



Morris Hills High School
 (27-3370-050)
 Grades Offered: 09-12
 2018-2019

Report Key:
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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 as the top left of the screen to move between pages of the report

Other Resources:

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

Notes from the New Jersey Department of Education:



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School Contact Information

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

Type	Contact Information
County	Morris
District	Morris Hills Regional School District
Principal Name	Mr. Todd Toriello
Address	520 WEST MAIN STREET ROCKAWAY, NJ 07866-3799
Phone Number	973-664-2301
Email Address	ttoriello@mhrd.org
Website	https://www.mhrd.org/mhhs
Facebook	https://www.facebook.com/mhrdschools
Twitter	https://twitter.com/MHActivities



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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

Enrollment Trends by Student Group

Enrollment by Racial and Ethnic Group

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
9	324	367	300
10	297	325	358
11	302	294	307
12	298	306	286
Total	1,221	1,292	1,251

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	46.6%	48.5%	47.6%
Male	53.4%	51.5%	52.4%
Economically Disadvantaged Students	21.3%	24.3%	25.1%
Students with Disabilities	13.0%	12.7%	12.0%
English Learners	2.8%	4.1%	4.6%
Homeless Students	0.2%	0.3%	0.2%
Students in Foster Care	0.2%	0.1%	0.1%
Military-Connected Students	0.2%	0.2%	0.2%
Migrant Students	0.0%	0.0%	0.0%

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	50.1%	47.9%	47.1%
Hispanic	34.1%	36.2%	37.1%
Black or African American	3.1%	3.6%	4.0%
Asian	11.5%	10.8%	10.5%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	1.1%	1.4%	1.3%

Enrollment Trends by Full and Shared Time Status

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

Enrollment Status	2016-17	2017-18	2018-19
Full Time Students	1,215	1,286	1,242
Shared Time Students	10	11	16
Full Time Equivalent	1,220	1,292	1,250

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	79.4%
Spanish	16.9%
Other Languages	3.7%



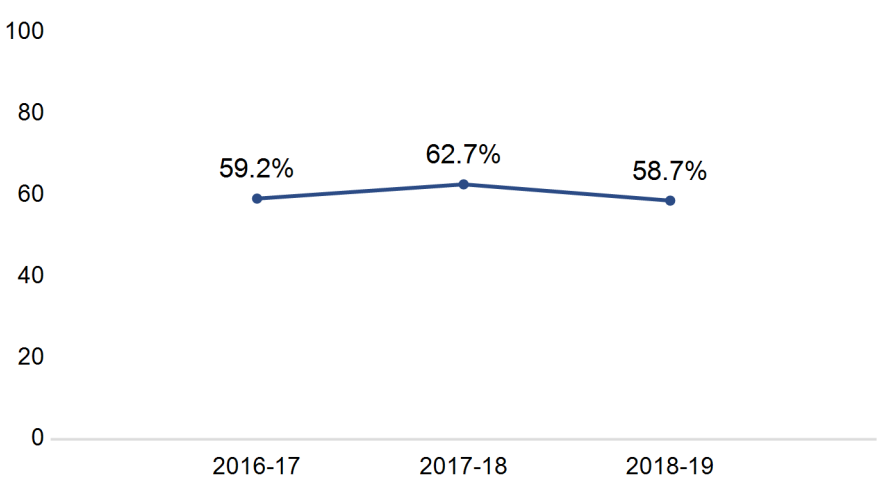
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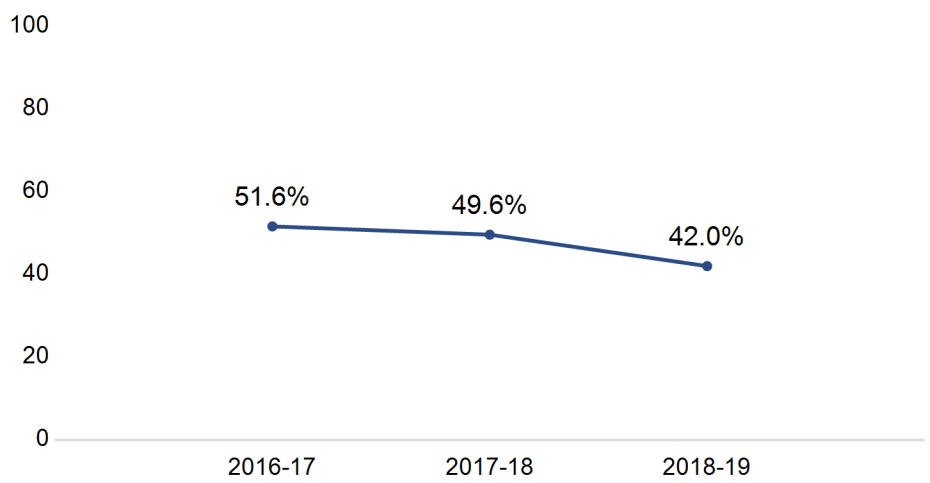
English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	97.6%	99.0%	98.8%	97.2%	99.0%	98.8%
Proficiency Rate for Federal Accountability	59.2%	62.7%	58.7%	51.6%	49.6%	42.0%
Annual Target	60.7%	61.7%	62.7%	53.1%	54.5%	55.9%
Met Annual Target?	Met Target†	Met Target	Not Met	Met Target†	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	632	98.8	58.7	64.3	57.9	58.7	62.7	Not Met
White	293	99.7	65.9	68.9	66.9	65.9	69.2	Met Target†
Hispanic	229	97.1	40.6	46.8	43.9	40.6	45.9	Met Target†
Black or African American	26	100.0	46.2	*	38.5	46.2	53.5	Met Target†
Asian, Native Hawaiian, or Pacific Islander	74	100.0	90.5	88.4	82.9	90.5	80	Met Goal
American Indian or Alaska Native	N	N	N	N	56.0	N	**	**
Two or More Races	10	100.0	60.0	*	64.4	60.0	**	**
Female	310	99.4	65.5	72.4	64.8	65.5		
Male	322	98.2	52.2	56.6	51.3	52.2		
Economically Disadvantaged Students	151	97.5	31.8	36.0	40.0	31.8	44.1	Not Met
Non-Economically Disadvantaged Students	481	99.2	67.2	69.4	67.9	67.2		
Students with Disabilities	78	98.8	19.2	25.5	22.7	19.2	31.4	Not Met
Students without Disabilities	554	98.8	64.3	72.3	65.1	64.3		
English Learners	36	94.9	*	*	29.3	*	21.4	Not Met
Non-English Learners	596	99.0	*	*	60.6	*		
Homeless Students	*	*	*	*	29.1	*		
Students In Foster Care	*	*	*	*	27.6	*		
Military-Connected Students	*	*	*	*	57.8	*		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

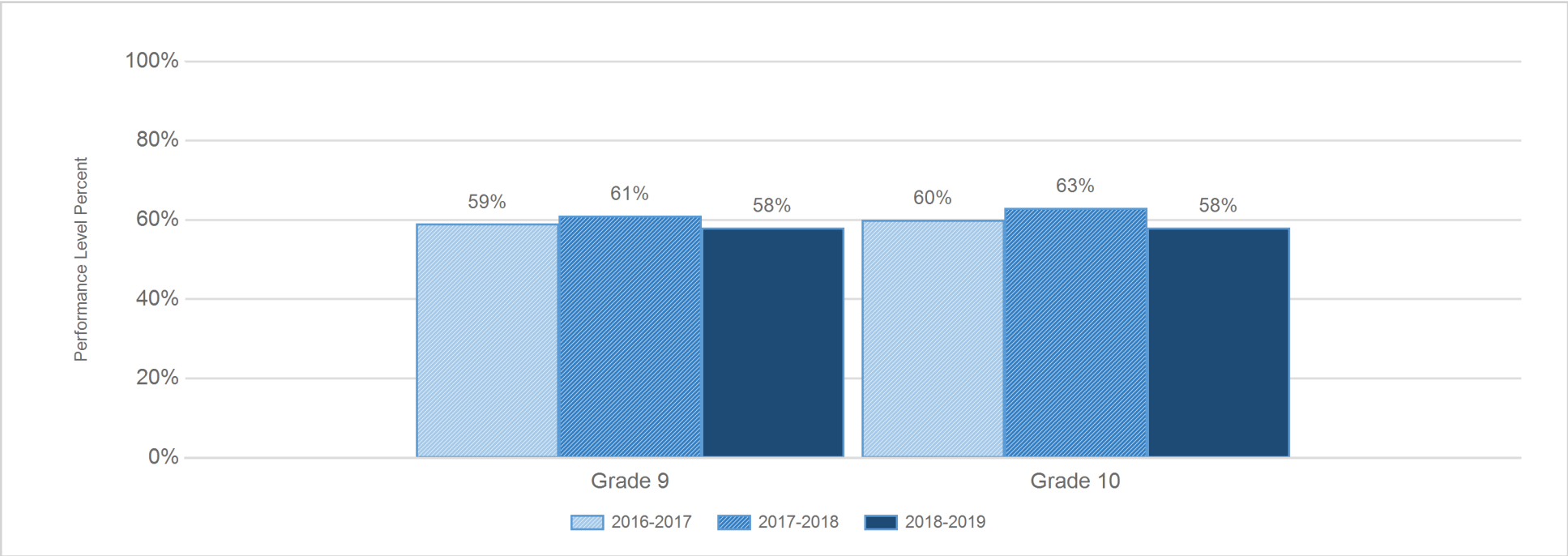


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English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





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English Language Arts Assessment - Performance by Grade: Grade 9

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	286	758	761	753	7%	14%	21%	36%	22%	58%	56%
White	132	761	765	762	*	*	21%	42%	22%	64%	65%
Hispanic	103	741	743	737	12%	22%	25%	31%	10%	41%	40%
Black or African American	*	*	*	732	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	38	798	793	783	0%	*	*	26%	66%	92%	84%
American Indian or Alaska Native	N	N	N	754	N	N	N	N	N	N	57%
Two or More Races	*	*	*	761	*	*	*	*	*	*	63%
Female	136	765	770	760	*	*	21%	39%	26%	65%	63%
Male	150	751	753	746	*	*	21%	33%	19%	52%	49%
Economically Disadvantaged Students	71	737	738	734	*	24%	32%	*	*	32%	36%
Non-Economically Disadvantaged Students	215	764	765	762	*	11%	17%	*	*	67%	65%
Students with Disabilities	33	718	721	717	*	36%	*	*	*	15%	17%
Students without Disabilities	253	763	769	760	*	11%	*	*	*	64%	63%
English Learners	11	694	694	693	*	*	*	*	*	*	*
Non-English Learners	275	760	762	755	*	*	*	*	*	*	*
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	22%
Military-Connected Students	N	N	*	755	N	N	N	N	N	N	56%
Migrant Students	N	N	N	715	N	N	N	N	N	N	23%



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English Language Arts Assessment - Performance by Grade: Grade 10

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	351	758	764	757	15%	14%	13%	31%	27%	58%	58%
White	161	768	769	767	8%	15%	9%	35%	33%	68%	67%
Hispanic	130	737	745	738	24%	17%	20%	27%	12%	39%	43%
Black or African American	*	*	735	733	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	36	800	796	792	*	*	*	*	*	89%	84%
American Indian or Alaska Native	N	N	N	754	N	N	N	N	N	N	56%
Two or More Races	*	*	757	766	*	*	*	*	*	*	65%
Female	174	764	772	766	11%	12%	10%	36%	30%	66%	66%
Male	177	752	756	749	18%	16%	15%	27%	24%	51%	51%
Economically Disadvantaged Students	82	732	736	735	29%	23%	17%	18%	12%	30%	40%
Non-Economically Disadvantaged Students	269	766	769	767	10%	11%	12%	35%	32%	67%	67%
Students with Disabilities	48	710	719	711	46%	*	*	*	*	21%	19%
Students without Disabilities	303	766	773	765	10%	*	*	*	*	64%	65%
English Learners	18	697	697	687	*	*	*	*	*	*	*
Non-English Learners	333	762	766	760	*	*	*	*	*	*	*
Homeless Students	*	*	*	723	*	*	*	*	*	*	32%
Students in Foster Care	N	N	*	710	N	N	N	N	N	N	22%
Military-Connected Students	*	*	*	754	*	*	*	*	*	*	56%
Migrant Students	N	N	N	710	N	N	N	N	N	N	10%



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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	550	98.8	42.0	43.0	44.5	42.0	55.9	Not Met
White	262	99.6	47.3	45.6	54.1	47.3	63.8	Not Met
Hispanic	207	98.2	28.0	30.0	28.8	28.0	41.1	Not Met
Black or African American	24	96.0	25.0	*	23.0	25.0	N	N
Asian, Native Hawaiian, or Pacific Islander	47	100.0	87.2	74.7	76.5	87.2	69.2	Met Goal
American Indian or Alaska Native	N	N	N	N	42.7	N	**	**
Two or More Races	10	90.9	20.0	*	53.3	19.0	**	**
Female	271	99.3	42.4	44.2	44.9	42.4		
Male	279	98.3	41.6	41.9	44.2	41.6		
Economically Disadvantaged Students	137	97.3	29.9	28.1	26.3	29.9	46.3	Not Met
Non-Economically Disadvantaged Students	413	99.3	46.0	45.8	54.9	46.0		
Students with Disabilities	59	96.8	11.9	13.0	17.4	11.9	34.1	Not Met
Students without Disabilities	491	99.0	45.6	48.0	50.0	45.6		
English Learners	26	96.8	15.4	*	25.0	15.4	29	Not Met
Non-English Learners	524	98.9	43.3	*	46.5	43.3		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	*	*	*	*	46.4	*		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

