



Sterling High School
 (07-5035-050)
 Grades Offered: 09-12
 2018-2019

Report Key:
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 ** 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 as the top left of the screen to move between pages of the report

Other Resources:

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

Notes from the New Jersey Department of Education:



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School Contact Information

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

Type	Contact Information
County	Camden
District	Sterling Regional School District
Principal Name	Mr. Matthew Sheehan
Address	501 South Warwick Road Somerdale, NJ 08083-2175
Phone Number	856-784-1333
Email Address	msheehan@sterling.k12.nj.us
Website	http://www.sterling.k12.nj.us/
Twitter	https://twitter.com/KnightPrincipal



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

Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
9	222	234	264
10	237	213	236
11	257	239	205
12	233	266	242
Total	949	952	947

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	47.4%	47.4%	48.8%
Male	52.6%	52.6%	51.2%
Economically Disadvantaged Students	29.1%	32.5%	30.8%
Students with Disabilities	17.0%	17.8%	17.5%
English Learners	0.4%	0.3%	0.2%
Homeless Students	1.1%	0.6%	0.7%
Students in Foster Care	0.3%	0.1%	0.4%
Military-Connected Students	N	N	1.8%
Migrant Students	N	N	N

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	63.8%	62.3%	59.7%
Hispanic	10.1%	10.8%	13.3%
Black or African American	19.3%	18.9%	17.7%
Asian	4.7%	5.4%	5.6%
Native Hawaiian or Pacific Islander	0.2%	0.3%	0.1%
American Indian or Alaska Native	0.1%	N	0.1%
Two or More Races	1.8%	2.3%	3.5%

Enrollment Trends by Full and Shared Time Status

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

Enrollment Status	2016-17	2017-18	2018-19
Full Time Students	949	952	947
Shared Time Students	N	N	N
Full Time Equivalent	949	952	947

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	99.4%
Other Languages	0.6%



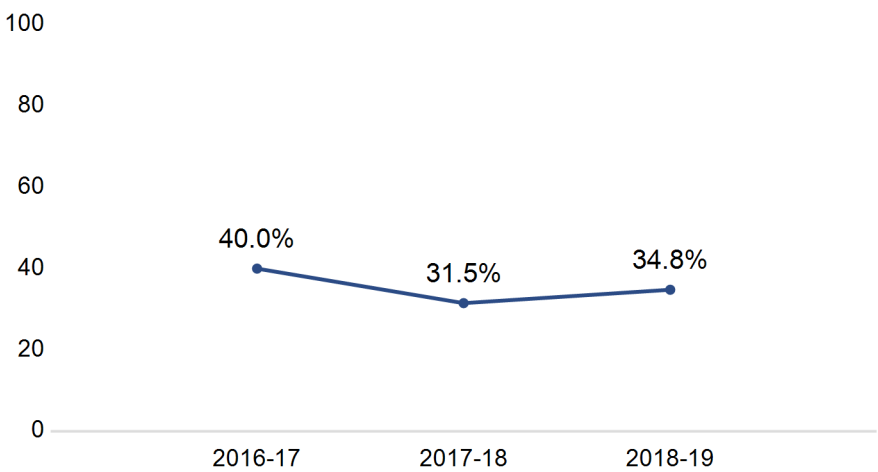
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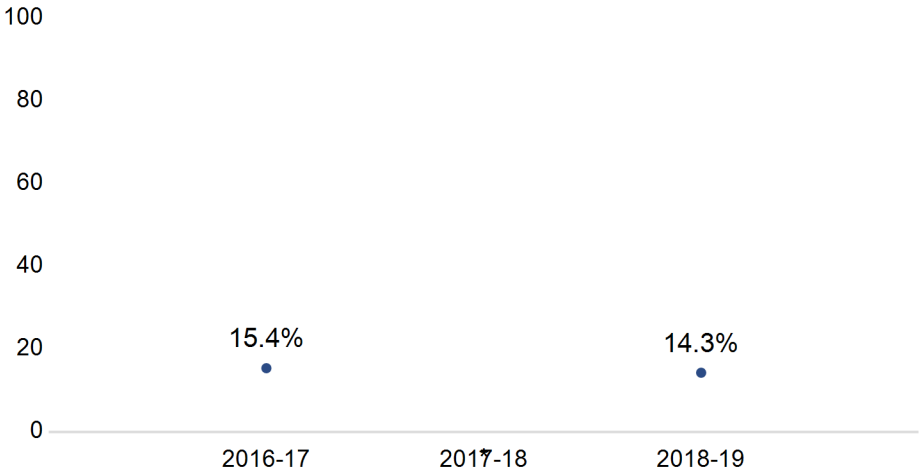
English Language Arts and Mathematics Performance Trends

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

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	97.1%	97.1%	97.9%	97.4%	98.2%	98.0%
Proficiency Rate for Federal Accountability	40.0%	31.5%	34.8%	15.4%	*	14.3%
Annual Target	39.1%	41.2%	43.4%	14.5%	18.0%	21.4%
Met Annual Target?	Met Target	Not Met	Not Met	Met Target	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	460	97.9	34.8	34.8	57.9	34.8	43.4	Not Met
White	256	97.4	38.3	38.3	66.9	38.3	45.4	Not Met
Hispanic	72	100.0	30.6	30.6	43.9	30.6	30.4	Met Target
Black or African American	88	98.9	20.5	20.5	38.5	20.5	35.9	Not Met
Asian, Native Hawaiian, or Pacific Islander	29	96.8	48.3	48.3	82.9	48.3	61.8	Met Target†
American Indian or Alaska Native	N	N	N	N	56.0	N	**	**
Two or More Races	15	93.7	53.3	53.3	64.4	52.6	**	**
Female	240	97.6	47.1	47.1	64.8	47.1		
Male	220	98.2	21.4	21.4	51.3	21.4		
Economically Disadvantaged Students	137	97.9	23.4	23.4	40.0	23.4	33.2	Not Met
Non-Economically Disadvantaged Students	323	97.9	39.6	39.6	67.9	39.6		
Students with Disabilities	71	94.9	*	*	22.7	*	19	Not Met
Students without Disabilities	389	98.5	*	*	65.1	*		
English Learners	N	N	N	N	29.3	N	**	**
Non-English Learners	460	97.9	34.8	34.8	60.6	34.8		
Homeless Students	*	*	*	*	29.1	*		
Students In Foster Care	*	*	*	*	27.6	*		
Military-Connected Students	*	*	*	*	57.8	*		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

