NJ SCHOOL PERFORMANCE REPORT

RAHWAY HIGH SCHOOL
(39-4290-050)
Grades Offered: 09-12
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

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School Contact Info

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

Type	Contact Information
County	UNION
District	RAHWAY CITY
Principal Name	MR. FARINELLA
Address	1012 MADISON AVE RAHWAY, NJ 07065-2003
Phone Number	(732)396-1090
Email Address	JFARINELLA@RAHWAY.NET
Website	https://www.rahway.net
Facebook	https://www.facebook.com/rahwaypublicschools
Twitter	https://twitter.com/Rahway_Schools

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Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years.

Grade	2015-16	2016-17	2017-18
9	295	308	298
10	301	248	279
11	251	251	219
12	177	260	268
Total	1,024	1,067	1,064

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	2015-16	2016-17	2017-18
Female	47.2%	46.7%	46.0%
Male	52.8%	53.3%	54.0%
Economically Disadvantaged Students	58.1%	53.8%	54.3%
Students with Disabilities	17.2%	19.2%	18.4%
English Learners	4.6%	5.3%	6.2%
Homeless Students		0.4%	0.4%
Students in Foster Care		0.3%	0.5%
Military-Connected Students		0.0%	0.3%
Migrant Students		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	2015-16	2016-17	2017-18
White	16.4%	14.1%	12.8%
Hispanic	36.3%	38.8%	42.2%
Black or African American	43.5%	42.2%	39.8%
Asian	2.3%	2.8%	3.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.3%	0.3%	0.2%
Two or More Races	1.2%	1.8%	1.8%

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	2015-16	2016-17	2017-18
Full Time Students	985	1,034	1,042
Shared Time Students	77	64	44
Full Time Equivalent	1,024	1,066	1,064

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	69.0%
Spanish	24.9%
Creoles and pidgins	1.0%
Other Languages	5.1%

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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 both overall and by student group. The PARCC assessment has five performance levels, and students scoring a Level 4 or 5 (Met or Exceeded Expectations) have demonstrated readiness for the next grade level 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 proficiency rate used for federal accountability, the annual target, and whether the target was met, as required by the Every Student Succeeds Act (ESSA) accountability. 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	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	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	512	99.3	26.1	40.0	56.7	26.1	31.5	Not Met
White	57	100.0	40.4	50.8	65.6	40.4	38.4	Met Target
Hispanic	232	98.8	22.9	37.7	42.5	22.9	31.9	Not Met
Black or African American	199	100.0	26.1	37.2	37.3	26.1	27.4	Met Target†
Asian, Native Hawaiian, or Pacific Islander	13	94.1	23.1	*	82.3	22.6	**	**
American Indian or Alaska Native	*	*	*	*	52.7	*	**	**
Two or More Races	*	*	*	43.3	63.4	*	**	**
Female	241	99.6	35.3	48.3	64.5	35.3		
Male	271	98.9	18.0	32.6	49.4	18.0		
Economically Disadvantaged Students	310	99.1	23.6	34.4	38.5	23.6	27.5	Met Target†
Non-Economically Disadvantaged Students	202	99.5	30.2	47.2	67.5	30.2		
Students with Disabilities	98	99.0	*	11.1	21.6	*	9.7	Not Met
Students without Disabilities	414	99.3	*	46.2	63.9	*		
English Learners	61	97.2	*	*	27.3	*	18	Not Met
Non-English Learners	451	99.6	*	*	59.4	*		
Homeless Students	*	*	*	*	27.7	*		
Students In Foster Care	*	*	*	*	26.3	*		
Military-Connected Students	*	*	*	*	57.4	*		
Migrant Students	N	N	N	N	30.1	N		

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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 both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

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	276	726	726	752	25%	21%	28%	*	*	26%	55%
White	31	742	742	760	*	*	*	*	*	45%	64%
Hispanic	137	723	723	735	28%	18%	31%	*	*	22%	38%
Black or African American	98	723	723	734	24%	27%	24%	*	*	24%	34%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	782	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	752	N	N	N	N	N	N	51%
Two or More Races	*	*	*	760	*	*	*	*	*	*	63%
Female	129	733	733	759	20%	15%	31%	*	*	34%	63%
Male	147	719	719	744	30%	27%	24%	*	*	18%	46%
Economically Disadvantaged Students	189	721	721	733	30%	21%	28%	*	*	21%	34%
Non-Economically Disadvantaged Students	87	735	735	761	15%	23%	26%	*	*	36%	65%
Students with Disabilities	41	690	690	716	*	*	*	*	*	*	15%
Students without Disabilities	235	732	732	758	*	*	*	*	*	*	62%
English Learners	27	683	683	691	*	*	*	*	*	*	*
Non-English Learners	249	730	730	755	*	*	*	*	*	*	*
Homeless Students	N	N	N	720	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	719	N	N	N	N	N	N	20%
Military-Connected Students	*	*	*	749	*	*	*	*	*	*	54%
Migrant Students	N	N	N	696	N	N	N	N	N	N	10%

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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 both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	255	719	719	749	33%	18%	24%	*	*	25%	51%
White	27	735	735	756	*	*	37%	*	*	33%	58%
Hispanic	105	714	714	733	38%	17%	23%	*	*	22%	38%
Black or African American	105	720	720	728	31%	21%	21%	*	*	27%	32%
Asian, Native Hawaiian, or Pacific Islander	10	711	711	782	*	*	*	*	*	20%	78%
American Indian or Alaska Native	*	*	*	744	*	*	*	*	*	*	50%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	124	732	732	759	23%	15%	28%	*	*	34%	60%
Male	131	706	706	739	44%	21%	20%	*	*	16%	42%
Economically Disadvantaged Students	136	716	716	730	38%	15%	22%	*	*	25%	34%
Non-Economically Disadvantaged Students	119	721	721	758	29%	21%	26%	*	*	24%	59%
Students with Disabilities	56	683	683	707	*	*	*	*	*	*	15%
Students without Disabilities	199	728	728	756	*	*	*	*	*	*	57%
English Learners	20	680	680	684	*	*	*	*	*	*	*
Non-English Learners	235	722	722	752	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	23%
Students in Foster Care	*	*	*	707	*	*	*	*	*	*	21%
Military-Connected Students	*	*	*	748	*	*	*	*	*	*	48%
Migrant Students	N	N	N	706	N	N	N	N	N	N	18%

