RANCOCAS VALLEY REGIONAL HIGH SCHOOL
(05-4320-050)
Grades Offered: 09-12
2017-2018

NJ SCHOOL PERFORMANCE REPORT

Report Key:
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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

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School Contact Info

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

Type	Contact Information
County	BURLINGTON
District	RANCOCAS VALLEY REGIONAL
Principal Name	DR. HEILIG
Address	520 JACKSONVILLE ROAD MOUNT HOLLY, NJ 08060-9622
Phone Number	(609)267-0830
Email Address	CHEILIG@RVRHS.COM
Website	https://rvrhs.com
Facebook	https://www.facebook.com/rvhsnj
Twitter	https://twitter.com/RVRHS1

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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	556	556	519
10	528	504	493
11	477	502	479
12	442	479	524
Total	2,003	2,042	2,015

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	50.0%	51.6%	53.2%
Male	50.0%	48.4%	46.8%
Economically Disadvantaged Students	22.0%	23.0%	20.9%
Students with Disabilities	15.2%	16.6%	16.4%
English Learners	0.3%	0.5%	0.9%
Homeless Students		1.5%	1.9%
Students in Foster Care		0.7%	0.5%
Military-Connected Students		2.7%	4.8%
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	56.2%	55.7%	55.9%
Hispanic	9.0%	10.1%	11.1%
Black or African American	28.6%	26.4%	24.7%
Asian	5.4%	7.0%	6.6%
Native Hawaiian or Pacific Islander	0.4%	0.2%	0.1%
American Indian or Alaska Native	0.3%	0.3%	0.3%
Two or More Races	0.0%	0.2%	1.2%

Enrollment Trends by Full and Shared Time Status

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

Enrollment Status	2015-16	2016-17	2017-18
Full Time Students	2,002	2,042	2,015
Shared Time Students	1	0	0
Full Time Equivalent	2,003	2,042	2,015

Enrollment by Home Language

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

Home Language	% of Students
English	95.1%
Spanish	1.1%
Other Languages	3.8%

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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	985	99.5	50.4	50.4	56.7	50.4	52.2	Met Target†
White	554	99.5	59.2	59.2	65.6	59.2	57.7	Met Target
Hispanic	122	100.0	37.7	37.7	42.5	37.7	47.2	Not Met
Black or African American	208	99.1	29.8	29.8	37.3	29.8	39.4	Not Met
Asian, Native Hawaiian, or Pacific Islander	81	100.0	66.7	66.7	82.3	66.7	77.7	Not Met
American Indian or Alaska Native	*	*	*	*	52.7	*	**	**
Two or More Races	*	*	*	*	63.4	*	**	**
Female	539	99.6	55.5	55.5	64.5	55.5		
Male	446	99.4	44.2	44.2	49.4	44.2		
Economically Disadvantaged Students	224	99.1	32.1	32.1	38.5	32.1	33.6	Met Target†
Non-Economically Disadvantaged Students	761	99.6	55.8	55.8	67.5	55.8		
Students with Disabilities	171	98.4	15.2	15.2	21.6	15.2	18.3	Met Target†
Students without Disabilities	814	99.8	57.7	57.7	63.9	57.7		
English Learners	10	100.0	*	*	27.3	*	**	**
Non-English Learners	975	99.5	*	*	59.4	*		
Homeless Students	18	100.0	27.8	27.8	27.7	27.8		
Students In Foster Care	*	*	*	*	26.3	*		
Military-Connected Students	47	100.0	44.7	44.7	57.4	44.7		
Migrant Students	N	N	N	N	30.1	N		

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	510	747	747	752	12%	12%	29%	37%	11%	48%	55%
White	280	756	756	760	6%	9%	26%	45%	14%	59%	64%
Hispanic	73	730	730	735	26%	*	32%	*	*	32%	38%
Black or African American	112	731	731	734	19%	19%	36%	*	*	27%	34%
Asian, Native Hawaiian, or Pacific Islander	30	759	759	782	*	*	*	*	*	63%	83%
American Indian or Alaska Native	*	*	*	752	*	*	*	*	*	*	51%
Two or More Races	*	*	*	760	*	*	*	*	*	*	63%
Female	283	752	752	759	10%	9%	26%	41%	15%	55%	63%
Male	227	740	740	744	14%	15%	32%	32%	7%	38%	46%
Economically Disadvantaged Students	116	729	729	733	22%	22%	30%	*	*	26%	34%
Non-Economically Disadvantaged Students	394	752	752	761	9%	9%	28%	*	*	54%	65%
Students with Disabilities	82	704	704	716	*	*	*	*	*	*	15%
Students without Disabilities	428	755	755	758	*	*	*	*	*	*	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	23	741	741	749	*	*	*	*	*	39%	54%
Migrant Students	N	N	N	696	N	N	N	N	N	N	10%