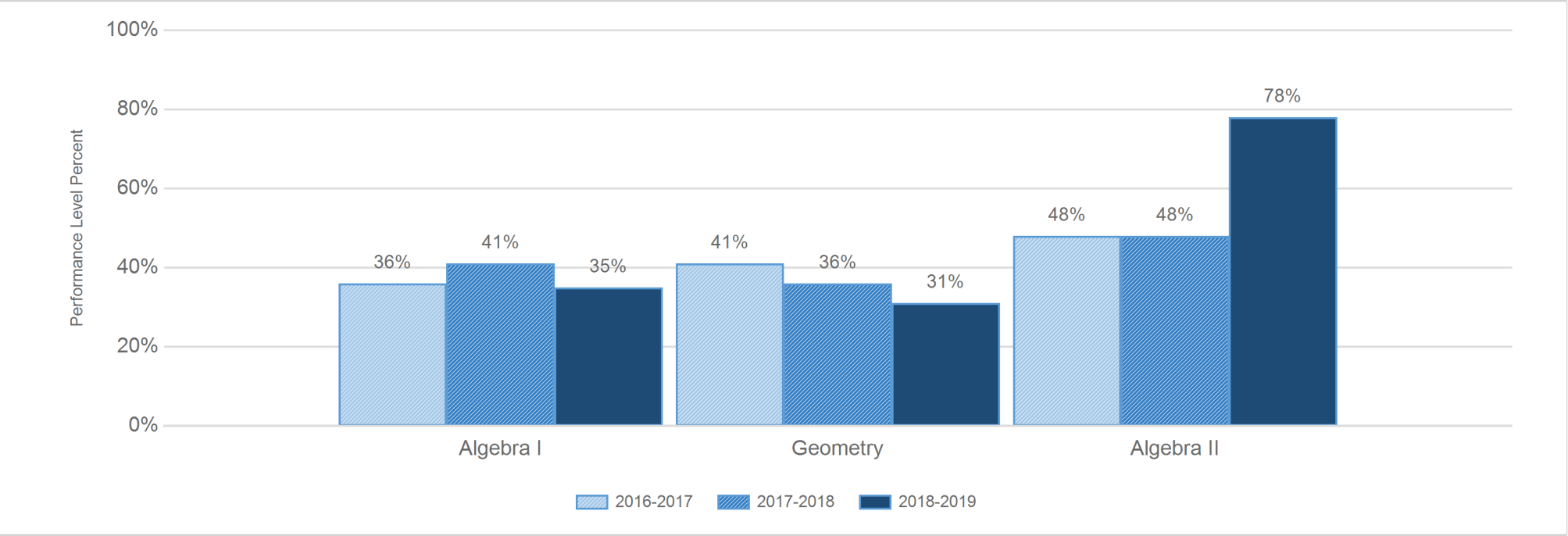


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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



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Mathematics Assessment - Performance by Test: Algebra I

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

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	241	738	738	744	7%	29%	29%	*	*	35%	42%
White	103	744	740	752	*	21%	29%	*	*	44%	53%
Hispanic	112	733	734	728	9%	36%	29%	*	*	26%	24%
Black or African American	12	733	*	725	0%	*	*	*	*	17%	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	*	*	*	752	*	*	*	*	*	*	51%
Female	113	738	739	745	*	33%	30%	*	*	33%	44%
Male	128	739	736	743	*	25%	28%	*	*	38%	41%
Economically Disadvantaged Students	81	732	730	727	*	37%	28%	*	*	27%	23%
Non-Economically Disadvantaged Students	160	742	740	752	*	24%	29%	*	*	39%	52%
Students with Disabilities	42	718	718	717	*	50%	24%	*	*	10%	12%
Students without Disabilities	199	743	744	748	*	24%	30%	*	*	41%	47%
English Learners	21	726	726	710	*	*	*	*	*	29%	*
Non-English Learners	220	740	738	745	*	*	*	*	*	36%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	14%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	11%
Military-Connected Students	N	N	*	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%



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Mathematics Assessment - Performance by Test: Geometry

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

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	207	737	741	737	*	22%	43%	*	*	31%	35%
White	117	739	742	743	*	21%	38%	*	*	38%	43%
Hispanic	67	733	734	724	*	31%	46%	*	*	19%	17%
Black or African American	*	*	*	720	*	*	*	*	*	*	14%
Asian, Native Hawaiian, or Pacific Islander	10	758	758	762	0%	0%	*	*	*	70%	70%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	37%
Two or More Races	*	*	*	745	*	*	*	*	*	*	46%
Female	108	738	742	738	*	*	39%	*	*	34%	36%
Male	99	737	739	736	*	*	46%	*	*	28%	34%
Economically Disadvantaged Students	42	734	735	722	*	31%	45%	*	*	21%	16%
Non-Economically Disadvantaged Students	165	738	742	743	*	20%	42%	*	*	34%	43%
Students with Disabilities	19	724	731	712	*	*	*	*	*	16%	*
Students without Disabilities	188	739	742	741	*	*	*	*	*	33%	*
English Learners	*	*	*	708	*	*	*	*	*	*	*
Non-English Learners	*	*	*	738	*	*	*	*	*	*	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	*
Students in Foster Care	N	N	*	713	N	N	N	N	N	N	*
Military-Connected Students	*	*	*	739	*	*	*	*	*	*	35%
Migrant Students	N	N	N	711	N	N	N	N	N	N	19%



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Mathematics Assessment - Performance by Test: Algebra II

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

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	109	772	770	755	*	*	17%	69%	9%	78%	58%
White	43	769	769	758	*	*	*	*	*	81%	62%
Hispanic	34	757	760	731	*	*	32%	*	*	59%	34%
Black or African American	*	*	*	725	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	27	794	785	777	0%	0%	*	*	*	96%	80%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	55%
Two or More Races	*	*	*	761	*	*	*	*	*	*	65%
Female	52	771	769	752	*	*	*	*	*	81%	55%
Male	57	773	772	758	*	*	*	*	*	75%	62%
Economically Disadvantaged Students	19	762	*	729	*	*	*	*	*	74%	32%
Non-Economically Disadvantaged Students	90	774	*	761	*	*	*	*	*	79%	65%
Students with Disabilities	N	N	*	715	N	N	N	N	N	N	25%
Students without Disabilities	109	772	*	756	*	*	17%	69%	9%	78%	60%
English Learners	N	N	N	696	N	N	N	N	N	N	11%
Non-English Learners	109	772	770	755	*	*	17%	69%	9%	78%	59%
Homeless Students	N	N	N	717	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	715	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	39%
Migrant Students	N	N	N	*	N	N	N	N	N	N	*



Morris Hills High School
 (27-3370-050)
 Grades Offered: 09-12
 2018-2019

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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) 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 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. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	50.0%	40.9%	Met Target

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	47	83.0%	17.0%
3-4	*	*	*
5 or more	N	N	N



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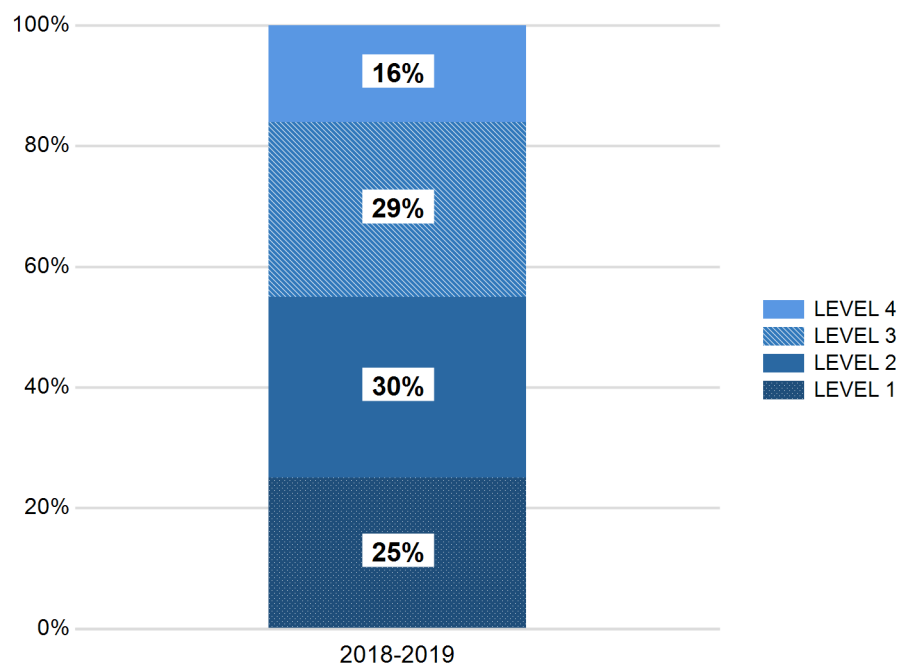
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the [assessment reports page](#) for DLM results.

NJSLA Science Assessment: Grade 11 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 11

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	25	30	29	16
White	20	30	35	16
Hispanic	40	37	21	2
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	4	12	29	55
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	24	36	26	14
Male	25	26	31	18
Economically Disadvantaged Students	41	35	19	4
Non-Economically Disadvantaged Students	21	29	32	19
Students with Disabilities	64	27	9	0
Students without Disabilities	20	30	31	18
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	*	*	*	*
Migrant Students	N	N	N	N



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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 2018-19. 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 2018-19	100.0%	84.5%
12th graders taking SAT in 2018-19 or prior years	90.0%	72.1%
12th graders taking ACT in 2018-19 or prior years	25.2%	19.6%

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	502	476	Grade 10: 430 Grade 11: 460	68%	61%
PSAT 10/NMSQT - Math	510	477	Grade 10: 480 Grade 11: 510	53%	43%
SAT - Reading and Writing	583	539	480	86%	70%
SAT - Math	597	541	530	72%	53%
ACT - Reading	25	25	22	64%	66%
ACT - English	24	24	18	79%	81%
ACT - Math	25	24	22	58%	65%
ACT - Science	24	24	23	61%	57%



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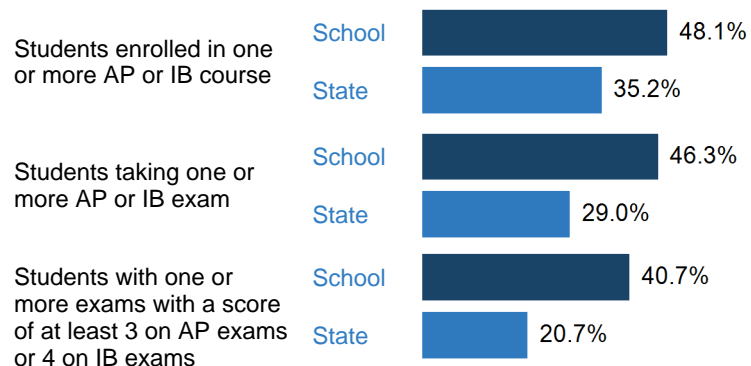
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate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

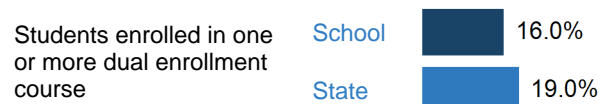
AP/IB Coursework – Participation and Performance

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 of 11th and 12th graders who were 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	0	1
AP Biology	59	60
AP Calculus AB	40	43
AP Calculus BC	10	31
AP Chemistry	17	25
AP Chinese Language and Culture	0	3
AP Computer Science A	54	46
AP Computer Science Principles	0	39
AP English Language and Composition	60	54
AP English Literature and Composition	44	45
AP Environmental Science	37	26
AP European History	10	4
AP Human Geography	13	13
AP Macroeconomics	0	14
AP Microeconomics	12	18
AP Music Theory	4	5



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AP/IB Course	Students Enrolled	Students Tested
AP Physics 1	66	79
AP Physics C	12	0
AP Physics C: Electricity and Magnetism	0	19
AP Physics C: Mechanics	0	26
AP Psychology	95	102
AP Research	0	32
AP Seminar	0	28
AP Spanish Language	16	17
AP Statistics	29	37
AP Studio Art—Drawing Portfolio	13	2
AP Studio Art—Two-Dimensional	6	2
AP U.S. Government and Politics	9	5
AP U.S. History	66	84
Total Exams taken		860
Exams with scores of at least 3 on AP exams or 4 on IB exams		749



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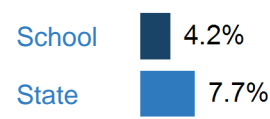
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This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education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

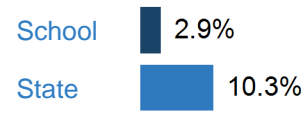
Career and Technical Education Participation

The graphs below show the percentage of students in grades 9 through 12 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)



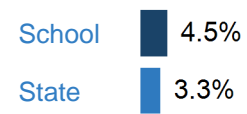
CTE Concentrators
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

The graph below shows the percentage of students in grades 9 through 12 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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Career and Technical Education Participation by Student Group

This table shows the percentage of students, both overall and by student group, in grades 9 through 12 who were enrolled in courses in approved Career and Technical Education (CTE) programs. CTE participants have completed only one course in an approved CTE program. CTE concentrators have completed two or more courses in a single approved CTE program and/or have completed the entire CTE program. Students enrolled in shared-time CTE programs in a county vocational school district are included in the percentages for both the county vocational school and their sending high school.

Student Group	School: % CTE Participants	School: % CTE Concentrators	State: % CTE Participants	State: % CTE Concentrators
Schoolwide	4.2%	2.9%	7.7%	10.3%
White	4.6%	3.7%	6.1%	9.6%
Hispanic	3.2%	*	10.3%	11.3%
Black or African American	*	*	9.0%	11.2%
Asian, Native Hawaiian, or Pacific Islander	*	*	5.8%	9.3%
American Indian or Alaska Native	N	N	10.3%	12.7%
Two or More Races	0.0%	*	6.8%	12.1%
Female	*	*	7.3%	10.6%
Male	*	*	8.0%	10.1%
Economically Disadvantaged Students	3.2%	*	10.4%	11.8%
Students with Disabilities	*	*	6.6%	9.2%
English Learners	0.0%	0.0%	8.7%	3.2%
Homeless Students	*	*	8.1%	6.6%
Students In Foster Care	*	*	6.4%	5.0%
Military-Connected Students	*	*	9.7%	13.3%
Migrant Students	N	N	10.4%	*



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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



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	61		
Health Science	*		
Hospitality & Tourism	*		
Human Services	*		
Manufacturing	23		
Science, Technology, Engineering & Mathematics	*		
Transportation, Distribution & Logistics	*		
Total (All Clusters)	96	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	215	84	46	0	0	0	7
10	87	185	67	52	0	1	1
11	2	56	160	50	34	11	3
12	0	6	28	27	57	71	83
Total	304	331	301	129	91	83	94
Enrolled in AP/IB Course					50	29	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	4

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	176	2	0	118	0	13
10	148	209	0	13	0	46
11	29	149	0	7	132	58
12	41	19	0	31	45	136
Total	394	379	0	169	177	253
Enrolled in AP/IB Course	59	17		37	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	288	5	1	0	2	3
10	12	349	2	0	2	12
11	7	306	4	55	16	30
12	0	18	16	102	41	47
Total	307	678	23	157	61	92
Enrolled in AP/IB Course	0	66	12	95		28
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	218	39	0	0	36	0	0
10	260	29	0	0	57	0	0
11	106	22	0	0	19	0	0
12	18	5	0	0	5	0	0
Total	602	95	0	0	117	0	0
Enrolled in AP/IB Course	16	0	0	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	167	26	0	0	21	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.

