



Southern Regional High School
2016-2017


Grade Span 09-12

29-4950-050
OCEAN
SOUTHERN REGIONAL
90 CEDAR BRIDGE ROAD
MANAHAWKIN, NJ 08050-3022

The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school's test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

Navigating through the reports:

- Download this report to a PDF by clicking the  icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

Other Resources:

- Review the [Parent Summary Report](#) or the [district-level report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- [Download the data](#) used in these reports.

- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.nj.gov



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Footnotes

1. An "*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display.
2. ** ESSA accountability targets are only included if data is available for at least 20 students.

Note: Additional footnotes may exist within the reports specific to certain data tables. In those instances, the footnotes will be displayed below the applicable table.



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Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
9	500	520	423
10	505	466	508
11	471	451	454
12	483	412	483
Ungraded	42	49	30
Total	2001	1898	1898

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	50%	49%	49%
Male	51%	51%	51%
Economically Disadvantaged Students	23%	20%	19%
Students with Disabilities	20%	20%	21%
English Learners	0%	1%	1%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students
White	90.5%
Hispanic	6.2%
Black or African American	1.8%
Asian	1.2%
Native Hawaiian or Pacific Islander	0.2%
American Indian or Alaska Native	0.0%
<i>Two or More Races</i>	0.2%

Enrollment Trends by Full and Shared Time

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

Enrollment Status	2016-17
Full Time Students	1847
Shared Time Students	100
Full Time Equivalent	1897

Enrollment by Home Language

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

Home Language	% of Students
English	96.8%
Spanish	2.8%
<i>Other</i>	0.7%



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English Language Arts/Literacy Assessment - Participation and Performance

This table shows information about the English Language Arts/Literacy section of the *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessment for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act (ESSA)* accountability. Student groups with the annual target section grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	881	95.2	41.20	46.50	54.90	41.2	40.8	Met Target
White	789	95.0	41.80	47.50	63.90	41.8	41.2	Met Target
Hispanic	60	95.5	30.00	32.70	39.80	30	34.4	Met Target†
Black or African American	18	100.0	16.70	22.60	35.20	16.7	N	N
Asian, Native Hawaiian, or Pacific Islander	13	100.0	92.30	*	80.70	92.3	**	**
American Indian or Alaska Native	*	*	*	100.00	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	427	95.2	53.00	57.70	62.20	53		
Male	454	95.2	30.20	36.50	48.10	30.2		
Economically Disadvantaged Students	166	92.9	21.10	29.70	36.20	20.6	27.4	Not Met
Non-Economically Disadvantaged Students	715	95.8	45.90	51.10	65.80	45.9		
Students with Disabilities	209	95.5	14.80	14.10	20.50	14.8	16.5	Met Target†
Students without Disabilities	672	95.2	49.40	56.40	61.90	49.4		
English Learners	10	92.9	10.00	*	25.20	*	**	**
Non-English Learners	871	95.3	41.60	*	57.40	*		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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† Target was met within a confidence interval.



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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	424	746	746	749	9%	13%	29%	46%	4%	50%	52%
White	376	747	747	757	7%	12%	29%	49%	4%	53%	62%
Hispanic	26	718	718	733	*	*	*	*	0%	15%	35%
Black or African American	13	729	729	730	*	*	*	*	0%	23%	30%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	49%
Two or More Races	*	*	*	746	*	*	*	*	*	*	48%
Female	217	752	752	756	*	9%	25%	54%	*	60%	60%
Male	207	739	739	741	*	17%	32%	38%	*	40%	43%
Economically Disadvantaged Students	87	727	727	731	22%	21%	36%	22%	0%	22%	32%
Non-Economically Disadvantaged Students	337	750	750	758	5%	11%	27%	52%	5%	57%	62%
Students with Disabilities	99	719	719	714	26%	30%	27%	*	*	16%	13%
Students without Disabilities	325	754	754	754	3%	8%	29%	*	*	60%	58%
English Learners	*	*	*	690	*	*	*	*	*	*	*
Non-English Learners	*	*	*	752	*	*	*	*	*	*	*
Homeless Students	*	*	*	719	*	*	*	*	*	*	21%
Students in Foster Care	*	*	*	718	*	*	*	*	*	*	21%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	45%
Migrant Students	N	N	N	705	N	N	N	N	N	N	*



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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	472	730	730	743	28%	16%	22%	28%	6%	34%	46%
White	425	731	731	749	27%	16%	24%	27%	7%	33%	52%
Hispanic	36	719	719	728	42%	*	*	33%	*	36%	34%
Black or African American	*	*	*	725	*	*	*	*	*	*	31%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	74%
American Indian or Alaska Native	N	N	N	740	N	N	N	N	N	N	42%
Two or More Races	N	N	N	737	N	N	N	N	N	N	42%
Female	222	744	744	752	17%	13%	23%	40%	8%	48%	54%
Male	250	717	717	734	37%	19%	22%	17%	5%	22%	39%
Economically Disadvantaged Students	80	714	714	726	38%	19%	25%	19%	0%	19%	32%
Non-Economically Disadvantaged Students	392	733	733	751	26%	16%	22%	29%	8%	37%	54%
Students with Disabilities	109	705	705	704	51%	20%	16%	*	*	14%	12%
Students without Disabilities	363	737	737	749	21%	15%	24%	*	*	40%	52%
English Learners	*	*	*	681	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	715	*	*	*	*	*	*	21%
Students in Foster Care	N	N	N	710	N	N	N	N	N	N	20%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	694	N	N	N	N	N	N	*



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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	254	712	712	736	39%	21%	24%	*	*	15%	38%
White	228	714	714	738	38%	21%	25%	*	*	17%	40%
Hispanic	20	692	692	731	*	*	*	*	*	*	34%
Black or African American	*	*	*	728	*	*	*	*	*	*	30%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	756	*	*	*	*	*	*	58%
American Indian or Alaska Native	N	N	N	731	N	N	N	N	N	N	30%
Two or More Races	*	*	*	731	*	*	*	*	*	*	36%
Female	113	718	718	744	33%	23%	27%	*	*	17%	46%
Male	141	708	708	729	45%	19%	22%	*	*	14%	31%
Economically Disadvantaged Students	38	712	712	729	37%	*	29%	*	*	16%	32%
Non-Economically Disadvantaged Students	216	712	712	740	40%	*	24%	*	*	15%	42%
Students with Disabilities	72	700	700	709	58%	14%	14%	*	*	14%	12%
Students without Disabilities	182	717	717	741	32%	24%	29%	*	*	16%	43%
English Learners	*	*	*	699	*	*	*	*	*	*	*
Non-English Learners	*	*	*	737	*	*	*	*	*	*	*
Homeless Students	*	*	*	722	*	*	*	*	*	*	24%
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	19%
Military-Connected Students	N	N	N	723	N	N	N	N	N	N	24%
Migrant Students	N	N	N	713	N	N	N	N	N	N	26%

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

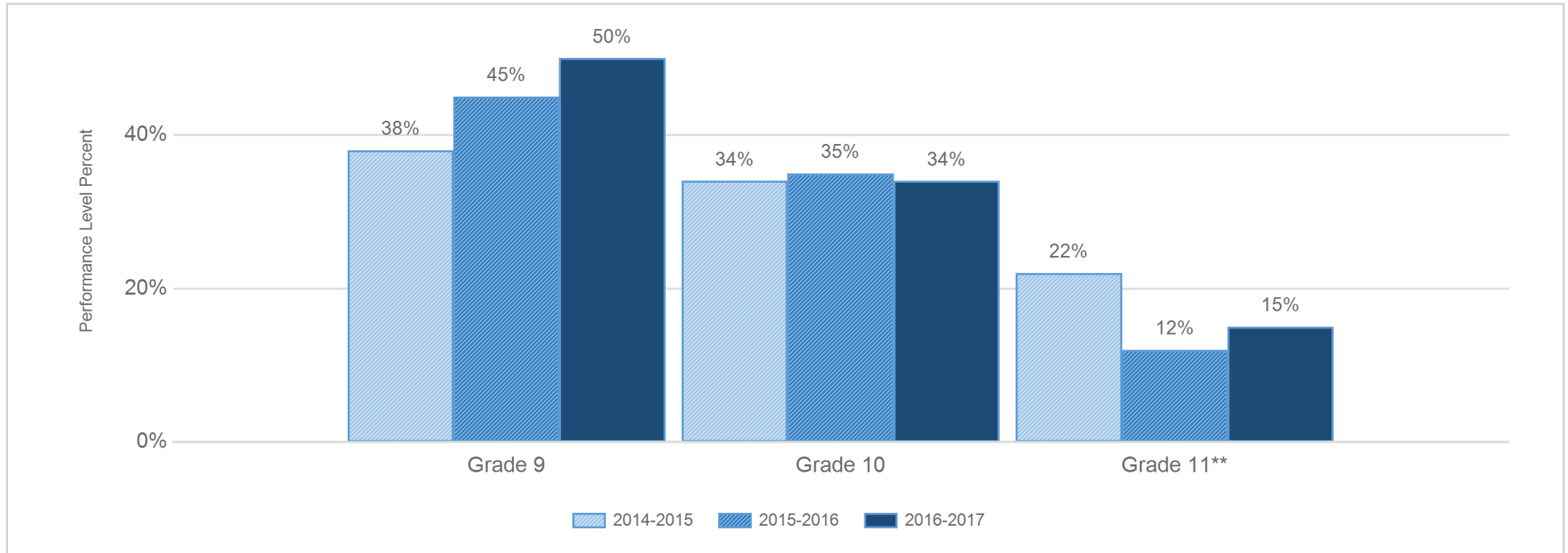


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English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.



