



RUMSON-FAIR HAVEN REGIONAL HIGH SCHOOL

(25-4580-050)

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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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 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	MONMOUTH
District	RUMSON-FAIR HAVEN REG
Principal Name	DR. HANDERHAN
Address	74 RIDGE ROAD RUMSON, NJ 07760-1896
Phone Number	(732)842-1597
Email Address	THANDERHAN@RUMSONFAIRHAVEN.ORG
Website	https://www.rumsonfairhaven.org/
Facebook	https://www.facebook.com/Rumson-Fair-Haven-Regional-High-School-107705305924170/
Twitter	https://twitter.com/RFH_Regional



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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	239	233	252
10	255	242	239
11	253	257	232
12	238	253	252
Total	985	985	975

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	47.6%	48.2%	48.2%
Male	52.4%	51.8%	51.8%
Economically Disadvantaged Students	0.7%	0.4%	0.6%
Students with Disabilities	12.6%	13.1%	13.7%
English Learners	0.0%	0.2%	0.2%
Homeless Students		0.0%	0.1%
Students in Foster Care		0.0%	0.0%
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	94.8%	94.1%	93.5%
Hispanic	2.8%	3.2%	3.0%
Black or African American	1.0%	1.0%	0.4%
Asian	0.8%	0.6%	0.9%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.6%	1.2%	2.2%

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	981	980	969
Shared Time Students	7	8	10
Full Time Equivalent	985	984	974

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	98.5%
Other Languages	1.5%



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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	466	98.9	72.6	72.6	56.7	72.6	51	Met Target
White	433	98.9	72.7	72.7	65.6	72.7	50.1	Met Target
Hispanic	15	100.0	53.3	53.3	42.5	53.3	**	**
Black or African American	*	*	*	*	37.3	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	82.3	*	**	**
American Indian or Alaska Native	N	N	N	N	52.7	N	**	**
Two or More Races	13	100.0	84.7	84.7	63.4	84.7	**	**
Female	230	98.3	82.2	82.2	64.5	82.2		
Male	236	99.6	63.1	63.1	49.4	63.1		
Economically Disadvantaged Students	*	*	*	*	38.5	*	**	**
Non-Economically Disadvantaged Students	*	*	*	*	67.5	*		
Students with Disabilities	67	97.1	19.4	19.4	21.6	19.4	16.5	Met Target
Students without Disabilities	399	99.3	81.4	81.4	63.9	81.4		
English Learners	*	*	*	*	27.3	*	**	**
Non-English Learners	*	*	*	*	59.4	*		
Homeless Students	N	N	N	N	27.7	N		
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
Schoolwide	236	780	780	752	*	*	13%	44%	39%	83%	55%
White	219	780	780	760	*	*	13%	45%	37%	83%	64%
Hispanic	*	*	*	735	*	*	*	*	*	*	38%
Black or African American	*	*	*	734	*	*	*	*	*	*	34%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	782	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	752	N	N	N	N	N	N	51%
Two or More Races	*	*	*	760	*	*	*	*	*	*	63%
Female	119	789	789	759	*	*	12%	35%	50%	85%	63%
Male	117	772	772	744	*	*	14%	53%	27%	80%	46%
Economically Disadvantaged Students	*	*	*	733	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	65%
Students with Disabilities	36	738	738	716	*	*	*	*	*	25%	15%
Students without Disabilities	200	788	788	758	*	*	*	*	*	93%	62%
English Learners	N	N	N	691	N	N	N	N	N	N	*
Non-English Learners	236	780	780	755	*	*	13%	44%	39%	83%	*
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	229	757	757	749	11%	8%	18%	44%	19%	63%	51%
White	213	758	758	756	10%	9%	18%	44%	20%	63%	58%
Hispanic	10	734	734	733	*	0%	*	*	*	40%	38%
Black or African American	N	N	N	728	N	N	N	N	N	N	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	782	*	*	*	*	*	*	78%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	50%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	110	774	774	759	*	*	13%	52%	29%	81%	60%
Male	119	742	742	739	*	*	23%	36%	10%	46%	42%
Economically Disadvantaged Students	*	*	*	730	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	*	*	*	758	*	*	*	*	*	*	59%
Students with Disabilities	28	703	703	707	46%	*	*	*	*	14%	15%
Students without Disabilities	201	765	765	756	6%	*	*	*	*	70%	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	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
Schoolwide	162	729	729	736	19%	26%	33%	*	*	22%	39%
White	153	729	729	737	18%	27%	33%	*	*	22%	41%
Hispanic	*	*	*	731	*	*	*	*	*	*	35%
Black or African American	N	N	N	729	N	N	N	N	N	N	31%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	759	N	N	N	N	N	N	60%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	25%
Two or More Races	*	*	*	737	*	*	*	*	*	*	39%
Female	64	736	736	745	*	19%	42%	*	*	28%	48%
Male	98	725	725	728	*	31%	28%	*	*	18%	31%
Economically Disadvantaged Students	N	N	N	730	N	N	N	N	N	N	33%
Non-Economically Disadvantaged Students	162	729	729	739	19%	26%	33%	*	*	22%	42%
Students with Disabilities	32	714	714	708	*	*	*	*	*	*	13%
Students without Disabilities	130	733	733	742	*	*	*	*	*	*	44%
English Learners	N	N	N	702	N	N	N	N	N	N	*
Non-English Learners	162	729	729	738	19%	26%	33%	*	*	22%	*
Homeless Students	N	N	N	721	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	708	N	N	N	N	N	N	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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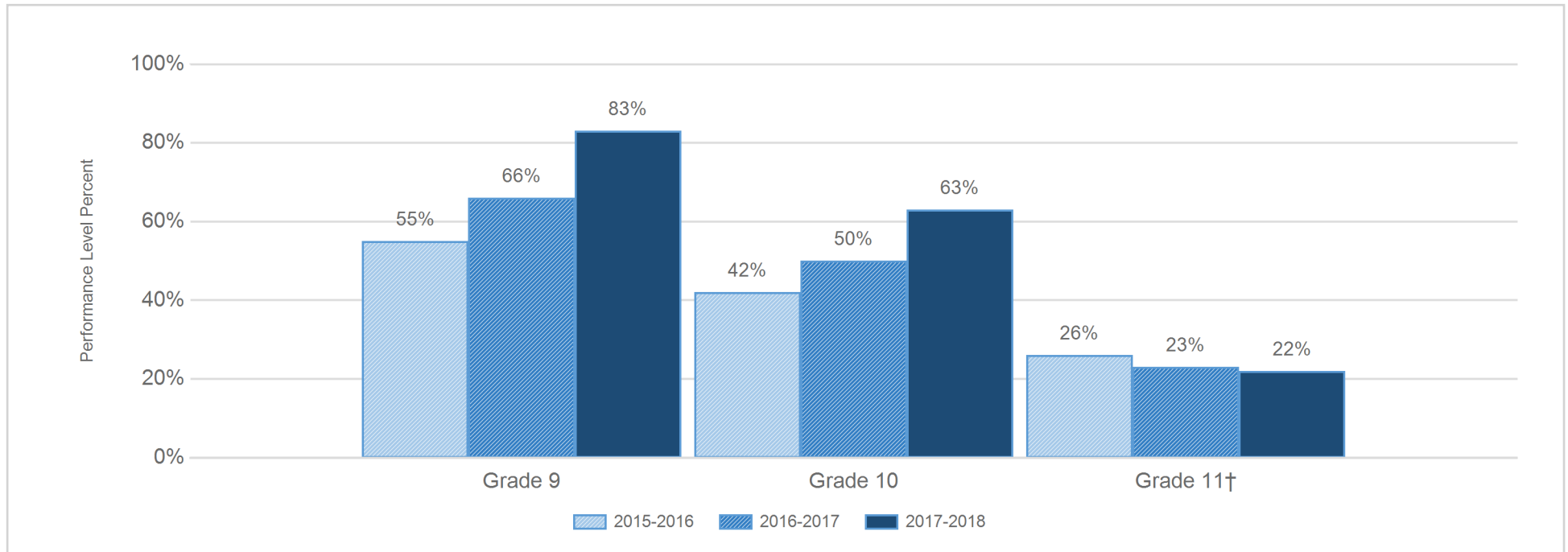
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English Language Arts/Literacy Assessment - Performance Trends

