



Highland Regional High School
2016-2017

Grade Span 09-12

07-0390-020
CAMDEN
BLACK HORSE PIKE REGIONAL
450 ERIAL ROAD
BLACKWOOD, NJ 08012

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

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

Navigating through the reports:

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

Other Resources:

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



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Enrollment Trends by Grade

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

| Grade | 2014-15 | 2015-16 | 2016-17 |
|----------|---------|---------|---------|
| 9 | 303 | 340 | 342 |
| 10 | 340 | 269 | 324 |
| 11 | 299 | 322 | 265 |
| 12 | 264 | 288 | 330 |
| Ungraded | 30 | 12 | 9 |
| Total | 1236 | 1231 | 1270 |

Enrollment Trends by Student Group

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

| Student Group | 2014-15 | 2015-16 | 2016-17 |
|-------------------------------------|---------|---------|---------|
| Female | 50% | 53% | 52% |
| Male | 50% | 47% | 48% |
| Economically Disadvantaged Students | 28% | 30% | 35% |
| Students with Disabilities | 15% | 16% | 19% |
| English Learners | 0% | 0% | 0% |
| Homeless Students | | | 1% |
| Students in Foster Care | | | 0% |
| Military-Connected Students | | | 0% |
| Migrant Students | | | 0% |

Enrollment by Racial and Ethnic Group

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

| Racial and Ethnic Group | % of Students |
|-------------------------------------|---------------|
| White | 56.9% |
| Black or African American | 26.1% |
| Hispanic | 9.7% |
| Asian | 6.6% |
| Native Hawaiian or Pacific Islander | 0.2% |
| American Indian or Alaska Native | 0.0% |
| Two or More Races | 0.5% |

Enrollment Trends by Full and Shared Time

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

| Enrollment Status | 2016-17 |
|----------------------|---------|
| Full Time Students | 1270 |
| Shared Time Students | 0 |
| Full Time Equivalent | 1270 |

Enrollment by Home Language

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

| Home Language | % of Students |
|---------------|---------------|
| English | 91.3% |
| Spanish | 3.8% |
| Bengali | 1.5% |
| Other | 3.5% |



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English Language Arts/Literacy Assessment - Participation and Performance

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

| Student Group | Valid Scores | % of students Taking Test | School: % of Testers Met/Exceeded Expectations | District: % of Testers Met/Exceeded Expectations | State: % of Testers Met/Exceeded Expectations | Proficiency Rate for Federal Accountability | 2016-17 Annual Target | Met 2016-17 Annual Target |
|---|--------------|---------------------------|--|--|---|---|-----------------------|---------------------------|
| Schoolwide | 627 | 98.3 | 34.60 | 36.20 | 54.90 | 34.6 | 32.3 | Met Target |
| White | 370 | 98.2 | 38.10 | 39.60 | 63.90 | 38.1 | 35.1 | Met Target |
| Hispanic | 57 | 100.0 | 33.30 | 35.20 | 39.80 | 33.3 | 27.3 | Met Target |
| Black or African American | 157 | 97.6 | 19.80 | 21.00 | 35.20 | 19.8 | 23 | Met Target† |
| Asian, Native Hawaiian, or Pacific Islander | 41 | 100.0 | 63.40 | 57.40 | 80.70 | 63.4 | 49.3 | Met Target |
| American Indian or Alaska Native | * | * | * | 33.30 | 53.70 | N | ** | ** |
| Two or More Races | * | * | * | * | 54.90 | * | ** | ** |
| Female | 319 | 97.3 | 43.90 | 44.10 | 62.20 | 43.9 | | |
| Male | 308 | 99.4 | 25.00 | 28.30 | 48.10 | 25 | | |
| Economically Disadvantaged Students | 230 | 99.2 | 24.80 | 25.80 | 36.20 | 24.8 | 26.4 | Met Target† |
| Non-Economically Disadvantaged Students | 397 | 97.8 | 40.30 | 41.40 | 65.80 | 40.3 | | |
| Students with Disabilities | 137 | 98.6 | * | * | 20.50 | * | 11.2 | Not Met |
| Students without Disabilities | 490 | 98.2 | * | * | 61.90 | * | | |
| English Learners | N | N | N | * | 25.20 | N | ** | ** |
| Non-English Learners | 627 | 98.3 | 34.60 | * | 57.40 | 34.6 | | |
| Homeless Students | * | * | * | * | 26.40 | * | | |
| Students In Foster Care | * | * | * | * | 24.80 | * | | |
| Military-Connected Students | N | N | N | N | 53.50 | N | | |
| Migrant Students | N | N | N | N | 23.00 | N | | |

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

† Target was met within a confidence interval.



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

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 329 | 732 | 736 | 749 | * | 22% | 33% | 27% | * | 29% | 52% |
| White | 194 | 735 | 740 | 757 | * | 20% | 31% | 33% | * | 36% | 62% |
| Hispanic | 32 | 731 | 732 | 733 | * | * | 31% | * | * | 25% | 35% |
| Black or African American | 84 | 723 | 725 | 730 | 24% | 25% | 37% | * | * | 14% | 30% |
| Asian, Native Hawaiian, or Pacific Islander | 17 | 748 | 747 | 777 | * | * | * | * | 0% | 41% | 80% |
| American Indian or Alaska Native | N | N | N | 745 | N | N | N | N | N | N | 49% |
| Two or More Races | * | * | * | 746 | * | * | * | * | * | * | 48% |
| Female | 160 | 741 | 744 | 756 | * | 14% | 33% | * | * | 41% | 60% |
| Male | 169 | 723 | 728 | 741 | * | 28% | 32% | * | * | 18% | 43% |
| Economically Disadvantaged Students | 127 | 725 | 728 | 731 | * | 23% | 34% | * | * | 20% | 32% |
| Non-Economically Disadvantaged Students | 202 | 736 | 741 | 758 | * | 21% | 32% | * | * | 35% | 62% |
| Students with Disabilities | 79 | 703 | 707 | 714 | * | * | * | * | * | * | 13% |
| Students without Disabilities | 250 | 741 | 743 | 754 | * | * | * | * | * | * | 58% |
| English Learners | N | N | N | 690 | N | N | N | N | N | N | * |
| Non-English Learners | 329 | 732 | 737 | 752 | * | 22% | 33% | 27% | * | 29% | * |
| Homeless Students | * | * | * | 719 | * | * | * | * | * | * | 21% |
| Students in Foster Care | * | * | * | 718 | * | * | * | * | * | * | 21% |
| Military-Connected Students | * | * | * | 746 | * | * | * | * | * | * | 45% |
| Migrant Students | N | N | N | 705 | N | N | N | N | N | N | * |



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

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 311 | 734 | 735 | 743 | 20% | 18% | 22% | 33% | 7% | 39% | 46% |
| White | 180 | 735 | 738 | 749 | 17% | 19% | 24% | 34% | 6% | 39% | 52% |
| Hispanic | 31 | 741 | 734 | 728 | * | * | * | 39% | * | 42% | 34% |
| Black or African American | 76 | 720 | 718 | 725 | 34% | 22% | * | 20% | * | 25% | 31% |
| Asian, Native Hawaiian, or Pacific Islander | 24 | 764 | * | 774 | * | * | * | 54% | * | 79% | 74% |
| American Indian or Alaska Native | N | N | N | 740 | N | N | N | N | N | N | 42% |
| Two or More Races | N | N | N | 737 | N | N | N | N | N | N | 42% |
| Female | 166 | 741 | 740 | 752 | 13% | 16% | * | 37% | * | 45% | 54% |
| Male | 145 | 726 | 729 | 734 | 29% | 21% | * | 28% | * | 32% | 39% |
| Economically Disadvantaged Students | 106 | 724 | 723 | 726 | 29% | * | 24% | 24% | * | 28% | 32% |
| Non-Economically Disadvantaged Students | 205 | 739 | 740 | 751 | 16% | * | 22% | 37% | * | 45% | 54% |
| Students with Disabilities | 57 | 696 | 695 | 704 | * | * | * | * | * | * | 12% |
| Students without Disabilities | 254 | 743 | 741 | 749 | * | * | * | * | * | * | 52% |
| English Learners | N | N | N | 681 | N | N | N | N | N | N | * |
| Non-English Learners | 311 | 734 | 735 | 745 | 20% | 18% | 22% | 33% | 7% | 39% | * |
| Homeless Students | * | * | * | 715 | * | * | * | * | * | * | 21% |
| Students in Foster Care | * | * | * | 710 | * | * | * | * | * | * | 20% |
| Military-Connected Students | N | N | N | 733 | N | N | N | N | N | N | 35% |
| Migrant Students | N | N | N | 694 | N | N | N | N | N | N | * |



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

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 203 | 724 | 719 | 736 | * | 26% | 27% | 23% | * | 25% | 38% |
| White | 99 | 728 | 721 | 738 | * | 25% | 28% | 25% | * | 28% | 40% |
| Hispanic | 23 | 726 | 719 | 731 | * | * | * | * | 0% | 30% | 34% |
| Black or African American | 69 | 716 | 714 | 728 | 32% | 26% | 26% | 16% | 0% | 16% | 30% |
| Asian, Native Hawaiian, or Pacific Islander | 12 | 727 | * | 756 | * | * | * | * | 0% | 33% | 58% |
| American Indian or Alaska Native | N | N | N | 731 | N | N | N | N | N | N | 30% |
| Two or More Races | N | N | N | 731 | N | N | N | N | N | N | 36% |
| Female | 114 | 729 | 725 | 744 | * | 24% | 29% | 28% | * | 31% | 46% |
| Male | 89 | 717 | 712 | 729 | * | 29% | 24% | 17% | * | 17% | 31% |
| Economically Disadvantaged Students | 88 | 723 | 717 | 729 | * | 23% | 28% | * | * | 25% | 32% |
| Non-Economically Disadvantaged Students | 115 | 724 | 720 | 740 | * | 29% | 25% | * | * | 24% | 42% |
| Students with Disabilities | 40 | 702 | 703 | 709 | * | * | * | * | * | * | 12% |
| Students without Disabilities | 163 | 729 | 722 | 741 | * | * | * | * | * | * | 43% |
| English Learners | N | N | N | 699 | N | N | N | N | N | N | * |
| Non-English Learners | 203 | 724 | * | 737 | * | 26% | 27% | 23% | * | 25% | * |
| Homeless Students | * | * | * | 722 | * | * | * | * | * | * | 24% |
| Students in Foster Care | * | * | * | 713 | * | * | * | * | * | * | 19% |
| Military-Connected Students | N | N | N | 723 | N | N | N | N | N | N | 24% |
| Migrant Students | N | N | N | 713 | N | N | N | N | N | N | 26% |

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



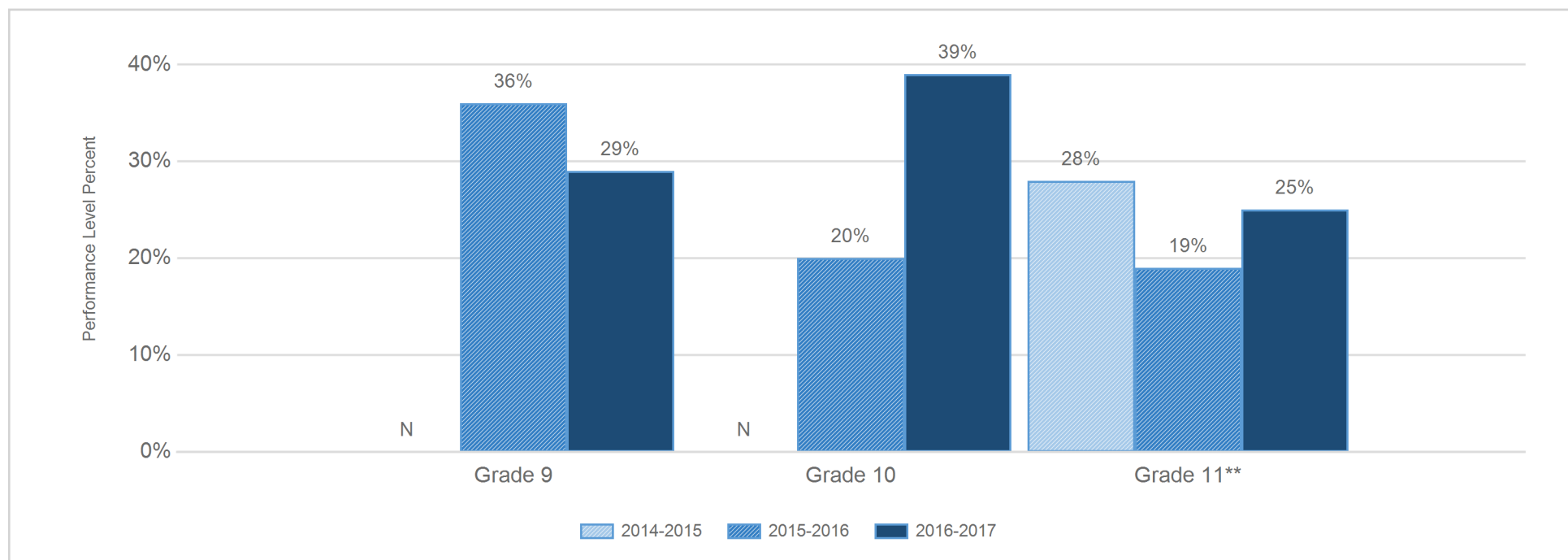
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English Language Arts/Literacy Assessment - Performance Trends

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



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



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Mathematics Assessment - Participation and Performance

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

| Student Group | Valid Scores | % of students Taking Test | School: % of Testers Met/Exceeded Expectations | District: % of Testers Met/Exceeded Expectations | State: % of Testers Met/Exceeded Expectations | Proficiency Rate for Federal Accountability | 2016-17 Annual Target | Met 2016-17 Annual Target |
|---|--------------|---------------------------|--|--|---|---|-----------------------|---------------------------|
| Schoolwide | 578 | 97.6 | 13.60 | 21.20 | 43.50 | 13.6 | 21.8 | Not Met |
| White | 345 | 98.1 | 15.70 | 23.70 | 52.40 | 15.7 | 23.2 | Not Met |
| Hispanic | 52 | 98.3 | * | * | 27.60 | * | 18.9 | Not Met |
| Black or African American | 138 | 96.0 | * | * | 21.70 | * | 13 | Not Met |
| Asian, Native Hawaiian, or Pacific Islander | 41 | 97.6 | 24.40 | 38.90 | 75.60 | 24.4 | 42.9 | Not Met |
| American Indian or Alaska Native | * | * | * | * | 42.50 | N | ** | ** |
| Two or More Races | * | * | * | * | 44.90 | * | ** | ** |
| Female | 307 | 97.2 | 14.10 | 21.40 | 44.10 | 14.1 | | |
| Male | 271 | 97.9 | 13.30 | 21.10 | 42.90 | 13.3 | | |
| Economically Disadvantaged Students | 201 | 98.6 | * | * | 25.10 | * | 17.1 | Not Met |
| Non-Economically Disadvantaged Students | 377 | 97.0 | * | * | 54.30 | * | | |
| Students with Disabilities | 81 | 97.7 | * | * | 16.50 | * | 9 | Not Met |
| Students without Disabilities | 497 | 97.5 | * | * | 48.80 | * | | |
| English Learners | N | N | N | * | 23.30 | N | ** | ** |
| Non-English Learners | 578 | 97.6 | 13.60 | * | 45.20 | 13.6 | | |
| Homeless Students | * | * | * | * | 16.40 | * | | |
| Students In Foster Care | * | * | * | * | 15.10 | * | | |
| Military-Connected Students | N | N | N | N | 39.90 | N | | |
| Migrant Students | N | N | N | N | 18.20 | N | | |

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

† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Test: Algebra I

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 273 | 718 | 723 | 743 | * | * | * | * | * | * | 42% |
| White | 150 | 724 | 727 | 751 | 16% | 33% | 37% | 13% | 0% | 13% | 52% |
| Hispanic | 26 | 709 | 717 | 728 | * | * | * | * | * | * | 24% |
| Black or African American | 81 | 711 | 715 | 724 | * | * | * | * | * | * | 19% |
| Asian, Native Hawaiian, or Pacific Islander | 14 | 727 | * | 774 | * | * | * | * | * | * | 76% |
| American Indian or Alaska Native | N | N | N | 736 | N | N | N | N | N | N | 30% |
| Two or More Races | * | * | * | 741 | * | * | * | * | * | * | 41% |
| Female | 135 | 719 | 724 | 744 | * | * | * | * | * | * | 43% |
| Male | 138 | 718 | 723 | 741 | * | * | * | * | * | * | 40% |
| Economically Disadvantaged Students | 115 | 716 | 721 | 727 | * | * | * | * | * | * | 23% |
| Non-Economically Disadvantaged Students | 158 | 720 | 725 | 751 | * | * | * | * | * | * | 52% |
| Students with Disabilities | 69 | 704 | 707 | 714 | * | * | * | * | * | * | 10% |
| Students without Disabilities | 204 | 723 | 728 | 747 | * | * | * | * | * | * | 47% |
| English Learners | N | N | N | 708 | N | N | N | N | N | N | * |
| Non-English Learners | 273 | 718 | 724 | 745 | * | * | * | * | * | * | * |
| Homeless Students | * | * | * | 718 | * | * | * | * | * | * | 13% |
| Students in Foster Care | * | * | * | 711 | * | * | * | * | * | * | * |
| Military-Connected Students | * | * | * | 742 | * | * | * | * | * | * | 37% |
| Migrant Students | N | N | N | 715 | N | N | N | N | N | N | 21% |



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Mathematics Assessment - Performance by Test: Geometry

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 286 | 726 | 728 | 734 | * | 39% | 38% | 13% | * | 14% | 30% |
| White | 164 | 729 | 731 | 740 | * | 32% | 46% | 14% | * | 15% | 38% |
| Hispanic | 29 | 727 | 729 | 722 | * | 38% | 45% | * | 0% | 10% | 14% |
| Black or African American | 78 | 717 | 719 | 719 | * | * | * | * | * | * | * |
| Asian, Native Hawaiian, or Pacific Islander | 15 | 740 | 734 | 758 | 0% | * | * | * | 0% | 33% | 65% |
| American Indian or Alaska Native | N | N | N | 730 | N | N | N | N | N | N | 29% |
| Two or More Races | N | N | N | 733 | N | N | N | N | N | N | 32% |
| Female | 159 | 725 | 728 | 735 | * | 38% | 40% | 11% | * | 12% | 31% |
| Male | 127 | 726 | 728 | 733 | * | 39% | 35% | 16% | * | 16% | 30% |
| Economically Disadvantaged Students | 97 | 721 | 724 | 721 | * | 49% | 26% | 10% | * | 10% | 13% |
| Non-Economically Disadvantaged Students | 189 | 729 | 730 | 740 | * | 33% | 44% | 15% | * | 15% | 39% |
| Students with Disabilities | 32 | 709 | 710 | 711 | * | * | * | * | * | * | * |
| Students without Disabilities | 254 | 728 | 730 | 738 | * | * | * | * | * | * | * |
| English Learners | N | N | N | 710 | N | N | N | N | N | N | * |
| Non-English Learners | 286 | 726 | 729 | 735 | * | 39% | 38% | 13% | * | 14% | * |
| Homeless Students | * | * | * | 717 | * | * | * | * | * | * | * |
| Students in Foster Care | * | * | * | 713 | * | * | * | * | * | * | * |
| Military-Connected Students | N | N | N | 727 | N | N | N | N | N | N | 15% |
| Migrant Students | N | N | N | 704 | N | N | N | N | N | N | * |

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



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Mathematics Assessment - Performance by Test: Algebra II

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 211 | 710 | 712 | 725 | * | * | * | * | * | * | 28% |
| White | 121 | 714 | 717 | 731 | * | * | * | * | * | * | 33% |
| Hispanic | 20 | 710 | 704 | 710 | * | * | * | * | * | * | 14% |
| Black or African American | 48 | 693 | 693 | 703 | * | * | * | * | * | * | * |
| Asian, Native Hawaiian, or Pacific Islander | 22 | 723 | * | 761 | * | * | * | * | 0% | 18% | 62% |
| American Indian or Alaska Native | N | N | N | 715 | N | N | N | N | N | N | 20% |
| Two or More Races | N | N | N | 718 | N | N | N | N | N | N | 25% |
| Female | 127 | 710 | 711 | 725 | * | * | * | * | * | * | 27% |
| Male | 84 | 709 | 712 | 725 | * | * | * | * | * | * | 29% |
| Economically Disadvantaged Students | 67 | 701 | 703 | 708 | * | * | * | * | * | * | 13% |
| Non-Economically Disadvantaged Students | 144 | 714 | 714 | 733 | * | * | * | * | * | * | 35% |
| Students with Disabilities | 12 | 687 | 695 | 692 | * | * | * | * | * | * | * |
| Students without Disabilities | 199 | 711 | 712 | 729 | * | * | * | * | * | * | * |
| English Learners | N | N | N | 692 | N | N | N | N | N | N | * |
| Non-English Learners | 211 | 710 | * | 726 | * | * | * | * | * | * | * |
| Homeless Students | * | * | * | 702 | * | * | * | * | * | * | * |
| Students in Foster Care | * | * | * | 692 | * | * | * | * | * | * | * |
| Military-Connected Students | N | N | N | 710 | N | N | N | N | N | N | 14% |
| Migrant Students | N | N | N | 702 | N | N | N | N | N | N | 14% |