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



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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	826	94.9	39.20	40.00	43.50	39.1	37.4	Met Target
White	747	94.8	39.70	41.00	52.40	39.5	38.3	Met Target
Hispanic	51	94.5	27.50	24.70	27.60	27.3	23.5	Met Target
Black or African American	16	100.0	18.80	20.70	21.70	18.8	**	**
Asian, Native Hawaiian, or Pacific Islander	12	100.0	91.60	*	75.60	91.6	**	**
American Indian or Alaska Native	N	N	N	*	42.50	N	**	**
Two or More Races	N	N	N	N	44.90	N	**	**
Female	403	94.7	41.70	42.80	44.10	41.5		
Male	423	95.1	36.90	37.50	42.90	36.9		
Economically Disadvantaged Students	141	91.1	25.50	23.80	25.10	24.4	26.7	Met Target†
Non-Economically Disadvantaged Students	685	95.7	42.10	44.20	54.30	42.1		
Students with Disabilities	162	93.7	10.50	*	16.50	10.3	18.1	Not Met
Students without Disabilities	664	95.2	46.30	*	48.80	46.3		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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Mathematics Assessment - Performance by Test: Algebra I

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	323	735	747	743	*	17%	32%	35%	*	36%	42%
White	285	737	748	751	*	16%	33%	37%	*	37%	52%
Hispanic	*	*	*	728	*	*	*	*	*	*	24%
Black or African American	*	*	*	724	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	N	N	N	741	N	N	N	N	N	N	41%
Female	153	738	749	744	11%	*	36%	38%	*	38%	43%
Male	170	732	744	741	21%	*	28%	33%	*	34%	40%
Economically Disadvantaged Students	69	723	732	727	*	19%	29%	22%	*	22%	23%
Non-Economically Disadvantaged Students	254	738	750	751	*	16%	32%	39%	*	39%	52%
Students with Disabilities	110	715	*	714	*	28%	26%	11%	*	11%	10%
Students without Disabilities	213	745	*	747	*	11%	34%	48%	*	48%	47%
English Learners	*	*	*	708	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	13%
Students in Foster Care	*	*	*	711	*	*	*	*	*	*	*
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%

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Mathematics Assessment - Performance by Test: Geometry

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	499	733	733	734	*	29%	35%	25%	*	27%	30%
White	446	733	733	740	*	28%	37%	25%	*	27%	38%
Hispanic	33	723	723	722	*	46%	*	*	0%	18%	14%
Black or African American	11	718	718	719	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	758	*	*	*	*	*	*	65%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	29%
Two or More Races	N	N	N	733	N	N	N	N	N	N	32%
Female	247	735	735	735	*	24%	39%	28%	*	29%	31%
Male	252	730	730	733	*	33%	32%	22%	*	24%	30%
Economically Disadvantaged Students	91	725	725	721	*	40%	30%	19%	*	19%	13%
Non-Economically Disadvantaged Students	408	734	734	740	*	26%	36%	27%	*	28%	39%
Students with Disabilities	96	709	709	711	*	*	*	*	*	*	*
Students without Disabilities	403	738	738	738	*	*	*	*	*	*	*
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	735	*	*	*	*	*	*	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	727	N	N	N	N	N	N	15%
Migrant Students	N	N	N	704	N	N	N	N	N	N	*



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Mathematics Assessment - Performance by Test: Algebra II

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	279	728	728	725	32%	16%	*	36%	*	38%	28%
White	266	727	727	731	33%	16%	*	35%	*	38%	33%
Hispanic	*	*	*	710	*	*	*	*	*	*	14%
Black or African American	*	*	*	703	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	761	*	*	*	*	*	*	62%
American Indian or Alaska Native	N	N	N	715	N	N	N	N	N	N	20%
Two or More Races	*	*	*	718	*	*	*	*	*	*	25%
Female	136	729	729	725	29%	*	*	38%	*	41%	27%
Male	143	727	727	725	36%	*	*	34%	*	36%	29%
Economically Disadvantaged Students	20	728	728	708	*	*	*	*	*	35%	13%
Non-Economically Disadvantaged Students	259	728	728	733	*	*	*	*	*	39%	35%
Students with Disabilities	28	726	726	692	36%	*	*	*	*	32%	*
Students without Disabilities	251	728	728	729	32%	*	*	*	*	39%	*
English Learners	*	*	*	692	*	*	*	*	*	*	*
Non-English Learners	*	*	*	726	*	*	*	*	*	*	*
Homeless Students	N	N	N	702	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	692	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	710	N	N	N	N	N	N	14%
Migrant Students	N	N	N	702	N	N	N	N	N	N	14%

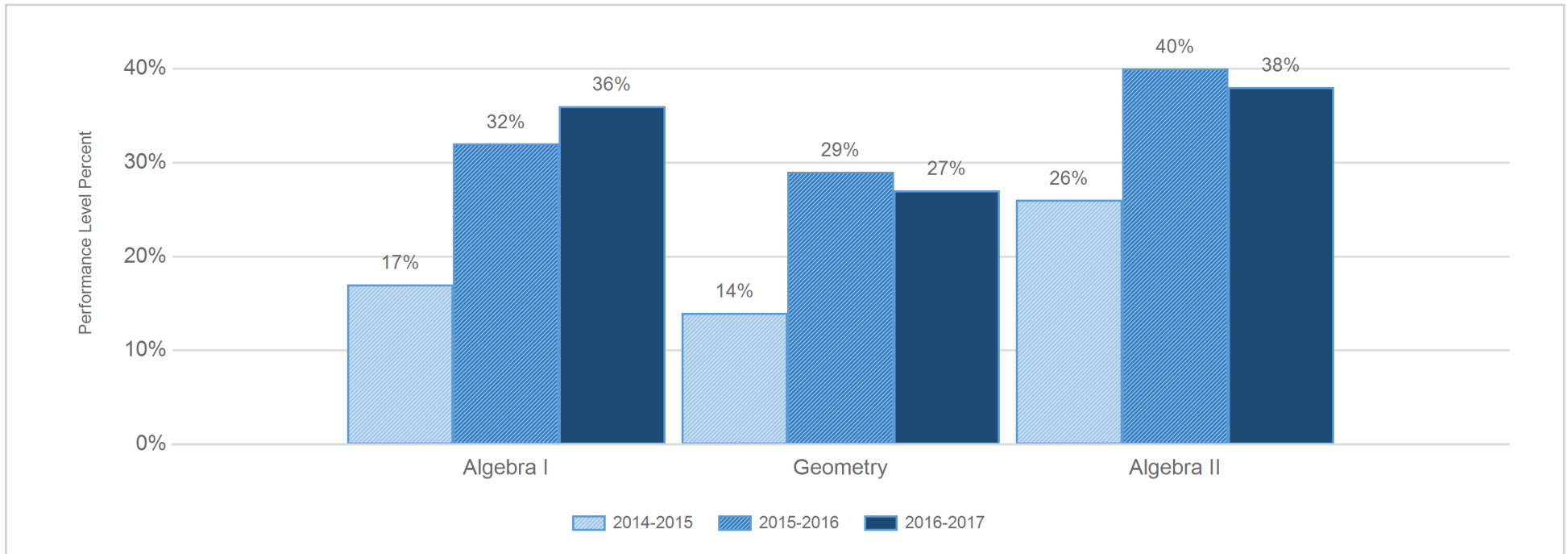


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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.





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Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	*	*	*
2	*	*	*
3	*	*	*
4	*	*	*
5+	N	N	N



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This section shows whether students have gained the knowledge and skills identified in the Biology section of the Science Core Curriculum Standards as measured by the End of Course Biology test. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

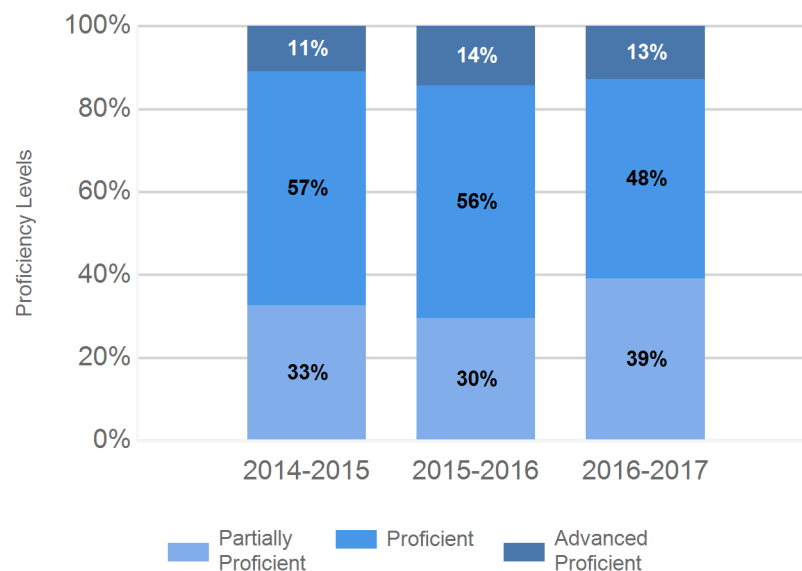
Biology Assessment - Performance

This table shows the percentage of students in each proficiency category for the school and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	16%	42%	42%
Schoolwide	13%	48%	39%
White	12%	49%	39%
Hispanic	9%	42%	*
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	7%	43%	49%
Students with Disabilities	2%	24%	75%
English Learners	N	*	*

Biology Assessment - Proficiency Trends

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





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This section contains information about participation and performance on college entrance examinations. For more information about how participation and performance on the PSAT, SAT, and ACT tests are calculated and how these calculations account for recent changes to the SAT test, please see our [Reference Guide](#).

PSAT/SAT/ACT - Participation

This table shows the percentage of 10th and 11th graders that took the PSAT 10 or PSAT NMSQT exams in 2016-17. This table also shows the percentage of 12th graders that have taken the SAT or ACT this year or in prior years.

Test	% of Students in School	% of Students in State
Percentage of students taking the PSAT	90.5%	89.4%
Percentage of students taking the SAT	92.8%	70.0%
Percentage of students taking the ACT	17.6%	28.3%

PSAT/SAT/ACT - Performance

This table shows the average test score, based on highest scoring test, for the PSAT, SAT, and ACT tests by subject area for students in the school and across the state. This table also shows the percentage of students at or above College Readiness Benchmarks for each test. Students that score at or above these benchmarks have a high chance of success in credit-bearing college courses.

Test	School Average Score	State Average Score	College Readiness Benchmarks	School - % of Students scoring at or above Benchmark	State - % of Students scoring at or above Benchmark
PSAT - Reading and Writing	473	481	Varies By Grade	70%	67%
PSAT - Math	481	483	Varies By Grade	52%	49%
SAT - Reading and Writing	560	551	480	91%	77%
SAT - Math	578	552	530	72%	58%
ACT - Reading	24	24	22	65%	65%
ACT - English	22	24	18	81%	79%
ACT - Math	24	24	22	72%	65%
ACT - Science	23	23	23	56%	54%



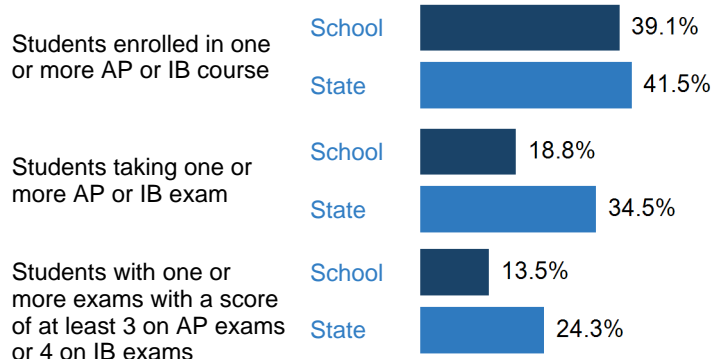
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate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

AP/IB Coursework – Participation and Performance

This chart shows the percentage of students out of all 11th and 12th grade students in the school and across the state, who enrolled in one or more AP or IB course, the percentage that took one or more AP or IB exam, and the percentage of students taking one or more exams who received at least one score of at least 3 on AP exams or 4 on IB exams.



Dual Enrollment Coursework - Participation

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



AP/ IB Courses Offered

This table shows the students enrolled in AP/IB courses and the corresponding exams that were taken. Students do not need to take a course to take the exam and not all students enrolled in a course take the exam. The last two rows show the total number of exams taken and the number of exams with scores of at least 3 on AP exams or 4 on IB exams. In the last two rows, students taking multiple exams are counted more than once.

