



Morris Hills High School
2016-2017
Grade Span 09-12

27-3370-050
 MORRIS
 MORRIS HILLS REGIONAL
 520 WEST MAIN STREET
 ROCKAWAY, NJ 07866-3799

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

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

Navigating through the reports:

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

Other Resources:

- Review the [Parent Summary Report](#) or the [district-level report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- [Download the data](#) used in these reports.
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.nj.gov



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Footnotes

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

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



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Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
9	320	295	323
10	330	316	296
11	290	307	302
12	253	293	298
Ungraded	0	0	2
Total	1193	1211	1221

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	48%	49%	47%
Male	52%	51%	53%
Economically Disadvantaged Students	23%	21%	21%
Students with Disabilities	13%	12%	13%
English Learners	2%	3%	3%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	50.1%
Hispanic	34.1%
Asian	11.5%
Black or African American	3.1%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	1.1%

Enrollment Trends by Full and Shared Time

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

Enrollment Status	2016-17
Full Time Students	1215
Shared Time Students	10
Full Time Equivalent	1220

Enrollment by Home Language

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

Home Language	% of Students
English	77.8%
Spanish	17.6%
Other	4.9%



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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	601	97.6	59.20	60.70	54.90	59.2	60.7	Met Target†
White	287	96.0	65.50	65.60	63.90	65.5	67.9	Met Target†
Hispanic	234	99.2	43.60	44.70	39.80	43.6	41.9	Met Target
Black or African American	16	94.1	56.30	42.10	35.20	55.5	**	**
Asian, Native Hawaiian, or Pacific Islander	60	100.0	93.30	81.80	80.70	93.3	80	Met Goal
American Indian or Alaska Native	*	*	*	*	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	280	96.9	67.80	70.70	62.20	67.8		
Male	321	98.2	51.70	52.20	48.10	51.7		
Economically Disadvantaged Students	115	98.3	43.50	40.50	36.20	43.5	39.9	Met Target
Non-Economically Disadvantaged Students	486	97.4	63.00	63.70	65.80	63		
Students with Disabilities	93	98.9	22.60	25.80	20.50	22.6	25.7	Met Target†
Students without Disabilities	508	97.3	66.00	69.40	61.90	66		
English Learners	37	94.9	*	*	25.20	*	14.5	Not Met
Non-English Learners	564	97.7	*	*	57.40	*		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	*	*	*	*	53.50	*		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	320	755	762	749	10%	10%	21%	42%	17%	59%	52%
White	152	763	767	757	*	*	21%	47%	20%	67%	62%
Hispanic	133	738	743	733	20%	*	23%	38%	*	43%	35%
Black or African American	*	*	*	730	*	*	*	*	*	*	30%
Asian, Native Hawaiian, or Pacific Islander	27	796	786	777	*	*	*	41%	56%	96%	80%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	49%
Two or More Races	*	*	*	746	*	*	*	*	*	*	48%
Female	137	758	768	756	11%	9%	15%	45%	20%	65%	60%
Male	183	752	756	741	10%	11%	25%	40%	14%	54%	43%
Economically Disadvantaged Students	63	739	738	731	22%	*	19%	40%	*	48%	32%
Non-Economically Disadvantaged Students	257	759	765	758	7%	*	21%	43%	*	62%	62%
Students with Disabilities	49	727	732	714	20%	25%	33%	22%	0%	22%	13%
Students without Disabilities	271	760	768	754	9%	7%	19%	46%	20%	65%	58%
English Learners	24	693	693	690	*	*	*	*	*	*	*
Non-English Learners	296	760	764	752	*	*	*	*	*	*	*
Homeless Students	*	*	*	719	*	*	*	*	*	*	21%
Students in Foster Care	*	*	*	718	*	*	*	*	*	*	21%
Military-Connected Students	*	*	*	746	*	*	*	*	*	*	45%
Migrant Students	N	N	N	705	N	N	N	N	N	N	*



