

**SHORE REGIONAL HIGH SCHOOL**

(25-4760-050)

Grades Offered: 09-12

2017-2018

**Report Key:**

\* Data is not displayed in order to protect student privacy

\*\* Accountability calculations require 20 or more students

**N** No Data is available to display

† This indicates a table specific note, see note below table

**How to use this report:**

- **Learn more** about this school by exploring all sections of this report
- **Start conversations** with school community members and ask questions
- **Engage** with your school communities to identify where schools are doing well and where they can improve

**Navigating through the reports:**

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows at the top left of the screen to move between pages of the report

**Other Resources:**

- Review the [Summary Report](#) or the [district-level report](#) for this school
- Read the [Reference Guide](#), [Frequently Asked Questions](#), or [Data Privacy Rules](#) for more detailed information about the data in the report
- [Download the data](#) in the reports for all schools in the state
- Provide feedback on the reports by taking our [feedback survey](#)
- Contact us at [reportcard@doe.nj.gov](mailto:reportcard@doe.nj.gov) with any questions about the reports



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School Contact Info

This table contains contact information including principal name, address, phone number, email address, and social media information, if provided.

Type	Contact Information
County	MONMOUTH
District	SHORE REGIONAL
Principal Name	MR. DALLICARDILLO
Address	132 MONMOUTH PARK HIGHWAY 36 WEST LONG BRANCH, NJ 07764-1396
Phone Number	(732)222-9300
Email Address	<a href="mailto:VDALLICARDILLO@SHOREREGIONAL.ORG">VDALLICARDILLO@SHOREREGIONAL.ORG</a>
Website	<a href="https://www.shoreregional.org">https://www.shoreregional.org</a>
Facebook	<a href="https://www.facebook.com/ShoreRegionalHighSchool">https://www.facebook.com/ShoreRegionalHighSchool</a>
Twitter	<a href="https://twitter.com/ShoreRegional">https://twitter.com/ShoreRegional</a>



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### Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years.

Grade	2015-16	2016-17	2017-18
9	162	156	170
10	144	168	151
11	152	140	171
12	153	148	139
Total	611	612	631

### Enrollment Trends by Student Group

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

Student Group	2015-16	2016-17	2017-18
Female	50.4%	53.9%	52.4%
Male	49.6%	46.1%	47.6%
Economically Disadvantaged Students	4.3%	4.7%	5.6%
Students with Disabilities	17.7%	19.0%	19.9%
English Learners	0.0%	1.3%	2.4%
Homeless Students		0.0%	0.2%
Students in Foster Care		0.0%	0.0%
Military-Connected Students		0.2%	0.2%
Migrant Students		0.0%	0.0%

### Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group for the past three school years.

Racial and Ethnic Group	2015-16	2016-17	2017-18
White	92.2%	90.0%	86.3%
Hispanic	3.8%	5.2%	8.6%
Black or African American	1.0%	0.7%	1.0%
Asian	1.1%	2.3%	2.2%
Native Hawaiian or Pacific Islander	0.2%	0.0%	0.0%
American Indian or Alaska Native	0.2%	0.0%	0.0%
Two or More Races	1.5%	1.8%	2.0%

### Enrollment Trends by Full and Shared Time Status

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

Enrollment Status	2015-16	2016-17	2017-18
Full Time Students	598	603	624
Shared Time Students	25	15	13
Full Time Equivalent	611	611	631

### Enrollment by Home Language

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

Home Language	% of Students
English	93.7%
Portuguese	2.5%
Spanish	1.4%
Other Languages	2.4%



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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 both overall and by student group. The PARCC assessment has five performance levels, and students scoring a Level 4 or 5 (Met or Exceeded Expectations) have demonstrated readiness for the next grade level and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the proficiency rate used for federal accountability, the annual target, and whether the target was met, as required by the Every Student Succeeds Act (ESSA) accountability. Student group rows where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	325	99.7	61.2	61.2	56.7	61.2	64.5	Met Target†
White	270	99.6	64.8	64.8	65.6	64.8	64.9	Met Target†
Hispanic	39	100.0	38.5	38.5	42.5	38.5	48.4	Met Target†
Black or African American	*	*	*	*	37.3	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	82.3	*	**	**
American Indian or Alaska Native	N	N	N	N	52.7	N	**	**
Two or More Races	*	*	*	*	63.4	*	**	**
Female	172	99.4	71.5	71.5	64.5	71.5		
Male	153	100.0	49.7	49.7	49.4	49.7		
Economically Disadvantaged Students	19	100.0	47.4	47.4	38.5	47.4	**	**
Non-Economically Disadvantaged Students	306	99.7	62.0	62.0	67.5	62.0		
Students with Disabilities	76	98.7	30.2	30.2	21.6	30.2	25.6	Met Target
Students without Disabilities	249	100.0	70.7	70.7	63.9	70.7		
English Learners	10	100.0	10.0	10.0	27.3	10.0	**	**
Non-English Learners	315	99.7	62.8	62.8	59.4	62.8		
Homeless Students	N	N	N	N	27.7	N		
Students In Foster Care	N	N	N	N	26.3	N		
Military-Connected Students	N	N	N	N	57.4	N		
Migrant Students	N	N	N	N	30.1	N		

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	172	755	755	752	7%	9%	24%	49%	12%	60%	55%
White	141	759	759	760	*	*	22%	51%	14%	65%	64%
Hispanic	25	734	734	735	*	*	*	*	*	36%	38%
Black or African American	*	*	*	734	*	*	*	*	*	*	34%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	782	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	752	N	N	N	N	N	N	51%
Two or More Races	*	*	*	760	*	*	*	*	*	*	63%
Female	84	762	762	759	*	*	21%	*	*	69%	63%
Male	88	747	747	744	*	*	26%	*	*	52%	46%
Economically Disadvantaged Students	10	735	735	733	*	*	*	*	*	40%	34%
Non-Economically Disadvantaged Students	162	756	756	761	*	*	*	*	*	62%	65%
Students with Disabilities	43	731	731	716	*	*	30%	*	*	28%	15%
Students without Disabilities	129	762	762	758	*	*	22%	*	*	71%	62%
English Learners	*	*	*	691	*	*	*	*	*	*	*
Non-English Learners	*	*	*	755	*	*	*	*	*	*	*
Homeless Students	*	*	*	720	*	*	*	*	*	*	22%
Students in Foster Care	N	N	N	719	N	N	N	N	N	N	20%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	54%
Migrant Students	N	N	N	696	N	N	N	N	N	N	10%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	154	758	758	749	7%	7%	23%	48%	14%	62%	51%
White	129	760	760	756	*	*	23%	51%	14%	65%	58%
Hispanic	15	734	734	733	*	*	*	*	*	40%	38%
Black or African American	N	N	N	728	N	N	N	N	N	N	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	782	*	*	*	*	*	*	78%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	50%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	88	767	767	759	*	*	19%	*	*	74%	60%
Male	66	746	746	739	*	*	29%	*	*	47%	42%
Economically Disadvantaged Students	*	*	*	730	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	*	*	*	758	*	*	*	*	*	*	59%
Students with Disabilities	32	737	737	707	*	*	31%	*	*	34%	15%
Students without Disabilities	122	763	763	756	*	*	21%	*	*	70%	57%
English Learners	*	*	*	684	*	*	*	*	*	*	*
Non-English Learners	*	*	*	752	*	*	*	*	*	*	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	707	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	706	N	N	N	N	N	N	18%



