

**MAINLAND REGIONAL HIGH SCHOOL**

(01-2910-050)

Grades Offered: 09-12

2017-2018

**Report Key:**

\* Data is not displayed in order to protect student privacy

\*\* Accountability calculations require 20 or more students

**N** No Data is available to display

† This indicates a table specific note, see note below table

**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 at 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](mailto: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	ATLANTIC
District	MAINLAND REGIONAL
Principal Name	MR. BURNS
Address	1301 OAK AVENUE LINWOOD, NJ 08221
Phone Number	(609)927-4151
Email Address	<a href="mailto:KBURNS@MAINLANDREGIONAL.NET">KBURNS@MAINLANDREGIONAL.NET</a>
Website	<a href="http://mainlandregional.net">http://mainlandregional.net</a>
Facebook	<a href="https://www.facebook.com/MainlandRegionalHS/">https://www.facebook.com/MainlandRegionalHS/</a>
Twitter	<a href="https://twitter.com/mainlandregionalhs">https://twitter.com/mainlandregionalhs</a>

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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	314	302	316
10	321	317	299
11	373	319	306
12	304	370	322
Total	1,312	1,308	1,243

**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	47.4%	48.9%	50.9%
Male	52.6%	51.1%	49.1%
Economically Disadvantaged Students	19.4%	25.6%	26.2%
Students with Disabilities	14.3%	16.5%	17.6%
English Learners	0.7%	0.8%	1.3%
Homeless Students		1.1%	1.5%
Students in Foster Care		0.3%	0.1%
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	70.1%	69.1%	70.4%
Hispanic	13.7%	14.8%	15.0%
Black or African American	6.1%	6.1%	5.0%
Asian	5.5%	5.7%	5.3%
Native Hawaiian or Pacific Islander	0.1%	0.1%	0.1%
American Indian or Alaska Native	0.2%	0.1%	0.0%
Two or More Races	4.3%	4.2%	4.2%

**Enrollment Trends by Full and Shared Time Status**

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

Enrollment Status	2015-16	2016-17	2017-18
Full Time Students	1,312	1,308	1,243
Shared Time Students	0	0	0
Full Time Equivalent	1,312	1,308	1,243

**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	90.4%
Spanish	6.0%
Other Languages	3.5%



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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	590	99.3	63.0	63.0	56.7	63.0	60.7	Met Target
White	431	99.3	69.8	69.8	65.6	69.8	67.2	Met Target
Hispanic	83	98.8	26.5	26.5	42.5	26.5	44.2	Not Met
Black or African American	24	100.0	37.5	37.5	37.3	37.5	26.4	Met Target
Asian, Native Hawaiian, or Pacific Islander	27	100.0	85.1	85.1	82.3	85.1	79.5	Met Goal
American Indian or Alaska Native	N	N	N	N	52.7	N	**	**
Two or More Races	25	100.0	68.0	68.0	63.4	68.0	47	Met Target
Female	308	98.7	71.7	71.7	64.5	71.7		
Male	282	100.0	53.5	53.5	49.4	53.5		
Economically Disadvantaged Students	113	100.0	41.6	41.6	38.5	41.6	40.9	Met Target
Non-Economically Disadvantaged Students	477	99.2	68.1	68.1	67.5	68.1		
Students with Disabilities	106	99.1	18.0	18.0	21.6	18.0	27	Not Met
Students without Disabilities	484	99.4	72.9	72.9	63.9	72.9		
English Learners	*	*	*	*	27.3	*	**	**
Non-English Learners	*	*	*	*	59.4	*		
Homeless Students	*	*	*	*	27.7	*		
Students In Foster Care	N	N	N	N	26.3	N		
Military-Connected Students	N	N	N	N	57.4	N		
Migrant Students	N	N	N	N	30.1	N		

† Target was met within a confidence interval.



