



State of New Jersey
2014-15

OVERVIEW

MONMOUTH
FREEHOLD REGIONAL

GRADE SPAN 09-12

25-1650-010
COLTS NECK HIGH SCHOOL
59 FIVE POINTS ROAD
COLTS NECK, NJ 07722-1710

The New Jersey Department of Education (NJDOE) is pleased to present these annual reports of School Performance. 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 peer schools that are educating similar students, against statewide 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 deep, lengthy conversations about the full range of the data presented. As educators know well, measuring school performance is both an art and a science. While the School Performance Report brings attention to important student outcomes, 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 like time management and perseverance; 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 and collect well.

To learn more about New Jersey's school accountability system, please visit: <http://www.nj.gov/education/educators/>.

DEMOGRAPHIC INFORMATION

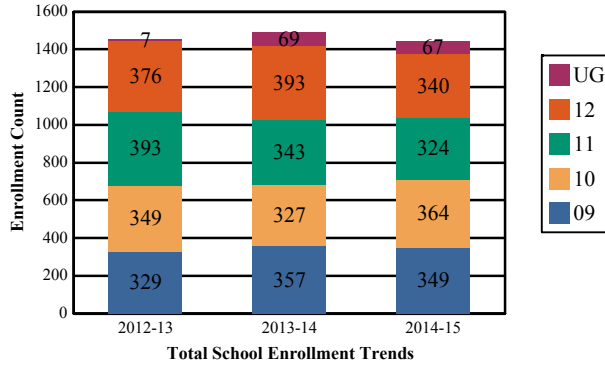
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Enrollment by Ethnic/Racial Subgroup

Enrollment by Grade

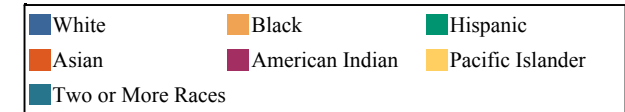
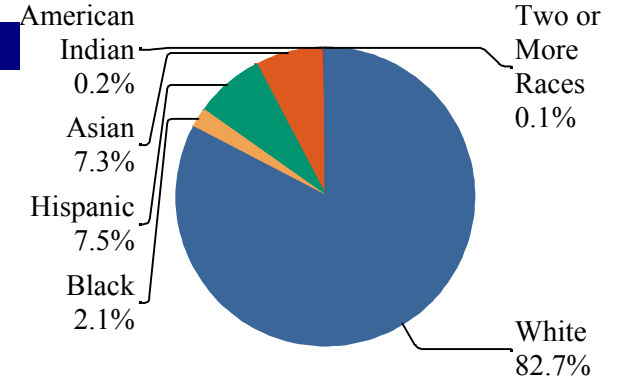
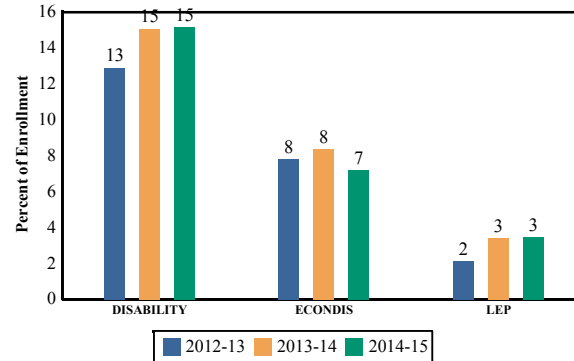
This graph presents the count of students who were 'on roll' by grade in October of each school year.



This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001.

Enrollment Trends by Program Participation

This graph presents the percentages of students by program participation who were 'on roll' in October of each school year.

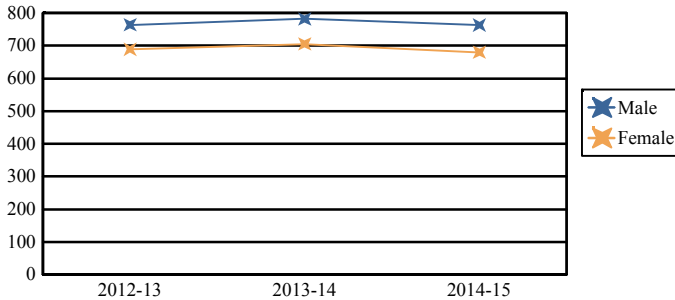


Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

| Total School Enrollment | |
|-------------------------|-------|
| 2012-13 | 1,453 |
| 2013-14 | 1,488 |
| 2014-15 | 1,444 |

Enrollment by Gender

This graph presents the count of students by gender who were 'on roll' in October of each school year.



| | Male | Female |
|---------|------|--------|
| 2012-13 | 764 | 689 |
| 2013-14 | 782 | 706 |
| 2014-15 | 764 | 680 |

Current Year Enrollment by Program Participation

| 2014-15 | Count of Students | % of Enrollment |
|-------------------------------------|-------------------|-----------------|
| Students with Disability | 219 | 15% |
| Economically Disadvantaged Students | 104 | 7.2% |
| English Language Learners | 50 | 3.5% |

Language Diversity

This table presents the percentage of students who primarily speak each language in their home.

| 2014-15 | Percent |
|----------|---------|
| English | 91.1% |
| Spanish | 4.3% |
| Chinese | 1.1% |
| Arabic | 0.7% |
| Russian | 0.3% |
| Gujarati | 0.3% |
| Other | 2.2% |

ACADEMIC ACHIEVEMENT

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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L), Mathematics and Biology as demonstrated in 2014-2015 *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments and the End-of-Course Biology assessment. The below chart consist of three columns with measures. The first column - Schoolwide Performance - below includes the percentage of students who met or exceeded expectations in ELA/L or Math. The middle column - Peer School Percentile - indicates how the school's outcomes compare to its group of peer schools. The last column - Statewide Percentile - indicates how the school's outcomes compare to schools across the state in ELA/L.

| Academic Achievement | Schoolwide Performance | Peer Percentile | State Percentile |
|---|-------------------------------|------------------------|-------------------------|
| HS English Language Arts/Literacy Met or Exceeded Expectation | 44% | 19 | 52 |
| Math Met or Exceeded Expectation | 30% | | |

ESEA Waiver - English Language Arts/Literacy

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

| Subgroups | Valid Scores | % Meeting Standards | Participation Goal | Participation Rate | Met Participation? |
|-------------------------------------|---------------------|----------------------------|---------------------------|---------------------------|---------------------------|
| Schoolwide | 189 | 43.9% | 95% | 44.8% | NO |
| White | 146 | 46.6% | 95% | 41.3% | NO |
| African American | - | - | -- | -- | -- |
| Hispanic | - | - | -- | -- | -- |
| American Indian | - | - | -- | -- | -- |
| Asian | - | - | -- | -- | -- |
| Two or More Races | - | - | -- | -- | -- |
| Students with Disability | 41 | 43.9% | 95% | 50% | NO |
| English Learner Students | - | - | -- | -- | -- |
| Economically Disadvantaged Students | 32 | 21.9% | 95% | 67.2% | NO |

YES* = Met Participation Rate (Participation Averaging applied)

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

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ESEA Waiver - Math

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

| Subgroups | Valid Scores | % Meeting Standards | Participation Goal | Participation Rate | Met Participation? |
|-------------------------------------|--------------|---------------------|--------------------|--------------------|--------------------|
| Schoolwide | 179 | 29.6% | 95% | 45% | NO |
| White | 137 | 29.9% | 95% | 41.3% | NO |
| African American | - | - | -- | -- | -- |
| Hispanic | - | - | -- | -- | -- |
| American Indian | - | - | -- | -- | -- |
| Asian | - | - | -- | -- | -- |
| Two or More Races | - | - | -- | -- | -- |
| Students with Disability | 43 | 37.2% | 95% | 54% | NO |
| English Learner Students | - | - | -- | -- | -- |
| Economically Disadvantaged Students | 30 | 20% | 95% | 63.6% | NO |

YES* = Met Participation Rate (Participation Averaging applied)

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

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Proficiency Outcomes - Biology

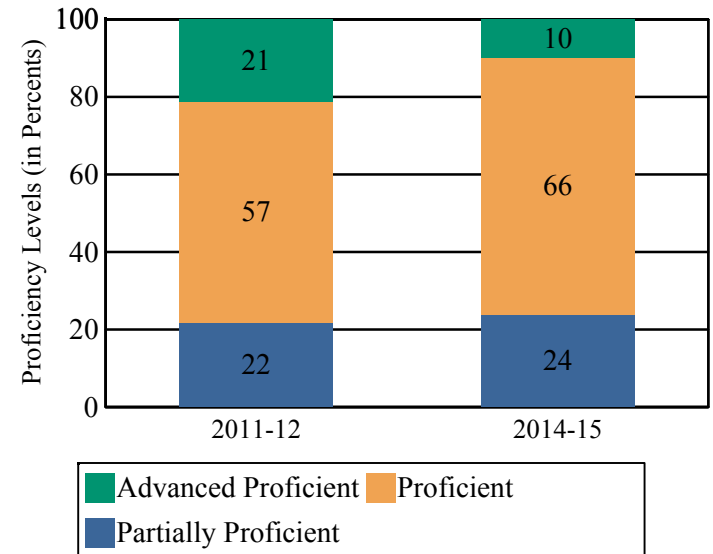
This table presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the New Jersey Biology Competency Test (NJBCT) in the latest school year.

| Subgroups | Advanced | Proficient | Partially Proficient |
|-------------------------------------|----------|------------|----------------------|
| Schoolwide | 10% | 66% | 24% |
| White | 17% | 73% | 10% |
| African American | - | - | - |
| Hispanic | - | - | - |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| English Language Learners | - | - | - |
| Economically Disadvantaged Students | - | - | - |

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

Proficiency Trends - Biology

This graph presents the percentage of students who scored in the Advanced Proficient, Proficient, and Partially Proficient categories of the Biology Competency Test over the last four years.



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PARCC Performance Level

The PARCC assesses how well students have learned grade-level material in English Language Arts/Literacy (ELA/L) and Math. The tests include questions that measure students' fundamental skills and knowledge, and require them to think critically, solve problems and support or explain their answers.

The PARCC reports students' overall scale scores that range from 650 to 850. To determine whether students have met academic expectations for their grade level/course in ELA/L and Math, students' overall scale scores are categorized into 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.

| Five Performance Levels | | | | |
|--|--|---|--|--|
| Level 1: Did Not Yet Meet Expectations <i>(Min. 650)</i> | Level 2: Partially Met Expectations | Level 3: Approached Expectations | Level 4: Met Expectations | Level 5: Exceeded Expectations <i>(Max. 850)</i> |

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PARCC ELA Performance Distribution - Grade - 09

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

| Subgroup | Valid Scores | 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 | 35 | 722 | 739 | 31% | 20% | 29% | 14% | 6% | 20% | 41% |
| White | 19 | 721 | 746 | 32% | 16% | 37% | 11% | 5% | 16% | 47% |
| African American | - | - | 723 | - | - | - | - | - | - | 23% |
| Hispanic | - | - | 725 | - | - | - | - | - | - | 26% |
| American Indian | - | - | 732 | - | - | - | - | - | - | 33% |
| Asian | - | - | 765 | - | - | - | - | - | - | 68% |
| Two or More Races | - | - | 731 | - | - | - | - | - | - | 36% |
| Students with Disability | - | - | 706 | - | - | - | - | - | - | 9% |
| English Language Learners | - | - | 693 | - | - | - | - | - | - | 5% |
| Economically Disadvantaged Students | - | - | 724 | - | - | - | - | - | - | 24% |

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PARCC ELA Performance Distribution - Grade - 10

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

| Subgroup | Valid Scores | 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 | 137 | 739 | 735 | 20% | 19% | 18% | 30% | 13% | 43% | 38% |
| White | 115 | 743 | 741 | 18% | 19% | 17% | 30% | 16% | 46% | 43% |
| African American | - | - | 717 | - | - | - | - | - | - | 22% |
| Hispanic | - | - | 720 | - | - | - | - | - | - | 24% |
| American Indian | - | - | 725 | - | - | - | - | - | - | 27% |
| Asian | - | - | 763 | - | - | - | - | - | - | 62% |
| Two or More Races | - | - | 729 | - | - | - | - | - | - | 34% |
| Students with Disability | - | - | 698 | - | - | - | - | - | - | 8% |
| English Language Learners | - | - | 685 | - | - | - | - | - | - | 4% |
| Economically Disadvantaged Students | - | - | 718 | - | - | - | - | - | - | 23% |

ACADEMIC ACHIEVEMENT

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GRADE SPAN 09-12

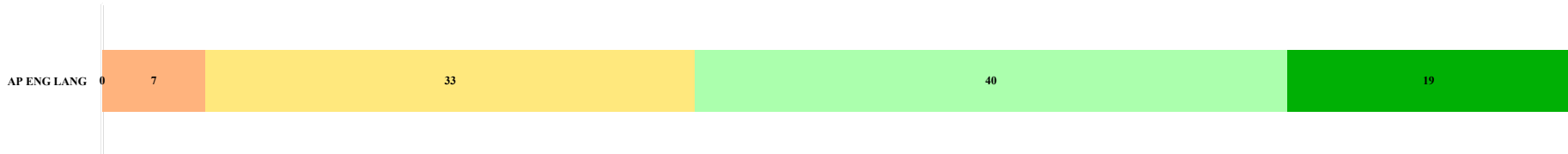
PARCC ELA Performance Distribution - Grade - 11

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

| Subgroup | Valid Scores | 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 | 187 | 729 | 741 | 26% | 18% | 20% | 27% | 10% | 37% | 42% |
| White | 140 | 731 | 745 | 23% | 19% | 20% | 27% | 11% | 39% | 46% |
| African American | - | - | 727 | - | - | - | - | - | - | 27% |
| Hispanic | 23 | 704 | 731 | 48% | 22% | 9% | 17% | 4% | 22% | 31% |
| American Indian | - | - | 745 | - | - | - | - | - | - | 38% |
| Asian | 19 | 740 | 765 | 21% | 5% | 32% | 32% | 11% | 42% | 64% |
| Two or More Races | - | - | 738 | - | - | - | - | - | - | 38% |
| Students with Disability | 43 | 716 | 712 | 26% | 12% | 14% | 35% | 14% | 49% | 16% |
| English Language Learners | - | - | 703 | - | - | - | - | - | - | 6% |
| Economically Disadvantaged Students | 25 | 702 | 730 | 44% | 8% | 16% | 28% | 4% | 32% | 30% |

Advanced Placement/International Baccalaureate English Performance Distribution

This graph presents the percentage of students in this school scoring in each performance level of the AP/IB English assessment. Students who score AP >= 3 or score IB >= 4 may earn college credit. Shown below the graph is a table that presents the percentage of students who achieved a score that could potentially earn college credit and the average score earned in the school.



| Subject | Valid Scores | % Eligible for College Credit | Average Score Earned in the School | Average Score Earned in the State |
|-------------|--------------|-------------------------------|------------------------------------|-----------------------------------|
| AP ENG LANG | 57 | 93.0% | 3.72 | 3.36 |

- Data is suppressed to protect the confidentiality of the students.

ACADEMIC ACHIEVEMENT

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PARCC ALGEBRA I - Performance Distribution

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 - Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

| Subgroup | Valid Scores | 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 | 27 | 722 | 740 | 33% | 26% | 22% | 15% | 4% | 19% | 40% |
| White | 12 | 725 | 746 | 33% | 8% | 42% | 17% | 0% | 17% | 47% |
| African American | - | - | 722 | - | - | - | - | - | - | 20% |
| Hispanic | - | - | 725 | - | - | - | - | - | - | 21% |
| American Indian | - | - | 733 | - | - | - | - | - | - | 35% |
| Asian | - | - | 769 | - | - | - | - | - | - | 73% |
| Two or More Races | - | - | 734 | - | - | - | - | - | - | 35% |
| Students with Disability | - | - | 710 | - | - | - | - | - | - | 8% |
| English Language Learners | - | - | 710 | - | - | - | - | - | - | 7% |
| Economically Disadvantaged Students | - | - | 725 | - | - | - | - | - | - | 21% |

ACADEMIC ACHIEVEMENT

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PARCC GEOMETRY - Performance Distribution

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

| Subgroup | Valid Scores | 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 | - | - | 728 | - | - | - | - | - | - | 21% |
| White | - | - | 731 | - | - | - | - | - | - | 24% |
| African American | - | - | 716 | - | - | - | - | - | - | 7% |
| Hispanic | - | - | 718 | - | - | - | - | - | - | 8% |
| American Indian | - | - | 722 | - | - | - | - | - | - | 12% |
| Asian | - | - | 751 | - | - | - | - | - | - | 54% |
| Two or More Races | - | - | 724 | - | - | - | - | - | - | 20% |
| Students with Disability | - | - | 709 | - | - | - | - | - | - | 4% |
| English Language Learners | - | - | 710 | - | - | - | - | - | - | 6% |
| Economically Disadvantaged Students | - | - | 718 | - | - | - | - | - | - | 8% |

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PARCC ALGEBRA II - Performance Distribution

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

| Subgroup | Valid Scores | 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 | 130 | 719 | 721 | 33% | 17% | 27% | 22% | 1% | 23% | 24% |
| White | 105 | 720 | 725 | 30% | 18% | 30% | 21% | 1% | 22% | 27% |
| African American | - | - | 701 | - | - | - | - | - | - | 8% |
| Hispanic | - | - | 706 | - | - | - | - | - | - | 10% |
| American Indian | - | - | 720 | - | - | - | - | - | - | 23% |
| Asian | 12 | 735 | 751 | 25% | 17% | 8% | 50% | 0% | 50% | 53% |
| Two or More Races | - | - | 716 | - | - | - | - | - | - | 21% |
| Students with Disability | 15 | 702 | 691 | 73% | 0% | 13% | 13% | 0% | 13% | 4% |
| English Language Learners | - | - | 694 | - | - | - | - | - | - | 6% |
| Economically Disadvantaged Students | - | - | 705 | - | - | - | - | - | - | 9% |

COLLEGE AND CAREER READINESS

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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. The table below presents five such indicators: the percentage of students enrolled in the 12th grade who took the SAT or ACT, the percentage of 10th and 11th graders who took the PSAT, the percentage of students who scored above the SAT benchmark of 1550, the percentage of 11th and 12th graders who took at least one AP or IB test in English, math, social studies or science, and the percentage of those AP or IB tests that were scored a 3 or higher.

The below chart consist of five columns with measures. The first column - Schoolwide Performance - represents the outcomes for these particular indicators in the school. The second column - Peer School Percentile - indicates how the school's performance compares to its group of peer schools. The third column - Statewide Percentile - indicates how the school's performance compares to schools across the state. The fourth column - Statewide Target - provides the statewide targets for each of these indicators. The last column - Met Target? - indicates whether the School Performance met or exceeded the statewide target. The Summary row presents the averages of the peer school percentiles, the average of statewide percentiles and the percentage of statewide targets met.

| College and Career Readiness Indicators | Schoolwide Performance | Peer Percentile | Statewide Percentile | Statewide Target | Met Target? |
|--|------------------------|-----------------|----------------------|------------------|-------------|
| Percent of Students Participating in SAT or ACT | 89% | 26 | 60 | 80% | YES |
| Percent of Students Participating in PSAT or PLAN | 49% | 10 | 20 | 60% | NO |
| Percent of Students Scoring Above 1550 on SAT | 66% | 68 | 85 | 40% | YES |
| Percent of Students Taking at least one AP Test or IB Test in English, Math, Social Studies or Science | 39% | 65 | 83 | 35% | YES |
| Percent of AP Tests >= 3 or IB Test >= 4 in English, Math, Social Studies or Science | 82% | 55 | 76 | 75% | YES |
| Summary | | 45 | 65 | | 80% |

College Readiness Test Participation

The first column of the table below presents the percentage of students enrolled in the 12th grade who took the SAT or ACT and the percentage of students enrolled in 10th and 11th grade who took the PSAT. The second column provides the average across the school's peer group for these two metrics.

| 2014-15 Percent of Students | School | Peer Avg. | State Avg. |
|----------------------------------|--------|-----------|------------|
| Participating in SAT | 87.5% | 88.0% | 79.1% |
| Participating in ACT | 34.2% | | 25.2% |
| Participating in PSAT or PLAN | 48.5% | 79.2% | 79.6% |
| Participating in Dual Enrollment | 4.1% | | 14.9% |

AP/IB Participation - 'Unique' Students

The table below presents the proportion of 'unique' students enrolled in at least 11th and 12th grade i.e., each student is counted once regardless of how many AP or IB courses he/she may take. The table also presents the proportion of how many 'unique' students took at least one AP or IB test to the school's enrollment in 11th and 12th grade.

| 2014-15 Percent of Students Taking | School | Peer Avg. | State Avg. |
|--|--------|-----------|------------|
| One or More Course | 49.0% | 50.0% | 36.3% |
| One or More Test | 42.2% | 42.9% | 30.7% |
| At least one AP or IB Test in English, Math, Social Studies or Science | 38.9% | 36.5% | 25.3% |

Note: Students who are enrolled in AP/IB coursework or take AP/IB tests in grades other than 11th and 12th are included in the numerator of this calculation.

COLLEGE AND CAREER READINESS

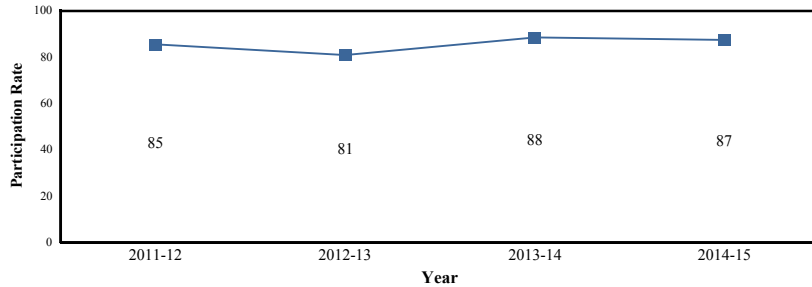
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Participation Trends - SAT Testing

Participation Trends - SAT Testing

This graph presents the participation rate in the SAT over the last four years.



AP /IB Test Results

This table presents the percentage of all AP/IB tests taken by students enrolled in the school that were scored AP \geq 3 and scored IB \geq 4.

| 2014-15 | School | Peer Avg. | State Avg. |
|---|--------|-----------|------------|
| Percent of AP Tests \geq 3 or IB Test \geq 4 | 83.6% | 80.1% | 72.4% |
| Percent of Scores in AP \geq 3 or IB \geq 4 in English, Math, Social Studies or Science | 82.2% | 78.1% | 69.7% |

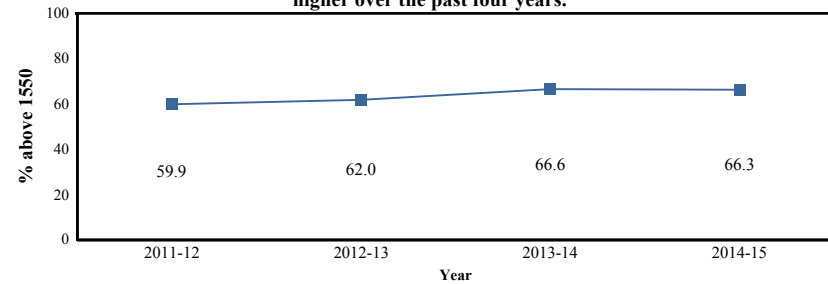
Scholastic Assessment Test (SAT) Results

This table presents the percentage of students who achieved a composite SAT score of 1550 or higher. The SAT benchmark score of 1550 (Critical Reading, Mathematics and Writing Score combined) indicates a 65 percent likelihood of achieving a B- average or higher during the first year of college, which in turn has been found by the College Board's research to be indicative of a high likelihood of college success and completion.

| 2014-15 | School | Peer Avg. | State Avg. |
|---|--------|-----------|------------|
| Percent of Students Scoring Above 1550 on SAT | 66.3% | 60.2% | 43.8% |

SAT Benchmark Trends

This chart presents the percentage of students who achieved a composite SAT score of 1550 or higher over the past four years.



Composite SAT Score

This chart presents the average composite SAT score from the last academic year for students enrolled in this school as well as the average scores achieved in Critical Reading, Mathematics and Writing. The averages from this school's peer group are also presented.

| 2014-15 | School | Peer Avg. | State Avg. |
|---------------------|--------|-----------|------------|
| Composite SAT Score | 1,653 | 1,632 | 1,508 |
| Critical Reading | 544 | 534 | 496 |
| Mathematics | 563 | 561 | 518 |
| Writing | 546 | 537 | 494 |

Composite SAT Score

This chart presents the scores achieved in Critical Reading, Mathematics and Writing by the students at the 25th percentile, the 50th percentile and the 75th percentile of the school's distribution of SAT scores.

| 2014-15 | Critical Reading | Mathematics | Writing |
|-----------------|------------------|-------------|---------|
| 75th Percentile | 610 | 630 | 620 |
| 50th Percentile | 550 | 560 | 550 |
| 25th Percentile | 480 | 510 | 480 |

COLLEGE AND CAREER READINESS

MONMOUTH
FREEHOLD REGIONAL

GRADE SPAN 09-12

COLTS NECK HIGH SCHOOL
59 FIVE POINTS ROAD
COLTS NECK, NJ 07722-1710

AP/IB Courses Offered

This table presents the count of students enrolled in each AP/IB course offered in this school in the first column. The second column presents the count of tests taken in each AP/IB course. The numbers may not match as some students do not take the test in the same year as they take the course and some students may take the course without taking the test or vice versa.

| AP/IB Course Name | Students Enrolled | Students Tested |
|--|-------------------|-----------------|
| AP Physics B | 108 | |
| AP U.S. History | 83 | 82 |
| AP U.S. Government and Politics | 76 | 67 |
| AP Calculus AB | 68 | 58 |
| AP English Literature and Composition | 67 | 55 |
| AP English Language and Composition | 61 | 61 |
| AP Psychology | 46 | 39 |
| AP Biology | 37 | 15 |
| AP Spanish Language | 26 | 18 |
| AP Microeconomics | 22 | 11 |
| AP Macroeconomics | 22 | 21 |
| AP Chemistry | 20 | 15 |
| AP French Language | 18 | 1 |
| AP Statistics | 15 | 12 |
| AP Environmental Science | 9 | 9 |
| AP Calculus BC | 9 | 8 |
| AP Latin (Virgil, Catullus and Horace) | 2 | |
| AP Italian Language and Culture | 1 | |

| AP/IB Course Name | Students Enrolled | Students Tested |
|-----------------------|-------------------|-----------------|
| AP Physics 1 | | 62 |
| AP Physics 2 | | 31 |
| AP Music Theory | | 1 |
| AP Spanish Literature | | 1 |

COLLEGE AND CAREER READINESS

MONMOUTH
FREEHOLD REGIONAL

GRADE SPAN 09-12

Visual and Performing Arts

The chart below contains the percentage of students who were enrolled in at least one Dance, Drama/Theater, Music or Visual Arts class in this school. The last row shows the percentage of students who were enrolled in any Visual and Performing Arts classes in the school.

| Percent of Students Enrolled | School | State |
|--|--------|-------|
| Dance | N/R | 2.1% |
| Drama/Theater | 1.8% | 3.8% |
| Music | 4.5% | 17.8% |
| Visual Arts | 22.7% | 31.7% |
| Total: All Visual and Performing Arts | 28.3% | 49.9% |

N/R - Data Not Reported

Participation in Career Readiness

The chart below contains percentage of students who were participants in an approved Career and Technical Education Program in this school as well as across the State of New Jersey.

| Percent of Students Enrolled | School | State |
|--------------------------------|--------|-------|
| Participating in CTE | 1.8% | 18.3% |
| Structured Learning Experience | 4.6% | 7.0% |

N/R - Data Not Reported

GRADUATION AND POSTSECONDARY

MONMOUTH

FREEHOLD REGIONAL

GRADE SPAN 09-12

COLTS NECK HIGH SCHOOL

59 FIVE POINTS ROAD

COLTS NECK, NJ 07722-1710

This section of the performance report presents data about graduation, dropout and post-secondary attendance. The graduation rate is calculated according to the ESEA Cohort methodology as required by the United States Department of Education. Dropout rates are calculated from student-level data submitted by districts for students officially classified as dropouts. The dropout rate is the count of students who dropout in an academic year divided by the school's total enrollment.

The below chart consist of five columns with measures. The first column - Schoolwide Performance - represents the outcomes for these particular indicators in this school. The second column - Peer School Percentile - indicates how the school's performance compares to its group of peer schools. The third column - Statewide Percentile - indicates how the school's performance compares to schools across the state.. The fourth column - Statewide Target - provides the statewide targets for each of these indicators. The Statewide Target for Graduation Rate was established pursuant to NJDOE's ESEA Accountability Workbook. The last column - Met Target - indicates whether the School Performance met or exceeded the statewide target. The Summary row presents the averages of the peer school percentile, the average of statewide percentile and the percentage of statewide targets met.

| Graduation & Post Secondary Indicators | Schoolwide Performance | Peer Percentile | Statewide Percentile | Statewide Targets | Met Target |
|--|------------------------|-----------------|----------------------|-------------------|-------------|
| Overall Graduation Rate | 93% | 13 | 52 | 78% | YES |
| Dropout Rate | 0.6% | 16 | 43 | 2% | YES |
| SUMMARY - Graduation & Post-Secondary | | 15 | 48 | | 100% |

Graduation Rate by Subgroup

This table presents for all NCLB-identified subgroups the "4-year Adjusted Graduation Rate." This rate calculates the percentage of students who are awarded a regular, high school diploma within four years of becoming a first-time ninth grader. The rate is adjusted to account for students who 'transfer-in' and for students who are verified as 'transfers-out'.

| | School | State Target |
|-------------------------------------|--------|--------------|
| Schoolwide | 93% | 78% |
| White | 94% | |
| African American | - | |
| Hispanic | 86% | |
| American Indian | - | |
| Asian | - | |
| Native Hawaiian | - | |
| Two or More Races | - | |
| Students with Disability | 71% | |
| English Language Learners | - | |
| Economically Disadvantaged Students | 90% | |

Dropout Rate by Subgroup

This table presents for all NCLB-identified subgroups the Dropout rate. This rate calculates the percentage of students who are classified as dropouts divided by the school's total enrollment and by each subgroup enrollment.

| | School | State Target |
|-------------------------------------|--------|--------------|
| Schoolwide | .6% | 2% |
| White | .4% | |
| African American | 0% | |
| Hispanic | 1.8% | |
| American Indian | - | |
| Asian | 1.9% | |
| Native Hawaiian | - | |
| Two or More Races | - | |
| Students with Disability | .4% | |
| English Language Learners | 5.9% | |
| Economically Disadvantaged Students | 2.6% | |

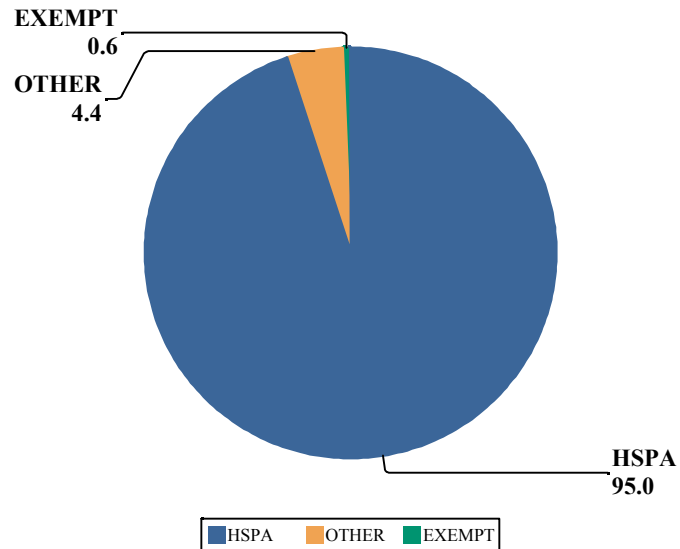
GRADUATION AND POSTSECONDARY

MONMOUTH
FREEHOLD REGIONAL

GRADE SPAN 09-12

Graduation Pathway Rates

This chart presents the percentage of high school graduates who graduated by passing both sections of the HSPA, who were exempt from passing the HSPA, or who demonstrated proficiency through an alternative pathway such as through the Alternative High School Assessment, achievement of the 'Just Proficient Mean' or an appeal process.



Extended Year Graduation Rate

The chart below presents the 4-year and 5-year graduation rate for the prior school year's cohort in addition to the 4-year graduation rate for last year's cohort.

| Class of | 4-year Rate | 5-year Rate |
|----------|-------------|-------------|
| 2012 | 94% | 95% |
| 2013 | 94% | 96% |
| 2014 | 97% | 98% |
| 2015 | 93% | |

GRADUATION AND POSTSECONDARY

MONMOUTH
FREEHOLD REGIONAL

GRADE SPAN 09-12

Postsecondary Enrollment Rates

This chart presents the enrollment rates of this school's high school graduates, 16-months after high school graduation. The data is from the National Student Clearinghouse which reports that it collects student-level enrollment data from 95% of Institutions of Higher Education nationwide.

The last columns indicate, for the schoolwide total and each subgroup, the percentage of postsecondary enrollees that were enrolled in either a 2 year or a 4 year institution.

| | Percent Enrolled | Percent in 2 Year | Percent in 4 Year |
|-------------------------------------|-------------------------|--------------------------|--------------------------|
| Statewide | 78.5% | 34.3% | 64.7% |
| Schoolwide | 86% | 19.9% | 80.1% |
| White | 87.2% | 19% | 81% |
| African American | - | - | - |
| Hispanic | - | - | - |
| Asian | 87.8% | 16.7% | 83.3% |
| American Indian | - | - | - |
| Native Hawaiian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | 66% | 54.8% | 45.2% |
| English Language Learners | - | - | - |
| Economically Disadvantaged Students | 65.7% | 60.9% | 39.1% |

WITHIN SCHOOL ACHIEVEMENT GAP

MONMOUTH
FREEHOLD REGIONAL

GRADE SPAN 09-12

This section of the performance report presents data about the achievement gap that exists within a school - as measured by the difference between the students' scale scores at the 25th and 75th percentile in the school, the Interquartile Range (IQR). Taken together with an understanding of the overall and average achievement levels in the school, the IQR furthers an understanding of the range of student outcomes that exist in a school. A school gap smaller than the state gap indicates that the school's range of student outcomes is narrower than the state's while a school gap broader than the state gap indicates that the school's range of student outcomes is larger than the state's.

