



State of New Jersey  
2015-2016

Grade Span 09-12

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

## 2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other schools that are educating similar students, against district and state-wide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure.

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact [njsmart@pcgus.com](mailto:njsmart@pcgus.com)



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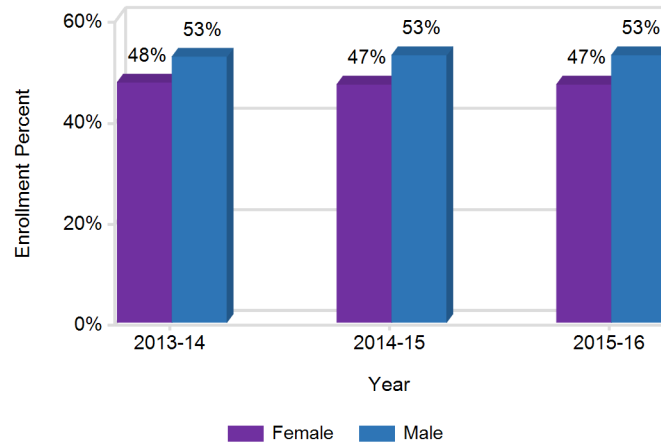
## Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade 09	357	349	331
Grade 10	327	364	354
Grade 11	343	324	350
Grade 12	393	340	311
UG	69	67	54
Total	1488	1444	1400

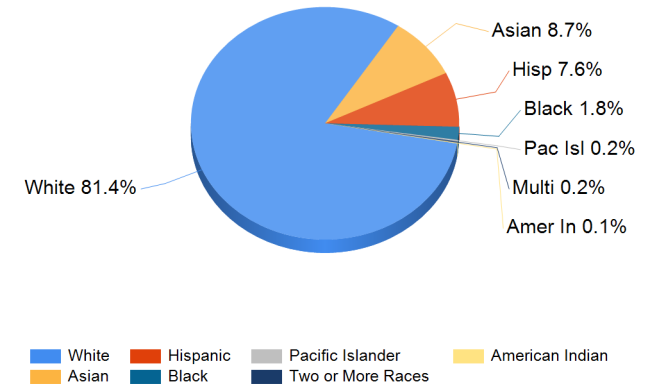
## Enrollment by Gender

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



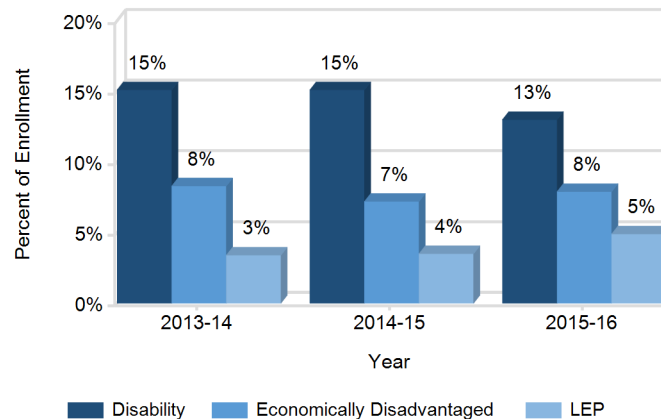
## Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



## Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



## Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	89.5%
Spanish	5.3%
Chinese	0.9%
Arabic	0.8%
Italian	0.4%
Other	3.3%

\* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.



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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

## Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	36%	33	30
Mathematics Met or Exceeded Expectations	16%	17	43

## Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goals is established as 95% by the United States Department of education. ✓\*= Met participation rate(participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	155	36%	30	47%	X	143	16%	43	46%	X
White	115	40%	23	42%	X	105	19%	30	41%	X
African American	S	S	S	S		S	S	S	S	
Hispanic	S	S	S	S		S	S	S	S	
American Indian	S	S	S	S		S	S	S	S	
Asian	S	S	S	S		S	S	S	S	
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	60	48%	67	80%	X	55	22%	30	80%	X
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	S	S	S	S		S	S	S	S	



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## PARCC ELA Performance Distribution - Grade 09

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	178	745	752	746	12%	15%	27%	37%	9%	46%	49%
White	125	750	752	754	7%	16%	26%	42%	10%	51%	58%
African American	S	S	742	729	S	S	S	S	S	S	30%
Hispanic	23	710	741	730	52%	17%	13%	17%	N	17%	34%
Asian	26	756	770	774	N	12%	42%	31%	15%	46%	78%
American Indian	N	N	N	734	N	N	N	N	N	N	40%
Two or More Races	S	S	745	748	S	S	S	S	S	S	53%
Students with Disability	S	S	721	713	S	S	S	S	S	S	12%
English Language Learners	S	S	S	693	S	S	S	S	S	S	4%
Economically Disadvantaged Students	S	S	732	729	S	S	S	S	S	S	31%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
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## PARCC ELA Performance Distribution - Grade 10

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	126	718	733	740	37%	14%	25%	20%	5%	25%	44%
White	84	726	734	747	30%	14%	26%	24%	6%	30%	50%
African American	S	S	724	722	S	S	S	S	S	S	28%
Hispanic	23	688	723	726	65%	9%	13%	13%	N	13%	33%
Asian	S	S	751	767	S	S	S	S	S	S	69%
American Indian	N	N	N	729	N	N	N	N	N	N	35%
Two or More Races	N	N	N	741	N	N	N	N	N	N	45%
Students with Disability	23	702	702	702	52%	13%	13%	22%	N	22%	11%
English Language Learners	S	S	S	685	S	S	S	S	S	S	4%
Economically Disadvantaged Students	24	691	716	723	71%	8%	8%	8%	4%	13%	30%

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## \*\*PARCC ELA Performance Distribution - Grade 11

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	<b>89</b>	<b>716</b>	<b>726</b>	<b>736</b>	<b>37%</b>	<b>27%</b>	<b>21%</b>	<b>11%</b>	<b>3%</b>	<b>15%</b>	<b>40%</b>
White	68	719	726	739	29%	31%	24%	13%	3%	16%	42%
African American	N	N	N	728	N	N	N	N	N	N	30%
Hispanic	S	S	724	732	S	S	S	S	S	S	37%
Asian	S	S	734	753	S	S	S	S	S	S	58%
American Indian	S	S	720	735	S	S	S	S	S	S	34%
Two or More Races	S	S	696	736	S	S	S	S	S	S	39%
Students with Disability	24	727	711	710	17%	29%	38%	13%	4%	17%	13%
English Language Learners	S	S	S	702	S	S	S	S	S	S	8%
Economically Disadvantaged Students	16	705	724	730	56%	19%	13%	13%	N	13%	33%

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



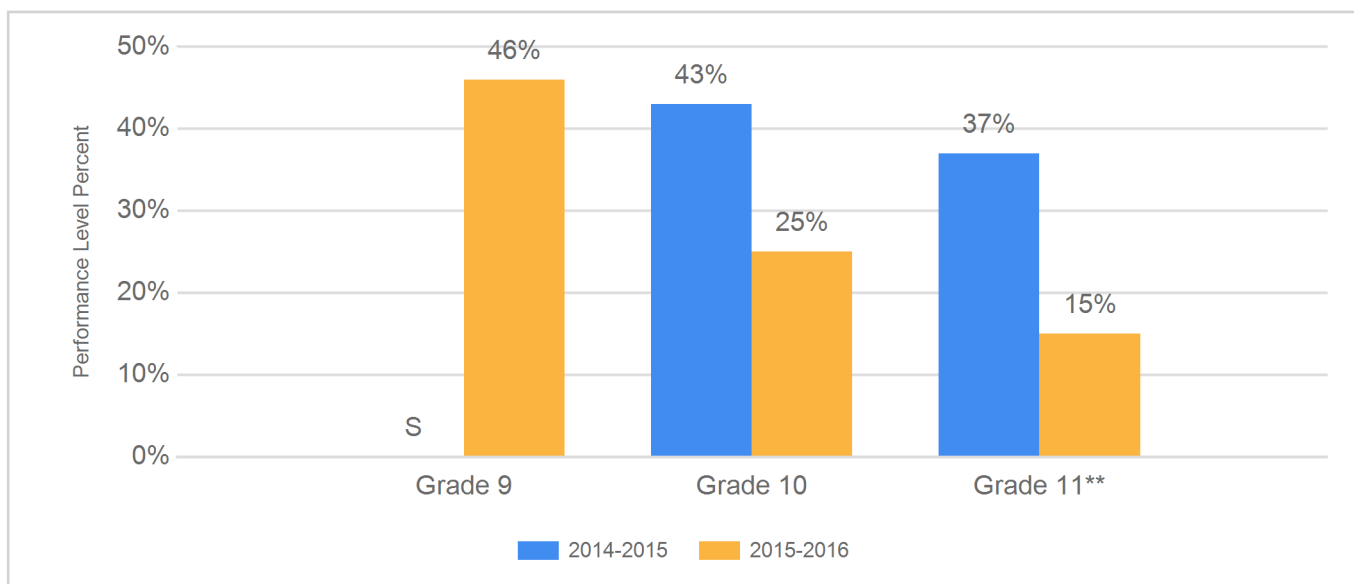
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## PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



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## PARCC Performance Distribution - Algebra I

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	<b>113</b>	<b>725</b>	<b>733</b>	<b>727</b>	<b>19%</b>	<b>27%</b>	<b>35%</b>	<b>20%</b>	<b>N</b>	<b>20%</b>	<b>41%</b>
White	73	727	734	734	12%	32%	34%	22%	N	22%	51%
African American	S	S	723	717	S	S	S	S	S	S	20%
Hispanic	S	S	726	720	S	S	S	S	S	S	25%
Asian	13	749	747	746	N	8%	54%	39%	N	39%	76%
American Indian	N	N	N	726	N	N	N	N	N	N	38%
Two or More Races	N	N	N	727	N	N	N	N	N	N	47%
Students with Disability	S	S	718	708	S	S	S	S	S	S	10%
English Language Learners	S	S	S	707	S	S	S	S	S	S	9%
Economically Disadvantaged Students	S	S	723	719	S	S	S	S	S	S	23%

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## PARCC Performance Distribution - Geometry

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	<b>147</b>	<b>731</b>	<b>733</b>	<b>730</b>	<b>9%</b>	<b>28%</b>	<b>40%</b>	<b>23%</b>	<b>N</b>	<b>23%</b>	<b>27%</b>
White	101	734	733	736	6%	27%	43%	25%	N	25%	34%
African American	S	S	718	717	S	S	S	S	S	S	9%
Hispanic	S	S	724	720	S	S	S	S	S	S	13%
Asian	17	748	747	750	N	12%	41%	47%	N	47%	61%
American Indian	N	N	N	722	N	N	N	N	N	N	15%
Two or More Races	N	N	N	730	N	N	N	N	N	N	29%
Students with Disability	S	S	711	709	S	S	S	S	S	S	5%
English Language Learners	S	S	S	710	S	S	S	S	S	S	6%
Economically Disadvantaged Students	S	S	721	719	S	S	S	S	S	S	12%

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## PARCC Performance Distribution - Algebra II

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	<b>92</b>	<b>707</b>	<b>728</b>	<b>722</b>	<b>45%</b>	<b>26%</b>	<b>19%</b>	<b>11%</b>	<b>N</b>	<b>11%</b>	<b>27%</b>
White	77	706	726	728	44%	26%	18%	12%	N	12%	31%
African American	N	N	N	700	N	N	N	N	N	N	8%
Hispanic	S	S	716	707	S	S	S	S	S	S	12%
Asian	S	S	756	754	S	S	S	S	S	S	60%
American Indian	N	N	N	714	N	N	N	N	N	N	16%
Two or More Races	N	N	N	727	N	N	N	N	N	N	34%
Students with Disability	S	S	695	690	S	S	S	S	S	S	5%
English Language Learners	S	S	S	692	S	S	S	S	S	S	7%
Economically Disadvantaged Students	S	S	712	705	S	S	S	S	S	S	11%

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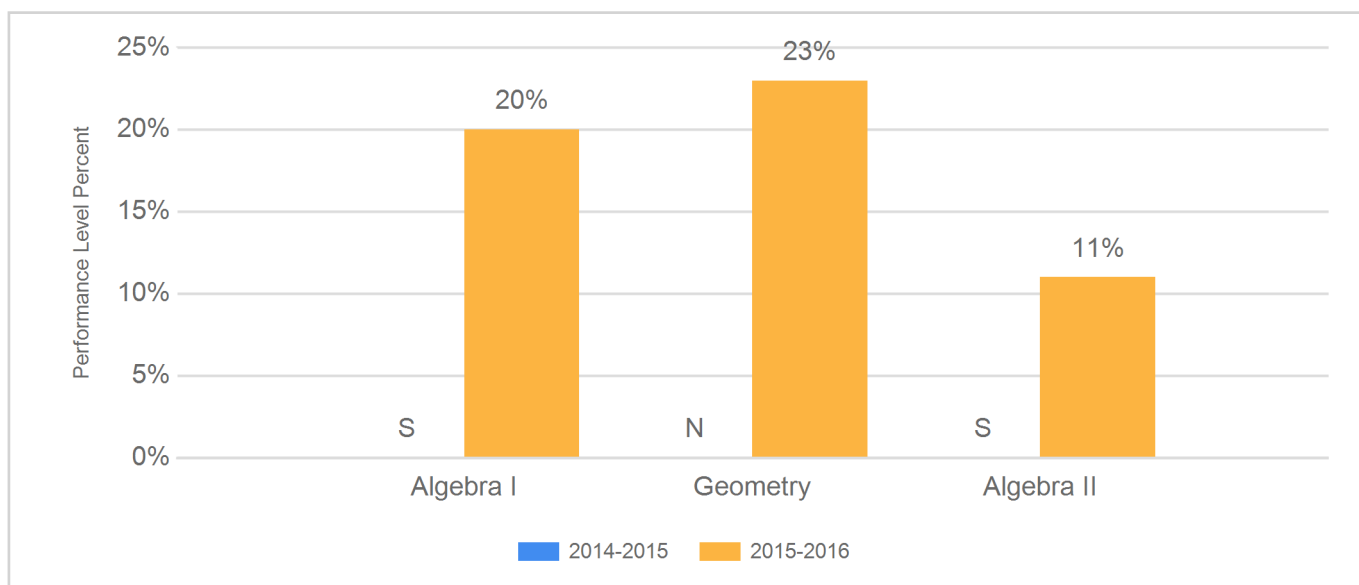
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## PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





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The Academic Achievement section also measures the content knowledge that students have in biology as demonstrated in End-of-Course Biology assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

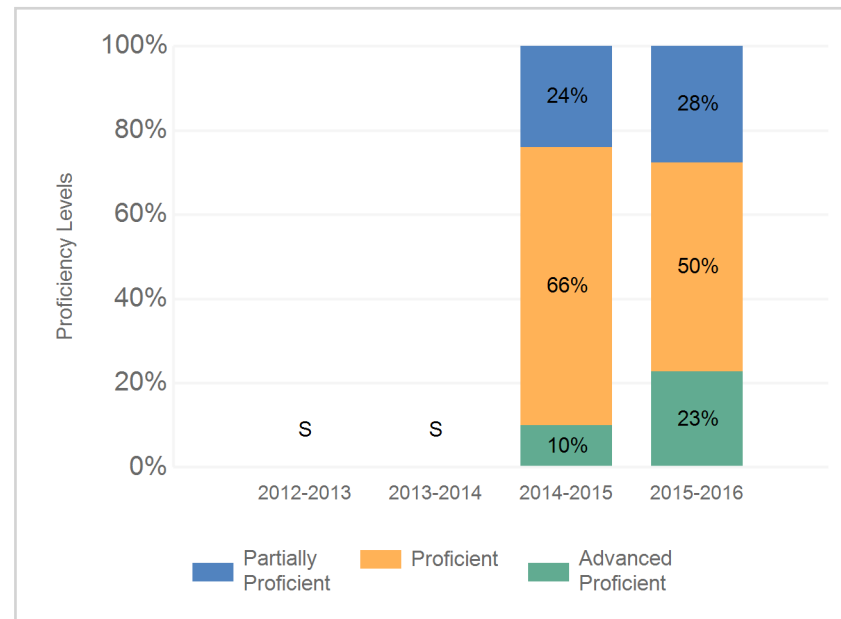
### Proficiency Outcomes - Biology

This table presents the percentage of students in each proficiency category for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	16%	41%	43%
Schoolwide	23%	50%	28%
White	24%	53%	23%
African American	S	S	S
Hispanic	6%	18%	76%
American Indian	S	S	S
Asian	30%	60%	11%
Two or More Races	N	N	N
Students with Disability	3%	25%	72%
English Language Learners	4%	15%	82%
Economically Disadvantaged Students	3%	24%	73%

### Proficiency Trends - Biology

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





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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are taking college entrance exams and challenging themselves with rigorous course work.

## PSAT/SAT/ACT Participation

This table presents the schoolwide and statewide participation rates from the last academic year as indicated in PSAT and SAT and from the last cohort as indicated in ACT.

College and Career Readiness Indicators	Schoolwide Participation	Statewide Participation
Percent of Students Participating in PSAT	100.0%	95.5%
Percent of Students Participating in SAT	63.8%	58.0%
Percent of Students Participating in ACT	42.8%	27.6%

## PSAT/SAT/ACT Performance

This table presents the school and state mean scores.

2015-16	School Mean	State Mean
<b>PSAT</b>	1027	950
<b>SAT</b>	-	-
Reading and Writing	594	537
Math	587	538
<b>ACT</b>	-	-
Reading	24	23
English	23	22
Math	23	23
Science	23	22

## PSAT/SAT/ACT Benchmarks

This table presents the percentage of students scoring at or above College Readiness Benchmarks.

2015-16	Benchmark	Schoolwide	Statewide
<b>PSAT</b>	N	N	N
<b>SAT</b>	-	-	-
Reading and Writing	480	89%	71%
Math	530	75%	53%
<b>ACT</b>	-	-	-
Reading	22	65%	58%
English	18	80%	74%
Math	22	67%	61%
Science	23	56%	49%

## PSAT/SAT/ACT Performance by Percentile

This table presents the student scores broken down by percentile based upon the school's distribution of scores.

2015-16	75 Percentile	50 Percentile	25 Percentile
<b>PSAT</b>	1150	1030	890
<b>SAT</b>	-	-	-
Reading and Writing	660	600	530
Math	650	590	520
<b>ACT</b>	-	-	-
Reading	29	24	20
English	27	24	18
Math	27	24	20
Science	25	23	20



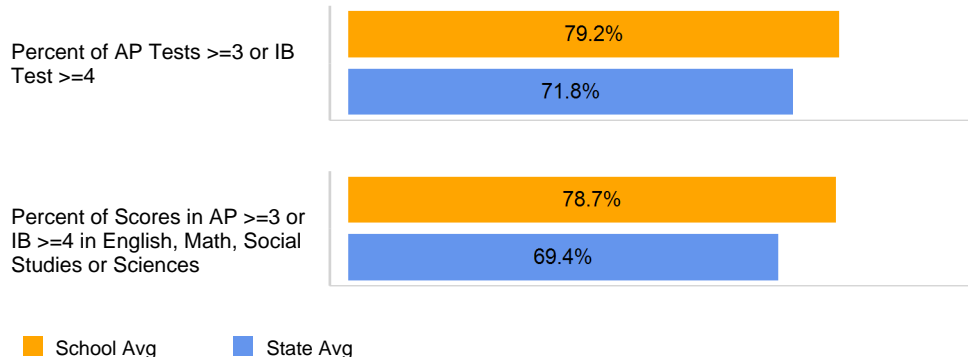
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### AP/ IB Test Performance

This graph compares the percentage of all AP/IB tests with scores of AP  $\geq 3$  or IB  $\geq 4$  for students enrolled in the school and across the state.



### Advanced Course Work Participation

The table below presents the percentage of 'unique' students enrolled in the 11th or 12th grade who took at least one AP or IB test, and the percent participating in dual enrollment.

2015-2016 Percent of Student Taking	School Participation	State Participation
One or More Course	52.5%	39.1%
One of More Test	50.1%	32.3%
At least One AP or IB Test in English, Math, Social Studies, or Science	46.1%	26.6%
Participating in Dual Enrollment	3.0%	15.4%

### AP/ IB Courses Offered

This table presents the count of students enrolled in each AP/IB course and the count of tests taken in each AP/IB course. The last row provides the count of scores that met or exceeded the benchmark. For AP/ IB Courses Offered, please note a student does not have to take a course to take the test OR take the test when enrolled in the course.

AP/IB Course	Students Enrolled	Students Tested
AP Biology	6	0
AP Calculus AB	62	52
AP Calculus BC	14	11
AP Chemistry	14	6
AP Chinese Language and Culture	0	2
AP Computer Science A	31	13
AP English Language and Composition	80	76
AP English Literature and Composition	61	53
AP Environmental Science	7	7
AP French Language	6	2
AP Human Geography	0	1
AP Macroeconomics	26	23
AP Microeconomics	28	2
AP Physics 1	0	98
AP Physics 2	0	24
AP Physics B	52	0
AP Physics C: Mechanics	0	8
AP Psychology	54	48
AP Spanish Language	20	12
AP Statistics	15	15
AP U.S. Government and Politics	91	86
AP U.S. History	131	123
AP World History	0	1
Student AP Tests $\geq 3$ and IB Tests $\geq 4$		262



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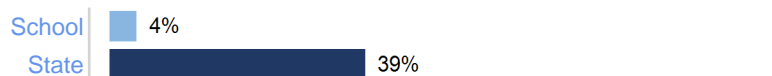
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## Visual and Performing Arts

This graph on the left displays the percentages of students who were enrolled in at least one of the four arts disciplines within the school and across the state. The graphs on the right show the percentage of students who were enrolled in any Visual and Performing Arts classes within the school and across the state.