Computer Science and Information Technology – Course Participation

This table shows the number of students who were enrolled in Computer Science and Information Technology (IT) 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	Computer Programming	Computing Systems	Other Computer Science	Networking	Information Systems	Other IT
9	7	0	0	0	0	0
10	8	0	0	0	0	0
11	17	0	0	1	0	0
12	26	0	0	0	0	0
Total	58	0	0	1	0	0
Enrolled in AP/IB Course	54		0			0
Enrolled in Dual Enrollment Course	4	0	0	1	0	0



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Seal of Biliteracy

This table shows the number of Seals of Biliteracy earned by language. The New Jersey Department of Education State Seal of Biliteracy identifies graduating high school students who are able to demonstrate proficiency in English in addition to one or more languages. Students may be counted more than once if they earned Seals across more than one language. Visit the [NJDOE Seal of Biliteracy website](#) for more information.

Language	Students Earning a Seal of Biliteracy
French	*
Spanish	12
Total	*



Morris Hills High School
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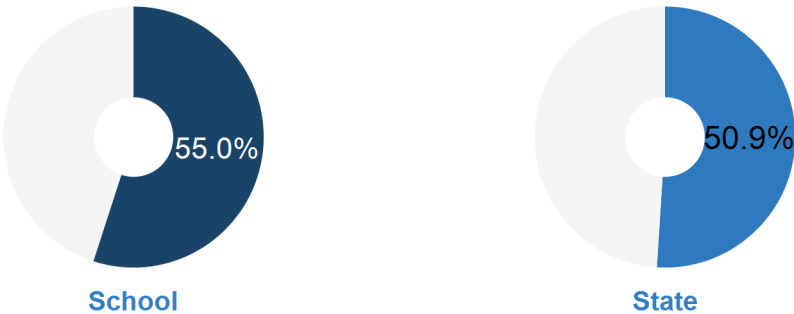
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Visual and Performing Arts – Course Participation

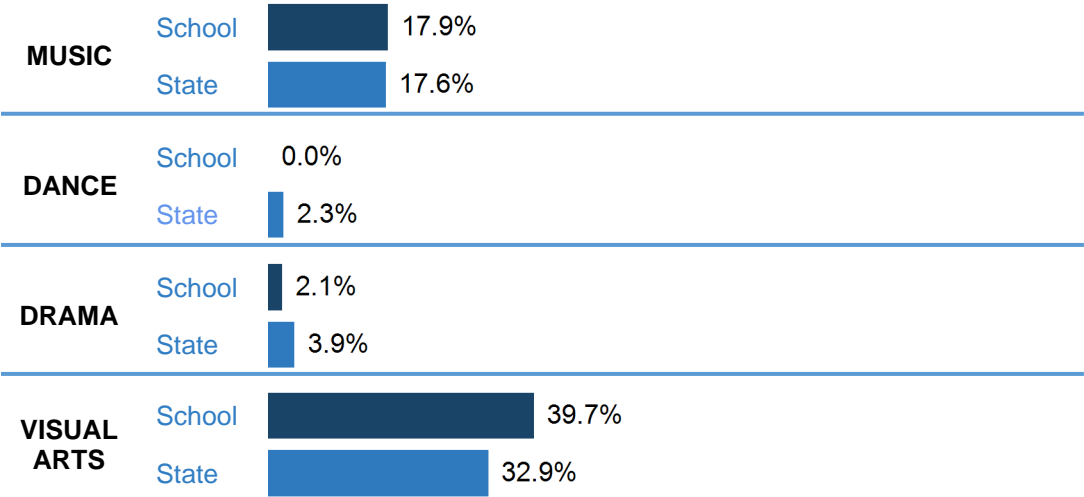
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 9-12:

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



Students enrolled in one or more classes by discipline:





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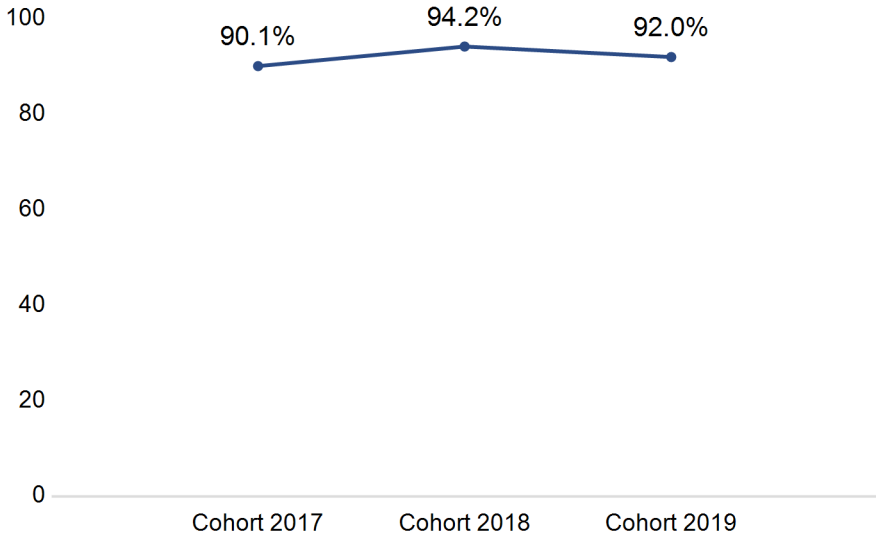
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Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the [NJDOE Graduation Rate page](#).

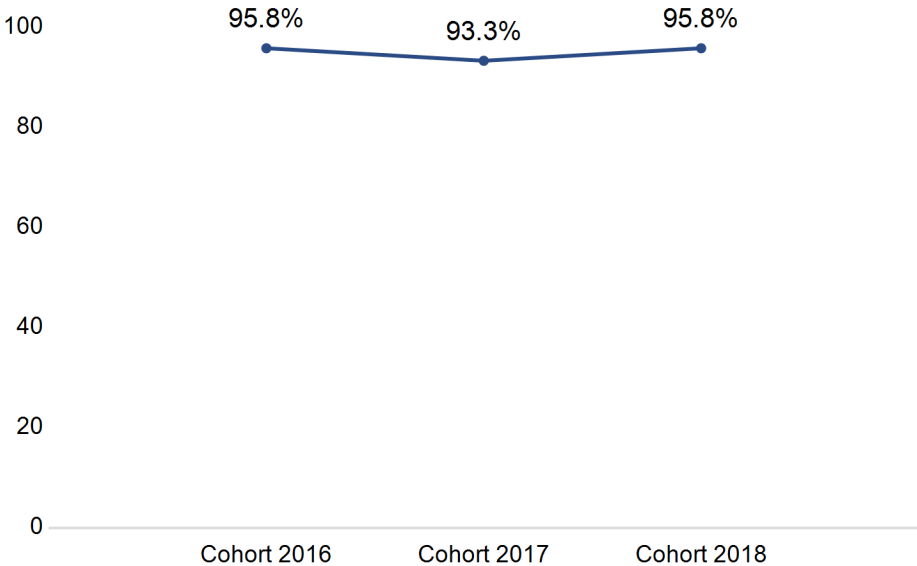
Graduation Rate Trends and Progress

These graphs show the 4-year and 5-year adjusted cohort graduation rates for the most recent three cohorts of students. The table below shows whether annual targets were met for each cohort. Note that for accountability and annual targets, graduation data from the prior year is used, so annual target status for Cohort 2019 4-Year and Cohort 2018 5-Year are not provided.

4-Year Graduation Rate Trends



5-Year Graduation Rate Trends



Performance Measure	Cohort 2017 4-Year Rate	Cohort 2018 4-Year Rate	Cohort 2019 4-Year Rate	Cohort 2016 5-Year Rate	Cohort 2017 5-Year Rate	Cohort 2018 5-Year Rate
Graduation Rate	90.1%	94.2%	92.0%	95.8%	93.3%	95.8%
Annual Target	94.3%	94.3%		N	95.8%	
Met Annual Target?	Not Met	Not Met		Met Goal	Not Met	
Statewide Graduation Rate	90.5%	90.9%	90.6%	91.8%	92.4%	92.5%



Morris Hills High School
(27-3370-050)
Grades Offered: 09-12
2018-2019

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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 2018 4-year rate and the Class of 2017 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 2019: 4 Year Rate	State - Class of 2019: 4 Year Rate	School - Class of 2018: 5 Year Rate	State - Class of 2018: 5 Year Rate	Class of 2018: 4 Year Rate	Class of 2018: 4 Year Target	Class of 2018: Met Target	Class of 2017: 5 Year Rate	Class of 2017: 5 Year Target	Class of 2017: Met Target
Schoolwide	92.0%	90.6%	95.8%	92.5%	94.2%	94.3%	Not Met	93.3%	95.8%	Not Met
White	96.1%	94.9%	97.0%	95.9%	96.4%	N	Met Goal	94.7%	96.0%	Not Met
Hispanic	82.9%	84.5%	93.5%	87.3%	89.7%	86.8%	Met Target	87.9%	92.9%	Not Met
Black or African American	*	83.3%	*	87.1%	*	**	**	94.4%	**	**
Asian, Native Hawaiian or Pacific Islander	100.0%	96.9%	100.0%	97.8%	100.0%	N	Met Goal	*	**	**
American Indian or Alaska Native	N	92.2%	N	88.9%	N	N	N	100.0%	N	Met Goal
Two or More Races	*	91.4%	*	94.2%	*	**	**	*	**	**
Female	93.2%	92.8%	96.8%	94.4%	95.5%			94.6%		
Male	90.7%	88.5%	94.9%	90.8%	93.1%			92.3%		
Economically Disadvantaged Students	84.3%	84.0%	95.3%	87.3%	90.7%	89.1%	Met Target	86.2%	92.3%	Not Met
Students with Disabilities	84.2%	79.2%	93.8%	83.8%	93.8%	85.5%	Met Target	81.4%	94.7%	Not Met
English Learners	50.0%	75.4%	79.2%	80.1%	66.7%	N	N	81.8%	**	**
Homeless Students	N	74.6%	*	78.3%	*			*		
Students in Foster Care	N	57.6%	N	82.5%	N			N		
Migrant Students	N	83.3%	N	85.0%	N			N		



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Graduation Pathways

This table shows the percentage of Cohort 2019 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
Statewide Assessment	80.1%	78.3%
Substitute Competency Test	17.1%	18.2%
Portfolio Appeals Process	0.0%	0.3%
Alternate Requirements specified in IEP	2.8%	3.1%
Unknown	0.0%	0.0%

Dropout Rate Trends

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

School Year	School Rate	State Rate
2018-2019	0.2%	1.2%
2017-2018	0.5%	1.2%
2016-2017	0.7%	1.1%



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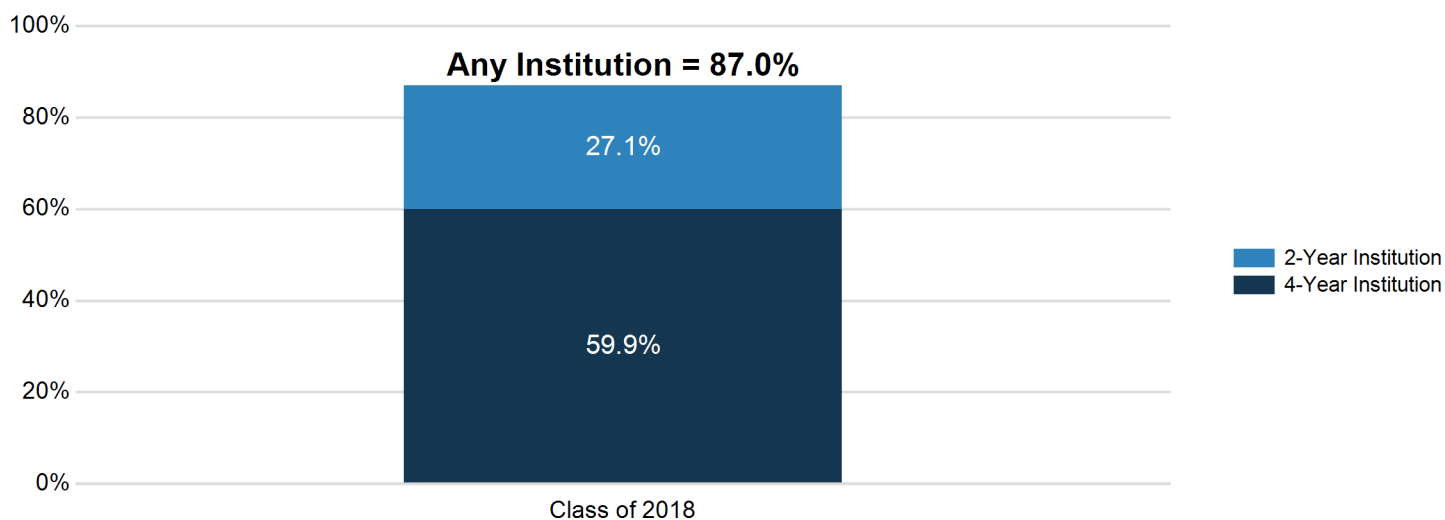
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Information about students enrolling in colleges and universities after graduation is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

Postsecondary Enrollment Rate Summary

The graphs and tables below show the percentage of graduates that have enrolled in 2-year and 4-year institutions within 16 months of graduating from high school.

Postsecondary Enrollment 16 months after Graduation



Performance Measure	Class of 2018
% Enrolled in 2-Year Institution	27.1%
% Enrolled in 4-Year Institution	59.9%
% Enrolled in Any Postsecondary Institution	87.1%



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Postsecondary Enrollment Rates: Fall

This table shows information about Class of 2019 high school graduates enrolled in postsecondary institutions by the fall of 2019. 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 that were enrolled in 2-year and 4-year institutions.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	72%	28.7%	71.3%
Schoolwide	80.4%	28.2%	71.8%
White	88.4%	26.9%	73.1%
Hispanic	66.3%	44.8%	55.2%
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	97%	3.1%	96.9%
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	64.5%	52.5%	47.5%
Students with Disabilities	67.6%	47.8%	52.2%
English Learners	*	*	*

Postsecondary Enrollment Rates: 16 month

This table shows information about Class of 2018 high school graduates enrolled in postsecondary institutions by the fall of 2019. 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 that were enrolled in 2-year and 4-year institutions, public or private institutions, and in-state and out-of-state institutions.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	77.8%	30.9%	69.1%	72.9%	27.1%	65.5%	34.5%
Schoolwide	87.1%	31.2%	68.8%	73.9%	26.1%	71.4%	28.6%
White	91.5%	22.7%	77.3%	74%	26%	66.7%	33.3%
Hispanic	74.7%	58.1%	41.9%	81.1%	18.9%	90.5%	9.5%
Black or African American	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	97.7%	14.3%	85.7%	66.7%	33.3%	57.1%	42.9%
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	69.8%	56.8%	43.2%	86.4%	13.6%	93.2%	6.8%
Students with Disabilities	67.6%	56%	44%	84%	16%	88%	12%
English Learners	*	*	*	*	*	*	*



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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. Students with fewer than 45 days in membership are excluded from attendance calculations.

