NJ SCHOOL PERFORMANCE REPORT

EGG HARBOR TOWNSHIP HIGH SCHOOL
(01-1310-005)
Grades Offered: 09-12
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

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School Contact Info

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

Type	Contact Information
County	ATLANTIC
District	EGG HARBOR TWP
Principal Name	DR. CHARLTON
Address	24 HIGH SCHOOL DRIVE EGG HARBOR TOWNSHIP, NJ 08234-9450
Phone Number	(609)653-0100
Email Address	CHARLTOT@EHT.K12.NJ.US
Website	http://hs.eht.k12.nj.us/
Facebook	https://www.facebook.com/EHTNJHighSchool
Twitter	https://twitter.com/EHTNJHighSchool

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Enrollment Trends by Grade

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

Grade	2015-16	2016-17	2017-18
9	599	584	582
10	587	616	583
11	560	587	605
12	571	568	596
Total	2,317	2,355	2,366

Enrollment Trends by Student Group

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

Student Group	2015-16	2016-17	2017-18
Female	49.9%	49.4%	49.0%
Male	50.1%	50.6%	51.0%
Economically Disadvantaged Students	45.0%	45.8%	45.9%
Students with Disabilities	10.0%	10.0%	9.6%
English Learners	2.0%	2.2%	2.8%
Homeless Students		0.6%	1.2%
Students in Foster Care		0.1%	0.3%
Military-Connected Students		0.6%	0.7%
Migrant Students		0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2015-16	2016-17	2017-18
White	46.1%	46.5%	44.7%
Hispanic	22.0%	23.2%	25.1%
Black or African American	11.5%	12.2%	12.1%
Asian	16.1%	16.1%	16.1%
Native Hawaiian or Pacific Islander	0.0%	0.1%	0.1%
American Indian or Alaska Native	0.1%	0.3%	0.3%
Two or More Races	4.2%	1.6%	1.7%

Enrollment Trends by Full and Shared Time Status

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

Enrollment Status	2015-16	2016-17	2017-18
Full Time Students	2,317	2,355	2,366
Shared Time Students	0	0	0
Full Time Equivalent	2,317	2,355	2,366

Enrollment by Home Language

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

Home Language	% of Students
English	69.7%
Spanish	14.6%
Vietnamese	3.3%
Chinese	2.9%
Bengali	2.1%
Other Languages	7.4%

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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	1131	98.2	54.9	54.7	56.7	54.9	41.9	Met Target
White	502	97.9	59.9	60.6	65.6	59.9	42.2	Met Target
Hispanic	289	99.0	40.5	41.4	42.5	40.5	30.3	Met Target
Black or African American	127	95.6	35.5	*	37.3	35.5	28	Met Target
Asian, Native Hawaiian, or Pacific Islander	185	99.5	77.8	*	82.3	77.8	66.1	Met Target
American Indian or Alaska Native	*	*	*	*	52.7	*	**	**
Two or More Races	*	*	*	*	63.4	*	32.5	Met Target
Female	561	97.6	63.5	63.7	64.5	63.5		
Male	570	98.8	46.5	46.5	49.4	46.5		
Economically Disadvantaged Students	533	98.9	41.7	42.9	38.5	41.7	32.4	Met Target
Non-Economically Disadvantaged Students	598	97.6	66.8	65.6	67.5	66.8		
Students with Disabilities	111	94.3	*	13.9	21.6	*	13.7	Not Met
Students without Disabilities	1020	98.7	*	61.2	63.9	*		
English Learners	42	96.2	*	29.5	27.3	*	10.7	Not Met
Non-English Learners	1089	98.3	*	56.1	59.4	*		
Homeless Students	16	94.4	12.5	20.8	27.7	57.1		
Students In Foster Care	*	*	*	47.4	26.3	*		
Military-Connected Students	15	100.0	60.0	64.6	57.4	60.0		
Migrant Students	N	N	N	N	30.1	N		

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	578	753	753	752	10%	12%	18%	45%	16%	61%	55%
White	254	758	758	760	8%	8%	18%	47%	19%	66%	64%
Hispanic	141	742	742	735	15%	18%	20%	39%	9%	48%	38%
Black or African American	70	733	733	734	20%	19%	23%	*	*	39%	34%
Asian, Native Hawaiian, or Pacific Islander	100	773	773	782	*	*	*	55%	30%	85%	83%
American Indian or Alaska Native	N	N	N	752	N	N	N	N	N	N	51%
Two or More Races	13	739	739	760	*	*	*	*	*	31%	63%
Female	297	760	760	759	5%	10%	14%	51%	19%	70%	63%
Male	281	746	746	744	15%	13%	21%	38%	13%	51%	46%
Economically Disadvantaged Students	266	740	740	733	15%	17%	23%	36%	8%	45%	34%
Non-Economically Disadvantaged Students	312	765	765	761	5%	7%	13%	52%	22%	74%	65%
Students with Disabilities	55	698	698	716	*	*	*	*	*	*	15%
Students without Disabilities	523	759	759	758	*	*	*	*	*	*	62%
English Learners	18	695	695	691	*	*	*	*	*	*	*
Non-English Learners	560	755	755	755	*	*	*	*	*	*	*
Homeless Students	10	710	710	720	*	*	*	*	*	*	22%
Students in Foster Care	*	*	*	719	*	*	*	*	*	*	20%
Military-Connected Students	*	*	*	749	*	*	*	*	*	*	54%
Migrant Students	N	N	N	696	N	N	N	N	N	N	10%

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	578	748	748	749	16%	16%	20%	31%	17%	48%	51%
White	253	755	755	756	11%	15%	20%	33%	21%	54%	58%
Hispanic	162	732	732	733	23%	20%	24%	26%	7%	33%	38%
Black or African American	61	726	726	728	26%	18%	25%	*	*	31%	32%
Asian, Native Hawaiian, or Pacific Islander	85	773	773	782	*	*	13%	35%	35%	71%	78%
American Indian or Alaska Native	*	*	*	744	*	*	*	*	*	*	50%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	273	757	757	759	11%	12%	22%	37%	19%	56%	60%
Male	305	739	739	739	21%	19%	19%	27%	14%	41%	42%
Economically Disadvantaged Students	281	739	739	730	21%	19%	22%	25%	13%	38%	34%
Non-Economically Disadvantaged Students	297	756	756	758	12%	13%	18%	37%	20%	57%	59%
Students with Disabilities	54	696	696	707	*	*	*	*	*	*	15%
Students without Disabilities	524	753	753	756	*	*	*	*	*	*	57%
English Learners	19	684	684	684	*	*	*	*	*	*	*
Non-English Learners	559	750	750	752	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	23%
Students in Foster Care	N	N	N	707	N	N	N	N	N	N	21%
Military-Connected Students	10	766	766	748	*	*	*	*	*	60%	48%
Migrant Students	N	N	N	706	N	N	N	N	N	N	18%