### MUSIC



### DRAMA



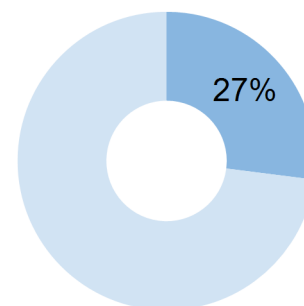
### DANCE



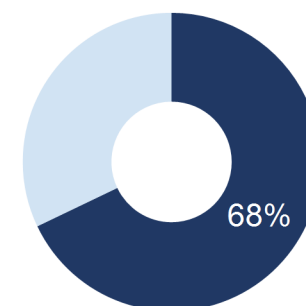
### VISUAL ARTS



### Any Visual and Performing Arts



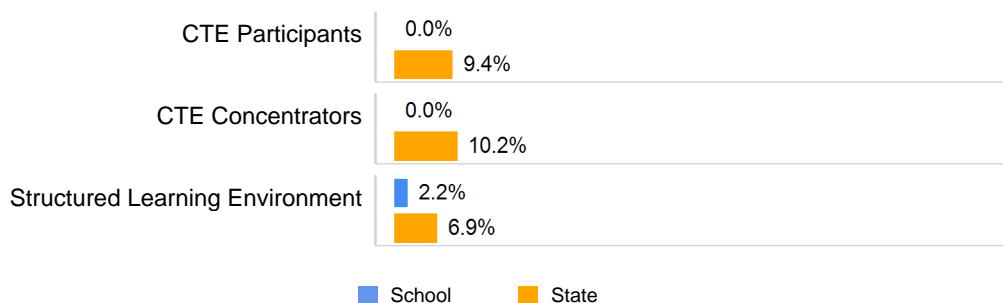
School



State

## Career and Technical Education Participation

The graph below displays the percentage of students within the school and across the State who were in approved Career and Technical Education (CTE). CTE participants are students who have completed only one course and CTE concentrators are students who have completed at least two courses. The graph also shows the percentage of students who completed a course in Structured Learning Experiences.



School State



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MONMOUTH

FREEHOLD REGIONAL

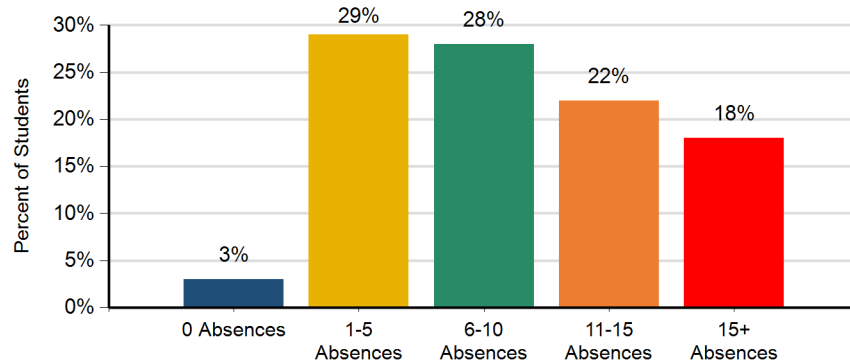
Colts Neck High School

59 FIVE POINTS ROAD

COLTS NECK, NJ 07722-1710

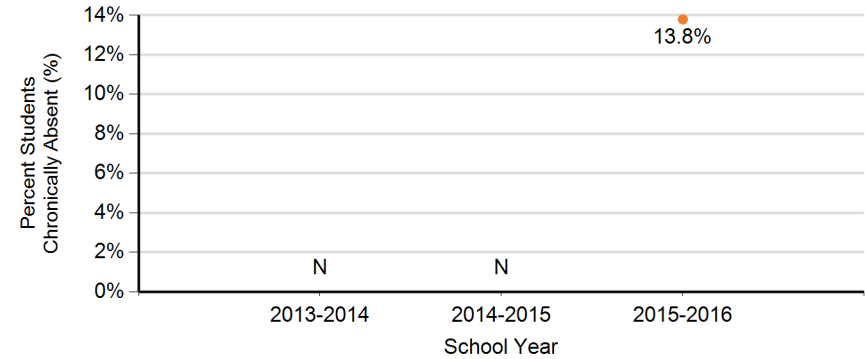
## Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



## Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years at the school.







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### Graduation Rate by Subgroup

This table presents the "4-year Adjusted Graduation Rate" and statewide percentiles (a comparison between the school's rate and schools across the state) for the school and by ethnic/racial subgroup and special population. The table also provides the state target. The state target is established as 81% for the 2015-2016 school year by the New Jersey Department of Education.

	School Rate	Statewide Percentile	State Target
Schoolwide	93%	51	81%
White	96.5%	64	
African American	S	S	
Hispanic	68.8%	8	
American Indian	N	N	
Asian	93.5%	19	
Native Hawaiian	N	N	
Two or More Races	S	S	
Students with Disability	81%	45	
English Language Learners	S	S	
Economically Disadvantaged Students	71.4%	8	

### Dropout Rate by Subgroup

This table presents the Dropout Rates and state means for the school and by ethnic/racial subgroup and special population.

	School Rate	State Rate
Schoolwide	0.5%	1.2%
White	0.3%	0.6%
African American	N	2.6%
Hispanic	3.0%	2.2%
American Indian	N	3.4%
Asian	0.8%	0.2%
Native Hawaiian	N	0.3%
Two or More Races	N	1.0%
Students with Disability	1.6%	1.7%
English Language Learners	0.2%	0.1%
Economically Disadvantaged Students	3.0%	1.7%



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### Extended Year Graduation Rate

The table below presents the 4-year and 5-year graduation rates for the prior school year's cohort.

Class of	4-Year Rate	5-Year Rate
2013	94%	96%
2014	97%	98%
2015	93%	96%
2016	93%	

### Postsecondary Enrollment Rates

This table presents the enrollment rates of this school's high school graduates into a 2 year or 4 year institution 16-months after high school graduation for the school and state and by ethnic/racial subgroup and special population.

	Percent Enrolled	Percent in 2 Years	Percent in 4 Years
Statewide	76.8%	33.9%	66.1%
Schoolwide	88.5%	25.9%	74.1%
White	91.8%	23.7%	76.3%
African American	S	S	S
Hispanic	S	S	S
American Indian	0.0%	0.0%	0.0%
Asian	S	S	S
Native Hawaiian	0.0%	0.0%	0.0%
Two or More Races	0.0%	0.0%	0.0%
Students with Disability	81.3%	57.7%	42.3%
English Language Learners	S	S	S
Economically Disadvantaged Students	S	S	S



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### Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2015-16	6 Hrs. 35 Mins.

### Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 32 Mins.
Shared Time	2 Hrs. 24 Mins.

### Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2015-16	School
Faculty	12:1
Administrator	163:1

### Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2015-16	4.3%

### Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

	School
2015-16	0

### Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	97%



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## 2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other schools that are educating similar students, against district and state-wide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure.

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact [njsmart@pcgus.com](mailto:njsmart@pcgus.com)



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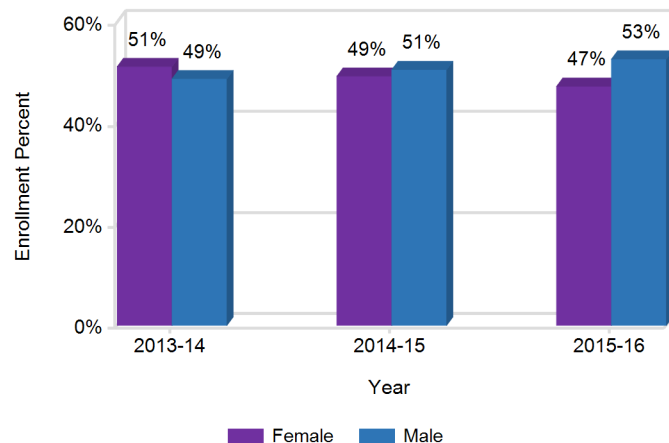
## Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade 09	363	337	334
Grade 10	380	359	336
Grade 11	352	364	333
Grade 12	401	355	356
UG	65	66	60
<b>Total</b>	<b>1560</b>	<b>1480</b>	<b>1419</b>

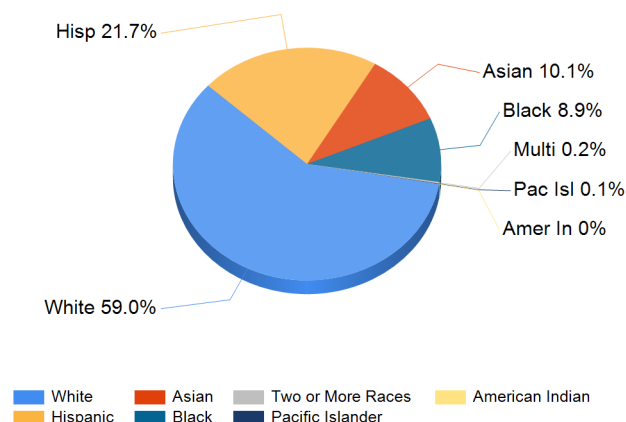
## Enrollment by Gender

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



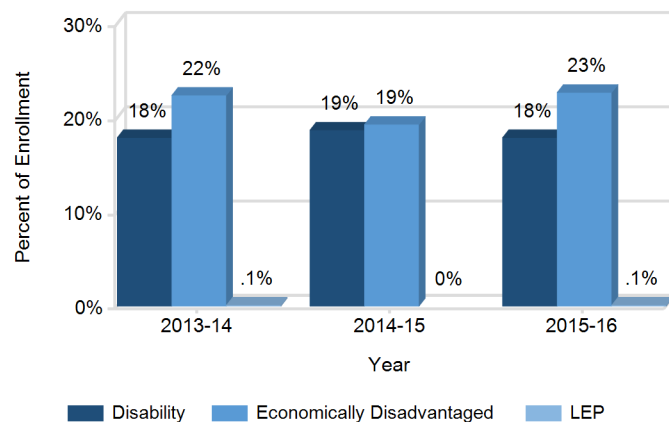
## Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



## Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



## Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	82.0%
Spanish	13.1%
Russian	0.7%
Gujarati	0.6%
Chinese	0.5%
Other	3.1%

\* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.



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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

## Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	46%	67	52
Mathematics Met or Exceeded Expectations	33%	100	71

## Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goals is established as 95% by the United States Department of education. ✓ = Met participation rate (participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	319	46%	52	93%	X	310	33%	71	95%	✓
White	178	53%	56	91%	X	178	43%	72	94%	X
African American	35	37%	47	96%	✓	33	21%	59	93%	X
Hispanic	83	27%	30	99%	✓	81	11%	45	98%	✓
American Indian	N	N	N	N		N	N	N	N	
Asian	S	S	S	S		S	S	S	S	
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	70	31%	54	94%	X	69	19%	86	94%	X
English Learner Students	N	N	N	N		N	N	N	N	
Economically Disadvantaged Students	79	33%	33	98%	✓	76	12%	38	96%	✓



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## PARCC ELA Performance Distribution - Grade 09

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	319	756	752	746	3%	13%	27%	44%	14%	58%	49%
White	168	759	752	754	2%	8%	21%	57%	12%	69%	58%
African American	S	S	742	729	S	S	S	S	S	S	30%
Hispanic	85	740	741	730	2%	24%	41%	29%	4%	33%	34%
Asian	33	792	770	774	N	N	9%	33%	58%	91%	78%
American Indian	N	N	N	734	N	N	N	N	N	N	40%
Two or More Races	S	S	745	748	S	S	S	S	S	S	53%
Students with Disability	41	730	721	713	10%	29%	34%	24%	2%	27%	12%
English Language Learners	N	N	N	693	N	N	N	N	N	N	4%
Economically Disadvantaged Students	75	734	732	729	7%	28%	37%	28%	N	28%	31%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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## PARCC ELA Performance Distribution - Grade 10

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	<b>298</b>	<b>741</b>	<b>733</b>	<b>740</b>	<b>17%</b>	<b>18%</b>	<b>24%</b>	<b>28%</b>	<b>13%</b>	<b>41%</b>	<b>44%</b>
White	171	751	734	747	12%	16%	21%	35%	17%	52%	50%
African American	33	725	724	722	30%	18%	24%	24%	3%	27%	28%
Hispanic	74	719	723	726	28%	23%	31%	18%	N	18%	33%
Asian	20	772	751	767	N	20%	15%	20%	45%	65%	69%
American Indian	N	N	N	729	N	N	N	N	N	N	35%
Two or More Races	N	N	N	741	N	N	N	N	N	N	45%
Students with Disability	S	S	702	702	S	S	S	S	S	S	11%
English Language Learners	N	N	N	685	N	N	N	N	N	N	4%
Economically Disadvantaged Students	69	723	716	723	26%	25%	28%	19%	3%	22%	30%



Did Not Yet Meet Expectations



Partially Met Expectations



Approached Expectations



Met Expectations



Exceeded Expectations





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## \*\*PARCC ELA Performance Distribution - Grade 11

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	210	732	726	736	14%	25%	34%	25%	2%	27%	40%
White	112	734	726	739	12%	23%	35%	28%	3%	30%	42%
African American	30	726	719	728	20%	33%	23%	23%	N	23%	30%
Hispanic	68	730	724	732	15%	24%	38%	22%	2%	24%	37%
Asian	N	N	N	753	N	N	N	N	N	N	58%
American Indian	N	N	N	735	N	N	N	N	N	N	34%
Two or More Races	N	N	N	736	N	N	N	N	N	N	39%
Students with Disability	S	S	711	710	S	S	S	S	S	S	13%
English Language Learners	N	N	N	702	N	N	N	N	N	N	8%
Economically Disadvantaged Students	72	729	724	730	17%	26%	33%	21%	3%	24%	33%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations

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



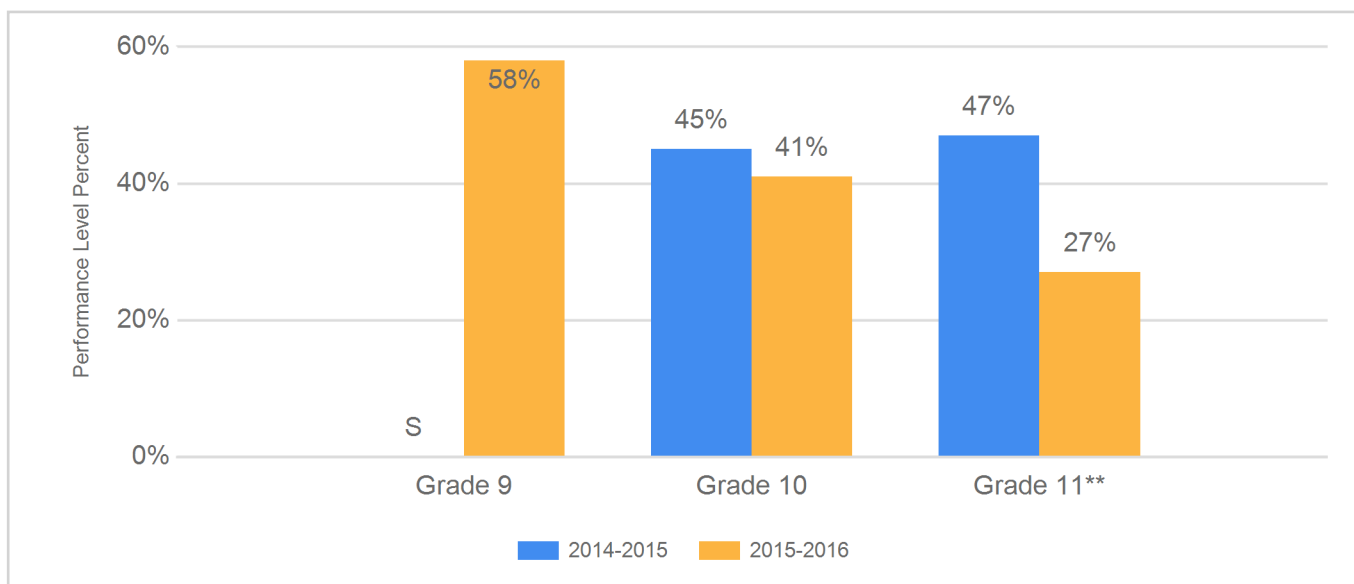
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## PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



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



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## PARCC Performance Distribution - Algebra I

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	<b>224</b>	<b>730</b>	<b>733</b>	<b>727</b>	<b>9%</b>	<b>30%</b>	<b>38%</b>	<b>23%</b>	<b>N</b>	<b>23%</b>	<b>41%</b>
White	102	736	734	734	6%	24%	41%	29%	N	29%	51%
African American	34	722	723	717	12%	41%	32%	15%	N	15%	20%
Hispanic	83	724	726	720	12%	36%	39%	13%	N	13%	25%
Asian	S	S	747	746	S	S	S	S	S	S	76%
American Indian	N	N	N	726	N	N	N	N	N	N	38%
Two or More Races	S	S	731	727	S	S	S	S	S	S	47%
Students with Disability	42	720	718	708	19%	45%	19%	17%	N	17%	10%
English Language Learners	N	N	N	707	N	N	N	N	N	N	9%
Economically Disadvantaged Students	74	720	723	719	15%	41%	34%	11%	N	11%	23%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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## PARCC Performance Distribution - Geometry

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	<b>267</b>	<b>736</b>	<b>733</b>	<b>730</b>	<b>9%</b>	<b>25%</b>	<b>35%</b>	<b>26%</b>	<b>5%</b>	<b>31%</b>	<b>27%</b>
White	141	742	733	736	6%	17%	37%	34%	6%	40%	34%
African American	S	S	718	717	S	S	S	S	S	S	9%
Hispanic	73	724	724	720	14%	38%	37%	10%	1%	11%	13%
Asian	18	751	747	750	N	17%	39%	33%	11%	44%	61%
American Indian	N	N	N	722	N	N	N	N	N	N	15%
Two or More Races	S	S	744	730	S	S	S	S	S	S	29%
Students with Disability	S	S	711	709	S	S	S	S	S	S	5%
English Language Learners	N	N	N	710	N	N	N	N	N	N	6%
Economically Disadvantaged Students	S	S	721	719	S	S	S	S	S	S	12%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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## PARCC Performance Distribution - Algebra II

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	<b>244</b>	<b>742</b>	<b>728</b>	<b>722</b>	<b>18%</b>	<b>19%</b>	<b>21%</b>	<b>34%</b>	<b>7%</b>	<b>41%</b>	<b>27%</b>
White	169	740	726	728	20%	18%	21%	36%	6%	41%	31%
African American	17	712	717	700	29%	24%	35%	12%	N	12%	8%
Hispanic	32	724	716	707	22%	31%	31%	16%	N	16%	12%
Asian	26	792	756	754	N	4%	4%	62%	31%	92%	60%
American Indian	N	N	N	714	N	N	N	N	N	N	16%
Two or More Races	N	N	N	727	N	N	N	N	N	N	34%
Students with Disability	20	707	695	690	55%	15%	15%	15%	N	15%	5%
English Language Learners	N	N	N	692	N	N	N	N	N	N	7%
Economically Disadvantaged Students	34	715	712	705	27%	32%	29%	12%	N	12%	11%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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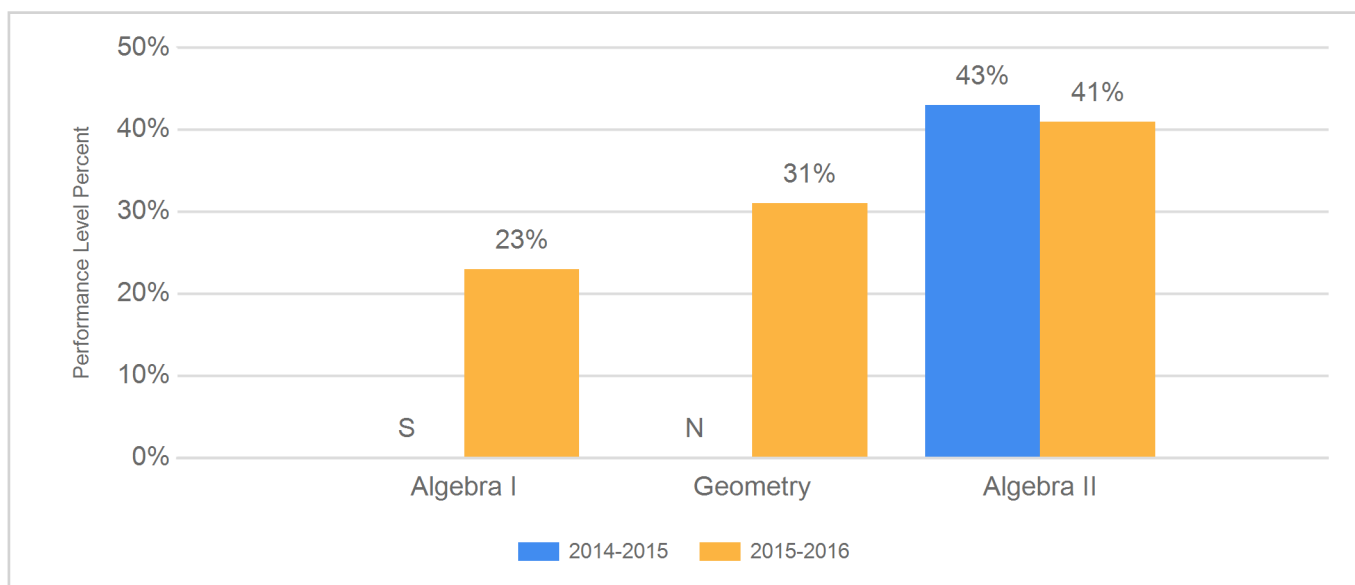
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## PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





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The Academic Achievement section also measures the content knowledge that students have in biology as demonstrated in End-of-Course Biology assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

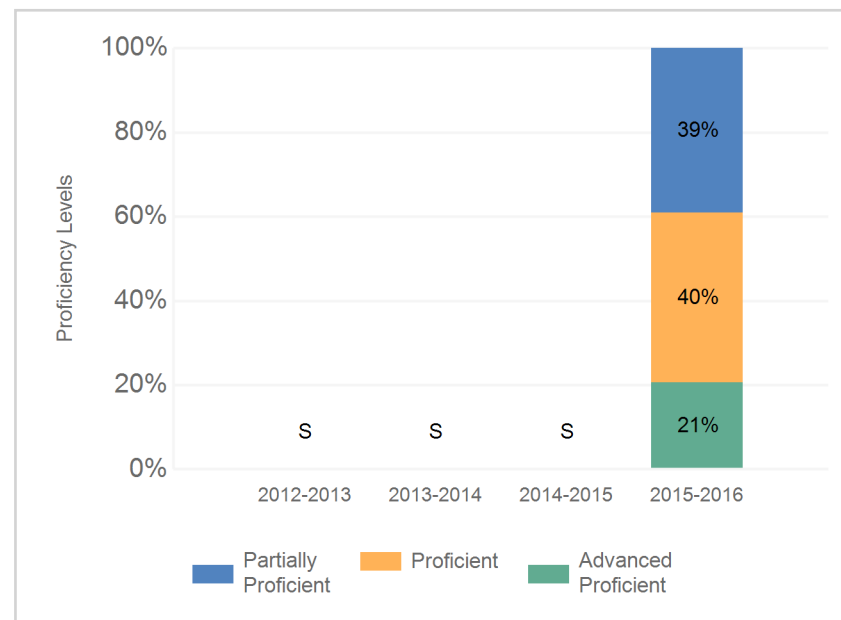
### Proficiency Outcomes - Biology

This table presents the percentage of students in each proficiency category for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	16%	41%	43%
Schoolwide	21%	40%	39%
White	24%	45%	32%
African American	3%	44%	53%
Hispanic	6%	31%	63%
American Indian	N	N	N
Asian	64%	36%	N
Two or More Races	S	S	S
Students with Disability	5%	21%	74%
English Language Learners	N	N	N
Economically Disadvantaged Students	1%	36%	62%

### Proficiency Trends - Biology

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





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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are taking college entrance exams and challenging themselves with rigorous course work.