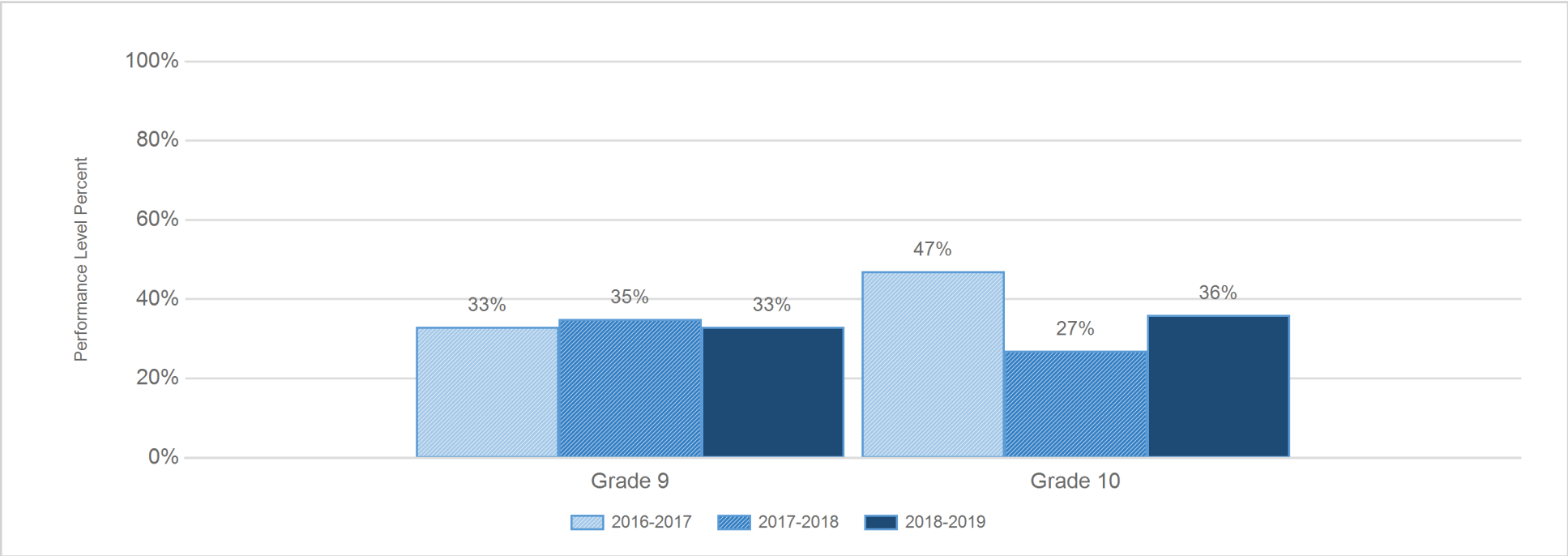


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English Language Arts Assessment - Performance Trends

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





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English Language Arts Assessment - Performance by Grade: Grade 9

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	249	737	737	753	12%	26%	29%	28%	5%	33%	56%
White	138	738	738	762	13%	23%	27%	*	*	37%	65%
Hispanic	36	731	731	737	*	33%	39%	*	*	19%	40%
Black or African American	50	728	728	732	*	30%	30%	*	*	22%	33%
Asian, Native Hawaiian, or Pacific Islander	14	750	750	783	0%	*	*	*	*	43%	84%
American Indian or Alaska Native	N	N	N	754	N	N	N	N	N	N	57%
Two or More Races	11	759	759	761	0%	*	*	*	*	73%	63%
Female	129	744	744	760	11%	19%	27%	*	*	43%	63%
Male	120	729	729	746	13%	34%	30%	*	*	23%	49%
Economically Disadvantaged Students	77	725	725	734	17%	40%	23%	*	*	19%	36%
Non-Economically Disadvantaged Students	172	742	742	762	10%	20%	31%	*	*	40%	65%
Students with Disabilities	41	706	706	717	*	*	*	*	*	*	17%
Students without Disabilities	208	743	743	760	*	*	*	*	*	*	63%
English Learners	N	N	N	693	N	N	N	N	N	N	*
Non-English Learners	249	737	737	755	12%	26%	29%	28%	5%	33%	*
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	22%
Military-Connected Students	*	*	*	755	*	*	*	*	*	*	56%
Migrant Students	N	N	N	715	N	N	N	N	N	N	23%



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English Language Arts Assessment - Performance by Grade: Grade 10

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	214	732	732	757	21%	23%	19%	29%	7%	36%	58%
White	121	735	735	767	21%	22%	18%	31%	8%	39%	67%
Hispanic	37	731	731	738	*	*	*	*	*	41%	43%
Black or African American	38	718	718	733	*	26%	32%	*	*	18%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	792	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	754	N	N	N	N	N	N	56%
Two or More Races	*	*	*	766	*	*	*	*	*	*	65%
Female	113	749	749	766	*	18%	24%	*	*	50%	66%
Male	101	712	712	749	*	30%	14%	*	*	20%	51%
Economically Disadvantaged Students	63	721	721	735	24%	30%	19%	*	*	27%	40%
Non-Economically Disadvantaged Students	151	736	736	767	21%	21%	19%	*	*	40%	67%
Students with Disabilities	30	685	685	711	*	*	*	*	*	*	19%
Students without Disabilities	184	739	739	765	*	*	*	*	*	*	65%
English Learners	N	N	N	687	N	N	N	N	N	N	*
Non-English Learners	214	732	732	760	21%	23%	19%	29%	7%	36%	*
Homeless Students	N	N	N	723	N	N	N	N	N	N	32%
Students in Foster Care	*	*	*	710	*	*	*	*	*	*	22%
Military-Connected Students	*	*	*	754	*	*	*	*	*	*	56%
Migrant Students	N	N	N	710	N	N	N	N	N	N	10%



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Mathematics Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	474	98.0	14.3	14.3	44.5	14.3	21.4	Not Met
White	263	98.2	17.1	17.1	54.1	17.1	22.5	Not Met
Hispanic	72	100.0	12.5	12.5	28.8	12.5	16.6	Met Target†
Black or African American	94	96.0	*	*	23.0	*	13.7	Not Met
Asian, Native Hawaiian, or Pacific Islander	29	96.8	27.6	27.6	76.5	27.6	41.3	Met Target†
American Indian or Alaska Native	N	N	N	N	42.7	N	**	**
Two or More Races	16	100.0	*	*	53.3	*	**	**
Female	246	98.8	13.8	13.8	44.9	13.8		
Male	228	97.1	14.9	14.9	44.2	14.9		
Economically Disadvantaged Students	140	97.3	10.7	10.7	26.3	10.7	18.6	Not Met
Non-Economically Disadvantaged Students	334	98.3	15.9	15.9	54.9	15.9		
Students with Disabilities	75	92.9	*	*	17.4	*	17.1	Not Met
Students without Disabilities	399	99.0	*	*	50.0	*		
English Learners	N	N	N	N	25.0	N	**	**
Non-English Learners	474	98.0	14.3	14.3	46.5	14.3		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	*	*	*	*	46.4	*		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

