NJ SCHOOL PERFORMANCE REPORT

WEST MILFORD HIGH SCHOOL
(31-5650-040)
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	PASSAIC
District	WEST MILFORD TWP
Principal Name	MR. STRIANSE
Address	67 HIGHLANDER DRIVE WEST MILFORD, NJ 07480-3708
Phone Number	(973)838-6515
Email Address	matthew.strianse@wmtps.org
Website	http://www.wmtps.org/schools/west_milford_highschool
Facebook	https://www.facebook.com/WestMilfordHighSchool/
Twitter	https://twitter.com/WMTHSPrincipal

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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	299	249	247
10	282	301	249
11	263	285	304
12	301	270	279
Total	1,145	1,105	1,079

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	51.1%	50.5%	51.5%
Male	48.9%	49.5%	48.5%
Economically Disadvantaged Students	12.3%	12.7%	13.9%
Students with Disabilities	19.5%	21.3%	21.0%
English Learners	0.4%	0.7%	0.7%
Homeless Students		0.4%	0.3%
Students in Foster Care		0.1%	0.0%
Military-Connected Students		0.1%	0.4%
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	93.2%	91.4%	89.4%
Hispanic	4.1%	6.1%	7.0%
Black or African American	1.1%	0.9%	0.9%
Asian	1.0%	1.1%	1.6%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.1%
American Indian or Alaska Native	0.5%	0.5%	0.4%
Two or More Races	0.1%	0.1%	0.6%

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	1,145	1,105	1,079
Shared Time Students	0	0	0
Full Time Equivalent	1,145	1,105	1,079

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	95.6%
Spanish	2.4%
Other Languages	1.9%

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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	487	97.4	45.0	55.2	56.7	45.0	46.3	Met Target†
White	432	98.0	45.1	56.3	65.6	45.1	46.6	Met Target†
Hispanic	37	97.4	32.4	*	42.5	32.4	35.1	Met Target†
Black or African American	*	*	*	32.0	37.3	*	**	**
Asian, Native Hawaiian, or Pacific Islander	13	100.0	69.2	65.7	82.3	69.2	**	**
American Indian or Alaska Native	N	N	N	*	52.7	N	**	**
Two or More Races	*	*	*	*	63.4	*	**	**
Female	240	97.2	59.6	66.4	64.5	59.6		
Male	247	97.7	30.8	44.6	49.4	30.8		
Economically Disadvantaged Students	69	94.5	24.6	39.0	38.5	24.6	40.4	Not Met
Non-Economically Disadvantaged Students	418	97.9	48.3	58.0	67.5	48.3		
Students with Disabilities	106	95.5	14.1	*	21.6	14.1	21.3	Not Met
Students without Disabilities	381	98.0	53.5	*	63.9	53.5		
English Learners	*	*	*	42.9	27.3	*	**	**
Non-English Learners	*	*	*	55.3	59.4	*		
Homeless Students	*	*	*	*	27.7	*		
Students In Foster Care	N	N	N	*	26.3	N		
Military-Connected Students	*	*	*	50.0	57.4	*		
Migrant Students	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	245	749	749	752	7%	16%	30%	37%	11%	48%	55%
White	214	749	749	760	7%	16%	29%	36%	11%	48%	64%
Hispanic	21	749	749	735	*	*	*	*	*	43%	38%
Black or African American	*	*	*	734	*	*	*	*	*	*	34%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	782	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	752	N	N	N	N	N	N	51%
Two or More Races	*	*	*	760	*	*	*	*	*	*	63%
Female	129	760	760	759	*	*	28%	*	*	60%	63%
Male	116	738	738	744	*	*	32%	*	*	34%	46%
Economically Disadvantaged Students	33	737	737	733	*	*	45%	*	*	24%	34%
Non-Economically Disadvantaged Students	212	751	751	761	*	*	27%	*	*	51%	65%
Students with Disabilities	48	717	717	716	*	*	25%	*	*	10%	15%
Students without Disabilities	197	757	757	758	*	*	31%	*	*	57%	62%
English Learners	N	N	N	691	N	N	N	N	N	N	*
Non-English Learners	245	749	749	755	7%	16%	30%	37%	11%	48%	*
Homeless Students	*	*	*	720	*	*	*	*	*	*	22%
Students in Foster Care	N	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	240	740	740	749	19%	17%	22%	32%	10%	43%	51%
White	215	739	739	756	19%	17%	21%	33%	10%	43%	58%
Hispanic	17	735	735	733	*	*	*	*	*	24%	38%
Black or African American	*	*	*	728	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	782	*	*	*	*	*	*	78%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	50%
Two or More Races	N	N	N	753	N	N	N	N	N	N	55%
Female	109	757	757	759	11%	11%	17%	*	*	61%	60%
Male	131	726	726	739	25%	22%	25%	*	*	27%	42%
Economically Disadvantaged Students	35	724	724	730	*	*	29%	*	*	26%	34%
Non-Economically Disadvantaged Students	205	743	743	758	*	*	20%	*	*	45%	59%
Students with Disabilities	52	705	705	707	46%	19%	19%	*	*	15%	15%
Students without Disabilities	188	750	750	756	11%	16%	22%	*	*	50%	57%
English Learners	*	*	*	684	*	*	*	*	*	*	*
Non-English Learners	*	*	*	752	*	*	*	*	*	*	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	707	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	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	216	726	726	736	31%	15%	25%	*	*	30%	39%
White	193	726	726	737	31%	15%	24%	*	*	31%	41%
Hispanic	15	725	725	731	*	*	*	*	*	*	35%
Black or African American	*	*	*	729	*	*	*	*	*	*	31%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	759	*	*	*	*	*	*	60%
American Indian or Alaska Native	*	*	*	730	*	*	*	*	*	*	25%
Two or More Races	*	*	*	737	*	*	*	*	*	*	39%
Female	106	735	735	745	21%	13%	28%	*	*	38%	48%
Male	110	718	718	728	40%	16%	22%	*	*	22%	31%
Economically Disadvantaged Students	33	715	715	730	42%	*	*	*	*	15%	33%
Non-Economically Disadvantaged Students	183	728	728	739	28%	*	*	*	*	32%	42%
Students with Disabilities	55	700	700	708	*	*	*	*	*	*	13%
Students without Disabilities	161	736	736	742	*	*	*	*	*	*	44%
English Learners	*	*	*	702	*	*	*	*	*	*	*
Non-English Learners	*	*	*	738	*	*	*	*	*	*	*
Homeless Students	*	*	*	721	*	*	*	*	*	*	22%
Students in Foster Care	*	*	*	708	*	*	*	*	*	*	19%
Military-Connected Students	*	*	*	729	*	*	*	*	*	*	31%
Migrant Students	N	N	N	707	N	N	N	N	N	N	*

