



## Rancocas Valley Regional High School

(05-4320-050)

Grades Offered: 09-12

2018-2019

### Report Key:

- \* Data is not displayed in order to protect student privacy
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### How to use this report:

- **Learn more** about this school by exploring all sections of this report
- **Start conversations** with school community members and ask questions
- **Engage** with your school communities to identify where schools are doing well and where they can improve

### Navigating through the reports:

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows as the top left of the screen to move between pages of the report

### Other Resources:

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

### Notes from the New Jersey Department of Education:



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### School Contact Information

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

Type	Contact Information
County	Burlington
District	Rancocas Valley Regional High School District
Principal Name	Dr. Christopher Heilig
Address	520 JACKSONVILLE ROAD MOUNT HOLLY, NJ 08060-9622
Phone Number	609-267-0830
Email Address	<a href="mailto:cheilig@rvrhs.com">cheilig@rvrhs.com</a>
Website	<a href="https://rvrhs.com">https://rvrhs.com</a>
Facebook	<a href="https://www.facebook.com/rvhsnj">https://www.facebook.com/rvhsnj</a>
Twitter	<a href="https://twitter.com/RVRHS1">https://twitter.com/RVRHS1</a>



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

### Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
9	556	519	552
10	504	493	491
11	502	479	470
12	479	524	485
Total	2,042	2,015	1,998

### Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	51.6%	53.2%	53.9%
Male	48.4%	46.8%	46.1%
Economically Disadvantaged Students	23.0%	20.9%	21.4%
Students with Disabilities	16.6%	16.4%	17.2%
English Learners	0.5%	0.9%	1.1%
Homeless Students	1.5%	1.9%	1.1%
Students in Foster Care	0.7%	0.5%	0.3%
Military-Connected Students	2.7%	4.8%	3.9%
Migrant Students	0.0%	0.0%	0.0%

### Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	55.7%	55.9%	53.4%
Hispanic	10.1%	11.1%	12.9%
Black or African American	26.4%	24.7%	23.9%
Asian	7.0%	6.6%	6.6%
Native Hawaiian or Pacific Islander	0.2%	0.1%	0.2%
American Indian or Alaska Native	0.3%	0.3%	0.2%
Two or More Races	0.2%	1.2%	2.9%

### Enrollment Trends by Full and Shared Time Status

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

Enrollment Status	2016-17	2017-18	2018-19
Full Time Students	2,042	2,015	1,998
Shared Time Students	0	0	0
Full Time Equivalent	2,042	2,015	1,998

### Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown, and students with other home languages are included in the Other Languages total.

Home Language	% of Students
English	93.8%
Spanish	2.3%
Other Languages	4.0%



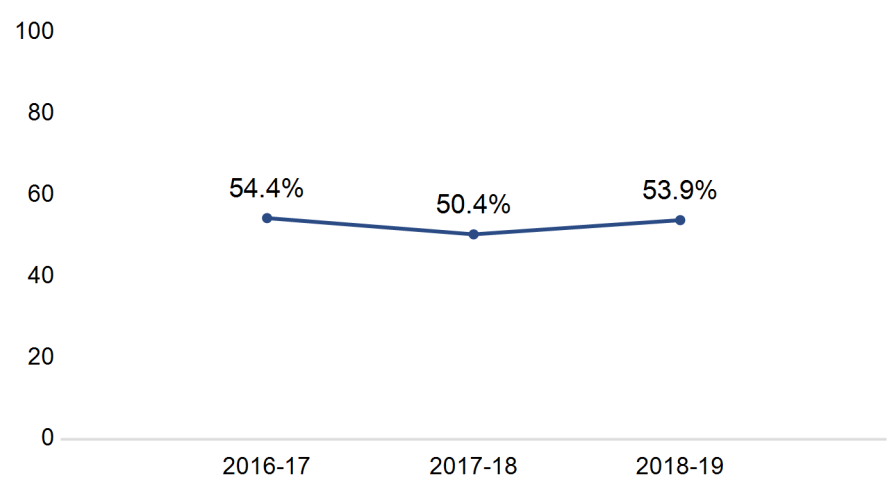
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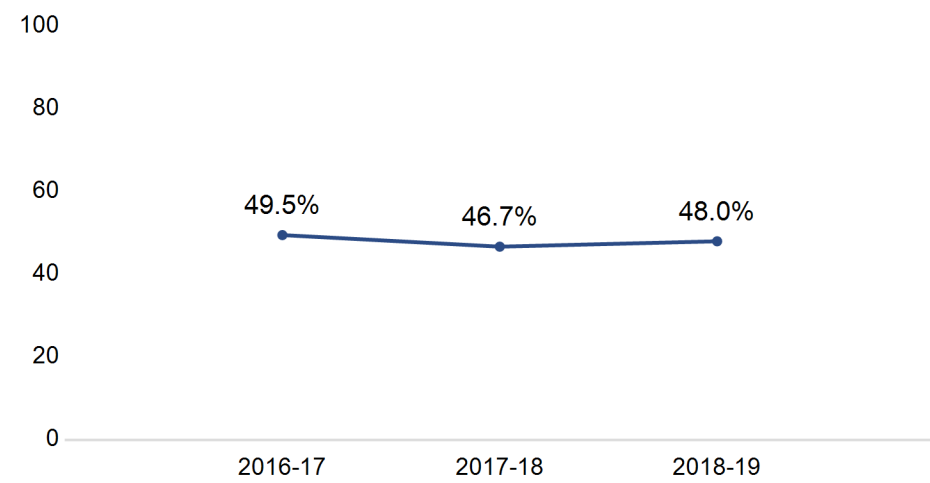
**English Language Arts and Mathematics Performance Trends**

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

**ELA Proficiency Rate for Federal Accountability**



**Math Proficiency Rate for Federal Accountability**



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	96.9%	99.5%	99.1%	97.6%	99.3%	99.1%
Proficiency Rate for Federal Accountability	54.4%	50.4%	53.9%	49.5%	46.7%	48.0%
Annual Target	50.6%	52.2%	53.7%	40.8%	42.8%	44.9%
Met Annual Target?	Met Target	Met Target†	Met Target	Met Target	Met Target	Met Target
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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## English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	965	99.1	53.9	53.9	57.9	53.9	53.7	Met Target
White	514	99.2	59.3	59.3	66.9	59.3	58.9	Met Target
Hispanic	136	100.0	47.1	47.1	43.9	47.1	49.1	Met Target†
Black or African American	218	98.7	40.8	40.8	38.5	40.8	41.7	Met Target†
Asian, Native Hawaiian, or Pacific Islander	53	98.1	69.8	69.8	82.9	69.8	77.8	Met Target†
American Indian or Alaska Native	*	*	*	*	56.0	*	**	**
Two or More Races	*	*	*	*	64.4	*	N	N
Female	513	99.1	63.4	63.4	64.8	63.4		
Male	452	99.1	43.1	43.1	51.3	43.1		
Economically Disadvantaged Students	195	98.6	35.4	35.4	40.0	35.4	36.1	Met Target†
Non-Economically Disadvantaged Students	770	99.2	58.6	58.6	67.9	58.6		
Students with Disabilities	155	97.6	12.3	12.3	22.7	12.3	21.7	Not Met
Students without Disabilities	810	99.4	61.9	61.9	65.1	61.9		
English Learners	*	*	*	*	29.3	*	**	**
Non-English Learners	*	*	*	*	60.6	*		
Homeless Students	10	100.0	20.0	20.0	29.1	20.0		
Students In Foster Care	*	*	*	*	27.6	*		
Military-Connected Students	36	100.0	55.6	55.6	57.8	55.6		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