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

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	97	735	735	736	19%	12%	34%	*	*	35%	39%
White	82	735	735	737	21%	*	33%	*	*	35%	41%
Hispanic	*	*	*	731	*	*	*	*	*	*	35%
Black or African American	*	*	*	729	*	*	*	*	*	*	31%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	759	*	*	*	*	*	*	60%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	25%
Two or More Races	*	*	*	737	*	*	*	*	*	*	39%
Female	35	748	748	745	*	*	43%	*	*	46%	48%
Male	62	729	729	728	*	*	29%	*	*	29%	31%
Economically Disadvantaged Students	*	*	*	730	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	*	*	*	739	*	*	*	*	*	*	42%
Students with Disabilities	29	727	727	708	*	*	*	*	*	24%	13%
Students without Disabilities	68	739	739	742	*	*	*	*	*	40%	44%
English Learners	*	*	*	702	*	*	*	*	*	*	*
Non-English Learners	*	*	*	738	*	*	*	*	*	*	*
Homeless Students	N	N	N	721	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	708	N	N	N	N	N	N	19%
Military-Connected Students	*	*	*	729	*	*	*	*	*	*	31%
Migrant Students	N	N	N	707	N	N	N	N	N	N	*



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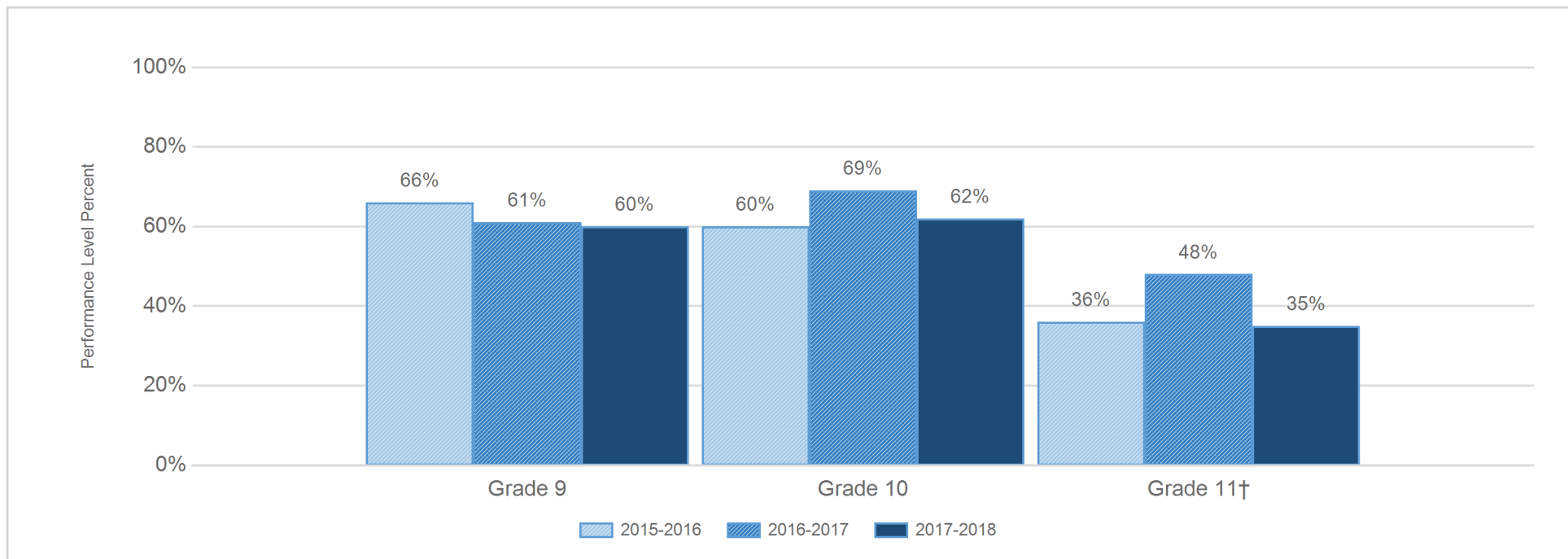
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## English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment for the past three years.



† 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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**Mathematics Assessment - Participation and Performance**

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	308	99.0	22.1	22.1	45.0	22.1	21.7	Met Target
White	260	99.2	21.9	21.9	54.1	21.9	22.7	Met Target†
Hispanic	33	97.1	*	*	29.2	*	4	Met Target
Black or African American	*	*	*	*	23.4	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	77.0	*	**	**
American Indian or Alaska Native	N	N	N	N	42.5	N	**	**
Two or More Races	*	*	*	*	53.0	*	**	**
Female	166	98.8	23.5	23.5	46.0	23.5		
Male	142	99.3	20.4	20.4	43.9	20.4		
Economically Disadvantaged Students	17	100.0	35.3	35.3	26.6	35.3	**	**
Non-Economically Disadvantaged Students	291	99.0	21.3	21.3	55.9	21.3		
Students with Disabilities	63	95.5	11.1	11.1	17.1	11.1	13.3	Met Target†
Students without Disabilities	245	100.0	24.9	24.9	50.5	24.9		
English Learners	*	*	*	*	24.6	*	**	**
Non-English Learners	*	*	*	*	46.9	*		
Homeless Students	N	N	N	N	17.3	N		
Students In Foster Care	N	N	N	N	16.2	N		
Military-Connected Students	N	N	N	N	45.8	N		
Migrant Students	N	N	N	N	23.7	N		

