NJ SCHOOL PERFORMANCE REPORT

BRIDGEWATER-RARITAN HIGH SCHOOL
(35-0555-005)
Grades Offered: 09-12
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
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† This indicates a table specific note,see note below table

How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

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School Contact Info

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

Type	Contact Information
County	SOMERSET
District	BRIDGEWATER-RARITAN REG
Principal Name	MR. EZELL
Address	600 GARRETSON ROAD BRIDGEWATER, NJ 08807
Phone Number	(908)231-8660
Email Address	CEZELL@BRRSD.ORG
Website	http://hs.brrsd.org/

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Enrollment Trends by Grade

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

Grade	2015-16	2016-17	2017-18
9	715	696	699
10	738	705	669
11	712	720	691
12	657	718	740
Total	2,823	2,839	2,799

Enrollment Trends by Student Group

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

Student Group	2015-16	2016-17	2017-18
Female	49.4%	49.6%	49.2%
Male	50.6%	50.4%	50.8%
Economically Disadvantaged Students	9.9%	8.0%	8.2%
Students with Disabilities	18.2%	16.2%	15.9%
English Learners	0.6%	1.2%	1.2%
Homeless Students		0.0%	0.0%
Students in Foster Care		0.2%	0.3%
Military-Connected Students		0.0%	0.0%
Migrant Students		0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2015-16	2016-17	2017-18
White	63.8%	60.8%	54.3%
Hispanic	9.2%	10.9%	14.7%
Black or African American	3.2%	3.2%	2.7%
Asian	22.0%	23.6%	24.6%
Native Hawaiian or Pacific Islander	1.1%	0.9%	0.4%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.7%	0.8%	3.3%

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	2015-16	2016-17	2017-18
Full Time Students	2,768	2,782	2,751
Shared Time Students	108	113	95
Full Time Equivalent	2,822	2,839	2,799

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	82.2%
Spanish	5.0%
Chinese	2.6%
Telugu	1.5%
Hindi	1.1%
Other Languages	7.7%

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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	1277	93.1	71.7	76.0	56.7	70.2	63.6	Met Target
White	679	93.4	66.4	73.4	65.6	65.4	60.8	Met Target
Hispanic	193	92.5	56.5	61.4	42.5	54.9	44.2	Met Target
Black or African American	*	*	*	*	37.3	*	62.7	Not Met
Asian, Native Hawaiian, or Pacific Islander	329	92.7	94.2	90.1	82.3	91.9	78.7	Met Goal
American Indian or Alaska Native	*	*	*	*	52.7	*	**	**
Two or More Races	40	95.2	75.0	78.3	63.4	75.0	N	N
Female	601	91.8	78.9	82.4	64.5	76.1		
Male	676	94.3	65.3	70.0	49.4	64.8		
Economically Disadvantaged Students	99	91.2	38.4	50.3	38.5	*	45.2	Not Met
Non-Economically Disadvantaged Students	1178	93.3	74.5	78.4	67.5	*		
Students with Disabilities	211	94.2	25.2	31.3	21.6	25.0	31.8	Not Met
Students without Disabilities	1066	92.9	80.8	84.4	63.9	79.1		
English Learners	16	94.1	25.0	58.5	27.3	24.7	**	**
Non-English Learners	1261	93.1	72.3	77.0	59.4	70.8		
Homeless Students	N	N	N	*	27.7	N		
Students In Foster Care	*	*	*	*	26.3	*		
Military-Connected Students	N	N	N	N	57.4	N		
Migrant Students	N	N	N	N	30.1	N		

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	689	770	770	752	3%	7%	17%	43%	29%	72%	55%
White	360	763	763	760	*	*	23%	47%	19%	66%	64%
Hispanic	99	754	754	735	*	*	23%	43%	15%	59%	38%
Black or African American	*	*	*	734	*	*	*	*	*	*	34%
Asian, Native Hawaiian, or Pacific Islander	186	794	794	782	*	*	*	35%	60%	95%	83%
American Indian or Alaska Native	*	*	*	752	*	*	*	*	*	*	51%
Two or More Races	25	776	776	760	0%	*	*	*	*	88%	63%
Female	324	777	777	759	*	*	12%	44%	36%	81%	63%
Male	365	764	764	744	*	*	22%	42%	23%	65%	46%
Economically Disadvantaged Students	57	737	737	733	18%	19%	28%	*	*	35%	34%
Non-Economically Disadvantaged Students	632	773	773	761	2%	6%	16%	*	*	76%	65%
Students with Disabilities	109	732	732	716	*	*	41%	*	*	21%	15%
Students without Disabilities	580	777	777	758	*	*	13%	*	*	82%	62%
English Learners	*	*	*	691	*	*	*	*	*	*	*
Non-English Learners	*	*	*	755	*	*	*	*	*	*	*
Homeless Students	N	N	N	720	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	719	N	N	N	N	N	N	20%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	54%
Migrant Students	N	N	N	696	N	N	N	N	N	N	10%

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	584	777	777	749	5%	8%	17%	33%	38%	71%	51%
White	313	773	773	756	4%	10%	19%	35%	33%	68%	58%
Hispanic	94	754	754	733	11%	13%	26%	33%	18%	51%	38%
Black or African American	17	773	773	728	0%	*	*	*	*	59%	32%
Asian, Native Hawaiian, or Pacific Islander	145	805	805	782	*	*	*	32%	61%	93%	78%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	50%
Two or More Races	15	757	757	753	*	*	*	*	*	53%	55%
Female	279	782	782	759	4%	6%	14%	33%	44%	76%	60%
Male	305	773	773	739	6%	10%	19%	34%	32%	66%	42%
Economically Disadvantaged Students	44	739	739	730	*	*	30%	*	*	36%	34%
Non-Economically Disadvantaged Students	540	780	780	758	*	*	16%	*	*	74%	59%
Students with Disabilities	91	731	731	707	*	*	33%	*	*	25%	15%
Students without Disabilities	493	786	786	756	*	*	14%	*	*	79%	57%
English Learners	*	*	*	684	*	*	*	*	*	*	*
Non-English Learners	*	*	*	752	*	*	*	*	*	*	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	23%
Students in Foster Care	*	*	*	707	*	*	*	*	*	*	21%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	706	N	N	N	N	N	N	18%

