NJ SCHOOL PERFORMANCE REPORT

OLD BRIDGE HIGH SCHOOL
(23-3845-040)
Grades Offered: 09-12
2017-2018

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

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

Navigating through the reports:

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

Other Resources:

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

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School Contact Info

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

Type	Contact Information
County	MIDDLESEX
District	OLD BRIDGE TWP
Principal Name	MR. SASSO
Address	4209 ROUTE 516 MATAWAN, NJ 07747
Phone Number	(732)290-3900
Email Address	VSASSO@OBPS.ORG
Website	https://www.oldbridgeadmin.org/Domain/954
Twitter	https://twitter.com/ob_kosb

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Enrollment Trends by Grade

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

Grade	2015-16	2016-17	2017-18
9	692	678	699
10	760	688	691
11	716	759	687
12	774	724	789
Total	2,942	2,849	2,866

Enrollment Trends by Student Group

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

Student Group	2015-16	2016-17	2017-18
Female	49.9%	49.0%	48.5%
Male	50.1%	51.0%	51.5%
Economically Disadvantaged Students	24.9%	24.8%	24.5%
Students with Disabilities	15.2%	15.2%	14.9%
English Learners	1.4%	1.1%	1.5%
Homeless Students		0.1%	0.3%
Students in Foster Care		0.2%	0.2%
Military-Connected Students		0.0%	0.0%
Migrant Students		0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2015-16	2016-17	2017-18
White	61.6%	60.0%	59.6%
Hispanic	12.5%	13.2%	13.4%
Black or African American	8.9%	9.5%	9.1%
Asian	16.6%	16.9%	17.5%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.1%	0.1%
Two or More Races	0.3%	0.4%	0.3%

Enrollment Trends by Full and Shared Time Status

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

Enrollment Status	2015-16	2016-17	2017-18
Full Time Students	2,940	2,849	2,866
Shared Time Students	2	0	0
Full Time Equivalent	2,941	2,849	2,866

Enrollment by Home Language

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

Home Language	% of Students
English	93.8%
Urdu	1.2%
Spanish	1.0%
Other Languages	4.0%

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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 both overall and by student group. The PARCC assessment has five performance levels, and students scoring a Level 4 or 5 (Met or Exceeded Expectations) have demonstrated readiness for the next grade level and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the proficiency rate used for federal accountability, the annual target, and whether the target was met, as required by the Every Student Succeeds Act (ESSA) accountability. Student group rows where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	1345	97.1	43.5	58.5	56.7	43.5	52.5	Not Met
White	789	96.5	42.4	57.7	65.6	42.4	55.2	Not Met
Hispanic	171	99.4	27.5	45.5	42.5	27.5	36.5	Not Met
Black or African American	126	95.5	31.7	49.1	37.3	31.7	41.1	Not Met
Asian, Native Hawaiian, or Pacific Islander	256	98.9	63.3	75.2	82.3	63.3	61.4	Met Target
American Indian or Alaska Native	*	*	*	*	52.7	*	**	**
Two or More Races	*	*	*	*	63.4	*	**	**
Female	650	97.6	53.1	66.9	64.5	53.1		
Male	695	96.7	34.6	50.6	49.4	34.6		
Economically Disadvantaged Students	321	97.3	29.0	*	38.5	29.0	38	Not Met
Non-Economically Disadvantaged Students	1024	97.1	48.1	*	67.5	48.1		
Students with Disabilities	187	90.1	*	18.6	21.6	*	19.2	Not Met
Students without Disabilities	1158	98.4	*	66.3	63.9	*		
English Learners	40	100.0	10.0	42.0	27.3	10.0	16.6	Met Target†
Non-English Learners	1305	97.1	44.5	59.4	59.4	44.5		
Homeless Students	*	*	*	64.3	27.7	*		
Students In Foster Care	*	*	*	*	26.3	*		
Military-Connected Students	N	N	N	*	57.4	N		
Migrant Students	N	N	N	*	30.1	N		

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	689	745	745	752	13%	16%	23%	36%	11%	47%	55%
White	417	744	744	760	12%	16%	26%	37%	9%	46%	64%
Hispanic	85	722	722	735	28%	24%	20%	*	*	28%	38%
Black or African American	*	*	*	734	*	*	*	*	*	*	34%
Asian, Native Hawaiian, or Pacific Islander	132	765	765	782	*	*	*	43%	25%	68%	83%
American Indian or Alaska Native	*	*	*	752	*	*	*	*	*	*	51%
Two or More Races	N	N	N	760	N	N	N	N	N	N	63%
Female	340	753	753	759	8%	12%	22%	44%	14%	57%	63%
Male	349	737	737	744	18%	20%	24%	30%	8%	38%	46%
Economically Disadvantaged Students	147	728	728	733	22%	24%	24%	*	*	30%	34%
Non-Economically Disadvantaged Students	542	749	749	761	11%	14%	23%	*	*	52%	65%
Students with Disabilities	96	704	704	716	*	*	*	*	*	*	15%
Students without Disabilities	593	751	751	758	*	*	*	*	*	*	62%
English Learners	*	*	*	691	*	*	*	*	*	*	*
Non-English Learners	*	*	*	755	*	*	*	*	*	*	*
Homeless Students	*	*	*	720	*	*	*	*	*	*	22%
Students in Foster Care	*	*	*	719	*	*	*	*	*	*	20%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	54%
Migrant Students	N	N	N	696	N	N	N	N	N	N	10%

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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	666	737	737	749	24%	16%	20%	27%	12%	39%	51%
White	374	736	736	756	23%	17%	21%	27%	11%	39%	58%
Hispanic	89	720	720	733	34%	19%	19%	*	*	28%	38%
Black or African American	72	727	727	728	31%	21%	24%	*	*	25%	32%
Asian, Native Hawaiian, or Pacific Islander	129	753	753	782	16%	12%	16%	36%	21%	57%	78%
American Indian or Alaska Native	*	*	*	744	*	*	*	*	*	*	50%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	317	749	749	759	14%	15%	23%	32%	16%	48%	60%
Male	349	726	726	739	33%	17%	18%	22%	9%	32%	42%
Economically Disadvantaged Students	176	725	725	730	30%	22%	19%	22%	7%	28%	34%
Non-Economically Disadvantaged Students	490	741	741	758	22%	14%	21%	29%	14%	43%	59%
Students with Disabilities	91	688	688	707	*	*	*	*	*	*	15%
Students without Disabilities	575	744	744	756	*	*	*	*	*	*	57%
English Learners	10	696	696	684	*	*	*	*	*	*	*
Non-English Learners	656	737	737	752	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	23%
Students in Foster Care	N	N	N	707	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	706	N	N	N	N	N	N	18%

