



Colts Neck High School
 (25-1650-010)
 Grades Offered: 09-12
 2018-2019

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

Notes from the New Jersey Department of Education:



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School Contact Information

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

Type	Contact Information
County	Monmouth
District	Freehold Regional High School District
Principal Name	Dr. Brian Donahue
Address	59 FIVE POINTS ROAD COLTS NECK, NJ 07722-1710
Phone Number	732-761-0190
Email Address	bdonahue@frhsd.com
Website	https://www.frhsd.com/Domain/8
Facebook	https://www.facebook.com/FreeholdRegional/
Twitter	https://twitter.com/CNHSPrincipal?ref_src=twsrc%5Etfw&ref_url=https%3A%2F%2Fwww.frhsd.com%2FDomain%2F8



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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
9	332	313	338
10	360	342	322
11	366	358	338
12	387	380	366
Total	1,445	1,393	1,364

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	45.7%	46.8%	48.1%
Male	54.3%	53.2%	51.9%
Economically Disadvantaged Students	9.3%	9.4%	8.6%
Students with Disabilities	13.8%	13.4%	14.6%
English Learners	5.1%	6.6%	7.8%
Homeless Students	0.2%	0.1%	0.3%
Students in Foster Care	0.0%	0.0%	0.0%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	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	2016-17	2017-18	2018-19
White	78.8%	76.5%	76.1%
Hispanic	9.6%	10.3%	11.7%
Black or African American	2.6%	2.0%	1.5%
Asian	8.3%	10.3%	9.6%
Native Hawaiian or Pacific Islander	0.4%	0.4%	0.4%
American Indian or Alaska Native	0.1%	0.1%	0.1%
Two or More Races	0.2%	0.4%	0.7%

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	2016-17	2017-18	2018-19
Full Time Students	1,417	1,374	1,358
Shared Time Students	54	36	11
Full Time Equivalent	1,444	1,392	1,364

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	87.7%
Spanish	7.4%
Russian	1.0%
Other Languages	4.0%



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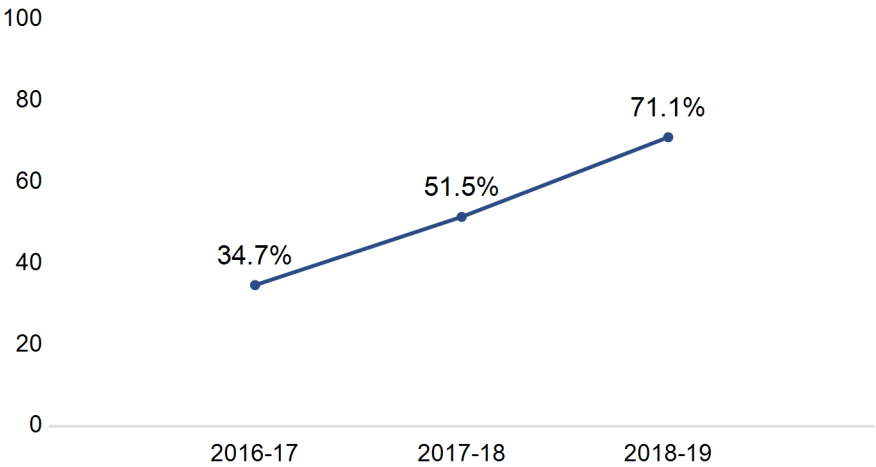
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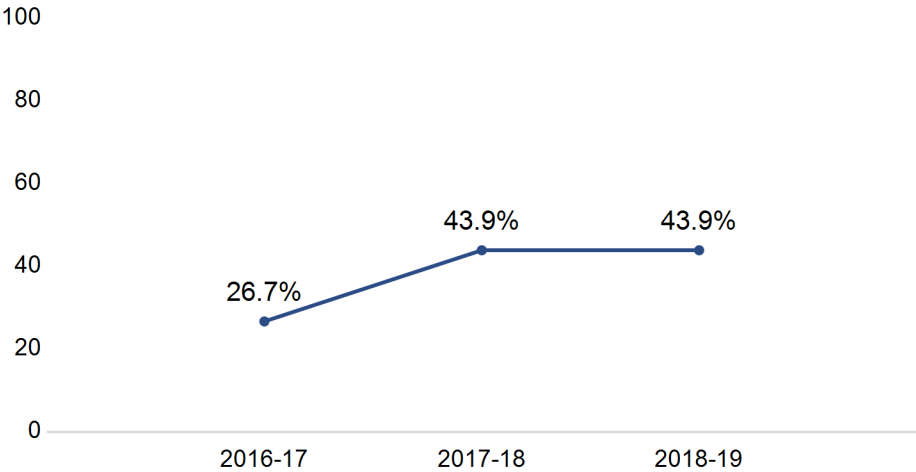
English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	64.2%	99.1%	99.5%	65.5%	99.1%	99.4%
Proficiency Rate for Federal Accountability	34.7%	51.5%	71.1%	26.7%	43.9%	43.9%
Annual Target	18.4%	21.7%	24.9%	10.3%	13.9%	17.6%
Met Annual Target?	Met Target	Met Target	Met Target	Met Target	Met Target	Met Target
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	620	99.5	71.1	62.2	57.9	71.1	24.9	Met Target
White	492	99.6	73.8	62.5	66.9	73.8	25.2	Met Target
Hispanic	50	98.0	36.0	46.8	43.9	36.0	23.2	Met Target
Black or African American	*	*	*	49.5	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	63	100.0	77.8	84.3	82.9	77.8	19.9	Met Target
American Indian or Alaska Native	*	*	*	*	56.0	*	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	320	99.1	78.8	70.2	64.8	78.8		
Male	300	100.0	63.0	54.2	51.3	63.0		
Economically Disadvantaged Students	31	97.0	38.7	41.5	40.0	38.7	36.6	Met Target
Non-Economically Disadvantaged Students	589	99.7	72.8	64.4	67.9	72.8		
Students with Disabilities	84	98.8	36.9	21.1	22.7	36.9	46.6	Not Met
Students without Disabilities	536	99.6	76.5	70.2	65.1	76.5		
English Learners	34	97.1	*	*	29.3	*	10.2	Not Met
Non-English Learners	586	99.7	*	*	60.6	*		
Homeless Students	*	*	*	14.3	29.1	*		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	*	30.4	N		

† Target was met within a confidence interval.

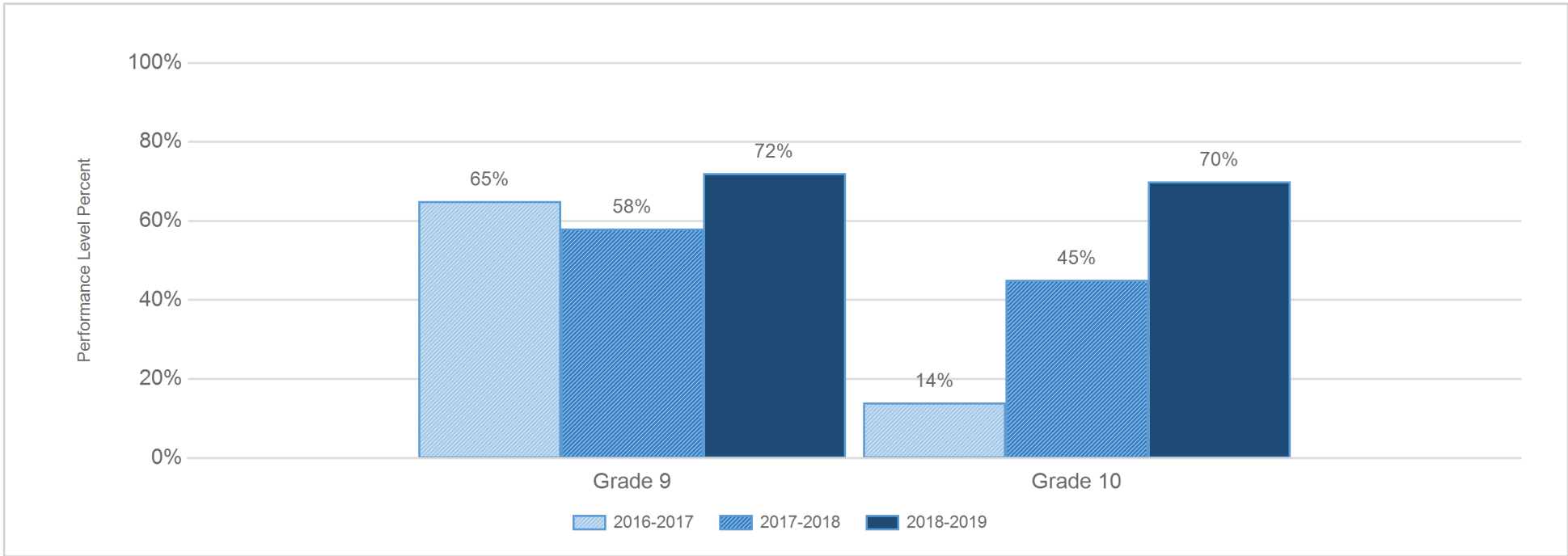


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English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





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English Language Arts Assessment - Performance by Grade: Grade 9

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	311	766	758	753	5%	8%	15%	49%	23%	72%	56%
White	252	770	757	762	*	*	15%	52%	24%	77%	65%
Hispanic	25	719	744	737	40%	*	*	*	*	32%	40%
Black or African American	*	*	750	732	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	26	774	*	783	0%	*	*	*	*	77%	84%
American Indian or Alaska Native	N	N	N	754	N	N	N	N	N	N	57%
Two or More Races	*	*	760	761	*	*	*	*	*	*	63%
Female	167	769	764	760	*	*	15%	50%	26%	77%	63%
Male	144	762	752	746	*	*	16%	48%	19%	67%	49%
Economically Disadvantaged Students	17	726	738	734	*	*	*	*	*	41%	36%
Non-Economically Disadvantaged Students	294	768	760	762	*	*	*	*	*	74%	65%
Students with Disabilities	37	742	719	717	*	*	32%	*	*	41%	17%
Students without Disabilities	274	769	765	760	*	*	13%	*	*	77%	63%
English Learners	17	692	690	693	*	*	*	*	*	*	*
Non-English Learners	294	770	758	755	*	*	*	*	*	*	*
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	N	N	*	721	N	N	N	N	N	N	22%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	56%
Migrant Students	N	N	N	715	N	N	N	N	N	N	23%



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English Language Arts Assessment - Performance by Grade: Grade 10

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	308	772	763	757	6%	8%	16%	35%	35%	70%	58%
White	239	773	763	767	*	*	17%	37%	33%	71%	67%
Hispanic	25	733	744	738	*	*	*	*	*	40%	43%
Black or African American	*	*	742	733	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	37	791	789	792	*	*	*	*	*	78%	84%
American Indian or Alaska Native	*	*	*	754	*	*	*	*	*	*	56%
Two or More Races	*	*	*	766	*	*	*	*	*	*	65%
Female	152	782	770	766	*	*	9%	39%	41%	81%	66%
Male	156	763	755	749	*	*	24%	31%	28%	59%	51%
Economically Disadvantaged Students	15	736	739	735	*	*	*	*	*	33%	40%
Non-Economically Disadvantaged Students	293	774	765	767	*	*	*	*	*	72%	67%
Students with Disabilities	42	738	720	711	*	29%	24%	*	*	36%	19%
Students without Disabilities	266	778	770	765	*	5%	15%	*	*	75%	65%
English Learners	13	689	699	687	*	*	*	*	*	*	*
Non-English Learners	295	776	763	760	*	*	*	*	*	*	*
Homeless Students	N	N	*	723	N	N	N	N	N	N	32%
Students in Foster Care	N	N	*	710	N	N	N	N	N	N	22%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	*	710	N	N	N	N	N	N	10%



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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	604	99.4	43.9	37.7	44.5	43.9	17.6	Met Target
White	475	99.6	44.8	37.7	54.1	44.8	18.1	Met Target
Hispanic	57	96.8	22.8	22.1	28.8	22.8	25.4	Met Target†
Black or African American	*	*	*	22.2	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	57	100.0	56.1	65.6	76.5	56.1	41.3	Met Target
American Indian or Alaska Native	*	*	*	*	42.7	*	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	311	98.7	43.4	37.4	44.9	43.4		
Male	293	100.0	44.4	38.0	44.2	44.4		
Economically Disadvantaged Students	36	97.4	19.4	18.3	26.3	19.4	18.4	Met Target
Non-Economically Disadvantaged Students	568	99.5	45.4	39.8	54.9	45.4		
Students with Disabilities	82	97.6	17.1	*	17.4	17.1	27.6	Not Met
Students without Disabilities	522	99.6	48.1	*	50.0	48.1		
English Learners	42	97.9	*	10.6	25.0	*	16.8	Not Met
Non-English Learners	562	99.5	*	37.9	46.5	*		
Homeless Students	*	*	*	14.3	17.1	*		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	*	23.3	N		

† Target was met within a confidence interval.

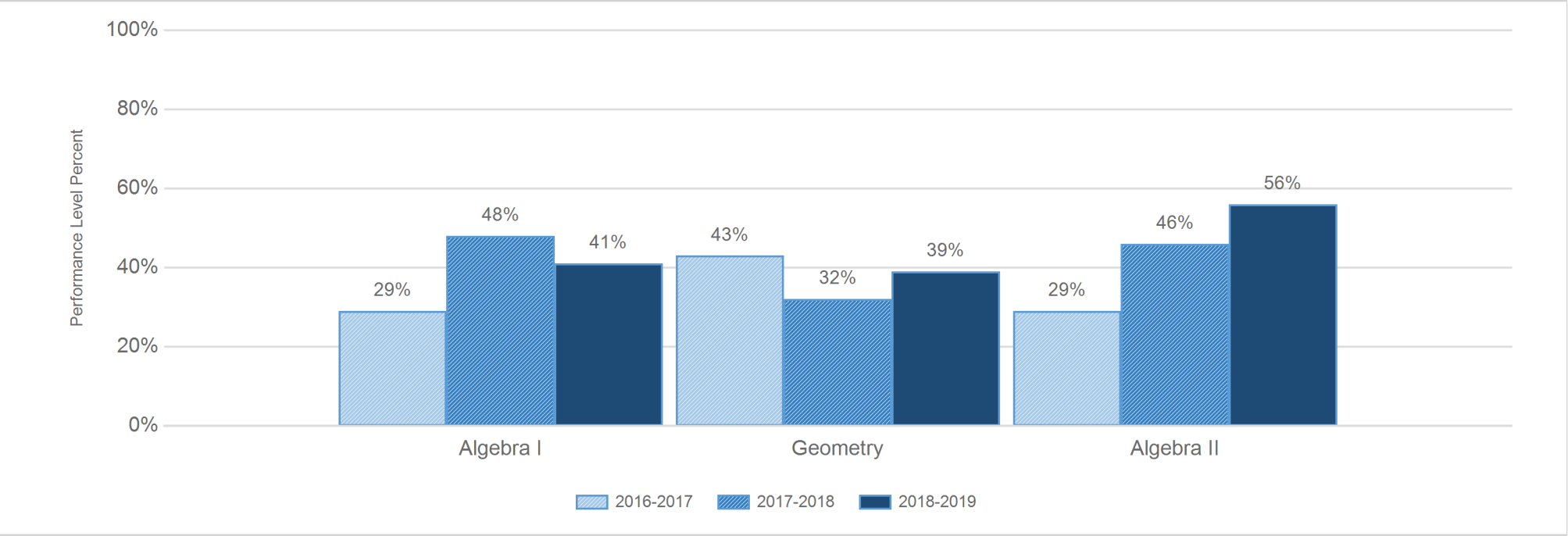


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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



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Mathematics Assessment - Performance by Test: Algebra I

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

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	199	742	738	744	9%	24%	27%	*	*	41%	42%
White	144	745	739	752	*	22%	31%	*	*	44%	53%
Hispanic	35	716	728	728	37%	34%	*	*	*	17%	24%
Black or African American	*	*	729	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	15	764	759	775	0%	*	*	*	*	60%	76%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	*	*	740	752	*	*	*	*	*	*	51%
Female	110	742	738	745	*	25%	25%	*	*	41%	44%
Male	89	741	737	743	*	21%	29%	*	*	40%	41%
Economically Disadvantaged Students	24	723	726	727	*	*	*	*	*	21%	23%
Non-Economically Disadvantaged Students	175	744	740	752	*	*	*	*	*	43%	52%
Students with Disabilities	36	729	718	717	*	39%	28%	*	*	22%	12%
Students without Disabilities	163	744	744	748	*	20%	27%	*	*	45%	47%
English Learners	30	710	715	710	*	33%	*	*	*	10%	*
Non-English Learners	169	747	738	745	*	22%	*	*	*	46%	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	14%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%



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Mathematics Assessment - Performance by Test: Geometry

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

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	256	740	737	737	5%	14%	42%	*	*	39%	35%
White	200	741	737	743	*	*	40%	41%	0%	41%	43%
Hispanic	21	726	732	724	*	*	*	*	*	24%	17%
Black or African American	*	*	727	720	*	*	*	*	*	*	14%
Asian, Native Hawaiian, or Pacific Islander	27	740	752	762	*	0%	56%	*	*	37%	70%
American Indian or Alaska Native	*	*	*	736	*	*	*	*	*	*	37%
Two or More Races	*	*	*	745	*	*	*	*	*	*	46%
Female	130	741	738	738	*	*	46%	*	*	37%	36%
Male	126	739	736	736	*	*	37%	*	*	40%	34%
Economically Disadvantaged Students	11	717	727	722	*	*	*	*	*	*	16%
Non-Economically Disadvantaged Students	245	741	738	743	*	*	*	*	*	*	43%
Students with Disabilities	36	720	717	712	*	31%	42%	*	*	11%	*
Students without Disabilities	220	743	741	741	*	12%	42%	*	*	43%	*
English Learners	13	701	*	708	*	*	*	*	*	*	*
Non-English Learners	243	742	*	738	*	*	*	*	*	*	*
Homeless Students	N	N	*	717	N	N	N	N	N	N	*
Students in Foster Care	N	N	*	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	739	N	N	N	N	N	N	35%
Migrant Students	N	N	*	711	N	N	N	N	N	N	19%



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Report Key:

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Mathematics Assessment - Performance by Test: Algebra II

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

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	153	751	756	755	7%	8%	29%	*	*	56%	58%
White	130	750	754	758	*	9%	33%	*	*	52%	62%
Hispanic	*	*	742	731	*	*	*	*	*	*	34%
Black or African American	*	*	735	725	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	15	761	770	777	*	0%	0%	*	*	87%	80%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	55%
Two or More Races	*	*	763	761	*	*	*	*	*	*	65%
Female	71	750	752	752	*	*	24%	*	*	59%	55%
Male	82	751	761	758	*	*	33%	*	*	52%	62%
Economically Disadvantaged Students	*	*	743	729	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	757	761	*	*	*	*	*	*	65%
Students with Disabilities	*	*	727	715	*	*	*	*	*	*	25%
Students without Disabilities	*	*	757	756	*	*	*	*	*	*	60%
English Learners	N	N	N	696	N	N	N	N	N	N	11%
Non-English Learners	153	751	756	755	7%	8%	29%	*	*	56%	59%
Homeless Students	N	N	*	717	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	715	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	39%
Migrant Students	N	N	N	*	N	N	N	N	N	N	*



Colts Neck High School
(25-1650-010)
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2018-2019

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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) 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. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	32.0%	40.9%	Met Target†

† 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	74	*	*
3-4	26	*	*
5 or more	N	N	N



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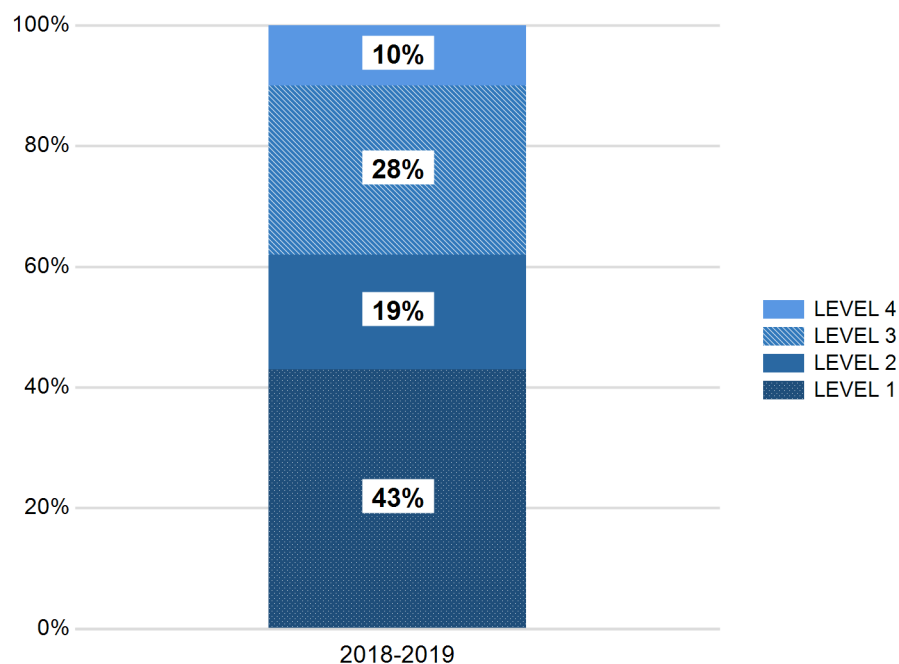
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the [assessment reports page](#) for DLM results.

NJSLA Science Assessment: Grade 11 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 11

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	43	19	28	10
White	38	20	31	11
Hispanic	77	15	6	2
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	36	23	32	9
Male	48	16	24	11
Economically Disadvantaged Students	78	14	3	6
Non-Economically Disadvantaged Students	38	20	31	11
Students with Disabilities	70	11	15	4
Students without Disabilities	38	21	30	11
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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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 2018-19. 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 2018-19	94.6%	84.5%
12th graders taking SAT in 2018-19 or prior years	78.4%	72.1%
12th graders taking ACT in 2018-19 or prior years	23.8%	19.6%

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	507	476	Grade 10: 430 Grade 11: 460	75%	61%
PSAT 10/NMSQT - Math	502	477	Grade 10: 480 Grade 11: 510	57%	43%
SAT - Reading and Writing	602	539	480	94%	70%
SAT - Math	602	541	530	78%	53%
ACT - Reading	24	25	22	70%	66%
ACT - English	25	24	18	84%	81%
ACT - Math	24	24	22	72%	65%
ACT - Science	24	24	23	66%	57%



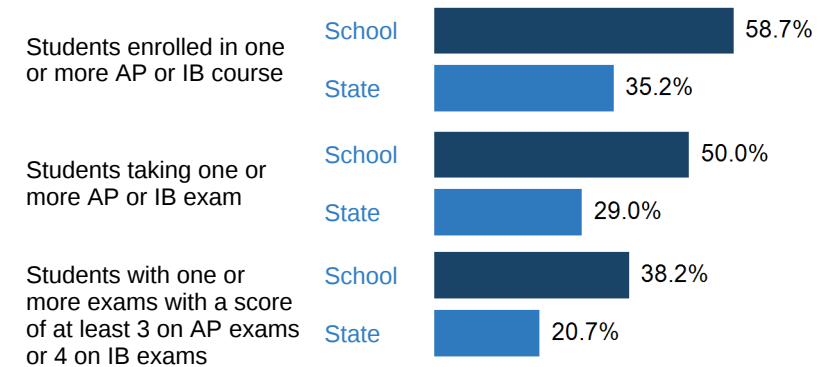
Colts Neck High School
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International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

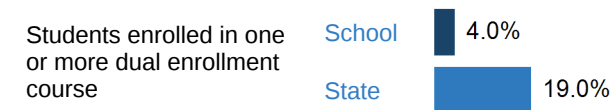
AP/IB Coursework – Participation and Performance

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



Dual Enrollment Coursework - Participation

This graph shows the percentage of 11th and 12th graders who were enrolled in at least one dual enrollment course during the school year. Dual enrollment courses allow high school students to enroll in college courses for credit prior to their high school graduation.



AP/ IB Courses Offered

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

AP/IB Course	Students Enrolled	Students Tested
AP Biology	32	28
AP Calculus AB	83	73
AP Calculus BC	14	16
AP Chemistry	32	26
AP Comparative Government and Politics	0	1
AP Computer Science A	37	27
AP English Language and Composition	136	135
AP English Literature and Composition	85	62
AP Environmental Science	20	19
AP French Language and Culture	3	0
AP Italian Language and Culture	8	6
AP Macroeconomics	27	20
AP Microeconomics	25	20
AP Physics 1	111	88
AP Physics 2	39	24
AP Psychology	83	69



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AP/IB Course	Students Enrolled	Students Tested
AP Spanish Language	26	18
AP Statistics	51	44
AP Studio Art—Drawing Portfolio	1	0
AP Studio Art—Two-Demensional	0	1
AP U.S. Government and Politics	90	75
AP U.S. History	129	123
Total Exams taken		875
Exams with scores of at least 3 on AP exams or 4 on IB exams		597



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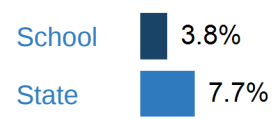
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This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education 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 in grades 9 through 12 who were enrolled in courses in approved Career and Technical Education (CTE) programs. Students enrolled in shared-time Career and Technical Education programs in a county vocational school district are included in the percentages for both the county vocational school and their sending school.

CTE Participants
(completed only one course in an approved CTE program)



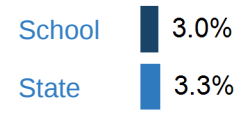
CTE Concentrators
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

The graph below shows the percentage of students in grades 9 through 12 who participated in Structured Learning Experiences during the school year. Structured Learning Experiences can include work-based learning programs, internships, apprenticeships, and service learning experiences and can be paid or unpaid.

Structured Learning Experiences





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Career and Technical Education Participation by Student Group

This table shows the percentage of students, both overall and by student group, in grades 9 through 12 who were enrolled in courses in approved Career and Technical Education (CTE) programs. CTE participants have completed only one course in an approved CTE program. CTE concentrators have completed two or more courses in a single approved CTE program and/or have completed the entire CTE program. Students enrolled in shared-time CTE programs in a county vocational school district are included in the percentages for both the county vocational school and their sending high school.

Student Group	School: % CTE Participants	School: % CTE Concentrators	State: % CTE Participants	State: % CTE Concentrators
Schoolwide	3.8%	*	7.7%	10.3%
White	4.6%	*	6.1%	9.6%
Hispanic	*	*	10.3%	11.3%
Black or African American	0.0%	0.0%	9.0%	11.2%
Asian, Native Hawaiian, or Pacific Islander	*	0.0%	5.8%	9.3%
American Indian or Alaska Native	*	*	10.3%	12.7%
Two or More Races	*	*	6.8%	12.1%
Female	3.4%	*	7.3%	10.6%
Male	4.2%	*	8.0%	10.1%
Economically Disadvantaged Students	*	*	10.4%	11.8%
Students with Disabilities	*	*	6.6%	9.2%
English Learners	0.0%	*	8.7%	3.2%
Homeless Students	*	*	8.1%	6.6%
Students In Foster Care	N	N	6.4%	5.0%
Military-Connected Students	N	N	9.7%	13.3%
Migrant Students	N	N	10.4%	*



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Industry-Valued Credentials

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

Students Earning Industry-Valued Credentials



Industry-Valued Credentials by Career Cluster

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

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total credentials earned
Architecture & Construction	*		
Government & Public Administration	52		
Health Science	*		
Human Services	*		
Total (All Clusters)	63	0	0



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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	166	147	13	0	0	0	37
10	4	135	142	29	0	5	12
11	5	10	138	123	21	11	41
12	1	3	10	80	116	118	73
Total	176	295	303	232	137	134	163
Enrolled in AP/IB Course					97	51	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0

Science - Course Participation

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

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	322	0	0	0	0	13
10	14	295	0	1	0	9
11	16	50	0	60	191	22
12	31	20	0	58	87	84
Total	383	365	0	119	278	128
Enrolled in AP/IB Course	32	32		20	150	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0



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Social Studies and History - Course Participation

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

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	282	2	0	0	0	49
10	2	316	1	1	0	37
11	1	332	7	20	5	57
12	1	20	45	150	55	155
Total	286	670	53	171	60	298
Enrolled in AP/IB Course	0	129	27	83		90
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	188	9	35	46	0	0	0
10	177	19	45	43	0	0	0
11	128	19	28	33	0	0	0
12	43	8	20	15	0	0	0
Total	536	55	128	137	0	0	0
Enrolled in AP/IB Course	26	3	8	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	164	30	38	29	0	0	0



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Computer Science and Information Technology – Course Participation

This table shows the number of students who were enrolled in Computer Science and Information Technology (IT) 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	Computer Programming	Computing Systems	Other Computer Science	Networking	Information Systems	Other IT
9	N	N	N	N	N	N
10	3	0	0	0	0	0
11	2	0	0	0	0	0
12	32	0	0	0	0	0
Total	37	0	0	0	0	0
Enrolled in AP/IB Course	37		0			0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0



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Seal of Biliteracy

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

Language	Students Earning a Seal of Biliteracy
Chinese	*
French	*
Italian	*
Japanese	*
Spanish	*
Total	*



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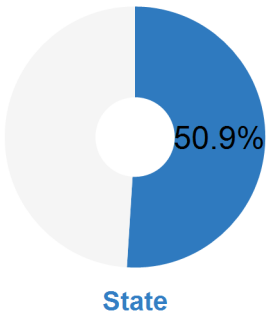
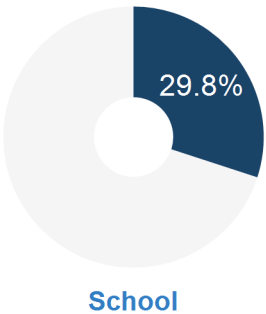
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Visual and Performing Arts – Course Participation

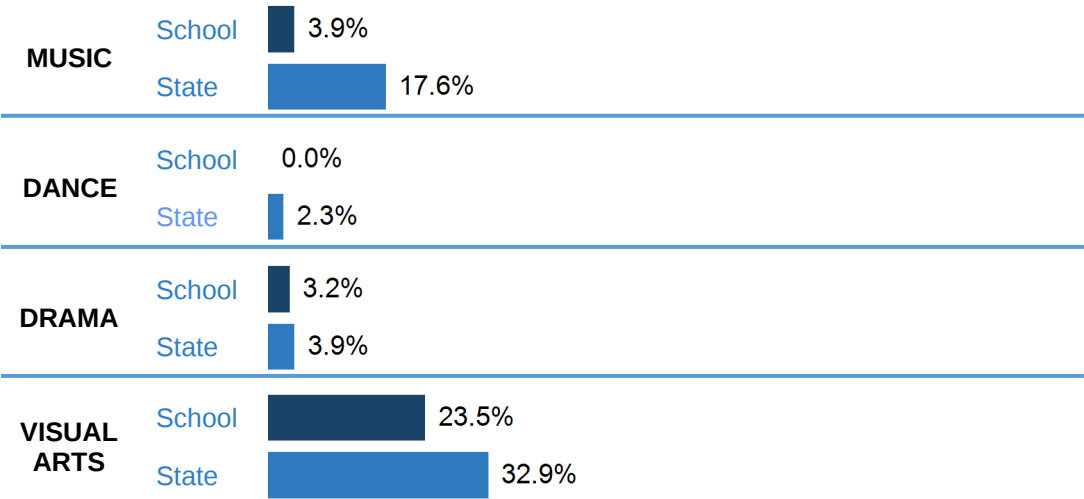
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 9-12:

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



Students enrolled in one or more classes by discipline:





Colts Neck High School

(25-1650-010)

Grades Offered: 09-12

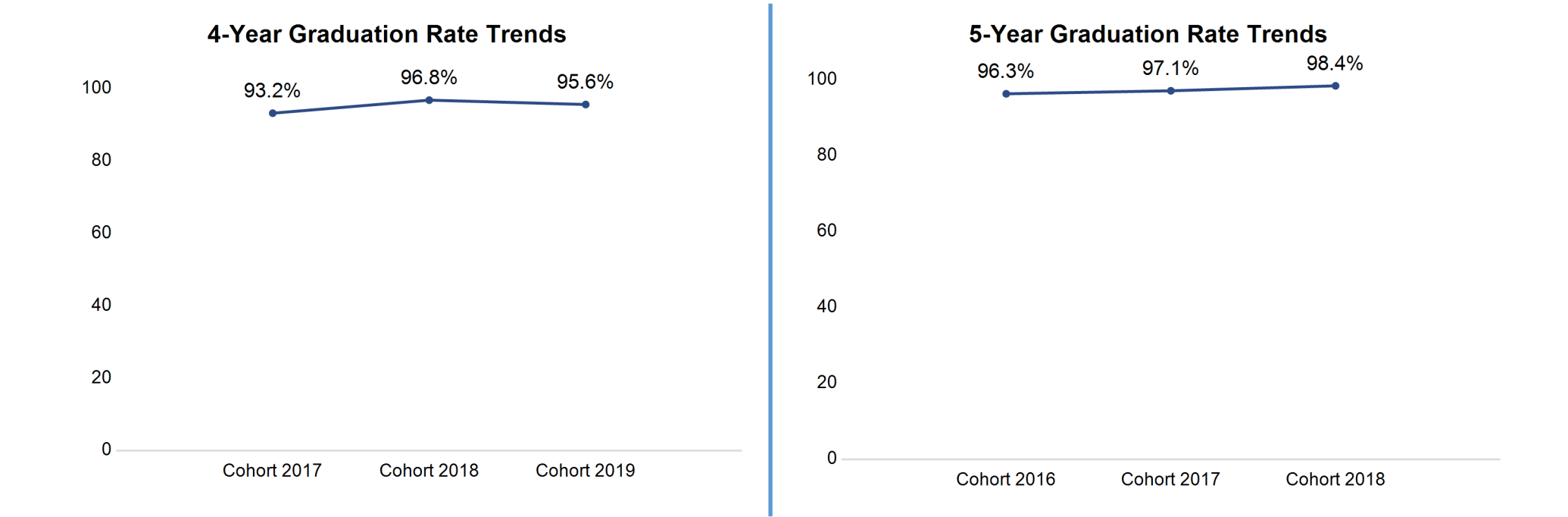
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Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the [NJDOE Graduation Rate page](#).

Graduation Rate Trends and Progress

These graphs show the 4-year and 5-year adjusted cohort graduation rates for the most recent three cohorts of students. The table below shows whether annual targets were met for each cohort. Note that for accountability and annual targets, graduation data from the prior year is used, so annual target status for Cohort 2019 4-Year and Cohort 2018 5-Year are not provided.



Performance Measure	Cohort 2017 4-Year Rate	Cohort 2018 4-Year Rate	Cohort 2019 4-Year Rate	Cohort 2016 5-Year Rate	Cohort 2017 5-Year Rate	Cohort 2018 5-Year Rate
Graduation Rate	93.2%	96.8%	95.6%	96.3%	97.1%	98.4%
Annual Target	93.6%	N		N	N	
Met Annual Target?	Not Met	Met Goal		Met Goal	Met Goal	
Statewide Graduation Rate	90.5%	90.9%	90.6%	91.8%	92.4%	92.5%



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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 2018 4-year rate and the Class of 2017 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 2019: 4 Year Rate	State - Class of 2019: 4 Year Rate	School - Class of 2018: 5 Year Rate	State - Class of 2018: 5 Year Rate	Class of 2018: 4 Year Rate	Class of 2018: 4 Year Target	Class of 2018: Met Target	Class of 2017: 5 Year Rate	Class of 2017: 5 Year Target	Class of 2017: Met Target
Schoolwide	95.6%	90.6%	98.4%	92.5%	96.8%	N	Met Goal	97.1%	N	Met Goal
White	97.1%	94.9%	99.3%	95.9%	98.2%	N	Met Goal	97.2%	N	Met Goal
Hispanic	84.2%	84.5%	94.9%	87.3%	86.0%	87.1%	Not Met	92.9%	91.9%	Met Target
Black or African American	*	83.3%	100.0%	87.1%	100.0%	**	**	*	**	**
Asian, Native Hawaiian or Pacific Islander	95.1%	96.9%	94.9%	97.8%	97.4%	N	Met Goal	100.0%	N	Met Goal
American Indian or Alaska Native	*	92.2%	*	88.9%	*	**	**	*	**	**
Two or More Races	N	91.4%	*	94.2%	*	**	**	N	N	N
Female	95.6%	92.8%	98.9%	94.4%	98.3%			97.7%		
Male	95.7%	88.5%	98.0%	90.8%	95.5%			96.7%		
Economically Disadvantaged Students	76.5%	84.0%	100.0%	87.3%	88.6%	90.7%	Not Met	90.9%	96.0%	Not Met
Students with Disabilities	77.1%	79.2%	90.0%	83.8%	83.3%	74.4%	Met Target	84.5%	91.2%	Not Met
English Learners	80.0%	75.4%	100.0%	80.1%	96.0%	N	Met Goal	100.0%	**	**
Homeless Students	*	74.6%	N	78.3%	N			N		
Students in Foster Care	N	57.6%	N	82.5%	N			N		
Migrant Students	N	83.3%	N	85.0%	N			N		



Colts Neck High School
(25-1650-010)
Grades Offered: 09-12
2018-2019

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Graduation Pathways

This table shows the percentage of Cohort 2019 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
Statewide Assessment	28.9%	32.5%
Substitute Competency Test	67.8%	64.4%
Portfolio Appeals Process	0.3%	0.6%
Alternate Requirements specified in IEP	3.0%	2.4%
Unknown	0.0%	0.0%

Dropout Rate Trends

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

School Year	School Rate	State Rate
2018-2019	0.7%	1.2%
2017-2018	0.3%	1.2%
2016-2017	0.3%	1.1%



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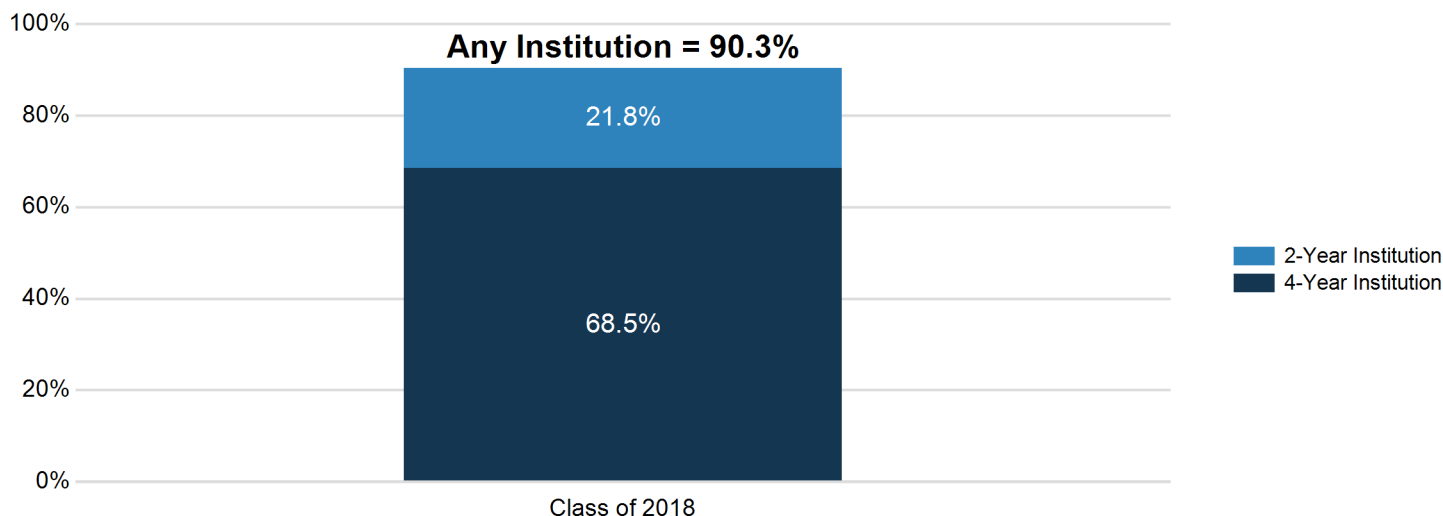
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Information about students enrolling in colleges and universities after graduation is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

Postsecondary Enrollment Rate Summary

The graphs and tables below show the percentage of graduates that have enrolled in 2-year and 4-year institutions within 16 months of graduating from high school.

Postsecondary Enrollment 16 months after Graduation



Performance Measure	Class of 2018
% Enrolled in 2-Year Institution	21.8%
% Enrolled in 4-Year Institution	68.5%
% Enrolled in Any Postsecondary Institution	90.3%



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Postsecondary Enrollment Rates: Fall

This table shows information about Class of 2019 high school graduates enrolled in postsecondary institutions by the fall of 2019. 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 that were enrolled 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%	28.7%	71.3%
Schoolwide	90.9%	18.7%	81.3%
White	90.2%	18.8%	81.3%
Hispanic	82.4%	50%	50%
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	97.5%	2.6%	97.4%
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	75%	66.7%	33.3%
Students with Disabilities	69%	50%	50%
English Learners	*	*	*

Postsecondary Enrollment Rates: 16 month

This table shows information about Class of 2018 high school graduates enrolled in postsecondary institutions by the fall of 2019. 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 that were enrolled 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	77.8%	30.9%	69.1%	72.9%	27.1%	65.5%	34.5%
Schoolwide	90.3%	24.1%	75.9%	69%	31%	51.5%	48.5%
White	95.8%	23.6%	76.4%	67.5%	32.5%	50.6%	49.4%
Hispanic	39.5%	46.7%	53.3%	80%	20%	46.7%	53.3%
Black or African American	100%	50%	50%	83.3%	16.7%	58.3%	41.7%
Asian, Native Hawaiian, or Pacific Islander	97.3%	11.1%	88.9%	75%	25%	61.1%	38.9%
American Indian or Alaska Native	*	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	51.3%	65%	35%	85%	15%	85%	15%
Students with Disabilities	77.8%	50%	50%	75%	25%	57.1%	42.9%
English Learners	20%	100%	0%	100%	0%	100%	0%



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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. Students with fewer than 45 days in membership are excluded from attendance calculations.

