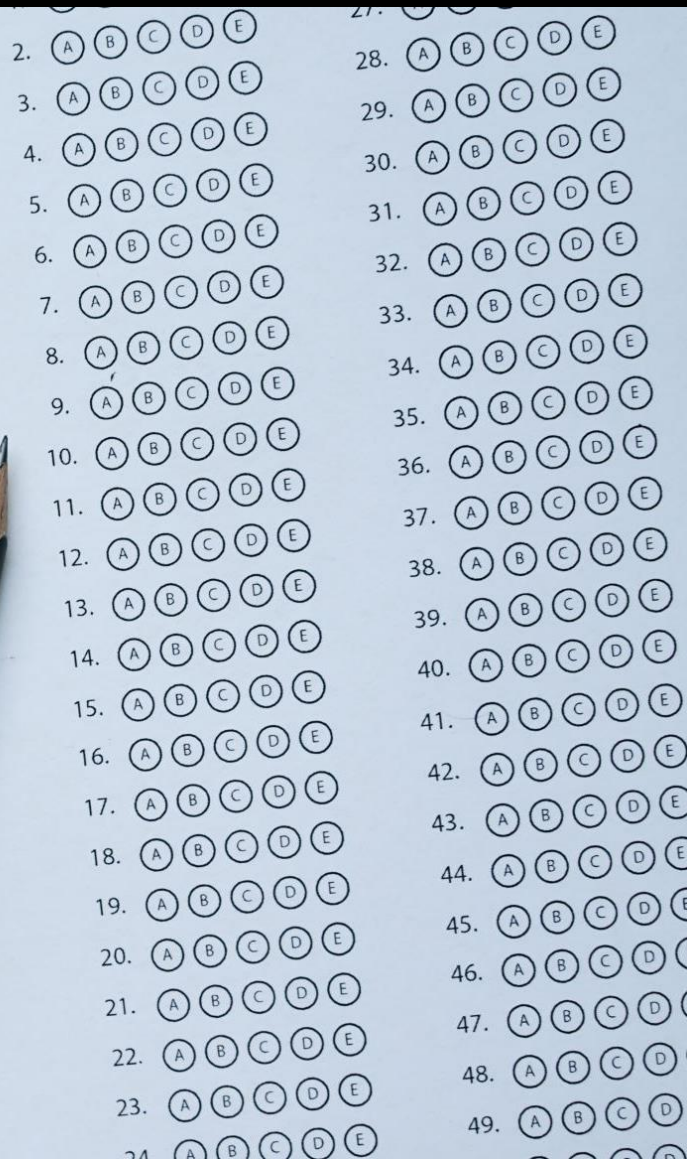


# TRITON Regional High School 2020-2021\* School Report Card

***\*Non-traditional  
instruction***



# DEMOGRAPHICS

## Who attends Triton?

2020-2021 – 1,071 (-86)