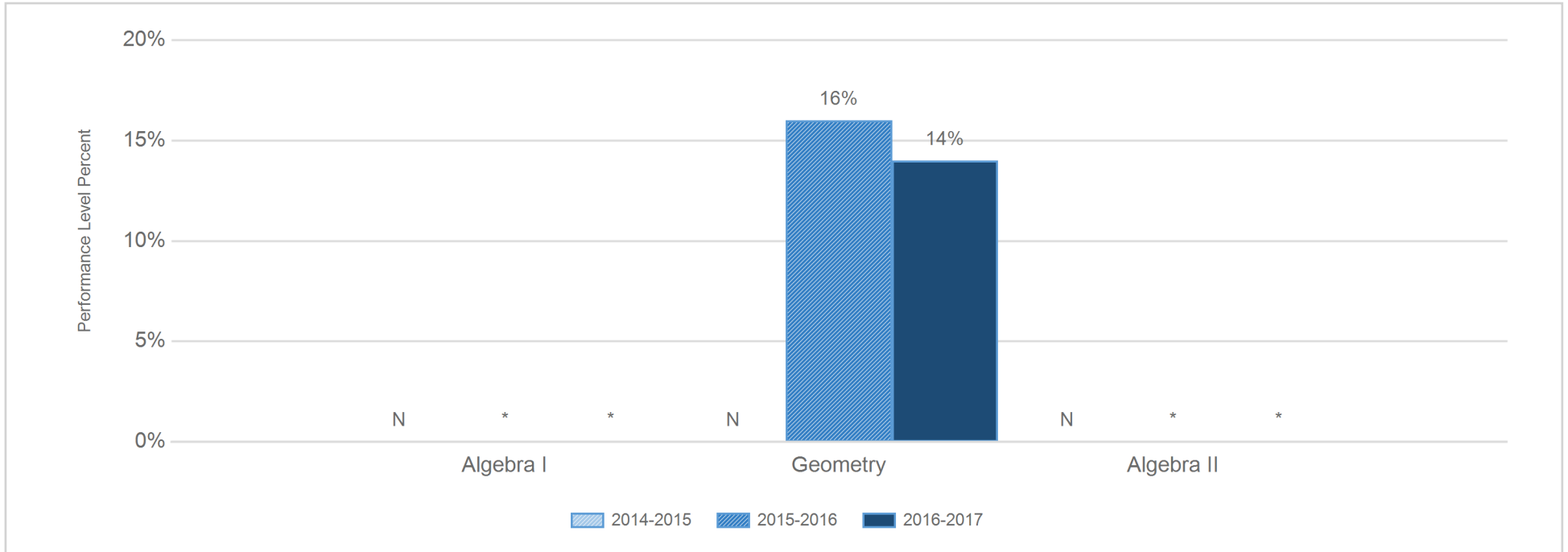
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Mathematics Assessment – Performance Trends

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





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Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

| Years in District | # Students Tested | % Students with Overall Score Below 4.5 | % Students with Overall Score of 4.5 and above |
|-------------------|-------------------|---|--|
| 1 | N | N | N |
| 2 | N | N | N |
| 3 | N | N | N |
| 4 | N | N | N |
| 5+ | N | N | N |



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

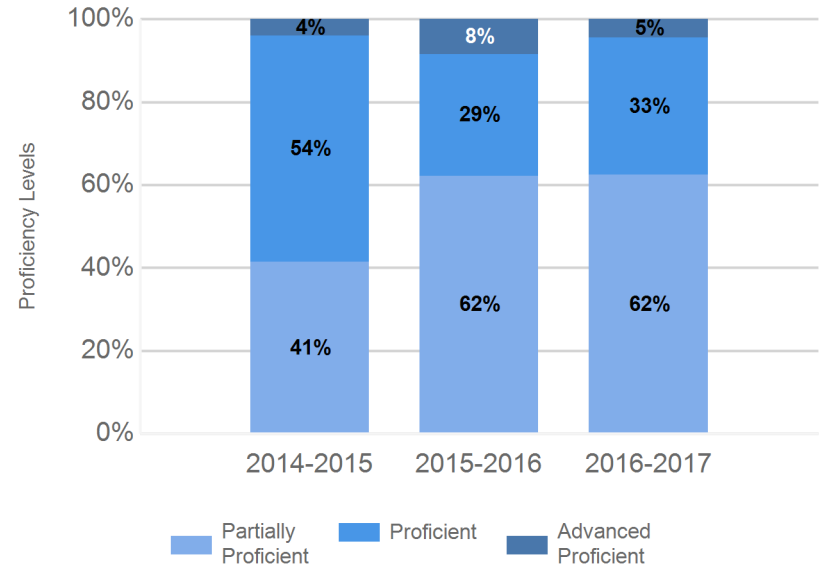
Biology Assessment - Performance

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

| Student Group | % Advanced Proficient | % Proficient | % Partially Proficient |
|---|-----------------------|--------------|------------------------|
| Statewide | 16% | 42% | 42% |
| Schoolwide | 5% | 33% | 62% |
| White | 5% | 36% | 59% |
| Hispanic | 5% | 55% | 40% |
| Black or African American | 3% | 14% | 83% |
| Asian, Native Hawaiian, or Pacific Islander | 6% | * | * |
| American Indian or Alaska Native | N | N | N |
| Two or More Races | N | * | * |
| Economically Disadvantaged Students | 4% | 22% | 75% |
| Students with Disabilities | N | * | * |
| English Learners | N | N | N |

Biology Assessment - Proficiency Trends

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





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

PSAT/SAT/ACT - Participation

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

| Test | % of Students in School | % of Students in State |
|--|-------------------------|------------------------|
| Percentage of students taking the PSAT | 100.0% | 89.4% |
| Percentage of students taking the SAT | 94.2% | 70.0% |
| Percentage of students taking the ACT | 8.2% | 28.3% |

PSAT/SAT/ACT - Performance

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

| Test | School Average Score | State Average Score | College Readiness Benchmarks | School - % of Students scoring at or above Benchmark | State - % of Students scoring at or above Benchmark |
|----------------------------|----------------------|---------------------|------------------------------|--|---|
| PSAT - Reading and Writing | 440 | 481 | Varies By Grade | 50% | 67% |
| PSAT - Math | 444 | 483 | Varies By Grade | 31% | 49% |
| SAT - Reading and Writing | 537 | 551 | 480 | 80% | 77% |
| SAT - Math | 538 | 552 | 530 | 62% | 58% |
| ACT - Reading | 20 | 24 | 22 | 41% | 65% |
| ACT - English | 21 | 24 | 18 | 70% | 79% |
| ACT - Math | 22 | 24 | 22 | 63% | 65% |
| ACT - Science | 20 | 23 | 23 | 26% | 54% |



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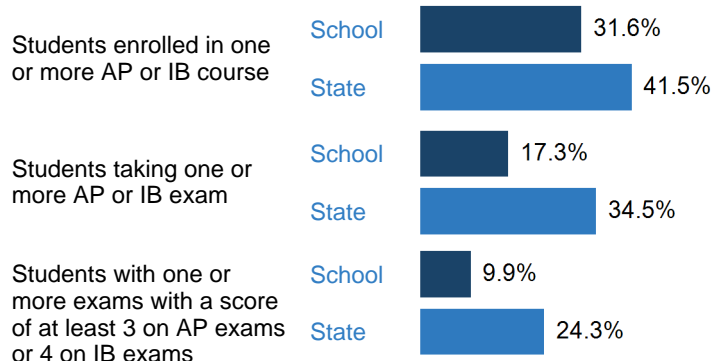
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate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

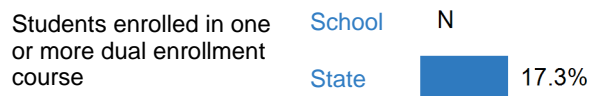
AP/IB Coursework – Participation and Performance

This chart shows the percentage of students out of all 11th and 12th grade students in the school and across the state, who enrolled in one or more AP or IB course, the percentage that took one or more AP or IB exam, and the percentage of students taking one or more exams who received at least one score of at least 3 on AP exams or 4 on IB exams.



Dual Enrollment Coursework - Participation

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



AP/ IB Courses Offered

This table shows the students enrolled in AP/IB courses and the corresponding exams that were taken. Students do not need to take a course to take the exam and not all students enrolled in a course take the exam. The last two rows show the total number of exams taken and the number of exams with scores of at least 3 on AP exams or 4 on IB exams. In the last two rows, students taking multiple exams are counted more than once.

| AP/IB Course | Students Enrolled | Students Tested |
|--|-------------------|-----------------|
| AP Art—History of Art | 7 | 0 |
| AP Biology | 40 | 19 |
| AP Calculus AB | 40 | 14 |
| AP English Language and Composition | 56 | 50 |
| AP English Literature and Composition | 66 | 18 |
| AP Environmental Science | 9 | 3 |
| AP German Language and Culture | 0 | 1 |
| AP Music Theory | 8 | 4 |
| AP Physics 1 | 0 | 20 |
| AP Physics 2 | 0 | 6 |
| AP Physics B | 54 | 0 |
| AP Psychology | 49 | 19 |
| AP Statistics | 57 | 14 |
| AP Studio Art—Two-Dimensional | 0 | 4 |
| AP U.S. Government and Politics | 27 | 6 |
| AP U.S. History | 65 | 47 |
| Total Exams Taken | | 225 |
| Exams with scores of at least 3 on AP exams or 4 on IB exams | | 105 |



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

Career and Technical Education Participation

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

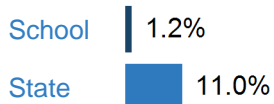
CTE Participants

(completed only one course in an approved CTE program)



CTE Concentrators

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



Structured Learning Experiences Participation

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

Structured Learning Experiences



Industry-Valued Credentials Earned

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

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

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



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

Mathematics - Course Participation

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

| Grade | Algebra I | Geometry | Algebra II | Pre-Calculus | Calculus | Statistics | Other Math |
|--------------------------|-----------|----------|------------|--------------|----------|------------|------------|
| 9 | 263 | 72 | 0 | 0 | 0 | 0 | 153 |
| 10 | 19 | 227 | 84 | 0 | 0 | 0 | 47 |
| 11 | 23 | 29 | 144 | 73 | 0 | 8 | 28 |
| 12 | 2 | 10 | 11 | 41 | 69 | 140 | 98 |
| Schoolwide | 307 | 338 | 239 | 114 | 69 | 148 | 326 |
| Enrolled in AP/IB Course | | | | | 40 | 57 | 0 |

Science - Course Participation

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

| Grade | Biology | Chemistry | Earth and Space Science | Environmental Science | Physics | Other Science |
|--------------------------|---------|-----------|-------------------------|-----------------------|---------|---------------|
| 9 | 176 | 0 | 0 | 3 | 192 | 3 |
| 10 | 164 | 53 | 0 | 7 | 122 | 4 |
| 11 | 25 | 102 | 0 | 91 | 63 | 15 |
| 12 | 24 | 5 | 11 | 24 | 68 | 80 |
| Schoolwide | 389 | 160 | 11 | 125 | 445 | 102 |
| Enrolled in AP/IB Course | 40 | 0 | | 9 | 54 | 0 |



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

Social Studies and History - Course Participation

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

| Grade | World History | US History I & II | Economics | Psychology | Sociology | Other Social Studies or History |
|--------------------------|---------------|-------------------|-----------|------------|-----------|---------------------------------|
| 9 | 341 | 25 | 0 | 0 | 0 | 0 |
| 10 | 11 | 339 | 0 | 1 | 1 | 0 |
| 11 | 4 | 277 | 0 | 47 | 29 | 16 |
| 12 | 0 | 15 | 0 | 150 | 60 | 80 |
| Schoolwide | 356 | 656 | 0 | 198 | 90 | 96 |
| Enrolled in AP/IB Course | 0 | 65 | 0 | 49 | 0 | 27 |

World Languages - Course Participation

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

| Grade | Spanish | French | Italian | Latin | German | Chinese | Other Languages |
|-------------------------------|---------|--------|---------|-------|--------|---------|-----------------|
| 9 | 145 | 42 | 37 | 0 | 0 | 0 | 0 |
| 10 | 229 | 54 | 39 | 0 | 0 | 0 | 0 |
| 11 | 127 | 36 | 12 | 0 | 0 | 0 | 0 |
| 12 | 92 | 21 | 11 | 0 | 0 | 0 | 0 |
| Schoolwide | 593 | 153 | 99 | 0 | 0 | 0 | 0 |
| Enrolled in AP/IB Course | N | N | N | N | N | N | N |
| Enrolled in Level 3 or Higher | 132 | 43 | 17 | 0 | 0 | 0 | 0 |
| Earned Seal of Biliteracy | N | N | N | N | N | N | N |



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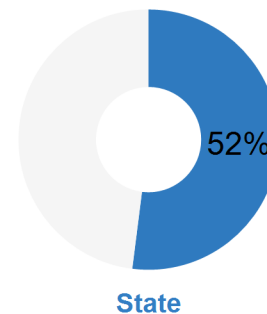
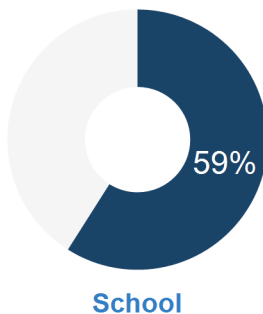
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Visual and Performing Arts – Course Participation

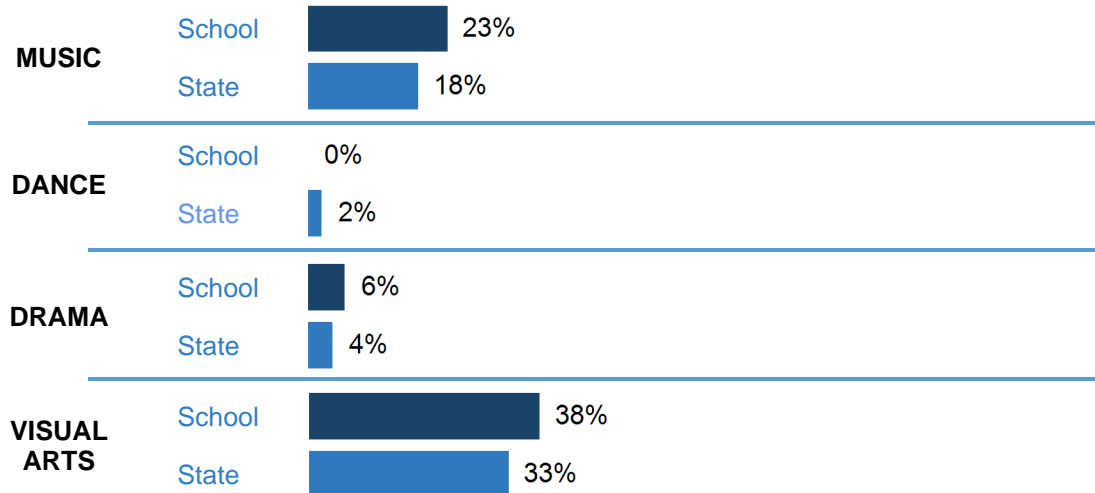
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

Grades 9-12:

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



Students enrolled in one or more classes by discipline:





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

Graduation Rates

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

| Student Group | School - Class of 2017: 4 Year Rate | State - Class of 2017: 4 Year Rate | School - Class of 2016: 5 Year Rate | State - Class of 2016: 5 Year Rate | Class of 2016: 4 Year Rate | Class of 2016: 4 Year Target | Met Target? | Class of 2015: 5 Year Rate | Class of 2015: 5 Year Target | Met Target? |
|--|-------------------------------------|------------------------------------|-------------------------------------|------------------------------------|----------------------------|------------------------------|-------------|----------------------------|------------------------------|-------------|
| Schoolwide | 92.9% | 90.5% | 87.5% | 91.8% | 86.5% | 86.5% | Met Target | 90.8% | 90.7% | Met Target |
| White | 96.5% | 94.5% | 88.5% | 95.1% | 88.4% | 89.7% | Not Met | 92.2% | 89.9% | Met Target |
| Hispanic | 89.2% | 84.3% | 89.3% | 86.3% | 86.2% | 79.2% | Met Target | 83.8% | 93.1% | Not Met |
| Black or African American | * | 83.4% | * | 85.3% | * | 82.7% | Not Met | 89.4% | 91.6% | Not Met |
| Asian, Native Hawaiian or Pacific Islander | 100.0% | 96.6% | 100.0% | 97.5% | 100.0% | N | Met Goal | 100.0% | ** | ** |
| American Indian or Alaska Native | N | 92.3% | N | 86.6% | N | N | N | N | N | N |
| Two or More Races | * | 91.9% | * | 93.7% | * | ** | ** | N | N | N |
| Economically Disadvantaged Students | 87.4% | 83.9% | 79.8% | 85.6% | 76.4% | 77.1% | Not Met | 84.2% | 87.0% | Not Met |
| Students with Disabilities | 85.5% | 78.8% | 80.0% | 82.1% | 75.9% | 69.7% | Met Target | 78.6% | 80.0% | Not Met |
| English Learners | N | 76.1% | * | 79.7% | * | ** | ** | * | ** | ** |
| Homeless Students | * | 73.2% | N | 74.4% | N | N | N | N | | |

Graduation Rate Trends

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

| Class of | 4-Year Rate | 5-Year Rate |
|----------|-------------|-------------|
| 2017 | 92.9% | - |
| 2016 | 86.5% | 87.5% |
| 2015 | 86.1% | 90.8% |

Dropout Rate Trends

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

| School Year | School Rate | State Rate |
|-------------|-------------|------------|
| 2016-2017 | 1% | 1.1% |
| 2015-2016 | 0.9% | 1.1% |
| 2014-2015 | 1.2% | 1.1% |

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



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This section contains information about students enrolling in colleges and universities after graduation from high school. Postsecondary enrollment information is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

Postsecondary Enrollment Rates: Fall

This table shows the enrollment rates of Class of 2017 high school graduates into 2-year or 4-year institutions the fall after high school graduation. The following columns show the percentage of these enrolled students by 2-year or 4-year institution.

| Student Group | % Enrolled in Any Institution | % Enrolled in 2-Year Institution | % Enrolled in 4-Year Institution |
|---|-------------------------------|----------------------------------|----------------------------------|
| Statewide | 71.1% | 29.5% | 70.5% |
| Schoolwide | 70.4% | 45% | 55% |
| White | 77.2% | 43% | 57.1% |
| Hispanic | 46.9% | 60% | 40% |
| Black or African American | 56.6% | 53.5% | 46.5% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * |
| American Indian or Alaska Native | N | N | N |
| Two or More Races | * | * | * |
| Economically Disadvantaged Students | 61.1% | 56.1% | 43.9% |
| Students with Disabilities | 43.4% | 82.6% | 17.4% |
| English Learners | N | N | N |

Postsecondary Enrollment Rates: 16 month

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

| Student Group | % Enrolled in Any Institution | % Enrolled in 2-Year Institution | % Enrolled in 4-Year Institution | % Enrolled in Public Institution | % Enrolled in Private Institution | % Enrolled in In-State Institution | % Enrolled in Out-of-State Institution |
|---|-------------------------------|----------------------------------|----------------------------------|----------------------------------|-----------------------------------|------------------------------------|--|
| Statewide | 76.1% | 33.6% | 66.5% | 73.6% | 26.4% | 65.5% | 34.6% |
| Schoolwide | 77.2% | 43.8% | 56.2% | 79.3% | 20.7% | 73.3% | 26.7% |
| White | 77.3% | 38.4% | 61.7% | 74.4% | 25.6% | 69.9% | 30.1% |
| Hispanic | 66.7% | 62.5% | 37.5% | 87.5% | 12.5% | 81.3% | 18.8% |
| Black or African American | 75.4% | 59.2% | 40.8% | 85.7% | 14.3% | 75.5% | 24.5% |
| Asian, Native Hawaiian, or Pacific Islander | 95% | 26.3% | 73.7% | 89.5% | 10.5% | 84.2% | 15.8% |
| 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 | 62.8% | 53.1% | 46.9% | 87.8% | 12.2% | 83.7% | 16.3% |
| Students with Disabilities | 36.4% | 91.7% | 8.3% | 91.7% | 8.3% | 91.7% | 8.3% |
| English Learners | N | N | N | N | N | N | N |



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This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

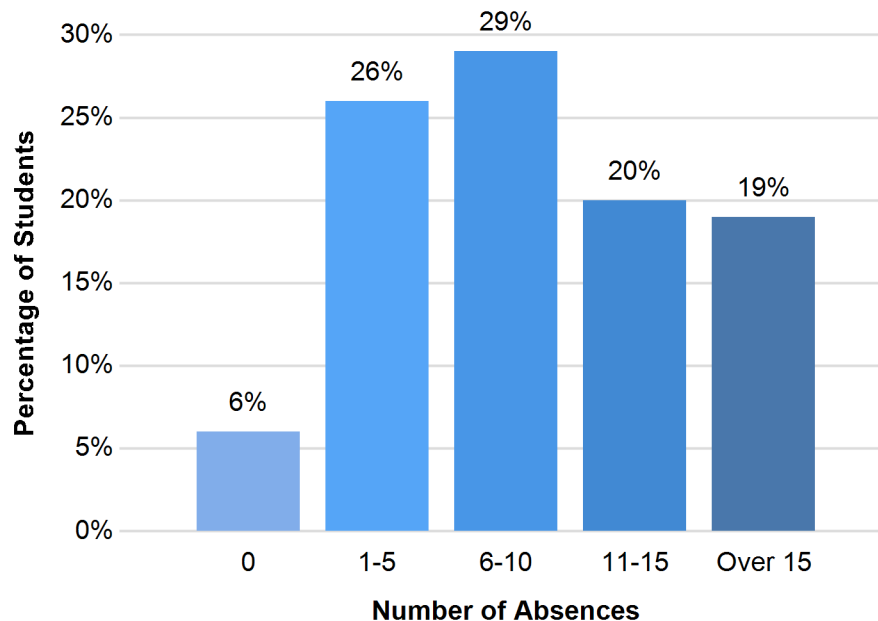
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the ESSA accountability targets for 2016-17.

| Student Group | % Chronically Absent | 2016-17 Target | Met 2016-17 Target |
|---|----------------------|----------------|--------------------|
| Schoolwide | 15.10 | 14.30 | Not Met |
| White | 15.60 | 14.30 | Not Met |
| Hispanic | 17.70 | 14.30 | Not Met |
| Black or African American | 15.00 | 14.30 | Not Met |
| Asian, Native Hawaiian, or Pacific Islander | 8.00 | 14.30 | Met Target |
| American Indian or Alaska Native | N | ** | ** |
| Two or More Races | N | ** | ** |
| Economically Disadvantaged Students | 19.30 | 14.30 | Not Met |
| Students with Disabilities | 20.20 | 14.30 | Not Met |
| English Learners | N | ** | ** |

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

Days Absent

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





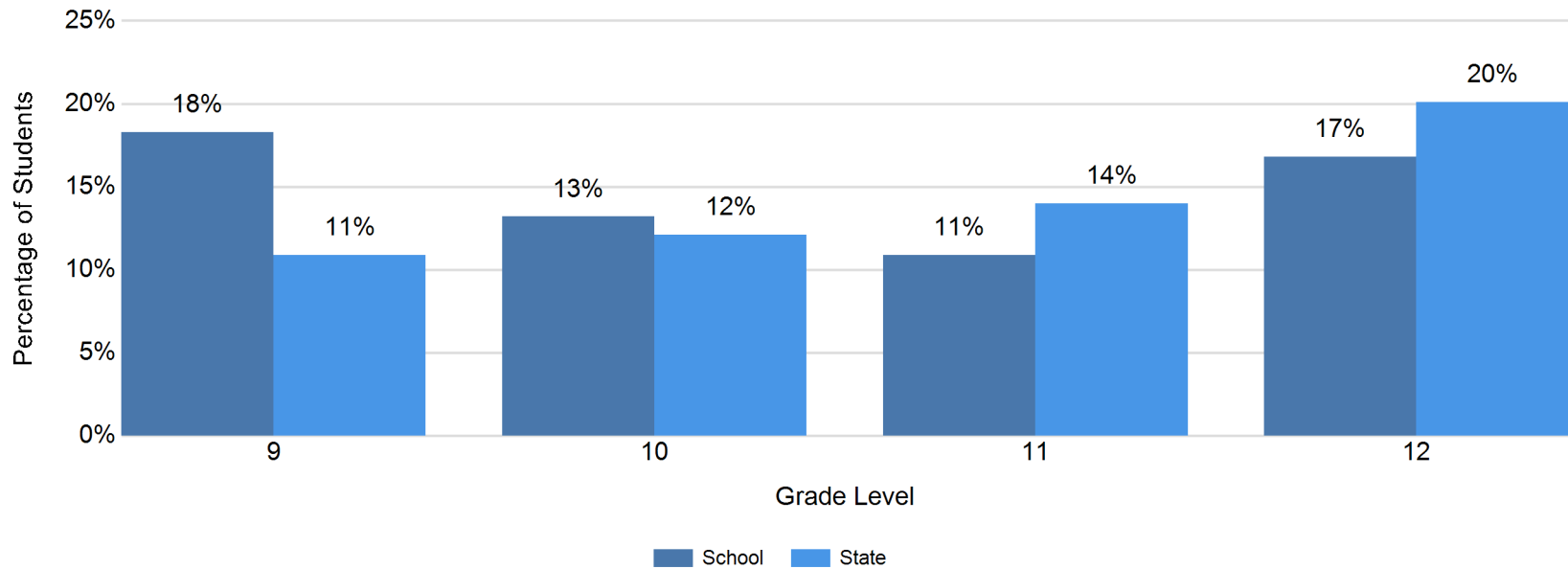
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Grade Span 09-12

Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





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School Day

This table shows the start and end times and length of school day for a typical student at this school. **Instructional time** is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher.