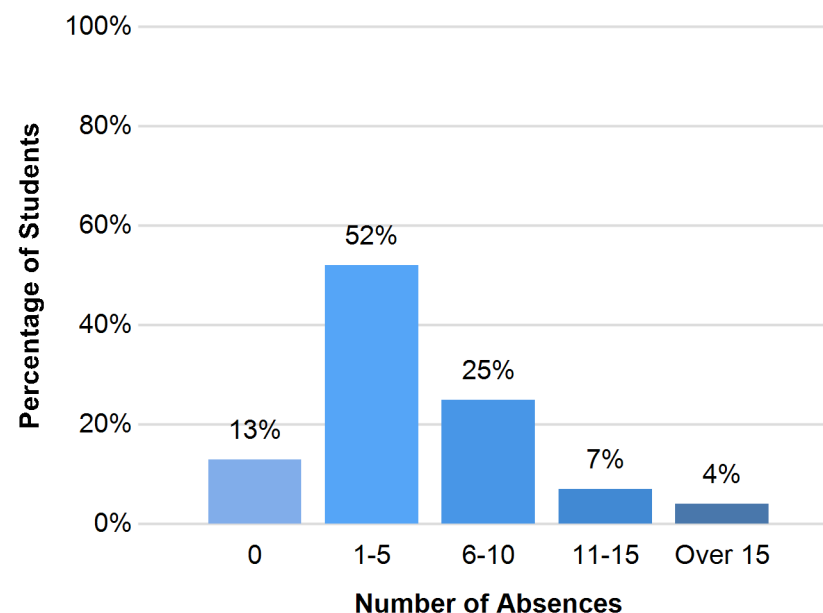
Chronic Absenteeism

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	49	3.8	14.2	Met
White	28	4.6	14.2	Met
Hispanic	15	3.1	14.2	Met
Black or African American	2	4.0	14.2	Met
Asian, Native Hawaiian, or Pacific	2	1.5	14.2	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	2	12.5	**	**
Female	24	4.0		
Male	25	3.6		
Economically Disadvantaged Students	14	4.3	14.2	Met
Students with Disabilities	9	4.9	14.2	Met
English Learners	3	5.7	14.2	Met
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	*	*		
Migrant Students	N	N		

Days Absent

This graph shows the percentage of K-12 students by the number of days they were absent during the school year.





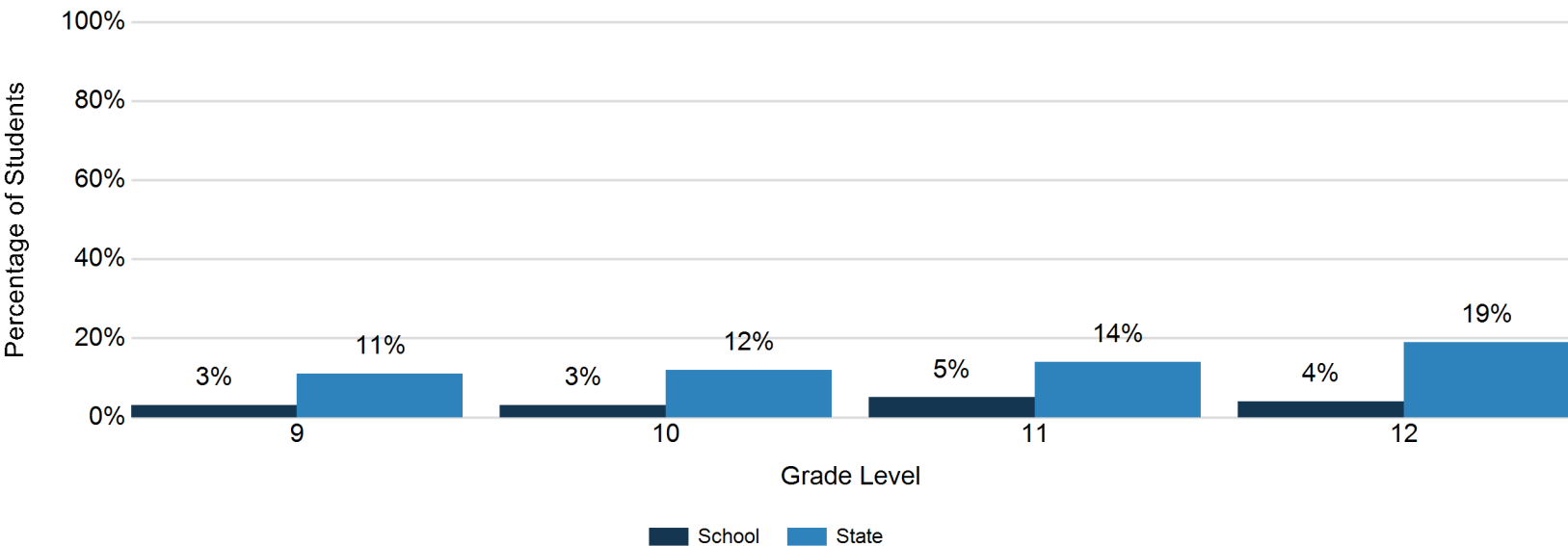
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Chronic Absenteeism by Grade

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





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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

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	6
Weapons	0
Vandalism	1
Substances	9
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	18
Incidents Per 100 Students Enrolled	1.44

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

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	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	2	2
No Identified Nature	0		0

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	32	2.6%
Out-of-School Suspensions	21	1.7%
Any Suspension	49	3.9%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
76



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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	8:05 AM
Typical End Time	3:00 PM
Length of School Day	6 Hrs 55 Mins
Full Time - Instructional Time	5 Hrs 59 Mins
Shared Time - Instructional Time	5 Hrs. 59 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 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 through 10. 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
2018-19	1.0:1



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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 the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	129	118,214
Average years experience in public schools	11.8	12.1
Average years experience in district	9.0	10.8
Percentage of Teachers with 4 or more years experience in the district	68.2%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	26	9,530
Average years experience in public schools	18.6	16.0
Average years experience in district	9.9	12.0
Percentage of Administrators with 4 or more years experience in the district	76.9%	76.9%

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	10:1	11:1
Students to Administrators	208:1	104:1
Teachers to Administrators	22:1	10:1
Students to Librarians/Media Specialists		1354:1
Students to Nurses		677:1
Students to Counselors		208:1
Students to Child Study Team Members		169:1



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Teachers: All classroom teachers

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Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	47.6%	64.3%	33.3%	48.4%	77.1%	54.9%
Male	52.4%	35.7%	66.7%	51.6%	22.9%	45.1%
White	47.1%	95.3%	83.3%	42.4%	83.6%	77.4%
Hispanic	37.1%	4.7%	16.7%	29.9%	7.3%	7.2%
Black or African American	4.0%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	10.5%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.1%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	1.3%	0.0%	0.0%	2.1%	0.2%	0.2%



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Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by 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.

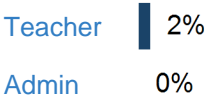
Bachelor's Degree



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 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	91.1%	90.5%
2017-18 Administrators: Same district 2018-19	92.6%	87.9%

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
2018-19	96.7%



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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.



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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).
 Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
 Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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](#).

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.



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ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	59.2%	62.7%	58.7%
Math Proficiency	51.6%	49.6%	42.0%
ELA Growth	N	N	N
Math Growth	N	N	N
4-Year Graduation Rate†	90.1%	94.2%	92.0%
5-Year Graduation Rate†	95.8%	93.3%	95.8%
Progress toward English Language Proficiency		59.5%	50.0%
Chronic Absenteeism	5.9%	5.6%	3.8%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



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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).
 Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
 Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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](#).

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey 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 every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.



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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

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	Not Met	Not Met	Not Met	Not Met	Met Target	Met	No
White	Met Target†	Not Met	Met Goal	Not Met	n/a	Met	No
Hispanic	Met Target†	Not Met	Met Target	Not Met	n/a	Met	No
Black or African American	Met Target†	N	**	**	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	Met Goal	Met Goal	Met Goal	**	n/a	Met	No
American Indian or Alaska Native	**	**	**	Met Goal	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Not Met	Not Met	Met Target	Not Met	n/a	Met	No
Students with Disabilities	Not Met	Not Met	Met Target	Not Met	n/a	Met	No
English Learners	Not Met	Not Met	N	**	**	Met	No

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






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School Narrative

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

 <p>Highlights:</p>	<ul style="list-style-type: none"> • Morris Hills and Morris Knolls were awarded College Board AP District Honor Roll status for the last three consecutive years based on AP enrollment and scores; 27 AP courses are available to students. • Over 200 courses in core academics, career & technical education, business, and visual & performing arts are offered to provide a truly comprehensive education for the 21st century. • Morris Hills offers specialty programs for an individualized education: AVID, the Math & Science Magnet, and Aviation & Aerospace, as well as the Academy for Math, Science, & Engineering.
 <p>Mission, Vision, Theme:</p>	<p>The Morris Hills Regional District, in shared responsibility with all stakeholders, empowers students to become contributing members and leaders of a global society who can effectively communicate and collaborate with others, take responsibility as productive citizens, and become life-long learners. The summer read is linked to a school-wide theme to anchor both the mission and vision of the high school.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>Morris Hills High School has earned a spot on the College Board's 9th Annual AP District Honor Roll, which recognizes districts for increasing access to Advanced Placement coursework for all students while maintaining or increasing the percentage of students earning scores of 3 or higher on AP exams. This is the 3rd year in a row that we have been named to the AP District Honor Roll. We are one of only 373 districts across the U.S. and Canada selected for this honor.</p>






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<div>  <div> Courses, Curriculum, Instruction: </div> </div>	<p>Morris Hills High School offers AP, Honors, CPA, and CPB level classes. Morris Hills High School offers a Magnet Program in Mathematics and Science as well as being an AVID School, promoting college-readiness skills for our students. Morris Hills High School also has a first year Aviation Program.</p>
<div>  <div> Sports and Athletics: </div> </div>	<p>Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Coed), Cheerleading (Coed), Cross Country (Boys & Girls), Fencing (Boys & Girls), Field Hockey (Girls), Football (Boys), Golf (Coed), Ice Hockey (Boys), Lacrosse (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Girls), Wrestling (Boys)</p> <p>The Morris Hills High School Athletic Department traditionally produces championship caliber teams while bringing home an even greater dividend -- receiving the NJSIAA Sportsmanship Award as best in the conference over the last several years. There are currently 27 sports offered at the varsity and sub-varsity levels.</p>
<div>  <div> Clubs and Activities: </div> </div>	<p>Morris Hills High School has over 70 clubs and organizations open to all students. With our mantra of "there is something for everyone" at Morris Hills High School, we attempt to provide offerings that allow our students to have roots beyond the school day. Many of the clubs at Morris Hills High School are connected to community service and giving back to the community.</p>






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 <p>Before and After School Programs:</p>	<p>Morris Hills High School runs an enrichment program before school for students needing extra assistance in Language Arts and Mathematics. Classes are taught by the school's Language Arts teachers and Mathematics teachers. Additionally, Morris Hills High School offers an ELL after school homework club for our ELL students. Furthermore, the library is opened after school for students to utilize to complete work, research, and obtain extra help.</p>
 <p>Staff and Professional Learning:</p>	<p>Morris Hills High School has implemented an Instructional Coaching Model which focuses on collecting, analyzing, and utilizing data to identify students needs, assess changes in classroom instructional practice, and measure student progress with a reflective, non-evaluative context. Additionally, the district offers an extensive after school staff development program. Workshops are presented by teachers to their colleagues.</p>
 <p>Postsecondary Information:</p>	<p>90% of the graduates from the Class of 2019 attended either a two or four-year college or university. Our Advanced Placement test results indicated that 89.1% of 350 students received scores 3 or higher.</p>






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 <p>Student Supports and Services:</p>	<p>Morris Hills High School offers peer tutoring. Morris Hills High School houses a strong ELL Program, assisting students in learning English. Furthermore, the school is sensitive to the needs of our special education population and provides an education in the least restrictive environment. Morris Hills High School also partners with Effective School Solutions (ESS) to meet the needs of students and their families. Furthermore, Morris Hills High School has a full time Reading Specialist to work with all students utilizing the Reading Plus Program.</p>
 <p>Student Health and Wellness:</p>	<p>Morris Hills High School has a Wellness Committee that meets throughout the year. Through the work of the committee and as an outgrowth of the Stress and Anxiety Roundtable conversations, Morris Hills High School has identified one homework free weekend per marking period. Additionally, the Wellness Committee has worked with the cafeteria vendor to provide healthy breakfast and lunch choices for our students.</p>
 <p>Parent and Community Involvement:</p>	<p>Parental involvement in our Home and School Association has helped promote a strong sense of school community within our school. This sense of community, in turn, allows us to successfully combine various sending communities of students into a united student body. Also, the Home and School Association has helped the high school with facility upgrades through fundraising efforts. ASPEN is the student information system and it contains a parent/student portal. Morris Hills High School partners with various community organizations to present on various topics affecting the school community at large.</p>





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 <div>Facilities:</div>	<p>The following renovations have taken place at Morris Hills High School: new gym floor, new wall mats in the main gym, upgrading to all lighting in the entire building, upgrading to the HVAC system, installation of a multi-sport practice cages in the main gym, upgrading to both female and male bathroom facilities, upgrading to the TV Studio, completion of the roof on the main building and the Academy building, new bleachers at Gifford Field, new classrooms to help with increasing enrollment, and banners / signs placed around the campus.</p>
 <div>School Safety:</div>	<p>The safety of our students and staff continues to be of the utmost importance to Morris Hills High School. With the support of the Rockaway Borough Police Department, Morris Hills High School has implemented a variety of security measures in a daily effort to provide a safe and secure environment. These measures include the following: The Morris Hills High School Crisis Management Plan serves as an operating guide for a wide range of emergencies. The Morris Hills Regional District has installed emergency blue strobe lights and sirens in both the interior and exterior areas of Morris Hills High School. The Morris Hills Regional District has once again adopted the ALICE Protocol for active intruder situations. Multiple cameras have been installed throughout the Morris Hills High School campus (building, grounds, and buses). Morris Hills High School has a full time School Resource Officer (Rockaway Borough Police Officer) present in the building during the instructional school day to</p>