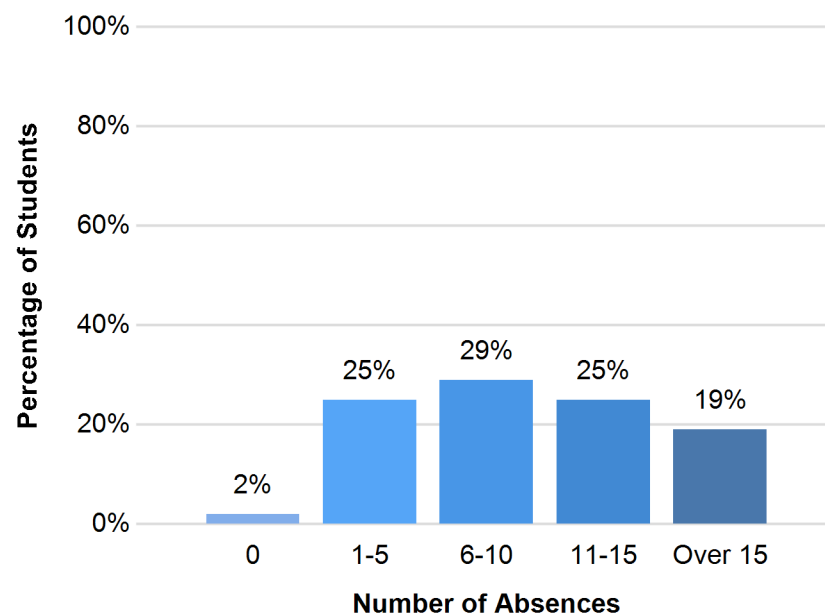
Chronic Absenteeism

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	137	11.0	14.2	Met
White	114	11.2	14.2	Met
Hispanic	5	6.9	14.2	Met
Black or African American	2	11.8	**	**
Asian, Native Hawaiian, or Pacific	14	10.6	14.2	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	75	12.1		
Male	62	9.9		
Economically Disadvantaged Students	8	16.3	14.2	Not Met
Students with Disabilities	25	14.3	14.2	Not Met
English Learners	*	*	**	**
Homeless Students	*	*		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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





Colts Neck High School

(25-1650-010)

Grades Offered: 09-12

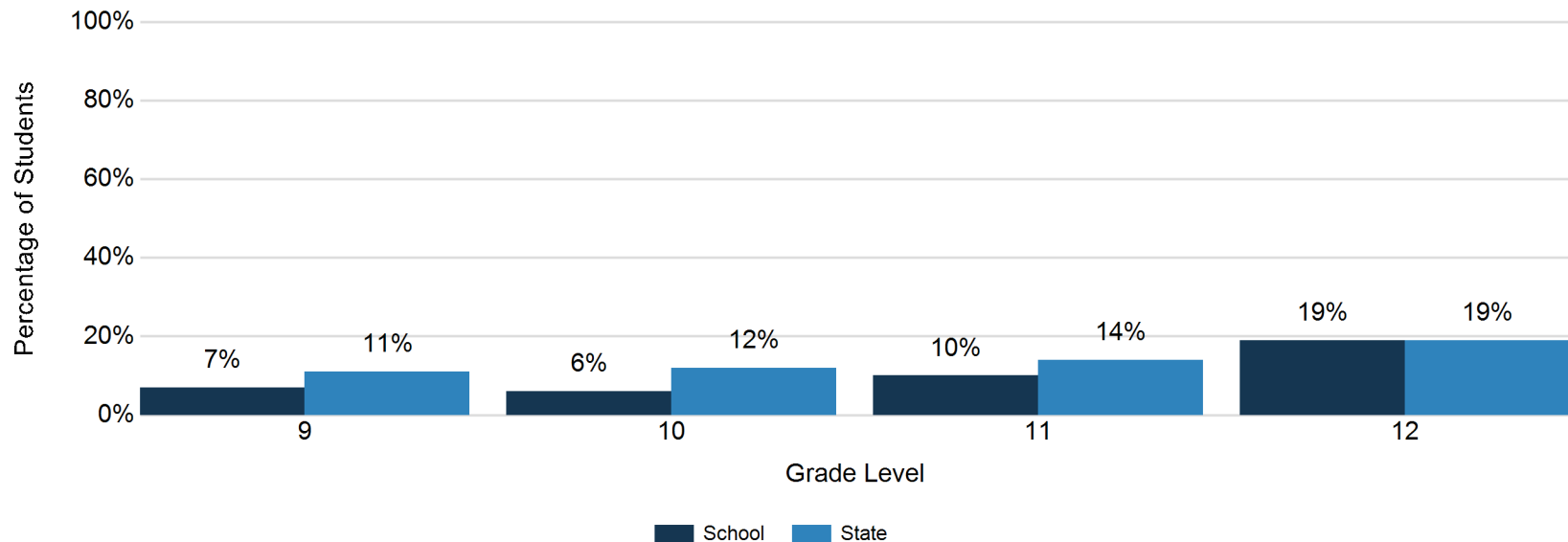
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Chronic Absenteeism by Grade

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





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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

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	10
Weapons	0
Vandalism	1
Substances	17
Harassment, Intimidation, Bullying (HIB)	5
Total Unique Incidents	33
Incidents Per 100 Students Enrolled	2.42

Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	1	1
Religion	0	0	0
Ancestry	0	1	1
Gender	1	0	1
Sexual Orientation	1	4	5
Disability	1	0	1
Other	1	0	1
No Identified Nature	1		1

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	5
Weapons	0
Vandalism	1
Substances	7
Harassment, Intimidation, Bullying (HIB)	2
Other Incidents Leading to Removal	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	89	6.5%
Out-of-School Suspensions	38	2.8%
Any Suspension	97	7.1%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
214



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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	8:25 AM
Typical End Time	3:00 PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	5 Hrs 35 Mins
Shared Time - Instructional Time	5 Hrs. 35 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 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 through 10. 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
2018-19	1.4:1



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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 the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	97	118,214
Average years experience in public schools	13.5	12.1
Average years experience in district	12.7	10.8
Percentage of Teachers with 4 or more years experience in the district	82.5%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	70	9,530
Average years experience in public schools	18.0	16.0
Average years experience in district	13.2	12.0
Percentage of Administrators with 4 or more years experience in the district	85.7%	76.9%

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	152:1	150:1
Teachers to Administrators	11:1	11:1
Students to Librarians/Media Specialists		10491:1
Students to Nurses		1049:1
Students to Counselors		262:1
Students to Child Study Team Members		403:1



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Teachers: All classroom teachers

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Teachers and Administrators– Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	48.1%	68.0%	55.6%	48.4%	77.1%	54.9%
Male	51.9%	32.0%	44.4%	51.6%	22.9%	45.1%
White	76.1%	95.9%	88.9%	42.4%	83.6%	77.4%
Hispanic	11.7%	4.1%	0.0%	29.9%	7.3%	7.2%
Black or African American	1.5%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	9.6%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.1%	0.0%	11.1%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.4%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.7%	0.0%	0.0%	2.1%	0.2%	0.2%



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Teachers and Administrators - Level of Education

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

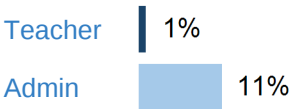
Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	92.6%	90.5%
2017-18 Administrators: Same district 2018-19	93.1%	87.9%

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
2018-19	97.5%



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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.



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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).
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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](#).

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.



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ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	34.7%	51.5%	71.1%
Math Proficiency	26.7%	43.9%	43.9%
ELA Growth	N	N	N
Math Growth	N	N	N
4-Year Graduation Rate†	93.2%	96.8%	95.6%
5-Year Graduation Rate†	96.3%	97.1%	98.4%
Progress toward English Language Proficiency		35.4%	32.0%
Chronic Absenteeism	13.4%	17.2%	11.0%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



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Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.

Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less

Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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](#).

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey 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 every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.



Colts Neck High School
(25-1650-010)
Grades Offered: 09-12
2018-2019

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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

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	Met Target	Met Target	Met Goal	Met Goal	Met Target†	Met	No
White	Met Target	Met Target	Met Goal	Met Goal	n/a	Met	No
Hispanic	Met Target	Met Target†	Not Met	Met Target	n/a	Met	No
Black or African American	**	**	**	**	n/a	**	No
Asian, Native Hawaiian, or Pacific Islander	Met Target	Met Target	Met Goal	Met Goal	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Met Target	Met Target	Not Met	Not Met	n/a	Not Met	No
Students with Disabilities	Not Met	Not Met	Met Target	Not Met	n/a	Not Met	No
English Learners	Not Met	Not Met	Met Goal	**	**	**	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 the school or district directly.

 Highlights:	- Accredited by the Middle States Association of Colleges and Schools - Magnet Programs: Law & Public Service and Navy JR ROTC - Students have access to 50 extracurricular clubs and 26 interscholastic varsity sports including sub-varsity teams.
 Mission, Vision, Theme:	The Schools of the Freehold Regional High School District form a diverse and supportive community offering innovative and comprehensive programs that inspire students to maximize their potential, preparing them to navigate an evolving global society.
 Awards, Recognition, Accomplishments:	Colts Neck High School is home to decorated students and award winning programs. In 2019 we had six National Merit Scholarship Commended Students, two National Merit semi-finalists, and One National Merit Scholarship winner. The Naval Junior ROTC (NJROTC) Unit at Colts Neck High School was recognized as the Most Outstanding NJROTC unit in the United States, and our Mock Trial Team won the state championship for the first time.



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 Courses, Curriculum, Instruction:	Challenging and relevant curricular opportunities are offered in Business, Classical & World Languages, English Language Arts, Family & Consumer Sciences, Health & Physical Education, Math, Music, Science, Social Studies and Technology including 23 AP courses. Unique to Colts Neck HS are the Law & Public Service Academy and the Navy JR ROTC. These Magnet Programs allow students to pursue their passions within the comprehensive high school.
 Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Boys & Girls), Cheerleading (Girls), Cross Country (Boys & Girls), Field Hockey (Girls), Football (Boys), Golf (Boys & Girls), 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) During the 2017-2018 school year Colts Neck High School won state championships in Girls Cross Country, Girls Track, Girls Bowling and Field Hockey. In addition, CNHS has won numerous divisional titles in the A-North and has been proudly represented by individual student-athletes including All-Shore and All State Recognition.
 Clubs and Activities:	Colts Neck High School offers students the opportunity to participate in over fifty clubs and activities. Through co-curricular programs such as DECA students are able to compete at the local, state, and national level. School based clubs have raised thousands of dollars for cancer research, have built schools in Latin American countries, and have participated in thousands of hours of community service.



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 Before and After School Programs:	A number of after school academic enrichment programs are offered at Colts Neck High School. Our English as a Second Language Program offers free academic enrichment twice a week for all students enrolled in the program. Our National Honor Society and Science Honor Society also offer weekly peer tutoring in a variety of subjects. Cougar Connections, a peer to peer program that matches special education students with their typical peers, runs weekly to support socialization.
 Staff and Professional Learning:	A multitude of learning opportunities are available to staff including Professional Learning Communities, ScIP committee programs, district-wide collaborative workshops, as well as training offered by professional organizations. All professional learning endeavors seek to maximize opportunities for students to develop important college and career readiness skills essential in a complex global society: critical thinking, collaboration, communication, and creativity.
 Postsecondary Information:	The Counseling Department provides students and parents with individualized information on college and career planning. A College and Career Counselor supports each Guidance Counselor as they collaboratively develop customized post-secondary paths for students. Students in Grades 9, 10, and 11 are administered the PSAT during the school day. Additionally, FRHSD hosts College and Career Planning Nights including a College and Career Fair, Financial Aid Planning, Admissions Exam Planning and the College Application Boot-Camp.



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 Student Supports and Services:	Students are supported by a comprehensive counseling staff including a Student Assistance Coordinator, College and Career Counselor, and a Guidance Supervisor. Students with an Individualized Education Plan are served by members of the Child Study Team including a School Psychologist, Social Worker, Learning Disabilities Teacher Consultant, Special Education Supervisor and a Behaviorist.
 Student Health and Wellness:	Students participate in a Health and Physical Education program that encourages positive student choices over the course of their high school career and beyond. Students have access to a School Counselor, Student Assistance Coordinator and other mental health experts who assist students with developing coping skills and resiliency when faced with adversity. Athletes are supported by the Athletic Trainer while the School Nurse provides required care and health information to all students.
 Parent and Community Involvement:	The Parent Teacher Organization works in a spirit of mutual cooperation with the school faculty to support the instructional program. The District's Special Education Advisory Council (SEAC) is a collaborative team of parents and district and school personnel that work to bring resources and information to parents of students with disabilities. Parents are provided with constant access to student grades and additional information through the Genesis Parent Portal available at www.frhsd.com.



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 Climate Surveys:	Is a Climate Survey Used: No
 Facilities:	Colts Neck High School is a fully accredited comprehensive high school that first opened in 1998. Located in Western Monmouth County, at the corner of Route 537 and Five Points Road, Colts Neck is one of six high schools within the Freehold Regional High School District.
 School Safety:	The Freehold Regional High School District maintains a safe environment that prioritizes student learning through community partnerships, regular drills, comprehensive technology, a full-time security staff, and law enforcement officers.



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 Technology and STEM:	The Freehold Regional High School District has been recognized as Future Ready as our students use a multitude of tools to transform their learning. On a regular basis, students have access to a Bring Your Own Device (BYOD) Network, Chromebooks, computers, 3D Printers, laser engravers and CNC machines among many others. The faculty are supported by a team of Teacher Coaches who are leaders in using technology to transform learning in the classroom. Students have access to a robust range of Technology, Science, and Engineering courses as well as clubs during their high school career.
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 Other Information	Colts Neck High School’s administration, faculty and staff form a community of learners who implement a program that provides our students with the opportunity to pursue their goals and successfully navigate an ever changing global society. Colts Neck High School is home to the Law and Public Service Learning Center, and the number one ranked NJROTC program in the nation. In addition our district’s English Language Learner program is housed at Colts Neck High School. These programs, along with a robust electives program, provide students a host of choices that will help prepare them for their post-secondary future. This commitment to the development of our students potential is validated by the fact that 92% of students in the class of 2019 pursued further education in either two or four year colleges. Furthermore, the class of 2019 set a new standard with remarkably high SAT and ACT scores, as well as the largest percentage of AP tests taken in school history.
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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

Notes from the New Jersey Department of Education:



Freehold Borough High School

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School Contact Information

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

Type	Contact Information
County	Monmouth
District	Freehold Regional High School District
Principal Name	Ms. Linda Jewell
Address	2 Robertsville Road FREEHOLD, NJ 07728-1899
Phone Number	732-431-8360
Email Address	ljewell@frhsd.com
Website	https://www.frhsd.com/Domain/12
Facebook	https://www.facebook.com/FreeholdRegional/
Twitter	https://twitter.com/FBHSathletics?ref_src=twsrc%5Egoogle%7Ctwcamp%5Eserp%7Ctwgr%5Eauthor



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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

Enrollment Trends by Student Group

Enrollment by Racial and Ethnic Group

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
9	359	318	357
10	341	365	317
11	343	325	339
12	380	356	344
Total	1,423	1,364	1,357

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	45.9%	45.0%	45.2%
Male	54.1%	55.0%	54.8%
Economically Disadvantaged Students	24.2%	24.6%	22.7%
Students with Disabilities	18.8%	18.4%	18.0%
English Learners	0.0%	0.1%	0.3%
Homeless Students	0.6%	0.4%	0.4%
Students in Foster Care	0.1%	0.2%	0.1%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	56.1%	53.5%	50.6%
Hispanic	25.5%	27.4%	30.9%
Black or African American	9.4%	9.2%	8.1%
Asian	8.6%	9.0%	9.4%
Native Hawaiian or Pacific Islander	0.1%	0.1%	0.2%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.2%	0.7%	0.7%

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	2016-17	2017-18	2018-19
Full Time Students	1,395	1,324	1,312
Shared Time Students	54	77	88
Full Time Equivalent	1,422	1,363	1,356

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	74.7%
Spanish	21.3%
Other Languages	4.0%

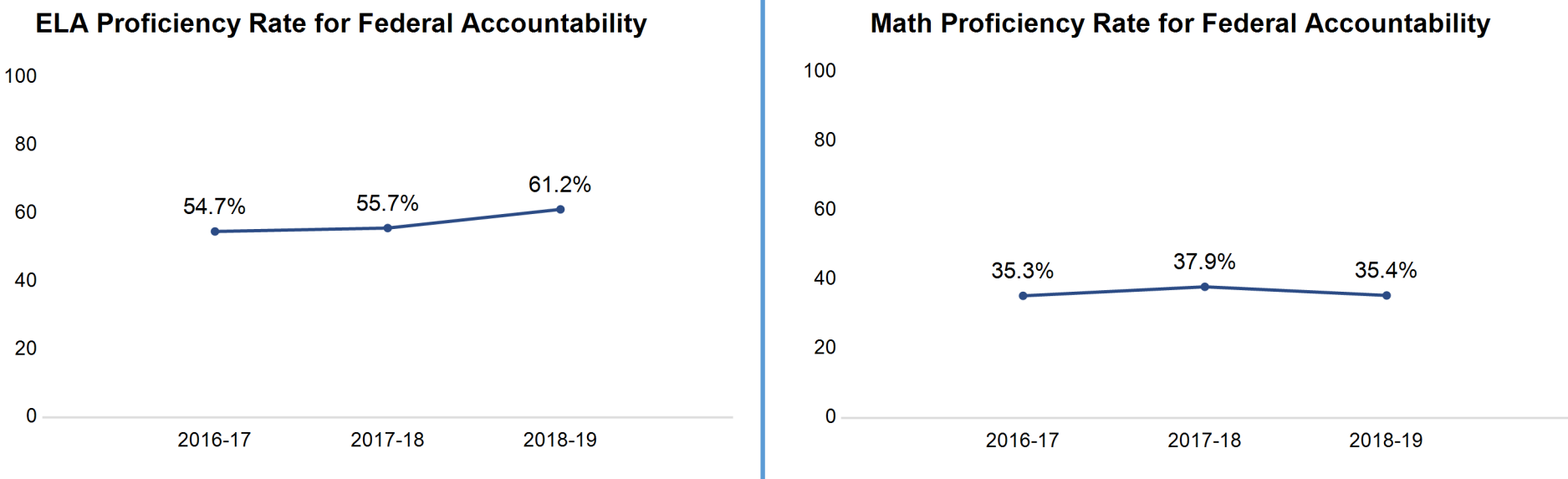


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English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	96.4%	100.0%	99.5%	94.4%	100.0%	99.7%
Proficiency Rate for Federal Accountability	54.7%	55.7%	61.2%	35.3%	37.9%	35.4%
Annual Target	43.7%	45.6%	47.5%	35.3%	37.6%	40.0%
Met Annual Target?	Met Target	Met Target	Met Target	Met Target	Met Target	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	655	99.5	61.2	62.2	57.9	61.2	47.5	Met Target
White	318	99.7	69.2	62.5	66.9	69.2	52.5	Met Target
Hispanic	217	99.1	46.1	46.8	43.9	46.1	34.5	Met Target
Black or African American	*	*	*	49.5	38.5	*	43.5	Met Target†
Asian, Native Hawaiian, or Pacific Islander	63	100.0	92.1	84.3	82.9	92.1	52.9	Met Goal
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	322	99.7	66.5	70.2	64.8	66.5		
Male	333	99.4	56.2	54.2	51.3	56.2		
Economically Disadvantaged Students	162	99.4	45.7	41.5	40.0	45.7	40	Met Target
Non-Economically Disadvantaged Students	493	99.6	66.3	64.4	67.9	66.3		
Students with Disabilities	105	99.1	19.0	21.1	22.7	19.0	37.9	Not Met
Students without Disabilities	550	99.6	69.3	70.2	65.1	69.3		
English Learners	*	*	*	*	29.3	*	**	**
Non-English Learners	*	*	*	*	60.6	*		
Homeless Students	*	*	*	14.3	29.1	*		
Students In Foster Care	*	*	*	*	27.6	*		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	*	30.4	N		

† Target was met within a confidence interval.

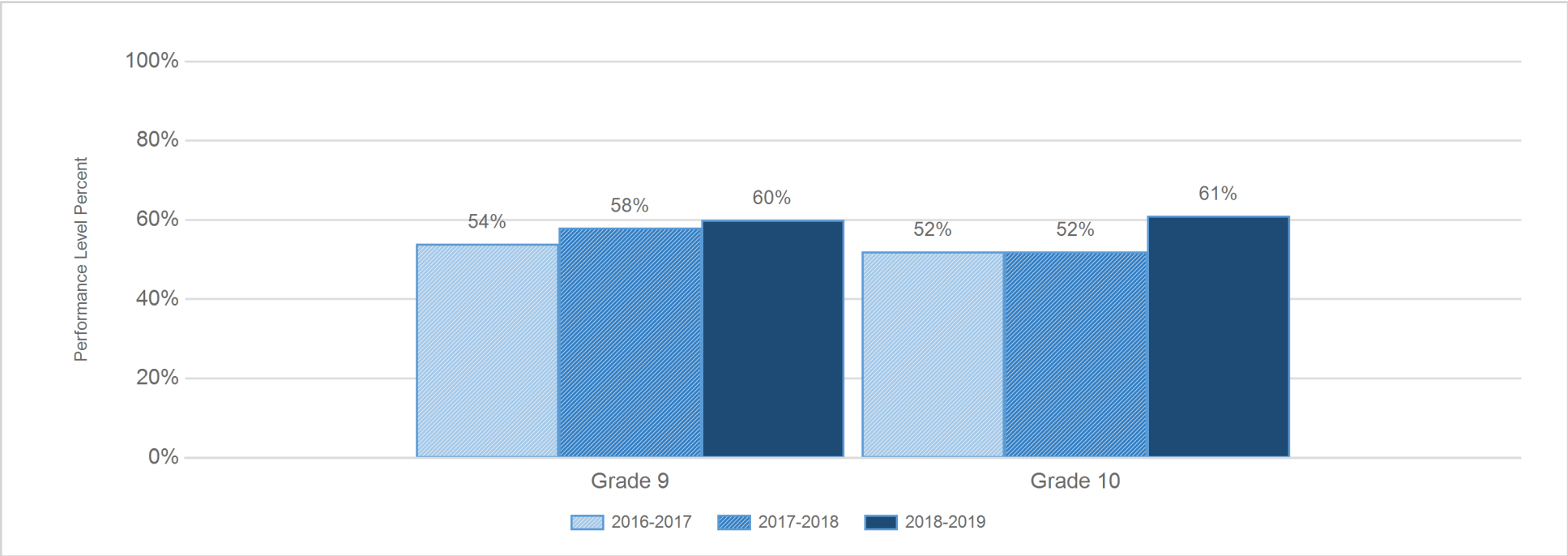


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English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





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English Language Arts Assessment - Performance by Grade: Grade 9

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	353	758	758	753	8%	10%	22%	40%	20%	60%	56%
White	169	761	757	762	6%	8%	21%	43%	22%	65%	65%
Hispanic	121	743	744	737	12%	15%	28%	*	*	45%	40%
Black or African American	*	*	750	732	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	38	797	*	783	0%	0%	*	*	*	95%	84%
American Indian or Alaska Native	N	N	N	754	N	N	N	N	N	N	57%
Two or More Races	*	*	760	761	*	*	*	*	*	*	63%
Female	171	762	764	760	6%	7%	22%	42%	23%	65%	63%
Male	182	754	752	746	10%	13%	22%	37%	18%	55%	49%
Economically Disadvantaged Students	89	743	738	734	13%	17%	24%	*	*	46%	36%
Non-Economically Disadvantaged Students	264	763	760	762	6%	8%	21%	*	*	65%	65%
Students with Disabilities	49	712	719	717	*	*	*	*	*	*	17%
Students without Disabilities	304	765	765	760	*	*	*	*	*	*	63%
English Learners	*	*	690	693	*	*	*	*	*	*	*
Non-English Learners	*	*	758	755	*	*	*	*	*	*	*
Homeless Students	N	N	*	720	N	N	N	N	N	N	21%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	22%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	56%
Migrant Students	N	N	N	715	N	N	N	N	N	N	23%



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English Language Arts Assessment - Performance by Grade: Grade 10

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	303	760	763	757	11%	9%	19%	36%	25%	61%	58%
White	150	771	763	767	*	*	15%	43%	29%	73%	67%
Hispanic	96	740	744	738	21%	15%	20%	30%	15%	45%	43%
Black or African American	28	737	742	733	*	*	39%	*	*	29%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	789	792	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	*	754	N	N	N	N	N	N	56%
Two or More Races	*	*	*	766	*	*	*	*	*	*	65%
Female	152	766	770	766	7%	9%	18%	38%	28%	66%	66%
Male	151	754	755	749	15%	9%	21%	34%	21%	55%	51%
Economically Disadvantaged Students	71	733	739	735	25%	15%	20%	*	*	39%	40%
Non-Economically Disadvantaged Students	232	768	765	767	7%	7%	19%	*	*	67%	67%
Students with Disabilities	51	717	720	711	35%	24%	20%	*	*	22%	19%
Students without Disabilities	252	769	770	765	6%	6%	19%	*	*	69%	65%
English Learners	*	*	699	687	*	*	*	*	*	*	*
Non-English Learners	*	*	763	760	*	*	*	*	*	*	*
Homeless Students	*	*	*	723	*	*	*	*	*	*	32%
Students in Foster Care	N	N	*	710	N	N	N	N	N	N	22%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	*	710	N	N	N	N	N	N	10%



Freehold Borough High School
(25-1650-050)
Grades Offered: 09-12
2018-2019

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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	632	99.7	35.4	37.7	44.5	35.4	40	Not Met
White	312	100.0	42.0	37.7	54.1	42.0	46	Met Target†
Hispanic	213	99.1	17.4	22.1	28.8	17.4	21.4	Met Target†
Black or African American	*	*	*	22.2	23.0	*	28.5	Met Target†
Asian, Native Hawaiian, or Pacific Islander	54	100.0	79.6	65.6	76.5	79.6	62.1	Met Target
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	314	100.0	33.8	37.4	44.9	33.8		
Male	318	99.4	37.1	38.0	44.2	37.1		
Economically Disadvantaged Students	159	98.8	18.9	18.3	26.3	18.9	22	Met Target†
Non-Economically Disadvantaged Students	473	100.0	41.0	39.8	54.9	41.0		
Students with Disabilities	102	100.0	*	*	17.4	*	27.3	Not Met
Students without Disabilities	530	99.6	*	*	50.0	*		
English Learners	*	*	*	10.6	25.0	*	**	**
Non-English Learners	*	*	*	37.9	46.5	*		
Homeless Students	*	*	*	14.3	17.1	*		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	*	23.3	N		

† Target was met within a confidence interval.

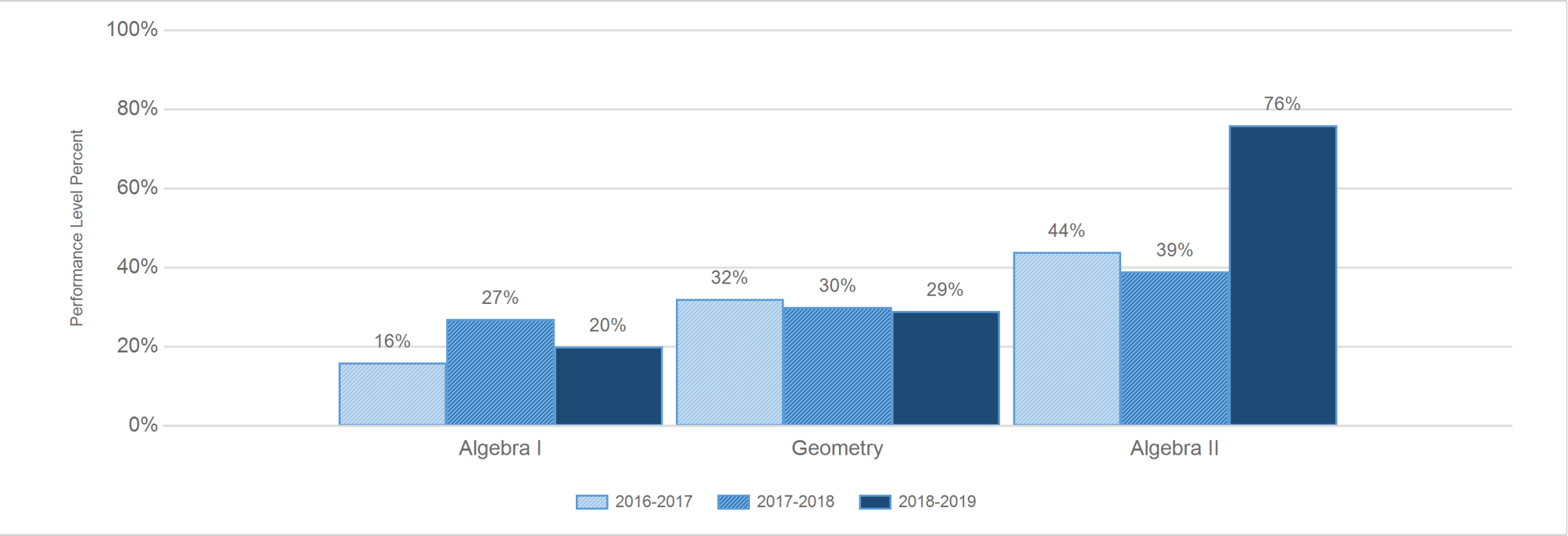


Freehold Borough High School
(25-1650-050)
Grades Offered: 09-12
2018-2019

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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 statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



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Mathematics Assessment - Performance by Test: Algebra I

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

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	232	731	738	744	8%	35%	36%	20%	0%	20%	42%
White	104	734	739	752	*	32%	37%	*	*	26%	53%
Hispanic	108	728	728	728	11%	35%	39%	15%	0%	15%	24%
Black or African American	*	*	729	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	759	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	N	N	740	752	N	N	N	N	N	N	51%
Female	113	731	738	745	*	31%	38%	*	*	22%	44%
Male	119	731	737	743	*	39%	34%	*	*	18%	41%
Economically Disadvantaged Students	81	728	726	727	*	44%	23%	*	*	22%	23%
Non-Economically Disadvantaged Students	151	732	740	752	*	30%	43%	*	*	19%	52%
Students with Disabilities	48	714	718	717	*	*	*	*	*	*	12%
Students without Disabilities	184	735	744	748	*	*	*	*	*	*	47%
English Learners	N	N	715	710	N	N	N	N	N	N	*
Non-English Learners	232	731	738	745	8%	35%	36%	20%	0%	20%	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	14%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%



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Mathematics Assessment - Performance by Test: Geometry

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

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	272	737	737	737	4%	25%	42%	25%	4%	29%	35%
White	122	739	737	743	*	19%	43%	*	*	33%	43%
Hispanic	97	730	732	724	*	36%	45%	*	*	15%	17%
Black or African American	28	729	727	720	*	*	39%	*	*	21%	14%
Asian, Native Hawaiian, or Pacific Islander	*	*	752	762	*	*	*	*	*	*	70%
American Indian or Alaska Native	N	N	*	736	N	N	N	N	N	N	37%
Two or More Races	*	*	*	745	*	*	*	*	*	*	46%
Female	142	737	738	738	*	20%	49%	*	*	27%	36%
Male	130	736	736	736	*	30%	35%	*	*	30%	34%
Economically Disadvantaged Students	73	727	727	722	*	34%	48%	*	*	11%	16%
Non-Economically Disadvantaged Students	199	740	738	743	*	22%	40%	*	*	35%	43%
Students with Disabilities	45	716	717	712	*	*	*	*	*	*	*
Students without Disabilities	227	741	741	741	*	*	*	*	*	*	*
English Learners	*	*	*	708	*	*	*	*	*	*	*
Non-English Learners	*	*	*	738	*	*	*	*	*	*	*
Homeless Students	N	N	*	717	N	N	N	N	N	N	*
Students in Foster Care	N	N	*	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	739	N	N	N	N	N	N	35%
Migrant Students	N	N	*	711	N	N	N	N	N	N	19%



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Mathematics Assessment - Performance by Test: Algebra II

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

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	127	773	756	755	*	*	18%	58%	17%	76%	58%
White	85	771	754	758	*	*	20%	58%	15%	73%	62%
Hispanic	*	*	742	731	*	*	*	*	*	*	34%
Black or African American	*	*	735	725	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	26	793	770	777	0%	0%	*	*	*	92%	80%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	55%
Two or More Races	*	*	763	761	*	*	*	*	*	*	65%
Female	58	768	752	752	*	*	21%	*	*	71%	55%
Male	69	777	761	758	*	*	16%	*	*	80%	62%
Economically Disadvantaged Students	*	*	743	729	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	757	761	*	*	*	*	*	*	65%
Students with Disabilities	*	*	727	715	*	*	*	*	*	*	25%
Students without Disabilities	*	*	757	756	*	*	*	*	*	*	60%
English Learners	N	N	N	696	N	N	N	N	N	N	11%
Non-English Learners	127	773	756	755	*	*	18%	58%	17%	76%	59%
Homeless Students	N	N	*	717	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	715	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	39%
Migrant Students	N	N	N	*	N	N	N	N	N	N	*



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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) 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. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	N	N	N

† 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	*	*	*
3-4	*	*	*
5 or more	N	N	N



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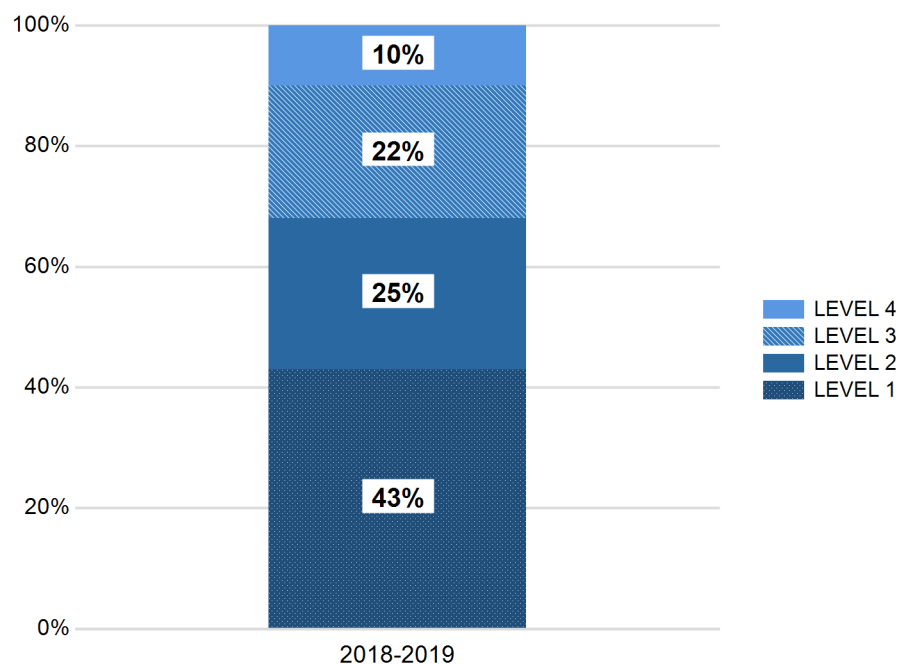
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the [assessment reports page](#) for DLM results.

NJSLA Science Assessment: Grade 11 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 11

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	43	25	22	10
White	35	26	28	10
Hispanic	63	24	10	3
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	5	21	34	39
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	44	27	23	6
Male	41	23	22	14
Economically Disadvantaged Students	70	17	10	3
Non-Economically Disadvantaged Students	35	27	25	12
Students with Disabilities	84	12	4	0
Students without Disabilities	35	27	25	12
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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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 2018-19. 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 2018-19	95.8%	84.5%
12th graders taking SAT in 2018-19 or prior years	62.5%	72.1%
12th graders taking ACT in 2018-19 or prior years	13.1%	19.6%

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	487	476	Grade 10: 430 Grade 11: 460	62%	61%
PSAT 10/NMSQT - Math	494	477	Grade 10: 480 Grade 11: 510	45%	43%
SAT - Reading and Writing	586	539	480	86%	70%
SAT - Math	596	541	530	69%	53%
ACT - Reading	25	25	22	62%	66%
ACT - English	25	24	18	80%	81%
ACT - Math	25	24	22	67%	65%
ACT - Science	25	24	23	69%	57%



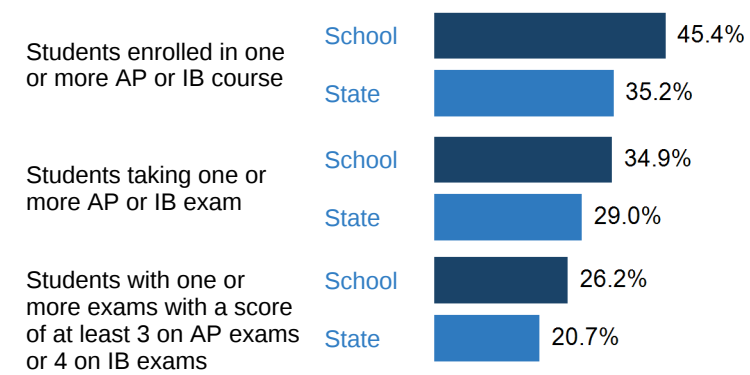
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate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

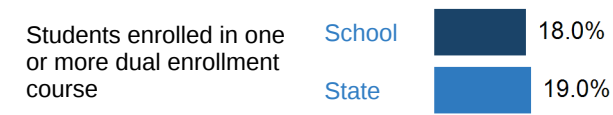
AP/IB Coursework – Participation and Performance

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



Dual Enrollment Coursework - Participation

This graph shows the percentage of 11th and 12th graders who were enrolled in at least one dual enrollment course during the school year. Dual enrollment courses allow high school students to enroll in college courses for credit prior to their high school graduation.



AP/ IB Courses Offered

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

AP/IB Course	Students Enrolled	Students Tested
AP Biology	33	31
AP Calculus AB	34	28
AP Calculus BC	41	42
AP Chemistry	33	21
AP Computer Science A	28	28
AP Computer Science Principles	18	11
AP English Language and Composition	110	98
AP English Literature and Composition	109	71
AP Environmental Science	20	16
AP Human Geography	0	1
AP Italian Language and Culture	1	1
AP Macroeconomics	56	25
AP Microeconomics	62	29
AP Physics 1	54	62
AP Physics B	15	0
AP Psychology	97	72



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AP/IB Course	Students Enrolled	Students Tested
AP Spanish Language	9	7
AP Statistics	19	19
AP Studio Art—Drawing Portfolio	8	2
AP U.S. Government and Politics	13	6
AP U.S. History	62	60
Total Exams taken		630
Exams with scores of at least 3 on AP exams or 4 on IB exams		464



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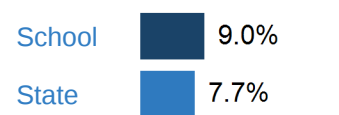
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This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education 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 in grades 9 through 12 who were enrolled in courses in approved Career and Technical Education (CTE) programs. Students enrolled in shared-time Career and Technical Education programs in a county vocational school district are included in the percentages for both the county vocational school and their sending school.

CTE Participants
(completed only one course in an approved CTE program)



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



Structured Learning Experiences Participation

The graph below shows the percentage of students in grades 9 through 12 who participated in Structured Learning Experiences during the school year. Structured Learning Experiences can include work-based learning programs, internships, apprenticeships, and service learning experiences and can be paid or unpaid.

Structured Learning Experiences





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Career and Technical Education Participation by Student Group

This table shows the percentage of students, both overall and by student group, in grades 9 through 12 who were enrolled in courses in approved Career and Technical Education (CTE) programs. CTE participants have completed only one course in an approved CTE program. CTE concentrators have completed two or more courses in a single approved CTE program and/or have completed the entire CTE program. Students enrolled in shared-time CTE programs in a county vocational school district are included in the percentages for both the county vocational school and their sending high school.

Student Group	School: % CTE Participants	School: % CTE Concentrators	State: % CTE Participants	State: % CTE Concentrators
Schoolwide	9.0%	15.0%	7.7%	10.3%
White	10.6%	16.5%	6.1%	9.6%
Hispanic	7.0%	11.0%	10.3%	11.3%
Black or African American	*	*	9.0%	11.2%
Asian, Native Hawaiian, or Pacific Islander	10.7%	24.4%	5.8%	9.3%
American Indian or Alaska Native	N	N	10.3%	12.7%
Two or More Races	*	*	6.8%	12.1%
Female	10.8%	17.5%	7.3%	10.6%
Male	7.6%	13.0%	8.0%	10.1%
Economically Disadvantaged Students	6.3%	8.8%	10.4%	11.8%
Students with Disabilities	8.4%	16.2%	6.6%	9.2%
English Learners	*	*	8.7%	3.2%
Homeless Students	*	*	8.1%	6.6%
Students In Foster Care	*	*	6.4%	5.0%
Military-Connected Students	N	N	9.7%	13.3%
Migrant Students	N	N	10.4%	*



Freehold Borough High School
(25-1650-050)
Grades Offered: 09-12
2018-2019

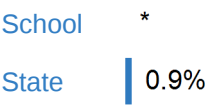
Report Key:
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This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and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

Industry-Valued Credentials

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

Students Earning Industry-Valued Credentials



Industry-Valued Credentials by Career Cluster

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

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total credentials earned
Agriculture, Food & Natural Resources	*		
Architecture & Construction	13		
Business Management & Administration	*		
Health Science	47		
Hospitality & Tourism	159		
Human Services	14	*	*
Information Technology	38		
Manufacturing	*		
Marketing	*		
Science, Technology, Engineering & Mathematics	69		
Transportation, Distribution & Logistics	13	*	*
Total (All Clusters)	366	12	12



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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	219	89	29	0	0	0	78
10	5	190	76	10	0	9	37
11	2	14	152	97	21	0	52
12	0	5	18	56	54	41	134
Total	226	298	275	163	75	50	301
Enrolled in AP/IB Course					75	19	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0

Science - Course Participation

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

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	348	0	0	0	0	7
10	5	276	0	23	0	13
11	3	26	0	62	219	51
12	23	39	0	43	20	109
Total	379	341	0	128	239	180
Enrolled in AP/IB Course	33	33		20	69	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0



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Social Studies and History - Course Participation

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

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	354	0	6	0	0	3
10	11	293	0	3	0	6
11	6	332	12	24	1	26
12	6	25	49	109	15	102
Total	377	650	67	136	16	137
Enrolled in AP/IB Course	0	62	62	97		13
Enrolled in Dual Enrollment Course	0	79	0	0	0	0

World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	253	21	50	0	0	0	0
10	223	25	46	0	0	0	0
11	127	15	36	0	0	0	0
12	34	4	12	0	0	0	0
Total	637	65	144	0	0	0	0
Enrolled in AP/IB Course	9	0	1	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	179	17	47	0	0	0	0



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 (25-1650-050)
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Computer Science and Information Technology – Course Participation

This table shows the number of students who were enrolled in Computer Science and Information Technology (IT) 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	Computer Programming	Computing Systems	Other Computer Science	Networking	Information Systems	Other IT
9	50	0	3	0	0	0
10	22	0	0	0	0	0
11	27	0	2	0	0	0
12	17	0	13	0	0	0
Total	116	0	18	0	0	0
Enrolled in AP/IB Course	28		18			0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0



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Seal of Biliteracy

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

Language	Students Earning a Seal of Biliteracy
Spanish	*
Total	*



Freehold Borough High School
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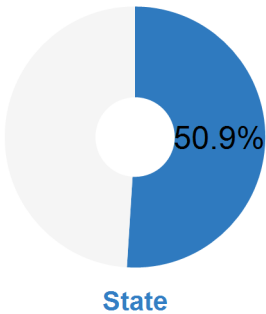
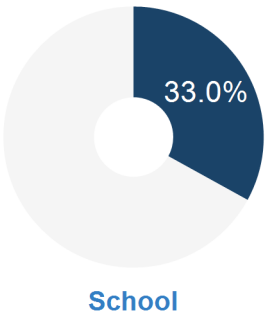
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Visual and Performing Arts – Course Participation

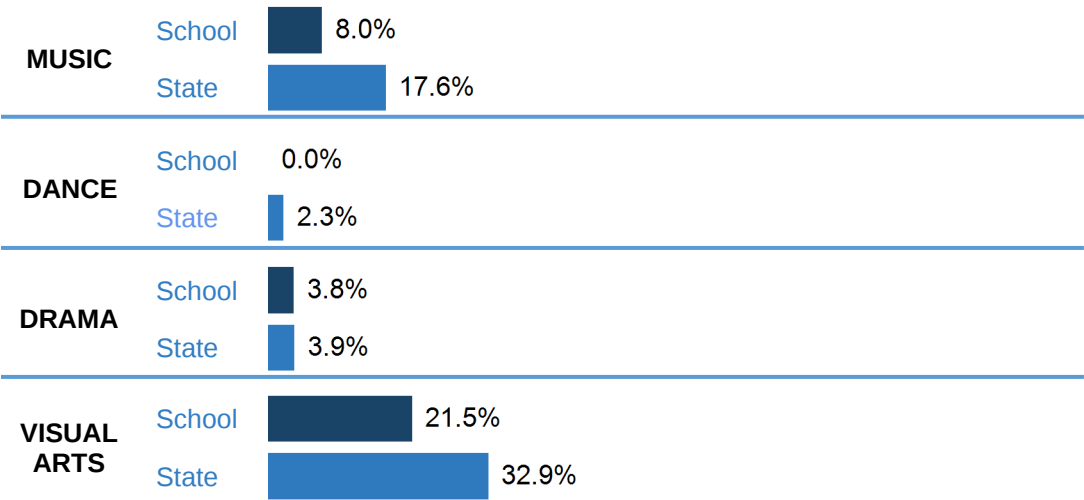
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 9-12:

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



Students enrolled in one or more classes by discipline:





Freehold Borough High School

(25-1650-050)

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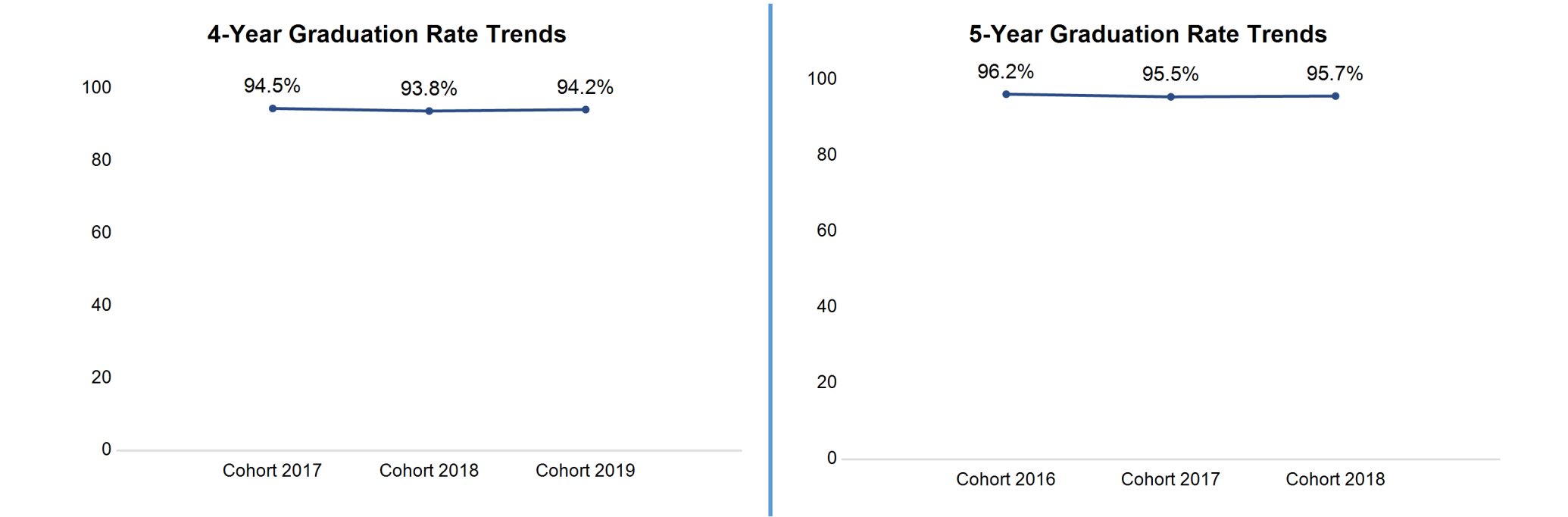
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Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the [NJDOE Graduation Rate page](#).

