



State of New Jersey
2015-2016

Grade Span 09-12

01-2910-050
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2015-2016 School Performance Reports

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

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

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

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

If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



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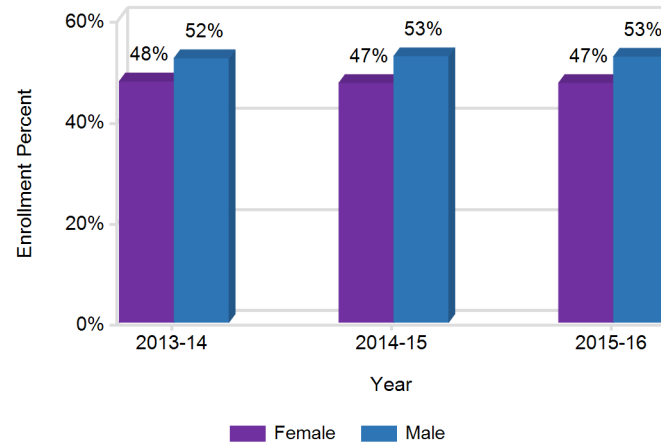
Enrollment by Grade

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

	2013-14	2014-15	2015-16
Grade 09	386	314	305
Grade 10	315	366	315
Grade 11	323	298	363
Grade 12	362	329	303
UG	32	49	26
Total	1418	1356	1312

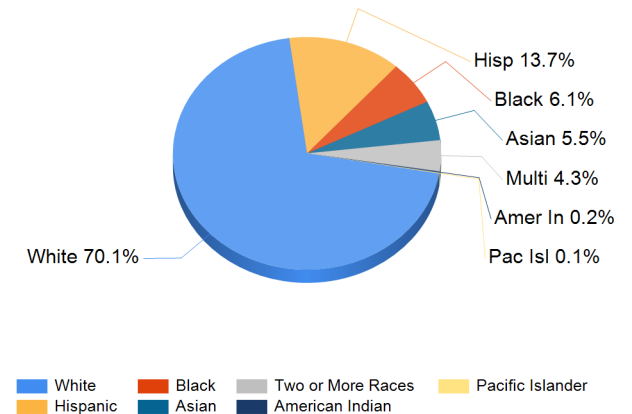
Enrollment by Gender

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



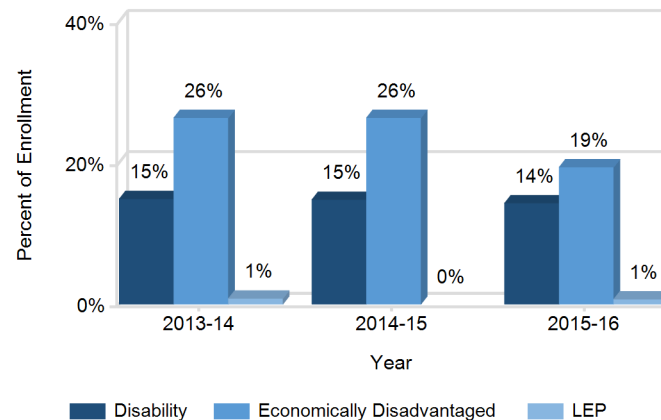
Enrollment by Ethnic/ Racial Subgroup

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



Enrollment Trends by Special Population

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



Language Diversity

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

2015-2016	Percent
English	95.7%
Spanish	2.5%
Vietnamese	0.5%
Bengali	0.3%
Chinese	0.2%
Other	1.2%

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



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

Met/Exceeded Expectations

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

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	59%	S	61
Mathematics Met or Exceeded Expectations	31%	S	56

