



# Sterling Regional School District (07-5035)

2019-2020

County: Camden

Superintendent: Mr. Matthew Sheehan

District: Sterling Regional School District

[District Website](#)

801 Preston Ave.

856-882-1186

Somerdale, NJ 08083-2175



**907**  
Total Students



**09-12**  
Grades Offered

## Overview & Resources

The School Performance Reports reflect the New Jersey Department of Education's (NJDOE) commitment to providing parents, students, and school communities with a large variety of information about each school and district. These reports can be used as a tool to help evaluate whether all students have equitable access to high quality education. We encourage you to use these reports to:

- **Learn more** about the school and the district
- **Start conversations** with school community members and ask questions
- **Engage** with school communities to identify where schools are doing well and where they can improve

**Important Notes for 2019-2020:** The ongoing COVID-19 pandemic has had a significant impact on the way the NJDOE was able to measure school performance and student achievement for the 2019-2020 School Performance Reports. Some data is not available at all and other data, while available, may not look the same as it did in prior years. The NJDOE also recognizes that our existing data can't begin to measure the hard work and perseverance of the students, families, educators and community members during this difficult year. This past year has been unlike any other, and the NJDOE believes that it is critical to use the available data in the reports, along with other information collected directly within districts and communities, to start conversations, identify gaps in information, and begin to find ways to address the impacts of COVID-19 and ensure all students receive the support that they need.

The 2019-2020 School Performance Reports will not include the following data elements:

- Statewide assessment participation and performance (NJSLA, DLM, ACCESS for ELLs)
- Student growth Data
- Chronic absenteeism rates
- Progress toward English language proficiency
- ESSA Summative ratings or indicator scores
- Status in meeting annual targets or standards for ESSA indicators

A new "[Impact of COVID-19 on Data Availability](#)" resource summarizes which data is available, which data is not available, and which data may have been impacted. Notes are included throughout the School Performance Reports and the Reference Guide to explain where data is missing or impacted by COVID-19. Look for "Important Note for 2019-2020" sections.

### School Performance Report Resources:

The NJDOE has several resource documents that can help you understand and use the School Performance Reports, which can also be found under the "Resource Documents" link at the top of the page:

- New [Impact of COVID-19 on Data Availability](#)
- One-page guides to help start conversations for [administrators](#), [educators](#), [elementary](#), and [middle and high school families](#)
- [Reference Guide](#) with details on all the data in these reports
- [Frequently Asked Questions](#)
- [Understanding Adjusted Cohort Graduation Rates](#)
- [Understanding Student Growth Percentiles](#)
- [Data Privacy Rules](#) (why you see \*'s and N's in the reports)

Let the NJDOE know how we can improve future reports by taking our [feedback survey](#). Contact [reportcard@doe.nj.gov](mailto:reportcard@doe.nj.gov) with any questions about the reports.

**Report Key:**

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\*\* Accountability calculations require 20 or more students

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## Overview & Resources

### District Contact Information

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

Type	Contact Information
County	Camden
District	Sterling Regional School District
Superintendent Name	Mr. Matthew Sheehan
Address	801 Preston Ave., Somerdale, NJ 08083-2175
Phone Number	<a href="tel:856-882-1186">856-882-1186</a>
Email Address	<a href="mailto:msheehan@sterling.k12.nj.us">msheehan@sterling.k12.nj.us</a>
Website	<a href="http://www.sterling.k12.nj.us">www.sterling.k12.nj.us</a>
Twitter	<a href="https://twitter.com/SHSDistrict">https://twitter.com/SHSDistrict</a>



**Sterling Regional School District**  
(07-5035)  
2019-2020

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## Overview & Resources

### Schools in this District

Click on a school name below to access the detailed school-level report for each school.

School Name	Grades Offered
<a href="#">Sterling High School</a>	09-12

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## Demographics

Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs 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	2017-18	2018-19	2019-20
9	234	264	227
10	213	236	255
11	239	205	213
12	266	242	212
<b>Total</b>	<b>952</b>	<b>947</b>	<b>907</b>

### Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years. Note that 2019-20 is the first year that data was collected for non-binary/undesignated gender and, as a result, the 2019-20 data may not be a true representation of the student population. Additionally, to protect student privacy, gender percentages for 2019-20 are rounded to the nearest 0.5.

Student Group	2017-18	2018-19	2019-20
Female	47.4%	48.8%	49.0%
Male	52.6%	51.2%	51.0%
Non-Binary/Undesignated Gender			<1%
Economically Disadvantaged Students	32.5%	30.8%	32.5%
Students with Disabilities	17.8%	17.5%	16.6%
English Learners	0.3%	0.2%	1.0%
Homeless Students	0.6%	0.7%	0.4%
Students in Foster Care	0.1%	0.4%	0.3%
Military-Connected Students	0.0%	1.8%	1.0%
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	2017-18	2018-19	2019-20
White	62.3%	59.7%	57.7%
Hispanic	10.8%	13.3%	14.8%
Black or African American	18.9%	17.7%	18.0%
Asian	5.4%	5.6%	4.4%
Native Hawaiian or Pacific Islander	0.3%	0.1%	0.2%
American Indian or Alaska Native	0.0%	0.1%	0.2%
Two Or More Races	2.3%	3.5%	4.7%

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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 outside of the district are not included in enrollment counts and percentages.

### 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	2017-18	2018-19	2019-20
Full Time Students	952	947	907
Shared Time Students	0	0	0
Full Time Equivalent	952	947	907

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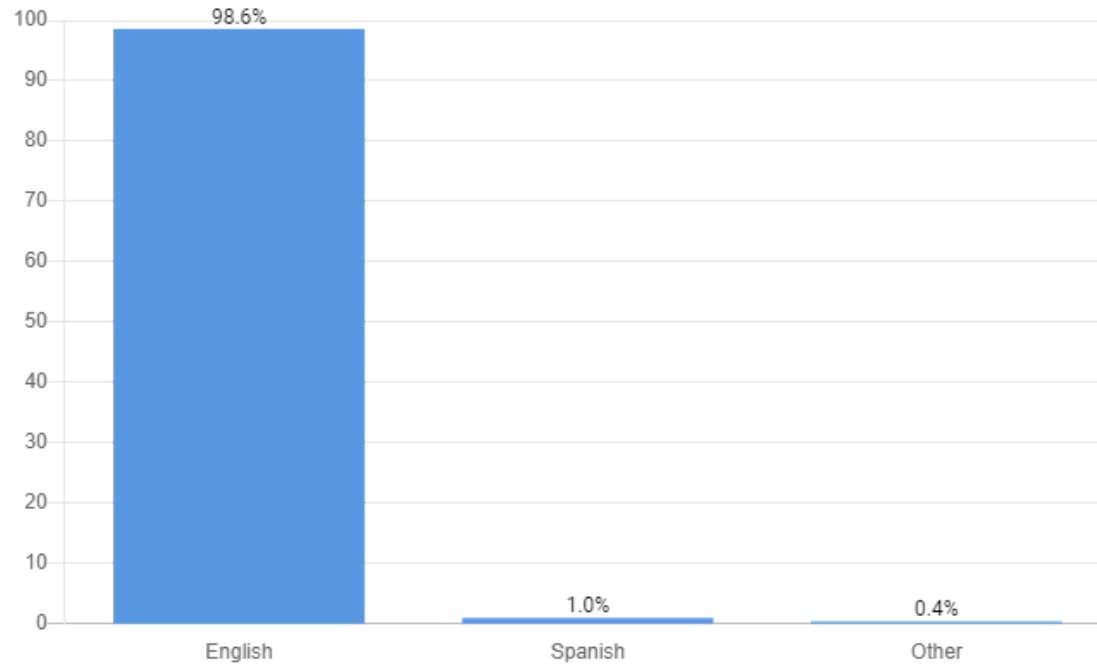
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## Demographics

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

### Enrollment by Home Language

This chart 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. To see this data in a table, click the Table View option below the chart.