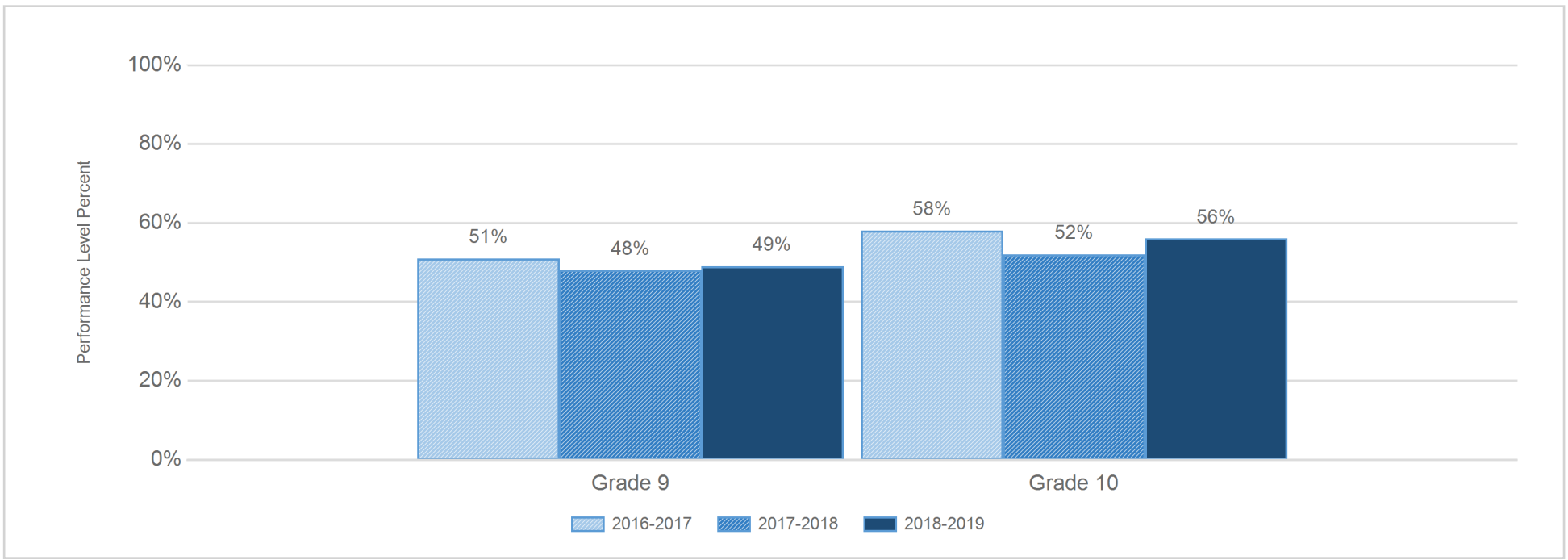


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**English Language Arts Assessment - Performance Trends**

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





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## English Language Arts Assessment - Performance by Grade: Grade 9

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	519	747	747	753	9%	14%	28%	41%	9%	49%	56%
White	246	752	752	762	6%	9%	30%	44%	10%	54%	65%
Hispanic	79	741	741	737	15%	16%	27%	*	*	42%	40%
Black or African American	132	739	739	732	11%	21%	27%	*	*	41%	33%
Asian, Native Hawaiian, or Pacific Islander	30	755	755	783	*	*	*	*	*	60%	84%
American Indian or Alaska Native	N	N	N	754	N	N	N	N	N	N	57%
Two or More Races	32	748	748	761	*	*	*	*	*	53%	63%
Female	261	754	754	760	7%	10%	25%	46%	12%	59%	63%
Male	258	740	740	746	12%	17%	31%	35%	5%	40%	49%
Economically Disadvantaged Students	116	729	729	734	24%	19%	26%	*	*	31%	36%
Non-Economically Disadvantaged Students	403	752	752	762	5%	12%	28%	*	*	55%	65%
Students with Disabilities	90	715	715	717	31%	30%	29%	*	*	10%	17%
Students without Disabilities	429	754	754	760	5%	10%	27%	*	*	58%	63%
English Learners	*	*	*	693	*	*	*	*	*	*	*
Non-English Learners	*	*	*	755	*	*	*	*	*	*	*
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	22%
Military-Connected Students	18	747	747	755	*	*	*	*	*	50%	56%
Migrant Students	N	N	N	715	N	N	N	N	N	N	23%



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### English Language Arts Assessment - Performance by Grade: Grade 10

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	471	756	756	757	11%	12%	21%	36%	20%	56%	58%
White	271	764	764	767	6%	11%	20%	39%	25%	63%	67%
Hispanic	66	745	745	738	15%	*	23%	*	*	50%	43%
Black or African American	99	733	733	733	22%	17%	25%	*	*	35%	38%
Asian, Native Hawaiian, or Pacific Islander	22	780	780	792	*	*	*	*	*	82%	84%
American Indian or Alaska Native	*	*	*	754	*	*	*	*	*	*	56%
Two or More Races	*	*	*	766	*	*	*	*	*	*	65%
Female	269	763	763	766	9%	10%	17%	39%	26%	64%	66%
Male	202	746	746	749	13%	16%	25%	33%	13%	46%	51%
Economically Disadvantaged Students	91	731	731	735	24%	14%	25%	*	*	36%	40%
Non-Economically Disadvantaged Students	380	762	762	767	7%	12%	19%	*	*	61%	67%
Students with Disabilities	73	705	705	711	47%	25%	16%	*	*	12%	19%
Students without Disabilities	398	765	765	765	4%	10%	21%	*	*	65%	65%
English Learners	*	*	*	687	*	*	*	*	*	*	*
Non-English Learners	*	*	*	760	*	*	*	*	*	*	*
Homeless Students	*	*	*	723	*	*	*	*	*	*	32%
Students in Foster Care	*	*	*	710	*	*	*	*	*	*	22%
Military-Connected Students	18	748	748	754	*	*	*	*	*	61%	56%
Migrant Students	N	N	N	710	N	N	N	N	N	N	10%



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### Mathematics Assessment - Participation and Performance

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

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Schoolwide	937	99.1	48.0	48.0	44.5	48.0	44.9	Met Target
White	513	99.4	56.3	56.3	54.1	56.3	49.9	Met Target
Hispanic	128	99.3	39.1	39.1	28.8	39.1	43.2	Met Target†
Black or African American	199	97.7	29.1	29.1	23.0	29.1	30.3	Met Target†
Asian, Native Hawaiian, or Pacific Islander	55	100.0	60.0	60.0	76.5	60.0	68.1	Met Target†
American Indian or Alaska Native	*	*	*	*	42.7	*	**	**
Two or More Races	*	*	*	*	53.3	*	N	N
Female	499	98.7	48.3	48.3	44.9	48.3		
Male	438	99.6	47.7	47.7	44.2	47.7		
Economically Disadvantaged Students	173	98.4	22.5	22.5	26.3	22.5	26.9	Met Target†
Non-Economically Disadvantaged Students	764	99.2	53.8	53.8	54.9	53.8		
Students with Disabilities	122	97.7	13.1	13.1	17.4	13.1	16.2	Met Target†
Students without Disabilities	815	99.3	53.3	53.3	50.0	53.3		
English Learners	*	*	*	*	25.0	*	**	**
Non-English Learners	*	*	*	*	46.5	*		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	32	100.0	46.9	46.9	46.4	46.9		
Migrant Students	N	N	N	N	23.3	N		