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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 both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

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

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	187	720	720	736	30%	23%	23%	*	*	24%	39%
White	30	728	728	737	*	*	*	*	*	33%	41%
Hispanic	70	718	718	731	34%	21%	23%	*	*	21%	35%
Black or African American	81	719	719	729	30%	22%	25%	23%	0%	23%	31%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	759	*	*	*	*	*	*	60%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	25%
Two or More Races	*	*	*	737	*	*	*	*	*	*	39%
Female	78	729	729	745	19%	23%	26%	*	*	32%	48%
Male	109	714	714	728	38%	23%	21%	*	*	18%	31%
Economically Disadvantaged Students	94	714	714	730	37%	22%	18%	*	*	22%	33%
Non-Economically Disadvantaged Students	93	726	726	739	23%	24%	28%	*	*	26%	42%
Students with Disabilities	45	693	693	708	*	*	*	*	*	*	13%
Students without Disabilities	142	729	729	742	*	*	*	*	*	*	44%
English Learners	13	696	696	702	*	*	*	*	*	*	*
Non-English Learners	174	722	722	738	*	*	*	*	*	*	*
Homeless Students	N	N	N	721	N	N	N	N	N	N	22%
Students in Foster Care	*	*	*	708	*	*	*	*	*	*	19%
Military-Connected Students	*	*	*	729	*	*	*	*	*	*	31%
Migrant Students	N	N	N	707	N	N	N	N	N	N	*

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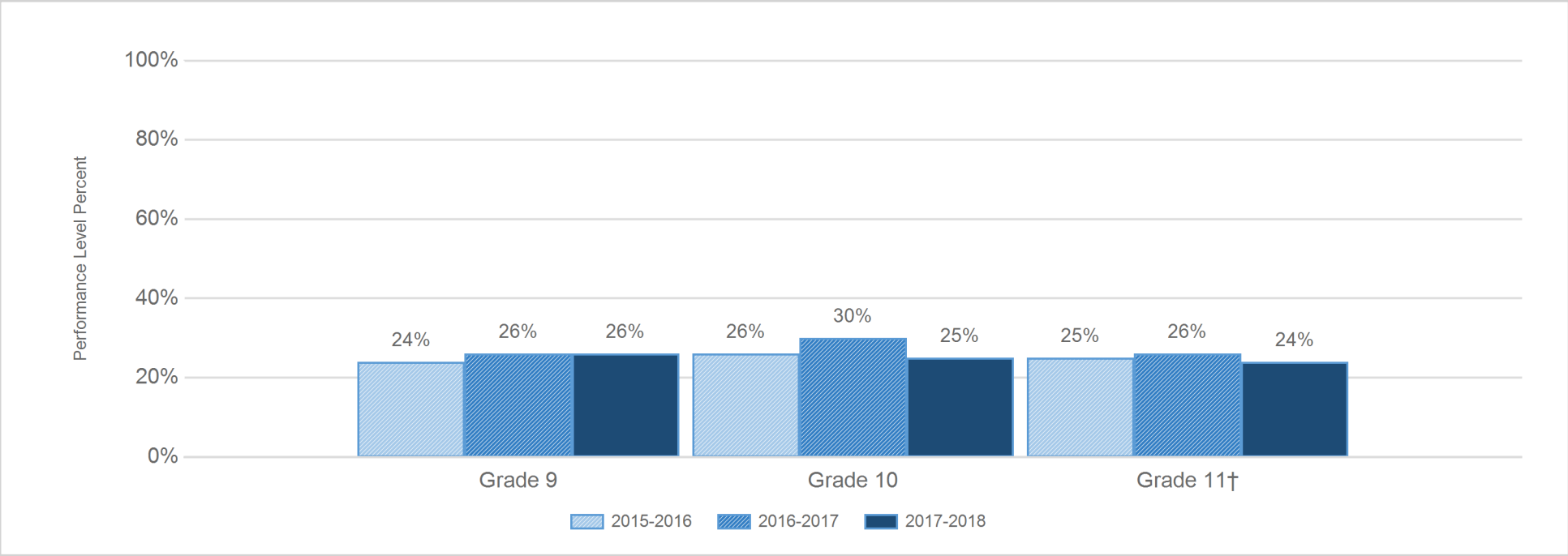
English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment for the past three years.



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Mathematics Assessment - Participation and Performance

This table shows information about the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment both overall and by student group. The PARCC assessment has five performance levels, and students scoring a Level 4 or 5 (Met or Exceeded Expectations) have demonstrated readiness for the next grade level 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 proficiency rate used for federal accountability, the annual target, and whether the target was met, as required by the Every Student Succeeds Act (ESSA) accountability. 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	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	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	537	99.6	10.2	28.1	45.0	10.2	17.9	Not Met
White	59	100.0	16.9	41.4	54.1	16.9	21.4	Met Target†
Hispanic	245	99.2	*	*	29.2	*	16.6	Not Met
Black or African American	206	100.0	10.2	21.6	23.4	10.2	15	Not Met
Asian, Native Hawaiian, or Pacific Islander	13	100.0	*	*	77.0	*	**	**
American Indian or Alaska Native	*	*	*	*	42.5	*	**	**
Two or More Races	*	*	*	24.3	53.0	*	**	**
Female	241	99.6	*	*	46.0	*		
Male	296	99.7	*	*	43.9	*		
Economically Disadvantaged Students	307	99.4	*	*	26.6	*	16.7	Not Met
Non-Economically Disadvantaged Students	230	100.0	*	*	55.9	*		
Students with Disabilities	102	99.1	*	*	17.1	*	6.1	Not Met
Students without Disabilities	435	99.8	*	*	50.5	*		
English Learners	54	98.3	11.1	25.0	24.6	11.1	10.2	Met Target
Non-English Learners	483	99.8	10.1	28.7	46.9	10.1		
Homeless Students	*	*	*	*	17.3	*		
Students In Foster Care	N	N	N	*	16.2	N		
Military-Connected Students	*	*	*	*	45.8	*		
Migrant Students	N	N	N	N	23.7	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 both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