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

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

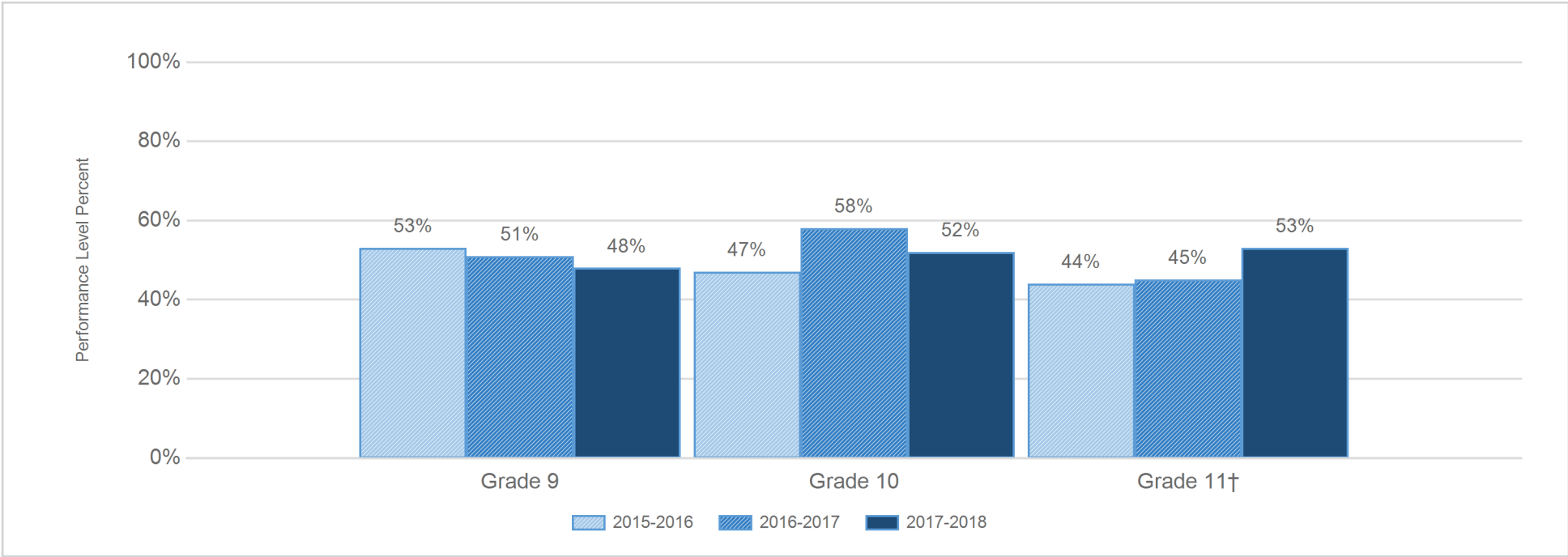| Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	490	747	747	749	13%	16%	19%	40%	13%	52%	51%
White	278	754	754	756	8%	14%	19%	41%	17%	58%	58%
Hispanic	53	744	744	733	19%	*	21%	*	*	49%	38%
Black or African American	102	729	729	728	23%	26%	20%	*	*	31%	32%
Asian, Native Hawaiian, or Pacific Islander	51	754	754	782	*	*	*	*	*	69%	78%
American Indian or Alaska Native	*	*	*	744	*	*	*	*	*	*	50%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	261	752	752	759	11%	13%	20%	41%	14%	56%	60%
Male	229	743	743	739	15%	19%	17%	38%	11%	48%	42%
Economically Disadvantaged Students	116	729	729	730	28%	19%	16%	*	*	37%	34%
Non-Economically Disadvantaged Students	374	753	753	758	8%	15%	20%	*	*	57%	59%
Students with Disabilities	90	709	709	707	41%	21%	17%	21%	0%	21%	15%
Students without Disabilities	400	756	756	756	7%	15%	20%	44%	16%	59%	57%
English Learners	*	*	*	684	*	*	*	*	*	*	*
Non-English Learners	*	*	*	752	*	*	*	*	*	*	*
Homeless Students	10	742	742	718	*	*	*	*	*	50%	23%
Students in Foster Care	*	*	*	707	*	*	*	*	*	*	21%
Military-Connected Students	25	753	753	748	*	*	*	*	*	48%	48%
Migrant Students	N	N	N	706	N	N	N	N	N	N	18%

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

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	479	752	752	736	12%	14%	21%	35%	18%	53%	39%
White	269	758	758	737	9%	16%	17%	36%	22%	59%	41%
Hispanic	46	754	754	731	*	*	26%	*	*	57%	35%
Black or African American	132	738	738	729	20%	11%	30%	*	*	39%	31%
Asian, Native Hawaiian, or Pacific Islander	29	767	767	759	*	*	*	*	*	62%	60%
American Indian or Alaska Native	*	*	*	730	*	*	*	*	*	*	25%
Two or More Races	*	*	*	737	*	*	*	*	*	*	39%
Female	246	760	760	745	9%	12%	18%	37%	25%	61%	48%
Male	233	744	744	728	16%	15%	25%	33%	11%	44%	31%
Economically Disadvantaged Students	99	736	736	730	19%	18%	26%	*	*	36%	33%
Non-Economically Disadvantaged Students	380	756	756	739	10%	13%	20%	*	*	57%	42%
Students with Disabilities	85	716	716	708	40%	24%	13%	*	*	24%	13%
Students without Disabilities	394	760	760	742	6%	12%	23%	*	*	59%	44%
English Learners	*	*	*	702	*	*	*	*	*	*	*
Non-English Learners	*	*	*	738	*	*	*	*	*	*	*
Homeless Students	*	*	*	721	*	*	*	*	*	*	22%
Students in Foster Care	*	*	*	708	*	*	*	*	*	*	19%
Military-Connected Students	17	760	760	729	*	*	*	*	*	65%	31%
Migrant Students	N	N	N	707	N	N	N	N	N	N	*

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English Language Arts/Literacy Assessment - Performance Trends

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

Grade 9: 2015-2016 53%, 2016-2017 51%, 2017-2018 48%
Grade 10: 2015-2016 47%, 2016-2017 58%, 2017-2018 52%
Grade 11†: 2015-2016 44%, 2016-2017 45%, 2017-2018 53%