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	445	98.7	49.6	49.6	45.0	49.6	42.6	Met Target
White	412	98.6	49.2	49.2	54.1	49.2	42.2	Met Target
Hispanic	15	100.0	40.0	40.0	29.2	40.0	**	**
Black or African American	*	*	*	*	23.4	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	77.0	*	**	**
American Indian or Alaska Native	N	N	N	N	42.5	N	**	**
Two or More Races	13	100.0	61.5	61.5	53.0	61.5	**	**
Female	223	97.8	51.1	51.1	46.0	51.1		
Male	222	99.6	48.2	48.2	43.9	48.2		
Economically Disadvantaged Students	*	*	*	*	26.6	*	**	**
Non-Economically Disadvantaged Students	*	*	*	*	55.9	*		
Students with Disabilities	63	96.9	19.1	19.1	17.1	19.1	19.2	Met Target†
Students without Disabilities	382	99.0	54.7	54.7	50.5	54.7		
English Learners	*	*	*	*	24.6	*	**	**
Non-English Learners	*	*	*	*	46.9	*		
Homeless Students	N	N	N	N	17.3	N		
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
Schoolwide	75	750	750	746	*	13%	32%	*	*	51%	46%
White	68	750	750	755	*	15%	35%	*	*	47%	57%
Hispanic	*	*	*	730	*	*	*	*	*	*	27%
Black or African American	*	*	*	727	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	779	N	N	N	N	N	N	79%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	49%
Two or More Races	*	*	*	755	*	*	*	*	*	*	54%
Female	41	752	752	748	*	*	27%	*	*	59%	48%
Male	34	747	747	745	*	*	38%	*	*	41%	44%
Economically Disadvantaged Students	N	N	N	729	N	N	N	N	N	N	25%
Non-Economically Disadvantaged Students	75	750	750	756	*	13%	32%	*	*	51%	57%
Students with Disabilities	31	734	734	716	*	32%	35%	*	*	23%	13%
Students without Disabilities	44	761	761	752	*	0%	30%	*	*	70%	52%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	75	750	750	749	*	13%	32%	*	*	51%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	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

