



WEST MORRIS CENTRAL HIGH SCHOOL

2016-2017

Grade Span 09-12

27-5660-030

MORRIS

WEST MORRIS REGIONAL

259 BARTLEY ROAD

CHESTER, NJ 07930

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

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

Navigating through the reports:

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

Other Resources:

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

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



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Footnotes

1. An "*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display.
2. ** ESSA accountability targets are only included if data is available for at least 20 students.

Note: Additional footnotes may exist within the reports specific to certain data tables. In those instances, the footnotes will be displayed below the applicable table.



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Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
9	310	313	330
10	341	306	314
11	313	331	305
12	325	306	338
Ungraded	0	0	0
Total	1289	1256	1287

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years. Data for some student groups was not available before 2016-17.

Student Group	2014-15	2015-16	2016-17
Female	50%	49%	49%
Male	51%	51%	51%
Economically Disadvantaged Students	1%	1%	2%
Students with Disabilities	18%	17%	17%
English Learners	0%	0%	0%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	86.9%
Hispanic	5.8%
Asian	3.7%
Black or African American	1.8%
American Indian or Alaska Native	0.2%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	1.6%

Enrollment Trends by Full and Shared Time

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

Enrollment Status	2016-17
Full Time Students	1278
Shared Time Students	16
Full Time Equivalent	1286

Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown. All other students are included in Other Languages.

Home Language	% of Students
English	98.1%
Other	2.1%



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English Language Arts/Literacy Assessment - Participation and Performance

This table shows information about the English Language Arts/Literacy section of the *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessment for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act (ESSA)* accountability. Student groups with the annual target section grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	622	96.3	74.60	73.60	54.90	74.6	67.9	Met Target
White	536	96.1	75.00	73.60	63.90	75	69.2	Met Target
Hispanic	43	97.7	65.10	63.40	39.80	65.1	49.9	Met Target
Black or African American	*	*	*	*	35.20	*	**	**
Asian, Native Hawaiian, or Pacific Islander	19	100.0	89.40	87.70	80.70	89.4	**	**
American Indian or Alaska Native	*	*	*	*	53.70	*	**	**
Two or More Races	15	100.0	73.30	82.40	54.90	73.3	**	**
Female	289	94.4	81.60	80.20	62.20	81.2		
Male	333	97.9	68.40	67.50	48.10	68.4		
Economically Disadvantaged Students	11	91.7	54.60	*	36.20	52.6	**	**
Non-Economically Disadvantaged Students	611	96.4	74.90	*	65.80	74.9		
Students with Disabilities	122	94.6	34.40	39.20	20.50	34.3	20.6	Met Target
Students without Disabilities	500	96.7	84.40	81.00	61.90	84.4		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	N	N	N	N	26.40	N		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	324	779	776	749	*	*	15%	46%	37%	83%	52%
White	272	780	776	757	*	*	14%	47%	37%	84%	62%
Hispanic	28	768	768	733	*	*	*	54%	*	75%	35%
Black or African American	*	*	*	730	*	*	*	*	*	*	30%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	80%
American Indian or Alaska Native	*	*	*	745	*	*	*	*	*	*	49%
Two or More Races	11	788	775	746	0%	0%	*	*	*	82%	48%
Female	159	784	782	756	*	*	10%	47%	42%	89%	60%
Male	165	774	769	741	*	*	19%	46%	32%	78%	43%
Economically Disadvantaged Students	*	*	*	731	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	*	758	*	*	*	*	*	*	62%
Students with Disabilities	55	746	745	714	*	*	49%	35%	*	40%	13%
Students without Disabilities	269	786	782	754	*	*	7%	49%	*	92%	58%
English Learners	N	N	N	690	N	N	N	N	N	N	*
Non-English Learners	324	779	*	752	*	*	15%	46%	37%	83%	*
Homeless Students	N	N	N	719	N	N	N	N	N	N	21%
Students in Foster Care	*	*	*	718	*	*	*	*	*	*	21%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	45%
Migrant Students	N	N	N	705	N	N	N	N	N	N	*



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 10

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	297	764	765	743	7%	9%	19%	41%	25%	66%	46%
White	263	764	765	749	6%	9%	19%	42%	24%	66%	52%
Hispanic	15	746	751	728	*	*	*	*	*	47%	34%
Black or African American	*	*	*	725	*	*	*	*	*	*	31%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	74%
American Indian or Alaska Native	*	*	*	740	*	*	*	*	*	*	42%
Two or More Races	*	*	*	737	*	*	*	*	*	*	42%
Female	130	770	771	752	*	*	14%	45%	28%	73%	54%
Male	167	759	761	734	*	*	23%	38%	22%	60%	39%
Economically Disadvantaged Students	*	*	*	726	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	*	751	*	*	*	*	*	*	54%
Students with Disabilities	66	727	733	704	*	*	*	27%	*	30%	12%
Students without Disabilities	231	775	773	749	*	*	*	45%	*	76%	52%
English Learners	N	N	N	681	N	N	N	N	N	N	*
Non-English Learners	297	764	765	745	7%	9%	19%	41%	25%	66%	*
Homeless Students	N	N	N	715	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	710	N	N	N	N	N	N	20%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	694	N	N	N	N	N	N	*



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 11**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	295	752	750	736	12%	13%	21%	36%	18%	55%	38%
White	259	751	749	738	12%	14%	21%	36%	17%	54%	40%
Hispanic	15	765	753	731	*	*	*	*	*	80%	34%
Black or African American	*	*	*	728	*	*	*	*	*	*	30%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	756	*	*	*	*	*	*	58%
American Indian or Alaska Native	*	*	*	731	*	*	*	*	*	*	30%
Two or More Races	*	*	*	731	*	*	*	*	*	*	36%
Female	140	765	760	744	*	*	18%	46%	24%	71%	46%
Male	155	740	741	729	*	*	23%	27%	13%	40%	31%
Economically Disadvantaged Students	*	*	*	729	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	42%
Students with Disabilities	48	717	724	709	29%	31%	27%	*	*	13%	12%
Students without Disabilities	247	759	754	741	9%	9%	19%	*	*	63%	43%
English Learners	N	N	N	699	N	N	N	N	N	N	*
Non-English Learners	295	752	*	737	12%	13%	21%	36%	18%	55%	*
Homeless Students	N	N	N	722	N	N	N	N	N	N	24%
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	19%
Military-Connected Students	N	N	N	723	N	N	N	N	N	N	24%
Migrant Students	N	N	N	713	N	N	N	N	N	N	26%

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

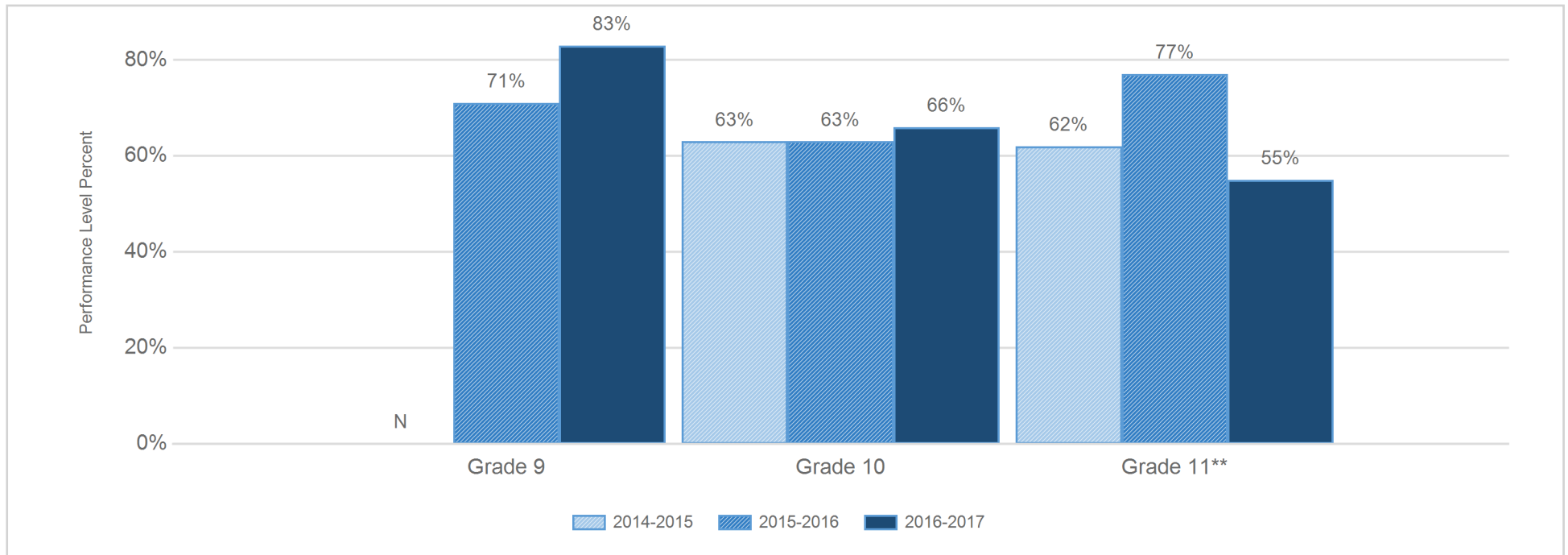


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English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.



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



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Mathematics Assessment - Participation and Performance

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Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	622	96.9	61.40	57.80	43.50	61.4	57.3	Met Target
White	536	96.6	61.70	58.20	52.40	61.7	57.9	Met Target
Hispanic	43	97.7	44.20	43.20	27.60	44.2	51.5	Met Target†
Black or African American	*	*	*	*	21.70	*	**	**
Asian, Native Hawaiian, or Pacific Islander	18	100.0	94.50	77.50	75.60	94.5	**	**
American Indian or Alaska Native	*	*	*	*	42.50	*	**	**
Two or More Races	15	100.0	60.00	60.60	44.90	60	**	**
Female	290	95.1	58.60	56.80	44.10	58.6		
Male	332	98.5	63.80	58.70	42.90	63.8		
Economically Disadvantaged Students	11	91.7	54.50	*	25.10	52.6	**	**
Non-Economically Disadvantaged Students	611	97.0	61.60	*	54.30	61.6		
Students with Disabilities	122	96.8	23.00	24.60	16.50	23	22.4	Met Target
Students without Disabilities	500	96.9	70.80	65.10	48.80	70.8		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	N	N	N	N	16.40	N		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	193	750	747	743	6%	9%	30%	55%	0%	55%	42%
White	160	751	749	751	*	9%	30%	56%	*	56%	52%
Hispanic	25	739	737	728	*	*	*	44%	0%	44%	24%
Black or African American	N	N	N	724	N	N	N	N	N	N	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	76%
American Indian or Alaska Native	*	*	*	736	*	*	*	*	*	*	30%
Two or More Races	*	*	*	741	*	*	*	*	*	*	41%
Female	90	749	747	744	*	*	38%	51%	*	51%	43%
Male	103	750	747	741	*	*	23%	58%	*	58%	40%
Economically Disadvantaged Students	*	*	*	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	*	751	*	*	*	*	*	*	52%
Students with Disabilities	57	735	731	714	*	*	35%	28%	*	28%	10%
Students without Disabilities	136	756	754	747	*	*	28%	66%	*	66%	47%
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	193	750	*	745	6%	9%	30%	55%	0%	55%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	*	*	*	711	*	*	*	*	*	*	*
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%



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Mathematics Assessment - Performance by Test: Geometry

