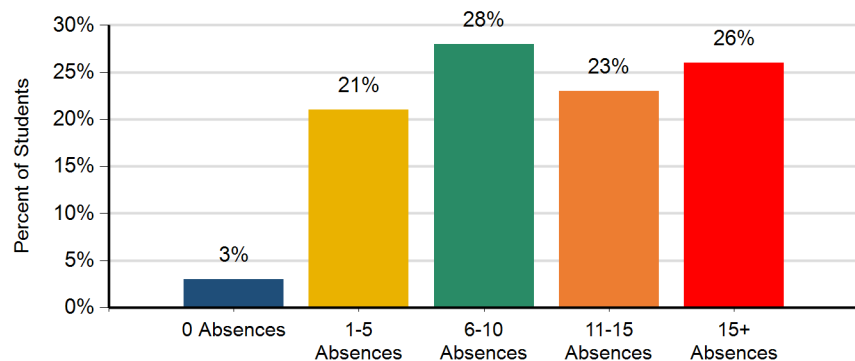
Absegami High School

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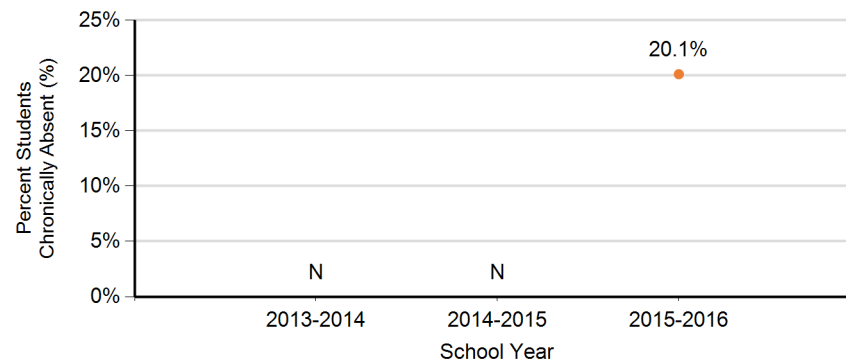
## Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



## Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years at the school.







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### Graduation Rate by Subgroup

This table presents the "4-year Adjusted Graduation Rate" and statewide percentiles (a comparison between the school's rate and schools across the state) for the school and by ethnic/racial subgroup and special population. The table also provides the state target. The state target is established as 81% for the 2015-2016 school year by the New Jersey Department of Education.

	School Rate	Statewide Percentile	State Target
Schoolwide	91.8%	44	81%
White	91.1%	25	
African American	93%	60	
Hispanic	88.9%	48	
American Indian	N	N	
Asian	94.8%	22	
Native Hawaiian	S	S	
Two or More Races	N	1	
Students with Disability	81.8%	47	
English Language Learners	S	S	
Economically Disadvantaged Students	85.6%	42	

### Dropout Rate by Subgroup

This table presents the Dropout Rates and state means for the school and by ethnic/racial subgroup and special population.

	School Rate	State Rate
Schoolwide	0.7%	1.2%
White	1.0%	0.6%
African American	1.3%	2.6%
Hispanic	0.4%	2.2%
American Indian	N	3.4%
Asian	N	0.2%
Native Hawaiian	N	0.3%
Two or More Races	N	1.0%
Students with Disability	1.9%	1.7%
English Language Learners	N	0.1%
Economically Disadvantaged Students	0.2%	1.7%



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### Extended Year Graduation Rate

The table below presents the 4-year and 5-year graduation rates for the prior school year's cohort.

Class of	4-Year Rate	5-Year Rate
2013	91%	91%
2014	93%	93%
2015	90%	91%
2016	92%	

### Postsecondary Enrollment Rates

This table presents the enrollment rates of this school's high school graduates into a 2 year or 4 year institution 16-months after high school graduation for the school and state and by ethnic/racial subgroup and special population.

	Percent Enrolled	Percent in 2 Years	Percent in 4 Years
Statewide	76.8%	33.9%	66.1%
Schoolwide	76.9%	41.5%	58.5%
White	77.0%	37.2%	62.8%
African American	60.4%	51.7%	48.3%
Hispanic	75.9%	47.7%	52.3%
American Indian	0.0%	0.0%	0.0%
Asian	90.5%	40.4%	59.6%
Native Hawaiian	0.0%	0.0%	0.0%
Two or More Races	S	S	S
Students with Disability	56.7%	76.5%	23.5%
English Language Learners	S	S	S
Economically Disadvantaged Students	71.9%	48.5%	51.5%



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### Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2015-16	7 Hrs. 5 Mins.

### Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	6 Hrs. 25 Mins.
Shared Time	0 Hrs. 0 Mins.

### Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2015-16	School
Faculty	11:1
Administrator	123:1

### Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2015-16	17.0%

### Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

	School
2015-16	0

### Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	97%



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## 2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other schools that are educating similar students, against district and state-wide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure.

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact [njsmart@pcgus.com](mailto:njsmart@pcgus.com)



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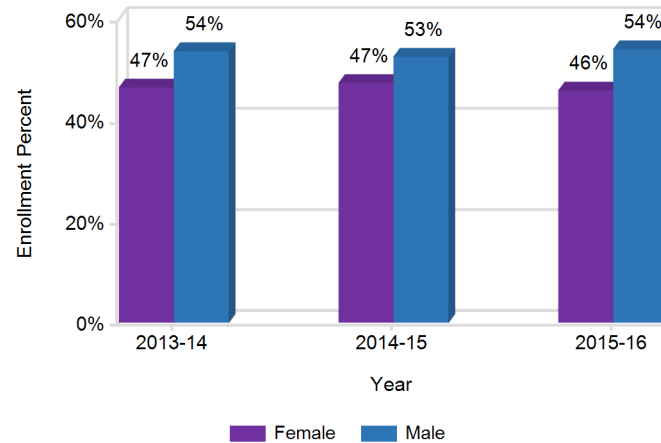
## Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade 09	202	253	226
Grade 10	235	230	249
Grade 11	207	217	205
Grade 12	185	189	208
UG	32	21	17
Total	861	910	905

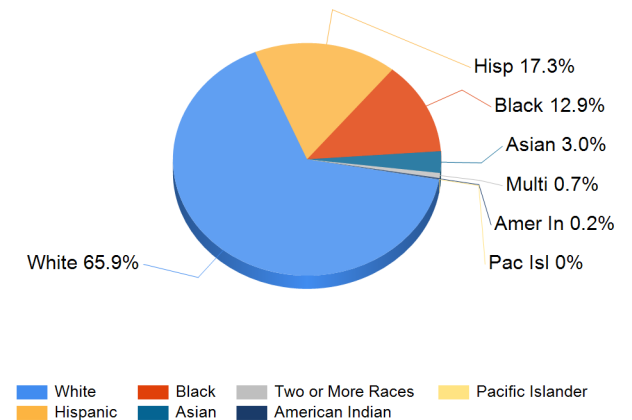
## Enrollment by Gender

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



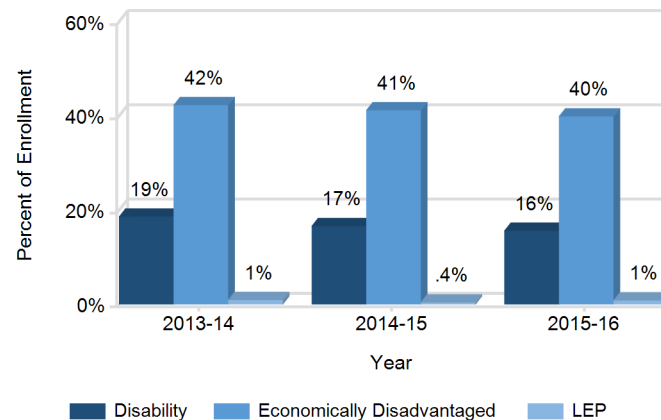
## Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



## Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



## Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	91.6%
Spanish	5.2%
Bengali	0.7%
Chinese	0.3%
Creoles and pidgins	0.2%
Other	1.8%

\* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.



