



SHORE REGIONAL HIGH SCHOOL  
2016-2017  
Grade Span 09-12

25-4760-050  
MONMOUTH  
SHORE REGIONAL  
132 MONMOUTH PARK HIGHWAY 36  
WEST LONG BRANCH, NJ 07764-1396

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

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

### Navigating through the reports:

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

### Other Resources:

- Review the [Parent Summary Report](#) or the [district-level report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- [Download the data](#) used in these reports.
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at [reportcard@doe.nj.gov](mailto:reportcard@doe.nj.gov)



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**Footnotes**

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

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



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Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
9	149	162	156
10	159	143	168
11	156	146	140
12	153	147	148
Ungraded	0	0	0
Total	615	598	612

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	51%	51%	54%
Male	49%	49%	46%
Economically Disadvantaged Students	4%	4%	5%
Students with Disabilities	17%	17%	19%
English Learners	1%	0%	1%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	90.0%
Hispanic	5.2%
Asian	2.3%
Black or African American	0.7%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	1.8%

Enrollment Trends by Full and Shared Time

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

Enrollment Status	2016-17
Full Time Students	603
Shared Time Students	15
Full Time Equivalent	611

Enrollment by Home Language

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

Home Language	% of Students
English	96.1%
Spanish	1.1%
Other	3.0%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	292	99.4	67.80	67.80	54.90	67.8	63.7	Met Target
White	255	99.3	68.70	68.70	63.90	68.7	64	Met Target
Hispanic	15	100.0	46.70	46.70	39.80	46.7	N	N
Black or African American	*	*	*	*	35.20	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	80.70	*	**	**
American Indian or Alaska Native	N	N	N	N	53.70	N	**	**
Two or More Races	12	100.0	58.40	58.40	54.90	58.4	**	**
Female	161	98.9	78.90	78.90	62.20	78.9		
Male	131	100.0	54.20	54.20	48.10	54.2		
Economically Disadvantaged Students	20	100.0	55.00	55.00	36.20	55	N	N
Non-Economically Disadvantaged Students	272	99.3	68.80	68.80	65.80	68.8		
Students with Disabilities	53	98.4	33.90	33.90	20.50	33.9	22.6	Met Target
Students without Disabilities	239	99.6	75.30	75.30	61.90	75.3		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	N	N	N	N	26.40	N		
Students In Foster Care	N	N	N	N	24.80	N		
Military-Connected Students	*	*	*	*	53.50	*		
Migrant Students	N	N	N	N	23.00	N		

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



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	159	755	755	749	*	12%	24%	52%	*	61%	52%
White	134	756	756	757	*	12%	22%	53%	*	63%	62%
Hispanic	14	738	738	733	*	*	*	*	0%	36%	35%
Black or African American	*	*	*	730	*	*	*	*	*	*	30%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	49%
Two or More Races	*	*	*	746	*	*	*	*	*	*	48%
Female	90	763	763	756	*	*	16%	67%	*	78%	60%
Male	69	745	745	741	*	*	35%	32%	*	39%	43%
Economically Disadvantaged Students	14	754	754	731	*	0%	*	*	*	43%	32%
Non-Economically Disadvantaged Students	145	755	755	758	*	13%	*	*	*	63%	62%
Students with Disabilities	32	741	741	714	*	*	*	34%	*	44%	13%
Students without Disabilities	127	758	758	754	*	*	*	56%	*	65%	58%
English Learners	*	*	*	690	*	*	*	*	*	*	*
Non-English Learners	*	*	*	752	*	*	*	*	*	*	*
Homeless Students	N	N	N	719	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	45%
Migrant Students	N	N	N	705	N	N	N	N	N	N	*



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	167	767	767	743	*	*	20%	41%	28%	69%	46%
White	147	768	768	749	*	*	20%	39%	30%	69%	52%
Hispanic	*	*	*	728	*	*	*	*	*	*	34%
Black or African American	*	*	*	725	*	*	*	*	*	*	31%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	74%
American Indian or Alaska Native	N	N	N	740	N	N	N	N	N	N	42%
Two or More Races	*	*	*	737	*	*	*	*	*	*	42%
Female	87	776	776	752	*	*	17%	39%	37%	76%	54%
Male	80	757	757	734	*	*	23%	44%	18%	61%	39%
Economically Disadvantaged Students	*	*	*	726	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	*	751	*	*	*	*	*	*	54%
Students with Disabilities	29	729	729	704	*	*	45%	*	*	17%	12%
Students without Disabilities	138	775	775	749	*	*	15%	*	*	80%	52%
English Learners	*	*	*	681	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	N	N	N	715	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	710	N	N	N	N	N	N	20%
Military-Connected Students	*	*	*	733	*	*	*	*	*	*	35%
Migrant Students	N	N	N	694	N	N	N	N	N	N	*