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	329	754	750	734	*	*	29%	47%	12%	58%	30%
White	291	754	751	740	*	*	31%	47%	11%	58%	38%
Hispanic	15	741	739	722	0%	*	*	*	*	33%	14%
Black or African American	*	*	*	719	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	758	*	*	*	*	*	*	65%
American Indian or Alaska Native	*	*	*	730	*	*	*	*	*	*	29%
Two or More Races	*	*	*	733	*	*	*	*	*	*	32%
Female	161	753	749	735	*	*	29%	46%	*	57%	31%
Male	168	755	752	733	*	*	29%	48%	*	60%	30%
Economically Disadvantaged Students	*	*	*	721	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	39%
Students with Disabilities	67	729	729	711	*	34%	42%	16%	*	16%	*
Students without Disabilities	262	761	755	738	*	5%	26%	55%	*	69%	*
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	329	754	750	735	*	*	29%	47%	12%	58%	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	727	N	N	N	N	N	N	15%
Migrant Students	N	N	N	704	N	N	N	N	N	N	*



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Mathematics Assessment - Performance by Test: Algebra II

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	299	742	741	725	17%	14%	26%	38%	6%	44%	28%
White	262	741	740	731	18%	13%	25%	38%	5%	43%	33%
Hispanic	10	742	733	710	*	*	*	*	0%	40%	14%
Black or African American	*	*	*	703	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	13	769	770	761	0%	*	*	*	*	69%	62%
American Indian or Alaska Native	*	*	*	715	*	*	*	*	*	*	20%
Two or More Races	*	*	*	718	*	*	*	*	*	*	25%
Female	136	744	744	725	13%	*	33%	39%	*	43%	27%
Male	163	741	739	725	20%	*	20%	37%	*	45%	29%
Economically Disadvantaged Students	*	*	*	708	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	*	*	*	733	*	*	*	*	*	*	35%
Students with Disabilities	44	705	708	692	*	*	*	*	*	*	*
Students without Disabilities	255	748	747	729	*	*	*	*	*	*	*
English Learners	N	N	N	692	N	N	N	N	N	N	*
Non-English Learners	299	742	*	726	17%	14%	26%	38%	6%	44%	*
Homeless Students	N	N	N	702	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	692	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	710	N	N	N	N	N	N	14%
Migrant Students	N	N	N	702	N	N	N	N	N	N	14%

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

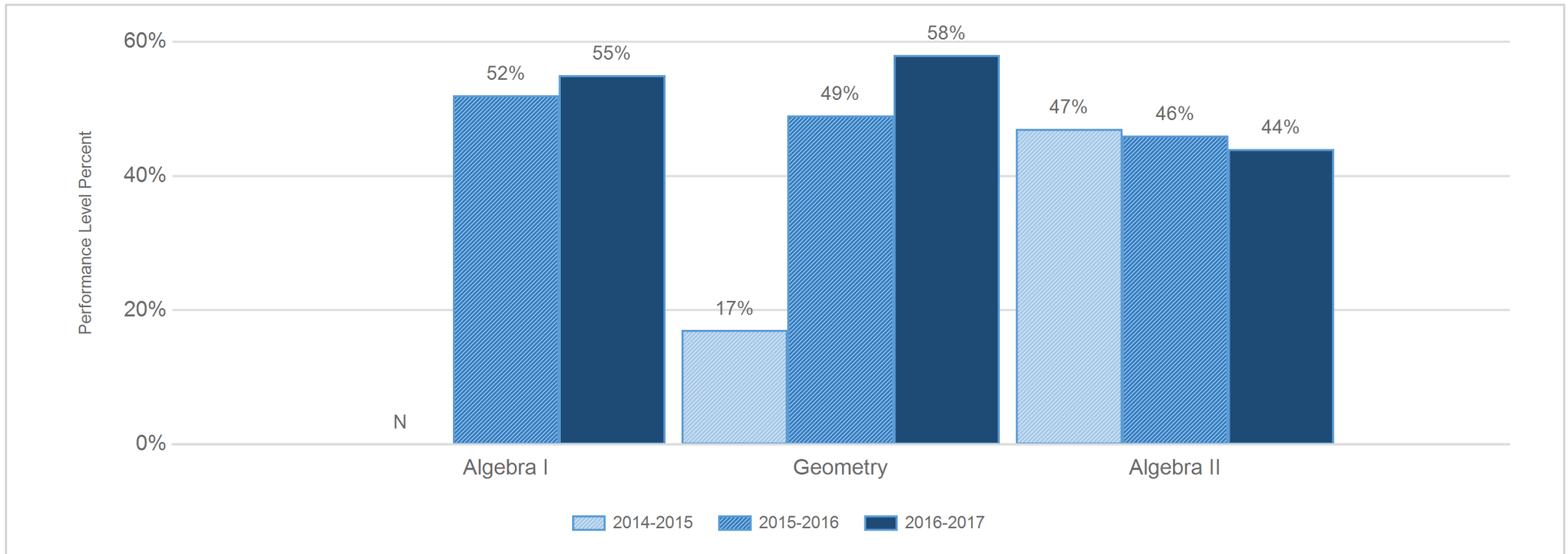


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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.



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Alternate Assessments - Participation

This table shows the number of students taking the Dynamic Learning Maps Alternate Assessment, which tests academic progress in English Language Arts (ELA) and Mathematics for students with different types of significant cognitive disabilities.

Grade	ELA: # Students Tested	Math: # Students Tested
9	N	N
10	N	N
11	*	*

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	*	*	*
2	N	N	N
3	N	N	N
4	N	N	N
5+	N	N	N



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

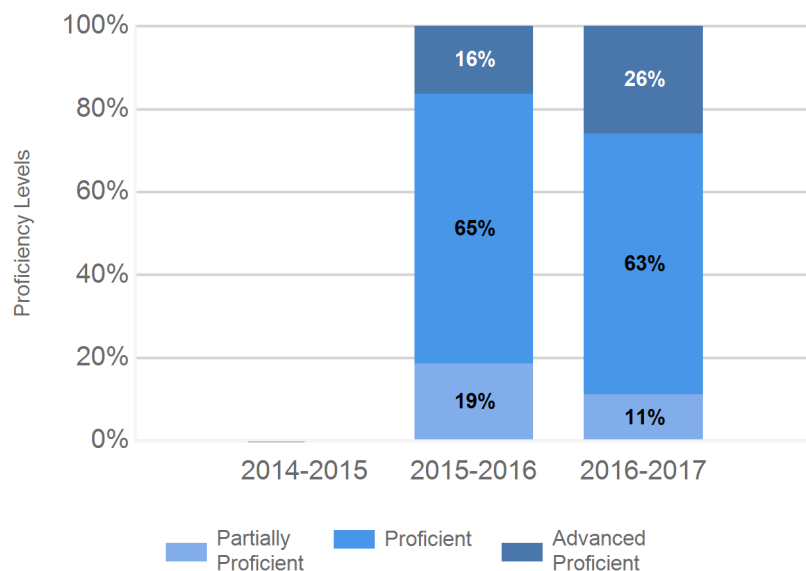
Biology Assessment - Performance

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	16%	42%	42%
Schoolwide	26%	63%	11%
White	27%	61%	12%
Hispanic	12%	77%	12%
Black or African American	*	N	N
Asian, Native Hawaiian, or Pacific Islander	*	82%	N
American Indian or Alaska Native	N	N	N
Two or More Races	28%	61%	11%
Economically Disadvantaged Students	*	*	*
Students with Disabilities	11%	57%	32%
English Learners	N	N	N

Biology Assessment - Proficiency Trends

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





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

PSAT/SAT/ACT - Participation

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

Test	% of Students in School	% of Students in State
Percentage of students taking the PSAT	90.1%	89.4%
Percentage of students taking the SAT	73.2%	70.0%
Percentage of students taking the ACT	66.4%	28.3%

PSAT/SAT/ACT - Performance

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

Test	School Average Score	State Average Score	College Readiness Benchmarks	School - % of Students scoring at or above Benchmark	State - % of Students scoring at or above Benchmark
PSAT - Reading and Writing	532	481	Varies By Grade	85%	67%
PSAT - Math	542	483	Varies By Grade	74%	49%
SAT - Reading and Writing	601	551	480	94%	77%
SAT - Math	612	552	530	79%	58%
ACT - Reading	25	24	22	75%	65%
ACT - English	25	24	18	92%	79%
ACT - Math	25	24	22	75%	65%
ACT - Science	24	23	23	67%	54%



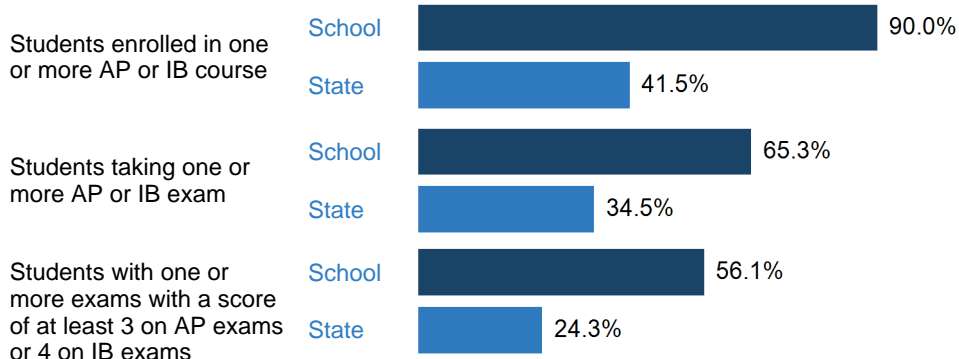
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate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

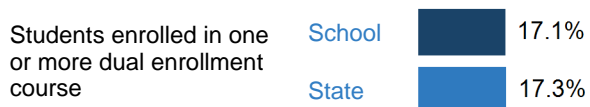
AP/IB Coursework – Participation and Performance

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



Dual Enrollment Coursework - Participation

This graph shows the percentage students enrolled in at least one **dual enrollment** course in the school and across the state. **Dual enrollment** courses allow high school students to enroll in college courses for credit prior to their high school graduation.



AP/ IB Courses Offered

This table shows the students enrolled in AP/IB courses and the corresponding exams that were taken. Students do not need to take a course to take the exam and not all students enrolled in a course take the exam. The last two rows show the total number of exams taken and the number of exams with scores of at least 3 on AP exams or 4 on IB exams. In the last two rows, students taking multiple exams are counted more than once.

AP/IB Course	Students Enrolled	Students Tested
AP Biology	22	22
AP Calculus AB	23	15
AP Calculus BC	33	27
AP Chemistry	23	22
AP Chinese Language and Culture	0	1
AP Computer Science Principles	0	2
AP English Language and Composition	0	84
AP English Literature and Composition	0	30
AP Environmental Science	19	6
AP Macroeconomics	0	11
AP Physics 1	0	46
AP Physics 2	0	3
AP Physics B	1	0
AP Physics C	18	0
AP Physics C: Electricity and Magnetism	0	10
AP Physics C: Mechanics	0	9
AP Spanish Language	0	3
AP Statistics	13	5
AP U.S. Government and Politics	28	14
AP U.S. History	70	70



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AP/IB Course	Students Enrolled	Students Tested
AP World History	68	69
IB Art/Design	46	5
IB Biology	97	38
IB Business and Management	56	33
IB Chemistry	17	15
IB Computing Studies	12	4
IB Dance	18	2
IB Design Technology	32	18
IB Economics	24	8
IB Environmental Science	14	12
IB Film	0	6
IB Further Mathematics—SL	8	0
IB History	49	23
IB Language A (English)	483	117
IB Language B—Chinese	10	5
IB Language B—French	19	6
IB Language B—Spanish	114	41
IB Mathematical Studies	24	21
IB Mathematics	88	38
IB Music	24	3



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AP/IB Course	Students Enrolled	Students Tested
IB Physics	108	18
IB Psychology	99	45
IB Sports Exercise and Health Science	0	6
IB Theatre	12	4
IB Theory of Knowledge	258	53
Total Exams Taken		970
Exams with scores of at least 3 on AP exams or 4 on IB exams		756



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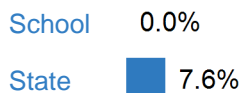
This section contains information about participation in approved **Career and Technical Education (CTE)** programs and **Structured Learning Experiences**. For more information about CTE in New Jersey, please visit <http://www.nj.gov/education/cte/>.