Graduation Rate Trends and Progress

These graphs show the 4-year and 5-year adjusted cohort graduation rates for the most recent three cohorts of students. The table below shows whether annual targets were met for each cohort. Note that for accountability and annual targets, graduation data from the prior year is used, so annual target status for Cohort 2019 4-Year and Cohort 2018 5-Year are not provided.



Performance Measure	Cohort 2017 4-Year Rate	Cohort 2018 4-Year Rate	Cohort 2019 4-Year Rate	Cohort 2016 5-Year Rate	Cohort 2017 5-Year Rate	Cohort 2018 5-Year Rate
Graduation Rate	94.5%	93.8%	94.2%	96.2%	95.5%	95.7%
Annual Target	91.7%	91.9%		N	N	
Met Annual Target?	Met Target	Met Target		Met Goal	Met Goal	
Statewide Graduation Rate	90.5%	90.9%	90.6%	91.8%	92.4%	92.5%



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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 2018 4-year rate and the Class of 2017 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 2019: 4 Year Rate	State - Class of 2019: 4 Year Rate	School - Class of 2018: 5 Year Rate	State - Class of 2018: 5 Year Rate	Class of 2018: 4 Year Rate	Class of 2018: 4 Year Target	Class of 2018: Met Target	Class of 2017: 5 Year Rate	Class of 2017: 5 Year Target	Class of 2017: Met Target
Schoolwide	94.2%	90.6%	95.7%	92.5%	93.8%	91.9%	Met Target	95.5%	N	Met Goal
White	95.9%	94.9%	98.6%	95.9%	95.9%	N	Met Goal	97.3%	N	Met Goal
Hispanic	89.7%	84.5%	90.2%	87.3%	88.6%	79.3%	Met Target	88.4%	85.4%	Met Target
Black or African American	94.1%	83.3%	94.3%	87.1%	91.4%	95.0%	Not Met	97.4%	N	Met Goal
Asian, Native Hawaiian or Pacific Islander	*	96.9%	93.9%	97.8%	96.9%	N	Met Goal	100.0%	N	Met Goal
American Indian or Alaska Native	N	92.2%	N	88.9%	N	N	N	N	N	N
Two or More Races	*	91.4%	N	94.2%	N	N	N	N	N	N
Female	94.3%	92.8%	95.8%	94.4%	96.4%			95.3%		
Male	94.1%	88.5%	95.6%	90.8%	91.8%			95.7%		
Economically Disadvantaged Students	93.8%	84.0%	91.5%	87.3%	88.9%	80.5%	Met Target	88.6%	85.6%	Met Target
Students with Disabilities	82.6%	79.2%	90.0%	83.8%	88.5%	81.7%	Met Target	85.9%	88.6%	Not Met
English Learners	100.0%	75.4%	N	80.1%	N	N	N	N	N	N
Homeless Students	N	74.6%	N	78.3%	N			N		
Students in Foster Care	N	57.6%	*	82.5%	N			N		
Migrant Students	N	83.3%	*	85.0%	*			N		



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Graduation Pathways

This table shows the percentage of Cohort 2019 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
Statewide Assessment	69.3%	62.3%
Substitute Competency Test	15.8%	22.8%
Portfolio Appeals Process	5.1%	5.1%
Alternate Requirements specified in IEP	9.9%	9.9%
Unknown	0.0%	0.0%

Dropout Rate Trends

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

School Year	School Rate	State Rate
2018-2019	0.7%	1.2%
2017-2018	0.8%	1.2%
2016-2017	0.9%	1.1%



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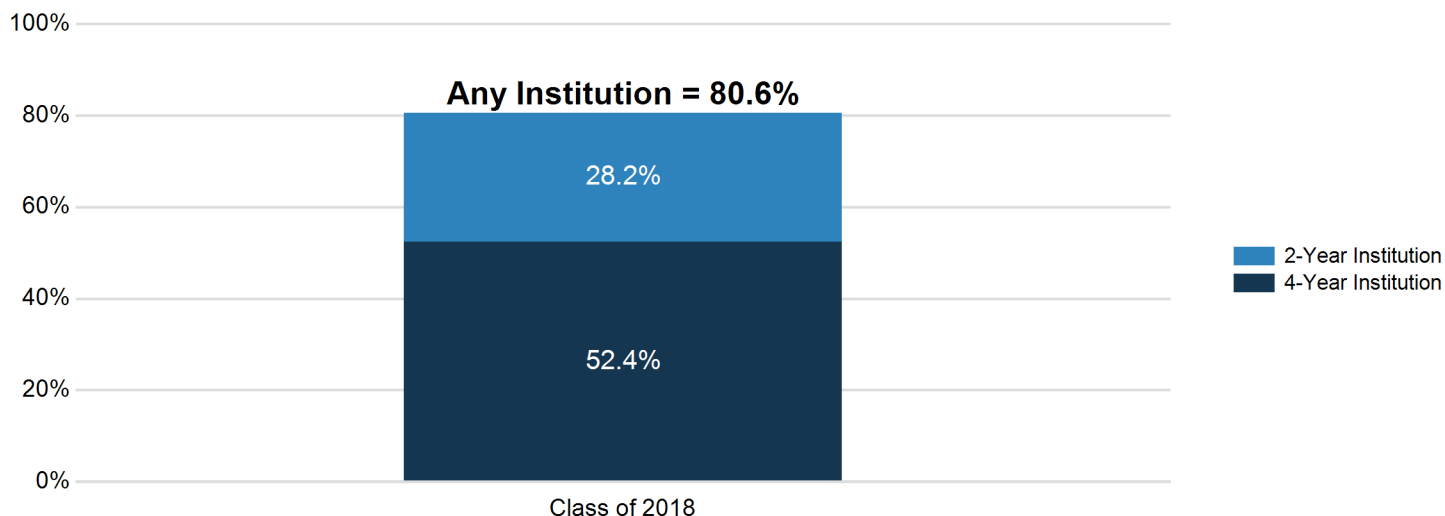
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Information about students enrolling in colleges and universities after graduation is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

Postsecondary Enrollment Rate Summary

The graphs and tables below show the percentage of graduates that have enrolled in 2-year and 4-year institutions within 16 months of graduating from high school.

Postsecondary Enrollment 16 months after Graduation



Performance Measure	Class of 2018
% Enrolled in 2-Year Institution	28.2%
% Enrolled in 4-Year Institution	52.4%
% Enrolled in Any Postsecondary Institution	80.6%



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Postsecondary Enrollment Rates: Fall

This table shows information about Class of 2019 high school graduates enrolled in postsecondary institutions by the fall of 2019. 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 that were enrolled in 2-year and 4-year institutions.

Postsecondary Enrollment Rates: 16 month

This table shows information about Class of 2018 high school graduates enrolled in postsecondary institutions by the fall of 2019. 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 that were enrolled 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
Statewide	72%	28.7%	71.3%
Schoolwide	68.3%	35.2%	64.8%
White	79.8%	25.3%	74.7%
Hispanic	45.5%	68.6%	31.4%
Black or African American	58.3%	57.1%	42.9%
Asian, Native Hawaiian, or Pacific Islander	93.3%	10.7%	89.3%
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	43%	64.7%	35.3%
Students with Disabilities	42.6%	69.2%	30.8%
English Learners	6.7%	100%	0%

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	77.8%	30.9%	69.1%	72.9%	27.1%	65.5%	34.5%
Schoolwide	80.6%	35%	65%	72.4%	27.6%	67.1%	32.9%
White	88%	28.4%	71.6%	71%	29%	63.4%	36.6%
Hispanic	61.3%	61.2%	38.8%	79.6%	20.4%	89.8%	10.2%
Black or African American	63.6%	66.7%	33.3%	76.2%	23.8%	90.5%	9.5%
Asian, Native Hawaiian, or Pacific Islander	100%	10%	90%	66.7%	33.3%	36.7%	63.3%
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N
Economically Disadvantaged Students	65.7%	60.9%	39.1%	73.9%	26.1%	91.3%	8.7%
Students with Disabilities	49.2%	81.3%	18.8%	87.5%	12.5%	90.6%	9.4%
English Learners	N	N	N	N	N	N	N



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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. Students with fewer than 45 days in membership are excluded from attendance calculations.

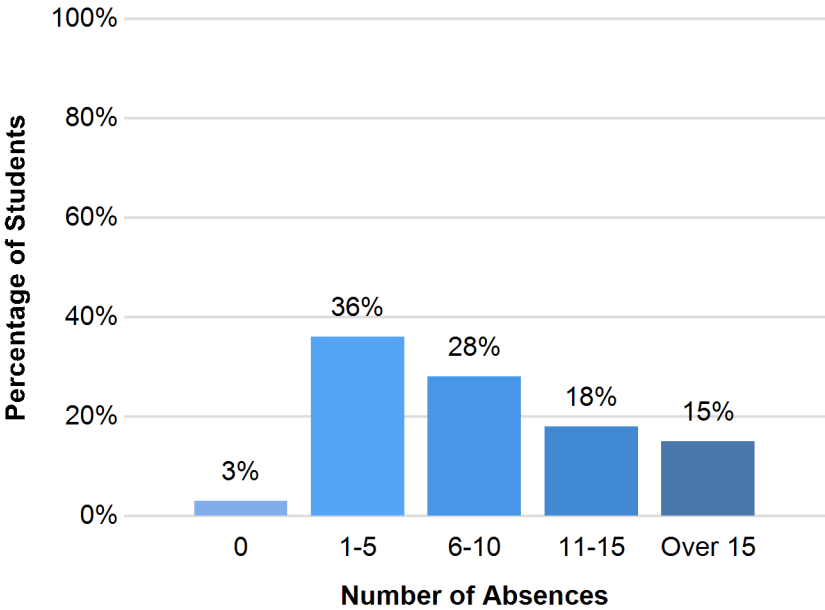
Chronic Absenteeism

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	170	11.8	14.2	Met
White	77	11.3	14.2	Met
Hispanic	74	14.7	14.2	Not Met
Black or African American	17	15.3	14.2	Not Met
Asian, Native Hawaiian, or Pacific	2	1.5	14.2	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	0	0	**	**
Female	77	12.0		
Male	93	11.7		
Economically Disadvantaged Students	66	18.1	14.2	Not Met
Students with Disabilities	52	20.8	14.2	Not Met
English Learners	14	23.7	14.2	Not Met
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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





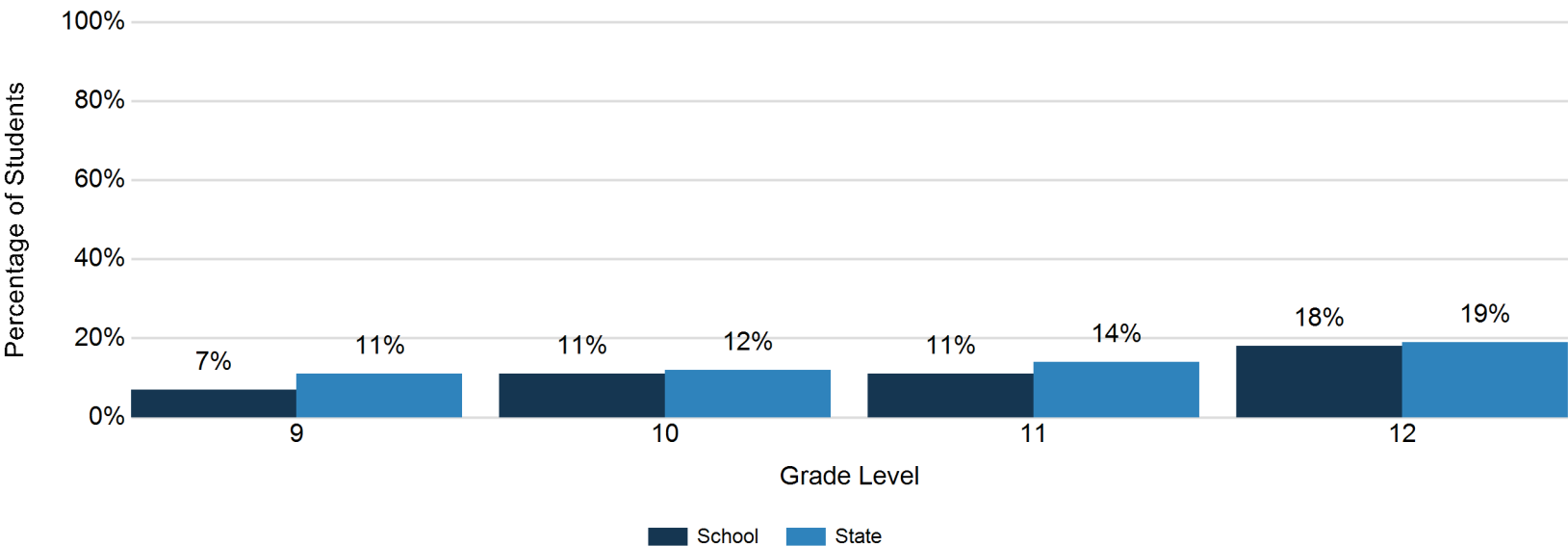
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Chronic Absenteeism by Grade

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





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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

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	12
Weapons	3
Vandalism	2
Substances	39
Harassment, Intimidation, Bullying (HIB)	5
Total Unique Incidents	60
Incidents Per 100 Students Enrolled	4.42

Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	2	2
Religion	0	0	0
Ancestry	0	0	0
Gender	0	2	2
Sexual Orientation	0	2	2
Disability	0	0	0
Other	0	0	0
No Identified Nature	0		0

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	4
Weapons	3
Vandalism	1
Substances	8
Harassment, Intimidation, Bullying (HIB)	1
Other Incidents Leading to Removal	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	119	8.8%
Out-of-School Suspensions	61	4.5%
Any Suspension	141	10.4%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
386



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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	2:35 PM
Length of School Day	7 Hrs 5 Mins
Full Time - Instructional Time	5 Hrs 35 Mins
Shared Time - Instructional Time	5 Hrs. 35 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 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 through 10. 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
2018-19	3.0:1



Freehold Borough High School
(25-1650-050)
Grades Offered: 09-12
2018-2019

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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 the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	108	118,214
Average years experience in public schools	11.9	12.1
Average years experience in district	10.5	10.8
Percentage of Teachers with 4 or more years experience in the district	81.5%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	70	9,530
Average years experience in public schools	18.0	16.0
Average years experience in district	13.2	12.0
Percentage of Administrators with 4 or more years experience in the district	85.7%	76.9%

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	13:1	14:1
Students to Administrators	151:1	150:1
Teachers to Administrators	12:1	11:1
Students to Librarians/Media Specialists		10491:1
Students to Nurses		1049:1
Students to Counselors		262:1
Students to Child Study Team Members		403:1



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Teachers and Administrators– Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	45.2%	67.6%	66.7%	48.4%	77.1%	54.9%
Male	54.8%	32.4%	33.3%	51.6%	22.9%	45.1%
White	50.6%	92.6%	88.9%	42.4%	83.6%	77.4%
Hispanic	30.9%	1.9%	11.1%	29.9%	7.3%	7.2%
Black or African American	8.1%	3.7%	0.0%	15.0%	6.6%	13.9%
Asian	9.4%	1.9%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.2%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.7%	0.0%	0.0%	2.1%	0.2%	0.2%



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Teachers and Administrators - Level of Education

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

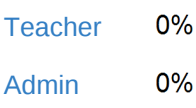
Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	92.6%	90.5%
2017-18 Administrators: Same district 2018-19	93.1%	87.9%

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
2018-19	97.5%



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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.



Freehold Borough High School

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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).

Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.

Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less

Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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](#).

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.



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ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	54.7%	55.7%	61.2%
Math Proficiency	35.3%	37.9%	35.4%
ELA Growth	N	N	N
Math Growth	N	N	N
4-Year Graduation Rate†	94.5%	93.8%	94.2%
5-Year Graduation Rate†	96.2%	95.5%	95.7%
Progress toward English Language Proficiency		N	N
Chronic Absenteeism	15.4%	12.7%	11.8%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



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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](#).

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey 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 every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.



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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

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	Met Target	Not Met	Met Target	Met Goal	N	Met	No
White	Met Target	Met Target†	Met Goal	Met Goal	n/a	Met	No
Hispanic	Met Target	Met Target†	Met Target	Met Target	n/a	Not Met	No
Black or African American	Met Target†	Met Target†	Not Met	Met Goal	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	Met Goal	Met Target	Met Goal	Met Goal	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Met Target	Met Target†	Met Target	Met Target	n/a	Not Met	No
Students with Disabilities	Not Met	Not Met	Met Target	Not Met	n/a	Not Met	No
English Learners	**	**	**	**	**	Not Met	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 the school or district directly.	
 Highlights:	- Accredited by the Middle States Association of Colleges and Schools - Magnet Programs: Culinary Academy, Computer Science Academy & Medical Sciences Academy - Students have access to 50 extracurricular clubs and 26 interscholastic varsity sports including sub-varsity teams.
 Mission, Vision, Theme:	The Schools of the Freehold Regional High School District form a diverse and supportive community offering innovative and comprehensive programs that inspire students to maximize their potential, preparing them to navigate an evolving global society.
 Awards, Recognition, Accomplishments:	In 2016, 2017, 2018, and 2019 Freehold High School was recognized by "The Washington Post" as one of "America's Most Challenging High Schools." Our drama students earned recognition by both the Bucks County Playhouse and the Count Basie Theater while our Computer Science Team places in the top 10% in international competition. Historically, our seniors are awarded up to seven million dollars in academic scholarship monies and attend the most prestigious colleges and universities.



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School Narrative

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 Courses, Curriculum, Instruction:	Challenging and relevant curricular opportunities are offered in Business, Classical & World Languages, English Language Arts, Family & Consumer Sciences, Health & Physical Education, Math, Music, Science, Social Studies and Technology including 23 AP courses. Unique to Freehold HS are the Culinary Academy, Computer Science Academy & the Medical Science Academy. These Magnet Programs allow students to pursue their passions within the comprehensive high school.
 Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Cheerleading (Girls), Cross Country (Boys & Girls), Field Hockey (Girls), Football (Boys), Golf (Boys & Girls), Gymnastics (Girls), Ice Hockey (Boys), Soccer (Boys & Girls), Softball (Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Girls), Wrestling (Boys)
 Clubs and Activities:	Freehold High School offers students the opportunity to participate in over fifty clubs and activities. Students involved in our drama program, the band, choir, and the computer science league are acknowledged throughout the county and the state for their impressive skills and achievements.



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 Before and After School Programs:	Community involvement is a large part of Freehold High School culture. Our students generously give their time to youth sports teams, Habitat-for-Humanity, and Open Door. They volunteer as EMTs and tutors for elementary and middle school students. Each year several even travel out of the country to third world nations where they help to build homes or libraries for elementary schools or assist with the distribution of books and school supplies or young children in impoverished villages.
 Staff and Professional Learning:	A multitude of learning opportunities are available to staff including Professional Learning Communities, ScIP committee programs, district-wide collaborative workshops, as well as training offered by professional organizations. All professional learning endeavors seek to maximize opportunities for students to develop important college and career readiness skills essential in a complex global society: critical thinking, collaboration, communication, and creativity.
 Postsecondary Information:	The Counseling Department provides students and parents with individualized information on college and career planning. A College and Career Counselor supports each Guidance Counselor as they collaboratively develop customized post-secondary paths for students. Students in Grades 9, 10, and 11 are administered the PSAT during the school day. Additionally, FRHSD hosts College and Career Planning Nights including a College and Career Fair, Financial Aid Planning, Admissions Exam Planning and the College Application Boot-Camp.



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 Student Supports and Services:	Students are supported by a comprehensive counseling staff including a Student Assistance Coordinator, College and Career Counselor, and a Guidance Supervisor. Students with an Individualized Education Plan are served by members of the Child Study Team including a School Psychologist, Social Worker, Learning Disabilities Teacher Consultant, Special Education Supervisor and a Behaviorist.
 Student Health and Wellness:	Students participate in a Health and Physical Education program that encourages positive student choices over the course of their high school career and beyond. Students have access to a School Counselor, Student Assistance Coordinator and other mental health experts who assist students with developing coping skills and resiliency when faced with adversity. Athletes are supported by the Athletic Trainer while the School Nurse provides required care and health information to all students.
 Parent and Community Involvement:	The Parent Teacher Organization works in a spirit of mutual cooperation with the school faculty to support the instructional program. The District's Special Education Advisory Council (SEAC) is a collaborative team of parents and district and school personnel that work to bring resources and information to parents of students with disabilities. Parents are provided with constant access to student grades and additional information through the Genesis Parent Portal available at www.frhsd.com.



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 Climate Surveys:	Is a Climate Survey Used: No
 Facilities:	Freehold High School is the original school in the Freehold Regional High School District. Archived photos show the 1925 cornerstone being placed in the foundation of the original building. Over the decades, there have been several major additions, the most recent being the commercial kitchen and bakery which are part of our Culinary Academy. Recent upgrades include updated science labs, technology classrooms, three computer labs, and modernized collaborative learning spaces.
 School Safety:	The Freehold Regional High School District maintains a safe environment that prioritizes student learning through community partnerships, regular drills, comprehensive technology, a full-time security staff, and law enforcement officers.



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 Technology and STEM:	The Freehold Regional High School District has been recognized as Future Ready as our students use a multitude of tools to transform their learning. On a regular basis, students have access to a Bring Your Own Device (BYOD) Network, Chromebooks, computers, 3D Printers, laser engravers and CNC machines among many others. The faculty are supported by a team of Teacher Coaches who are leaders in using technology to transform learning in the classroom. Students have access to a robust range of Technology, Science, and Engineering courses as well as clubs during their high school career.
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 Other Information	Freehold High School is one of six schools that comprise the Freehold Regional High School District. Our “commitment to excellence” is reflected in the actions and decisions of the administrators, teachers and students and it serves as both anchor and compass for the larger school community. Freehold High School students have a wide variety of courses from which to choose. In addition, the school is the location of the District’s Medical Science Specialized Learning Center as well as the Culinary Academy and Computer Science Career Academy. The Medical Science Learning Center curriculum is designed for highly motivated, gifted students and has a strong emphasis on the biological sciences. Students complete advanced studies in biochemistry, anatomy, physiology, research and statistics. The four-year Computer Science Academy prepares students for post-secondary studies in computer science or computer programming, while the Culinary Arts and Hospitality Management curriculum provides the foundation for students interested in careers in food service and/or restaurant management. The curriculum includes hands-on experiences in the operation of a functioning restaurant, the Five Star Café, which is open to the public. To foster excellence, all courses are consistently evaluated and reviewed. Consequently, Freehold High School students routinely score well on Advanced Placement exams and the SAT and ACT. Each year, a number of students are chosen to participate in the prestigious Governor’s School Summer Enrichment Programs, while others earn distinction as a National Merit Scholarship Commended Student, Semifinalist, or Finalist. Freehold High School’s teaching staff value continuing education and embrace opportunities for professional growth and development to improve pedagogy and student learning.
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Freehold Township High School
 (25-1650-055)
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 2018-2019

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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

Notes from the New Jersey Department of Education:



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School Contact Information

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

Type	Contact Information
County	Monmouth
District	Freehold Regional High School District
Principal Name	Dr. Alicia Scelso
Address	281 Elton Adelphia Road FREEHOLD TWP., NJ 07728-1899
Phone Number	732-431-8460
Email Address	ascelso@frhsd.com
Website	https://www.frhsd.com/Domain/11
Facebook	https://www.facebook.com/FreeholdRegional/
Twitter	https://twitter.com/akscelso



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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

Enrollment Trends by Student Group

Enrollment by Racial and Ethnic Group

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
9	486	529	493
10	490	498	521
11	498	483	490
12	552	528	509
Total	2,026	2,038	2,013

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	50.1%	51.2%	51.4%
Male	49.9%	48.8%	48.6%
Economically Disadvantaged Students	9.7%	10.3%	10.0%
Students with Disabilities	14.4%	15.1%	16.6%
English Learners	0.0%	0.0%	0.1%
Homeless Students	0.1%	0.3%	0.3%
Students in Foster Care	0.0%	0.0%	0.1%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	76.4%	75.5%	75.6%
Hispanic	10.1%	11.2%	12.0%
Black or African American	4.9%	5.1%	4.6%
Asian	7.8%	7.2%	6.7%
Native Hawaiian or Pacific Islander	0.3%	0.3%	0.3%
American Indian or Alaska Native	0.1%	0.0%	0.0%
Two or More Races	0.4%	0.7%	0.9%

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	2016-17	2017-18	2018-19
Full Time Students	2,006	2,014	2,004
Shared Time Students	39	48	17
Full Time Equivalent	2,026	2,038	2,013

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	91.9%
Spanish	3.4%
Russian	1.0%
Other Languages	3.6%



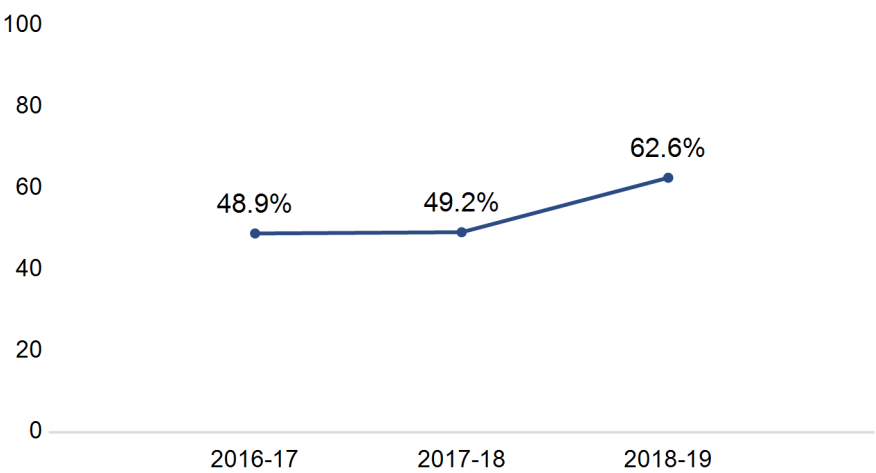
Freehold Township High School
(25-1650-055)
Grades Offered: 09-12
2018-2019

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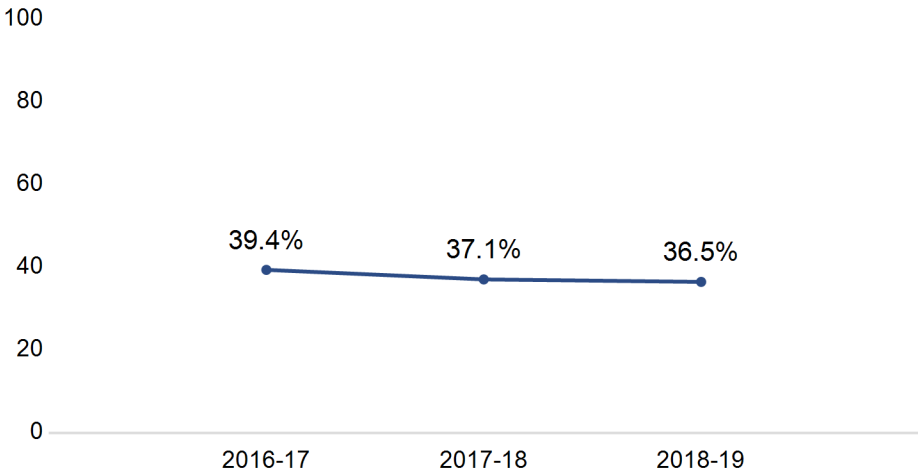
English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	93.7%	98.1%	99.4%	94.1%	98.5%	99.5%
Proficiency Rate for Federal Accountability	48.9%	49.2%	62.6%	39.4%	37.1%	36.5%
Annual Target	26.9%	29.7%	32.5%	21.1%	24.2%	27.3%
Met Annual Target?	Met Target	Met Target	Met Target	Met Target	Met Target	Met Target
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	1012	99.4	62.6	62.2	57.9	62.6	32.5	Met Target
White	762	99.4	64.2	62.5	66.9	64.2	31	Met Target
Hispanic	119	99.2	47.1	46.8	43.9	47.1	37.1	Met Target
Black or African American	55	100.0	49.1	49.5	38.5	49.1	29.9	Met Target
Asian, Native Hawaiian, or Pacific Islander	64	100.0	84.4	84.3	82.9	84.4	44.2	Met Goal
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	12	100.0	66.7	*	64.4	66.7	**	**
Female	522	99.6	71.5	70.2	64.8	71.5		
Male	490	99.2	53.3	54.2	51.3	53.3		
Economically Disadvantaged Students	99	100.0	39.4	41.5	40.0	39.4	29.9	Met Target
Non-Economically Disadvantaged Students	913	99.4	65.2	64.4	67.9	65.2		
Students with Disabilities	181	98.4	20.4	21.1	22.7	20.4	19.3	Met Target
Students without Disabilities	831	99.6	71.8	70.2	65.1	71.8		
English Learners	*	*	*	*	29.3	*	**	**
Non-English Learners	*	*	*	*	60.6	*		
Homeless Students	*	*	*	14.3	29.1	*		
Students In Foster Care	*	*	*	*	27.6	*		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	*	30.4	N		

† Target was met within a confidence interval.

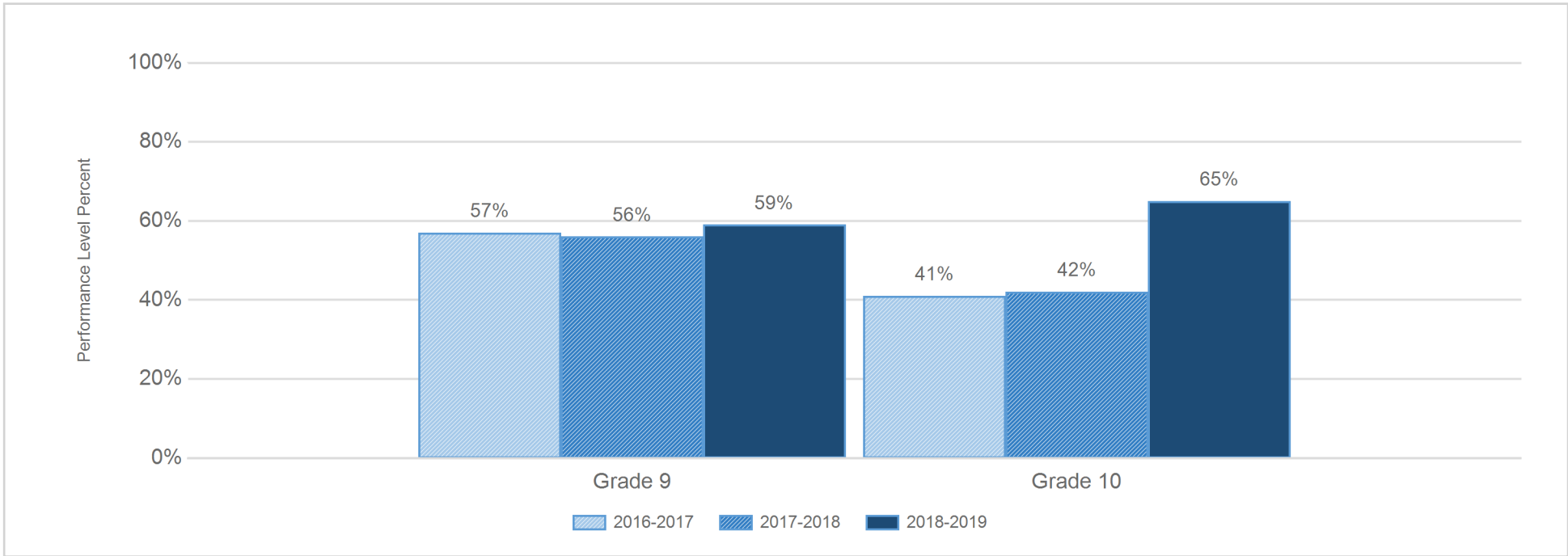


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English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





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English Language Arts Assessment - Performance by Grade: Grade 9

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	492	755	758	753	8%	11%	22%	43%	16%	59%	56%
White	368	756	757	762	7%	11%	21%	45%	16%	60%	65%
Hispanic	61	747	744	737	*	*	26%	*	*	49%	40%
Black or African American	*	*	750	732	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	33	773	*	783	*	*	*	*	*	79%	84%
American Indian or Alaska Native	N	N	N	754	N	N	N	N	N	N	57%
Two or More Races	*	*	760	761	*	*	*	*	*	*	63%
Female	251	765	764	760	6%	6%	17%	49%	22%	71%	63%
Male	241	746	752	746	10%	17%	26%	37%	10%	47%	49%
Economically Disadvantaged Students	41	731	738	734	*	27%	24%	*	*	29%	36%
Non-Economically Disadvantaged Students	451	757	760	762	*	10%	21%	*	*	62%	65%
Students with Disabilities	102	720	719	717	25%	32%	22%	*	*	21%	17%
Students without Disabilities	390	764	765	760	3%	6%	22%	*	*	69%	63%
English Learners	*	*	690	693	*	*	*	*	*	*	*
Non-English Learners	*	*	758	755	*	*	*	*	*	*	*
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	22%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	56%
Migrant Students	N	N	N	715	N	N	N	N	N	N	23%



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English Language Arts Assessment - Performance by Grade: Grade 10

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	521	766	763	757	8%	10%	17%	36%	29%	65%	58%
White	390	768	763	767	6%	9%	17%	39%	29%	68%	67%
Hispanic	61	745	744	738	*	16%	28%	*	*	44%	43%
Black or African American	33	738	742	733	*	*	*	*	*	45%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	789	792	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	*	754	N	N	N	N	N	N	56%
Two or More Races	*	*	*	766	*	*	*	*	*	*	65%
Female	274	772	770	766	5%	8%	16%	36%	35%	71%	66%
Male	247	759	755	749	11%	12%	19%	37%	21%	59%	51%
Economically Disadvantaged Students	59	741	739	735	19%	17%	20%	*	*	44%	40%
Non-Economically Disadvantaged Students	462	769	765	767	6%	9%	17%	*	*	68%	67%
Students with Disabilities	74	712	720	711	38%	30%	16%	*	*	16%	19%
Students without Disabilities	447	775	770	765	3%	6%	18%	*	*	73%	65%
English Learners	N	N	699	687	N	N	N	N	N	N	*
Non-English Learners	521	766	763	760	8%	10%	17%	36%	29%	65%	*
Homeless Students	*	*	*	723	*	*	*	*	*	*	32%
Students in Foster Care	*	*	*	710	*	*	*	*	*	*	22%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	*	710	N	N	N	N	N	N	10%



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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	988	99.5	36.5	37.7	44.5	36.5	27.3	Met Target
White	745	99.5	38.3	37.7	54.1	38.3	26.4	Met Target
Hispanic	119	99.2	22.7	22.1	28.8	22.7	24.5	Met Target†
Black or African American	53	100.0	20.8	22.2	23.0	20.8	21.6	Met Target†
Asian, Native Hawaiian, or Pacific Islander	59	100.0	50.8	65.6	76.5	50.8	43.8	Met Target
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	12	100.0	66.7	*	53.3	66.7	**	**
Female	515	99.6	41.2	37.4	44.9	41.2		
Male	473	99.4	31.5	38.0	44.2	31.5		
Economically Disadvantaged Students	97	100.0	12.4	18.3	26.3	12.4	23.8	Not Met
Non-Economically Disadvantaged Students	891	99.4	39.2	39.8	54.9	39.2		
Students with Disabilities	179	98.9	*	*	17.4	*	12.9	Not Met
Students without Disabilities	809	99.6	*	*	50.0	*		
English Learners	*	*	*	10.6	25.0	*	**	**
Non-English Learners	*	*	*	37.9	46.5	*		
Homeless Students	*	*	*	14.3	17.1	*		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	*	23.3	N		

† Target was met within a confidence interval.