### PSAT/SAT/ACT Participation

This table presents the schoolwide and statewide participation rates from the last academic year as indicated in PSAT and SAT and from the last cohort as indicated in ACT.

College and Career Readiness Indicators	Schoolwide Participation	Statewide Participation
Percent of Students Participating in PSAT	99.3%	95.5%
Percent of Students Participating in SAT	57.6%	58.0%
Percent of Students Participating in ACT	31.5%	27.6%

### PSAT/SAT/ACT Performance

This table presents the school and state mean scores.

2015-16	School Mean	State Mean
<b>PSAT</b>	996	950
<b>SAT</b>	-	-
Reading and Writing	579	537
Math	583	538
<b>ACT</b>	-	-
Reading	25	23
English	24	22
Math	25	23
Science	24	22

### PSAT/SAT/ACT Benchmarks

This table presents the percentage of students scoring at or above College Readiness Benchmarks.

2015-16	Benchmark	Schoolwide	Statewide
<b>PSAT</b>	N	N	N
<b>SAT</b>	-	-	-
Reading and Writing	480	84%	71%
Math	530	64%	53%
<b>ACT</b>	-	-	-
Reading	22	76%	58%
English	18	84%	74%
Math	22	73%	61%
Science	23	59%	49%

### PSAT/SAT/ACT Performance by Percentile

This table presents the student scores broken down by percentile based upon the school's distribution of scores.

2015-16	75 Percentile	50 Percentile	25 Percentile
<b>PSAT</b>	1120	960	840
<b>SAT</b>	-	-	-
Reading and Writing	650	580	500
Math	670	560	510
<b>ACT</b>	-	-	-
Reading	30	26	22
English	28	24	20
Math	29	26	21
Science	27	23	20





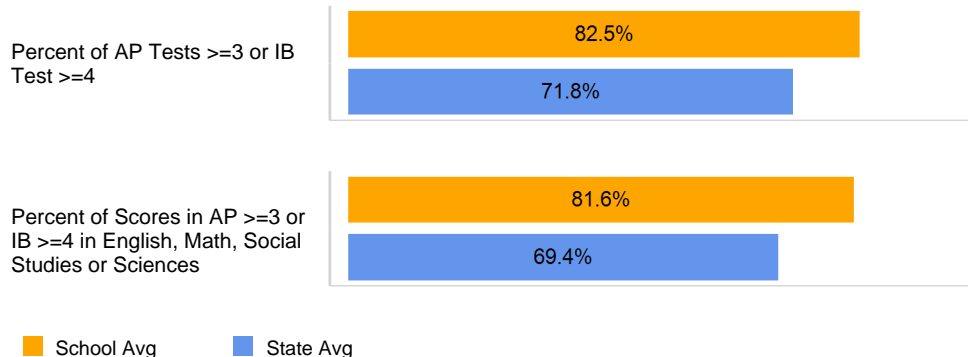
State of New Jersey  
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### AP/ IB Test Performance

This graph compares the percentage of all AP/IB tests with scores of AP  $\geq 3$  or IB  $\geq 4$  for students enrolled in the school and across the state.



### Advanced Course Work Participation

The table below presents the percentage of 'unique' students enrolled in the 11th or 12th grade who took at least one AP or IB test, and the percent participating in dual enrollment.

2015-2016 Percent of Student Taking	School Participation	State Participation
One or More Course	54.9%	39.1%
One of More Test	44.8%	32.3%
At least One AP or IB Test in English, Math, Social Studies, or Science	37.9%	26.6%
Participating in Dual Enrollment	23.5%	15.4%

### AP/ IB Courses Offered

This table presents the count of students enrolled in each AP/IB course and the count of tests taken in each AP/IB course. The last row provides the count of scores that met or exceeded the benchmark. For AP/ IB Courses Offered, please note a student does not have to take a course to take the test OR take the test when enrolled in the course.

AP/IB Course	Students Enrolled	Students Tested
AP Biology	47	43
AP Calculus AB	47	29
AP Calculus BC	40	40
AP Chemistry	46	47
AP Computer Science A	29	28
AP English Language and Composition	106	99
AP English Literature and Composition	78	46
AP Environmental Science	32	19
AP Macroeconomics	93	51
AP Microeconomics	94	46
AP Physics 1	0	52
AP Physics B	20	0
AP Psychology	94	71
AP Spanish Language	11	6
AP Statistics	34	29
AP Studio Art—Drawing Portfolio	5	0
AP U.S. Government and Politics	20	11
AP U.S. History	65	62
Student AP Tests $\geq 3$ and IB Tests $\geq 4$		255



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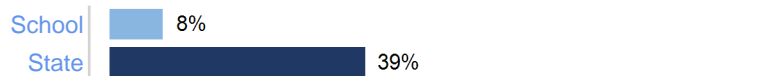
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## Visual and Performing Arts

This graph on the left displays the percentages of students who were enrolled in at least one of the four arts disciplines within the school and across the state. The graphs on the right show the percentage of students who were enrolled in any Visual and Performing Arts classes within the school and across the state.

### MUSIC



### DRAMA



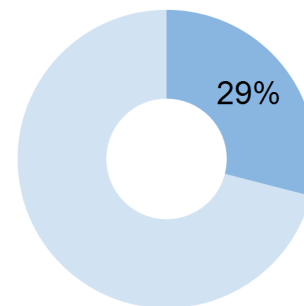
### DANCE



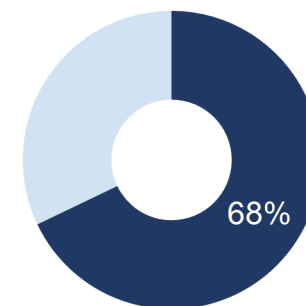
### VISUAL ARTS



### Any Visual and Performing Arts



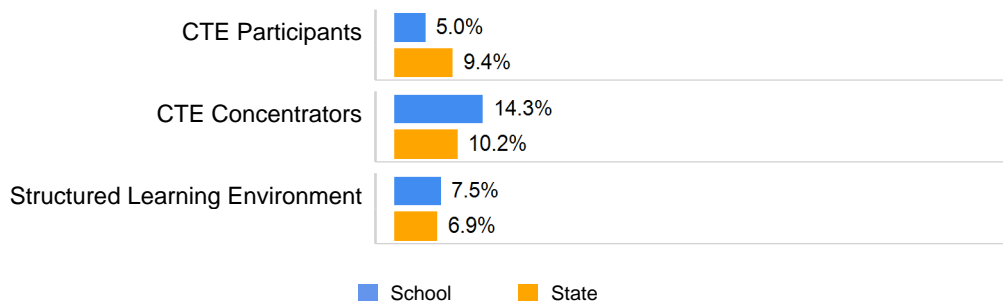
School



State

## Career and Technical Education Participation

The graph below displays the percentage of students within the school and across the State who were in approved Career and Technical Education (CTE). CTE participants are students who have completed only one course and CTE concentrators are students who have completed at least two courses. The graph also shows the percentage of students who completed a course in Structured Learning Experiences.



■ School ■ State



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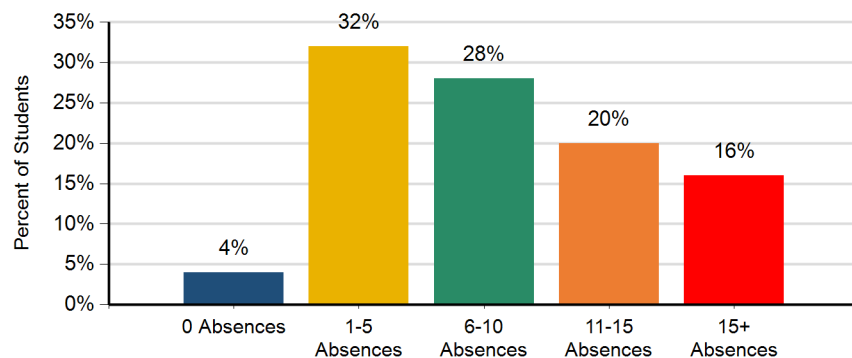
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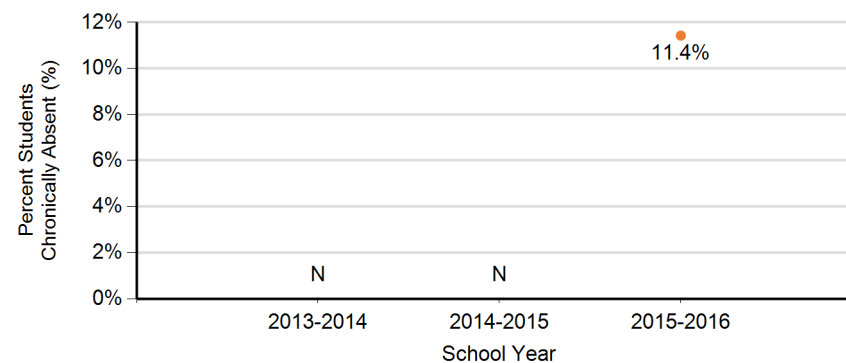
## Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



## Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years at the school.





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### Graduation Rate by Subgroup

This table presents the "4-year Adjusted Graduation Rate" and statewide percentiles (a comparison between the school's rate and schools across the state) for the school and by ethnic/racial subgroup and special population. The table also provides the state target. The state target is established as 81% for the 2015-2016 school year by the New Jersey Department of Education.

	School Rate	Statewide Percentile	State Target
Schoolwide	92.7%	50	81%
White	91.6%	28	
African American	S	S	
Hispanic	93%	66	
American Indian	N	N	
Asian	100%	100	
Native Hawaiian	S	S	
Two or More Races	S	S	
Students with Disability	77.6%	34	
English Language Learners	N	N	
Economically Disadvantaged Students	88.6%	55	

### Dropout Rate by Subgroup

This table presents the Dropout Rates and state means for the school and by ethnic/racial subgroup and special population.

	School Rate	State Rate
Schoolwide	0.8%	1.2%
White	0.5%	0.6%
African American	0.8%	2.6%
Hispanic	2.1%	2.2%
American Indian	N	3.4%
Asian	N	0.2%
Native Hawaiian	N	0.3%
Two or More Races	N	1.0%
Students with Disability	1.0%	1.7%
English Language Learners	N	0.1%
Economically Disadvantaged Students	0.7%	1.7%



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### Extended Year Graduation Rate

The table below presents the 4-year and 5-year graduation rates for the prior school year's cohort.

Class of	4-Year Rate	5-Year Rate
2013	93%	95%
2014	93%	94%
2015	91%	94%
2016	93%	

### Postsecondary Enrollment Rates

This table presents the enrollment rates of this school's high school graduates into a 2 year or 4 year institution 16-months after high school graduation for the school and state and by ethnic/racial subgroup and special population.

	Percent Enrolled	Percent in 2 Years	Percent in 4 Years
Statewide	76.8%	33.9%	66.1%
Schoolwide	86.1%	29.9%	70.1%
White	91.0%	26.0%	74.0%
African American	S	S	S
Hispanic	76.3%	64.4%	35.6%
American Indian	0.0%	0.0%	0.0%
Asian	89.1%	7.3%	92.7%
Native Hawaiian	0.0%	0.0%	0.0%
Two or More Races	0.0%	0.0%	0.0%
Students with Disability	75.0%	53.8%	46.2%
English Language Learners	0.0%	0.0%	0.0%
Economically Disadvantaged Students	74.6%	58.0%	42.0%



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### Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2015-16	6 Hrs. 35 Mins.

### Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 32 Mins.
Shared Time	2 Hrs. 24 Mins.

### Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2015-16	School
Faculty	12:1
Administrator	134:1

### Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2015-16	9.9%

### Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

	School
2015-16	0

### Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	98%



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## 2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other schools that are educating similar students, against district and state-wide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure.

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact [njsmart@pcgus.com](mailto:njsmart@pcgus.com)



# State of New Jersey 2015-2016

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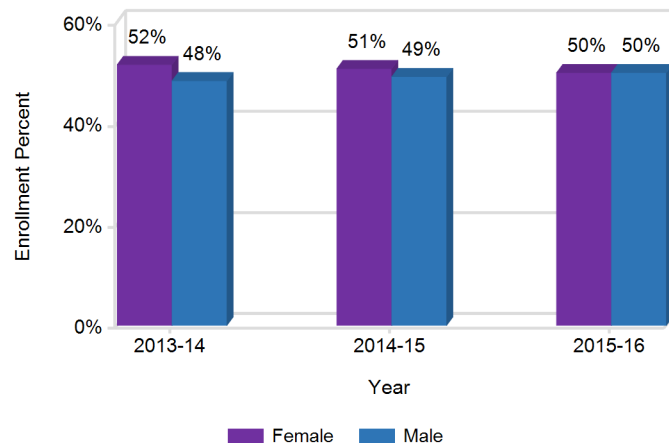
## Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade 09	530	518	490
Grade 10	507	531	513
Grade 11	515	497	512
Grade 12	516	510	480
UG	38	36	47
<b>Total</b>	<b>2106</b>	<b>2092</b>	<b>2042</b>

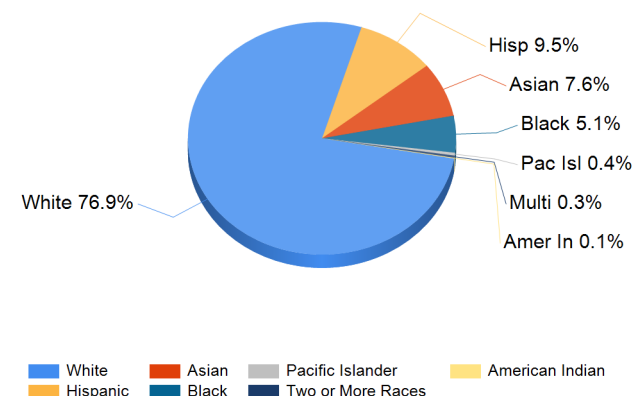
## Enrollment by Gender

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



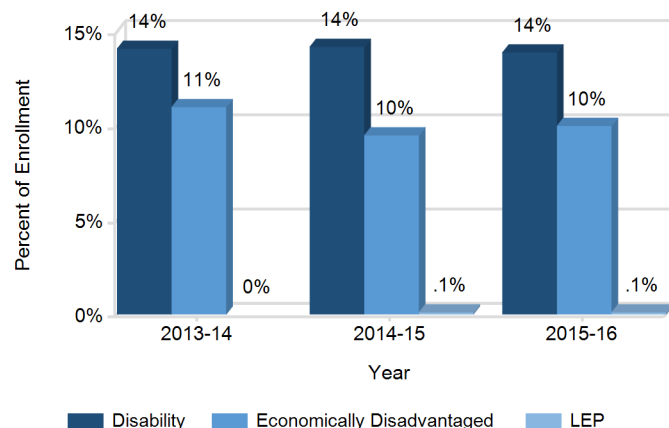
## Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



## Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



## Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	92.9%
Spanish	2.5%
Russian	1.1%
Chinese	0.4%
Italian	0.4%
Other	1.8%

\* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.





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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

## Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	31%	50	40
Mathematics Met or Exceeded Expectations	22%	83	68

## Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goals is established as 95% by the United States Department of education. √\*= Met participation rate(participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	420	31%	40	85%	X	431	22%	68	88%	X
White	321	29%	25	85%	X	332	21%	57	88%	X
African American	S	S	S	S		S	S	S	S	
Hispanic	36	39%	53	86%	X	37	19%	77	87%	X
American Indian	S	S	S	S		S	S	S	S	
Asian	38	47%	20	85%	X	38	42%	42	92%	X
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	79	10%	51	88%	X	81	1%	74	91%	X
English Learner Students	N	N	N	N		N	N	N	N	
Economically Disadvantaged Students	42	26%	36	87%	X	42	17%	68	89%	X



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## PARCC ELA Performance Distribution - Grade 09

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	476	748	752	746	9%	12%	27%	44%	8%	52%	49%
White	370	748	752	754	10%	12%	25%	46%	7%	53%	58%
African American	S	S	742	729	S	S	S	S	S	S	30%
Hispanic	50	746	741	730	4%	14%	38%	38%	6%	44%	34%
Asian	38	764	770	774	3%	5%	29%	42%	21%	63%	78%
American Indian	N	N	N	734	N	N	N	N	N	N	40%
Two or More Races	S	S	745	748	S	S	S	S	S	S	53%
Students with Disability	76	715	721	713	34%	21%	33%	12%	N	12%	12%
English Language Learners	N	N	N	693	N	N	N	N	N	N	4%
Economically Disadvantaged Students	46	729	732	729	15%	24%	35%	26%	N	26%	31%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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## PARCC ELA Performance Distribution - Grade 10

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	<b>393</b>	<b>727</b>	<b>733</b>	<b>740</b>	<b>29%</b>	<b>15%</b>	<b>25%</b>	<b>27%</b>	<b>5%</b>	<b>32%</b>	<b>44%</b>
White	297	726	734	747	29%	17%	25%	25%	5%	30%	50%
African American	23	727	724	722	30%	4%	35%	30%	N	30%	28%
Hispanic	34	726	723	726	27%	21%	15%	35%	3%	38%	33%
Asian	37	738	751	767	24%	3%	27%	35%	11%	46%	69%
American Indian	S	S	S	729	S	S	S	S	S	S	35%
Two or More Races	S	S	726	741	S	S	S	S	S	S	45%
Students with Disability	62	699	702	702	55%	21%	11%	13%	N	13%	11%
English Language Learners	N	N	N	685	N	N	N	N	N	N	4%
Economically Disadvantaged Students	38	715	716	723	45%	13%	18%	18%	5%	24%	30%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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## \*\*PARCC ELA Performance Distribution - Grade 11

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	310	722	726	736	28%	24%	26%	20%	2%	22%	40%
White	225	722	726	739	28%	22%	28%	20%	2%	22%	42%
African American	S	S	719	728	S	S	S	S	S	S	30%
Hispanic	38	719	724	732	26%	29%	26%	18%	N	18%	37%
Asian	24	730	734	753	29%	17%	21%	21%	13%	33%	58%
American Indian	N	N	N	735	N	N	N	N	N	N	34%
Two or More Races	S	S	696	736	S	S	S	S	S	S	39%
Students with Disability	S	S	711	710	S	S	S	S	S	S	13%
English Language Learners	N	N	N	702	N	N	N	N	N	N	8%
Economically Disadvantaged Students	39	724	724	730	23%	31%	21%	23%	3%	26%	33%