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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	629	724	724	736	31%	21%	23%	20%	6%	26%	39%
White	382	724	724	737	33%	17%	24%	20%	6%	26%	41%
Hispanic	88	719	719	731	28%	32%	22%	*	*	18%	35%
Black or African American	*	*	*	729	*	*	*	*	*	*	31%
Asian, Native Hawaiian, or Pacific Islander	109	731	731	759	23%	22%	20%	*	*	35%	60%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	25%
Two or More Races	*	*	*	737	*	*	*	*	*	*	39%
Female	315	735	735	745	19%	21%	26%	*	*	34%	48%
Male	314	713	713	728	42%	21%	19%	*	*	18%	31%
Economically Disadvantaged Students	146	714	714	730	40%	23%	21%	*	*	16%	33%
Non-Economically Disadvantaged Students	483	727	727	739	28%	20%	23%	*	*	29%	42%
Students with Disabilities	85	695	695	708	*	*	*	*	*	*	13%
Students without Disabilities	544	728	728	742	*	*	*	*	*	*	44%
English Learners	*	*	*	702	*	*	*	*	*	*	*
Non-English Learners	*	*	*	738	*	*	*	*	*	*	*
Homeless Students	*	*	*	721	*	*	*	*	*	*	22%
Students in Foster Care	*	*	*	708	*	*	*	*	*	*	19%
Military-Connected Students	N	N	N	729	N	N	N	N	N	N	31%
Migrant Students	N	N	N	707	N	N	N	N	N	N	*

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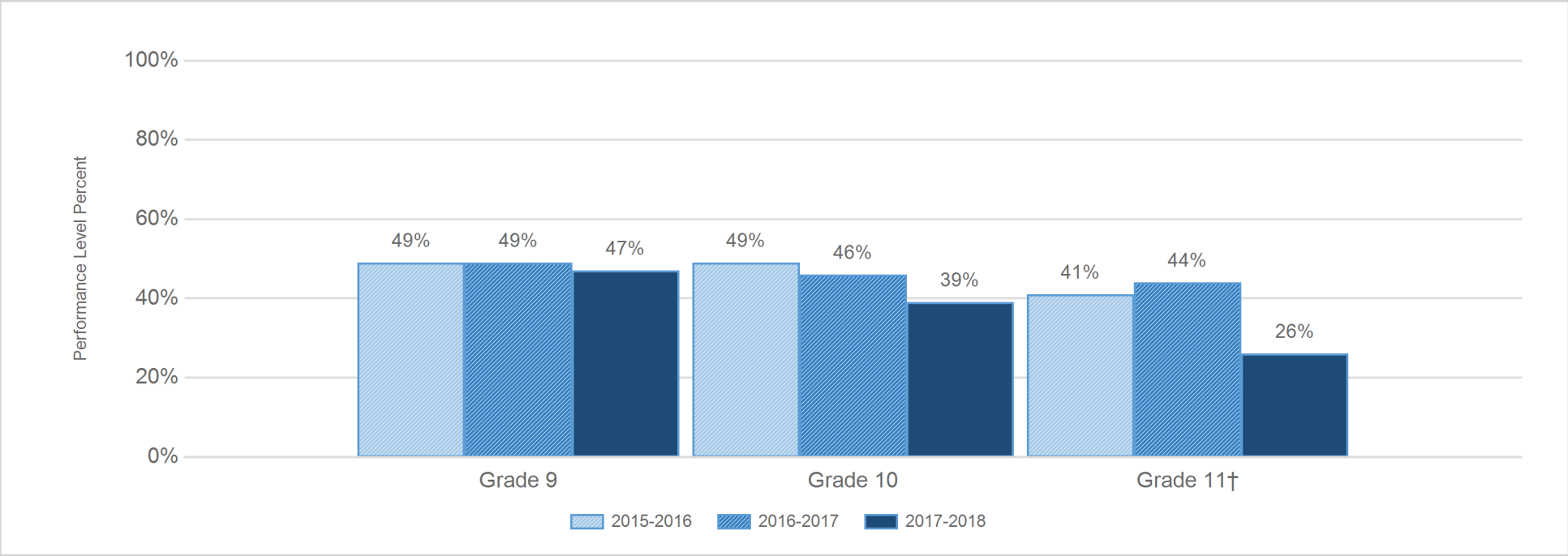
English Language Arts/Literacy Assessment - Performance Trends

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



† 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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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	1342	97.5	34.2	47.2	45.0	34.2	34.3	Met Target†
White	787	96.8	33.0	46.7	54.1	33.0	35.1	Met Target†
Hispanic	172	99.4	18.6	31.8	29.2	18.6	22.8	Met Target†
Black or African American	129	97.0	28.7	36.8	23.4	28.7	26.5	Met Target
Asian, Native Hawaiian, or Pacific Islander	251	98.8	51.0	66.3	77.0	51.0	43.4	Met Target
American Indian or Alaska Native	*	*	*	*	42.5	*	**	**
Two or More Races	*	*	*	*	53.0	*	**	**
Female	650	97.5	36.5	50.1	46.0	36.5		
Male	692	97.5	31.9	44.7	43.9	31.9		
Economically Disadvantaged Students	324	97.6	19.4	*	26.6	19.4	26.8	Not Met
Non-Economically Disadvantaged Students	1018	97.4	38.8	*	55.9	38.8		
Students with Disabilities	190	91.5	*	16.5	17.1	*	13.3	Not Met
Students without Disabilities	1152	98.6	*	53.3	50.5	*		
English Learners	41	100.0	*	37.2	24.6	*	16.6	Met Target†
Non-English Learners	1301	97.4	*	47.9	46.9	*		
Homeless Students	*	*	*	35.7	17.3	*		
Students In Foster Care	*	*	*	*	16.2	*		
Military-Connected Students	N	N	N	*	45.8	N		
Migrant Students	N	N	N	*	23.7	N		

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Mathematics Assessment - Performance by Test: Algebra I