Females: 50%

Males: 50%

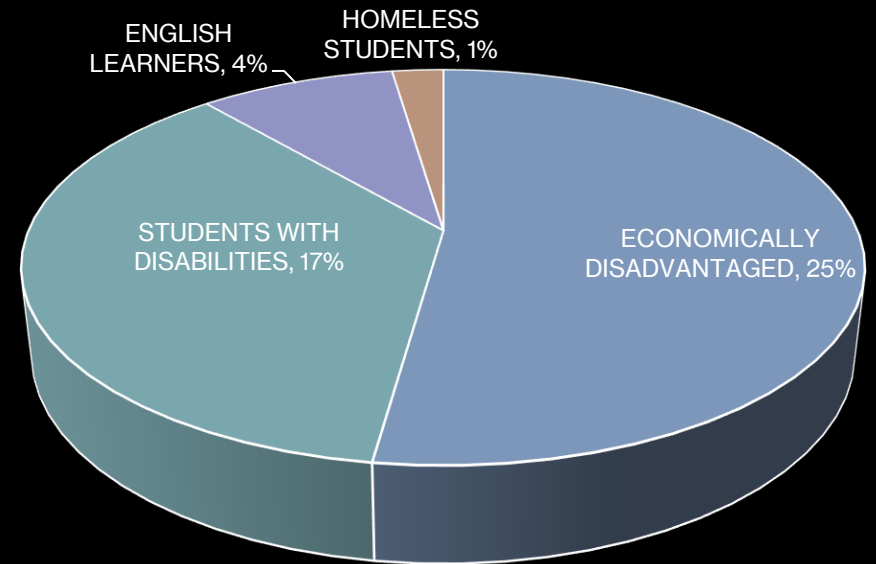
Non-Binary: <01%

Economically Disadvantaged: 24.5%

Students w/Disabilities: 17.1%

English Language Learners: 04.2%

Homeless Students: 01.1%



*\*Our demographic has not significantly changed in the last three years except for Economically Disadvantaged. This decreased by 10% in 20-21. However, I don't believe this to be accurate due to COVID-19 and free lunches.*

## Enrollment by Racial and Ethnic Group:

2020-2021 – 1,071 (-86)

White: 65.2%

Hispanic: 15.1%

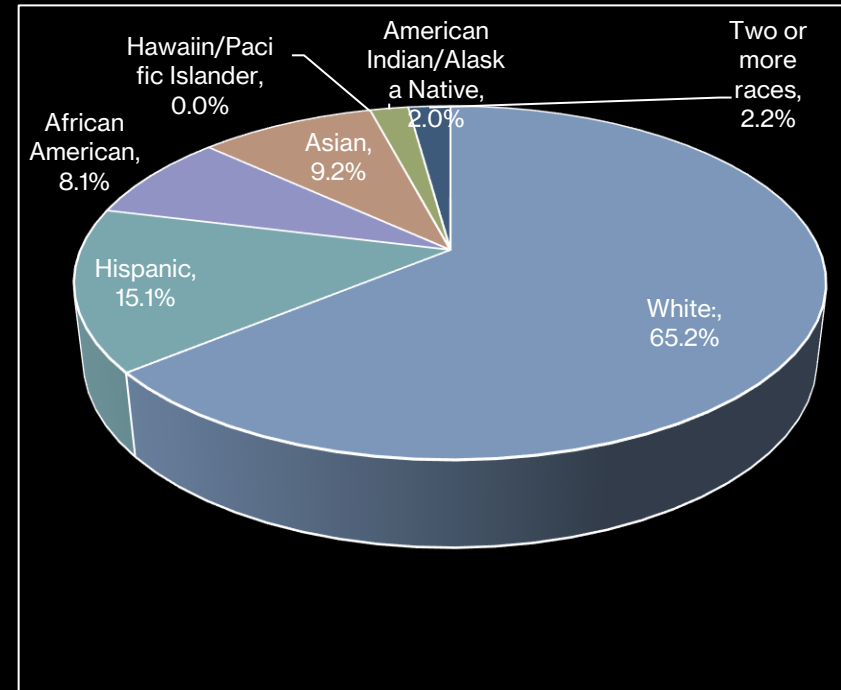
African American: 08.1%

Asian: 09.2%

Native Hawaii/Pacific Islander: 0%

American Indian/Alaska Native: .02%

Two or more races: 02.2%



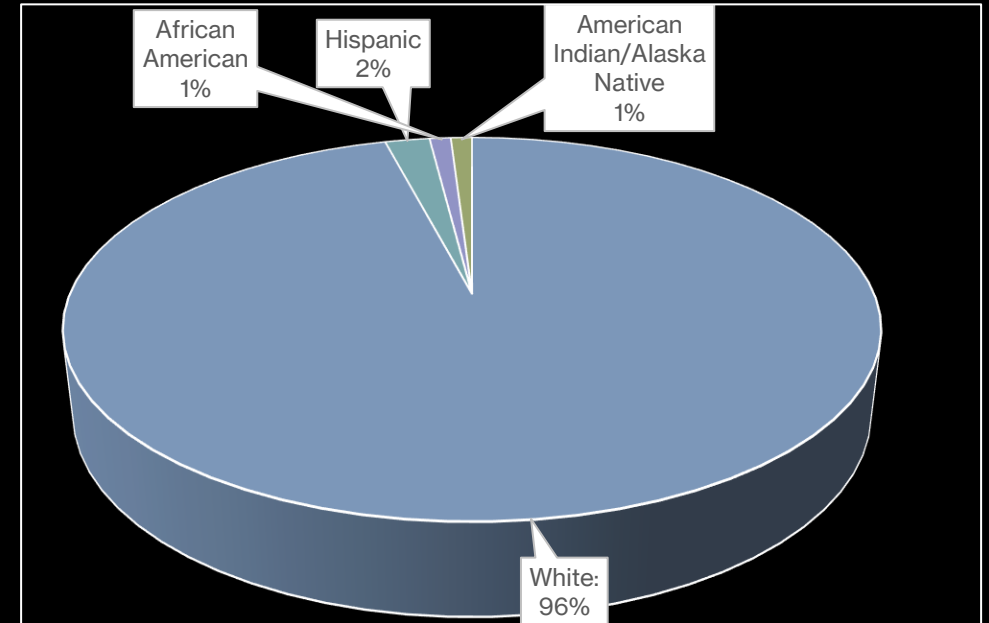
*The racial and ethnic makeup of Triton has not significantly changed over the past three years. The greatest change was in 19-20 among the Hispanic group, where we saw an increase of 01.2% and 20-21 Two or more races increased by 01.5%.*

# Faculty Race and Ethnic Breakdown

Student-to-Teacher Ratio 11:1

Student-to-Counselor Ratio\* 153:1, Actually 179:1

Females:	60-65%	Males:	35-40%
Non-Binary:	< 01%	White:	95.9%
Hispanic:	2.1%	African American:	1.0%
Asian:	0%	Native Hawaii/Pacific Islander:	0%
American Indian/Alaska Native:	0%		
Two or more races:	0%		



*We are continuing our attempt to increase the diversity of our faculty and staff. The district continues to connect with diverse universities, host job fairs and reach out to former students of our districts. There is more diversity represented outside of our classroom teachers, including support staff, counselors, and newly added mentor positions.*

*\*Includes SAC as a counselor, he does not carry a case load, we have 6 counselors that manage 1071 students which calculates to a 179:1 ratio.*

# ACADEMIC ACHIEVEMENT

2019-2020 and 2020-2021 statewide assessments were canceled.  
2018-2019: Met our target performance percentages in ELA and Math,  
still below State averages

## **THIS YEAR:**

- Seniors who were at risk of not graduating attended “Plan to Graduate” meetings with the parents and Vice Principal in August.
- September - Start Strong Testing English and Math
- After receiving the results, Supervisors worked closely with the counselors and teachers to make changes to schedules and place students in appropriate classes.
  - Examples: Change from Algebra I to Algebra I-Math Enhancement, English A to English CP
- Students were scheduled for sessions with the Literacy Lab teacher.

- 11<sup>th</sup> and 12<sup>th</sup> grade students were scheduled with the Student Success coach.
- After the first marking period, select out-of-cohort 10<sup>th</sup> grade students on Academic Improvement Plans were added to Student Success coach schedule.
- Pacing of curricula was monitored and adjusted throughout the year by the supervisors. Several horizontal articulation meetings were held to monitor student progress. There was a significant learning gap due to virtual instruction. This was most noticeable in mathematics.
- Vice Principals started Academic Improvement Plans mid-marking period of the 1<sup>st</sup> marking period. AIPs were reviewed at mid and end of all the marking periods.
- 9<sup>th</sup> and 10<sup>th</sup> grade Vice Principals began holding weekly study halls for all students on AIPs during Mustang Time. The Student Success Coach joined them for the study hall.



- Title I programs were implemented:
  - Math
    - *Tutoring during the school day*
    - *Empower hours after school Tuesdays and Wednesdays*
    - *Online tutoring Tuesday and Thursday nights (5-7)*
  - ELA
    - *Literary Café' – after school Monday thru Thursday*
    - *Online tutoring Tuesday and Thursday nights (6-7:30)*
    - Science tutoring during Mustang Time A & D days
- End of first semester, Senior meetings were held with students in danger of NOT graduating. We utilized CARE program for some students for credit recovery.
- Incorporated individual sessions with our Reading Specialists after school for select students. These students were recommended by VPs through their Academic Improvement Plans.
- VPs, Counselors, and Case Managers are encouraged to think outside the box to provide opportunities for students who have extenuating circumstances that have caused them to lose focus on their academics and need support to get back on track.

# COLLEGE AND CAREER READINESS

- PSAT and SAT\*
- Advanced Placement (AP) and Dual Credit (DCC)
- Career and Technical Education (CTE) and Structured Learning Experiences (SLE)
- Visual and Performing Arts



# PSAT and SAT\*

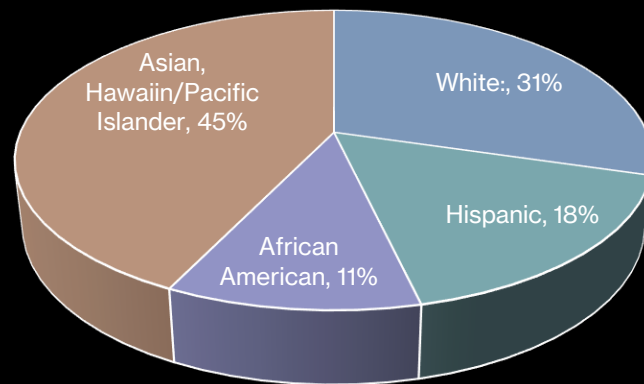
- **PSAT:** 10<sup>th</sup> and 11<sup>th</sup> graders – Not given in 2020-21
- **SAT:** 12<sup>th</sup> graders 2020-2021 or prior
  - 43.1% participation (2.3% below than State average)
  - Reading and Writing 61% score at or above College Readiness Benchmarks (15% below State Average)
  - Math 45% score at or above College Readiness Benchmarks (15% below State Average)

*2021-22 Administered the PSAT to ALL 10<sup>th</sup> and 11<sup>th</sup> grade students. We were able to offer the Kaplan SAT Boot Camp again. Administered the SAT to 167 11th grade students this year. We will continue market the SAT semester course and hope to have it run in the future.*

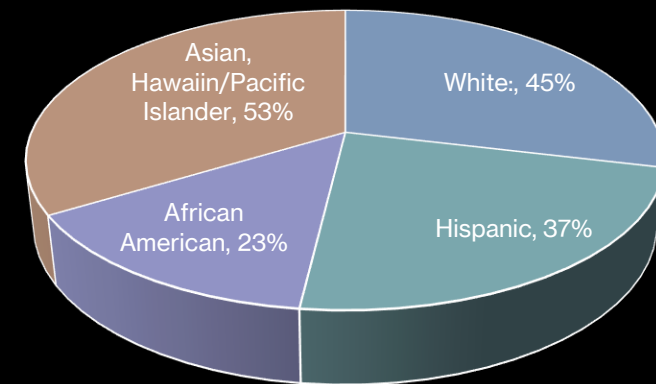
# Advanced Placement (AP) and Dual Credit (DCC)

- Triton offers 14 AP courses and 23 DCC
- 28.6% were enrolled in AP and 42.6% were enrolled in DCC

AP COURSE ENROLLMENT



DUAL CREDIT COURSE ENROLLMENT



*All DCC percentages are above the State averages for enrollment including subgroup breakdowns. AP percentages are between 5-10% lower than the State averages.*

# Career and Technical Education (CTE) and Structured Learning Experiences (SLE)

SLEs: Internships, Work Study

- 2.6% enrolled in SLEs, .03% lower than State Average

CTEs: Automotive Technology, Baking and Pastry, Carpentry, Cosmetology, Electrical Residential, HVAC, Hydro Technology, Pharmacy Technician, Welding

- 13% enrolled in CTE, 6% higher than State Average

*We are continuing to promote these programs and include more options for non-college bound students.*

*\*Note we also provide ASVAB testing for students interested in Military*

# Visual and Performing Arts

41.6% of our students are enrolled in one or more classes

- **MUSIC:** Participation 9.4%, this is less than the State average of 16.1%

*Sending districts have decreased their music programs, we are working to market our programs by including middle school band opportunities at the high school level and have switched to a PEP band to draw more interest.*



- **DANCE:** Participation is 6.4%, this is 4% higher than the State average of 2.3%

*Continuing to increase participation in Dance I, II and III. Continuing to market the program to our middle schools and promote the program and various school events.*



# Visual and Performing Arts

**41.6% of our students are enrolled in one or more classes**

- **DRAMA:** Participation is 2.9%, this is less than the State average of 3.4%

*We offer Theatre I, II, III, and IV, but we also have four different co-curricular Drama offerings that are not included in this number. We offer Fall Play, Spring Musical, One Acts, and Summer Theatre Camp. Numbers in these programs are on the rise and we hope that the expansion of the Summer Theatre Camp provides an opportunity to those students that cannot afford Mainstage and other pricey summer programs.*

- **VISUAL ARTS:** Participation is 24.9%, this is less than the State average of 33.2%

*We offer 11 classes including not limited to Art I, II, III, AP Art, Ceramics I and II, . With the incorporation of the work study programs, college now, and other options for seniors, this could be a reflection in the participation rates of our elective courses in comparison to the State average. However, it should be noted that all classes we offer are full and we have students who are on waiting lists to take these classes. We are utilizing our facilities to capacity and our students are taking advantage of the programs.*

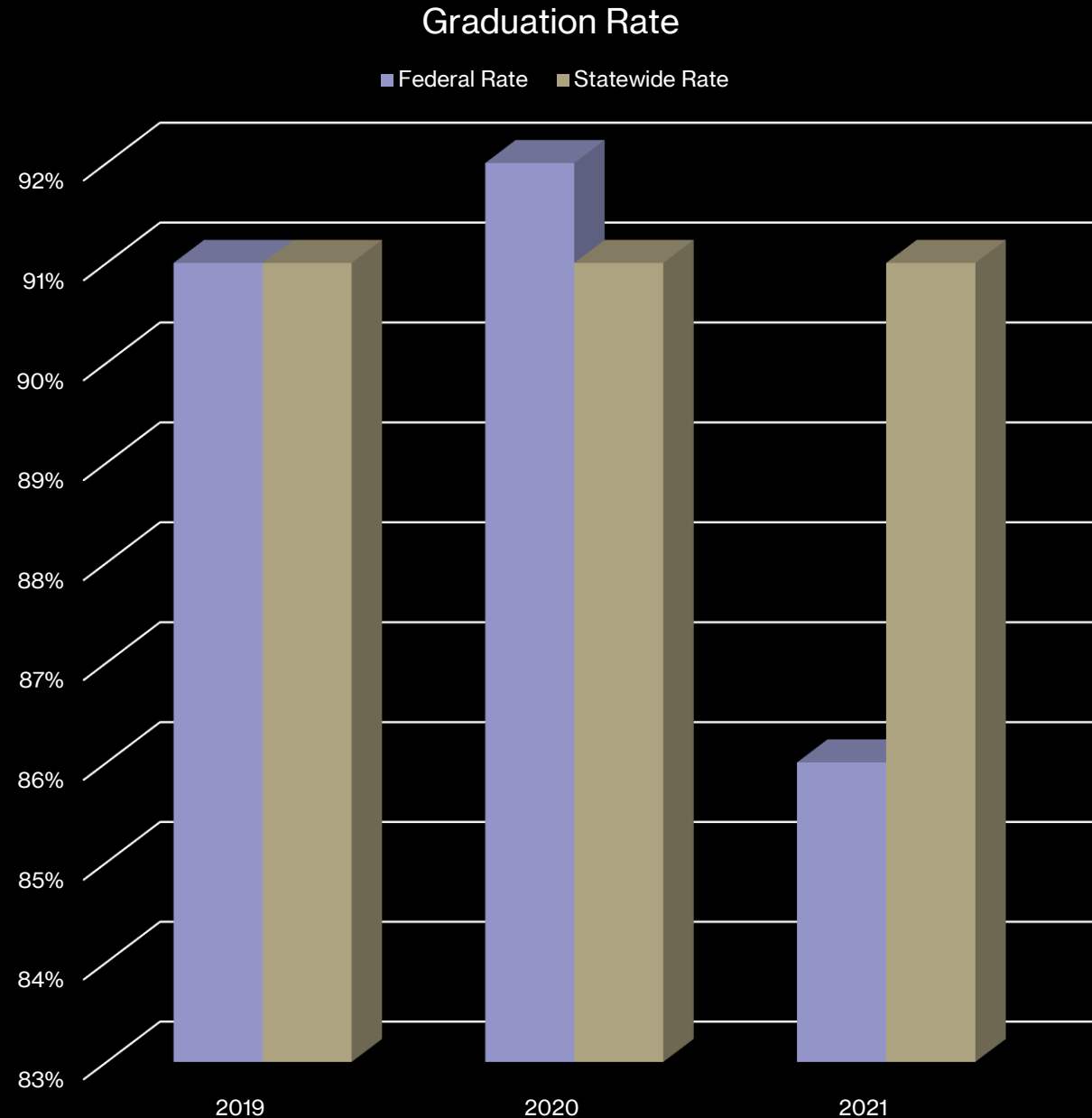


# GRADUATION

- 2020-2021: Now two (2) versions of the graduation rate:

## Federal and State

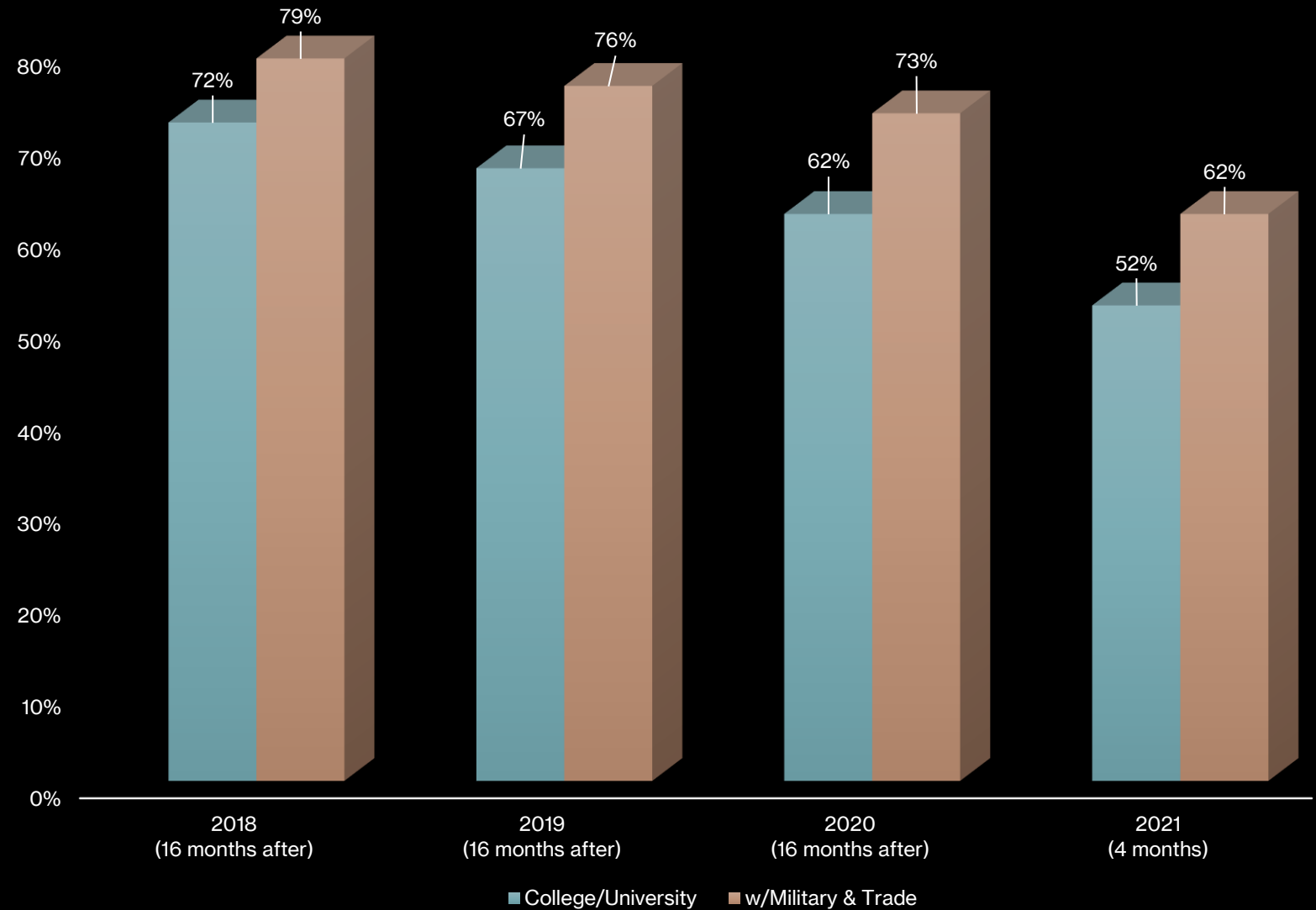
- Federal Graduation Rate: Changed to how it's reported
  - Classified students who have any exemption to the State's requirements in their IEP will NOT be counted.
- Statewide Graduation Rate: will continue to use the prior calculation method and include those with exemption.



# POSTSECONDARY

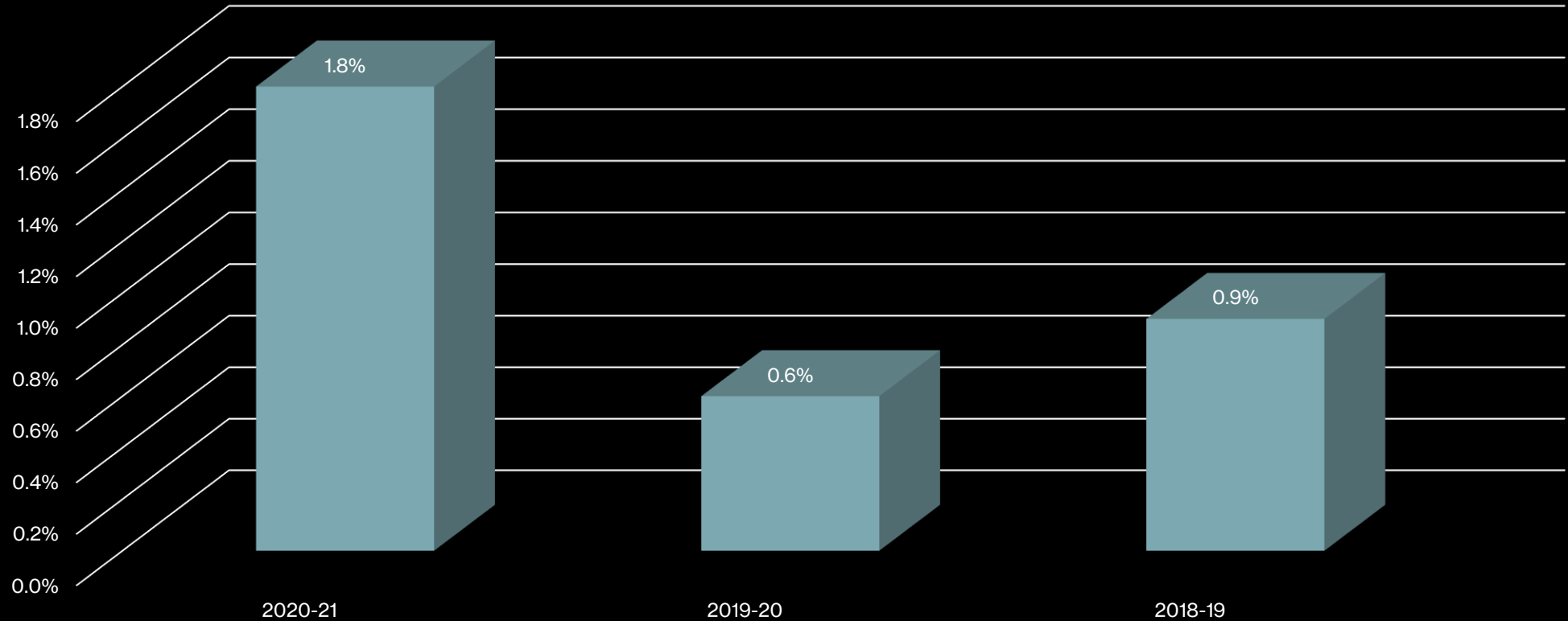
- Sharp decline in 2021, however this is only data from 4-month post graduation.
- The report card does not count trade schools or military enlistments.

## Where are the Mustangs after graduation?





## DROP OUT RATE



**2018-19 (10 students) and 2019-2020 (9 students) were below the State average.**

**2021-22 (20 students) are above the State average by .07%. A lot of students were not successful during remote learning. We currently have 14 students who have dropped out.**

# CLIMATE AND ENVIRONMENT

- **Chronic Absenteeism**

- State defines this as 10% or more of the days enrolled
- 180 days in a year – 18 days absent
- 112 students – 10.2%
- 72 of 112 (64%) are made up from our Economically disadvantage, students with disabilities, English Learners, and Homeless population.

*What do we do to address absenteeism?*

- Letters and calls are sent starting at 4-days
- Parent meetings
- Home/well visits from SRO
- VPS, Counselors and Case Managers have made home visits
- Attempts to get involved in co-curriculars
- Peer mentors – Adult mentors
- Compliance with law – truancy charges filed under 16

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

2020-2021: Numbers were low due to Remote Instruction:

- 1 - Incident of Violence
- 6 - Substance
- 1 - Harassment, Intimidations, Bullying (HIB)

***\*This year we have a significant number of issues with Social Media, HIBS, and confrontations. We have conducted 14 HIB investigations, 9 were unsubstantiated, 5 fit the definition for HIB.***

This takes us to the conclusion of our presentation.

# NO PLACE FOR HATE

The newest program in our battle to end Bullying and Harassment in school.

- Here to present the program are our Mustang Student leaders:
  - Daejah Purnell
  - Madalyn Persichetti
  - Eric Pagan
  - Brenna Skvarcek

Their Advisors: Mr. John Barnett and Mr. Tyler Filippone

PRESENTATION

**Thank you and have a  
GREAT MUSTANG  
NIGHT!**