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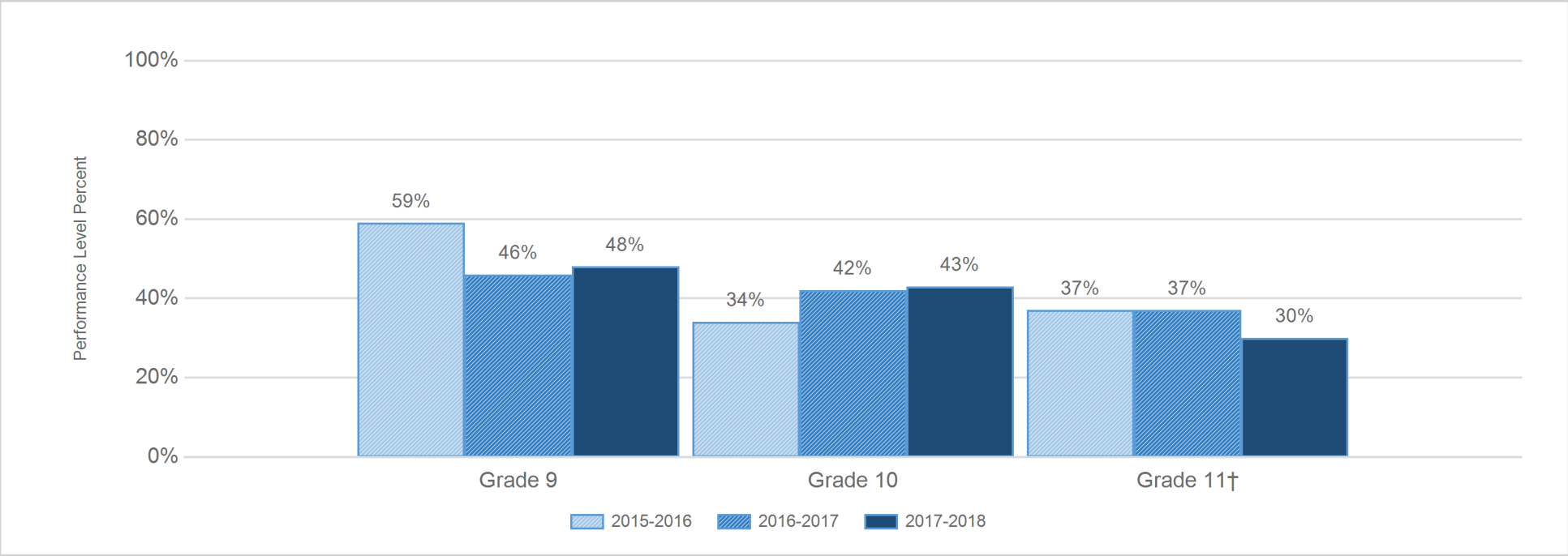
English Language Arts/Literacy Assessment - Performance Trends