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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

## Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	62%	S	71
Mathematics Met or Exceeded Expectations	20%	S	34

## Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goals is established as 95% by the United States Department of education. ✓ = Met participation rate (participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	439	62%	71	97%	✓	411	20%	34	97%	✓
White	293	69%	73	96%	✓	267	22%	24	97%	✓
African American	49	45%	59	98%	✓	48	10%	44	97%	✓
Hispanic	81	43%	67	99%	✓	82	15%	50	100%	✓
American Indian	N	N	N	N		N	N	N	N	
Asian	S	S	S	S		S	S	S	S	
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	58	29%	78	95%	✓	61	8%	56	96%	✓
English Learner Students	N	N	N	N		S	S	S	S	
Economically Disadvantaged Students	168	51%	80	98%	✓	166	16%	46	98%	✓



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## PARCC ELA Performance Distribution - Grade 09

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	217	756	749	746	5%	10%	24%	47%	15%	61%	49%
White	156	761	756	754	4%	7%	17%	55%	17%	72%	58%
African American	S	S	731	729	S	S	S	S	S	S	30%
Hispanic	35	744	743	730	9%	9%	51%	23%	9%	31%	34%
Asian	S	S	766	774	S	S	S	S	S	S	78%
American Indian	N	N	N	734	N	N	N	N	N	N	40%
Two or More Races	N	N	N	748	N	N	N	N	N	N	53%
Students with Disability	29	732	718	713	10%	24%	41%	24%	N	24%	12%
English Language Learners	N	N	N	693	N	N	N	N	N	N	4%
Economically Disadvantaged Students	87	745	739	729	8%	14%	31%	41%	6%	47%	31%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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## PARCC ELA Performance Distribution - Grade 10

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	<b>233</b>	<b>756</b>	<b>742</b>	<b>740</b>	<b>7%</b>	<b>13%</b>	<b>22%</b>	<b>41%</b>	<b>18%</b>	<b>59%</b>	<b>44%</b>
White	139	761	749	747	6%	11%	19%	43%	21%	64%	50%
African American	33	743	720	722	15%	15%	24%	27%	18%	46%	28%
Hispanic	47	744	732	726	6%	17%	28%	45%	4%	49%	33%
Asian	S	S	774	767	S	S	S	S	S	S	69%
American Indian	N	N	N	729	N	N	N	N	N	N	35%
Two or More Races	S	S	766	741	S	S	S	S	S	S	45%
Students with Disability	26	717	704	702	27%	31%	19%	19%	4%	23%	11%
English Language Learners	N	N	N	685	N	N	N	N	N	N	4%
Economically Disadvantaged Students	89	745	728	723	11%	18%	20%	42%	9%	51%	30%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations





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## \*\*PARCC ELA Performance Distribution - Grade 11

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	158	737	731	736	15%	24%	25%	30%	6%	36%	40%
White	110	742	736	739	11%	24%	26%	32%	8%	40%	42%
African American	22	719	718	728	27%	41%	18%	14%	N	14%	30%
Hispanic	22	731	727	732	23%	14%	23%	41%	N	41%	37%
Asian	N	N	N	753	N	N	N	N	N	N	58%
American Indian	S	S	S	735	S	S	S	S	S	S	34%
Two or More Races	S	S	712	736	S	S	S	S	S	S	39%
Students with Disability	S	S	711	710	S	S	S	S	S	S	13%
English Language Learners	N	N	N	702	N	N	N	N	N	N	8%
Economically Disadvantaged Students	63	727	723	730	22%	32%	19%	24%	3%	27%	33%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations

\*\*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.



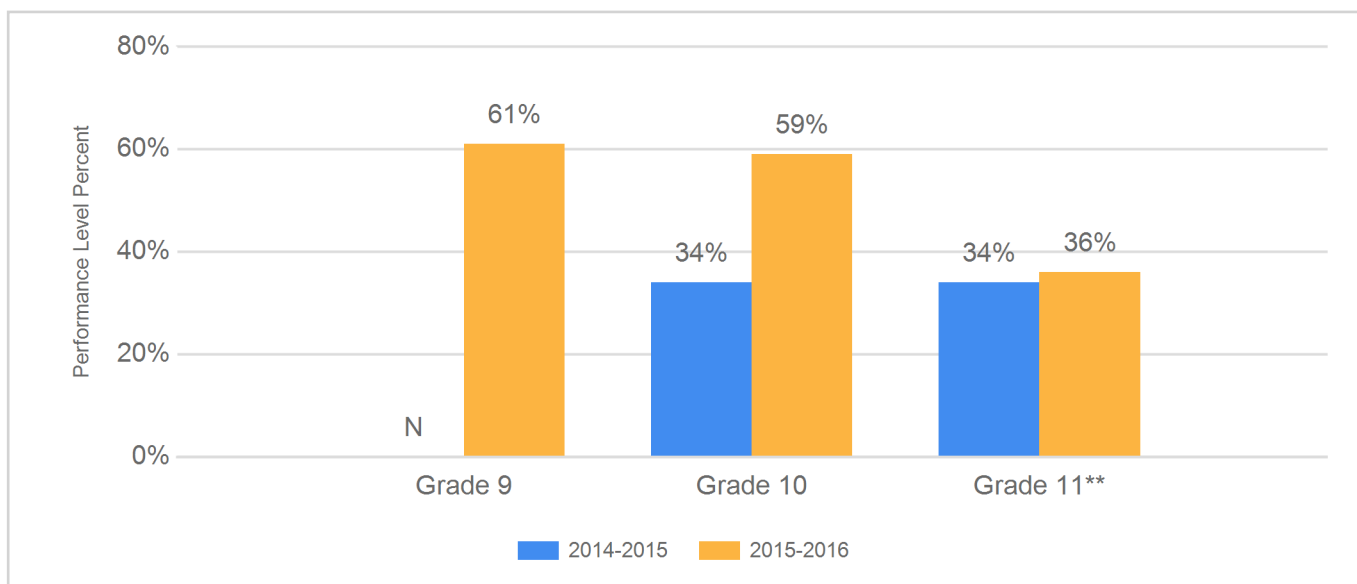
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## PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two 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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## PARCC Performance Distribution - Algebra I

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	<b>151</b>	<b>725</b>	<b>726</b>	<b>727</b>	<b>10%</b>	<b>38%</b>	<b>36%</b>	<b>16%</b>	<b>N</b>	<b>16%</b>	<b>42%</b>
White	92	727	730	734	10%	30%	41%	19%	N	19%	51%
African American	S	S	715	717	S	S	S	S	S	S	20%
Hispanic	33	726	722	720	3%	52%	30%	15%	N	15%	25%
Asian	S	S	748	746	S	S	S	S	S	S	76%
American Indian	N	N	N	726	N	N	N	N	N	N	40%
Two or More Races	N	N	N	727	N	N	N	N	N	N	47%
Students with Disability	28	715	707	708	21%	39%	25%	14%	N	14%	10%
English Language Learners	S	S	713	707	S	S	S	S	S	S	9%
Economically Disadvantaged Students	77	722	718	719	16%	38%	30%	17%	N	17%	23%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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## PARCC Performance Distribution - Geometry

