



Rancocas Valley Regional High School
2016-2017

Grade Span 09-12

05-4320-050
BURLINGTON
RANCOCAS VALLEY REGIONAL
520 JACKSONVILLE ROAD
MOUNT HOLLY, NJ 08060-9622

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](#) 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](#).
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.state.nj.us



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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	623	546	549
10	513	522	491
11	450	468	495
12	467	433	472
Ungraded	24	33	35
Total	2077	2002	2042

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	49%	50%	52%
Male	51%	50%	48%
Economically Disadvantaged Students	27%	22%	23%
Students with Disabilities	16%	15%	17%
English Learners	1%	0%	1%
Homeless Students			2%
Students in Foster Care			1%
Military-Connected Students			3%
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	55.7%
Black or African American	26.4%
Hispanic	10.1%
Asian	7.0%
American Indian or Alaska Native	0.3%
Native Hawaiian or Pacific Islander	0.2%
Two or More Races	0.2%

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	2042
Shared Time Students	0
Full Time Equivalent	2042

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	95.7%
Spanish	1.2%
Other	2.5%



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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	964	96.9	54.40	54.40	54.90	54.4	50.6	Met Target
White	546	97.7	58.80	58.80	63.90	58.8	56.4	Met Target
Hispanic	105	95.7	51.40	51.40	39.80	51.4	45.4	Met Target
Black or African American	224	94.8	40.60	40.60	35.20	40.6	37.2	Met Target
Asian, Native Hawaiian, or Pacific Islander	84	98.9	66.60	66.60	80.70	66.6	77.5	Not Met
American Indian or Alaska Native	*	*	*	*	53.70	*	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	499	97.4	62.50	62.50	62.20	62.5		
Male	465	96.4	45.60	45.60	48.10	45.6		
Economically Disadvantaged Students	227	96.4	40.10	40.10	36.20	40.1	31	Met Target
Non-Economically Disadvantaged Students	737	97.1	58.70	58.70	65.80	58.7		
Students with Disabilities	182	94.5	13.20	13.20	20.50	13.1	14.8	Met Target†
Students without Disabilities	782	97.5	64.00	64.00	61.90	64		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	12	81.2	25.00	25.00	26.40	22.6		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	27	96.8	37.00	37.00	53.50	37		
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	520	747	747	749	7%	18%	24%	44%	7%	51%	52%
White	293	751	751	757	6%	13%	25%	46%	10%	56%	62%
Hispanic	61	744	744	733	*	16%	25%	44%	*	49%	35%
Black or African American	108	734	734	730	*	35%	25%	30%	*	31%	30%
Asian, Native Hawaiian, or Pacific Islander	55	753	753	777	*	*	*	56%	*	64%	80%
American Indian or Alaska Native	*	*	*	745	*	*	*	*	*	*	49%
Two or More Races	*	*	*	746	*	*	*	*	*	*	48%
Female	273	751	751	756	4%	17%	23%	48%	9%	56%	60%
Male	247	742	742	741	10%	20%	26%	39%	5%	44%	43%
Economically Disadvantaged Students	137	735	735	731	*	22%	26%	37%	*	39%	32%
Non-Economically Disadvantaged Students	383	751	751	758	*	17%	24%	46%	*	55%	62%
Students with Disabilities	96	715	715	714	28%	34%	27%	10%	0%	10%	13%
Students without Disabilities	424	754	754	754	2%	15%	23%	51%	9%	60%	58%
English Learners	*	*	*	690	*	*	*	*	*	*	*
Non-English Learners	*	*	*	752	*	*	*	*	*	*	*
Homeless Students	*	*	*	719	*	*	*	*	*	*	21%
Students in Foster Care	*	*	*	718	*	*	*	*	*	*	21%
Military-Connected Students	21	743	743	746	0%	*	*	*	0%	29%	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	472	757	757	743	12%	11%	20%	37%	21%	58%	46%
White	262	762	762	749	10%	8%	20%	39%	24%	63%	52%
Hispanic	49	749	749	728	*	*	27%	37%	*	51%	34%
Black or African American	128	744	744	725	15%	20%	17%	34%	14%	48%	31%
Asian, Native Hawaiian, or Pacific Islander	30	778	778	774	*	*	*	37%	40%	77%	74%
American Indian or Alaska Native	*	*	*	740	*	*	*	*	*	*	42%
Two or More Races	*	*	*	737	*	*	*	*	*	*	42%
Female	247	765	765	752	9%	9%	15%	41%	27%	68%	54%
Male	225	747	747	734	15%	12%	25%	33%	15%	48%	39%
Economically Disadvantaged Students	95	734	734	726	22%	*	19%	35%	*	41%	32%
Non-Economically Disadvantaged Students	377	762	762	751	9%	*	20%	38%	*	62%	54%
Students with Disabilities	86	709	709	704	43%	19%	23%	*	*	15%	12%
Students without Disabilities	386	767	767	749	5%	9%	19%	*	*	68%	52%
English Learners	*	*	*	681	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	715	*	*	*	*	*	*	21%
Students in Foster Care	*	*	*	710	*	*	*	*	*	*	20%
Military-Connected Students	*	*	*	733	*	*	*	*	*	*	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	492	747	747	736	11%	19%	25%	29%	16%	45%	38%
White	287	749	749	738	10%	17%	26%	32%	16%	47%	40%
Hispanic	44	740	740	731	*	*	30%	25%	*	36%	34%
Black or African American	134	738	738	728	14%	25%	25%	23%	13%	36%	30%
Asian, Native Hawaiian, or Pacific Islander	24	773	773	756	0%	*	*	*	*	71%	58%
American Indian or Alaska Native	*	*	*	731	*	*	*	*	*	*	30%
Two or More Races	*	*	*	731	*	*	*	*	*	*	36%
Female	254	760	760	744	6%	14%	21%	35%	24%	59%	46%
Male	238	733	733	729	17%	24%	30%	23%	6%	29%	31%
Economically Disadvantaged Students	85	728	728	729	*	29%	27%	22%	*	25%	32%
Non-Economically Disadvantaged Students	407	751	751	740	*	17%	25%	30%	*	49%	42%
Students with Disabilities	73	714	714	709	36%	30%	21%	*	*	14%	12%
Students without Disabilities	419	752	752	741	7%	17%	26%	*	*	50%	43%
English Learners	*	*	*	699	*	*	*	*	*	*	*
Non-English Learners	*	*	*	737	*	*	*	*	*	*	*
Homeless Students	*	*	*	722	*	*	*	*	*	*	24%
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	19%
Military-Connected Students	12	741	741	723	*	*	*	*	*	33%	24%
Migrant Students	*	*	*	713	*	*	*	*	*	*	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.