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

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	96	751	751	736	*	11%	26%	*	*	54%	39%
White	53	749	749	737	*	*	25%	*	*	55%	41%
Hispanic	19	747	747	731	*	*	*	*	*	47%	35%
Black or African American	*	*	*	729	*	*	*	*	*	*	31%
Asian, Native Hawaiian, or Pacific Islander	14	770	770	759	0%	*	*	*	*	64%	60%
American Indian or Alaska Native	*	*	*	730	*	*	*	*	*	*	25%
Two or More Races	*	*	*	737	*	*	*	*	*	*	39%
Female	39	754	754	745	*	*	28%	*	*	56%	48%
Male	57	749	749	728	*	*	25%	*	*	53%	31%
Economically Disadvantaged Students	15	741	741	730	*	*	*	*	*	47%	33%
Non-Economically Disadvantaged Students	81	753	753	739	*	*	*	*	*	56%	42%
Students with Disabilities	47	739	739	708	*	*	23%	*	*	43%	13%
Students without Disabilities	49	762	762	742	*	*	29%	*	*	65%	44%
English Learners	*	*	*	702	*	*	*	*	*	*	*
Non-English Learners	*	*	*	738	*	*	*	*	*	*	*
Homeless Students	N	N	N	721	N	N	N	N	N	N	22%
Students in Foster Care	*	*	*	708	*	*	*	*	*	*	19%
Military-Connected Students	N	N	N	729	N	N	N	N	N	N	31%
Migrant Students	N	N	N	707	N	N	N	N	N	N	*

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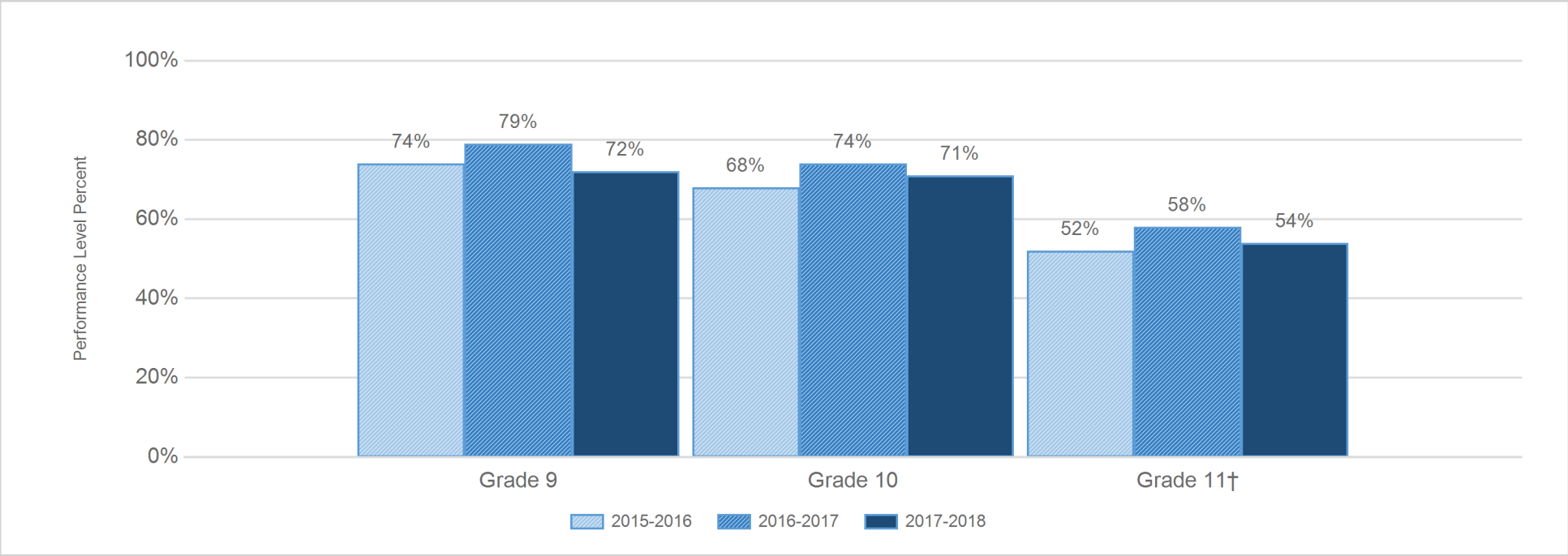
English Language Arts/Literacy Assessment - Performance Trends

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



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Mathematics Assessment - Participation and Performance

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Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	1150	96.4	56.4	64.6	45.0	56.4	56.9	Met Target†
White	636	95.2	54.9	61.3	54.1	54.9	55.5	Met Target†
Hispanic	197	96.7	33.5	41.9	29.2	33.5	33.4	Met Target
Black or African American	*	*	*	*	23.4	*	40.2	Met Target†
Asian, Native Hawaiian, or Pacific Islander	248	98.8	81.0	85.3	77.0	81.0	75.3	Met Goal
American Indian or Alaska Native	*	*	*	*	42.5	*	**	**
Two or More Races	35	100.0	60.0	67.4	53.0	60.0	N	N
Female	565	97.0	54.3	64.7	46.0	54.3		
Male	585	95.9	58.5	64.5	43.9	58.5		
Economically Disadvantaged Students	98	94.6	26.5	31.3	26.6	26.3	35.2	Not Met
Non-Economically Disadvantaged Students	1052	96.6	59.2	67.8	55.9	59.2		
Students with Disabilities	204	95.8	27.0	25.1	17.1	27.0	27.9	Met Target†
Students without Disabilities	946	96.6	62.8	72.1	50.5	62.8		
English Learners	22	95.7	22.7	50.8	24.6	22.7	27.6	Met Target†
Non-English Learners	1128	96.4	57.1	65.4	46.9	57.1		
Homeless Students	N	N	N	*	17.3	N		
Students In Foster Care	*	*	*	*	16.2	*		
Military-Connected Students	N	N	N	N	45.8	N		
Migrant Students	N	N	N	N	23.7	N		

