NJ SCHOOL PERFORMANCE REPORT

BRIDGETON HIGH SCHOOL
(11-0540-020)
Grades Offered: 09-12
2017-2018

Report Key:
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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

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School Contact Info

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

Type	Contact Information
County	CUMBERLAND
District	BRIDGETON CITY
Principal Name	MRS. DOLENTE
Address	111 N WEST AVENUE BRIDGETON, NJ 08302
Phone Number	(856)455-8030
Email Address	CDOLENTE@BRIDGETON.K12.NJ.US
Website	https://www.bridgeton.k12.nj.us
Facebook	https://www.facebook.com/bridgetonpublicschools

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Enrollment Trends by Grade

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

Grade	2015-16	2016-17	2017-18
9	444	399	378
10	335	371	342
11	231	268	299
12	239	240	280
Total	1,249	1,278	1,299

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years. Data for some student groups was not available before 2016-17.

Student Group	2015-16	2016-17	2017-18
Female	48.1%	49.6%	49.4%
Male	51.9%	50.4%	50.6%
Economically Disadvantaged Students	80.0%	79.5%	84.3%
Students with Disabilities	9.9%	9.9%	10.2%
English Learners	6.9%	8.1%	9.5%
Homeless Students		3.8%	4.1%
Students in Foster Care		0.4%	0.7%
Military-Connected Students		0.0%	0.0%
Migrant Students		1.8%	1.4%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2015-16	2016-17	2017-18
White	7.2%	6.1%	5.5%
Hispanic	62.5%	66.5%	68.7%
Black or African American	28.6%	25.4%	24.4%
Asian	0.2%	0.1%	0.2%
Native Hawaiian or Pacific Islander	0.0%	0.1%	0.0%
American Indian or Alaska Native	0.4%	0.7%	0.3%
Two or More Races	1.1%	1.2%	0.9%

Enrollment Trends by Full and Shared Time Status

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

Enrollment Status	2015-16	2016-17	2017-18
Full Time Students	1,215	1,261	1,291
Shared Time Students	67	33	15
Full Time Equivalent	1,249	1,278	1,299

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
Spanish	57.8%
English	41.9%
Other Languages	0.3%

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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	636	96.8	22.5	21.1	56.7	22.5	27.3	Not Met
White	30	100.0	23.3	29.1	65.6	23.3	38.1	Not Met
Hispanic	447	97.1	22.6	22.6	42.5	22.6	29.2	Not Met
Black or African American	149	96.2	20.8	14.6	37.3	20.8	18.5	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	82.3	*	**	**
American Indian or Alaska Native	*	*	*	*	52.7	*	**	**
Two or More Races	*	*	*	14.0	63.4	*	**	**
Female	325	97.1	28.3	26.0	64.5	28.3		
Male	311	96.4	16.4	15.8	49.4	16.4		
Economically Disadvantaged Students	522	96.8	21.1	*	38.5	21.1	26.8	Not Met
Non-Economically Disadvantaged Students	114	96.8	29.0	*	67.5	29.0		
Students with Disabilities	71	95.0	*	*	21.6	*	9.3	Not Met
Students without Disabilities	565	97.0	*	*	63.9	*		
English Learners	66	93.1	*	11.5	27.3	*	4	Met Target†
Non-English Learners	570	97.2	*	25.3	59.4	*		
Homeless Students	18	82.6	22.2	17.6	27.7	16.2		
Students In Foster Care	*	*	*	15.4	26.3	*		
Military-Connected Students	N	N	N	N	57.4	N		
Migrant Students	*	*	*	14.3	30.1	*		

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	340	722	722	752	29%	24%	25%	*	*	22%	55%
White	13	721	721	760	*	*	*	*	*	15%	64%
Hispanic	245	723	723	735	27%	22%	27%	*	*	24%	38%
Black or African American	77	718	718	734	36%	25%	21%	*	*	18%	34%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	782	*	*	*	*	*	*	83%
American Indian or Alaska Native	*	*	*	752	*	*	*	*	*	*	51%
Two or More Races	*	*	*	760	*	*	*	*	*	*	63%
Female	161	730	730	759	22%	19%	27%	*	*	31%	63%
Male	179	714	714	744	34%	28%	23%	*	*	15%	46%
Economically Disadvantaged Students	286	720	720	733	30%	24%	25%	*	*	21%	34%
Non-Economically Disadvantaged Students	54	729	729	761	22%	22%	26%	*	*	30%	65%
Students with Disabilities	37	687	687	716	*	*	*	*	*	*	15%
Students without Disabilities	303	726	726	758	*	*	*	*	*	*	62%
English Learners	35	683	683	691	*	*	*	*	*	*	*
Non-English Learners	305	726	726	755	*	*	*	*	*	*	*
Homeless Students	10	716	716	720	*	*	*	*	*	20%	22%
Students in Foster Care	*	*	*	719	*	*	*	*	*	*	20%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	54%
Migrant Students	*	*	*	696	*	*	*	*	*	*	10%

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 10

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	314	720	720	749	33%	21%	23%	20%	3%	23%	51%
White	18	714	714	756	*	*	*	*	*	28%	58%
Hispanic	216	720	720	733	31%	22%	25%	*	*	22%	38%
Black or African American	75	718	718	728	36%	20%	20%	*	*	24%	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	782	N	N	N	N	N	N	78%
American Indian or Alaska Native	*	*	*	744	*	*	*	*	*	*	50%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	174	727	727	759	24%	22%	27%	*	*	26%	60%
Male	140	711	711	739	44%	19%	18%	*	*	19%	42%
Economically Disadvantaged Students	250	717	717	730	36%	22%	21%	*	*	21%	34%
Non-Economically Disadvantaged Students	64	732	732	758	20%	17%	31%	*	*	31%	59%
Students with Disabilities	37	688	688	707	*	*	*	*	*	*	15%
Students without Disabilities	277	724	724	756	*	*	*	*	*	*	57%
English Learners	27	673	673	684	*	*	*	*	*	*	*
Non-English Learners	287	724	724	752	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	23%
Students in Foster Care	N	N	N	707	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	*	*	*	706	*	*	*	*	*	*	18%