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	251	720	727	746	19%	39%	31%	11%	0%	11%	46%
White	26	729	735	755	*	*	38%	*	*	23%	57%
Hispanic	124	721	727	730	17%	42%	31%	10%	0%	10%	27%
Black or African American	91	719	726	727	19%	41%	31%	*	*	10%	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	715	779	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	49%
Two or More Races	*	*	719	755	*	*	*	*	*	*	54%
Female	106	723	730	748	16%	34%	39%	11%	0%	11%	48%
Male	145	718	725	745	21%	42%	26%	10%	0%	10%	44%
Economically Disadvantaged Students	162	719	725	729	20%	40%	30%	10%	0%	10%	25%
Non-Economically Disadvantaged Students	89	723	731	756	17%	36%	35%	12%	0%	12%	57%
Students with Disabilities	58	702	703	716	*	*	*	*	*	*	13%
Students without Disabilities	193	726	732	752	*	*	*	*	*	*	52%
English Learners	29	710	712	710	*	*	*	*	*	*	*
Non-English Learners	222	722	729	749	*	*	*	*	*	*	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	16%
Students in Foster Care	N	N	N	712	N	N	N	N	N	N	12%
Military-Connected Students	N	N	*	752	N	N	N	N	N	N	49%
Migrant Students	N	N	N	720	N	N	N	N	N	N	11%

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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 both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

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	185	718	721	735	*	*	*	*	*	*	30%
White	22	721	*	740	*	*	*	*	*	*	37%
Hispanic	77	719	*	723	*	*	*	*	*	*	14%
Black or African American	73	716	*	719	*	*	*	*	*	*	11%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	760	*	*	*	*	*	*	65%
American Indian or Alaska Native	*	*	*	734	*	*	*	*	*	*	28%
Two or More Races	*	*	*	741	*	*	*	*	*	*	39%
Female	80	717	*	736	*	*	*	*	*	*	30%
Male	105	718	*	734	*	*	*	*	*	*	29%
Economically Disadvantaged Students	104	719	*	722	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	81	715	*	741	*	*	*	*	*	*	38%
Students with Disabilities	49	706	706	713	*	*	*	*	*	*	*
Students without Disabilities	136	722	726	738	*	*	*	*	*	*	*
English Learners	11	716	716	711	*	*	*	*	*	*	*
Non-English Learners	174	718	721	736	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	*
Students in Foster Care	*	*	*	711	*	*	*	*	*	*	*
Military-Connected Students	*	*	*	731	*	*	*	*	*	*	24%
Migrant Students	N	N	N	709	N	N	N	N	N	N	11%

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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 both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

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	274	707	707	727	*	*	*	*	*	*	30%
White	39	711	711	733	36%	38%	*	*	*	10%	35%
Hispanic	108	706	706	710	*	*	*	*	*	*	14%
Black or African American	113	706	706	705	*	*	*	*	*	*	11%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	766	*	*	*	*	*	*	66%
American Indian or Alaska Native	N	N	N	729	N	N	N	N	N	N	28%
Two or More Races	*	*	*	736	*	*	*	*	*	*	37%
Female	134	709	709	728	*	*	*	*	*	*	30%
Male	140	704	704	727	*	*	*	*	*	*	30%
Economically Disadvantaged Students	132	704	704	709	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	142	709	709	736	*	*	*	*	*	*	37%
Students with Disabilities	33	684	684	693	*	*	*	*	*	*	*
Students without Disabilities	241	710	710	732	*	*	*	*	*	*	*
English Learners	*	*	*	691	*	*	*	*	*	*	*
Non-English Learners	*	*	*	729	*	*	*	*	*	*	*
Homeless Students	N	N	N	703	N	N	N	N	N	N	10%
Students in Foster Care	*	*	*	693	*	*	*	*	*	*	*
Military-Connected Students	*	*	*	717	*	*	*	*	*	*	20%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%

NJ SCHOOL PERFORMANCE REPORT

RAHWAY HIGH SCHOOL
(39-4290-050)
Grades Offered: 09-12
2017-2018

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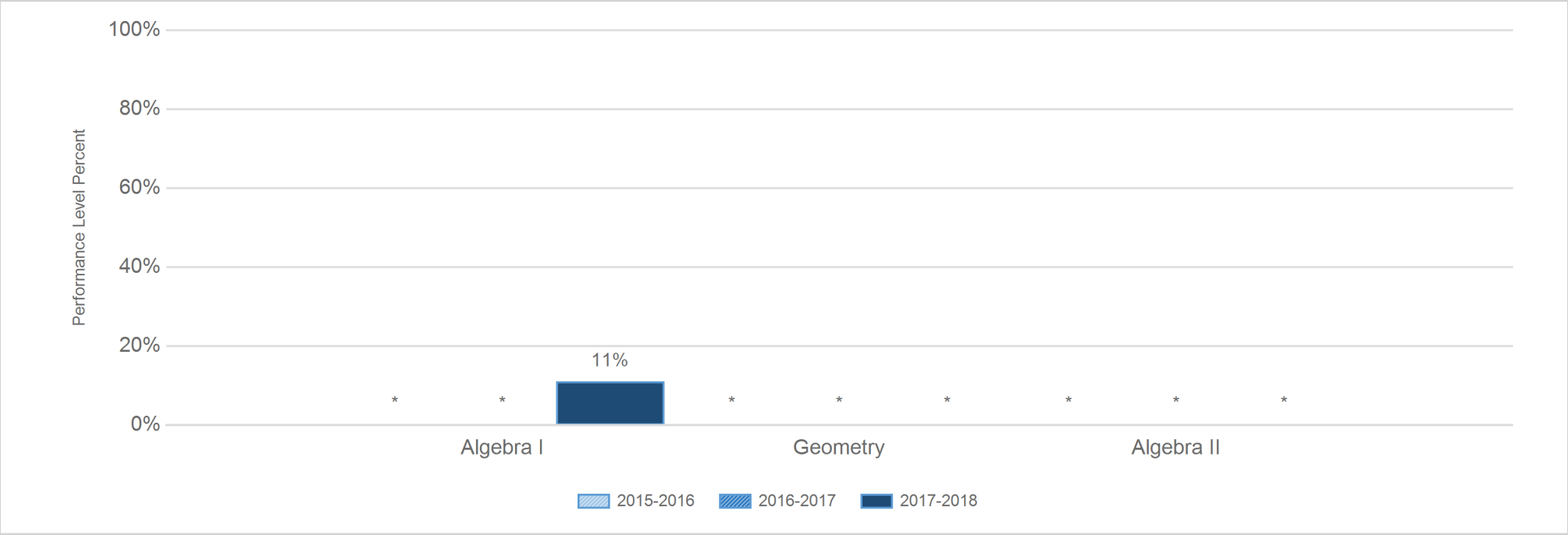
Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end of course exam on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment for the past three years.



