



Southern Regional High School

(29-4950-050)

Grades Offered: 09-12

2018-2019

Report Key:

* Data is not displayed in order to protect student privacy

** Accountability calculations require 20 or more students

N No Data is available to display

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

How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:



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School Contact Information

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

Type	Contact Information
County	Ocean
District	Southern Regional School District
Principal Name	Mr. Eric Wilhelm
Address	90 CEDAR BRIDGE ROAD MANAHAWKIN, NJ 08050-3022
Phone Number	609-597-9481
Email Address	ewilhelm@srsd.net
Website	https://www.srsd.net/



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

Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
9	433	505	498
10	512	437	500
11	459	485	423
12	494	468	485
Total	1,898	1,895	1,906

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	48.7%	48.7%	48.5%
Male	51.3%	51.3%	51.5%
Economically Disadvantaged Students	18.5%	17.9%	16.5%
Students with Disabilities	21.3%	20.9%	22.4%
English Learners	0.9%	0.9%	0.8%
Homeless Students	0.4%	0.4%	0.4%
Students in Foster Care	0.2%	0.2%	0.2%
Military-Connected Students	0.0%	0.4%	0.5%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	90.5%	89.5%	88.6%
Hispanic	6.2%	7.0%	7.4%
Black or African American	1.8%	1.8%	2.2%
Asian	1.2%	1.2%	1.3%
Native Hawaiian or Pacific Islander	0.2%	0.1%	0.1%
American Indian or Alaska Native	0.0%	0.1%	0.1%
Two or More Races	0.2%	0.3%	0.3%

Enrollment Trends by Full and Shared Time Status

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

Enrollment Status	2016-17	2017-18	2018-19
Full Time Students	1,847	1,857	1,857
Shared Time Students	100	75	98
Full Time Equivalent	1,897	1,895	1,906

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	96.7%
Spanish	3.1%
Other Languages	0.2%



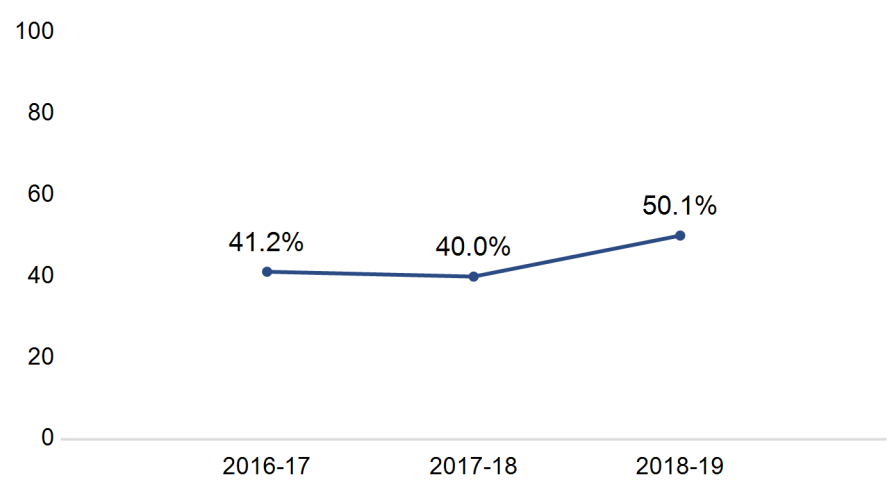
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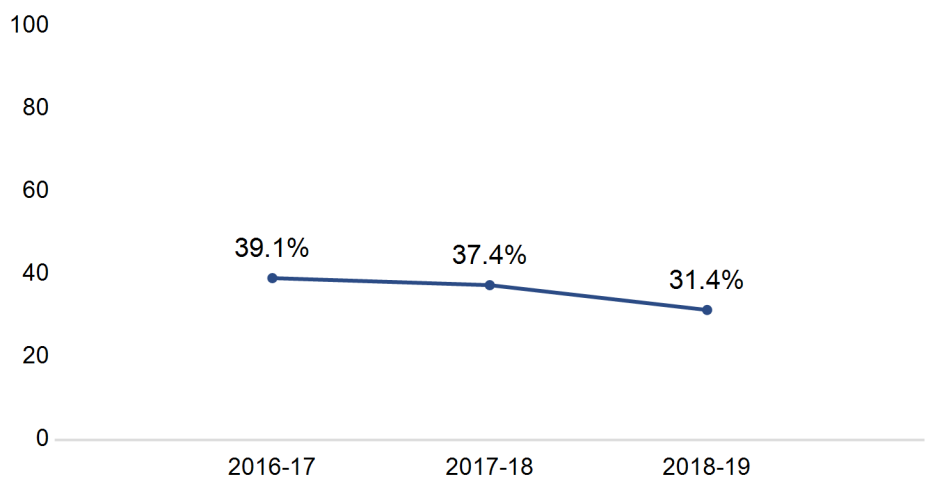
English Language Arts and Mathematics Performance Trends

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

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	95.2%	98.9%	98.0%	94.9%	98.4%	97.7%
Proficiency Rate for Federal Accountability	41.2%	40.0%	50.1%	39.1%	37.4%	31.4%
Annual Target	40.8%	42.8%	44.9%	37.4%	39.7%	41.9%
Met Annual Target?	Met Target	Not Met	Met Target	Met Target	Met Target†	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

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

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	949	98.0	50.1	54.4	57.9	50.1	44.9	Met Target
White	846	97.9	52.1	56.3	66.9	52.1	45.3	Met Target
Hispanic	74	100.0	32.4	33.6	43.9	32.4	39.2	Met Target†
Black or African American	16	100.0	18.8	28.6	38.5	18.8	N	N
Asian, Native Hawaiian, or Pacific Islander	*	*	*	72.2	82.9	*	**	**
American Indian or Alaska Native	*	*	*	*	56.0	*	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	463	98.5	57.9	62.9	64.8	57.9		
Male	486	97.5	42.6	46.5	51.3	42.6		
Economically Disadvantaged Students	141	96.7	31.9	33.4	40.0	31.9	32.9	Met Target†
Non-Economically Disadvantaged Students	808	98.2	53.2	58.8	67.9	53.2		
Students with Disabilities	196	94.4	13.8	17.0	22.7	13.7	23.2	Not Met
Students without Disabilities	753	99.0	59.5	65.0	65.1	59.5		
English Learners	*	*	*	*	29.3	*	**	**
Non-English Learners	*	*	*	*	60.6	*		
Homeless Students	*	*	*	30.0	29.1	*		
Students In Foster Care	*	*	*	*	27.6	*		
Military-Connected Students	*	*	*	33.3	57.8	*		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.



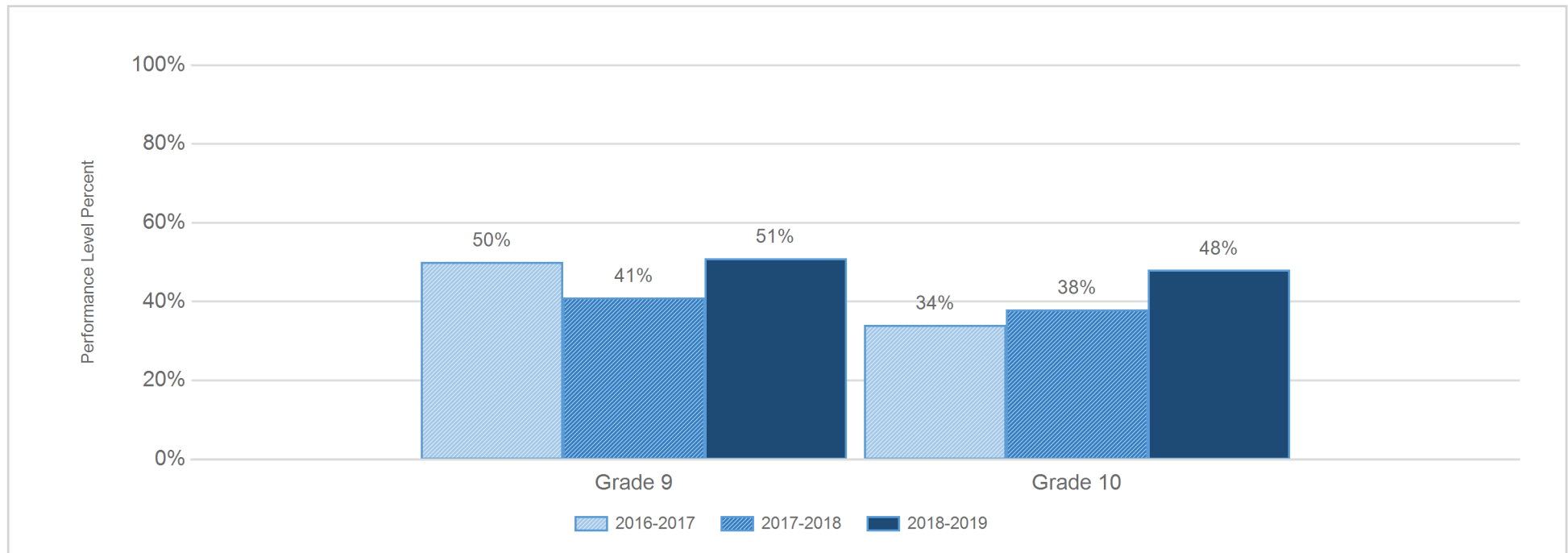
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English Language Arts Assessment - Performance Trends

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





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English Language Arts Assessment - Performance by Grade: Grade 9

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	485	750	750	753	12%	13%	25%	35%	15%	51%	56%
White	435	752	752	762	10%	12%	25%	37%	16%	53%	65%
Hispanic	36	733	733	737	31%	*	31%	*	*	33%	40%
Black or African American	*	*	*	732	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	783	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	754	N	N	N	N	N	N	57%
Two or More Races	N	N	N	761	N	N	N	N	N	N	63%
Female	240	759	759	760	6%	11%	25%	36%	22%	58%	63%
Male	245	741	741	746	17%	14%	24%	35%	9%	44%	49%
Economically Disadvantaged Students	69	733	733	734	23%	19%	23%	*	*	35%	36%
Non-Economically Disadvantaged Students	416	752	752	762	10%	12%	25%	*	*	53%	65%
Students with Disabilities	101	719	719	717	32%	28%	22%	*	*	19%	17%
Students without Disabilities	384	758	758	760	6%	9%	26%	*	*	59%	63%
English Learners	*	*	*	693	*	*	*	*	*	*	*
Non-English Learners	*	*	*	755	*	*	*	*	*	*	*
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	22%
Military-Connected Students	*	*	*	755	*	*	*	*	*	*	56%
Migrant Students	N	N	N	715	N	N	N	N	N	N	23%



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English Language Arts Assessment - Performance by Grade: Grade 10

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	478	743	743	757	19%	15%	18%	35%	13%	48%	58%
White	420	746	746	767	17%	15%	18%	36%	14%	50%	67%
Hispanic	38	722	722	738	37%	*	*	*	*	29%	43%
Black or African American	13	715	715	733	*	*	*	*	*	15%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	792	*	*	*	*	*	*	84%
American Indian or Alaska Native	*	*	*	754	*	*	*	*	*	*	56%
Two or More Races	*	*	*	766	*	*	*	*	*	*	65%
Female	229	753	753	766	14%	11%	17%	40%	17%	57%	66%
Male	249	734	734	749	23%	19%	19%	30%	9%	39%	51%
Economically Disadvantaged Students	75	725	725	735	32%	16%	24%	*	*	28%	40%
Non-Economically Disadvantaged Students	403	746	746	767	16%	15%	17%	*	*	52%	67%
Students with Disabilities	95	700	700	711	*	*	*	*	*	*	19%
Students without Disabilities	383	754	754	765	*	*	*	*	*	*	65%
English Learners	*	*	*	687	*	*	*	*	*	*	*
Non-English Learners	*	*	*	760	*	*	*	*	*	*	*
Homeless Students	*	*	*	723	*	*	*	*	*	*	32%
Students in Foster Care	*	*	*	710	*	*	*	*	*	*	22%
Military-Connected Students	*	*	*	754	*	*	*	*	*	*	56%
Migrant Students	N	N	N	710	N	N	N	N	N	N	10%



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Mathematics Assessment - Participation and Performance

