



**EASTERN REGIONAL HIGH SCHOOL**  
 (07-1255-050)  
 Grades Offered: 09-12  
 2017-2018

**Report Key:**

- \* Data is not displayed in order to protect student privacy
- \*\* Accountability calculations require 20 or more students
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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 at 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](mailto:reportcard@doe.nj.gov) with any questions about the reports



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School Contact Info

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

Type	Contact Information
County	CAMDEN
District	EASTERN CAMDEN COUNTY REG
Principal Name	MR. TULL
Address	1401 LAUREL OAK ROAD VOORHEES, NJ 08043-0995
Phone Number	(856)784-4441
Email Address	<a href="mailto:RTULL@ECCRSd.US">RTULL@ECCRSd.US</a>
Website	<a href="http://www.eccrsd.us">http://www.eccrsd.us</a>
Twitter	<a href="https://twitter.com/easternviking">https://twitter.com/easternviking</a>



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Enrollment Trends by Grade

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

Grade	2015-16	2016-17	2017-18
9	519	500	468
10	465	524	498
11	514	461	512
12	512	522	471
Total	2,010	2,007	1,949

Enrollment Trends by Student Group

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

Student Group	2015-16	2016-17	2017-18
Female	48.4%	49.9%	49.2%
Male	51.6%	50.1%	50.8%
Economically Disadvantaged Students	12.7%	11.7%	11.4%
Students with Disabilities	11.7%	11.9%	12.5%
English Learners	0.8%	0.9%	0.9%
Homeless Students		0.4%	0.8%
Students in Foster Care		0.0%	0.0%
Military-Connected Students		0.0%	0.0%
Migrant Students		0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2015-16	2016-17	2017-18
White	65.3%	64.4%	62.8%
Hispanic	7.0%	7.2%	7.6%
Black or African American	9.2%	9.4%	10.1%
Asian	14.3%	15.3%	15.6%
Native Hawaiian or Pacific Islander	0.2%	0.2%	0.2%
American Indian or Alaska Native	0.2%	0.1%	0.0%
Two or More Races	3.9%	3.4%	3.7%

Enrollment Trends by Full and Shared Time Status

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

Enrollment Status	2015-16	2016-17	2017-18
Full Time Students	2,010	2,007	1,949
Shared Time Students	0	0	0
Full Time Equivalent	2,010	2,007	1,949

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	90.0%
Gujarati	1.8%
Spanish	1.1%
Other Languages	7.0%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	940	96.6	52.4	52.4	56.7	52.4	37.3	Met Target
White	598	96.6	51.9	51.9	65.6	51.9	35.5	Met Target
Hispanic	68	94.6	35.3	35.3	42.5	35.1	26.2	Met Target
Black or African American	101	97.2	34.7	34.7	37.3	34.7	26.7	Met Target
Asian, Native Hawaiian, or Pacific Islander	141	97.3	70.2	70.2	82.3	70.2	56.6	Met Target
American Indian or Alaska Native	N	N	N	N	52.7	N	**	**
Two or More Races	32	97.0	78.2	78.2	63.4	78.2	35.4	Met Target
Female	461	97.3	65.0	65.0	64.5	65.0		
Male	479	96.0	40.3	40.3	49.4	40.3		
Economically Disadvantaged Students	90	95.9	33.4	33.4	38.5	33.4	25	Met Target
Non-Economically Disadvantaged Students	850	96.7	54.5	54.5	67.5	54.5		
Students with Disabilities	125	94.9	10.4	10.4	21.6	10.4	20	Not Met
Students without Disabilities	815	96.9	58.9	58.9	63.9	58.9		
English Learners	10	84.6	10.0	10.0	27.3	*	**	**
Non-English Learners	930	96.8	52.9	52.9	59.4	*		
Homeless Students	*	*	*	*	27.7	*		
Students In Foster Care	N	N	N	N	26.3	N		
Military-Connected Students	N	N	N	N	57.4	N		
Migrant Students	N	N	N	N	30.1	N		

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	461	754	754	752	7%	10%	26%	43%	14%	57%	55%
White	282	755	755	760	7%	10%	25%	45%	13%	58%	64%
Hispanic	41	747	747	735	*	*	49%	*	*	39%	38%
Black or African American	50	734	734	734	*	20%	30%	*	*	36%	34%
Asian, Native Hawaiian, or Pacific Islander	67	767	767	782	*	*	21%	40%	30%	70%	83%
American Indian or Alaska Native	N	N	N	752	N	N	N	N	N	N	51%
Two or More Races	21	766	766	760	*	0%	*	*	*	81%	63%
Female	222	765	765	759	*	*	23%	51%	19%	70%	63%
Male	239	745	745	744	*	*	30%	36%	9%	45%	46%
Economically Disadvantaged Students	47	740	740	733	*	*	43%	*	*	36%	34%
Non-Economically Disadvantaged Students	414	756	756	761	*	*	25%	*	*	59%	65%
Students with Disabilities	59	710	710	716	*	*	*	*	*	*	15%
Students without Disabilities	402	761	761	758	*	*	*	*	*	*	62%
English Learners	*	*	*	691	*	*	*	*	*	*	*
Non-English Learners	*	*	*	755	*	*	*	*	*	*	*
Homeless Students	*	*	*	720	*	*	*	*	*	*	22%
Students in Foster Care	N	N	N	719	N	N	N	N	N	N	20%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	54%
Migrant Students	N	N	N	696	N	N	N	N	N	N	10%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	479	746	746	749	15%	14%	22%	37%	11%	49%	51%
White	312	744	744	756	16%	14%	23%	35%	12%	47%	58%
Hispanic	29	735	735	733	*	*	*	*	*	28%	38%
Black or African American	51	732	732	728	22%	20%	25%	*	*	33%	32%
Asian, Native Hawaiian, or Pacific Islander	76	765	765	782	*	*	17%	53%	18%	71%	78%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	50%
Two or More Races	11	752	752	753	*	*	0%	*	*	73%	55%
Female	240	758	758	759	6%	11%	22%	46%	15%	61%	60%
Male	239	733	733	739	23%	18%	23%	29%	7%	36%	42%
Economically Disadvantaged Students	46	730	730	730	22%	28%	22%	*	*	28%	34%
Non-Economically Disadvantaged Students	433	747	747	758	14%	13%	22%	*	*	51%	59%
Students with Disabilities	58	707	707	707	48%	24%	*	*	*	12%	15%
Students without Disabilities	421	751	751	756	10%	13%	*	*	*	54%	57%
English Learners	*	*	*	684	*	*	*	*	*	*	*
Non-English Learners	*	*	*	752	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	23%
Students in Foster Care	N	N	N	707	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	706	N	N	N	N	N	N	18%