† Grade level results do not include students who took the Algebra I, Geometry, or Algebra II end of course tests.

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DLM Alternate Assessment - 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 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. Expected growth is based on the student's initial level of English Language Proficiency during the 2016-17 school year and the number of years the student has been enrolled in the district. This table also shows the school's 2017-18 ESSA accountability target and whether the target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2017-18 Target	Met Target?
Schoolwide/English Learners	66.1%	46.8%	Exceeds

† 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	32	87.5%	12.5%
3-4	26	73.1%	26.9%
5 or more	*	*	*

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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 grade 5, grade 8, and grade 11 were administered the NJSLA-Science field test in 2017-18.

NJASK Science Assessment Information

New Jersey transitioned from the NJASK to NJSLA-S in 2017-18 to align to new science standards. Results of field tests in 2017-18 will not be reported, but results of NJSLA-S will be added to the performance reports in 2018-19.

Biology Assessment Information

New Jersey transitioned from the Biology Assessment to NJSLA-S in 2017-18 to align to new science standards. Results of field tests in 2017-18 will not be reported, but results of NJSLA-S will be added to the performance reports in 2018-19.

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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 2017-18. 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 2017-18	94.0%	85.0%
12th graders taking SAT in 2017-18 or prior years	69.8%	72.2%
12th graders taking ACT in 2017-18 or prior years	29.9%	24.6%

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	420	478	Grade 10: 430 Grade 11: 460	35%	62%
PSAT 10/NMSQT - Math	410	478	Grade 10: 480 Grade 11: 510	12%	42%
SAT - Reading and Writing	502	542	480	60%	72%
SAT - Math	497	543	530	36%	54%
ACT - Reading	19	24	22	34%	62%
ACT - English	18	24	18	50%	78%
ACT - Math	19	24	22	26%	62%
ACT - Science	19	23	23	24%	53%

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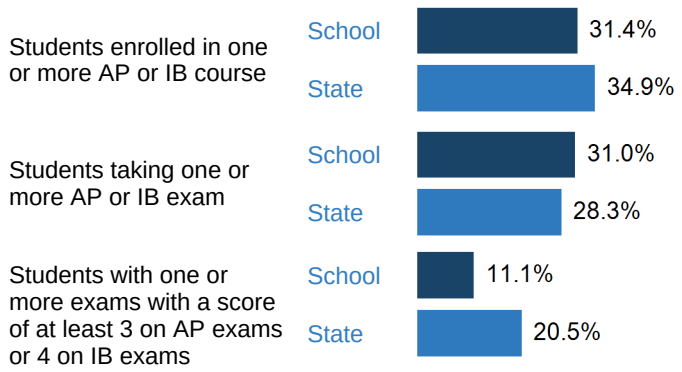
Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (IB)** courses and exams and **dual enrollment** courses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

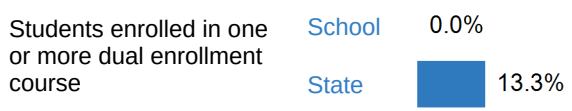
AP/IB Coursework – Participation and Performance

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 students 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 Biology	43	43
AP Calculus AB	0	25
AP Calculus BC	0	1
AP Chemistry	6	6
AP Comparative Government and Politics	25	23
AP Computer Science A	0	3
AP English Language and Composition	45	44
AP English Literature and Composition	38	38
AP Environmental Science	3	3
AP French Language and Culture	3	3
AP Human Geography	0	1
AP Microeconomics	14	13
AP Physics 1	0	18
AP Physics 2	0	5
AP Physics C	24	0
AP Spanish Language	18	18

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AP/IB Course	Students Enrolled	Students Tested
AP Statistics	9	8
AP Studio Art—Drawing Portfolio	1	1
AP U.S. History	71	70
AP World History	41	41
Total Exams taken		364
Exams with scores of at least 3 on AP exams or 4 on IB exams		95

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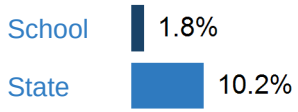
This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit the NJDOE's Career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

Career and Technical Education Participation

The graphs below show the percentage of students 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)

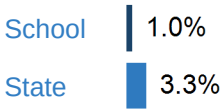
CTE Concentrators
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

The graph below shows the percentage of students 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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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

School	*
State	0.9%

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
Architecture & Construction	*	*	*
Arts, AV Technology & Communications	*		
Education and Training	*		
Hospitality & Tourism	*		
Human Services	10	*	*
Information Technology	0	*	*
Manufacturing	*		
Transportation, Distribution & Logistics	15	*	*
Total (All Clusters)	44	11	11

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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	119	156	15	0	0	0	41
10	41	104	137	4	0	0	21
11	9	32	122	55	0	6	9
12	7	11	48	20	21	77	60
Total	176	303	322	79	21	83	131
Enrolled in AP/IB Course					0	9	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0

Science - Course Participation

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

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	82	1	0	212	0	5
10	196	58	0	15	2	9
11	63	110	0	12	19	13
12	92	18	0	8	31	27
Total	433	187	0	247	52	54
Enrolled in AP/IB Course	43	6		3	24	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	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	17	278	0	0	0	0
10	28	246	0	0	0	11
11	154	61	4	0	0	9
12	46	47	11	0	0	47
Total	245	632	15	0	0	67
Enrolled in AP/IB Course	41	71	14	0		25
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	128	38	2	0	0	0	0
10	178	13	10	0	0	0	0
11	81	13	1	0	0	0	0
12	56	2	3	0	0	0	0
Total	443	66	16	0	0	0	0
Enrolled in AP/IB Course	18	3	0	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	62	9	1	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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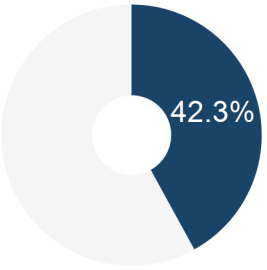
Visual and Performing Arts – Course Participation

