



Colts Neck High School
2016-2017
Grade Span 09-12

25-1650-010
 MONMOUTH
 FREEHOLD REGIONAL
 59 FIVE POINTS ROAD
 COLTS NECK, NJ 07722-1710

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

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

Navigating through the reports:

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

Other Resources:

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



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Footnotes

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

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



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Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
9	349	331	319
10	364	354	349
11	324	350	359
12	340	311	356
Ungraded	67	54	63
Total	1444	1400	1446

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	47%	47%	46%
Male	53%	53%	54%
Economically Disadvantaged Students	7%	8%	9%
Students with Disabilities	15%	13%	14%
English Learners	4%	5%	5%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	78.8%
Hispanic	9.6%
Asian	8.3%
Black or African American	2.6%
Native Hawaiian or Pacific Islander	0.4%
American Indian or Alaska Native	0.1%
Two or More Races	0.2%

Enrollment Trends by Full and Shared Time

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

Enrollment Status	2016-17
Full Time Students	1417
Shared Time Students	54
Full Time Equivalent	1444

Enrollment by Home Language

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

Home Language	% of Students
English	88.6%
Spanish	6.2%
Other	5.3%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	392	64.2	53.30	52.90	54.90	34.7	18.4	Met Target
White	292	60.6	59.00	53.70	63.90	36.4	18.7	Met Target
Hispanic	52	84.6	25.00	37.60	39.80	22.4	16.5	Met Target
Black or African American	*	*	*	*	35.20	*	**	**
Asian, Native Hawaiian, or Pacific Islander	37	64.2	51.30	73.90	80.70	33.4	12.8	Met Target
American Indian or Alaska Native	N	N	N	50.00	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	164	58.5	71.30	63.10	62.20	41.9		
Male	228	69.1	40.30	44.00	48.10	28.6		
Economically Disadvantaged Students	50	88.9	30.00	34.00	36.20	*	31.5	Met Target†
Non-Economically Disadvantaged Students	342	61.4	56.70	55.40	65.80	*		
Students with Disabilities	80	90.0	21.30	*	20.50	20	42.7	Not Met
Students without Disabilities	312	60.4	61.50	*	61.90	37.2		
English Learners	39	90.0	*	*	25.20	*	N	N
Non-English Learners	353	61.8	*	*	57.40	*		
Homeless Students	N	N	N	28.60	26.40	N		
Students In Foster Care	N	N	N	50.00	24.80	N		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	320	759	757	749	7%	9%	19%	48%	17%	65%	52%
White	247	765	758	757	*	*	20%	51%	19%	71%	62%
Hispanic	38	715	738	733	40%	26%	*	*	0%	24%	35%
Black or African American	*	*	*	730	*	*	*	*	*	*	30%
Asian, Native Hawaiian, or Pacific Islander	25	767	*	777	*	*	*	52%	*	68%	80%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	49%
Two or More Races	*	*	*	746	*	*	*	*	*	*	48%
Female	151	769	765	756	*	*	14%	56%	24%	80%	60%
Male	169	749	749	741	*	*	24%	41%	10%	52%	43%
Economically Disadvantaged Students	28	721	734	731	*	*	*	*	*	29%	32%
Non-Economically Disadvantaged Students	292	762	759	758	*	*	*	*	*	68%	62%
Students with Disabilities	47	734	722	714	*	26%	49%	*	*	17%	13%
Students without Disabilities	273	763	762	754	*	7%	14%	*	*	73%	58%
English Learners	26	691	691	690	*	*	*	*	*	*	*
Non-English Learners	294	764	757	752	*	*	*	*	*	*	*
Homeless Students	N	N	N	719	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	45%
Migrant Students	N	N	N	705	N	N	N	N	N	N	*



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	112	708	736	743	46%	21%	19%	*	*	14%	46%
White	66	714	735	749	39%	24%	18%	*	*	18%	52%
Hispanic	24	685	729	728	*	*	*	*	*	*	34%
Black or African American	*	*	*	725	*	*	*	*	*	*	31%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	74%
American Indian or Alaska Native	N	N	N	740	N	N	N	N	N	N	42%
Two or More Races	*	*	*	737	*	*	*	*	*	*	42%
Female	32	727	746	752	*	*	*	*	*	*	54%
Male	80	700	728	734	*	*	*	*	*	*	39%
Economically Disadvantaged Students	27	681	*	726	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	85	717	*	751	*	*	*	*	*	*	54%
Students with Disabilities	24	693	706	704	*	*	*	*	*	*	12%
Students without Disabilities	88	712	743	749	*	*	*	*	*	*	52%
English Learners	19	675	*	681	*	*	*	*	*	*	*
Non-English Learners	93	715	*	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	715	*	*	*	*	*	*	21%
Students in Foster Care	N	N	N	710	N	N	N	N	N	N	20%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	694	N	N	N	N	N	N	*



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

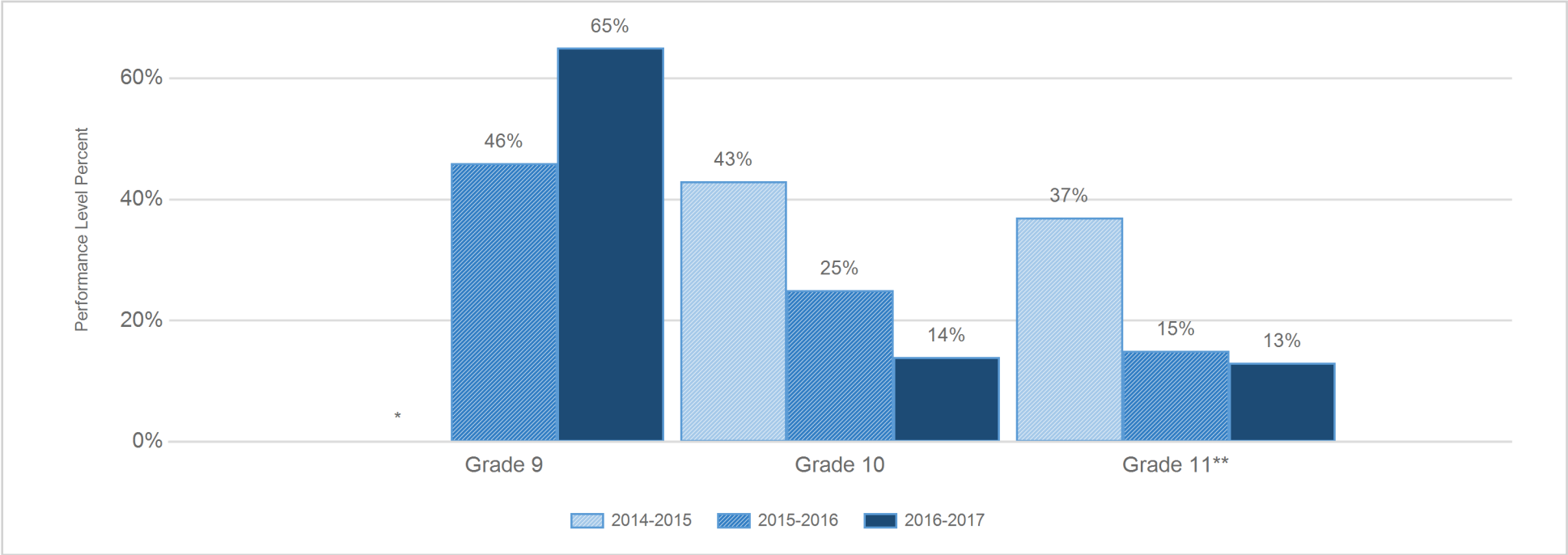
This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	67	708	717	736	48%	22%	16%	*	*	13%	38%
White	32	717	717	738	38%	*	*	*	*	22%	40%
Hispanic	27	699	713	731	*	*	*	*	*	*	34%
Black or African American	*	*	*	728	*	*	*	*	*	*	30%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	756	*	*	*	*	*	*	58%
American Indian or Alaska Native	N	N	N	731	N	N	N	N	N	N	30%
Two or More Races	N	N	N	731	N	N	N	N	N	N	36%
Female	18	726	727	744	*	*	*	*	*	*	46%
Male	49	701	711	729	*	*	*	*	*	*	31%
Economically Disadvantaged Students	31	697	711	729	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	36	717	718	740	*	*	*	*	*	*	42%
Students with Disabilities	16	707	706	709	*	*	*	*	*	*	12%
Students without Disabilities	51	708	721	741	*	*	*	*	*	*	43%
English Learners	20	691	691	699	*	*	*	*	*	*	*
Non-English Learners	47	715	718	737	*	*	*	*	*	*	*
Homeless Students	*	*	*	722	*	*	*	*	*	*	24%
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	19%
Military-Connected Students	N	N	N	723	N	N	N	N	N	N	24%
Migrant Students	N	N	N	713	N	N	N	N	N	N	26%

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

English Language Arts/Literacy Assessment - Performance Trends

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



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



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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	386	65.5	40.20	37.30	43.50	26.7	10.3	Met Target
White	290	62.0	42.10	37.90	52.40	26.6	10.8	Met Target
Hispanic	51	84.4	21.60	21.50	27.60	19.3	N	N
Black or African American	*	*	*	*	21.70	*	**	**
Asian, Native Hawaiian, or Pacific Islander	35	66.7	54.30	64.40	75.60	37	N	N
American Indian or Alaska Native	N	N	N	*	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	162	61.0	42.00	37.80	44.10	25.7		
Male	224	69.1	38.80	36.80	42.90	27.6		
Economically Disadvantaged Students	49	88.6	26.50	20.00	25.10	*	11.1	Met Target
Non-Economically Disadvantaged Students	337	62.7	42.10	39.50	54.30	*		
Students with Disabilities	77	91.8	19.50	10.00	16.50	18.8	21.4	Met Target†
Students without Disabilities	309	61.6	45.30	42.90	48.80	28		
English Learners	38	89.7	10.50	*	23.30	*	N	N
Non-English Learners	348	63.1	43.40	*	45.20	*		
Homeless Students	N	N	N	*	16.40	N		
Students In Foster Care	N	N	N	*	15.10	N		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	188	731	736	743	*	24%	29%	29%	*	29%	42%
White	127	738	738	751	9%	22%	34%	35%	0%	35%	52%
Hispanic	43	706	724	728	47%	33%	*	*	0%	12%	24%
Black or African American	*	*	*	724	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	10	742	750	774	*	*	*	*	*	40%	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	*	*	*	741	*	*	*	*	*	*	41%
Female	74	736	738	744	*	22%	*	31%	*	31%	43%
Male	114	727	733	741	*	25%	*	27%	*	28%	40%
Economically Disadvantaged Students	34	711	722	727	*	29%	*	*	*	21%	23%
Non-Economically Disadvantaged Students	154	735	738	751	*	23%	*	*	*	31%	52%
Students with Disabilities	44	725	718	714	*	36%	25%	*	*	18%	10%
Students without Disabilities	144	732	740	747	*	20%	30%	*	*	33%	47%
English Learners	32	697	697	708	*	*	*	*	*	*	*
Non-English Learners	156	738	736	745	*	*	*	*	*	*	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%



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Mathematics Assessment - Performance by Test: Geometry

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	214	739	737	734	*	22%	29%	42%	*	43%	30%
White	163	742	738	740	*	17%	32%	44%	*	45%	38%
Hispanic	*	*	*	722	*	*	*	*	*	*	14%
Black or African American	*	*	*	719	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	20	747	*	758	*	*	*	60%	0%	60%	65%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	29%
Two or More Races	*	*	*	733	*	*	*	*	*	*	32%
Female	98	743	739	735	*	18%	36%	45%	*	45%	31%
Male	116	736	736	733	*	26%	24%	39%	*	41%	30%
Economically Disadvantaged Students	25	713	*	721	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	189	743	*	740	*	*	*	*	*	*	39%
Students with Disabilities	25	714	716	711	*	40%	*	*	*	16%	*
Students without Disabilities	189	743	741	738	*	20%	*	*	*	46%	*
English Learners	20	714	*	710	*	*	*	*	*	*	*
Non-English Learners	194	742	*	735	*	*	*	*	*	*	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	727	N	N	N	N	N	N	15%
Migrant Students	N	N	N	704	N	N	N	N	N	N	*



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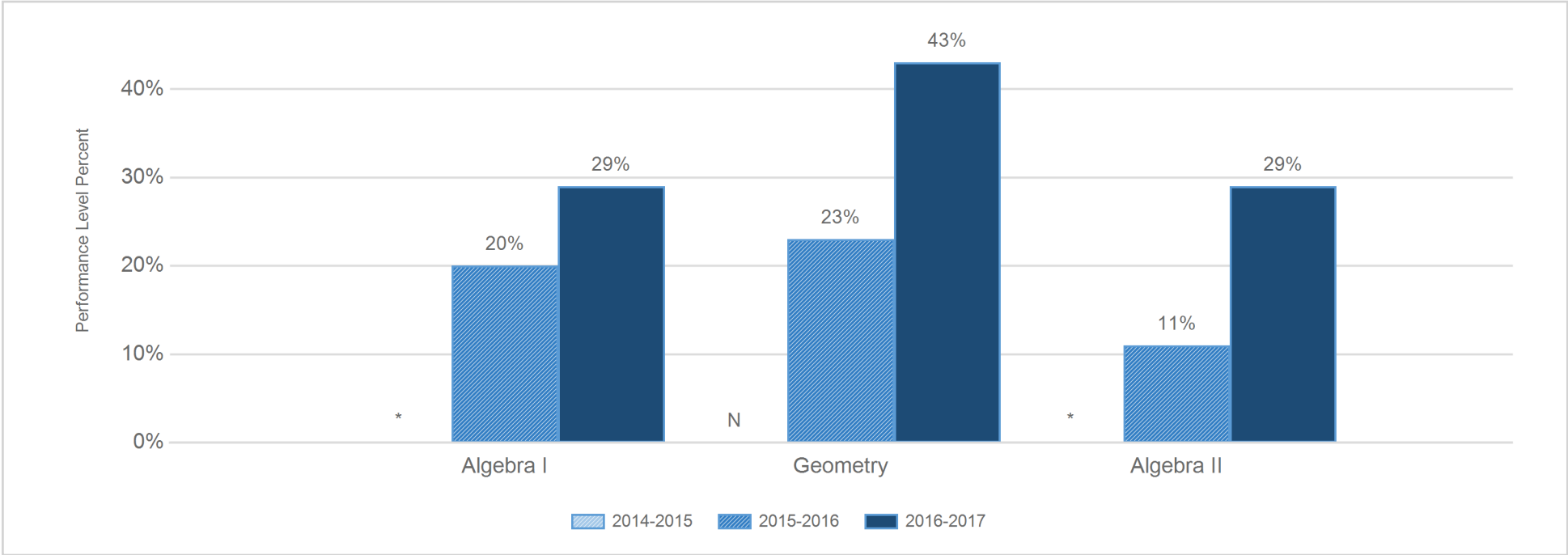
Mathematics Assessment - Performance by Test: Algebra II

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	66	729	731	725	29%	*	29%	29%	*	29%	28%
White	45	726	729	731	33%	*	24%	27%	*	27%	33%
Hispanic	*	*	*	710	*	*	*	*	*	*	14%
Black or African American	*	*	*	703	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	12	750	*	761	0%	*	*	*	0%	50%	62%
American Indian or Alaska Native	N	N	N	715	N	N	N	N	N	N	20%
Two or More Races	N	N	N	718	N	N	N	N	N	N	25%
Female	21	739	731	725	*	*	*	*	*	43%	27%
Male	45	724	730	725	*	*	*	*	*	22%	29%
Economically Disadvantaged Students	*	*	*	708	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	*	*	*	733	*	*	*	*	*	*	35%
Students with Disabilities	12	691	695	692	*	*	*	*	*	*	*
Students without Disabilities	54	737	735	729	*	*	*	*	*	*	*
English Learners	*	*	*	692	*	*	*	*	*	*	*
Non-English Learners	*	*	*	726	*	*	*	*	*	*	*
Homeless Students	N	N	N	702	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	692	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	710	N	N	N	N	N	N	14%
Migrant Students	N	N	N	702	N	N	N	N	N	N	14%

Mathematics Assessment – Performance Trends

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





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Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	37	*	*
2	28	89.3%	10.7%
3	*	*	*
4	*	*	*
5+	N	N	N



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

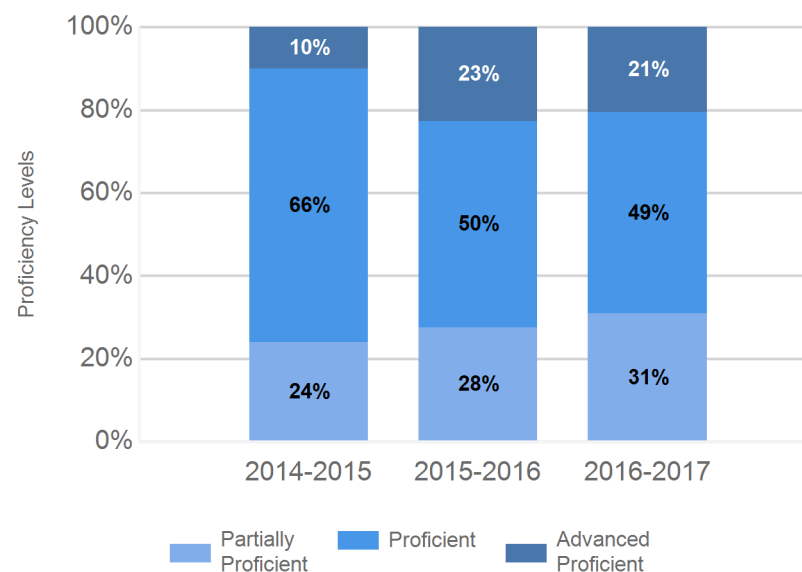
Biology Assessment - Performance

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	16%	42%	42%
Schoolwide	21%	49%	31%
White	22%	54%	24%
Hispanic	8%	19%	73%
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	41%	22%
American Indian or Alaska Native	N	N	N
Two or More Races	N	*	*
Economically Disadvantaged Students	6%	23%	71%
Students with Disabilities	4%	23%	73%
English Learners	N	*	*

Biology Assessment - Proficiency Trends

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





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

PSAT/SAT/ACT - Participation

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

Test	% of Students in School	% of Students in State
Percentage of students taking the PSAT	95.3%	89.4%
Percentage of students taking the SAT	98.6%	70.0%
Percentage of students taking the ACT	45.5%	28.3%

PSAT/SAT/ACT - Performance

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

Test	School Average Score	State Average Score	College Readiness Benchmarks	School - % of Students scoring at or above Benchmark	State - % of Students scoring at or above Benchmark
PSAT - Reading and Writing	517	481	Varies By Grade	82%	67%
PSAT - Math	520	483	Varies By Grade	67%	49%
SAT - Reading and Writing	608	551	480	93%	77%
SAT - Math	601	552	530	81%	58%
ACT - Reading	24	24	22	69%	65%
ACT - English	24	24	18	86%	79%
ACT - Math	24	24	22	74%	65%
ACT - Science	23	23	23	54%	54%



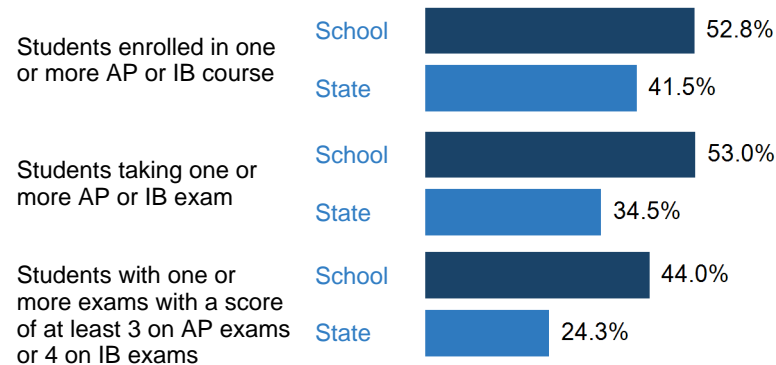
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate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

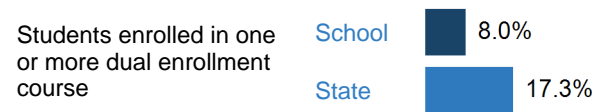
AP/IB Coursework – Participation and Performance

This chart shows the percentage of students out of all 11th and 12th grade students in the school and across the state, who enrolled in one or more AP or IB course, the percentage that took one or more AP or IB exam, and the percentage of students taking one or more exams who received at least one score of at least 3 on AP exams or 4 on IB exams.



Dual Enrollment Coursework - Participation

This graph shows the percentage students enrolled in at least one **dual enrollment** course in the school and across the state. **Dual enrollment** courses allow high school students to enroll in college courses for credit prior to their high school graduation.



AP/ IB Courses Offered

This table shows the students enrolled in AP/IB courses and the corresponding exams that were taken. Students do not need to take a course to take the exam and not all students enrolled in a course take the exam. The last two rows show the total number of exams taken and the number of exams with scores of at least 3 on AP exams or 4 on IB exams. In the last two rows, students taking multiple exams are counted more than once.

AP/IB Course	Students Enrolled	Students Tested
AP Biology	28	15
AP Calculus AB	94	87
AP Calculus BC	14	12
AP Chemistry	26	20
AP Computer Science A	35	26
AP English Language and Composition	85	83
AP English Literature and Composition	71	54
AP Environmental Science	25	23
AP French Language and Culture	10	5
AP German Language and Culture	0	1
AP Italian Language and Culture	1	0
AP Japanese Language and Culture	0	1
AP Latin (Virgil Catullus and Horace)	4	0
AP Macroeconomics	45	28
AP Microeconomics	44	26
AP Physics 1	0	102
AP Physics 2	0	36
AP Physics B	163	0
AP Psychology	53	50
AP Spanish Language	21	18



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AP/IB Course	Students Enrolled	Students Tested
AP Statistics	21	21
AP U.S. Government and Politics	0	93
AP U.S. History	130	123
Total Exams Taken		824
Exams with scores of at least 3 on AP exams or 4 on IB exams		651



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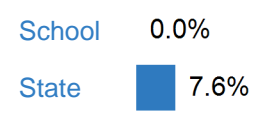
This section contains information about participation in approved **Career and Technical Education (CTE)** programs and **Structured Learning Experiences**. For more information about CTE in New Jersey, please visit <http://www.nj.gov/education/cte/>.

Career and Technical Education Participation

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

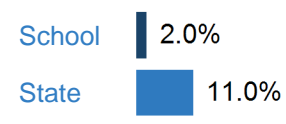
CTE Participants

(completed only one course in an approved CTE program)



CTE Concentrators

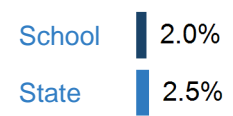
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

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

Structured Learning Experiences



Industry-Valued Credentials Earned

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

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

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



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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	175	128	18	0	0	0	56
10	11	177	144	20	0	1	7
11	6	10	151	146	22	5	33
12	3	3	12	51	143	61	108
Schoolwide	195	318	325	217	165	67	204
Enrolled in AP/IB Course					108	21	0

Science - Course Participation

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

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	308	1	25	0	0	0
10	28	321	7	1	2	0
11	11	39	14	28	255	13
12	28	20	15	45	90	63
Schoolwide	375	381	61	74	347	76
Enrolled in AP/IB Course	28	26		25	163	0



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

Social Studies and History - Course Participation

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

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	269	0	0	0	0	32
10	8	291	0	0	0	3
11	4	365	3	39	9	45
12	2	19	66	103	43	90
Schoolwide	283	675	69	142	52	170
Enrolled in AP/IB Course	0	130	46	53	0	0

World Languages - Course Participation

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

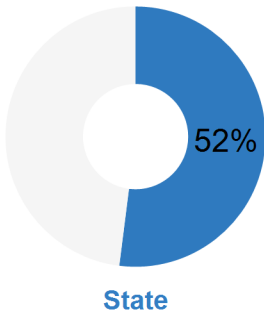
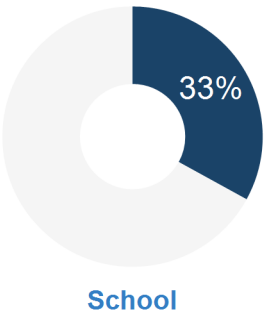
Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	157	28	57	26	0	0	0
10	190	33	51	30	0	0	0
11	127	26	45	22	0	0	0
12	75	22	15	29	0	0	0
Schoolwide	549	109	168	107	0	0	0
Enrolled in AP/IB Course	21	10	1	4	0	0	0
Enrolled in Level 3 or Higher	243	46	60	27	0	0	0
Earned Seal of Biliteracy	N	N	N	N	N	N	N

Visual and Performing Arts – Course Participation

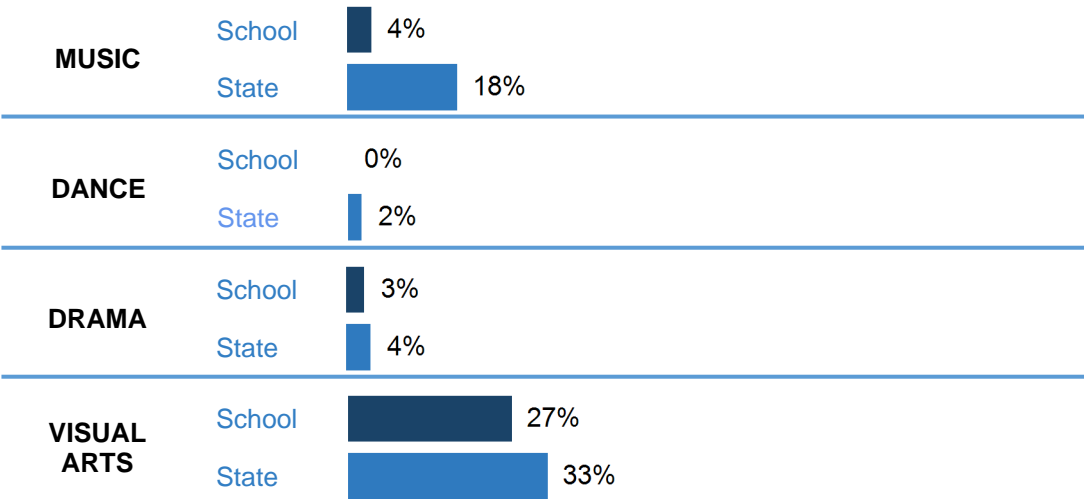
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

Grades 9-12:

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



Students enrolled in one or more classes by discipline:





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

Graduation Rates

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

Student Group	School - Class of 2017: 4 Year Rate	State - Class of 2017: 4 Year Rate	School - Class of 2016: 5 Year Rate	State - Class of 2016: 5 Year Rate	Class of 2016: 4 Year Rate	Class of 2016: 4 Year Target	Met Target?	Class of 2015: 5 Year Rate	Class of 2015: 5 Year Target	Met Target?
Schoolwide	93.2%	90.5%	96.3%	91.8%	93.0%	93.5%	Not Met	96.4%	N	Met Goal
White	94.0%	94.5%	98.6%	95.1%	96.5%	N	Met Goal	97.0%	N	Met Goal
Hispanic	82.8%	84.3%	78.1%	86.3%	68.8%	86.2%	Not Met	*	N	N
Black or African American	*	83.4%	*	85.3%	*	**	**	*	**	**
Asian, Native Hawaiian or Pacific Islander	100.0%	96.6%	96.8%	97.5%	93.6%	90.7%	Met Target	95.0%	N	Met Goal
American Indian or Alaska Native	*	92.3%	N	86.6%	N	N	N	N	N	N
Two or More Races	N	91.9%	*	93.7%	*	**	**	N	N	N
Economically Disadvantaged Students	80.0%	83.9%	78.8%	85.6%	71.4%	90.2%	Not Met	90.0%	96.0%	Not Met
Students with Disabilities	66.7%	78.8%	94.3%	82.1%	81.0%	72.0%	Met Target	81.8%	90.7%	Not Met
English Learners	100.0%	76.1%	70.0%	79.7%	70.0%	**	**	90.9%	**	**
Homeless Students	N	73.2%	N	74.4%	N	N	N	N		

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

Graduation Rate Trends

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

Class of	4-Year Rate	5-Year Rate
2017	93.2%	-
2016	93.0%	96.3%
2015	93.4%	96.4%

Dropout Rate Trends

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

School Year	School Rate	State Rate
2016-2017	0.2%	1.1%
2015-2016	0.3%	1.1%
2014-2015	0.5%	1.1%



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

Postsecondary Enrollment Rates: Fall

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

Postsecondary Enrollment Rates: 16 month

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	71.1%	29.5%	70.5%
Schoolwide	85.8%	20.5%	79.5%
White	88.5%	19.6%	80.4%
Hispanic	45%	55.6%	44.4%
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	86.4%	10.5%	89.5%
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	0%
Economically Disadvantaged Students	54.6%	50%	50%
Students with Disabilities	81.1%	46.7%	53.3%
English Learners	0%	0%	0%

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	76.1%	33.6%	66.5%	73.6%	26.4%	65.5%	34.6%
Schoolwide	80.7%	25.1%	74.9%	65.9%	34.1%	51%	49%
White	86.2%	25%	75%	66.1%	33.9%	50.9%	49.1%
Hispanic	27.3%	33.3%	66.7%	66.7%	33.3%	50%	50%
Black or African American	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	79.3%	21.7%	78.3%	65.2%	34.8%	52.2%	47.8%
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	45.5%	70%	30%	80%	20%	90%	10%
Students with Disabilities	65.9%	63%	37%	77.8%	22.2%	81.5%	18.5%
English Learners	20%	100%	0%	100%	0%	100%	0%



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This section shows information about student absences which provides important information about a school’s culture and climate. In addition, research shows that student absences impact a child’s ability to succeed in school. The New Jersey Department of Education selected chronic absenteeism as its measure of school quality and student success for the *ESSA* accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

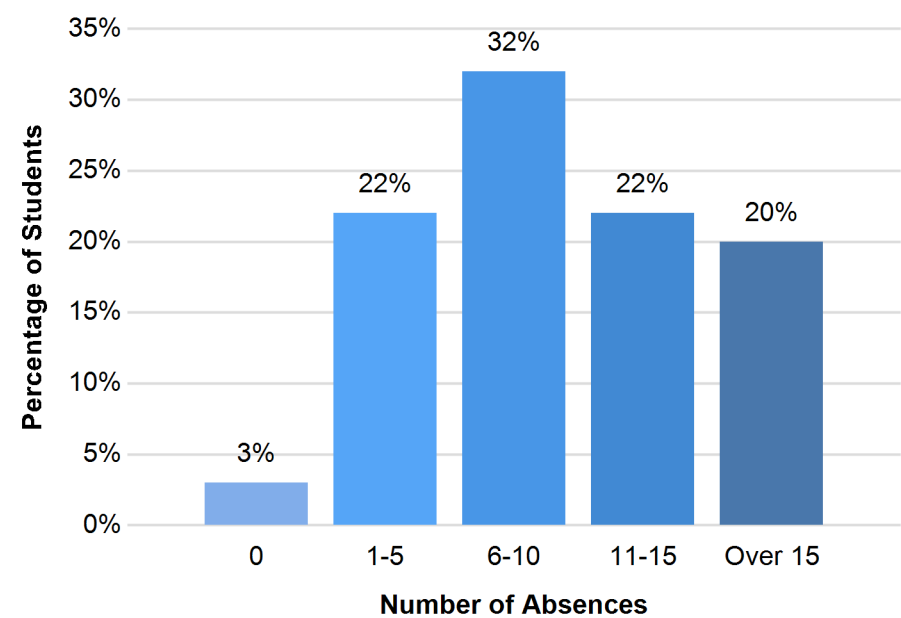
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	13.40	14.30	Met Target
White	13.10	14.30	Met Target
Hispanic	22.60	14.30	Not Met
Black or African American	12.50	14.30	Met Target
Asian, Native Hawaiian, or Pacific Islander	5.40	14.30	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	22.10	14.30	Not Met
Students with Disabilities	18.80	14.30	Not Met
English Learners	19.50	14.30	Not Met

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

Days Absent

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





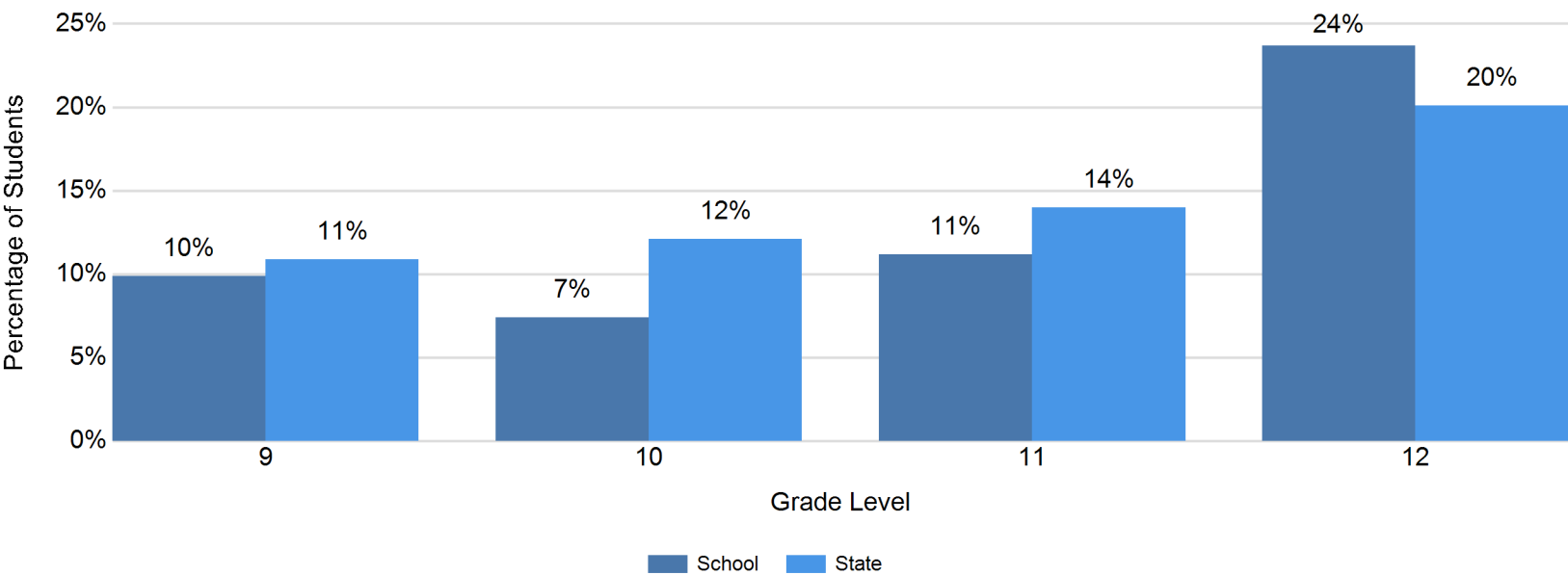
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Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





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School Day

This table shows the start and end times and length of school day for a typical student at this school. **Instructional time** is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher.

