NJ SCHOOL PERFORMANCE REPORT

COLTS NECK HIGH SCHOOL
(25-1650-010)
Grades Offered: 09-12
2017-2018

Report Key:
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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	MONMOUTH
District	FREEHOLD REGIONAL
Principal Name	DR. DONAHUE
Address	59 FIVE POINTS ROAD COLTS NECK, NJ 07722-1710
Phone Number	(732)761-0190
Email Address	BDONAHUE@FRHSD.COM
Website	https://www.frhsd.com/Domain/8
Facebook	https://www.facebook.com/FreeholdRegional/
Twitter	https://twitter.com/CNHSPrincipal?ref_src=twsrc%5Etfw&ref_url=https%3A%2F%2Fwww.frhsd.com%2FDomain%2F8

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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	345	332	313
10	361	360	342
11	380	366	358
12	340	387	380
Total	1,426	1,445	1,393

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	46.9%	45.7%	46.8%
Male	53.1%	54.3%	53.2%
Economically Disadvantaged Students	8.4%	9.3%	9.4%
Students with Disabilities	14.1%	13.8%	13.4%
English Learners	5.0%	5.1%	6.6%
Homeless Students		0.2%	0.1%
Students in Foster Care		0.0%	0.0%
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	81.0%	78.8%	76.5%
Hispanic	7.9%	9.6%	10.3%
Black or African American	1.9%	2.6%	2.0%
Asian	8.6%	8.3%	10.3%
Native Hawaiian or Pacific Islander	0.2%	0.4%	0.4%
American Indian or Alaska Native	0.2%	0.1%	0.1%
Two or More Races	0.2%	0.2%	0.4%

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	1,400	1,417	1,374
Shared Time Students	50	54	36
Full Time Equivalent	1,425	1,444	1,392

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	87.4%
Spanish	6.6%
Other Languages	6.0%

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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	643	99.1	51.5	53.0	56.7	51.5	21.7	Met Target
White	494	98.8	54.9	53.8	65.6	54.9	22	Met Target
Hispanic	68	100.0	20.6	36.6	42.5	20.6	19.9	Met Target
Black or African American	10	100.0	40.0	40.2	37.3	40.0	**	**
Asian, Native Hawaiian, or Pacific Islander	66	100.0	59.1	74.6	82.3	59.1	16.4	Met Target
American Indian or Alaska Native	*	*	*	*	52.7	*	**	**
Two or More Races	*	*	*	*	63.4	*	**	**
Female	306	98.7	62.5	62.6	64.5	62.5		
Male	337	99.4	41.6	43.8	49.4	41.6		
Economically Disadvantaged Students	54	100.0	16.7	32.3	38.5	16.7	34.1	Not Met
Non-Economically Disadvantaged Students	589	99.0	54.6	55.3	67.5	54.6		
Students with Disabilities	103	97.2	17.5	*	21.6	17.5	44.6	Not Met
Students without Disabilities	540	99.5	58.0	*	63.9	58.0		
English Learners	48	100.0	*	*	27.3	*	6.3	Met Target†
Non-English Learners	595	99.0	*	*	59.4	*		
Homeless Students	N	N	N	*	27.7	N		
Students In Foster Care	N	N	N	*	26.3	N		
Military-Connected Students	N	N	N	N	57.4	N		
Migrant Students	N	N	N	N	30.1	N		

