



Robbinsville High School
2016-2017


Grade Span 09-12

21-5510-030
MERCER
ROBBINSVILLE TWP
155 ROBBINSVILLE EDINBURG RD
ROBBINSVILLE, NJ 08691

The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school's test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

Navigating through the reports:

- Download this report to a PDF by clicking the  icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

Other Resources:

- Review the [Parent Summary Report](#) or the [district-level report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- [Download the data](#) used in these reports.

- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.state.nj.us



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Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
9	234	265	238
10	221	240	263
11	223	214	237
12	220	213	222
Ungraded	9	13	6
Total	906	945	966

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	2014-15	2015-16	2016-17
Female	52%	51%	50%
Male	48%	49%	50%
Economically Disadvantaged Students	4%	4%	3%
Students with Disabilities	12%	11%	11%
English Learners	0%	1%	1%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			1%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students
White	71.6%
Asian	20.8%
Hispanic	3.7%
Black or African American	3.3%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	0.6%

Enrollment Trends by Full and Shared Time

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	2014-15	2015-16	2016-17
Full Time Students	0	945	958
Shared Time Students	0	0	14
Full Time Equivalent	0	945	965

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. All other students are included in Other Languages.

Home Language	% of Students
English	95.4%
Other	4.5%



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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 for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course 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 accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act (ESSA)* accountability. Student groups with the annual target section 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	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	457	96.0	68.70	69.30	54.90	68.7	61.6	Met Target
White	327	95.2	67.00	67.30	63.90	67	57.9	Met Target
Hispanic	16	94.1	56.30	53.80	39.80	56.3	**	**
Black or African American	*	*	*	44.40	35.20	*	**	**
Asian, Native Hawaiian, or Pacific Islander	102	99.1	79.50	80.10	80.70	79.5	80	Met Target†
American Indian or Alaska Native	N	N	*	66.60	53.70	*	**	**
Two or More Races	*	*	*	56.30	54.90	*	**	**
Female	221	94.8	80.50	77.80	62.20	80.5		
Male	236	97.2	57.70	61.30	48.10	57.7		
Economically Disadvantaged Students	11	86.7	36.40	*	36.20	35.1	**	**
Non-Economically Disadvantaged Students	446	96.3	69.50	*	65.80	69.5		
Students with Disabilities	49	94.3	18.40	26.60	20.50	18.4	22.4	Met Target†
Students without Disabilities	408	96.2	74.70	75.60	61.90	74.7		
English Learners	*	*	*	36.40	25.20	*	**	**
Non-English Learners	*	*	*	69.70	57.40	*		
Homeless Students	*	*	*	0.00	26.40	*		
Students In Foster Care	N	N	*	0.00	24.80	*		
Military-Connected Students	*	*	*	66.70	53.50	*		
Migrant Students	N	N	*	0.00	23.00	*		

** ESSA accountability targets are only included if data is available for at least 20 students



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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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	240	762	762	748	*	*	22%	53%	16%	69%	52%
White	162	761	761	757	*	*	23%	57%	12%	70%	62%
Hispanic	10	745	745	732	0%	*	*	*	*	50%	35%
Black or African American	*	*	*	730	*	*	*	*	*	*	30%
Asian, Native Hawaiian, or Pacific Islander	61	768	768	776	*	*	18%	46%	26%	72%	80%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	49%
Two or More Races	*	*	*	745	*	*	*	*	*	*	48%
Female	118	767	767	756	*	*	13%	57%	22%	79%	60%
Male	122	757	757	741	*	*	30%	48%	11%	59%	43%
Economically Disadvantaged Students	*	*	*	730	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	*	757	*	*	*	*	*	*	62%
Students with Disabilities	20	731	731	714	*	*	*	*	0%	25%	13%
Students without Disabilities	220	765	765	754	*	*	*	*	18%	73%	58%
English Learners	*	*	*	690	*	*	*	*	*	*	N
Non-English Learners	*	*	*	751	*	*	*	*	*	*	N
Homeless Students	*	*	*	719	*	*	*	*	*	*	21%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	21%
Military-Connected Students	*	*	*	745	*	*	*	*	*	*	45%
Migrant Students	N	N	N	704	N	N	N	N	N	N	N



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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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	245	762	762	742	9%	12%	11%	46%	23%	69%	46%
White	178	755	755	749	10%	13%	12%	51%	15%	65%	52%
Hispanic	*	*	*	727	*	*	*	*	*	*	34%
Black or African American	*	*	*	725	*	*	*	*	*	*	31%
Asian, Native Hawaiian, or Pacific Islander	55	787	787	774	0%	*	*	36%	49%	86%	74%
American Indian or Alaska Native	N	N	N	739	N	N	N	N	N	N	42%
Two or More Races	*	*	*	737	*	*	*	*	*	*	42%
Female	120	774	774	751	*	*	9%	49%	31%	80%	54%
Male	125	750	750	733	*	*	12%	43%	15%	58%	39%
Economically Disadvantaged Students	*	*	*	726	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	*	750	*	*	*	*	*	*	54%
Students with Disabilities	30	714	714	704	33%	37%	*	*	*	13%	12%
Students without Disabilities	215	768	768	749	5%	8%	*	*	*	77%	52%
English Learners	*	*	*	680	*	*	*	*	*	*	N
Non-English Learners	*	*	*	745	*	*	*	*	*	*	N
Homeless Students	N	N	N	714	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	710	N	N	N	N	N	N	20%
Military-Connected Students	*	*	*	732	*	*	*	*	*	*	35%
Migrant Students	N	N	N	694	N	N	N	N	N	N	N