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	280	760	754	743	10%	12%	18%	39%	21%	60%	46%
White	134	764	757	749	8%	12%	16%	40%	24%	64%	52%
Hispanic	101	745	740	728	15%	16%	25%	33%	12%	45%	34%
Black or African American	*	*	*	725	*	*	*	*	*	*	31%
Asian, Native Hawaiian, or Pacific Islander	33	791	*	774	0%	*	*	49%	42%	91%	74%
American Indian or Alaska Native	N	N	N	740	N	N	N	N	N	N	42%
Two or More Races	*	*	*	737	*	*	*	*	*	*	42%
Female	143	771	767	752	*	*	15%	44%	27%	71%	54%
Male	137	748	741	734	*	*	21%	34%	15%	49%	39%
Economically Disadvantaged Students	51	739	733	726	22%	*	28%	29%	*	39%	32%
Non-Economically Disadvantaged Students	229	764	757	751	7%	*	16%	41%	*	65%	54%
Students with Disabilities	43	730	723	704	*	37%	*	*	*	23%	12%
Students without Disabilities	237	765	762	749	*	8%	*	*	*	67%	52%
English Learners	12	689	689	681	*	*	*	*	*	*	*
Non-English Learners	268	763	755	745	*	*	*	*	*	*	*
Homeless Students	N	N	N	715	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	710	N	N	N	N	N	N	20%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	694	N	N	N	N	N	N	*



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

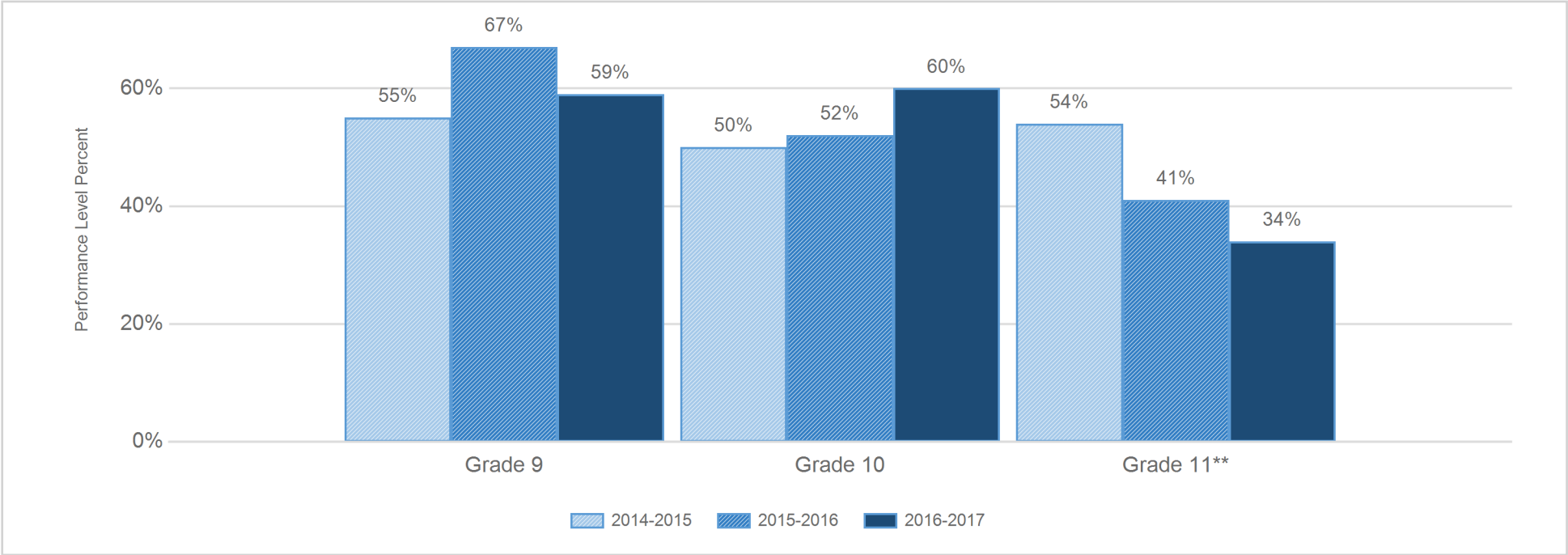
This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	223	735	731	736	15%	24%	27%	27%	6%	34%	38%
White	114	737	731	738	*	25%	29%	26%	*	33%	40%
Hispanic	82	727	727	731	*	22%	31%	26%	*	27%	34%
Black or African American	*	*	*	728	*	*	*	*	*	*	30%
Asian, Native Hawaiian, or Pacific Islander	21	763	*	756	0%	*	*	*	*	62%	58%
American Indian or Alaska Native	N	N	N	731	N	N	N	N	N	N	30%
Two or More Races	*	*	*	731	*	*	*	*	*	*	36%
Female	98	745	741	744	*	21%	26%	*	*	46%	46%
Male	125	728	724	729	*	26%	29%	*	*	24%	31%
Economically Disadvantaged Students	41	721	722	729	24%	29%	24%	*	*	22%	32%
Non-Economically Disadvantaged Students	182	739	733	740	13%	23%	28%	*	*	36%	42%
Students with Disabilities	36	715	720	709	31%	31%	*	*	0%	14%	12%
Students without Disabilities	187	739	735	741	12%	23%	*	*	8%	37%	43%
English Learners	*	*	*	699	*	*	*	*	*	*	*
Non-English Learners	*	*	*	737	*	*	*	*	*	*	*
Homeless Students	*	*	*	722	*	*	*	*	*	*	24%
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	19%
Military-Connected Students	N	N	N	723	N	N	N	N	N	N	24%
Migrant Students	N	N	N	713	N	N	N	N	N	N	26%