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	306	754	757	752	8%	13%	22%	42%	16%	58%	55%
White	236	756	759	760	5%	14%	22%	45%	14%	59%	64%
Hispanic	25	722	738	735	*	*	*	*	*	28%	38%
Black or African American	*	*	743	734	*	*	*	*	*	*	34%
Asian, Native Hawaiian, or Pacific Islander	38	764	777	782	*	*	*	34%	34%	68%	83%
American Indian or Alaska Native	*	*	*	752	*	*	*	*	*	*	51%
Two or More Races	*	*	*	760	*	*	*	*	*	*	63%
Female	151	762	764	759	*	*	18%	49%	19%	68%	63%
Male	155	746	751	744	*	*	25%	35%	13%	48%	46%
Economically Disadvantaged Students	19	715	735	733	*	*	*	*	*	21%	34%
Non-Economically Disadvantaged Students	287	756	760	761	*	*	*	*	*	60%	65%
Students with Disabilities	41	726	723	716	*	41%	37%	*	*	12%	15%
Students without Disabilities	265	758	763	758	*	9%	19%	*	*	65%	62%
English Learners	18	694	697	691	*	*	*	*	*	*	*
Non-English Learners	288	758	758	755	*	*	*	*	*	*	*
Homeless Students	*	*	*	720	*	*	*	*	*	*	22%
Students in Foster Care	N	N	*	719	N	N	N	N	N	N	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	331	742	742	749	19%	15%	21%	31%	14%	45%	51%
White	254	749	742	756	15%	14%	21%	34%	16%	50%	58%
Hispanic	43	694	726	733	60%	*	*	*	*	14%	38%
Black or African American	*	*	732	728	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	27	755	769	782	0%	*	*	*	*	48%	78%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	50%
Two or More Races	*	*	733	753	*	*	*	*	*	*	55%
Female	152	757	753	759	9%	13%	20%	38%	20%	58%	60%
Male	179	730	732	739	28%	16%	21%	25%	9%	34%	42%
Economically Disadvantaged Students	37	695	*	730	59%	*	*	*	*	11%	34%
Non-Economically Disadvantaged Students	294	748	*	758	14%	*	*	*	*	49%	59%
Students with Disabilities	47	710	704	707	40%	26%	*	*	*	15%	15%
Students without Disabilities	284	748	749	756	16%	13%	*	*	*	50%	57%
English Learners	25	670	672	684	*	*	*	*	*	*	*
Non-English Learners	306	748	743	752	*	*	*	*	*	*	*
Homeless Students	N	N	*	718	N	N	N	N	N	N	23%
Students in Foster Care	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	82	702	713	736	*	*	*	*	*	*	39%
White	41	705	710	737	51%	*	*	*	*	12%	41%
Hispanic	28	694	*	731	*	*	*	*	*	*	35%
Black or African American	*	*	*	729	*	*	*	*	*	*	31%
Asian, Native Hawaiian, or Pacific Islander	*	*	728	759	*	*	*	*	*	*	60%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	25%
Two or More Races	N	N	*	737	N	N	N	N	N	N	39%
Female	19	711	721	745	*	*	*	*	*	*	48%
Male	63	699	708	728	*	*	*	*	*	*	31%
Economically Disadvantaged Students	26	688	*	730	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	56	708	*	739	*	*	*	*	*	*	42%
Students with Disabilities	17	687	702	708	*	*	*	*	*	*	13%
Students without Disabilities	65	705	717	742	*	*	*	*	*	*	44%
English Learners	26	692	692	702	*	*	*	*	*	*	*
Non-English Learners	56	706	714	738	*	*	*	*	*	*	*
Homeless Students	N	N	*	721	N	N	N	N	N	N	22%
Students in Foster Care	N	N	*	708	N	N	N	N	N	N	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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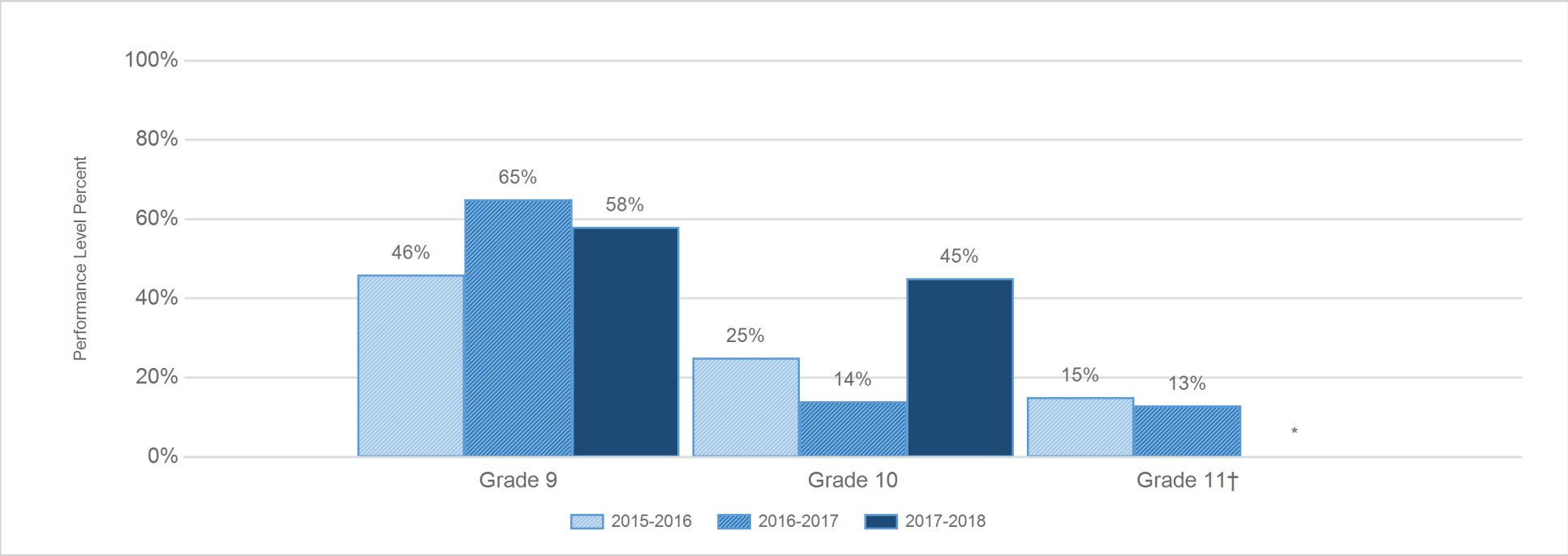
English Language Arts/Literacy Assessment - Performance Trends

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.