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## Academic Achievement

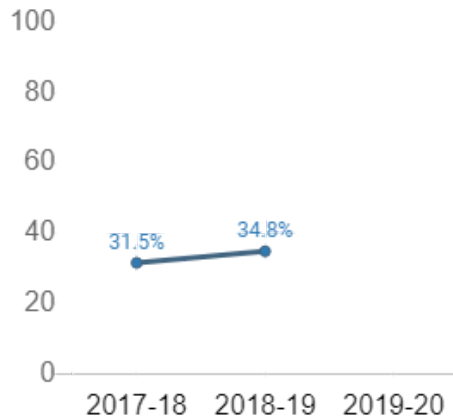
**Important note for 2019-20:** Due to the cancellation of statewide assessments and a federal waiver as a result of the COVID-19 pandemic, statewide assessment results for the New Jersey Student Learning Assessments (NJSLA), Dynamic Learning Maps (DLM), and ACCESS for ELLs assessments and related accountability measures are not available and will not be reported for the 2019-20 school year. Tables showing 2019-20 statewide assessment results and related accountability measures will not be included in this report.

### English Language Arts and Mathematics Performance Trends

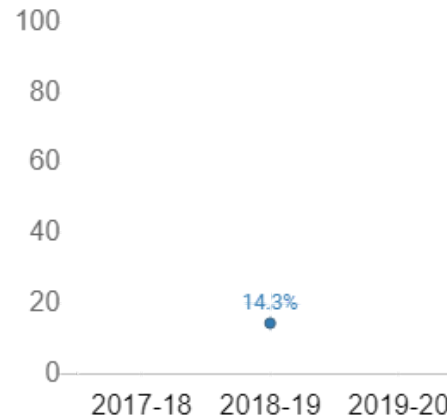
These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability 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.

**Important note for 2019-20:** Due to the cancellation of statewide assessments and a federal waiver as a result of the COVID-19 pandemic, statewide assessment results are not available.

#### ELA Proficiency Rate for Federal Accountability



#### Math Proficiency Rate for Federal Accountability



Performance Measure	2017-18 ELA	2018-19 ELA	2019-20 ELA	2017-18 Math	2018-19 Math	2019-20 Math
Participation Rate	97.1%	97.9%		98.2%	98.0%	
Proficiency Rate for Federal Accountability	31.5%	34.8%		*	14.3%	
Annual Target	41.2%	43.4%		18.0%	21.4%	
Met Annual Target?	Not Met	Not Met		Not Met	Not Met	
Statewide Proficiency Rate for Federal Accountability	56.7%	57.9%		45.0%	44.5%	

† Target was met within a confidence interval.

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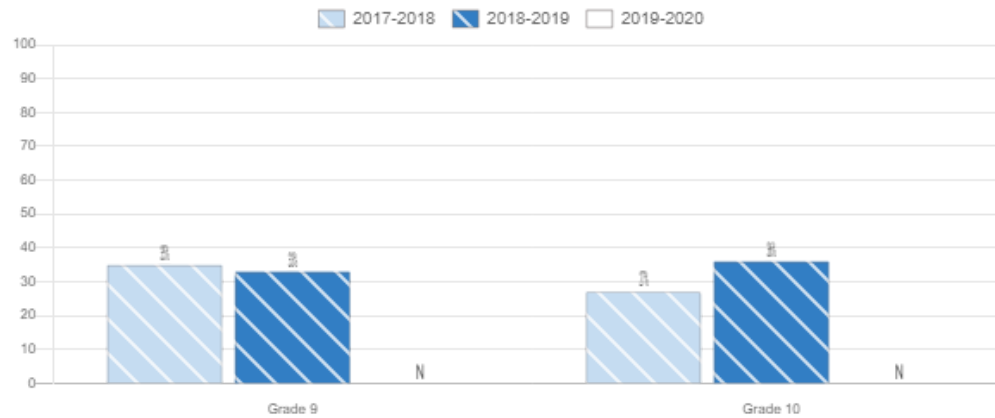
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### English Language Arts Assessment - Performance Trends

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 2017-18 data is from the PARCC assessment.

**Important note for 2019-20:** Due to the cancellation of statewide assessments and a federal waiver as a result of the COVID-19 pandemic, statewide assessment results are not available.

#### Percentage of Students Meeting/Exceeding Expectations





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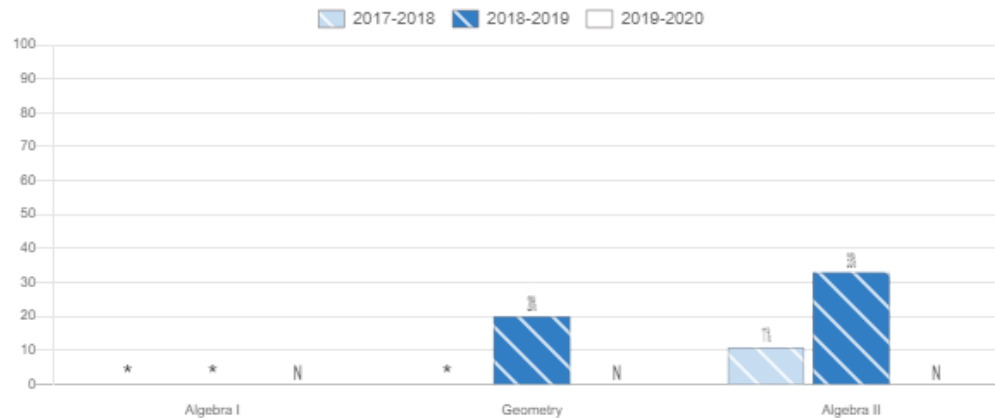
### Mathematics Assessment – Performance Trends

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 2017-18 data is from the PARCC assessment.

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

**Important note for 2019-20:** Due to the cancellation of statewide assessments and a federal waiver as a result of the COVID-19 pandemic, statewide assessment results are not available.

#### Percentage of Students Meeting/Exceeding Expectations



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

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## Academic Achievement

### 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.

**Important note for 2019-20:** Due to the cancellation of statewide assessments and a federal waiver as a result of the COVID-19 pandemic, DLM participation is not available for 2019-20.

### 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.

**Important note for 2019-20:** Due to the cancellation of statewide assessments and a federal waiver as a result of the COVID-19 pandemic, English Language Progress to Proficiency is not available for 2019-20.

### 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.

**Important note for 2019-20:** Due to the cancellation of statewide assessments and a federal waiver as a result of the COVID-19 pandemic, ACCESS for ELLs 2.0 assessment participation and performance are not available for 2019-20.