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	<b>175</b>	<b>731</b>	<b>724</b>	<b>730</b>	<b>7%</b>	<b>33%</b>	<b>41%</b>	<b>17%</b>	<b>2%</b>	<b>19%</b>	<b>27%</b>
White	108	734	730	736	5%	29%	45%	19%	2%	21%	34%
African American	S	S	713	717	S	S	S	S	S	S	9%
Hispanic	34	719	717	720	15%	47%	24%	12%	3%	15%	13%
Asian	S	S	739	750	S	S	S	S	S	S	61%
American Indian	N	N	N	722	N	N	N	N	N	N	15%
Two or More Races	N	N	N	730	N	N	N	N	N	N	28%
Students with Disability	S	S	705	709	S	S	S	S	S	S	5%
English Language Learners	N	N	N	710	N	N	N	N	N	N	6%
Economically Disadvantaged Students	74	722	717	719	11%	46%	32%	10%	1%	11%	12%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
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 ■ Exceeded Expectations



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## PARCC Performance Distribution - Algebra II

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	<b>211</b>	<b>714</b>	<b>715</b>	<b>722</b>	<b>37%</b>	<b>20%</b>	<b>30%</b>	<b>13%</b>	<b>1%</b>	<b>13%</b>	<b>27%</b>
White	142	717	717	728	32%	23%	32%	13%	1%	13%	31%
African American	S	S	698	700	S	S	S	S	S	S	9%
Hispanic	34	716	712	707	35%	18%	35%	12%	N	12%	12%
Asian	S	S	747	755	S	S	S	S	S	S	60%
American Indian	N	N	N	714	N	N	N	N	N	N	16%
Two or More Races	S	S	705	727	S	S	S	S	S	S	35%
Students with Disability	S	S	686	690	S	S	S	S	S	S	5%
English Language Learners	S	S	707	692	S	S	S	S	S	S	7%
Economically Disadvantaged Students	S	S	707	705	S	S	S	S	S	S	11%

■ Did Not Yet Meet Expectations
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 ■ Met Expectations
 ■ Exceeded Expectations



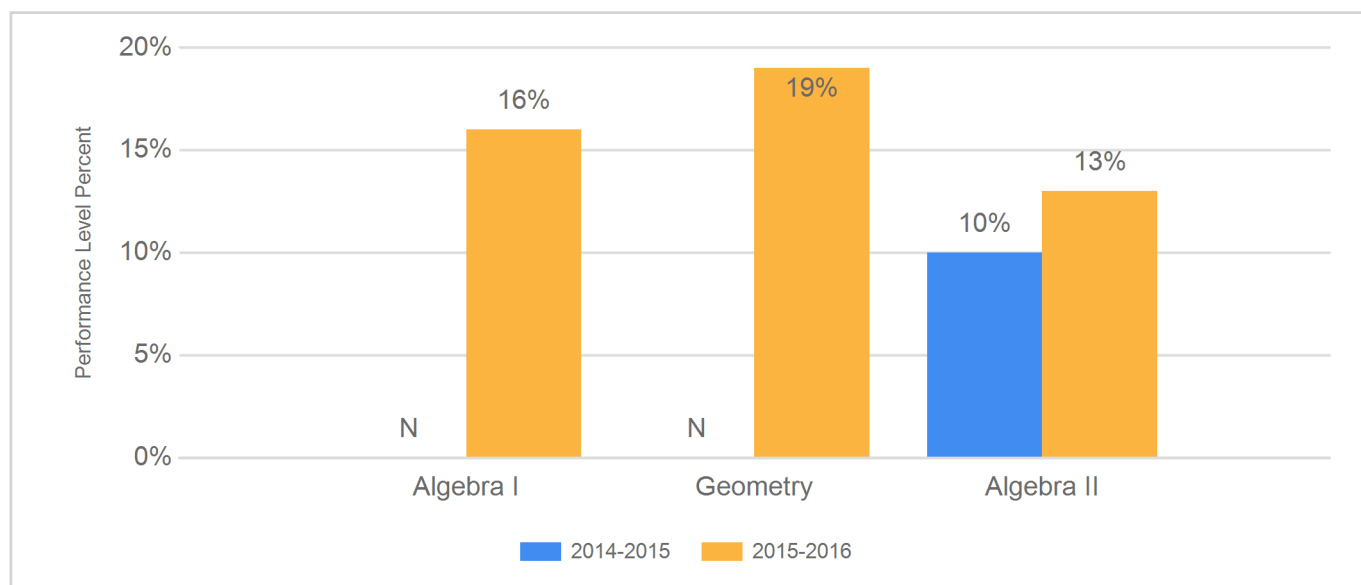
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## PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





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The Academic Achievement section also measures the content knowledge that students have in biology as demonstrated in End-of-Course Biology assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

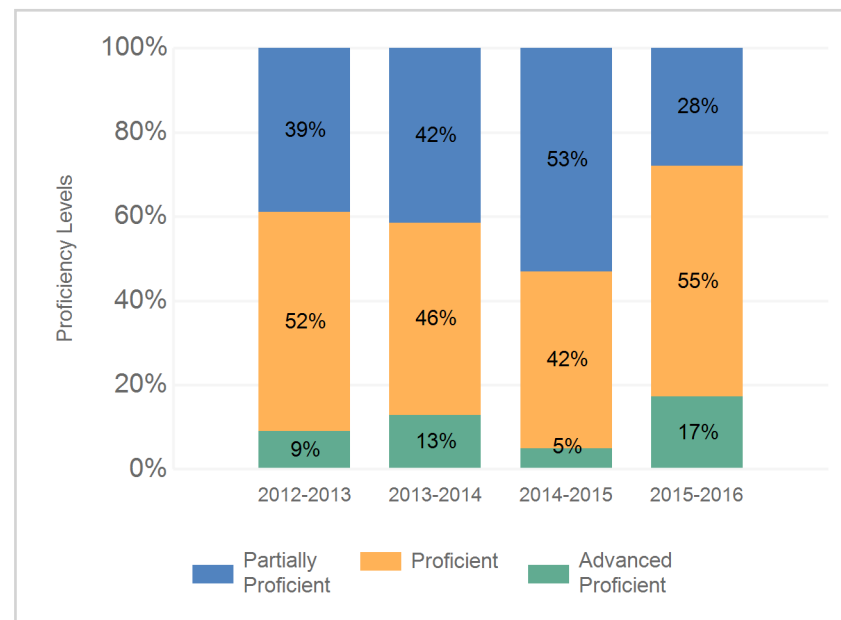
### Proficiency Outcomes - Biology

This table presents the percentage of students in each proficiency category for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	16%	41%	43%
Schoolwide	17%	55%	28%
White	21%	57%	23%
African American	7%	43%	50%
Hispanic	6%	62%	32%
American Indian	N	N	N
Asian	S	S	S
Two or More Races	S	S	S
Students with Disability	4%	28%	68%
English Language Learners	N	N	N
Economically Disadvantaged Students	9%	47%	44%

### Proficiency Trends - Biology

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





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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 taking college entrance exams and challenging themselves with rigorous course work.

## PSAT/SAT/ACT Participation

This table presents the schoolwide and statewide participation rates from the last academic year as indicated in PSAT and SAT and from the last cohort as indicated in ACT.

College and Career Readiness Indicators	Schoolwide Participation	Statewide Participation
Percent of Students Participating in PSAT	100.0%	95.5%
Percent of Students Participating in SAT	70.9%	58.0%
Percent of Students Participating in ACT	21.6%	27.6%

## PSAT/SAT/ACT Performance

This table presents the school and state mean scores.

2015-16	School Mean	State Mean
<b>PSAT</b>	954	950
<b>SAT</b>	-	-
Reading and Writing	532	537
Math	536	538
<b>ACT</b>	-	-
Reading	23	23
English	22	22
Math	23	23
Science	23	22

## PSAT/SAT/ACT Benchmarks

This table presents the percentage of students scoring at or above College Readiness Benchmarks.

2015-16	Benchmark	Schoolwide	Statewide
<b>PSAT</b>	N	N	N
<b>SAT</b>	-	-	-
Reading and Writing	480	74%	71%
Math	530	58%	53%
<b>ACT</b>	-	-	-
Reading	22	60%	58%
English	18	82%	74%
Math	22	56%	61%
Science	23	53%	49%

## PSAT/SAT/ACT Performance by Percentile

This table presents the student scores broken down by percentile based upon the school's distribution of scores.