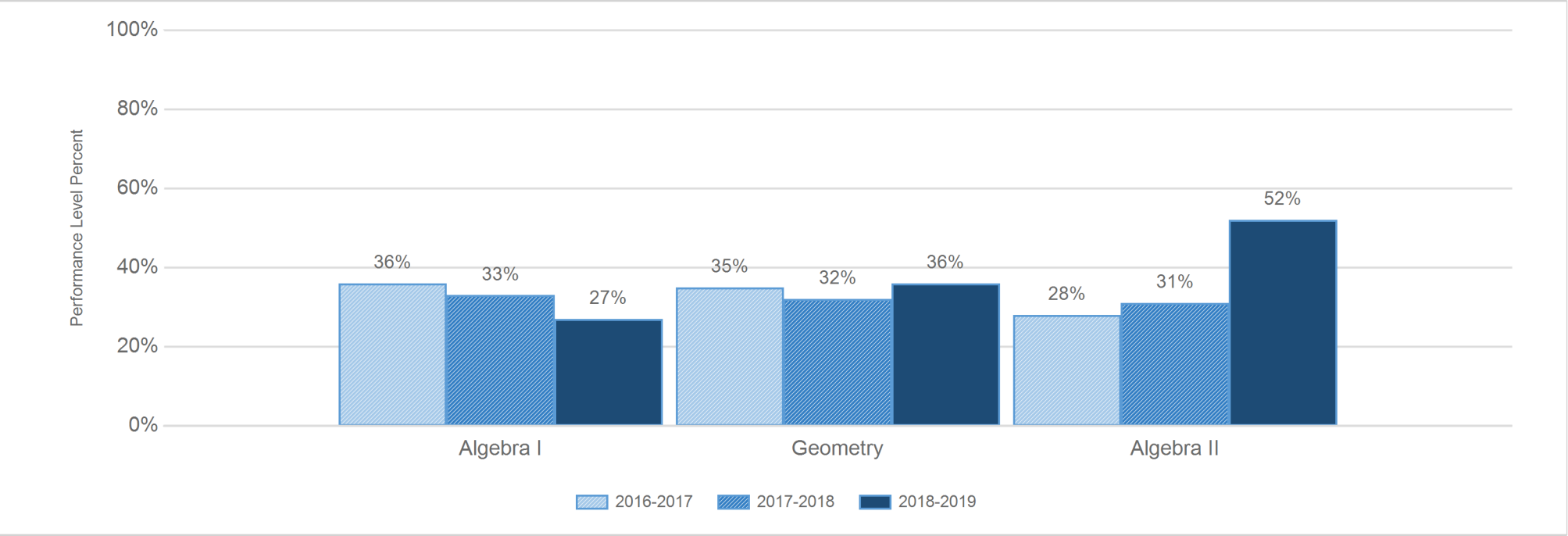


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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



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Mathematics Assessment - Performance by Test: Algebra I

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

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	309	733	738	744	10%	27%	37%	*	*	27%	42%
White	217	734	739	752	9%	24%	39%	28%	0%	28%	53%
Hispanic	50	727	728	728	*	40%	30%	*	*	20%	24%
Black or African American	23	722	729	725	*	*	*	*	*	17%	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	759	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	*	*	740	752	*	*	*	*	*	*	51%
Female	142	734	738	745	10%	22%	40%	*	*	28%	44%
Male	167	731	737	743	10%	31%	34%	*	*	25%	41%
Economically Disadvantaged Students	40	723	726	727	*	40%	30%	*	*	13%	23%
Non-Economically Disadvantaged Students	269	734	740	752	*	25%	38%	*	*	29%	52%
Students with Disabilities	103	718	718	717	*	*	*	*	*	*	12%
Students without Disabilities	206	740	744	748	*	*	*	*	*	*	47%
English Learners	*	*	715	710	*	*	*	*	*	*	*
Non-English Learners	*	*	738	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	14%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%



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Mathematics Assessment - Performance by Test: Geometry

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

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	456	739	737	737	4%	16%	43%	*	*	36%	35%
White	343	740	737	743	4%	15%	41%	*	*	39%	43%
Hispanic	65	736	732	724	*	*	51%	25%	0%	25%	17%
Black or African American	24	729	727	720	*	*	*	*	*	21%	14%
Asian, Native Hawaiian, or Pacific Islander	*	*	752	762	*	*	*	*	*	*	70%
American Indian or Alaska Native	N	N	*	736	N	N	N	N	N	N	37%
Two or More Races	*	*	*	745	*	*	*	*	*	*	46%
Female	254	742	738	738	*	13%	39%	*	*	43%	36%
Male	202	736	736	736	*	20%	48%	*	*	27%	34%
Economically Disadvantaged Students	49	726	727	722	*	*	*	*	*	*	16%
Non-Economically Disadvantaged Students	407	741	738	743	*	*	*	*	*	*	43%
Students with Disabilities	63	716	717	712	*	*	*	*	*	*	*
Students without Disabilities	393	743	741	741	*	*	*	*	*	*	*
English Learners	N	N	*	708	N	N	N	N	N	N	*
Non-English Learners	456	739	*	738	4%	16%	43%	*	*	36%	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	*
Students in Foster Care	*	*	*	713	*	*	*	*	*	*	*
Military-Connected Students	N	N	N	739	N	N	N	N	N	N	35%
Migrant Students	N	N	*	711	N	N	N	N	N	N	19%



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Mathematics Assessment - Performance by Test: Algebra II

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

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	223	750	756	755	*	17%	28%	*	*	52%	58%
White	181	748	754	758	*	19%	28%	*	*	50%	62%
Hispanic	*	*	742	731	*	*	*	*	*	*	34%
Black or African American	*	*	735	725	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	21	763	770	777	*	*	*	76%	0%	76%	80%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	55%
Two or More Races	*	*	763	761	*	*	*	*	*	*	65%
Female	123	749	752	752	*	17%	29%	*	*	52%	55%
Male	100	750	761	758	*	17%	26%	*	*	51%	62%
Economically Disadvantaged Students	*	*	743	729	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	757	761	*	*	*	*	*	*	65%
Students with Disabilities	*	*	727	715	*	*	*	*	*	*	25%
Students without Disabilities	*	*	757	756	*	*	*	*	*	*	60%
English Learners	N	N	N	696	N	N	N	N	N	N	11%
Non-English Learners	223	750	756	755	*	17%	28%	*	*	52%	59%
Homeless Students	N	N	*	717	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	715	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	39%
Migrant Students	N	N	N	*	N	N	N	N	N	N	*



Freehold Township High School
(25-1650-055)
Grades Offered: 09-12
2018-2019

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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) 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	*	10

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. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	N	N	N

† 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	*	*	*
3-4	N	N	N
5 or more	N	N	N



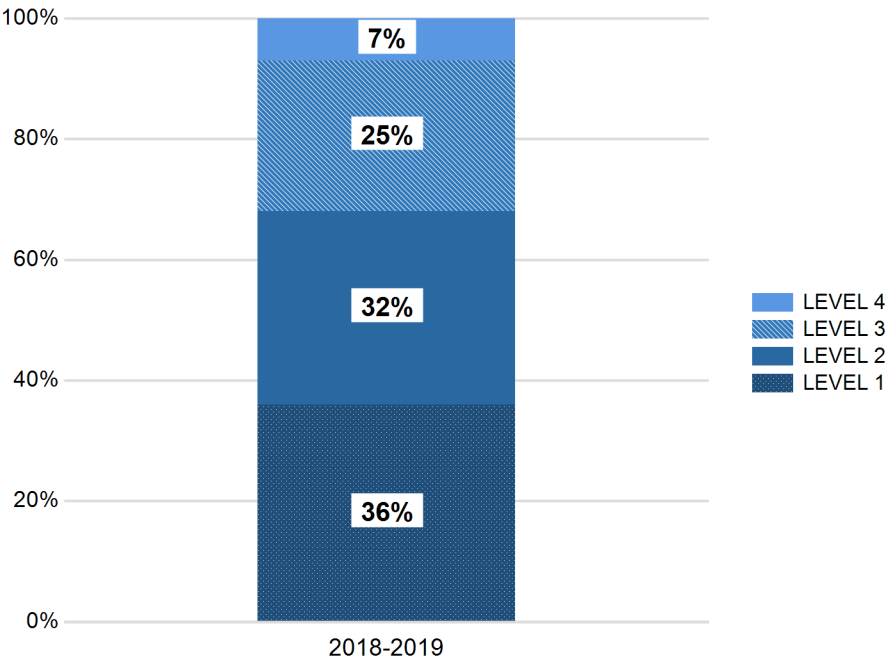
Freehold Township High School
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the [assessment reports page](#) for DLM results.

NJSLA Science Assessment: Grade 11 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 11

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	36	32	25	7
White	34	32	26	7
Hispanic	52	31	12	5
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	12	29	38	21
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	34	33	26	7
Male	38	31	24	8
Economically Disadvantaged Students	51	30	16	2
Non-Economically Disadvantaged Students	34	32	26	8
Students with Disabilities	89	7	4	0
Students without Disabilities	28	35	28	9
English Learners	N	N	N	N
Non-English Learners	36	32	25	7
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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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 2018-19. 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 2018-19	98.8%	84.5%
12th graders taking SAT in 2018-19 or prior years	76.0%	72.1%
12th graders taking ACT in 2018-19 or prior years	17.9%	19.6%

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	496	476	Grade 10: 430 Grade 11: 460	72%	61%
PSAT 10/NMSQT - Math	495	477	Grade 10: 480 Grade 11: 510	51%	43%
SAT - Reading and Writing	574	539	480	88%	70%
SAT - Math	581	541	530	72%	53%
ACT - Reading	24	25	22	68%	66%
ACT - English	23	24	18	87%	81%
ACT - Math	24	24	22	64%	65%
ACT - Science	23	24	23	52%	57%



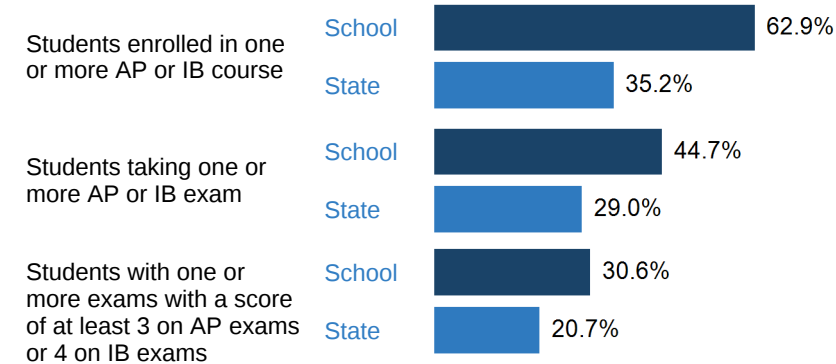
Freehold Township High School
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or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

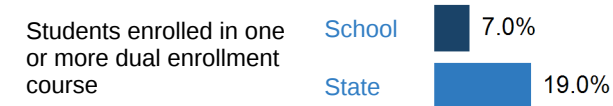
AP/IB Coursework – Participation and Performance

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



Dual Enrollment Coursework - Participation

This graph shows the percentage of 11th and 12th graders who were enrolled in at least one dual enrollment course during the school year. Dual enrollment courses allow high school students to enroll in college courses for credit prior to their high school graduation.



AP/ IB Courses Offered

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

AP/IB Course	Students Enrolled	Students Tested
AP Biology	40	30
AP Calculus AB	68	37
AP Calculus BC	9	6
AP Comparative Government and Politics	0	23
AP Computer Science A	41	23
AP Computer Science Principles	21	8
AP English Language and Composition	83	70
AP English Literature and Composition	106	53
AP Environmental Science	117	76
AP French Language and Culture	3	0
AP Human Geography	32	32
AP Italian Language and Culture	1	1
AP Japanese Language and Culture	0	1
AP Latin (Virgil, Catullus and Horace)	14	9
AP Macroeconomics	18	14
AP Microeconomics	55	28



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AP/IB Course	Students Enrolled	Students Tested
AP Music Theory	0	1
AP Physics 1	86	71
AP Physics 2	12	0
AP Physics C: Mechanics	0	2
AP Psychology	200	131
AP Spanish Language	11	8
AP Statistics	79	49
AP U.S. Government and Politics	81	27
AP U.S. History	246	188
IB Art/Design	26	16
IB Biology	37	21
IB Classical Languages—Latin	26	15
IB Design Technology	24	24
IB History	54	34
IB Language A (English)	54	34
IB Language B—Spanish	28	19



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AP/IB Course	Students Enrolled	Students Tested
IB Mathematical Studies	12	12
IB Mathematics	42	22
IB Music	4	0
IB Physics	17	13
IB Theory of Knowledge	54	34
Total Exams taken		1132
Exams with scores of at least 3 on AP exams or 4 on IB exams		661



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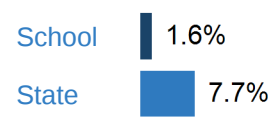
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This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education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

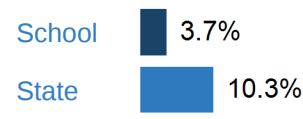
Career and Technical Education Participation

The graphs below show the percentage of students in grades 9 through 12 who were enrolled in courses in approved Career and Technical Education (CTE) programs. Students enrolled in shared-time Career and Technical Education programs in a county vocational school district are included in the percentages for both the county vocational school and their sending school.

CTE Participants
(completed only one course in an approved CTE program)



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



Structured Learning Experiences Participation

The graph below shows the percentage of students in grades 9 through 12 who participated in Structured Learning Experiences during the school year. Structured Learning Experiences can include work-based learning programs, internships, apprenticeships, and service learning experiences and can be paid or unpaid.

Structured Learning Experiences





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Career and Technical Education Participation by Student Group

This table shows the percentage of students, both overall and by student group, in grades 9 through 12 who were enrolled in courses in approved Career and Technical Education (CTE) programs. CTE participants have completed only one course in an approved CTE program. CTE concentrators have completed two or more courses in a single approved CTE program and/or have completed the entire CTE program. Students enrolled in shared-time CTE programs in a county vocational school district are included in the percentages for both the county vocational school and their sending high school.

Student Group	School: % CTE Participants	School: % CTE Concentrators	State: % CTE Participants	State: % CTE Concentrators
Schoolwide	1.6%	3.7%	7.7%	10.3%
White	1.4%	3.4%	6.1%	9.6%
Hispanic	*	7.1%	10.3%	11.3%
Black or African American	*	*	9.0%	11.2%
Asian, Native Hawaiian, or Pacific Islander	*	*	5.8%	9.3%
American Indian or Alaska Native	N	N	10.3%	12.7%
Two or More Races	0.0%	*	6.8%	12.1%
Female	*	5.0%	7.3%	10.6%
Male	*	2.3%	8.0%	10.1%
Economically Disadvantaged Students	*	*	10.4%	11.8%
Students with Disabilities	*	*	6.6%	9.2%
English Learners	*	*	8.7%	3.2%
Homeless Students	*	*	8.1%	6.6%
Students In Foster Care	*	*	6.4%	5.0%
Military-Connected Students	N	N	9.7%	13.3%
Migrant Students	N	N	10.4%	*



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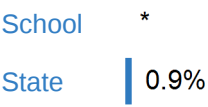
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Industry-Valued Credentials

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

Students Earning Industry-Valued Credentials



Industry-Valued Credentials by Career Cluster

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

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total credentials earned
Agriculture, Food & Natural Resources	97		
Architecture & Construction	*		
Health Science	*		
Human Services	*	*	*
Law, Public Safety, Corrections & Security	*		
Manufacturing	*		
Total (All Clusters)	115	*	*



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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	295	185	11	0	0	0	71
10	8	292	212	18	0	4	4
11	0	9	222	189	7	9	52
12	0	1	8	130	70	142	140
Total	303	487	453	337	77	155	267
Enrolled in AP/IB Course					77	79	54
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0

Science - Course Participation

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

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	491	0	0	0	0	2
10	9	450	0	59	0	34
11	22	58	0	143	246	58
12	55	2	0	125	38	214
Total	577	510	0	327	284	308
Enrolled in AP/IB Course	77	0		117	115	24
Enrolled in Dual Enrollment Course	0	0	0	0	0	0



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Social Studies and History - Course Participation

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

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	458	0	0	0	0	33
10	5	485	1	5	3	41
11	20	466	13	33	8	109
12	35	16	41	217	51	244
Total	518	967	55	255	62	427
Enrolled in AP/IB Course	54	246	55	200		167
Enrolled in Dual Enrollment Course	0	27	0	0	0	1

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	187	10	53	148	0	0	0
10	248	26	38	192	0	0	0
11	160	20	41	141	0	0	0
12	39	5	17	55	0	0	0
Total	634	61	149	536	0	0	0
Enrolled in AP/IB Course	39	3	1	40	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	152	26	55	131	0	0	0



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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.

Computer Science and Information Technology – Course Participation

This table shows the number of students who were enrolled in Computer Science and Information Technology (IT) 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	Computer Programming	Computing Systems	Other Computer Science	Networking	Information Systems	Other IT
9	N	N	N	N	N	N
10	5	0	2	0	0	0
11	11	0	5	0	0	0
12	25	0	14	0	0	0
Total	41	0	21	0	0	0
Enrolled in AP/IB Course	41		21			0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0



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Seal of Biliteracy

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

Language	Students Earning a Seal of Biliteracy
Latin	*
Spanish	*
Total	*



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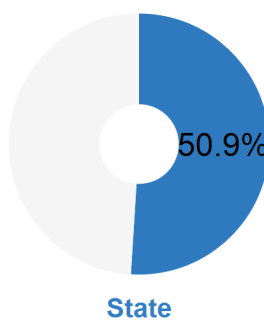
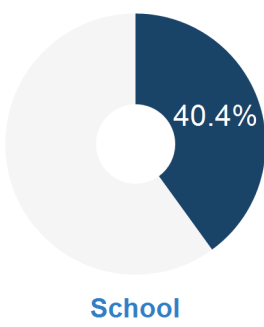
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Visual and Performing Arts – Course Participation

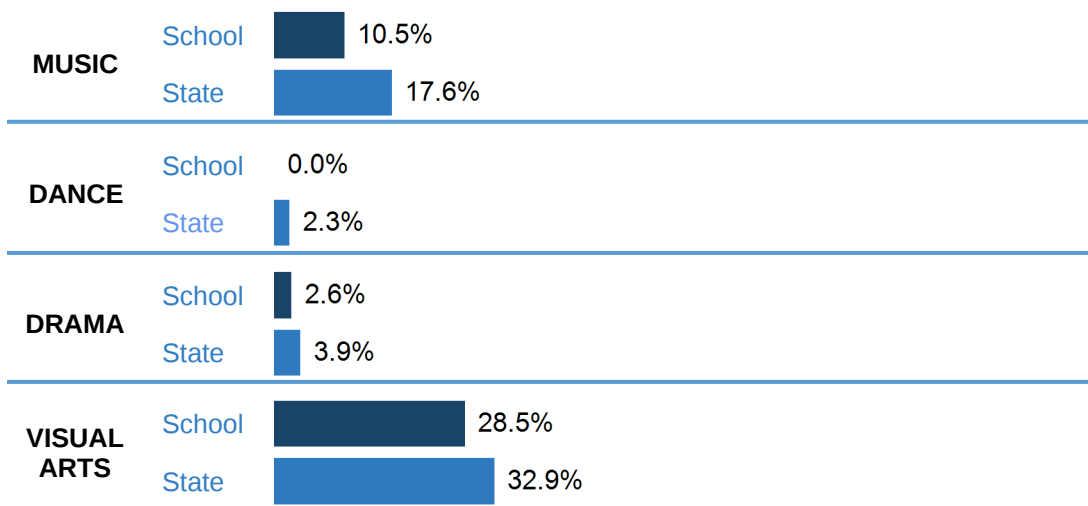
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 9-12:

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



Students enrolled in one or more classes by discipline:





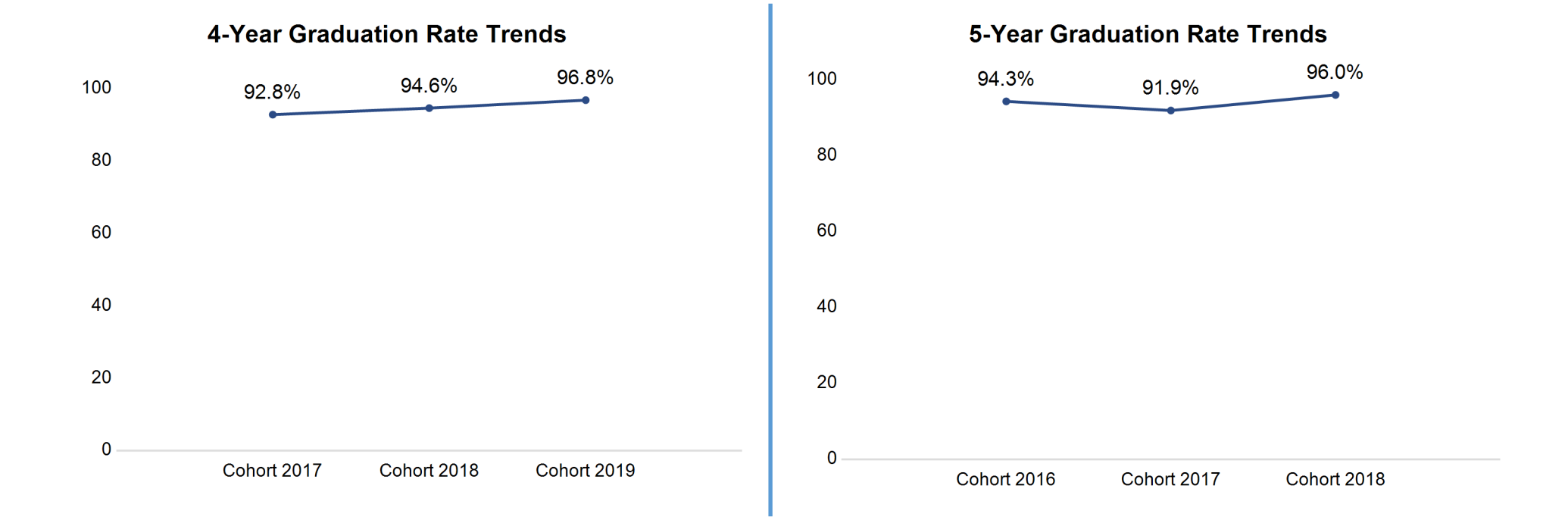
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Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the [NJDOE Graduation Rate page](#).

Graduation Rate Trends and Progress

These graphs show the 4-year and 5-year adjusted cohort graduation rates for the most recent three cohorts of students. The table below shows whether annual targets were met for each cohort. Note that for accountability and annual targets, graduation data from the prior year is used, so annual target status for Cohort 2019 4-Year and Cohort 2018 5-Year are not provided.



Performance Measure	Cohort 2017 4-Year Rate	Cohort 2018 4-Year Rate	Cohort 2019 4-Year Rate	Cohort 2016 5-Year Rate	Cohort 2017 5-Year Rate	Cohort 2018 5-Year Rate
Graduation Rate	92.8%	94.6%	96.8%	94.3%	91.9%	96.0%
Annual Target	93.4%	93.5%		93.7%	93.8%	
Met Annual Target?	Not Met	Met Target		Met Target	Not Met	
Statewide Graduation Rate	90.5%	90.9%	90.6%	91.8%	92.4%	92.5%



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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 2018 4-year rate and the Class of 2017 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 2019: 4 Year Rate	State - Class of 2019: 4 Year Rate	School - Class of 2018: 5 Year Rate	State - Class of 2018: 5 Year Rate	Class of 2018: 4 Year Rate	Class of 2018: 4 Year Target	Class of 2018: Met Target	Class of 2017: 5 Year Rate	Class of 2017: 5 Year Target	Class of 2017: Met Target
Schoolwide	96.8%	90.6%	96.0%	92.5%	94.6%	93.5%	Met Target	91.9%	93.8%	Not Met
White	97.1%	94.9%	96.4%	95.9%	94.7%	94.5%	Met Target	91.3%	93.7%	Not Met
Hispanic	94.7%	84.5%	93.8%	87.3%	95.7%	N	Met Goal	90.9%	94.9%	Not Met
Black or African American	*	83.3%	96.3%	87.1%	96.3%	N	Met Goal	92.9%	90.3%	Met Target
Asian, Native Hawaiian or Pacific Islander	100.0%	96.9%	95.8%	97.8%	93.9%	91.3%	Met Target	97.7%	N	Met Goal
American Indian or Alaska Native	N	92.2%	*	88.9%	*	**	**	*	**	**
Two or More Races	*	91.4%	*	94.2%	*	**	**	*	**	**
Female	98.8%	92.8%	96.7%	94.4%	95.6%			93.4%		
Male	94.8%	88.5%	95.2%	90.8%	93.6%			90.5%		
Economically Disadvantaged Students	95.2%	84.0%	82.6%	87.3%	78.3%	89.5%	Not Met	91.1%	76.9%	Met Target
Students with Disabilities	84.8%	79.2%	88.5%	83.8%	81.3%	83.6%	Not Met	61.7%	79.9%	Not Met
English Learners	*	75.4%	N	80.1%	N	N	N	N	N	N
Homeless Students	*	74.6%	*	78.3%	*			*		
Students in Foster Care	N	57.6%	*	82.5%	*			N		
Migrant Students	N	83.3%	N	85.0%	N			N		



Freehold Township High School
(25-1650-055)
Grades Offered: 09-12
2018-2019

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Graduation Pathways

This table shows the percentage of Cohort 2019 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
Statewide Assessment	62.4%	76.1%
Substitute Competency Test	32.2%	18.3%
Portfolio Appeals Process	0.2%	0.4%
Alternate Requirements specified in IEP	5.2%	5.2%
Unknown	0.0%	0.0%

Dropout Rate Trends

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

School Year	School Rate	State Rate
2018-2019	0.3%	1.2%
2017-2018	0.7%	1.2%
2016-2017	0.6%	1.1%



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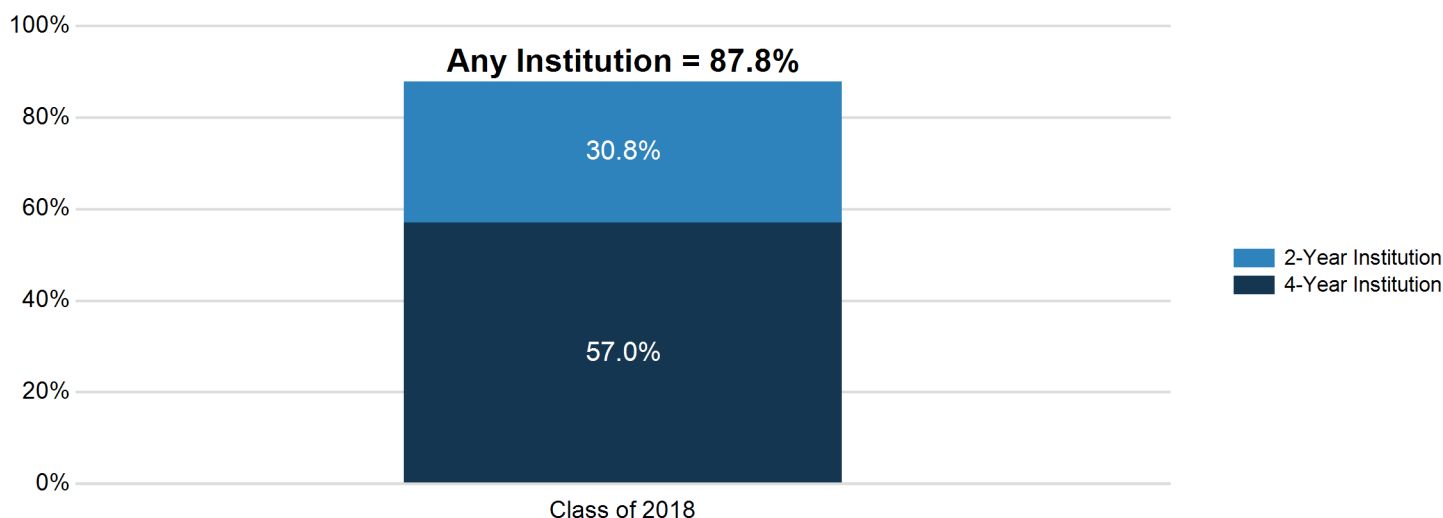
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Information about students enrolling in colleges and universities after graduation is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

Postsecondary Enrollment Rate Summary

The graphs and tables below show the percentage of graduates that have enrolled in 2-year and 4-year institutions within 16 months of graduating from high school.

Postsecondary Enrollment 16 months after Graduation



Performance Measure	Class of 2018
% Enrolled in 2-Year Institution	30.8%
% Enrolled in 4-Year Institution	57.0%
% Enrolled in Any Postsecondary Institution	87.8%



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Postsecondary Enrollment Rates: Fall

This table shows information about Class of 2019 high school graduates enrolled in postsecondary institutions by the fall of 2019. 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 that were enrolled 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%	28.7%	71.3%
Schoolwide	82.8%	25.2%	74.8%
White	82.4%	23%	77%
Hispanic	75.9%	45.5%	54.5%
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	95.1%	12.8%	87.2%
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	72%	52.8%	47.2%
Students with Disabilities	57.4%	56.4%	43.6%
English Learners	*	*	*

Postsecondary Enrollment Rates: 16 month

This table shows information about Class of 2018 high school graduates enrolled in postsecondary institutions by the fall of 2019. 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 that were enrolled 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	77.8%	30.9%	69.1%	72.9%	27.1%	65.5%	34.5%
Schoolwide	87.8%	35.1%	64.9%	73.3%	26.7%	64%	36%
White	88.2%	37.7%	62.3%	74.5%	25.5%	64.4%	35.6%
Hispanic	72%	44.4%	55.6%	77.8%	22.2%	86.1%	13.9%
Black or African American	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	97.8%	20.5%	79.5%	63.6%	34.1%	52.3%	47.7%
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	76.7%	45.5%	54.5%	75.8%	24.2%	84.8%	15.2%
Students with Disabilities	67.9%	58.5%	41.5%	81.1%	18.9%	84.9%	15.1%
English Learners	*	*	*	*	*	*	*



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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. Students with fewer than 45 days in membership are excluded from attendance calculations.

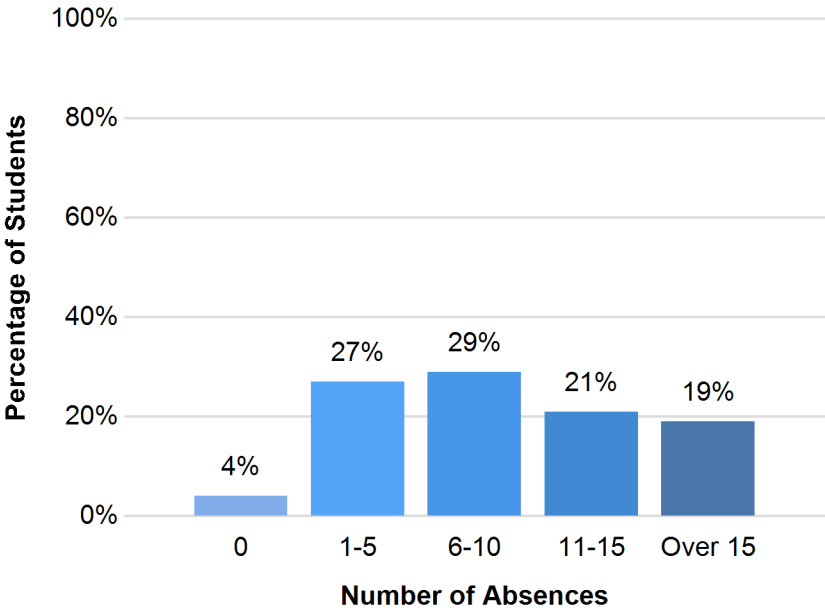
Chronic Absenteeism

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	268	12.9	14.2	Met
White	196	12.6	14.2	Met
Hispanic	43	16.5	14.2	Not Met
Black or African American	14	14.4	14.2	Not Met
Asian, Native Hawaiian, or Pacific	12	8.1	14.2	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	3	16.7	**	**
Female	151	14.3		
Male	117	11.4		
Economically Disadvantaged Students	52	23.3	14.2	Not Met
Students with Disabilities	79	20.7	14.2	Not Met
English Learners	4	17.4	14.2	Not Met
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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





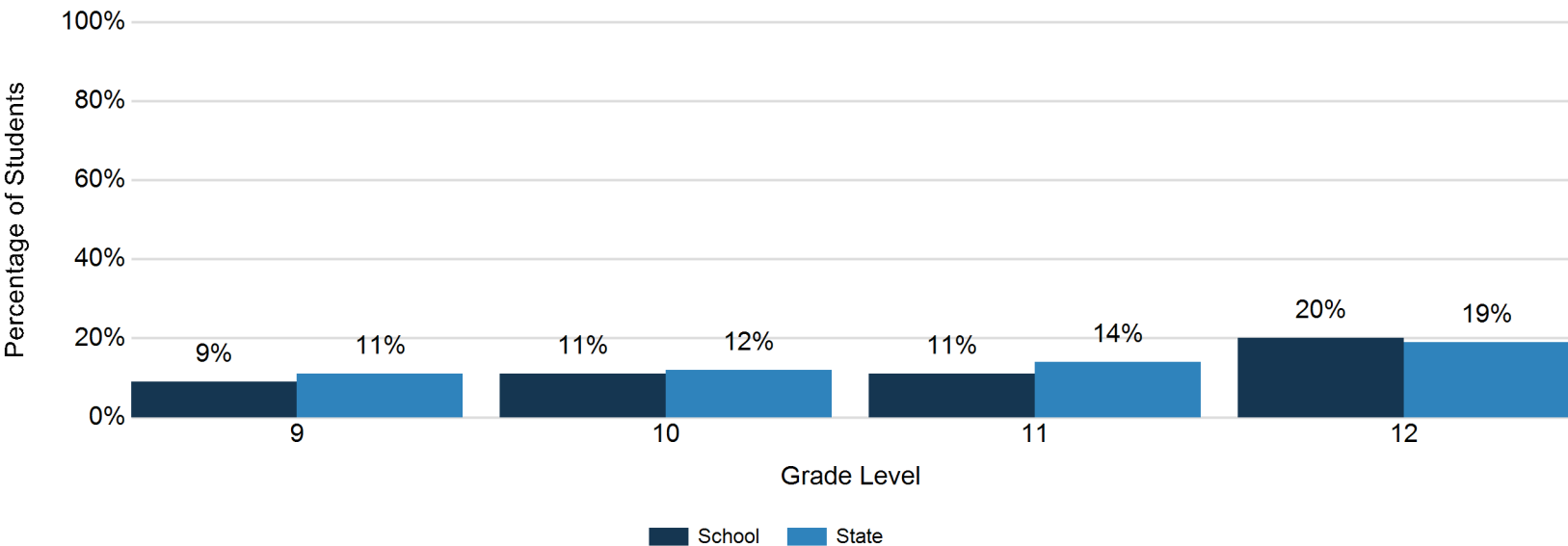
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Chronic Absenteeism by Grade

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





Freehold Township High School

(25-1650-055)

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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

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	5
Weapons	1
Vandalism	1
Substances	22
Harassment, Intimidation, Bullying (HIB)	13
Total Unique Incidents	42
Incidents Per 100 Students Enrolled	2.09

Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	1	6	7
Religion	0	0	0
Ancestry	0	1	1
Gender	0	1	1
Sexual Orientation	0	1	1
Disability	0	0	0
Other	2	7	9
No Identified Nature	0		0

Police Notifications

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

Incident Type	Incidents Reported to Police
Violence	2
Weapons	1
Vandalism	0
Substances	8
Harassment, Intimidation, Bullying (HIB)	2
Other Incidents Leading to Removal	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	48	2.4%
Out-of-School Suspensions	47	2.3%
Any Suspension	71	3.5%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
261



Freehold Township High School
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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	8:25 AM
Typical End Time	3:00 PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	5 Hrs 35 Mins
Shared Time - Instructional Time	5 Hrs. 35 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 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 through 10. 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
2018-19	3.2:1



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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 the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	143	118,214
Average years experience in public schools	12.3	12.1
Average years experience in district	11.7	10.8
Percentage of Teachers with 4 or more years experience in the district	78.3%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	70	9,530
Average years experience in public schools	18.0	16.0
Average years experience in district	13.2	12.0
Percentage of Administrators with 4 or more years experience in the district	85.7%	76.9%

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	201:1	150:1
Teachers to Administrators	14:1	11:1
Students to Librarians/Media Specialists		10491:1
Students to Nurses		1049:1
Students to Counselors		262:1
Students to Child Study Team Members		403:1



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Teachers and Administrators– Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	51.4%	67.8%	80.0%	48.4%	77.1%	54.9%
Male	48.6%	32.2%	20.0%	51.6%	22.9%	45.1%
White	75.6%	90.9%	90.0%	42.4%	83.6%	77.4%
Hispanic	12.0%	4.9%	0.0%	29.9%	7.3%	7.2%
Black or African American	4.6%	1.4%	10.0%	15.0%	6.6%	13.9%
Asian	6.7%	2.8%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.3%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.9%	0.0%	0.0%	2.1%	0.2%	0.2%



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Teachers and Administrators - Level of Education

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

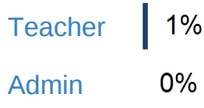
Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	92.6%	90.5%
2017-18 Administrators: Same district 2018-19	93.1%	87.9%

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
2018-19	97.5%



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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.



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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).

Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.

Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less

Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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](#).

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.



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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](#).

ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	48.9%	49.2%	62.6%
Math Proficiency	39.4%	37.1%	36.5%
ELA Growth	N	N	N
Math Growth	N	N	N
4-Year Graduation Rate†	92.8%	94.6%	96.8%
5-Year Graduation Rate†	94.3%	91.9%	96.0%
Progress toward English Language Proficiency		N	N
Chronic Absenteeism	14.9%	16.2%	12.9%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



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Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey 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 every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.



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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

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	Met Target	Met Target	Met Target	Not Met	N	Met	No
White	Met Target	Met Target	Met Target	Not Met	n/a	Met	No
Hispanic	Met Target	Met Target†	Met Goal	Not Met	n/a	Not Met	No
Black or African American	Met Target	Met Target†	Met Goal	Met Target	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	Met Goal	Met Target	Met Target	Met Goal	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Met Target	Not Met	Not Met	Met Target	n/a	Not Met	No
Students with Disabilities	Met Target	Not Met	Not Met	Not Met	n/a	Not Met	No
English Learners	**	**	**	**	**	Not Met	No

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



Freehold Township High School
 (25-1650-055)
 Grades Offered: 09-12
 2018-2019

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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 the school or district directly.

 Highlights:	- Accredited by the Middle States Association of Colleges and Schools - Magnet Programs: Center for Global Studies, Animal & Botanical Sciences, International Baccalaureate World School - Students have access to 70 extracurricular clubs and 25 interscholastic varsity sports including sub-varsity teams.
 Mission, Vision, Theme:	The Schools of the Freehold Regional High School District form a diverse and supportive community offering innovative and comprehensive programs that inspire students to maximize their potential, preparing them to navigate an evolving global society.
 Awards, Recognition, Accomplishments:	Freehold Township High School is recognized as an International Baccalaureate World School. We have been named by the Anti-Defamation League as a No Place for Hate School for six years in a row and have been designated as one of America's most challenging High Schools by the Washington Post. The Workplace Training Program received an Innovations in Special Education Award from the New Jersey School Boards Association and ASAH, an organization representing private special education schools.



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 Courses, Curriculum, Instruction:	Challenging and relevant curricular opportunities are offered in Business, Classical & World Languages, English Language Arts, Family & Consumer Sciences, Health & Physical Education, Math, Music, Science, Social Studies and Technology including 23 AP courses. Unique to Freehold Township HS are the Center for Global Studies and Animal & Botanical Sciences. These Magnet Programs allow students to pursue their passions within the comprehensive high school.
 Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Boys & Girls), Cheerleading (Girls), Cross Country (Boys & Girls), Field Hockey (Girls), Football (Boys), Golf (Boys), Gymnastics (Girls), Ice Hockey (Boys), Lacrosse (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Wrestling (Boys) The Athletic program includes 25 interscholastic varsity sports including Cheerleading and Dance, many with sub-varsity levels. Our sports teams compete in the highly competitive A-North Division of the Shore Conference. Division Championships were earned in Gymnastics, Boys Cross Country, Girls Soccer, Girls Tennis, Boys Basketball, Girls Bowling, Boys Track & Field, and Girls Track & Field. The Girls Bowling team were State Group Champions and both the Gymnastics and Boys Basketball teams were State Sectional Champions.
 Clubs and Activities:	Freehold Township High School offers 70 clubs and activities that support the various academic offerings. The Student Government, Human Relations Commission, Patriot Pals, Forensics Team, International Thespian Society, Technology Student Association, music ensembles, National Honor Society, and Distributive Education Clubs of America, among others are essential and integral to the delivery of the total educational process.



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 Before and After School Programs:	Math and English tutoring for struggling students is offered at the school in the Media Center by our certified staff members. This is part of Title I and local funds. FTHS also offers peer tutoring through our National Honor Society.
 Staff and Professional Learning:	A multitude of learning opportunities are available to staff including Professional Learning Communities, ScIP committee programs, district-wide collaborative workshops, as well as training offered by professional organizations. All professional learning endeavors seek to maximize opportunities for students to develop important college and career readiness skills essential in a complex global society: critical thinking, collaboration, communication, and creativity.
 Postsecondary Information:	The Counseling Department provides students and parents with individualized information on college and career planning. A College and Career Counselor supports each Guidance Counselor as they collaboratively develop customized post-secondary paths for students. Students in Grades 9, 10, and 11 are administered the PSAT during the school day. Additionally, FRHSD hosts College and Career Planning Nights including a College and Career Fair, Financial Aid Planning, Admissions Exam Planning and the College Application Boot-Camp.



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 Student Supports and Services:	Students are supported by a comprehensive counseling staff including a Student Assistance Coordinator, College and Career Counselor, and a Guidance Supervisor. Students with an Individualized Education Plan are served by members of the Child Study Team including a School Psychologist, Social Worker, Learning Disabilities Teacher Consultant, Special Education Supervisor and a Behaviorist.
 Student Health and Wellness:	Students participate in a Health and Physical Education program that encourages positive student choices over the course of their high school career and beyond. Students have access to a School Counselor, Student Assistance Coordinator and other mental health experts who assist students with developing coping skills and resiliency when faced with adversity. Athletes are supported by the Athletic Trainer while the School Nurse provides required care and health information to all students.
 Parent and Community Involvement:	The Parent Teacher Organization at Freehold Township High School provides input and insight while supporting student programs. The District's Special Education Advisory Council (SEAC) is a collaborative team of parents and district and school personnel that work to bring resources and information to parents of students with disabilities. Parents are provided with constant access to student grades and additional information through the Genesis Parent Portal available at www.frhsd.com.



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Climate Surveys:	Is a Climate Survey Used: No
Facilities:	Freehold Township High School is one of six high schools in the Freehold Regional High School District. The Patriot school community was founded in 1972 and is situated on 110 acres in western Monmouth County. Our school offers a fully functioning automotive shop, a horticultural green house, and modern learning spaces that foster collaboration and critical thinking.
School Safety:	The Freehold Regional High School District maintains a safe environment that prioritizes student learning through community partnerships, regular drills, comprehensive technology, a full-time security staff, and law enforcement officers.