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	618	732	741	746	15%	23%	33%	*	*	29%	46%
White	379	733	741	755	12%	23%	37%	*	*	28%	57%
Hispanic	95	726	731	730	18%	33%	29%	20%	0%	20%	27%
Black or African American	*	*	*	727	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	85	740	755	779	13%	15%	27%	45%	0%	45%	79%
American Indian or Alaska Native	*	*	*	746	*	*	*	*	*	*	49%
Two or More Races	N	N	N	755	N	N	N	N	N	N	54%
Female	296	736	743	748	9%	23%	38%	*	*	31%	48%
Male	322	729	738	745	20%	24%	29%	*	*	27%	44%
Economically Disadvantaged Students	170	725	727	729	22%	28%	33%	*	*	18%	25%
Non-Economically Disadvantaged Students	448	735	745	756	12%	22%	33%	*	*	33%	57%
Students with Disabilities	121	708	*	716	*	*	*	*	*	*	13%
Students without Disabilities	497	738	*	752	*	*	*	*	*	*	52%
English Learners	15	709	709	710	*	*	*	*	*	*	*
Non-English Learners	603	733	741	749	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	16%
Students in Foster Care	*	*	*	712	*	*	*	*	*	*	12%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	49%
Migrant Students	N	N	N	720	N	N	N	N	N	N	11%

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Mathematics Assessment - Performance by Test: Geometry

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	647	732	732	735	9%	32%	34%	*	*	25%	30%
White	384	734	734	740	8%	29%	35%	*	*	29%	37%
Hispanic	86	722	722	723	*	*	*	*	*	*	14%
Black or African American	74	726	726	719	*	47%	27%	*	*	18%	11%
Asian, Native Hawaiian, or Pacific Islander	101	737	737	760	12%	19%	39%	31%	0%	31%	65%
American Indian or Alaska Native	*	*	*	734	*	*	*	*	*	*	28%
Two or More Races	*	*	*	741	*	*	*	*	*	*	39%
Female	303	735	735	736	6%	29%	35%	*	*	29%	30%
Male	344	729	729	734	11%	35%	34%	*	*	21%	29%
Economically Disadvantaged Students	162	723	723	722	13%	43%	33%	*	*	11%	13%
Non-Economically Disadvantaged Students	485	735	735	741	7%	28%	35%	*	*	29%	38%
Students with Disabilities	96	710	710	713	*	*	*	*	*	*	*
Students without Disabilities	551	736	736	738	*	*	*	*	*	*	*
English Learners	*	*	*	711	*	*	*	*	*	*	*
Non-English Learners	*	*	*	736	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	*
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	731	N	N	N	N	N	N	24%
Migrant Students	N	N	N	709	N	N	N	N	N	N	11%

NJ SCHOOL PERFORMANCE REPORT

OLD BRIDGE HIGH SCHOOL
(23-3845-040)
Grades Offered: 09-12
2017-2018

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Mathematics Assessment - Performance by Test: Algebra II

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	609	726	726	727	27%	28%	17%	25%	4%	28%	30%
White	353	722	722	733	27%	32%	18%	*	*	22%	35%
Hispanic	78	714	714	710	36%	28%	17%	19%	0%	19%	14%
Black or African American	*	*	*	705	*	*	*	*	*	*	11%
Asian, Native Hawaiian, or Pacific Islander	134	746	746	766	19%	16%	16%	41%	8%	49%	66%
American Indian or Alaska Native	N	N	N	729	N	N	N	N	N	N	28%
Two or More Races	*	*	*	736	*	*	*	*	*	*	37%
Female	312	728	728	728	24%	29%	18%	*	*	29%	30%
Male	297	724	724	727	30%	26%	16%	*	*	27%	30%
Economically Disadvantaged Students	121	715	715	709	39%	26%	17%	*	*	17%	13%
Non-Economically Disadvantaged Students	488	729	729	736	24%	28%	17%	*	*	31%	37%
Students with Disabilities	60	685	685	693	*	*	*	*	*	*	*
Students without Disabilities	549	731	731	732	*	*	*	*	*	*	*
English Learners	*	*	*	691	*	*	*	*	*	*	*
Non-English Learners	*	*	*	729	*	*	*	*	*	*	*
Homeless Students	N	N	N	703	N	N	N	N	N	N	10%
Students in Foster Care	*	*	*	693	*	*	*	*	*	*	*
Military-Connected Students	N	N	N	717	N	N	N	N	N	N	20%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%

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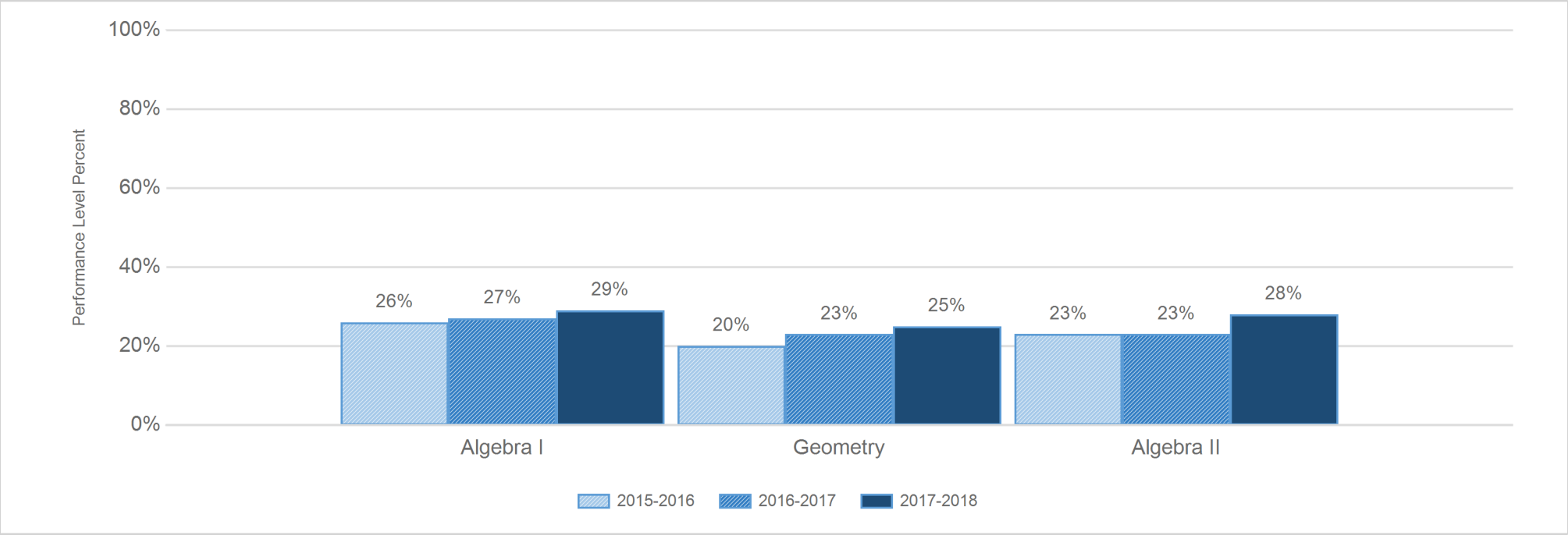
Mathematics Assessment – Performance Trends

