




RED BANK REGIONAL HIGH SCHOOL
2016-2017
Grade Span 09-12

25-4365-050
MONMOUTH
RED BANK REGIONAL
101 RIDGE ROAD
LITTLE SILVER, NJ 07739-1698

The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school's test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

Navigating through the reports:

- Download this report to a PDF by clicking the  icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

Other Resources:

- Review the [Parent Summary Report](#) or the [district-level report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- [Download the data](#) used in these reports.
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.nj.gov



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Footnotes

1. An "*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display.
2. ** ESSA accountability targets are only included if data is available for at least 20 students.

Note: Additional footnotes may exist within the reports specific to certain data tables. In those instances, the footnotes will be displayed below the applicable table.



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Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
9	332	278	326
10	296	327	263
11	293	274	298
12	291	279	280
Ungraded	9	8	13
Total	1221	1166	1180

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	52%	53%	55%
Male	48%	47%	46%
Economically Disadvantaged Students	23%	24%	24%
Students with Disabilities	12%	11%	11%
English Learners	2%	3%	4%
Homeless Students			0%
Students in Foster Care			1%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students
White	62.1%
Hispanic	27.8%
Black or African American	5.8%
Asian	2.4%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	2.0%

Enrollment Trends by Full and Shared Time

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

Enrollment Status	2016-17
Full Time Students	1154
Shared Time Students	48
Full Time Equivalent	1178

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. All other students are included in Other Languages.

Home Language	% of Students
English	76.8%
Spanish	22.3%
Other	1.0%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	592	99.2	56.80	56.80	54.90	56.8	61.9	Not Met
White	344	98.9	77.60	77.60	63.90	77.6	73.8	Met Target
Hispanic	189	100.0	24.40	24.40	39.80	24.4	43.7	Not Met
Black or African American	39	100.0	25.60	25.60	35.20	25.6	N	N
Asian, Native Hawaiian, or Pacific Islander	10	91.7	70.00	70.00	80.70	66.6	**	**
American Indian or Alaska Native	N	N	N	N	53.70	N	**	**
Two or More Races	10	100.0	60.00	60.00	54.90	60	**	**
Female	320	99.1	66.90	66.90	62.20	66.9		
Male	272	99.3	44.90	44.90	48.10	44.9		
Economically Disadvantaged Students	151	100.0	29.80	29.80	36.20	29.8	35.6	Met Target†
Non-Economically Disadvantaged Students	441	98.9	66.00	66.00	65.80	66		
Students with Disabilities	81	100.0	*	*	20.50	*	26.5	Not Met
Students without Disabilities	511	99.1	*	*	61.90	*		
English Learners	28	100.0	*	*	25.20	*	N	N
Non-English Learners	564	99.1	*	*	57.40	*		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

** ESSA accountability targets are only included if data is available for at least 20 students

† Target was met within a confidence interval.



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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	338	753	753	749	10%	10%	19%	48%	12%	61%	52%
White	199	770	770	757	*	*	12%	63%	20%	83%	62%
Hispanic	110	725	725	733	26%	19%	31%	24%	0%	24%	35%
Black or African American	17	731	731	730	*	*	*	*	0%	29%	30%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	49%
Two or More Races	*	*	*	746	*	*	*	*	*	*	48%
Female	180	760	760	756	7%	7%	16%	54%	17%	71%	60%
Male	158	745	745	741	15%	13%	23%	42%	8%	49%	43%
Economically Disadvantaged Students	86	725	725	731	28%	*	30%	24%	*	26%	32%
Non-Economically Disadvantaged Students	252	763	763	758	4%	*	15%	56%	*	73%	62%
Students with Disabilities	45	722	722	714	*	38%	29%	*	0%	13%	13%
Students without Disabilities	293	758	758	754	*	6%	17%	*	14%	68%	58%
English Learners	18	679	679	690	*	*	*	*	*	*	*
Non-English Learners	320	757	757	752	*	*	*	*	*	*	*
Homeless Students	*	*	*	719	*	*	*	*	*	*	21%
Students in Foster Care	*	*	*	718	*	*	*	*	*	*	21%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	45%
Migrant Students	N	N	N	705	N	N	N	N	N	N	*



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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	271	749	749	743	11%	15%	21%	42%	11%	53%	46%
White	159	764	764	749	*	*	17%	57%	15%	72%	52%
Hispanic	81	726	726	728	*	28%	30%	20%	*	24%	34%
Black or African American	22	727	727	725	*	*	*	*	*	23%	31%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	74%
American Indian or Alaska Native	N	N	N	740	N	N	N	N	N	N	42%
Two or More Races	*	*	*	737	*	*	*	*	*	*	42%
Female	149	758	758	752	*	*	19%	50%	13%	64%	54%
Male	122	739	739	734	*	*	25%	31%	8%	39%	39%
Economically Disadvantaged Students	66	729	729	726	24%	24%	*	27%	*	33%	32%
Non-Economically Disadvantaged Students	205	756	756	751	6%	12%	*	46%	*	59%	54%
Students with Disabilities	36	707	707	704	*	*	*	*	*	*	12%
Students without Disabilities	235	756	756	749	*	*	*	*	*	*	52%
English Learners	14	683	683	681	*	*	*	*	*	*	*
Non-English Learners	257	753	753	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	715	*	*	*	*	*	*	21%
Students in Foster Care	*	*	*	710	*	*	*	*	*	*	20%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	694	N	N	N	N	N	N	*



