



State of New Jersey
2015-2016

Grade Span 09-12

25-3270-050
MONMOUTH
MONMOUTH REGIONAL
Monmouth Regional High School
ONE NORMAN J FIELD WAY
TINTON FALLS, NJ 07724-3299

2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other schools that are educating similar students, against district and state-wide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure.

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



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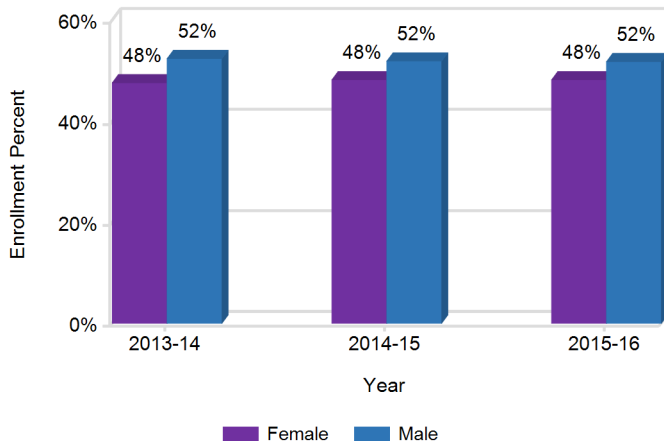
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade 09	244	245	264
Grade 10	249	240	232
Grade 11	227	248	218
Grade 12	236	210	238
UG	3	8	4
Total	958	951	956

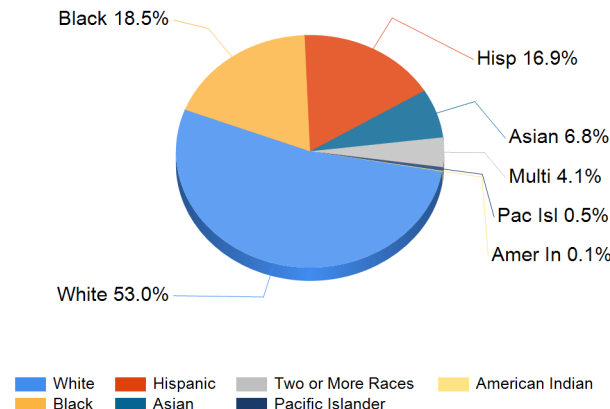
Enrollment by Gender

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



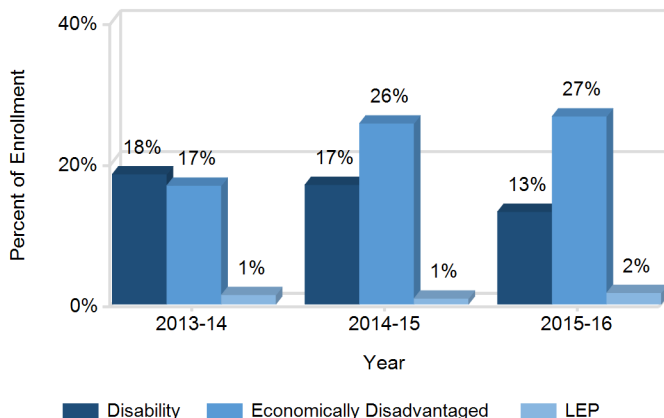
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	87.4%
Spanish	6.2%
Vietnamese	1.3%
Chinese	0.8%
Tagalog	0.7%
Other	3.4%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.



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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	53%	S	84
Mathematics Met or Exceeded Expectations	17%	S	64

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goal is established as 95% by the United States Department of education. ✓ = Met participation rate (participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	232	53%	84	99%	✓	224	17%	64	98%	✓
White	130	63%	82	99%	✓	127	17%	62	99%	✓
African American	43	26%	78	98%	✓	40	5%	64	93%	✗
Hispanic	36	39%	72	98%	✓	36	14%	59	96%	✓
American Indian	N	N	N	N		N	N	N	N	
Asian	S	S	S	S		S	S	S	S	
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	46	9%	78	96%	✓	36	N	42	95%	✓
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	50	32%	82	98%	✓	46	7%	73	97%	✓