Did Not Yet Meet Expectations



Partially Met Expectations



Approached Expectations



Met Expectations



Exceeded Expectations

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



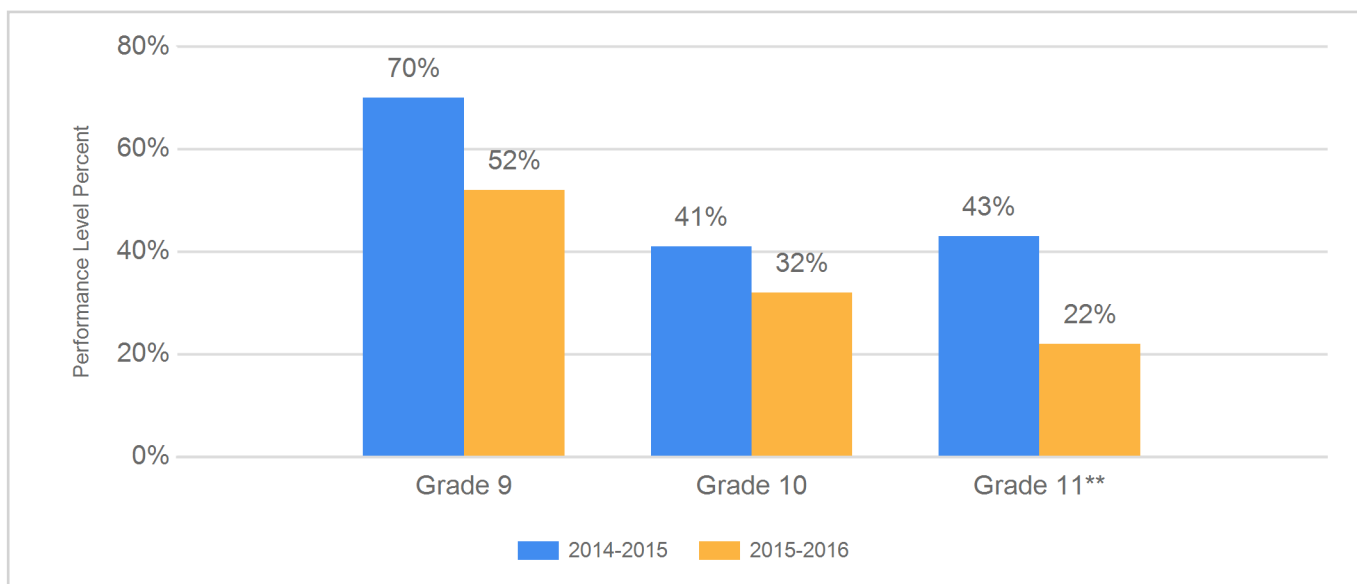
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## PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



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



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## PARCC Performance Distribution - Algebra I

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	<b>323</b>	<b>740</b>	<b>733</b>	<b>727</b>	<b>6%</b>	<b>18%</b>	<b>38%</b>	<b>38%</b>	<b>N</b>	<b>38%</b>	<b>41%</b>
White	248	740	734	734	7%	15%	40%	38%	N	38%	51%
African American	16	722	723	717	13%	44%	25%	19%	N	19%	20%
Hispanic	45	743	726	720	2%	22%	33%	42%	N	42%	25%
Asian	S	S	747	746	S	S	S	S	S	S	76%
American Indian	N	N	N	726	N	N	N	N	N	N	38%
Two or More Races	S	S	731	727	S	S	S	S	S	S	47%
Students with Disability	78	722	718	708	21%	33%	31%	15%	N	15%	10%
English Language Learners	N	N	N	707	N	N	N	N	N	N	9%
Economically Disadvantaged Students	45	734	723	719	7%	29%	36%	29%	N	29%	23%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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## PARCC Performance Distribution - Geometry

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	<b>414</b>	<b>735</b>	<b>733</b>	<b>730</b>	<b>6%</b>	<b>28%</b>	<b>38%</b>	<b>27%</b>	<b>1%</b>	<b>28%</b>	<b>27%</b>
White	321	735	733	736	5%	28%	37%	28%	2%	30%	34%
African American	S	S	718	717	S	S	S	S	S	S	9%
Hispanic	39	725	724	720	18%	36%	31%	15%	N	15%	13%
Asian	38	745	747	750	3%	16%	42%	37%	3%	40%	61%
American Indian	S	S	747	722	S	S	S	S	S	S	15%
Two or More Races	S	S	744	730	S	S	S	S	S	S	29%
Students with Disability	S	S	711	709	S	S	S	S	S	S	5%
English Language Learners	N	N	N	710	N	N	N	N	N	N	6%
Economically Disadvantaged Students	39	723	721	719	10%	44%	36%	10%	N	10%	12%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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## PARCC Performance Distribution - Algebra II

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	<b>342</b>	<b>727</b>	<b>728</b>	<b>722</b>	<b>17%</b>	<b>27%</b>	<b>30%</b>	<b>26%</b>	<b>N</b>	<b>26%</b>	<b>27%</b>
White	258	728	726	728	16%	28%	31%	26%	N	26%	31%
African American	24	731	717	700	8%	25%	38%	29%	N	29%	8%
Hispanic	S	S	716	707	S	S	S	S	S	S	12%
Asian	34	738	756	754	12%	15%	29%	44%	N	44%	60%
American Indian	S	S	732	714	S	S	S	S	S	S	16%
Two or More Races	S	S	727	727	S	S	S	S	S	S	34%
Students with Disability	S	S	695	690	S	S	S	S	S	S	5%
English Language Learners	N	N	N	692	N	N	N	N	N	N	7%
Economically Disadvantaged Students	S	S	S	705	S	S	S	S	S	S	11%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations





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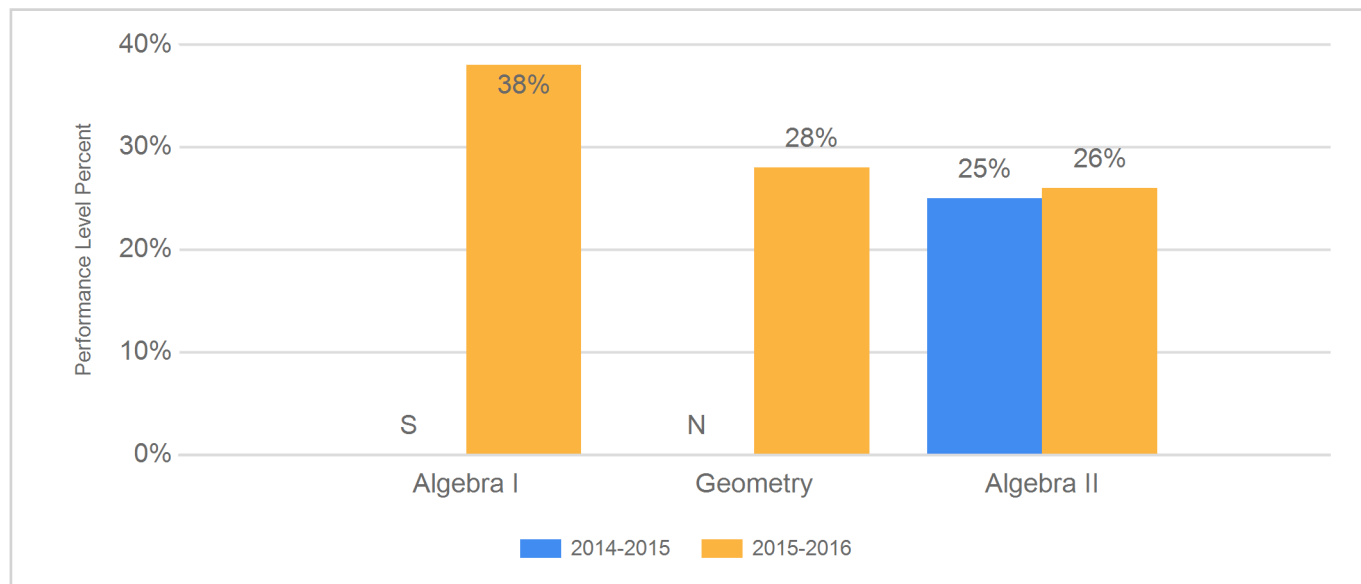
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## PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





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The Academic Achievement section also measures the content knowledge that students have in biology as demonstrated in End-of-Course Biology assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

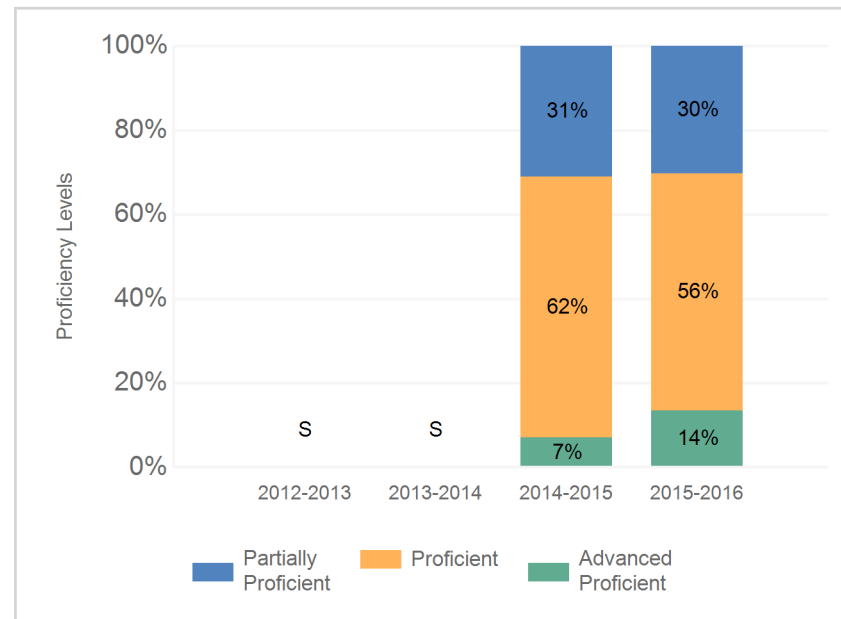
### Proficiency Outcomes - Biology

This table presents the percentage of students in each proficiency category for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	16%	41%	43%
Schoolwide	14%	56%	30%
White	13%	57%	30%
African American	N	55%	45%
Hispanic	8%	54%	39%
American Indian	N	N	N
Asian	37%	53%	11%
Two or More Races	S	S	S
Students with Disability	3%	24%	74%
English Language Learners	N	N	N
Economically Disadvantaged Students	2%	43%	55%

### Proficiency Trends - Biology

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





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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are taking college entrance exams and challenging themselves with rigorous course work.

### PSAT/SAT/ACT Participation

This table presents the schoolwide and statewide participation rates from the last academic year as indicated in PSAT and SAT and from the last cohort as indicated in ACT.

College and Career Readiness Indicators	Schoolwide Participation	Statewide Participation
Percent of Students Participating in PSAT	100.0%	95.5%
Percent of Students Participating in SAT	65.9%	58.0%
Percent of Students Participating in ACT	33.5%	27.6%

### PSAT/SAT/ACT Performance

This table presents the school and state mean scores.

2015-16	School Mean	State Mean
<b>PSAT</b>	1004	950
<b>SAT</b>	-	-
Reading and Writing	574	537
Math	569	538
<b>ACT</b>	-	-
Reading	24	23
English	24	22
Math	24	23
Science	23	22

### PSAT/SAT/ACT Benchmarks

This table presents the percentage of students scoring at or above College Readiness Benchmarks.

2015-16	Benchmark	Schoolwide	Statewide
<b>PSAT</b>	N	N	N
<b>SAT</b>	-	-	-
Reading and Writing	480	89%	71%
Math	530	70%	53%
<b>ACT</b>	-	-	-
Reading	22	70%	58%
English	18	89%	74%
Math	22	68%	61%
Science	23	55%	49%

### PSAT/SAT/ACT Performance by Percentile

This table presents the student scores broken down by percentile based upon the school's distribution of scores.

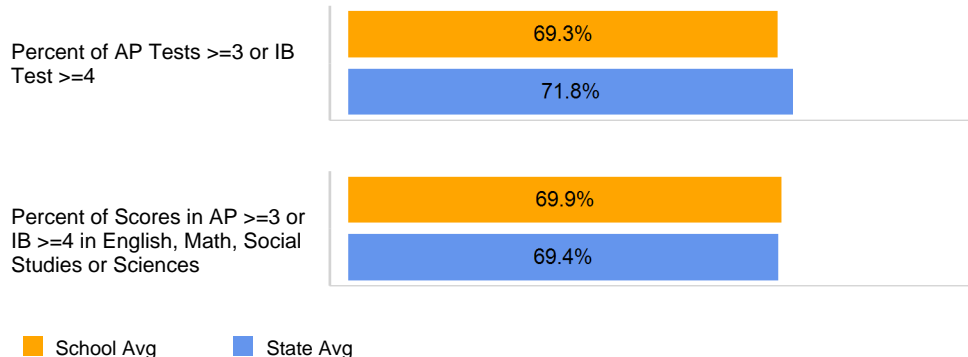
2015-16	75 Percentile	50 Percentile	25 Percentile
<b>PSAT</b>	1100	1000	900
<b>SAT</b>	-	-	-
Reading and Writing	630	580	520
Math	620	570	510
<b>ACT</b>	-	-	-
Reading	28	24	20
English	27	23	21
Math	27	24	20
Science	26	23	21

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## AP/ IB Test Performance

This graph compares the percentage of all AP/IB tests with scores of AP  $\geq 3$  or IB  $\geq 4$  for students enrolled in the school and across the state.



## Advanced Course Work Participation

The table below presents the percentage of 'unique' students enrolled in the 11th or 12th grade who took at least one AP or IB test, and the percent participating in dual enrollment.

2015-2016 Percent of Student Taking	School Participation	State Participation
One or More Course	60.7%	39.1%
One of More Test	43.3%	32.3%
At least One AP or IB Test in English, Math, Social Studies, or Science	33.5%	26.6%
Participating in Dual Enrollment	7.2%	15.4%

## AP/ IB Courses Offered

This table presents the count of students enrolled in each AP/IB course and the count of tests taken in each AP/IB course. The last row provides the count of scores that met or exceeded the benchmark. For AP/ IB Courses Offered, please note a student does not have to take a course to take the test OR take the test when enrolled in the course.

AP/IB Course	Students Enrolled	Students Tested
AP Biology	38	21
AP Calculus AB	108	65
AP Calculus BC	15	13
AP Chinese Language and Culture	0	1
AP Comparative Government and Politics	31	29
AP Computer Science A	49	21
AP English Language and Composition	55	52
AP English Literature and Composition	68	48
AP Environmental Science	63	20
AP European History	16	7
AP French Language	3	1
AP Human Geography	60	26
AP Italian Language and Culture	1	0
AP Latin (Virgil, Catullus and Horace)	23	15
AP Macroeconomics	75	29
AP Microeconomics	47	30
AP Music Theory	0	1
AP Physics 1	0	27
AP Physics 2	0	1
AP Physics B	25	0
AP Psychology	87	68
AP Spanish Language	18	10
AP Statistics	90	41
AP Studio Art—Drawing Portfolio	3	0
AP Studio Art—General Portfolio	0	3



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AP/IB Course	Students Enrolled	Students Tested
AP U.S. Government and Politics	59	31
AP U.S. History	185	165
AP World History	0	1
IB Art/Design	16	0
IB Biology	23	0
IB Classical Languages—Latin	16	0
IB History	38	0
IB Information Technology in a Global Society	22	0
IB Language A (English)	38	0
IB Language B—Spanish	22	0
IB Mathematical Studies	12	0
IB Mathematics	26	0
IB Physics	14	0
Student AP Tests $\geq 3$ and IB Tests $\geq 4$		298



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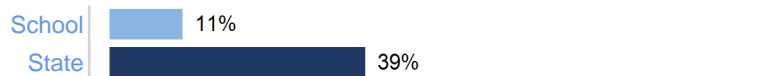
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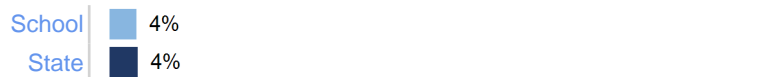
## Visual and Performing Arts

This graph on the left displays the percentages of students who were enrolled in at least one of the four arts disciplines within the school and across the state. The graphs on the right show the percentage of students who were enrolled in any Visual and Performing Arts classes within the school and across the state.

### MUSIC



### DRAMA



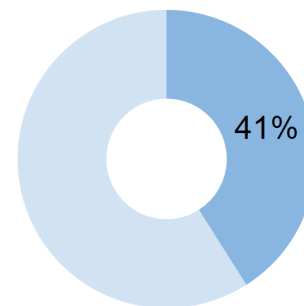
### DANCE



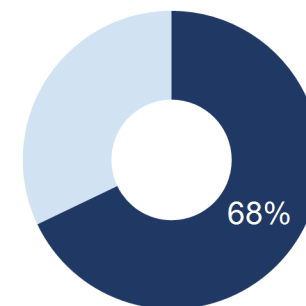
### VISUAL ARTS



### Any Visual and Performing Arts



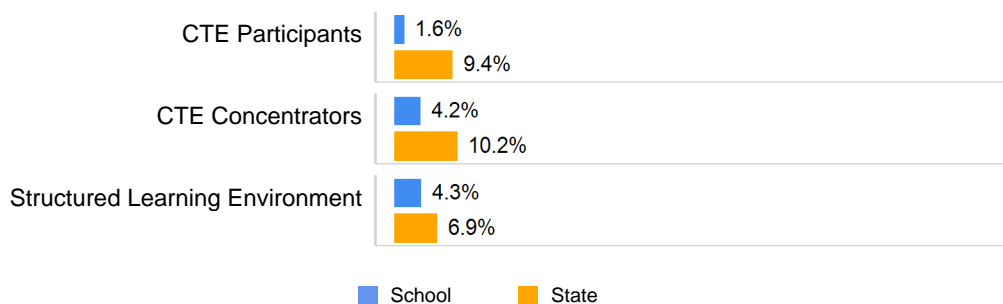
School



State

## Career and Technical Education Participation

The graph below displays the percentage of students within the school and across the State who were in approved Career and Technical Education (CTE). CTE participants are students who have completed only one course and CTE concentrators are students who have completed at least two courses. The graph also shows the percentage of students who completed a course in Structured Learning Experiences.



■ School ■ State



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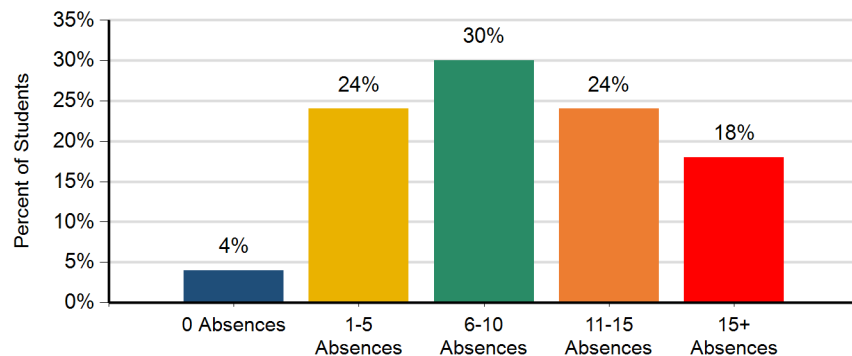
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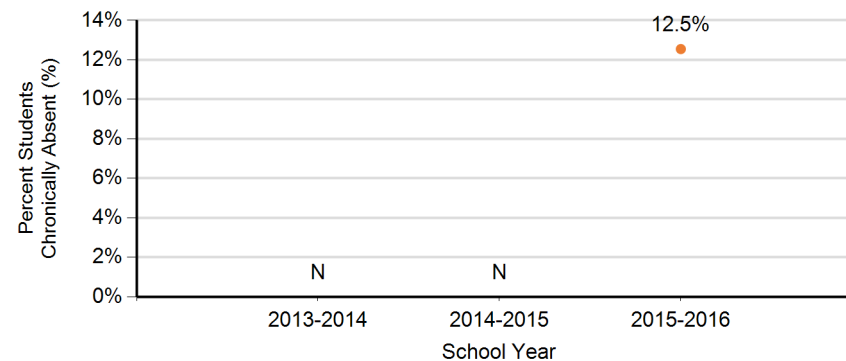
## Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



## Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years at the school.





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### Graduation Rate by Subgroup

This table presents the "4-year Adjusted Graduation Rate" and statewide percentiles (a comparison between the school's rate and schools across the state) for the school and by ethnic/racial subgroup and special population. The table also provides the state target. The state target is established as 81% for the 2015-2016 school year by the New Jersey Department of Education.

	School Rate	Statewide Percentile	State Target
Schoolwide	95%	65	81%
White	96%	59	
African American	93.9%	63	
Hispanic	85.4%	38	
American Indian	N	N	
Asian	100%	100	
Native Hawaiian	S	S	
Two or More Races	S	S	
Students with Disability	77.6%	34	
English Language Learners	N	N	
Economically Disadvantaged Students	86.2%	45	

### Dropout Rate by Subgroup

This table presents the Dropout Rates and state means for the school and by ethnic/racial subgroup and special population.

	School Rate	State Rate
Schoolwide	0.7%	1.2%
White	0.7%	0.6%
African American	1.0%	2.6%
Hispanic	1.6%	2.2%
American Indian	N	3.4%
Asian	N	0.2%
Native Hawaiian	N	0.3%
Two or More Races	N	1.0%
Students with Disability	1.3%	1.7%
English Language Learners	N	0.1%
Economically Disadvantaged Students	1.5%	1.7%





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### Extended Year Graduation Rate

The table below presents the 4-year and 5-year graduation rates for the prior school year's cohort.

Class of	4-Year Rate	5-Year Rate
2013	96%	95%
2014	95%	93%
2015	93%	95%
2016	95%	

### Postsecondary Enrollment Rates

This table presents the enrollment rates of this school's high school graduates into a 2 year or 4 year institution 16-months after high school graduation for the school and state and by ethnic/racial subgroup and special population.

	Percent Enrolled	Percent in 2 Years	Percent in 4 Years
Statewide	76.8%	33.9%	66.1%
Schoolwide	86.9%	30.8%	69.2%
White	88.2%	28.3%	71.7%
African American	S	S	S
Hispanic	76.2%	53.1%	46.9%
American Indian	0.0%	0.0%	0.0%
Asian	90.0%	30.6%	69.4%
Native Hawaiian	0.0%	0.0%	0.0%
Two or More Races	0.0%	0.0%	0.0%
Students with Disability	75.8%	61.7%	38.3%
English Language Learners	0.0%	0.0%	0.0%
Economically Disadvantaged Students	81.4%	57.1%	42.9%



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### Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2015-16	6 Hrs. 35 Mins.

### Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 32 Mins.
Shared Time	2 Hrs. 24 Mins.

### Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2015-16	School
Faculty	13:1
Administrator	218:1

### Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2015-16	6.0%

### Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

	School
2015-16	0

### Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	98%



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## 2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other schools that are educating similar students, against district and state-wide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure.