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



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

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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Expected growth is based on the student's initial level of English Language Proficiency during the 2016-17 school year and the number of years the student has been enrolled in the district. This table also shows the school's 2017-18 ESSA accountability target and whether the target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2017-18 Target	Met Target?
Schoolwide/English Learners	27.6%	46.8%	Not Met

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	17	88.2%	11.8%
3-4	14	*	*
5 or more	*	*	*

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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grade 5, grade 8, and grade 11 were administered the NJSLA-Science field test in 2017-18.

NJASK Science Assessment Information

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

Biology Assessment Information

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

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

PSAT, SAT, & ACT - Participation

This table shows information about participation on the PSAT, SAT, and ACT exams. PSAT participation is the percentage of 10th and 11th graders that took the PSAT 10 or PSAT NMSQT exam in 2017-18. SAT and ACT participation rates show the percentage of 12th graders that have taken the SAT or ACT this year or in prior years.

Participation Type	School Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2017-18	95.2%	85.0%
12th graders taking SAT in 2017-18 or prior years	69.8%	72.2%
12th graders taking ACT in 2017-18 or prior years	11.7%	24.6%

PSAT, SAT, & ACT - Performance

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

Participation Type	School Average Score	State Average Score	College Readiness Benchmarks	School - Students Scores at or above Benchmark	State - Students Scores at or above Benchmark
PSAT 10/NMSQT - Reading and Writing	484	478	Grade 10: 430 Grade 11: 460	67%	62%
PSAT 10/NMSQT - Math	477	478	Grade 10: 480 Grade 11: 510	41%	42%
SAT - Reading and Writing	562	542	480	83%	72%
SAT - Math	563	543	530	60%	54%
ACT - Reading	24	24	22	62%	62%
ACT - English	24	24	18	87%	78%
ACT - Math	25	24	22	73%	62%
ACT - Science	23	23	23	50%	53%

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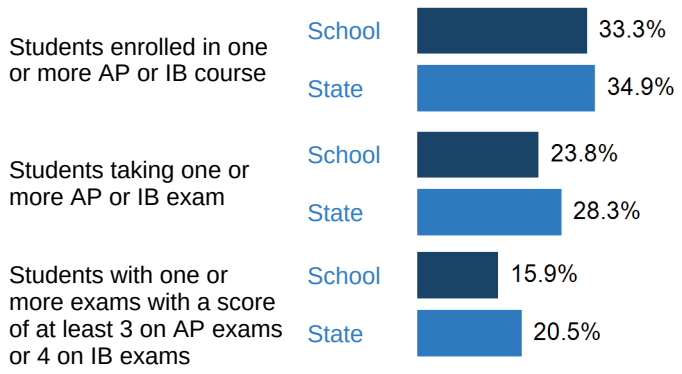
Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (IB)** courses and exams and **dual enrollment** courses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

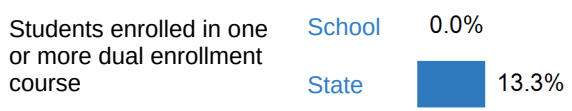
AP/IB Coursework – Participation and Performance

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



Dual Enrollment Coursework - Participation

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



AP/ IB Courses Offered

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

AP/IB Course	Students Enrolled	Students Tested
AP Art—History of Art	107	30
AP Biology	50	40
AP Calculus AB	31	30
AP Calculus BC	55	55
AP Chemistry	70	64
AP Computer Science A	59	18
AP Computer Science Principles	0	32
AP English Language and Composition	99	102
AP English Literature and Composition	136	59
AP Environmental Science	0	2
AP European History	43	21
AP French Language and Culture	22	7
AP German Language and Culture	0	4
AP Government	118	0
AP Italian Language and Culture	0	16
AP Macroeconomics	0	1

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AP/IB Course	Students Enrolled	Students Tested
AP Music Theory	0	2
AP Physics 1	0	1
AP Physics 2	0	1
AP Physics B	26	0
AP Physics C: Electricity and Magnetism	0	20
AP Physics C: Mechanics	0	21
AP Psychology	131	121
AP Spanish Language	59	21
AP Statistics	53	31
AP U.S. Government and Politics	0	94
AP U.S. History	124	122
AP World History	71	64
Total Exams taken		979
Exams with scores of at least 3 on AP exams or 4 on IB exams		625

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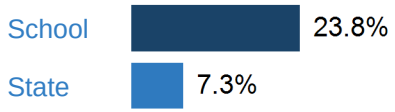
This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit the NJDOE's Career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

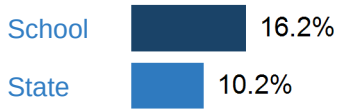
Career and Technical Education Participation

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

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



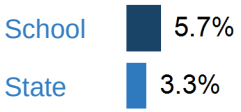
CTE Concentrators
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

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

Structured Learning Experiences



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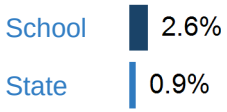
This section contains information about participation in approved **Career and Technical Education (CTE)** programs and **Structured Learning Experiences**. For more information about CTE in New Jersey, please visit http://www.nj.gov/education/cte/.