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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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	127	739	739	735	*	22%	27%	34%	*	40%	38%
White	81	740	740	738	*	22%	27%	37%	*	42%	40%
Hispanic	*	*	*	731	*	*	*	*	*	*	34%
Black or African American	*	*	*	727	*	*	*	*	*	*	30%
Asian, Native Hawaiian, or Pacific Islander	25	751	751	755	*	*	*	*	*	48%	58%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	30%
Two or More Races	*	*	*	731	*	*	*	*	*	*	36%
Female	60	748	748	743	*	20%	22%	43%	*	52%	46%
Male	67	730	730	728	*	24%	31%	25%	*	30%	31%
Economically Disadvantaged Students	*	*	*	729	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	*	739	*	*	*	*	*	*	42%
Students with Disabilities	29	725	725	709	*	41%	*	*	*	21%	12%
Students without Disabilities	98	743	743	741	*	16%	*	*	*	46%	43%
English Learners	*	*	*	699	*	*	*	*	*	*	N
Non-English Learners	*	*	*	737	*	*	*	*	*	*	N
Homeless Students	*	*	*	722	*	*	*	*	*	*	24%
Students in Foster Care	*	*	*	712	*	*	*	*	*	*	19%
Military-Connected Students	N	N	N	723	N	N	N	N	N	N	24%
Migrant Students	N	N	N	713	N	N	N	N	N	N	26%

**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.

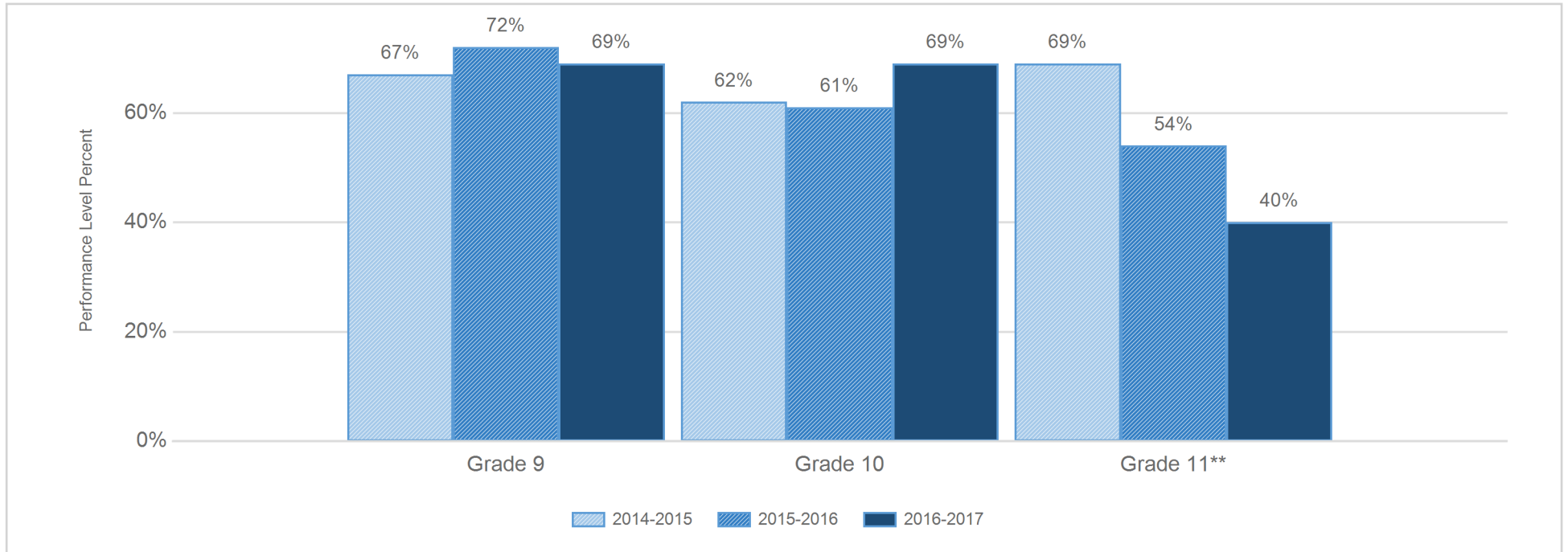


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English Language Arts/Literacy Assessment - Performance Trends

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



** Grade 11 students who take AP/IB English are exempt from taking the PARCC/CELS 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 for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course 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 accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section 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	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	420	96.3	43.10	60.70	43.50	43.1	41	Met Target
White	318	95.7	39.00	55.90	52.40	39	37.1	Met Target
Hispanic	16	94.1	31.30	43.10	27.60	31.3	**	**
Black or African American	*	*	*	41.70	21.70	*	**	**
Asian, Native Hawaiian, or Pacific Islander	75	100.0	62.70	79.50	75.60	62.7	67.4	Met Target†
American Indian or Alaska Native	N	N	*	100.00	42.50	*	**	**
Two or More Races	*	*	*	53.30	44.90	*	**	**
Female	200	95.2	43.00	60.20	44.10	43		
Male	220	97.5	43.10	61.20	42.90	43.1		
Economically Disadvantaged Students	11	86.7	36.40	*	25.10	35.1	**	**
Non-Economically Disadvantaged Students	409	96.7	43.30	*	54.30	43.3		
Students with Disabilities	49	96.2	10.20	20.50	16.50	10.2	13.1	Met Target†
Students without Disabilities	371	96.4	47.50	66.70	48.80	47.5		
English Learners	*	*	*	52.40	23.30	*	**	**
Non-English Learners	*	*	*	60.80	45.20	*		
Homeless Students	*	*	*	0.00	16.40	*		
Students In Foster Care	N	N	*	0.00	15.10	*		
Military-Connected Students	*	*	*	33.30	39.90	*		
Migrant Students	N	N	*	0.00	18.20	*		

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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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	110	733	761	742	13%	25%	37%	26%	0%	26%	42%
White	80	734	756	750	*	28%	40%	24%	*	24%	52%
Hispanic	*	*	*	727	*	*	*	*	*	*	24%
Black or African American	*	*	*	724	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	19	736	775	773	*	*	*	*	0%	37%	76%
American Indian or Alaska Native	N	N	N	735	N	N	N	N	N	N	30%
Two or More Races	N	N	N	741	N	N	N	N	N	N	41%
Female	52	732	760	743	*	29%	37%	23%	*	23%	43%
Male	58	734	762	741	*	21%	38%	28%	*	28%	40%
Economically Disadvantaged Students	*	*	*	726	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	*	751	*	*	*	*	*	*	52%
Students with Disabilities	19	718	*	714	*	*	*	*	*	11%	10%
Students without Disabilities	91	736	*	747	*	*	*	*	*	29%	47%
English Learners	*	*	*	707	*	*	*	*	*	*	N
Non-English Learners	*	*	*	744	*	*	*	*	*	*	N
Homeless Students	*	*	*	717	*	*	*	*	*	*	13%
Students in Foster Care	N	N	N	710	N	N	N	N	N	N	N
Military-Connected Students	*	*	*	741	*	*	*	*	*	*	37%
Migrant Students	N	N	N	714	N	N	N	N	N	N	21%