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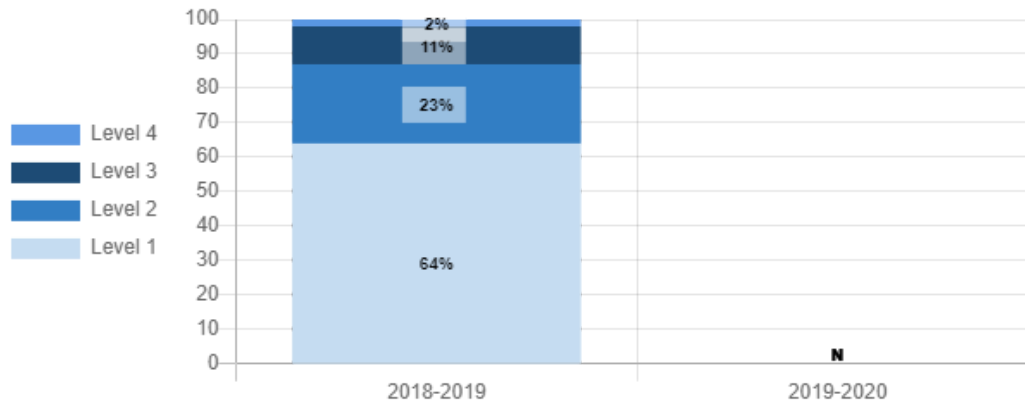
The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent 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.

**Important note for 2019-20:** Due to the cancellation of statewide assessments and a federal waiver as a result of the COVID-19 pandemic, statewide assessment results are not available for 2019-20. Tables showing 2019-20 NJSLA Science assessment results will not be included in this report.

### NJSLA Science Assessment: Grade 11 Summary

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

**Important note for 2019-20:** Due to the cancellation of statewide assessments and a federal waiver as a result of the COVID-19 pandemic, statewide assessment results for NJSLA Science are not available for 2019-20.



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## College and Career Readiness

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

**Important note for 2019-20:** Due to the COVID-19 pandemic, national administrations of the SAT, PSAT and ACT were cancelled in the spring and summer of 2020. As a result, 2019-20 participation and performance results may have been affected and NJDOE recommends using caution in comparing results for 2019-20 to prior or future years.

### 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 2019-20. 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	District Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2019-2020	100.0%	82.8%
12th graders taking SAT in 2019-2020 or prior years	68.9%	71.1%
12th graders taking ACT in 2019-2020 or prior years	2.8%	17.2%

### 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	District Average Score	State Average Score	College Readiness Benchmarks	District - Students Scores at or above Benchmark	State - Students Scores at or above Benchmark
PSAT 10/NMSQT - Reading and Writing	447	476	Grade 10: 430 Grade 11: 460	49.0%	61.0%
PSAT 10/NMSQT - Math	431	473	Grade 10: 480 Grade 11: 510	19.0%	39.0%
SAT - Reading and Writing	528	536	480	73.0%	69.0%
SAT - Math	497	536	530	36.0%	52.0%
ACT - Reading	*	25	22	*	66.0%
ACT - English	*	24	18	*	81.0%
ACT - Math	*	24	22	*	65.0%
ACT - Science	*	24	23	*	58.0%

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## College and Career Readiness

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.

**Important note for 2019-20:** Due to the COVID-19 pandemic, College Board administered AP tests online in spring 2020 and students were able to take assessments from home. Additionally, the written components of the IB assessments were not able to be administered in the 2019-2020 school year, however the IB program developed a reliable and valid score based upon the required assessed work during the two years of the courses to determine a final grade.

### 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.

#### Students enrolled in one or more AP or IB course



#### Students taking one or more AP or IB exam



#### Students with one or more exams with a score of at least 3 on AP exams or 4 on IB exam



### 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.



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**Important note for 2019-20:** Due to the COVID-19 pandemic, College Board administered AP tests online in spring 2020 and students were able to take assessments from home. Additionally, the written components of the IB assessments were not able to be administered in the 2019-2020 school year, however the IB program developed a reliable and valid score based upon the required assessed work during the two years of the courses to determine a final grade.

### 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	17	17
AP Calculus AB	6	5
AP English Language and Composition	17	17
AP English Literature and Composition	15	15
AP European History	13	14
AP U.S. Government and Politics	0	15
AP U.S. History	126	33
Total Exams taken		116
Exams with scores of at least 3 on AP exams or 4 on IB exams		83

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## College and CareerReadiness

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)

**District** 0.0%  
**State** ■ 7.6%

#### CTE Concentrators

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

**District** 0.0%  
**State** ■ 10.7%

### 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

**District** | 1.5%  
**State** ■ 2.9%

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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	District: % CTE Participants	District: % CTE Concentrators	State: % CTE Participants	State: % CTE Concentrators
Districtwide	0.0%	0.0%	7.6%	10.7%
White	0.0%	0.0%	5.9%	10.2%
Hispanic	0.0%	0.0%	10.5%	11.4%
Black or African American	0.0%	0.0%	9.1%	11.0%
Asian, Native Hawaiian, or Pacific Islander	0.0%	0.0%	5.7%	10.0%
American Indian or Alaska Native	*	*	8.8%	13.8%
Two or More Races	0.0%	0.0%	6.6%	11.5%
Female	0.0%	0.0%	7.3%	10.9%
Male	0.0%	0.0%	7.9%	10.4%
Non-Binary/Undesignated Gender	*	*	0.0%	5.9%
Economically Disadvantaged Students	0.0%	0.0%	10.6%	11.8%
Students with Disabilities	0.0%	0.0%	6.4%	9.4%
English Learners	*	*	8.5%	3.2%
Homeless Students	*	*	6.7%	7.4%
Students In Foster Care	*	*	5.7%	5.5%
Military-Connected Students	*	*	8.9%	11.1%
Migrant Students	*	*	3.0%	7.4%



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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.

**Important note for 2019-20:** Due to school closures related to COVID-19, many high school students were not able to take the Technical Skills Assessment (TSA), which are end-of-program assessments for Career and Technical Education programs, in spring 2020. This may have impacted the number of industry-valued credentials earned during the 2019-2020 school year.

### Students Earning Industry-Valued Credentials

**District** 0.0%  
**State** | 0.7%

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### 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.

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Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total credentials earned
Total	0	*	*

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**N** No Data is available to display

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

## College and Career Readiness

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	168	63	0	0	0	0	56
10	61	162	33	1	0	0	35
11	119	18	14	61	0	0	31
12	8	4	5	37	25	0	37
Total	356	247	52	99	25	0	159
Enrolled in AP/IB Course					6	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0

### Science - Course Participation

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

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	216	11	0	7	1	22
10	14	218	0	24	5	12
11	10	108	0	67	35	24
12	11	10	0	10	22	26
Total	251	347	0	108	63	84
Enrolled in AP/IB Course	17	0		0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	14

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## College and Career Readiness

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

### Social Studies and History - Course Participation

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	1	37	0	7	18	221
10	1	247	0	12	13	40
11	0	209	0	17	12	39
12	18	47	0	24	30	59
Total	20	540	0	60	73	359
Enrolled in AP/IB Course	0	126	0	0		13
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	92	54	52	11	0	0	0
10	145	28	37	17	0	0	0
11	68	15	23	0	0	0	0
12	21	7	11	5	0	0	0
Total	326	104	123	33	0	0	0
Enrolled in AP/IB Course	0	0	0	0	0	0	0
Enrolled in Dual Enrollment Course	79	15	26	5	0	0	0
Enrolled in Level 3 or Higher	79	15	26	5	0	0	0

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## College and Career Readiness

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.