Industry-Valued Credentials

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

Students Earning Industry-Valued Credentials



Industry-Valued Credentials by Career Cluster

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

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total credentials earned
Education and Training	147		
Finance	122		
Human Services	62	55	89
Information Technology	364	20	20
Manufacturing	314		
Transportation, Distribution & Logistics	137		
Total (All Clusters)	1,146	75	109

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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	545	148	42	0	0	0	53
10	106	501	136	13	0	0	46
11	17	118	414	104	27	1	11
12	3	44	141	138	86	68	328
Total	671	811	733	255	113	69	438
Enrolled in AP/IB Course					86	53	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0

Science - Course Participation

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

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	300	2	0	0	0	395
10	432	240	7	0	0	11
11	36	336	82	21	63	172
12	44	35	40	28	136	339
Total	812	613	129	49	199	917
Enrolled in AP/IB Course	50	70		0	26	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

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

Social Studies and History - Course Participation

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

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	698	1	0	0	0	632
10	17	652	0	2	45	38
11	1	592	6	213	85	98
12	0	82	150	128	266	136
Total	716	1327	156	343	396	904
Enrolled in AP/IB Course	71	124	0	131		159
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	383	58	119	0	107	9	0
10	385	41	107	0	76	11	0
11	234	14	57	0	58	13	0
12	107	30	42	0	11	13	0
Total	1109	143	325	0	252	46	0
Enrolled in AP/IB Course	59	22	0	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	420	44	160	0	120	25	0

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Seal of Biliteracy

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

Language	Students Earning a Seal of Biliteracy
French	16
Italian	*
Spanish	14
Total	*

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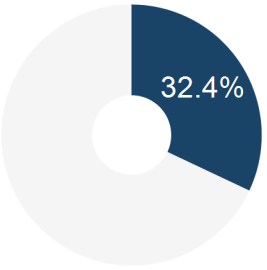
Visual and Performing Arts – Course Participation

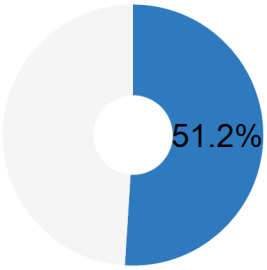
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 9-12:

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

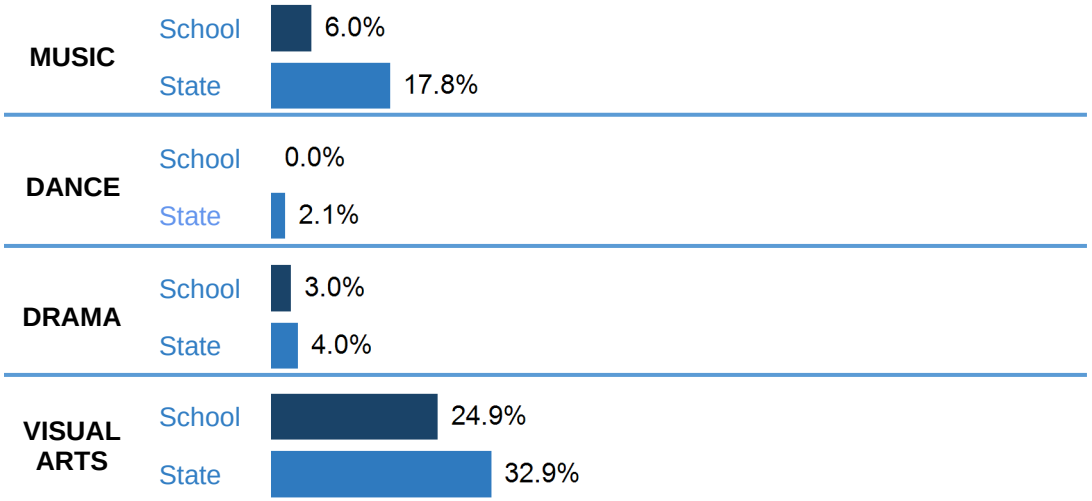


School



State

Students enrolled in one or more classes by discipline:



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

Graduation Rates

This table shows 4-year and 5-year graduation rates both overall and by student group. Annual ESSA accountability targets for the Class of 2017 4-year rate and the Class of 2016 5-year rates are included with a flag for whether the annual targets were met. Student group rows where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these accountability resources.

Student Group	School - Class of 2018: 4 Year Rate	State - Class of 2018: 4 Year Rate	School - Class of 2017: 5 Year Rate	State - Class of 2017: 5 Year Rate	Class of 2017: 4 Year Rate	Class of 2017: 4 Year Target	Class of 2017: Met Target	Class of 2016: 5 Year Rate	Class of 2016: 5 Year Target	Class of 2016: Met Target
Schoolwide	95.4%	90.9%	97.4%	92.4%	94.2%	93.3%	Met Target	96.0%	N	Met Goal
White	95.2%	95.0%	97.7%	95.7%	95.9%	N	Met Goal	96.0%	N	Met Goal
Hispanic	95.9%	84.8%	95.3%	87.3%	90.6%	84.8%	Met Target	92.0%	89.3%	Met Target
Black or African American	95.1%	84.2%	*	86.8%	*	95.0%	Not Met	95.7%	N	Met Goal
Asian, Native Hawaiian or Pacific Islander	96.7%	97.0%	97.0%	97.7%	94.7%	94.3%	Met Target	99.2%	N	Met Goal
American Indian or Alaska Native	*	86.5%	N	94.1%	N	N	N	*	**	**
Two or More Races	*	92.0%	*	93.9%	*	**	**	*	**	**
Economically Disadvantaged Students	95.0%	84.6%	95.2%	87.0%	88.4%	89.1%	Not Met	91.8%	92.6%	Not Met
Students with Disabilities	81.1%	80.1%	91.7%	83.5%	87.5%	85.4%	Met Target	88.6%	85.5%	Met Target
English Learners	93.8%	75.8%	94.7%	81.8%	84.2%	**	**	84.6%	**	**
Homeless Students	N	72.6%	*	79.1%	*			*		
Students in Foster Care	*	62.6%	N	64.9%						

NJ SCHOOL PERFORMANCE REPORT

OLD BRIDGE HIGH SCHOOL
(23-3845-040)
Grades Offered: 09-12
2017-2018

Report Key:
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Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the NJDOE Graduation Rate page.

Graduation Pathways

This table shows the percentage of Class of 2018 graduates that met high school graduation requirements through each type of graduation pathway for both English Language Arts (ELA) and Math.