Legend: 2015-2016, 2016-2017, 2017-2018

Y-axis: Performance Level Percent

† 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	938	99.3	46.7	46.7	45.0	46.7	42.8	Met Target
White	544	99.3	54.6	54.6	54.1	54.6	48.1	Met Target
Hispanic	111	99.1	38.7	38.7	29.2	38.7	41	Met Target†
Black or African American	185	99.0	24.9	24.9	23.4	24.9	27.3	Met Target†
Asian, Native Hawaiian, or Pacific Islander	79	100.0	57.0	57.0	77.0	57.0	67.4	Not Met
American Indian or Alaska Native	*	*	*	*	42.5	*	**	**
Two or More Races	*	*	*	*	53.0	*	**	**
Female	512	99.4	46.8	46.8	46.0	46.8		
Male	426	99.1	46.5	46.5	43.9	46.5		
Economically Disadvantaged Students	196	99.0	23.5	23.5	26.6	23.5	23.7	Met Target†
Non-Economically Disadvantaged Students	742	99.3	52.8	52.8	55.9	52.8		
Students with Disabilities	147	96.9	*	*	17.1	*	12.4	Met Target†
Students without Disabilities	791	99.8	*	*	50.5	*		
English Learners	*	*	*	*	24.6	*	**	**
Non-English Learners	*	*	*	*	46.9	*		
Homeless Students	14	100.0	42.9	42.9	17.3	42.9		
Students In Foster Care	*	*	*	*	16.2	*		
Military-Connected Students	46	100.0	39.2	39.2	45.8	39.2		
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	504	749	749	746	8%	14%	28%	46%	4%	50%	46%
White	269	757	757	755	5%	9%	25%	56%	6%	61%	57%
Hispanic	67	741	741	730	*	*	28%	*	*	45%	27%
Black or African American	123	732	732	727	13%	28%	33%	26%	0%	26%	23%
Asian, Native Hawaiian, or Pacific Islander	32	745	745	779	*	*	*	*	*	53%	79%
American Indian or Alaska Native	*	*	*	746	*	*	*	*	*	*	49%
Two or More Races	*	*	*	755	*	*	*	*	*	*	54%
Female	275	749	749	748	7%	13%	28%	*	*	52%	48%
Male	229	747	747	745	10%	16%	27%	*	*	48%	44%
Economically Disadvantaged Students	122	731	731	729	16%	27%	34%	*	*	23%	25%
Non-Economically Disadvantaged Students	382	754	754	756	6%	10%	25%	*	*	58%	57%
Students with Disabilities	104	712	712	716	*	*	*	*	*	*	13%
Students without Disabilities	400	758	758	752	*	*	*	*	*	*	52%
English Learners	10	741	741	710	0%	*	*	*	*	30%	*
Non-English Learners	494	749	749	749	9%	*	*	*	*	50%	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	16%
Students in Foster Care	*	*	*	712	*	*	*	*	*	*	12%
Military-Connected Students	24	747	747	752	*	*	*	*	*	50%	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	505	738	738	735	5%	24%	38%	*	*	33%	30%
White	294	742	742	740	*	21%	37%	*	*	41%	37%
Hispanic	62	732	732	723	*	31%	42%	*	*	23%	14%
Black or African American	100	725	725	719	17%	33%	34%	16%	0%	16%	11%
Asian, Native Hawaiian, or Pacific Islander	43	747	747	760	*	*	44%	*	*	44%	65%
American Indian or Alaska Native	*	*	*	734	*	*	*	*	*	*	28%
Two or More Races	*	*	*	741	*	*	*	*	*	*	39%
Female	271	739	739	736	4%	21%	42%	*	*	33%	30%
Male	234	737	737	734	6%	26%	34%	*	*	34%	29%
Economically Disadvantaged Students	112	727	727	722	10%	37%	38%	*	*	16%	13%
Non-Economically Disadvantaged Students	393	741	741	741	4%	20%	38%	*	*	38%	38%
Students with Disabilities	90	716	716	713	*	*	*	*	*	*	*
Students without Disabilities	415	743	743	738	*	*	*	*	*	*	*
English Learners	*	*	*	711	*	*	*	*	*	*	*
Non-English Learners	*	*	*	736	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	*
Students in Foster Care	*	*	*	711	*	*	*	*	*	*	*
Military-Connected Students	24	737	737	731	*	*	58%	*	*	21%	24%
Migrant Students	N	N	N	709	N	N	N	N	N	N	11%

RANCOCAS VALLEY REGIONAL HIGH SCHOOL

(05-4320-050)

Grades Offered: 09-12

2017-2018

Report Key:
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N No Data is available to display
† This indicates a table specific note, see note below table

Mathematics Assessment - Performance by Test: Algebra II

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	320	738	738	727	16%	22%	23%	*	*	39%	30%
White	176	743	743	733	13%	19%	23%	*	*	45%	35%
Hispanic	31	742	742	710	*	*	32%	*	*	42%	14%
Black or African American	91	723	723	705	24%	33%	22%	21%	0%	21%	11%
Asian, Native Hawaiian, or Pacific Islander	18	765	765	766	*	*	*	*	*	67%	66%
American Indian or Alaska Native	*	*	*	729	*	*	*	*	*	*	28%
Two or More Races	*	*	*	736	*	*	*	*	*	*	37%
Female	165	737	737	728	15%	22%	21%	*	*	42%	30%
Male	155	738	738	727	16%	22%	26%	*	*	35%	30%
Economically Disadvantaged Students	69	722	722	709	30%	26%	25%	*	*	19%	13%
Non-Economically Disadvantaged Students	251	742	742	736	12%	21%	23%	*	*	44%	37%
Students with Disabilities	35	702	702	693	*	*	*	*	*	*	*
Students without Disabilities	285	742	742	732	*	*	*	*	*	*	*
English Learners	N	N	N	691	N	N	N	N	N	N	*
Non-English Learners	320	738	738	729	16%	22%	23%	*	*	39%	*
Homeless Students	*	*	*	703	*	*	*	*	*	*	10%
Students in Foster Care	*	*	*	693	*	*	*	*	*	*	*
Military-Connected Students	13	736	736	717	*	*	*	*	*	46%	20%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%

RANCOCAS VALLEY REGIONAL HIGH SCHOOL

(05-4320-050)

Grades Offered: 09-12

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.

