NJ SCHOOL PERFORMANCE REPORT

HOWELL HIGH SCHOOL
(25-1650-060)
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
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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	MR. BRAVERMAN
Address	405 SQUANKUM YELLOWBROOK ROAD FARMINGDALE, NJ 07727-3756
Phone Number	(732)919-2131
Email Address	JBRAVERMAN@FRHSD.COM
Website	https://www.frhsd.com/Domain/13
Facebook	https://www.facebook.com/FreeholdRegional/
Twitter	https://twitter.com/BravermanHHS?ref_src=twsrc%5Etfw&ref_url=https%3A%2F%2Fwww.frhsd.com%2FDomain%2F13

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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	536	511	508
10	559	532	509
11	504	551	511
12	578	509	562
Total	2,177	2,103	2,090

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	53.4%	53.9%	54.5%
Male	46.6%	46.1%	45.5%
Economically Disadvantaged Students	7.4%	6.7%	7.2%
Students with Disabilities	14.1%	14.9%	15.3%
English Learners	0.1%	0.0%	0.1%
Homeless Students		0.1%	0.3%
Students in Foster Care		0.1%	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	85.6%	84.5%	83.7%
Hispanic	5.7%	6.5%	7.8%
Black or African American	3.9%	3.6%	3.5%
Asian	3.9%	4.0%	3.4%
Native Hawaiian or Pacific Islander	0.2%	0.2%	0.3%
American Indian or Alaska Native	0.0%	0.1%	0.1%
Two or More Races	0.7%	1.1%	1.2%

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	2,133	2,062	2,057
Shared Time Students	86	80	64
Full Time Equivalent	2,176	2,102	2,089

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	95.4%
Spanish	1.9%
Other Languages	2.7%