Career and Technical Education Participation

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

CTE Participants

(completed only one course in an approved CTE program)



CTE Concentrators

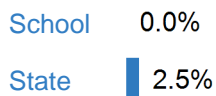
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

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

Structured Learning Experiences



Industry-Valued Credentials Earned

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

Career Cluster	Students with at least one credential earned	Industry credentials earned
Manufacturing	*	*
Transportation, Distribution & Logistics	*	*
Total non-duplicated number of students**	*	
Total number of credentials earned in all clusters		*

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



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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	183	135	1	0	0	0	39
10	4	210	104	0	0	0	35
11	0	3	205	19	17	1	57
12	0	1	8	74	60	34	151
Schoolwide	187	349	318	93	77	35	282
Enrolled in AP/IB Course					56	13	120

Science - Course Participation

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

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	327	0	0	0	0	0
10	5	278	0	0	21	4
11	52	15	5	14	238	9
12	73	20	2	71	66	72
Schoolwide	457	313	7	85	325	85
Enrolled in AP/IB Course	118	38		33	125	32



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

Social Studies and History - Course Participation

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

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	0	325	0	0	0	2
10	0	309	0	0	0	5
11	285	11	3	40	6	159
12	27	12	21	107	20	213
Schoolwide	312	657	24	147	26	379
Enrolled in AP/IB Course	116	70	24	96	0	276

World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	234	34	0	0	0	36	0
10	244	37	0	0	0	19	0
11	218	38	0	0	0	18	0
12	95	25	0	0	0	18	0
Schoolwide	791	134	0	0	0	91	0
Enrolled in AP/IB Course	114	19	0	0	0	10	0
Enrolled in Level 3 or Higher	337	30	0	0	0	21	0
Earned Seal of Biliteracy	54	0	0	0	0	0	0



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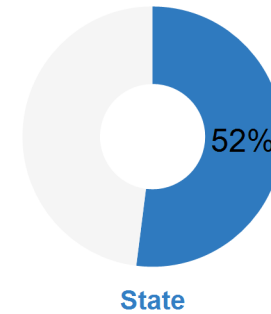
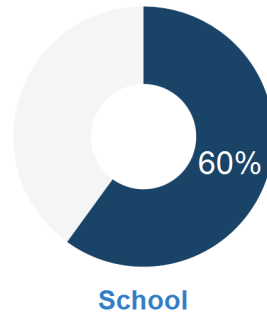
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Visual and Performing Arts – Course Participation

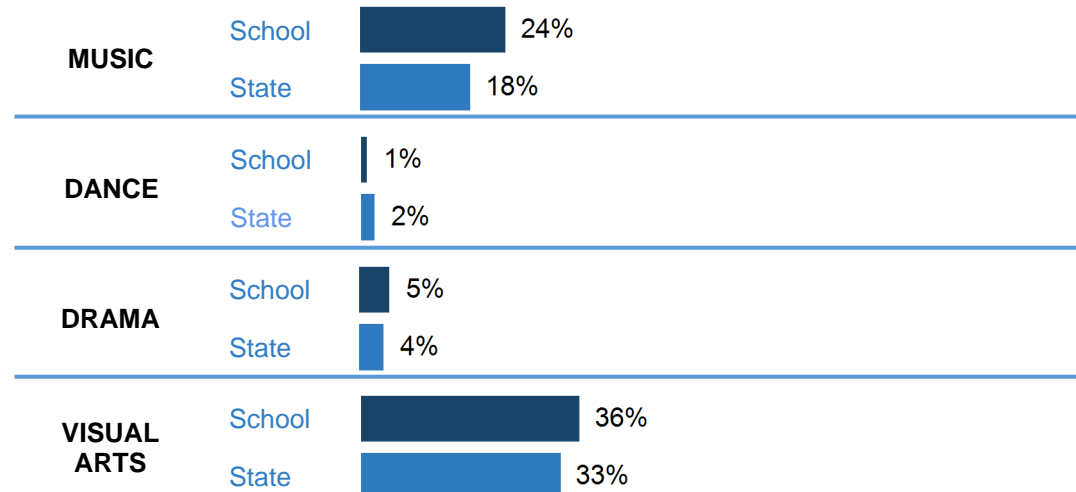
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

Grades 9-12:

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



Students enrolled in one or more classes by discipline:





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

Graduation Rates

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

Student Group	School - Class of 2017: 4 Year Rate	State - Class of 2017: 4 Year Rate	School - Class of 2016: 5 Year Rate	State - Class of 2016: 5 Year Rate	Class of 2016: 4 Year Rate	Class of 2016: 4 Year Target	Met Target?	Class of 2015: 5 Year Rate	Class of 2015: 5 Year Target	Met Target?
Schoolwide	96.8%	90.5%	99.7%	91.8%	98.4%	N	Met Goal	98.2%	N	Met Goal
White	97.0%	94.5%	99.6%	95.1%	98.6%	N	Met Goal	98.0%	N	Met Goal
Hispanic	100.0%	84.3%	100.0%	86.3%	100.0%	**	**	100.0%	N	Met Goal
Black or African American	*	83.4%	*	85.3%	*	**	**	*	**	**
Asian, Native Hawaiian or Pacific Islander	100.0%	96.6%	100.0%	97.5%	100.0%	**	**	*	**	**
American Indian or Alaska Native	*	92.3%	N	86.6%	N	N	N	N	N	N
Two or More Races	*	91.9%	*	93.7%	*	**	**	*	**	**
Economically Disadvantaged Students	*	83.9%	*	85.6%	*	**	**	*	**	**
Students with Disabilities	89.3%	78.8%	100.0%	82.1%	93.1%	94.1%	Not Met	94.2%	95.2%	Not Met
English Learners	*	76.1%	*	79.7%	*	**	**	N	N	N
Homeless Students	N	73.2%	N	74.4%	N	N	N	N		

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

Graduation Rate Trends

This table shows the 4-year and 5-year graduation rates by graduating class.

Class of	4-Year Rate	5-Year Rate
2017	96.8%	-
2016	98.4%	99.7%
2015	98.2%	98.2%

Dropout Rate Trends

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

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



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This section contains information about students enrolling in colleges and universities after graduation from high school. Postsecondary enrollment information is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

Postsecondary Enrollment Rates: Fall

This table shows the enrollment rates of Class of 2017 high school graduates into 2-year or 4-year institutions the fall after high school graduation. The following columns show the percentage of these enrolled students by 2-year or 4-year institution.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	71.1%	29.5%	70.5%
Schoolwide	88.7%	15.9%	84.1%
White	88.4%	15.9%	84.1%
Hispanic	86.7%	23.1%	76.9%
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	100%	0%	100%
American Indian or Alaska Native	N	N	N
Two or More Races	*	0%	*
Economically Disadvantaged Students	*	0%	*
Students with Disabilities	78.6%	51.5%	48.5%
English Learners	N	N	N

Postsecondary Enrollment Rates: 16 month

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	76.1%	33.6%	66.5%	73.6%	26.4%	65.5%	34.6%
Schoolwide	93.4%	17.9%	82.1%	63.2%	36.8%	35.8%	64.2%
White	93.3%	17.3%	82.7%	64.7%	35.3%	35.7%	64.3%
Hispanic	87.5%	28.6%	71.4%	57.1%	42.9%	35.7%	64.3%
Black or African American	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	100%	16.7%	83.3%	41.7%	50%	41.7%	58.3%
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	*	*	*	*	*	*	*
Students with Disabilities	90.2%	37.8%	62.2%	70.3%	29.7%	64.9%	35.1%
English Learners	N	N	N	N	N	N	N



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This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected chronic absenteeism as its measure of school quality and student success for the *ESSA* accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

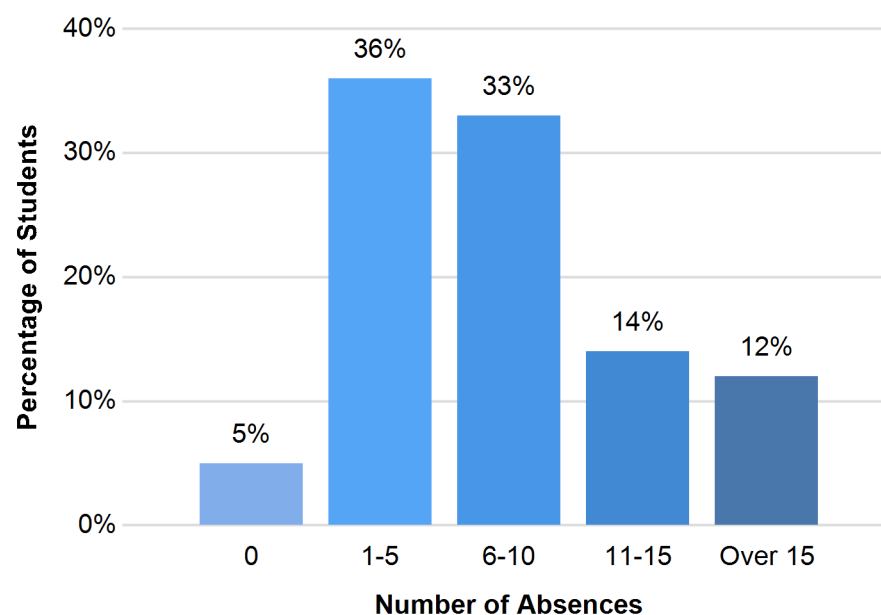
Chronic Absenteeism

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

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	7.00	14.30	Met Target
White	7.00	14.30	Met Target
Hispanic	10.50	14.30	Met Target
Black or African American	0	14.30	Met Target
Asian, Native Hawaiian, or Pacific Islander	6.30	14.30	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	5.00	14.30	Met Target
Economically Disadvantaged Students	15.00	14.30	Not Met
Students with Disabilities	10.80	14.30	Met Target
English Learners	N	**	**

Days Absent

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



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

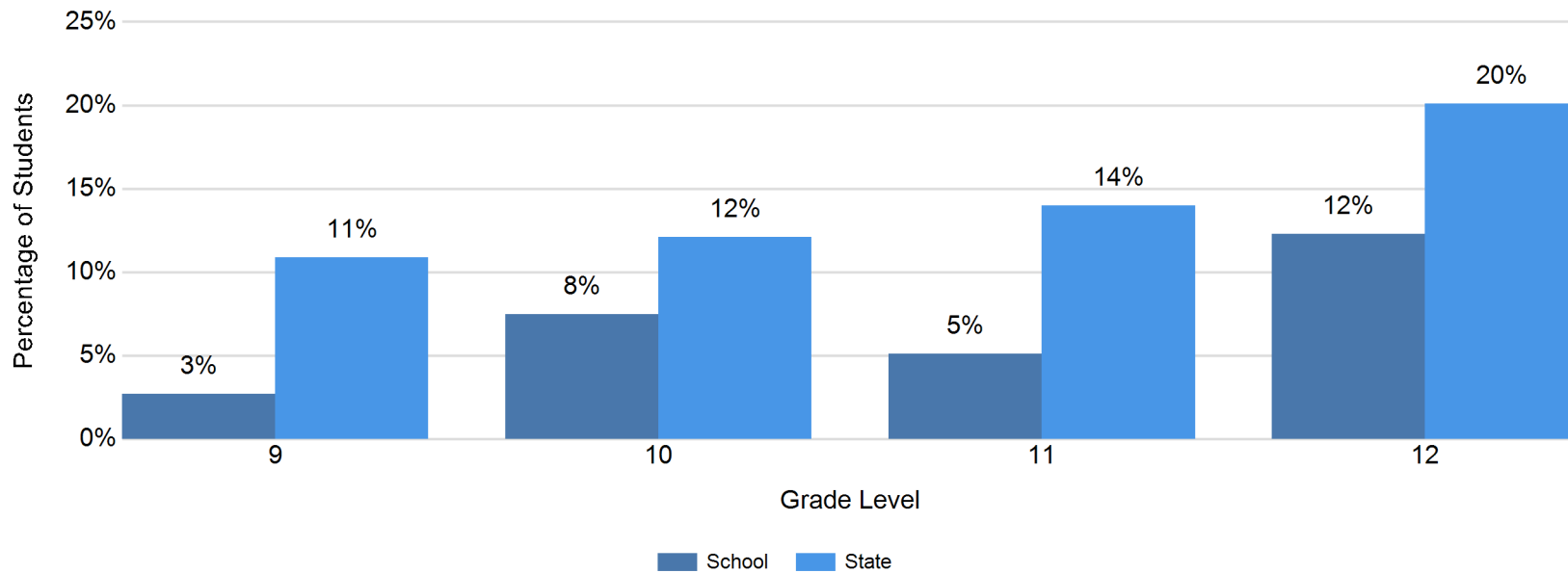


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Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





WEST MORRIS CENTRAL HIGH SCHOOL
2016-2017

Grade Span 09-12

27-5660-030
MORRIS
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School Day

This table shows the start and end times and length of school day for a typical student at this school. **Instructional time** is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher.