Category	School
Typical Start Time	8:25AM
Typical End Time	3:00PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	5 Hrs. 32 Mins.
Shared Time - Instructional Time	2 Hrs. 24 Mins.

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	6
Vandalism	0
Weapons	0
Substances	6
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	13
Incidents Per 100 Students Enrolled	0.90

Student Suspension Rate

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

Suspension Types	% of Students
In-School Suspensions	3.7%
Out-of-School Suspensions	1.8%
Any Suspension	4.2%

Student Expulsions

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

Category	Number of Students
Expulsions	0



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Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	3.1:1	370.8 kbps	100 kbps	Yes	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$291	\$13,456	\$13,747



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

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

Teachers: All classroom teachers

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

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	105	120,724
Average years experience in public schools	12.4	11.8
Average years experience in district	11.4	10.5
Teachers in district for 4 or more years	83%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	73	9,506
Average years experience in public schools	16.4	15.9
Average years experience in district	12.1	11.6
Administrators in district for 4 or more years	80%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	14:1	13:1
Administrators	181:1	148:1
Librarian/Media Specialists		3596:1
Nurses		1079:1
Counselors		292:1
Child Study Team		432:1



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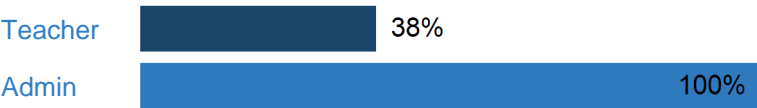
Teachers and Administrators - Level of Education

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

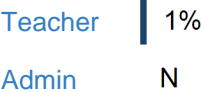
Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	91%	89%
2015-16 Administrators: Same district 2016-17	93%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	97%



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Accountability Indicator Scores and Summative Rating

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	20.4	17.5%
Mathematics Proficiency	51.3	17.5%
Graduation - 4-Year	26.2	25.0%
Graduation - 5-Year	50.0	25.0%
Chronic Absenteeism	40.1	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		37.6
Summative Rating: Percentile rank of Summative Score		32.1
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No
Requires Comprehensive Support: 4-year Graduation Rate less than or equal to 67%		No

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

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



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Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	Graduation Rate - 4-Year	Graduation Rate - 5-Year	At Risk for Consistently Underperforming Student Group
Schoolwide	37.6	6.2	No	Met Target	Met Target	Met Target	Not Met	Met Goal	No
White	43.2	6.2	No	Met Target	Met Target	Met Target	Met Goal	Met Goal	No
Hispanic	32.2	6.2	No	Met Target	N	Not Met	Not Met	N	No
Black or African American	**	**	No	**	**	Met Target	**	**	No
Asian, Native Hawaiian, or Pacific Islander	15.6	6.2	No	Met Target	N	Met Target	Met Target	Met Goal	No
American Indian or Alaska Native	**	**	No	**	**	**	N	N	No
Two or More Races	**	**	No	**	**	**	**	N	No
Economically Disadvantaged Students	41.7	6.2	No	Met Target†	Met Target	Not Met	Not Met	Not Met	No
Students with Disabilities	58.2	6.2	No	Not Met	Met Target†	Not Met	Met Target	Not Met	No
English Learners	**	**	No	N	N	Not Met	**	**	No

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† Target was met within a confidence interval.



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School General Info

Principal:	Dr. Donahue	Email Address:	bdonahue@frhsd.com
Address:	59 FIVE POINTS ROAD COLTS NECK, NJ 07722-1710	Website:	https://www.frhsd.com/Domain/8
Phone:	(732)761-0190	Facebook:	https://www.facebook.com/FreeholdRegional/
		Twitter:	https://twitter.com/CNHSPrincipal

School Narrative

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

 Highlights:	<ul style="list-style-type: none"> • Accredited by the Middle States Association of Colleges and Schools. • Magnet Programs: Law & Public Service and Navy JR ROTC • Students have access to 50 extracurricular clubs and 26 interscholastic varsity sports including sub-varsity teams.
 Mission, Vision, Theme:	<p>The Schools of the Freehold Regional High School District form a diverse and supportive community offering innovative and comprehensive programs that inspire students to maximize their potential, preparing them to navigate an evolving global society</p>
 Awards, Recognition, Accomplishments:	<p>Colts Neck High School is home to decorated students and award winning programs. In 2017 we had three national merit scholarship semifinalists, and eight national merit commended scholars. The Naval Junior ROTC (NJROTC) Unit at Colts Neck High School has been recognized as the Most Outstanding NJROTC in the northeastern US and the number two program in the nation for the past two years.</p>







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School Narrative

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 Courses, Curriculum, Instruction:	<p>Challenging and relevant curricular opportunities are offered in Business, Classical & World Languages, English Language Arts, Family & Consumer Sciences, Health & Physical Education, Math, Music, Science, Social Studies and Technology including 23 AP courses. Unique to Colts Neck HS are the Law & Public Service Academy and the Navy JR ROTC. These Magnet Programs allow students to pursue their passions within the comprehensive high school.</p>
 Sports and Athletics:	<p>Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Boys & Girls), Cross-Country (Boys & Girls), Field Hockey (Girls), Football (Boys), Golf (Boys & Girls), Gymnastics (Girls), Lacrosse (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Boys & Girls), Wrestling (Boys)</p> <p>Over the past 2 years CNHS has won Shore Conference titles in Girls Soccer and Cross Country, as well as numerous state sectional titles in several sports. CNHS has also won state titles in Girls Soccer and Winter Track. In addition, CNHS has won numerous divisional titles in the A-North and has been proudly represented by individual student-athletes who have earned honors including All-State and Gatorade and NJ Players of the Year</p>
 Clubs and Activities:	<p>Colts Neck High School offers students the opportunity to participate in over fifty clubs and activities. Through co-curricular programs such as DECA students are able to compete at the local, state, and national level. School based clubs have raised thousands of dollars for cancer research, have built school in Latin American countries, and have participated in thousands of hours of community service.</p>
 Before and After School Programs:	<p>A number of after school academic enrichment programs are offered at Colts Neck High School. Our English as a Second Language Program offers free academic enrichment twice a week for all students enrolled in the program. Our National Honor Society and Science Honor Society also offer weekly peer tutoring in a variety of subjects. Cougar Connections, a peer to peer program that matches special education students with their typical peers, runs weekly to support socialization.</p>








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School Narrative

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 Staff and Professional Learning:	<p>A multitude of learning opportunities are available to staff including Professional Learning Communities, SciP committee programs, district-wide collaborative workshops, as well as training offered by professional organizations. All professional learning endeavors seek to maximize opportunities for students to develop important college and career readiness skills essential in a complex global society: critical thinking, collaboration, communication, and creativity.</p>
 Postsecondary Information:	<p>The Counseling Department provides students and parents with individualized information on college and career planning. A College and Career Counselor supports each Guidance Counselor as they collaboratively develop customized post-secondary paths for students. Students in Grades 9, 10, and 11 are administered the PSAT during the school day. Additionally, FRHSD hosts College and Career Planning Nights including a College and Career Fair, Financial Aid Planning, and Admissions Exam Planning.</p>
 Student Supports and Services:	<p>Students are supported by a comprehensive counseling staff including a Student Assistance Coordinator, College and Career Counselor, and a Guidance Supervisor. Students with an Individualized Education Plan are served by members of the Child Study Team including a School Psychologist, Social Worker, Learning Disabilities Teacher Consultant, Special Education Supervisor and a Behaviorist.</p>
 Student Health and Wellness:	<p>Students participate in a Health and Physical Education program that encourages positive student choices over the course of their high school career and beyond. Students have access to a School Counselor, Student Assistance Coordinator and other mental health experts who assist students with developing coping skills and resiliency when faced with adversity. Athletes are supported by the Athletic Trainer while the School Nurse provides required care and health information to all students.</p>
 Parent and Community Involvement:	<p>The Parent Teacher Organization works in a spirit of mutual cooperation with the school faculty to support the instructional program. The District's Special Education Advisory Council (SEAC) is a collaborative team of parents and district and school personnel that work to bring resources and information to parents of students with disabilities. Parents are provided with constant access to student grades and additional information through the Genesis Parent Portal available at www.frhhsd.com.</p>



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<div>A blue icon of a school building with a flag on top.</div> <div>Facilities:</div>	<p>Colts Neck High School is a fully accredited comprehensive high school that first opened in 1998. Located in Western Monmouth County, at the corner of Route 537 and Five Points Road, Colts Neck is one of six high schools within the Freehold Regional High School District.</p>
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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.



Other Information:

Colts Neck High School’s administration, faculty and staff form a community of learners who implement a program that provides our students with the opportunity to pursue their goals and successfully navigate an ever changing global society. Students have the choice to pursue higher level courses, or take specialized courses that align with their interests. Colts Neck High School is home to the Law and Public Service Learning Center, and the number two ranked NJROTC program in the nation. In addition, our district’s English Language Learner program is housed at Colts Neck High School. These programs, along with a robust electives program, provide students a host of choices that will help prepare them for their post-secondary future. For almost twenty years, Colts Neck High School has offered its students a challenging and comprehensive curriculum, balancing that with a rich extracurricular program complimented by a multitude of athletic teams and clubs. This commitment to the development of our students potential is validated by the fact that 91% of students in the class of 2017 pursued further education in either two or four year colleges. Furthermore the class of 2017 set a new standard with remarkably high SAT and ACT scores, as well as the largest number of AP tests taken in school history. Students in the class of 2017 won numerous individual accolades, including eight National Merit Scholarship Program Commended student awards, and one National Merit Finalist.




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

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

Navigating through the reports:

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

Other Resources:

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



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Footnotes

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

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



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Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
9	337	334	340
10	359	336	325
11	364	333	327
12	355	356	349
Ungraded	66	60	82
Total	1480	1419	1423

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	49%	47%	46%
Male	51%	53%	54%
Economically Disadvantaged Students	19%	23%	24%
Students with Disabilities	19%	18%	19%
English Learners	0%	0%	0%
Homeless Students			1%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	56.1%
Hispanic	25.5%
Black or African American	9.4%
Asian	8.6%
Native Hawaiian or Pacific Islander	0.1%
American Indian or Alaska Native	0.0%
Two or More Races	0.2%

Enrollment Trends by Full and Shared Time

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

Enrollment Status	2016-17
Full Time Students	1395
Shared Time Students	54
Full Time Equivalent	1422

Enrollment by Home Language

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

Home Language	% of Students
English	79.0%
Spanish	16.1%
Other	5.0%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	661	96.4	54.70	52.90	54.90	54.7	43.7	Met Target
White	338	96.9	63.30	53.70	63.90	63.3	49.2	Met Target
Hispanic	195	95.2	35.90	37.60	39.80	35.9	29.2	Met Target
Black or African American	57	95.1	24.60	*	35.20	24.6	39.2	Not Met
Asian, Native Hawaiian, or Pacific Islander	68	98.6	91.20	73.90	80.70	91.2	49.7	Met Goal
American Indian or Alaska Native	*	*	*	50.00	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	282	97.3	58.90	63.10	62.20	58.9		
Male	379	95.8	51.70	44.00	48.10	51.7		
Economically Disadvantaged Students	185	95.5	34.10	34.00	36.20	34.1	35.3	Met Target†
Non-Economically Disadvantaged Students	476	96.8	62.80	55.40	65.80	62.8		
Students with Disabilities	112	86.4	27.70	*	20.50	25.3	33	Not Met
Students without Disabilities	549	98.8	60.30	*	61.90	60.3		
English Learners	N	N	N	*	25.20	N	**	**
Non-English Learners	661	96.4	54.70	*	57.40	54.7		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	341	753	757	749	7%	14%	25%	40%	15%	54%	52%
White	169	759	758	757	*	*	27%	43%	17%	59%	62%
Hispanic	110	737	738	733	10%	22%	32%	36%	0%	36%	35%
Black or African American	20	729	745	730	*	*	*	*	0%	30%	30%
Asian, Native Hawaiian, or Pacific Islander	39	787	*	777	0%	*	*	41%	54%	95%	80%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	49%
Two or More Races	*	*	*	746	*	*	*	*	*	*	48%
Female	155	759	765	756	*	*	27%	41%	19%	60%	60%
Male	186	748	749	741	*	*	23%	38%	11%	50%	43%
Economically Disadvantaged Students	88	731	734	731	15%	27%	28%	30%	0%	30%	32%
Non-Economically Disadvantaged Students	253	761	759	758	5%	9%	24%	43%	20%	63%	62%
Students with Disabilities	50	718	722	714	*	*	*	*	*	*	13%
Students without Disabilities	291	759	762	754	*	*	*	*	*	*	58%
English Learners	N	N	N	690	N	N	N	N	N	N	*
Non-English Learners	341	753	757	752	7%	14%	25%	40%	15%	54%	*
Homeless Students	*	*	*	719	*	*	*	*	*	*	21%
Students in Foster Care	*	*	*	718	*	*	*	*	*	*	21%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	45%
Migrant Students	N	N	N	705	N	N	N	N	N	N	*



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	314	748	736	743	16%	13%	20%	39%	13%	52%	46%
White	166	753	735	749	13%	8%	15%	54%	10%	65%	52%
Hispanic	80	733	729	728	*	*	31%	23%	*	29%	34%
Black or African American	37	725	725	725	27%	27%	27%	*	*	19%	31%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	74%
American Indian or Alaska Native	N	N	N	740	N	N	N	N	N	N	42%
Two or More Races	*	*	*	737	*	*	*	*	*	*	42%
Female	136	750	746	752	16%	10%	18%	43%	12%	55%	54%
Male	178	747	728	734	15%	15%	21%	36%	14%	49%	39%
Economically Disadvantaged Students	80	727	*	726	24%	*	33%	*	*	23%	32%
Non-Economically Disadvantaged Students	234	756	*	751	13%	*	15%	*	*	62%	54%
Students with Disabilities	42	718	706	704	36%	24%	*	*	*	24%	12%
Students without Disabilities	272	753	743	749	13%	11%	*	*	*	56%	52%
English Learners	N	N	N	681	N	N	N	N	N	N	*
Non-English Learners	314	748	*	745	16%	13%	20%	39%	13%	52%	*
Homeless Students	*	*	*	715	*	*	*	*	*	*	21%
Students in Foster Care	*	*	*	710	*	*	*	*	*	*	20%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	694	N	N	N	N	N	N	*

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



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

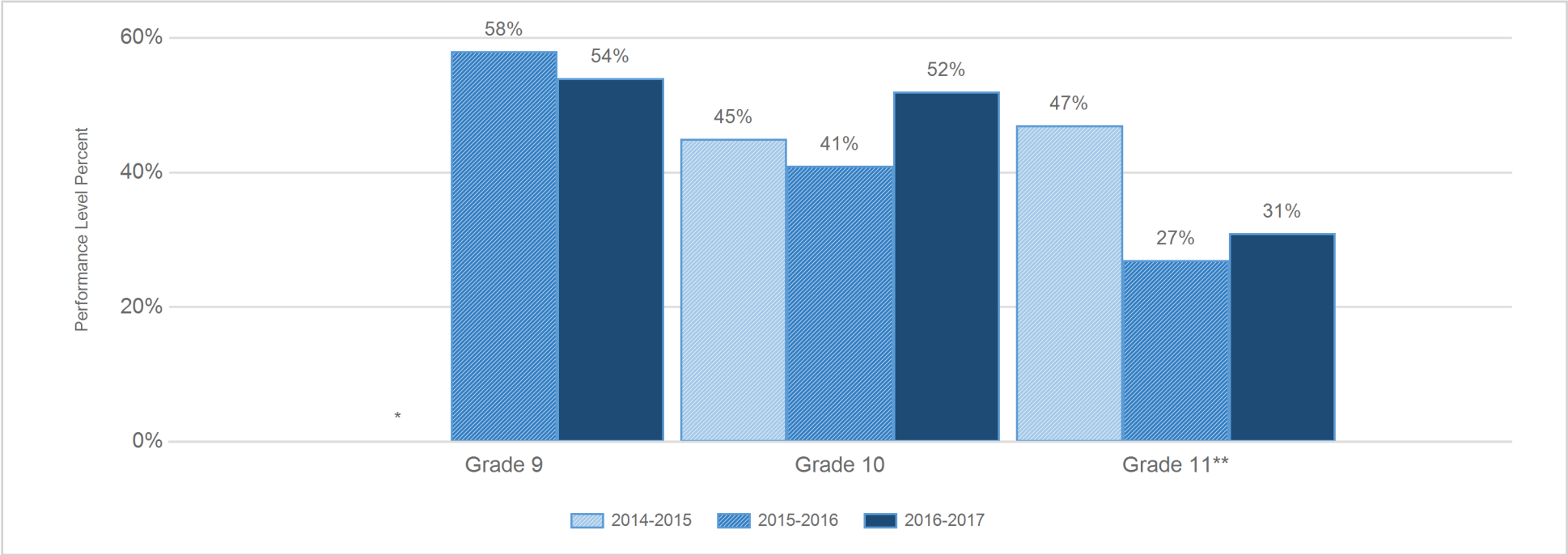
This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	210	731	717	736	*	25%	26%	28%	*	31%	38%
White	119	735	717	738	*	24%	25%	31%	*	36%	40%
Hispanic	59	725	713	731	19%	29%	31%	22%	0%	22%	34%
Black or African American	27	724	720	728	*	*	*	*	*	30%	30%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	756	*	*	*	*	*	*	58%
American Indian or Alaska Native	N	N	N	731	N	N	N	N	N	N	30%
Two or More Races	N	N	N	731	N	N	N	N	N	N	36%
Female	89	735	727	744	*	*	35%	27%	*	33%	46%
Male	121	728	711	729	*	*	20%	28%	*	31%	31%
Economically Disadvantaged Students	62	723	711	729	*	24%	27%	*	*	24%	32%
Non-Economically Disadvantaged Students	148	734	718	740	*	25%	26%	*	*	35%	42%
Students with Disabilities	50	710	706	709	*	34%	*	*	*	14%	12%
Students without Disabilities	160	738	721	741	*	22%	*	*	*	37%	43%
English Learners	N	N	N	699	N	N	N	N	N	N	*
Non-English Learners	210	731	718	737	*	25%	26%	28%	*	31%	*
Homeless Students	*	*	*	722	*	*	*	*	*	*	24%
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	19%
Military-Connected Students	N	N	N	723	N	N	N	N	N	N	24%
Migrant Students	N	N	N	713	N	N	N	N	N	N	26%

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

English Language Arts/Literacy Assessment - Performance Trends

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



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



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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	624	94.4	35.40	37.30	43.50	35.3	35.3	Met Target
White	323	95.4	44.90	37.90	52.40	44.9	42	Met Target
Hispanic	194	97.1	17.00	21.50	27.60	17	14.5	Met Target
Black or African American	57	96.7	10.50	*	21.70	10.5	22.4	Not Met
Asian, Native Hawaiian, or Pacific Islander	49	78.1	73.50	64.40	75.60	60.1	N	N
American Indian or Alaska Native	*	*	*	*	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	270	95.3	34.10	37.80	44.10	34.1		
Male	354	93.7	36.50	36.80	42.90	36.1		
Economically Disadvantaged Students	183	97.9	16.40	20.00	25.10	*	15.2	Met Target
Non-Economically Disadvantaged Students	441	93.0	43.40	39.50	54.30	*		
Students with Disabilities	109	93.3	15.60	10.00	16.50	15.4	21.1	Met Target†
Students without Disabilities	515	94.6	39.60	42.90	48.80	39.5		
English Learners	N	N	N	*	23.30	N	**	**
Non-English Learners	624	94.4	35.40	*	45.20	35.3		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	221	726	736	743	14%	36%	34%	16%	0%	16%	42%
White	97	732	738	751	10%	27%	44%	19%	0%	19%	52%
Hispanic	97	722	724	728	19%	38%	31%	12%	0%	12%	24%
Black or African American	20	716	727	724	*	70%	*	*	0%	10%	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	*	*	*	741	*	*	*	*	*	*	41%
Female	102	729	738	744	*	35%	37%	19%	*	19%	43%
Male	119	724	733	741	*	37%	32%	13%	*	13%	40%
Economically Disadvantaged Students	79	719	722	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	142	731	738	751	*	*	*	*	*	*	52%
Students with Disabilities	49	719	718	714	*	*	*	*	*	*	10%
Students without Disabilities	172	729	740	747	*	*	*	*	*	*	47%
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	221	726	736	745	14%	36%	34%	16%	0%	16%	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	13%
Students in Foster Care	*	*	*	711	*	*	*	*	*	*	*
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%



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Mathematics Assessment - Performance by Test: Geometry

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	310	736	737	734	6%	28%	34%	28%	4%	32%	30%
White	159	743	738	740	*	18%	33%	38%	*	45%	38%
Hispanic	93	726	727	722	*	39%	40%	13%	*	13%	14%
Black or African American	38	718	723	719	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	758	*	*	*	*	*	*	65%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	29%
Two or More Races	N	N	N	733	N	N	N	N	N	N	32%
Female	140	733	739	735	*	32%	32%	28%	*	29%	31%
Male	170	739	736	733	*	25%	35%	29%	*	35%	30%
Economically Disadvantaged Students	89	723	*	721	*	43%	32%	15%	*	15%	13%
Non-Economically Disadvantaged Students	221	741	*	740	*	22%	35%	34%	*	39%	39%
Students with Disabilities	41	719	716	711	*	*	*	*	*	*	*
Students without Disabilities	269	739	741	738	*	*	*	*	*	*	*
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	310	736	*	735	6%	28%	34%	28%	4%	32%	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	727	N	N	N	N	N	N	15%
Migrant Students	N	N	N	704	N	N	N	N	N	N	*



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Mathematics Assessment - Performance by Test: Algebra II

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	207	749	731	725	15%	17%	24%	34%	10%	44%	28%
White	138	750	729	731	13%	17%	23%	38%	9%	47%	33%
Hispanic	27	724	720	710	*	*	*	*	0%	15%	14%
Black or African American	14	710	707	703	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	27	784	*	761	*	0%	*	44%	*	78%	62%
American Indian or Alaska Native	N	N	N	715	N	N	N	N	N	N	20%
Two or More Races	*	*	*	718	*	*	*	*	*	*	25%
Female	100	742	731	725	*	20%	27%	31%	*	37%	27%
Male	107	755	730	725	*	14%	22%	37%	*	51%	29%
Economically Disadvantaged Students	30	722	715	708	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	177	753	732	733	*	*	*	*	*	*	35%
Students with Disabilities	11	710	695	692	*	*	*	*	0%	18%	*
Students without Disabilities	196	751	735	729	*	*	*	*	11%	46%	*
English Learners	N	N	N	692	N	N	N	N	N	N	*
Non-English Learners	207	749	*	726	15%	17%	24%	34%	10%	44%	*
Homeless Students	*	*	*	702	*	*	*	*	*	*	*
Students in Foster Care	N	N	N	692	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	710	N	N	N	N	N	N	14%
Migrant Students	N	N	N	702	N	N	N	N	N	N	14%

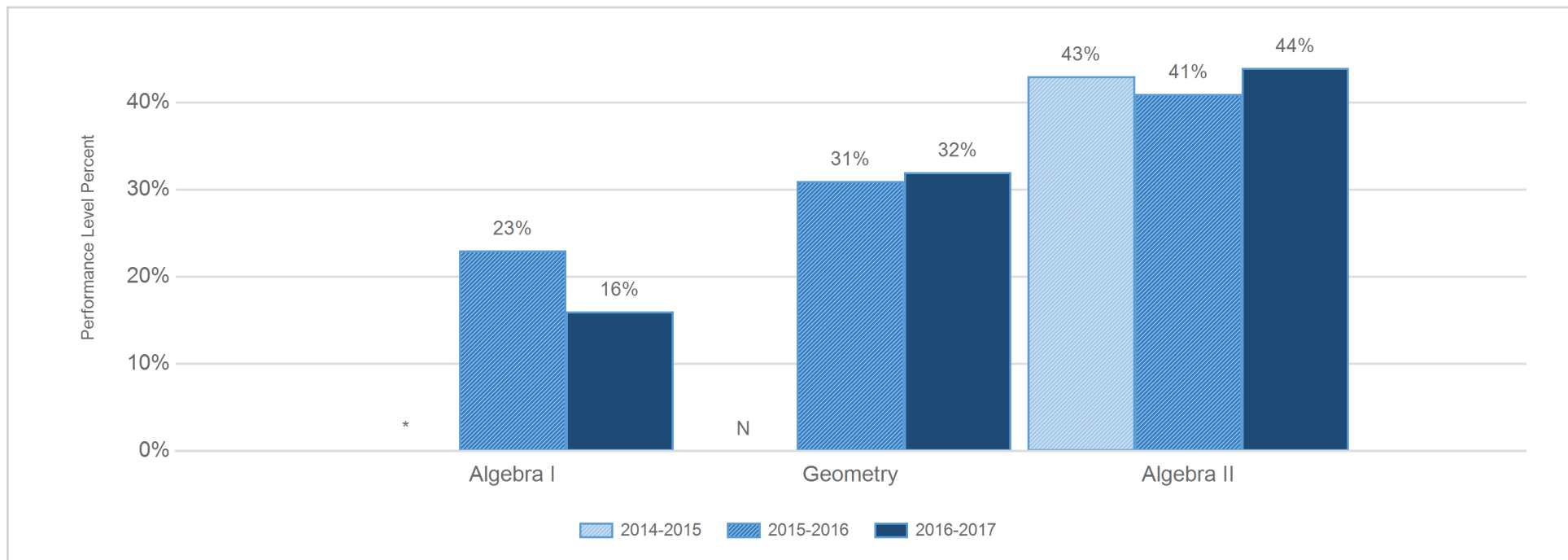


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Mathematics Assessment – Performance Trends

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





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Alternate Assessments - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
9	N	N
10	N	N
11	22	22

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	N	N	N
2	N	N	N
3	N	N	N
4	N	N	N
5+	N	N	N



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

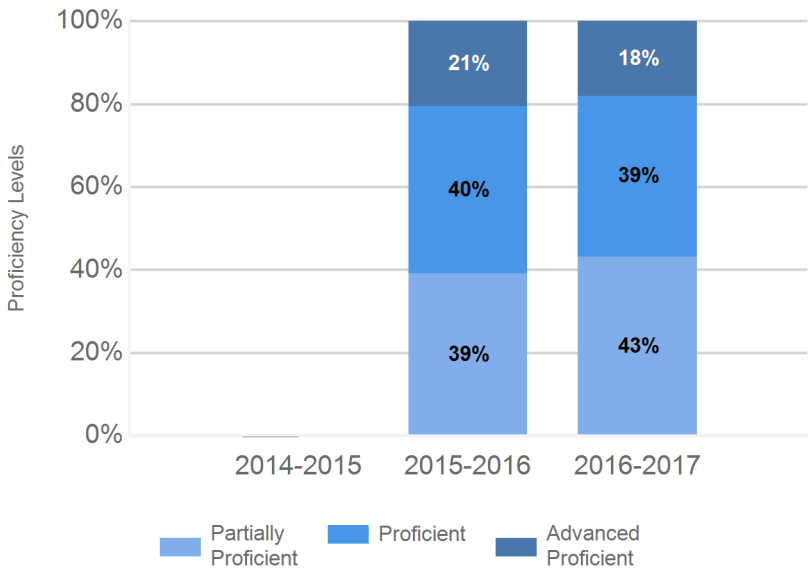
Biology Assessment - Performance

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	16%	42%	42%
Schoolwide	18%	39%	43%
White	21%	45%	34%
Hispanic	5%	28%	67%
Black or African American	N	*	*
Asian, Native Hawaiian, or Pacific Islander	*	46%	3%
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	3%	27%	71%
Students with Disabilities	4%	18%	78%
English Learners	N	N	N

Biology Assessment - Proficiency Trends

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





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

PSAT/SAT/ACT - Participation

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

Test	% of Students in School	% of Students in State
Percentage of students taking the PSAT	96.7%	89.4%
Percentage of students taking the SAT	89.4%	70.0%
Percentage of students taking the ACT	22.9%	28.3%

PSAT/SAT/ACT - Performance

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

Test	School Average Score	State Average Score	College Readiness Benchmarks	School - % of Students scoring at or above Benchmark	State - % of Students scoring at or above Benchmark
PSAT - Reading and Writing	501	481	Varies By Grade	66%	67%
PSAT - Math	508	483	Varies By Grade	55%	49%
SAT - Reading and Writing	579	551	480	85%	77%
SAT - Math	582	552	530	65%	58%
ACT - Reading	26	24	22	69%	65%
ACT - English	25	24	18	84%	79%
ACT - Math	26	24	22	65%	65%
ACT - Science	25	23	23	65%	54%



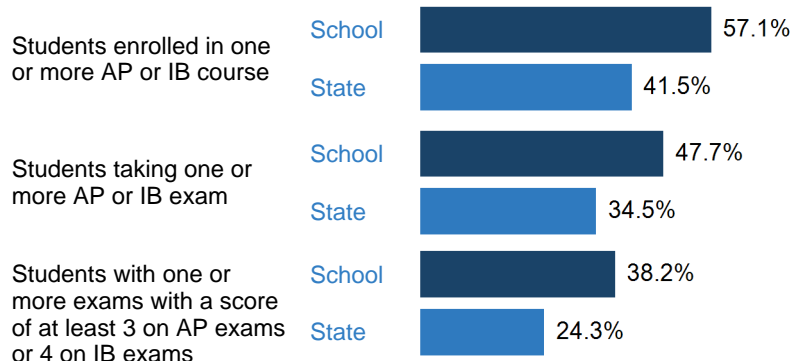
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate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

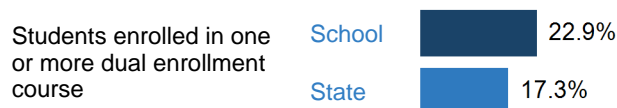
AP/IB Coursework – Participation and Performance

This chart shows the percentage of students out of all 11th and 12th grade students in the school and across the state, who enrolled in one or more AP or IB course, the percentage that took one or more AP or IB exam, and the percentage of students taking one or more exams who received at least one score of at least 3 on AP exams or 4 on IB exams.



Dual Enrollment Coursework - Participation

This graph shows the percentage students enrolled in at least one **dual enrollment** course in the school and across the state. **Dual enrollment** courses allow high school students to enroll in college courses for credit prior to their high school graduation.



AP/ IB Courses Offered

This table shows the students enrolled in AP/IB courses and the corresponding exams that were taken. Students do not need to take a course to take the exam and not all students enrolled in a course take the exam. The last two rows show the total number of exams taken and the number of exams with scores of at least 3 on AP exams or 4 on IB exams. In the last two rows, students taking multiple exams are counted more than once.

AP/IB Course	Students Enrolled	Students Tested
AP Biology	28	27
AP Calculus AB	46	37
AP Calculus BC	42	43
AP Chemistry	31	31
AP Chinese Language and Culture	0	1
AP Computer Science A	39	40
AP Computer Science Principles	0	5
AP English Language and Composition	100	98
AP English Literature and Composition	103	65
AP Environmental Science	35	23
AP Macroeconomics	54	32
AP Microeconomics	59	32
AP Physics 1	0	72
AP Physics 2	0	12
AP Physics B	96	0
AP Physics C: Mechanics	0	1
AP Psychology	90	65
AP Spanish Language	12	9
AP Statistics	31	27
AP Studio Art—Drawing Portfolio	8	3



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AP/IB Course	Students Enrolled	Students Tested
AP U.S. Government and Politics	15	8
AP U.S. History	63	59
Total Exams Taken		690
Exams with scores of at least 3 on AP exams or 4 on IB exams		529



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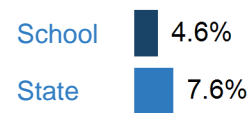
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This section contains information about participation in approved **Career and Technical Education (CTE)** programs and **Structured Learning Experiences**. For more information about CTE in New Jersey, please visit <http://www.nj.gov/education/cte/>.