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

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	899	97.7	31.4	39.6	44.5	31.4	41.9	Not Met
White	806	97.6	32.8	41.2	54.1	32.8	42.7	Not Met
Hispanic	67	100.0	20.9	20.6	28.8	20.9	29.4	Not Met
Black or African American	14	100.0	21.4	23.1	23.0	21.4	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	41.2	76.5	*	**	**
American Indian or Alaska Native	*	*	*	*	42.7	*	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	443	98.3	32.1	41.0	44.9	32.1		
Male	456	97.1	30.7	38.3	44.2	30.7		
Economically Disadvantaged Students	128	97.1	20.3	23.0	26.3	20.3	32.3	Not Met
Non-Economically Disadvantaged Students	771	97.8	33.2	43.0	54.9	33.2		
Students with Disabilities	148	92.7	*	*	17.4	*	24.6	Not Met
Students without Disabilities	751	98.7	*	*	50.0	*		
English Learners	*	*	*	*	25.0	*	**	**
Non-English Learners	*	*	*	*	46.5	*		
Homeless Students	*	*	*	20.0	17.1	*		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	*	*	*	18.2	46.4	*		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



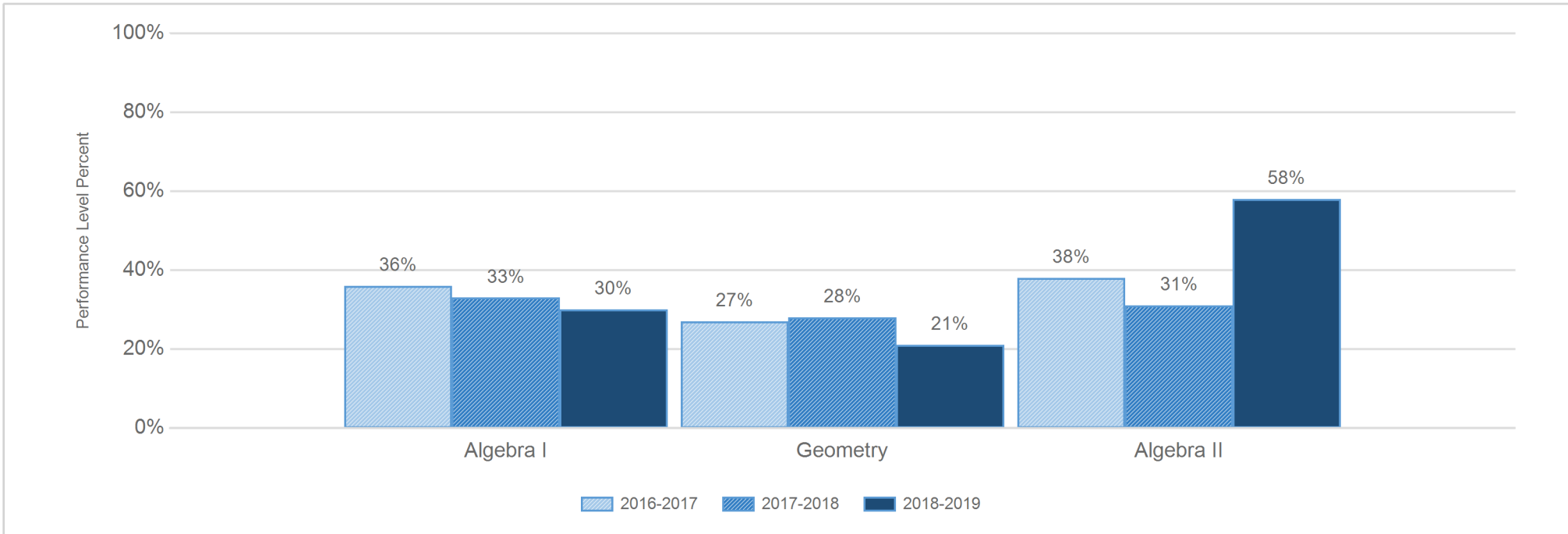
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Mathematics Assessment – Performance Trends

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



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



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Mathematics Assessment - Performance by Test: Algebra I

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	349	735	748	744	9%	26%	34%	*	*	30%	42%
White	300	736	750	752	9%	24%	35%	*	*	32%	53%
Hispanic	35	726	*	728	*	43%	*	*	*	23%	24%
Black or African American	10	722	*	725	*	*	*	*	*	10%	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	*	*	*	752	*	*	*	*	*	*	51%
Female	163	736	749	745	7%	27%	36%	*	*	30%	44%
Male	186	734	748	743	11%	26%	32%	*	*	31%	41%
Economically Disadvantaged Students	69	731	*	727	*	33%	30%	*	*	26%	23%
Non-Economically Disadvantaged Students	280	736	*	752	*	25%	35%	*	*	31%	52%
Students with Disabilities	88	716	*	717	23%	45%	22%	*	*	10%	12%
Students without Disabilities	261	741	*	748	5%	20%	38%	*	*	37%	47%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	14%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	11%
Military-Connected Students	*	*	*	744	*	*	*	*	*	*	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%



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Mathematics Assessment - Performance by Test: Geometry

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	413	731	731	737	7%	30%	42%	*	*	21%	35%
White	374	732	732	743	6%	30%	43%	*	*	22%	43%
Hispanic	27	722	722	724	*	41%	*	*	*	19%	17%
Black or African American	*	*	*	720	*	*	*	*	*	*	14%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	762	*	*	*	*	*	*	70%
American Indian or Alaska Native	*	*	*	736	*	*	*	*	*	*	37%
Two or More Races	N	N	N	745	N	N	N	N	N	N	46%
Female	206	733	733	738	5%	30%	41%	*	*	24%	36%
Male	207	730	730	736	9%	30%	43%	*	*	19%	34%
Economically Disadvantaged Students	52	722	722	722	*	*	*	*	*	*	16%
Non-Economically Disadvantaged Students	361	733	733	743	*	*	*	*	*	*	43%
Students with Disabilities	58	716	716	712	*	*	*	*	*	*	*
Students without Disabilities	355	734	734	741	*	*	*	*	*	*	*
English Learners	*	*	*	708	*	*	*	*	*	*	*
Non-English Learners	*	*	*	738	*	*	*	*	*	*	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	*
Students in Foster Care	*	*	*	713	*	*	*	*	*	*	*
Military-Connected Students	*	*	*	739	*	*	*	*	*	*	35%
Migrant Students	N	N	N	711	N	N	N	N	N	N	19%



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Mathematics Assessment - Performance by Test: Algebra II

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	151	757	757	755	*	*	32%	*	*	58%	58%
White	141	758	758	758	*	*	30%	*	*	60%	62%
Hispanic	*	*	*	731	*	*	*	*	*	*	34%
Black or African American	*	*	*	725	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	55%
Two or More Races	*	*	*	761	*	*	*	*	*	*	65%
Female	80	754	754	752	*	*	38%	*	*	55%	55%
Male	71	760	760	758	*	*	25%	*	*	62%	62%
Economically Disadvantaged Students	*	*	*	729	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	65%
Students with Disabilities	*	*	*	715	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	756	*	*	*	*	*	*	60%
English Learners	N	N	N	696	N	N	N	N	N	N	11%
Non-English Learners	151	757	757	755	*	*	32%	*	*	58%	59%
Homeless Students	N	N	N	717	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	715	N	N	N	N	N	N	14%
Military-Connected Students	*	*	*	742	*	*	*	*	*	*	39%
Migrant Students	N	N	N	*	N	N	N	N	N	N	*



Southern Regional High School
(29-4950-050)
Grades Offered: 09-12
2018-2019

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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	0.0%	**	**

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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



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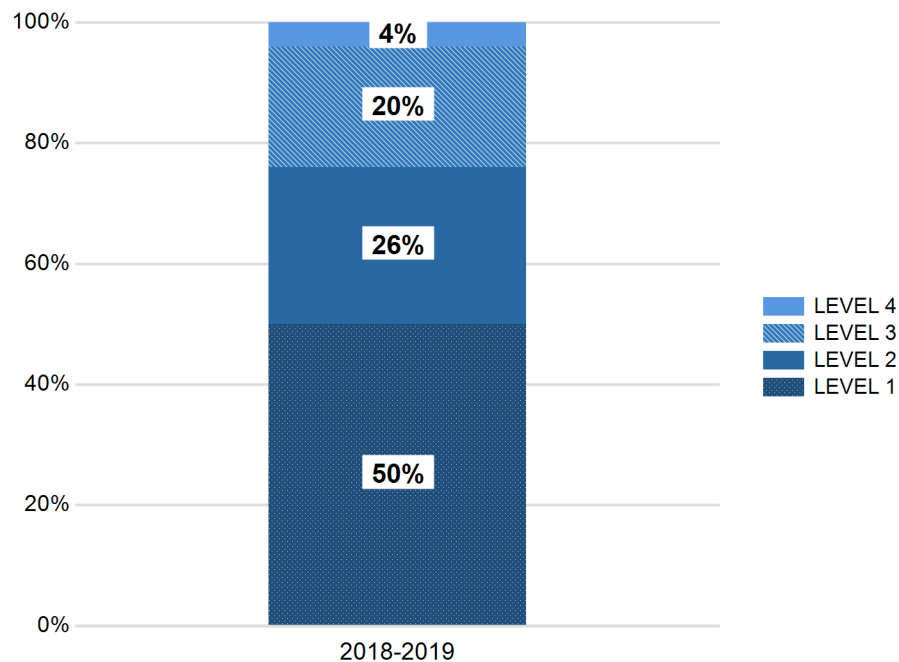
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a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

NJSLA Science Assessment: Grade 11 Summary

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



NJSLA Science Assessment: Grade 11

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	50	26	20	4
White	47	28	21	4
Hispanic	80	17	0	3
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	46	28	24	2
Male	53	24	15	7
Economically Disadvantaged Students	72	18	7	3
Non-Economically Disadvantaged Students	46	28	22	5
Students with Disabilities	80	12	6	2
Students without Disabilities	41	30	24	5
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	N	N	N	N
Students in Foster Care	*	*	*	*
Military-Connected Students	*	*	*	*
Migrant Students	N	N	N	N



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

PSAT, SAT, & ACT - Participation

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

Participation Type	School Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2018-19	87.0%	84.5%
12th graders taking SAT in 2018-19 or prior years	67.2%	72.1%
12th graders taking ACT in 2018-19 or prior years	15.1%	19.6%

PSAT, SAT, & ACT - Performance

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

Participation Type	School Average Score	State Average Score	College Readiness Benchmarks	School - Students Scores at or above Benchmark	State - Students Scores at or above Benchmark
PSAT 10/NMSQT - Reading and Writing	479	476	Grade 10: 430 Grade 11: 460	70%	61%
PSAT 10/NMSQT - Math	475	477	Grade 10: 480 Grade 11: 510	45%	43%
SAT - Reading and Writing	542	539	480	81%	70%
SAT - Math	558	541	530	61%	53%
ACT - Reading	23	25	22	59%	66%
ACT - English	22	24	18	78%	81%
ACT - Math	23	24	22	63%	65%
ACT - Science	23	24	23	56%	57%



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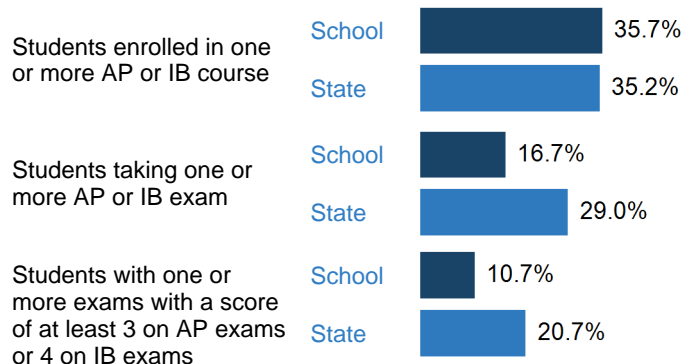
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate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

AP/IB Coursework – Participation and Performance

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



Dual Enrollment Coursework - Participation

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



AP/ IB Courses Offered

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

AP/IB Course	Students Enrolled	Students Tested
AP Biology	51	22
AP Calculus AB	72	25
AP Chemistry	61	30
AP Computer Science A	3	1
AP English Language and Composition	59	46
AP English Literature and Composition	82	16
AP European History	41	10
AP Human Geography	0	1
AP Microeconomics	0	1
AP Music Theory	4	1
AP Physics 1	34	12
AP Psychology	113	36
AP Spanish Language	14	5
AP Statistics	36	25
AP Studio Art—Drawing Portfolio	0	1
AP Studio Art—Two-Dimensional	4	1