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**Mathematics Assessment - Performance by Test: Algebra I**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	83	727	727	746	*	34%	43%	*	*	12%	46%
White	62	729	729	755	*	27%	48%	*	*	15%	57%
Hispanic	16	718	718	730	*	*	*	*	*	*	27%
Black or African American	*	*	*	727	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	49%
Two or More Races	*	*	*	755	*	*	*	*	*	*	54%
Female	39	730	730	748	*	*	*	*	*	*	48%
Male	44	724	724	745	*	*	*	*	*	*	44%
Economically Disadvantaged Students	*	*	*	729	*	*	*	*	*	*	25%
Non-Economically Disadvantaged Students	*	*	*	756	*	*	*	*	*	*	57%
Students with Disabilities	33	725	725	716	*	*	*	*	*	*	13%
Students without Disabilities	50	728	728	752	*	*	*	*	*	*	52%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	749	*	*	*	*	*	*	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	16%
Students in Foster Care	N	N	N	712	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	49%
Migrant Students	N	N	N	720	N	N	N	N	N	N	11%



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**Mathematics Assessment - Performance by Test: Geometry**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	134	740	740	735	*	31%	39%	*	*	29%	30%
White	115	739	739	740	*	33%	38%	*	*	28%	37%
Hispanic	*	*	*	723	*	*	*	*	*	*	14%
Black or African American	*	*	*	719	*	*	*	*	*	*	11%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	760	*	*	*	*	*	*	65%
American Indian or Alaska Native	N	N	N	734	N	N	N	N	N	N	28%
Two or More Races	*	*	*	741	*	*	*	*	*	*	39%
Female	75	742	742	736	*	28%	41%	*	*	31%	30%
Male	59	738	738	734	*	36%	36%	*	*	27%	29%
Economically Disadvantaged Students	*	*	*	722	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	*	*	*	741	*	*	*	*	*	*	38%
Students with Disabilities	28	730	730	713	*	43%	36%	*	*	18%	*
Students without Disabilities	106	743	743	738	*	28%	40%	*	*	32%	*
English Learners	*	*	*	711	*	*	*	*	*	*	*
Non-English Learners	*	*	*	736	*	*	*	*	*	*	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	*	*	*	731	*	*	*	*	*	*	24%
Migrant Students	N	N	N	709	N	N	N	N	N	N	11%



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 2017-2018

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**Mathematics Assessment - Performance by Test: Algebra II**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	131	723	723	727	15%	43%	27%	15%	0%	15%	30%
White	115	723	723	733	14%	43%	29%	15%	0%	15%	35%
Hispanic	12	715	715	710	*	*	*	*	*	*	14%
Black or African American	*	*	*	705	*	*	*	*	*	*	11%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	766	*	*	*	*	*	*	66%
American Indian or Alaska Native	N	N	N	729	N	N	N	N	N	N	28%
Two or More Races	*	*	*	736	*	*	*	*	*	*	37%
Female	71	722	722	728	*	42%	28%	*	*	14%	30%
Male	60	723	723	727	*	43%	27%	*	*	17%	30%
Economically Disadvantaged Students	*	*	*	709	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	*	*	*	736	*	*	*	*	*	*	37%
Students with Disabilities	10	708	708	693	*	*	*	*	*	*	*
Students without Disabilities	121	724	724	732	*	*	*	*	*	*	*
English Learners	*	*	*	691	*	*	*	*	*	*	*
Non-English Learners	*	*	*	729	*	*	*	*	*	*	*
Homeless Students	*	*	*	703	*	*	*	*	*	*	10%
Students in Foster Care	N	N	N	693	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	717	N	N	N	N	N	N	20%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%

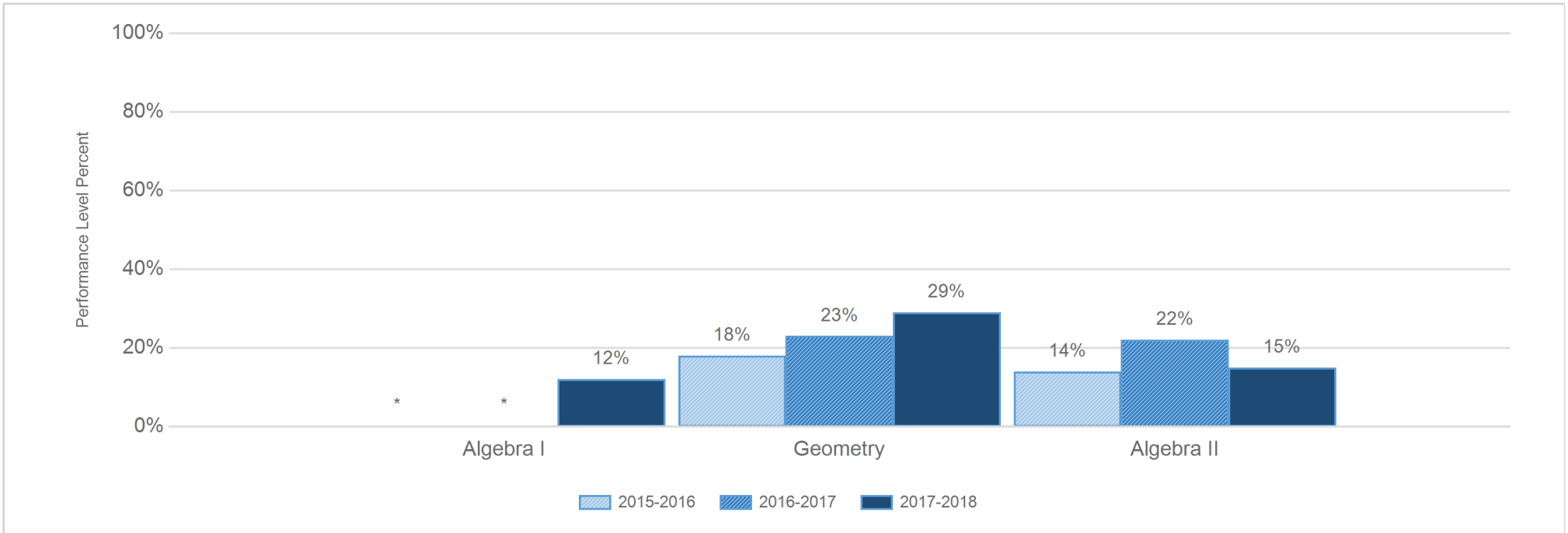


**SHORE REGIONAL HIGH SCHOOL**  
 (25-4760-050)  
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 2017-2018

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**Mathematics Assessment – Performance Trends**

This graph shows the percentage of students who met or exceeded expectations on each grade level or end of course exam on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment for the past three years.



† Grade level results do not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



## SHORE REGIONAL HIGH SCHOOL

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## DLM Alternate Assessment - Participation

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

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

## English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Expected growth is based on the student's initial level of English Language Proficiency during the 2016-17 school year and the number of years the student has been enrolled in the district. This table also shows the school's 2017-18 ESSA accountability target and whether the target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2017-18 Target	Met Target?
Schoolwide/English Learners	*	*	*

† Target was met within one standard deviation

## English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	14	71.4%	28.6%
3-4	N	N	N
5 or more	N	N	N



## SHORE REGIONAL HIGH SCHOOL

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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grade 5, grade 8, and grade 11 were administered the NJSLA-Science field test in 2017-18.