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
PARCC Assessment	73.5%	52.9%
Substitute Competency Test	26.4%	46.9%
Portfolio Appeals Process	0.0%	0.0%
Alternate Requirements specified in IEP	0.0%	0.0%
Unknown	0.1%	0.1%

Graduation Rate Trends

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

Class of	4-Year Rate	5-Year Rate
2018	95.4%	-
2017	94.2%	97.4%
2016	95.3%	96.0%

Dropout Rate Trends

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

School Year	School Rate	State Rate
2017-2018	0.2%	1.2%
2016-2017	0.5%	1.1%
2015-2016	0.2%	1.2%

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

Postsecondary Enrollment Rates: Fall

This table shows information about Class of 2018 high school graduates enrolled in postsecondary institutions by the fall of 2018. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the next two columns show the percentage of those enrolled students in 2-year and 4-year institutions.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	72.8%	27.6%	72.4%
Schoolwide	78.9%	35.2%	64.8%
White	77.6%	37.1%	62.9%
Hispanic	73.2%	46.5%	53.5%
Black or African American	78.4%	31%	69%
Asian, Native Hawaiian, or Pacific Islander	88.1%	23.1%	76.9%
American Indian or Alaska Native	*	*	*
Two or More Races	*	*	*
Economically Disadvantaged Students	70.8%	43.7%	56.3%
Students with Disabilities	46.1%	72.3%	27.7%
English Learners	72.7%	50%	50%

Postsecondary Enrollment Rates: 16 month

This table shows information about Class of 2017 high school graduates enrolled in postsecondary institutions by the fall of 2018. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the following sets of columns show the percentage of those enrolled students in 2-year and 4-year institutions, public or private institutions, and in-state and out-of-state institutions.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	77.9%	31.9%	68.1%	72.5%	27.5%	64.9%	35.1%
Schoolwide	85.6%	38.6%	61.4%	78%	22%	81.6%	18.4%
White	82.8%	39.6%	60.4%	76.8%	23.2%	81.8%	18.2%
Hispanic	87.5%	54.3%	45.7%	80%	20%	84.3%	15.7%
Black or African American	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	93.6%	29.1%	70.9%	81.2%	18.8%	83.8%	16.2%
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	72.6%	46.9%	53.1%	79.6%	20.4%	88.8%	11.2%
Students with Disabilities	70.1%	75.4%	24.6%	91.8%	8.2%	93.4%	6.6%
English Learners	*	*	*	*	*	*	*

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

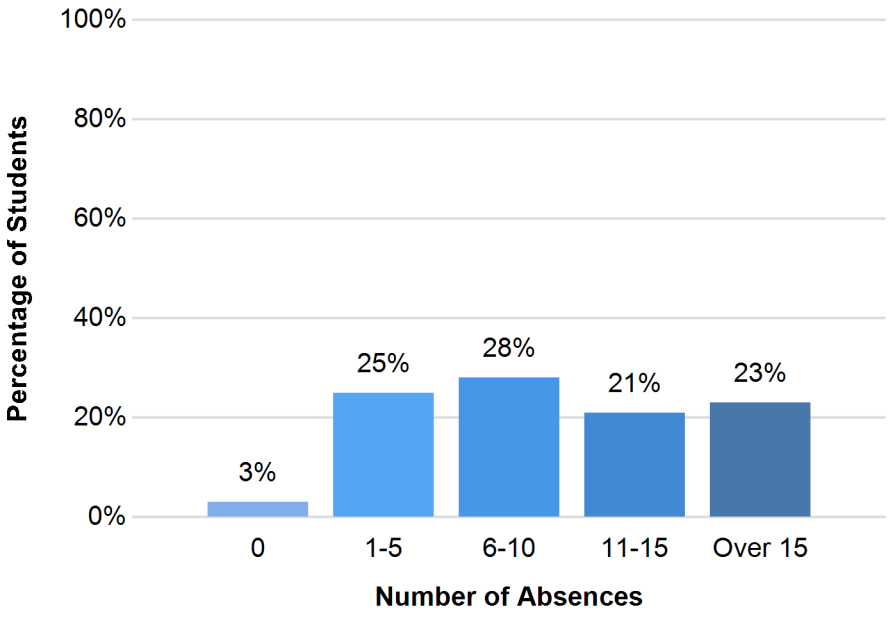
Chronic Absenteeism

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

Student Group	Number of students chronically absent	Percent of students chronically absent	State Average	Met State Average
Schoolwide	504	17.3	14.9	Not Met
White	339	19.6	14.9	Not Met
Hispanic	76	19.4	14.9	Not Met
Black or African American	37	14.0	14.9	Met
Asian, Native Hawaiian, or Pacific Islander	51	10.0	14.9	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Economically Disadvantaged Students	158	22.3	14.9	Not Met
Students with Disabilities	127	27.3	14.9	Not Met
English Learners	10	23.3	14.9	Not Met

Days Absent

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



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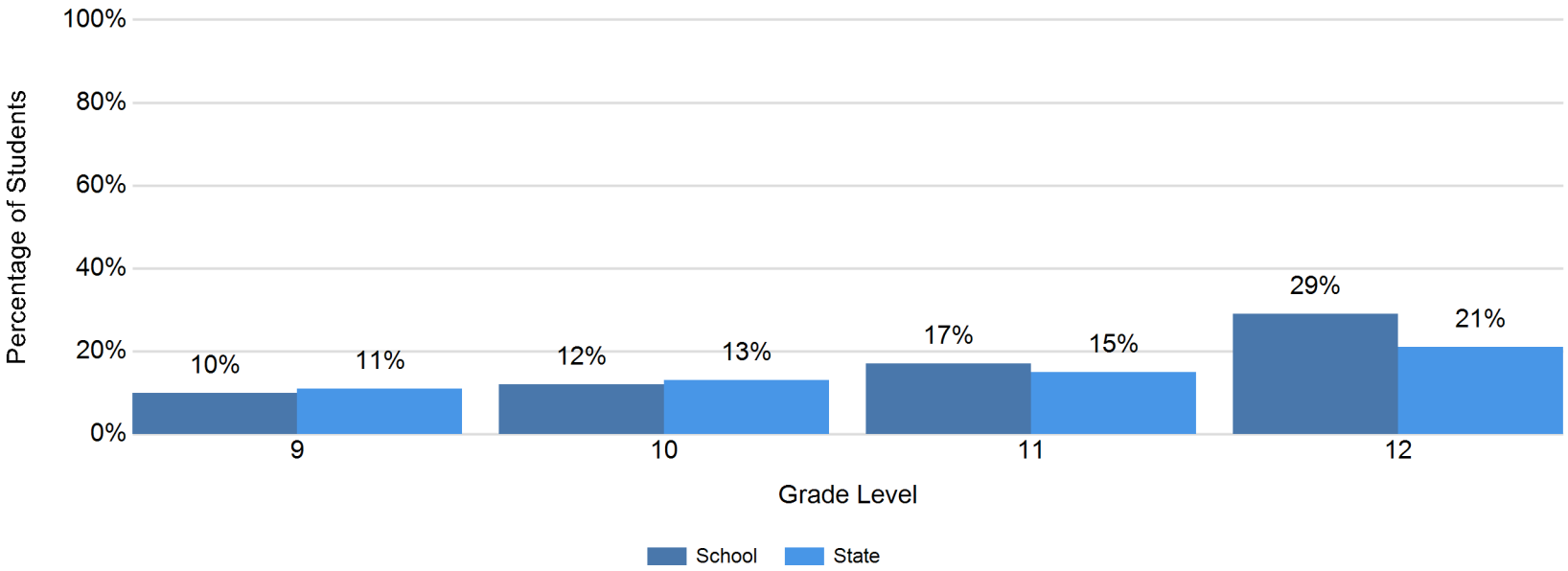
Chronic Absenteeism by Grade