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

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	557	735	735	736	23%	16%	24%	29%	9%	38%	39%
White	250	738	738	737	21%	14%	22%	33%	10%	43%	41%
Hispanic	141	724	724	731	26%	24%	31%	*	*	19%	35%
Black or African American	77	720	720	729	40%	*	21%	*	*	30%	31%
Asian, Native Hawaiian, or Pacific Islander	81	757	757	759	*	*	19%	41%	22%	63%	60%
American Indian or Alaska Native	*	*	*	730	*	*	*	*	*	*	25%
Two or More Races	*	*	*	737	*	*	*	*	*	*	39%
Female	256	745	745	745	13%	15%	24%	37%	11%	47%	48%
Male	301	726	726	728	31%	16%	23%	23%	7%	30%	31%
Economically Disadvantaged Students	257	726	726	730	29%	15%	29%	22%	5%	27%	33%
Non-Economically Disadvantaged Students	300	742	742	739	18%	16%	19%	35%	12%	47%	42%
Students with Disabilities	72	703	703	708	47%	25%	18%	*	*	10%	13%
Students without Disabilities	485	739	739	742	19%	14%	24%	*	*	42%	44%
English Learners	20	699	699	702	*	*	*	*	*	*	*
Non-English Learners	537	736	736	738	*	*	*	*	*	*	*
Homeless Students	11	714	714	721	*	*	*	*	*	27%	22%
Students in Foster Care	*	*	*	708	*	*	*	*	*	*	19%
Military-Connected Students	*	*	*	729	*	*	*	*	*	*	31%
Migrant Students	N	N	N	707	N	N	N	N	N	N	*

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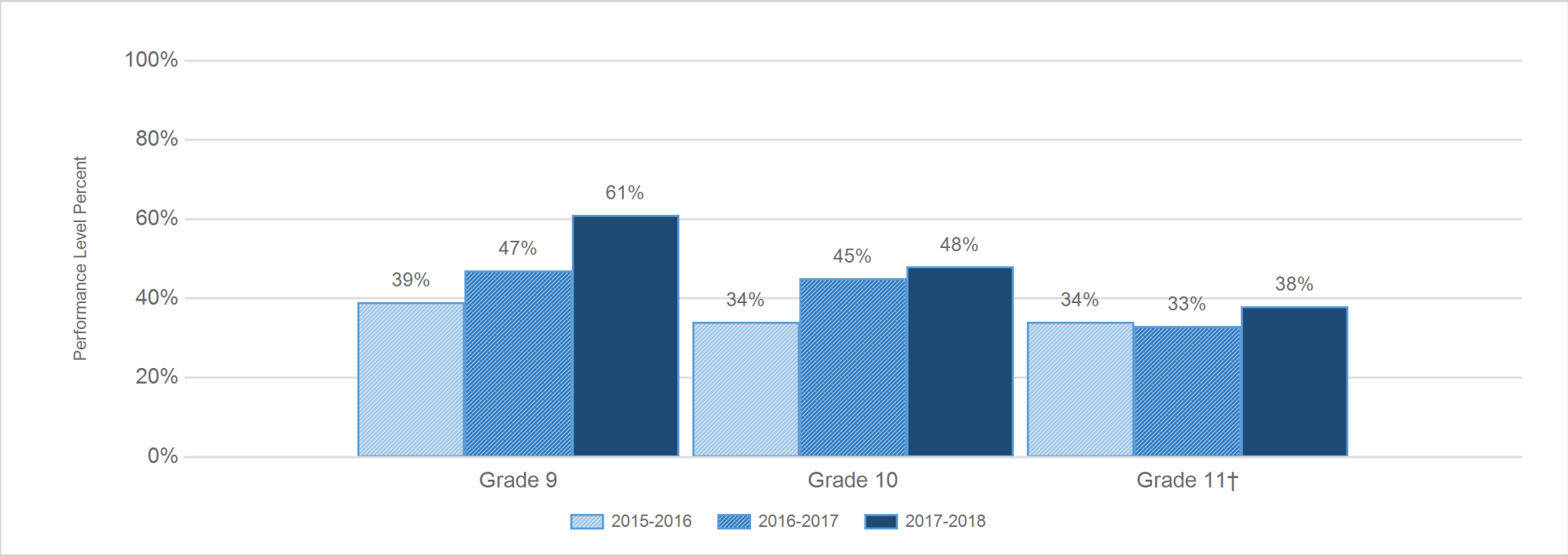
English Language Arts/Literacy Assessment - Performance Trends

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



† 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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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	1009	98.3	39.3	42.5	45.0	39.3	36.9	Met Target
White	454	97.9	44.9	47.8	54.1	44.9	33.6	Met Target
Hispanic	249	98.9	24.1	28.8	29.2	24.1	28	Met Target†
Black or African American	113	95.9	21.2	*	23.4	21.2	24.9	Met Target†
Asian, Native Hawaiian, or Pacific Islander	167	100.0	61.1	*	77.0	61.1	64.4	Met Target†
American Indian or Alaska Native	*	*	*	*	42.5	*	**	**
Two or More Races	*	*	*	*	53.0	*	N	N
Female	508	97.7	40.6	43.6	46.0	40.6		
Male	501	98.9	37.9	41.5	43.9	37.9		
Economically Disadvantaged Students	465	98.8	28.4	31.1	26.6	28.4	31.6	Met Target†
Non-Economically Disadvantaged Students	544	97.9	48.5	52.8	55.9	48.5		
Students with Disabilities	93	94.1	*	10.9	17.1	*	10.9	Not Met
Students without Disabilities	916	98.7	*	47.4	50.5	*		
English Learners	31	94.9	*	26.9	24.6	*	27	Not Met
Non-English Learners	978	98.4	*	43.4	46.9	*		
Homeless Students	14	93.7	14.3	15.1	17.3	40.9		
Students In Foster Care	*	*	*	21.1	16.2	*		
Military-Connected Students	12	100.0	41.7	48.4	45.8	41.7		
Migrant Students	N	N	N	N	23.7	N		