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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	208	754	754	735	*	*	23%	47%	13%	61%	30%
White	192	755	755	740	*	*	23%	47%	14%	60%	37%
Hispanic	*	*	*	723	*	*	*	*	*	*	14%
Black or African American	N	N	N	719	N	N	N	N	N	N	11%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	760	*	*	*	*	*	*	65%
American Indian or Alaska Native	N	N	N	734	N	N	N	N	N	N	28%
Two or More Races	*	*	*	741	*	*	*	*	*	*	39%
Female	98	759	759	736	*	*	27%	*	*	62%	30%
Male	110	750	750	734	*	*	19%	*	*	59%	29%
Economically Disadvantaged Students	*	*	*	722	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	*	*	*	741	*	*	*	*	*	*	38%
Students with Disabilities	24	724	724	713	*	*	*	*	*	13%	*
Students without Disabilities	184	758	758	738	*	*	*	*	*	67%	*
English Learners	*	*	*	711	*	*	*	*	*	*	*
Non-English Learners	*	*	*	736	*	*	*	*	*	*	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	*
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%



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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	224	728	728	727	21%	24%	29%	*	*	26%	30%
White	213	728	728	733	22%	23%	28%	*	*	27%	35%
Hispanic	*	*	*	710	*	*	*	*	*	*	14%
Black or African American	N	N	N	705	N	N	N	N	N	N	11%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	766	*	*	*	*	*	*	66%
American Indian or Alaska Native	N	N	N	729	N	N	N	N	N	N	28%
Two or More Races	*	*	*	736	*	*	*	*	*	*	37%
Female	116	731	731	728	16%	26%	32%	*	*	26%	30%
Male	108	725	725	727	26%	22%	25%	*	*	27%	30%
Economically Disadvantaged Students	N	N	N	709	N	N	N	N	N	N	13%
Non-Economically Disadvantaged Students	224	728	728	736	21%	24%	29%	*	*	26%	37%
Students with Disabilities	28	693	693	693	*	*	*	*	*	*	*
Students without Disabilities	196	733	733	732	*	*	*	*	*	*	*
English Learners	N	N	N	691	N	N	N	N	N	N	*
Non-English Learners	224	728	728	729	21%	24%	29%	*	*	26%	*
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%

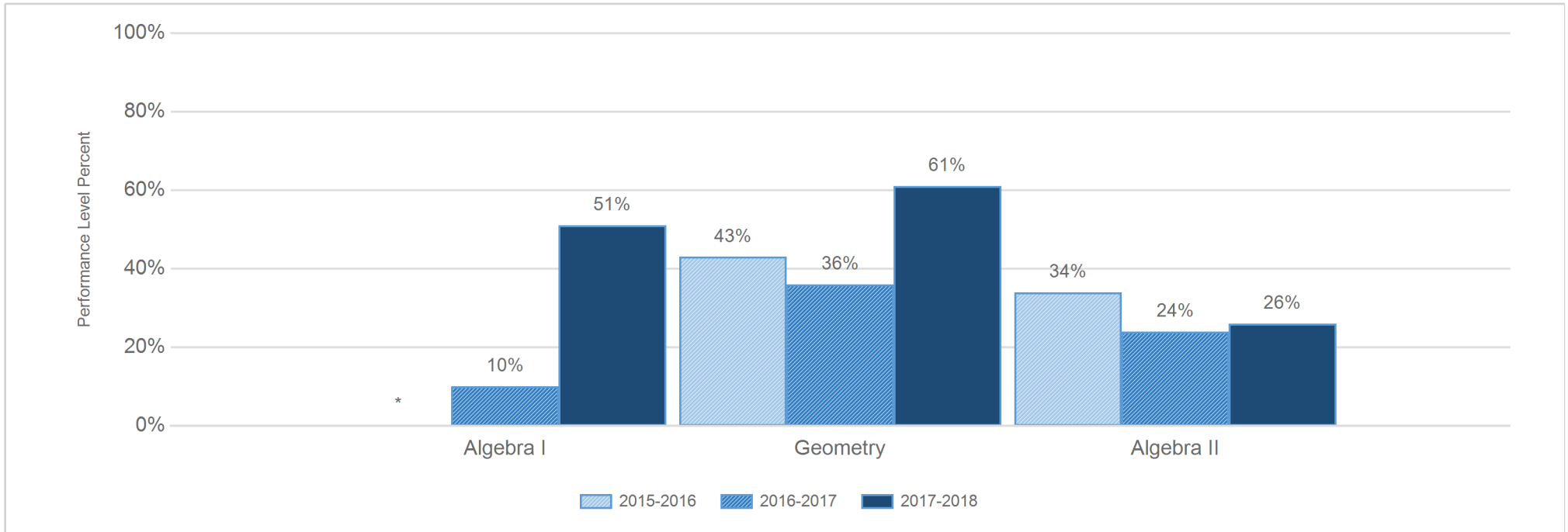


RUMSON-FAIR HAVEN REGIONAL HIGH SCHOOL
 (25-4580-050)
 Grades Offered: 09-12
 2017-2018