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Mathematics Assessment - Performance by Test: Geometry

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	192	740	746	733	*	22%	34%	35%	*	39%	30%
White	145	737	740	739	*	25%	37%	29%	*	32%	38%
Hispanic	*	*	*	722	*	*	*	*	*	*	14%
Black or African American	*	*	*	718	*	*	*	*	*	*	N
Asian, Native Hawaiian, or Pacific Islander	35	755	*	757	0%	*	29%	57%	*	66%	65%
American Indian or Alaska Native	N	N	N	729	N	N	N	N	N	N	29%
Two or More Races	*	*	*	733	*	*	*	*	*	*	32%
Female	87	739	*	734	*	26%	29%	39%	*	40%	31%
Male	105	741	*	733	*	18%	39%	31%	*	37%	30%
Economically Disadvantaged Students	*	*	*	721	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	39%
Students with Disabilities	27	712	712	711	*	*	*	*	*	*	N
Students without Disabilities	165	744	751	737	*	*	*	*	*	*	N
English Learners	N	N	N	709	N	N	N	N	N	N	N
Non-English Learners	192	740	746	734	*	22%	34%	35%	*	39%	N
Homeless Students	N	N	N	717	N	N	N	N	N	N	N
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	N
Military-Connected Students	*	*	*	726	*	*	*	*	*	*	15%
Migrant Students	N	N	N	704	N	N	N	N	N	N	N



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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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	191	747	747	724	*	19%	18%	47%	*	52%	28%
White	132	746	746	731	*	20%	18%	51%	*	52%	33%
Hispanic	*	*	*	709	*	*	*	*	*	*	14%
Black or African American	*	*	*	702	*	*	*	*	*	*	N
Asian, Native Hawaiian, or Pacific Islander	41	762	762	760	*	*	*	46%	*	63%	62%
American Indian or Alaska Native	N	N	N	714	N	N	N	N	N	N	20%
Two or More Races	*	*	*	718	*	*	*	*	*	*	25%
Female	99	747	747	724	*	20%	21%	46%	*	50%	27%
Male	92	746	746	724	*	19%	14%	49%	*	54%	29%
Economically Disadvantaged Students	*	*	*	708	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	*	*	*	732	*	*	*	*	*	*	35%
Students with Disabilities	20	707	707	692	*	*	0%	*	*	15%	N
Students without Disabilities	171	751	751	728	*	*	20%	*	*	56%	N
English Learners	*	*	*	691	*	*	*	*	*	*	N
Non-English Learners	*	*	*	725	*	*	*	*	*	*	N
Homeless Students	*	*	*	702	*	*	*	*	*	*	N
Students in Foster Care	*	*	*	692	*	*	*	*	*	*	N
Military-Connected Students	N	N	N	709	N	N	N	N	N	N	14%
Migrant Students	N	N	N	701	N	N	N	N	N	N	14%

An "*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display

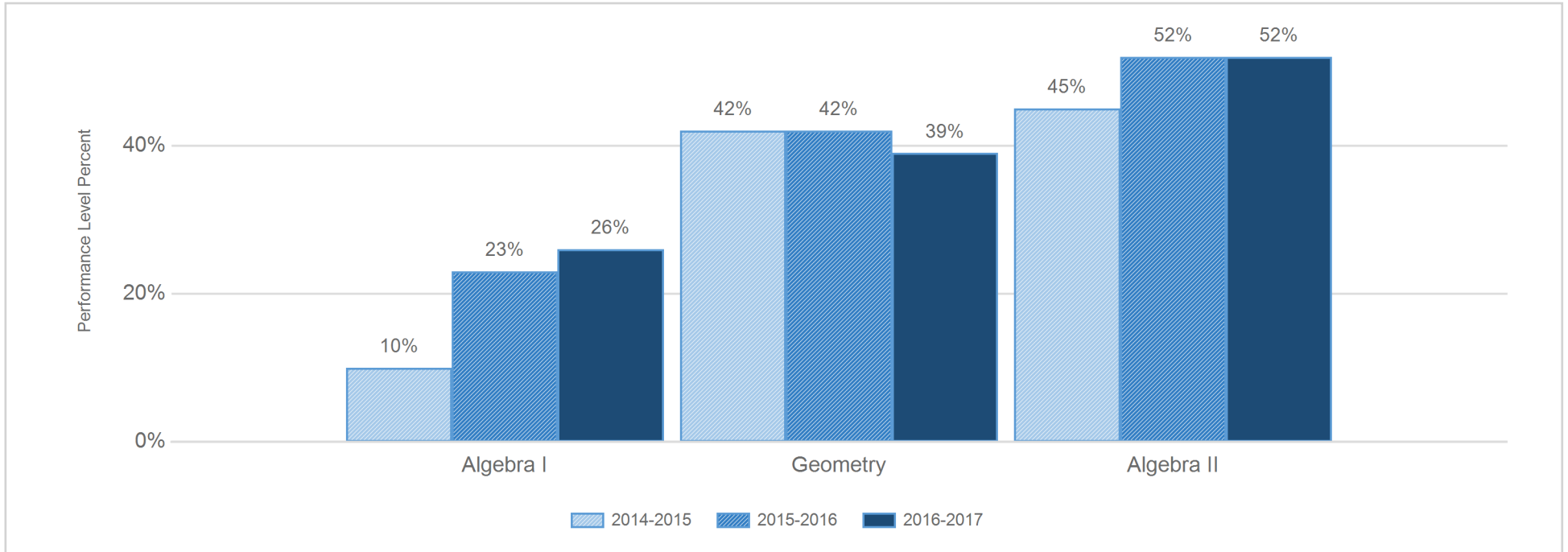


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Mathematics Assessment – Performance Trends

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





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Alternate Assessments - 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	N	N

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. The table also shows 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
1	*	*	*
2	*	*	*
3	*	*	*
4	N	N	N
5+	N	N	N