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

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

| Incident Type | Number of Incidents |
|--|---------------------|
| Violence | 12 |
| Vandalism | 0 |
| Weapons | 2 |
| Substances | 6 |
| Harassment, Intimidation, Bullying (HIB) | 6 |
| Total Unique Incidents | 26 |
| Incidents Per 100 Students Enrolled | 2.05 |

Student Suspension Rate

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

| Suspension Types | % of Students |
|---------------------------|---------------|
| In-School Suspensions | 0.0% |
| Out-of-School Suspensions | 6.4% |
| Any Suspension | 6.4% |

Student Expulsions

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

| Category | Number of Students |
|------------|--------------------|
| Expulsions | 0 |



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Technology Readiness

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

| School Year | Student to Device Ratio | Internet Speed | Recommended Internet Speed | Met Recommended Speed? | Connectivity between Schools | Recommended Connectivity | Met Recommended Connectivity? |
|-------------|-------------------------|----------------|----------------------------|------------------------|------------------------------|--------------------------|-------------------------------|
| 2016-17 | 1:1 | 553.9 kbps | 100 kbps | Yes | Fiber | Fiber | Yes |

Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district's schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts' [User Friendly Budgets](#), or the NJDOE Finance [District Report Search](#) of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs).

| Per-Pupil Expenditures | Federal | State/ Local | Total |
|------------------------|---------|--------------|----------|
| District Total | \$426 | \$13,973 | \$14,399 |



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

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

Teachers: All classroom teachers

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

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

Teachers – Experience

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

| Category | Teachers in School | Teachers in State |
|--|--------------------|-------------------|
| Total Number of teachers | 92 | 120,724 |
| Average years experience in public schools | 10.0 | 11.8 |
| Average years experience in district | 8.0 | 10.5 |
| Teachers in district for 4 or more years | 67% | 74% |

Administrators – Experience (District Level)

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

| Category | Admin. in District | Admin. in State |
|--|--------------------|-----------------|
| Total Number of administrators | 34 | 9,506 |
| Average years experience in public schools | 18.6 | 15.9 |
| Average years experience in district | 12.5 | 11.6 |
| Administrators in district for 4 or more years | 79% | 74% |

Student to Staff Ratios

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

| Staff Type | School Students: Staff | District Students: Staff |
|-----------------------------|------------------------|--------------------------|
| Teachers | 14:1 | 13:1 |
| Administrators | 212:1 | 106:1 |
| Librarian/Media Specialists | | 1806:1 |
| Nurses | | 1204:1 |
| Counselors | | 201:1 |
| Child Study Team | | 361:1 |



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Teachers: All classroom teachers

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

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

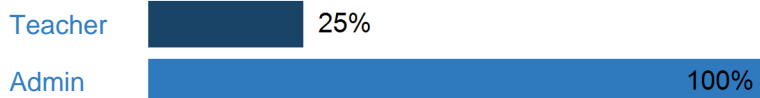
Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

| Job Type | District | State |
|---|----------|-------|
| 2015-16 Teachers: Same district 2016-17 | 68% | 89% |
| 2015-16 Administrators: Same district 2016-17 | 70% | 88% |

Faculty Attendance

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

| School Year | % Days Present |
|-------------|----------------|
| 2016-17 | 97% |



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Accountability Indicator Scores and Summative Rating

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of comprehensive support. This table shows the indicator scores for each indicator included in the accountability system and the weights that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey's accountability system and how these indicator scores were calculated, see these [accountability resources](#).

| Accountability Indicator | Indicator Score | Indicator Weight |
|---|-----------------|------------------|
| English Language Arts Proficiency | 23.8 | 17.5% |
| Mathematics Proficiency | 19.7 | 17.5% |
| Graduation - 4-Year | 22.5 | 25.0% |
| Graduation - 5-Year | 25.4 | 25.0% |
| Chronic Absenteeism | 35.3 | 15.0% |
| Progress Towards English Language Proficiency (coming 2018) | N/A | N/A |
| Summative Score: Sum of all indicator scores multiplied by indicator weights | | 24.9 |
| Summative Rating: Percentile rank of Summative Score | | 18.6 |
| Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile | | No |
| Requires Comprehensive Support: 4-year Graduation Rate less than or equal to 67% | | No |

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

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



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Accountability Summary by Student Group

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

| Student Group | Summative Score | Cut-off Score for Targeted Support and Improvement | Requires Targeted Support and Improvement for 2016-17 | English Language Arts Proficiency | Mathematics Proficiency | Chronic Absenteeism | Graduation Rate - 4-Year | Graduation Rate - 5-Year | At Risk for Consistently Underperforming Student Group |
|---|-----------------|--|---|-----------------------------------|-------------------------|---------------------|--------------------------|--------------------------|--|
| Schoolwide | 24.9 | 6.2 | No | Met Target | Not Met | Not Met | Met Target | Met Target | No |
| White | 17.0 | 6.2 | No | Met Target | Not Met | Not Met | Not Met | Met Target | No |
| Hispanic | 34.8 | 6.2 | No | Met Target | Not Met | Not Met | Met Target | Not Met | No |
| Black or African American | 36.1 | 6.2 | No | Met Target† | Not Met | Not Met | Not Met | Not Met | No |
| Asian, Native Hawaiian, or Pacific Islander | 39.2 | 6.2 | No | Met Target | Not Met | Met Target | Met Goal | ** | No |
| American Indian or Alaska Native | ** | ** | No | ** | ** | ** | N | N | No |
| Two or More Races | ** | ** | No | ** | ** | ** | ** | N | No |
| Economically Disadvantaged Students | 28.1 | 6.2 | No | Met Target† | Not Met | Not Met | Not Met | Not Met | No |
| Students with Disabilities | 32.7 | 6.2 | No | Not Met | Not Met | Not Met | Met Target | Not Met | No |
| English Learners | ** | ** | No | ** | ** | ** | ** | ** | No |

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

† Target was met within a confidence interval.



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School General Info

| | | | |
|-------------------|---------------------------------------|-----------------------|---|
| Principal: | Ms. Petite | Email Address: | epetitte@bhprsd.org |
| Address: | 450 ERIAL ROAD BLACKWOOD, NJ 08012 | Website: | https://www.bhprsd.org/highland |
| Phone: | (609)227-4100 | Facebook: | https://www.facebook.com/bhprsd/ |
| | | Twitter: | https://twitter.com/HighlandHS |

School Narrative

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

| | |
|---|--|
|  <p>Highlights:</p> | <ul style="list-style-type: none"> • Technology is used to enhance learning with all students utilizing Chromebooks in school and at home. • Student opportunities to learn in an integrated STEAM environment and students consistently place in local competitions • We offer 22 Varsity Sports (4 teams-Conf. Champs and 1 SJ Group 3 Champ) 48 Clubs in which students can be involved |
|  <p>Mission, Vision, Theme:</p> | <p>Our district mission, “Where inspiring excellence is our standard and student achievement is the result,” and our school theme, “This I Believe,” are supported daily. Emphasis is placed on teaching and learning and creating a positive environment where each person can grow academically, socially, and emotionally. We also stress the importance of mutual respect between all people to create a strong community of learners.</p> |
|  <p>Awards, Recognition, Accomplishments:</p> | <p>9.6 million dollars in scholarships were offered to the students in the Class of 2017. One of our students was selected to participate in the Governor’s School in the Sciences. Highland students consistently place in top local competitions in technology and engineering. The success of our sports teams last year included 4 Conference Championships in football, boys’ basketball, baseball, and golf. In addition, the baseball team won the South Jersey Group 3 Championship.</p> |







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School Narrative

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| | |
|--|--|
|  <p>Courses, Curriculum, Instruction:</p> | <p>We focus on high-quality, differentiated, effective instruction which has yielded positive growth for our students. We offer 15 AP courses, 15 Honors courses, and 19 Dual Credit Courses in which 294 students have at least one course. We offer an extensive elective program in which students can take advanced courses in art, music, business, technology, and engineering. We offer Option 2 in Television Production & Broadcasting and have a STEAM Academy.</p> |
|  <p>Sports and Athletics:</p> | <p>Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Cross-Country (Boys & Girls), Field Hockey (Girls), Football (Boys), Golf (Co-ed), Lacrosse (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Swimming (Co-ed), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Wrestling (Boys)</p> <p>In the fall, our football team won the Conference Championship. Girls soccer finished second in the conference and advanced to the SJ finals. In the winter, boys' basketball won the Conference Championship. The track team placed second in Group III sectionals. Our wrestlers finished the year ranked #10 in S. Jersey. In Spring, our golf and baseball teams won Conference Championships with baseball also winning the SJ Group III Championship.</p> |
|  <p>Clubs and Activities:</p> | <p>Offerings in the arts include art club, photography, ceramics, pep and jazz band, percussion, choir including an acapella group, dance, theater, and stage crew. Our service organizations include Interact, Key Club, and HERO. Other activities support our school and expand student interests in Academic Bowl, Bible Study, Environmental Club, Green Team, GSA, History Club, Knitting, Peer Leadership, Poetry, Renaissance, STEAM, Student Council, Tech Squad, Teen Pep, TV Broadcasting, and Weight Room</p> |
|  <p>Before and After School Programs:</p> | <p>We offer tutoring programs after school and during the school day. We offer Lit Cafe two times per week after school in which 3 teachers are at each session to help students in ELA. We offer an all-day math tutoring program with 2-3 teachers each day. We offer Title 1 counseling once per week at night so parents and students can meet with counselors about school issues outside of the school day.</p> |








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| | |
|--|---|
|  <p>Staff and Professional Learning:</p> | <p>We focus PD on instructional strategies, social emotional issues, and technology. We have formed an Academic Enhancement Committee of teachers who influence types of PD we offer and they provide some of the workshops. Teachers continue to work collaboratively through the PLC process to align curriculum to NJSLs and focus on best practices. We will continue our 1 to 1 Chromebook initiative and Google platform for instruction.</p> |
|  <p>Postsecondary Information:</p> | <p>86% of our students attend 2 or 4 year colleges and universities. To support success on college entrance exams, we offer a school-wide PSAT testing day for students in grades 10 & 11. We have a SAT Prep for juniors that is free to the first 50 students who sign-up. Any junior who takes the SAT for the first time is offered a fee waiver by the District, and we have SAT/ACT fee waivers for students on free/reduced lunch. We also offer outside SAT Prep Programs.</p> |
|  <p>Student Supports and Services:</p> | <p>A variety of services are available for students who are struggling. We offer a tutoring program for any student in ELA & Math. Students have access to technology programs Achieve 3000 and ALEKS to support areas that need improvement. Our counselors, CST, and SAC are available to provide support services to all students. About 20% of our population is provided special education services and we have additional remedial services to meet their needs.</p> |
|  <p>Student Health and Wellness:</p> | <p>All students participate in Health & PE classes. We offer fitness and athletic activities during our common lunch time. We also have a teacher who offers opportunities after school 2 times per week. Some of the activities include open gym, yoga, and fitness training. We have started a Mindfulness program in which we do a school-wide Mindfulness Monday activity and teachers are incorporating these ideas into classroom routines. We have a breakfast program available each day.</p> |
|  <p>Parent and Community Involvement:</p> | <p>We have a Home and School Council that meets monthly. Our music and athletic programs have Booster programs. All parents and students have access to the Parent Portal on Genesis, our student database system, to monitor student progress. We have a strong partnership with the Gloucester Township Police. They come into the schools weekly to participate in activities such as Conversation with a Cop and PAUSE to reduce suspensions in schools.</p> |



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Facilities:

Although our building is over 50 years old, there has been a commitment to make updates and maintain facilities. We recently updated our LMC to be more inviting for students and classes. We built a new dance classroom and added a cardio facility that can be used for PE classes and with our athletic teams. Our technology students work in state of the art lab environments with professional tools, such as laser engravers, high end 3D printers, and CNC Router machines.



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We have a rotating schedule that incorporates a common lunchtime for all students each day. Students have 8 classes but attend 6 classes each day on a rotating schedule. They have 3 classes in the morning, a common lunch time, and then 3 classes in the afternoon. The common lunch allows students to get extra help from teachers, work on projects, complete make-up work, attend club meetings, or spend time with friends. Students are encouraged to make constructive decisions in their use of common time each day. Another important part of life at Highland involves the Renaissance program. Renaissance is a process that encourages academic excellence, improvement, and citizenship. At Highland High School, the administration, faculty, and staff seek to recognize and reward academic excellence, increase student performance, lower disciplinary actions, improve attendance, and recognize the dedication and enthusiasm of our teachers. Student membership in Renaissance is calculated quarterly based on established criteria. Students who earn membership are able to participate in special events. Students also qualify for school and class incentives, drawings for gift certificates and prizes, and students may also be given special privileges.



Other Information:



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

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

Navigating through the reports:

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

Other Resources:

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



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Enrollment Trends by Grade

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

| Grade | 2014-15 | 2015-16 | 2016-17 |
|----------|---------|---------|---------|
| 9 | 296 | 322 | 301 |
| 10 | 340 | 283 | 297 |
| 11 | 332 | 326 | 270 |
| 12 | 320 | 332 | 330 |
| Ungraded | 32 | 27 | 25 |
| Total | 1320 | 1290 | 1223 |

Enrollment Trends by Student Group

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

| Student Group | 2014-15 | 2015-16 | 2016-17 |
|-------------------------------------|---------|---------|---------|
| Female | 50% | 49% | 50% |
| Male | 50% | 51% | 51% |
| Economically Disadvantaged Students | 28% | 23% | 25% |
| Students with Disabilities | 12% | 14% | 15% |
| English Learners | 0% | 0% | 0% |
| Homeless Students | | | 1% |
| Students in Foster Care | | | 1% |
| Military-Connected Students | | | 0% |
| Migrant Students | | | 0% |

Enrollment by Racial and Ethnic Group

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

| Racial and Ethnic Group | % of Students |
|-------------------------------------|---------------|
| White | 53.4% |
| Black or African American | 34.8% |
| Hispanic | 6.1% |
| Asian | 4.4% |
| American Indian or Alaska Native | 0.6% |
| Native Hawaiian or Pacific Islander | 0.0% |
| Two or More Races | 0.7% |

Enrollment Trends by Full and Shared Time

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

| Enrollment Status | 2016-17 |
|----------------------|---------|
| Full Time Students | 1223 |
| Shared Time Students | 0 |
| Full Time Equivalent | 1223 |

Enrollment by Home Language

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

| Home Language | % of Students |
|---------------|---------------|
| English | 98.6% |
| Other | 1.5% |



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English Language Arts/Literacy Assessment - Participation and Performance

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

| Student Group | Valid Scores | % of students Taking Test | School: % of Testers Met/Exceeded Expectations | District: % of Testers Met/Exceeded Expectations | State: % of Testers Met/Exceeded Expectations | Proficiency Rate for Federal Accountability | 2016-17 Annual Target | Met 2016-17 Annual Target |
|---|--------------|---------------------------|--|--|---|---|-----------------------|---------------------------|
| Schoolwide | 553 | 97.9 | 38.50 | 36.20 | 54.90 | 38.5 | 27.4 | Met Target |
| White | 325 | 97.6 | 44.90 | 39.60 | 63.90 | 44.9 | 33.2 | Met Target |
| Hispanic | 30 | 100.0 | 36.70 | 35.20 | 39.80 | 36.7 | 19.3 | Met Target |
| Black or African American | 170 | 98.3 | 24.70 | 21.00 | 35.20 | 24.7 | 17.4 | Met Target |
| Asian, Native Hawaiian, or Pacific Islander | 23 | 96.2 | 56.50 | 57.40 | 80.70 | 56.5 | 51.5 | Met Target |
| American Indian or Alaska Native | * | * | * | * | 53.70 | * | ** | ** |
| Two or More Races | * | * | * | * | 54.90 | * | ** | ** |
| Female | 267 | 97.9 | 49.80 | 44.10 | 62.20 | 49.8 | | |
| Male | 286 | 98.0 | 27.90 | 28.30 | 48.10 | 27.9 | | |
| Economically Disadvantaged Students | 174 | 97.3 | 23.50 | 25.80 | 36.20 | 23.5 | 17.9 | Met Target |
| Non-Economically Disadvantaged Students | 379 | 98.2 | 45.40 | 41.40 | 65.80 | 45.4 | | |
| Students with Disabilities | 79 | 95.2 | * | * | 20.50 | * | 8.1 | Not Met |
| Students without Disabilities | 474 | 98.4 | * | * | 61.90 | * | | |
| English Learners | N | N | N | * | 25.20 | N | ** | ** |
| Non-English Learners | 553 | 97.9 | 38.50 | * | 57.40 | 38.5 | | |
| Homeless Students | * | * | * | * | 26.40 | * | | |
| Students In Foster Care | * | * | * | * | 24.80 | * | | |
| Military-Connected Students | N | N | N | N | 53.50 | N | | |
| Migrant Students | N | N | N | N | 23.00 | N | | |

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

† Target was met within a confidence interval.