Grade Level - 09

PARCC English Language Arts/Literacy 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
|------------|--------------------|-------------------|
| 99th | 815 | 850 |
| 75th | 761 | 766 |
| 50th | 735 | 739 |
| 25th | 705 | 710 |
| 0th | 650 | 650 |

| | Scale Score Gap - School | Scale Score Gap - State |
|------------------|--------------------------|-------------------------|
| 25th vs 75th Gap | 56 | 56 |

PARCC ALG-1 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
|------------|--------------------|-------------------|
| 99th | 783 | 821 |
| 75th | 751 | 762 |
| 50th | 731 | 735 |
| 25th | 707 | 711 |
| 0th | 650 | 650 |

| | Scale Score Gap - School | Scale Score Gap - State |
|------------------|--------------------------|-------------------------|
| 25th vs 75th Gap | 44 | 51 |

GRADE SPAN 09-12

WITHIN SCHOOL ACHIEVEMENT GAP

MONMOUTH
FREEHOLD REGIONAL

Grade Level - 10

PARCC English Language Arts/Literacy 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
|------------|--------------------|-------------------|
| 99th | 850 | 850 |
| 75th | 765 | 766 |
| 50th | 732 | 733 |
| 25th | 705 | 699 |
| 0th | 650 | 650 |

| | Scale Score Gap - School | Scale Score Gap - State |
|------------------|--------------------------|-------------------------|
| 25th vs 75th Gap | 60 | 67 |

Grade Level - 11

PARCC English Language Arts/Literacy 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
|------------|--------------------|-------------------|
| 99th | 813 | 850 |
| 75th | 754 | 768 |
| 50th | 725 | 740 |
| 25th | 694 | 711 |
| 0th | 650 | 650 |

| | Scale Score Gap - School | Scale Score Gap - State |
|------------------|--------------------------|-------------------------|
| 25th vs 75th Gap | 60 | 57 |

PARCC GEO 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
|------------|--------------------|-------------------|
| 99th | N/A | 793 |
| 75th | N/A | 747 |
| 50th | N/A | 726 |
| 25th | N/A | 710 |
| 0th | N/A | 650 |

| | Scale Score Gap - School | Scale Score Gap - State |
|------------------|--------------------------|-------------------------|
| 25th vs 75th Gap | N/A | 37 |

PARCC ALG-2 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
|------------|--------------------|-------------------|
| 99th | 800 | 813 |
| 75th | 747 | 748 |
| 50th | 726 | 718 |
| 25th | 691 | 692 |
| 0th | 650 | 650 |

| | Scale Score Gap - School | Scale Score Gap - State |
|------------------|--------------------------|-------------------------|
| 25th vs 75th Gap | 56 | 56 |

SCHOOL CLIMATE

MONMOUTH
FREEHOLD REGIONAL

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 |
|---------|-----------------|
| 2014-15 | 6 Hrs. 35 Mins. |

Student Suspension Rate

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

| | School |
|---------|--------|
| 2014-15 | 4.9% |

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.

| 2014-15 | School |
|-------------|-----------------|
| Full Time | 5 Hrs. 32 Mins. |
| Shared Time | 2 Hrs. 24 Mins. |

Student Expulsions

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

| | School |
|---------|--------|
| 2014-15 | 0 |

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.

| 2014-15 | School |
|----------------|--------|
| Faculty | 14 |
| Administrators | 481 |

SCHOOL PEER GROUP

**MONMOUTH
FREEHOLD REGIONAL**

GRADE SPAN 09-12

**COLTS NECK HIGH SCHOOL
59 FIVE POINTS ROAD
COLTS NECK, NJ 07722-1710**

This table presents the list of peer schools in alphabetical order by county name that was created specifically for this school (highlighted in yellow). Peer schools are drawn from across the state and represent schools that have similar grade configurations and that are educating students of similar demographic characteristics, as measured by enrollment in Free/Reduced Lunch Programs, Limited English Proficiency or Special Education Programs.

| <u>COUNTY NAME</u> | <u>DISTRICT NAME</u> | <u>SCHOOL NAME</u> | <u>CDS CODE</u> | <u>GRADES PAN</u> | <u>ECONOMICALLY DISADVANTAGED</u> | <u>ENGLISH LANGUAGE LEARNER</u> | <u>SPECIAL EDUCATION</u> |
|--------------------|--------------------------|---|--------------------|-------------------|---------------------------------------|---|------------------------------|
| BERGEN | CRESSKILL BORO | CRESSKILL HIGH SCHOOL | 03-0990-040 | 09-12 | 2.6% | 4.6% | 11.8% |
| BERGEN | DUMONT BORO | DUMONT HIGH SCHOOL | 03-1130-040 | 09-12 | 8% | 1% | 9.5% |
| BERGEN | EMERSON BORO | EMERSON JR SR HIGH | 03-1360-050 | 07-12 | 8% | 1.9% | 15% |
| BERGEN | MIDLAND PARK BORO | MIDLAND PARK JR./SR. HIGH SCHOOL | 03-3170-050 | 07-12 | 8.1% | 0.4% | 12% |
| BERGEN | NEW MILFORD BORO | NEW MILFORD HIGH SCHOOL | 03-3550-050 | 09-12 | 8.9% | 1.6% | 14.4% |
| BERGEN | PARAMUS BORO | PARAMUS HIGH SCHOOL | 03-3930-050 | PK-12 | 7.6% | 1.5% | 17.2% |
| BERGEN | TENAFLY BORO | TENAFLY HIGH SCHOOL | 03-5160-050 | 09-12 | 3.3% | 6.8% | 13.6% |
| BERGEN | WESTWOOD REGIONAL | WESTWOOD JUNIOR/SENIOR HIGH SCHOOL | 03-5755-050 | PK-12 | 7.1% | 0.2% | 15.4% |
| BURLINGTON | LENAPE REGIONAL | SHAWNEE HIGH SCHOOL | 05-2610-060 | 09-12 | 6.8% | 0.1% | 12.6% |
| BURLINGTON | MOORESTOWN TWP | MOORESTOWN HIGH SCHOOL | 05-3360-040 | 09-12 | 9.3% | 0.3% | 12.8% |
| ESSEX | CALDWELL-WEST CALDWELL | JAMES CALDWELL HIGH SCHOOL | 13-0660-050 | 09-12 | 5.7% | 0.2% | 14.3% |
| HUNTERDON | HUNTERDON CENTRAL REG | HUNTERDON CENTRAL REGIONAL HIGH SCHOOL | 19-2300-050 | 09-12 | 6.8% | 1.4% | 13% |
| MERCER | PRINCETON REGIONAL | PRINCETON HIGH SCHOOL | 21-4255-050 | 09-12 | 8.5% | 2.1% | 11.6% |
| MERCER | W WINDSOR-PLAINSBORO REG | WEST WINDSOR-PLAINSBORO HIGH SCHOOL SOUTH | 21-5715-020 | 09-12 | 4.6% | 2.2% | 8.7% |
| MIDDLESEX | METUCHEN BORO | METUCHEN HIGH SCHOOL | 23-3120-050 | 09-12 | 7.6% | 1.1% | 13.2% |
| MONMOUTH | FREEHOLD REGIONAL | COLTS NECK HIGH SCHOOL | 25-1650-010 | 09-12 | 7.2% | 3.5% | 13.5% |
| MONMOUTH | FREEHOLD REGIONAL | FREEHOLD TOWNSHIP HIGH SCHOOL | 25-1650-055 | 09-12 | 9.5% | 0.1% | 13.7% |
| MONMOUTH | FREEHOLD REGIONAL | HOWELL HIGH SCHOOL | 25-1650-060 | 09-12 | 7.1% | 0% | 12.2% |
| MONMOUTH | FREEHOLD REGIONAL | MANALAPAN HIGH SCHOOL | 25-1650-070 | 09-12 | 7.5% | 0% | 13.2% |
| MONMOUTH | MIDDLETOWN TWP | MIDDLETOWN HIGH SCHOOL SOUTH | 25-3160-053 | 09-12 | 6.4% | 0% | 15.7% |
| MONMOUTH | WALL TWP | WALL HIGH SCHOOL | 25-5420-050 | 09-12 | 9.6% | 0.2% | 13.6% |
| MORRIS | MADISON BORO | MADISON HIGH SCHOOL | 27-2870-050 | 09-12 | 6.1% | 0.6% | 13.1% |
| MORRIS | MORRIS HILLS REGIONAL | MORRIS KNOLLS HIGH SCHOOL | 27-3370-060 | 09-12 | 9.3% | 0% | 18.3% |

SCHOOL PEER GROUP

MONMOUTH

FREEHOLD REGIONAL

GRADE SPAN 09-12

**COLTS NECK HIGH SCHOOL
59 FIVE POINTS ROAD
COLTS NECK, NJ 07722-1710**

| | | | | | | | |
|----------|------------------------------|---|-------------|-------|------|------|-------|
| MORRIS | RANDOLPH TWP | RANDOLPH HIGH SCHOOL | 27-4330-050 | 09-12 | 6.3% | 0.9% | 15.2% |
| PASSAIC | WAYNE TWP | WAYNE HILLS HIGH SCHOOL | 31-5570-055 | 09-12 | 8.5% | 1.6% | 12.3% |
| PASSAIC | WAYNE TWP | WAYNE VALLEY HIGH SCHOOL | 31-5570-050 | 09-12 | 9.1% | 0% | 9.8% |
| SOMERSET | BRIDGEWATER-RARITAN REG | BRIDGEWATER-RARITAN REGIONAL HIGH SCHOOL | 35-0555-005 | 09-12 | 8% | 0% | 19.4% |
| SOMERSET | HILLSBOROUGH TWP | HILLSBOROUGH HIGH SCHOOL | 35-2170-030 | 09-12 | 7.5% | 1% | 13.4% |
| SOMERSET | SOMERSET HILLS REGIONAL | BERNARDS HIGH SCHOOL | 35-4815-020 | 09-12 | 9.9% | 1.8% | 14.2% |
| UNION | CLARK TWP | ARTHUR L. JOHNSON HIGH SCHOOL | 39-0850-005 | 09-12 | 6.8% | 1.3% | 10.4% |
| UNION | SCOTCH PLAINS-FANWOOD REG | SCOTCH PLAINS-FANWOOD HIGH SCHOOL | 39-4670-050 | 09-12 | 7.2% | 0.6% | 10.6% |

OVERVIEW

MONMOUTH
FREEHOLD REGIONAL

GRADE SPAN 09-12

FREEHOLD BOROUGH HIGH SCHOOL
2 ROBERTSVILLE ROAD
FREEHOLD, NJ 07728-1899

The New Jersey Department of Education (NJDOE) is pleased to present these annual reports of School Performance. 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 peer schools that are educating similar students, against statewide 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 deep, lengthy conversations about the full range of the data presented. As educators know well, measuring school performance is both an art and a science. While the School Performance Report brings attention to important student outcomes, 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 like time management and perseverance; 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 and collect well.

To learn more about New Jersey's school accountability system, please visit: <http://www.nj.gov/education/educators/>.

DEMOGRAPHIC INFORMATION

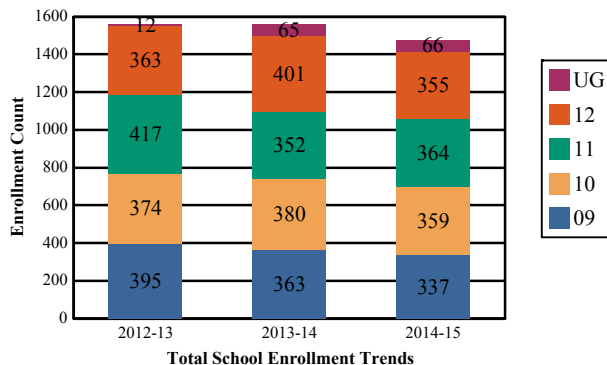
MONMOUTH
FREEHOLD REGIONAL

GRADE SPAN 09-12

Enrollment by Ethnic/Racial Subgroup

Enrollment by Grade

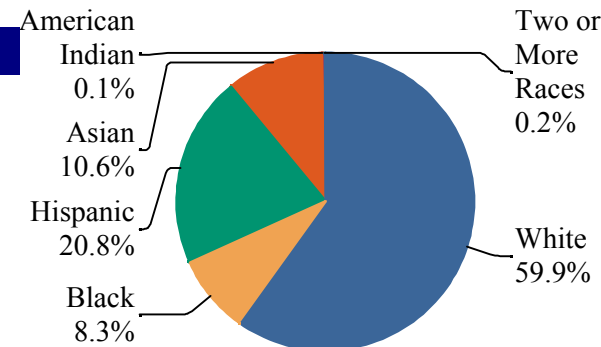
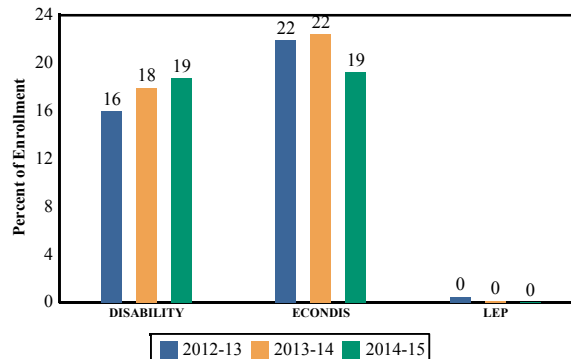
This graph presents the count of students who were 'on roll' by grade in October of each school year.



This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001.

Enrollment Trends by Program Participation

This graph presents the percentages of students by program participation who were 'on roll' in October of each school year.

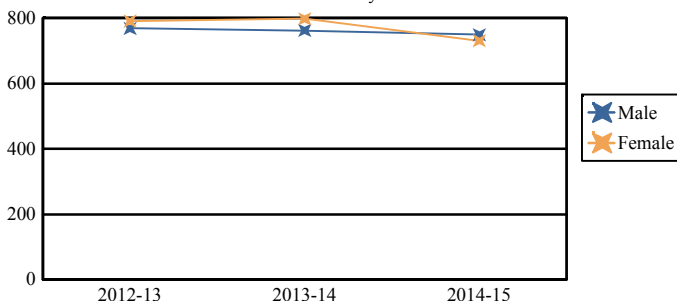


Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

| Total School Enrollment | |
|-------------------------|-------|
| 2012-13 | 1,560 |
| 2013-14 | 1,560 |
| 2014-15 | 1,480 |

Enrollment by Gender

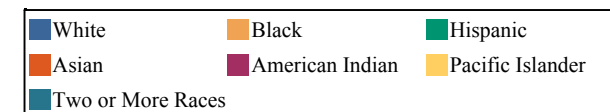
This graph presents the count of students by gender who were 'on roll' in October of each school year.



| | Male | Female |
|---------|------|--------|
| 2012-13 | 769 | 791 |
| 2013-14 | 762 | 798 |
| 2014-15 | 749 | 731 |

Current Year Enrollment by Program Participation

| 2014-15 | Count of Students | % of Enrollment |
|-------------------------------------|-------------------|-----------------|
| Students with Disability | 277 | 19% |
| Economically Disadvantaged Students | 285 | 19.3% |
| English Language Learners | 1 | 0.0% |



Language Diversity

This table presents the percentage of students who primarily speak each language in their home.

| 2014-15 | Percent |
|----------|---------|
| English | 87.3% |
| Spanish | 9.1% |
| Gujarati | 0.5% |
| Russian | 0.4% |
| Chinese | 0.3% |
| Hindi | 0.3% |
| Other | 2.0% |

ACADEMIC ACHIEVEMENT

**MONMOUTH
FREEHOLD REGIONAL**

GRADE SPAN 09-12

**FREEHOLD BOROUGH HIGH SCHOOL
2 ROBERTSVILLE ROAD
FREEHOLD, NJ 07728-1899**

The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L), Mathematics and Biology as demonstrated in 2014-2015 *Partnership for Assessment of Readiness for College and Careers (PARCC)* assessments and the End-of-Course Biology assessment. The below chart consist of three columns with measures. The first column - Schoolwide Performance - below includes the percentage of students who met or exceeded expectations in ELA/L or Math. The middle column - Peer School Percentile - indicates how the school's outcomes compare to its group of peer schools. The last column - Statewide Percentile - indicates how the school's outcomes compare to schools across the state in ELA/L.

| Academic Achievement | Schoolwide Performance | Peer Percentile | State Percentile |
|---|-------------------------------|------------------------|-------------------------|
| HS English Language Arts/Literacy Met or Exceeded Expectation | 50% | 74 | 71 |
| Math Met or Exceeded Expectation | 27% | | |

ESEA Waiver - English Language Arts/Literacy

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

| Subgroups | Valid Scores | % Meeting Standards | Participation Goal | Participation Rate | Met Participation? |
|-------------------------------------|---------------------|----------------------------|---------------------------|---------------------------|---------------------------|
| Schoolwide | 355 | 49.6% | 95% | 88.9% | NO |
| White | 217 | 56.2% | 95% | 85.1% | NO |
| African American | 30 | 20% | 95% | 95.5% | YES |
| Hispanic | 78 | 26.9% | 95% | 96.8% | YES |
| American Indian | - | - | -- | -- | -- |
| Asian | 30 | 90% | 95% | 87.5% | YES* |
| Two or More Races | - | - | -- | -- | -- |
| Students with Disability | 60 | 20% | 95% | 86.4% | NO |
| English Learner Students | - | - | -- | -- | -- |
| Economically Disadvantaged Students | 84 | 25% | 95% | 96.6% | YES |

YES* = Met Participation Rate (Participation Averaging applied)

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

ESEA Waiver - Math

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

| Subgroups | Valid Scores | % Meeting Standards | Participation Goal | Participation Rate | Met Participation? |
|-------------------------------------|--------------|---------------------|--------------------|--------------------|--------------------|
| Schoolwide | 331 | 26.9% | 95% | 89.5% | YES* |
| White | 206 | 33% | 95% | 85.4% | NO |
| African American | - | - | -- | -- | -- |
| Hispanic | - | - | -- | -- | -- |
| American Indian | - | - | -- | -- | -- |
| Asian | - | - | -- | -- | -- |
| Two or More Races | - | - | -- | -- | -- |
| Students with Disability | - | - | -- | -- | -- |
| English Learner Students | - | - | -- | -- | -- |
| Economically Disadvantaged Students | - | - | -- | -- | -- |

YES* = Met Participation Rate (Participation Averaging applied)

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

ACADEMIC ACHIEVEMENT

**MONMOUTH
FREEHOLD REGIONAL**

GRADE SPAN 09-12

**FREEHOLD BOROUGH HIGH SCHOOL
2 ROBERTSVILLE ROAD
FREEHOLD, NJ 07728-1899**

Proficiency Outcomes - Biology

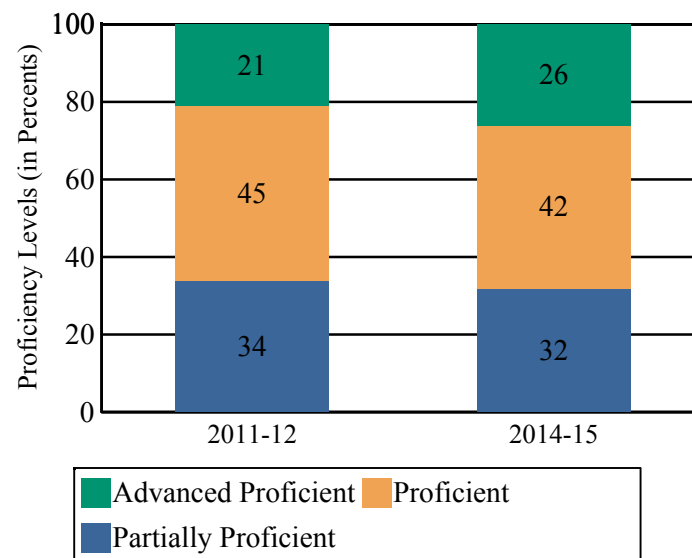
This table presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the New Jersey Biology Competency Test (NJBCT) in the latest school year.

| Subgroups | Advanced | Proficient | Partially Proficient |
|-------------------------------------|----------|------------|----------------------|
| Schoolwide | 26% | 42% | 32% |
| White | 27% | 47% | 27% |
| African American | - | - | - |
| Hispanic | - | - | - |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| English Language Learners | - | - | - |
| Economically Disadvantaged Students | - | - | - |

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

Proficiency Trends - Biology

This graph presents the percentage of students who scored in the Advanced Proficient, Proficient, and Partially Proficient categories of the Biology Competency Test over the last four years.



ACADEMIC ACHIEVEMENT

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PARCC Performance Level

The PARCC assesses how well students have learned grade-level material in English Language Arts/Literacy (ELA/L) and Math. The tests include questions that measure students' fundamental skills and knowledge, and require them to think critically, solve problems and support or explain their answers.

The PARCC reports students' overall scale scores that range from 650 to 850. To determine whether students have met academic expectations for their grade level/course in ELA/L and Math, students' overall scale scores are categorized into 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.

| Five Performance Levels | | | | |
|--|--|---|--|--|
| Level 1: Did Not Yet Meet Expectations <i>(Min. 650)</i> | Level 2: Partially Met Expectations | Level 3: Approached Expectations | Level 4: Met Expectations | Level 5: Exceeded Expectations <i>(Max. 850)</i> |

ACADEMIC ACHIEVEMENT

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PARCC ELA Performance Distribution - Grade - 09

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

| Subgroup | Valid Scores | 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 | 46 | 771 | 739 | 0% | 9% | 22% | 41% | 28% | 70% | 41% |
| White | 35 | 771 | 746 | 0% | 9% | 20% | 43% | 29% | 71% | 47% |
| African American | - | - | 723 | - | - | - | - | - | - | 23% |
| Hispanic | - | - | 725 | - | - | - | - | - | - | 26% |
| American Indian | - | - | 732 | - | - | - | - | - | - | 33% |
| Asian | - | - | 765 | - | - | - | - | - | - | 68% |
| Two or More Races | - | - | 731 | - | - | - | - | - | - | 36% |
| Students with Disability | - | - | 706 | - | - | - | - | - | - | 9% |
| English Language Learners | - | - | 693 | - | - | - | - | - | - | 5% |
| Economically Disadvantaged Students | - | - | 724 | - | - | - | - | - | - | 24% |

ACADEMIC ACHIEVEMENT

**MONMOUTH
FREEHOLD REGIONAL**

GRADE SPAN 09-12

**FREEHOLD BOROUGH HIGH SCHOOL
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PARCC ELA Performance Distribution - Grade - 10

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

| Subgroup | Valid Scores | 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 | 297 | 747 | 735 | 14% | 17% | 23% | 29% | 16% | 45% | 38% |
| White | 172 | 753 | 741 | 10% | 13% | 25% | 33% | 20% | 52% | 43% |
| African American | 29 | 725 | 717 | 21% | 24% | 34% | 21% | 0% | 21% | 22% |
| Hispanic | 74 | 727 | 720 | 27% | 28% | 19% | 23% | 3% | 26% | 24% |
| American Indian | - | - | 725 | - | - | - | - | - | - | 27% |
| Asian | 22 | 799 | 763 | 0% | 0% | 9% | 32% | 59% | 91% | 62% |
| Two or More Races | - | - | 729 | - | - | - | - | - | - | 34% |
| Students with Disability | - | - | 698 | - | - | - | - | - | - | 8% |
| English Language Learners | - | - | 685 | - | - | - | - | - | - | 4% |
| Economically Disadvantaged Students | 79 | 725 | 718 | 27% | 28% | 25% | 16% | 4% | 20% | 23% |

ACADEMIC ACHIEVEMENT

**MONMOUTH
FREEHOLD REGIONAL**

GRADE SPAN 09-12

**FREEHOLD BOROUGH HIGH SCHOOL
2 ROBERTSVILLE ROAD
FREEHOLD, NJ 07728-1899**

PARCC ELA Performance Distribution - Grade - 11

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

| Subgroup | Valid Scores | 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 | 183 | 745 | 741 | 12% | 16% | 25% | 34% | 13% | 47% | 42% |
| White | 94 | 757 | 745 | 7% | 11% | 23% | 39% | 19% | 59% | 46% |
| African American | 14 | 715 | 727 | 21% | 36% | 29% | 14% | 0% | 14% | 27% |
| Hispanic | 59 | 731 | 731 | 19% | 20% | 31% | 27% | 3% | 31% | 31% |
| American Indian | - | - | 745 | - | - | - | - | - | - | 38% |
| Asian | 16 | 763 | 765 | 6% | 13% | 13% | 50% | 19% | 69% | 64% |
| Two or More Races | - | - | 738 | - | - | - | - | - | - | 38% |
| Students with Disability | 47 | 722 | 712 | 23% | 21% | 21% | 28% | 6% | 34% | 16% |
| English Language Learners | - | - | 703 | - | - | - | - | - | - | 6% |
| Economically Disadvantaged Students | 61 | 730 | 730 | 18% | 23% | 23% | 31% | 5% | 36% | 30% |

Advanced Placement/International Baccalaureate English Performance Distribution

This graph presents the percentage of students in this school scoring in each performance level of the AP/IB English assessment. Students who score AP >= 3 or score IB >= 4 may earn college credit. Shown below the graph is a table that presents the percentage of students who achieved a score that could potentially earn college credit and the average score earned in the school.



| Subject | Valid Scores | % Eligible for College Credit | Average Score Earned in the School | Average Score Earned in the State |
|-------------|--------------|-------------------------------|------------------------------------|-----------------------------------|
| AP ENG LANG | 80 | 93.8% | 3.78 | 3.36 |

- Data is suppressed to protect the confidentiality of the students.

PARCC ALGEBRA I - Performance Distribution

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

| Subgroup | Valid Scores | 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 | 22 | 730 | 740 | 18% | 23% | 23% | 36% | 0% | 36% | 40% |
| White | 14 | 736 | 746 | 14% | 14% | 29% | 43% | 0% | 43% | 47% |
| African American | - | - | 722 | - | - | - | - | - | - | 20% |
| Hispanic | - | - | 725 | - | - | - | - | - | - | 21% |
| American Indian | - | - | 733 | - | - | - | - | - | - | 35% |
| Asian | - | - | 769 | - | - | - | - | - | - | 73% |
| Two or More Races | - | - | 734 | - | - | - | - | - | - | 35% |
| Students with Disability | - | - | 710 | - | - | - | - | - | - | 8% |
| English Language Learners | - | - | 710 | - | - | - | - | - | - | 7% |
| Economically Disadvantaged Students | - | - | 725 | - | - | - | - | - | - | 21% |

PARCC GEOMETRY - Performance Distribution

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

| Subgroup | Valid Scores | 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 | - | - | 728 | - | - | - | - | - | - | 21% |
| White | - | - | 731 | - | - | - | - | - | - | 24% |
| African American | - | - | 716 | - | - | - | - | - | - | 7% |
| Hispanic | - | - | 718 | - | - | - | - | - | - | 8% |
| American Indian | - | - | 722 | - | - | - | - | - | - | 12% |
| Asian | - | - | 751 | - | - | - | - | - | - | 54% |
| Two or More Races | - | - | 724 | - | - | - | - | - | - | 20% |
| Students with Disability | - | - | 709 | - | - | - | - | - | - | 4% |
| English Language Learners | - | - | 710 | - | - | - | - | - | - | 6% |
| Economically Disadvantaged Students | - | - | 718 | - | - | - | - | - | - | 8% |

PARCC ALGEBRA II - Performance Distribution

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

| Subgroup | Valid Scores | 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 | 176 | 741 | 721 | 11% | 24% | 22% | 39% | 4% | 43% | 24% |
| White | 116 | 744 | 725 | 9% | 22% | 22% | 43% | 4% | 47% | 27% |
| African American | - | - | 701 | - | - | - | - | - | - | 8% |
| Hispanic | 31 | 716 | 706 | 26% | 39% | 19% | 16% | 0% | 16% | 10% |
| American Indian | - | - | 720 | - | - | - | - | - | - | 23% |
| Asian | 23 | 763 | 751 | 0% | 17% | 17% | 57% | 9% | 65% | 53% |
| Two or More Races | - | - | 716 | - | - | - | - | - | - | 21% |
| Students with Disability | 11 | 726 | 691 | 9% | 27% | 27% | 36% | 0% | 36% | 4% |
| English Language Learners | - | - | 694 | - | - | - | - | - | - | 6% |
| Economically Disadvantaged Students | 26 | 723 | 705 | 31% | 23% | 23% | 23% | 0% | 23% | 9% |

COLLEGE AND CAREER READINESS

MONMOUTH

FREEHOLD REGIONAL

GRADE SPAN 09-12

FREEHOLD BOROUGH HIGH SCHOOL
2 ROBERTSVILLE ROAD
FREEHOLD, NJ 07728-1899

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. The table below presents five such indicators: the percentage of students enrolled in the 12th grade who took the SAT or ACT, the percentage of 10th and 11th graders who took the PSAT, the percentage of students who scored above the SAT benchmark of 1550, the percentage of 11th and 12th graders who took at least one AP or IB test in English, math, social studies or science, and the percentage of those AP or IB tests that were scored a 3 or higher.

The below chart consist of five columns with measures. The first column - Schoolwide Performance - represents the outcomes for these particular indicators in the school. The second column - Peer School Percentile - indicates how the school's performance compares to its group of peer schools. The third column - Statewide Percentile - indicates how the school's performance compares to schools across the state. The fourth column - Statewide Target - provides the statewide targets for each of these indicators. The last column - Met Target? - indicates whether the School Performance met or exceeded the statewide target. The Summary row presents the averages of the peer school percentiles, the average of statewide percentiles and the percentage of statewide targets met.

| College and Career Readiness Indicators | Schoolwide Performance | Peer Percentile | Statewide Percentile | Statewide Target | Met Target? |
|--|------------------------|-----------------|----------------------|------------------|-------------|
| Percent of Students Participating in SAT or ACT | 81% | 65 | 47 | 80% | YES |
| Percent of Students Participating in PSAT or PLAN | 41% | 3 | 12 | 60% | NO |
| Percent of Students Scoring Above 1550 on SAT | 54% | 77 | 73 | 40% | YES |
| Percent of Students Taking at least one AP Test or IB Test in English, Math, Social Studies or Science | 33% | 87 | 77 | 35% | NO |
| Percent of AP Tests ≥ 3 or IB Test ≥ 4 in English, Math, Social Studies or Science | 88% | 90 | 89 | 75% | YES |
| Summary | | 64 | 60 | | 60% |

College Readiness Test Participation

The first column of the table below presents the percentage of students enrolled in the 12th grade who took the SAT or ACT and the percentage of students enrolled in 10th and 11th grade who took the PSAT. The second column provides the average across the school's peer group for these two metrics.

| 2014-15 Percent of Students | School | Peer Avg. | State Avg. |
|----------------------------------|--------|-----------|------------|
| Participating in SAT | 78.4% | 77.6% | 79.1% |
| Participating in ACT | 31.6% | | 25.2% |
| Participating in PSAT or PLAN | 41.1% | 85.1% | 79.6% |
| Participating in Dual Enrollment | 15.6% | | 14.9% |

AP/IB Participation - 'Unique' Students

The table below presents the proportion of 'unique' students enrolled in at least 11th and 12th grade i.e., each student is counted once regardless of how many AP or IB courses he/she may take. The table also presents the proportion of how many 'unique' students took at least one AP or IB test to the school's enrollment in 11th and 12th grade.

| 2014-15 Percent of Students Taking | School | Peer Avg. | State Avg. |
|--|--------|-----------|------------|
| One or More Course | 47.5% | 37.2% | 36.3% |
| One or More Test | 38.6% | 28.8% | 30.7% |
| At least one AP or IB Test in English, Math, Social Studies or Science | 33.3% | 24.1% | 25.3% |

Note: Students who are enrolled in AP/IB coursework or take AP/IB tests in grades other than 11th and 12th are included in the numerator of this calculation.

COLLEGE AND CAREER READINESS

MONMOUTH
FREEHOLD REGIONAL

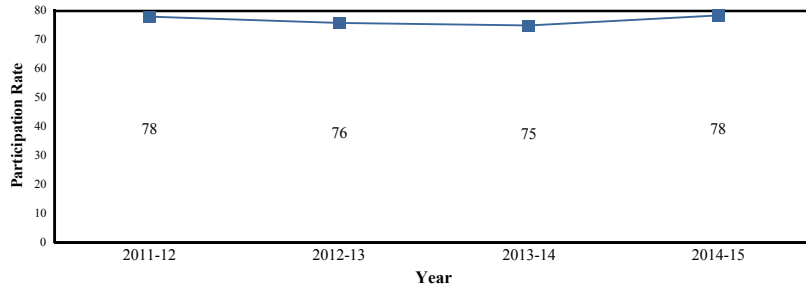
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GRADE SPAN 09-12

Participation Trends - SAT Testing

Participation Trends - SAT Testing

This graph presents the participation rate in the SAT over the last four years.