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact [njsmart@pcgus.com](mailto:njsmart@pcgus.com)



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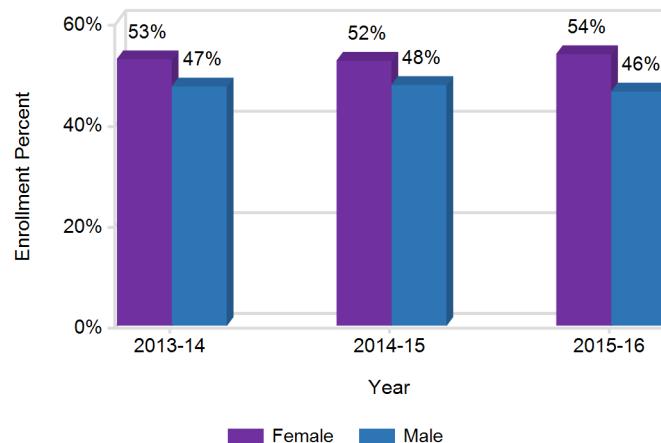
## Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade 09	512	563	528
Grade 10	577	509	548
Grade 11	573	565	478
Grade 12	555	573	544
UG	32	32	35
Total	2248	2241	2133

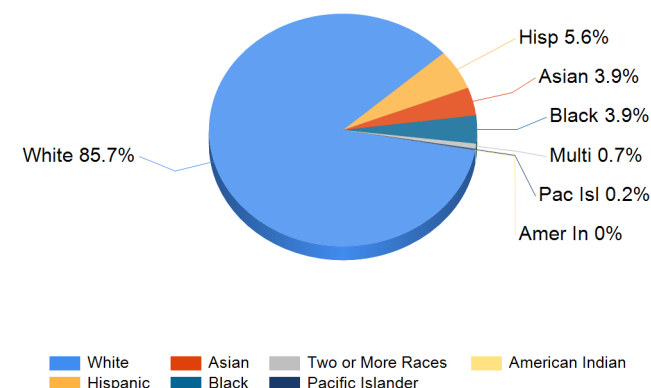
## Enrollment by Gender

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



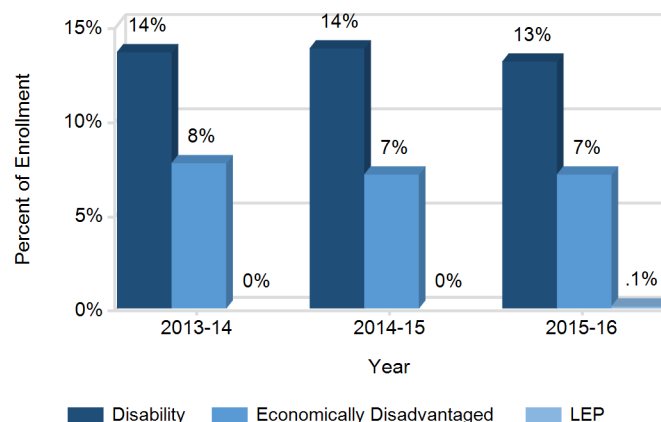
## Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



## Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



## Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	97.0%
Spanish	0.9%
Russian	0.3%
Chinese	0.2%
Faroese	0.1%
Other	0.9%

\* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.



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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

## Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	46%	100	63
Mathematics Met or Exceeded Expectations	21%	33	62

## Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goals is established as 95% by the United States Department of education. ✓\*= Met participation rate(participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	484	46%	63	90%	X	433	21%	62	88%	X
White	415	45%	49	89%	X	373	20%	52	88%	X
African American	S	S	S	S		S	S	S	S	
Hispanic	31	52%	85	96%	✓	S	S	S	S	
American Indian	S	S	S	S		S	S	S	S	
Asian	S	S	S	S		S	S	S	S	
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	83	13%	67	94%	X	80	4%	48	93%	X
English Learner Students	N	N	N	N		N	N	N	N	
Economically Disadvantaged Students	37	32%	63	89%	X	33	6%	49	88%	X



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## PARCC ELA Performance Distribution - Grade 09

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	505	756	752	746	4%	11%	23%	49%	13%	62%	49%
White	429	757	752	754	4%	10%	23%	49%	13%	63%	58%
African American	14	744	742	729	N	43%	21%	21%	14%	36%	30%
Hispanic	37	748	741	730	3%	19%	24%	46%	8%	54%	34%
Asian	19	766	770	774	5%	5%	11%	74%	5%	79%	78%
American Indian	S	S	742	734	S	S	S	S	S	S	40%
Two or More Races	S	S	745	748	S	S	S	S	S	S	53%
Students with Disability	78	723	721	713	18%	33%	32%	17%	N	17%	12%
English Language Learners	N	N	N	693	N	N	N	N	N	N	4%
Economically Disadvantaged Students	41	741	732	729	5%	32%	27%	27%	10%	37%	31%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
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## PARCC ELA Performance Distribution - Grade 10

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	<b>473</b>	<b>744</b>	<b>733</b>	<b>740</b>	<b>17%</b>	<b>13%</b>	<b>24%</b>	<b>34%</b>	<b>13%</b>	<b>47%</b>	<b>44%</b>
White	403	743	734	747	17%	13%	24%	35%	11%	46%	50%
African American	19	732	724	722	26%	16%	26%	21%	11%	32%	28%
Hispanic	31	755	723	726	10%	16%	23%	26%	26%	52%	33%
Asian	S	S	751	767	S	S	S	S	S	S	69%
American Indian	N	N	N	729	N	N	N	N	N	N	35%
Two or More Races	S	S	726	741	S	S	S	S	S	S	45%
Students with Disability	74	706	702	702	46%	23%	18%	14%	N	14%	11%
English Language Learners	N	N	N	685	N	N	N	N	N	N	4%
Economically Disadvantaged Students	38	728	716	723	29%	8%	29%	32%	3%	34%	30%



Did Not Yet Meet Expectations



Partially Met Expectations



Approached Expectations



Met Expectations



Exceeded Expectations



State of New Jersey  
2015-2016

Grade Span 09-12

25-1650-060

MONMOUTH

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## \*\*PARCC ELA Performance Distribution - Grade 11

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	<b>355</b>	<b>731</b>	<b>726</b>	<b>736</b>	<b>20%</b>	<b>20%</b>	<b>23%</b>	<b>34%</b>	<b>2%</b>	<b>36%</b>	<b>40%</b>
White	299	732	726	739	20%	19%	24%	34%	3%	37%	42%
African American	S	S	719	728	S	S	S	S	S	S	30%
Hispanic	22	735	724	732	9%	23%	23%	46%	N	46%	37%
Asian	17	731	734	753	18%	24%	24%	35%	N	35%	58%
American Indian	N	N	N	735	N	N	N	N	N	N	34%
Two or More Races	S	S	696	736	S	S	S	S	S	S	39%
Students with Disability	62	709	711	710	40%	29%	19%	11%	N	11%	13%
English Language Learners	N	N	N	702	N	N	N	N	N	N	8%
Economically Disadvantaged Students	30	721	724	730	30%	17%	23%	30%	N	30%	33%



Did Not Yet Meet Expectations



Partially Met Expectations



Approached Expectations



Met Expectations



Exceeded Expectations

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





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Grade Span 09-12

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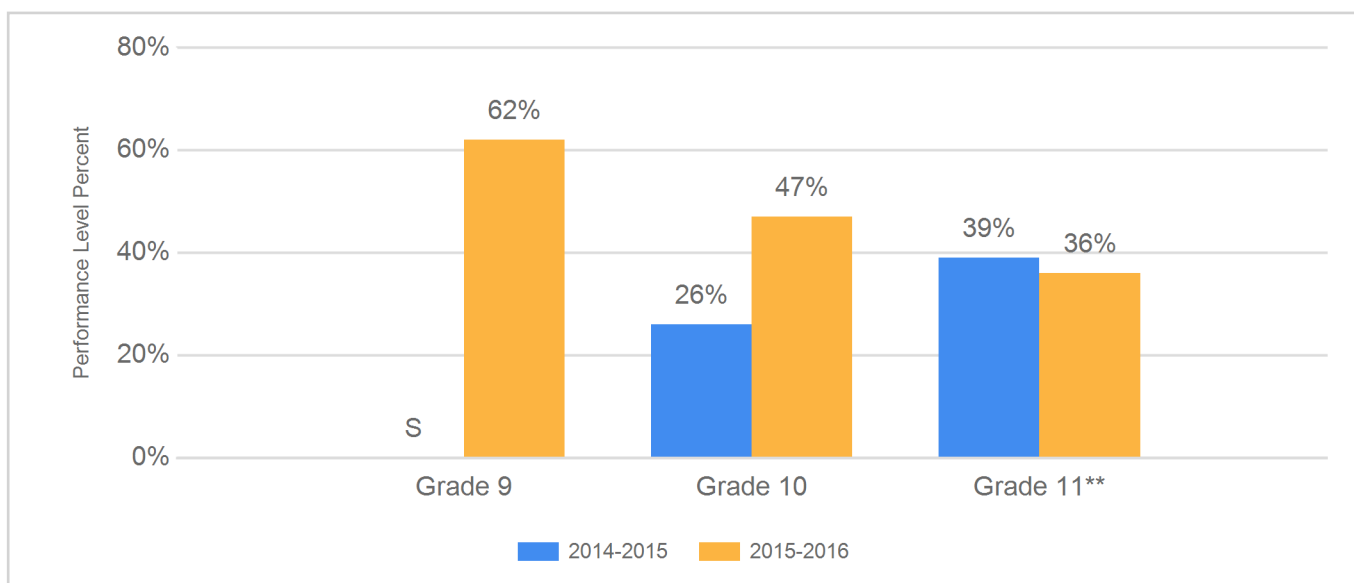
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## PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



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



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## PARCC Performance Distribution - Algebra I

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	<b>323</b>	<b>732</b>	<b>733</b>	<b>727</b>	<b>9%</b>	<b>25%</b>	<b>41%</b>	<b>25%</b>	<b>N</b>	<b>25%</b>	<b>41%</b>
White	271	734	734	734	8%	23%	41%	28%	N	28%	51%
African American	S	S	723	717	S	S	S	S	S	S	20%
Hispanic	31	725	726	720	10%	32%	42%	16%	N	16%	25%
Asian	S	S	747	746	S	S	S	S	S	S	76%
American Indian	N	N	N	726	N	N	N	N	N	N	38%
Two or More Races	S	S	731	727	S	S	S	S	S	S	47%
Students with Disability	S	S	718	708	S	S	S	S	S	S	10%
English Language Learners	N	N	N	707	N	N	N	N	N	N	9%
Economically Disadvantaged Students	S	S	723	719	S	S	S	S	S	S	23%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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## PARCC Performance Distribution - Geometry

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	<b>437</b>	<b>733</b>	<b>733</b>	<b>730</b>	<b>8%</b>	<b>29%</b>	<b>34%</b>	<b>28%</b>	<b>1%</b>	<b>29%</b>	<b>27%</b>
White	379	733	733	736	7%	30%	34%	28%	1%	29%	34%
African American	15	715	718	717	27%	47%	13%	13%	N	13%	9%
Hispanic	24	734	724	720	4%	33%	38%	25%	N	25%	13%
Asian	14	746	747	750	N	7%	43%	50%	N	50%	61%
American Indian	S	S	747	722	S	S	S	S	S	S	15%
Two or More Races	S	S	744	730	S	S	S	S	S	S	29%
Students with Disability	S	S	S	709	S	S	S	S	S	S	5%
English Language Learners	N	N	N	710	N	N	N	N	N	N	6%
Economically Disadvantaged Students	39	724	721	719	18%	33%	26%	23%	N	23%	12%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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## PARCC Performance Distribution - Algebra II

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	<b>353</b>	<b>724</b>	<b>728</b>	<b>722</b>	<b>24%</b>	<b>27%</b>	<b>21%</b>	<b>28%</b>	<b>N</b>	<b>28%</b>	<b>27%</b>
White	292	725	726	728	23%	27%	21%	30%	N	30%	31%
African American	S	S	717	700	S	S	S	S	S	S	8%
Hispanic	24	712	716	707	38%	25%	25%	13%	N	13%	12%
Asian	18	734	756	754	11%	28%	17%	44%	N	44%	60%
American Indian	N	N	N	714	N	N	N	N	N	N	16%
Two or More Races	S	S	727	727	S	S	S	S	S	S	34%
Students with Disability	S	S	695	690	S	S	S	S	S	S	5%
English Language Learners	N	N	N	692	N	N	N	N	N	N	7%
Economically Disadvantaged Students	S	S	712	705	S	S	S	S	S	S	11%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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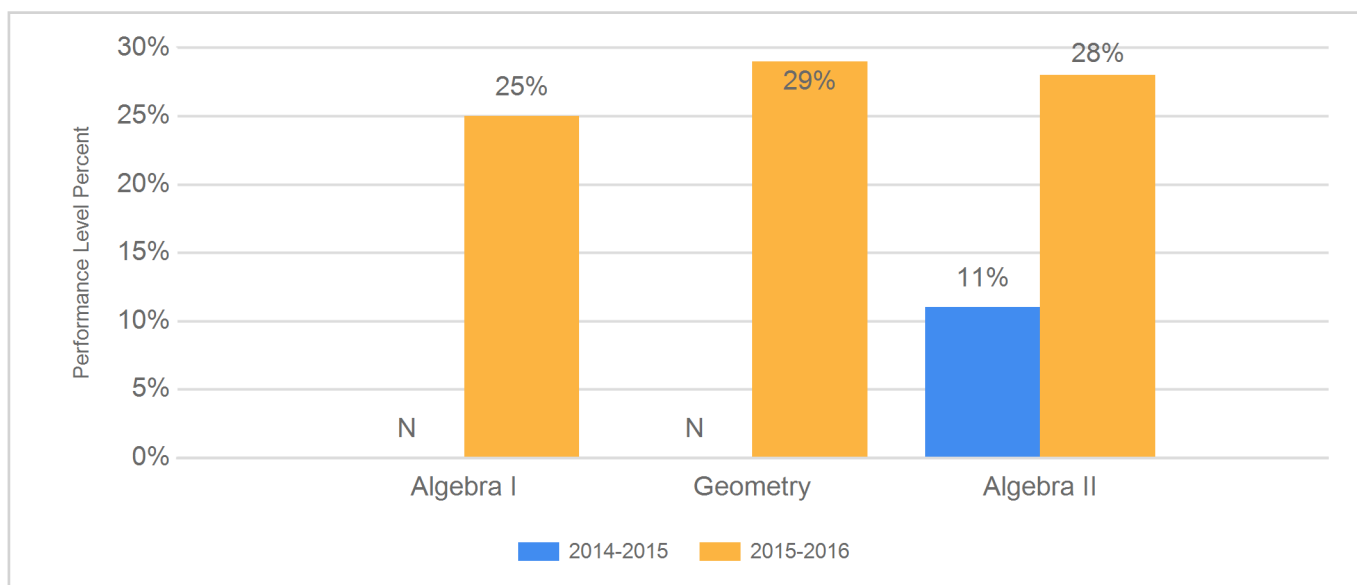
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## PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





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The Academic Achievement section also measures the content knowledge that students have in biology as demonstrated in End-of-Course Biology assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

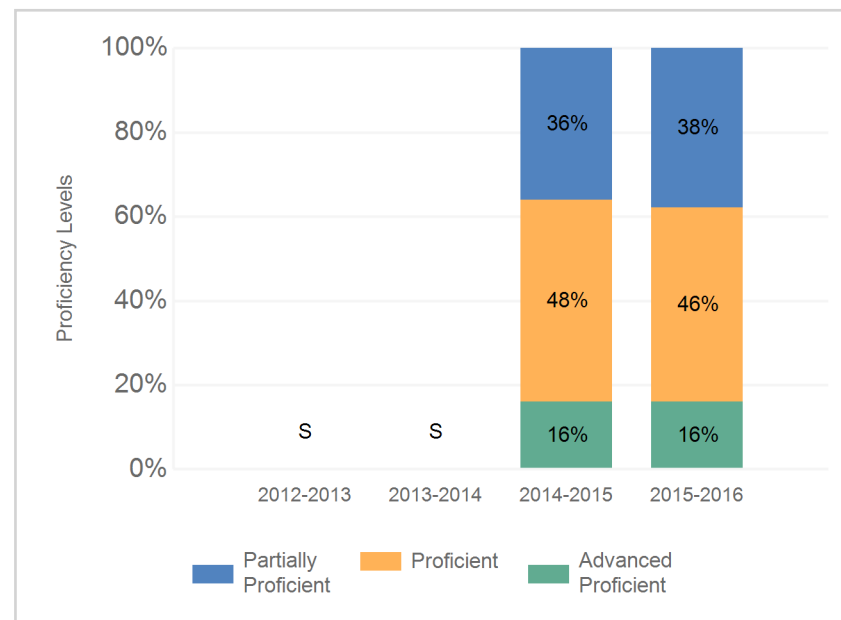
### Proficiency Outcomes - Biology

This table presents the percentage of students in each proficiency category for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	16%	41%	43%
Schoolwide	16%	46%	38%
White	17%	47%	37%
African American	6%	25%	69%
Hispanic	8%	44%	49%
American Indian	S	S	S
Asian	26%	63%	11%
Two or More Races	S	S	S
Students with Disability	1%	26%	73%
English Language Learners	S	S	S
Economically Disadvantaged Students	9%	25%	66%

### Proficiency Trends - Biology

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





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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are taking college entrance exams and challenging themselves with rigorous course work.

## PSAT/SAT/ACT Participation

This table presents the schoolwide and statewide participation rates from the last academic year as indicated in PSAT and SAT and from the last cohort as indicated in ACT.

College and Career Readiness Indicators	Schoolwide Participation	Statewide Participation
Percent of Students Participating in PSAT	96.5%	95.5%
Percent of Students Participating in SAT	64.3%	58.0%
Percent of Students Participating in ACT	30.7%	27.6%

## PSAT/SAT/ACT Performance

This table presents the school and state mean scores.

2015-16	School Mean	State Mean
<b>PSAT</b>	986	950
<b>SAT</b>	-	-
Reading and Writing	562	537
Math	565	538
<b>ACT</b>	-	-
Reading	23	23
English	23	22
Math	24	23
Science	23	22

## PSAT/SAT/ACT Benchmarks

This table presents the percentage of students scoring at or above College Readiness Benchmarks.

2015-16	Benchmark	Schoolwide	Statewide
<b>PSAT</b>	N	N	N
<b>SAT</b>	-	-	-
Reading and Writing	480	87%	71%
Math	530	70%	53%
<b>ACT</b>	-	-	-
Reading	22	61%	58%
English	18	86%	74%
Math	22	73%	61%
Science	23	54%	49%

## PSAT/SAT/ACT Performance by Percentile

This table presents the student scores broken down by percentile based upon the school's distribution of scores.

2015-16	75 Percentile	50 Percentile	25 Percentile
<b>PSAT</b>	1080	990	880
<b>SAT</b>	-	-	-
Reading and Writing	610	560	510
Math	620	560	510
<b>ACT</b>	-	-	-
Reading	28	23	19
English	25	22	20
Math	26	24	21
Science	25	23	20



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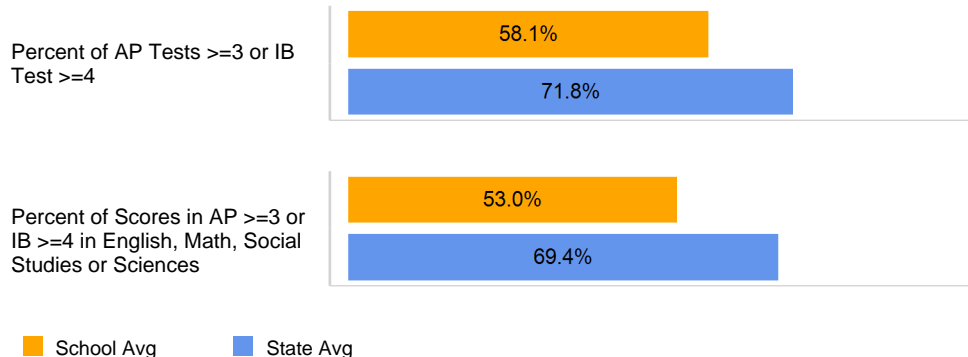
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## AP/ IB Test Performance

This graph compares the percentage of all AP/IB tests with scores of AP  $\geq 3$  or IB  $\geq 4$  for students enrolled in the school and across the state.



## Advanced Course Work Participation

The table below presents the percentage of 'unique' students enrolled in the 11th or 12th grade who took at least one AP or IB test, and the percent participating in dual enrollment.

2015-2016 Percent of Student Taking	School Participation	State Participation
One or More Course	53.3%	39.1%
One of More Test	37.6%	32.3%
At least One AP or IB Test in English, Math, Social Studies, or Science	34.5%	26.6%
Participating in Dual Enrollment	5.8%	15.4%

## AP/ IB Courses Offered

This table presents the count of students enrolled in each AP/IB course and the count of tests taken in each AP/IB course. The last row provides the count of scores that met or exceeded the benchmark. For AP/ IB Courses Offered, please note a student does not have to take a course to take the test OR take the test when enrolled in the course.

AP/IB Course	Students Enrolled	Students Tested
AP Biology	98	62
AP Calculus AB	59	45
AP Calculus BC	24	18
AP Chemistry	36	26
AP Computer Science A	71	30
AP English Language and Composition	56	86
AP English Literature and Composition	73	49
AP Environmental Science	50	22
AP European History	22	11
AP French Language	3	2
AP Italian Language and Culture	3	1
AP Macroeconomics	36	30
AP Microeconomics	38	28
AP Music Theory	0	2
AP Physics 1	0	104
AP Physics 2	0	14
AP Physics B	47	0
AP Physics C: Mechanics	0	1
AP Psychology	125	51
AP Spanish Language	16	16
AP Statistics	43	18
AP Studio Art—Drawing Portfolio	1	0
AP U.S. Government and Politics	22	14
AP U.S. History	229	179
Student AP Tests $\geq 3$ and IB Tests $\geq 4$		223





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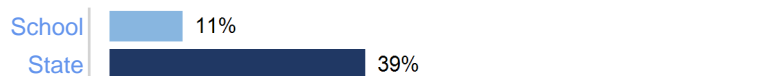
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## Visual and Performing Arts

This graph on the left displays the percentages of students who were enrolled in at least one of the four arts disciplines within the school and across the state. The graphs on the right show the percentage of students who were enrolled in any Visual and Performing Arts classes within the school and across the state.