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

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 286 | 738 | 736 | 749 | 15% | 21% | 26% | 32% | 6% | 39% | 52% |
| White | 160 | 744 | 740 | 757 | 9% | 18% | 28% | 37% | 8% | 45% | 62% |
| Hispanic | 19 | 734 | 732 | 733 | * | * | * | * | * | 37% | 35% |
| Black or African American | 94 | 727 | 725 | 730 | 25% | 26% | 25% | * | * | 26% | 30% |
| Asian, Native Hawaiian, or Pacific Islander | 13 | 755 | 747 | 777 | * | * | * | * | * | 54% | 80% |
| American Indian or Alaska Native | N | N | N | 745 | N | N | N | N | N | N | 49% |
| Two or More Races | N | N | N | 746 | N | N | N | N | N | N | 48% |
| Female | 145 | 748 | 744 | 756 | 7% | 19% | 22% | * | * | 52% | 60% |
| Male | 141 | 728 | 728 | 741 | 23% | 23% | 29% | * | * | 25% | 43% |
| Economically Disadvantaged Students | 98 | 727 | 728 | 731 | 21% | 30% | 25% | 25% | 0% | 25% | 32% |
| Non-Economically Disadvantaged Students | 188 | 744 | 741 | 758 | 11% | 17% | 26% | 36% | 10% | 46% | 62% |
| Students with Disabilities | 47 | 706 | 707 | 714 | * | * | * | * | * | * | 13% |
| Students without Disabilities | 239 | 745 | 743 | 754 | * | * | * | * | * | * | 58% |
| English Learners | N | N | N | 690 | N | N | N | N | N | N | * |
| Non-English Learners | 286 | 738 | 737 | 752 | 15% | 21% | 26% | 32% | 6% | 39% | * |
| Homeless Students | * | * | * | 719 | * | * | * | * | * | * | 21% |
| Students in Foster Care | N | N | N | 718 | N | N | N | N | N | N | 21% |
| Military-Connected Students | N | N | N | 746 | N | N | N | N | N | N | 45% |
| Migrant Students | N | N | N | 705 | N | N | N | N | N | N | * |

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



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

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 278 | 736 | 735 | 743 | 18% | 17% | 26% | 32% | 7% | 39% | 46% |
| White | 165 | 744 | 738 | 749 | 12% | 16% | 27% | 37% | 9% | 46% | 52% |
| Hispanic | 13 | 737 | 734 | 728 | * | * | * | * | * | 39% | 34% |
| Black or African American | 83 | 717 | 718 | 725 | 33% | * | 23% | 23% | * | 24% | 31% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 774 | * | * | * | * | * | * | 74% |
| American Indian or Alaska Native | * | * | * | 740 | * | * | * | * | * | * | 42% |
| Two or More Races | * | * | * | 737 | * | * | * | * | * | * | 42% |
| Female | 128 | 742 | 740 | 752 | 13% | * | 23% | 38% | * | 47% | 54% |
| Male | 150 | 730 | 729 | 734 | 22% | * | 29% | 27% | * | 31% | 39% |
| Economically Disadvantaged Students | 79 | 721 | 723 | 726 | 28% | * | 27% | * | * | 24% | 32% |
| Non-Economically Disadvantaged Students | 199 | 741 | 740 | 751 | 14% | * | 26% | * | * | 44% | 54% |
| Students with Disabilities | 30 | 698 | 695 | 704 | * | * | * | * | * | * | 12% |
| Students without Disabilities | 248 | 740 | 741 | 749 | * | * | * | * | * | * | 52% |
| English Learners | N | N | N | 681 | N | N | N | N | N | N | * |
| Non-English Learners | 278 | 736 | 735 | 745 | 18% | 17% | 26% | 32% | 7% | 39% | * |
| Homeless Students | * | * | * | 715 | * | * | * | * | * | * | 21% |
| Students in Foster Care | * | * | * | 710 | * | * | * | * | * | * | 20% |
| Military-Connected Students | N | N | N | 733 | N | N | N | N | N | N | 35% |
| Migrant Students | N | N | N | 694 | N | N | N | N | N | N | * |

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

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 202 | 717 | 719 | 736 | 31% | 28% | 25% | 16% | 0% | 16% | 38% |
| White | 90 | 719 | 721 | 738 | 28% | 27% | 31% | 14% | 0% | 14% | 40% |
| Hispanic | 17 | 719 | 719 | 731 | * | * | * | * | 0% | 12% | 34% |
| Black or African American | 84 | 713 | 714 | 728 | 36% | 32% | 16% | 17% | 0% | 17% | 30% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 756 | * | * | * | * | * | * | 58% |
| American Indian or Alaska Native | N | N | N | 731 | N | N | N | N | N | N | 30% |
| Two or More Races | * | * | * | 731 | * | * | * | * | * | * | 36% |
| Female | 97 | 725 | 725 | 744 | 21% | 26% | 32% | 22% | 0% | 22% | 46% |
| Male | 105 | 709 | 712 | 729 | 41% | 31% | 18% | 11% | 0% | 11% | 31% |
| Economically Disadvantaged Students | 50 | 712 | 717 | 729 | 36% | 30% | 24% | * | * | 10% | 32% |
| Non-Economically Disadvantaged Students | 152 | 718 | 720 | 740 | 30% | 28% | 25% | * | * | 18% | 42% |
| Students with Disabilities | 28 | 705 | 703 | 709 | * | * | * | * | * | * | 12% |
| Students without Disabilities | 174 | 719 | 722 | 741 | * | * | * | * | * | * | 43% |
| English Learners | N | N | N | 699 | N | N | N | N | N | N | * |
| Non-English Learners | 202 | 717 | * | 737 | 31% | 28% | 25% | 16% | 0% | 16% | * |
| Homeless Students | * | * | * | 722 | * | * | * | * | * | * | 24% |
| Students in Foster Care | N | N | N | 713 | N | N | N | N | N | N | 19% |
| Military-Connected Students | N | N | N | 723 | N | N | N | N | N | N | 24% |
| Migrant Students | N | N | N | 713 | N | N | N | N | N | N | 26% |

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

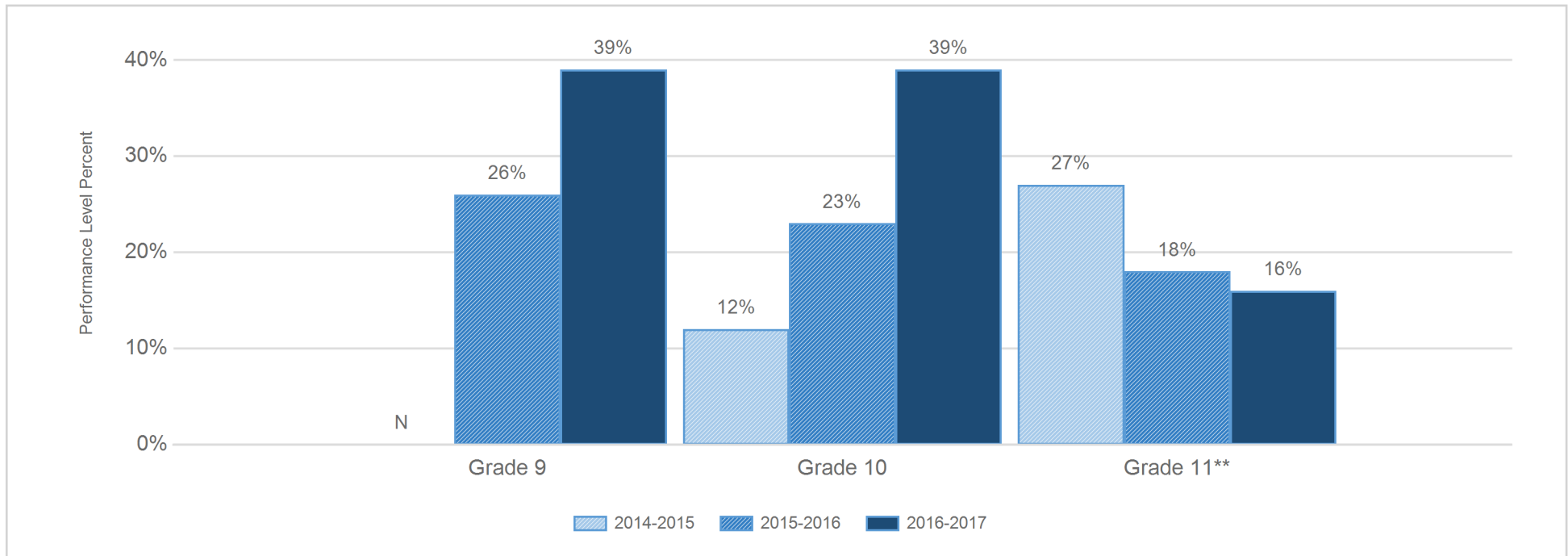


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English Language Arts/Literacy Assessment - Performance Trends

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



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



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Mathematics Assessment - Participation and Performance

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

| Student Group | Valid Scores | % of students Taking Test | School: % of Testers Met/Exceeded Expectations | District: % of Testers Met/Exceeded Expectations | State: % of Testers Met/Exceeded Expectations | Proficiency Rate for Federal Accountability | 2016-17 Annual Target | Met 2016-17 Annual Target |
|---|--------------|---------------------------|--|--|---|---|-----------------------|---------------------------|
| Schoolwide | 515 | 96.7 | 26.60 | 21.20 | 43.50 | 26.6 | 24.4 | Met Target |
| White | 305 | 95.4 | 33.50 | 23.70 | 52.40 | 33.5 | 29.9 | Met Target |
| Hispanic | 30 | 100.0 | 16.70 | * | 27.60 | 16.7 | 16.3 | Met Target |
| Black or African American | 155 | 98.2 | 12.30 | * | 21.70 | 12.3 | 14.6 | Met Target† |
| Asian, Native Hawaiian, or Pacific Islander | 20 | 100.0 | 55.00 | 38.90 | 75.60 | 55 | 42 | Met Target |
| American Indian or Alaska Native | * | * | * | * | 42.50 | * | ** | ** |
| Two or More Races | * | * | * | * | 44.90 | * | ** | ** |
| Female | 253 | 97.0 | 27.70 | 21.40 | 44.10 | 27.7 | | |
| Male | 262 | 96.5 | 25.60 | 21.10 | 42.90 | 25.6 | | |
| Economically Disadvantaged Students | 158 | 95.3 | 14.60 | * | 25.10 | 14.6 | 12.6 | Met Target |
| Non-Economically Disadvantaged Students | 357 | 97.3 | 32.00 | * | 54.30 | 32 | | |
| Students with Disabilities | 43 | 95.7 | 11.60 | * | 16.50 | 11.6 | 8.4 | Met Target |
| Students without Disabilities | 472 | 96.8 | 27.90 | * | 48.80 | 27.9 | | |
| English Learners | N | N | N | * | 23.30 | N | ** | ** |
| Non-English Learners | 515 | 96.7 | 26.60 | * | 45.20 | 26.6 | | |
| Homeless Students | * | * | * | * | 16.40 | * | | |
| Students In Foster Care | * | * | * | * | 15.10 | * | | |
| Military-Connected Students | N | N | N | N | 39.90 | N | | |
| Migrant Students | N | N | N | N | 18.20 | N | | |

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

† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Test: Algebra I

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 195 | 725 | 723 | 743 | 16% | 34% | 33% | 16% | 0% | 16% | 42% |
| White | 94 | 730 | 727 | 751 | 11% | 35% | 32% | 22% | 0% | 22% | 52% |
| Hispanic | 14 | 728 | 717 | 728 | * | * | * | * | * | * | 24% |
| Black or African American | 80 | 717 | 715 | 724 | * | * | * | * | * | * | 19% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 774 | * | * | * | * | * | * | 76% |
| American Indian or Alaska Native | N | N | N | 736 | N | N | N | N | N | N | 30% |
| Two or More Races | N | N | N | 741 | N | N | N | N | N | N | 41% |
| Female | 94 | 726 | 724 | 744 | 18% | 28% | 36% | 18% | 0% | 18% | 43% |
| Male | 101 | 723 | 723 | 741 | 15% | 41% | 31% | 14% | 0% | 14% | 40% |
| Economically Disadvantaged Students | 85 | 720 | 721 | 727 | 21% | 39% | 26% | 14% | 0% | 14% | 23% |
| Non-Economically Disadvantaged Students | 110 | 728 | 725 | 751 | 13% | 31% | 39% | 17% | 0% | 17% | 52% |
| Students with Disabilities | 33 | 710 | 707 | 714 | * | * | * | * | * | * | 10% |
| Students without Disabilities | 162 | 728 | 728 | 747 | * | * | * | * | * | * | 47% |
| English Learners | N | N | N | 708 | N | N | N | N | N | N | * |
| Non-English Learners | 195 | 725 | 724 | 745 | 16% | 34% | 33% | 16% | 0% | 16% | * |
| Homeless Students | * | * | * | 718 | * | * | * | * | * | * | 13% |
| Students in Foster Care | N | N | N | 711 | N | N | N | N | N | N | * |
| Military-Connected Students | N | N | N | 742 | N | N | N | N | N | N | 37% |
| Migrant Students | N | N | N | 715 | N | N | N | N | N | N | 21% |



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Mathematics Assessment - Performance by Test: Geometry

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 273 | 731 | 728 | 734 | 7% | 33% | 36% | 24% | 0% | 24% | 30% |
| White | 159 | 736 | 731 | 740 | * | 27% | 39% | 30% | * | 30% | 38% |
| Hispanic | 15 | 726 | 729 | 722 | * | * | * | * | 0% | 20% | 14% |
| Black or African American | 83 | 721 | 719 | 719 | * | 46% | 33% | * | 0% | 11% | * |
| Asian, Native Hawaiian, or Pacific Islander | 11 | 733 | 734 | 758 | * | * | * | * | 0% | 46% | 65% |
| American Indian or Alaska Native | * | * | * | 730 | * | * | * | * | * | * | 29% |
| Two or More Races | * | * | * | 733 | * | * | * | * | * | * | 32% |
| Female | 131 | 733 | 728 | 735 | * | 33% | 35% | 28% | * | 28% | 31% |
| Male | 142 | 729 | 728 | 733 | * | 34% | 37% | 20% | * | 20% | 30% |
| Economically Disadvantaged Students | 83 | 723 | 724 | 721 | * | 45% | 33% | 12% | * | 12% | 13% |
| Non-Economically Disadvantaged Students | 190 | 734 | 730 | 740 | * | 28% | 38% | 29% | * | 29% | 39% |
| Students with Disabilities | 20 | 716 | 710 | 711 | * | * | * | * | * | * | * |
| Students without Disabilities | 253 | 732 | 730 | 738 | * | * | * | * | * | * | * |
| English Learners | N | N | N | 710 | N | N | N | N | N | N | * |
| Non-English Learners | 273 | 731 | 729 | 735 | 7% | 33% | 36% | 24% | 0% | 24% | * |
| Homeless Students | * | * | * | 717 | * | * | * | * | * | * | * |
| Students in Foster Care | * | * | * | 713 | * | * | * | * | * | * | * |
| Military-Connected Students | N | N | N | 727 | N | N | N | N | N | N | 15% |
| Migrant Students | N | N | N | 704 | N | N | N | N | N | N | * |

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Grade Span 09-12

Mathematics Assessment - Performance by Test: Algebra II

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 235 | 711 | 712 | 725 | 43% | 24% | * | 17% | * | 17% | 28% |
| White | 132 | 720 | 717 | 731 | 35% | * | * | 23% | * | 24% | 33% |
| Hispanic | 18 | 690 | 704 | 710 | * | * | * | * | * | * | 14% |
| Black or African American | 72 | 695 | 693 | 703 | * | * | * | * | * | * | * |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 761 | * | * | * | * | * | * | 62% |
| American Indian or Alaska Native | N | N | N | 715 | N | N | N | N | N | N | 20% |
| Two or More Races | * | * | * | 718 | * | * | * | * | * | * | 25% |
| Female | 126 | 710 | 711 | 725 | 41% | 28% | * | * | * | 14% | 27% |
| Male | 109 | 712 | 712 | 725 | 46% | 20% | * | * | * | 21% | 29% |
| Economically Disadvantaged Students | 37 | 699 | 703 | 708 | * | * | * | * | * | * | 13% |
| Non-Economically Disadvantaged Students | 198 | 713 | 714 | 733 | * | * | * | * | * | * | 35% |
| Students with Disabilities | 10 | 689 | 695 | 692 | * | * | * | * | * | * | * |
| Students without Disabilities | 225 | 712 | 712 | 729 | * | * | * | * | * | * | * |
| English Learners | N | N | N | 692 | N | N | N | N | N | N | * |
| Non-English Learners | 235 | 711 | * | 726 | 43% | 24% | * | 17% | * | 17% | * |
| Homeless Students | * | * | * | 702 | * | * | * | * | * | * | * |
| Students in Foster Care | N | N | N | 692 | N | N | N | N | N | N | * |
| Military-Connected Students | N | N | N | 710 | N | N | N | N | N | N | 14% |
| Migrant Students | N | N | N | 702 | N | N | N | N | N | N | 14% |

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

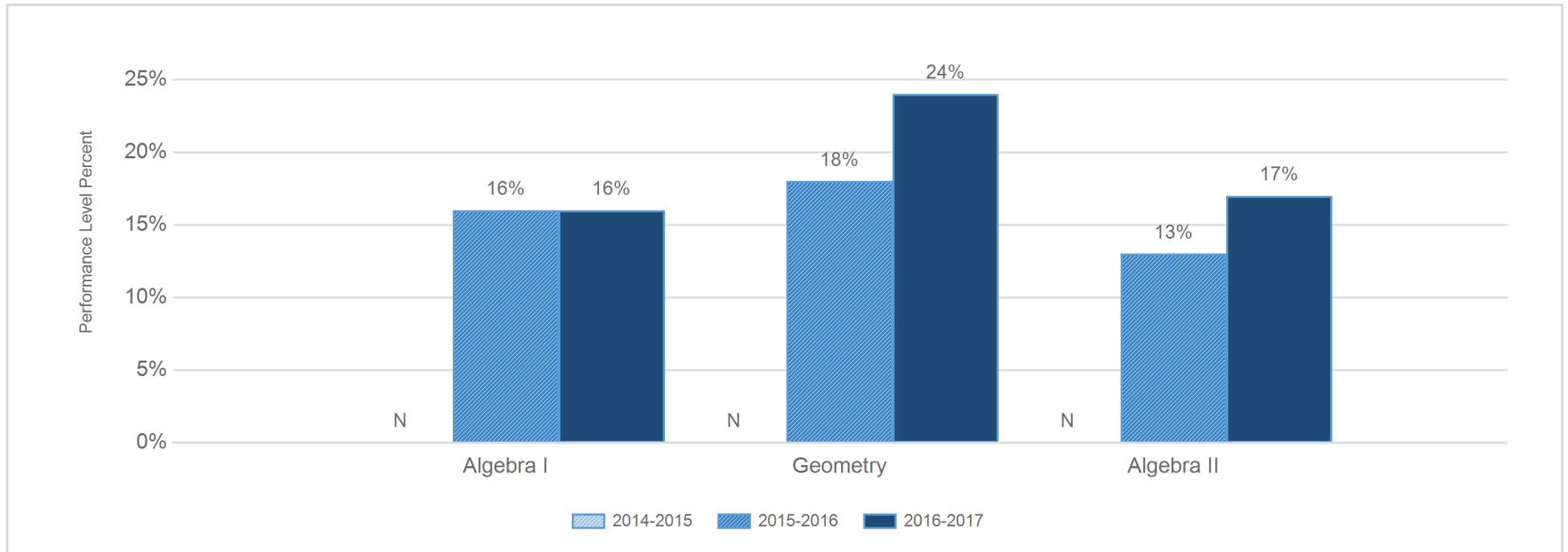


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Mathematics Assessment – Performance Trends

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





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Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

| Years in District | # Students Tested | % Students with Overall Score Below 4.5 | % Students with Overall Score of 4.5 and above |
|-------------------|-------------------|---|--|
| 1 | N | N | N |
| 2 | N | N | N |
| 3 | N | N | N |
| 4 | N | N | N |
| 5+ | N | N | N |



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

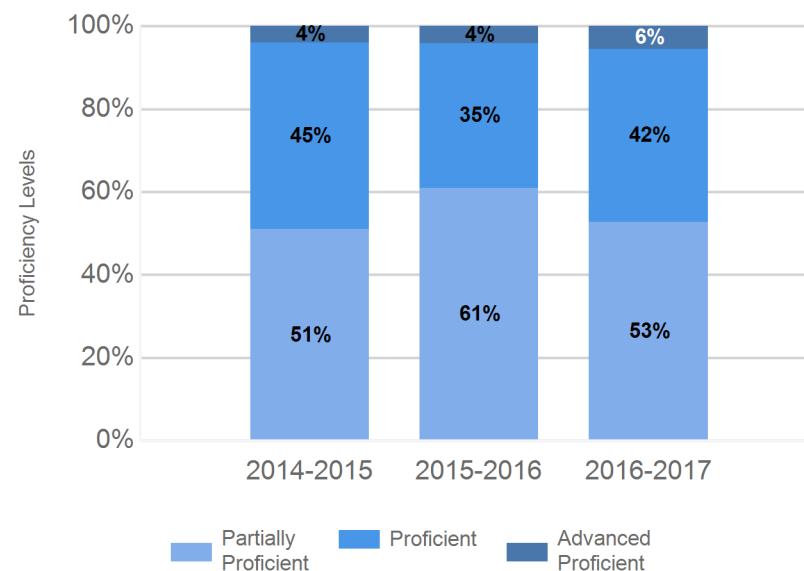
Biology Assessment - Performance

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

| Student Group | % Advanced Proficient | % Proficient | % Partially Proficient |
|---|-----------------------|--------------|------------------------|
| Statewide | 16% | 42% | 42% |
| Schoolwide | 6% | 42% | 53% |
| White | 7% | 49% | 44% |
| Hispanic | * | 39% | 56% |
| Black or African American | 1% | 25% | 73% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * |
| American Indian or Alaska Native | N | N | * |
| Two or More Races | N | * | * |
| Economically Disadvantaged Students | 1% | 30% | 69% |
| Students with Disabilities | N | 15% | 85% |
| English Learners | N | N | N |

Biology Assessment - Proficiency Trends

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





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

PSAT/SAT/ACT - Participation

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

| Test | % of Students in School | % of Students in State |
|--|-------------------------|------------------------|
| Percentage of students taking the PSAT | 100.0% | 89.4% |
| Percentage of students taking the SAT | 100.0% | 70.0% |
| Percentage of students taking the ACT | 9.7% | 28.3% |

PSAT/SAT/ACT - Performance

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

| Test | School Average Score | State Average Score | College Readiness Benchmarks | School - % of Students scoring at or above Benchmark | State - % of Students scoring at or above Benchmark |
|----------------------------|----------------------|---------------------|------------------------------|--|---|
| PSAT - Reading and Writing | 459 | 481 | Varies By Grade | 61% | 67% |
| PSAT - Math | 460 | 483 | Varies By Grade | 40% | 49% |
| SAT - Reading and Writing | 532 | 551 | 480 | 76% | 77% |
| SAT - Math | 529 | 552 | 530 | 50% | 58% |
| ACT - Reading | 22 | 24 | 22 | 44% | 65% |
| ACT - English | 21 | 24 | 18 | 63% | 79% |
| ACT - Math | 21 | 24 | 22 | 41% | 65% |
| ACT - Science | 21 | 23 | 23 | 38% | 54% |



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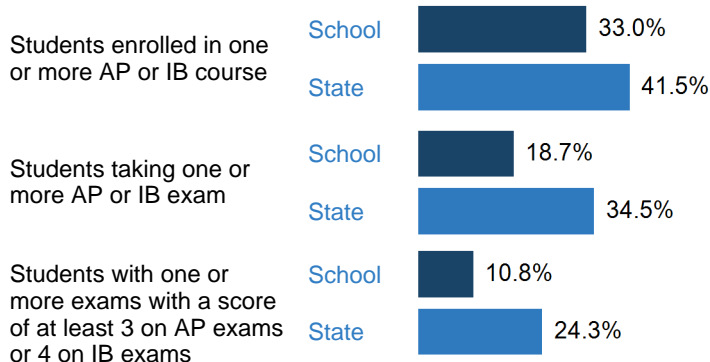
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate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

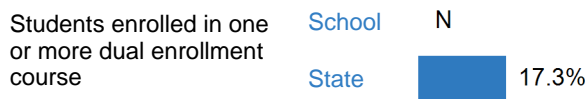
AP/IB Coursework – Participation and Performance

This chart shows the percentage of students out of all 11th and 12th grade students in the school and across the state, who enrolled in one or more AP or IB course, the percentage that took one or more AP or IB exam, and the percentage of students taking one or more exams who received at least one score of at least 3 on AP exams or 4 on IB exams.