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Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	472	736	747	746	12%	20%	32%	35%	0%	35%	46%
White	197	741	753	755	14%	10%	29%	46%	0%	46%	57%
Hispanic	130	728	734	730	15%	27%	36%	22%	0%	22%	27%
Black or African American	74	724	727	727	15%	35%	32%	18%	0%	18%	23%
Asian, Native Hawaiian, or Pacific Islander	59	750	768	779	0%	19%	29%	53%	0%	53%	79%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	49%
Two or More Races	12	737	745	755	0%	*	*	*	*	17%	54%
Female	223	739	750	748	11%	16%	35%	38%	0%	38%	48%
Male	249	733	745	745	13%	24%	30%	33%	0%	33%	44%
Economically Disadvantaged Students	257	730	738	729	16%	23%	37%	24%	0%	24%	25%
Non-Economically Disadvantaged Students	215	743	756	756	7%	17%	27%	48%	0%	48%	57%
Students with Disabilities	59	703	703	716	*	*	*	*	*	*	13%
Students without Disabilities	413	741	752	752	*	*	*	*	*	*	52%
English Learners	21	703	703	710	*	*	*	*	*	*	*
Non-English Learners	451	737	749	749	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	16%
Students in Foster Care	*	*	*	712	*	*	*	*	*	*	12%
Military-Connected Students	*	*	*	752	*	*	*	*	*	*	49%
Migrant Students	N	N	N	720	N	N	N	N	N	N	11%

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Mathematics Assessment - Performance by Test: Geometry

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	486	731	734	735	7%	37%	34%	*	*	22%	30%
White	205	735	738	740	*	30%	38%	*	*	28%	37%
Hispanic	158	726	726	723	8%	47%	32%	*	*	13%	14%
Black or African American	59	721	*	719	*	47%	27%	*	*	12%	11%
Asian, Native Hawaiian, or Pacific Islander	50	745	752	760	*	24%	28%	*	*	44%	65%
American Indian or Alaska Native	*	*	*	734	*	*	*	*	*	*	28%
Two or More Races	*	*	*	741	*	*	*	*	*	*	39%
Female	244	733	735	736	5%	34%	36%	*	*	25%	30%
Male	242	729	733	734	9%	41%	31%	*	*	19%	29%
Economically Disadvantaged Students	229	726	727	722	10%	44%	32%	*	*	14%	13%
Non-Economically Disadvantaged Students	257	736	739	741	5%	31%	35%	*	*	30%	38%
Students with Disabilities	49	708	708	713	*	*	*	*	*	*	*
Students without Disabilities	437	734	736	738	*	*	*	*	*	*	*
English Learners	16	712	712	711	*	*	*	*	*	*	*
Non-English Learners	470	732	734	736	*	*	*	*	*	*	*
Homeless Students	12	717	717	718	*	*	*	*	*	*	*
Students in Foster Care	*	*	*	711	*	*	*	*	*	*	*
Military-Connected Students	*	*	*	731	*	*	*	*	*	*	24%
Migrant Students	N	N	N	709	N	N	N	N	N	N	11%

NJ SCHOOL PERFORMANCE REPORT

EGG HARBOR TOWNSHIP HIGH SCHOOL
(01-1310-005)
Grades Offered: 09-12
2017-2018

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Mathematics Assessment - Performance by Test: Algebra II

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	489	726	726	727	28%	25%	18%	27%	2%	29%	30%
White	225	727	727	733	27%	28%	16%	*	*	30%	35%
Hispanic	103	713	713	710	36%	34%	17%	*	*	14%	14%
Black or African American	56	706	706	705	*	*	*	*	*	*	11%
Asian, Native Hawaiian, or Pacific Islander	99	749	*	766	11%	11%	23%	*	*	55%	66%
American Indian or Alaska Native	*	*	*	729	*	*	*	*	*	*	28%
Two or More Races	*	*	*	736	*	*	*	*	*	*	37%
Female	240	726	*	728	25%	25%	19%	*	*	30%	30%
Male	249	726	726	727	31%	25%	16%	*	*	28%	30%
Economically Disadvantaged Students	205	719	*	709	32%	32%	13%	*	*	23%	13%
Non-Economically Disadvantaged Students	284	731	731	736	25%	20%	21%	*	*	33%	37%
Students with Disabilities	54	694	694	693	*	*	*	*	*	*	*
Students without Disabilities	435	730	*	732	*	*	*	*	*	*	*
English Learners	*	*	*	691	*	*	*	*	*	*	*
Non-English Learners	*	*	*	729	*	*	*	*	*	*	*
Homeless Students	*	*	*	703	*	*	*	*	*	*	10%
Students in Foster Care	*	*	*	693	*	*	*	*	*	*	*
Military-Connected Students	*	*	*	717	*	*	*	*	*	*	20%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%