	Algebra I	Geometry	Algebra II
2015-2016	47%	21%	34%
2016-2017	49%	40%	25%
2017-2018	50%	33%	39%
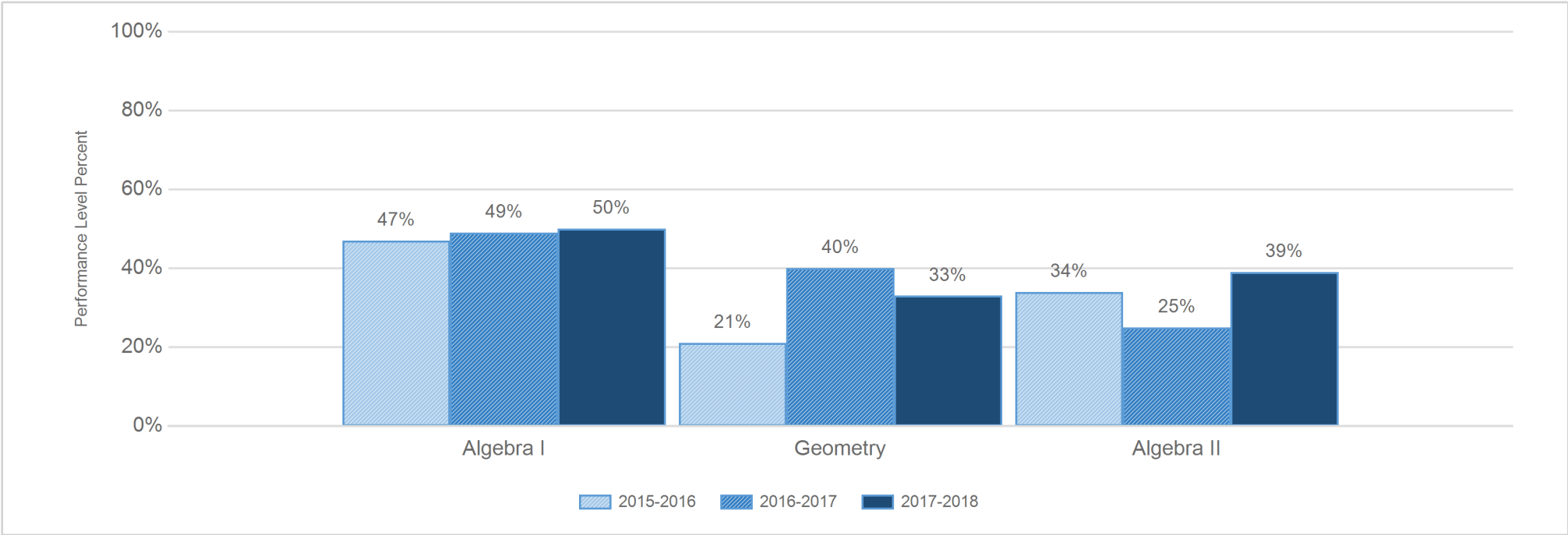
† Grade level results do not include students who took the Algebra I, Geometry, or Algebra II end of course tests.

RANCOCAS VALLEY REGIONAL HIGH SCHOOL

(05-4320-050)

Grades Offered: 09-12

2017-2018

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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.

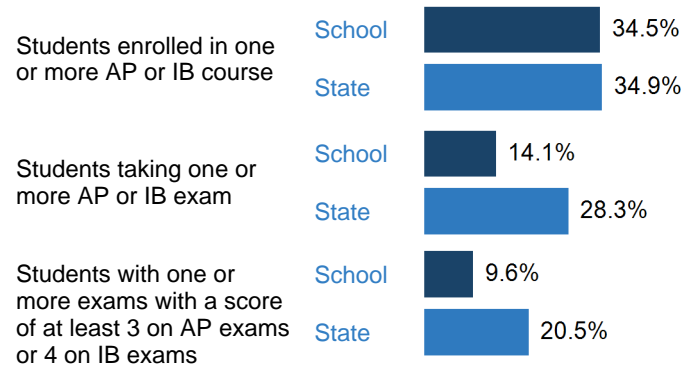| Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	11	81.8%	18.2%
3-4	*	*	*
5 or more	N	N	N

RANCOCAS VALLEY REGIONAL HIGH SCHOOL

(05-4320-050)

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2017-2018

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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.

NJ SCHOOL PERFORMANCE REPORT

RANCOCAS VALLEY REGIONAL HIGH SCHOOL

(05-4320-050)

Grades Offered: 09-12

2017-2018

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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	100.0%	85.0%
12th graders taking SAT in 2017-18 or prior years	73.1%	72.2%
12th graders taking ACT in 2017-18 or prior years	17.2%	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	466	478	Grade 10: 430 Grade 11: 460	66%	62%
PSAT 10/NMSQT - Math	460	478	Grade 10: 480 Grade 11: 510	39%	42%
SAT - Reading and Writing	543	542	480	78%	72%
SAT - Math	538	543	530	52%	54%
ACT - Reading	23	24	22	56%	62%
ACT - English	23	24	18	82%	78%
ACT - Math	23	24	22	59%	62%
ACT - Science	22	23	23	42%	53%

RANCOCAS VALLEY REGIONAL HIGH SCHOOL

(05-4320-050)
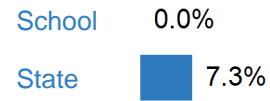
Grades Offered: 09-12

2017-2018

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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.

Students enrolled in one or more AP or IB course
- School 34.5%
- State 34.9%

Students taking one or more AP or IB exam
- School 14.1%
- State 28.3%

Students with one or more exams with a score of at least 3 on AP exams or 4 on IB exams
- School 9.6%
- State 20.5%

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.