Mathematics and English Language Arts/ Literacy

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

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	618	59%	61	97%	✓	555	31%	56	95%	✓
White	409	66%	59	97%	✓	361	36%	51	95%	✓
African American	44	21%	24	96%	✓	43	7%	29	94%	✗
Hispanic	92	40%	51	97%	✓	87	17%	47	97%	✓
American Indian	S	S	S	S		S	S	S	S	
Asian	S	S	S	S		S	S	S	S	
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	88	22%	75	93%	✗	84	10%	55	90%	✗
English Learner Students	N	N	N	N		N	N	N	N	
Economically Disadvantaged Students	134	37%	52	99%	✓	129	16%	46	96%	✓



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PARCC ELA Performance Distribution - Grade 09

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

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	298	755	755	746	5%	13%	23%	45%	15%	59%	49%
White	191	762	762	754	1%	10%	24%	49%	16%	65%	58%
African American	22	732	732	729	14%	18%	41%	23%	5%	27%	30%
Hispanic	51	738	738	730	10%	31%	20%	35%	4%	39%	34%
Asian	19	781	781	774	5%	N	5%	47%	42%	90%	78%
American Indian	S	S	S	734	S	S	S	S	S	S	40%
Two or More Races	S	S	S	748	S	S	S	S	S	S	53%
Students with Disability	43	723	723	713	19%	35%	26%	21%	N	21%	12%
English Language Learners	N	N	N	693	N	N	N	N	N	N	4%
Economically Disadvantaged Students	73	740	740	729	8%	27%	23%	34%	7%	41%	31%



Did Not Yet Meet Expectations



Partially Met Expectations



Approached Expectations



Met Expectations



Exceeded Expectations



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PARCC ELA Performance Distribution - Grade 10

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

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	316	754	754	740	12%	10%	21%	37%	20%	57%	44%
White	216	763	763	747	7%	7%	21%	41%	25%	66%	50%
African American	22	714	714	722	41%	18%	27%	14%	N	14%	28%
Hispanic	40	734	734	726	15%	23%	23%	35%	5%	40%	33%
Asian	19	776	776	767	5%	5%	21%	37%	32%	68%	69%
American Indian	S	S	S	729	S	S	S	S	S	S	35%
Two or More Races	S	S	S	741	S	S	S	S	S	S	45%
Students with Disability	41	702	702	702	51%	20%	15%	12%	2%	15%	11%
English Language Learners	N	N	N	685	N	N	N	N	N	N	4%
Economically Disadvantaged Students	60	725	725	723	25%	22%	23%	25%	5%	30%	30%



Did Not Yet Meet Expectations



Partially Met Expectations



Approached Expectations



Met Expectations



Exceeded Expectations



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**PARCC ELA Performance Distribution - Grade 11

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

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	226	725	725	736	20%	27%	31%	22%	0%	22%	40%
White	151	729	729	739	15%	26%	34%	24%	1%	25%	42%
African American	22	714	714	728	23%	41%	23%	14%	N	14%	30%
Hispanic	34	714	714	732	32%	32%	18%	18%	N	18%	37%
Asian	S	S	S	753	S	S	S	S	S	S	58%
American Indian	N	N	N	735	N	N	N	N	N	N	34%
Two or More Races	S	S	S	736	S	S	S	S	S	S	39%
Students with Disability	57	714	714	710	35%	26%	25%	14%	N	14%	13%
English Language Learners	N	N	N	702	N	N	N	N	N	N	8%
Economically Disadvantaged Students	49	717	717	730	27%	31%	29%	14%	N	14%	33%