Category	School
Typical Start Time	7:35AM
Typical End Time	2:35PM
Length of School Day	7 Hrs 0 Mins
Full Time - Instructional Time	5 Hrs. 53 Mins.
Shared Time - Instructional Time	2 Hrs. 54 Mins.

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	1
Vandalism	0
Weapons	0
Substances	3
Harassment, Intimidation, Bullying (HIB)	4
Total Unique Incidents	8
Incidents Per 100 Students Enrolled	0.62

Student Suspension Rate

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

Suspension Types	% of Students
In-School Suspensions	0.5%
Out-of-School Suspensions	0.9%
Any Suspension	1.4%

Student Expulsions

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

Category	Number of Students
Expulsions	0



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Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.5:1	389.0 kbps	100 kbps	Yes	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district's schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts' [User Friendly Budgets](#), or the NJDOE Finance [District Report Search](#) of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$224	\$15,348	\$15,572



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

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

Teachers: All classroom teachers

Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	100	120,724
Average years experience in public schools	13.2	11.8
Average years experience in district	11.2	10.5
Teachers in district for 4 or more years	74%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	19	9,506
Average years experience in public schools	22.6	15.9
Average years experience in district	15.3	11.6
Administrators in district for 4 or more years	95%	74%

Student to Staff Ratios

This table shows the number of students per staff member in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.

Staff Type	School Students: Staff	District Students: Staff
Teachers	13:1	13:1
Administrators	257:1	135:1
Librarian/Media Specialists		2571:1
Nurses		643:1
Counselors		214:1
Child Study Team		257:1



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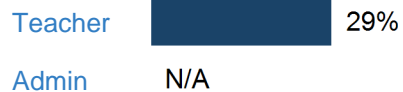
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Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but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

Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



Teachers and Administrators - One-Year Retention (District Level)

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	82%	89%
2015-16 Administrators: Same district 2016-17	74%	88%

Faculty Attendance

This table shows the percentage of days that school faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2016-17	98%



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Accountability Indicator Scores and Summative Rating

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of comprehensive support. This table shows the indicator scores for each indicator included in the accountability system and the weights that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey’s accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	92.3	17.5%
Mathematics Proficiency	93.8	17.5%
Graduation - 4-Year	87.6	25.0%
Graduation - 5-Year	89.6	25.0%
Chronic Absenteeism	76.0	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		88.3
Summative Rating: Percentile rank of Summative Score		94.9
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No
Requires Comprehensive Support: 4-year Graduation Rate less than or equal to 67%		No

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

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



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Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	Graduation Rate - 4-Year	Graduation Rate - 5-Year	At Risk for Consistently Underperforming Student Group
Schoolwide	88.3	6.2	No	Met Target	Met Target	Met Target	Met Goal	Met Goal	No
White	83.6	6.2	No	Met Target	Met Target	Met Target	Met Goal	Met Goal	No
Hispanic	92.2	6.2	No	Met Target	Met Target†	Met Target	**	Met Goal	No
Black or African American	**	**	No	**	**	Met Target	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	Met Target	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	N	N	No
Two or More Races	**	**	No	**	**	Met Target	**	**	No
Economically Disadvantaged Students	**	**	No	**	**	Not Met	**	**	No
Students with Disabilities	89.5	6.2	No	Met Target	Met Target	Met Target	Not Met	Not Met	No
English Learners	**	**	No	**	**	**	**	N	No

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† Target was met within a confidence interval.



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School General Info

Principal:	Mr. RYAN	Email Address:	sryan@wmrhsd.org
Address:	259 BARTLEY ROAD CHESTER, NJ 07930	Website:	http://www.wmchs.org
Phone:	(908)879-5212	Facebook:	https://www.facebook.com/westmorriscentralhighschool
		Twitter:	https://twitter.com/wmrhsd

School Narrative

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

 <p>Highlights:</p>	<ul style="list-style-type: none"> • An International Baccalaureate World School featuring accredited IB Diploma and Career-related programs • Co-curricular offerings from academic, service and art clubs to award-winning dramatic productions and musical groups • Technology-forward school culture with Chromebook, 1:1 personalized learning initiative and web-based learning platforms
 <p>Mission, Vision, Theme:</p>	<p>The District’s mission is to provide students “an intellectually stimulating experience in a safe environment” that promotes “a shared passion for learning, academic excellence, involved citizenship, personal responsibility and a respect for diversity.” Our aim is to assist students as they fulfill their potential as “creative, confident, compassionate and resilient individuals.” The International Baccalaureate’s Approaches to Teaching and Learning guides instruction.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>This school has been endorsed by the International Baccalaureate Organization as an IB World School featuring its Diploma and Career Related Programmes. WMC’s fine and performing arts students have been regionally recognized by Papermill Playhouse and Montclair State University. Students have been academically recognized with 7 Commended and 2 Finalists in the National Merit program. WMC teachers have won grants from companies such as BASF and teaching awards from Monmouth University.</p>







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 <p>Courses, Curriculum, Instruction:</p>	<p>West Morris Central HS offers a comprehensive four-year program in all college preparatory subjects and a wide range of fine and performing arts, STEM and academic elective courses. Instructional levels include: Advanced Placement and International Baccalaureate, Honors, Advanced, Academic and Studies. Each year we run over 40 AP and IB courses. With our sister school, WMC has the highest number of IB program graduates in New Jersey. 120 credits of course work are required for graduation.</p>
 <p>Sports and Athletics:</p>	<p>Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Cross-Country (Boys & Girls), Fencing (Boys & Girls), Field Hockey (Girls), Football (Boys), Golf (Co-ed), Ice Hockey (Boys), Lacrosse (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Swimming (Co-ed), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Co-ed), Volleyball (Girls), Wrestling (Boys)</p> <p>The West Morris Central Wolfpack enjoys a proud tradition of achievement in scholastic athletics across 26 female and male programs, routinely competing for conference, county and state titles. Over a dozen students from a graduating class typically participate in NCAA-sanctioned athletic competition. WMC is a member of the Northwest Jersey Athletic Conference governed by the NJSIAA. A certified trainer staffs the weight room. Club Archery Team members have competed at Nationals in Kentucky.</p>
 <p>Clubs and Activities:</p>	<p>WMC provides supervision and advisement to over 45 student groups, clubs and organizations. The Highlanders for Humanity club coordinates most student-driven community service beyond our annual Relay for Life event that is a joint project with our sister school. Most recently, the WMC Debate and Chess Teams have prospered as has the fledgling Archery Club. Student publications brag robust membership and our Technology Club continues to expand its competitive accomplishment into new areas.</p>
 <p>Before and After School Programs:</p>	<p>The West Morris Regional High School District operates a summer enrichment program at WMC for middle-school aged students in technology, the sciences, music and the arts while running workshops for rising seniors wanting to get a jump-start on the college essay writing and application process. SAT and ACT boot-camps sponsored by the PTTO are offered on weekends throughout the year.</p>








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 <p>Staff and Professional Learning:</p>	<p>The WMRHSD assigns ample resources to professional learning. District in-service is modeled after Ed-camp style, staff-directed learning where educators choose from a menu of workshops offered by colleagues. Topics include the integration of technology, formative assessment and other pedagogical matters. WMC hosts annual roundtable discussions with regional IB World Schools and sends several staff to national IB-sponsored workshops. State training requirements are met via video instruction.</p>
 <p>Postsecondary Information:</p>	<p>77% of graduates from the Class of 2017 attend 4-year college/university and 16% attend 2-year colleges. 2% enrolled in vocational institutions, and 5% entered the workforce. College placement is supported by 6 counselors, a career aide and the guidance supervisor. The Naviance software suite assists students with their research, planning and application process and also provides a number of test prep tools. WMRHSD fully subsidizes administration of the Pre-ACT to sophomores and PSAT to juniors.</p>
 <p>Student Supports and Services:</p>	<p>West Morris Central provides a variety of support services to students. English language learners benefit from targeted ESL instruction. The Child Study Team is comprised of two social workers, two school psychologists and an LDTC. The I&RS Team functions as a complement to our 504 Committee. WMC offers a behavioral support and a work-based structured learning experience program for students with IEPs. A Math Resource Center runs throughout the school day and peer tutoring is also available.</p>
 <p>Student Health and Wellness:</p>	<p>WMC convened a Wellness Committee in the 2015-2016 school year. This resulted in coordinated homework-free periods, distribution of teacher surveys to students following the first marking period, starting the year earlier to frontload instruction prior to standardized testing and in the design of a Zen Zone where students engage in Yoga and Mindfulness. WMC launched a school Diversity Council in 2016 to increase sensitivity and empathy. Physical Education features a robust fitness component.</p>
 <p>Parent and Community Involvement:</p>	<p>Valuing its relationships with parents and community, two WMC representatives sit on the Municipal Alliance to promote the wellness of our young people. Project Graduation exists to create safe celebration for graduates. The PTTO provides meals of recognition for student and staff. They, with approximately 40 other community groups, present scholarships in an annual event. Athletic, music & IB programs enjoy support of parent groups. Visits by local professionals fuels Career Exploration.</p>



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School Narrative

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Facilities:

WMC is a wireless facility featuring an 800 seat auditorium and three music rooms, a 700 seat gymnasium plus auxiliary gym, a field house with locker rooms, trainer's, wrestling and weight rooms, and well-equipped science, technology, fine and practical arts labs. A thorough renovation to the media center is afoot. A challenge course with a variety of climbing elements is integral to Phys Ed. Guidance houses a 14-seat career center. School safety is supported by an elaborate camera system.



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School Narrative

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West Morris Central operates the modified rotating block schedule. While students maintain 8-class course loads, just six meet each day for 58-minute periods. Science labs extend into our 44-minute common lunch thereby precluding the need for students to miss instructional time from another class. Teachers maintain PowerSchool Learning Pages to leverage interactive digital learning. Families are able to monitor student performance through the PowerSchool gradebook portal. Most forms, informational, procedural and curricular resources are available through the school website. School Messenger is used to instantly disseminate information to students and their families through email, text and phone. Events and announcements are also promoted on the West Morris Central Facebook page. 2016-17 was the inaugural year of West Morris Central's personalized learning initiative with all 9th graders receiving touch-screen Chromebooks. Continued rollout is scheduled for the coming years. In 2017, West Morris welcomed a full-time School Resource Officer to its staff.