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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	616	99.1	43.9	36.2	45.0	43.9	13.9	Met Target
White	474	98.8	45.2	36.3	54.1	45.2	14.5	Met Target
Hispanic	67	100.0	17.9	24.1	29.2	17.9	22.3	Met Target†
Black or African American	10	100.0	20.0	19.7	23.4	20.0	**	**
Asian, Native Hawaiian, or Pacific Islander	60	100.0	63.3	*	77.0	63.3	39.2	Met Target
American Indian or Alaska Native	*	*	*	*	42.5	*	**	**
Two or More Races	*	*	*	*	53.0	*	**	**
Female	297	99.3	45.1	36.5	46.0	45.1		
Male	319	98.8	42.7	35.9	43.9	42.7		
Economically Disadvantaged Students	52	98.2	*	19.8	26.6	*	14.8	Met Target†
Non-Economically Disadvantaged Students	564	99.1	*	38.1	55.9	*		
Students with Disabilities	96	97.0	24.0	13.9	17.1	24.0	24.5	Met Target†
Students without Disabilities	520	99.4	47.5	40.6	50.5	47.5		
English Learners	48	100.0	14.6	13.2	24.6	14.6	13.3	Met Target
Non-English Learners	568	99.0	46.3	36.4	46.9	46.3		
Homeless Students	N	N	N	*	17.3	N		
Students In Foster Care	N	N	N	*	16.2	N		
Military-Connected Students	N	N	N	N	45.8	N		
Migrant Students	N	N	N	N	23.7	N		

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Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	155	744	742	746	8%	16%	27%	48%	0%	48%	46%
White	104	749	744	755	*	*	29%	54%	0%	54%	57%
Hispanic	29	718	732	730	*	*	*	*	*	17%	27%
Black or African American	N	N	728	727	N	N	N	N	N	N	23%
Asian, Native Hawaiian, or Pacific Islander	19	751	756	779	*	*	*	63%	0%	63%	79%
American Indian or Alaska Native	*	*	*	746	*	*	*	*	*	*	49%
Two or More Races	*	*	*	755	*	*	*	*	*	*	54%
Female	71	748	744	748	*	*	35%	51%	0%	51%	48%
Male	84	740	740	745	*	*	20%	46%	0%	46%	44%
Economically Disadvantaged Students	22	720	730	729	*	*	*	*	*	18%	25%
Non-Economically Disadvantaged Students	133	748	744	756	*	*	*	*	*	53%	57%
Students with Disabilities	39	736	722	716	*	*	33%	33%	0%	33%	13%
Students without Disabilities	116	746	748	752	*	*	25%	53%	0%	53%	52%
English Learners	26	712	711	710	*	*	*	*	*	12%	*
Non-English Learners	129	750	743	749	*	*	*	*	*	56%	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	16%
Students in Foster Care	N	N	*	712	N	N	N	N	N	N	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	315	737	735	735	7%	25%	35%	*	*	32%	30%
White	244	739	735	740	5%	22%	40%	*	*	34%	37%
Hispanic	40	716	724	723	*	*	*	*	*	*	14%
Black or African American	*	*	726	719	*	*	*	*	*	*	11%
Asian, Native Hawaiian, or Pacific Islander	22	755	752	760	0%	*	*	68%	0%	68%	65%
American Indian or Alaska Native	N	N	N	734	N	N	N	N	N	N	28%
Two or More Races	*	*	736	741	*	*	*	*	*	*	39%
Female	139	740	736	736	*	23%	38%	*	*	37%	30%
Male	176	734	734	734	*	27%	33%	*	*	29%	29%
Economically Disadvantaged Students	31	714	724	722	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	284	739	736	741	*	*	*	*	*	*	38%
Students with Disabilities	42	720	715	713	*	*	*	*	*	*	*
Students without Disabilities	273	739	738	738	*	*	*	*	*	*	*
English Learners	20	703	705	711	*	*	*	*	*	*	*
Non-English Learners	295	739	735	736	*	*	*	*	*	*	*
Homeless Students	N	N	*	718	N	N	N	N	N	N	*
Students in Foster Care	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

