NJ SCHOOL PERFORMANCE REPORT

GLOUCESTER CITY JR. SR. HIGH SCHOOL
(07-1770-050)
Grades Offered: 07-12
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

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	CAMDEN
District	GLOUCESTER CITY
Principal Name	MR. GORMAN
Address	1300 MARKET STREET GLOUCESTER CITY, NJ 08030
Phone Number	(856)456-7000
Email Address	SGORMAN@GCSD.K12.NJ.US
Website	http://ghs.gcsd.k12.nj.us/
Facebook	https://www.facebook.com/mightygloucesterlions
Twitter	https://twitter.com/ghsgolions

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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
7	115	129	0
8	121	119	0
9	146	126	123
10	124	138	121
11	131	119	127
12	140	135	120
Total	777	766	491

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	45.6%	45.2%	44.4%
Male	54.4%	54.8%	55.6%
Economically Disadvantaged Students	65.3%	66.3%	58.0%
Students with Disabilities	22.1%	22.5%	24.2%
English Learners	0.8%	0.9%	0.4%
Homeless Students		3.4%	4.7%
Students in Foster Care		0.7%	0.6%
Military-Connected Students		0.4%	0.6%
Migrant Students		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	2015-16	2016-17	2017-18
White	74.9%	72.8%	70.9%
Hispanic	11.3%	12.9%	13.0%
Black or African American	10.3%	8.9%	10.0%
Asian	3.0%	4.6%	5.3%
Native Hawaiian or Pacific Islander	0.4%	0.7%	0.4%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.1%	0.1%	0.4%

Enrollment Trends by Full and Shared Time Status

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

Enrollment Status	2015-16	2016-17	2017-18
Full Time Students	777	766	491
Shared Time Students	0	0	0
Full Time Equivalent	777	766	491

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	95.3%
Spanish	2.0%
Other Languages	2.6%

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Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short video about Student Growth Percentiles that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

Student Growth

This table shows the median Student Growth Percentile (mSGP) for both English Language Arts/Literacy (ELA) and Mathematics both overall and for each student group with comparisons to the district and the state. This table also shows whether each mSGP Met Standard (40-59.5) as required by ESSA accountability.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	*	49	50	**	N	44	50	**
White	*	48	50	**	N	44	51	**
Hispanic	N	54	49	**	N	38	48	**
Black or African American	N	40	44	**	N	33.5	44	**
Asian, Native Hawaiian, or Pacific Islander	N	60.5	61	**	N	54.5	61	**
American Indian or Alaska Native	N	*	52	**	N	*	53	**
Two or More Races	N	*	49	**	N	*	51	**
Economically Disadvantaged	N	49	48	**	N	43	47	**
Students with Disabilities	*	42	41	**	N	45	43	**
English Learners	N	68	54	**	N	31	51	**

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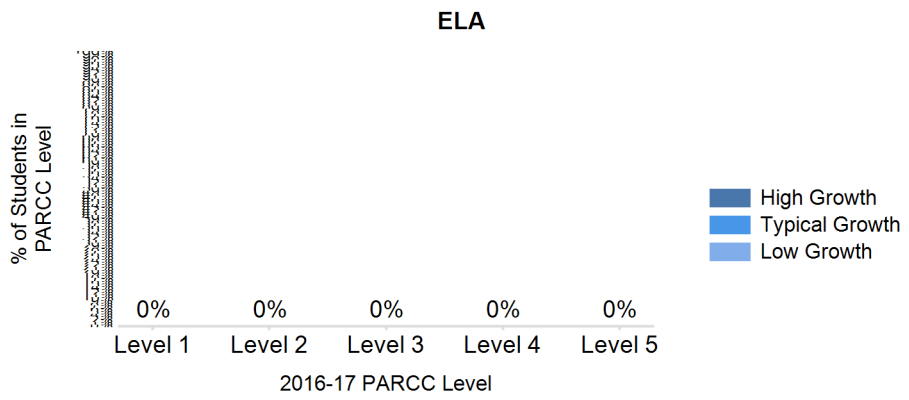
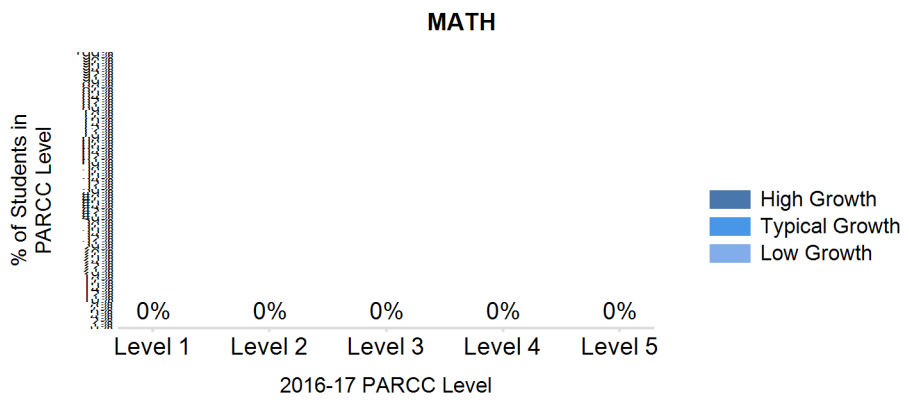
Student Growth by Performance Level

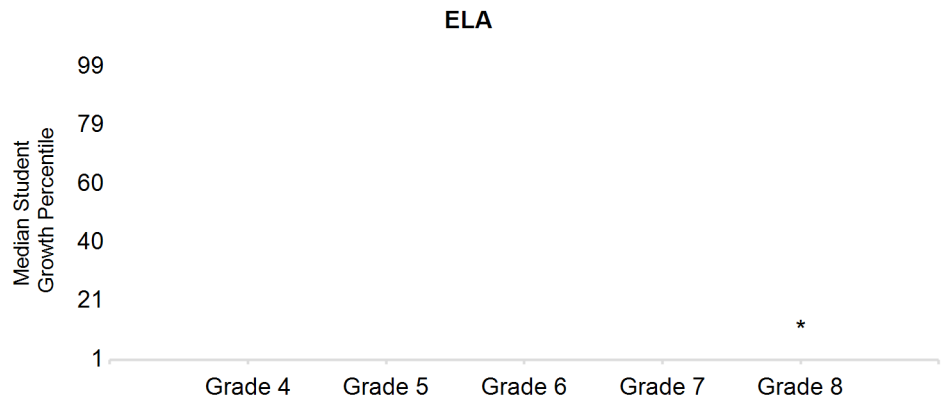
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

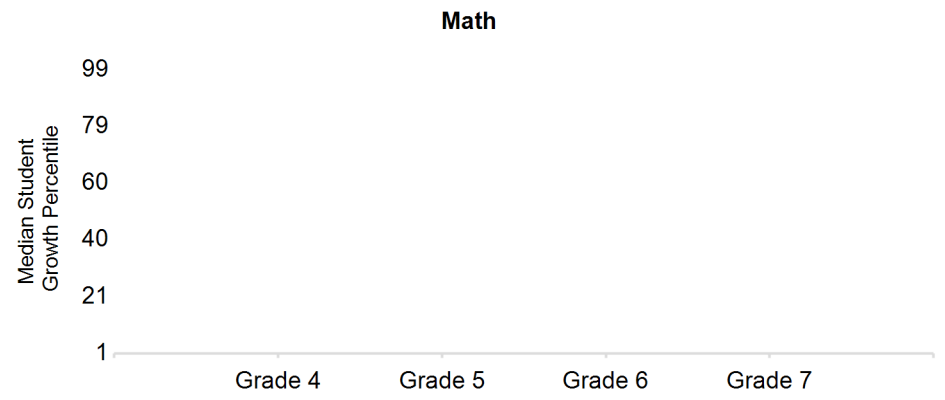




Student Growth by Grade

These graphs show the median Student Growth Percentile for students in each grade.