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 <div>Other Information</div>	<p>The Morris Hills Regional District is excited to announce that it is now offerering the convenience of information sharing and online registration for school programs through a partner company called FamilyID. FamilyID is a secure registration platform that provides parents/guardians with an easy, user-friendly way to receive pertinent information and register for programs. Open communication with parents is accomplished by housing a "Principal's Corner" on the school website. The "Principal's Corner" contains all pertinent information and letters submitted by the high school Principal. Morris Hills High School has partnered with NFHS to live stream all sporting and extra-curricular activities from the Main Gym and Gifford Field. Finally, Morris Hills High School is in the process of creating a district app for information sharing purposes.</p>
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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 as the top left of the screen to move between pages of the report

Other Resources:

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

Notes from the New Jersey Department of Education:



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School Contact Information

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

Type	Contact Information
County	Morris
District	Morris Hills Regional School District
Principal Name	Mr. Ryan MacNaughton
Address	50 KNOLL DRIVE DENVILLE, NJ 07834-4099
Phone Number	973-664-2201
Email Address	rmacnaughton@mhrd.org
Website	https://www.mhrd.org/mkhs
Facebook	https://www.facebook.com/mhrdschools
Twitter	https://twitter.com/mhrdschools



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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
9	381	347	329
10	369	392	349
11	394	354	371
12	419	390	370
Total	1,563	1,484	1,419

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	47.1%	46.5%	47.2%
Male	52.9%	53.5%	52.8%
Economically Disadvantaged Students	6.8%	7.8%	7.3%
Students with Disabilities	21.0%	20.5%	21.1%
English Learners	0.1%	0.0%	0.0%
Homeless Students	0.1%	0.3%	0.2%
Students in Foster Care	0.4%	0.3%	0.4%
Military-Connected Students	0.4%	0.7%	0.8%
Migrant Students	0.0%	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	2016-17	2017-18	2018-19
White	79.6%	78.5%	76.2%
Hispanic	10.7%	11.9%	13.5%
Black or African American	2.9%	2.5%	2.6%
Asian	6.0%	6.3%	6.4%
Native Hawaiian or Pacific Islander	0.1%	0.1%	0.3%
American Indian or Alaska Native	0.1%	0.0%	0.0%
Two or More Races	0.6%	0.6%	0.9%

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	2016-17	2017-18	2018-19
Full Time Students	1,554	1,477	1,410
Shared Time Students	16	13	18
Full Time Equivalent	1,562	1,484	1,419

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	97.3%
Spanish	1.9%
Other Languages	0.7%

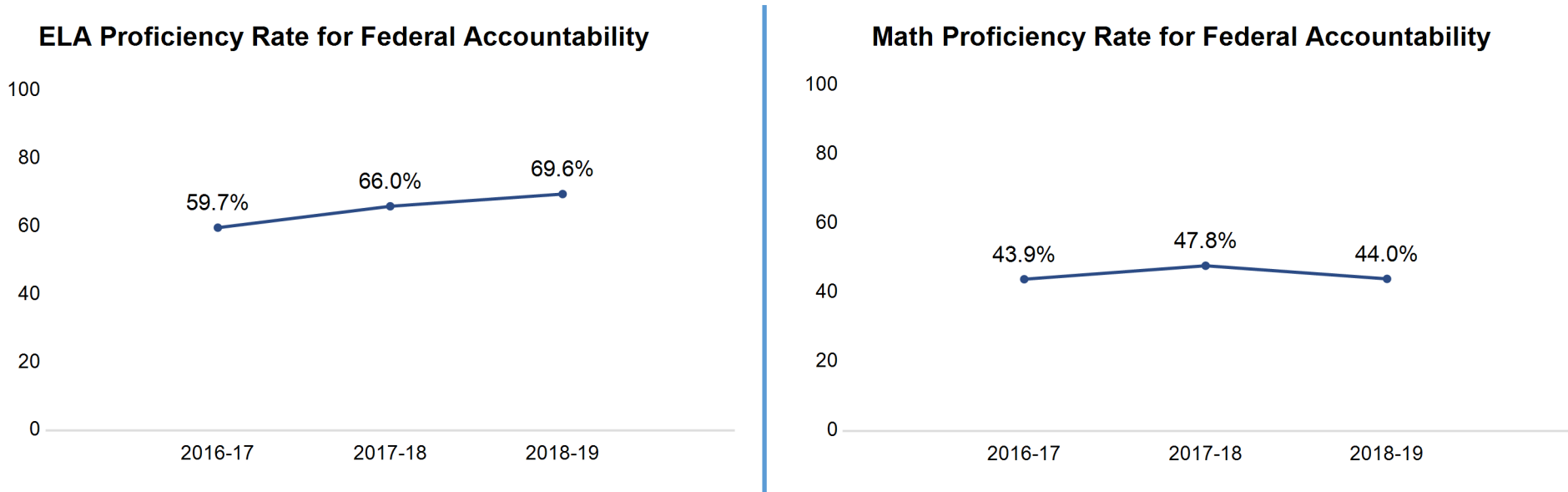


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English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	91.5%	99.0%	98.8%	91.5%	98.5%	98.3%
Proficiency Rate for Federal Accountability	59.7%	66.0%	69.6%	43.9%	47.8%	44.0%
Annual Target	52.5%	53.9%	55.3%	45.7%	47.5%	49.3%
Met Annual Target?	Met Target	Met Target	Met Target	Met Target†	Met Target	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	655	98.8	69.6	64.3	57.9	69.6	55.3	Met Target
White	485	99.0	70.7	68.9	66.9	70.7	55.3	Met Target
Hispanic	98	99.0	61.2	46.8	43.9	61.2	49.1	Met Target
Black or African American	*	*	*	*	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	47	100.0	85.1	88.4	82.9	85.1	75.7	Met Goal
American Indian or Alaska Native	N	N	N	N	56.0	N	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	316	98.8	79.1	72.4	64.8	79.1		
Male	339	98.8	60.8	56.6	51.3	60.8		
Economically Disadvantaged Students	46	100.0	50.0	36.0	40.0	50.0	31.7	Met Target
Non-Economically Disadvantaged Students	609	98.7	71.1	69.4	67.9	71.1		
Students with Disabilities	142	98.6	28.9	25.5	22.7	28.9	27.9	Met Target
Students without Disabilities	513	98.9	80.9	72.3	65.1	80.9		
English Learners	*	*	*	*	29.3	*	**	**
Non-English Learners	*	*	*	*	60.6	*		
Homeless Students	*	*	*	*	29.1	*		
Students In Foster Care	*	*	*	*	27.6	*		
Military-Connected Students	*	*	*	*	57.8	*		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

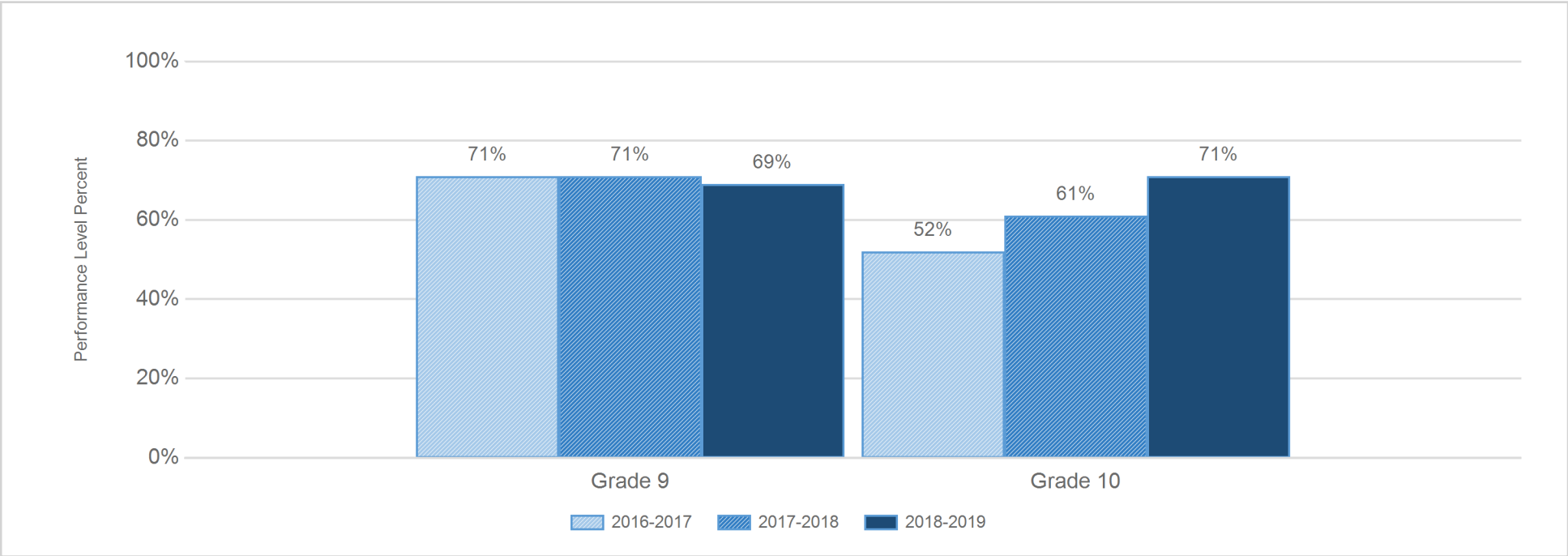


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English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





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English Language Arts Assessment - Performance by Grade: Grade 9

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	310	764	761	753	7%	10%	15%	42%	27%	69%	56%
White	223	767	765	762	6%	8%	16%	43%	28%	71%	65%
Hispanic	51	749	743	737	*	*	*	*	*	59%	40%
Black or African American	*	*	*	732	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	20	783	793	783	0%	*	*	*	*	80%	84%
American Indian or Alaska Native	N	N	N	754	N	N	N	N	N	N	57%
Two or More Races	*	*	*	761	*	*	*	*	*	*	63%
Female	149	775	770	760	*	*	11%	40%	38%	78%	63%
Male	161	754	753	746	*	*	18%	43%	17%	60%	49%
Economically Disadvantaged Students	20	740	738	734	*	*	*	*	*	50%	36%
Non-Economically Disadvantaged Students	290	766	765	762	*	*	*	*	*	70%	65%
Students with Disabilities	70	722	721	717	*	*	19%	26%	0%	26%	17%
Students without Disabilities	240	777	769	760	*	*	14%	47%	35%	81%	63%
English Learners	N	N	694	693	N	N	N	N	N	N	*
Non-English Learners	310	764	762	755	7%	10%	15%	42%	27%	69%	*
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	22%
Military-Connected Students	*	*	*	755	*	*	*	*	*	*	56%
Migrant Students	N	N	N	715	N	N	N	N	N	N	23%



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English Language Arts Assessment - Performance by Grade: Grade 10

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	339	770	764	757	7%	11%	11%	40%	31%	71%	58%
White	259	770	769	767	7%	11%	11%	40%	31%	71%	67%
Hispanic	44	766	745	738	*	*	*	41%	25%	66%	43%
Black or African American	*	*	735	733	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	26	790	796	792	0%	*	*	50%	42%	92%	84%
American Indian or Alaska Native	N	N	N	754	N	N	N	N	N	N	56%
Two or More Races	*	*	757	766	*	*	*	*	*	*	65%
Female	165	781	772	766	*	*	8%	43%	38%	81%	66%
Male	174	760	756	749	*	*	13%	37%	25%	62%	51%
Economically Disadvantaged Students	23	749	736	735	*	*	*	*	*	52%	40%
Non-Economically Disadvantaged Students	316	772	769	767	*	*	*	*	*	72%	67%
Students with Disabilities	62	725	719	711	*	*	19%	34%	0%	34%	19%
Students without Disabilities	277	780	773	765	*	*	9%	42%	38%	79%	65%
English Learners	N	N	697	687	N	N	N	N	N	N	*
Non-English Learners	339	770	766	760	7%	11%	11%	40%	31%	71%	*
Homeless Students	N	N	*	723	N	N	N	N	N	N	32%
Students in Foster Care	*	*	*	710	*	*	*	*	*	*	22%
Military-Connected Students	*	*	*	754	*	*	*	*	*	*	56%
Migrant Students	N	N	N	710	N	N	N	N	N	N	10%



Morris Knolls High School
(27-3370-060)
Grades Offered: 09-12
2018-2019

Report Key:

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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	573	98.3	44.0	43.0	44.5	44.0	49.3	Not Met
White	426	98.4	44.6	45.6	54.1	44.6	50.4	Not Met
Hispanic	83	97.6	34.9	30.0	28.8	34.9	32.7	Met Target
Black or African American	*	*	*	*	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	44	100.0	61.4	74.7	76.5	61.4	72.3	Met Target†
American Indian or Alaska Native	N	N	N	N	42.7	N	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	286	98.3	45.8	44.2	44.9	45.8		
Male	287	98.3	42.2	41.9	44.2	42.2		
Economically Disadvantaged Students	41	97.6	22.0	28.1	26.3	22.0	33.4	Not Met
Non-Economically Disadvantaged Students	532	98.4	45.7	45.8	54.9	45.7		
Students with Disabilities	102	98.1	13.7	13.0	17.4	13.7	27.3	Not Met
Students without Disabilities	471	98.3	50.5	48.0	50.0	50.5		
English Learners	*	*	*	*	25.0	*	**	**
Non-English Learners	*	*	*	*	46.5	*		
Homeless Students	N	N	N	*	17.1	N		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	*	*	*	*	46.4	*		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