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

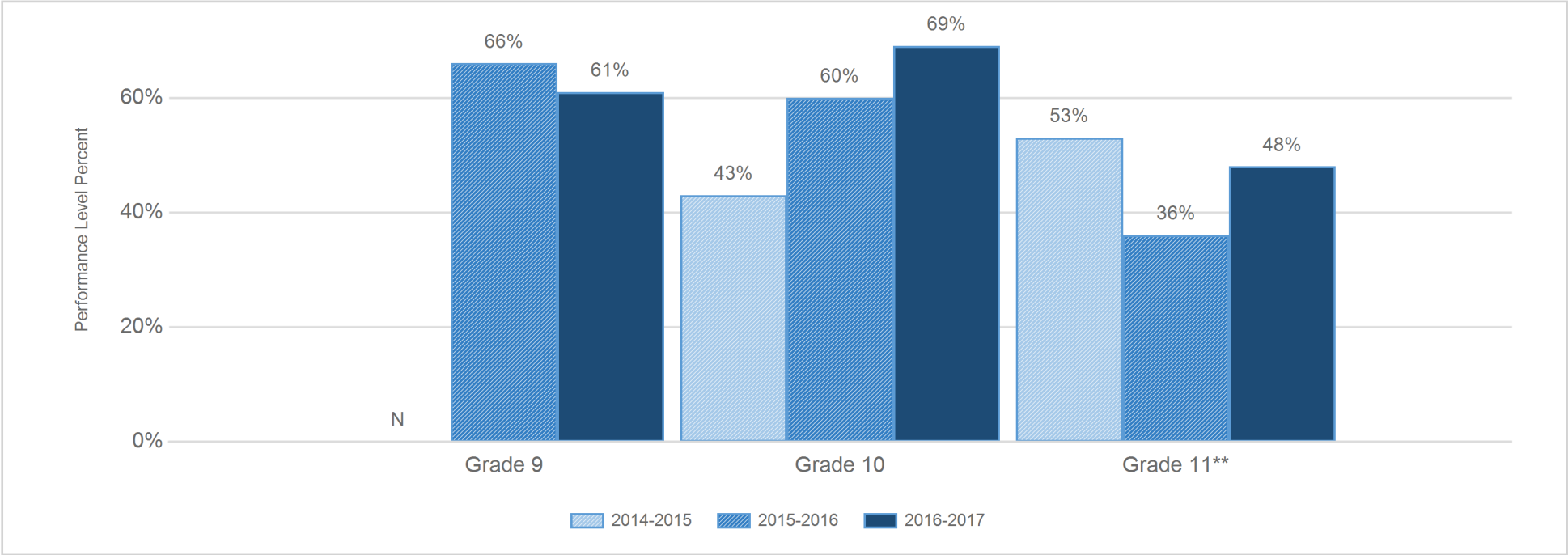
This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	92	744	744	736	*	12%	29%	44%	*	48%	38%
White	84	744	744	738	*	13%	31%	42%	*	46%	40%
Hispanic	*	*	*	731	*	*	*	*	*	*	34%
Black or African American	*	*	*	728	*	*	*	*	*	*	30%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	756	*	*	*	*	*	*	58%
American Indian or Alaska Native	*	*	*	731	*	*	*	*	*	*	30%
Two or More Races	N	N	N	731	N	N	N	N	N	N	36%
Female	31	750	750	744	0%	*	32%	52%	*	55%	46%
Male	61	740	740	729	16%	*	28%	39%	*	44%	31%
Economically Disadvantaged Students	*	*	*	729	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	42%
Students with Disabilities	25	726	726	709	*	*	40%	*	*	20%	12%
Students without Disabilities	67	750	750	741	*	*	25%	*	*	58%	43%
English Learners	N	N	N	699	N	N	N	N	N	N	*
Non-English Learners	92	744	744	737	*	12%	29%	44%	*	48%	*
Homeless Students	N	N	N	722	N	N	N	N	N	N	24%
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	19%
Military-Connected Students	N	N	N	723	N	N	N	N	N	N	24%
Migrant Students	N	N	N	713	N	N	N	N	N	N	26%

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

### English Language Arts/Literacy Assessment - Performance Trends

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



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





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**Mathematics Assessment - Participation and Performance**

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	287	99.4	20.50	20.50	43.50	20.5	18.4	Met Target
White	251	99.3	20.70	20.70	52.40	20.7	19.5	Met Target
Hispanic	15	100.0	*	*	27.60	*	N	N
Black or African American	*	*	*	*	21.70	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	75.60	*	**	**
American Indian or Alaska Native	N	N	N	N	42.50	N	**	**
Two or More Races	12	100.0	*	*	44.90	*	**	**
Female	158	98.9	19.60	19.60	44.10	19.6		
Male	129	100.0	21.70	21.70	42.90	21.7		
Economically Disadvantaged Students	19	100.0	31.60	31.60	25.10	31.6	N	N
Non-Economically Disadvantaged Students	268	99.3	19.80	19.80	54.30	19.8		
Students with Disabilities	50	98.3	*	*	16.50	*	9.6	Met Target†
Students without Disabilities	237	99.6	*	*	48.80	*		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	N	N	N	N	16.40	N		
Students In Foster Care	N	N	N	N	15.10	N		
Military-Connected Students	*	*	*	*	39.90	*		
Migrant Students	N	N	N	N	18.20	N		

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Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	71	718	718	743	*	*	*	*	*	*	42%
White	56	721	721	751	*	*	*	*	*	*	52%
Hispanic	12	710	710	728	*	*	*	*	*	*	24%
Black or African American	N	N	N	724	N	N	N	N	N	N	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	*	*	*	741	*	*	*	*	*	*	41%
Female	33	722	722	744	*	*	*	*	*	*	43%
Male	38	715	715	741	*	*	*	*	*	*	40%
Economically Disadvantaged Students	*	*	*	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	*	751	*	*	*	*	*	*	52%
Students with Disabilities	17	717	717	714	*	*	*	*	*	*	10%
Students without Disabilities	54	718	718	747	*	*	*	*	*	*	47%
English Learners	*	*	*	708	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	*	*	*	742	*	*	*	*	*	*	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	158	733	733	734	*	27%	44%	22%	*	23%	30%
White	140	733	733	740	*	27%	44%	21%	*	23%	38%
Hispanic	*	*	*	722	*	*	*	*	*	*	14%
Black or African American	*	*	*	719	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	758	*	*	*	*	*	*	65%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	29%
Two or More Races	*	*	*	733	*	*	*	*	*	*	32%
Female	82	734	734	735	*	24%	40%	28%	*	28%	31%
Male	76	732	732	733	*	29%	49%	15%	*	17%	30%
Economically Disadvantaged Students	*	*	*	721	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	39%
Students with Disabilities	28	714	714	711	*	*	*	*	*	*	*
Students without Disabilities	130	737	737	738	*	*	*	*	*	*	*
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	735	*	*	*	*	*	*	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	727	N	N	N	N	N	N	15%
Migrant Students	N	N	N	704	N	N	N	N	N	N	*