AP/IB Course	Students Enrolled	Students Tested
AP Biology	79	38
AP Calculus AB	60	31
AP Calculus BC	0	1
AP Chemistry	16	11
AP English Language and Composition	74	60
AP English Literature and Composition	85	31
AP European History	20	2
AP Macroeconomics	1	2
AP Physics 1	47	9
AP Psychology	140	56
AP Spanish Language	19	9
AP Statistics	43	26
AP Studio Art—Two-Dimensional	1	0
AP U.S. Government and Politics	55	16
AP U.S. History	123	31
Total Exams Taken		323
Exams with scores of at least 3 on AP exams or 4 on IB exams		228



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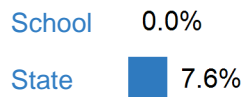
This section contains information about participation in approved **Career and Technical Education (CTE)** programs and **Structured Learning Experiences**. For more information about CTE in New Jersey, please visit <http://www.nj.gov/education/cte/>.

Career and Technical Education Participation

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

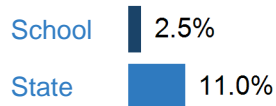
CTE Participants

(completed only one course in an approved CTE program)



CTE Concentrators

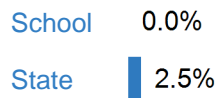
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

The graph below displays the percentage of students within the school and state who participated in Structured Learning Experiences (SLEs). SLEs can include work-based learning programs, internships, apprenticeships, and service learning experiences and can be paid or unpaid.

Structured Learning Experiences



Industry-Valued Credentials Earned

This table shows the number of students that earned at least one industry-valued credential and the number of credentials earned in each Career Cluster® and overall for the 2016-17 school year. Students earning credentials in more than one Career Cluster are counted in multiple rows. Students earning multiple credentials in one Career Cluster are counted more than once in the Industry credentials total.

Career Cluster	Students with at least one credential earned	Industry credentials earned
Human Services	*	*
Manufacturing	*	*
Transportation, Distribution & Logistics	14	14
Total non-duplicated number of students**	29	
Total number of credentials earned in all clusters		29

**Students may earn credentials in more than one Career Cluster



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This section shows the types of courses that students were enrolled in by grade level for the 2016-17 school year. You can find more information about [New Jersey Student Learning Standards](#) on our website and more details about the data in this section in our [Reference Guide](#). English course participation is not included because students are required to take four years of English in high school.

Mathematics - Course Participation

This table shows the number of students by grade that were enrolled in **Mathematics** courses by subject area. Students are counted more than once if they are enrolled in more than one math course. The bottom row of the table shows the number of students that enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) math course by subject area.

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	161	122	1	0	0	0	61
10	77	353	100	0	0	20	8
11	5	135	282	0	2	9	75
12	1	15	150	0	75	14	251
Schoolwide	244	625	533	0	77	43	395
Enrolled in AP/IB Course					60	43	0

Science - Course Participation

This table shows the number of students by grade that were enrolled in **Science** courses by subject area. Students are counted more than once if they are enrolled in more than one science course. The bottom row of the table shows the number of students that enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) science course by subject area.

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	64	0	298	1	0	82
10	334	80	2	5	1	98
11	32	333	1	50	37	41
12	57	23	0	18	110	214
Schoolwide	487	436	301	74	148	435
Enrolled in AP/IB Course	79	16		0	47	0



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This section shows the types of courses that students were enrolled in by grade level for the 2016-17 school year. You can find more information about [New Jersey Student Learning Standards](#) on our website and more details about the data in this section in our [Reference Guide](#). English course participation is not included because students are required to take four years of English in high school.

Social Studies and History - Course Participation

This table shows the number of students by grade that were enrolled in **Social Studies** and **History** courses by subject area. Students are counted more than once if they are enrolled in more than one social studies or history course. The bottom row of the table shows the number of students that enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) social studies or history course by subject area.

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	438	4	0	0	0	4
10	7	514	0	0	1	3
11	6	467	1	0	90	1
12	4	56	0	140	130	74
Schoolwide	455	1041	1	140	221	82
Enrolled in AP/IB Course	0	123	1	140	0	69

World Languages - Course Participation

This table shows the number of students by grade that were enrolled in **World Languages** courses by language. Students are counted more than once if they are enrolled in more than one language course. The bottom rows of the table show students enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) language course, students enrolled in a level 3 or higher language course (such as French III or IV), and the number of students that earned a Seal of Biliteracy by language.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	261	60	0	54	30	0	26
10	269	78	0	46	43	0	19
11	123	60	0	57	26	0	15
12	53	36	0	27	16	0	11
Schoolwide	706	234	0	184	115	0	71
Enrolled in AP/IB Course	19	0	0	0	0	0	0
Enrolled in Level 3 or Higher	161	93	0	83	39	0	15
Earned Seal of Biliteracy	N	N	N	N	N	N	N



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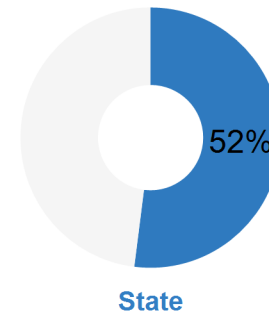
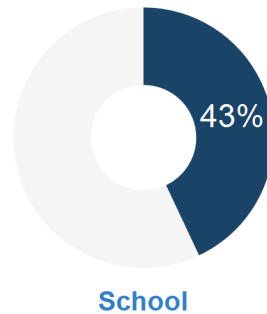
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Visual and Performing Arts – Course Participation

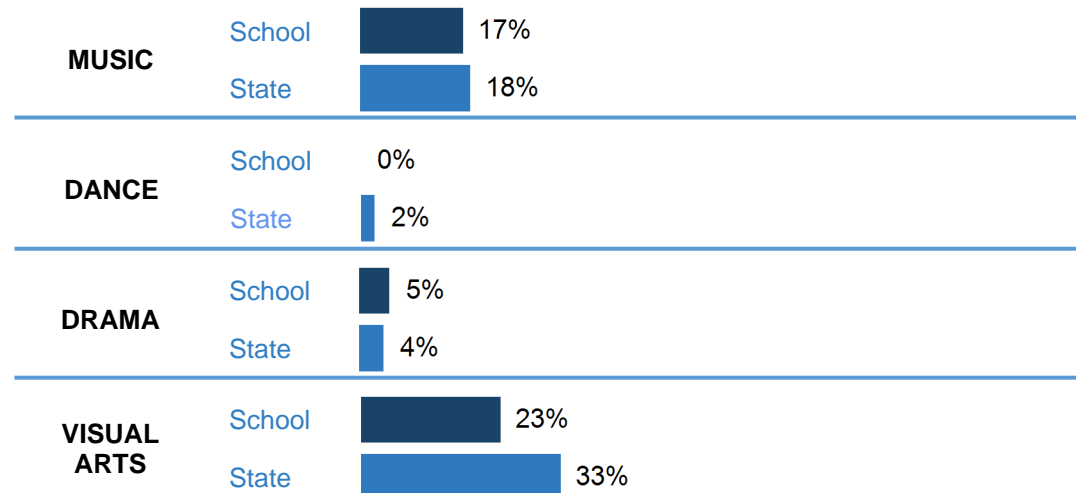
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines within the school and across the state.

Grades 9-12:

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



Students enrolled in one or more classes by discipline:





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This section contains information about graduation rates and dropout rates for students in grades 9-12. Graduation rates are calculated based on the adjusted cohort graduation rate calculation. You can find more about how these rates are calculated [here](#).

Graduation Rates

This table shows 4-year and 5-year Graduation Rates for the school and each student group with comparisons to statewide rates. Annual ESSA accountability targets for the Class of 2016 4-year rate and the Class of 2015 5-year rates are included with a flag for whether the school and each student group met those targets.

Student Group	School - Class of 2017: 4 Year Rate	State - Class of 2017: 4 Year Rate	School - Class of 2016: 5 Year Rate	State - Class of 2016: 5 Year Rate	Class of 2016: 4 Year Rate	Class of 2016: 4 Year Target	Met Target?	Class of 2015: 5 Year Rate	Class of 2015: 5 Year Target	Met Target?
Schoolwide	93.6%	90.5%	94.6%	91.8%	93.6%	93.7%	Not Met	94.5%	94.3%	Met Target
White	94.6%	94.5%	95.6%	95.1%	94.5%	94.7%	Not Met	95.8%	N	Met Goal
Hispanic	87.1%	84.3%	81.0%	86.3%	81.0%	80.8%	Met Target	76.7%	92.1%	Not Met
Black or African American	80.0%	83.4%	87.5%	85.3%	87.5%	**	**	*	**	**
Asian, Native Hawaiian or Pacific Islander	*	96.6%	*	97.5%	*	**	**	*	**	**
American Indian or Alaska Native	*	92.3%	*	86.6%	*	**	**	N	N	N
Two or More Races	N	91.9%	*	93.7%	*	**	**	*	**	**
Economically Disadvantaged Students	85.8%	83.9%	89.6%	85.6%	86.8%	84.5%	Met Target	86.9%	90.8%	Not Met
Students with Disabilities	83.3%	78.8%	90.6%	82.1%	86.5%	82.0%	Met Target	87.4%	90.6%	Not Met
English Learners	*	76.1%	*	79.7%	*	**	**	*	**	**
Homeless Students	*	73.2%	*	74.4%	*	*	N	*		

Graduation Rate Trends

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

Class of	4-Year Rate	5-Year Rate
2017	93.6%	-
2016	93.6%	94.6%
2015	93.6%	94.5%

Dropout Rate Trends

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

School Year	School Rate	State Rate
2016-2017	0.5%	1.1%
2015-2016	1.1%	1.1%
2014-2015	1%	1.1%

** ESSA accountability targets are only included if data is available for at least 20 students



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This section contains information about students enrolling in colleges and universities after graduation from high school. Postsecondary enrollment information is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

Postsecondary Enrollment Rates: Fall

This table shows the enrollment rates of Class of 2017 high school graduates into 2-year or 4-year institutions the fall after high school graduation. The following columns show the percentage of these enrolled students by 2-year or 4-year institution.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	71.1%	29.5%	70.5%
Schoolwide	72.3%	35.9%	64.1%
White	73.8%	34.9%	65.1%
Hispanic	45.8%	63.6%	36.4%
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	40.5%	50%	50%
Students with Disabilities	48.4%	58.1%	41.9%
English Learners	0%	0%	0%

Postsecondary Enrollment Rates: 16 month

This table shows the enrollment rates of Class of 2016 high school graduates into 2-year or 4-year institutions 16 months after high school graduation for the school and each student group. The following columns show the percentage of these enrolled students by 2-year or 4-year institution, public or private institution, or in-state or out-of-state institution.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	76.1%	33.6%	66.5%	73.6%	26.4%	65.5%	34.6%
Schoolwide	78.2%	48.5%	51.5%	81.8%	18.2%	70.6%	29.4%
White	79.4%	47.5%	52.5%	82.6%	17.4%	69.5%	30.5%
Hispanic	73.7%	85.7%	14.3%	85.7%	14.3%	92.9%	7.1%
Black or African American	50%	0%	100%	33.3%	66.7%	50%	50%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	*	*	*
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	65.2%	65%	35%	85%	15%	90%	10%
Students with Disabilities	48.4%	74.2%	25.8%	87.1%	12.9%	83.9%	16.1%
English Learners	*	*	*	*	*	*	*