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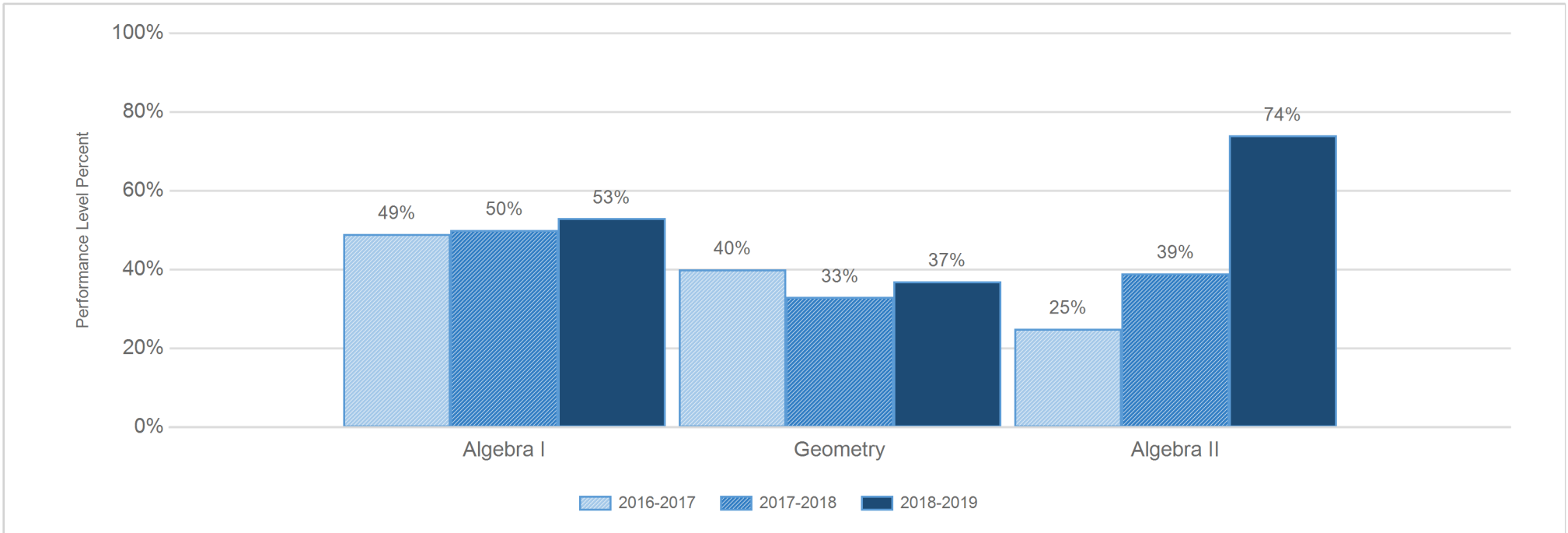
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## Mathematics Assessment – Performance Trends

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



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



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### Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	500	752	752	744	4%	18%	25%	46%	7%	53%	42%
White	242	760	760	752	*	15%	18%	*	*	65%	53%
Hispanic	75	742	742	728	*	27%	32%	*	*	36%	24%
Black or African American	125	740	740	725	8%	22%	34%	*	*	37%	20%
Asian, Native Hawaiian, or Pacific Islander	28	762	762	775	*	*	*	*	*	64%	76%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	30	756	756	752	*	*	*	*	*	53%	51%
Female	255	753	753	745	*	16%	26%	*	*	53%	44%
Male	245	752	752	743	*	20%	23%	*	*	53%	41%
Economically Disadvantaged Students	107	735	735	727	9%	27%	34%	*	*	30%	23%
Non-Economically Disadvantaged Students	393	757	757	752	3%	16%	22%	*	*	59%	52%
Students with Disabilities	88	723	723	717	*	51%	20%	*	*	15%	12%
Students without Disabilities	412	759	759	748	*	11%	26%	*	*	61%	47%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	14%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	11%
Military-Connected Students	14	748	748	744	*	*	*	*	*	57%	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%



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## Mathematics Assessment - Performance by Test: Geometry

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	409	744	744	737	*	16%	45%	*	*	37%	35%
White	240	747	747	743	*	15%	41%	*	*	43%	43%
Hispanic	54	745	745	724	*	*	46%	41%	0%	41%	17%
Black or African American	82	730	730	720	*	29%	51%	*	*	15%	14%
Asian, Native Hawaiian, or Pacific Islander	21	759	759	762	0%	0%	52%	*	*	48%	70%
American Indian or Alaska Native	*	*	*	736	*	*	*	*	*	*	37%
Two or More Races	*	*	*	745	*	*	*	*	*	*	46%
Female	227	744	744	738	*	14%	47%	*	*	38%	36%
Male	182	743	743	736	*	19%	43%	*	*	36%	34%
Economically Disadvantaged Students	70	732	732	722	*	27%	60%	*	*	11%	16%
Non-Economically Disadvantaged Students	339	746	746	743	*	14%	42%	*	*	42%	43%
Students with Disabilities	38	716	716	712	*	*	*	*	*	*	*
Students without Disabilities	371	747	747	741	*	*	*	*	*	*	*
English Learners	*	*	*	708	*	*	*	*	*	*	*
Non-English Learners	*	*	*	738	*	*	*	*	*	*	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	*
Students in Foster Care	*	*	*	713	*	*	*	*	*	*	*
Military-Connected Students	19	742	742	739	*	*	*	*	*	37%	35%
Migrant Students	N	N	N	711	N	N	N	N	N	N	19%



## Rancocas Valley Regional High School

(05-4320-050)

Grades Offered: 09-12

2018-2019

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## Mathematics Assessment - Performance by Test: Algebra II

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	46	774	774	755	*	*	*	50%	24%	74%	58%
White	33	777	777	758	*	*	*	*	*	82%	62%
Hispanic	*	*	*	731	*	*	*	*	*	*	34%
Black or African American	*	*	*	725	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	55%
Two or More Races	*	*	*	761	*	*	*	*	*	*	65%
Female	29	773	773	752	*	*	*	*	*	72%	55%
Male	17	776	776	758	*	*	*	*	*	76%	62%
Economically Disadvantaged Students	*	*	*	729	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	65%
Students with Disabilities	*	*	*	715	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	756	*	*	*	*	*	*	60%
English Learners	N	N	N	696	N	N	N	N	N	N	11%
Non-English Learners	46	774	774	755	*	*	*	50%	24%	74%	59%
Homeless Students	N	N	N	717	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	715	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	39%
Migrant Students	N	N	N	*	N	N	N	N	N	N	*



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### DLM Alternate Assessment - Participation