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

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	100	725	725	736	29%	22%	23%	*	*	26%	39%
White	51	721	721	737	35%	*	24%	*	*	24%	41%
Hispanic	17	722	722	731	*	*	*	*	*	12%	35%
Black or African American	*	*	*	729	*	*	*	*	*	*	31%
Asian, Native Hawaiian, or Pacific Islander	18	743	743	759	*	*	*	*	*	56%	60%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	25%
Two or More Races	*	*	*	737	*	*	*	*	*	*	39%
Female	36	735	735	745	*	*	*	*	*	25%	48%
Male	64	720	720	728	*	*	*	*	*	27%	31%
Economically Disadvantaged Students	19	715	715	730	*	*	*	*	*	16%	33%
Non-Economically Disadvantaged Students	81	728	728	739	*	*	*	*	*	28%	42%
Students with Disabilities	32	705	705	708	*	*	*	*	*	*	13%
Students without Disabilities	68	735	735	742	*	*	*	*	*	*	44%
English Learners	*	*	*	702	*	*	*	*	*	*	*
Non-English Learners	*	*	*	738	*	*	*	*	*	*	*
Homeless Students	N	N	N	721	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	708	N	N	N	N	N	N	19%
Military-Connected Students	N	N	N	729	N	N	N	N	N	N	31%
Migrant Students	N	N	N	707	N	N	N	N	N	N	*

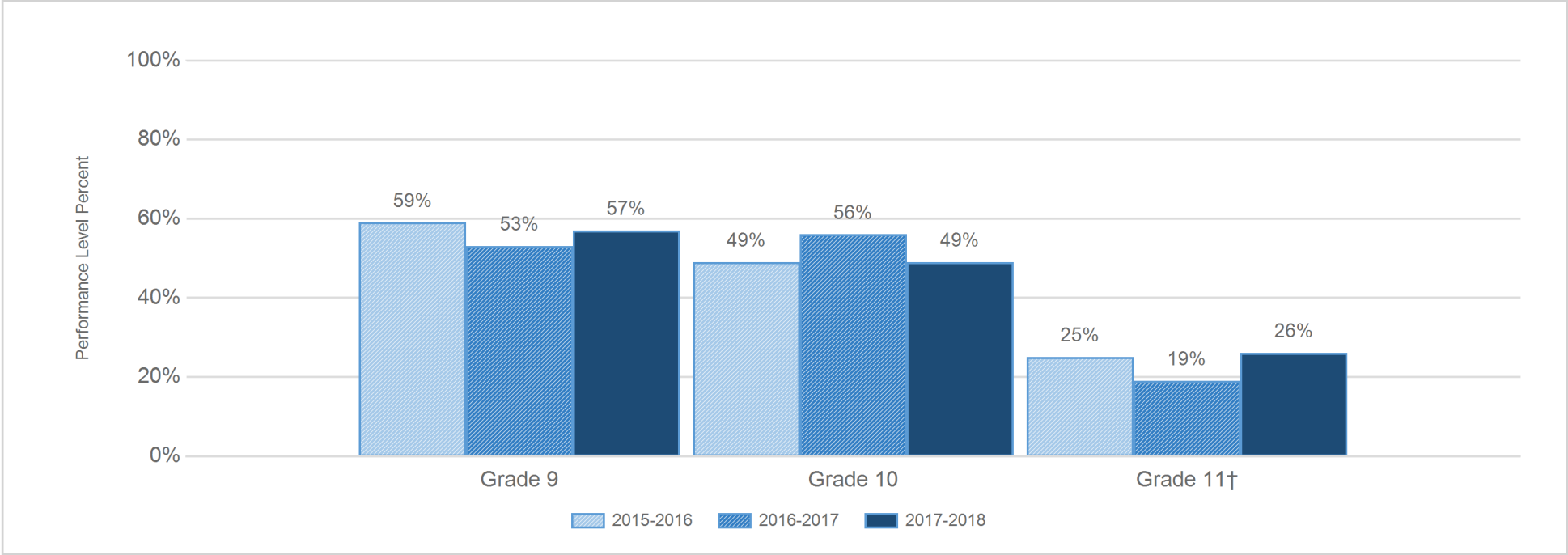


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English Language Arts/Literacy Assessment - Performance Trends

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



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





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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	935	96.9	38.3	38.3	45.0	38.3	34.9	Met Target
White	593	96.4	38.5	38.5	54.1	38.5	32.5	Met Target
Hispanic	68	95.9	17.7	17.7	29.2	17.7	22.5	Met Target†
Black or African American	103	99.1	16.5	16.5	23.4	16.5	21.4	Met Target†
Asian, Native Hawaiian, or Pacific Islander	138	97.2	59.4	59.4	77.0	59.4	59.7	Met Target†
American Indian or Alaska Native	N	N	N	N	42.5	N	**	**
Two or More Races	33	100.0	57.5	57.5	53.0	57.5	28	Met Target
Female	460	97.1	41.3	41.3	46.0	41.3		
Male	475	96.8	35.3	35.3	43.9	35.3		
Economically Disadvantaged Students	90	96.9	36.6	36.6	26.6	36.6	22.3	Met Target
Non-Economically Disadvantaged Students	845	96.9	38.5	38.5	55.9	38.5		
Students with Disabilities	120	95.4	*	*	17.1	*	9.8	Met Target†
Students without Disabilities	815	97.2	*	*	50.5	*		
English Learners	10	84.6	20.0	20.0	24.6	17.5	**	**
Non-English Learners	925	97.1	38.5	38.5	46.9	38.5		
Homeless Students	*	*	*	*	17.3	*		
Students In Foster Care	N	N	N	N	16.2	N		
Military-Connected Students	N	N	N	N	45.8	N		
Migrant Students	N	N	N	N	23.7	N		