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This section shows whether students have gained the knowledge and skills identified in the Biology section of the Science Core Curriculum Standards as measured by the End of Course Biology test. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

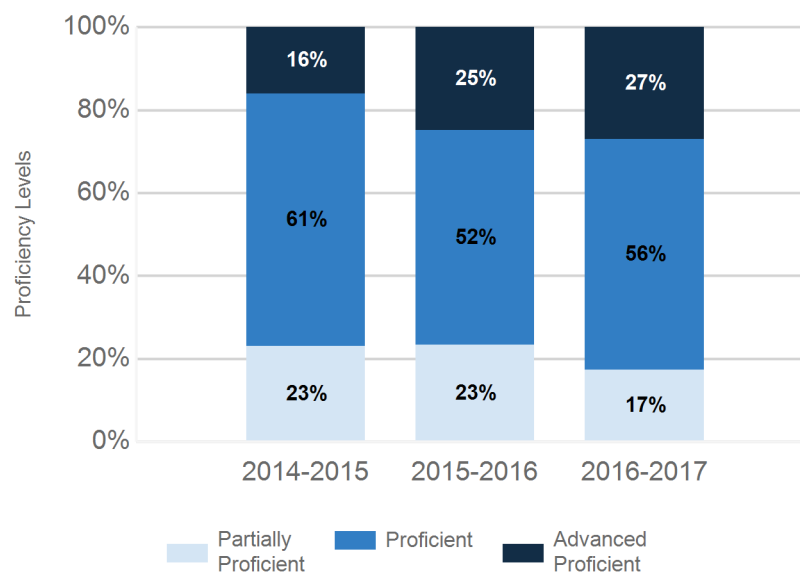
Biology Assessment - Performance

This table shows the percentage of students in each proficiency category for the school and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	16%	42%	42%
Schoolwide	27%	56%	17%
White	27%	54%	19%
Hispanic	*	69%	*
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	36%	55%	9%
American Indian or Alaska Native	N	N	N
Two or More Races	N	*	N
Economically Disadvantaged Students	N	42%	58%
Students with Disabilities	6%	50%	44%
English Learners	N	N	N

Biology Assessment - Proficiency Trends

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





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This section contains information about participation and performance on college entrance examinations. For more information about how participation and performance on the PSAT, SAT, and ACT tests are calculated and how these calculations account for recent changes to the SAT test, please see our [Reference Guide](#).

PSAT/SAT/ACT - Participation

This table shows the percentage of 10th and 11th graders that took the PSAT 10 or PSAT NMSQT exams in 2016-17. This table also shows the percentage of 12th graders that have taken the SAT or ACT this year or in prior years.

Test	% of Students in School	% of Students in State
Percentage of students taking the PSAT	99.2%	89.4%
Percentage of students taking the SAT	79.0%	94.7%
Percentage of students taking the ACT	64.1%	28.3%

PSAT/SAT/ACT - Performance

This table shows the average test score, based on highest scoring test, for the PSAT, SAT, and ACT tests by subject area for students in the school and across the state. This table also shows the percentage of students at or above College Readiness Benchmarks for each test. Students that score at or above these benchmarks have a high chance of success in credit-bearing college courses.

Test	School Average Score	State Average Score	College Readiness Benchmarks	School - % of Students scoring at or above Benchmark	State - % of Students scoring at or above Benchmark
PSAT - Reading and Writing	523	481	Varies By Grade	81%	67%
PSAT - Math	533	483	Varies By Grade	67%	49%
SAT - Reading and Writing	585	551	480	92%	77%
SAT - Math	575	552	530	67%	58%
ACT - Reading	24	24	22	63%	65%
ACT - English	25	24	18	90%	79%
ACT - Math	24	24	22	61%	65%
ACT - Science	23	23	23	54%	54%



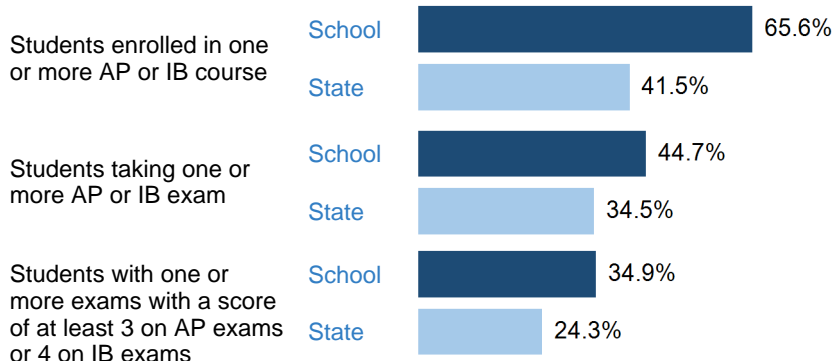
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate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

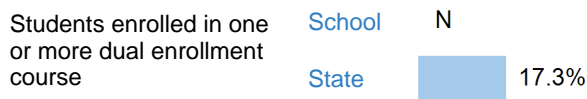
AP/IB Coursework – Participation and Performance

This chart shows the percentage of students out of all 11th and 12th grade students in the school and across the state, who enrolled in one or more AP or IB course, the percentage that took one or more AP or IB exam, and the percentage of students taking one or more exams who received at least one score of at least 3 on AP exams or 4 on IB exams.



Dual Enrollment Coursework - Participation

This graph shows the percentage students enrolled in at least one **dual enrollment** course in the school and across the state. **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 students enrolled in AP/IB courses and the corresponding exams that were taken. 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 scores of at least 3 on AP exams or 4 on IB exams. In the last two rows, students taking multiple exams are counted more than once.

AP/IB Course	Students Enrolled	Students Tested
AP Biology	27	9
AP Calculus AB	17	15
AP Calculus BC	32	27
AP Chemistry	30	25
AP Computer Science A	16	15
AP English Language and Composition	86	54
AP English Literature and Composition	94	40
AP French Language and Culture	9	0
AP Music Theory	9	8
AP Physics 1	60	47
AP Physics 2	12	10
AP Psychology	82	50
AP Spanish Language	37	1
AP Statistics	49	27
AP U.S. History	12	12
AP World History	27	13
Total Exams Taken		353
Exams with scores of at least 3 on AP exams or 4 on IB exams		256



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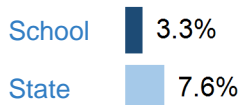
This section contains information about participation in approved **Career and Technical Education (CTE)** programs and **Structured Learning Experiences**. For more information about CTE in New Jersey, please visit <http://www.nj.gov/education/cte/>.