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PARCC ELA Performance Distribution - Grade 09

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	274	752	752	746	13%	13%	15%	42%	18%	60%	49%
White	139	760	760	754	9%	10%	13%	45%	23%	68%	58%
African American	49	734	734	729	22%	20%	18%	31%	8%	39%	30%
Hispanic	49	735	735	730	22%	16%	22%	31%	8%	39%	34%
Asian	22	778	778	774	5%	5%	N	55%	36%	91%	78%
American Indian	N	N	N	734	N	N	N	N	N	N	40%
Two or More Races	15	759	759	748	N	13%	20%	60%	7%	67%	53%
Students with Disability	61	711	711	713	39%	33%	16%	12%	N	12%	12%
English Language Learners	S	S	S	693	S	S	S	S	S	S	4%
Economically Disadvantaged Students	84	737	737	729	17%	25%	18%	35%	6%	41%	31%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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PARCC ELA Performance Distribution - Grade 10

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	235	751	751	740	11%	10%	25%	42%	12%	54%	44%
White	130	757	757	747	8%	5%	23%	55%	10%	65%	50%
African American	45	727	727	722	20%	18%	38%	22%	2%	24%	28%
Hispanic	35	749	749	726	6%	26%	29%	26%	14%	40%	33%
Asian	S	S	S	767	S	S	S	S	S	S	69%
American Indian	N	N	N	729	N	N	N	N	N	N	35%
Two or More Races	S	S	S	741	S	S	S	S	S	S	45%
Students with Disability	S	S	S	702	S	S	S	S	S	S	11%
English Language Learners	S	S	S	685	S	S	S	S	S	S	4%
Economically Disadvantaged Students	56	728	728	723	21%	20%	29%	27%	4%	30%	30%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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**PARCC ELA Performance Distribution - Grade 11

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	206	760	760	736	3%	9%	20%	54%	14%	68%	40%
White	101	764	764	739	2%	7%	20%	55%	17%	71%	42%
African American	47	754	754	728	6%	11%	19%	47%	17%	64%	30%
Hispanic	36	750	750	732	3%	14%	31%	50%	3%	53%	37%
Asian	S	S	S	753	S	S	S	S	S	S	58%
American Indian	N	N	N	735	N	N	N	N	N	N	34%
Two or More Races	S	S	S	736	S	S	S	S	S	S	39%
Students with Disability	47	735	735	710	13%	17%	36%	32%	2%	34%	13%
English Language Learners	S	S	S	702	S	S	S	S	S	S	8%
Economically Disadvantaged Students	54	752	752	730	6%	11%	20%	54%	9%	63%	33%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations

**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.



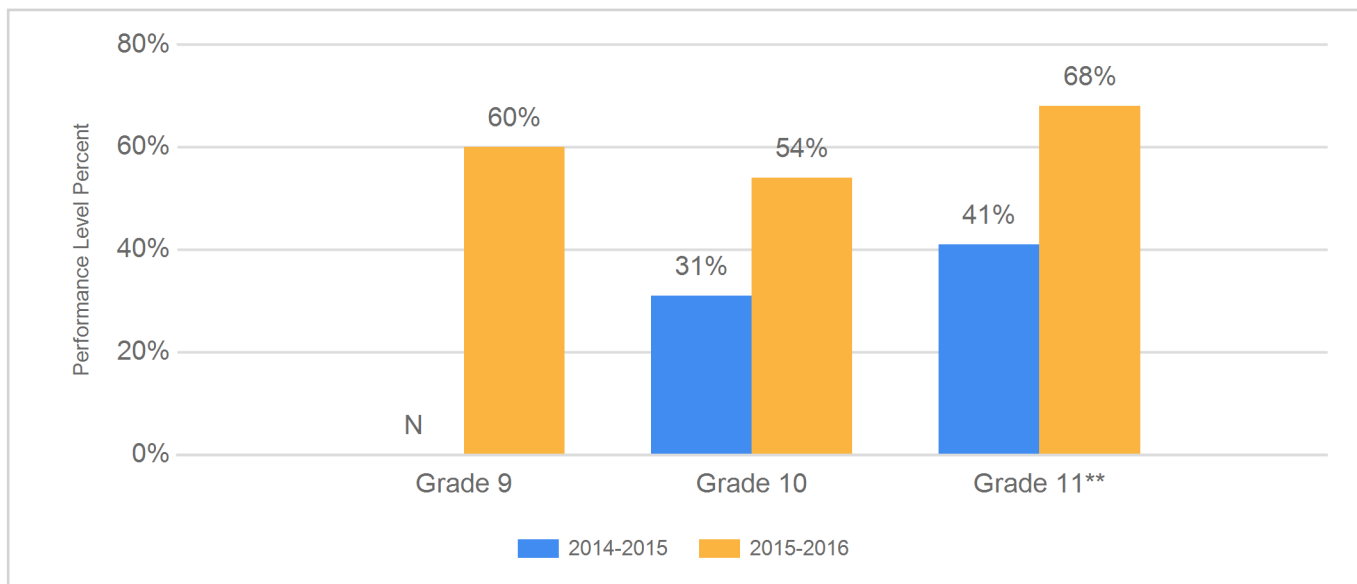
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PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