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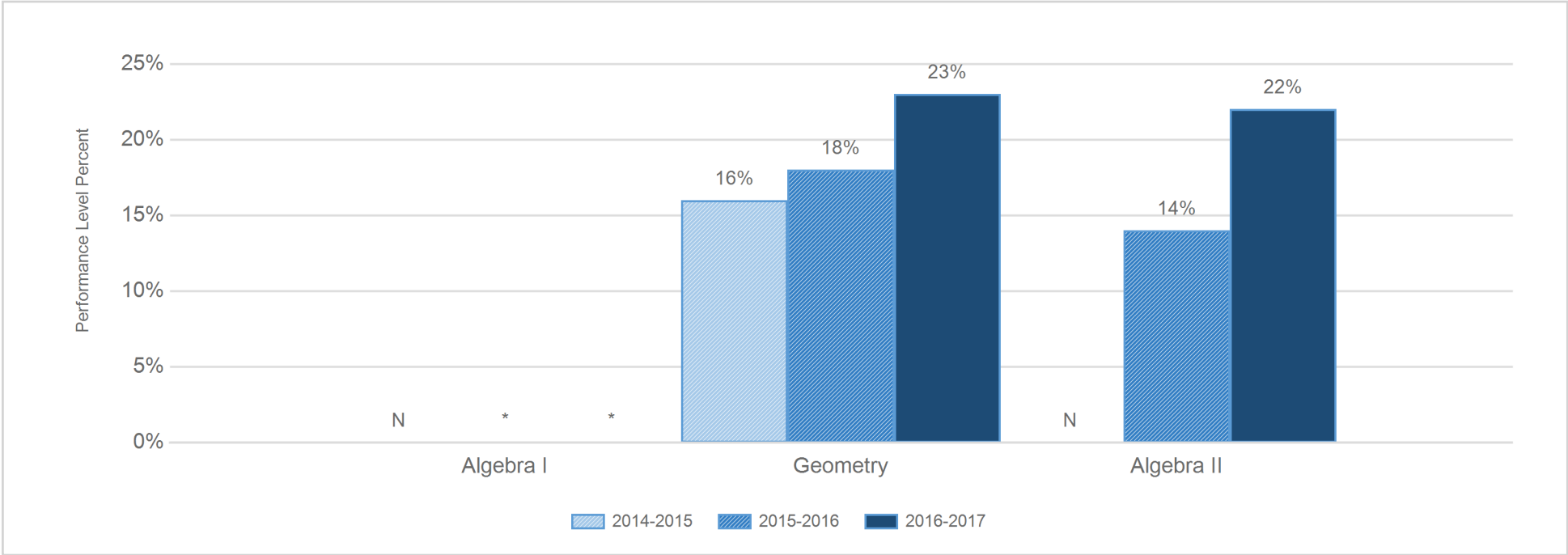
**Mathematics Assessment - Performance by Test: Algebra II**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	109	722	722	725	*	32%	27%	21%	*	22%	28%
White	96	722	722	731	*	33%	28%	20%	*	21%	33%
Hispanic	*	*	*	710	*	*	*	*	*	*	14%
Black or African American	*	*	*	703	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	761	*	*	*	*	*	*	62%
American Indian or Alaska Native	N	N	N	715	N	N	N	N	N	N	20%
Two or More Races	*	*	*	718	*	*	*	*	*	*	25%
Female	65	718	718	725	*	37%	*	*	*	14%	27%
Male	44	728	728	725	*	25%	*	*	*	34%	29%
Economically Disadvantaged Students	10	730	730	708	*	*	*	*	*	50%	13%
Non-Economically Disadvantaged Students	99	722	722	733	*	*	*	*	*	19%	35%
Students with Disabilities	13	719	719	692	*	*	*	*	*	23%	*
Students without Disabilities	96	723	723	729	*	*	*	*	*	22%	*
English Learners	*	*	*	692	*	*	*	*	*	*	*
Non-English Learners	*	*	*	726	*	*	*	*	*	*	*
Homeless Students	N	N	N	702	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	692	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	710	N	N	N	N	N	N	14%
Migrant Students	N	N	N	702	N	N	N	N	N	N	14%

### Mathematics Assessment – Performance Trends

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





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Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