Career and Technical Education Participation

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

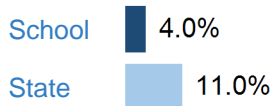
CTE Participants

(completed only one course in an approved CTE program)



CTE Concentrators

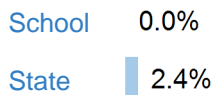
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

The graph below displays the percentage of students within the school and state who participated in Structured Learning Experiences (SLEs). SLEs can include work-based learning programs, internships, apprenticeships, and service learning experiences and can be paid or unpaid.

Structured Learning Experiences



Industry-Valued Credentials Earned

This table shows the number of students that earned at least one industry-valued credential and the number of credentials earned in each Career Cluster® and overall for the 2016-17 school year. Students earning credentials in more than one Career Cluster are counted in multiple rows. Students earning multiple credentials in one Career Cluster are counted more than once in the Industry credentials total.

Career Cluster	Students with at least one credential earned	Industry credentials earned
Total non-duplicated number of students**	0	
Total number of credentials earned in all clusters		0

**Students may earn credentials in more than one Career Cluster



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This section shows the types of courses that students were enrolled in by grade level for the 2016-17 school year. You can find more information about [New Jersey Student Learning Standards](#) on our website and more details about the data in this section in our [Reference Guide](#). English course participation is not included because students are required to take four years of English in high school.

Mathematics - Course Participation

This table shows the number of students by grade that were enrolled in **Mathematics** courses by subject area. Students are counted more than once if they are enrolled in more than one math course. The bottom row of the table shows the number of students that enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) math course by subject area.

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	109	115	28	3	0	0	1
10	5	116	128	33	4	2	3
11	2	2	77	122	33	12	5
12	1	1	8	23	78	106	11
Schoolwide	117	234	241	181	115	120	20
Enrolled in AP/IB Course	0	0	0	0	49	49	0

Science - Course Participation

This table shows the number of students by grade that were enrolled in **Science** courses by subject area. Students are counted more than once if they are enrolled in more than one science course. The bottom row of the table shows the number of students that enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) science course by subject area.

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	0	1	0	0	245	0
10	1	266	0	0	38	5
11	227	36	0	0	23	22
12	33	3	0	82	11	96
Schoolwide	261	306	0	82	317	123
Enrolled in AP/IB Course	27	30	0	0	72	0



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Social Studies and History - Course Participation

This table shows the number of students by grade that were enrolled in **Social Studies** and **History** courses by subject area. Students are counted more than once if they are enrolled in more than one social studies or history course. The bottom row of the table shows the number of students that enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) social studies or history course by subject area.

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	0	244	0	0	0	0
10	1	269	0	29	7	4
11	214	21	0	59	21	11
12	15	6	0	62	13	59
Schoolwide	230	540	0	150	41	74
Enrolled in AP/IB Course	27	12	0	82	0	0

World Languages - Course Participation

This table shows the number of students by grade that were enrolled in **World Languages** courses by language. Students are counted more than once if they are enrolled in more than one language course. The bottom rows of the table show students enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) language course, students enrolled in a level 3 or higher language course (such as French III or IV), and the number of students that earned a Seal of Biliteracy by language.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	164	30	17	0	0	20	0
10	174	41	18	0	0	32	0
11	129	18	20	0	0	40	0
12	51	11	9	0	0	43	0
Schoolwide	518	100	64	0	0	135	0
Enrolled in AP/IB Course	37	9	0	0	0	0	0
Enrolled in Level 3 or Higher	218	40	26	0	0	51	0
Earned Seal of Biliteracy	N	N	N	N	N	N	N



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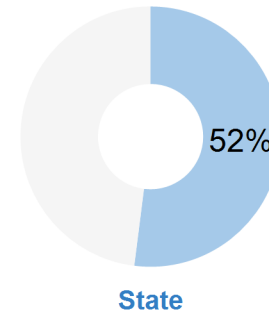
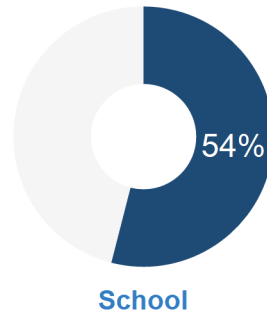
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Visual and Performing Arts – Course Participation

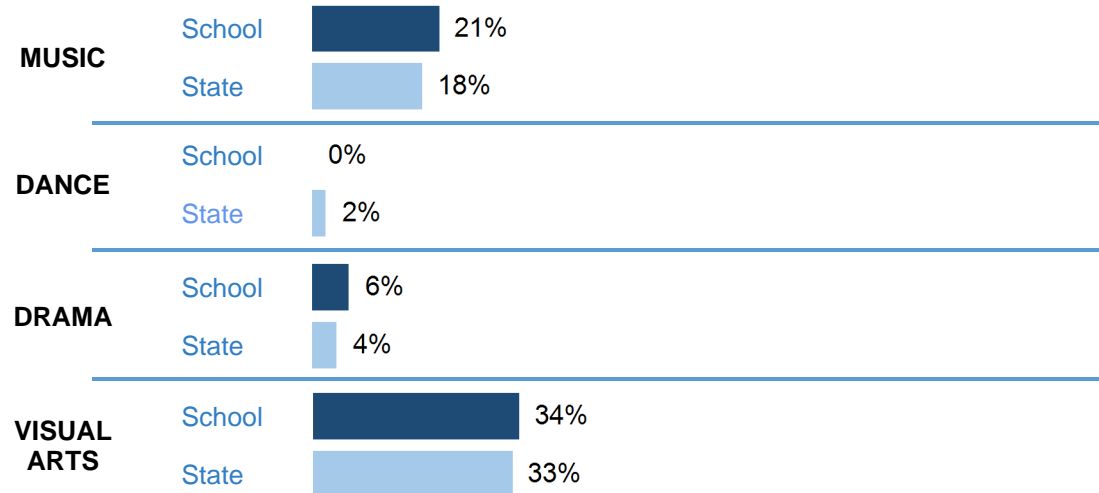
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines within the school and across the state.