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

This table shows information about the Mathematics 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	468	97.3	21.8	38.7	45.0	21.8	29.2	Not Met
White	414	97.9	21.2	39.8	54.1	21.2	29.5	Not Met
Hispanic	36	97.4	22.2	*	29.2	22.2	14.8	Met Target
Black or African American	*	*	*	*	23.4	*	**	**
Asian, Native Hawaiian, or Pacific Islander	13	100.0	46.2	45.7	77.0	46.2	**	**
American Indian or Alaska Native	N	N	N	*	42.5	N	**	**
Two or More Races	*	*	*	23.1	53.0	*	**	**
Female	230	97.1	27.4	41.5	46.0	27.4		
Male	238	97.6	16.3	36.2	43.9	16.3		
Economically Disadvantaged Students	66	95.7	10.6	25.1	26.6	10.6	20	Not Met
Non-Economically Disadvantaged Students	402	97.6	23.6	41.1	55.9	23.6		
Students with Disabilities	86	93.6	*	12.8	17.1	*	13.1	Not Met
Students without Disabilities	382	98.2	*	45.5	50.5	*		
English Learners	*	*	*	33.3	24.6	*	**	**
Non-English Learners	*	*	*	38.8	46.9	*		
Homeless Students	*	*	*	*	17.3	*		
Students In Foster Care	N	N	N	*	16.2	N		
Military-Connected Students	*	*	*	50.0	45.8	*		
Migrant Students	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	214	728	738	746	10%	38%	33%	20%	0%	20%	46%
White	180	728	739	755	11%	37%	32%	20%	0%	20%	57%
Hispanic	24	730	*	730	*	*	*	*	*	25%	27%
Black or African American	*	*	*	727	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	79%
American Indian or Alaska Native	*	*	*	746	*	*	*	*	*	*	49%
Two or More Races	*	*	*	755	*	*	*	*	*	*	54%
Female	106	730	739	748	*	35%	32%	*	*	25%	48%
Male	108	726	736	745	*	41%	33%	*	*	15%	44%
Economically Disadvantaged Students	36	724	*	729	*	58%	*	*	*	11%	25%
Non-Economically Disadvantaged Students	178	729	*	756	*	34%	*	*	*	21%	57%
Students with Disabilities	46	706	706	716	*	*	*	*	*	*	13%
Students without Disabilities	168	734	744	752	*	*	*	*	*	*	52%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	749	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	16%
Students in Foster Care	*	*	*	712	*	*	*	*	*	*	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	235	725	725	735	12%	45%	29%	*	*	14%	30%
White	214	725	725	740	11%	45%	30%	*	*	14%	37%
Hispanic	11	717	717	723	*	*	*	*	*	*	14%
Black or African American	*	*	*	719	*	*	*	*	*	*	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	N	N	N	741	N	N	N	N	N	N	39%
Female	106	727	727	736	*	47%	28%	*	*	16%	30%
Male	129	723	723	734	*	43%	29%	*	*	12%	29%
Economically Disadvantaged Students	29	717	717	722	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	206	726	726	741	*	*	*	*	*	*	38%
Students with Disabilities	60	708	708	713	*	*	*	*	*	*	*
Students without Disabilities	175	730	730	738	*	*	*	*	*	*	*
English Learners	N	N	N	711	N	N	N	N	N	N	*
Non-English Learners	235	725	725	736	12%	45%	29%	*	*	14%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	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

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(31-5650-040)
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	133	724	724	727	26%	25%	28%	*	*	22%	30%
White	118	724	724	733	24%	27%	29%	*	*	20%	35%
Hispanic	*	*	*	710	*	*	*	*	*	*	14%
Black or African American	N	N	N	705	N	N	N	N	N	N	11%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	766	*	*	*	*	*	*	66%
American Indian or Alaska Native	*	*	*	729	*	*	*	*	*	*	28%
Two or More Races	N	N	N	736	N	N	N	N	N	N	37%
Female	71	731	731	728	17%	28%	27%	*	*	28%	30%
Male	62	716	716	727	35%	21%	29%	*	*	15%	30%
Economically Disadvantaged Students	16	718	718	709	*	*	*	*	*	19%	13%
Non-Economically Disadvantaged Students	117	725	725	736	*	*	*	*	*	22%	37%
Students with Disabilities	*	*	*	693	*	*	*	*	*	*	*
Students without Disabilities	*	*	*	732	*	*	*	*	*	*	*
English Learners	N	N	N	691	N	N	N	N	N	N	*
Non-English Learners	133	724	724	729	26%	25%	28%	*	*	22%	*
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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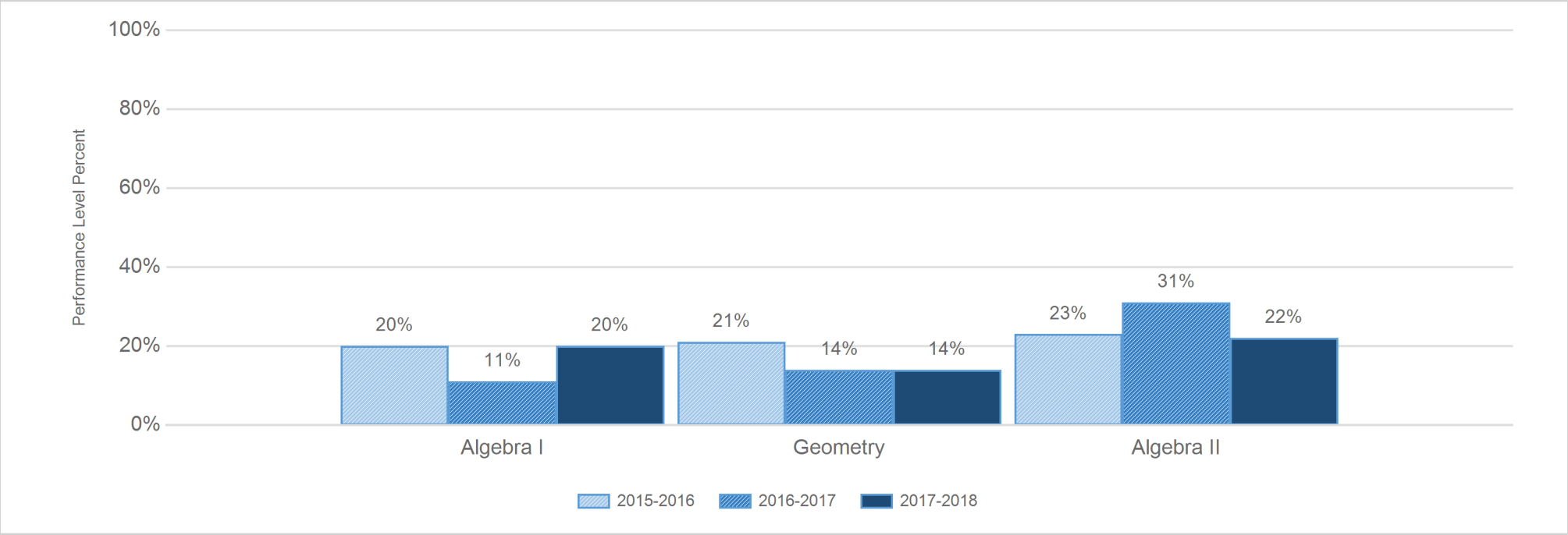
Mathematics Assessment – Performance Trends

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	*	*
11	*	N

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. 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	*	*	*

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	*	*	*
3-4	*	*	*
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.