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 11

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	299	731	731	736	21%	19%	26%	29%	4%	34%	39%
White	17	730	730	737	*	*	*	*	*	35%	41%
Hispanic	203	735	735	731	17%	19%	27%	33%	5%	37%	35%
Black or African American	74	718	718	729	32%	20%	27%	*	*	20%	31%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	759	*	*	*	*	*	*	60%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	25%
Two or More Races	*	*	*	737	*	*	*	*	*	*	39%
Female	148	742	742	745	16%	12%	26%	*	*	47%	48%
Male	151	720	720	728	26%	26%	26%	*	*	21%	31%
Economically Disadvantaged Students	241	731	731	730	21%	19%	26%	*	*	34%	33%
Non-Economically Disadvantaged Students	58	728	728	739	21%	22%	26%	*	*	31%	42%
Students with Disabilities	25	692	692	708	*	*	*	*	*	*	13%
Students without Disabilities	274	734	734	742	*	*	*	*	*	*	44%
English Learners	23	695	695	702	*	*	*	*	*	*	*
Non-English Learners	276	734	734	738	*	*	*	*	*	*	*
Homeless Students	12	720	720	721	*	*	*	*	*	17%	22%
Students in Foster Care	*	*	*	708	*	*	*	*	*	*	19%
Military-Connected Students	N	N	N	729	N	N	N	N	N	N	31%
Migrant Students	*	*	*	707	*	*	*	*	*	*	*

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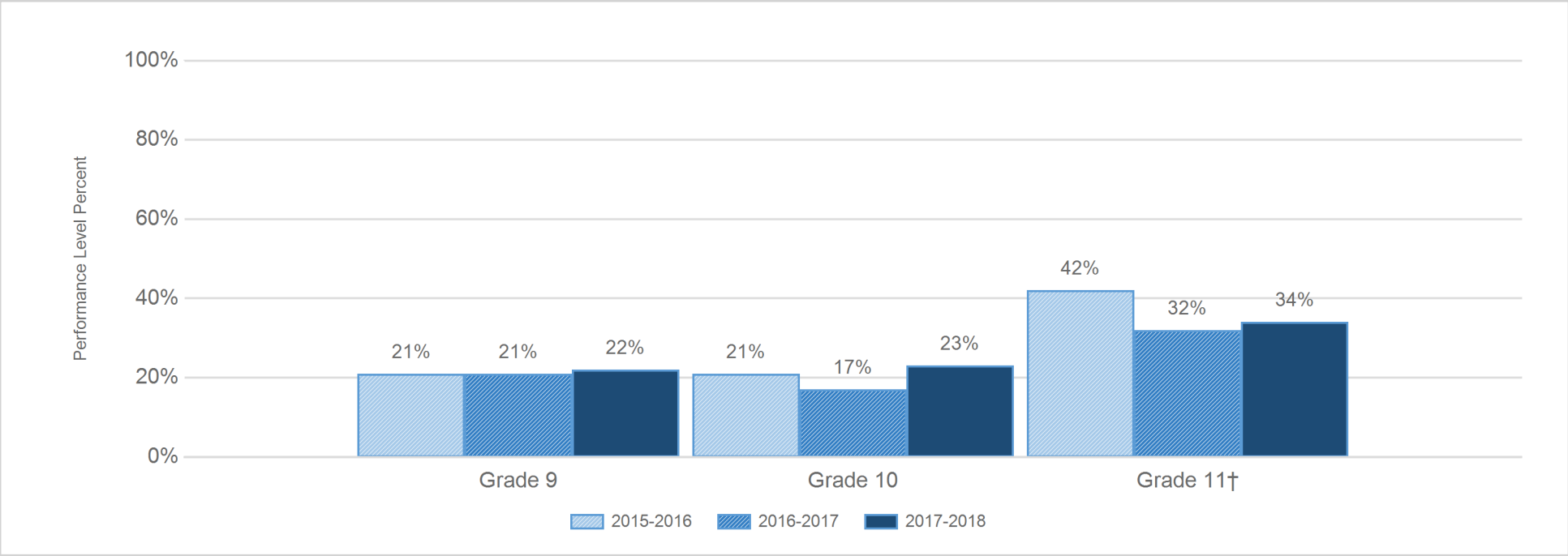
English Language Arts/Literacy Assessment - Performance Trends

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



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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	635	94.0	*	*	45.0	*	17.8	Not Met
White	30	97.0	13.3	22.5	54.1	13.3	23.7	Not Met
Hispanic	441	94.9	10.9	16.3	29.2	10.9	20.7	Not Met
Black or African American	154	92.2	*	*	23.4	*	10.7	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	77.0	*	**	**
American Indian or Alaska Native	*	*	*	*	42.5	*	**	**
Two or More Races	*	*	*	*	53.0	*	**	**
Female	326	94.6	*	*	46.0	*		
Male	309	93.4	*	*	43.9	*		
Economically Disadvantaged Students	520	93.9	*	14.4	26.6	*	17.5	Not Met
Non-Economically Disadvantaged Students	115	94.4	*	14.7	55.9	*		
Students with Disabilities	63	93.0	*	*	17.1	*	9.1	Not Met
Students without Disabilities	572	94.1	*	*	50.5	*		
English Learners	58	91.8	*	*	24.6	*	15.1	Not Met
Non-English Learners	577	94.3	*	*	46.9	*		
Homeless Students	19	74.1	*	*	17.3	*		
Students In Foster Care	*	*	*	15.4	16.2	*		
Military-Connected Students	N	N	N	N	45.8	N		
Migrant Students	*	*	*	17.5	23.7	*		