COLTS NECK HIGH SCHOOL
(25-1650-010)
Grades Offered: 09-12
2017-2018

Report Key:
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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	203	741	729	727	16%	15%	22%	*	*	46%	30%
White	163	740	727	733	15%	17%	22%	*	*	46%	35%
Hispanic	*	*	720	710	*	*	*	*	*	*	14%
Black or African American	*	*	714	705	*	*	*	*	*	*	11%
Asian, Native Hawaiian, or Pacific Islander	24	758	758	766	*	*	*	*	*	58%	66%
American Indian or Alaska Native	N	N	N	729	N	N	N	N	N	N	28%
Two or More Races	N	N	753	736	N	N	N	N	N	N	37%
Female	99	745	730	728	10%	15%	27%	*	*	47%	30%
Male	104	737	729	727	22%	15%	17%	*	*	45%	30%
Economically Disadvantaged Students	10	704	*	709	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	193	743	*	736	*	*	*	*	*	*	37%
Students with Disabilities	19	699	696	693	68%	*	0%	*	*	16%	*
Students without Disabilities	184	745	733	732	11%	*	24%	*	*	49%	*
English Learners	*	*	*	691	*	*	*	*	*	*	*
Non-English Learners	*	*	*	729	*	*	*	*	*	*	*
Homeless Students	N	N	*	703	N	N	N	N	N	N	10%
Students in Foster Care	N	N	N	693	N	N	N	N	N	N	*
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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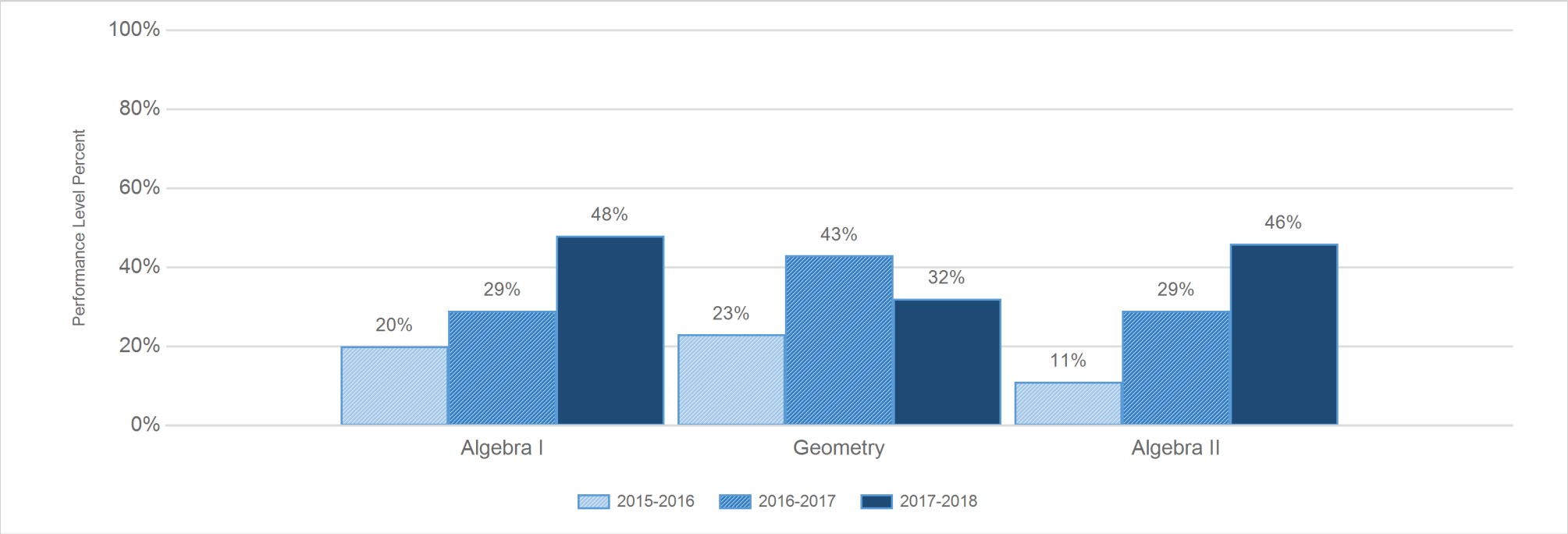
Mathematics Assessment – Performance Trends

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	16	14

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	35.4%	46.8%	Met Target†

† 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	63	88.9%	11.1%
3-4	22	*	*
5 or more	N	N	N

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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	96.2%	85.0%
12th graders taking SAT in 2017-18 or prior years	78.4%	72.2%
12th graders taking ACT in 2017-18 or prior years	33.4%	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	512	478	Grade 10: 430 Grade 11: 460	74%	62%
PSAT 10/NMSQT - Math	509	478	Grade 10: 480 Grade 11: 510	58%	42%
SAT - Reading and Writing	579	542	480	89%	72%
SAT - Math	584	543	530	74%	54%
ACT - Reading	25	24	22	69%	62%
ACT - English	26	24	18	90%	78%
ACT - Math	25	24	22	73%	62%
ACT - Science	24	23	23	65%	53%

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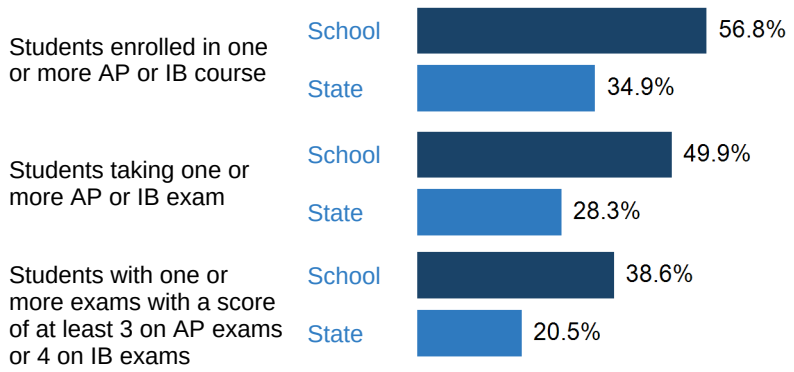
Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (IB)** courses and exams and **dual enrollment** courses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