AP /IB Test Results

This table presents the percentage of all AP/IB tests taken by students enrolled in the school that were scored AP ≥ 3 and scored IB ≥ 4 .

| 2014-15 | School | Peer Avg. | State Avg. |
|---|--------|-----------|------------|
| Percent of AP Tests ≥ 3 or IB Test ≥ 4 | 88.1% | 74.7% | 72.4% |
| Percent of Scores in AP ≥ 3 or IB ≥ 4 in English, Math, Social Studies or Science | 88.3% | 72.9% | 69.7% |

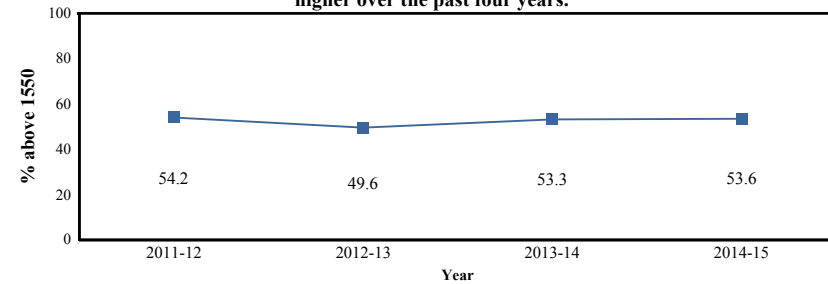
Scholastic Assessment Test (SAT) Results

This table presents the percentage of students who achieved a composite SAT score of 1550 or higher. The SAT benchmark score of 1550 (Critical Reading, Mathematics and Writing Score combined) indicates a 65 percent likelihood of achieving a B- average or higher during the first year of college, which in turn has been found by the College Board's research to be indicative of a high likelihood of college success and completion.

| 2014-15 | School | Peer Avg. | State Avg. |
|---|--------|-----------|------------|
| Percent of Students Scoring Above 1550 on SAT | 53.6% | 47.0% | 43.8% |

SAT Benchmark Trends

This chart presents the percentage of students who achieved a composite SAT score of 1550 or higher over the past four years.



Composite SAT Score

This chart presents the average composite SAT score from the last academic year for students enrolled in this school as well as the average scores achieved in Critical Reading, Mathematics and Writing. The averages from this school's peer group are also presented.

| 2014-15 | School | Peer Avg. | State Avg. |
|---------------------|--------|-----------|------------|
| Composite SAT Score | 1,607 | 1,546 | 1,508 |
| Critical Reading | 528 | 509 | 496 |
| Mathematics | 557 | 529 | 518 |
| Writing | 522 | 508 | 494 |

Composite SAT Score

This chart presents the scores achieved in Critical Reading, Mathematics and Writing by the students at the 25th percentile, the 50th percentile and the 75th percentile of the school's distribution of SAT scores.

| 2014-15 | Critical Reading | Mathematics | Writing |
|-----------------|------------------|-------------|---------|
| 75th Percentile | 600 | 650 | 610 |
| 50th Percentile | 520 | 550 | 510 |
| 25th Percentile | 440 | 470 | 430 |

COLLEGE AND CAREER READINESS

MONMOUTH
FREEHOLD REGIONAL

GRADE SPAN 09-12

FREEHOLD BOROUGH HIGH SCHOOL
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AP/IB Courses Offered

This table presents the count of students enrolled in each AP/IB course offered in this school in the first column. The second column presents the count of tests taken in each AP/IB course. The numbers may not match as some students do not take the test in the same year as they take the course and some students may take the course without taking the test or vice versa.

| AP/IB Course Name | Students Enrolled | Students Tested |
|---|-------------------|-----------------|
| AP English Language and Composition | 83 | 82 |
| AP Physics B | 80 | |
| AP Psychology | 78 | 54 |
| AP Microeconomics | 72 | 39 |
| AP English Literature and Composition | 70 | 31 |
| AP Macroeconomics | 66 | 39 |
| AP Chemistry | 60 | 55 |
| AP Calculus AB | 49 | 38 |
| AP U.S. History | 47 | 40 |
| AP Biology | 46 | 41 |
| AP Calculus BC | 45 | 44 |
| AP Computer Science A | 30 | 29 |
| AP Statistics | 18 | 19 |
| AP Studio Art/Drawing Portfolio | 6 | 1 |
| AP Spanish Language | 3 | 2 |
| AP Physics 1 | | 68 |
| AP Environmental Science | | 10 |
| AP Physics C: Electricity and Magnetism | | 1 |

| AP/IB Course Name | Students Enrolled | Students Tested |
|-------------------------|-------------------|-----------------|
| AP Physics C: Mechanics | | 1 |

Visual and Performing Arts

The chart below contains the percentage of students who were enrolled in at least one Dance, Drama/Theater, Music or Visual Arts class in this school. The last row shows the percentage of students who were enrolled in any Visual and Performing Arts classes in the school.

| Percent of Students Enrolled | School | State |
|--|--------------|--------------|
| Dance | N/R | 2.1% |
| Drama/Theater | 6.7% | 3.8% |
| Music | 7.5% | 17.8% |
| Visual Arts | 24.1% | 31.7% |
| Total: All Visual and Performing Arts | 37.9% | 49.9% |

N/R - Data Not Reported

Participation in Career Readiness

The chart below contains percentage of students who were participants in an approved Career and Technical Education Program in this school as well as across the State of New Jersey.

| Percent of Students Enrolled | School | State |
|--------------------------------|--------|-------|
| Participating in CTE | 20.9% | 18.3% |
| Structured Learning Experience | 8.2% | 7.0% |

N/R - Data Not Reported

GRADUATION AND POSTSECONDARY

MONMOUTH

FREEHOLD REGIONAL

GRADE SPAN 09-12

FREEHOLD BOROUGH HIGH SCHOOL

2 ROBERTSVILLE ROAD

FREEHOLD, NJ 07728-1899

This section of the performance report presents data about graduation, dropout and post-secondary attendance. The graduation rate is calculated according to the ESEA Cohort methodology as required by the United States Department of Education. Dropout rates are calculated from student-level data submitted by districts for students officially classified as dropouts. The dropout rate is the count of students who dropout in an academic year divided by the school's total enrollment.

The below chart consist of five columns with measures. The first column - Schoolwide Performance - represents the outcomes for these particular indicators in this school. The second column - Peer School Percentile - indicates how the school's performance compares to its group of peer schools. The third column - Statewide Percentile - indicates how the school's performance compares to schools across the state.. The fourth column - Statewide Target - provides the statewide targets for each of these indicators. The Statewide Target for Graduation Rate was established pursuant to NJDOE's ESEA Accountability Workbook. The last column - Met Target - indicates whether the School Performance met or exceeded the statewide target. The Summary row presents the averages of the peer school percentile, the average of statewide percentile and the percentage of statewide targets met.

| Graduation & Post Secondary Indicators | Schoolwide Performance | Peer Percentile | Statewide Percentile | Statewide Targets | Met Target |
|--|------------------------|-----------------|----------------------|-------------------|-------------|
| Overall Graduation Rate | 91% | 20 | 39 | 78% | YES |
| Dropout Rate | 0.8% | 39 | 36 | 2% | YES |
| SUMMARY - Graduation & Post-Secondary | | 30 | 38 | | 100% |

Graduation Rate by Subgroup

This table presents for all NCLB-identified subgroups the "4-year Adjusted Graduation Rate." This rate calculates the percentage of students who are awarded a regular, high school diploma within four years of becoming a first-time ninth grader. The rate is adjusted to account for students who 'transfer-in' and for students who are verified as 'transfers-out'.

| | School | State Target |
|-------------------------------------|--------|--------------|
| Schoolwide | 91% | 78% |
| White | 95% | |
| African American | - | |
| Hispanic | 77% | |
| American Indian | - | |
| Asian | 98% | |
| Native Hawaiian | - | |
| Two or More Races | - | |
| Students with Disability | 79% | |
| English Language Learners | - | |
| Economically Disadvantaged Students | 78% | |

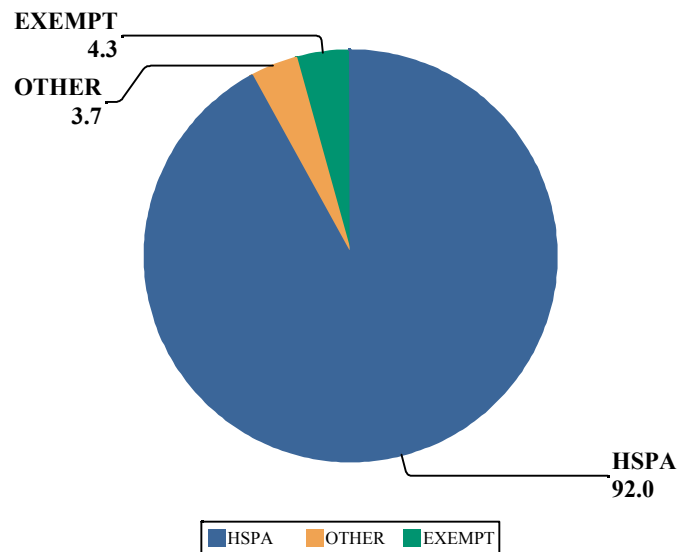
Dropout Rate by Subgroup

This table presents for all NCLB-identified subgroups the Dropout rate. This rate calculates the percentage of students who are classified as dropouts divided by the school's total enrollment and by each subgroup enrollment.

| | School | State Target |
|-------------------------------------|--------|--------------|
| Schoolwide | .8% | 2% |
| White | .6% | |
| African American | 1.6% | |
| Hispanic | .9% | |
| American Indian | - | |
| Asian | .6% | |
| Native Hawaiian | - | |
| Two or More Races | - | |
| Students with Disability | .7% | |
| English Language Learners | - | |
| Economically Disadvantaged Students | .7% | |

Graduation Pathway Rates

This chart presents the percentage of high school graduates who graduated by passing both sections of the HSPA, who were exempt from passing the HSPA, or who demonstrated proficiency through an alternative pathway such as through the Alternative High School Assessment, achievement of the 'Just Proficient Mean' or an appeal process.



Extended Year Graduation Rate

The chart below presents the 4-year and 5-year graduation rate for the prior school year's cohort in addition to the 4-year graduation rate for last year's cohort.

| Class of | 4-year Rate | 5-year Rate |
|----------|-------------|-------------|
| 2012 | 94% | 93% |
| 2013 | 93% | 95% |
| 2014 | 93% | 94% |
| 2015 | 91% | |

Postsecondary Enrollment Rates

This chart presents the enrollment rates of this school's high school graduates, 16-months after high school graduation. The data is from the National Student Clearinghouse which reports that it collects student-level enrollment data from 95% of Institutions of Higher Education nationwide.

The last columns indicate, for the schoolwide total and each subgroup, the percentage of postsecondary enrollees that were enrolled in either a 2 year or a 4 year institution.

| | Percent Enrolled | Percent in 2 Year | Percent in 4 Year |
|-------------------------------------|-------------------------|--------------------------|--------------------------|
| Statewide | 78.5% | 34.3% | 64.7% |
| Schoolwide | 82% | 38.8% | 61.2% |
| White | 87.3% | 35.5% | 64.5% |
| African American | 82.9% | 41.4% | 58.6% |
| Hispanic | 70.7% | 67.9% | 32.1% |
| Asian | 73.7% | 7.1% | 92.9% |
| American Indian | - | - | - |
| Native Hawaiian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | 63.9% | 64.1% | 35.9% |
| English Language Learners | - | - | - |
| Economically Disadvantaged Students | 72.2% | 69.2% | 30.8% |

WITHIN SCHOOL ACHIEVEMENT GAP

**MONMOUTH
FREEHOLD REGIONAL**

GRADE SPAN 09-12

**FREEHOLD BOROUGH HIGH SCHOOL
2 ROBERTSVILLE ROAD
FREEHOLD, NJ 07728-1899**

This section of the performance report presents data about the achievement gap that exists within a school - as measured by the difference between the students' scale scores at the 25th and 75th percentile in the school, the Interquartile Range (IQR). Taken together with an understanding of the overall and average achievement levels in the school, the IQR furthers an understanding of the range of student outcomes that exist in a school. A school gap smaller than the state gap indicates that the school's range of student outcomes is narrower than the state's while a school gap broader than the state gap indicates that the school's range of student outcomes is larger than the state's.

Grade Level - 09

PARCC English Language Arts/Literacy 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
|------------|--------------------|-------------------|
| 99th | 828 | 850 |
| 75th | 778 | 766 |
| 50th | 748 | 739 |
| 25th | 725 | 710 |
| 0th | 650 | 650 |

| | Scale Score Gap - School | Scale Score Gap - State |
|------------------|--------------------------|-------------------------|
| 25th vs 75th Gap | 53 | 56 |

PARCC ALG-1 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
|------------|--------------------|-------------------|
| 99th | 775 | 821 |
| 75th | 747 | 762 |
| 50th | 730 | 735 |
| 25th | 713 | 711 |
| 0th | 653 | 650 |

| | Scale Score Gap - School | Scale Score Gap - State |
|------------------|--------------------------|-------------------------|
| 25th vs 75th Gap | 34 | 51 |

WITHIN SCHOOL ACHIEVEMENT GAP

MONMOUTH

FREEHOLD REGIONAL

Grade Level - 10

PARCC English Language Arts/Literacy 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
|------------|--------------------|-------------------|
| 99th | 850 | 850 |
| 75th | 777 | 766 |
| 50th | 745 | 733 |
| 25th | 717 | 699 |
| 0th | 652 | 650 |

| | Scale Score Gap - School | Scale Score Gap - State |
|------------------|--------------------------|-------------------------|
| 25th vs 75th Gap | 60 | 67 |

Grade Level - 11

PARCC English Language Arts/Literacy 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
|------------|--------------------|-------------------|
| 99th | 847 | 850 |
| 75th | 769 | 768 |
| 50th | 747 | 740 |
| 25th | 717 | 711 |
| 0th | 657 | 650 |

| | Scale Score Gap - School | Scale Score Gap - State |
|------------------|--------------------------|-------------------------|
| 25th vs 75th Gap | 52 | 57 |

FREEHOLD BOROUGH HIGH SCHOOL
2 ROBERTSVILLE ROAD
FREEHOLD, NJ 07728-1899

GRADE SPAN 09-12

PARCC GEO 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
|------------|--------------------|-------------------|
| 99th | N/A | 793 |
| 75th | N/A | 747 |
| 50th | N/A | 726 |
| 25th | N/A | 710 |
| 0th | N/A | 650 |

| | Scale Score Gap - School | Scale Score Gap - State |
|------------------|--------------------------|-------------------------|
| 25th vs 75th Gap | N/A | 37 |

PARCC ALG-2 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
|------------|--------------------|-------------------|
| 99th | 822 | 813 |
| 75th | 775 | 748 |
| 50th | 741 | 718 |
| 25th | 716 | 692 |
| 0th | 650 | 650 |

| | Scale Score Gap - School | Scale Score Gap - State |
|------------------|--------------------------|-------------------------|
| 25th vs 75th Gap | 59 | 56 |

SCHOOL CLIMATE

MONMOUTH
FREEHOLD REGIONAL

FREEHOLD BOROUGH HIGH SCHOOL
2 ROBERTSVILLE ROAD
FREEHOLD, NJ 07728-1899

GRADE SPAN 09-12

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 |
|---------|-----------------|
| 2014-15 | 6 Hrs. 35 Mins. |

Student Suspension Rate

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

| | School |
|---------|--------|
| 2014-15 | 12.1% |

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.

| 2014-15 | School |
|-------------|-----------------|
| Full Time | 5 Hrs. 32 Mins. |
| Shared Time | 2 Hrs. 24 Mins. |

Student Expulsions

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

| | School |
|---------|--------|
| 2014-15 | 0 |

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.

| 2014-15 | School |
|----------------|--------|
| Faculty | 14 |
| Administrators | 370 |

SCHOOL PEER GROUP
MONMOUTH
FREEHOLD REGIONAL

FREEHOLD BOROUGH HIGH SCHOOL
2 ROBERTSVILLE ROAD
FREEHOLD, NJ 07728-1899

GRADE SPAN 09-12

This table presents the list of peer schools in alphabetical order by county name that was created specifically for this school (highlighted in yellow). Peer schools are drawn from across the state and represent schools that have similar grade configurations and that are educating students of similar demographic characteristics, as measured by enrollment in Free/Reduced Lunch Programs, Limited English Proficiency or Special Education Programs.

| <u>COUNTY NAME</u> | <u>DISTRICT NAME</u> | <u>SCHOOL NAME</u> | <u>CDS CODE</u> | <u>GRADES PAN</u> | <u>ECONOMICALLY DISADVANTAGED</u> | <u>ENGLISH LANGUAGE LEARNER</u> | <u>SPECIAL EDUCATION</u> |
|--------------------|---------------------------|---|--------------------|-------------------|-----------------------------------|---------------------------------|--------------------------|
| ATLANTIC | MAINLAND REGIONAL | MAINLAND REGIONAL HIGH SCHOOL | 01-2910-050 | 09-12 | 26.4% | 0% | 14.2% |
| BERGEN | FAIR LAWN BORO | FAIR LAWN HIGH SCHOOL | 03-1450-050 | 09-12 | 12.8% | 0.8% | 16% |
| BERGEN | MAHWAH TWP | MAHWAH HIGH SCHOOL | 03-2900-050 | 09-12 | 10.7% | 0.7% | 14.2% |
| BURLINGTON | CINNAMINSON TWP | CINNAMINSON HIGH SCHOOL | 05-0840-030 | 09-12 | 14.2% | 0.3% | 15.7% |
| BURLINGTON | LENAPE REGIONAL | CHEROKEE HIGH SCHOOL | 05-2610-040 | 09-12 | 11.9% | 0.6% | 17.8% |
| BURLINGTON | LENAPE REGIONAL | LENAPE HIGH SCHOOL | 05-2610-050 | 09-12 | 15.4% | 0.4% | 14.2% |
| BURLINGTON | NORTHERN BURLINGTON REG | NORTHERN BURLINGTON COUNTY REGIONAL HIGH SCHOOL | 05-3690-050 | 09-12 | 14.1% | 0.5% | 16.2% |
| CAMDEN | BLACK HORSE PIKE REGIONAL | TIMBER CREEK REGIONAL HIGH SCHOOL | 07-0390-030 | 09-12 | 28.1% | 0% | 11.8% |
| CAMDEN | CHERRY HILL TWP | CHERRY HILL HIGH SCHOOL EAST | 07-0800-030 | 09-12 | 13.2% | 0.6% | 12.3% |
| CAMDEN | EASTERN CAMDEN COUNTY REG | EASTERN REGIONAL HIGH SCHOOL | 07-1255-050 | 09-12 | 10.8% | 0.8% | 11.6% |
| CAMDEN | HADDON HEIGHTS BORO | HADDON HEIGHTS JR-SR HS | 07-1880-050 | 07-12 | 19% | 0.1% | 12.2% |
| CHARTERS | HOBOKEN CS | HOBOKEN CHARTER SCHOOL | 80-6720-930 | KG-12 | 26.8% | 0% | 13.2% |
| ESSEX | MONTCLAIR TOWN | MONTCLAIR HIGH SCHOOL | 13-3310-050 | 09-12 | 18.8% | 0.2% | 16.6% |
| GLOUCESTER | DELSEA REGIONAL H.S DIST. | DELSEA REGIONAL HIGH SCHOOL | 15-4940-050 | 09-12 | 26.7% | 0.2% | 11.5% |
| GLOUCESTER | PITMAN BORO | PITMAN HIGH SCHOOL | 15-4140-050 | 09-12 | 15.5% | 0% | 16% |
| GLOUCESTER | WASHINGTON TWP | WASHINGTON TOWNSHIP HIGH SCHOOL | 15-5500-010 | 09-12 | 17.1% | 0% | 14.5% |
| MERCER | HAMILTON TWP | HAMILTON EAST - STEINERT | 21-1950-050 | 09-12 | 12.7% | 0.5% | 12.8% |
| MIDDLESEX | MONROE TWP | MONROE TOWNSHIP HIGH SCHOOL | 23-3290-005 | 09-12 | 11.6% | 0.6% | 16.2% |
| MONMOUTH | FREEHOLD REGIONAL | FREEHOLD BOROUGH HIGH SCHOOL | 25-1650-050 | 09-12 | 19.3% | 0% | 17.6% |
| MONMOUTH | HAZLET TWP | RARITAN HIGH SCHOOL | 25-2105-050 | 09-12 | 15% | 0.4% | 15.3% |
| MONMOUTH | MANASQUAN BORO | MANASQUAN HIGH SCHOOL | 25-2930-050 | 09-12 | 14.9% | 0.8% | 13% |
| MONMOUTH | MATAWAN-ABERDEEN REGIONAL | MATAWAN REGIONAL HIGH SCHOOL | 25-3040-050 | 09-12 | 28.8% | 0.1% | 10% |

SCHOOL PEER GROUP

MONMOUTH

FREEHOLD REGIONAL

**FREEHOLD BOROUGH HIGH SCHOOL
2 ROBERTSVILLE ROAD
FREEHOLD, NJ 07728-1899**

GRADE SPAN 09-12

| MONMOUTH | MIDDLETOWN TWP | MIDDLETOWN HIGH SCHOOL NORTH | 25-3160-050 | 09-12 | 15.9% | 0.5% | 14.1% |
|----------|--------------------------|--|-------------|-------|-------|------|-------|
| MORRIS | MOUNT OLIVE TWP | MOUNT OLIVE HIGH SCHOOL | 27-3450-010 | 09-12 | 11.9% | 0.5% | 16.5% |
| MORRIS | ROXBURY TWP | ROXBURY HIGH SCHOOL DISTRICT | 27-4560-050 | 09-12 | 12.9% | 0.6% | 13.9% |
| OCEAN | BRICK TWP | BRICK TOWNSHIP MEMORIAL HIGH SCHOOL | 29-0530-025 | 09-12 | 24.5% | 0.1% | 15.6% |
| OCEAN | POINT PLEASANT BORO | POINT PLEASANT BOROUGH HIGH SCHOOL | 29-4210-030 | 09-12 | 15.9% | 0.7% | 15.2% |
| OCEAN | TOMS RIVER REGIONAL | TOMS RIVER HIGH SCHOOL EAST | 29-5190-030 | 09-12 | 22.1% | 0.3% | 11.5% |
| PASSAIC | WEST MILFORD TWP | WEST MILFORD HIGH SCHOOL | 31-5650-040 | 09-12 | 12.4% | 0.1% | 20.8% |
| SUSSEX | HIGH POINT REGIONAL | HIGH POINT REGIONAL HIGH SCHOOL | 37-2165-030 | 09-12 | 13.9% | 0.5% | 16% |
| SUSSEX | WALLKILL VALLEY REGIONAL | WALLKILL VALLEY REGIONAL HIGH SCHOOL DISTRICT | 37-5435-060 | 09-12 | 17.9% | 0% | 20.3% |



State of New Jersey
2014-15

25-1650-055

OVERVIEW

MONMOUTH
FREEHOLD REGIONAL

GRADE SPAN 09-12

FREEHOLD TOWNSHIP HIGH SCHOOL
281 ELTON ADELPHIA ROAD
FREEHOLD TWP., NJ 07728-1899

The New Jersey Department of Education (NJDOE) is pleased to present these annual reports of School Performance. 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 peer schools that are educating similar students, against statewide 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 deep, lengthy conversations about the full range of the data presented. As educators know well, measuring school performance is both an art and a science. While the School Performance Report brings attention to important student outcomes, 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 like time management and perseverance; 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 and collect well.

To learn more about New Jersey's school accountability system, please visit: <http://www.nj.gov/education/educators/>.

DEMOGRAPHIC INFORMATION

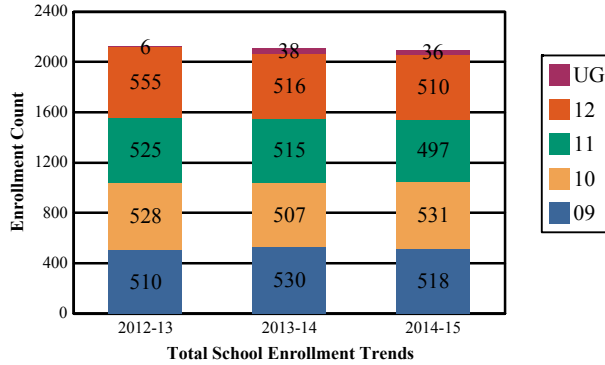
MONMOUTH
FREEHOLD REGIONAL

GRADE SPAN 09-12

FREEHOLD TOWNSHIP HIGH SCHOOL
281 ELTON ADELPHIA ROAD
FREEHOLD TWP., NJ 07728-1899

Enrollment by Grade

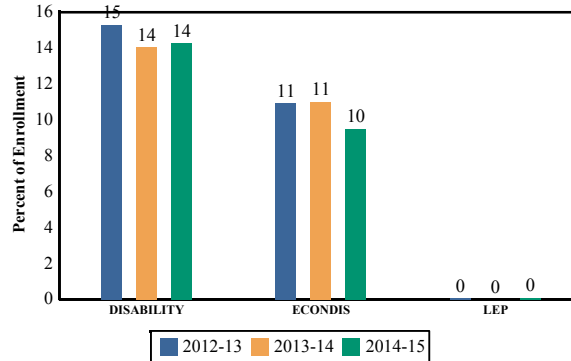
This graph presents the count of students who were 'on roll' by grade in October of each school year.



Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

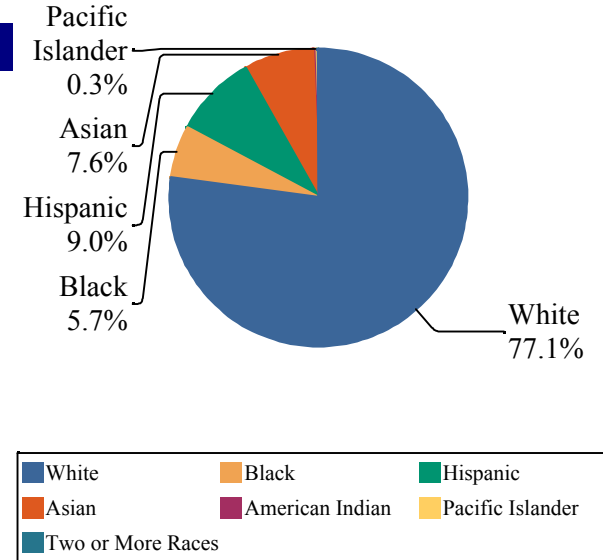
Enrollment Trends by Program Participation

This graph presents the percentages of students by program participation who were 'on roll' in October of each school year.



Enrollment by Ethnic/Racial Subgroup

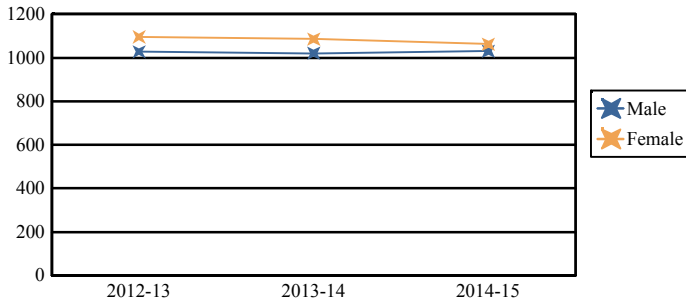
This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001.



| Total School Enrollment | |
|-------------------------|-------|
| 2012-13 | 2,123 |
| 2013-14 | 2,106 |
| 2014-15 | 2,092 |

Enrollment by Gender

This graph presents the count of students by gender who were 'on roll' in October of each school year.



| | Male | Female |
|---------|-------|--------|
| 2012-13 | 1,028 | 1,095 |
| 2013-14 | 1,020 | 1,086 |
| 2014-15 | 1,030 | 1,062 |

Current Year Enrollment by Program Participation

| 2014-15 | Count of Students | % of Enrollment |
|-------------------------------------|-------------------|-----------------|
| Students with Disability | 299 | 14% |
| Economically Disadvantaged Students | 199 | 9.5% |
| English Language Learners | 2 | 0.1% |

Language Diversity

This table presents the percentage of students who primarily speak each language in their home.

| 2014-15 | Percent |
|-----------------------|---------|
| English | 94.6% |
| Spanish | 1.9% |
| Russian | 0.8% |
| Chinese | 0.3% |
| Italian | 0.3% |
| Greek, Modern (1453-) | 0.3% |
| Other | 1.7% |

ACADEMIC ACHIEVEMENT

**MONMOUTH
FREEHOLD REGIONAL**

GRADE SPAN 09-12

**FREEHOLD TOWNSHIP HIGH SCHOOL
281 ELTON ADELPHIA ROAD
FREEHOLD TWP., NJ 07728-1899**

The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L), Mathematics and Biology as demonstrated in 2014-2015 *Partnership for Assessment of Readiness for College and Careers (PARCC)* assessments and the End-of-Course Biology assessment. The below chart consist of three columns with measures. The first column - Schoolwide Performance - below includes the percentage of students who met or exceeded expectations in ELA/L or Math. The middle column - Peer School Percentile - indicates how the school's outcomes compare to its group of peer schools. The last column - Statewide Percentile - indicates how the school's outcomes compare to schools across the state in ELA/L.

| Academic Achievement | Schoolwide Performance | Peer Percentile | State Percentile |
|---|------------------------|-----------------|------------------|
| HS English Language Arts/Literacy Met or Exceeded Expectation | 43% | 29 | 59 |
| Math Met or Exceeded Expectation | 22% | | |

ESEA Waiver - English Language Arts/Literacy

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

| Subgroups | Valid Scores | % Meeting Standards | Participation Goal | Participation Rate | Met Participation? |
|-------------------------------------|--------------|---------------------|--------------------|--------------------|--------------------|
| Schoolwide | 468 | 43% | 95% | 87.8% | NO |
| White | 357 | 42.6% | 95% | 86.8% | NO |
| African American | - | - | -- | -- | -- |
| Hispanic | 46 | 41.3% | 95% | 94.6% | YES |
| American Indian | - | - | -- | -- | -- |
| Asian | 40 | 62.5% | 95% | 91% | YES* |
| Two or More Races | - | - | -- | -- | -- |
| Students with Disability | - | - | -- | -- | -- |
| English Learner Students | - | - | -- | -- | -- |
| Economically Disadvantaged Students | 50 | 26% | 95% | 87.4% | NO |

YES* = Met Participation Rate (Participation Averaging applied)

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

ESEA Waiver - Math

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

| Subgroups | Valid Scores | % Meeting Standards | Participation Goal | Participation Rate | Met Participation? |
|-------------------------------------|--------------|---------------------|--------------------|--------------------|--------------------|
| Schoolwide | 457 | 22.3% | 95% | 89.1% | YES* |
| White | 350 | 23.7% | 95% | 88.2% | NO |
| African American | - | - | -- | -- | -- |
| Hispanic | 42 | 11.9% | 95% | 93.3% | YES* |
| American Indian | - | - | -- | -- | -- |
| Asian | 39 | 33.3% | 95% | 94.1% | YES* |
| Two or More Races | - | - | -- | -- | -- |
| Students with Disability | - | - | -- | -- | -- |
| English Learner Students | - | - | -- | -- | -- |
| Economically Disadvantaged Students | - | - | -- | -- | -- |

YES* = Met Participation Rate (Participation Averaging applied)

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

ACADEMIC ACHIEVEMENT

**MONMOUTH
FREEHOLD REGIONAL**

GRADE SPAN 09-12

**FREEHOLD TOWNSHIP HIGH SCHOOL
281 ELTON ADELPHIA ROAD
FREEHOLD TWP., NJ 07728-1899**

Proficiency Outcomes - Biology

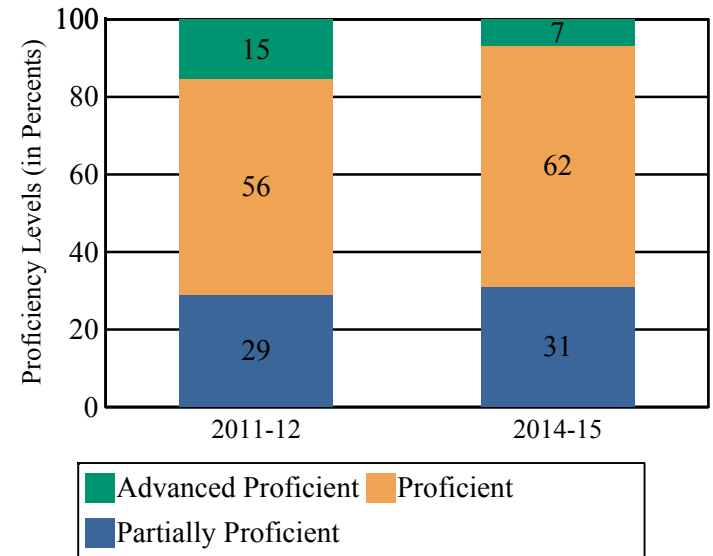
This table presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the New Jersey Biology Competency Test (NJBCT) in the latest school year.

| Subgroups | Advanced | Proficient | Partially Proficient |
|-------------------------------------|----------|------------|----------------------|
| Schoolwide | 7% | 62% | 31% |
| White | 9% | 59% | 32% |
| African American | - | - | - |
| Hispanic | - | - | - |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| English Language Learners | - | - | - |
| Economically Disadvantaged Students | - | - | - |

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

Proficiency Trends - Biology

This graph presents the percentage of students who scored in the Advanced Proficient, Proficient, and Partially Proficient categories of the Biology Competency Test over the last four years.



ACADEMIC ACHIEVEMENT

**MONMOUTH
FREEHOLD REGIONAL**

GRADE SPAN 09-12

**FREEHOLD TOWNSHIP HIGH SCHOOL
281 ELTON ADELPHIA ROAD
FREEHOLD TWP., NJ 07728-1899**

PARCC Performance Level

The PARCC assesses how well students have learned grade-level material in English Language Arts/Literacy (ELA/L) and Math. The tests include questions that measure students' fundamental skills and knowledge, and require them to think critically, solve problems and support or explain their answers.