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Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	339	715	718	746	30%	35%	25%	10%	0%	10%	46%
White	12	708	708	755	*	*	*	*	*	*	57%
Hispanic	253	717	721	730	30%	32%	26%	11%	0%	11%	27%
Black or African American	70	710	710	727	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	79%
American Indian or Alaska Native	*	*	*	746	*	*	*	*	*	*	49%
Two or More Races	*	*	*	755	*	*	*	*	*	*	54%
Female	158	717	720	748	*	*	*	*	*	*	48%
Male	181	713	716	745	*	*	*	*	*	*	44%
Economically Disadvantaged Students	285	715	718	729	*	*	*	*	*	*	25%
Non-Economically Disadvantaged Students	54	717	719	756	*	*	*	*	*	*	57%
Students with Disabilities	34	699	699	716	*	*	*	*	*	*	13%
Students without Disabilities	305	717	720	752	*	*	*	*	*	*	52%
English Learners	51	695	695	710	*	*	*	*	*	*	*
Non-English Learners	288	719	722	749	*	*	*	*	*	*	*
Homeless Students	11	709	709	718	*	*	*	*	*	*	16%
Students in Foster Care	*	*	*	712	*	*	*	*	*	*	12%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	49%
Migrant Students	*	*	*	720	*	*	*	*	*	*	11%

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Mathematics Assessment - Performance by Test: Geometry

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	308	716	716	735	*	*	*	*	*	*	30%
White	17	718	718	740	*	*	*	*	*	24%	37%
Hispanic	210	717	717	723	*	*	*	*	*	*	14%
Black or African American	75	711	711	719	*	*	*	*	*	*	11%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	760	*	*	*	*	*	*	65%
American Indian or Alaska Native	*	*	*	734	*	*	*	*	*	*	28%
Two or More Races	*	*	*	741	*	*	*	*	*	*	39%
Female	173	718	718	736	*	*	*	*	*	*	30%
Male	135	714	714	734	*	*	*	*	*	*	29%
Economically Disadvantaged Students	247	715	715	722	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	61	722	722	741	*	*	*	*	*	*	38%
Students with Disabilities	24	705	705	713	*	*	*	*	*	*	*
Students without Disabilities	284	717	717	738	*	*	*	*	*	*	*
English Learners	31	713	713	711	*	*	*	*	*	*	*
Non-English Learners	277	716	716	736	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	*
Students in Foster Care	*	*	*	711	*	*	*	*	*	*	*
Military-Connected Students	N	N	N	731	N	N	N	N	N	N	24%
Migrant Students	*	*	*	709	*	*	*	*	*	*	11%

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Mathematics Assessment - Performance by Test: Algebra II

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	249	699	699	727	*	*	*	*	*	*	30%
White	15	702	702	733	*	*	*	*	*	*	35%
Hispanic	162	702	702	710	*	*	*	*	*	*	14%
Black or African American	69	690	690	705	*	*	*	*	*	*	11%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	766	*	*	*	*	*	*	66%
American Indian or Alaska Native	N	N	N	729	N	N	N	N	N	N	28%
Two or More Races	*	*	*	736	*	*	*	*	*	*	37%
Female	112	703	703	728	*	*	*	*	*	*	30%
Male	137	695	695	727	*	*	*	*	*	*	30%
Economically Disadvantaged Students	203	698	698	709	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	46	704	704	736	*	*	*	*	*	*	37%
Students with Disabilities	29	682	682	693	*	*	*	*	*	*	*
Students without Disabilities	220	701	701	732	*	*	*	*	*	*	*
English Learners	*	*	*	691	*	*	*	*	*	*	*
Non-English Learners	*	*	*	729	*	*	*	*	*	*	*
Homeless Students	*	*	*	703	*	*	*	*	*	*	10%
Students in Foster Care	*	*	*	693	*	*	*	*	*	*	*
Military-Connected Students	N	N	N	717	N	N	N	N	N	N	20%
Migrant Students	*	*	*	708	*	*	*	*	*	*	15%

NJ SCHOOL PERFORMANCE REPORT

BRIDGETON HIGH SCHOOL
(11-0540-020)
Grades Offered: 09-12
2017-2018

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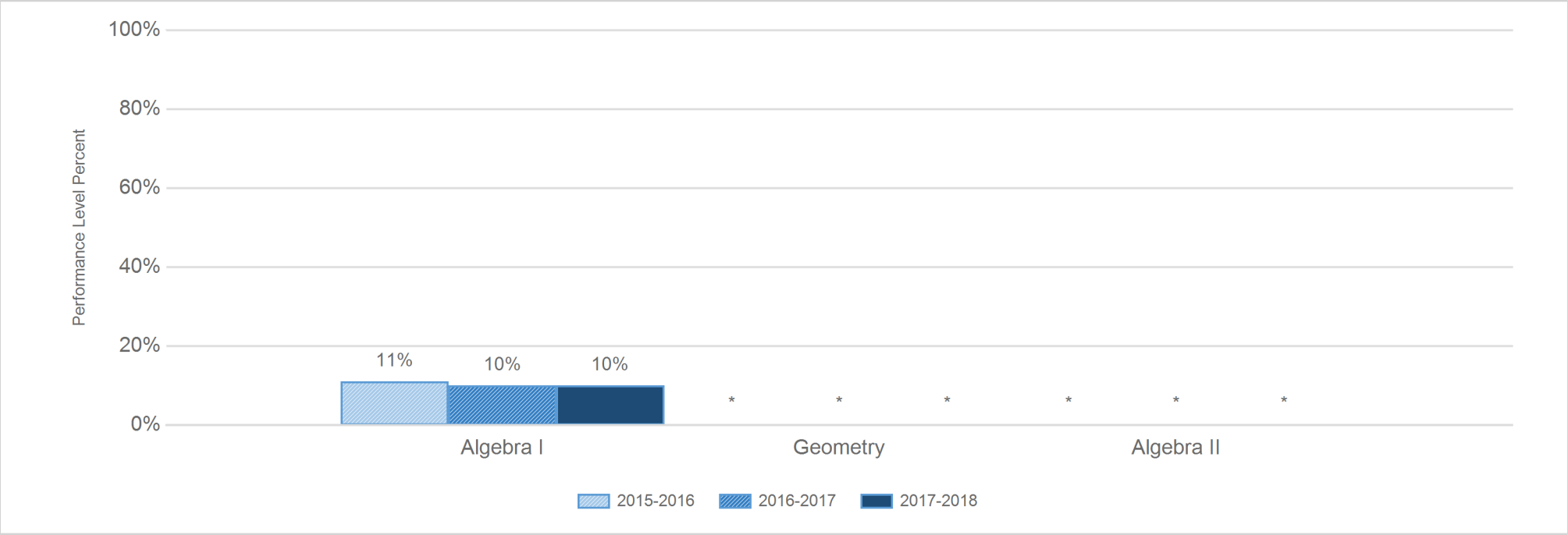
Mathematics Assessment – Performance Trends