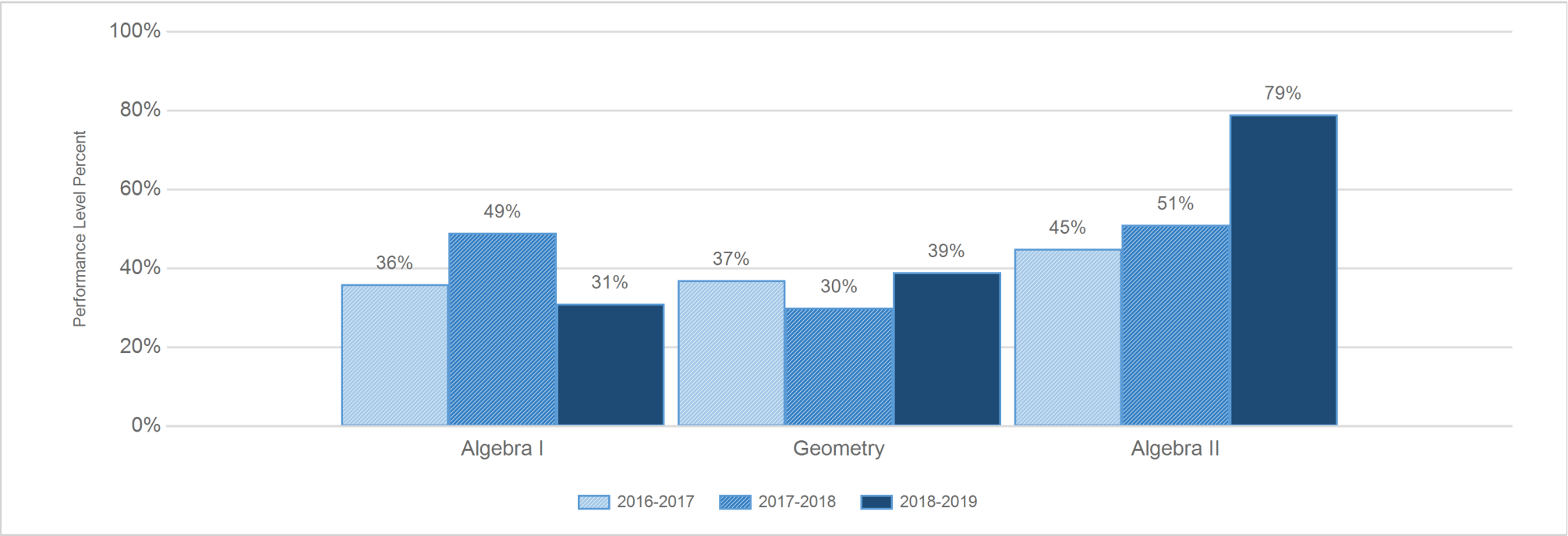


Morris Knolls High School
(27-3370-060)
Grades Offered: 09-12
2018-2019

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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 statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



Morris Knolls High School
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Mathematics Assessment - Performance by Test: Algebra I

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

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	213	737	738	744	8%	23%	39%	*	*	31%	42%
White	154	737	740	752	8%	21%	36%	*	*	34%	53%
Hispanic	40	739	734	728	*	*	50%	*	*	23%	24%
Black or African American	*	*	*	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	10	738	*	775	0%	*	*	*	*	40%	76%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	*	*	*	752	*	*	*	*	*	*	51%
Female	105	741	739	745	*	*	40%	*	*	34%	44%
Male	108	733	736	743	*	*	38%	*	*	28%	41%
Economically Disadvantaged Students	24	724	730	727	*	*	*	*	*	17%	23%
Non-Economically Disadvantaged Students	189	739	740	752	*	*	*	*	*	33%	52%
Students with Disabilities	67	718	718	717	*	40%	24%	*	*	13%	12%
Students without Disabilities	146	746	744	748	*	14%	46%	*	*	39%	47%
English Learners	N	N	726	710	N	N	N	N	N	N	*
Non-English Learners	213	737	738	745	8%	23%	39%	*	*	31%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	14%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	11%
Military-Connected Students	*	*	*	744	*	*	*	*	*	*	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%



Morris Knolls High School
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Mathematics Assessment - Performance by Test: Geometry

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

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	228	744	741	737	*	14%	47%	*	*	39%	35%
White	184	744	742	743	*	13%	48%	*	*	39%	43%
Hispanic	23	738	734	724	0%	*	52%	*	*	26%	17%
Black or African American	*	*	*	720	*	*	*	*	*	*	14%
Asian, Native Hawaiian, or Pacific Islander	13	758	758	762	0%	*	*	*	*	69%	70%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	37%
Two or More Races	*	*	*	745	*	*	*	*	*	*	46%
Female	119	746	742	738	*	11%	45%	*	*	43%	36%
Male	109	742	739	736	*	17%	49%	*	*	34%	34%
Economically Disadvantaged Students	10	741	735	722	*	*	*	*	*	10%	16%
Non-Economically Disadvantaged Students	218	744	742	743	*	*	*	*	*	40%	43%
Students with Disabilities	25	736	731	712	*	*	68%	*	*	16%	*
Students without Disabilities	203	745	742	741	*	*	44%	*	*	41%	*
English Learners	N	N	*	708	N	N	N	N	N	N	*
Non-English Learners	228	744	*	738	*	14%	47%	*	*	39%	*
Homeless Students	N	N	*	717	N	N	N	N	N	N	*
Students in Foster Care	*	*	*	713	*	*	*	*	*	*	*
Military-Connected Students	*	*	*	739	*	*	*	*	*	*	35%
Migrant Students	N	N	N	711	N	N	N	N	N	N	19%



Morris Knolls High School
(27-3370-060)
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2018-2019

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Mathematics Assessment - Performance by Test: Algebra II

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

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	126	769	770	755	*	*	18%	*	*	79%	58%
White	86	769	769	758	*	*	16%	*	*	80%	62%
Hispanic	17	767	760	731	0%	0%	*	*	*	82%	34%
Black or African American	*	*	*	725	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	20	772	785	777	0%	0%	*	*	*	70%	80%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	55%
Two or More Races	*	*	*	761	*	*	*	*	*	*	65%
Female	60	767	769	752	*	*	*	*	*	73%	55%
Male	66	771	772	758	*	*	*	*	*	85%	62%
Economically Disadvantaged Students	*	*	*	729	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	65%
Students with Disabilities	*	*	*	715	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	756	*	*	*	*	*	*	60%
English Learners	N	N	N	696	N	N	N	N	N	N	11%
Non-English Learners	126	769	770	755	*	*	18%	*	*	79%	59%
Homeless Students	N	N	N	717	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	715	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	39%
Migrant Students	N	N	N	*	N	N	N	N	N	N	*



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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) 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	11	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. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	N	N	N

† 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



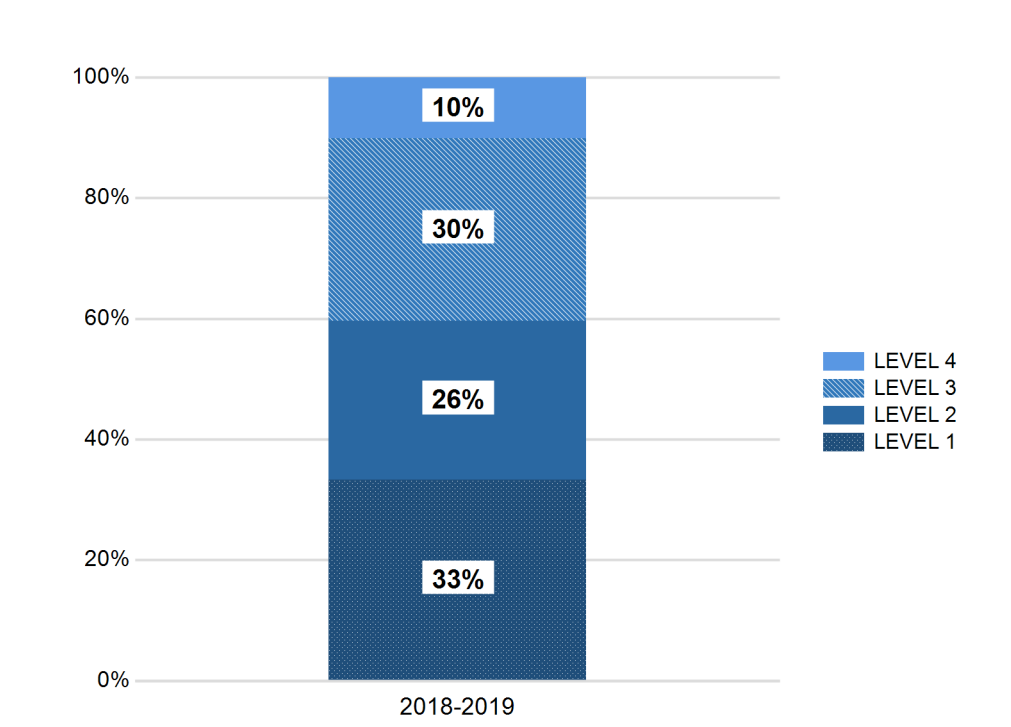
Morris Knolls High School
(27-3370-060)
Grades Offered: 09-12
2018-2019

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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 grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the [assessment reports page](#) for DLM results.

NJSLA Science Assessment: Grade 11 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 11

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	33	26	30	10
White	31	26	31	11
Hispanic	46	27	24	2
Black or African American	45	36	9	9
Asian, Native Hawaiian, or Pacific Islander	28	16	40	16
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	30	27	31	12
Male	36	25	30	9
Economically Disadvantaged Students	79	4	13	4
Non-Economically Disadvantaged Students	30	27	32	11
Students with Disabilities	64	20	14	2
Students without Disabilities	26	27	34	12
English Learners	N	N	N	N
Non-English Learners	33	26	30	10
Homeless Students	*	*	*	*
Students in Foster Care	*	*	*	*
Military-Connected Students	*	*	*	*
Migrant Students	N	N	N	N



Morris Knolls High School
(27-3370-060)
Grades Offered: 09-12
2018-2019

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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 2018-19. 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 2018-19	94.7%	84.5%
12th graders taking SAT in 2018-19 or prior years	81.9%	72.1%
12th graders taking ACT in 2018-19 or prior years	39.2%	19.6%

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	510	476	Grade 10: 430 Grade 11: 460	78%	61%
PSAT 10/NMSQT - Math	504	477	Grade 10: 480 Grade 11: 510	54%	43%
SAT - Reading and Writing	582	539	480	86%	70%
SAT - Math	582	541	530	69%	53%
ACT - Reading	25	25	22	68%	66%
ACT - English	24	24	18	83%	81%
ACT - Math	24	24	22	59%	65%
ACT - Science	24	24	23	56%	57%



Morris Knolls High School
(27-3370-060)
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2018-2019

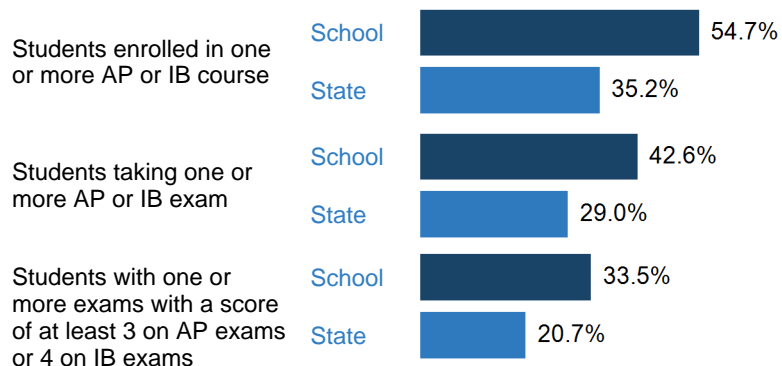
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate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

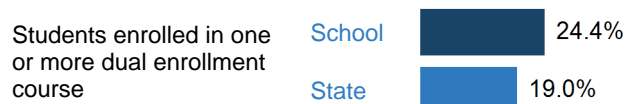
AP/IB Coursework – Participation and Performance

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 of 11th and 12th graders who were 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	11	4
AP Biology	70	52
AP Calculus AB	36	32
AP Calculus BC	39	39
AP Chemistry	26	23
AP Computer Science A	64	15
AP Computer Science Principles	0	22
AP English Language and Composition	95	84
AP English Literature and Composition	62	46
AP Environmental Science	17	8
AP European History	11	4
AP French Language and Culture	20	11
AP German Language and Culture	0	2
AP Human Geography	38	14
AP Macroeconomics	0	21
AP Microeconomics	26	21



Morris Knolls High School
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 2018-2019

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AP/IB Course	Students Enrolled	Students Tested
AP Music Theory	6	5
AP Physics 1	66	44
AP Physics 2	0	1
AP Physics C	13	0
AP Physics C: Electricity and Magnetism	0	10
AP Physics C: Mechanics	0	10
AP Psychology	113	87
AP Spanish Language	19	11
AP Statistics	42	33
AP Studio Art—Drawing Portfolio	9	5
AP Studio Art—Three-Dimensional	3	0
AP Studio Art—Two-Demensional	4	5
AP U.S. Government and Politics	25	13
AP U.S. History	93	78
IB Chemistry	10	9
IB History	22	8



Morris Knolls High School
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AP/IB Course	Students Enrolled	Students Tested
IB Language A (English)	22	8
IB Language A (non-English)—French	10	0
IB Language B—French	0	3
IB Language B—Spanish	15	5
IB Mathematics	19	8
IB Physics	6	1
IB Psychology	18	8
IB Theory of Knowledge	23	8
Total Exams taken		758
Exams with scores of at least 3 on AP exams or 4 on IB exams		568



Morris Knolls High School
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2018-2019

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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](#).

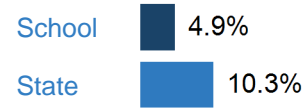
Career and Technical Education Participation

The graphs below show the percentage of students in grades 9 through 12 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 in grades 9 through 12 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





Morris Knolls High School
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2018-2019

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Career and Technical Education Participation by Student Group

This table shows the percentage of students, both overall and by student group, in grades 9 through 12 who were enrolled in courses in approved Career and Technical Education (CTE) programs. CTE participants have completed only one course in an approved CTE program. CTE concentrators have completed two or more courses in a single approved CTE program and/or have completed the entire CTE program. Students enrolled in shared-time CTE programs in a county vocational school district are included in the percentages for both the county vocational school and their sending high school.