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 Technology and STEM:	The Freehold Regional High School District has been recognized as Future Ready as our students use a multitude of tools to transform their learning. On a regular basis, students have access to a Bring Your Own Device (BYOD) Network, Chromebooks, computers, 3D Printers, laser engravers and CNC machines among many others. The faculty are supported by a team of Teacher Coaches who are leaders in using technology to transform learning in the classroom. Students have access to a robust range of Technology, Science, and Engineering courses as well as clubs during their high school career.
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 Other Information	The educational program at Freehold Township High School encompasses more than 180 courses, organized in 13 different academic disciplines. The high school is the site of programs unique to the Freehold Regional High School District: Center for Global Studies; the Animal and Botanical Sciences Academy; the Patriot Employment Program (PEP), an employment orientation program for the developmentally disabled; and the Workplace Training Program (WTP), which offers community-based internships for special needs students. The curriculum offers access to exploratory, enrichment, and specialized courses of study in accordance with state standards and graduation requirements. Advanced Placement courses are offered in 25 areas, and through a partnership with Brookdale Community College, students can earn college credits both on and off-site. Freehold Township High School was authorized in 2015 as an International Baccalaureate (IB) World School. The International Baccalaureate Diploma Program is a comprehensive and rigorous pre-university course of studies for highly motivated 11th and 12th graders. Of the 492 members of the Class of 2019, 30 students earned the prestigious IB Diploma and 2 students are attending Ivy League schools. A comprehensive, developmental school counseling program provides career, academic and social-emotional programs, as well as individual and group counseling to assist students in reaching their full potential. Students have historically scored well on the SAT, PSAT, and Advanced Placement tests. Every year we have students recognized by the National Merit Scholarship Program. Approximately 85 percent of the Class of 2019 pursued further education at college, university, trade or technical school. Members of the graduating class earned over \$13 million in scholarships, grants, and financial aid. In addition, members of the graduating class earned roughly \$61,750 during their senior year through the work-study program sponsored by the school.
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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

Notes from the New Jersey Department of Education:



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School Contact Information

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

Type	Contact Information
County	Monmouth
District	Freehold Regional High School District
Principal Name	Mr. Jeremy Braverman
Address	405 SQUANKUM YELLOWBROOK ROAD FARMINGDALE, NJ 07727-3756
Phone Number	732-919-2131
Email Address	jbraverman@frhsd.com
Website	https://www.frhds.com/Domain/13
Facebook	https://www.facebook.com/FreeholdRegional/
Twitter	https://twitter.com/BravermanHHS?ref_src=twsrc%5Etfw&ref_url=https%3A%2F%2Fwww.frhds.com%2FDomain%2F13



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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
9	511	508	545
10	532	509	503
11	551	511	504
12	509	562	544
Total	2,103	2,090	2,096

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	53.9%	54.5%	54.0%
Male	46.1%	45.5%	46.0%
Economically Disadvantaged Students	6.7%	7.2%	7.1%
Students with Disabilities	14.9%	15.3%	16.4%
English Learners	0.0%	0.1%	0.0%
Homeless Students	0.1%	0.3%	0.2%
Students in Foster Care	0.1%	0.0%	0.0%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	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	2016-17	2017-18	2018-19
White	84.5%	83.7%	82.2%
Hispanic	6.5%	7.8%	9.5%
Black or African American	3.6%	3.5%	3.2%
Asian	4.0%	3.4%	3.7%
Native Hawaiian or Pacific Islander	0.2%	0.3%	0.2%
American Indian or Alaska Native	0.1%	0.1%	0.1%
Two or More Races	1.1%	1.2%	1.1%

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	2016-17	2017-18	2018-19
Full Time Students	2,062	2,057	2,048
Shared Time Students	80	64	94
Full Time Equivalent	2,102	2,089	2,095

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	95.7%
Spanish	2.0%
Other Languages	2.3%

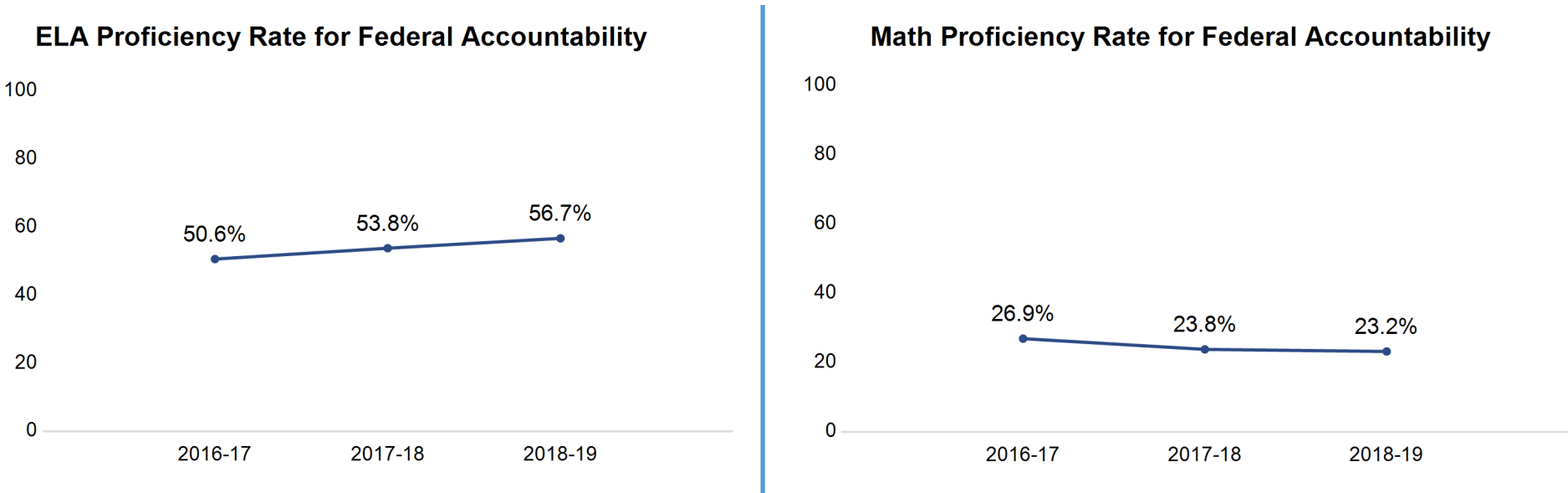


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English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	93.5%	99.5%	99.7%	93.6%	99.6%	99.8%
Proficiency Rate for Federal Accountability	50.6%	53.8%	56.7%	26.9%	23.8%	23.2%
Annual Target	41.2%	43.3%	45.3%	20.2%	23.4%	26.5%
Met Annual Target?	Met Target	Met Target	Met Target	Met Target	Met Target	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	1052	99.7	56.7	62.2	57.9	56.7	45.3	Met Target
White	846	99.8	56.4	62.5	66.9	56.4	44.5	Met Target
Hispanic	117	99.2	51.3	46.8	43.9	51.3	55.9	Met Target†
Black or African American	40	100.0	70.0	49.5	38.5	70.0	34.4	Met Target
Asian, Native Hawaiian, or Pacific Islander	37	100.0	64.9	84.3	82.9	64.9	65.7	Met Target†
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	12	100.0	58.3	*	64.4	58.3	**	**
Female	585	99.7	67.0	70.2	64.8	67.0		
Male	467	99.8	43.7	54.2	51.3	43.7		
Economically Disadvantaged Students	84	100.0	27.4	41.5	40.0	27.4	34.9	Met Target†
Non-Economically Disadvantaged Students	968	99.7	59.2	64.4	67.9	59.2		
Students with Disabilities	177	100.0	19.8	21.1	22.7	19.8	22.6	Met Target†
Students without Disabilities	875	99.7	64.1	70.2	65.1	64.1		
English Learners	N	N	N	*	29.3	N	**	**
Non-English Learners	1052	99.7	56.7	*	60.6	56.7		
Homeless Students	*	*	*	14.3	29.1	*		
Students In Foster Care	*	*	*	*	27.6	*		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	*	*	*	*	30.4	*		

† Target was met within a confidence interval.

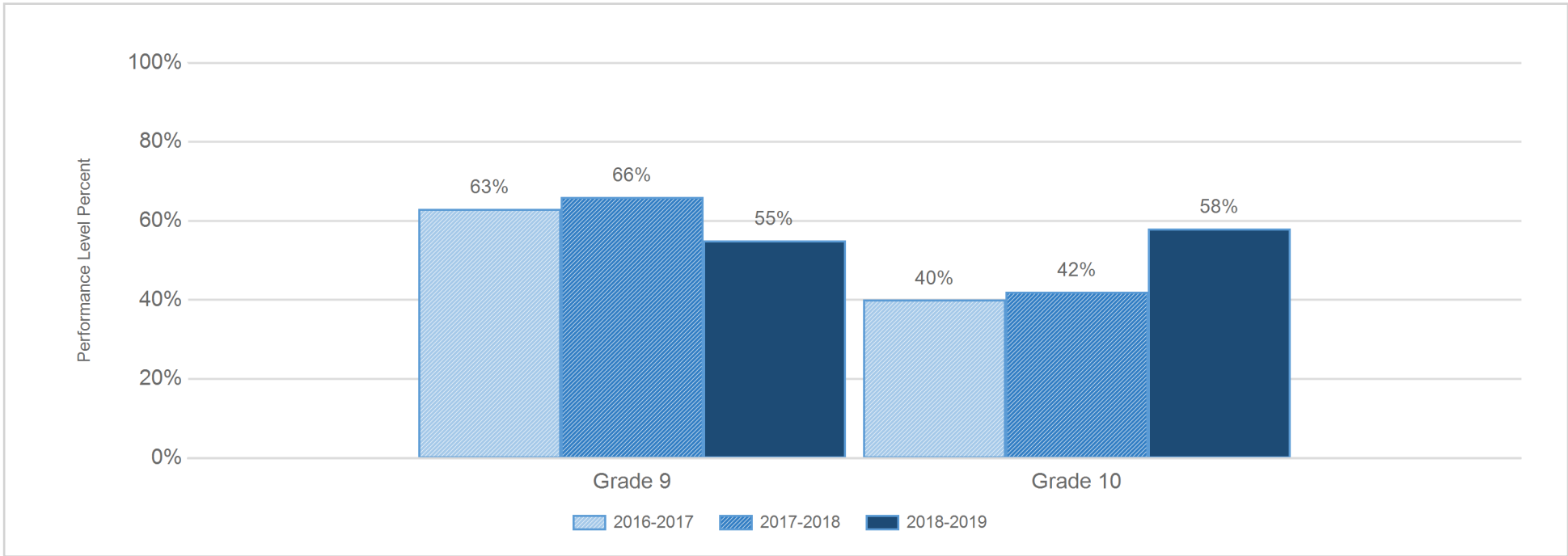


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English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





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English Language Arts Assessment - Performance by Grade: Grade 9

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	545	751	758	753	10%	12%	24%	41%	14%	55%	56%
White	437	752	757	762	8%	11%	25%	42%	13%	55%	65%
Hispanic	66	741	744	737	18%	*	23%	*	*	45%	40%
Black or African American	19	766	750	732	0%	*	*	*	*	74%	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	783	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	754	N	N	N	N	N	N	57%
Two or More Races	*	*	760	761	*	*	*	*	*	*	63%
Female	296	760	764	760	5%	8%	22%	46%	19%	65%	63%
Male	249	741	752	746	15%	16%	27%	35%	8%	43%	49%
Economically Disadvantaged Students	54	730	738	734	22%	26%	24%	*	*	28%	36%
Non-Economically Disadvantaged Students	491	753	760	762	8%	10%	24%	*	*	58%	65%
Students with Disabilities	98	713	719	717	37%	26%	26%	*	*	12%	17%
Students without Disabilities	447	760	765	760	4%	9%	24%	*	*	64%	63%
English Learners	N	N	690	693	N	N	N	N	N	N	*
Non-English Learners	545	751	758	755	10%	12%	24%	41%	14%	55%	*
Homeless Students	N	N	*	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	*	721	N	N	N	N	N	N	22%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	56%
Migrant Students	N	N	N	715	N	N	N	N	N	N	23%



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English Language Arts Assessment - Performance by Grade: Grade 10

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	501	759	763	757	9%	16%	18%	35%	23%	58%	58%
White	405	758	763	767	9%	15%	18%	34%	23%	57%	67%
Hispanic	51	758	744	738	*	*	*	35%	22%	57%	43%
Black or African American	20	756	742	733	*	*	*	*	*	65%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	789	792	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	*	754	N	N	N	N	N	N	56%
Two or More Races	*	*	*	766	*	*	*	*	*	*	65%
Female	291	769	770	766	4%	12%	16%	38%	30%	68%	66%
Male	210	744	755	749	15%	21%	20%	30%	13%	44%	51%
Economically Disadvantaged Students	26	738	739	735	*	*	38%	*	*	23%	40%
Non-Economically Disadvantaged Students	475	760	765	767	*	*	16%	*	*	60%	67%
Students with Disabilities	67	722	720	711	27%	28%	22%	*	*	22%	19%
Students without Disabilities	434	764	770	765	6%	14%	17%	*	*	63%	65%
English Learners	N	N	699	687	N	N	N	N	N	N	*
Non-English Learners	501	759	763	760	9%	16%	18%	35%	23%	58%	*
Homeless Students	*	*	*	723	*	*	*	*	*	*	32%
Students in Foster Care	*	*	*	710	*	*	*	*	*	*	22%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	*	*	*	710	*	*	*	*	*	*	10%



Howell High School
(25-1650-060)
Grades Offered: 09-12
2018-2019

Report Key:

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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	1017	99.8	23.2	37.7	44.5	23.2	26.5	Not Met
White	815	99.8	24.0	37.7	54.1	24.0	26.1	Met Target†
Hispanic	115	100.0	13.9	22.1	28.8	13.9	26.6	Not Met
Black or African American	39	100.0	17.9	22.2	23.0	17.9	16.1	Met Target
Asian, Native Hawaiian, or Pacific Islander	37	100.0	40.5	65.6	76.5	40.5	53	Met Target†
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	11	100.0	18.2	*	53.3	18.2	**	**
Female	566	99.8	23.9	37.4	44.9	23.9		
Male	451	99.8	22.4	38.0	44.2	22.4		
Economically Disadvantaged Students	83	100.0	10.8	18.3	26.3	10.8	16.1	Met Target†
Non-Economically Disadvantaged Students	934	99.8	24.3	39.8	54.9	24.3		
Students with Disabilities	176	100.0	*	*	17.4	*	15	Not Met
Students without Disabilities	841	99.8	*	*	50.0	*		
English Learners	N	N	N	10.6	25.0	N	**	**
Non-English Learners	1017	99.8	23.2	37.9	46.5	23.2		
Homeless Students	*	*	*	14.3	17.1	*		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	*	*	*	*	23.3	*		

† Target was met within a confidence interval.

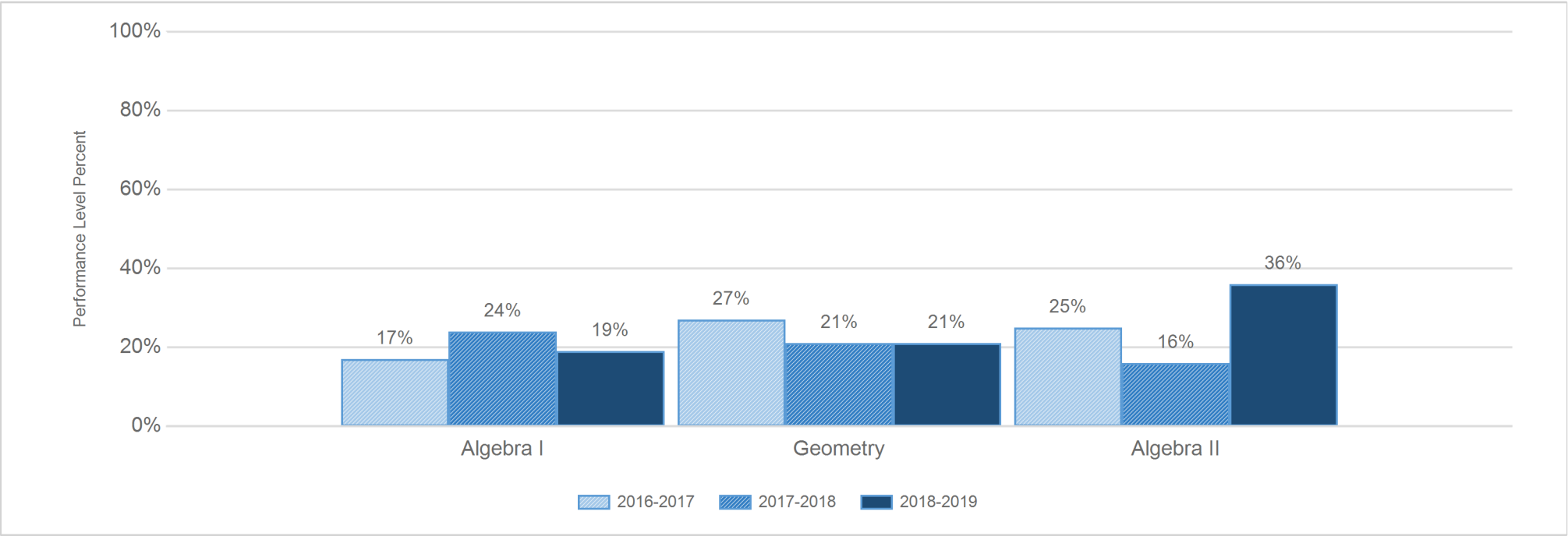


Howell High School
(25-1650-060)
Grades Offered: 09-12
2018-2019

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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 statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



Howell High School
(25-1650-060)
Grades Offered: 09-12
2018-2019

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Mathematics Assessment - Performance by Test: Algebra I

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

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	315	730	738	744	8%	35%	39%	19%	0%	19%	42%
White	247	730	739	752	7%	34%	39%	20%	0%	20%	53%
Hispanic	44	721	728	728	*	*	*	*	*	*	24%
Black or African American	14	738	729	725	0%	*	*	*	*	29%	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	759	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	*	*	740	752	*	*	*	*	*	*	51%
Female	161	731	738	745	6%	32%	41%	21%	0%	21%	44%
Male	154	727	737	743	9%	38%	36%	16%	0%	16%	41%
Economically Disadvantaged Students	42	721	726	727	*	45%	36%	*	*	10%	23%
Non-Economically Disadvantaged Students	273	731	740	752	*	33%	39%	*	*	20%	52%
Students with Disabilities	93	716	718	717	*	*	*	*	*	*	12%
Students without Disabilities	222	735	744	748	*	*	*	*	*	*	47%
English Learners	N	N	715	710	N	N	N	N	N	N	*
Non-English Learners	315	730	738	745	8%	35%	39%	19%	0%	19%	*
Homeless Students	N	N	*	718	N	N	N	N	N	N	14%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%



Howell High School
(25-1650-060)
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Mathematics Assessment - Performance by Test: Geometry

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

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	496	732	737	737	7%	24%	48%	*	*	21%	35%
White	405	731	737	743	7%	24%	47%	*	*	22%	43%
Hispanic	54	734	732	724	*	24%	56%	*	*	17%	17%
Black or African American	18	721	727	720	*	*	*	*	*	11%	14%
Asian, Native Hawaiian, or Pacific Islander	*	*	752	762	*	*	*	*	*	*	70%
American Indian or Alaska Native	N	N	*	736	N	N	N	N	N	N	37%
Two or More Races	*	*	*	745	*	*	*	*	*	*	46%
Female	296	733	738	738	5%	22%	50%	*	*	23%	36%
Male	200	729	736	736	9%	28%	45%	*	*	19%	34%
Economically Disadvantaged Students	32	725	727	722	*	31%	41%	*	*	16%	16%
Non-Economically Disadvantaged Students	464	732	738	743	*	24%	48%	*	*	22%	43%
Students with Disabilities	67	712	717	712	*	*	*	*	*	*	*
Students without Disabilities	429	735	741	741	*	*	*	*	*	*	*
English Learners	N	N	*	708	N	N	N	N	N	N	*
Non-English Learners	496	732	*	738	7%	24%	48%	*	*	21%	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	*
Students in Foster Care	*	*	*	713	*	*	*	*	*	*	*
Military-Connected Students	N	N	N	739	N	N	N	N	N	N	35%
Migrant Students	*	*	*	711	*	*	*	*	*	*	19%



Howell High School
(25-1650-060)
Grades Offered: 09-12
2018-2019

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Mathematics Assessment - Performance by Test: Algebra II

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

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	198	740	756	755	9%	20%	35%	*	*	36%	58%
White	157	741	754	758	8%	20%	36%	*	*	36%	62%
Hispanic	17	728	742	731	*	*	*	*	*	24%	34%
Black or African American	*	*	735	725	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	15	749	770	777	*	*	*	*	*	53%	80%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	55%
Two or More Races	*	*	763	761	*	*	*	*	*	*	65%
Female	110	736	752	752	*	23%	35%	*	*	30%	55%
Male	88	746	761	758	*	17%	34%	*	*	43%	62%
Economically Disadvantaged Students	*	*	743	729	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	757	761	*	*	*	*	*	*	65%
Students with Disabilities	*	*	727	715	*	*	*	*	*	*	25%
Students without Disabilities	*	*	757	756	*	*	*	*	*	*	60%
English Learners	N	N	N	696	N	N	N	N	N	N	11%
Non-English Learners	198	740	756	755	9%	20%	35%	*	*	36%	59%
Homeless Students	*	*	*	717	*	*	*	*	*	*	23%
Students in Foster Care	N	N	N	715	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	39%
Migrant Students	N	N	N	*	N	N	N	N	N	N	*



Howell High School
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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) 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	11	13

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. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	N	N	N

† 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	N	N	N
3-4	N	N	N
5 or more	N	N	N



Howell High School
(25-1650-060)
Grades Offered: 09-12
2018-2019

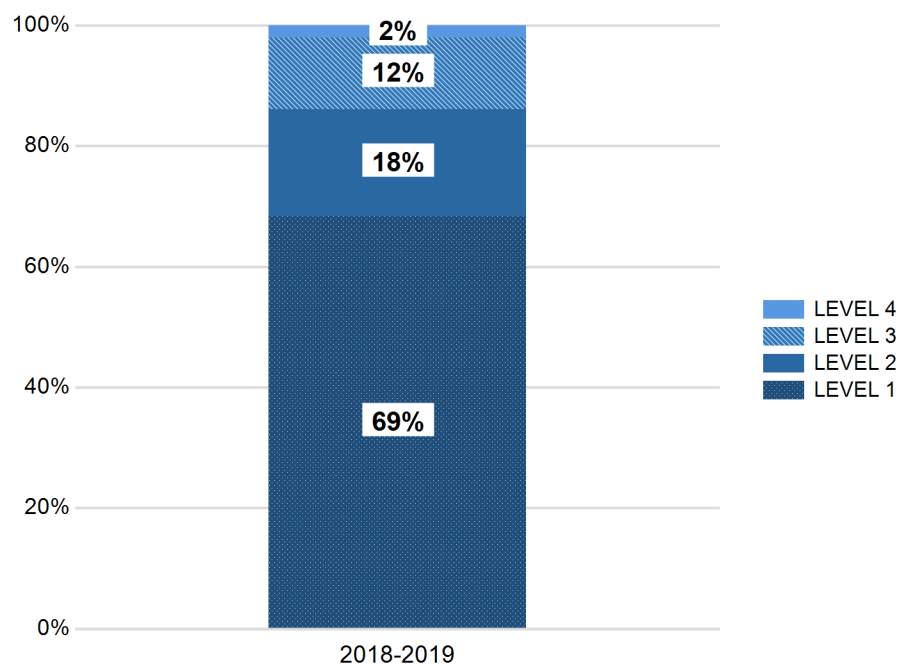
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the [assessment reports page](#) for DLM results.

NJSLA Science Assessment: Grade 11 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 11

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	69	18	12	2
White	71	17	11	2
Hispanic	51	31	13	5
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	42	32	26	0
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	67	20	12	1
Male	71	16	11	2
Economically Disadvantaged Students	57	33	10	0
Non-Economically Disadvantaged Students	69	17	12	2
Students with Disabilities	84	9	6	0
Students without Disabilities	66	19	12	2
English Learners	N	N	N	N
Non-English Learners	69	18	12	2
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



Howell High School
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2018-2019

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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 in2018-19. 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 2018-19	95.0%	84.5%
12th graders taking SAT in 2018-19 or prior years	77.3%	72.1%
12th graders taking ACT in 2018-19 or prior years	16.2%	19.6%

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	483	476	Grade 10: 430 Grade 11: 460	66%	61%
PSAT 10/NMSQT - Math	482	477	Grade 10: 480 Grade 11: 510	46%	43%
SAT - Reading and Writing	551	539	480	83%	70%
SAT - Math	547	541	530	58%	53%
ACT - Reading	23	25	22	59%	66%
ACT - English	23	24	18	81%	81%
ACT - Math	23	24	22	60%	65%
ACT - Science	23	24	23	52%	57%



Howell High School
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2018-2019

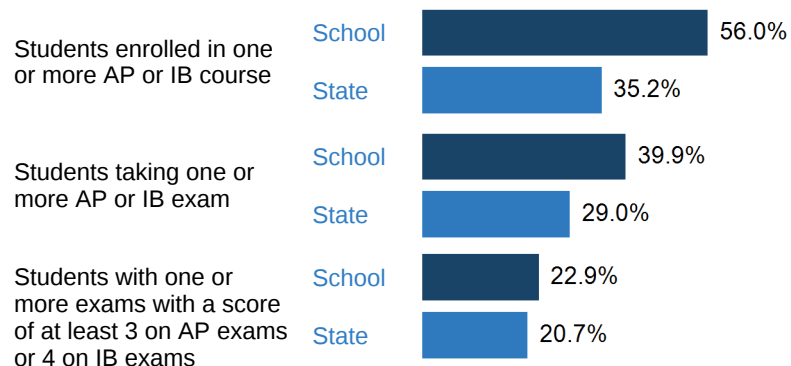
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate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

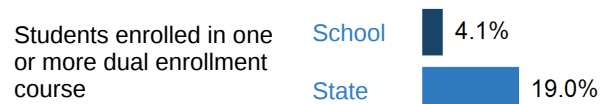
AP/IB Coursework – Participation and Performance

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



Dual Enrollment Coursework - Participation

This graph shows the percentage of 11th and 12th graders who were enrolled in at least one dual enrollment course during the school year. Dual enrollment courses allow high school students to enroll in college courses for credit prior to their high school graduation.



AP/ IB Courses Offered

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

AP/IB Course	Students Enrolled	Students Tested
AP Biology	90	63
AP Calculus AB	62	59
AP Calculus BC	15	14
AP Chemistry	39	30
AP Computer Science A	69	47
AP English Language and Composition	140	122
AP English Literature and Composition	106	54
AP Environmental Science	66	36
AP European History	22	12
AP French Language and Culture	2	0
AP Italian Language and Culture	11	7
AP Macroeconomics	52	33
AP Microeconomics	62	34
AP Music Theory	0	2
AP Physics 1	142	100
AP Physics 2	21	12



Howell High School
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2018-2019

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AP/IB Course	Students Enrolled	Students Tested
AP Psychology	135	83
AP Spanish Language	21	20
AP Statistics	45	24
AP Studio Art—Drawing Portfolio	2	0
AP U.S. Government and Politics	68	34
AP U.S. History	268	229
Total Exams taken		1015
Exams with scores of at least 3 on AP exams or 4 on IB exams		506



Howell High School
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2018-2019

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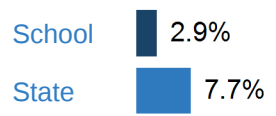
This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit the [NJDOE's Career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

Career and Technical Education Participation

The graphs below show the percentage of students in grades 9 through 12 who were enrolled in courses in approved Career and Technical Education (CTE) programs. Students enrolled in shared-time Career and Technical Education programs in a county vocational school district are included in the percentages for both the county vocational school and their sending school.

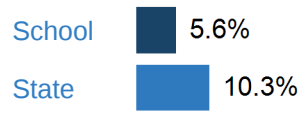
CTE Participants

(completed only one course in an approved CTE program)



CTE Concentrators

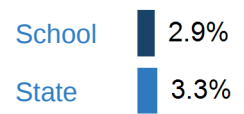
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

The graph below shows the percentage of students in grades 9 through 12 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





Howell High School
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2018-2019

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Career and Technical Education Participation by Student Group

This table shows the percentage of students, both overall and by student group, in grades 9 through 12 who were enrolled in courses in approved Career and Technical Education (CTE) programs. CTE participants have completed only one course in an approved CTE program. CTE concentrators have completed two or more courses in a single approved CTE program and/or have completed the entire CTE program. Students enrolled in shared-time CTE programs in a county vocational school district are included in the percentages for both the county vocational school and their sending high school.

Student Group	School: % CTE Participants	School: % CTE Concentrators	State: % CTE Participants	State: % CTE Concentrators
Schoolwide	2.9%	5.6%	7.7%	10.3%
White	2.9%	5.8%	6.1%	9.6%
Hispanic	*	*	10.3%	11.3%
Black or African American	*	*	9.0%	11.2%
Asian, Native Hawaiian, or Pacific Islander	*	*	5.8%	9.3%
American Indian or Alaska Native	*	*	10.3%	12.7%
Two or More Races	*	*	6.8%	12.1%
Female	1.9%	2.8%	7.3%	10.6%
Male	4.1%	8.9%	8.0%	10.1%
Economically Disadvantaged Students	*	9.0%	10.4%	11.8%
Students with Disabilities	5.0%	8.2%	6.6%	9.2%
English Learners	*	*	8.7%	3.2%
Homeless Students	*	*	8.1%	6.6%
Students In Foster Care	*	*	6.4%	5.0%
Military-Connected Students	N	N	9.7%	13.3%
Migrant Students	N	N	10.4%	*



Howell High School
(25-1650-060)
Grades Offered: 09-12
2018-2019

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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](#).

Industry-Valued Credentials

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

Students Earning Industry-Valued Credentials



Industry-Valued Credentials by Career Cluster

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

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total credentials earned
Agriculture, Food & Natural Resources	*		
Architecture & Construction	16		
Arts, AV Technology & Communications	53		
Business Management & Administration	*		
Health Science	14		
Hospitality & Tourism	12		
Human Services	*	*	*
Manufacturing	*		
Marketing	*		
Science, Technology, Engineering & Mathematics	78		
Transportation, Distribution & Logistics	21	*	*
Total (All Clusters)	225	10	10



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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	304	206	35	0	0	0	61
10	6	294	167	32	0	0	8
11	0	17	205	143	33	6	92
12	1	2	11	77	92	73	189
Total	311	519	418	252	125	79	350
Enrolled in AP/IB Course					77	45	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	1	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	523	0	0	0	1	8
10	7	483	0	3	0	10
11	44	23	0	112	270	64
12	47	37	0	70	44	136
Total	621	543	0	185	315	218
Enrolled in AP/IB Course	90	39		66	163	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0



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Social Studies and History - Course Participation

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

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	493	32	0	0	0	0
10	3	466	13	9	1	6
11	1	492	21	76	40	40
12	3	47	30	149	189	256
Total	500	1037	64	234	230	302
Enrolled in AP/IB Course	0	268	64	135		88
Enrolled in Dual Enrollment Course	2	0	0	18	0	0

World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	315	44	100	0	0	0	0
10	357	46	65	0	0	0	0
11	129	26	31	0	0	0	0
12	46	4	19	0	0	0	1
Total	847	120	215	0	0	0	1
Enrolled in AP/IB Course	21	2	11	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	1
Enrolled in Level 3 or Higher	202	47	35	0	0	0	0



Howell High School
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Computer Science and Information Technology – Course Participation

This table shows the number of students who were enrolled in Computer Science and Information Technology (IT) 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	Computer Programming	Computing Systems	Other Computer Science	Networking	Information Systems	Other IT
9	N	N	N	N	N	N
10	2	0	0	0	0	0
11	22	0	0	0	0	0
12	80	0	0	0	0	0
Total	104	0	0	0	0	0
Enrolled in AP/IB Course	69		0			0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0



Howell High School

(25-1650-060)

Grades Offered: 09-12

2018-2019

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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
Italian	*
Spanish	12
Total	*



Howell High School
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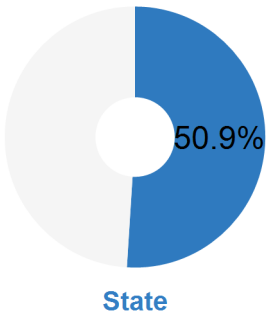
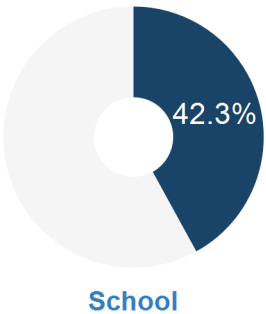
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Visual and Performing Arts – Course Participation

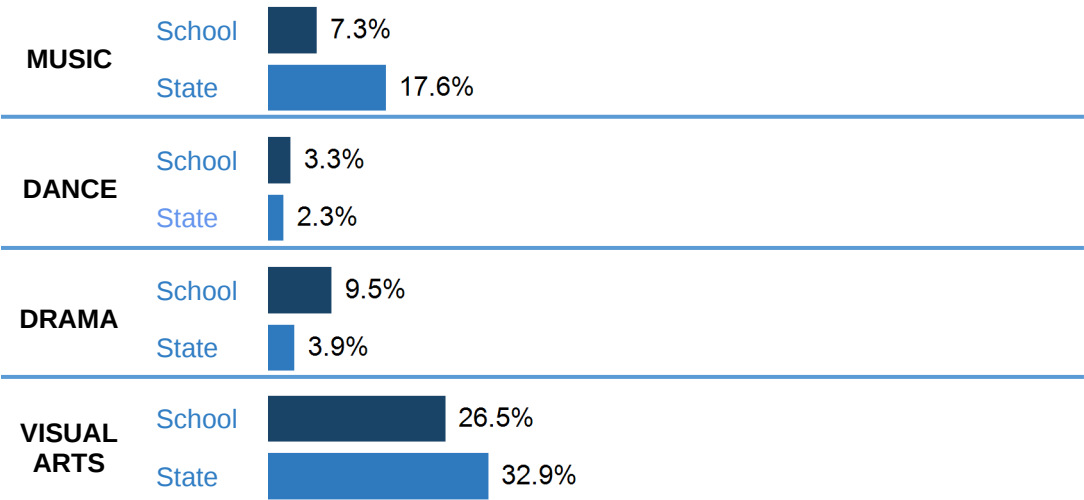
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 9-12:

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



Students enrolled in one or more classes by discipline:





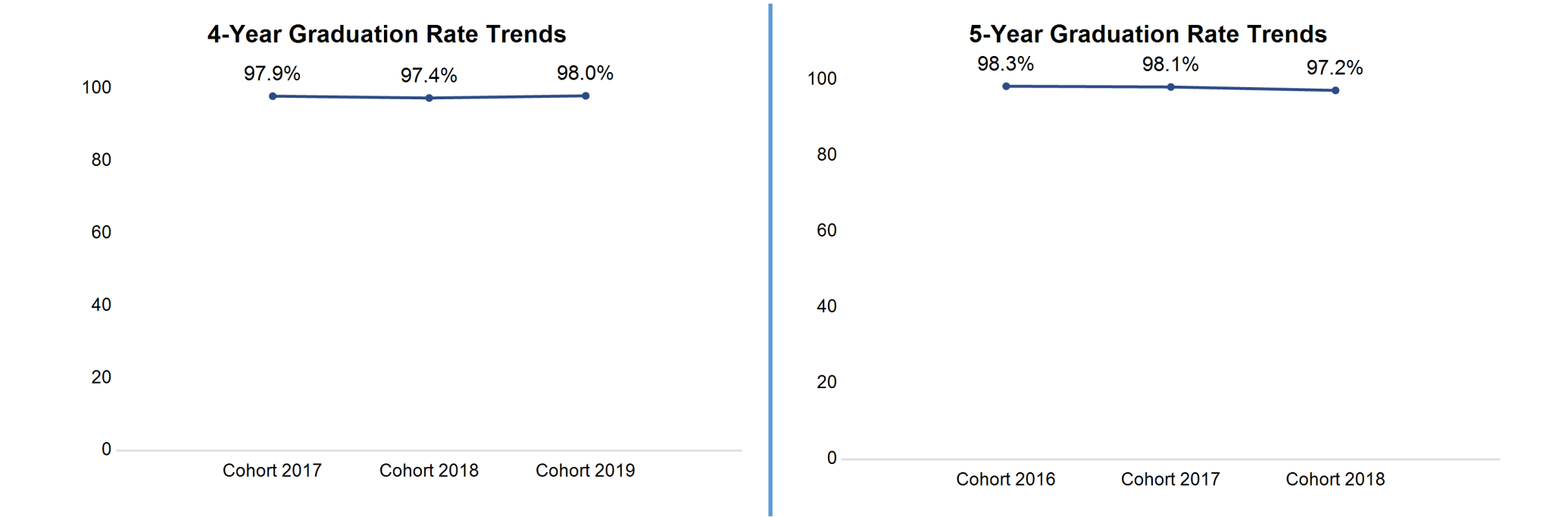
Howell High School
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Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the [NJDOE Graduation Rate page](#).

Graduation Rate Trends and Progress

These graphs show the 4-year and 5-year adjusted cohort graduation rates for the most recent three cohorts of students. The table below shows whether annual targets were met for each cohort. Note that for accountability and annual targets, graduation data from the prior year is used, so annual target status for Cohort 2019 4-Year and Cohort 2018 5-Year are not provided.



Performance Measure	Cohort 2017 4-Year Rate	Cohort 2018 4-Year Rate	Cohort 2019 4-Year Rate	Cohort 2016 5-Year Rate	Cohort 2017 5-Year Rate	Cohort 2018 5-Year Rate
Graduation Rate	97.9%	97.4%	98.0%	98.3%	98.1%	97.2%
Annual Target	N	N		N	N	
Met Annual Target?	Met Goal	Met Goal		Met Goal	Met Goal	
Statewide Graduation Rate	90.5%	90.9%	90.6%	91.8%	92.4%	92.5%



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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 2018 4-year rate and the Class of 2017 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 2019: 4 Year Rate	State - Class of 2019: 4 Year Rate	School - Class of 2018: 5 Year Rate	State - Class of 2018: 5 Year Rate	Class of 2018: 4 Year Rate	Class of 2018: 4 Year Target	Class of 2018: Met Target	Class of 2017: 5 Year Rate	Class of 2017: 5 Year Target	Class of 2017: Met Target
Schoolwide	98.0%	90.6%	97.2%	92.5%	97.4%	N	Met Goal	98.1%	N	Met Goal
White	98.3%	94.9%	97.3%	95.9%	98.3%	N	Met Goal	98.0%	N	Met Goal
Hispanic	97.7%	84.5%	97.2%	87.3%	88.9%	92.2%	Not Met	100.0%	N	Met Goal
Black or African American	88.2%	83.3%	96.7%	87.1%	96.7%	N	Met Goal	*	**	**
Asian, Native Hawaiian or Pacific Islander	100.0%	96.9%	*	97.8%	*	**	**	100.0%	N	Met Goal
American Indian or Alaska Native	*	92.2%	N	88.9%	N	N	N	N	N	N
Two or More Races	*	91.4%	*	94.2%	*	**	**	*	**	**
Female	98.6%	92.8%	97.1%	94.4%	97.8%			99.3%		
Male	97.4%	88.5%	97.3%	90.8%	96.9%			96.7%		
Economically Disadvantaged Students	93.8%	84.0%	93.8%	87.3%	87.5%	85.1%	Met Target	95.6%	N	Met Goal
Students with Disabilities	92.8%	79.2%	85.7%	83.8%	88.4%	92.3%	Not Met	91.3%	89.5%	Met Target
English Learners	*	75.4%	*	80.1%	N	N	N	N	N	N
Homeless Students	*	74.6%	*	78.3%	*			N		
Students in Foster Care	N	57.6%	N	82.5%	N			N		
Migrant Students	N	83.3%	N	85.0%	N			N		



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Graduation Pathways

This table shows the percentage of Cohort 2019 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
Statewide Assessment	64.5%	63.6%
Substitute Competency Test	27.4%	26.9%
Portfolio Appeals Process	0.4%	0.7%
Alternate Requirements specified in IEP	7.7%	8.8%
Unknown	0.0%	0.0%

Dropout Rate Trends

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

School Year	School Rate	State Rate
2018-2019	0.0%	1.2%
2017-2018	0.2%	1.2%
2016-2017	0.3%	1.1%



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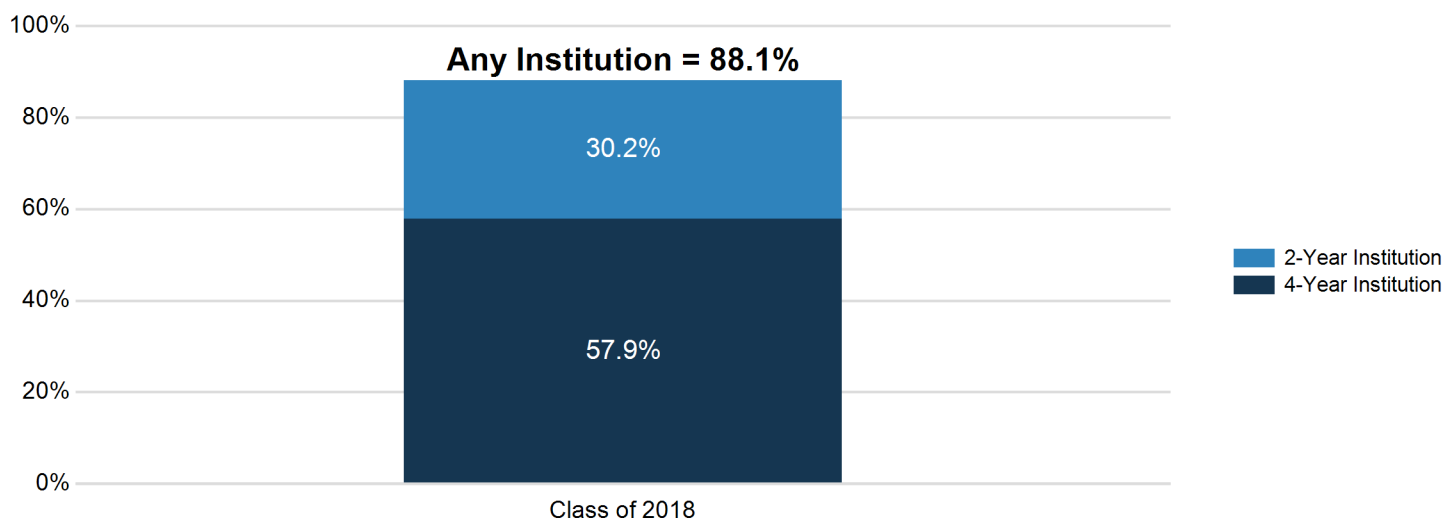
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Information about students enrolling in colleges and universities after graduation is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

Postsecondary Enrollment Rate Summary

The graphs and tables below show the percentage of graduates that have enrolled in 2-year and 4-year institutions within 16 months of graduating from high school.

Postsecondary Enrollment 16 months after Graduation



Performance Measure	Class of 2018
% Enrolled in 2-Year Institution	30.2%
% Enrolled in 4-Year Institution	57.9%
% Enrolled in Any Postsecondary Institution	88.1%



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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 2019 high school graduates enrolled in postsecondary institutions by the fall of 2019. 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 that were enrolled 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%	28.7%	71.3%
Schoolwide	81.2%	35.7%	64.3%
White	80.8%	35.5%	64.5%
Hispanic	83%	51.3%	48.7%
Black or African American	87.5%	28.6%	71.4%
Asian, Native Hawaiian, or Pacific Islander	89.5%	11.8%	88.2%
American Indian or Alaska Native	*	*	*
Two or More Races	*	*	*
Economically Disadvantaged Students	76.1%	57.1%	42.9%
Students with Disabilities	57.9%	74.2%	25.8%
English Learners	*	*	*

Postsecondary Enrollment Rates: 16 month

This table shows information about Class of 2018 high school graduates enrolled in postsecondary institutions by the fall of 2019. 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 that were enrolled 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	77.8%	30.9%	69.1%	72.9%	27.1%	65.5%	34.5%
Schoolwide	88.1%	34.3%	65.7%	70%	30%	66.7%	33.3%
White	88.1%	35.7%	64.3%	71.3%	28.7%	67.2%	32.8%
Hispanic	90.9%	30%	70%	56.7%	43.3%	56.7%	43.3%
Black or African American	76.9%	20%	80%	55%	45%	55%	45%
Asian, Native Hawaiian, or Pacific Islander	100%	37.5%	62.5%	75%	25%	75%	25%
American Indian or Alaska Native	*	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	75%	48.5%	51.5%	72.7%	27.3%	72.7%	27.3%
Students with Disabilities	69.6%	80%	20%	85.5%	14.5%	94.5%	5.5%
English Learners	N	N	N	N	N	N	N



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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. Students with fewer than 45 days in membership are excluded from attendance calculations.