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



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

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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2017-18 Target	Met Target?
Schoolwide/English Learners	24.4%	46.8%	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	65	*	*
3-4	35	*	*
5 or more	16	*	*

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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grade 5, grade 8, and grade 11 were administered the NJSLA-Science field test in 2017-18.

NJASK Science Assessment Information

New Jersey transitioned from the NJASK to NJSLA-S in 2017-18 to align to new science standards. Results of field tests in 2017-18 will not be reported, but results of NJSLA-S will be added to the performance reports in 2018-19.

Biology Assessment Information

New Jersey transitioned from the Biology Assessment to NJSLA-S in 2017-18 to align to new science standards. Results of field tests in 2017-18 will not be reported, but results of NJSLA-S will be added to the performance reports in 2018-19.

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

PSAT, SAT, & ACT - Participation

This table shows information about participation on the PSAT, SAT, and ACT exams. PSAT participation is the percentage of 10th and 11th graders that took the PSAT 10 or PSAT NMSQT exam in 2017-18. SAT and ACT participation rates show the percentage of 12th graders that have taken the SAT or ACT this year or in prior years.

Participation Type	School Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2017-18	94.5%	85.0%
12th graders taking SAT in 2017-18 or prior years	63.7%	72.2%
12th graders taking ACT in 2017-18 or prior years	3.6%	24.6%

PSAT, SAT, & ACT - Performance

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

Participation Type	School Average Score	State Average Score	College Readiness Benchmarks	School - Students Scores at or above Benchmark	State - Students Scores at or above Benchmark
PSAT 10/NMSQT - Reading and Writing	386	478	Grade 10: 430 Grade 11: 460	23%	62%
PSAT 10/NMSQT - Math	400	478	Grade 10: 480 Grade 11: 510	*	42%
SAT - Reading and Writing	459	542	480	38%	72%
SAT - Math	468	543	530	24%	54%
ACT - Reading	19	24	22	30%	62%
ACT - English	17	24	18	50%	78%
ACT - Math	19	24	22	20%	62%
ACT - Science	19	23	23	20%	53%

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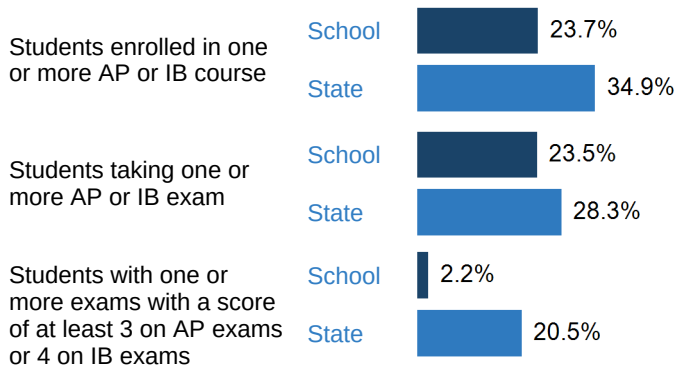
Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (IB)** courses and exams and **dual enrollment** courses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

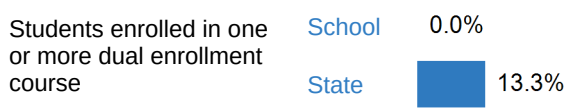
AP/IB Coursework – Participation and Performance

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



Dual Enrollment Coursework - Participation

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



AP/ IB Courses Offered

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

AP/IB Course	Students Enrolled	Students Tested
AP Biology	5	5
AP Calculus AB	0	9
AP Chemistry	0	5
AP English Language and Composition	60	57
AP English Literature and Composition	58	56
AP Physics 1	5	5
AP Statistics	17	18
AP Studio Art—Drawing Portfolio	1	0
AP U.S. Government and Politics	0	2
AP U.S. History	50	48
Total Exams taken		205
Exams with scores of at least 3 on AP exams or 4 on IB exams		19

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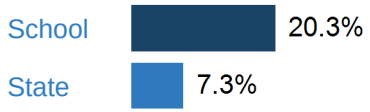
This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit the NJDOE's Career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

Career and Technical Education Participation

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

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

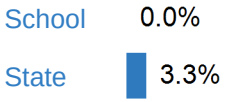


CTE Concentrators
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)

Structured Learning Experiences Participation

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

Structured Learning Experiences



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

Industry-Valued Credentials

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

Students Earning Industry-Valued Credentials

School	*
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	29		
Arts, AV Technology & Communications	210		
Finance	15		
Health Science	83		
Hospitality & Tourism	*		
Human Services	*		
Marketing	35		
Science, Technology, Engineering & Mathematics	23		
Transportation, Distribution & Logistics	*	*	*
Total (All Clusters)	406	*	*

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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	311	33	6	0	0	0	70
10	49	268	57	3	0	0	132
11	3	24	187	65	2	6	98
12	1	12	24	45	21	11	114
Total	364	337	274	113	23	17	414
Enrolled in AP/IB Course					0	17	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0

Science - Course Participation

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

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	2	28	0	10	271	0
10	20	298	0	0	13	0
11	237	22	0	0	19	4
12	64	19	0	0	6	62
Total	323	367	0	10	309	66
Enrolled in AP/IB Course	5	0		0	5	0
Enrolled in Dual Enrollment Course	0	0	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.