Student Group	School: % CTE Participants	School: % CTE Concentrators	State: % CTE Participants	State: % CTE Concentrators
Schoolwide	7.1%	4.9%	7.7%	10.3%
White	7.8%	5.7%	6.1%	9.6%
Hispanic	5.2%	*	10.3%	11.3%
Black or African American	*	*	9.0%	11.2%
Asian, Native Hawaiian, or Pacific Islander	*	*	5.8%	9.3%
American Indian or Alaska Native	*	*	10.3%	12.7%
Two or More Races	0.0%	0.0%	6.8%	12.1%
Female	2.8%	*	7.3%	10.6%
Male	10.9%	*	8.0%	10.1%
Economically Disadvantaged Students	*	*	10.4%	11.8%
Students with Disabilities	7.3%	3.8%	6.6%	9.2%
English Learners	N	N	8.7%	3.2%
Homeless Students	*	*	8.1%	6.6%
Students In Foster Care	*	*	6.4%	5.0%
Military-Connected Students	*	*	9.7%	13.3%
Migrant Students	N	N	10.4%	*



Morris Knolls High School
(27-3370-060)
Grades Offered: 09-12
2018-2019

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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



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	93		
Human Services	*		
Manufacturing	66	*	*
Science, Technology, Engineering & Mathematics	10		
Transportation, Distribution & Logistics	*		
Total (All Clusters)	177	*	*



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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	225	90	20	0	0	0	4
10	54	187	110	21	0	0	7
11	1	54	186	92	19	12	23
12	0	1	24	32	120	127	76
Total	280	332	340	145	139	139	110
Enrolled in AP/IB Course					75	42	19
Enrolled in Dual Enrollment Course	0	0	0	0	0	1	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	203	5	0	121	0	17
10	126	217	0	3	3	9
11	28	141	0	0	191	55
12	40	26	0	17	82	107
Total	397	389	0	141	276	188
Enrolled in AP/IB Course	70	36		17	85	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	322	6	0	0	1	9
10	0	346	7	1	3	18
11	17	347	5	50	28	53
12	10	14	30	127	37	148
Total	349	713	42	178	69	228
Enrolled in AP/IB Course	22	93	26	131		86
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	161	74	0	0	26	0	0
10	197	85	0	0	45	0	0
11	88	57	0	0	19	0	0
12	34	32	0	0	11	0	0
Total	480	248	0	0	101	0	0
Enrolled in AP/IB Course	34	30	0	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	80	74	0	0	26	0	0



Morris Knolls High School
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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.

Computer Science and Information Technology – Course Participation

This table shows the number of students who were enrolled in Computer Science and Information Technology (IT) 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	Computer Programming	Computing Systems	Other Computer Science	Networking	Information Systems	Other IT
9	4	0	0	0	0	0
10	10	0	0	0	0	0
11	22	0	0	4	0	0
12	32	0	0	0	0	0
Total	68	0	0	4	0	0
Enrolled in AP/IB Course	64		0			0
Enrolled in Dual Enrollment Course	4	0	0	4	0	0



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Seal of Biliteracy

This table shows the number of Seals of Biliteracy earned by language. The New Jersey Department of Education State Seal of Biliteracy identifies graduating high school students who are able to demonstrate proficiency in English in addition to one or more languages. Students may be counted more than once if they earned Seals across more than one language. Visit the [NJDOE Seal of Biliteracy website](#) for more information.

Language	Students Earning a Seal of Biliteracy
Total	0



Morris Knolls High School
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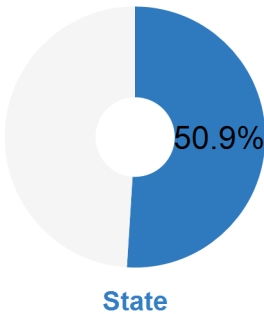
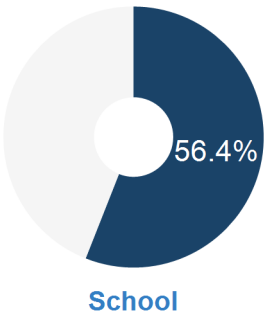
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Visual and Performing Arts – Course Participation

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

Grades 9-12:

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



Students enrolled in one or more classes by discipline:

MUSIC	School	26.6%
	State	17.6%
DANCE	School	0.4%
	State	2.3%
DRAMA	School	0.6%
	State	3.9%
VISUAL ARTS	School	34.6%
	State	32.9%



Morris Knolls High School

(27-3370-060)

Grades Offered: 09-12

2018-2019

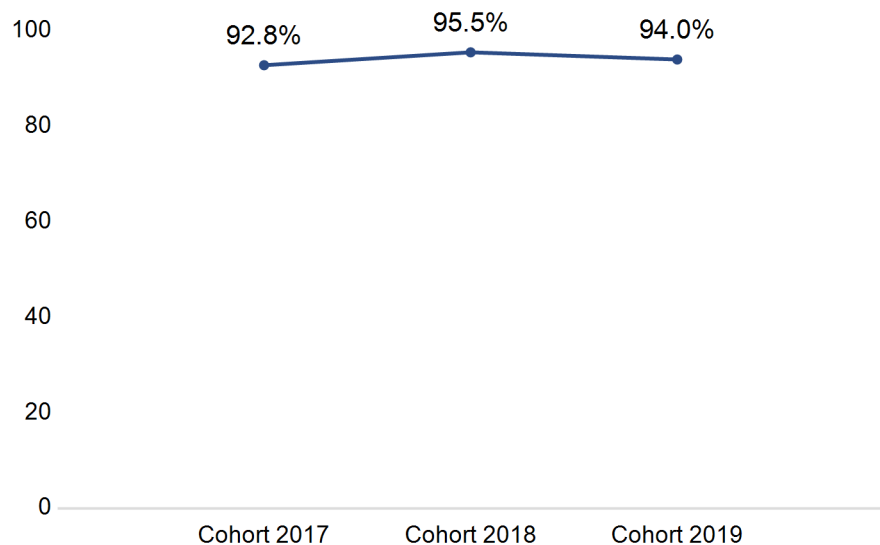
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Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the [NJDOE Graduation Rate page](#).

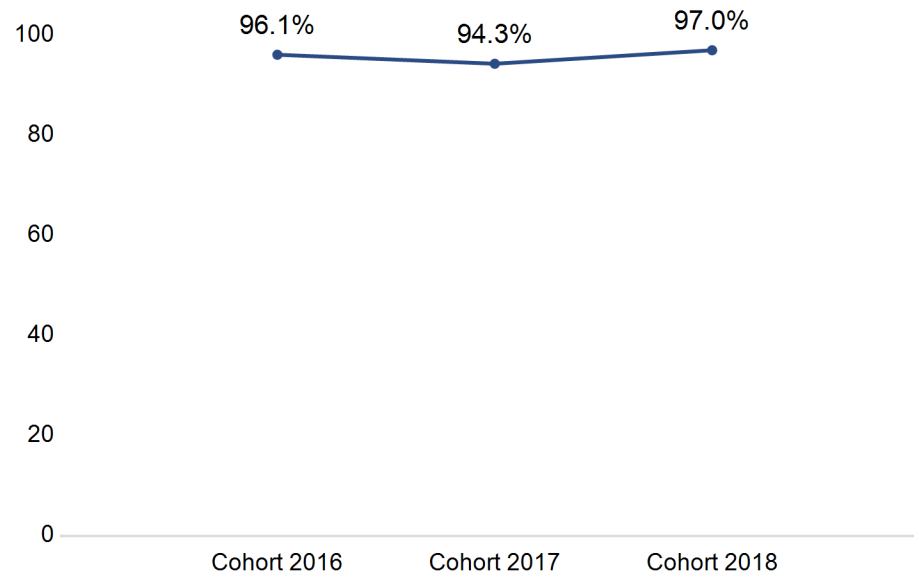
Graduation Rate Trends and Progress

These graphs show the 4-year and 5-year adjusted cohort graduation rates for the most recent three cohorts of students. The table below shows whether annual targets were met for each cohort. Note that for accountability and annual targets, graduation data from the prior year is used, so annual target status for Cohort 2019 4-Year and Cohort 2018 5-Year are not provided.

4-Year Graduation Rate Trends



5-Year Graduation Rate Trends



Performance Measure	Cohort 2017 4-Year Rate	Cohort 2018 4-Year Rate	Cohort 2019 4-Year Rate	Cohort 2016 5-Year Rate	Cohort 2017 5-Year Rate	Cohort 2018 5-Year Rate
Graduation Rate	92.8%	95.5%	94.0%	96.1%	94.3%	97.0%
Annual Target	92.6%	N		N	94.5%	
Met Annual Target?	Met Target	Met Goal		Met Goal	Not Met	
Statewide Graduation Rate	90.5%	90.9%	90.6%	91.8%	92.4%	92.5%



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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 2018 4-year rate and the Class of 2017 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 2019: 4 Year Rate	State - Class of 2019: 4 Year Rate	School - Class of 2018: 5 Year Rate	State - Class of 2018: 5 Year Rate	Class of 2018: 4 Year Rate	Class of 2018: 4 Year Target	Class of 2018: Met Target	Class of 2017: 5 Year Rate	Class of 2017: 5 Year Target	Class of 2017: Met Target
Schoolwide	94.0%	90.6%	97.0%	92.5%	95.5%	N	Met Goal	94.3%	94.5%	Not Met
White	93.6%	94.9%	97.2%	95.9%	96.3%	N	Met Goal	95.2%	N	Met Goal
Hispanic	94.1%	84.5%	94.7%	87.3%	90.0%	87.5%	Met Target	83.8%	82.4%	Met Target
Black or African American	*	83.3%	*	87.1%	*	**	**	92.3%	**	**
Asian, Native Hawaiian or Pacific Islander	100.0%	96.9%	95.2%	97.8%	95.2%	N	Met Goal	*	**	**
American Indian or Alaska Native	*	92.2%	N	88.9%	N	N	N	100.0%	N	Met Goal
Two or More Races	*	91.4%	*	94.2%	*	**	**	*	**	**
Female	95.0%	92.8%	97.3%	94.4%	97.3%			97.2%		
Male	93.0%	88.5%	96.7%	90.8%	94.0%			91.6%		
Economically Disadvantaged Students	88.2%	84.0%	92.5%	87.3%	87.8%	84.7%	Met Target	78.0%	86.8%	Not Met
Students with Disabilities	78.1%	79.2%	88.0%	83.8%	85.7%	73.4%	Met Target	89.3%	80.0%	Met Target
English Learners	*	75.4%	N	80.1%	N	N	N	*	**	**
Homeless Students	N	74.6%	N	78.3%	N			N		
Students in Foster Care	*	57.6%	N	82.5%	N			N		
Migrant Students	N	83.3%	N	85.0%	N			N		



Morris Knolls High School

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Graduation Pathways

This table shows the percentage of Cohort 2019 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
Statewide Assessment	73.3%	67.7%
Substitute Competency Test	21.4%	23.4%
Portfolio Appeals Process	0.0%	0.0%
Alternate Requirements specified in IEP	4.5%	8.1%
Unknown	0.8%	0.8%

Dropout Rate Trends

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

School Year	School Rate	State Rate
2018-2019	0.0%	1.2%
2017-2018	0.2%	1.2%
2016-2017	0.1%	1.1%



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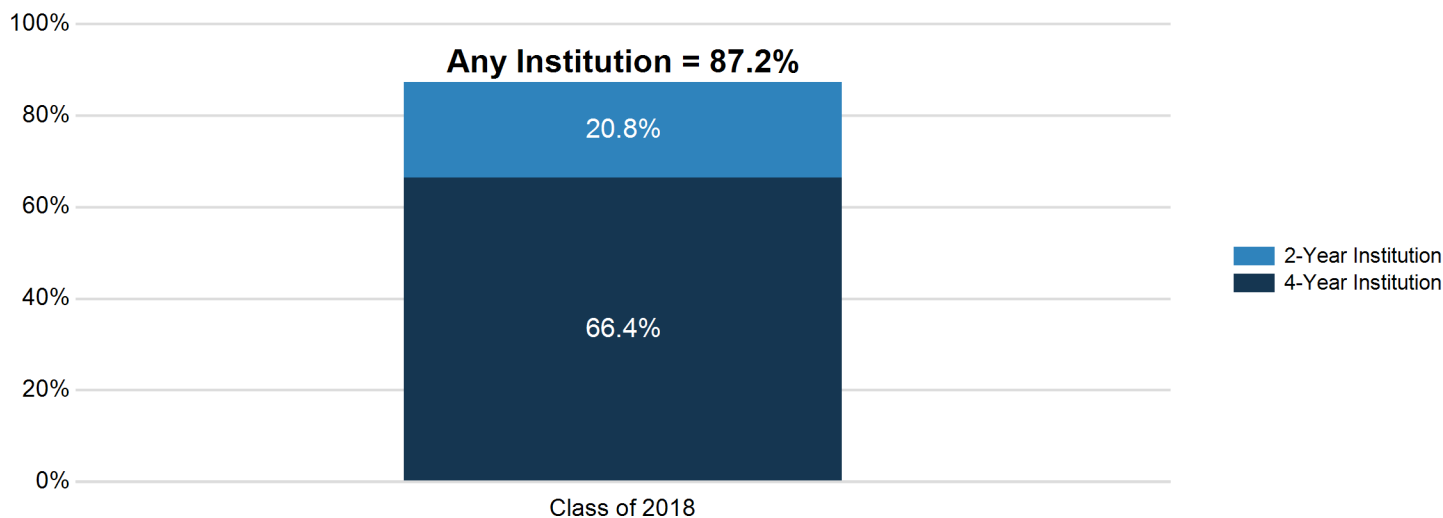
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Information about students enrolling in colleges and universities after graduation is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

Postsecondary Enrollment Rate Summary

The graphs and tables below show the percentage of graduates that have enrolled in 2-year and 4-year institutions within 16 months of graduating from high school.

Postsecondary Enrollment 16 months after Graduation



Performance Measure	Class of 2018
% Enrolled in 2-Year Institution	20.8%
% Enrolled in 4-Year Institution	66.4%
% Enrolled in Any Postsecondary Institution	87.2%



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Postsecondary Enrollment Rates: Fall

This table shows information about Class of 2019 high school graduates enrolled in postsecondary institutions by the fall of 2019. 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 that were enrolled in 2-year and 4-year institutions.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	72%	28.7%	71.3%
Schoolwide	84.1%	21.2%	78.8%
White	86.9%	18.8%	81.2%
Hispanic	66%	27.3%	72.7%
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	95.2%	20%	80%
American Indian or Alaska Native	*	*	*
Two or More Races	*	*	*
Economically Disadvantaged Students	61.9%	30.8%	69.2%
Students with Disabilities	61.3%	52.6%	47.4%
English Learners	*	*	*

Postsecondary Enrollment Rates: 16 month

This table shows information about Class of 2018 high school graduates enrolled in postsecondary institutions by the fall of 2019. 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 that were enrolled in 2-year and 4-year institutions, public or private institutions, and in-state and out-of-state institutions.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	77.8%	30.9%	69.1%	72.9%	27.1%	65.5%	34.5%
Schoolwide	87.2%	23.9%	76.1%	70.4%	29.6%	55.5%	44.5%
White	87.7%	20.8%	79.2%	71.1%	28.9%	51.4%	48.6%
Hispanic	83.7%	44.4%	55.6%	75%	25%	86.1%	13.9%
Black or African American	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	95%	21.1%	78.9%	52.6%	47.4%	52.6%	47.4%
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	83.3%	55%	45%	90%	10%	85%	15%
Students with Disabilities	67.1%	47.3%	52.7%	85.5%	14.5%	76.4%	23.6%
English Learners	N	N	N	N	N	N	N



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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. Students with fewer than 45 days in membership are excluded from attendance calculations.