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Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	394	747	767	746	6%	15%	30%	*	*	49%	46%
White	228	748	762	755	5%	13%	29%	*	*	53%	57%
Hispanic	94	738	746	730	*	*	40%	34%	0%	34%	27%
Black or African American	15	726	*	727	*	*	*	*	*	13%	23%
Asian, Native Hawaiian, or Pacific Islander	45	761	792	779	*	*	*	*	*	67%	79%
American Indian or Alaska Native	*	*	*	746	*	*	*	*	*	*	49%
Two or More Races	*	*	778	755	*	*	*	*	*	*	54%
Female	197	747	766	748	7%	14%	30%	*	*	49%	48%
Male	197	747	768	745	6%	15%	30%	*	*	48%	44%
Economically Disadvantaged Students	53	728	*	729	*	30%	36%	*	*	19%	25%
Non-Economically Disadvantaged Students	341	750	*	756	*	12%	29%	*	*	53%	57%
Students with Disabilities	104	731	*	716	14%	30%	29%	*	*	27%	13%
Students without Disabilities	290	752	*	752	3%	9%	31%	*	*	57%	52%
English Learners	15	697	*	710	*	*	*	*	*	*	*
Non-English Learners	379	749	*	749	*	*	*	*	*	*	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	16%
Students in Foster Care	*	*	*	712	*	*	*	*	*	*	12%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	49%
Migrant Students	N	N	N	720	N	N	N	N	N	N	11%

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Mathematics Assessment - Performance by Test: Geometry

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	458	744	755	735	2%	18%	40%	35%	4%	39%	30%
White	272	745	750	740	*	16%	42%	*	*	40%	37%
Hispanic	91	733	*	723	*	33%	44%	*	*	19%	14%
Black or African American	*	*	*	719	*	*	*	*	*	*	11%
Asian, Native Hawaiian, or Pacific Islander	68	754	778	760	*	*	26%	*	*	62%	65%
American Indian or Alaska Native	*	*	*	734	*	*	*	*	*	*	28%
Two or More Races	15	752	*	741	0%	*	*	*	*	40%	39%
Female	229	742	752	736	*	19%	45%	*	*	34%	30%
Male	229	746	758	734	*	17%	36%	*	*	44%	29%
Economically Disadvantaged Students	46	736	*	722	*	30%	39%	*	*	26%	13%
Non-Economically Disadvantaged Students	412	745	*	741	*	17%	41%	*	*	41%	38%
Students with Disabilities	97	731	731	713	*	32%	41%	*	*	19%	*
Students without Disabilities	361	747	760	738	*	14%	40%	*	*	45%	*
English Learners	10	726	726	711	*	*	*	*	*	20%	*
Non-English Learners	448	744	756	736	*	*	*	*	*	40%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	*
Students in Foster Care	*	*	*	711	*	*	*	*	*	*	*
Military-Connected Students	N	N	N	731	N	N	N	N	N	N	24%
Migrant Students	N	N	N	709	N	N	N	N	N	N	11%

NJ SCHOOL PERFORMANCE REPORT

BRIDGEWATER-RARITAN HIGH SCHOOL
(35-0555-005)
Grades Offered: 09-12
2017-2018

Report Key:
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Mathematics Assessment - Performance by Test: Algebra II

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	409	764	765	727	7%	10%	13%	59%	11%	70%	30%
White	183	757	757	733	5%	11%	16%	*	*	67%	35%
Hispanic	49	732	732	710	*	*	*	37%	0%	37%	14%
Black or African American	*	*	*	705	*	*	*	*	*	*	11%
Asian, Native Hawaiian, or Pacific Islander	150	784	*	766	*	*	*	65%	23%	88%	66%
American Indian or Alaska Native	*	*	*	729	*	*	*	*	*	*	28%
Two or More Races	13	764	764	736	*	*	0%	*	*	69%	37%
Female	197	761	*	728	8%	10%	13%	61%	8%	69%	30%
Male	212	767	*	727	6%	10%	13%	58%	14%	71%	30%
Economically Disadvantaged Students	24	726	726	709	*	*	*	*	*	25%	13%
Non-Economically Disadvantaged Students	385	766	*	736	*	*	*	*	*	73%	37%
Students with Disabilities	43	713	713	693	35%	37%	*	*	*	19%	*
Students without Disabilities	366	770	*	732	4%	7%	*	*	*	76%	*
English Learners	N	N	N	691	N	N	N	N	N	N	*
Non-English Learners	409	764	*	729	7%	10%	13%	59%	11%	70%	*
Homeless Students	N	N	N	703	N	N	N	N	N	N	10%
Students in Foster Care	N	N	N	693	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	717	N	N	N	N	N	N	20%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%