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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	238	97.2	51.3	51.4	56.7	51.3	44.3	Met Target
White	166	96.6	55.4	53.2	65.6	55.4	45.4	Met Target
Hispanic	37	100.0	43.2	49.5	42.5	43.2	35.9	Met Target
Black or African American	21	95.7	33.3	*	37.3	33.3	35	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	65.1	82.3	*	**	**
American Indian or Alaska Native	N	N	N	*	52.7	N	**	**
Two or More Races	*	*	*	*	63.4	*	**	**
Female	112	98.3	63.4	61.5	64.5	63.4		
Male	126	96.3	40.5	42.5	49.4	40.5		
Economically Disadvantaged Students	122	96.9	48.4	46.5	38.5	48.4	38.2	Met Target
Non-Economically Disadvantaged Students	116	97.5	54.3	60.5	67.5	54.3		
Students with Disabilities	66	97.1	12.1	15.3	21.6	12.1	14.9	Met Target†
Students without Disabilities	172	97.2	66.3	62.7	63.9	66.3		
English Learners	*	*	*	*	27.3	*	**	**
Non-English Learners	*	*	*	*	59.4	*		
Homeless Students	12	92.9	41.6	*	27.7	53.1		
Students In Foster Care	N	N	N	*	26.3	N		
Military-Connected Students	*	*	*	*	57.4	*		
Migrant Students	N	N	N	N	30.1	N		

† Target was met within a confidence interval.

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 7

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	N	N	741	760	N	N	N	N	N	N	63%
White	N	N	737	768	N	N	N	N	N	N	72%
Hispanic	N	N	746	746	N	N	N	N	N	N	49%
Black or African American	N	N	*	740	N	N	N	N	N	N	42%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	790	N	N	N	N	N	N	87%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	57%
Two or More Races	N	N	*	767	N	N	N	N	N	N	68%
Female	N	N	753	769	N	N	N	N	N	N	72%
Male	N	N	733	752	N	N	N	N	N	N	54%
Economically Disadvantaged Students	N	N	739	742	N	N	N	N	N	N	44%
Non-Economically Disadvantaged Students	N	N	744	771	N	N	N	N	N	N	73%
Students with Disabilities	N	N	710	721	N	N	N	N	N	N	22%
Students without Disabilities	N	N	750	768	N	N	N	N	N	N	71%
English Learners	N	N	*	705	N	N	N	N	N	N	11%
Non-English Learners	N	N	*	762	N	N	N	N	N	N	64%
Homeless Students	N	N	*	729	N	N	N	N	N	N	32%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	25%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	64%
Migrant Students	N	N	N	716	N	N	N	N	N	N	21%

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 8

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	*	*	762	759	*	*	*	*	*	*	60%
White	*	*	*	767	*	*	*	*	*	*	70%
Hispanic	N	N	753	744	N	N	N	N	N	N	45%
Black or African American	N	N	*	739	N	N	N	N	N	N	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	789	N	N	N	N	N	N	86%
American Indian or Alaska Native	N	N	N	759	N	N	N	N	N	N	59%
Two or More Races	N	N	N	766	N	N	N	N	N	N	66%
Female	N	N	774	768	N	N	N	N	N	N	69%
Male	*	*	*	751	*	*	*	*	*	*	52%
Economically Disadvantaged Students	N	N	758	740	N	N	N	N	N	N	42%
Non-Economically Disadvantaged Students	*	*	*	769	*	*	*	*	*	*	71%
Students with Disabilities	*	*	*	719	*	*	*	*	*	*	19%
Students without Disabilities	N	N	775	766	N	N	N	N	N	N	68%
English Learners	N	N	*	703	N	N	N	N	N	N	*
Non-English Learners	*	*	*	761	*	*	*	*	*	*	*
Homeless Students	N	N	*	727	N	N	N	N	N	N	27%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	61%
Migrant Students	N	N	N	718	N	N	N	N	N	N	21%

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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	122	750	750	752	11%	8%	26%	42%	12%	54%	55%
White	85	754	754	760	*	*	26%	46%	12%	58%	64%
Hispanic	22	744	744	735	*	*	*	*	*	55%	38%
Black or African American	*	*	*	734	*	*	*	*	*	*	34%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	782	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	752	N	N	N	N	N	N	51%
Two or More Races	*	*	*	760	*	*	*	*	*	*	63%
Female	54	763	763	759	*	*	19%	*	*	72%	63%
Male	68	739	739	744	*	*	32%	*	*	40%	46%
Economically Disadvantaged Students	65	746	746	733	*	*	31%	*	*	48%	34%
Non-Economically Disadvantaged Students	57	755	755	761	*	*	21%	*	*	61%	65%
Students with Disabilities	29	707	707	716	*	*	*	*	*	*	15%
Students without Disabilities	93	763	763	758	*	*	*	*	*	*	62%
English Learners	N	N	N	691	N	N	N	N	N	N	*
Non-English Learners	122	750	750	755	11%	8%	26%	42%	12%	54%	*
Homeless Students	*	*	*	720	*	*	*	*	*	*	22%
Students in Foster Care	N	N	N	719	N	N	N	N	N	N	20%
Military-Connected Students	*	*	*	749	*	*	*	*	*	*	54%
Migrant Students	N	N	N	696	N	N	N	N	N	N	10%

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	118	748	748	749	12%	8%	32%	*	*	47%	51%
White	81	751	751	756	12%	*	30%	*	*	52%	58%
Hispanic	16	735	735	733	*	*	*	*	*	31%	38%
Black or African American	*	*	*	728	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	782	*	*	*	*	*	*	78%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	50%
Two or More Races	N	N	N	753	N	N	N	N	N	N	55%
Female	59	755	755	759	*	*	29%	*	*	56%	60%
Male	59	740	740	739	*	*	36%	*	*	39%	42%
Economically Disadvantaged Students	59	746	746	730	*	*	25%	*	*	47%	34%
Non-Economically Disadvantaged Students	59	749	749	758	*	*	39%	*	*	47%	59%
Students with Disabilities	35	720	720	707	*	*	37%	*	*	17%	15%
Students without Disabilities	83	759	759	756	*	*	30%	*	*	60%	57%
English Learners	*	*	*	684	*	*	*	*	*	*	*
Non-English Learners	*	*	*	752	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	23%
Students in Foster Care	N	N	N	707	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	706	N	N	N	N	N	N	18%