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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows 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
<b>Schoolwide</b>	304	765	765	752	4%	8%	18%	48%	22%	70%	55%
White	219	771	771	760	*	*	16%	52%	26%	78%	64%
Hispanic	43	734	734	735	*	*	35%	30%	0%	30%	38%
Black or African American	11	738	738	734	*	*	*	*	*	55%	34%
Asian, Native Hawaiian, or Pacific Islander	16	778	778	782	*	0%	*	*	*	81%	83%
American Indian or Alaska Native	N	N	N	752	N	N	N	N	N	N	51%
Two or More Races	15	777	777	760	*	*	*	*	*	80%	63%
Female	158	773	773	759	*	*	14%	53%	27%	80%	63%
Male	146	756	756	744	*	*	22%	42%	18%	60%	46%
Economically Disadvantaged Students	45	752	752	733	*	*	24%	*	*	56%	34%
Non-Economically Disadvantaged Students	259	767	767	761	*	*	17%	*	*	73%	65%
Students with Disabilities	54	726	726	716	*	*	28%	*	*	22%	15%
Students without Disabilities	250	773	773	758	*	*	16%	*	*	81%	62%
English Learners	*	*	*	691	*	*	*	*	*	*	*
Non-English Learners	*	*	*	755	*	*	*	*	*	*	*
Homeless Students	*	*	*	720	*	*	*	*	*	*	22%
Students in Foster Care	N	N	N	719	N	N	N	N	N	N	20%
Military-Connected Students	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
<b>Schoolwide</b>	288	754	754	749	11%	13%	22%	34%	21%	55%	51%
White	210	761	761	756	8%	9%	21%	37%	25%	62%	58%
Hispanic	42	723	723	733	*	29%	29%	*	*	21%	38%
Black or African American	14	717	717	728	*	*	*	*	*	21%	32%
Asian, Native Hawaiian, or Pacific Islander	12	784	784	782	0%	*	*	*	*	83%	78%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	50%
Two or More Races	10	750	750	753	0%	*	*	*	*	50%	55%
Female	150	766	766	759	*	*	21%	35%	29%	63%	60%
Male	138	741	741	739	*	*	22%	33%	12%	45%	42%
Economically Disadvantaged Students	68	727	727	730	25%	21%	22%	*	*	32%	34%
Non-Economically Disadvantaged Students	220	762	762	758	7%	10%	21%	*	*	61%	59%
Students with Disabilities	49	712	712	707	29%	31%	31%	*	*	10%	15%
Students without Disabilities	239	763	763	756	8%	9%	20%	*	*	64%	57%
English Learners	*	*	*	684	*	*	*	*	*	*	*
Non-English Learners	*	*	*	752	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	23%
Students in Foster Care	N	N	N	707	N	N	N	N	N	N	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
<b>Schoolwide</b>	135	719	719	736	32%	21%	24%	*	*	22%	39%
White	79	720	720	737	32%	20%	25%	*	*	23%	41%
Hispanic	30	713	713	731	33%	*	*	*	*	20%	35%
Black or African American	13	718	718	729	*	*	*	*	*	15%	31%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	759	*	*	*	*	*	*	60%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	25%
Two or More Races	*	*	*	737	*	*	*	*	*	*	39%
Female	58	731	731	745	21%	21%	22%	*	*	36%	48%
Male	77	710	710	728	40%	22%	26%	*	*	12%	31%
Economically Disadvantaged Students	57	719	719	730	25%	28%	30%	*	*	18%	33%
Non-Economically Disadvantaged Students	78	719	719	739	37%	17%	21%	*	*	26%	42%
Students with Disabilities	34	710	710	708	38%	*	*	*	*	18%	13%
Students without Disabilities	101	722	722	742	30%	*	*	*	*	24%	44%
English Learners	*	*	*	702	*	*	*	*	*	*	*
Non-English Learners	*	*	*	738	*	*	*	*	*	*	*
Homeless Students	*	*	*	721	*	*	*	*	*	*	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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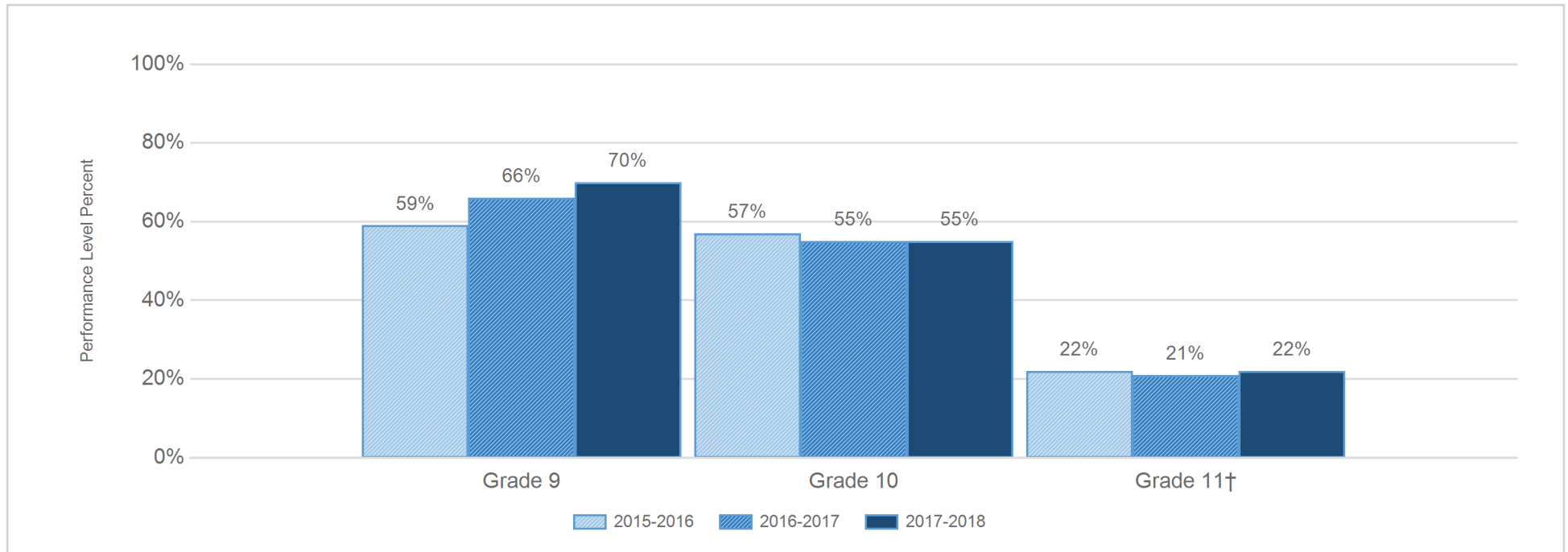
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## English Language Arts/Literacy Assessment - Performance Trends