Grades 9-12:

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



Students enrolled in one or more classes by discipline:





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This section contains information about graduation rates and dropout rates for students in grades 9-12. Graduation rates are calculated based on the adjusted cohort graduation rate calculation. You can find more about how these rates are calculated [here](#).

Graduation Rates

This table shows 4-year and 5-year Graduation Rates for the school and each student group with comparisons to statewide rates. Annual ESSA accountability targets for the Class of 2016 4-year rate and the Class of 2015 5-year rates are included with a flag for whether the school and each student group met those targets.

Student Group	School - Class of 2017: 4 Year Rate	State - Class of 2017: 4 Year Rate	School - Class of 2016: 5 Year Rate	State - Class of 2016: 5 Year Rate	Class of 2016: 4 Year Rate	Class of 2016: 4 Year Target	Met Target?	Class of 2015: 5 Year Rate	Class of 2015: 5 Year Target	Met Target?
Schoolwide	97.4%	90.5%	98.2%	91.8%	98.3%	N	Met Goal	98.3%	N	Met Goal
White	98.3%	94.5%	97.7%	95.1%	98.3%	N	Met Goal	98.4%	N	Met Goal
Hispanic	*	84.3%	*	86.3%	*	**	**	*	**	**
Black or African American	*	83.4%	*	85.3%	*	**	**	91.7%	**	**
Asian, Native Hawaiian or Pacific Islander	94.3%	96.6%	100%	97.5%	100%	N	Met Goal	100%	N	Met Goal
American Indian or Alaska Native	N	92.3%	N	86.6%	N	N	N	N	N	N
Two or More Races	*	91.9%	*	93.7%	N	**	**	*	**	**
Economically Disadvantaged Students	91.7%	83.9%	92.9%	85.6%	92.9%	**	**	100%	**	**
Students with Disabilities	92.9%	78.8%	90.6%	82.1%	93.9%	89.8%	Met Target	91.9%	91.6%	Met Target
English Learners	*	76.1%	N	79.7%	N	**	**	*	**	**
Homeless Students	N	73.2%	*	74.4%	*	*	*	*		

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
2017	97.4%	-
2016	98%	98.2%
2015	98%	98%

Dropout Rate Trends

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

School Year	School Rate	State Rate
2016-2017	0.3%	1.1%
2015-2016	0%	1.1%
2014-2015	0.1%	1.1%

** ESSA accountability targets are only included if data is available for at least 20 students



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This section contains information about students enrolling in colleges and universities after graduation from high school. Postsecondary enrollment information 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 the enrollment rates of Class of 2017 high school graduates into 2-year or 4-year institutions the fall after high school graduation. The following columns show the percentage of these enrolled students by 2-year or 4-year institution.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	71.1%	29.5%	70.5%
Schoolwide	86.8%	13.6%	86.4%
White	86.3%	14.5%	85.5%
Hispanic	*	*	*
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	87.5%	7.1%	92.9%
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	*	0%	*
Students with Disabilities	70.6%	41.7%	58.3%
English Learners	*	*	0%

Postsecondary Enrollment Rates: 16 month

This table shows the enrollment rates of Class of 2016 high school graduates into 2-year or 4-year institutions 16 months after high school graduation for the school and each student group. The following columns show the percentage of these enrolled students by 2-year or 4-year institution, public or private institution, or in-state or out-of-state institution.

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	76.1%	33.6%	66.5%	73.6%	26.4%	65.5%	34.6%
Schoolwide	88.3%	16.4%	83.6%	74.1%	25.9%	51.9%	48.2%
White	88.7%	14.2%	85.8%	75.9%	24.1%	47.5%	52.5%
Hispanic	*	*	*	*	*	*	*
Black or African American	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	84.6%	18.2%	81.8%	66.7%	33.3%	63.6%	36.4%
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N
Economically Disadvantaged Students	91.7%	36.4%	63.6%	81.8%	18.2%	81.8%	18.2%
Students with Disabilities	75%	44.4%	55.6%	77.8%	22.2%	55.6%	44.4%
English Learners	N	N	N	N	N	N	N



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This section shows information about student absences which provides important information about a school’s culture and climate. In addition, research shows that student absences impact a child’s ability to succeed in school. The New Jersey Department of Education selected 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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

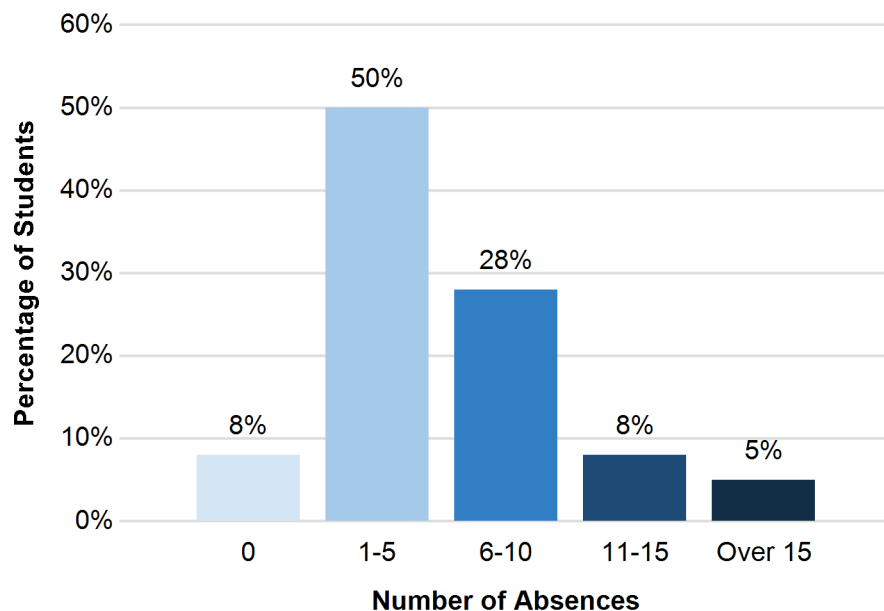
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	4.30	14.30	Met Target
White	4.50	14.30	Met Target
Hispanic	2.80	14.30	Met Target
Black or African American	15.20	14.30	Not Met
Asian, Native Hawaiian, or Pacific Islander	2.00	14.30	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	0	**	**
Economically Disadvantaged Students	20.60	14.30	Not Met
Students with Disabilities	10.50	14.30	Met Target
English Learners	0	**	**

** ESSA accountability targets are only included if data is available for at least 20 students.

Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.