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PARCC Performance Distribution - Algebra I

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	251	743	743	727	8%	18%	28%	45%	1%	47%	41%
White	128	750	750	734	6%	11%	27%	53%	2%	56%	51%
African American	45	732	732	717	11%	31%	27%	31%	N	31%	20%
Hispanic	44	726	726	720	16%	25%	34%	25%	N	25%	25%
Asian	21	761	761	746	N	19%	10%	71%	N	71%	76%
American Indian	N	N	N	726	N	N	N	N	N	N	38%
Two or More Races	13	742	742	727	N	8%	46%	46%	N	46%	47%
Students with Disability	S	S	S	708	S	S	S	S	S	S	10%
English Language Learners	S	S	S	707	S	S	S	S	S	S	9%
Economically Disadvantaged Students	76	735	735	719	8%	26%	33%	33%	N	33%	23%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



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PARCC Performance Distribution - Geometry

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	213	726	726	730	9%	37%	40%	14%	N	14%	27%
White	114	730	730	736	4%	32%	48%	16%	N	16%	34%
African American	S	S	S	717	S	S	S	S	S	S	9%
Hispanic	32	721	721	720	16%	38%	34%	13%	N	13%	13%
Asian	14	747	747	750	N	14%	43%	43%	N	43%	61%
American Indian	N	N	N	722	N	N	N	N	N	N	15%
Two or More Races	S	S	S	730	S	S	S	S	S	S	29%
Students with Disability	S	S	S	709	S	S	S	S	S	S	5%
English Language Learners	S	S	S	710	S	S	S	S	S	S	6%
Economically Disadvantaged Students	S	S	S	719	S	S	S	S	S	S	12%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



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PARCC Performance Distribution - Algebra II

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	213	723	723	722	23%	33%	23%	22%	N	22%	27%
White	116	728	728	728	21%	27%	27%	26%	N	26%	31%
African American	S	S	S	700	S	S	S	S	S	S	8%
Hispanic	35	714	714	707	26%	46%	17%	11%	N	11%	12%
Asian	20	740	740	754	10%	20%	30%	40%	N	40%	60%
American Indian	N	N	N	714	N	N	N	N	N	N	16%
Two or More Races	S	S	S	727	S	S	S	S	S	S	34%
Students with Disability	S	S	S	690	S	S	S	S	S	S	5%
English Language Learners	S	S	S	692	S	S	S	S	S	S	7%
Economically Disadvantaged Students	46	711	711	705	33%	44%	9%	15%	N	15%	11%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