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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	1008	99.5	53.8	53.0	56.7	53.8	43.3	Met Target
White	831	99.5	52.9	53.8	65.6	52.9	42.4	Met Target
Hispanic	89	98.9	51.7	36.6	42.5	51.7	54.4	Met Target†
Black or African American	36	100.0	52.7	40.2	37.3	52.7	31.7	Met Target
Asian, Native Hawaiian, or Pacific Islander	39	100.0	71.8	74.6	82.3	71.8	64.9	Met Target
American Indian or Alaska Native	N	N	N	*	52.7	N	**	**
Two or More Races	13	100.0	69.2	*	63.4	69.2	**	**
Female	556	99.5	66.4	62.6	64.5	66.4		
Male	452	99.6	38.3	43.8	49.4	38.3		
Economically Disadvantaged Students	63	100.0	33.3	32.3	38.5	33.3	32.2	Met Target
Non-Economically Disadvantaged Students	945	99.5	55.1	55.3	67.5	55.1		
Students with Disabilities	148	98.0	12.2	*	21.6	12.2	19.2	Not Met
Students without Disabilities	860	99.8	60.9	*	63.9	60.9		
English Learners	*	*	*	*	27.3	*	**	**
Non-English Learners	*	*	*	*	59.4	*		
Homeless Students	*	*	*	*	27.7	*		
Students In Foster Care	*	*	*	*	26.3	*		
Military-Connected Students	N	N	N	N	57.4	N		
Migrant Students	N	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	501	761	757	752	3%	9%	23%	51%	15%	66%	55%
White	408	761	759	760	3%	10%	22%	51%	15%	66%	64%
Hispanic	49	757	738	735	*	*	27%	*	*	61%	38%
Black or African American	*	*	743	734	*	*	*	*	*	*	34%
Asian, Native Hawaiian, or Pacific Islander	*	*	777	782	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	752	N	N	N	N	N	N	51%
Two or More Races	*	*	*	760	*	*	*	*	*	*	63%
Female	294	768	764	759	*	*	18%	*	*	76%	63%
Male	207	751	751	744	*	*	29%	*	*	53%	46%
Economically Disadvantaged Students	30	742	735	733	*	*	37%	*	*	37%	34%
Non-Economically Disadvantaged Students	471	762	760	761	*	*	22%	*	*	68%	65%
Students with Disabilities	68	726	723	716	*	*	38%	*	*	15%	15%
Students without Disabilities	433	767	763	758	*	*	20%	*	*	74%	62%
English Learners	*	*	697	691	*	*	*	*	*	*	*
Non-English Learners	*	*	758	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	504	741	742	749	20%	14%	23%	32%	10%	42%	51%
White	421	740	742	756	21%	14%	24%	31%	10%	41%	58%
Hispanic	41	745	726	733	24%	*	27%	*	*	41%	38%
Black or African American	*	*	732	728	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	20	766	769	782	0%	*	*	*	*	70%	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	263	756	753	759	10%	11%	22%	41%	15%	56%	60%
Male	241	726	732	739	31%	18%	24%	22%	5%	27%	42%
Economically Disadvantaged Students	33	733	*	730	*	30%	*	30%	0%	30%	34%
Non-Economically Disadvantaged Students	471	742	*	758	*	13%	*	32%	11%	43%	59%
Students with Disabilities	73	704	704	707	49%	29%	*	*	*	10%	15%
Students without Disabilities	431	748	749	756	15%	12%	*	*	*	48%	57%
English Learners	*	*	672	684	*	*	*	*	*	*	*
Non-English Learners	*	*	743	752	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	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	348	704	713	736	*	*	*	*	*	*	39%
White	293	703	710	737	*	*	*	*	*	*	41%
Hispanic	30	712	*	731	33%	*	*	*	*	10%	35%
Black or African American	*	*	*	729	*	*	*	*	*	*	31%
Asian, Native Hawaiian, or Pacific Islander	12	714	728	759	*	*	*	*	*	*	60%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	25%
Two or More Races	*	*	*	737	*	*	*	*	*	*	39%
Female	134	712	721	745	*	*	*	*	*	*	48%
Male	214	700	708	728	*	*	*	*	*	*	31%
Economically Disadvantaged Students	31	699	*	730	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	317	705	*	739	*	*	*	*	*	*	42%
Students with Disabilities	80	698	702	708	*	*	*	*	*	*	13%
Students without Disabilities	268	706	717	742	*	*	*	*	*	*	44%
English Learners	N	N	692	702	N	N	N	N	N	N	*
Non-English Learners	348	704	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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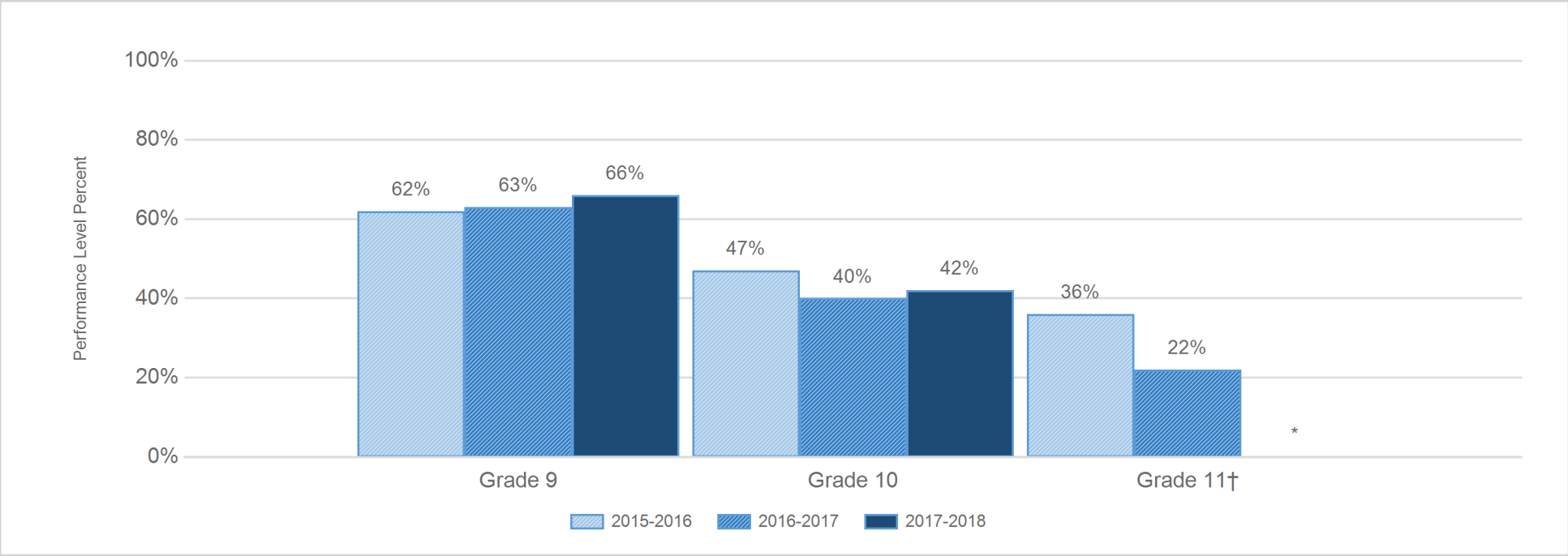
English Language Arts/Literacy Assessment - Performance Trends