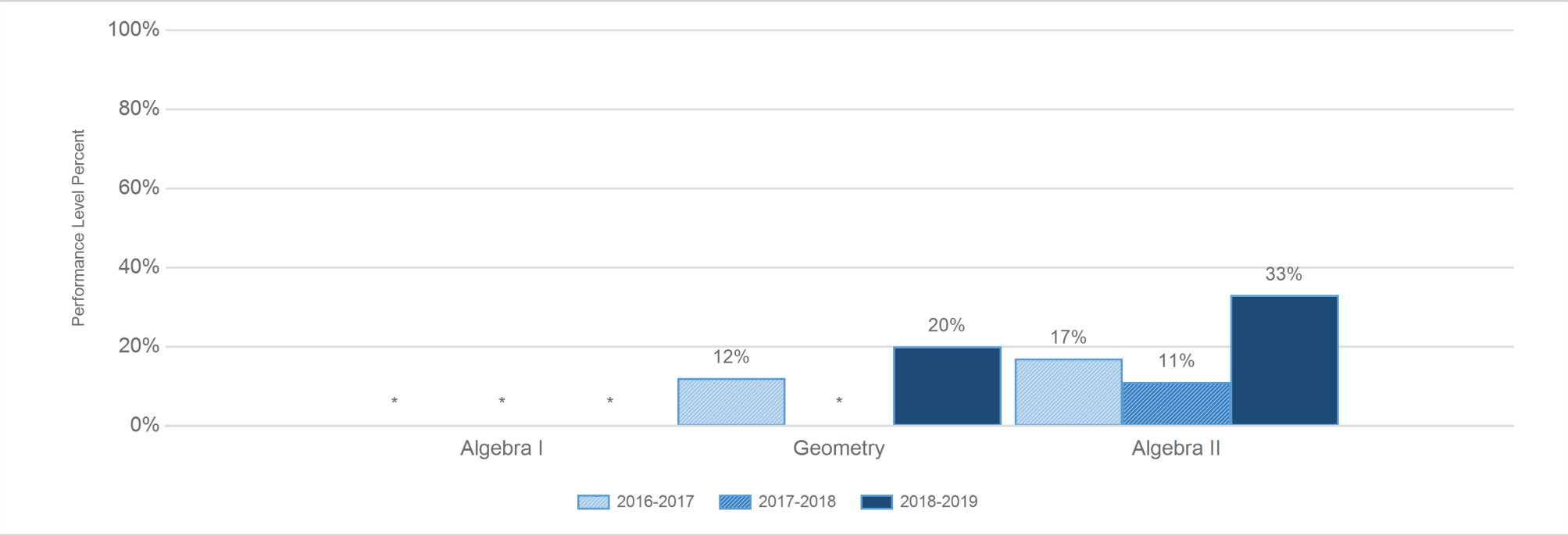


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Mathematics Assessment – Performance Trends

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



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



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Mathematics Assessment - Performance by Test: Algebra I

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

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	301	722	722	744	*	*	*	*	*	*	42%
White	158	724	724	752	*	*	*	*	*	*	53%
Hispanic	55	721	721	728	*	49%	29%	*	*	11%	24%
Black or African American	67	717	717	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	*	*	*	752	*	*	*	*	*	*	51%
Female	146	720	720	745	*	*	*	*	*	*	44%
Male	155	724	724	743	*	*	*	*	*	*	41%
Economically Disadvantaged Students	100	718	718	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	201	724	724	752	*	*	*	*	*	*	52%
Students with Disabilities	47	706	706	717	*	*	*	*	*	*	12%
Students without Disabilities	254	725	725	748	*	*	*	*	*	*	47%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	301	722	722	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	14%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	11%
Military-Connected Students	*	*	*	744	*	*	*	*	*	*	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%



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Mathematics Assessment - Performance by Test: Geometry

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

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	116	727	727	737	15%	28%	37%	20%	0%	20%	35%
White	65	731	731	743	*	25%	42%	*	*	23%	43%
Hispanic	12	719	719	724	*	*	*	*	*	*	17%
Black or African American	23	717	717	720	*	*	*	*	*	*	14%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	762	*	*	*	*	*	*	70%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	37%
Two or More Races	*	*	*	745	*	*	*	*	*	*	46%
Female	58	733	733	738	*	24%	45%	*	*	21%	36%
Male	58	722	722	736	*	33%	29%	*	*	19%	34%
Economically Disadvantaged Students	36	715	715	722	*	31%	31%	*	*	11%	16%
Non-Economically Disadvantaged Students	80	733	733	743	*	28%	40%	*	*	24%	43%
Students with Disabilities	28	696	696	712	*	*	*	*	*	*	*
Students without Disabilities	88	737	737	741	*	*	*	*	*	*	*
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	116	727	727	738	15%	28%	37%	20%	0%	20%	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	*	*	*	739	*	*	*	*	*	*	35%
Migrant Students	N	N	N	711	N	N	N	N	N	N	19%



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Mathematics Assessment - Performance by Test: Algebra II

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

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	63	734	734	755	*	27%	29%	*	*	33%	58%
White	43	737	737	758	*	26%	28%	*	*	37%	62%
Hispanic	*	*	*	731	*	*	*	*	*	*	34%
Black or African American	*	*	*	725	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	55%
Two or More Races	*	*	*	761	*	*	*	*	*	*	65%
Female	45	735	735	752	*	*	*	*	*	29%	55%
Male	18	733	733	758	*	*	*	*	*	44%	62%
Economically Disadvantaged Students	*	*	*	729	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	65%
Students with Disabilities	N	N	N	715	N	N	N	N	N	N	25%
Students without Disabilities	63	734	734	756	*	27%	29%	*	*	33%	60%
English Learners	N	N	N	696	N	N	N	N	N	N	11%
Non-English Learners	63	734	734	755	*	27%	29%	*	*	33%	59%
Homeless Students	N	N	N	717	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	715	N	N	N	N	N	N	14%
Military-Connected Students	*	*	*	742	*	*	*	*	*	*	39%
Migrant Students	N	N	N	*	N	N	N	N	N	N	*



Sterling High School
(07-5035-050)
Grades Offered: 09-12
2018-2019

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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

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

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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



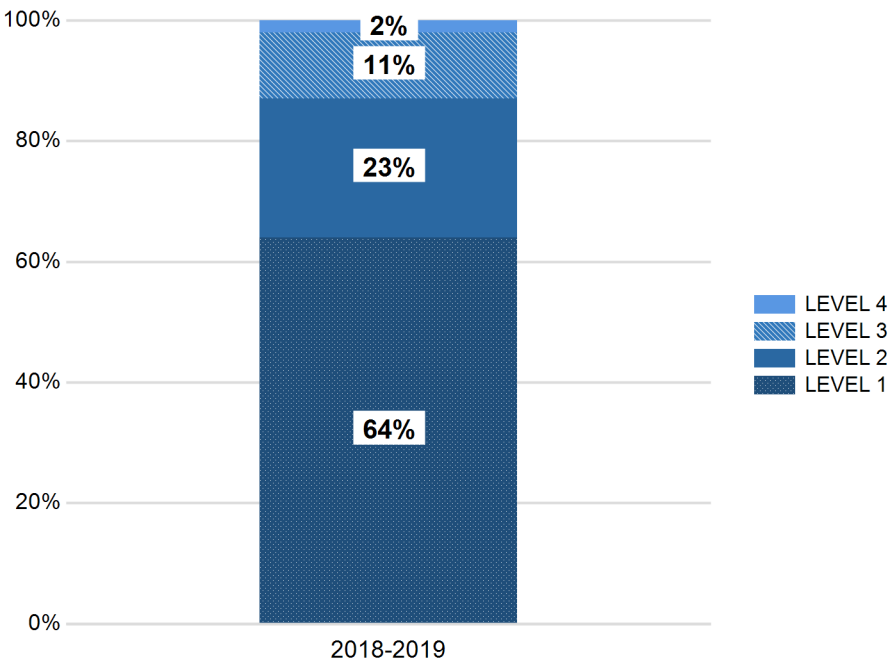
Sterling High School
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment.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