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

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	120	753	753	736	*	*	24%	43%	13%	57%	39%
White	83	756	756	737	*	*	24%	47%	13%	60%	41%
Hispanic	19	733	733	731	*	*	*	*	*	42%	35%
Black or African American	*	*	*	729	*	*	*	*	*	*	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	N	N	N	737	N	N	N	N	N	N	39%
Female	53	769	769	745	*	*	23%	*	*	70%	48%
Male	67	741	741	728	*	*	25%	*	*	46%	31%
Economically Disadvantaged Students	67	742	742	730	*	*	27%	*	*	46%	33%
Non-Economically Disadvantaged Students	53	767	767	739	*	*	21%	*	*	70%	42%
Students with Disabilities	32	721	721	708	*	*	38%	*	*	19%	13%
Students without Disabilities	88	765	765	742	*	*	19%	*	*	70%	44%
English Learners	*	*	*	702	*	*	*	*	*	*	*
Non-English Learners	*	*	*	738	*	*	*	*	*	*	*
Homeless Students	*	*	*	721	*	*	*	*	*	*	22%
Students in Foster Care	*	*	*	708	*	*	*	*	*	*	19%
Military-Connected Students	N	N	N	729	N	N	N	N	N	N	31%
Migrant Students	N	N	N	707	N	N	N	N	N	N	*

NJ SCHOOL PERFORMANCE REPORT

GLOUCESTER CITY JR. SR. HIGH SCHOOL
(07-1770-050)
Grades Offered: 07-12
2017-2018

Report Key:
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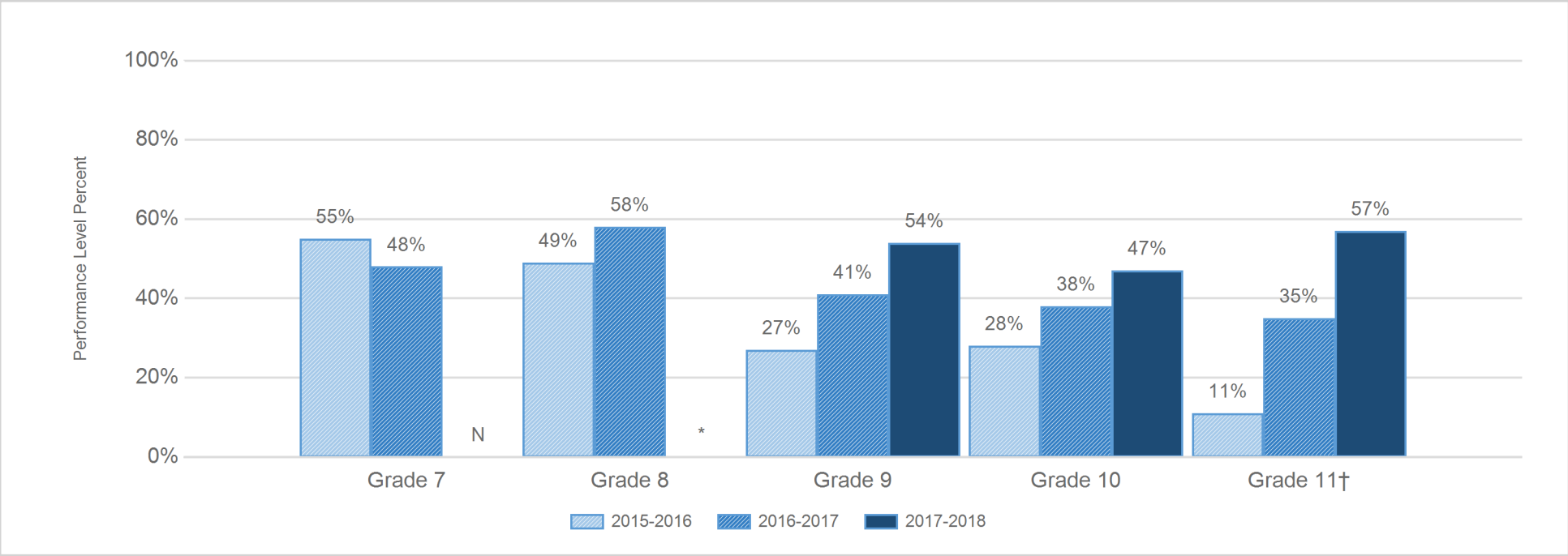
N No Data is available to display
† This indicates a table specific note,see note below table

English Language Arts/Literacy Assessment - Performance Trends

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



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

NJ SCHOOL PERFORMANCE REPORT

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(07-1770-050)
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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	236	96.0	24.1	33.2	45.0	24.1	37.1	Not Met
White	164	96.0	24.4	32.8	54.1	24.4	39.2	Not Met
Hispanic	36	94.9	27.8	33.3	29.2	27.7	24.6	Met Target
Black or African American	22	95.8	*	20.6	23.4	*	23.4	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	46.2	*	77.0	46.2	**	**
American Indian or Alaska Native	N	N	N	*	42.5	N	**	**
Two or More Races	*	*	*	*	53.0	*	**	**
Female	110	97.4	27.3	36.7	46.0	27.3		
Male	126	94.9	21.4	30.1	43.9	21.4		
Economically Disadvantaged Students	122	96.9	22.9	30.7	26.6	22.9	31.8	Not Met
Non-Economically Disadvantaged Students	114	95.0	25.5	37.9	55.9	25.5		
Students with Disabilities	63	94.1	*	*	17.1	*	10.6	Not Met
Students without Disabilities	173	96.7	*	*	50.5	*		
English Learners	*	*	*	*	24.6	*	**	**
Non-English Learners	*	*	*	*	46.9	*		
Homeless Students	11	84.6	27.3	*	17.3	24.8		
Students In Foster Care	N	N	N	*	16.2	N		
Military-Connected Students	*	*	*	*	45.8	*		
Migrant Students	N	N	N	N	23.7	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

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2017-2018

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Mathematics Assessment - Performance by Grade: Grade 7

This table shows participation and performance on the Mathematics 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: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level 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	N	N	729	743	N	N	N	N	N	N	43%
White	N	N	727	750	N	N	N	N	N	N	54%
Hispanic	N	N	728	732	N	N	N	N	N	N	27%
Black or African American	N	N	*	727	N	N	N	N	N	N	21%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	767	N	N	N	N	N	N	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	39%
Two or More Races	N	N	*	748	N	N	N	N	N	N	51%
Female	N	N	733	745	N	N	N	N	N	N	45%
Male	N	N	726	741	N	N	N	N	N	N	42%
Economically Disadvantaged Students	N	N	728	730	N	N	N	N	N	N	24%
Non-Economically Disadvantaged Students	N	N	731	751	N	N	N	N	N	N	55%
Students with Disabilities	N	N	710	717	N	N	N	N	N	N	12%
Students without Disabilities	N	N	735	748	N	N	N	N	N	N	50%
English Learners	N	N	*	716	N	N	N	N	N	N	10%
Non-English Learners	N	N	*	744	N	N	N	N	N	N	45%
Homeless Students	N	N	*	720	N	N	N	N	N	N	14%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	42%
Migrant Students	N	N	N	718	N	N	N	N	N	N	11%