Dual Enrollment Coursework - Participation

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



AP/ IB Courses Offered

This table shows the students enrolled in AP/IB courses and the corresponding exams that were taken. Students do not need to take a course to take the exam and not all students enrolled in a course take the exam. The last two rows show the total number of exams taken and the number of exams with scores of at least 3 on AP exams or 4 on IB exams. In the last two rows, students taking multiple exams are counted more than once.

| AP/IB Course | Students Enrolled | Students Tested |
|--|-------------------|-----------------|
| AP Art—History of Art | 4 | 0 |
| AP Biology | 52 | 38 |
| AP Calculus AB | 33 | 15 |
| AP Chemistry | 6 | 2 |
| AP English Language and Composition | 76 | 53 |
| AP English Literature and Composition | 58 | 18 |
| AP Environmental Science | 14 | 6 |
| AP Music Theory | 8 | 3 |
| AP Physics 1 | 0 | 17 |
| AP Physics 2 | 0 | 1 |
| AP Physics B | 62 | 0 |
| AP Psychology | 58 | 29 |
| AP Spanish Language | 0 | 1 |
| AP Statistics | 43 | 11 |
| AP Studio Art—Two-Dimensional | 0 | 1 |
| AP U.S. Government and Politics | 26 | 9 |
| AP U.S. History | 81 | 64 |
| Total Exams Taken | | 268 |
| Exams with scores of at least 3 on AP exams or 4 on IB exams | | 122 |



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

Career and Technical Education Participation

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

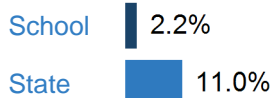
CTE Participants

(completed only one course in an approved CTE program)



CTE Concentrators

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



Structured Learning Experiences Participation

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

Structured Learning Experiences



Industry-Valued Credentials Earned

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

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

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



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

Mathematics - Course Participation

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

| Grade | Algebra I | Geometry | Algebra II | Pre-Calculus | Calculus | Statistics | Other Math |
|--------------------------|-----------|----------|------------|--------------|----------|------------|------------|
| 9 | 195 | 84 | 1 | 0 | 0 | 0 | 88 |
| 10 | 11 | 206 | 90 | 2 | 0 | 0 | 22 |
| 11 | 7 | 20 | 172 | 73 | 0 | 4 | 29 |
| 12 | 1 | 4 | 10 | 27 | 52 | 143 | 105 |
| Schoolwide | 214 | 314 | 273 | 102 | 52 | 147 | 244 |
| Enrolled in AP/IB Course | | | | | 33 | 43 | 0 |

Science - Course Participation

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

| Grade | Biology | Chemistry | Earth and Space Science | Environmental Science | Physics | Other Science |
|--------------------------|---------|-----------|-------------------------|-----------------------|---------|---------------|
| 9 | 145 | 0 | 0 | 2 | 186 | 6 |
| 10 | 164 | 63 | 0 | 5 | 91 | 3 |
| 11 | 39 | 142 | 4 | 55 | 49 | 24 |
| 12 | 23 | 4 | 11 | 31 | 59 | 83 |
| Schoolwide | 371 | 209 | 15 | 93 | 385 | 116 |
| Enrolled in AP/IB Course | 52 | 6 | | 14 | 62 | 0 |



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

Social Studies and History - Course Participation

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

| Grade | World History | US History I & II | Economics | Psychology | Sociology | Other Social Studies or History |
|--------------------------|---------------|-------------------|-----------|------------|-----------|---------------------------------|
| 9 | 310 | 25 | 0 | 0 | 0 | 0 |
| 10 | 9 | 318 | 0 | 0 | 1 | 0 |
| 11 | 5 | 282 | 0 | 34 | 25 | 19 |
| 12 | 3 | 70 | 0 | 142 | 35 | 75 |
| Schoolwide | 327 | 695 | 0 | 176 | 61 | 94 |
| Enrolled in AP/IB Course | 0 | 81 | 0 | 58 | 0 | 26 |

World Languages - Course Participation

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

| Grade | Spanish | French | Italian | Latin | German | Chinese | Other Languages |
|-------------------------------|---------|--------|---------|-------|--------|---------|-----------------|
| 9 | 145 | 27 | 39 | 0 | 0 | 0 | 0 |
| 10 | 200 | 27 | 65 | 0 | 0 | 0 | 0 |
| 11 | 138 | 22 | 26 | 0 | 0 | 0 | 0 |
| 12 | 82 | 20 | 11 | 0 | 0 | 0 | 0 |
| Schoolwide | 565 | 96 | 141 | 0 | 0 | 0 | 0 |
| Enrolled in AP/IB Course | N | N | N | N | N | N | N |
| Enrolled in Level 3 or Higher | 129 | 31 | 26 | 0 | 0 | 0 | 0 |
| Earned Seal of Biliteracy | N | N | N | N | N | N | N |



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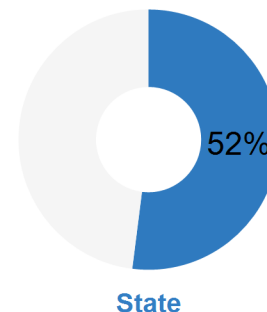
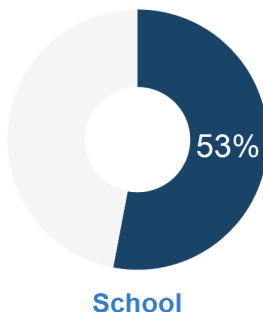
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Visual and Performing Arts – Course Participation

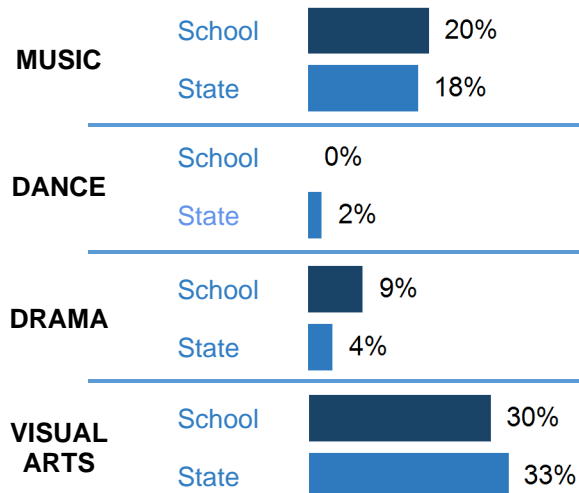
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

Grades 9-12:

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



Students enrolled in one or more classes by discipline:





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

Graduation Rates

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

| Student Group | School - Class of 2017: 4 Year Rate | State - Class of 2017: 4 Year Rate | School - Class of 2016: 5 Year Rate | State - Class of 2016: 5 Year Rate | Class of 2016: 4 Year Rate | Class of 2016: 4 Year Target | Met Target? | Class of 2015: 5 Year Rate | Class of 2015: 5 Year Target | Met Target? |
|--|-------------------------------------|------------------------------------|-------------------------------------|------------------------------------|----------------------------|------------------------------|-------------|----------------------------|------------------------------|-------------|
| Schoolwide | 89.7% | 90.5% | 92.6% | 91.8% | 89.1% | 92.6% | Not Met | 90.3% | 93.5% | Not Met |
| White | 88.0% | 94.5% | 95.1% | 95.1% | 93.1% | 94.2% | Not Met | 91.6% | 94.3% | Not Met |
| Hispanic | 90.9% | 84.3% | 75.0% | 86.3% | 60.0% | 72.0% | Not Met | * | N | N |
| Black or African American | 91.9% | 83.4% | 90.1% | 85.3% | 86.1% | 92.7% | Not Met | 90.4% | 93.6% | Not Met |
| Asian, Native Hawaiian or Pacific Islander | 86.7% | 96.6% | 100.0% | 97.5% | 95.0% | N | Met Goal | 95.2% | N | Met Goal |
| American Indian or Alaska Native | * | 92.3% | * | 86.6% | * | ** | ** | * | ** | ** |
| Two or More Races | * | 91.9% | * | 93.7% | * | ** | ** | N | N | N |
| Economically Disadvantaged Students | 86.1% | 83.9% | 85.1% | 85.6% | 81.7% | 86.3% | Not Met | 81.2% | 87.0% | Not Met |
| Students with Disabilities | 77.4% | 78.8% | 75.5% | 82.1% | 68.8% | 79.9% | Not Met | 63.0% | 77.7% | Not Met |
| English Learners | * | 76.1% | N | 79.7% | N | ** | ** | N | N | N |
| Homeless Students | * | 73.2% | * | 74.4% | * | * | N | N | | |

Graduation Rate Trends

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

| Class of | 4-Year Rate | 5-Year Rate |
|----------|-------------|-------------|
| 2017 | 89.7% | - |
| 2016 | 89.1% | 92.6% |
| 2015 | 92.5% | 90.3% |

Dropout Rate Trends

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

| School Year | School Rate | State Rate |
|-------------|-------------|------------|
| 2016-2017 | 1.1% | 1.1% |
| 2015-2016 | 0.6% | 1.1% |
| 2014-2015 | 0.3% | 1.1% |

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



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This section contains information about students enrolling in colleges and universities after graduation from high school. Postsecondary enrollment information is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

Postsecondary Enrollment Rates: Fall

This table shows the enrollment rates of Class of 2017 high school graduates into 2-year or 4-year institutions the fall after high school graduation. The following columns show the percentage of these enrolled students by 2-year or 4-year institution.

| Student Group | % Enrolled in Any Institution | % Enrolled in 2-Year Institution | % Enrolled in 4-Year Institution |
|---|-------------------------------|----------------------------------|----------------------------------|
| Statewide | 71.1% | 29.5% | 70.5% |
| Schoolwide | 71.9% | 36.1% | 63.9% |
| White | 75.3% | 45.6% | 54.4% |
| Hispanic | 55.6% | 20% | 80% |
| Black or African American | 69.2% | 27.2% | 72.8% |
| Asian, Native Hawaiian, or Pacific Islander | 76.9% | 10% | 90% |
| American Indian or Alaska Native | * | * | * |
| Two or More Races | * | 0% | * |
| Economically Disadvantaged Students | 69.3% | 42.3% | 57.7% |
| Students with Disabilities | 38.6% | 70.6% | 29.4% |
| English Learners | N | N | N |

Postsecondary Enrollment Rates: 16 month

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

| Student Group | % Enrolled in Any Institution | % Enrolled in 2-Year Institution | % Enrolled in 4-Year Institution | % Enrolled in Public Institution | % Enrolled in Private Institution | % Enrolled in In-State Institution | % Enrolled in Out-of-State Institution |
|---|-------------------------------|----------------------------------|----------------------------------|----------------------------------|-----------------------------------|------------------------------------|--|
| Statewide | 76.1% | 33.6% | 66.5% | 73.6% | 26.4% | 65.5% | 34.6% |
| Schoolwide | 82.1% | 42.5% | 57.5% | 80.5% | 19.5% | 72.4% | 27.6% |
| White | 77.8% | 50% | 50% | 84.3% | 15.7% | 79.3% | 20.7% |
| Hispanic | * | * | * | * | * | * | * |
| Black or African American | 85.1% | 31.9% | 68.1% | 71.4% | 28.6% | 60.4% | 39.6% |
| Asian, Native Hawaiian, or Pacific Islander | 100% | 29.4% | 70.6% | 88.2% | 11.8% | 76.5% | 23.5% |
| American Indian or Alaska Native | * | * | * | * | * | * | * |
| Two or More Races | N | N | N | N | N | N | N |
| Economically Disadvantaged Students | 74.2% | 51% | 49% | 79.6% | 20.4% | 67.4% | 32.7% |
| Students with Disabilities | 71.9% | 65.2% | 34.8% | 78.3% | 21.7% | 78.3% | 21.7% |
| English Learners | N | N | N | N | N | N | N |



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This section shows information about student absences which provides important information about a school’s culture and climate. In addition, research shows that student absences impact a child’s ability to succeed in school. The New Jersey Department of Education selected chronic absenteeism as its measure of school quality and student success for the *ESSA* accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

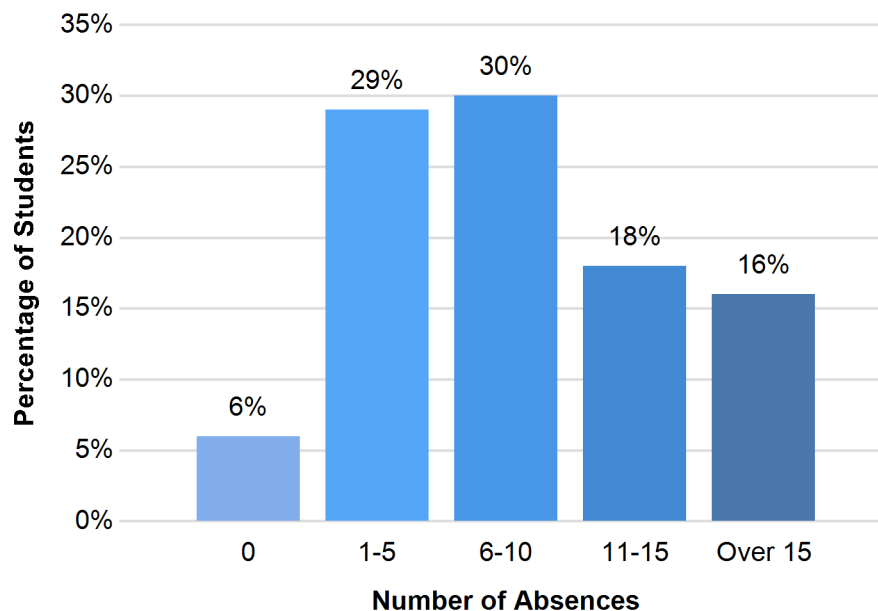
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

| Student Group | % Chronically Absent | 2016-17 Target | Met 2016-17 Target |
|---|----------------------|----------------|--------------------|
| Schoolwide | 12.30 | 14.30 | Met Target |
| White | 12.30 | 14.30 | Met Target |
| Hispanic | 19.20 | 14.30 | Not Met |
| Black or African American | 12.30 | 14.30 | Met Target |
| Asian, Native Hawaiian, or Pacific Islander | 5.60 | 14.30 | Met Target |
| American Indian or Alaska Native | N | ** | ** |
| Two or More Races | N | ** | ** |
| Economically Disadvantaged Students | 19.40 | 14.30 | Not Met |
| Students with Disabilities | 14.10 | 14.30 | Met Target |
| English Learners | N | ** | ** |

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

Days Absent

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



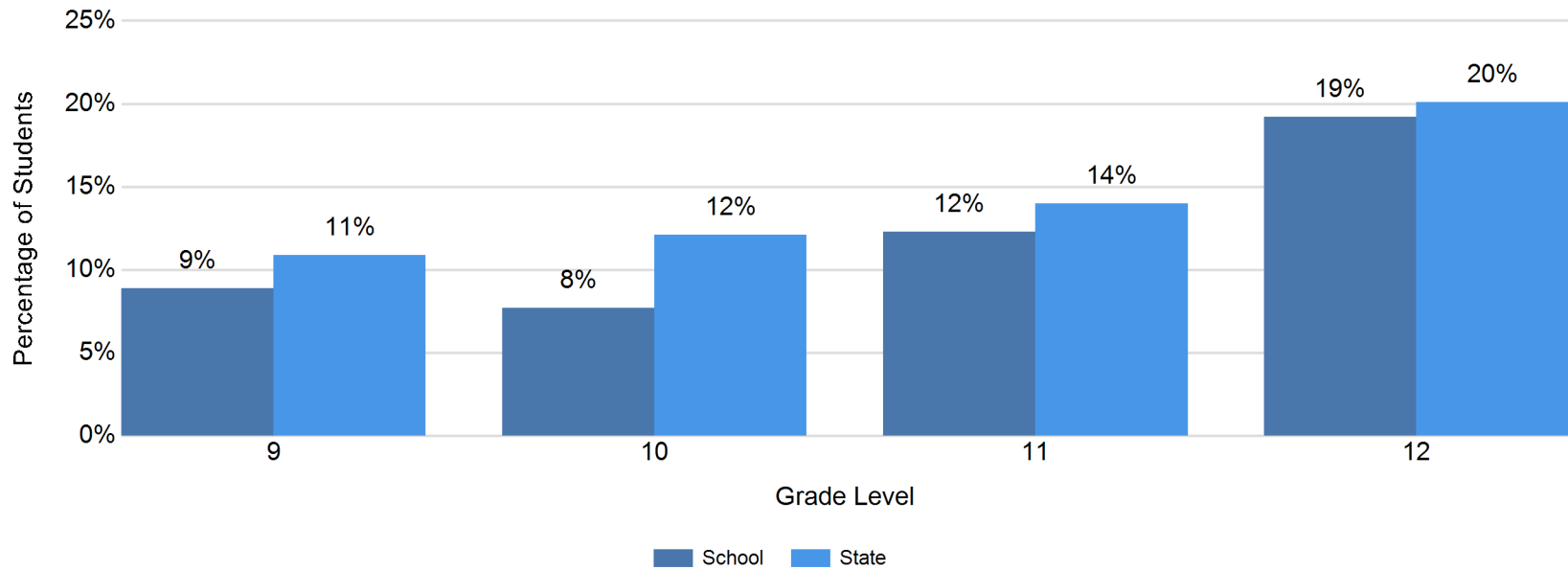


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Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





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School Day

This table shows the start and end times and length of school day for a typical student at this school. **Instructional time** is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher.

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

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

| Incident Type | Number of Incidents |
|--|---------------------|
| Violence | 16 |
| Vandalism | 3 |
| Weapons | 3 |
| Substances | 10 |
| Harassment, Intimidation, Bullying (HIB) | 10 |
| Total Unique Incidents | 41 |
| Incidents Per 100 Students Enrolled | 3.35 |

Student Suspension Rate

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

| Suspension Types | % of Students |
|---------------------------|---------------|
| In-School Suspensions | 0.0% |
| Out-of-School Suspensions | 10.7% |
| Any Suspension | 10.7% |

Student Expulsions

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

| Category | Number of Students |
|------------|--------------------|
| Expulsions | 0 |



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Technology Readiness

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

| School Year | Student to Device Ratio | Internet Speed | Recommended Internet Speed | Met Recommended Speed? | Connectivity between Schools | Recommended Connectivity | Met Recommended Connectivity? |
|-------------|-------------------------|----------------|----------------------------|------------------------|------------------------------|--------------------------|-------------------------------|
| 2016-17 | 1.0:1 | 553.9 kbps | 100 kbps | Yes | Fiber | Fiber | Yes |

Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district's schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts' [User Friendly Budgets](#), or the NJDOE Finance [District Report Search](#) of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs).

| Per-Pupil Expenditures | Federal | State/ Local | Total |
|------------------------|---------|--------------|----------|
| District Total | \$426 | \$13,973 | \$14,399 |



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07-0390-030
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This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

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

Teachers: All classroom teachers

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

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

Teachers – Experience

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

| Category | Teachers in School | Teachers in State |
|--|--------------------|-------------------|
| Total Number of teachers | 93 | 120,724 |
| Average years experience in public schools | 12.2 | 11.8 |
| Average years experience in district | 10.0 | 10.5 |
| Teachers in district for 4 or more years | 79% | 74% |

Administrators – Experience (District Level)

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

| Category | Admin. in District | Admin. in State |
|--|--------------------|-----------------|
| Total Number of administrators | 34 | 9,506 |
| Average years experience in public schools | 18.6 | 15.9 |
| Average years experience in district | 12.5 | 11.6 |
| Administrators in district for 4 or more years | 79% | 74% |

Student to Staff Ratios

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

| Staff Type | School Students: Staff | District Students: Staff |
|-----------------------------|------------------------|--------------------------|
| Teachers | 13:1 | 13:1 |
| Administrators | 204:1 | 106:1 |
| Librarian/Media Specialists | | 1806:1 |
| Nurses | | 1204:1 |
| Counselors | | 201:1 |
| Child Study Team | | 361:1 |



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

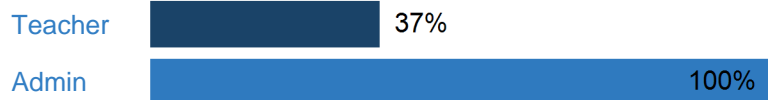
Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

| Job Type | District | State |
|---|----------|-------|
| 2015-16 Teachers: Same district 2016-17 | 68% | 89% |
| 2015-16 Administrators: Same district 2016-17 | 70% | 88% |

Faculty Attendance

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

| School Year | % Days Present |
|-------------|----------------|
| 2016-17 | 97% |



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Accountability Indicator Scores and Summative Rating

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of comprehensive support. This table shows the indicator scores for each indicator included in the accountability system and the weights that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey's accountability system and how these indicator scores were calculated, see these [accountability resources](#).

| Accountability Indicator | Indicator Score | Indicator Weight |
|---|-----------------|------------------|
| English Language Arts Proficiency | 26.9 | 17.5% |
| Mathematics Proficiency | 49.6 | 17.5% |
| Graduation - 4-Year | 20.6 | 25.0% |
| Graduation - 5-Year | 17.5 | 25.0% |
| Chronic Absenteeism | 47.7 | 15.0% |
| Progress Towards English Language Proficiency (coming 2018) | N/A | N/A |
| Summative Score: Sum of all indicator scores multiplied by indicator weights | | 30.1 |
| Summative Rating: Percentile rank of Summative Score | | 22.8 |
| Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile | | No |
| Requires Comprehensive Support: 4-year Graduation Rate less than or equal to 67% | | No |

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

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



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Accountability Summary by Student Group

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

| Student Group | Summative Score | Cut-off Score for Targeted Support and Improvement | Requires Targeted Support and Improvement for 2016-17 | English Language Arts Proficiency | Mathematics Proficiency | Chronic Absenteeism | Graduation Rate - 4-Year | Graduation Rate - 5-Year | At Risk for Consistently Underperforming Student Group |
|---|-----------------|--|---|-----------------------------------|-------------------------|---------------------|--------------------------|--------------------------|--|
| Schoolwide | 30.1 | 6.2 | No | Met Target | Met Target | Met Target | Not Met | Not Met | No |
| White | 32.4 | 6.2 | No | Met Target | Met Target | Met Target | Not Met | Not Met | No |
| Hispanic | 25.0 | 6.2 | No | Met Target | Met Target | Not Met | Not Met | N | No |
| Black or African American | 50.3 | 6.2 | No | Met Target | Met Target† | Met Target | Not Met | Not Met | No |
| Asian, Native Hawaiian, or Pacific Islander | 23.7 | 6.2 | No | Met Target | Met Target | Met Target | Met Goal | Met Goal | No |
| American Indian or Alaska Native | ** | ** | No | ** | ** | ** | ** | ** | No |
| Two or More Races | ** | ** | No | ** | ** | ** | ** | N | No |
| Economically Disadvantaged Students | 32.7 | 6.2 | No | Met Target | Met Target | Not Met | Not Met | Not Met | No |
| Students with Disabilities | 31.2 | 6.2 | No | Not Met | Met Target | Met Target | Not Met | Not Met | No |
| English Learners | ** | ** | No | ** | ** | ** | ** | N | No |

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

† Target was met within a confidence interval.