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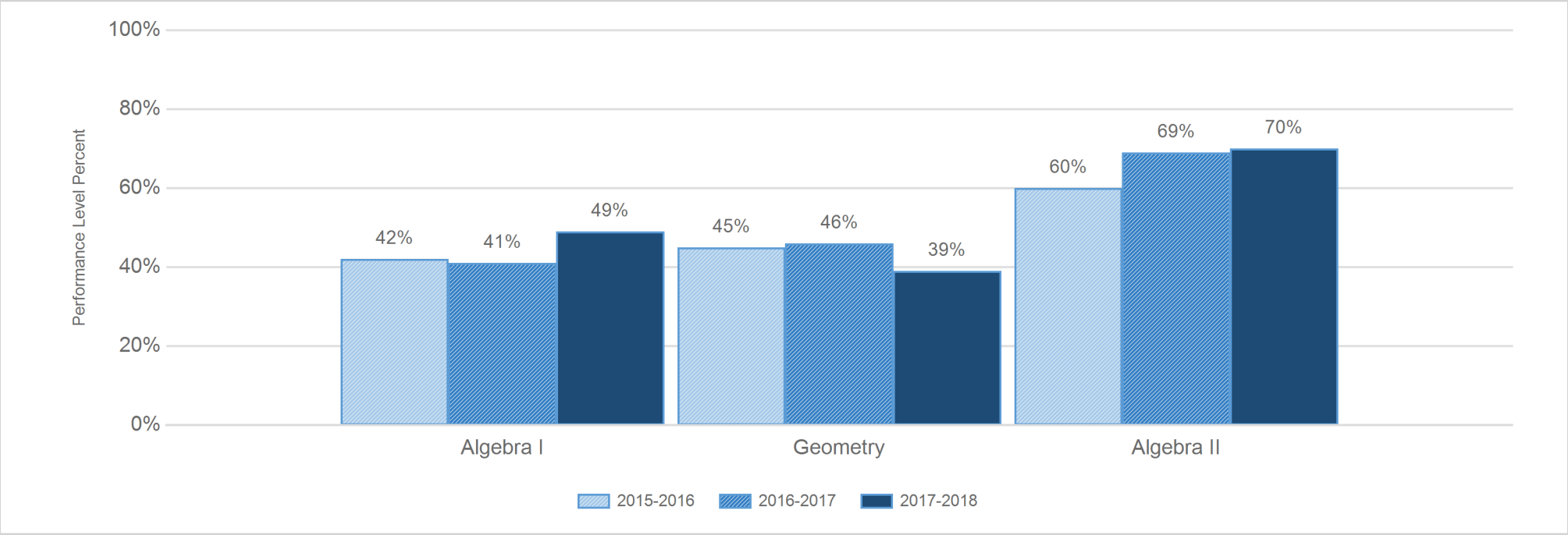
Mathematics Assessment – Performance Trends

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



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

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DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
9	N	N
10	N	N
11	13	14

English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2017-18 Target	Met Target?
Schoolwide/English Learners	52.4%	46.8%	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	23	82.6%	17.4%
3-4	*	*	*
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 grade 5, grade 8, and grade 11 were administered the NJSLA-Science field test in 2017-18.

NJASK Science Assessment Information

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

Biology Assessment Information

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

NJ SCHOOL PERFORMANCE REPORT

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

PSAT, SAT, & ACT - Participation

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

Participation Type	School Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2017-18	52.1%	85.0%
12th graders taking SAT in 2017-18 or prior years	81.8%	72.2%
12th graders taking ACT in 2017-18 or prior years	26.6%	24.6%

PSAT, SAT, & ACT - Performance

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

Participation Type	School Average Score	State Average Score	College Readiness Benchmarks	School - Students Scores at or above Benchmark	State - Students Scores at or above Benchmark
PSAT 10/NMSQT - Reading and Writing	579	478	Grade 10: 430 Grade 11: 460	91%	62%
PSAT 10/NMSQT - Math	588	478	Grade 10: 480 Grade 11: 510	82%	42%
SAT - Reading and Writing	607	542	480	92%	72%
SAT - Math	630	543	530	85%	54%
ACT - Reading	26	24	22	76%	62%
ACT - English	26	24	18	92%	78%
ACT - Math	26	24	22	82%	62%
ACT - Science	25	23	23	70%	53%

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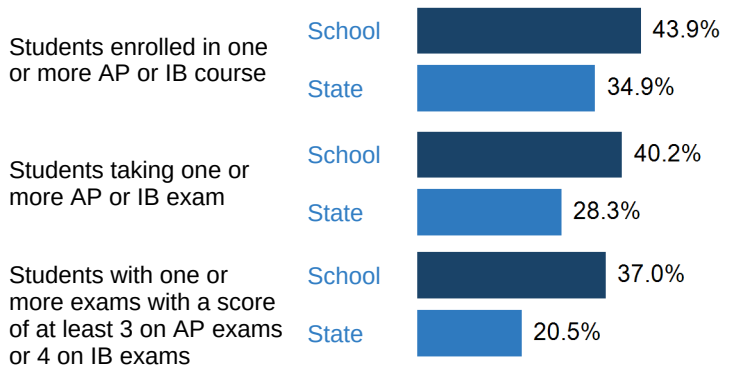
Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (IB)** courses and exams and **dual enrollment** courses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

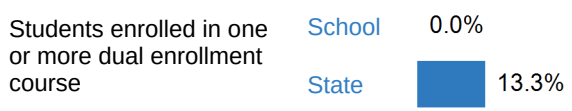
AP/IB Coursework – Participation and Performance

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



Dual Enrollment Coursework - Participation

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



AP/ IB Courses Offered

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

AP/IB Course	Students Enrolled	Students Tested
AP Biology	57	47
AP Calculus AB	125	114
AP Calculus BC	118	118
AP Chemistry	34	34
AP Chinese Language and Culture	0	15
AP Comparative Government and Politics	0	2
AP Computer Science A	45	45
AP Computer Science Principles	83	76
AP English Language and Composition	155	99
AP English Literature and Composition	0	52
AP Environmental Science	101	77
AP European History	46	30
AP French Language and Culture	16	9
AP German Language and Culture	9	10
AP Italian Language and Culture	11	11
AP Latin (Virgil, Catullus and Horace)	18	8

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AP/IB Course	Students Enrolled	Students Tested
AP Macroeconomics	103	96
AP Microeconomics	113	109
AP Music Theory	22	11
AP Physics 1	146	107
AP Physics 2	23	14
AP Physics C	60	0
AP Physics C: Electricity and Magnetism	0	41
AP Physics C: Mechanics	0	57
AP Psychology	179	172
AP Spanish Language	17	15
AP Statistics	48	42
AP Studio Art—Drawing Portfolio	11	10
AP U.S. Government and Politics	70	50
AP U.S. History	207	96
Total Exams taken		1567
Exams with scores of at least 3 on AP exams or 4 on IB exams		1438

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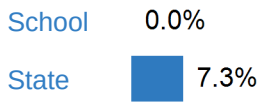
This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit the NJDOE's Career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

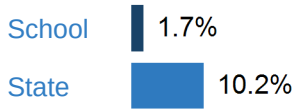
Career and Technical Education Participation

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

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



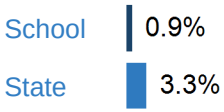
CTE Concentrators
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