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



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

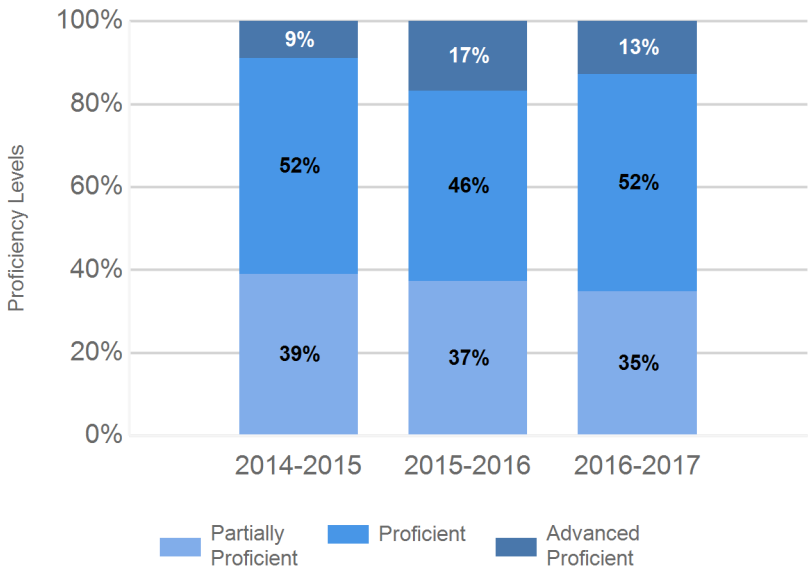
Biology Assessment - Performance

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	16%	42%	42%
Schoolwide	13%	52%	35%
White	*	53%	33%
Hispanic	N	50%	50%
Black or African American	N	N	N
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	N	*	*
Economically Disadvantaged Students	13%	63%	25%
Students with Disabilities	9%	36%	55%
English Learners	N	*	*

Biology Assessment - Proficiency Trends

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





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

PSAT/SAT/ACT - Participation

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

Test	% of Students in School	% of Students in State
Percentage of students taking the PSAT	98.2%	89.4%
Percentage of students taking the SAT	100.0%	70.0%
Percentage of students taking the ACT	53.6%	28.3%

PSAT/SAT/ACT - Performance

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

Test	School Average Score	State Average Score	College Readiness Benchmarks	School - % of Students scoring at or above Benchmark	State - % of Students scoring at or above Benchmark
PSAT - Reading and Writing	502	481	Varies By Grade	83%	67%
PSAT - Math	486	483	Varies By Grade	49%	49%
SAT - Reading and Writing	560	551	480	86%	77%
SAT - Math	563	552	530	66%	58%
ACT - Reading	24	24	22	67%	65%
ACT - English	23	24	18	85%	79%
ACT - Math	22	24	22	54%	65%
ACT - Science	22	23	23	44%	54%





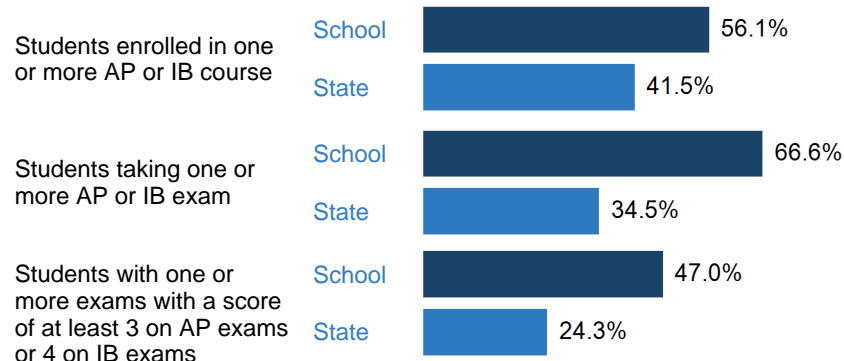
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate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

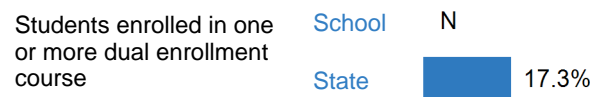
### AP/IB Coursework – Participation and Performance

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



### Dual Enrollment Coursework - Participation

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



### AP/ IB Courses Offered

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

AP/IB Course	Students Enrolled	Students Tested
AP Biology	31	30
AP Calculus AB	17	17
AP Chemistry	12	12
AP English Language and Composition	35	35
AP English Literature and Composition	39	39
AP Environmental Science	39	40
AP Physics 1	0	17
AP Physics 2	9	9
AP Physics B	18	0
AP Psychology	32	32
AP U.S. History	6	6
AP World History	9	7
IB Art/Design	15	6
IB Classical Languages—Latin	0	2
IB Dance	0	3
IB Environmental Science	10	10
IB Film	0	7
IB History	120	49
IB Language A (English)	27	8
IB Language B—Spanish	21	6



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AP/IB Course	Students Enrolled	Students Tested
IB Mathematical Studies	13	4
IB Mathematics	1	0
IB Music	8	1
IB Theory of Knowledge	9	4
Total Exams Taken		344
Exams with scores of at least 3 on AP exams or 4 on IB exams		220



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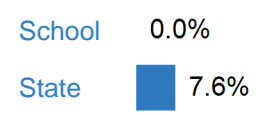
This section contains information about participation in approved **Career and Technical Education (CTE)** programs and **Structured Learning Experiences**. For more information about CTE in New Jersey, please visit <http://www.nj.gov/education/cte/>.