An "*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display



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This section shows information about student absences which provides important information about a school’s culture and climate. In addition, research shows that student absences impact a child’s ability to succeed in school. The New Jersey Department of Education selected chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

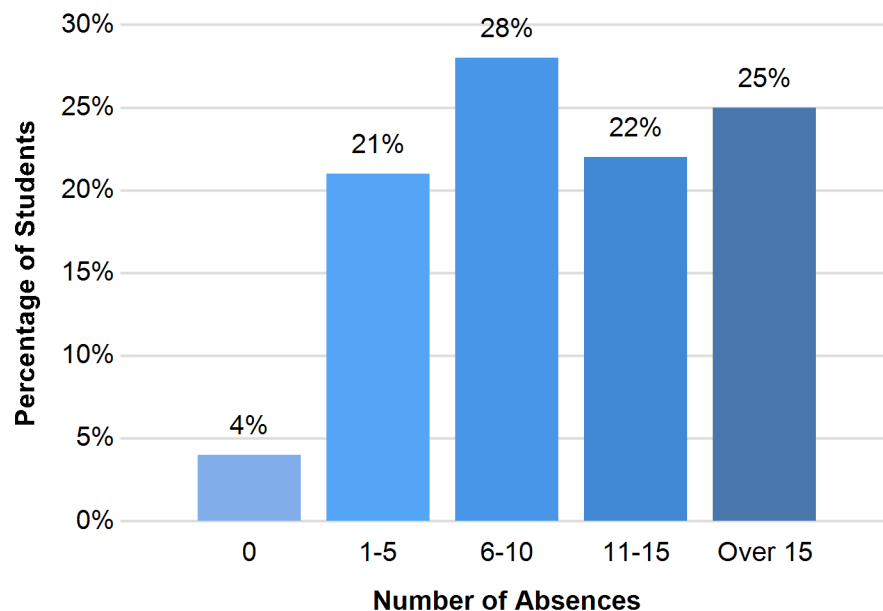
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the ESSA accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	18.00	14.30	Not Met
White	17.60	14.30	Not Met
Hispanic	23.60	14.30	Not Met
Black or African American	24.30	14.30	Not Met
Asian, Native Hawaiian, or Pacific Islander	8.00	14.30	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	32.70	14.30	Not Met
Students with Disabilities	25.10	14.30	Not Met
English Learners	N	**	**

** ESSA accountability targets are only included if data is available for at least 20 students.

Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.



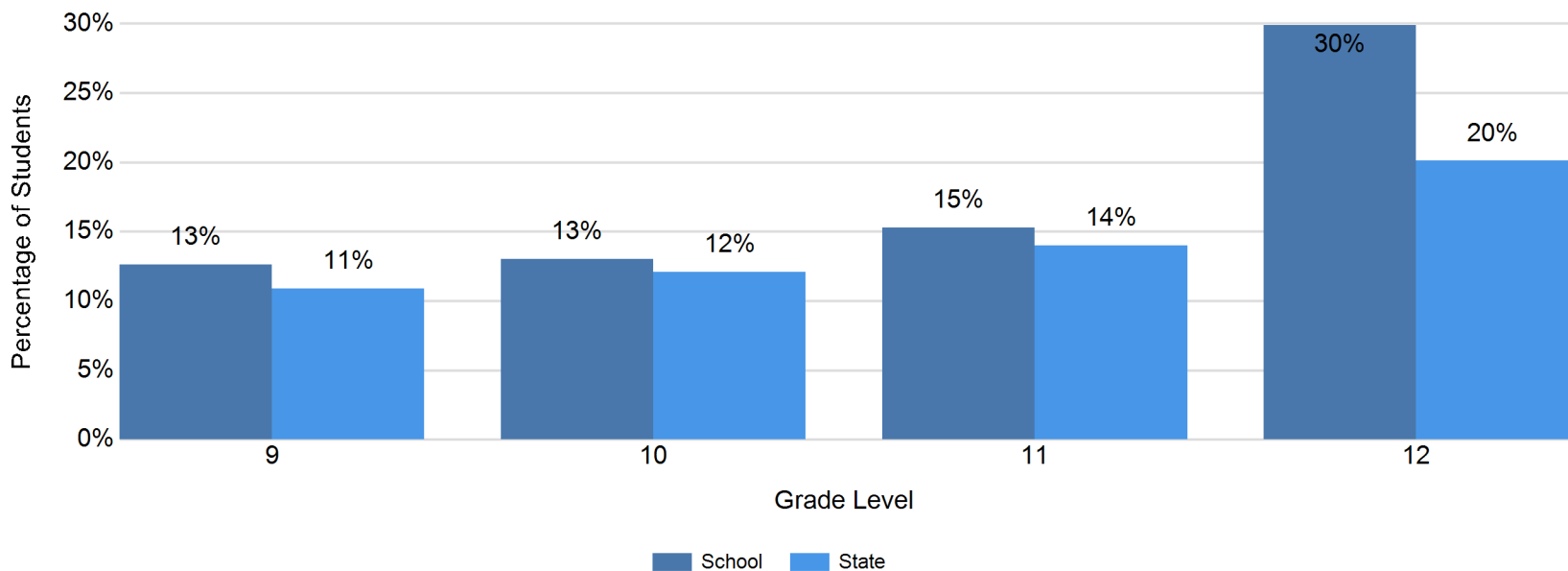


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Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





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School Day

This table shows the start and end times and length of school day for a typical student at this school. **Instructional time** is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher.

Category	School
Typical Start Time	7:45AM
Typical End Time	2:10PM
Length of School Day	6 Hrs 25 Mins
Full Time - Instructional Time	5 Hrs. 46 Mins.
Shared Time - Instructional Time	2 Hrs. 59 Mins.

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	8
Vandalism	1
Weapons	0
Substances	9
Harassment, Intimidation, Bullying (HIB)	3
Total Unique Incidents	20
Incidents Per 100 Students Enrolled	1.05

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	6.1%
Out-of-School Suspensions	5.2%
Any Suspension	11.3%

Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0



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Technology Readiness

This table shows information that was collected through the optional NJTRAx survey to determine a school’s technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school’s LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	2.8:1	176.4 kbps	100 kbps	Yes	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district’s schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts’ [User Friendly Budgets](#), or the NJDOE Finance [District Report Search](#) of the Comprehensive Annual Financial Reports (CAFRs) and Auditor’s Management Reports (AMRs).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$317	\$15,976	\$16,293



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This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

Teachers: All classroom teachers

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

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	150	120,724
Average years experience in public schools	15.0	11.8
Average years experience in district	15.0	10.5
Teachers in district for 4 or more years	87%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	18	9,506
Average years experience in public schools	18.1	15.9
Average years experience in district	17.8	11.6
Administrators in district for 4 or more years	94%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	13:1	13:1
Administrators	190:1	158:1
Librarian/Media Specialists		1418:1
Nurses		1418:1
Counselors		218:1
Child Study Team		315:1



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Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers and Administrators - Level of Education

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

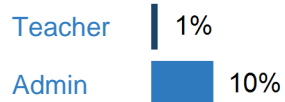
Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	93%	89%
2015-16 Administrators: Same district 2016-17	89%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	96%



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Accountability Indicator Scores and Summative Rating

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of comprehensive support. This table shows the indicator scores for each indicator included in the accountability system and the weights that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey’s accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	33.7	17.5%
Mathematics Proficiency	71.3	17.5%
Graduation - 4-Year	45.1	25.0%
Graduation - 5-Year	37.3	25.0%
Chronic Absenteeism	24.3	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		42.6
Summative Rating: Percentile rank of Summative Score		38.6
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No
Requires Comprehensive Support: 4-year Graduation Rate less than or equal to 67%		No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Indicator weights for this school were adjusted due to data availability.



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Accountability Summary by Student Group

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of Targeted Support. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group’s performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these [accountability resources](#).

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	Graduation Rate - 4-Year	Graduation Rate - 5-Year	At Risk for Consistently Underperforming Student Group
Schoolwide	42.6	6.2	No	Met Target	Met Target	Not Met	Not Met	Met Target	No
White	40.2	6.2	No	Met Target	Met Target	Not Met	Not Met	Met Goal	No
Hispanic	30.8	6.2	No	Met Target†	Met Target	Not Met	Met Target	Not Met	No
Black or African American	**	**	No	N	**	Not Met	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	Met Target	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	N	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	41.7	6.2	No	Not Met	Met Target†	Not Met	Met Target	Not Met	No
Students with Disabilities	60.6	6.2	No	Met Target†	Not Met	Not Met	Met Target	Not Met	No
English Learners	**	**	No	**	**	**	**	**	No

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† Target was met within a confidence interval.



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School General Info

Principal:	Mr. Wilhelm	Email Address:	ewilhelm@srsd.net
Address:	90 CEDAR BRIDGE ROAD MANAHAWKIN, NJ 08050-3022	Website:	https://www.srsd.net/
Phone:	(609)597-9481		

School Narrative

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

 <p>Highlights:</p>	<ul style="list-style-type: none"> • A QSAC High Performing School • A rigorous, diversified program of studies that include 15 AP courses and opportunities to receive college credit • Extensive co-curricular after school opportunities
 <p>Mission, Vision, Theme:</p>	<p>The Southern Regional experience, a community partnership, will assure our students challenging learning opportunities that are shaped by the New Jersey Student Learning Standards in order for them to become contributing members of society.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>The Southern Regional School District is distinguished as High Performing. This prestigious determination has been granted by the New Jersey Department of Education through the Quality Single Accountability Continuum review and assessment process.</p>






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School Narrative

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 <p>Courses, Curriculum, Instruction:</p>	<p>Southern Regional delivers a diverse curriculum rich in academic and 21st century career preparation opportunities. Offerings include 15 Advanced Placement courses. The overall academic program includes an expansive variety of courses in the Performing and Practical Arts and Applied Technologies along with challenging core academic offerings in Language Arts, Mathematics, Science, Social Studies and World Languages. Southern Regional also offers post-secondary opportunities for current students.</p>
 <p>Sports and Athletics:</p>	<p>Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Boys & Girls), Cross-Country (Boys & Girls), Field Hockey (Girls), Football (Boys), Golf (Boys & Girls), Gymnastics (Girls), Ice Hockey (Boys), Lacrosse (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Boys & Girls), Wrestling (Boys)</p> <p>Southern Athletics is distinguished in the countless Division, Shore Conference and State Championships that have been accomplished. Expectations are very high and athletes and coaches work tirelessly year-round in training, conditioning and preparing to compete. While attending any varsity competition school pride is apparent and evidenced by the large student-body attendance and the accompanying enthusiasm which is infectious.</p>
 <p>Clubs and Activities:</p>	<p>The Southern Regional School District encourages students to remain on campus after the academic day to participate in the many athletic, co-curricular and service organizations that are provided by the Board of Education. The high school offers 60 clubs and the middle school offers 31 clubs that cover a wide range of interests. On average, two thirds of the student population remains on campus after the academic day participating in after school activities.</p>