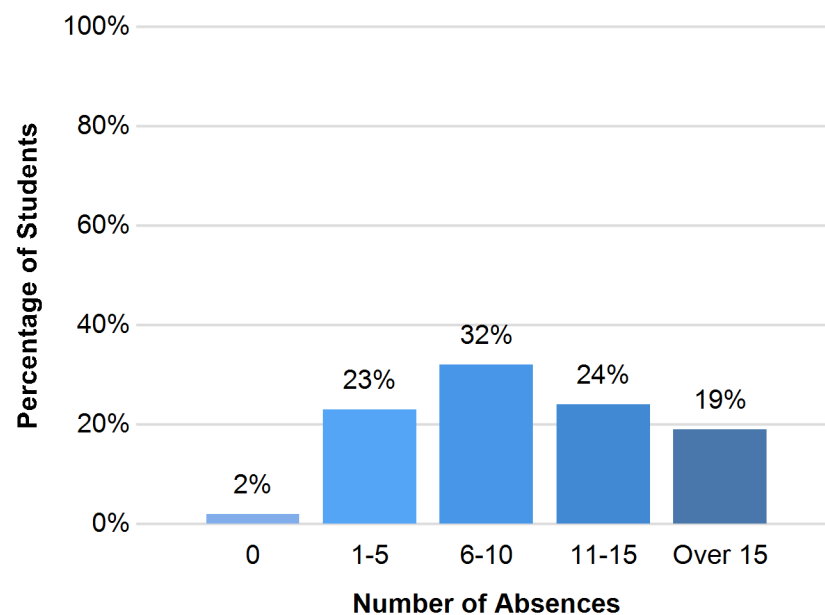
Chronic Absenteeism

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	314	14.2	14.2	Met
White	251	13.9	14.2	Met
Hispanic	41	18.6	14.2	Not Met
Black or African American	10	13.9	14.2	Met
Asian, Native Hawaiian, or Pacific	7	8.8	14.2	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	14.2	Not Met
Female	163	13.9		
Male	151	14.6		
Economically Disadvantaged Students	55	31.4	14.2	Not Met
Students with Disabilities	94	21.8	14.2	Not Met
English Learners	*	*	**	**
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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





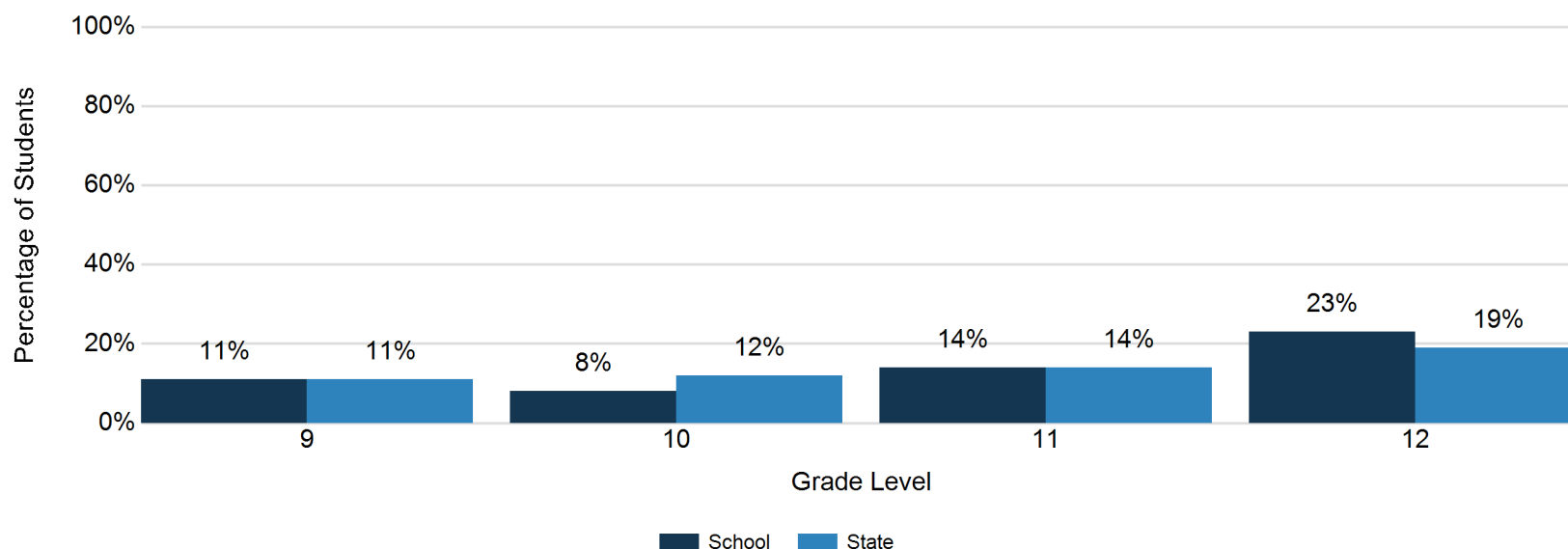
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Chronic Absenteeism by Grade

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





Howell High School

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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

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	10
Weapons	3
Vandalism	0
Substances	25
Harassment, Intimidation, Bullying (HIB)	4
Total Unique Incidents	42
Incidents Per 100 Students Enrolled	2.00

Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	1	1
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	1	1
Other	0	2	2
No Identified Nature	2		2

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	7
Weapons	3
Vandalism	0
Substances	17
Harassment, Intimidation, Bullying (HIB)	4
Other Incidents Leading to Removal	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	108	5.2%
Out-of-School Suspensions	57	2.7%
Any Suspension	132	6.3%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
245



Howell High School
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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	2:35 PM
Length of School Day	7 Hrs 5 Mins
Full Time - Instructional Time	5 Hrs 35 Mins
Shared Time - Instructional Time	5 Hrs. 35 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 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 through 10. 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
2018-19	2.6:1



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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 the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	143	118,214
Average years experience in public schools	15.2	12.1
Average years experience in district	14.9	10.8
Percentage of Teachers with 4 or more years experience in the district	90.9%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	70	9,530
Average years experience in public schools	18.0	16.0
Average years experience in district	13.2	12.0
Percentage of Administrators with 4 or more years experience in the district	85.7%	76.9%

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	15:1	14:1
Students to Administrators	190:1	150:1
Teachers to Administrators	13:1	11:1
Students to Librarians/Media Specialists		10491:1
Students to Nurses		1049:1
Students to Counselors		262:1
Students to Child Study Team Members		403:1



Howell High School
(25-1650-060)
Grades Offered: 09-12
2018-2019

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Teachers and Administrators– Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	54.0%	63.6%	54.5%	48.4%	77.1%	54.9%
Male	46.0%	36.4%	45.5%	51.6%	22.9%	45.1%
White	82.2%	93.7%	100.0%	42.4%	83.6%	77.4%
Hispanic	9.5%	4.9%	0.0%	29.9%	7.3%	7.2%
Black or African American	3.2%	1.4%	0.0%	15.0%	6.6%	13.9%
Asian	3.7%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.1%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.2%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	1.1%	0.0%	0.0%	2.1%	0.2%	0.2%



Howell High School
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Teachers and Administrators - Level of Education

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

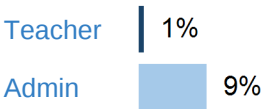
Bachelor’s Degree



Master’s Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	92.6%	90.5%
2017-18 Administrators: Same district 2018-19	93.1%	87.9%

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
2018-19	97.8%



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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.



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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).
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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](#).

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.



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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](#).

ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	50.6%	53.8%	56.7%
Math Proficiency	26.9%	23.8%	23.2%
ELA Growth	N	N	N
Math Growth	N	N	N
4-Year Graduation Rate†	97.9%	97.4%	98.0%
5-Year Graduation Rate†	98.3%	98.1%	97.2%
Progress toward English Language Proficiency		N	N
Chronic Absenteeism	13.2%	15.5%	14.2%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



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Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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](#).

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey 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 every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.



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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

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	Met Target	Not Met	Met Goal	Met Goal	N	Met	No
White	Met Target	Met Target†	Met Goal	Met Goal	n/a	Met	No
Hispanic	Met Target†	Not Met	Not Met	Met Goal	n/a	Not Met	No
Black or African American	Met Target	Met Target	Met Goal	**	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	Met Target†	Met Target†	**	Met Goal	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	Not Met	No
Economically Disadvantaged Students	Met Target†	Met Target†	Met Target	Met Goal	n/a	Not Met	No
Students with Disabilities	Met Target†	Not Met	Not Met	Met Target	n/a	Not Met	No
English Learners	**	**	**	**	**	**	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 the school or district directly.

 Highlights:	- Accredited by the Middle States Association of Colleges and Schools and International Baccalaureate World School - Magnet Programs: Fine and Performing Arts Academy & Humanities Learning Center - Students have access to 50 extracurricular clubs and 29 interscholastic varsity sports including sub-varsity teams.
 Mission, Vision, Theme:	The Schools of the Freehold Regional High School District form a diverse and supportive community offering innovative and comprehensive programs that inspire students to maximize their potential, preparing them to navigate an evolving global society.
 Awards, Recognition, Accomplishments:	Students who have excelled in their academic challenges have been recognized and honored by the National Merit Scholarship Program, as Governor's School, Advanced Placement Scholar Winners and National Honor Society inductees. There are a host of academic recognition programs where Students of the Month, Scholar-Athletes, and Distinguished Scholars are acknowledged not only for their academic prowess, but their spirit of community.



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 Courses, Curriculum, Instruction:	We are recognized as an International Baccalaureate World School. Challenging and relevant curricular opportunities are offered in Business, CTE, Classical & World Languages, English Language Arts, Family & Consumer Sciences, Health & PE, Math, Music, Science, Social Studies and Technology including 23 AP courses. Unique to Howell HS are FPAC and the Humanities Learning Center. The Magnet Programs allow students to pursue their passions and interests within the comprehensive high school.
 Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Boys & Girls), Cheerleading (Girls), Cross Country (Boys & Girls), Field Hockey (Girls), Football (Boys), Golf (Boys), Gymnastics (Girls), Ice Hockey (Boys), Lacrosse (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Boys & Girls), Wrestling (Boys) We have 29 Varsity Teams at Howell High School. This past year we won the state championships in Wrestling and Cheerleading.
 Clubs and Activities:	Extracurricular experiences are offered through 50 clubs. With an unprecedented number of All Region, All State, All Shore and All National, Band and Chorus winners, Howell's music programs are experiencing tremendous growth and expanded performance opportunities including our very own student operated record label. The Marching Rebels continually receive a rating of superior at local competitions. Our musical and drama productions have won numerous awards at the Count Basie Theatre.



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 Before and After School Programs:	We have over 50 clubs that meet before and after school ranging from the Key Club to JSA. We offer after school recreation programs that meet the unique needs of our students with Autism Spectrum Disorder (ASD).
 Staff and Professional Learning:	A multitude of learning opportunities are available to staff including Professional Learning Communities, ScIP committee programs, district-wide collaborative workshops, as well as training offered by professional organizations. All professional learning endeavors seek to maximize opportunities for students to develop important college and career readiness skills essential in a complex global society: critical thinking, collaboration, communication, and creativity.
 Postsecondary Information:	The Counseling Department provides students and parents with individualized information on college and career planning. A College and Career Counselor supports each Guidance Counselor as they collaboratively develop customized post-secondary paths for students. Students in Grades 9, 10, and 11 are administered the PSAT during the school day. Additionally, FRHSD hosts College and Career Planning Nights including a College and Career Fair, Financial Aid Planning, Admissions Exam Planning and the College Application Boot-Camp.



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 Student Supports and Services:	Students are supported by a comprehensive counseling staff including a Student Assistance Coordinator, College and Career Counselor, and a Guidance Supervisor. Students with an Individualized Education Plan are served by members of the Child Study Team including a School Psychologist, Social Worker, Learning Disabilities Teacher Consultant, Special Education Supervisor and a Behaviorist.
 Student Health and Wellness:	Students participate in an engaging Health and Physical Education program that encourages students to make positive choices over the course of their high school career and beyond. Students have access to a Student Assistance Coordinator and other mental health experts who assist students with developing coping skills and resiliency when faced with adversity. Athletes are supported by the Athletic Trainer while the School Nurse provides required care and health information to all students.
 Parent and Community Involvement:	The Parent Teacher Organization at Howell High School provides input and insight while supporting student programs. The District's Special Education Advisory Council (SEAC) is a collaborative team of parents and district and school personnel that work to bring resources and information to parents of students with disabilities. Parents are provided with constant access to student grades and additional information through the Genesis Parent Portal available at www.frhsd.com.



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 Climate Surveys:	Is a Climate Survey Used: No
 Facilities:	Howell High School has been serving the communities of the Freehold Regional High School District since 1963. Howell High School's facility includes several new maker-space rooms, an innovation lab (I-LAB), a redesigned learning hub in the Media Center, expansive art rooms, two dance studios, a recording studio, a video studio, a blackbox theatre, an additional gymnasium, a fitness center, a new turf field and state of the art computer labs.
 School Safety:	The Freehold Regional High School District maintains a safe environment that prioritizes student learning through community partnerships, regular drills, comprehensive technology, a full-time security staff, and law enforcement officers.



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 Technology and STEM:	The Freehold Regional High School District has been recognized as Future Ready as our students use a multitude of tools to transform their learning. On a regular basis, students have access to a Bring Your Own Device (BYOD) Network, Chromebooks, computers, 3D Printers, laser engravers and CNC machines among many others. The faculty are supported by a team of Teacher Coaches who are leaders in using technology to transform learning in the classroom. Students have access to a robust range of Technology, Science, and Engineering courses as well as clubs during their high school career.
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 Other Information	Howell High School is recognized as an International Baccalaureate World School. We are home to the Fine and Performing Arts Academy and the Humanities Learning Center, offering its students a full complement of educational programs. These four-year Magnet Programs allow students to pursue their passions in particular fields of study and career interests. Students and faculty join together to form a unique learning community located within the comprehensive high school setting. All programs include in-depth study of targeted courses on an advanced level, with many courses meeting the requirements of Advanced Placement or college-level work. Programs prepare students to directly enter the workforce, or attend a post-secondary technical program, or attend a two-or four-year college. Students across the comprehensive high school who have excelled in their academic challenges have been recognized and honored by the National Merit Scholarship Program, as Governor's School Advanced Placement Scholar Winners and National Honor Society inductees. Howell High School students from the Class of 2019 are currently attending institutions of higher learning such as Cornell, Rutgers, New York University, Brandeis, Columbia, Brown and Johns Hopkins. The staff, students, parents, and other members of the Howell High School Community, embrace the philosophy that "We are Howell!" This philosophy emphasizes that we, as a school community, maintain pride in our school and strive towards academic excellence while taking the time to enjoy the curricular, co-curricular, and extracurricular opportunities that our school has to offer.
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Manalapan High School
 (25-1650-070)
 Grades Offered: 09-12
 2018-2019

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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

Notes from the New Jersey Department of Education:



Manalapan High School
 (25-1650-070)
 Grades Offered: 09-12
 2018-2019

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School Contact Information

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

Type	Contact Information
County	Monmouth
District	Freehold Regional High School District
Principal Name	Dr. Adam Angelozzi
Address	20 CHURCH LANE ENGLISHTOWN, NJ 07726-3498
Phone Number	732-792-7200
Email Address	aangelozzi@frhsd.com
Website	https://www.frhsd.com/Domain/9
Facebook	https://www.facebook.com/FreeholdRegional/
Twitter	https://twitter.com/MHSBraves?ref_src=twsrc%5Etfw&ref_url=https%3A%2F%2Fwww.frhsd.com%2FPage%2F11



Manalapan High School
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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
9	485	472	441
10	461	493	478
11	505	452	492
12	430	508	446
Total	1,881	1,925	1,857

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	46.2%	44.8%	44.6%
Male	53.8%	55.2%	55.4%
Economically Disadvantaged Students	7.3%	8.4%	7.4%
Students with Disabilities	13.9%	14.0%	15.3%
English Learners	0.0%	0.1%	0.1%
Homeless Students	0.2%	0.2%	0.1%
Students in Foster Care	0.0%	0.1%	0.0%
Military-Connected Students	0.0%	0.0%	0.1%
Migrant Students	0.0%	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	2016-17	2017-18	2018-19
White	82.1%	80.5%	79.5%
Hispanic	6.2%	6.9%	7.6%
Black or African American	2.3%	2.5%	2.4%
Asian	7.8%	8.1%	8.0%
Native Hawaiian or Pacific Islander	0.3%	0.2%	0.3%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	1.3%	1.8%	2.3%

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	2016-17	2017-18	2018-19
Full Time Students	1,861	1,906	1,828
Shared Time Students	39	35	56
Full Time Equivalent	1,881	1,924	1,856

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	89.3%
Russian	3.0%
Spanish	1.9%
Other Languages	5.9%



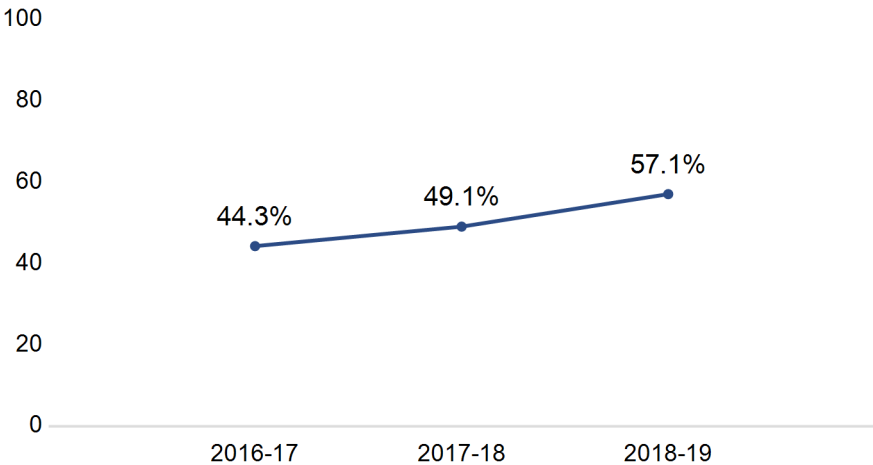
Manalapan High School
(25-1650-070)
Grades Offered: 09-12
2018-2019

Report Key:
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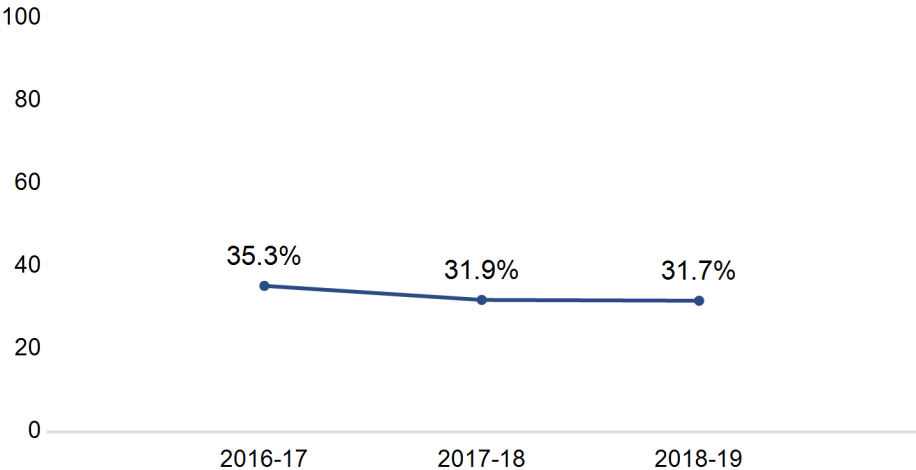
English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	85.0%	98.4%	99.6%	88.9%	99.0%	99.5%
Proficiency Rate for Federal Accountability	44.3%	49.1%	57.1%	35.3%	31.9%	31.7%
Annual Target	14.7%	18.2%	21.6%	9.2%	13.0%	16.7%
Met Annual Target?	Met Target	Met Target	Met Target	Met Target	Met Target	Met Target
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	924	99.6	57.1	62.2	57.9	57.1	21.6	Met Target
White	730	99.5	56.2	62.5	66.9	56.2	19.7	Met Target
Hispanic	75	100.0	45.3	46.8	43.9	45.3	26.1	Met Target
Black or African American	22	100.0	31.8	49.5	38.5	31.8	53.3	Not Met
Asian, Native Hawaiian, or Pacific Islander	73	100.0	87.7	84.3	82.9	87.7	36.7	Met Goal
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	24	100.0	54.2	*	64.4	54.2	45.2	Met Target
Female	419	99.5	64.7	70.2	64.8	64.7		
Male	505	99.6	50.9	54.2	51.3	50.9		
Economically Disadvantaged Students	75	100.0	42.7	41.5	40.0	42.7	20	Met Target
Non-Economically Disadvantaged Students	849	99.5	58.4	64.4	67.9	58.4		
Students with Disabilities	167	98.8	15.0	21.1	22.7	15.0	17.1	Met Target†
Students without Disabilities	757	99.7	66.4	70.2	65.1	66.4		
English Learners	N	N	N	*	29.3	N	**	**
Non-English Learners	924	99.6	57.1	*	60.6	57.1		
Homeless Students	*	*	*	14.3	29.1	*		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	*	30.4	N		

† Target was met within a confidence interval.

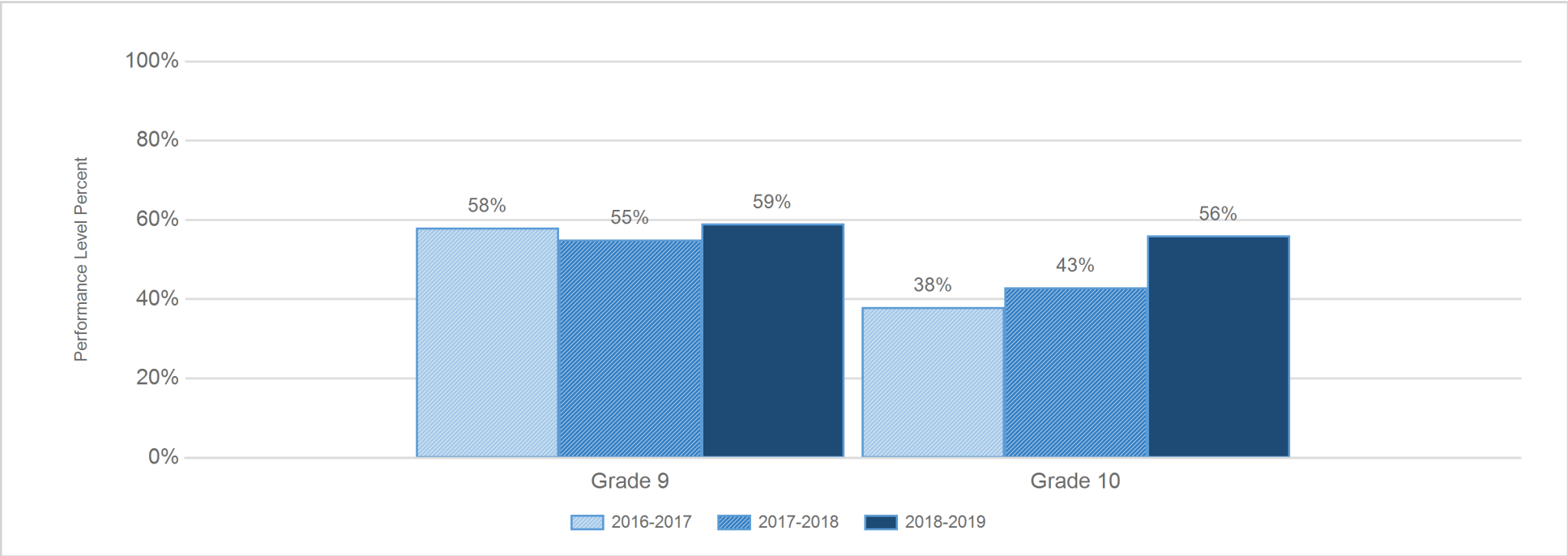


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English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





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English Language Arts Assessment - Performance by Grade: Grade 9

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	444	756	758	753	7%	11%	23%	43%	16%	59%	56%
White	345	754	757	762	7%	12%	25%	42%	14%	56%	65%
Hispanic	42	752	744	737	*	*	29%	*	*	52%	40%
Black or African American	*	*	750	732	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	37	783	*	783	*	*	0%	43%	49%	92%	84%
American Indian or Alaska Native	N	N	N	754	N	N	N	N	N	N	57%
Two or More Races	*	*	760	761	*	*	*	*	*	*	63%
Female	190	761	764	760	5%	6%	25%	46%	17%	64%	63%
Male	254	752	752	746	9%	15%	22%	40%	15%	55%	49%
Economically Disadvantaged Students	33	744	738	734	*	*	*	*	*	42%	36%
Non-Economically Disadvantaged Students	411	757	760	762	*	*	*	*	*	60%	65%
Students with Disabilities	82	716	719	717	*	*	28%	12%	0%	12%	17%
Students without Disabilities	362	765	765	760	*	*	22%	49%	20%	69%	63%
English Learners	N	N	690	693	N	N	N	N	N	N	*
Non-English Learners	444	756	758	755	7%	11%	23%	43%	16%	59%	*
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	N	N	*	721	N	N	N	N	N	N	22%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	56%
Migrant Students	N	N	N	715	N	N	N	N	N	N	23%



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English Language Arts Assessment - Performance by Grade: Grade 10

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	480	756	763	757	10%	11%	23%	38%	18%	56%	58%
White	384	756	763	767	8%	11%	24%	40%	16%	56%	67%
Hispanic	34	741	744	738	*	*	*	*	*	38%	43%
Black or African American	14	719	742	733	*	*	*	*	*	21%	38%
Asian, Native Hawaiian, or Pacific Islander	35	790	789	792	*	0%	*	40%	46%	86%	84%
American Indian or Alaska Native	N	N	*	754	N	N	N	N	N	N	56%
Two or More Races	13	743	*	766	*	*	*	*	*	46%	65%
Female	228	762	770	766	10%	7%	18%	44%	21%	65%	66%
Male	252	751	755	749	10%	15%	27%	33%	15%	47%	51%
Economically Disadvantaged Students	41	739	739	735	*	*	*	*	*	39%	40%
Non-Economically Disadvantaged Students	439	758	765	767	*	*	*	*	*	57%	67%
Students with Disabilities	81	715	720	711	37%	25%	22%	*	*	16%	19%
Students without Disabilities	399	764	770	765	5%	9%	23%	*	*	64%	65%
English Learners	N	N	699	687	N	N	N	N	N	N	*
Non-English Learners	480	756	763	760	10%	11%	23%	38%	18%	56%	*
Homeless Students	*	*	*	723	*	*	*	*	*	*	32%
Students in Foster Care	N	N	*	710	N	N	N	N	N	N	22%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	*	710	N	N	N	N	N	N	10%



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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	878	99.5	31.7	37.7	44.5	31.7	16.7	Met Target
White	703	99.4	30.2	37.7	54.1	30.2	15.8	Met Target
Hispanic	73	100.0	24.7	22.1	28.8	24.7	19.1	Met Target
Black or African American	21	100.0	*	22.2	23.0	*	30.5	Not Met
Asian, Native Hawaiian, or Pacific Islander	60	100.0	68.3	65.6	76.5	68.3	26.9	Met Target
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	21	100.0	*	*	53.3	*	32.9	Met Target†
Female	406	99.3	31.0	37.4	44.9	31.0		
Male	472	99.8	32.2	38.0	44.2	32.2		
Economically Disadvantaged Students	72	100.0	22.2	18.3	26.3	22.2	17.9	Met Target
Non-Economically Disadvantaged Students	806	99.5	32.5	39.8	54.9	32.5		
Students with Disabilities	158	98.2	*	*	17.4	*	15.3	Not Met
Students without Disabilities	720	99.9	*	*	50.0	*		
English Learners	N	N	N	10.6	25.0	N	**	**
Non-English Learners	878	99.5	31.7	37.9	46.5	31.7		
Homeless Students	*	*	*	14.3	17.1	*		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	*	23.3	N		

† Target was met within a confidence interval.

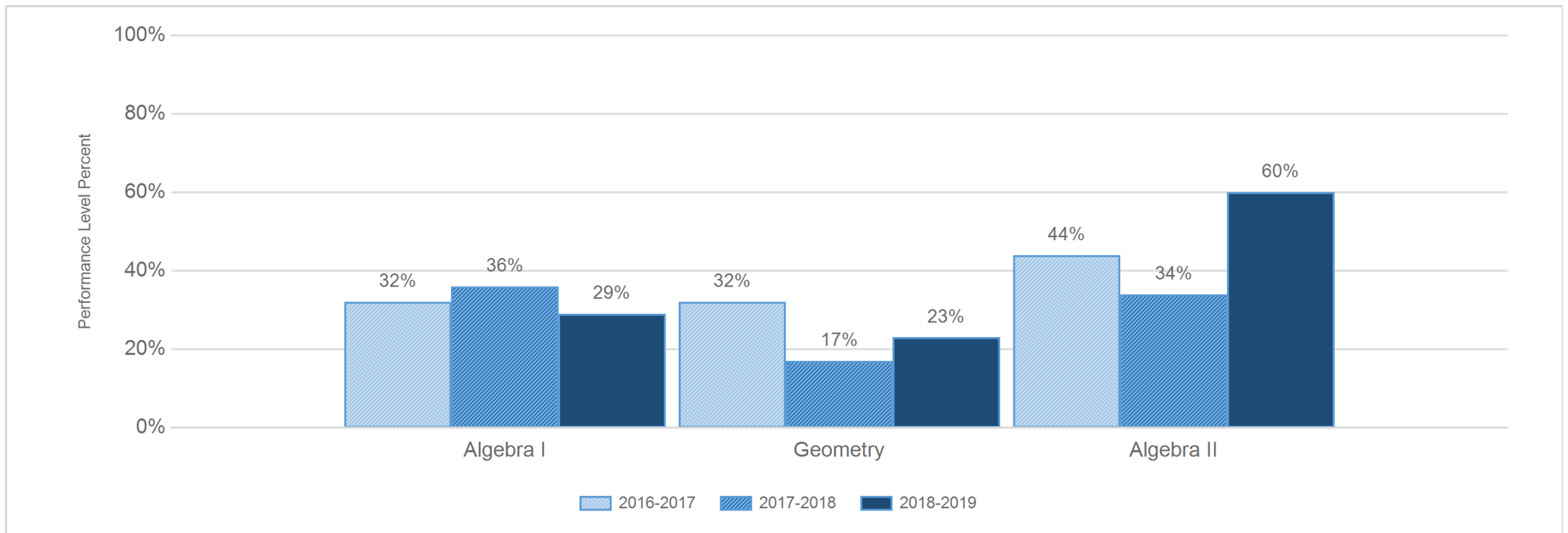


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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



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Mathematics Assessment - Performance by Test: Algebra I

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

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	303	736	738	744	8%	30%	33%	*	*	29%	42%
White	245	736	739	752	7%	30%	33%	*	*	29%	53%
Hispanic	30	735	728	728	*	*	33%	*	*	30%	24%
Black or African American	*	*	729	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	759	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	10	720	740	752	*	*	*	*	*	10%	51%
Female	131	735	738	745	9%	26%	31%	*	*	34%	44%
Male	172	736	737	743	7%	33%	34%	*	*	26%	41%
Economically Disadvantaged Students	28	726	726	727	*	36%	*	*	*	25%	23%
Non-Economically Disadvantaged Students	275	737	740	752	*	29%	*	*	*	30%	52%
Students with Disabilities	77	715	718	717	*	*	*	*	*	*	12%
Students without Disabilities	226	743	744	748	*	*	*	*	*	*	47%
English Learners	N	N	715	710	N	N	N	N	N	N	*
Non-English Learners	303	736	738	745	8%	30%	33%	*	*	29%	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	14%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%



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Mathematics Assessment - Performance by Test: Geometry

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

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	415	733	737	737	6%	26%	46%	*	*	23%	35%
White	339	733	737	743	6%	24%	48%	*	*	21%	43%
Hispanic	38	728	732	724	*	39%	37%	*	*	18%	17%
Black or African American	*	*	727	720	*	*	*	*	*	*	14%
Asian, Native Hawaiian, or Pacific Islander	19	750	752	762	0%	*	*	*	*	63%	70%
American Indian or Alaska Native	N	N	*	736	N	N	N	N	N	N	37%
Two or More Races	*	*	*	745	*	*	*	*	*	*	46%
Female	211	733	738	738	5%	27%	45%	*	*	23%	36%
Male	204	732	736	736	7%	24%	47%	*	*	23%	34%
Economically Disadvantaged Students	39	730	727	722	*	*	56%	*	*	15%	16%
Non-Economically Disadvantaged Students	376	733	738	743	*	*	45%	*	*	23%	43%
Students with Disabilities	72	715	717	712	*	*	*	*	*	*	*
Students without Disabilities	343	736	741	741	*	*	*	*	*	*	*
English Learners	N	N	*	708	N	N	N	N	N	N	*
Non-English Learners	415	733	*	738	6%	26%	46%	*	*	23%	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	*
Students in Foster Care	N	N	*	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	739	N	N	N	N	N	N	35%
Migrant Students	N	N	*	711	N	N	N	N	N	N	19%



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Mathematics Assessment - Performance by Test: Algebra II

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

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	159	759	756	755	*	9%	28%	*	*	60%	58%
White	117	756	754	758	*	9%	29%	*	*	58%	62%
Hispanic	*	*	742	731	*	*	*	*	*	*	34%
Black or African American	N	N	735	725	N	N	N	N	N	N	27%
Asian, Native Hawaiian, or Pacific Islander	31	772	770	777	0%	*	*	*	*	74%	80%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	55%
Two or More Races	*	*	763	761	*	*	*	*	*	*	65%
Female	63	753	752	752	*	*	27%	*	*	54%	55%
Male	96	763	761	758	*	*	28%	*	*	65%	62%
Economically Disadvantaged Students	*	*	743	729	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	757	761	*	*	*	*	*	*	65%
Students with Disabilities	*	*	727	715	*	*	*	*	*	*	25%
Students without Disabilities	*	*	757	756	*	*	*	*	*	*	60%
English Learners	N	N	N	696	N	N	N	N	N	N	11%
Non-English Learners	159	759	756	755	*	9%	28%	*	*	60%	59%
Homeless Students	N	N	*	717	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	715	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	39%
Migrant Students	N	N	N	*	N	N	N	N	N	N	*



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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) 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. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	N	N	N

† 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	*	*	*
3-4	N	N	N
5 or more	N	N	N



Manalapan High School

(25-1650-070)

Grades Offered: 09-12

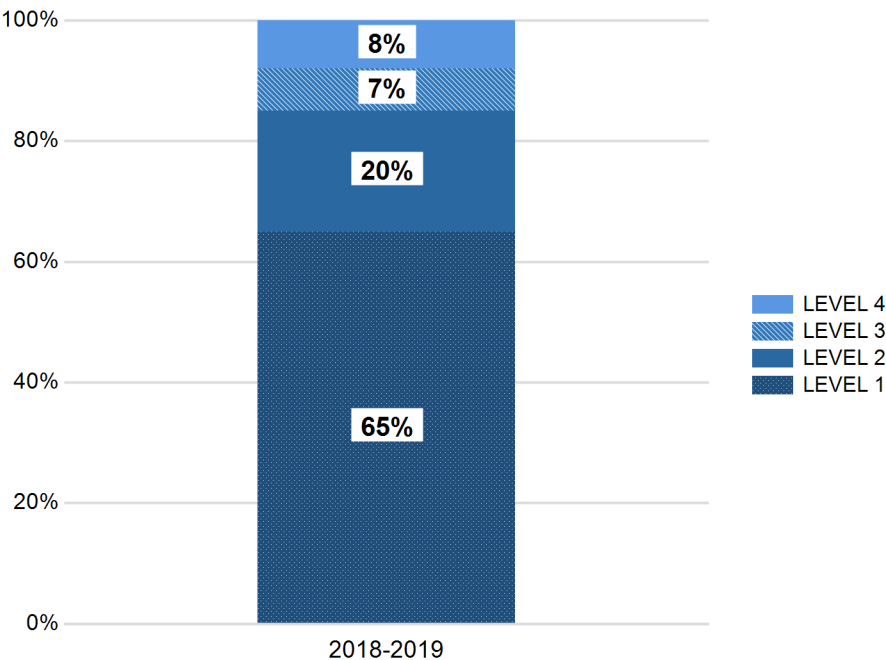
2018-2019

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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 grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the [assessment reports page](#) for DLM results.

NJSLA Science Assessment: Grade 11 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 11

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	65	20	7	8
White	71	19	4	6
Hispanic	75	8	17	0
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	19	33	14	33
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	80	16	0	4
Male	59	21	10	10
Economically Disadvantaged Students	65	18	12	6
Non-Economically Disadvantaged Students	65	20	7	9
Students with Disabilities	90	10	0	0
Students without Disabilities	58	22	9	11
English Learners	N	N	N	N
Non-English Learners	65	20	7	8
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



Manalapan High School
(25-1650-070)
Grades Offered: 09-12
2018-2019

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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 2018-19. 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 2018-19	95.4%	84.5%
12th graders taking SAT in 2018-19 or prior years	83.4%	72.1%
12th graders taking ACT in 2018-19 or prior years	21.1%	19.6%

PSAT, SAT, & ACT - Performance

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

Participation Type	School Average Score	State Average Score	College Readiness Benchmarks	School - Students Scores at or above Benchmark	State - Students Scores at or above Benchmark
PSAT 10/NMSQT - Reading and Writing	495	476	Grade 10: 430 Grade 11: 460	73%	61%
PSAT 10/NMSQT - Math	499	477	Grade 10: 480 Grade 11: 510	51%	43%
SAT - Reading and Writing	575	539	480	85%	70%
SAT - Math	584	541	530	68%	53%
ACT - Reading	24	25	22	63%	66%
ACT - English	24	24	18	82%	81%
ACT - Math	24	24	22	66%	65%
ACT - Science	23	24	23	48%	57%



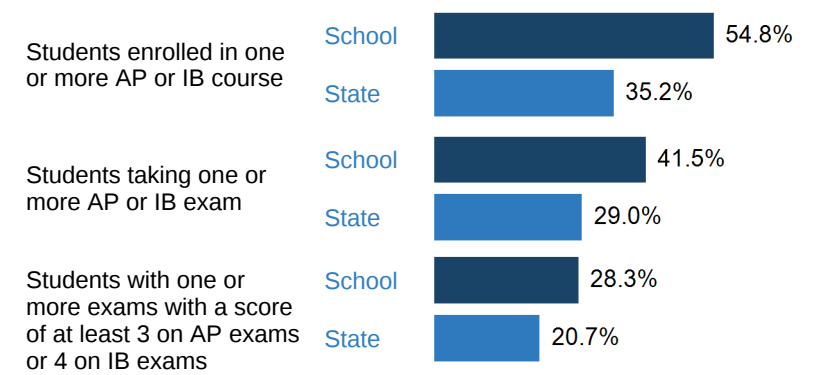
Manalapan High School
(25-1650-070)
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2018-2019

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

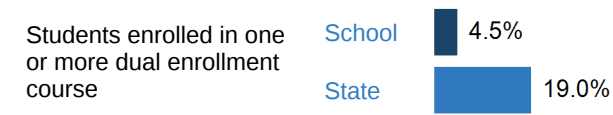
AP/IB Coursework – Participation and Performance

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



Dual Enrollment Coursework - Participation

This graph shows the percentage of 11th and 12th graders who were enrolled in at least one dual enrollment course during the school year. Dual enrollment courses allow high school students to enroll in college courses for credit prior to their high school graduation.



AP/ IB Courses Offered

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

AP/IB Course	Students Enrolled	Students Tested
AP Biology	81	58
AP Calculus AB	23	16
AP Calculus BC	58	64
AP Chemistry	39	39
AP Chinese Language and Culture	0	1
AP Computer Science A	31	24
AP Computer Science Principles	19	7
AP English Language and Composition	154	143
AP English Literature and Composition	151	76
AP Environmental Science	38	26
AP European History	22	7
AP Italian Language and Culture	1	1
AP Macroeconomics	40	29
AP Microeconomics	69	46
AP Physics 1	79	66
AP Physics 2	5	1



Manalapan High School

(25-1650-070)

Grades Offered: 09-12

2018-2019

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AP/IB Course	Students Enrolled	Students Tested
AP Physics C: Electricity and Magnetism	27	22
AP Physics C: Mechanics	26	28
AP Psychology	207	133
AP Spanish Language	8	6
AP Statistics	69	53
AP Studio Art—Two-Dimensional	4	3
AP U.S. Government and Politics	43	26
AP U.S. History	206	178
Total Exams taken		1053
Exams with scores of at least 3 on AP exams or 4 on IB exams		672



Manalapan High School
(25-1650-070)
Grades Offered: 09-12
2018-2019

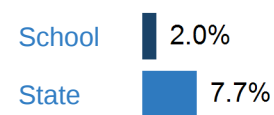
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This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education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

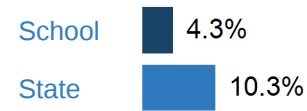
Career and Technical Education Participation

The graphs below show the percentage of students in grades 9 through 12 who were enrolled in courses in approved Career and Technical Education (CTE) programs. Students enrolled in shared-time Career and Technical Education programs in a county vocational school district are included in the percentages for both the county vocational school and their sending school.

CTE Participants
(completed only one course in an approved CTE program)



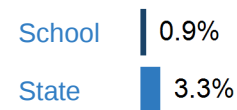
CTE Concentrators
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

The graph below shows the percentage of students in grades 9 through 12 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





Manalapan High School
(25-1650-070)
Grades Offered: 09-12
2018-2019

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Career and Technical Education Participation by Student Group

This table shows the percentage of students, both overall and by student group, in grades 9 through 12 who were enrolled in courses in approved Career and Technical Education (CTE) programs. CTE participants have completed only one course in an approved CTE program. CTE concentrators have completed two or more courses in a single approved CTE program and/or have completed the entire CTE program. Students enrolled in shared-time CTE programs in a county vocational school district are included in the percentages for both the county vocational school and their sending high school.

Student Group	School: % CTE Participants	School: % CTE Concentrators	State: % CTE Participants	State: % CTE Concentrators
Schoolwide	2.0%	4.3%	7.7%	10.3%
White	1.8%	4.4%	6.1%	9.6%
Hispanic	*	*	10.3%	11.3%
Black or African American	*	*	9.0%	11.2%
Asian, Native Hawaiian, or Pacific Islander	*	*	5.8%	9.3%
American Indian or Alaska Native	N	N	10.3%	12.7%
Two or More Races	*	*	6.8%	12.1%
Female	*	4.3%	7.3%	10.6%
Male	*	4.3%	8.0%	10.1%
Economically Disadvantaged Students	*	*	10.4%	11.8%
Students with Disabilities	4.4%	7.8%	6.6%	9.2%
English Learners	*	*	8.7%	3.2%
Homeless Students	*	*	8.1%	6.6%
Students In Foster Care	N	N	6.4%	5.0%
Military-Connected Students	*	*	9.7%	13.3%
Migrant Students	N	N	10.4%	*



Manalapan High School
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Industry-Valued Credentials

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

Students Earning Industry-Valued Credentials



Industry-Valued Credentials by Career Cluster

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

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total credentials earned
Agriculture, Food & Natural Resources	*		
Architecture & Construction	12		
Arts, AV Technology & Communications	*		
Business Management & Administration	*		
Health Science	*		
Hospitality & Tourism	*		
Human Services	16	*	*
Law, Public Safety, Corrections & Security	87	*	*
Manufacturing	*		
Marketing	*		
Transportation, Distribution & Logistics	*	*	*
Total (All Clusters)	144	*	*



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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	287	113	47	0	0	0	44
10	6	319	114	38	0	16	0
11	1	18	269	129	36	10	36
12	1	2	11	104	82	61	184
Total	295	452	441	271	118	87	264
Enrolled in AP/IB Course					81	69	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	1

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	435	0	0	0	0	1
10	10	438	0	32	0	4
11	17	54	0	84	284	75
12	38	9	0	81	61	99
Total	500	501	0	197	345	179
Enrolled in AP/IB Course	81	39		38	137	0
Enrolled in Dual Enrollment Course	1	0	0	0	0	0



Manalapan High School
(25-1650-070)
Grades Offered: 09-12
2018-2019

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Social Studies and History - Course Participation

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

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	434	2	19	0	0	0
10	7	473	11	5	1	4
11	3	496	10	60	14	34
12	1	26	31	200	70	146
Total	445	997	71	265	85	184
Enrolled in AP/IB Course	0	206	71	207		64
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	297	0	94	0	0	0	0
10	349	0	104	0	0	0	0
11	187	0	83	0	0	0	0
12	38	0	11	0	0	0	0
Total	871	0	292	0	0	0	0
Enrolled in AP/IB Course	8	0	1	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	265	0	107	0	0	0	0



Manalapan High School
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 Grades Offered: 09-12
 2018-2019

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Computer Science and Information Technology – Course Participation

This table shows the number of students who were enrolled in Computer Science and Information Technology (IT) 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	Computer Programming	Computing Systems	Other Computer Science	Networking	Information Systems	Other IT
9	N	N	N	N	N	N
10	N	N	N	N	N	N
11	26	0	5	0	0	0
12	5	0	14	0	0	0
Total	31	0	19	0	0	0
Enrolled in AP/IB Course	31		19			0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0



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 2018-2019

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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
Spanish	*
Total	*



Manalapan High School
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2018-2019

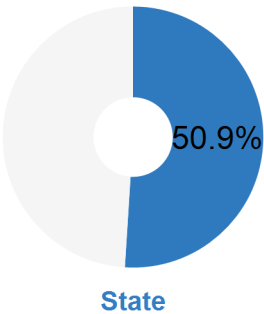
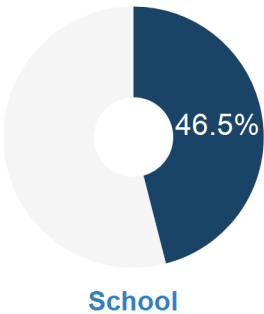
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Visual and Performing Arts – Course Participation

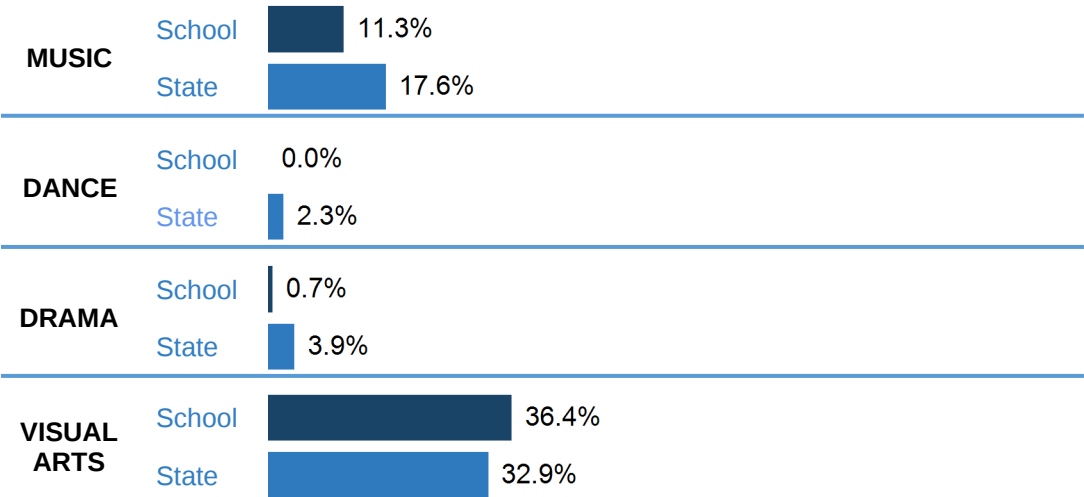
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 9-12:

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



Students enrolled in one or more classes by discipline:





Manalapan High School
(25-1650-070)
Grades Offered: 09-12
2018-2019

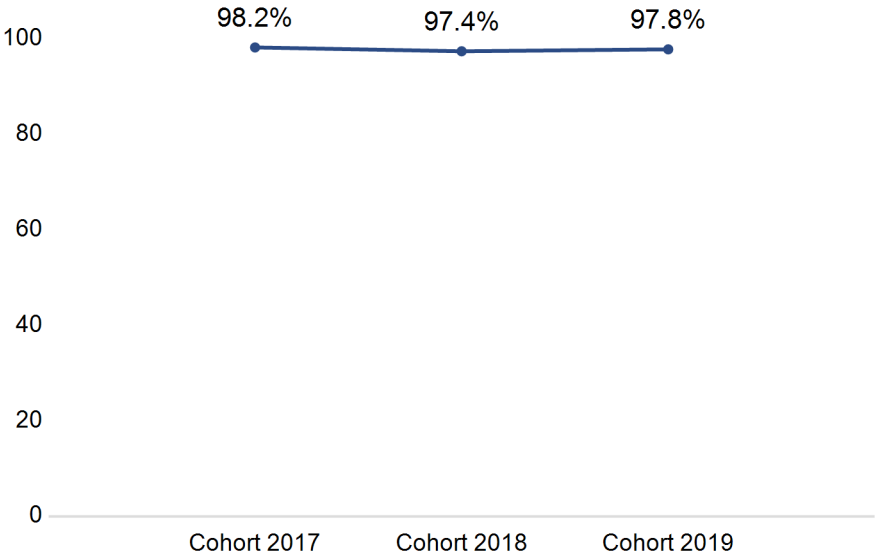
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Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the [NJDOE Graduation Rate page](#).

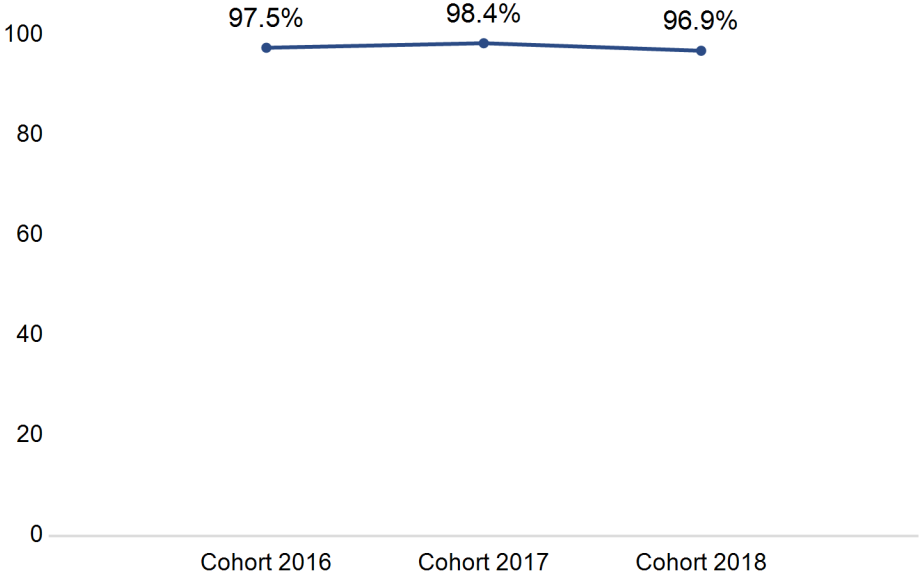
Graduation Rate Trends and Progress

These graphs show the 4-year and 5-year adjusted cohort graduation rates for the most recent three cohorts of students. The table below shows whether annual targets were met for each cohort. Note that for accountability and annual targets, graduation data from the prior year is used, so annual target status for Cohort 2019 4-Year and Cohort 2018 5-Year are not provided.

4-Year Graduation Rate Trends



5-Year Graduation Rate Trends



Performance Measure	Cohort 2017 4-Year Rate	Cohort 2018 4-Year Rate	Cohort 2019 4-Year Rate	Cohort 2016 5-Year Rate	Cohort 2017 5-Year Rate	Cohort 2018 5-Year Rate
Graduation Rate	98.2%	97.4%	97.8%	97.5%	98.4%	96.9%
Annual Target	N	N		N	N	
Met Annual Target?	Met Goal	Met Goal		Met Goal	Met Goal	
Statewide Graduation Rate	90.5%	90.9%	90.6%	91.8%	92.4%	92.5%



Manalapan High School
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2018-2019

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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 2018 4-year rate and the Class of 2017 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 2019: 4 Year Rate	State - Class of 2019: 4 Year Rate	School - Class of 2018: 5 Year Rate	State - Class of 2018: 5 Year Rate	Class of 2018: 4 Year Rate	Class of 2018: 4 Year Target	Class of 2018: Met Target	Class of 2017: 5 Year Rate	Class of 2017: 5 Year Target	Class of 2017: Met Target
Schoolwide	97.8%	90.6%	96.9%	92.5%	97.4%	N	Met Goal	98.4%	N	Met Goal
White	98.3%	94.9%	96.2%	95.9%	96.8%	N	Met Goal	98.2%	N	Met Goal
Hispanic	100.0%	84.5%	100.0%	87.3%	100.0%	N	Met Goal	100.0%	N	Met Goal
Black or African American	*	83.3%	*	87.1%	*	**	**	*	**	**
Asian, Native Hawaiian or Pacific Islander	100.0%	96.9%	100.0%	97.8%	100.0%	N	Met Goal	100.0%	N	Met Goal
American Indian or Alaska Native	N	92.2%	N	88.9%	N	N	N	N	N	N
Two or More Races	*	91.4%	*	94.2%	*	**	**	*	**	**
Female	96.1%	92.8%	98.7%	94.4%	98.7%			98.7%		
Male	99.2%	88.5%	95.5%	90.8%	96.4%			98.1%		
Economically Disadvantaged Students	93.5%	84.0%	97.5%	87.3%	97.4%	N	Met Goal	100.0%	N	Met Goal
Students with Disabilities	95.4%	79.2%	91.7%	83.8%	91.6%	95.0%	Not Met	94.6%	88.8%	Met Target
English Learners	*	75.4%	N	80.1%	N	N	N	*	**	**
Homeless Students	N	74.6%	N	78.3%	N			N		
Students in Foster Care	*	57.6%	N	82.5%	N			N		
Migrant Students	N	83.3%	N	85.0%	N			N		



Manalapan High School
 (25-1650-070)
 Grades Offered: 09-12
 2018-2019

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Graduation Pathways

This table shows the percentage of Cohort 2019 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
Statewide Assessment	57.2%	62.0%
Substitute Competency Test	36.0%	29.4%
Portfolio Appeals Process	0.9%	1.5%
Alternate Requirements specified in IEP	6.0%	7.1%
Unknown	0.0%	0.0%

Dropout Rate Trends

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

School Year	School Rate	State Rate
2018-2019	0.6%	1.2%
2017-2018	0.3%	1.2%
2016-2017	0.3%	1.1%



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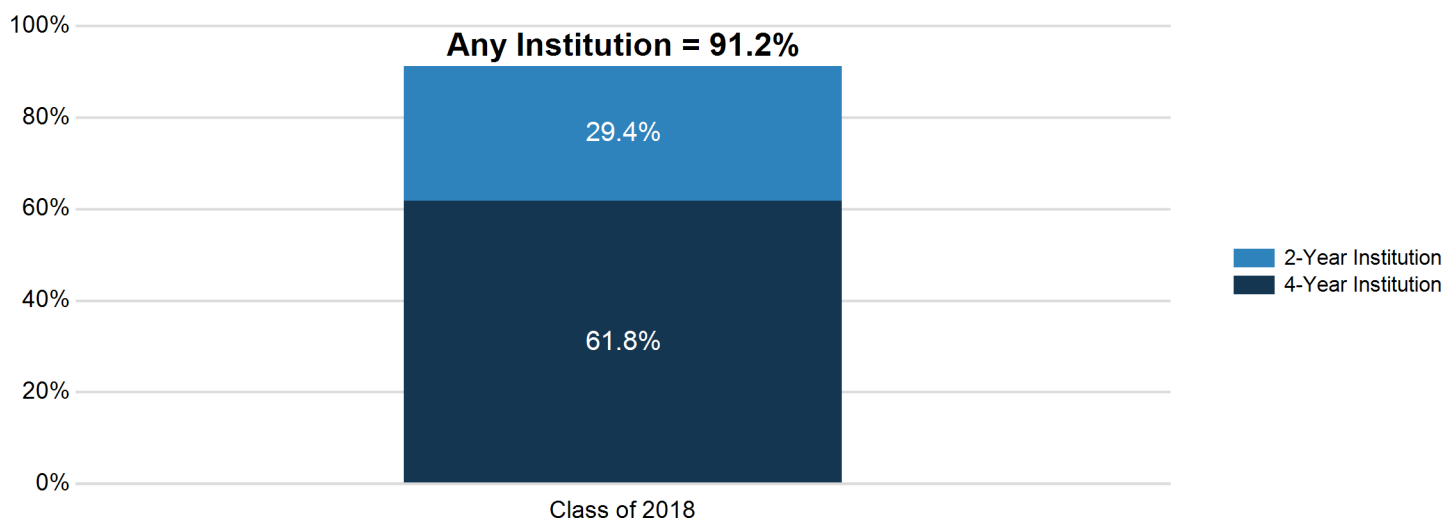
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Information about students enrolling in colleges and universities after graduation is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

Postsecondary Enrollment Rate Summary

The graphs and tables below show the percentage of graduates that have enrolled in 2-year and 4-year institutions within 16 months of graduating from high school.

Postsecondary Enrollment 16 months after Graduation



Performance Measure	Class of 2018
% Enrolled in 2-Year Institution	29.4%
% Enrolled in 4-Year Institution	61.8%
% Enrolled in Any Postsecondary Institution	91.2%



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Postsecondary Enrollment Rates: Fall

This table shows information about Class of 2019 high school graduates enrolled in postsecondary institutions by the fall of 2019. 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 that were enrolled 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%	28.7%	71.3%
Schoolwide	84%	28%	72%
White	84.4%	28.5%	71.5%
Hispanic	73.5%	48%	52%
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	89.1%	9.8%	90.2%
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	74.1%	50%	50%
Students with Disabilities	64.1%	61%	39%
English Learners	*	*	*

Postsecondary Enrollment Rates: 16 month

This table shows information about Class of 2018 high school graduates enrolled in postsecondary institutions by the fall of 2019. 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 that were enrolled 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	77.8%	30.9%	69.1%	72.9%	27.1%	65.5%	34.5%
Schoolwide	91.2%	32.2%	67.8%	75.7%	24.3%	62.8%	37.2%
White	92.1%	33.6%	66.4%	75.5%	24.5%	60.9%	39.1%
Hispanic	78.1%	44%	56%	76%	24%	76%	24%
Black or African American	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	93%	12.5%	87.5%	77.5%	22.5%	67.5%	32.5%
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	75%	57.6%	42.4%	84.8%	15.2%	93.9%	6.1%
Students with Disabilities	73.5%	80.3%	19.7%	91.8%	8.2%	88.5%	11.5%
English Learners	N	N	N	N	N	N	N



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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. Students with fewer than 45 days in membership are excluded from attendance calculations.

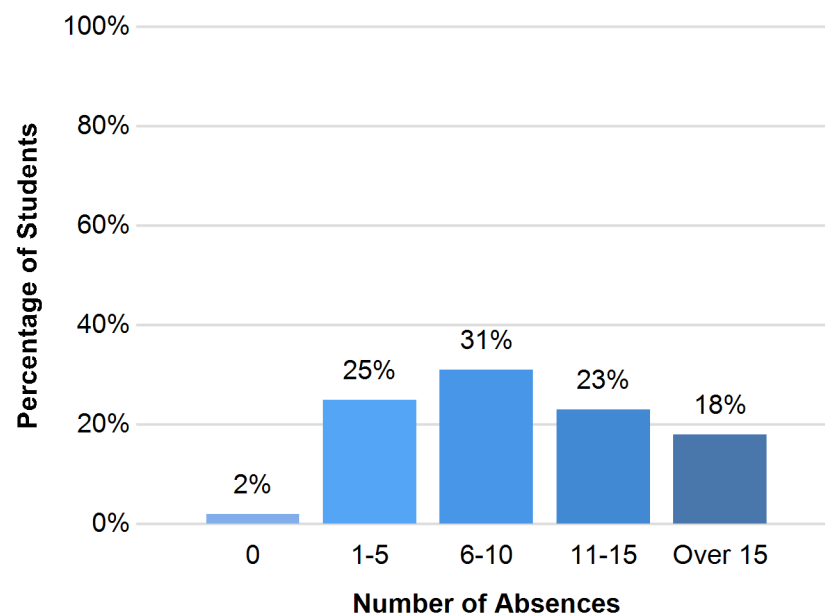
Chronic Absenteeism

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	223	11.6	14.2	Met
White	175	11.5	14.2	Met
Hispanic	16	10.9	14.2	Met
Black or African American	10	20.8	14.2	Not Met
Asian, Native Hawaiian, or Pacific	12	7.7	14.2	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	10	23.3	14.2	Not Met
Female	118	13.8		
Male	105	9.9		
Economically Disadvantaged Students	24	17.3	14.2	Not Met
Students with Disabilities	63	19.1	14.2	Not Met
English Learners	*	*	**	**
Homeless Students	*	*		
Students in Foster Care	N	N		
Military-Connected Students	*	*		
Migrant Students	N	N		

Days Absent

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





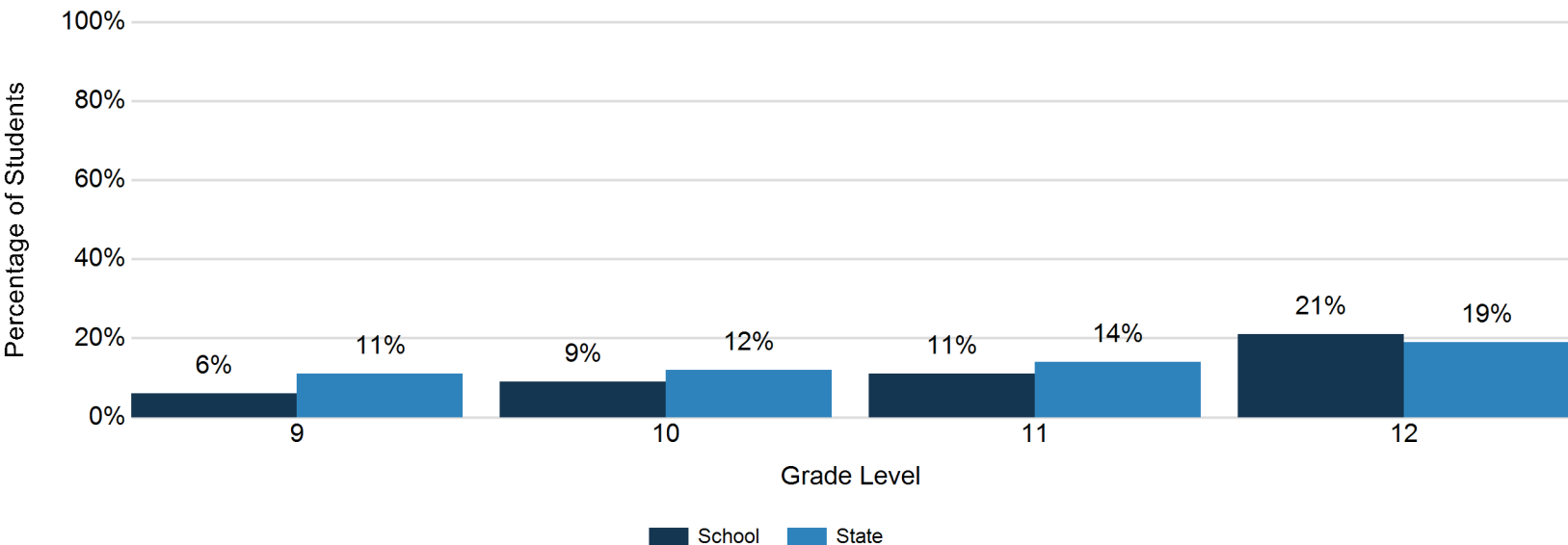
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Chronic Absenteeism by Grade

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





Manalapan High School

(25-1650-070)

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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

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	10
Weapons	1
Vandalism	0
Substances	34
Harassment, Intimidation, Bullying (HIB)	5
Total Unique Incidents	50
Incidents Per 100 Students Enrolled	2.69

Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	3	3
Religion	0	0	0
Ancestry	1	1	2
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	1	0	1
Other	3	2	5
No Identified Nature	1		1

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	4
Weapons	1
Vandalism	0
Substances	16
Harassment, Intimidation, Bullying (HIB)	1
Other Incidents Leading to Removal	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	85	4.6%
Out-of-School Suspensions	73	3.9%
Any Suspension	112	6.0%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
367



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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	2:35 PM
Length of School Day	7 Hrs 5 Mins
Full Time - Instructional Time	5 Hrs 35 Mins
Shared Time - Instructional Time	5 Hrs. 35 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 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 through 10. 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
2018-19	2.3:1



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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 the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	126	118,214
Average years experience in public schools	12.4	12.1
Average years experience in district	11.7	10.8
Percentage of Teachers with 4 or more years experience in the district	81.7%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	70	9,530
Average years experience in public schools	18.0	16.0
Average years experience in district	13.2	12.0
Percentage of Administrators with 4 or more years experience in the district	85.7%	76.9%

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	15:1	14:1
Students to Administrators	186:1	150:1
Teachers to Administrators	13:1	11:1
Students to Librarians/Media Specialists		10491:1
Students to Nurses		1049:1
Students to Counselors		262:1
Students to Child Study Team Members		403:1



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Teachers and Administrators– Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	44.6%	60.3%	70.0%	48.4%	77.1%	54.9%
Male	55.4%	39.7%	30.0%	51.6%	22.9%	45.1%
White	79.5%	92.9%	80.0%	42.4%	83.6%	77.4%
Hispanic	7.6%	3.2%	0.0%	29.9%	7.3%	7.2%
Black or African American	2.4%	2.4%	20.0%	15.0%	6.6%	13.9%
Asian	8.0%	0.8%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.8%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.3%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	2.3%	0.0%	0.0%	2.1%	0.2%	0.2%



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Teachers and Administrators - Level of Education

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

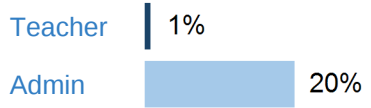
Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	92.6%	90.5%
2017-18 Administrators: Same district 2018-19	93.1%	87.9%

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
2018-19	97.3%



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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.



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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).
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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](#).

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.



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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](#).

ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	44.3%	49.1%	57.1%
Math Proficiency	35.3%	31.9%	31.7%
ELA Growth	N	N	N
Math Growth	N	N	N
4-Year Graduation Rate†	98.2%	97.4%	97.8%
5-Year Graduation Rate†	97.5%	98.4%	96.9%
Progress toward English Language Proficiency		N	N
Chronic Absenteeism	17.0%	20.1%	11.6%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



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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](#).

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey 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 every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.



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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

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	Met Target	Met Target	Met Goal	Met Goal	N	Met	No
White	Met Target	Met Target	Met Goal	Met Goal	n/a	Met	No
Hispanic	Met Target	Met Target	Met Goal	Met Goal	n/a	Met	No
Black or African American	Not Met	Not Met	**	**	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	Met Goal	Met Target	Met Goal	Met Goal	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	Met Target	Met Target†	**	**	n/a	Not Met	No
Economically Disadvantaged Students	Met Target	Met Target	Met Goal	Met Goal	n/a	Not Met	No
Students with Disabilities	Met Target†	Not Met	Not Met	Met Target	n/a	Not Met	No
English Learners	**	**	**	**	**	**	No

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



Manalapan High School
 (25-1650-070)
 Grades Offered: 09-12
 2018-2019

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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 the school or district directly.

 Highlights:	- Accredited by the Middle States Association of Colleges and Schools - Magnet Programs: Law Enforcement & Public Safety and Science & Engineering - Students have access to over 50 extracurricular clubs and 26 interscholastic varsity sports including junior varsity and freshman teams.
 Mission, Vision, Theme:	The Schools of the Freehold Regional High School District form a diverse and supportive community offering innovative and comprehensive programs that inspire students to maximize their potential, preparing them to navigate an evolving global society.
 Awards, Recognition, Accomplishments:	In recent years, Manalapan High School has been recognized as one of America's Most Challenging High Schools by the Washington Post. Additionally, the school was ranked among the Top 100 High Schools in New Jersey by New Jersey Monthly Magazine. In the 2018-2019 school year, Manalapan High School students earned 184 AP Scholar Honors as designated by the College Board. The College Board recognized ten students who earned the distinction of Commended Student in the 2018 National Merit Scholarship Program. Three of those students were semi-finalists in the program, and two students received National Merit Scholarships.



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 Courses, Curriculum, Instruction:	Challenging and relevant curricular opportunities are offered in Business, Classical & World Languages, English Language Arts, Family & Consumer Sciences, Health & Physical Education, Fine & Performing Arts, Math, Music, Science, Social Studies and Technology. Unique to Manalapan HS are the Law Enforcement & Public Safety Academy as well as the Science & Engineering Learning Center. These Magnet Programs allow students to pursue their passions within the comprehensive high school.
 Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Boys & Girls), Cheerleading (Girls), Cross Country (Boys & Girls), Field Hockey (Girls), Football (Boys), Golf (Boys), Gymnastics (Girls), Ice Hockey (Boys), Lacrosse (Girls), Soccer (Boys & Girls), Softball (Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Wrestling (Boys) For the 2018-2019 school year, 14 Varsity teams qualified for the NJSIAA State Playoffs, and 8 Varsity teams qualified for the Shore Conference Tournament. The Boys Soccer Team won a Shore Conference A-North Division Title. The Baseball Team won the NJSIAA Central Jersey Group IV State Championship. We hosted the first-ever All-Female Wrestling Dual Meet in state history. We recognized 22 student-athletes at signing days for their intent to continue their athletic and academic careers at the post-secondary level.
 Clubs and Activities:	Manalapan High School offers students the opportunity to participate in over 50 clubs and activities. Our student government, National Honor Society, and other extracurricular clubs and activities, in conjunction with the students and staff of Manalapan High School, have raised money and donated time to help the local community, and to provide support to numerous non-profit and charitable organizations throughout the State of NJ and the country.



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 Before and After School Programs:	The staff and students of Manalapan High School work closely with Manalapan Township and the Manalapan Township Recreation Department to offer programs that benefit the larger community. From nighttime recreation programs for adults and children, to the Manalapan Youth Orchestra, our school serves as a hub for community-wide events, additional educational programs, community meetings, and other special gatherings.
 Staff and Professional Learning:	A multitude of learning opportunities are available to staff including Professional Learning Communities, ScIP committee programs, district-wide collaborative workshops, as well as training offered by professional organizations. All professional learning endeavors seek to maximize opportunities for students to develop important college and career readiness skills essential in a complex global society: critical thinking, collaboration, communication, and creativity.
 Postsecondary Information:	The Counseling Department provides students and parents with individualized information on college and career planning. A College and Career Counselor supports Guidance Counselors as they collaboratively develop customized post-secondary paths for students. Students in Grades 9, 10, and 11 are administered the PSAT during the school day. Additionally, FRHSD hosts College and Career Planning Nights including a College and Career Fair, Financial Aid Planning, Admissions Exam Planning and the College Application Boot-Camp.



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 Student Supports and Services:	Students are supported by a comprehensive counseling staff including a Student Assistance Coordinator, College and Career Counselor, and a Guidance Supervisor. Students with an Individualized Education Plan are served by members of the Child Study Team including a School Psychologist, Social Worker, Learning Disabilities Teacher Consultant, Special Education Supervisor and a Behaviorist.
 Student Health and Wellness:	Students participate in a Health and Physical Education program that encourages positive student choices over the course of their high school career and beyond. Students have access to a School Counselor, Student Assistance Coordinator and other mental health experts who assist students with developing coping skills and resiliency when faced with adversity. Athletes are supported by the Athletic Trainer while the School Nurse provides required care and health information to all students.
 Parent and Community Involvement:	The Braves Booster Club works collaboratively with faculty to support the academic and extracurricular programs. The District's Special Education Advisory Council (SEAC) is a collaborative team of parents and district and school personnel who work to bring resources and information to parents of students with disabilities. Parents are provided with constant access to student grades and additional information through the Genesis Parent Portal available at www.frhhsd.com.



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 Climate Surveys:	Is a Climate Survey Used: No
 Facilities:	Opening in 1971, Manalapan High School has enjoyed an outstanding reputation as one of six Freehold Regional High School District schools. Upgrades to the Media Center have included the addition of two learning spaces designed to provide students a space to learn in a collaborative environment that fosters communication. Furthermore, we embrace a student-centered learning philosophy that enables students to create and think critically in an environment with educational technology resources.
 School Safety:	The Freehold Regional High School District maintains a safe environment that prioritizes student learning through community partnerships, regular drills, comprehensive technology, a full-time security staff, and law enforcement officers.



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 Technology and STEM:	The Freehold Regional High School District has been recognized as Future Ready as our students use a multitude of tools to transform their learning. On a regular basis, students have access to a Bring Your Own Device (BYOD) Network, Chromebooks, computers, 3D Printers, laser engravers and CNC machines among many others. The faculty are supported by a team of Teacher Coaches who are leaders in using technology to transform learning in the classroom. Students have access to a robust range of Technology, Science, and Engineering courses as well as clubs during their high school career.
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 Other Information	Manalapan High School maintains a well-deserved reputation for excellence because of its exceptional students. Last year, over ninety-three percent of graduates went on to further their education at two or four year colleges or universities; additionally, other graduates attended trade or technical schools and entered the military. SAT scores exceed state and national mean scores. The academic program consistently produces students who are able to demonstrate success at some of the finest colleges and universities in the nation. Students from the Class of 2019 are currently attending institutions of higher learning such as Bryn Mawr College, Carnegie Mellon, University of California – Los Angeles, University of Illinois – Urbana-Champaign, University of Maryland – College Park, University of Michigan, Oxford University, University of Pennsylvania, University of Rochester, Rutgers University, and Villanova University. Manalapan High School's dedicated staff is committed to excellence in the classroom. They bring to their profession a dynamic and enthusiastic approach to education that encourages student growth and achievement. Continuous and timely professional development programs help ensure that student-centered instructional practices within the classroom setting readily prepare students for success. Furthermore, the Manalapan High School Community continuously endeavors to help all students reach their fullest potential both in and out of the classroom. The staff, students, parents, and other members of the Manalapan High School Community, embrace the philosophy that "We are Manalapan High School and this is OUR HOUSE!" This philosophy emphasizes that we, as a school community, maintain pride in our school and strive towards academic excellence while taking the time to enjoy the curricular, co-curricular, and extracurricular opportunities that our school has to offer.
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Marlboro High School
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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

Notes from the New Jersey Department of Education:



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School Contact Information

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

Type	Contact Information
County	Monmouth
District	Freehold Regional High School District
Principal Name	Dr. David Bleakley
Address	95 NORTH MAIN STREET MARLBORO, NJ 07746-1055
Phone Number	732-617-8393
Email Address	dbleakley@frhsd.com
Website	https://www.frhsd.com/Domain/10
Facebook	https://www.facebook.com/FreeholdRegional/
Twitter	https://twitter.com/MarlboroHSinNJ?ref_src=twsrc%5Etfw&ref_url=https%3A%2F%2Fwww.frhsd.com%2FDomain%2F10



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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
9	483	413	460
10	449	491	420
11	492	446	482
12	491	488	446
Total	1,915	1,838	1,808

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	48.5%	47.5%	47.0%
Male	51.5%	52.5%	53.0%
Economically Disadvantaged Students	3.5%	3.5%	4.2%
Students with Disabilities	13.2%	14.4%	14.0%
English Learners	0.0%	0.1%	0.2%
Homeless Students	0.1%	0.2%	0.2%
Students in Foster Care	0.0%	0.0%	0.1%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	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	2016-17	2017-18	2018-19
White	75.2%	73.9%	72.0%
Hispanic	3.8%	4.7%	5.9%
Black or African American	1.8%	1.6%	1.6%
Asian	17.7%	18.0%	18.5%
Native Hawaiian or Pacific Islander	0.1%	0.1%	0.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	1.4%	1.7%	1.9%

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	2016-17	2017-18	2018-19
Full Time Students	1,896	1,815	1,803
Shared Time Students	36	45	9
Full Time Equivalent	1,914	1,838	1,808

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	95.9%
Other Languages	4.1%

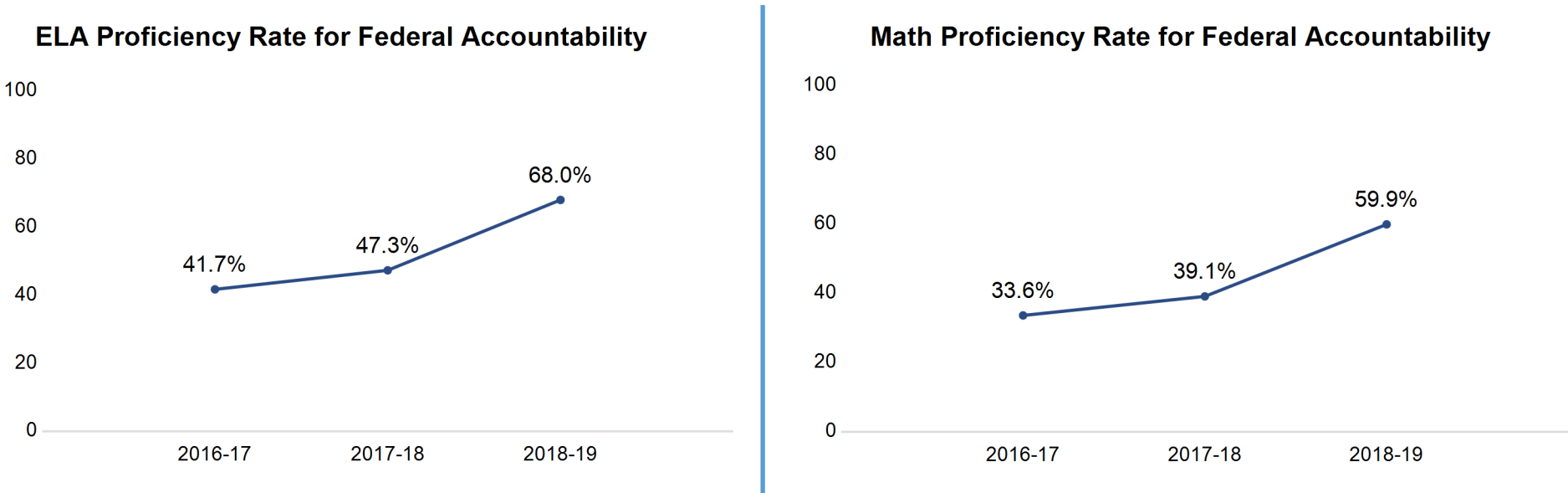


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(25-1650-080)
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English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	64.1%	73.2%	99.8%	65.4%	73.3%	99.9%
Proficiency Rate for Federal Accountability	41.7%	47.3%	68.0%	33.6%	39.1%	59.9%
Annual Target	9.8%	13.5%	17.2%	8.0%	11.8%	15.6%
Met Annual Target?	Met Target	Met Target	Met Target	Met Target	Met Target	Met Target
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	868	99.8	68.0	62.2	57.9	68.0	17.2	Met Target
White	607	99.7	64.1	62.5	66.9	64.1	16.1	Met Target
Hispanic	57	100.0	50.9	46.8	43.9	50.9	18.6	Met Target
Black or African American	13	100.0	61.5	49.5	38.5	61.5	**	**
Asian, Native Hawaiian, or Pacific Islander	170	100.0	86.5	84.3	82.9	86.5	22.2	Met Goal
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	21	100.0	81.0	*	64.4	81.0	N	N
Female	387	99.7	75.2	70.2	64.8	75.2		
Male	481	99.8	62.2	54.2	51.3	62.2		
Economically Disadvantaged Students	40	100.0	60.0	41.5	40.0	60.0	20.5	Met Target
Non-Economically Disadvantaged Students	828	99.8	68.4	64.4	67.9	68.4		
Students with Disabilities	124	99.2	23.4	21.1	22.7	23.4	19.5	Met Target
Students without Disabilities	744	99.9	75.4	70.2	65.1	75.4		
English Learners	*	*	*	*	29.3	*	**	**
Non-English Learners	*	*	*	*	60.6	*		
Homeless Students	*	*	*	14.3	29.1	*		
Students In Foster Care	*	*	*	*	27.6	*		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	*	30.4	N		

† Target was met within a confidence interval.

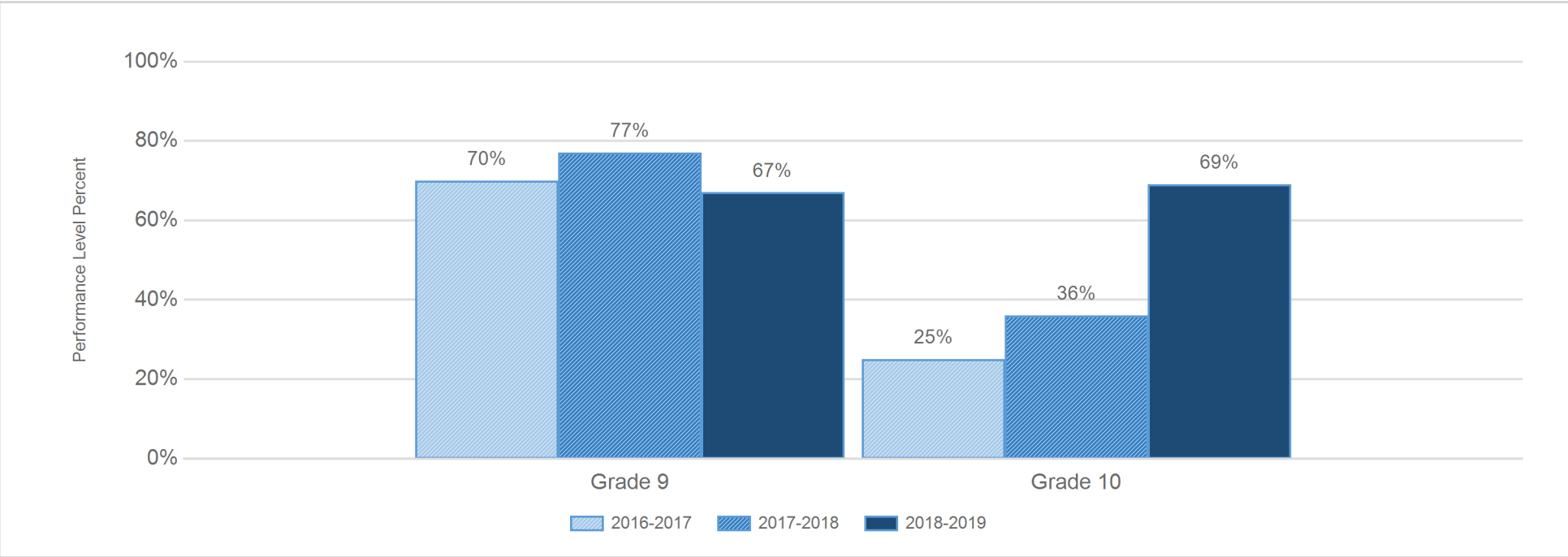


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English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





Marlboro High School

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English Language Arts Assessment - Performance by Grade: Grade 9

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	450	764	758	753	4%	6%	23%	45%	22%	67%	56%
White	309	759	757	762	5%	7%	26%	44%	18%	62%	65%
Hispanic	32	753	744	737	*	*	*	*	*	56%	40%
Black or African American	*	*	750	732	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	87	782	*	783	0%	*	*	49%	40%	90%	84%
American Indian or Alaska Native	N	N	N	754	N	N	N	N	N	N	57%
Two or More Races	*	*	760	761	*	*	*	*	*	*	63%
Female	208	767	764	760	*	*	18%	47%	28%	75%	63%
Male	242	760	752	746	*	*	27%	43%	18%	61%	49%
Economically Disadvantaged Students	18	750	738	734	*	*	*	*	*	50%	36%
Non-Economically Disadvantaged Students	432	764	760	762	*	*	*	*	*	68%	65%
Students with Disabilities	49	720	719	717	*	*	35%	*	*	14%	17%
Students without Disabilities	401	769	765	760	*	*	21%	*	*	74%	63%
English Learners	N	N	690	693	N	N	N	N	N	N	*
Non-English Learners	450	764	758	755	4%	6%	23%	45%	22%	67%	*
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	N	N	*	721	N	N	N	N	N	N	22%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	56%
Migrant Students	N	N	N	715	N	N	N	N	N	N	23%



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English Language Arts Assessment - Performance by Grade: Grade 10

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	410	765	763	757	6%	8%	18%	46%	22%	69%	58%
White	293	762	763	767	7%	9%	18%	46%	20%	66%	67%
Hispanic	24	745	744	738	*	*	46%	*	*	38%	43%
Black or African American	*	*	742	733	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	82	782	789	792	0%	*	*	44%	40%	84%	84%
American Indian or Alaska Native	N	N	*	754	N	N	N	N	N	N	56%
Two or More Races	*	*	*	766	*	*	*	*	*	*	65%
Female	180	772	770	766	*	*	19%	51%	25%	76%	66%
Male	230	760	755	749	*	*	17%	43%	20%	63%	51%
Economically Disadvantaged Students	19	766	739	735	*	*	*	*	*	74%	40%
Non-Economically Disadvantaged Students	391	765	765	767	*	*	*	*	*	69%	67%
Students with Disabilities	62	724	720	711	*	*	26%	*	*	23%	19%
Students without Disabilities	348	773	770	765	*	*	16%	*	*	77%	65%
English Learners	*	*	699	687	*	*	*	*	*	*	*
Non-English Learners	*	*	763	760	*	*	*	*	*	*	*
Homeless Students	N	N	*	723	N	N	N	N	N	N	32%
Students in Foster Care	*	*	*	710	*	*	*	*	*	*	22%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	*	710	N	N	N	N	N	N	10%



Marlboro High School
(25-1650-080)
Grades Offered: 09-12
2018-2019

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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	847	99.9	59.9	37.7	44.5	59.9	15.6	Met Target
White	602	99.8	56.1	37.7	54.1	56.1	14.1	Met Target
Hispanic	57	100.0	50.9	22.1	28.8	50.9	15.4	Met Target
Black or African American	13	100.0	84.6	22.2	23.0	84.6	**	**
Asian, Native Hawaiian, or Pacific Islander	154	100.0	74.7	65.6	76.5	74.7	23.3	Met Target
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	21	100.0	66.7	*	53.3	66.7	N	N
Female	380	99.7	57.4	37.4	44.9	57.4		
Male	467	100.0	61.9	38.0	44.2	61.9		
Economically Disadvantaged Students	40	100.0	37.5	18.3	26.3	37.5	16.5	Met Target
Non-Economically Disadvantaged Students	807	99.9	61.0	39.8	54.9	61.0		
Students with Disabilities	122	99.2	19.7	*	17.4	19.7	14.8	Met Target
Students without Disabilities	725	100.0	66.6	*	50.0	66.6		
English Learners	*	*	*	10.6	25.0	*	**	**
Non-English Learners	*	*	*	37.9	46.5	*		
Homeless Students	*	*	*	14.3	17.1	*		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	*	23.3	N		

† Target was met within a confidence interval.