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

Structured Learning Experiences



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

Industry-Valued Credentials

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

Students Earning Industry-Valued Credentials

School	*
State	0.9%

Industry-Valued Credentials by Career Cluster

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

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total credentials earned
Agriculture, Food & Natural Resources	*		
Architecture & Construction	17	*	*
Arts, AV Technology & Communications	30		
Health Science	*		
Hospitality & Tourism	*		
Human Services	14	*	*
Law, Public Safety, Corrections & Security	*		
Manufacturing	*		
Transportation, Distribution & Logistics	11	*	*
Total (All Clusters)	94	*	*

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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	339	175	159	6	1	0	30
10	23	285	192	160	9	0	24
11	2	36	274	196	150	13	72
12	2	8	37	62	363	144	184
Total	366	504	662	424	523	157	310
Enrolled in AP/IB Course					243	48	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	674	8	1	1	1	12
10	26	604	5	0	3	107
11	37	56	116	41	420	122
12	26	54	81	97	177	114
Total	763	722	203	139	601	355
Enrolled in AP/IB Course	57	34		101	229	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

NJ SCHOOL PERFORMANCE REPORT

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

Social Studies and History - Course Participation

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

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	668	15	23	0	0	26
10	12	652	49	73	5	71
11	6	678	95	138	14	78
12	0	49	126	171	41	226
Total	686	1394	293	382	60	401
Enrolled in AP/IB Course	0	207	195	179		110
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	269	103	92	64	31	45	0
10	303	90	111	64	24	21	0
11	236	65	88	74	24	31	0
12	107	38	52	46	10	33	0
Total	915	296	343	248	89	130	0
Enrolled in AP/IB Course	17	16	11	18	9	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	374	145	196	117	43	87	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	11
Italian	15
Latin	*
Spanish	24
Total	59

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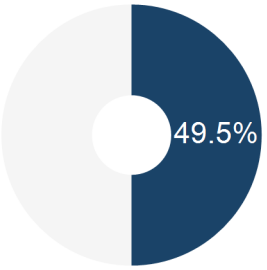
Visual and Performing Arts – Course Participation

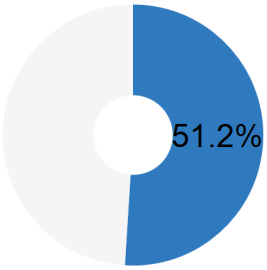
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 9-12:

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

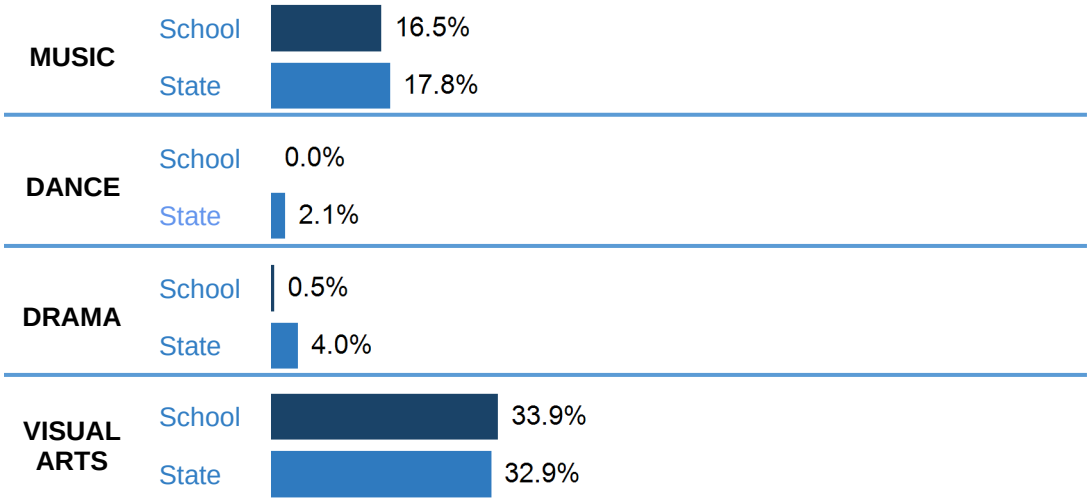


School



State

Students enrolled in one or more classes by discipline:



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

Graduation Rates

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

Student Group	School - Class of 2018: 4 Year Rate	State - Class of 2018: 4 Year Rate	School - Class of 2017: 5 Year Rate	State - Class of 2017: 5 Year Rate	Class of 2017: 4 Year Rate	Class of 2017: 4 Year Target	Class of 2017: Met Target	Class of 2016: 5 Year Rate	Class of 2016: 5 Year Target	Class of 2016: Met Target
Schoolwide	94.6%	90.9%	97.0%	92.4%	95.0%	N	Met Goal	95.6%	N	Met Goal
White	96.3%	95.0%	97.5%	95.7%	95.6%	N	Met Goal	96.2%	N	Met Goal
Hispanic	82.9%	84.8%	95.7%	87.3%	91.5%	90.0%	Met Target	94.6%	88.8%	Met Target
Black or African American	80.6%	84.2%	93.5%	86.8%	84.8%	78.7%	Met Target	*	89.6%	Not Met
Asian, Native Hawaiian or Pacific Islander	97.3%	97.0%	96.8%	97.7%	96.8%	N	Met Goal	95.9%	N	Met Goal
American Indian or Alaska Native	*	86.5%	*	94.1%	*	**	**	N	N	N
Two or More Races	*	92.0%	*	93.9%	*	**	**	*	**	**
Economically Disadvantaged Students	82.1%	84.6%	91.4%	87.0%	82.2%	81.1%	Met Target	89.2%	75.9%	Met Target
Students with Disabilities	84.4%	80.1%	90.6%	83.5%	85.6%	89.2%	Not Met	87.4%	94.7%	Not Met
English Learners	*	75.8%	*	81.8%	*	**	**	*	**	**
Homeless Students	*	72.6%	N	79.1%	N			N		
Students in Foster Care	*	62.6%	*	64.9%						