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

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

### English Language Progress to Proficiency

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

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

† Target was met within one standard deviation

### English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	13	84.6%	15.4%
3-4	*	*	*
5 or more	N	N	N



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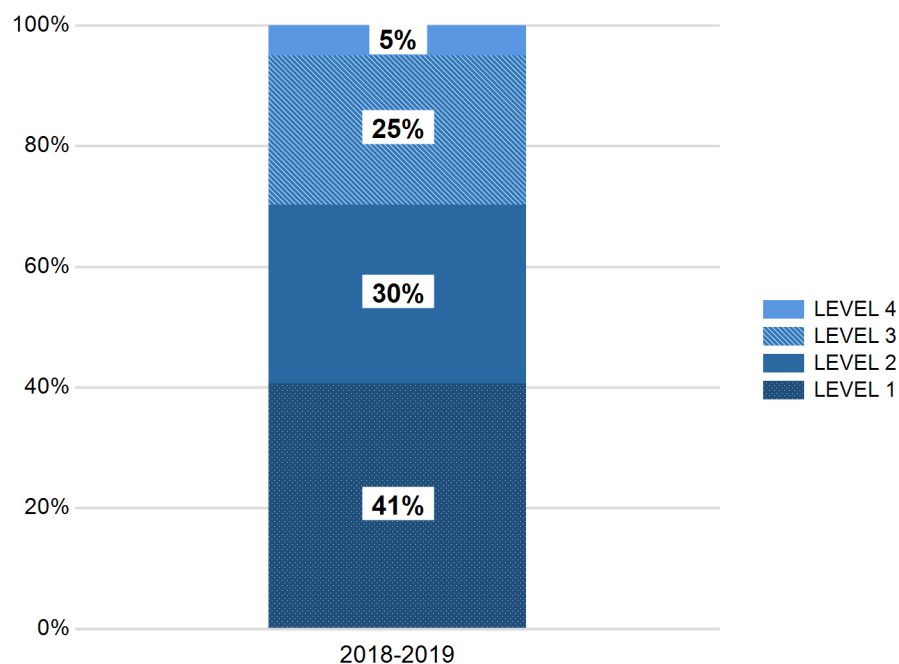
**N** No Data is available to display

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

### NJSLA Science Assessment: Grade 11 Summary

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



### NJSLA Science Assessment: Grade 11

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
<b>Schoolwide</b>	41	30	25	5
White	32	32	30	6
Hispanic	59	14	22	6
Black or African American	56	32	10	1
Asian, Native Hawaiian, or Pacific Islander	37	31	29	4
American Indian or Alaska Native	*	*	*	*
Two or More Races	*	*	*	*
Female	40	36	21	3
Male	42	23	29	7
Economically Disadvantaged Students	62	23	13	2
Non-Economically Disadvantaged Students	34	32	28	6
Students with Disabilities	77	14	6	2
Students without Disabilities	33	33	29	5
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	*	*	*	*
Military-Connected Students	26	39	22	13
Migrant Students	N	N	N	N



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

### PSAT, SAT, & ACT - Participation

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

Participation Type	School Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2018-19	100.0%	84.5%
12th graders taking SAT in 2018-19 or prior years	77.5%	72.1%
12th graders taking ACT in 2018-19 or prior years	14.2%	19.6%

### PSAT, SAT, & ACT - Performance

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

Participation Type	School Average Score	State Average Score	College Readiness Benchmarks	School - Students Scores at or above Benchmark	State - Students Scores at or above Benchmark
PSAT 10/NMSQT - Reading and Writing	462	476	Grade 10: 430 Grade 11: 460	65%	61%
PSAT 10/NMSQT - Math	462	477	Grade 10: 480 Grade 11: 510	44%	43%
SAT - Reading and Writing	558	539	480	85%	70%
SAT - Math	558	541	530	60%	53%
ACT - Reading	24	25	22	65%	66%
ACT - English	23	24	18	86%	81%
ACT - Math	24	24	22	65%	65%
ACT - Science	23	24	23	54%	57%



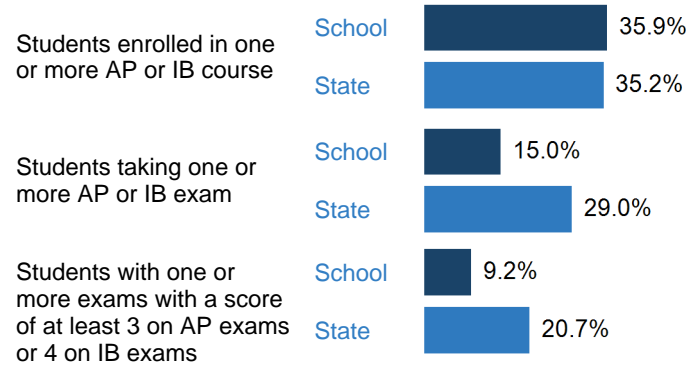
**Rancocas Valley Regional High School**  
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement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

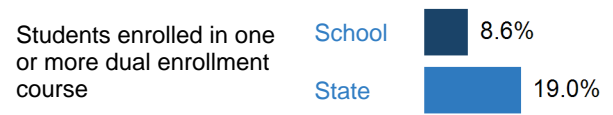
**AP/IB Coursework – Participation and Performance**

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



**Dual Enrollment Coursework - Participation**

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



**AP/ IB Courses Offered**

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

AP/IB Course	Students Enrolled	Students Tested
AP Art—History of Art	0	1
AP Biology	50	16
AP Calculus AB	32	23
AP Calculus BC	16	12
AP Chemistry	26	6
AP English Language and Composition	0	1
AP English Literature and Composition	61	14
AP European History	22	5
AP French Language and Culture	45	0
AP Italian Language and Culture	22	4
AP Macroeconomics	0	1
AP Microeconomics	0	1
AP Physics 1	0	1
AP Physics C: Electricity and Magnetism	25	1
AP Physics C: Mechanics	25	1
AP Psychology	45	10



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AP/IB Course	Students Enrolled	Students Tested
AP Spanish Language	23	7
AP Statistics	13	6
AP U.S. Government and Politics	44	13
AP U.S. History	148	80
Total Exams taken		203
Exams with scores of at least 3 on AP exams or 4 on IB exams		130



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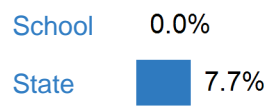
This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit the [NJDOE's Career and Technical Education website](#).

**Career and Technical Education Participation**

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

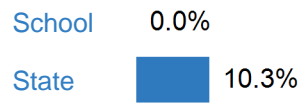
**CTE Participants**

(completed only one course in an approved CTE program)



**CTE Concentrators**

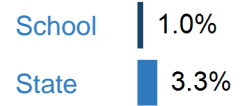
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



**Structured Learning Experiences Participation**

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

**Structured Learning Experiences**





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### Career and Technical Education Participation by Student Group

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

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



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**Industry-Valued Credentials**

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

**Students Earning Industry-Valued Credentials**



**Industry-Valued Credentials by Career Cluster**

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

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total credentials earned
Total (All Clusters)	0	0	0



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

### Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	514	35	1	0	0	0	8
10	54	395	95	13	0	1	6
11	8	83	321	77	10	9	14
12	4	29	68	50	82	150	96
Total	580	542	485	140	92	160	124
Enrolled in AP/IB Course					48	13	0
Enrolled in Dual Enrollment Course	0	0	0	49	2	0	0

### Science - Course Participation

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

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	33	0	0	506	0	5
10	447	28	0	21	3	12
11	30	406	0	7	19	39
12	49	61	0	4	129	90
Total	559	495	0	538	151	146
Enrolled in AP/IB Course	50	26		0	25	0
Enrolled in Dual Enrollment Course	4	2	0	0	1	0



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### Social Studies and History - Course Participation

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

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	509	37	0	0	4	169
10	52	470	0	0	2	92
11	40	440	0	0	2	106
12	58	74	0	45	14	173
Total	659	1021	0	45	22	540
Enrolled in AP/IB Course	0	148	0	45		64
Enrolled in Dual Enrollment Course	0	2	0	1	0	2