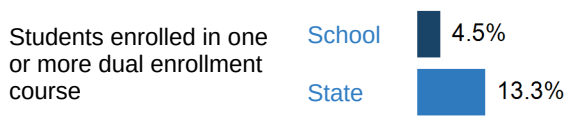
AP/IB Coursework – Participation and Performance

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



Dual Enrollment Coursework - Participation

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



AP/ IB Courses Offered

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

AP/IB Course	Students Enrolled	Students Tested
AP Biology	15	9
AP Calculus AB	103	92
AP Calculus BC	16	16
AP Chemistry	52	33
AP Chinese Language and Culture	0	1
AP Computer Science A	45	31
AP English Language and Composition	122	119
AP English Literature and Composition	68	47
AP Environmental Science	20	19
AP French Language and Culture	10	3
AP Human Geography	0	3
AP Italian Language and Culture	4	2
AP Macroeconomics	33	26
AP Microeconomics	33	26
AP Physics 1	111	104
AP Physics 2	37	26

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AP/IB Course	Students Enrolled	Students Tested
AP Physics C: Mechanics	0	6
AP Psychology	89	75
AP Spanish Language	25	22
AP Statistics	45	40
AP Studio Art—Drawing Portfolio	0	1
AP U.S. Government and Politics	56	53
AP U.S. History	147	140
Total Exams taken		894
Exams with scores of at least 3 on AP exams or 4 on IB exams		623

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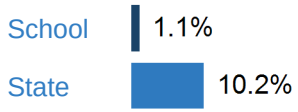
This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit the NJDOE's Career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

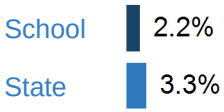
CTE Concentrators
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



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

School	*
State	0.9%

Industry-Valued Credentials by Career Cluster

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

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total credentials earned
Agriculture, Food & Natural Resources	*		
Architecture & Construction	*		
Health Science	11		
Hospitality & Tourism	*		
Human Services	*	*	*
Manufacturing	*		
Marketing	*		
Transportation, Distribution & Logistics	11		
Total (All Clusters)	36	*	*

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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	140	142	22	0	0	0	48
10	13	172	130	20	0	4	17
11	4	4	156	139	19	7	32
12	0	3	14	64	142	80	102
Total	157	321	322	223	161	91	199
Enrolled in AP/IB Course					119	45	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	299	0	12	0	0	0
10	30	286	17	2	1	0
11	10	41	16	22	247	18
12	16	39	19	61	68	88
Total	355	366	64	85	316	106
Enrolled in AP/IB Course	15	52		20	148	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	257	1	0	0	0	32
10	17	269	0	4	0	38
11	1	356	4	30	15	59
12	1	14	40	121	61	137
Total	276	640	44	155	76	266
Enrolled in AP/IB Course	0	147	33	89		56
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	173	18	51	29	0	0	0
10	165	29	57	43	0	0	0
11	132	28	36	37	0	0	0
12	35	14	17	26	0	0	0
Total	505	89	161	135	0	0	0
Enrolled in AP/IB Course	25	10	4	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	196	41	47	43	0	0	0

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Seal of Biliteracy

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

Language	Students Earning a Seal of Biliteracy
Spanish	*
Total	*

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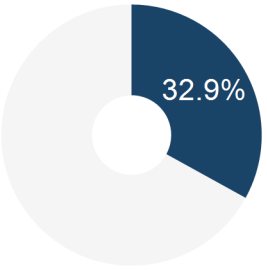
Visual and Performing Arts – Course Participation

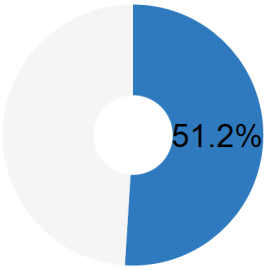
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 9-12:

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

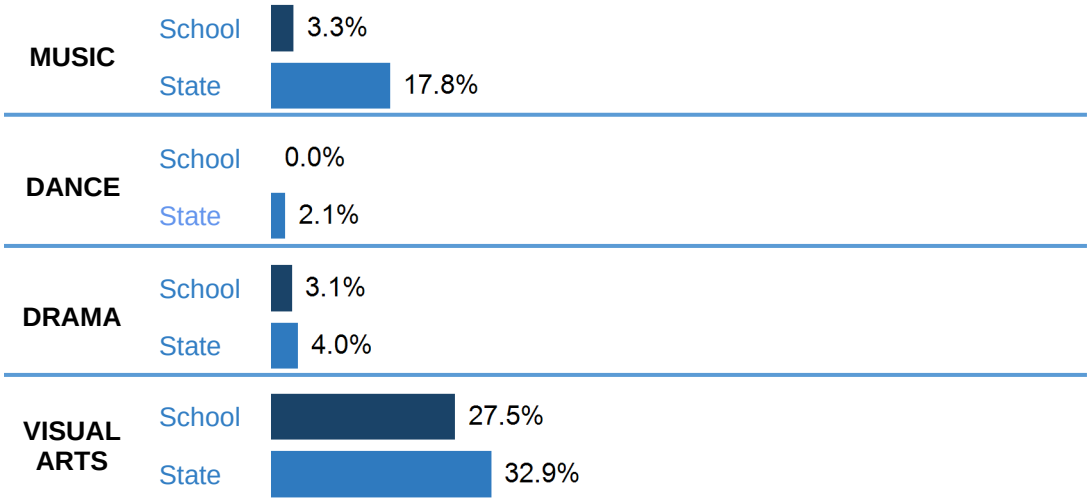


School



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	96.8%	90.9%	97.1%	92.4%	93.2%	93.6%	Not Met	96.3%	N	Met Goal
White	98.2%	95.0%	97.2%	95.7%	94.0%	94.5%	Not Met	98.6%	N	Met Goal
Hispanic	86.0%	84.8%	92.9%	87.3%	82.8%	86.6%	Not Met	78.1%	91.6%	Not Met
Black or African American	100.0%	84.2%	*	86.8%	*	**	**	*	**	**
Asian, Native Hawaiian or Pacific Islander	97.4%	97.0%	100.0%	97.7%	100.0%	N	Met Goal	96.8%	N	Met Goal
American Indian or Alaska Native	*	86.5%	*	94.1%	*	**	**	N	N	N
Two or More Races	*	92.0%	N	93.9%	N	N	N	*	**	**
Economically Disadvantaged Students	88.6%	84.6%	90.9%	87.0%	80.0%	90.5%	Not Met	78.8%	96.0%	Not Met
Students with Disabilities	83.3%	80.1%	84.5%	83.5%	66.7%	73.2%	Not Met	94.3%	91.0%	Met Target
English Learners	96.0%	75.8%	100.0%	81.8%	100.0%	**	**	70.0%	**	**
Homeless Students	N	72.6%	N	79.1%	N			N		
Students in Foster Care	N	62.6%	N	64.9%						

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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	23.2%	32.8%
Substitute Competency Test	69.4%	59.3%
Portfolio Appeals Process	4.6%	4.9%
Alternate Requirements specified in IEP	2.7%	3.0%
Unknown	0.0%	0.0%

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	96.8%	-
2017	93.2%	97.1%
2016	93.0%	96.3%

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	0.3%	1.2%
2016-2017	0.3%	1.1%
2015-2016	0.5%	1.2%

NJ SCHOOL PERFORMANCE REPORT

COLTS NECK HIGH SCHOOL
(25-1650-010)
Grades Offered: 09-12
2017-2018

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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	89.3%	19.9%	80.1%
White	93.8%	19.2%	80.8%
Hispanic	42.4%	35.7%	64.3%
Black or African American	100%	50%	50%
Asian, Native Hawaiian, or Pacific Islander	94.6%	11.4%	88.6%
American Indian or Alaska Native	*	*	*
Two or More Races	*	*	*
Economically Disadvantaged Students	50%	62.5%	37.5%
Students with Disabilities	84%	47.6%	52.4%
English Learners	20%	100%	0%

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	90.4%	23.5%	76.5%	67.1%	32.9%	46.7%	53.3%
White	92.8%	23%	77%	67.1%	32.9%	45.2%	54.8%
Hispanic	45%	55.6%	44.4%	77.8%	22.2%	66.7%	33.3%
Black or African American	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	100%	18.2%	81.8%	63.6%	31.8%	63.6%	36.4%
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	63.6%	57.1%	42.9%	92.9%	7.1%	92.9%	7.1%
Students with Disabilities	81.1%	53.3%	46.7%	83.3%	16.7%	76.7%	23.3%
English Learners	*	*	*	*	*	*	*