The PARCC reports students' overall scale scores that range from 650 to 850. To determine whether students have met academic expectations for their grade level/course in ELA/L and Math, students' overall scale scores are categorized into 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.

| Five Performance Levels | | | | |
|--|--|---|--|--|
| Level 1: Did Not Yet Meet Expectations <i>(Min. 650)</i> | Level 2: Partially Met Expectations | Level 3: Approached Expectations | Level 4: Met Expectations | Level 5: Exceeded Expectations <i>(Max. 850)</i> |

ACADEMIC ACHIEVEMENT

**MONMOUTH
FREEHOLD REGIONAL**

GRADE SPAN 09-12

**FREEHOLD TOWNSHIP HIGH SCHOOL
281 ELTON ADELPHIA ROAD
FREEHOLD TWP., NJ 07728-1899**

PARCC ELA Performance Distribution - Grade - 09

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

| Subgroup | Valid Scores | 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 | 30 | 759 | 739 | 7% | 7% | 17% | 57% | 13% | 70% | 41% |
| White | 24 | 757 | 746 | 8% | 8% | 17% | 50% | 17% | 67% | 47% |
| African American | - | - | 723 | - | - | - | - | - | - | 23% |
| Hispanic | - | - | 725 | - | - | - | - | - | - | 26% |
| American Indian | - | - | 732 | - | - | - | - | - | - | 33% |
| Asian | - | - | 765 | - | - | - | - | - | - | 68% |
| Two or More Races | - | - | 731 | - | - | - | - | - | - | 36% |
| Students with Disability | - | - | 706 | - | - | - | - | - | - | 9% |
| English Language Learners | - | - | 693 | - | - | - | - | - | - | 5% |
| Economically Disadvantaged Students | - | - | 724 | - | - | - | - | - | - | 24% |

ACADEMIC ACHIEVEMENT

**MONMOUTH
FREEHOLD REGIONAL**

GRADE SPAN 09-12

**FREEHOLD TOWNSHIP HIGH SCHOOL
281 ELTON ADELPHIA ROAD
FREEHOLD TWP., NJ 07728-1899**

PARCC ELA Performance Distribution - Grade - 10

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

| Subgroup | Valid Scores | 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 | 437 | 740 | 735 | 20% | 17% | 22% | 29% | 12% | 41% | 38% |
| White | 333 | 741 | 741 | 18% | 17% | 24% | 28% | 13% | 41% | 43% |
| African American | 21 | 711 | 717 | 43% | 19% | 24% | 14% | 0% | 14% | 22% |
| Hispanic | 44 | 731 | 720 | 27% | 23% | 11% | 30% | 9% | 39% | 24% |
| American Indian | - | - | 725 | - | - | - | - | - | - | 27% |
| Asian | 36 | 757 | 763 | 17% | 11% | 11% | 42% | 19% | 61% | 62% |
| Two or More Races | - | - | 729 | - | - | - | - | - | - | 34% |
| Students with Disability | - | - | 698 | - | - | - | - | - | - | 8% |
| English Language Learners | - | - | 685 | - | - | - | - | - | - | 4% |
| Economically Disadvantaged Students | 48 | 725 | 718 | 25% | 31% | 19% | 23% | 2% | 25% | 23% |

ACADEMIC ACHIEVEMENT

**MONMOUTH
FREEHOLD REGIONAL**

GRADE SPAN 09-12

**FREEHOLD TOWNSHIP HIGH SCHOOL
281 ELTON ADELPHIA ROAD
FREEHOLD TWP., NJ 07728-1899**

PARCC ELA Performance Distribution - Grade - 11

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

| Subgroup | Valid Scores | 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 | 355 | 744 | 741 | 13% | 19% | 25% | 32% | 11% | 43% | 42% |
| White | 263 | 745 | 745 | 13% | 17% | 26% | 32% | 12% | 44% | 46% |
| African American | 27 | 726 | 727 | 19% | 33% | 33% | 15% | 0% | 15% | 27% |
| Hispanic | 34 | 724 | 731 | 18% | 32% | 29% | 18% | 3% | 21% | 31% |
| American Indian | - | - | 745 | - | - | - | - | - | - | 38% |
| Asian | 31 | 771 | 765 | 3% | 10% | 3% | 61% | 23% | 84% | 64% |
| Two or More Races | - | - | 738 | - | - | - | - | - | - | 38% |
| Students with Disability | 45 | 716 | 712 | 29% | 33% | 22% | 16% | 0% | 16% | 16% |
| English Language Learners | - | - | 703 | - | - | - | - | - | - | 6% |
| Economically Disadvantaged Students | 50 | 730 | 730 | 22% | 20% | 20% | 36% | 2% | 38% | 30% |

Advanced Placement/International Baccalaureate English Performance Distribution

This graph presents the percentage of students in this school scoring in each performance level of the AP/IB English assessment. Students who score AP >= 3 or score IB >= 4 may earn college credit. Shown below the graph is a table that presents the percentage of students who achieved a score that could potentially earn college credit and the average score earned in the school.



| Subject | Valid Scores | % Eligible for College Credit | Average Score Earned in the School | Average Score Earned in the State |
|-------------|--------------|-------------------------------|------------------------------------|-----------------------------------|
| AP ENG LANG | 35 | 54.3% | 2.91 | 3.36 |

- Data is suppressed to protect the confidentiality of the students.

PARCC ALGEBRA I - Performance Distribution

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

| Subgroup | Valid Scores | 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 | 20 | 719 | 740 | 30% | 20% | 35% | 15% | 0% | 15% | 40% |
| White | 13 | 718 | 746 | 38% | 8% | 38% | 15% | 0% | 15% | 47% |
| African American | - | - | 722 | - | - | - | - | - | - | 20% |
| Hispanic | - | - | 725 | - | - | - | - | - | - | 21% |
| American Indian | - | - | 733 | - | - | - | - | - | - | 35% |
| Asian | - | - | 769 | - | - | - | - | - | - | 73% |
| Two or More Races | - | - | 734 | - | - | - | - | - | - | 35% |
| Students with Disability | - | - | 710 | - | - | - | - | - | - | 8% |
| English Language Learners | - | - | 710 | - | - | - | - | - | - | 7% |
| Economically Disadvantaged Students | - | - | 725 | - | - | - | - | - | - | 21% |

ACADEMIC ACHIEVEMENT

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PARCC GEOMETRY - Performance Distribution

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

| Subgroup | Valid Scores | 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 | - | - | 728 | - | - | - | - | - | - | 21% |
| White | - | - | 731 | - | - | - | - | - | - | 24% |
| African American | - | - | 716 | - | - | - | - | - | - | 7% |
| Hispanic | - | - | 718 | - | - | - | - | - | - | 8% |
| American Indian | - | - | 722 | - | - | - | - | - | - | 12% |
| Asian | - | - | 751 | - | - | - | - | - | - | 54% |
| Two or More Races | - | - | 724 | - | - | - | - | - | - | 20% |
| Students with Disability | - | - | 709 | - | - | - | - | - | - | 4% |
| English Language Learners | - | - | 710 | - | - | - | - | - | - | 6% |
| Economically Disadvantaged Students | - | - | 718 | - | - | - | - | - | - | 8% |

ACADEMIC ACHIEVEMENT

**MONMOUTH
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GRADE SPAN 09-12

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PARCC ALGEBRA II - Performance Distribution

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

| Subgroup | Valid Scores | 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 | 355 | 723 | 721 | 25% | 23% | 28% | 25% | 0% | 25% | 24% |
| White | 263 | 725 | 725 | 22% | 25% | 27% | 26% | 0% | 27% | 27% |
| African American | - | - | 701 | - | - | - | - | - | - | 8% |
| Hispanic | 31 | 717 | 706 | 39% | 16% | 29% | 16% | 0% | 16% | 10% |
| American Indian | - | - | 720 | - | - | - | - | - | - | 23% |
| Asian | 35 | 734 | 751 | 17% | 14% | 34% | 34% | 0% | 34% | 53% |
| Two or More Races | - | - | 716 | - | - | - | - | - | - | 21% |
| Students with Disability | 18 | 713 | 691 | 28% | 28% | 28% | 17% | 0% | 17% | 4% |
| English Language Learners | - | - | 694 | - | - | - | - | - | - | 6% |
| Economically Disadvantaged Students | 37 | 709 | 705 | 51% | 8% | 24% | 16% | 0% | 16% | 9% |

COLLEGE AND CAREER READINESS

MONMOUTH

FREEHOLD REGIONAL

GRADE SPAN 09-12

FREEHOLD TOWNSHIP HIGH SCHOOL
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FREEHOLD TWP., NJ 07728-1899

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. The table below presents five such indicators: the percentage of students enrolled in the 12th grade who took the SAT or ACT, the percentage of 10th and 11th graders who took the PSAT, the percentage of students who scored above the SAT benchmark of 1550, the percentage of 11th and 12th graders who took at least one AP or IB test in English, math, social studies or science, and the percentage of those AP or IB tests that were scored a 3 or higher.

The below chart consist of five columns with measures. The first column - Schoolwide Performance - represents the outcomes for these particular indicators in the school. The second column - Peer School Percentile - indicates how the school's performance compares to its group of peer schools. The third column - Statewide Percentile - indicates how the school's performance compares to schools across the state. The fourth column - Statewide Target - provides the statewide targets for each of these indicators. The last column - Met Target? - indicates whether the School Performance met or exceeded the statewide target. The Summary row presents the averages of the peer school percentiles, the average of statewide percentiles and the percentage of statewide targets met.

| College and Career Readiness Indicators | Schoolwide Performance | Peer Percentile | Statewide Percentile | Statewide Target | Met Target? |
|--|------------------------|-----------------|----------------------|------------------|-------------|
| Percent of Students Participating in SAT or ACT | 83% | 13 | 51 | 80% | YES |
| Percent of Students Participating in PSAT or PLAN | 47% | 6 | 18 | 60% | NO |
| Percent of Students Scoring Above 1550 on SAT | 54% | 26 | 73 | 40% | YES |
| Percent of Students Taking at least one AP Test or IB Test in English, Math, Social Studies or Science | 35% | 58 | 79 | 35% | YES |
| Percent of AP Tests ≥ 3 or IB Test ≥ 4 in English, Math, Social Studies or Science | 60% | 13 | 45 | 75% | NO |
| Summary | | 23 | 53 | | 60% |

College Readiness Test Participation

The first column of the table below presents the percentage of students enrolled in the 12th grade who took the SAT or ACT and the percentage of students enrolled in 10th and 11th grade who took the PSAT. The second column provides the average across the school's peer group for these two metrics.

| 2014-15 Percent of Students | School | Peer Avg. | State Avg. |
|----------------------------------|--------|-----------|------------|
| Participating in SAT | 80.3% | 88.0% | 79.1% |
| Participating in ACT | 21.8% | | 25.2% |
| Participating in PSAT or PLAN | 47.5% | 79.2% | 79.6% |
| Participating in Dual Enrollment | 5.1% | | 14.9% |

AP/IB Participation - 'Unique' Students

The table below presents the proportion of 'unique' students enrolled in at least 11th and 12th grade i.e., each student is counted once regardless of how many AP or IB courses he/she may take. The table also presents the proportion of how many 'unique' students took at least one AP or IB test to the school's enrollment in 11th and 12th grade.

| 2014-15 Percent of Students Taking | School | Peer Avg. | State Avg. |
|--|--------|-----------|------------|
| One or More Course | 54.5% | 50.0% | 36.3% |
| One or More Test | 39.7% | 42.9% | 30.7% |
| At least one AP or IB Test in English, Math, Social Studies or Science | 35.5% | 36.5% | 25.3% |

Note: Students who are enrolled in AP/IB coursework or take AP/IB tests in grades other than 11th and 12th are included in the numerator of this calculation.

COLLEGE AND CAREER READINESS

MONMOUTH
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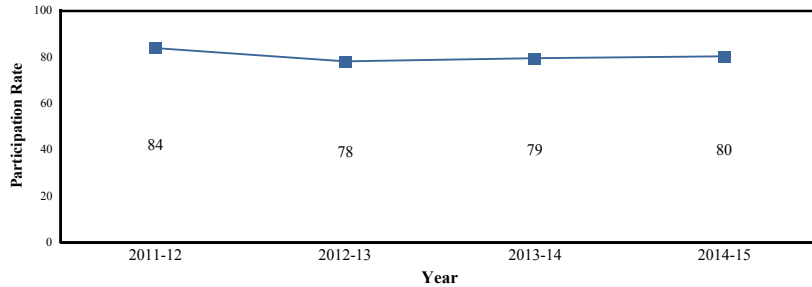
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GRADE SPAN 09-12

Participation Trends - SAT Testing

Participation Trends - SAT Testing

This graph presents the participation rate in the SAT over the last four years.



AP /IB Test Results

This table presents the percentage of all AP/IB tests taken by students enrolled in the school that were scored AP >= 3 and scored IB >= 4.

| 2014-15 | School | Peer Avg. | State Avg. |
|---|--------|-----------|------------|
| Percent of AP Tests >= 3 or IB Test >= 4 | 62.3% | 80.1% | 72.4% |
| Percent of Scores in AP >= 3 or IB >= 4 in English, Math, Social Studies or Science | 60.2% | 78.1% | 69.7% |

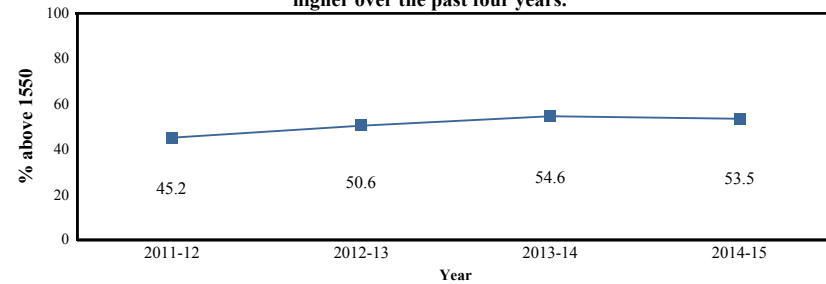
Scholastic Assessment Test (SAT) Results

This table presents the percentage of students who achieved a composite SAT score of 1550 or higher. The SAT benchmark score of 1550 (Critical Reading, Mathematics and Writing Score combined) indicates a 65 percent likelihood of achieving a B- average or higher during the first year of college, which in turn has been found by the College Board's research to be indicative of a high likelihood of college success and completion.

| 2014-15 | School | Peer Avg. | State Avg. |
|---|--------|-----------|------------|
| Percent of Students Scoring Above 1550 on SAT | 53.5% | 60.2% | 43.8% |

SAT Benchmark Trends

This chart presents the percentage of students who achieved a composite SAT score of 1550 or higher over the past four years.



Composite SAT Score

This chart presents the average composite SAT score from the last academic year for students enrolled in this school as well as the average scores achieved in Critical Reading, Mathematics and Writing. The averages from this school's peer group are also presented.

| 2014-15 | School | Peer Avg. | State Avg. |
|---------------------|--------|-----------|------------|
| Composite SAT Score | 1,582 | 1,632 | 1,508 |
| Critical Reading | 525 | 534 | 496 |
| Mathematics | 537 | 561 | 518 |
| Writing | 520 | 537 | 494 |

Composite SAT Score

This chart presents the scores achieved in Critical Reading, Mathematics and Writing by the students at the 25th percentile, the 50th percentile and the 75th percentile of the school's distribution of SAT scores.

| 2014-15 | Critical Reading | Mathematics | Writing |
|-----------------|------------------|-------------|---------|
| 75th Percentile | 590 | 610 | 590 |
| 50th Percentile | 520 | 540 | 510 |
| 25th Percentile | 470 | 470 | 450 |

COLLEGE AND CAREER READINESS

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AP/IB Courses Offered

This table presents the count of students enrolled in each AP/IB course offered in this school in the first column. The second column presents the count of tests taken in each AP/IB course. The numbers may not match as some students do not take the test in the same year as they take the course and some students may take the course without taking the test or vice versa.

| AP/IB Course Name | Students Enrolled | Students Tested |
|--|-------------------|-----------------|
| AP U.S. History | 219 | 191 |
| AP Calculus AB | 96 | 64 |
| AP Psychology | 91 | 37 |
| AP Physics B | 89 | |
| AP Statistics | 81 | 47 |
| AP U.S. Government and Politics | 76 | 43 |
| AP English Literature and Composition | 74 | 43 |
| AP European History | 42 | 11 |
| AP Biology | 40 | 16 |
| AP Computer Science A | 38 | 11 |
| AP English Language and Composition | 37 | 37 |
| AP Comparative Government and Politics | 27 | 27 |
| AP Human Geography | 25 | 3 |
| AP Latin (Virgil, Catullus and Horace) | 22 | 14 |
| AP Microeconomics | 20 | 6 |
| AP Calculus BC | 19 | 19 |
| AP Macroeconomics | 18 | 7 |
| AP Spanish Language | 12 | 12 |

| AP/IB Course Name | Students Enrolled | Students Tested |
|---|-------------------|-----------------|
| AP Italian Language and Culture | 5 | 1 |
| AP French Language | 3 | 1 |
| AP Physics 1 | | 47 |
| AP Environmental Science | | 15 |
| AP Physics C: Electricity and Magnetism | | 10 |
| AP Physics C: Mechanics | | 10 |
| AP Physics 2 | | 3 |
| AP Chinese Language and Culture | | 1 |
| AP Music Theory | | 1 |

Visual and Performing Arts

The chart below contains the percentage of students who were enrolled in at least one Dance, Drama/Theater, Music or Visual Arts class in this school. The last row shows the percentage of students who were enrolled in any Visual and Performing Arts classes in the school.

| Percent of Students Enrolled | School | State |
|--|--------------|--------------|
| Dance | N/R | 2.1% |
| Drama/Theater | 5.7% | 3.8% |
| Music | 5.7% | 17.8% |
| Visual Arts | 26.8% | 31.7% |
| Total: All Visual and Performing Arts | 37.3% | 49.9% |

N/R - Data Not Reported

Participation in Career Readiness

The chart below contains percentage of students who were participants in an approved Career and Technical Education Program in this school as well as across the State of New Jersey.

| Percent of Students Enrolled | School | State |
|--------------------------------|--------|-------|
| Participating in CTE | 6.4% | 18.3% |
| Structured Learning Experience | 5.5% | 7.0% |

N/R - Data Not Reported

GRADUATION AND POSTSECONDARY

MONMOUTH

FREEHOLD REGIONAL

GRADE SPAN 09-12

FREEHOLD TOWNSHIP HIGH SCHOOL

281 ELTON ADELPHIA ROAD

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This section of the performance report presents data about graduation, dropout and post-secondary attendance. The graduation rate is calculated according to the ESEA Cohort methodology as required by the United States Department of Education. Dropout rates are calculated from student-level data submitted by districts for students officially classified as dropouts. The dropout rate is the count of students who dropout in an academic year divided by the school's total enrollment.

The below chart consist of five columns with measures. The first column - Schoolwide Performance - represents the outcomes for these particular indicators in this school. The second column - Peer School Percentile - indicates how the school's performance compares to its group of peer schools. The third column - Statewide Percentile - indicates how the school's performance compares to schools across the state.. The fourth column - Statewide Target - provides the statewide targets for each of these indicators. The Statewide Target for Graduation Rate was established pursuant to NJDOE's ESEA Accountability Workbook. The last column - Met Target - indicates whether the School Performance met or exceeded the statewide target. The Summary row presents the averages of the peer school percentile, the average of statewide percentile and the percentage of statewide targets met.

| Graduation & Post Secondary Indicators | Schoolwide Performance | Peer Percentile | Statewide Percentile | Statewide Targets | Met Target |
|--|------------------------|-----------------|----------------------|-------------------|-------------|
| Overall Graduation Rate | 93% | 10 | 50 | 78% | YES |
| Dropout Rate | 0.6% | 19 | 46 | 2% | YES |
| SUMMARY - Graduation & Post-Secondary | | 15 | 48 | | 100% |

Graduation Rate by Subgroup

This table presents for all NCLB-identified subgroups the "4-year Adjusted Graduation Rate." This rate calculates the percentage of students who are awarded a regular, high school diploma within four years of becoming a first-time ninth grader. The rate is adjusted to account for students who 'transfer-in' and for students who are verified as 'transfers-out'.

| | School | State Target |
|-------------------------------------|--------|--------------|
| Schoolwide | 93% | 78% |
| White | 94% | |
| African American | 88% | |
| Hispanic | 90% | |
| American Indian | - | |
| Asian | 91% | |
| Native Hawaiian | - | |
| Two or More Races | - | |
| Students with Disability | 82% | |
| English Language Learners | - | |
| Economically Disadvantaged Students | 88% | |

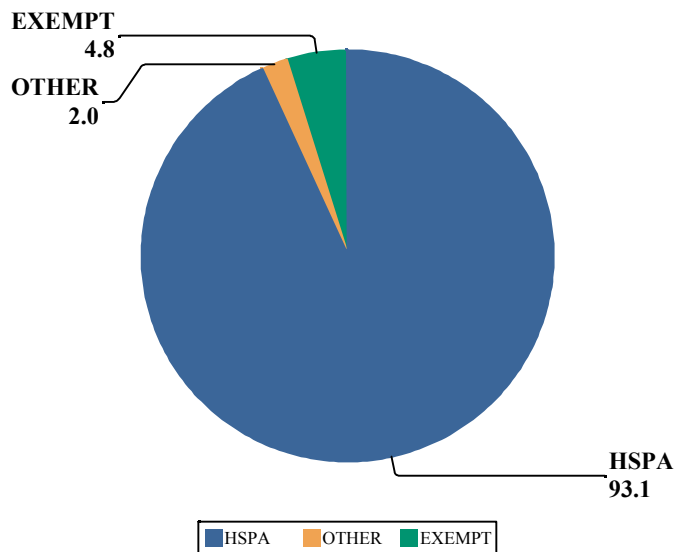
Dropout Rate by Subgroup

This table presents for all NCLB-identified subgroups the Dropout rate. This rate calculates the percentage of students who are classified as dropouts divided by the school's total enrollment and by each subgroup enrollment.

| | School | State Target |
|-------------------------------------|--------|--------------|
| Schoolwide | .6% | 2% |
| White | .6% | |
| African American | 0% | |
| Hispanic | 1.6% | |
| American Indian | - | |
| Asian | 0% | |
| Native Hawaiian | - | |
| Two or More Races | - | |
| Students with Disability | .7% | |
| English Language Learners | - | |
| Economically Disadvantaged Students | 0% | |

Graduation Pathway Rates

This chart presents the percentage of high school graduates who graduated by passing both sections of the HSPA, who were exempt from passing the HSPA, or who demonstrated proficiency through an alternative pathway such as through the Alternative High School Assessment, achievement of the 'Just Proficient Mean' or an appeal process.



Extended Year Graduation Rate

The chart below presents the 4-year and 5-year graduation rate for the prior school year's cohort in addition to the 4-year graduation rate for last year's cohort.

| Class of | 4-year Rate | 5-year Rate |
|----------|-------------|-------------|
| 2012 | 94% | 93% |
| 2013 | 96% | 95% |
| 2014 | 95% | 93% |
| 2015 | 93% | |

Postsecondary Enrollment Rates

This chart presents the enrollment rates of this school’s high school graduates, 16-months after high school graduation. The data is from the National Student Clearinghouse which reports that it collects student-level enrollment data from 95% of Institutions of Higher Education nationwide.

The last columns indicate, for the schoolwide total and each subgroup, the percentage of postsecondary enrollees that were enrolled in either a 2 year or a 4 year institution.

| | Percent Enrolled | Percent in 2 Year | Percent in 4 Year |
|-------------------------------------|-------------------------|--------------------------|--------------------------|
| Statewide | 78.5% | 34.3% | 64.7% |
| Schoolwide | 88% | 35.9% | 64.1% |
| White | 89% | 36.8% | 63.2% |
| African American | - | - | - |
| Hispanic | 76.2% | 46.9% | 53.1% |
| Asian | 100% | 10% | 90% |
| American Indian | - | - | - |
| Native Hawaiian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | 68.9% | 64.7% | 35.3% |
| English Language Learners | - | - | - |
| Economically Disadvantaged Students | 80% | 70% | 30% |

WITHIN SCHOOL ACHIEVEMENT GAP

MONMOUTH
FREEHOLD REGIONAL

GRADE SPAN 09-12

FREEHOLD TOWNSHIP HIGH SCHOOL
281 ELTON ADELPHIA ROAD
FREEHOLD TWP., NJ 07728-1899

This section of the performance report presents data about the achievement gap that exists within a school - as measured by the difference between the students' scale scores at the 25th and 75th percentile in the school, the Interquartile Range (IQR). Taken together with an understanding of the overall and average achievement levels in the school, the IQR furthers an understanding of the range of student outcomes that exist in a school. A school gap smaller than the state gap indicates that the school's range of student outcomes is narrower than the state's while a school gap broader than the state gap indicates that the school's range of student outcomes is larger than the state's.

Grade Level - 09

PARCC English Language Arts/Literacy 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
|------------|--------------------|-------------------|
| 99th | 817 | 850 |
| 75th | 766 | 766 |
| 50th | 745 | 739 |
| 25th | 724 | 710 |
| 0th | 651 | 650 |

| | Scale Score Gap - School | Scale Score Gap - State |
|------------------|--------------------------|-------------------------|
| 25th vs 75th Gap | 42 | 56 |

PARCC ALG-1 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
|------------|--------------------|-------------------|
| 99th | 773 | 821 |
| 75th | 748 | 762 |
| 50th | 731 | 735 |
| 25th | 715 | 711 |
| 0th | 650 | 650 |

| | Scale Score Gap - School | Scale Score Gap - State |
|------------------|--------------------------|-------------------------|
| 25th vs 75th Gap | 33 | 51 |

WITHIN SCHOOL ACHIEVEMENT GAP

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Grade Level - 10

PARCC English Language Arts/Literacy 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
|------------|--------------------|-------------------|
| 99th | 838 | 850 |
| 75th | 771 | 766 |
| 50th | 740 | 733 |
| 25th | 707 | 699 |
| 0th | 650 | 650 |

| | Scale Score Gap - School | Scale Score Gap - State |
|------------------|--------------------------|-------------------------|
| 25th vs 75th Gap | 64 | 67 |

Grade Level - 11

PARCC English Language Arts/Literacy 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
|------------|--------------------|-------------------|
| 99th | 840 | 850 |
| 75th | 771 | 768 |
| 50th | 743 | 740 |
| 25th | 715 | 711 |
| 0th | 656 | 650 |

| | Scale Score Gap - School | Scale Score Gap - State |
|------------------|--------------------------|-------------------------|
| 25th vs 75th Gap | 56 | 57 |

PARCC GEO 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
|------------|--------------------|-------------------|
| 99th | N/A | 793 |
| 75th | N/A | 747 |
| 50th | N/A | 726 |
| 25th | N/A | 710 |
| 0th | N/A | 650 |

| | Scale Score Gap - School | Scale Score Gap - State |
|------------------|--------------------------|-------------------------|
| 25th vs 75th Gap | N/A | 37 |

PARCC ALG-2 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
|------------|--------------------|-------------------|
| 99th | 794 | 813 |
| 75th | 750 | 748 |
| 50th | 729 | 718 |
| 25th | 700 | 692 |
| 0th | 650 | 650 |

| | Scale Score Gap - School | Scale Score Gap - State |
|------------------|--------------------------|-------------------------|
| 25th vs 75th Gap | 50 | 56 |

SCHOOL CLIMATE

MONMOUTH
FREEHOLD REGIONAL

FREEHOLD TOWNSHIP HIGH SCHOOL
281 ELTON ADELPHIA ROAD
FREEHOLD TWP., NJ 07728-1899

GRADE SPAN 09-12

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 |
|---------|-----------------|
| 2014-15 | 6 Hrs. 35 Mins. |

Student Suspension Rate

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

| | School |
|---------|--------|
| 2014-15 | 7.0% |

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.

| 2014-15 | School |
|-------------|-----------------|
| Full Time | 5 Hrs. 32 Mins. |
| Shared Time | 2 Hrs. 24 Mins. |

Student Expulsions

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

| | School |
|---------|--------|
| 2014-15 | 0 |

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.

| 2014-15 | School |
|----------------|--------|
| Faculty | 15 |
| Administrators | 523 |

SCHOOL PEER GROUP
MONMOUTH
FREEHOLD REGIONAL

FREEHOLD TOWNSHIP HIGH SCHOOL
281 ELTON ADELPHIA ROAD
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GRADE SPAN 09-12

This table presents the list of peer schools in alphabetical order by county name that was created specifically for this school (highlighted in yellow). Peer schools are drawn from across the state and represent schools that have similar grade configurations and that are educating students of similar demographic characteristics, as measured by enrollment in Free/Reduced Lunch Programs, Limited English Proficiency or Special Education Programs.

| <u>COUNTY NAME</u> | <u>DISTRICT NAME</u> | <u>SCHOOL NAME</u> | <u>CDS CODE</u> | <u>GRADES PAN</u> | <u>ECONOMICALLY DISADVANTAGED</u> | <u>ENGLISH LANGUAGE LEARNER</u> | <u>SPECIAL EDUCATION</u> |
|--------------------|--------------------------|---|-----------------|-------------------|-----------------------------------|---------------------------------|--------------------------|
| BERGEN | CRESSKILL BORO | CRESSKILL HIGH SCHOOL | 03-0990-040 | 09-12 | 2.6% | 4.6% | 11.8% |
| BERGEN | DUMONT BORO | DUMONT HIGH SCHOOL | 03-1130-040 | 09-12 | 8% | 1% | 9.5% |
| BERGEN | EMERSON BORO | EMERSON JR SR HIGH | 03-1360-050 | 07-12 | 8% | 1.9% | 15% |
| BERGEN | MIDLAND PARK BORO | MIDLAND PARK JR./SR. HIGH SCHOOL | 03-3170-050 | 07-12 | 8.1% | 0.4% | 12% |
| BERGEN | NEW MILFORD BORO | NEW MILFORD HIGH SCHOOL | 03-3550-050 | 09-12 | 8.9% | 1.6% | 14.4% |
| BERGEN | PARAMUS BORO | PARAMUS HIGH SCHOOL | 03-3930-050 | PK-12 | 7.6% | 1.5% | 17.2% |
| BERGEN | TENAFLY BORO | TENAFLY HIGH SCHOOL | 03-5160-050 | 09-12 | 3.3% | 6.8% | 13.6% |
| BERGEN | WESTWOOD REGIONAL | WESTWOOD JUNIOR/SENIOR HIGH SCHOOL | 03-5755-050 | PK-12 | 7.1% | 0.2% | 15.4% |
| BURLINGTON | LENAPE REGIONAL | SHAWNEE HIGH SCHOOL | 05-2610-060 | 09-12 | 6.8% | 0.1% | 12.6% |
| BURLINGTON | MOORESTOWN TWP | MOORESTOWN HIGH SCHOOL | 05-3360-040 | 09-12 | 9.3% | 0.3% | 12.8% |
| ESSEX | CALDWELL-WEST CALDWELL | JAMES CALDWELL HIGH SCHOOL | 13-0660-050 | 09-12 | 5.7% | 0.2% | 14.3% |
| HUNTERDON | HUNTERDON CENTRAL REG | HUNTERDON CENTRAL REGIONAL HIGH SCHOOL | 19-2300-050 | 09-12 | 6.8% | 1.4% | 13% |
| MERCER | PRINCETON REGIONAL | PRINCETON HIGH SCHOOL | 21-4255-050 | 09-12 | 8.5% | 2.1% | 11.6% |
| MERCER | W WINDSOR-PLAINSBORO REG | WEST WINDSOR-PLAINSBORO HIGH SCHOOL SOUTH | 21-5715-020 | 09-12 | 4.6% | 2.2% | 8.7% |
| MIDDLESEX | METUCHEN BORO | METUCHEN HIGH SCHOOL | 23-3120-050 | 09-12 | 7.6% | 1.1% | 13.2% |
| MONMOUTH | FREEHOLD REGIONAL | COLTS NECK HIGH SCHOOL | 25-1650-010 | 09-12 | 7.2% | 3.5% | 13.5% |
| MONMOUTH | FREEHOLD REGIONAL | FREEHOLD TOWNSHIP HIGH SCHOOL | 25-1650-055 | 09-12 | 9.5% | 0.1% | 13.7% |
| MONMOUTH | FREEHOLD REGIONAL | HOWELL HIGH SCHOOL | 25-1650-060 | 09-12 | 7.1% | 0% | 12.2% |
| MONMOUTH | FREEHOLD REGIONAL | MANALAPAN HIGH SCHOOL | 25-1650-070 | 09-12 | 7.5% | 0% | 13.2% |
| MONMOUTH | MIDDLETOWN TWP | MIDDLETOWN HIGH SCHOOL SOUTH | 25-3160-053 | 09-12 | 6.4% | 0% | 15.7% |
| MONMOUTH | WALL TWP | WALL HIGH SCHOOL | 25-5420-050 | 09-12 | 9.6% | 0.2% | 13.6% |
| MORRIS | MADISON BORO | MADISON HIGH SCHOOL | 27-2870-050 | 09-12 | 6.1% | 0.6% | 13.1% |
| MORRIS | MORRIS HILLS REGIONAL | MORRIS KNOLLS HIGH SCHOOL | 27-3370-060 | 09-12 | 9.3% | 0% | 18.3% |

SCHOOL PEER GROUP

MONMOUTH

FREEHOLD REGIONAL

GRADE SPAN 09-12

**FREEHOLD TOWNSHIP HIGH SCHOOL
281 ELTON ADELPHIA ROAD
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| | | | | | | | |
|----------|------------------------------|---|-------------|-------|------|------|-------|
| MORRIS | RANDOLPH TWP | RANDOLPH HIGH SCHOOL | 27-4330-050 | 09-12 | 6.3% | 0.9% | 15.2% |
| PASSAIC | WAYNE TWP | WAYNE HILLS HIGH SCHOOL | 31-5570-055 | 09-12 | 8.5% | 1.6% | 12.3% |
| PASSAIC | WAYNE TWP | WAYNE VALLEY HIGH SCHOOL | 31-5570-050 | 09-12 | 9.1% | 0% | 9.8% |
| SOMERSET | BRIDGEWATER-RARITAN REG | BRIDGEWATER-RARITAN REGIONAL HIGH SCHOOL | 35-0555-005 | 09-12 | 8% | 0% | 19.4% |
| SOMERSET | HILLSBOROUGH TWP | HILLSBOROUGH HIGH SCHOOL | 35-2170-030 | 09-12 | 7.5% | 1% | 13.4% |
| SOMERSET | SOMERSET HILLS REGIONAL | BERNARDS HIGH SCHOOL | 35-4815-020 | 09-12 | 9.9% | 1.8% | 14.2% |
| UNION | CLARK TWP | ARTHUR L. JOHNSON HIGH SCHOOL | 39-0850-005 | 09-12 | 6.8% | 1.3% | 10.4% |
| UNION | SCOTCH PLAINS-FANWOOD REG | SCOTCH PLAINS-FANWOOD HIGH SCHOOL | 39-4670-050 | 09-12 | 7.2% | 0.6% | 10.6% |



State of New Jersey
2014-15

25-1650-060

OVERVIEW

MONMOUTH
FREEHOLD REGIONAL

GRADE SPAN 09-12

HOWELL HIGH SCHOOL
405 SQUANKUM YELLOWBROOK ROAD
FARMINGDALE, NJ 07727-3756

The New Jersey Department of Education (NJDOE) is pleased to present these annual reports of School Performance. 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 peer schools that are educating similar students, against statewide 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 deep, lengthy conversations about the full range of the data presented. As educators know well, measuring school performance is both an art and a science. While the School Performance Report brings attention to important student outcomes, 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 like time management and perseverance; 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 and collect well.