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

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



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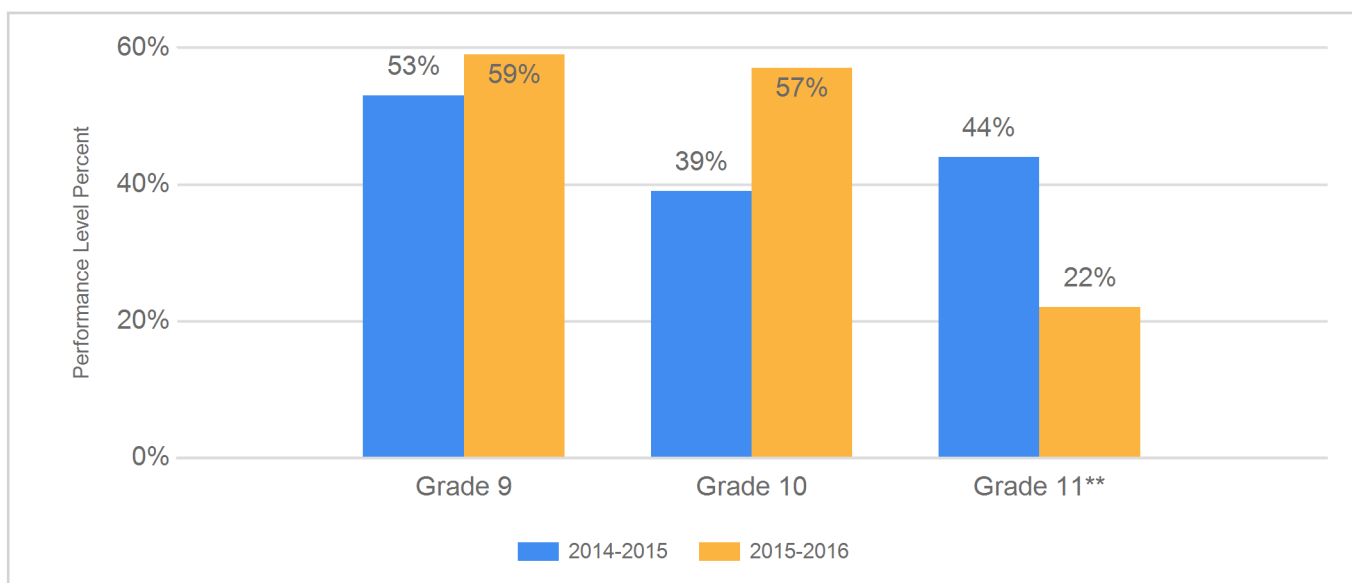
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PARCC ELA Performance Trends

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



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



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PARCC Performance Distribution - Algebra I

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

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	198	730	730	727	17%	21%	32%	30%	N	30%	42%
White	114	739	739	734	8%	17%	34%	41%	N	41%	51%
African American	S	S	S	717	S	S	S	S	S	S	20%
Hispanic	39	717	717	720	31%	26%	33%	10%	N	10%	25%
Asian	S	S	S	746	S	S	S	S	S	S	76%
American Indian	N	N	N	726	N	N	N	N	N	N	40%
Two or More Races	S	S	S	727	S	S	S	S	S	S	47%
Students with Disability	S	S	S	708	S	S	S	S	S	S	10%
English Language Learners	N	N	N	707	N	N	N	N	N	N	9%
Economically Disadvantaged Students	62	718	718	719	29%	27%	31%	13%	N	13%	23%

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



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PARCC Performance Distribution - Geometry

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

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	276	734	734	730	8%	32%	29%	28%	3%	31%	27%
White	180	737	737	736	6%	28%	32%	32%	2%	34%	34%
African American	S	S	S	717	S	S	S	S	S	S	9%
Hispanic	44	722	722	720	11%	50%	18%	21%	N	21%	13%
Asian	18	757	757	750	6%	6%	28%	39%	22%	61%	61%
American Indian	S	S	S	722	S	S	S	S	S	S	15%
Two or More Races	13	726	726	730	23%	31%	23%	23%	N	23%	28%
Students with Disability	S	S	S	709	S	S	S	S	S	S	5%
English Language Learners	N	N	N	710	N	N	N	N	N	N	6%
Economically Disadvantaged Students	65	721	721	719	14%	43%	29%	14%	N	14%	12%

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



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PARCC Performance Distribution - Algebra II