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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	94.8%	85.0%
12th graders taking SAT in 2017-18 or prior years	71.3%	72.2%
12th graders taking ACT in 2017-18 or prior years	19.0%	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	472	478	Grade 10: 430 Grade 11: 460	62%	62%
PSAT 10/NMSQT - Math	457	478	Grade 10: 480 Grade 11: 510	32%	42%
SAT - Reading and Writing	545	542	480	79%	72%
SAT - Math	529	543	530	43%	54%
ACT - Reading	24	24	22	68%	62%
ACT - English	24	24	18	87%	78%
ACT - Math	23	24	22	66%	62%
ACT - Science	23	23	23	64%	53%

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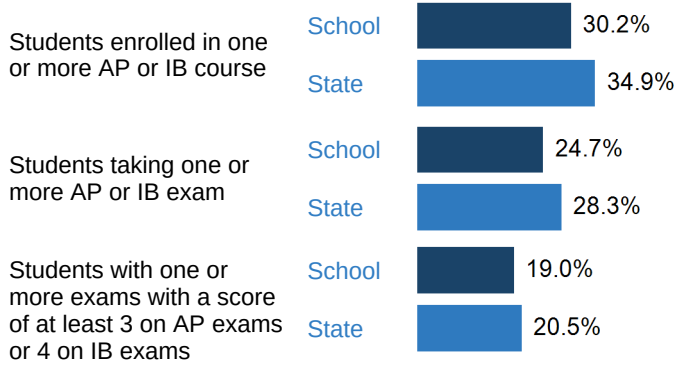
Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (IB)** courses and exams and **dual enrollment** courses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

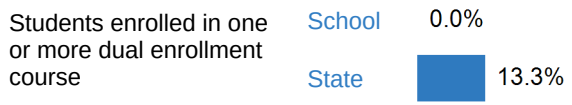
AP/IB Coursework – Participation and Performance

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	4	2
AP Biology	40	35
AP Calculus AB	8	6
AP Calculus BC	15	14
AP Chemistry	8	6
AP Computer Science A	6	5
AP English Language and Composition	55	51
AP English Literature and Composition	35	26
AP German Language and Culture	0	1
AP Italian Language and Culture	5	8
AP Macroeconomics	14	8
AP Physics C	8	0
AP Physics C: Mechanics	0	8
AP Psychology	33	13
AP Seminar	5	3
AP Spanish Language	3	1

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AP/IB Course	Students Enrolled	Students Tested
AP Statistics	9	8
AP Studio Art—Drawing Portfolio	5	0
AP Studio Art—Three-Demensional	0	1
AP U.S. Government and Politics	18	16
AP U.S. History	73	70
AP World History	12	12
Total Exams taken		294
Exams with scores of at least 3 on AP exams or 4 on IB exams		224

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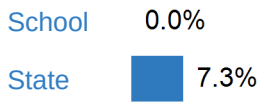
This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit the NJDOE's Career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

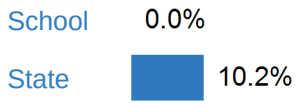
Career and Technical Education Participation

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)



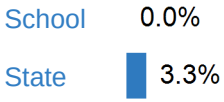
CTE Concentrators
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



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	0.0%
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
Total (All Clusters)	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.

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	183	54	0	0	0	0	20
10	14	185	14	1	1	0	46
11	2	26	121	66	5	3	88
12	0	8	36	26	33	117	39
Total	199	273	171	93	39	120	193
Enrolled in AP/IB Course					23	9	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0

Science - Course Participation

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

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	53	0	194	0	0	0
10	194	52	2	1	1	0
11	31	195	1	17	55	14
12	21	25	1	23	93	84
Total	299	272	198	41	149	98
Enrolled in AP/IB Course	40	8		0	8	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

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Social Studies and History - Course Participation

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

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	247	0	0	0	0	0
10	9	241	0	0	0	4
11	2	301	0	6	0	16
12	4	22	14	27	0	103
Total	262	564	14	33	0	123
Enrolled in AP/IB Course	12	73	14	33		18
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	118	21	39	0	31	0	0
10	131	14	59	0	18	0	0
11	120	10	15	0	17	0	0
12	11	3	12	0	4	0	0
Total	380	48	125	0	70	0	0
Enrolled in AP/IB Course	3	0	5	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	153	24	53	0	21	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
Italian	*
Spanish	*
Total	*

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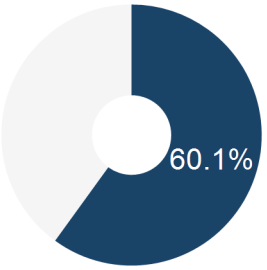
Visual and Performing Arts – Course Participation