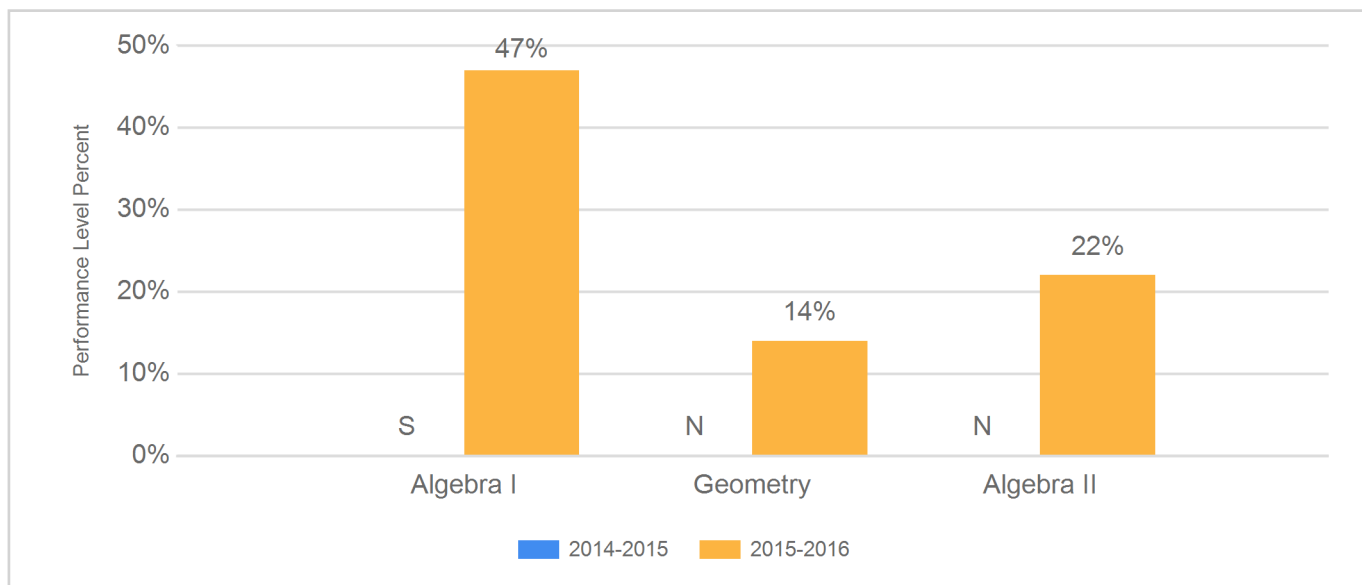
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PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



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The Academic Achievement section also measures the content knowledge that students have in biology as demonstrated in End-of-Course Biology assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

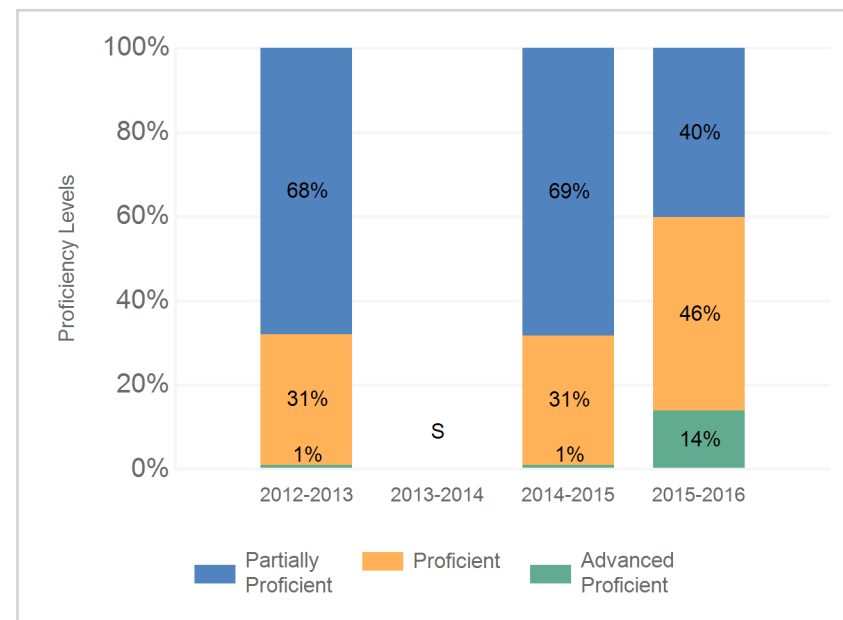
Proficiency Outcomes - Biology

This table presents the percentage of students in each proficiency category for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	16%	41%	43%
Schoolwide	14%	46%	40%
White	18%	52%	29%
African American	N	30%	70%
Hispanic	6%	37%	57%
American Indian	N	N	N
Asian	33%	50%	17%
Two or More Races	18%	73%	9%
Students with Disability	5%	16%	79%
English Language Learners	S	S	S
Economically Disadvantaged Students	9%	30%	61%

Proficiency Trends - Biology

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





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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are taking college entrance exams and challenging themselves with rigorous course work.