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	966	99.6	23.8	36.2	45.0	23.8	23.4	Met Target
White	797	99.6	23.2	36.3	54.1	23.2	22.9	Met Target
Hispanic	85	98.9	22.4	24.1	29.2	22.4	23.5	Met Target†
Black or African American	34	100.0	11.8	19.7	23.4	11.8	12.3	Met Target†
Asian, Native Hawaiian, or Pacific Islander	37	100.0	51.4	*	77.0	51.4	51.5	Met Target†
American Indian or Alaska Native	N	N	N	*	42.5	N	**	**
Two or More Races	13	100.0	23.1	*	53.0	23.1	**	**
Female	537	99.6	26.3	36.5	46.0	26.3		
Male	429	99.5	20.7	35.9	43.9	20.7		
Economically Disadvantaged Students	60	100.0	*	19.8	26.6	*	12.3	Met Target†
Non-Economically Disadvantaged Students	906	99.6	*	38.1	55.9	*		
Students with Disabilities	145	99.3	*	13.9	17.1	*	11.1	Not Met
Students without Disabilities	821	99.6	*	40.6	50.5	*		
English Learners	*	*	*	13.2	24.6	*	**	**
Non-English Learners	*	*	*	36.4	46.9	*		
Homeless Students	*	*	*	*	17.3	*		
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	318	733	742	746	10%	24%	42%	24%	0%	24%	46%
White	258	733	744	755	10%	23%	42%	25%	0%	25%	57%
Hispanic	34	734	732	730	*	*	41%	*	*	24%	27%
Black or African American	14	727	728	727	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	756	779	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	*	746	N	N	N	N	N	N	49%
Two or More Races	*	*	*	755	*	*	*	*	*	*	54%
Female	180	736	744	748	8%	20%	46%	26%	0%	26%	48%
Male	138	730	740	745	13%	28%	37%	22%	0%	22%	44%
Economically Disadvantaged Students	28	725	730	729	*	39%	*	*	*	14%	25%
Non-Economically Disadvantaged Students	290	734	744	756	*	22%	*	*	*	25%	57%
Students with Disabilities	66	711	722	716	*	*	*	*	*	*	13%
Students without Disabilities	252	739	748	752	*	*	*	*	*	*	52%
English Learners	*	*	711	710	*	*	*	*	*	*	*
Non-English Learners	*	*	743	749	*	*	*	*	*	*	*
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	464	731	735	735	6%	34%	39%	21%	0%	21%	30%
White	380	731	735	740	7%	34%	39%	20%	0%	20%	37%
Hispanic	42	726	724	723	*	45%	29%	*	*	19%	14%
Black or African American	18	727	726	719	*	*	*	*	*	17%	11%
Asian, Native Hawaiian, or Pacific Islander	*	*	752	760	*	*	*	*	*	*	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	253	733	736	736	5%	29%	43%	22%	0%	22%	30%
Male	211	729	734	734	8%	40%	33%	19%	0%	19%	29%
Economically Disadvantaged Students	31	722	724	722	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	433	731	736	741	*	*	*	*	*	*	38%
Students with Disabilities	73	714	715	713	*	*	*	*	*	*	*
Students without Disabilities	391	734	738	738	*	*	*	*	*	*	*
English Learners	*	*	705	711	*	*	*	*	*	*	*
Non-English Learners	*	*	735	736	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	*
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

HOWELL HIGH SCHOOL
(25-1650-060)
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	399	712	729	727	41%	25%	19%	16%	0%	16%	30%
White	337	710	727	733	42%	25%	19%	14%	0%	14%	35%
Hispanic	33	713	720	710	33%	33%	*	*	*	12%	14%
Black or African American	*	*	714	705	*	*	*	*	*	*	11%
Asian, Native Hawaiian, or Pacific Islander	17	737	758	766	*	*	*	*	*	41%	66%
American Indian or Alaska Native	N	N	N	729	N	N	N	N	N	N	28%
Two or More Races	*	*	753	736	*	*	*	*	*	*	37%
Female	209	716	730	728	35%	24%	21%	20%	0%	20%	30%
Male	190	707	729	727	47%	26%	16%	11%	0%	11%	30%
Economically Disadvantaged Students	16	697	*	709	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	383	712	*	736	*	*	*	*	*	*	37%
Students with Disabilities	39	684	696	693	*	*	*	*	*	*	*
Students without Disabilities	360	715	733	732	*	*	*	*	*	*	*
English Learners	N	N	*	691	N	N	N	N	N	N	*
Non-English Learners	399	712	*	729	41%	25%	19%	16%	0%	16%	*
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%

NJ SCHOOL PERFORMANCE REPORT

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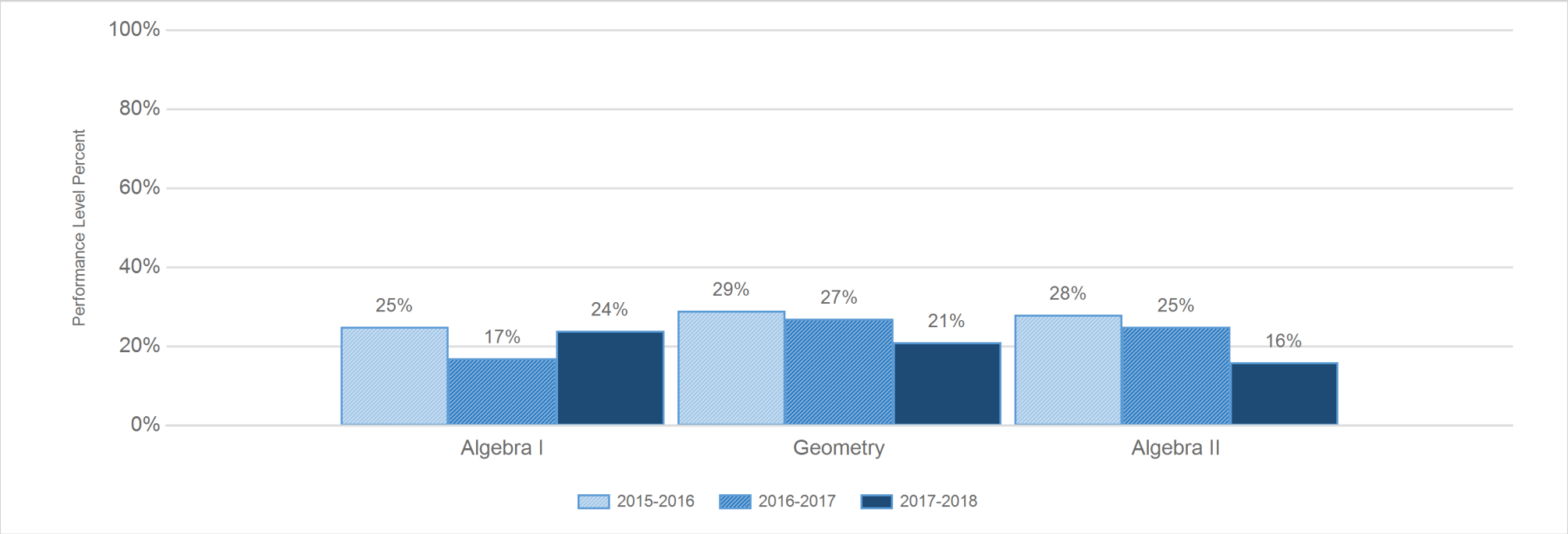
Mathematics Assessment – Performance Trends