### 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	N	N	N	N	N	N
12	N	N	N	N	N	N
Total	0	0	0	0	0	0
Enrolled in AP/IB Course	0		0			0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

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## College and Career Readiness

### 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.

**Important Note for 2019-20:** Governor Phil Murphy signed [Executive Order 117](#) on April 7, 2020, which waived the graduation assessment requirement for any 12th grade student who was expected to graduate in the class of 2020 but, as of March 18, 2020, had not yet met the graduation assessment requirement. As a result, the Seal of Biliteracy requirement to demonstrate English language proficiency by meeting the graduation assessment requirements was also waived for any students who had not yet met the requirement by March 18, 2020.

Language	Students Earning a Seal of Biliteracy
Total	0

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## College and CareerReadiness

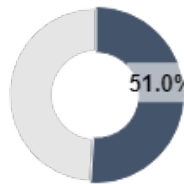
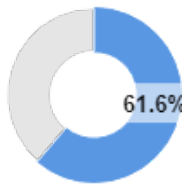
### Visual and Performing Arts – Course Participation

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

 District

 State



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## College and Career Readiness

### 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.

Students enrolled in one or more classes by discipline:

#### Music



#### Dance



#### Drama



#### Visual Arts





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## Graduation/ Postsecondary

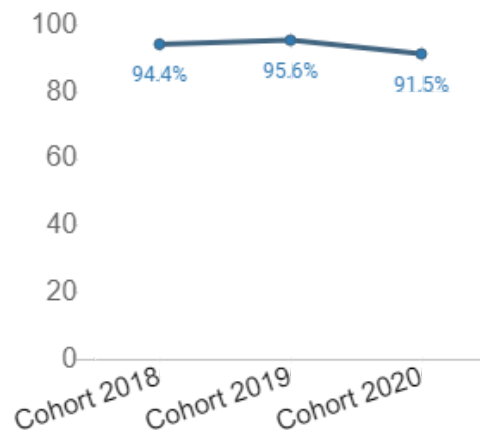
Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the [NJDOE Graduation Rate page](#).

**Important note for 2019-20:** Governor Phil Murphy signed [Executive Order 117](#) on April 7, 2020, which waived the graduation assessment requirement for any 12th grade student who was expected to graduate in the class of 2020 but, as of March 18, 2020, had not yet met the graduation assessment requirement. Additionally, NJDOE received a federal waiver which removed the requirement to report on status in meeting annual ESSA targets. As a result, annual targets and status in meeting those targets are not reported for Cohort 2019 4-year and Cohort 2018 5-year graduation rates (NJDOE uses prior year graduation rates for accountability purposes).

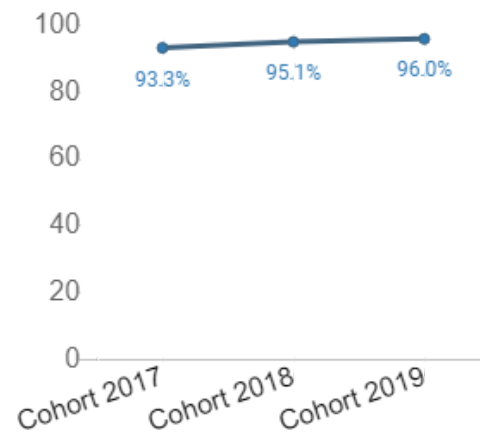
### Graduation Rate Trends and Progress

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. For accountability and annual targets, graduation data from the prior year is used, so annual target status for the most recent cohorts are not provided.

#### 4-Year Graduation Rate Trends



#### 5-Year Graduation Rate Trends



Performance Measure	Cohort 2018 4-Year Rate	Cohort 2019 4-Year Rate	Cohort 2020 4-Year Rate	Cohort 2017 5-Year Rate	Cohort 2018 5-Year Rate	Cohort 2019 5-Year Rate
Graduation Rate	94.4%	95.6%	91.5%	93.3%	95.1%	96.0%
Annual Target	95.0%			94.1%		
Met Annual Target?	Not Met			Not Met		
Statewide Graduation Rate	90.9%	90.6%	91.0%	92.4%	92.5%	92.2%

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## Graduation/ Postsecondary

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

**Important note for 2019-20:** Governor Phil Murphy signed [Executive Order 117](#) on April 7, 2020, which waived the graduation assessment requirement for any 12th grade student who was expected to graduate in the class of 2020 but, as of March 18, 2020, had not yet met the graduation assessment requirement. Additionally, NJDOE received a federal waiver which removed the requirement to report on status in meeting annual ESSA targets. As a result, annual targets and status in meeting those targets are not reported for Cohort 2019 4-year and Cohort 2018 5-year graduation rates (NJDOE uses prior year graduation rates for accountability purposes).

### Cohort 2020 4-Year Graduation Cohort Profile

This table shows the percentage of students in the 2020 cohort who graduated, who are still enrolled ("Continuing Students"), or who dropped out of school or are no longer enrolled ("Non-Continuing Students") within four years of entering high school, both overall and by student group.

Student Group	Graduates	Continuing Students	Non-Continuing Students	State: Graduates	State: Continuing Students	State: Non-Continuing Students
Districtwide	91.5%	3.6%	4.9%	91.0%	4.1%	4.9%
White	94.3%	3.5%	2.1%	95.0%	2.7%	2.3%
Hispanic	80.8%	0.0%	19.2%	84.8%	5.9%	9.3%
Black or African American	91.9%	2.7%	5.4%	85.7%	6.6%	7.8%
Asian, Native Hawaiian, or Pacific Islander	80.0%	20.0%	0.0%	96.8%	2.0%	1.2%
American Indian or Alaska Native	N	N	N	89.4%	3.5%	7.1%
Two or More Races	*	*	*	92.0%	3.2%	4.8%
Female	91.0%	2.7%	6.3%	93.1%	2.9%	3.9%
Male	92.0%	4.5%	3.6%	88.9%	5.2%	5.9%
Non-Binary/Undesignated Gender	N	N	N	N	N	N
Economically Disadvantaged Students	89.2%	3.1%	7.7%	85.0%	6.0%	9.1%
Students with Disabilities	82.8%	6.9%	10.3%	80.4%	13.4%	6.1%
English Learners	N	N	N	73.1%	9.6%	17.3%
Homeless Students	*	*	*	73.6%	9.3%	17.2%
Students in Foster Care	*	*	*	55.0%	20.8%	24.3%
Military-Connected Students	*	*	*	95.0%	2.5%	2.5%
Migrant Students	N	N	N	77.1%	8.6%	14.3%

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## Graduation/ Postsecondary

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

**Important note for 2019-20:** Governor Phil Murphy signed [Executive Order 117](#) on April 7, 2020, which waived the graduation assessment requirement for any 12th grade student who was expected to graduate in the class of 2020 but, as of March 18, 2020, had not yet met the graduation assessment requirement. Additionally, NJDOE received a federal waiver which removed the requirement to report on status in meeting annual ESSA targets. As a result, annual targets and status in meeting those targets are not reported for Cohort 2019 4-year and Cohort 2018 5-year graduation rates (NJDOE uses prior year graduation rates for accountability purposes).