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



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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	20
Weapons	2
Vandalism	6
Substances	66
Harassment, Intimidation, Bullying (HIB)	6
Total Unique Incidents	100
Incidents Per 100 Students Enrolled	3.49

Police Notifications

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

Incident Type	Incidents Reported to Police
Violence	3
Weapons	1
Vandalism	1
Substances	13
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

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Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	2	4	6
Religion	0	0	0
Ancestry	0	1	1
Gender	1	0	1
Sexual Orientation	1	0	1
Disability	1	0	1
Other	14	2	16
No Identified Nature	5		5

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	223	7.8%
Out-of-School Suspensions	169	5.9%
Any Suspension	298	10.4%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	14	0.5%

School Days Missed due to Out-of-School Suspensions
897

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School Day

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

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

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3-11 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3-11. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2017-18	1.2:1

Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district's schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts' User Friendly Budgets, or the NJDOE Finance District Report Search of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs). NJDOE will be collecting school-level per-pupil expenditures data for the 2018-19 school year, and that data will be included in future reports.

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2016-2017)	$385	$14,524	$14,909

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Key terms for staff data:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	228	117,464
Average years experience in public schools	14.4	12.0
Average years experience in district	13.1	10.7
Teachers in district for 4 or more years	86.8%	75.5%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	40	9,374
Average years experience in public schools	16.8	16.0
Average years experience in district	13.3	12.0
Administrators in district for 4 or more years	95.0%	76.2%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	13:1	12:1
Students to Administrators	220:1	217:1
Teachers to Administrators	18:1	18:1
Students to Librarians/Media Specialists		1738:1
Students to Nurses		668:1
Students to Counselors		362:1
Students to Child Study Team		272:1

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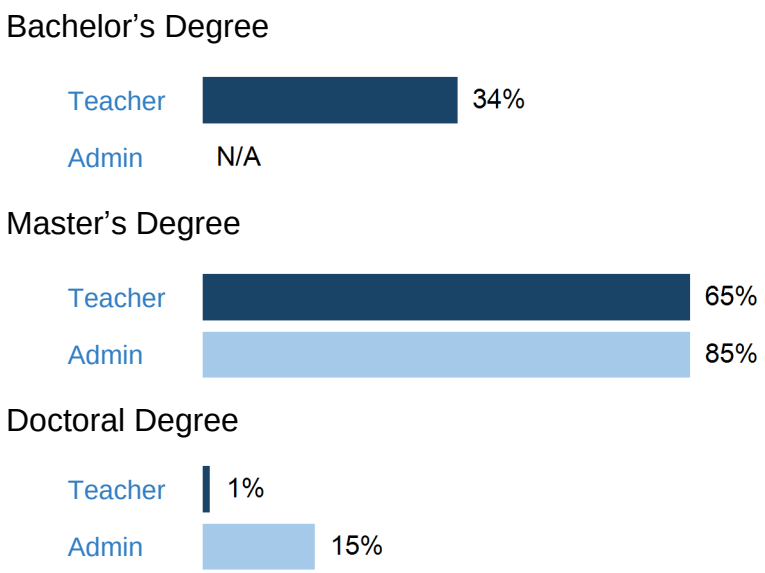
Teachers and Administrators - Level of Education

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



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

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

Job Type	District	State
2016-17 Teachers: Same district 2017-18	93.9%	90.2%
2016-17 Administrators: Same district 2017-18	92.5%	86.2%

Faculty Attendance

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

School Year	% Days Present
2017-18	97.1%

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Teachers and Administrators – Demographics

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

Category	Teachers	Administrators
Female	66.2%	38.5%
Male	33.8%	61.5%
White	91.7%	92.3%
Hispanic	5.3%	0.0%
Black or African American	0.4%	0.0%
Asian	2.6%	7.7%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%

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

Comprehensive Status

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

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

Targeted Status

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

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

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

New Jersey has developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement. This table shows the indicator scores for each indicator included in the accountability system and the weight that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative score in the bottom 5% of Title I schools or with a four-year graduation rate of 67% or less are identified as requiring Comprehensive Support and Improvement. For more information about New Jersey's accountability system and how these indicator scores were calculated, see these accountability resources.

Accountability Indicator	Score	Weight
English Language Arts Proficiency	28.08	15.0%
Mathematics Proficiency	50.43	15.0%
Graduation Rate - 4-Year	49.86	20.0%
Graduation Rate - 5-Year	59.20	20.0%
Progress Towards English Language Proficiency	20.91	20.0%
Chronic Absenteeism	27.30	10.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	40.50	n/a
Summative Rating: Percentile Rank of Summative Score	33.52	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	No	n/a
Requires Comprehensive Support: 4-year Graduation Rate less than or equal to 67%	No	n/a

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

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Accountability Summary by Student Group - 2017-18 School Year

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

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	4-Year Graduation Rate: Met Annual Target	5-Year Graduation Rate: Met Annual Target	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	No	Not Met	Met Target†	Met Target	Met Goal	Not Met	Not Met	No
White	38.87	8.94	No	Not Met	Met Target†	Met Goal	Met Goal	n/a	Not Met	No
Hispanic	45.79	8.94	No	Not Met	Met Target†	Met Target	Met Target	n/a	Not Met	No
Black or African American	68.54	8.94	No	Not Met	Met Target	Not Met	Met Goal	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	27.62	8.94	No	Met Target	Met Target	Met Target	Met Goal	n/a	Met	No
American Indian or Alaska Native	**	**	No	**	**	N	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	51.83	8.94	No	Not Met	Not Met	Not Met	Not Met	n/a	Not Met	No
Students with Disabilities	47.32	8.94	No	Not Met	Not Met	Met Target	Met Target	n/a	Not Met	No
English Learners	**	**	No	Met Target†	Met Target†	**	**	**	Not Met	No