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	N	N	N

† 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	*	*	*
3-4	N	N	N
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	96.8%	85.0%
12th graders taking SAT in 2017-18 or prior years	76.5%	72.2%
12th graders taking ACT in 2017-18 or prior years	20.8%	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	491	478	Grade 10: 430 Grade 11: 460	72%	62%
PSAT 10/NMSQT - Math	488	478	Grade 10: 480 Grade 11: 510	48%	42%
SAT - Reading and Writing	566	542	480	87%	72%
SAT - Math	561	543	530	69%	54%
ACT - Reading	23	24	22	62%	62%
ACT - English	23	24	18	85%	78%
ACT - Math	24	24	22	68%	62%
ACT - Science	22	23	23	50%	53%

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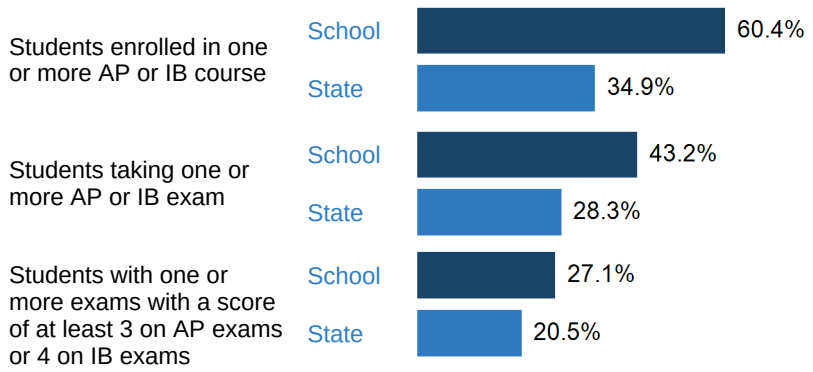
Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (IB)** courses and exams and **dual enrollment** courses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

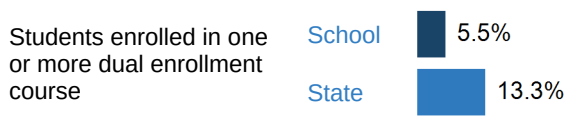
AP/IB Coursework – Participation and Performance

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 Biology	152	103
AP Calculus AB	62	51
AP Calculus BC	25	24
AP Chemistry	46	29
AP Computer Science A	40	21
AP English Language and Composition	144	125
AP English Literature and Composition	110	51
AP Environmental Science	49	24
AP European History	30	19
AP French Language and Culture	4	2
AP Italian Language and Culture	18	8
AP Macroeconomics	71	53
AP Microeconomics	92	56
AP Music Theory	0	5
AP Physics 1	120	94
AP Physics 2	25	12

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AP/IB Course	Students Enrolled	Students Tested
AP Physics C: Electricity and Magnetism	0	1
AP Psychology	171	113
AP Spanish Language	16	14
AP Statistics	0	26
AP Studio Art—Drawing Portfolio	5	3
AP U.S. Government and Politics	62	28
AP U.S. History	292	211
Total Exams taken		1073
Exams with scores of at least 3 on AP exams or 4 on IB exams		611

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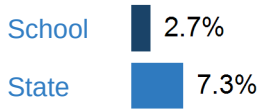
This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit the NJDOE's Career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

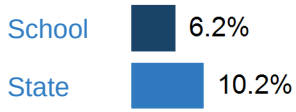
Career and Technical Education Participation

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

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



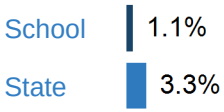
CTE Concentrators
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

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

Structured Learning Experiences



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Industry-Valued Credentials

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

Students Earning Industry-Valued Credentials

School	*
State	0.9%

Industry-Valued Credentials by Career Cluster

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

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total credentials earned
Agriculture, Food & Natural Resources	*		
Architecture & Construction	*		
Arts, AV Technology & Communications	59		
Business Management & Administration	*		
Health Science	*		
Hospitality & Tourism	*		
Human Services	13	*	*
Manufacturing	*		
Marketing	*		
Science, Technology, Engineering & Mathematics	95		
Transportation, Distribution & Logistics	11	*	*
Total (All Clusters)	217	*	*