NJ SCHOOL PERFORMANCE REPORT

BRIDGEWATER-RARITAN HIGH SCHOOL
(35-0555-005)
Grades Offered: 09-12
2017-2018

Report Key:
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† This indicates a table specific note,see note below table

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

Graduation Pathways

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

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
PARCC Assessment	98.6%	98.6%
Substitute Competency Test	0.0%	0.0%
Portfolio Appeals Process	0.1%	0.1%
Alternate Requirements specified in IEP	1.1%	1.1%
Unknown	0.1%	0.1%

Graduation Rate Trends

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

Class of	4-Year Rate	5-Year Rate
2018	94.6%	-
2017	95.0%	97.0%
2016	94.9%	95.6%

Dropout Rate Trends

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

School Year	School Rate	State Rate
2017-2018	0.4%	1.2%
2016-2017	0.7%	1.1%
2015-2016	0.4%	1.2%

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

Postsecondary Enrollment Rates: Fall

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	72.8%	27.6%	72.4%
Schoolwide	88.4%	20.7%	79.3%
White	90%	21.9%	78.1%
Hispanic	77.3%	44.1%	55.9%
Black or African American	77.8%	28.6%	71.4%
Asian, Native Hawaiian, or Pacific Islander	92.1%	7.9%	92.1%
American Indian or Alaska Native	N	N	N
Two or More Races	84.6%	13.6%	86.4%
Economically Disadvantaged Students	62.9%	59.1%	40.9%
Students with Disabilities	72.9%	54.3%	45.7%
English Learners	*	*	*

Postsecondary Enrollment Rates: 16 month

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	77.9%	31.9%	68.1%	72.5%	27.5%	64.9%	35.1%
Schoolwide	90.7%	22.3%	77.7%	68.6%	31.4%	55%	45%
White	92.3%	21.3%	78.7%	68%	32%	49.7%	50.3%
Hispanic	79.4%	44%	56%	76%	24%	86%	14%
Black or African American	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	94.2%	14.3%	85.7%	66.7%	33.3%	57.1%	42.9%
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	75.6%	54.8%	45.2%	80.6%	19.4%	90.3%	9.7%
Students with Disabilities	77.5%	62%	38%	81%	19%	82.3%	17.7%
English Learners	*	*	*	*	*	*	*

NJ SCHOOL PERFORMANCE REPORT

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2017-2018

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

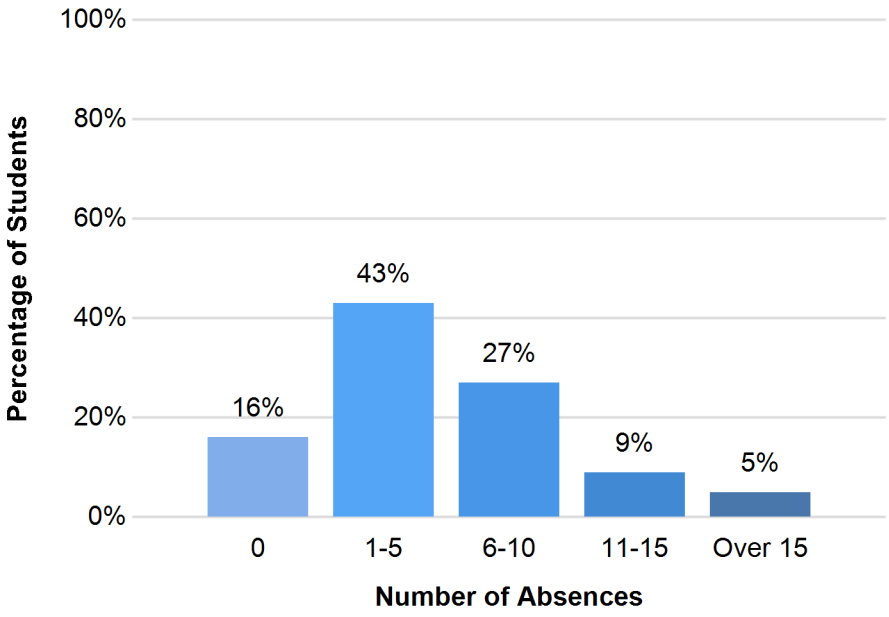
Chronic Absenteeism

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

Student Group	Number of students chronically absent	Percent of students chronically absent	State Average	Met State Average
Schoolwide	117	4.1	14.9	Met
White	65	4.1	14.9	Met
Hispanic	36	8.5	14.9	Met
Black or African American	6	8.0	14.9	Met
Asian, Native Hawaiian, or Pacific Islander	7	1.0	14.9	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	3	3.2	14.9	Met
Economically Disadvantaged Students	33	14.2	14.9	Met
Students with Disabilities	72	14.6	14.9	Met
English Learners	3	9.7	14.9	Met