### World Languages - Course Participation

This table shows the number of students who were enrolled in World Languages courses by grade and language. Students are counted more than once if they were enrolled in courses across multiple languages. The last three rows show the number of students enrolled in level 3 or higher courses (such as French II or IV), Advanced Placement (AP) or International Baccalaureate (IB) courses, and Dual Enrollment courses by language.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	233	163	84	0	0	0	0
10	239	101	101	0	0	0	0
11	152	66	55	0	0	0	0
12	86	52	28	0	0	0	0
Total	710	382	268	0	0	0	0
Enrolled in AP/IB Course	23	45	22	0	0	0	0
Enrolled in Dual Enrollment Course	1	1	0	0	0	0	0
Enrolled in Level 3 or Higher	213	63	45	0	0	0	0



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

### Computer Science and Information Technology – Course Participation

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

Grade	Computer Programming	Computing Systems	Other Computer Science	Networking	Information Systems	Other IT
9	N	N	N	N	N	N
10	N	N	N	N	N	N
11	N	N	N	N	N	N
12	N	N	N	N	N	N
Total	0	0	0	0	0	0
Enrolled in AP/IB Course	0		0			0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0



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### Seal of Biliteracy

This table shows the number of Seals of Biliteracy earned by language. The New Jersey Department of Education State Seal of Biliteracy identifies graduating high school students who are able to demonstrate proficiency in English in addition to one or more languages. Students may be counted more than once if they earned Seals across more than one language. Visit the [NJDOE Seal of Biliteracy website](#) for more information.

Language	Students Earning a Seal of Biliteracy
Total	0



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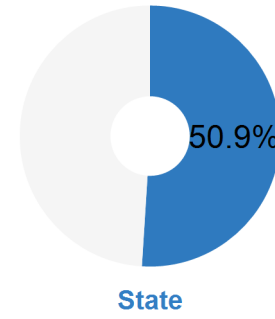
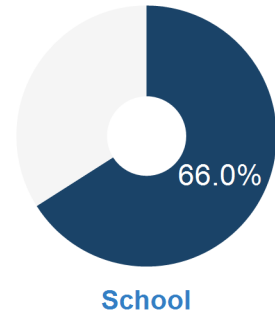
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**Visual and Performing Arts – Course Participation**

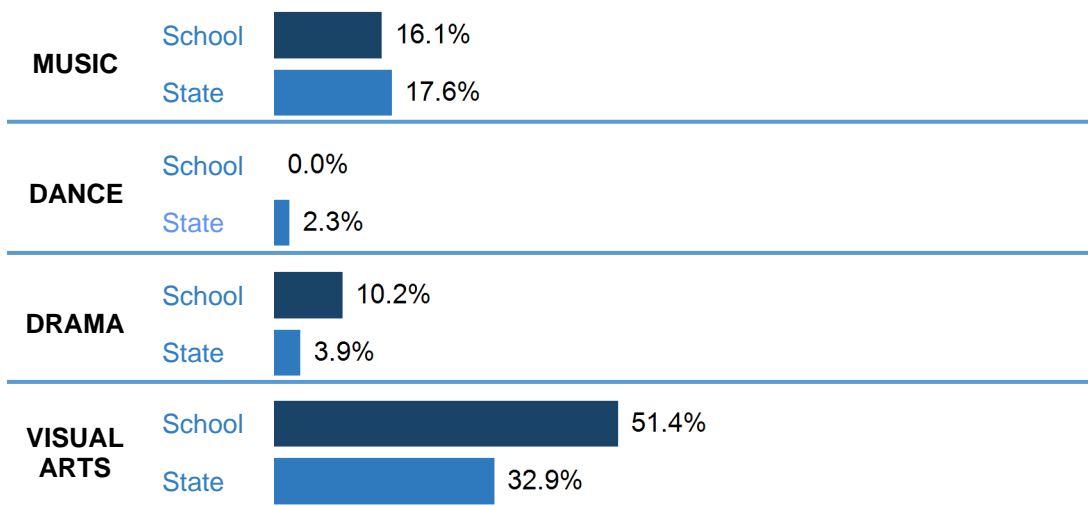
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the school year.

**Grades 9-12:**

Students enrolled in one or more **visual and performing arts** classes



Students enrolled in one or more classes by discipline:





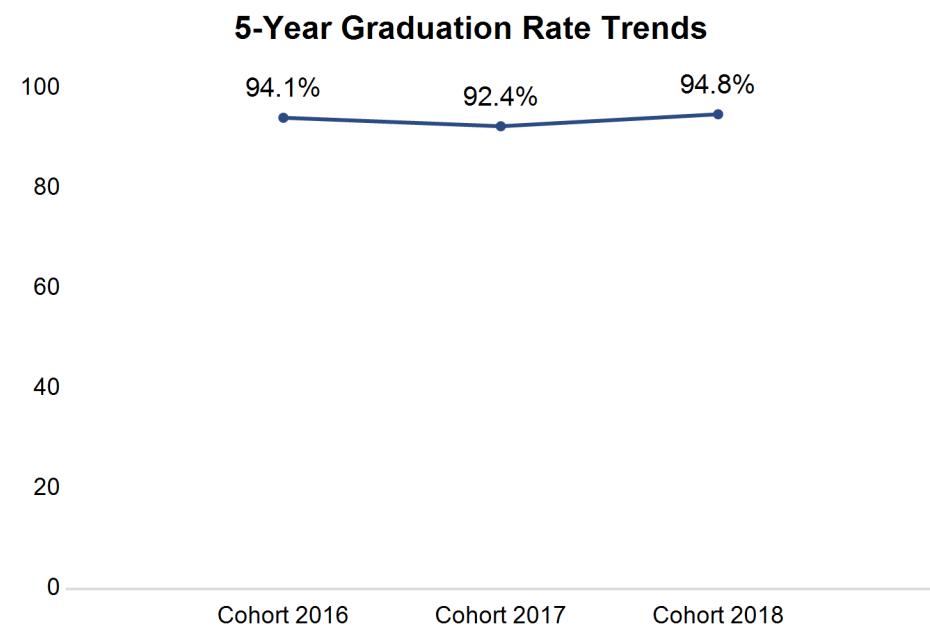
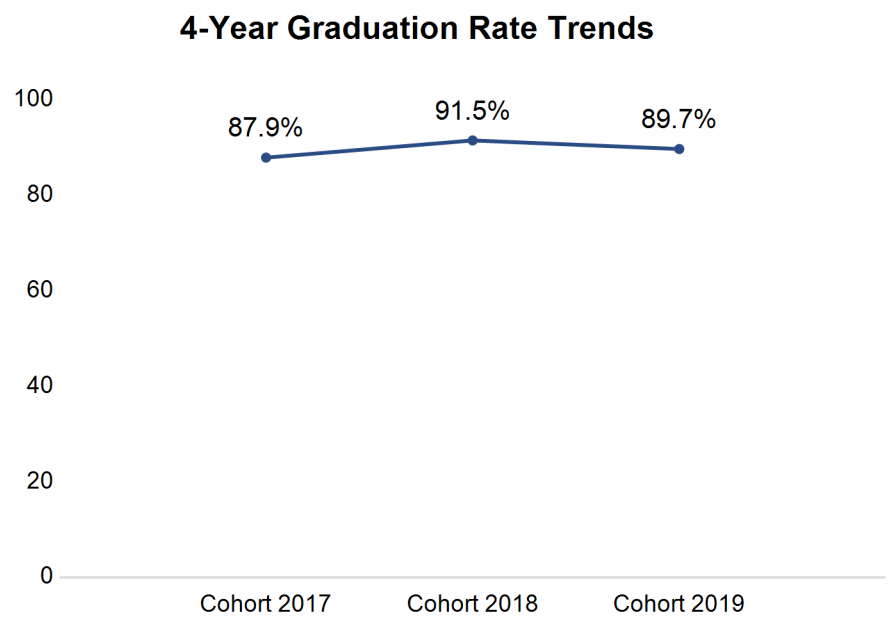
**Rancocas Valley Regional High School**  
 (05-4320-050)  
 Grades Offered: 09-12  
 2018-2019