### MUSIC



### DRAMA



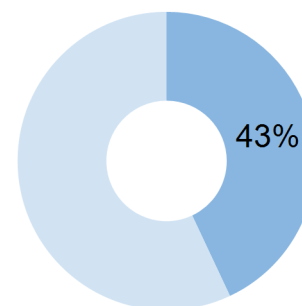
### DANCE



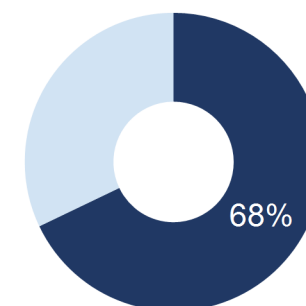
### VISUAL ARTS



### Any Visual and Performing Arts



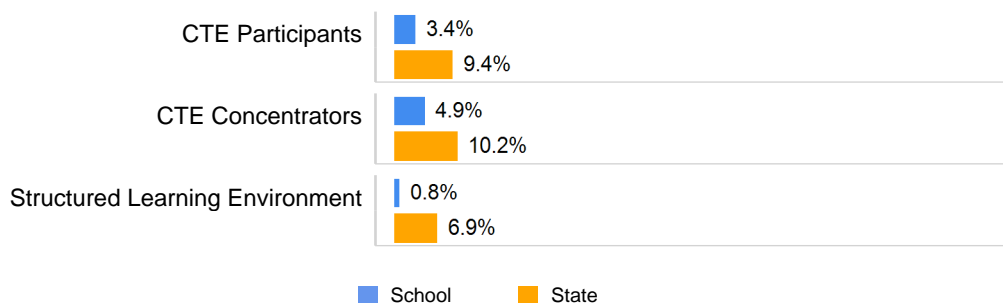
School



State

## Career and Technical Education Participation

The graph below displays the percentage of students within the school and across the State who were in approved Career and Technical Education (CTE). CTE participants are students who have completed only one course and CTE concentrators are students who have completed at least two courses. The graph also shows the percentage of students who completed a course in Structured Learning Experiences.



■ School ■ State



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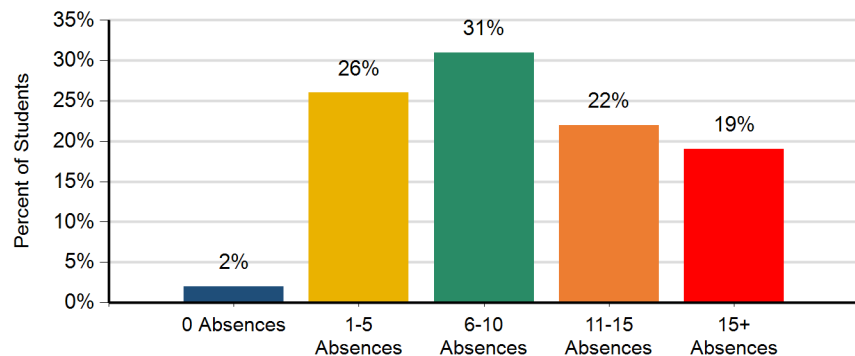
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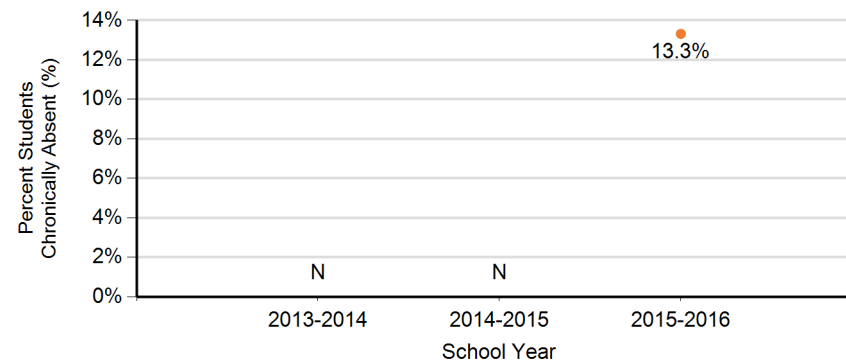
## Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



## Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years at the school.





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### Graduation Rate by Subgroup

This table presents the "4-year Adjusted Graduation Rate" and statewide percentiles (a comparison between the school's rate and schools across the state) for the school and by ethnic/racial subgroup and special population. The table also provides the state target. The state target is established as 81% for the 2015-2016 school year by the New Jersey Department of Education.

	School Rate	Statewide Percentile	State Target
Schoolwide	98.5%	95	81%
White	98.6%	82	
African American	S	S	
Hispanic	S	S	
American Indian	N	N	
Asian	S	S	
Native Hawaiian	S	S	
Two or More Races	S	S	
Students with Disability	95.4%	89	
English Language Learners	N	N	
Economically Disadvantaged Students	96.1%	83	

### Dropout Rate by Subgroup

This table presents the Dropout Rates and state means for the school and by ethnic/racial subgroup and special population.

	School Rate	State Rate
Schoolwide	0.2%	1.2%
White	0.2%	0.6%
African American	1.2%	2.6%
Hispanic	N	2.2%
American Indian	N	3.4%
Asian	N	0.2%
Native Hawaiian	N	0.3%
Two or More Races	N	1.0%
Students with Disability	N	1.7%
English Language Learners	N	0.1%
Economically Disadvantaged Students	0.7%	1.7%



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### Extended Year Graduation Rate

The table below presents the 4-year and 5-year graduation rates for the prior school year's cohort.

Class of	4-Year Rate	5-Year Rate
2013	96%	96%
2014	97%	97%
2015	97%	97%
2016	98%	

### Postsecondary Enrollment Rates

This table presents the enrollment rates of this school's high school graduates into a 2 year or 4 year institution 16-months after high school graduation for the school and state and by ethnic/racial subgroup and special population.

	Percent Enrolled	Percent in 2 Years	Percent in 4 Years
Statewide	76.8%	33.9%	66.1%
Schoolwide	85.0%	37.6%	62.4%
White	85.5%	37.3%	62.7%
African American	S	S	S
Hispanic	S	S	S
American Indian	0.0%	0.0%	0.0%
Asian	S	S	S
Native Hawaiian	0.0%	0.0%	0.0%
Two or More Races	0.0%	0.0%	0.0%
Students with Disability	76.9%	74.0%	26.0%
English Language Learners	0.0%	0.0%	0.0%
Economically Disadvantaged Students	68.6%	50.0%	50.0%



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### Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2015-16	6 Hrs. 35 Mins.

### Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 32 Mins.
Shared Time	2 Hrs. 24 Mins.

### Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2015-16	School
Faculty	13:1
Administrator	202:1

### Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2015-16	4.8%

### Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

	School
2015-16	0

### Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	98%



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## 2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other schools that are educating similar students, against district and state-wide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure.

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact [njsmart@pcgus.com](mailto:njsmart@pcgus.com)



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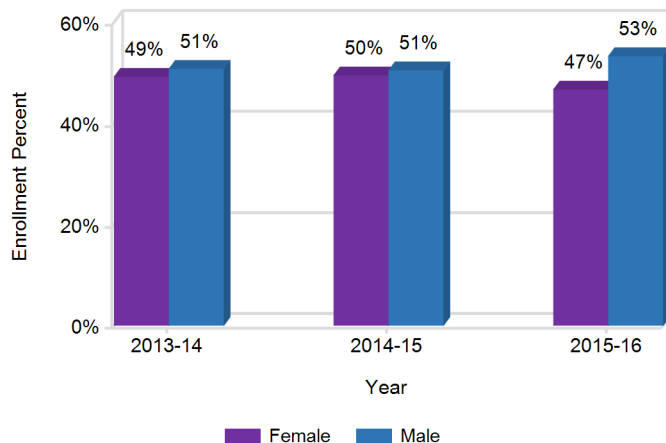
## Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade 09	434	505	441
Grade 10	515	429	505
Grade 11	456	508	418
Grade 12	492	449	476
UG	23	29	21
<b>Total</b>	<b>1918</b>	<b>1918</b>	<b>1861</b>

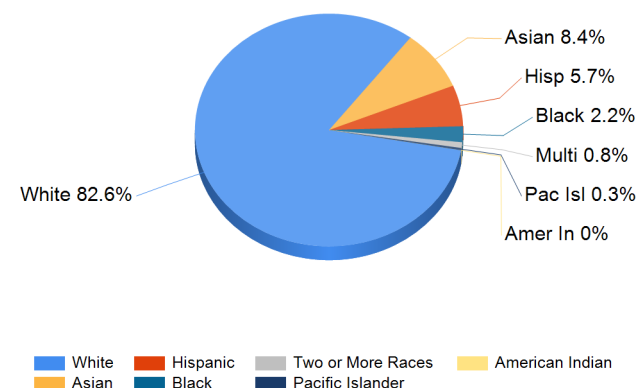
## Enrollment by Gender

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



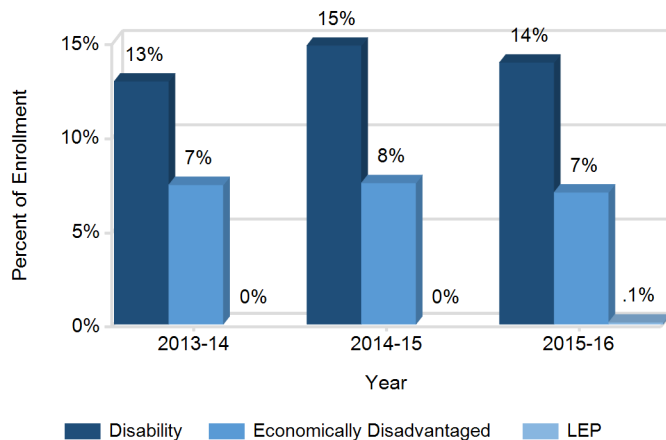
## Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



## Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



## Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	87.9%
Russian	3.9%
Spanish	1.6%
Arabic	1.0%
Chinese	0.6%
Other	5.5%

\* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.



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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

## Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	31%	83	54
Mathematics Met or Exceeded Expectations	17%	50	63

## Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goals is established as 95% by the United States Department of education. ✓\*= Met participation rate(participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	213	31%	54	59%	X	172	17%	63	58%	X
White	171	25%	34	58%	X	140	14%	45	56%	X
African American	S	S	S	S		S	S	S	S	
Hispanic	S	S	S	S		S	S	S	S	
American Indian	N	N	N	N		N	N	N	N	
Asian	S	S	S	S		S	S	S	S	
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	61	10%	61	71%	X	49	N	35	64%	X
English Learner Students	N	N	N	N		N	N	N	N	
Economically Disadvantaged Students	S	S	S	S		S	S	S	S	





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## PARCC ELA Performance Distribution - Grade 09

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	380	754	752	746	4%	11%	28%	47%	10%	57%	49%
White	298	752	752	754	4%	12%	29%	46%	9%	55%	58%
African American	S	S	742	729	S	S	S	S	S	S	30%
Hispanic	26	749	741	730	8%	19%	23%	35%	15%	50%	34%
Asian	40	770	770	774	3%	3%	18%	63%	15%	78%	78%
American Indian	N	N	N	734	N	N	N	N	N	N	40%
Two or More Races	S	S	745	748	S	S	S	S	S	S	53%
Students with Disability	59	727	721	713	12%	37%	34%	15%	2%	17%	12%
English Language Learners	N	N	N	693	N	N	N	N	N	N	4%
Economically Disadvantaged Students	32	747	732	729	3%	16%	34%	41%	6%	47%	31%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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## PARCC ELA Performance Distribution - Grade 10

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	<b>203</b>	<b>729</b>	<b>733</b>	<b>740</b>	<b>24%</b>	<b>18%</b>	<b>29%</b>	<b>24%</b>	<b>6%</b>	<b>30%</b>	<b>44%</b>
White	162	725	734	747	26%	21%	28%	20%	4%	25%	50%
African American	S	S	724	722	S	S	S	S	S	S	28%
Hispanic	13	731	723	726	31%	N	23%	39%	8%	46%	33%
Asian	19	766	751	767	N	5%	32%	42%	21%	63%	69%
American Indian	N	N	N	729	N	N	N	N	N	N	35%
Two or More Races	S	S	726	741	S	S	S	S	S	S	45%
Students with Disability	S	S	702	702	S	S	S	S	S	S	11%
English Language Learners	N	N	N	685	N	N	N	N	N	N	4%
Economically Disadvantaged Students	19	711	716	723	37%	21%	26%	16%	N	16%	30%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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## \*\*PARCC ELA Performance Distribution - Grade 11

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	<b>89</b>	<b>729</b>	<b>726</b>	<b>736</b>	<b>23%</b>	<b>17%</b>	<b>33%</b>	<b>24%</b>	<b>5%</b>	<b>28%</b>	<b>40%</b>
White	80	731	726	739	20%	18%	33%	25%	5%	30%	42%
African American	S	S	719	728	S	S	S	S	S	S	30%
Hispanic	S	S	724	732	S	S	S	S	S	S	37%
Asian	S	S	734	753	S	S	S	S	S	S	58%
American Indian	N	N	N	735	N	N	N	N	N	N	34%
Two or More Races	N	N	N	736	N	N	N	N	N	N	39%
Students with Disability	39	720	711	710	26%	23%	39%	13%	N	13%	13%
English Language Learners	N	N	N	702	N	N	N	N	N	N	8%
Economically Disadvantaged Students	S	S	S	730	S	S	S	S	S	S	33%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations

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



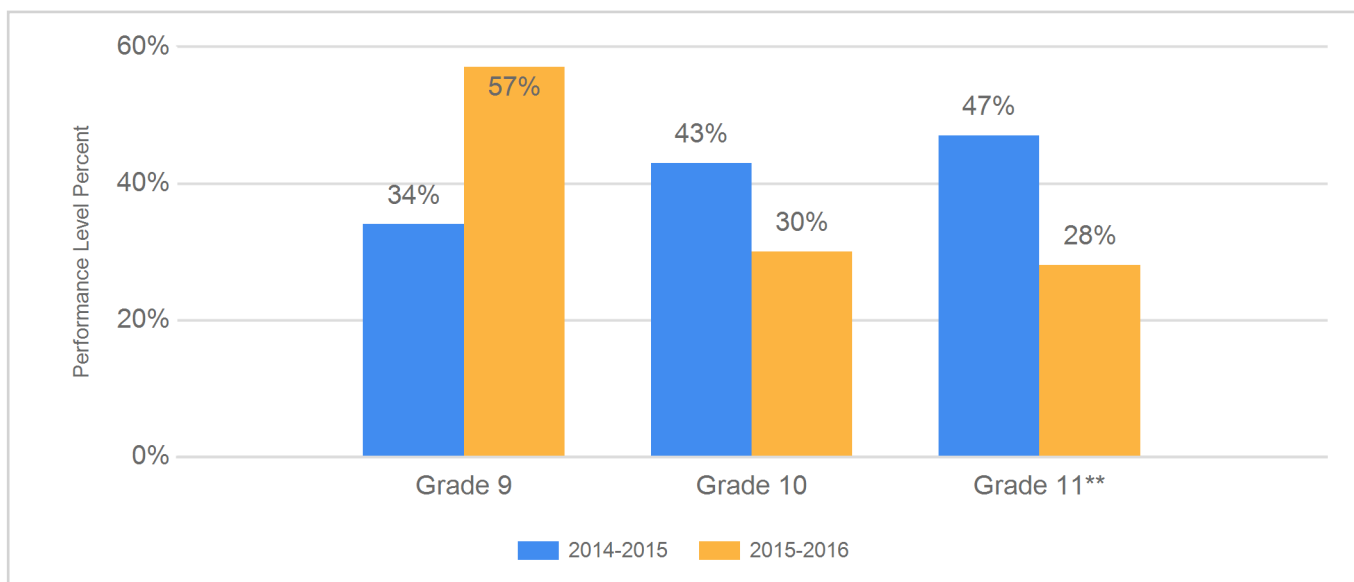
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## PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



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



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## PARCC Performance Distribution - Algebra I

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	<b>247</b>	<b>729</b>	<b>733</b>	<b>727</b>	<b>13%</b>	<b>32%</b>	<b>31%</b>	<b>24%</b>	<b>N</b>	<b>24%</b>	<b>41%</b>
White	199	729	734	734	13%	31%	33%	24%	N	24%	51%
African American	S	S	723	717	S	S	S	S	S	S	20%
Hispanic	21	722	726	720	19%	52%	5%	24%	N	24%	25%
Asian	12	737	747	746	17%	8%	42%	33%	N	33%	76%
American Indian	N	N	N	726	N	N	N	N	N	N	38%
Two or More Races	S	S	731	727	S	S	S	S	S	S	47%
Students with Disability	S	S	718	708	S	S	S	S	S	S	10%
English Language Learners	N	N	N	707	N	N	N	N	N	N	9%
Economically Disadvantaged Students	27	729	723	719	15%	30%	33%	22%	N	22%	23%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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## PARCC Performance Distribution - Geometry

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	<b>218</b>	<b>731</b>	<b>733</b>	<b>730</b>	<b>10%</b>	<b>27%</b>	<b>37%</b>	<b>26%</b>	<b>N</b>	<b>26%</b>	<b>27%</b>
White	184	730	733	736	11%	28%	36%	25%	N	25%	34%
African American	S	S	718	717	S	S	S	S	S	S	9%
Hispanic	12	727	724	720	8%	17%	58%	17%	N	17%	13%
Asian	15	748	747	750	N	13%	33%	53%	N	53%	61%
American Indian	N	N	N	722	N	N	N	N	N	N	15%
Two or More Races	S	S	744	730	S	S	S	S	S	S	29%
Students with Disability	S	S	711	709	S	S	S	S	S	S	5%
English Language Learners	N	N	N	710	N	N	N	N	N	N	6%
Economically Disadvantaged Students	19	723	721	719	5%	53%	32%	11%	N	11%	12%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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## PARCC Performance Distribution - Algebra II

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	<b>141</b>	<b>733</b>	<b>728</b>	<b>722</b>	<b>23%</b>	<b>22%</b>	<b>17%</b>	<b>33%</b>	<b>5%</b>	<b>38%</b>	<b>27%</b>
White	101	725	726	728	26%	28%	18%	26%	3%	29%	31%
African American	S	S	717	700	S	S	S	S	S	S	8%
Hispanic	S	S	716	707	S	S	S	S	S	S	12%
Asian	25	767	756	754	4%	4%	20%	60%	12%	72%	60%
American Indian	N	N	N	714	N	N	N	N	N	N	16%
Two or More Races	S	S	727	727	S	S	S	S	S	S	34%
Students with Disability	S	S	695	690	S	S	S	S	S	S	5%
English Language Learners	N	N	N	692	N	N	N	N	N	N	7%
Economically Disadvantaged Students	S	S	712	705	S	S	S	S	S	S	11%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



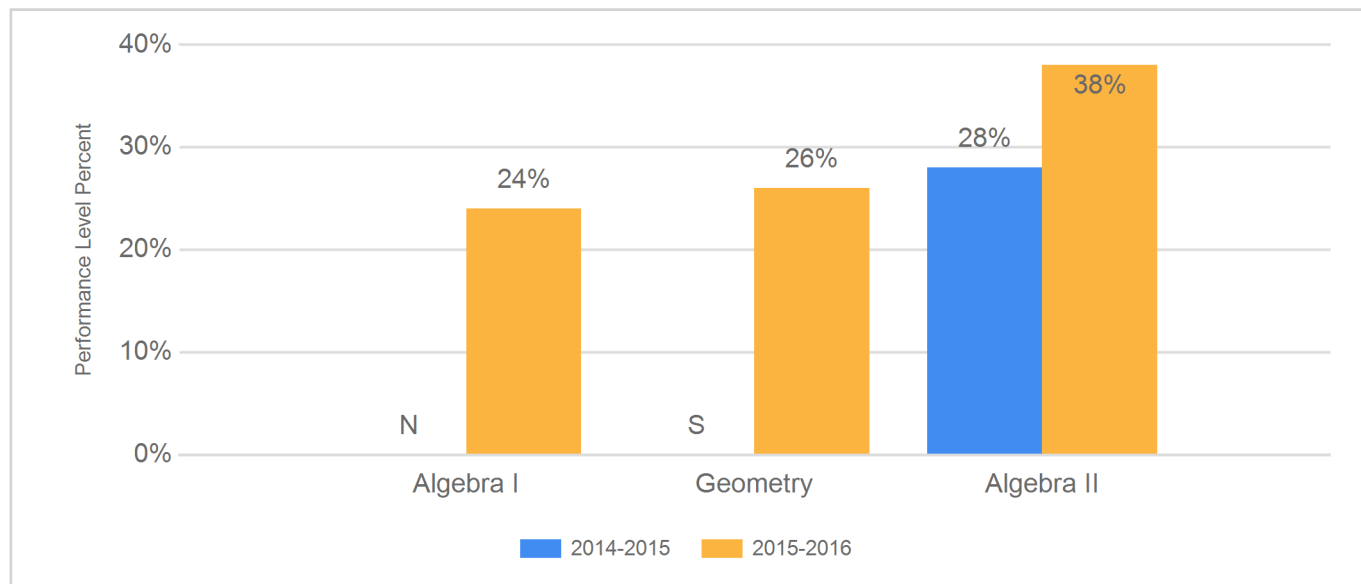
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## PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.