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



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



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### Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	589	98.7	42.1	42.1	45.0	42.1	36.3	Met Target
White	430	99.1	47.9	47.9	54.1	47.9	40.3	Met Target
Hispanic	81	98.8	17.3	17.3	29.2	17.3	23.5	Met Target†
Black or African American	25	92.9	*	*	23.4	*	14.2	Not Met
Asian, Native Hawaiian, or Pacific Islander	28	100.0	64.3	64.3	77.0	64.3	70.7	Met Target†
American Indian or Alaska Native	N	N	N	N	42.5	N	**	**
Two or More Races	25	96.2	*	*	53.0	*	16.9	Met Target
Female	309	99.4	41.5	41.5	46.0	41.5		
Male	280	97.9	42.9	42.9	43.9	42.9		
Economically Disadvantaged Students	113	95.8	17.7	17.7	26.6	17.7	22	Met Target†
Non-Economically Disadvantaged Students	476	99.4	47.9	47.9	55.9	47.9		
Students with Disabilities	101	95.3	*	*	17.1	*	16.2	Not Met
Students without Disabilities	488	99.4	*	*	50.5	*		
English Learners	*	*	*	*	24.6	*	**	**
Non-English Learners	*	*	*	*	46.9	*		
Homeless Students	*	*	*	*	17.3	*		
Students In Foster Care	N	N	N	N	16.2	N		
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
<b>Schoolwide</b>	201	742	742	746	9%	13%	41%	*	*	36%	46%
White	132	747	747	755	10%	*	42%	*	*	42%	57%
Hispanic	41	730	730	730	*	29%	39%	*	*	22%	27%
Black or African American	11	726	726	727	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	49%
Two or More Races	*	*	*	755	*	*	*	*	*	*	54%
Female	105	745	745	748	*	*	47%	*	*	35%	48%
Male	96	739	739	745	*	*	35%	*	*	38%	44%
Economically Disadvantaged Students	36	726	726	729	*	*	39%	*	*	19%	25%
Non-Economically Disadvantaged Students	165	746	746	756	*	*	42%	*	*	40%	57%
Students with Disabilities	52	716	716	716	*	*	27%	*	*	10%	13%
Students without Disabilities	149	751	751	752	*	*	46%	*	*	46%	52%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	749	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	16%
Students in Foster Care	N	N	N	712	N	N	N	N	N	N	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	275	743	743	735	*	27%	28%	*	*	41%	30%
White	202	747	747	740	*	21%	30%	*	*	48%	37%
Hispanic	34	723	723	723	*	*	*	*	*	*	14%
Black or African American	13	713	713	719	*	*	*	*	*	*	11%
Asian, Native Hawaiian, or Pacific Islander	13	770	770	760	0%	0%	*	*	*	85%	65%
American Indian or Alaska Native	N	N	N	734	N	N	N	N	N	N	28%
Two or More Races	13	737	737	741	*	*	*	*	*	31%	39%
Female	140	743	743	736	*	28%	29%	*	*	41%	30%
Male	135	742	742	734	*	27%	27%	*	*	42%	29%
Economically Disadvantaged Students	66	727	727	722	*	52%	24%	*	*	15%	13%
Non-Economically Disadvantaged Students	209	748	748	741	*	20%	29%	*	*	50%	38%
Students with Disabilities	41	716	716	713	*	*	*	*	*	*	*
Students without Disabilities	234	747	747	738	*	*	*	*	*	*	*
English Learners	*	*	*	711	*	*	*	*	*	*	*
Non-English Learners	*	*	*	736	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	*
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
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%



**MAINLAND REGIONAL HIGH SCHOOL**  
 (01-2910-050)  
 Grades Offered: 09-12  
 2017-2018

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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	280	721	721	727	31%	26%	19%	*	*	24%	30%
White	201	726	726	733	24%	26%	20%	*	*	29%	35%
Hispanic	40	696	696	710	*	*	*	*	*	*	14%
Black or African American	16	701	701	705	*	*	*	*	*	*	11%
Asian, Native Hawaiian, or Pacific Islander	13	748	748	766	*	*	*	*	*	46%	66%
American Indian or Alaska Native	N	N	N	729	N	N	N	N	N	N	28%
Two or More Races	10	720	720	736	*	*	*	*	*	10%	37%
Female	145	724	724	728	28%	26%	21%	*	*	26%	30%
Male	135	719	719	727	34%	27%	16%	*	*	22%	30%
Economically Disadvantaged Students	71	701	701	709	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	209	728	728	736	*	*	*	*	*	*	37%
Students with Disabilities	42	694	694	693	*	*	*	*	*	*	*
Students without Disabilities	238	726	726	732	*	*	*	*	*	*	*
English Learners	*	*	*	691	*	*	*	*	*	*	*
Non-English Learners	*	*	*	729	*	*	*	*	*	*	*
Homeless Students	*	*	*	703	*	*	*	*	*	*	10%
Students in Foster Care	*	*	*	693	*	*	*	*	*	*	*
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%



## MAINLAND REGIONAL HIGH SCHOOL

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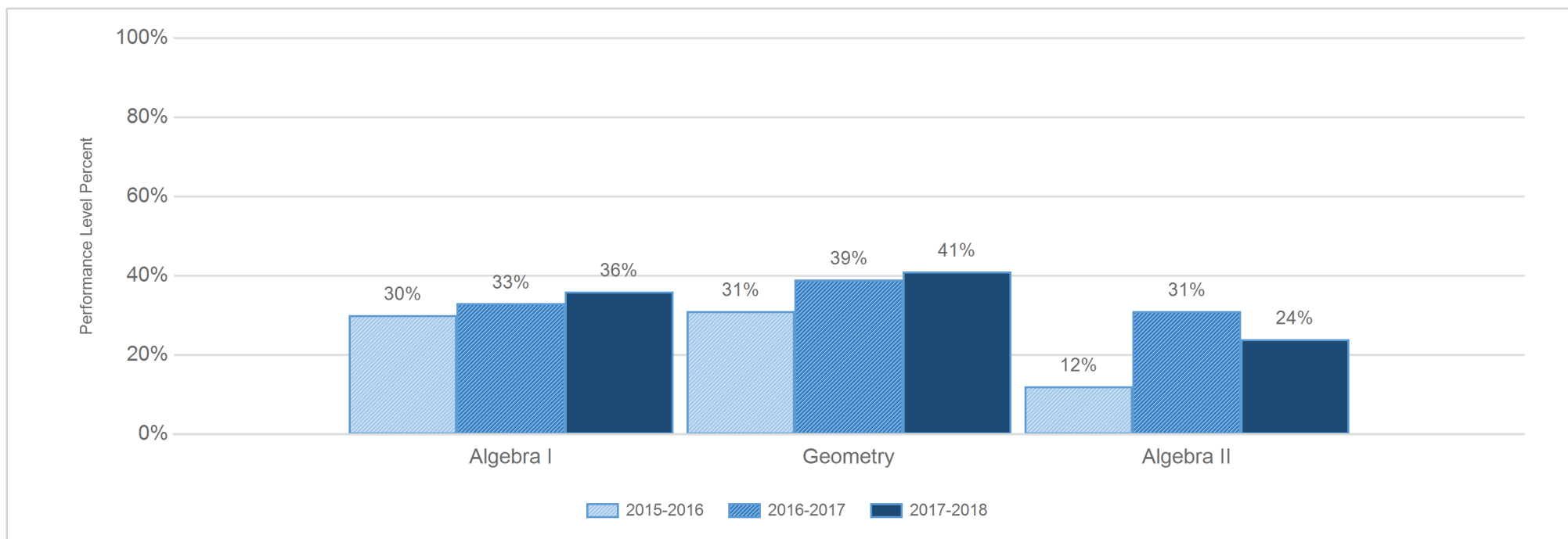
\*\* Accountability calculations require 20 or more students