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Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	327	735	735	746	10%	23%	34%	33%	0%	33%	46%
White	178	736	736	755	12%	19%	34%	35%	0%	35%	57%
Hispanic	41	729	729	730	*	44%	37%	*	*	15%	27%
Black or African American	55	729	729	727	*	27%	36%	*	*	24%	23%
Asian, Native Hawaiian, or Pacific Islander	37	746	746	779	0%	*	*	46%	0%	46%	79%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	49%
Two or More Races	16	742	742	755	*	*	*	*	*	56%	54%
Female	141	738	738	748	10%	19%	33%	38%	0%	38%	48%
Male	186	733	733	745	11%	25%	34%	30%	0%	30%	44%
Economically Disadvantaged Students	48	734	734	729	*	31%	*	38%	0%	38%	25%
Non-Economically Disadvantaged Students	279	735	735	756	*	21%	*	32%	0%	32%	57%
Students with Disabilities	61	709	709	716	31%	44%	*	*	*	10%	13%
Students without Disabilities	266	741	741	752	6%	18%	*	*	*	38%	52%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	749	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	16%
Students in Foster Care	N	N	N	712	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	49%
Migrant Students	N	N	N	720	N	N	N	N	N	N	11%



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### Mathematics Assessment - Performance by Test: Geometry

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	470	739	739	735	5%	25%	37%	30%	3%	33%	30%
White	324	740	740	740	4%	25%	38%	*	*	33%	37%
Hispanic	26	729	729	723	*	*	*	*	*	19%	14%
Black or African American	43	719	719	719	*	*	*	*	*	*	11%
Asian, Native Hawaiian, or Pacific Islander	64	750	750	760	*	*	38%	*	*	52%	65%
American Indian or Alaska Native	N	N	N	734	N	N	N	N	N	N	28%
Two or More Races	13	740	740	741	*	*	*	*	*	46%	39%
Female	245	741	741	736	*	23%	39%	*	*	35%	30%
Male	225	736	736	734	*	26%	35%	*	*	30%	29%
Economically Disadvantaged Students	37	730	730	722	*	46%	27%	*	*	22%	13%
Non-Economically Disadvantaged Students	433	739	739	741	*	23%	38%	*	*	34%	38%
Students with Disabilities	50	713	713	713	*	*	*	*	*	*	*
Students without Disabilities	420	742	742	738	*	*	*	*	*	*	*
English Learners	*	*	*	711	*	*	*	*	*	*	*
Non-English Learners	*	*	*	736	*	*	*	*	*	*	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	731	N	N	N	N	N	N	24%
Migrant Students	N	N	N	709	N	N	N	N	N	N	11%



**EASTERN REGIONAL HIGH SCHOOL**  
(07-1255-050)  
Grades Offered: 09-12  
2017-2018

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**Mathematics Assessment - Performance by Test: Algebra II**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	224	741	741	727	19%	13%	22%	*	*	46%	30%
White	126	744	744	733	14%	12%	26%	*	*	48%	35%
Hispanic	22	703	703	710	*	*	*	*	*	*	14%
Black or African American	*	*	*	705	*	*	*	*	*	*	11%
Asian, Native Hawaiian, or Pacific Islander	52	758	758	766	*	*	*	*	*	69%	66%
American Indian or Alaska Native	N	N	N	729	N	N	N	N	N	N	28%
Two or More Races	*	*	*	736	*	*	*	*	*	*	37%
Female	112	743	743	728	14%	14%	22%	*	*	49%	30%
Male	112	740	740	727	23%	12%	21%	*	*	44%	30%
Economically Disadvantaged Students	26	714	714	709	58%	*	0%	*	*	35%	13%
Non-Economically Disadvantaged Students	198	745	745	736	14%	*	25%	*	*	48%	37%
Students with Disabilities	33	701	701	693	*	*	*	*	*	*	*
Students without Disabilities	191	748	748	732	*	*	*	*	*	*	*
English Learners	*	*	*	691	*	*	*	*	*	*	*
Non-English Learners	*	*	*	729	*	*	*	*	*	*	*
Homeless Students	N	N	N	703	N	N	N	N	N	N	10%
Students in Foster Care	N	N	N	693	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	717	N	N	N	N	N	N	20%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%