### NJASK Science Assessment Information

New Jersey transitioned from the NJASK to NJSLA-S in 2017-18 to align to new science standards. Results of field tests in 2017-18 will not be reported, but results of NJSLA-S will be added to the performance reports in 2018-19.

### Biology Assessment Information

New Jersey transitioned from the Biology Assessment to NJSLA-S in 2017-18 to align to new science standards. Results of field tests in 2017-18 will not be reported, but results of NJSLA-S will be added to the performance reports in 2018-19.



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Information about participation and performance on the PSAT, SAT, and ACT exams comes directly from College Board and ACT.

### PSAT, SAT, & ACT - Participation

This table shows information about participation on the PSAT, SAT, and ACT exams. PSAT participation is the percentage of 10th and 11th graders that took the PSAT 10 or PSAT NMSQT exam in 2017-18. SAT and ACT participation rates show the percentage of 12th graders that have taken the SAT or ACT this year or in prior years.

Participation Type	School Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2017-18	97.0%	85.0%
12th graders taking SAT in 2017-18 or prior years	80.6%	72.2%
12th graders taking ACT in 2017-18 or prior years	31.7%	24.6%

### PSAT, SAT, & ACT - Performance

This table shows how students performed on the PSAT, SAT, and ACT tests by subject area. The table includes average test scores, college readiness benchmarks, and the percentage of students that scored at or above these benchmarks. Benchmarks were defined by College Board and ACT and students that score at or above these benchmarks have a high chance of success in credit-bearing college courses.

Participation Type	School Average Score	State Average Score	College Readiness Benchmarks	School - Students Scores at or above Benchmark	State - Students Scores at or above Benchmark
PSAT 10/NMSQT - Reading and Writing	495	478	Grade 10: 430 Grade 11: 460	74%	62%
PSAT 10/NMSQT - Math	481	478	Grade 10: 480 Grade 11: 510	46%	42%
SAT - Reading and Writing	559	542	480	82%	72%
SAT - Math	547	543	530	58%	54%
ACT - Reading	25	24	22	70%	62%
ACT - English	24	24	18	82%	78%
ACT - Math	23	24	22	66%	62%
ACT - Science	23	23	23	43%	53%



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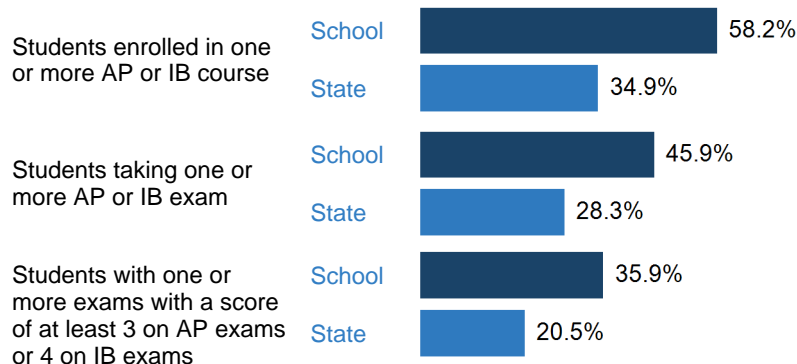
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate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

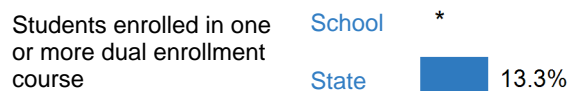
### AP/IB Coursework – Participation and Performance

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



### Dual Enrollment Coursework - Participation

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



### AP/ IB Courses Offered

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

AP/IB Course	Students Enrolled	Students Tested
AP Biology	29	29
AP Calculus AB	15	15
AP Chemistry	18	18
AP Chinese Language and Culture	0	2
AP English Language and Composition	51	51
AP English Literature and Composition	24	24
AP Environmental Science	11	11
AP Physics 1	0	7
AP Physics 2	5	5
AP Physics B	9	0
AP Psychology	47	47
AP U.S. History	18	16
IB Art/Design	25	6
IB Chemistry	1	1
IB Dance	0	1
IB Environmental Science	12	11



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AP/IB Course	Students Enrolled	Students Tested
IB Film	0	3
IB History	131	36
IB Language A (English)	40	14
IB Language B—French	0	2
IB Language B—Italian	0	1
IB Language B—Spanish	37	11
IB Mathematical Studies	28	7
IB Mathematics	1	1
IB Music	10	3
IB Theory of Knowledge	14	5
Total Exams taken		327
Exams with scores of at least 3 on AP exams or 4 on IB exams		224



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

**Career and Technical Education Participation**

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

**CTE Participants**

(completed only one course in an approved CTE program)



**CTE Concentrators**

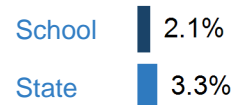
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



**Structured Learning Experiences Participation**

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

**Structured Learning Experiences**





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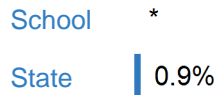
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**Industry-Valued Credentials**

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

**Students Earning Industry-Valued Credentials**



**Industry-Valued Credentials by Career Cluster**

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

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total credentials earned
Agriculture, Food & Natural Resources	*		
Architecture & Construction	*		
Hospitality & Tourism	*		
Marketing	*		
Transportation, Distribution & Logistics	*	*	*
<b>Total (All Clusters)</b>	<b>13</b>	<b>*</b>	<b>*</b>



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Information about [New Jersey Student Learning Standards](#) can be found on the NJDOE website. An English course participation table is not included below because students are required to take four years of English in high school. Detailed information about students enrolled in AP/IB courses in English Language Arts and other subject areas is available in the AP/IB Courses Offered table in the College and Career Readiness Section of this report.