**N** No Data is available to display

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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	*	*

### English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2017-18 Target	Met Target?
Schoolwide/English Learners	*	*	*

† Target was met within one standard deviation

### English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	11	*	*
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.



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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	95.7%	85.0%
12th graders taking SAT in 2017-18 or prior years	86.3%	72.2%
12th graders taking ACT in 2017-18 or prior years	30.7%	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	495	478	Grade 10: 430 Grade 11: 460	71%	62%
PSAT 10/NMSQT - Math	494	478	Grade 10: 480 Grade 11: 510	49%	42%
SAT - Reading and Writing	558	542	480	80%	72%
SAT - Math	557	543	530	63%	54%
ACT - Reading	23	24	22	57%	62%
ACT - English	23	24	18	83%	78%
ACT - Math	24	24	22	66%	62%
ACT - Science	23	23	23	52%	53%



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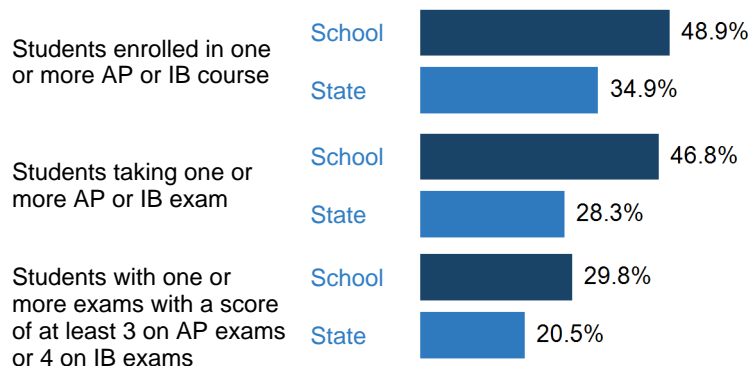
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (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	29	28
AP Calculus AB	24	24
AP Calculus BC	16	16
AP Chemistry	40	39
AP Computer Science A	17	17
AP Computer Science Principles	0	3
AP English Language and Composition	144	141
AP English Literature and Composition	53	52
AP Environmental Science	22	20
AP European History	9	9
AP French Language and Culture	6	6
AP Human Geography	6	6
AP Italian Language and Culture	19	17
AP Macroeconomics	82	78
AP Physics 1	0	22
AP Physics B	22	0

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AP/IB Course	Students Enrolled	Students Tested
AP Physics C: Electricity and Magnetism	10	10
AP Physics C: Mechanics	0	10
AP Psychology	58	58
AP Spanish Language	47	41
AP Statistics	77	77
AP Studio Art—Drawing Portfolio	1	0
AP Studio Art—Two-Dimensional	0	1
AP U.S. Government and Politics	13	12
AP U.S. History	51	50
AP World History	75	72
Total Exams taken		809
Exams with scores of at least 3 on AP exams or 4 on IB exams		485



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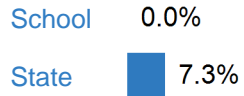
This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit the [NJDOE's Career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

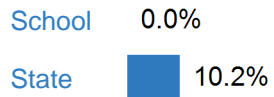
**CTE Participants**

(completed only one course in an approved CTE program)



**CTE Concentrators**

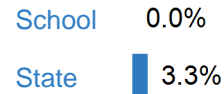
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



**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	0.0%
State	0.9%

### Industry-Valued Credentials by Career Cluster

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

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



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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	187	119	8	0	0	0	10
10	11	189	114	3	0	0	3
11	3	4	184	105	8	9	6
12	0	4	19	64	67	93	39
Total	201	316	325	172	75	102	58
Enrolled in AP/IB Course					40	77	0
Enrolled in Dual Enrollment Course	0	0	0	99	24	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	3	13	0	0	287	38
10	9	281	0	0	25	24
11	280	57	0	0	9	34
12	56	8	0	22	16	160
Total	348	359	0	22	337	256
Enrolled in AP/IB Course	29	40		22	32	0
Enrolled in Dual Enrollment Course	0	0	0	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.