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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	287	752	752	736	7%	13%	21%	50%	9%	59%	38%
White	173	758	758	738	*	*	18%	54%	13%	67%	40%
Hispanic	83	744	744	731	*	17%	29%	45%	*	47%	34%
Black or African American	16	724	724	728	*	*	*	*	0%	31%	30%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	756	*	*	*	*	*	*	58%
American Indian or Alaska Native	*	*	*	731	*	*	*	*	*	*	30%
Two or More Races	*	*	*	731	*	*	*	*	*	*	36%
Female	157	759	759	744	*	*	21%	59%	*	68%	46%
Male	130	745	745	729	*	*	22%	39%	*	49%	31%
Economically Disadvantaged Students	51	740	740	729	*	20%	22%	41%	*	47%	32%
Non-Economically Disadvantaged Students	236	755	755	740	*	12%	21%	52%	*	61%	42%
Students with Disabilities	32	732	732	709	*	*	*	*	*	28%	12%
Students without Disabilities	255	755	755	741	*	*	*	*	*	63%	43%
English Learners	14	724	724	699	*	*	*	*	0%	21%	*
Non-English Learners	273	754	754	737	*	*	*	*	9%	61%	*
Homeless Students	*	*	*	722	*	*	*	*	*	*	24%
Students in Foster Care	*	*	*	713	*	*	*	*	*	*	19%
Military-Connected Students	N	N	N	723	N	N	N	N	N	N	24%
Migrant Students	N	N	N	713	N	N	N	N	N	N	26%

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

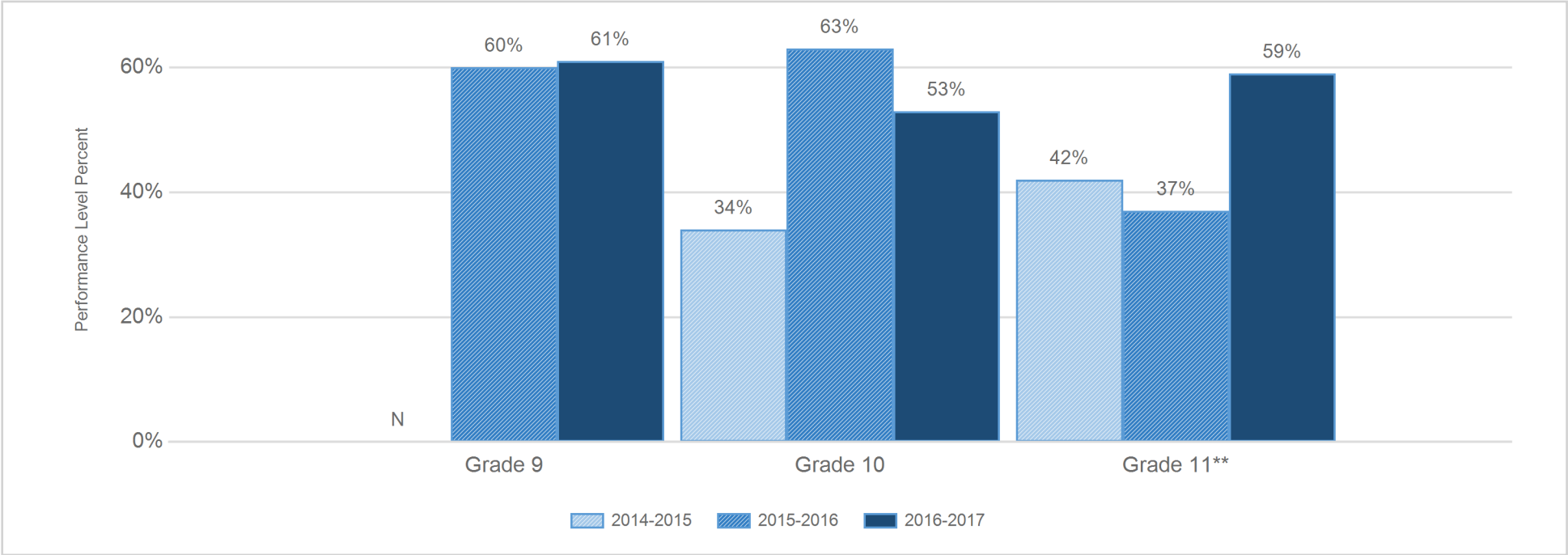


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English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.



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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	572	98.8	43.90	43.90	43.50	43.9	32.2	Met Target
White	337	98.6	59.10	59.10	52.40	59.1	39.9	Met Target
Hispanic	178	99.4	19.70	19.70	27.60	19.7	19.7	Met Target
Black or African American	38	100.0	15.80	15.80	21.70	15.8	N	N
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	75.60	*	**	**
American Indian or Alaska Native	*	*	*	N	42.50	N	**	**
Two or More Races	10	100.0	50.00	50.00	44.90	50	**	**
Female	310	98.8	47.40	47.40	44.10	47.4		
Male	262	98.9	39.70	39.70	42.90	39.7		
Economically Disadvantaged Students	143	99.3	18.90	18.90	25.10	18.9	14.3	Met Target
Non-Economically Disadvantaged Students	429	98.7	52.20	52.20	54.30	52.2		
Students with Disabilities	78	98.8	*	*	16.50	*	11.5	Met Target†
Students without Disabilities	494	98.8	*	*	48.80	*		
English Learners	19	100.0	*	*	23.30	*	N	N
Non-English Learners	553	98.8	*	*	45.20	*		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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Mathematics Assessment - Performance by Test: Algebra I

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	259	741	741	743	*	20%	31%	41%	*	42%	42%
White	139	753	753	751	*	10%	26%	61%	*	62%	52%
Hispanic	98	726	726	728	14%	33%	37%	16%	0%	16%	24%
Black or African American	16	730	730	724	*	*	*	*	0%	19%	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	*	*	*	741	*	*	*	*	*	*	41%
Female	131	745	745	744	*	18%	33%	46%	*	46%	43%
Male	128	737	737	741	*	23%	29%	37%	*	38%	40%
Economically Disadvantaged Students	79	726	726	727	*	32%	39%	15%	*	15%	23%
Non-Economically Disadvantaged Students	180	748	748	751	*	15%	27%	53%	*	53%	52%
Students with Disabilities	45	716	716	714	*	47%	*	*	*	13%	10%
Students without Disabilities	214	746	746	747	*	15%	*	*	*	48%	47%
English Learners	10	697	697	708	*	*	*	*	*	*	*
Non-English Learners	249	743	743	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	13%
Students in Foster Care	*	*	*	711	*	*	*	*	*	*	*
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%