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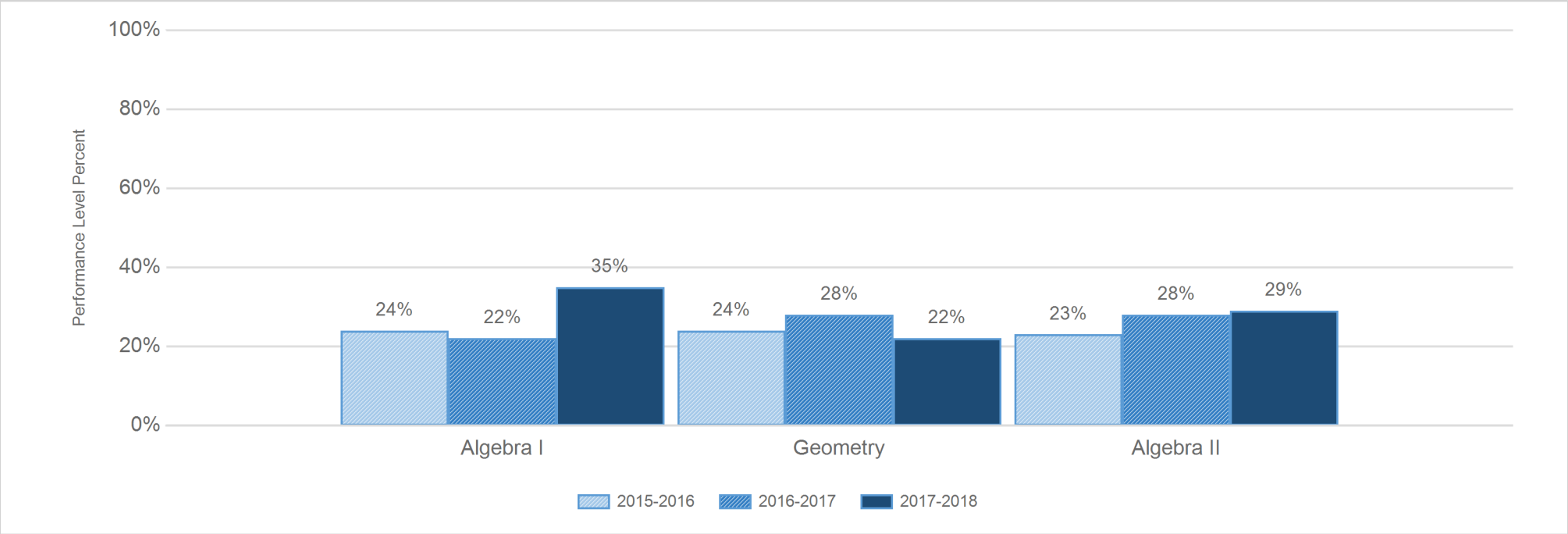
Mathematics Assessment – Performance Trends

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



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

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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2017-18 Target	Met Target?
Schoolwide/English Learners	51.2%	46.8%	Met Target

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	43	83.7%	16.3%
3-4	16	87.5%	12.5%
5 or more	*	*	*

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

NJASK Science Assessment Information

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

Biology Assessment Information

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

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

PSAT, SAT, & ACT - Participation

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

Participation Type	School Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2017-18	100.0%	85.0%
12th graders taking SAT in 2017-18 or prior years	71.5%	72.2%
12th graders taking ACT in 2017-18 or prior years	8.9%	24.6%

PSAT, SAT, & ACT - Performance

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

Participation Type	School Average Score	State Average Score	College Readiness Benchmarks	School - Students Scores at or above Benchmark	State - Students Scores at or above Benchmark
PSAT 10/NMSQT - Reading and Writing	468	478	Grade 10: 430 Grade 11: 460	60%	62%
PSAT 10/NMSQT - Math	462	478	Grade 10: 480 Grade 11: 510	37%	42%
SAT - Reading and Writing	546	542	480	79%	72%
SAT - Math	540	543	530	52%	54%
ACT - Reading	24	24	22	72%	62%
ACT - English	24	24	18	83%	78%
ACT - Math	23	24	22	60%	62%
ACT - Science	22	23	23	47%	53%

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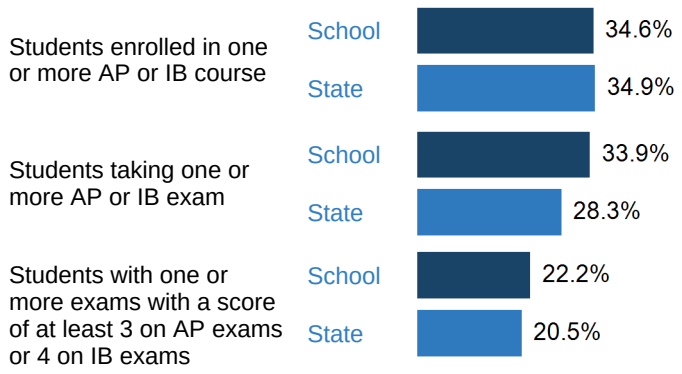
Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (IB)** courses and exams and **dual enrollment** courses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

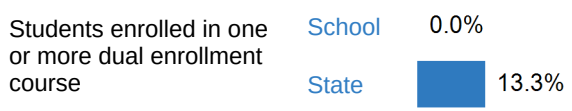
AP/IB Coursework – Participation and Performance

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



Dual Enrollment Coursework - Participation

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



AP/ IB Courses Offered

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

AP/IB Course	Students Enrolled	Students Tested
AP Art—History of Art	24	24
AP Biology	61	61
AP Calculus AB	65	65
AP Calculus BC	20	20
AP Chemistry	43	43
AP Computer Science A	41	40
AP Computer Science Principles	24	24
AP English Language and Composition	43	43
AP English Literature and Composition	46	46
AP Environmental Science	23	23
AP European History	24	24
AP French Language and Culture	9	9
AP German Language and Culture	14	14
AP Latin (Virgil, Catullus and Horace)	10	10
AP Macroeconomics	80	80
AP Physics 1	0	93

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AP/IB Course	Students Enrolled	Students Tested
AP Physics 2	0	12
AP Physics B	105	0
AP Physics C	8	0
AP Physics C: Electricity and Magnetism	0	4
AP Physics C: Mechanics	0	8
AP Psychology	132	131
AP Spanish Language	16	31
AP Spanish Literature	16	16
AP Statistics	89	90
AP Studio Art—Drawing Portfolio	0	1
AP Studio Art—Two-Demensional	5	4
AP U.S. Government and Politics	19	19
AP U.S. History	118	117
Total Exams taken		1052
Exams with scores of at least 3 on AP exams or 4 on IB exams		634

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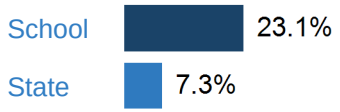
This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit the NJDOE's Career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

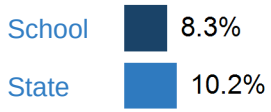
Career and Technical Education Participation

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

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



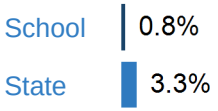
CTE Concentrators
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

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

Structured Learning Experiences



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

Industry-Valued Credentials

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

Students Earning Industry-Valued Credentials

School	0.0%
State	0.9%

Industry-Valued Credentials by Career Cluster

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

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total credentials earned
Architecture & Construction	18		
Arts, AV Technology & Communications	271		
Business Management & Administration	38		
Health Science	147		
Human Services	154		
Information Technology	115		
Total (All Clusters)	743	0	0