NJSLA Science Assessment: Grade 11 Summary

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



NJSLA Science Assessment: Grade 11

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	64	23	11	2
White	64	22	13	2
Hispanic	67	24	10	0
Black or African American	63	30	7	0
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	59	27	13	1
Male	69	19	10	2
Economically Disadvantaged Students	76	19	6	0
Non-Economically Disadvantaged Students	59	25	14	2
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	N	N	N	N
Non-English Learners	64	23	11	2
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	*	*	*	*
Migrant Students	N	N	N	N



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

PSAT, SAT, & ACT - Participation

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

Participation Type	School Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2018-19	95.2%	84.5%
12th graders taking SAT in 2018-19 or prior years	77.7%	72.1%
12th graders taking ACT in 2018-19 or prior years	4.1%	19.6%

PSAT, SAT, & ACT - Performance

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

Participation Type	School Average Score	State Average Score	College Readiness Benchmarks	School - Students Scores at or above Benchmark	State - Students Scores at or above Benchmark
PSAT 10/NMSQT - Reading and Writing	456	476	Grade 10: 430 Grade 11: 460	55%	61%
PSAT 10/NMSQT - Math	435	477	Grade 10: 480 Grade 11: 510	23%	43%
SAT - Reading and Writing	538	539	480	73%	70%
SAT - Math	522	541	530	50%	53%
ACT - Reading	24	25	22	70%	66%
ACT - English	24	24	18	80%	81%
ACT - Math	23	24	22	50%	65%
ACT - Science	23	24	23	50%	57%



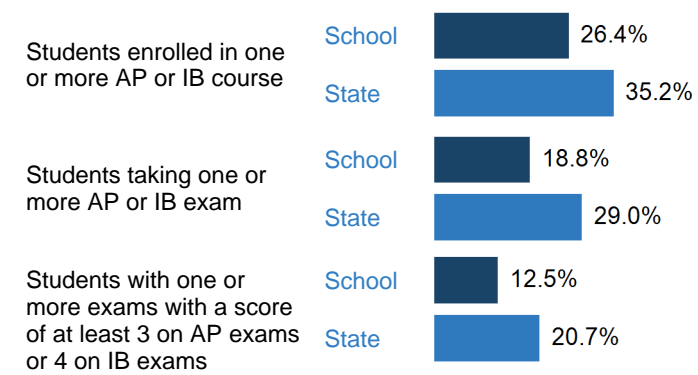
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate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

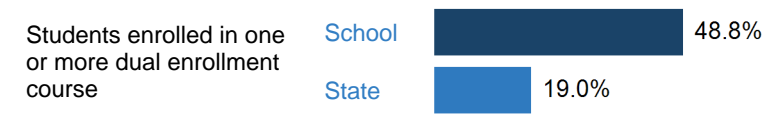
AP/IB Coursework – Participation and Performance

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



Dual Enrollment Coursework - Participation

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



AP/ IB Courses Offered

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

AP/IB Course	Students Enrolled	Students Tested
AP Art—History of Art	6	6
AP Calculus AB	17	17
AP Chemistry	18	18
AP English Language and Composition	24	25
AP English Literature and Composition	22	22
AP French Language and Culture	0	1
AP Music Theory	0	5
AP Psychology	0	3
AP Statistics	0	1
AP U.S. Government and Politics	0	12
AP U.S. History	135	29
Total Exams taken		139
Exams with scores of at least 3 on AP exams or 4 on IB exams		90



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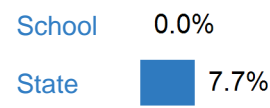
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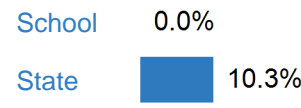
Career and Technical Education Participation

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

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



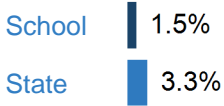
CTE Concentrators
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

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

Structured Learning Experiences





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Career and Technical Education Participation by Student Group

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

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



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Industry-Valued Credentials

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

Students Earning Industry-Valued Credentials



Industry-Valued Credentials by Career Cluster

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

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total credentials earned
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	177	76	0	0	0	0	67
10	36	153	45	0	0	0	27
11	123	6	17	49	0	0	41
12	13	3	2	22	66	0	43
Total	349	238	64	71	66	0	178
Enrolled in AP/IB Course					17	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	247	0	0	2	1	11
10	14	26	0	15	68	83
11	4	96	0	69	29	34
12	0	18	0	18	48	31
Total	265	140	0	104	146	159
Enrolled in AP/IB Course	0	18		0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	33



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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	3	18	0	11	13	246
10	4	219	0	9	9	46
11	2	202	0	19	19	33
12	30	65	0	35	38	71
Total	39	504	0	74	79	396
Enrolled in AP/IB Course	0	135	0	0		0
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	126	39	40	23	0	0	0
10	116	32	33	21	0	0	0
11	55	19	28	18	0	0	0
12	31	12	15	9	0	0	0
Total	328	102	116	71	0	0	0
Enrolled in AP/IB Course	0	0	0	0	0	0	0
Enrolled in Dual Enrollment Course	82	23	37	23	0	0	0
Enrolled in Level 3 or Higher	82	23	37	23	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.

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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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
Total	0



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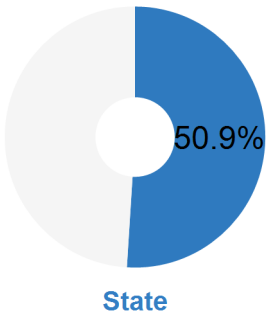
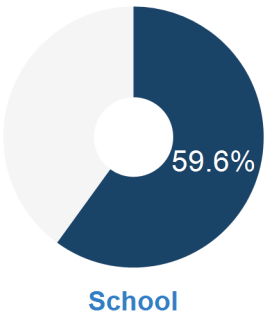
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Visual and Performing Arts – Course Participation