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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	*	*	*
3-4	N	N	N
5 or more	N	N	N



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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in 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	97.1%	85.0%
12th graders taking SAT in 2017-18 or prior years	90.9%	72.2%
12th graders taking ACT in 2017-18 or prior years	44.4%	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	532	478	Grade 10: 430 Grade 11: 460	87%	62%
PSAT 10/NMSQT - Math	525	478	Grade 10: 480 Grade 11: 510	66%	42%
SAT - Reading and Writing	600	542	480	93%	72%
SAT - Math	603	543	530	83%	54%
ACT - Reading	26	24	22	79%	62%
ACT - English	26	24	18	90%	78%
ACT - Math	25	24	22	75%	62%
ACT - Science	24	23	23	66%	53%



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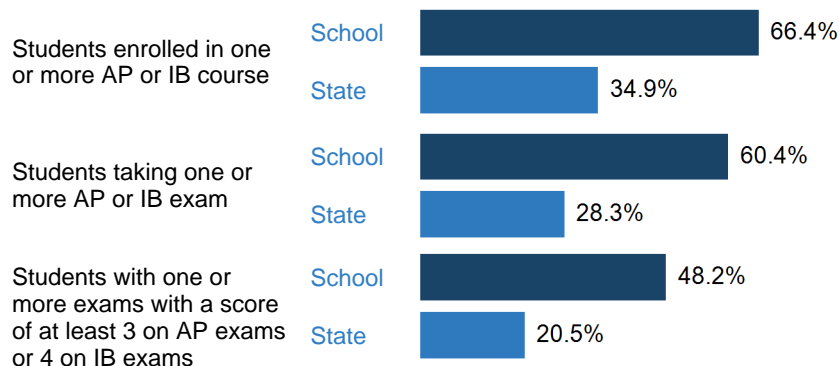
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate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

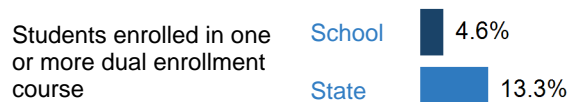
AP/IB Coursework – Participation and Performance

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 Art—History of Art	7	7
AP Biology	19	18
AP Calculus AB	53	50
AP Calculus BC	19	18
AP Chemistry	16	13
AP Chinese Language and Culture	9	5
AP Computer Science A	21	16
AP English Language and Composition	70	65
AP English Literature and Composition	64	61
AP Environmental Science	25	18
AP French Language and Culture	12	7
AP Human Geography	48	38
AP Macroeconomics	74	61
AP Microeconomics	49	46
AP Music Theory	4	4
AP Physics 1	52	45



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AP/IB Course	Students Enrolled	Students Tested
AP Physics 2	26	12
AP Psychology	72	63
AP Spanish Language	28	27
AP Statistics	42	30
AP Studio Art—Drawing Portfolio	8	4
AP Studio Art—Three-Dimensional	0	2
AP Studio Art—Two-Dimensional	0	2
AP U.S. History	18	19
AP World History	19	15
Total Exams taken		646
Exams with scores of at least 3 on AP exams or 4 on IB exams		478



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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
Architecture & Construction	*		
Arts, AV Technology & Communications	*		
Hospitality & Tourism	*		
Transportation, Distribution & Logistics	*		
Total (All Clusters)	10	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	76	160	7	0	0	0	11
10	0	87	158	0	0	0	9
11	0	0	61	0	5	4	161
12	0	0	2	0	169	59	60
Total	76	247	228	0	174	63	241
Enrolled in AP/IB Course					72	42	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	244	1	1	0	0	6
10	4	234	0	0	0	3
11	5	10	3	2	213	12
12	12	9	2	68	51	52
Total	265	254	6	70	264	73
Enrolled in AP/IB Course	19	16		25	78	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0



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Social Studies and History - Course Participation

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

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	247	0	16	16	0	5
10	3	236	52	47	0	6
11	3	223	61	43	0	21
12	16	27	84	57	0	94
Total	269	486	213	163	0	126
Enrolled in AP/IB Course	19	18	123	72		48
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	172	50	0	0	0	31	0
10	178	36	0	0	0	30	0
11	142	52	0	0	0	25	0
12	123	42	0	0	0	20	0
Total	615	180	0	0	0	106	0
Enrolled in AP/IB Course	28	12	0	0	0	9	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	347	111	0	0	0	60	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	*
German	*
Spanish	*
Total	*