PSAT/SAT/ACT Participation

This table presents the schoolwide and statewide participation rates from the last academic year as indicated in PSAT and SAT and from the last cohort as indicated in ACT.

College and Career Readiness Indicators	Schoolwide Participation	Statewide Participation
Percent of Students Participating in PSAT	65.3%	95.5%
Percent of Students Participating in SAT	66.9%	58.0%
Percent of Students Participating in ACT	48.3%	27.6%

PSAT/SAT/ACT Benchmarks

This table presents the percentage of students scoring at or above College Readiness Benchmarks.

2015-16	Benchmark	Schoolwide	Statewide
PSAT	N	N	N
SAT	-	-	-
Reading and Writing	480	70%	71%
Math	530	47%	53%
ACT	-	-	-
Reading	22	51%	58%
English	18	74%	74%
Math	22	51%	61%
Science	23	33%	49%

PSAT/SAT/ACT Performance

This table presents the school and state mean scores.

2015-16	School Mean	State Mean
PSAT	937	950
SAT	-	-
Reading and Writing	526	537
Math	523	538
ACT	-	-
Reading	22	23
English	21	22
Math	22	23
Science	21	22

PSAT/SAT/ACT Performance by Percentile

This table presents the student scores broken down by percentile based upon the school's distribution of scores.

2015-16	75 Percentile	50 Percentile	25 Percentile
PSAT	1040	930	840
SAT	-	-	-
Reading and Writing	590	520	460
Math	580	520	470
ACT	-	-	-
Reading	26	22	18
English	24	22	17
Math	25	22	18
Science	23	20	17

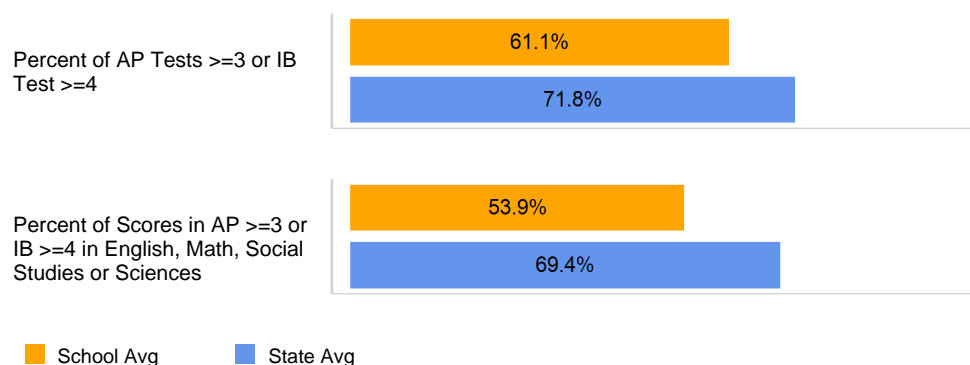


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AP/ IB Test Performance

This graph compares the percentage of all AP/IB tests with scores of AP ≥ 3 or IB ≥ 4 for students enrolled in the school and across the state.



AP/ IB Courses Offered

This table presents the count of students enrolled in each AP/IB course and the count of tests taken in each AP/IB course. The last row provides the count of scores that met or exceeded the benchmark. For AP/ IB Courses Offered, please note a student does not have to take a course to take the test OR take the test when enrolled in the course.