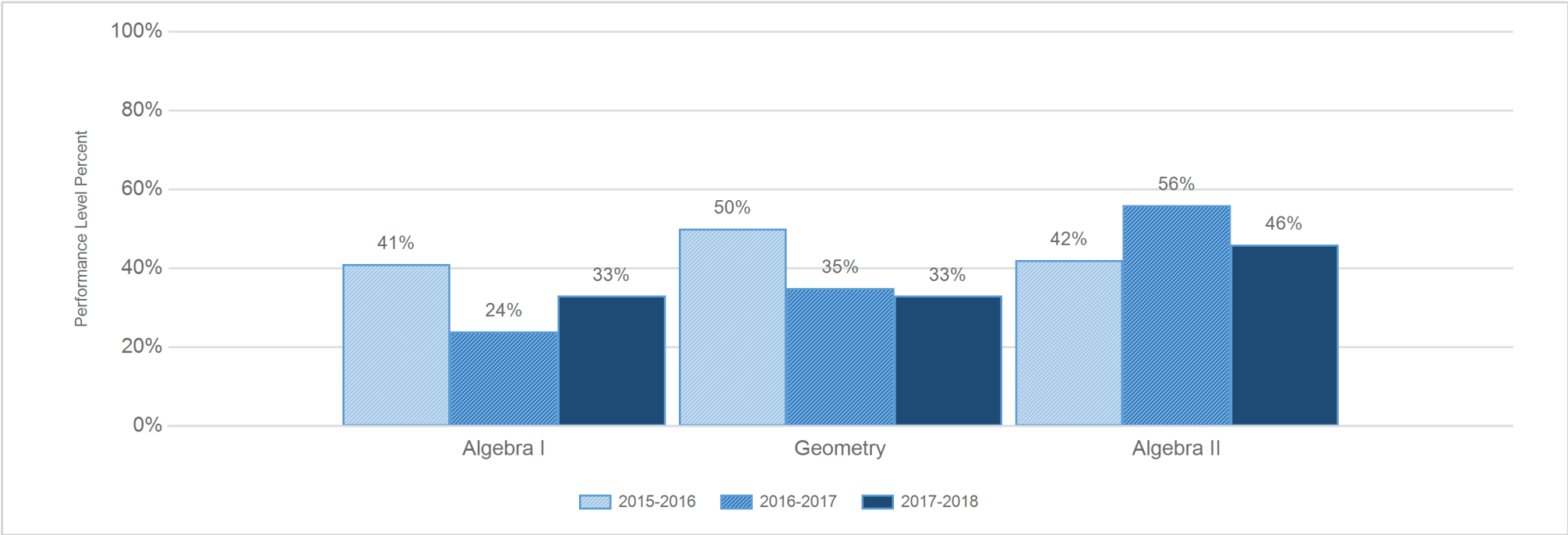


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Mathematics Assessment – Performance Trends

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



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



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DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
9	N	N
10	N	N
11	12	13

English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2017-18 Target	Met Target?
Schoolwide/English Learners	50.0%	**	**

† 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	13	69.2%	30.8%
3-4	*	*	*
5 or more	N	N	N



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

NJASK Science Assessment Information

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

Biology Assessment Information

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



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

**PSAT, SAT, & ACT - Participation**

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

Participation Type	School Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2017-18	96.4%	85.0%
12th graders taking SAT in 2017-18 or prior years	82.2%	72.2%
12th graders taking ACT in 2017-18 or prior years	19.7%	24.6%

**PSAT, SAT, & ACT - Performance**

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

Participation Type	School Average Score	State Average Score	College Readiness Benchmarks	School - Students Scores at or above Benchmark	State - Students Scores at or above Benchmark
PSAT 10/NMSQT - Reading and Writing	513	478	Grade 10: 430 Grade 11: 460	77%	62%
PSAT 10/NMSQT - Math	508	478	Grade 10: 480 Grade 11: 510	51%	42%
SAT - Reading and Writing	586	542	480	88%	72%
SAT - Math	589	543	530	73%	54%
ACT - Reading	27	24	22	81%	62%
ACT - English	27	24	18	95%	78%
ACT - Math	26	24	22	75%	62%
ACT - Science	26	23	23	70%	53%





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2017-2018

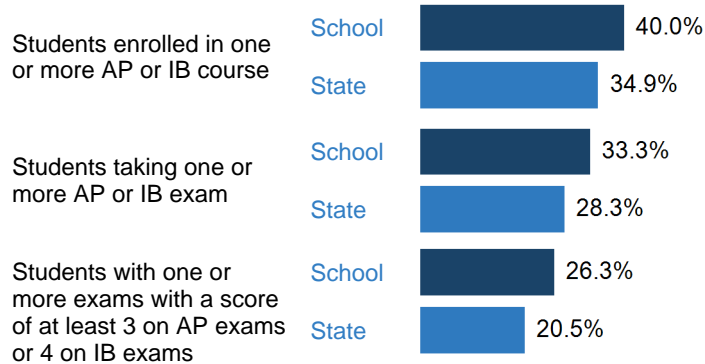
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate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

### AP/IB Coursework – Participation and Performance

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



### Dual Enrollment Coursework - Participation

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



### AP/ IB Courses Offered

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

AP/IB Course	Students Enrolled	Students Tested
AP Biology	53	44
AP Calculus AB	39	35
AP Calculus BC	26	26
AP Chemistry	65	61
AP Computer Science A	21	19
AP English Language and Composition	97	98
AP English Literature and Composition	75	66
AP Environmental Science	0	48
AP European History	0	1
AP French Language and Culture	35	13
AP Human Geography	0	5
AP Japanese Language and Culture	0	1
AP Latin (Virgil, Catullus and Horace)	11	6
AP Microeconomics	67	55
AP Music Theory	4	2
AP Physics 1	69	50



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AP/IB Course	Students Enrolled	Students Tested
AP Physics 2	0	1
AP Physics C	21	0
AP Physics C: Electricity and Magnetism	0	16
AP Physics C: Mechanics	0	17
AP Psychology	90	57
AP Spanish Language	17	16
AP Statistics	31	30
AP Studio Art—Drawing Portfolio	5	0
AP U.S. Government and Politics	26	23
AP U.S. History	103	53
AP World History	21	19
Total Exams taken		762
Exams with scores of at least 3 on AP exams or 4 on IB exams		564



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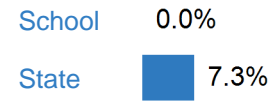
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This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education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

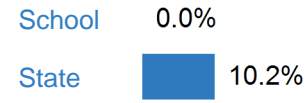
Career and Technical Education Participation

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

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



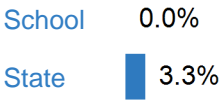
**CTE Concentrators**  
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

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

**Structured Learning Experiences**





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Industry-Valued Credentials

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

Students Earning Industry-Valued Credentials



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
Total (All Clusters)	0	0	0



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

### 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	299	164	1	0	0	0	6
10	22	341	154	3	0	0	5
11	2	24	298	181	4	16	10
12	0	2	28	93	97	113	103
Total	323	531	481	277	101	129	124
Enrolled in AP/IB Course					65	31	0
Enrolled in Dual Enrollment Course	0	0	0	0	101	129	0

### Science - Course Participation

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

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	462	1	0	0	0	4
10	24	472	0	3	2	9
11	19	71	0	109	335	33
12	35	12	0	75	34	176
Total	540	556	0	187	371	222
Enrolled in AP/IB Course	53	65		0	90	0
Enrolled in Dual Enrollment Course	53	65	0	60	89	128