Career and Technical Education Participation

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

CTE Participants

(completed only one course in an approved CTE program)



CTE Concentrators

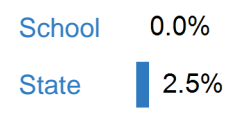
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

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

Structured Learning Experiences



Industry-Valued Credentials Earned

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

Career Cluster	Students with at least one credential earned	Industry credentials earned
Human Services	*	*
Total non-duplicated number of students**	*	
Total number of credentials earned in all clusters		*

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



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

### Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	64	0	89	0	0	0	0
10	3	121	6	0	0	0	41
11	3	1	15	32	2	0	83
12	2	1	18	0	54	49	19
Schoolwide	72	123	128	32	56	49	143
Enrolled in AP/IB Course					17	0	14

### Science - Course Participation

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

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	151	0	0	1	0	0
10	7	87	0	0	0	77
11	22	21	0	42	52	16
12	10	16	0	55	14	54
Schoolwide	190	124	0	98	66	147
Enrolled in AP/IB Course	31	12		49	27	0



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

### Social Studies and History - Course Participation

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

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	154	0	0	1	0	0
10	4	164	0	21	3	12
11	70	73	0	37	10	12
12	59	91	0	42	9	18
Schoolwide	287	328	0	101	22	42
Enrolled in AP/IB Course	127	6	0	32	0	9

### World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	49	26	46	21	0	0	0
10	59	36	45	22	0	0	0
11	23	28	48	25	0	0	0
12	18	18	41	27	0	0	0
Schoolwide	149	108	180	95	0	0	0
Enrolled in AP/IB Course	21	0	0	0	0	0	0
Enrolled in Level 3 or Higher	43	0	39	41	0	0	0
Earned Seal of Biliteracy	N	N	N	N	N	N	N



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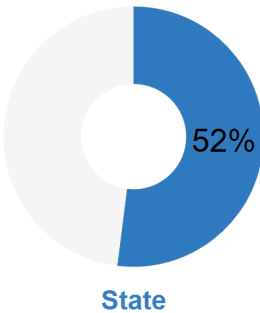
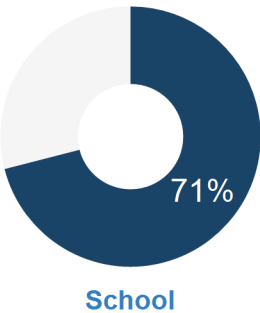
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Visual and Performing Arts – Course Participation

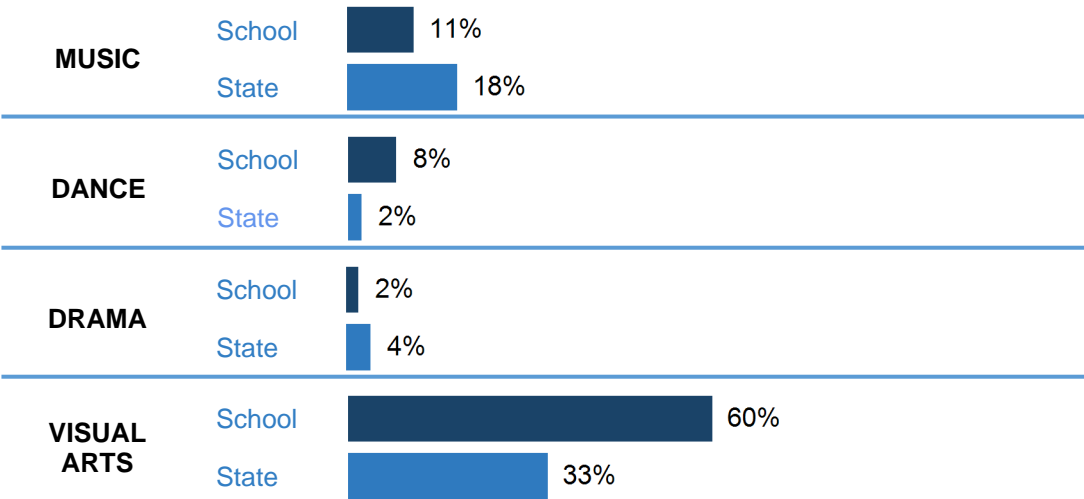
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

Grades 9-12:

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



Students enrolled in one or more classes by discipline:





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

Graduation Rates

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

Student Group	School - Class of 2017: 4 Year Rate	State - Class of 2017: 4 Year Rate	School - Class of 2016: 5 Year Rate	State - Class of 2016: 5 Year Rate	Class of 2016: 4 Year Rate	Class of 2016: 4 Year Target	Met Target?	Class of 2015: 5 Year Rate	Class of 2015: 5 Year Target	Met Target?
Schoolwide	93.9%	90.5%	97.0%	91.8%	96.4%	N	Met Goal	97.5%	N	Met Goal
White	95.4%	94.5%	98.0%	95.1%	97.4%	N	Met Goal	97.3%	N	Met Goal
Hispanic	*	84.3%	*	86.3%	*	**	**	*	**	**
Black or African American	*	83.4%	*	85.3%	*	**	**	*	**	**
Asian, Native Hawaiian or Pacific Islander	*	96.6%	*	97.5%	*	**	**	N	N	N
American Indian or Alaska Native	N	92.3%	N	86.6%	N	N	N	N	N	N
Two or More Races	*	91.9%	*	93.7%	*	**	**	*	**	**
Economically Disadvantaged Students	*	83.9%	*	85.6%	*	**	**	*	**	**
Students with Disabilities	90.6%	78.8%	84.0%	82.1%	80.0%	85.5%	Not Met	89.5%	**	**
English Learners	*	76.1%	N	79.7%	N	**	**	N	N	N
Homeless Students	*	73.2%	N	74.4%	N	N	N	N		

Graduation Rate Trends

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

Class of	4-Year Rate	5-Year Rate
2017	93.9%	-
2016	96.4%	97.0%
2015	98.1%	97.5%

Dropout Rate Trends

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

School Year	School Rate	State Rate
2016-2017	0%	1.1%
2015-2016	0%	1.1%
2014-2015	0.2%	1.1%