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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	422	106	59	0	0	0	57
10	110	337	132	43	2	7	23
11	15	122	299	135	39	43	24
12	1	19	113	58	115	159	35
Total	548	584	603	236	156	209	139
Enrolled in AP/IB Course					85	89	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0

Science - Course Participation

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

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	557	0	9	0	2	63
10	42	383	7	2	3	191
11	57	116	24	34	260	145
12	20	21	15	54	153	136
Total	676	520	55	90	418	535
Enrolled in AP/IB Course	61	43		23	112	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

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

Social Studies and History - Course Participation

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

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	566	8	1	1	0	15
10	17	561	49	0	0	57
11	11	596	127	54	0	76
12	6	77	112	238	0	168
Total	600	1242	289	293	0	316
Enrolled in AP/IB Course	0	118	80	132		41
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	316	96	0	52	38	0	0
10	314	123	0	34	40	0	0
11	243	60	0	39	21	0	0
12	86	15	0	10	17	0	0
Total	959	294	0	135	116	0	0
Enrolled in AP/IB Course	32	9	0	10	14	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	217	100	0	36	22	0	0

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Seal of Biliteracy

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

Language	Students Earning a Seal of Biliteracy
Arabic	*
Chinese	*
French	11
German	*
Latin	*
Spanish	53
Total	72

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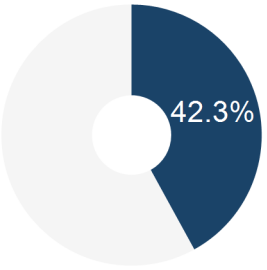
Visual and Performing Arts – Course Participation

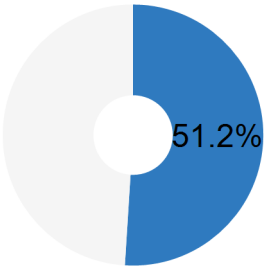
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 9-12:

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

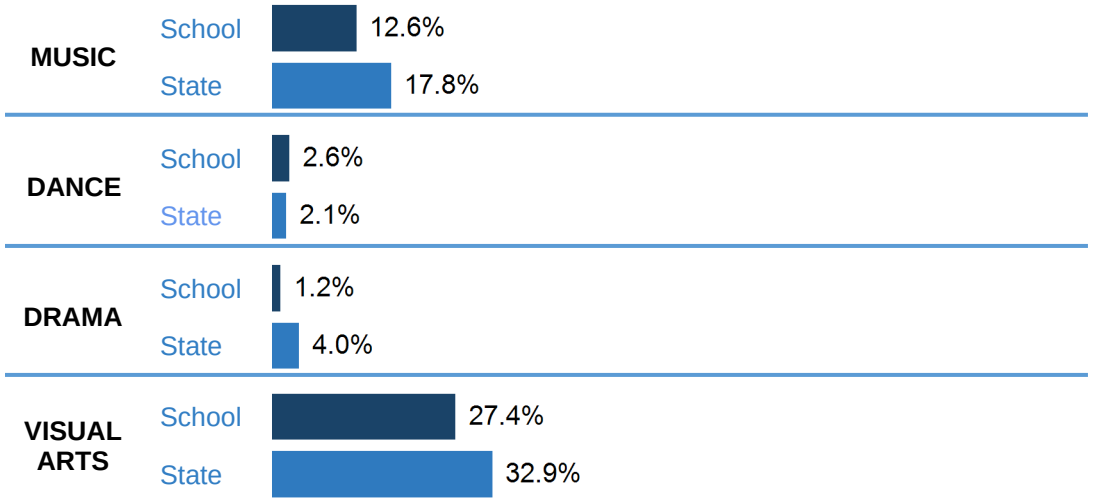


School



State

Students enrolled in one or more classes by discipline:



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

Graduation Rates

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

Student Group	School - Class of 2018: 4 Year Rate	State - Class of 2018: 4 Year Rate	School - Class of 2017: 5 Year Rate	State - Class of 2017: 5 Year Rate	Class of 2017: 4 Year Rate	Class of 2017: 4 Year Target	Class of 2017: Met Target	Class of 2016: 5 Year Rate	Class of 2016: 5 Year Target	Class of 2016: Met Target
Schoolwide	95.5%	90.9%	95.5%	92.4%	94.2%	94.0%	Met Target	93.2%	94.2%	Not Met
White	95.1%	95.0%	96.0%	95.7%	95.0%	N	Met Goal	93.2%	94.4%	Not Met
Hispanic	96.6%	84.8%	94.1%	87.3%	92.4%	91.1%	Met Target	93.1%	92.2%	Met Target
Black or African American	93.4%	84.2%	90.6%	86.8%	86.2%	92.8%	Not Met	90.6%	94.4%	Not Met
Asian, Native Hawaiian or Pacific Islander	97.8%	97.0%	98.9%	97.7%	98.9%	N	Met Goal	93.2%	95.1%	Not Met
American Indian or Alaska Native	N	86.5%	*	94.1%	*	**	**	*	**	**
Two or More Races	91.7%	92.0%	*	93.9%	*	N	Met Goal	*	N	Met Goal
Economically Disadvantaged Students	94.2%	84.6%	95.9%	87.0%	94.2%	93.7%	Met Target	91.3%	91.9%	Not Met
Students with Disabilities	79.3%	80.1%	76.1%	83.5%	70.1%	86.9%	Not Met	78.3%	83.8%	Not Met
English Learners	100.0%	75.8%	100.0%	81.8%	100.0%	**	**	58.8%	**	**
Homeless Students	*	72.6%	*	79.1%	*			*		
Students in Foster Care	*	62.6%	N	64.9%						

NJ SCHOOL PERFORMANCE REPORT

EGG HARBOR TOWNSHIP HIGH SCHOOL
(01-1310-005)
Grades Offered: 09-12
2017-2018

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

Graduation Pathways

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

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
PARCC Assessment	43.4%	27.2%
Substitute Competency Test	43.6%	54.2%
Portfolio Appeals Process	6.8%	11.8%
Alternate Requirements specified in IEP	5.9%	6.4%
Unknown	0.3%	0.3%