To learn more about New Jersey's school accountability system, please visit: <http://www.nj.gov/education/educators/>.

DEMOGRAPHIC INFORMATION

MONMOUTH
FREEHOLD REGIONAL

HOWELL HIGH SCHOOL

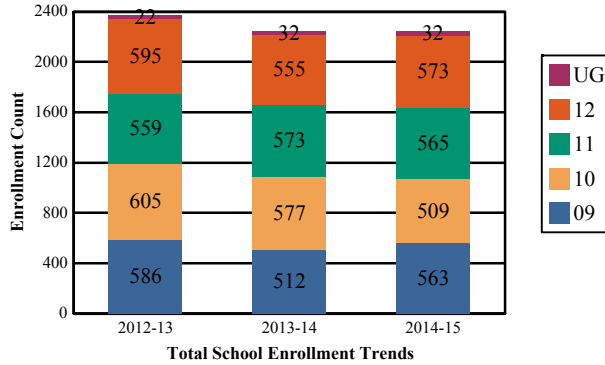
405 SQUANKUM YELLOWBROOK ROAD
FARMINGDALE, NJ 07727-3756

GRADE SPAN 09-12

Enrollment by Ethnic/Racial Subgroup

Enrollment by Grade

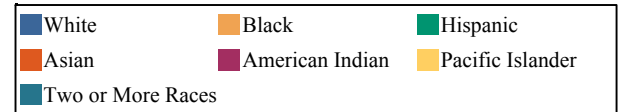
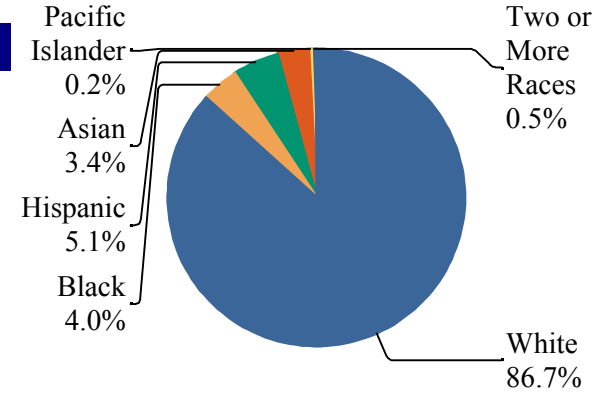
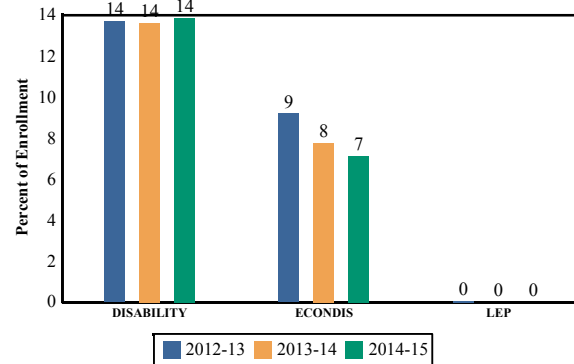
This graph presents the count of students who were 'on roll' by grade in October of each school year.



This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001.

Enrollment Trends by Program Participation

This graph presents the percentages of students by program participation who were 'on roll' in October of each school year.

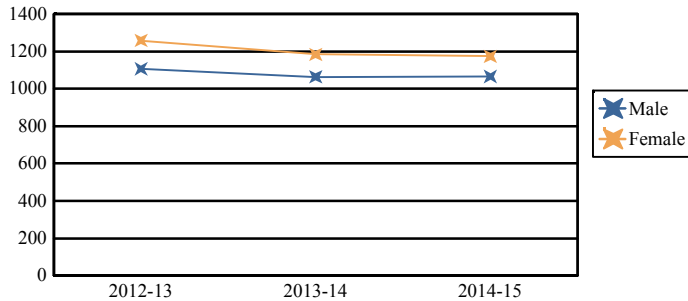


Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

| Total School Enrollment | |
|-------------------------|-------|
| 2012-13 | 2,366 |
| 2013-14 | 2,248 |
| 2014-15 | 2,241 |

Enrollment by Gender

This graph presents the count of students by gender who were 'on roll' in October of each school year.



| | Male | Female |
|---------|-------|--------|
| 2012-13 | 1,107 | 1,259 |
| 2013-14 | 1,064 | 1,185 |
| 2014-15 | 1,067 | 1,174 |

Current Year Enrollment by Program Participation

| 2014-15 | Count of Students | % of Enrollment |
|-------------------------------------|-------------------|-----------------|
| Students with Disability | 310 | 14% |
| Economically Disadvantaged Students | 160 | 7.1% |
| English Language Learners | 0 | 0.0% |

Language Diversity

This table presents the percentage of students who primarily speak each language in their home.

| 2014-15 | Percent |
|-----------|---------|
| English | 97.9% |
| Spanish | 0.6% |
| Russian | 0.3% |
| Abkhazian | 0.1% |
| Polish | 0.1% |
| Gujarati | 0.1% |
| Other | 0.8% |

ACADEMIC ACHIEVEMENT

**MONMOUTH
FREEHOLD REGIONAL**

GRADE SPAN 09-12

**HOWELL HIGH SCHOOL
405 SQUANKUM YELLOWBROOK ROAD
FARMINGDALE, NJ 07727-3756**

The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L), Mathematics and Biology as demonstrated in 2014-2015 *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments and the End-of-Course Biology assessment. The below chart consist of three columns with measures. The first column - Schoolwide Performance - below includes the percentage of students who met or exceeded expectations in ELA/L or Math. The middle column - Peer School Percentile - indicates how the school's outcomes compare to its group of peer schools. The last column - Statewide Percentile - indicates how the school's outcomes compare to schools across the state in ELA/L.

| Academic Achievement | Schoolwide Performance | Peer Percentile | State Percentile |
|---|-------------------------------|------------------------|-------------------------|
| HS English Language Arts/Literacy Met or Exceeded Expectation | 29% | 6 | 33 |
| Math Met or Exceeded Expectation | 11% | | |

ESEA Waiver - English Language Arts/Literacy

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

| Subgroups | Valid Scores | % Meeting Standards | Participation Goal | Participation Rate | Met Participation? |
|-------------------------------------|---------------------|----------------------------|---------------------------|---------------------------|---------------------------|
| Schoolwide | 495 | 28.8% | 95% | 87.5% | NO |
| White | 413 | 27.9% | 95% | 86.4% | NO |
| African American | - | - | -- | -- | -- |
| Hispanic | - | - | -- | -- | -- |
| American Indian | - | - | -- | -- | -- |
| Asian | 31 | 41.9% | 95% | 95.9% | YES |
| Two or More Races | - | - | -- | -- | -- |
| Students with Disability | - | - | -- | -- | -- |
| English Learner Students | - | - | -- | -- | -- |
| Economically Disadvantaged Students | 46 | 19.6% | 95% | 91.3% | YES* |

YES* = Met Participation Rate (Participation Averaging applied)

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

ESEA Waiver - Math

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

| Subgroups | Valid Scores | % Meeting Standards | Participation Goal | Participation Rate | Met Participation? |
|-------------------------------------|--------------|---------------------|--------------------|--------------------|--------------------|
| Schoolwide | 460 | 11.3% | 95% | 86.3% | NO |
| White | 379 | 12.1% | 95% | 85% | NO |
| African American | - | - | -- | -- | -- |
| Hispanic | - | - | -- | -- | -- |
| American Indian | - | - | -- | -- | -- |
| Asian | 30 | 16.7% | 95% | 93.7% | YES* |
| Two or More Races | - | - | -- | -- | -- |
| Students with Disability | - | - | -- | -- | -- |
| English Learner Students | - | - | -- | -- | -- |
| Economically Disadvantaged Students | - | - | -- | -- | -- |

YES* = Met Participation Rate (Participation Averaging applied)

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

ACADEMIC ACHIEVEMENT

**MONMOUTH
FREEHOLD REGIONAL**

GRADE SPAN 09-12

**HOWELL HIGH SCHOOL
405 SQUANKUM YELLOWBROOK ROAD
FARMINGDALE, NJ 07727-3756**

Proficiency Outcomes - Biology

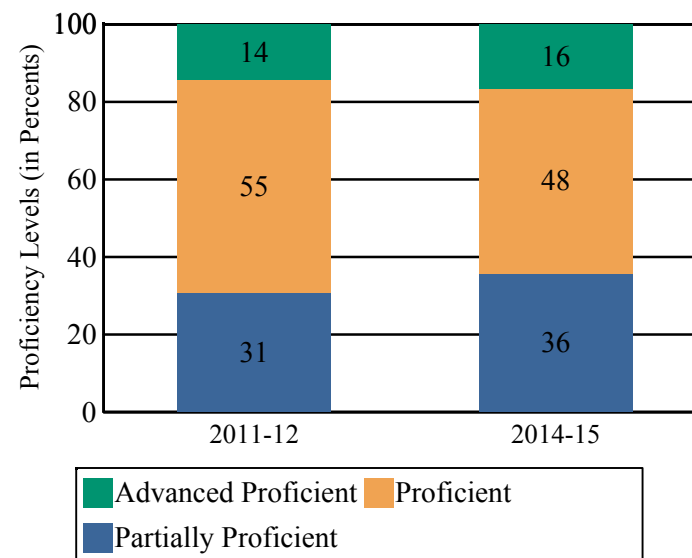
This table presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the New Jersey Biology Competency Test (NJBCT) in the latest school year.

| Subgroups | Advanced | Proficient | Partially Proficient |
|-------------------------------------|----------|------------|----------------------|
| Schoolwide | 16% | 48% | 36% |
| White | 15% | 52% | 33% |
| African American | - | - | - |
| Hispanic | - | - | - |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| English Language Learners | - | - | - |
| Economically Disadvantaged Students | - | - | - |

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

Proficiency Trends - Biology

This graph presents the percentage of students who scored in the Advanced Proficient, Proficient, and Partially Proficient categories of the Biology Competency Test over the last four years.



ACADEMIC ACHIEVEMENT

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GRADE SPAN 09-12

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PARCC Performance Level

The PARCC assesses how well students have learned grade-level material in English Language Arts/Literacy (ELA/L) and Math. The tests include questions that measure students' fundamental skills and knowledge, and require them to think critically, solve problems and support or explain their answers.

The PARCC reports students' overall scale scores that range from 650 to 850. To determine whether students have met academic expectations for their grade level/course in ELA/L and Math, students' overall scale scores are categorized into 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.

| Five Performance Levels | | | | |
|--|--|---|--|--|
| Level 1: Did Not Yet Meet Expectations <i>(Min. 650)</i> | Level 2: Partially Met Expectations | Level 3: Approached Expectations | Level 4: Met Expectations | Level 5: Exceeded Expectations <i>(Max. 850)</i> |

ACADEMIC ACHIEVEMENT

**MONMOUTH
FREEHOLD REGIONAL**

GRADE SPAN 09-12

**HOWELL HIGH SCHOOL
405 SQUANKUM YELLOWBROOK ROAD
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PARCC ELA Performance Distribution - Grade - 09

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

| Subgroup | Valid Scores | 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 | 46 | 756 | 739 | 7% | 13% | 24% | 46% | 11% | 57% | 41% |
| White | 39 | 756 | 746 | 5% | 15% | 26% | 41% | 13% | 54% | 47% |
| African American | - | - | 723 | - | - | - | - | - | - | 23% |
| Hispanic | - | - | 725 | - | - | - | - | - | - | 26% |
| American Indian | - | - | 732 | - | - | - | - | - | - | 33% |
| Asian | - | - | 765 | - | - | - | - | - | - | 68% |
| Two or More Races | - | - | 731 | - | - | - | - | - | - | 36% |
| Students with Disability | - | - | 706 | - | - | - | - | - | - | 9% |
| English Language Learners | - | - | 693 | - | - | - | - | - | - | 5% |
| Economically Disadvantaged Students | - | - | 724 | - | - | - | - | - | - | 24% |

ACADEMIC ACHIEVEMENT

**MONMOUTH
FREEHOLD REGIONAL**

GRADE SPAN 09-12

**HOWELL HIGH SCHOOL
405 SQUANKUM YELLOWBROOK ROAD
FARMINGDALE, NJ 07727-3756**

PARCC ELA Performance Distribution - Grade - 10

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

| Subgroup | Valid Scores | 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 | 446 | 726 | 735 | 26% | 21% | 27% | 22% | 4% | 26% | 38% |
| White | 372 | 726 | 741 | 26% | 21% | 28% | 22% | 3% | 25% | 43% |
| African American | 18 | 701 | 717 | 50% | 28% | 11% | 11% | 0% | 11% | 22% |
| Hispanic | 25 | 726 | 720 | 28% | 28% | 16% | 20% | 8% | 28% | 24% |
| American Indian | - | - | 725 | - | - | - | - | - | - | 27% |
| Asian | 29 | 746 | 763 | 17% | 14% | 24% | 31% | 14% | 45% | 62% |
| Two or More Races | - | - | 729 | - | - | - | - | - | - | 34% |
| Students with Disability | - | - | 698 | - | - | - | - | - | - | 8% |
| English Language Learners | - | - | 685 | - | - | - | - | - | - | 4% |
| Economically Disadvantaged Students | 44 | 719 | 718 | 34% | 27% | 20% | 9% | 9% | 18% | 23% |

ACADEMIC ACHIEVEMENT

**MONMOUTH
FREEHOLD REGIONAL**

GRADE SPAN 09-12

**HOWELL HIGH SCHOOL
405 SQUANKUM YELLOWBROOK ROAD
FARMINGDALE, NJ 07727-3756**

PARCC ELA Performance Distribution - Grade - 11

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

| Subgroup | Valid Scores | 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 | 488 | 736 | 741 | 21% | 17% | 23% | 32% | 7% | 39% | 42% |
| White | 415 | 736 | 745 | 21% | 16% | 23% | 33% | 7% | 40% | 46% |
| African American | 27 | 730 | 727 | 15% | 33% | 22% | 26% | 4% | 30% | 27% |
| Hispanic | 26 | 721 | 731 | 38% | 19% | 23% | 15% | 4% | 19% | 31% |
| American Indian | - | - | 745 | - | - | - | - | - | - | 38% |
| Asian | 18 | 743 | 765 | 11% | 6% | 39% | 39% | 6% | 44% | 64% |
| Two or More Races | - | - | 738 | - | - | - | - | - | - | 38% |
| Students with Disability | 64 | 712 | 712 | 36% | 27% | 25% | 11% | 2% | 13% | 16% |
| English Language Learners | - | - | 703 | - | - | - | - | - | - | 6% |
| Economically Disadvantaged Students | 47 | 719 | 730 | 32% | 23% | 26% | 17% | 2% | 19% | 30% |

Advanced Placement/International Baccalaureate English Performance Distribution

This graph presents the percentage of students in this school scoring in each performance level of the AP/IB English assessment. Students who score AP >= 3 or score IB >= 4 may earn college credit. Shown below the graph is a table that presents the percentage of students who achieved a score that could potentially earn college credit and the average score earned in the school.



| Subject | Valid Scores | % Eligible for College Credit | Average Score Earned in the School | Average Score Earned in the State |
|-------------|--------------|-------------------------------|------------------------------------|-----------------------------------|
| AP ENG LANG | 40 | 75.0% | 3.30 | 3.36 |

- Data is suppressed to protect the confidentiality of the students.

PARCC ALGEBRA I - Performance Distribution

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 - Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

| Subgroup | Valid Scores | 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 | - | - | 740 | - | - | - | - | - | - | 40% |
| White | - | - | 746 | - | - | - | - | - | - | 47% |
| African American | - | - | 722 | - | - | - | - | - | - | 20% |
| Hispanic | - | - | 725 | - | - | - | - | - | - | 21% |
| American Indian | - | - | 733 | - | - | - | - | - | - | 35% |
| Asian | - | - | 769 | - | - | - | - | - | - | 73% |
| Two or More Races | - | - | 734 | - | - | - | - | - | - | 35% |
| Students with Disability | - | - | 710 | - | - | - | - | - | - | 8% |
| English Language Learners | - | - | 710 | - | - | - | - | - | - | 7% |
| Economically Disadvantaged Students | - | - | 725 | - | - | - | - | - | - | 21% |

PARCC GEOMETRY - Performance Distribution

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 - Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

| Subgroup | Valid Scores | 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 | - | - | 728 | - | - | - | - | - | - | 21% |
| White | - | - | 731 | - | - | - | - | - | - | 24% |
| African American | - | - | 716 | - | - | - | - | - | - | 7% |
| Hispanic | - | - | 718 | - | - | - | - | - | - | 8% |
| American Indian | - | - | 722 | - | - | - | - | - | - | 12% |
| Asian | - | - | 751 | - | - | - | - | - | - | 54% |
| Two or More Races | - | - | 724 | - | - | - | - | - | - | 20% |
| Students with Disability | - | - | 709 | - | - | - | - | - | - | 4% |
| English Language Learners | - | - | 710 | - | - | - | - | - | - | 6% |
| Economically Disadvantaged Students | - | - | 718 | - | - | - | - | - | - | 8% |

ACADEMIC ACHIEVEMENT

**MONMOUTH
FREEHOLD REGIONAL**

GRADE SPAN 09-12

**HOWELL HIGH SCHOOL
405 SQUANKUM YELLOWBROOK ROAD
FARMINGDALE, NJ 07727-3756**

PARCC ALGEBRA II - Performance Distribution

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

| Subgroup | Valid Scores | 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 | 322 | 717 | 721 | 23% | 40% | 25% | 11% | 0% | 11% | 24% |
| White | 261 | 717 | 725 | 23% | 42% | 24% | 12% | 0% | 12% | 27% |
| African American | - | - | 701 | - | - | - | - | - | - | 8% |
| Hispanic | - | - | 706 | - | - | - | - | - | - | 10% |
| American Indian | - | - | 720 | - | - | - | - | - | - | 23% |
| Asian | 24 | 730 | 751 | 8% | 29% | 42% | 21% | 0% | 21% | 53% |
| Two or More Races | - | - | 716 | - | - | - | - | - | - | 21% |
| Students with Disability | - | - | 691 | - | - | - | - | - | - | 4% |
| English Language Learners | - | - | 694 | - | - | - | - | - | - | 6% |
| Economically Disadvantaged Students | - | - | 705 | - | - | - | - | - | - | 9% |

COLLEGE AND CAREER READINESS

MONMOUTH

FREEHOLD REGIONAL

GRADE SPAN 09-12

HOWELL HIGH SCHOOL
405 SQUANKUM YELLOWBROOK ROAD
FARMINGDALE, NJ 07727-3756

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. The table below presents five such indicators: the percentage of students enrolled in the 12th grade who took the SAT or ACT, the percentage of 10th and 11th graders who took the PSAT, the percentage of students who scored above the SAT benchmark of 1550, the percentage of 11th and 12th graders who took at least one AP or IB test in English, math, social studies or science, and the percentage of those AP or IB tests that were scored a 3 or higher.

The below chart consist of five columns with measures. The first column - Schoolwide Performance - represents the outcomes for these particular indicators in the school. The second column - Peer School Percentile - indicates how the school's performance compares to its group of peer schools. The third column - Statewide Percentile - indicates how the school's performance compares to schools across the state. The fourth column - Statewide Target - provides the statewide targets for each of these indicators. The last column - Met Target? - indicates whether the School Performance met or exceeded the statewide target. The Summary row presents the averages of the peer school percentiles, the average of statewide percentiles and the percentage of statewide targets met.

| College and Career Readiness Indicators | Schoolwide Performance | Peer Percentile | Statewide Percentile | Statewide Target | Met Target? |
|--|------------------------|-----------------|----------------------|------------------|-------------|
| Percent of Students Participating in SAT or ACT | 79% | 3 | 42 | 80% | NO |
| Percent of Students Participating in PSAT or PLAN | 38% | 3 | 11 | 60% | NO |
| Percent of Students Scoring Above 1550 on SAT | 53% | 23 | 71 | 40% | YES |
| Percent of Students Taking at least one AP Test or IB Test in English, Math, Social Studies or Science | 26% | 19 | 62 | 35% | NO |
| Percent of AP Tests ≥ 3 or IB Test ≥ 4 in English, Math, Social Studies or Science | 51% | 3 | 37 | 75% | NO |
| Summary | | 10 | 45 | | 20% |

College Readiness Test Participation

The first column of the table below presents the percentage of students enrolled in the 12th grade who took the SAT or ACT and the percentage of students enrolled in 10th and 11th grade who took the PSAT. The second column provides the average across the school's peer group for these two metrics.

| 2014-15 Percent of Students | School | Peer Avg. | State Avg. |
|----------------------------------|--------|-----------|------------|
| Participating in SAT | 76.3% | 90.1% | 79.1% |
| Participating in ACT | 26.9% | | 25.2% |
| Participating in PSAT or PLAN | 37.6% | 76.5% | 79.6% |
| Participating in Dual Enrollment | 11.6% | | 14.9% |

AP/IB Participation - 'Unique' Students

The table below presents the proportion of 'unique' students enrolled in at least 11th and 12th grade i.e., each student is counted once regardless of how many AP or IB courses he/she may take. The table also presents the proportion of how many 'unique' students took at least one AP or IB test to the school's enrollment in 11th and 12th grade.

| 2014-15 Percent of Students Taking | School | Peer Avg. | State Avg. |
|--|--------|-----------|------------|
| One or More Course | 44.9% | 50.6% | 36.3% |
| One or More Test | 29.5% | 43.0% | 30.7% |
| At least one AP or IB Test in English, Math, Social Studies or Science | 26.3% | 35.2% | 25.3% |

Note: Students who are enrolled in AP/IB coursework or take AP/IB tests in grades other than 11th and 12th are included in the numerator of this calculation.

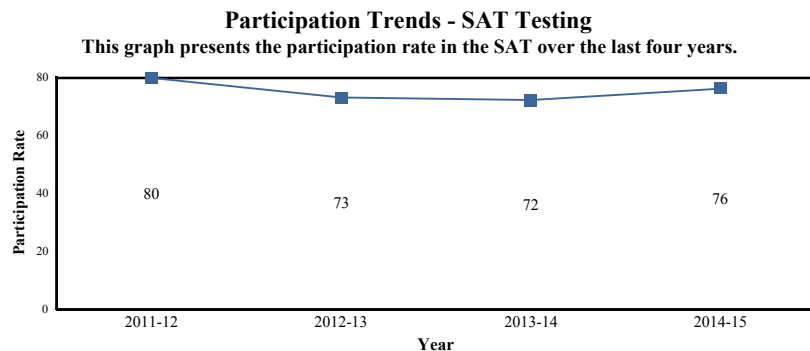
COLLEGE AND CAREER READINESS

MONMOUTH
FREEHOLD REGIONAL

GRADE SPAN 09-12

HOWELL HIGH SCHOOL
405 SQUANKUM YELLOWBROOK ROAD
FARMINGDALE, NJ 07727-3756

Participation Trends - SAT Testing



AP /IB Test Results

This table presents the percentage of all AP/IB tests taken by students enrolled in the school that were scored AP ≥ 3 and scored IB ≥ 4 .

| 2014-15 | School | Peer Avg. | State Avg. |
|---|--------|-----------|------------|
| Percent of AP Tests ≥ 3 or IB Test ≥ 4 | 56.1% | 80.8% | 72.4% |
| Percent of Scores in AP ≥ 3 or IB ≥ 4 in English, Math, Social Studies or Science | 51.2% | 79.0% | 69.7% |

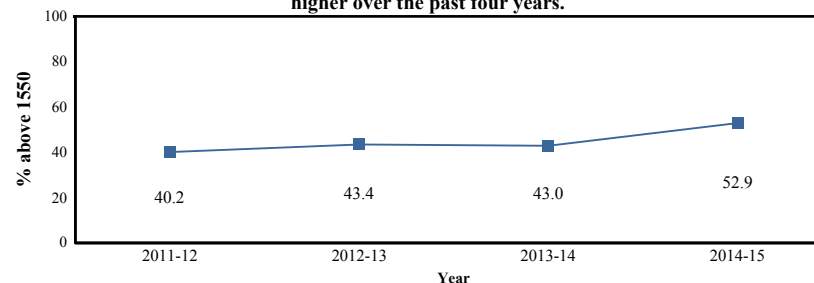
Scholastic Assessment Test (SAT) Results

This table presents the percentage of students who achieved a composite SAT score of 1550 or higher. The SAT benchmark score of 1550 (Critical Reading, Mathematics and Writing Score combined) indicates a 65 percent likelihood of achieving a B- average or higher during the first year of college, which in turn has been found by the College Board's research to be indicative of a high likelihood of college success and completion.

| 2014-15 | School | Peer Avg. | State Avg. |
|---|--------|-----------|------------|
| Percent of Students Scoring Above 1550 on SAT | 52.9% | 60.6% | 43.8% |

SAT Benchmark Trends

This chart presents the percentage of students who achieved a composite SAT score of 1550 or higher over the past four years.



Composite SAT Score

This chart presents the average composite SAT score from the last academic year for students enrolled in this school as well as the average scores achieved in Critical Reading, Mathematics and Writing. The averages from this school's peer group are also presented.

| 2014-15 | School | Peer Avg. | State Avg. |
|---------------------|--------|-----------|------------|
| Composite SAT Score | 1,556 | 1,642 | 1,508 |
| Critical Reading | 517 | 537 | 496 |
| Mathematics | 533 | 565 | 518 |
| Writing | 506 | 540 | 494 |

Composite SAT Score

This chart presents the scores achieved in Critical Reading, Mathematics and Writing by the students at the 25th percentile, the 50th percentile and the 75th percentile of the school's distribution of SAT scores.

| 2014-15 | Critical Reading | Mathematics | Writing |
|-----------------|------------------|-------------|---------|
| 75th Percentile | 570 | 590 | 560 |
| 50th Percentile | 520 | 540 | 500 |
| 25th Percentile | 450 | 480 | 450 |

AP/IB Courses Offered

This table presents the count of students enrolled in each AP/IB course offered in this school in the first column. The second column presents the count of tests taken in each AP/IB course. The numbers may not match as some students do not take the test in the same year as they take the course and some students may take the course without taking the test or vice versa.

| AP/IB Course Name | Students Enrolled | Students Tested |
|---------------------------------------|-------------------|-----------------|
| AP U.S. History | 183 | 145 |
| AP Physics B | 142 | |
| AP Microeconomics | 74 | 35 |
| AP English Literature and Composition | 71 | 34 |
| AP Macroeconomics | 71 | 39 |
| AP Biology | 70 | 29 |
| AP Calculus AB | 65 | 48 |
| AP Chemistry | 63 | 41 |
| AP Statistics | 60 | 30 |
| AP Psychology | 48 | 24 |
| AP Environmental Science | 35 | 16 |
| AP U.S. Government and Politics | 27 | 12 |
| AP European History | 24 | 10 |
| AP English Language and Composition | 19 | 44 |
| AP Calculus BC | 18 | 12 |
| AP Spanish Language | 18 | 13 |
| AP Studio Art/Drawing Portfolio | 3 | |
| AP French Language | 2 | 1 |

| AP/IB Course Name | Students Enrolled | Students Tested |
|-------------------|-------------------|-----------------|
| AP Physics 1 | | 108 |
| AP Physics 2 | | 6 |
| AP Music Theory | | 3 |

Visual and Performing Arts

The chart below contains the percentage of students who were enrolled in at least one Dance, Drama/Theater, Music or Visual Arts class in this school. The last row shows the percentage of students who were enrolled in any Visual and Performing Arts classes in the school.

| Percent of Students Enrolled | School | State |
|--|--------|-------|
| Dance | 3.2% | 2.1% |
| Drama/Theater | 5.3% | 3.8% |
| Music | 10.2% | 17.8% |
| Visual Arts | 29.5% | 31.7% |
| Total: All Visual and Performing Arts | 47.1% | 49.9% |

N/R - Data Not Reported

Participation in Career Readiness

The chart below contains percentage of students who were participants in an approved Career and Technical Education Program in this school as well as across the State of New Jersey.

| Percent of Students Enrolled | School | State |
|--------------------------------|--------|-------|
| Participating in CTE | 10.1% | 18.3% |
| Structured Learning Experience | 2.1% | 7.0% |

N/R - Data Not Reported

GRADUATION AND POSTSECONDARY

MONMOUTH

FREEHOLD REGIONAL

GRADE SPAN 09-12

HOWELL HIGH SCHOOL
405 SQUANKUM YELLOWBROOK ROAD
FARMINGDALE, NJ 07727-3756

This section of the performance report presents data about graduation, dropout and post-secondary attendance. The graduation rate is calculated according to the ESEA Cohort methodology as required by the United States Department of Education. Dropout rates are calculated from student-level data submitted by districts for students officially classified as dropouts. The dropout rate is the count of students who dropout in an academic year divided by the school's total enrollment.

The below chart consist of five columns with measures. The first column - Schoolwide Performance - represents the outcomes for these particular indicators in this school. The second column - Peer School Percentile - indicates how the school's performance compares to its group of peer schools. The third column - Statewide Percentile - indicates how the school's performance compares to schools across the state.. The fourth column - Statewide Target - provides the statewide targets for each of these indicators. The Statewide Target for Graduation Rate was established pursuant to NJDOE's ESEA Accountability Workbook. The last column - Met Target - indicates whether the School Performance met or exceeded the statewide target. The Summary row presents the averages of the peer school percentile, the average of statewide percentile and the percentage of statewide targets met.

| Graduation & Post Secondary Indicators | Schoolwide Performance | Peer Percentile | Statewide Percentile | Statewide Targets | Met Target |
|--|------------------------|-----------------|----------------------|-------------------|-------------|
| Overall Graduation Rate | 97% | 59 | 78 | 78% | YES |
| Dropout Rate | 0.3% | 45 | 64 | 2% | YES |
| SUMMARY - Graduation & Post-Secondary | | 52 | 71 | | 100% |

Graduation Rate by Subgroup

This table presents for all NCLB-identified subgroups the "4-year Adjusted Graduation Rate." This rate calculates the percentage of students who are awarded a regular, high school diploma within four years of becoming a first-time ninth grader. The rate is adjusted to account for students who 'transfer-in' and for students who are verified as 'transfers-out'.

| | School | State Target |
|-------------------------------------|--------|--------------|
| Schoolwide | 97% | 78% |
| White | 97% | |
| African American | - | |
| Hispanic | - | |
| American Indian | - | |
| Asian | - | |
| Native Hawaiian | - | |
| Two or More Races | - | |
| Students with Disability | 92% | |
| English Language Learners | - | |
| Economically Disadvantaged Students | 83% | |

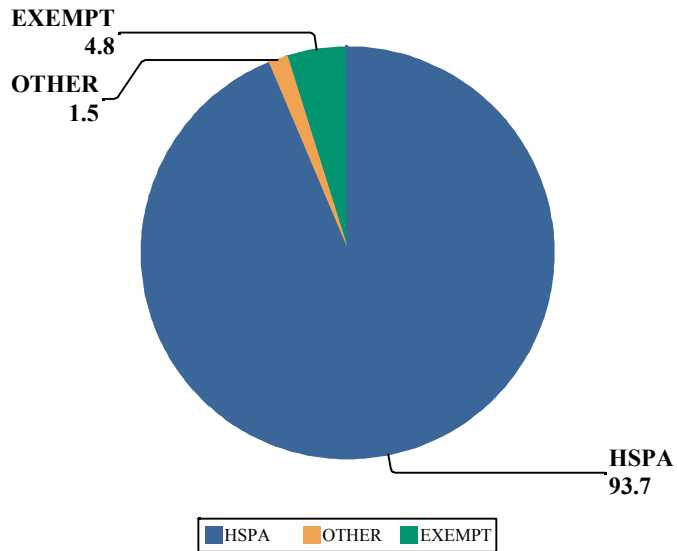
Dropout Rate by Subgroup

This table presents for all NCLB-identified subgroups the Dropout rate. This rate calculates the percentage of students who are classified as dropouts divided by the school's total enrollment and by each subgroup enrollment.

| | School | State Target |
|-------------------------------------|--------|--------------|
| Schoolwide | .3% | 2% |
| White | .3% | |
| African American | 0% | |
| Hispanic | .8% | |
| American Indian | - | |
| Asian | 0% | |
| Native Hawaiian | - | |
| Two or More Races | - | |
| Students with Disability | 0% | |
| Economically Disadvantaged Students | .6% | |
| Limited English Proficiency | - | |

Graduation Pathway Rates

This chart presents the percentage of high school graduates who graduated by passing both sections of the HSPA, who were exempt from passing the HSPA, or who demonstrated proficiency through an alternative pathway such as through the Alternative High School Assessment, achievement of the 'Just Proficient Mean' or an appeal process.