Students enrolled in one or more dual enrollment course
- School 36.6%
- State 13.3%

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	45	21
AP Calculus AB	40	29
AP Calculus BC	10	5
AP Chemistry	22	3
AP English Language and Composition	0	11
AP English Literature and Composition	67	18
AP European History	18	7
AP French Language and Culture	36	1
AP Italian Language and Culture	21	1
AP Physics C: Electricity and Magnetism	10	0
AP Physics C: Mechanics	10	0
AP Psychology	45	12
AP Spanish Language	30	12
AP Statistics	12	6
AP U.S. Government and Politics	40	12
AP U.S. History	144	87

RANCOCAS VALLEY REGIONAL HIGH SCHOOL

(05-4320-050)

Grades Offered: 09-12

2017-2018

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AP/IB Course	Students Enrolled	Students Tested
Total Exams taken		225
Exams with scores of at least 3 on AP exams or 4 on IB exams		156

RANCOCAS VALLEY REGIONAL HIGH SCHOOL

(05-4320-050)

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2017-2018

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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)

School   0.0%

State   7.3%

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

School   0.0%

State   10.2%
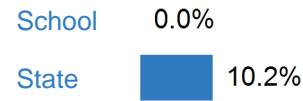
Structured Learning Experiences Participation

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
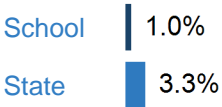
School   1.0%

State   3.3%

NJ SCHOOL PERFORMANCE REPORT

RANCOCAS VALLEY REGIONAL HIGH SCHOOL
(05-4320-050)
Grades Offered: 09-12
2017-2018

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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/.

Industry-Valued Credentials

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

Students Earning Industry-Valued Credentials

School   0.0%

State   0.9%

Industry-Valued Credentials by Career Cluster

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

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total credentials earned
Total (All Clusters)	0	0	0

20

RANCOCAS VALLEY REGIONAL HIGH SCHOOL

(05-4320-050)

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2017-2018

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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	482	34	2	0	0	0	7
10	62	395	89	8	1	1	4
11	18	80	288	103	22	11	19
12	7	26	63	39	65	157	132
Total	569	535	442	150	88	169	162
Enrolled in AP/IB Course					50	12	0
Enrolled in Dual Enrollment Course	0	0	0	60	50	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	24	0	0	399	0	12
10	448	33	0	19	1	7
11	66	406	0	6	31	28
12	56	72	0	2	146	88
Total	594	511	0	426	178	135
Enrolled in AP/IB Course	45	22		0	10	0
Enrolled in Dual Enrollment Course	45	22	0	0	10	0

RANCOCAS VALLEY REGIONAL HIGH SCHOOL

(05-4320-050)
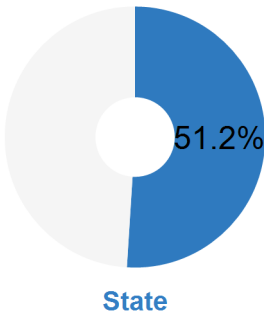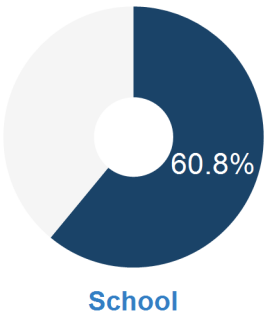
Grades Offered: 09-12

2017-2018

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

Social Studies and History - Course Participation

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

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	495	28	0	0	0	149
10	54	484	0	0	2	81
11	50	437	0	0	5	131
12	40	52	0	45	15	190
Total	639	1001	0	45	22	551
Enrolled in AP/IB Course	0	144	0	45		55
Enrolled in Dual Enrollment Course	0	144	0	45	0	55

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	249	111	103	0	0	0	0
10	239	107	83	0	0	0	0
11	193	75	47	0	0	0	0
12	89	38	26	0	0	0	0
Total	770	331	259	0	0	0	0
Enrolled in AP/IB Course	30	36	21	0	0	0	0
Enrolled in Dual Enrollment Course	30	36	21	0	0	0	0
Enrolled in Level 3 or Higher	251	67	41	0	0	0	0

NJ SCHOOL PERFORMANCE REPORT

RANCOCAS VALLEY REGIONAL HIGH SCHOOL

(05-4320-050)

Grades Offered: 09-12

2017-2018

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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
Total	0

NJ SCHOOL PERFORMANCE REPORT

RANCOCAS VALLEY REGIONAL HIGH SCHOOL

(05-4320-050)

Grades Offered: 09-12

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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

60.8% — School

51.2% — State

Students enrolled in one or more classes by discipline:
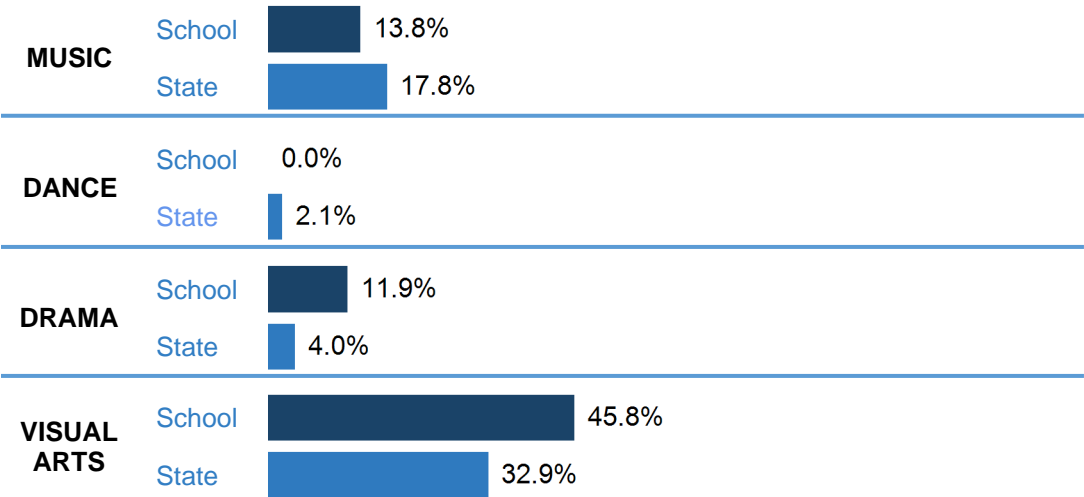
MUSIC
- School: 13.8%
- State: 17.8%