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

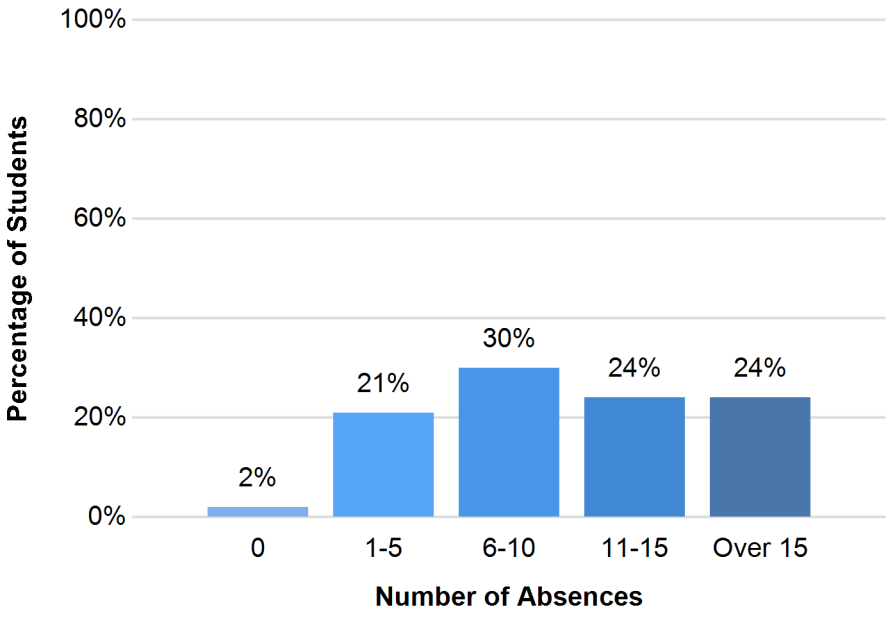
Chronic Absenteeism

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

Student Group	Number of students chronically absent	Percent of students chronically absent	State Average	Met State Average
Schoolwide	246	17.2	14.9	Not Met
White	179	16.4	14.9	Not Met
Hispanic	42	27.8	14.9	Not Met
Black or African American	7	24.1	14.9	Not Met
Asian, Native Hawaiian, or Pacific Islander	14	9.3	14.9	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Economically Disadvantaged Students	48	34.5	14.9	Not Met
Students with Disabilities	38	17.4	14.9	Not Met
English Learners	35	36.5	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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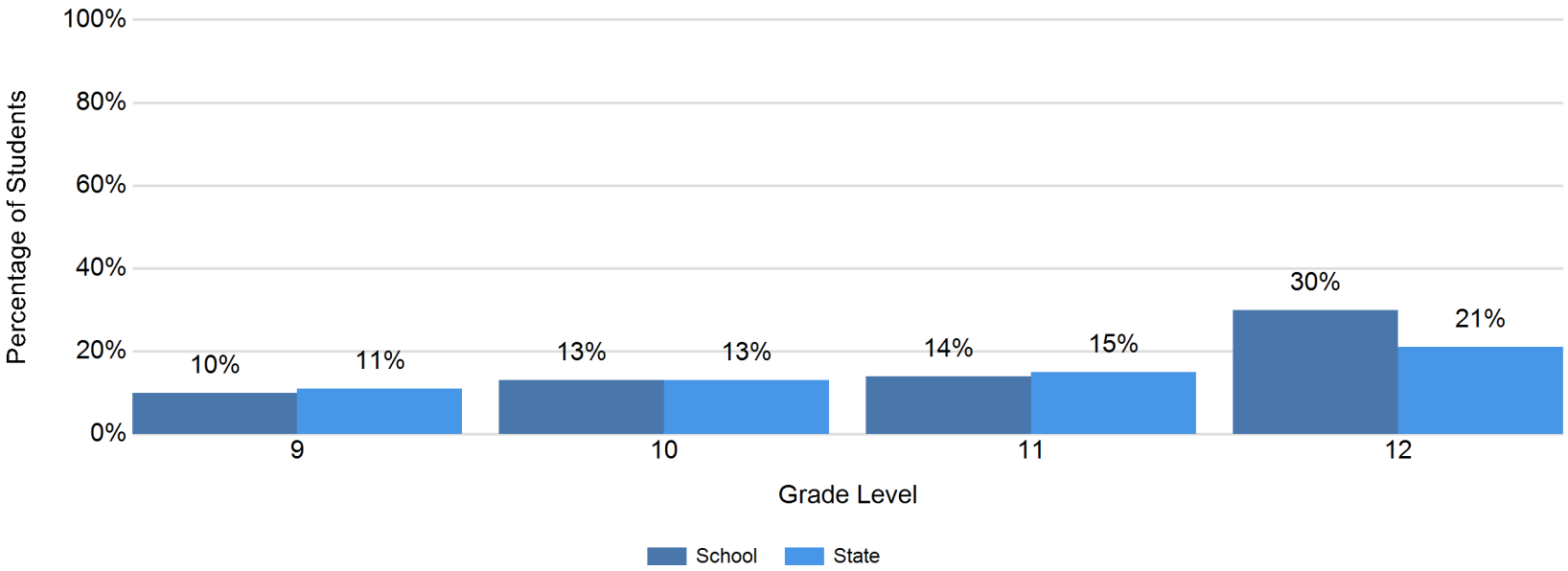
Chronic Absenteeism by Grade

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	5
Weapons	1
Vandalism	0
Substances	13
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	20
Incidents Per 100 Students Enrolled	1.44

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	0
Substances	9
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	2

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Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

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	68	4.9%
Out-of-School Suspensions	39	2.8%
Any Suspension	82	5.9%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
213

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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	8:25 AM
Typical End Time	3:00 PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	5 Hrs 35 Mins
Shared Time - Instructional Time	3 Hrs. 21 Mins.

Device Ratios

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

School Year	Student to Device Ratio
2017-18	3.9:1

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)	$298	$14,013	$14,311

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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	105	117,464
Average years experience in public schools	13.3	12.0
Average years experience in district	12.2	10.7
Teachers in district for 4 or more years	83.8%	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	72	9,374
Average years experience in public schools	17.0	16.0
Average years experience in district	12.7	12.0
Administrators in district for 4 or more years	81.9%	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	14:1
Students to Administrators	155:1	148:1
Teachers to Administrators	12:1	11:1
Students to Librarians/Media Specialists		3548:1
Students to Nurses		1064:1
Students to Counselors		280:1
Students to Child Study Team		409:1