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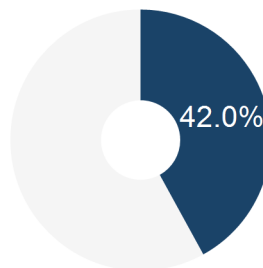
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Visual and Performing Arts – Course Participation

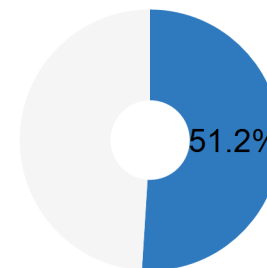
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 9-12:

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

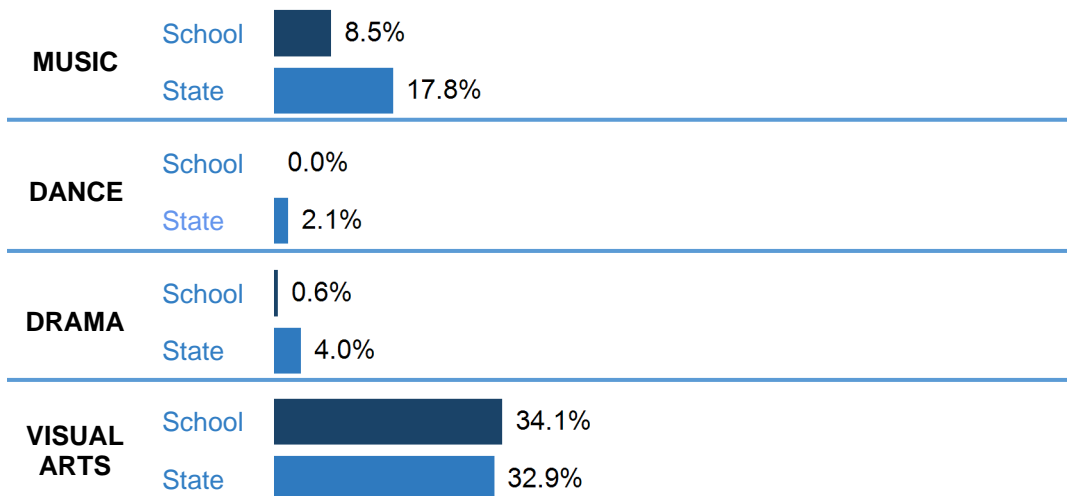


School



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	98.4%	90.9%	97.7%	92.4%	96.6%	N	Met Goal	99.6%	N	Met Goal
White	98.3%	95.0%	97.6%	95.7%	96.4%	N	Met Goal	99.6%	N	Met Goal
Hispanic	*	84.8%	*	87.3%	*	**	**	*	**	**
Black or African American	*	84.2%	*	86.8%	*	**	**	*	**	**
Asian, Native Hawaiian or Pacific Islander	*	97.0%	N	97.7%	N	N	N	*	**	**
American Indian or Alaska Native	N	86.5%	N	94.1%	N	N	N	N	N	N
Two or More Races	*	92.0%	*	93.9%	*	**	**	N	N	N
Economically Disadvantaged Students	*	84.6%	*	87.0%	*	**	**	*	**	**
Students with Disabilities	90.3%	80.1%	84.4%	83.5%	81.8%	92.3%	Not Met	96.8%	N	Met Goal
English Learners	N	75.8%	N	81.8%	N	N	N	N	N	N
Homeless Students	N	72.6%	N	79.1%	N			N		
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	60.3%	62.7%
Substitute Competency Test	34.9%	32.5%
Portfolio Appeals Process	0.0%	0.0%
Alternate Requirements specified in IEP	4.4%	4.4%
Unknown	0.4%	0.4%

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	98.4%	-
2017	96.6%	97.7%
2016	99.6%	99.6%

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	N	1.2%
2016-2017	N	1.1%
2015-2016	N	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.

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
Statewide	72.8%	27.6%	72.4%
Schoolwide	89%	6.4%	93.6%
White	88.6%	6.4%	93.6%
Hispanic	*	*	*
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	*	*	*
Students with Disabilities	92.9%	7.7%	92.3%
English Learners	*	*	*

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	94.4%	10.6%	89.4%	47.2%	52.8%	14%	86%
White	95.3%	10.7%	89.3%	47.6%	52.4%	13.3%	86.7%
Hispanic	*	*	*	*	*	*	*
Black or African American	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N	N	N	N
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	*	*	*	*	*	*	*
Students with Disabilities	84.6%	36.4%	63.6%	54.5%	45.5%	45.5%	54.5%
English Learners	N	N	N	N	N	N	N



RUMSON-FAIR HAVEN REGIONAL HIGH SCHOOL

(25-4580-050)

Grades Offered: 09-12

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.

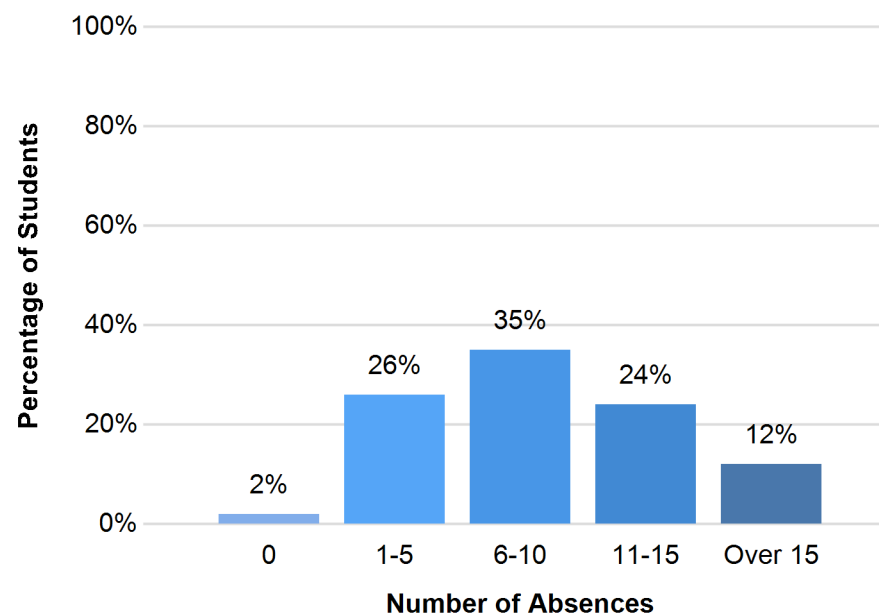
Chronic Absenteeism

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	62	6.2	14.9	Met
White	60	6.5	14.9	Met
Hispanic	1	3.3	14.9	Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	0	0	14.9	Met
Economically Disadvantaged Students	*	*	**	**
Students with Disabilities	15	9.8	14.9	Met
English Learners	*	*	**	**

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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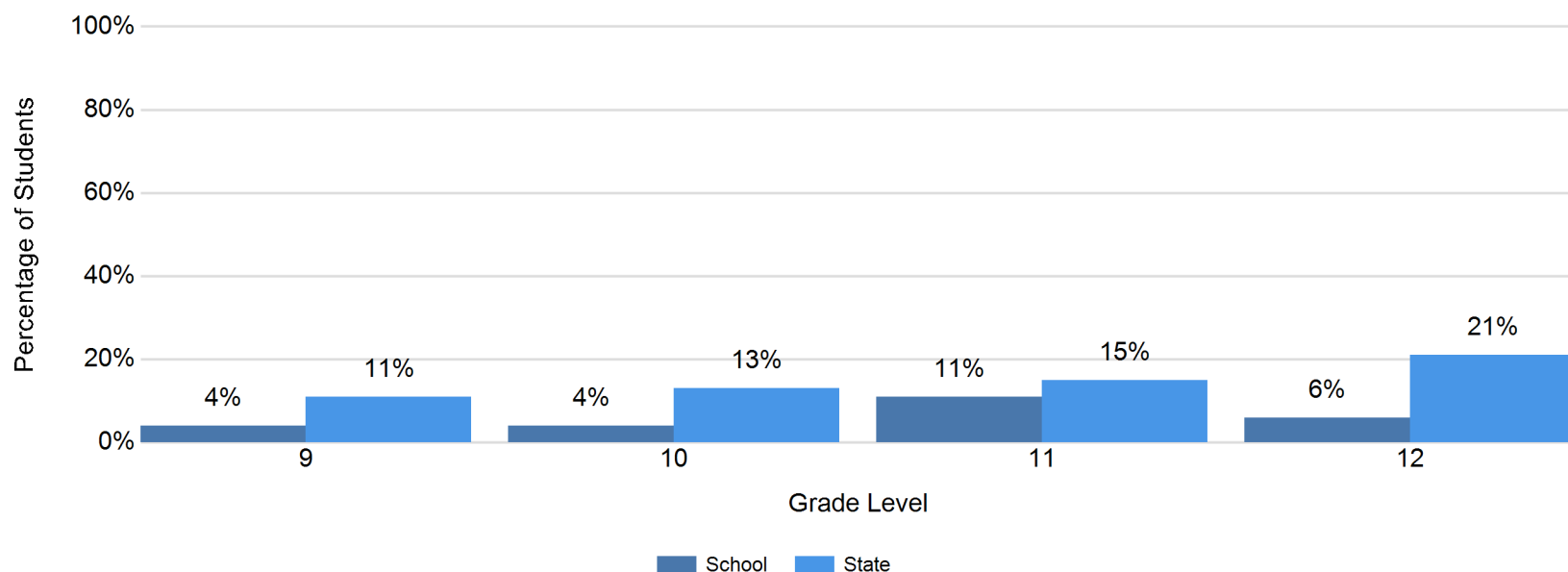
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Chronic Absenteeism by Grade