DANCE
- School: 0.0%
- State: 2.1%

DRAMA
- School: 11.9%
- State: 4.0%

VISUAL ARTS
- School: 45.8%
- State: 32.9%

RANCOCAS VALLEY REGIONAL HIGH SCHOOL

(05-4320-050)

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2017-2018

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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	91.5%	90.9%	92.4%	92.4%	87.9%	90.3%	Not Met	94.1%	93.7%	Met Target
White	94.1%	95.0%	94.3%	95.7%	90.7%	92.6%	Not Met	95.7%	N	Met Goal
Hispanic	90.9%	84.8%	91.8%	87.3%	90.0%	85.2%	Met Target	91.7%	84.6%	Met Target
Black or African American	86.0%	84.2%	88.2%	86.8%	81.6%	85.5%	Not Met	90.0%	94.7%	Not Met
Asian, Native Hawaiian or Pacific Islander	100.0%	97.0%	*	97.7%	*	95.0%	Not Met	100.0%	N	Met Goal
American Indian or Alaska Native	*	86.5%	*	94.1%	*	**	**	*	**	**
Two or More Races	*	92.0%	N	93.9%	N	N	N	*	**	**
Economically Disadvantaged Students	88.0%	84.6%	88.1%	87.0%	78.0%	78.0%	Met Target	84.6%	89.1%	Not Met
Students with Disabilities	82.1%	80.1%	80.0%	83.5%	70.4%	81.1%	Not Met	89.3%	81.6%	Met Target
English Learners	*	75.8%	*	81.8%	*	**	**	*	**	**
Homeless Students	*	72.6%	70.0%	79.1%	50.0%			*		
Students in Foster Care	*	62.6%	*	64.9%						

RANCOCAS VALLEY REGIONAL HIGH SCHOOL

(05-4320-050)

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2017-2018

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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	66.8%	64.5%
Substitute Competency Test	20.0%	19.2%
Portfolio Appeals Process	1.3%	3.4%
Alternate Requirements specified in IEP	5.5%	6.4%
Unknown	6.4%	6.4%

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	91.5%	-
2017	87.9%	92.4%
2016	90.7%	94.1%

Dropout Rate Trends

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

School Year	School Rate	State Rate
2017-2018	0.4%	1.2%
2016-2017	0.6%	1.1%
2015-2016	0.9%	1.2%

RANCOCAS VALLEY REGIONAL HIGH SCHOOL

(05-4320-050)

Grades Offered: 09-12

2017-2018

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

Postsecondary Enrollment Rates: Fall

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	72.8%	27.6%	72.4%
Schoolwide	74.3%	35.1%	64.9%
White	78.4%	33.8%	66.2%
Hispanic	66%	41.9%	58.1%
Black or African American	66.9%	41.9%	58.1%
Asian, Native Hawaiian, or Pacific Islander	84%	14.3%	85.7%
American Indian or Alaska Native	*	*	*
Two or More Races	*	*	*
Economically Disadvantaged Students	59.3%	29.2%	70.8%
Students with Disabilities	33.3%	52.4%	47.6%
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.

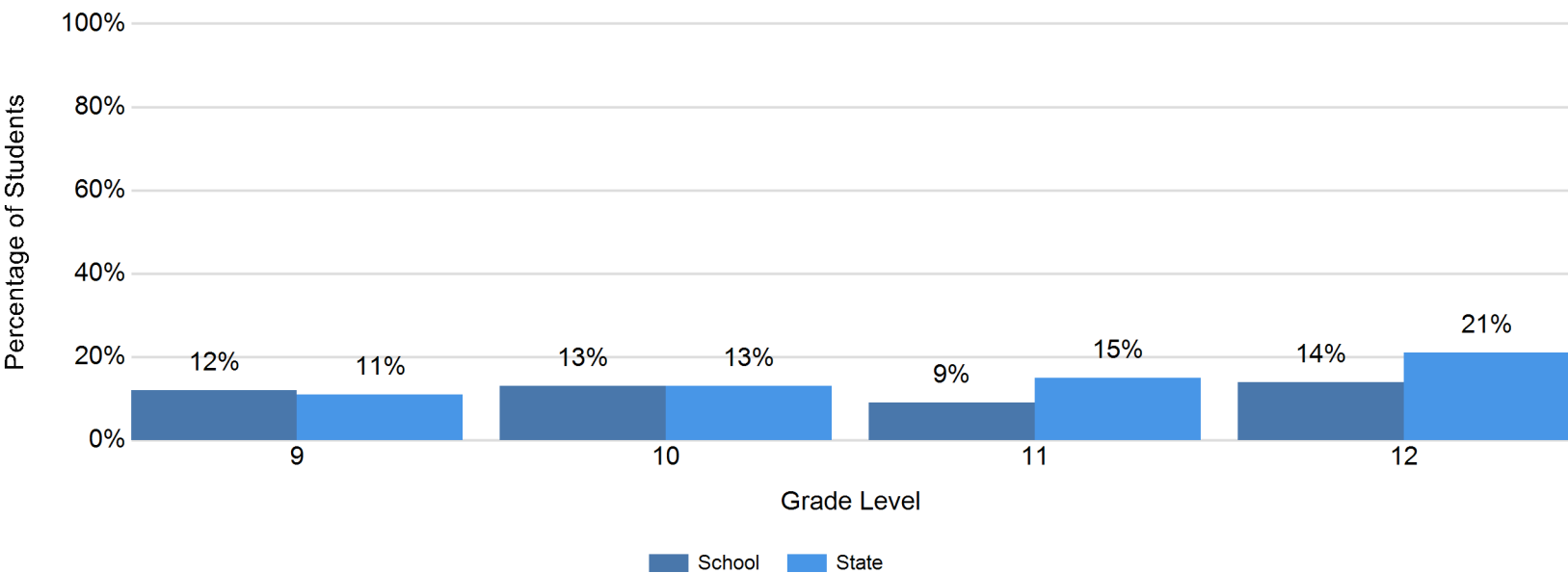| Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	77.9%	31.9%	68.1%	72.5%	27.5%	64.9%	35.1%
Schoolwide	82.3%	34.1%	65.9%	74.4%	25.6%	63.8%	36.2%
White	88.3%	31.9%	68.1%	79.6%	20.4%	61.5%	38.5%
Hispanic	68.9%	45.2%	54.8%	83.9%	16.1%	71%	29%
Black or African American	75%	41%	59%	67.6%	32.4%	66.7%	33.3%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*	*
Two or More Races	N	N	N	N	N	N	N
Economically Disadvantaged Students	68.9%	56.5%	43.5%	77.4%	22.6%	82.3%	17.7%
Students with Disabilities	45.3%	70.8%	29.2%	83.3%	16.7%	87.5%	12.5%
English Learners	*	*	*	*	*	*	*