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AP/IB Course	Students Enrolled	Students Tested
AP U.S. Government and Politics	29	4
AP U.S. History	116	42
AP World History	0	1
Total Exams taken		280
Exams with scores of at least 3 on AP exams or 4 on IB exams		176



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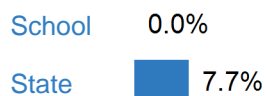
This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit the [NJDOE's Career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

Career and Technical Education Participation

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

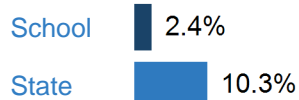
CTE Participants

(completed only one course in an approved CTE program)



CTE Concentrators

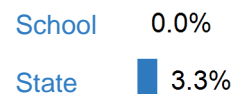
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

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

Structured Learning Experiences





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Career and Technical Education Participation by Student Group

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

Student Group	School: % CTE Participants	School: % CTE Concentrators	State: % CTE Participants	State: % CTE Concentrators
Schoolwide	0.0%	2.4%	7.7%	10.3%
White	0.0%	2.4%	6.1%	9.6%
Hispanic	0.0%	*	10.3%	11.3%
Black or African American	0.0%	*	9.0%	11.2%
Asian, Native Hawaiian, or Pacific Islander	0.0%	0.0%	5.8%	9.3%
American Indian or Alaska Native	*	*	10.3%	12.7%
Two or More Races	*	*	6.8%	12.1%
Female	0.0%	1.4%	7.3%	10.6%
Male	0.0%	3.4%	8.0%	10.1%
Economically Disadvantaged Students	0.0%	3.2%	10.4%	11.8%
Students with Disabilities	0.0%	5.6%	6.6%	9.2%
English Learners	0.0%	0.0%	8.7%	3.2%
Homeless Students	*	*	8.1%	6.6%
Students In Foster Care	*	*	6.4%	5.0%
Military-Connected Students	0.0%	0.0%	9.7%	13.3%
Migrant Students	N	N	10.4%	*



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Industry-Valued Credentials

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

Students Earning Industry-Valued Credentials



Industry-Valued Credentials by Career Cluster

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

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total credentials earned
Architecture & Construction	17		
Arts, AV Technology & Communications	12		
Education and Training	*		
Health Science	*		
Hospitality & Tourism	12		
Human Services	14	13	13
Information Technology	*		
Manufacturing	11		
Marketing	*		
Transportation, Distribution & Logistics	19		
Total (All Clusters)	91	13	13



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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	312	142	1	0	0	0	62
10	61	305	157	0	0	10	9
11	6	79	202	0	1	14	192
12	0	3	60	0	93	12	324
Total	379	529	420	0	94	36	587
Enrolled in AP/IB Course					72	36	0
Enrolled in Dual Enrollment Course	0	0	0	0	69	0	90

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	110	1	360	2	0	39
10	391	102	8	0	0	9
11	25	312	2	45	34	40
12	41	34	0	22	120	217
Total	567	449	370	69	154	305
Enrolled in AP/IB Course	51	61		0	34	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0



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Social Studies and History - Course Participation

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

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	500	5	0	0	0	1
10	9	497	0	0	0	4
11	4	429	0	0	81	3
12	1	33	30	113	143	87
Total	514	964	30	113	224	95
Enrolled in AP/IB Course	0	116	0	113		66
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	297	92	0	47	46	0	9
10	273	82	0	43	42	0	9
11	117	39	0	47	17	0	14
12	71	31	0	29	18	0	14
Total	758	244	0	166	123	0	46
Enrolled in AP/IB Course	14	0	0	0	0	0	0
Enrolled in Dual Enrollment Course	225	66	0	67	32	0	0
Enrolled in Level 3 or Higher	225	66	0	67	32	0	24



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Computer Science and Information Technology – Course Participation

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

Grade	Computer Programming	Computing Systems	Other Computer Science	Networking	Information Systems	Other IT
9	N	N	N	N	N	N
10	N	N	N	N	N	N
11	5	0	0	0	0	0
12	18	0	0	0	0	0
Total	23	0	0	0	0	0
Enrolled in AP/IB Course	3		0			0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0



Southern Regional High School

(29-4950-050)

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Seal of Biliteracy

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

Language	Students Earning a Seal of Biliteracy
French	19
Total	19



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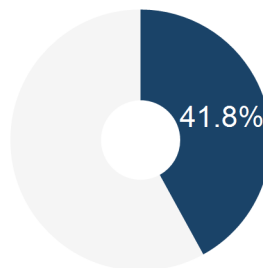
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Visual and Performing Arts – Course Participation

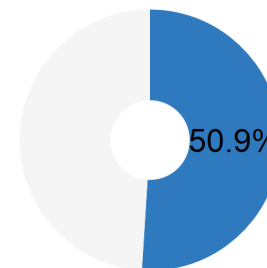
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 9-12:

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



School



State

Students enrolled in one or more classes by discipline:

Discipline	School	State
MUSIC	16.5%	17.6%
DANCE	0.0%	2.3%
DRAMA	4.4%	3.9%
VISUAL ARTS	22.5%	32.9%



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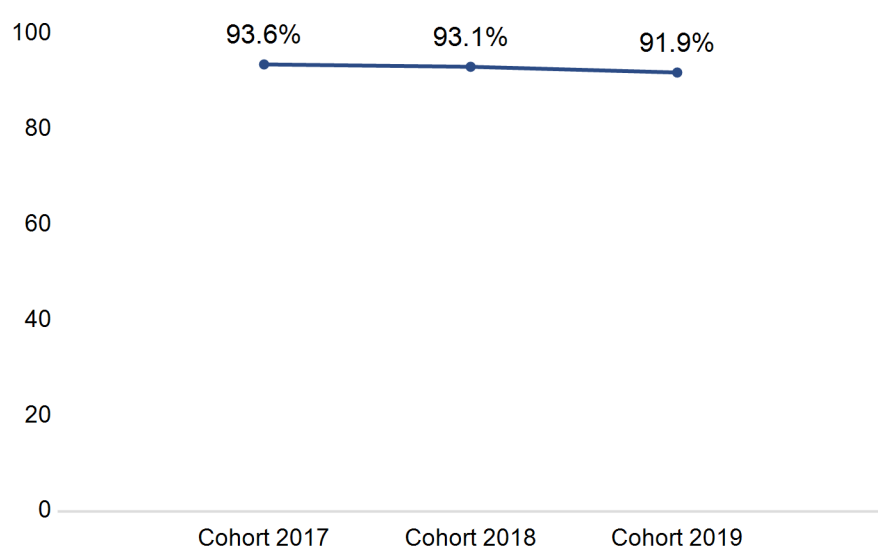
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Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the [NJDOE Graduation Rate page](#).

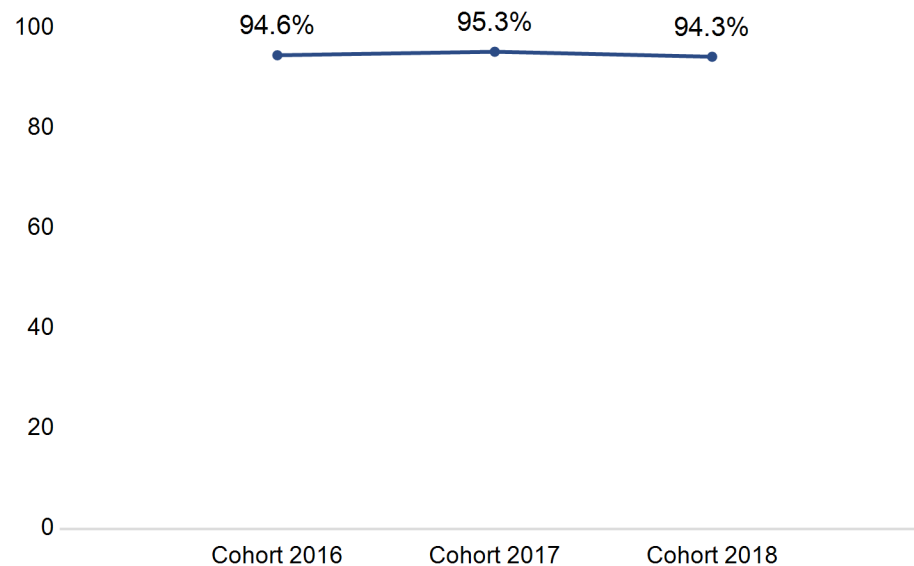
Graduation Rate Trends and Progress

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

4-Year Graduation Rate Trends



5-Year Graduation Rate Trends



Performance Measure	Cohort 2017 4-Year Rate	Cohort 2018 4-Year Rate	Cohort 2019 4-Year Rate	Cohort 2016 5-Year Rate	Cohort 2017 5-Year Rate	Cohort 2018 5-Year Rate
Graduation Rate	93.6%	93.1%	91.9%	94.6%	95.3%	94.3%
Annual Target	93.7%	93.8%		94.4%	N	
Met Annual Target?	Not Met	Not Met		Met Target	Met Goal	
Statewide Graduation Rate	90.5%	90.9%	90.6%	91.8%	92.4%	92.5%



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

Graduation Rates

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

Student Group	School - Class of 2019: 4 Year Rate	State - Class of 2019: 4 Year Rate	School - Class of 2018: 5 Year Rate	State - Class of 2018: 5 Year Rate	Class of 2018: 4 Year Rate	Class of 2018: 4 Year Target	Class of 2018: Met Target	Class of 2017: 5 Year Rate	Class of 2017: 5 Year Target	Class of 2017: Met Target
Schoolwide	91.9%	90.6%	94.3%	92.5%	93.1%	93.8%	Not Met	95.3%	N	Met Goal
White	92.9%	94.9%	95.1%	95.9%	94.0%	94.7%	Not Met	96.0%	N	Met Goal
Hispanic	80.0%	84.5%	88.9%	87.3%	85.7%	82.2%	Met Target	90.3%	92.5%	Not Met
Black or African American	*	83.3%	*	87.1%	*	**	**	80.0%	**	**
Asian, Native Hawaiian or Pacific Islander	*	96.9%	*	97.8%	*	**	**	*	**	**
American Indian or Alaska Native	*	92.2%	N	88.9%	N	N	N	*	**	**
Two or More Races	*	91.4%	*	94.2%	*	**	**	N	N	N
Female	95.4%	92.8%	97.1%	94.4%	96.2%			97.1%		
Male	88.9%	88.5%	91.8%	90.8%	90.3%			93.8%		
Economically Disadvantaged Students	80.5%	84.0%	89.0%	87.3%	87.2%	85.6%	Met Target	88.8%	91.3%	Not Met
Students with Disabilities	82.9%	79.2%	89.1%	83.8%	87.3%	83.4%	Met Target	89.6%	91.2%	Not Met
English Learners	20.0%	75.4%	*	80.1%	*	**	**	*	**	**
Homeless Students	*	74.6%	*	78.3%	*			*		
Students in Foster Care	N	57.6%	N	82.5%	N			N		
Migrant Students	N	83.3%	N	85.0%	N			N		



Southern Regional High School

(29-4950-050)

Grades Offered: 09-12

2018-2019

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Graduation Pathways

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

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
Statewide Assessment	57.5%	64.0%
Substitute Competency Test	33.3%	25.7%
Portfolio Appeals Process	1.9%	2.1%
Alternate Requirements specified in IEP	7.3%	8.2%
Unknown	0.0%	0.0%

Dropout Rate Trends

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

School Year	School Rate	State Rate
2018-2019	0.9%	1.2%
2017-2018	0.5%	1.2%
2016-2017	0.6%	1.1%