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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	302	159	31	0	0	0	78
10	10	274	167	16	2	0	9
11	2	11	262	108	26	0	69
12	0	3	12	70	112	26	216
Total	314	447	472	194	140	26	372
Enrolled in AP/IB Course					87	0	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	496	0	1	1	0	0
10	13	488	0	0	0	8
11	67	24	73	56	224	78
12	86	40	23	49	41	118
Total	662	552	97	106	265	204
Enrolled in AP/IB Course	152	46		49	145	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	464	30	0	1	0	0
10	7	472	6	14	5	2
11	2	507	34	62	58	41
12	0	53	53	184	193	265
Total	473	1062	93	261	256	308
Enrolled in AP/IB Course	0	292	93	171		88
Enrolled in Dual Enrollment Course	0	0	0	15	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	329	54	54	0	0	0	0
10	330	55	78	0	0	0	0
11	151	13	49	0	0	0	0
12	33	5	20	0	0	0	0
Total	843	127	201	0	0	0	0
Enrolled in AP/IB Course	16	4	18	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	194	33	48	0	0	0	0

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Seal of Biliteracy

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

Language	Students Earning a Seal of Biliteracy
French	*
Spanish	*
Total	*

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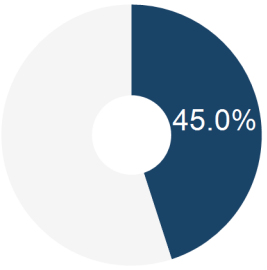
Visual and Performing Arts – Course Participation

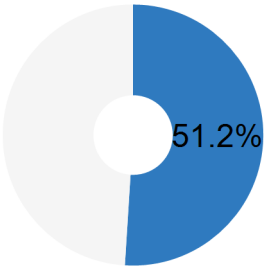
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 9-12:

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

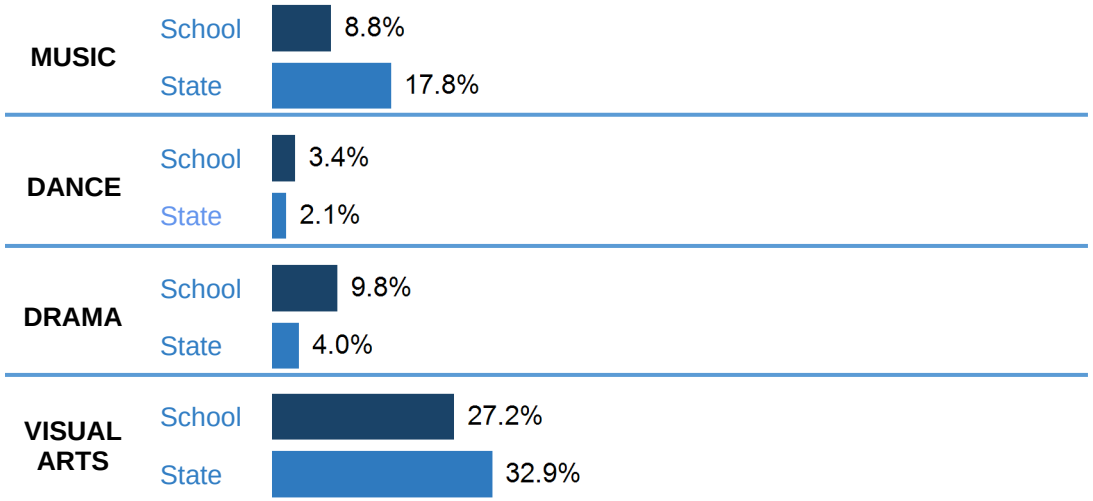


School



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	97.4%	90.9%	98.1%	92.4%	97.9%	N	Met Goal	98.3%	N	Met Goal
White	98.3%	95.0%	98.0%	95.7%	97.8%	N	Met Goal	98.4%	N	Met Goal
Hispanic	88.9%	84.8%	100.0%	87.3%	100.0%	N	Met Goal	96.7%	N	Met Goal
Black or African American	96.7%	84.2%	*	86.8%	*	**	**	100.0%	N	Met Goal
Asian, Native Hawaiian or Pacific Islander	*	97.0%	100.0%	97.7%	100.0%	N	Met Goal	*	N	Met Goal
American Indian or Alaska Native	N	86.5%	N	94.1%	N	N	N	N	N	N
Two or More Races	*	92.0%	*	93.9%	*	**	**	*	**	**
Economically Disadvantaged Students	87.5%	84.6%	95.6%	87.0%	95.6%	N	Met Goal	96.0%	N	Met Goal
Students with Disabilities	88.4%	80.1%	91.3%	83.5%	89.9%	92.1%	Not Met	93.8%	89.2%	Met Target
English Learners	N	75.8%	N	81.8%	N	N	N	N	N	N
Homeless Students	*	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	57.5%	59.1%
Substitute Competency Test	39.6%	37.7%
Portfolio Appeals Process	0.4%	0.4%
Alternate Requirements specified in IEP	2.5%	2.9%
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	97.4%	-
2017	97.9%	98.1%
2016	98.5%	98.3%