2015-16	75 Percentile	50 Percentile	25 Percentile
<b>PSAT</b>	1060	940	840
<b>SAT</b>	-	-	-
Reading and Writing	590	540	470
Math	600	540	480
<b>ACT</b>	-	-	-
Reading	28	23	19
English	25	22	19
Math	27	23	18
Science	26	23	20



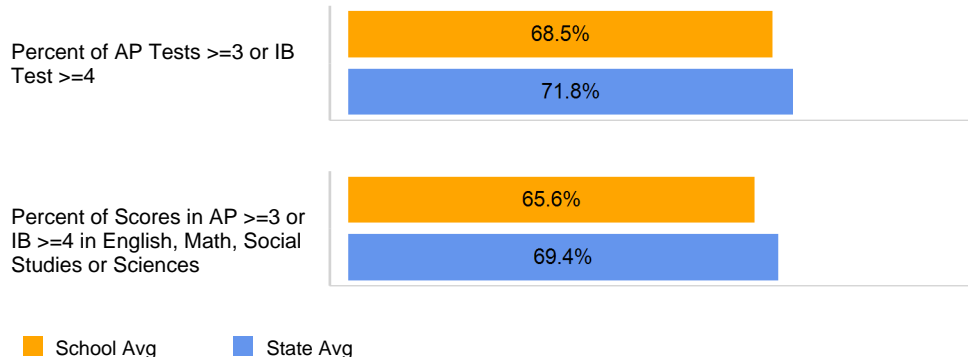


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## AP/ IB Test Performance

This graph compares the percentage of all AP/IB tests with scores of AP  $\geq 3$  or IB  $\geq 4$  for students enrolled in the school and across the state.



## AP/ IB Courses Offered

This table presents the count of students enrolled in each AP/IB course and the count of tests taken in each AP/IB course. The last row provides the count of scores that met or exceeded the benchmark. For AP/ IB Courses Offered, please note a student does not have to take a course to take the test OR take the test when enrolled in the course.

AP/IB Course	Students Enrolled	Students Tested
AP Calculus AB	29	14
AP Calculus BC	18	9
AP Chemistry	21	5
AP English Language and Composition	41	32
AP English Literature and Composition	10	6
AP Environmental Science	0	6
AP Psychology	39	26
AP Spanish Language	6	3
AP Statistics	24	12
AP U.S. Government and Politics	16	9
AP U.S. History	25	21
Student AP Tests $\geq 3$ and IB Tests $\geq 4$		63

## Advanced Course Work Participation

The table below presents the percentage of 'unique' students enrolled in the 11th or 12th grade who took at least one AP or IB test, and the percent participating in dual enrollment.

2015-2016 Percent of Student Taking	School Participation	State Participation
One or More Course	37.3%	39.1%
One of More Test	22.3%	32.3%
At least One AP or IB Test in English, Math, Social Studies, or Science	15.5%	26.6%
Participating in Dual Enrollment	53.8%	15.4%



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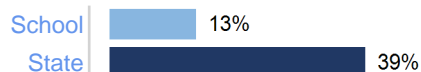
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## Visual and Performing Arts

This graph on the left displays the percentages of students who were enrolled in at least one of the four arts disciplines within the school and across the state. The graphs on the right show the percentage of students who were enrolled in any Visual and Performing Arts classes within the school and across the state.

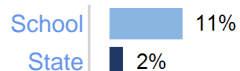
### MUSIC



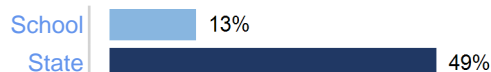
### DRAMA



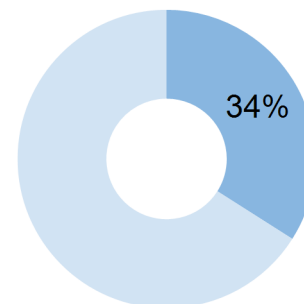
### DANCE



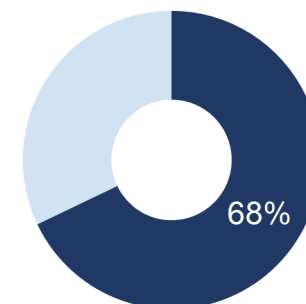
### VISUAL ARTS



### Any Visual and Performing Arts



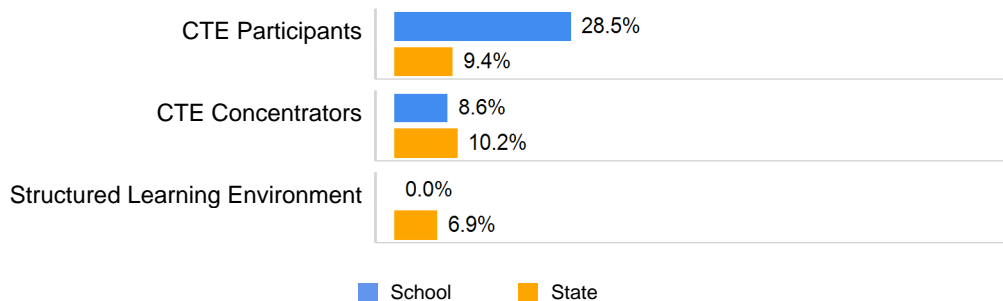
School



State

## Career and Technical Education Participation

The graph below displays the percentage of students within the school and across the State who were in approved Career and Technical Education (CTE). CTE participants are students who have completed only one course and CTE concentrators are students who have completed at least two courses. The graph also shows the percentage of students who completed a course in Structured Learning Experiences.





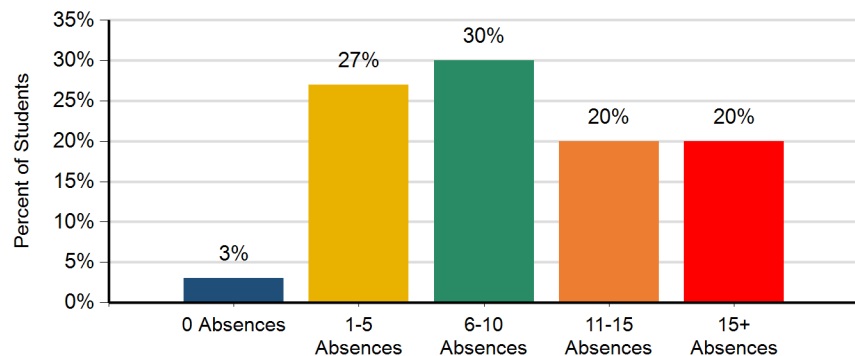
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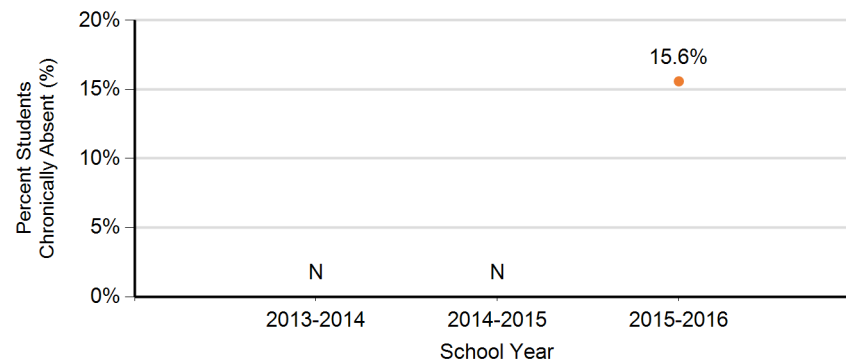
## Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



## Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years at the school.