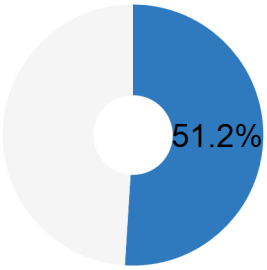
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 9-12:

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

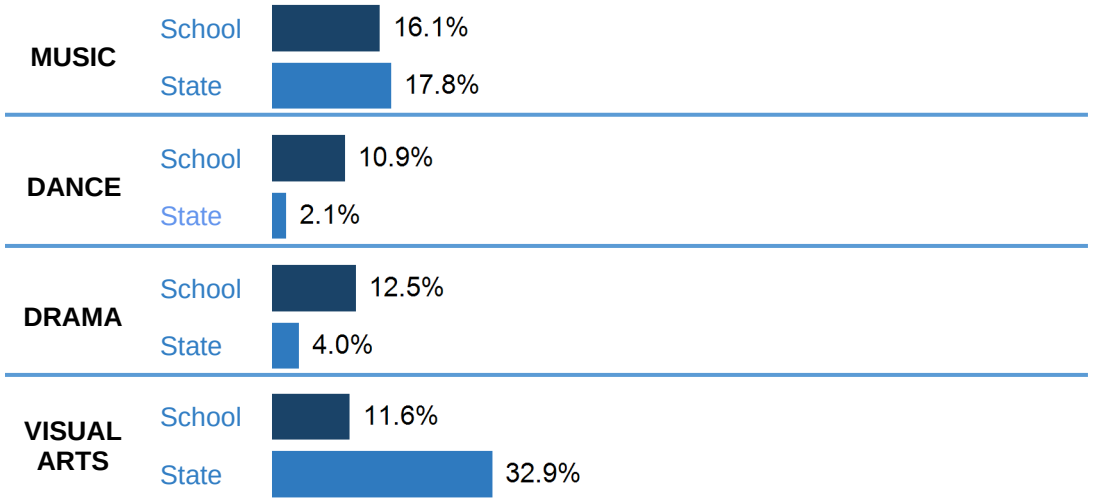


School



State

Students enrolled in one or more classes by discipline:



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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 2017 4-year rate and the Class of 2016 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 2018: 4 Year Rate	State - Class of 2018: 4 Year Rate	School - Class of 2017: 5 Year Rate	State - Class of 2017: 5 Year Rate	Class of 2017: 4 Year Rate	Class of 2017: 4 Year Target	Class of 2017: Met Target	Class of 2016: 5 Year Rate	Class of 2016: 5 Year Target	Class of 2016: Met Target
Schoolwide	86.8%	90.9%	92.4%	92.4%	84.9%	89.6%	Not Met	89.0%	87.6%	Met Target
White	88.0%	95.0%	90.7%	95.7%	81.8%	95.0%	Not Met	86.3%	90.0%	Not Met
Hispanic	84.2%	84.8%	92.9%	87.3%	86.1%	81.7%	Met Target	90.7%	89.2%	Met Target
Black or African American	88.7%	84.2%	92.1%	86.8%	84.2%	92.2%	Not Met	89.8%	86.2%	Met Target
Asian, Native Hawaiian or Pacific Islander	*	97.0%	*	97.7%	*	**	**	*	**	**
American Indian or Alaska Native	N	86.5%	N	94.1%	N	N	N	*	**	**
Two or More Races	*	92.0%	*	93.9%	*	**	**	*	**	**
Economically Disadvantaged Students	82.8%	84.6%	92.8%	87.0%	85.1%	87.2%	Not Met	87.9%	87.5%	Met Target
Students with Disabilities	79.7%	80.1%	85.5%	83.5%	76.2%	77.5%	Not Met	73.3%	64.8%	Met Target
English Learners	58.8%	75.8%	*	81.8%	*	**	**	*	**	**
Homeless Students	*	72.6%	N	79.1%	N			N		
Students in Foster Care	N	62.6%	N	64.9%						

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Graduation Pathways

This table shows the percentage of Class of 2018 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
PARCC Assessment	35.3%	26.0%
Substitute Competency Test	41.6%	47.6%
Portfolio Appeals Process	4.1%	7.4%
Alternate Requirements specified in IEP	17.5%	17.5%
Unknown	1.5%	1.5%

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
2018	86.8%	-
2017	84.9%	92.4%
2016	84.9%	89.0%

Dropout Rate Trends

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

School Year	School Rate	State Rate
2017-2018	2.3%	1.2%
2016-2017	2.9%	1.1%
2015-2016	2.1%	1.2%

NJ SCHOOL PERFORMANCE REPORT

RAHWAY HIGH SCHOOL
(39-4290-050)
Grades Offered: 09-12
2017-2018

Report Key:
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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 2018 high school graduates enrolled in postsecondary institutions by the fall of 2018. 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 in 2-year and 4-year institutions.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	72.8%	27.6%	72.4%
Schoolwide	68.8%	34.1%	65.9%
White	65.8%	28%	72%
Hispanic	66%	39.4%	60.6%
Black or African American	68.3%	32.4%	67.6%
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	67.8%	39%	61%
Students with Disabilities	50%	66.7%	33.3%
English Learners	*	*	*

Postsecondary Enrollment Rates: 16 month

This table shows information about Class of 2017 high school graduates enrolled in postsecondary institutions by the fall of 2018. 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 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	77.9%	31.9%	68.1%	72.5%	27.5%	64.9%	35.1%
Schoolwide	74.7%	50%	50%	72%	28%	79.2%	20.8%
White	85.3%	41.4%	58.6%	62.1%	37.9%	86.2%	13.8%
Hispanic	70.5%	63.6%	36.4%	80%	20%	85.5%	14.5%
Black or African American	72.6%	41.6%	58.4%	67.5%	32.5%	71.4%	28.6%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	*	*	*
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	76.7%	60.7%	39.3%	75.3%	24.7%	87.6%	12.4%
Students with Disabilities	63.2%	70.8%	29.2%	83.3%	16.7%	91.7%	8.3%
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.