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	274	32	0	0	0	1
10	5	327	0	0	1	2
11	7	269	0	0	11	15
12	2	48	0	0	28	34
Total	288	676	0	0	40	52
Enrolled in AP/IB Course	0	50	0	0		0
Enrolled in Dual Enrollment Course	0	0	0	0	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	30	10	0	0	0	0	0
10	119	45	0	0	0	0	0
11	95	44	0	0	0	0	0
12	116	44	0	0	0	0	0
Total	360	143	0	0	0	0	0
Enrolled in AP/IB Course	0	0	0	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	0	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
Spanish	31
Total	31

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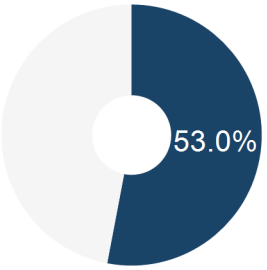
Visual and Performing Arts – Course Participation

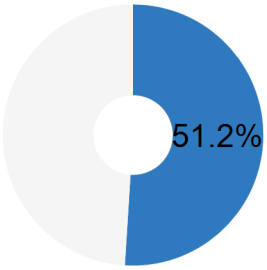
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 9-12:

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

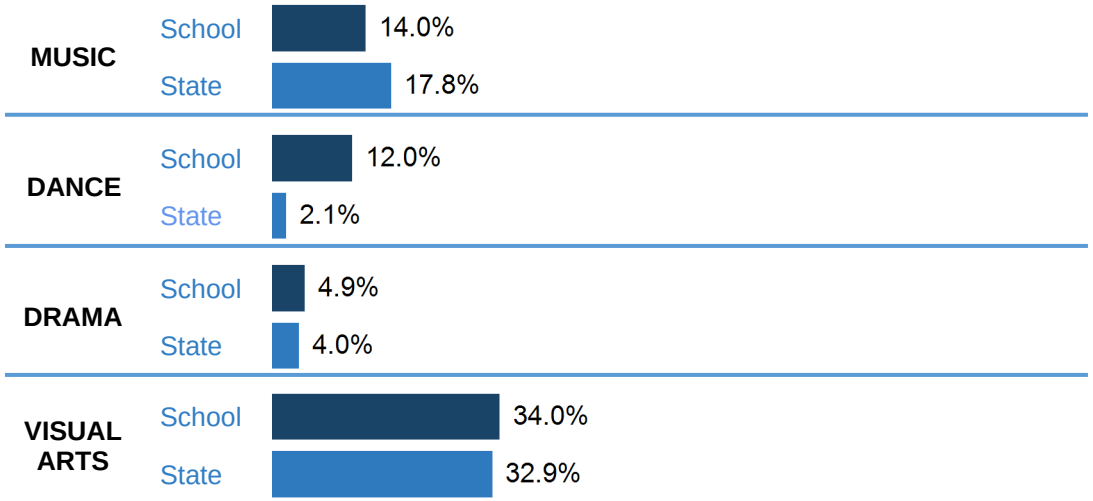


School



State

Students enrolled in one or more classes by discipline:



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

Graduation Rates

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

Student Group	School - Class of 2018: 4 Year Rate	State - Class of 2018: 4 Year Rate	School - Class of 2017: 5 Year Rate	State - Class of 2017: 5 Year Rate	Class of 2017: 4 Year Rate	Class of 2017: 4 Year Target	Class of 2017: Met Target	Class of 2016: 5 Year Rate	Class of 2016: 5 Year Target	Class of 2016: Met Target
Schoolwide	70.5%	90.9%	77.3%	92.4%	73.2%	78.2%	Not Met	80.6%	76.1%	Met Target
White	78.1%	95.0%	90.9%	95.7%	90.9%	66.7%	Met Target	*	76.3%	Met Target
Hispanic	74.6%	84.8%	75.1%	87.3%	70.2%	78.4%	Not Met	83.5%	74.6%	Met Target
Black or African American	60.4%	84.2%	77.2%	86.8%	73.6%	78.7%	Not Met	77.5%	78.1%	Not Met
Asian, Native Hawaiian or Pacific Islander	N	97.0%	N	97.7%	N	N	N	N	N	N
American Indian or Alaska Native	*	86.5%	*	94.1%	*	**	**	N	N	N
Two or More Races	*	92.0%	*	93.9%	*	**	**	*	**	**
Economically Disadvantaged Students	62.0%	84.6%	77.0%	87.0%	73.3%	80.1%	Not Met	83.1%	75.0%	Met Target
Students with Disabilities	66.7%	80.1%	67.6%	83.5%	60.6%	54.5%	Met Target	71.1%	57.5%	Met Target
English Learners	52.9%	75.8%	56.8%	81.8%	44.7%	52.2%	Not Met	55.0%	N	N
Homeless Students	42.9%	72.6%	*	79.1%	*			*		
Students in Foster Care	*	62.6%	*	64.9%						

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

Graduation Pathways

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

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
PARCC Assessment	99.2%	99.2%
Substitute Competency Test	0.0%	0.0%
Portfolio Appeals Process	0.0%	0.0%
Alternate Requirements specified in IEP	0.0%	0.0%
Unknown	0.8%	0.8%

Graduation Rate Trends

This table shows the 4-year and 5-year graduation rates by graduating class.