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School General Info

| | | | |
|-------------------|------------------------------------|-----------------------|---|
| Principal: | Ms. Giddins | Email Address: | kgiddins@bhprsd.org |
| Address: | 501 JARVIS ROAD ERIAL, NJ 08081 | Website: | https://www.bhprsd.org/Domain/10 |
| Phone: | (856)232-9703 | Twitter: | https://twitter.com/@TimberCreekHS |

School Narrative

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

| | |
|--|---|
|  <p>Highlights:</p> | <ul style="list-style-type: none"> • 27 Recipients of the Presidential Award for Excellence in Education and 53 NJ Star Recipients • Olympic Conference Titles in Football, Golf, and Girls and Boys Track with 22 Varsity Sports • New Jersey and National Green Ribbon School Award |
|  <p>Mission, Vision, Theme:</p> | <p>The mission of Timber Creek High School is to educate the whole child and do what is best for them with the resources that are at our disposal. This premise informs our daily work. The staff and faculty at Timber Creek High School work in concert to provide rich experiences, opportunities for engagement, and life application of knowledge.</p> |
|  <p>Awards, Recognition, Accomplishments:</p> | <p>With close to 1200 students, Timber Creek has produced high performing scholars, musicians, and athletes. Students have received such honors all South Jersey Band, full scholarships to reputable universities and colleges, Presidential Awards for Excellence, close to 100 NHS inductees in the last year, Olympic conference titles and State Championships. We are also a New Jersey and National Green Ribbon School.</p> |







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| | |
|--|---|
|  <p>Courses, Curriculum, Instruction:</p> | <p>All academic courses are College Prep or College Prep Accelerated; 15 AP & 15 Honors level college prep courses, 18 Dual Credit courses offered in conjunction with Camden County College, 4 Career Prep Programs offered to seniors (College Now, Finishing Trades Institute, Internship and Work Study), STEAM Academy and Teen Pep offered.</p> |
|  <p>Sports and Athletics:</p> | <p>Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Cross-Country (Boys & Girls), Field Hockey (Girls), Football (Boys), Golf (Boys), Lacrosse (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Wrestling (Boys)</p> <p>In addition to the sports offered above, we have had 28 student athletes sign collegiate letters. We also have multiple conference titles in the Olympic Conference which include Football, Golf, and Boys' and Girls' Track. Our football team was also awarded back to back Group 4 state champions.</p> |
|  <p>Clubs and Activities:</p> | <p>Timber Creek offers 44 cocurricular clubs and activities. The variety of clubs offer students diverse experiences and opportunities. Some of the highlights include Leo, Interact, and Key Club which give to many local organizations. We also have an award winning Green Team that actively keeps our community aware of its impact on the environment. The award winning marching band is involved in many competitions that afford our students opportunities to compete against other schools.</p> |
|  <p>Before and After School Programs:</p> | <p>Timber Creek offers outside of activities and clubs, intramural programs such as volleyball that are run by two program coordinators who are also PE teachers at Timber Creek. We also have intramural sports for our multiple disabled students. Any student can participate in all grade levels. We also offer after school tutoring and the Reading specialist offers her services to students Tuesday, Wednesday, and Thursday.</p> |








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| | |
|--|--|
|  <p>Staff and Professional Learning:</p> | <p>There are two major initiatives that are the focus for this year. We have begun a Chromebook distribution initiative and mindfulness training in conjunction with the district. We are offering PD opportunities to teachers within and outside of the building. These opportunities assist teachers about the best use of technology and how to support students. Teachers were also offered professional development about how to implement mindfulness.</p> |
|  <p>Postsecondary Information:</p> | <p>49% of our graduates attend a 4 year college, 38% attend a 2 year college, 5% attend a trade school, 1% join the military. 53 NJSTARS recipients. District pays for 2 PSAT and provides 1 free SAT voucher for every student along with offering free SAT prep courses through APEX and a reduced SAT prep after school program through KAPLAN.</p> |
|  <p>Student Supports and Services:</p> | <p>Some of the services we offer are NHS tutoring program, I&RS team referral services, 1 full time Student Awareness Coordinator, personalized academic plans to support struggling learners, Read 180 program and Math 44, Transition Project and Peer Mentoring offered. We have fostered a relationship with the local police to offer support student services and build a better relationship with law enforcement.</p> |
|  <p>Student Health and Wellness:</p> | <p>Timber Creek offers an array of opportunities for health and wellness for staff and students. We offer intramural programs, PE classes, as well as PE enrichment, health challenges, blood drives, 5k races, and opportunities to use the weight room even if students are not associated with a current sport. There are also healthy meals for breakfast and lunch as well as healthy vending choices for when students at the conclusion of the day and the end of practice.</p> |
|  <p>Parent and Community Involvement:</p> | <p>Timber Creek's Home and School Council are heavily involved with the school community and the students. The members are a hard working group of concerned parents who implement student appreciation days, breakfasts, Seniors nights, assist in graduation, and other student centered events. We also enjoy the support of local businesses that find ways to donate to student based initiatives, the fine arts, sports, and teachers such as Educator Appreciation Week.</p> |





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| | |
|--|--|
|  <p>Climate Surveys:</p> | <p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Teachers</p> <p>The principal provides a 360 degree review for staff to complete at the end of the year and a similar survey is provided to the students to assess the school environment. Over the summer, the building administration reviews the data. The data is then shared in September.</p> |
|  <p>Facilities:</p> | <p>The building was completed in September of 2001. The building is 16 years old and no major renovations have taken place except for improvements that suited for energy conservation. Timber Creek is spacious and full of natural light. The outside facilities have been improved such as turf management and new outdoor restrooms. Ten acres were added to the complex, to make room for more practice fields. Many groups, local and abroad use our indoor and outdoor facilities to host events at Timber Creek.</p> |



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Other Information:

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



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

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

Navigating through the reports:

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

Other Resources:

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



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Enrollment Trends by Grade

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

| Grade | 2014-15 | 2015-16 | 2016-17 |
|----------|---------|---------|---------|
| 9 | 299 | 288 | 299 |
| 10 | 283 | 265 | 267 |
| 11 | 315 | 274 | 259 |
| 12 | 301 | 312 | 273 |
| Ungraded | 32 | 17 | 20 |
| Total | 1230 | 1156 | 1118 |

Enrollment Trends by Student Group

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

| Student Group | 2014-15 | 2015-16 | 2016-17 |
|-------------------------------------|---------|---------|---------|
| Female | 46% | 49% | 50% |
| Male | 54% | 51% | 50% |
| Economically Disadvantaged Students | 29% | 28% | 28% |
| Students with Disabilities | 17% | 16% | 17% |
| English Learners | 2% | 2% | 4% |
| Homeless Students | | | 1% |
| Students in Foster Care | | | 0% |
| Military-Connected Students | | | 0% |
| Migrant Students | | | 0% |

Enrollment by Racial and Ethnic Group

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

| Racial and Ethnic Group | % of Students |
|-------------------------------------|---------------|
| White | 72.5% |
| Hispanic | 10.3% |
| Black or African American | 8.5% |
| Asian | 8.1% |
| American Indian or Alaska Native | 0.0% |
| Native Hawaiian or Pacific Islander | 0.0% |
| Two or More Races | 0.6% |

Enrollment Trends by Full and Shared Time

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

| Enrollment Status | 2016-17 |
|----------------------|---------|
| Full Time Students | 1118 |
| Shared Time Students | 0 |
| Full Time Equivalent | 1118 |

Enrollment by Home Language

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

| Home Language | % of Students |
|---------------|---------------|
| English | 91.1% |
| Spanish | 3.8% |
| Gujarati | 1.9% |
| Other | 3.3% |



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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 for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act (ESSA)* accountability. Student groups with the annual target section grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these [accountability resources](#).

| Student Group | Valid Scores | % of students Taking Test | School: % of Testers Met/Exceeded Expectations | District: % of Testers Met/Exceeded Expectations | State: % of Testers Met/Exceeded Expectations | Proficiency Rate for Federal Accountability | 2016-17 Annual Target | Met 2016-17 Annual Target |
|---|--------------|---------------------------|--|--|---|---|-----------------------|---------------------------|
| Schoolwide | 547 | 99.1 | 35.90 | 36.20 | 54.90 | 35.9 | 30.5 | Met Target |
| White | 393 | 98.8 | 36.70 | 39.60 | 63.90 | 36.7 | 31.2 | Met Target |
| Hispanic | 61 | 100.0 | 36.10 | 35.20 | 39.80 | 36.1 | 26.4 | Met Target |
| Black or African American | 45 | 100.0 | 11.10 | 21.00 | 35.20 | 11.1 | 26.5 | Not Met |
| Asian, Native Hawaiian, or Pacific Islander | 44 | 100.0 | 52.30 | 57.40 | 80.70 | 52.3 | 34 | Met Target |
| American Indian or Alaska Native | * | * | * | 33.30 | 53.70 | N | ** | ** |
| Two or More Races | * | * | * | * | 54.90 | * | ** | ** |
| Female | 286 | 98.6 | 38.80 | 44.10 | 62.20 | 38.8 | | |
| Male | 261 | 99.6 | 32.60 | 28.30 | 48.10 | 32.6 | | |
| Economically Disadvantaged Students | 167 | 100.0 | 29.30 | 25.80 | 36.20 | 29.3 | 25.7 | Met Target |
| Non-Economically Disadvantaged Students | 380 | 98.7 | 38.70 | 41.40 | 65.80 | 38.7 | | |
| Students with Disabilities | 88 | 100.0 | * | * | 20.50 | * | 8.6 | Not Met |
| Students without Disabilities | 459 | 99.0 | * | * | 61.90 | * | | |
| English Learners | 23 | 100.0 | * | * | 25.20 | * | N | N |
| Non-English Learners | 524 | 99.1 | * | * | 57.40 | * | | |
| Homeless Students | * | * | * | * | 26.40 | * | | |
| Students In Foster Care | * | * | * | * | 24.80 | * | | |
| Military-Connected Students | N | N | N | N | 53.50 | N | | |
| Migrant Students | N | N | N | N | 23.00 | N | | |

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

† Target was met within a confidence interval.



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

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 296 | 739 | 736 | 749 | 10% | 20% | 35% | 31% | 4% | 36% | 52% |
| White | 201 | 742 | 740 | 757 | 10% | 15% | 36% | 34% | 5% | 39% | 62% |
| Hispanic | 37 | 731 | 732 | 733 | * | 38% | * | * | * | 27% | 35% |
| Black or African American | 27 | 725 | 725 | 730 | * | * | * | * | * | * | 30% |
| Asian, Native Hawaiian, or Pacific Islander | 28 | 742 | 747 | 777 | * | * | * | 36% | * | 43% | 80% |
| American Indian or Alaska Native | N | N | N | 745 | N | N | N | N | N | N | 49% |
| Two or More Races | * | * | * | 746 | * | * | * | * | * | * | 48% |
| Female | 156 | 744 | 744 | 756 | * | 16% | 38% | 35% | * | 39% | 60% |
| Male | 140 | 734 | 728 | 741 | * | 24% | 31% | 27% | * | 31% | 43% |
| Economically Disadvantaged Students | 98 | 733 | 728 | 731 | * | 24% | 27% | 30% | * | 33% | 32% |
| Non-Economically Disadvantaged Students | 198 | 742 | 741 | 758 | * | 18% | 39% | 32% | * | 37% | 62% |
| Students with Disabilities | 50 | 714 | 707 | 714 | * | * | * | * | * | * | 13% |
| Students without Disabilities | 246 | 744 | 743 | 754 | * | * | * | * | * | * | 58% |
| English Learners | 16 | 707 | 707 | 690 | * | * | * | * | * | * | * |
| Non-English Learners | 280 | 741 | 737 | 752 | * | * | * | * | * | * | * |
| Homeless Students | * | * | * | 719 | * | * | * | * | * | * | 21% |
| Students in Foster Care | * | * | * | 718 | * | * | * | * | * | * | 21% |
| Military-Connected Students | N | N | N | 746 | N | N | N | N | N | N | 45% |
| Migrant Students | N | N | N | 705 | N | N | N | N | N | N | * |

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

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 262 | 734 | 735 | 743 | 21% | 16% | 27% | 31% | 5% | 36% | 46% |
| White | 192 | 737 | 738 | 749 | 18% | 17% | 31% | 29% | 5% | 34% | 52% |
| Hispanic | 27 | 725 | 734 | 728 | * | * | * | 41% | * | 44% | 34% |
| Black or African American | 22 | 716 | 718 | 725 | * | * | * | * | 0% | 18% | 31% |
| Asian, Native Hawaiian, or Pacific Islander | 20 | 741 | * | 774 | * | * | * | 55% | * | 60% | 74% |
| American Indian or Alaska Native | N | N | N | 740 | N | N | N | N | N | N | 42% |
| Two or More Races | * | * | * | 737 | * | * | * | * | * | * | 42% |
| Female | 134 | 737 | 740 | 752 | 21% | * | * | 33% | * | 38% | 54% |
| Male | 128 | 730 | 729 | 734 | 22% | * | * | 30% | * | 34% | 39% |
| Economically Disadvantaged Students | 75 | 723 | 723 | 726 | 32% | * | 27% | 21% | * | 24% | 32% |
| Non-Economically Disadvantaged Students | 187 | 738 | 740 | 751 | 17% | * | 27% | 35% | * | 41% | 54% |
| Students with Disabilities | 35 | 693 | 695 | 704 | * | * | * | * | * | * | 12% |
| Students without Disabilities | 227 | 740 | 741 | 749 | * | * | * | * | * | * | 52% |
| English Learners | 12 | 694 | 694 | 681 | * | * | * | * | * | * | * |
| Non-English Learners | 250 | 736 | 735 | 745 | * | * | * | * | * | * | * |
| Homeless Students | * | * | * | 715 | * | * | * | * | * | * | 21% |
| Students in Foster Care | * | * | * | 710 | * | * | * | * | * | * | 20% |
| Military-Connected Students | N | N | N | 733 | N | N | N | N | N | N | 35% |
| Migrant Students | N | N | N | 694 | N | N | N | N | N | N | * |

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

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 201 | 716 | 719 | 736 | 34% | 29% | 22% | * | * | 15% | 38% |
| White | 153 | 717 | 721 | 738 | 34% | 26% | 24% | * | * | 16% | 40% |
| Hispanic | 13 | 709 | 719 | 731 | * | * | * | * | * | * | 34% |
| Black or African American | 17 | 709 | 714 | 728 | * | * | * | * | 0% | 12% | 30% |
| Asian, Native Hawaiian, or Pacific Islander | 17 | 710 | * | 756 | * | * | * | * | 0% | 12% | 58% |
| American Indian or Alaska Native | N | N | N | 731 | N | N | N | N | N | N | 30% |
| Two or More Races | * | * | * | 731 | * | * | * | * | * | * | 36% |
| Female | 98 | 719 | 725 | 744 | 31% | 24% | 28% | * | * | 18% | 46% |
| Male | 103 | 712 | 712 | 729 | 37% | 35% | 17% | * | * | 12% | 31% |
| Economically Disadvantaged Students | 60 | 711 | 717 | 729 | 40% | 30% | 17% | * | * | 13% | 32% |
| Non-Economically Disadvantaged Students | 141 | 717 | 720 | 740 | 31% | 29% | 24% | * | * | 16% | 42% |
| Students with Disabilities | 35 | 703 | 703 | 709 | * | * | * | * | * | * | 12% |
| Students without Disabilities | 166 | 718 | 722 | 741 | * | * | * | * | * | * | 43% |
| English Learners | * | * | * | 699 | * | * | * | * | * | * | * |
| Non-English Learners | * | * | * | 737 | * | * | * | * | * | * | * |
| Homeless Students | * | * | * | 722 | * | * | * | * | * | * | 24% |
| Students in Foster Care | N | N | N | 713 | N | N | N | N | N | N | 19% |
| Military-Connected Students | N | N | N | 723 | N | N | N | N | N | N | 24% |
| Migrant Students | N | N | N | 713 | N | N | N | N | N | N | 26% |

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



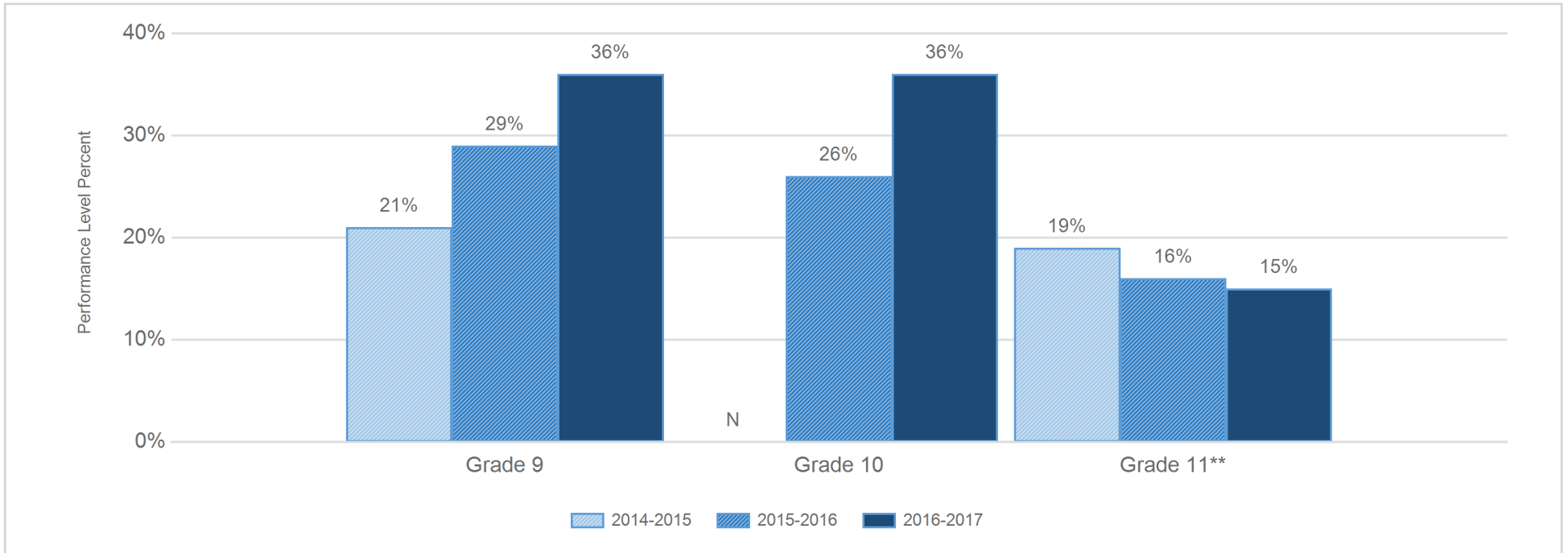
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English Language Arts/Literacy Assessment - Performance Trends

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



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



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Mathematics Assessment - Participation and Performance

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

| Student Group | Valid Scores | % of students Taking Test | School: % of Testers Met/Exceeded Expectations | District: % of Testers Met/Exceeded Expectations | State: % of Testers Met/Exceeded Expectations | Proficiency Rate for Federal Accountability | 2016-17 Annual Target | Met 2016-17 Annual Target |
|---|--------------|---------------------------|--|--|---|---|-----------------------|---------------------------|
| Schoolwide | 493 | 97.3 | 24.50 | 21.20 | 43.50 | 24.5 | 25.2 | Met Target† |
| White | 357 | 96.5 | 23.20 | 23.70 | 52.40 | 23.2 | 24.8 | Met Target† |
| Hispanic | 56 | 100.0 | 23.20 | * | 27.60 | 23.2 | 20.7 | Met Target |
| Black or African American | 34 | 97.4 | 11.80 | * | 21.70 | 11.8 | 18.8 | Met Target† |
| Asian, Native Hawaiian, or Pacific Islander | 42 | 100.0 | 45.30 | 38.90 | 75.60 | 45.3 | 41.5 | Met Target |
| American Indian or Alaska Native | * | * | * | * | 42.50 | N | ** | ** |
| Two or More Races | * | * | * | * | 44.90 | * | ** | ** |
| Female | 264 | 96.4 | 23.90 | 21.40 | 44.10 | 23.9 | | |
| Male | 229 | 98.4 | 25.40 | 21.10 | 42.90 | 25.4 | | |
| Economically Disadvantaged Students | 143 | 98.1 | 25.90 | * | 25.10 | 25.9 | 23.8 | Met Target |
| Non-Economically Disadvantaged Students | 350 | 97.0 | 24.00 | * | 54.30 | 24 | | |
| Students with Disabilities | 39 | 97.5 | * | * | 16.50 | * | 10.5 | Not Met |
| Students without Disabilities | 454 | 97.3 | * | * | 48.80 | * | | |
| English Learners | 23 | 100.0 | * | * | 23.30 | * | N | N |
| Non-English Learners | 470 | 97.2 | * | * | 45.20 | * | | |
| Homeless Students | * | * | * | * | 16.40 | * | | |
| Students In Foster Care | * | * | * | * | 15.10 | * | | |
| Military-Connected Students | N | N | N | N | 39.90 | N | | |
| Migrant Students | N | N | N | N | 18.20 | N | | |

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

† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Test: Algebra I

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 223 | 728 | 723 | 743 | 11% | 37% | 35% | 18% | 0% | 18% | 42% |
| White | 140 | 729 | 727 | 751 | * | 41% | 36% | 16% | * | 16% | 52% |
| Hispanic | 32 | 720 | 717 | 728 | * | 47% | * | * | 0% | 13% | 24% |
| Black or African American | 25 | 722 | 715 | 724 | * | * | 40% | * | 0% | 12% | 19% |
| Asian, Native Hawaiian, or Pacific Islander | 23 | 739 | * | 774 | * | * | * | * | 0% | 35% | 76% |
| American Indian or Alaska Native | N | N | N | 736 | N | N | N | N | N | N | 30% |
| Two or More Races | * | * | * | 741 | * | * | * | * | * | * | 41% |
| Female | 111 | 728 | 724 | 744 | * | 32% | 38% | 16% | * | 16% | 43% |
| Male | 112 | 729 | 723 | 741 | * | 41% | 31% | 20% | * | 20% | 40% |
| Economically Disadvantaged Students | 76 | 729 | 721 | 727 | 13% | 37% | 28% | 22% | 0% | 22% | 23% |
| Non-Economically Disadvantaged Students | 147 | 728 | 725 | 751 | 10% | 37% | 38% | 16% | 0% | 16% | 52% |
| Students with Disabilities | 38 | 709 | 707 | 714 | * | * | * | * | * | * | 10% |
| Students without Disabilities | 185 | 732 | 728 | 747 | * | * | * | * | * | * | 47% |
| English Learners | 22 | 719 | 719 | 708 | * | * | * | * | * | * | * |
| Non-English Learners | 201 | 729 | 724 | 745 | * | * | * | * | * | * | * |
| Homeless Students | * | * | * | 718 | * | * | * | * | * | * | 13% |
| Students in Foster Care | * | * | * | 711 | * | * | * | * | * | * | * |
| Military-Connected Students | N | N | N | 742 | N | N | N | N | N | N | 37% |
| Migrant Students | N | N | N | 715 | N | N | N | N | N | N | 21% |