Graduation Rate Trends

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

Class of	4-Year Rate	5-Year Rate
2018	95.5%	-
2017	94.2%	95.5%
2016	92.3%	93.2%

Dropout Rate Trends

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

School Year	School Rate	State Rate
2017-2018	0.5%	1.2%
2016-2017	0.6%	1.1%
2015-2016	0.7%	1.2%

NJ SCHOOL PERFORMANCE REPORT

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

Postsecondary Enrollment Rates: Fall

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	72.8%	27.6%	72.4%
Schoolwide	67.4%	29.1%	70.9%
White	73.5%	27.3%	72.7%
Hispanic	48.1%	49.2%	50.8%
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	87%	16.3%	83.8%
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	60.3%	33.6%	66.4%
Students with Disabilities	21.6%	75%	25%
English Learners	40%	50%	50%

Postsecondary Enrollment Rates: 16 month

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	77.9%	31.9%	68.1%	72.5%	27.5%	64.9%	35.1%
Schoolwide	78.4%	40.4%	59.6%	85%	15%	80.1%	19.9%
White	76.6%	34.3%	65.7%	83.8%	16.2%	73.8%	26.2%
Hispanic	72.1%	76%	24%	97.3%	2.7%	96%	4%
Black or African American	76.3%	48.9%	51.1%	68.9%	31.1%	68.9%	31.1%
Asian, Native Hawaiian, or Pacific Islander	90.7%	19.3%	80.7%	88.6%	11.4%	89.8%	10.2%
American Indian or Alaska Native	*	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	75.5%	50.3%	49.7%	90.3%	9.7%	90.8%	9.2%
Students with Disabilities	42.5%	88.2%	11.8%	100%	0%	94.1%	5.9%
English Learners	81.8%	77.8%	22.2%	100%	0%	88.9%	11.1%

NJ SCHOOL PERFORMANCE REPORT

EGG HARBOR TOWNSHIP HIGH SCHOOL
(01-1310-005)
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2017-2018

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

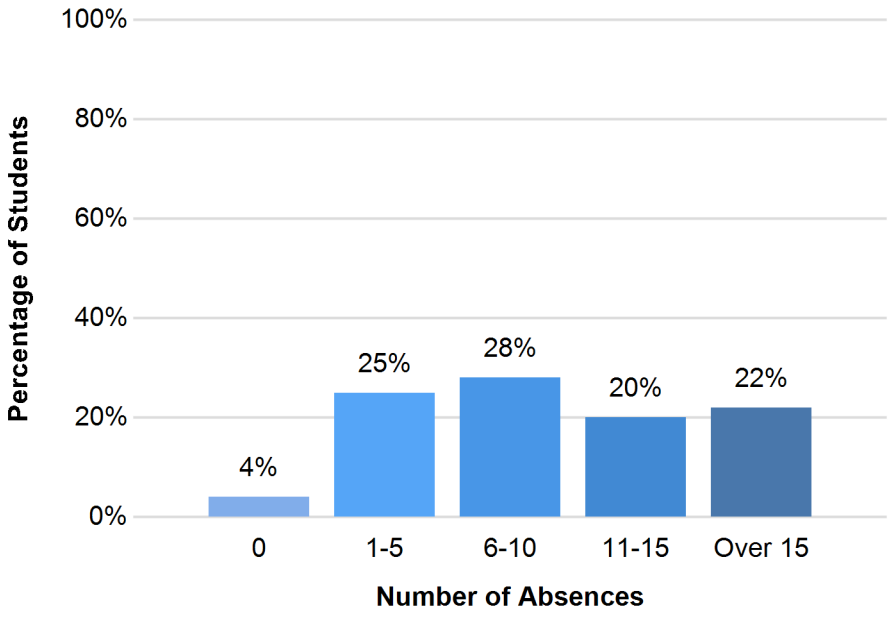
Chronic Absenteeism

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

Student Group	Number of students chronically absent	Percent of students chronically absent	State Average	Met State Average
Schoolwide	408	16.9	14.9	Not Met
White	181	16.9	14.9	Not Met
Hispanic	122	20.4	14.9	Not Met
Black or African American	80	26.8	14.9	Not Met
Asian, Native Hawaiian, or Pacific Islander	15	3.8	14.9	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	14.9	Not Met
Economically Disadvantaged Students	239	21.9	14.9	Not Met
Students with Disabilities	100	36.5	14.9	Not Met
English Learners	10	14.9	14.9	Met

Days Absent

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



NJ SCHOOL PERFORMANCE REPORT

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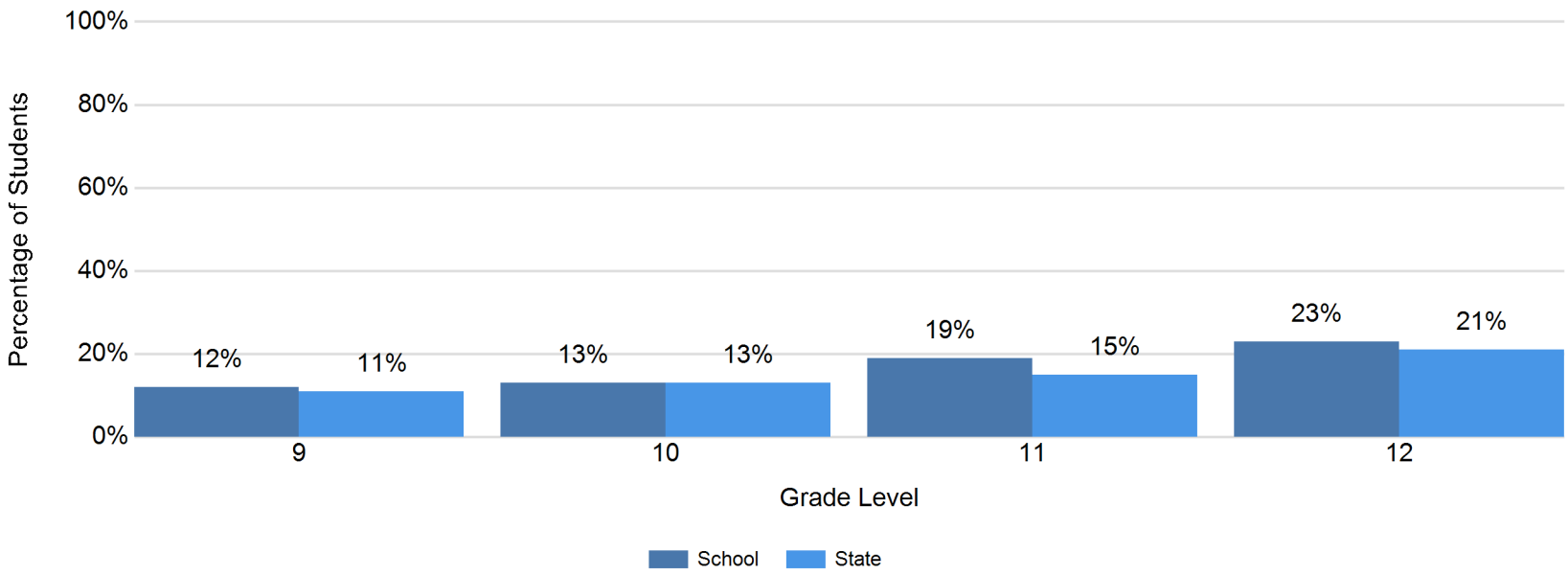
Chronic Absenteeism by Grade