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The Academic Achievement section also measures the content knowledge that students have in biology as demonstrated in End-of-Course Biology assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

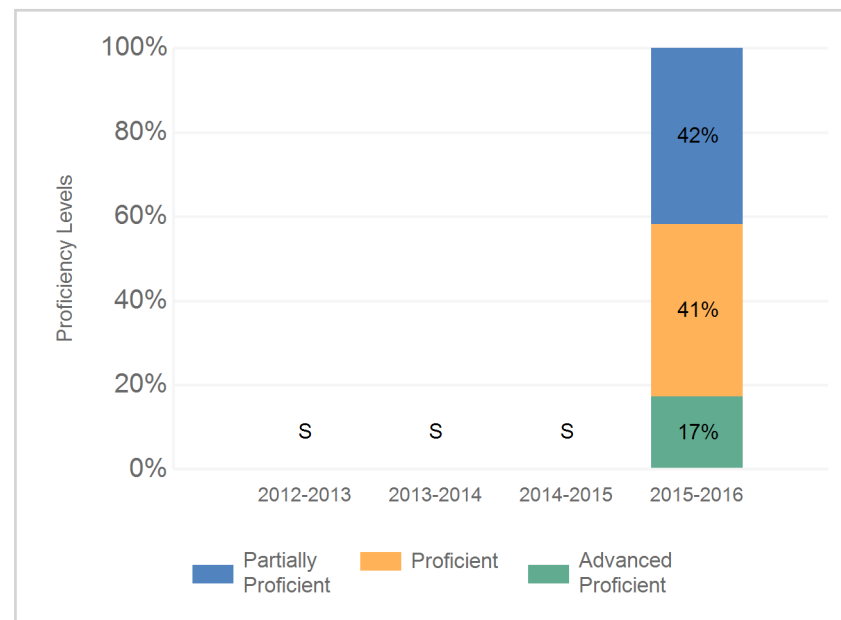
### Proficiency Outcomes - Biology

This table presents the percentage of students in each proficiency category for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	16%	41%	43%
Schoolwide	17%	41%	42%
White	14%	42%	44%
African American	14%	36%	50%
Hispanic	15%	44%	41%
American Indian	N	N	N
Asian	50%	32%	18%
Two or More Races	S	S	S
Students with Disability	1%	19%	80%
English Language Learners	S	S	S
Economically Disadvantaged Students	2%	46%	52%

### Proficiency Trends - Biology

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





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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are taking college entrance exams and challenging themselves with rigorous course work.

## PSAT/SAT/ACT Participation

This table presents the schoolwide and statewide participation rates from the last academic year as indicated in PSAT and SAT and from the last cohort as indicated in ACT.

College and Career Readiness Indicators	Schoolwide Participation	Statewide Participation
Percent of Students Participating in PSAT	97.6%	95.5%
Percent of Students Participating in SAT	63.5%	58.0%
Percent of Students Participating in ACT	32.8%	27.6%

## PSAT/SAT/ACT Benchmarks

This table presents the percentage of students scoring at or above College Readiness Benchmarks.

2015-16	Benchmark	Schoolwide	Statewide
<b>PSAT</b>	N	N	N
<b>SAT</b>	-	-	-
Reading and Writing	480	86%	71%
Math	530	67%	53%
<b>ACT</b>	-	-	-
Reading	22	54%	58%
English	18	81%	74%
Math	22	63%	61%
Science	23	46%	49%

## PSAT/SAT/ACT Performance

This table presents the school and state mean scores.

2015-16	School Mean	State Mean
<b>PSAT</b>	1009	950
<b>SAT</b>	-	-
Reading and Writing	568	537
Math	572	538
<b>ACT</b>	-	-
Reading	23	23
English	22	22
Math	23	23
Science	22	22

## PSAT/SAT/ACT Performance by Percentile

This table presents the student scores broken down by percentile based upon the school's distribution of scores.

2015-16	75 Percentile	50 Percentile	25 Percentile
<b>PSAT</b>	1120	1000	880
<b>SAT</b>	-	-	-
Reading and Writing	625	570	510
Math	630	570	510
<b>ACT</b>	-	-	-
Reading	27	22	19
English	25	23	19
Math	27	23	19
Science	24	22	19



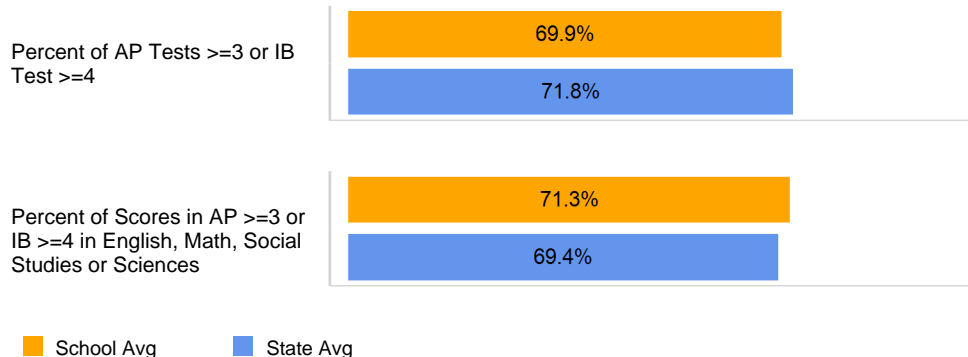
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### AP/ IB Test Performance

This graph compares the percentage of all AP/IB tests with scores of AP  $\geq 3$  or IB  $\geq 4$  for students enrolled in the school and across the state.



### Advanced Course Work Participation

The table below presents the percentage of 'unique' students enrolled in the 11th or 12th grade who took at least one AP or IB test, and the percent participating in dual enrollment.

2015-2016 Percent of Student Taking	School Participation	State Participation
One or More Course	59.8%	39.1%
One of More Test	46.9%	32.3%
At least One AP or IB Test in English, Math, Social Studies, or Science	40.2%	26.6%
Participating in Dual Enrollment	7.7%	15.4%

### AP/ IB Courses Offered

This table presents the count of students enrolled in each AP/IB course and the count of tests taken in each AP/IB course. The last row provides the count of scores that met or exceeded the benchmark. For AP/ IB Courses Offered, please note a student does not have to take a course to take the test OR take the test when enrolled in the course.

AP/IB Course	Students Enrolled	Students Tested
AP Biology	76	54
AP Calculus AB	40	29
AP Calculus BC	38	36
AP Chemistry	39	37
AP Computer Science A	28	22
AP English Language and Composition	133	130
AP English Literature and Composition	106	54
AP Environmental Science	42	24
AP European History	29	6
AP Italian Language and Culture	12	5
AP Macroeconomics	41	16
AP Microeconomics	29	27
AP Physics 1	0	46
AP Physics 2	0	9
AP Physics B	25	0
AP Physics C	41	0
AP Physics C: Electricity and Magnetism	0	20
AP Physics C: Mechanics	0	14
AP Psychology	153	97
AP Spanish Language	11	3
AP Statistics	47	36
AP Studio Art—Drawing Portfolio	2	0
AP Studio Art—Two-Dimensional	0	1
AP U.S. Government and Politics	27	12
AP U.S. History	153	128



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AP/IB Course	Students Enrolled	Students Tested
Student AP Tests $\geq 3$ and IB Tests $\geq 4$		293



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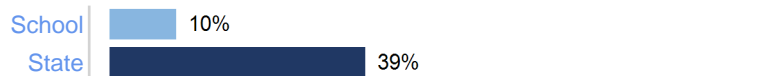
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## Visual and Performing Arts

This graph on the left displays the percentages of students who were enrolled in at least one of the four arts disciplines within the school and across the state. The graphs on the right show the percentage of students who were enrolled in any Visual and Performing Arts classes within the school and across the state.

### MUSIC



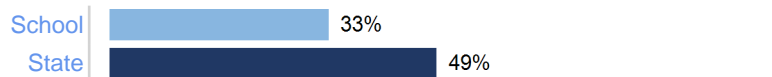
### DRAMA



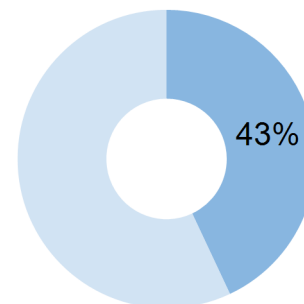
### DANCE



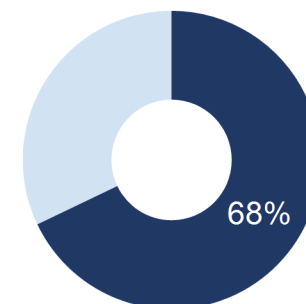
### VISUAL ARTS



### Any Visual and Performing Arts



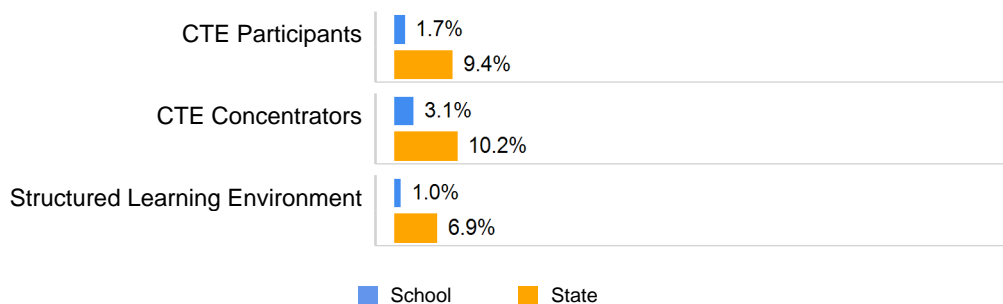
School



State

## Career and Technical Education Participation

The graph below displays the percentage of students within the school and across the State who were in approved Career and Technical Education (CTE). CTE participants are students who have completed only one course and CTE concentrators are students who have completed at least two courses. The graph also shows the percentage of students who completed a course in Structured Learning Experiences.



School State



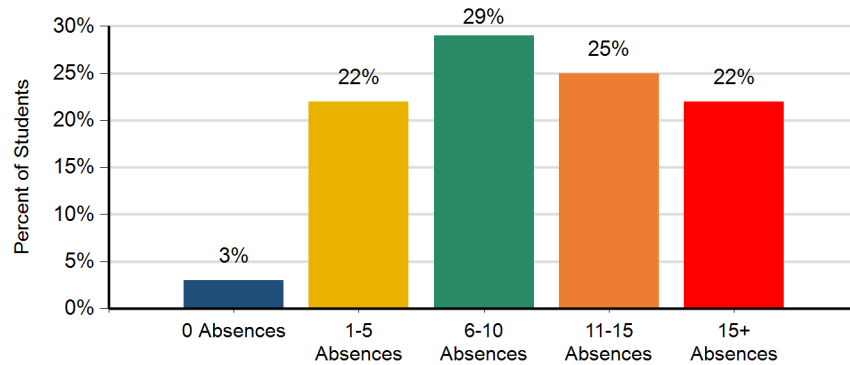
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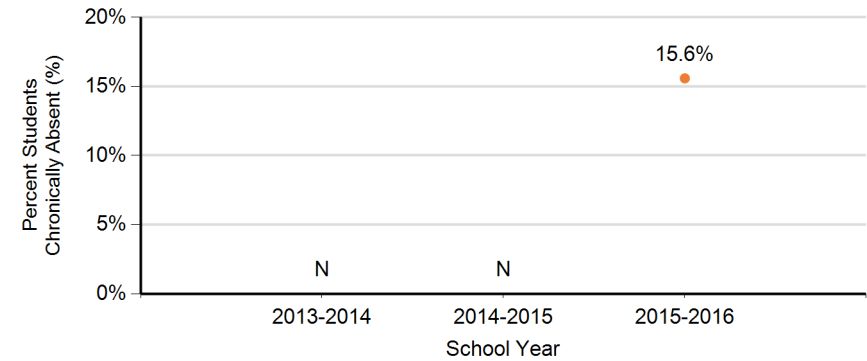
### Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



### Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years at the school.





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### Graduation Rate by Subgroup

This table presents the "4-year Adjusted Graduation Rate" and statewide percentiles (a comparison between the school's rate and schools across the state) for the school and by ethnic/racial subgroup and special population. The table also provides the state target. The state target is established as 81% for the 2015-2016 school year by the New Jersey Department of Education.

	School Rate	Statewide Percentile	State Target
Schoolwide	96.9%	82	81%
White	97%	67	
African American	S	S	
Hispanic	S	S	
American Indian	N	N	
Asian	100%	100	
Native Hawaiian	S	S	
Two or More Races	N	N	
Students with Disability	S	S	
English Language Learners	N	N	
Economically Disadvantaged Students	91.2%	68	

### Dropout Rate by Subgroup

This table presents the Dropout Rates and state means for the school and by ethnic/racial subgroup and special population.

	School Rate	State Rate
Schoolwide	0.5%	1.2%
White	0.5%	0.6%
African American	2.4%	2.6%
Hispanic	N	2.2%
American Indian	N	3.4%
Asian	N	0.2%
Native Hawaiian	N	0.3%
Two or More Races	N	1.0%
Students with Disability	1.3%	1.7%
English Language Learners	N	0.1%
Economically Disadvantaged Students	N	1.7%



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### Extended Year Graduation Rate

The table below presents the 4-year and 5-year graduation rates for the prior school year's cohort.

Class of	4-Year Rate	5-Year Rate
2013	95%	95%
2014	97%	96%
2015	98%	98%
2016	97%	

### Postsecondary Enrollment Rates

This table presents the enrollment rates of this school's high school graduates into a 2 year or 4 year institution 16-months after high school graduation for the school and state and by ethnic/racial subgroup and special population.

	Percent Enrolled	Percent in 2 Years	Percent in 4 Years
Statewide	76.8%	33.9%	66.1%
Schoolwide	89.5%	36.5%	63.5%
White	90.2%	37.2%	62.8%
African American	S	S	S
Hispanic	S	S	S
American Indian	0.0%	0.0%	0.0%
Asian	S	S	S
Native Hawaiian	0.0%	0.0%	0.0%
Two or More Races	0.0%	0.0%	0.0%
Students with Disability	67.2%	59.0%	41.0%
English Language Learners	0.0%	0.0%	0.0%
Economically Disadvantaged Students	75.7%	53.6%	46.4%





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### Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2015-16	6 Hrs. 35 Mins.

### Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 32 Mins.
Shared Time	2 Hrs. 24 Mins.

### Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2015-16	School
Faculty	13:1
Administrator	203:1

### Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2015-16	7.5%

### Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

	School
2015-16	0

### Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	97%



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## 2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other schools that are educating similar students, against district and state-wide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure.

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact [njsmart@pcgus.com](mailto:njsmart@pcgus.com)



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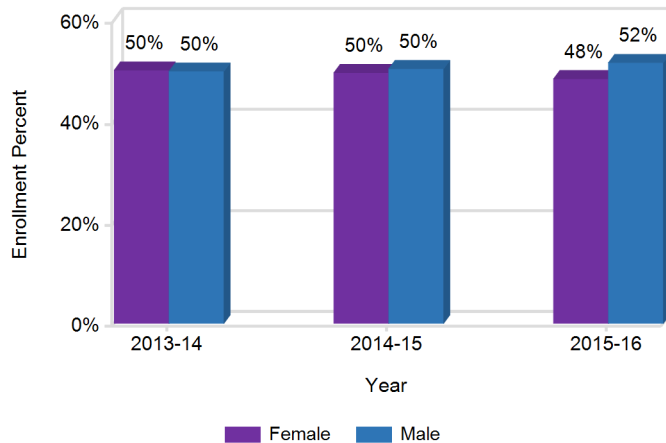
## Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade 09	491	476	431
Grade 10	485	506	482
Grade 11	461	484	485
Grade 12	484	463	474
UG	32	33	31
Total	1952	1960	1903

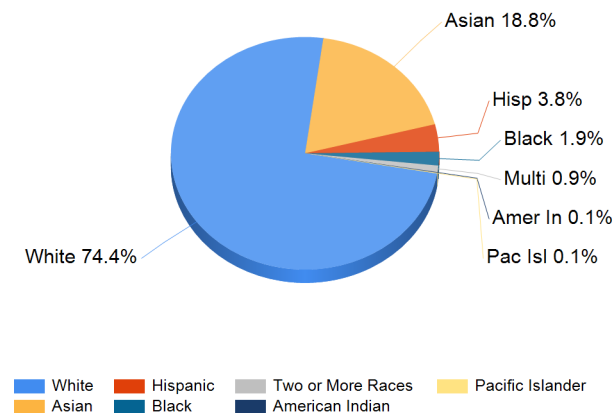
## Enrollment by Gender

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



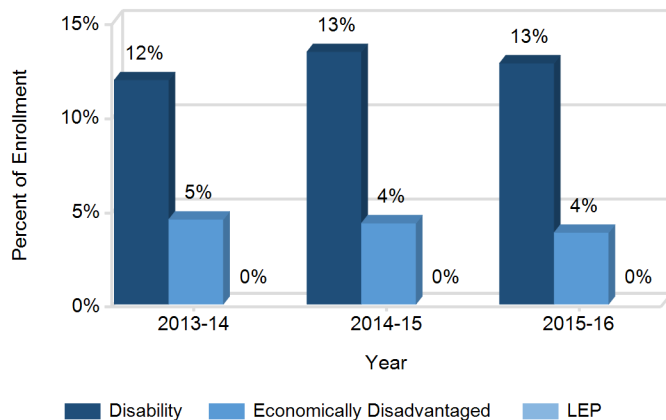
## Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



## Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



## Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	94.0%
Russian	1.6%
Chinese	0.7%
Arabic	0.5%
Gujarati	0.5%
Other	3.2%

\* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.



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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

## Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	27%	17	29
Mathematics Met or Exceeded Expectations	18%	67	63

## Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goals is established as 95% by the United States Department of education. √\*= Met participation rate(participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	164	27%	29	33%	X	163	18%	63	34%	X
White	109	25%	9	29%	X	114	12%	29	30%	X
African American	S	S	S	S		S	S	S	S	
Hispanic	S	S	S	S		S	S	S	S	
American Indian	S	S	S	S		S	S	S	S	
Asian	38	39%	31	42%	X	32	47%	69	41%	X
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	48	17%	53	60%	X	51	6%	81	64%	X
English Learner Students	N	N	N	N		N	N	N	N	
Economically Disadvantaged Students	S	S	S	S		S	S	S	S	



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## PARCC ELA Performance Distribution - Grade 09

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	146	746	752	746	13%	14%	24%	38%	11%	49%	49%
White	92	737	752	754	17%	19%	25%	33%	7%	39%	58%
African American	S	S	742	729	S	S	S	S	S	S	30%
Hispanic	12	749	741	730	17%	8%	17%	33%	25%	58%	34%
Asian	34	768	770	774	3%	3%	21%	53%	21%	74%	78%
American Indian	S	S	742	734	S	S	S	S	S	S	40%
Two or More Races	S	S	745	748	S	S	S	S	S	S	53%
Students with Disability	33	714	721	713	33%	27%	24%	15%	N	15%	12%
English Language Learners	N	N	N	693	N	N	N	N	N	N	4%
Economically Disadvantaged Students	S	S	732	729	S	S	S	S	S	S	31%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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## PARCC ELA Performance Distribution - Grade 10

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	<b>154</b>	<b>717</b>	<b>733</b>	<b>740</b>	<b>38%</b>	<b>20%</b>	<b>19%</b>	<b>20%</b>	<b>5%</b>	<b>24%</b>	<b>44%</b>
White	104	710	734	747	43%	21%	15%	19%	1%	20%	50%
African American	S	S	724	722	S	S	S	S	S	S	28%
Hispanic	S	S	723	726	S	S	S	S	S	S	33%
Asian	35	746	751	767	17%	14%	26%	26%	17%	43%	69%
American Indian	N	N	N	729	N	N	N	N	N	N	35%
Two or More Races	S	S	726	741	S	S	S	S	S	S	45%
Students with Disability	S	S	702	702	S	S	S	S	S	S	11%
English Language Learners	N	N	N	685	N	N	N	N	N	N	4%
Economically Disadvantaged Students	S	S	716	723	S	S	S	S	S	S	30%



Did Not Yet Meet Expectations



Partially Met Expectations



Approached Expectations



Met Expectations



Exceeded Expectations



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## \*\*PARCC ELA Performance Distribution - Grade 11

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	125	716	726	736	35%	24%	22%	18%	1%	19%	40%
White	97	711	726	739	39%	25%	22%	13%	1%	14%	42%
African American	S	S	719	728	S	S	S	S	S	S	30%
Hispanic	S	S	724	732	S	S	S	S	S	S	37%
Asian	14	734	734	753	14%	29%	21%	36%	N	36%	58%
American Indian	S	S	720	735	S	S	S	S	S	S	34%
Two or More Races	S	S	696	736	S	S	S	S	S	S	39%
Students with Disability	39	712	711	710	36%	33%	15%	15%	N	15%	13%
English Language Learners	N	N	N	702	N	N	N	N	N	N	8%
Economically Disadvantaged Students	14	720	724	730	29%	21%	21%	29%	N	29%	33%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations

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



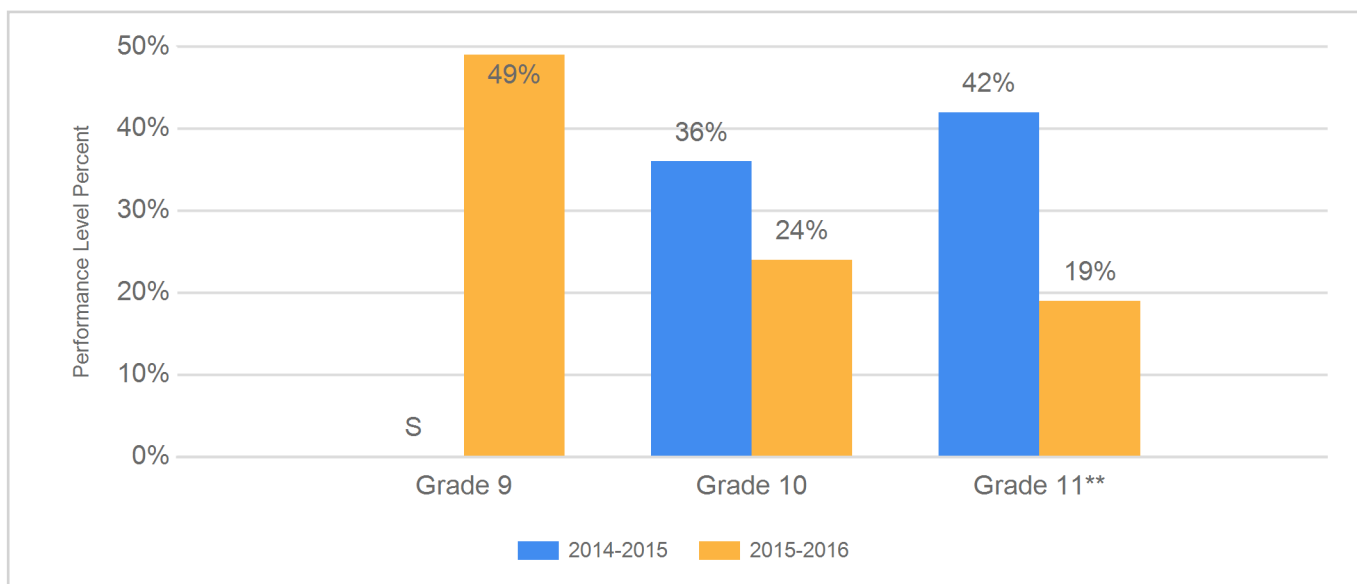
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## PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



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





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## PARCC Performance Distribution - Algebra I

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	<b>103</b>	<b>738</b>	<b>733</b>	<b>727</b>	<b>14%</b>	<b>16%</b>	<b>32%</b>	<b>39%</b>	<b>N</b>	<b>39%</b>	<b>41%</b>
White	77	735	734	734	17%	18%	33%	33%	N	33%	51%
African American	S	S	723	717	S	S	S	S	S	S	20%
Hispanic	S	S	726	720	S	S	S	S	S	S	25%
Asian	S	S	747	746	S	S	S	S	S	S	76%
American Indian	S	S	S	726	S	S	S	S	S	S	38%
Two or More Races	S	S	731	727	S	S	S	S	S	S	47%
Students with Disability	36	722	718	708	36%	22%	19%	22%	N	22%	10%
English Language Learners	N	N	N	707	N	N	N	N	N	N	9%
Economically Disadvantaged Students	S	S	723	719	S	S	S	S	S	S	23%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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## PARCC Performance Distribution - Geometry

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	<b>153</b>	<b>728</b>	<b>733</b>	<b>730</b>	<b>9%</b>	<b>36%</b>	<b>35%</b>	<b>20%</b>	<b>1%</b>	<b>20%</b>	<b>27%</b>
White	110	726	733	736	9%	42%	36%	13%	1%	14%	34%
African American	S	S	718	717	S	S	S	S	S	S	9%
Hispanic	S	S	724	720	S	S	S	S	S	S	13%
Asian	24	745	747	750	4%	17%	25%	54%	N	54%	61%
American Indian	N	N	N	722	N	N	N	N	N	N	15%
Two or More Races	S	S	744	730	S	S	S	S	S	S	29%
Students with Disability	S	S	711	709	S	S	S	S	S	S	5%
English Language Learners	N	N	N	710	N	N	N	N	N	N	6%
Economically Disadvantaged Students	S	S	721	719	S	S	S	S	S	S	12%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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## PARCC Performance Distribution - Algebra II

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	<b>112</b>	<b>724</b>	<b>728</b>	<b>722</b>	<b>30%</b>	<b>22%</b>	<b>18%</b>	<b>28%</b>	<b>2%</b>	<b>30%</b>	<b>27%</b>
White	73	708	726	728	44%	23%	19%	14%	N	14%	31%
African American	S	S	717	700	S	S	S	S	S	S	8%
Hispanic	S	S	716	707	S	S	S	S	S	S	12%
Asian	34	759	756	754	3%	21%	15%	56%	6%	62%	60%
American Indian	S	S	732	714	S	S	S	S	S	S	16%
Two or More Races	S	S	727	727	S	S	S	S	S	S	34%
Students with Disability	S	S	695	690	S	S	S	S	S	S	5%
English Language Learners	N	N	N	692	N	N	N	N	N	N	7%
Economically Disadvantaged Students	S	S	712	705	S	S	S	S	S	S	11%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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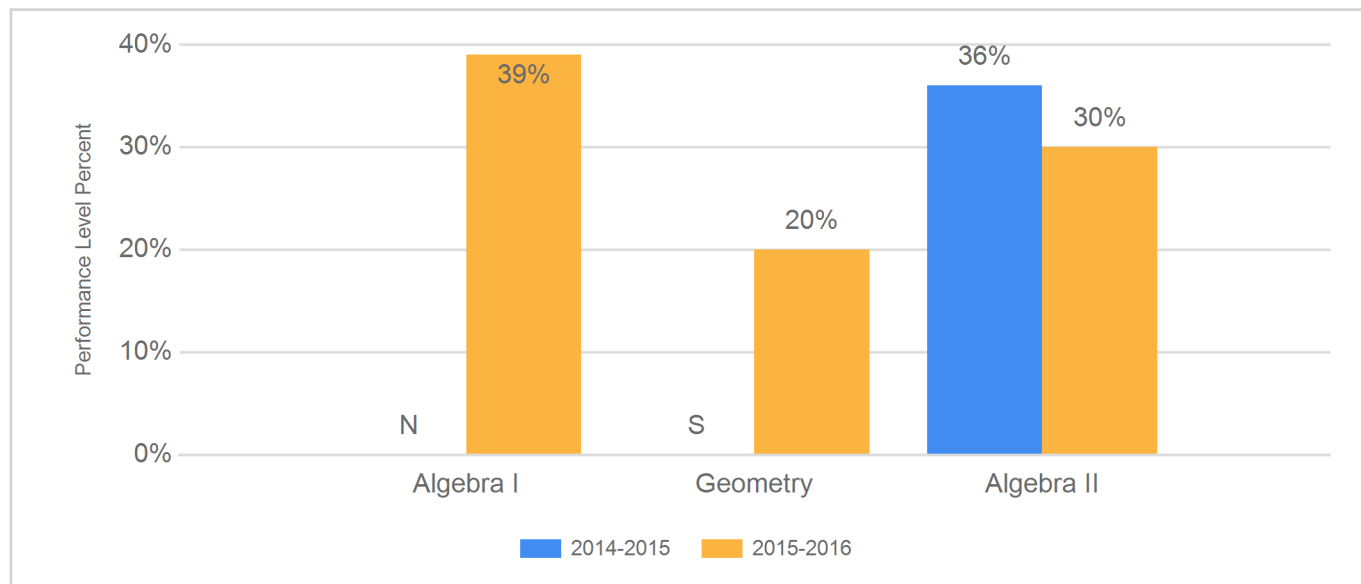
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## PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





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The Academic Achievement section also measures the content knowledge that students have in biology as demonstrated in End-of-Course Biology assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

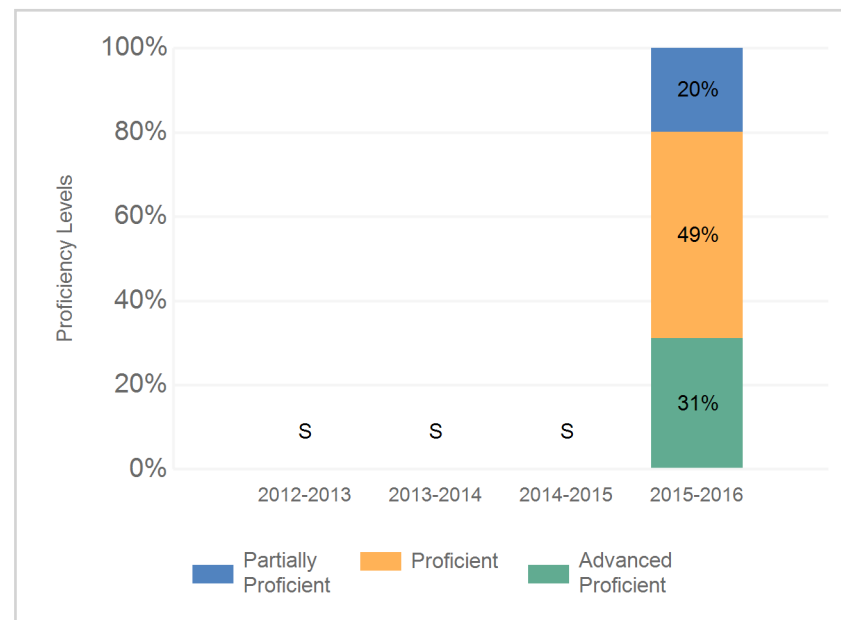
### Proficiency Outcomes - Biology

This table presents the percentage of students in each proficiency category for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	16%	41%	43%
Schoolwide	31%	49%	20%
White	24%	52%	24%
African American	S	S	S
Hispanic	24%	52%	24%
American Indian	S	S	S
Asian	61%	35%	4%
Two or More Races	S	S	S
Students with Disability	2%	32%	67%
English Language Learners	N	N	N
Economically Disadvantaged Students	8%	50%	42%

### Proficiency Trends - Biology

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





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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are taking college entrance exams and challenging themselves with rigorous course work.

## PSAT/SAT/ACT Participation

This table presents the schoolwide and statewide participation rates from the last academic year as indicated in PSAT and SAT and from the last cohort as indicated in ACT.

College and Career Readiness Indicators	Schoolwide Participation	Statewide Participation
Percent of Students Participating in PSAT	100.0%	95.5%
Percent of Students Participating in SAT	61.1%	58.0%
Percent of Students Participating in ACT	40.5%	27.6%

## PSAT/SAT/ACT Benchmarks

This table presents the percentage of students scoring at or above College Readiness Benchmarks.

2015-16	Benchmark	Schoolwide	Statewide
<b>PSAT</b>	N	N	N
<b>SAT</b>	-	-	-
Reading and Writing	480	94%	71%
Math	530	82%	53%
<b>ACT</b>	-	-	-
Reading	22	71%	58%
English	18	93%	74%
Math	22	76%	61%
Science	23	60%	49%

## PSAT/SAT/ACT Performance

This table presents the school and state mean scores.

2015-16	School Mean	State Mean
<b>PSAT</b>	1060	950
<b>SAT</b>	-	-
Reading and Writing	611	537
Math	610	538
<b>ACT</b>	-	-
Reading	25	23
English	25	22
Math	25	23
Science	24	22

## PSAT/SAT/ACT Performance by Percentile

This table presents the student scores broken down by percentile based upon the school's distribution of scores.

2015-16	75 Percentile	50 Percentile	25 Percentile
<b>PSAT</b>	1170	1060	940
<b>SAT</b>	-	-	-
Reading and Writing	670	610	560
Math	670	605	550
<b>ACT</b>	-	-	-
Reading	30	25	21
English	29	25	21
Math	29	26	22
Science	27	24	21



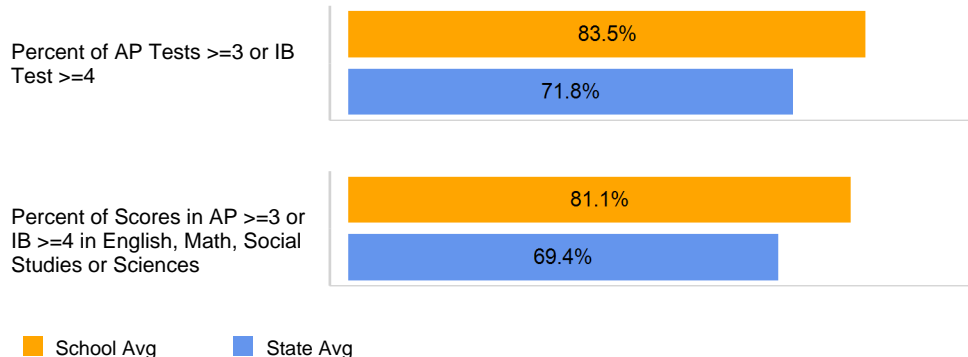
State of New Jersey  
2015-2016

Grade Span 09-12

25-1650-080  
MONMOUTH  
FREEHOLD REGIONAL  
Marlboro High School  
95 NORTH MAIN STREET  
MARLBORO, NJ 07746-1055

### AP/ IB Test Performance

This graph compares the percentage of all AP/IB tests with scores of AP  $\geq 3$  or IB  $\geq 4$  for students enrolled in the school and across the state.



### Advanced Course Work Participation

The table below presents the percentage of 'unique' students enrolled in the 11th or 12th grade who took at least one AP or IB test, and the percent participating in dual enrollment.

2015-2016 Percent of Student Taking	School Participation	State Participation
One or More Course	52.2%	39.1%
One of More Test	51.2%	32.3%
At least One AP or IB Test in English, Math, Social Studies, or Science	44.1%	26.6%
Participating in Dual Enrollment	3.4%	15.4%

### AP/ IB Courses Offered

This table presents the count of students enrolled in each AP/IB course and the count of tests taken in each AP/IB course. The last row provides the count of scores that met or exceeded the benchmark. For AP/ IB Courses Offered, please note a student does not have to take a course to take the test OR take the test when enrolled in the course.

AP/IB Course	Students Enrolled	Students Tested
AP Biology	37	38
AP Calculus AB	81	79
AP Calculus BC	69	66
AP Chemistry	16	16
AP Chinese Language and Culture	15	3
AP Computer Science A	37	29
AP English Language and Composition	25	24
AP English Literature and Composition	38	34
AP Environmental Science	73	65
AP European History	65	52
AP French Language	5	0
AP Macroeconomics	63	62
AP Microeconomics	66	61
AP Physics 1	0	125
AP Physics 2	0	10
AP Physics B	30	0
AP Psychology	155	146
AP Spanish Language	14	13
AP Statistics	65	64
AP Studio Art—General Portfolio	0	1
AP U.S. Government and Politics	31	52
AP U.S. History	193	192
AP World History	0	1
Student AP Tests $\geq 3$ and IB Tests $\geq 4$		410



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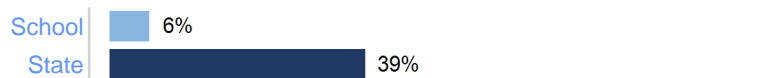
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## Visual and Performing Arts

This graph on the left displays the percentages of students who were enrolled in at least one of the four arts disciplines within the school and across the state. The graphs on the right show the percentage of students who were enrolled in any Visual and Performing Arts classes within the school and across the state.

### MUSIC



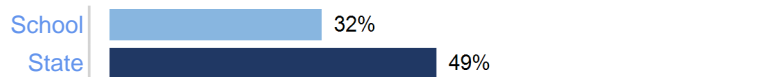
### DRAMA



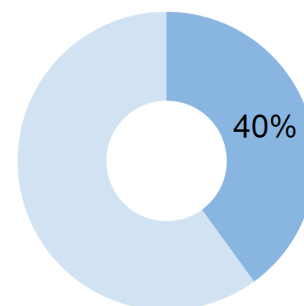
### DANCE



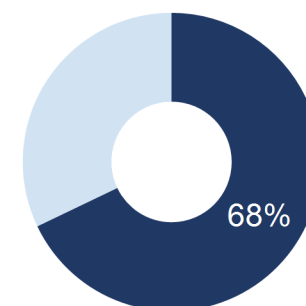
### VISUAL ARTS



### Any Visual and Performing Arts



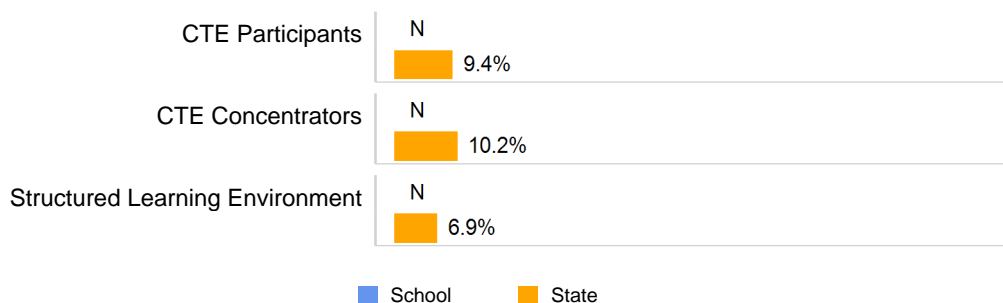
School



State

## Career and Technical Education Participation

The graph below displays the percentage of students within the school and across the State who were in approved Career and Technical Education (CTE). CTE participants are students who have completed only one course and CTE concentrators are students who have completed at least two courses. The graph also shows the percentage of students who completed a course in Structured Learning Experiences.







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MONMOUTH

FREEHOLD REGIONAL

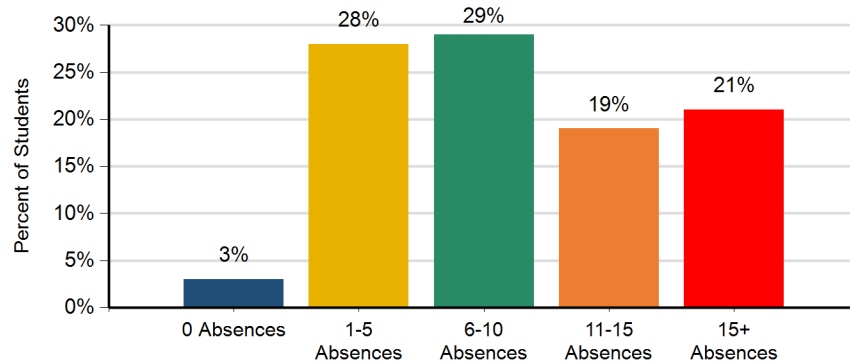
Marlboro High School

95 NORTH MAIN STREET

MARLBORO, NJ 07746-1055

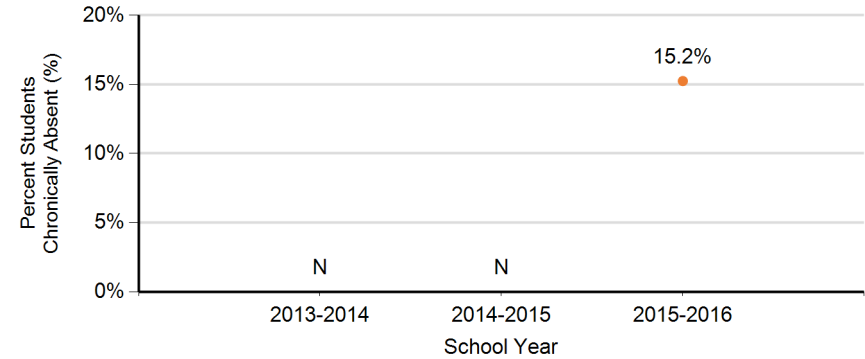
## Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



## Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years at the school.





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### Graduation Rate by Subgroup

This table presents the "4-year Adjusted Graduation Rate" and statewide percentiles (a comparison between the school's rate and schools across the state) for the school and by ethnic/racial subgroup and special population. The table also provides the state target. The state target is established as 81% for the 2015-2016 school year by the New Jersey Department of Education.

	School Rate	Statewide Percentile	State Target
Schoolwide	96.7%	81	81%
White	96.6%	64	
African American	S	S	
Hispanic	S	S	
American Indian	N	N	
Asian	98%	32	
Native Hawaiian	N	N	
Two or More Races	S	S	
Students with Disability	87.7%	67	
English Language Learners	N	N	
Economically Disadvantaged Students	S	S	

### Dropout Rate by Subgroup

This table presents the Dropout Rates and state means for the school and by ethnic/racial subgroup and special population.

	School Rate	State Rate
Schoolwide	0.2%	1.2%
White	0.3%	0.6%
African American	N	2.6%
Hispanic	N	2.2%
American Indian	N	3.4%
Asian	N	0.2%
Native Hawaiian	N	0.3%
Two or More Races	N	1.0%
Students with Disability	N	1.7%
English Language Learners	N	0.1%
Economically Disadvantaged Students	1.5%	1.7%



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### Extended Year Graduation Rate

The table below presents the 4-year and 5-year graduation rates for the prior school year's cohort.

Class of	4-Year Rate	5-Year Rate
2013	99%	99%
2014	98%	97%
2015	98%	99%
2016	97%	

### Postsecondary Enrollment Rates

This table presents the enrollment rates of this school's high school graduates into a 2 year or 4 year institution 16-months after high school graduation for the school and state and by ethnic/racial subgroup and special population.

	Percent Enrolled	Percent in 2 Years	Percent in 4 Years
Statewide	76.8%	33.9%	66.1%
Schoolwide	87.5%	23.6%	76.4%
White	87.7%	26.3%	73.7%
African American	S	S	S
Hispanic	S	S	S
American Indian	S	S	S
Asian	90.5%	9.0%	91.0%
Native Hawaiian	0.0%	0.0%	0.0%
Two or More Races	S	S	S
Students with Disability	78.7%	67.6%	32.4%
English Language Learners	0.0%	0.0%	0.0%
Economically Disadvantaged Students	S	S	S



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### Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2015-16	6 Hrs. 35 Mins.

### Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 32 Mins.
Shared Time	2 Hrs. 24 Mins.

### Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2015-16	School
Faculty	13:1
Administrator	199:1

### Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2015-16	3.6%

### Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

	School
2015-16	0

### Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	98%