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### Graduation Rate by Subgroup

This table presents the "4-year Adjusted Graduation Rate" and statewide percentiles (a comparison between the school's rate and schools across the state) for the school and by ethnic/racial subgroup and special population. The table also provides the state target. The state target is established as 81% for the 2015-2016 school year by the New Jersey Department of Education.

	School Rate	Statewide Percentile	State Target
Schoolwide	94.3%	59	81%
White	96%	58	
African American	91.2%	54	
Hispanic	91.9%	61	
American Indian	N	N	
Asian	S	S	
Native Hawaiian	N	N	
Two or More Races	S	S	
Students with Disability	87.8%	68	
English Language Learners	S	S	
Economically Disadvantaged Students	89.9%	62	

### Dropout Rate by Subgroup

This table presents the Dropout Rates and state means for the school and by ethnic/racial subgroup and special population.

	School Rate	State Rate
Schoolwide	0.4%	1.2%
White	0.2%	0.6%
African American	1.8%	2.6%
Hispanic	0.7%	2.2%
American Indian	N	3.4%
Asian	N	0.2%
Native Hawaiian	N	0.3%
Two or More Races	N	1.0%
Students with Disability	0.8%	1.7%
English Language Learners	N	0.1%
Economically Disadvantaged Students	N	1.7%



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### Extended Year Graduation Rate

The table below presents the 4-year and 5-year graduation rates for the prior school year's cohort.

Class of	4-Year Rate	5-Year Rate
2013	92%	92%
2014	90%	90%
2015	92%	92%
2016	94%	

### Postsecondary Enrollment Rates

This table presents the enrollment rates of this school's high school graduates into a 2 year or 4 year institution 16-months after high school graduation for the school and state and by ethnic/racial subgroup and special population.

	Percent Enrolled	Percent in 2 Years	Percent in 4 Years
Statewide	76.8%	33.9%	66.1%
Schoolwide	76.3%	37.2%	62.8%
White	78.2%	31.2%	68.8%
African American	S	S	S
Hispanic	73.2%	63.3%	36.7%
American Indian	S	S	S
Asian	S	S	S
Native Hawaiian	S	S	S
Two or More Races	S	S	S
Students with Disability	S	S	S
English Language Learners	S	S	S
Economically Disadvantaged Students	69.1%	50.0%	50.0%



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### Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2015-16	7 Hrs. 5 Mins.

### Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	6 Hrs. 25 Mins.
Shared Time	0 Hrs. 0 Mins.

### Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2015-16	School
Faculty	13:1
Administrator	120:1

### Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2015-16	17.2%

### Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

	School
2015-16	0

### Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	97%



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## 2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other schools that are educating similar students, against district and state-wide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure.

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact [njsmart@pcgus.com](mailto:njsmart@pcgus.com)



# State of New Jersey 2015-2016

## Grade Span 09-12

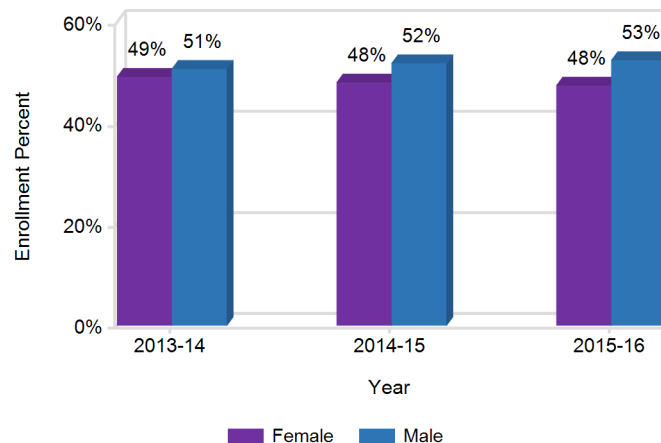
### Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade 09	255	252	256
Grade 10	292	240	239
Grade 11	246	250	225
Grade 12	260	231	261
UG	33	19	21
Total	1086	992	1002

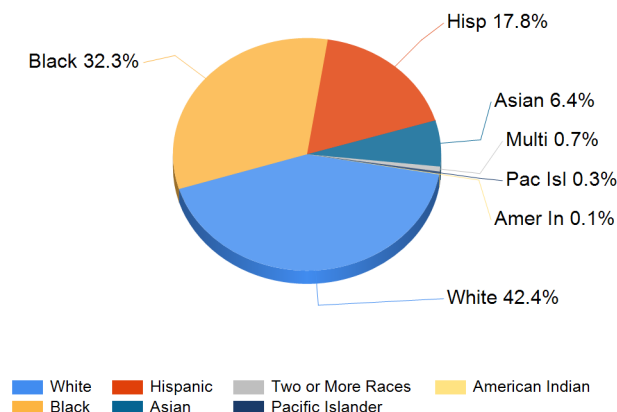
### Enrollment by Gender

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



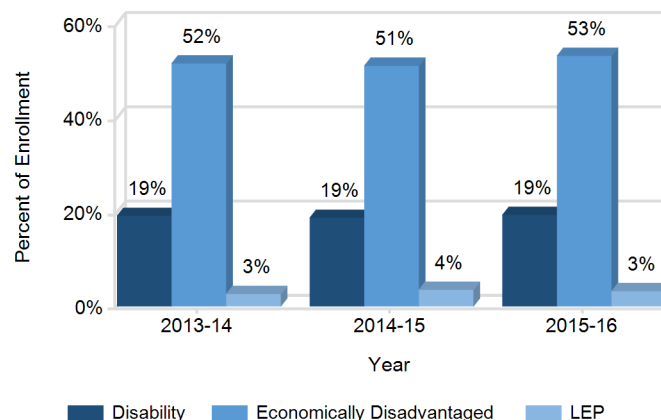
### Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



### Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



### Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	91.7%
Spanish	5.1%
Chinese	0.8%
Arabic	0.5%
Tagalog	0.3%
Other	1.6%

\* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.





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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

## Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	36%	S	26
Mathematics Met or Exceeded Expectations	10%	S	16

## Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goals is established as 95% by the United States Department of education. ✓ = Met participation rate (participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	462	36%	26	98%	✓	449	10%	16	97%	✓
White	184	42%	22	96%	✓	176	12%	12	94%	✗
African American	161	25%	31	100%	✓	163	4%	23	99%	✓
Hispanic	79	29%	19	97%	✓	77	10%	20	97%	✓
American Indian	N	N	N	N		N	N	N	N	
Asian	S	S	S	S		S	S	S	S	
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	92	9%	40	95%	✓	93	N	3	95%	✓
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	250	25%	24	98%	✓	253	8%	18	97%	✓



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## PARCC ELA Performance Distribution - Grade 09

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	258	740	749	746	13%	21%	29%	29%	9%	37%	49%
White	101	747	756	754	9%	20%	28%	31%	13%	44%	58%
African American	93	731	731	729	18%	23%	30%	25%	4%	29%	30%
Hispanic	46	734	743	730	15%	20%	37%	22%	7%	28%	34%
Asian	S	S	766	774	S	S	S	S	S	S	78%
American Indian	N	N	N	734	N	N	N	N	N	N	40%
Two or More Races	S	S	743	748	S	S	S	S	S	S	53%
Students with Disability	S	S	718	713	S	S	S	S	S	S	12%
English Language Learners	S	S	710	693	S	S	S	S	S	S	4%
Economically Disadvantaged Students	152	732	739	729	16%	22%	35%	22%	5%	27%	31%



Did Not Yet Meet Expectations



Partially Met Expectations



Approached Expectations



Met Expectations



Exceeded Expectations



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## PARCC ELA Performance Distribution - Grade 10