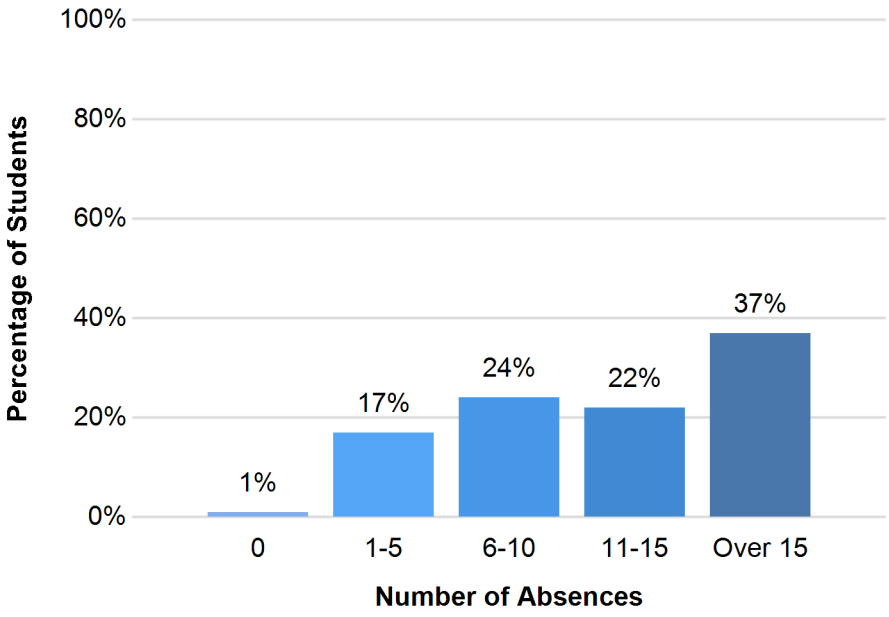
Chronic Absenteeism

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	351	31.1	14.9	Not Met
White	44	28.8	14.9	Not Met
Hispanic	164	35.2	14.9	Not Met
Black or African American	120	26.7	14.9	Not Met
Asian, Native Hawaiian, or Pacific Islander	12	34.3	14.9	Not Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	14.9	Not Met
Economically Disadvantaged Students	194	32.7	14.9	Not Met
Students with Disabilities	88	34.9	14.9	Not Met
English Learners	19	29.2	14.9	Not Met

Days Absent

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



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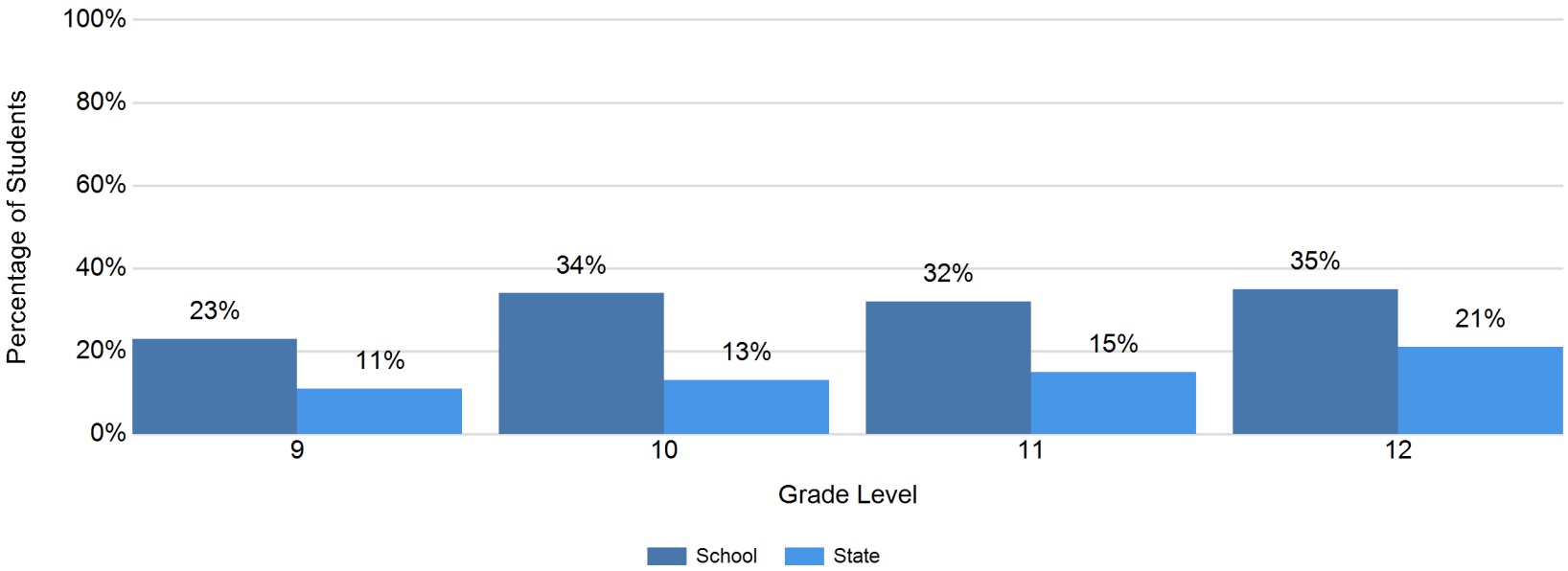
Chronic Absenteeism by Grade

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



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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. As such, comparing this year's report to previous years' data can lead to inaccurate conclusions in many reporting categories. As such, the 2017-18 report should be considered a baseline year.

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	8
Weapons	1
Vandalism	2
Substances	7
Harassment, Intimidation, Bullying (HIB)	7
Total Unique Incidents	24
Incidents Per 100 Students Enrolled	2.26

Police Notifications

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

Incident Type	Incidents Reported to Police
Violence	1
Weapons	1
Vandalism	1
Substances	2
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

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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 Bulling (HIB) investigations. The nature of an incident is based on the protected categories listed below, and the nature of a single HIB investigation may include multiple categories. All confirmed incidents must have an identified nature.

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	1	1	2
Sexual Orientation	0	1	1
Disability	0	0	0
Other	10	5	15
No Identified Nature	5		5

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	*	*
Out-of-School Suspensions	82	7.7%
Any Suspension	84	7.9%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
304

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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	7:15 AM
Typical End Time	3:25 PM
Length of School Day	8 Hrs 10 Mins
Full Time - Instructional Time	5 Hrs 58 Mins
Shared Time - Instructional Time	4 Hrs. 10 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3-11 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 3-11. 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
2017-18	1.4:1

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). NJDOE will be collecting school-level per-pupil expenditures data for the 2018-19 school year, and that data will be included in future reports.

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2016-2017)	$509	$14,281	$14,790

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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 experience for teachers assigned to this school and across the state.