**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	4	309	0	0	0	32
10	3	293	9	1	20	50
11	272	33	35	44	19	33
12	7	8	38	73	31	117
Total	286	643	82	118	70	232
Enrolled in AP/IB Course	75	51	82	58		28
Enrolled in Dual Enrollment Course	0	0	0	0	0	51

**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	148	41	57	21	0	0	0
10	130	40	85	10	0	0	3
11	124	48	52	25	0	0	2
12	105	25	34	9	0	0	8
Total	507	154	228	65	0	0	13
Enrolled in AP/IB Course	47	6	19	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	261	57	53	29	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
Total	0



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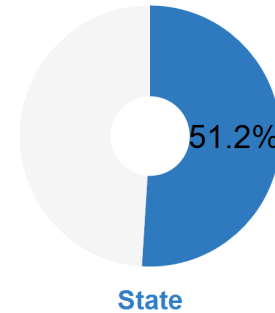
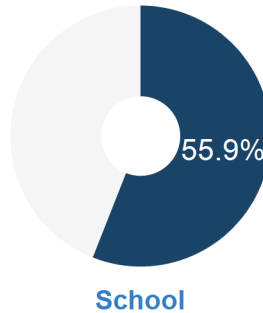
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**Visual and Performing Arts – Course Participation**

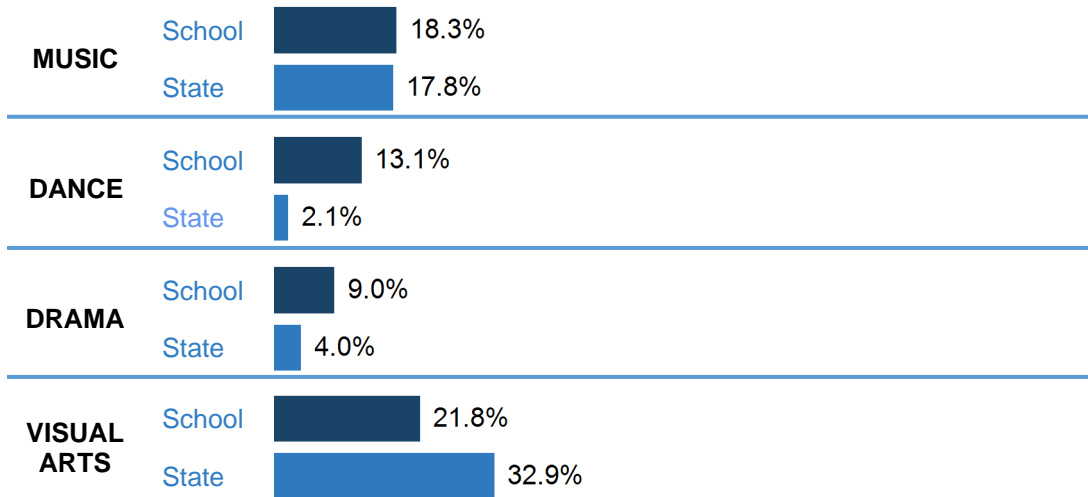
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the 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 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	95.5%	90.9%	96.4%	92.4%	95.9%	N	Met Goal	95.4%	N	Met Goal
White	96.5%	95.0%	96.4%	95.7%	96.4%	N	Met Goal	97.0%	N	Met Goal
Hispanic	95.7%	84.8%	96.0%	87.3%	94.0%	89.2%	Met Target	90.9%	90.6%	Met Target
Black or African American	85.7%	84.2%	100.0%	86.8%	96.0%	N	Met Goal	84.2%	**	**
Asian, Native Hawaiian or Pacific Islander	100.0%	97.0%	92.0%	97.7%	92.0%	N	N	100.0%	**	**
American Indian or Alaska Native	N	86.5%	N	94.1%	N	N	N	N	N	N
Two or More Races	86.7%	92.0%	100.0%	93.9%	100.0%	**	**	94.4%	**	**
Economically Disadvantaged Students	93.3%	84.6%	95.1%	87.0%	93.1%	90.7%	Met Target	90.9%	89.4%	Met Target
Students with Disabilities	80.4%	80.1%	88.9%	83.5%	88.9%	87.3%	Met Target	86.5%	84.1%	Met Target
English Learners	*	75.8%	*	81.8%	*	**	**	*	**	**
Homeless Students	N	72.6%	*	79.1%	*			*		
Students in Foster Care	N	62.6%	N	64.9%						



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### 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	67.0%	39.4%
Substitute Competency Test	23.5%	48.9%
Portfolio Appeals Process	1.9%	2.5%
Alternate Requirements specified in IEP	7.6%	9.2%
Unknown	0.0%	0.0%

### 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	95.5%	-
2017	95.9%	96.4%
2016	93.7%	95.4%

### 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	0.8%	1.2%
2016-2017	0.9%	1.1%
2015-2016	0.6%	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	79%	15.3%	84.7%
White	87.2%	11.5%	88.5%
Hispanic	47.8%	50%	50%
Black or African American	50%	22.2%	77.8%
Asian, Native Hawaiian, or Pacific Islander	100%	11.1%	88.9%
American Indian or Alaska Native	N	N	N
Two or More Races	61.5%	12.5%	87.5%
Economically Disadvantaged Students	54.5%	31%	69%
Students with Disabilities	47.9%	39.1%	60.9%
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	83.5%	25.2%	74.8%	78.3%	21.7%	59.5%	40.5%
White	84.8%	21.5%	78.5%	76.7%	23.3%	55.6%	44.4%
Hispanic	76.6%	44.4%	55.6%	86.1%	13.9%	66.7%	33.3%
Black or African American	68.2%	46.7%	53.3%	86.7%	13.3%	86.7%	13.3%
Asian, Native Hawaiian, or Pacific Islander	95.7%	27.3%	72.7%	81.8%	18.2%	68.2%	31.8%
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	86.7%	7.7%	92.3%	69.2%	30.8%	61.5%	38.5%
Economically Disadvantaged Students	77.1%	40.7%	59.3%	82.7%	17.3%	77.8%	22.2%
Students with Disabilities	64.5%	47.5%	52.5%	80%	20%	65%	35%
English Learners	*	*	*	*	*	*	*



## MAINLAND REGIONAL HIGH SCHOOL

(01-2910-050)

Grades Offered: 09-12

2017-2018

### Report Key:

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- \*\* Accountability calculations require 20 or more students
- N No Data is available to display
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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.