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



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

**Postsecondary Enrollment Rates: Fall**

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	71.1%	29.5%	70.5%
Schoolwide	82.1%	20.9%	79.1%
White	81.1%	19.6%	80.4%
Hispanic	*	*	*
Black or African American	*	0%	*
Asian, Native Hawaiian, or Pacific Islander	*	0%	*
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	*	*	*
Students with Disabilities	48.2%	30.8%	69.2%
English Learners	N	N	N

**Postsecondary Enrollment Rates: 16 month**

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	76.1%	33.6%	66.5%	73.6%	26.4%	65.5%	34.6%
Schoolwide	85%	31.2%	68.8%	61.6%	38.4%	56%	44%
White	83.9%	30.4%	69.6%	61.7%	38.3%	55.7%	44.4%
Hispanic	*	*	*	*	*	*	*
Black or African American	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	*	*	*
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	*	*	*	*	*	*	*
Students with Disabilities	73.7%	57.1%	42.9%	64.3%	35.7%	78.6%	21.4%
English Learners	N	N	N	N	N	N	N





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

Chronic Absenteeism

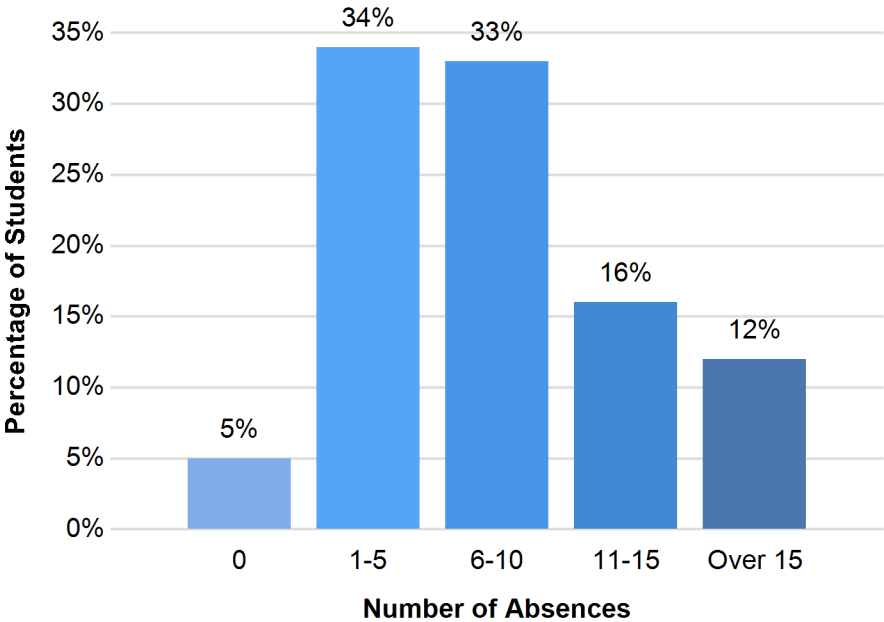
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	8.70	14.30	Met Target
White	8.40	14.30	Met Target
Hispanic	15.60	14.30	Not Met
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	24.10	14.30	Not Met
Students with Disabilities	13.90	14.30	Met Target
English Learners	N	**	**

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

Days Absent

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



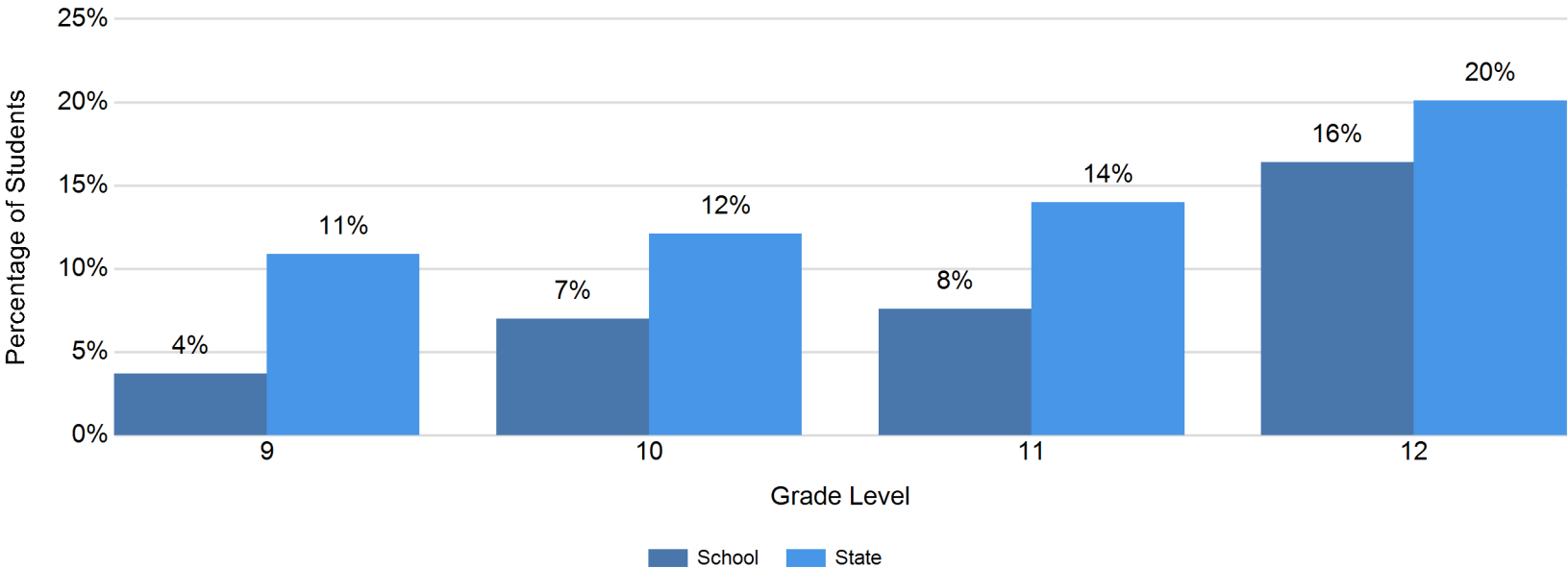


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Chronic Absenteeism by Grade