Extended Year Graduation Rate

The chart below presents the 4-year and 5-year graduation rate for the prior school year's cohort in addition to the 4-year graduation rate for last year's cohort.

| Class of | 4-year Rate | 5-year Rate |
|----------|-------------|-------------|
| 2012 | 96% | 96% |
| 2013 | 96% | 96% |
| 2014 | 97% | 97% |
| 2015 | 97% | |

Postsecondary Enrollment Rates

This chart presents the enrollment rates of this school's high school graduates, 16-months after high school graduation. The data is from the National Student Clearinghouse which reports that it collects student-level enrollment data from 95% of Institutions of Higher Education nationwide.

The last columns indicate, for the schoolwide total and each subgroup, the percentage of postsecondary enrollees that were enrolled in either a 2 year or a 4 year institution.

| | Percent Enrolled | Percent in 2 Year | Percent in 4 Year |
|-------------------------------------|-------------------------|--------------------------|--------------------------|
| Statewide | 78.5% | 34.3% | 64.7% |
| Schoolwide | 82% | 41.8% | 58.2% |
| White | 82.9% | 41.1% | 58.9% |
| African American | - | - | - |
| Hispanic | 66.7% | 45% | 55% |
| Asian | - | - | - |
| American Indian | - | - | - |
| Native Hawaiian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | 61.3% | 73.5% | 26.5% |
| English Language Learners | - | - | - |
| Economically Disadvantaged Students | 66.7% | 75% | 25% |

WITHIN SCHOOL ACHIEVEMENT GAP

**MONMOUTH
FREEHOLD REGIONAL**

GRADE SPAN 09-12

**HOWELL HIGH SCHOOL
405 SQUANKUM YELLOWBROOK ROAD
FARMINGDALE, NJ 07727-3756**

This section of the performance report presents data about the achievement gap that exists within a school - as measured by the difference between the students' scale scores at the 25th and 75th percentile in the school, the Interquartile Range (IQR). Taken together with an understanding of the overall and average achievement levels in the school, the IQR furthers an understanding of the range of student outcomes that exist in a school. A school gap smaller than the state gap indicates that the school's range of student outcomes is narrower than the state's while a school gap broader than the state gap indicates that the school's range of student outcomes is larger than the state's.

Grade Level - 09

PARCC English Language Arts/Literacy 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
|------------|--------------------|-------------------|
| 99th | 815 | 850 |
| 75th | 763 | 766 |
| 50th | 741 | 739 |
| 25th | 721 | 710 |
| 0th | 656 | 650 |

| | Scale Score Gap - School | Scale Score Gap - State |
|------------------|--------------------------|-------------------------|
| 25th vs 75th Gap | 42 | 56 |

PARCC ALG-1 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
|------------|--------------------|-------------------|
| 99th | N/A | 821 |
| 75th | N/A | 762 |
| 50th | N/A | 735 |
| 25th | N/A | 711 |
| 0th | N/A | 650 |

| | Scale Score Gap - School | Scale Score Gap - State |
|------------------|--------------------------|-------------------------|
| 25th vs 75th Gap | N/A | 51 |

WITHIN SCHOOL ACHIEVEMENT GAP

MONMOUTH

FREEHOLD REGIONAL

HOWELL HIGH SCHOOL

405 SQUANKUM YELLOWBROOK ROAD

FARMINGDALE, NJ 07727-3756

GRADE SPAN 09-12

Grade Level - 10

PARCC English Language Arts/Literacy 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
|------------|--------------------|-------------------|
| 99th | 820 | 850 |
| 75th | 751 | 766 |
| 50th | 726 | 733 |
| 25th | 697 | 699 |
| 0th | 650 | 650 |

| | Scale Score Gap - School | Scale Score Gap - State |
|------------------|--------------------------|-------------------------|
| 25th vs 75th Gap | 54 | 67 |

Grade Level - 11

PARCC English Language Arts/Literacy 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
|------------|--------------------|-------------------|
| 99th | 827 | 850 |
| 75th | 761 | 768 |
| 50th | 737 | 740 |
| 25th | 709 | 711 |
| 0th | 650 | 650 |

| | Scale Score Gap - School | Scale Score Gap - State |
|------------------|--------------------------|-------------------------|
| 25th vs 75th Gap | 52 | 57 |

PARCC GEO 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
|------------|--------------------|-------------------|
| 99th | N/A | 793 |
| 75th | N/A | 747 |
| 50th | N/A | 726 |
| 25th | N/A | 710 |
| 0th | N/A | 650 |

| | Scale Score Gap - School | Scale Score Gap - State |
|------------------|--------------------------|-------------------------|
| 25th vs 75th Gap | N/A | 37 |

PARCC ALG-2 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
|------------|--------------------|-------------------|
| 99th | 777 | 813 |
| 75th | 740 | 748 |
| 50th | 721 | 718 |
| 25th | 701 | 692 |
| 0th | 650 | 650 |

| | Scale Score Gap - School | Scale Score Gap - State |
|------------------|--------------------------|-------------------------|
| 25th vs 75th Gap | 39 | 56 |

SCHOOL CLIMATE

MONMOUTH
FREEHOLD REGIONAL

HOWELL HIGH SCHOOL

405 SQUANKUM YELLOWBROOK ROAD
FARMINGDALE, NJ 07727-3756

GRADE SPAN 09-12

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 |
|---------|-----------------|
| 2014-15 | 6 Hrs. 35 Mins. |

Student Suspension Rate

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

| | School |
|---------|--------|
| 2014-15 | 5.7% |

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.

| 2014-15 | School |
|-------------|-----------------|
| Full Time | 5 Hrs. 32 Mins. |
| Shared Time | 2 Hrs. 24 Mins. |

Student Expulsions

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

| | School |
|---------|--------|
| 2014-15 | 0 |

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.

| 2014-15 | School |
|----------------|--------|
| Faculty | 15 |
| Administrators | 560 |

SCHOOL PEER GROUP
MONMOUTH
FREEHOLD REGIONAL

GRADE SPAN 09-12

HOWELL HIGH SCHOOL
405 SQUANKUM YELLOWBROOK ROAD
FARMINGDALE, NJ 07727-3756

This table presents the list of peer schools in alphabetical order by county name that was created specifically for this school (highlighted in yellow). Peer schools are drawn from across the state and represent schools that have similar grade configurations and that are educating students of similar demographic characteristics, as measured by enrollment in Free/Reduced Lunch Programs, Limited English Proficiency or Special Education Programs.

| <u>COUNTY NAME</u> | <u>DISTRICT NAME</u> | <u>SCHOOL NAME</u> | <u>CDS CODE</u> | <u>GRADESPAN</u> | <u>ECONOMICALLY DISADVANTAGED</u> | <u>ENGLISH LANGUAGE LEARNER</u> | <u>SPECIAL EDUCATION</u> |
|--------------------|--------------------------|---|--------------------|------------------|-----------------------------------|---------------------------------|--------------------------|
| BERGEN | DUMONT BORO | DUMONT HIGH SCHOOL | 03-1130-040 | 09-12 | 8% | 1% | 9.5% |
| BERGEN | MIDLAND PARK BORO | MIDLAND PARK JR./SR. HIGH SCHOOL | 03-3170-050 | 07-12 | 8.1% | 0.4% | 12% |
| BERGEN | PARK RIDGE BORO | PARK RIDGE HIGH SCHOOL | 03-3940-050 | 07-12 | 5% | 0% | 14% |
| BERGEN | WALDWICK BORO | WALDWICK HIGH SCHOOL | 03-5410-030 | 09-12 | 0.9% | 2.8% | 12.7% |
| BERGEN | WESTWOOD REGIONAL | WESTWOOD JUNIOR/SENIOR HIGH SCHOOL | 03-5755-050 | PK-12 | 7.1% | 0.2% | 15.4% |
| BURLINGTON | LENAPE REGIONAL | SHAWNEE HIGH SCHOOL | 05-2610-060 | 09-12 | 6.8% | 0.1% | 12.6% |
| ESSEX | CALDWELL-WEST CALDWELL | JAMES CALDWELL HIGH SCHOOL | 13-0660-050 | 09-12 | 5.7% | 0.2% | 14.3% |
| ESSEX | CEDAR GROVE TWP | CEDAR GROVE HIGH SCHOOL | 13-0760-050 | 09-12 | 4.1% | 1.3% | 10.4% |
| HUNTERDON | HUNTERDON CENTRAL REG | HUNTERDON CENTRAL REGIONAL HIGH SCHOOL | 19-2300-050 | 09-12 | 6.8% | 1.4% | 13% |
| HUNTERDON | N HUNT/VOORHEES REGIONAL | VOORHEES HIGH SCHOOL | 19-3660-060 | 09-12 | 6% | 0% | 14.2% |
| MERCER | ROBBINSVILLE TWP | ROBBINSVILLE HIGH SCHOOL | 21-5510-030 | 09-12 | 4.5% | 0.3% | 11.2% |
| MERCER | W WINDSOR-PLAINSBORO REG | WEST WINDSOR-PLAINSBORO HIGH SCHOOL NORTH | 21-5715-025 | 09-12 | 4.9% | 0.1% | 11.8% |
| MERCER | W WINDSOR-PLAINSBORO REG | WEST WINDSOR-PLAINSBORO HIGH SCHOOL SOUTH | 21-5715-020 | 09-12 | 4.6% | 2.2% | 8.7% |
| MIDDLESEX | METUCHEN BORO | METUCHEN HIGH SCHOOL | 23-3120-050 | 09-12 | 7.6% | 1.1% | 13.2% |
| MONMOUTH | FREEHOLD REGIONAL | FREEHOLD TOWNSHIP HIGH SCHOOL | 25-1650-055 | 09-12 | 9.5% | 0.1% | 13.7% |
| MONMOUTH | FREEHOLD REGIONAL | HOWELL HIGH SCHOOL | 25-1650-060 | 09-12 | 7.1% | 0% | 12.2% |
| MONMOUTH | FREEHOLD REGIONAL | MANALAPAN HIGH SCHOOL | 25-1650-070 | 09-12 | 7.5% | 0% | 13.2% |
| MONMOUTH | HOLMDEL TWP | HOLMDEL HIGH SCHOOL | 25-2230-020 | 09-12 | 3.8% | 0.5% | 12.6% |
| MONMOUTH | MIDDLETOWN TWP | MIDDLETOWN HIGH SCHOOL SOUTH | 25-3160-053 | 09-12 | 6.4% | 0% | 15.7% |
| MORRIS | MADISON BORO | MADISON HIGH SCHOOL | 27-2870-050 | 09-12 | 6.1% | 0.6% | 13.1% |
| MORRIS | MONTVILLE TWP | MONTVILLE TOWNSHIP HIGH SCHOOL | 27-3340-010 | 09-12 | 3.6% | 1.3% | 14% |
| MORRIS | PEQUANNOCK TWP | PEQUANNOCK TOWNSHIP HIGH SCHOOL | 27-4080-050 | 09-12 | 5.8% | 0.1% | 12.6% |

SCHOOL PEER GROUP

MONMOUTH

FREEHOLD REGIONAL

GRADE SPAN 09-12

HOWELL HIGH SCHOOL
405 SQUANKUM YELLOWBROOK ROAD
FARMINGDALE, NJ 07727-3756

| | | | | | | | |
|----------|---------------------------|---|-------------|-------|------|------|-------|
| MORRIS | RANDOLPH TWP | RANDOLPH HIGH SCHOOL | 27-4330-050 | 09-12 | 6.3% | 0.9% | 15.2% |
| PASSAIC | WAYNE TWP | WAYNE VALLEY HIGH SCHOOL | 31-5570-050 | 09-12 | 9.1% | 0% | 9.8% |
| SOMERSET | BRIDGEWATER-RARITAN REG | BRIDGEWATER-RARITAN REGIONAL HIGH SCHOOL | 35-0555-005 | 09-12 | 8% | 0% | 19.4% |
| SOMERSET | HILLSBOROUGH TWP | HILLSBOROUGH HIGH SCHOOL | 35-2170-030 | 09-12 | 7.5% | 1% | 13.4% |
| SOMERSET | MONTGOMERY TWP | MONTGOMERY HIGH SCHOOL | 35-3320-030 | 09-12 | 3.9% | 0.9% | 10.2% |
| UNION | CLARK TWP | ARTHUR L. JOHNSON HIGH SCHOOL | 39-0850-005 | 09-12 | 6.8% | 1.3% | 10.4% |
| UNION | CRANFORD TWP | CRANFORD HIGH SCHOOL | 39-0980-030 | 09-12 | 4.2% | 0.2% | 17.7% |
| UNION | NEW PROVIDENCE BORO | NEW PROVIDENCE HIGH SCHOOL | 39-3560-050 | 09-12 | 4.9% | 0.4% | 10.3% |
| UNION | SCOTCH PLAINS-FANWOOD REG | SCOTCH PLAINS-FANWOOD HIGH SCHOOL | 39-4670-050 | 09-12 | 7.2% | 0.6% | 10.6% |



State of New Jersey
2014-15

25-1650-070

MANALAPAN HIGH SCHOOL
20 CHURCH LANE
ENGLISHTOWN, NJ 07726-3498

OVERVIEW

MONMOUTH
FREEHOLD REGIONAL

GRADE SPAN 09-12

The New Jersey Department of Education (NJDOE) is pleased to present these annual reports of School Performance. 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 peer schools that are educating similar students, against statewide 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 deep, lengthy conversations about the full range of the data presented. As educators know well, measuring school performance is both an art and a science. While the School Performance Report brings attention to important student outcomes, 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 like time management and perseverance; 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 and collect well.

To learn more about New Jersey's school accountability system, please visit: <http://www.nj.gov/education/educators/>.

DEMOGRAPHIC INFORMATION

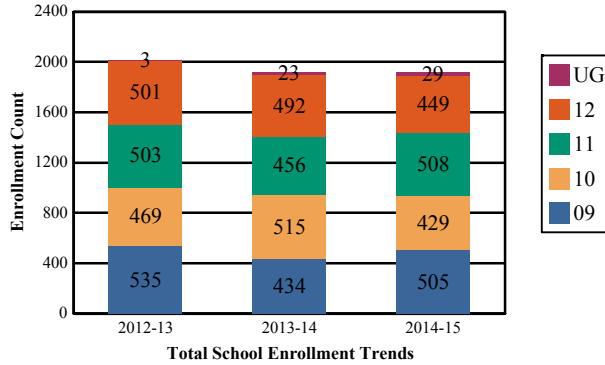
MONMOUTH
FREEHOLD REGIONAL

GRADE SPAN 09-12

25-1650-070
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20 CHURCH LANE
ENGLISHTOWN, NJ 07726-3498

Enrollment by Grade

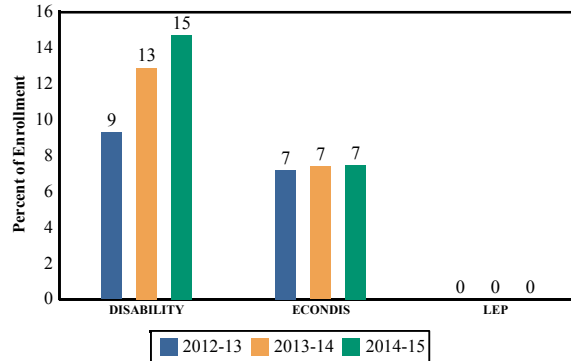
This graph presents the count of students who were 'on roll' by grade in October of each school year.



Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

Enrollment Trends by Program Participation

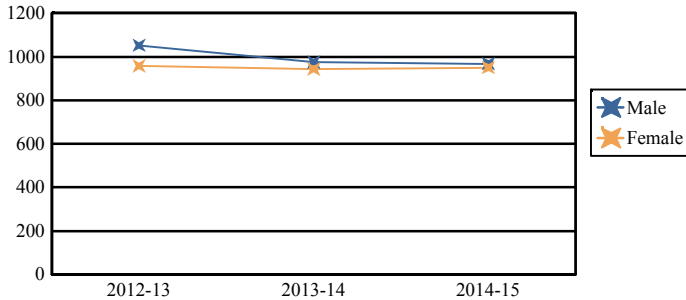
This graph presents the percentages of students by program participation who were 'on roll' in October of each school year.



| Total School Enrollment | |
|-------------------------|-------|
| 2012-13 | 2,010 |
| 2013-14 | 1,918 |
| 2014-15 | 1,918 |

Enrollment by Gender

This graph presents the count of students by gender who were 'on roll' in October of each school year.



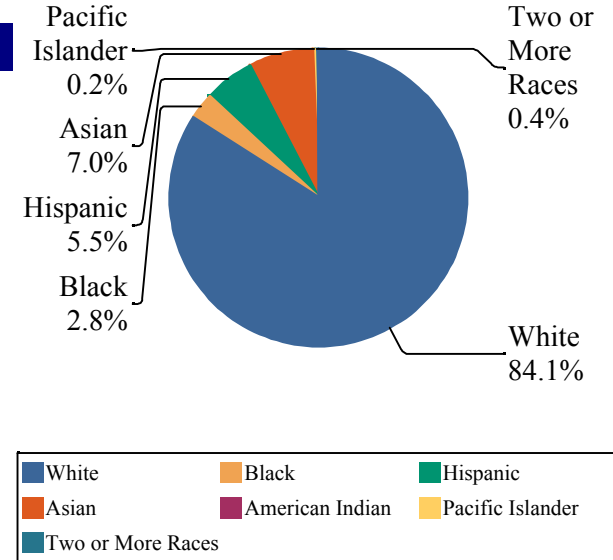
| | Male | Female |
|---------|-------|--------|
| 2012-13 | 1,052 | 958 |
| 2013-14 | 975 | 943 |
| 2014-15 | 968 | 950 |

Current Year Enrollment by Program Participation

| 2014-15 | Count of Students | % of Enrollment |
|-------------------------------------|-------------------|-----------------|
| Students with Disability | 283 | 15% |
| Economically Disadvantaged Students | 143 | 7.5% |
| English Language Learners | 0 | 0.0% |

Enrollment by Ethnic/Racial Subgroup

This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001.



Language Diversity

This table presents the percentage of students who primarily speak each language in their home.

| 2014-15 | Percent |
|---------|---------|
| English | 90.4% |
| Russian | 3.1% |
| Spanish | 1.1% |
| Arabic | 1.0% |
| Hindi | 0.5% |
| Chinese | 0.5% |
| Other | 3.5% |

ACADEMIC ACHIEVEMENT

MONMOUTH

FREEHOLD REGIONAL

GRADE SPAN 09-12

The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L), Mathematics and Biology as demonstrated in 2014-2015 *Partnership for Assessment of Readiness for College and Careers (PARCC)* assessments and the End-of-Course Biology assessment. The below chart consist of three columns with measures. The first column - Schoolwide Performance - below includes the percentage of students who met or exceeded expectations in ELA/L or Math. The middle column - Peer School Percentile - indicates how the school's outcomes compare to its group of peer schools. The last column - Statewide Percentile - indicates how the school's outcomes compare to schools across the state in ELA/L.

| Academic Achievement | Schoolwide Performance | Peer Percentile | State Percentile |
|---|------------------------|-----------------|------------------|
| HS English Language Arts/Literacy Met or Exceeded Expectation | 42% | 16 | 57 |
| Math Met or Exceeded Expectation | 21% | | |

ESEA Waiver - English Language Arts/Literacy

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

| Subgroups | Valid Scores | % Meeting Standards | Participation Goal | Participation Rate | Met Participation? |
|-------------------------------------|--------------|---------------------|--------------------|--------------------|--------------------|
| Schoolwide | 231 | 41.6% | 95% | 46.6% | NO |
| White | 193 | 39.9% | 95% | 44.7% | NO |
| African American | - | - | -- | -- | -- |
| Hispanic | - | - | -- | -- | -- |
| American Indian | - | - | -- | -- | -- |
| Asian | - | - | -- | -- | -- |
| Two or More Races | - | - | -- | -- | -- |
| Students with Disability | 62 | 11.3% | 95% | 49.2% | NO |
| English Learner Students | - | - | -- | -- | -- |
| Economically Disadvantaged Students | - | - | -- | -- | -- |

YES* = Met Participation Rate (Participation Averaging applied)

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

ESEA Waiver - Math

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

| Subgroups | Valid Scores | % Meeting Standards | Participation Goal | Participation Rate | Met Participation? |
|-------------------------------------|--------------|---------------------|--------------------|--------------------|--------------------|
| Schoolwide | 197 | 21.3% | 95% | 41.9% | NO |
| White | 167 | 19.8% | 95% | 40.5% | NO |
| African American | - | - | -- | -- | -- |
| Hispanic | - | - | -- | -- | -- |
| American Indian | - | - | -- | -- | -- |
| Asian | - | - | -- | -- | -- |
| Two or More Races | - | - | -- | -- | -- |
| Students with Disability | - | - | -- | -- | -- |
| English Learner Students | - | - | -- | -- | -- |
| Economically Disadvantaged Students | - | - | -- | -- | -- |

YES* = Met Participation Rate (Participation Averaging applied)

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

ACADEMIC ACHIEVEMENT

**MONMOUTH
FREEHOLD REGIONAL**

GRADE SPAN 09-12

Proficiency Outcomes - Biology

This table presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the New Jersey Biology Competency Test (NJBCT) in the latest school year.

| Subgroups | Advanced | Proficient | Partially Proficient |
|-------------------------------------|----------|------------|----------------------|
| Schoolwide | - | - | - |
| White | - | - | - |
| African American | - | - | - |
| Hispanic | - | - | - |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| English Language Learners | - | - | - |
| Economically Disadvantaged Students | - | - | - |

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

Proficiency Trends - Biology

This graph presents the percentage of students who scored in the Advanced Proficient, Proficient, and Partially Proficient categories of the Biology Competency Test over the last four years.

Data is suppressed to protect the confidentiality of the students.

PARCC Performance Level

The PARCC assesses how well students have learned grade-level material in English Language Arts/Literacy (ELA/L) and Math. The tests include questions that measure students' fundamental skills and knowledge, and require them to think critically, solve problems and support or explain their answers.

The PARCC reports students' overall scale scores that range from 650 to 850. To determine whether students have met academic expectations for their grade level/course in ELA/L and Math, students' overall scale scores are categorized into 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.

| Five Performance Levels | | | | |
|---|---|--|-------------------------------------|---|
| Level 1: Did Not Yet Meet Expectations <i>(Min. 650)</i> | Level 2: Partially Met Expectations | Level 3: Approached Expectations | Level 4: Met Expectations | Level 5: Exceeded Expectations <i>(Max. 850)</i> |

ACADEMIC ACHIEVEMENT

**MONMOUTH
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GRADE SPAN 09-12

**MANALAPAN HIGH SCHOOL
20 CHURCH LANE
ENGLISHTOWN, NJ 07726-3498**

PARCC ELA Performance Distribution - Grade - 09

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

| Subgroup | Valid Scores | 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 | 47 | 733 | 739 | 21% | 26% | 19% | 23% | 11% | 34% | 41% |
| White | 37 | 729 | 746 | 24% | 27% | 24% | 14% | 11% | 24% | 47% |
| African American | - | - | 723 | - | - | - | - | - | - | 23% |
| Hispanic | - | - | 725 | - | - | - | - | - | - | 26% |
| American Indian | - | - | 732 | - | - | - | - | - | - | 33% |
| Asian | - | - | 765 | - | - | - | - | - | - | 68% |
| Two or More Races | - | - | 731 | - | - | - | - | - | - | 36% |
| Students with Disability | - | - | 706 | - | - | - | - | - | - | 9% |
| English Language Learners | - | - | 693 | - | - | - | - | - | - | 5% |
| Economically Disadvantaged Students | - | - | 724 | - | - | - | - | - | - | 24% |

ACADEMIC ACHIEVEMENT

MONMOUTH

FREEHOLD REGIONAL

GRADE SPAN 09-12

MANALAPAN HIGH SCHOOL

20 CHURCH LANE

ENGLISHTOWN, NJ 07726-3498

PARCC ELA Performance Distribution - Grade - 10

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

| Subgroup | Valid Scores | 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 | 184 | 749 | 735 | 9% | 16% | 32% | 32% | 12% | 43% | 38% |
| White | 156 | 748 | 741 | 8% | 17% | 31% | 33% | 10% | 44% | 43% |
| African American | - | - | 717 | - | - | - | - | - | - | 22% |
| Hispanic | - | - | 720 | - | - | - | - | - | - | 24% |
| American Indian | - | - | 725 | - | - | - | - | - | - | 27% |
| Asian | 12 | 776 | 763 | 0% | 8% | 42% | 8% | 42% | 50% | 62% |
| Two or More Races | - | - | 729 | - | - | - | - | - | - | 34% |
| Students with Disability | 35 | 719 | 698 | 20% | 37% | 29% | 14% | 0% | 14% | 8% |
| English Language Learners | - | - | 685 | - | - | - | - | - | - | 4% |
| Economically Disadvantaged Students | 16 | 731 | 718 | 25% | 19% | 19% | 31% | 6% | 38% | 23% |

ACADEMIC ACHIEVEMENT

**MONMOUTH
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GRADE SPAN 09-12

**MANALAPAN HIGH SCHOOL
20 CHURCH LANE
ENGLISHTOWN, NJ 07726-3498**

PARCC ELA Performance Distribution - Grade - 11

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

| Subgroup | Valid Scores | 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 | 200 | 755 | 741 | 9% | 17% | 29% | 23% | 24% | 47% | 42% |
| White | 153 | 751 | 745 | 10% | 17% | 31% | 20% | 23% | 42% | 46% |
| African American | - | - | 727 | - | - | - | - | - | - | 27% |
| Hispanic | 14 | 734 | 731 | 14% | 36% | 21% | 21% | 7% | 29% | 31% |
| American Indian | - | - | 745 | - | - | - | - | - | - | 38% |
| Asian | 31 | 779 | 765 | 0% | 6% | 23% | 35% | 35% | 71% | 64% |
| Two or More Races | - | - | 738 | - | - | - | - | - | - | 38% |
| Students with Disability | - | - | 712 | - | - | - | - | - | - | 16% |
| English Language Learners | - | - | 703 | - | - | - | - | - | - | 6% |
| Economically Disadvantaged Students | 11 | 742 | 730 | 18% | 9% | 27% | 36% | 9% | 45% | 30% |

Advanced Placement/International Baccalaureate English Performance Distribution

This graph presents the percentage of students in this school scoring in each performance level of the AP/IB English assessment. Students who score AP >= 3 or score IB >= 4 may earn college credit. Shown below the graph is a table that presents the percentage of students who achieved a score that could potentially earn college credit and the average score earned in the school.



| Subject | Valid Scores | % Eligible for College Credit | Average Score Earned in the School | Average Score Earned in the State |
|-------------|--------------|-------------------------------|------------------------------------|-----------------------------------|
| AP ENG LANG | 112 | 78.6% | 3.29 | 3.36 |

- Data is suppressed to protect the confidentiality of the students.

ACADEMIC ACHIEVEMENT

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GRADE SPAN 09-12

PARCC ALGEBRA I - Performance Distribution

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

| Subgroup | Valid Scores | 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 | - | - | 740 | - | - | - | - | - | - | 40% |
| White | - | - | 746 | - | - | - | - | - | - | 47% |
| African American | - | - | 722 | - | - | - | - | - | - | 20% |
| Hispanic | - | - | 725 | - | - | - | - | - | - | 21% |
| American Indian | - | - | 733 | - | - | - | - | - | - | 35% |
| Asian | - | - | 769 | - | - | - | - | - | - | 73% |
| Two or More Races | - | - | 734 | - | - | - | - | - | - | 35% |
| Students with Disability | - | - | 710 | - | - | - | - | - | - | 8% |
| English Language Learners | - | - | 710 | - | - | - | - | - | - | 7% |
| Economically Disadvantaged Students | - | - | 725 | - | - | - | - | - | - | 21% |

ACADEMIC ACHIEVEMENT

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GRADE SPAN 09-12

PARCC GEOMETRY - Performance Distribution

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

| Subgroup | Valid Scores | 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 | 114 | 723 | 728 | 9% | 40% | 40% | 11% | 0% | 11% | 21% |
| White | - | - | 731 | - | - | - | - | - | - | 24% |
| African American | - | - | 716 | - | - | - | - | - | - | 7% |
| Hispanic | - | - | 718 | - | - | - | - | - | - | 8% |
| American Indian | - | - | 722 | - | - | - | - | - | - | 12% |
| Asian | - | - | 751 | - | - | - | - | - | - | 54% |
| Two or More Races | - | - | 724 | - | - | - | - | - | - | 20% |
| Students with Disability | - | - | 709 | - | - | - | - | - | - | 4% |
| English Language Learners | - | - | 710 | - | - | - | - | - | - | 6% |
| Economically Disadvantaged Students | - | - | 718 | - | - | - | - | - | - | 8% |

ACADEMIC ACHIEVEMENT

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PARCC ALGEBRA II - Performance Distribution

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

| Subgroup | Valid Scores | 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 | 131 | 727 | 721 | 22% | 28% | 21% | 27% | 2% | 28% | 24% |
| White | 106 | 728 | 725 | 22% | 28% | 22% | 26% | 2% | 28% | 27% |
| African American | - | - | 701 | - | - | - | - | - | - | 8% |
| Hispanic | - | - | 706 | - | - | - | - | - | - | 10% |
| American Indian | - | - | 720 | - | - | - | - | - | - | 23% |
| Asian | 13 | 741 | 751 | 8% | 23% | 23% | 46% | 0% | 46% | 53% |
| Two or More Races | - | - | 716 | - | - | - | - | - | - | 21% |
| Students with Disability | - | - | 691 | - | - | - | - | - | - | 4% |
| English Language Learners | - | - | 694 | - | - | - | - | - | - | 6% |
| Economically Disadvantaged Students | - | - | 705 | - | - | - | - | - | - | 9% |

COLLEGE AND CAREER READINESS

MONMOUTH

GRADE SPAN 09-12

FREEHOLD REGIONAL

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. The table below presents five such indicators: the percentage of students enrolled in the 12th grade who took the SAT or ACT, the percentage of 10th and 11th graders who took the PSAT, the percentage of students who scored above the SAT benchmark of 1550, the percentage of 11th and 12th graders who took at least one AP or IB test in English, math, social studies or science, and the percentage of those AP or IB tests that were scored a 3 or higher.

The below chart consist of five columns with measures. The first column - Schoolwide Performance - represents the outcomes for these particular indicators in the school. The second column - Peer School Percentile - indicates how the school's performance compares to its group of peer schools. The third column - Statewide Percentile - indicates how the school's performance compares to schools across the state. The fourth column - Statewide Target - provides the statewide targets for each of these indicators. The last column - Met Target? - indicates whether the School Performance met or exceeded the statewide target. The Summary row presents the averages of the peer school percentiles, the average of statewide percentiles and the percentage of statewide targets met.

| College and Career Readiness Indicators | Schoolwide Performance | Peer Percentile | Statewide Percentile | Statewide Target | Met Target? |
|--|------------------------|-----------------|----------------------|------------------|-------------|
| Percent of Students Participating in SAT or ACT | 87% | 13 | 56 | 80% | YES |
| Percent of Students Participating in PSAT or PLAN | 59% | 23 | 28 | 60% | NO |
| Percent of Students Scoring Above 1550 on SAT | 49% | 16 | 67 | 40% | YES |
| Percent of Students Taking at least one AP Test or IB Test in English, Math, Social Studies or Science | 31% | 42 | 74 | 35% | NO |
| Percent of AP Tests ≥ 3 or IB Test ≥ 4 in English, Math, Social Studies or Science | 72% | 23 | 61 | 75% | NO |
| Summary | | 23 | 57 | | 40% |

College Readiness Test Participation

The first column of the table below presents the percentage of students enrolled in the 12th grade who took the SAT or ACT and the percentage of students enrolled in 10th and 11th grade who took the PSAT. The second column provides the average across the school's peer group for these two metrics.

| 2014-15 Percent of Students | School | Peer Avg. | State Avg. |
|----------------------------------|--------|-----------|------------|
| Participating in SAT | 85.3% | 89.9% | 79.1% |
| Participating in ACT | 27.2% | | 25.2% |
| Participating in PSAT or PLAN | 59.0% | 79.0% | 79.6% |
| Participating in Dual Enrollment | 3.8% | | 14.9% |

AP/IB Participation - 'Unique' Students

The table below presents the proportion of 'unique' students enrolled in at least 11th and 12th grade i.e., each student is counted once regardless of how many AP or IB courses he/she may take. The table also presents the proportion of how many 'unique' students took at least one AP or IB test to the school's enrollment in 11th and 12th grade.

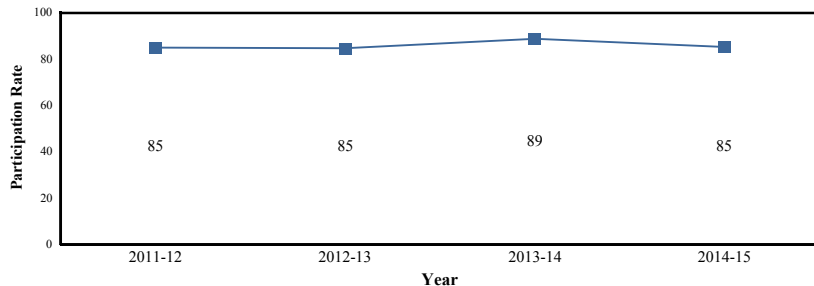
| 2014-15 Percent of Students Taking | School | Peer Avg. | State Avg. |
|--|--------|-----------|------------|
| One or More Course | 45.8% | 51.0% | 36.3% |
| One or More Test | 35.1% | 43.1% | 30.7% |
| At least one AP or IB Test in English, Math, Social Studies or Science | 31.5% | 35.4% | 25.3% |

Note: Students who are enrolled in AP/IB coursework or take AP/IB tests in grades other than 11th and 12th are included in the numerator of this calculation.