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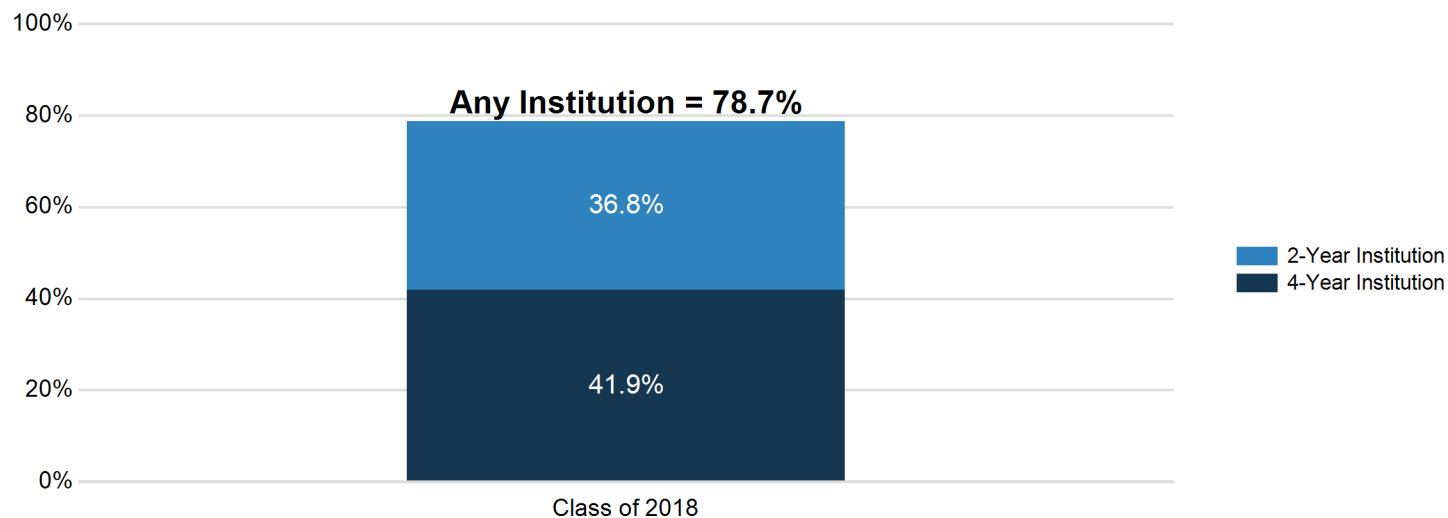
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Information about students enrolling in colleges and universities after graduation is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

Postsecondary Enrollment Rate Summary

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

Postsecondary Enrollment 16 months after Graduation



Performance Measure	Class of 2018
% Enrolled in 2-Year Institution	36.8%
% Enrolled in 4-Year Institution	41.9%
% Enrolled in Any Postsecondary Institution	78.6%



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

Postsecondary Enrollment Rates: Fall

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	72%	28.7%	71.3%
Schoolwide	69.3%	37.7%	62.3%
White	71.1%	36.8%	63.2%
Hispanic	50%	52.9%	47.1%
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	60.9%	57.1%	42.9%
Students with Disabilities	42.9%	68.9%	31.1%
English Learners	*	*	*

Postsecondary Enrollment Rates: 16 month

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	77.8%	30.9%	69.1%	72.9%	27.1%	65.5%	34.5%
Schoolwide	78.6%	46.8%	53.2%	82.8%	17.2%	71%	29%
White	79.3%	45.7%	54.3%	81.9%	18.1%	70.7%	29.3%
Hispanic	60%	73.3%	26.7%	100%	0%	80%	20%
Black or African American	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	*	*	*
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	62.9%	59.1%	40.9%	93.2%	6.8%	84.1%	15.9%
Students with Disabilities	44.9%	74.2%	25.8%	90.3%	9.7%	77.4%	22.6%
English Learners	*	*	*	*	*	*	*



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

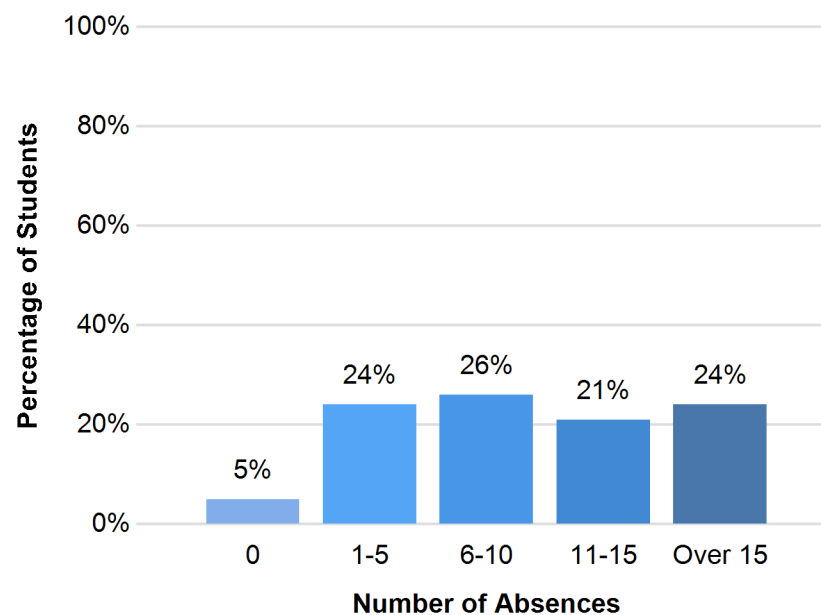
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	346	17.7	14.2	Not Met
White	290	16.7	14.2	Not Met
Hispanic	36	24.8	14.2	Not Met
Black or African American	12	26.1	14.2	Not Met
Asian, Native Hawaiian, or Pacific	4	15.4	14.2	Not Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	168	17.9		
Male	178	17.5		
Economically Disadvantaged Students	114	35.2	14.2	Not Met
Students with Disabilities	119	25.9	14.2	Not Met
English Learners	5	33.3	**	**
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	3	30.0		
Migrant Students	N	N		

Days Absent

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





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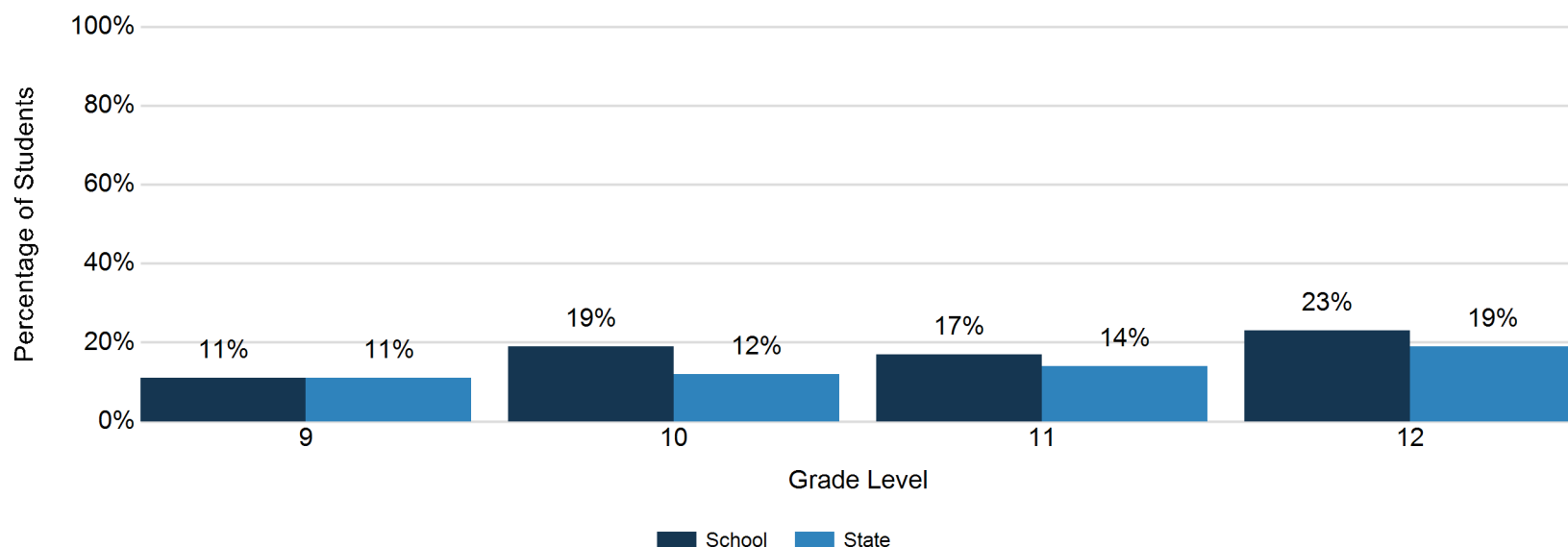
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Chronic Absenteeism by Grade

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





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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	11
Weapons	1
Vandalism	2
Substances	36
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	52
Incidents Per 100 Students Enrolled	2.73

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	3
Weapons	1
Vandalism	0
Substances	4
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	2

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

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	99	5.2%
Out-of-School Suspensions	130	6.8%
Any Suspension	163	8.6%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	10	0.5%

School Days Missed due to Out-of-School Suspensions
491



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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	7:45 AM
Typical End Time	2:10 PM
Length of School Day	6 Hrs 25 Mins
Full Time - Instructional Time	5 Hrs 46 Mins
Shared Time - Instructional Time	5 Hrs. 46 Mins.

Device Ratios

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

School Year	Student to Device Ratio
2018-19	1.5:1



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Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	148	118,214
Average years experience in public schools	14.4	12.1
Average years experience in district	14.4	10.8
Percentage of Teachers with 4 or more years experience in the district	81.8%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	17	9,530
Average years experience in public schools	17.9	16.0
Average years experience in district	17.6	12.0
Percentage of Administrators with 4 or more years experience in the district	94.1%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	13:1	12:1
Students to Administrators	212:1	168:1
Teachers to Administrators	16:1	13:1
Students to Librarians/Media Specialists		2848:1
Students to Nurses		1424:1
Students to Counselors		219:1
Students to Child Study Team Members		316:1



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Teachers: All classroom teachers

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Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	48.5%	59.5%	22.2%	48.4%	77.1%	54.9%
Male	51.5%	40.5%	77.8%	51.6%	22.9%	45.1%
White	88.6%	99.3%	88.9%	42.4%	83.6%	77.4%
Hispanic	7.4%	0.7%	0.0%	29.9%	7.3%	7.2%
Black or African American	2.2%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	1.3%	0.0%	11.1%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.1%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.1%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.3%	0.0%	0.0%	2.1%	0.2%	0.2%



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Teachers and Administrators - Level of Education

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

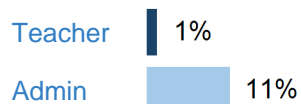
Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	96.0%	90.5%
2017-18 Administrators: Same district 2018-19	88.9%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	95.8%



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Per-Pupil Expenditures by Source

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

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

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

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

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



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

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

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

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

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

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

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

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

ESSA Accountability Status

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

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

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



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ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	41.2%	40.0%	50.1%
Math Proficiency	39.1%	37.4%	31.4%
ELA Growth	N	N	N
Math Growth	N	N	N
4-Year Graduation Rate†	93.6%	93.1%	91.9%
5-Year Graduation Rate†	94.6%	95.3%	94.3%
Progress toward English Language Proficiency		*	0.0%
Chronic Absenteeism	18.0%	17.6%	17.7%

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



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

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

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

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

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

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

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

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



Southern Regional High School
(29-4950-050)
Grades Offered: 09-12
2018-2019

Report Key:

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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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



Southern Regional High School

(29-4950-050)

Grades Offered: 09-12

2018-2019

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School Narrative

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



Highlights:

- A QSAC High Performing School.
- A rigorous, diversified program of studies that include 16 AP courses and opportunities to receive college credit.
- Extensive co-curricular after school opportunities



Mission, Vision, Theme:

The Southern Regional experience is that of a compilation of community partnership, and academic prowess ensuring our students a challenging learning environment shaped by the New Jersey Core Curriculum Content Standards in order for them to become contributing members of society.



Southern Regional High School

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Courses, Curriculum, Instruction:

Southern Regional regularly offers a wide range of courses yearly, from which students can select. The curriculum rich in both academic and career preparation is headlined by 33 “weighted” courses, of which 15 are advanced placement. Southern Regional has continued its partnerships with both Ocean County College and Stockton University. This collaboration between Southern Regional and Ocean County College allows juniors and seniors to receive college credit while still taking their designated high school courses. The partnership between Southern and Stockton University provides our students with dual credit opportunities in Mathematics, Science and World Languages including, French, Latin and Spanish.



Sports and Athletics:

Sports Offered: Baseball (Boys), Bowling (Boys & Girls), Cheerleading (Girls), Cross Country (Boys & Girls), Field Hockey (Girls), Football (Boys), Golf (Boys & Girls), Gymnastics (Girls), Ice Hockey (Boys & Girls), Lacrosse (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Boys & Girls), Wrestling (Boys & Girls)

The Southern Regional High School has thirty-two NJSIAA sponsored varsity sports and two club sports, surfing and sailing. The Athletic Department prides itself on sportsmanship, teamwork, and competing at the highest level. The Southern Regional High School is always recognized annually, as one of the most prestigious athletic programs in the State of New Jersey ranking annually in the top five of all public high schools. The Southern Regional School District has a prestigious Athletic Hall of Fame whose inductees range from athletes from the inception of our school the “Class of 57” until current athletes which includes NFL players, an Olympian, and countless NCAA All Americans.