NJ SCHOOL PERFORMANCE REPORT

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(07-1770-050)
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2017-2018

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Mathematics Assessment - Performance by Grade: Grade 8

This table shows participation and performance on the Mathematics 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: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level 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	*	*	729	728	*	*	*	*	*	*	28%
White	*	*	*	736	*	*	*	*	*	*	36%
Hispanic	N	N	729	722	N	N	N	N	N	N	22%
Black or African American	N	N	*	715	N	N	N	N	N	N	15%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	747	N	N	N	N	N	N	51%
American Indian or Alaska Native	N	N	N	721	N	N	N	N	N	N	21%
Two or More Races	N	N	N	729	N	N	N	N	N	N	28%
Female	N	N	733	731	N	N	N	N	N	N	31%
Male	*	*	*	725	*	*	*	*	*	*	26%
Economically Disadvantaged Students	N	N	727	719	N	N	N	N	N	N	20%
Non-Economically Disadvantaged Students	*	*	*	735	*	*	*	*	*	*	35%
Students with Disabilities	*	*	*	705	*	*	*	*	*	*	*
Students without Disabilities	N	N	738	735	N	N	N	N	N	N	*
English Learners	N	N	*	705	N	N	N	N	N	N	10%
Non-English Learners	*	*	*	729	*	*	*	*	*	*	29%
Homeless Students	N	N	*	708	N	N	N	N	N	N	13%
Students in Foster Care	N	N	*	708	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	734	N	N	N	N	N	N	31%
Migrant Students	N	N	N	703	N	N	N	N	N	N	10%

NJ SCHOOL PERFORMANCE REPORT

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(07-1770-050)
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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	98	734	744	746	10%	30%	32%	29%	0%	29%	46%
White	66	737	747	755	*	*	39%	30%	0%	30%	57%
Hispanic	18	736	*	730	*	*	*	*	*	39%	27%
Black or African American	11	711	*	727	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	49%
Two or More Races	*	*	*	755	*	*	*	*	*	*	54%
Female	41	738	749	748	*	*	34%	*	*	32%	48%
Male	57	731	741	745	*	*	30%	*	*	26%	44%
Economically Disadvantaged Students	59	731	741	729	*	*	31%	*	*	24%	25%
Non-Economically Disadvantaged Students	39	738	749	756	*	*	33%	*	*	36%	57%
Students with Disabilities	27	713	713	716	*	*	*	*	*	*	13%
Students without Disabilities	71	742	753	752	*	*	*	*	*	*	52%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	98	734	744	749	10%	30%	32%	29%	0%	29%	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	16%
Students in Foster Care	N	N	*	712	N	N	N	N	N	N	12%
Military-Connected Students	*	*	*	752	*	*	*	*	*	*	49%
Migrant Students	N	N	N	720	N	N	N	N	N	N	11%

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Mathematics Assessment - Performance by Test: Geometry

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	104	728	728	735	*	50%	24%	*	*	19%	30%
White	71	728	728	740	*	48%	27%	*	*	20%	37%
Hispanic	17	725	725	723	*	*	*	*	*	18%	14%
Black or African American	*	*	*	719	*	*	*	*	*	*	11%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	760	*	*	*	*	*	*	65%
American Indian or Alaska Native	N	N	N	734	N	N	N	N	N	N	28%
Two or More Races	N	N	N	741	N	N	N	N	N	N	39%
Female	50	733	733	736	*	44%	26%	*	*	26%	30%
Male	54	723	723	734	*	56%	22%	*	*	13%	29%
Economically Disadvantaged Students	49	728	728	722	*	55%	20%	*	*	20%	13%
Non-Economically Disadvantaged Students	55	728	728	741	*	45%	27%	*	*	18%	38%
Students with Disabilities	31	711	711	713	*	*	*	*	*	*	*
Students without Disabilities	73	735	735	738	*	*	*	*	*	*	*
English Learners	*	*	*	711	*	*	*	*	*	*	*
Non-English Learners	*	*	*	736	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	*
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	731	N	N	N	N	N	N	24%
Migrant Students	N	N	N	709	N	N	N	N	N	N	11%

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Mathematics Assessment - Performance by Test: Algebra II

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	119	712	712	727	*	*	*	*	*	*	30%
White	82	712	712	733	*	*	*	*	*	*	35%
Hispanic	17	703	703	710	*	*	*	*	*	*	14%
Black or African American	*	*	*	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	N	N	N	736	N	N	N	N	N	N	37%
Female	55	715	715	728	*	*	*	*	*	*	30%
Male	64	708	708	727	*	*	*	*	*	*	30%
Economically Disadvantaged Students	71	708	708	709	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	48	716	716	736	*	*	*	*	*	*	37%
Students with Disabilities	34	694	694	693	*	*	*	*	*	*	*
Students without Disabilities	85	719	719	732	*	*	*	*	*	*	*
English Learners	N	N	N	691	N	N	N	N	N	N	*
Non-English Learners	119	712	712	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	N	N	N	708	N	N	N	N	N	N	15%

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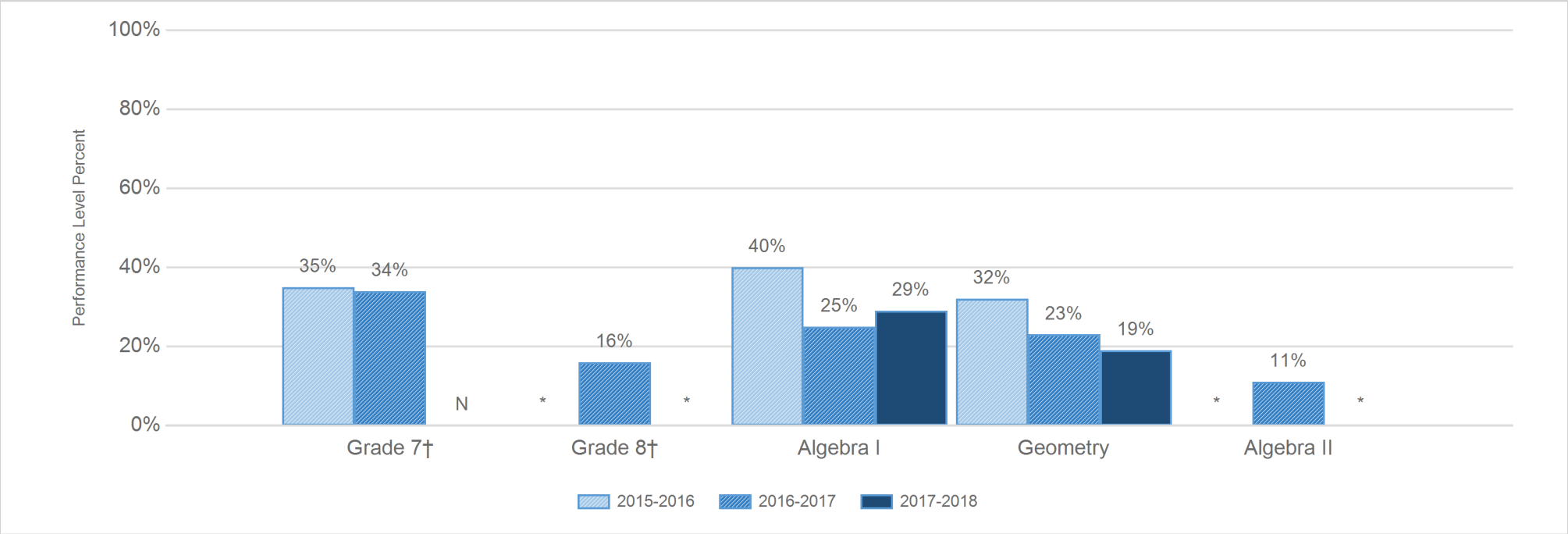
Mathematics Assessment – Performance Trends