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Mathematics Assessment - Performance by Test: Geometry

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	260	738	738	734	*	24%	33%	35%	*	37%	30%
White	150	748	748	740	*	11%	38%	47%	*	50%	38%
Hispanic	79	723	723	722	15%	38%	32%	15%	0%	15%	14%
Black or African American	21	716	716	719	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	758	*	*	*	*	*	*	65%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	29%
Two or More Races	*	*	*	733	*	*	*	*	*	*	32%
Female	148	740	740	735	*	24%	33%	37%	*	39%	31%
Male	112	736	736	733	*	23%	32%	31%	*	34%	30%
Economically Disadvantaged Students	64	720	720	721	*	44%	28%	*	*	13%	13%
Non-Economically Disadvantaged Students	196	744	744	740	*	17%	34%	*	*	44%	39%
Students with Disabilities	33	713	713	711	*	*	*	*	*	*	*
Students without Disabilities	227	742	742	738	*	*	*	*	*	*	*
English Learners	14	703	703	710	*	*	*	*	*	*	*
Non-English Learners	246	740	740	735	*	*	*	*	*	*	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	*
Students in Foster Care	*	*	*	713	*	*	*	*	*	*	*
Military-Connected Students	N	N	N	727	N	N	N	N	N	N	15%
Migrant Students	N	N	N	704	N	N	N	N	N	N	*



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Mathematics Assessment - Performance by Test: Algebra II

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	255	726	726	725	29%	22%	*	26%	*	28%	28%
White	165	736	736	731	*	21%	24%	33%	*	36%	33%
Hispanic	61	708	708	710	49%	25%	*	*	0%	12%	14%
Black or African American	16	697	697	703	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	761	*	*	*	*	*	*	62%
American Indian or Alaska Native	*	*	*	715	*	*	*	*	*	*	20%
Two or More Races	*	*	*	718	*	*	*	*	*	*	25%
Female	148	727	727	725	24%	*	20%	30%	*	30%	27%
Male	107	725	725	725	36%	*	24%	21%	*	25%	29%
Economically Disadvantaged Students	43	710	710	708	54%	*	*	*	*	16%	13%
Non-Economically Disadvantaged Students	212	729	729	733	24%	*	*	*	*	30%	35%
Students with Disabilities	30	694	694	692	*	*	*	*	*	*	*
Students without Disabilities	225	730	730	729	*	*	*	*	*	*	*
English Learners	11	705	705	692	*	*	*	*	*	*	*
Non-English Learners	244	727	727	726	*	*	*	*	*	*	*
Homeless Students	N	N	N	702	N	N	N	N	N	N	*
Students in Foster Care	*	*	*	692	*	*	*	*	*	*	*
Military-Connected Students	N	N	N	710	N	N	N	N	N	N	14%
Migrant Students	N	N	N	702	N	N	N	N	N	N	14%



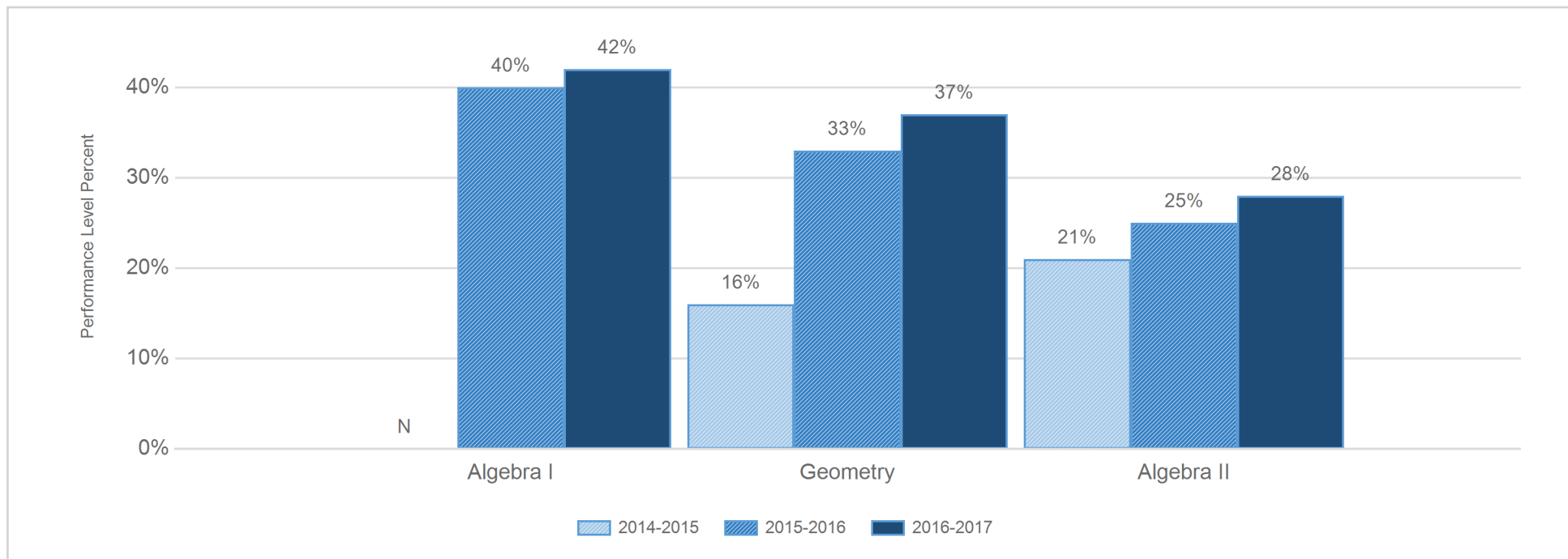
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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.





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Alternate Assessments - Participation

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

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

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. The table also shows 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
1	16	*	*
2	15	*	*
3	*	*	*
4	*	*	*
5+	*	*	*



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This section shows whether students have gained the knowledge and skills identified in the Biology section of the Science Core Curriculum Standards as measured by the End of Course Biology test. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

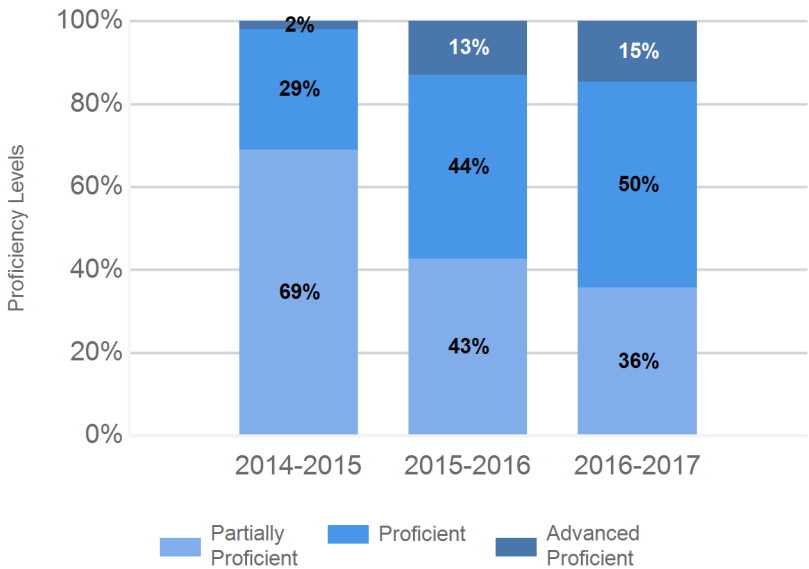
Biology Assessment - Performance

This table shows the percentage of students in each proficiency category for the school and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	16%	42%	42%
Schoolwide	15%	50%	36%
White	21%	58%	21%
Hispanic	N	37%	63%
Black or African American	*	10%	85%
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	N	*	*
Economically Disadvantaged Students	3%	26%	71%
Students with Disabilities	N	21%	79%
English Learners	N	N	*

Biology Assessment - Proficiency Trends

This graph displays the percentage of students by proficiency category for the past three school years.





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This section contains information about participation and performance on college entrance examinations. For more information about how participation and performance on the PSAT, SAT, and ACT tests are calculated and how these calculations account for recent changes to the SAT test, please see our [Reference Guide](#).

PSAT/SAT/ACT - Participation

This table shows the percentage of 10th and 11th graders that took the PSAT 10 or PSAT NMSQT exams in 2016-17. This table also shows the percentage of 12th graders that have taken the SAT or ACT this year or in prior years.

Test	% of Students in School	% of Students in State
Percentage of students taking the PSAT	100.0%	89.4%
Percentage of students taking the SAT	100.0%	70.0%
Percentage of students taking the ACT	36.4%	28.3%

PSAT/SAT/ACT - Performance

This table shows the average test score, based on highest scoring test, for the PSAT, SAT, and ACT tests by subject area for students in the school and across the state. This table also shows the percentage of students at or above College Readiness Benchmarks for each test. Students that score at or above these benchmarks have a high chance of success in credit-bearing college courses.

Test	School Average Score	State Average Score	College Readiness Benchmarks	School - % of Students scoring at or above Benchmark	State - % of Students scoring at or above Benchmark
PSAT - Reading and Writing	497	481	Varies By Grade	77%	67%
PSAT - Math	493	483	Varies By Grade	59%	49%
SAT - Reading and Writing	583	551	480	92%	77%
SAT - Math	576	552	530	73%	58%
ACT - Reading	25	24	22	77%	65%
ACT - English	25	24	18	94%	79%
ACT - Math	25	24	22	70%	65%
ACT - Science	24	23	23	61%	54%



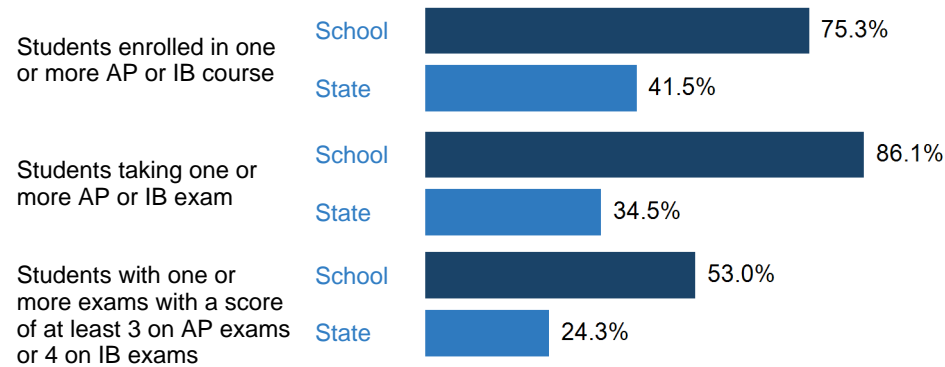
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (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 students out of all 11th and 12th grade students in the school and across the state, who enrolled in one or more AP or IB course, the percentage that took one or more AP or IB exam, and the percentage of students taking one or more exams who received at least one score of at least 3 on AP exams or 4 on IB exams.



Dual Enrollment Coursework - Participation

This graph shows the percentage students enrolled in at least one **dual enrollment** course in the school and across the state. **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 students enrolled in AP/IB courses and the corresponding exams that were taken. 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 scores of at least 3 on AP exams or 4 on IB exams. In the last two rows, students taking multiple exams are counted more than once.

AP/IB Course	Students Enrolled	Students Tested
AP Biology	31	32
AP Calculus AB	25	25
AP Calculus BC	14	15
AP Chemistry	9	9
AP Computer Science A	32	31
AP Computer Science Principles	64	66
AP English Language and Composition	80	80
AP English Literature and Composition	74	74
AP European History	11	11
AP French Language and Culture	1	1
AP Human Geography	28	28
AP Microeconomics	38	38
AP Music Theory	9	9
AP Physics 1	0	29
AP Physics 2	13	42
AP Physics C: Mechanics	0	1
AP Spanish Language	18	18
AP Statistics	14	14
AP Studio Art—Drawing Portfolio	1	1
AP U.S. History	28	28



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AP/IB Course	Students Enrolled	Students Tested
IB Art/Design	2	1
IB Environmental Science	86	84
IB History	76	33
IB Language A (English)	113	43
IB Language B—French	5	2
IB Language B—Italian	7	7
IB Language B—Spanish	48	43
IB Mathematical Studies	25	25
IB Mathematics	5	5
IB Psychology	26	18
IB Theory of Knowledge	15	11
Total Exams Taken		824
Exams with scores of at least 3 on AP exams or 4 on IB exams		465



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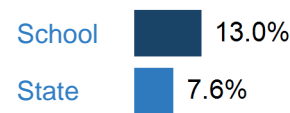
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This section contains information about participation in approved **Career and Technical Education (CTE)** programs and **Structured Learning Experiences**. For more information about CTE in New Jersey, please visit <http://www.nj.gov/education/cte/>.

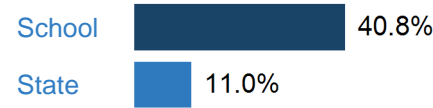
Career and Technical Education Participation

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

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



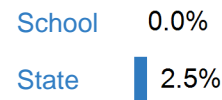
CTE Concentrators
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

The graph below displays the percentage of students within the school and state who participated in Structured Learning Experiences (SLEs). SLEs can include work-based learning programs, internships, apprenticeships, and service learning experiences and can be paid or unpaid.

Structured Learning Experiences



Industry-Valued Credentials Earned

This table shows the number of students that earned at least one industry-valued credential and the number of credentials earned in each Career Cluster® and overall for the 2016-17 school year. Students earning credentials in more than one Career Cluster are counted in multiple rows. Students earning multiple credentials in one Career Cluster are counted more than once in the Industry credentials total.

Career Cluster	Students with at least one credential earned	Industry credentials earned
Human Services	*	*
Transportation, Distribution & Logistics	*	*
Total non-duplicated number of students**	*	
Total number of credentials earned in all clusters		*

**Students may earn credentials in more than one Career Cluster



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This section shows the types of courses that students were enrolled in by grade level for the 2016-17 school year. You can find more information about [New Jersey Student Learning Standards](#) on our website and more details about the data in this section in our [Reference Guide](#). English course participation is not included because students are required to take four years of English in high school.

Mathematics - Course Participation

This table shows the number of students by grade that were enrolled in **Mathematics** courses by subject area. Students are counted more than once if they are enrolled in more than one math course. The bottom row of the table shows the number of students that enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) math course by subject area.

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	241	67	8	0	0	0	27
10	6	171	75	5	0	0	4
11	2	9	178	92	13	4	6
12	0	1	13	42	44	104	64
Schoolwide	249	248	274	139	57	108	101
Enrolled in AP/IB Course					39	14	30

Science - Course Participation

This table shows the number of students by grade that were enrolled in **Science** courses by subject area. Students are counted more than once if they are enrolled in more than one science course. The bottom row of the table shows the number of students that enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) science course by subject area.

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	181	0	0	0	0	147
10	112	150	0	1	1	5
11	14	115	0	55	48	65
12	20	53	0	77	37	94
Schoolwide	327	318	0	133	86	311
Enrolled in AP/IB Course	31	9		86	13	0



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This section shows the types of courses that students were enrolled in by grade level for the 2016-17 school year. You can find more information about [New Jersey Student Learning Standards](#) on our website and more details about the data in this section in our [Reference Guide](#). English course participation is not included because students are required to take four years of English in high school.

Social Studies and History - Course Participation

This table shows the number of students by grade that were enrolled in **Social Studies** and **History** courses by subject area. Students are counted more than once if they are enrolled in more than one social studies or history course. The bottom row of the table shows the number of students that enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) social studies or history course by subject area.

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	199	0	0	0	0	0
10	9	257	0	2	2	16
11	45	257	5	37	29	47
12	34	52	33	71	58	113
Schoolwide	287	566	38	110	89	176
Enrolled in AP/IB Course	76	28	38	26	0	51

World Languages - Course Participation

This table shows the number of students by grade that were enrolled in **World Languages** courses by language. Students are counted more than once if they are enrolled in more than one language course. The bottom rows of the table show students enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) language course, students enrolled in a level 3 or higher language course (such as French III or IV), and the number of students that earned a Seal of Biliteracy by language.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	162	36	87	0	0	1	0
10	162	18	44	0	0	12	0
11	159	20	50	0	0	11	0
12	49	11	24	0	0	0	0
Schoolwide	532	85	205	0	0	24	0
Enrolled in AP/IB Course	66	6	7	0	0	0	0
Enrolled in Level 3 or Higher	183	22	55	0	0	10	0
Earned Seal of Biliteracy	38	*	*	0	0	0	0



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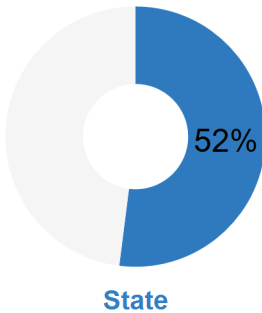
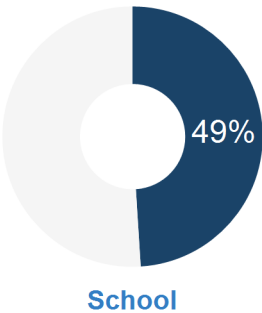
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Visual and Performing Arts – Course Participation

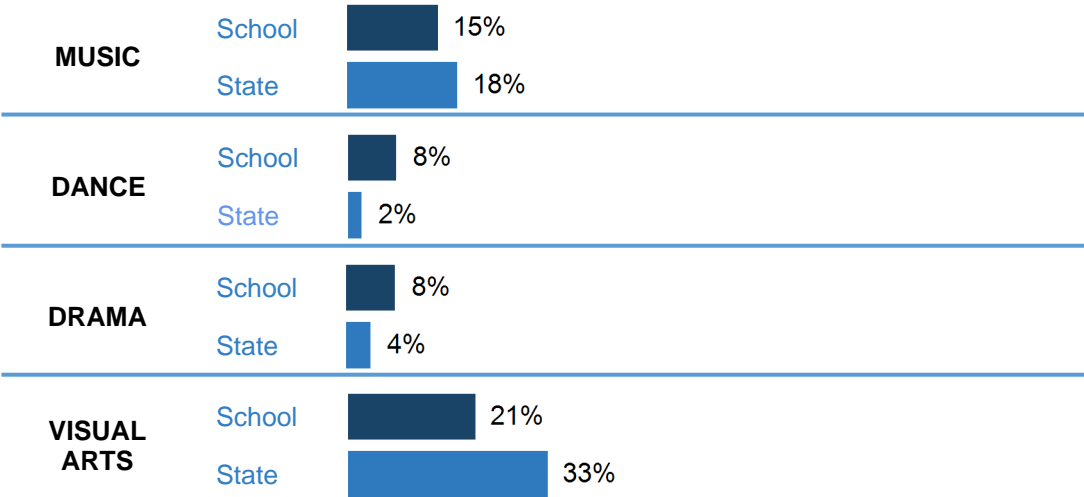
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines within the school and across the state.

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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This section contains information about graduation rates and dropout rates for students in grades 9-12. Graduation rates are calculated based on the adjusted cohort graduation rate calculation. You can find more about how these rates are calculated [here](#).

Graduation Rates

This table shows 4-year and 5-year Graduation Rates for the school and each student group with comparisons to statewide rates. Annual ESSA accountability targets for the Class of 2016 4-year rate and the Class of 2015 5-year rates are included with a flag for whether the school and each student group met those targets.

Student Group	School - Class of 2017: 4 Year Rate	State - Class of 2017: 4 Year Rate	School - Class of 2016: 5 Year Rate	State - Class of 2016: 5 Year Rate	Class of 2016: 4 Year Rate	Class of 2016: 4 Year Target	Met Target?	Class of 2015: 5 Year Rate	Class of 2015: 5 Year Target	Met Target?
Schoolwide	96.4%	90.5%	96.8%	91.8%	96.4%	N	Met Goal	97.2%	N	Met Goal
White	98.4%	94.5%	99.0%	95.1%	99.0%	N	Met Goal	99.1%	N	Met Goal
Hispanic	*	84.3%	91.4%	86.3%	90.0%	90.1%	Not Met	90.0%	94.2%	Not Met
Black or African American	100.0%	83.4%	96.8%	85.3%	96.7%	N	Met Goal	96.7%	N	Met Goal
Asian, Native Hawaiian or Pacific Islander	*	96.6%	*	97.5%	*	**	**	*	**	**
American Indian or Alaska Native	N	92.3%	N	86.6%	N	N	N	N	N	N
Two or More Races	100.0%	91.9%	*	93.7%	*	**	**	*	**	**
Economically Disadvantaged Students	90.5%	83.9%	94.1%	85.6%	92.9%	89.9%	Met Target	91.5%	93.1%	Not Met
Students with Disabilities	92.6%	78.8%	93.3%	82.1%	93.6%	88.9%	Met Target	95.4%	N	Met Goal
English Learners	*	76.1%	N	79.7%	N	N	N	*	**	**
Homeless Students	N	73.2%	N	74.4%	N	N	N	*		

Graduation Rate Trends

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

Class of	4-Year Rate	5-Year Rate
2017	96.4%	-
2016	96.4%	96.8%
2015	96.0%	97.2%

Dropout Rate Trends

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

School Year	School Rate	State Rate
2016-2017	0.6%	1.1%
2015-2016	0.3%	1.1%
2014-2015	0.5%	1.1%

** ESSA accountability targets are only included if data is available for at least 20 students



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This section contains information about students enrolling in colleges and universities after graduation from high school. Postsecondary enrollment information is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

Postsecondary Enrollment Rates: Fall

This table shows the enrollment rates of Class of 2017 high school graduates into 2-year or 4-year institutions the fall after high school graduation. The following columns show the percentage of these enrolled students by 2-year or 4-year institution.

Postsecondary Enrollment Rates: 16 month

This table shows the enrollment rates of Class of 2016 high school graduates into 2-year or 4-year institutions 16 months after high school graduation for the school and each student group. The following columns show the percentage of these enrolled students by 2-year or 4-year institution, public or private institution, or in-state or out-of-state institution.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	71.1%	29.5%	70.5%
Schoolwide	88%	32.4%	67.6%
White	93.9%	23.7%	76.3%
Hispanic	70%	69.1%	31%
Black or African American	79%	40%	60%
Asian, Native Hawaiian, or Pacific Islander	*	0%	*
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	78.9%	63.4%	36.6%
Students with Disabilities	73.3%	54.6%	45.5%
English Learners	0%	0%	0%

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	76.1%	33.6%	66.5%	73.6%	26.4%	65.5%	34.6%
Schoolwide	88.4%	33.7%	66.3%	68.7%	31.3%	55.6%	44.4%
White	90.8%	25%	75%	66.7%	33.3%	50%	50%
Hispanic	82.4%	66.7%	33.3%	78.6%	21.4%	76.2%	23.8%
Black or African American	81.5%	54.6%	45.5%	68.2%	31.8%	68.2%	31.8%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	*	*	*
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	80.3%	57.1%	42.9%	77.6%	22.5%	77.6%	22.5%
Students with Disabilities	78.4%	62.1%	37.9%	72.4%	27.6%	69%	31%
English Learners	*	*	*	*	*	*	*



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This section shows information about student absences which provides important information about a school’s culture and climate. In addition, research shows that student absences impact a child’s ability to succeed in school. The New Jersey Department of Education selected 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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

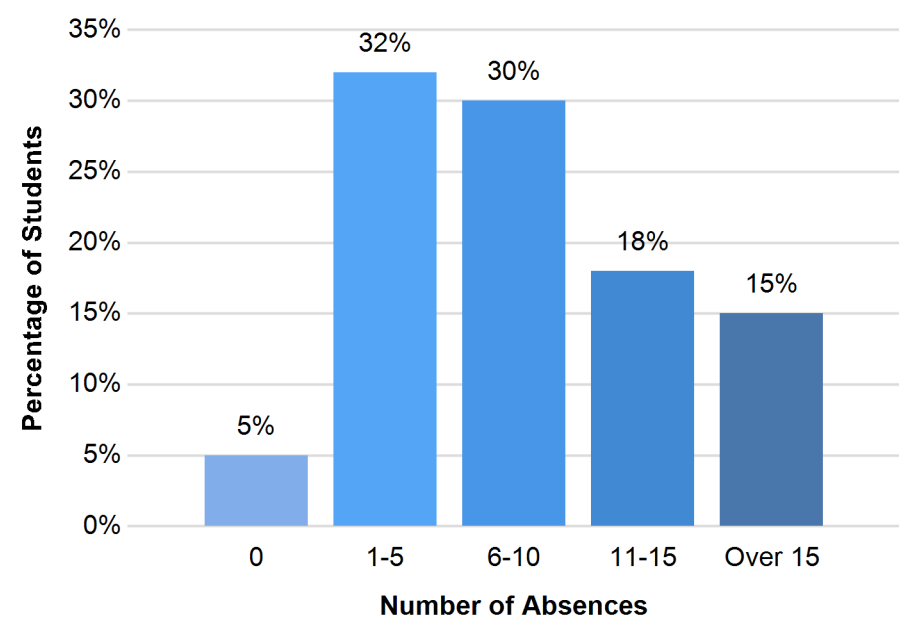
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	10.20	14.30	Met Target
White	7.60	14.30	Met Target
Hispanic	11.50	14.30	Met Target
Black or African American	27.30	14.30	Not Met
Asian, Native Hawaiian, or Pacific Islander	7.10	14.30	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	21.70	14.30	Not Met
Economically Disadvantaged Students	17.10	14.30	Not Met
Students with Disabilities	10.10	14.30	Met Target
English Learners	31.80	14.30	Not Met

** ESSA accountability targets are only included if data is available for at least 20 students.

Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.



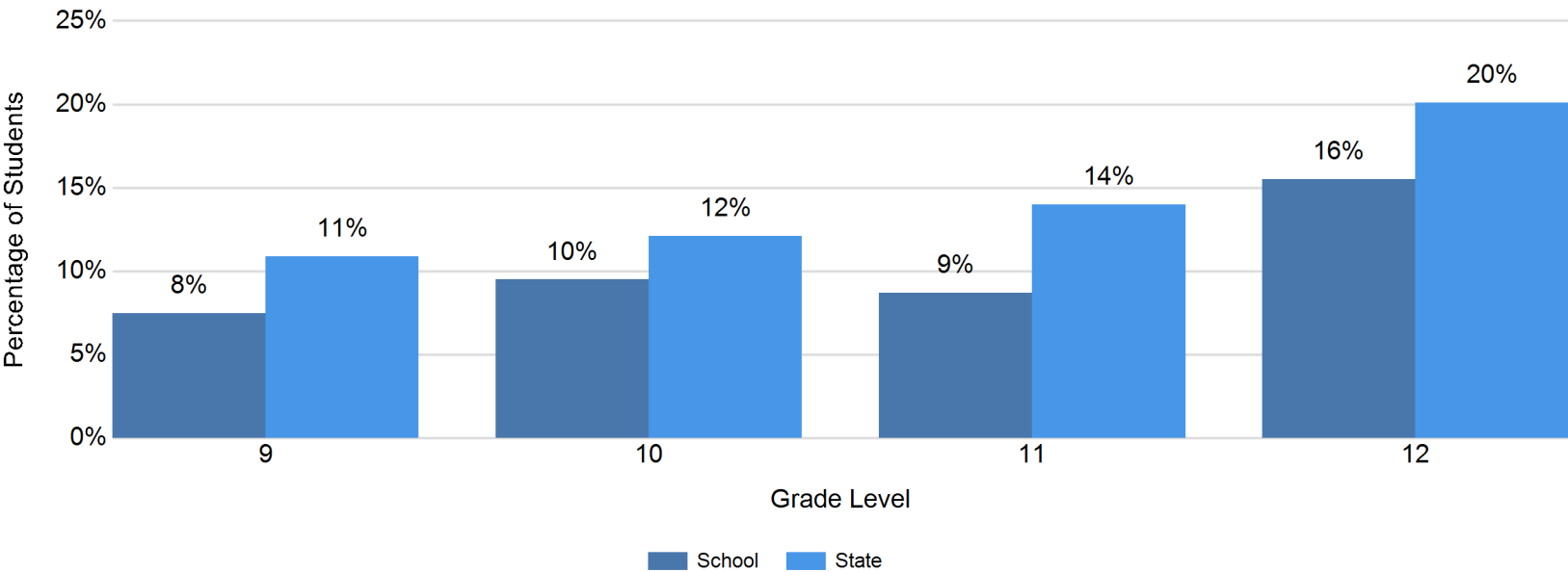


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Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





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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.

Category	School
Typical Start Time	7:35AM
Typical End Time	2:35PM
Length of School Day	7 Hrs 0 Mins
Full Time - Instructional Time	5 Hrs. 28 Mins.
Shared Time - Instructional Time	*

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 provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	10
Vandalism	0
Weapons	2
Substances	8
Harassment, Intimidation, Bullying (HIB)	12
Total Unique Incidents	32
Incidents Per 100 Students Enrolled	2.72

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	4.2%
Out-of-School Suspensions	2.8%
Any Suspension	7.0%

Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0



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Technology Readiness

This table shows information that was collected through the optional NJTRAx survey to determine a school’s technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school’s LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1:1	169.8 kbps	100 kbps	Yes	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$450	\$18,286	\$18,736



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This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

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

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	112	120,724
Average years experience in public schools	9.9	11.8
Average years experience in district	9.8	10.5
Teachers in district for 4 or more years	74%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	12	9,506
Average years experience in public schools	9.7	15.9
Average years experience in district	9.7	11.6
Administrators in district for 4 or more years	75%	74%

Student to Staff Ratios

This table shows the number of students per staff member 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.

Staff Type	School Students: Staff	District Students: Staff
Teachers	11:1	11:1
Administrators	98:1	98:1
Librarian/Media Specialists		1178:1
Nurses		1178:1
Counselors		196:1
Child Study Team		131:1



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Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by the teachers and administrators at this school. 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 the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	87%	89%
2015-16 Administrators: Same district 2016-17	83%	88%

Faculty Attendance

This table shows the percentage of days that school 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
2016-17	97%



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Accountability Indicator Scores and Summative Rating

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of comprehensive support. This table shows the indicator scores for each indicator included in the accountability system and the weights that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey’s accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	58.1	17.5%
Mathematics Proficiency	70.1	17.5%
Graduation - 4-Year	79.2	25.0%
Graduation - 5-Year	77.4	25.0%
Chronic Absenteeism	44.3	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		68.2
Summative Rating: Percentile rank of Summative Score		70.4
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No
Requires Comprehensive Support: 4-year Graduation Rate less than or equal to 67%		No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Indicator weights for this school were adjusted due to data availability.



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Accountability Summary by Student Group

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of Targeted Support. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group’s performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these [accountability resources](#).

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	Graduation Rate - 4-Year	Graduation Rate - 5-Year	At Risk for Consistently Underperforming Student Group
Schoolwide	68.2	6.2	No	Not Met	Met Target	Met Target	Met Goal	Met Goal	No
White	87.8	6.2	No	Met Target	Met Target	Met Target	Met Goal	Met Goal	No
Hispanic	51.6	6.2	No	Not Met	Met Target	Met Target	Not Met	Not Met	No
Black or African American	66.5	6.2	No	N	N	Not Met	Met Goal	Met Goal	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	Met Target	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	N	N	No
Two or More Races	**	**	No	**	**	Not Met	**	**	No
Economically Disadvantaged Students	64.1	6.2	No	Met Target†	Met Target	Not Met	Met Target	Not Met	No
Students with Disabilities	76.1	6.2	No	Not Met	Met Target†	Met Target	Met Target	Met Goal	No
English Learners	**	**	No	N	N	Not Met	N	**	No

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† Target was met within a confidence interval.



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School General Info

Principal:	Ms. Clay	Email Address:	rclay@rbrhs.org
Address:	101 RIDGE ROAD LITTLE SILVER, NJ 07739-1698	Website:	https://www.rbrhs.org/
Phone:	(732)842-8000		

School Narrative

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

 Highlights:	<ul style="list-style-type: none"> • The Washington Post recently recognized RBR as one of the most challenging high schools in the country. • RBR has the largest number of sports teams of any public school in Monmouth County and over 38 clubs and organizations. • With the district's 1:1 learning environment initiative, every student will be assigned their own Chromebook.
 Mission, Vision, Theme:	<p>Red Bank Regional High School embraces a philosophy of success for all students. All new students enroll in one of three Freshman Houses consisting of teams of core teachers. Student success is supported through our guidance department and The Source, the school's on-site counseling center. Another great strength is diversity of our student body. In addition to our local sending districts of Little Silver, Red Bank, and Shrewsbury, students attend RBR from throughout Monmouth County.</p>
 Awards, Recognition, Accomplishments:	<p>RBR has been designated as one of the most challenging high schools in the nation by the Washington Post. RBR has also been designated as an "AP Honor Roll" school for the quality of its programs. The Air Force Association's (AFA) CyberPatriot Program has designated Red Bank Regional High as its newest CyberPatriot Center of Excellence. Our students continue to receive prestigious awards in the arts, academics, and athletics, including national recognition.</p>







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 Courses, Curriculum, Instruction:	<p>Student may pursue specialized study in these areas: the Academy of Visual and Performing Arts, Academy of Information Technology, Academy of Pre-Engineering, Academy of Finance and Early Childhood Education. All students have access to a wide-range of Advanced Placement and International Baccalaureate courses, including the IB Diploma program.</p>
 Sports and Athletics:	<p>Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Boys & Girls), Cross-Country (Boys & Girls), Field Hockey (Girls), Football (Boys & Girls), Golf (Co-ed), Ice Hockey (Co-ed), 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 (Girls), Wrestling (Co-ed)</p> <p>RBR's 26 varsity sports teams compete in the Shore Athletic Conference; students can also participate in junior varsity and freshman programs.</p>
 Clubs and Activities:	<p>Over 30 clubs and organizations offer rich opportunities for students to collaborate, build friendships, and explore outside the classroom.</p>
 Before and After School Programs:	<p>Community tutoring is offered in the evening at two sites off-campus. The media center is open until most days until 4:15 to provide students with a quiet working space or academic help. Late buses are also available on most days.</p>





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 <div>Postsecondary Information:</div>	<p>With a 97% graduation rate and an 89% college placement rate, Red Bank Regional High School is committed to high academic standards for all students. RBR requires 140 credits for graduation, 20 credits more than the state mandate. As the nation renews its focus on college and career readiness, Red Bank Regional reaffirms its commitment to the development of 21st century learners.</p>
 <div>Student Supports and Services:</div>	<p>Students benefit from peer and faculty mentoring programs as well as a summer enrichment program for incoming freshmen, focusing on the skills necessary for academic success. RBR's has received recognition for its English Language Learner program. In addition, a tiered system of supports are in place to maximize student success.</p>



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<div>A blue icon of a school building with a flag on top.</div> <div>Facilities:</div>	<p>The school occupies a 54-acre campus with extensive athletic fields and facilities. All students have access to a recently refurbished gymnasium and a new fitness center. The building is air conditioned and instruction takes place in updated classrooms and laboratories. The media center supports the academic program with an extensive range of digital and traditional resources.</p>
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