



Highland Regional High School

(07-0390-020)

Grades Offered: 09-12

2018-2019

Report Key:

- * Data is not displayed in order to protect student privacy
- ** Accountability calculations require 20 or more students
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- † This indicates a table specific note, see note below table

How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:



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School Contact Information

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

Type	Contact Information
County	Camden
District	Black Horse Pike Regional School District
Principal Name	Ms. Lisa Owen
Address	450 Erial Road BLACKWOOD, NJ 08012
Phone Number	609-227-4100
Email Address	lowen@bhprsd.org
Website	http://www.bhprsd.org/highland
Facebook	https://www.facebook.com/bhprsd/
Twitter	https://twitter.com/HighlandHS



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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
9	342	312	274
10	324	300	310
11	270	312	290
12	334	268	303
Total	1,270	1,192	1,177

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	52.0%	51.6%	50.3%
Male	48.0%	48.4%	49.7%
Economically Disadvantaged Students	35.0%	35.4%	36.4%
Students with Disabilities	18.7%	19.5%	20.2%
English Learners	0.0%	0.1%	0.1%
Homeless Students	1.3%	1.5%	1.4%
Students in Foster Care	0.4%	0.5%	0.4%
Military-Connected Students	0.1%	0.1%	0.1%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group for the past three school years.

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	56.9%	54.4%	53.5%
Hispanic	9.7%	9.7%	10.1%
Black or African American	26.1%	28.5%	29.6%
Asian	6.6%	7.0%	6.2%
Native Hawaiian or Pacific Islander	0.2%	0.3%	0.3%
American Indian or Alaska Native	0.0%	0.1%	0.1%
Two or More Races	0.5%	0.0%	0.2%

Enrollment Trends by Full and Shared Time Status

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

Enrollment Status	2016-17	2017-18	2018-19
Full Time Students	1,270	1,192	1,177
Shared Time Students	0	0	0
Full Time Equivalent	1,270	1,192	1,177

Enrollment by Home Language

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

Home Language	% of Students
English	93.7%
Spanish	2.8%
Other Languages	3.5%



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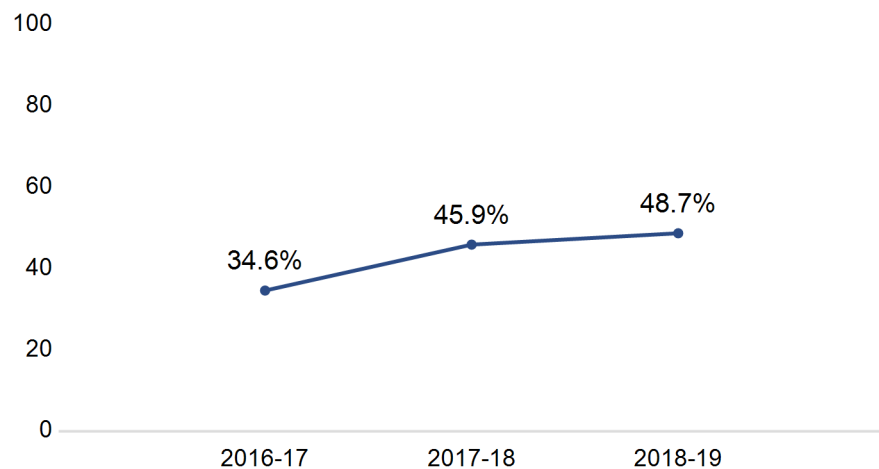
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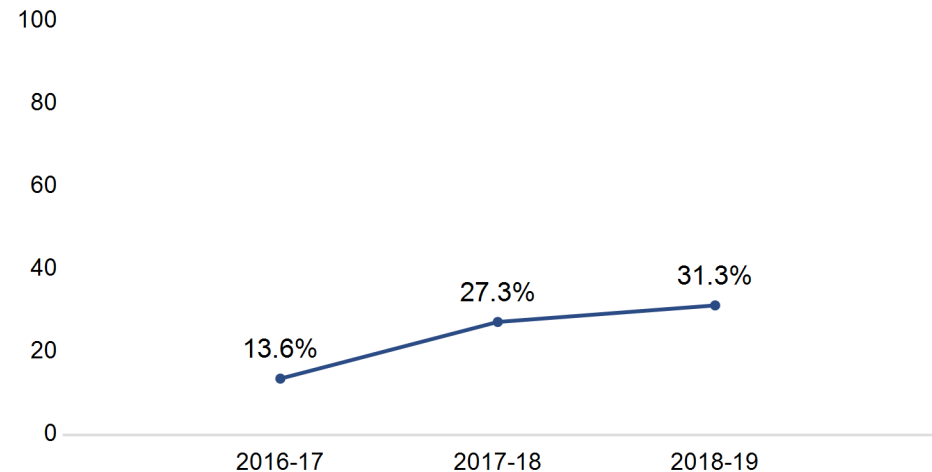
English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	98.3%	98.8%	98.9%	97.6%	99.1%	99.0%
Proficiency Rate for Federal Accountability	34.6%	45.9%	48.7%	13.6%	27.3%	31.3%
Annual Target	32.3%	34.8%	37.3%	21.8%	24.8%	27.9%
Met Annual Target?	Met Target	Met Target	Met Target	Not Met	Met Target	Met Target
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	528	98.9	48.7	45.2	57.9	48.7	37.3	Met Target
White	261	98.5	54.8	48.6	66.9	54.8	39.8	Met Target
Hispanic	54	100.0	40.7	37.6	43.9	40.7	32.8	Met Target
Black or African American	178	98.9	38.2	35.5	38.5	38.2	29	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	82.9	*	52.5	Met Target
American Indian or Alaska Native	*	*	*	*	56.0	*	**	**
Two or More Races	N	N	N	*	64.4	N	**	**
Female	261	99.6	60.2	54.8	64.8	60.2		
Male	267	98.2	37.5	35.9	51.3	37.5		
Economically Disadvantaged Students	190	97.5	34.2	32.4	40.0	34.2	32.1	Met Target
Non-Economically Disadvantaged Students	338	99.7	56.8	51.3	67.9	56.8		
Students with Disabilities	101	96.5	*	*	22.7	*	18.5	Not Met
Students without Disabilities	427	99.5	*	*	65.1	*		
English Learners	*	*	*	*	29.3	*	**	**
Non-English Learners	*	*	*	*	60.6	*		
Homeless Students	*	*	*	38.5	29.1	*		
Students In Foster Care	*	*	*	*	27.6	*		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

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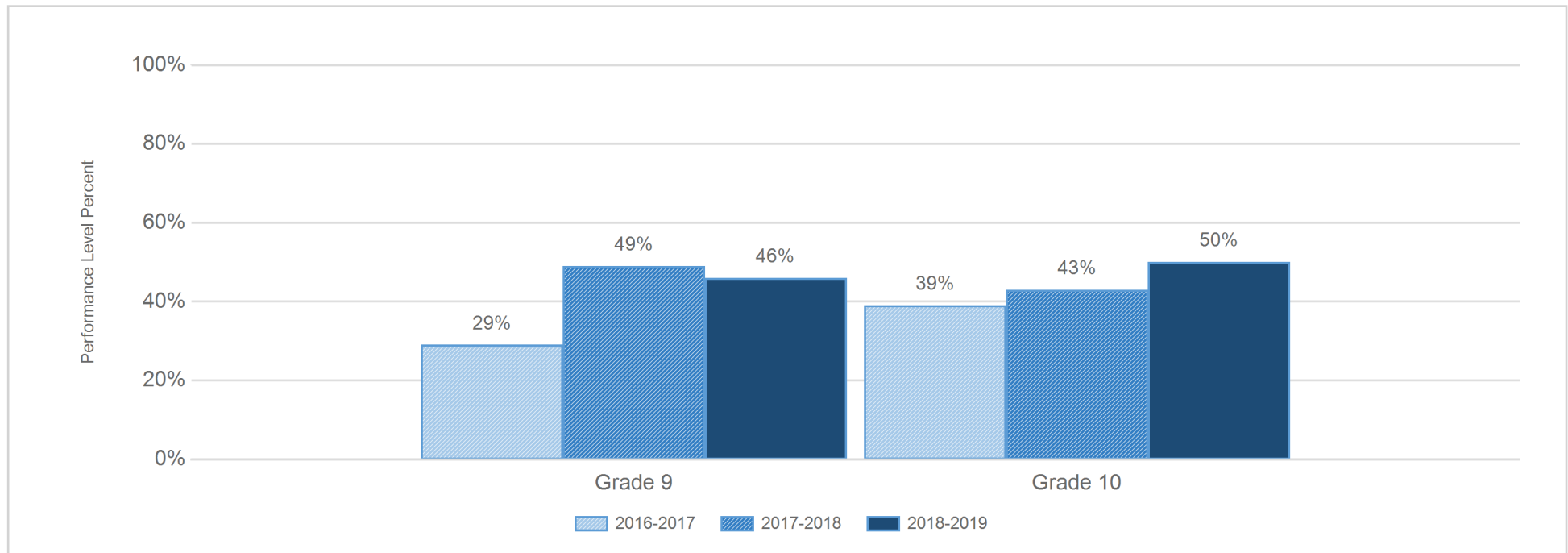
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English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





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English Language Arts Assessment - Performance by Grade: Grade 9

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	260	743	739	753	14%	19%	21%	35%	11%	46%	56%
White	127	750	743	762	13%	13%	20%	37%	17%	54%	65%
Hispanic	26	729	726	737	*	*	*	*	*	31%	40%
Black or African American	93	733	730	732	14%	27%	26%	*	*	33%	33%
Asian, Native Hawaiian, or Pacific Islander	14	765	754	783	*	*	*	*	*	79%	84%
American Indian or Alaska Native	N	N	*	754	N	N	N	N	N	N	57%
Two or More Races	N	N	*	761	N	N	N	N	N	N	63%
Female	126	753	747	760	9%	19%	15%	*	*	57%	63%
Male	134	732	730	746	19%	19%	27%	*	*	35%	49%
Economically Disadvantaged Students	91	734	726	734	20%	25%	20%	*	*	35%	36%
Non-Economically Disadvantaged Students	169	747	745	762	11%	15%	22%	*	*	51%	65%
Students with Disabilities	58	703	704	717	*	*	*	*	*	*	17%
Students without Disabilities	202	754	746	760	*	*	*	*	*	*	63%
English Learners	N	N	692	693	N	N	N	N	N	N	*
Non-English Learners	260	743	739	755	14%	19%	21%	35%	11%	46%	*
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	N	N	*	721	N	N	N	N	N	N	22%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	56%
Migrant Students	N	N	N	715	N	N	N	N	N	N	23%



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English Language Arts Assessment - Performance by Grade: Grade 10

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	282	748	747	757	15%	14%	21%	35%	15%	50%	58%
White	141	753	752	767	11%	13%	23%	35%	18%	53%	67%
Hispanic	29	742	740	738	*	*	*	*	*	48%	43%
Black or African American	91	736	*	733	22%	18%	19%	*	*	42%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	763	792	*	*	*	*	*	*	84%
American Indian or Alaska Native	*	*	*	754	*	*	*	*	*	*	56%
Two or More Races	N	N	*	766	N	N	N	N	N	N	65%
Female	144	761	757	766	9%	8%	21%	42%	20%	62%	66%
Male	138	734	737	749	22%	20%	21%	28%	9%	37%	51%
Economically Disadvantaged Students	105	732	731	735	23%	22%	22%	*	*	33%	40%
Non-Economically Disadvantaged Students	177	757	754	767	11%	10%	20%	*	*	59%	67%
Students with Disabilities	46	698	697	711	*	*	*	*	*	*	19%
Students without Disabilities	236	758	756	765	*	*	*	*	*	*	65%
English Learners	N	N	677	687	N	N	N	N	N	N	*
Non-English Learners	282	748	747	760	15%	14%	21%	35%	15%	50%	*
Homeless Students	*	*	737	723	*	*	*	*	*	*	32%
Students in Foster Care	*	*	*	710	*	*	*	*	*	*	22%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	710	N	N	N	N	N	N	10%



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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	467	99.0	31.3	34.8	44.5	31.3	27.9	Met Target
White	243	98.8	35.0	39.3	54.1	35.0	29.2	Met Target
Hispanic	43	97.7	25.6	27.5	28.8	25.6	25.3	Met Target
Black or African American	148	99.4	22.3	*	23.0	22.3	20.1	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	76.5	*	46.8	Met Target
American Indian or Alaska Native	*	*	*	*	42.7	*	**	**
Two or More Races	N	N	N	*	53.3	N	**	**
Female	235	99.2	35.7	36.4	44.9	35.7		
Male	232	98.8	26.7	33.3	44.2	26.7		
Economically Disadvantaged Students	157	97.6	24.2	26.7	26.3	24.2	23.7	Met Target
Non-Economically Disadvantaged Students	310	99.7	34.8	38.2	54.9	34.8		
Students with Disabilities	55	96.8	*	*	17.4	*	16.5	Not Met
Students without Disabilities	412	99.3	*	*	50.0	*		
English Learners	*	*	*	*	25.0	*	**	**
Non-English Learners	*	*	*	*	46.5	*		
Homeless Students	*	*	*	25.0	17.1	*		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



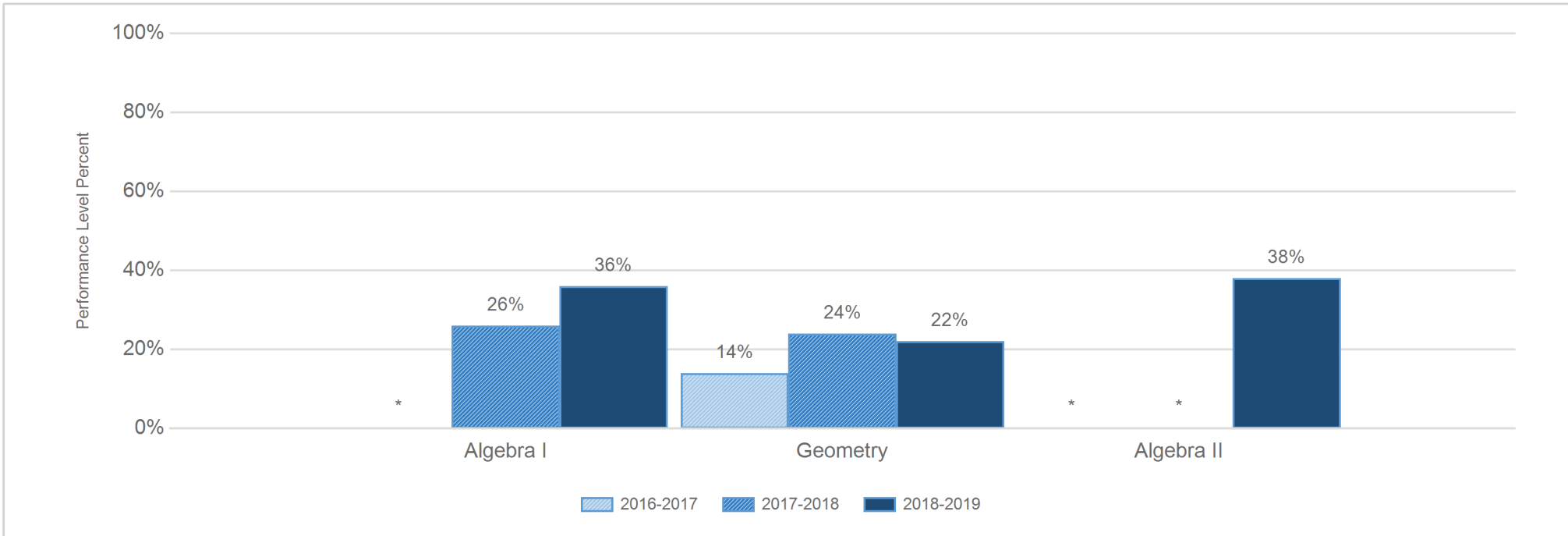
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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



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Mathematics Assessment - Performance by Test: Algebra I

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

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	200	739	738	744	*	29%	31%	*	*	36%	42%
White	94	742	741	752	*	*	32%	40%	0%	40%	53%
Hispanic	15	738	733	728	0%	*	*	*	*	47%	24%
Black or African American	81	734	734	725	*	35%	35%	*	*	25%	20%
Asian, Native Hawaiian, or Pacific Islander	10	753	*	775	*	*	*	*	*	70%	76%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	N	N	*	752	N	N	N	N	N	N	51%
Female	99	741	739	745	*	28%	34%	*	*	37%	44%
Male	101	737	738	743	*	30%	27%	*	*	35%	41%
Economically Disadvantaged Students	70	736	735	727	*	*	27%	*	*	33%	23%
Non-Economically Disadvantaged Students	130	741	740	752	*	*	32%	*	*	38%	52%
Students with Disabilities	31	725	725	717	*	48%	*	*	*	16%	12%
Students without Disabilities	169	742	740	748	*	25%	*	*	*	40%	47%
English Learners	N	N	726	710	N	N	N	N	N	N	*
Non-English Learners	200	739	739	745	*	29%	31%	*	*	36%	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	14%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%



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Mathematics Assessment - Performance by Test: Geometry

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

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	192	732	734	737	8%	35%	34%	*	*	22%	35%
White	102	737	737	743	*	32%	38%	*	*	25%	43%
Hispanic	20	728	726	724	*	*	*	*	*	10%	17%
Black or African American	57	721	*	720	18%	39%	30%	*	*	14%	14%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	762	*	*	*	*	*	*	70%
American Indian or Alaska Native	*	*	*	736	*	*	*	*	*	*	37%
Two or More Races	N	N	*	745	N	N	N	N	N	N	46%
Female	89	738	735	738	*	31%	35%	*	*	31%	36%
Male	103	726	732	736	*	39%	34%	*	*	15%	34%
Economically Disadvantaged Students	75	724	726	722	*	44%	29%	*	*	15%	16%
Non-Economically Disadvantaged Students	117	736	737	743	*	30%	38%	*	*	27%	43%
Students with Disabilities	25	710	712	712	*	*	*	*	*	*	*
Students without Disabilities	167	735	736	741	*	*	*	*	*	*	*
English Learners	N	N	*	708	N	N	N	N	N	N	*
Non-English Learners	192	732	*	738	8%	35%	34%	*	*	22%	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	*
Students in Foster Care	*	*	*	713	*	*	*	*	*	*	*
Military-Connected Students	N	N	N	739	N	N	N	N	N	N	35%
Migrant Students	N	N	N	711	N	N	N	N	N	N	19%



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Mathematics Assessment - Performance by Test: Algebra II

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

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	86	740	748	755	*	28%	29%	*	*	38%	58%
White	52	743	751	758	*	31%	25%	*	*	42%	62%
Hispanic	*	*	738	731	*	*	*	*	*	*	34%
Black or African American	16	735	*	725	*	*	*	*	*	38%	27%
Asian, Native Hawaiian, or Pacific Islander	*	*	756	777	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	55%
Two or More Races	N	N	N	761	N	N	N	N	N	N	65%
Female	54	738	745	752	*	*	*	*	*	37%	55%
Male	32	744	751	758	*	*	*	*	*	41%	62%
Economically Disadvantaged Students	16	730	*	729	*	*	*	*	*	25%	32%
Non-Economically Disadvantaged Students	70	743	*	761	*	*	*	*	*	41%	65%
Students with Disabilities	N	N	*	715	N	N	N	N	N	N	25%
Students without Disabilities	86	740	*	756	*	28%	29%	*	*	38%	60%
English Learners	N	N	N	696	N	N	N	N	N	N	11%
Non-English Learners	86	740	748	755	*	28%	29%	*	*	38%	59%
Homeless Students	*	*	*	717	*	*	*	*	*	*	23%
Students in Foster Care	N	N	N	715	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	39%
Migrant Students	N	N	N	*	N	N	N	N	N	N	*



Highland Regional High School
(07-0390-020)
Grades Offered: 09-12
2018-2019

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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	N	N	N

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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



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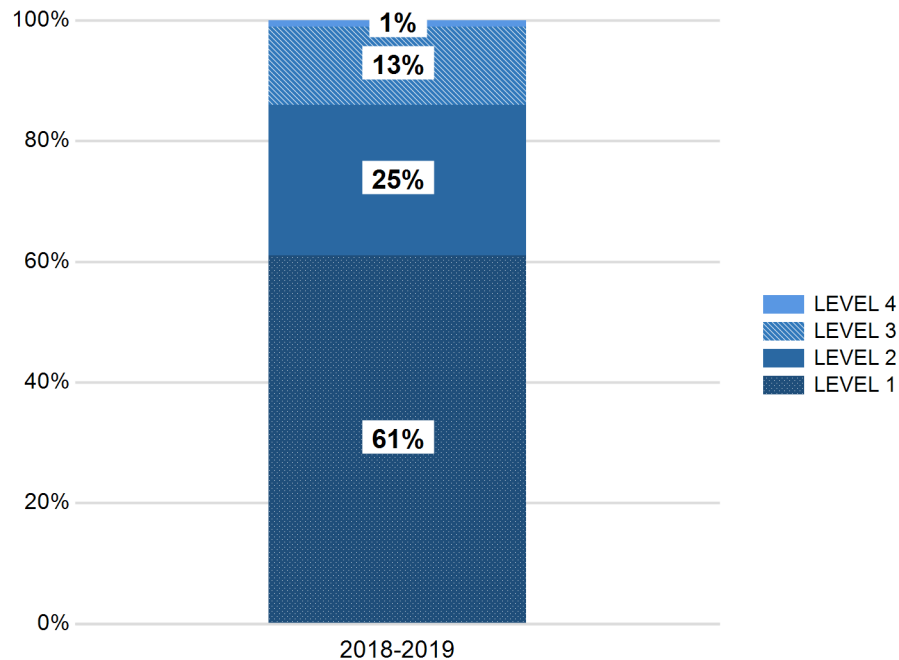
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the [assessment reports page](#) for DLM results.

NJSLA Science Assessment: Grade 11 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 11

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	61	25	13	1
White	56	28	13	2
Hispanic	72	12	16	0
Black or African American	75	17	7	0
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	59	28	12	1
Male	64	21	14	1
Economically Disadvantaged Students	76	17	7	0
Non-Economically Disadvantaged Students	55	29	15	2
Students with Disabilities	86	12	2	0
Students without Disabilities	54	29	16	1
English Learners	N	N	N	N
Non-English Learners	61	25	13	1
Homeless Students	*	*	*	*
Students in Foster Care	*	*	*	*
Military-Connected Students	*	*	*	*
Migrant Students	N	N	N	N



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Information about participation and performance on the PSAT, SAT, and ACT exams comes directly from College Board and ACT.

PSAT, SAT, & ACT - Participation

This table shows information about participation on the PSAT, SAT, and ACT exams. PSAT participation is the percentage of 10th and 11th graders that took the PSAT 10 or PSAT NMSQT exam in 2018-19. SAT and ACT participation rates show the percentage of 12th graders that have taken the SAT or ACT this year or in prior years.

Participation Type	School Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2018-19	100.0%	84.5%
12th graders taking SAT in 2018-19 or prior years	69.6%	72.1%
12th graders taking ACT in 2018-19 or prior years	6.6%	19.6%

PSAT, SAT, & ACT - Performance

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

Participation Type	School Average Score	State Average Score	College Readiness Benchmarks	School - Students Scores at or above Benchmark	State - Students Scores at or above Benchmark
PSAT 10/NMSQT - Reading and Writing	429	476	Grade 10: 430 Grade 11: 460	43%	61%
PSAT 10/NMSQT - Math	435	477	Grade 10: 480 Grade 11: 510	24%	43%
SAT - Reading and Writing	500	539	480	59%	70%
SAT - Math	490	541	530	32%	53%
ACT - Reading	20	25	22	30%	66%
ACT - English	21	24	18	70%	81%
ACT - Math	20	24	22	30%	65%
ACT - Science	20	24	23	20%	57%



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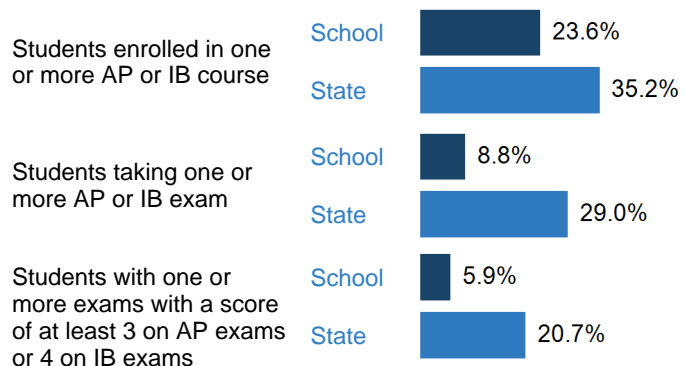
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate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

AP/IB Coursework – Participation and Performance

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



Dual Enrollment Coursework - Participation

This graph shows the percentage of 11th and 12th graders who were enrolled in at least one dual enrollment course during the school year. Dual enrollment courses allow high school students to enroll in college courses for credit prior to their high school graduation.



AP/ IB Courses Offered

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

AP/IB Course	Students Enrolled	Students Tested
AP Biology	28	15
AP Calculus AB	25	12
AP English Language and Composition	34	16
AP English Literature and Composition	43	15
AP Music Theory	9	1
AP Physics 1	0	10
AP Physics B	23	0
AP Psychology	16	3
AP Statistics	28	11
AP Studio Art—Two-Dimensional	13	4
AP U.S. Government and Politics	13	4
AP U.S. History	51	18
Total Exams taken		109
Exams with scores of at least 3 on AP exams or 4 on IB exams		64



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

Career and Technical Education Participation

The graphs below show the percentage of students in grades 9 through 12 who were enrolled in courses in approved Career and Technical Education (CTE) programs. Students enrolled in shared-time Career and Technical Education programs in a county vocational school district are included in the percentages for both the county vocational school and their sending school.

CTE Participants

(completed only one course in an approved CTE program)



CTE Concentrators

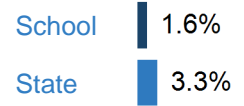
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

The graph below shows the percentage of students in grades 9 through 12 who participated in Structured Learning Experiences during the school year. Structured Learning Experiences can include work-based learning programs, internships, apprenticeships, and service learning experiences and can be paid or unpaid.

Structured Learning Experiences





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Career and Technical Education Participation by Student Group

This table shows the percentage of students, both overall and by student group, in grades 9 through 12 who were enrolled in courses in approved Career and Technical Education (CTE) programs. CTE participants have completed only one course in an approved CTE program. CTE concentrators have completed two or more courses in a single approved CTE program and/or have completed the entire CTE program. Students enrolled in shared-time CTE programs in a county vocational school district are included in the percentages for both the county vocational school and their sending high school.

Student Group	School: % CTE Participants	School: % CTE Concentrators	State: % CTE Participants	State: % CTE Concentrators
Schoolwide	9.2%	*	7.7%	10.3%
White	9.5%	*	6.1%	9.6%
Hispanic	*	0.0%	10.3%	11.3%
Black or African American	9.8%	*	9.0%	11.2%
Asian, Native Hawaiian, or Pacific Islander	*	0.0%	5.8%	9.3%
American Indian or Alaska Native	*	*	10.3%	12.7%
Two or More Races	*	*	6.8%	12.1%
Female	3.4%	*	7.3%	10.6%
Male	15.0%	*	8.0%	10.1%
Economically Disadvantaged Students	9.1%	*	10.4%	11.8%
Students with Disabilities	7.6%	*	6.6%	9.2%
English Learners	*	*	8.7%	3.2%
Homeless Students	0.0%	0.0%	8.1%	6.6%
Students In Foster Care	*	*	6.4%	5.0%
Military-Connected Students	*	*	9.7%	13.3%
Migrant Students	N	N	10.4%	*



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Industry-Valued Credentials

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

Students Earning Industry-Valued Credentials

School 0.0%

State 0.9%

Industry-Valued Credentials by Career Cluster

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

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total credentials earned
Architecture & Construction	111		
Total (All Clusters)	111	0	0



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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	154	60	0	0	0	0	164
10	13	203	93	0	1	1	87
11	25	14	179	68	0	10	17
12	0	5	12	29	34	104	88
Total	192	282	284	97	35	115	356
Enrolled in AP/IB Course					25	28	0
Enrolled in Dual Enrollment Course	0	0	0	0	35	115	0

Science - Course Participation

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

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	31	0	0	7	253	8
10	133	69	0	22	99	5
11	40	136	1	75	40	9
12	18	3	8	18	41	43
Total	222	208	9	122	433	65
Enrolled in AP/IB Course	28	0		0	23	0
Enrolled in Dual Enrollment Course	28	0	0	0	23	36



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Social Studies and History - Course Participation

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

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	275	23	0	0	0	0
10	10	320	0	4	2	6
11	4	292	0	71	19	18
12	0	21	0	99	48	54
Total	289	656	0	174	69	78
Enrolled in AP/IB Course	0	51	0	16		13
Enrolled in Dual Enrollment Course	0	51	0	16	0	13

World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	107	23	20	0	0	0	0
10	218	48	28	0	0	0	0
11	123	27	14	0	0	0	0
12	55	18	10	0	0	0	0
Total	503	116	72	0	0	0	0
Enrolled in AP/IB Course	0	0	0	0	0	0	0
Enrolled in Dual Enrollment Course	99	36	14	0	0	0	0
Enrolled in Level 3 or Higher	99	36	14	0	0	0	0



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

Computer Science and Information Technology – Course Participation

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

Grade	Computer Programming	Computing Systems	Other Computer Science	Networking	Information Systems	Other IT
9	N	N	N	N	N	N
10	N	N	N	N	N	N
11	N	N	N	N	N	N
12	N	N	N	N	N	N
Total	0	0	0	0	0	0
Enrolled in AP/IB Course	0		0			0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0



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Seal of Biliteracy

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

Language	Students Earning a Seal of Biliteracy
French	*
Hindi	*
Italian	*
Spanish	*
Total	16



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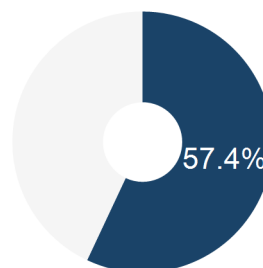
† This indicates a table specific note, see note below table

Visual and Performing Arts – Course Participation

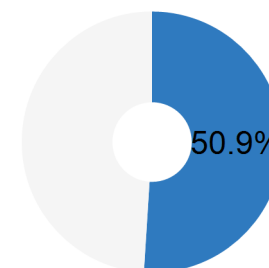
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 9-12:

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

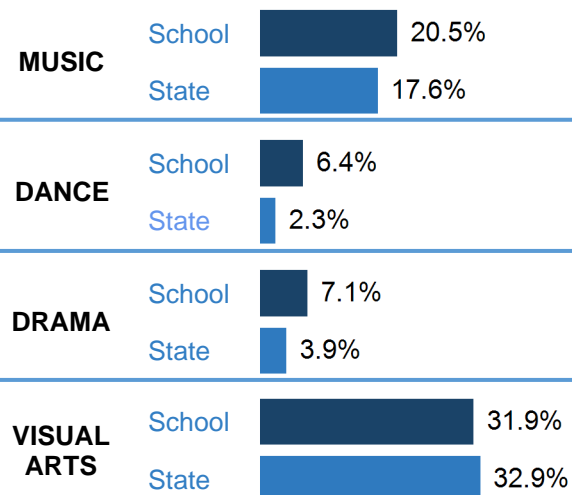


School



State

Students enrolled in one or more classes by discipline:





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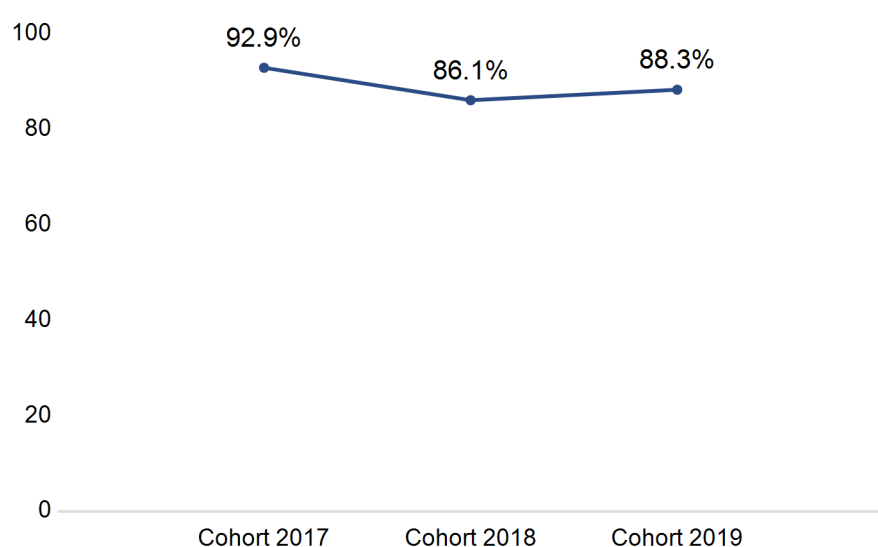
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Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the [NJDOE Graduation Rate page](#).

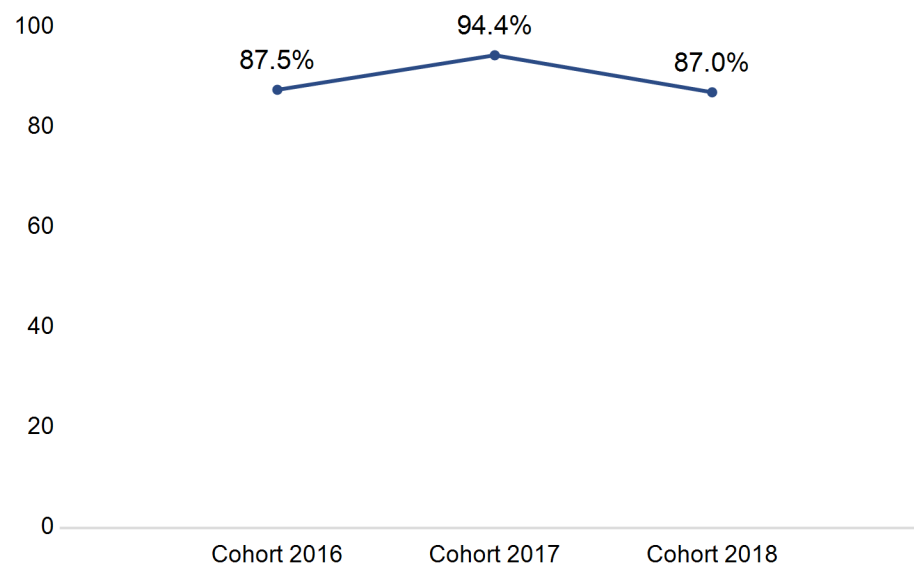
Graduation Rate Trends and Progress

These graphs show the 4-year and 5-year adjusted cohort graduation rates for the most recent three cohorts of students. The table below shows whether annual targets were met for each cohort. Note that for accountability and annual targets, graduation data from the prior year is used, so annual target status for Cohort 2019 4-Year and Cohort 2018 5-Year are not provided.

4-Year Graduation Rate Trends



5-Year Graduation Rate Trends



Performance Measure	Cohort 2017 4-Year Rate	Cohort 2018 4-Year Rate	Cohort 2019 4-Year Rate	Cohort 2016 5-Year Rate	Cohort 2017 5-Year Rate	Cohort 2018 5-Year Rate
Graduation Rate	92.9%	86.1%	88.3%	87.5%	94.4%	87.0%
Annual Target	87.0%	87.4%		91.0%	91.2%	
Met Annual Target?	Met Target	Not Met		Not Met	Met Target	
Statewide Graduation Rate	90.5%	90.9%	90.6%	91.8%	92.4%	92.5%



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Graduation Rates

This table shows 4-year and 5-year graduation rates both overall and by student group. Annual ESSA accountability targets for the Class of 2018 4-year rate and the Class of 2017 5-year rates are included with a flag for whether the annual targets were met. Student group rows where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these [accountability resources](#).

Student Group	School - Class of 2019: 4 Year Rate	State - Class of 2019: 4 Year Rate	School - Class of 2018: 5 Year Rate	State - Class of 2018: 5 Year Rate	Class of 2018: 4 Year Rate	Class of 2018: 4 Year Target	Class of 2018: Met Target	Class of 2017: 5 Year Rate	Class of 2017: 5 Year Target	Class of 2017: Met Target
Schoolwide	88.3%	90.6%	87.0%	92.5%	86.1%	87.4%	Not Met	94.4%	91.2%	Met Target
White	90.3%	94.9%	87.8%	95.9%	85.3%	90.2%	Not Met	97.0%	N	Met Goal
Hispanic	91.7%	84.5%	85.7%	87.3%	88.9%	80.9%	Met Target	94.6%	93.4%	Met Target
Black or African American	85.2%	83.3%	83.8%	87.1%	83.0%	84.0%	Not Met	87.6%	92.1%	Not Met
Asian, Native Hawaiian or Pacific Islander	*	96.9%	*	97.8%	100.0%	N	Met Goal	*	N	Met Goal
American Indian or Alaska Native	N	92.2%	N	88.9%	N	N	N	N	N	N
Two or More Races	*	91.4%	*	94.2%	N	N	N	*	**	**
Female	90.1%	92.8%	92.4%	94.4%	91.8%			94.0%		
Male	86.4%	88.5%	81.1%	90.8%	79.9%			94.8%		
Economically Disadvantaged Students	77.6%	84.0%	77.3%	87.3%	75.0%	79.0%	Not Met	91.0%	87.9%	Met Target
Students with Disabilities	81.0%	79.2%	68.9%	83.8%	67.4%	72.4%	Not Met	90.3%	81.7%	Met Target
English Learners	*	75.4%	N	80.1%	N	N	N	N	N	N
Homeless Students	*	74.6%	*	78.3%	*			*		
Students in Foster Care	*	57.6%	*	82.5%	*			N		
Migrant Students	N	83.3%	N	85.0%	N			N		



Highland Regional High School

(07-0390-020)

Grades Offered: 09-12

2018-2019

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** Accountability calculations require 20 or more students

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† This indicates a table specific note, see note below table

Graduation Pathways

This table shows the percentage of Cohort 2019 graduates that met high school graduation requirements through each type of graduation pathway for both English Language Arts (ELA) and Math.

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
Statewide Assessment	64.4%	51.2%
Substitute Competency Test	24.4%	30.8%
Portfolio Appeals Process	3.4%	7.8%
Alternate Requirements specified in IEP	7.8%	10.2%
Unknown	0.0%	0.0%

Dropout Rate Trends

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

School Year	School Rate	State Rate
2018-2019	1.9%	1.2%
2017-2018	1.6%	1.2%
2016-2017	1.0%	1.1%



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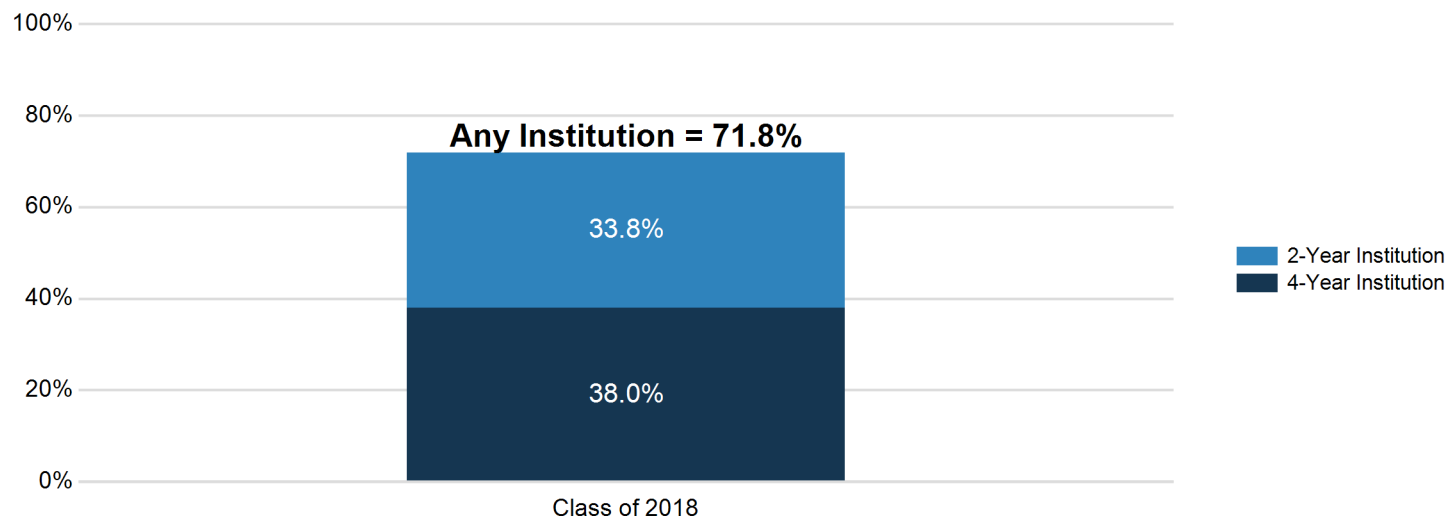
† This indicates a table specific note, see note below table

Information about students enrolling in colleges and universities after graduation is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

Postsecondary Enrollment Rate Summary

The graphs and tables below show the percentage of graduates that have enrolled in 2-year and 4-year institutions within 16 months of graduating from high school.

Postsecondary Enrollment 16 months after Graduation



Performance Measure	Class of 2018
% Enrolled in 2-Year Institution	33.8%
% Enrolled in 4-Year Institution	38.0%
% Enrolled in Any Postsecondary Institution	71.8%



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Postsecondary Enrollment Rates: Fall

This table shows information about Class of 2019 high school graduates enrolled in postsecondary institutions by the fall of 2019. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the next two columns show the percentage of those enrolled students that were enrolled in 2-year and 4-year institutions.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	72%	28.7%	71.3%
Schoolwide	63.5%	59.6%	40.4%
White	63.3%	60%	40%
Hispanic	71.9%	69.6%	30.4%
Black or African American	55.4%	53.7%	46.3%
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	63.3%	66.1%	33.9%
Students with Disabilities	47.2%	92%	8%
English Learners	N	N	N

Postsecondary Enrollment Rates: 16 month

This table shows information about Class of 2018 high school graduates enrolled in postsecondary institutions by the fall of 2019. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the following sets of columns show the percentage of those enrolled students that were enrolled in 2-year and 4-year institutions, public or private institutions, and in-state and out-of-state institutions.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	77.8%	30.9%	69.1%	72.9%	27.1%	65.5%	34.5%
Schoolwide	71.8%	47.1%	52.9%	85.3%	14.7%	82.7%	17.3%
White	80.9%	44.3%	55.7%	85.8%	14.2%	84.9%	15.1%
Hispanic	65.4%	70.6%	29.4%	94.1%	5.9%	82.4%	17.6%
Black or African American	57.1%	50%	50%	85.4%	14.6%	77.1%	22.9%
Asian, Native Hawaiian, or Pacific Islander	80%	35%	65%	75%	25%	85%	15%
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N
Economically Disadvantaged Students	66.7%	44.6%	55.4%	89.3%	10.7%	83.9%	16.1%
Students with Disabilities	45%	77.8%	22.2%	94.4%	5.6%	77.8%	22.2%
English Learners	N	N	N	N	N	N	N



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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

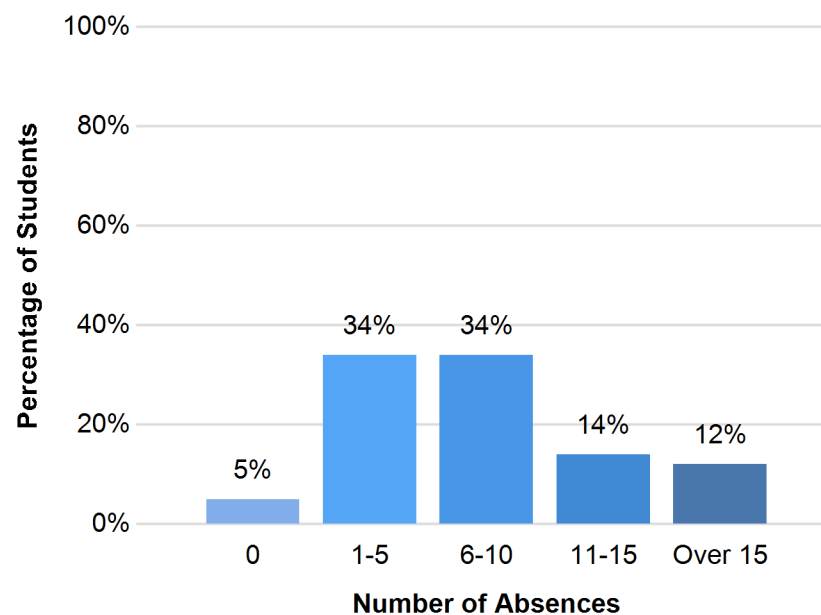
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	96	7.9	14.2	Met
White	60	9.2	14.2	Met
Hispanic	11	9.1	14.2	Met
Black or African American	22	6.2	14.2	Met
Asian, Native Hawaiian, or Pacific	3	3.8	14.2	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	44	7.3		
Male	52	8.5		
Economically Disadvantaged Students	53	12.5	14.2	Met
Students with Disabilities	38	14.1	14.2	Met
English Learners	*	*	**	**
Homeless Students	5	31.3		
Students in Foster Care	*	*		
Military-Connected Students	*	*		
Migrant Students	N	N		

Days Absent

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





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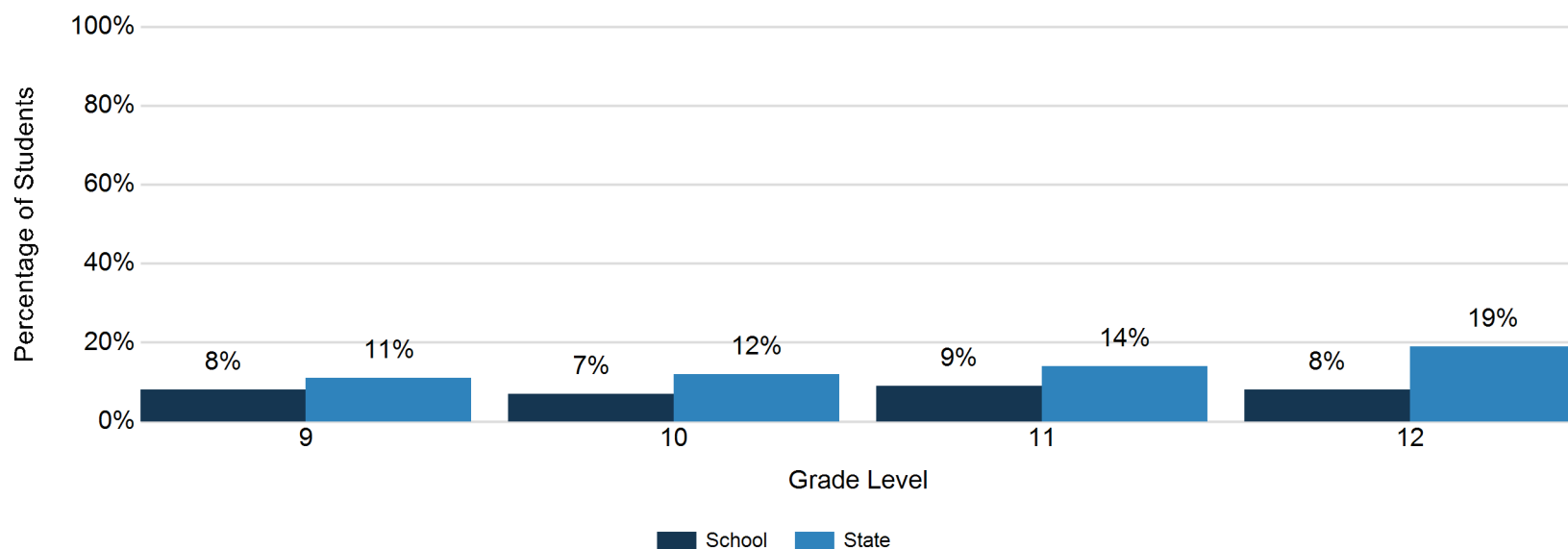
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Chronic Absenteeism by Grade

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





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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	25
Weapons	1
Vandalism	2
Substances	27
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	57
Incidents Per 100 Students Enrolled	4.84

Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	1	0	1
Sexual Orientation	1	0	1
Disability	0	1	1
Other	0	1	1
No Identified Nature	1		1

Police Notifications

This table shows, by incident type, the number of cases where an incident led to police notification.

Incident Type	Incidents Reported to Police
Violence	6
Weapons	1
Vandalism	0
Substances	4
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	1

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	*	*
Out-of-School Suspensions	57	4.8%
Any Suspension	61	5.2%
Removal to other education program	19	1.6%
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
283



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School Day

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

Category	School
Typical Start Time	7:25 AM
Typical End Time	2:00 PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	6 Hrs 7 Mins
Shared Time - Instructional Time	6 Hrs. 7 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2018-19	1:1



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Key terms for staff data:

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

Teachers: All classroom teachers

Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	97	118,214
Average years experience in public schools	11.0	12.1
Average years experience in district	9.2	10.8
Percentage of Teachers with 4 or more years experience in the district	75.3%	75.3%

Administrators – Experience (District Level)

This table shows information about the experience of administrators assigned to this district and across the state.

Category	Admin. in District	Admin. in State
Total Number of administrators	34	9,530
Average years experience in public schools	19.1	16.0
Average years experience in district	11.4	12.0
Percentage of Administrators with 4 or more years experience in the district	70.6%	76.9%

Student and Staff Ratios

This table shows ratios of students and staff members in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.

Ratio	School Ratio	District Ratio
Students to Teachers	12:1	12:1
Students to Administrators	168:1	102:1
Teachers to Administrators	14:1	8:1
Students to Librarians/Media Specialists		1161:1
Students to Nurses		1161:1
Students to Counselors		194:1
Students to Child Study Team Members		348:1



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Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	50.3%	60.8%	42.9%	48.4%	77.1%	54.9%
Male	49.7%	39.2%	57.1%	51.6%	22.9%	45.1%
White	53.5%	92.8%	71.4%	42.4%	83.6%	77.4%
Hispanic	10.1%	1.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	29.6%	6.2%	28.6%	15.0%	6.6%	13.9%
Asian	6.2%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.1%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.3%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.2%	0.0%	0.0%	2.1%	0.2%	0.2%



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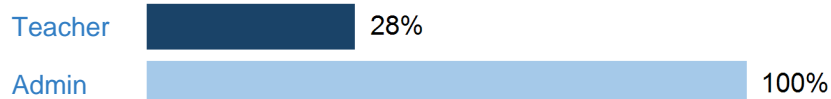
Teachers and Administrators - Level of Education

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

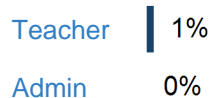
Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	90.5%	90.5%
2017-18 Administrators: Same district 2018-19	88.6%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	96.4%



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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.



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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).

Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.

Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less

Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.



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ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	34.6%	45.9%	48.7%
Math Proficiency	13.6%	27.3%	31.3%
ELA Growth	N	N	N
Math Growth	N	N	N
4-Year Graduation Rate†	92.9%	86.1%	88.3%
5-Year Graduation Rate†	87.5%	94.4%	87.0%
Progress toward English Language Proficiency		N	N
Chronic Absenteeism	15.1%	13.9%	7.9%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



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For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.



Highland Regional High School
(07-0390-020)
Grades Offered: 09-12
2018-2019

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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

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

† Target was met within a confidence interval (Proficiency) or within one standard deviation (Progress to English Language Proficiency).



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School Narrative

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



Highlights:

- Focus on questioning and higher level thinking activities are required daily in all classes.
- Our new Air Force JROTC program focused on character education and responsibility. Our new competition teams placed in most events.
- We emphasize wellness and social-emotional health. Restorative practice classes were used in place of detentions to work on changing behavior.



Mission, Vision, Theme:

Our district mission, "Where inspiring excellence is our standard and student achievement is the result," and our school theme, "CHAMPION," are supported daily. Emphasis is placed student engagement and creating an environment of mutual respect.



Awards, Recognition, Accomplishments:

9.4 million dollars in scholarships were offered to the students in the Class of 2019. 2 students were selected for All-South Jersey Band. One student was selected to All-South Jersey, All-State, and All-Eastern Chorus. The success of our sports teams last year included a Group 4 South Jersey Championship in Wrestling and 47 individual students earning All-Conference Honors.



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 <p>Courses, Curriculum, Instruction:</p>	<p>We focus on high-quality, differentiated, effective instruction which has yielded positive growth for our students. We offer 15 AP courses, 15 Honors courses, and 19 Dual Credit Courses in which 248 students have at least one course. We offer an extensive elective program in which students can take advanced courses in art, music, business, technology, and engineering. We offer Option 2 in Television Production & Broadcasting and have a STEAM Academy.</p>
 <p>Sports and Athletics:</p>	<p>Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Cheerleading (Coed), Cross Country (Boys & Girls), Field Hockey (Girls), Football (Boys), Golf (Coed), Lacrosse (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Boys & Girls), Wrestling (Boys)</p> <p>Overall our athletic teams have had successful seasons. Many students achieved individual awards and a team highlight was girl's tennis who received a team sportsmanship award. 39 student athletes received all conference awards, 4 received All-South Jersey and 3 received All-State. Boys' Cross Country won the Conference Championship and 4 other teams finished second in the conference.</p>
 <p>Clubs and Activities:</p>	<p>Offerings in the arts include art club, photography, ceramics, pep and jazz band, percussion, choir including an acapella group, dance, theater, and stage crew. Our service and leadership organizations include Interact, Key Club, Peer Mentoring, LADIES and Men's Leadership, and Youth Alliance. Other activities support our school and expand student interests in Academic Bowl, Bible Study, Environmental Club, Gaming Club, Green Team, GSA, History Club, Renaissance, STEAM, Student Council, Tech Squad, Teen Pep, TV Broadcasting, and Weight Room</p>



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 <p>Before and After School Programs:</p>	<p>We offer academic tutoring programs and test preparation for state assessments, Advanced Placement exams, and SAT.</p>
 <p>Staff and Professional Learning:</p>	<p>Administration works collaboratively with faculty through an Academic Enhancement Committee to provide our teachers and staff with opportunities to grow in use of instructional strategies, wellness, and restorative practices. Professional development is offered through staff work days as well as optional workshops offered on a monthly basis.</p>
 <p>Postsecondary Information:</p>	<p>Over 81% of our graduating seniors attend two and four year colleges. Students attend colleges across the country at such places as Virginia Tech, Arizona State, University of Virginia, Morgan State, and Drexel.</p>



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Student Supports and Services:

We offer a full spectrum of support services to promote academic and social emotional growth.



Student Health and Wellness:

We focus on educating the whole child including their social-emotional health. We offer mindfulness activities across the curriculum and have incorporated restorative practices to help students in decision making that can positively impact their future.



Parent and Community Involvement:

We have a Home and School Council in which parents meet monthly to discuss important topics. They also contribute to our whole school community through donations and scholarships. We have an Equity Committee including parents working collaboratively with teachers and administrators to make school improvements.



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 <p>Climate Surveys:</p>	<p>Who is surveyed: Students, Administrators, Teachers</p>
 <p>Facilities:</p>	<p>Our building is 52 years old and we work to make sure it has up-to-date facilities to meet the ever changing needs of our students. We have state of the art infrastructure to support technology so our students can all use Chromebooks. We added a counseling office to house our new Mental Health Assistance Coordinator and updated team locker rooms and the training room. We have also been named a Green Ribbon School for our commitment to thinking about our environment.</p>
 <p>School Safety:</p>	<p>Safety and security are primary areas of concentration. We have strict safety procedures in place that all visitors must follow before entering the building and we require appointments for adults to enter our building which has significantly reduced the number of outside people within our school. We work in close contact with our local police department and have a School Resource Officer on premises at all times.</p>



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Technology and STEM:

We offer a variety of courses in engineering, architecture, and technology. A highlight is our Robotics program. Students have multiple opportunities to learn in an integrated STEAM environment and students consistently place in local competitions.



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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:



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School Contact Information

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

Type	Contact Information
County	Camden
District	Black Horse Pike Regional School District
Principal Name	Dr. Luis F. Amberths, Jr.
Address	501 JARVIS ROAD ERIAL, NJ 08081
Phone Number	856-232-9703
Email Address	lamberths@bhprsd.org
Website	http://www.bhprsd.org/Domain/10
Facebook	https://www.facebook.com/TimberCreekHS
Twitter	https://twitter.com/@TimberCreekHS



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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
9	301	302	307
10	299	285	293
11	274	280	275
12	349	286	299
Total	1,223	1,153	1,174

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	49.5%	48.2%	48.9%
Male	50.5%	51.8%	51.1%
Economically Disadvantaged Students	25.0%	28.2%	26.7%
Students with Disabilities	15.0%	15.7%	15.9%
English Learners	0.0%	0.0%	0.0%
Homeless Students	1.0%	1.3%	0.9%
Students in Foster Care	0.7%	0.4%	0.4%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group for the past three school years.

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	53.4%	51.9%	51.1%
Hispanic	6.1%	6.7%	7.5%
Black or African American	34.8%	35.1%	35.3%
Asian	4.4%	5.3%	5.5%
Native Hawaiian or Pacific Islander	0.0%	0.2%	0.3%
American Indian or Alaska Native	0.6%	0.3%	0.2%
Two or More Races	0.7%	0.6%	0.2%

Enrollment Trends by Full and Shared Time Status

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

Enrollment Status	2016-17	2017-18	2018-19
Full Time Students	1,223	1,153	1,174
Shared Time Students	0	0	0
Full Time Equivalent	1,223	1,153	1,174

Enrollment by Home Language

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

Home Language	% of Students
English	97.8%
Spanish	1.2%
Other Languages	1.0%



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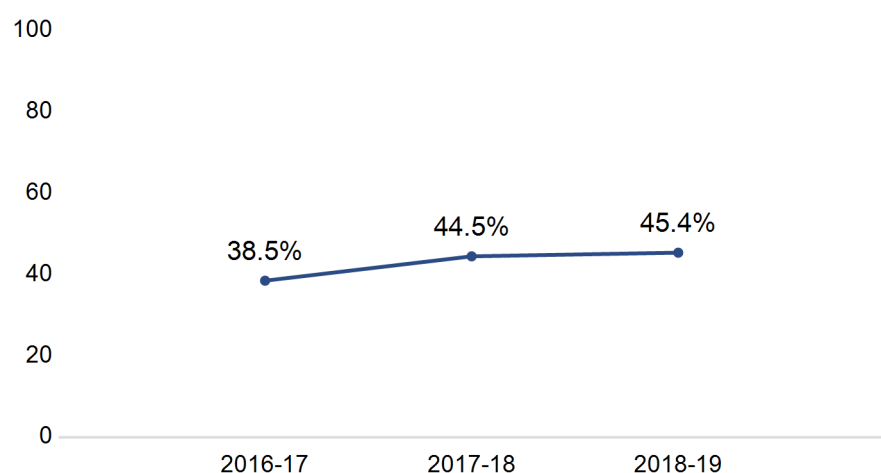
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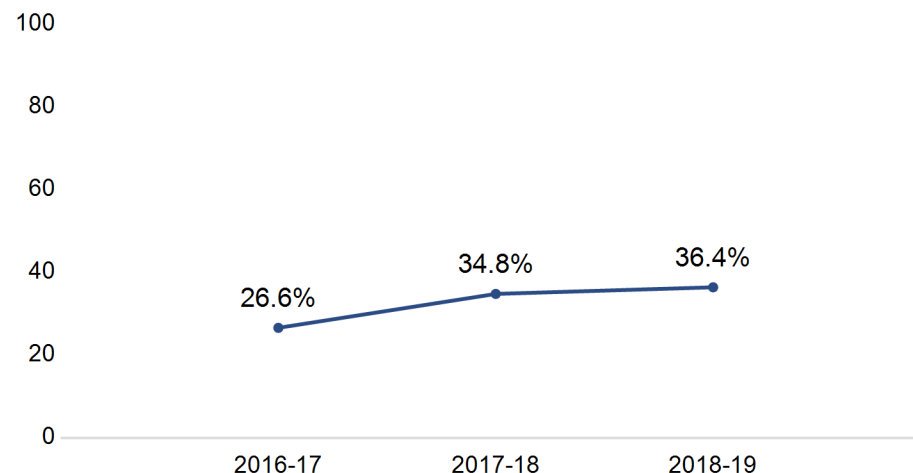
English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	97.9%	99.1%	99.5%	96.7%	99.1%	99.6%
Proficiency Rate for Federal Accountability	38.5%	44.5%	45.4%	26.6%	34.8%	36.4%
Annual Target	27.4%	30.1%	32.9%	24.4%	27.3%	30.3%
Met Annual Target?	Met Target	Met Target	Met Target	Met Target	Met Target	Met Target
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	564	99.5	45.4	45.2	57.9	45.4	32.9	Met Target
White	272	100.0	50.7	48.6	66.9	50.7	38.1	Met Target
Hispanic	49	100.0	36.7	37.6	43.9	36.7	25.7	Met Target
Black or African American	204	99.1	32.8	35.5	38.5	32.8	24	Met Target
Asian, Native Hawaiian, or Pacific Islander	39	100.0	84.6	*	82.9	84.6	54.5	Met Goal
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	N	N	N	*	64.4	N	**	**
Female	284	100.0	54.9	54.8	64.8	54.9		
Male	280	99.0	35.7	35.9	51.3	35.7		
Economically Disadvantaged Students	145	98.1	29.0	32.4	40.0	29.0	24.4	Met Target
Non-Economically Disadvantaged Students	419	100.0	51.1	51.3	67.9	51.1		
Students with Disabilities	84	96.8	10.7	*	22.7	10.7	15.7	Met Target†
Students without Disabilities	480	100.0	51.5	*	65.1	51.5		
English Learners	N	N	N	*	29.3	N	**	**
Non-English Learners	564	99.5	45.4	*	60.6	45.4		
Homeless Students	*	*	*	38.5	29.1	*		
Students In Foster Care	*	*	*	*	27.6	*		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.



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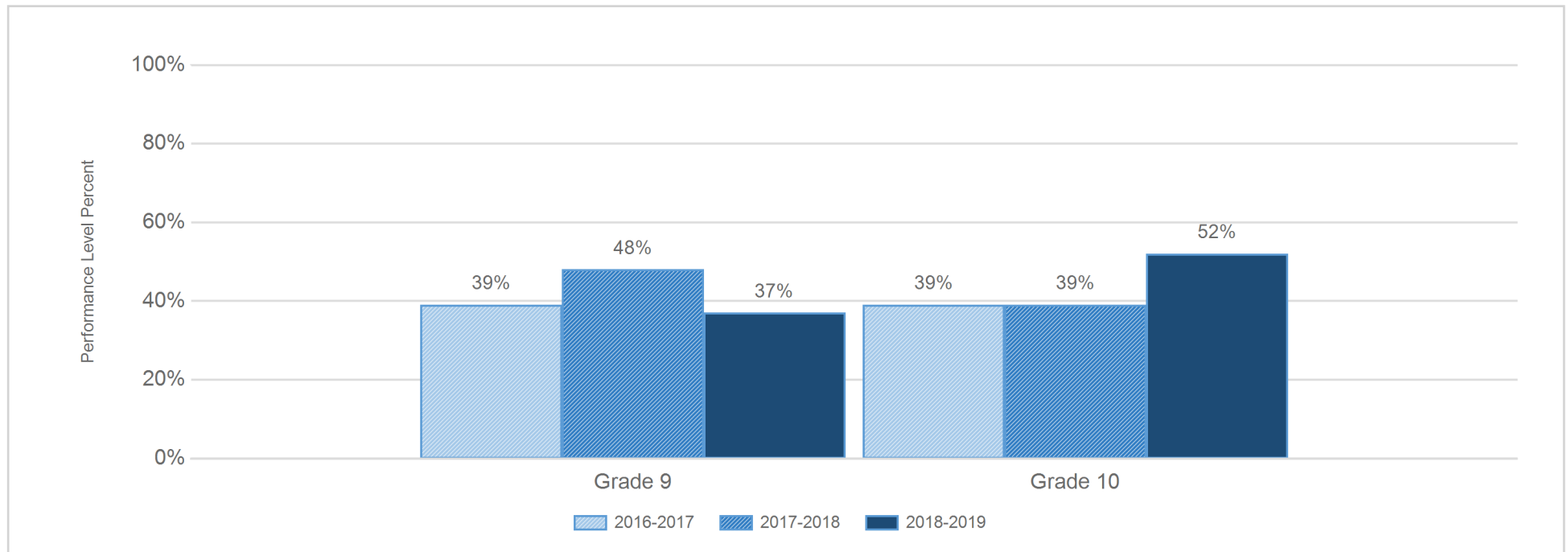
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English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





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English Language Arts Assessment - Performance by Grade: Grade 9

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	304	737	739	753	16%	19%	29%	30%	6%	37%	56%
White	143	741	743	762	11%	16%	35%	*	*	38%	65%
Hispanic	28	724	726	737	*	*	*	*	*	32%	40%
Black or African American	114	731	730	732	17%	25%	30%	*	*	28%	33%
Asian, Native Hawaiian, or Pacific Islander	19	765	754	783	*	*	*	*	*	84%	84%
American Indian or Alaska Native	N	N	*	754	N	N	N	N	N	N	57%
Two or More Races	N	N	*	761	N	N	N	N	N	N	63%
Female	161	746	747	760	10%	14%	31%	*	*	45%	63%
Male	143	728	730	746	22%	24%	27%	*	*	27%	49%
Economically Disadvantaged Students	87	721	726	734	32%	30%	16%	*	*	22%	36%
Non-Economically Disadvantaged Students	217	744	745	762	9%	14%	34%	*	*	42%	65%
Students with Disabilities	46	703	704	717	*	*	*	*	*	*	17%
Students without Disabilities	258	743	746	760	*	*	*	*	*	*	63%
English Learners	N	N	692	693	N	N	N	N	N	N	*
Non-English Learners	304	737	739	755	16%	19%	29%	30%	6%	37%	*
Homeless Students	N	N	*	720	N	N	N	N	N	N	21%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	22%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	56%
Migrant Students	N	N	N	715	N	N	N	N	N	N	23%



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English Language Arts Assessment - Performance by Grade: Grade 10

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	277	749	747	757	16%	10%	22%	37%	15%	52%	58%
White	131	762	752	767	*	*	21%	40%	23%	63%	67%
Hispanic	22	733	740	738	*	*	*	*	*	41%	43%
Black or African American	102	730	*	733	26%	14%	26%	*	*	33%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	763	792	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	*	754	N	N	N	N	N	N	56%
Two or More Races	*	*	*	766	*	*	*	*	*	*	65%
Female	132	760	757	766	8%	8%	21%	43%	20%	63%	66%
Male	145	738	737	749	24%	12%	22%	31%	10%	41%	51%
Economically Disadvantaged Students	70	726	731	735	26%	24%	17%	*	*	33%	40%
Non-Economically Disadvantaged Students	207	756	754	767	13%	6%	23%	*	*	58%	67%
Students with Disabilities	40	690	697	711	*	*	*	*	*	*	19%
Students without Disabilities	237	759	756	765	*	*	*	*	*	*	65%
English Learners	N	N	677	687	N	N	N	N	N	N	*
Non-English Learners	277	749	747	760	16%	10%	22%	37%	15%	52%	*
Homeless Students	*	*	737	723	*	*	*	*	*	*	32%
Students in Foster Care	*	*	*	710	*	*	*	*	*	*	22%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	710	N	N	N	N	N	N	10%



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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	481	99.6	36.4	34.8	44.5	36.4	30.3	Met Target
White	247	100.0	45.3	39.3	54.1	45.3	35.2	Met Target
Hispanic	36	100.0	19.4	27.5	28.8	19.4	23	Met Target†
Black or African American	161	98.8	22.4	*	23.0	22.4	21.5	Met Target
Asian, Native Hawaiian, or Pacific Islander	37	100.0	54.1	*	76.5	54.1	46	Met Target
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	N	N	N	*	53.3	N	**	**
Female	247	100.0	36.4	36.4	44.9	36.4		
Male	234	99.2	36.3	33.3	44.2	36.3		
Economically Disadvantaged Students	100	99.1	25.0	26.7	26.3	25.0	19.7	Met Target
Non-Economically Disadvantaged Students	381	99.7	39.4	38.2	54.9	39.4		
Students with Disabilities	35	100.0	17.1	*	17.4	17.1	15.9	Met Target
Students without Disabilities	446	99.6	37.9	*	50.0	37.9		
English Learners	N	N	N	*	25.0	N	**	**
Non-English Learners	481	99.6	36.4	*	46.5	36.4		
Homeless Students	*	*	*	25.0	17.1	*		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



Timber Creek Regional High School

(07-0390-030)

Grades Offered: 09-12

2018-2019

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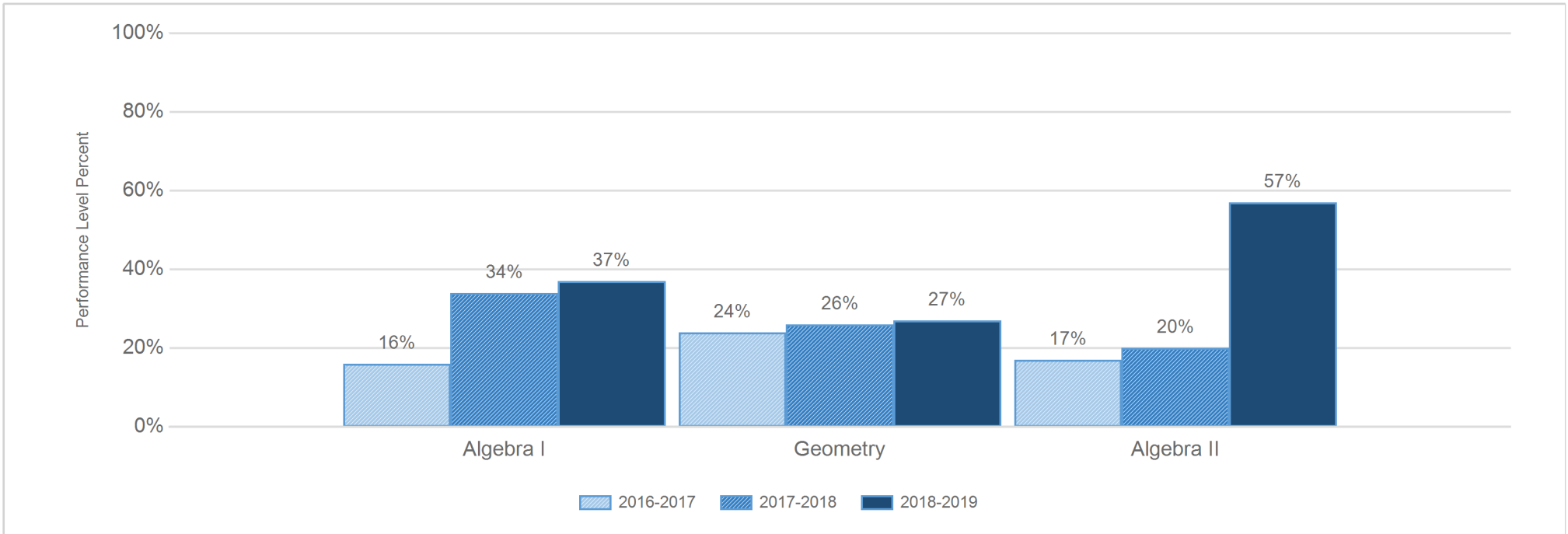
** Accountability calculations require 20 or more students

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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



Timber Creek Regional High School
(07-0390-030)
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2018-2019

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Mathematics Assessment - Performance by Test: Algebra I

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

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	200	739	738	744	7%	21%	37%	37%	0%	37%	42%
White	100	743	741	752	*	*	35%	47%	0%	47%	53%
Hispanic	16	727	733	728	*	*	*	*	*	19%	24%
Black or African American	76	735	734	725	*	28%	41%	*	*	25%	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	*	*	*	752	*	*	*	*	*	*	51%
Female	101	739	739	745	*	*	37%	40%	0%	40%	44%
Male	99	739	738	743	*	*	36%	33%	0%	33%	41%
Economically Disadvantaged Students	56	732	735	727	*	*	36%	29%	0%	29%	23%
Non-Economically Disadvantaged Students	144	742	740	752	*	*	37%	40%	0%	40%	52%
Students with Disabilities	18	724	725	717	*	*	*	*	*	22%	12%
Students without Disabilities	182	741	740	748	*	*	*	*	*	38%	47%
English Learners	N	N	726	710	N	N	N	N	N	N	*
Non-English Learners	200	739	739	745	7%	21%	37%	37%	0%	37%	*
Homeless Students	N	N	*	718	N	N	N	N	N	N	14%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%



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Mathematics Assessment - Performance by Test: Geometry

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

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	206	733	734	737	10%	20%	43%	*	*	27%	35%
White	93	736	737	743	*	17%	46%	*	*	31%	43%
Hispanic	19	720	726	724	*	*	*	*	*	21%	17%
Black or African American	74	727	*	720	15%	23%	47%	15%	0%	15%	14%
Asian, Native Hawaiian, or Pacific Islander	20	752	*	762	0%	*	*	*	*	55%	70%
American Indian or Alaska Native	N	N	*	736	N	N	N	N	N	N	37%
Two or More Races	N	N	*	745	N	N	N	N	N	N	46%
Female	105	735	735	738	*	17%	48%	*	*	27%	36%
Male	101	731	732	736	*	24%	39%	*	*	27%	34%
Economically Disadvantaged Students	44	722	726	722	*	27%	39%	*	*	14%	16%
Non-Economically Disadvantaged Students	162	736	737	743	*	19%	44%	*	*	30%	43%
Students with Disabilities	14	709	712	712	*	*	*	*	*	*	*
Students without Disabilities	192	735	736	741	*	*	*	*	*	*	*
English Learners	N	N	*	708	N	N	N	N	N	N	*
Non-English Learners	206	733	*	738	10%	20%	43%	*	*	27%	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	*
Students in Foster Care	*	*	*	713	*	*	*	*	*	*	*
Military-Connected Students	N	N	N	739	N	N	N	N	N	N	35%
Migrant Students	N	N	N	711	N	N	N	N	N	N	19%



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Mathematics Assessment - Performance by Test: Algebra II

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

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	84	753	748	755	*	*	21%	*	*	57%	58%
White	53	762	751	758	*	*	23%	*	*	68%	62%
Hispanic	*	*	738	731	*	*	*	*	*	*	34%
Black or African American	18	729	*	725	*	*	*	*	*	33%	27%
Asian, Native Hawaiian, or Pacific Islander	*	*	756	777	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	55%
Two or More Races	N	N	N	761	N	N	N	N	N	N	65%
Female	45	748	745	752	*	*	*	*	*	51%	55%
Male	39	759	751	758	*	*	*	*	*	64%	62%
Economically Disadvantaged Students	*	*	*	729	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	65%
Students with Disabilities	*	*	*	715	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	756	*	*	*	*	*	*	60%
English Learners	N	N	N	696	N	N	N	N	N	N	11%
Non-English Learners	84	753	748	755	*	*	21%	*	*	57%	59%
Homeless Students	*	*	*	717	*	*	*	*	*	*	23%
Students in Foster Care	N	N	N	715	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	39%
Migrant Students	N	N	N	*	N	N	N	N	N	N	*



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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	N	N	N

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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



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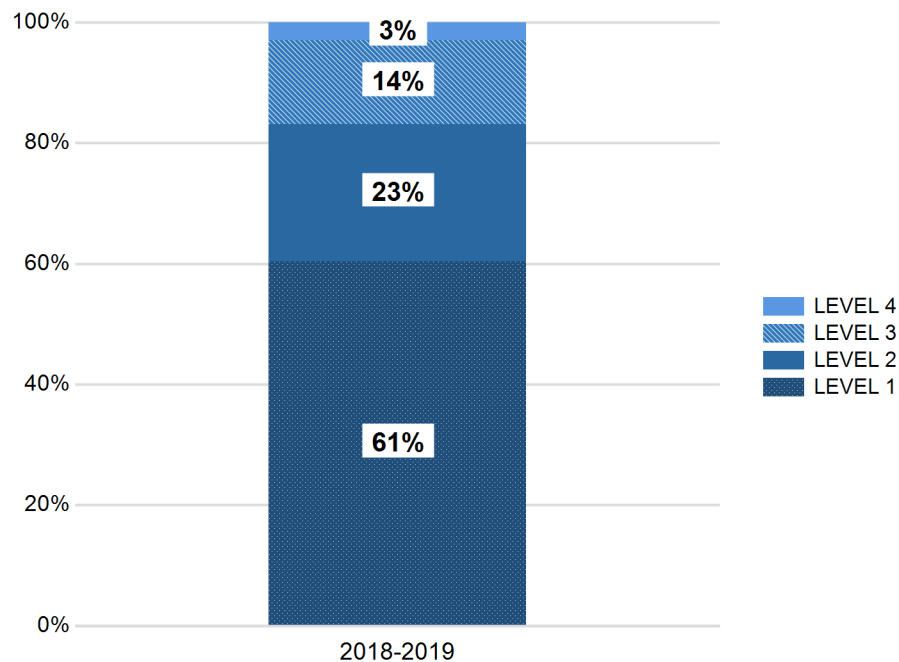
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the [assessment reports page](#) for DLM results.

NJSLA Science Assessment: Grade 11 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 11

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	61	23	14	3
White	54	23	19	4
Hispanic	74	21	5	0
Black or African American	73	19	8	0
Asian, Native Hawaiian, or Pacific Islander	31	38	23	8
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	60	23	14	3
Male	61	21	15	2
Economically Disadvantaged Students	75	18	7	0
Non-Economically Disadvantaged Students	56	24	17	3
Students with Disabilities	89	5	5	0
Students without Disabilities	56	25	16	3
English Learners	N	N	N	N
Non-English Learners	61	23	14	3
Homeless Students	*	*	*	*
Students in Foster Care	*	*	*	*
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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Information about participation and performance on the PSAT, SAT, and ACT exams comes directly from College Board and ACT.

PSAT, SAT, & ACT - Participation

This table shows information about participation on the PSAT, SAT, and ACT exams. PSAT participation is the percentage of 10th and 11th graders that took the PSAT 10 or PSAT NMSQT exam in 2018-19. SAT and ACT participation rates show the percentage of 12th graders that have taken the SAT or ACT this year or in prior years.

Participation Type	School Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2018-19	98.4%	84.5%
12th graders taking SAT in 2018-19 or prior years	78.6%	72.1%
12th graders taking ACT in 2018-19 or prior years	5.7%	19.6%

PSAT, SAT, & ACT - Performance

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

Participation Type	School Average Score	State Average Score	College Readiness Benchmarks	School - Students Scores at or above Benchmark	State - Students Scores at or above Benchmark
PSAT 10/NMSQT - Reading and Writing	450	476	Grade 10: 430 Grade 11: 460	52%	61%
PSAT 10/NMSQT - Math	458	477	Grade 10: 480 Grade 11: 510	38%	43%
SAT - Reading and Writing	518	539	480	69%	70%
SAT - Math	515	541	530	42%	53%
ACT - Reading	22	25	22	41%	66%
ACT - English	21	24	18	65%	81%
ACT - Math	23	24	22	65%	65%
ACT - Science	21	24	23	47%	57%



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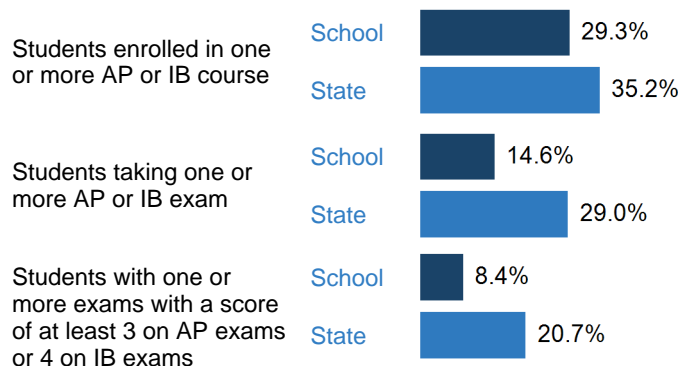
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate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

AP/IB Coursework – Participation and Performance

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



Dual Enrollment Coursework - Participation

This graph shows the percentage of 11th and 12th graders who were enrolled in at least one dual enrollment course during the school year. Dual enrollment courses allow high school students to enroll in college courses for credit prior to their high school graduation.



AP/ IB Courses Offered

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

AP/IB Course	Students Enrolled	Students Tested
AP Biology	27	20
AP Calculus AB	27	9
AP Calculus BC	0	3
AP Chemistry	14	10
AP English Language and Composition	68	37
AP English Literature and Composition	44	14
AP Music Theory	2	2
AP Physics 1	0	13
AP Physics 2	0	1
AP Physics B	41	0
AP Psychology	38	16
AP Statistics	40	16
AP Studio Art—Three-Dimensional	0	1
AP Studio Art—Two-Dimensional	15	2
AP U.S. Government and Politics	15	8
AP U.S. History	73	51



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AP/IB Course	Students Enrolled	Students Tested
Total Exams taken		203
Exams with scores of at least 3 on AP exams or 4 on IB exams		96



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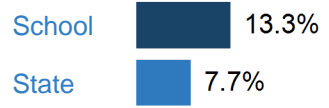
This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit the [NJDOE's Career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

Career and Technical Education Participation

The graphs below show the percentage of students in grades 9 through 12 who were enrolled in courses in approved Career and Technical Education (CTE) programs. Students enrolled in shared-time Career and Technical Education programs in a county vocational school district are included in the percentages for both the county vocational school and their sending school.

CTE Participants

(completed only one course in an approved CTE program)



CTE Concentrators

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



Structured Learning Experiences Participation

The graph below shows the percentage of students in grades 9 through 12 who participated in Structured Learning Experiences during the school year. Structured Learning Experiences can include work-based learning programs, internships, apprenticeships, and service learning experiences and can be paid or unpaid.

Structured Learning Experiences





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Career and Technical Education Participation by Student Group

This table shows the percentage of students, both overall and by student group, in grades 9 through 12 who were enrolled in courses in approved Career and Technical Education (CTE) programs. CTE participants have completed only one course in an approved CTE program. CTE concentrators have completed two or more courses in a single approved CTE program and/or have completed the entire CTE program. Students enrolled in shared-time CTE programs in a county vocational school district are included in the percentages for both the county vocational school and their sending high school.

Student Group	School: % CTE Participants	School: % CTE Concentrators	State: % CTE Participants	State: % CTE Concentrators
Schoolwide	13.3%	*	7.7%	10.3%
White	13.0%	*	6.1%	9.6%
Hispanic	15.9%	0.0%	10.3%	11.3%
Black or African American	12.8%	0.0%	9.0%	11.2%
Asian, Native Hawaiian, or Pacific Islander	16.4%	0.0%	5.8%	9.3%
American Indian or Alaska Native	*	*	10.3%	12.7%
Two or More Races	*	*	6.8%	12.1%
Female	6.3%	*	7.3%	10.6%
Male	20.0%	*	8.0%	10.1%
Economically Disadvantaged Students	14.7%	0.0%	10.4%	11.8%
Students with Disabilities	10.7%	0.0%	6.6%	9.2%
English Learners	N	N	8.7%	3.2%
Homeless Students	0.0%	0.0%	8.1%	6.6%
Students In Foster Care	*	*	6.4%	5.0%
Military-Connected Students	N	N	9.7%	13.3%
Migrant Students	N	N	10.4%	*



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Industry-Valued Credentials

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

Students Earning Industry-Valued Credentials

School	0.0%
State	0.9%

Industry-Valued Credentials by Career Cluster

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

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total credentials earned
Architecture & Construction	162		
Total (All Clusters)	162	0	0



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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	164	75	0	0	0	0	166
10	13	181	87	1	0	0	70
11	22	11	156	83	0	9	20
12	1	2	5	12	34	135	78
Total	200	269	248	96	34	144	334
Enrolled in AP/IB Course					27	40	0
Enrolled in Dual Enrollment Course	0	0	0	0	34	144	0

Science - Course Participation

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

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	30	0	0	5	296	2
10	150	58	0	16	86	2
11	40	143	0	57	37	25
12	3	15	0	10	26	39
Total	223	216	0	88	445	68
Enrolled in AP/IB Course	27	14		0	41	0
Enrolled in Dual Enrollment Course	27	14	0	0	41	42



Timber Creek Regional High School
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2018-2019

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Social Studies and History - Course Participation

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

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	320	13	0	0	1	0
10	5	302	0	2	3	2
11	5	283	0	52	21	43
12	2	61	0	62	35	54
Total	332	659	0	116	60	99
Enrolled in AP/IB Course	0	73	0	38		15
Enrolled in Dual Enrollment Course	0	73	0	38	0	15

World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	119	26	25	0	0	0	0
10	207	33	41	0	0	0	0
11	125	21	22	0	0	0	0
12	52	8	23	0	0	0	0
Total	503	88	111	0	0	0	0
Enrolled in AP/IB Course	0	0	0	0	0	0	0
Enrolled in Dual Enrollment Course	113	21	38	0	0	0	0
Enrolled in Level 3 or Higher	113	21	38	0	0	0	0



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Computer Science and Information Technology – Course Participation

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

Grade	Computer Programming	Computing Systems	Other Computer Science	Networking	Information Systems	Other IT
9	N	N	N	N	N	N
10	N	N	N	N	N	N
11	N	N	N	N	N	N
12	N	N	N	N	N	N
Total	0	0	0	0	0	0
Enrolled in AP/IB Course	0		0			0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0



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Seal of Biliteracy

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

Language	Students Earning a Seal of Biliteracy
French	*
Italian	*
Spanish	*
Total	11



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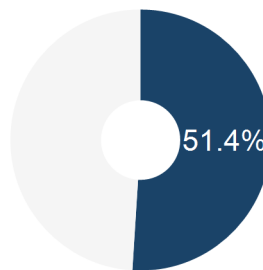
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Visual and Performing Arts – Course Participation

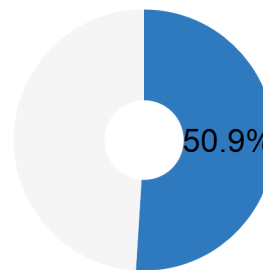
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 9-12:

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

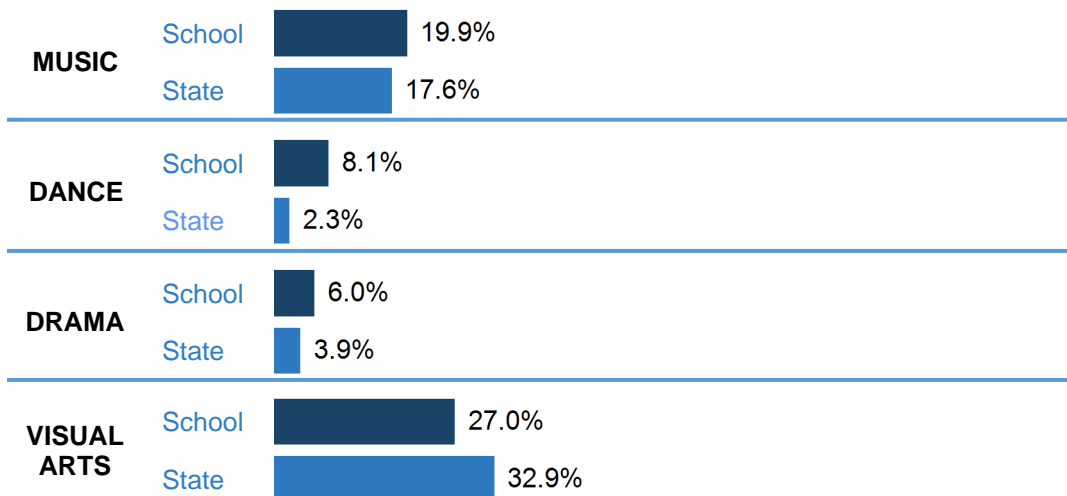


School



State

Students enrolled in one or more classes by discipline:





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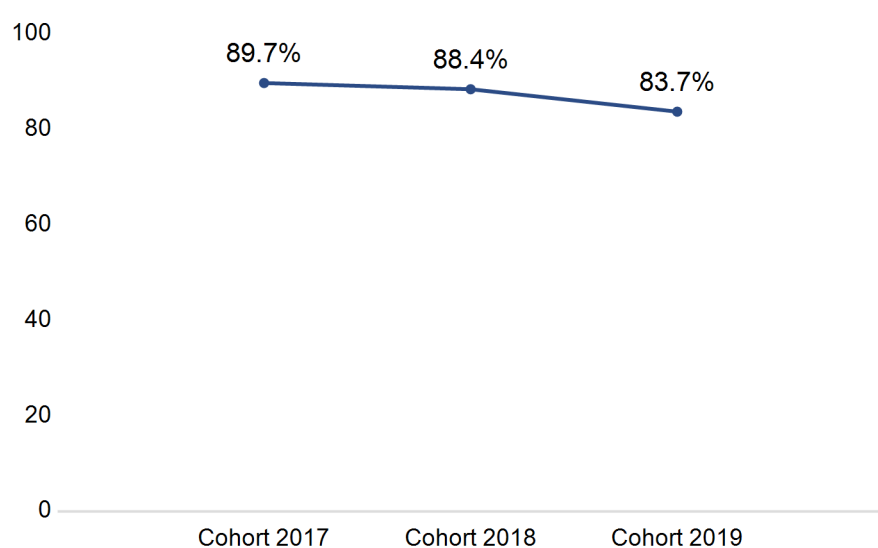
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Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the [NJDOE Graduation Rate page](#).

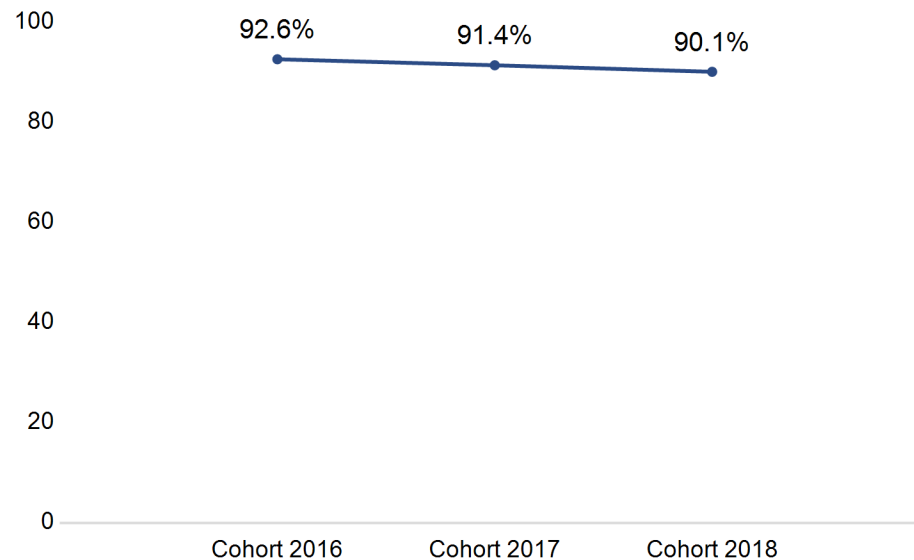
Graduation Rate Trends and Progress

These graphs show the 4-year and 5-year adjusted cohort graduation rates for the most recent three cohorts of students. The table below shows whether annual targets were met for each cohort. Note that for accountability and annual targets, graduation data from the prior year is used, so annual target status for Cohort 2019 4-Year and Cohort 2018 5-Year are not provided.

4-Year Graduation Rate Trends



5-Year Graduation Rate Trends



Performance Measure	Cohort 2017 4-Year Rate	Cohort 2018 4-Year Rate	Cohort 2019 4-Year Rate	Cohort 2016 5-Year Rate	Cohort 2017 5-Year Rate	Cohort 2018 5-Year Rate
Graduation Rate	89.7%	88.4%	83.7%	92.6%	91.4%	90.1%
Annual Target	92.8%	92.9%		93.7%	93.8%	
Met Annual Target?	Not Met	Not Met		Not Met	Not Met	
Statewide Graduation Rate	90.5%	90.9%	90.6%	91.8%	92.4%	92.5%



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

Graduation Rates

This table shows 4-year and 5-year graduation rates both overall and by student group. Annual ESSA accountability targets for the Class of 2018 4-year rate and the Class of 2017 5-year rates are included with a flag for whether the annual targets were met. Student group rows where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these [accountability resources](#).

Student Group	School - Class of 2019: 4 Year Rate	State - Class of 2019: 4 Year Rate	School - Class of 2018: 5 Year Rate	State - Class of 2018: 5 Year Rate	Class of 2018: 4 Year Rate	Class of 2018: 4 Year Target	Class of 2018: Met Target	Class of 2017: 5 Year Rate	Class of 2017: 5 Year Target	Class of 2017: Met Target
Schoolwide	83.7%	90.6%	90.1%	92.5%	88.4%	92.9%	Not Met	91.4%	93.8%	Not Met
White	85.5%	94.9%	86.4%	95.9%	88.0%	94.3%	Not Met	90.1%	94.5%	Not Met
Hispanic	75.0%	84.5%	94.4%	87.3%	80.0%	74.4%	Met Target	90.9%	76.1%	Met Target
Black or African American	80.6%	83.3%	92.9%	87.1%	88.6%	93.0%	Not Met	93.5%	93.9%	Not Met
Asian, Native Hawaiian or Pacific Islander	92.3%	96.9%	*	97.8%	*	**	**	86.7%	**	**
American Indian or Alaska Native	*	92.2%	N	88.9%	N	N	N	*	**	**
Two or More Races	*	91.4%	*	94.2%	*	**	**	*	**	**
Female	82.9%	92.8%	95.2%	94.4%	93.9%			96.6%		
Male	84.4%	88.5%	85.2%	90.8%	83.2%			86.3%		
Economically Disadvantaged Students	64.1%	84.0%	87.6%	87.3%	85.7%	87.2%	Not Met	88.0%	87.9%	Met Target
Students with Disabilities	54.3%	79.2%	80.0%	83.8%	79.4%	81.5%	Not Met	81.1%	79.6%	Met Target
English Learners	N	75.4%	N	80.1%	N	N	N	*	**	**
Homeless Students	*	74.6%	N	78.3%	*			*		
Students in Foster Care	*	57.6%	*	82.5%	*			*		
Migrant Students	N	83.3%	N	85.0%	N			N		



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Graduation Pathways

This table shows the percentage of Cohort 2019 graduates that met high school graduation requirements through each type of graduation pathway for both English Language Arts (ELA) and Math.

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
Statewide Assessment	58.4%	59.9%
Substitute Competency Test	34.8%	30.3%
Portfolio Appeals Process	2.2%	3.7%
Alternate Requirements specified in IEP	4.1%	5.6%
Unknown	0.4%	0.4%

Dropout Rate Trends

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

School Year	School Rate	State Rate
2018-2019	1.0%	1.2%
2017-2018	1.0%	1.2%
2016-2017	1.1%	1.1%



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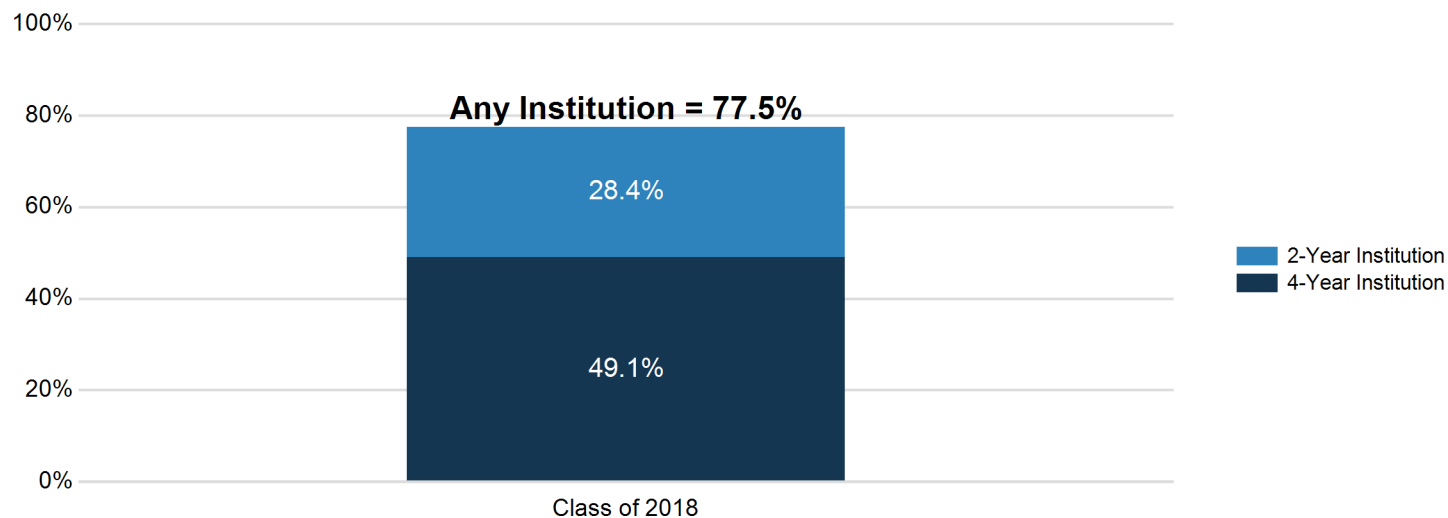
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Information about students enrolling in colleges and universities after graduation is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

Postsecondary Enrollment Rate Summary

The graphs and tables below show the percentage of graduates that have enrolled in 2-year and 4-year institutions within 16 months of graduating from high school.

Postsecondary Enrollment 16 months after Graduation



Performance Measure	Class of 2018
% Enrolled in 2-Year Institution	28.4%
% Enrolled in 4-Year Institution	49.1%
% Enrolled in Any Postsecondary Institution	77.5%



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Postsecondary Enrollment Rates: Fall

This table shows information about Class of 2019 high school graduates enrolled in postsecondary institutions by the fall of 2019. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the next two columns show the percentage of those enrolled students that were enrolled in 2-year and 4-year institutions.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	72%	28.7%	71.3%
Schoolwide	69.2%	47.1%	52.9%
White	69%	50.5%	49.5%
Hispanic	50%	62.5%	37.5%
Black or African American	71.4%	43.3%	56.7%
Asian, Native Hawaiian, or Pacific Islander	90.9%	20%	80%
American Indian or Alaska Native	*	*	*
Two or More Races	*	*	*
Economically Disadvantaged Students	55.7%	47.1%	52.9%
Students with Disabilities	40.6%	76.9%	23.1%
English Learners	N	N	N

Postsecondary Enrollment Rates: 16 month

This table shows information about Class of 2018 high school graduates enrolled in postsecondary institutions by the fall of 2019. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the following sets of columns show the percentage of those enrolled students that were enrolled in 2-year and 4-year institutions, public or private institutions, and in-state and out-of-state institutions.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	77.8%	30.9%	69.1%	72.9%	27.1%	65.5%	34.5%
Schoolwide	77.5%	36.6%	63.4%	78.4%	21.6%	66.7%	33.3%
White	78.2%	35.6%	64.4%	78.8%	21.2%	66.3%	33.7%
Hispanic	64.7%	45.5%	54.5%	72.7%	27.3%	54.5%	45.5%
Black or African American	76.4%	38.3%	61.7%	79%	21%	65.4%	34.6%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	*	*	*
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	68.5%	44%	56%	90%	10%	80%	20%
Students with Disabilities	40%	78.6%	21.4%	100%	0%	85.7%	14.3%
English Learners	N	N	N	N	N	N	N



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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

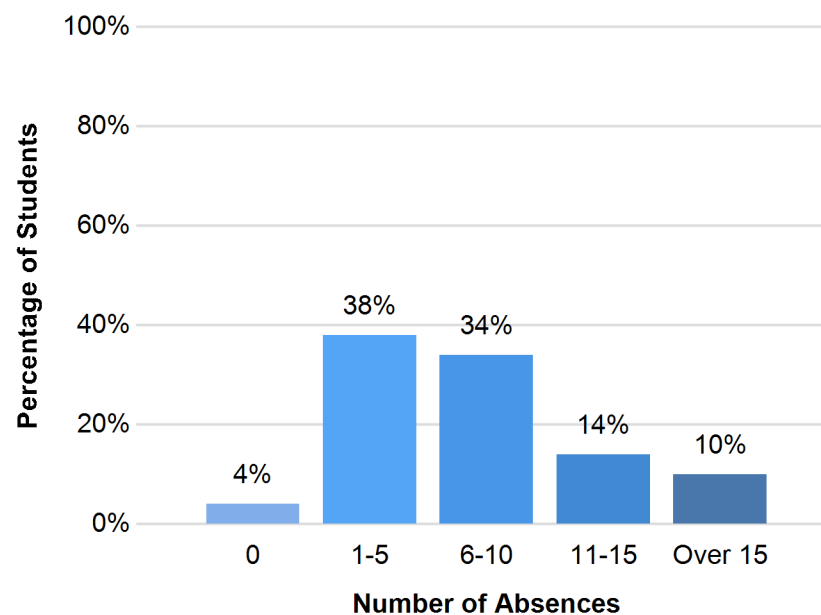
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	94	7.9	14.2	Met
White	53	8.7	14.2	Met
Hispanic	9	10.5	14.2	Met
Black or African American	32	7.6	14.2	Met
Asian, Native Hawaiian, or Pacific	0	0	14.2	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	52	9.0		
Male	42	6.9		
Economically Disadvantaged Students	41	13.1	14.2	Met
Students with Disabilities	31	15.3	14.2	Not Met
English Learners	N	N	N	N
Homeless Students	2	20.0		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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





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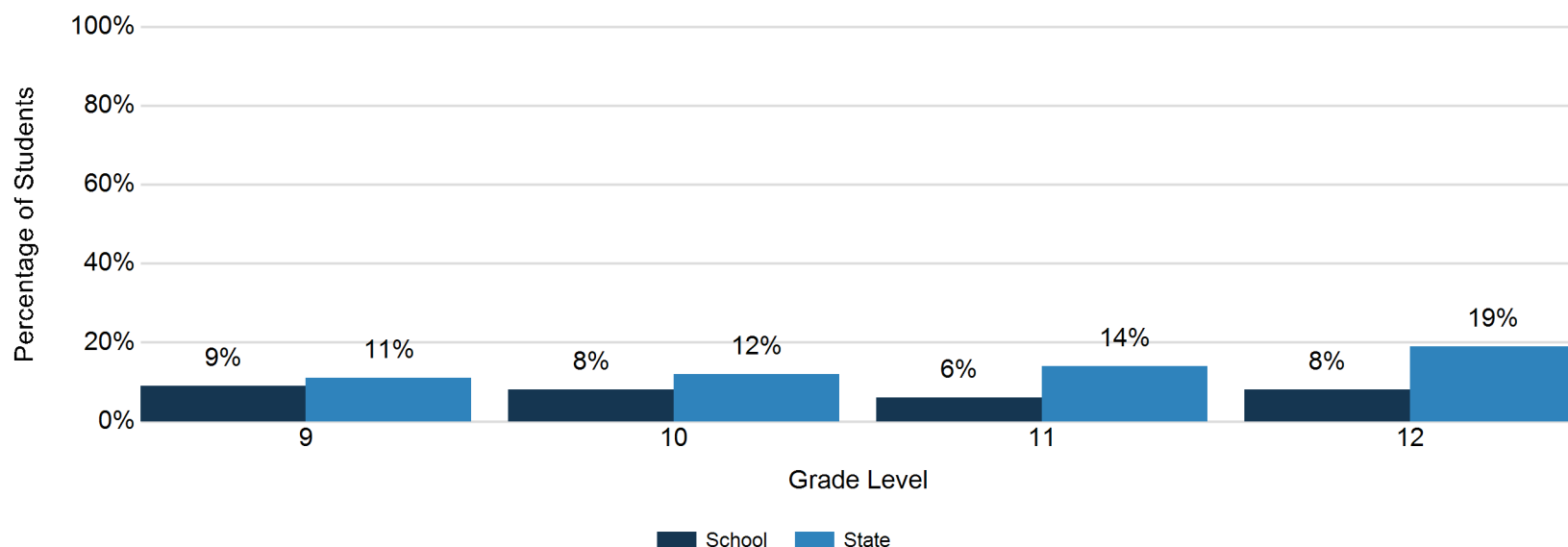
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Chronic Absenteeism by Grade

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





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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	16
Weapons	4
Vandalism	1
Substances	20
Harassment, Intimidation, Bullying (HIB)	5
Total Unique Incidents	45
Incidents Per 100 Students Enrolled	3.83

Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	4	4
Disability	0	2	2
Other	0	1	1
No Identified Nature	0		0

Police Notifications

This table shows, by incident type, the number of cases where an incident led to police notification.

Incident Type	Incidents Reported to Police
Violence	15
Weapons	3
Vandalism	1
Substances	13
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	2

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	105	8.9%
Any Suspension	105	8.9%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
521



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School Day

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

Category	School
Typical Start Time	7:25 AM
Typical End Time	2:00 PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	6 Hrs 7 Mins
Shared Time - Instructional Time	6 Hrs. 7 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2018-19	1:1



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Key terms for staff data:

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

Teachers: All classroom teachers

Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	89	118,214
Average years experience in public schools	12.5	12.1
Average years experience in district	10.4	10.8
Percentage of Teachers with 4 or more years experience in the district	79.5%	75.3%

Administrators – Experience (District Level)

This table shows information about the experience of administrators assigned to this district and across the state.

Category	Admin. in District	Admin. in State
Total Number of administrators	34	9,530
Average years experience in public schools	19.1	16.0
Average years experience in district	11.4	12.0
Percentage of Administrators with 4 or more years experience in the district	70.6%	76.9%

Student and Staff Ratios

This table shows ratios of students and staff members in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.

Ratio	School Ratio	District Ratio
Students to Teachers	13:1	12:1
Students to Administrators	168:1	102:1
Teachers to Administrators	13:1	8:1
Students to Librarians/Media Specialists		1161:1
Students to Nurses		1161:1
Students to Counselors		194:1
Students to Child Study Team Members		348:1



Timber Creek Regional High School

(07-0390-030)

Grades Offered: 09-12

2018-2019

Report Key:

* Data is not displayed in order to protect student privacy

** Accountability calculations require 20 or more students

N No Data is available to display

† This indicates a table specific note, see note below table

Key terms for staff data:

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

Teachers: All classroom teachers

Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	48.9%	55.1%	57.1%	48.4%	77.1%	54.9%
Male	51.1%	44.9%	42.9%	51.6%	22.9%	45.1%
White	51.1%	89.9%	57.1%	42.4%	83.6%	77.4%
Hispanic	7.5%	3.4%	0.0%	29.9%	7.3%	7.2%
Black or African American	35.3%	4.5%	42.9%	15.0%	6.6%	13.9%
Asian	5.5%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.2%	2.2%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.3%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.2%	0.0%	0.0%	2.1%	0.2%	0.2%



Timber Creek Regional High School
 (07-0390-030)
 Grades Offered: 09-12
 2018-2019

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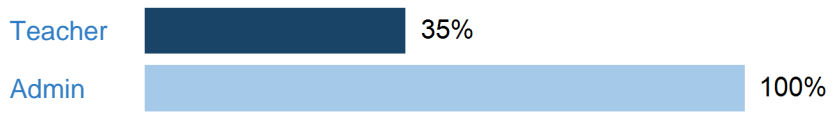
Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	90.5%	90.5%
2017-18 Administrators: Same district 2018-19	88.6%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	96.4%



Timber Creek Regional High School

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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.



Timber Creek Regional High School
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 2018-2019

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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).

Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

- Comprehensive Support and Improvement - Overall Low Performing:** Schools with a summative score in the bottom 5% of Title I schools.
- Comprehensive Support and Improvement - Low Graduation Rate:** High schools with a four-year graduation rate of 67% or less
- Targeted Support and Improvement - Low Performing Student Group:** Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

- Targeted Support and Improvement - Consistently Underperforming Student Group:** Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.



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For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	38.5%	44.5%	45.4%
Math Proficiency	26.6%	34.8%	36.4%
ELA Growth	N	N	N
Math Growth	N	N	N
4-Year Graduation Rate†	89.7%	88.4%	83.7%
5-Year Graduation Rate†	92.6%	91.4%	90.1%
Progress toward English Language Proficiency		N	N
Chronic Absenteeism	12.3%	12.8%	7.9%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



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Annually, NJDOE will identify schools in the following federal category:

Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.



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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

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

† Target was met within a confidence interval (Proficiency) or within one standard deviation (Progress to English Language Proficiency).



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School Narrative

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



Highlights:

- We recognize 26 Recipients of the Presidential Award for Excellence in Education and 45 NJ Star Recipients.
- We celebrate Olympic Conference Titles in Football, Golf, and Girls and Boys Track with 22 Varsity Sports.
- We are proud to acknowledge our New Jersey and National Green Ribbon School Award as well as our Sustainable Jersey Bronze Certification.



Mission, Vision, Theme:

The mission of Timber Creek High School is to educate the whole child and do what is best for them with the resources that are at our disposal. This premise informs our daily work. The staff and faculty at Timber Creek High School work in concert to provide rich experiences, opportunities for engagement, and life application of knowledge.



Awards, Recognition, Accomplishments:

With 1200 students, Timber Creek has produced high performing scholars, musicians, and athletes. Students have received such honors all South Jersey Band, full scholarships to reputable universities and colleges, Presidential Awards for Excellence, close to 80 NHS inductees in the last year, Olympic conference titles and State Championships. We are also a New Jersey and National Green Ribbon School.



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 <p>Courses, Curriculum, Instruction:</p>	<p>All academic courses are College Prep or College Prep Accelerated; 15 AP & 15 Honors level college prep courses, 20 Dual Credit courses offered in conjunction with Camden County College, 4 Career Prep Programs offered to seniors (College Now, Finishing Trades Institute, Internship and Work Study), STEAM Academy and Teen Pep offered.</p>
 <p>Sports and Athletics:</p>	<p>Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Cheerleading (Coed), Cross Country (Boys & Girls), Field Hockey (Girls), Football (Boys), Golf (Boys & Girls), Lacrosse (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Wrestling (Boys & Girls)</p> <p>In addition to the sports offered above, we have had 21 student-athletes sign collegiate letters. We also have multiple conference titles in the Olympic Conference which include Football, Golf, and Boys' and Girls' Track. Our football team was also awarded back to back Group 3 state champions for the 2015- 2016 and two other Championships over the years. 361 students were awarded Varsity letters and 24 All-Conference Athletes. Additionally, three students earned All-State Honors.</p>
 <p>Clubs and Activities:</p>	<p>Timber Creek offers 46 co-curricular clubs and activities. The variety of clubs offer students diverse experiences and opportunities. Some of the highlights include Leo, Interact, and Key Club which give to many local organizations. We also have an award winning Green Team that actively keeps our community aware of its impact on the environment. The award winning marching band is involved in many competitions that afford our students opportunities to compete against other schools. Volunteer clubs are started by students and reflect the interests of the student body. This provides an opportunity to explore what clubs are the best fit for student needs.</p>



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 <p>Before and After School Programs:</p>	<p>Outside of activities and clubs, Timber Creek offers intramural programs such as volleyball that are run by two program coordinators who are also PE teachers at Timber Creek. Additionally, we have intramural sports for our multiple disabled students. Any student can participate in all grade levels. We also offer after school tutoring and we have a Reading specialist who offers her services to students Tuesday, Wednesday, and Thursday.</p>
 <p>Staff and Professional Learning:</p>	<p>There are three major initiatives that are the focus for this year. This year the focus is Restorative Strategies, Wellness, and Instructional Strategies such as Questioning. Many teachers are getting trained and then training other staff members. Faculty meetings and In-service days have been dedicated to training and looking at the data to support the processes that are being implemented.</p>
 <p>Postsecondary Information:</p>	<p>44% of our graduates attend a 4 year college, 39% attend a 2 year college, 5% attend a trade school, 5% join the military. We had 45 NJSTARS recipients. The district pays for 2 PSAT test administrations in 10th and 11th grade as well as 1 free SAT voucher for every student. Additionally, we offer free SAT prep courses through APEX and a reduced SAT prep after school program through KAPLAN.</p>



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Student Supports and Services:

Some of the services we offer are NHS tutoring program, I&RS team referral services, one full time Student Assistance Coordinator, Mental Health Assistance Counselor, personalized academic plans to support struggling learners, Reading Enrichment and Math 44, Transition Project and Peer Mentoring offered. We have fostered a relationship with the local police to offer support student services and build a better relationship with law enforcement.



Student Health and Wellness:

Timber Creek offers an array of opportunities for health and wellness for staff and students. We offer intramural programs, PE classes, as well as PE enrichment, health challenges, blood drives, 5k races, and opportunities to use the weight room even if students are not associated with a current sport. We provide healthy meals for breakfast and lunch and healthy vending choices for students at the conclusion of the day. We currently host Wellness Wednesday activities each month for our staff and infuse mindfulness and meditation into many of our lesson in Physical Enrichment, Freshman Seminar and academic classes.



Parent and Community Involvement:

Timber Creek's Home and School Council are heavily involved with the school community and the students. The members are a hard-working group of concerned parents who implement student appreciation days, breakfasts, Seniors nights, assist in graduation and other student-centered events. We also enjoy the support of local businesses that find ways to donate to student-based initiatives, the fine arts, sports, and teachers such as Educator Appreciation Week.



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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers The principal provides a 360 degree review for staff to complete at the end of the year and a similar survey is provided to the students to assess the school environment. Over the summer, the building administration reviews the data. The data is then shared in September. In addition to the surveys for students and staff, parents were given the opportunity to provide feedback to the school. That data was shared with all school staff. The parents with any concerns were phoned directly.</p>
 <p>Facilities:</p>	<p>The building was completed in September of 2001. The building is 18 years old and no major renovations have taken place except for improvements that are suited for energy conservation. Timber Creek is spacious and full of natural light. The Skylights were recently tinted to help the building to better regulate heat and cold. The outside facilities have been improved such as turf management and new outdoor restrooms. Ten acres were added to the complex to make room for more practice fields. Many groups, both local and abroad, use our indoor and outdoor facilities to host events at Timber Creek.</p>
 <p>School Safety:</p>	<p>Over the year, Timber Creek and district officials have made some recent changes to improve security measures. There is now a new security booth at the front of a school with a security guard who has a law enforcement background. There have been new rules established for drop-offs and pick-ups. There is new personnel positioned in the back of the building; and we strengthened our efforts to encourage all students and staff to visibly wear IDs. The glass around the building was fortified to make it bullet resistant and we added more training for staff. Areas with double vestibules were now double locked. There is also a school safety team that looks to evaluate the measures being taken and to elicit new ideas.</p>



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Technology and STEM:

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



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Other Information

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



Triton Regional High School

(07-0390-050)

Grades Offered: 09-12

2018-2019

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:



Triton Regional High School

(07-0390-050)

Grades Offered: 09-12

2018-2019

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School Contact Information

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

Type	Contact Information
County	Camden
District	Black Horse Pike Regional School District
Principal Name	Mrs. Melissa Sheppard
Address	250 SCHUBERT AVE RUNNEMEDE, NJ 08078
Phone Number	856-939-4500
Email Address	msheppard@bhprsd.org
Website	http://www.bhprsd.org/triton
Facebook	https://www.facebook.com/bhprsd/
Twitter	https://twitter.com/@tritonhigh



Triton Regional High School

(07-0390-050)

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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
9	307	261	313
10	271	309	263
11	263	273	286
12	277	256	271
Total	1,118	1,099	1,133

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	49.9%	50.2%	49.1%
Male	50.1%	49.8%	50.9%
Economically Disadvantaged Students	27.9%	33.7%	35.0%
Students with Disabilities	16.8%	16.5%	17.6%
English Learners	4.1%	4.7%	5.1%
Homeless Students	0.7%	1.1%	1.1%
Students in Foster Care	0.4%	0.5%	0.5%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group for the past three school years.

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	72.5%	69.9%	67.1%
Hispanic	10.3%	11.7%	14.2%
Black or African American	8.5%	9.3%	8.8%
Asian	8.1%	8.7%	9.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.6%	0.4%	0.7%

Enrollment Trends by Full and Shared Time Status

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

Enrollment Status	2016-17	2017-18	2018-19
Full Time Students	1,118	1,099	1,133
Shared Time Students	0	0	0
Full Time Equivalent	1,118	1,099	1,133

Enrollment by Home Language

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

Home Language	% of Students
English	86.6%
Spanish	5.6%
Gujarati	1.7%
Urdu	1.1%
Pashto	1.1%
Other Languages	4.0%



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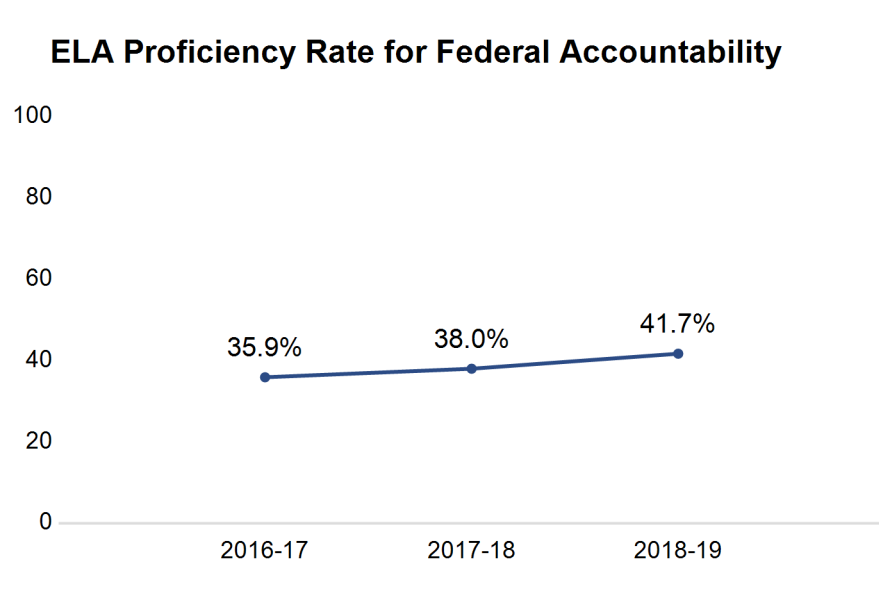
Report Key:

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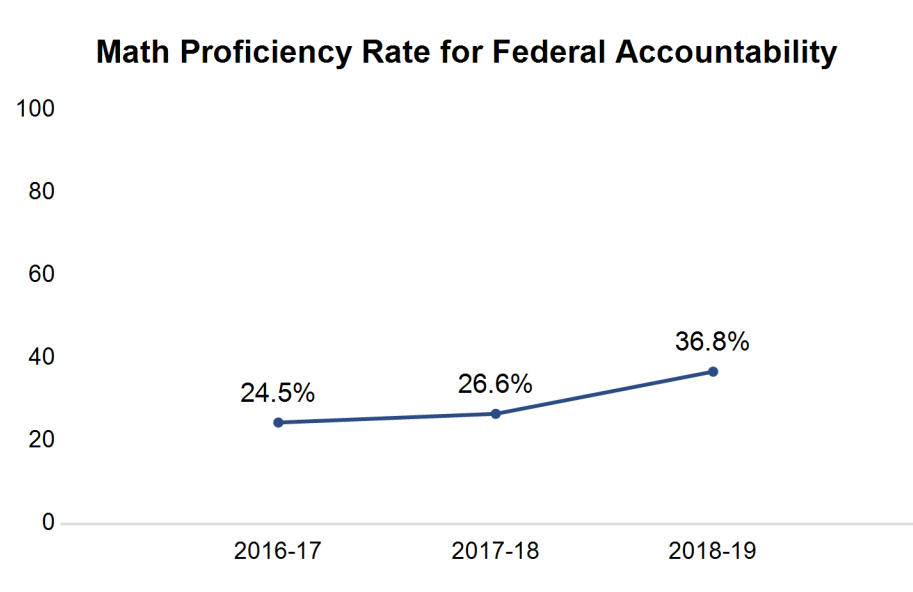
English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	99.1%	98.8%	99.1%	97.3%	98.6%	99.2%
Proficiency Rate for Federal Accountability	35.9%	38.0%	41.7%	24.5%	26.6%	36.8%
Annual Target	30.5%	33.1%	35.7%	25.2%	28.1%	31.0%
Met Annual Target?	Met Target	Met Target	Met Target	Met Target†	Met Target†	Met Target
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	539	99.1	41.7	45.2	57.9	41.7	35.7	Met Target
White	369	99.2	42.5	48.6	66.9	42.5	36.3	Met Target
Hispanic	83	100.0	36.1	37.6	43.9	36.1	32.1	Met Target
Black or African American	38	97.8	36.8	35.5	38.5	36.8	32.1	Met Target
Asian, Native Hawaiian, or Pacific Islander	44	98.0	50.0	*	82.9	50.0	38.9	Met Target
American Indian or Alaska Native	*	*	*	*	56.0	*	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	261	99.3	49.4	54.8	64.8	49.4		
Male	278	99.0	34.5	35.9	51.3	34.5		
Economically Disadvantaged Students	186	98.0	33.3	32.4	40.0	33.3	31.4	Met Target
Non-Economically Disadvantaged Students	353	99.7	46.2	51.3	67.9	46.2		
Students with Disabilities	90	98.0	12.2	*	22.7	12.2	16.1	Met Target†
Students without Disabilities	449	99.4	47.7	*	65.1	47.7		
English Learners	26	100.0	*	*	29.3	*	15.8	Not Met
Non-English Learners	513	99.1	*	*	60.6	*		
Homeless Students	*	*	*	38.5	29.1	*		
Students In Foster Care	*	*	*	*	27.6	*		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.



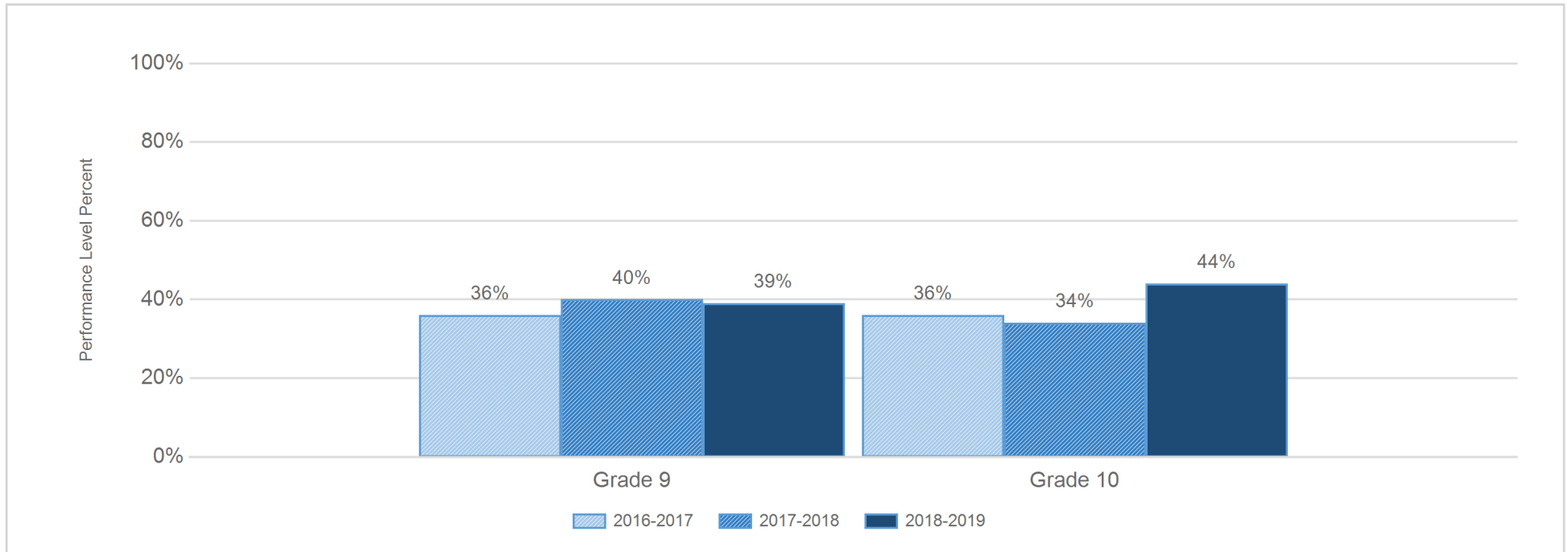
Triton Regional High School
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English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





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English Language Arts Assessment - Performance by Grade: Grade 9

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	304	736	739	753	14%	20%	26%	34%	5%	39%	56%
White	205	741	743	762	12%	18%	26%	38%	6%	44%	65%
Hispanic	45	725	726	737	*	24%	38%	*	*	22%	40%
Black or African American	23	716	730	732	*	*	*	*	*	26%	33%
Asian, Native Hawaiian, or Pacific Islander	27	740	754	783	*	*	*	*	*	44%	84%
American Indian or Alaska Native	*	*	*	754	*	*	*	*	*	*	57%
Two or More Races	*	*	*	761	*	*	*	*	*	*	63%
Female	142	743	747	760	8%	20%	25%	*	*	46%	63%
Male	162	730	730	746	20%	20%	27%	*	*	33%	49%
Economically Disadvantaged Students	114	723	726	734	23%	27%	24%	*	*	26%	36%
Non-Economically Disadvantaged Students	190	744	745	762	9%	16%	28%	*	*	47%	65%
Students with Disabilities	49	704	704	717	41%	31%	*	*	*	12%	17%
Students without Disabilities	255	742	746	760	9%	18%	*	*	*	44%	63%
English Learners	14	692	692	693	*	*	*	*	*	*	*
Non-English Learners	290	738	739	755	*	*	*	*	*	*	*
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	22%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	56%
Migrant Students	N	N	N	715	N	N	N	N	N	N	23%



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English Language Arts Assessment - Performance by Grade: Grade 10

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	250	743	747	757	16%	18%	22%	29%	15%	44%	58%
White	166	742	752	767	16%	20%	23%	27%	14%	41%	67%
Hispanic	41	742	740	738	*	*	*	*	*	51%	43%
Black or African American	*	*	*	733	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	23	743	763	792	*	*	*	*	*	48%	84%
American Indian or Alaska Native	N	N	*	754	N	N	N	N	N	N	56%
Two or More Races	*	*	*	766	*	*	*	*	*	*	65%
Female	125	749	757	766	15%	17%	16%	33%	19%	52%	66%
Male	125	737	737	749	18%	19%	28%	25%	10%	35%	51%
Economically Disadvantaged Students	79	734	731	735	22%	14%	24%	*	*	41%	40%
Non-Economically Disadvantaged Students	171	747	754	767	14%	20%	21%	*	*	45%	67%
Students with Disabilities	39	701	697	711	51%	*	*	*	*	13%	19%
Students without Disabilities	211	751	756	765	10%	*	*	*	*	49%	65%
English Learners	10	677	677	687	*	*	*	*	*	*	*
Non-English Learners	240	746	747	760	*	*	*	*	*	*	*
Homeless Students	*	*	737	723	*	*	*	*	*	*	32%
Students in Foster Care	N	N	*	710	N	N	N	N	N	N	22%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	710	N	N	N	N	N	N	10%



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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	467	99.2	36.8	34.8	44.5	36.8	31	Met Target
White	324	99.4	38.0	39.3	54.1	38.0	30.6	Met Target
Hispanic	70	100.0	32.9	27.5	28.8	32.9	27	Met Target
Black or African American	*	*	*	*	23.0	*	25.3	Met Target
Asian, Native Hawaiian, or Pacific Islander	41	97.8	43.9	*	76.5	43.9	45.6	Met Target†
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	222	99.1	36.9	36.4	44.9	36.9		
Male	245	99.2	36.7	33.3	44.2	36.7		
Economically Disadvantaged Students	152	98.1	30.3	26.7	26.3	30.3	29.7	Met Target
Non-Economically Disadvantaged Students	315	99.7	40.0	38.2	54.9	40.0		
Students with Disabilities	44	98.0	18.2	*	17.4	18.2	17.8	Met Target
Students without Disabilities	423	99.3	38.8	*	50.0	38.8		
English Learners	24	100.0	12.5	*	25.0	12.5	11.9	Met Target
Non-English Learners	443	99.1	38.1	*	46.5	38.1		
Homeless Students	*	*	*	25.0	17.1	*		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



Triton Regional High School

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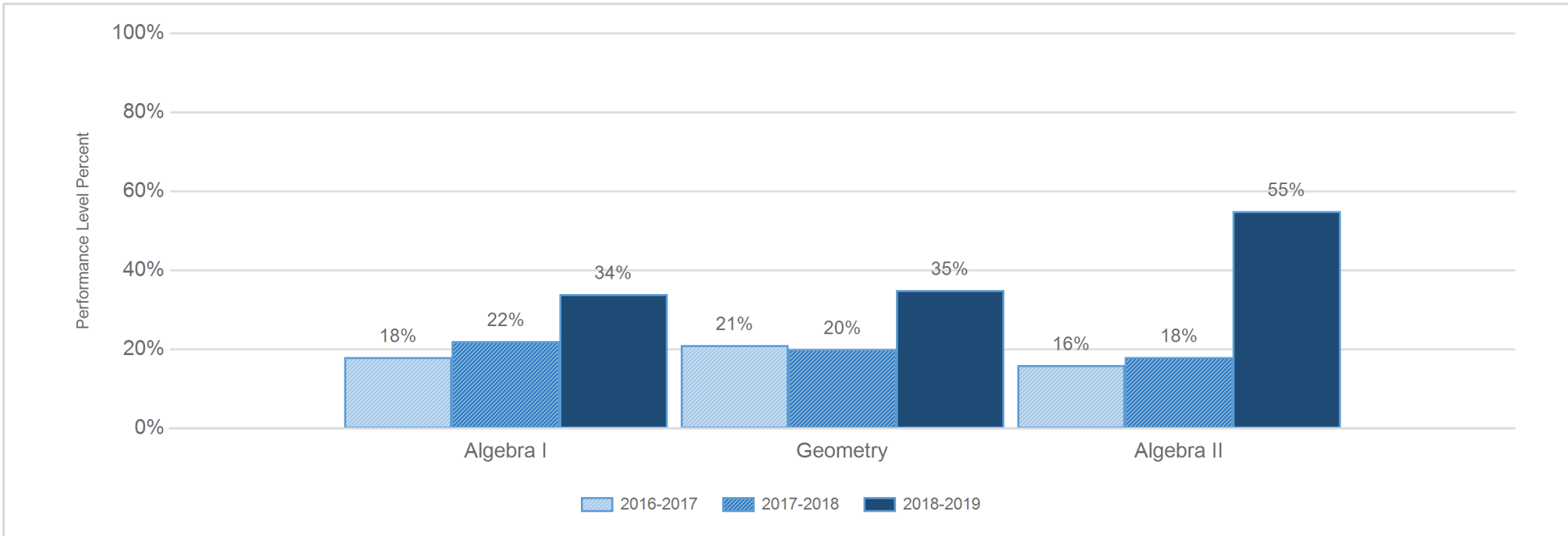
** Accountability calculations require 20 or more students

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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



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Mathematics Assessment - Performance by Test: Algebra I

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

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	226	737	738	744	6%	26%	35%	*	*	34%	42%
White	148	738	741	752	*	*	36%	35%	0%	35%	53%
Hispanic	41	734	733	728	*	34%	*	32%	0%	32%	24%
Black or African American	18	732	734	725	*	*	*	*	*	28%	20%
Asian, Native Hawaiian, or Pacific Islander	19	745	*	775	0%	*	*	*	*	32%	76%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	N	N	*	752	N	N	N	N	N	N	51%
Female	102	738	739	745	*	*	35%	*	*	32%	44%
Male	124	737	738	743	*	*	35%	*	*	35%	41%
Economically Disadvantaged Students	92	736	735	727	*	*	35%	*	*	30%	23%
Non-Economically Disadvantaged Students	134	738	740	752	*	*	35%	*	*	36%	52%
Students with Disabilities	24	725	725	717	*	*	*	*	*	25%	12%
Students without Disabilities	202	739	740	748	*	*	*	*	*	35%	47%
English Learners	16	726	726	710	*	*	*	*	*	13%	*
Non-English Learners	210	738	739	745	*	*	*	*	*	35%	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	14%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%



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Mathematics Assessment - Performance by Test: Geometry

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

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	187	737	734	737	6%	27%	32%	*	*	35%	35%
White	133	738	737	743	*	24%	31%	*	*	38%	43%
Hispanic	24	728	726	724	*	*	42%	*	*	17%	17%
Black or African American	*	*	*	720	*	*	*	*	*	*	14%
Asian, Native Hawaiian, or Pacific Islander	18	744	*	762	0%	*	*	*	*	44%	70%
American Indian or Alaska Native	N	N	*	736	N	N	N	N	N	N	37%
Two or More Races	*	*	*	745	*	*	*	*	*	*	46%
Female	90	733	735	738	*	28%	28%	*	*	34%	36%
Male	97	740	732	736	*	27%	35%	*	*	35%	34%
Economically Disadvantaged Students	50	734	726	722	*	30%	44%	*	*	22%	16%
Non-Economically Disadvantaged Students	137	738	737	743	*	26%	27%	*	*	39%	43%
Students with Disabilities	14	719	712	712	*	*	*	*	*	14%	*
Students without Disabilities	173	738	736	741	*	*	*	*	*	36%	*
English Learners	*	*	*	708	*	*	*	*	*	*	*
Non-English Learners	*	*	*	738	*	*	*	*	*	*	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	*
Students in Foster Care	N	N	*	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	739	N	N	N	N	N	N	35%
Migrant Students	N	N	N	711	N	N	N	N	N	N	19%



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Mathematics Assessment - Performance by Test: Algebra II

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

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	60	751	748	755	*	*	28%	*	*	55%	58%
White	43	747	751	758	*	*	28%	*	*	49%	62%
Hispanic	*	*	738	731	*	*	*	*	*	*	34%
Black or African American	*	*	*	725	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	*	*	756	777	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	55%
Two or More Races	N	N	N	761	N	N	N	N	N	N	65%
Female	34	754	745	752	*	*	*	*	*	56%	55%
Male	26	748	751	758	*	*	*	*	*	54%	62%
Economically Disadvantaged Students	13	753	*	729	*	*	*	*	*	62%	32%
Non-Economically Disadvantaged Students	47	750	*	761	*	*	*	*	*	53%	65%
Students with Disabilities	*	*	*	715	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	756	*	*	*	*	*	*	60%
English Learners	N	N	N	696	N	N	N	N	N	N	11%
Non-English Learners	60	751	748	755	*	*	28%	*	*	55%	59%
Homeless Students	*	*	*	717	*	*	*	*	*	*	23%
Students in Foster Care	N	N	N	715	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	39%
Migrant Students	N	N	N	*	N	N	N	N	N	N	*



Triton Regional High School

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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	20.5%	40.9%	Not Met

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	40	*	*
3-4	14	*	*
5 or more	*	*	*



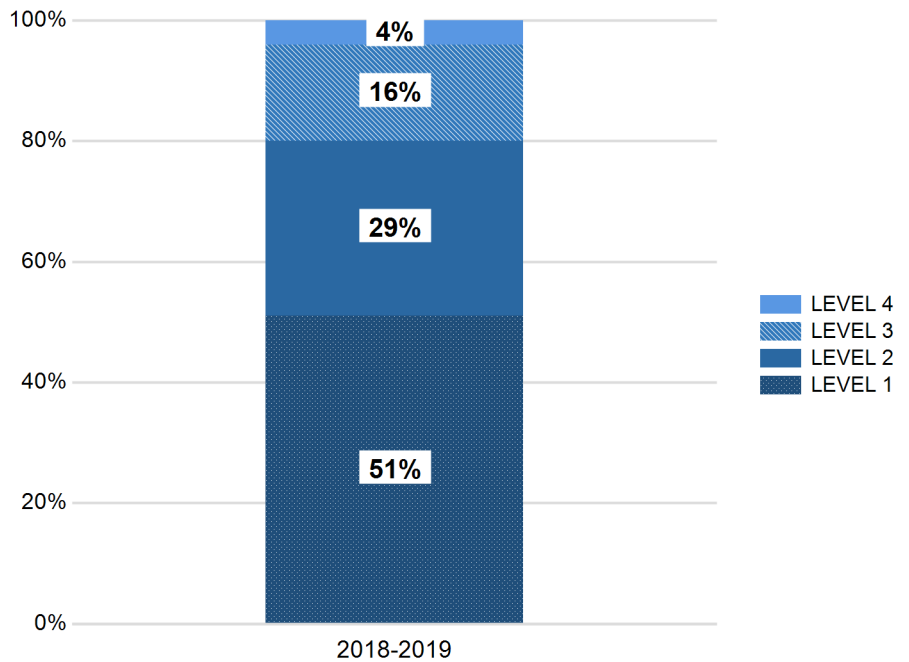
Triton Regional High School
(07-0390-050)
Grades Offered: 09-12
2018-2019

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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the [assessment reports page](#) for DLM results.

NJSLA Science Assessment: Grade 11 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 11

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	51	29	16	4
White	48	33	16	3
Hispanic	59	27	7	7
Black or African American	75	18	4	4
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	49	34	16	1
Male	54	24	15	7
Economically Disadvantaged Students	60	23	14	2
Non-Economically Disadvantaged Students	47	32	16	5
Students with Disabilities	90	8	2	0
Students without Disabilities	42	34	19	5
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	*	*	*	*
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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Information about participation and performance on the PSAT, SAT, and ACT exams comes directly from College Board and ACT.

PSAT, SAT, & ACT - Participation

This table shows information about participation on the PSAT, SAT, and ACT exams. PSAT participation is the percentage of 10th and 11th graders that took the PSAT 10 or PSAT NMSQT exam in 2018-19. SAT and ACT participation rates show the percentage of 12th graders that have taken the SAT or ACT this year or in prior years.

Participation Type	School Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2018-19	100.0%	84.5%
12th graders taking SAT in 2018-19 or prior years	65.7%	72.1%
12th graders taking ACT in 2018-19 or prior years	4.4%	19.6%

PSAT, SAT, & ACT - Performance

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

Participation Type	School Average Score	State Average Score	College Readiness Benchmarks	School - Students Scores at or above Benchmark	State - Students Scores at or above Benchmark
PSAT 10/NMSQT - Reading and Writing	429	476	Grade 10: 430 Grade 11: 460	44%	61%
PSAT 10/NMSQT - Math	440	477	Grade 10: 480 Grade 11: 510	27%	43%
SAT - Reading and Writing	495	539	480	54%	70%
SAT - Math	508	541	530	38%	53%
ACT - Reading	19	25	22	42%	66%
ACT - English	18	24	18	50%	81%
ACT - Math	19	24	22	25%	65%
ACT - Science	18	24	23	33%	57%



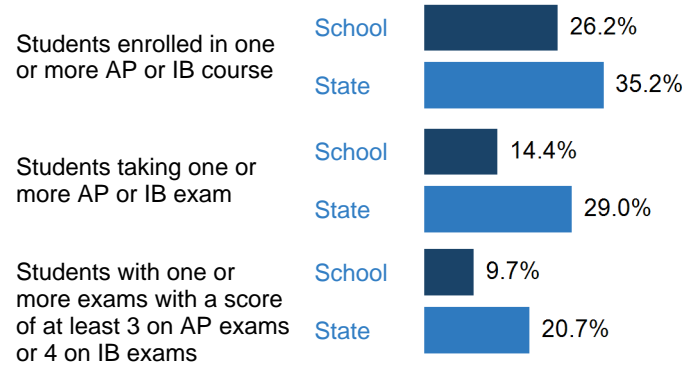
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate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

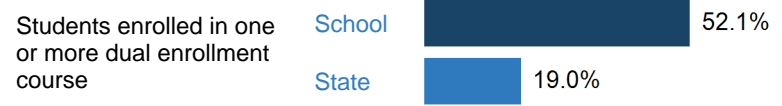
AP/IB Coursework – Participation and Performance

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



Dual Enrollment Coursework - Participation

This graph shows the percentage of 11th and 12th graders who were enrolled in at least one dual enrollment course during the school year. Dual enrollment courses allow high school students to enroll in college courses for credit prior to their high school graduation.



AP/ IB Courses Offered

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

AP/IB Course	Students Enrolled	Students Tested
AP Biology	39	27
AP Calculus AB	10	3
AP English Language and Composition	44	36
AP English Literature and Composition	34	10
AP Environmental Science	9	5
AP Music Theory	1	2
AP Physics 1	0	16
AP Physics 2	0	4
AP Physics B	45	0
AP Psychology	35	14
AP Statistics	36	14
AP Studio Art—Two-Dimensional	19	10
AP U.S. History	47	32
Total Exams taken		173
Exams with scores of at least 3 on AP exams or 4 on IB exams		105



Triton Regional High School

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

Career and Technical Education Participation

The graphs below show the percentage of students in grades 9 through 12 who were enrolled in courses in approved Career and Technical Education (CTE) programs. Students enrolled in shared-time Career and Technical Education programs in a county vocational school district are included in the percentages for both the county vocational school and their sending school.

CTE Participants

(completed only one course in an approved CTE program)



CTE Concentrators

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



Structured Learning Experiences Participation

The graph below shows the percentage of students in grades 9 through 12 who participated in Structured Learning Experiences during the school year. Structured Learning Experiences can include work-based learning programs, internships, apprenticeships, and service learning experiences and can be paid or unpaid.

Structured Learning Experiences





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Career and Technical Education Participation by Student Group

This table shows the percentage of students, both overall and by student group, in grades 9 through 12 who were enrolled in courses in approved Career and Technical Education (CTE) programs. CTE participants have completed only one course in an approved CTE program. CTE concentrators have completed two or more courses in a single approved CTE program and/or have completed the entire CTE program. Students enrolled in shared-time CTE programs in a county vocational school district are included in the percentages for both the county vocational school and their sending high school.

Student Group	School: % CTE Participants	School: % CTE Concentrators	State: % CTE Participants	State: % CTE Concentrators
Schoolwide	11.5%	*	7.7%	10.3%
White	12.4%	*	6.1%	9.6%
Hispanic	9.9%	0.0%	10.3%	11.3%
Black or African American	*	0.0%	9.0%	11.2%
Asian, Native Hawaiian, or Pacific Islander	11.5%	0.0%	5.8%	9.3%
American Indian or Alaska Native	N	N	10.3%	12.7%
Two or More Races	*	*	6.8%	12.1%
Female	5.2%	*	7.3%	10.6%
Male	17.5%	*	8.0%	10.1%
Economically Disadvantaged Students	11.1%	*	10.4%	11.8%
Students with Disabilities	8.5%	*	6.6%	9.2%
English Learners	*	0.0%	8.7%	3.2%
Homeless Students	0.0%	0.0%	8.1%	6.6%
Students In Foster Care	*	*	6.4%	5.0%
Military-Connected Students	N	N	9.7%	13.3%
Migrant Students	N	N	10.4%	*



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Industry-Valued Credentials

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

Students Earning Industry-Valued Credentials



Industry-Valued Credentials by Career Cluster

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

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total credentials earned
Architecture & Construction	137		
Total (All Clusters)	137	0	0



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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	184	66	0	0	0	0	172
10	16	168	58	0	0	0	52
11	34	18	110	64	0	10	32
12	1	4	5	23	21	80	121
Total	235	256	173	87	21	90	377
Enrolled in AP/IB Course					10	36	0
Enrolled in Dual Enrollment Course	0	0	0	0	21	90	0

Science - Course Participation

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

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	31	0	0	2	299	9
10	124	57	0	9	81	7
11	45	138	0	83	43	13
12	23	5	0	16	39	52
Total	223	200	0	110	462	81
Enrolled in AP/IB Course	39	0		9	45	0
Enrolled in Dual Enrollment Course	39	0	0	9	45	39



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Social Studies and History - Course Participation

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

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	304	39	0	0	1	0
10	11	264	0	2	0	2
11	2	305	0	49	7	22
12	0	56	0	60	5	20
Total	317	664	0	111	13	44
Enrolled in AP/IB Course	0	47	0	35		0
Enrolled in Dual Enrollment Course	0	47	0	35	0	0

World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	115	25	28	0	0	0	0
10	183	35	21	0	0	0	0
11	127	26	14	0	0	0	0
12	38	19	11	0	0	0	0
Total	463	105	74	0	0	0	0
Enrolled in AP/IB Course	0	0	0	0	0	0	0
Enrolled in Dual Enrollment Course	103	37	19	0	0	0	0
Enrolled in Level 3 or Higher	103	37	19	0	0	0	0



Triton Regional High School

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Computer Science and Information Technology – Course Participation

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

Grade	Computer Programming	Computing Systems	Other Computer Science	Networking	Information Systems	Other IT
9	N	N	N	N	N	N
10	N	N	N	N	N	N
11	N	N	N	N	N	N
12	N	N	N	N	N	N
Total	0	0	0	0	0	0
Enrolled in AP/IB Course	0		0			0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0



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Seal of Biliteracy

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

Language	Students Earning a Seal of Biliteracy
Italian	*
Spanish	*
Turkish	*
Total	11



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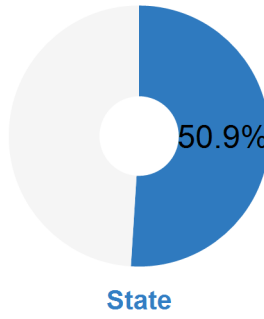
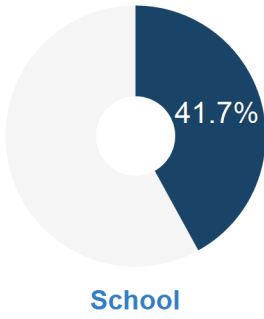
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Visual and Performing Arts – Course Participation

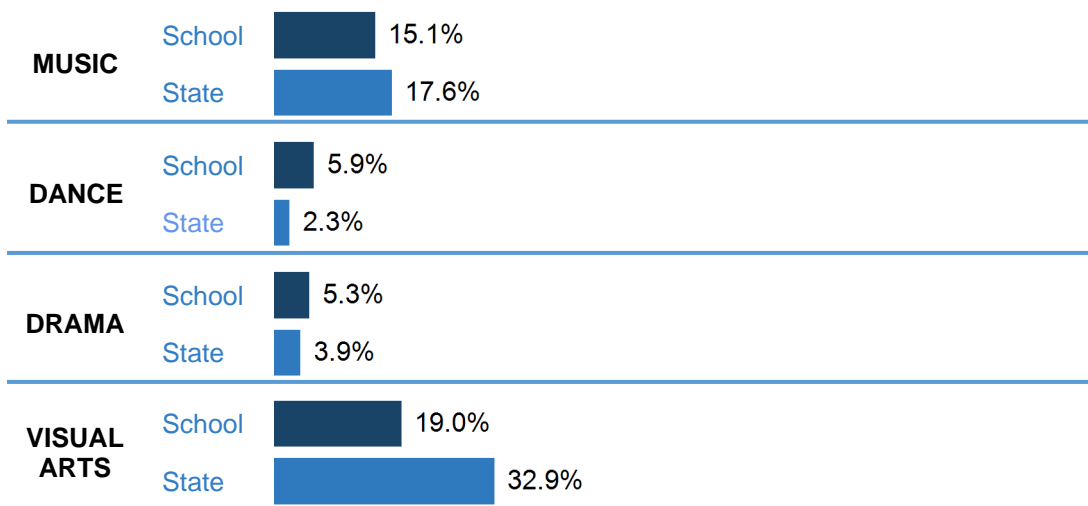
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 9-12:

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



Students enrolled in one or more classes by discipline:





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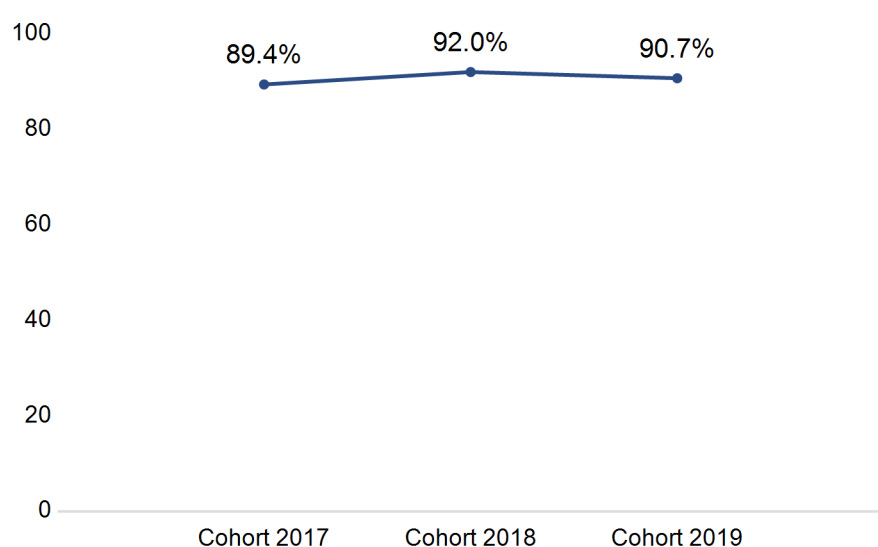
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Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the [NJDOE Graduation Rate page](#).

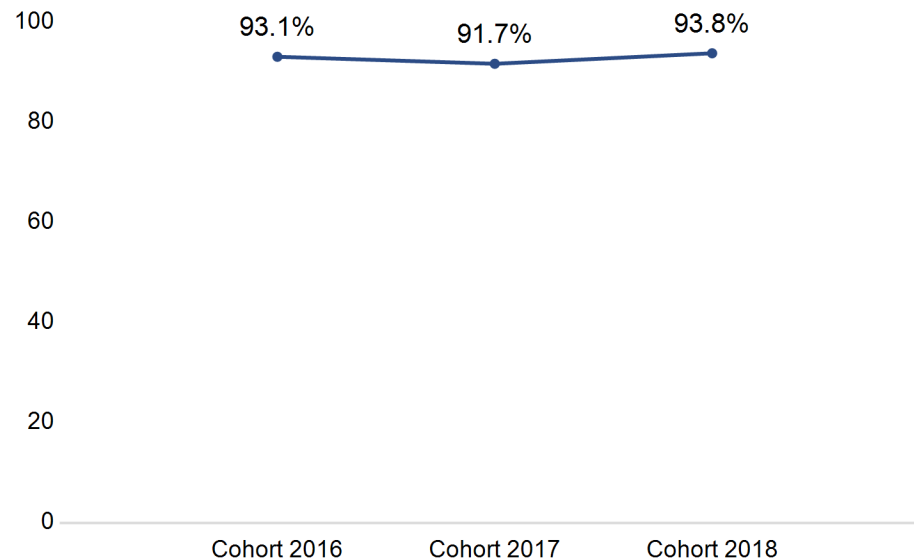
Graduation Rate Trends and Progress

These graphs show the 4-year and 5-year adjusted cohort graduation rates for the most recent three cohorts of students. The table below shows whether annual targets were met for each cohort. Note that for accountability and annual targets, graduation data from the prior year is used, so annual target status for Cohort 2019 4-Year and Cohort 2018 5-Year are not provided.

4-Year Graduation Rate Trends



5-Year Graduation Rate Trends



Performance Measure	Cohort 2017 4-Year Rate	Cohort 2018 4-Year Rate	Cohort 2019 4-Year Rate	Cohort 2016 5-Year Rate	Cohort 2017 5-Year Rate	Cohort 2018 5-Year Rate
Graduation Rate	89.4%	92.0%	90.7%	93.1%	91.7%	93.8%
Annual Target	87.3%	87.7%		88.0%	88.4%	
Met Annual Target?	Met Target	Met Target		Met Target	Met Target	
Statewide Graduation Rate	90.5%	90.9%	90.6%	91.8%	92.4%	92.5%



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Graduation Rates

This table shows 4-year and 5-year graduation rates both overall and by student group. Annual ESSA accountability targets for the Class of 2018 4-year rate and the Class of 2017 5-year rates are included with a flag for whether the annual targets were met. Student group rows where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these [accountability resources](#).

Student Group	School - Class of 2019: 4 Year Rate	State - Class of 2019: 4 Year Rate	School - Class of 2018: 5 Year Rate	State - Class of 2018: 5 Year Rate	Class of 2018: 4 Year Rate	Class of 2018: 4 Year Target	Class of 2018: Met Target	Class of 2017: 5 Year Rate	Class of 2017: 5 Year Target	Class of 2017: Met Target
Schoolwide	90.7%	90.6%	93.8%	92.5%	92.0%	87.7%	Met Target	91.7%	88.4%	Met Target
White	92.2%	94.9%	92.9%	95.9%	92.0%	88.4%	Met Target	91.1%	89.1%	Met Target
Hispanic	77.8%	84.5%	*	87.3%	*	80.4%	Met Target	85.0%	87.8%	Not Met
Black or African American	88.5%	83.3%	*	87.1%	*	N	Met Goal	100.0%	N	Met Goal
Asian, Native Hawaiian or Pacific Islander	*	96.9%	*	97.8%	*	91.9%	Not Met	*	N	Met Goal
American Indian or Alaska Native	N	92.2%	N	88.9%	N	N	N	N	N	N
Two or More Races	*	91.4%	*	94.2%	*	**	**	*	**	**
Female	91.7%	92.8%	95.7%	94.4%	94.2%			91.4%		
Male	89.7%	88.5%	91.9%	90.8%	89.8%			92.0%		
Economically Disadvantaged Students	75.7%	84.0%	91.9%	87.3%	84.2%	80.0%	Met Target	87.6%	84.3%	Met Target
Students with Disabilities	75.7%	79.2%	81.0%	83.8%	77.3%	75.2%	Met Target	94.7%	81.0%	Met Target
English Learners	*	75.4%	*	80.1%	*	**	**	*	**	**
Homeless Students	*	74.6%	N	78.3%	N			*		
Students in Foster Care	*	57.6%	N	82.5%	N			N		
Migrant Students	N	83.3%	N	85.0%	N			N		



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Graduation Pathways

This table shows the percentage of Cohort 2019 graduates that met high school graduation requirements through each type of graduation pathway for both English Language Arts (ELA) and Math.

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
Statewide Assessment	52.9%	55.9%
Substitute Competency Test	35.0%	27.8%
Portfolio Appeals Process	7.2%	9.1%
Alternate Requirements specified in IEP	4.9%	7.2%
Unknown	0.0%	0.0%

Dropout Rate Trends

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

School Year	School Rate	State Rate
2018-2019	0.9%	1.2%
2017-2018	1.5%	1.2%
2016-2017	1.2%	1.1%



Triton Regional High School

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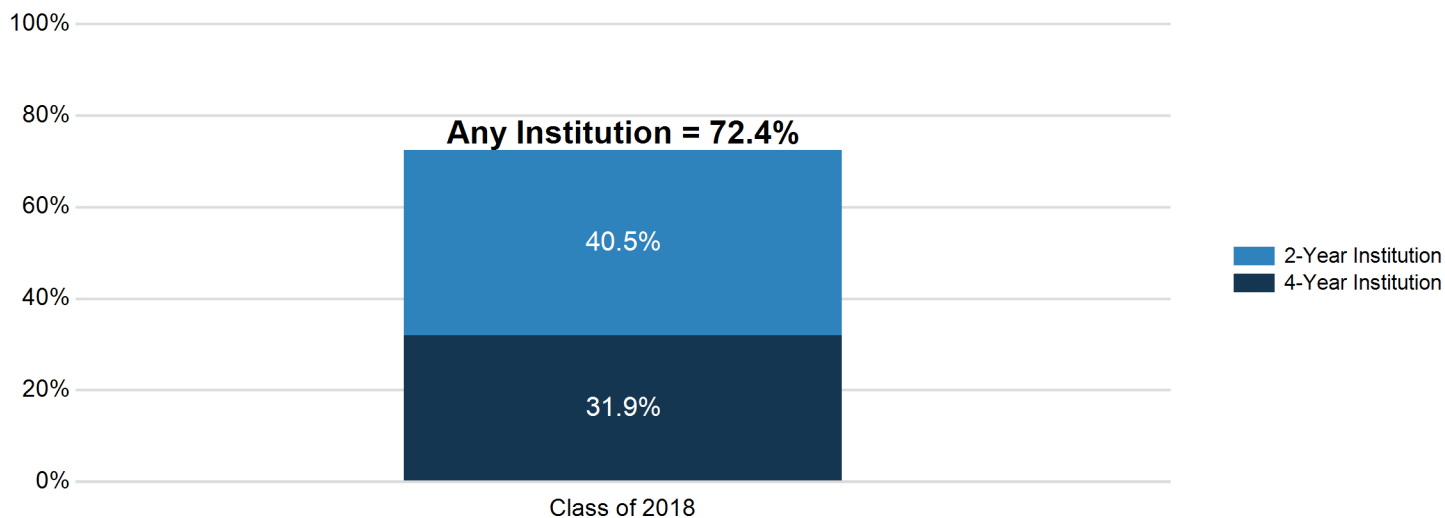
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Information about students enrolling in colleges and universities after graduation is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

Postsecondary Enrollment Rate Summary

The graphs and tables below show the percentage of graduates that have enrolled in 2-year and 4-year institutions within 16 months of graduating from high school.

Postsecondary Enrollment 16 months after Graduation



Performance Measure	Class of 2018
% Enrolled in 2-Year Institution	40.5%
% Enrolled in 4-Year Institution	31.9%
% Enrolled in Any Postsecondary Institution	72.4%



Triton Regional High School
(07-0390-050)
Grades Offered: 09-12
2018-2019

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Information about students enrolling in colleges and universities after graduation is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

Postsecondary Enrollment Rates: Fall

This table shows information about Class of 2019 high school graduates enrolled in postsecondary institutions by the fall of 2019. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the next two columns show the percentage of those enrolled students that were enrolled in 2-year and 4-year institutions.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	72%	28.7%	71.3%
Schoolwide	61.9%	53.6%	46.4%
White	59.7%	51.8%	48.2%
Hispanic	48.3%	71.4%	28.6%
Black or African American	65.4%	64.7%	35.3%
Asian, Native Hawaiian, or Pacific Islander	95.5%	42.9%	57.1%
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	52.9%	60.9%	39.1%
Students with Disabilities	38.2%	84.6%	15.4%
English Learners	64.3%	88.9%	11.1%

Postsecondary Enrollment Rates: 16 month

This table shows information about Class of 2018 high school graduates enrolled in postsecondary institutions by the fall of 2019. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the following sets of columns show the percentage of those enrolled students that were enrolled in 2-year and 4-year institutions, public or private institutions, and in-state and out-of-state institutions.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	77.8%	30.9%	69.1%	72.9%	27.1%	65.5%	34.5%
Schoolwide	72.4%	55.9%	44.1%	88.7%	11.3%	80.6%	19.4%
White	72%	56.3%	43.8%	89.6%	10.4%	81.3%	18.8%
Hispanic	66.7%	50%	50%	90%	10%	80%	20%
Black or African American	85%	47.1%	52.9%	70.6%	29.4%	58.8%	41.2%
Asian, Native Hawaiian, or Pacific Islander	68.2%	66.7%	33.3%	100%	0%	100%	0%
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N
Economically Disadvantaged Students	63%	67.4%	32.6%	97.8%	2.2%	93.5%	6.5%
Students with Disabilities	48.6%	72.2%	27.8%	88.9%	11.1%	61.1%	38.9%
English Learners	*	*	*	*	*	*	*



Triton Regional High School

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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

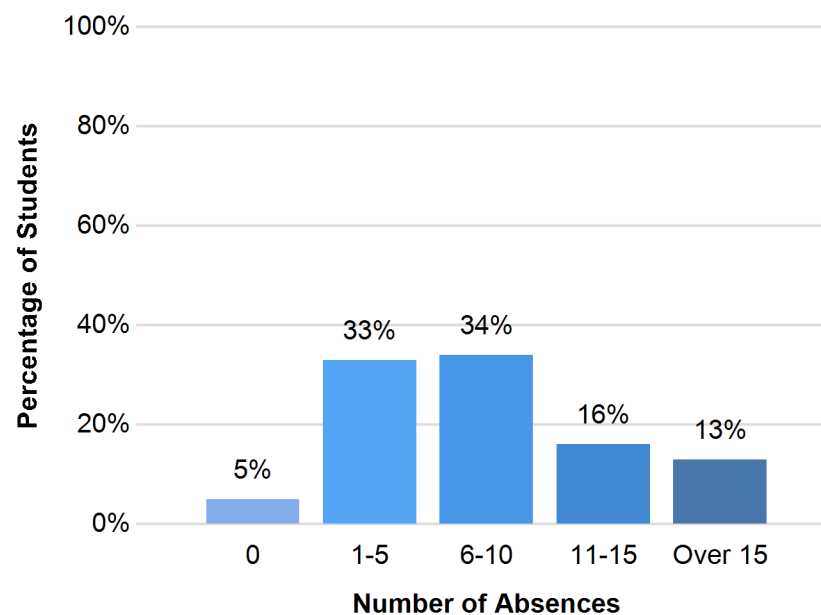
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	107	9.1	14.2	Met
White	77	9.7	14.2	Met
Hispanic	18	10.8	14.2	Met
Black or African American	*	*	14.2	Met
Asian, Native Hawaiian, or Pacific	4	3.8	14.2	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	68	11.8		
Male	39	6.5		
Economically Disadvantaged Students	40	10.1	14.2	Met
Students with Disabilities	38	16.0	14.2	Not Met
English Learners	2	3.5	14.2	Met
Homeless Students	3	25.0		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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





Triton Regional High School

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2018-2019

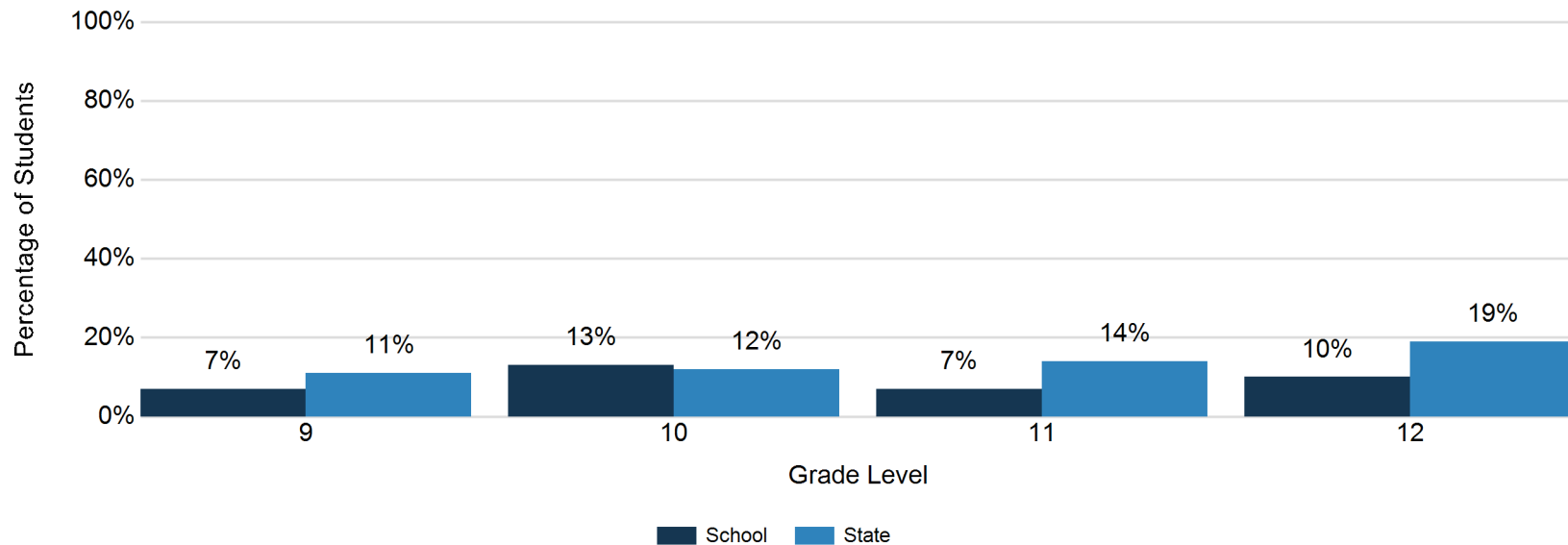
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Chronic Absenteeism by Grade

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





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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	14
Weapons	0
Vandalism	3
Substances	25
Harassment, Intimidation, Bullying (HIB)	9
Total Unique Incidents	51
Incidents Per 100 Students Enrolled	4.50

Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	1	1	2
Religion	0	0	0
Ancestry	0	1	1
Gender	1	0	1
Sexual Orientation	2	2	4
Disability	1	1	2
Other	9	6	15
No Identified Nature	0		0

Police Notifications

This table shows, by incident type, the number of cases where an incident led to police notification.

Incident Type	Incidents Reported to Police
Violence	8
Weapons	0
Vandalism	3
Substances	3
Harassment, Intimidation, Bullying (HIB)	2
Other Incidents Leading to Removal	2

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	67	5.9%
Any Suspension	67	5.9%
Removal to other education program	17	1.5%
Expulsion	0	0.0%
Arrest	18	1.6%

School Days Missed due to Out-of-School Suspensions
460



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School Day

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

Category	School
Typical Start Time	7:25 AM
Typical End Time	2:00 PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	6 Hrs 7 Mins
Shared Time - Instructional Time	6 Hrs. 7 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2018-19	1:1



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Key terms for staff data:

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

Teachers: All classroom teachers

Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	96	118,214
Average years experience in public schools	12.6	12.1
Average years experience in district	10.9	10.8
Percentage of Teachers with 4 or more years experience in the district	79.2%	75.3%

Administrators – Experience (District Level)

This table shows information about the experience of administrators assigned to this district and across the state.

Category	Admin. in District	Admin. in State
Total Number of administrators	34	9,530
Average years experience in public schools	19.1	16.0
Average years experience in district	11.4	12.0
Percentage of Administrators with 4 or more years experience in the district	70.6%	76.9%

Student and Staff Ratios

This table shows ratios of students and staff members in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.

Ratio	School Ratio	District Ratio
Students to Teachers	12:1	12:1
Students to Administrators	142:1	102:1
Teachers to Administrators	12:1	8:1
Students to Librarians/Media Specialists		1161:1
Students to Nurses		1161:1
Students to Counselors		194:1
Students to Child Study Team Members		348:1



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Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	49.1%	62.5%	50.0%	48.4%	77.1%	54.9%
Male	50.9%	37.5%	50.0%	51.6%	22.9%	45.1%
White	67.1%	96.9%	75.0%	42.4%	83.6%	77.4%
Hispanic	14.2%	2.1%	12.5%	29.9%	7.3%	7.2%
Black or African American	8.8%	1.0%	12.5%	15.0%	6.6%	13.9%
Asian	9.1%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.1%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.7%	0.0%	0.0%	2.1%	0.2%	0.2%



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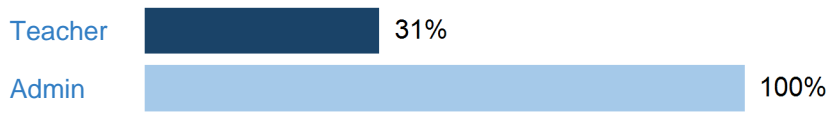
Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	90.5%	90.5%
2017-18 Administrators: Same district 2018-19	88.6%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	96.0%



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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.



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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).

Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.

Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less

Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Targeted Support and Improvement
Category of Identification	Low Performing Student Group (ATSI)
Year Eligible to Exit Status	2022
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	Low Performing Student Group (ATSI)
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.



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For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	35.9%	38.0%	41.7%
Math Proficiency	24.5%	26.6%	36.8%
ELA Growth	N	N	N
Math Growth	N	N	N
4-Year Graduation Rate†	89.4%	92.0%	90.7%
5-Year Graduation Rate†	93.1%	91.7%	93.8%
Progress toward English Language Proficiency		30.6%	20.5%
Chronic Absenteeism	14.0%	12.8%	9.1%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



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For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.



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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

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

† Target was met within a confidence interval (Proficiency) or within one standard deviation (Progress to English Language Proficiency).



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School Narrative

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



Highlights:

- Award winning Percussion, South Jersey Champions 19 years in a row, and Atlantic Coast Champions, 18 years in a row.
- Lighthouse School District, National Green Ribbon school, with an organic garden that is used by our cafeteria and culinary classes.
- Technology is part of each school day, with all students utilizing 1:1 personal Chromebooks.



Mission, Vision, Theme:

Our mission is to educate the whole child. We will lead students to make good academic and social decisions and create a culture where they are engaged, challenged, and involved in their learning. Students will feel physically and emotionally safe and supported by our faculty and staff. They will turnkey that support to their friends and peers and take pride in the school, themselves, and their environment. Students will learn how to live a healthy lifestyle, physically and emotionally.



Awards, Recognition, Accomplishments:

Triton is a National Green Ribbon School and Lighthouse School District. We have an award winning Marching Band, Percussion, and Color Guard. Student awards and accomplishments include, but are not limited to, Prudential Spirit of the Community Award, Widener Leadership Award, 6ABC Best of Class, American Legion Boys State, and American Legion Auxiliary Girls State.



Triton Regional High School

(07-0390-050)

Grades Offered: 09-12




2018-2019

Report Key:

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- ** Accountability calculations require 20 or more students
- N** No Data is available to display
- † This indicates a table specific note, see note below table

School Narrative

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

 <p>Courses, Curriculum, Instruction:</p>	<p>Teachers and students utilize Google Classroom to present instruction and complete assignments. We offer 15 Advanced Placement courses, Dual Credit and College Now. We partnered with Camden County College, so students can graduate with up to a semester's worth of college credits. S.T.E.A.M. Academy is a rigorous two-year program for students in this content. Finishing Trades Institute - Students may attend off-campus vocational program which focuses on drywall finishing, painting, and glazier.</p>
 <p>Sports and Athletics:</p>	<p>Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Cheerleading (Coed), Cross Country (Boys & Girls), Field Hockey (Girls), Football (Boys), Golf (Boys & Girls), Lacrosse (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Boys & Girls), Wrestling (Boys & Girls)</p> <p>Over half of our students participate in our athletic programs. Our Our Boys' Soccer, Girls' Cross Country and Boys' Baseball won their Tri-County Conference Championship. 18 students received first-team All-Conference recognition, 34 students received second-team, and 4 students received All South Jersey recognition.</p>
 <p>Clubs and Activities:</p>	<p>Triton has over 30 different clubs for students to join including, but not limited to, History, World Language, Men and Women's leadership, Technology, Art, and D.E.C.A. We have Interact and Key Club that are service-oriented clubs connected with our community. Our performing arts clubs include the Fall Production, Spring Musical, One-Act Festival, Tri-Tones, Choir, Dance, Marching Band, Indoor Percussion, and Color Guard. Students can also choose to become part of Student Government.</p>



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 <p>Before and After School Programs:</p>	<p>Literary Cafe': English teachers are available two times a week, two-hours a day, and once a week one and a half hours, to provide assistance with Language Arts. We have math extra help once a week after school. Our Library-Media Center is open after-school three days a week, for two hours. We have introduced Science empower hour during our common lunch. Students have access to computers, books, charging stations, and academic assistance. School Counselors are available after school once a week for three hours. Parents or students can schedule appointments for assistance with post-secondary planning, navigating high school, or other issues.</p>
 <p>Staff and Professional Learning:</p>	<p>New Teacher Academy: All non-tenured teachers attend weekly workshops for the first two months of school and then workshops are held on a monthly basis for the remainder of the year. The workshops incorporate Restorative Practices, Wellness, and Academic Rigor. Training to support the 1:1 Chromebook initiative, Google Drive and Google Classroom workshops were offered during the summer and throughout the school year. Mandatory Anti-Bullying and Transgender training.</p>
 <p>Postsecondary Information:</p>	<p>Eighty-six percent of graduating seniors were accepted to a two or four year college or vocational school. Four percent enlisted in a branch of the military. Parents and students are invited to evening workshops to aid in post-secondary decisions and to navigate the financial aid process. Students receive SAT prep courses throughout the year and an optional weekend bootcamp prior to the test administration. Students utilize the Naviance program to help with post-secondary decision making.</p>



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Student Supports and Services:

Life Skills, Behavior Program, and Child Study Team on site for students with disabilities. A Reading Specialist is on staff to provide instruction for students who have deficits in reading skills. I&RS suggests interventions or strategies that can be employed with general education students towards positive outcomes in the areas of Academics, Behavior, Health, and/or Attendance through early intervention. Our ELL program is designed to assist students in the acquisition of English language skills. We have Peer-to-Peer programs to help our students transition to high school.



Student Health and Wellness:

Breakfast is served daily to all students. Yoga and mindfulness is incorporated in Freshman Seminar and Physical Education classes. The PE department offers physical activities each day during lunch and weekly after-school activities for students to stay physically active. We have a Mental Health Counselor, Substance Abuse Counselor, and Anti-Bullying Specialist.



Parent and Community Involvement:

Parent-Teacher-Partnership meets once a month to discuss school programs. PTP fundraises to support scholarships and school projects. Triton is a member of the Runnemede-Bellmawr-Glendora Rotary and Blackwood Kiwanis. Our students participate in community service that supports their national organizations. Parents have access to student grades, attendance, and discipline in real time through a web-based program. Evening services available for financial aid and post-secondary planning.



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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students A Google form was put on our web page for the students to access to ask students how they felt physically and emotionally while they were in school, if they felt bullying was prevalent at Triton, and how they felt about faculty and staff. The responses showed that 90% of our students believe that the faculty and staff protect them from being bullied and over half of the students do not have a concern about bullying. The results of the survey were shared with our School Safety Team.</p>
 <p>Facilities:</p>	<p>Triton was built in 1957. It has since added a new Library Media Center (LMC), science wing, weight room, and auxiliary gymnasium. The LMC is home to the Literacy Lab, Math Lab, Tech Repair, Computer Lab, and charging stations for Chromebooks. Seventy-five percent of the building has air conditioning and all classrooms have smartboards and LCD televisions. We recently added an outdoor area for the students to gather during lunch and/or after school called the "Cappelli Courtyard." New lockers were installed and 80% of the bathrooms have been renovated.</p>



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Other Information

We operate on an alternative bell schedule, a change from the traditional eight-period schedule. Our schedule maximizes resources, relationships, and time for students to make the most of their high school experience. Transition time is reduced by moving towards a rotating four-day design that allows students to meet six times a day, dropping two class periods. As a result, valuable instructional time is gained. With this schedule, more students have the opportunity to engage in academic enrichment activities, participate in co-curricular programs, and eliminate the monotonous “groundhog” effect that can occur with a traditional schedule. Triton Regional High School offers 15 AP courses and 15 honors courses. AP exams are offered and administered in May each year. Honors courses have been established in English, mathematics, science, social studies, fine arts, and world languages. The students recommended for these programs have been selected based on a number of factors including performance on standardized tests, academic performance, and teacher recommendation. The Hometown Hero program was established in 2013. Triton celebrates those who make a difference by inspiring others and volunteering their time to improve our community. Triton Mustangs believe in leadership, social responsibility, focus, dedication, and integrity. Our Mustang team thrives on morals and leadership while forging memories and inspiring dreams. We teach students to lead the way, set high standards for themselves, take pride in their school, and share their glory - just like our hometown heroes. Triton welcomes these heroes into our Mustang family. The Hometown Hero Program furthers our commitment to engage and impact our community as well as provides an opportunity to celebrate their extraordinary efforts and good deeds.