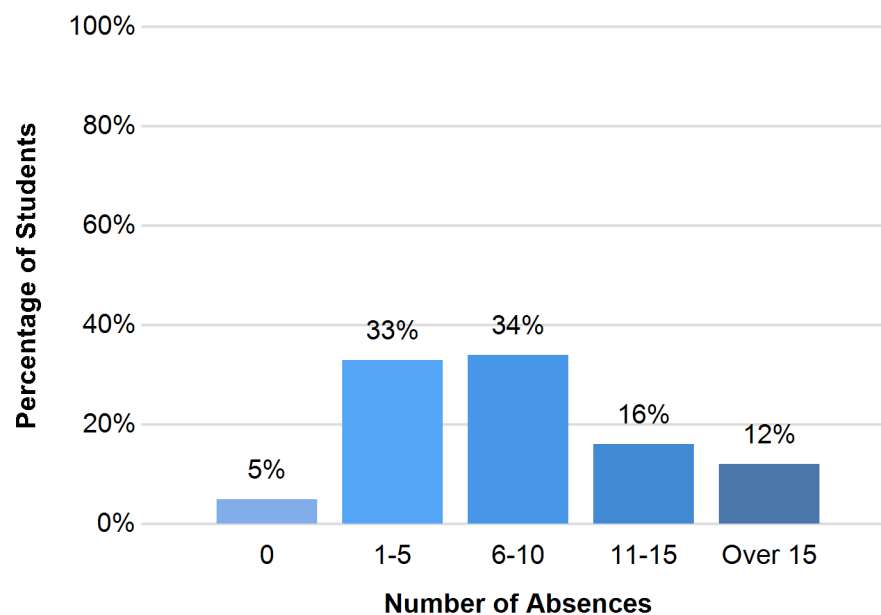
### Chronic Absenteeism

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	120	9.6	14.9	Met
White	73	8.3	14.9	Met
Hispanic	32	17.1	14.9	Not Met
Black or African American	9	14.1	14.9	Met
Asian, Native Hawaiian, or Pacific Islander	1	1.5	14.9	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	5	9.4	14.9	Met
Economically Disadvantaged Students	59	17.9	14.9	Not Met
Students with Disabilities	47	20.4	14.9	Not Met
English Learners	3	18.8	**	**

### 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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(01-2910-050)

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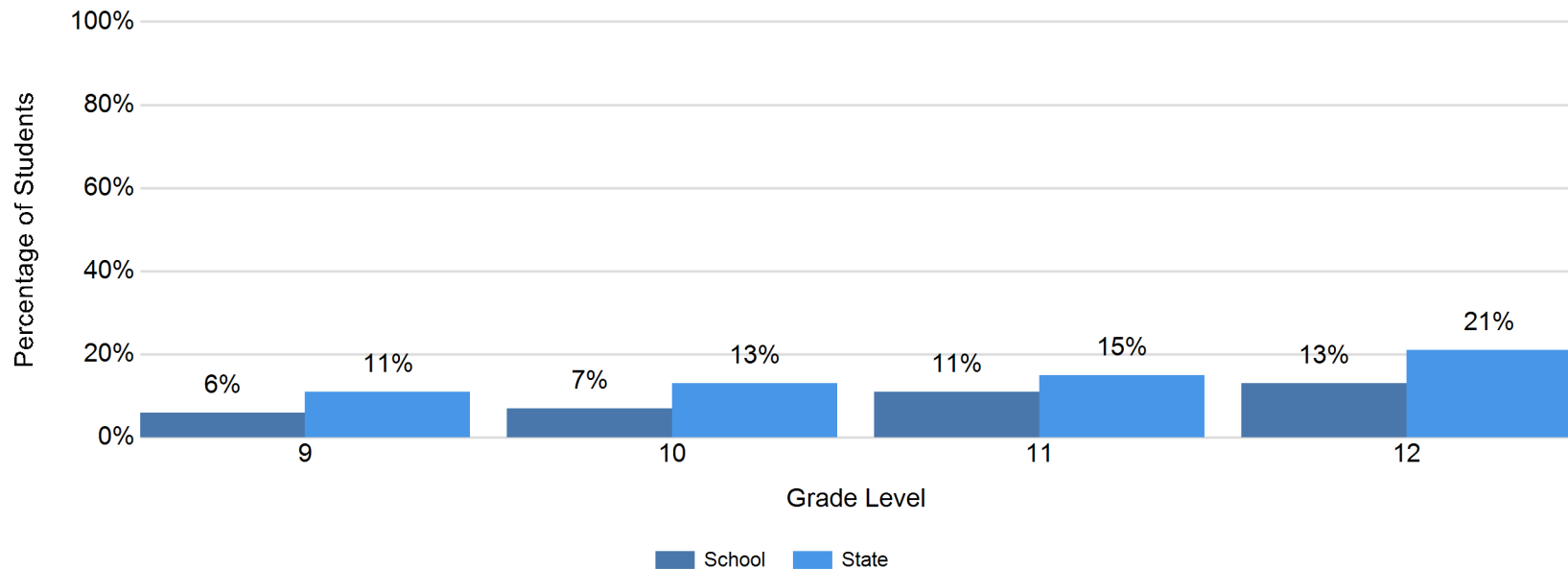
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### Chronic Absenteeism by Grade

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





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### 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	9
Weapons	0
Vandalism	3
Substances	18
Harassment, Intimidation, Bullying (HIB)	7
Total Unique Incidents	37
Incidents Per 100 Students Enrolled	2.98

### 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	0
Vandalism	1
Substances	3
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	2

### 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	0	1	1
Gender	0	0	0
Sexual Orientation	0	2	2
Disability	0	2	2
Other	0	0	0
No Identified Nature	17		17

### 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	96	7.7%
Out-of-School Suspensions	49	3.9%
Any Suspension	122	9.8%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions

356



**MAINLAND REGIONAL HIGH SCHOOL**  
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 2017-2018

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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	2:45 PM
Length of School Day	7 Hrs 25 Mins
Full Time - Instructional Time	6 Hrs 39 Mins
Shared Time - Instructional Time	1 Hrs. 0 Mins.