Class of	4-Year Rate	5-Year Rate
2018	70.5%	-
2017	73.2%	77.3%
2016	78.8%	80.6%

Dropout Rate Trends

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

School Year	School Rate	State Rate
2017-2018	3.0%	1.2%
2016-2017	4.1%	1.1%
2015-2016	3.6%	1.2%

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

Postsecondary Enrollment Rates: Fall

This table shows information about Class of 2018 high school graduates enrolled in postsecondary institutions by the fall of 2018. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the next two columns show the percentage of those enrolled students in 2-year and 4-year institutions.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	72.8%	27.6%	72.4%
Schoolwide	41.7%	75.7%	24.3%
White	52.2%	66.7%	33.3%
Hispanic	42.4%	80.6%	19.4%
Black or African American	36.5%	65.2%	34.8%
Asian, Native Hawaiian, or Pacific Islander	N	N	N
American Indian or Alaska Native	*	*	*
Two or More Races	*	*	*
Economically Disadvantaged Students	39.5%	74.7%	25.3%
Students with Disabilities	17.9%	80%	20%
English Learners	*	*	*

Postsecondary Enrollment Rates: 16 month

This table shows information about Class of 2017 high school graduates enrolled in postsecondary institutions by the fall of 2018. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the following sets of columns show the percentage of those enrolled students in 2-year and 4-year institutions, public or private institutions, and in-state and out-of-state institutions.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	77.9%	31.9%	68.1%	72.5%	27.5%	64.9%	35.1%
Schoolwide	52.1%	80.4%	19.6%	99.1%	0.9%	92.9%	7.1%
White	26.7%	50%	50%	100%	0%	75%	25%
Hispanic	55.1%	91.4%	8.6%	98.6%	1.4%	94.3%	5.7%
Black or African American	49.2%	62.5%	37.5%	100%	0%	90.6%	9.4%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N	N	N	N
American Indian or Alaska Native	*	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	51.9%	78.3%	21.7%	98.8%	1.2%	92.8%	7.2%
Students with Disabilities	22.2%	100%	0%	100%	0%	75%	25%
English Learners	18.2%	100%	0%	100%	0%	100%	0%

NJ SCHOOL PERFORMANCE REPORT

BRIDGETON HIGH SCHOOL
(11-0540-020)
Grades Offered: 09-12
2017-2018

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

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

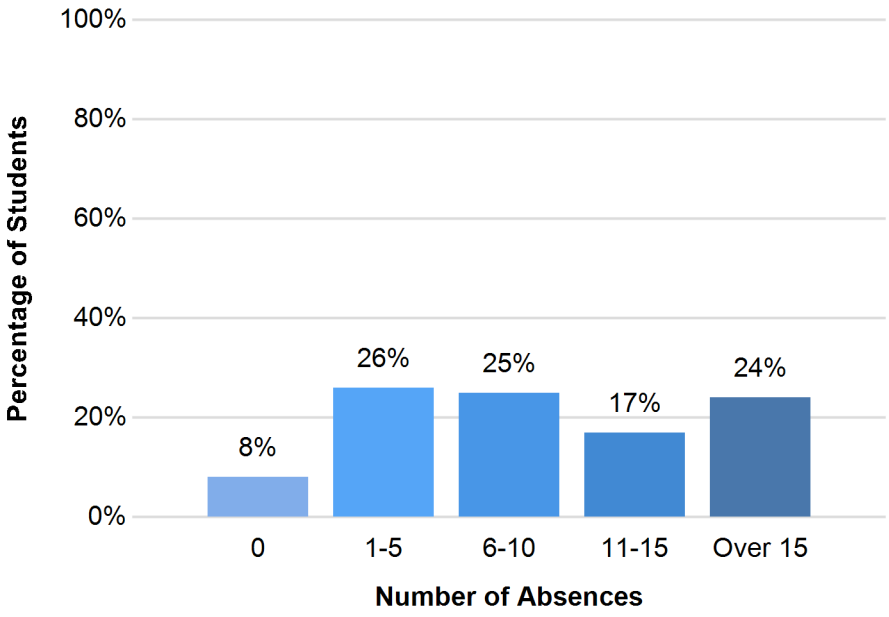
Chronic Absenteeism

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

Student Group	Number of students chronically absent	Percent of students chronically absent	State Average	Met State Average
Schoolwide	283	20.4	14.9	Not Met
White	16	19.0	14.9	Not Met
Hispanic	169	18.1	14.9	Not Met
Black or African American	94	27.3	14.9	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	**	**
American Indian or Alaska Native	*	*	**	**
Two or More Races	4	25.0	**	**
Economically Disadvantaged Students	234	20.8	14.9	Not Met
Students with Disabilities	42	24.1	14.9	Not Met
English Learners	25	20.2	14.9	Not Met