**Mathematics - Course Participation**

This table shows the number of students who were enrolled in Mathematics courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	81	0	84	0	0	0	6
10	4	104	14	0	0	0	42
11	1	3	35	25	1	1	107
12	1	3	23	0	38	43	34
Total	87	110	156	25	39	44	189
Enrolled in AP/IB Course					15	0	29
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0

**Science - Course Participation**

This table shows the number of students who were enrolled in Science courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	164	0	0	0	0	7
10	2	86	1	1	0	63
11	21	43	0	53	46	13
12	10	29	2	26	16	55
Total	197	158	3	80	62	138
Enrolled in AP/IB Course	29	19		23	14	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0



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**Social Studies and History - Course Participation**

This table shows the number of students who were enrolled in Social Studies and History courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	171	0	0	0	0	0
10	0	152	0	25	5	1
11	87	84	0	43	5	17
12	45	98	0	45	14	17
Total	303	334	0	113	24	35
Enrolled in AP/IB Course	131	18	0	47		14
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

**World Languages - Course Participation**

This table shows the number of students who were enrolled in World Languages courses by grade and language. Students are counted more than once if they were enrolled in courses across multiple languages. The last three rows show the number of students enrolled in level 3 or higher courses (such as French II or IV), Advanced Placement (AP) or International Baccalaureate (IB) courses, and Dual Enrollment courses by language.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	53	19	51	21	0	0	5
10	44	25	50	30	0	0	1
11	47	32	47	27	0	0	0
12	17	9	33	16	0	0	3
Total	161	85	181	94	0	0	9
Enrolled in AP/IB Course	37	0	0	0	0	0	0
Enrolled in Dual Enrollment Course	0	3	0	0	0	0	0
Enrolled in Level 3 or Higher	49	8	32	29	0	0	0

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## Seal of Biliteracy

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

Language	Students Earning a Seal of Biliteracy
French	*
German	*
Spanish	*
Total	10



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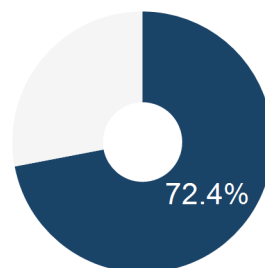
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## Visual and Performing Arts – Course Participation

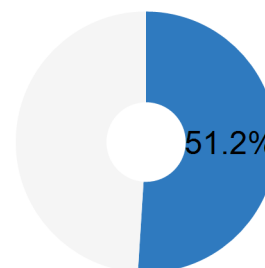
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

### Grades 9-12:

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

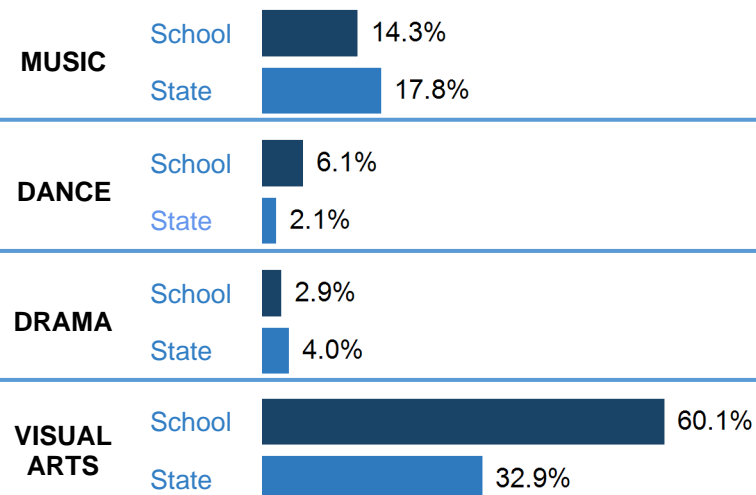


School



State

Students enrolled in one or more classes by discipline:





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Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the [NJDOE Graduation Rate page](#).

**Graduation Rates**

This table shows 4-year and 5-year graduation rates both overall and by student group. Annual ESSA accountability targets for the Class of 2017 4-year rate and the Class of 2016 5-year rates are included with a flag for whether the annual targets were met. Student group rows where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey’s accountability system, see these [accountability resources](#).

Student Group	School - Class of 2018: 4 Year Rate	State - Class of 2018: 4 Year Rate	School - Class of 2017: 5 Year Rate	State - Class of 2017: 5 Year Rate	Class of 2017: 4 Year Rate	Class of 2017: 4 Year Target	Class of 2017: Met Target	Class of 2016: 5 Year Rate	Class of 2016: 5 Year Target	Class of 2016: Met Target
Schoolwide	95.2%	90.9%	95.0%	92.4%	93.9%	95.0%	Not Met	97.0%	N	Met Goal
White	94.9%	95.0%	96.0%	95.7%	95.4%	N	Met Goal	98.0%	N	Met Goal
Hispanic	*	84.8%	*	87.3%	*	**	**	*	**	**
Black or African American	*	84.2%	*	86.8%	*	**	**	*	**	**
Asian, Native Hawaiian or Pacific Islander	*	97.0%	*	97.7%	*	**	**	*	**	**
American Indian or Alaska Native	N	86.5%	N	94.1%	N	N	N	N	N	N
Two or More Races	N	92.0%	*	93.9%	*	**	**	*	**	**
Economically Disadvantaged Students	*	84.6%	*	87.0%	*	**	**	*	**	**
Students with Disabilities	85.7%	80.1%	93.5%	83.5%	90.6%	86.0%	Met Target	84.0%	N	N
English Learners	N	75.8%	*	81.8%	*	**	**	N	N	N
Homeless Students	N	72.6%	*	79.1%	*			N		
Students in Foster Care	N	62.6%	N	64.9%						



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Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the [NJDOE Graduation Rate page](#).

### Graduation Pathways

This table shows the percentage of Class of 2018 graduates that met high school graduation requirements through each type of graduation pathway for both English Language Arts (ELA) and Math.

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
PARCC Assessment	67.6%	48.9%
Substitute Competency Test	27.3%	43.2%
Portfolio Appeals Process	0.7%	0.7%
Alternate Requirements specified in IEP	4.3%	7.2%
Unknown	0.0%	0.0%

### Graduation Rate Trends

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

Class of	4-Year Rate	5-Year Rate
2018	95.2%	-
2017	93.9%	95.0%
2016	96.4%	97.0%

### Dropout Rate Trends

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

School Year	School Rate	State Rate
2017-2018	N	1.2%
2016-2017	N	1.1%
2015-2016	N	1.2%



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Information about students enrolling in colleges and universities after graduation is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

**Postsecondary Enrollment Rates: Fall**

This table shows information about Class of 2018 high school graduates enrolled in postsecondary institutions by the fall of 2018. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the next two columns show the percentage of those enrolled students in 2-year and 4-year institutions.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	72.8%	27.6%	72.4%
Schoolwide	82%	32.1%	67.9%
White	81.6%	31.4%	68.6%
Hispanic	*	*	*
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	*	*	*
Students with Disabilities	66.7%	71.4%	28.6%
English Learners	*	*	*

**Postsecondary Enrollment Rates: 16 month**

This table shows information about Class of 2017 high school graduates enrolled in postsecondary institutions by the fall of 2018. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the following sets of columns show the percentage of those enrolled students in 2-year and 4-year institutions, public or private institutions, and in-state and out-of-state institutions.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	77.9%	31.9%	68.1%	72.5%	27.5%	64.9%	35.1%
Schoolwide	85%	22.7%	77.3%	58.8%	41.2%	44.5%	55.5%
White	84.1%	23.4%	76.6%	57.7%	42.3%	43.2%	56.8%
Hispanic	*	*	*	*	*	*	*
Black or African American	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	*	*	*
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N
Economically Disadvantaged Students	*	*	*	*	*	*	*
Students with Disabilities	55.6%	33.3%	66.7%	53.3%	46.7%	60%	40%
English Learners	N	N	N	N	N	N	N