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School Narrative

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

 <p>Staff and Professional Learning:</p>	<p>The Southern Regional School District highly values and endorses rigorous professional growth. Over 50% of the District's 253 certified staff have advanced degrees. The District also has placed an emphasis on professional versatility with 47% of the certified staff possessing multiple New Jersey Department of Education professional certificates.</p>
 <p>Postsecondary Information:</p>	<p>Students are offered a wide range of resources to prepare for their future. Guidance counselors monitor academic progress and guide students through the post-secondary planning process. Students utilize college and career software to assess individual aptitudes and interests, explore careers and manage the college application process. As an outcome Southern graduates attend many of the most prestigious universities in the country.</p>
 <p>Student Supports and Services:</p>	<p>The Southern Regional School District offers a multi-tiered system of supports for students in grades 7-12. A multidisciplinary team partners with families to develop an action plan to address students' learning, behavior and/or health needs. The action plan is monitored and modified to address the barriers to learning. This system is designed to coordinate resources to meet the individual needs of students and provide the necessary interventions to promote success.</p>
 <p>Student Health and Wellness:</p>	<p>The Southern Regional School District supports the health and wellness of students through curricular and extracurricular programs. All students complete a comprehensive health and physical education program. Students have access to nursing services to address their individual health needs. The District maintains medical records, offers physical exams, conducts health screenings and provides staff training to promote the health and wellness of our student population.</p>
 <p>Parent and Community Involvement:</p>	<p>Parent and community involvement are lynchpins to the District's sustained success. Parents have various opportunities for formal involvement through a wide range of groups that include the Home and School Association and the countless Parent Booster Clubs. Community involvement includes long established affiliations with the Rotary, Kiwanis, Lions and the Southern Ocean Medical Center, Jetty, Thompson's Healthcare and the Causeway Family of Dealerships.</p>



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School Narrative

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



Facilities:

The District consists of a middle school and a high school. The middle school contains grades seven and eight. The high school consists of grades nine through twelve. The high school is organized around the house concept; a 9-10 House and an 11-12 House. The Board of Education takes great pride in maintaining all of its buildings in the most pristine of conditions while also presenting 21 natural turf playing and practice fields that are envy of all those who visit.



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The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school's test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

Navigating through the reports:

- Download this report to a PDF by clicking the  icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

Other Resources:

- Review the [Parent Summary Report](#) or the [district-level report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- [Download the data](#) used in these reports.

- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.nj.gov



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Footnotes

1. An "*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display.
2. ** ESSA accountability targets are only included if data is available for at least 20 students.

Note: Additional footnotes may exist within the reports specific to certain data tables. In those instances, the footnotes will be displayed below the applicable table.



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Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
7	433	461	461
8	494	413	464
Ungraded	10	17	13
Total	937	891	938

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	48%	48%	47%
Male	52%	53%	53%
Economically Disadvantaged Students	25%	26%	22%
Students with Disabilities	23%	23%	22%
English Learners	0%	0%	0%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students
White	90.3%
Hispanic	6.8%
Black or African American	1.7%
Asian	1.0%
American Indian or Alaska Native	0.2%
Native Hawaiian or Pacific Islander	0.0%
<i>Two or More Races</i>	0.0%

Enrollment by Home Language

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

Home Language	% of Students
English	95.9%
Spanish	3.6%
<i>Other</i>	0.4%



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English Language Arts/Literacy Assessment - Participation and Performance

This table shows information about the English Language Arts/Literacy section of the *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessment for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act (ESSA)* accountability. Student groups with the annual target section grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	588	97.6	54.50	46.50	54.90	54.5	45.5	Met Target
White	526	97.6	56.10	47.50	63.90	56.1	46.3	Met Target
Hispanic	41	98.4	36.60	32.70	39.80	36.6	27.6	Met Target
Black or African American	13	93.7	30.80	22.60	35.20	30.1	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	80.70	*	**	**
American Indian or Alaska Native	*	*	*	*	53.70	*	**	**
Two or More Races	N	N	N	*	54.90	N	**	**
Female	269	97.7	65.10	57.70	62.20	65.1		
Male	319	97.6	45.50	36.50	48.10	45.5		
Economically Disadvantaged Students	151	97.5	39.10	29.70	36.20	39.1	34.4	Met Target
Non-Economically Disadvantaged Students	437	97.7	59.80	51.10	65.80	59.8		
Students with Disabilities	137	95.7	13.20	14.10	20.50	13.2	15.7	Met Target†
Students without Disabilities	451	98.2	67.00	56.40	61.90	67		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

** ESSA accountability targets are only included if data is available for at least 20 students

† Target was met within a confidence interval.



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 7

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	454	758	758	756	6%	10%	20%	42%	22%	64%	59%
White	409	760	760	764	5%	9%	20%	42%	23%	66%	69%
Hispanic	32	745	745	742	*	*	*	47%	*	56%	44%
Black or African American	*	*	*	737	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	784	*	*	*	*	*	*	85%
American Indian or Alaska Native	N	N	N	755	N	N	N	N	N	N	59%
Two or More Races	N	N	N	757	N	N	N	N	N	N	59%
Female	217	767	767	764	*	*	18%	45%	28%	73%	68%
Male	237	750	750	749	*	*	21%	40%	16%	56%	51%
Economically Disadvantaged Students	84	738	738	739	18%	*	21%	37%	*	45%	40%
Non-Economically Disadvantaged Students	370	763	763	766	4%	*	19%	44%	*	68%	70%
Students with Disabilities	94	722	722	719	*	*	25%	*	*	19%	19%
Students without Disabilities	360	767	767	763	*	*	18%	*	*	76%	67%
English Learners	*	*	*	701	*	*	*	*	*	*	*
Non-English Learners	*	*	*	758	*	*	*	*	*	*	*
Homeless Students	*	*	*	731	*	*	*	*	*	*	31%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	27%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	64%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 8

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	448	752	752	757	6%	16%	24%	42%	12%	55%	59%
White	407	753	753	764	6%	15%	24%	43%	13%	56%	68%
Hispanic	29	735	735	742	*	*	*	*	*	35%	44%
Black or African American	*	*	*	738	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	786	*	*	*	*	*	*	86%
American Indian or Alaska Native	*	*	*	751	*	*	*	*	*	*	52%
Two or More Races	N	N	N	758	N	N	N	N	N	N	60%
Female	210	761	761	766	*	*	21%	49%	16%	65%	68%
Male	238	745	745	749	*	*	26%	37%	8%	45%	50%
Economically Disadvantaged Students	103	739	739	739	*	20%	29%	33%	*	39%	40%
Non-Economically Disadvantaged Students	345	756	756	766	*	15%	22%	45%	*	59%	69%
Students with Disabilities	95	719	719	718	*	*	36%	*	*	11%	18%
Students without Disabilities	353	761	761	764	*	*	20%	*	*	66%	67%
English Learners	N	N	N	701	N	N	N	N	N	N	*
Non-English Learners	448	752	752	759	6%	16%	24%	42%	12%	55%	*
Homeless Students	N	N	N	727	N	N	N	N	N	N	28%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	61%
Migrant Students	N	N	N	721	N	N	N	N	N	N	21%



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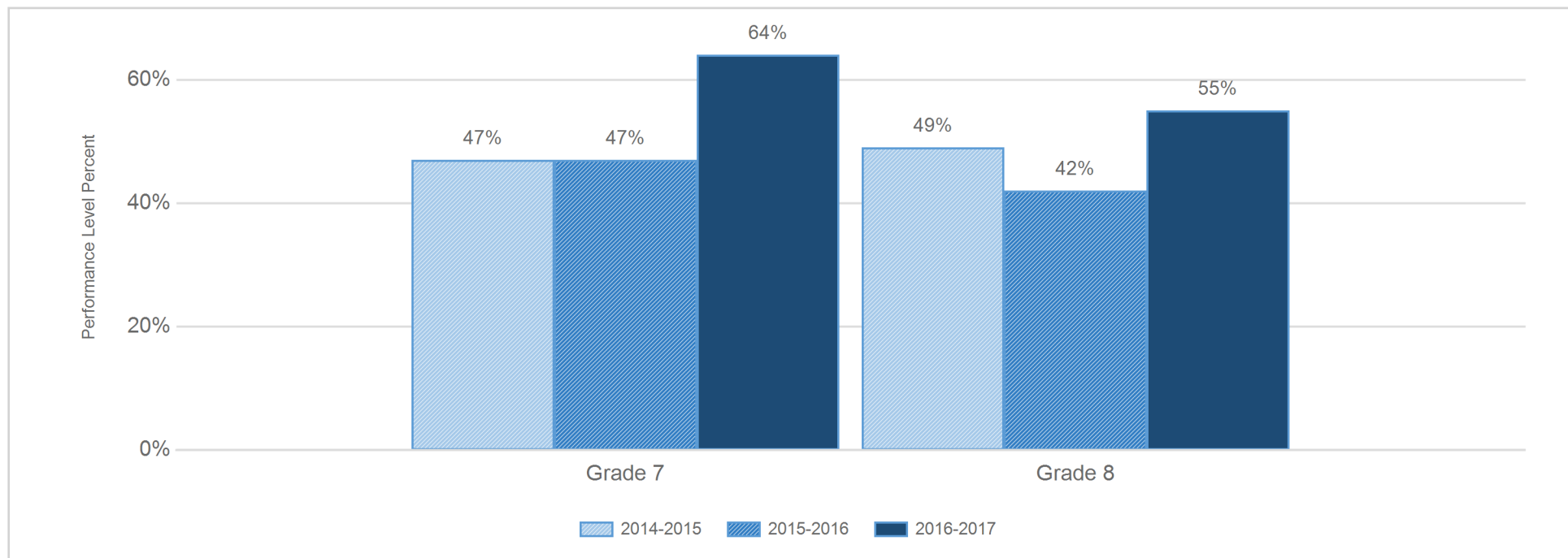
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English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.





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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	592	97.8	41.00	40.00	43.50	41	42.2	Met Target†
White	529	97.8	43.00	41.00	52.40	43	43.2	Met Target†
Hispanic	42	98.4	21.40	24.70	27.60	21.4	21.7	Met Target†
Black or African American	13	93.7	23.10	20.70	21.70	22.6	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	75.60	*	**	**
American Indian or Alaska Native	*	*	*	*	42.50	*	**	**
Two or More Races	N	N	N	N	44.90	N	**	**
Female	271	97.5	44.30	42.80	44.10	44.3		
Male	321	98.0	38.30	37.50	42.90	38.3		
Economically Disadvantaged Students	153	98.0	22.30	23.80	25.10	22.3	23.6	Met Target†
Non-Economically Disadvantaged Students	439	97.7	47.60	44.20	54.30	47.6		
Students with Disabilities	137	95.7	*	*	16.50	*	13	Met Target†
Students without Disabilities	455	98.4	*	*	48.80	*		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

** ESSA accountability targets are only included if data is available for at least 20 students.
 † Target was met within a confidence interval.