Participation Trends - SAT Testing

Participation Trends - SAT Testing

This graph presents the participation rate in the SAT over the last four years.



Scholastic Assessment Test (SAT) Results

This table presents the percentage of students who achieved a composite SAT score of 1550 or higher. The SAT benchmark score of 1550 (Critical Reading, Mathematics and Writing Score combined) indicates a 65 percent likelihood of achieving a B- average or higher during the first year of college, which in turn has been found by the College Board's research to be indicative of a high likelihood of college success and completion.

| 2014-15 | School | Peer Avg. | State Avg. |
|---|--------|-----------|------------|
| Percent of Students Scoring Above 1550 on SAT | 49.3% | 60.3% | 43.8% |

Composite SAT Score

This chart presents the average composite SAT score from the last academic year for students enrolled in this school as well as the average scores achieved in Critical Reading, Mathematics and Writing. The averages from this school's peer group are also presented.

| 2014-15 | School | Peer Avg. | State Avg. |
|---------------------|--------|-----------|------------|
| Composite SAT Score | 1,554 | 1,639 | 1,508 |
| Critical Reading | 505 | 536 | 496 |
| Mathematics | 541 | 564 | 518 |
| Writing | 508 | 539 | 494 |

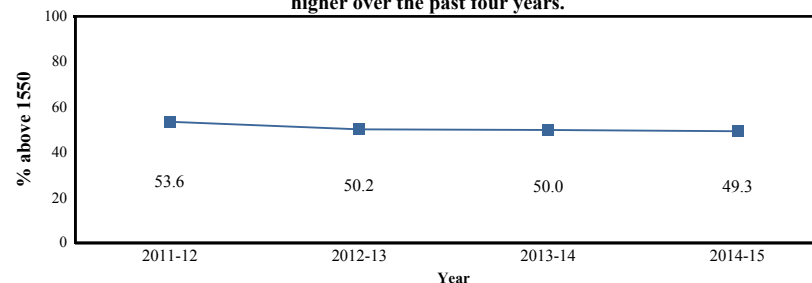
AP /IB Test Results

This table presents the percentage of all AP/IB tests taken by students enrolled in the school that were scored AP \geq 3 and scored IB \geq 4.

| 2014-15 | School | Peer Avg. | State Avg. |
|---|--------|-----------|------------|
| Percent of AP Tests \geq 3 or IB Test \geq 4 | 73.5% | 80.4% | 72.4% |
| Percent of Scores in AP \geq 3 or IB \geq 4 in English, Math, Social Studies or Science | 72.4% | 78.9% | 69.7% |

SAT Benchmark Trends

This chart presents the percentage of students who achieved a composite SAT score of 1550 or higher over the past four years.



Composite SAT Score

This chart presents the scores achieved in Critical Reading, Mathematics and Writing by the students at the 25th percentile, the 50th percentile and the 75th percentile of the school's distribution of SAT scores.

| 2014-15 | Critical Reading | Mathematics | Writing |
|-----------------|------------------|-------------|---------|
| 75th Percentile | 570 | 610 | 570 |
| 50th Percentile | 500 | 540 | 500 |
| 25th Percentile | 440 | 460 | 430 |

COLLEGE AND CAREER READINESS

MONMOUTH
FREEHOLD REGIONAL

GRADE SPAN 09-12

AP/IB Courses Offered

This table presents the count of students enrolled in each AP/IB course offered in this school in the first column. The second column presents the count of tests taken in each AP/IB course. The numbers may not match as some students do not take the test in the same year as they take the course and some students may take the course without taking the test or vice versa.

| AP/IB Course Name | Students Enrolled | Students Tested |
|---------------------------------------|-------------------|-----------------|
| AP English Language and Composition | 126 | 118 |
| AP Psychology | 115 | 62 |
| AP U.S. History | 83 | 100 |
| AP Physics B | 81 | |
| AP English Literature and Composition | 81 | 37 |
| AP Biology | 72 | 51 |
| AP Calculus BC | 51 | 45 |
| AP Computer Science A | 43 | 30 |
| AP Chemistry | 40 | 39 |
| AP Statistics | 39 | 25 |
| AP Physics C | 39 | |
| AP Microeconomics | 32 | 30 |
| AP Calculus AB | 32 | 27 |
| AP U.S. Government and Politics | 30 | 15 |
| AP Macroeconomics | 18 | 16 |
| AP Environmental Science | 11 | 25 |
| AP Spanish Language | 9 | 9 |
| AP Studio Art/Drawing Portfolio | 4 | |

| AP/IB Course Name | Students Enrolled | Students Tested |
|---|-------------------|-----------------|
| AP Physics C: Electricity and Magnetism | | 44 |
| AP Physics 1 | | 43 |
| AP Physics C: Mechanics | | 33 |
| AP Physics 2 | | 10 |
| AP European History | | 1 |

COLLEGE AND CAREER READINESS

MONMOUTH
FREEHOLD REGIONAL

GRADE SPAN 09-12

Visual and Performing Arts

The chart below contains the percentage of students who were enrolled in at least one Dance, Drama/Theater, Music or Visual Arts class in this school. The last row shows the percentage of students who were enrolled in any Visual and Performing Arts classes in the school.

| Percent of Students Enrolled | School | State |
|--|--------|-------|
| Dance | N/R | 2.1% |
| Drama/Theater | N/R | 3.8% |
| Music | 10.5% | 17.8% |
| Visual Arts | 33.2% | 31.7% |
| Total: All Visual and Performing Arts | 42.4% | 49.9% |

N/R - Data Not Reported

Participation in Career Readiness

The chart below contains percentage of students who were participants in an approved Career and Technical Education Program in this school as well as across the State of New Jersey.

| Percent of Students Enrolled | School | State |
|--------------------------------|--------|-------|
| Participating in CTE | 5.5% | 18.3% |
| Structured Learning Experience | 2.4% | 7.0% |

N/R - Data Not Reported

GRADUATION AND POSTSECONDARY

MONMOUTH

FREEHOLD REGIONAL

GRADE SPAN 09-12

MANALAPAN HIGH SCHOOL
20 CHURCH LANE
ENGLISHTOWN, NJ 07726-3498

This section of the performance report presents data about graduation, dropout and post-secondary attendance. The graduation rate is calculated according to the ESEA Cohort methodology as required by the United States Department of Education. Dropout rates are calculated from student-level data submitted by districts for students officially classified as dropouts. The dropout rate is the count of students who dropout in an academic year divided by the school's total enrollment.

The below chart consist of five columns with measures. The first column - Schoolwide Performance - represents the outcomes for these particular indicators in this school. The second column - Peer School Percentile - indicates how the school's performance compares to its group of peer schools. The third column - Statewide Percentile - indicates how the school's performance compares to schools across the state.. The fourth column - Statewide Target - provides the statewide targets for each of these indicators. The Statewide Target for Graduation Rate was established pursuant to NJDOE's ESEA Accountability Workbook. The last column - Met Target - indicates whether the School Performance met or exceeded the statewide target. The Summary row presents the averages of the peer school percentile, the average of statewide percentile and the percentage of statewide targets met.

| Graduation & Post Secondary Indicators | Schoolwide Performance | Peer Percentile | Statewide Percentile | Statewide Targets | Met Target |
|--|------------------------|-----------------|----------------------|-------------------|-------------|
| Overall Graduation Rate | 98% | 84 | 87 | 78% | YES |
| Dropout Rate | 0.5% | 23 | 50 | 2% | YES |
| SUMMARY - Graduation & Post-Secondary | | 54 | 69 | | 100% |

Graduation Rate by Subgroup

This table presents for all NCLB-identified subgroups the "4-year Adjusted Graduation Rate." This rate calculates the percentage of students who are awarded a regular, high school diploma within four years of becoming a first-time ninth grader. The rate is adjusted to account for students who 'transfer-in' and for students who are verified as 'transfers-out'.

| | School | State Target |
|-------------------------------------|--------|--------------|
| Schoolwide | 98% | 78% |
| White | 98% | |
| African American | - | |
| Hispanic | - | |
| American Indian | - | |
| Asian | - | |
| Native Hawaiian | - | |
| Two or More Races | - | |
| Students with Disability | 96% | |
| English Language Learners | - | |
| Economically Disadvantaged Students | 94% | |

Dropout Rate by Subgroup

This table presents for all NCLB-identified subgroups the Dropout rate. This rate calculates the percentage of students who are classified as dropouts divided by the school's total enrollment and by each subgroup enrollment.

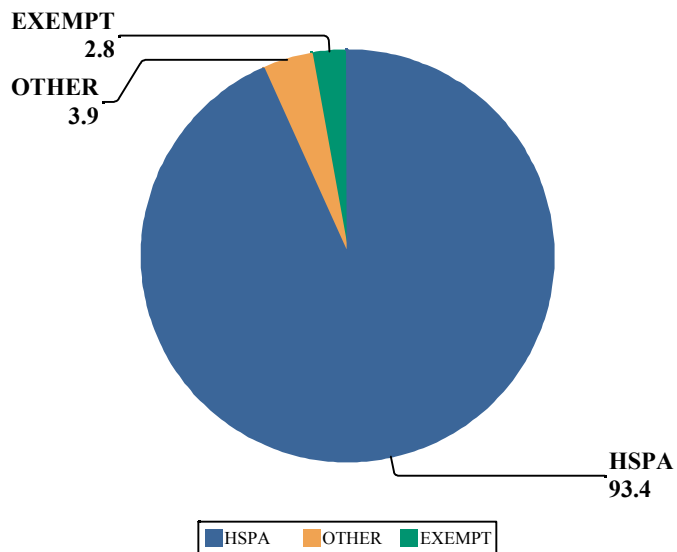
| | School | State Target |
|-------------------------------------|--------|--------------|
| Schoolwide | .5% | 2% |
| White | .5% | |
| African American | 1.8% | |
| Hispanic | 0% | |
| American Indian | - | |
| Asian | 0% | |
| Native Hawaiian | - | |
| Two or More Races | - | |
| Students with Disability | 0% | |
| Economically Disadvantaged Students | .7% | |
| Limited English Proficiency | - | |

GRADUATION AND POSTSECONDARY
MONMOUTH
FREEHOLD REGIONAL

GRADE SPAN 09-12

Graduation Pathway Rates

This chart presents the percentage of high school graduates who graduated by passing both sections of the HSPA, who were exempt from passing the HSPA, or who demonstrated proficiency through an alternative pathway such as through the Alternative High School Assessment, achievement of the 'Just Proficient Mean' or an appeal process.



Extended Year Graduation Rate

The chart below presents the 4-year and 5-year graduation rate for the prior school year's cohort in addition to the 4-year graduation rate for last year's cohort.

| Class of | 4-year Rate | 5-year Rate |
|----------|-------------|-------------|
| 2012 | 97% | 98% |
| 2013 | 95% | 95% |
| 2014 | 97% | 96% |
| 2015 | 98% | |

Postsecondary Enrollment Rates

This chart presents the enrollment rates of this school's high school graduates, 16-months after high school graduation. The data is from the National Student Clearinghouse which reports that it collects student-level enrollment data from 95% of Institutions of Higher Education nationwide.

The last columns indicate, for the schoolwide total and each subgroup, the percentage of postsecondary enrollees that were enrolled in either a 2 year or a 4 year institution.

| | Percent Enrolled | Percent in 2 Year | Percent in 4 Year |
|-------------------------------------|-------------------------|--------------------------|--------------------------|
| Statewide | 78.5% | 34.3% | 64.7% |
| Schoolwide | 89% | 39.3% | 60.7% |
| White | 90.5% | 41.8% | 58.2% |
| African American | - | - | - |
| Hispanic | - | - | - |
| Asian | 89.7% | 14.3% | 85.7% |
| American Indian | - | - | - |
| Native Hawaiian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | 71.7% | 71.1% | 28.9% |
| English Language Learners | - | - | - |
| Economically Disadvantaged Students | 93.5% | 55.2% | 44.8% |

WITHIN SCHOOL ACHIEVEMENT GAP

MONMOUTH
FREEHOLD REGIONAL

GRADE SPAN 09-12

This section of the performance report presents data about the achievement gap that exists within a school - as measured by the difference between the students' scale scores at the 25th and 75th percentile in the school, the Interquartile Range (IQR). Taken together with an understanding of the overall and average achievement levels in the school, the IQR furthers an understanding of the range of student outcomes that exist in a school. A school gap smaller than the state gap indicates that the school's range of student outcomes is narrower than the state's while a school gap broader than the state gap indicates that the school's range of student outcomes is larger than the state's.

Grade Level - 09

PARCC English Language Arts/Literacy 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
|------------|--------------------|-------------------|
| 99th | 821 | 850 |
| 75th | 769 | 766 |
| 50th | 749 | 739 |
| 25th | 730 | 710 |
| 0th | 653 | 650 |

| | Scale Score Gap - School | Scale Score Gap - State |
|------------------|--------------------------|-------------------------|
| 25th vs 75th Gap | 39 | 56 |

PARCC ALG-1 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
|------------|--------------------|-------------------|
| 99th | N/A | 821 |
| 75th | N/A | 762 |
| 50th | N/A | 735 |
| 25th | N/A | 711 |
| 0th | N/A | 650 |

| | Scale Score Gap - School | Scale Score Gap - State |
|------------------|--------------------------|-------------------------|
| 25th vs 75th Gap | N/A | 51 |

WITHIN SCHOOL ACHIEVEMENT GAP

MONMOUTH

FREEHOLD REGIONAL

Grade Level - 10

PARCC English Language Arts/Literacy 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
|------------|--------------------|-------------------|
| 99th | 850 | 850 |
| 75th | 772 | 766 |
| 50th | 744 | 733 |
| 25th | 725 | 699 |
| 0th | 650 | 650 |

| | Scale Score Gap - School | Scale Score Gap - State |
|------------------|--------------------------|-------------------------|
| 25th vs 75th Gap | 47 | 67 |

Grade Level - 11

PARCC English Language Arts/Literacy 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
|------------|--------------------|-------------------|
| 99th | 850 | 850 |
| 75th | 789 | 768 |
| 50th | 746 | 740 |
| 25th | 725 | 711 |
| 0th | 664 | 650 |

| | Scale Score Gap - School | Scale Score Gap - State |
|------------------|--------------------------|-------------------------|
| 25th vs 75th Gap | 64 | 57 |

PARCC GEO 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
|------------|--------------------|-------------------|
| 99th | 764 | 793 |
| 75th | 746 | 747 |
| 50th | 732 | 726 |
| 25th | 718 | 710 |
| 0th | 658 | 650 |

| | Scale Score Gap - School | Scale Score Gap - State |
|------------------|--------------------------|-------------------------|
| 25th vs 75th Gap | 28 | 37 |

PARCC ALG-2 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
|------------|--------------------|-------------------|
| 99th | 816 | 813 |
| 75th | 763 | 748 |
| 50th | 735 | 718 |
| 25th | 711 | 692 |
| 0th | 650 | 650 |

| | Scale Score Gap - School | Scale Score Gap - State |
|------------------|--------------------------|-------------------------|
| 25th vs 75th Gap | 52 | 56 |

SCHOOL CLIMATE

MONMOUTH

FREEHOLD REGIONAL

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 |
|---------|-----------------|
| 2014-15 | 6 Hrs. 35 Mins. |

Student Suspension Rate

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

| | School |
|---------|--------|
| 2014-15 | 7.6% |

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.

| 2014-15 | School |
|-------------|-----------------|
| Full Time | 5 Hrs. 32 Mins. |
| Shared Time | 2 Hrs. 24 Mins. |

Student Expulsions

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

| | School |
|---------|--------|
| 2014-15 | 0 |

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.

| 2014-15 | School |
|----------------|--------|
| Faculty | 15 |
| Administrators | 480 |

SCHOOL PEER GROUP
MONMOUTH
FREEHOLD REGIONAL

MANALAPAN HIGH SCHOOL
20 CHURCH LANE
ENGLISHTOWN, NJ 07726-3498

GRADE SPAN 09-12

This table presents the list of peer schools in alphabetical order by county name that was created specifically for this school (highlighted in yellow). Peer schools are drawn from across the state and represent schools that have similar grade configurations and that are educating students of similar demographic characteristics, as measured by enrollment in Free/Reduced Lunch Programs, Limited English Proficiency or Special Education Programs.

| <u>COUNTY NAME</u> | <u>DISTRICT NAME</u> | <u>SCHOOL NAME</u> | <u>CDS CODE</u> | <u>GRADES PAN</u> | <u>ECONOMICALLY DISADVANTAGED</u> | <u>ENGLISH LANGUAGE LEARNER</u> | <u>SPECIAL EDUCATION</u> |
|--------------------|--------------------------|---|-----------------|-------------------|-----------------------------------|---------------------------------|--------------------------|
| BERGEN | DUMONT BORO | DUMONT HIGH SCHOOL | 03-1130-040 | 09-12 | 8% | 1% | 9.5% |
| BERGEN | MIDLAND PARK BORO | MIDLAND PARK JR./SR. HIGH SCHOOL | 03-3170-050 | 07-12 | 8.1% | 0.4% | 12% |
| BERGEN | PARK RIDGE BORO | PARK RIDGE HIGH SCHOOL | 03-3940-050 | 07-12 | 5% | 0% | 14% |
| BERGEN | WALDWICK BORO | WALDWICK HIGH SCHOOL | 03-5410-030 | 09-12 | 0.9% | 2.8% | 12.7% |
| BERGEN | WESTWOOD REGIONAL | WESTWOOD JUNIOR/SENIOR HIGH SCHOOL | 03-5755-050 | PK-12 | 7.1% | 0.2% | 15.4% |
| BURLINGTON | LENAPE REGIONAL | SHAWNEE HIGH SCHOOL | 05-2610-060 | 09-12 | 6.8% | 0.1% | 12.6% |
| BURLINGTON | MOORESTOWN TWP | MOORESTOWN HIGH SCHOOL | 05-3360-040 | 09-12 | 9.3% | 0.3% | 12.8% |
| ESSEX | CALDWELL-WEST CALDWELL | JAMES CALDWELL HIGH SCHOOL | 13-0660-050 | 09-12 | 5.7% | 0.2% | 14.3% |
| ESSEX | CEDAR GROVE TWP | CEDAR GROVE HIGH SCHOOL | 13-0760-050 | 09-12 | 4.1% | 1.3% | 10.4% |
| HUNTERDON | HUNTERDON CENTRAL REG | HUNTERDON CENTRAL REGIONAL HIGH SCHOOL | 19-2300-050 | 09-12 | 6.8% | 1.4% | 13% |
| HUNTERDON | N HUNT/VOORHEES REGIONAL | VOORHEES HIGH SCHOOL | 19-3660-060 | 09-12 | 6% | 0% | 14.2% |
| MERCER | W WINDSOR-PLAINSBORO REG | WEST WINDSOR-PLAINSBORO HIGH SCHOOL NORTH | 21-5715-025 | 09-12 | 4.9% | 0.1% | 11.8% |
| MERCER | W WINDSOR-PLAINSBORO REG | WEST WINDSOR-PLAINSBORO HIGH SCHOOL SOUTH | 21-5715-020 | 09-12 | 4.6% | 2.2% | 8.7% |
| MIDDLESEX | METUCHEN BORO | METUCHEN HIGH SCHOOL | 23-3120-050 | 09-12 | 7.6% | 1.1% | 13.2% |
| MONMOUTH | FREEHOLD REGIONAL | FREEHOLD TOWNSHIP HIGH SCHOOL | 25-1650-055 | 09-12 | 9.5% | 0.1% | 13.7% |
| MONMOUTH | FREEHOLD REGIONAL | HOWELL HIGH SCHOOL | 25-1650-060 | 09-12 | 7.1% | 0% | 12.2% |
| MONMOUTH | FREEHOLD REGIONAL | MANALAPAN HIGH SCHOOL | 25-1650-070 | 09-12 | 7.5% | 0% | 13.2% |
| MONMOUTH | MIDDLETOWN TWP | MIDDLETOWN HIGH SCHOOL SOUTH | 25-3160-053 | 09-12 | 6.4% | 0% | 15.7% |
| MORRIS | MADISON BORO | MADISON HIGH SCHOOL | 27-2870-050 | 09-12 | 6.1% | 0.6% | 13.1% |
| MORRIS | MONTVILLE TWP | MONTVILLE TOWNSHIP HIGH SCHOOL | 27-3340-010 | 09-12 | 3.6% | 1.3% | 14% |
| MORRIS | MORRIS HILLS REGIONAL | MORRIS KNOLLS HIGH SCHOOL | 27-3370-060 | 09-12 | 9.3% | 0% | 18.3% |
| MORRIS | PEQUANNOCK TWP | PEQUANNOCK TOWNSHIP HIGH SCHOOL | 27-4080-050 | 09-12 | 5.8% | 0.1% | 12.6% |



State of New Jersey
2014-15

25-1650-070

SCHOOL PEER GROUP

MONMOUTH

FREEHOLD REGIONAL

GRADE SPAN 09-12

**MANALAPAN HIGH SCHOOL
20 CHURCH LANE
ENGLISHTOWN, NJ 07726-3498**

| | | | | | | | |
|----------|---------------------------|---|-------------|-------|------|------|-------|
| MORRIS | RANDOLPH TWP | RANDOLPH HIGH SCHOOL | 27-4330-050 | 09-12 | 6.3% | 0.9% | 15.2% |
| PASSAIC | WAYNE TWP | WAYNE VALLEY HIGH SCHOOL | 31-5570-050 | 09-12 | 9.1% | 0% | 9.8% |
| SOMERSET | BRIDGEWATER-RARITAN REG | BRIDGEWATER-RARITAN REGIONAL HIGH SCHOOL | 35-0555-005 | 09-12 | 8% | 0% | 19.4% |
| SOMERSET | HILLSBOROUGH TWP | HILLSBOROUGH HIGH SCHOOL | 35-2170-030 | 09-12 | 7.5% | 1% | 13.4% |
| SOMERSET | MONTGOMERY TWP | MONTGOMERY HIGH SCHOOL | 35-3320-030 | 09-12 | 3.9% | 0.9% | 10.2% |
| UNION | CLARK TWP | ARTHUR L. JOHNSON HIGH SCHOOL | 39-0850-005 | 09-12 | 6.8% | 1.3% | 10.4% |
| UNION | CRANFORD TWP | CRANFORD HIGH SCHOOL | 39-0980-030 | 09-12 | 4.2% | 0.2% | 17.7% |
| UNION | NEW PROVIDENCE BORO | NEW PROVIDENCE HIGH SCHOOL | 39-3560-050 | 09-12 | 4.9% | 0.4% | 10.3% |
| UNION | SCOTCH PLAINS-FANWOOD REG | SCOTCH PLAINS-FANWOOD HIGH SCHOOL | 39-4670-050 | 09-12 | 7.2% | 0.6% | 10.6% |



State of New Jersey
2014-15

25-1650-080

MARLBORO HIGH SCHOOL
95 NORTH MAIN STREET
MARLBORO, NJ 07746-1055

OVERVIEW

MONMOUTH
FREEHOLD REGIONAL

GRADE SPAN 09-12

The New Jersey Department of Education (NJDOE) is pleased to present these annual reports of School Performance. 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 peer schools that are educating similar students, against statewide 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 deep, lengthy conversations about the full range of the data presented. As educators know well, measuring school performance is both an art and a science. While the School Performance Report brings attention to important student outcomes, 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 like time management and perseverance; 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 and collect well.

To learn more about New Jersey's school accountability system, please visit: <http://www.nj.gov/education/educators/>.

DEMOGRAPHIC INFORMATION

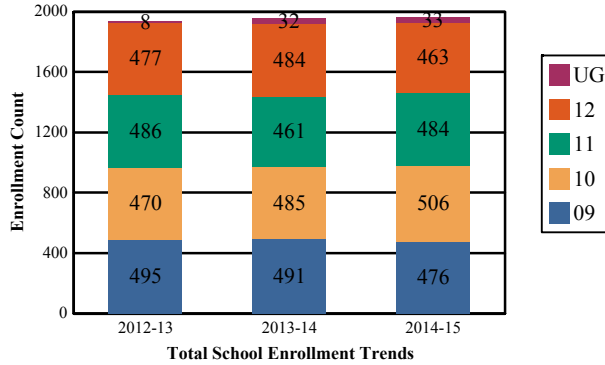
MONMOUTH
FREEHOLD REGIONAL

GRADE SPAN 09-12

Enrollment by Ethnic/Racial Subgroup

Enrollment by Grade

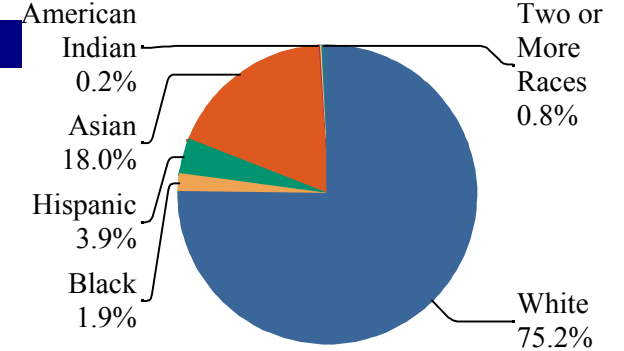
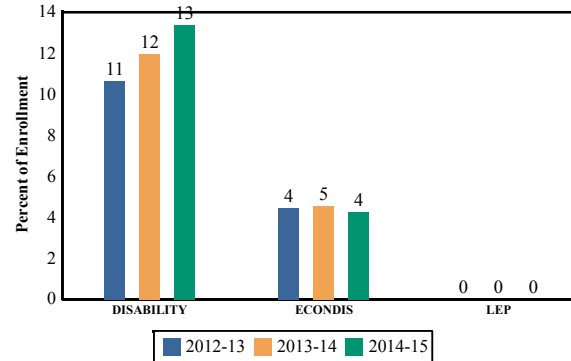
This graph presents the count of students who were 'on roll' by grade in October of each school year.



This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001.

Enrollment Trends by Program Participation

This graph presents the percentages of students by program participation who were 'on roll' in October of each school year.

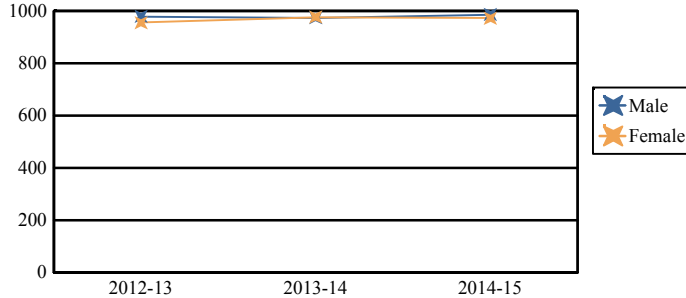


Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

| Total School Enrollment | |
|-------------------------|-------|
| 2012-13 | 1,936 |
| 2013-14 | 1,952 |
| 2014-15 | 1,960 |

Enrollment by Gender

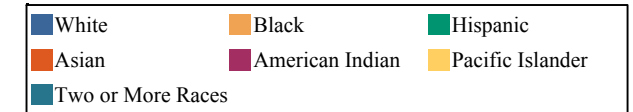
This graph presents the count of students by gender who were 'on roll' in October of each school year.



| | Male | Female |
|---------|------|--------|
| 2012-13 | 980 | 956 |
| 2013-14 | 975 | 977 |
| 2014-15 | 987 | 973 |

Current Year Enrollment by Program Participation

| 2014-15 | Count of Students | % of Enrollment |
|-------------------------------------|-------------------|-----------------|
| Students with Disability | 262 | 13% |
| Economically Disadvantaged Students | 84 | 4.3% |
| English Language Learners | 0 | 0.0% |



Language Diversity

This table presents the percentage of students who primarily speak each language in their home.

| 2014-15 | Percent |
|----------|---------|
| English | 94.2% |
| Russian | 1.7% |
| Arabic | 0.7% |
| Chinese | 0.7% |
| Spanish | 0.5% |
| Gujarati | 0.4% |
| Other | 1.8% |

ACADEMIC ACHIEVEMENT

**MONMOUTH
FREEHOLD REGIONAL**

GRADE SPAN 09-12

**MARLBORO HIGH SCHOOL
95 NORTH MAIN STREET
MARLBORO, NJ 07746-1055**

The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L), Mathematics and Biology as demonstrated in 2014-2015 *Partnership for Assessment of Readiness for College and Careers (PARCC)* assessments and the End-of-Course Biology assessment. The below chart consist of three columns with measures. The first column - Schoolwide Performance - below includes the percentage of students who met or exceeded expectations in ELA/L or Math. The middle column - Peer School Percentile - indicates how the school's outcomes compare to its group of peer schools. The last column - Statewide Percentile - indicates how the school's outcomes compare to schools across the state in ELA/L.

| Academic Achievement | Schoolwide Performance | Peer Percentile | State Percentile |
|---|------------------------|-----------------|------------------|
| HS English Language Arts/Literacy Met or Exceeded Expectation | 39% | 6 | 50 |
| Math Met or Exceeded Expectation | 28% | | |

ESEA Waiver - English Language Arts/Literacy

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

| Subgroups | Valid Scores | % Meeting Standards | Participation Goal | Participation Rate | Met Participation? |
|-------------------------------------|--------------|---------------------|--------------------|--------------------|--------------------|
| Schoolwide | 317 | 39.1% | 95% | 59.2% | NO |
| White | 201 | 29.4% | 95% | 53% | NO |
| African American | - | - | -- | -- | -- |
| Hispanic | - | - | -- | -- | -- |
| American Indian | - | - | -- | -- | -- |
| Asian | 90 | 62.2% | 95% | 80.8% | NO |
| Two or More Races | - | - | -- | -- | -- |
| Students with Disability | 43 | 23.3% | 95% | 69.5% | NO |
| English Learner Students | - | - | -- | -- | -- |
| Economically Disadvantaged Students | - | - | -- | -- | -- |

YES* = Met Participation Rate (Participation Averaging applied)

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

ESEA Waiver - Math

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

| Subgroups | Valid Scores | % Meeting Standards | Participation Goal | Participation Rate | Met Participation? |
|-------------------------------------|--------------|---------------------|--------------------|--------------------|--------------------|
| Schoolwide | 300 | 27.7% | 95% | 58.7% | NO |
| White | 193 | 20.7% | 95% | 51.8% | NO |
| African American | - | - | -- | -- | -- |
| Hispanic | - | - | -- | -- | -- |
| American Indian | - | - | -- | -- | -- |
| Asian | 81 | 46.9% | 95% | 84.6% | NO |
| Two or More Races | - | - | -- | -- | -- |
| Students with Disability | - | - | -- | -- | -- |
| English Learner Students | - | - | -- | -- | -- |
| Economically Disadvantaged Students | - | - | -- | -- | -- |

YES* = Met Participation Rate (Participation Averaging applied)

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

ACADEMIC ACHIEVEMENT

**MONMOUTH
FREEHOLD REGIONAL**

GRADE SPAN 09-12

Proficiency Outcomes - Biology

This table presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the New Jersey Biology Competency Test (NJBCT) in the latest school year.

| Subgroups | Advanced | Proficient | Partially Proficient |
|-------------------------------------|----------|------------|----------------------|
| Schoolwide | - | - | - |
| White | - | - | - |
| African American | - | - | - |
| Hispanic | - | - | - |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| English Language Learners | - | - | - |
| Economically Disadvantaged Students | - | - | - |

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

Proficiency Trends - Biology

This graph presents the percentage of students who scored in the Advanced Proficient, Proficient, and Partially Proficient categories of the Biology Competency Test over the last four years.

Data is suppressed to protect the confidentiality of the students.

ACADEMIC ACHIEVEMENT

MONMOUTH
FREEHOLD REGIONAL

GRADE SPAN 09-12

PARCC Performance Level

The PARCC assesses how well students have learned grade-level material in English Language Arts/Literacy (ELA/L) and Math. The tests include questions that measure students' fundamental skills and knowledge, and require them to think critically, solve problems and support or explain their answers.