AP/IB Course	Students Enrolled	Students Tested
AP Biology	28	17
AP Calculus AB	12	7
AP Calculus BC	9	3
AP Chemistry	30	19
AP Computer Science A	0	1
AP English Language and Composition	0	27
AP English Literature and Composition	58	18
AP Environmental Science	16	2
AP European History	9	3
AP French Language	2	0
AP Macroeconomics	0	12
AP Microeconomics	18	0
AP Music Theory	0	1
AP Physics B	16	0
AP Physics C	6	0
AP Physics C: Mechanics	0	5
AP Psychology	30	24
AP Spanish Language	7	1
AP U.S. Government and Politics	9	8
AP U.S. History	30	17
AP World History	24	19
Student AP Tests ≥ 3 and IB Tests ≥ 4		77

Advanced Course Work Participation

The table below presents the percentage of 'unique' students enrolled in the 11th or 12th grade who took at least one AP or IB test, and the percent participating in dual enrollment.

2015-2016 Percent of Student Taking	School Participation	State Participation
One or More Course	41.2%	39.1%
One of More Test	27.6%	32.3%
At least One AP or IB Test in English, Math, Social Studies, or Science	25.2%	26.6%
Participating in Dual Enrollment	0.0%	15.4%



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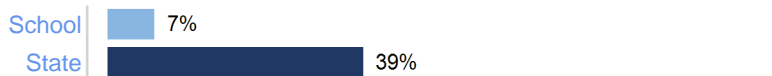
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Visual and Performing Arts

This graph on the left displays the percentages of students who were enrolled in at least one of the four arts disciplines within the school and across the state. The graphs on the right show the percentage of students who were enrolled in any Visual and Performing Arts classes within the school and across the state.

MUSIC



DRAMA



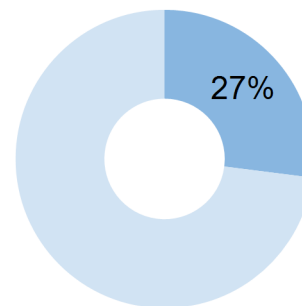
DANCE



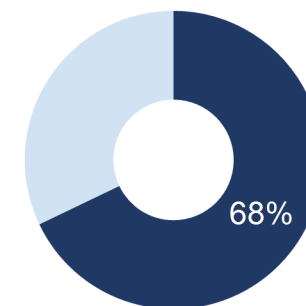
VISUAL ARTS



Any Visual and Performing Arts



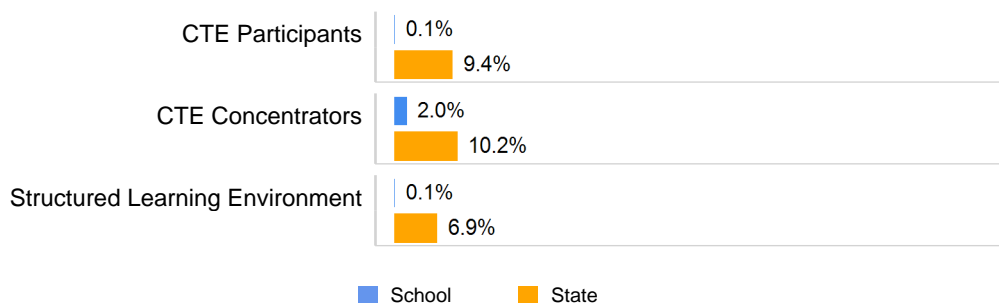
School



State

Career and Technical Education Participation

The graph below displays the percentage of students within the school and across the State who were in approved Career and Technical Education (CTE). CTE participants are students who have completed only one course and CTE concentrators are students who have completed at least two courses. The graph also shows the percentage of students who completed a course in Structured Learning Experiences.