Other Information:



WEST MORRIS MENDHAM HIGH SCHOOL

2016-2017

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27-5660-050

MORRIS

WEST MORRIS REGIONAL


65 EAST MAIN STREET

MENDHAM, NJ 07945

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

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

Navigating through the reports:

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

Other Resources:

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

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



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Footnotes

1. An "*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display.
2. ** ESSA accountability targets are only included if data is available for at least 20 students.

Note: Additional footnotes may exist within the reports specific to certain data tables. In those instances, the footnotes will be displayed below the applicable table.



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Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
9	322	301	321
10	355	319	300
11	353	351	308
12	353	353	355
Ungraded	0	0	1
Total	1383	1324	1285

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years. Data for some student groups was not available before 2016-17.

Student Group	2014-15	2015-16	2016-17
Female	50%	49%	50%
Male	50%	51%	50%
Economically Disadvantaged Students	1%	1%	1%
Students with Disabilities	16%	15%	16%
English Learners	0%	0%	0%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	85.3%
Hispanic	6.0%
Asian	5.9%
Black or African American	0.7%
American Indian or Alaska Native	0.1%
Native Hawaiian or Pacific Islander	0.1%
Two or More Races	2.0%

Enrollment Trends by Full and Shared Time

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

Enrollment Status	2016-17
Full Time Students	1280
Shared Time Students	9
Full Time Equivalent	1285

Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown. All other students are included in Other Languages.

Home Language	% of Students
English	95.7%
Spanish	1.8%
Other	2.8%



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English Language Arts/Literacy Assessment - Participation and Performance

This table shows information about the English Language Arts/Literacy section of the *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessment for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act (ESSA)* accountability. Student groups with the annual target section grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	609	97.9	72.60	73.60	54.90	72.6	69	Met Target
White	507	97.5	72.20	73.60	63.90	72.2	69.1	Met Target
Hispanic	39	100.0	61.50	63.40	39.80	61.5	55.1	Met Target
Black or African American	*	*	*	*	35.20	*	**	**
Asian, Native Hawaiian, or Pacific Islander	38	100.0	86.90	87.70	80.70	86.9	77.9	Met Goal
American Indian or Alaska Native	*	*	*	*	53.70	*	**	**
Two or More Races	19	100.0	89.50	82.40	54.90	89.5	N	N
Female	299	98.7	79.00	80.20	62.20	79		
Male	310	97.2	66.50	67.50	48.10	66.5		
Economically Disadvantaged Students	*	*	*	*	36.20	*	**	**
Non-Economically Disadvantaged Students	*	*	*	*	65.80	*		
Students with Disabilities	95	95.0	45.30	39.20	20.50	45.3	42.3	Met Target
Students without Disabilities	514	98.5	77.70	81.00	61.90	77.7		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	N	N	N	N	26.40	N		
Students In Foster Care	N	N	N	*	24.80	N		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	317	773	776	749	*	*	14%	52%	29%	81%	52%
White	262	773	776	757	*	*	15%	53%	28%	81%	62%
Hispanic	22	769	768	733	*	*	*	*	*	73%	35%
Black or African American	*	*	*	730	*	*	*	*	*	*	30%
Asian, Native Hawaiian, or Pacific Islander	16	784	*	777	0%	0%	*	*	*	88%	80%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	49%
Two or More Races	15	766	775	746	*	0%	0%	73%	*	93%	48%
Female	165	780	782	756	*	*	10%	50%	38%	88%	60%
Male	152	764	769	741	*	*	18%	55%	18%	74%	43%
Economically Disadvantaged Students	*	*	*	731	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	*	758	*	*	*	*	*	*	62%
Students with Disabilities	47	744	745	714	*	*	26%	47%	*	51%	13%
Students without Disabilities	270	778	782	754	*	*	12%	53%	*	86%	58%
English Learners	*	*	*	690	*	*	*	*	*	*	*
Non-English Learners	*	*	*	752	*	*	*	*	*	*	*
Homeless Students	N	N	N	719	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	45%
Migrant Students	N	N	N	705	N	N	N	N	N	N	*



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 10

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	291	767	765	743	5%	12%	19%	33%	31%	64%	46%
White	243	766	765	749	6%	12%	19%	33%	30%	63%	52%
Hispanic	17	756	751	728	0%	*	*	*	*	47%	34%
Black or African American	*	*	*	725	*	*	*	*	*	*	31%
Asian, Native Hawaiian, or Pacific Islander	22	780	*	774	0%	*	*	*	46%	86%	74%
American Indian or Alaska Native	*	*	*	740	*	*	*	*	*	*	42%
Two or More Races	*	*	*	737	*	*	*	*	*	*	42%
Female	134	771	771	752	*	*	16%	36%	32%	68%	54%
Male	157	763	761	734	*	*	22%	30%	30%	60%	39%
Economically Disadvantaged Students	*	*	*	726	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	*	751	*	*	*	*	*	*	54%
Students with Disabilities	47	741	733	704	*	*	*	26%	*	40%	12%
Students without Disabilities	244	772	773	749	*	*	*	34%	*	68%	52%
English Learners	N	N	N	681	N	N	N	N	N	N	*
Non-English Learners	291	767	765	745	5%	12%	19%	33%	31%	64%	*
Homeless Students	N	N	N	715	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	710	N	N	N	N	N	N	20%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	694	N	N	N	N	N	N	*

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



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 11**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	301	747	750	736	11%	17%	23%	35%	14%	49%	38%
White	261	748	749	738	11%	16%	25%	34%	14%	48%	40%
Hispanic	12	738	753	731	*	*	0%	*	*	50%	34%
Black or African American	*	*	*	728	*	*	*	*	*	*	30%
Asian, Native Hawaiian, or Pacific Islander	20	756	*	756	*	*	*	*	*	60%	58%
American Indian or Alaska Native	N	N	N	731	N	N	N	N	N	N	30%
Two or More Races	*	*	*	731	*	*	*	*	*	*	36%
Female	147	754	760	744	*	*	28%	38%	16%	54%	46%
Male	154	741	741	729	*	*	19%	32%	12%	44%	31%
Economically Disadvantaged Students	*	*	*	729	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	42%
Students with Disabilities	41	733	724	709	*	27%	24%	32%	*	34%	12%
Students without Disabilities	260	750	754	741	*	16%	23%	35%	*	51%	43%
English Learners	*	*	*	699	*	*	*	*	*	*	*
Non-English Learners	*	*	*	737	*	*	*	*	*	*	*
Homeless Students	N	N	N	722	N	N	N	N	N	N	24%
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	19%
Military-Connected Students	N	N	N	723	N	N	N	N	N	N	24%
Migrant Students	N	N	N	713	N	N	N	N	N	N	26%

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

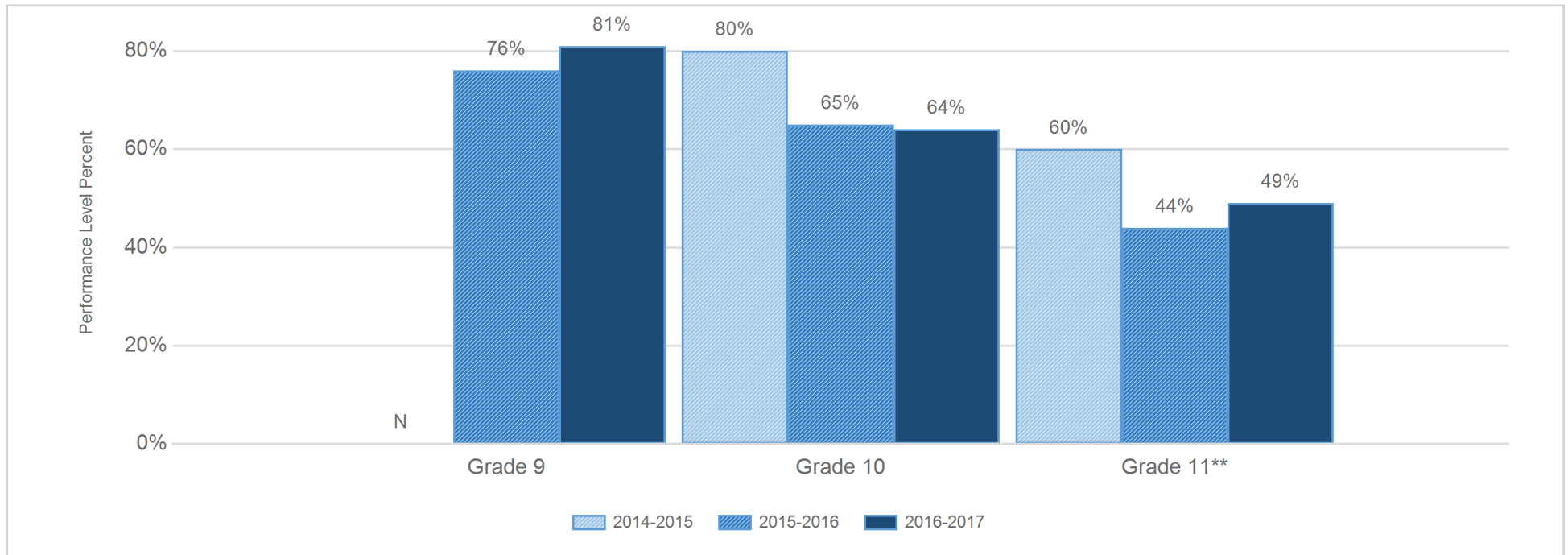


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English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.



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



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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	562	98.4	53.70	57.80	43.50	53.7	46	Met Target
White	470	98.3	54.00	58.20	52.40	54	44.7	Met Target
Hispanic	38	97.4	42.10	43.20	27.60	42.1	36.9	Met Target
Black or African American	*	*	*	*	21.70	*	**	**
Asian, Native Hawaiian, or Pacific Islander	31	100.0	67.80	77.50	75.60	67.8	63.4	Met Target
American Indian or Alaska Native	*	*	*	*	42.50	N	**	**
Two or More Races	18	100.0	61.10	60.60	44.90	61.1	**	**
Female	286	99.0	54.90	56.80	44.10	54.9		
Male	276	97.9	52.50	58.70	42.90	52.5		
Economically Disadvantaged Students	*	*	*	*	25.10	*	**	**
Non-Economically Disadvantaged Students	*	*	*	*	54.30	*		
Students with Disabilities	93	94.0	26.90	24.60	16.50	26.5	24.4	Met Target
Students without Disabilities	469	99.4	59.00	65.10	48.80	59		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	N	N	N	N	16.40	N		
Students In Foster Care	N	N	N	*	15.10	N		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	128	744	747	743	*	20%	34%	41%	*	41%	42%
White	104	746	749	751	*	18%	38%	41%	*	42%	52%
Hispanic	13	734	737	728	*	*	*	*	0%	31%	24%
Black or African American	*	*	*	724	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	*	*	*	741	*	*	*	*	*	*	41%
Female	55	744	747	744	*	18%	35%	40%	*	42%	43%
Male	73	744	747	741	*	21%	34%	41%	*	41%	40%
Economically Disadvantaged Students	*	*	*	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	*	751	*	*	*	*	*	*	52%
Students with Disabilities	42	727	731	714	*	*	29%	*	*	19%	10%
Students without Disabilities	86	752	754	747	*	*	37%	*	*	52%	47%
English Learners	*	*	*	708	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%



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Mathematics Assessment - Performance by Test: Geometry