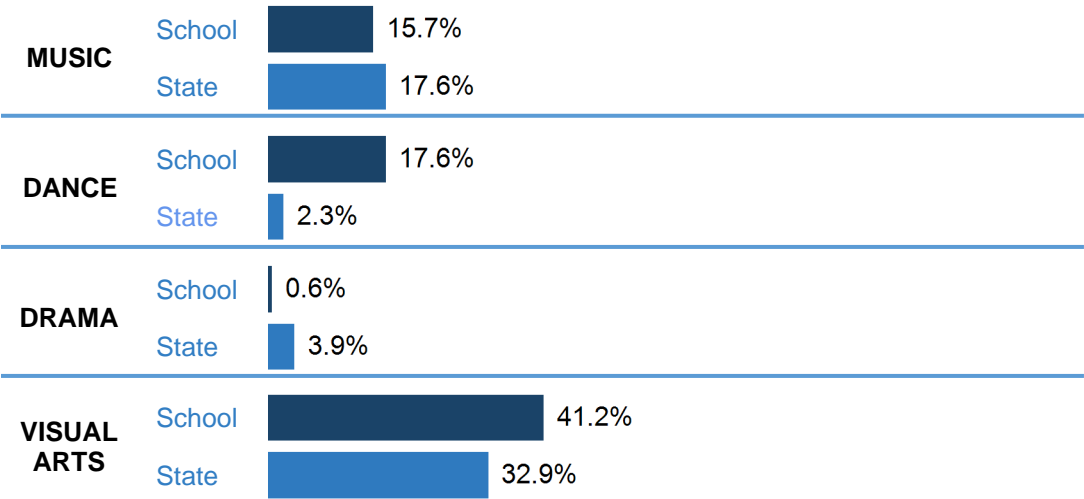
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the 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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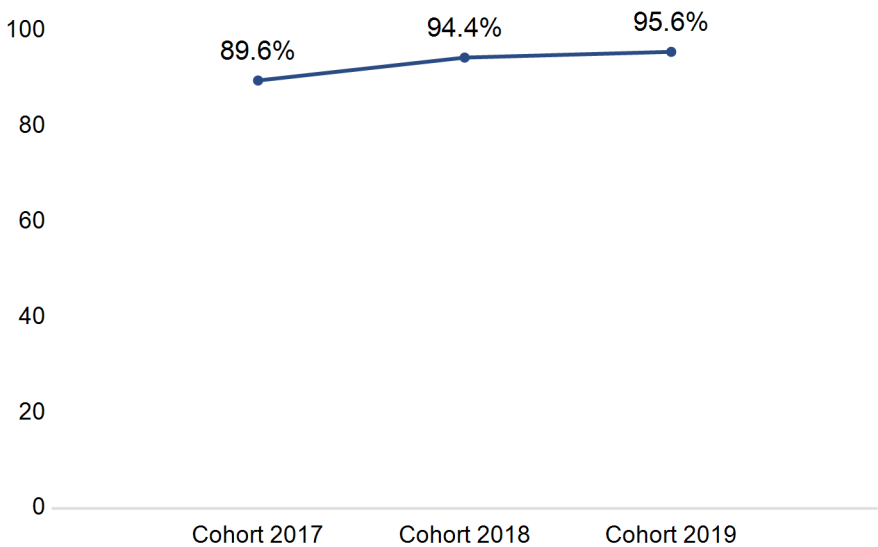
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Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the [NJDOE Graduation Rate page](#).

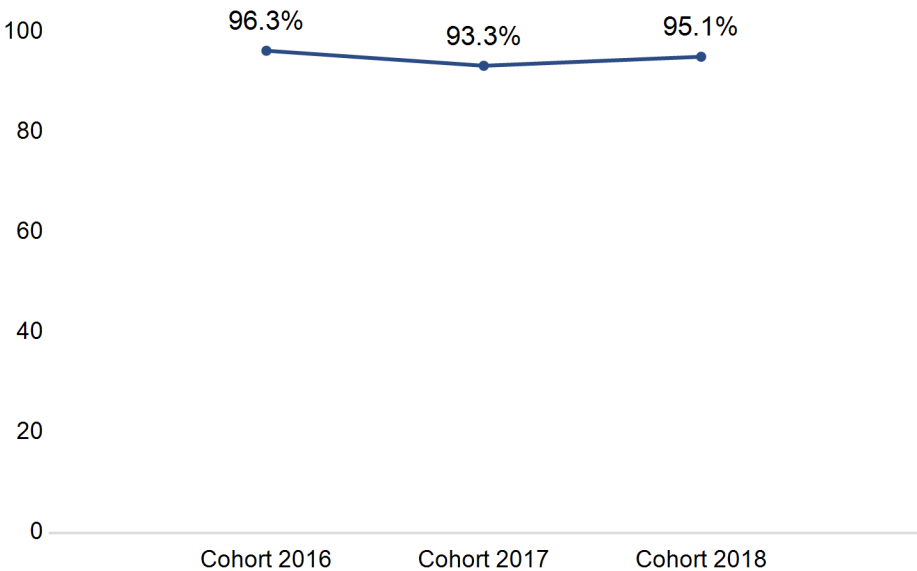
Graduation Rate Trends and Progress

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

4-Year Graduation Rate Trends



5-Year Graduation Rate Trends



Performance Measure	Cohort 2017 4-Year Rate	Cohort 2018 4-Year Rate	Cohort 2019 4-Year Rate	Cohort 2016 5-Year Rate	Cohort 2017 5-Year Rate	Cohort 2018 5-Year Rate
Graduation Rate	89.6%	94.4%	95.6%	96.3%	93.3%	95.1%
Annual Target	95.0%	95.0%		N	94.1%	
Met Annual Target?	Not Met	Not Met		Met Goal	Not Met	
Statewide Graduation Rate	90.5%	90.9%	90.6%	91.8%	92.4%	92.5%



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Graduation Rates

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

Student Group	School - Class of 2019: 4 Year Rate	State - Class of 2019: 4 Year Rate	School - Class of 2018: 5 Year Rate	State - Class of 2018: 5 Year Rate	Class of 2018: 4 Year Rate	Class of 2018: 4 Year Target	Class of 2018: Met Target	Class of 2017: 5 Year Rate	Class of 2017: 5 Year Target	Class of 2017: Met Target
Schoolwide	95.6%	90.6%	95.1%	92.5%	94.4%	95.0%	Not Met	93.3%	94.1%	Not Met
White	97.6%	94.9%	94.5%	95.9%	93.9%	95.0%	Not Met	94.8%	94.0%	Met Target
Hispanic	91.7%	84.5%	100.0%	87.3%	96.2%	N	Met Goal	81.8%	N	N
Black or African American	88.4%	83.3%	94.5%	87.1%	94.5%	92.9%	Met Target	93.5%	96.0%	Not Met
Asian, Native Hawaiian or Pacific Islander	*	96.9%	100.0%	97.8%	100.0%	**	**	*	**	**
American Indian or Alaska Native	*	92.2%	*	88.9%	*	**	**	N	N	N
Two or More Races	N	91.4%	*	94.2%	*	**	**	*	**	**
Female	95.5%	92.8%	96.7%	94.4%	96.7%			94.9%		
Male	95.7%	88.5%	93.9%	90.8%	92.6%			91.8%		
Economically Disadvantaged Students	92.3%	84.0%	90.2%	87.3%	89.2%	86.9%	Met Target	87.7%	86.4%	Met Target
Students with Disabilities	84.4%	79.2%	89.1%	83.8%	85.1%	92.5%	Not Met	78.3%	92.5%	Not Met
English Learners	*	75.4%	N	80.1%	N	N	N	*	**	**
Homeless Students	*	74.6%	*	78.3%	*			N		
Students in Foster Care	*	57.6%	N	82.5%	N			N		
Migrant Students	N	83.3%	N	85.0%	N			N		