### Cohort 2019 5-Year Graduation Cohort Profile

This table shows the percentage of students in the 2019 cohort who graduated, who are still enrolled ("Continuing Students"), or who dropped out of school or are no longer enrolled ("Non-Continuing Students") within five years of entering high school, both overall and by student group.

Student Group	Graduates	Continuing Students	Non-Continuing Students	State: Graduates	State: Continuing Students	State: Non-Continuing Students
Districtwide	96.0%	1.2%	2.8%	92.2%	1.8%	6.0%
White	97.6%	0.6%	1.8%	95.8%	1.5%	2.6%
Hispanic	96.0%	0.0%	4.0%	86.9%	2.0%	11.2%
Black or African American	88.4%	4.7%	7.0%	86.2%	3.0%	10.7%
Asian, Native Hawaiian, or Pacific Islander	100.0%	0.0%	0.0%	97.7%	1.0%	1.3%
American Indian or Alaska Native	*	*	*	93.1%	0.0%	6.9%
Two or More Races	N	N	N	93.1%	1.0%	5.9%
Female	95.5%	0.9%	3.6%	94.0%	1.1%	4.9%
Male	96.5%	1.4%	2.1%	90.5%	2.5%	7.0%
Non-Binary/Undesignated Gender	N	N	N	N	N	N
Economically Disadvantaged Students	92.5%	3.8%	3.8%	86.6%	2.2%	11.2%
Students with Disabilities	87.9%	9.1%	3.0%	83.2%	9.0%	7.8%
English Learners	*	*	*	79.5%	1.7%	18.7%
Homeless Students	*	*	*	80.9%	1.7%	17.4%
Students in Foster Care	N	N	N	69.0%	10.8%	20.3%
Military-Connected Students	*	*	*	95.6%	2.7%	1.6%
Migrant Students	N	N	N	85.7%	0.0%	14.3%

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## Graduation/ Postsecondary

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

**Important note for 2019-20:** Governor Phil Murphy signed [Executive Order 117](#) on April 7, 2020, which waived the graduation assessment requirement for any 12th grade student who was expected to graduate in the class of 2020 but, as of March 18, 2020, had not yet met the graduation assessment requirement. Additionally, NJDOE received a federal waiver which removed the requirement to report on status in meeting annual ESSA targets. As a result, annual targets and status in meeting those targets are not reported for Cohort 2019 4-year and Cohort 2018 5-year graduation rates (NJDOE uses prior year graduation rates for accountability purposes).

### Accountability Graduation Rates

This table shows Cohort 2019 4-year and Cohort 2018 5-year graduation rates both overall and by student group. For accountability and annual targets, graduation data from the prior year is used. For more details on New Jersey's accountability system, see these [accountability resources](#).

**Important note for 2019-20:** NJDOE received a federal waiver which removed the requirement to report on status in meeting annual ESSA targets. As a result, annual targets and status in meeting those targets are not reported for Cohort 2019 4-year and Cohort 2018 5-year graduation rates.

Student Group	Cohort 2019: 4-Year Graduation Rate	Cohort 2019: Annual Target	Cohort 2019: Met Target	Cohort 2018: 5-Year Graduation Rate	Cohort 2018: Annual Target	Cohort 2018: Met Target
Districtwide	95.6%			95.1%		
White	97.6%			94.5%		
Hispanic	91.7%			100.0%		
Black or African American	88.4%			94.5%		
Asian, Native Hawaiian, or Pacific Islander	*			100.0%		
American Indian or Alaska Native	*			*		
Two or More Races	N			*		
Economically Disadvantaged Students	92.3%			90.2%		
Students with Disabilities	84.4%			89.1%		
English Learners	*			N		

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## Graduation/ Postsecondary

### Graduation Pathways

This table shows the percentage of Cohort 2020 graduates who met the [high school graduation assessment requirements](#) through each type of graduation pathway for both English Language Arts (ELA) and Math.

**Important note for 2019-20:** Governor Phil Murphy signed Executive Order 117 on April 7, 2020, which waived the graduation assessment requirement for any 12th grade student who was expected to graduate in the class of 2020 but, as of March 18, 2020, had not yet met the graduation assessment requirement. As a result, the pathway option of "Requirements waived under Executive Order 117" has been added to this table for 2019-20 to count these students.

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
Statewide Assessment	30.4%	25.0%
Substitute Competency Test	52.9%	54.9%
Portfolio Appeals Process	5.4%	6.9%
Alternate Requirements specified in IEP	10.8%	12.7%
Requirements waived under Executive Order 117	0.5%	0.5%
Unknown	0.0%	0.0%

### Dropout Rate Trends

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

School Year	District Rate	State Rate
2019-2020	0.6%	1.0%
2018-2019	0.7%	1.2%
2017-2018	0.9%	1.2%

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## Graduation/ Postsecondary

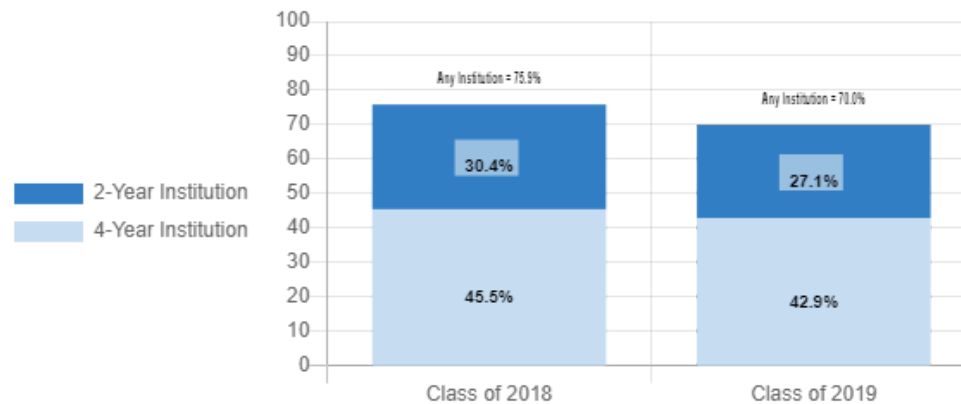
Information about students enrolling in colleges and universities after graduation is collected from the [National Student Clearinghouse](#), which collects data from at least 95% of higher education institutions nationwide.

**Important note for 2019-20:** The National Student Clearinghouse has reported that undergraduate enrollment is down nationwide compared to the same time last year. As a result, caution should be used in comparing this year's results to prior or future years.

### Postsecondary Enrollment Rate Summary

The graph and table below show the percentage of graduates that have enrolled in 2-year and 4-year institutions within 16 months of graduating from high school for the last two years.

#### Postsecondary Enrollment 16 months after Graduation



Performance Measure	Class of 2018	Class of 2019
% Enrolled in 2-Year Institution	30.4%	27.1%
% Enrolled in 4-Year Institution	45.5%	42.9%
% Enrolled in Any Postsecondary Institution	75.9%	70.0%

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## Graduation/ Postsecondary

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**Important note for 2019-20:** The National Student Clearinghouse has reported that undergraduate enrollment is down nationwide compared to the same time last year. As a result, caution should be used in comparing this year's results to prior or future years.

### Postsecondary Enrollment Rates: Fall

This table shows information about Class of 2020 high school graduates enrolled in postsecondary institutions by the fall of 2020. 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 who were enrolled in 2-year and 4-year institutions.