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
7	N	N
8	N	N
9	N	N
10	N	N
11	*	*

English Language Progress to Proficiency

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

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

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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

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

NJASK Science Assessment Information

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

Biology Assessment Information

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

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

PSAT, SAT, & ACT - Participation

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

Participation Type	School Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2017-18	94.8%	85.0%
12th graders taking SAT in 2017-18 or prior years	97.5%	72.2%
12th graders taking ACT in 2017-18 or prior years	*	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	438	478	Grade 10: 430 Grade 11: 460	45%	62%
PSAT 10/NMSQT - Math	434	478	Grade 10: 480 Grade 11: 510	24%	42%
SAT - Reading and Writing	466	542	480	42%	72%
SAT - Math	458	543	530	22%	54%
ACT - Reading	*	24	22	*	62%
ACT - English	*	24	18	*	78%
ACT - Math	*	24	22	*	62%
ACT - Science	*	23	23	*	53%

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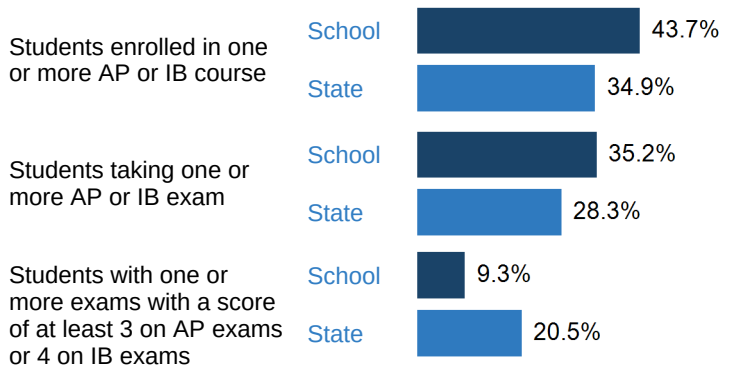
Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (IB)** courses and exams and **dual enrollment** courses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

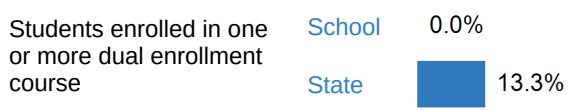
AP/IB Coursework – Participation and Performance

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	10	8
AP Calculus AB	10	8
AP English Language and Composition	22	20
AP English Literature and Composition	13	11
AP Government	23	0
AP Psychology	70	66
AP U.S. Government and Politics	0	12
AP U.S. History	41	30
Total Exams taken		155
Exams with scores of at least 3 on AP exams or 4 on IB exams		33

NJ SCHOOL PERFORMANCE REPORT

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(07-1770-050)
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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.

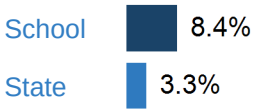
CTE Participants
(completed only one course in an approved CTE program)

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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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
Marketing	50		
Total (All Clusters)	50	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
7	0	0	0	0	0	0	97
8	0	0	0	0	0	0	95
9	97	26	0	0	0	0	39
10	4	79	38	0	0	0	0
11	1	1	80	37	0	0	9
12	0	1	1	4	10	18	66
Total	102	107	119	41	10	18	306
Enrolled in AP/IB Course					10	0	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	120	0	0	3	0	0
10	83	31	0	7	0	0
11	5	92	0	28	0	1
12	12	8	0	2	0	17
Total	220	131	0	40	0	18
Enrolled in AP/IB Course	10	0		0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

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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	120	3	0	0	0	8
10	6	115	0	19	0	11
11	0	123	0	16	0	14
12	1	3	0	35	0	24
Total	127	244	0	70	0	57
Enrolled in AP/IB Course	0	41	0	70		23
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
7	125	0	0	0	0	0	0
8	N	N	N	N	N	N	N
9	63	0	0	0	0	0	0
10	96	0	0	0	0	0	0
11	66	0	0	0	0	0	0
12	37	0	0	0	0	0	0
Total	387	0	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	61	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
Total	0

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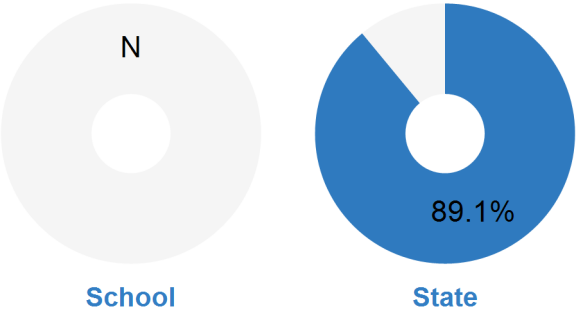
Visual and Performing Arts – Course Participation

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.

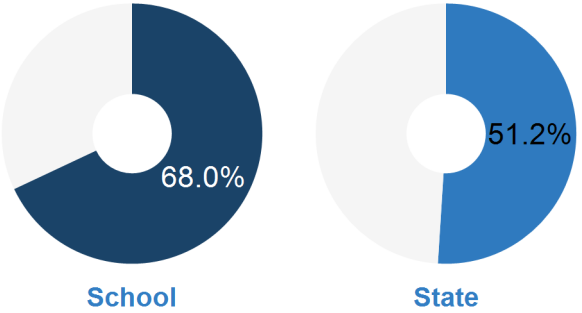
Grades 6-8:

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

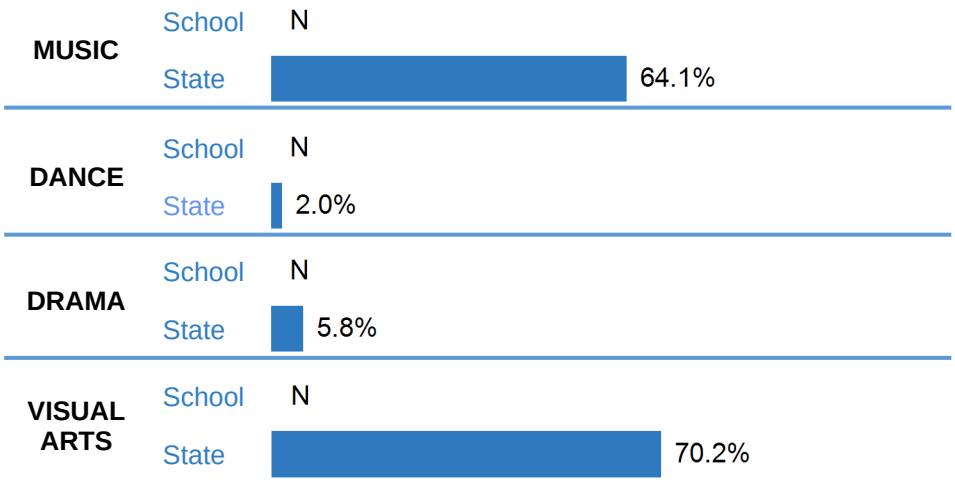


Grades 9-12:

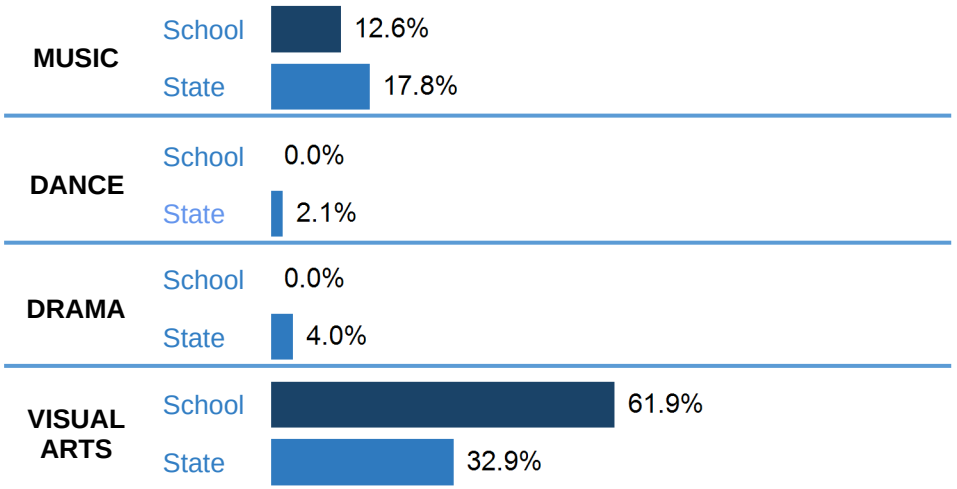
Students enrolled in one or more **visual and performing arts** classes



Students enrolled in one or more classes by discipline:



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	90.8%	90.9%	89.9%	92.4%	89.9%	83.7%	Met Target	94.7%	89.1%	Met Target
White	90.5%	95.0%	91.1%	95.7%	90.3%	82.7%	Met Target	93.0%	89.8%	Met Target
Hispanic	*	84.8%	72.7%	87.3%	80.0%	**	**	100.0%	**	**
Black or African American	90.0%	84.2%	100.0%	86.8%	100.0%	**	**	100.0%	**	**
Asian, Native Hawaiian or Pacific Islander	*	97.0%	*	97.7%	*	**	**	*	**	**
American Indian or Alaska Native	N	86.5%	*	94.1%	*	**	**	N	N	N
Two or More Races	N	92.0%	N	93.9%	N	N	N	*	**	**
Economically Disadvantaged Students	88.2%	84.6%	90.6%	87.0%	90.5%	77.3%	Met Target	95.9%	N	Met Goal
Students with Disabilities	85.7%	80.1%	77.8%	83.5%	77.8%	74.8%	Met Target	82.5%	67.6%	Met Target
English Learners	*	75.8%	N	81.8%	N	N	N	*	**	**
Homeless Students	*	72.6%	*	79.1%	*			*		
Students in Foster Care	*	62.6%	N	64.9%						

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Graduation Pathways

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

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
PARCC Assessment	60.2%	47.5%
Substitute Competency Test	21.2%	33.9%
Portfolio Appeals Process	5.9%	5.1%
Alternate Requirements specified in IEP	11.9%	12.7%
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	90.8%	-
2017	89.9%	89.9%
2016	94.0%	94.7%

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	1.0%	1.2%
2016-2017	1.9%	1.1%
2015-2016	2.0%	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	47.5%	50%	50%
White	54.1%	50%	50%
Hispanic	40%	100%	0%
Black or African American	16.7%	33.3%	66.7%
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	41.3%	50%	50%
Students with Disabilities	30.8%	62.5%	37.5%
English Learners	N	N	N

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	57.1%	53.9%	46.1%	86.8%	13.2%	77.6%	22.4%
White	58%	50.8%	49.2%	86.2%	13.8%	81.5%	18.5%
Hispanic	*	*	*	*	*	*	*
Black or African American	50%	60%	40%	80%	20%	60%	40%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	*	*	*
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	59.5%	60%	40%	92%	8%	82%	18%
Students with Disabilities	28%	100%	0%	100%	0%	100%	0%
English Learners	N	N	N	N	N	N	N

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

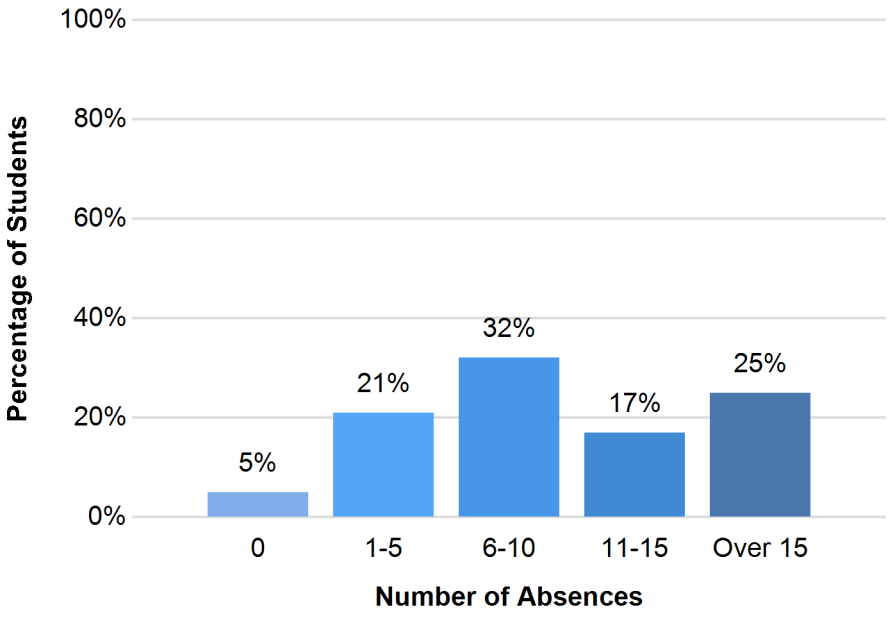
Chronic Absenteeism

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

Student Group	Number of students chronically absent	Percent of students chronically absent	State Average	Met State Average
Schoolwide	106	20.3	13.3	Not Met
White	65	17.6	13.3	Not Met
Hispanic	16	22.5	13.3	Not Met
Black or African American	21	42.9	13.3	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	13.3	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Economically Disadvantaged Students	73	25.0	13.3	Not Met
Students with Disabilities	33	22.3	13.3	Not Met
English Learners	*	*	**	**