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

English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations 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	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	482	97.2	51.60	48.20	43.50	51.6	53.1	Met Target†
White	247	96.1	55.40	51.80	52.40	55.4	61.9	Not Met
Hispanic	176	98.3	42.60	36.60	27.60	42.6	36.5	Met Target
Black or African American	12	92.3	25.00	16.70	21.70	24.2	**	**
Asian, Native Hawaiian, or Pacific Islander	43	100.0	76.80	65.60	75.60	76.8	67.9	Met Target
American Indian or Alaska Native	*	*	*	*	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	218	96.5	49.00	48.40	44.10	49		
Male	264	97.8	53.80	48.10	42.90	53.8		
Economically Disadvantaged Students	90	95.7	43.30	34.10	25.10	43.3	42.4	Met Target
Non-Economically Disadvantaged Students	392	97.5	53.50	50.10	54.30	53.5		
Students with Disabilities	66	97.1	13.60	16.30	16.50	13.6	28.7	Not Met
Students without Disabilities	416	97.2	57.70	54.60	48.80	57.7		
English Learners	10	90.9	10.00	*	23.30	*	**	**
Non-English Learners	472	97.3	52.50	*	45.20	*		
Homeless Students	N	N	N	*	16.40	N		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	*	*	*	*	39.90	*		
Migrant Students	N	N	N	N	18.20	N		

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Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	214	740	740	743	5%	21%	38%	36%	0%	36%	42%
White	107	743	743	751	*	19%	38%	39%	*	39%	52%
Hispanic	91	738	737	728	*	20%	41%	32%	*	32%	24%
Black or African American	*	*	*	724	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	*	*	*	741	*	*	*	*	*	*	41%
Female	90	743	743	744	*	17%	40%	40%	*	40%	43%
Male	124	738	739	741	*	23%	36%	34%	*	34%	40%
Economically Disadvantaged Students	41	734	732	727	*	*	39%	27%	*	27%	23%
Non-Economically Disadvantaged Students	173	742	742	751	*	*	38%	39%	*	39%	52%
Students with Disabilities	47	726	726	714	*	32%	43%	*	*	13%	10%
Students without Disabilities	167	744	745	747	*	17%	37%	*	*	43%	47%
English Learners	*	*	*	708	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	*	*	*	711	*	*	*	*	*	*	*
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%



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Mathematics Assessment - Performance by Test: Geometry

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	205	743	741	734	*	19%	39%	40%	*	41%	30%
White	105	746	744	740	*	16%	35%	47%	*	48%	38%
Hispanic	82	738	735	722	*	21%	40%	35%	*	35%	14%
Black or African American	*	*	*	719	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	758	*	*	*	*	*	*	65%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	29%
Two or More Races	*	*	*	733	*	*	*	*	*	*	32%
Female	97	742	741	735	*	16%	47%	36%	*	36%	31%
Male	108	743	742	733	*	21%	31%	44%	*	45%	30%
Economically Disadvantaged Students	43	741	735	721	*	*	37%	40%	*	40%	13%
Non-Economically Disadvantaged Students	162	743	742	740	*	*	39%	40%	*	41%	39%
Students with Disabilities	34	719	721	711	*	*	*	*	*	*	*
Students without Disabilities	171	747	747	738	*	*	*	*	*	*	*
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	735	*	*	*	*	*	*	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	727	N	N	N	N	N	N	15%
Migrant Students	N	N	N	704	N	N	N	N	N	N	*



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Mathematics Assessment - Performance by Test: Algebra II