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





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School Day

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

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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	2
Vandalism	0
Weapons	0
Substances	6
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	9
Incidents Per 100 Students Enrolled	1.47

Student Suspension Rate

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

Suspension Types	% of Students
In-School Suspensions	2.6%
Out-of-School Suspensions	2.0%
Any Suspension	4.6%

Student Expulsions

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

Category	Number of Students
Expulsions	0



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Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	N	819.0 kbps	100 kbps	Yes	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$453	\$19,619	\$20,072



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

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

**Teachers:** All classroom teachers

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

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	56	120,724
Average years experience in public schools	12.8	11.8
Average years experience in district	11.3	10.5
Teachers in district for 4 or more years	89%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	7	9,506
Average years experience in public schools	10.9	15.9
Average years experience in district	4.0	11.6
Administrators in district for 4 or more years	43%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	11:1	11:1
Administrators	87:1	87:1
Librarian/Media Specialists		611:1
Nurses		611:1
Counselors		204:1
Child Study Team		305:1



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Teachers and Administrators - Level of Education

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

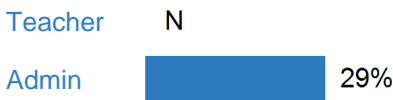
Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	91%	89%
2015-16 Administrators: Same district 2016-17	71%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	95%



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Accountability Indicator Scores and Summative Rating

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	87.5	17.5%
Mathematics Proficiency	36.9	17.5%
Graduation - 4-Year	61.4	25.0%
Graduation - 5-Year	70.6	25.0%
Chronic Absenteeism	58.2	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		63.5
Summative Rating: Percentile rank of Summative Score		66.8
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No
Requires Comprehensive Support: 4-year Graduation Rate less than or equal to 67%		No

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

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



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Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	Graduation Rate - 4-Year	Graduation Rate - 5-Year	At Risk for Consistently Underperforming Student Group
Schoolwide	63.5	6.2	No	Met Target	Met Target	Met Target	Met Goal	Met Goal	No
White	61.4	6.2	No	Met Target	Met Target	Met Target	Met Goal	Met Goal	No
Hispanic	**	**	No	N	N	Not Met	**	**	No
Black or African American	**	**	No	**	**	**	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	N	No
American Indian or Alaska Native	**	**	No	**	**	**	N	N	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	**	**	No	N	N	Not Met	**	**	No
Students with Disabilities	65.0	6.2	No	Met Target	Met Target†	Met Target	Not Met	**	No
English Learners	**	**	No	**	**	**	**	N	No

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

† Target was met within a confidence interval.





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### School General Info

<b>Principal:</b>	Mr. DalliCardillo	<b>Email Address:</b>	<a href="mailto:vdallicardillo@shoreregional.org">vdallicardillo@shoreregional.org</a>
<b>Address:</b>	132 MONMOUTH PARK HIGHWAY 36 WEST LONG BRANCH, NJ 07764-1396	<b>Website:</b>	<a href="http://www.shoreregional.org">www.shoreregional.org</a>
<b>Phone:</b>	(732)222-9300	<b>Facebook:</b>	<a href="https://www.facebook.com/ShoreRegionalHighSchool">https://www.facebook.com/ShoreRegionalHighSchool</a>
		<b>Twitter:</b>	<a href="https://twitter.com/ShoreRegional">https://twitter.com/ShoreRegional</a>

### 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.

 <b>Highlights:</b>	<ul style="list-style-type: none"> <li>• Ranked among the Nation's top high schools.</li> <li>• Offers over 25 IB and Advanced Placement courses through block scheduling.</li> <li>• Technology is a part of each school day, with all students utilizing 1:1 personal Chromebooks.</li> </ul>
 <b>Mission, Vision, Theme:</b>	Working in collaboration with all stakeholders, we pursue a shared vision of a high quality regional high school that puts students first. Shore Regional High School's mission is to produce altruistic graduates who are lifelong learners, equipped with unlimited capacity to compete in a superior manner.
 <b>Awards, Recognition, Accomplishments:</b>	Shore Regional High School is ranked among the nation's top high schools. 98% of Shore students attend post-secondary education with over \$6,000,000 in scholarships offered to 2017 graduates. Our AP Program was awarded national recognition for increased enrollment and passing scores. Shore Regional is one of only 14 public schools in New Jersey with an IB Diploma Program.