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	2
Weapons	0
Vandalism	2
Substances	10
Harassment, Intimidation, Bullying (HIB)	7
Total Unique Incidents	21
Incidents Per 100 Students Enrolled	2.16

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	1
Weapons	0
Vandalism	2
Substances	5
Harassment, Intimidation, Bullying (HIB)	5
Other Incidents Leading to Removal	1



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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	1	1
Gender	0	2	2
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	4	4
No Identified Nature	16		16

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	28	2.9%
Out-of-School Suspensions	25	2.6%
Any Suspension	46	4.7%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions

215



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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	7:45 AM
Typical End Time	2:50 PM
Length of School Day	7 Hrs 5 Mins
Full Time - Instructional Time	5 Hrs 36 Mins
Shared Time - Instructional Time	2 Hrs. 48 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	1:1

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)	\$233	\$15,866	\$16,099



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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	87	117,464
Average years experience in public schools	12.2	12.0
Average years experience in district	10.4	10.7
Teachers in district for 4 or more years	83.9%	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	11	9,374
Average years experience in public schools	20.2	16.0
Average years experience in district	11.5	12.0
Administrators in district for 4 or more years	81.8%	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	89:1	89:1
Teachers to Administrators	8:1	8:1
Students to Librarians/Media Specialists		976:1
Students to Nurses		976:1
Students to Counselors		163:1
Students to Child Study Team		244:1



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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.

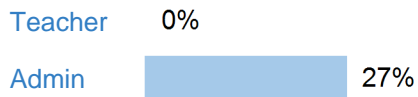
Bachelor's Degree



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	94.1%	90.2%
2016-17 Administrators: Same district 2017-18	90.9%	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	97.7%



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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	62.1%	36.4%
Male	37.9%	63.6%
White	95.4%	100.0%
Hispanic	1.1%	0.0%
Black or African American	1.1%	0.0%
Asian	2.3%	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	76.79	17.5%
Mathematics Proficiency	79.37	17.5%
Graduation Rate - 4-Year	62.75	25.0%
Graduation Rate - 5-Year	95.69	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	87.07	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	80.00	n/a
Summative Rating: Percentile Rank of Summative Score	86.82	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5 th 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 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	76.64	8.94	No	Met Target	Met Target	Met Goal	Met Goal	n/a	Met	No
Hispanic	**	**	No	**	**	**	**	n/a	Met	No
Black or African American	**	**	No	**	**	**	**	n/a	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	N	**	n/a	**	No
American Indian or Alaska Native	**	**	No	**	**	N	N	n/a	**	No
Two or More Races	**	**	No	**	**	**	N	n/a	Met	No
Economically Disadvantaged Students	**	**	No	**	**	**	**	n/a	**	No
Students with Disabilities	77.66	8.94	No	Met Target	Met Target†	Not Met	Met Goal	n/a	Met	No
English Learners	**	**	No	**	**	N	N	**	**	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"> • USDOE Blue Ribbon School (2011) • Washington Post's "America's Most Challenging High Schools"; #648 of more than 2500 top high schools in the US (2017)
 <p>Mission, Vision, Theme:</p>	<p>Our mission is to empower all of our students with the tools to find their passions and thrive as knowledgeable, confident, resilient, creative, and compassionate citizens of a global community. Our mission is to empower all of our students with the tools to find their passions and thrive as knowledgeable, confident, resilient, creative, and compassionate citizens of a global community.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>Thespians & production staff nominated: 5 Bucks Cty Playhouse, 4 Main Stage Awards & 1 Count Basie Award, . In the visual arts, 2 advanced to the NJ State State Teen Arts Festival, 1 piece selected for the touring exhibit, 4 selected "Best of Monmouth Cty Teen Arts." In music, in 5 festivals, ensemble reatings of excellent to outstanding, and 2 best soloists. 26 graduates (12 sports) committed to play NCAA athletics.</p>



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Courses, Curriculum, Instruction:

RFH is a comprehensive high school providing academic rigor appropriate to every level. RFH offers an extensive honors program, 24 AP courses and dual enrollment in Expository Writing through Rutgers University and Brookdale Community College. Faculty monitor individual progress. Locally-developed departmental tests are designed to gauge individual learning and encourage team-based teacher collaboration. Performance data are analyzed to inform daily instruction.



Sports and Athletics:

The RFH Athletic program had 9 Division Championships during the 2017-18 school year, which included; Field Hockey, Football (public), Volleyball, Boys Basketball, Girls Basketball (public), Boys Swimming, Boys Lacrosse, Girls Lacrosse and Boys Golf (public). RFH won 2 Shore Conference Championships in Field Hockey and Girls Lacrosse. Additionally, RFH won 6 State Sectional Championships in, Field Hockey, Girls Winter Track, Boys Basketball, Boys Golf, Football, Boys Lacrosse and Girls Lacrosse.