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Mathematics Assessment - Performance by Grade: Grade 7**

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	455	746	746	741	6%	16%	31%	42%	5%	47%	40%
White	410	747	747	748	5%	15%	32%	43%	5%	49%	49%
Hispanic	32	735	735	730	*	*	*	34%	0%	34%	23%
Black or African American	*	*	*	726	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	764	*	*	*	*	*	*	72%
American Indian or Alaska Native	N	N	N	741	N	N	N	N	N	N	45%
Two or More Races	N	N	N	740	N	N	N	N	N	N	39%
Female	217	748	748	743	*	14%	30%	48%	*	52%	41%
Male	238	743	743	740	*	17%	33%	37%	*	42%	38%
Economically Disadvantaged Students	84	733	733	729	12%	24%	36%	29%	0%	29%	22%
Non-Economically Disadvantaged Students	371	748	748	749	5%	14%	31%	45%	6%	51%	50%
Students with Disabilities	94	717	717	716	*	*	*	*	*	*	11%
Students without Disabilities	361	753	753	746	*	*	*	*	*	*	45%
English Learners	*	*	*	712	*	*	*	*	*	*	*
Non-English Learners	*	*	*	742	*	*	*	*	*	*	*
Homeless Students	*	*	*	722	*	*	*	*	*	*	15%
Students in Foster Care	*	*	*	718	*	*	*	*	*	*	15%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	43%
Migrant Students	N	N	N	708	N	N	N	N	N	N	*

**Grade 7 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



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Mathematics Assessment - Performance by Grade: Grade 8**

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	312	725	725	728	25%	23%	28%	24%	0%	24%	28%
White	277	726	726	736	24%	24%	28%	25%	0%	25%	35%
Hispanic	*	*	*	721	*	*	*	*	*	*	21%
Black or African American	*	*	*	715	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	*	*	*	728	*	*	*	*	*	*	28%
Two or More Races	N	N	N	726	N	N	N	N	N	N	28%
Female	140	724	724	730	24%	24%	29%	23%	0%	23%	30%
Male	172	725	725	725	26%	23%	27%	24%	0%	24%	26%
Economically Disadvantaged Students	91	716	716	719	36%	25%	24%	14%	0%	14%	19%
Non-Economically Disadvantaged Students	221	728	728	734	21%	22%	29%	28%	0%	28%	34%
Students with Disabilities	92	705	705	705	*	*	*	*	*	*	*
Students without Disabilities	220	733	733	734	*	*	*	*	*	*	*
English Learners	*	*	*	703	*	*	*	*	*	*	*
Non-English Learners	*	*	*	729	*	*	*	*	*	*	*
Homeless Students	N	N	N	710	N	N	N	N	N	N	11%
Students in Foster Care	*	*	*	705	*	*	*	*	*	*	12%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	713	N	N	N	N	N	N	*

**Grade 8 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



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Mathematics Assessment - Performance by Test: Algebra I

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	139	775	747	743	*	*	12%	83%	*	89%	42%
White	132	774	748	751	*	*	12%	83%	*	88%	52%
Hispanic	*	*	*	728	*	*	*	*	*	*	24%
Black or African American	*	*	*	724	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	N	N	N	741	N	N	N	N	N	N	41%
Female	71	775	749	744	0%	0%	*	83%	*	90%	43%
Male	68	775	744	741	0%	0%	*	82%	*	87%	40%
Economically Disadvantaged Students	14	778	732	727	*	*	*	93%	*	93%	23%
Non-Economically Disadvantaged Students	125	774	750	751	*	*	*	82%	*	88%	52%
Students with Disabilities	*	*	*	714	*	*	*	*	*	*	10%
Students without Disabilities	*	*	*	747	*	*	*	*	*	*	47%
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	139	775	*	745	*	*	12%	83%	*	89%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%

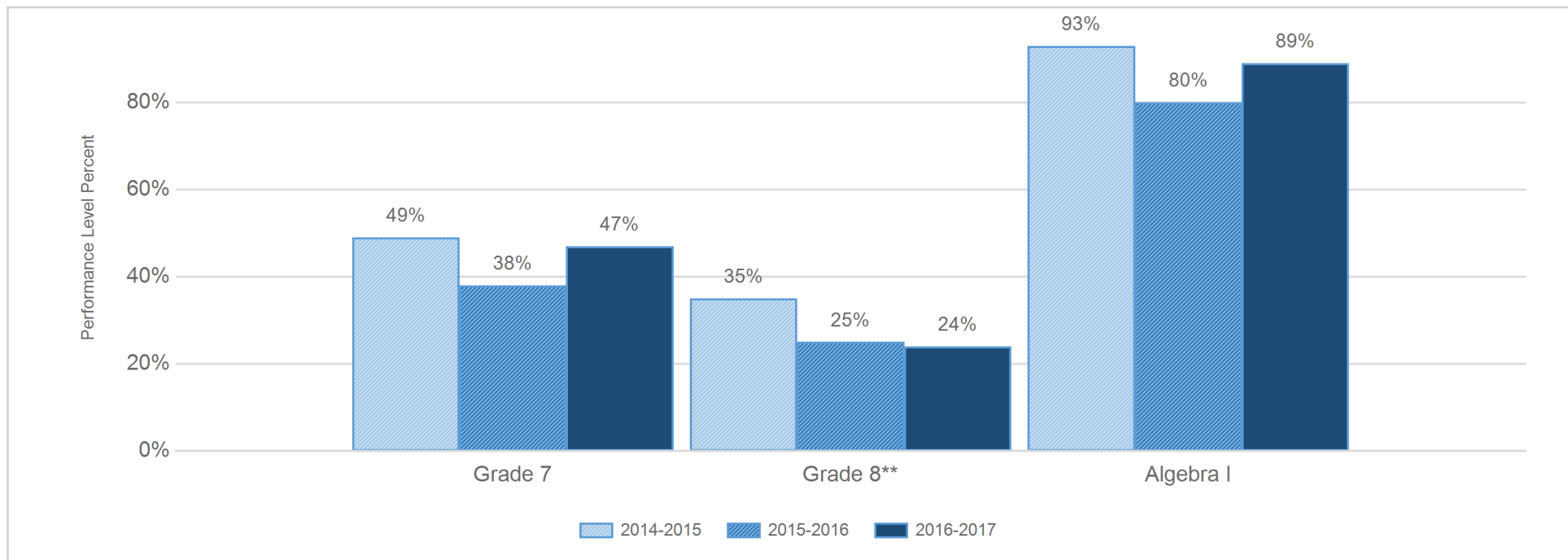


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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.



**Grades 6-8 do not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



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Alternate Assessments - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
7	*	*
8	*	*

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	*	*	*
2	N	N	N
3	N	N	N
4	N	N	N
5+	N	N	N



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This section shows performance on the NJASK science test which measures students' ability to recall information and to solve problems by applying science concepts. The assessment is given to students in grades 4 and 8 and has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

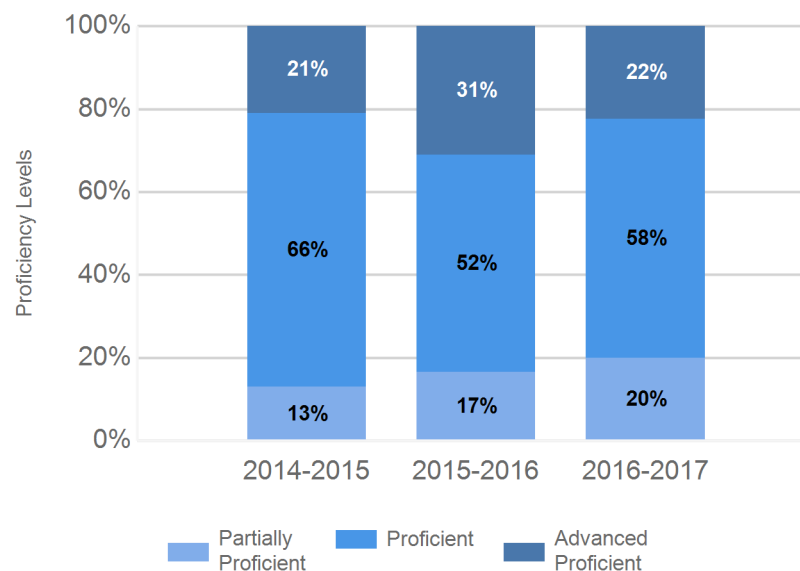
NJASK Science Assessment Performance: Grade 8

This table shows the percentage of students in each proficiency category for the NJASK science test for the school and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	27%	47%	27%
Schoolwide	22%	58%	20%
White	23%	58%	19%
Hispanic	10%	57%	33%
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	N	*
American Indian or Alaska Native	N	*	N
Two or More Races	N	*	N
Economically Disadvantaged Students	18%	56%	26%
Students with Disabilities	5%	44%	51%
English Learners	N	N	*

NJASK Science Assessment Performance Trends: Grade 8

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





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This section of the performance report shows information on student growth which measures how much students are learning each year. Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

A student's **SGP** falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

If the student growth percentiles for all students in the school are ordered from smallest to largest, the **median student growth percentile (mSGP)** is the percentile in the middle of that list. Watch a short video that explains how **median Student Growth Percentile (mSGP)** is calculated here: <http://www.state.nj.us/education/njsmart/performance/>

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts/Literacy (ELA) and Mathematics for the school and each student group with comparisons to the district and the state. This table also shows whether the school and each student group met the *ESSA* accountability target of 40 for the 2016-17 school year.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	44.5	44.5	50	Met Target	60.5	60.5	50	Exceeds Target
White	47	47	50	Met Target	61.5	61.5	52	Exceeds Target
Hispanic	39.5	39.5	49	Not Met	27.5	27.5	47	**
Black or African American	51	51	45	**	*	*	43	**
Asian, Native Hawaiian, or Pacific Islander	*	*	60	**	*	*	59	**
American Indian or Alaska Native	*	*	51	**	N	N	N	N
Two or More Races	N	N	N	N	N	N	N	N
Economically Disadvantaged	43.5	43.5	47	Met Target	37	37	46	Not Met
Students with Disabilities	39	39	41	Not Met	36	36	43	Not Met
English Learners	*	*	53	**	*	*	51	**

** ESSA accountability targets are only included if data is available for at least 20 students.



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Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

A student's **SGP** falls between 1 and 99 and can be grouped into three levels:

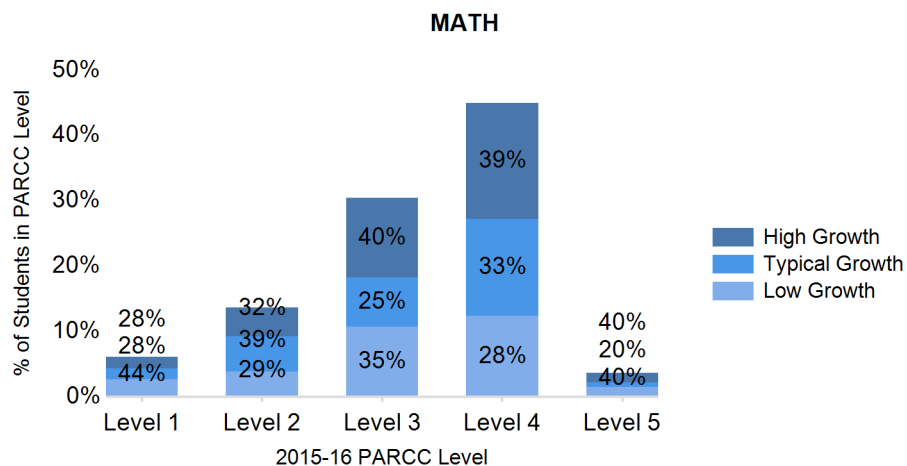
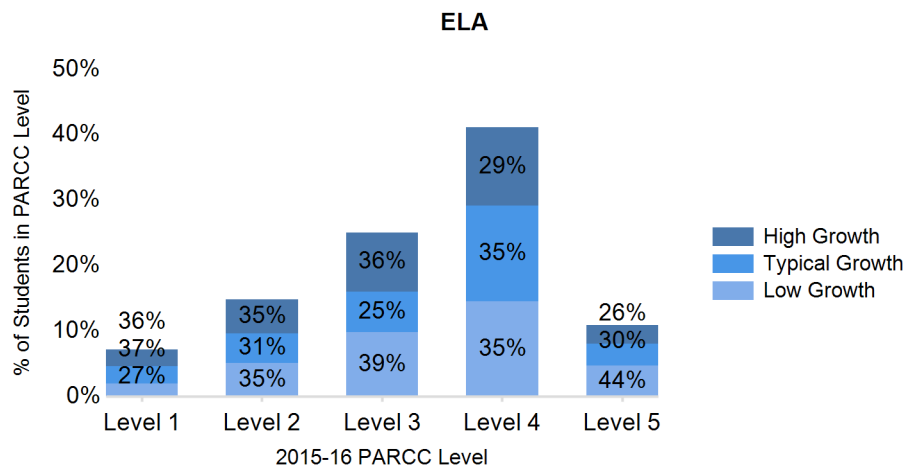
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

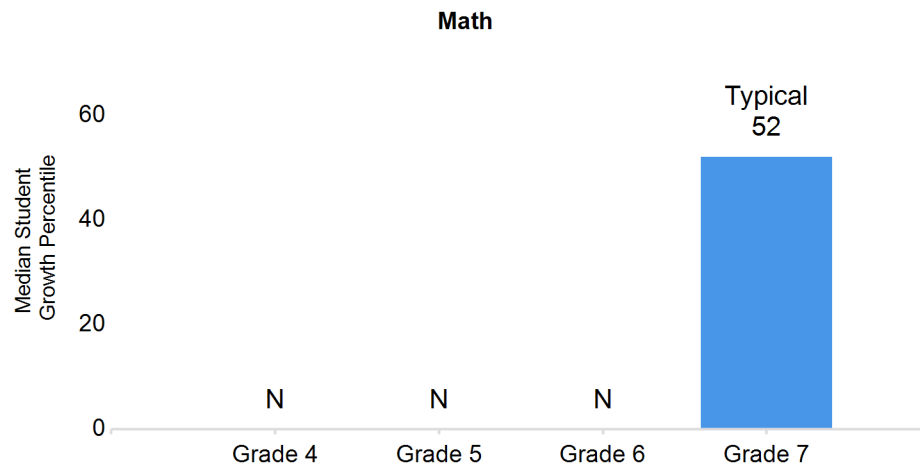
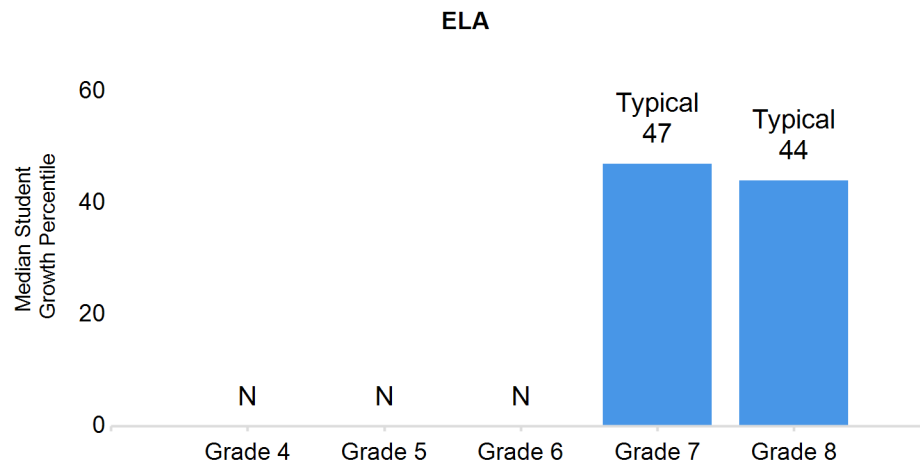
Student Growth by Performance Level

These graphs show the percentage of students by 2015-16 PARCC performance level that fall into each of the three levels of growth based on their 2016-17 test scores.



Student Growth by Grade

These graphs show the median Student Growth Percentile for students in each grade.



An "*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display



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This section shows the types of courses that students were enrolled in by grade level for the 2016-17 school year. You can find more information about [New Jersey Student Learning Standards](#) on our website and more details about the data in this section in our [Reference Guide](#).

Mathematics - Course Participation

This table shows the number of students by grade that were enrolled in **Mathematics** courses by subject area. Students are counted more than once if they are enrolled in more than one math course. Students counted in the other math category may be enrolled in grade level math courses, intervention courses, or other advanced math courses.

Grade	Algebra I	Geometry	Grade Level and Other Math
7	0	0	473
8	141	0	343
Schoolwide	141	0	816

World Languages - Course Participation

This table shows the number of students by grade that were enrolled in **World Languages** courses by language. Students are counted more than once if they are enrolled in more than one language course. The bottom row of the table shows students enrolled in a level 3 or higher language course (such as French III or IV).

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
7	0	0	0	0	0	0	299
8	91	0	0	0	0	0	255
Schoolwide	91	0	0	0	0	0	554
Enrolled in Level 3 or Higher	N	N	N	N	N	N	N



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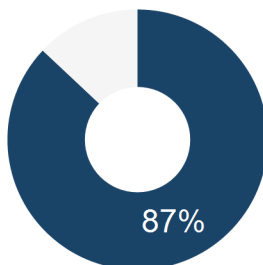
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Visual and Performing Arts – Course Participation

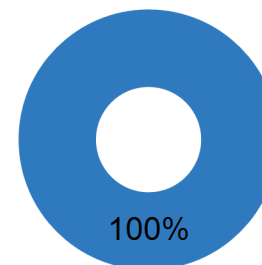
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines within the school and across the state.

Grades 6-8:

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

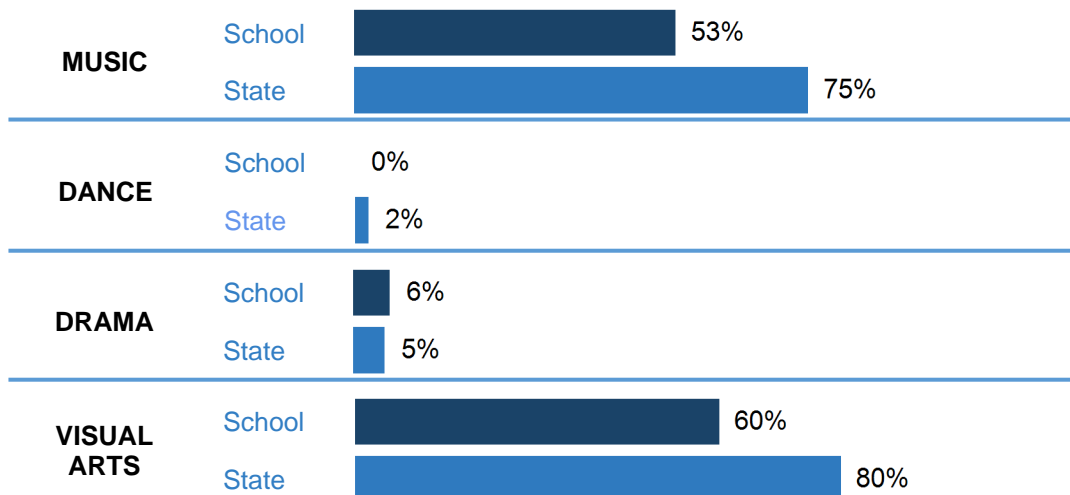


School



State

Students enrolled in one or more classes by discipline:





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This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected chronic absenteeism as its measure of school quality and student success for the *ESSA* accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

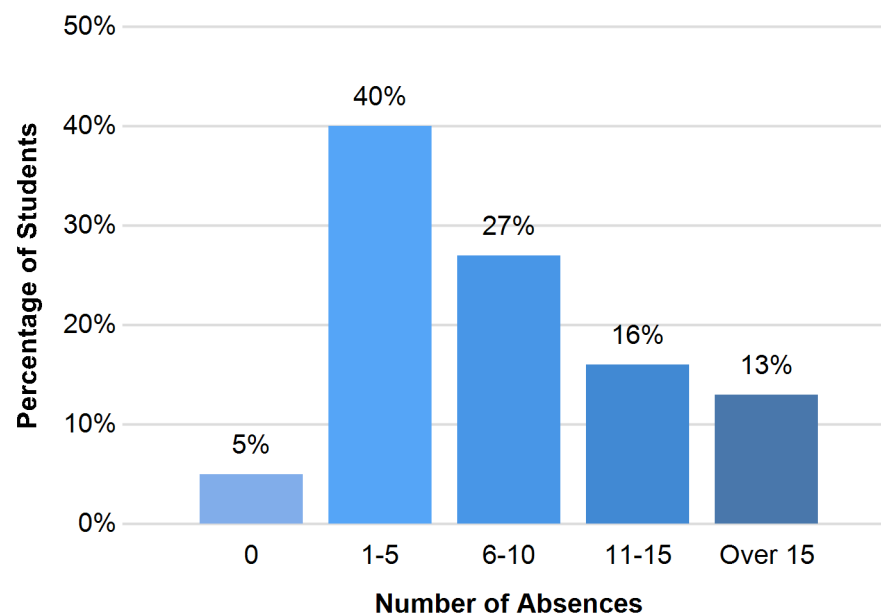
Chronic Absenteeism

This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	8.30	9.10	Met Target
White	7.90	9.10	Met Target
Hispanic	9.50	9.10	Not Met
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	19.30	9.10	Not Met
Students with Disabilities	13.70	9.10	Not Met
English Learners	N	**	**

Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.