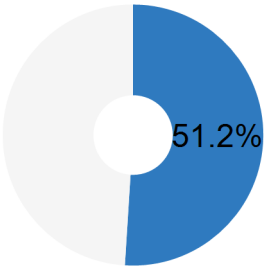
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 9-12:

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

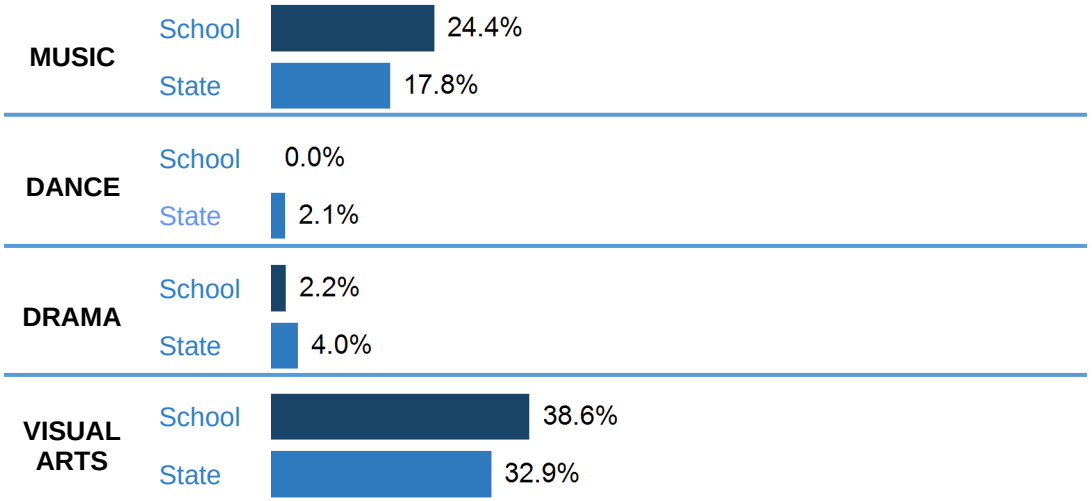


School



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	93.6%	90.9%	97.2%	92.4%	95.0%	N	Met Goal	97.1%	N	Met Goal
White	94.8%	95.0%	97.7%	95.7%	96.1%	N	Met Goal	96.9%	N	Met Goal
Hispanic	81.3%	84.8%	89.5%	87.3%	78.9%	**	**	*	**	**
Black or African American	*	84.2%	*	86.8%	*	**	**	*	**	**
Asian, Native Hawaiian or Pacific Islander	*	97.0%	*	97.7%	*	**	**	*	**	**
American Indian or Alaska Native	*	86.5%	*	94.1%	*	**	**	*	**	**
Two or More Races	*	92.0%	N	93.9%	N	N	N	*	**	**
Economically Disadvantaged Students	90.9%	84.6%	89.4%	87.0%	85.4%	87.5%	Not Met	91.7%	84.6%	Met Target
Students with Disabilities	87.1%	80.1%	91.2%	83.5%	87.7%	90.5%	Not Met	84.9%	90.9%	Not Met
English Learners	N	75.8%	*	81.8%	*	**	**	*	**	**
Homeless Students	N	72.6%	*	79.1%	*			N		
Students in Foster Care	N	62.6%	N	64.9%						

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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	62.5%	44.4%
Substitute Competency Test	29.2%	41.9%
Portfolio Appeals Process	1.4%	3.6%
Alternate Requirements specified in IEP	6.5%	9.7%
Unknown	0.4%	0.4%

Graduation Rate Trends

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

Class of	4-Year Rate	5-Year Rate
2018	93.6%	-
2017	95.0%	97.2%
2016	94.2%	97.1%

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	0.4%	1.2%
2016-2017	0.2%	1.1%
2015-2016	0.2%	1.2%

NJ SCHOOL PERFORMANCE REPORT

WEST MILFORD HIGH SCHOOL
(31-5650-040)
Grades Offered: 09-12
2017-2018

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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	66.9%	35.7%	64.3%
White	68.7%	34.7%	65.3%
Hispanic	35.7%	60%	40%
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	*	*	*
Two or More Races	N	N	N
Economically Disadvantaged Students	51.4%	44.4%	55.6%
Students with Disabilities	42.6%	69.6%	30.4%
English Learners	N	N	N

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	76.7%	37.8%	62.2%	76.6%	23.4%	66.2%	33.8%
White	76.5%	36.6%	63.4%	76.9%	23.1%	66.1%	33.9%
Hispanic	78.6%	72.7%	27.3%	81.8%	18.2%	81.8%	18.2%
Black or African American	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*	*
Two or More Races	N	N	N	N	N	N	N
Economically Disadvantaged Students	62.5%	70%	30%	95%	5%	85%	15%
Students with Disabilities	59.6%	67.9%	32.1%	82.1%	17.9%	75%	25%
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.

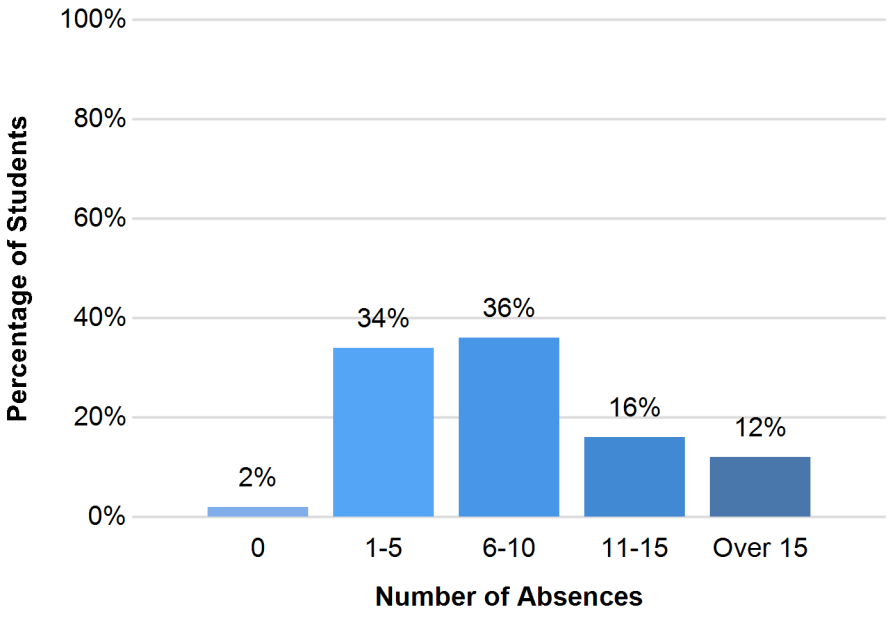
Chronic Absenteeism

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	95	8.6	14.9	Met
White	84	8.5	14.9	Met
Hispanic	7	9.2	14.9	Met
Black or African American	2	16.7	**	**
Asian, Native Hawaiian, or Pacific Islander	0	0	**	**
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Economically Disadvantaged Students	22	14.5	14.9	Met
Students with Disabilities	49	19.7	14.9	Not Met
English Learners	*	*	**	**

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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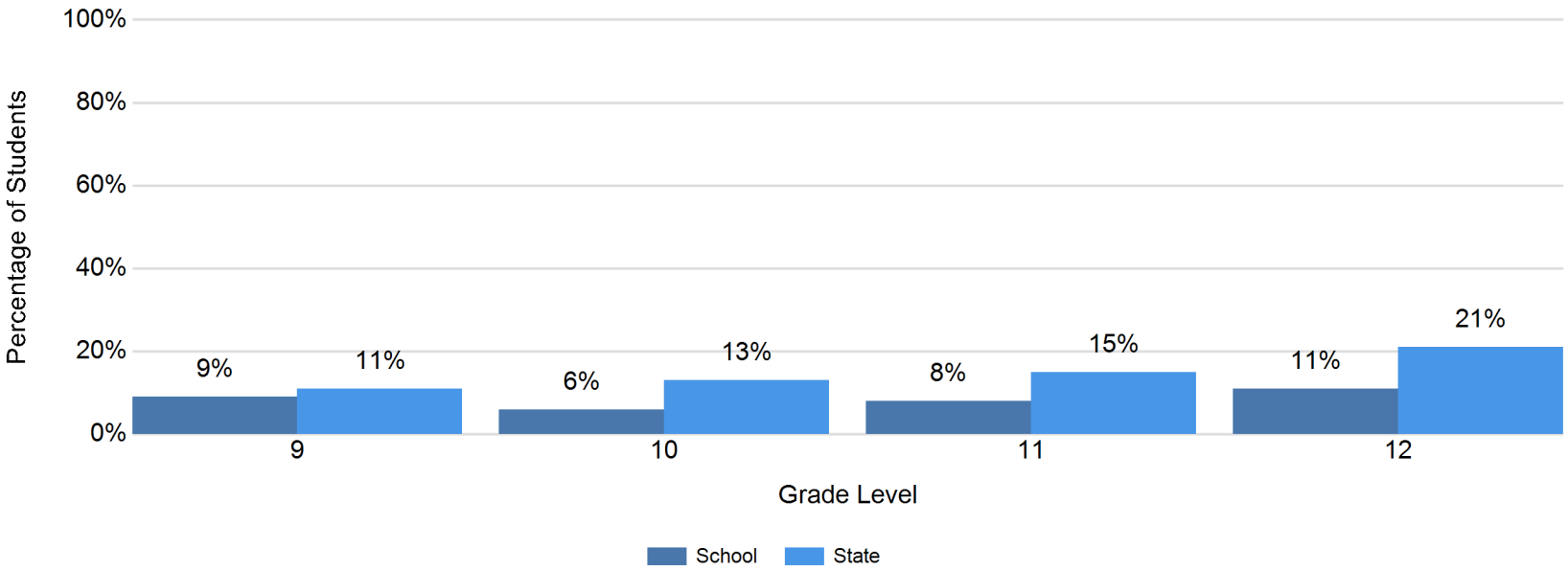
Chronic Absenteeism by Grade

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	10
Weapons	1
Vandalism	2
Substances	3
Harassment, Intimidation, Bullying (HIB)	13
Total Unique Incidents	29
Incidents Per 100 Students Enrolled	2.69

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	8
Weapons	1
Vandalism	1
Substances	2
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	6

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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	3	3
Religion	0	2	2
Ancestry	0	1	1
Gender	1	2	3
Sexual Orientation	0	2	2
Disability	4	5	9
Other	3	8	11
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	52	4.8%
Out-of-School Suspensions	20	1.9%
Any Suspension	60	5.6%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
71

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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	8:35 AM
Typical End Time	2:50 PM
Length of School Day	6 Hrs 15 Mins
Full Time - Instructional Time	5 Hrs 42 Mins
Shared Time - Instructional Time	N

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	1.6:1

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)	$433	$17,484	$17,917

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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	110	117,464
Average years experience in public schools	11.6	12.0
Average years experience in district	11.2	10.7
Teachers in district for 4 or more years	79.1%	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	25	9,374
Average years experience in public schools	11.2	16.0
Average years experience in district	9.6	12.0
Administrators in district for 4 or more years	72.0%	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	180:1	133:1
Teachers to Administrators	18:1	12:1
Students to Librarians/Media Specialists		415:1
Students to Nurses		369:1
Students to Counselors		475:1
Students to Child Study Team		144:1

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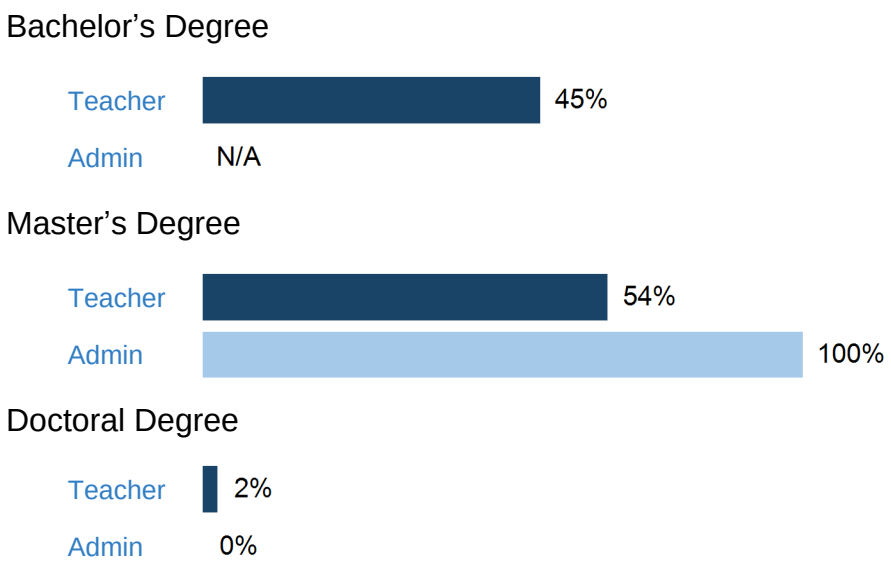
Teachers and Administrators - Level of Education

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	91.9%	90.2%
2016-17 Administrators: Same district 2017-18	84.6%	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	94.7%

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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	64.5%	33.3%
Male	35.5%	66.7%
White	96.4%	83.3%
Hispanic	2.7%	16.7%
Black or African American	0.0%	0.0%
Asian	0.9%	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	30.37	17.5%
Mathematics Proficiency	29.23	17.5%
Graduation Rate - 4-Year	54.73	25.0%
Graduation Rate - 5-Year	60.06	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	65.52	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	48.95	n/a
Summative Rating: Percentile Rank of Summative Score	47.28	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	Met Goal	Met Goal	**	Met	No
White	45.80	8.94	No	Met Target†	Not Met	Met Goal	Met Goal	n/a	Met	No
Hispanic	**	**	No	Met Target†	Met Target	**	**	n/a	Met	No
Black or African American	**	**	No	**	**	**	**	n/a	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	N	**	n/a	**	No
Economically Disadvantaged Students	46.45	8.94	No	Not Met	Not Met	Not Met	Met Target	n/a	Met	No
Students with Disabilities	51.57	8.94	No	Not Met	Not Met	Not Met	Not Met	n/a	Not Met	No
English Learners	**	**	No	**	**	**	**	**	**	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:	• Exemplary Fine & Performing Arts, NAMM Best Community for Music Education, YamahaCup & Berklee Jazz Festival Champions, National US Bands Group 5A Champions, Annual invitation to march in NYC St. Patr • Rigorous Academics 25 AP courses, exam scores exceed NJ average, SAT scores exceed NJ average, Google Apps for Education, Common Sense District. • DAANJ Awarded Athletic Program, Multiple county championships & sportsmanship awards, 29 Varsity sports.
Mission, Vision, Theme:	Our school district?s motto, ?Success Starts Here,? is exemplified at West Milford High School. We base our Character Education Program on the foundation of the Full Value Commitment: Be Here, Be Safe, Be Honest,Be Respectful, Set Goals, Let Go, Move On. Our core values are present throughout our school and all of its programs.
Awards, Recognition, Accomplishments:	Accredited by Middle States Association of Colleges and Schools, NJ State School of Character, 5 Promising Practices in Character Education, School Newspaper ?The Highland Echo?, American Scholastic Press Association First Place with Special Merit, 23 AP Scholars, 10 with Honors, 16 with Distinction, and 1 National Merit Commended Scholar.

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Courses, Curriculum, Instruction:	25 Advanced Placement and 21 Honors Courses across all academic disciplines, 6 Dual Enrollment College Courses in 5 different academic areas, Genre-based course offerings in English at all grade levels, Comprehensive elective offerings include outstanding Fine, Performing and Industrial Arts, Google Apps for Education platform on Chromebooks, Teacher extra help and Peer-to-peer tutoring by National Honor Society, District-wide focus on differentiated instruction to meet all learners? needs.
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Coed), Cheerleading (Girls), Cross Country (Boys & Girls), Fencing (Boys & Girls), Field Hockey (Girls), Football (Coed), Golf (Coed), Gymnastics (Girls), Ice Hockey (Coed), Lacrosse (Boys & Girls), Skiing (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Boys & Girls), Wrestling (Coed) The mission statement of our athletic department reflects a dedication to sportsmanship and character development of ? the whole student-athlete, rich in core values and civility in sports, willing to form and build positive relationships in the school community.? We are the Directors of Athletics Associations of New Jersey (DAANJ) ?Program of Excellence.? Of the 433 member schools in the NJSIAA, WMHS won this award in 2017 and is applying for national recognition in 2018.
Clubs and Activities:	Over 40 co-extracurricular and extracurricular activities in academic competition, fine & performing arts, honor societies and community service. Service opportunities abound in our Interact Club, Special Olympics chapter and our 7 Honor Societies. Our Green Team won a national Coca Cola/Keep America Beautiful Public Space Recycling Grant. Ourpeer leaders through the ?Heroes & Cool Kids? program orient our freshmen and all newly arrived students and mentor our elementary-aged students.