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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	460	5	0	0	0	28
10	17	475	2	0	0	39
11	9	446	28	71	30	72
12	20	33	39	118	107	128
Total	506	959	69	189	137	267
Enrolled in AP/IB Course	21	103	67	90		26
Enrolled in Dual Enrollment Course	21	103	67	90	0	40

### 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	326	54	0	29	0	0	0
10	374	75	0	29	0	0	0
11	267	46	0	66	0	0	0
12	47	45	0	17	0	0	0
Total	1014	220	0	141	0	0	0
Enrolled in AP/IB Course	17	35	0	11	0	0	0
Enrolled in Dual Enrollment Course	279	82	0	78	0	0	0
Enrolled in Level 3 or Higher	262	47	0	67	0	0	0



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Seal of Biliteracy

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

Language	Students Earning a Seal of Biliteracy
Chinese	*
French	*
Japanese	*
Russian	*
Total	*



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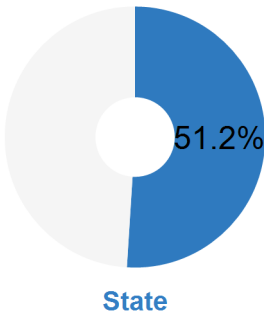
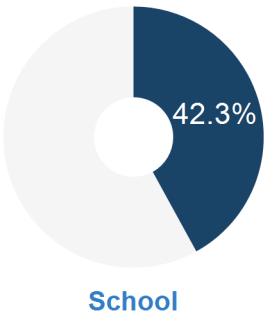
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Visual and Performing Arts – Course Participation

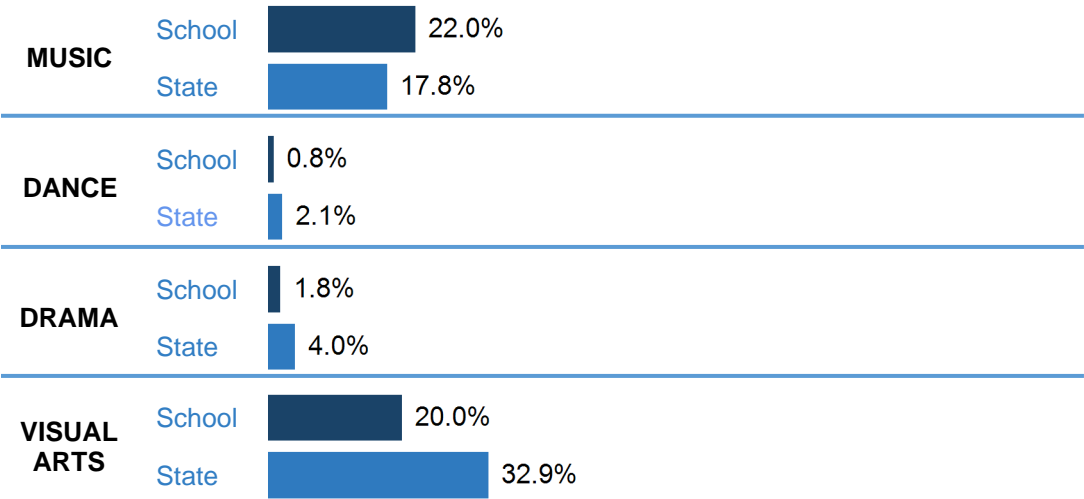
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

**Grades 9-12:**

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



Students enrolled in one or more classes by discipline:







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

## Graduation Rates

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

Student Group	School - Class of 2018: 4 Year Rate	State - Class of 2018: 4 Year Rate	School - Class of 2017: 5 Year Rate	State - Class of 2017: 5 Year Rate	Class of 2017: 4 Year Rate	Class of 2017: 4 Year Target	Class of 2017: Met Target	Class of 2016: 5 Year Rate	Class of 2016: 5 Year Target	Class of 2016: Met Target
Schoolwide	93.5%	90.9%	95.9%	92.4%	95.0%	N	Met Goal	96.3%	N	Met Goal
White	93.3%	95.0%	96.6%	95.7%	95.8%	N	Met Goal	95.9%	N	Met Goal
Hispanic	85.3%	84.8%	97.1%	87.3%	88.9%	93.5%	Not Met	100.0%	N	Met Goal
Black or African American	93.9%	84.2%	88.4%	86.8%	90.5%	88.5%	Met Target	98.1%	N	Met Goal
Asian, Native Hawaiian or Pacific Islander	95.9%	97.0%	96.1%	97.7%	96.1%	N	Met Goal	98.4%	N	Met Goal
American Indian or Alaska Native	N	86.5%	*	94.1%	*	**	**	*	**	**
Two or More Races	100.0%	92.0%	*	93.9%	*	N	Met Goal	*	N	N
Economically Disadvantaged Students	89.3%	84.6%	90.7%	87.0%	88.7%	88.4%	Met Target	95.2%	N	Met Goal
Students with Disabilities	72.4%	80.1%	86.0%	83.5%	83.7%	79.3%	Met Target	85.7%	76.7%	Met Target
English Learners	*	75.8%	90.0%	81.8%	90.9%	**	**	*	**	**
Homeless Students	N	72.6%	*	79.1%	*			N		
Students in Foster Care	N	62.6%	N	64.9%						



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### Graduation Pathways

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

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
PARCC Assessment	9.1%	2.4%
Substitute Competency Test	88.2%	92.4%
Portfolio Appeals Process	1.6%	1.8%
Alternate Requirements specified in IEP	0.9%	3.1%
Unknown	0.2%	0.2%

### Graduation Rate Trends

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

Class of	4-Year Rate	5-Year Rate
2018	93.5%	-
2017	95.0%	95.9%
2016	94.4%	96.3%

### Dropout Rate Trends

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

School Year	School Rate	State Rate
2017-2018	0.1%	1.2%
2016-2017	0.3%	1.1%
2015-2016	0.3%	1.2%