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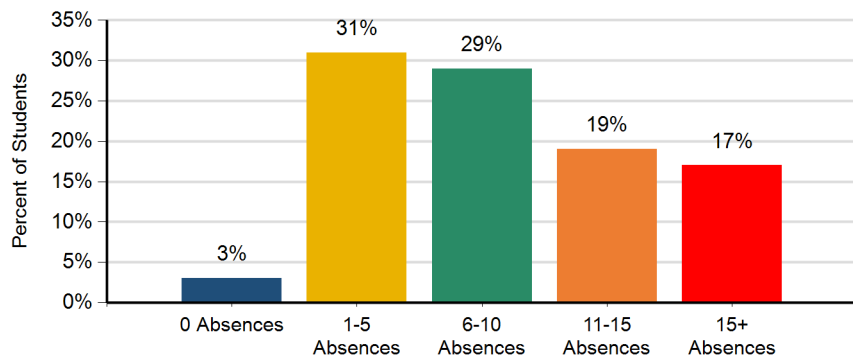
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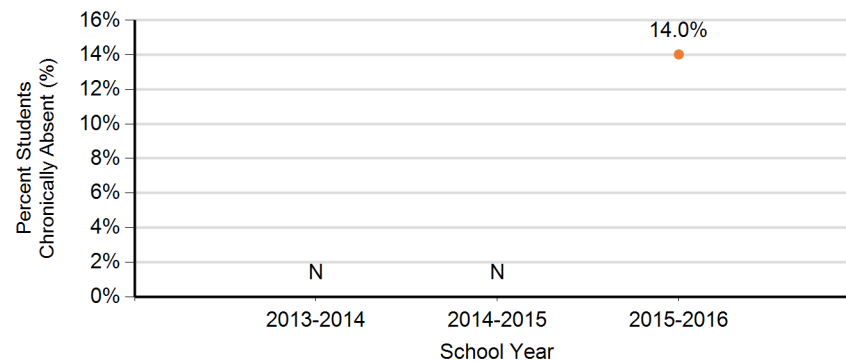
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years at the school.



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Graduation Rate by Subgroup

This table presents the "4-year Adjusted Graduation Rate" and statewide percentiles (a comparison between the school's rate and schools across the state) for the school and by ethnic/racial subgroup and special population. The table also provides the state target. The state target is established as 81% for the 2015-2016 school year by the New Jersey Department of Education.

	School Rate	Statewide Percentile	State Target
Schoolwide	95.5%	69	81%
White	94.6%	46	
African American	95.3%	67	
Hispanic	98%	81	
American Indian	S	S	
Asian	S	S	
Native Hawaiian	N	N	
Two or More Races	S	S	
Students with Disability	84.8%	57	
English Language Learners	S	S	
Economically Disadvantaged Students	S	S	

Dropout Rate by Subgroup

This table presents the Dropout Rates and state means for the school and by ethnic/racial subgroup and special population.

	School Rate	State Rate
Schoolwide	0.2%	1.2%
White	0.2%	0.6%
African American	0.6%	2.6%
Hispanic	N	2.2%
American Indian	N	3.4%
Asian	N	0.2%
Native Hawaiian	N	0.3%
Two or More Races	N	1.0%
Students with Disability	N	1.7%
English Language Learners	N	0.1%
Economically Disadvantaged Students	0.4%	1.7%



State of New Jersey
2015-2016

Grade Span 09-12

25-3270-050

MONMOUTH

MONMOUTH REGIONAL

Monmouth Regional High School

ONE NORMAN J FIELD WAY

TINTON FALLS, NJ 07724-3299

Extended Year Graduation Rate

The table below presents the 4-year and 5-year graduation rates for the prior school year's cohort.

Class of	4-Year Rate	5-Year Rate
2013	91%	94%
2014	94%	94%
2015	94%	96%
2016	96%	

Postsecondary Enrollment Rates

This table presents the enrollment rates of this school's high school graduates into a 2 year or 4 year institution 16-months after high school graduation for the school and state and by ethnic/racial subgroup and special population.

	Percent Enrolled	Percent in 2 Years	Percent in 4 Years
Statewide	76.8%	33.9%	66.1%
Schoolwide	83.3%	44.4%	55.6%
White	86.0%	38.5%	61.5%
African American	S	S	S
Hispanic	78.8%	53.8%	46.2%
American Indian	0.0%	0.0%	0.0%
Asian	S	S	S
Native Hawaiian	S	S	S
Two or More Races	S	S	S
Students with Disability	66.7%	59.1%	40.9%
English Language Learners	S	S	S
Economically Disadvantaged Students	78.3%	69.4%	30.6%



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Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2015-16	6 Hrs. 28 Mins.

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 34 Mins.
Shared Time	3 Hrs. 6 Mins.

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2015-16	School
Faculty	10:1
Administrator	98:1

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2015-16	9.4%

Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	96%