NJ SCHOOL PERFORMANCE REPORT

WEST MILFORD HIGH SCHOOL
(31-5650-040)
Grades Offered: 09-12
2017-2018

Report Key:
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****** 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.

Staff and Professional Learning:	All faculty are members of Professional Learning Communities (PLCs). An EdCampmodel pervades faculty meetings and teachers collaborate via Google Classroom. The district provides an After Hours Academy taught by our teachers. ? Flipped Classroom? trainings are one example to help us differentiate instruction for all learners. We have partnered with Rowan University to enhance the effectiveness of mathematics instruction across the district.
Postsecondary Information:	All students in grades 8-11 take the PSAT each Fall. We offer students the opportunity to take SAT and ACT tests and offer SAT/ACT bootcamps. Additionally our R.O.G.A.T.E. (Resources Offered in Gifted and Talented Education) students are offered the opportunity to take the SAT as well as attend a college seminar in a field in which they have interest. With an emphasis on the comprehensive high school, we offer opportunities for students seeking alternatives to the traditional college/university route with visits from technical/vocational schools such as Lincoln Tech, UTI and Berkley.

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Student Supports and Services:	We have a large percentage of special education students (nearly 20%). Students receive support through their IEPs and counseling services. Our guidance department has four full-time counselors who develop and maintain 504 and I&RS plans, schedules, community outreach, and provide general support and counseling for all of our students. We also offer Peer tutoring, National Honor Society tutoring by high school students, Academic Improvement Club, and of course, extra help is provided by our teachers.
Student Health and Wellness:	Our health office organizes an annual Health Fair of over 35 service providers from throughout our county and region that provide critical outside resources to our students. Students choose their Physical Education activity and engage in it each day. Our Health curriculum, recently revised, focuses on mindfulness and coping strategies to improve substance awareness and mental health. Our faculty Wellness Committee is equipping teachers to create supportive spaces in their classrooms.
Parent and Community Involvement:	Our Parent-Teacher-Student Organization (PTSO) maintains a strong connection to our school and activities. Evening meetings are through the school year and the PTSO is instrumental in providing activities for the student body. Parents are invited to evening programs through the school year, from college/careerstudent workshops to arts performances. The student information system has a Parent Portal and that allows access to grades, attendance & discipline. We also utilize the student information smart phone/tablet application that sends notifications to parents about grades, assignments, attendance, discipline & cafeteria balance. We have served as host for Digital Citizenship Night, S.A.F.E. Night, (recognized as a Promising Practice by Character.Org), and cyberbullying workshops for students, staff, & parents. We frequently have community groups present in our school. Those groups include Community Against Substance Abuse (C.A.S.A.), The Highlands Family Success Center, & WMPD.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers All stakeholder groups are surveyed annually in November through an anonymous online tool. Parents have the opportunity to complete the survey when they come in for teacher conferences and through our district website. Data are analyzed and results are shared with staff, particularly our Character Education Committee. The input from the various stakeholders drives our character education program and general school procedures. We have used surveys that we created in house as well as those provided to us through our work with Rutgers and Princeton Universities.
Facilities:	Our high school was built in 1976. Our auditorium was just renovated, providing a 21st century showcase space for our performing artists, guest presenters and our entire community. Shortly before that, Physics and Chemistry labs were renovated and are a cornerstone of our excellent Science offerings. We have a 2 floor media center with a Makerspace, Mac photo lab with darkroom, shops for woodworking, graphic arts and automotives, 10 computer labs, 14 Chromebook carts and 8 IPad carts.

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Other Information:	Welcome to West Milford High School, home of the Highlanders! We are a close knit community of learners who strive, in collaboration with faculty, students, families and community, to shape a 21st century learning environment and help every student reach his/her potential. Our high school requires students to complete a rigorous curriculum. The school day is 8 periods, including lunch and Physical Education. Students in the Class of 2020 and beyond must earn 125 credits, as they engage in Freshman and Junior Seminar experiences that help them transition and prepare for successful post-secondary outcomes. Recent graduates attend some of the most prestigious institutions in the nation, with proud placements at Princeton University and the United States Military Academy among scores of others. Co-curricular and extracurricular activities afford our students opportunities for community service, competition and creative expression. We are particularly proud of our theater groups and our Highlander Marching Band. Annually, our theater group hosts sell out performances and our marching band continues to earn an invitation to perform in the prestigious St. Patrick's Day Parade in New York City. Our marching band is Yamaha Cup champions and our jazz ensemble won the Berklee Music Festival. We offer 29 varsity level sports and over 40 other student activities. The majority of our student population take part in extracurricular activities. Our athletic program has won county, league and conference championships in a variety of sports. Additionally, for three of the last six years, we earned a conference sportsmanship award and are the DAANJ state ?Program of Excellence.? These recognitions are a credit to our athletes, our coaches and our community.