Days Absent

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



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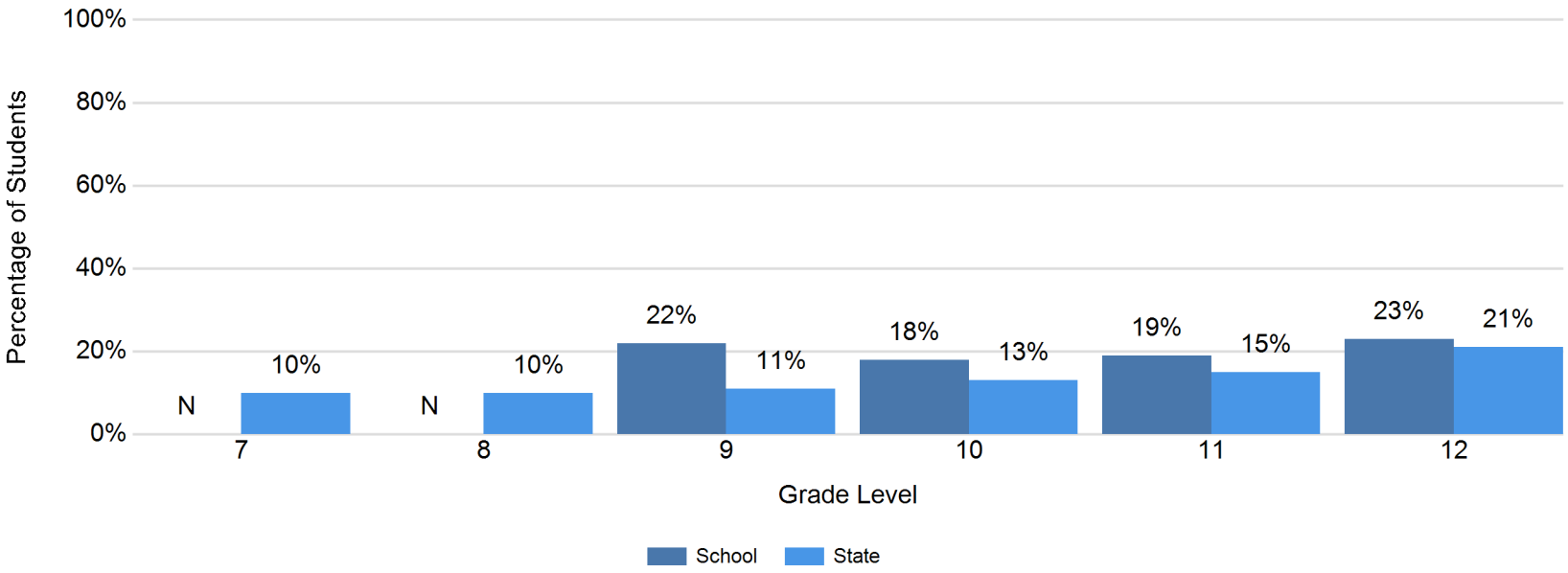
Chronic Absenteeism by Grade

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	8
Weapons	1
Vandalism	0
Substances	4
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	14
Incidents Per 100 Students Enrolled	2.85

Police Notifications

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

Incident Type	Incidents Reported to Police
Violence	1
Weapons	1
Vandalism	0
Substances	3
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	4

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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	0	1	1
Sexual Orientation	0	1	1
Disability	0	0	0
Other	0	0	0
No Identified Nature	2		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	100	20.4%
Out-of-School Suspensions	47	9.6%
Any Suspension	114	23.2%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
304

NJ SCHOOL PERFORMANCE REPORT

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(07-1770-050)
Grades Offered: 07-12
2017-2018

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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	8:00 AM
Typical End Time	2:30 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	6 Hrs 30 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	1.2:1

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2016-2017)	$821	$15,904	$16,725

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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	52	117,464
Average years experience in public schools	12.0	12.0
Average years experience in district	12.0	10.7
Teachers in district for 4 or more years	82.7%	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	16	9,374
Average years experience in public schools	15.8	16.0
Average years experience in district	14.8	12.0
Administrators in district for 4 or more years	87.5%	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	9:1	11:1
Students to Administrators	49:1	132:1
Teachers to Administrators	5:1	12:1
Students to Librarians/Media Specialists		705:1
Students to Nurses		423:1
Students to Counselors		353:1
Students to Child Study Team		265:1

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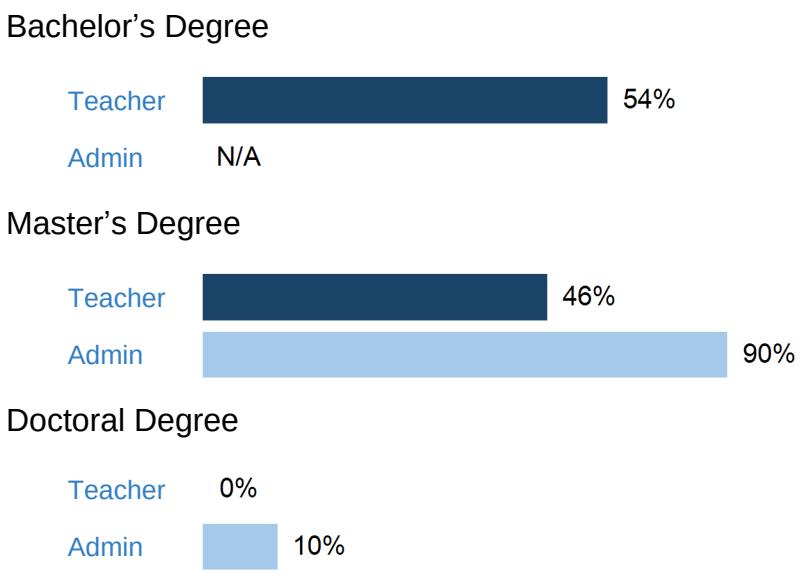
Teachers and Administrators - Level of Education

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	91.6%	90.2%
2016-17 Administrators: Same district 2017-18	93.8%	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	96.5%

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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%	60.0%
Male	42.3%	40.0%
White	100.0%	100.0%
Hispanic	0.0%	0.0%
Black or African American	0.0%	0.0%
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	0.0%	0.0%