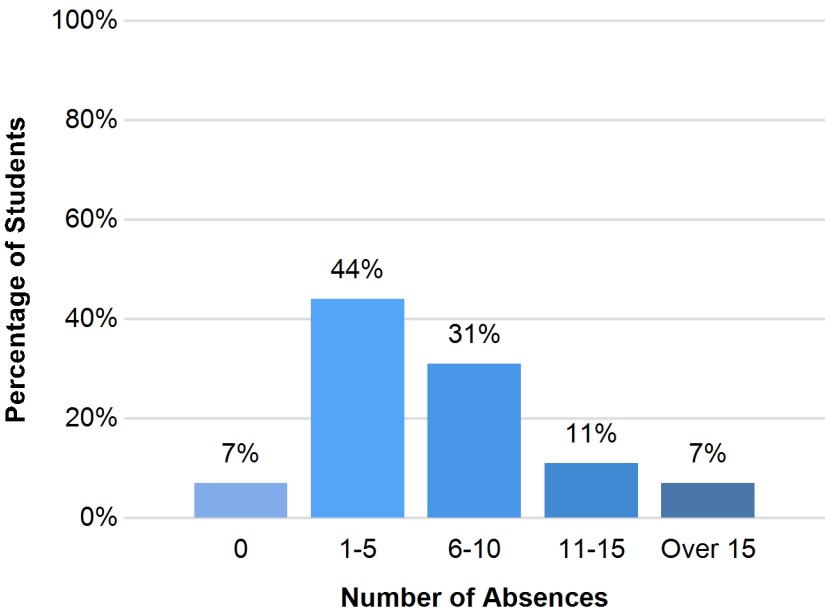
Chronic Absenteeism

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	65	4.5	14.2	Met
White	55	4.9	14.2	Met
Hispanic	7	3.7	14.2	Met
Black or African American	1	2.5	14.2	Met
Asian, Native Hawaiian, or Pacific	1	1.0	14.2	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	38	5.5		
Male	27	3.5		
Economically Disadvantaged Students	11	10.9	14.2	Met
Students with Disabilities	20	6.2	14.2	Met
English Learners	*	*	**	**
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	0	0		
Migrant Students	N	N		

Days Absent

This graph shows the percentage of K-12 students by the number of days they were absent during the school year.





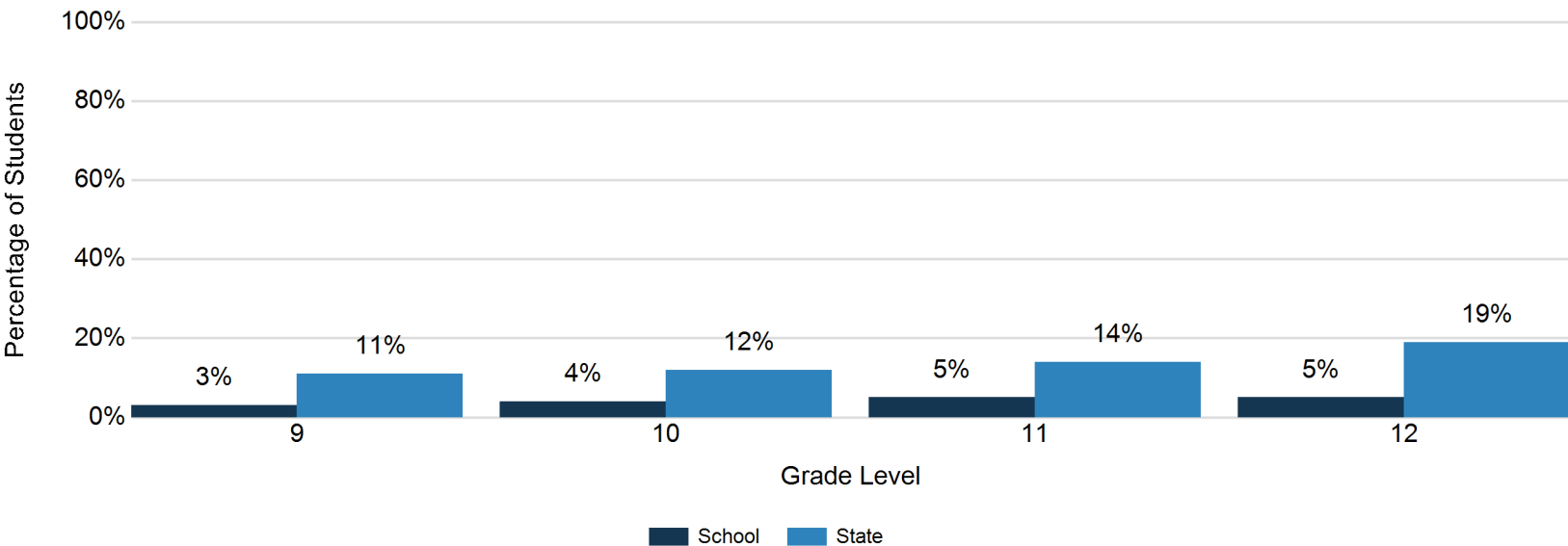
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Chronic Absenteeism by Grade

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





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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

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	5
Weapons	0
Vandalism	2
Substances	13
Harassment, Intimidation, Bullying (HIB)	7
Total Unique Incidents	27
Incidents Per 100 Students Enrolled	1.90

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	1
Harassment, Intimidation, Bullying (HIB)	2
Other Incidents Leading to Removal	0

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	0	0
Gender	0	2	2
Sexual Orientation	0	3	3
Disability	0	2	2
Other	0	2	2
No Identified Nature	0		0

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	17	1.2%
Out-of-School Suspensions	23	1.6%
Any Suspension	29	2.0%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions

80



Morris Knolls High School
 (27-3370-060)
 Grades Offered: 09-12
 2018-2019

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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	7:30 AM
Typical End Time	2:25 PM
Length of School Day	6 Hrs 55 Mins
Full Time - Instructional Time	5 Hrs 59 Mins
Shared Time - Instructional Time	5 Hrs. 59 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 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 through 10. 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
2018-19	1:1



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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 the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	140	118,214
Average years experience in public schools	11.7	12.1
Average years experience in district	9.6	10.8
Percentage of Teachers with 4 or more years experience in the district	69.3%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	26	9,530
Average years experience in public schools	18.6	16.0
Average years experience in district	9.9	12.0
Percentage of Administrators with 4 or more years experience in the district	76.9%	76.9%

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	10:1	11:1
Students to Administrators	177:1	104:1
Teachers to Administrators	18:1	10:1
Students to Librarians/Media Specialists		1354:1
Students to Nurses		677:1
Students to Counselors		208:1
Students to Child Study Team Members		169:1



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Teachers and Administrators– Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	47.2%	57.9%	12.5%	48.4%	77.1%	54.9%
Male	52.8%	42.1%	87.5%	51.6%	22.9%	45.1%
White	76.2%	95.7%	100.0%	42.4%	83.6%	77.4%
Hispanic	13.5%	2.9%	0.0%	29.9%	7.3%	7.2%
Black or African American	2.6%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	6.4%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.3%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.9%	1.4%	0.0%	2.1%	0.2%	0.2%



Morris Knolls High School
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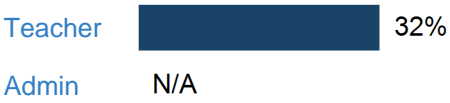
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Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by 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.

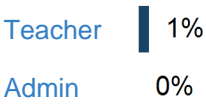
Bachelor's Degree



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 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	91.1%	90.5%
2017-18 Administrators: Same district 2018-19	92.6%	87.9%

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
2018-19	96.7%



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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.



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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).
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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](#).

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.



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ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	59.7%	66.0%	69.6%
Math Proficiency	43.9%	47.8%	44.0%
ELA Growth	N	N	N
Math Growth	N	N	N
4-Year Graduation Rate†	92.8%	95.5%	94.0%
5-Year Graduation Rate†	96.1%	94.3%	97.0%
Progress toward English Language Proficiency		N	N
Chronic Absenteeism	10.5%	7.1%	4.5%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



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Annually, NJDOE will identify schools in the following federal category:

Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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](#).

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey 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 every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.



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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group’s performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement– Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

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	Met Target	Not Met	Met Goal	Not Met	N	Met	No
White	Met Target	Not Met	Met Goal	Met Goal	n/a	Met	No
Hispanic	Met Target	Met Target	Met Target	Met Target	n/a	Met	No
Black or African American	**	**	**	**	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	Met Goal	Met Target†	Met Goal	**	n/a	Met	No
American Indian or Alaska Native	**	**	**	Met Goal	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Met Target	Not Met	Met Target	Not Met	n/a	Met	No
Students with Disabilities	Met Target	Not Met	Met Target	Met Target	n/a	Met	No
English Learners	**	**	**	**	**	**	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 the school or district directly.

 <p>Highlights:</p>	<ul style="list-style-type: none"> Morris Hills and Morris Knolls were awarded College Board AP District Honor Roll status for the last three consecutive years based on AP enrollment and scores; 27 AP courses are available to students. Over 200 courses in core academics, career & technical education, business, and visual & performing arts are offered to provide a truly comprehensive education for the 21st century. Morris Knolls offers specialty programs for an individualized education: International Baccalaureate, the Math & Science Magnet, and Aviation & Aerospace, as well as the Academy for Performing Arts.
 <p>Mission, Vision, Theme:</p>	<p>Morris Knolls High School, in shared responsibility with all stakeholders, empowers students to become contributing members and leaders of a global society who can effectively communicate and collaborate with others, take responsibility as productive citizens, and become life-long learners.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>Morris Knolls High School is recognized as a school of excellence in the areas of academics, athletics and co-curricular activities. Morris Knolls was named as a Star School by the NJ Department of Education. Most recently, we were again recognized by New Jersey Monthly Magazine as one of the top high schools in New Jersey. In 2018, Morris Knolls was recognized as a College Board Advanced Placement Honor Roll Recipient and in 2018, 93 students earned AP Scholar Awards.</p>






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<div>  <div> Courses, Curriculum, Instruction: </div> </div>	<p>Programs offered at Morris Knolls are designed to meet the needs and abilities of all students. Twenty-four Advanced Placement Courses and 27 honors courses are offered. In addition to the rigorous academic curriculum, a work-study program and technical programs are also available through a partnership with the Morris County School of Technology. Morris Knolls is also an IB World School with an internationally recognized program focused on globalism and critical thinking.</p>
<div>  <div> Sports and Athletics: </div> </div>	<p>Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Coed), Cheerleading (Coed), Cross Country (Boys & Girls), Fencing (Boys & Girls), Field Hockey (Girls), Football (Boys), Golf (Coed), Ice Hockey (Boys), Lacrosse (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Coed), Wrestling (Boys)</p> <p>The Athletic Department provides our student-athletes with an organized and successful program of interscholastic athletics. There are currently 29 sports offered at the varsity and sub-varsity levels. Morris Knolls Athletics has established itself as one of the best athletic programs in Morris County. Varsity Teams have won a total of 209 championships. This includes 59 State and State Sectional Championships, 113 Conference Championships, and 37 Morris County Championships.</p>
<div>  <div> Clubs and Activities: </div> </div>	<p>Over 60 clubs and activities are offered to students providing opportunities for volunteerism, leadership, and service.</p>




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 <div> Postsecondary Information: </div>	93 % of our students further their education at the post-secondary level attending colleges and universities. Other students join the military or enter the workforce. Students have access to a College and Career Center and Naviance Software to understand college possibilities, explore admission statistics, explore occupations, and identify possible majors.
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 <div>Student Supports and Services:</div>	<p>Special Services are available at Morris Knolls High School for students with learning/language disabilities, and multiple disabilities. Supplemental support programs and resource center programs along with opportunities under various funded programs are available to assist students.</p>
 <div>Student Health and Wellness:</div>	<p>The Morris Knolls High School Wellness Committee exists to promote health and wellness of the school community through education and initiatives. Nutrition programs are offered through cafeteria services and students have access to a Strength and Conditioning Center and Fitness Center throughout the day.</p>
 <div>Parent and Community Involvement:</div>	<p>Morris Knolls High School encourages parent and community involvement through the Home and School Association, various booster clubs, and committees. These organizations provide opportunities for collaboration with all district stakeholders. Parents also have access to our ASPEN parent portal for detailed student information and school wide communication.</p>



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<div> <div>Climate Surveys:</div> </div>	<div>Is a Climate Survey Used: No</div>
<div> <div>Facilities:</div> </div>	<div>Morris Knolls High School is a comprehensive high school with newly renovated science labs, technology centers, and computer labs throughout the building. Students will now have access to a new state of the art media center. Morris Knolls is also home to modern athletic facilities, a theater and multiple art studios.</div>




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<div>  <div>Other Information</div> </div>	<p>Our International Baccalaureate Program (IB) is an internationally recognized and respected rigorous course of study focused on international mindedness, concurrency of learning, and community service. Students accepted into the IB Diploma Program will take a series of IB courses in 6 areas of study (English, World Language, Individuals and Societies, Mathematics and Computer Science, Experimental Sciences, and the Arts/Electives) in their junior and senior years. Students from any of the four sending districts may apply to become IB Diploma students at Morris Knolls High School in their 8th grade year. Morris Knolls High School has been approved as a NJ Interdistrict Choice District and out-of-district students may also be admitted to the IB Program through School Choice. Students participate in a competitive admissions process. Morris Knolls High School also hosts an Academy of Performing Arts, in partnership with the Morris County School of Technology. It is a highly focused four-year program for Morris County students with career interests in dance, theatre, and vocal performance. The program provides a unique, nurturing, and challenging learning environment for students who are gifted in the performing arts. In addition, for the 2019-2020 school year, Morris Knolls implemented a Math and Science Magnet Program. The Magnet Program is a four-year honors program that provides a challenging and focused math/science course sequence where students invent, design, and conduct original research projects. Students have the opportunity to work with experts in the field, while pursuing their individual areas of interest in applied mathematics and science. We are committed to providing a personalized learning experience for all of our students through a comprehensive and diverse curriculum. Our programs provide students with unlimited opportunities for students to reach their full potential.</p>
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