Category	Teachers in School	Teachers in State
Total Number of teachers	107	117,464
Average years experience in public schools	11.0	12.0
Average years experience in district	10.9	10.7
Teachers in district for 4 or more years	72.9%	75.5%

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	24	9,374
Average years experience in public schools	14.7	16.0
Average years experience in district	14.2	12.0
Administrators in district for 4 or more years	87.5%	76.2%

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	10:1	12:1
Students to Administrators	177:1	162:1
Teachers to Administrators	18:1	14:1
Students to Librarians/Media Specialists		971:1
Students to Nurses		555:1
Students to Counselors		485:1
Students to Child Study Team		243:1

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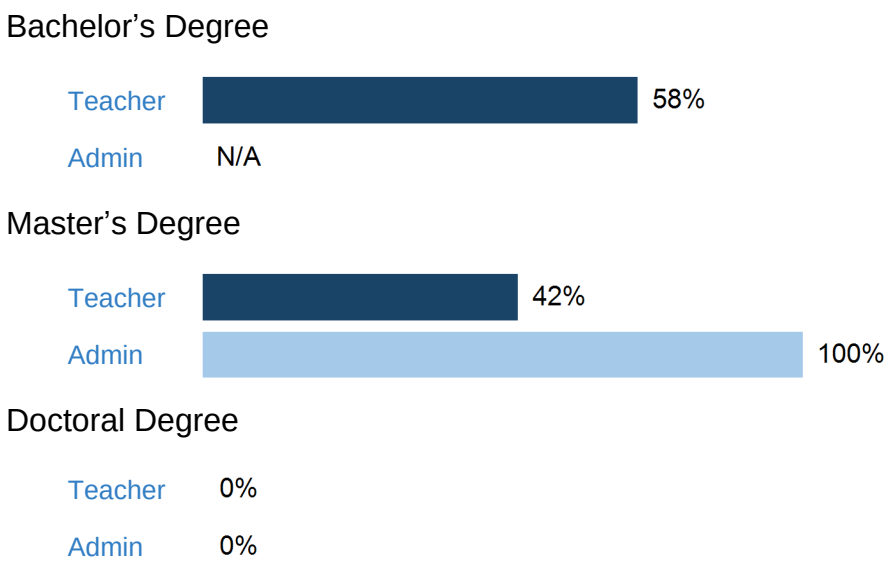
Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by the teachers and administrators. 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.



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

This table shows the percentage of teachers and administrators assigned to this district in 2016-17 that were still assigned to this district in 2017-18. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2016-17 Teachers: Same district 2017-18	95.0%	90.2%
2016-17 Administrators: Same district 2017-18	91.7%	86.2%

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
2017-18	95.1%

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Teachers: All classroom teachers
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Teachers and Administrators – Demographics

This table shows the percentage of teachers and administrators by gender and by racial and ethnic group.

Category	Teachers	Administrators
Female	57.9%	50.0%
Male	42.1%	50.0%
White	81.3%	100.0%
Hispanic	5.6%	0.0%
Black or African American	10.3%	0.0%
Asian	2.8%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%

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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.

Comprehensive Status

This table shows whether this school is identified as requiring Comprehensive Support and Improvement during the 2019-20 school year and whether it will be eligible to exit comprehensive status in January 2021 or January 2022. Schools must meet exit criteria in order to exit status. Schools with a summative score in the bottom 5% of Title I schools or with a four-year graduation rate of 67% or less are identified as requiring Comprehensive Support and Improvement.

Requires Comprehensive Support during the 2019-20 School Year	Eligible to exit status in January 2021	Eligible to exit status in January 2022
No	n/a	n/a

Targeted Status

This table shows whether one or more student groups in this school has been identified as requiring Targeted Support and Improvement during the 2019-20 school year and whether each student group will be eligible to exit targeted status in January 2021 or January 2022. Schools must meet exit criteria in order to exit status. Student groups with a summative score that would be in the bottom 5% of schools and student groups that miss annual targets for all indicators for two years in a row are identified as requiring Targeted Support and Improvement. Note: Schools identified as requiring comprehensive support may have student groups identified as needing targeted support below, but the date they are eligible to exit status is based on their comprehensive status.

Student Group	Requires Targeted Support during the 2019-20 School Year	Eligible to exit status in January 2021	Eligible to exit status in January 2022
Any Student Groups	Yes	No	Yes
White	Yes		
Hispanic	No		
Black or African American	No		
Asian, Native Hawaiian, or Pacific Islander	No		
American Indian or Alaska Native	No		
Two or More Races	No		
Economically Disadvantaged Students	No		
Students with Disabilities	No		
English Learners	No		

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Accountability Indicator Scores and Summative Rating - 2017-18 School Year

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 and Improvement. This table shows the indicator scores for each indicator included in the accountability system and the weight 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 score in the bottom 5% of Title I schools or with a four-year graduation rate of 67% or less are identified as requiring Comprehensive Support and Improvement. For more information about New Jersey's accountability system and how these indicator scores were calculated, see these accountability resources.

Accountability Indicator	Score	Weight
English Language Arts Proficiency	13.47	15.0%
Mathematics Proficiency	18.05	15.0%
Graduation Rate - 4-Year	15.19	20.0%
Graduation Rate - 5-Year	19.83	20.0%
Progress Towards English Language Proficiency	89.09	20.0%
Chronic Absenteeism	6.61	10.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	30.21	n/a
Summative Rating: Percentile Rank of Summative Score	21.78	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	No	n/a
Requires Comprehensive Support: 4-year Graduation Rate less than or equal to 67%	No	n/a

† Weights indicated by this symbol were adjusted due to data availability

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Accountability Summary by Student Group - 2017-18 School Year

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 and Improvement. Any student group where the summative score would be in the bottom 5% of schools is identified for Targeted Support for a Low-Performing Student Group. Any student group that has missed annual targets for all indicators two years in a row is identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups are identified for Targeted Sport will be noted in the Schoolwide row. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16. The target for chronic absenteeism is the state average for chronic absenteeism based on students enrolled in the grades served by the given school. For more details on accountability targets, see these accountability resources.