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	<b>229</b>	<b>728</b>	<b>742</b>	<b>740</b>	<b>26%</b>	<b>22%</b>	<b>19%</b>	<b>25%</b>	<b>7%</b>	<b>32%</b>	<b>44%</b>
White	89	734	749	747	17%	23%	21%	34%	6%	39%	50%
African American	80	712	720	722	41%	29%	10%	16%	4%	20%	28%
Hispanic	41	728	732	726	29%	12%	32%	22%	5%	27%	33%
Asian	S	S	774	767	S	S	S	S	S	S	69%
American Indian	N	N	N	729	N	N	N	N	N	N	35%
Two or More Races	S	S	766	741	S	S	S	S	S	S	45%
Students with Disability	46	696	704	702	59%	22%	9%	11%	N	11%	11%
English Language Learners	S	S	689	685	S	S	S	S	S	S	4%
Economically Disadvantaged Students	116	715	728	723	40%	20%	19%	19%	3%	22%	30%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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## \*\*PARCC ELA Performance Distribution - Grade 11

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	159	714	731	736	37%	21%	28%	12%	2%	14%	40%
White	68	718	736	739	31%	27%	24%	16%	3%	19%	42%
African American	S	S	718	728	S	S	S	S	S	S	30%
Hispanic	S	S	727	732	S	S	S	S	S	S	37%
Asian	S	S	743	753	S	S	S	S	S	S	58%
American Indian	N	N	N	735	N	N	N	N	N	N	34%
Two or More Races	S	S	712	736	S	S	S	S	S	S	39%
Students with Disability	S	S	711	710	S	S	S	S	S	S	13%
English Language Learners	S	S	727	702	S	S	S	S	S	S	8%
Economically Disadvantaged Students	S	S	723	730	S	S	S	S	S	S	33%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations

\*\*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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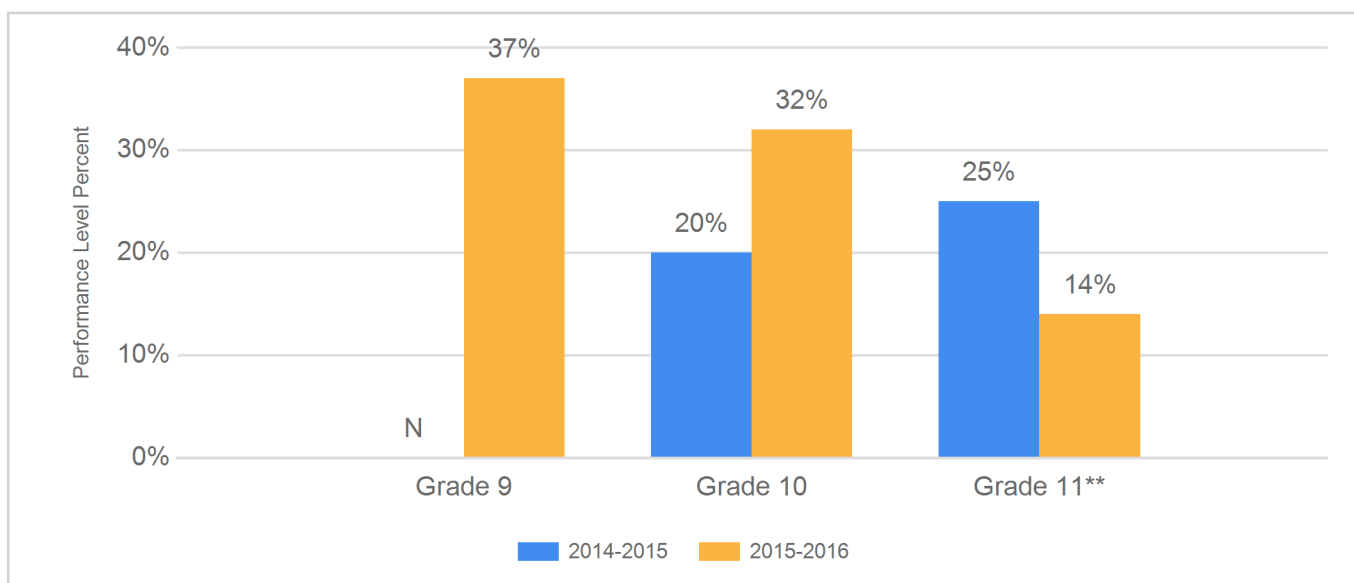
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## PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two 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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## PARCC Performance Distribution - Algebra I

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	<b>S</b>	<b>S</b>	<b>726</b>	<b>727</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>42%</b>
White	S	S	730	734	S	S	S	S	S	S	51%
African American	S	S	715	717	S	S	S	S	S	S	20%
Hispanic	S	S	722	720	S	S	S	S	S	S	25%
Asian	S	S	748	746	S	S	S	S	S	S	76%
American Indian	N	N	N	726	N	N	N	N	N	N	40%
Two or More Races	S	S	723	727	S	S	S	S	S	S	47%
Students with Disability	S	S	707	708	S	S	S	S	S	S	10%
English Language Learners	S	S	713	707	S	S	S	S	S	S	9%
Economically Disadvantaged Students	S	S	718	719	S	S	S	S	S	S	23%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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## PARCC Performance Distribution - Geometry

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	<b>S</b>	<b>S</b>	<b>724</b>	<b>730</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>27%</b>
White	S	S	730	736	S	S	S	S	S	S	34%
African American	S	S	713	717	S	S	S	S	S	S	9%
Hispanic	S	S	717	720	S	S	S	S	S	S	13%
Asian	S	S	739	750	S	S	S	S	S	S	61%
American Indian	N	N	N	722	N	N	N	N	N	N	15%
Two or More Races	S	S	727	730	S	S	S	S	S	S	28%
Students with Disability	S	S	705	709	S	S	S	S	S	S	5%
English Language Learners	S	S	700	710	S	S	S	S	S	S	6%
Economically Disadvantaged Students	S	S	717	719	S	S	S	S	S	S	12%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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## PARCC Performance Distribution - Algebra II

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	<b>200</b>	<b>701</b>	<b>715</b>	<b>722</b>	<b>52%</b>	<b>23%</b>	<b>12%</b>	<b>13%</b>	<b>N</b>	<b>13%</b>	<b>27%</b>
White	89	707	717	728	44%	23%	17%	17%	N	17%	31%
African American	S	S	698	700	S	S	S	S	S	S	9%
Hispanic	37	689	712	707	68%	19%	3%	11%	N	11%	12%
Asian	S	S	747	755	S	S	S	S	S	S	60%
American Indian	N	N	N	714	N	N	N	N	N	N	16%
Two or More Races	N	N	N	727	N	N	N	N	N	N	35%
Students with Disability	S	S	686	690	S	S	S	S	S	S	5%
English Language Learners	S	S	707	692	S	S	S	S	S	S	7%
Economically Disadvantaged Students	S	S	707	705	S	S	S	S	S	S	11%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations





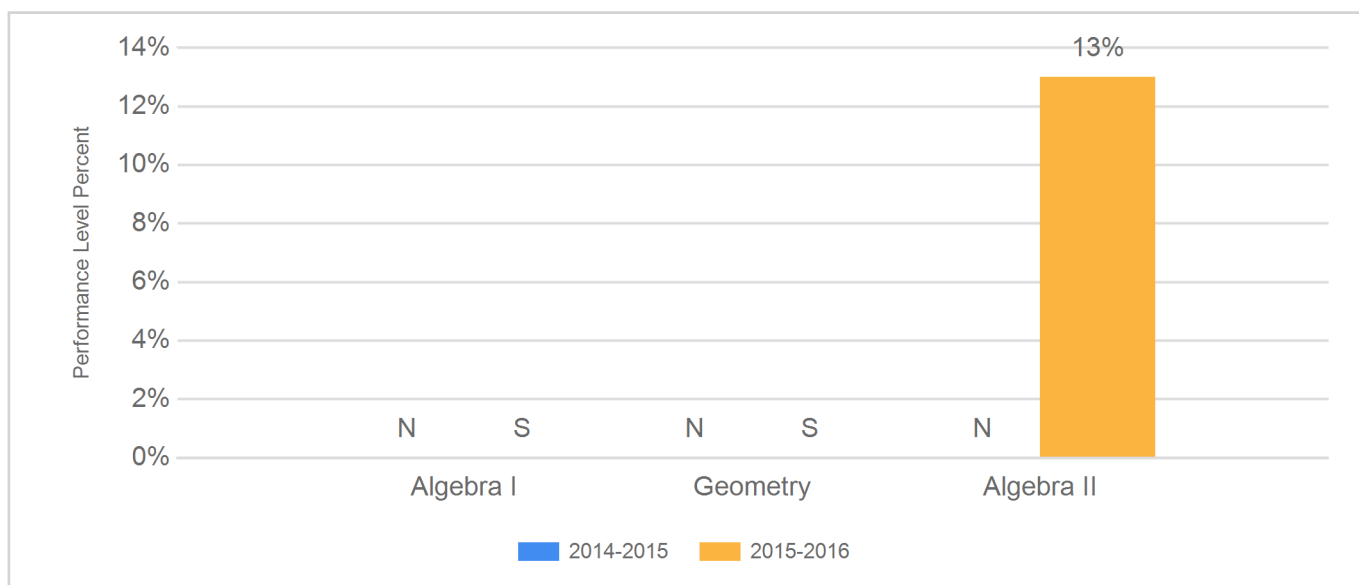
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## PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





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The Academic Achievement section also measures the content knowledge that students have in biology as demonstrated in End-of-Course Biology assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

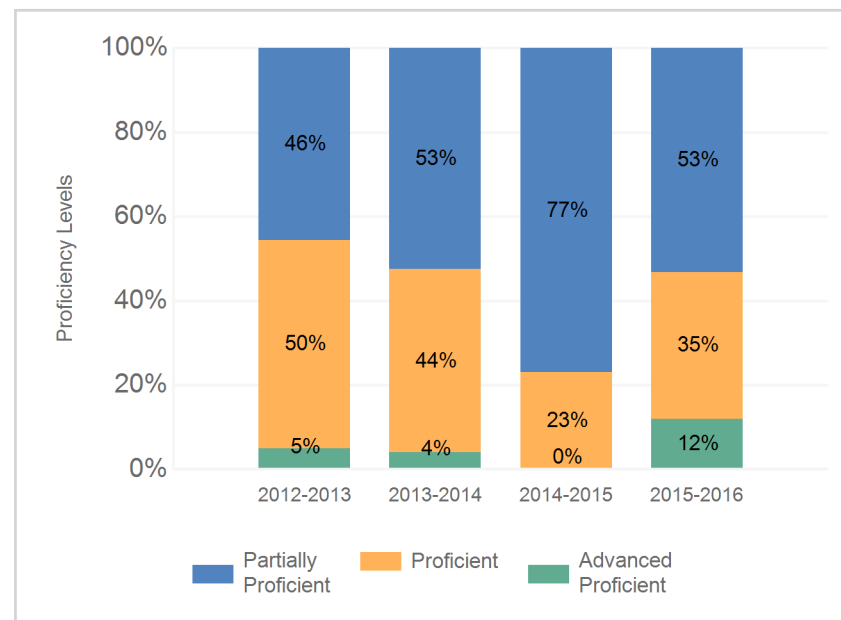
### Proficiency Outcomes - Biology

This table presents the percentage of students in each proficiency category for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	16%	41%	43%
Schoolwide	12%	35%	53%
White	15%	46%	39%
African American	7%	25%	68%
Hispanic	15%	28%	58%
American Indian	N	N	N
Asian	23%	39%	39%
Two or More Races	N	31%	69%
Students with Disability	N	12%	88%
English Language Learners	S	S	S
Economically Disadvantaged Students	11%	27%	62%

### Proficiency Trends - Biology

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





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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 taking college entrance exams and challenging themselves with rigorous course work.

## PSAT/SAT/ACT Participation

This table presents the schoolwide and statewide participation rates from the last academic year as indicated in PSAT and SAT and from the last cohort as indicated in ACT.

College and Career Readiness Indicators	Schoolwide Participation	Statewide Participation
Percent of Students Participating in PSAT	96.2%	95.5%
Percent of Students Participating in SAT	60.3%	58.0%
Percent of Students Participating in ACT	14.6%	27.6%

## PSAT/SAT/ACT Benchmarks

This table presents the percentage of students scoring at or above College Readiness Benchmarks.

2015-16	Benchmark	Schoolwide	Statewide
<b>PSAT</b>	N	N	N
<b>SAT</b>	-	-	-
Reading and Writing	480	62%	71%
Math	530	39%	53%
<b>ACT</b>	-	-	-
Reading	22	42%	58%
English	18	53%	74%
Math	22	42%	61%
Science	23	32%	49%

## PSAT/SAT/ACT Performance

This table presents the school and state mean scores.

2015-16	School Mean	State Mean
<b>PSAT</b>	876	950
<b>SAT</b>	-	-
Reading and Writing	511	537
Math	507	538
<b>ACT</b>	-	-
Reading	20	23
English	19	22
Math	20	23
Science	20	22

## PSAT/SAT/ACT Performance by Percentile

This table presents the student scores broken down by percentile based upon the school's distribution of scores.

2015-16	75 Percentile	50 Percentile	25 Percentile
<b>PSAT</b>	970	850	770
<b>SAT</b>	-	-	-
Reading and Writing	570	510	440
Math	560	510	440
<b>ACT</b>	-	-	-
Reading	24	21	16
English	23	19	15
Math	23	19	17
Science	23	20	17

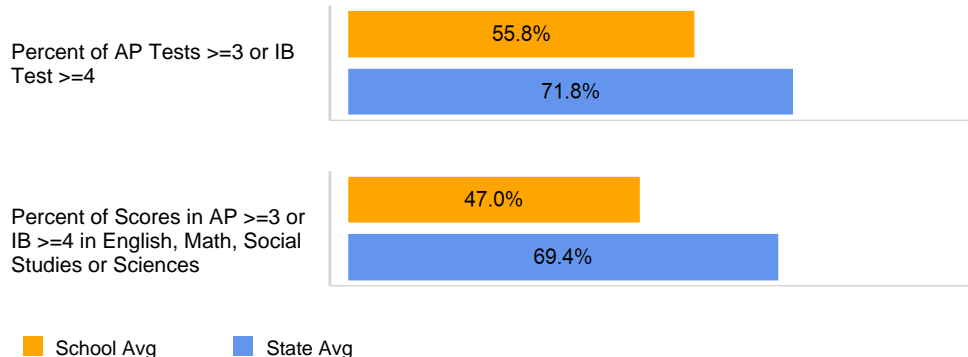


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## AP/ IB Test Performance

This graph compares the percentage of all AP/IB tests with scores of AP  $\geq 3$  or IB  $\geq 4$  for students enrolled in the school and across the state.



## Advanced Course Work Participation

The table below presents the percentage of 'unique' students enrolled in the 11th or 12th grade who took at least one AP or IB test, and the percent participating in dual enrollment.

2015-2016 Percent of Student Taking	School Participation	State Participation
One or More Course	32.7%	39.1%
One of More Test	17.7%	32.3%
At least One AP or IB Test in English, Math, Social Studies, or Science	13.6%	26.6%
Participating in Dual Enrollment	62.3%	15.4%

## AP/ IB Courses Offered

This table presents the count of students enrolled in each AP/IB course and the count of tests taken in each AP/IB course. The last row provides the count of scores that met or exceeded the benchmark. For AP/ IB Courses Offered, please note a student does not have to take a course to take the test OR take the test when enrolled in the course.