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

**Graduation Rate Trends and Progress**

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



Performance Measure	Cohort 2017 4-Year Rate	Cohort 2018 4-Year Rate	Cohort 2019 4-Year Rate	Cohort 2016 5-Year Rate	Cohort 2017 5-Year Rate	Cohort 2018 5-Year Rate
Graduation Rate	87.9%	91.5%	89.7%	94.1%	92.4%	94.8%
Annual Target	90.3%	90.6%		93.7%	93.8%	
Met Annual Target?	Not Met	Met Target		Met Target	Not Met	
Statewide Graduation Rate	90.5%	90.9%	90.6%	91.8%	92.4%	92.5%



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

## Graduation Rates

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

Student Group	School - Class of 2019: 4 Year Rate	State - Class of 2019: 4 Year Rate	School - Class of 2018: 5 Year Rate	State - Class of 2018: 5 Year Rate	Class of 2018: 4 Year Rate	Class of 2018: 4 Year Target	Class of 2018: Met Target	Class of 2017: 5 Year Rate	Class of 2017: 5 Year Target	Class of 2017: Met Target
Schoolwide	89.7%	90.6%	94.8%	92.5%	91.5%	90.6%	Met Target	92.4%	93.8%	Not Met
White	91.1%	94.9%	96.6%	95.9%	94.1%	92.7%	Met Target	94.3%	93.7%	Met Target
Hispanic	83.9%	84.5%	94.4%	87.3%	90.9%	85.7%	Met Target	91.8%	85.2%	Met Target
Black or African American	87.6%	83.3%	90.5%	87.1%	86.0%	86.0%	Met Target	88.2%	94.7%	Not Met
Asian, Native Hawaiian or Pacific Islander	94.1%	96.9%	100.0%	97.8%	100.0%	N	Met Goal	*	N	Met Goal
American Indian or Alaska Native	*	92.2%	*	88.9%	*	**	**	*	**	**
Two or More Races	*	91.4%	*	94.2%	*	**	**	N	N	N
Female	92.4%	92.8%	95.8%	94.4%	94.2%			91.7%		
Male	86.6%	88.5%	93.7%	90.8%	88.9%			93.1%		
Economically Disadvantaged Students	80.9%	84.0%	92.1%	87.3%	88.0%	78.9%	Met Target	88.1%	89.5%	Not Met
Students with Disabilities	81.0%	79.2%	85.3%	83.8%	82.1%	81.9%	Met Target	80.0%	82.4%	Not Met
English Learners	*	75.4%	*	80.1%	*	**	**	*	**	**
Homeless Students	66.7%	74.6%	*	78.3%	*			70.0%		
Students in Foster Care	*	57.6%	*	82.5%	*			*		
Migrant Students	N	83.3%	*	85.0%	*			*		



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### Graduation Pathways

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

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
Statewide Assessment	77.0%	76.6%
Substitute Competency Test	12.5%	9.1%
Portfolio Appeals Process	2.4%	3.4%
Alternate Requirements specified in IEP	6.9%	9.7%
Unknown	1.2%	1.2%

### Dropout Rate Trends

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

School Year	School Rate	State Rate
2018-2019	1.3%	1.2%
2017-2018	0.4%	1.2%
2016-2017	0.6%	1.1%



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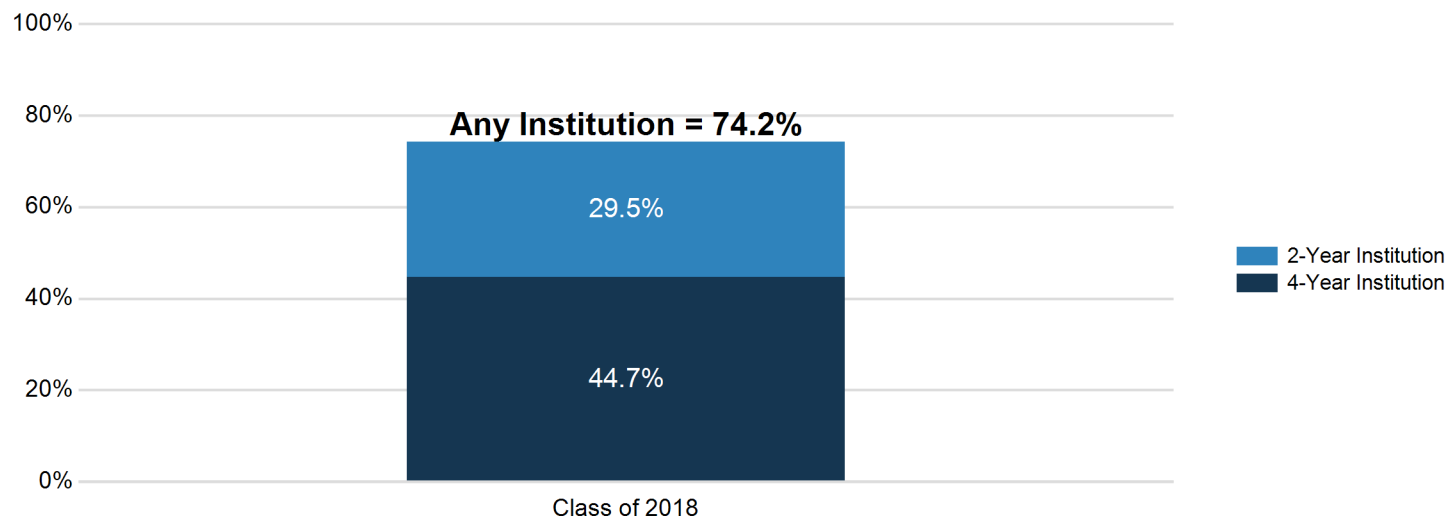
† This indicates a table specific note, see note below table

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

## Postsecondary Enrollment Rate Summary

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

### Postsecondary Enrollment 16 months after Graduation



Performance Measure	Class of 2018
% Enrolled in 2-Year Institution	29.5%
% Enrolled in 4-Year Institution	44.7%
% Enrolled in Any Postsecondary Institution	74.1%



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

### Postsecondary Enrollment Rates: Fall

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	72%	28.7%	71.3%
Schoolwide	73.6%	32.3%	67.7%
White	76.2%	30.4%	69.6%
Hispanic	76.1%	48.6%	51.4%
Black or African American	64.8%	31.5%	68.5%
Asian, Native Hawaiian, or Pacific Islander	84.4%	25.9%	74.1%
American Indian or Alaska Native	*	*	*
Two or More Races	*	*	*
Economically Disadvantaged	57.8%	42.3%	57.7%
Students with Disabilities	48.9%	68.9%	31.1%
English Learners	*	*	*