## SHORE REGIONAL HIGH SCHOOL

(25-4760-050)

Grades Offered: 09-12

2017-2018

### Report Key:

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\*\* Accountability calculations require 20 or more students

N No Data is available to display

† This indicates a table specific note, see note below table

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

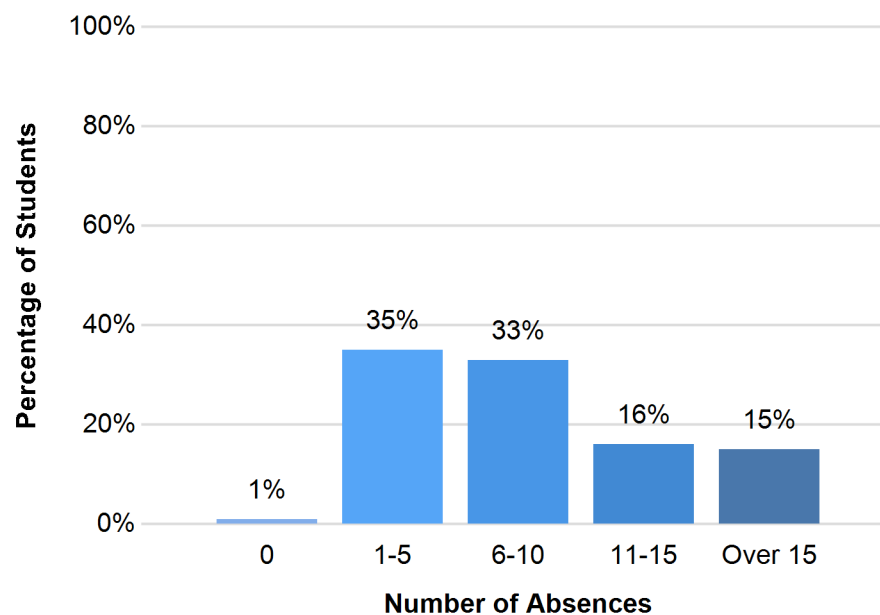
### Chronic Absenteeism

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

Student Group	Number of students chronically absent	Percent of students chronically absent	State Average	Met State Average
Schoolwide	67	10.2	14.9	Met
White	55	9.7	14.9	Met
Hispanic	6	11.1	14.9	Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific Islander	1	7.1	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Economically Disadvantaged Students	6	16.2	14.9	Not Met
Students with Disabilities	16	10.8	14.9	Met
English Learners	4	26.7	**	**

### Days Absent

This graph shows the percentage of K-12 students by the number of days they were absent during the school year.





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(25-4760-050)

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2017-2018

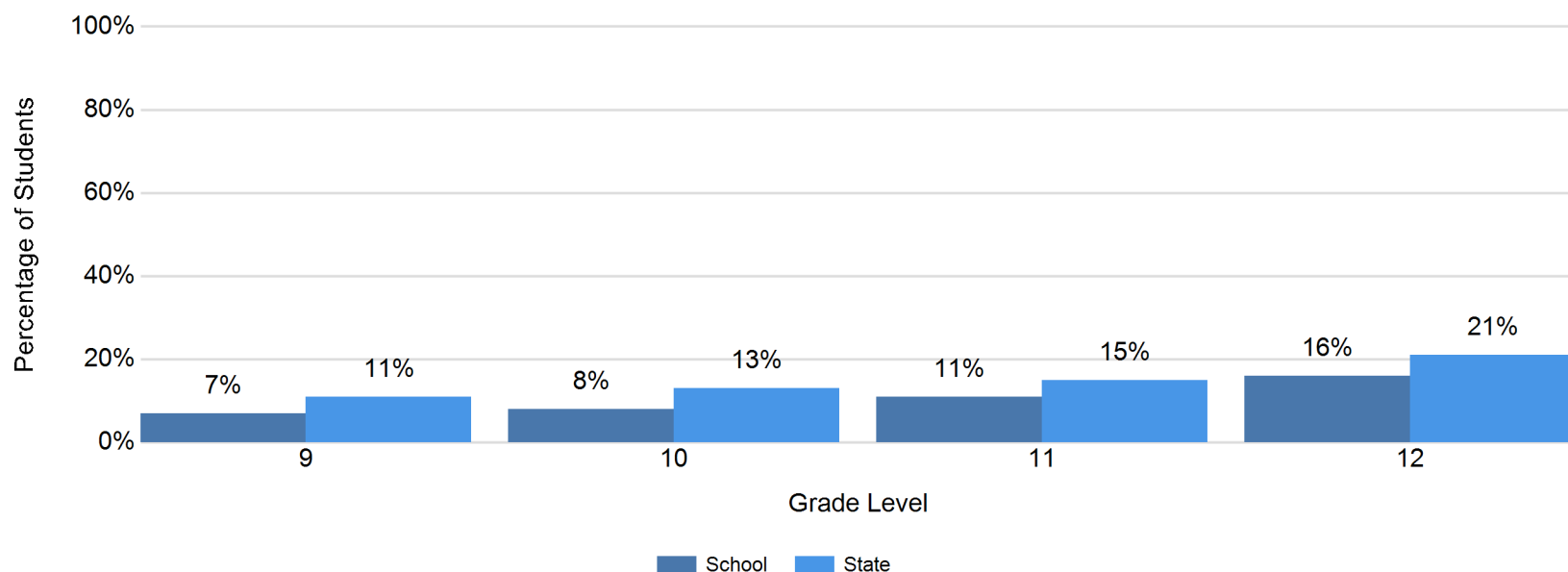
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### Chronic Absenteeism by Grade

This graph shows the percentage of students by grade level who were chronically absent during the school year.





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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. As such, comparing this year's report to previous years' data can lead to inaccurate conclusions in many reporting categories. As such, the 2017-18 report should be considered a baseline year.

**Violence, Vandalism, HIB, and Substance Offenses**

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents row provides an unduplicated count of incidents. The last row shows the rate of incidents for every 100 students enrolled.