Student Group	% Enrolled in Any Institution	% of Enrolled in 2-Year Institution	% of Enrolled in 4-Year Institution
Statewide	67.3%	27.9%	72.1%
Districtwide	59.4%	39.8%	60.2%
White	60.9%	43.2%	56.8%
Hispanic	45.8%	36.4%	63.6%
Black or African American	63.6%	42.9%	57.1%
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	51.7%	33.3%	66.7%
Students with Disabilities	33.3%	54.5%	45.5%
English Learners	N	N	N

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## Graduation/ Postsecondary

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**Important note for 2019-20:** The National Student Clearinghouse has reported that undergraduate enrollment is down nationwide compared to the same time last year. As a result, caution should be used in comparing this year's results to prior or future years.

### Postsecondary Enrollment Rates: 16 month

This table shows information about Class of 2019 high school graduates enrolled in postsecondary institutions by the fall of 2020. 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 who 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	% of Enrolled in 2-Year Institution	% of Enrolled in 4-Year Institution	% of Enrolled in Public Institution	% of Enrolled in Private Institution	% of Enrolled in In-State Institution	% of Enrolled in Out-of-State Institution
Statewide	76.3%	30.7%	69.3%	73.3%	26.7%	65.5%	34.5%
Districtwide	70.0%	38.7%	61.3%	78.0%	22.0%	66.7%	33.3%
White	69.8%	41.4%	58.6%	78.4%	21.6%	64.9%	35.1%
Hispanic	58.3%	28.6%	71.4%	78.6%	21.4%	71.4%	28.6%
Black or African American	62.9%	45.5%	54.5%	86.4%	13.6%	68.2%	31.8%
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	58.2%	28.2%	71.8%	71.8%	28.2%	71.8%	28.2%
Students with Disabilities	44.7%	64.7%	35.3%	82.4%	17.6%	82.4%	17.6%
English Learners	*	*	*	*	*	*	*



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## Climate and Environment

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.

**Important Note for 2019-20:** Due to the COVID-19 pandemic, NJDOE received a federal waiver which removed the requirement to report on chronic absenteeism and related accountability measures for the 2019-20 school year. As a result, NJDOE will not report on chronic absenteeism and other attendance data for 2019-20. Tables showing 2019-20 attendance data will be hidden in this report.

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## Climate and Environment

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. In addition to the 2018-19 data below, NJDOE is required, under ESSA, to report on the most recent, publicly-available Civil Rights Data Collection (CRDC) data, which can be found on the [NJDOE School Performance webpage](#). Please note that prior to school year 2017-2018, the CRDC and the State collection system, EVVRS, did not collect the same data elements. In an effort to better align the State system with the CRDC, the new Student Safety Data System (SSDS) collects all the required CRDC data elements. NJDOE is in the process of developing a reporting function for the SSDS which will allow LEAs to use the same data for both submissions.

**Important note for 2019-20:** Due to school closures as a result of [Executive Order 107](#), discipline data for the 2019-20 school year may not be comparable to prior or future school years and NJDOE recommends caution in making comparisons.

### 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	2
Weapons	2
Vandalism	0
Substances	3
Harassment, Intimidation, Bullying (HIB)	1
<b>Total Unique Incidents</b>	<b>8</b>
Incidents Per 100 Students Enrolled	0.88

### Police Notifications

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

Incident Type	Incidents Reported to Police
Violence	1
Weapons	2
Vandalism	0
Substances	1
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

**Report Key:**

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## Climate and Environment

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. In addition to the 2018-19 data below, NJDOE is required, under ESSA, to report on the most recent, publicly-available Civil Rights Data Collection (CRDC) data, which can be found on the [NJDOE School Performance webpage](#). Please note that prior to school year 2017-2018, the CRDC and the State collection system, EVVRS, did not collect the same data elements. In an effort to better align the State system with the CRDC, the new Student Safety Data System (SSDS) collects all the required CRDC data elements. NJDOE is in the process of developing a reporting function for the SSDS which will allow LEAs to use the same data for both submissions.

**Important note for 2019-20:** Due to school closures as a result of [Executive Order 107](#), discipline data for the 2019-20 school year may not be comparable to prior or future school years and NJDOE recommends caution in making comparisons.

### 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	0	0	0
No Identified Nature	2		2

### Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	*	*
Out-of-School Suspensions	10	1.1%
Any Suspension	11	1.2%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	*	*

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

60

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# Staff

Staff data reflects teachers and administrators reported by districts at the beginning of the school year.

**Key terms for staff data:**
**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

**Experience:** Experience is based on information submitted by districts on all their staff members. For purposes of this report, the ESSA Educator Equity and federal reporting requirements, NJDOE has defined teachers as "inexperienced" if they have fewer than four years of prior experience in a given district. The tables below report on "experienced" teachers and administrators for federal reporting purposes.

**Out-of-Field:** A teacher is labeled "out-of-field" if they are potentially teaching outside their area of certification. This could occur if the teacher cannot be found in the NJDOE's certification system, if their job code does not match their certification, or if the teacher has an expired certificate.

## Teachers – Experience

This table shows information about the experience of teachers assigned to this district and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education. The number of out-of-field teachers is the number of teachers who are potentially teaching outside of their area of certification.

Category	Teachers in District	Teachers in State
Total Number of teachers	71	119,170
Average years experience in public schools	13.4	12.3
Average years experience in district	11.9	11.0
Percentage of Teachers with 4 or more years experience in the district	84.5%	75.8%
Number of out-of-field teachers	0	2,276

## 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	8	9,574
Average years experience in public schools	20.0	16.2
Average years experience in district	13.8	12.3
Percentage of Administrators with 4 or more years experience in the district	87.5%	77.9%

## Student and Staff Ratios

This table shows ratios of students and staff members in the district.

Ratio	District Ratio
Students to Teachers	13:1
Students to Administrators	113:1
Teachers to Administrators	9:1
Students to Librarians/Media Specialists	907:1
Students to Nurses	907:1
Students to Counselors	181:1
Students to Child Study Team Members	454:1

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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. Note that 2019-20 is the first year that data was collected for non-binary/undesignated gender and, as a result, the 2019-20 data may not be a true representation of the student or staff population. Additionally, to protect student privacy, gender percentages for 2019-20 are rounded to the nearest 0.5.

Category	Students in District	Teachers in District	Administrators in District	Students in State	Teachers in State	Administrators in State
Female	49.0%	45.0%	37.5%	48.5%	77.0%	55.5%
Male	51.0%	55.0%	62.5%	51.5%	23.0%	44.5%
Non-Binary/Undesignated Gender	<1%	<1%	<1%	<1%	<1%	<1%
White	57.7%	93.0%	87.5%	41.4%	83.2%	77.0%
Hispanic	14.8%	1.4%	0.0%	30.5%	7.6%	7.4%
Black or African American	18.0%	5.6%	12.5%	15.1%	6.6%	14.1%
Asian	4.4%	0.0%	0.0%	10.2%	2.1%	1.2%
American Indian or Alaska Native	0.2%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.2%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	4.7%	0.0%	0.0%	2.4%	0.2%	0.2%

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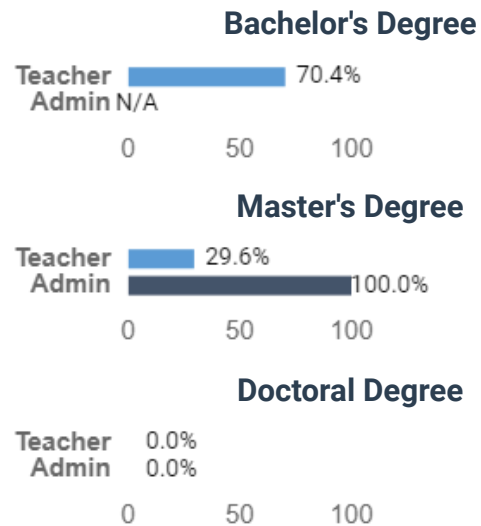
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### Teachers and Administrators - Level of Education

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.