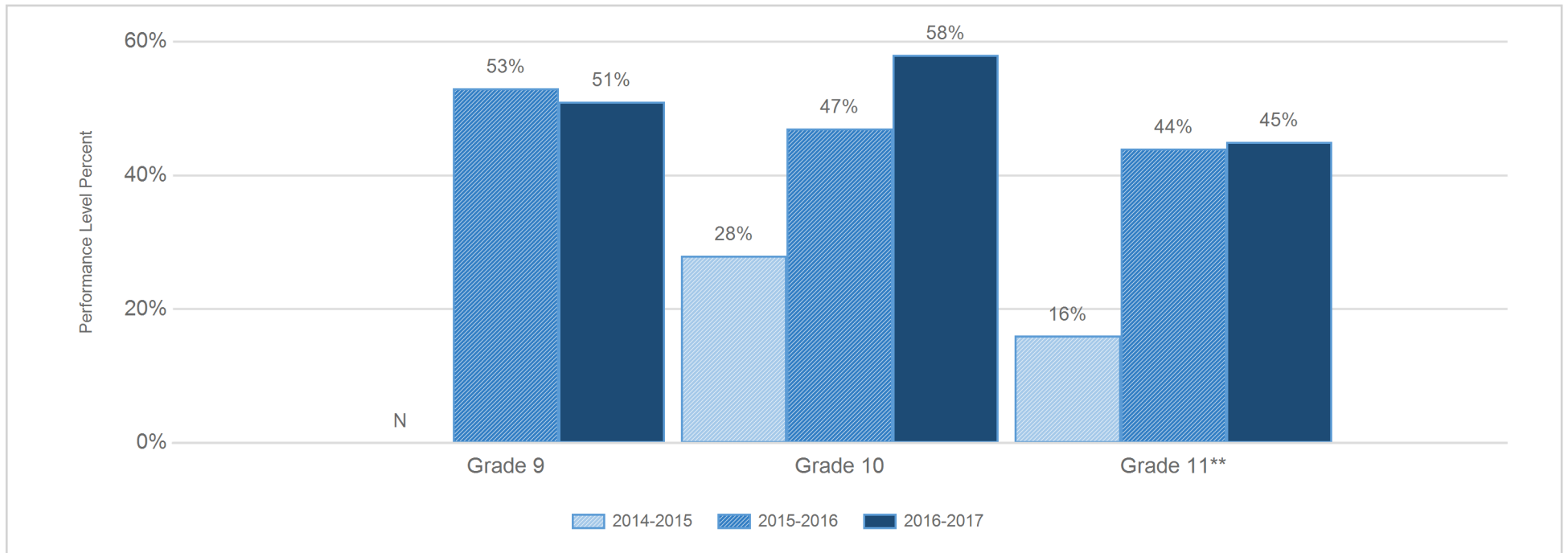
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English Language Arts/Literacy Assessment - Performance Trends

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



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



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Mathematics Assessment - Participation and Performance

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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	923	97.6	49.50	49.50	43.50	49.5	40.8	Met Target
White	529	97.8	57.50	57.50	52.40	57.5	46.4	Met Target
Hispanic	105	99.1	43.90	43.90	27.60	43.9	38.9	Met Target
Black or African American	205	95.6	23.90	23.90	21.70	23.9	24.4	Met Target†
Asian, Native Hawaiian, or Pacific Islander	79	98.8	72.20	72.20	75.60	72.2	66.7	Met Target
American Indian or Alaska Native	*	*	*	*	42.50	*	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	478	98.0	49.60	49.60	44.10	49.6		
Male	445	97.0	49.40	49.40	42.90	49.4		
Economically Disadvantaged Students	212	96.5	27.40	27.40	25.10	27.4	20.6	Met Target
Non-Economically Disadvantaged Students	711	97.9	56.10	56.10	54.30	56.1		
Students with Disabilities	137	95.3	14.60	14.60	16.50	14.6	8.7	Met Target
Students without Disabilities	786	98.0	55.60	55.60	48.80	55.6		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	10	91.7	50.00	50.00	16.40	50		
Students In Foster Care	10	100.0	*	*	15.10	*		
Military-Connected Students	25	100.0	28.00	28.00	39.90	28		
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.

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Schoolwide	498	748	748	743	*	19%	27%	47%	*	49%	42%
White	275	755	755	751	*	12%	27%	55%	*	58%	52%
Hispanic	63	743	743	728	*	30%	22%	44%	*	44%	24%
Black or African American	114	731	731	724	11%	30%	34%	25%	0%	25%	19%
Asian, Native Hawaiian, or Pacific Islander	43	757	757	774	*	*	*	67%	0%	67%	76%
American Indian or Alaska Native	*	*	*	736	*	*	*	*	*	*	30%
Two or More Races	*	*	*	741	*	*	*	*	*	*	41%
Female	269	747	747	744	*	19%	28%	46%	*	48%	43%
Male	229	749	749	741	*	18%	26%	49%	*	51%	40%
Economically Disadvantaged Students	129	734	734	727	*	31%	27%	31%	*	31%	23%
Non-Economically Disadvantaged Students	369	753	753	751	*	14%	27%	53%	*	56%	52%
Students with Disabilities	86	723	723	714	*	48%	20%	17%	*	17%	10%
Students without Disabilities	412	753	753	747	*	12%	29%	54%	*	56%	47%
English Learners	*	*	*	708	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	13%
Students in Foster Care	*	*	*	711	*	*	*	*	*	*	*
Military-Connected Students	21	747	747	742	0%	*	*	*	0%	43%	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	486	741	741	734	4%	18%	37%	38%	2%	40%	30%
White	268	745	745	740	*	16%	33%	45%	*	49%	38%
Hispanic	51	735	735	722	*	20%	37%	35%	*	35%	14%
Black or African American	131	731	731	719	*	24%	53%	16%	*	16%	*
Asian, Native Hawaiian, or Pacific Islander	32	759	759	758	0%	*	*	69%	*	75%	65%
American Indian or Alaska Native	*	*	*	730	*	*	*	*	*	*	29%
Two or More Races	*	*	*	733	*	*	*	*	*	*	32%
Female	240	743	743	735	*	14%	38%	42%	*	44%	31%
Male	246	739	739	733	*	22%	37%	34%	*	36%	30%
Economically Disadvantaged Students	111	728	728	721	10%	33%	41%	16%	0%	16%	13%
Non-Economically Disadvantaged Students	375	745	745	740	3%	14%	37%	44%	3%	47%	39%
Students with Disabilities	83	717	717	711	*	*	*	*	*	*	*
Students without Disabilities	403	746	746	738	*	*	*	*	*	*	*
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	735	*	*	*	*	*	*	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	*
Students in Foster Care	*	*	*	713	*	*	*	*	*	*	*
Military-Connected Students	*	*	*	727	*	*	*	*	*	*	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	371	730	730	725	21%	27%	27%	23%	3%	25%	28%
White	224	735	735	731	*	26%	27%	28%	*	30%	33%
Hispanic	32	719	719	710	31%	*	*	*	*	22%	14%
Black or African American	95	716	716	703	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	19	760	760	761	0%	*	*	*	*	53%	62%
American Indian or Alaska Native	*	*	*	715	*	*	*	*	*	*	20%
Two or More Races	N	N	N	718	N	N	N	N	N	N	25%
Female	193	734	734	725	*	28%	28%	*	*	31%	27%
Male	178	725	725	725	*	27%	26%	*	*	19%	29%
Economically Disadvantaged Students	60	713	713	708	40%	27%	18%	*	*	15%	13%
Non-Economically Disadvantaged Students	311	733	733	733	17%	27%	29%	*	*	27%	35%
Students with Disabilities	38	711	711	692	*	*	*	*	*	*	*
Students without Disabilities	333	732	732	729	*	*	*	*	*	*	*
English Learners	*	*	*	692	*	*	*	*	*	*	*
Non-English Learners	*	*	*	726	*	*	*	*	*	*	*
Homeless Students	*	*	*	702	*	*	*	*	*	*	*
Students in Foster Care	N	N	N	692	N	N	N	N	N	N	*
Military-Connected Students	10	709	709	710	*	*	*	*	*	*	14%
Migrant Students	*	*	*	702	*	*	*	*	*	*	14%

An "*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display



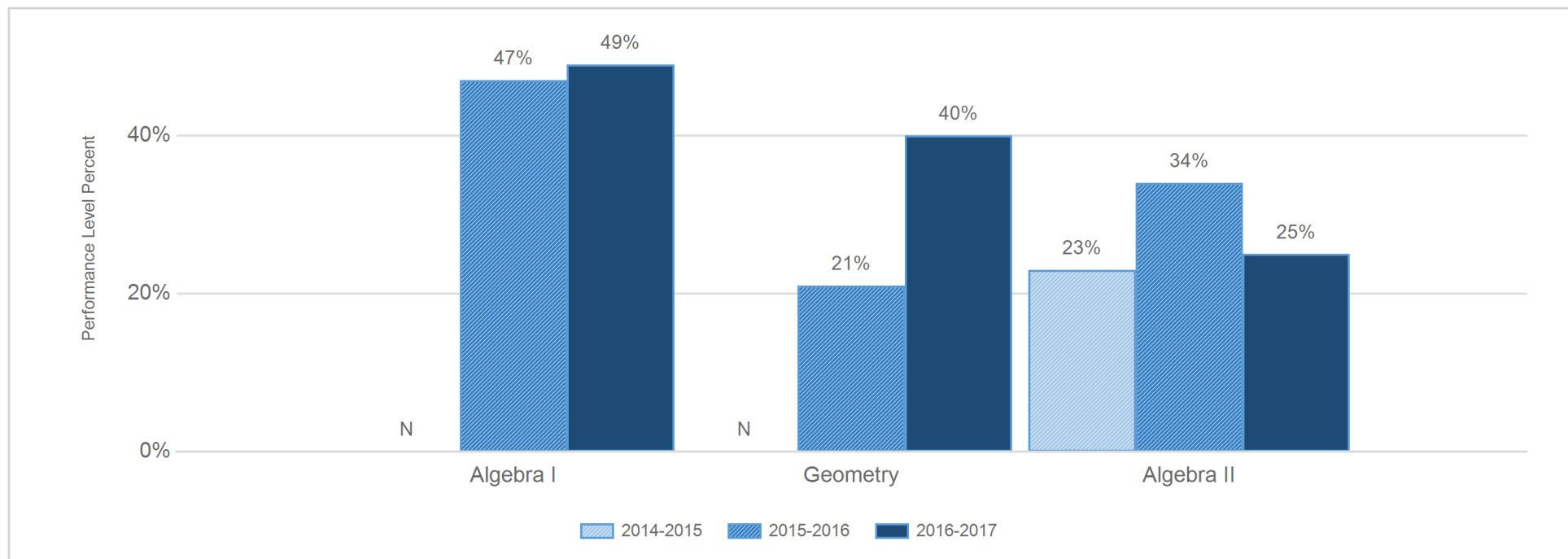
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Mathematics Assessment – Performance Trends

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	*	*	*
2	*	*	*
3	*	*	*
4	*	*	*
5+	N	N	N



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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.

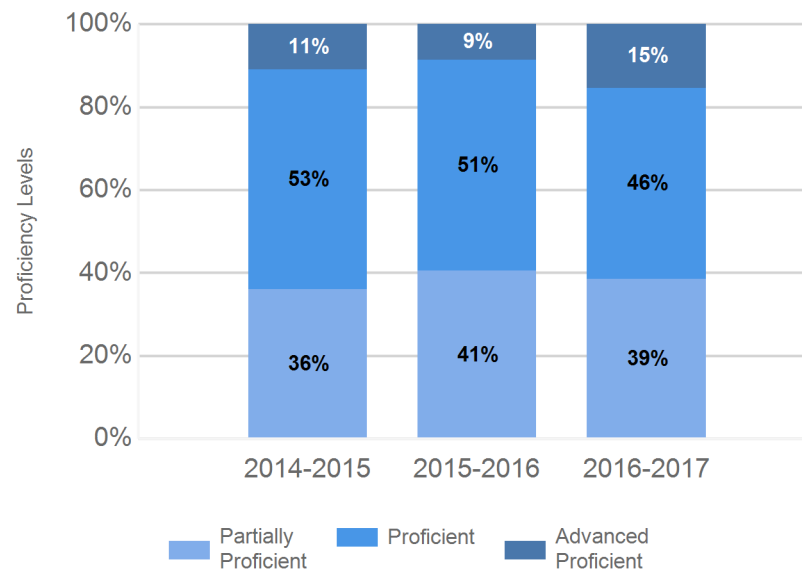
Biology Assessment - Performance

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%	46%	39%
White	22%	50%	29%
Hispanic	10%	40%	50%
Black or African American	3%	40%	57%
Asian, Native Hawaiian, or Pacific Islander	32%	52%	*
American Indian or Alaska Native	N	*	N
Two or More Races	N	*	*
Economically Disadvantaged Students	4%	39%	57%
Students with Disabilities	N	*	*
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	95.8%	70.0%
Percentage of students taking the ACT	21.4%	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	467	481	Varies By Grade	71%	67%
PSAT - Math	464	483	Varies By Grade	48%	49%
SAT - Reading and Writing	560	551	480	83%	77%
SAT - Math	567	552	530	65%	58%
ACT - Reading	23	24	22	58%	65%
ACT - English	23	24	18	79%	79%
ACT - Math	24	24	22	65%	65%
ACT - Science	23	23	23	52%	54%



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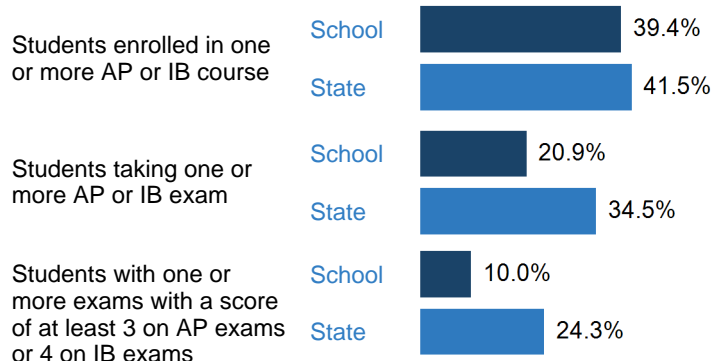
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate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

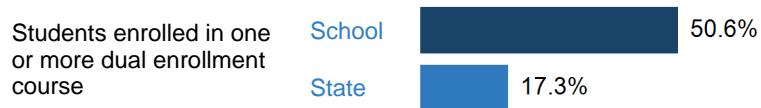
AP/IB Coursework – Participation and Performance

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	36	8
AP Calculus AB	32	20
AP Calculus BC	19	15
AP Chemistry	31	12
AP English Language and Composition	0	8
AP English Literature and Composition	72	19
AP European History	24	6
AP French Language and Culture	41	4
AP Italian Language and Culture	18	0
AP Physics C: Electricity and Magnetism	19	2
AP Physics C: Mechanics	21	7
AP Psychology	43	20
AP Spanish Language	40	14
AP Statistics	18	7
AP U.S. Government and Politics	60	32
AP U.S. History	167	128
Total Exams Taken		302
Exams with scores of at least 3 on AP exams or 4 on IB exams		158



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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.

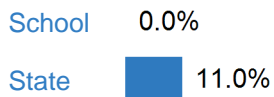
CTE Participants

(completed only one course in an approved CTE program)



CTE Concentrators

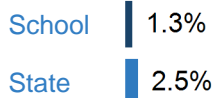
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



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
Total non-duplicated number of students**	0	
Total number of credentials earned in all clusters		0

**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	472	36	2	1	0	0	64
10	79	383	132	22	0	0	21
11	6	80	347	103	16	13	20
12	4	21	46	39	71	147	136
Schoolwide	561	520	527	165	87	160	241
Enrolled in AP/IB Course					51	18	0

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	33	2	0	529	2	28
10	469	34	0	27	8	17
11	65	302	0	14	36	32
12	66	60	0	6	135	92
Schoolwide	633	398	0	576	181	169
Enrolled in AP/IB Course	36	31		0	21	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	440	37	0	0	9	177
10	60	497	0	0	6	111
11	49	491	0	0	10	114
12	39	55	0	43	14	221
Schoolwide	588	1080	0	43	39	623
Enrolled in AP/IB Course	0	167	0	43	0	81

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	274	116	64	0	0	0	0
10	286	106	6	0	0	0	0
11	222	71	48	0	0	0	0
12	115	46	19	0	0	0	0
Schoolwide	897	339	137	0	0	0	0
Enrolled in AP/IB Course	40	41	18	0	0	0	0
Enrolled in Level 3 or Higher	299	59	48	0	0	0	0
Earned Seal of Biliteracy	N	N	N	N	N	N	N



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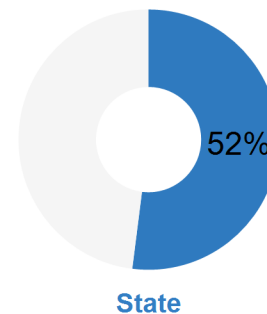
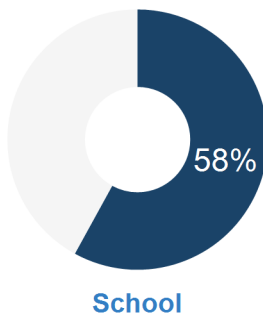
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Visual and Performing Arts – Course Participation

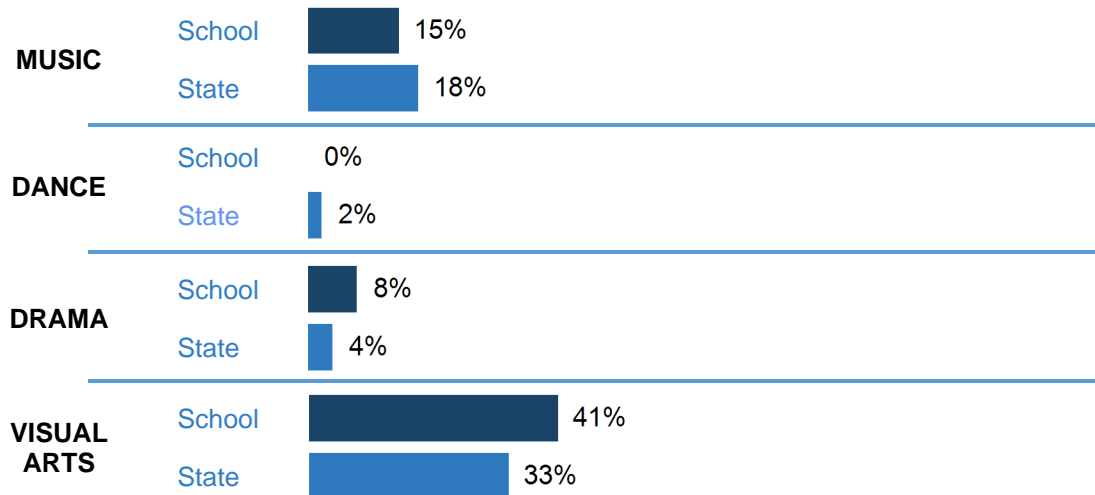
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines 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	87.9%	90.5%	94.1%	91.8%	90.7%	90.1%	Met Target	93.9%	93.5%	Met Target
White	90.7%	94.5%	95.7%	95.1%	92.2%	92.4%	Not Met	95.8%	N	Met Goal
Hispanic	90.0%	84.3%	91.7%	86.3%	88.9%	84.6%	Met Target	88.4%	83.9%	Met Target
Black or African American	*	83.4%	90.0%	85.3%	85.8%	84.9%	Met Target	90.4%	94.6%	Not Met
Asian, Native Hawaiian or Pacific Islander	91.2%	96.6%	100.0%	97.5%	100.0%	N	Met Goal	100.0%	**	**
American Indian or Alaska Native	*	92.3%	*	86.6%	*	**	**	N	N	N
Two or More Races	N	91.9%	*	93.7%	*	**	**	N	N	N
Economically Disadvantaged Students	78.1%	83.9%	84.6%	85.6%	78.4%	77.0%	Met Target	88.7%	88.7%	Met Target
Students with Disabilities	70.4%	78.8%	89.3%	82.1%	84.0%	80.4%	Met Target	86.3%	80.8%	Met Target
English Learners	*	76.1%	*	79.7%	*	**	**	*	**	**
Homeless Students	50.0%	73.2%	*	74.4%	*	*	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	87.9%	-
2016	90.7%	94.1%
2015	89.8%	93.9%

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	0.7%	1.1%
2015-2016	0.9%	1.1%
2014-2015	0.3%	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.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	71.1%	29.5%	70.5%
Schoolwide	77.4%	31.1%	68.9%
White	84%	29.8%	70.2%
Hispanic	64.4%	41.4%	58.6%
Black or African American	67.9%	35.8%	64.2%
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	*	0%	*
Two or More Races	N	N	N
Economically Disadvantaged Students	60%	50%	50%
Students with Disabilities	45.3%	70.8%	29.2%
English Learners	*	*	0%

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	% 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	80.1%	41.9%	58.1%	78%	22%	67.3%	32.7%
White	82.1%	37.7%	62.3%	76.8%	23.2%	61.4%	38.7%
Hispanic	*	*	*	*	*	*	*
Black or African American	73.6%	55.1%	44.9%	80.9%	19.1%	82%	18%
Asian, Native Hawaiian, or Pacific Islander	90%	18.5%	81.5%	74.1%	22.2%	59.3%	40.7%
American Indian or Alaska Native	*	*	*	*	*	*	*
Two or More Races	N	N	N	N	N	N	N
Economically Disadvantaged Students	73.6%	52.8%	47.2%	83%	17%	73.6%	26.4%
Students with Disabilities	49%	75%	25%	87.5%	12.5%	91.7%	8.3%
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

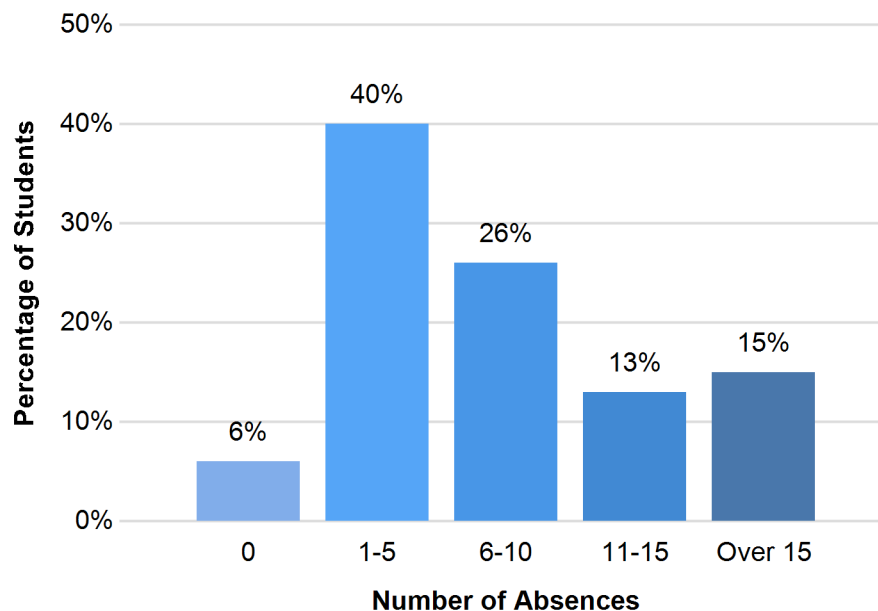
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the ESSA accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	12.60	14.30	Met Target
White	11.60	14.30	Met Target
Hispanic	11.50	14.30	Met Target
Black or African American	16.10	14.30	Not Met
Asian, Native Hawaiian, or Pacific Islander	7.90	14.30	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	23.60	14.30	Not Met
Students with Disabilities	22.50	14.30	Not Met
English Learners	N	**	**

** 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.





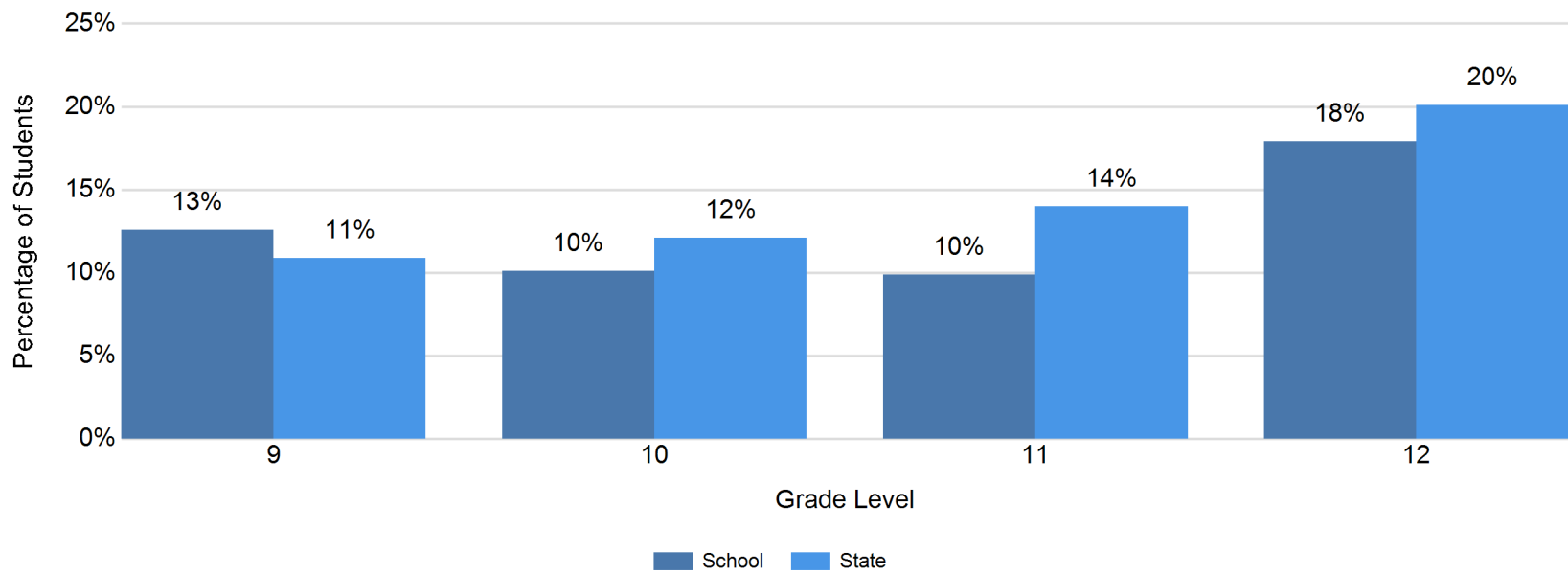
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Chronic Absenteeism by Grade

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	7:30AM
Typical End Time	2:30PM
Length of School Day	7 Hrs 0 Mins
Full Time - Instructional Time	5 Hrs. 46 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	19
Vandalism	14
Weapons	3
Substances	16
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	54
Incidents Per 100 Students Enrolled	2.64

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	8.1%
Out-of-School Suspensions	8.8%
Any Suspension	12.9%

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	3.2:1	49.0 kbps	100 kbps	No	Copper	Fiber	No

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	\$317	\$12,798	\$13,115



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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	145	120,724
Average years experience in public schools	10.7	11.8
Average years experience in district	10.7	10.5
Teachers in district for 4 or more years	75%	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	14	9,506
Average years experience in public schools	10.4	15.9
Average years experience in district	10.4	11.6
Administrators in district for 4 or more years	57%	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	14:1	14:1
Administrators	146:1	146:1
Librarian/Media Specialists		2042:1
Nurses		681:1
Counselors		255:1
Child Study Team		408:1



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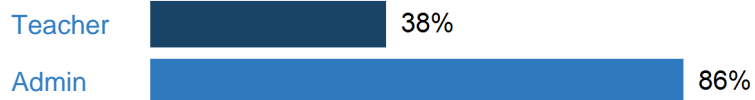
Teachers and Administrators - Level of Education

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.

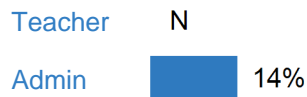
Bachelor's Degree



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	71%	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	63.5	17.5%
Mathematics Proficiency	85.1	17.5%
Graduation - 4-Year	36.3	25.0%
Graduation - 5-Year	44.9	25.0%
Chronic Absenteeism	41.5	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		52.5
Summative Rating: Percentile rank of Summative Score		53.8
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	52.5	6.2	No	Met Target	Met Target	Met Target	Met Target	Met Target	No
White	50.9	6.2	No	Met Target	Met Target	Met Target	Not Met	Met Goal	No
Hispanic	65.2	6.2	No	Met Target	Met Target	Met Target	Met Target	Met Target	No
Black or African American	60.3	6.2	No	Met Target	Met Target†	Not Met	Met Target	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	57.6	6.2	No	Not Met	Met Target	Met Target	Met Goal	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	N	No
Two or More Races	**	**	No	**	**	**	**	N	No
Economically Disadvantaged Students	49.3	6.2	No	Met Target	Met Target	Not Met	Met Target	Met Target	No
Students with Disabilities	57.8	6.2	No	Met Target†	Met Target	Not Met	Met Target	Met Target	No
English Learners	**	**	No	**	**	**	**	**	No

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† Target was met within a confidence interval.



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School General Info

Principal:	Dr. Heilig	Email Address:	cheilig@rvrhs.com
Address:	520 JACKSONVILLE ROAD MOUNT HOLLY, NJ 08060-9622	Website:	www.rvrhs.com
Phone:	(609)267-0830	Facebook:	https://www.facebook.com/rvrhsnj
		Twitter:	https://twitter.com/RVRHS1

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"> • District's Strategic Plan: Vision 2020 • Acclaimed NJROTC Program • F.L.I.P. Program-Functional Life Skills Integrated Program
 Mission, Vision, Theme:	Rancocas Valley Regional High School is a forward-thinking learning Institution. RVRHS planned the future of the district by coordinating a strategic plan during the 2016-2017 school year titled Vision 2020. The District conducted this strategic plan to ensure that RVRHS is on a constant trajectory of improvement to the year 2020 and beyond. The RVRHS Board of Education approved 21 action plans in the district's five-year strategic plan, Vision 2020: Improve the future, respect the past.
 Awards, Recognition, Accomplishments:	RVRHS's acclaimed JROTC program prepares students for successful military careers or as a step toward college or a related career. The JROTC program has been recognized by the Navy as a Distinguished Unit. Also, a self-contained multiple disabilities program, F.L.I.P., gives students an opportunity for functional academic life skills, daily living skills, vocational skills and a chance to improve academic potential.