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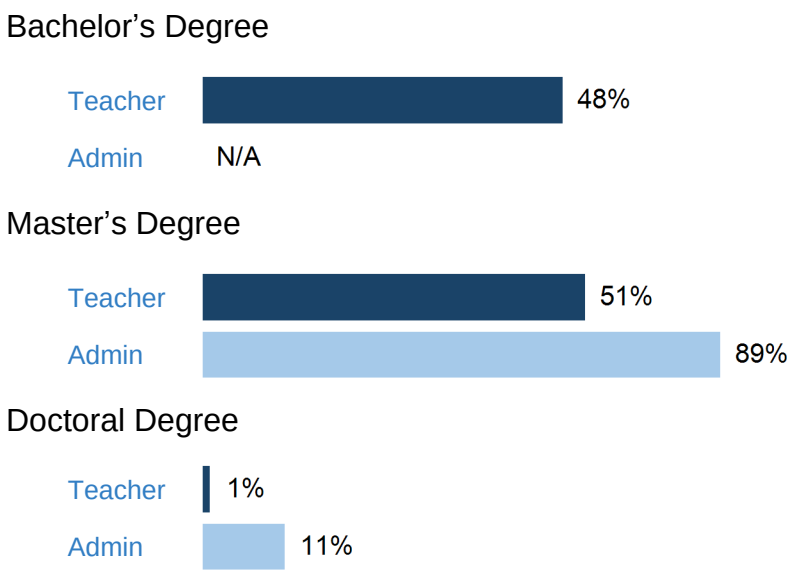
Teachers and Administrators - Level of Education

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	93.5%	90.2%
2016-17 Administrators: Same district 2017-18	91.8%	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	97.0%

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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	69.5%	55.6%
Male	30.5%	44.4%
White	94.3%	88.9%
Hispanic	4.8%	0.0%
Black or African American	0.0%	0.0%
Asian	1.0%	0.0%
American Indian or Alaska Native	0.0%	11.1%
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	33.52	15.0%
Mathematics Proficiency	66.76	15.0%
Graduation Rate - 4-Year	34.10	20.0%
Graduation Rate - 5-Year	41.67	20.0%
Progress Towards English Language Proficiency	34.55	20.0%
Chronic Absenteeism	23.85	10.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	39.49	n/a
Summative Rating: Percentile Rank of Summative Score	32.09	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	Met Target	Met Target	Not Met	Met Goal	Met Target†	Not Met	No
White	52.18	8.94	No	Met Target	Met Target	Not Met	Met Goal	n/a	Not Met	No
Hispanic	21.09	8.94	No	Met Target	Met Target†	Not Met	Not Met	n/a	Not Met	No
Black or African American	**	**	No	**	**	**	**	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	45.01	8.94	No	Met Target	Met Target	Met Goal	Met Goal	n/a	Met	No
American Indian or Alaska Native	**	**	No	**	**	**	N	n/a	**	No
Two or More Races	**	**	No	**	**	N	**	n/a	**	No
Economically Disadvantaged Students	15.43	8.94	No	Not Met	Met Target†	Not Met	Not Met	n/a	Not Met	No
Students with Disabilities	60.76	8.94	No	Not Met	Met Target†	Not Met	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:	• 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:	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.
Awards, Recognition, Accomplishments:	Colts Neck High School is home to decorated students and award winning programs. In 2018 we had eight National Merit Scholarship Commended Students, three National Merit semi-finalists, and One National Merit Scholarship winner. 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 three years.

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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 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.
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Boys & Girls), Cheerleading (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) During the 2017-2018 school year Colts Neck High School won state championships in Girls Cross Country, Girls Track, Girls Bowling and Field Hockey. In addition, CNHS has won numerous divisional titles in the A-North and has been proudly represented by individual student-athletes including All-Shore and All State Recognition.
Clubs and Activities:	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 schools in Latin American countries, and have participated in thousands of hours of community service.

NJ SCHOOL PERFORMANCE REPORT

COLTS NECK HIGH SCHOOL
(25-1650-010)
Grades Offered: 09-12
2017-2018

Report Key:
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****** Accountability calculations require 20 or more students
N No Data is available to display
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School Narrative

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Before and After School Programs:	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.
Staff and Professional Learning:	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.
Postsecondary Information:	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.

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Student Supports and Services:	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.
Student Health and Wellness:	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.
Parent and Community Involvement:	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.frhsd.com.

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Climate Surveys:	Is a Climate Survey Used: No
Facilities:	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.
School Safety:	The Freehold Regional High School District maintains a safe environment that prioritizes student learning through community partnerships, regular drills, comprehensive technology, a full-time security staff, and law enforcement officers.

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Technology and STEM:	The Freehold Regional High School District has been recognized as Future Ready as our students use a multitude of tools to transform their learning. On a regular basis, students have access to a Bring Your Own Device (BYOD) Network, Chromebooks, computers, 3D Printers, laser engravers and CNC machines among many others. The faculty are supported by a team of Teacher Coaches who are leaders in using technology to transform learning in the classroom. Students have access to a robust range of Technology, Science, and Engineering courses as well as clubs during their high school career.

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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 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 2018 pursued further education in either two or four year colleges. Furthermore, the class of 2018 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 2018 won numerous individual accolades, including eight National Merit Scholarship Program Commended student awards, and one National Merit Scholarship winner.