Career and Technical Education Participation

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

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



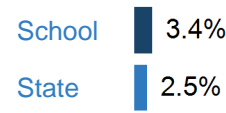
CTE Concentrators
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

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

Structured Learning Experiences



Industry-Valued Credentials Earned

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

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

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



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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	220	94	21	0	0	0	95
10	7	213	67	22	0	21	32
11	2	20	120	96	25	0	74
12	0	5	13	54	63	33	156
Schoolwide	229	332	221	172	88	54	357
Enrolled in AP/IB Course					88	31	0

Science - Course Participation

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

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	348	0	1	0	0	9
10	9	222	2	13	0	6
11	7	17	31	62	200	44
12	25	22	11	48	33	109
Schoolwide	389	261	45	123	233	168
Enrolled in AP/IB Course	28	31		35	96	0



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

Social Studies and History - Course Participation

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

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	342	6	3	0	0	9
10	2	333	1	4	0	9
11	0	328	14	12	2	21
12	2	20	58	128	18	102
Schoolwide	346	687	76	144	20	141
Enrolled in AP/IB Course	0	63	59	90	0	15

World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	214	27	67	0	0	0	0
10	226	25	53	0	0	0	0
11	138	12	34	0	0	0	0
12	32	14	12	0	0	0	0
Schoolwide	610	78	166	0	0	0	0
Enrolled in AP/IB Course	12	0	0	0	0	0	0
Enrolled in Level 3 or Higher	193	25	44	0	0	0	0
Earned Seal of Biliteracy	N	N	N	N	N	N	N



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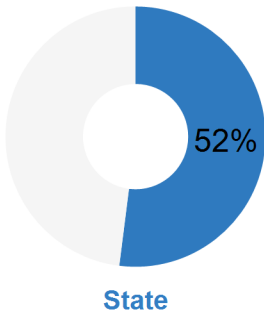
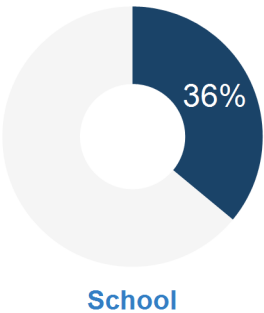
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Visual and Performing Arts – Course Participation

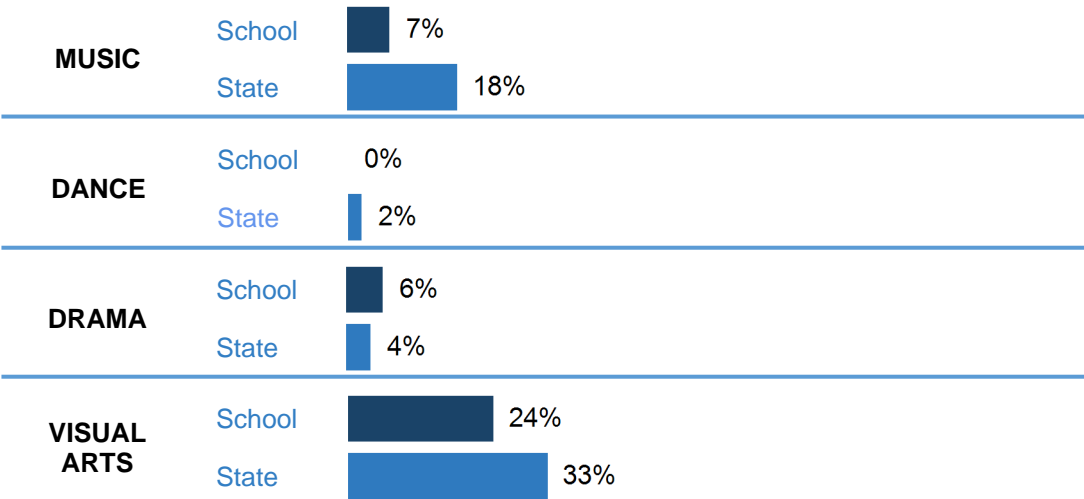
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

Grades 9-12:

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



Students enrolled in one or more classes by discipline:





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

Graduation Rates

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

Student Group	School - Class of 2017: 4 Year Rate	State - Class of 2017: 4 Year Rate	School - Class of 2016: 5 Year Rate	State - Class of 2016: 5 Year Rate	Class of 2016: 4 Year Rate	Class of 2016: 4 Year Target	Met Target?	Class of 2015: 5 Year Rate	Class of 2015: 5 Year Target	Met Target?
Schoolwide	94.5%	90.5%	96.2%	91.8%	92.7%	91.5%	Met Target	94.1%	94.1%	Met Target
White	96.1%	94.5%	*	95.1%	91.6%	95.0%	Not Met	95.6%	N	Met Goal
Hispanic	87.4%	84.3%	100.0%	86.3%	93.0%	77.4%	Met Target	*	84.1%	Met Target
Black or African American	97.4%	83.4%	95.2%	85.3%	*	95.0%	Not Met	92.9%	91.2%	Met Target
Asian, Native Hawaiian or Pacific Islander	100.0%	96.6%	100.0%	97.5%	100.0%	N	Met Goal	93.9%	96.0%	Not Met
American Indian or Alaska Native	N	92.3%	N	86.6%	N	N	N	*	**	**
Two or More Races	N	91.9%	*	93.7%	*	**	**	N	N	N
Economically Disadvantaged Students	88.6%	83.9%	94.9%	85.6%	88.6%	78.8%	Met Target	92.9%	84.4%	Met Target
Students with Disabilities	81.3%	78.8%	88.9%	82.1%	77.6%	80.1%	Not Met	84.1%	87.7%	Not Met
English Learners	N	76.1%	N	79.7%	N	N	N	N	N	N
Homeless Students	N	73.2%	N	74.4%	N	N	N	N		

Graduation Rate Trends

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

Class of	4-Year Rate	5-Year Rate
2017	94.5%	-
2016	92.7%	96.2%
2015	91.3%	94.1%

Dropout Rate Trends

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

School Year	School Rate	State Rate
2016-2017	0.8%	1.1%
2015-2016	0.7%	1.1%
2014-2015	0.8%	1.1%

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



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

Postsecondary Enrollment Rates: Fall

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	71.1%	29.5%	70.5%
Schoolwide	80.7%	36.4%	63.6%
White	87.7%	28%	72%
Hispanic	59.1%	76.9%	23.1%
Black or African American	67.7%	65.2%	34.8%
Asian, Native Hawaiian, or Pacific Islander	96%	8.3%	91.7%
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	57.8%	80.5%	19.5%
Students with Disabilities	58%	72.4%	27.6%
English Learners	N	N	N

Postsecondary Enrollment Rates: 16 month

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	76.1%	33.6%	66.5%	73.6%	26.4%	65.5%	34.6%
Schoolwide	83.8%	39%	61%	71.7%	28.3%	62.8%	37.2%
White	87.8%	35.8%	64.2%	70.1%	30%	59.4%	40.6%
Hispanic	65.6%	82.5%	17.5%	95%	5%	97.5%	2.5%
Black or African American	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	88.7%	10.6%	89.4%	57.5%	42.6%	40.4%	59.6%
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	81.8%	64.8%	35.2%	83.3%	16.7%	88.9%	11.1%
Students with Disabilities	66.7%	73.3%	26.7%	86.7%	13.3%	70%	30%
English Learners	N	N	N	N	N	N	N



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This section shows information about student absences which provides important information about a school’s culture and climate. In addition, research shows that student absences impact a child’s ability to succeed in school. The New Jersey Department of Education selected chronic absenteeism as its measure of school quality and student success for the *ESSA* accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

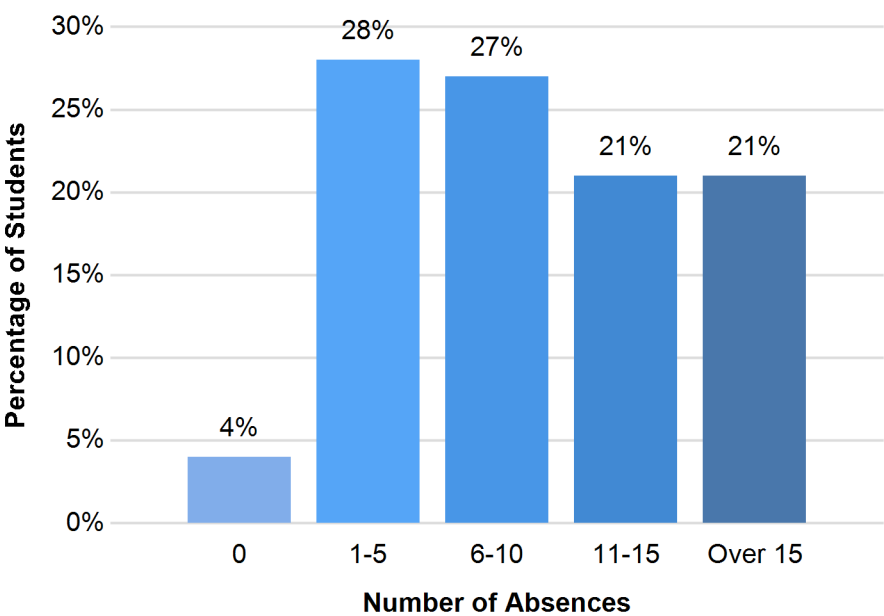
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	15.40	14.30	Not Met
White	16.30	14.30	Not Met
Hispanic	13.30	14.30	Met Target
Black or African American	22.10	14.30	Not Met
Asian, Native Hawaiian, or Pacific Islander	8.70	14.30	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	20.80	14.30	Not Met
Students with Disabilities	19.30	14.30	Not Met
English Learners	N	**	**

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

Days Absent

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





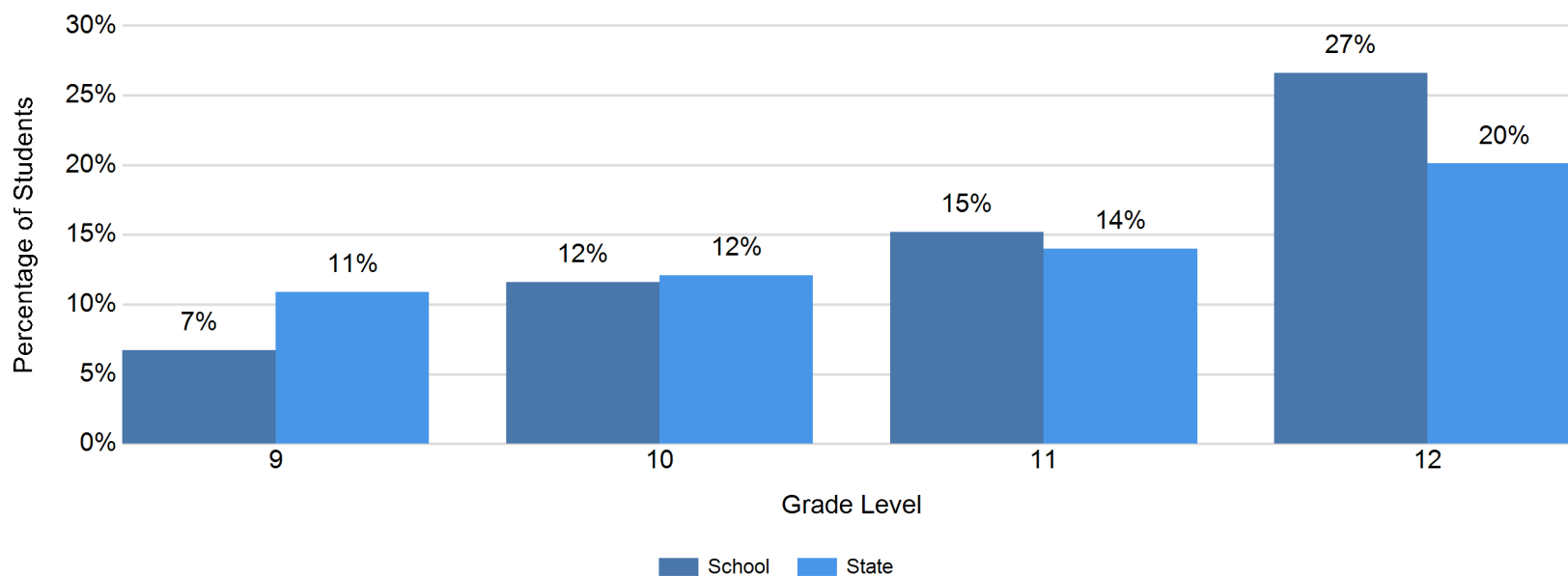
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Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





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School Day

This table shows the start and end times and length of school day for a typical student at this school. **Instructional time** is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher.

Category	School
Typical Start Time	7:30AM
Typical End Time	2:05PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	5 Hrs. 32 Mins.
Shared Time - Instructional Time	2 Hrs. 24 Mins.

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	9
Vandalism	1
Weapons	1
Substances	6
Harassment, Intimidation, Bullying (HIB)	3
Total Unique Incidents	20
Incidents Per 100 Students Enrolled	1.41

Student Suspension Rate

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

Suspension Types	% of Students
In-School Suspensions	6.3%
Out-of-School Suspensions	2.4%
Any Suspension	7.0%

Student Expulsions

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

Category	Number of Students
Expulsions	0



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Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	6.5:1	370.8 kbps	100 kbps	Yes	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$291	\$13,456	\$13,747



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

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

Teachers: All classroom teachers

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

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	120	120,724
Average years experience in public schools	11.3	11.8
Average years experience in district	9.8	10.5
Teachers in district for 4 or more years	73%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	73	9,506
Average years experience in public schools	16.4	15.9
Average years experience in district	12.1	11.6
Administrators in district for 4 or more years	80%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	12:1	13:1
Administrators	129:1	148:1
Librarian/Media Specialists		3596:1
Nurses		1079:1
Counselors		292:1
Child Study Team		432:1



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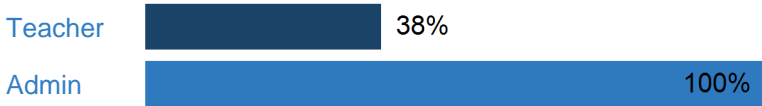
Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	91%	89%
2015-16 Administrators: Same district 2016-17	93%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	98%



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Accountability Indicator Scores and Summative Rating

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	66.9	17.5%
Mathematics Proficiency	63.9	17.5%
Graduation - 4-Year	46.8	25.0%
Graduation - 5-Year	42.1	25.0%
Chronic Absenteeism	34.5	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		50.3
Summative Rating: Percentile rank of Summative Score		50.7
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No
Requires Comprehensive Support: 4-year Graduation Rate less than or equal to 67%		No

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

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



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Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	Graduation Rate - 4-Year	Graduation Rate - 5-Year	At Risk for Consistently Underperforming Student Group
Schoolwide	50.3	6.2	No	Met Target	Met Target	Not Met	Met Target	Met Target	No
White	46.8	6.2	No	Met Target	Met Target	Not Met	Not Met	Met Goal	No
Hispanic	58.9	6.2	No	Met Target	Met Target	Met Target	Met Target	Met Target	No
Black or African American	47.9	6.2	No	Not Met	Not Met	Not Met	Not Met	Met Target	No
Asian, Native Hawaiian, or Pacific Islander	49.2	6.2	No	Met Goal	N	Met Target	Met Goal	Not Met	No
American Indian or Alaska Native	**	**	No	**	**	**	N	**	No
Two or More Races	**	**	No	**	**	**	**	N	No
Economically Disadvantaged Students	59.3	6.2	No	Met Target†	Met Target	Not Met	Met Target	Met Target	No
Students with Disabilities	57.8	6.2	No	Not Met	Met Target†	Not Met	Not Met	Not Met	No
English Learners	**	**	No	**	**	**	N	N	No

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

† Target was met within a confidence interval.



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School General Info

Principal:	Ms. Jewell	Email Address:	ljewell@frhsd.com
Address:	2 ROBERTSVILLE ROAD FREEHOLD, NJ 07728-1899	Website:	https://www.frhsd.com/Domain/12
Phone:	(732)431-8360	Facebook:	https://www.facebook.com/FreeholdRegional/
		Twitter:	https://twitter.com/FBHSathletics

School Narrative

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

 Highlights:	<ul style="list-style-type: none"> • Accredited by the Middle States Association of Colleges and Schools. • Magnet Programs: Culinary Academy, Computer Science Academy & Medical Sciences Academy • Students have access to 50 extracurricular clubs and 26 interscholastic varsity sports including sub-varsity teams.
 Mission, Vision, Theme:	<p>The Schools of the Freehold Regional High School District form a diverse and supportive community offering innovative and comprehensive programs that inspire students to maximize their potential, preparing them to navigate an evolving global society.</p>
 Awards, Recognition, Accomplishments:	<p>In 2015, 2016, and 2017 Freehold High School was recognized by "The Washington Post" as one of "America's Most Challenging High Schools." Our drama students earned recognition by both the Bucks County Playhouse and the Count Basie Theater while our Computer Science Team places in the top 10% in international competition. Historically, our seniors are awarded up to seven million dollars in academic scholarship monies and attend the most prestigious colleges and universities.</p>



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School Narrative

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Courses, Curriculum, Instruction:

Challenging and relevant curricular opportunities are offered in Business, Classical & World Languages, English Language Arts, Family & Consumer Sciences, Health & Physical Education, Math, Music, Science, Social Studies and Technology including 23 AP courses. Unique to Freehold HS are the Culinary Academy, Computer Science Academy & the Medical Science Academy. These Magnet Programs allow students to pursue their passions within the comprehensive high school.



Sports and Athletics:

Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Cross-Country (Boys & Girls), Field Hockey (Girls), Football (Boys), Golf (Boys & Girls), Gymnastics (Girls), Ice Hockey (Boys), Soccer (Boys & Girls), Softball (Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Girls), Wrestling (Boys)



Clubs and Activities:

Freehold High School offers students the opportunity to participate in over fifty clubs and activities. Students involved in our drama program, the band, choir, and the computer science league are acknowledged throughout the county and the state for their impressive skills and achievements.



Before and After School Programs:

Community involvement is a large part of Freehold High School culture. Our students generously give their time to youth sports teams, Habitat-for-Humanity, and Open Door. They volunteer as EMTs and tutors for elementary and middle school students. Each year several even travel out of the country to third world nations where they help to build homes or libraries for elementary schools or assist with the distribution of books and school supplies or young children in impoverished villages.








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School Narrative

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 Staff and Professional Learning:	<p>A multitude of learning opportunities are available to staff including Professional Learning Communities, ScIP committee programs, district-wide collaborative workshops, as well as training offered by professional organizations. All professional learning endeavors seek to maximize opportunities for students to develop important college and career readiness skills essential in a complex global society: critical thinking, collaboration, communication, and creativity.</p>
 Postsecondary Information:	<p>The Counseling Department provides students and parents with individualized information on college and career planning. A College and Career Counselor supports each Guidance Counselor as they collaboratively develop customized post-secondary paths for students. Students in Grades 9, 10, and 11 are administered the PSAT during the school day. Additionally, FRHSD hosts College and Career Planning Nights including a College and Career Fair, Financial Aid Planning, and Admissions Exam Planning.</p>
 Student Supports and Services:	<p>Students are supported by a comprehensive counseling staff including a Student Assistance Coordinator, College and Career Counselor, and a Guidance Supervisor. Students with an Individualized Education Plan are served by members of the Child Study Team including a School Psychologist, Social Worker, Learning Disabilities Teacher Consultant, Special Education Supervisor and a Behaviorist.</p>
 Student Health and Wellness:	<p>Students participate in a Health and Physical Education program that encourages positive student choices over the course of their high school career and beyond. Students have access to a School Counselor, Student Assistance Coordinator and other mental health experts who assist students with developing coping skills and resiliency when faced with adversity. Athletes are supported by the Athletic Trainer while the School Nurse provides required care and health information to all students.</p>
 Parent and Community Involvement:	<p>The Parent Teacher Organization works in a spirit of mutual cooperation with the school faculty to support the instructional program. The District's Special Education Advisory Council (SEAC) is a collaborative team of parents and district and school personnel that work to bring resources and information to parents of students with disabilities. Parents are provided with constant access to student grades and additional information through the Genesis Parent Portal available at www.frhhsd.com.</p>



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<div>A blue icon of a school building with a flag on top.</div> <div>Facilities:</div>	<p>Freehold High School is the original school in the Freehold Regional High School District. Archived photos show the 1925 cornerstone being placed in the foundation of the original building. Over the decades, there have been several major additions, the most recent being the commercial kitchen and bakery which are part of our Culinary Academy. Recent upgrades include updated science labs, technology classrooms, three computer labs, and modernized collaborative learning spaces.</p>
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School Narrative

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Other Information:

Freehold High School is one of six schools that comprise the Freehold Regional High School District. Our “commitment to excellence” is reflected in the actions and decisions of the administrators, teachers and students and it serves as both anchor and compass for the larger school community. Freehold High School students have a wide variety of courses from which to choose. In addition, the school is the location of the District’s Medical Science Specialized Learning Center as well as the Culinary Academy and Computer Science Career Academy. The Medical Science Learning Center curriculum is designed for highly motivated, gifted students and has a strong emphasis on the biological sciences. Students complete advanced studies in biochemistry, anatomy, physiology, research and statistics. The four-year Computer Science Academy prepares students for post-secondary studies in computer science or computer programming, while the Culinary Arts and Hospitality Management curriculum provides the foundation for students interested in careers in food service and/or restaurant management. The curriculum includes hands-on experiences in the operation of a functioning restaurant, the Five Star Café, which is open to the public. To foster excellence, all courses are consistently evaluated and reviewed. Consequently, Freehold High School students routinely score well on Advanced Placement exams and the SAT and ACT. Each year, a number of students are chosen to participate in the prestigious Governor’s School Summer Enrichment Programs, while others earn distinction as a National Merit Scholarship Commended Student, Semifinalist, or Finalist. Freehold High School’s teaching staff value continuing education and embrace opportunities for professional growth and development to improve pedagogy and student learning.




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

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

Navigating through the reports:

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

Other Resources:

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



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Footnotes

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

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



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Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
9	518	490	482
10	531	513	488
11	497	512	494
12	510	480	515
Ungraded	36	47	47
Total	2092	2042	2026

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	51%	50%	50%
Male	49%	50%	50%
Economically Disadvantaged Students	10%	10%	10%
Students with Disabilities	14%	14%	14%
English Learners	0%	0%	0%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	76.4%
Hispanic	10.1%
Asian	7.8%
Black or African American	4.9%
Native Hawaiian or Pacific Islander	0.3%
American Indian or Alaska Native	0.1%
Two or More Races	0.4%

Enrollment Trends by Full and Shared Time

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

Enrollment Status	2016-17
Full Time Students	2006
Shared Time Students	39
Full Time Equivalent	2026

Enrollment by Home Language

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

Home Language	% of Students
English	92.8%
Spanish	3.1%
Other	3.3%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	902	93.7	49.70	52.90	54.90	48.9	26.9	Met Target
White	686	92.9	49.80	53.70	63.90	48.6	25.2	Met Target
Hispanic	104	99.1	41.30	37.60	39.80	41.3	32	Met Target
Black or African American	40	97.8	40.00	*	35.20	40	24	Met Target
Asian, Native Hawaiian, or Pacific Islander	68	93.3	67.70	73.90	80.70	66.3	40	Met Target
American Indian or Alaska Native	*	*	*	50.00	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	448	92.8	58.70	63.10	62.20	57.2		
Male	454	94.7	40.80	44.00	48.10	40.5		
Economically Disadvantaged Students	90	94.0	28.90	34.00	36.20	*	24	Met Target
Non-Economically Disadvantaged Students	812	93.7	51.90	55.40	65.80	*		
Students with Disabilities	126	91.6	*	*	20.50	*	12.2	Not Met
Students without Disabilities	776	94.1	*	*	61.90	*		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	N	N	N	50.00	24.80	N		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	488	755	757	749	7%	11%	25%	43%	15%	57%	52%
White	371	756	758	757	6%	10%	26%	44%	15%	59%	62%
Hispanic	55	738	738	733	*	*	27%	35%	*	42%	35%
Black or African American	25	747	745	730	*	*	*	44%	*	48%	30%
Asian, Native Hawaiian, or Pacific Islander	35	777	*	777	*	0%	*	43%	34%	77%	80%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	49%
Two or More Races	*	*	*	746	*	*	*	*	*	*	48%
Female	251	764	765	756	*	*	21%	48%	21%	69%	60%
Male	237	745	749	741	*	*	30%	38%	8%	46%	43%
Economically Disadvantaged Students	40	732	734	731	*	*	38%	28%	*	30%	32%
Non-Economically Disadvantaged Students	448	757	759	758	*	*	24%	44%	*	60%	62%
Students with Disabilities	65	715	722	714	*	*	*	*	*	*	13%
Students without Disabilities	423	761	762	754	*	*	*	*	*	*	58%
English Learners	N	N	N	690	N	N	N	N	N	N	*
Non-English Learners	488	755	757	752	7%	11%	25%	43%	15%	57%	*
Homeless Students	N	N	N	719	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	45%
Migrant Students	N	N	N	705	N	N	N	N	N	N	*



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	435	738	736	743	21%	16%	23%	32%	10%	41%	46%
White	328	737	735	749	21%	16%	23%	32%	8%	40%	52%
Hispanic	54	739	729	728	20%	*	26%	28%	*	39%	34%
Black or African American	18	715	725	725	*	*	*	*	0%	28%	31%
Asian, Native Hawaiian, or Pacific Islander	33	765	760	774	*	*	*	33%	30%	64%	74%
American Indian or Alaska Native	N	N	N	740	N	N	N	N	N	N	42%
Two or More Races	*	*	*	737	*	*	*	*	*	*	42%
Female	210	746	746	752	14%	12%	26%	37%	11%	48%	54%
Male	225	731	728	734	26%	19%	20%	26%	9%	35%	39%
Economically Disadvantaged Students	47	727	*	726	28%	*	21%	30%	*	32%	32%
Non-Economically Disadvantaged Students	388	740	*	751	20%	*	23%	32%	*	42%	54%
Students with Disabilities	59	698	706	704	*	*	*	*	*	*	12%
Students without Disabilities	376	745	743	749	*	*	*	*	*	*	52%
English Learners	N	N	N	681	N	N	N	N	N	N	*
Non-English Learners	435	738	*	745	21%	16%	23%	32%	10%	41%	*
Homeless Students	*	*	*	715	*	*	*	*	*	*	21%
Students in Foster Care	N	N	N	710	N	N	N	N	N	N	20%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	694	N	N	N	N	N	N	*



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	281	712	717	736	40%	26%	20%	*	*	14%	38%
White	212	713	717	738	38%	25%	24%	*	*	14%	40%
Hispanic	33	707	713	731	46%	33%	*	*	0%	15%	34%
Black or African American	13	704	720	728	*	*	0%	*	0%	15%	30%
Asian, Native Hawaiian, or Pacific Islander	21	712	717	756	*	*	*	*	*	*	58%
American Indian or Alaska Native	*	*	*	731	*	*	*	*	*	*	30%
Two or More Races	*	*	*	731	*	*	*	*	*	*	36%
Female	110	720	727	744	26%	32%	24%	*	*	19%	46%
Male	171	706	711	729	49%	23%	18%	*	*	11%	31%
Economically Disadvantaged Students	35	698	711	729	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	246	713	718	740	*	*	*	*	*	*	42%
Students with Disabilities	62	699	706	709	*	*	*	*	*	*	12%
Students without Disabilities	219	715	721	741	*	*	*	*	*	*	43%
English Learners	N	N	N	699	N	N	N	N	N	N	*
Non-English Learners	281	712	718	737	40%	26%	20%	*	*	14%	*
Homeless Students	N	N	N	722	N	N	N	N	N	N	24%
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	19%
Military-Connected Students	N	N	N	723	N	N	N	N	N	N	24%
Migrant Students	N	N	N	713	N	N	N	N	N	N	26%

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

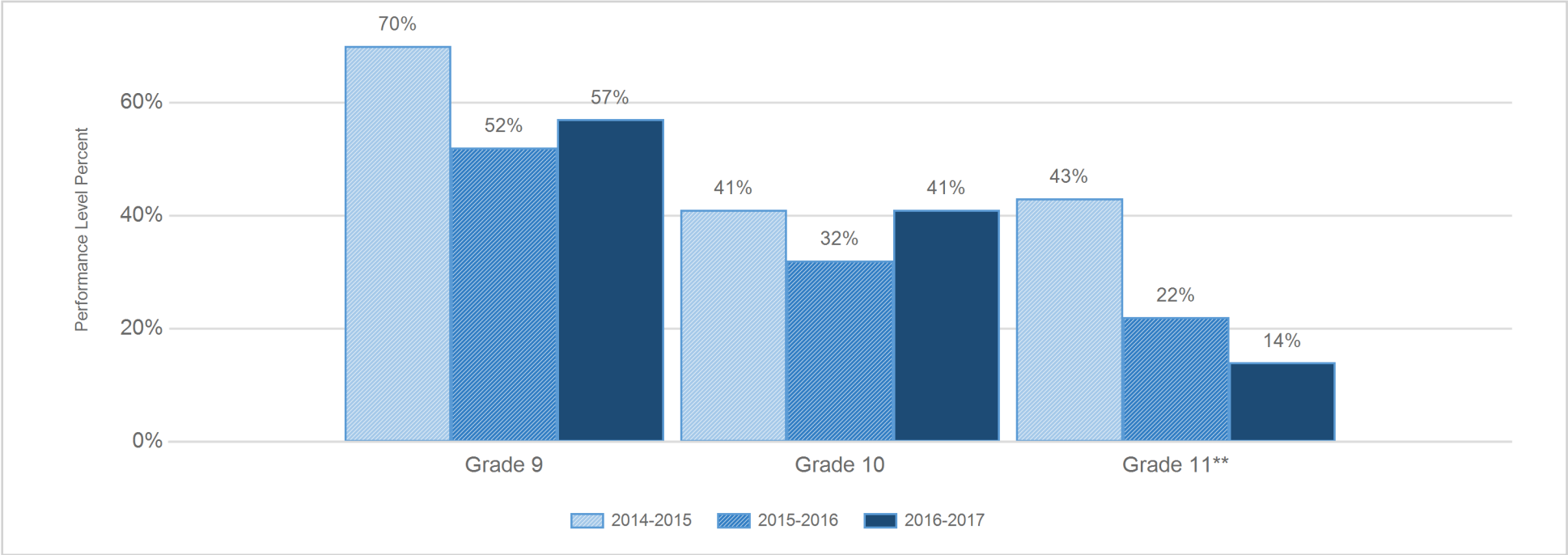


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English Language Arts/Literacy Assessment - Performance Trends

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



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



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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	890	94.1	39.80	37.30	43.50	39.4	21.1	Met Target
White	678	93.2	40.70	37.90	52.40	39.9	20.1	Met Target
Hispanic	105	100.0	26.70	21.50	27.60	26.7	18	Met Target
Black or African American	38	97.7	26.30	*	21.70	26.3	14.7	Met Target
Asian, Native Hawaiian, or Pacific Islander	65	94.4	60.00	64.40	75.60	59.5	39.5	Met Target
American Indian or Alaska Native	*	*	*	*	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	443	92.9	40.20	37.80	44.10	39.2		
Male	447	95.5	39.40	36.80	42.90	39.4		
Economically Disadvantaged Students	89	92.9	24.70	20.00	25.10	*	17.2	Met Target
Non-Economically Disadvantaged Students	801	94.3	41.50	39.50	54.30	*		
Students with Disabilities	126	93.6	*	10.00	16.50	*	5	Met Target
Students without Disabilities	764	94.2	*	42.90	48.80	*		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	N	N	N	*	15.10	N		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	292	740	736	743	*	16%	40%	36%	*	36%	42%
White	212	740	738	751	6%	18%	41%	35%	0%	35%	52%
Hispanic	38	733	724	728	*	*	45%	29%	0%	29%	24%
Black or African American	24	734	727	724	*	*	*	*	0%	38%	19%
Asian, Native Hawaiian, or Pacific Islander	16	759	750	774	0%	*	*	*	*	63%	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	*	*	*	741	*	*	*	*	*	*	41%
Female	139	742	738	744	*	15%	38%	40%	*	40%	43%
Male	153	738	733	741	*	16%	42%	33%	*	33%	40%
Economically Disadvantaged Students	33	730	722	727	*	*	33%	*	*	27%	23%
Non-Economically Disadvantaged Students	259	741	738	751	*	*	41%	*	*	38%	52%
Students with Disabilities	63	720	718	714	*	*	*	*	*	*	10%
Students without Disabilities	229	745	740	747	*	*	*	*	*	*	47%
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	292	740	736	745	*	16%	40%	36%	*	36%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	*	*	*	711	*	*	*	*	*	*	*
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%



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Mathematics Assessment - Performance by Test: Geometry

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	456	740	737	734	*	15%	46%	34%	*	35%	30%
White	354	740	738	740	*	14%	46%	35%	*	36%	38%
Hispanic	59	734	727	722	*	19%	59%	17%	*	17%	14%
Black or African American	16	729	723	719	0%	*	*	*	0%	19%	*
Asian, Native Hawaiian, or Pacific Islander	26	758	*	758	0%	*	*	69%	*	77%	65%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	29%
Two or More Races	*	*	*	733	*	*	*	*	*	*	32%
Female	226	742	739	735	*	14%	47%	36%	*	37%	31%
Male	230	738	736	733	*	17%	44%	33%	*	33%	30%
Economically Disadvantaged Students	51	729	*	721	*	33%	39%	22%	*	22%	13%
Non-Economically Disadvantaged Students	405	741	*	740	*	13%	46%	36%	*	37%	39%
Students with Disabilities	65	717	716	711	*	*	*	*	*	*	*
Students without Disabilities	391	744	741	738	*	*	*	*	*	*	*
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	456	740	*	735	*	15%	46%	34%	*	35%	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	727	N	N	N	N	N	N	15%
Migrant Students	N	N	N	704	N	N	N	N	N	N	*