### Postsecondary Enrollment Rates: 16 month

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	77.8%	30.9%	69.1%	72.9%	27.1%	65.5%	34.5%
Schoolwide	74.1%	39.8%	60.2%	76.8%	23.2%	59.3%	40.7%
White	74.6%	37%	63%	76.9%	23.1%	57.1%	42.9%
Hispanic	75%	50%	50%	80.6%	19.4%	55.6%	44.4%
Black or African American	71.9%	46.4%	53.6%	78.2%	21.8%	65.5%	34.5%
Asian, Native Hawaiian, or Pacific Islander	82.1%	26.1%	73.9%	69.6%	30.4%	65.2%	34.8%
American Indian or Alaska Native	*	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged	59.8%	40%	60%	76.4%	23.6%	63.6%	36.4%
Students with Disabilities	35.6%	58.1%	41.9%	77.4%	22.6%	64.5%	35.5%
English Learners	*	*	*	*	*	*	*



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

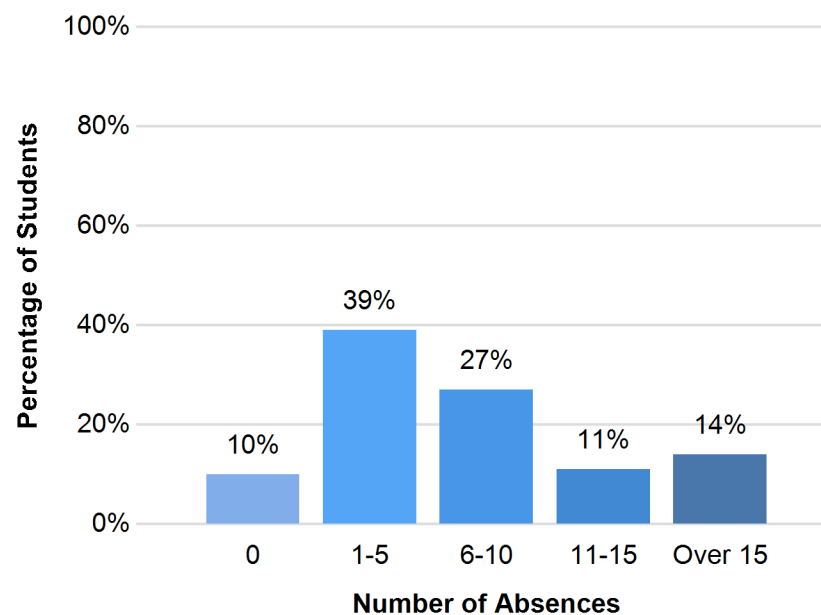
### Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	248	12.0	14.2	Met
White	105	9.6	14.2	Met
Hispanic	42	16.2	14.2	Not Met
Black or African American	80	15.8	14.2	Not Met
Asian, Native Hawaiian, or Pacific	11	8.0	14.2	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	14.2	Not Met
Female	155	14.2		
Male	93	9.6		
Economically Disadvantaged Students	107	25.2	14.2	Not Met
Students with Disabilities	73	17.8	14.2	Not Met
English Learners	2	9.5	14.2	Met
Homeless Students	10	40.0		
Students in Foster Care	*	*		
Military-Connected Students	2	2.5		
Migrant Students	N	N		

### Days Absent

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





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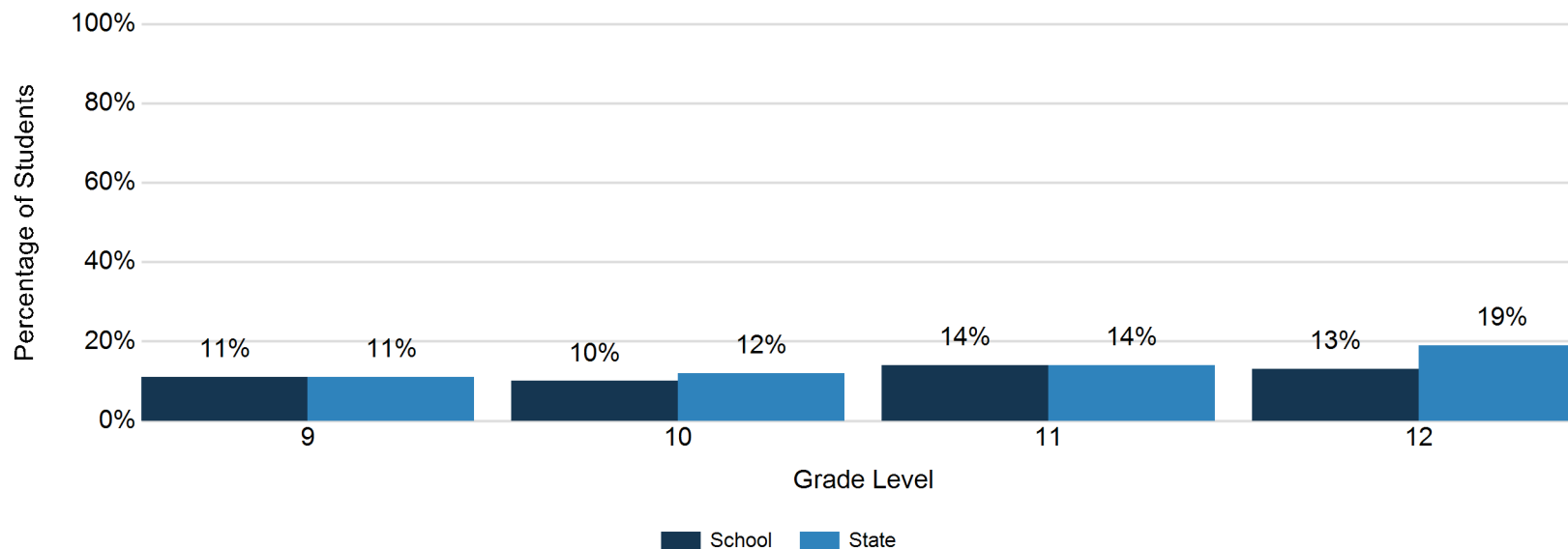
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### Chronic Absenteeism by Grade

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





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

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

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

Incident Type	Number of Incidents
Violence	9
Weapons	3
Vandalism	2
Substances	14
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	28
Incidents Per 100 Students Enrolled	1.40

### Police Notifications

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

Incident Type	Incidents Reported to Police
Violence	8
Weapons	3
Vandalism	1
Substances	11
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	1



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### Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bullying (HIB) investigations. The nature of an incident is based on the protected categories listed below, and the nature of a single HIB investigation may include multiple categories. All confirmed incidents must have an identified nature.

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	N	N	N
Religion	N	N	N
Ancestry	N	N	N
Gender	N	N	N
Sexual Orientation	N	N	N
Disability	N	N	N
Other	N	N	N
No Identified Nature	N		N

### Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	110	5.5%
Out-of-School Suspensions	119	6.0%
Any Suspension	183	9.2%
Removal to other education program	0	0.0%
Expulsion	*	*
Arrest	13	0.7%

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

314



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### School Day

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

Category	School
Typical Start Time	7:30 AM
Typical End Time	2:30 PM
Length of School Day	7 Hrs 0 Mins
Full Time - Instructional Time	5 Hrs 46 Mins
Shared Time - Instructional Time	5 Hrs. 46 Mins.