RANCOCAS VALLEY REGIONAL HIGH SCHOOL

(05-4320-050)

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2017-2018

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

Chronic Absenteeism

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

Student Group	Number of students chronically absent	Percent of students chronically absent	State Average	Met State Average
Schoolwide	248	12.0	14.9	Met
White	113	9.7	14.9	Met
Hispanic	38	17.1	14.9	Not Met
Black or African American	81	15.8	14.9	Not Met
Asian, Native Hawaiian, or Pacific Islander	8	5.8	14.9	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	14.9	Not Met
Economically Disadvantaged Students	103	25.1	14.9	Not Met
Students with Disabilities	84	21.0	14.9	Not Met
English Learners	3	16.7	**	**

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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Chronic Absenteeism by Grade

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

NJ SCHOOL PERFORMANCE REPORT

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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	18
Weapons	1
Vandalism	5
Substances	11
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	35
Incidents Per 100 Students Enrolled	1.74

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	17
Weapons	1
Vandalism	5
Substances	6
Harassment, Intimidation, Bullying (HIB)	1
Other Incidents Leading to Removal	3

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Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

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	98	4.9%
Out-of-School Suspensions	166	8.2%
Any Suspension	215	10.7%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	12	0.6%

School Days Missed due to Out-of-School Suspensions
589

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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	2:30 PM
Length of School Day	7 Hrs 0 Mins
Full Time - Instructional Time	5 Hrs 46 Mins
Shared Time - Instructional Time	N

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	2.8:1

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2016-2017)	$327	$13,244	$13,571

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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	142	117,464
Average years experience in public schools	12.1	12.0
Average years experience in district	12.1	10.7
Teachers in district for 4 or more years	84.5%	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	14	9,374
Average years experience in public schools	12.7	16.0
Average years experience in district	12.7	12.0
Administrators in district for 4 or more years	85.7%	76.2%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	14:1	14:1
Students to Administrators	144:1	144:1
Teachers to Administrators	10:1	10:1
Students to Librarians/Media Specialists		2015:1
Students to Nurses		672:1
Students to Counselors		288:1
Students to Child Study Team		403:1

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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

Teacher	56%
Admin	N/A

Master's Degree

Teacher	44%
Admin	79%

Doctoral Degree
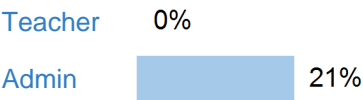
Teacher	0%
Admin	21%

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	90.3%	90.2%
2016-17 Administrators: Same district 2017-18	85.7%	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	99.2%

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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	60.6%	35.7%
Male	39.4%	64.3%
White	92.3%	92.9%
Hispanic	4.2%	0.0%
Black or African American	3.5%	7.1%
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	43.27	17.5%
Mathematics Proficiency	71.35	17.5%
Graduation Rate - 4-Year	16.91	25.0%
Graduation Rate - 5-Year	45.69	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	34.77	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	40.92	n/a
Summative Rating: Percentile Rank of Summative Score	34.10	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	No	n/a
Requires Comprehensive Support: 4-year Graduation Rate less than or equal to 67%	No	n/a

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

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Accountability Summary by Student Group - 2017-18 School Year

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

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	4-Year Graduation Rate: Met Annual Target	5-Year Graduation Rate: Met Annual Target	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	No	Met Target†	Met Target	Not Met	Met Target	**	Met	No
White	47.46	8.94	No	Met Target	Met Target	Not Met	Met Goal	n/a	Met	No
Hispanic	57.73	8.94	No	Not Met	Met Target†	Met Target	Met Target	n/a	Not Met	No
Black or African American	49.98	8.94	No	Not Met	Met Target†	Not Met	Not Met	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	41.64	8.94	No	Not Met	Not Met	Not Met	Met Goal	n/a	Met	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	N	**	n/a	Not Met	No
Economically Disadvantaged Students	34.55	8.94	No	Met Target†	Met Target†	Met Target	Not Met	n/a	Not Met	No
Students with Disabilities	49.25	8.94	No	Met Target†	Met Target†	Not Met	Met Target	n/a	Not 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.

Highlights:	• District's Strategic Plan: Vision 2020 • Acclaimed NJROTC Program • F.L.I.P. Program-Functional Life Skills Integrated Program
Mission, Vision, Theme:	Rancocas Valley Regional High School is a forward-thinking learning Institution. RVRHS planned the future of the district by coordinating a strategic plan during the 2016-2017 school year titled Vision 2020. The District conducted this strategic plan to ensure that RVRHS is on a constant trajectory of improvement to the year 2020 and beyond. The RVRHS Board of Education approved 21 action plans in the district's five-year strategic plan, Vision 2020: Improve the future, respect the past.
Awards, Recognition, Accomplishments:	RVRHS's acclaimed JROTC program prepares students for successful military careers or as a step toward college or a related career. The JROTC program has been recognized by the Navy as a Distinguished Unit. Also, a self-contained multiple disabilities program, F.L.I.P., gives students an opportunity for functional academic life skills, daily living skills, vocational skills and a chance to improve academic potential.