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	250	745	750	734	*	16%	32%	48%	*	50%	30%
White	205	746	751	740	*	14%	32%	49%	*	51%	38%
Hispanic	20	738	739	722	*	*	*	*	0%	40%	14%
Black or African American	*	*	*	719	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	758	*	*	*	*	*	*	65%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	29%
Two or More Races	*	*	*	733	*	*	*	*	*	*	32%
Female	135	744	749	735	*	15%	33%	47%	*	49%	31%
Male	115	746	752	733	*	17%	31%	49%	*	50%	30%
Economically Disadvantaged Students	*	*	*	721	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	39%
Students with Disabilities	41	730	729	711	*	34%	29%	27%	*	27%	*
Students without Disabilities	209	748	755	738	*	12%	33%	52%	*	54%	*
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	250	745	750	735	*	16%	32%	48%	*	50%	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	727	N	N	N	N	N	N	15%
Migrant Students	N	N	N	704	N	N	N	N	N	N	*



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Mathematics Assessment - Performance by Test: Algebra II

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	303	741	741	725	23%	16%	16%	38%	7%	45%	28%
White	267	739	740	731	24%	17%	16%	38%	5%	43%	33%
Hispanic	10	724	733	710	*	0%	*	*	0%	40%	14%
Black or African American	*	*	*	703	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	17	770	770	761	0%	*	*	*	*	59%	62%
American Indian or Alaska Native	N	N	N	715	N	N	N	N	N	N	20%
Two or More Races	*	*	*	718	*	*	*	*	*	*	25%
Female	149	745	744	725	20%	14%	17%	41%	7%	48%	27%
Male	154	737	739	725	27%	18%	14%	34%	7%	41%	29%
Economically Disadvantaged Students	*	*	*	708	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	*	*	*	733	*	*	*	*	*	*	35%
Students with Disabilities	41	712	708	692	54%	*	*	*	*	20%	*
Students without Disabilities	262	745	747	729	19%	*	*	*	*	49%	*
English Learners	*	*	*	692	*	*	*	*	*	*	*
Non-English Learners	*	*	*	726	*	*	*	*	*	*	*
Homeless Students	N	N	N	702	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	692	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	710	N	N	N	N	N	N	14%
Migrant Students	N	N	N	702	N	N	N	N	N	N	14%

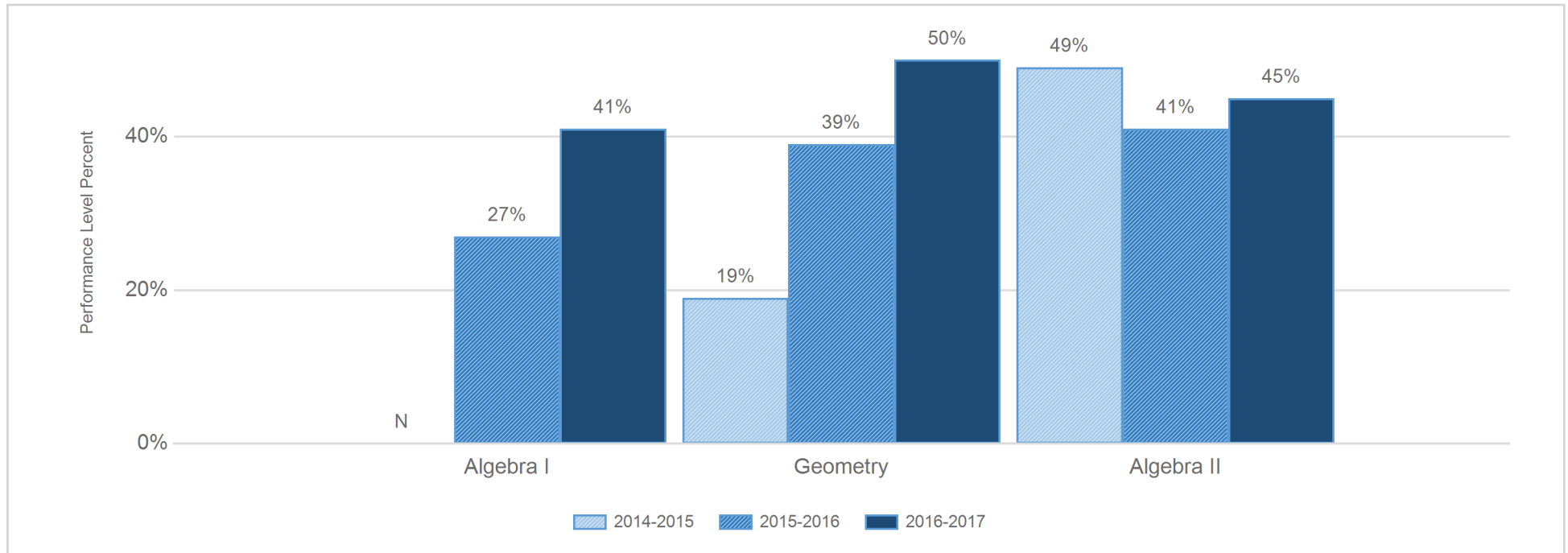


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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.





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Alternate Assessments - Participation

This table shows the number of students taking the Dynamic Learning Maps Alternate Assessment, which tests academic progress in English Language Arts (ELA) and Mathematics for students with different types of significant cognitive disabilities.

Grade	ELA: # Students Tested	Math: # Students Tested
9	N	N
10	N	N
11	*	*

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	*	*	*
2	N	N	N
3	*	*	*
4	N	N	N
5+	N	N	N



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

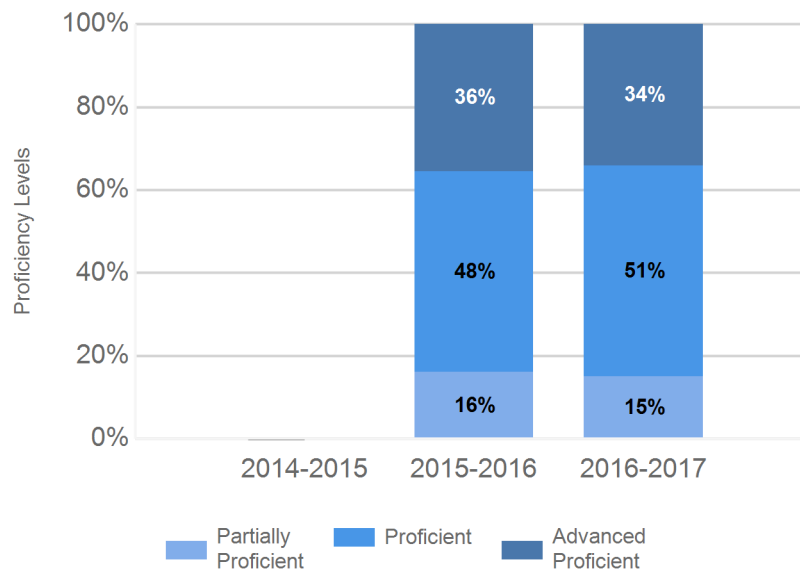
Biology Assessment - Performance

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	16%	42%	42%
Schoolwide	34%	51%	15%
White	34%	51%	15%
Hispanic	29%	48%	24%
Black or African American	N	N	*
Asian, Native Hawaiian, or Pacific Islander	53%	47%	N
American Indian or Alaska Native	N	N	*
Two or More Races	28%	56%	17%
Economically Disadvantaged Students	*	N	*
Students with Disabilities	14%	31%	56%
English Learners	N	*	*

Biology Assessment - Proficiency Trends

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





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

PSAT/SAT/ACT - Participation

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

Test	% of Students in School	% of Students in State
Percentage of students taking the PSAT	93.8%	89.4%
Percentage of students taking the SAT	59.5%	70.0%
Percentage of students taking the ACT	82.7%	28.3%

PSAT/SAT/ACT - Performance

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

Test	School Average Score	State Average Score	College Readiness Benchmarks	School - % of Students scoring at or above Benchmark	State - % of Students scoring at or above Benchmark
PSAT - Reading and Writing	561	481	Varies By Grade	91%	67%
PSAT - Math	564	483	Varies By Grade	80%	49%
SAT - Reading and Writing	626	551	480	97%	77%
SAT - Math	623	552	530	84%	58%
ACT - Reading	27	24	22	84%	65%
ACT - English	27	24	18	93%	79%
ACT - Math	27	24	22	83%	65%
ACT - Science	26	23	23	73%	54%



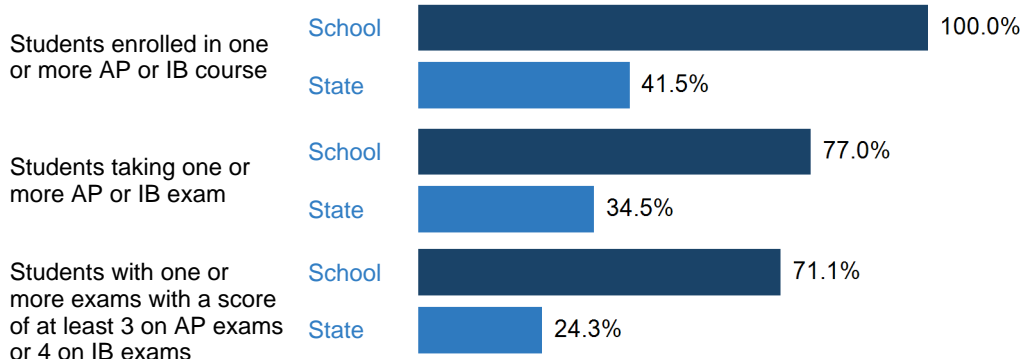
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate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

AP/IB Coursework – Participation and Performance

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



Dual Enrollment Coursework - Participation

This graph shows the percentage students enrolled in at least one **dual enrollment** course in the school and across the state. **Dual enrollment** courses allow high school students to enroll in college courses for credit prior to their high school graduation.



AP/ IB Courses Offered

This table shows the students enrolled in AP/IB courses and the corresponding exams that were taken. Students do not need to take a course to take the exam and not all students enrolled in a course take the exam. The last two rows show the total number of exams taken and the number of exams with scores of at least 3 on AP exams or 4 on IB exams. In the last two rows, students taking multiple exams are counted more than once.

AP/IB Course	Students Enrolled	Students Tested
AP Biology	24	18
AP Calculus AB	46	38
AP Calculus BC	31	29
AP Chemistry	22	21
AP Computer Science Principles	0	5
AP English Language and Composition	0	138
AP English Literature and Composition	0	76
AP Environmental Science	70	36
AP European History	20	14
AP French Language and Culture	0	5
AP German Language and Culture	0	1
AP Macroeconomics	0	1
AP Music Theory	0	1
AP Physics 1	0	43
AP Physics 2	0	1
AP Physics C	20	0
AP Physics C: Electricity and Magnetism	0	11
AP Physics C: Mechanics	0	5
AP Spanish Language	0	12
AP Statistics	38	22

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AP/IB Course	Students Enrolled	Students Tested
AP U.S. Government and Politics	26	22
AP U.S. History	132	116
AP World History	73	73
IB Art/Design	44	4
IB Biology	50	17
IB Business and Management	54	18
IB Chemistry	6	6
IB Classical Languages—Latin	46	10
IB Computing Studies	20	6
IB Design Technology	9	6
IB Economics	41	14
IB Environmental Science	23	22
IB Film	0	2
IB Further Mathematics—SL	12	0
IB History	97	46
IB Information Technology in a Global Society	0	1
IB Language A (English)	545	79
IB Language B—Chinese	22	12
IB Language B—French	28	12
IB Language B—German	0	1



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AP/IB Course	Students Enrolled	Students Tested
IB Language B—Spanish	116	29
IB Mathematical Studies	13	11
IB Mathematics	140	49
IB Music	13	4
IB Physics	74	15
IB Psychology	93	32
IB Sports Exercise and Health Science	0	8
IB Theatre	4	2
IB Theory of Knowledge	162	59
Total Exams Taken		1153
Exams with scores of at least 3 on AP exams or 4 on IB exams		958



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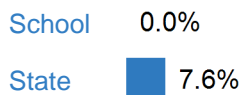
This section contains information about participation in approved **Career and Technical Education (CTE)** programs and **Structured Learning Experiences**. For more information about CTE in New Jersey, please visit <http://www.nj.gov/education/cte/>.

Career and Technical Education Participation

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

CTE Participants

(completed only one course in an approved CTE program)



CTE Concentrators

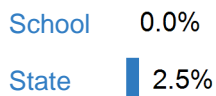
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

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

Structured Learning Experiences



Industry-Valued Credentials Earned

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

Career Cluster	Students with at least one credential earned	Industry credentials earned
Architecture & Construction	*	*
Human Services	*	*
Total non-duplicated number of students**	*	
Total number of credentials earned in all clusters		*

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



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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	120	141	49	0	0	0	6
10	1	112	142	4	0	1	44
11	0	0	125	75	34	1	74
12	0	0	4	55	115	77	111
Schoolwide	121	253	320	134	149	79	235
Enrolled in AP/IB Course					77	38	164

Science - Course Participation

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

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	315	0	3	0	0	0
10	9	283	2	0	1	0
11	18	15	18	45	209	19
12	55	23	4	122	93	41
Schoolwide	397	321	27	167	303	60
Enrolled in AP/IB Course	72	28		93	88	9



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

Social Studies and History - Course Participation

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

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	0	314	0	0	0	1
10	0	297	0	0	0	3
11	289	16	7	36	3	96
12	52	4	64	143	37	181
Schoolwide	341	631	71	179	40	281
Enrolled in AP/IB Course	170	132	41	91	0	197

World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	240	43	0	0	0	24	0
10	222	32	0	17	0	29	0
11	219	27	0	1	0	22	0
12	80	20	0	49	0	19	0
Schoolwide	761	122	0	67	0	94	0
Enrolled in AP/IB Course	115	28	0	46	0	22	0
Enrolled in Level 3 or Higher	259	23	0	0	0	28	0
Earned Seal of Biliteracy	15	*	0	*	*	*	0



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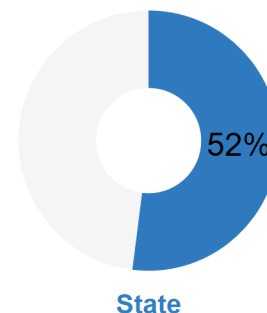
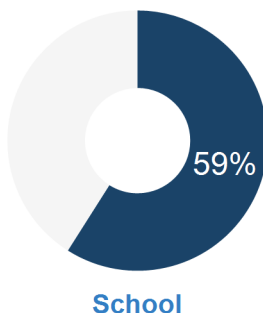
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Visual and Performing Arts – Course Participation

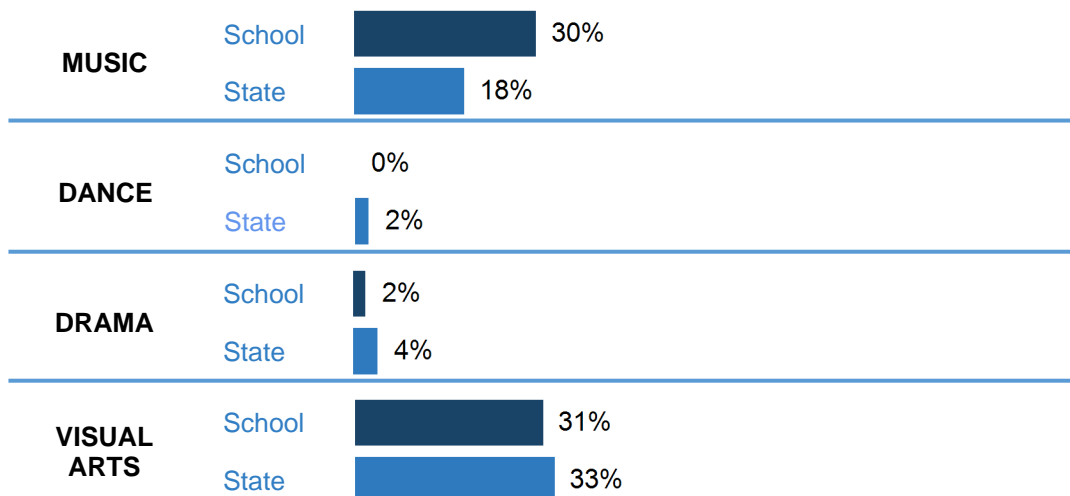
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

Grades 9-12:

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



Students enrolled in one or more classes by discipline:





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

Graduation Rates

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

Student Group	School - Class of 2017: 4 Year Rate	State - Class of 2017: 4 Year Rate	School - Class of 2016: 5 Year Rate	State - Class of 2016: 5 Year Rate	Class of 2016: 4 Year Rate	Class of 2016: 4 Year Target	Met Target?	Class of 2015: 5 Year Rate	Class of 2015: 5 Year Target	Met Target?
Schoolwide	97.3%	90.5%	98.1%	91.8%	97.5%	N	Met Goal	97.5%	N	Met Goal
White	98.7%	94.5%	98.7%	95.1%	98.0%	N	Met Goal	97.8%	N	Met Goal
Hispanic	84.0%	84.3%	90.0%	86.3%	90.0%	92.7%	Not Met	92.6%	N	N
Black or African American	*	83.4%	*	85.3%	*	**	**	*	**	**
Asian, Native Hawaiian or Pacific Islander	95.0%	96.6%	100.0%	97.5%	100.0%	N	Met Goal	*	**	**
American Indian or Alaska Native	N	92.3%	*	86.6%	*	**	**	*	**	**
Two or More Races	*	91.9%	*	93.7%	*	**	**	100.0%	**	**
Economically Disadvantaged Students	*	83.9%	*	85.6%	*	**	**	*	**	**
Students with Disabilities	89.7%	78.8%	95.8%	82.1%	93.8%	91.1%	Met Target	94.6%	86.9%	Met Target
English Learners	*	76.1%	*	79.7%	*	**	**	*	**	**
Homeless Students	N	73.2%	N	74.4%	N	N	N	N		

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

Graduation Rate Trends

This table shows the 4-year and 5-year graduation rates by graduating class.

Class of	4-Year Rate	5-Year Rate
2017	97.3%	-
2016	97.5%	98.1%
2015	97.0%	97.5%

Dropout Rate Trends

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

School Year	School Rate	State Rate
2016-2017	0.1%	1.1%
2015-2016	0.2%	1.1%
2014-2015	0.2%	1.1%



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This section contains information about students enrolling in colleges and universities after graduation from high school. Postsecondary enrollment information is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

Postsecondary Enrollment Rates: Fall

This table shows the enrollment rates of Class of 2017 high school graduates into 2-year or 4-year institutions the fall after high school graduation. The following columns show the percentage of these enrolled students by 2-year or 4-year institution.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	71.1%	29.5%	70.5%
Schoolwide	88.6%	10.3%	89.7%
White	89.3%	8.8%	91.2%
Hispanic	77.3%	23.5%	76.5%
Black or African American	*	*	0%
Asian, Native Hawaiian, or Pacific Islander	89.5%	11.8%	88.2%
American Indian or Alaska Native	N	N	N
Two or More Races	*	0%	*
Economically Disadvantaged Students	*	*	*
Students with Disabilities	84.3%	27.9%	72.1%
English Learners	N	N	N

Postsecondary Enrollment Rates: 16 month

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	76.1%	33.6%	66.5%	73.6%	26.4%	65.5%	34.6%
Schoolwide	87.1%	13.5%	86.5%	55.1%	44.9%	23.8%	76.2%
White	88.4%	12.3%	87.7%	55.4%	44.6%	20.8%	79.2%
Hispanic	66.7%	41.7%	58.3%	66.7%	33.3%	58.3%	41.7%
Black or African American	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	92%	13%	87%	56.5%	43.5%	34.8%	65.2%
American Indian or Alaska Native	*	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	*	*	*	*	*	*	*
Students with Disabilities	84.1%	24.3%	75.7%	62.2%	37.8%	37.8%	62.2%
English Learners	N	N	N	N	N	N	N



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This section shows information about student absences which provides important information about a school’s culture and climate. In addition, research shows that student absences impact a child’s ability to succeed in school. The New Jersey Department of Education selected chronic absenteeism as its measure of school quality and student success for the *ESSA* accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

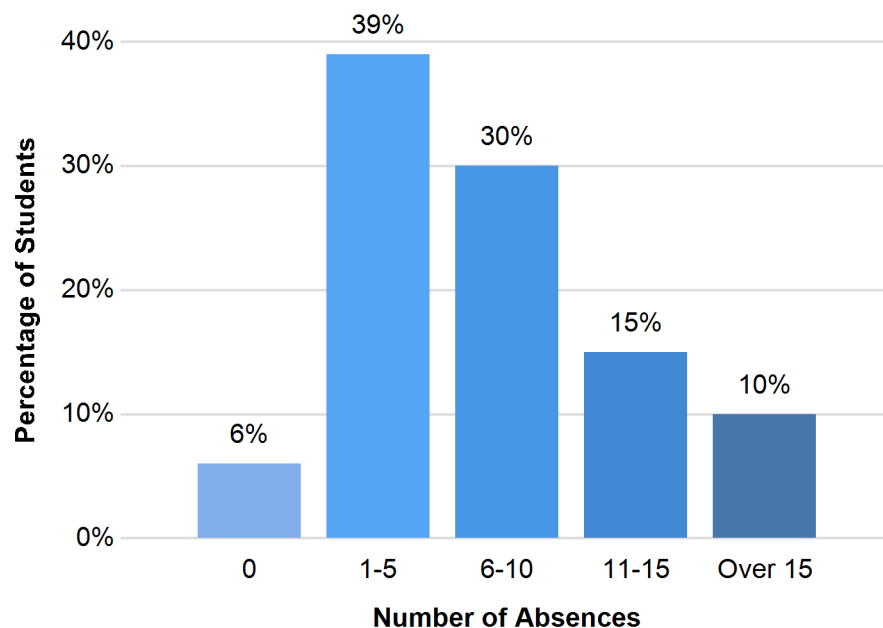
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	5.40	14.30	Met Target
White	5.40	14.30	Met Target
Hispanic	7.60	14.30	Met Target
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	3.80	14.30	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	0	14.30	Met Target
Economically Disadvantaged Students	N	**	**
Students with Disabilities	10.80	14.30	Met Target
English Learners	N	**	**

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

Days Absent

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



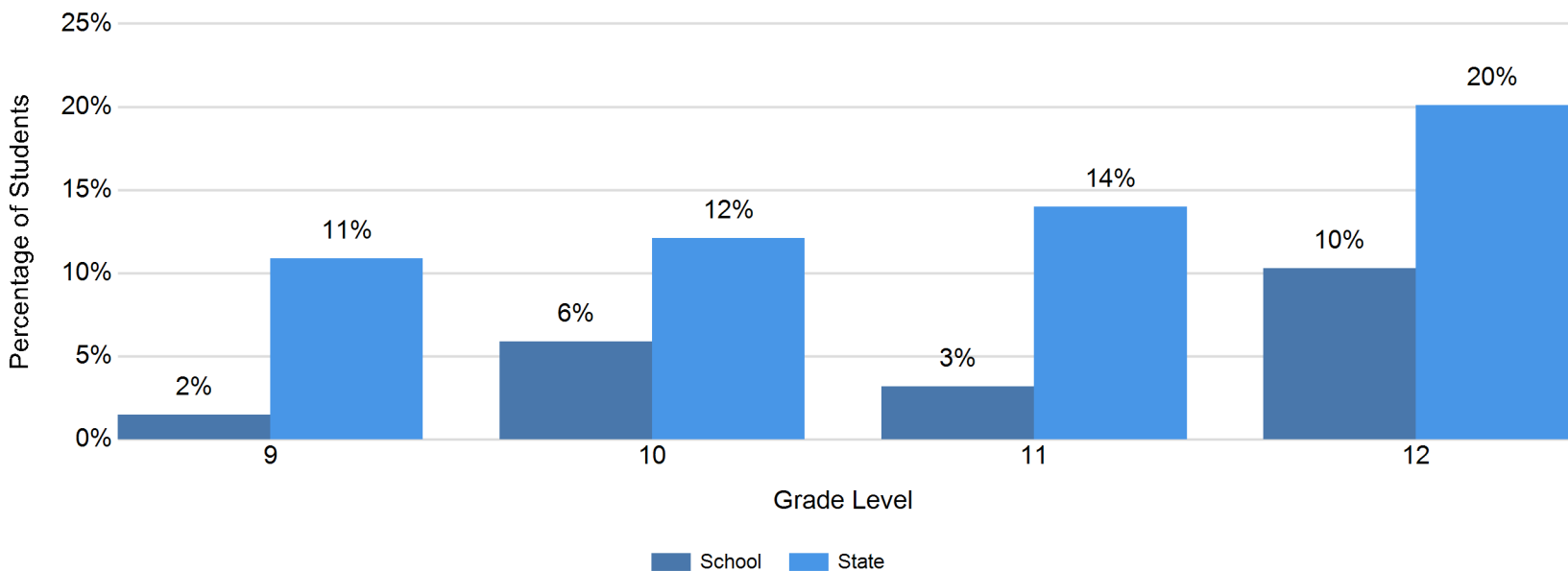


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Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





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School Day

This table shows the start and end times and length of school day for a typical student at this school. **Instructional time** is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher.

Category	School
Typical Start Time	7:35AM
Typical End Time	2:35PM
Length of School Day	7 Hrs 0 Mins
Full Time - Instructional Time	5 Hrs. 53 Mins.
Shared Time - Instructional Time	2 Hrs. 54 Mins.

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	1
Vandalism	1
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	4
Total Unique Incidents	6
Incidents Per 100 Students Enrolled	0.47

Student Suspension Rate

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

Suspension Types	% of Students
In-School Suspensions	0.3%
Out-of-School Suspensions	1.6%
Any Suspension	1.9%

Student Expulsions

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

Category	Number of Students
Expulsions	0



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Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.4:1	389.0 kbps	100 kbps	Yes	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district’s schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts’ [User Friendly Budgets](#), or the NJDOE Finance [District Report Search](#) of the Comprehensive Annual Financial Reports (CAFRs) and Auditor’s Management Reports (AMRs).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$224	\$15,348	\$15,572



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

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

Teachers: All classroom teachers

Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	103	120,724
Average years experience in public schools	11.5	11.8
Average years experience in district	9.9	10.5
Teachers in district for 4 or more years	70%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	19	9,506
Average years experience in public schools	22.6	15.9
Average years experience in district	15.3	11.6
Administrators in district for 4 or more years	95%	74%

Student to Staff Ratios

This table shows the number of students per staff member in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.

Staff Type	School Students: Staff	District Students: Staff
Teachers	12:1	13:1
Administrators	257:1	135:1
Librarian/Media Specialists		2571:1
Nurses		643:1
Counselors		214:1
Child Study Team		257:1



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Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



Teachers and Administrators - One-Year Retention (District Level)

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	82%	89%
2015-16 Administrators: Same district 2016-17	74%	88%

Faculty Attendance

This table shows the percentage of days that school faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2016-17	98%



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Accountability Indicator Scores and Summative Rating

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of comprehensive support. This table shows the indicator scores for each indicator included in the accountability system and the weights that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey's accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	90.9	17.5%
Mathematics Proficiency	90.1	17.5%
Graduation - 4-Year	81.1	25.0%
Graduation - 5-Year	78.3	25.0%
Chronic Absenteeism	85.6	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		84.4
Summative Rating: Percentile rank of Summative Score		91.3
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No
Requires Comprehensive Support: 4-year Graduation Rate less than or equal to 67%		No

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

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



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Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	Graduation Rate - 4-Year	Graduation Rate - 5-Year	At Risk for Consistently Underperforming Student Group
Schoolwide	84.4	6.2	No	Met Target	Met Target	Met Target	Met Goal	Met Goal	No
White	81.2	6.2	No	Met Target	Met Target	Met Target	Met Goal	Met Goal	No
Hispanic	75.8	6.2	No	Met Target	Met Target	Met Target	Not Met	N	No
Black or African American	**	**	No	**	**	**	**	**	No
Asian, Native Hawaiian, or Pacific Islander	73.4	6.2	No	Met Goal	Met Target	Met Target	Met Goal	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	N	**	Met Target	**	**	No
Economically Disadvantaged Students	**	**	No	**	**	**	**	**	No
Students with Disabilities	91.8	6.2	No	Met Target	Met Target	Met Target	Met Target	Met Target	No
English Learners	**	**	No	**	**	**	**	**	No

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† Target was met within a confidence interval.



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School General Info

Principal:	Mr. MATYAS	Email Address:	mmatyas@wmrbsd.org
Address:	65 EAST MAIN STREET MENDHAM, NJ 07945	Website:	http://www.wmmhs.org/
Phone:	(973)543-2501	Twitter:	https://twitter.com/wmmhs1

School Narrative

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

 <p>Highlights:</p>	<ul style="list-style-type: none"> • Only district in NJ offering IB Diploma and Career Programmes; additionally offer 22 AP courses. • Personalized Learning supported by 1-1 Chromebook initiative. Differentiation enhanced by PowerSchool Learning platform. • Award-winning performing arts program, state champion Mock Trial team, and 26 Varsity sports.
 <p>Mission, Vision, Theme:</p>	<p>Mendham is one of two high schools in the district. Our mission is to provide students with "an intellectually stimulating experience in a safe environment" that promotes "a shared passion for learning, academic excellence, involved citizenship, personal responsibility and a respect for diversity." This is the cornerstone for initiatives aimed at fulfilling the potential of our students as "creative, confident, compassionate and resilient individuals."</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>West Morris Mendham along with West Morris Central, were the first authorized IB Career-related Programs in the State of NJ and the only schools in NJ to offer both the Diploma and Career Programmes. The Washington Post ranks Mendham High School among the most competitive in the State/Nation. Achievements include: Model World Language Program, College Board AP Honor Roll, 3 National Merit Semi-Finalists, 16 Commended Scholars, and 74 AP Scholars.</p>







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 <p>Courses, Curriculum, Instruction:</p>	<p>With the addition of the IB Career Program, MHS has progressed as an International Baccalaureate World School. Completion of the two-year program will lead to either a full IB or career-related diploma. The Career program assists students in the development of their personal career vision and empowers them to succeed in future entry into the global, knowledge-based economic workforce. In addition we offer 22 AP courses, and 3 dual enrollment courses.</p>
 <p>Sports and Athletics:</p>	<p>Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Cross-Country (Boys & Girls), Fencing (Boys & Girls), Field Hockey (Co-ed), Football (Co-ed), Golf (Co-ed), Ice Hockey (Co-ed), Lacrosse (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Swimming (Co-ed), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Co-ed), Volleyball (Girls), Wrestling (Co-ed)</p> <p>Our teams compete in the competitive Northwest Jersey Athletic Conference. Achievements: Boys Winter Track - Group 3 Relay Champs, Girls Swimming - 200 MR State Champs, Wrestling Sectional Champs. Conference Championships: (Girls) Cross-Country, Volleyball, Fencing, Track, (Boys) Fencing, Basketball, Lacrosse and Golf. County & District Championship: Girls Fencing.</p>
 <p>Clubs and Activities:</p>	<p>The Activities program supports over 40 clubs. The most active is the Service Club. These students are actively involved in volunteer work and fundraising. Also noteworthy: International Club, Future Business Leaders of America, Peer Leadership, Drama, Alliance for Acceptance and Understanding, and Academic teams. The Mock Trial team earned County and State Championship honors.</p>
 <p>Before and After School Programs:</p>	<p>The Unified Sports program facilitates the participation of special needs students in our activities program.</p>








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 <p>Staff and Professional Learning:</p>	<p>The "Commitment to Growth" thrives in a building where faculty members model the behavior of academics for life-long learning. Two members of the faculty hold doctorate degrees, and approximately 69% of the faculty has earned master's degrees. Teachers continue their training in the IB program. Throughout the year several faculty members attended subject-related seminars at institutes of higher learning or enriched their professional knowledge with subject specific conferences.</p>
 <p>Postsecondary Information:</p>	<p>The Class of 2017 achieved an average SAT score of 1232 and an average ACT score of 26.7. Achievements: 3 National Merit Semi-Finalists, 16 Commended, and 74 students named AP Scholars. Post-secondary plans: 86% attending 4-year colleges; 9% attending 2-year; 5% military/employment/gap year. Of those attending 4-year colleges, 72% were accepted to colleges rated as "Most Competitive" or "Highly Competitive" by Barron's.</p>
 <p>Student Supports and Services:</p>	<p>Mendham High School provides high-quality, specialized and inclusive academic, life skills, vocational and extracurricular programs, for students with disabilities. Child Study and teaching staff proactively prepare students for transition to post-secondary life as college students, students in trade schools, or for entry into the workforce for those students who are not college-bound. Mendham High staff and administration collaborate extensively to support the unique needs of each student.</p>
 <p>Student Health and Wellness:</p>	<p>A Wellness Committee consisting of students and administration was created to promote student wellness. Our health curriculum focuses on drugs and alcohol abuse in freshman, junior, and senior year and nutrition is discussed in senior year. Assembly topics include: Substance Abuse Prevention, Anti-Bullying, Self-Esteem, Study Skills, Dating Violence and Social Media. Students participate in Physical Education each year.</p>
 <p>Parent and Community Involvement:</p>	<p>An active PTO provides annual programming for students and parents. Support groups such as the IB Boosters, the Minuteman Sports Club, Music Boosters, and Project Graduation are highly involved. Students in the IB Program complete service learning projects in the community.</p>





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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Teachers</p> <p>Student and staff surveys were administered. Both staff and students agreed that the overall climate was positive in terms of safety and positive relationships. However, both felt that stress and anxiety among students were issues that needed to be addressed. These survey results were discussed and programming was developed.</p>
 <p>Facilities:</p>	<p>Mendham High School features robust WiFi connectivity, dedicated Mac labs for video editing and audio production, and over 700 Chrome devices to supplement our growing “Personalized Learning Initiative” in which all students will be issued their own Chromebook. Intro to Coding and Computer Science, Computer Programming and Game Design, Engineering Robotics, and Design Technology/Engineering comprise several of the STEM focused classes available for students.</p>



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Other Information:

The West Morris Regional High School District Board of Education believes that access to information through such sources as the Internet and email has become, if used appropriately, an integral part of the educational program. All students are given a school issued email address and access to a variety of web-based applications including Google Apps for Education to promote and infuse the curriculum with 21st century skills. PowerSchool Learning, the district's Learning Management System, helps facilitate differentiated instruction, communication with teachers and provides extended learning opportunities. Parents and students have 24/7 access to PowerSchool Portal to monitor student progress and Naviance for post-secondary planning. Our modified block schedule allows extended opportunities for engagement and differentiated instruction in the 58 minute class periods. The daily meeting schedule mimics a collegiate atmosphere, providing variety in the student's schedule and helping students to develop time management skills. The unit lunch allows students to interact with peers while increasing access to faculty, clubs and school resources. To help facilitate safety and security, the school enlists a school resource officer and a district coordinator of safety and security. The campus is monitored with extensive camera surveillance.