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

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	230	707	707	722	46%	24%	18%	11%	0%	12%	27%
White	159	711	711	728	38%	28%	22%	13%	N	13%	31%
African American	S	S	S	700	S	S	S	S	S	S	9%
Hispanic	S	S	S	707	S	S	S	S	S	S	12%
Asian	14	728	728	755	36%	14%	14%	29%	7%	36%	60%
American Indian	N	N	N	714	N	N	N	N	N	N	16%
Two or More Races	S	S	S	727	S	S	S	S	S	S	35%
Students with Disability	S	S	S	690	S	S	S	S	S	S	5%
English Language Learners	N	N	N	692	N	N	N	N	N	N	7%
Economically Disadvantaged Students	S	S	S	705	S	S	S	S	S	S	11%

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



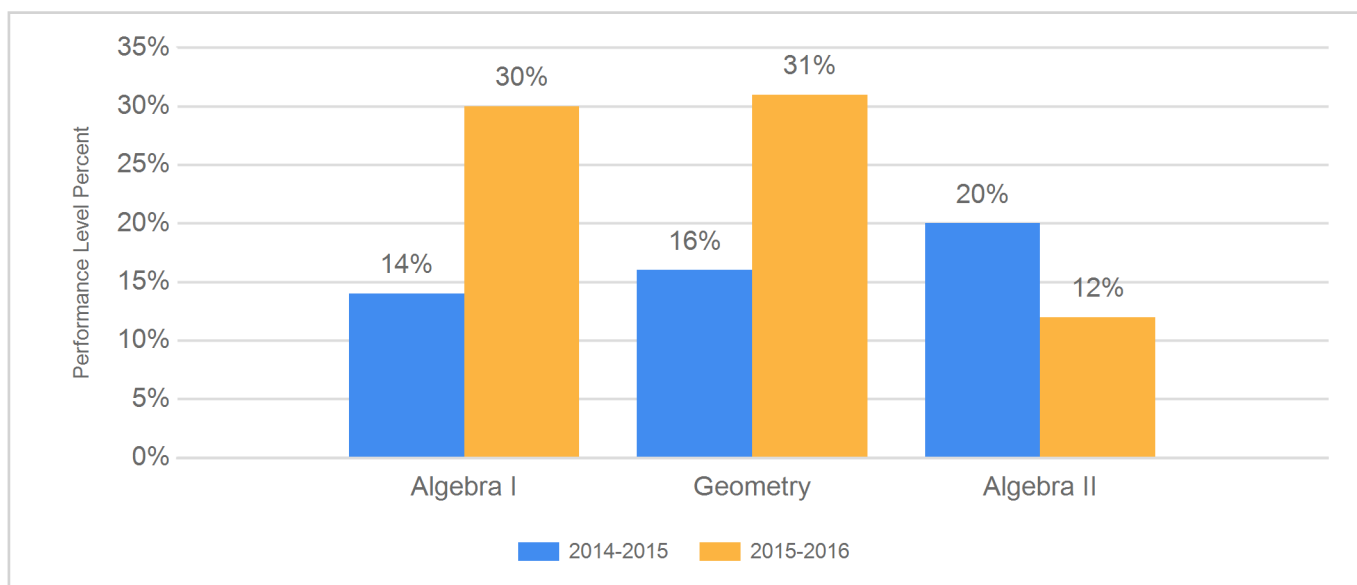
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PARCC Math Performance Trends