Days Absent

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



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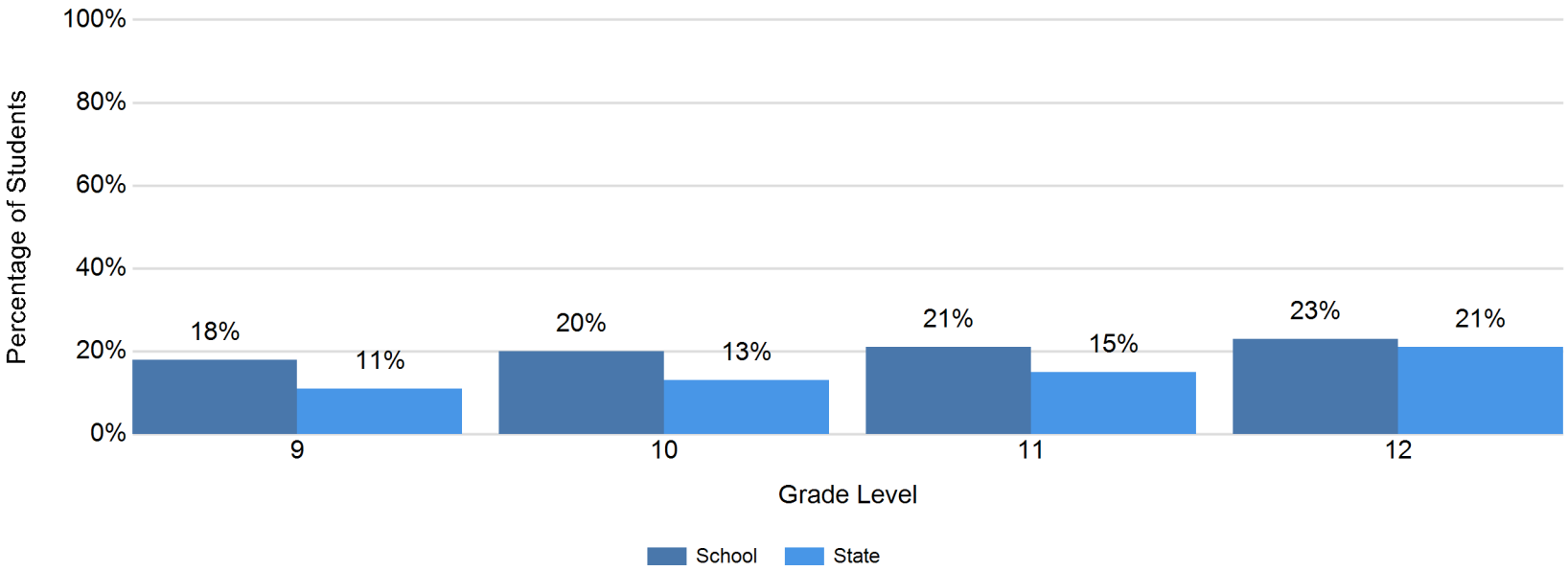
Chronic Absenteeism by Grade

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



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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	90
Weapons	1
Vandalism	11
Substances	9
Harassment, Intimidation, Bullying (HIB)	11
Total Unique Incidents	122
Incidents Per 100 Students Enrolled	9.40

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	11
Weapons	1
Vandalism	1
Substances	6
Harassment, Intimidation, Bullying (HIB)	4
Other Incidents Leading to Removal	8

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Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	1	3	4
Sexual Orientation	1	0	1
Disability	0	1	1
Other	2	3	5
No Identified Nature	22		22

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	400	30.8%
Out-of-School Suspensions	215	16.6%
Any Suspension	471	36.3%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
1186

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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	7:40 AM
Typical End Time	2:25 PM
Length of School Day	6 Hrs 45 Mins
Full Time - Instructional Time	5 Hrs 36 Mins
Shared Time - Instructional Time	N

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3-11 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3-11. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2017-18	N

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2016-2017)	$1,180	$13,694	$14,874

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Key terms for staff data:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience

This table shows information about experience for teachers assigned to this school and across the state.

Category	Teachers in School	Teachers in State
Total Number of teachers	111	117,464
Average years experience in public schools	11.3	12.0
Average years experience in district	8.6	10.7
Teachers in district for 4 or more years	64.0%	75.5%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	34	9,374
Average years experience in public schools	17.5	16.0
Average years experience in district	13.3	12.0
Administrators in district for 4 or more years	70.6%	76.2%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	12:1	13:1
Students to Administrators	144:1	184:1
Teachers to Administrators	12:1	14:1
Students to Librarians/Media Specialists		1040:1
Students to Nurses		520:1
Students to Counselors		240:1
Students to Child Study Team		520:1

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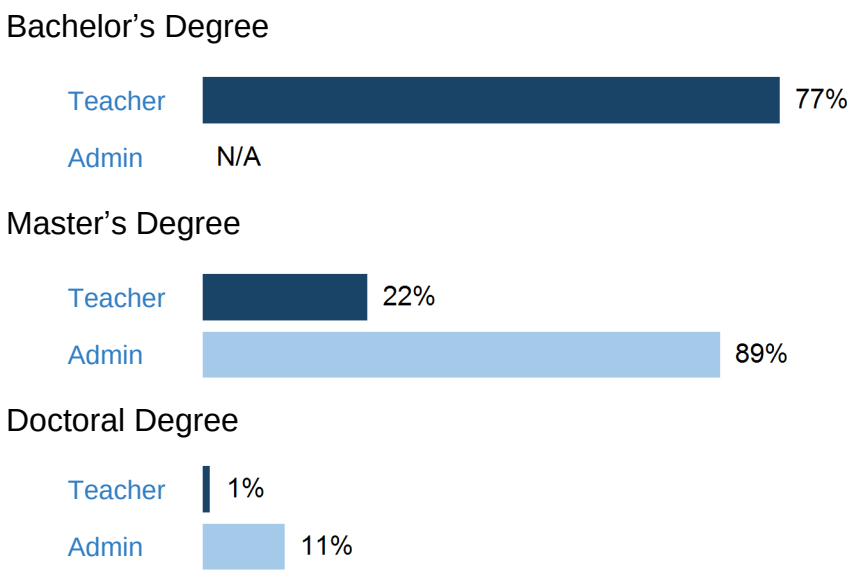
Teachers and Administrators - Level of Education

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



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

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

Job Type	District	State
2016-17 Teachers: Same district 2017-18	93.7%	90.2%
2016-17 Administrators: Same district 2017-18	88.9%	86.2%

Faculty Attendance

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

School Year	% Days Present
2017-18	87.0%

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Teachers and Administrators – Demographics

This table shows the percentage of teachers and administrators by gender and by racial and ethnic group.

Category	Teachers	Administrators
Female	57.7%	66.7%
Male	42.3%	33.3%
White	86.5%	44.4%
Hispanic	7.2%	0.0%
Black or African American	5.4%	55.6%
Asian	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.9%	0.0%

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

Comprehensive Status

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

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

Targeted Status

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

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

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

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

Accountability Indicator	Score	Weight
English Language Arts Proficiency	9.17	15.0%
Mathematics Proficiency	14.90	15.0%
Graduation Rate - 4-Year	4.30	20.0%
Graduation Rate - 5-Year	6.61	20.0%
Progress Towards English Language Proficiency	15.45	20.0%
Chronic Absenteeism	24.14	10.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	11.30	n/a
Summative Rating: Percentile Rank of Summative Score	5.73	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	No	n/a
Requires Comprehensive Support: 4-year Graduation Rate less than or equal to 67%	No	n/a

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

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Accountability Summary by Student Group - 2017-18 School Year

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

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	4-Year Graduation Rate: Met Annual Target	5-Year Graduation Rate: Met Annual Target	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	No	Not Met	Not Met	Not Met	Met Target	Not Met	Not Met	No
White	9.53	8.94	No	Not Met	Not Met	Met Target	Met Target	n/a	Not Met	No
Hispanic	18.55	8.94	No	Not Met	Not Met	Not Met	Met Target	n/a	Not Met	No
Black or African American	20.28	8.94	No	Met Target	Not Met	Not Met	Not Met	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	N	N	n/a	**	No
American Indian or Alaska Native	**	**	No	**	**	**	N	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	20.36	8.94	No	Not Met	Not Met	Not Met	Met Target	n/a	Not Met	No
Students with Disabilities	14.03	8.94	No	Not Met	Not Met	Met Target	Met Target	n/a	Not Met	No
English Learners	24.96	8.94	No	Met Target†	Not Met	Not Met	N	**	Not 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 your school directly.

Highlights:	• • Carver Early College High School for incoming 9th graders • Grade level academies • Performing chorus and outstanding regional theatre program
Mission, Vision, Theme:	Education is a partnership between Bridgeton High School, the Bridgeton Board of Education, our students, their families, and the community. Bridgeton High School will be a school where all students strive for academic excellence and graduate as ethical, informed, engaged members of society, committed to the principles of life-long learning.
Awards, Recognition, Accomplishments:	The Bridgeton High School Class of 2018 received over $1.3 million dollars in scholarships and grants to be distributed over two through four years. Several students were nominated for the US Presidential Scholarships and for the New Jersey Governor Scholarship during the 2017-2018 school year.

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Courses, Curriculum, Instruction:	Bridgeton High School students are expected to complete a rigorous course of study. College preparatory courses are required for all students, with opportunities for Honors and Advanced Placement courses. The STEM Careers Pathways Project provides supplemental support to students in their preparation for college entrance. Additionally, students will have the opportunity to participate in job shadowing, community service, or internships to expand their understanding of the real world of work.
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Cross Country (Boys & Girls), Field Hockey (Girls), Football (Boys), Golf (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Girls), Wrestling (Boys) Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Cross-Country (Boys & Girls), Field Hockey (Girls), Football (Boys), Golf (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Girls), Wrestling (Boys) Bridgeton High School has a history of producing Championship programs and supplying our students with the opportunities to participate in College Athletics at any level of competition. We recently had 2 students in particular sign to the University of Connecticut and the University of Maryland on Full Football Scholarships coached under South Jersey Hall of Fame Football Coach Dave Ellen. The last three graduating classes were supported by a Valedictorian who was also a Student Athlete.
Clubs and Activities:	African American Club AV Club Baconian Business Manager Drama Club Select Choir/Band Club Environmental Club, SADD, JROTC National Art Society HOSA/DECA Leo Club Mock Trial National Honor Society Peer Mediation Science Fair, Latin American Club Student Government, Interact Club, Native American Club, G1 Bible Club

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Before and After School Programs:	Current after school programs include, on line remediation courses, tutoring for English, and math.
Staff and Professional Learning:	To help teachers continually grow and meet ever-changing student needs, we offer ongoing, job-embedded professional development so that teachers and administrators can work individually and collaboratively to address strategies for improving student performance. The development of collaborative “professional learning communities” builds collegiality and expertise of our instructional staff members.
Postsecondary Information:	Bridgeton High School students pursue their post-secondary education at numerous colleges, universities, and trade schools including Rutgers University, Rowan College at Gloucester County, and Robert Finance Beauty School. Some of your students enter into Job Corps and/or military. School Counselors host FASA Financial Aid Nights and workshops to support students applying to college or for financial aid. All students ninth through twelfth grades are provided the opportunity to take the PSAT.

NJ SCHOOL PERFORMANCE REPORT

BRIDGETON HIGH SCHOOL
(11-0540-020)
Grades Offered: 09-12
2017-2018

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

School Narrative

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

Student Supports and Services:	ELLs receive, at minimum, one period of ESL instruction through ESL English classes (Levels I-IV). Additional support is provided through partnering content and ESL teachers whenever possible. Highly intensity ESL students receive an extra period of ESL instruction trhough the Language Enrichment class. Students with disabilities are placed in classes according to their classifications. BHS offers MD, BD, LD, and CM classes, as well as inclusion classes.
Student Health and Wellness:	Community Eligibility Provision Program (CEP) all of our students participate in free lunch because of this very generous program. Students have access to breakfast, lunch and dinner for all after school activities.
Parent and Community Involvement:	The Intervention and Referral Service Team is a multi-disciplinary team set in place to help students who are having learning, behavior, and/or health difficulties by assisting the teacher to meet those needs.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers
Facilities:	The building is equipped with central air conditioning units. There have been no recent renovations.

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Other Information:	The 8th grade students of Bridgeton have the opportunity to apply for a TUITION-FREE early college program through Bridgeton High School, where they will receive their high school diplomas and earn their Associate's degree by the end of 12th grade! Students in this program will take all their classes on the campus of Cumberland County College starting 9th grade.Through Bridgeton Public Schools, students can choose one of three degree programs to major in during their high school years. Each degree program prepares the students for the current job market and life-long success. The Carver Early College High School Program of Bridgeton will prepare each student to be successful in college-level coursework. Students become college and career ready through a model that has proven to be successful nationwide.