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

Postsecondary Enrollment Rates: Fall

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	72.8%	27.6%	72.4%
Schoolwide	84.6%	20.3%	79.7%
White	87%	20.3%	79.7%
Hispanic	77.4%	33.3%	66.7%
Black or African American	63%	20.7%	79.3%
Asian, Native Hawaiian, or Pacific Islander	94.3%	15.2%	84.8%
American Indian or Alaska Native	N	N	N
Two or More Races	79.2%	21.1%	78.9%
Economically Disadvantaged Students	60.8%	38.7%	61.3%
Students with Disabilities	68.9%	58.1%	41.9%
English Learners	*	*	*

Postsecondary Enrollment Rates: 16 month

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	77.9%	31.9%	68.1%	72.5%	27.5%	64.9%	35.1%
Schoolwide	88.1%	24.3%	75.7%	72.5%	27.5%	52.7%	47.3%
White	87.9%	22.4%	77.6%	68.2%	31.8%	48.2%	51.8%
Hispanic	84.4%	51.9%	48.1%	92.6%	7.4%	77.8%	22.2%
Black or African American	89.5%	41.2%	58.8%	82.4%	17.6%	70.6%	29.4%
Asian, Native Hawaiian, or Pacific Islander	94.4%	13.2%	86.8%	77.9%	22.1%	50%	50%
American Indian or Alaska Native	*	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	79.7%	44.7%	55.3%	83%	17%	74.5%	25.5%
Students with Disabilities	65.9%	55.6%	44.4%	88.9%	11.1%	66.7%	33.3%
English Learners	*	*	*	*	*	*	*



EASTERN REGIONAL HIGH SCHOOL  
(07-1255-050)  
Grades Offered: 09-12  
2017-2018

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

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

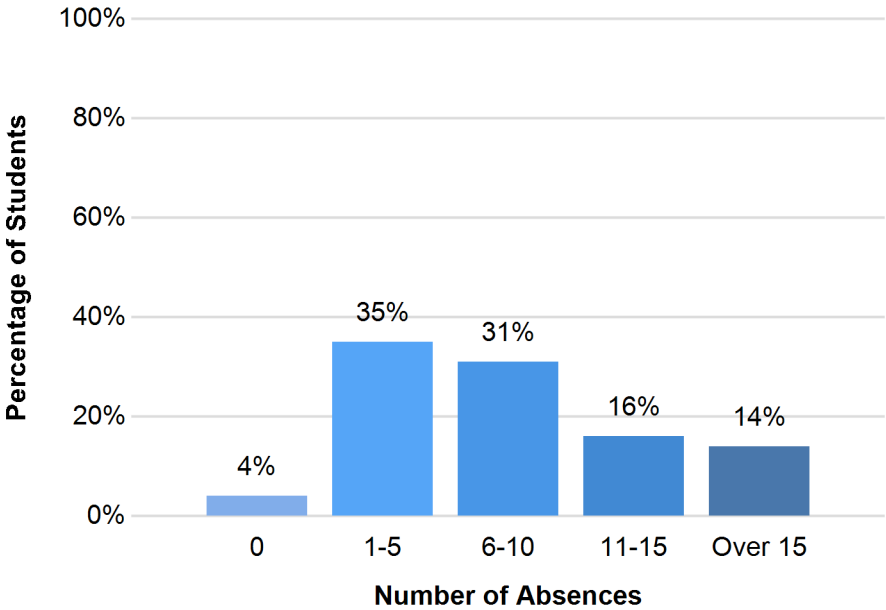
Chronic Absenteeism

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

Student Group	Number of students chronically absent	Percent of students chronically absent	State Average	Met State Average
Schoolwide	238	12.0	14.9	Met
White	154	12.3	14.9	Met
Hispanic	22	14.8	14.9	Met
Black or African American	29	14.6	14.9	Met
Asian, Native Hawaiian, or Pacific Islander	21	6.8	14.9	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	12	16.0	14.9	Not Met
Economically Disadvantaged Students	46	20.6	14.9	Not Met
Students with Disabilities	69	24.9	14.9	Not Met
English Learners	1	6.3	**	**

Days Absent

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





EASTERN REGIONAL HIGH SCHOOL

(07-1255-050)

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2017-2018

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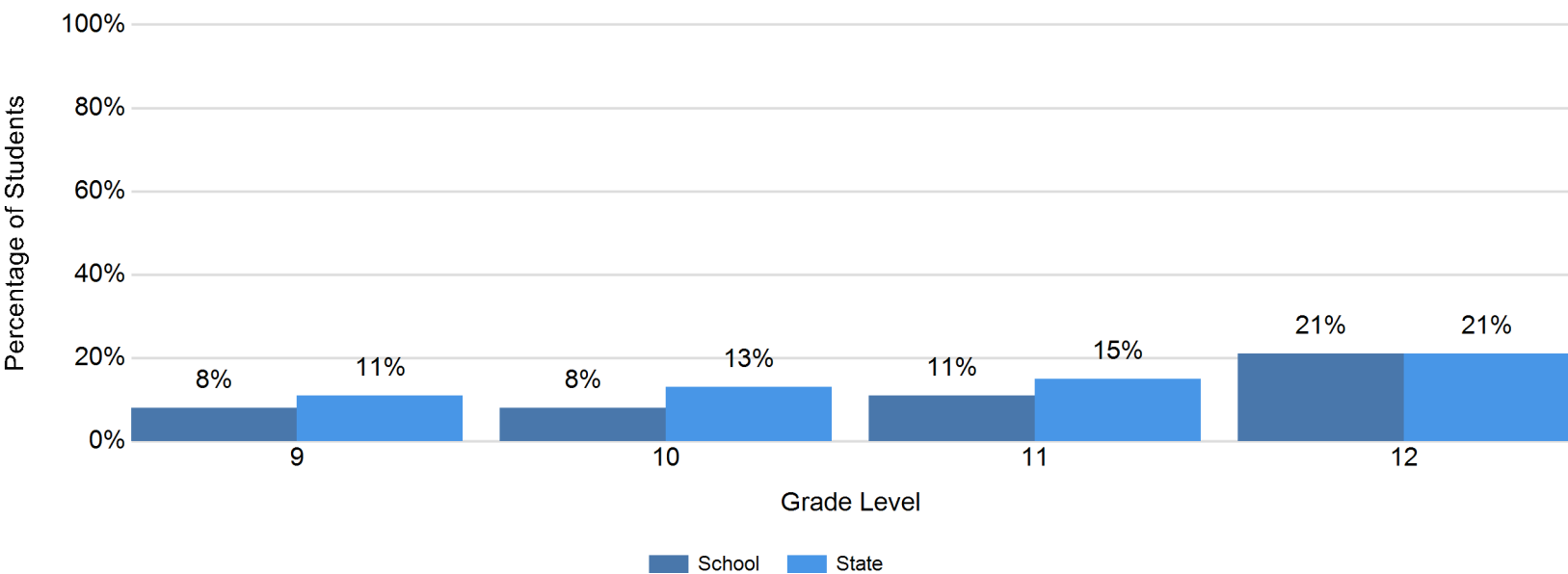
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Chronic Absenteeism by Grade