Incident Type	Number of Incidents
Violence	4
Weapons	0
Vandalism	0
Substances	2
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	7
Incidents Per 100 Students Enrolled	1.11

**Police Notifications**

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

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



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### Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

### Student Disciplinary Removals

The first table shows, by removal type, the number and percentage of students who received disciplinary removals during the school year. Removal types include students receiving one or more in-school suspensions, one or more out-of-school suspensions, one or more suspension of any type, removal to another school or other educational program, expulsion with no further educational services, or arrest. The second table shows the total number of days missed due to out-of-school suspension for all students during the school year.

Removal Type	Number of Students	Percent of Students
In-School Suspensions	16	2.5%
Out-of-School Suspensions	36	5.7%
Any Suspension	40	6.3%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

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

90



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### School Day

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

Category	School
Typical Start Time	7:30 AM
Typical End Time	2:25 PM
Length of School Day	6 Hrs 55 Mins
Full Time - Instructional Time	6 Hrs 3 Mins
Shared Time - Instructional Time	3 Hrs. 0 Mins.

### Device Ratios

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

School Year	Student to Device Ratio
2017-18	N

### Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district's schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts' [User Friendly Budgets](#), or the NJDOE Finance [District Report Search](#) of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs). NJDOE will be collecting school-level per-pupil expenditures data for the 2018-19 school year, and that data will be included in future reports.

Per-Pupil Expenditures	Federal	State/Local	Total
District Total (2016-2017)	\$228	\$19,819	\$20,047



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### Key terms for staff data:

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

**Teachers:** All classroom teachers

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

### Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	56	117,464
Average years experience in public schools	13.5	12.0
Average years experience in district	12.1	10.7
Teachers in district for 4 or more years	89.3%	75.5%

### Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	7	9,374
Average years experience in public schools	11.9	16.0
Average years experience in district	5.0	12.0
Administrators in district for 4 or more years	57.1%	76.2%

### Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	11:1	11:1
Students to Administrators	90:1	90:1
Teachers to Administrators	8:1	8:1
Students to Librarians/Media Specialists		631:1
Students to Nurses		631:1
Students to Counselors		210:1
Students to 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. 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.

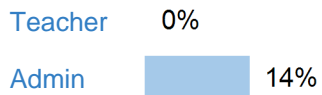
**Bachelor's Degree**



**Master's Degree**



**Doctoral Degree**



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

This table shows the percentage of teachers and administrators assigned to this district in 2016-17 that were still assigned to this district in 2017-18. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2016-17 Teachers: Same district 2017-18	96.4%	90.2%
2016-17 Administrators: Same district 2017-18	100.0%	86.2%

**Faculty Attendance**

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

School Year	% Days Present
2017-18	96.2%



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**Teachers:** All classroom teachers

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

### Teachers and Administrators – Demographics

This table shows the percentage of teachers and administrators by gender and by racial and ethnic group.

Category	Teachers	Administrators
Female	60.7%	42.9%
Male	39.3%	57.1%
White	96.4%	100.0%
Hispanic	3.6%	0.0%
Black or African American	0.0%	0.0%
Asian	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%



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

### Comprehensive Status

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

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

### Targeted Status

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

Student Group	Requires Targeted Support during the 2019-20 School Year	Eligible to exit status in January 2021	Eligible to exit status in January 2022
Any Student Groups	No	n/a	n/a
White	No		
Hispanic	No		
Black or African American	No		
Asian, Native Hawaiian, or Pacific Islander	No		
American Indian or Alaska Native	No		
Two or More Races	No		
Economically Disadvantaged Students	No		
Students with Disabilities	No		
English Learners	No		



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### Accountability Indicator Scores and Summative Rating - 2017-18 School Year

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

Accountability Indicator	Score	Weight
English Language Arts Proficiency	67.34	17.5%
Mathematics Proficiency	29.80	17.5%
Graduation Rate - 4-Year	61.89	25.0%
Graduation Rate - 5-Year	59.48	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	62.64	15.0%
<b>Summative Score:</b> Sum of all indicator scores multiplied by indicator weights	56.74	n/a
<b>Summative Rating:</b> Percentile Rank of Summative Score	56.73	n/a
<b>Requires Comprehensive Support:</b> Summative Rating is less than or equal to 5 <sup>th</sup> percentile	No	n/a
<b>Requires Comprehensive Support:</b> 4-year Graduation Rate less than or equal to 67%	No	n/a

† Weights indicated by this symbol were adjusted due to data availability



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### Accountability Summary by Student Group - 2017-18 School Year

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

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	4-Year Graduation Rate: Met Annual Target	5-Year Graduation Rate: Met Annual Target	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	No	Met Target†	Met Target	Not Met	Met Goal	**	Met	No
White	54.30	8.94	No	Met Target†	Met Target†	Met Goal	Met Goal	n/a	Met	No
Hispanic	**	**	No	Met Target†	Met Target	**	**	n/a	Met	No
Black or African American	**	**	No	**	**	**	**	n/a	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	No	**	**	N	N	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	**	**	No	**	**	**	**	n/a	Not Met	No
Students with Disabilities	72.18	8.94	No	Met Target	Met Target†	Met Target	N	n/a	Met	No
English Learners	**	**	No	**	**	**	**	**	**	No

† Target was met within a confidence interval (Proficiency) or within one standard deviation (Progress to English Language Proficiency).






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School Narrative

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

 <p>Highlights:</p>	<ul style="list-style-type: none"> <li>• Ranked among the Nation's top high schools.</li> <li>• Offers over 25 IB and Advanced Placement courses through block scheduling.</li> <li>• Middle States Accreditation</li> </ul>
 <p>Mission, Vision, Theme:</p>	<p>Working in collaboration with all stakeholders, we pursue a shared vision of a high quality regional high school that puts students first. Shore Regional High School's mission is to produce altruistic graduates who are lifelong learners, equipped with unlimited capacity to compete in a superior manner.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>Shore Regional High School is ranked among the nation's top high schools. 98% of Shore students attend post-secondary education with over \$7,000,000 in scholarships offered to 2018 graduates. Our AP Program was awarded national recognition for increased enrollment and passing scores. Shore Regional is one of only 14 public schools in New Jersey with an IB Diploma Program. Shore Regional recently was awarded Middle States re-accreditation.</p>



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### Courses, Curriculum, Instruction:

Shore Regional is proud to offer numerous honors, AP, IB, and embedded dual-credit college courses on campus through Monmouth University and Brookdale Community College. Shore Regional participates in an I-20 and International Exchange Program, affording students to attend Shore Regional High School on a tuition basis. As a result of our A/B block schedule, Shore Regional provides students the opportunity to pursue interests in the fine, practical, and performing arts.