Clubs and Activities:

The Southern Regional High School has 25 different clubs and community service organizations for the student body to choose. The range of choices vary from Academic Competition Club, to David’s Dream and Believe to the Fishing Club and concluding with the Video Game club with all makes and models of clubs in between. All of these activities lead to individual accountability, community service and the overall productivity of each of our students.



Southern Regional High School

(29-4950-050)

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2018-2019

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Staff and Professional Learning:

The Southern Regional School District has an extremely qualified and highly competent faculty more than half of whom possess advanced degrees, Southern Regional is determined to maintain its leadership force in the county as well as in the state. With this concept, the Southern Regional School District offers comprehensive Professional Development for staff members often given by fellow staff members. Professional Development opportunities also extend to neighboring providers in the State of New Jersey and beyond



Postsecondary Information:

Students are offered a wide range of resources to prepare for their future. Guidance counselors monitor academic progress and guide students through the post-secondary planning process. Students utilize college and career software to assess individual aptitudes and interests, explore careers and manage the college application process. As an outcome Southern graduates attend many of the most prestigious universities in the country.






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 <p>Student Supports and Services:</p>	<p>The Southern Regional School District offers a multi-tiered system of supports for students in grades 7-12. A multidisciplinary team partners with families to develop an action plan to address students' learning, behavior and/or health needs. The action plan is monitored and modified to address the barriers to learning. This system is designed to coordinate resources to meet the individual needs of students and provide the necessary interventions to promote success.</p>
 <p>Student Health and Wellness:</p>	<p>The Southern Regional School District supports the health and wellness of students through curricular and extracurricular programs. All students complete a comprehensive health and physical education program. Students have access to nursing services to address their individual health needs. The District maintains medical records, offers physical exams, conducts health screenings and provides staff training to promote the health and wellness of our student population.</p>
 <p>Parent and Community Involvement:</p>	<p>Parent and community involvement are lynchpins to the District's sustained success. Parents have various opportunities for formal involvement through a wide range of groups that include the Home and School Association and the countless Parent Booster Clubs. Community involvement includes long established affiliations with the Rotary, Kiwanis, Lions and the Southern Ocean Medical Center, Jetty, Thompson's Healthcare and the Causeway Family of Dealerships.</p>



Southern Regional High School

(29-4950-050)

Grades Offered: 09-12



2018-2019

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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students</p>
 <p>Facilities:</p>	<p>The District consists of a middle school and a high school. The middle school contains grades seven and eight. The high school consists of grades nine through twelve. The high school is organized around the house concept; a 9-10 House and an 11-12 House. The Board of Education takes great pride in maintaining all of its buildings in the most pristine of conditions while also presenting 21 natural turf playing and practice fields that are envy of all those who visit.</p>



Southern Regional Middle School
(29-4950-060)
Grades Offered: 07-08
2018-2019

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:



Southern Regional Middle School

(29-4950-060)

Grades Offered: 07-08

2018-2019

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School Contact Information

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

Type	Contact Information
County	Ocean
District	Southern Regional School District
Principal Name	Dr. Elisabeth Brahn
Address	75 CEDAR BRIDGE ROAD MANAHAWKIN, NJ 08050-3056
Phone Number	609-597-9481
Email Address	ebrahn@srsd.net
Website	https://www.srsd.net/



Southern Regional Middle School
 (29-4950-060)
 Grades Offered: 07-08
 2018-2019

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

Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
7	466	489	448
8	472	462	494
Total	938	951	942

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	46.8%	48.5%	47.5%
Male	53.2%	51.5%	52.5%
Economically Disadvantaged Students	22.0%	19.5%	23.0%
Students with Disabilities	22.3%	22.4%	23.6%
English Learners	0.4%	0.7%	0.6%
Homeless Students	0.1%	0.3%	0.8%
Students in Foster Care	0.2%	0.1%	0.0%
Military-Connected Students	0.0%	0.7%	0.8%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	90.3%	89.9%	88.7%
Hispanic	6.8%	7.4%	7.6%
Black or African American	1.7%	1.4%	1.6%
Asian	1.0%	0.7%	0.8%
Native Hawaiian or Pacific Islander	0.0%	0.1%	0.1%
American Indian or Alaska Native	0.2%	0.0%	0.1%
Two or More Races	0.0%	0.5%	1.0%

Enrollment by Home Language

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

Home Language	% of Students
English	95.6%
Spanish	3.9%
Other Languages	0.4%



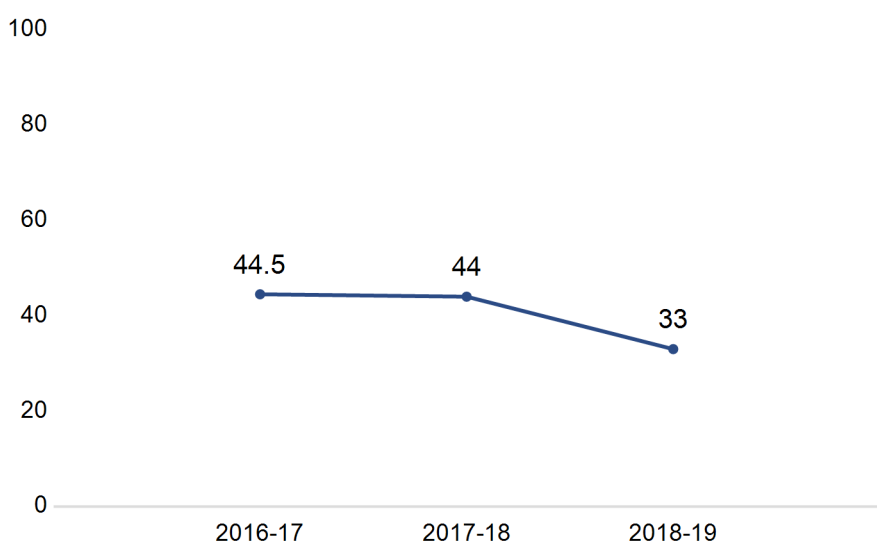
Southern Regional Middle School
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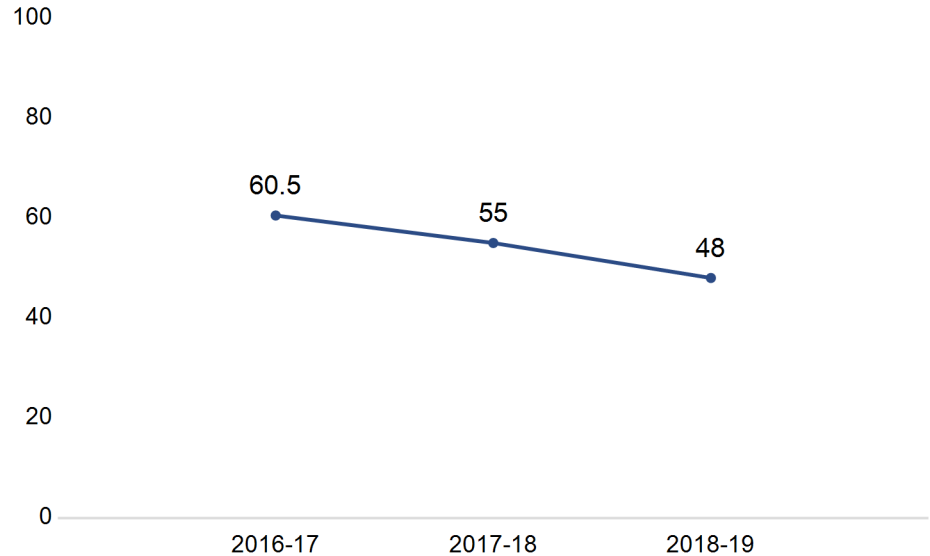
Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measured by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	44.5	44	33	60.5	55	48
Met Standard (40-59.5)?	Met Standard	Met Standard	Not Met	Exceeds Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



Southern Regional Middle School

(29-4950-060)

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	33	33	50	Not Met	48	48	50	Met Standard
White	33	33	50	Not Met	48	48	52	Met Standard
Hispanic	37	37	49	Not Met	44	44	47	Met Standard
Black or African American	*	*	45	**	*	*	43	**
Asian, Native Hawaiian, or Pacific Islander	*	*	59	**	*	*	60	**
American Indian or Alaska Native	*	*	56	**	*	*	51.5	**
Two or More Races	*	*	49	**	*	*	52	**
Female	37	37	53	N	48	48	50	N
Male	30	30	47	N	47	47	51	N
Economically Disadvantaged Students	27.5	27.5	48	Not Met	48.5	48.5	46	Met Standard
Students with Disabilities	30	30	43	Not Met	43	43	45	Met Standard
English Learners	*	*	52	**	*	*	50	**
Homeless Students	*	*	43	N	*	*	44	N
Students in Foster Care	N	N	42	N	N	N	44	N
Military-Connected Students	*	*	49	N	*	*	51	N
Migrant Students	N	N	47	N	N	N	51	N



Southern Regional Middle School
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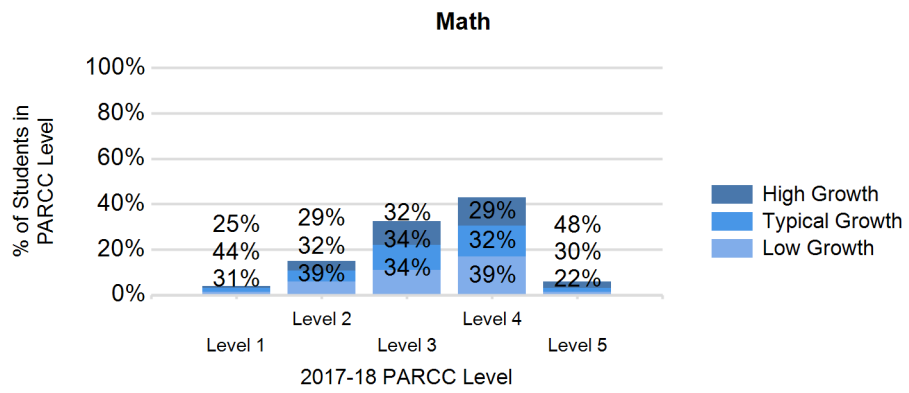
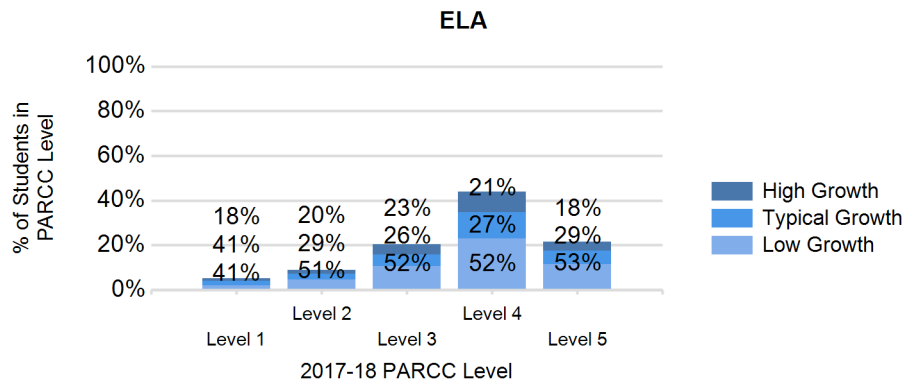
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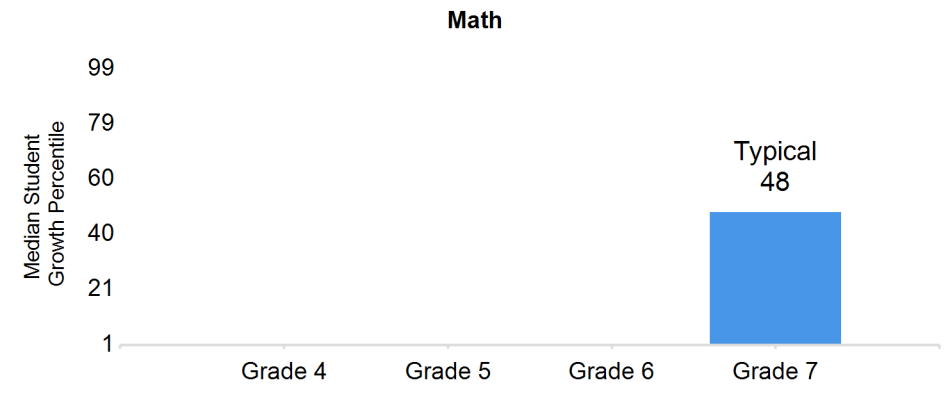
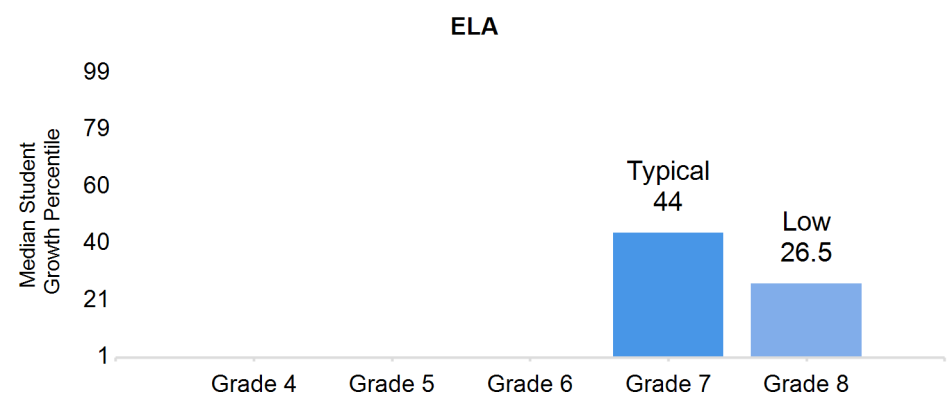
Student Growth by Performance Level

These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.