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

This table shows the percentage of teachers and administrators assigned to this district in 2018-19 that were still assigned to this district in 2019-20. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2018-19 Teachers: Same district 2019-20	97.2%	90.7%
2018-19 Administrators: Same district 2019-20	100.0%	87.8%

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## Per-Pupil Expenditures

### 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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## Accountability

### New Jersey's Every Student Succeeds Act (ESSA) Accountability System

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). Based on New Jersey's [approved ESSA state plan](#), NJDOE will identify schools in the following four federal categories every three years:

- **Comprehensive Support and Improvement (CSI): Overall Low Performing:**
  - Schools with a summative score in the bottom 5% of Title I schools.
- **Comprehensive Support and Improvement (CSI): Low Graduation Rate:**
  - High schools with a four-year graduation rate of 67% or less
- **Additional Targeted Support and Improvement: Low Performing Student Group (ATSI):**
  - Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
- **Comprehensive Support and Improvement (CSI): Chronically Low Performing:**
  - Title I schools identified as Additional Targeted Support and Improvement; Low Performing Student Group (ATSI) that are identified for three or more consecutive years, i.e. ATSI schools that do not meet exit criteria.
  - The NJDOE has not yet identified schools in this category as no ATSI schools have been in status for three or more years.

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

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

For purposes of ESSA accountability, only schools and student groups with data for 20 or more students are included in calculations.

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

**Important Note for 2019-2020:** Due to the COVID-19 pandemic, New Jersey received a [waiver from the United States Department of Education \(USED\)](#) in March 2020 to waive statewide assessment, accountability, and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year. This removes the requirement to:

- Calculate indicator scores and summative scores for the 2019-2020 school year;
- Measure progress toward long-term goals and measures of interim progress for accountability indicators for the 2019-2020 school year; and
- Identify schools for comprehensive and targeted support and improvement during the 2020-2021 school year (based on 2019-2020 data).

As a result of the March 2020 waiver, any school that was identified for comprehensive or targeted support and improvement during the 2019-2020 school year for support during the 2020-2021 school year will retain the same status for the 2021-2022 school year and continue to receive support and interventions from the NJDOE.

For the categories that are identified every three years, the last identification occurred in the 2018-2019 school year (based on 2017-2018 data) and the next identification was scheduled for the 2021-2022 school year (based on 2020-2021 data). Due to the COVID-19 pandemic and associated federal waivers, New Jersey has submitted a proposed addendum to New Jersey's consolidated state plan to delay the next identification until the 2022-2023 school year (based on 2021-2022 data) and also delay the exit of all currently identified schools to align with the next identification.

For the annual identification of schools for Targeted Support and Improvement: Consistently Underperforming Student Group, no schools will be identified during the 2020-2021 school year as a result of the March 2020 waiver. New Jersey has submitted a request to USED to waive the next identification in the 2021-2022 school year due to the lack of two consecutive years of data.

Because these requests to adjust exit dates are dependent on approval by USED, exit dates are not included in the 2019-2020 reports. Updated exit dates will be shared directly with districts when they are finalized. Check the [accountability resources](#) page for current information.

The 2019-2020 Accountability Indicator Scores and Summative Ratings and Accountability Summary by Student Group tables will not be included in the report for 2019-2020 as these tables include indicator scores, summative scores, and progress toward long-term goals and those measures were waived under the March 2020 waiver.



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## Accountability

### Schools Identified as Requiring Comprehensive or Targeted Support – Districtwide

The table below provides the list of schools in the district that have been identified for either comprehensive or targeted support for the 2021-22 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. For additional information, the [NJDOE ESSA Accountability webpage](#) includes a [list of all schools requiring comprehensive or targeted support and improvement](#) with the amount of School Improvement Aid (SIA) funds received and information on [exit criteria](#) for identified schools.

County Code	County Name	District Code	District Name	School Code	School Name	Status for 2021-22 SY	Category of Identification	Year Eligible to Exit Status	Student Group(s) Requiring Targeted Support during the 2021-22 School Year
07	Camden	5035	Sterling Regional School District	050	<a href="#">Sterling High School</a>	Targeted Support and Improvement	Consistently Underperforming Student Group (TSI)	Pending USED Approval	Students with Disabilities

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# Accountability

## 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	2017-18	2018-19	2019-20
ELA Proficiency	31.5%	34.8%	
Math Proficiency	*	14.3%	
ELA Growth	N	N	
Math Growth	N	N	
4-Year Graduation Rate†	94.4%	95.6%	91.5%
5-Year Graduation Rate†	93.3%	95.1%	96.0%
Progress toward English Language Proficiency	*	*	
Chronic Absenteeism	10.3%	9.9%	

† This table shows the most recent graduation rate for reference, but accountability calculations for a given year use the prior year's graduation rate.

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## 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:

- Sterling continues to offer five School Choice Programs.
- Fully 1:1 District with Full Microsoft Windows 10 Laptops enabling synchronous Instruction for Hybrid/Remote learning via Microsoft Teams.
- Sterling uses a STOPit app to anonymously report incidents of concern. Sterling also uses the Sixelox safety system which quickly notifies local police of a safety concern.



### Mission, Vision, Theme:

Vision: Our students will achieve their highest potential in personal and academic growth, become upstanding citizens, and contribute to today's global society. Mission: Sterling High School District will serve the needs of a diverse student body by maintaining a safe and respectful learning environment, cultivating high standards of excellence, and preparing our students for life beyond high school.

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### Awards, Recognition, Accomplishments:

The AP students maintained scores that rated about the state and global averages. 73% of AP students scored a 3 or higher and 37% of the AP students scored a 4 or 5. Sterling High School was formally designated a 2019-20 No Place for Hate school after activities conducted throughout the school year such as promoting respect, recognizing dignity, promoting harmony, surveys and a fall activity and pledge drive. Students in our Allied Health Science program earned a total of 158 college credits. One staff member earned the NEA Learning and Leadership grant.



### Courses, Curriculum, Instruction:

Sterling offers a comprehensive curriculum that is aligned to the NJ Student Learning Standards. We offer various levels, including 9 AP courses as well as several remedial programs. Beginning with the Class of 2021, students are required to take an English Comp. course, in addition to the 4 years of English required. Sterling operates on a 4x4 block schedule, allowing students to take up to 45 credits per year. Students may pursue a "special program" that will provide a focus for his/her electives. Teachers use a shared curriculum, and assess using common assessments. Teachers' plan lessons collaboratively using various resources and best practices, as discussed at monthly PLCs. Online textbooks are being researched as Sterling currently is 1:1. Our special education staff provides programs for classified students which support the diagnostic prescriptions of the YST as reflected in IEPs. Every effort is made to educate all students in the least restrictive environment.