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), which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. As such, comparing this year's report to previous years' data can lead to inaccurate conclusions in many reporting categories. As such, the 2017-18 report should be considered a baseline year.

**Violence, Vandalism, HIB, and Substance Offenses**

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

Incident Type	Number of Incidents
Violence	19
Weapons	0
Vandalism	7
Substances	8
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	34
Incidents Per 100 Students Enrolled	1.74

**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	8
Weapons	0
Vandalism	1
Substances	5
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	4



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### Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and 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	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	0	0
No Identified Nature	9		9

### 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	0	0.0%
Out-of-School Suspensions	113	5.8%
Any Suspension	113	5.8%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
353



EASTERN REGIONAL HIGH SCHOOL  
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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	7:35 AM
Typical End Time	2:15 PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	5 Hrs 8 Mins
Shared Time - Instructional Time	N

Device Ratios

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

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

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2016-2017)	\$278	\$14,572	\$14,850





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**Key terms for staff data:**

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

**Teachers:** All classroom teachers

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

### Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	141	117,464
Average years experience in public schools	14.4	12.0
Average years experience in district	11.3	10.7
Teachers in district for 4 or more years	81.6%	75.5%

### Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	13	9,374
Average years experience in public schools	20.6	16.0
Average years experience in district	9.7	12.0
Administrators in district for 4 or more years	76.9%	76.2%

### Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	14:1	14:1
Students to Administrators	177:1	150:1
Teachers to Administrators	13:1	11:1
Students to Librarians/Media Specialists		1949:1
Students to Nurses		975:1
Students to Counselors		244:1
Students to Child Study Team		325:1



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Teachers and Administrators - Level of Education

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

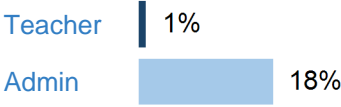
Bachelor’s Degree



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

Job Type	District	State
2016-17 Teachers: Same district 2017-18	93.5%	90.2%
2016-17 Administrators: Same district 2017-18	91.7%	86.2%

Faculty Attendance

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

School Year	% Days Present
2017-18	96.5%



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Teachers and Administrators – Demographics

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

Category	Teachers	Administrators
Female	56.7%	36.4%
Male	43.3%	63.6%
White	92.2%	72.7%
Hispanic	2.8%	0.0%
Black or African American	2.8%	27.3%
Asian	2.1%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%



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

Comprehensive Status

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

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

Targeted Status

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

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



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

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

Accountability Indicator	Score	Weight
English Language Arts Proficiency	48.14	17.5%
Mathematics Proficiency	62.75	17.5%
Graduation Rate - 4-Year	47.85	25.0%
Graduation Rate - 5-Year	58.33	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	43.68	15.0%
<b>Summative Score:</b> Sum of all indicator scores multiplied by indicator weights	52.50	n/a
<b>Summative Rating:</b> Percentile Rank of Summative Score	51.00	n/a
<b>Requires Comprehensive Support:</b> Summative Rating is less than or equal to 5 <sup>th</sup> percentile	No	n/a
<b>Requires Comprehensive Support:</b> 4-year Graduation Rate less than or equal to 67%	No	n/a

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



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Accountability Summary by Student Group - 2017-18 School Year

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




Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	4-Year Graduation Rate: Met Annual Target	5-Year Graduation Rate: Met Annual Target	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	No	Met Target	Met Target	Met Goal	Met Goal	**	Met	No
White	46.57	8.94	No	Met Target	Met Target	Met Goal	Met Goal	n/a	Met	No
Hispanic	59.09	8.94	No	Met Target	Met Target†	Not Met	Met Goal	n/a	Met	No
Black or African American	68.44	8.94	No	Met Target	Met Target†	Met Target	Met Goal	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	35.45	8.94	No	Met Target	Met Target†	Met Goal	Met Goal	n/a	Met	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	42.50	8.94	No	Met Target	Met Target	Met Goal	N	n/a	Not Met	No
Economically Disadvantaged Students	65.75	8.94	No	Met Target	Met Target	Met Target	Met Goal	n/a	Not Met	No
Students with Disabilities	48.68	8.94	No	Not Met	Met Target†	Met Target	Met Target	n/a	Not Met	No
English Learners	**	**	No	**	**	**	**	**	**	No

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



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School Narrative	
This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact your school directly.	
<div>  <div>Highlights:</div> </div>	<ul style="list-style-type: none"> <li>• Eastern offers Camden County College courses taught by CCC professors on the Eastern campus during the school day.</li> <li>• Technology is part of each school day, with all students utilizing personal iPads.</li> <li>• Offers 22 varsity sports teams, and the girls Field Hockey Team has won twenty consecutive state championships.</li> </ul>
<div>  <div>Mission, Vision, Theme:</div> </div>	<p>The Eastern Camden County Regional School District is committed to an exemplary educational program, based upon the Core Curriculum Content Standards as adopted by the State Board of Education, that inspires and prepares life-long learners who contribute to society as caring, productive, and responsible individuals.</p>
<div>  <div>Awards, Recognition, Accomplishments:</div> </div>	<p>Eastern has earned a high approval rating from the New Jersey Department of Education and has been named as a top school by several professional publications. While infusing the Common Core State Standards (New Jersey Student Learning. Recognized Standards) and aligning curriculum, teachers foster the development of skills that will enable students to function effectively in a rapidly changing global society. Instruction is developed on the firm belief that every student can learn. Eastern Regional High School was recognized as a bronze level Future Ready School.</p>