AP/IB Course	Students Enrolled	Students Tested
AP Biology	15	6
AP Calculus AB	21	11
AP Calculus BC	5	5
AP Chemistry	14	0
AP English Language and Composition	61	48
AP English Literature and Composition	39	6
AP Macroeconomics	16	13
AP Physics 1	0	2
AP Physics B	16	0
AP Psychology	27	10
AP Spanish Language	14	13
AP Statistics	16	6
AP U.S. Government and Politics	8	3
AP U.S. History	55	21
IB Environmental Science	5	0
Student AP Tests $\geq 3$ and IB Tests $\geq 4$		48



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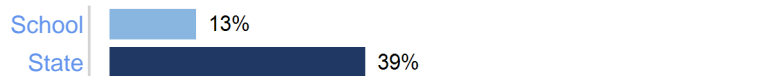
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## Visual and Performing Arts

This graph on the left displays the percentages of students who were enrolled in at least one of the four arts disciplines within the school and across the state. The graphs on the right show the percentage of students who were enrolled in any Visual and Performing Arts classes within the school and across the state.

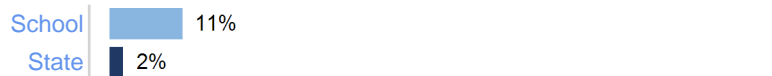
### MUSIC



### DRAMA



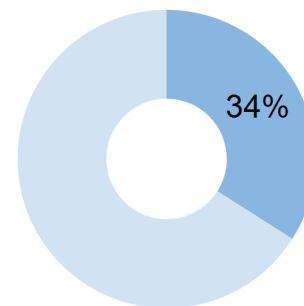
### DANCE



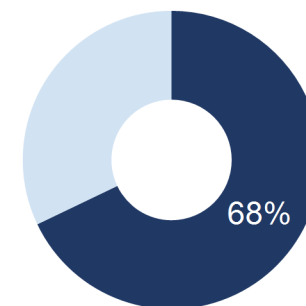
### VISUAL ARTS



### Any Visual and Performing Arts



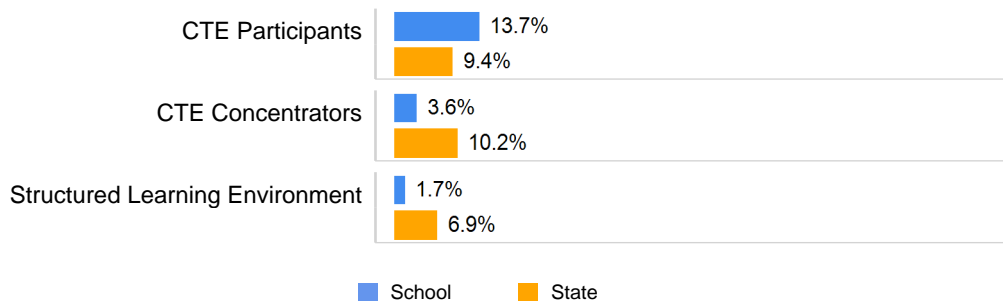
School



State

## Career and Technical Education Participation

The graph below displays the percentage of students within the school and across the State who were in approved Career and Technical Education (CTE). CTE participants are students who have completed only one course and CTE concentrators are students who have completed at least two courses. The graph also shows the percentage of students who completed a course in Structured Learning Experiences.



■ School ■ State



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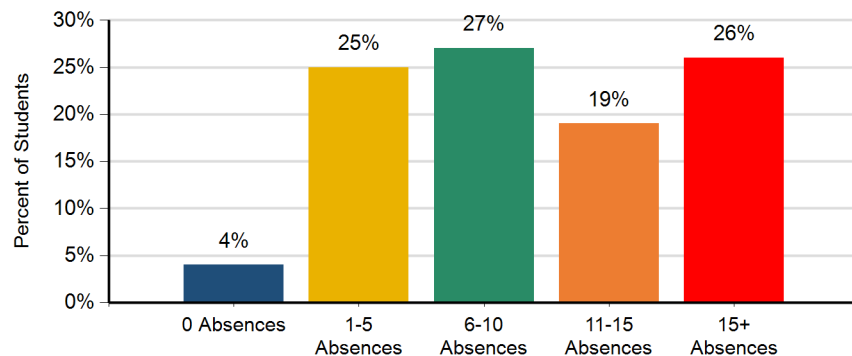
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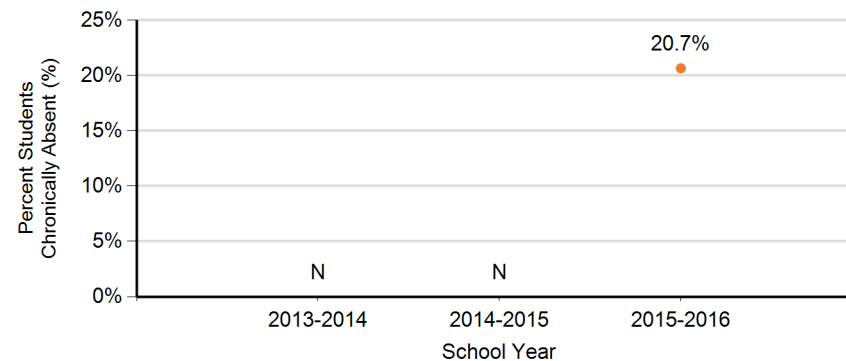
## Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



## Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years at the school.





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### Graduation Rate by Subgroup

This table presents the "4-year Adjusted Graduation Rate" and statewide percentiles (a comparison between the school's rate and schools across the state) for the school and by ethnic/racial subgroup and special population. The table also provides the state target. The state target is established as 81% for the 2015-2016 school year by the New Jersey Department of Education.

	School Rate	Statewide Percentile	State Target
Schoolwide	91.3%	40	81%
White	90.5%	23	
African American	91.6%	55	
Hispanic	90%	54	
American Indian	N	N	
Asian	S	S	
Native Hawaiian	S	S	
Two or More Races	S	S	
Students with Disability	86%	62	
English Language Learners	S	S	
Economically Disadvantaged Students	90%	63	

### Dropout Rate by Subgroup

This table presents the Dropout Rates and state means for the school and by ethnic/racial subgroup and special population.

	School Rate	State Rate
Schoolwide	1.4%	1.2%
White	1.4%	0.6%
African American	1.6%	2.6%
Hispanic	1.7%	2.2%
American Indian	N	3.4%
Asian	N	0.2%
Native Hawaiian	N	0.3%
Two or More Races	N	1.0%
Students with Disability	1.1%	1.7%
English Language Learners	0.2%	0.1%
Economically Disadvantaged Students	0.2%	1.7%



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### Extended Year Graduation Rate

The table below presents the 4-year and 5-year graduation rates for the prior school year's cohort.

Class of	4-Year Rate	5-Year Rate
2013	84%	86%
2014	92%	92%
2015	92%	93%
2016	91%	

### Postsecondary Enrollment Rates

This table presents the enrollment rates of this school's high school graduates into a 2 year or 4 year institution 16-months after high school graduation for the school and state and by ethnic/racial subgroup and special population.

	Percent Enrolled	Percent in 2 Years	Percent in 4 Years
Statewide	76.8%	33.9%	66.1%
Schoolwide	64.9%	41.3%	58.7%
White	62.5%	37.1%	62.9%
African American	69.0%	40.8%	59.2%
Hispanic	57.9%	45.5%	54.5%
American Indian	0.0%	0.0%	0.0%
Asian	S	S	S
Native Hawaiian	S	S	S
Two or More Races	S	S	S
Students with Disability	32.6%	71.4%	28.6%
English Language Learners	S	S	S
Economically Disadvantaged Students	60.0%	50.8%	49.2%





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### Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2015-16	7 Hrs. 5 Mins.

### Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	6 Hrs. 25 Mins.
Shared Time	0 Hrs. 0 Mins.

### Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2015-16	School
Faculty	10:1
Administrator	144:1

### Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2015-16	25.9%

### Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

	School
2015-16	0

### Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	97%