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing 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	n/a	n/a	Yes	Not Met	Not Met	Not Met	Met Target	Exceeds Target	Not Met	No
White	7.22	8.94	Yes	Met Target	Met Target†	Not Met	Not Met	n/a	Not Met	No
Hispanic	29.11	8.94	No	Not Met	Not Met	Met Target	Met Target	n/a	Not Met	No
Black or African American	37.18	8.94	No	Met Target†	Not Met	Not Met	Met Target	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	n/a	Not Met	No
American Indian or Alaska Native	**	**	No	**	**	N	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	Not Met	No
Economically Disadvantaged Students	32.25	8.94	No	Met Target†	Not Met	Not Met	Met Target	n/a	Not Met	No
Students with Disabilities	18.90	8.94	No	Not Met	Not Met	Not Met	Met Target	n/a	Not Met	No
English Learners	**	**	No	Not Met	Met Target	**	**	**	Not 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 your school directly.

Highlights:	• Outstanding Academic Offerings- 18 Advanced Placement Courses • Outstanding Opportunities in the Fine, Visual, and Performing Arts • Outstanding Athletic Opportunities-12 Varsity Sports
Mission, Vision, Theme:	Rahway High School, a culturally-diverse, comprehensive high school in Union County, offers challenging and rigorous opportunities for all students in a healthy and safe environment led by caring and competent adults who nurture strong intellectual growth and good citizenship. Overall, Rahway High School's curricular and extra-curricular programs are carefully designed to respond to the needs of all students, preparing them for success in an ever-changing global community.
Awards, Recognition, Accomplishments:	An award-winning marching band, an excellent choir, an enthusiastic group of thespians, a successful robotics program, an extensive dance program, and a national-championship JROTC program are among the outstanding choices which actively involve students outside of the classroom.

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Courses, Curriculum, Instruction:	Students at Rahway High School benefit from a robust honors and Advanced Placement program. Courses in the visual, performing, and practical arts complement Rahway High school's other academic offerings.
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Coed), Cheerleading (Girls), Cross Country (Boys & Girls), Football (Boys), Soccer (Boys & Girls), Softball (Girls), Tennis (Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Girls), Wrestling (Boys) Rahway High School offers an athletic program with a tradition of excellence. Opportunities for men and women bolster student confidence and enable students to realize their athletic potential.
Clubs and Activities:	A variety of co-curricular clubs, honor societies, and activities enhance the experience of all students who participate in them at Rahway High School. These include: Drama Club, Musical Theatre Productions, DECA, Math Club, Yearbook, School Newspaper, Robotics, Team, Winter Guard, National Honor Society, and Marching Band.

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Before and After School Programs:	(1) SAT preparation as an after-school program is available for students seeking support. (2) Kean University teaching interns offer after-school tutoring to all students. (3) Personalized financial aid workshops are facilitated for parents and students in order for them to complete FAFSA and CSS applications. (4) Rahway High School is a partner with Rutgers University in offering dual credit through the Rutgers Early College Humanities (REaCH) program.
Staff and Professional Learning:	Staff and Professional learning opportunities at Rahway High School are based upon curricular and school-based needs. Types of training have included the following: CPR training, AED training, and Epi-pen training, Curriculum and Instruction professional development has included the following areas: differentiated instruction, process writing, Next-Generation Science Standards, and Advanced Placement course training.
Postsecondary Information:	Approximately 80% of all Rahway High School students pursue post-secondary studies. Recent graduates currently attend Brown University, University of North Carolina at Chapel Hill, The New Jersey Institute of Technology, Penn State University, Rutgers University, Howard University, and Case Western Reserve University.

NJ SCHOOL PERFORMANCE REPORT

RAHWAY HIGH SCHOOL
(39-4290-050)
Grades Offered: 09-12
2017-2018

Report Key:
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****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

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.

Student Supports and Services:	Rahway High School offers one of the best research-based, freshman transition and college and career readiness experiences available to high school students in the United States. In addition, Rahway High School offers a Sheltered Instruction Observation Protocol (SIOP) model for its English Language Learners. Furthermore, students with learning disabilities are offered comprehensive special education and related services.
Student Health and Wellness:	Rahway High School offers a breakfast program on a daily basis. In addition, a comprehensive health and physical education program exists. Nursing services include first aid, health screenings, and related community-based nursing support.
Parent and Community Involvement:	Parent groups involved at Rahway High School include a PTO, a Band Parent Organization, and an Athletic Booster Organization.

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Climate Surveys:	Is a Climate Survey Used: No
Facilities:	Rahway High School recently completed in 2013 a comprehensive renovation of its entire science wing, bringing state-of-the-art lab facilities to all students enrolled in our science program which offers honors and Advanced Placement offerings in Biology, Environmental Science, Chemistry, and Physics. In addition, the fine and performing arts wing of Rahway High School was fully renovated to provide students with state-of-the-art dance, piano, band, orchestra, and vocal music facilities.
School Safety:	Rahway High School provides a safe and inclusive school setting which addresses the physical, emotional, and intellectual aspects of being a student. Respect, dignity, and responsible citizenship are embraced by all members of the Rahway High School Community.

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Technology and STEM:	Rahway High School offers a full range of curricular and extra-curricular STEM options for its students. AP Physics, AP Chemistry, AP Biology, AP Environmental Science, AP Calculus AB, AP Economics, and AP Statistics are among the 18 AP offerings that currently exist for all Rahway High School students. In additon, our high school has been a First Robotics participant for many years.

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Other Information:	At Rahway High School we have a shared vision that embraces the goal of preparing our students to become independent and self-sufficient adults who will suceed and contribute responsibly in the global community - a vision shared by students, parents, teachers, administrators, and our many stakeholders. It is a mission carried forward with the following beliefs: (1) We believe that: Diversity is a strength of our school community and, as such, we seek to provide inclusive programs to accommodate the needs of all learners. (2) We believe that: Responsible citizenship is an expectation that is required of students in order for them to be independent and self-sufficient adults. (3) We believe that: Ethical conduct by all members of the school community is an unwavering tenet that must guide the actions of all stakeholders in our school community. (4) We believe that: Academic success is an essential outcome for all learners that must guide all students throughout their high school careers. (5) We believe that: Marketable skills are an essential series of compnents that must be understood and mastered by all graduates in order for them to lead successful and productive lives in the 21st century. In summary, we believe that Diversity, Responsibility, Ethics, Academics, and Marketability reflect our bold D.R.E.A.M. upon which the successes of our graduates will be realized throughout their lives.