Student Growth by Grade

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





Southern Regional Middle School
(29-4950-060)
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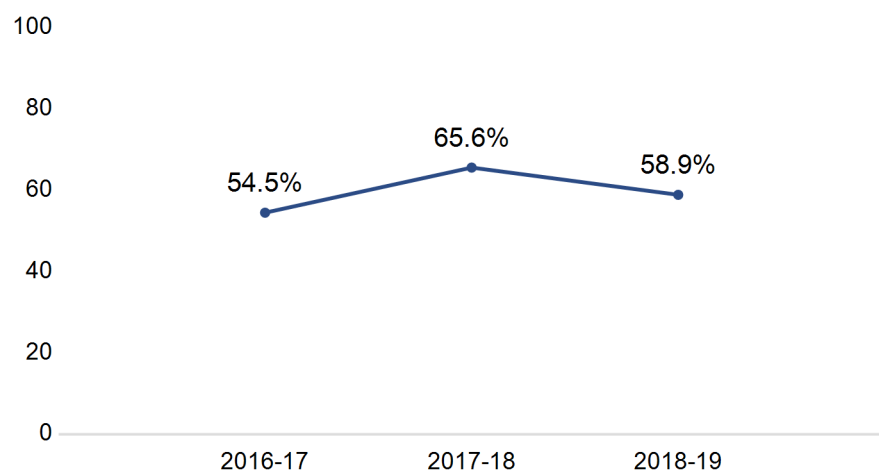
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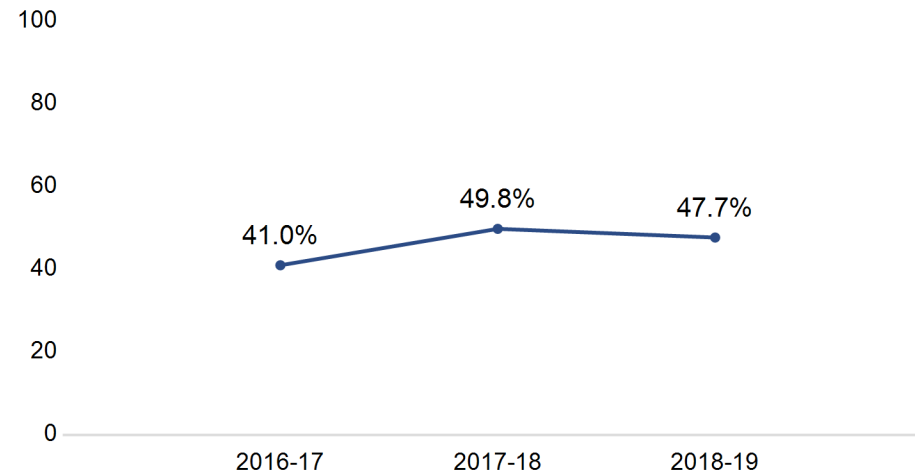
English Language Arts and Mathematics Performance Trends

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

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	97.6%	98.0%	98.0%	97.8%	98.0%	97.7%
Proficiency Rate for Federal Accountability	54.5%	65.6%	58.9%	41.0%	49.8%	47.7%
Annual Target	45.5%	47.3%	49.1%	42.2%	44.2%	46.2%
Met Annual Target?	Met Target	Met Target	Met Target	Met Target†	Met Target	Met Target
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

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

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	905	98.0	58.9	54.4	57.9	58.9	49.1	Met Target
White	805	97.9	60.6	56.3	66.9	60.6	49.8	Met Target
Hispanic	69	98.6	34.8	33.6	43.9	34.8	33.1	Met Target
Black or African American	12	100.0	41.7	28.6	38.5	41.7	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	72.2	82.9	*	**	**
American Indian or Alaska Native	*	*	*	*	56.0	*	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	427	98.2	68.4	62.9	64.8	68.4		
Male	478	97.8	50.4	46.5	51.3	50.4		
Economically Disadvantaged Students	185	97.0	34.6	33.4	40.0	34.6	39.2	Met Target†
Non-Economically Disadvantaged Students	720	98.3	65.1	58.8	67.9	65.1		
Students with Disabilities	215	96.9	20.0	17.0	22.7	20.0	22.5	Met Target†
Students without Disabilities	690	98.3	71.0	65.0	65.1	71.0		
English Learners	*	*	*	*	29.3	*	**	**
Non-English Learners	*	*	*	*	60.6	*		
Homeless Students	*	*	*	30.0	29.1	*		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	*	*	*	33.3	57.8	*		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

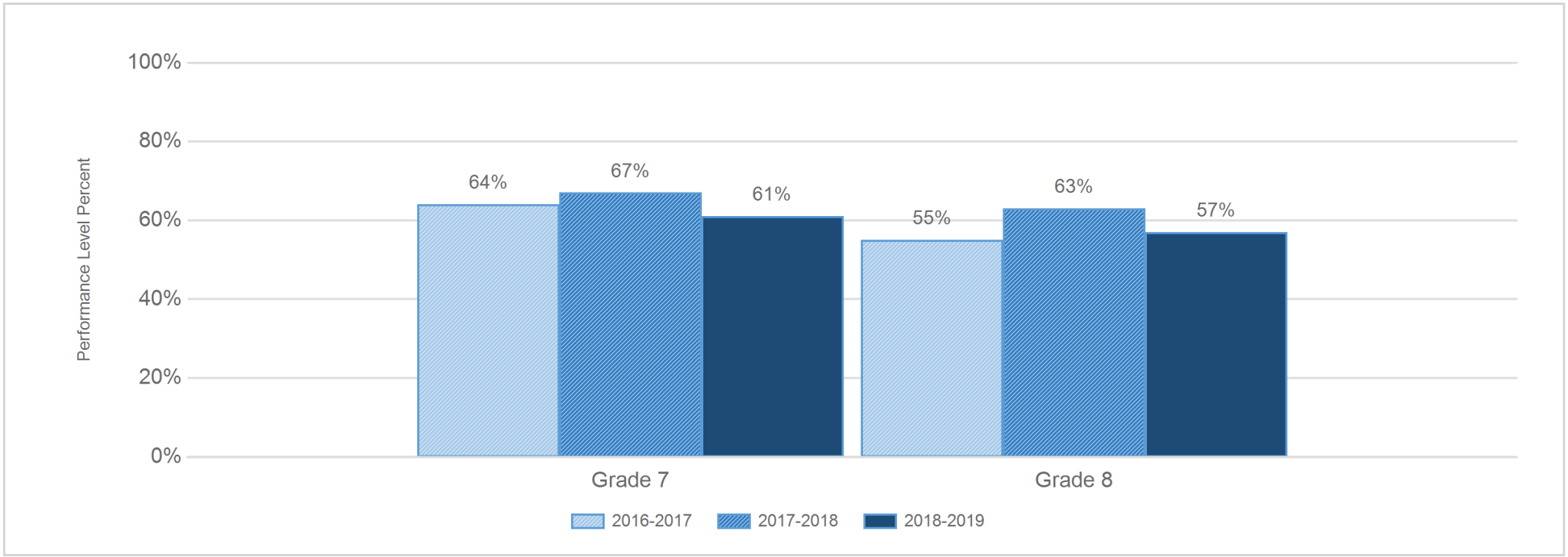


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 2018-2019

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English Language Arts Assessment - Performance Trends

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





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English Language Arts Assessment - Performance by Grade: Grade 7

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	436	759	759	761	9%	8%	22%	34%	26%	61%	63%
White	388	761	761	769	7%	8%	22%	36%	27%	63%	72%
Hispanic	33	729	729	747	33%	*	*	*	*	30%	50%
Black or African American	*	*	*	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	790	*	*	*	*	*	*	87%
American Indian or Alaska Native	*	*	*	761	*	*	*	*	*	*	65%
Two or More Races	*	*	*	768	*	*	*	*	*	*	68%
Female	201	768	768	769	5%	7%	19%	32%	36%	68%	71%
Male	235	751	751	753	12%	9%	24%	37%	17%	54%	55%
Economically Disadvantaged Students	86	739	739	743	14%	16%	34%	24%	12%	36%	45%
Non-Economically Disadvantaged Students	350	764	764	771	8%	7%	19%	37%	30%	67%	73%
Students with Disabilities	100	722	722	720	29%	17%	32%	*	*	22%	22%
Students without Disabilities	336	770	770	769	3%	6%	19%	*	*	72%	71%
English Learners	*	*	*	706	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	763	*	*	*	*	*	*	65%
Homeless Students	*	*	*	729	*	*	*	*	*	*	34%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	28%
Military-Connected Students	*	*	*	758	*	*	*	*	*	*	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%



Southern Regional Middle School
(29-4950-060)
Grades Offered: 07-08
2018-2019

Report Key:

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English Language Arts Assessment - Performance by Grade: Grade 8

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	476	753	753	762	12%	13%	18%	40%	17%	57%	63%
White	422	753	753	770	13%	12%	17%	40%	18%	58%	72%
Hispanic	36	740	740	747	*	*	28%	*	*	39%	49%
Black or African American	*	*	*	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	794	*	*	*	*	*	*	88%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	*	*	*	769	*	*	*	*	*	*	69%
Female	235	765	765	771	6%	11%	15%	43%	25%	68%	71%
Male	241	741	741	753	18%	15%	21%	37%	9%	46%	55%
Economically Disadvantaged Students	104	732	732	743	20%	24%	22%	*	*	34%	45%
Non-Economically Disadvantaged Students	372	759	759	772	10%	10%	17%	*	*	63%	72%
Students with Disabilities	106	710	710	721	39%	29%	19%	*	*	13%	22%
Students without Disabilities	370	765	765	770	5%	8%	18%	*	*	69%	71%
English Learners	*	*	*	708	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	764	*	*	*	*	*	*	65%
Homeless Students	*	*	*	727	*	*	*	*	*	*	31%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	32%
Military-Connected Students	*	*	*	760	*	*	*	*	*	*	62%
Migrant Students	N	N	N	718	N	N	N	N	N	N	27%



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Mathematics Assessment - Participation and Performance

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

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	903	97.7	47.7	39.6	44.5	47.7	46.2	Met Target
White	803	97.5	49.7	41.2	54.1	49.7	47.1	Met Target
Hispanic	69	98.6	20.3	20.6	28.8	20.3	27.8	Met Target†
Black or African American	12	100.0	25.0	23.1	23.0	25.0	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	41.2	76.5	*	**	**
American Indian or Alaska Native	*	*	*	*	42.7	*	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	426	97.8	50.2	41.0	44.9	50.2		
Male	477	97.6	45.5	38.3	44.2	45.5		
Economically Disadvantaged Students	185	97.0	24.9	23.0	26.3	24.9	29.5	Met Target†
Non-Economically Disadvantaged Students	718	97.9	53.6	43.0	54.9	53.6		
Students with Disabilities	214	96.0	15.0	*	17.4	15.0	20.1	Not Met
Students without Disabilities	689	98.2	57.9	*	50.0	57.9		
English Learners	*	*	*	*	25.0	*	**	**
Non-English Learners	*	*	*	*	46.5	*		
Homeless Students	*	*	*	20.0	17.1	*		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	*	*	*	18.2	46.4	*		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