** ESSA accountability targets are only included if data is available for at least 20 students.

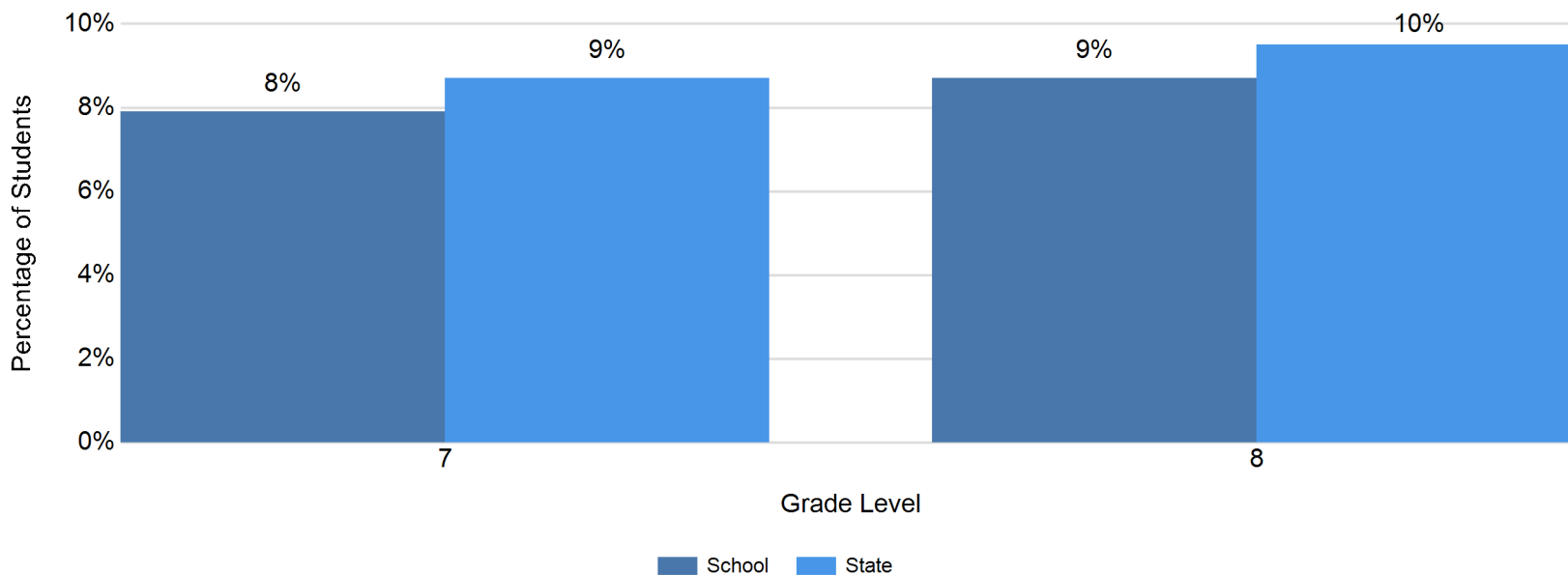


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Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





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School Day

This table shows the start and end times and length of school day for a typical student at this school. **Instructional time** is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher.

Category	School
Typical Start Time	7:45AM
Typical End Time	2:10PM
Length of School Day	6 Hrs 25 Mins
Full Time - Instructional Time	5 Hrs. 54 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	3
Vandalism	0
Weapons	0
Substances	1
Harassment, Intimidation, Bullying (HIB)	5
Total Unique Incidents	9
Incidents Per 100 Students Enrolled	0.96

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	6.2%
Out-of-School Suspensions	3.8%
Any Suspension	10.0%

Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0



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Technology Readiness

This table shows information that was collected through the optional NJTRAx survey to determine a school's technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school's LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.8:1	176.4 kbps	100 kbps	Yes	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district's schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts' [User Friendly Budgets](#), or the NJDOE Finance [District Report Search](#) of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs).

Per-Pupil Expenditures	Federal	State/Local	Total
District Total (2015-2016)	\$317	\$15,976	\$16,293



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This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

Teachers: All classroom teachers

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

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	73	120,724
Average years experience in public schools	14.4	11.8
Average years experience in district	14.4	10.5
Teachers in district for 4 or more years	90%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	18	9,506
Average years experience in public schools	18.1	15.9
Average years experience in district	17.8	11.6
Administrators in district for 4 or more years	94%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	13:1	13:1
Administrators	188:1	158:1
Librarian/Media Specialists		1418:1
Nurses		1418:1
Counselors		218:1
Child Study Team		315:1



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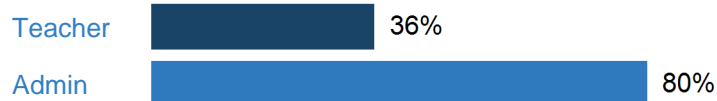
Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	93%	89%
2015-16 Administrators: Same district 2016-17	89%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	95%



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Accountability Indicator Scores and Summative Rating

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of comprehensive support. This table shows the indicator scores for each indicator included in the accountability system and the weights that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey's accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	36.8	17.5%
Mathematics Proficiency	28.9	17.5%
English Language Arts Growth	26.8	25.0%
Mathematics Growth	62.8	25.0%
Chronic Absenteeism	30.0	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		38.4
Summative Rating: Percentile rank of Summative Score		31.5
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Indicator weights for this school were adjusted due to data availability.



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Accountability Summary by Student Group

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of Targeted Support. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group's performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these [accountability resources](#).

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	38.4	11.9	No	Met Target	Met Target†	Met Target	Met Target	Exceeds Target	No
White	41.3	11.9	No	Met Target	Met Target†	Met Target	Met Target	Exceeds Target	No
Hispanic	27.1	11.9	No	Met Target	Met Target†	Not Met	Not Met	**	No
Black or African American	**	**	No	**	**	**	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	30.9	11.9	No	Met Target	Met Target†	Not Met	Met Target	Not Met	No
Students with Disabilities	34.0	11.9	No	Met Target†	Met Target†	Not Met	Not Met	Not Met	No
English Learners	**	**	No	**	**	**	**	**	No

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† Target was met within a confidence interval.



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School General Info

Principal:	Mrs. Airey	Email Address:	lairey@srsd.net
Address:	75 CEDAR BRIDGE ROAD MANAHAWKIN, NJ 08050-3056	Website:	www.srsd.net
Phone:	(609)597-9481		

School Narrative

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

 <p>Highlights:</p>	<ul style="list-style-type: none"> • Competition Day is a favorite; it allows them to compete in a variety of activities: relays, junk yard wars, Jeopardy • 8th graders enjoy a two-day trip to Washington, D.C., touring, participating in a wreath ceremony at Arlington Cemetery. • 7th graders go to Liberty Science enjoying the hands-on exhibits, finish the day with a dinner cruise around Manhattan.
 <p>Mission, Vision, Theme:</p>	<p>Our team approach joins about 125 students on one of eight teams to share a math, English, science and social studies teacher. Ram PRIDE (Personal Responsibility in Daily Effort) is developed through a growth mindset initiative which encourages each student to reach his or her potential. Socially and emotionally, a growth mindset culture facilitates the development of grit, willingness to take learning risks, and perseverance in the face of limited success.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>SRMS students have consistently received recognition and awards for their achievements from Ocean County Math League, the Stafford Township Arbor Day Contest, South Jersey Junior Band, String Ensemble, and Jazz Band, the Thinking Cap Quiz Bowl and nationally and statewide in FCCLA competitions, among many others. In the building, Students of the Month, Students of the Quarter, Perfect Attendance and PROPEL winners are also recognized.</p>






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 <p>Courses, Curriculum, Instruction:</p>	<p>In addition to the core subjects, students are exposed to consumer and family science, research technology, Spanish, applied and design technology, coding, drama, chorus, strings, band, and a gifted and talented component of the electives. Support services are readily available: Homework Habitat, Study Island, Discovery Education, Google Classroom, and on-line texts. Mrs. Wordsworth, a root-word vocabulary initiative and a sustained silent reading program further support academic classes.</p>
 <p>Sports and Athletics:</p>	<p>Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Cross-Country (Boys & Girls), Field Hockey (Girls), Football (Boys), Soccer (Boys & Girls), Softball (Girls), Track and Field - Spring (Boys & Girls), Volleyball (Girls), Wrestling (Boys & Girls)</p> <p>In addition to the above, cheerleading, fall, winter and spring intramurals are offered. SRMS athletic teams have a strong tradition of success, both in overall records and in supporting the character development of student-athletes.</p>
 <p>Clubs and Activities:</p>	<p>Art Club, Student Store, Chess, Builder's Club, Jazz Ensemble, Chorus, Technology Club, Dance Club, Math Team, and Academic Quiz Bowl are just few of the extensive clubs and activities offered. All students are encouraged to become involved in one or more activities, furthering their development as well-rounded individuals. Participation in extracurricular activities is celebrated at the annual Activity Day Picnic. Approximately 750 students qualify for the picnic each year.</p>



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 <p>Staff and Professional Learning:</p>	<p>The development of the whole child is the primary goal of the middle school staff, a caring, supportive, knowledgeable and highly professional group of educators. A year-long professional development focus provides the basis for in-service, department and faculty meetings. Common team planning time (teachers, plus guidance and CST), committee memberships and mentoring opportunities also provide occasions for teachers to contribute to student and staff advancement.</p>
 <p>Student Supports and Services:</p>	<p>Individual educational programs for students with special needs may take many forms: resource room, self-contained, in-class support, physical and speech therapy, a remedial reading program, or an on-campus alternative setting. English as a Second Language, mentoring, guidance counseling, Child Study Team services, peer tutoring, peer leadership, anti-bullying programs, individual and group counseling and Guided Pursuit of Success are also offered as a part of the array of support services.</p>
 <p>Student Health and Wellness:</p>	<p>A hot breakfast program is offered to all students. Physical education and health (including DARE) are part of each student's daily schedule. The health office provides a variety of screenings such as vision, hearing, BMI and scoliosis while the athletic office provides all athletes and their families with information on relevant topics such as concussions.</p>
 <p>Parent and Community Involvement:</p>	<p>Parents have real-time access to students' grades and attendance through the Parent Portal. The district website provides a comprehensive guide to the events, services, and information relevant to each school. Orientation programs for incoming students and parents are provided prior to the start of the 7th grade year. The Southern Regional Home and School Association plays an active role in the school community and fundraises for scholarships and teacher mini-grants.</p>





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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students</p> <p>An anonymous school climate survey is completed by students annually. The results are reviewed by the school safety team and presented to staff.</p>
 <p>Facilities:</p>	<p>The custodial and maintenance staff take great care in the upkeep of the middle school building. This past summer, new bleachers were installed and technology upgrades are made annually. SRMS boasts three gymnasiums, a fitness room, stage, media center, dedicated band and chorus rooms, and extensive athletic fields.</p>



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Southern Regional Middle School, a grades 7 & 8 community of learners, offers its students a tradition of excellence through a rigorous, student-centered program. About 1000 students each year from one constituent and three sending districts enjoy the unique benefits of being a Southern Ram. Special events such as Competition Day and the Activity Day Picnic celebrate our students' talents and successes. Distinctive trips such as the Liberty Science Center/NYC Harbor Cruise and the overnight Washington D.C. trip create lasting memories and provide travel experiences. The talents and investments of the SRMS faculty and staff make it a truly an exceptional place to learn and grow.



Other Information: