NJ SCHOOL PERFORMANCE REPORT

MORRIS HILLS HIGH SCHOOL
(27-3370-050)
Grades Offered: 09-12
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
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How to use this report:

- **Learn more** about this school by exploring all sections of this report
- **Start conversations** with school community members and ask questions
- **Engage** with your school communities to identify where schools are doing well and where they can improve

Navigating through the reports:

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows as the top left of the screen to move between pages of the report

Other Resources:

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

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School Contact Info

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

Type	Contact Information
County	MORRIS
District	MORRIS HILLS REGIONAL
Principal Name	MR. TORIELLO
Address	520 WEST MAIN STREET ROCKAWAY, NJ 07866-3799
Phone Number	(973)664-2301
Email Address	TTORIELLO@MHRD.ORG
Website	https://www.mhrd.org/mhhs
Facebook	https://www.facebook.com/mhrdschools
Twitter	https://twitter.com/MHActivities

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Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years.

Grade	2015-16	2016-17	2017-18
9	295	324	367
10	316	297	325
11	311	302	294
12	295	298	306
Total	1,217	1,221	1,292

Enrollment Trends by Student Group

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

Student Group	2015-16	2016-17	2017-18
Female	48.6%	46.6%	48.5%
Male	51.4%	53.4%	51.5%
Economically Disadvantaged Students	21.5%	21.3%	24.3%
Students with Disabilities	12.1%	13.0%	12.7%
English Learners	2.6%	2.8%	4.1%
Homeless Students		0.2%	0.3%
Students in Foster Care		0.2%	0.1%
Military-Connected Students		0.2%	0.2%
Migrant Students		0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2015-16	2016-17	2017-18
White	53.6%	50.1%	47.9%
Hispanic	29.3%	34.1%	36.2%
Black or African American	3.6%	3.1%	3.6%
Asian	12.2%	11.5%	10.8%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	1.3%	1.1%	1.4%

Enrollment Trends by Full and Shared Time Status

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

Enrollment Status	2015-16	2016-17	2017-18
Full Time Students	1,211	1,215	1,286
Shared Time Students	11	10	11
Full Time Equivalent	1,217	1,220	1,292

Enrollment by Home Language

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

Home Language	% of Students
English	81.1%
Spanish	15.6%
Other Languages	3.3%

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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	652	99.0	62.7	64.4	56.7	62.7	61.7	Met Target
White	312	98.4	68.0	67.0	65.6	68.0	68.6	Met Target†
Hispanic	241	99.2	49.8	51.7	42.5	49.8	43.9	Met Target
Black or African American	23	100.0	52.1	*	37.3	52.1	N	N
Asian, Native Hawaiian, or Pacific Islander	65	100.0	90.8	87.3	82.3	90.8	80	Met Goal
American Indian or Alaska Native	N	N	N	N	52.7	N	**	**
Two or More Races	11	100.0	54.6	*	63.4	54.6	**	**
Female	301	99.0	71.1	74.4	64.5	71.1		
Male	351	98.9	55.5	55.7	49.4	55.5		
Economically Disadvantaged Students	154	100.0	44.8	41.8	38.5	44.8	42	Met Target
Non-Economically Disadvantaged Students	498	98.6	68.3	68.6	67.5	68.3		
Students with Disabilities	95	96.0	19.0	23.9	21.6	19.0	28.5	Not Met
Students without Disabilities	557	99.5	70.2	72.8	63.9	70.2		
English Learners	30	97.3	*	*	27.3	*	18	Not Met
Non-English Learners	622	99.1	*	*	59.4	*		
Homeless Students	N	N	N	*	27.7	N		
Students In Foster Care	N	N	N	*	26.3	N		
Military-Connected Students	*	*	*	*	57.4	*		
Migrant Students	N	N	N	N	30.1	N		

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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	358	757	761	752	10%	12%	17%	40%	21%	61%	55%
White	159	765	766	760	*	*	17%	47%	23%	70%	64%
Hispanic	135	740	746	735	20%	16%	19%	36%	9%	45%	38%
Black or African American	17	736	*	734	*	*	*	*	*	41%	34%
Asian, Native Hawaiian, or Pacific Islander	37	793	789	782	*	0%	*	27%	62%	89%	83%
American Indian or Alaska Native	N	N	N	752	N	N	N	N	N	N	51%
Two or More Races	10	753	*	760	0%	*	*	*	*	60%	63%
Female	178	763	768	759	7%	8%	17%	41%	26%	67%	63%
Male	180	751	755	744	13%	16%	17%	39%	16%	55%	46%
Economically Disadvantaged Students	98	735	735	733	21%	16%	27%	*	*	36%	34%
Non-Economically Disadvantaged Students	260	765	767	761	6%	10%	13%	*	*	70%	65%
Students with Disabilities	53	721	727	716	25%	38%	23%	*	*	15%	15%
Students without Disabilities	305	763	768	758	8%	8%	16%	*	*	69%	62%
English Learners	26	689	689	691	*	*	*	*	*	*	*
Non-English Learners	332	762	764	755	*	*	*	*	*	*	*
Homeless Students	*	*	*	720	*	*	*	*	*	*	22%
Students in Foster Care	N	N	*	719	N	N	N	N	N	N	20%
Military-Connected Students	*	*	*	749	*	*	*	*	*	*	54%
Migrant Students	N	N	N	696	N	N	N	N	N	N	10%

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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	302	761	762	749	9%	7%	21%	41%	22%	63%	51%
White	152	763	763	756	*	*	20%	43%	23%	66%	58%
Hispanic	113	748	750	733	12%	11%	26%	41%	12%	52%	38%
Black or African American	*	*	*	728	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	28	806	792	782	0%	0%	*	*	*	93%	78%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	50%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	128	769	773	759	*	*	16%	48%	27%	74%	60%
Male	174	756	753	739	*	*	24%	36%	19%	55%	42%
Economically Disadvantaged Students	63	745	738	730	21%	*	21%	*	*	54%	34%
Non-Economically Disadvantaged Students	239	766	766	758	6%	*	21%	*	*	66%	59%
Students with Disabilities	41	717	724	707	32%	24%	*	*	*	22%	15%
Students without Disabilities	261	768	770	756	5%	4%	*	*	*	70%	57%
English Learners	*	*	*	684	*	*	*	*	*	*	*
Non-English Learners	*	*	*	752	*	*	*	*	*	*	*
Homeless Students	N	N	*	718	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	707	N	N	N	N	N	N	21%
Military-Connected Students	*	*	*	748	*	*	*	*	*	*	48%
Migrant Students	N	N	N	706	N	N	N	N	N	N	18%

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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	190	743	740	736	11%	17%	28%	38%	6%	44%	39%
White	85	750	744	737	*	13%	27%	*	*	52%	41%
Hispanic	80	736	733	731	14%	20%	33%	*	*	34%	35%
Black or African American	13	726	*	729	*	*	*	*	*	23%	31%
Asian, Native Hawaiian, or Pacific Islander	*	*	751	759	*	*	*	*	*	*	60%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	25%
Two or More Races	*	*	*	737	*	*	*	*	*	*	39%
Female	87	752	751	745	*	*	33%	*	*	53%	48%
Male	103	735	733	728	*	*	24%	*	*	37%	31%
Economically Disadvantaged Students	45	734	730	730	*	*	40%	27%	0%	27%	33%
Non-Economically Disadvantaged Students	145	746	742	739	*	*	25%	42%	8%	50%	42%
Students with Disabilities	36	730	719	708	*	*	*	*	*	31%	13%
Students without Disabilities	154	746	747	742	*	*	*	*	*	47%	44%
English Learners	*	*	*	702	*	*	*	*	*	*	*
Non-English Learners	*	*	*	738	*	*	*	*	*	*	*
Homeless Students	*	*	*	721	*	*	*	*	*	*	22%
Students in Foster Care	N	N	N	708	N	N	N	N	N	N	19%
Military-Connected Students	N	N	N	729	N	N	N	N	N	N	31%
Migrant Students	N	N	N	707	N	N	N	N	N	N	*

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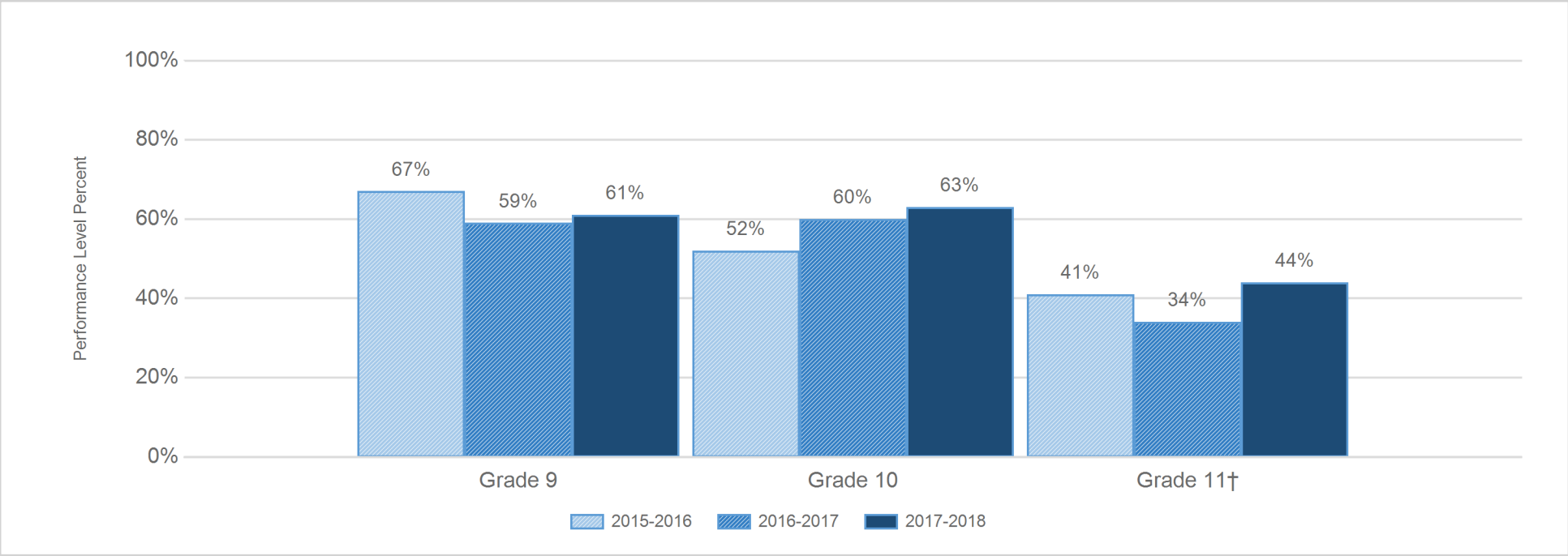
English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment for the past three years.



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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	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	570	99.0	49.6	48.7	45.0	49.6	54.5	Not Met
White	285	98.3	53.4	50.3	54.1	53.4	62.8	Not Met
Hispanic	211	99.5	38.4	38.3	29.2	38.4	38.8	Met Target†
Black or African American	*	*	*	27.3	23.4	*	**	**
Asian, Native Hawaiian, or Pacific Islander	49	100.0	85.7	73.9	77.0	85.7	68.6	Met Goal
American Indian or Alaska Native	N	N	N	N	42.5	N	**	**
Two or More Races	*	*	*	53.8	53.0	*	**	**
Female	272	98.9	52.6	50.5	46.0	52.6		
Male	298	99.0	47.0	47.0	43.9	47.0		
Economically Disadvantaged Students	126	100.0	36.5	31.5	26.6	36.5	44.4	Not Met
Non-Economically Disadvantaged Students	444	98.7	53.4	51.6	55.9	53.4		
Students with Disabilities	66	94.4	15.1	17.5	17.1	15.0	31.4	Not Met
Students without Disabilities	504	99.6	54.2	53.8	50.5	54.2		
English Learners	24	100.0	25.0	25.0	24.6	25.0	26	Met Target†
Non-English Learners	546	98.9	50.7	49.1	46.9	50.7		
Homeless Students	N	N	N	*	17.3	N		
Students In Foster Care	N	N	N	*	16.2	N		
Military-Connected Students	*	*	*	*	45.8	*		
Migrant Students	N	N	N	N	23.7	N		

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Mathematics Assessment - Performance by Test: Algebra I

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	256	743	745	746	5%	21%	34%	*	*	41%	46%
White	120	748	749	755	*	19%	33%	*	*	46%	57%
Hispanic	109	734	734	730	*	*	33%	33%	0%	33%	27%
Black or African American	*	*	*	727	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	12	772	766	779	0%	*	*	*	*	75%	79%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	49%
Two or More Races	*	*	*	755	*	*	*	*	*	*	54%
Female	130	743	746	748	*	22%	31%	*	*	43%	48%
Male	126	742	744	745	*	20%	37%	*	*	38%	44%
Economically Disadvantaged Students	73	734	732	729	*	*	36%	*	*	30%	25%
Non-Economically Disadvantaged Students	183	746	749	756	*	*	33%	*	*	45%	57%
Students with Disabilities	42	721	724	716	*	45%	29%	*	*	14%	13%
Students without Disabilities	214	747	751	752	*	16%	35%	*	*	46%	52%
English Learners	20	728	728	710	*	*	*	*	*	30%	*
Non-English Learners	236	744	746	749	*	*	*	*	*	42%	*
Homeless Students	N	N	*	718	N	N	N	N	N	N	16%
Students in Foster Care	N	N	*	712	N	N	N	N	N	N	12%
Military-Connected Students	*	*	*	752	*	*	*	*	*	*	49%
Migrant Students	N	N	N	720	N	N	N	N	N	N	11%

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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 both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	238	739	738	735	*	26%	36%	*	*	36%	30%
White	120	744	739	740	0%	19%	39%	*	*	42%	37%
Hispanic	97	735	735	723	*	*	34%	*	*	30%	14%
Black or African American	13	727	*	719	0%	*	*	*	*	15%	11%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	760	*	*	*	*	*	*	65%
American Indian or Alaska Native	N	N	N	734	N	N	N	N	N	N	28%
Two or More Races	*	*	*	741	*	*	*	*	*	*	39%
Female	102	740	739	736	*	*	34%	*	*	39%	30%
Male	136	738	736	734	*	*	37%	*	*	33%	29%
Economically Disadvantaged Students	55	735	730	722	*	42%	*	*	*	31%	13%
Non-Economically Disadvantaged Students	183	741	739	741	*	21%	*	*	*	37%	38%
Students with Disabilities	37	722	716	713	*	*	*	*	*	*	*
Students without Disabilities	201	742	743	738	*	*	*	*	*	*	*
English Learners	*	*	*	711	*	*	*	*	*	*	*
Non-English Learners	*	*	*	736	*	*	*	*	*	*	*
Homeless Students	N	N	*	718	N	N	N	N	N	N	*
Students in Foster Care	N	N	*	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	*	731	N	N	N	N	N	N	24%
Migrant Students	N	N	N	709	N	N	N	N	N	N	11%

NJ SCHOOL PERFORMANCE REPORT

MORRIS HILLS HIGH SCHOOL
(27-3370-050)
Grades Offered: 09-12
2017-2018

Report Key:
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Mathematics Assessment - Performance by Test: Algebra II

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	234	750	749	727	12%	21%	19%	39%	9%	48%	30%
White	115	753	752	733	*	19%	20%	*	*	53%	35%
Hispanic	78	729	727	710	21%	28%	26%	*	*	26%	14%
Black or African American	*	*	*	705	*	*	*	*	*	*	11%
Asian, Native Hawaiian, or Pacific Islander	34	787	780	766	*	*	0%	*	*	88%	66%
American Indian or Alaska Native	N	N	N	729	N	N	N	N	N	N	28%
Two or More Races	*	*	*	736	*	*	*	*	*	*	37%
Female	119	746	747	728	13%	24%	18%	*	*	45%	30%
Male	115	754	750	727	10%	17%	20%	*	*	52%	30%
Economically Disadvantaged Students	44	726	*	709	*	25%	34%	*	*	20%	13%
Non-Economically Disadvantaged Students	190	755	*	736	*	20%	15%	*	*	55%	37%
Students with Disabilities	18	711	717	693	*	56%	*	*	*	11%	*
Students without Disabilities	216	753	751	732	*	18%	*	*	*	51%	*
English Learners	*	*	*	691	*	*	*	*	*	*	*
Non-English Learners	*	*	*	729	*	*	*	*	*	*	*
Homeless Students	*	*	*	703	*	*	*	*	*	*	10%
Students in Foster Care	N	N	N	693	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	717	N	N	N	N	N	N	20%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%

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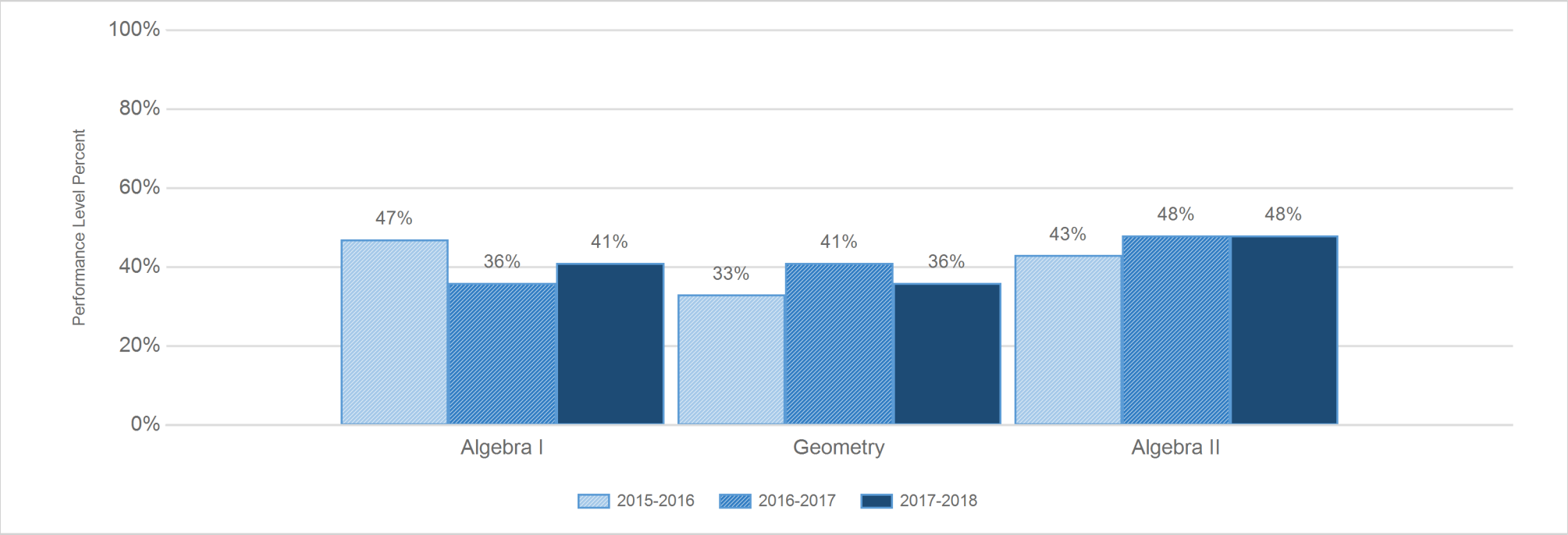
Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end of course exam on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment for the past three years.



† Grade level results do not include students who took the Algebra I, Geometry, or Algebra II end of course tests.

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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Expected growth is based on the student's initial level of English Language Proficiency during the 2016-17 school year and the number of years the student has been enrolled in the district. This table also shows the school's 2017-18 ESSA accountability target and whether the target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2017-18 Target	Met Target?
Schoolwide/English Learners	59.5%	46.8%	Met Target

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	49	89.8%	10.2%
3-4	*	*	*
5 or more	N	N	N

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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grade 5, grade 8, and grade 11 were administered the NJSLA-Science field test in 2017-18.

NJASK Science Assessment Information

New Jersey transitioned from the NJASK to NJSLA-S in 2017-18 to align to new science standards. Results of field tests in 2017-18 will not be reported, but results of NJSLA-S will be added to the performance reports in 2018-19.

Biology Assessment Information

New Jersey transitioned from the Biology Assessment to NJSLA-S in 2017-18 to align to new science standards. Results of field tests in 2017-18 will not be reported, but results of NJSLA-S will be added to the performance reports in 2018-19.

NJ SCHOOL PERFORMANCE REPORT

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Information about participation and performance on the PSAT, SAT, and ACT exams comes directly from College Board and ACT.

PSAT, SAT, & ACT - Participation

This table shows information about participation on the PSAT, SAT, and ACT exams. PSAT participation is the percentage of 10th and 11th graders that took the PSAT 10 or PSAT NMSQT exam in 2017-18. SAT and ACT participation rates show the percentage of 12th graders that have taken the SAT or ACT this year or in prior years.

Participation Type	School Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2017-18	100.0%	85.0%
12th graders taking SAT in 2017-18 or prior years	92.0%	72.2%
12th graders taking ACT in 2017-18 or prior years	27.5%	24.6%

PSAT, SAT, & ACT - Performance

This table shows how students performed on the PSAT, SAT, and ACT tests by subject area. The table includes average test scores, college readiness benchmarks, and the percentage of students that scored at or above these benchmarks. Benchmarks were defined by College Board and ACT and students that score at or above these benchmarks have a high chance of success in credit-bearing college courses.

Participation Type	School Average Score	State Average Score	College Readiness Benchmarks	School - Students Scores at or above Benchmark	State - Students Scores at or above Benchmark
PSAT 10/NMSQT - Reading and Writing	504	478	Grade 10: 430 Grade 11: 460	70%	62%
PSAT 10/NMSQT - Math	517	478	Grade 10: 480 Grade 11: 510	52%	42%
SAT - Reading and Writing	582	542	480	84%	72%
SAT - Math	591	543	530	68%	54%
ACT - Reading	24	24	22	68%	62%
ACT - English	25	24	18	82%	78%
ACT - Math	24	24	22	60%	62%
ACT - Science	24	23	23	60%	53%

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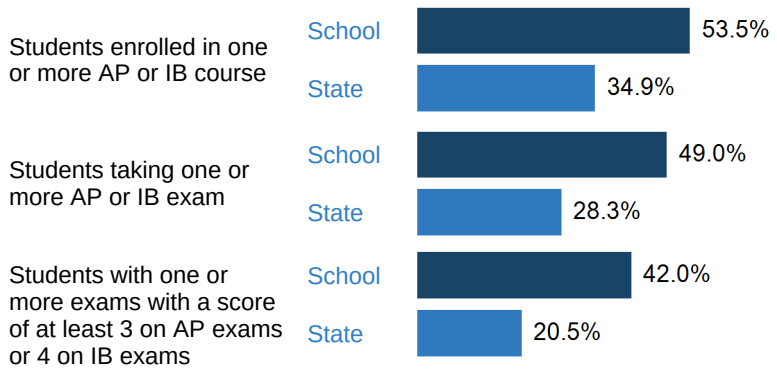
Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (IB)** courses and exams and **dual enrollment** courses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

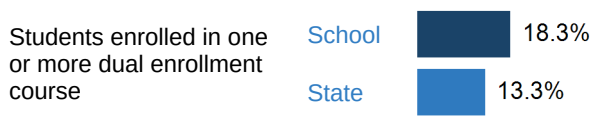
AP/IB Coursework – Participation and Performance

This chart shows the percentage of 11th and 12th graders who enrolled in one or more AP or IB courses, who took one or more AP or IB exams, and who had one or more exams with an AP score of 3 or higher or IB score of 4 or higher.



Dual Enrollment Coursework - Participation

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



AP/ IB Courses Offered

This table shows the list of AP/IB Courses that were offered by the school or for which students took the corresponding AP/IB exam along with the number of students enrolled and the number of students taking the exam. Students do not need to take a course to take the exam and not all students enrolled in a course take the exam. The last two rows show the total number of exams taken and the number of exams with AP scores of 3 or higher or IB scores of 4 or higher. Students who take multiple examples are counted more than once in the last two rows.

AP/IB Course	Students Enrolled	Students Tested
AP Art—History of Art	0	1
AP Biology	60	43
AP Calculus AB	42	44
AP Calculus BC	10	29
AP Chemistry	18	33
AP Chinese Language and Culture	0	3
AP Computer Science A	47	38
AP Computer Science Principles	0	24
AP English Language and Composition	87	92
AP English Literature and Composition	38	27
AP Environmental Science	38	28
AP European History	10	7
AP French Language and Culture	2	6
AP Human Geography	32	7
AP Macroeconomics	0	17
AP Microeconomics	13	13

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AP/IB Course	Students Enrolled	Students Tested
AP Music Theory	0	4
AP Physics 1	74	87
AP Physics C	17	0
AP Physics C: Electricity and Magnetism	0	11
AP Physics C: Mechanics	0	17
AP Psychology	125	116
AP Research	0	32
AP Seminar	0	32
AP Spanish Language	20	23
AP Statistics	35	51
AP Studio Art—Drawing Portfolio	11	1
AP Studio Art—Two-Demensional	2	0
AP U.S. Government and Politics	16	8
AP U.S. History	87	108
Total Exams taken		902
Exams with scores of at least 3 on AP exams or 4 on IB exams		753

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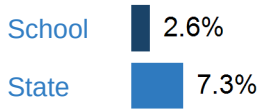
This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit the NJDOE's Career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

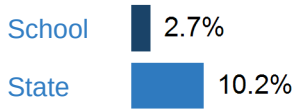
Career and Technical Education Participation

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

CTE Participants
(completed only one course in an approved CTE program)



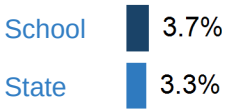
CTE Concentrators
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

The graph below shows the percentage of students who participated in Structured Learning Experiences during the school year. Structured Learning Experiences can include work-based learning programs, internships, apprenticeships, and service learning experiences and can be paid or unpaid.

Structured Learning Experiences



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Industry-Valued Credentials

The graph below shows the percentage of students in grades 9 through 12 who earned one or more Industry-Valued Credential during the school year.

Students Earning Industry-Valued Credentials

School	*
State	0.9%

Industry-Valued Credentials by Career Cluster

This table shows by Career Cluster the number of students enrolled in approved Career and Technical Education programs, the number of students that earned one or more industry-valued credential, and the total number of credentials earned. Students are only enrolled in one career cluster, but they may earn credentials in multiple clusters or earn multiple credentials within one cluster. Career Clusters without approved credentials are grayed out. Career Cluster rows will be hidden if no students were enrolled and no credentials were earned. The last row provides unique counts of students enrolled and students earning one or more credentials across all clusters.

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total credentials earned
Architecture & Construction	62		
Human Services	*	*	*
Manufacturing	*		
Science, Technology, Engineering & Mathematics	*		
Transportation, Distribution & Logistics	*		
Total (All Clusters)	74	*	*

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Information about New Jersey Student Learning Standards can be found on the NJDOE website. An English course participation table is not included below because students are required to take four years of English in high school. Detailed information about students enrolled in AP/IB courses in English Language Arts and other subject areas is available in the AP/IB Courses Offered table in the College and Career Readiness Section of this report.

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	265	86	55	0	0	0	4
10	79	184	64	34	0	0	1
11	3	40	155	59	39	3	1
12	0	3	24	32	52	87	99
Total	347	313	298	125	91	90	105
Enrolled in AP/IB Course					52	35	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	4

Science - Course Participation

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

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	211	3	0	142	0	0
10	134	172	0	21	1	29
11	27	156	0	12	128	43
12	44	7	0	31	69	132
Total	416	338	0	206	198	204
Enrolled in AP/IB Course	60	18		38	91	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

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Information about New Jersey Student Learning Standards can be found on the NJDOE website. An English course participation table is not included below because students are required to take four years of English in high school. Detailed information about students enrolled in AP/IB courses in English Language Arts and other subject areas is available in the AP/IB Courses Offered table in the College and Career Readiness Section of this report.

Social Studies and History - Course Participation

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

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	347	7	0	0	2	3
10	10	310	2	0	1	13
11	8	287	7	70	20	16
12	2	14	21	100	22	99
Total	367	618	30	170	45	131
Enrolled in AP/IB Course	0	87	13	125		52
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

World Languages - Course Participation

This table shows the number of students who were enrolled in World Languages courses by grade and language. Students are counted more than once if they were enrolled in courses across multiple languages. The last three rows show the number of students enrolled in level 3 or higher courses (such as French II or IV), Advanced Placement (AP) or International Baccalaureate (IB) courses, and Dual Enrollment courses by language.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	214	41	0	0	66	0	0
10	230	40	0	0	37	0	0
11	111	21	0	0	17	0	0
12	24	3	0	0	3	0	0
Total	579	105	0	0	123	0	0
Enrolled in AP/IB Course	20	2	0	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	136	23	0	0	20	0	0

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Seal of Biliteracy

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

Language	Students Earning a Seal of Biliteracy
Chinese	*
Spanish	*
Total	*

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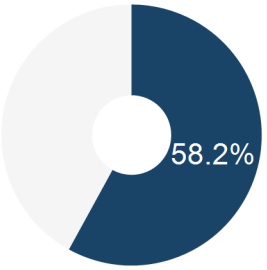
Visual and Performing Arts – Course Participation

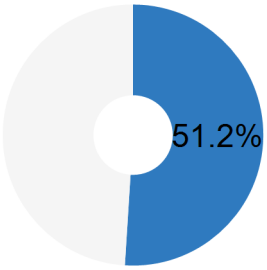
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 9-12:

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

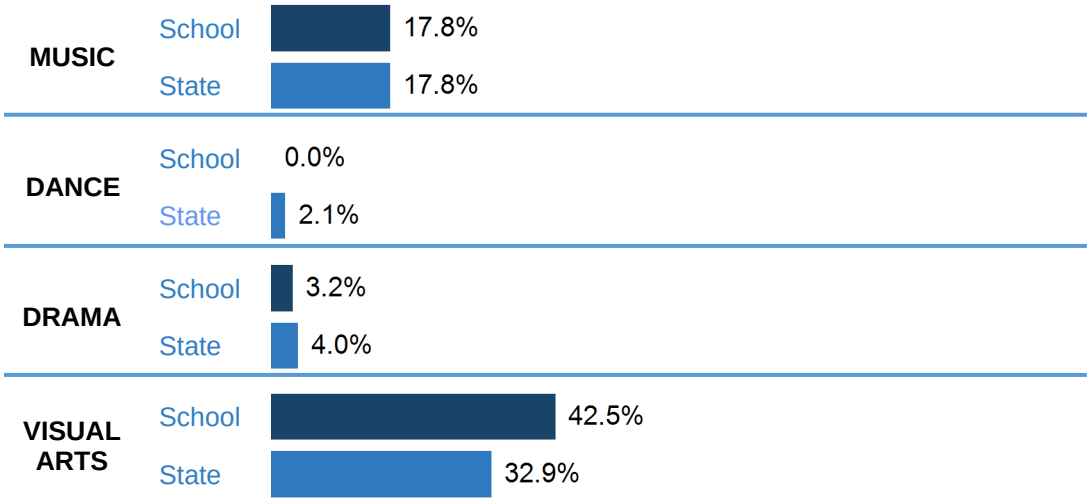


School



State

Students enrolled in one or more classes by discipline:



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

Graduation Rates

This table shows 4-year and 5-year graduation rates both overall and by student group. Annual ESSA accountability targets for the Class of 2017 4-year rate and the Class of 2016 5-year rates are included with a flag for whether the annual targets were met. Student group rows where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these accountability resources.

Student Group	School - Class of 2018: 4 Year Rate	State - Class of 2018: 4 Year Rate	School - Class of 2017: 5 Year Rate	State - Class of 2017: 5 Year Rate	Class of 2017: 4 Year Rate	Class of 2017: 4 Year Target	Class of 2017: Met Target	Class of 2016: 5 Year Rate	Class of 2016: 5 Year Target	Class of 2016: Met Target
Schoolwide	94.2%	90.9%	93.3%	92.4%	90.1%	94.3%	Not Met	95.8%	N	Met Goal
White	96.4%	95.0%	94.7%	95.7%	92.4%	95.0%	Not Met	96.8%	N	Met Goal
Hispanic	89.7%	84.8%	87.9%	87.3%	82.4%	86.4%	Not Met	91.0%	92.7%	Not Met
Black or African American	*	84.2%	94.4%	86.8%	88.9%	**	**	*	**	**
Asian, Native Hawaiian or Pacific Islander	100.0%	97.0%	*	97.7%	*	**	**	100.0%	N	Met Goal
American Indian or Alaska Native	N	86.5%	100.0%	94.1%	100.0%	N	Met Goal	N	N	N
Two or More Races	*	92.0%	*	93.9%	*	**	**	*	**	**
Economically Disadvantaged Students	90.7%	84.6%	86.2%	87.0%	79.1%	88.8%	Not Met	86.4%	92.0%	Not Met
Students with Disabilities	93.8%	80.1%	81.4%	83.5%	79.1%	84.9%	Not Met	82.4%	94.7%	Not Met
English Learners	66.7%	75.8%	81.8%	81.8%	66.7%	**	**	*	**	**
Homeless Students	*	72.6%	*	79.1%	*			N		
Students in Foster Care	N	62.6%	N	64.9%						

NJ SCHOOL PERFORMANCE REPORT

MORRIS HILLS HIGH SCHOOL
(27-3370-050)
Grades Offered: 09-12
2017-2018

Report Key:
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****** Accountability calculations require 20 or more students
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† This indicates a table specific note,see note below table

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

Graduation Pathways

This table shows the percentage of Class of 2018 graduates that met high school graduation requirements through each type of graduation pathway for both English Language Arts (ELA) and Math.

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
PARCC Assessment	71.7%	60.8%
Substitute Competency Test	22.5%	33.4%
Portfolio Appeals Process	0.6%	0.6%
Alternate Requirements specified in IEP	4.2%	4.2%
Unknown	1.0%	1.0%

Graduation Rate Trends

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

Class of	4-Year Rate	5-Year Rate
2018	94.2%	-
2017	90.1%	93.3%
2016	94.2%	95.8%

Dropout Rate Trends

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

School Year	School Rate	State Rate
2017-2018	0.5%	1.2%
2016-2017	0.7%	1.1%
2015-2016	0.3%	1.2%

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

Postsecondary Enrollment Rates: Fall

This table shows information about Class of 2018 high school graduates enrolled in postsecondary institutions by the fall of 2018. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the next two columns show the percentage of those enrolled students in 2-year and 4-year institutions.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	72.8%	27.6%	72.4%
Schoolwide	84.3%	31.2%	68.8%
White	86.5%	23.9%	76.1%
Hispanic	75.8%	55.1%	44.9%
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	95.2%	15%	85%
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	67.8%	57.5%	42.5%
Students with Disabilities	67.7%	66.7%	33.3%
English Learners	*	*	*

Postsecondary Enrollment Rates: 16 month

This table shows information about Class of 2017 high school graduates enrolled in postsecondary institutions by the fall of 2018. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the following sets of columns show the percentage of those enrolled students in 2-year and 4-year institutions, public or private institutions, and in-state and out-of-state institutions.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	77.9%	31.9%	68.1%	72.5%	27.5%	64.9%	35.1%
Schoolwide	83.9%	32.2%	67.8%	70.6%	29.4%	68.6%	31.4%
White	83.4%	23.8%	76.2%	64.3%	35.7%	60.3%	39.7%
Hispanic	80.7%	64.2%	35.8%	86.6%	13.4%	86.6%	13.4%
Black or African American	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	91.9%	17.6%	82.4%	64.7%	35.3%	67.6%	32.4%
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	75%	46.7%	53.3%	75.6%	24.4%	80%	20%
Students with Disabilities	75%	58.3%	41.7%	79.2%	20.8%	87.5%	12.5%
English Learners	*	*	*	*	*	*	*

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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations.

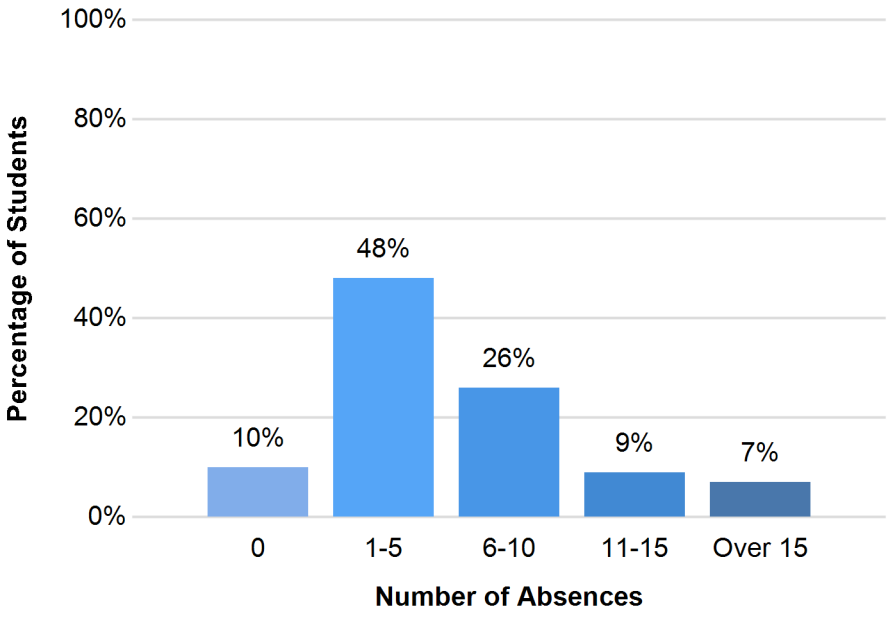
Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").

Student Group	Number of students chronically absent	Percent of students chronically absent	State Average	Met State Average
Schoolwide	75	5.6	14.9	Met
White	37	5.8	14.9	Met
Hispanic	28	5.8	14.9	Met
Black or African American	4	8.7	14.9	Met
Asian, Native Hawaiian, or Pacific Islander	3	2.1	14.9	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	3	15.8	**	**
Economically Disadvantaged Students	25	7.9	14.9	Met
Students with Disabilities	11	5.9	14.9	Met
English Learners	2	3.4	14.9	Met

Days Absent

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



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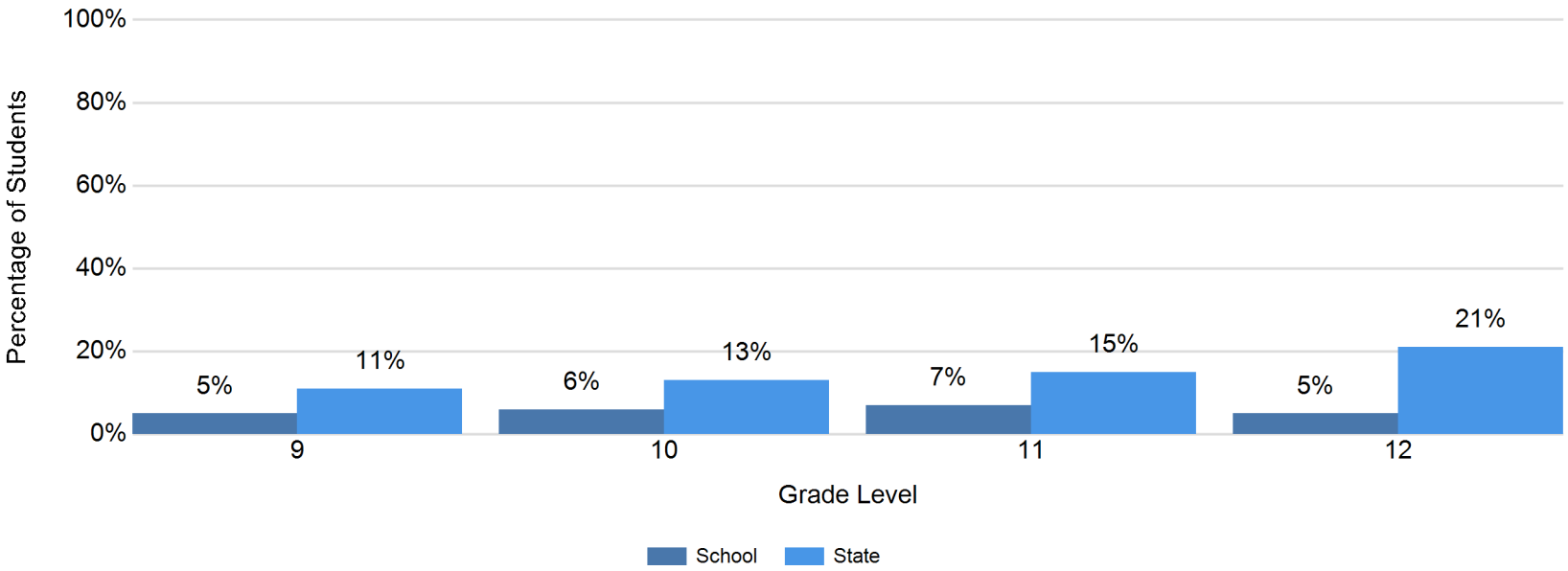
Chronic Absenteeism by Grade

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



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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. As such, comparing this year's report to previous years' data can lead to inaccurate conclusions in many reporting categories. As such, the 2017-18 report should be considered a baseline year.

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents row provides an unduplicated count of incidents. The last row shows the rate of incidents for every 100 students enrolled.

Incident Type	Number of Incidents
Violence	1
Weapons	2
Vandalism	3
Substances	4
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	11
Incidents Per 100 Students Enrolled	0.85

Police Notifications

This table shows, by incident type, the number of cases where an incident led to police notification.

Incident Type	Incidents Reported to Police
Violence	1
Weapons	0
Vandalism	0
Substances	3
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

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Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bulling (HIB) investigations. The nature of an incident is based on the protected categories listed below, and the nature of a single HIB investigation may include multiple categories. All confirmed incidents must have an identified nature.

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

Student Disciplinary Removals

The first table shows, by removal type, the number and percentage of students who received disciplinary removals during the school year. Removal types include students receiving one or more in-school suspensions, one or more out-of-school suspensions, one or more suspension of any type, removal to another school or other educational program, expulsion with no further educational services, or arrest. The second table shows the total number of days missed due to out-of-school suspension for all students during the school year.

Removal Type	Number of Students	Percent of Students
In-School Suspensions	59	4.6%
Out-of-School Suspensions	24	1.9%
Any Suspension	68	5.3%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
106

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School Day

This table shows the start and end times and length of school day for a typical student at this school. Instructional time is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher. Full time students attend this school for more than half of the school day and shared-time students attend the school for half of the school day or less.

Category	School
Typical Start Time	8:05 AM
Typical End Time	3:00 PM
Length of School Day	6 Hrs 55 Mins
Full Time - Instructional Time	5 Hrs 59 Mins
Shared Time - Instructional Time	2 Hrs. 59 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3-11 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3-11. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2017-18	4.0:1

Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district's schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts' User Friendly Budgets, or the NJDOE Finance District Report Search of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs). NJDOE will be collecting school-level per-pupil expenditures data for the 2018-19 school year, and that data will be included in future reports.

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2016-2017)	$259	$18,336	$18,595

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Key terms for staff data:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	129	117,464
Average years experience in public schools	12.3	12.0
Average years experience in district	9.7	10.7
Teachers in district for 4 or more years	71.9%	75.5%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	27	9,374
Average years experience in public schools	18.6	16.0
Average years experience in district	10.7	12.0
Administrators in district for 4 or more years	81.5%	76.2%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	10:1	11:1
Students to Administrators	215:1	105:1
Teachers to Administrators	22:1	10:1
Students to Librarians/Media Specialists		1416:1
Students to Nurses		708:1
Students to Counselors		218:1
Students to Child Study Team		167:1

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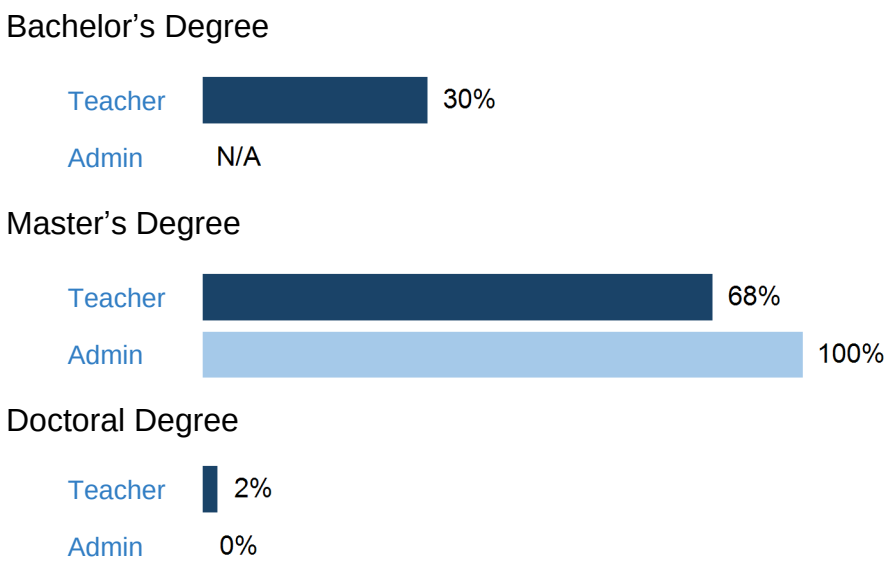
Teachers and Administrators - Level of Education

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



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

This table shows the percentage of teachers and administrators assigned to this district in 2016-17 that were still assigned to this district in 2017-18. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2016-17 Teachers: Same district 2017-18	93.8%	90.2%
2016-17 Administrators: Same district 2017-18	92.6%	86.2%

Faculty Attendance

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

School Year	% Days Present
2017-18	97.4%

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Teachers and Administrators – Demographics

This table shows the percentage of teachers and administrators by gender and by racial and ethnic group.

Category	Teachers	Administrators
Female	63.6%	33.3%
Male	36.4%	66.7%
White	94.6%	83.3%
Hispanic	5.4%	16.7%
Black or African American	0.0%	0.0%
Asian	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%

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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA). For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

Comprehensive Status

This table shows whether this school is identified as requiring Comprehensive Support and Improvement during the 2019-20 school year and whether it will be eligible to exit comprehensive status in January 2021 or January 2022. Schools must meet exit criteria in order to exit status. Schools with a summative score in the bottom 5% of Title I schools or with a four-year graduation rate of 67% or less are identified as requiring Comprehensive Support and Improvement.

Requires Comprehensive Support during the 2019-20 School Year	Eligible to exit status in January 2021	Eligible to exit status in January 2022
No	n/a	n/a

Targeted Status

This table shows whether one or more student groups in this school has been identified as requiring Targeted Support and Improvement during the 2019-20 school year and whether each student group will be eligible to exit targeted status in January 2021 or January 2022. Schools must meet exit criteria in order to exit status. Student groups with a summative score that would be in the bottom 5% of schools and student groups that miss annual targets for all indicators for two years in a row are identified as requiring Targeted Support and Improvement. Note: Schools identified as requiring comprehensive support may have student groups identified as needing targeted support below, but the date they are eligible to exit status is based on their comprehensive status.

Student Group	Requires Targeted Support during the 2019-20 School Year	Eligible to exit status in January 2021	Eligible to exit status in January 2022
Any Student Groups	No	n/a	n/a
White	No		
Hispanic	No		
Black or African American	No		
Asian, Native Hawaiian, or Pacific Islander	No		
American Indian or Alaska Native	No		
Two or More Races	No		
Economically Disadvantaged Students	No		
Students with Disabilities	No		
English Learners	No		

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Accountability Indicator Scores and Summative Rating - 2017-18 School Year

New Jersey has developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement. This table shows the indicator scores for each indicator included in the accountability system and the weight that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative score in the bottom 5% of Title I schools or with a four-year graduation rate of 67% or less are identified as requiring Comprehensive Support and Improvement. For more information about New Jersey's accountability system and how these indicator scores were calculated, see these accountability resources.

Accountability Indicator	Score	Weight
English Language Arts Proficiency	69.34	15.0%
Mathematics Proficiency	80.80	15.0%
Graduation Rate - 4-Year	26.07	20.0%
Graduation Rate - 5-Year	51.15	20.0%
Progress Towards English Language Proficiency	78.18	20.0%
Chronic Absenteeism	84.77	10.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	62.08	n/a
Summative Rating: Percentile Rank of Summative Score	65.62	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	No	n/a
Requires Comprehensive Support: 4-year Graduation Rate less than or equal to 67%	No	n/a

† Weights indicated by this symbol were adjusted due to data availability

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Accountability Summary by Student Group - 2017-18 School Year

New Jersey has developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Targeted Support and Improvement. Any student group where the summative score would be in the bottom 5% of schools is identified for Targeted Support for a Low-Performing Student Group. Any student group that has missed annual targets for all indicators two years in a row is identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups are identified for Targeted Sport will be noted in the Schoolwide row. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16. The target for chronic absenteeism is the state average for chronic absenteeism based on students enrolled in the grades served by the given school. For more details on accountability targets, see these accountability resources.

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	4-Year Graduation Rate: Met Annual Target	5-Year Graduation Rate: Met Annual Target	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	No	Met Target	Not Met	Not Met	Met Goal	Met Target	Met	No
White	59.53	8.94	No	Met Target†	Not Met	Not Met	Met Goal	n/a	Met	No
Hispanic	60.97	8.94	No	Met Target	Met Target†	Not Met	Not Met	n/a	Met	No
Black or African American	**	**	No	N	**	**	**	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	88.90	8.94	No	Met Goal	Met Goal	**	Met Goal	n/a	Met	No
American Indian or Alaska Native	**	**	No	**	**	Met Goal	N	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	57.00	8.94	No	Met Target	Not Met	Not Met	Not Met	n/a	Met	No
Students with Disabilities	61.11	8.94	No	Not Met	Not Met	Not Met	Not Met	n/a	Met	No
English Learners	**	**	No	Not Met	Met Target†	**	**	**	Met	No

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

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School Narrative

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

Highlights:	• Morris Hills and Morris Knolls were awarded College Board AP District Honor Roll status for the last three consecutive years based on AP enrollment and scores; 27 AP courses are available to students. • Over 200 courses in core academics, career & technical education, business, and visual & performing arts are offered to provide a truly comprehensive education for the 21st century. • Morris Hills offers specialty programs for an individualized education: AVID, the Math & Science Magnet, and Aviation & Aerospace, as well as the Academy for Math, Science, & Engineering.
Mission, Vision, Theme:	The Morris Hills Regional District, in shared responsibility with all stakeholders, empowers students to become contributing members and leaders of a global society who can effectively communicate and collaborate with others, take responsibility as productive citizens, and become life-long learners. The summer read is linked to a school-wide theme to anchor both the mission and vision of the high school.
Awards, Recognition, Accomplishments:	Morris Hills High School has earned a spot on the College Board's 9th Annual AP District Honor Roll, which recognizes districts for increasing access to Advanced Placement coursework for all students while maintaining or increasing the percentage of students earning scores of 3 or higher on AP exams. This is the 3rd year in a row that we have been named to the AP District Honor Roll. We are one of only 373 districts across the U.S. and Canada selected for this honor.

NJ SCHOOL PERFORMANCE REPORT

MORRIS HILLS HIGH SCHOOL
(27-3370-050)
Grades Offered: 09-12
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

School Narrative

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

Courses, Curriculum, Instruction:	Morris Hills High School offers AP, Honors, CPA, and CPB level classes. Morris Hills High School offers a Magnet Program in Mathematics and Science as well as being an AVID School, promoting college-readiness skills for our students. Morris Hills High School also has a first year Aviation Program.
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Coed), Cheerleading (Coed), Cross Country (Boys & Girls), Fencing (Boys & Girls), Field Hockey (Girls), Football (Boys), Golf (Coed), Ice Hockey (Boys), Lacrosse (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Girls), Wrestling (Boys) The Morris Hills High School Athletic Department traditionally produces championship caliber teams while bringing home an even greater dividend -- receiving the NJSIAA Sportsmanship Award as best in the conference over the last several years.
Clubs and Activities:	Morris Hills High School has over 60 clubs and organizations open to all students. With our mantra of "there is something for everyone" at Morris Hills High School, we attempt to provide offerings that allow our students to have roots beyond the school day. Many of the clubs at Morris Hills High School are connected to community service and giving back to the community.

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Before and After School Programs:	Morris Hills High School runs an enrichment program before school for students needing extra assistance in Language Arts and Mathematics. Classes are taught by the school's Language Arts teachers and Mathematics teachers.
Staff and Professional Learning:	Morris Hills High School has implemented an Instructional Coaching Model which focuses on collecting, analyzing, and utilizing data to identify students needs, assess changes in classroom instructional practice, and measure student progress with a reflective, non-evaluative context. Additionally, the district offers an extensive after school staff development program. Workshops are presented by teachers to their colleagues.
Postsecondary Information:	90% of the graduates from the Class of 2018 attended either a two or four-year college or university. Our Advanced Placement test results indicated that 87% of 325 students received scores 3 or higher.

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Student Supports and Services:	Morris Hills High School offers peer tutoring. Morris Hills High School houses a strong ELL Program, assisting students in learning English. Furthermore, the school is sensitive to the needs of our special education population and provides an education in the least restrictive environment.
Student Health and Wellness:	Morris Hills High School has a Wellness Committee that meets throughout the year. Through the work of the committee and as an outgrowth of the Stress and Anxiety Roudtable conversations, Morris Hills High School has identified one homework free weekend per marking period. Additionally, the Wellness Committee has worked with the cafeteria vendor to provide healthy breakfast and lunch choices for our students.
Parent and Community Involvement:	Parental involvement in our Home and School Association has helped promote a strong sense of school community within our school. This sense of community, in turn, allows us to successfully combine various sending communities of students into a united student body. Also, the Home and School Assocation has helped the high school with facilitiy upgrades through fundraising efforts. ASPEN is the student information system and it contains a parent/student portal.

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Facilities:	The following renovations have taken place at Morris Hills High School: new concession stand, new tennis courts, new roof on the main building and the Academy building, new front doors, charging stations placed throughout the building, new bleachers at Gifford Field, new classrooms to help with increasing enrollment, banners placed around the campus, water bottle filling stations, outdoor classroom, and upgrades to science labs.

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Other Information:	The Morris Hills Regional District is excited to announce that it is now offereing the convenience of information sharing and online registration for school programs through a partner company called FamilyID. FamilyID is a secure registration platform that provides parents/guardians with an easy, user-friendly way to receive pertinent information and register for programs. Open communication with parents is accomplished by housing a "Principal's Corner" on the school website. The "Principal's Corner" contains all pertinent information and letters submitted by the high school Principal. Morris Hills High School has partnered with NFHS to live stream all sporting and extra-curricular activities from the Main Gym and Gifford Field.