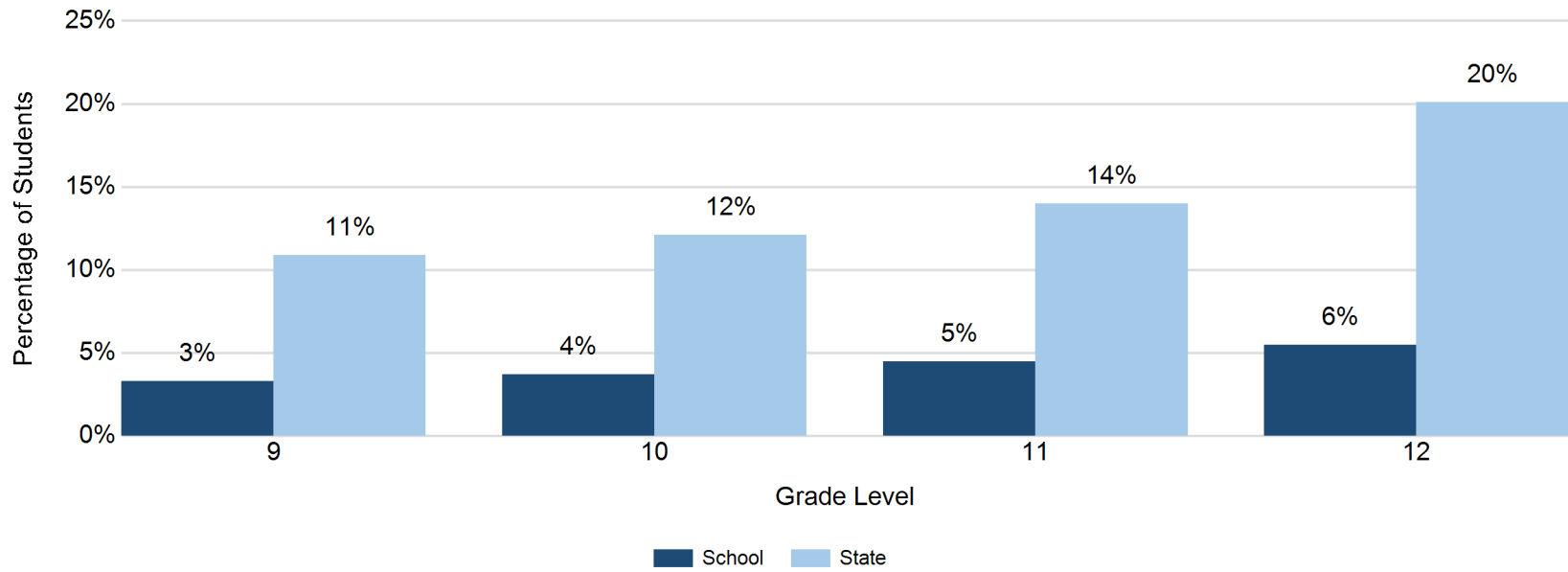


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Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





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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.

Category	School
Typical Start Time	7:30AM
Typical End Time	2:05PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	6 Hrs. 5 Mins.
Shared Time - Instructional Time	3 Hrs. 0 Mins.

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 provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	5
Vandalism	2
Weapons	0
Substances	16
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	22
Incidents Per 100 Students Enrolled	2.28

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	4.6%
Out-of-School Suspensions	4.6%
Any Suspension	6.6%

Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0



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Technology Readiness

This table shows information that was collected through the optional NJTRAx survey to determine a school's technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school's LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1:0.5	48.6 kbps	100 kbps	No	N	Fiber	No

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).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total	\$255	\$11,255	\$11,510



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This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

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

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers – Experience and Certifications

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

Category	Teachers in Schools	Teachers in State
Total Number of teachers	72	115,100
Average years experience in public schools	6.1	11.8
Average years experience in district	6.1	10.5
Teachers in district for 4 or more years	58%	74%

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	16	9,476
Average years experience in public schools	8.4	15.7
Average years experience in district	8.4	11.5
Administrators in district for 4 or more years	69%	74%

Student to Staff Ratios

This table shows the number of students per staff member 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.

Staff Type	School Students: Staff	District Students: Staff
Teachers	13:1	13:1
Administrators	193:1	193:1
Librarian/Media Specialists		1030:1
Nurses		515:1
Counselors		386:1
Child Study Team		343:1



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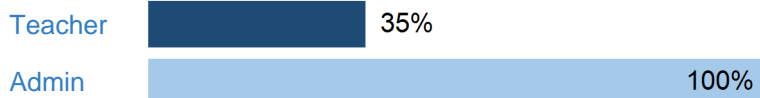
Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by the teachers and administrators at this school. 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 the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	84%	77%
2015-16 Administrators: Same district 2016-17	68%	85%

Faculty Attendance

This table shows the percentage of days that school 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
2016-17	98%



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Accountability Indicator Scores and Summative Rating

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. This table shows the indicator scores for each indicator included in the accountability system and the weights 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 rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey’s accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	79	17.5%
Mathematics Proficiency	73	17.5%
Graduation - 4-Year	87	25%
Graduation - 5-Year	84	25%
Chronic Absenteeism	81	15%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		81.3
Summative Rating: Percentile rank of Summative Score		90 th
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No
Requires Comprehensive Support: 4-year Graduation Rate less than or equal to 67%		No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Indicator weights for this school were adjusted due to data availability.



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Accountability Summary by Student Group

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. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group’s performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these [accountability resources](#).