Clubs and Activities:

RFH offers extra-curricular activities in 6 distinct categories. 10 clubs are dedicated to social awareness; 10 clubs are considered competitive; 9 are service-oriented; 6 are performing arts clubs; and 4 are considered recreational. There are 10 clubs considered to be academic which include the following honor societies: National, Science, Mathematics, Music, Art, Chinese, French, and Spanish.



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Staff and Professional Learning:

Another critical element of this team collaboration is peer observations. Teachers are provided with the opportunity to observe (and be observed by) every member of their teaching team. The observations are preceded by a focus discussion and followed by a debriefing session. These sessions enable faculty to hone pedagogy, heighten content knowledge, and study best practices. Both quantitative data and observational peer data are analyzed using Harvard University's DataWise methodologies.



Postsecondary Information:

95% applied to college; 91% enrolled in 4-yr colleges; 3.9% in 2-yr colleges; 0.3% entered the military; 4.7% gap year; <1% entered workforce. Students attending college in 31 states, Canada (1), England (1), Switzerland (1), and Scotland (2). 6 accepted to Ivy League. 46 attended state universities and 48 attended US News Best Nat'l Universities. SAT & ACT prep courses are offered on site, including summer. PSATs administered to 10th and 11th graders. Financial aid programs, presented by college financial aid directors, are given in both fall and spring.



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Student Supports and Services:

RFH provides students with disabilities the full continuum of placement options in accordance with N.J.A.C 6A:14 including special education, supplemental aides, and related services. During 9th period, instruction is supplemented by teachers. This supplemental period is open to all students, but is specifically targeted for those who are struggling academically. RFH maintains an I&RS team consisting of staff members who meet with students and their families following referral.



Student Health and Wellness:

PE/Health program ensures wellness instruction daily. Health curriculum topics: nutrition, exercise, sex education, chemical health, responsible behavior, driver safety and first aid. PE stationed activities chosen daily. Yoga, meditation, and mindfulness techniques are taught and used for stress decompression and mental relaxation. With respect to diet, the cafe offers organic, non-GMO and locally grown choices for breakfast/lunch. Gluten-free, vegetarian, and vegan options are available daily.



Parent and Community Involvement:

Community and parent involvement is encouraged through Community Administrator Dialogue (CAD) meetings. Community "book reads" unite community members with educators in delving into books with topics surrounding learning, healthy mindset, and adolescence. The RFH-PTO, Educational Foundation, Performing Arts Society, and Booster Club actively support RFH students, faculty, and district initiatives. In addition, many athletic teams are sponsored sport-specific parent booster groups.



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Facilities:

The original building was completed in 1935 with additions in 1957, 1963 and 1971. The campus is constantly updated in accordance with the Long Range Facility Plan. Keeping educational areas current is emphasized in every aspect of facilities planning. Projects related to health and safety and an aggressive preventative maintenance program are always a priority. Air conditioning is provided throughout the district, provided by a geothermal system. RFH earned the Energy Star Designation.



School Safety:

School safety is our first priority. School safety is linked to improved student and school outcomes. Emotional and physical safety in school is related to academic performance. We constantly audit our personnel and protocols, sometimes by outside experts and consultants. We also educate students and staff on digital citizenship and awareness, as well as, an array of social emotional concerns. We are confident that our school is a safe place and will continue to monitor, audit, and revise procedures and protocols accordingly.



RUMSON-FAIR HAVEN REGIONAL HIGH SCHOOL

(25-4580-050)

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.



Other Information:

RFH maintains a unique schedule. This schedule provides 7 academic periods, lunch, and a study period with the support of a Learning Resource Center (LRC). LRC provides students with the opportunity to seek extra academic support in every content area. At least half of the teachers from every department are available throughout the building to meet with students to review content area, re-teach as needed, assist with homework, and provide extra time for assessments if needed. Teachers use this period as a primary means of differentiating instruction. This individualized approach is an effective complement to traditional in-class differentiation. While most students voluntarily elect to attend LRC, some students are assigned to LRC by subject area teachers for intervention and personalized support. This LRC model provides all students the resources and support needed to achieve success during the regular school day. Additionally, teachers provide extra help for one hour each week before or after school. RFH recognizes the importance of tending to student wellness. Students are provided with extensive support as needed. This includes specified topic group counseling, individual school-based counseling and coordinated-counseling between school and private clinicians. RFH maintains a "Wellness Room" as a drop-in center for students to employ stress management techniques and to speak with counselors regarding emerging issues. RFH benefits from the recent addition of "Violet," a golden-doodle therapy dog. RFH provides campus-wide WIFI connectivity and upholds a "Bring Your Own Device" policy. Chromebooks are located strategically throughout the school for student use. The library is equipped with Chromebooks and PCs for students to use throughout the day and before/after school; the library also maintains considerable subscriptions to online databases. Arts students benefit from dedicated Macs. Teachers use Google Classroom to communicate assignments to students.