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Mathematics Assessment - Performance by Test: Geometry

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 257 | 729 | 728 | 734 | * | 33% | 36% | 20% | * | 21% | 30% |
| White | 193 | 729 | 731 | 740 | * | 31% | 39% | 18% | * | 20% | 38% |
| Hispanic | 29 | 733 | 729 | 722 | * | * | 35% | * | 0% | 28% | 14% |
| Black or African American | 14 | 717 | 719 | 719 | * | * | * | * | 0% | 14% | * |
| Asian, Native Hawaiian, or Pacific Islander | 20 | 730 | 734 | 758 | * | * | * | * | * | 30% | 65% |
| American Indian or Alaska Native | N | N | N | 730 | N | N | N | N | N | N | 29% |
| Two or More Races | * | * | * | 733 | * | * | * | * | * | * | 32% |
| Female | 146 | 728 | 728 | 735 | * | 33% | 33% | 21% | * | 22% | 31% |
| Male | 111 | 730 | 728 | 733 | * | 32% | 40% | 18% | * | 20% | 30% |
| Economically Disadvantaged Students | 77 | 728 | 724 | 721 | * | 40% | 27% | 21% | * | 23% | 13% |
| Non-Economically Disadvantaged Students | 180 | 729 | 730 | 740 | * | 29% | 39% | 19% | * | 20% | 39% |
| Students with Disabilities | 16 | 705 | 710 | 711 | * | * | * | * | * | * | * |
| Students without Disabilities | 241 | 730 | 730 | 738 | * | * | * | * | * | * | * |
| English Learners | 10 | 706 | 706 | 710 | * | * | * | * | * | * | * |
| Non-English Learners | 247 | 729 | 729 | 735 | * | * | * | * | * | * | * |
| Homeless Students | * | * | * | 717 | * | * | * | * | * | * | * |
| Students in Foster Care | * | * | * | 713 | * | * | * | * | * | * | * |
| Military-Connected Students | N | N | N | 727 | N | N | N | N | N | N | 15% |
| Migrant Students | N | N | N | 704 | N | N | N | N | N | N | * |

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Mathematics Assessment - Performance by Test: Algebra II

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 196 | 714 | 712 | 725 | 38% | 26% | 20% | 16% | 0% | 16% | 28% |
| White | 151 | 716 | 717 | 731 | 38% | 24% | 23% | 15% | 0% | 15% | 33% |
| Hispanic | 10 | 717 | 704 | 710 | * | * | * | * | 0% | 10% | 14% |
| Black or African American | 15 | 687 | 693 | 703 | * | * | * | * | * | * | * |
| Asian, Native Hawaiian, or Pacific Islander | 19 | 724 | * | 761 | * | * | * | * | 0% | 42% | 62% |
| American Indian or Alaska Native | N | N | N | 715 | N | N | N | N | N | N | 20% |
| Two or More Races | * | * | * | 718 | * | * | * | * | * | * | 25% |
| Female | 99 | 714 | 711 | 725 | 38% | 27% | 20% | 14% | 0% | 14% | 27% |
| Male | 97 | 715 | 712 | 725 | 38% | 24% | 20% | 19% | 0% | 19% | 29% |
| Economically Disadvantaged Students | 47 | 710 | 703 | 708 | 43% | 26% | 21% | * | * | 11% | 13% |
| Non-Economically Disadvantaged Students | 149 | 716 | 714 | 733 | 37% | 26% | 20% | * | * | 18% | 35% |
| Students with Disabilities | 12 | 707 | 695 | 692 | * | * | * | * | * | * | * |
| Students without Disabilities | 184 | 715 | 712 | 729 | * | * | * | * | * | * | * |
| English Learners | * | * | * | 692 | * | * | * | * | * | * | * |
| Non-English Learners | * | * | * | 726 | * | * | * | * | * | * | * |
| Homeless Students | * | * | * | 702 | * | * | * | * | * | * | * |
| Students in Foster Care | N | N | N | 692 | N | N | N | N | N | N | * |
| Military-Connected Students | N | N | N | 710 | N | N | N | N | N | N | 14% |
| Migrant Students | N | N | N | 702 | N | N | N | N | N | N | 14% |

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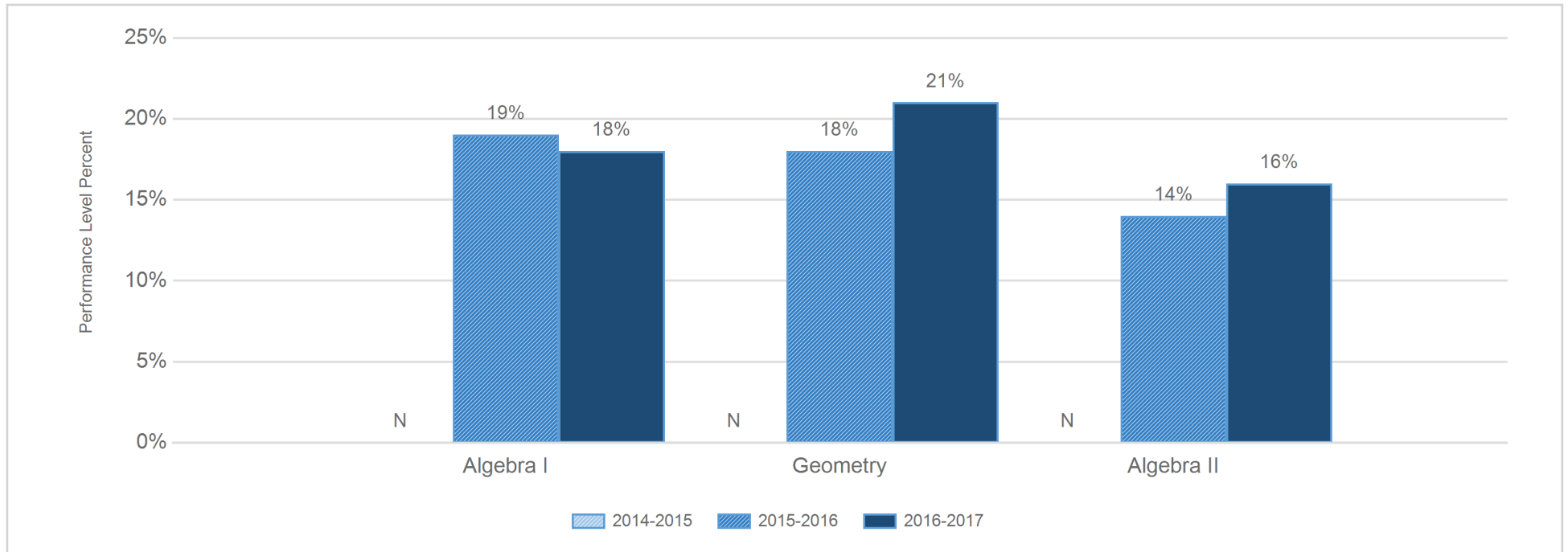
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Mathematics Assessment – Performance Trends

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





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Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

| Years in District | # Students Tested | % Students with Overall Score Below 4.5 | % Students with Overall Score of 4.5 and above |
|-------------------|-------------------|---|--|
| 1 | 18 | 88.9% | 11.1% |
| 2 | 16 | * | * |
| 3 | * | * | * |
| 4 | 10 | * | * |
| 5+ | N | N | N |



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

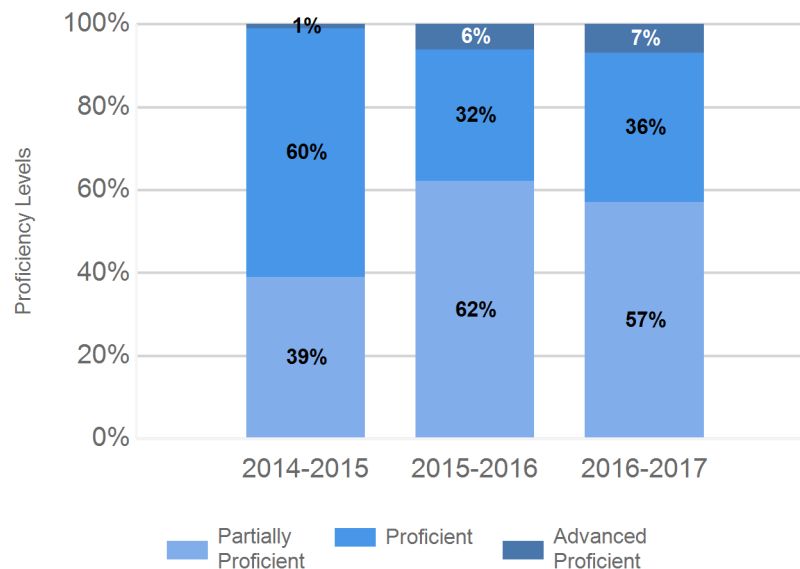
Biology Assessment - Performance

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

| Student Group | % Advanced Proficient | % Proficient | % Partially Proficient |
|---|-----------------------|--------------|------------------------|
| Statewide | 16% | 42% | 42% |
| Schoolwide | 7% | 36% | 57% |
| White | 7% | 42% | 52% |
| Hispanic | 6% | 19% | 75% |
| Black or African American | 6% | 25% | * |
| Asian, Native Hawaiian, or Pacific Islander | 12% | 32% | 56% |
| American Indian or Alaska Native | N | N | N |
| Two or More Races | N | N | * |
| Economically Disadvantaged Students | 3% | 26% | 71% |
| Students with Disabilities | N | 12% | 88% |
| English Learners | N | * | * |

Biology Assessment - Proficiency Trends

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





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

PSAT/SAT/ACT - Participation

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

| Test | % of Students in School | % of Students in State |
|--|-------------------------|------------------------|
| Percentage of students taking the PSAT | 100.0% | 89.4% |
| Percentage of students taking the SAT | 80.6% | 70.0% |
| Percentage of students taking the ACT | 4.4% | 28.3% |

PSAT/SAT/ACT - Performance

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

| Test | School Average Score | State Average Score | College Readiness Benchmarks | School - % of Students scoring at or above Benchmark | State - % of Students scoring at or above Benchmark |
|----------------------------|----------------------|---------------------|------------------------------|--|---|
| PSAT - Reading and Writing | 441 | 481 | Varies By Grade | 53% | 67% |
| PSAT - Math | 447 | 483 | Varies By Grade | 34% | 49% |
| SAT - Reading and Writing | 511 | 551 | 480 | 64% | 77% |
| SAT - Math | 517 | 552 | 530 | 43% | 58% |
| ACT - Reading | 20 | 24 | 22 | 42% | 65% |
| ACT - English | 18 | 24 | 18 | 58% | 79% |
| ACT - Math | 22 | 24 | 22 | 50% | 65% |
| ACT - Science | 20 | 23 | 23 | 33% | 54% |



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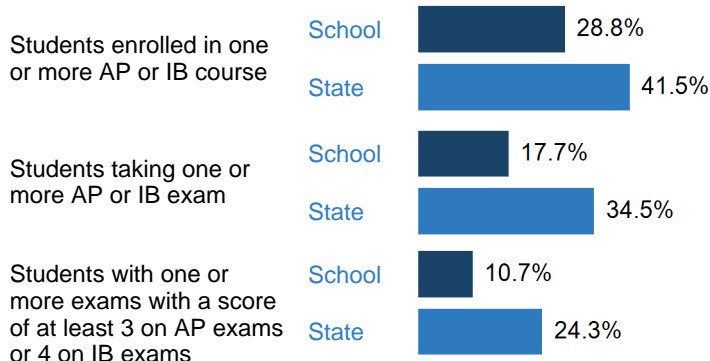
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate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

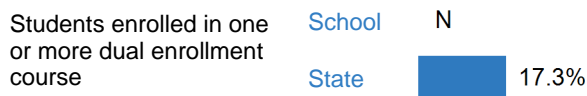
AP/IB Coursework – Participation and Performance

This chart shows the percentage of students out of all 11th and 12th grade students in the school and across the state, who enrolled in one or more AP or IB course, the percentage that took one or more AP or IB exam, and the percentage of students taking one or more exams who received at least one score of at least 3 on AP exams or 4 on IB exams.



Dual Enrollment Coursework - Participation

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



AP/ IB Courses Offered

This table shows the students enrolled in AP/IB courses and the corresponding exams that were taken. Students do not need to take a course to take the exam and not all students enrolled in a course take the exam. The last two rows show the total number of exams taken and the number of exams with scores of at least 3 on AP exams or 4 on IB exams. In the last two rows, students taking multiple exams are counted more than once.

| AP/IB Course | Students Enrolled | Students Tested |
|--|-------------------|-----------------|
| AP Art—History of Art | 11 | 0 |
| AP Biology | 42 | 22 |
| AP Calculus AB | 17 | 6 |
| AP Chemistry | 16 | 4 |
| AP English Language and Composition | 67 | 47 |
| AP English Literature and Composition | 30 | 4 |
| AP Environmental Science | 13 | 9 |
| AP Music Theory | 9 | 0 |
| AP Physics 1 | 0 | 13 |
| AP Physics 2 | 0 | 3 |
| AP Physics B | 27 | 0 |
| AP Psychology | 28 | 16 |
| AP Spanish Language | 0 | 1 |
| AP Statistics | 16 | 7 |
| AP Studio Art—Two-Demensional | 0 | 4 |
| AP U.S. Government and Politics | 9 | 2 |
| AP U.S. History | 52 | 39 |
| Total Exams Taken | | 177 |
| Exams with scores of at least 3 on AP exams or 4 on IB exams | | 93 |



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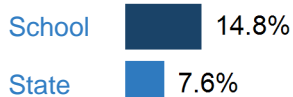
This section contains information about participation in approved **Career and Technical Education (CTE)** programs and **Structured Learning Experiences**. For more information about CTE in New Jersey, please visit <http://www.nj.gov/education/cte/>.

Career and Technical Education Participation

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

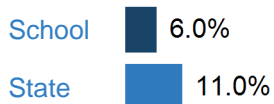
CTE Participants

(completed only one course in an approved CTE program)



CTE Concentrators

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



Structured Learning Experiences Participation

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

Structured Learning Experiences



Industry-Valued Credentials Earned

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

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

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



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

Mathematics - Course Participation

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

| Grade | Algebra I | Geometry | Algebra II | Pre-Calculus | Calculus | Statistics | Other Math |
|--------------------------|-----------|----------|------------|--------------|----------|------------|------------|
| 9 | 222 | 72 | 0 | 0 | 0 | 0 | 122 |
| 10 | 12 | 191 | 64 | 0 | 0 | 0 | 32 |
| 11 | 19 | 23 | 151 | 67 | 0 | 4 | 33 |
| 12 | 3 | 3 | 6 | 38 | 37 | 63 | 115 |
| Schoolwide | 256 | 289 | 221 | 105 | 37 | 67 | 302 |
| Enrolled in AP/IB Course | | | | | 17 | 16 | 0 |

Science - Course Participation

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

| Grade | Biology | Chemistry | Earth and Space Science | Environmental Science | Physics | Other Science |
|--------------------------|---------|-----------|-------------------------|-----------------------|---------|---------------|
| 9 | 150 | 0 | 0 | 5 | 175 | 3 |
| 10 | 133 | 39 | 0 | 0 | 114 | 3 |
| 11 | 27 | 144 | 3 | 61 | 41 | 19 |
| 12 | 30 | 13 | 13 | 19 | 40 | 67 |
| Schoolwide | 340 | 196 | 16 | 85 | 370 | 92 |
| Enrolled in AP/IB Course | 42 | 16 | | 13 | 27 | 0 |



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

Social Studies and History - Course Participation

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

| Grade | World History | US History I & II | Economics | Psychology | Sociology | Other Social Studies or History |
|--------------------------|---------------|-------------------|-----------|------------|-----------|---------------------------------|
| 9 | 298 | 32 | 0 | 0 | 0 | 0 |
| 10 | 8 | 282 | 0 | 0 | 2 | 2 |
| 11 | 3 | 273 | 0 | 40 | 13 | 16 |
| 12 | 3 | 43 | 0 | 65 | 25 | 27 |
| Schoolwide | 312 | 630 | 0 | 105 | 40 | 45 |
| Enrolled in AP/IB Course | 0 | 52 | 0 | 28 | 0 | 9 |

World Languages - Course Participation

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

| Grade | Spanish | French | Italian | Latin | German | Chinese | Other Languages |
|-------------------------------|---------|--------|---------|-------|--------|---------|-----------------|
| 9 | 167 | 30 | 31 | 0 | 0 | 0 | 0 |
| 10 | 191 | 42 | 26 | 0 | 0 | 0 | 0 |
| 11 | 117 | 32 | 10 | 0 | 0 | 0 | 0 |
| 12 | 43 | 13 | 5 | 0 | 0 | 0 | 0 |
| Schoolwide | 518 | 117 | 72 | 0 | 0 | 0 | 0 |
| Enrolled in AP/IB Course | N | N | N | N | N | N | N |
| Enrolled in Level 3 or Higher | 77 | 33 | 8 | 0 | 0 | 0 | 0 |
| Earned Seal of Biliteracy | N | N | N | N | N | N | N |



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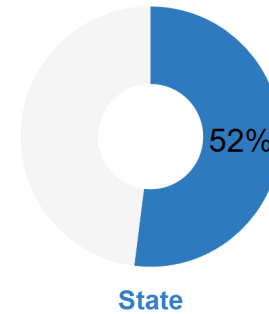
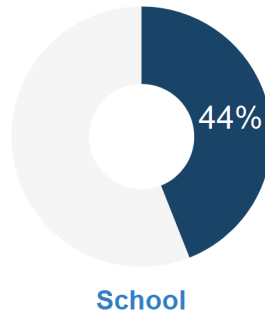
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Visual and Performing Arts – Course Participation

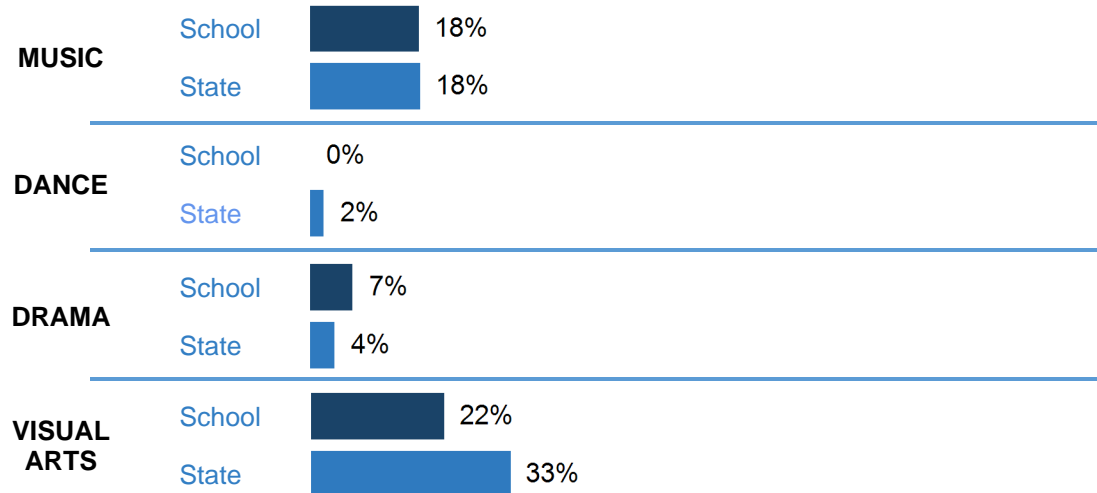
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

Grades 9-12:

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



Students enrolled in one or more classes by discipline:





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

Graduation Rates

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

| Student Group | School - Class of 2017: 4 Year Rate | State - Class of 2017: 4 Year Rate | School - Class of 2016: 5 Year Rate | State - Class of 2016: 5 Year Rate | Class of 2016: 4 Year Rate | Class of 2016: 4 Year Target | Met Target? | Class of 2015: 5 Year Rate | Class of 2015: 5 Year Target | Met Target? |
|--|-------------------------------------|------------------------------------|-------------------------------------|------------------------------------|----------------------------|------------------------------|-------------|----------------------------|------------------------------|-------------|
| Schoolwide | 89.4% | 90.5% | 93.1% | 91.8% | 92.0% | 86.8% | Met Target | 91.2% | 87.5% | Met Target |
| White | 91.0% | 94.5% | 93.4% | 95.1% | 93.1% | 87.6% | Met Target | 91.2% | 88.3% | Met Target |
| Hispanic | * | 84.3% | 96.6% | 86.3% | 93.1% | 78.7% | Met Target | 86.5% | 86.9% | Not Met |
| Black or African American | 96.0% | 83.4% | 83.3% | 85.3% | 72.2% | ** | ** | 95.0% | N | Met Goal |
| Asian, Native Hawaiian or Pacific Islander | 81.0% | 96.6% | 92.0% | 97.5% | 92.0% | 91.5% | Met Target | 95.5% | N | Met Goal |
| American Indian or Alaska Native | N | 92.3% | N | 86.6% | N | N | N | N | N | N |
| Two or More Races | * | 91.9% | N | 93.7% | N | N | N | N | N | N |
| Economically Disadvantaged Students | 83.9% | 83.9% | 92.6% | 85.6% | 90.7% | 78.3% | Met Target | 86.1% | 82.9% | Met Target |
| Students with Disabilities | 89.7% | 78.8% | 82.8% | 82.1% | 82.8% | 72.9% | Met Target | 79.6% | 79.3% | Met Target |
| English Learners | * | 76.1% | * | 79.7% | * | ** | ** | * | ** | ** |
| Homeless Students | * | 73.2% | * | 74.4% | * | * | N | * | | |

Graduation Rate Trends

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

| Class of | 4-Year Rate | 5-Year Rate |
|----------|-------------|-------------|
| 2017 | 89.4% | - |
| 2016 | 92.0% | 93.1% |
| 2015 | 86.4% | 91.2% |