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	Graduation Rate - 4-Year	Graduation Rate - 5-Year	At Risk for Consistently Underperforming Student Group
Schoolwide	81	6	No	Met Target	Met Target	Met Target	Met Goal	Met Goal	No
White	79	7	No	Met Target	Met Target	Met Target	Met Goal	Met Goal	No
Hispanic	**	**	No	**	**	Met Target	**	**	No
Black or African American	**	**	No	**	**	Not Met	**	**	No
Asian, Native Hawaiian, or Pacific Islander	73	7	No	Met Target†	Met Target†	Met Target	Met Goal	Met Goal	No
American Indian or Alaska Native	**	**	No	**	**	**	N	N	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	**	**	No	**	**	Not Met	**	**	No
Students with Disabilities	81	7	No	Met Target†	Met Target†	Met Target	Met Target	Met Target	No
English Learners	**	**	No	**	**	**	**	**	No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Target was met within a confidence interval.



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School General Info

Principal:	Ms. Avery	Email Address:	avery@robbinsville.k12.nj.us
Address:	155 ROBBINSVILLE EDINBURG RD ROBBINSVILLE, NJ 08691	Website:	https://www.robbinsvill.k12.nj.us
Phone:	(609)632-0950	Facebook:	N/A
		Twitter:	https://twitter.com/rvilleschools

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"> • College acceptances to over 160 four year institutions. • 2015 World Champs Hopper Division Entrepreneurship-First Robotics • RHS Varsity Softball-2017 Group 2 NJ State Champions
 <p>Mission, Vision, Theme:</p>	<p>Robbinsville High School engages students in an academically challenging and a technologically advanced learning environment that fosters the development of young adults as responsible, respectful, and innovative contributors to a global society. The school community is comprised of 900+ students, supportive parents, and dedicated professionals; each sharing the common goal of leveraging academic and extra-curricular programs to open wide doors of opportunity for every student.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>Robbinsville High School has distinguished itself by equipping its students to gain entrance into the nation's most prestigious educational institutions. In 2017, 84% of our graduating class went on to attend a four year college or university while 13% attend a two year institution. Our First Robotics team has gone on to win countless awards and recognitions in New Jersey and across the country.</p>







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 <p>Courses, Curriculum, Instruction:</p>	<p>By following a rigorous academic curriculum and participating in a wide array of co- and extra-curricular, RHS students are able to pursue challenging and meaningful experiences designed to equip and empower them as well-rounded leaders. Our program of studies prepares students for an impressive success rate during undergraduate/post graduate studies.</p>
 <p>Sports and Athletics:</p>	<p>Sports Offered: Baseball (Boys), Basketball (Boys and Girls), Cross-Country (Boys and Girls), Field Hockey (Girls), Football (Co-ed), Golf (Boys and Girls), Ice Hockey (Co-ed), Lacrosse (Boys and Girls), Soccer (Boys and Girls), Softball (Girls), Swimming (Boys and Girls), Tennis (Boys and Girls), Track and Field - Spring (Boys and Girls), Track and Field - Winter (Boys and Girls), Wrestling (Co-ed)</p> <p>Robbinsville High School, Mercer County, New Jersey, continues to win divisional, county, sectional and state championships in various sports it offers. A high percentage of student athletes go on to play at the collegiate level at either Division I, II or III schools. Our ongoing commitment to the development of the whole student athlete along with a strong focus on academics first helps us to achieve our athletic and educational goals.</p>
 <p>Clubs and Activities:</p>	<p>Our school is accredited with a wide variety of innovative clubs and extra-curricular activities including Executive Council, Project Unify, Model UN, GSA, SADD, Science Olympiad, Debate, Human Rights, Amnesty and Robotics, one of our most groundbreaking clubs. Club members and advisors are proud to compete at levels consistent with top tier schools in New Jersey and nationally. Additionally, many of our clubs have a strong focus on community outreach and other humanitarian efforts.</p>
 <p>Before and After School Programs:</p>	<p>Robbinsville High School offers peer tutoring through the National Honor Society before and after school for students in grades 9-12.</p>








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 <p>Staff and Professional Learning:</p>	<p>The Robbinsville High School staff is required to attend workshops and participate in team building activities as a part of their professional development requirements. The workshops present various ideas and practices to help educators learn new skills to effectively work with students and peers.</p>
 <p>Postsecondary Information:</p>	<p>Approximately 84% of our students attend four year institutions while 13% go on to two year programs. To prepare our students, we offer college planning nights for grades 10-12. Financial planning night is also a helpful tool to all parents. All students are offered free practice SAT's and ACT's. Students participating in the free and reduced lunch are exempt from paying testing fees. Students not attending college enroll in trade school, join the military, or enter the workforce.</p>
 <p>Student Supports and Services:</p>	<p>Our Special Services Department follows the NJ State guidelines. Students with disabilities receive special education and related services as per their IEPs. Our I&RS teams meet monthly. 504 plans are offered following the guidelines of the ADA. We offer two courses of English Language Learners for eligible students.</p>
 <p>Student Health and Wellness:</p>	<p>Our Food Service Department is run by Chartwells. They offer healthy choices for students to purchase for breakfast and lunch following the guidelines of the FDA. Free and reduced lunches are available to students who qualify. Students are required to take Health & Physical Education as part of their curriculum.</p>
 <p>Parent and Community Involvement:</p>	<p>Robbinsville High School's PTA is very active in our school community. They awarded eight scholarships to qualifying seniors last year. While granting scholarships to seniors is their primary mission, they also sponsor school seminars on current relevant social, economic and educational issues, participate in the Homefront holiday gift drive and backpack drive, and sponsor many other activities for students and staff alike.</p>





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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Teachers</p> <p>Robbinsville High School has adopted a Positive Education Initiative (PEI) with the purpose of developing skills that build resilience, promote wellbeing, and celebrate accomplishment. PEI brings about a viable resource to sustain a school culture of wellness among students and staff and is based on the foundations of positive emotion, engagement, relationships, meaning, and accomplishment (PERMA). This program runs monthly however tools are practiced daily.</p>
 <p>Facilities:</p>	<p>Robbinsville High School opened in September 2005. The building is 220,000 square feet and is entirely air conditioned. The high school houses grades 9-12 and the Board of Education office. We participate in an Energy Conservation program called Synergistic that recently completed \$4 million dollars in energy upgrades through an ESIP project.</p>