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





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

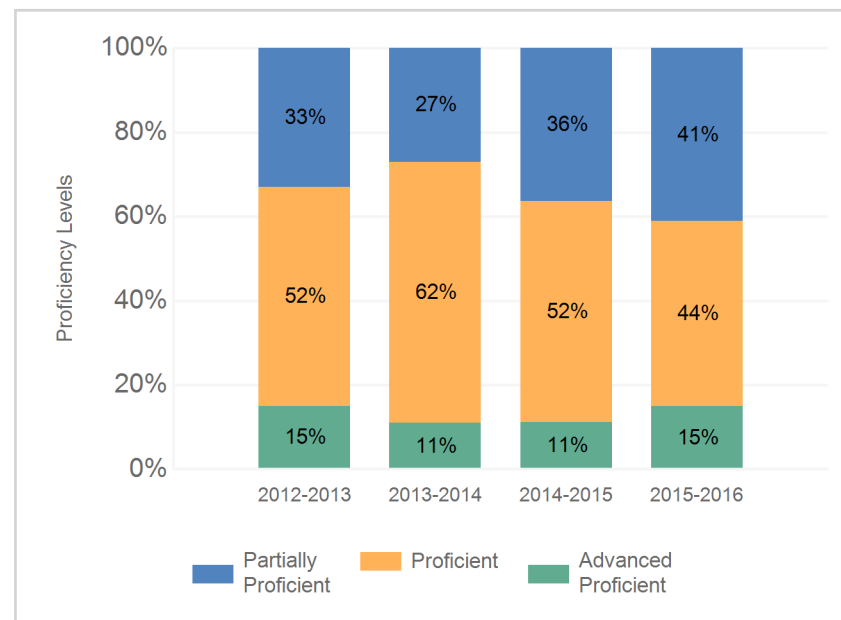
Proficiency Outcomes - Biology

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

	Advanced Proficient	Proficient	Partially Proficient
Statewide	16%	41%	43%
Schoolwide	15%	44%	41%
White	15%	47%	38%
African American	6%	24%	71%
Hispanic	13%	33%	54%
American Indian	N	N	N
Asian	23%	50%	27%
Two or More Races	15%	31%	54%
Students with Disability	N	22%	78%
English Language Learners	S	S	S
Economically Disadvantaged Students	11%	42%	47%

Proficiency Trends - Biology

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





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

PSAT/SAT/ACT Participation

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

College and Career Readiness Indicators	Schoolwide Participation	Statewide Participation
Percent of Students Participating in PSAT	100.0%	95.5%
Percent of Students Participating in SAT	65.2%	58.0%
Percent of Students Participating in ACT	41.9%	27.6%

PSAT/SAT/ACT Benchmarks

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

2015-16	Benchmark	Schoolwide	Statewide
PSAT	N	N	N
SAT	-	-	-
Reading and Writing	480	82%	71%
Math	530	58%	53%
ACT	-	-	-
Reading	22	59%	58%
English	18	80%	74%
Math	22	64%	61%
Science	23	42%	49%

PSAT/SAT/ACT Performance

This table presents the school and state mean scores.

2015-16	School Mean	State Mean
PSAT	997	950
SAT	-	-
Reading and Writing	557	537
Math	552	538
ACT	-	-
Reading	23	23
English	22	22
Math	23	23
Science	22	22

PSAT/SAT/ACT Performance by Percentile

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

2015-16	75 Percentile	50 Percentile	25 Percentile
PSAT	1100	990	870
SAT	-	-	-
Reading and Writing	620	560	500
Math	610	540	490
ACT	-	-	-
Reading	27	23	19
English	26	21	18
Math	26	24	19
Science	24	22	19

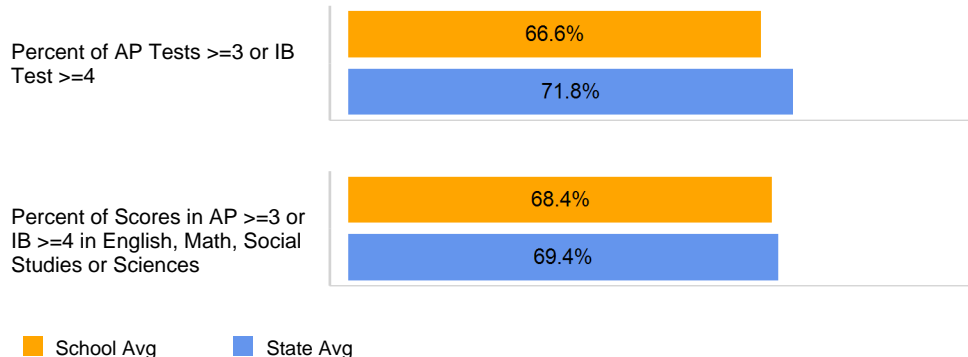


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AP/ IB Test Performance

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



Advanced Course Work Participation

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

2015-2016 Percent of Student Taking	School Participation	State Participation
One or More Course	50.8%	39.1%
One of More Test	50.8%	32.3%
At least One AP or IB Test in English, Math, Social Studies, or Science	41.3%	26.6%
Participating in Dual Enrollment	0.0%	15.4%