Sterling High School
 (07-5035-050)
 Grades Offered: 09-12
 2018-2019

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Graduation Pathways

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

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
Statewide Assessment	63.2%	53.6%
Substitute Competency Test	21.8%	28.5%
Portfolio Appeals Process	5.4%	5.9%
Alternate Requirements specified in IEP	9.2%	11.7%
Unknown	0.4%	0.4%

Dropout Rate Trends

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

School Year	School Rate	State Rate
2018-2019	0.7%	1.2%
2017-2018	0.9%	1.2%
2016-2017	0.9%	1.1%



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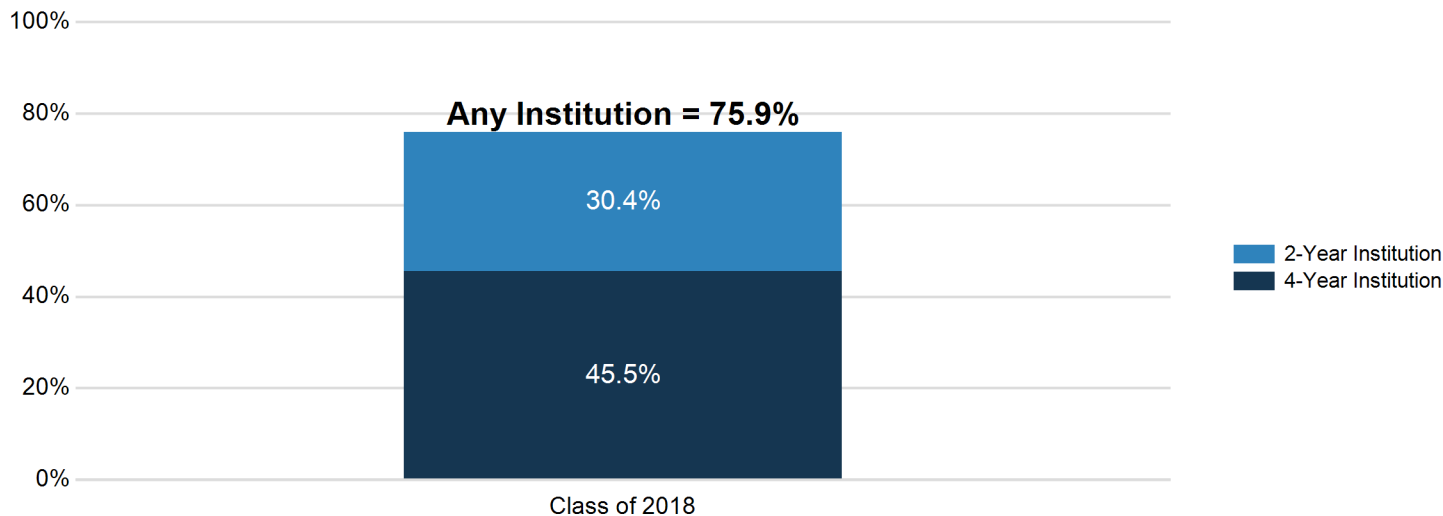
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Information about students enrolling in colleges and universities after graduation is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

Postsecondary Enrollment Rate Summary

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

Postsecondary Enrollment 16 months after Graduation



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



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Postsecondary Enrollment Rates: Fall

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	72%	28.7%	71.3%
Schoolwide	65%	36.5%	63.5%
White	65.4%	40.4%	59.6%
Hispanic	50%	16.7%	83.3%
Black or African American	57.1%	45%	55%
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged	55.2%	24.3%	75.7%
Students with Disabilities	39.5%	66.7%	33.3%
English Learners	*	*	*

Postsecondary Enrollment Rates: 16 month

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	77.8%	30.9%	69.1%	72.9%	27.1%	65.5%	34.5%
Schoolwide	75.9%	40.1%	59.9%	79.2%	20.8%	74.5%	25.5%
White	73.1%	36.8%	63.2%	77.2%	22.8%	73.7%	26.3%
Hispanic	78.3%	66.7%	33.3%	88.9%	11.1%	72.2%	27.8%
Black or African American	84.5%	42.9%	57.1%	79.6%	20.4%	79.6%	20.4%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	*	*	*
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged	71.2%	55.8%	44.2%	84.6%	15.4%	78.8%	21.2%
Students with Disabilities	51.2%	81%	19%	90.5%	9.5%	85.7%	14.3%
English Learners	*	*	*	*	*	*	*



Sterling High School

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2018-2019

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

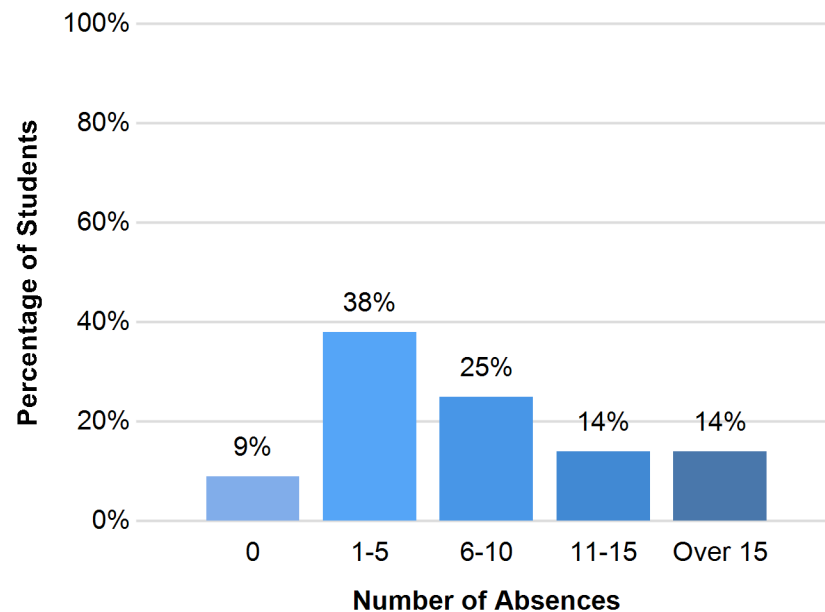
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	95	9.9	14.2	Met
White	64	11.2	14.2	Met
Hispanic	14	11.0	14.2	Met
Black or African American	9	5.3	14.2	Met
Asian, Native Hawaiian, or Pacific	4	6.9	14.2	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	14.2	Met
Female	50	10.8		
Male	45	9.1		
Economically Disadvantaged Students	32	11.0	14.2	Met
Students with Disabilities	31	17.5	14.2	Not Met
English Learners	*	*	**	**
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	2	11.8		
Migrant Students	N	N		