**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	3.2:1

**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)	\$433	\$17,841	\$18,274



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2017-2018

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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	110	117,464
Average years experience in public schools	15.6	12.0
Average years experience in district	13.4	10.7
Teachers in district for 4 or more years	89.1%	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	10	9,374
Average years experience in public schools	22.3	16.0
Average years experience in district	15.0	12.0
Administrators in district for 4 or more years	100.0%	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	11:1	11:1
Students to Administrators	124:1	124:1
Teachers to Administrators	11:1	11:1
Students to Librarians/Media Specialists		1243:1
Students to Nurses		622:1
Students to Counselors		207:1
Students to Child Study Team		249:1



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**Teachers and Administrators - Level of Education**

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

**Bachelor's Degree**



**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 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	95.5%	90.2%
2016-17 Administrators: Same district 2017-18	100.0%	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	96.6%



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

Category	Teachers	Administrators
Female	56.4%	50.0%
Male	43.6%	50.0%
White	96.4%	90.0%
Hispanic	0.9%	0.0%
Black or African American	1.8%	10.0%
Asian	0.9%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%



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

### Comprehensive Status

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

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

### Targeted Status

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

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



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

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

Accountability Indicator	Score	Weight
English Language Arts Proficiency	64.18	17.5%
Mathematics Proficiency	59.60	17.5%
Graduation Rate - 4-Year	62.18	25.0%
Graduation Rate - 5-Year	53.16	25.0%
Progress Towards English Language Proficiency (coming 2018)	**	**
Chronic Absenteeism	58.91	15.0%
<b>Summative Score:</b> Sum of all indicator scores multiplied by indicator weights	59.33	n/a
<b>Summative Rating:</b> Percentile rank of Summative Score	61.60	n/a
<b>Requires Comprehensive Support:</b> Summative Score is in the bottom 5th percentile	No	n/a
<b>Requires Comprehensive Support:</b> 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 Support 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	No
White	65.99	8.94	No	Met Target	Met Target	Met Goal	Met Goal	n/a	Met	No
Hispanic	48.30	8.94	No	Not Met	Met Target†	Met Target	Met Target	n/a	Not Met	No
Black or African American	60.73	8.94	No	Met Target	Not Met	Met Goal	**	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	44.43	8.94	No	Met Goal	Met Target†	N	**	n/a	Met	No
American Indian or Alaska Native	**	**	No	**	**	N	N	n/a	**	No
Two or More Races	**	**	No	Met Target	Met Target	**	**	n/a	Met	No
Economically Disadvantaged Students	63.62	8.94	No	Met Target	Met Target†	Met Target	Met Target	n/a	Not Met	No
Students with Disabilities	62.60	8.94	No	Not Met	Not Met	Met Target	Met Target	n/a	Not Met	No
English Learners	**	**	No	**	**	**	**	**	**	No

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






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School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact your school directly.

 <p>Highlights:</p>	<ul style="list-style-type: none"> <li>• Mainland Regional High School was recognized by the New Jersey Department of Education as a Lighthouse District.</li> <li>• 1 out of 3 students are enrolled in an Advanced Placement course.</li> <li>• Highest average SAT scores (critical reading &amp; math) in Atlantic County, NJ.</li> </ul>
 <p>Mission, Vision, Theme:</p>	<p>MISSION: The Mainland Regional High School District is committed to safeguarding an exceptional scholastic environment of distinction that exceeds the New Jersey Student Learning Standards. Our mission is to ensure that all students are prepared for a nationally competitive and globally connected society through a collaborative partnership between home, school, and community. VISION: The Mainland Regional High School District will be recognized as the region's premier secondary educational institution defined by an instructional program that provides all students with relevant and meaningful educational experiences and opportunities that meet the challenges of a rapidly evolving and globally connected world.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>Mainland Regional is recognized as a National Blue Ribbon School of Excellence by the United States Department of Education and more recently as a Lighthouse District by the New Jersey Department of Education. Mainland is ranked as one of the top 100 high schools in the State by New Jersey Monthly and in the top 1% of all high schools in the nation by The Daily Beast and Newsweek (2016). MRHS was also ranked 43rd in the State in the 2017 edition of "America's Best High Schools that Challenge Their Students to Excellence" by the Washington Post.</p>



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#### Courses, Curriculum, Instruction:

In the 2017-2018 school year, 355 of our students took 809 Advanced Placement exams in 26 subjects -- 1 out of 3 students that attend MRHS are enrolled in AP courses. Overall, 64% of the tests resulted in grades of 3 or higher, and 117 students were AP Scholars, scoring a 3 or higher on 3 or more AP tests. Mainland does not report class rank, but recognizes students for academic achievement using a cumulative weighted GPA. In 2018, 52% of our graduates had a weighted GPA of 4.0 or higher.



#### Sports and Athletics:

Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Cheerleading (Coed), Cross Country (Boys & Girls), Field Hockey (Girls), Football (Boys), Golf (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 (Girls), Wrestling (Boys)

Mainland Regional High School also has a Play Unified sports program through Special Olympics, competitive boys/girls crew, and surfing. Boys Cross Country - Atlantic County Champions; Girls Cross Country - Atlantic County Champions; Boys Soccer - CAL Champions, SJ Group III Champions; Girls Soccer - CAL Champions; Girls Tennis - SJ Group III Champions; Surfing - State Champion; Boys Basketball - CAL Champions; Girls Basketball - CAL Champions; Boys Swimming - CAL Champions, NJSIAA Sectional and State Champions; Boys Crew - County Champions, Frosh 4 and 8; Boys Lacrosse - CAL Champions; Softball - CAL Champions; Boys Tennis - CAL Champions; Girls Track - Atlantic County Champions, George Rowland Champions, West Deptford Champions.



#### Clubs and Activities:

Mainland offers over 40 diverse clubs and activities, including Support Our Troops and Rally for Diversity, providing opportunities for students to participate and showcase their talents. Academic highlights include competition wins for Science League, Academic Team, and the State Champion Mock Trial Team. In addition, the Marching Band and Choir have competition wins, with many students also selected for All-State Band and All-South Jersey Chorus, Band, Wind and Orchestra Honor Ensembles.



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### Before and After School Programs:

The High School's IMPACT Program is an after-school regular education program that provides students the opportunity to complete coursework in a non-traditional academic setting. The Program relies on a blended instructional model that integrates teacher-driven direct instruction and online courses as a means for students to earn credits towards graduation. The High School's Director of Alternative Education and Student Intervention oversees student admission and scheduling of students into this Program.



### Staff and Professional Learning:

Mainland Regional High School believes that Professional Learning for all of our staff is a key ingredient to the successful achievement of the goals delineated in our Strategic Plan, as well as the core mission of the school, to provide an exceptional scholastic environment that exceeds the New Jersey Student Learning Standards. In order to prepare our staff to meet the needs of all students in a globally connected society, we have invested in Professional Learning around the use of data to drive instruction and the use of cutting edge, digital tools to increase student learning outcomes. Our Professional Development plan includes instructional best practices, building capacity in the use of digital tools such as the Office 365 platform, and the analysis of multiple measures through the Linkit! Platform. We provide opportunities for our staff to learn from each other, local, and national experts in order to best meet the needs of our diverse student population.



### Postsecondary Information:

Mainland Regional High School is a destination high school for students and parents due to the success of our post-secondary planning supports and programs. We are proud that 70% of the Class of 2018 enrolled in a four-year college or university with an additional 17% enrolling in a two-year college bringing the total percentage of students enrolling in college to 87%. The remaining 13% enrolled in a career and technical school, entered the workforce or enlisted in the military. Our college acceptance rate for the Class of 2018 was 88% and students were accepted to over 150 different institutions of higher education, including some of the most selective colleges in the country. Our school offers the ACT and SAT throughout the school year. We administer the PSAT to all sophomores and juniors each school year. We provide a number of presentations and workshops on topics related to post-secondary planning.



## MAINLAND REGIONAL HIGH SCHOOL

(01-2910-050)

Grades Offered: 09-12

2017-2018

### Report Key:

\* Data is not displayed in order to protect student privacy

\*\* Accountability calculations require 20 or more students

**N** No Data is available to display

† This indicates a table specific note, see note below table

## 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.



### Student Supports and Services:

MRHS's "Economic Toolkit" for stakeholders affected by the economic recession contains information on free/reduced lunch, college testing and application fee waivers, AP testing, scholarships, and academic tutoring. The Toolkit also includes links to health and social services offered to County residents including discounted prescription and dental cards. MRHS's CST, SAC, I&RS committee, Homelessness Liaison, and Guidance Department work in concert to support the diverse needs of students.



### Student Health and Wellness:

"The District's Health and Wellness Committee oversees the High School's participation in AtlantiCare's "Healthy Schools Healthy Children" initiative that assists with the implementation of fitness, nutrition and wellness programming. In addition, the District's "One Life" opioid abuse committee developed a monthly curriculum that includes testimonial videos by former students as well as their families and recovery focused resources to educate students. MRHS has AEDs and Naloxone on campus.



### Parent and Community Involvement:

The Mainland Regional Education Foundation (MREF) annually holds the "Community Counts" event to recognize a community member from each sending District whose actions and efforts have had a positive impact. In addition, the High School's parent-driven After-Prom brings the school and community together to provide a safe post-prom party for students. The Infinite Campus parent-portal provides access to student's information such as grades, assignments, attendance and important District messages.



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#### Climate Surveys:

The Mainland Regional High School District will be conducting a Climate Survey during the 2018-2019 school year as part of its "One Voice" upstander initiative.



#### School Safety:

Mainland Regional High School has two Class III Linwood Police Officers on staff as well as a Director of Safety and Security that directs part-time security staffing for events and oversees the implementation of the District's safety and security procedures. In addition, the District has a Safety and Security Advisory Committee, comprised of local members of law enforcement, that review and make recommendations to the High School's Safety and Security Procedures. The High School also has a security vestibule, access control system, security cameras and a security alarm system.



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#### Technology and STEM:

Mainland Regional High School utilizes the Office 365 platform and our SIS, Infinite Campus, as the backbone to our digital learning experiences. We are also Certiport Testing Center, allowing us to provide opportunities for students to earn real world credentials in Engineering software such as Revit and AutoCADD as part of our Engineering Academy. We are a Physics First school which provides all incoming Freshmen with experiences in STEM at the beginning of their High School career. In order to continue to evolve the use of technology here at Mainland, we will be piloting five classrooms in a 1:1 environment and every classroom has an Epson projector. Our Computer Club competes in several STEM competitions each year and we have a state of the art TV Studio. We also offer a Physics Club, Science League and a Biomedical Club to provide students opportunities to explore career options in STEM related fields.