AP/ IB Courses Offered

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

AP/IB Course	Students Enrolled	Students Tested
AP Biology	6	6
AP Calculus AB	37	37
AP Calculus BC	17	17
AP Chemistry	32	32
AP Computer Science A	16	16
AP English Language and Composition	129	129
AP English Literature and Composition	47	47
AP Environmental Science	9	9
AP European History	7	7
AP French Language	8	8
AP Human Geography	16	16
AP Italian Language and Culture	16	16
AP Macroeconomics	40	40
AP Music Theory	14	14
AP Physics 1	0	17
AP Physics B	17	0
AP Physics C: Electricity and Magnetism	9	9
AP Physics C: Mechanics	0	9
AP Psychology	58	58
AP Spanish Language	44	44
AP Statistics	43	43
AP Studio Art—Drawing Portfolio	3	0
AP Studio Art—General Portfolio	0	1
AP Studio Art—Two-Dimensional	4	6
AP U.S. Government and Politics	30	30



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AP/IB Course	Students Enrolled	Students Tested
AP U.S. History	50	50
AP World History	93	93
Student AP Tests ≥ 3 and IB Tests ≥ 4		225



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Visual and Performing Arts

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

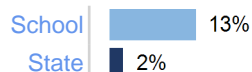
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DRAMA