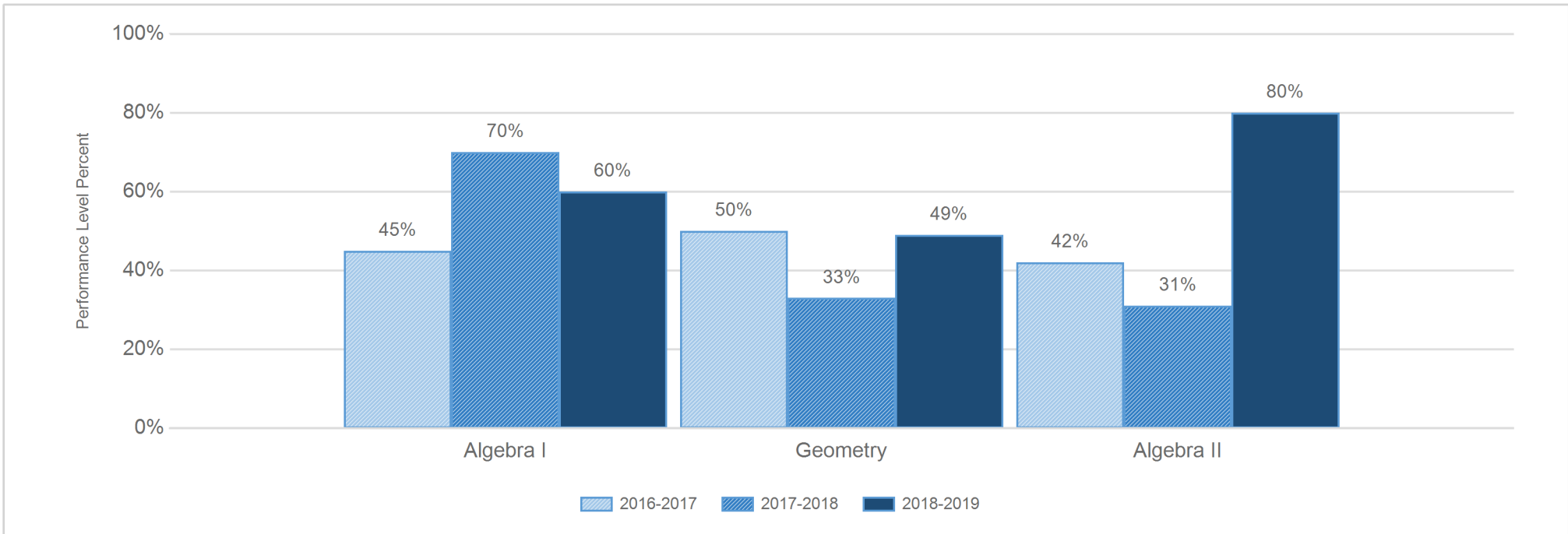


Marlboro High School
(25-1650-080)
Grades Offered: 09-12
2018-2019

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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 statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



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Mathematics Assessment - Performance by Test: Algebra I

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

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	342	754	738	744	*	15%	22%	*	*	60%	42%
White	258	753	739	752	*	16%	24%	*	*	57%	53%
Hispanic	29	748	728	728	*	*	*	59%	0%	59%	24%
Black or African American	*	*	729	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	37	763	759	775	0%	*	*	70%	0%	70%	76%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	*	*	740	752	*	*	*	*	*	*	51%
Female	165	753	738	745	*	16%	24%	*	*	56%	44%
Male	177	755	737	743	*	15%	20%	*	*	63%	41%
Economically Disadvantaged Students	19	743	726	727	*	*	*	*	*	42%	23%
Non-Economically Disadvantaged Students	323	755	740	752	*	*	*	*	*	61%	52%
Students with Disabilities	49	725	718	717	*	41%	27%	*	*	22%	12%
Students without Disabilities	293	759	744	748	*	11%	22%	*	*	66%	47%
English Learners	*	*	715	710	*	*	*	*	*	*	*
Non-English Learners	*	*	738	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	14%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%



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Mathematics Assessment - Performance by Test: Geometry

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

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	306	746	737	737	*	15%	34%	*	*	49%	35%
White	224	743	737	743	*	17%	38%	*	*	42%	43%
Hispanic	22	739	732	724	0%	*	*	*	*	41%	17%
Black or African American	*	*	727	720	*	*	*	*	*	*	14%
Asian, Native Hawaiian, or Pacific Islander	50	761	752	762	0%	*	20%	*	*	78%	70%
American Indian or Alaska Native	N	N	*	736	N	N	N	N	N	N	37%
Two or More Races	*	*	*	745	*	*	*	*	*	*	46%
Female	134	747	738	738	*	13%	38%	*	*	49%	36%
Male	172	745	736	736	*	16%	31%	*	*	48%	34%
Economically Disadvantaged Students	12	737	727	722	*	*	*	*	*	25%	16%
Non-Economically Disadvantaged Students	294	746	738	743	*	*	*	*	*	50%	43%
Students with Disabilities	56	724	717	712	*	45%	30%	*	*	14%	*
Students without Disabilities	250	751	741	741	*	8%	35%	*	*	56%	*
English Learners	N	N	*	708	N	N	N	N	N	N	*
Non-English Learners	306	746	*	738	*	15%	34%	*	*	49%	*
Homeless Students	N	N	*	717	N	N	N	N	N	N	*
Students in Foster Care	N	N	*	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	739	N	N	N	N	N	N	35%
Migrant Students	N	N	*	711	N	N	N	N	N	N	19%



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Mathematics Assessment - Performance by Test: Algebra II

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

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	191	772	756	755	*	*	18%	72%	8%	80%	58%
White	115	773	754	758	*	*	17%	71%	10%	82%	62%
Hispanic	*	*	742	731	*	*	*	*	*	*	34%
Black or African American	*	*	735	725	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	66	770	770	777	0%	*	21%	*	*	76%	80%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	55%
Two or More Races	*	*	763	761	*	*	*	*	*	*	65%
Female	82	765	752	752	*	*	24%	*	*	73%	55%
Male	109	777	761	758	*	*	14%	*	*	84%	62%
Economically Disadvantaged Students	*	*	743	729	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	757	761	*	*	*	*	*	*	65%
Students with Disabilities	*	*	727	715	*	*	*	*	*	*	25%
Students without Disabilities	*	*	757	756	*	*	*	*	*	*	60%
English Learners	N	N	N	696	N	N	N	N	N	N	11%
Non-English Learners	191	772	756	755	*	*	18%	72%	8%	80%	59%
Homeless Students	N	N	*	717	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	715	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	39%
Migrant Students	N	N	N	*	N	N	N	N	N	N	*



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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) 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	12	13

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. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	N	N	N

† 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	*	*	*
3-4	N	N	N
5 or more	N	N	N



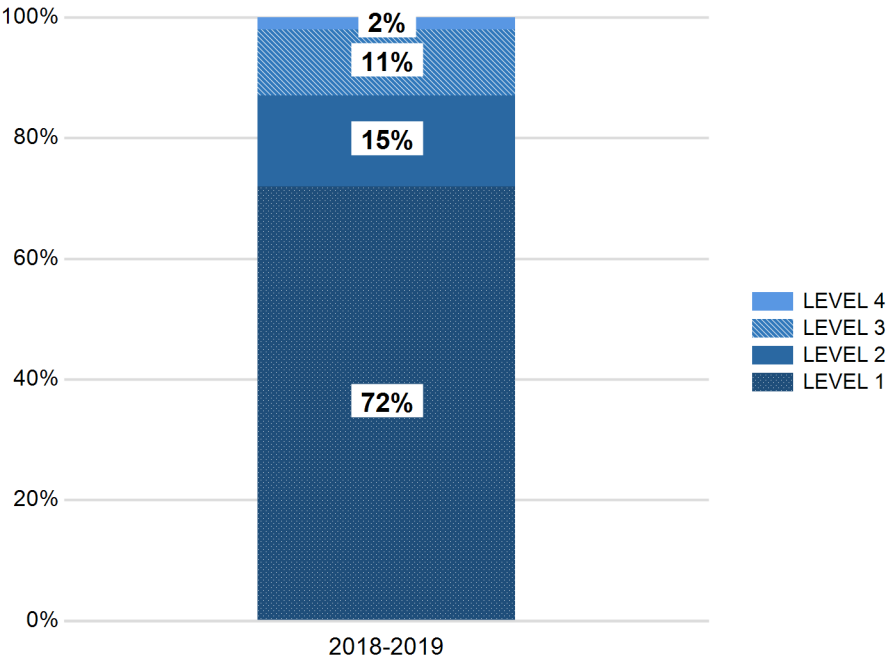
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the [assessment reports page](#) for DLM results.

NJSLA Science Assessment: Grade 11 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 11

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	72	15	11	2
White	71	10	16	3
Hispanic	*	*	*	*
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	59	41	0	0
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	54	33	8	4
Male	78	8	13	1
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	*	*	*	*
Students with Disabilities	72	10	14	3
Students without Disabilities	72	16	10	1
English Learners	N	N	N	N
Non-English Learners	72	15	11	2
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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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 2018-19. 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 2018-19	95.7%	84.5%
12th graders taking SAT in 2018-19 or prior years	86.1%	72.1%
12th graders taking ACT in 2018-19 or prior years	30.9%	19.6%

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	539	476	Grade 10: 430 Grade 11: 460	85%	61%
PSAT 10/NMSQT - Math	539	477	Grade 10: 480 Grade 11: 510	69%	43%
SAT - Reading and Writing	597	539	480	91%	70%
SAT - Math	613	541	530	77%	53%
ACT - Reading	25	25	22	66%	66%
ACT - English	25	24	18	90%	81%
ACT - Math	25	24	22	70%	65%
ACT - Science	24	24	23	62%	57%



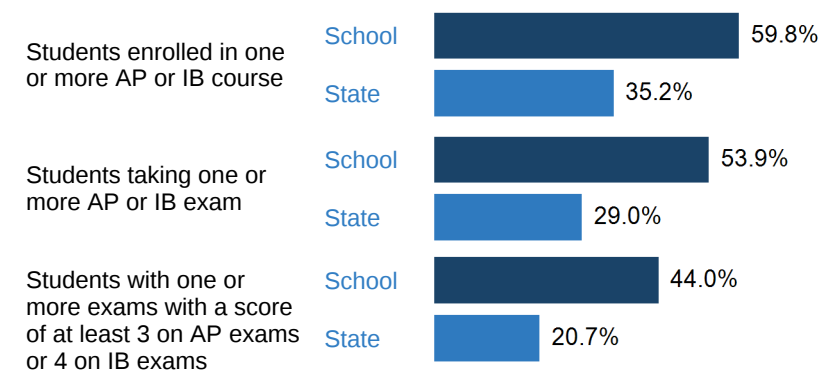
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate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

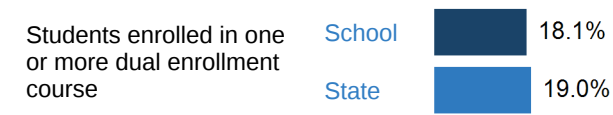
AP/IB Coursework – Participation and Performance

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



Dual Enrollment Coursework - Participation

This graph shows the percentage of 11th and 12th graders who were enrolled in at least one dual enrollment course during the school year. Dual enrollment courses allow high school students to enroll in college courses for credit prior to their high school graduation.



AP/ IB Courses Offered

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

AP/IB Course	Students Enrolled	Students Tested
AP Biology	47	36
AP Calculus AB	90	84
AP Calculus BC	49	48
AP Chemistry	11	12
AP Chinese Language and Culture	14	8
AP Computer Science A	49	43
AP Computer Science Principles	68	49
AP English Language and Composition	83	82
AP English Literature and Composition	76	67
AP Environmental Science	56	48
AP European History	24	17
AP French Language and Culture	0	1
AP Macroeconomics	59	53
AP Microeconomics	9	53
AP Physics 1	118	109
AP Physics 2	19	13



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AP/IB Course	Students Enrolled	Students Tested
AP Physics C: Electricity and Magnetism	0	5
AP Physics C: Mechanics	0	2
AP Psychology	150	127
AP Spanish Language	15	14
AP Statistics	75	71
AP Studio Art—Drawing Portfolio	2	1
AP Studio Art—Two-Dimensional	0	2
AP U.S. Government and Politics	67	66
AP U.S. History	250	241
AP World History	0	1
Total Exams taken		1253
Exams with scores of at least 3 on AP exams or 4 on IB exams		984



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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 in grades 9 through 12 who were enrolled in courses in approved Career and Technical Education (CTE) programs. Students enrolled in shared-time Career and Technical Education programs in a county vocational school district are included in the percentages for both the county vocational school and their sending school.

CTE Participants
(completed only one course in an approved CTE program)



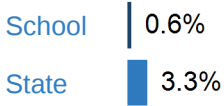
CTE Concentrators
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

The graph below shows the percentage of students in grades 9 through 12 who participated in Structured Learning Experiences during the school year. Structured Learning Experiences can include work-based learning programs, internships, apprenticeships, and service learning experiences and can be paid or unpaid.

Structured Learning Experiences





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Career and Technical Education Participation by Student Group

This table shows the percentage of students, both overall and by student group, in grades 9 through 12 who were enrolled in courses in approved Career and Technical Education (CTE) programs. CTE participants have completed only one course in an approved CTE program. CTE concentrators have completed two or more courses in a single approved CTE program and/or have completed the entire CTE program. Students enrolled in shared-time CTE programs in a county vocational school district are included in the percentages for both the county vocational school and their sending high school.

Student Group	School: % CTE Participants	School: % CTE Concentrators	State: % CTE Participants	State: % CTE Concentrators
Schoolwide	*	*	7.7%	10.3%
White	*	*	6.1%	9.6%
Hispanic	0.0%	*	10.3%	11.3%
Black or African American	0.0%	0.0%	9.0%	11.2%
Asian, Native Hawaiian, or Pacific Islander	0.0%	0.0%	5.8%	9.3%
American Indian or Alaska Native	N	N	10.3%	12.7%
Two or More Races	0.0%	0.0%	6.8%	12.1%
Female	*	*	7.3%	10.6%
Male	*	*	8.0%	10.1%
Economically Disadvantaged Students	0.0%	0.0%	10.4%	11.8%
Students with Disabilities	*	*	6.6%	9.2%
English Learners	*	*	8.7%	3.2%
Homeless Students	*	*	8.1%	6.6%
Students In Foster Care	*	*	6.4%	5.0%
Military-Connected Students	N	N	9.7%	13.3%
Migrant Students	N	N	10.4%	*



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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](#).

Industry-Valued Credentials

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

Students Earning Industry-Valued Credentials



Industry-Valued Credentials by Career Cluster

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

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total credentials earned
Agriculture, Food & Natural Resources	*		
Human Services	*	*	*
Science, Technology, Engineering & Mathematics	*		
Total (All Clusters)	10	*	*



Marlboro High School
(25-1650-080)
Grades Offered: 09-12
2018-2019

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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	328	98	21	0	0	0	28
10	7	251	173	20	1	1	7
11	0	8	194	193	27	11	54
12	0	1	3	71	111	123	118
Total	335	358	391	284	139	135	207
Enrolled in AP/IB Course					139	75	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	1

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	446	0	0	0	0	11
10	6	406	0	1	1	6
11	12	10	0	67	384	32
12	36	10	0	68	33	130
Total	500	426	0	136	418	179
Enrolled in AP/IB Course	47	11		56	137	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0



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Social Studies and History - Course Participation

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

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	416	3	0	0	0	40
10	3	372	0	12	1	72
11	3	477	55	108	10	70
12	7	15	58	114	60	237
Total	429	867	113	234	71	419
Enrolled in AP/IB Course	0	250	59	150		90
Enrolled in Dual Enrollment Course	5	36	8	26	24	24

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	376	0	34	0	0	26	0
10	324	0	49	0	0	17	0
11	214	0	31	0	0	19	0
12	31	0	14	0	0	12	0
Total	945	0	128	0	0	74	0
Enrolled in AP/IB Course	15	0	0	0	0	14	0
Enrolled in Dual Enrollment Course	1	0	0	0	0	0	0
Enrolled in Level 3 or Higher	285	0	43	0	0	15	0



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2018-2019

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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.

Computer Science and Information Technology – Course Participation

This table shows the number of students who were enrolled in Computer Science and Information Technology (IT) 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	Computer Programming	Computing Systems	Other Computer Science	Networking	Information Systems	Other IT
9	2	40	0	0	0	0
10	9	0	7	0	0	0
11	19	0	14	0	0	0
12	52	0	47	0	0	0
Total	82	40	68	0	0	0
Enrolled in AP/IB Course	49		68			0
Enrolled in Dual Enrollment Course	0	0	1	0	0	0



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Seal of Biliteracy

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

Language	Students Earning a Seal of Biliteracy
Chinese	*
Russian	*
Spanish	*
Total	*



Marlboro High School
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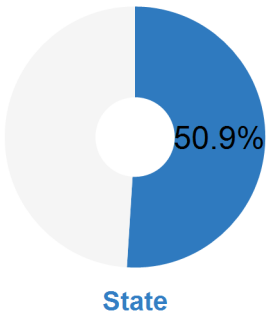
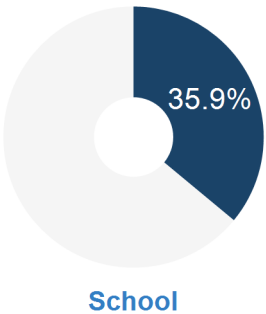
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Visual and Performing Arts – Course Participation

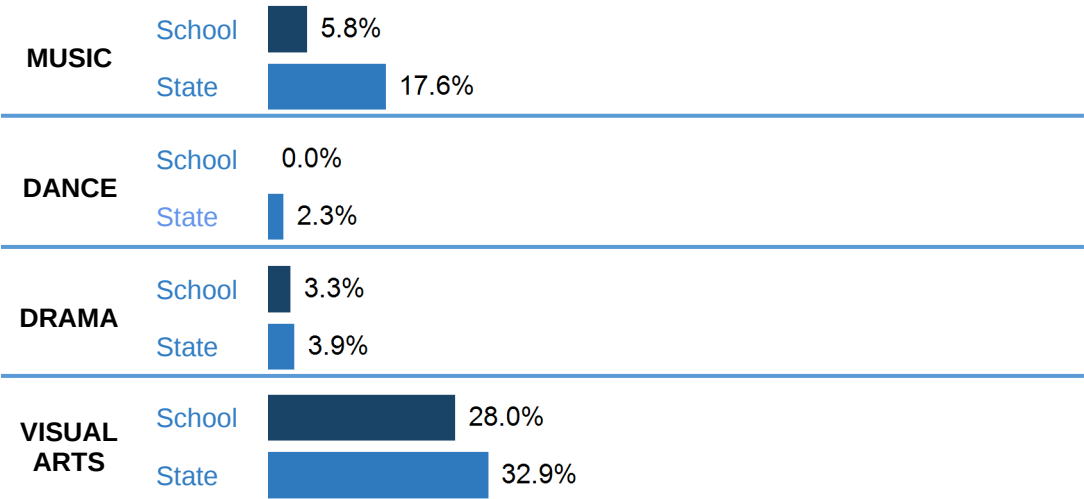
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 9-12:

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



Students enrolled in one or more classes by discipline:





Marlboro High School
(25-1650-080)
Grades Offered: 09-12
2018-2019

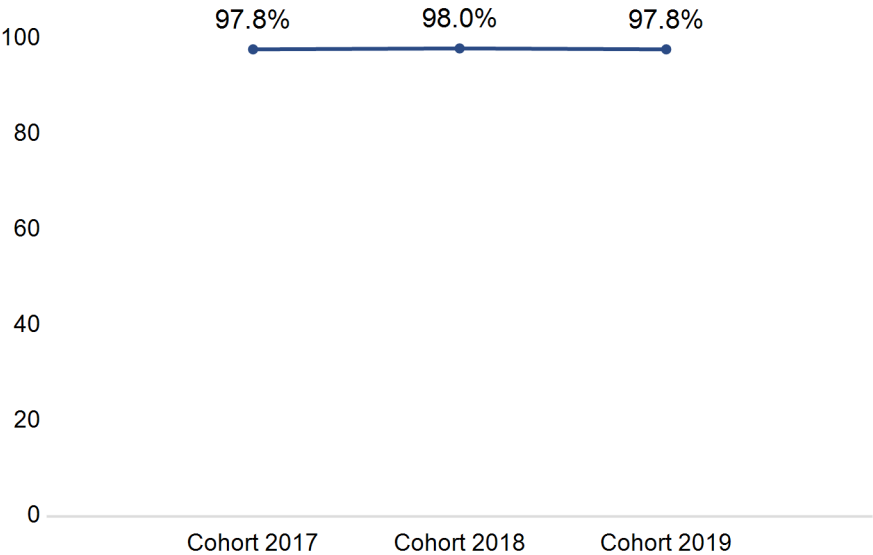
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Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the [NJDOE Graduation Rate page](#).

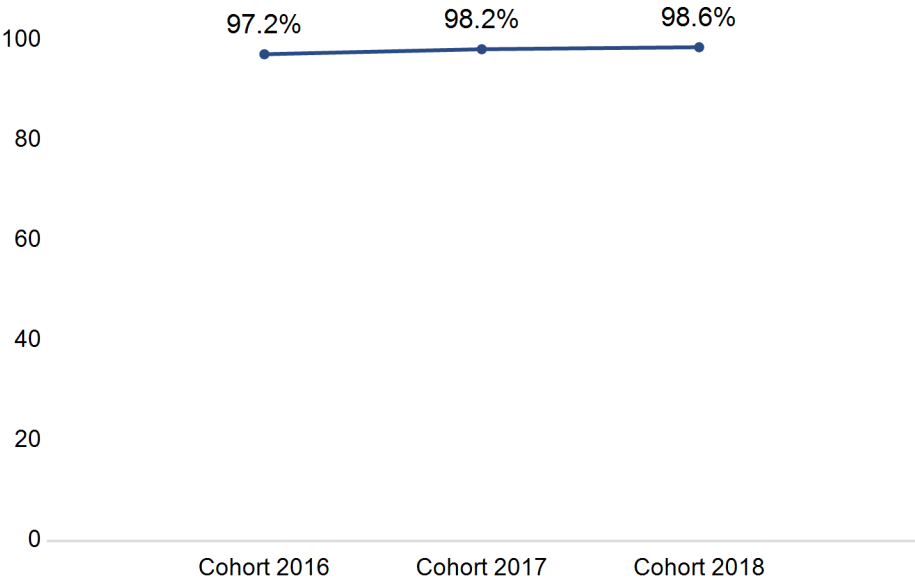
Graduation Rate Trends and Progress

These graphs show the 4-year and 5-year adjusted cohort graduation rates for the most recent three cohorts of students. The table below shows whether annual targets were met for each cohort. Note that for accountability and annual targets, graduation data from the prior year is used, so annual target status for Cohort 2019 4-Year and Cohort 2018 5-Year are not provided.

4-Year Graduation Rate Trends



5-Year Graduation Rate Trends



Performance Measure	Cohort 2017 4-Year Rate	Cohort 2018 4-Year Rate	Cohort 2019 4-Year Rate	Cohort 2016 5-Year Rate	Cohort 2017 5-Year Rate	Cohort 2018 5-Year Rate
Graduation Rate	97.8%	98.0%	97.8%	97.2%	98.2%	98.6%
Annual Target	N	N		N	N	
Met Annual Target?	Met Goal	Met Goal		Met Goal	Met Goal	
Statewide Graduation Rate	90.5%	90.9%	90.6%	91.8%	92.4%	92.5%



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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 2018 4-year rate and the Class of 2017 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 2019: 4 Year Rate	State - Class of 2019: 4 Year Rate	School - Class of 2018: 5 Year Rate	State - Class of 2018: 5 Year Rate	Class of 2018: 4 Year Rate	Class of 2018: 4 Year Target	Class of 2018: Met Target	Class of 2017: 5 Year Rate	Class of 2017: 5 Year Target	Class of 2017: Met Target
Schoolwide	97.8%	90.6%	98.6%	92.5%	98.0%	N	Met Goal	98.2%	N	Met Goal
White	97.6%	94.9%	98.1%	95.9%	98.1%	N	Met Goal	98.1%	N	Met Goal
Hispanic	95.7%	84.5%	100.0%	87.3%	87.5%	**	**	*	**	**
Black or African American	*	83.3%	*	87.1%	*	**	**	*	**	**
Asian, Native Hawaiian or Pacific Islander	100.0%	96.9%	100.0%	97.8%	98.8%	N	Met Goal	98.9%	N	Met Goal
American Indian or Alaska Native	*	92.2%	N	88.9%	N	N	N	N	N	N
Two or More Races	*	91.4%	*	94.2%	*	**	**	*	**	**
Female	98.6%	92.8%	99.6%	94.4%	99.2%			98.4%		
Male	97.0%	88.5%	97.6%	90.8%	96.9%			98.0%		
Economically Disadvantaged Students	92.9%	84.0%	*	87.3%	*	**	**	89.7%	95.7%	Not Met
Students with Disabilities	89.6%	79.2%	94.0%	83.8%	91.2%	92.2%	Not Met	95.1%	N	Met Goal
English Learners	*	75.4%	N	80.1%	N	N	N	*	**	**
Homeless Students	*	74.6%	N	78.3%	N			N		
Students in Foster Care	N	57.6%	N	82.5%	N			N		
Migrant Students	N	83.3%	N	85.0%	N			N		



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Graduation Pathways

This table shows the percentage of Cohort 2019 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
Statewide Assessment	22.4%	26.7%
Substitute Competency Test	75.1%	70.8%
Portfolio Appeals Process	0.0%	0.0%
Alternate Requirements specified in IEP	2.5%	2.5%
Unknown	0.0%	0.0%

Dropout Rate Trends

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

School Year	School Rate	State Rate
2018-2019	0.4%	1.2%
2017-2018	0.3%	1.2%
2016-2017	0.3%	1.1%



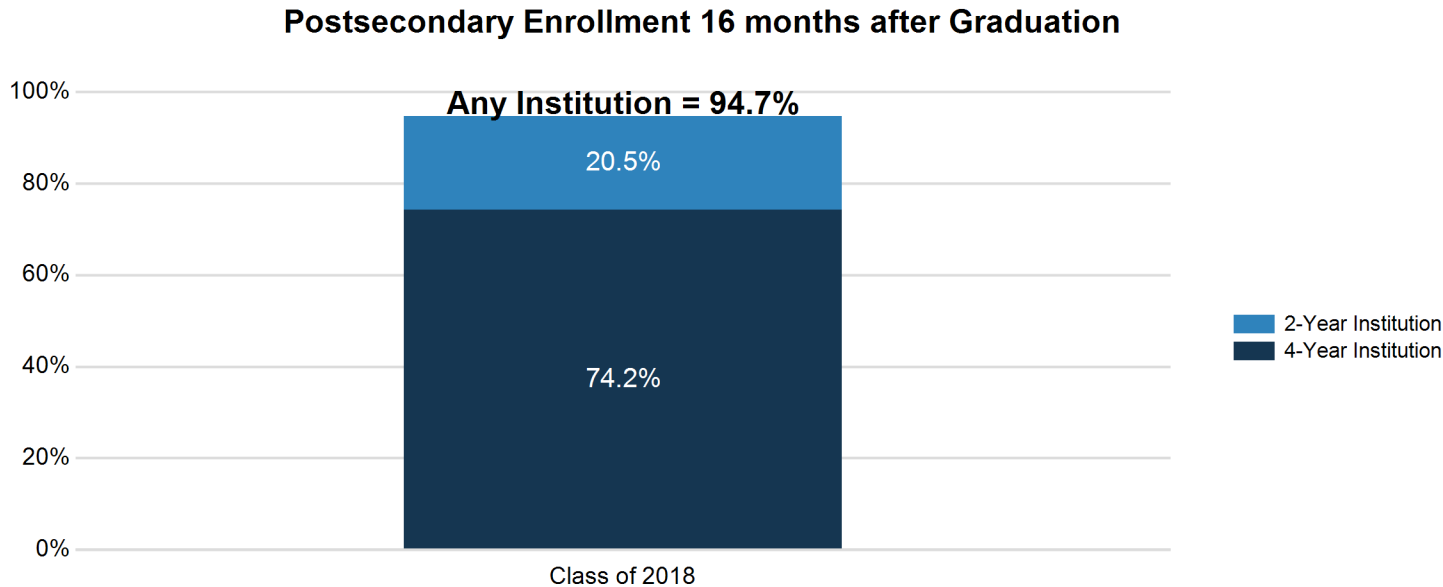
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Information about students enrolling in colleges and universities after graduation is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

Postsecondary Enrollment Rate Summary

The graphs and tables below show the percentage of graduates that have enrolled in 2-year and 4-year institutions within 16 months of graduating from high school.



Performance Measure	Class of 2018
% Enrolled in 2-Year Institution	20.5%
% Enrolled in 4-Year Institution	74.2%
% Enrolled in Any Postsecondary Institution	94.6%



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Postsecondary Enrollment Rates: Fall

This table shows information about Class of 2019 high school graduates enrolled in postsecondary institutions by the fall of 2019. 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 that were enrolled 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%	28.7%	71.3%
Schoolwide	90.1%	16.2%	83.8%
White	88.3%	18.8%	81.3%
Hispanic	87%	25%	75%
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	97.7%	6%	94%
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	92.9%	23.1%	76.9%
Students with Disabilities	80.3%	49%	51%
English Learners	*	*	*

Postsecondary Enrollment Rates: 16 month

This table shows information about Class of 2018 high school graduates enrolled in postsecondary institutions by the fall of 2019. 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 that were enrolled 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	77.8%	30.9%	69.1%	72.9%	27.1%	65.5%	34.5%
Schoolwide	94.6%	21.6%	78.4%	72.7%	27.3%	55.5%	44.5%
White	93.4%	22.8%	77.2%	74.6%	25.4%	55%	45%
Hispanic	92.3%	50%	50%	58.3%	41.7%	83.3%	16.7%
Black or African American	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	98.8%	9.4%	90.6%	65.9%	34.1%	52.9%	47.1%
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	88.2%	66.7%	33.3%	80%	20%	86.7%	13.3%
Students with Disabilities	87.1%	59.3%	40.7%	85.2%	14.8%	79.6%	20.4%
English Learners	N	N	N	N	N	N	N



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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. Students with fewer than 45 days in membership are excluded from attendance calculations.

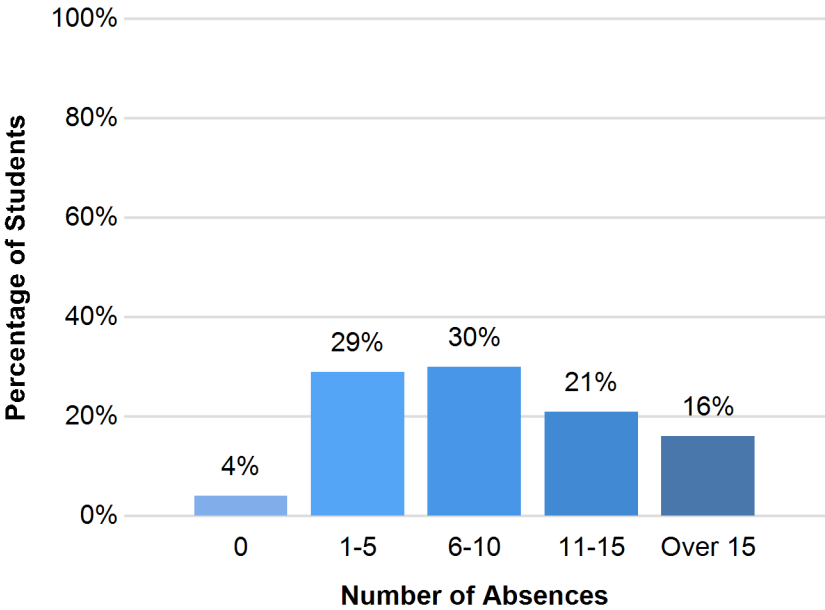
Chronic Absenteeism

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	212	11.3	14.2	Met
White	176	13.0	14.2	Met
Hispanic	15	13.9	14.2	Met
Black or African American	1	3.4	14.2	Met
Asian, Native Hawaiian, or Pacific	16	4.7	14.2	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	4	11.4	14.2	Met
Female	116	13.4		
Male	96	9.6		
Economically Disadvantaged Students	20	25.0	14.2	Not Met
Students with Disabilities	56	18.2	14.2	Not Met
English Learners	*	*	**	**
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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





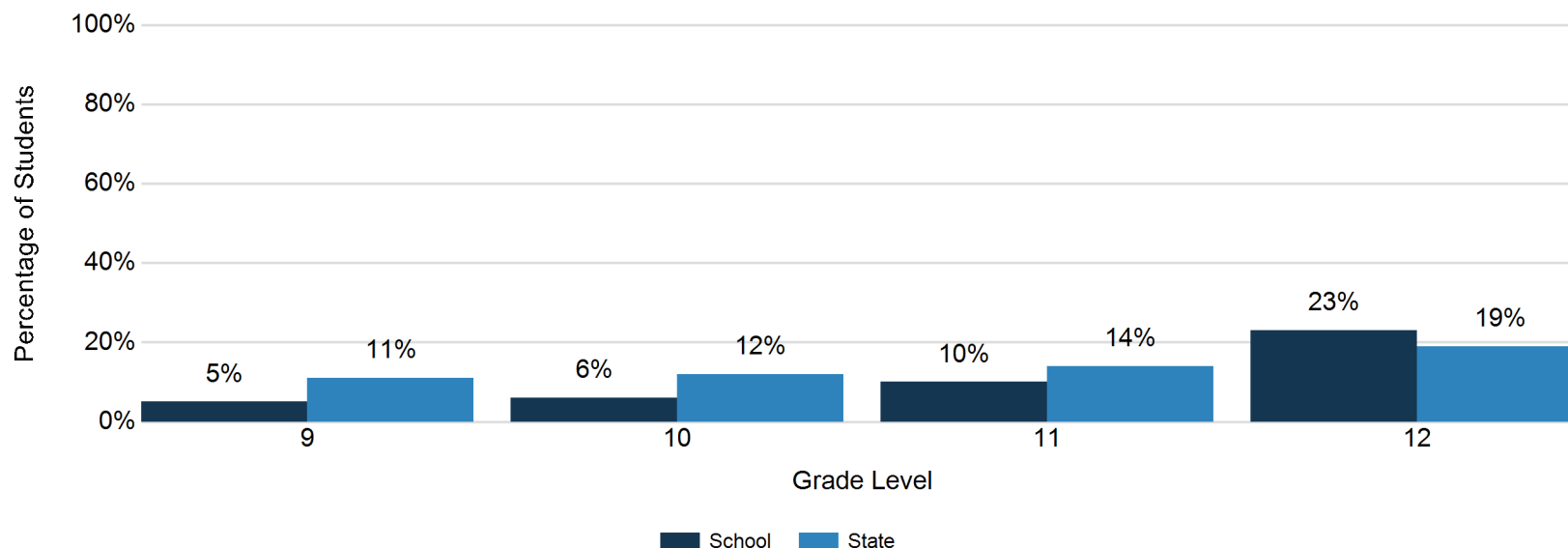
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Chronic Absenteeism by Grade

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





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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

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	7
Weapons	0
Vandalism	1
Substances	8
Harassment, Intimidation, Bullying (HIB)	5
Total Unique Incidents	21
Incidents Per 100 Students Enrolled	1.16

Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	1	1
Religion	0	0	0
Ancestry	0	1	1
Gender	0	1	1
Sexual Orientation	0	2	2
Disability	0	1	1
Other	1	1	2
No Identified Nature	0		0

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	5
Weapons	0
Vandalism	1
Substances	4
Harassment, Intimidation, Bullying (HIB)	3
Other Incidents Leading to Removal	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	38	2.1%
Out-of-School Suspensions	26	1.4%
Any Suspension	44	2.4%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
102



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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	8:25 AM
Typical End Time	3:00 PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	5 Hrs 35 Mins
Shared Time - Instructional Time	5 Hrs. 35 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 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 through 10. 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
2018-19	2.5:1



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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 the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	129	118,214
Average years experience in public schools	12.5	12.1
Average years experience in district	11.5	10.8
Percentage of Teachers with 4 or more years experience in the district	81.4%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	70	9,530
Average years experience in public schools	18.0	16.0
Average years experience in district	13.2	12.0
Percentage of Administrators with 4 or more years experience in the district	85.7%	76.9%

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	181:1	150:1
Teachers to Administrators	13:1	11:1
Students to Librarians/Media Specialists		10491:1
Students to Nurses		1049:1
Students to Counselors		262:1
Students to Child Study Team Members		403:1



Marlboro High School
 (25-1650-080)
 Grades Offered: 09-12
 2018-2019

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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 and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	47.0%	58.1%	60.0%	48.4%	77.1%	54.9%
Male	53.0%	41.9%	40.0%	51.6%	22.9%	45.1%
White	72.0%	93.0%	100.0%	42.4%	83.6%	77.4%
Hispanic	5.9%	2.3%	0.0%	29.9%	7.3%	7.2%
Black or African American	1.6%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	18.5%	4.7%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.1%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	1.9%	0.0%	0.0%	2.1%	0.2%	0.2%



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Teachers and Administrators - Level of Education

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

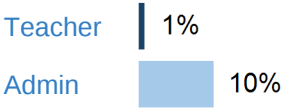
Bachelor’s Degree



Master’s Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	92.6%	90.5%
2017-18 Administrators: Same district 2018-19	93.1%	87.9%

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
2018-19	97.5%



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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.



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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).

Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.

Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less

Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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](#).

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.



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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](#).

ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	41.7%	47.3%	68.0%
Math Proficiency	33.6%	39.1%	59.9%
ELA Growth	N	N	N
Math Growth	N	N	N
4-Year Graduation Rate†	97.8%	98.0%	97.8%
5-Year Graduation Rate†	97.2%	98.2%	98.6%
Progress toward English Language Proficiency		N	N
Chronic Absenteeism	16.4%	15.2%	11.3%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



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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](#).

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey 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 every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.



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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group’s performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement– Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

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	Met Target	Met Target	Met Goal	Met Goal	N	Met	No
White	Met Target	Met Target	Met Goal	Met Goal	n/a	Met	No
Hispanic	Met Target	Met Target	**	**	n/a	Met	No
Black or African American	**	**	**	**	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	Met Goal	Met Target	Met Goal	Met Goal	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	N	N	**	**	n/a	Met	No
Economically Disadvantaged Students	Met Target	Met Target	**	Not Met	n/a	Not Met	No
Students with Disabilities	Met Target	Met Target	Not Met	Met Goal	n/a	Not Met	No
English Learners	**	**	**	**	**	**	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 the school or district directly.

 Highlights:	- Accredited by the Middle States Association of Colleges and Schools - Magnet Programs: Business Administration - Students have access to 60 extracurricular clubs and 24 interscholastic varsity sports including sub-varsity teams.
 Mission, Vision, Theme:	The Schools of the Freehold Regional High School District form a diverse and supportive community offering innovative and comprehensive programs that inspire students to maximize their potential, preparing them to navigate an evolving global society.
 Awards, Recognition, Accomplishments:	Marlboro High School students earn the distinction of Commended students, Semifinalists, and Finalists in National Merit Scholarship Program. MHS has been consistently recognized by the College Board as an AP Equity and Excellence recipient for the proportion of our school's Advanced Placement students who score a three or higher on an AP exam at any point during high school. In the arts and athletics, Marlboro students receive All-District; All-County; All-Shore, and All-State recognition.



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 Courses, Curriculum, Instruction:	Challenging and relevant curricular opportunities are offered in Business, Classical & World Languages, English Language Arts, Family & Consumer Sciences, Health & Physical Education, Math, Music, Science, Social Studies and Technology including 23 AP courses. Unique to Marlboro High School is the Business Administration Magnet Program. This Magnet Program allows students to pursue their passions within the comprehensive high school.
 Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Cheerleading (Girls), Cross Country (Boys & Girls), Football (Boys), Golf (Boys & Girls), Gymnastics (Girls), Ice Hockey (Boys), Lacrosse (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Boys & Girls), Wrestling (Boys)
 Clubs and Activities:	Marlboro High School offers a wide selection of extracurricular opportunities. The extracurricular program offers over 60 organizations and service clubs appealing to a wide variety of students and their interests. The community and local charities have benefited significantly through the dedication and efforts of these students.



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 Before and After School Programs:	Marlboro High School offers an After School Recreation Program for students with disabilities in self-contained special programs, ages 14 - 21. The program is run by certified teaching staff and assisted by paraprofessionals.
 Staff and Professional Learning:	A multitude of learning opportunities are available to staff including Professional Learning Communities, ScIP committee programs, district-wide collaborative workshops, as well as training offered by professional organizations. All professional learning endeavors seek to maximize opportunities for students to develop important college and career readiness skills essential in a complex global society: critical thinking, collaboration, communication, and creativity.
 Postsecondary Information:	The Counseling Department provides students and parents with individualized information on college and career planning. A College and Career Counselor supports each Guidance Counselor as they collaboratively develop customized post-secondary paths for students. Students in Grades 9, 10, and 11 are administered the PSAT during the school day. Additionally, FRHSD hosts College and Career Planning Nights including a College and Career Fair, Financial Aid Planning, Admissions Exam Planning and the College Application Boot-Camp.



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 Student Supports and Services:	Students are supported by a comprehensive counseling staff including a Student Assistance Coordinator, College and Career Counselor, and a Guidance Supervisor. Students with an Individualized Education Plan are served by members of the Child Study Team including a School Psychologist, Social Worker, Learning Disabilities Teacher Consultant, Special Education Supervisor and a Behaviorist.
 Student Health and Wellness:	Students participate in a Health and Physical Education program that encourages positive student choices over the course of their high school career and beyond. Students have access to a School Counselor, Student Assistance Coordinator and other mental health experts who assist students with developing coping skills and resiliency when faced with adversity. Athletes are supported by the Athletic Trainer while the School Nurse provides required care and health information to all students.
 Parent and Community Involvement:	The District's Special Education Advisory Council (SEAC) is a collaborative team of parents and district and school personnel that work to bring resources and information to parents of students with disabilities. Parents are provided with constant access to student grades and additional information through the Genesis Parent Portal available at www.frhds.com.



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 Climate Surveys:	Is a Climate Survey Used: No
 Facilities:	Marlboro HS currently boasts 150-plus classrooms accommodating just under 1,900 students. The building opened its doors in 1968. In 2002, the building underwent renovations and expansion adding several air-conditioned classrooms as well as a third gymnasium. Over time, upgrades and renovations have kept the building looking clean and modern. As of the 2018-2019 school year, the school is home to approximately 400 desktop computers and another 550 mobile computing devices.
 School Safety:	The Freehold Regional High School District maintains a safe environment that prioritizes student learning through community partnerships, regular drills, comprehensive technology, a full-time security staff, and law enforcement officers.



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 Technology and STEM:	The Freehold Regional High School District has been recognized as Future Ready as our students use a multitude of tools to transform their learning. On a regular basis, students have access to a Bring Your Own Device (BYOD) Network, Chromebooks, computers, 3D Printers, laser engravers and CNC machines among many others. The faculty are supported by a team of Teacher Coaches who are leaders in using technology to transform learning in the classroom. Students have access to a robust range of Technology, Science, and Engineering courses as well as clubs during their high school career.
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 Other Information	Marlboro High School is dedicated to the pursuit of excellence in academics, arts, and athletics. Located in western Monmouth County, it is one of six high schools in the Freehold Regional High School District. Newsweek’s 2016 list of America’s Top Schools recognized Marlboro as one of the best in the State. Accredited by the Middle States Association of Colleges and Schools, Marlboro High School has an experienced staff of highly qualified professionals. Students are provided with an exceptional pedagogical blending of expertise, enrichment, and practices. Typically, Marlboro High School students earn the distinction of Commended students, Semifinalists, and Finalists in National Merit Scholarship Program. Since 2007, Marlboro High School has been annually recognized by the College Board as an AP Equity and Excellence recipient for the proportion of our school’s Advanced Placement students who score a three or higher on an AP exam at any point during high school. In the arts and athletics, Marlboro students receive All-District; All-County; All-Shore, and All-State recognition for their achievements. In June of 2019, approximately 95 percent of Marlboro High School graduates pursued post-secondary education and were accepted into highly competitive colleges and universities. Many alumni proudly indicate that Marlboro High School graduates are well-prepared and successful in their college endeavors.
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