### Sports and Athletics:

Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Boys & Girls), Cheerleading (Boys & Girls), Cross Country (Boys & Girls), Field Hockey (Girls), Football (Boys), Golf (Boys & Girls), Gymnastics (Boys & Girls), Ice Hockey (Boys & Girls), Lacrosse (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Wrestling (Boys)

Shore Regional is committed to providing opportunities for student-athletes to develop educationally beyond the classroom. The Shore Regional athletics and co-curricular program aims to promote character building and qualities among its student-athletes such as; loyalty, unselfishness, responsibility, cooperation, citizenship, leadership, and sportsmanship. Shore Regional has been awarded the ShopRite Cup, which is earned for athletic excellence, 3 of the last 4 school years.



### Clubs and Activities:

Shore Regional takes a great amount of pride in offering the student population a wide range of activities, clubs, competitions, and events to participate in. Over 80% of our students participate in school sponsored organizations including over 57 co-curricular clubs. Noteworthy are our service clubs who continue to give back to our community and our theatrical troupe, Shore Players, for their numerous Count Basie Award nominations.



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### Before and After School Programs:

Shore Regional certificated faculty, in areas of Math and ELA, teach Title I BSI Programs for qualified grade 9-12 students, running until 3:00 p.m. daily. A credit restoration program, run by a certificated faculty member, is offered in the spring (12th grade) and summer months (9th-11th grade). During the summer months, various AP, IB, and Math Summer Institute Courses are offered for students, also run by a certificated faculty member.



### Staff and Professional Learning:

Teachers and administrators have been provided state-mandated professional development and ongoing support in transitioning to the Danielson staff evaluation model. Horizontal and vertical articulation sessions have occurred for each content area. The delivery model has incorporated peer observation, digital resources, in-district and out-of-district facilitators, and regional consortia. Lastly, differentiation and instructional technologies have been the two topics recently emphasized.



### Postsecondary Information:

94% of students from Shore Regional apply to various colleges and universities across the country. Shore Regional offers individual counseling to students and offers several programs to address the needs of students regarding college and the financial aid process. During the year, students receive individual and group counseling regarding college, test prep for SAT's, and PSAT's. Students utilize the Naviance program, as well as many other online resources to assist in the college process.



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### Student Supports and Services:

Shore Regional's Child Study Team includes a School Psychologist, LDTTC, and Social Worker. Per the IEP, Occupational and Physical Therapists also evaluate students and provide services. In class support, basic skills, resource classes, ESL, and specialized classes are available. We offer an Academic Study Period where students can seek extra help from teachers. NHS peer tutoring is also offered. Shore Regional has an I&RS team to help students who are experiencing difficulties.



### Student Health and Wellness:

Health curriculum, for grades 9, 11, 12, includes physical, mental, and nutritional health. Physical Education classes are primarily sport based. In addition, Shore Regional offers an Advanced PE Concepts of Fitness, Strength, and Conditioning course, as well as Foods for Today's Lifestyle which focuses on planning meals by healthy guidelines. Student organizations that promote health and wellness include Red Cross Club, Student Athletic Trainers, X-Factor Fitness, Medical Careers Club, etc.



### Parent and Community Involvement:

Various programs exist for parents and community to get involved at Shore Regional. Parent groups and events include Principal Parent Forums, SEPAG, Community Alliance Group, Back to School Night, 8th Grade Open House, charity drives, etc., allowing for community involvement. Parent and student portals are utilized for progress report/grading information, attendance reports, and special bulletins/announcements. Shore Regional has over seven partnerships with community and local organizations.



## SHORE REGIONAL HIGH SCHOOL

(25-4760-050)

Grades Offered: 09-12

2017-2018

### Report Key:

\* Data is not displayed in order to protect student privacy

\*\* Accountability calculations require 20 or more students

**N** No Data is available to display

† This indicates a table specific note, see note below table

## 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 beautiful forty-acre campus is situated on the banks of Franklin Lake in the borough of West Long Branch. Our fully air conditioned facilities allow for comfort and optimal instruction. Recent improvements to our campus include a renovated Foods Room, Science Lab, and Media Center. Shore Regional made improvements to our athletic program by installing a turf field and new bleacher seating.



### School Safety:

The primary goal of the SRHS District is to keep our students safe. Our Regional Security Director has streamlined many processes and procedures in regards to emergency operations and responses. Both our School Security members are retired law enforcement. Admin and Security personnel lead monthly security drills and exercises involving staff and students. During these drills and real life incidents, the local police department is always debriefed and included in the follow-up. School Security provides emergency information and assessments to all teachers going on field trips such as numbers and addresses of local police and fire departments, as well as any information that could be pertinent involving local security. We recently upgraded our visitor management system to Raptor Technologies, which makes the visitor check-in process more efficient and effective. Finally, we upgraded our video surveillance system to include over 90 cameras both inside and outside the school.



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#### Technology and STEM:

We maintain a 1:1 student Chromebook initiative, which allows us to incorporate Google Classroom as well as digital databases (e.g., Ebsco, Follett, and Infobase), courses (e.g., Apex), and textbooks. Additionally, our instructional and/or assessment tools include Co-writer, Fast for Word, Gizmos, Goosechase, HMH Reading Inventory, iReady, Kahoot, Kuta, Linguafolio, Math 180, Nearpod, NEWSELA, Newspapers.com, Plickers, Positive Physics, Quia, Quizlet, Screenleap, Smart Music, Socrative, Study Island, Turnitin.com, and Vernier. Several classrooms, computer labs, and common spaces are fully mediated with interactive whiteboards. Document cameras and Asus tablets are available too.



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#### Other Information:

Shore Regional High School, located in West Long Branch, New Jersey, is a comprehensive secondary school that proudly serves the communities of Monmouth Beach, Oceanport, Sea Bright, and West Long Branch. As of the 2017-2018 school year, 653 students attended Shore Regional High School. Recognized as one of America's Top High Schools, Shore Regional's exceptional faculty members consistently nurture, engage, and challenge students throughout an educational program resplendent with academic rigor. Encompassed in the Program of Studies is deep student engagement with the New Jersey Student Learning Standards. Shore Regional encourages students to extend learning beyond state mandates. One of the greatest indicators of Shore Regional's commitment to academic excellence is the designation it received as an International Baccalaureate World School. Shore Regional was the first comprehensive high school in Monmouth County to offer this prestigious program. Shore Regional's IB Diploma Programme enables students to delve into a full liberal arts curriculum that stresses the importance of international-mindedness in a global society. Through a rigorous assessment process, the program serves as an alternative to our already established and thriving Advanced Placement curriculum. At the core of our district's philosophy is the concept that students come first and foremost. We strive to put "students first". Students should be the primary recipients of our resources. As such, our belief is that our Program of Studies, along with special services, vocational, community, and college partnerships, assist each student in becoming a productive citizen. Our end goal is to produce altruistic graduates with unlimited capacity to compete in a superior manner in any challenge they undertake in any walk of life.