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 <p>Courses, Curriculum, Instruction:</p>	<p>RVRHS offers a range of courses and programs to meet the needs of every student to prepare them for success beyond high school. Our rigorous college preparatory, honors and advanced placement courses prepare students for the demands and rewards of college as they pursue undergraduate and advanced degrees.</p>
 <p>Sports and Athletics:</p>	<p>Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Cross-Country (Boys & Girls), Field Hockey (Girls), Football (Boys), Golf (Boys & Girls), Gymnastics (Girls), 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>A full range of extracurricular activities including robotics, creative and performing arts, and environmental sciences as well as a challenging athletic program, round out the district's curriculum. Rancocas Valley Regional High School District combines a comprehensive rigorous curriculum during the school day as well as co-curricular and extracurricular activities after the school day to prepare students for post-high school success.</p>
 <p>Clubs and Activities:</p>	<p>The learning does not stop at the end of the school day at Rancocas Valley. Rancocas Valley offers a wide range of over 80 clubs and activities for students that will enhance the high school experience and shape the collaborative skills needed for post-high school success.</p>







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 <p>Staff and Professional Learning:</p>	<p>The RVRHS Board of Education generously provides at least five full days for professional development for staff each year. In addition, twice-per-month, department and staff meetings are held — which sometimes will include elements of staff development. Our New Teacher Orientation program, held in August, is a four-day experience for our new staff members and includes training on teacher/staff evaluation, a tour of the school/community and an overview of the mentoring program.</p>
 <p>Student Supports and Services:</p>	<p>Special Ed Teachers and CST members provide support to students through reinforcement of accommodations, modifications, and goals during tutorials and student preps. A special ed teacher is assigned to a mainstream class to support the general ed teacher and students. This may take the form of co-teaching. Related Services include, Speech therapy, counseling, audiological support (e.g. signing and Teachers of the Deaf), Occupational and Physical Therapy, job coaching, Crisis Team support.</p>
 <p>Student Health and Wellness:</p>	<p>While offering four years of traditional health, driver's education, and fitness classes, RV's Health and PE department provides additional options enabling students to meet or exceed the H&PE requirement. These include classes in officiating, yoga, personal life design, strength and conditioning, dance, and more.</p>
 <p>Parent and Community Involvement:</p>	<p>RVRHS provides an opportunity through the Key Communicators group that invites all parents for monthly meetings. RVRHS kicked off its strategic planning process with three community engagement sessions in the fall and winter of 2016. Participants' feedback led to crafting the foundation of the Vision 2020 plan. RVRHS Special Education Parent Advisory Group is a parent-driven group providing input to the local school district on challenges in special education and related services.</p>





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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers</p> <p>Recently, the Rancocas Valley Regional High School District utilized Community Engagement sessions to assess climate and culture. This data was utilized to create the Vision 2020 Strategic Plan Board of Education Approved in June 2017. RVRHS will be administering the National Climate Survey Instrument during the 2017-2018 school year as part of the strategic plan.</p>
 <p>Facilities:</p>	<p>In 1937 RVRHS was constructed as a colonial-style building, with a black slate roof surrounded by a tower and faced with a portico and twenty-two classrooms. In 1954, four classrooms, home economics and wood shop facility. In 1957, 22 more classrooms, cafeteria, music wing and new gym. In 1966, C-wing and new library. In 1985, D-wing, Performing Art Center and media center. In 2003, RV athletic Complex and in 2009, new business offices and FLIP program. 2014, new turf field and stadium.</p>



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Other Information:

The district is recognized for innovative programs for students who are pursuing careers in the trades or will enter the armed services upon graduation. RVRHS's block schedule provides students with a more enriching academic experience, enabling them to take four, seventy-two-minute courses each day, during each eighteen-week semester. The two semesters enable students to pursue eight courses (four per semester) each year. More than 325 students participated in AP testing during the 2016-2017 school year; sixteen AP courses were offered for science (chemistry, biology, physics), math (calculus AB, calculus BC, statistics), history (United States history, European history, government and politics) psychology and English(English literature, English language, composition), as well as for foreign languages (French, Italian, and Spanish). Most students are taking at least 2 AP courses during their high school career and the number of students taking AP courses, the AP test, and scoring a three or higher, is increasing. Additionally, RVRHS partners with Rowan College at Burlington County (RCBC) to offer an opportunity for students enrolled in select courses to earn both high school and college credit under the College Accelerated Program (CAP). RVRHS participates and, in May 2014 was nationally certified in Project Lead the Way (PLTW) Pathway to Engineering program. The Pathway to Engineering program provides students interested in pursuing a career in engineering, biomechanics, aeronautics, or other applied math/science areas with an opportunity to experience real-world, hands-on learning. Among the 467 students in the class of 2017, 90 percent planned to attend a two- or four-year college; 3 percent planned to attend another post-secondary institution, 4 percent planned to enter the military; and 3 percent sought direct employment. More than 45 percent of RVRHS's 151 faculty members have earned a master's degree or higher.