Days Absent

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





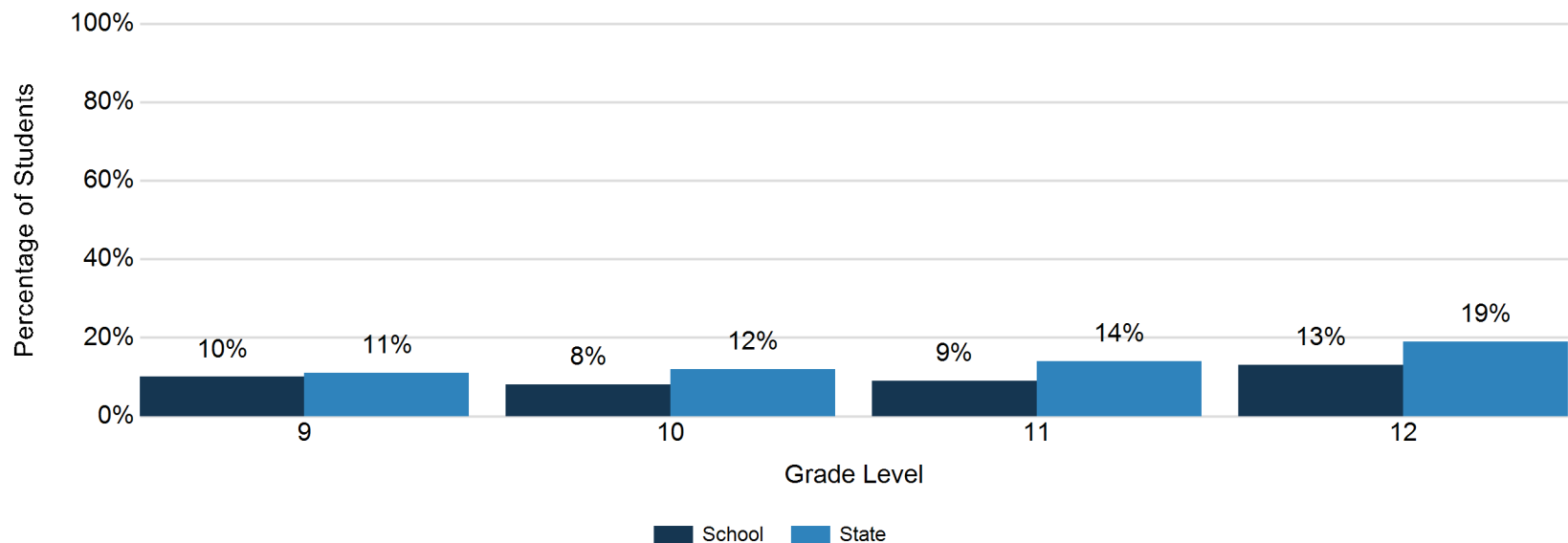
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Chronic Absenteeism by Grade

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





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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	5
Weapons	0
Vandalism	1
Substances	27
Harassment, Intimidation, Bullying (HIB)	4
Total Unique Incidents	36
Incidents Per 100 Students Enrolled	3.80

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	0
Vandalism	0
Substances	11
Harassment, Intimidation, Bullying (HIB)	1
Other Incidents Leading to Removal	2



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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	4	4
No Identified Nature	0		0

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	*	*
Out-of-School Suspensions	37	3.9%
Any Suspension	38	4.0%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
233



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School Day

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

Category	School
Typical Start Time	7:30 AM
Typical End Time	2:30 PM
Length of School Day	7 Hrs 0 Mins
Full Time - Instructional Time	6 Hrs 0 Mins
Shared Time - Instructional Time	6 Hrs. 0 Mins.

Device Ratios

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

School Year	Student to Device Ratio
2018-19	1.6:1



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Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	71	118,214
Average years experience in public schools	12.9	12.1
Average years experience in district	11.5	10.8
Percentage of Teachers with 4 or more years experience in the district	84.5%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	8	9,530
Average years experience in public schools	19.1	16.0
Average years experience in district	12.8	12.0
Percentage of Administrators with 4 or more years experience in the district	87.5%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	13:1	13:1
Students to Administrators	118:1	118:1
Teachers to Administrators	9:1	9:1
Students to Librarians/Media Specialists		947:1
Students to Nurses		947:1
Students to Counselors		189:1
Students to Child Study Team Members		474:1



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Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	48.8%	45.1%	37.5%	48.4%	77.1%	54.9%
Male	51.2%	54.9%	62.5%	51.6%	22.9%	45.1%
White	59.7%	93.0%	87.5%	42.4%	83.6%	77.4%
Hispanic	13.3%	1.4%	0.0%	29.9%	7.3%	7.2%
Black or African American	17.7%	5.6%	12.5%	15.0%	6.6%	13.9%
Asian	5.6%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.1%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.1%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	3.5%	0.0%	0.0%	2.1%	0.2%	0.2%



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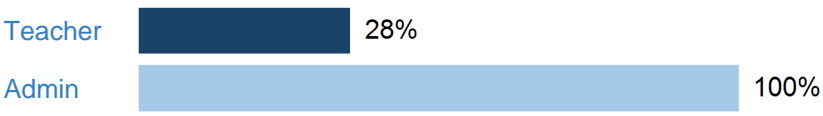
Teachers and Administrators - Level of Education

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

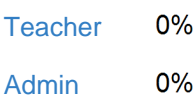
Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	94.4%	90.5%
2017-18 Administrators: Same district 2018-19	77.8%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	97.7%



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Per-Pupil Expenditures by Source

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

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

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

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

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



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

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

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

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

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

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

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

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

ESSA Accountability Status

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

Status for 2020-21 School Year	Targeted Support and Improvement
Category of Identification	Consistently Underperforming Student Group (TSI)
Year Eligible to Exit Status	2021
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	Consistently Underperforming Student Group (TSI)
Student Group Status: English Learners	

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



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ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	40.0%	31.5%	34.8%
Math Proficiency	15.4%	*	14.3%
ELA Growth	N	N	N
Math Growth	N	N	N
4-Year Graduation Rate†	89.6%	94.4%	95.6%
5-Year Graduation Rate†	96.3%	93.3%	95.1%
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	12.1%	10.4%	9.9%

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



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Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
 Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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

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

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

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



Sterling High School
(07-5035-050)
Grades Offered: 09-12
2018-2019

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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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



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School Narrative

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



Highlights:

- Sterling uses a STOPit app to anonymously report incidents of concern. Sterling also uses the Sielox safety system which quickly notifies local police of a safety concern.
- Sterling continues to offer 5 School Choice Programs. There is a waiting list of over 100 applicants each year.



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.



Awards, Recognition, Accomplishments:

The AP students maintained scores that rated about the state and global averages. 65% of AP students scored a 3 or higher and 34% of the AP students scored a 4 or 5. Boys Volleyball Coach, Dan Stuart, and Girls Softball Coach, Kelly Johnson, reached 200 career victories.