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	0.2%	1.2%
2016-2017	0.3%	1.1%
2015-2016	0.2%	1.2%

NJ SCHOOL PERFORMANCE REPORT

HOWELL HIGH SCHOOL
(25-1650-060)
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	87.9%	28%	72%
White	87.8%	29.8%	70.2%
Hispanic	82.8%	12.5%	87.5%
Black or African American	87%	20%	80%
Asian, Native Hawaiian, or Pacific Islander	100%	33.3%	66.7%
American Indian or Alaska Native	*	*	*
Two or More Races	*	*	*
Economically Disadvantaged Students	76.3%	41.4%	58.6%
Students with Disabilities	70.6%	68.8%	31.3%
English Learners	N	N	N

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	89.8%	38.5%	61.5%	71.9%	28.1%	63.1%	36.9%
White	90.4%	40.5%	59.5%	73.4%	26.6%	63.3%	36.7%
Hispanic	78.9%	20%	80%	46.7%	53.3%	66.7%	33.3%
Black or African American	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	90%	22.2%	77.8%	63%	33.3%	63%	37%
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	86.7%	34.6%	65.4%	76.9%	23.1%	73.1%	26.9%
Students with Disabilities	76.2%	65.6%	34.4%	87.5%	12.5%	84.4%	15.6%
English Learners	N	N	N	N	N	N	N

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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.

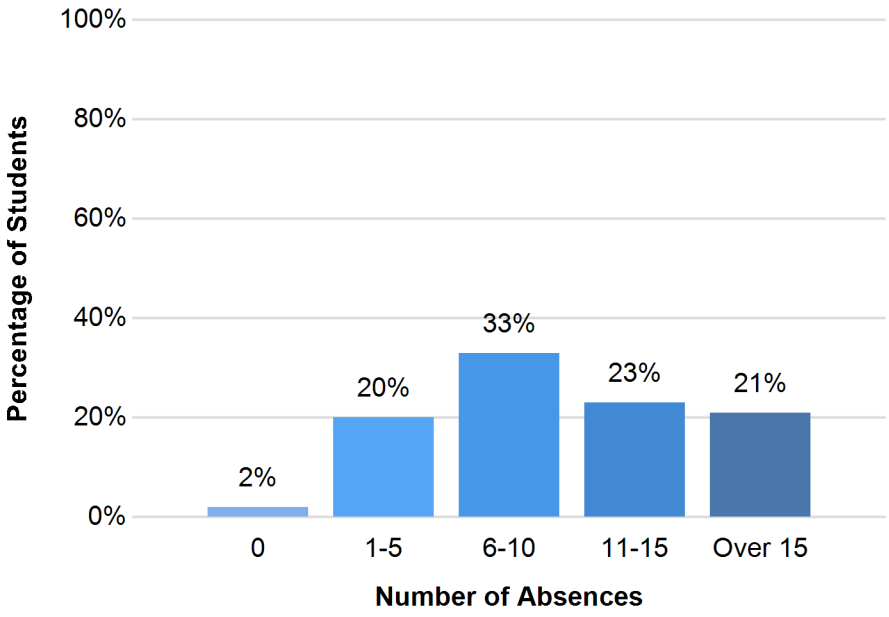
Chronic Absenteeism

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	331	15.5	14.9	Not Met
White	284	15.9	14.9	Not Met
Hispanic	28	16.9	14.9	Not Met
Black or African American	14	18.2	14.9	Not Met
Asian, Native Hawaiian, or Pacific Islander	4	5.3	14.9	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	14.9	Met
Economically Disadvantaged Students	45	28.8	14.9	Not Met
Students with Disabilities	81	22.6	14.9	Not Met
English Learners	*	*	**	**

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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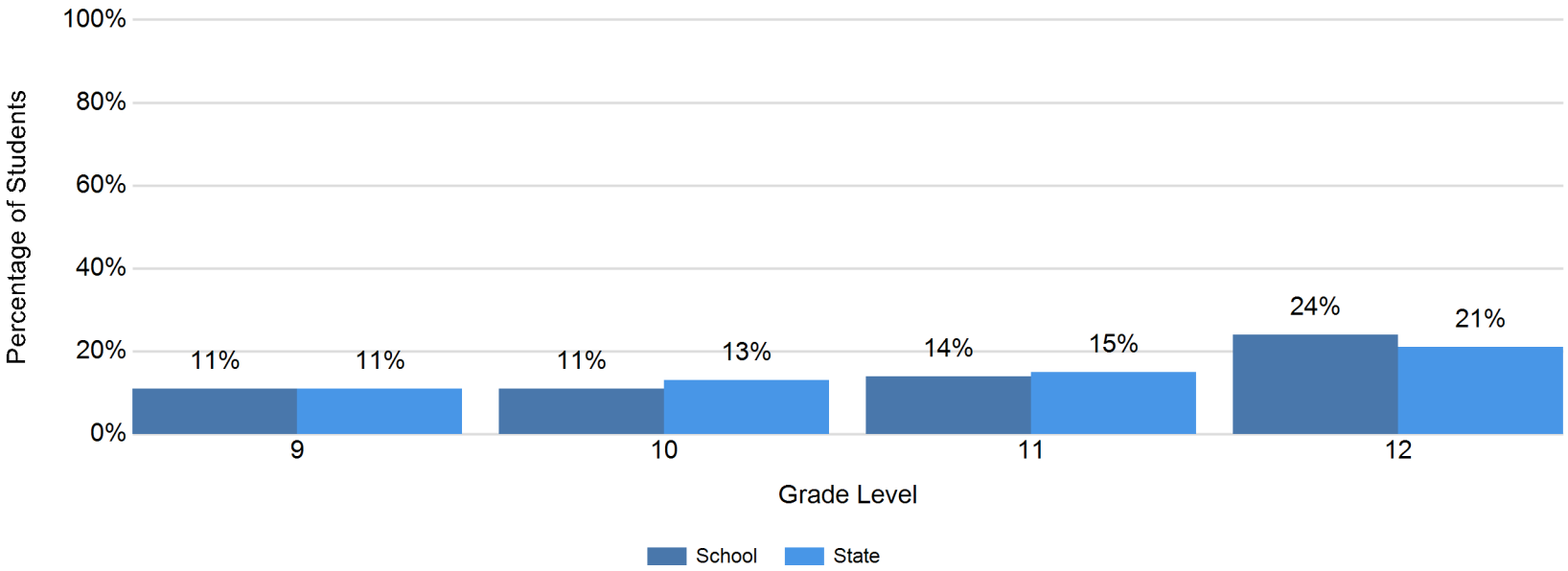
Chronic Absenteeism by Grade