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

Comprehensive Status

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

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

Targeted Status

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

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

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

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

Accountability Indicator	Score	Weight
English Language Arts Proficiency	51.00	17.5%
Mathematics Proficiency	35.24	17.5%
Graduation Rate - 4-Year	30.09	25.0%
Graduation Rate - 5-Year	45.40	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	20.11	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	36.98	n/a
Summative Rating: Percentile Rank of Summative Score	28.65	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	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	No	Met Target	Not Met	Met Target	Met Target	**	**	**	Not Met	No
White	24.07	8.94	No	Met Target	Not Met	Met Target	Met Target	**	**	n/a	Not Met	No
Hispanic	**	**	No	Met Target	Met Target	**	**	**	**	n/a	Not Met	No
Black or African American	**	**	No	Met Target†	Not Met	**	**	**	**	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	**	n/a	Met	No
American Indian or Alaska Native	**	**	No	**	**	**	N	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	N	**	**	**	n/a	**	No
Economically Disadvantaged Students	68.31	8.94	No	Met Target	Not Met	Met Target	Met Goal	**	**	n/a	Not Met	No
Students with Disabilities	36.32	8.94	No	Met Target†	Not Met	Met Target	Met Target	**	**	n/a	Not Met	No
English Learners	**	**	No	**	**	N	**	**	**	**	**	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:	• 1 of 433 schools across United States & Canada named to College Board's 2017 "AP District Honor Roll" • One of the top four-year graduation rates of all high schools throughout Camden County. • Personalizing the educational experience academically, extra-curricular, & socially for all students to excel.
Mission, Vision, Theme:	Gloucester High School, in partnership with students, families, and our community, sets high expectations for our performance and instills pride in our achievements, developing responsible citizens and a commitment to lifelong learning.
Awards, Recognition, Accomplishments:	We are one of 433 schools across the United States & Canada named to College Board's 2017 "AP District Honor Roll" for increasing AP program participation and passing rates. Our Gloucester High School Consumer Bowl team has won three consecutive Camden County titles in the New Jersey Division of Consumer Affairs High School Consumer Bowl.

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Courses, Curriculum, Instruction:	Our staff currently instructs 11 AP courses on campus with continued expansion planned for the 2019-2020 school year. In addition, we offer Pre-AP courses in English I & II, US History & World History. Our AVID program continues to grow, and this year we added a Computer Science branch to our engineering program. Option II opportunities include college coursework, internships, Junior Police Academy, employment, and much more.
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Boys & Girls), Cheerleading (Coed), Cross Country (Boys & Girls), Field Hockey (Girls), Football (Boys), Soccer (Boys & Girls), Softball (Girls), Swimming (Coed), Track and Field - Spring (Boys & Girls), Wrestling (Boys)
Clubs and Activities:	We offer diverse clubs and extracurricular offerings that bring vibrancy to the building throughout each week. Clubs include Ceramics, Friends of Rachel, Gay-Straight Alliance, Leo, Interact, Military, Ping Pong, Photography, Pep, Sports Marketing, Intramural Basketball, Art, Yoga, Video Gaming, STEM, Graphic Novel, & Stage Design. In addition, this year we proudly introduced the Ski and Golf clubs. Finally, our school newspaper, The Lions Roar, remains a point of pride throughout our school community.

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Before and After School Programs:	We are extremely proud of our Music & Theater programs. Our competitive Marching Band, Winter Ensemble, and Color Guard programs continue to thrive. Musicals and dramatic performances such as Mary Poppins and The Little Mermaid have played to full houses.
Staff and Professional Learning:	Our Department Chairs and administration meet monthly to keep the pulse of our academic progress & development. Gloucester High School's dedicated staff prides itself in pursuing excellence, with monthly PLC topics focusing on embedding strategies such as Cornell Notes and Socratic Seminar within instruction, use of the Albert platform to support curriculum & instruction, and targeted data analysis across subjects.
Postsecondary Information:	Nearly 90% of the class of 2018 was accepted to at least one college or university, and students are representing schools both near and far. We pride ourselves on providing families with robust supports throughout high school: 4 field trips to college campuses, trip to Atlantic City National College Fair, Gloucester High School College Fair, free SAT prep, PSAT & SAT School-Day testing, SAT trips, Scholarship Fair, Financial Aid Night & Workshop, and much more.

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Student Supports and Services:	Comprehensive student & family support services include our Guidance Department, School Resource Officer, Child Study Team, English Language Learners instructor, Media Specialist, Speech Therapist, Intervention & Referral Services Team, and 504 Committee. Tutoring is offered every day in the media center during lunch for any interested student.
Student Health and Wellness:	Our Physical Education Departments offers students the opportunity to choose from three avenues: Team Sports, Weight Training, and Aerobic Fitness. In-depth studies of each students' area of interest occur throughout the school year. Health focuses range from Driver's Education to First Aid and Family Life. Our School Nurse and Athletic Trainer have both been honored by our staff and study body in recent school years for their invaluable contributions throughout each year.
Parent and Community Involvement:	Parents can review student academic performance & attendance daily through our Parent Portal. Parent events range from Rising Senior Night to our Course Selection/AP Night & multiple parent conferences throughout the school year. We frequently partner with nearly all of Gloucester City's municipal service providers throughout each year including a Junior Police Academy and Mock Government Day.

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Facilities:	We are proud to have one of the nicest facilities in the area. Upcoming plans include improvements to our Media Center and TV Studio. Athletic teams have access to the brand-new turf field at the Gloucester Middle School. All levels of Biology, Chemistry, Physics, & Forensics are taught in dual classroom/laboratory settings. Unique spaces include our Life Skills room, TV Studio, Fitness Center, Engineering room, and Ceramics & Photo labs.
School Safety:	Gloucester High School Administration and Staff work in close collaboration with our School Resource Officer and Local Law Enforcement to maintain a safe and secure school environment, both during and after school hours. In addition to our School Resource Officer, the building is staffed by another police officer as well as a security guard. The School Resource Officer and administration have collaborated on a number of safety initiatives, including the implementation of a program called #NotEvenOnce, designed to educate students about making positive decisions and avoiding high risk behaviors.

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Technology and STEM:	Our school is proud to offer engaging, hands-on courses in conjunction with Project Lead The Way. This year, students have the opportunity to explore Introduction to Engineering, Principles of Engineering, and Computer Science Essentials, with continued expansion planned for upcoming years.

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Other Information:	Our Department Chairs & administration meet monthly to keep the pulse of our academic progress & development. Professional focus areas this school year include embedding rigorous instructional strategies such as Cornell Notes and the Socratic Seminar. All of our 9th through 11th grade students participated in the PSAT administration and all 12th grade students participated in the SAT administration during our school day. This not only ensures that all of our students participate in these critical steps along the road to “college readiness” but also provides our administration and staff with valuable data on our entire student population to assist in guiding our instructional focus. Students at Gloucester High School enjoy a variety of AP courses in English, Mathematics, Science, & Social Studies. Rigorous instruction begins as early as 9th grade with many students enrolling in Pre-AP & Honors-level courses. Our students have the opportunity to earn college credits through dual-credit courses with Camden County College, our partnership with Rowan College in Gloucester County in which students are completing coursework on their Sewell, NJ campus, & the various AP courses that we offer. We are excited to continue the expansion of our “Option II” program that permits students the opportunity to earn high school credits for employment, volunteerism, & college and online course work. We also offer an alternative behavioral track as an educational option for students who are not experiencing success in a traditional high school program.