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 <b>Courses, Curriculum, Instruction:</b>	<p>Shore Regional is proud to offer numerous honors, AP, IB, and embedded dual-credit college courses on campus through Monmouth University and Brookdale Community College. Shore Regional participates in an I-20 and International Exchange Program, affording students to attend Shore Regional High School on a tuition basis. As a result of our A/B block schedule, Shore Regional provides students the opportunity to pursue interests in the fine, practical, and performing arts.</p>
 <b>Sports and Athletics:</b>	<p>Sports Offered: Baseball (Boys), Basketball (Boys &amp; Girls), Bowling (Boys &amp; Girls), Cross-Country (Boys &amp; Girls), Fencing (Co-ed), Field Hockey (Girls), Football (Boys), Golf (Co-ed), Gymnastics (Girls), Ice Hockey (Boys), Lacrosse (Boys &amp; Girls), Soccer (Boys &amp; Girls), Softball (Girls), Swimming (Boys &amp; Girls), Tennis (Boys &amp; Girls), Track and Field - Spring (Boys &amp; Girls), Track and Field - Winter (Boys &amp; Girls), Wrestling (Boys)</p> <p>Shore Regional is committed to providing opportunities for student-athletes to develop educationally beyond the classroom. Shore Athletics aims to promote character building and qualities among its student-athletes such as; loyalty, unselfishness, responsibility, cooperation, citizenship, leadership, and sportsmanship. Shore Regional has been awarded the ShopRite Cup, which is earned for athletic excellence, for 3 consecutive years, 14-15, 15-16, and 16-17.</p>
 <b>Clubs and Activities:</b>	<p>Shore Regional takes a great amount of pride in offering the student population a wide range of activities, clubs, competitions, and events to participate in. Over 80% of our students participate in school sponsored organizations including over 57 co-curricular clubs. Noteworthy are our service clubs who continue to give back to our community and our theatrical troupe, Shore Players, for their numerous Count Basie Award nominations.</p>
 <b>Before and After School Programs:</b>	<p>Shore Regional certificated faculty, in areas of Math and ELA, teach Title I BSI Programs for qualified grade 9-12 students, running until 3:00 p.m. daily. A credit restoration program, run by a certificated faculty member, is offered in the spring (12th grade) and summer months (9th-11th grade). During the summer months, various AP, IB, and Math Summer Institute Courses are offered for students, also run by a certificated faculty member.</p>








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 <b>Staff and Professional Learning:</b>	<p>Teachers and administrators have been provided state-mandated professional development and ongoing support in transitioning to the Danielson staff evaluation model. Horizontal and vertical articulation sessions have occurred for each content area. The delivery model has incorporated peer observation, digital resources, in-district and out-of-district facilitators, and regional consortia. Lastly, differentiation and instructional technologies have been the two topics recently emphasized.</p>
 <b>Postsecondary Information:</b>	<p>94% of students from Shore Regional apply to various colleges and universities across the country. Shore Regional offers individual counseling to students and offers several programs to address the needs of students regarding college and the financial aid process. During the year, students receive individual and group counseling regarding college, test prep for SAT's, and PSAT's. Students utilize the Naviance program, as well as many other online resources to assist in the college process.</p>
 <b>Student Supports and Services:</b>	<p>Shore Regional's Child Study Team includes a School Psychologist, LDTC, and Social Worker. Per the IEP, Occupational and Physical Therapists also evaluate students and provide services. In class support, basic skills, resource classes, ESL, and specialized classes are available. We offer an Academic Study Period where students can seek extra help from teachers. NHS peer tutoring is also offered. Shore Regional has an I&amp;RS team to help students who are experiencing difficulties.</p>
 <b>Student Health and Wellness:</b>	<p>Health curriculum, for grades 9, 11, 12, includes physical, mental, and nutritional health. Physical Education classes are primarily sport based. In addition, Shore Regional offers an Advanced PE Concepts of Fitness, Strength, and Conditioning course, as well as Foods for Today's Lifestyle which focuses on planning meals by healthy guidelines. Student organizations that promote health and wellness include Red Cross Club, Student Athletic Trainers, X-Factor Fitness, Medical Careers Club, etc.</p>
 <b>Parent and Community Involvement:</b>	<p>Various programs exist for parents and community to get involved at Shore Regional. Parent groups and events include Principal Parent Forums, SEPAG, Community Alliance Group, Back to School Night, 8th Grade Open House, charity drives, etc., allowing for community involvement. Parent and student portals are utilized for progress report/grading information, attendance reports, and special bulletins/announcements. Shore Regional has over seven partnerships with community and local organizations.</p>



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<div>A blue icon of a school building with a flag on top.</div> <div>Facilities:</div>	<p>The beautiful ten-acre campus is situated on the banks of Franklin Lake in the borough of West Long Branch. Our fully air conditioned facilities allow for comfort and optimal instruction. Recent improvements to our campus include a renovated Foods Room, Science Lab, and Media Center. Shore Regional made improvements to our athletic program by installing a turf field and new bleacher seating.</p>
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Other Information:

Shore Regional High School, located in West Long Branch, New Jersey, is a comprehensive secondary school that proudly serves the communities of Monmouth Beach, Oceanport, Sea Bright, and West Long Branch. As of the 2016-2017 school year, 629 students attended Shore Regional High School. Recognized as one of America's Top High Schools, Shore Regional's exceptional faculty members consistently nurture, engage, and challenge students throughout an educational program resplendent with academic rigor. Encompassed in the Program of Studies is deep student engagement with the New Jersey Student Learning Standards. Shore Regional encourages students to extend learning beyond state mandates. One of the greatest indicators of Shore Regional's commitment to academic excellence is the designation it received as an International Baccalaureate World School. Shore Regional was the first comprehensive high school in Monmouth County to offer this prestigious program. Shore Regional's IB Diploma Programme enables students to delve into a full liberal arts curriculum that stresses the importance of international-mindedness in a global society. Through a rigorous assessment process, the program serves as an alternative to our already established and thriving Advanced Placement curriculum. At the core of our district's philosophy is the concept that students come first and foremost. We strive to put "students first". Students should be the primary recipients of our resources. As such, our belief is that our Program of Studies, along with special services, vocational, community, and college partnerships, assist each student in becoming a productive citizen. Our end goal is to produce altruistic graduates with unlimited capacity to compete in a superior manner in any challenge they undertake in any walk of life.