Dropout Rate Trends

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

| School Year | School Rate | State Rate |
|-------------|-------------|------------|
| 2016-2017 | 1.2% | 1.1% |
| 2015-2016 | 1% | 1.1% |
| 2014-2015 | 0.9% | 1.1% |

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



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This section contains information about students enrolling in colleges and universities after graduation from high school. Postsecondary enrollment information is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

Postsecondary Enrollment Rates: Fall

This table shows the enrollment rates of Class of 2017 high school graduates into 2-year or 4-year institutions the fall after high school graduation. The following columns show the percentage of these enrolled students by 2-year or 4-year institution.

| Student Group | % Enrolled in Any Institution | % Enrolled in 2-Year Institution | % Enrolled in 4-Year Institution |
|---|-------------------------------|----------------------------------|----------------------------------|
| Statewide | 71.1% | 29.5% | 70.5% |
| Schoolwide | 59.8% | 62.4% | 37.7% |
| White | 62.6% | 64.8% | 35.3% |
| Hispanic | 38.7% | 66.7% | 33.3% |
| Black or African American | 56% | 57.1% | 42.9% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * |
| American Indian or Alaska Native | N | N | N |
| Two or More Races | * | 0% | * |
| Economically Disadvantaged Students | 54.6% | 66.7% | 33.3% |
| Students with Disabilities | 34% | 88.9% | 11.1% |
| English Learners | * | * | * |

Postsecondary Enrollment Rates: 16 month

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

| Student Group | % Enrolled in Any Institution | % Enrolled in 2-Year Institution | % Enrolled in 4-Year Institution | % Enrolled in Public Institution | % Enrolled in Private Institution | % Enrolled in In-State Institution | % Enrolled in Out-of-State Institution |
|---|-------------------------------|----------------------------------|----------------------------------|----------------------------------|-----------------------------------|------------------------------------|--|
| Statewide | 76.1% | 33.6% | 66.5% | 73.6% | 26.4% | 65.5% | 34.6% |
| Schoolwide | 65.9% | 69.2% | 30.9% | 88.6% | 11.4% | 87.1% | 12.9% |
| White | 66.5% | 71.2% | 28.8% | 89.6% | 10.4% | 87.1% | 12.9% |
| Hispanic | 45.8% | 81.8% | 18.2% | 90.9% | 9.1% | 90.9% | 9.1% |
| Black or African American | 76.9% | 50% | 50% | 70% | 30% | 80% | 20% |
| Asian, Native Hawaiian, or Pacific Islander | 73.9% | 52.9% | 47.1% | 88.2% | 11.8% | 88.2% | 11.8% |
| 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 | 55.5% | 71.4% | 28.6% | 91.1% | 8.9% | 92.9% | 7.1% |
| Students with Disabilities | 37.5% | 93.3% | 6.7% | 93.3% | 6.7% | 93.3% | 6.7% |
| English Learners | * | * | * | * | * | * | * |



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This section shows information about student absences which provides important information about a school’s culture and climate. In addition, research shows that student absences impact a child’s ability to succeed in school. The New Jersey Department of Education selected chronic absenteeism as its measure of school quality and student success for the *ESSA* accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

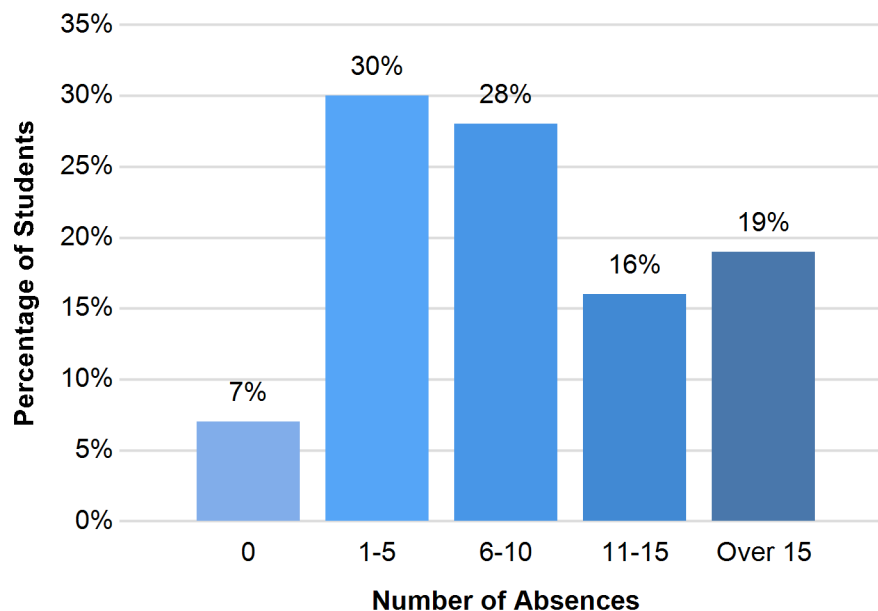
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

| Student Group | % Chronically Absent | 2016-17 Target | Met 2016-17 Target |
|---|----------------------|----------------|--------------------|
| Schoolwide | 14.00 | 14.30 | Met Target |
| White | 14.80 | 14.30 | Not Met |
| Hispanic | 15.00 | 14.30 | Not Met |
| Black or African American | 14.00 | 14.30 | Met Target |
| Asian, Native Hawaiian, or Pacific Islander | 4.30 | 14.30 | Met Target |
| American Indian or Alaska Native | N | ** | ** |
| Two or More Races | N | ** | ** |
| Economically Disadvantaged Students | 18.60 | 14.30 | Not Met |
| Students with Disabilities | 21.60 | 14.30 | Not Met |
| English Learners | 8.70 | 14.30 | Met Target |

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

Days Absent

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





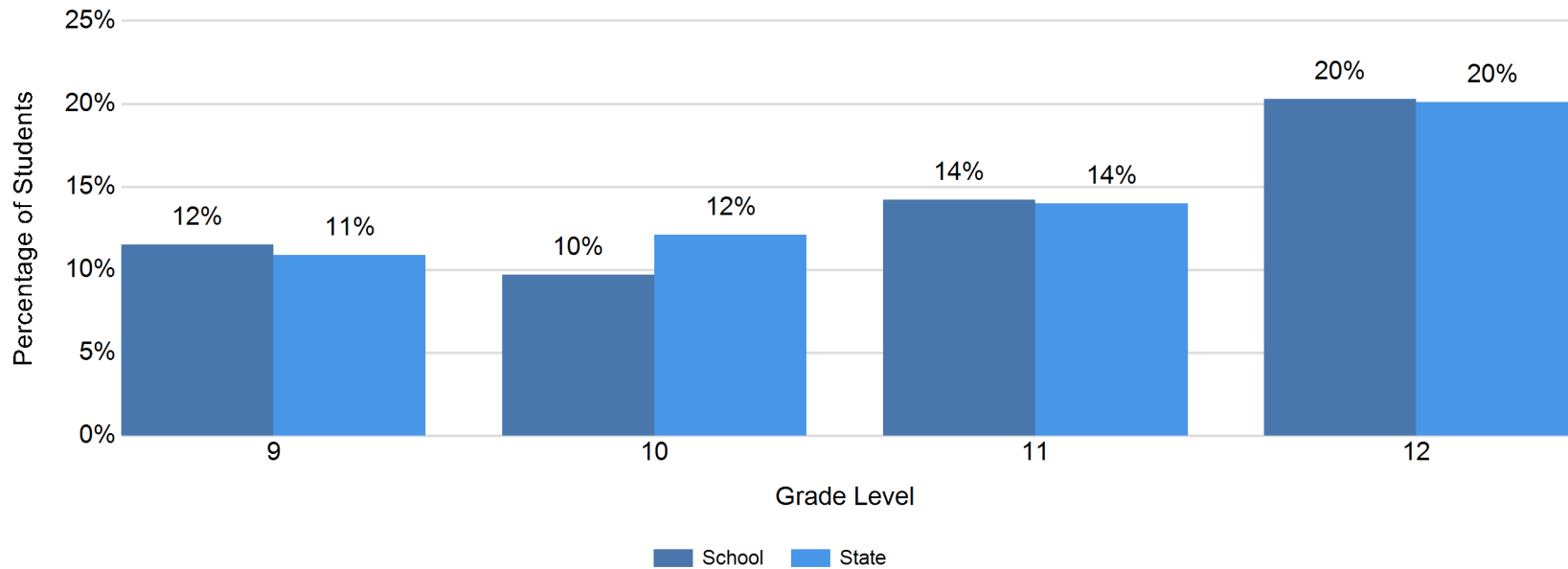
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Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





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School Day

This table shows the start and end times and length of school day for a typical student at this school. **Instructional time** is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher.

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

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

| Incident Type | Number of Incidents |
|--|---------------------|
| Violence | 7 |
| Vandalism | 1 |
| Weapons | 0 |
| Substances | 12 |
| Harassment, Intimidation, Bullying (HIB) | 4 |
| Total Unique Incidents | 23 |
| Incidents Per 100 Students Enrolled | 2.06 |

Student Suspension Rate

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

| Suspension Types | % of Students |
|---------------------------|---------------|
| In-School Suspensions | 0.0% |
| Out-of-School Suspensions | 9.0% |
| Any Suspension | 9.0% |

Student Expulsions

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

| Category | Number of Students |
|------------|--------------------|
| Expulsions | 0 |



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Technology Readiness

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

| School Year | Student to Device Ratio | Internet Speed | Recommended Internet Speed | Met Recommended Speed? | Connectivity between Schools | Recommended Connectivity | Met Recommended Connectivity? |
|-------------|-------------------------|----------------|----------------------------|------------------------|------------------------------|--------------------------|-------------------------------|
| 2016-17 | 1:1 | 553.9 kbps | 100 kbps | Yes | Fiber | Fiber | Yes |

Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district’s schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts’ [User Friendly Budgets](#), or the NJDOE Finance [District Report Search](#) of the Comprehensive Annual Financial Reports (CAFRs) and Auditor’s Management Reports (AMRs).

| Per-Pupil Expenditures | Federal | State/ Local | Total |
|------------------------|---------|--------------|----------|
| District Total | \$426 | \$13,973 | \$14,399 |



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

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

Teachers: All classroom teachers

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

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

Teachers – Experience

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

| Category | Teachers in School | Teachers in State |
|--|--------------------|-------------------|
| Total Number of teachers | 95 | 120,724 |
| Average years experience in public schools | 12.7 | 11.8 |
| Average years experience in district | 10.8 | 10.5 |
| Teachers in district for 4 or more years | 79% | 74% |

Administrators – Experience (District Level)

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

| Category | Admin. in District | Admin. in State |
|--|--------------------|-----------------|
| Total Number of administrators | 34 | 9,506 |
| Average years experience in public schools | 18.6 | 15.9 |
| Average years experience in district | 12.5 | 11.6 |
| Administrators in district for 4 or more years | 79% | 74% |

Student to Staff Ratios

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

| Staff Type | School Students: Staff | District Students: Staff |
|-----------------------------|------------------------|--------------------------|
| Teachers | 12:1 | 13:1 |
| Administrators | 160:1 | 106:1 |
| Librarian/Media Specialists | | 1806:1 |
| Nurses | | 1204:1 |
| Counselors | | 201:1 |
| Child Study Team | | 361:1 |



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

Teachers: All classroom teachers

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

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

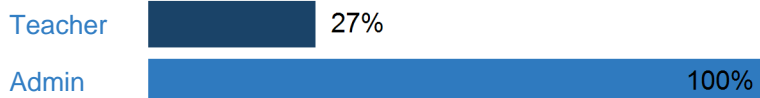
Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

| Job Type | District | State |
|---|----------|-------|
| 2015-16 Teachers: Same district 2016-17 | 68% | 89% |
| 2015-16 Administrators: Same district 2016-17 | 70% | 88% |

Faculty Attendance

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

| School Year | % Days Present |
|-------------|----------------|
| 2016-17 | 97% |



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Accountability Indicator Scores and Summative Rating

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of comprehensive support. This table shows the indicator scores for each indicator included in the accountability system and the weights that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey’s accountability system and how these indicator scores were calculated, see these [accountability resources](#).

| Accountability Indicator | Indicator Score | Indicator Weight |
|---|-----------------|------------------|
| English Language Arts Proficiency | 22.4 | 17.5% |
| Mathematics Proficiency | 41.1 | 17.5% |
| Graduation - 4-Year | 38.3 | 25.0% |
| Graduation - 5-Year | 28.3 | 25.0% |
| Chronic Absenteeism | 43.5 | 15.0% |
| Progress Towards English Language Proficiency (coming 2018) | N/A | N/A |
| Summative Score: Sum of all indicator scores multiplied by indicator weights | | 34.3 |
| Summative Rating: Percentile rank of Summative Score | | 28.5 |
| Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile | | No |
| Requires Comprehensive Support: 4-year Graduation Rate less than or equal to 67% | | No |

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

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



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Accountability Summary by Student Group

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

| Student Group | Summative Score | Cut-off Score for Targeted Support and Improvement | Requires Targeted Support and Improvement for 2016-17 | English Language Arts Proficiency | Mathematics Proficiency | Chronic Absenteeism | Graduation Rate - 4-Year | Graduation Rate - 5-Year | At Risk for Consistently Underperforming Student Group |
|---|-----------------|--|---|-----------------------------------|-------------------------|---------------------|--------------------------|--------------------------|--|
| Schoolwide | 34.3 | 6.2 | No | Met Target | Met Target† | Met Target | Met Target | Met Target | No |
| White | 22.6 | 6.2 | No | Met Target | Met Target† | Not Met | Met Target | Met Target | No |
| Hispanic | 55.2 | 6.2 | No | Met Target | Met Target | Not Met | Met Target | Not Met | No |
| Black or African American | 51.4 | 6.2 | No | Not Met | Met Target† | Met Target | ** | Met Goal | No |
| Asian, Native Hawaiian, or Pacific Islander | 19.9 | 6.2 | No | Met Target | Met Target | Met Target | Met Target | Met Goal | No |
| American Indian or Alaska Native | ** | ** | No | ** | ** | ** | N | N | No |
| Two or More Races | ** | ** | No | ** | ** | ** | N | N | No |
| Economically Disadvantaged Students | 56.7 | 6.2 | No | Met Target | Met Target | Not Met | Met Target | Met Target | No |
| Students with Disabilities | 34.8 | 6.2 | No | Not Met | Not Met | Not Met | Met Target | Met Target | No |
| English Learners | ** | ** | No | N | N | Met Target | ** | ** | No |

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

† Target was met within a confidence interval.



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School General Info

| | | | |
|-------------------|---|-----------------------|---|
| Principal: | Mrs. Sheppard | Email Address: | msheppard@bhprsd.org |
| Address: | 250 SCHUBERT AVE RUNNEMEDE, NJ 08078 | Website: | www.bhprsd.org/triton |
| Phone: | (856)939-4500 | Facebook: | https://www.facebook.com/blackhorsepikeregionalschool/district |
| | | Twitter: | https://twitter.com/@tritonhigh |

School Narrative

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

| | |
|--|--|
|  <p>Highlights:</p> | <ul style="list-style-type: none"> • Award winning Percussion, South Jersey Champions 18 years in a row, and Atlantic Coast Champions, 17 years in a row. • National Green Ribbon school, with an organic garden that is used by our cafeteria and culinary classes. • Technology is part of each school day, with all students utilizing 1:1 personal Chromebooks. |
|  <p>Mission, Vision, Theme:</p> | <p>Our mission is to educate the whole child. We will lead students to make good academic and social decisions and create a culture where they are engaged, challenged, and involved in their learning. Students will feel physically and emotionally safe and supported by our faculty and staff. They will turnkey that support to their friends and peers and take pride in the school, themselves, and their environment. Students will learn how to live a healthy lifestyle, physically and emotionally.</p> |
|  <p>Awards, Recognition, Accomplishments:</p> | <p>Triton is a National Green Ribbon School. We have an award winning Marching Band, Percussion, and Color Guard. Student awards and accomplishments include, but are not limited to, Prudential Spirit of the Community Award, Widener Leadership Award, 6ABC Best of Class, American Legion Boys State, and American Legion Auxiliary Girls State. The College Board acknowledged a Triton student as the top 2.5% of national PSAT high scores among Hispanic and Latino test takers.</p> |







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| | |
|--|---|
|  <p>Courses, Curriculum, Instruction:</p> | <p>Teachers and students utilize Google Classroom to present instruction and complete assignments. We offer 15 Advanced Placement courses, Dual Credit and College Now. We partnered with Camden County College, so students can graduate with up to a semester’s worth of college credits. S.T.E.A.M. Academy is a rigorous two-year program for students in this content. Finishing Trades Institute - Students may attend off-campus vocational program which focuses on drywall finishing, painting, and glazier.</p> |
|  <p>Sports and Athletics:</p> | <p>Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Cross-Country (Boys & Girls), Field Hockey (Girls), Football (Boys), Golf (Boys & Girls), Lacrosse (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Wrestling (Boys)</p> <p>Over half of our students participate in our athletic programs. Our Boys' Soccer won the Olympic Conference Championship, 14 students received first-team All-Conference recognition, and 1 student received All South Jersey recognition.</p> |
|  <p>Clubs and Activities:</p> | <p>Triton has over 30 different clubs for students to join including, but not limited to, History, World Language, Men and Women’s leadership, Technology, Art, and D.E.C.A. We have Interact and Key Club that are service-oriented clubs connected with our community. Our performing arts clubs include the Fall Production, Spring Musical, One-Act Festival, Tri-Tones, Choir, Dance, Marching Band, Indoor Percussion, and Color Guard. Students can also choose to become part of Student Government.</p> |
|  <p>Before and After School Programs:</p> | <p>Literary Cafe’: English teachers are available twice a week, two-hours a day, to provide assistance with Language Arts. Our Library-Media Center is open after-school three days a week, for two hours. Students have access to computers, books, charging stations, and academic assistance. School Counselors are available after school once a week for three hours. Parents or students can schedule appointments for assistance with post-secondary planning, navigating high school, or other issues.</p> |








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| | |
|--|---|
|  <p>Staff and Professional Learning:</p> | <p>New Teacher Academy: All non-tenured teachers attend weekly workshops for the first two months of school and then workshops are held on a monthly basis for the remainder of the year. The workshops incorporate Ruby Payne's Understanding Poverty and Harry Wong's First Days of School. Training to support the 1:1 Chromebook initiative, Google Drive and Google Classroom workshops were offered during the summer and throughout the school year. Mandatory Anti-Bullying and Transgender training.</p> |
|  <p>Postsecondary Information:</p> | <p>Eighty-six percent of graduating seniors were accepted to a two or four year college or vocational school. Four percent enlisted in a branch of the military. Parents and students are invited to evening workshops to aid in post-secondary decisions and to navigate the financial aid process. Students receive SAT prep courses throughout the year and an optional weekend bootcamp prior to the test administration. Students utilize the Naviance program to help with post-secondary decision making.</p> |
|  <p>Student Supports and Services:</p> | <p>Life Skills, Behavior Program, and Child Study Team on site for students with disabilities. Reading Specialist on staff to provide instruction for students who have deficits in reading skills. I&RS suggests interventions or strategies that can be employed with general education students towards positive outcomes in the areas of Academics, Behavior, Health, and/or Attendance through early intervention. ELL program is designed to assist students in the acquisition of English language skills.</p> |
|  <p>Student Health and Wellness:</p> | <p>Breakfast is served daily to all students. The Gathering Space is a group for students who have difficulty transitioning to high school. Yoga and mindfulness was introduced and is being incorporated in Freshman Seminar and Physical Education classes. An Yoga instructor led classes for our athletes. The PE department offers physical activities each day during lunch and weekly after-school activities for students to stay physically active.</p> |
|  <p>Parent and Community Involvement:</p> | <p>Parent-Teacher-Partnership meets once a month to discuss school programs. PTP fundraises to support scholarships and school projects. Triton is a member of the Runnemede-Bellmawr-Glendora Rotary and Blackwood Kiwanis. Our students participate in community service that supports their national organizations. Parents have access to student grades, attendance, and discipline in real time through a web-based program. Evening services available for financial aid and post-secondary planning.</p> |





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| | |
|---|---|
|  <p>Climate Surveys:</p> | <p>Is a Climate Survey Used: Yes; Who is surveyed: Students</p> <p>A Google form was put on our web page for the students to access to ask students how they felt physically and emotionally while they were in school, if they felt bullying was prevalent at Triton, and how they felt about faculty and staff. The responses showed that 90% of our students believe that the faculty and staff protect them from being bullied and over half of the students do not have a concern about bullying. The results of the survey were shared with our School Safety Team.</p> |
|  <p>Facilities:</p> | <p>Triton was built in 1957. It has since added a new Library Media Center (LMC), science wing, weight room, and auxiliary gymnasium. The LMC is home to the Literacy Lab, Computer Lab, and charging stations for Chromebooks. More recently, we updated the main gymnasium with new bleachers and a new floor, new roof with solar panels, new boilers, and energy efficient lighting. Seventy-five percent of the building has air conditioning and all classrooms have smartboards and LCD televisions.</p> |



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Other Information:

We operate on an alternative bell schedule, a change from the traditional eight-period schedule. Our schedule maximizes resources, relationships, and time for students to make the most of their high school experience. Transition time is reduced by moving towards a rotating four-day design that allows students to meet six times a day, dropping two class periods. As a result, valuable instructional time is gained. With the new schedule, more students have the opportunity to engage in academic enrichment activities, participate in co-curricular programs, and eliminate the monotonous “groundhog” effect that can occur with a traditional schedule. Triton Regional High School offers 15 AP courses and 15 honors courses. AP exams are offered and administered in May each year. The school district covers the expense of the AP test provided the student scores a 3 or better. Honors courses have been established in English, mathematics, science, social studies, fine arts, and world languages. The students recommended for these programs have been selected based on a number of factors including performance on standardized tests, academic performance, and teacher recommendation. The Hometown Hero program was established in 2013. Triton celebrates those who make a difference by inspiring others and volunteering their time to improve our community. Triton Mustangs believe in leadership, social responsibility, focus, dedication, and integrity. Our Mustang team thrives on morals and leadership while forging memories and inspiring dreams. We teach students to lead the way, set high standards for themselves, take pride in their school, and share their glory - just like our hometown heroes. Triton welcomes these heroes into our Mustang family. The Hometown Hero Program furthers our commitment to engage and impact our community as well as provides an opportunity to celebrate their extraordinary efforts and good deeds.