### Device Ratios

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

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



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### Key terms for staff data:

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

**Teachers:** All classroom teachers

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

### Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	147	118,214
Average years experience in public schools	12.3	12.1
Average years experience in district	12.3	10.8
Percentage of Teachers with 4 or more years experience in the district	80.3%	75.3%

### Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	15	9,530
Average years experience in public schools	9.9	16.0
Average years experience in district	8.7	12.0
Percentage of Administrators with 4 or more years experience in the district	66.7%	76.9%

### Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	14:1	14:1
Students to Administrators	133:1	133:1
Teachers to Administrators	10:1	10:1
Students to Librarians/Media Specialists		1998:1
Students to Nurses		500:1
Students to Counselors		250:1
Students to Child Study Team Members		400:1



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## Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	53.9%	60.5%	33.3%	48.4%	77.1%	54.9%
Male	46.1%	39.5%	66.7%	51.6%	22.9%	45.1%
White	53.4%	92.5%	80.0%	42.4%	83.6%	77.4%
Hispanic	12.9%	4.1%	13.3%	29.9%	7.3%	7.2%
Black or African American	23.9%	3.4%	6.7%	15.0%	6.6%	13.9%
Asian	6.6%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.2%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.2%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	2.9%	0.0%	0.0%	2.1%	0.2%	0.2%



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**Teachers and Administrators - Level of Education**

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

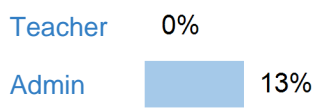
**Bachelor's Degree**



**Master's Degree**



**Doctoral Degree**



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	95.8%	90.5%
2017-18 Administrators: Same district 2018-19	85.7%	87.9%

**Faculty Attendance**

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

School Year	% Days Present
2018-19	99.2%



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### Per-Pupil Expenditures by Source

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

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

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

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

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



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

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

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

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

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

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

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

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

## ESSA Accountability Status

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

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

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



## Rancocas Valley Regional High School

(05-4320-050)

Grades Offered: 09-12

2018-2019

### Report Key:

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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA). For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

## ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	54.4%	50.4%	53.9%
Math Proficiency	49.5%	46.7%	48.0%
ELA Growth	N	N	N
Math Growth	N	N	N
4-Year Graduation Rate†	87.9%	91.5%	89.7%
5-Year Graduation Rate†	94.1%	92.4%	94.8%
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	12.6%	12.0%	12.0%

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



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

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

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

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

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

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

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

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

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

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

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



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### Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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



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## School Narrative

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



### Highlights:

- 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><b>Courses, Curriculum, Instruction:</b></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><b>Sports and Athletics:</b></p>	<p>Sports Offered: Baseball (Boys), Basketball (Boys &amp; Girls), Cheerleading (Girls), Cross Country (Boys &amp; Girls), Field Hockey (Girls), Football (Boys), Golf (Boys), Gymnastics (Girls), Lacrosse (Boys &amp; Girls), Soccer (Boys &amp; Girls), Softball (Girls), Swimming (Boys &amp; Girls), Tennis (Boys &amp; Girls), Track and Field - Spring (Boys &amp; Girls), Track and Field - Winter (Boys &amp; Girls), Volleyball (Boys &amp; Girls), Wrestling (Boys &amp; Girls)</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><b>Clubs and Activities:</b></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 90 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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### Staff and Professional Learning:

The RVRHS Board of Education generously provides at least five full days for professional development for staff each year. In addition, twice-per-month, additional time is dedicated to department/staff meetings, cohort work, common planning, or other forms of professional learning. 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, instructional strategies and expectations, a tour of the school/community, time with mentors, and a student panel. The district's PDP is based on Principles of Professional Learning and grounded in staff members' collaborative efforts and support of each others' professional goals.



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 <p><b>Student Supports and Services:</b></p>	<p>Special Education teachers and CST members provide support to students through reinforcement of accommodations, modifications, and goals during tutorials and student preps. A special education teacher is assigned to a mainstream class to support the general education teacher and students. This may take the form of co-teaching. Related Services include Speech therapy, counseling, audiological support (e.g. Teachers of the Deaf), Occupational and Physical therapy, and job coaching. Student Assistance Counselors and members of the CST also create our Crisis Team as an additional support for students in need.</p>
 <p><b>Student Health and Wellness:</b></p>	<p>While offering four years of traditional health, driver's education, and fitness classes, RV's Health and PE department provides additional options that enable students to meet or exceed the H&amp;PE requirement. These include classes in yoga, personal life design, strength and conditioning, dance, and outdoor adventure activities.</p>
 <p><b>Parent and Community Involvement:</b></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. Participant 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. PRIDE at the PREP is the monthly newsletter highlighting the academic, social and emotional achievements of the students at RV PREP. The newsletter consists of contributions from both staff and students and is sent out electronically. A copy is mailed home as well to ensure that all families have access and opportunity to get involved. Parents are also invited to partake in other district projects such as the Middle States Accreditation Committee and Governor's Educator of the Year program.</p>



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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers 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 administered the National Climate Survey Instrument during the 2017-2018 school year as part of the strategic plan. In May of 2018 RVRHS received certification from the Anti Defamation League (ADL) and has been designated as an official No Place For Hate. Students and staff recently formal training at the annual ADL Youth Leadership Conference in Philadelphia, PA.</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. Since 2003 the RV athletic Complex was constructed, the sports stadium was renovated, and a previous elementary school was acquired and has been renovated and houses administrative offices, the FLIP program and RVPREP.</p>
 <p>School Safety:</p>	<p>RV takes pride in placing safety and security at the forefront of importance every day. RV's efforts can be categorized into four areas: personnel, preparation, procedures, and technology. The district's commitment to personnel is demonstrated by proactively hiring 3 student assistance counselors, 2 student resource officers, a team of security guards, and the Office of Climate and Culture developing the building culture for a safe environment. RV prepares by conducting tabletop drills, K9 sweeps, lockdowns, and evacuations. Procedures are in place to facilitate lockdowns and visitor management creating the safest facility possible. The district utilizes advanced technology developed by ZeroEyes including an elaborate camera system outfitted with an Artificial Intelligence to detect weapons. Communication systems have been upgraded with new digital radios as well as a school safety app Crisis Go. Recently, RV received \$1,001,000 from a Freeholder grant to create a security vestibule</p>



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### Other Information

RVRHS's block schedule provides students with a deep academic experience, enabling them to take four, seventy-two-minute courses each day, during each eighteen-week semester. 16 Advanced Placement (AP) courses are offered for science (chemistry, biology, and two physics courses), math (calculus AB, calculus BC, statistics), history (United States history, European history, US government and politics), psychology and English (English literature and composition, English language and composition), as well as for world languages (French, Italian, and Spanish). Close to 300 students sat for AP tests in 2019. In addition, RVRHS has multiple dual-enrollment agreements with area colleges and universities, including Rowan College at Burlington County, Seton Hall University, Fairleigh-Dickinson University, and Stockton University. Nearly 200 students earned college credit in 2019 by enrolling in AP and honors courses taught on the RV campus. RVRHS participates in the Project Lead the Way (PLTW) Pathway to Engineering program, which provides students interested in pursuing a STEM career in with an opportunity to experience real-world, hands-on learning. Nearly 180 students participate in our storied Junior ROTC program, which has been honored by the Navy as a Distinguished Unit with Academic Honors for nearly 15 consecutive years. Our Rancocas Valley Personalized Readiness and Education Program (RVPREP) provides small group, individualized, proficiency-based instruction to students in a unique learning community setting. Among the 467 students in the class of 2019, 89 percent planned to attend a two- or four-year college; 5 percent planned to attend another post-secondary institution, 3 percent planned to enter the military; and 3 percent sought direct employment. Nearly half of RVRHS staff have earned a master's degree or higher, with one staff member having earned National Board Certification.