The PARCC reports students' overall scale scores that range from 650 to 850. To determine whether students have met academic expectations for their grade level/course in ELA/L and Math, students' overall scale scores are categorized into 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.

| Five Performance Levels | | | | |
|--|--|---|--|--|
| Level 1: Did Not Yet Meet Expectations <i>(Min. 650)</i> | Level 2: Partially Met Expectations | Level 3: Approached Expectations | Level 4: Met Expectations | Level 5: Exceeded Expectations <i>(Max. 850)</i> |

ACADEMIC ACHIEVEMENT

**MONMOUTH
FREEHOLD REGIONAL**

GRADE SPAN 09-12

**MARLBORO HIGH SCHOOL
95 NORTH MAIN STREET
MARLBORO, NJ 07746-1055**

PARCC ELA Performance Distribution - Grade - 09

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

| Subgroup | Valid Scores | 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 | 20 | 769 | 739 | 0% | 0% | 35% | 45% | 20% | 65% | 41% |
| White | - | - | 746 | - | - | - | - | - | - | 47% |
| African American | - | - | 723 | - | - | - | - | - | - | 23% |
| Hispanic | - | - | 725 | - | - | - | - | - | - | 26% |
| American Indian | - | - | 732 | - | - | - | - | - | - | 33% |
| Asian | 14 | 767 | 765 | 0% | 0% | 36% | 43% | 21% | 64% | 68% |
| Two or More Races | - | - | 731 | - | - | - | - | - | - | 36% |
| Students with Disability | - | - | 706 | - | - | - | - | - | - | 9% |
| English Language Learners | - | - | 693 | - | - | - | - | - | - | 5% |
| Economically Disadvantaged Students | - | - | 724 | - | - | - | - | - | - | 24% |

ACADEMIC ACHIEVEMENT

**MONMOUTH
FREEHOLD REGIONAL**

GRADE SPAN 09-12

**MARLBORO HIGH SCHOOL
95 NORTH MAIN STREET
MARLBORO, NJ 07746-1055**

PARCC ELA Performance Distribution - Grade - 10

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

| Subgroup | Valid Scores | 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 | 290 | 737 | 735 | 20% | 20% | 24% | 27% | 9% | 36% | 38% |
| White | 192 | 727 | 741 | 26% | 22% | 26% | 23% | 4% | 27% | 43% |
| African American | 13 | 732 | 717 | 0% | 54% | 23% | 23% | 0% | 23% | 22% |
| Hispanic | - | - | 720 | - | - | - | - | - | - | 24% |
| American Indian | - | - | 725 | - | - | - | - | - | - | 27% |
| Asian | 75 | 763 | 763 | 8% | 11% | 20% | 37% | 24% | 61% | 62% |
| Two or More Races | - | - | 729 | - | - | - | - | - | - | 34% |
| Students with Disability | - | - | 698 | - | - | - | - | - | - | 8% |
| English Language Learners | - | - | 685 | - | - | - | - | - | - | 4% |
| Economically Disadvantaged Students | 21 | 718 | 718 | 38% | 24% | 19% | 19% | 0% | 19% | 23% |

ACADEMIC ACHIEVEMENT

**MONMOUTH
FREEHOLD REGIONAL**

GRADE SPAN 09-12

**MARLBORO HIGH SCHOOL
95 NORTH MAIN STREET
MARLBORO, NJ 07746-1055**

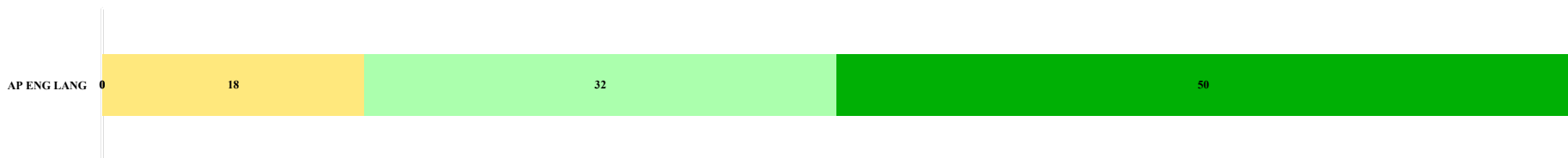
PARCC ELA Performance Distribution - Grade - 11

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

| Subgroup | Valid Scores | 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 | 166 | 737 | 741 | 18% | 19% | 22% | 31% | 11% | 42% | 42% |
| White | 103 | 730 | 745 | 22% | 22% | 23% | 22% | 10% | 32% | 46% |
| African American | - | - | 727 | - | - | - | - | - | - | 27% |
| Hispanic | - | - | 731 | - | - | - | - | - | - | 31% |
| American Indian | - | - | 745 | - | - | - | - | - | - | 38% |
| Asian | 50 | 756 | 765 | 6% | 10% | 20% | 52% | 12% | 64% | 64% |
| Two or More Races | - | - | 738 | - | - | - | - | - | - | 38% |
| Students with Disability | 35 | 707 | 712 | 43% | 23% | 6% | 6% | 23% | 29% | 16% |
| English Language Learners | - | - | 703 | - | - | - | - | - | - | 6% |
| Economically Disadvantaged Students | 11 | 713 | 730 | 18% | 27% | 36% | 9% | 9% | 18% | 30% |

Advanced Placement/International Baccalaureate English Performance Distribution

This graph presents the percentage of students in this school scoring in each performance level of the AP/IB English assessment. Students who score AP >= 3 or score IB >= 4 may earn college credit. Shown below the graph is a table that presents the percentage of students who achieved a score that could potentially earn college credit and the average score earned in the school.



| Subject | Valid Scores | % Eligible for College Credit | Average Score Earned in the School | Average Score Earned in the State |
|-------------|--------------|-------------------------------|------------------------------------|-----------------------------------|
| AP ENG LANG | 28 | 100.0% | 4.32 | 3.36 |

- Data is suppressed to protect the confidentiality of the students.

ACADEMIC ACHIEVEMENT

MONMOUTH
FREEHOLD REGIONAL

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PARCC ALGEBRA I - Performance Distribution

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

| Subgroup | Valid Scores | 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 | - | - | 740 | - | - | - | - | - | - | 40% |
| White | - | - | 746 | - | - | - | - | - | - | 47% |
| African American | - | - | 722 | - | - | - | - | - | - | 20% |
| Hispanic | - | - | 725 | - | - | - | - | - | - | 21% |
| American Indian | - | - | 733 | - | - | - | - | - | - | 35% |
| Asian | - | - | 769 | - | - | - | - | - | - | 73% |
| Two or More Races | - | - | 734 | - | - | - | - | - | - | 35% |
| Students with Disability | - | - | 710 | - | - | - | - | - | - | 8% |
| English Language Learners | - | - | 710 | - | - | - | - | - | - | 7% |
| Economically Disadvantaged Students | - | - | 725 | - | - | - | - | - | - | 21% |

ACADEMIC ACHIEVEMENT

**MONMOUTH
FREEHOLD REGIONAL**

GRADE SPAN 09-12

**MARLBORO HIGH SCHOOL
95 NORTH MAIN STREET
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PARCC GEOMETRY - Performance Distribution

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

| Subgroup | Valid Scores | 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 | 182 | 725 | 728 | 8% | 45% | 35% | 12% | 1% | 12% | 21% |
| White | 142 | 724 | 731 | 10% | 46% | 34% | 10% | 0% | 10% | 24% |
| African American | - | - | 716 | - | - | - | - | - | - | 7% |
| Hispanic | - | - | 718 | - | - | - | - | - | - | 8% |
| American Indian | - | - | 722 | - | - | - | - | - | - | 12% |
| Asian | 28 | 735 | 751 | 0% | 32% | 43% | 21% | 4% | 25% | 54% |
| Two or More Races | - | - | 724 | - | - | - | - | - | - | 20% |
| Students with Disability | - | - | 709 | - | - | - | - | - | - | 4% |
| English Language Learners | - | - | 710 | - | - | - | - | - | - | 6% |
| Economically Disadvantaged Students | - | - | 718 | - | - | - | - | - | - | 8% |

ACADEMIC ACHIEVEMENT

MONMOUTH
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PARCC ALGEBRA II - Performance Distribution

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

| Subgroup | Valid Scores | 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 | 175 | 734 | 721 | 18% | 24% | 22% | 35% | 1% | 36% | 24% |
| White | 93 | 727 | 725 | 22% | 26% | 23% | 29% | 1% | 30% | 27% |
| African American | - | - | 701 | - | - | - | - | - | - | 8% |
| Hispanic | - | - | 706 | - | - | - | - | - | - | 10% |
| American Indian | - | - | 720 | - | - | - | - | - | - | 23% |
| Asian | 64 | 748 | 751 | 8% | 20% | 22% | 48% | 2% | 50% | 53% |
| Two or More Races | - | - | 716 | - | - | - | - | - | - | 21% |
| Students with Disability | - | - | 691 | - | - | - | - | - | - | 4% |
| English Language Learners | - | - | 694 | - | - | - | - | - | - | 6% |
| Economically Disadvantaged Students | 11 | 727 | 705 | 18% | 27% | 27% | 27% | 0% | 27% | 9% |

COLLEGE AND CAREER READINESS

MONMOUTH

FREEHOLD REGIONAL

GRADE SPAN 09-12

MARLBORO HIGH SCHOOL
95 NORTH MAIN STREET
MARLBORO, NJ 07746-1055

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. The table below presents five such indicators: the percentage of students enrolled in the 12th grade who took the SAT or ACT, the percentage of 10th and 11th graders who took the PSAT, the percentage of students who scored above the SAT benchmark of 1550, the percentage of 11th and 12th graders who took at least one AP or IB test in English, math, social studies or science, and the percentage of those AP or IB tests that were scored a 3 or higher.

The below chart consist of five columns with measures. The first column - Schoolwide Performance - represents the outcomes for these particular indicators in the school. The second column - Peer School Percentile - indicates how the school's performance compares to its group of peer schools. The third column - Statewide Percentile - indicates how the school's performance compares to schools across the state. The fourth column - Statewide Target - provides the statewide targets for each of these indicators. The last column - Met Target? - indicates whether the School Performance met or exceeded the statewide target. The Summary row presents the averages of the peer school percentiles, the average of statewide percentiles and the percentage of statewide targets met.

| College and Career Readiness Indicators | Schoolwide Performance | Peer Percentile | Statewide Percentile | Statewide Target | Met Target? |
|--|------------------------|-----------------|----------------------|------------------|-------------|
| Percent of Students Participating in SAT or ACT | 91% | 10 | 64 | 80% | YES |
| Percent of Students Participating in PSAT or PLAN | 59% | 16 | 28 | 60% | NO |
| Percent of Students Scoring Above 1550 on SAT | 67% | 48 | 87 | 40% | YES |
| Percent of Students Taking at least one AP Test or IB Test in English, Math, Social Studies or Science | 40% | 48 | 85 | 35% | YES |
| Percent of AP Tests >= 3 or IB Test >= 4 in English, Math, Social Studies or Science | 83% | 32 | 77 | 75% | YES |
| Summary | | 31 | 68 | | 80% |

College Readiness Test Participation

The first column of the table below presents the percentage of students enrolled in the 12th grade who took the SAT or ACT and the percentage of students enrolled in 10th and 11th grade who took the PSAT. The second column provides the average across the school's peer group for these two metrics.

| 2014-15 Percent of Students | School | Peer Avg. | State Avg. |
|----------------------------------|--------|-----------|------------|
| Participating in SAT | 87.7% | 89.5% | 79.1% |
| Participating in ACT | 33.7% | | 25.2% |
| Participating in PSAT or PLAN | 58.7% | 77.1% | 79.6% |
| Participating in Dual Enrollment | 6.8% | | 14.9% |

AP/IB Participation - 'Unique' Students

The table below presents the proportion of 'unique' students enrolled in at least 11th and 12th grade i.e., each student is counted once regardless of how many AP or IB courses he/she may take. The table also presents the proportion of how many 'unique' students took at least one AP or IB test to the school's enrollment in 11th and 12th grade.

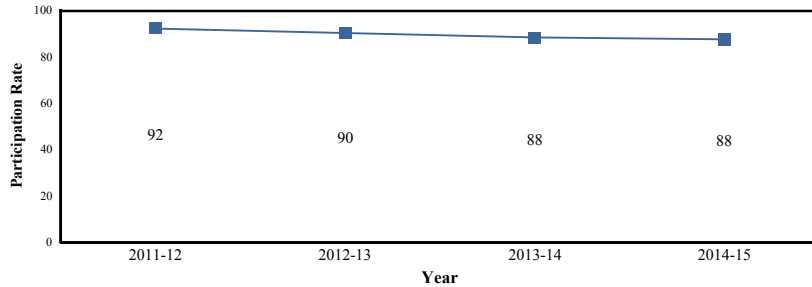
| 2014-15 Percent of Students Taking | School | Peer Avg. | State Avg. |
|--|--------|-----------|------------|
| One or More Course | 53.2% | 58.6% | 36.3% |
| One or More Test | 47.5% | 51.7% | 30.7% |
| At least one AP or IB Test in English, Math, Social Studies or Science | 40.0% | 42.4% | 25.3% |

Note: Students who are enrolled in AP/IB coursework or take AP/IB tests in grades other than 11th and 12th are included in the numerator of this calculation.

Participation Trends - SAT Testing

Participation Trends - SAT Testing

This graph presents the participation rate in the SAT over the last four years.



Scholastic Assessment Test (SAT) Results

This table presents the percentage of students who achieved a composite SAT score of 1550 or higher. The SAT benchmark score of 1550 (Critical Reading, Mathematics and Writing Score combined) indicates a 65 percent likelihood of achieving a B- average or higher during the first year of college, which in turn has been found by the College Board's research to be indicative of a high likelihood of college success and completion.

| 2014-15 | School | Peer Avg. | State Avg. |
|---|--------|-----------|------------|
| Percent of Students Scoring Above 1550 on SAT | 67.4% | 66.0% | 43.8% |

Composite SAT Score

This chart presents the average composite SAT score from the last academic year for students enrolled in this school as well as the average scores achieved in Critical Reading, Mathematics and Writing. The averages from this school's peer group are also presented.

| 2014-15 | School | Peer Avg. | State Avg. |
|---------------------|--------|-----------|------------|
| Composite SAT Score | 1,691 | 1,691 | 1,508 |
| Critical Reading | 551 | 553 | 496 |
| Mathematics | 581 | 579 | 518 |
| Writing | 559 | 559 | 494 |

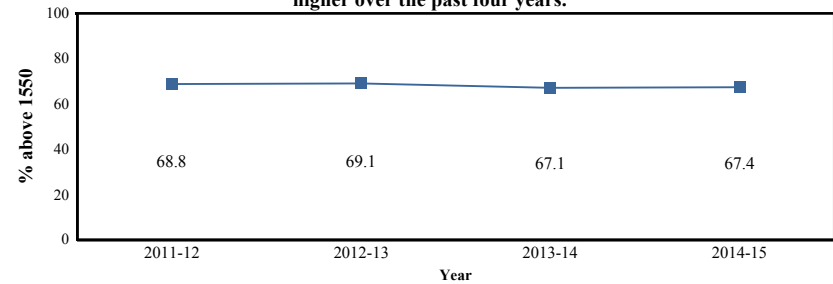
AP /IB Test Results

This table presents the percentage of all AP/IB tests taken by students enrolled in the school that were scored AP ≥ 3 and scored IB ≥ 4 .

| 2014-15 | School | Peer Avg. | State Avg. |
|---|--------|-----------|------------|
| Percent of AP Tests ≥ 3 or IB Test ≥ 4 | 85.3% | 84.8% | 72.4% |
| Percent of Scores in AP ≥ 3 or IB ≥ 4 in English, Math, Social Studies or Science | 82.9% | 84.5% | 69.7% |

SAT Benchmark Trends

This chart presents the percentage of students who achieved a composite SAT score of 1550 or higher over the past four years.



Composite SAT Score

This chart presents the scores achieved in Critical Reading, Mathematics and Writing by the students at the 25th percentile, the 50th percentile and the 75th percentile of the school's distribution of SAT scores.

| 2014-15 | Critical Reading | Mathematics | Writing |
|-----------------|------------------|-------------|---------|
| 75th Percentile | 620 | 660 | 650 |
| 50th Percentile | 550 | 590 | 550 |
| 25th Percentile | 480 | 500 | 480 |

COLLEGE AND CAREER READINESS

MONMOUTH
FREEHOLD REGIONAL

GRADE SPAN 09-12

MARLBORO HIGH SCHOOL
95 NORTH MAIN STREET
MARLBORO, NJ 07746-1055

AP/IB Courses Offered

This table presents the count of students enrolled in each AP/IB course offered in this school in the first column. The second column presents the count of tests taken in each AP/IB course. The numbers may not match as some students do not take the test in the same year as they take the course and some students may take the course without taking the test or vice versa.

| AP/IB Course Name | Students Enrolled | Students Tested |
|---------------------------------------|-------------------|-----------------|
| AP U.S. History | 160 | 158 |
| AP Physics B | 153 | |
| AP Psychology | 147 | 127 |
| AP European History | 88 | 63 |
| AP Calculus AB | 67 | 58 |
| AP Biology | 64 | 50 |
| AP Calculus BC | 64 | 62 |
| AP Macroeconomics | 61 | 55 |
| AP Statistics | 61 | 59 |
| AP Microeconomics | 55 | 55 |
| AP Environmental Science | 53 | 39 |
| AP English Literature and Composition | 39 | 29 |
| AP U.S. Government and Politics | 31 | 31 |
| AP Computer Science A | 31 | 24 |
| AP English Language and Composition | 27 | 28 |
| AP Spanish Language | 26 | 21 |
| AP Chemistry | 22 | 20 |
| AP Physics 1 | | 93 |

| AP/IB Course Name | Students Enrolled | Students Tested |
|---|-------------------|-----------------|
| AP Physics 2 | | 30 |
| AP Physics C: Electricity and Magnetism | | 3 |
| AP Physics C: Mechanics | | 3 |
| AP World History | | 2 |
| AP Chinese Language and Culture | | 1 |

COLLEGE AND CAREER READINESS

MONMOUTH
FREEHOLD REGIONAL

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Visual and Performing Arts

The chart below contains the percentage of students who were enrolled in at least one Dance, Drama/Theater, Music or Visual Arts class in this school. The last row shows the percentage of students who were enrolled in any Visual and Performing Arts classes in the school.

| Percent of Students Enrolled | School | State |
|--|--------|-------|
| Dance | N/R | 2.1% |
| Drama/Theater | 3.3% | 3.8% |
| Music | 6.2% | 17.8% |
| Visual Arts | 31.4% | 31.7% |
| Total: All Visual and Performing Arts | 40.3% | 49.9% |

N/R - Data Not Reported

Participation in Career Readiness

The chart below contains percentage of students who were participants in an approved Career and Technical Education Program in this school as well as across the State of New Jersey.

| Percent of Students Enrolled | School | State |
|--------------------------------|--------|-------|
| Participating in CTE | 1.2% | 18.3% |
| Structured Learning Experience | 0.4% | 7.0% |

N/R - Data Not Reported

GRADUATION AND POSTSECONDARY

MONMOUTH

FREEHOLD REGIONAL

GRADE SPAN 09-12

MARLBORO HIGH SCHOOL
95 NORTH MAIN STREET
MARLBORO, NJ 07746-1055

This section of the performance report presents data about graduation, dropout and post-secondary attendance. The graduation rate is calculated according to the ESEA Cohort methodology as required by the United States Department of Education. Dropout rates are calculated from student-level data submitted by districts for students officially classified as dropouts. The dropout rate is the count of students who dropout in an academic year divided by the school's total enrollment.

The below chart consist of five columns with measures. The first column - Schoolwide Performance - represents the outcomes for these particular indicators in this school. The second column - Peer School Percentile - indicates how the school's performance compares to its group of peer schools. The third column - Statewide Percentile - indicates how the school's performance compares to schools across the state.. The fourth column - Statewide Target - provides the statewide targets for each of these indicators. The Statewide Target for Graduation Rate was established pursuant to NJDOE's ESEA Accountability Workbook. The last column - Met Target - indicates whether the School Performance met or exceeded the statewide target. The Summary row presents the averages of the peer school percentile, the average of statewide percentile and the percentage of statewide targets met.

| Graduation & Post Secondary Indicators | Schoolwide Performance | Peer Percentile | Statewide Percentile | Statewide Targets | Met Target |
|--|------------------------|-----------------|----------------------|-------------------|-------------|
| Overall Graduation Rate | 98% | 42 | 82 | 78% | YES |
| Dropout Rate | 0.2% | 39 | 71 | 2% | YES |
| SUMMARY - Graduation & Post-Secondary | | 41 | 77 | | 100% |

Graduation Rate by Subgroup

This table presents for all NCLB-identified subgroups the "4-year Adjusted Graduation Rate." This rate calculates the percentage of students who are awarded a regular, high school diploma within four years of becoming a first-time ninth grader. The rate is adjusted to account for students who 'transfer-in' and for students who are verified as 'transfers-out'.

| | School | State Target |
|-------------------------------------|--------|--------------|
| Schoolwide | 98% | 78% |
| White | 98% | |
| African American | - | |
| Hispanic | - | |
| American Indian | - | |
| Asian | 96% | |
| Native Hawaiian | - | |
| Two or More Races | - | |
| Students with Disability | 92% | |
| English Language Learners | - | |
| Economically Disadvantaged Students | - | |

Dropout Rate by Subgroup

This table presents for all NCLB-identified subgroups the Dropout rate. This rate calculates the percentage of students who are classified as dropouts divided by the school's total enrollment and by each subgroup enrollment.

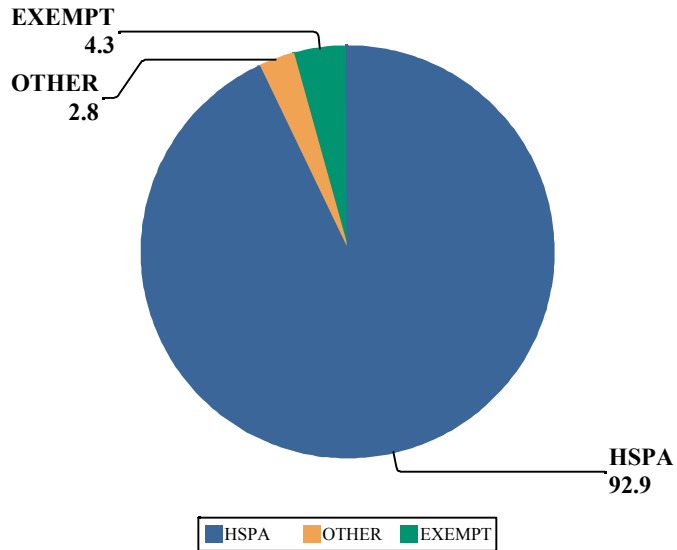
| | School | State Target |
|-------------------------------------|--------|--------------|
| Schoolwide | .2% | 2% |
| White | .3% | |
| African American | 0% | |
| Hispanic | 0% | |
| American Indian | - | |
| Asian | 0% | |
| Native Hawaiian | - | |
| Two or More Races | - | |
| Students with Disability | .4% | |
| Economically Disadvantaged Students | 0% | |
| Limited English Proficiency | - | |

GRADUATION AND POSTSECONDARY
MONMOUTH
FREEHOLD REGIONAL

GRADE SPAN 09-12

Graduation Pathway Rates

This chart presents the percentage of high school graduates who graduated by passing both sections of the HSPA, who were exempt from passing the HSPA, or who demonstrated proficiency through an alternative pathway such as through the Alternative High School Assessment, achievement of the 'Just Proficient Mean' or an appeal process.



Extended Year Graduation Rate

The chart below presents the 4-year and 5-year graduation rate for the prior school year's cohort in addition to the 4-year graduation rate for last year's cohort.

| Class of | 4-year Rate | 5-year Rate |
|----------|-------------|-------------|
| 2012 | 98% | 98% |
| 2013 | 99% | 99% |
| 2014 | 98% | 97% |
| 2015 | 98% | |

GRADUATION AND POSTSECONDARY

MONMOUTH
FREEHOLD REGIONAL

GRADE SPAN 09-12

Postsecondary Enrollment Rates

This chart presents the enrollment rates of this school's high school graduates, 16-months after high school graduation. The data is from the National Student Clearinghouse which reports that it collects student-level enrollment data from 95% of Institutions of Higher Education nationwide.

The last columns indicate, for the schoolwide total and each subgroup, the percentage of postsecondary enrollees that were enrolled in either a 2 year or a 4 year institution.

| | Percent Enrolled | Percent in 2 Year | Percent in 4 Year |
|-------------------------------------|-------------------------|--------------------------|--------------------------|
| Statewide | 78.5% | 34.3% | 64.7% |
| Schoolwide | 87% | 29.7% | 70.3% |
| White | 88.1% | 31.9% | 68.1% |
| African American | - | - | - |
| Hispanic | - | - | - |
| Asian | 87.5% | 12.9% | 87.1% |
| American Indian | - | - | - |
| Native Hawaiian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | 75% | 83.3% | 16.7% |
| English Language Learners | - | - | - |
| Economically Disadvantaged Students | - | - | - |

WITHIN SCHOOL ACHIEVEMENT GAP

MONMOUTH
FREEHOLD REGIONAL

GRADE SPAN 09-12

This section of the performance report presents data about the achievement gap that exists within a school - as measured by the difference between the students' scale scores at the 25th and 75th percentile in the school, the Interquartile Range (IQR). Taken together with an understanding of the overall and average achievement levels in the school, the IQR furthers an understanding of the range of student outcomes that exist in a school. A school gap smaller than the state gap indicates that the school's range of student outcomes is narrower than the state's while a school gap broader than the state gap indicates that the school's range of student outcomes is larger than the state's.

Grade Level - 09

PARCC English Language Arts/Literacy 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
|------------|--------------------|-------------------|
| 99th | 815 | 850 |
| 75th | 765 | 766 |
| 50th | 739 | 739 |
| 25th | 710 | 710 |
| 0th | 652 | 650 |

| | Scale Score Gap - School | Scale Score Gap - State |
|------------------|--------------------------|-------------------------|
| 25th vs 75th Gap | 55 | 56 |

PARCC ALG-1 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
|------------|--------------------|-------------------|
| 99th | N/A | 821 |
| 75th | N/A | 762 |
| 50th | N/A | 735 |
| 25th | N/A | 711 |
| 0th | N/A | 650 |

| | Scale Score Gap - School | Scale Score Gap - State |
|------------------|--------------------------|-------------------------|
| 25th vs 75th Gap | N/A | 51 |

WITHIN SCHOOL ACHIEVEMENT GAP

MONMOUTH
FREEHOLD REGIONAL

GRADE SPAN 09-12

Grade Level - 10

PARCC English Language Arts/Literacy 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
|------------|--------------------|-------------------|
| 99th | 836 | 850 |
| 75th | 764 | 766 |
| 50th | 735 | 733 |
| 25th | 707 | 699 |
| 0th | 650 | 650 |

| | Scale Score Gap - School | Scale Score Gap - State |
|------------------|--------------------------|-------------------------|
| 25th vs 75th Gap | 57 | 67 |

Grade Level - 11

PARCC English Language Arts/Literacy 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
|------------|--------------------|-------------------|
| 99th | 833 | 850 |
| 75th | 765 | 768 |
| 50th | 738 | 740 |
| 25th | 707 | 711 |
| 0th | 652 | 650 |

| | Scale Score Gap - School | Scale Score Gap - State |
|------------------|--------------------------|-------------------------|
| 25th vs 75th Gap | 58 | 57 |

PARCC GEO 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
|------------|--------------------|-------------------|
| 99th | 784 | 793 |
| 75th | 749 | 747 |
| 50th | 729 | 726 |
| 25th | 717 | 710 |
| 0th | 650 | 650 |

| | Scale Score Gap - School | Scale Score Gap - State |
|------------------|--------------------------|-------------------------|
| 25th vs 75th Gap | 32 | 37 |

PARCC ALG-2 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
|------------|--------------------|-------------------|
| 99th | 810 | 813 |
| 75th | 764 | 748 |
| 50th | 734 | 718 |
| 25th | 711 | 692 |
| 0th | 650 | 650 |

| | Scale Score Gap - School | Scale Score Gap - State |
|------------------|--------------------------|-------------------------|
| 25th vs 75th Gap | 53 | 56 |

SCHOOL CLIMATE

MONMOUTH
FREEHOLD REGIONAL

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 |
|---------|-----------------|
| 2014-15 | 6 Hrs. 35 Mins. |

Student Suspension Rate

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

| | School |
|---------|--------|
| 2014-15 | 4.9% |

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.

| 2014-15 | School |
|-------------|-----------------|
| Full Time | 5 Hrs. 32 Mins. |
| Shared Time | 2 Hrs. 24 Mins. |

Student Expulsions

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

| | School |
|---------|--------|
| 2014-15 | 0 |

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.

| 2014-15 | School |
|----------------|--------|
| Faculty | 15 |
| Administrators | 490 |

SCHOOL PEER GROUP

MONMOUTH

FREEHOLD REGIONAL

GRADE SPAN 09-12

MARLBORO HIGH SCHOOL

95 NORTH MAIN STREET

MARLBORO, NJ 07746-1055

This table presents the list of peer schools in alphabetical order by county name that was created specifically for this school (highlighted in yellow). Peer schools are drawn from across the state and represent schools that have similar grade configurations and that are educating students of similar demographic characteristics, as measured by enrollment in Free/Reduced Lunch Programs, Limited English Proficiency or Special Education Programs.

| <u>COUNTY NAME</u> | <u>DISTRICT NAME</u> | <u>SCHOOL NAME</u> | <u>CDS CODE</u> | <u>GRADES PAN</u> | <u>ECONOMICALLY DISADVANTAGED</u> | <u>ENGLISH LANGUAGE LEARNER</u> | <u>SPECIAL EDUCATION</u> |
|--------------------|--------------------------|---|--------------------|-------------------|-----------------------------------|---------------------------------|--------------------------|
| BERGEN | GLEN ROCK BORO | GLEN ROCK HIGH SCHOOL | 03-1760-050 | 09-12 | 0.5% | 0.9% | 17.1% |
| BERGEN | NORTHERN VALLEY REGIONAL | NORTHERN VALLEY REGIONAL HIGH SCHOOL AT DEMAREST | 03-3710-050 | 09-12 | 1.5% | 0.9% | 21.4% |
| BERGEN | PARK RIDGE BORO | PARK RIDGE HIGH SCHOOL | 03-3940-050 | 07-12 | 5% | 0% | 14% |
| BERGEN | PASCACK VALLEY REGIONAL | PASCACK VALLEY HIGH SCHOOL | 03-3960-050 | 09-12 | 3.6% | 0.4% | 16% |
| BERGEN | RAMAPO-INDIAN HILL REG | INDIAN HILLS HIGH SCHOOL | 03-4300-030 | 09-12 | 2.3% | 0% | 17.1% |
| BERGEN | RAMSEY BORO | RAMSEY HIGH SCHOOL | 03-4310-050 | 09-12 | 3.7% | 0.4% | 13.7% |
| BERGEN | RUTHERFORD BORO | RUTHERFORD HIGH SCHOOL | 03-4600-050 | 09-12 | 3.5% | 0.5% | 9.4% |
| BERGEN | WALDWICK BORO | WALDWICK HIGH SCHOOL | 03-5410-030 | 09-12 | 0.9% | 2.8% | 12.7% |
| CAMDEN | HADDONFIELD BORO | HADDONFIELD MEMORIAL HIGH SCHOOL | 07-1900-050 | 09-12 | 2.1% | 0.4% | 15.6% |
| ESSEX | LIVINGSTON TWP | LIVINGSTON HIGH SCHOOL | 13-2730-050 | 09-12 | 1.6% | 1% | 12.4% |
| ESSEX | MILLBURN TWP | MILLBURN HIGH SCHOOL | 13-3190-050 | 09-12 | 2.9% | 0.9% | 13.7% |
| ESSEX | VERONA BORO | VERONA HIGH SCHOOL | 13-5370-050 | 09-12 | 1.8% | 0.6% | 11% |
| ESSEX | WEST ESSEX REGIONAL | WEST ESSEX HIGH SCHOOL | 13-5630-050 | 09-12 | 3.6% | 0.4% | 13.9% |
| HUNTERDON | N HUNT/VOORHEES REGIONAL | NORTH HUNTERDON HIGH SCHOOL | 19-3660-050 | 09-12 | 3.2% | 0.1% | 14.9% |
| MERCER | ROBBINSVILLE TWP | ROBBINSVILLE HIGH SCHOOL | 21-5510-030 | 09-12 | 4.5% | 0.3% | 11.2% |
| MERCER | W WINDSOR-PLAINSBORO REG | WEST WINDSOR-PLAINSBORO HIGH SCHOOL NORTH | 21-5715-025 | 09-12 | 4.9% | 0.1% | 11.8% |
| MONMOUTH | FREEHOLD REGIONAL | MARLBORO HIGH SCHOOL | 25-1650-080 | 09-12 | 4.3% | 0% | 12.2% |
| MONMOUTH | HOLMDEL TWP | HOLMDEL HIGH SCHOOL | 25-2230-020 | 09-12 | 3.8% | 0.5% | 12.6% |
| MONMOUTH | SHORE REGIONAL | SHORE REGIONAL HIGH SCHOOL | 25-4760-050 | 09-12 | 3.5% | 0.5% | 14.8% |
| MORRIS | HANOVER PARK REGIONAL | HANOVER PARK HIGH SCHOOL | 27-1990-050 | 09-12 | 3.4% | 0.2% | 12% |
| MORRIS | HANOVER PARK REGIONAL | WHIPPANY PARK HIGH SCHOOL | 27-1990-070 | 09-12 | 2% | 0.7% | 12.4% |
| MORRIS | KINNELON BORO | KINNELON HIGH SCHOOL | 27-2460-050 | 09-12 | 3.4% | 0.2% | 18.1% |
| MORRIS | SCH DIST OF THE CHATHAMS | CHATHAM HIGH SCHOOL | 27-0785-010 | 09-12 | 2.2% | 0.7% | 13.9% |
| SOMERSET | BERNARDS TWP | RIDGE HIGH SCHOOL | 35-0350-050 | 09-12 | 2.3% | 0.3% | 14% |



State of New Jersey
2014-15

25-1650-080

SCHOOL PEER GROUP

**MONMOUTH
FREEHOLD REGIONAL**

GRADE SPAN 09-12

**MARLBORO HIGH SCHOOL
95 NORTH MAIN STREET
MARLBORO, NJ 07746-1055**

| | | | | | | | |
|----------|-------------------------|--|-------------|-------|------|------|-------|
| SOMERSET | MONTGOMERY TWP | MONTGOMERY HIGH SCHOOL | 35-3320-030 | 09-12 | 3.9% | 0.9% | 10.2% |
| SOMERSET | WATCHUNG HILLS REGIONAL | WATCHUNG HILLS REGIONAL HIGH SCHOOL | 35-5550-050 | 09-12 | 2.3% | 0.5% | 14.2% |
| SUSSEX | SPARTA TWP | SPARTA HIGH SCHOOL | 37-4960-050 | 09-12 | 4% | 0.2% | 12.1% |
| UNION | BERKELEY HEIGHTS TWP | GOVERNOR LIVINGSTON HIGH SCHOOL | 39-0310-005 | 09-12 | 1.8% | 0.5% | 11.8% |
| UNION | CRANFORD TWP | CRANFORD HIGH SCHOOL | 39-0980-030 | 09-12 | 4.2% | 0.2% | 17.7% |
| UNION | NEW PROVIDENCE BORO | NEW PROVIDENCE HIGH SCHOOL | 39-3560-050 | 09-12 | 4.9% | 0.4% | 10.3% |
| UNION | WESTFIELD TOWN | WESTFIELD SENIOR HIGH SCHOOL | 39-5730-050 | 09-12 | 3.1% | 0.2% | 16.3% |