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



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Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	19
Weapons	0
Vandalism	6
Substances	13
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	40
Incidents Per 100 Students Enrolled	1.69

Police Notifications

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

Incident Type	Incidents Reported to Police
Violence	15
Weapons	0
Vandalism	1
Substances	6
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	1

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	*	*
Out-of-School Suspensions	142	6.0%
Any Suspension	145	6.1%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	21	0.9%

School Days Missed due to Out-of-School Suspensions
878

NJ SCHOOL PERFORMANCE REPORT

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School Day

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

Category	School
Typical Start Time	7:30 AM
Typical End Time	2:05 PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	5 Hrs 50 Mins
Shared Time - Instructional Time	N

Device Ratios

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

School Year	Student to Device Ratio
2017-18	1.1:1

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2016-2017)	$504	$14,137	$14,641

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	195	117,464
Average years experience in public schools	12.6	12.0
Average years experience in district	10.8	10.7
Teachers in district for 4 or more years	88.7%	75.5%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	39	9,374
Average years experience in public schools	14.2	16.0
Average years experience in district	12.7	12.0
Administrators in district for 4 or more years	84.6%	76.2%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	12:1	12:1
Students to Administrators	139:1	190:1
Teachers to Administrators	11:1	15:1
Students to Librarians/Media Specialists		822:1
Students to Nurses		569:1
Students to Counselors		336:1
Students to Child Study Team		285:1

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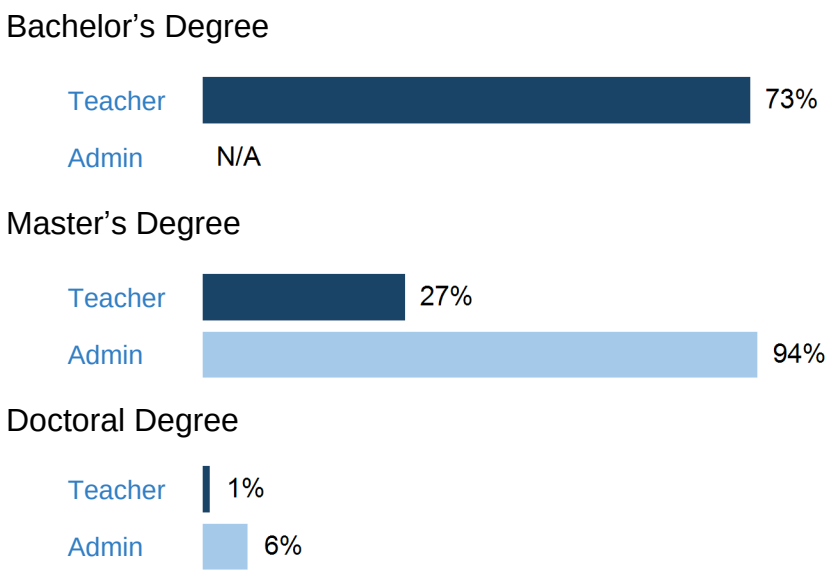
Teachers and Administrators - Level of Education

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



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

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

Job Type	District	State
2016-17 Teachers: Same district 2017-18	95.8%	90.2%
2016-17 Administrators: Same district 2017-18	90.2%	86.2%

Faculty Attendance

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

School Year	% Days Present
2017-18	96.5%

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

Teachers and Administrators – Demographics

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

Category	Teachers	Administrators
Female	58.5%	52.9%
Male	41.5%	47.1%
White	95.4%	94.1%
Hispanic	3.1%	0.0%
Black or African American	1.0%	5.9%
Asian	0.0%	0.0%
American Indian or Alaska Native	0.5%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%

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

Comprehensive Status

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

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

Targeted Status

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

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

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

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

Accountability Indicator	Score	Weight
English Language Arts Proficiency	50.14	15.0%
Mathematics Proficiency	59.03	15.0%
Graduation Rate - 4-Year	46.99	20.0%
Graduation Rate - 5-Year	35.06	20.0%
Progress Towards English Language Proficiency (coming 2018)	66.36	20.0%
Chronic Absenteeism	26.44	10.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	48.70	n/a
Summative Rating: Percentile rank of Summative Score	46.70	n/a
Requires Comprehensive Support: Summative Score is in the bottom 5th percentile	No	n/a
Requires Comprehensive Support: 4-year Graduation Rate less than or equal to 67%	No	n/a

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

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Accountability Summary by Student Group - 2017-18 School Year

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

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	4-Year Graduation Rate: Met Annual Target	5-Year Graduation Rate: Met Annual Target	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	No	Met Target	Met Target	Met Target	Not Met	Met Target	Not Met	No
White	40.94	8.94	No	Met Target	Met Target	Met Goal	Not Met	n/a	Not Met	No
Hispanic	58.23	8.94	No	Met Target	Met Target†	Met Target	Met Target	n/a	Not Met	No
Black or African American	51.63	8.94	No	Met Target	Met Target†	Not Met	Not Met	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	40.14	8.94	No	Met Target	Met Target†	Met Goal	Not Met	n/a	Met	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	50.00	8.94	No	Met Target	N	Met Goal	Met Goal	n/a	Not Met	No
Economically Disadvantaged Students	68.95	8.94	No	Met Target	Met Target†	Met Target	Not Met	n/a	Not Met	No
Students with Disabilities	23.25	8.94	No	Not Met	Not Met	Not Met	Not Met	n/a	Not Met	No
English Learners	**	**	No	Not Met	Not Met	**	**	**	Met	No

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

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School Narrative

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

Highlights:	• U.S. Department of Education National Green Ribbon School and NJ Department of Education State Green Ribbon School • New Jersey Model School for the Arts • Career Academies in the Medical Sciences, Business, Law and Communications
Mission, Vision, Theme:	Mission: The mission of the Egg Harbor Township School District and Egg Harbor Township High School is to embrace families and their students to provide a safe, rigorous, and relevant learning experience while students are engaged and educated to become responsible for their own learning. Vision: Embrace, Engage, Educate. Theme: Every Hand Together; Every Child, Every Day!
Awards, Recognition, Accomplishments:	Egg Harbor Township High School has been recognized for excellence in environmental stewardship, reduction in energy usage, and cost avoidance as a U.S. Department of Education Green Ribbon School. Furthermore, our school has won the New Jersey Sustainability Champion Award as the greenest high school in the state for two consecutive years. Our Girl's Softball Team is a recent Group IV State Champion and we have also won sectional titles in both Boys & Girl's Track & Field within the last year.

NJ SCHOOL PERFORMANCE REPORT

EGG HARBOR TOWNSHIP HIGH SCHOOL
(01-1310-005)
Grades Offered: 09-12
2017-2018

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

School Narrative

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

Courses, Curriculum, Instruction:	EHTHS offers over 240 courses and 23 Advanced Placement courses. Content areas include: Art, Business Education, Computer Applications, Computer Science, Consumer Science, English, Health & Physical Education, Industrial Technology, Math, Music, Science, Social Studies, Special Education, Theater, and World Language.
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Boys & Girls), Cheerleading (Boys & Girls), Cross Country (Boys & Girls), Diving (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) At EHTHS the Girls Cross Country repeated as Atlantic County Champions for the third year. Girls Tennis, Girls Swimming, Boys Bowling captured Cape Atlantic League (CAL) titles. Girls Swimming also repeated as South Jersey Invitational champions. 32 student-athletes were recognized as First Team CAL and 10 students signed National Letters of Intent. The Girls Track and Field 4x100 team won the Group IV State Champions, 200 Meter Meet of Champions Champion, and 200 meter State Champion.
Clubs and Activities:	EHTHS currently offers 33 clubs and activities where students and staff participate in a variety of events throughout South Jersey and the State. Clubs participate in the Hero Walk, Gilda?s Club, the Food Pantry of Atlantic County, cancer benefits, and Field of Dreams. All clubs and activities raise funds through various activities including bake sales, flea markets, coin drops, and grocery bagging and donate the proceeds to multiple organizations.

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Before and After School Programs:	Egg Harbor Township High School offers academic assistance in the form of specific after school programs for students with disabilities as well as ELL students. After school tutoring is also available for the entire student body on a weekly basis. The school offers a grab and go breakfast program before instruction begins.
Staff and Professional Learning:	EHTHS is a Professional Learning Community. We believe that every student can learn through a systematic design of differentiated instruction, project-based learning, and Response to Intervention (RTI). EHTHS has after school PLC meetings as well as designated times within the school day for collaborating both within departments and cross-content. Staff participated in four full Professional Learning Days in the 2017-18 school year.
Postsecondary Information:	The Class of 2018 consisted of 596 students with 88% pursuing further education. 57% pursued four-year colleges; 27% pursued two-year colleges; 4% pursued Career/Technical Schools; 5% Military Enlistment, and 7% School-to-Work. The class was awarded at total of $15 million in grants and scholarships.

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Student Supports and Services:	EHTHS provides extensive supports for students with two Child Study Teams, a comprehensive school counseling program including Student Assistance Coordinators, a community Youth-Based Service program, as well as two Intervention & Referral Services Teams each covering two grade levels.
Student Health and Wellness:	EHTHS offers a before school breakfast program in conjunction with the AtlantiCare Healthy Schools Initiative. Health & Wellness education is delivered through a comprehensive Health & Physical Education curriculum that includes aerobic training, weight training, and aquatics.Medical care is provided through a nursing suite staffed by three certified school nurses.
Parent and Community Involvement:	Parents can access real-time information regarding their children's progress and attendance through the Parent Portal of Infinite Campus. Parent/community presentations take place throughout the year on the topics of college admissions, literacy, teen driving, dangers of substance abuse, internet safety, and career connection events.

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Climate Surveys:	Is a Climate Survey Used: No
Facilities:	EHTHS is a state-of-the-art facility with a 475,000 square foot academic building including a performing arts center and aquatic center as well as an outdoor atheltic complex and fieldhouse.?
School Safety:	EHTHS employs a staff of highly trained security guards and works?closely in conjunction with the Egg Harbor Twp. Police Department as well as county and state agencies to ensure the safety of students, staff, and visitors.

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Technology and STEM:	EHTHS offers an extensive menu of STEAM coursework including multiple AP courses in Computer Science, CAD, STEM 2.0, and Networking. In addition the high school hosts STEM showcases in computer sceince and students can program after school as part of our Coding Club.
Early Childhood Education:	EHTHS offers a preschool to local families that is operated by students in our Education & Training program, many of which have postsecondary goals in Early Childhood education. The program is supervised by certified staff from our Family & Consumer Science Department.

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Other Information:	EHTHS utilizes a modified, rotating block schedule with instructional periods of 55 minutes, six times per day. Total enrollment is approximately 2350 with a full-time certified staff of over 230, many holding advanced degrees. EHTHS offers three selective academy programs: a Medical Science Academy, the Academy of Law and Business, and the Communications Academy. Dual credit is offered through partnerships with Stockton University and Atlantic Cape Community College. A half-day Senior Option program is available to students that may want to pursue School-to-Work or college course opportunities. An Option Two program, for senior students who would like to fulfill graduation requirements in a non-traditional manner, is also available.