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 <p>Courses, Curriculum, Instruction:</p>	<p>Eastern is a comprehensive high school that strives to meet the needs of all its students. We offer more than 200 courses, including twenty-six Advanced Placement courses, a professional staff recognized for excellence on state and local levels, class size average of twenty-four students, and a safe and supportive learning environment.</p>
 <p>Sports and Athletics:</p>	<p>Sports Offered: Baseball (Boys), Basketball (Boys &amp; Girls), Bowling (Boys &amp; Girls), Cheerleading (Girls), Cross Country (Boys &amp; Girls), Field Hockey (Girls), Football (Boys), Golf (Boys &amp; Girls), Lacrosse (Boys &amp; Girls), Soccer (Boys &amp; Girls), Softball (Girls), Swimming (Boys &amp; Girls), Tennis (Boys &amp; Girls), Track and Field - Spring (Boys &amp; Girls), Track and Field - Winter (Boys &amp; Girls), Volleyball (Boys &amp; Girls), Wrestling (Boys &amp; Girls)</p> <p>Recognizing that the students have needs and interest that go beyond the scope of academic life, the school district is committed to providing an interscholastic program consistent with those needs and interest. Recognizing, further, the positive impact of athletics participation on individual development, and consistent with the school district's academic doctrine, the athletics program seeks to pursue excellence through hard work and encourages attitudes of integrity and fairness, respect for others, teamwork, and dedication to goals.</p>
 <p>Clubs and Activities:</p>	<p>Co-curricular Organizations (Academic Challenge, Chess Club, Debate Club, D.E.C.A., E.S.C.A.P.E., Math League, Mock Trial Team, Robotics Team, Science League, STEAM Club and Art, French, Spanish, History &amp; Tri-M Music Honor Societies. Service Organizations Cultural Diversity Club, Interact, Key Club, National Honor Society, SUCCESS Club, and Student Alliance.</p>







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 <p>Staff and Professional Learning:</p>	<p>Eastern teachers are provided a dedicated Professional Learning Period to support our professional learning communities. Teachers, individually and collaboratively, use of the professional learning period, in consultation with the principal or his designee, to achieve individual, department, school, or district initiatives and goals.</p>
 <p>Postsecondary Information:</p>	<p>88% of our 2018 Graduates are attending college and 12% pursuing Military Services, Employment and other post secondary plans; during lunch and learn college application help is offered with two or more counselors. The colleges attended by some of our graduates include Yale University, University of Pennsylvania, Georgetown University, Rutgers University, and The College of New Jersey.</p>






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 (07-1255-050)  
 Grades Offered: 09-12  
 2017-2018

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

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 <p>Student Supports and Services:</p>	<p>Student support services include ELL, 504 Committee, Child Study Team, Crisis Counselor and Student Assistance Counselor.</p>
 <p>Student Health and Wellness:</p>	<p>In accordance with the requirements of the Healthy, Hunger Free Kids Act 2010 (HHFKA) our school district has implemented a wellness policy that includes goals for nutrition promotion, nutrition education, physical activity, and other school-based activities that promote student wellness, and our Health and Physical Education and Adaptive Physical Education programs are a part of students daily routine.</p>
 <p>Parent and Community Involvement:</p>	<p>The parent organizations include District Advisory Council, Eastern Education Foundation, Municipal Alliance and Project Graduation. These organizations are open to any parent, community member, or student with an interest in maintaining and improving Eastern for the future.</p>






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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Teachers</p> <p>The school climate survey used at our school is made up of 16 items, the questions were multiple choice - answers ranging from "strongly agree" to "strongly disagree." Every question left space for respondents to expand upon or clarify their answers.</p>
 <p>Facilities:</p>	<p>Recent upgrades and renovations in school facilities includes the installation of energy efficient lighting in our Performing Arts Center and Parking Lot, the partial replacement of our roof, replacement of the artificial turf on both the baseball infield and the soccer/lacrosse complex, and the expansion of the culinary arts classroom and laboratory.</p>
 <p>School Safety:</p>	<p>Our School Security Committee drives all policies and procedures related to school security. The committee consists of students, parents, community members, school staff and our local police. With the support of our Board of Education the committee has recommended and implemented the following enhancements: Established school visitor procedures        Implemented strategies to strengthen our school perimeter        Provided additional armed school resource officers (SRO's)        Implemented more effective security communication protocols</p>



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 <div>Technology and STEM:</div>	<div>At Eastern Regional High School we seek to inspire, engage, enable, and empower ECCRSD students by providing them with the technological capabilities to develop life-long skills to critically think, collaborate, and creatively solve problems for complex challenges in a global society. Our mission is to nurture students' aspirations by offering an authentic and personalized curriculum, by valuing respect for the individual and diverse ideas, and by providing innovative technologies for 21st century skill development. Integrating technology will improve instruction to expand student learning in new, meaningful ways.</div>
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Other Information:

Our school operates on a four-day rotating bell schedule designed to maximize time, resources, and relationships. Students have more opportunities over their four years at Eastern Regional High School to engage in a greater variety of learning opportunities or concentrate in areas of their interests. The daily schedule allows for greater: engagement with peers, offerings of extra help during the school day, supports for success, and participation in extracurricular programs. The bell schedule provides students with the responsibility to enhance their high school experience by engaging in these enriching opportunities unavailable in the traditional schedule. Faculty members gain opportunities to engage in ongoing discussions of pedagogy and best practice to improve student achievement.