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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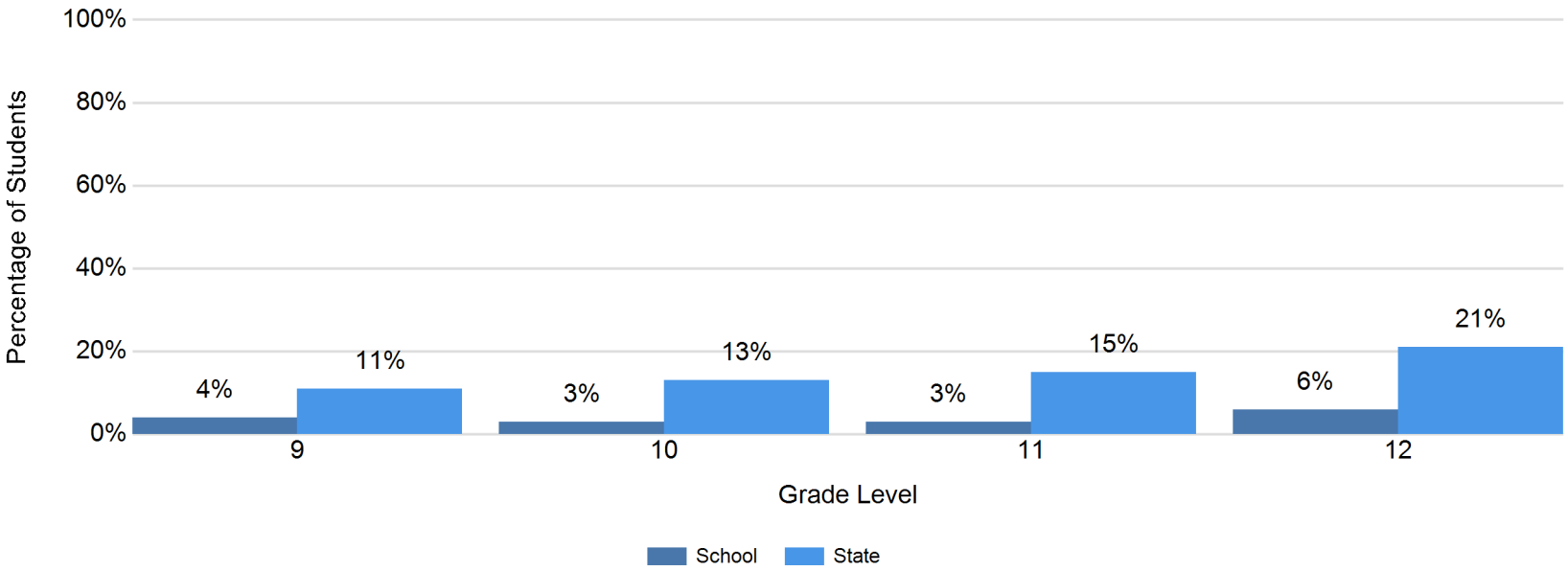
Chronic Absenteeism by Grade

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), which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. As such, comparing this year's report to previous years' data can lead to inaccurate conclusions in many reporting categories. As such, the 2017-18 report should be considered a baseline year.

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	28
Weapons	0
Vandalism	10
Substances	23
Harassment, Intimidation, Bullying (HIB)	21
Total Unique Incidents	81
Incidents Per 100 Students Enrolled	2.89

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	15
Weapons	0
Vandalism	6
Substances	18
Harassment, Intimidation, Bullying (HIB)	1
Other Incidents Leading to Removal	4

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Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	3	5	8
Religion	0	1	1
Ancestry	0	0	0
Gender	2	4	6
Sexual Orientation	0	9	9
Disability	0	0	0
Other	0	8	8
No Identified Nature	19		19

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	114	4.1%
Out-of-School Suspensions	108	3.9%
Any Suspension	185	6.6%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
607

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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	7:20 AM
Typical End Time	2:20 PM
Length of School Day	7 Hrs 0 Mins
Full Time - Instructional Time	N
Shared Time - Instructional Time	N

Device Ratios

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

School Year	Student to Device Ratio
2017-18	1.4:1

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2016-2017)	$280	$14,604	$14,884

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Key terms for staff data:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	232	117,464
Average years experience in public schools	11.4	12.0
Average years experience in district	11.2	10.7
Teachers in district for 4 or more years	83.0%	75.5%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	44	9,374
Average years experience in public schools	11.8	16.0
Average years experience in district	11.4	12.0
Administrators in district for 4 or more years	79.5%	76.2%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	12:1	11:1
Students to Administrators	215:1	195:1
Teachers to Administrators	18:1	18:1
Students to Librarians/Media Specialists		781:1
Students to Nurses		715:1
Students to Counselors		296:1
Students to Child Study Team		277:1

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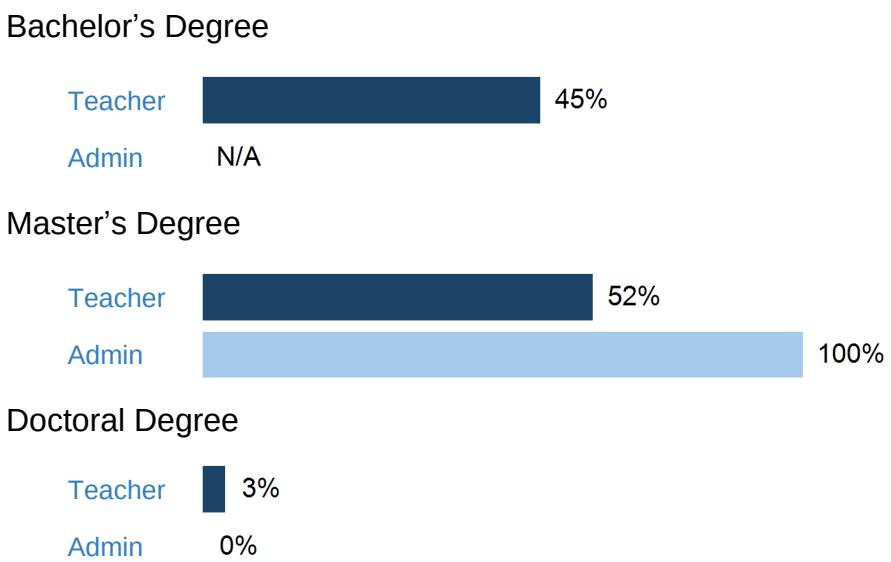
Teachers and Administrators - Level of Education

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



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

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

Job Type	District	State
2016-17 Teachers: Same district 2017-18	92.5%	90.2%
2016-17 Administrators: Same district 2017-18	91.1%	86.2%

Faculty Attendance

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

School Year	% Days Present
2017-18	97.3%

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

Teachers and Administrators – Demographics

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

Category	Teachers	Administrators
Female	59.5%	23.1%
Male	40.5%	76.9%
White	94.8%	92.3%
Hispanic	2.2%	0.0%
Black or African American	0.4%	0.0%
Asian	2.6%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	7.7%
Two or More Races	0.0%	0.0%