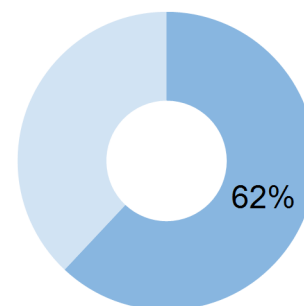
DANCE



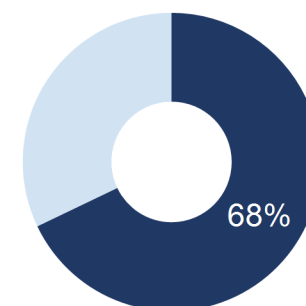
VISUAL ARTS



Any Visual and Performing Arts



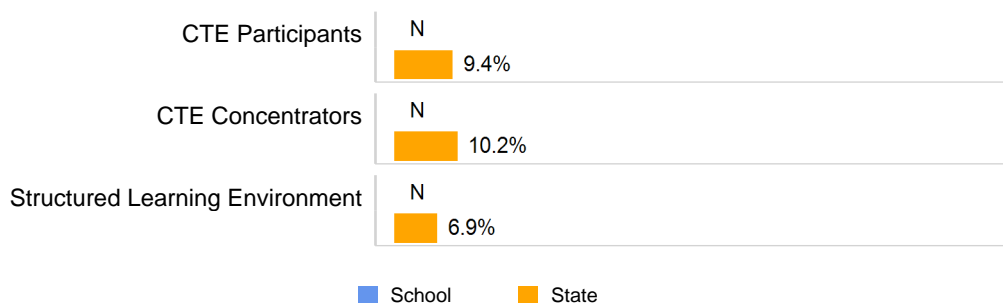
School



State

Career and Technical Education Participation

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





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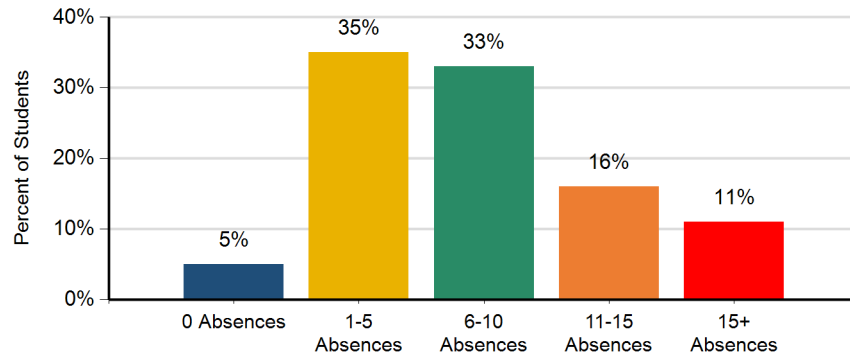
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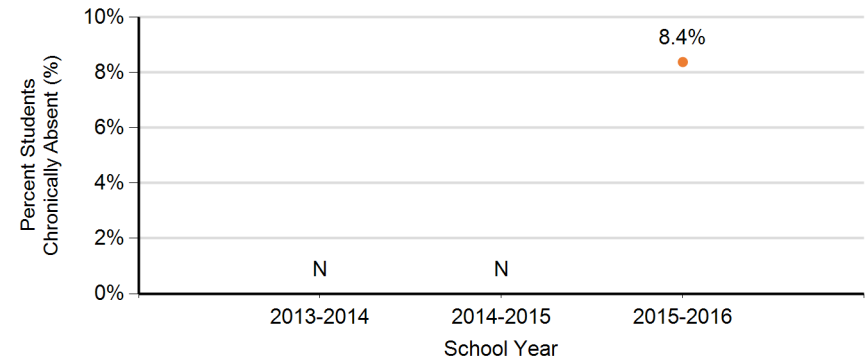
Absenteeism

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



Chronic Absenteeism Trend

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





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MAINLAND REGIONAL HIGH SCHOOL
1301 OAK AVENUE
LINWOOD, NJ 08221

Graduation Rate by Subgroup

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

	School Rate	Statewide Percentile	State Target
Schoolwide	93.7%	54	81%
White	95.4%	54	
African American	S	S	
Hispanic	90.9%	59	
American Indian	N	N	
Asian	S	S	
Native Hawaiian	S	S	
Two or More Races	S	S	
Students with Disability	71.8%	22	
English Language Learners	S	S	
Economically Disadvantaged Students	87.5%	50	

Dropout Rate by Subgroup

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

	School Rate	State Rate
Schoolwide	0.6%	1.2%
White	0.2%	0.6%
African American	2.6%	2.6%
Hispanic	1.8%	2.2%
American Indian	N	3.4%
Asian	N	0.2%
Native Hawaiian	N	0.3%
Two or More Races	1.8%	1.0%
Students with Disability	3.1%	1.7%
English Language Learners	N	0.1%
Economically Disadvantaged Students	0.8%	1.7%



State of New Jersey
2015-2016

Grade Span 09-12

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Extended Year Graduation Rate

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

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

Postsecondary Enrollment Rates

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

	Percent Enrolled	Percent in 2 Years	Percent in 4 Years
Statewide	76.8%	33.9%	66.1%
Schoolwide	81.5%	22.4%	77.6%
White	83.1%	18.0%	82.0%
African American	S	S	S
Hispanic	71.9%	52.2%	47.8%
American Indian	0.0%	0.0%	0.0%
Asian	S	S	S
Native Hawaiian	0.0%	0.0%	0.0%
Two or More Races	S	S	S
Students with Disability	51.2%	38.1%	61.9%
English Language Learners	0.0%	0.0%	0.0%
Economically Disadvantaged Students	S	S	S



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Length of School Day

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

	School
2015-16	7 Hrs. 24 Mins.

Instructional Time

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

2015-16	School
Full Time	6 Hrs. 39 Mins.
Shared Time	0 Hrs. 0 Mins.

Student to Staff Ratio

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

2015-16	School
Faculty	11:1
Administrator	120:1

Student Suspension Rate

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

	School
2015-16	10.9%

Student Expulsions

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

	School
2015-16	0

Faculty Attendance

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

	School
2015-16	97%