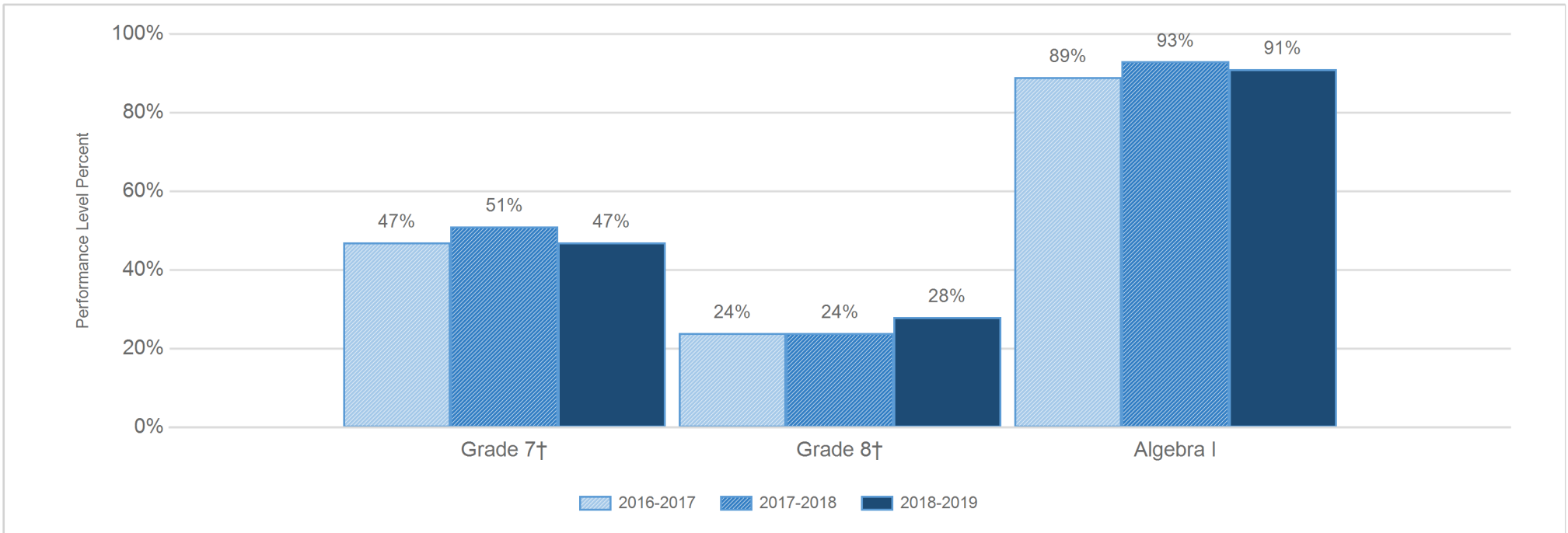


Southern Regional Middle School
 (29-4950-060)
 Grades Offered: 07-08
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Mathematics Assessment – Performance Trends

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



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



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Mathematics Assessment - Performance by Grade: Grade 7

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

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	435	748	748	744	4%	18%	31%	37%	10%	47%	42%
White	386	750	750	751	3%	17%	31%	39%	11%	49%	53%
Hispanic	34	725	725	733	*	35%	38%	*	*	12%	26%
Black or African American	*	*	*	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	768	*	*	*	*	*	*	75%
American Indian or Alaska Native	*	*	*	742	*	*	*	*	*	*	43%
Two or More Races	*	*	*	749	*	*	*	*	*	*	51%
Female	200	748	748	744	*	18%	31%	*	*	47%	42%
Male	235	748	748	743	*	18%	31%	*	*	47%	42%
Economically Disadvantaged Students	86	734	734	731	*	33%	37%	*	*	26%	24%
Non-Economically Disadvantaged Students	349	751	751	751	*	14%	30%	*	*	52%	53%
Students with Disabilities	98	724	724	718	*	*	22%	*	*	18%	13%
Students without Disabilities	337	755	755	749	*	*	34%	*	*	55%	48%
English Learners	*	*	*	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	745	*	*	*	*	*	*	44%
Homeless Students	*	*	*	721	*	*	*	*	*	*	13%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	11%
Military-Connected Students	*	*	*	746	*	*	*	*	*	*	44%
Migrant Students	N	N	N	717	N	N	N	N	N	N	12%



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Mathematics Assessment - Performance by Grade: Grade 8

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

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	319	727	727	728	23%	24%	25%	28%	0%	28%	29%
White	276	728	728	737	21%	25%	25%	28%	0%	28%	38%
Hispanic	32	718	718	722	38%	*	*	*	*	19%	22%
Black or African American	*	*	*	714	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	725	N	N	N	N	N	N	29%
Two or More Races	*	*	*	730	*	*	*	*	*	*	31%
Female	159	731	731	731	19%	24%	23%	33%	0%	33%	31%
Male	160	723	723	726	26%	24%	28%	22%	0%	22%	27%
Economically Disadvantaged Students	96	718	718	719	32%	27%	22%	19%	0%	19%	20%
Non-Economically Disadvantaged Students	223	731	731	735	19%	23%	27%	31%	0%	31%	36%
Students with Disabilities	104	708	708	707	43%	30%	15%	12%	0%	12%	10%
Students without Disabilities	215	737	737	734	13%	21%	30%	35%	0%	35%	35%
English Learners	*	*	*	706	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	730	*	*	*	*	*	*	30%
Homeless Students	*	*	*	709	*	*	*	*	*	*	12%
Students in Foster Care	N	N	N	709	N	N	N	N	N	N	15%
Military-Connected Students	*	*	*	735	*	*	*	*	*	*	32%
Migrant Students	N	N	N	701	N	N	N	N	N	N	16%



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Mathematics Assessment - Performance by Test: Algebra I

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	156	779	748	744	0%	0%	9%	79%	12%	91%	42%
White	145	779	750	752	0%	0%	9%	79%	12%	91%	53%
Hispanic	*	*	*	728	*	*	*	*	*	*	24%
Black or African American	*	*	*	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	*	*	*	752	*	*	*	*	*	*	51%
Female	76	777	749	745	0%	0%	*	*	*	89%	44%
Male	80	780	748	743	0%	0%	*	*	*	93%	41%
Economically Disadvantaged Students	*	*	*	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	*	752	*	*	*	*	*	*	52%
Students with Disabilities	*	*	*	717	*	*	*	*	*	*	12%
Students without Disabilities	*	*	*	748	*	*	*	*	*	*	47%
English Learners	N	N	*	710	N	N	N	N	N	N	*
Non-English Learners	156	779	*	745	0%	0%	9%	79%	12%	91%	*
Homeless Students	N	N	*	718	N	N	N	N	N	N	14%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	*	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%



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DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
7	*	*
8	*	*

English Language Progress to Proficiency

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

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

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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



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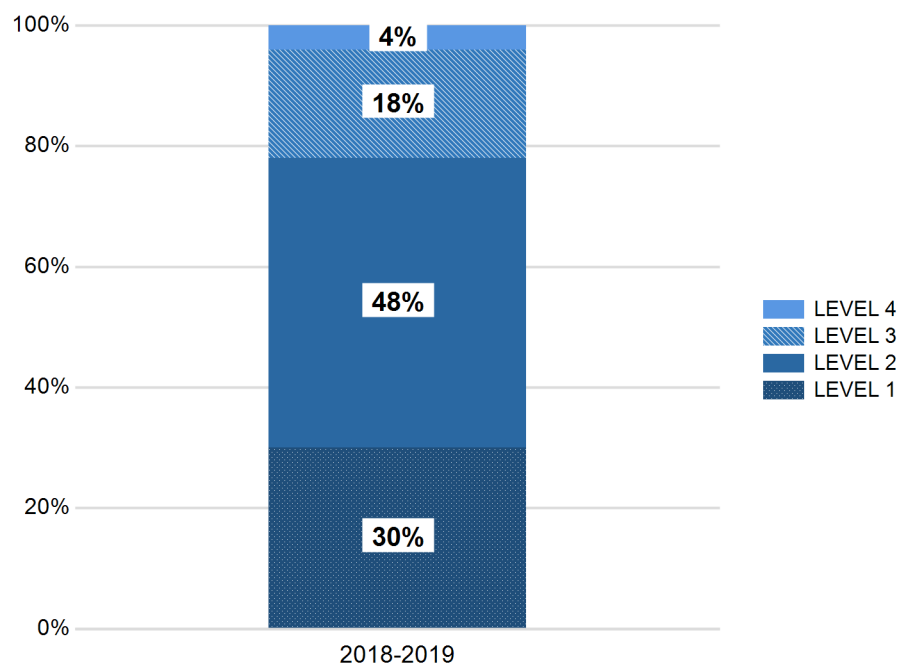
N No Data is available to display

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

NJSLA Science Assessment: Grade 8 Summary

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



NJSLA Science Assessment: Grade 8

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	30	48	18	4
White	28	49	19	4
Hispanic	47	44	6	3
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	28	52	16	4
Male	32	44	20	4
Economically Disadvantaged Students	48	46	7	0
Non-Economically Disadvantaged Students	25	49	21	5
Students with Disabilities	64	31	5	0
Students without Disabilities	20	53	22	5
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	*	*	*	*
Migrant Students	N	N	N	N



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Information about [New Jersey Student Learning Standards](#) can be found on the NJDOE website.

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.

Grade	Algebra I	Geometry	Grade Level and Other Math
7	0	0	456
8	162	0	350
Total	162	0	806

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.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
7	1	0	0	0	0	0	319
8	70	0	0	0	0	0	289
Total	71	0	0	0	0	0	608



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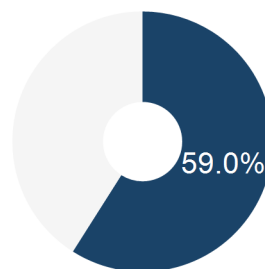
† This indicates a table specific note, see note below table

Visual and Performing Arts – Course Participation

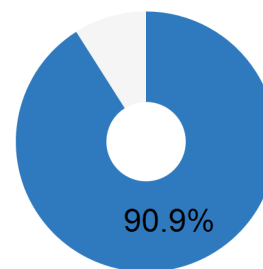
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

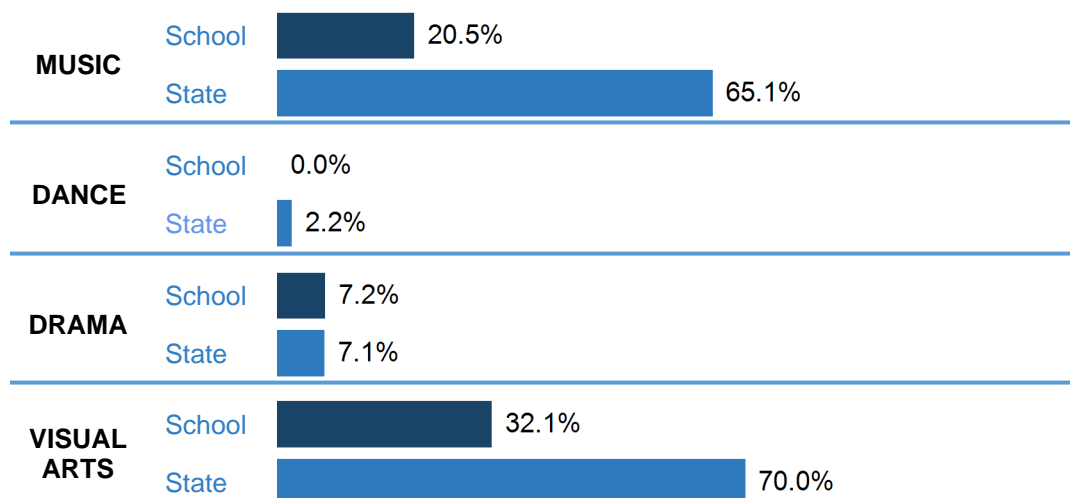


School



State

Students enrolled in one or more classes by discipline:





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

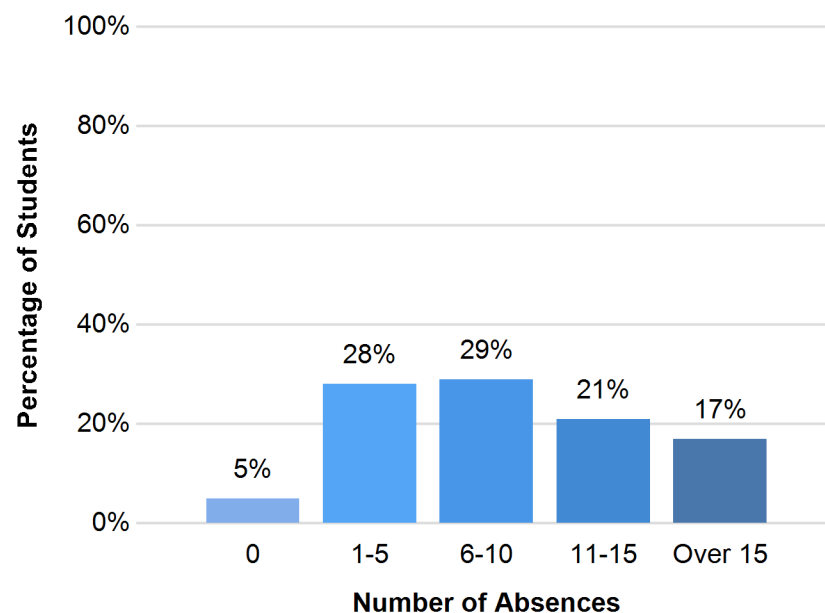
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	111	11.7	9.5	Not Met
White	94	11.2	9.5	Not Met
Hispanic	12	16.4	9.5	Not Met
Black or African American	3	20.0	**	**
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	58	12.9		
Male	53	10.7		
Economically Disadvantaged Students	56	25.8	9.5	Not Met
Students with Disabilities	40	17.8	9.5	Not Met
English Learners	*	*	**	**
Homeless Students	*	*		
Students in Foster Care	N	N		
Military-Connected Students	*	*		
Migrant Students	N	N		

Days Absent

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





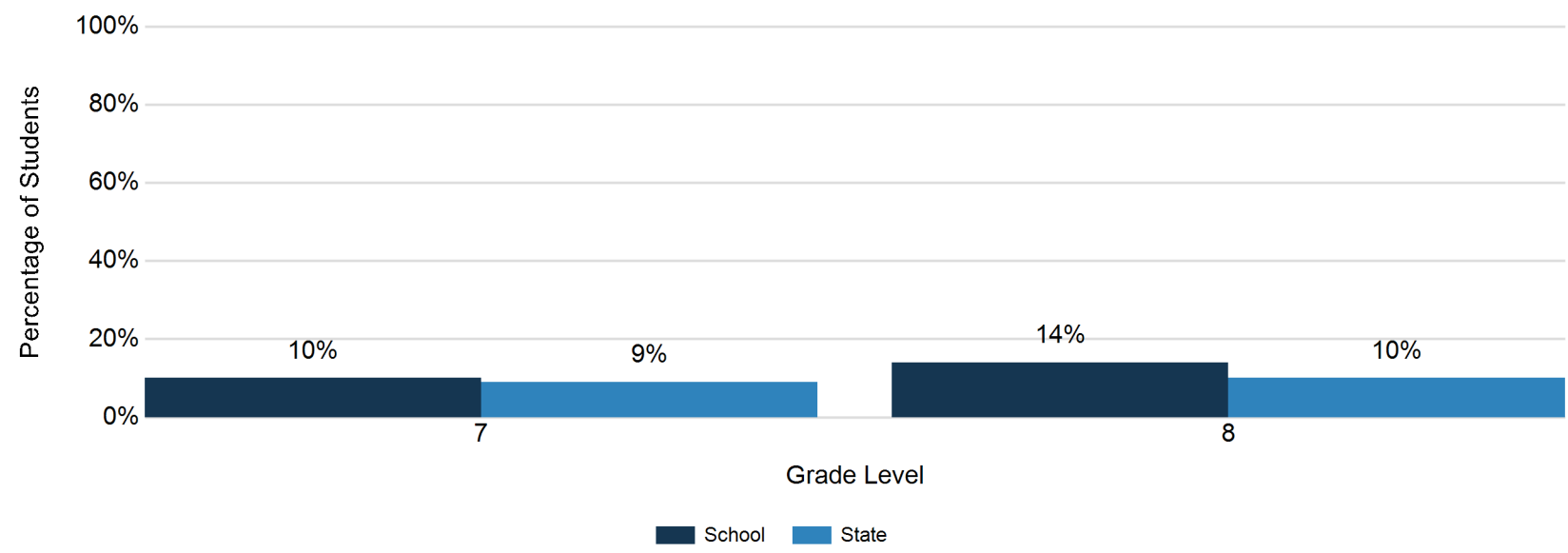
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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select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

Chronic Absenteeism by Grade

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





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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	4
Weapons	0
Vandalism	1
Substances	4
Harassment, Intimidation, Bullying (HIB)	5
Total Unique Incidents	14
Incidents Per 100 Students Enrolled	1.49

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	0
Weapons	0
Vandalism	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	4

Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	1	1
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	5	4	9
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	44	4.7%
Out-of-School Suspensions	52	5.5%
Any Suspension	74	7.9%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
183



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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	7:45 AM
Typical End Time	2:10 PM
Length of School Day	6 Hrs 25 Mins
Full Time - Instructional Time	6 Hrs 25 Mins
Shared Time - Instructional Time	6 Hrs. 25 Mins.

Device Ratios

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

School Year	Student to Device Ratio
2018-19	1.8:1



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Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	81	118,214
Average years experience in public schools	13.6	12.1
Average years experience in district	13.6	10.8
Percentage of Teachers with 4 or more years experience in the district	81.5%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	17	9,530
Average years experience in public schools	17.9	16.0
Average years experience in district	17.6	12.0
Percentage of Administrators with 4 or more years experience in the district	94.1%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	12:1	12:1
Students to Administrators	188:1	168:1
Teachers to Administrators	16:1	13:1
Students to Librarians/Media Specialists		2848:1
Students to Nurses		1424:1
Students to Counselors		219:1
Students to Child Study Team Members		316:1



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Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	47.5%	69.1%	40.0%	48.4%	77.1%	54.9%
Male	52.5%	30.9%	60.0%	51.6%	22.9%	45.1%
White	88.7%	97.5%	100.0%	42.4%	83.6%	77.4%
Hispanic	7.6%	2.5%	0.0%	29.9%	7.3%	7.2%
Black or African American	1.6%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	0.8%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.1%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.1%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	1.0%	0.0%	0.0%	2.1%	0.2%	0.2%



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Teachers and Administrators - Level of Education

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

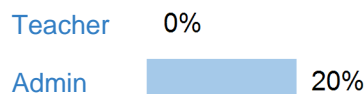
Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	96.0%	90.5%
2017-18 Administrators: Same district 2018-19	88.9%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	95.3%



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Per-Pupil Expenditures by Source

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

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

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

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

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



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

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

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

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

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

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

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

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

ESSA Accountability Status

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

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

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



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ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	54.5%	65.6%	58.9%
Math Proficiency	41.0%	49.8%	47.7%
ELA Growth	44	44	33
Math Growth	60	55	48
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	8.3%	8.8%	11.7%

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



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

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

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

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



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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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



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School Narrative

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



Highlights:

- Competition Day is a favorite of many students; it allows them to compete in a variety of activities: relays, junk yard wars, Jeopardy, etc.
- 8th graders enjoy a two-day trip to Washington, D.C., touring the city and participating in a wreath-laying ceremony at Arlington Cemetery.
- 7th graders travel to Liberty Science Center to experience the hands-on exhibits and finish the day with a dinner cruise around Manhattan.



Mission, Vision, Theme:

Our team approach joins about 125 students on one of seven teams to share a math, English, science, social studies and special education teachers. Ram PRIDE (Personal Responsibility in Daily Effort) is developed through a growth mindset initiative which encourages each student to reach his or her potential. Socially and emotionally, a growth mindset culture facilitates the development of grit, willingness to take learning risks, and perseverance.



Awards, Recognition, Accomplishments:

SRMS students have consistently received recognition and awards for their achievements from Ocean County Math League, the Stafford Township Arbor Day Contest, South Jersey Junior Band, String Ensemble, and Jazz Band, the Thinking Cap Quiz Bowl and nationally and statewide in FCCLA competitions, among many others. In the building, Students of the Month, Students of the Quarter, Perfect Attendance and PROPEL winners are also recognized.



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 <p>Courses, Curriculum, Instruction:</p>	<p>In addition to the core subjects, students have opportunities to explore consumer and family science, research technology, Spanish, applied and design technologies, coding, drama, chorus, strings, band, and a gifted and talented component of the electives. Support services are readily available: Homework Habitat, Study Island, Discovery Education, Google Classroom, and on-line texts. Mrs. Wordsworth, a root-word vocabulary initiative, and a sustained silent reading program further support academic classes.</p>
 <p>Sports and Athletics:</p>	<p>Sports Offered: Baseball (Boys), Cheerleading (Girls), Cross Country (Boys & Girls), Field Hockey (Girls), Football (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Track and Field - Spring (Boys & Girls), Volleyball (Boys & Girls), Wrestling (Boys & Girls)</p> <p>In addition to the above, fall, winter and spring intramurals are offered. Southern Regional Middle School athletic teams have a strong tradition of success, both in overall records and in supporting the character development of student-athletes.</p>
 <p>Clubs and Activities:</p>	<p>Art Club, Student Store, Chess, Builder's Club, Jazz Ensemble, Chorus, Technology Club, Dance Club, Math Team, and Academic Quiz Bowl are just few of the extensive clubs and activities offered. All students are encouraged to become involved in one or more activities, furthering their development as well-rounded individuals. Participation in extracurricular activities is celebrated at the annual Activity Day Picnic. Approximately 750 students qualify for the picnic each year.</p>



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Staff and Professional Learning:

The development of the whole child is the primary goal of the middle school staff, a caring, supportive, knowledgeable and highly professional group of educators. A year-long professional development focus provides the basis for in-service, department and faculty meetings. Common team planning time (teachers, plus guidance and CST), committee memberships and mentoring opportunities also provide occasions for teachers to contribute to student and staff advancement.



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 <p>Student Supports and Services:</p>	<p>Individual educational programs for students with special needs may take many forms: resource room, self-contained, in-class support, physical and speech therapy, a remedial reading program, or an on-campus alternative setting. English as a Second Language, guidance counseling, Child Study Team services, peer tutoring, peer leadership, anti-bullying programs, individual and group counseling and Guided Pursuit of Success are also offered as a part of the array of support services</p>
 <p>Student Health and Wellness:</p>	<p>A hot breakfast program is offered to all students. Physical education and health (including DARE) are part of each student's daily schedule. The health office provides a variety of screenings such as vision, hearing, BMI and scoliosis while the athletic office provides all athletes and their families with information on relevant topics such as concussions.</p>
 <p>Parent and Community Involvement:</p>	<p>Parents have real-time access to students' grades and attendance through the Parent Portal. The district website provides a comprehensive guide to the events, services, and information relevant to each school. Orientation programs for incoming students and parents are provided prior to the start of the 7th grade year. The Southern Regional Home and School Association plays an active role in the school community and fundraisers for scholarships and teacher mini-grants.</p>



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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students An anonymous school climate survey is completed by students annually. The results are reviewed by the school safety team and presented to staff.</p>
 <p>Facilities:</p>	<p>The custodial and maintenance staff take great care in the upkeep of the middle school building and grounds. SRMS boasts three gymnasiums, a fitness room, stage, media center, dedicated band and chorus rooms, and extensive athletic fields.</p>



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Technology and STEM:

Southern Regional Middle School boast three dedicated computer labs (105 desktops) and 611 Chromebooks. Additionally, students experience Design Engineering Workshop, Research Technology and Coding courses during their cycle. Interested students can also further their studies through an after school Coding Club. Technology upgrades are made annually.



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

School Narrative

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



Other Information

Southern Regional Middle School, a grades 7 & 8 community of learners, offers its students a tradition of excellence through a rigorous, student-centered program. Almost 1000 students each year from one constituent and three sending districts enjoy the unique benefits of being a Southern Ram. Special events such as Competition Day and the Activity Day Picnic celebrate our students' talents and successes. Distinctive trips such as the Liberty Science Center/NYC Harbor Cruise and the overnight Washington D.C. trip create lasting memories and provide travel experiences. The talents and investments of the SRMS faculty and staff make it a truly an exceptional place to learn and grow.