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

Comprehensive Status

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

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

Targeted Status

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

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

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

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

Accountability Indicator	Score	Weight
English Language Arts Proficiency	74.79	15.0%
Mathematics Proficiency	83.38	15.0%
Graduation Rate - 4-Year	50.43	20.0%
Graduation Rate - 5-Year	43.10	20.0%
Progress Towards English Language Proficiency	68.18	20.0%
Chronic Absenteeism	83.91	10.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	64.46	n/a
Summative Rating: Percentile Rank of Summative Score	68.19	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	No	n/a
Requires Comprehensive Support: 4-year Graduation Rate less than or equal to 67%	No	n/a

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

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Accountability Summary by Student Group - 2017-18 School Year

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

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	4-Year Graduation Rate: Met Annual Target	5-Year Graduation Rate: Met Annual Target	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	No	Met Target	Met Target†	Met Goal	Met Goal	Met Target	Met	No
White	64.71	8.94	No	Met Target	Met Target†	Met Goal	Met Goal	n/a	Met	No
Hispanic	74.58	8.94	No	Met Target	Met Target	Met Target	Met Target	n/a	Met	No
Black or African American	53.91	8.94	No	Not Met	Met Target†	Met Target	Not Met	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	56.01	8.94	No	Met Goal	Met Goal	Met Goal	Met Goal	n/a	Met	No
American Indian or Alaska Native	**	**	No	**	**	**	N	n/a	**	No
Two or More Races	**	**	No	N	N	**	**	n/a	Met	No
Economically Disadvantaged Students	54.17	8.94	No	Not Met	Not Met	Met Target	Met Target	n/a	Met	No
Students with Disabilities	71.59	8.94	No	Not Met	Met Target†	Not Met	Not Met	n/a	Met	No
English Learners	**	**	No	**	Met Target†	**	**	**	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 your school directly.

Highlights:	• BRHS is repeatedly recognized in U.S. News & World Report for ranking among America's Best High Schools. This puts BRHS in the top half of the top 1% of all high schools in the United States! • BRHS was named to the 9th Annual AP District Honor Roll for expanding opportunity and improving performance for advanced placement students. • Over 75% of the BRHS student body participates in one or more club/activity. This participation provides the students with opportunity to express themselves in unique and talented ways.
Mission, Vision, Theme:	The mission of the Bridgewater-Raritan Regional School District is: We will teach them One and All; Young to Old and Big to Small; Inspire, engage and educate; Improve our world and make it great; Challenge All to grow, exceed; So one day They will take the lead. For more information, visit our website at: http://www.brrsd.org/apps/pages/?type=u&uREC_ID=840315

NJ SCHOOL PERFORMANCE REPORT

BRIDGEWATER-RARITAN HIGH SCHOOL
(35-0555-005)
Grades Offered: 09-12
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

School Narrative

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Courses, Curriculum, Instruction:	The BRRSD offers our students the opportunity to develop their mastery of the NJLS. Individual growth is supported by exceptional staff, deep and interconnected curriculum, cutting-edge methods, and a variety of resources. Students imagine, invent, question and discover in safe and supportive spaces. Within our K-12 continuum, BRHS students engage all areas of content at the most exciting and rigorous levels. Access our curricula here: http://brrsd.org/apps/pages/index.jsp?uREC_ID=278377&type=d
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Boys & Girls), Cheerleading (Girls), Cross Country (Boys & Girls), Field Hockey (Girls), Football (Coed), Golf (Boys & Girls), Gymnastics (Girls), Ice Hockey (Coed), 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 (Coed) All Bridgewater-Raritan High School Interscholastic Athletic Teams are open to all Bridgewater-Raritan High School Students that meet the New Jersey State Interscholastic Athletic Association (NJSIAA) Academic Eligibility Standards, have an approved Athletic Physical and Parent/Guardian permission. For specific information visit our website at: http://hs.brrsd.org/apps/pages/index.jsp?uREC_ID=282683&type=d&termREC_ID=&pREC_ID=532466
Clubs and Activities:	As an extension to our academic programs, BRHS offers a wide variety of clubs and activities. BRHS offers over 200 formal clubs and activities that are available for student membership based upon interest and personal preference. A listing of the clubs and groups is posted in every classroom for student review. The Activity Information Sheet lists the clubs/groups alphabetically while providing details related to the date on which the activity begins, the number of hours per week the activity requires, whether officers are elected, how one may join for participation, who is the advisor or coach, and any special reminders that apply to the activity.

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Postsecondary Information:	BRHS utilizes Naviance to help students manage their college applications, submit letters of recommendation, high school transcripts, mid-year and final grade reports, and communicate information related to financial aid and scholarships. BRHS also hosts an annual Financial Aid night for parents and students. BRHS offers an elective credit course for students entitled SAT Prep. This class exposes students to test taking strategies, enhances higher order problem solving and thinking skills. Information related to fee-waivers is provided by the student's individual school counselor. Students entitled to test accommodation are provided support through both the school Counseling Office and Special Services department in the form of individual assistance in completing and submitting necessary documentation to the test providers. Class of 2018: 4 yr College 73%; 2 yr College 20%; Trade/Technical School/Apprenticeships 0.2%; Employment 2.7%; Military 1%; Other 3%; Gap Year 0.1%

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Student Supports and Services:	As our mission statement says, "We will teach them, One and All." BRRSD recognizes that each student learns differently and as such each school offers a complete system of supports for students and all of their unique needs. For more information, please see our website at: http://brrsd.org/apps/pages/index.jsp?uREC_ID=278804&type=d
Student Health and Wellness:	BRRSD's strategic work is grounded upon six critical areas. One of these six is Health and Wellness. We currently support students in this area with comprehensive instructional and guidance programs; however, we are also working with our community to develop even more opportunities for students to grow and find support. For more information, visit our website at: http://www.brrsd.org/apps/pages/index.jsp?uREC_ID=278564&type=d
Parent and Community Involvement:	The mission statement of the BRRSD opens with one word: "We." BRRSD believes that to truly help children grow, we need to involve every aspect of our dynamic community. Each school offers multiple opportunities for parents and community members to get involved. For more information about opportunities here at BRHS, visit our website at: http://www.hs.brrsd.org/apps/pages/index.jsp?uREC_ID=325576&type=d and the PTO at: http://www.hs.brrsd.org/apps/pages/index.jsp?uREC_ID=316671&type=d