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### Sports and Athletics:

Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Cheerleading (Girls), Cross Country (Boys & Girls), Field Hockey (Girls), Football (Boys), Golf (Coed), Lacrosse (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Swimming (Coed), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Boys & Girls), Wrestling (Boys)



### Clubs and Activities:

Academic Challenge, Art Club, Band-Jazz, Marching & Orchestra, Believe in U/Student Council, Chorus, Class of 2021, 2022, 2023 and 2024, FBLA, FCCLA, Graphic Design Club, GSA, Interact, Morning News, NHS, HOSA, Project Graduation, ROTC, SADD, School Store, Spanish, Spring Musical, Tech Crew, World Cultures, Writing, Yearbook, and FCA. Sterling also partnered with the Voorhees Chick-Fil-A to conduct the Chick-Fil-A Student Leadership Academy and continued a student lead mentoring group called U-Knighted.

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### Before and After School Programs:

We offer our Fitness Center every day to students of all ages and three nights per week to community members. STARS tutoring is offered on a daily basis after school. A curriculum boot camp is offered during the summer to provide remediation for identified incoming ninth grade students. Project graduation sponsoring Battle of Bands, Talent Show, BIU Spirit Week & Annual Barbeque, and end of year safe graduation celebration.



### Staff and Professional Learning:

PLCs are scheduled once per month. Both PLC and PD focus on curriculum revisions, data analysis, technology applications, and best instructional practices. With the purchase of LinkIt! as both a data analysis tool and test authoring software, teaching staff collaborated to deliver common online assessments and use the results to both assess students and drive instruction. No Place for Hate professional development was provided for staff members. Interdistrict collaboration on curriculum, instruction, and technology also takes place regularly.

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### Postsecondary Information:

68% of the Class of 2020 are continuing their education; 41% at four year colleges, 26% at two year colleges, 1% at trade school. Five percent of the Class of 2020 entered the workforce, 2% went into the military, and 25% of students were undecided. Our financial aid night, offered in September, is conducted by representatives from HESSA. Parents and students are presented with various ways to assist students in paying for college, including tips for FAFSA completion. Our college planning night is offered in late May, presented by Rutgers University. We offer SAT prep courses, conduct school wide PSAT testing, and offer free waivers to students in need.



### Student Supports and Services:

ELL instruction, RTI support, and after-school tutoring are available for at-risk students. Guidance counselors are available to all students and implemented more small group meetings with students. Classified students have case manager support, speech therapy, occupational and physical therapy as needed, and social skills support counseling. I&RS, 504s, other student specific support groups are also offered. Child of Addiction (COA) is also offered.

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### Student Health and Wellness:

Breakfast offered on a daily basis. Health and Physical Education classes focus on fitness, nutrition, and student well-being. Electives in PE include Yoga, Pilates, PE Wellness, and Dance/Rhythm/Timing. A spring Health and Wellness Fair is organized allowing students to meet and question local organizations that specialize in Health and Wellness. YEP - Youth Empowered Program held in-person and remote, the athletic trainer offered impact testing for concussion baseline. Student health screenings are done per schedule, referrals sent as indicated, sports physicals are completed with the school physician, as needed; individual health care plans/individual emergency health care plans done when indicated; and staff member volunteers are trained as Epi pen & Glucagon delegates.



### Parent and Community Involvement:

Parents may take part in information nights on academics, student well-being, Back to School nights, conferences, the community fitness center, and the Coffee with Counselors event. Parents have access to student academics through parent-portal OnCourse. Parents may access additional information through individual teacher websites. Pre Prom Assembly, Parent / Project Graduation Committee, open house Choice School Nights. Our Special Education Parent Advisory Committee meets bi-monthly to provide parents with access to our Youth Study Team staff, guest speakers and transition planning resources.



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### Climate Surveys:

Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers. In the 2019-20 school year Sterling High School conducted a survey regarding "No Place for Hate" to gauge how the program was working, committees needed, and the direction of the program. A survey was also conducted for spring remote learning.



### Facilities:

The school is 60 years old. Recent upgrades include upgrading site drainage; installing new boilers and chillers; security system upgrades, auditorium upgrades, and replacing existing HVAC system in the auditorium and TV studio; created an additional science lab and STEM classroom; LED lighting was installed in both gyms; painted the old gym; LED lighting and painting completed in 2/3 of the classrooms; new flooring in two classrooms and the faculty restroom; and the solar project was completed during the school year. The entire school is air conditioned. We are also upgrading the tennis courts, softball and other athletic fields. In September 2018, the district upgraded the Culinary Arts Classroom with the latest industrial appliances that equal a modern restaurant. The recent upgrades included doubling the size of the culinary classroom.

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### School Safety:

All entry and classroom doors are locked during the school day to maintain safety for all students and staff. All staff members log into Sielox each morning and can use this system to trigger a lockdown or lockout, or to communicate a disturbance to administration and Police Officers. Sterling is also in compliance with Alyssa's law we have silent alarms in five locations. Since 1999, Sterling has employed a School Resource Officer. We continue to utilize our visitor management system called Lobby Guard. Identification badges are worn by Staff and Students, which allows school and police personnel to quickly recognize and deal appropriately with unauthorized visitors. We have a HIB specialist who conducts 2 school safety assemblies each year and we currently offer student workshops to increase student safety, well-being, anti-bullying, and anti-violence in relationships.



### Technology and STEM:

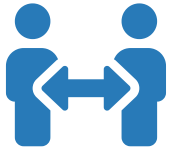
Sterling has completed the full 1:1 student tablet initiative, where all students are outfitted with Dell tablets. Coinciding with this initiative, staff have access to 1:1 devices and have been provided Professional Development on the use of Microsoft Class Notebooks, Microsoft Forms, and other Microsoft Educational tools. This initiative has been further supported through Danielson observation related sub domains. The Makerspace was launched in 2019 as well as a new STEM lab with robotics.

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## 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.



### Learning During COVID-19:

Students and staff were prepared for Remote Learning due to having a 1:1 tablet capability and the use of Microsoft One Note. One Note allowed for an easy transition and effective instruction. Reflection on Remote Learning led to successful adjustments to student needs. Many end of the year activities were conducted virtually in order to comply with pandemic social distancing guidelines. Virtual activities included Prom, graduation, spirit week, and student recognition. Project graduation adjusted their plans to provide for lawn signs, t-shirts, and gift baskets for the Class of 2020. A community group organized an adopt a senior activity. Teleconferencing with counselors was available to address student emotional needs.

**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

## 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:

The curriculum is open and comprehensive. For graduation, students must earn 130 credits. A four by four block schedule offers students eight semester courses per year. Additional instruction opportunities are offered for credit and non-credit courses in the middle of the day. In addition to state mandated safety requirements, we utilize Sielox Security System which provides direct communication with local law enforcement in the event of a crisis. Sterling has also partnered with StopIt Solutions to allow students to anonymously report issues, follow up with appropriate remedial learning experiences through Evolution Labs, and follow up counseling. The school website was upgraded and now includes a mobile APP to offer greater communication opportunities and student ID's were updated to touchless scanning for entry at offices. We offer Choice Programs in Allied Health, Early Childhood Education, Radio / TV Production, NJROTC, and Multi Media Graphic Design. One hundred and eighteen out-of-district students participate in these Choice offerings.