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	9
Weapons	1
Vandalism	1
Substances	39
Harassment, Intimidation, Bullying (HIB)	6
Total Unique Incidents	56
Incidents Per 100 Students Enrolled	2.68

Police Notifications

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

Incident Type	Incidents Reported to Police
Violence	8
Weapons	0
Vandalism	1
Substances	33
Harassment, Intimidation, Bullying (HIB)	2
Other Incidents Leading to Removal	1

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Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and 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	1	1
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	2	2
Disability	0	0	0
Other	0	4	4
No Identified Nature	1		1

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	90	4.3%
Out-of-School Suspensions	58	2.8%
Any Suspension	107	5.1%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	14	0.7%

School Days Missed due to Out-of-School Suspensions
284

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School Day

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

Category	School
Typical Start Time	7:30 AM
Typical End Time	2:35 PM
Length of School Day	7 Hrs 5 Mins
Full Time - Instructional Time	5 Hrs 35 Mins
Shared Time - Instructional Time	2 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	3.8:1

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	146	117,464
Average years experience in public schools	14.8	12.0
Average years experience in district	14.6	10.7
Teachers in district for 4 or more years	91.8%	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	14:1	14:1
Students to Administrators	190:1	148:1
Teachers to Administrators	13:1	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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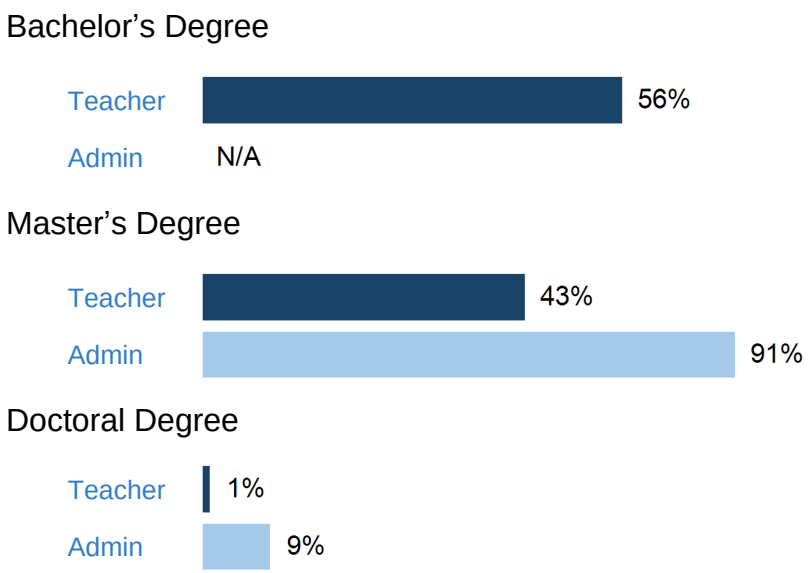
Teachers and Administrators - Level of Education

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	98.0%

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

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	63.0%	54.5%
Male	37.0%	45.5%
White	93.8%	100.0%
Hispanic	4.8%	0.0%
Black or African American	1.4%	0.0%
Asian	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%