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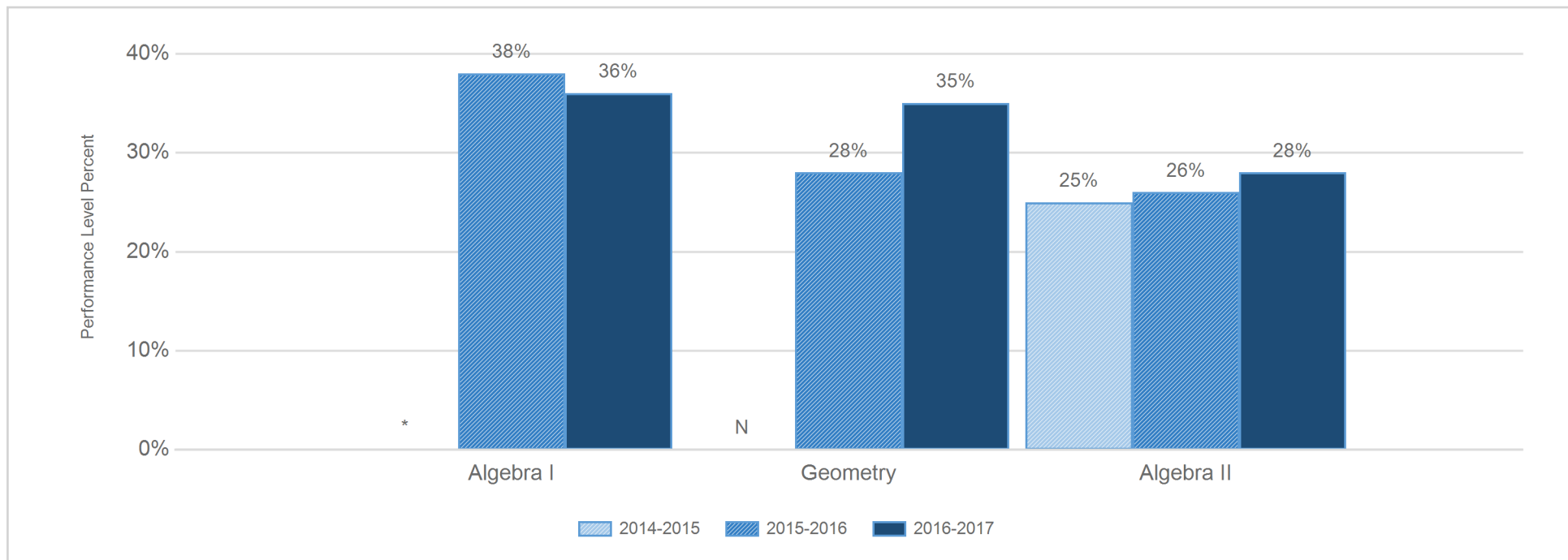
Mathematics Assessment - Performance by Test: Algebra II

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	384	728	731	725	25%	25%	*	27%	*	28%	28%
White	289	729	729	731	23%	24%	*	29%	*	30%	33%
Hispanic	42	715	720	710	31%	38%	*	*	0%	19%	14%
Black or African American	12	707	707	703	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	38	734	*	761	*	*	32%	26%	*	29%	62%
American Indian or Alaska Native	*	*	*	715	*	*	*	*	*	*	20%
Two or More Races	*	*	*	718	*	*	*	*	*	*	25%
Female	178	728	731	725	*	26%	*	28%	*	29%	27%
Male	206	727	730	725	*	25%	*	26%	*	28%	29%
Economically Disadvantaged Students	35	711	715	708	*	31%	*	*	*	14%	13%
Non-Economically Disadvantaged Students	349	729	732	733	*	25%	*	*	*	30%	35%
Students with Disabilities	40	694	695	692	*	*	*	*	*	*	*
Students without Disabilities	344	732	735	729	*	*	*	*	*	*	*
English Learners	N	N	N	692	N	N	N	N	N	N	*
Non-English Learners	384	728	*	726	25%	25%	*	27%	*	28%	*
Homeless Students	N	N	N	702	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	692	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	710	N	N	N	N	N	N	14%
Migrant Students	N	N	N	702	N	N	N	N	N	N	14%

Mathematics Assessment – Performance Trends

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





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Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	N	N	N
2	N	N	N
3	N	N	N
4	N	N	N
5+	N	N	N



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

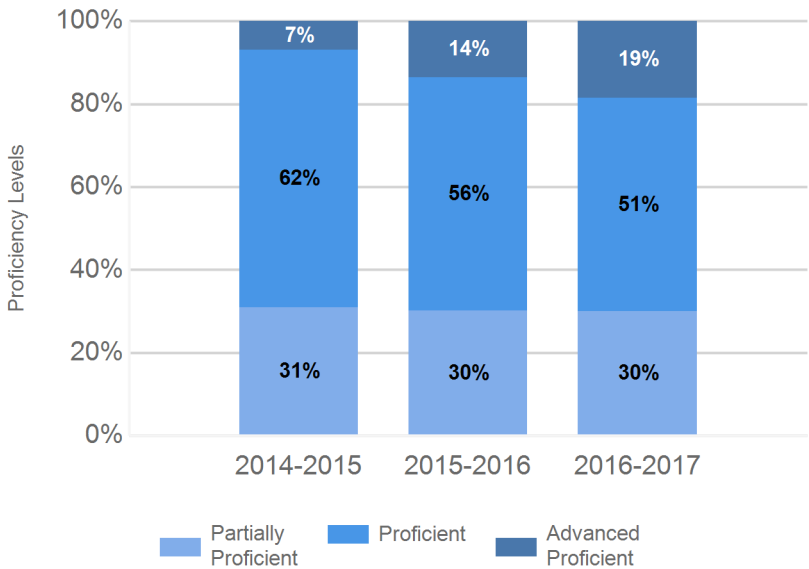
Biology Assessment - Performance

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	16%	42%	42%
Schoolwide	19%	51%	30%
White	18%	54%	28%
Hispanic	12%	37%	52%
Black or African American	7%	*	*
Asian, Native Hawaiian, or Pacific Islander	46%	46%	9%
American Indian or Alaska Native	N	N	N
Two or More Races	N	*	*
Economically Disadvantaged Students	12%	33%	55%
Students with Disabilities	6%	13%	81%
English Learners	N	N	N

Biology Assessment - Proficiency Trends

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





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

PSAT/SAT/ACT - Participation

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

Test	% of Students in School	% of Students in State
Percentage of students taking the PSAT	100.0%	89.4%
Percentage of students taking the SAT	100.0%	70.0%
Percentage of students taking the ACT	33.6%	28.3%

PSAT/SAT/ACT - Performance

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

Test	School Average Score	State Average Score	College Readiness Benchmarks	School - % of Students scoring at or above Benchmark	State - % of Students scoring at or above Benchmark
PSAT - Reading and Writing	501	481	Varies By Grade	74%	67%
PSAT - Math	499	483	Varies By Grade	58%	49%
SAT - Reading and Writing	582	551	480	92%	77%
SAT - Math	576	552	530	73%	58%
ACT - Reading	26	24	22	77%	65%
ACT - English	25	24	18	94%	79%
ACT - Math	25	24	22	78%	65%
ACT - Science	24	23	23	66%	54%



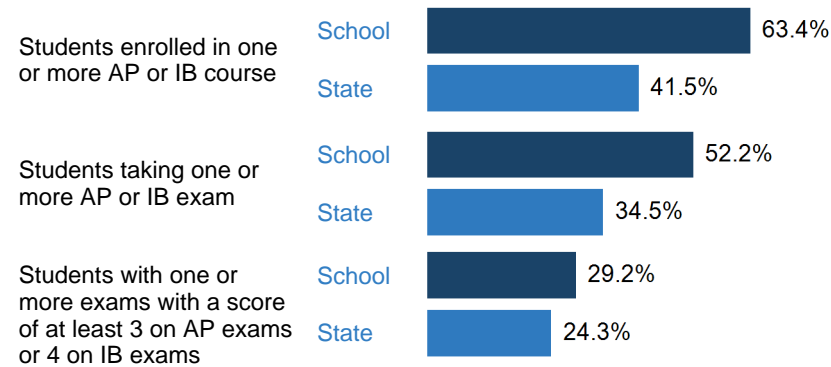
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate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

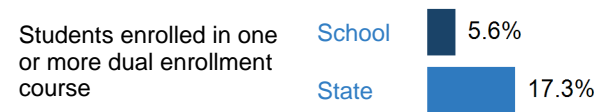
AP/IB Coursework – Participation and Performance

This chart shows the percentage of students out of all 11th and 12th grade students in the school and across the state, who enrolled in one or more AP or IB course, the percentage that took one or more AP or IB exam, and the percentage of students taking one or more exams who received at least one score of at least 3 on AP exams or 4 on IB exams.



Dual Enrollment Coursework - Participation

This graph shows the percentage students enrolled in at least one **dual enrollment** course in the school and across the state. **Dual enrollment** courses allow high school students to enroll in college courses for credit prior to their high school graduation.



AP/ IB Courses Offered

This table shows the students enrolled in AP/IB courses and the corresponding exams that were taken. Students do not need to take a course to take the exam and not all students enrolled in a course take the exam. The last two rows show the total number of exams taken and the number of exams with scores of at least 3 on AP exams or 4 on IB exams. In the last two rows, students taking multiple exams are counted more than once.

AP/IB Course	Students Enrolled	Students Tested
AP Biology	45	35
AP Calculus AB	99	58
AP Calculus BC	8	7
AP Comparative Government and Politics	30	27
AP Computer Science A	41	25
AP Computer Science Principles	0	5
AP English Language and Composition	58	57
AP English Literature and Composition	64	31
AP Environmental Science	0	32
AP European History	0	1
AP Human Geography	59	39
AP Italian Language and Culture	2	2
AP Latin (Virgil Catullus and Horace)	10	6
AP Macroeconomics	0	23
AP Microeconomics	0	34
AP Physics 1	0	36
AP Physics 2	0	4
AP Physics B	61	0
AP Physics C: Mechanics	0	2
AP Psychology	109	71



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AP/IB Course	Students Enrolled	Students Tested
AP Spanish Language	15	12
AP Statistics	75	53
AP Studio Art—Drawing Portfolio	3	2
AP U.S. Government and Politics	85	58
AP U.S. History	215	199
IB Art/Design	30	15
IB Biology	40	24
IB Classical Languages—Latin	29	15
IB Design Technology	14	0
IB History	66	37
IB Information Technology in a Global Society	22	22
IB Language A (English)	66	36
IB Language B—Spanish	37	22
IB Mathematical Studies	17	12
IB Mathematics	49	25
IB Physics	26	13
IB Theory of Knowledge	0	37
Total Exams Taken		1077
Exams with scores of at least 3 on AP exams or 4 on IB exams		576



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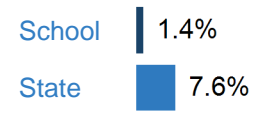
This section contains information about participation in approved **Career and Technical Education (CTE)** programs and **Structured Learning Experiences**. For more information about CTE in New Jersey, please visit <http://www.nj.gov/education/cte/>.

Career and Technical Education Participation

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

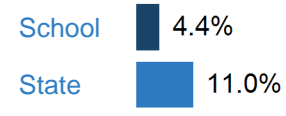
CTE Participants

(completed only one course in an approved CTE program)



CTE Concentrators

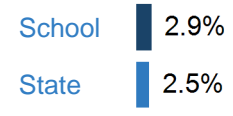
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

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

Structured Learning Experiences



Industry-Valued Credentials Earned

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

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

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



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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	284	194	5	0	0	0	71
10	9	304	145	10	1	3	5
11	2	12	239	135	12	3	57
12	0	3	12	98	94	117	151
Schoolwide	295	513	401	243	107	123	284
Enrolled in AP/IB Course					107	75	66

Science - Course Participation

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

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	458	0	0	1	0	1
10	10	433	3	41	1	1
11	21	20	27	99	304	42
12	68	2	23	45	43	193
Schoolwide	557	455	53	186	348	237
Enrolled in AP/IB Course	85	0		0	87	14



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

Social Studies and History - Course Participation

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

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	406	0	0	0	0	32
10	5	416	0	3	2	35
11	31	477	0	16	10	79
12	37	16	0	169	31	248
Schoolwide	479	909	0	188	43	394
Enrolled in AP/IB Course	66	215	0	109	0	173

World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	177	37	54	135	0	0	0
10	247	35	58	134	0	0	0
11	190	20	42	136	0	0	6
12	64	6	23	50	0	0	4
Schoolwide	678	98	177	455	0	0	10
Enrolled in AP/IB Course	52	0	2	39	0	0	0
Enrolled in Level 3 or Higher	187	34	60	129	0	0	10
Earned Seal of Biliteracy	N	N	N	N	N	N	N



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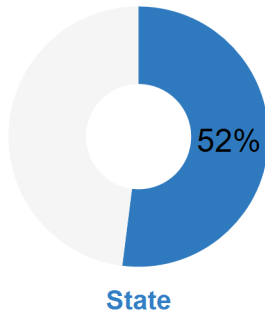
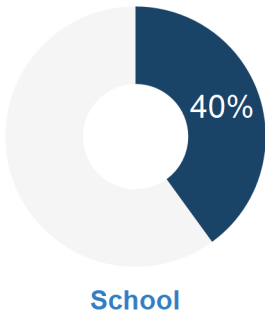
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Visual and Performing Arts – Course Participation

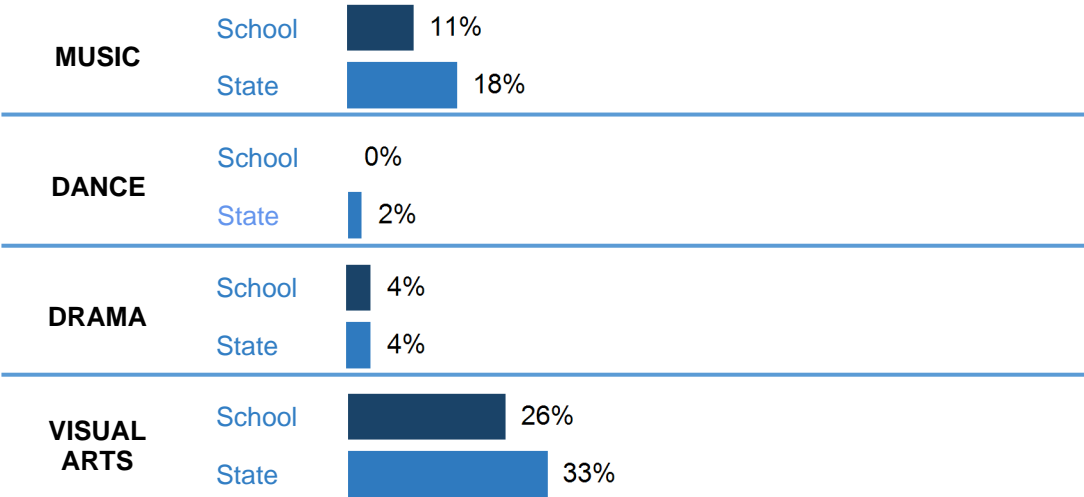
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

Grades 9-12:

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



Students enrolled in one or more classes by discipline:





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

Graduation Rates

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

Student Group	School - Class of 2017: 4 Year Rate	State - Class of 2017: 4 Year Rate	School - Class of 2016: 5 Year Rate	State - Class of 2016: 5 Year Rate	Class of 2016: 4 Year Rate	Class of 2016: 4 Year Target	Met Target?	Class of 2015: 5 Year Rate	Class of 2015: 5 Year Target	Met Target?
Schoolwide	92.8%	90.5%	94.3%	91.8%	95.0%	N	Met Goal	95.5%	N	Met Goal
White	92.7%	94.5%	95.4%	95.1%	96.1%	N	Met Goal	95.4%	N	Met Goal
Hispanic	90.6%	84.3%	*	86.3%	*	90.1%	Not Met	96.0%	N	Met Goal
Black or African American	89.3%	83.4%	93.9%	85.3%	93.9%	88.3%	Met Target	93.6%	89.6%	Met Target
Asian, Native Hawaiian or Pacific Islander	97.7%	96.6%	100.0%	97.5%	100.0%	N	Met Goal	97.6%	N	Met Goal
American Indian or Alaska Native	*	92.3%	N	86.6%	N	N	N	N	N	N
Two or More Races	*	91.9%	*	93.7%	*	**	**	N	N	N
Economically Disadvantaged Students	90.9%	83.9%	87.9%	85.6%	86.2%	88.8%	Not Met	90.9%	74.6%	Met Target
Students with Disabilities	68.8%	78.8%	71.2%	82.1%	77.6%	82.3%	Not Met	83.7%	78.0%	Met Target
English Learners	N	76.1%	N	79.7%	N	N	N	*	**	**
Homeless Students	*	73.2%	N	74.4%	N	N	N	N		

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

Graduation Rate Trends

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

Class of	4-Year Rate	5-Year Rate
2017	92.8%	-
2016	95.0%	94.3%
2015	93.2%	95.5%

Dropout Rate Trends

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

School Year	School Rate	State Rate
2016-2017	0.6%	1.1%
2015-2016	0.7%	1.1%
2014-2015	0.6%	1.1%



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

Postsecondary Enrollment Rates: Fall

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

Postsecondary Enrollment Rates: 16 month

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	71.1%	29.5%	70.5%
Schoolwide	86.1%	28.4%	71.6%
White	88.6%	26.2%	73.8%
Hispanic	63.8%	46.7%	53.3%
Black or African American	83.3%	45%	55%
Asian, Native Hawaiian, or Pacific Islander	88.1%	24.3%	75.7%
American Indian or Alaska Native	*	0%	*
Two or More Races	*	*	*
Economically Disadvantaged Students	83.3%	45%	55%
Students with Disabilities	83.7%	53.7%	46.3%
English Learners	N	N	N

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	76.1%	33.6%	66.5%	73.6%	26.4%	65.5%	34.6%
Schoolwide	89.5%	35.2%	64.8%	72.1%	27.9%	67.4%	32.6%
White	90.8%	32.6%	67.4%	71.2%	28.8%	65.6%	34.4%
Hispanic	78.6%	63.6%	36.4%	78.8%	21.2%	78.8%	21.2%
Black or African American	83.9%	50%	50%	76.9%	23.1%	73.1%	26.9%
Asian, Native Hawaiian, or Pacific Islander	93.8%	20%	80%	70%	30%	70%	30%
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N
Economically Disadvantaged Students	78.3%	55.6%	44.4%	83.3%	16.7%	83.3%	16.7%
Students with Disabilities	88.1%	86.5%	13.5%	89.2%	10.8%	94.6%	5.4%
English Learners	N	N	N	N	N	N	N



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This section shows information about student absences which provides important information about a school’s culture and climate. In addition, research shows that student absences impact a child’s ability to succeed in school. The New Jersey Department of Education selected chronic absenteeism as its measure of school quality and student success for the *ESSA* accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

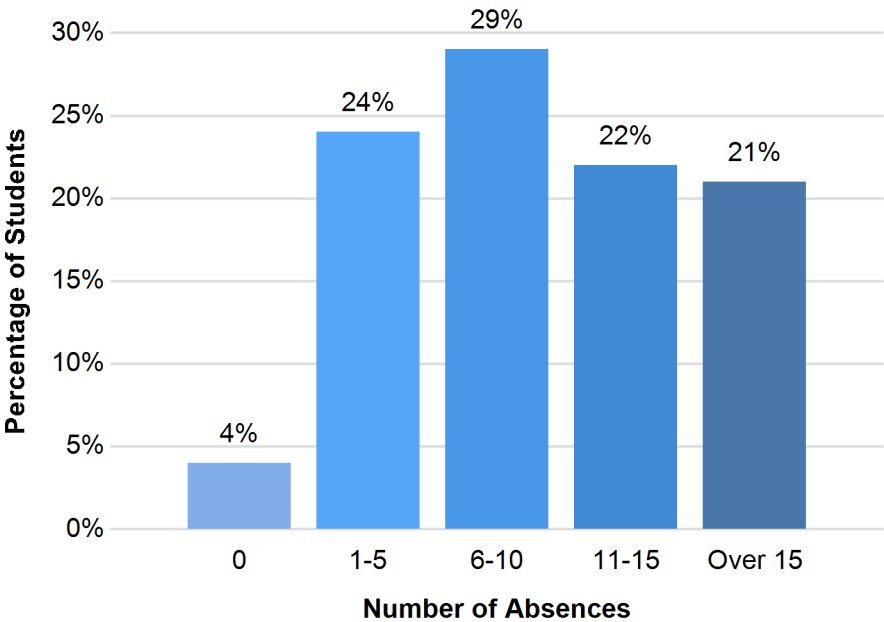
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	14.90	14.30	Not Met
White	14.50	14.30	Not Met
Hispanic	18.60	14.30	Not Met
Black or African American	15.50	14.30	Not Met
Asian, Native Hawaiian, or Pacific Islander	12.70	14.30	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	29.10	14.30	Not Met
Students with Disabilities	24.10	14.30	Not Met
English Learners	N	**	**

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

Days Absent

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



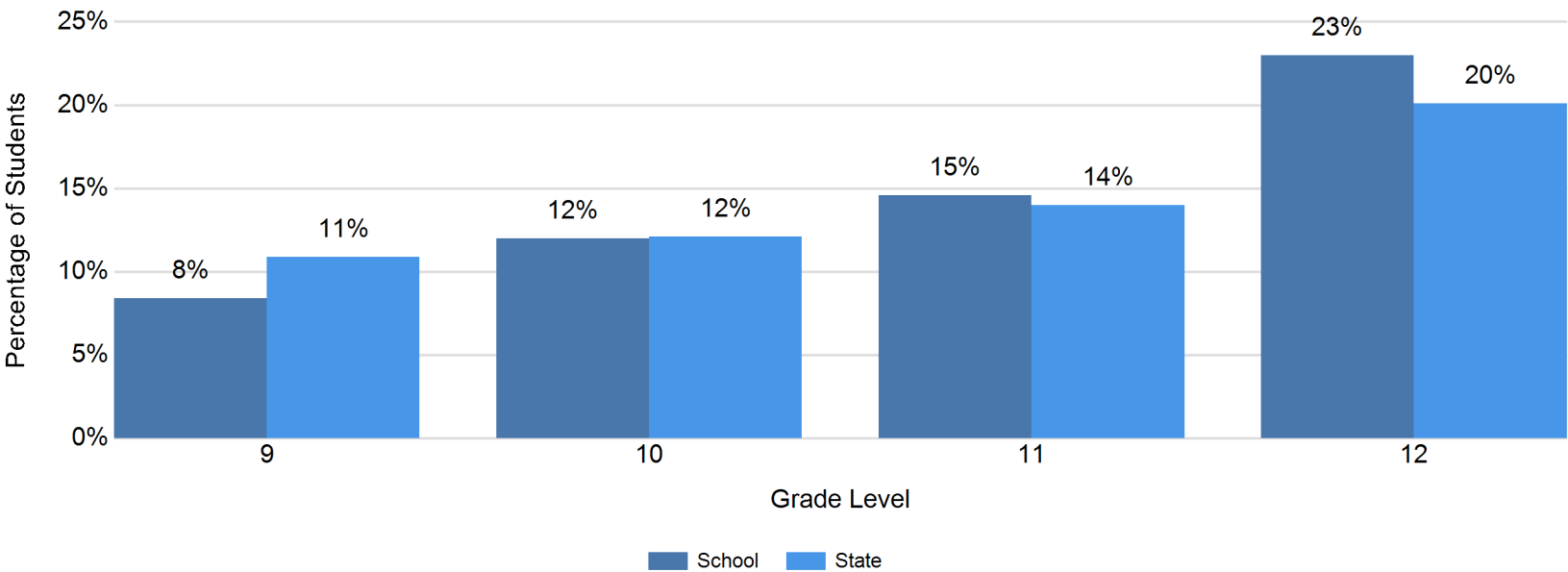


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Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





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School Day

This table shows the start and end times and length of school day for a typical student at this school. **Instructional time** is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher.

Category	School
Typical Start Time	8:25AM
Typical End Time	3:00PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	5 Hrs. 32 Mins.
Shared Time - Instructional Time	2 Hrs. 24 Mins.

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	10
Vandalism	1
Weapons	3
Substances	12
Harassment, Intimidation, Bullying (HIB)	11
Total Unique Incidents	37
Incidents Per 100 Students Enrolled	1.83

Student Suspension Rate

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

Suspension Types	% of Students
In-School Suspensions	4.0%
Out-of-School Suspensions	2.6%
Any Suspension	4.7%

Student Expulsions

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

Category	Number of Students
Expulsions	0



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Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	6.3:1	370.8 kbps	100 kbps	Yes	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$291	\$13,456	\$13,747



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

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

Teachers: All classroom teachers

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

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	143	120,724
Average years experience in public schools	12.4	11.8
Average years experience in district	12.1	10.5
Teachers in district for 4 or more years	85%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	73	9,506
Average years experience in public schools	16.4	15.9
Average years experience in district	12.1	11.6
Administrators in district for 4 or more years	80%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	14:1	13:1
Administrators	184:1	148:1
Librarian/Media Specialists		3596:1
Nurses		1079:1
Counselors		292:1
Child Study Team		432:1



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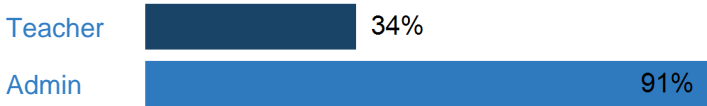
Teachers and Administrators - Level of Education

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

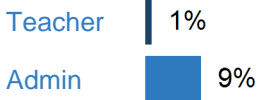
Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	91%	89%
2015-16 Administrators: Same district 2016-17	93%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	98%



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Accountability Indicator Scores and Summative Rating

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	48.7	17.5%
Mathematics Proficiency	71.0	17.5%
Graduation - 4-Year	54.9	25.0%
Graduation - 5-Year	56.8	25.0%
Chronic Absenteeism	31.1	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		53.5
Summative Rating: Percentile rank of Summative Score		54.6
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No
Requires Comprehensive Support: 4-year Graduation Rate less than or equal to 67%		No

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

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



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Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	Graduation Rate - 4-Year	Graduation Rate - 5-Year	At Risk for Consistently Underperforming Student Group
Schoolwide	53.5	6.2	No	Met Target	Met Target	Not Met	Met Goal	Met Goal	No
White	47.8	6.2	No	Met Target	Met Target	Not Met	Met Goal	Met Goal	No
Hispanic	60.1	6.2	No	Met Target	Met Target	Not Met	Not Met	Met Goal	No
Black or African American	74.4	6.2	No	Met Target	Met Target	Not Met	Met Target	Met Target	No
Asian, Native Hawaiian, or Pacific Islander	45.2	6.2	No	Met Target	Met Target	Met Target	Met Goal	Met Goal	No
American Indian or Alaska Native	**	**	No	**	**	**	N	N	No
Two or More Races	**	**	No	**	**	**	**	N	No
Economically Disadvantaged Students	50.9	6.2	No	Met Target	Met Target	Not Met	Not Met	Met Target	No
Students with Disabilities	40.6	6.2	No	Not Met	Met Target	Not Met	Not Met	Met Target	No
English Learners	**	**	No	**	**	**	N	**	No

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

† Target was met within a confidence interval.



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School General Info

Principal:	Ms. Higley	Email Address:	ehigley@frhsd.com
Address:	281 ELTON ADELPHIA ROAD FREEHOLD TWP., NJ 07728-1899	Website:	https://www.frhsd.com/Domain/11
Phone:	(732)431-8460	Facebook:	https://www.facebook.com/FreeholdRegional/

School Narrative

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

 Highlights:	<ul style="list-style-type: none"> • Accredited by the Middle States Association of Colleges and Schools. • Magnet Programs: Center for Global Studies, Animal & Botanical Sciences, International Baccalaureate World School • Students have access to 60 extracurricular clubs and 26 interscholastic varsity sports including sub-varsity teams.
 Mission, Vision, Theme:	<p>The Schools of the Freehold Regional High School District form a diverse and supportive community offering innovative and comprehensive programs that inspire students to maximize their potential, preparing them to navigate an evolving global society</p>
 Awards, Recognition, Accomplishments:	<p>Freehold Township High School is recognized as an International Baccalaureate World School. We have been name by the Anti-Defamation League as a No Place for Hate School for four years in a row and have been designated as one of America's most challenging High Schools by the Washington Post. The Workplace Training Program received an Innovations in Special Education Award from the New Jersey School Boards Association and ASAH, an organization representing private special education schools.</p>



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Courses, Curriculum, Instruction:

Challenging and relevant curricular opportunities are offered in Business, Classical & World Languages, English Language Arts, Family & Consumer Sciences, Health & Physical Education, Math, Music, Science, Social Studies and Technology including 23 AP courses. Unique to Freehold Township HS are the Center for Global Studies and Animal & Botanical Sciences. These Magnet Programs allow students to pursue their passions within the comprehensive high school.



Sports and Athletics:

Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Boys & Girls), Cross-Country (Boys & Girls), Field Hockey (Girls), Football (Boys), Golf (Boys), Gymnastics (Girls), Ice Hockey (Boys & Girls), Lacrosse (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Wrestling (Boys)

The Athletic program includes 26 interscholastic varsity sports including Cheerleading and Dance, many with sub-varsity levels. Our sports teams compete in the highly competitive A-North Division of the Shore Conference and have won countless A-North Titles and State Championships



Clubs and Activities:

Freehold Township High School offers 60 clubs and activities that support the various academic offerings. The Student Government, Human Relations Commission, Patriot Pals, Forensics Team, International Thespian Society, Technology Student Association, music ensembles, National Honor Society, and Distributive Education Clubs of America, among others are essential and integral to the delivery of the total educational process.








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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.

 Staff and Professional Learning:	<p>A multitude of learning opportunities are available to staff including Professional Learning Communities, ScIP committee programs, district-wide collaborative workshops, as well as training offered by professional organizations. All professional learning endeavors seek to maximize opportunities for students to develop important college and career readiness skills essential in a complex global society: critical thinking, collaboration, communication, and creativity.</p>
 Postsecondary Information:	<p>The Counseling Department provides students and parents with individualized information on college and career planning. A College and Career Counselor supports each Guidance Counselor as they collaboratively develop customized post-secondary paths for students. Students in Grades 9, 10, and 11 are administered the PSAT during the school day. Additionally, FRHSD hosts College and Career Planning Nights including a College and Career Fair, Financial Aid Planning, and Admissions Exam Planning.</p>
 Student Supports and Services:	<p>Students are supported by a comprehensive counseling staff including a Student Assistance Coordinator, College and Career Counselor, and a Guidance Supervisor. Students with an Individualized Education Plan are served by members of the Child Study Team including a School Psychologist, Social Worker, Learning Disabilities Teacher Consultant, Special Education Supervisor and a Behaviorist.</p>
 Student Health and Wellness:	<p>Students participate in a Health and Physical Education program that encourages positive student choices over the course of their high school career and beyond. Students have access to a School Counselor, Student Assistance Coordinator and other mental health experts who assist students with developing coping skills and resiliency when faced with adversity. Athletes are supported by the Athletic Trainer while the School Nurse provides required care and health information to all students.</p>
 Parent and Community Involvement:	<p>The Parent Teacher Organization at Freehold Township High School provides input and insight while supporting student programs. The District's Special Education Advisory Council (SEAC) is a collaborative team of parents and district and school personnel that work to bring resources and information to parents of students with disabilities. Parents are provided with constant access to student grades and additional information through the Genesis Parent Portal available at www.frhhsd.com.</p>



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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.

<div>A blue icon of a school building with a flag on top.</div> <div>Facilities:</div>	<p>Freehold Township High School is one of six high schools in the Freehold Regional High School District. The Patriot school community was founded in 1972 and is situated on 110 acres in western Monmouth County. Our school offers a fully functioning automotive shop, a horticultural green house, and modern learning spaces that foster collaboration and critical thinking.</p>
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Freehold Township High School
2016-2017
Grade Span 09-12

25-1650-055
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FREEHOLD REGIONAL
281 ELTON ADELPHIA ROAD
FREEHOLD TWP., NJ 07728-1899

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.



Other Information:

The educational program at Freehold Township High School encompasses more than 180 courses, organized in 13 different academic disciplines. The high school is the site of programs unique to the Freehold Regional High School District: Center for Global Studies; the Animal and Botanical Sciences Academy; the Patriot Employment Program (PEP), an employment orientation program for the developmentally disabled; and the Workplace Training Program (WTP), which offers community-based internships for special needs students. The curriculum offers access to exploratory, enrichment, and specialized courses of study in accordance with state standards and graduation requirements. Advanced Placement courses are offered in 25 areas, and through a partnership with Brookdale Community College, students can earn college credits both on and off-site. Freehold Township High School was authorized in 2015 as an International Baccalaureate (IB) World School. The International Baccalaureate Diploma Program is a comprehensive and rigorous pre-university course of studies for highly motivated 11th and 12th graders. Over 50% of our 2017 cohort earned the prestigious IB Diploma. A comprehensive, developmental school counseling program provides career, academic and social-emotional programs, as well as individual and group counseling, to assist students in reaching their full potential. Students have historically scored well on the SAT, PSAT, and Advanced Placement tests. Every year we have students recognized by the National Merit Scholarship Program. Approximately 93 percent of the Class of 2017 pursued further education at a college, university, trade, or technical school. Members of the graduating class earned over \$24 million in scholarships, grants, and financial aid. In addition, members of the graduating class earned roughly \$80,000, during their senior year through the work-study program sponsored by the school.




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

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

Navigating through the reports:

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

Other Resources:

- Review the [Parent Summary Report](#) or the [district-level report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- [Download the data](#) used in these reports.

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



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Footnotes

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

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



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Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
9	563	528	501
10	509	548	525
11	565	478	543
12	573	544	491
Ungraded	32	35	43
Total	2241	2133	2103

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	52%	54%	54%
Male	48%	46%	46%
Economically Disadvantaged Students	7%	7%	7%
Students with Disabilities	14%	13%	15%
English Learners	0%	0%	0%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	84.5%
Hispanic	6.5%
Asian	4.0%
Black or African American	3.6%
Native Hawaiian or Pacific Islander	0.2%
American Indian or Alaska Native	0.1%
Two or More Races	1.1%

Enrollment Trends by Full and Shared Time

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

Enrollment Status	2016-17
Full Time Students	2062
Shared Time Students	80
Full Time Equivalent	2102

Enrollment by Home Language

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

Home Language	% of Students
English	96.3%
Spanish	1.5%
Other	1.6%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	964	93.5	51.50	52.90	54.90	50.6	41.2	Met Target
White	802	92.7	52.20	53.70	63.90	50.9	40.3	Met Target
Hispanic	77	97.6	41.60	37.60	39.80	41.6	53	Not Met
Black or African American	33	97.1	42.40	*	35.20	42.4	29	Met Target
Asian, Native Hawaiian, or Pacific Islander	39	97.6	64.10	73.90	80.70	64.1	N	N
American Indian or Alaska Native	*	*	*	*	53.70	*	**	**
Two or More Races	*	*	*	48.90	54.90	45.5	**	**
Female	503	91.1	63.00	63.10	62.20	60.5		
Male	461	96.3	38.80	44.00	48.10	38.8		
Economically Disadvantaged Students	65	97.1	29.30	34.00	36.20	*	29.6	Met Target†
Non-Economically Disadvantaged Students	899	93.3	53.10	55.40	65.80	*		
Students with Disabilities	161	98.2	11.80	*	20.50	11.8	15.9	Met Target†
Students without Disabilities	803	92.6	59.40	*	61.90	57.9		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	N	N	N	28.60	26.40	N		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	503	758	757	749	3%	9%	25%	50%	13%	63%	52%
White	418	758	758	757	3%	10%	23%	52%	12%	64%	62%
Hispanic	41	756	738	733	*	*	34%	39%	*	51%	35%
Black or African American	18	745	745	730	*	*	*	*	*	44%	30%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	49%
Two or More Races	*	*	*	746	*	*	*	*	*	*	48%
Female	264	767	765	756	*	*	20%	55%	20%	75%	60%
Male	239	748	749	741	*	*	30%	45%	5%	50%	43%
Economically Disadvantaged Students	22	744	734	731	*	*	*	*	0%	36%	32%
Non-Economically Disadvantaged Students	481	759	759	758	*	*	*	*	13%	64%	62%
Students with Disabilities	73	724	722	714	*	*	32%	15%	0%	15%	13%
Students without Disabilities	430	764	762	754	*	*	24%	56%	15%	71%	58%
English Learners	N	N	N	690	N	N	N	N	N	N	*
Non-English Learners	503	758	757	752	3%	9%	25%	50%	13%	63%	*
Homeless Students	N	N	N	719	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	45%
Migrant Students	N	N	N	705	N	N	N	N	N	N	*



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	467	737	736	743	20%	17%	23%	32%	8%	40%	46%
White	387	737	735	749	21%	16%	23%	33%	8%	40%	52%
Hispanic	37	734	729	728	*	*	32%	*	*	32%	34%
Black or African American	16	731	725	725	*	*	*	*	*	38%	31%
Asian, Native Hawaiian, or Pacific Islander	21	746	760	774	*	*	*	*	*	52%	74%
American Indian or Alaska Native	*	*	*	740	*	*	*	*	*	*	42%
Two or More Races	*	*	*	737	*	*	*	*	*	*	42%
Female	242	750	746	752	8%	*	26%	40%	*	51%	54%
Male	225	723	728	734	33%	*	20%	24%	*	28%	39%
Economically Disadvantaged Students	35	714	*	726	37%	*	*	*	*	26%	32%
Non-Economically Disadvantaged Students	432	739	*	751	19%	*	*	*	*	41%	54%
Students with Disabilities	81	703	706	704	*	*	*	*	*	*	12%
Students without Disabilities	386	744	743	749	*	*	*	*	*	*	52%
English Learners	N	N	N	681	N	N	N	N	N	N	*
Non-English Learners	467	737	*	745	20%	17%	23%	32%	8%	40%	*
Homeless Students	N	N	N	715	N	N	N	N	N	N	21%
Students in Foster Care	*	*	*	710	*	*	*	*	*	*	20%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	694	N	N	N	N	N	N	*



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

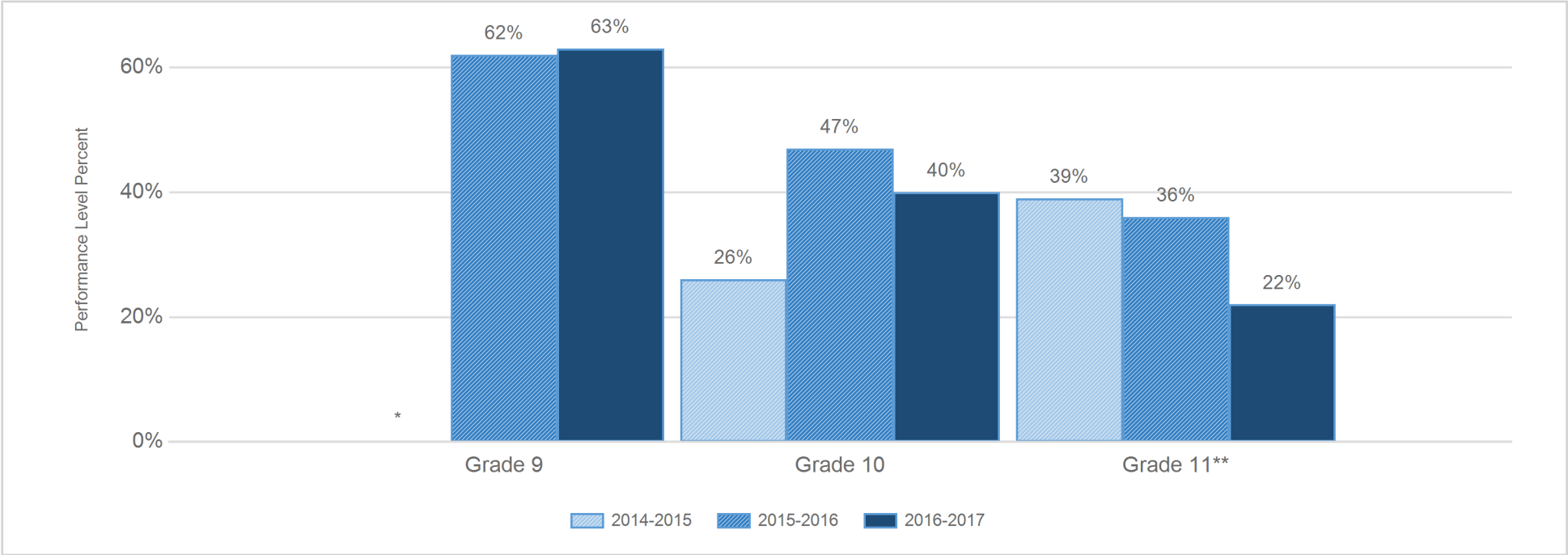
This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	370	719	717	736	36%	23%	20%	18%	4%	22%	38%
White	316	718	717	738	37%	23%	19%	*	*	21%	40%
Hispanic	25	717	713	731	40%	*	*	*	*	20%	34%
Black or African American	18	728	720	728	*	*	*	*	*	33%	30%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	756	*	*	*	*	*	*	58%
American Indian or Alaska Native	N	N	N	731	N	N	N	N	N	N	30%
Two or More Races	*	*	*	731	*	*	*	*	*	*	36%
Female	160	729	727	744	24%	24%	*	*	*	29%	46%
Male	210	711	711	729	44%	22%	*	*	*	17%	31%
Economically Disadvantaged Students	31	719	711	729	36%	*	*	*	0%	23%	32%
Non-Economically Disadvantaged Students	339	719	718	740	36%	*	*	*	4%	22%	42%
Students with Disabilities	65	710	706	709	42%	29%	17%	*	*	12%	12%
Students without Disabilities	305	721	721	741	34%	22%	20%	*	*	24%	43%
English Learners	N	N	N	699	N	N	N	N	N	N	*
Non-English Learners	370	719	718	737	36%	23%	20%	18%	4%	22%	*
Homeless Students	*	*	*	722	*	*	*	*	*	*	24%
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	19%
Military-Connected Students	N	N	N	723	N	N	N	N	N	N	24%
Migrant Students	N	N	N	713	N	N	N	N	N	N	26%

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

English Language Arts/Literacy Assessment - Performance Trends

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



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



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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	933	93.6	27.30	37.30	43.50	26.9	20.2	Met Target
White	779	92.8	27.70	37.90	52.40	27.1	19.8	Met Target
Hispanic	76	97.5	17.10	21.50	27.60	17.1	20.3	Met Target†
Black or African American	32	97.1	18.80	*	21.70	18.8	8.6	Met Target
Asian, Native Hawaiian, or Pacific Islander	34	97.2	50.00	64.40	75.60	50	N	N
American Indian or Alaska Native	*	*	*	*	42.50	*	**	**
Two or More Races	*	*	*	37.20	44.90	27.3	**	**
Female	485	90.9	30.50	37.80	44.10	29.2		
Male	448	96.6	23.80	36.80	42.90	23.8		
Economically Disadvantaged Students	66	98.5	12.10	20.00	25.10	*	8.6	Met Target
Non-Economically Disadvantaged Students	867	93.2	28.50	39.50	54.30	*		
Students with Disabilities	160	98.8	*	10.00	16.50	*	7.3	Not Met
Students without Disabilities	773	92.6	*	42.90	48.80	*		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	N	N	N	*	16.40	N		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	300	729	736	743	11%	32%	41%	17%	0%	17%	42%
White	248	729	738	751	10%	32%	41%	18%	0%	18%	52%
Hispanic	27	727	724	728	*	*	*	*	*	*	24%
Black or African American	15	727	727	724	*	*	*	*	0%	13%	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	*	*	*	741	*	*	*	*	*	*	41%
Female	155	732	738	744	*	31%	45%	18%	*	18%	43%
Male	145	725	733	741	*	32%	37%	15%	*	15%	40%
Economically Disadvantaged Students	20	722	722	727	*	50%	*	*	0%	15%	23%
Non-Economically Disadvantaged Students	280	729	738	751	*	30%	*	*	0%	17%	52%
Students with Disabilities	71	710	718	714	*	*	*	*	*	*	10%
Students without Disabilities	229	734	740	747	*	*	*	*	*	*	47%
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	300	729	736	745	11%	32%	41%	17%	0%	17%	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	13%
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%



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Mathematics Assessment - Performance by Test: Geometry

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	493	732	737	734	*	24%	40%	27%	*	27%	30%
White	408	733	738	740	*	23%	40%	27%	*	27%	38%
Hispanic	45	729	727	722	*	27%	49%	*	0%	16%	14%
Black or African American	16	719	723	719	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	19	744	*	758	*	*	*	63%	0%	63%	65%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	29%
Two or More Races	*	*	*	733	*	*	*	*	*	*	32%
Female	253	736	739	735	*	24%	39%	31%	*	32%	31%
Male	240	728	736	733	*	23%	41%	22%	*	22%	30%
Economically Disadvantaged Students	37	719	*	721	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	456	733	*	740	*	*	*	*	*	*	39%
Students with Disabilities	82	710	716	711	*	*	*	*	*	*	*
Students without Disabilities	411	737	741	738	*	*	*	*	*	*	*
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	493	732	*	735	*	24%	40%	27%	*	27%	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	*
Students in Foster Care	*	*	*	713	*	*	*	*	*	*	*
Military-Connected Students	N	N	N	727	N	N	N	N	N	N	15%
Migrant Students	N	N	N	704	N	N	N	N	N	N	*



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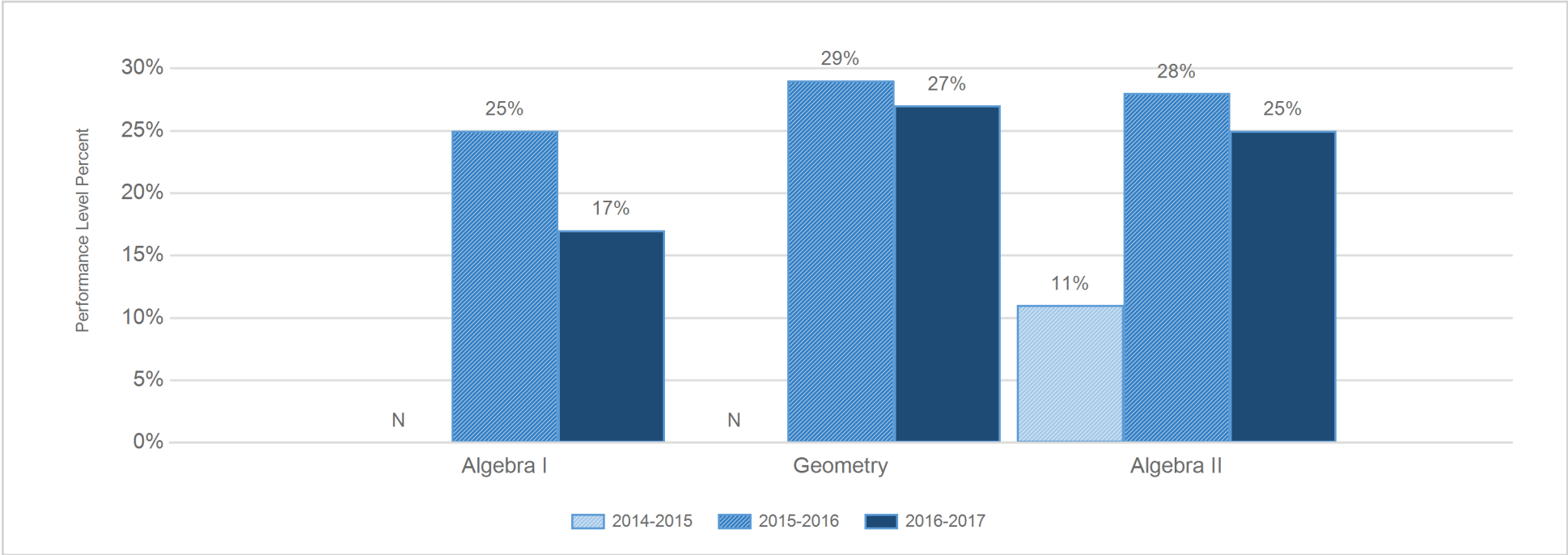
Mathematics Assessment - Performance by Test: Algebra II

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	347	717	731	725	36%	26%	*	24%	*	25%	28%
White	297	717	729	731	36%	26%	*	24%	*	24%	33%
Hispanic	22	719	720	710	*	*	*	*	*	23%	14%
Black or African American	11	724	707	703	*	*	*	*	0%	27%	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	761	*	*	*	*	*	*	62%
American Indian or Alaska Native	*	*	*	715	*	*	*	*	*	*	20%
Two or More Races	*	*	*	718	*	*	*	*	*	*	25%
Female	173	722	731	725	31%	27%	*	27%	*	28%	27%
Male	174	713	730	725	41%	24%	*	21%	*	22%	29%
Economically Disadvantaged Students	22	709	715	708	50%	*	*	*	*	23%	13%
Non-Economically Disadvantaged Students	325	718	732	733	35%	*	*	*	*	25%	35%
Students with Disabilities	26	688	695	692	*	*	*	*	*	*	*
Students without Disabilities	321	720	735	729	*	*	*	*	*	*	*
English Learners	N	N	N	692	N	N	N	N	N	N	*
Non-English Learners	347	717	*	726	36%	26%	*	24%	*	25%	*
Homeless Students	*	*	*	702	*	*	*	*	*	*	*
Students in Foster Care	N	N	N	692	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	710	N	N	N	N	N	N	14%
Migrant Students	N	N	N	702	N	N	N	N	N	N	14%

Mathematics Assessment – Performance Trends

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





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Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	N	N	N
2	N	N	N
3	N	N	N
4	N	N	N
5+	N	N	N



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

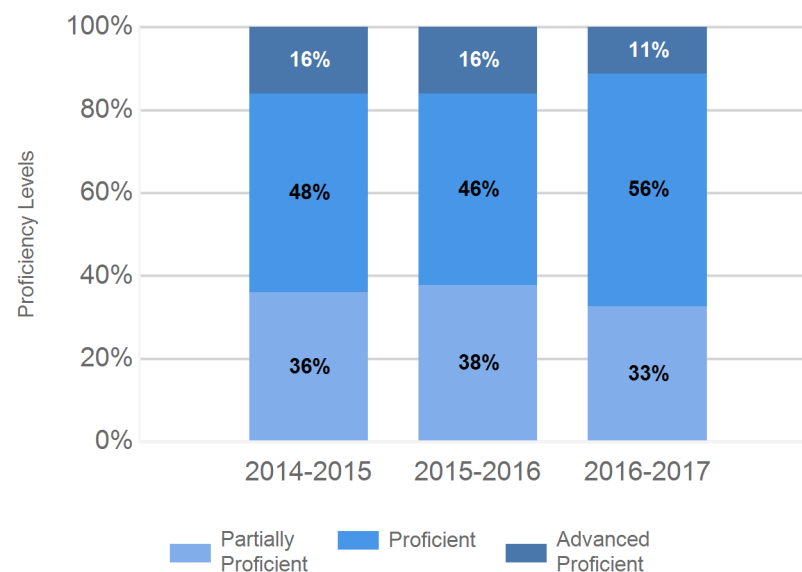
Biology Assessment - Performance

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	16%	42%	42%
Schoolwide	11%	56%	33%
White	11%	57%	32%
Hispanic	12%	48%	41%
Black or African American	12%	*	*
Asian, Native Hawaiian, or Pacific Islander	20%	70%	10%
American Indian or Alaska Native	N	N	N
Two or More Races	N	*	*
Economically Disadvantaged Students	4%	39%	57%
Students with Disabilities	3%	23%	74%
English Learners	N	N	N

Biology Assessment - Proficiency Trends

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





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

PSAT/SAT/ACT - Participation

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

Test	% of Students in School	% of Students in State
Percentage of students taking the PSAT	99.6%	89.4%
Percentage of students taking the SAT	100.0%	70.0%
Percentage of students taking the ACT	33.4%	28.3%

PSAT/SAT/ACT - Performance

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

Test	School Average Score	State Average Score	College Readiness Benchmarks	School - % of Students scoring at or above Benchmark	State - % of Students scoring at or above Benchmark
PSAT - Reading and Writing	501	481	Varies By Grade	76%	67%
PSAT - Math	502	483	Varies By Grade	57%	49%
SAT - Reading and Writing	570	551	480	89%	77%
SAT - Math	572	552	530	73%	58%
ACT - Reading	24	24	22	66%	65%
ACT - English	23	24	18	85%	79%
ACT - Math	24	24	22	69%	65%
ACT - Science	23	23	23	54%	54%



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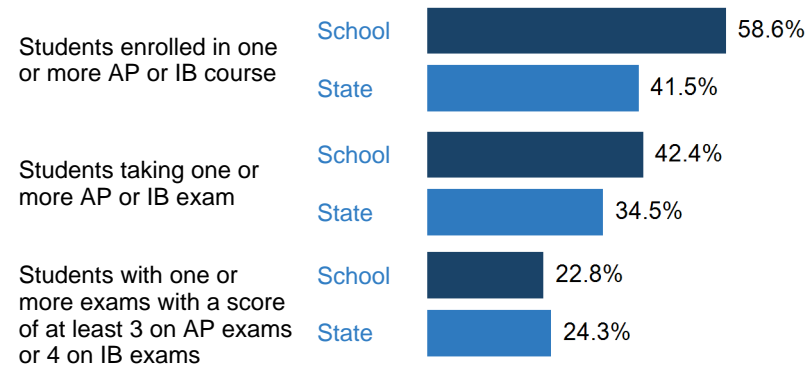
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate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

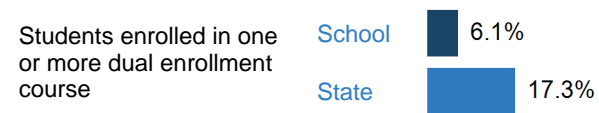
AP/IB Coursework – Participation and Performance

This chart shows the percentage of students out of all 11th and 12th grade students in the school and across the state, who enrolled in one or more AP or IB course, the percentage that took one or more AP or IB exam, and the percentage of students taking one or more exams who received at least one score of at least 3 on AP exams or 4 on IB exams.



Dual Enrollment Coursework - Participation

This graph shows the percentage students enrolled in at least one **dual enrollment** course in the school and across the state. **Dual enrollment** courses allow high school students to enroll in college courses for credit prior to their high school graduation.



AP/ IB Courses Offered

This table shows the students enrolled in AP/IB courses and the corresponding exams that were taken. Students do not need to take a course to take the exam and not all students enrolled in a course take the exam. The last two rows show the total number of exams taken and the number of exams with scores of at least 3 on AP exams or 4 on IB exams. In the last two rows, students taking multiple exams are counted more than once.

AP/IB Course	Students Enrolled	Students Tested
AP Art—History of Art	0	1
AP Biology	109	62
AP Calculus AB	81	45
AP Calculus BC	22	20
AP Chemistry	57	41
AP Computer Science A	45	22
AP English Language and Composition	77	102
AP English Literature and Composition	96	43
AP Environmental Science	46	21
AP European History	10	5
AP French Language and Culture	4	2
AP Italian Language and Culture	1	1
AP Macroeconomics	65	41
AP Microeconomics	71	39
AP Music Theory	0	1
AP Physics 1	0	111
AP Physics 2	0	5
AP Physics B	152	0
AP Physics C: Electricity and Magnetism	0	1
AP Physics C: Mechanics	0	4



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AP/IB Course	Students Enrolled	Students Tested
AP Psychology	168	82
AP Spanish Language	15	14
AP Statistics	20	9
AP Studio Art—Drawing Portfolio	1	0
AP U.S. Government and Politics	59	34
AP U.S. History	258	208
Total Exams Taken		914
Exams with scores of at least 3 on AP exams or 4 on IB exams		469



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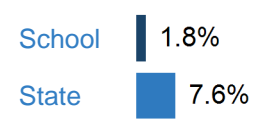
This section contains information about participation in approved **Career and Technical Education (CTE)** programs and **Structured Learning Experiences**. For more information about CTE in New Jersey, please visit <http://www.nj.gov/education/cte/>.

Career and Technical Education Participation

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

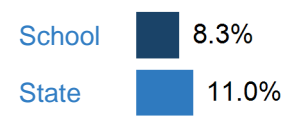
CTE Participants

(completed only one course in an approved CTE program)



CTE Concentrators

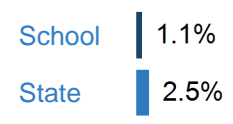
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

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

Structured Learning Experiences



Industry-Valued Credentials Earned

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

Career Cluster	Students with at least one credential earned	Industry credentials earned
Human Services	*	*
Transportation, Distribution & Logistics	*	*
Total non-duplicated number of students**	15	
Total number of credentials earned in all clusters		15

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



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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	292	168	38	0	0	0	77
10	3	336	158	31	0	1	7
11	2	9	235	159	39	0	92
12	0	1	7	79	126	19	187
Schoolwide	297	514	438	269	165	20	363
Enrolled in AP/IB Course					103	20	0

Science - Course Participation

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

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	496	0	1	0	0	0
10	6	487	0	0	0	3
11	27	27	67	25	324	71
12	83	41	30	56	26	99
Schoolwide	612	555	98	81	350	173
Enrolled in AP/IB Course	109	57		46	152	0



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

Social Studies and History - Course Participation

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

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	473	24	0	0	0	0
10	8	495	1	10	8	5
11	3	535	25	49	57	43
12	0	57	45	196	149	217
Schoolwide	484	1111	71	255	214	265
Enrolled in AP/IB Course	0	258	71	168	0	67

World Languages - Course Participation

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

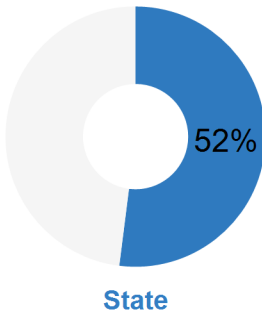
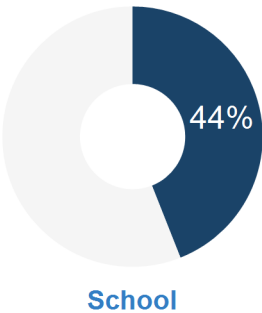
Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	302	55	79	0	0	0	0
10	334	46	100	0	0	0	0
11	157	33	48	0	0	0	0
12	31	7	16	0	0	0	0
Schoolwide	824	141	243	0	0	0	0
Enrolled in AP/IB Course	15	4	1	0	0	0	0
Enrolled in Level 3 or Higher	198	45	62	0	0	0	0
Earned Seal of Biliteracy	N	N	N	N	N	N	N

Visual and Performing Arts – Course Participation

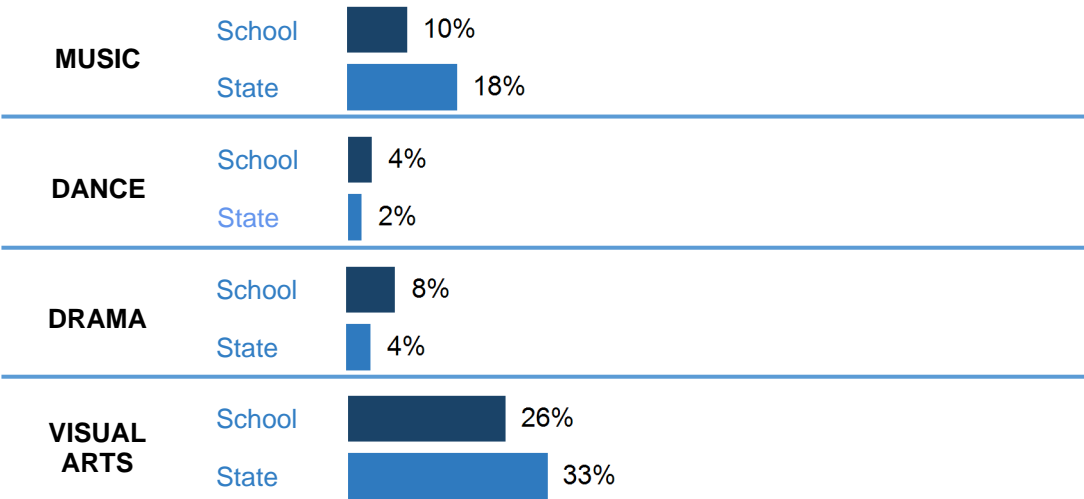
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

Grades 9-12:

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



Students enrolled in one or more classes by discipline:





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

Graduation Rates

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

Student Group	School - Class of 2017: 4 Year Rate	State - Class of 2017: 4 Year Rate	School - Class of 2016: 5 Year Rate	State - Class of 2016: 5 Year Rate	Class of 2016: 4 Year Rate	Class of 2016: 4 Year Target	Met Target?	Class of 2015: 5 Year Rate	Class of 2015: 5 Year Target	Met Target?
Schoolwide	97.9%	90.5%	98.3%	91.8%	98.5%	N	Met Goal	97.4%	N	Met Goal
White	97.8%	94.5%	98.4%	95.1%	98.6%	N	Met Goal	97.7%	N	Met Goal
Hispanic	100.0%	84.3%	96.7%	86.3%	96.7%	N	Met Goal	91.7%	96.0%	Not Met
Black or African American	*	83.4%	100.0%	85.3%	100.0%	N	Met Goal	95.2%	N	Met Goal
Asian, Native Hawaiian or Pacific Islander	100.0%	96.6%	*	97.5%	*	N	Met Goal	100.0%	**	**
American Indian or Alaska Native	N	92.3%	N	86.6%	N	N	N	N	N	N
Two or More Races	*	91.9%	*	93.7%	*	**	**	N	N	N
Economically Disadvantaged Students	95.6%	83.9%	96.0%	85.6%	96.1%	N	Met Goal	90.5%	93.4%	Not Met
Students with Disabilities	89.9%	78.8%	93.9%	82.1%	95.4%	N	Met Goal	92.0%	88.8%	Met Target
English Learners	N	76.1%	N	79.7%	N	N	N	N	N	N
Homeless Students	N	73.2%	N	74.4%	N	N	N	N		

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

Graduation Rate Trends

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

Class of	4-Year Rate	5-Year Rate
2017	97.9%	-
2016	98.5%	98.3%
2015	96.9%	97.4%

Dropout Rate Trends

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

School Year	School Rate	State Rate
2016-2017	0.3%	1.1%
2015-2016	0.2%	1.1%
2014-2015	0.3%	1.1%



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

Postsecondary Enrollment Rates: Fall

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	71.1%	29.5%	70.5%
Schoolwide	87.1%	36.6%	63.4%
White	87.5%	38.8%	61.2%
Hispanic	79%	20%	80%
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	86.7%	19.2%	80.8%
American Indian or Alaska Native	N	N	N
Two or More Races	*	0%	*
Economically Disadvantaged Students	86.7%	34.6%	65.4%
Students with Disabilities	73.8%	64.5%	35.5%
English Learners	N	N	N

Postsecondary Enrollment Rates: 16 month

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	76.1%	33.6%	66.5%	73.6%	26.4%	65.5%	34.6%
Schoolwide	87.7%	37%	63%	70.6%	29.4%	61.8%	38.2%
White	87.4%	36%	64%	70.3%	29.7%	61.5%	38.5%
Hispanic	84.6%	59.1%	40.9%	81.8%	18.2%	77.3%	22.7%
Black or African American	85.2%	30.4%	69.6%	60.9%	39.1%	43.5%	56.5%
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	74.1%	45%	55%	70%	30%	85%	15%
Students with Disabilities	77.4%	53.7%	46.3%	65.9%	34.2%	73.2%	26.8%
English Learners	N	N	N	N	N	N	N



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This section shows information about student absences which provides important information about a school’s culture and climate. In addition, research shows that student absences impact a child’s ability to succeed in school. The New Jersey Department of Education selected chronic absenteeism as its measure of school quality and student success for the *ESSA* accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

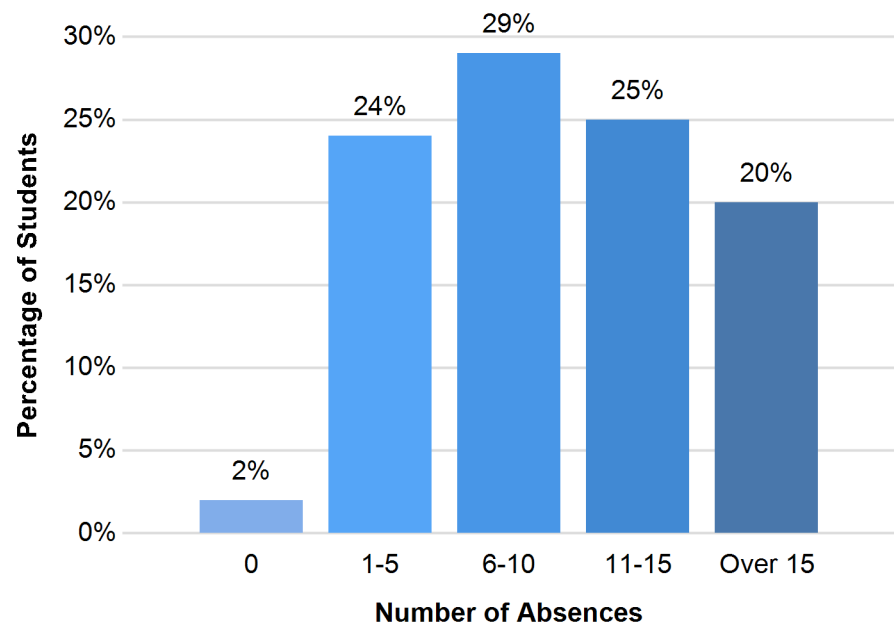
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	13.20	14.30	Met Target
White	13.30	14.30	Met Target
Hispanic	15.40	14.30	Not Met
Black or African American	15.40	14.30	Not Met
Asian, Native Hawaiian, or Pacific Islander	8.90	14.30	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	4.20	14.30	Met Target
Economically Disadvantaged Students	24.80	14.30	Not Met
Students with Disabilities	21.00	14.30	Not Met
English Learners	N	**	**

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

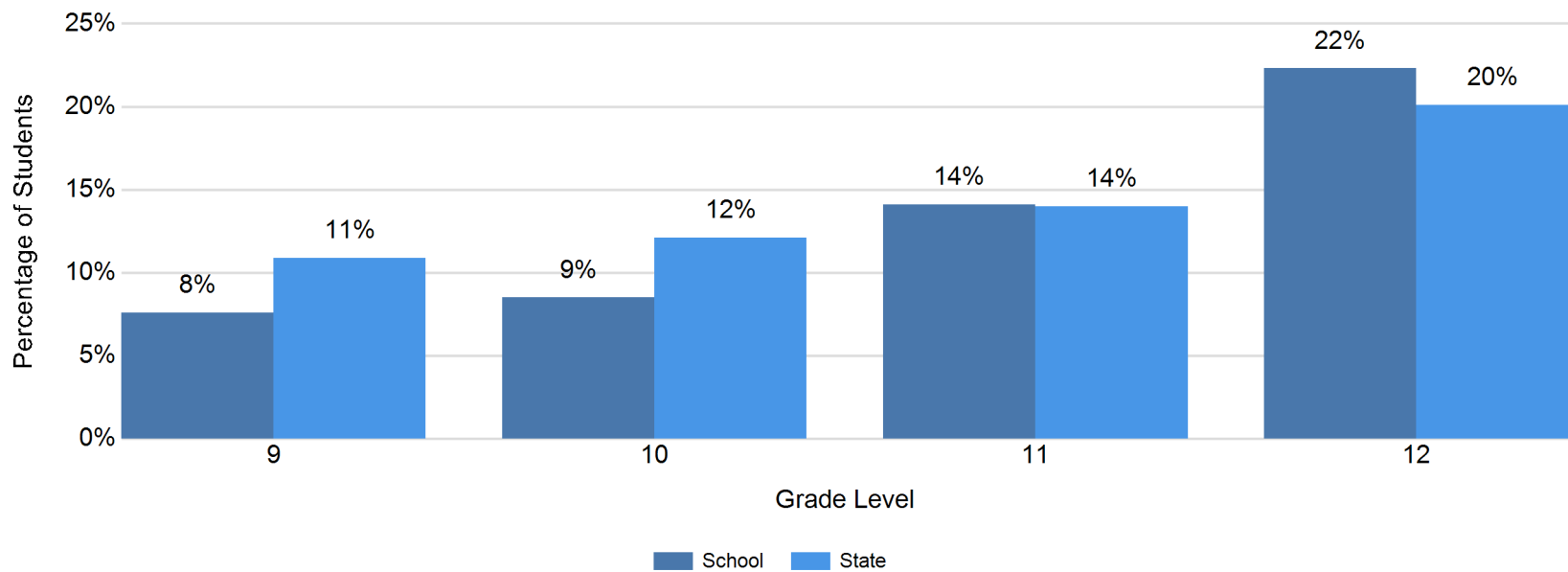
Days Absent

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



Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





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School Day

This table shows the start and end times and length of school day for a typical student at this school. **Instructional time** is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher.

Category	School
Typical Start Time	7:30AM
Typical End Time	2:05PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	5 Hrs. 32 Mins.
Shared Time - Instructional Time	2 Hrs. 24 Mins.

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	2
Vandalism	0
Weapons	2
Substances	7
Harassment, Intimidation, Bullying (HIB)	6
Total Unique Incidents	17
Incidents Per 100 Students Enrolled	0.81

Student Suspension Rate

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

Suspension Types	% of Students
In-School Suspensions	3.1%
Out-of-School Suspensions	1.2%
Any Suspension	3.5%

Student Expulsions

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

Category	Number of Students
Expulsions	0



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Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	5.3:1	370.8 kbps	100 kbps	Yes	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$291	\$13,456	\$13,747



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

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

Teachers: All classroom teachers

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

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	146	120,724
Average years experience in public schools	14.8	11.8
Average years experience in district	14.5	10.5
Teachers in district for 4 or more years	95%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	73	9,506
Average years experience in public schools	16.4	15.9
Average years experience in district	12.1	11.6
Administrators in district for 4 or more years	80%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	14:1	13:1
Administrators	191:1	148:1
Librarian/Media Specialists		3596:1
Nurses		1079:1
Counselors		292:1
Child Study Team		432:1



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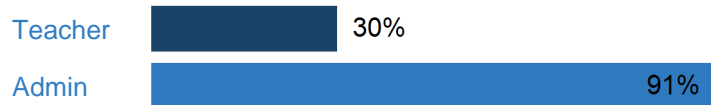
Teachers and Administrators - Level of Education

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

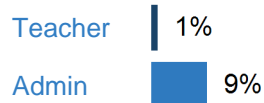
Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	91%	89%
2015-16 Administrators: Same district 2016-17	93%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	98%



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Accountability Indicator Scores and Summative Rating

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	55.0	17.5%
Mathematics Proficiency	44.2	17.5%
Graduation - 4-Year	85.9	25.0%
Graduation - 5-Year	73.7	25.0%
Chronic Absenteeism	41.8	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		63.5
Summative Rating: Percentile rank of Summative Score		67.0
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No
Requires Comprehensive Support: 4-year Graduation Rate less than or equal to 67%		No

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

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



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Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	Graduation Rate - 4-Year	Graduation Rate - 5-Year	At Risk for Consistently Underperforming Student Group
Schoolwide	63.5	6.2	No	Met Target	Met Target	Met Target	Met Goal	Met Goal	No
White	57.5	6.2	No	Met Target	Met Target	Met Target	Met Goal	Met Goal	No
Hispanic	64.0	6.2	No	Not Met	Met Target†	Not Met	Met Goal	Not Met	No
Black or African American	78.9	6.2	No	Met Target	Met Target	Not Met	Met Goal	Met Goal	No
Asian, Native Hawaiian, or Pacific Islander	23.2	6.2	No	N	N	Met Target	Met Goal	**	No
American Indian or Alaska Native	**	**	No	**	**	**	N	N	No
Two or More Races	**	**	No	**	**	Met Target	**	N	No
Economically Disadvantaged Students	55.7	6.2	No	Met Target†	Met Target	Not Met	Met Goal	Not Met	No
Students with Disabilities	64.8	6.2	No	Met Target†	Not Met	Not Met	Met Goal	Met Target	No
English Learners	**	**	No	**	**	**	N	N	No

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† Target was met within a confidence interval.



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School General Info

Principal:	Mr. Braverman	Email Address:	jbraverman@frhsd.com
Address:	405 SQUANKUM YELLOWBROOK ROAD FARMINGDALE, NJ 07727-3756	Website:	https://www.frhsd.com/Domain/13
Phone:	(732)919-2131	Facebook:	https://www.facebook.com/FreeholdRegional/
		Twitter:	https://twitter.com/BravermanHHS

School Narrative

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

 Highlights:	<ul style="list-style-type: none"> • Accredited by the Middle States Association of Colleges and Schools • Magnet Programs: Fine and Performing Arts Academy & Humanities Learning Center • Students have access to 40 extracurricular clubs and 27 interscholastic varsity sports including sub-varsity teams.
 Mission, Vision, Theme:	<p>The Schools of the Freehold Regional High School District form a diverse and supportive community offering innovative and comprehensive programs that inspire students to maximize their potential, preparing them to navigate an evolving global society.</p>
 Awards, Recognition, Accomplishments:	<p>Students who have excelled in their academic challenges have been recognized and honored by the National Merit Scholarship Program, as Governor's School, Advanced Placement Scholar Winners and National Honor Society inductees. There are a host of academic recognition programs where Students of the Month, Scholar-Athletes, and Distinguished Scholars are acknowledged not only for their academic prowess, but their spirit of community</p>



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School Narrative

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Courses, Curriculum, Instruction:

Challenging and relevant curricular opportunities are offered in Business, Classical & World Languages, English Language Arts, Family & Consumer Sciences, Health & Physical Education, Math, Music, Science, Social Studies and Technology including 23 AP courses. Unique to Howell HS are FPAC and the Humanities Learning Center. The Magnet Programs allow students to pursue their passions and interests within the comprehensive high school.



Sports and Athletics:

Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Boys & Girls), Cross-Country (Boys & Girls), Field Hockey (Girls), Football (Boys), Golf (Boys), Gymnastics (Girls), Ice Hockey (Boys), Lacrosse (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Boys & Girls), Wrestling (Boys)

Howell High School won two state championships in 2016-2017 - Wrestling and Girls Bowling.



Clubs and Activities:

Extracurricular experiences are offered through 40 clubs. With an unprecedented number of All Region, All State, All Shore and All National, Band and Chorus winners, Howell's music programs are experiencing tremendous growth and expanded performance opportunities including our very own student operated record label. The Marching Rebels continually receive a rating of superior at local competitions. Our musical and drama productions have won numerous awards at the Count Basie Theater.



Before and After School Programs:

We have over 40 clubs that meet before and after school ranging from the Key Club to JSA.








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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.

 Staff and Professional Learning:	<p>A multitude of learning opportunities are available to staff including Professional Learning Communities, ScIP committee programs, district-wide collaborative workshops, as well as training offered by professional organizations. All professional learning endeavors seek to maximize opportunities for students to develop important college and career readiness skills essential in a complex global society: critical thinking, collaboration, communication, and creativity.</p>
 Postsecondary Information:	<p>The Counseling Department provides students and parents with individualized information on college and career planning. A College and Career Counselor supports each Guidance Counselor as they collaboratively develop customized post-secondary paths for students. Students in Grades 9, 10, and 11 are administered the PSAT during the school day. Additionally, FRHSD hosts College and Career Planning Nights including a College and Career Fair, Financial Aid Planning, and Admissions Exam Planning.</p>
 Student Supports and Services:	<p>Students are supported by a comprehensive counseling staff including a Student Assistance Coordinator, College and Career Counselor, and a Guidance Supervisor. Students with an Individualized Education Plan are served by members of the Child Study Team including a School Psychologist, Social Worker, Learning Disabilities Teacher Consultant, Special Education Supervisor and a Behaviorist.</p>
 Student Health and Wellness:	<p>Students participate in an engaging Health and Physical Education program that encourages students to make positive choices over the course of their high school career and beyond. Students have access to a Student Assistance Coordinator and other mental health experts who assist students with developing coping skills and resiliency when faced with adversity. Athletes are supported by the Athletic Trainer while the School Nurse provides required care and health information to all students.</p>
 Parent and Community Involvement:	<p>The Parent Teacher Organization at Howell High School provides input and insight while supporting student programs. The District's Special Education Advisory Council (SEAC) is a collaborative team of parents and district and school personnel that work to bring resources and information to parents of students with disabilities. Parents are provided with constant access to student grades and additional information through the Genesis Parent Portal available at www.frhhsd.com.</p>



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School Narrative

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<div>A blue icon of a school building with a flag on top.</div> <div>Facilities:</div>	<p>Howell High School has been serving the communities of the Freehold Regional High School District since 1963. Howell High School's facility includes several new maker-space rooms, an innovation lab, a redesigned learning hub in the Media Center, expansive art rooms, two dance studios, a recording studio, a video studio, a blackbox theatre, an additional gymnasium, a fitness center, a new turf field and state of the art computer labs.</p>
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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.

<div>Other Information:</div>	<p>Howell High School, home to the Fine and Performing Arts Academy and the Humanities Learning Center, offers its students a full complement of educational programs. These four-year Magnet Programs allow students to pursue their passions in particular fields of study and career interests. Students and faculty join together to form a unique learning community located within the comprehensive high school setting. All programs include in-depth study of targeted courses on an advanced level, with many courses meeting the requirements of Advanced Placement or college-level work. Programs prepare students to directly enter the workforce, or attend a post-secondary technical program, or attend a two-or four-year college. Students across the comprehensive high school who have excelled in their academic challenges have been recognized and honored by the National Merit Scholarship Program, as Governor's School Advanced Placement Scholar Winners and National Honor Society inductees. There are a host of academic recognition programs where Students of the Month, Scholar-Athletes, and Distinguished Scholars are acknowledged not only for their academic prowess, but their spirit of community.</p>
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Manalapan High School
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20 CHURCH LANE
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The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

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

Navigating through the reports:

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

Other Resources:

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



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Footnotes

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

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



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Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
9	505	441	482
10	429	505	452
11	508	418	498
12	449	476	425
Ungraded	29	21	24
Total	1918	1861	1881

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	50%	47%	46%
Male	51%	53%	54%
Economically Disadvantaged Students	8%	7%	7%
Students with Disabilities	15%	14%	14%
English Learners	0%	0%	0%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	82.1%
Asian	7.8%
Hispanic	6.2%
Black or African American	2.3%
Native Hawaiian or Pacific Islander	0.3%
American Indian or Alaska Native	0.0%
Two or More Races	1.3%

Enrollment Trends by Full and Shared Time

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

Enrollment Status	2016-17
Full Time Students	1861
Shared Time Students	39
Full Time Equivalent	1881

Enrollment by Home Language

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

Home Language	% of Students
English	88.0%
Russian	3.9%
Spanish	2.0%
Other	6.6%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	781	85.0	49.70	52.90	54.90	44.3	14.7	Met Target
White	629	85.5	47.60	53.70	63.90	42.5	12.6	Met Target
Hispanic	56	88.1	35.80	37.60	39.80	33.4	19.8	Met Target
Black or African American	19	82.6	57.90	*	35.20	50.3	N	N
Asian, Native Hawaiian, or Pacific Islander	65	80.7	78.50	73.90	80.70	67.1	31.6	Met Target
American Indian or Alaska Native	N	N	N	50.00	53.70	N	**	**
Two or More Races	12	75.0	58.30	48.90	54.90	46.1	**	**
Female	331	83.1	58.60	63.10	62.20	51		
Male	450	86.5	43.10	44.00	48.10	39.2		
Economically Disadvantaged Students	62	85.1	32.20	34.00	36.20	*	12.9	Met Target
Non-Economically Disadvantaged Students	719	85.0	51.20	55.40	65.80	*		
Students with Disabilities	123	92.3	12.20	*	20.50	11.8	9.7	Met Target
Students without Disabilities	658	83.7	56.70	*	61.90	49.8		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	N	N	N	50.00	24.80	N		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	480	753	757	749	7%	9%	26%	49%	9%	58%	52%
White	391	752	758	757	7%	9%	28%	47%	9%	56%	62%
Hispanic	33	741	738	733	*	*	36%	42%	0%	42%	35%
Black or African American	*	*	*	730	*	*	*	*	*	*	30%
Asian, Native Hawaiian, or Pacific Islander	36	771	*	777	*	*	*	61%	*	81%	80%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	49%
Two or More Races	*	*	*	746	*	*	*	*	*	*	48%
Female	221	760	765	756	*	*	23%	54%	12%	66%	60%
Male	259	748	749	741	*	*	29%	44%	7%	51%	43%
Economically Disadvantaged Students	32	739	734	731	*	*	*	41%	*	44%	32%
Non-Economically Disadvantaged Students	448	754	759	758	*	*	*	49%	*	59%	62%
Students with Disabilities	61	715	722	714	*	*	*	*	*	*	13%
Students without Disabilities	419	759	762	754	*	*	*	*	*	*	58%
English Learners	N	N	N	690	N	N	N	N	N	N	*
Non-English Learners	480	753	757	752	7%	9%	26%	49%	9%	58%	*
Homeless Students	N	N	N	719	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	45%
Migrant Students	N	N	N	705	N	N	N	N	N	N	*



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	327	733	736	743	26%	15%	21%	30%	8%	38%	46%
White	259	730	735	749	28%	15%	22%	29%	5%	35%	52%
Hispanic	*	*	*	728	*	*	*	*	*	*	34%
Black or African American	10	745	725	725	*	*	*	*	*	40%	31%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	74%
American Indian or Alaska Native	N	N	N	740	N	N	N	N	N	N	42%
Two or More Races	*	*	*	737	*	*	*	*	*	*	42%
Female	126	744	746	752	*	14%	27%	38%	*	45%	54%
Male	201	726	728	734	*	15%	17%	25%	*	33%	39%
Economically Disadvantaged Students	27	722	*	726	*	*	*	*	*	22%	32%
Non-Economically Disadvantaged Students	300	734	*	751	*	*	*	*	*	39%	54%
Students with Disabilities	66	711	706	704	38%	24%	24%	*	*	14%	12%
Students without Disabilities	261	738	743	749	23%	13%	20%	*	*	44%	52%
English Learners	*	*	*	681	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	715	*	*	*	*	*	*	21%
Students in Foster Care	N	N	N	710	N	N	N	N	N	N	20%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	694	N	N	N	N	N	N	*



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	100	713	717	736	36%	21%	30%	13%	0%	13%	38%
White	84	711	717	738	36%	24%	30%	*	*	11%	40%
Hispanic	*	*	*	731	*	*	*	*	*	*	34%
Black or African American	*	*	*	728	*	*	*	*	*	*	30%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	756	*	*	*	*	*	*	58%
American Indian or Alaska Native	N	N	N	731	N	N	N	N	N	N	30%
Two or More Races	N	N	N	731	N	N	N	N	N	N	36%
Female	28	723	727	744	*	*	*	*	*	*	46%
Male	72	708	711	729	*	*	*	*	*	*	31%
Economically Disadvantaged Students	11	701	711	729	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	89	714	718	740	*	*	*	*	*	*	42%
Students with Disabilities	58	707	706	709	40%	*	24%	*	*	10%	12%
Students without Disabilities	42	721	721	741	31%	*	38%	*	*	17%	43%
English Learners	N	N	N	699	N	N	N	N	N	N	*
Non-English Learners	100	713	718	737	36%	21%	30%	13%	0%	13%	*
Homeless Students	N	N	N	722	N	N	N	N	N	N	24%
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	19%
Military-Connected Students	N	N	N	723	N	N	N	N	N	N	24%
Migrant Students	N	N	N	713	N	N	N	N	N	N	26%

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

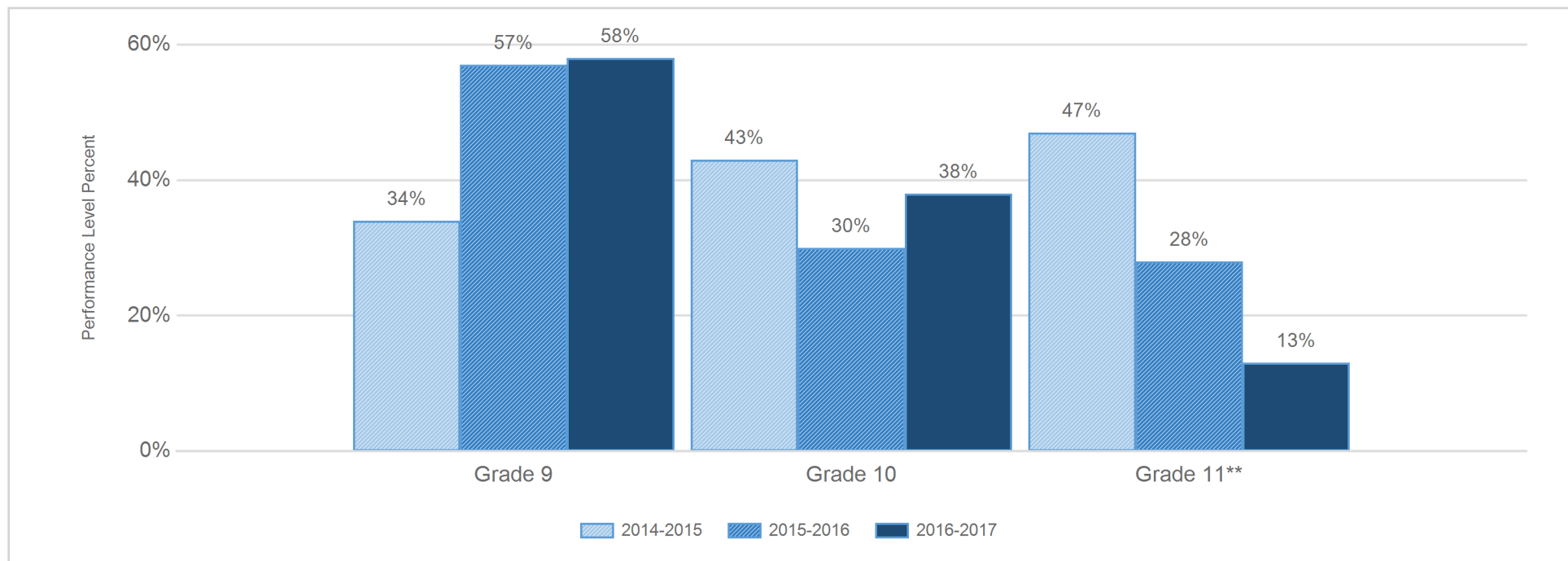


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English Language Arts/Literacy Assessment - Performance Trends

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



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



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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	768	88.9	37.70	37.30	43.50	35.3	9.2	Met Target
White	627	88.4	36.50	37.90	52.40	33.9	8.3	Met Target
Hispanic	54	93.4	27.80	21.50	27.60	27.2	11.9	Met Target
Black or African American	18	85.7	27.80	*	21.70	25	N	N
Asian, Native Hawaiian, or Pacific Islander	55	91.9	60.00	64.40	75.60	57.9	20.6	Met Target
American Indian or Alaska Native	N	N	N	*	42.50	N	**	**
Two or More Races	14	87.5	57.10	37.20	44.90	52.6	**	**
Female	333	88.1	33.90	37.80	44.10	31.3		
Male	435	89.6	40.70	36.80	42.90	38.3		
Economically Disadvantaged Students	63	87.7	30.20	20.00	25.10	*	10.6	Met Target
Non-Economically Disadvantaged Students	705	89.1	38.40	39.50	54.30	*		
Students with Disabilities	123	95.6	*	10.00	16.50	*	N	N
Students without Disabilities	645	87.7	*	42.90	48.80	*		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	N	N	N	*	15.10	N		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	316	739	736	743	5%	20%	43%	32%	0%	32%	42%
White	268	739	738	751	4%	20%	43%	33%	0%	33%	52%
Hispanic	24	740	724	728	*	*	50%	*	0%	33%	24%
Black or African American	*	*	*	724	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	11	735	750	774	*	*	*	*	0%	27%	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	*	*	*	741	*	*	*	*	*	*	41%
Female	142	737	738	744	*	23%	44%	28%	*	28%	43%
Male	174	741	733	741	*	17%	43%	36%	*	36%	40%
Economically Disadvantaged Students	26	731	722	727	*	39%	*	*	0%	23%	23%
Non-Economically Disadvantaged Students	290	740	738	751	*	18%	*	*	0%	33%	52%
Students with Disabilities	63	717	718	714	*	*	*	*	*	*	10%
Students without Disabilities	253	744	740	747	*	*	*	*	*	*	47%
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	316	739	736	745	5%	20%	43%	32%	0%	32%	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	13%
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%



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Mathematics Assessment - Performance by Test: Geometry

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	378	737	737	734	*	25%	40%	31%	*	32%	30%
White	308	737	738	740	*	24%	42%	30%	*	31%	38%
Hispanic	31	731	727	722	*	45%	32%	*	*	23%	14%
Black or African American	11	737	723	719	0%	*	*	*	0%	27%	*
Asian, Native Hawaiian, or Pacific Islander	21	741	*	758	0%	*	*	*	0%	43%	65%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	29%
Two or More Races	*	*	*	733	*	*	*	*	*	*	32%
Female	163	740	739	735	*	19%	45%	35%	*	35%	31%
Male	215	734	736	733	*	30%	37%	28%	*	29%	30%
Economically Disadvantaged Students	32	734	*	721	*	34%	38%	*	*	28%	13%
Non-Economically Disadvantaged Students	346	737	*	740	*	25%	41%	*	*	32%	39%
Students with Disabilities	68	716	716	711	*	*	*	*	*	*	*
Students without Disabilities	310	741	741	738	*	*	*	*	*	*	*
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	735	*	*	*	*	*	*	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	727	N	N	N	N	N	N	15%
Migrant Students	N	N	N	704	N	N	N	N	N	N	*



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Mathematics Assessment - Performance by Test: Algebra II

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	193	738	731	725	21%	*	19%	40%	*	44%	28%
White	140	735	729	731	23%	*	20%	39%	*	41%	33%
Hispanic	10	721	720	710	*	*	*	*	0%	20%	14%
Black or African American	*	*	*	703	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	31	766	*	761	*	*	*	58%	*	71%	62%
American Indian or Alaska Native	N	N	N	715	N	N	N	N	N	N	20%
Two or More Races	*	*	*	718	*	*	*	*	*	*	25%
Female	69	736	731	725	*	22%	*	33%	*	33%	27%
Male	124	740	730	725	*	13%	*	44%	*	50%	29%
Economically Disadvantaged Students	13	720	715	708	*	*	*	*	*	31%	13%
Non-Economically Disadvantaged Students	180	740	732	733	*	*	*	*	*	45%	35%
Students with Disabilities	44	699	695	692	*	*	*	*	*	*	*
Students without Disabilities	149	750	735	729	*	*	*	*	*	*	*
English Learners	N	N	N	692	N	N	N	N	N	N	*
Non-English Learners	193	738	*	726	21%	*	19%	40%	*	44%	*
Homeless Students	N	N	N	702	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	692	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	710	N	N	N	N	N	N	14%
Migrant Students	N	N	N	702	N	N	N	N	N	N	14%

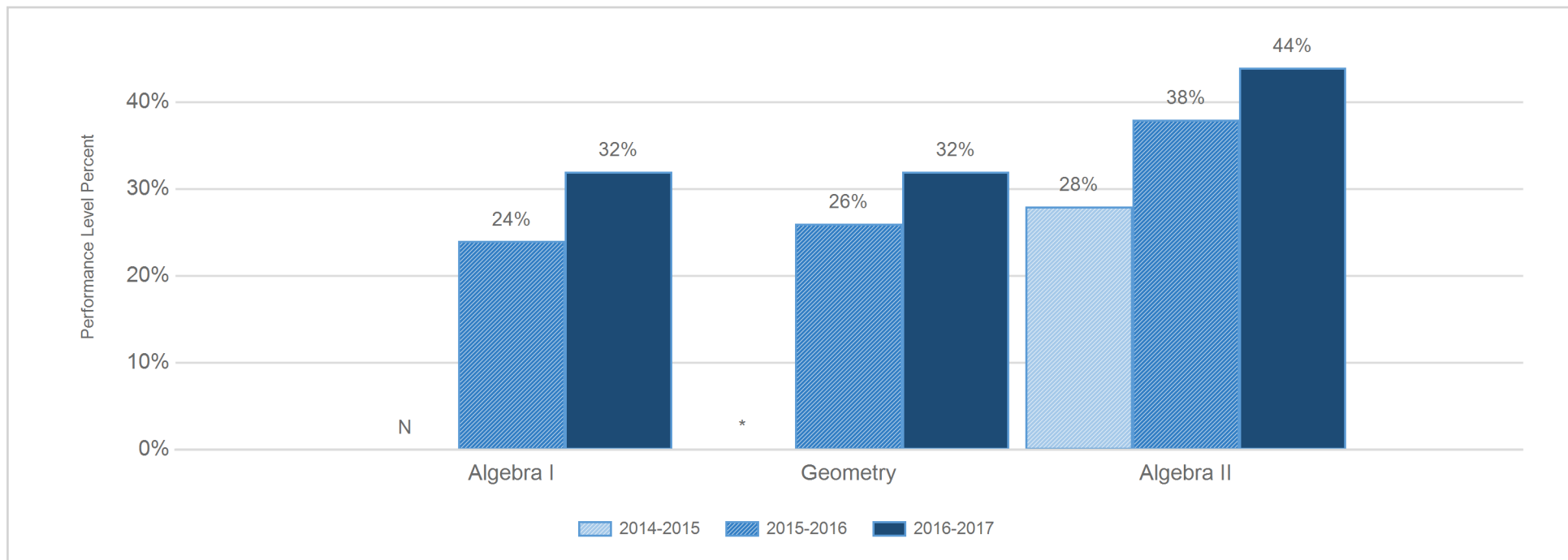


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Mathematics Assessment – Performance Trends

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





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Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	N	N	N
2	*	*	*
3	N	N	N
4	N	N	N
5+	N	N	N



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

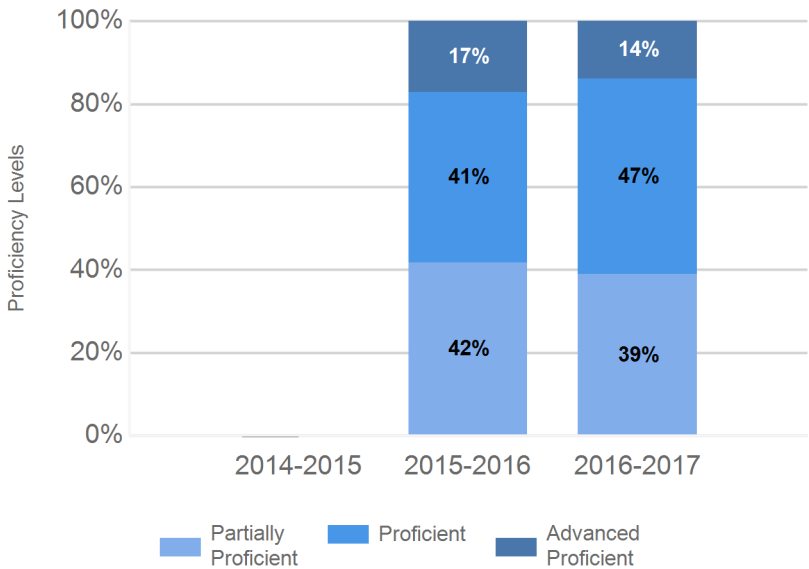
Biology Assessment - Performance

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	16%	42%	42%
Schoolwide	14%	47%	39%
White	12%	49%	39%
Hispanic	3%	46%	51%
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	49%	32%	19%
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	7%	52%	41%
Students with Disabilities	N	29%	71%
English Learners	N	N	N

Biology Assessment - Proficiency Trends

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





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

PSAT/SAT/ACT - Participation

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

Test	% of Students in School	% of Students in State
Percentage of students taking the PSAT	99.7%	89.4%
Percentage of students taking the SAT	100.0%	70.0%
Percentage of students taking the ACT	37.4%	28.3%

PSAT/SAT/ACT - Performance

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

Test	School Average Score	State Average Score	College Readiness Benchmarks	School - % of Students scoring at or above Benchmark	State - % of Students scoring at or above Benchmark
PSAT - Reading and Writing	503	481	Varies By Grade	73%	67%
PSAT - Math	510	483	Varies By Grade	56%	49%
SAT - Reading and Writing	577	551	480	90%	77%
SAT - Math	579	552	530	72%	58%
ACT - Reading	23	24	22	60%	65%
ACT - English	23	24	18	82%	79%
ACT - Math	24	24	22	70%	65%
ACT - Science	23	23	23	45%	54%



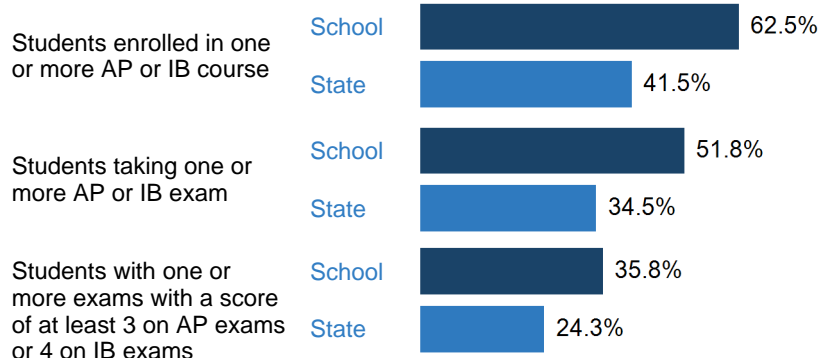
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate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

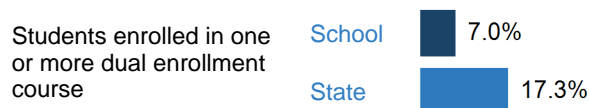
AP/IB Coursework – Participation and Performance

This chart shows the percentage of students out of all 11th and 12th grade students in the school and across the state, who enrolled in one or more AP or IB course, the percentage that took one or more AP or IB exam, and the percentage of students taking one or more exams who received at least one score of at least 3 on AP exams or 4 on IB exams.



Dual Enrollment Coursework - Participation

This graph shows the percentage students enrolled in at least one **dual enrollment** course in the school and across the state. **Dual enrollment** courses allow high school students to enroll in college courses for credit prior to their high school graduation.



AP/ IB Courses Offered

This table shows the students enrolled in AP/IB courses and the corresponding exams that were taken. Students do not need to take a course to take the exam and not all students enrolled in a course take the exam. The last two rows show the total number of exams taken and the number of exams with scores of at least 3 on AP exams or 4 on IB exams. In the last two rows, students taking multiple exams are counted more than once.

AP/IB Course	Students Enrolled	Students Tested
AP Biology	106	75
AP Calculus AB	37	35
AP Calculus BC	54	52
AP Chemistry	46	46
AP Computer Science A	54	43
AP English Language and Composition	162	154
AP English Literature and Composition	107	62
AP Environmental Science	23	31
AP European History	23	9
AP Italian Language and Culture	9	9
AP Macroeconomics	29	20
AP Microeconomics	49	39
AP Physics 1	0	50
AP Physics 2	0	4
AP Physics B	70	0
AP Physics C	43	0
AP Physics C: Electricity and Magnetism	0	13
AP Physics C: Mechanics	0	31
AP Psychology	208	153
AP Spanish Language	11	9



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AP/IB Course	Students Enrolled	Students Tested
AP Statistics	81	57
AP Studio Art—Drawing Portfolio	2	0
AP Studio Art—Two-Dimensional	0	1
AP U.S. Government and Politics	26	7
AP U.S. History	181	162
AP World History	0	2
Total Exams Taken		1064
Exams with scores of at least 3 on AP exams or 4 on IB exams		686



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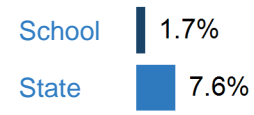
This section contains information about participation in approved **Career and Technical Education (CTE)** programs and **Structured Learning Experiences**. For more information about CTE in New Jersey, please visit <http://www.nj.gov/education/cte/>.

Career and Technical Education Participation

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

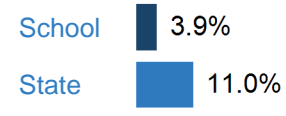
CTE Participants

(completed only one course in an approved CTE program)



CTE Concentrators

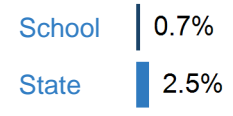
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

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

Structured Learning Experiences



Industry-Valued Credentials Earned

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

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

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



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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	268	141	35	0	0	0	65
10	3	300	89	54	1	27	0
11	0	13	273	134	46	4	32
12	0	2	6	106	66	50	171
Schoolwide	271	456	403	294	113	81	268
Enrolled in AP/IB Course					91	81	0

Science - Course Participation

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

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	468	0	0	1	0	0
10	9	421	1	28	0	2
11	13	33	23	78	313	69
12	68	4	39	83	40	74
Schoolwide	558	458	63	190	353	145
Enrolled in AP/IB Course	106	46		23	113	0



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Social Studies and History - Course Participation

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

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	423	1	17	0	0	0
10	3	389	3	1	0	6
11	2	492	1	57	13	35
12	0	24	28	190	56	140
Schoolwide	428	906	49	248	69	181
Enrolled in AP/IB Course	0	181	49	208	0	49

World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	321	0	142	0	0	0	0
10	322	0	116	0	0	0	0
11	190	0	91	0	0	0	0
12	57	0	24	0	0	0	0
Schoolwide	890	0	373	0	0	0	0
Enrolled in AP/IB Course	11	0	9	0	0	0	0
Enrolled in Level 3 or Higher	256	0	125	0	0	0	0
Earned Seal of Biliteracy	N	N	N	N	N	N	N



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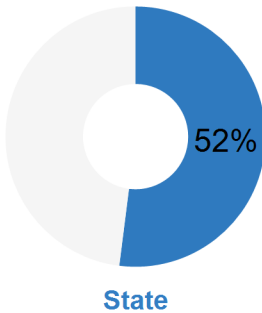
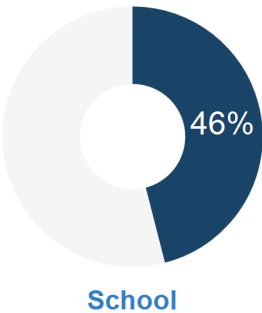
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Visual and Performing Arts – Course Participation

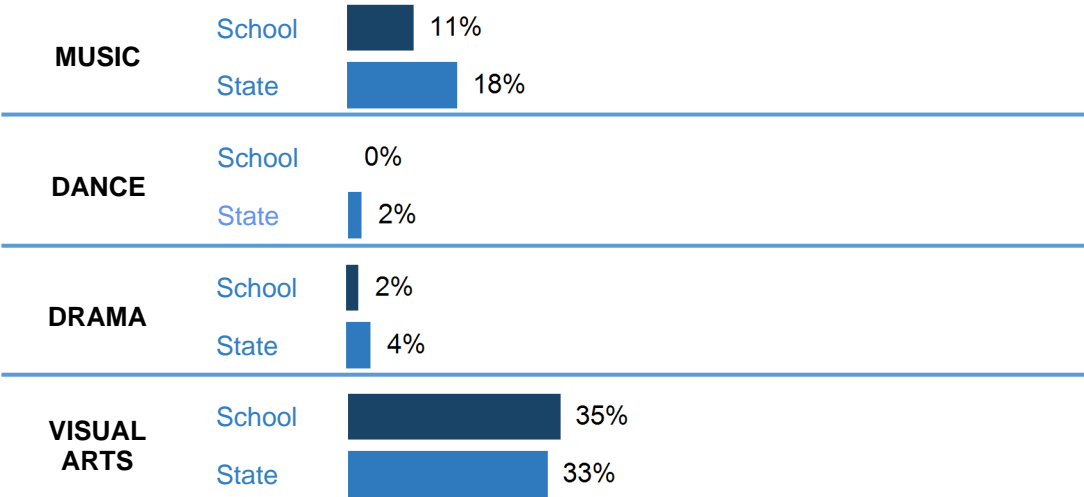
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

Grades 9-12:

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



Students enrolled in one or more classes by discipline:





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

Graduation Rates

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

Student Group	School - Class of 2017: 4 Year Rate	State - Class of 2017: 4 Year Rate	School - Class of 2016: 5 Year Rate	State - Class of 2016: 5 Year Rate	Class of 2016: 4 Year Rate	Class of 2016: 4 Year Target	Met Target?	Class of 2015: 5 Year Rate	Class of 2015: 5 Year Target	Met Target?
Schoolwide	98.2%	90.5%	97.5%	91.8%	96.9%	N	Met Goal	98.3%	N	Met Goal
White	98.2%	94.5%	97.5%	95.1%	97.0%	N	Met Goal	98.5%	N	Met Goal
Hispanic	100.0%	84.3%	*	86.3%	*	95.0%	Not Met	96.3%	N	Met Goal
Black or African American	*	83.4%	*	85.3%	*	**	**	95.5%	N	Met Goal
Asian, Native Hawaiian or Pacific Islander	96.3%	96.6%	100.0%	97.5%	100.0%	N	Met Goal	100.0%	N	Met Goal
American Indian or Alaska Native	N	92.3%	N	86.6%	N	N	N	N	N	N
Two or More Races	*	91.9%	N	93.7%	N	N	N	N	N	N
Economically Disadvantaged Students	96.3%	83.9%	91.2%	85.6%	91.2%	93.9%	Not Met	93.8%	88.9%	Met Target
Students with Disabilities	92.7%	78.8%	*	82.1%	*	**	**	97.1%	N	Met Goal
English Learners	*	76.1%	N	79.7%	N	N	N	N	N	N
Homeless Students	N	73.2%	N	74.4%	N	N	N	N		

Graduation Rate Trends

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

Class of	4-Year Rate	5-Year Rate
2017	98.2%	-
2016	96.9%	97.5%
2015	97.9%	98.3%

Dropout Rate Trends

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

School Year	School Rate	State Rate
2016-2017	0.2%	1.1%
2015-2016	0.5%	1.1%
2014-2015	0.4%	1.1%

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



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

Postsecondary Enrollment Rates: Fall

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	71.1%	29.5%	70.5%
Schoolwide	89.7%	23.6%	76.4%
White	90.6%	23.9%	76.2%
Hispanic	68.4%	38.5%	61.5%
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	92%	8.7%	91.3%
American Indian or Alaska Native	N	N	N
Two or More Races	*	0%	*
Economically Disadvantaged Students	73.3%	50%	50%
Students with Disabilities	72.6%	54.1%	46%
English Learners	N	N	N

Postsecondary Enrollment Rates: 16 month

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	76.1%	33.6%	66.5%	73.6%	26.4%	65.5%	34.6%
Schoolwide	88.8%	32.2%	67.8%	77%	23%	66.2%	33.8%
White	89.2%	31.5%	68.5%	75.3%	24.7%	63.8%	36.2%
Hispanic	*	*	*	*	*	*	*
Black or African American	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	90%	26.7%	73.3%	82.2%	17.8%	82.2%	17.8%
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N
Economically Disadvantaged Students	87.5%	57.1%	42.9%	81%	19.1%	85.7%	14.3%
Students with Disabilities	76.3%	71.1%	28.9%	84.4%	15.6%	86.7%	13.3%
English Learners	N	N	N	N	N	N	N



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This section shows information about student absences which provides important information about a school’s culture and climate. In addition, research shows that student absences impact a child’s ability to succeed in school. The New Jersey Department of Education selected chronic absenteeism as its measure of school quality and student success for the *ESSA* accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

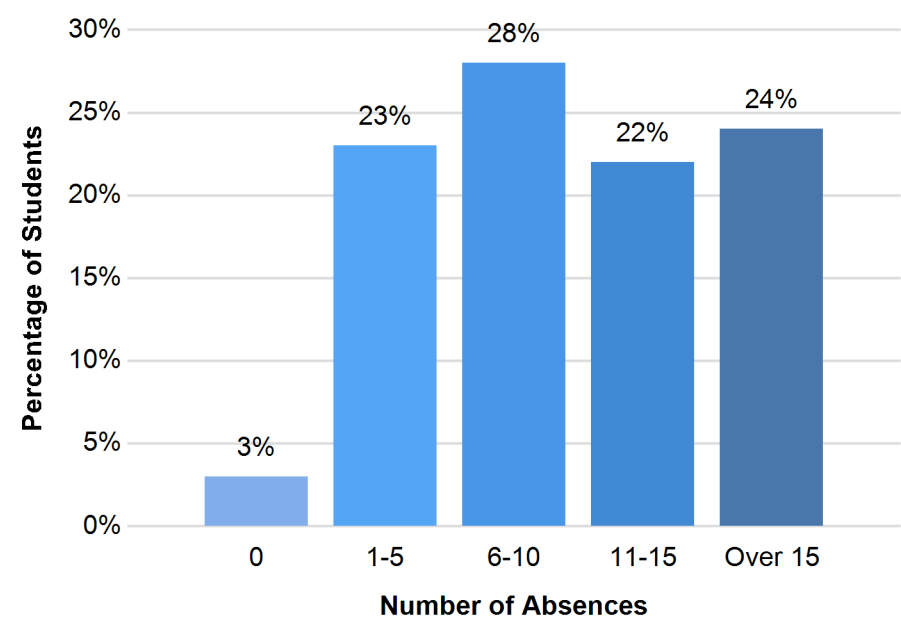
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	17.00	14.30	Not Met
White	18.30	14.30	Not Met
Hispanic	14.20	14.30	Met Target
Black or African American	13.30	14.30	Met Target
Asian, Native Hawaiian, or Pacific Islander	7.80	14.30	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	12.50	14.30	Met Target
Economically Disadvantaged Students	24.50	14.30	Not Met
Students with Disabilities	23.20	14.30	Not Met
English Learners	N	**	**

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

Days Absent

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



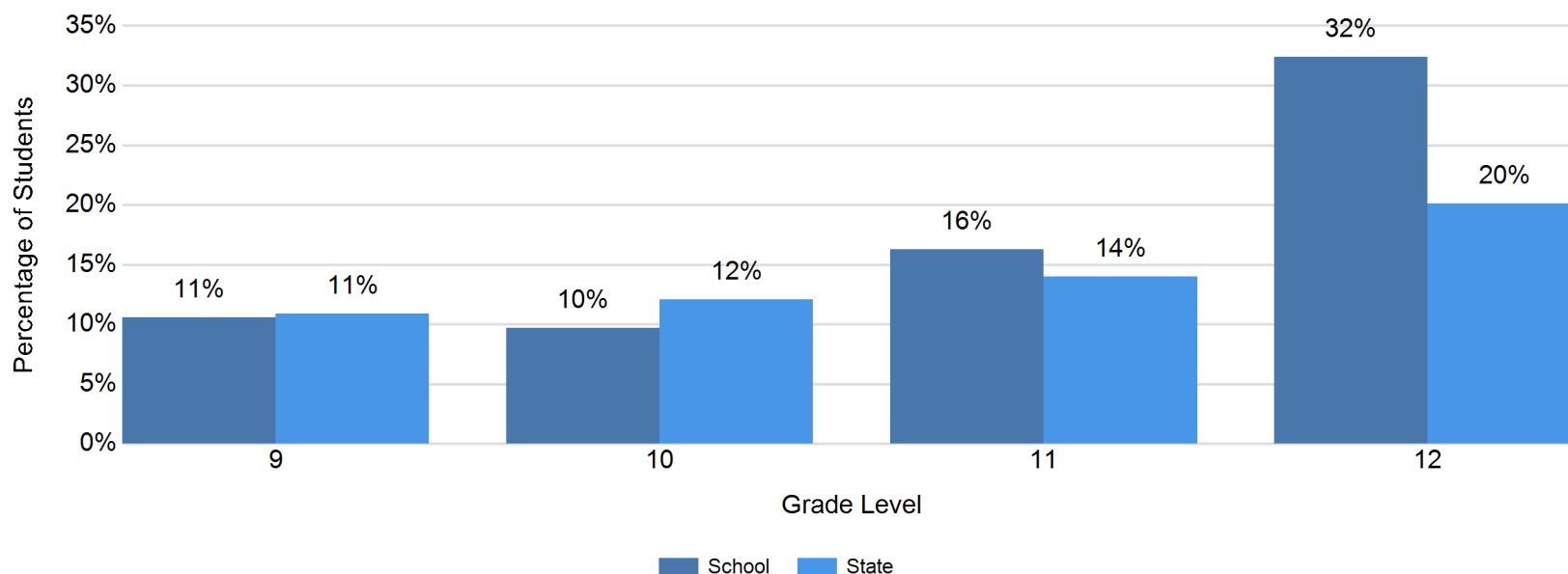


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Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





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School Day

This table shows the start and end times and length of school day for a typical student at this school. **Instructional time** is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher.

Category	School
Typical Start Time	7:30AM
Typical End Time	2:05PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	5 Hrs. 32 Mins.
Shared Time - Instructional Time	2 Hrs. 24 Mins.

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	8
Vandalism	2
Weapons	3
Substances	12
Harassment, Intimidation, Bullying (HIB)	9
Total Unique Incidents	32
Incidents Per 100 Students Enrolled	1.70

Student Suspension Rate

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

Suspension Types	% of Students
In-School Suspensions	3.7%
Out-of-School Suspensions	3.2%
Any Suspension	4.9%

Student Expulsions

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

Category	Number of Students
Expulsions	0



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Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	4.7:1	370.8 kbps	100 kbps	Yes	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$291	\$13,456	\$13,747



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

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

Teachers: All classroom teachers

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

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	134	120,724
Average years experience in public schools	12.7	11.8
Average years experience in district	12.2	10.5
Teachers in district for 4 or more years	86%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	73	9,506
Average years experience in public schools	16.4	15.9
Average years experience in district	12.1	11.6
Administrators in district for 4 or more years	80%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	14:1	13:1
Administrators	188:1	148:1
Librarian/Media Specialists		3596:1
Nurses		1079:1
Counselors		292:1
Child Study Team		432:1



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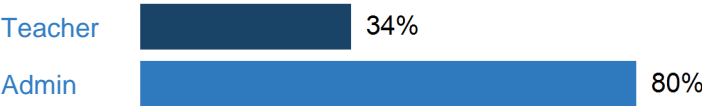
Teachers and Administrators - Level of Education

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

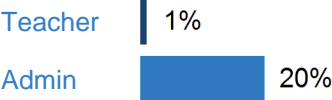
Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	91%	89%
2015-16 Administrators: Same district 2016-17	93%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	97%



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Accountability Indicator Scores and Summative Rating

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	45.6	17.5%
Mathematics Proficiency	67.3	17.5%
Graduation - 4-Year	73.0	25.0%
Graduation - 5-Year	86.4	25.0%
Chronic Absenteeism	33.3	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		64.6
Summative Rating: Percentile rank of Summative Score		67.9
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No
Requires Comprehensive Support: 4-year Graduation Rate less than or equal to 67%		No

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

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



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Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	Graduation Rate - 4-Year	Graduation Rate - 5-Year	At Risk for Consistently Underperforming Student Group
Schoolwide	64.6	6.2	No	Met Target	Met Target	Not Met	Met Goal	Met Goal	No
White	53.2	6.2	No	Met Target	Met Target	Not Met	Met Goal	Met Goal	No
Hispanic	67.7	6.2	No	Met Target	Met Target	Met Target	Not Met	Met Goal	No
Black or African American	81.0	6.2	No	N	N	Met Target	**	Met Goal	No
Asian, Native Hawaiian, or Pacific Islander	56.9	6.2	No	Met Target	Met Target	Met Target	Met Goal	Met Goal	No
American Indian or Alaska Native	**	**	No	**	**	**	N	N	No
Two or More Races	**	**	No	**	**	Met Target	N	N	No
Economically Disadvantaged Students	65.0	6.2	No	Met Target	Met Target	Not Met	Not Met	Met Target	No
Students with Disabilities	68.4	6.2	No	Met Target	N	Not Met	**	Met Goal	No
English Learners	**	**	No	**	**	**	N	N	No

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

† Target was met within a confidence interval.



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School General Info

Principal:	Dr. Angelozzi	Email Address:	aangelozzi@frhsd.com
Address:	20 CHURCH LANE ENGLISHTOWN, NJ 07726-3498	Website:	https://www.frhsd.com/Domain/9
Phone:	(732)792-7200	Facebook:	https://www.facebook.com/FreeholdRegional/
		Twitter:	https://twitter.com/MHSBraves

School Narrative

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

 Highlights:	<ul style="list-style-type: none"> • Accredited by the Middle States Association of Colleges and Schools. • Magnet Programs: Law Enforcement & Public Safety and Science & Engineering • Students have access to 60 extracurricular clubs and 22 interscholastic varsity sports including sub-varsity teams.
 Mission, Vision, Theme:	<p>The Schools of the Freehold Regional High School District form a diverse and supportive community offering innovative and comprehensive programs that inspire students to maximize their potential, preparing them to navigate an evolving global society.</p>
 Awards, Recognition, Accomplishments:	<p>For four years running, Manalapan High School has been recognized as one of the America's Most Challenging High School's by the Washington Post. In the 2016-2017 school year, Manalapan High School had 148 Advanced Scholars as designated by the College Board. The College Board recognized nine students who earned the distinction of Commended Student in the 2017 National Merit Scholarship Program. Five of those students were semi-finalists in the program, and four of those students were finalists.</p>







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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.

 Courses, Curriculum, Instruction:	<p>Challenging and relevant curricular opportunities are offered in Business, Classical & World Languages, English Language Arts, Family & Consumer Sciences, Health & Physical Education, Math, Music, Science, Social Studies and Technology including 23 AP courses. Unique to Manalapan HS are the Law Enforcement & Public Safety Academy as well as the Science & Engineering Learning Center. These Magnet Programs allow students to pursue their passions within the comprehensive high school.</p>
 Sports and Athletics:	<p>Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Boys & Girls), Cross-Country (Boys & Girls), Field Hockey (Girls), Football (Boys), Golf (Boys), Gymnastics (Girls), Ice Hockey (Boys), Lacrosse (Girls), Soccer (Boys & Girls), Softball (Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Wrestling (Boys)</p> <p>For the 2016-2017 school year, 18 Varsity teams qualified for the NJSIAA State Playoffs, and 13 Varsity teams qualified for the Shore Conference Tournament. The Football Team won an A-North Division Title, and the Wrestling Team won a NJSIAA District 21 team Title. Additionally, the Varsity Cheer Team won the Spirit Brands National Championship. The school community recognized six student-athletes at signing days for their commitment to NCAA Division I and Division II Colleges.</p>
 Clubs and Activities:	<p>Manalapan High School offers students the opportunity to participate in over 60 clubs and activities. Our student government, National Honor Society, and other extra-curricular clubs and activities, in conjunction with the students and staff of Manalapan High School, have raised money and donated time to help the local community, and to provide support to numerous non-profit and charitable organizations throughout the state of NJ and the country.</p>
 Before and After School Programs:	<p>The staff and students of Manalapan High School works closely with Manalapan Township and the Manalapan Township Recreation Department to offer programs that benefit the larger community. From nighttime recreation programs for adults and children, to the Manalapan Youth Orchestra, our school serves as a hub for community-wide events, additional education programs, community meetings, and other special gatherings.</p>








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School Narrative

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 Staff and Professional Learning:	<p>A multitude of learning opportunities are available to staff including Professional Learning Communities, ScIP committee programs, district-wide collaborative workshops, as well as training offered by professional organizations. All professional learning endeavors seek to maximize opportunities for students to develop important college and career readiness skills essential in a complex global society: critical thinking, collaboration, communication, and creativity.</p>
 Postsecondary Information:	<p>The Counseling Department provides students and parents with individualized information on college and career planning. A College and Career Counselor supports each Guidance Counselor as they collaboratively develop customized post-secondary paths for students. Students in Grades 9, 10, and 11 are administered the PSAT during the school day. Additionally, FRHSD hosts College and Career Planning Nights including a College and Career Fair, Financial Aid Planning, and Admissions Exam Planning.</p>
 Student Supports and Services:	<p>Students are supported by a comprehensive counseling staff including a Student Assistance Coordinator, College and Career Counselor, and a Guidance Supervisor. Students with an Individualized Education Plan are served by members of the Child Study Team including a School Psychologist, Social Worker, Learning Disabilities Teacher Consultant, Special Education Supervisor and a Behaviorist.</p>
 Student Health and Wellness:	<p>Students participate in a Health and Physical Education program that encourages positive student choices over the course of their high school career and beyond. Students have access to a School Counselor, Student Assistance Coordinator and other mental health experts who assist students with developing coping skills and resiliency when faced with adversity. Athletes are supported by the Athletic Trainer while the School Nurse provides required care and health information to all students.</p>
 Parent and Community Involvement:	<p>The Braves Booster Club works collaboratively with faculty to support the academic and extracurricular programs. The District's Special Education Advisory Council (SEAC) is a collaborative team of parents and district and school personnel that work to bring resources and information to parents of students with disabilities. Parents are provided with constant access to student grades and additional information through the Genesis Parent Portal available at www.frhhsd.com.</p>



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<div>A blue icon of a school building with a flag on top.</div> <div>Facilities:</div>	<p>Opening in 1971, Manalapan High School has enjoyed an outstanding reputation as one of six Freehold Regional High School District schools. Upgrades to the Media Center have included the addition of two learning spaces designed to provide students a space to learn in a collaborative environment that fosters communication. Furthermore, we embrace a student-centered learning philosophy that enables students to create and think critically in an environment with educational technology resources.</p>
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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.



Other Information:

Manalapan High School maintains a well-deserved reputation for excellence because of its exceptional students. Last year, over ninety-five percent of graduates went on to further their education at two or four year colleges or universities; additionally, other graduates attended trade or technical schools and entered the military. SAT scores exceed state and national mean scores. The academic program consistently produces students who are able to demonstrate success at some of the finest colleges and universities in the nation. Students from the Class of 2017 are currently attending such Institutions of High Learning as Boston University, Brandeis University, Bucknell University, the California Institute of Technology, Cornell University, Georgia Institute of Technology, Lehigh University, New York University, Princeton University, Rutgers University, University of Maryland at College Park, University of Massachusetts at Amherst, University of Michigan, University of Notre Dame, and Villanova University. Manalapan High School's dedicated staff is committed to excellence in the classroom. They bring to their profession a dynamic and enthusiastic approach to education that encourages student growth and achievement. Continuous and timely professional development programs help ensure that student-centered instructional practices within the classroom setting readily prepare students for success. Furthermore, the Manalapan High School Community continuously endeavors to help all students reach their fullest potential both in and out of the classroom. The staff, students, parents, and other members of the Manalapan High School Community, embrace the philosophy that "We are Manalapan High School and this is OUR HOUSE!" This philosophy emphasizes that we, as a school community, maintain pride in our school and strive towards academic excellence while taking the time to enjoy the curricular, co-curricular, and extracurricular opportunities that our school has to offer.




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

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

Navigating through the reports:

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

Other Resources:

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



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Footnotes

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

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



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Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
9	476	431	474
10	506	482	441
11	484	485	478
12	463	474	484
Ungraded	33	31	38
Total	1960	1903	1915

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	50%	48%	49%
Male	50%	52%	52%
Economically Disadvantaged Students	4%	4%	4%
Students with Disabilities	13%	13%	13%
English Learners	0%	0%	0%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	75.2%
Asian	17.7%
Hispanic	3.8%
Black or African American	1.8%
Native Hawaiian or Pacific Islander	0.1%
American Indian or Alaska Native	0.0%
Two or More Races	1.4%

Enrollment Trends by Full and Shared Time

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

Enrollment Status	2016-17
Full Time Students	1896
Shared Time Students	36
Full Time Equivalent	1914

Enrollment by Home Language

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

Home Language	% of Students
English	94.1%
Russian	1.6%
Other	4.8%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	591	64.1	62.50	52.90	54.90	41.7	9.8	Met Target
White	447	64.4	60.60	53.70	63.90	40.8	8.6	Met Target
Hispanic	27	69.0	51.90	37.60	39.80	36.8	11.4	Met Target
Black or African American	11	73.3	54.60	*	35.20	42	**	**
Asian, Native Hawaiian, or Pacific Islander	95	59.0	75.80	73.90	80.70	46.5	15.4	Met Target
American Indian or Alaska Native	N	N	N	50.00	53.70	N	**	**
Two or More Races	11	84.6	54.60	48.90	54.90	48.4	**	**
Female	273	62.0	75.90	63.10	62.20	48.7		
Male	318	66.1	50.90	44.00	48.10	35.3		
Economically Disadvantaged Students	35	81.8	65.70	34.00	36.20	*	13.5	Met Target
Non-Economically Disadvantaged Students	556	63.2	62.20	55.40	65.80	*		
Students with Disabilities	129	87.3	28.70	*	20.50	26.3	12.4	Met Target
Students without Disabilities	462	59.7	71.90	*	61.90	44.6		
English Learners	N	N	N	*	25.20	N	**	**
Non-English Learners	591	64.1	62.50	*	57.40	41.7		
Homeless Students	N	N	N	28.60	26.40	N		
Students In Foster Care	N	N	N	50.00	24.80	N		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	477	762	757	749	3%	6%	20%	58%	12%	70%	52%
White	356	760	758	757	4%	7%	21%	57%	11%	69%	62%
Hispanic	20	749	738	733	0%	*	*	55%	0%	55%	35%
Black or African American	*	*	*	730	*	*	*	*	*	*	30%
Asian, Native Hawaiian, or Pacific Islander	83	775	*	777	*	*	15%	64%	21%	84%	80%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	49%
Two or More Races	*	*	*	746	*	*	*	*	*	*	48%
Female	238	770	765	756	*	*	14%	66%	16%	82%	60%
Male	239	754	749	741	*	*	26%	50%	9%	59%	43%
Economically Disadvantaged Students	13	753	734	731	*	*	*	*	*	46%	32%
Non-Economically Disadvantaged Students	464	762	759	758	*	*	*	*	*	71%	62%
Students with Disabilities	59	731	722	714	*	*	39%	20%	*	22%	13%
Students without Disabilities	418	766	762	754	*	*	18%	63%	*	77%	58%
English Learners	N	N	N	690	N	N	N	N	N	N	*
Non-English Learners	477	762	757	752	3%	6%	20%	58%	12%	70%	*
Homeless Students	N	N	N	719	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	45%
Migrant Students	N	N	N	705	N	N	N	N	N	N	*



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	112	722	736	743	30%	*	23%	24%	*	25%	46%
White	87	720	735	749	32%	*	23%	24%	*	25%	52%
Hispanic	*	*	*	728	*	*	*	*	*	*	34%
Black or African American	*	*	*	725	*	*	*	*	*	*	31%
Asian, Native Hawaiian, or Pacific Islander	14	734	760	774	*	*	*	*	0%	21%	74%
American Indian or Alaska Native	N	N	N	740	N	N	N	N	N	N	42%
Two or More Races	*	*	*	737	*	*	*	*	*	*	42%
Female	40	728	746	752	25%	*	25%	30%	*	33%	54%
Male	72	719	728	734	32%	*	22%	21%	*	21%	39%
Economically Disadvantaged Students	*	*	*	726	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	*	751	*	*	*	*	*	*	54%
Students with Disabilities	52	708	706	704	*	23%	19%	*	*	14%	12%
Students without Disabilities	60	734	743	749	*	22%	27%	*	*	35%	52%
English Learners	N	N	N	681	N	N	N	N	N	N	*
Non-English Learners	112	722	*	745	30%	*	23%	24%	*	25%	*
Homeless Students	N	N	N	715	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	710	N	N	N	N	N	N	20%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	694	N	N	N	N	N	N	*



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

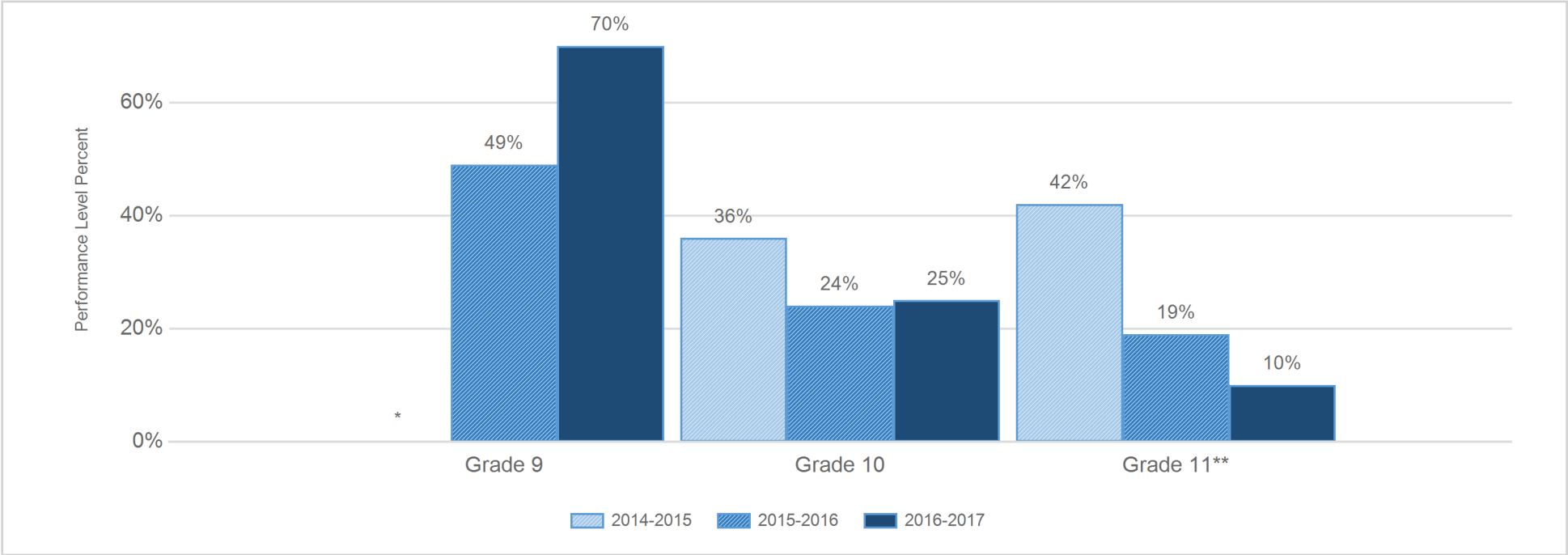
This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	88	706	717	736	43%	28%	18%	*	*	10%	38%
White	61	707	717	738	43%	26%	16%	*	*	15%	40%
Hispanic	*	*	*	731	*	*	*	*	*	*	34%
Black or African American	*	*	*	728	*	*	*	*	*	*	30%
Asian, Native Hawaiian, or Pacific Islander	14	704	717	756	*	*	*	*	*	*	58%
American Indian or Alaska Native	N	N	N	731	N	N	N	N	N	N	30%
Two or More Races	*	*	*	731	*	*	*	*	*	*	36%
Female	19	722	727	744	*	*	*	*	0%	11%	46%
Male	69	702	711	729	*	*	*	*	0%	10%	31%
Economically Disadvantaged Students	10	707	711	729	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	78	706	718	740	*	*	*	*	*	*	42%
Students with Disabilities	35	708	706	709	*	*	*	*	*	*	12%
Students without Disabilities	53	705	721	741	*	*	*	*	*	*	43%
English Learners	N	N	N	699	N	N	N	N	N	N	*
Non-English Learners	88	706	718	737	43%	28%	18%	*	*	10%	*
Homeless Students	*	*	*	722	*	*	*	*	*	*	24%
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	19%
Military-Connected Students	N	N	N	723	N	N	N	N	N	N	24%
Migrant Students	N	N	N	713	N	N	N	N	N	N	26%

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

English Language Arts/Literacy Assessment - Performance Trends

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



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



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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	572	65.4	49.10	37.30	43.50	33.6	8	Met Target
White	434	64.5	46.30	37.90	52.40	31.3	6.4	Met Target
Hispanic	28	71.4	32.10	21.50	27.60	23.7	7.8	Met Target
Black or African American	10	71.4	20.00	*	21.70	15	**	**
Asian, Native Hawaiian, or Pacific Islander	88	65.2	75.00	64.40	75.60	51.1	16.6	Met Target
American Indian or Alaska Native	N	N	N	*	42.50	N	**	**
Two or More Races	12	85.7	25.00	37.20	44.90	22.6	**	**
Female	268	63.2	53.40	37.80	44.10	35.2		
Male	304	67.5	45.40	36.80	42.90	32.1		
Economically Disadvantaged Students	31	82.1	12.90	20.00	25.10	*	9	Met Target
Non-Economically Disadvantaged Students	541	64.7	51.20	39.50	54.30	*		
Students with Disabilities	117	88.8	12.80	10.00	16.50	12	7.1	Met Target
Students without Disabilities	455	61.3	58.40	42.90	48.80	37.4		
English Learners	N	N	N	*	23.30	N	**	**
Non-English Learners	572	65.4	49.10	*	45.20	33.6		
Homeless Students	N	N	N	*	16.40	N		
Students In Foster Care	N	N	N	*	15.10	N		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	305	744	736	743	7%	15%	33%	45%	0%	45%	42%
White	248	744	738	751	7%	17%	32%	45%	0%	45%	52%
Hispanic	17	738	724	728	*	*	*	*	0%	35%	24%
Black or African American	*	*	*	724	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	26	759	750	774	*	*	*	69%	*	69%	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	*	*	*	741	*	*	*	*	*	*	41%
Female	154	748	738	744	*	10%	34%	50%	*	50%	43%
Male	151	741	733	741	*	21%	33%	40%	*	40%	40%
Economically Disadvantaged Students	11	725	722	727	*	*	*	*	0%	18%	23%
Non-Economically Disadvantaged Students	294	745	738	751	*	*	*	*	0%	46%	52%
Students with Disabilities	56	719	718	714	*	34%	27%	*	*	14%	10%
Students without Disabilities	249	750	740	747	*	11%	35%	*	*	52%	47%
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	305	744	736	745	7%	15%	33%	45%	0%	45%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%



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Mathematics Assessment - Performance by Test: Geometry

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	241	744	737	734	*	16%	28%	48%	*	50%	30%
White	174	742	738	740	*	17%	30%	44%	*	47%	38%
Hispanic	*	*	*	722	*	*	*	*	*	*	14%
Black or African American	*	*	*	719	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	49	758	*	758	*	0%	25%	71%	*	74%	65%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	29%
Two or More Races	*	*	*	733	*	*	*	*	*	*	32%
Female	102	746	739	735	*	18%	25%	53%	*	54%	31%
Male	139	742	736	733	*	14%	30%	45%	*	48%	30%
Economically Disadvantaged Students	*	*	*	721	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	39%
Students with Disabilities	51	721	716	711	*	39%	29%	*	*	14%	*
Students without Disabilities	190	750	741	738	*	10%	27%	*	*	60%	*
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	241	744	*	735	*	16%	28%	48%	*	50%	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	727	N	N	N	N	N	N	15%
Migrant Students	N	N	N	704	N	N	N	N	N	N	*



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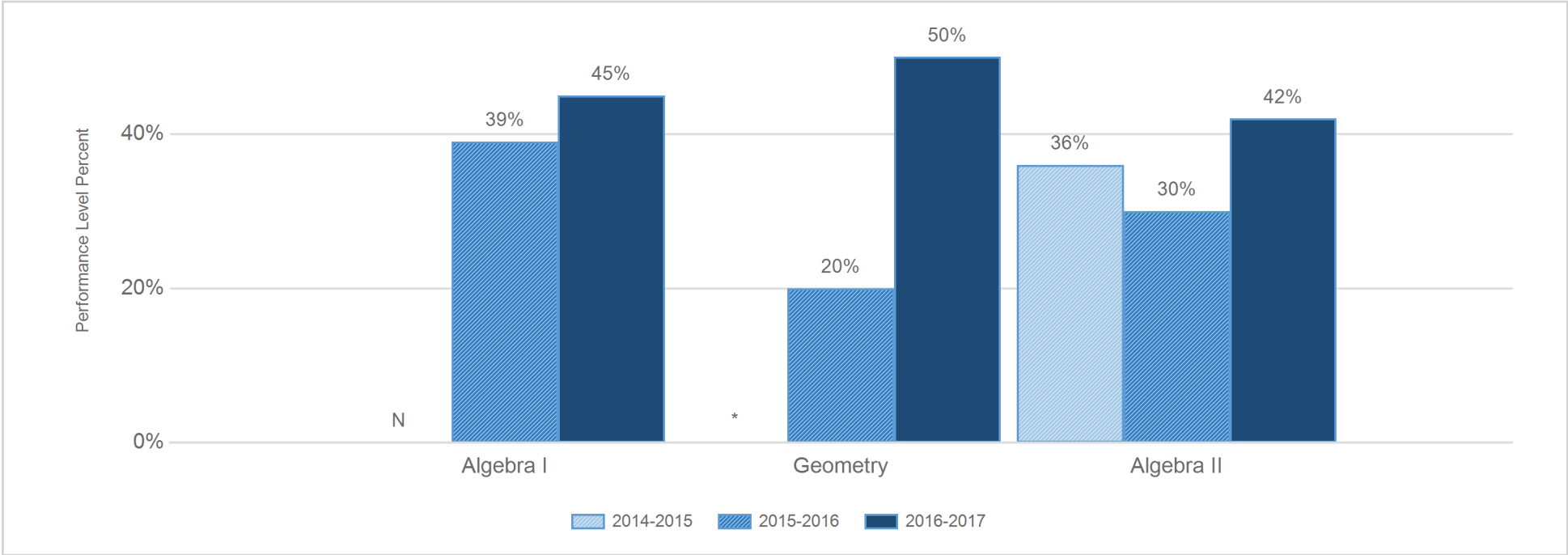
Mathematics Assessment - Performance by Test: Algebra II

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	74	738	731	725	30%	22%	*	34%	*	42%	28%
White	47	730	729	731	36%	26%	*	26%	*	32%	33%
Hispanic	*	*	*	710	*	*	*	*	*	*	14%
Black or African American	*	*	*	703	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	18	771	*	761	*	*	*	61%	*	78%	62%
American Indian or Alaska Native	N	N	N	715	N	N	N	N	N	N	20%
Two or More Races	*	*	*	718	*	*	*	*	*	*	25%
Female	25	756	731	725	*	*	*	48%	*	60%	27%
Male	49	729	730	725	*	*	*	27%	*	33%	29%
Economically Disadvantaged Students	*	*	*	708	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	*	*	*	733	*	*	*	*	*	*	35%
Students with Disabilities	14	691	695	692	*	*	*	*	*	*	*
Students without Disabilities	60	749	735	729	*	*	*	*	*	*	*
English Learners	N	N	N	692	N	N	N	N	N	N	*
Non-English Learners	74	738	*	726	30%	22%	*	34%	*	42%	*
Homeless Students	N	N	N	702	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	692	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	710	N	N	N	N	N	N	14%
Migrant Students	N	N	N	702	N	N	N	N	N	N	14%

Mathematics Assessment – Performance Trends

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





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Alternate Assessments - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
9	N	N
10	N	N
11	20	16

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	N	N	N
2	N	N	N
3	N	N	N
4	N	N	N
5+	N	N	N



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

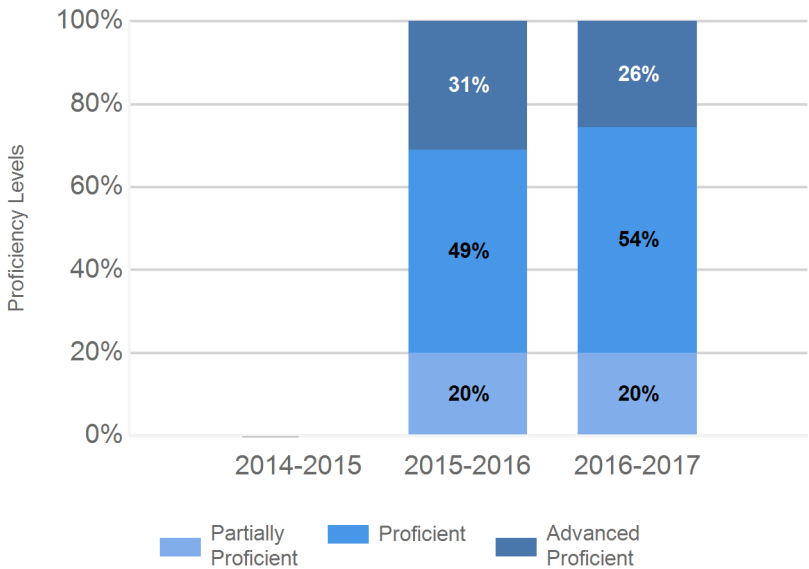
Biology Assessment - Performance

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	16%	42%	42%
Schoolwide	26%	54%	20%
White	22%	54%	24%
Hispanic	21%	47%	32%
Black or African American	N	*	*
Asian, Native Hawaiian, or Pacific Islander	44%	52%	4%
American Indian or Alaska Native	N	N	N
Two or More Races	20%	*	*
Economically Disadvantaged Students	23%	39%	39%
Students with Disabilities	7%	33%	60%
English Learners	N	N	N

Biology Assessment - Proficiency Trends

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





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

PSAT/SAT/ACT - Participation

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

Test	% of Students in School	% of Students in State
Percentage of students taking the PSAT	98.1%	89.4%
Percentage of students taking the SAT	95.3%	70.0%
Percentage of students taking the ACT	44.1%	28.3%

PSAT/SAT/ACT - Performance

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

Test	School Average Score	State Average Score	College Readiness Benchmarks	School - % of Students scoring at or above Benchmark	State - % of Students scoring at or above Benchmark
PSAT - Reading and Writing	537	481	Varies By Grade	85%	67%
PSAT - Math	535	483	Varies By Grade	68%	49%
SAT - Reading and Writing	617	551	480	95%	77%
SAT - Math	619	552	530	85%	58%
ACT - Reading	25	24	22	71%	65%
ACT - English	25	24	18	92%	79%
ACT - Math	26	24	22	79%	65%
ACT - Science	24	23	23	67%	54%



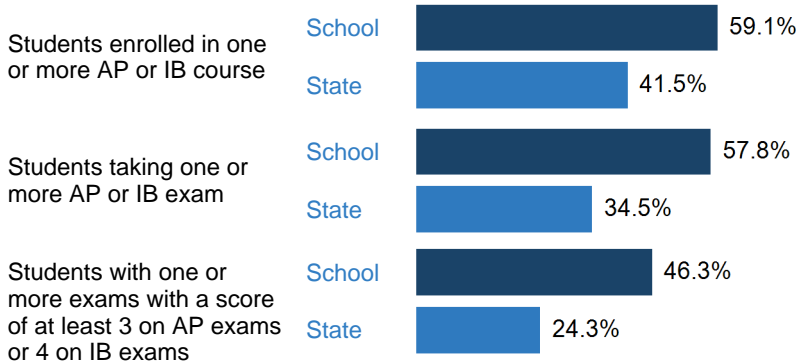
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate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

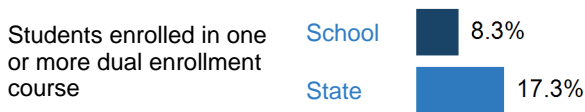
AP/IB Coursework – Participation and Performance

This chart shows the percentage of students out of all 11th and 12th grade students in the school and across the state, who enrolled in one or more AP or IB course, the percentage that took one or more AP or IB exam, and the percentage of students taking one or more exams who received at least one score of at least 3 on AP exams or 4 on IB exams.



Dual Enrollment Coursework - Participation

This graph shows the percentage students enrolled in at least one **dual enrollment** course in the school and across the state. **Dual enrollment** courses allow high school students to enroll in college courses for credit prior to their high school graduation.



AP/ IB Courses Offered

This table shows the students enrolled in AP/IB courses and the corresponding exams that were taken. Students do not need to take a course to take the exam and not all students enrolled in a course take the exam. The last two rows show the total number of exams taken and the number of exams with scores of at least 3 on AP exams or 4 on IB exams. In the last two rows, students taking multiple exams are counted more than once.

AP/IB Course	Students Enrolled	Students Tested
AP Biology	46	49
AP Calculus AB	82	82
AP Calculus BC	60	58
AP Chemistry	11	13
AP Chinese Language and Culture	8	8
AP Computer Science A	59	49
AP Computer Science Principles	0	16
AP English Language and Composition	46	47
AP English Literature and Composition	37	26
AP Environmental Science	76	72
AP European History	42	28
AP French Language and Culture	8	5
AP Macroeconomics	46	45
AP Microeconomics	46	46
AP Physics 1	0	72
AP Physics 2	0	18
AP Physics B	100	0
AP Physics C: Electricity and Magnetism	0	4
AP Physics C: Mechanics	0	4
AP Psychology	165	147



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AP/IB Course	Students Enrolled	Students Tested
AP Spanish Language	24	24
AP Statistics	110	106
AP Studio Art—Two-Dimensional	0	1
AP U.S. Government and Politics	72	68
AP U.S. History	196	197
Total Exams Taken		1185
Exams with scores of at least 3 on AP exams or 4 on IB exams		938



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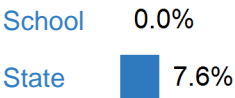
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This section contains information about participation in approved **Career and Technical Education (CTE)** programs and **Structured Learning Experiences**. For more information about CTE in New Jersey, please visit <http://www.nj.gov/education/cte/>.

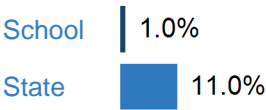
Career and Technical Education Participation

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

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



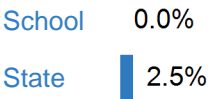
CTE Concentrators
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

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

Structured Learning Experiences



Industry-Valued Credentials Earned

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

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

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



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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	300	144	29	1	0	0	28
10	7	290	134	32	2	0	10
11	1	7	256	156	20	8	47
12	0	0	6	123	120	122	122
Schoolwide	308	441	425	312	142	130	207
Enrolled in AP/IB Course					142	110	0

Science - Course Participation

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

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	325	1	0	0	0	0
10	8	436	1	0	0	2
11	14	8	8	71	386	27
12	37	10	2	90	36	102
Schoolwide	384	455	11	161	422	131
Enrolled in AP/IB Course	46	11		76	100	0



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

Social Studies and History - Course Participation

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

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	372	0	0	0	0	55
10	3	395	0	10	7	87
11	2	488	40	75	11	95
12	0	15	48	126	43	230
Schoolwide	377	898	88	211	61	467
Enrolled in AP/IB Course	0	196	47	165	0	113

World Languages - Course Participation

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

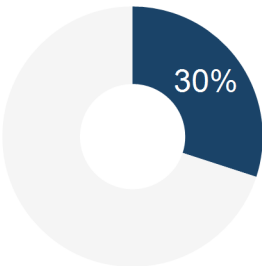
Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	354	27	55	0	0	20	0
10	326	22	56	0	0	19	0
11	206	25	58	0	0	18	0
12	30	10	19	0	0	11	0
Schoolwide	916	84	188	0	0	68	0
Enrolled in AP/IB Course	24	8	0	0	0	8	0
Enrolled in Level 3 or Higher	318	49	56	0	0	19	0
Earned Seal of Biliteracy	N	N	N	N	N	N	N

Visual and Performing Arts – Course Participation

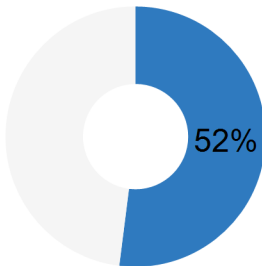
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

Grades 9-12:

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

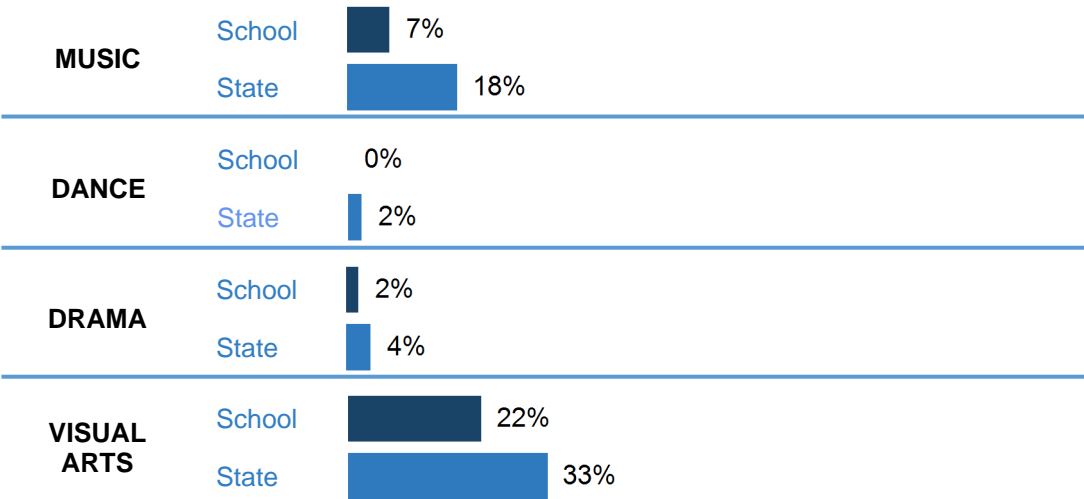


School



State

Students enrolled in one or more classes by discipline:





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

Graduation Rates

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

Student Group	School - Class of 2017: 4 Year Rate	State - Class of 2017: 4 Year Rate	School - Class of 2016: 5 Year Rate	State - Class of 2016: 5 Year Rate	Class of 2016: 4 Year Rate	Class of 2016: 4 Year Target	Met Target?	Class of 2015: 5 Year Rate	Class of 2015: 5 Year Target	Met Target?
Schoolwide	97.8%	90.5%	97.2%	91.8%	96.7%	N	Met Goal	98.8%	N	Met Goal
White	97.6%	94.5%	97.4%	95.1%	96.6%	N	Met Goal	98.7%	N	Met Goal
Hispanic	100.0%	84.3%	100.0%	86.3%	100.0%	**	**	94.1%	**	**
Black or African American	93.3%	83.4%	*	85.3%	*	**	**	*	**	**
Asian, Native Hawaiian or Pacific Islander	98.9%	96.6%	98.0%	97.5%	98.0%	N	Met Goal	100.0%	N	Met Goal
American Indian or Alaska Native	*	92.3%	N	86.6%	N	N	N	*	**	**
Two or More Races	*	91.9%	*	93.7%	*	**	**	N	N	N
Economically Disadvantaged Students	89.7%	83.9%	85.0%	85.6%	76.2%	91.5%	Not Met	95.7%	N	Met Goal
Students with Disabilities	91.9%	78.8%	86.2%	82.1%	87.7%	91.9%	Not Met	96.6%	N	Met Goal
English Learners	*	76.1%	N	79.7%	N	N	N	N	N	N
Homeless Students	N	73.2%	N	74.4%	N	*	N	N		

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

Graduation Rate Trends

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

Class of	4-Year Rate	5-Year Rate
2017	97.8%	-
2016	96.7%	97.2%
2015	97.5%	98.8%

Dropout Rate Trends

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

School Year	School Rate	State Rate
2016-2017	0.4%	1.1%
2015-2016	0.2%	1.1%
2014-2015	0.2%	1.1%



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

Postsecondary Enrollment Rates: Fall

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	71.1%	29.5%	70.5%
Schoolwide	89.8%	22.5%	77.5%
White	89.2%	24.8%	75.2%
Hispanic	*	*	*
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	95.6%	14.9%	85.1%
American Indian or Alaska Native	N	N	N
Two or More Races	*	0%	*
Economically Disadvantaged Students	88.2%	46.7%	53.3%
Students with Disabilities	77.8%	71.4%	28.6%
English Learners	N	N	N

Postsecondary Enrollment Rates: 16 month

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	76.1%	33.6%	66.5%	73.6%	26.4%	65.5%	34.6%
Schoolwide	90.7%	23.7%	76.3%	76.8%	23.2%	57.1%	42.9%
White	90.2%	29%	71%	76.4%	23.6%	55.4%	44.6%
Hispanic	84.2%	18.8%	81.3%	75%	25%	50%	50%
Black or African American	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	93%	7.5%	92.5%	78.5%	21.5%	63.4%	36.6%
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	92.3%	50%	50%	91.7%	8.3%	83.3%	16.7%
Students with Disabilities	71.7%	63.2%	36.8%	84.2%	15.8%	73.7%	26.3%
English Learners	N	N	N	N	N	N	N



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This section shows information about student absences which provides important information about a school’s culture and climate. In addition, research shows that student absences impact a child’s ability to succeed in school. The New Jersey Department of Education selected chronic absenteeism as its measure of school quality and student success for the *ESSA* accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

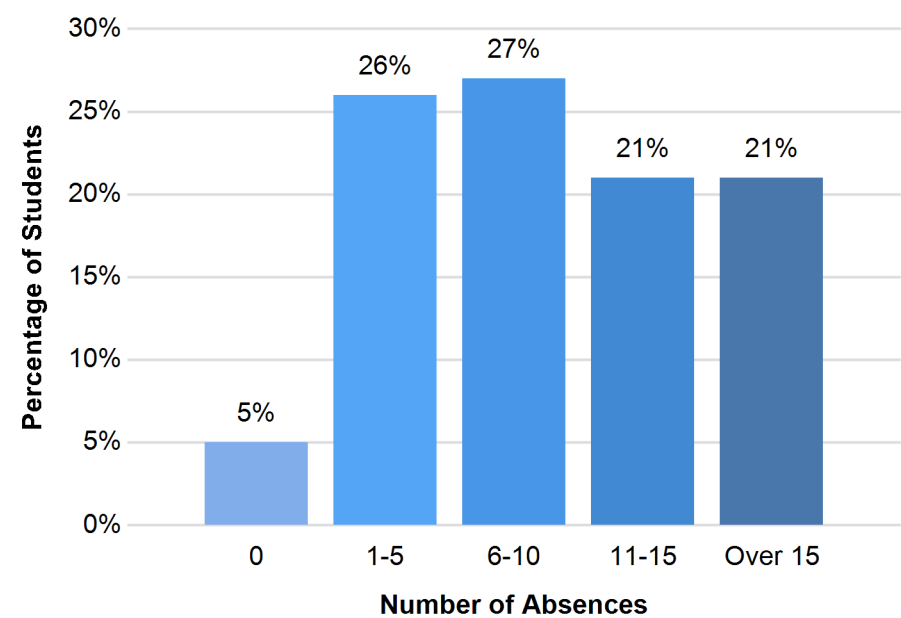
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	16.40	14.30	Not Met
White	18.50	14.30	Not Met
Hispanic	17.60	14.30	Not Met
Black or African American	16.70	14.30	Not Met
Asian, Native Hawaiian, or Pacific Islander	7.50	14.30	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	10.70	14.30	Met Target
Economically Disadvantaged Students	26.10	14.30	Not Met
Students with Disabilities	23.10	14.30	Not Met
English Learners	N	**	**

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

Days Absent

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



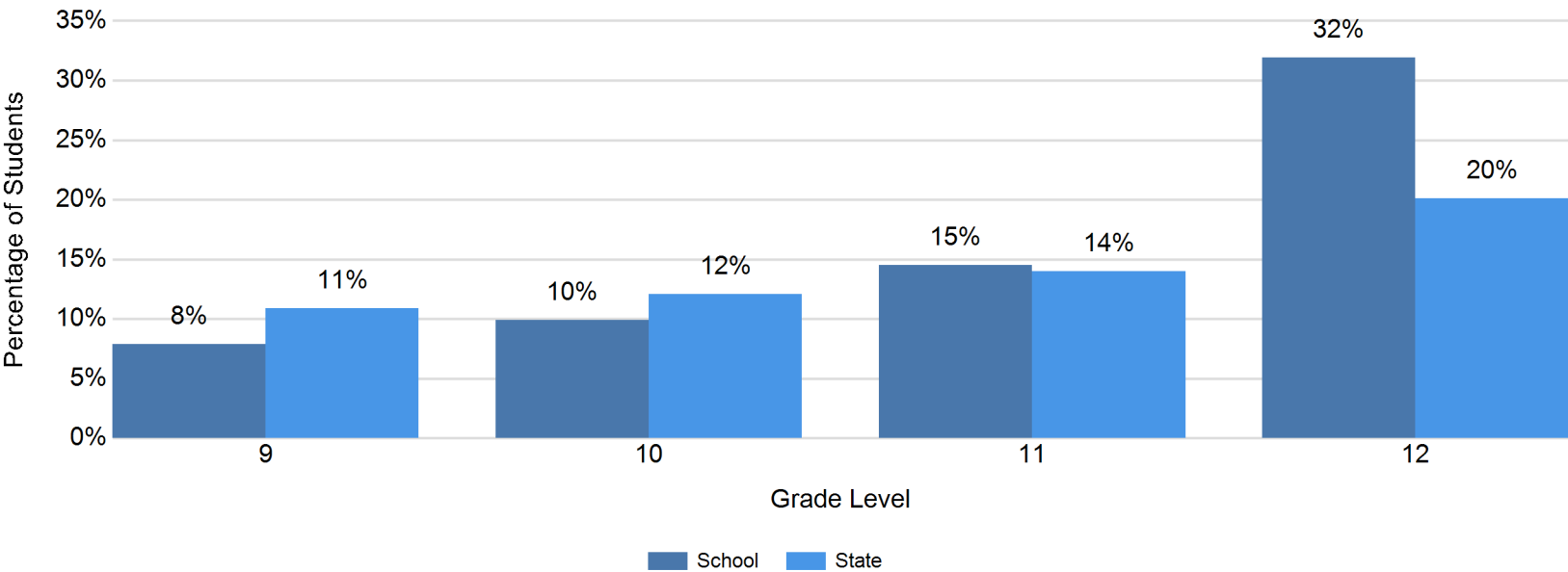


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Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





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School Day

This table shows the start and end times and length of school day for a typical student at this school. **Instructional time** is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher.

Category	School
Typical Start Time	8:25AM
Typical End Time	3:00PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	5 Hrs. 32 Mins.
Shared Time - Instructional Time	2 Hrs. 24 Mins.

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	2
Vandalism	1
Weapons	0
Substances	9
Harassment, Intimidation, Bullying (HIB)	6
Total Unique Incidents	18
Incidents Per 100 Students Enrolled	0.94

Student Suspension Rate

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

Suspension Types	% of Students
In-School Suspensions	2.0%
Out-of-School Suspensions	2.3%
Any Suspension	3.2%

Student Expulsions

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

Category	Number of Students
Expulsions	0



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Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	5.5:1	370.8 kbps	100 kbps	Yes	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$291	\$13,456	\$13,747



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

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

Teachers: All classroom teachers

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

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	140	120,724
Average years experience in public schools	11.7	11.8
Average years experience in district	10.7	10.5
Teachers in district for 4 or more years	74%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	73	9,506
Average years experience in public schools	16.4	15.9
Average years experience in district	12.1	11.6
Administrators in district for 4 or more years	80%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	14:1	13:1
Administrators	191:1	148:1
Librarian/Media Specialists		3596:1
Nurses		1079:1
Counselors		292:1
Child Study Team		432:1



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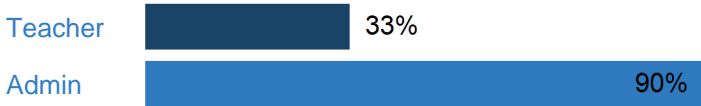
Teachers and Administrators - Level of Education

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

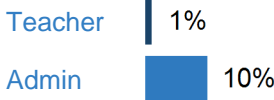
Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	91%	89%
2015-16 Administrators: Same district 2016-17	93%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	98%



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Accountability Indicator Scores and Summative Rating

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	47.0	17.5%
Mathematics Proficiency	56.6	17.5%
Graduation - 4-Year	54.4	25.0%
Graduation - 5-Year	90.4	25.0%
Chronic Absenteeism	33.0	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		59.3
Summative Rating: Percentile rank of Summative Score		62.0
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No
Requires Comprehensive Support: 4-year Graduation Rate less than or equal to 67%		No

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

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



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Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	Graduation Rate - 4-Year	Graduation Rate - 5-Year	At Risk for Consistently Underperforming Student Group
Schoolwide	59.3	6.2	No	Met Target	Met Target	Not Met	Met Goal	Met Goal	No
White	51.2	6.2	No	Met Target	Met Target	Not Met	Met Goal	Met Goal	No
Hispanic	**	**	No	Met Target	Met Target	Not Met	**	**	No
Black or African American	**	**	No	**	**	Not Met	**	**	No
Asian, Native Hawaiian, or Pacific Islander	42.5	6.2	No	Met Target	Met Target	Met Target	Met Goal	Met Goal	No
American Indian or Alaska Native	**	**	No	**	**	**	N	**	No
Two or More Races	**	**	No	**	**	Met Target	**	N	No
Economically Disadvantaged Students	51.3	6.2	No	Met Target	Met Target	Not Met	Not Met	Met Goal	No
Students with Disabilities	75.7	6.2	No	Met Target	Met Target	Not Met	Not Met	Met Goal	No
English Learners	**	**	No	**	**	**	N	N	No

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

† Target was met within a confidence interval.



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School General Info

Principal:	Dr. Bleakley	Email Address:	dbleakley@frhsd.com
Address:	95 NORTH MAIN STREET MARLBORO, NJ 07746-1055	Website:	https://www.frhsd.com/Domain/10
Phone:	(732)617-8393	Facebook:	https://www.facebook.com/FreeholdRegional/
		Twitter:	https://twitter.com/MarlboroHSinNJ

School Narrative

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

 Highlights:	<ul style="list-style-type: none"> • Accredited by the Middle States Association of Colleges and Schools. • Magnet Programs: Business Administration Specialized Learning Center • Students have access to 60 extracurricular clubs and 24 interscholastic varsity sports including sub-varsity teams.
 Mission, Vision, Theme:	<p>The Schools of the Freehold Regional High School District form a diverse and supportive community offering innovative and comprehensive programs that inspire students to maximize their potential, preparing them to navigate an evolving global society.</p>
 Awards, Recognition, Accomplishments:	<p>Marlboro High School students earn the distinction of Commended students, Semifinalists, and Finalists in National Merit Scholarship Program. MHS has been consistently recognized by the College Board as an AP Equity and Excellence recipient for the proportion of our school's Advanced Placement students who score a three or higher on an AP exam at any point during high school. In the arts and athletics, Marlboro students receive All-District; All-County; All-Shore, and All-State recognition.</p>



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Courses, Curriculum, Instruction:

Challenging and relevant curricular opportunities are offered in Business, Classical & World Languages, English Language Arts, Family & Consumer Sciences, Health & Physical Education, Math, Music, Science, Social Studies and Technology including 23 AP courses. Unique to Marlboro High School is the Business Administration Learning Center. This Magnet Program allows students to pursue their passions within the comprehensive high school.



Sports and Athletics:

Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Cross-Country (Boys & Girls), Football (Co-ed), Golf (Boys & Girls), Gymnastics (Girls), Ice Hockey (Co-ed), Lacrosse (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Boys & Girls), Wrestling (Co-ed)



Clubs and Activities:

Marlboro High School offers a wide selection of extracurricular opportunities. The extracurricular program offers over 60 organizations and service clubs appealing to a wide variety of students and their interests. The community and local charities have benefited significantly through the dedication and efforts of these students.



Before and After School Programs:

Marlboro High School offers an After School Recreation Program for students with disabilities in self-contained special programs, ages 14 - 21. The program is run by certified teaching staff and assisted by paraprofessionals.








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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.

 Staff and Professional Learning:	<p>A multitude of learning opportunities are available to staff including Professional Learning Communities, SciIP committee programs, district-wide collaborative workshops, as well as training offered by professional organizations. All professional learning endeavors seek to maximize opportunities for students to develop important college and career readiness skills essential in a complex global society: critical thinking, collaboration, communication, and creativity.</p>
 Postsecondary Information:	<p>The Counseling Department provides students and parents with individualized information on college and career planning. A College and Career Counselor supports each Guidance Counselor as they collaboratively develop customized post-secondary paths for students. Students in Grades 9, 10, and 11 are administered the PSAT during the school day. Additionally, FRHSD hosts College and Career Planning Nights including a College and Career Fair, Financial Aid Planning, and Admissions Exam Planning.</p>
 Student Supports and Services:	<p>Students are supported by a comprehensive counseling staff including a Student Assistance Coordinator, College and Career Counselor, and a Guidance Supervisor. Students with an Individualized Education Plan are served by members of the Child Study Team including a School Psychologist, Social Worker, Learning Disabilities Teacher Consultant, Special Education Supervisor and a Behaviorist.</p>
 Student Health and Wellness:	<p>Students participate in a Health and Physical Education program that encourages positive student choices over the course of their high school career and beyond. Students have access to a School Counselor, Student Assistance Coordinator and other mental health experts who assist students with developing coping skills and resiliency when faced with adversity. Athletes are supported by the Athletic Trainer while the School Nurse provides required care and health information to all students.</p>
 Parent and Community Involvement:	<p>The District's Special Education Advisory Council (SEAC) is a collaborative team of parents and district and school personnel that work to bring resources and information to parents of students with disabilities. Parents are provided with constant access to student grades and additional information through the Genesis Parent Portal available at www.frhdsd.com.</p>



Marlboro High School
2016-2017
Grade Span 09-12

25-1650-080
MONMOUTH
FREEHOLD REGIONAL
95 NORTH MAIN STREET
MARLBORO, NJ 07746-1055

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.

<div>A blue icon of a school building with a flag on top.</div> <div>Facilities:</div>	<p>Marlboro HS currently boasts 150-plus classrooms accommodating just under 1900 students. The building opened its doors in 1968. In 2002, the building underwent renovations and expansion adding several air-conditioned classrooms as well as a third gymnasium. Over time, upgrades and renovations have kept the building looking clean and modern. As of the 2017-2018 school year, the school is home to approximately 400 desktop computers and another 400 mobile computing devices.</p>
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Other Information:

Marlboro High School is dedicated to the pursuit of excellence in academics, arts, and athletics. Located in western Monmouth County, it is one of six high schools in the Freehold Regional High School District. Newsweek's 2016 list of America's Top Schools recognized Marlboro as one of the best in the State. Accredited by the Middle States Association of Colleges and Schools, Marlboro High School has an experienced staff of highly qualified professionals. Students are provided with an exceptional pedagogical blending of expertise, enrichment, and practices. Typically, Marlboro High School students earn the distinction of Commended students, Semifinalists, and Finalists in National Merit Scholarship Program. Since 2007, Marlboro High School has been annually recognized by the College Board as an AP Equity and Excellence recipient for the proportion of our school's Advanced Placement students who score a three or higher on an AP exam at any point during high school. In the arts and athletics, Marlboro students receive All-District; All-County; All-Shore, and All-State recognition for their achievements. In June of 2017, over 96 percent of Marlboro High School graduates pursued post-secondary education and were accepted into highly competitive colleges and universities. Many alumni proudly indicate that Marlboro High School graduates are well-prepared and successful in their college endeavors.