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Courses, Curriculum, Instruction:	RVRHS offers a range of courses and programs to meet the needs of every student to prepare them for success beyond high school. Our rigorous college preparatory, honors and advanced placement courses prepare students for the demands and rewards of college as they pursue undergraduate and advanced degrees.
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Cheerleading (Girls), Cross Country (Boys & Girls), Field Hockey (Girls), Football (Boys), Golf (Boys), Gymnastics (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), Volleyball (Boys & Girls), Wrestling (Boys) A full range of extracurricular activities including robotics, creative and performing arts, and environmental sciences as well as a challenging athletic program, round out the district's curriculum. Rancocas Valley Regional High School District combines a comprehensive rigorous curriculum during the school day as well as co-curricular and extracurricular activities after the school day to prepare students for post-high school success.
Clubs and Activities:	The learning does not stop at the end of the school day at Rancocas Valley. Rancocas Valley offers a wide range of over 90 clubs and activities for students that will enhance the high school experience and shape the collaborative skills needed for post-high school success.

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Staff and Professional Learning:	The RVRHS Board of Education generously provides at least five full days for professional development for staff each year. In addition, twice-per-month, department and staff meetings are held — which sometimes will include elements of staff development. Our New Teacher Orientation program, held in August, is a four-day experience for our new staff members and includes training on teacher/staff evaluation, a tour of the school/community and an overview of the mentoring program.

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Student Supports and Services:	Special Ed Teachers and CST members provide support to students through reinforcement of accommodations, modifications, and goals during tutorials and student preps. A a special ed teacher is assigned to a mainstream class to support the general ed teacher and students. This may take the form of co-teaching. Related Services include, Speech therapy, counseling, audiological support (e.g. signing and Teachers of the Deaf), Occupational and Physical Therapy, job coaching, Crisis Team support.
Student Health and Wellness:	While offering four years of traditional health, driver's education, and fitness classes, RV's Health and PE department provides additional options enabling students to meet or exceed the H&PE requirement. These include classes in officiating, yoga, personal life design, strength and conditioning, dance, and more.
Parent and Community Involvement:	RVRHS provides an opportunity through the Key Communicators group that invites all parents for monthly meetings. RVRHS kicked off its strategic planning process with three community engagement sessions in the fall and winter of 2016. Participants' feedback led to crafting the foundation of the Vision 2020 plan. RVRHS Special Education Parent Advisory Group is a parent-driven group providing input to the local school district on challenges in special education and related services.

RANCOCAS VALLEY REGIONAL HIGH SCHOOL

(05-4320-050)

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

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers Recently, the Rancocas Valley Regional High School District utilized Community Engagement sessions to assess climate and culture. This data was utilized to create the Vision 2020 Strategic Plan Board of Education Approved in June 2017. RVRHS administered the National Climate Survey Instrument during the 2017-2018 school year as part of the strategic plan.
Facilities:	In 1937 RVRHS was constructed as a colonial-style building, with a black slate roof surrounded by a tower and faced with a portico and twenty-two classrooms. In 1954, four classrooms, home economics and wood shop facility. In 1957, 22 more classrooms, cafeteria, music wing and new gym. In 1966, C-wing and new library. In 1985, D-wing, Performing Art Center and media center. In 2003, RV athletic Complex and in 2009, new business offices and FLIP program. 2014, new turf field and stadium.
School Safety:	RVRHS takes pride in placing safety and security at the forefront of importance every day. RVRHS efforts can be categorized into four areas:personnel, preparation, procedures, and technology. RV's commitment to personnel is demonstrated by proactively hiring three student assistance counselors, a student resource officer, full team of security guards, and the office of climate and culture developing the building culture for a safe environment. Second, RV prepares by conducting tabletop drills as well as active scenario based drills, K9 sweeps, lockdowns, and evacuations. Third, procedures are in place to facilitate lockdowns and visitor management creating the safest facility possible. Last, we utilize technology including an elaborate camera system, communication systems, and warning strobes. Recently, RV received $1,001,000 from the Freeholder grant opportunity to improve and expand security.

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Other Information:

The district is recognized for innovative programs for students who are pursuing careers in the trades or will enter the armed services upon graduation. RVRHS's block schedule provides students with a more enriching academic experience, enabling them to take four, seventy-two-minute courses each day, during each eighteen-week semester. The two semesters enable students to pursue eight courses (four per semester) each year. More than 325 students participated in AP testing during the 2016-2017 school year; sixteen AP courses were offered for science (chemistry, biology, physics), math (calculus AB, calculus BC, statistics), history (United States history, European history, government and politics) psychology and English(English literature, English language, composition), as well as for foreign languages (French, Italian, and Spanish). Most students are taking at least 2 AP courses during their high school career and the number of students taking AP courses, the AP test, and scoring a three or higher, is increasing. Additionally, RVRHS partners with Rowan College at Burlington County (RCBC) to offer an opportunity for students enrolled in select courses to earn both high school and college credit under the College Accelerated Program (CAP). RVRHS participates and, in May 2014 was nationally certified in Project Lead the Way (PLTW) Pathway to Engineering program. The Pathway to Engineering program provides students interested in pursuing a career in engineering, biomechanics, aeronautics, or other applied math/science areas with an opportunity to experience real-world, hands-on learning. Among the 467 students in the class of 2017, 90 percent planned to attend a two- or four-year college; 3 percent planned to attend another post-secondary institution, 4 percent planned to enter the military; and 3 percent sought direct employment. More than 45 percent of RVRHS's 151 faculty members have earned a master's degree or higher.