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

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School Narrative

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

Highlights:	• OBHS offers in excess of 180 major academic and special interest electives, OBHS has over 25 varsity sports teams and over 75 clubs/activities, awarded National High School of Character
Mission, Vision, Theme:	Our mission as OBHS Knights is to provide a safe, nurturing environment in which all students can learn the skills necessary to find success as respectful members of a global society. Each student is an important resource and an invaluable member of the OBHS community. Every Knight is accountable for promoting a sense of understanding and compassion for others and the maturity to act on their beliefs. Each student is cognitively prepared to face the myriad of challenges in today's world.
Awards, Recognition, Accomplishments:	Middle States Accreditation; National High School of Character; Promising Practice Award for P.E.E.R. Day Program; Various GMC and State Individual and Varsity Championships; Nationally recognized Marching Knights Band; World Language student exchange programs; Voted Best Student Section in Central Jersey; OBHS Knightlife newspaper won Garden State Scholastic Press Association's overall excellence award; Over 75 clubs and activities offered

NJ SCHOOL PERFORMANCE REPORT

OLD BRIDGE HIGH SCHOOL
(23-3845-040)
Grades Offered: 09-12
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

School Narrative

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

Courses, Curriculum, Instruction:	Over 20 Advanced Placement Courses available; Old Bridge High School is a comprehensive high school in the traditional sense. It offers students a variety of fundamental requirements and course electives designed to foster a love of learning and provide a foundation upon which each student may grow and build. Old Bridge graduates are well-rounded, academically competitive young men and women prepared to either continue their education or enter the armed services or work force.
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Boys & Girls), Cross Country (Boys & Girls), Field Hockey (Girls), Football (Boys & Girls), Golf (Boys & Girls), 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), Volleyball (Boys & Girls), Wrestling (Boys & Girls) We believe that participation in interscholastic athletics is a vital part of the overall educational process. We recognize the positive influence of athletics as it has been proven to increase grade point averages, lead to fewer disciplinary issues, and increase the opportunities of going to college and having a promising career. Our programs strive to be successful, but strictly require that this be achieved through fairness, positive interaction and relationships, and sportsmanship.
Clubs and Activities:	Through the volunteer efforts of many OBHS teachers, the student activity program offers students the opportunity to experience a wide variety of school programs. Within the school community, students are encouraged to experience "life beyond the classroom." Old Bridge High School strives for a student-centered activity program in which students are encouraged to get involved. It'll make you a better student; it can help you become a better person.

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Staff and Professional Learning:	Our OBHS faculty and staff participate in many professional development opportunities throughout the school year, including Professional Learning Communities, staff development days, and common planning periods. Education is constantly changing, making it challenging for teachers to keep up with trends and best practices in the field. Professional development transforms teachers into better educators by enabling them to create relevant and tailored instruction for today's students.
Postsecondary Information:	OBHS Class of 2018 total students-784;Total students reported-725; Attending 4-year Colleges/Universities-411 students-52%; Attending 2-year Colleges-268 students-34%; Entering Armed Forces-7 students; Attending Post-Secondary/Technical School-14; Entering work force-25 Undecided/Not Reported -59 students. Class of 2018 will be attending schools such as: Cornell University, Duke University, Massachusetts Institute of Technology, The University of Alabama, Boston University, Florida State University, The George Washington University, Marquette University, New York University, Northeastern University, Pennsylvania State, and Purdue University, Rensselaer Polytechnic Institute and Vassar College. We also have students out of the country at Beijing Language and Culture University and the University of British Columbia.

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Student Supports and Services:	The Dept. of Special Services is responsible for the development of educational programs for students who are identified and/or classified as disabled children. OBPS district utilizes a Response to Intervention (RTI) model; a framework designed to provide educational support to struggling students and address learning challenges. The English as a Second Language (ESL) program serves pupils whose native language is other than English and who have difficulty understanding the English language.
Student Health and Wellness:	OBHS has 5 school nurses and 3 Student Assistance Counselors on staff daily to maintain the health and safety of our students. Each student is required to complete four years of physical education and health. Students are encouraged to develop and maintain physical fitness that will extend beyond high school. Free/reduced breakfast and lunch is available daily. Several school clubs and groups promote physical, social and emotional wellness such as Morning Warriors, Helping Hands and UKnighted.
Parent and Community Involvement:	OBHS is very fortunate to have a PTSA and Special Education PTA (SEPTA). All parents are encouraged to get involved and participate with these dedicated groups who meet regularly to provide and share information to our parents. Both a parent and student portal is available to obtain and share information and to check on grades, attendance, etc. OBHS has partnered with several community businesses and agencies to provide the best available resources and opportunities for our students.

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Facilities:	A recent renovation to OBHS in 2005 created what is currently the OBHS campus. OBHS has a full media center,8 computer labs,3 gymnasiums, 15 science labs,3 art rooms,2 culinary arts labs,2 beauty culture labs, 2 automotive labs, 1 woodworking room. In 2012 the Ellen McDermott Grade Nine Center was opened and was established around the concept of small learning communities to assist with a smooth transition into high school. The EMGNC houses a working planetarium used by our district schools.

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Other Information:	The narrative of Old Bridge High School's inception reads like a "to be continued" story for decades. During the radical 60's, the town of Old Bridge rested with two separate high schools for over 30 years. 1994 saw our first merger of what became OBHS: two campuses separated by one mile. 2005 marked the birth of one of the top five largest high schools in New Jersey, a centrally located OBHS campus bringing together over 3,000 students from diverse soci-economic and ethnic backgrounds. Even with everyone under the same roof, a greater divide among colleagues was evident. Not until the introduction of our current administrative team was our high school properly unified into a single-functioning cohesive unit of Knight Pride. This newly acquired, motivated team of administrators would visualize not only what OBHS could be, but what it should be. Our administration proved its commitment to defining our character in the wake of Hurricane Sandy. Taking over in 2012, our leaders adopted the slogan, Do The Right Thing. Collectively rallying behind our head administration allowed us to become connected to our staff, students, and especially our community. Our new rallying cry has witnessed us coping through loss and tragedy, while learning how to embrace the diversity that is OBHS. A common goal to better our school and community by giving back has created a belief and tradition in showing off our Knight Pride. Ongoing assessment of our school promises we will continue to maintain academic integrity while practicing sound ethical and moral behavior. Administration formally and informally assesses the climate through visibility and accessibility where open communication is the norm. Through class council and student government meetings, the student's voice is heard by the principal and administration. OBHS shares an open-door policy with students, parents, the community, and especially the alumni of OBHS who are regularly in attendance at many school events.