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 <div>Courses, Curriculum, Instruction:</div>	<p>Sterling High School offers a comprehensive curriculum that is aligned to the New Jersey Student Learning Standards. We currently offer various levels, including nine Advanced Placement courses as well as several remedial programs. Beginning with the Class of 2021, students are required to take an English Composition 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. During this added time, 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 Professional Learning Communities. Online textbooks are being researched as Sterling currently is 1:1.</p>
 <div>Sports and Athletics:</div>	<p>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 (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Boys & Girls), Wrestling (Boys)</p> <p>Sterling finished as runner up in the 18-19 Colonial Conference Liberty Division Sportsmanship Award. Division Championships were won in Boys Soccer, Swimming, Girls Basketball, and Boys Volleyball. Boys Lacrosse was added as a club program with budget planning completed for a Varsity Program in 19-20.</p>
 <div>Clubs and Activities:</div>	<p>Academic Challenge, Band-Jazz, Marching & Orchestra, Believe in U/Student Council, Chorus, Class of 2020, 2021, 2022 and 2023, FBLA, FCCLA, 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 student lead mentoring group called U-Knighted. A Gay Straight Alliance was added in 2018-19.</p>






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 <p>Before and After School Programs:</p>	<p>We offer our Fitness Center every day to students of all ages and open 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 sponsors the Battle of Bands, a Talent Show, and an end of year safe graduation celebration.</p>
 <p>Staff and Professional Learning:</p>	<p>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, time will be set aside to focus on using this product for instruction, assessment, and analysis. Inter-district collaboration on curriculum, instruction, and technology also takes place regularly.</p>
 <p>Postsecondary Information:</p>	<p>84% of the Class of 2019 are continuing their education. 81% are attending college; 48% at four year colleges, 33% at two year colleges. 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.</p>






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 <p>Student Supports and Services:</p>	<p>ELL instruction, RTI support, and after-school tutoring are available for at-risk students. Guidance counselors are available to all 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.</p>
 <p>Student Health and Wellness:</p>	<p>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. Successfully organized a five discipline collaboration activity titled Latin Salsa Extravaganza.</p>
 <p>Parent and Community Involvement:</p>	<p>Parents may involve themselves in Strategic Planning, parent information nights on academics, student well-being, Back to School nights, conferences, and a community fitness center. Parents have access to student academics through the parent-portal, OnCourse. Parents may access additional information through individual teacher websites, Pre Prom Assembly, Parent / Project Graduation Committee, and 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.</p>






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 <div>Climate Surveys:</div>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students In 17-18 Sterling High School surveyed 380 students regarding School Climate and they responded to twelve questions. Sterling utilized the Safety Program to create and strengthen the Senior Mentor Program. We used the SERV - Services Empowering Rights of Victims to strengthen Heath Class Curriculum.</p>
 <div>Facilities:</div>	<p>The school is 59 years old. Recent upgrades include roof replacement, upgrading site drainage, upgrading bathroom facilities to be ADA compliant; installing new boilers and chillers, domestic hot water, air conditioning in the kitchen, cafeteria, gymnasium; security system upgrades, auditorium upgrades, and replaced existing HVAC system in the auditorium and TV studio. 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.</p>
 <div>School Safety:</div>	<p>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 local police. Since 1999, Sterling has employed a full-time School Resource Officer who works with students, staff, and the community in the areas of safety. We recently purchased a visitor management system called Lobby Guard SL. Using the Lobby Guard Instant Background Check Feature, we are able to screen visitors to keep unwanted individuals out of the building. We have a full time HIB specialist who conducts 2 school safety assemblies each year. We currently offer student workshops to increase student safety, well-being, anti-bullying, and anti-violence in relationships</p>




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 <div>Technology and STEM:</div>	<p>Sterling has completed the 3rd phase of the 1:1 student tablet initiative, where students in grades 9 and 10 were outfitted with Dell tablets. This brings the total student body to about 65% with 1:1 devices as the initial phase of implementation included students enrolled in AP or Allied Health programs. Coinciding with this initiative, staff 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.</p>
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<div>  <div>Other Information</div> </div>	<p> 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 a 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. We initiated phase three of our technology initiative. Tablets were offered to select student groups equaling 3/4 of the school's population. The school website was upgraded and now includes a mobile APP to offer greater communication opportunities. 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. </p>
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Sterling High School

2018-2019

County: Camden
District: Sterling Regional School District
Principal: Mr. Matthew Sheehan
501 South Warwick Road
Somerdale, NJ 08083-2175
<http://www.sterling.k12.nj.us/>
856-784-1333

Total students: **947**

- This school requires **targeted** support.



- Economically Disadvantaged: **30.8%**
- Students with Disabilities: **17.5%**
- English Learners: **0.2%**
- Grades offered: **09-12**
- Student to Teacher Ratio: **13:1**
- Teacher Average Experience (years): **12.9**

School Highlights Reported by the District



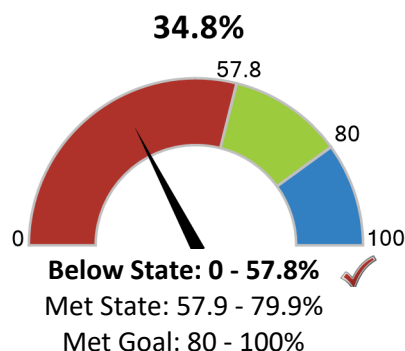
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How did students perform on assessments?

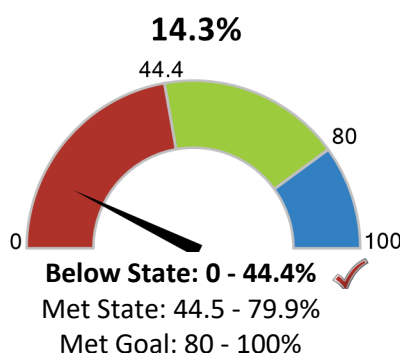


Students that met or exceeded expectations on statewide assessments

English Language Arts



Math

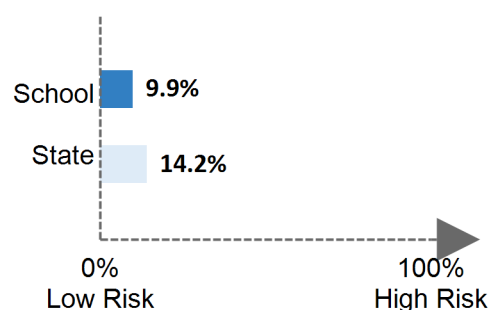


Are students at risk?



Students that were absent for 10% or more of days enrolled

Chronic Absenteeism

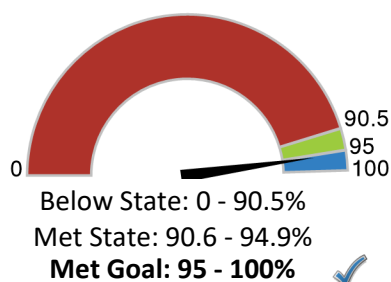


Are students graduating?



4-year Graduation Rate

95.6%



Are students college and career ready?



AP/IB Courses:

26.4% of 11th and 12th graders enrolled (State = 35.2%)

Dual Enrollment Courses:

48.8% of 11th and 12th graders enrolled (State = 19.0%)

Industry-Valued Credentials:

0.0% of students earned (State = 0.9%)

College Enrollment:

75.9% of graduates enrolled (State = 77.8%)

How to use this report?

- 1 Learn **More** about this school by viewing the [detailed report](#) or by clicking any of the " " icons on the page.
- 2 Start **Conversations** with school community members and ask questions. Use our [guides](#) for suggestions.
- 3 Engage with your school communities to identify where schools are doing well and where they can improve.



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