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

Comprehensive Status

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

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

Targeted Status

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

Student Group	Requires Targeted Support during the 2019-20 School Year	Eligible to exit status in January 2021	Eligible to exit status in January 2022
Any Student Groups	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	53.87	17.5%
Mathematics Proficiency	31.81	17.5%
Graduation Rate - 4-Year	85.67	25.0%
Graduation Rate - 5-Year	77.59	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	34.48	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	60.98	n/a
Summative Rating: Percentile Rank of Summative Score	64.18	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	Met Goal	Met Goal	N	Not Met	No
White	53.33	8.94	No	Met Target	Met Target	Met Goal	Met Goal	n/a	Not Met	No
Hispanic	75.98	8.94	No	Met Target†	Met Target†	Met Goal	Met Goal	n/a	Not Met	No
Black or African American	76.67	8.94	No	Met Target	Met Target†	**	Met Goal	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	43.07	8.94	No	Met Target	Met Target†	Met Goal	Met Goal	n/a	Met	No
American Indian or Alaska Native	**	**	No	**	**	N	N	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	Met	No
Economically Disadvantaged Students	56.72	8.94	No	Met Target	Met Target†	Met Goal	Met Goal	n/a	Not Met	No
Students with Disabilities	61.84	8.94	No	Not Met	Not Met	Not Met	Met Target	n/a	Not Met	No
English Learners	**	**	No	**	**	N	N	**	**	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 and International Baccalaureate World School • Magnet Programs: Fine and Performing Arts Academy & Humanities Learning Center • Students have access to 50 extracurricular clubs and 29 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:	Students who have excelled in their academic challenges have been recognized and honored by the National Merit Scholarship Program, as Governor's School, Advanced Placement Scholar Winners and National Honor Society inductees. There are a host of academic recognition programs where Students of the Month, Scholar-Athletes, and Distinguished Scholars are acknowledged not only for their academic prowess, but their spirit of community.

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Courses, Curriculum, Instruction:	We are recognized as an International Baccalaureate World School. Challenging and relevant curricular opportunities are offered in Business, CTE, Classical & World Languages, English Language Arts, Family & Consumer Sciences, Health & PE, Math, Music, Science, Social Studies and Technology including 23 AP courses. Unique to Howell HS are FPAC and the Humanities Learning Center. The Magnet Programs allow students to pursue their passions and interests within the comprehensive high school.
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Boys & Girls), Cheerleading (Girls), Cross Country (Boys & Girls), Field Hockey (Girls), Football (Boys), Golf (Boys), Gymnastics (Girls), Ice Hockey (Boys), Lacrosse (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Boys & Girls), Wrestling (Boys) We have 29 Varsity Teams at Howell High School. This past year we won the state championships in Wrestling and Cheerleading.
Clubs and Activities:	Extracurricular experiences are offered through 50 clubs. With an unprecedented number of All Region, All State, All Shore and All National, Band and Chorus winners, Howell's music programs are experiencing tremendous growth and expanded performance opportunities including our very own student operated record label. The Marching Rebels continually receive a rating of superior at local competitions. Our musical and drama productions have won numerous awards at the Count Basie Theatre.

NJ SCHOOL PERFORMANCE REPORT

HOWELL HIGH SCHOOL
(25-1650-060)
Grades Offered: 09-12
2017-2018

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

School Narrative

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Before and After School Programs:	We have over 50 clubs that meet before and after school ranging from the Key Club to JSA. We offer after school recreation programs that meet the unique needs of our students with Autism Spectrum Disorder (ASD).
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 an engaging Health and Physical Education program that encourages students to make positive choices over the course of their high school career and beyond. Students have access to a Student Assistance Coordinator and other mental health experts who assist students with developing coping skills and resiliency when faced with adversity. Athletes are supported by the Athletic Trainer while the School Nurse provides required care and health information to all students.
Parent and Community Involvement:	The Parent Teacher Organization at Howell High School provides input and insight while supporting student programs. The District's Special Education Advisory Council (SEAC) is a collaborative team of parents and district and school personnel that work to bring resources and information to parents of students with disabilities. Parents are provided with constant access to student grades and additional information through the Genesis Parent Portal available at www.frhsd.com.

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Climate Surveys:	Is a Climate Survey Used: No
Facilities:	Howell High School has been serving the communities of the Freehold Regional High School District since 1963. Howell High School's facility includes several new maker-space rooms, an innovation lab (I-LAB), a redesigned learning hub in the Media Center, expansive art rooms, two dance studios, a recording studio, a video studio, a blackbox theatre, an additional gymnasium, a fitness center, a new turf field and state of the art computer labs.
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:	Howell High School is recognized as an International Baccalaureate World School. We are home to the Fine and Performing Arts Academy and the Humanities Learning Center, offering its students a full complement of educational programs. These four-year Magnet Programs allow students to pursue their passions in particular fields of study and career interests. Students and faculty join together to form a unique learning community located within the comprehensive high school setting. All programs include in-depth study of targeted courses on an advanced level, with many courses meeting the requirements of Advanced Placement or college-level work. Programs prepare students to directly enter the workforce, or attend a post-secondary technical program, or attend a two-or four-year college. Students across the comprehensive high school who have excelled in their academic challenges have been recognized and honored by the National Merit Scholarship Program, as Governor's School Advanced Placement Scholar Winners and National Honor Society inductees. Howell High School students from the Class of 2018 are currently attending such Institutions of High Learning as Boston University, Harvard University, Bucknell University, Georgia Institute of Technology, US Airforce Academy, New York University, Rutgers University, University of Virginia and Villanova University. The staff, students, parents, and other members of the Howell High School Community, embrace the philosophy that “We are Howell!” This philosophy emphasizes that we, as a school community, maintain pride in our school and strive towards academic excellence while taking the time to enjoy the curricular, co-curricular, and extracurricular opportunities that our school has to offer.