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	237	746	745	725	14%	22%	17%	42%	6%	48%	28%
White	124	747	745	731	*	22%	17%	42%	*	49%	33%
Hispanic	75	732	731	710	*	25%	21%	32%	*	33%	14%
Black or African American	*	*	*	703	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	32	773	768	761	*	*	*	63%	*	78%	62%
American Indian or Alaska Native	N	N	N	715	N	N	N	N	N	N	20%
Two or More Races	*	*	*	718	*	*	*	*	*	*	25%
Female	110	743	744	725	*	17%	24%	40%	*	44%	27%
Male	127	749	746	725	*	25%	11%	43%	*	52%	29%
Economically Disadvantaged Students	40	729	*	708	*	30%	*	35%	0%	35%	13%
Non-Economically Disadvantaged Students	197	749	*	733	*	20%	*	43%	8%	51%	35%
Students with Disabilities	18	715	717	692	*	*	*	*	0%	11%	*
Students without Disabilities	219	748	748	729	*	*	*	*	7%	51%	*
English Learners	*	*	*	692	*	*	*	*	*	*	*
Non-English Learners	*	*	*	726	*	*	*	*	*	*	*
Homeless Students	*	*	*	702	*	*	*	*	*	*	*
Students in Foster Care	N	N	N	692	N	N	N	N	N	N	*
Military-Connected Students	*	*	*	710	*	*	*	*	*	*	14%
Migrant Students	N	N	N	702	N	N	N	N	N	N	14%

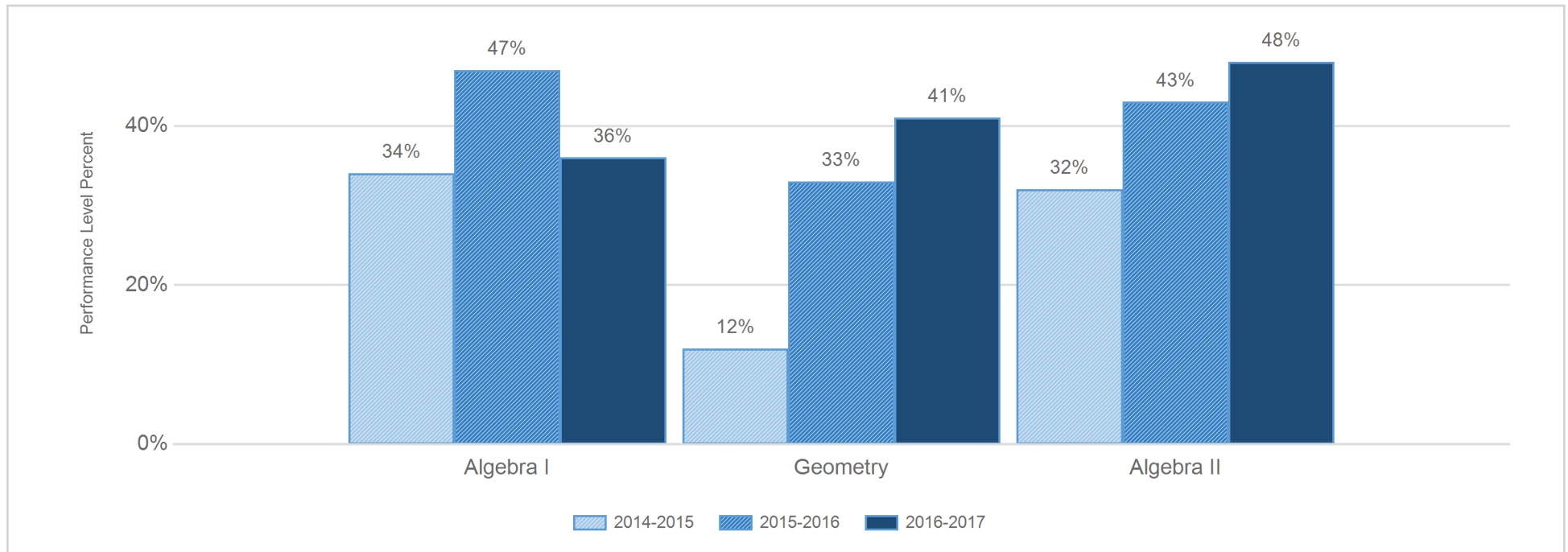


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Mathematics Assessment – Performance Trends

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





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Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	28	82.1%	17.9%
2	*	*	*
3	*	*	*
4	*	*	*
5+	*	*	*



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

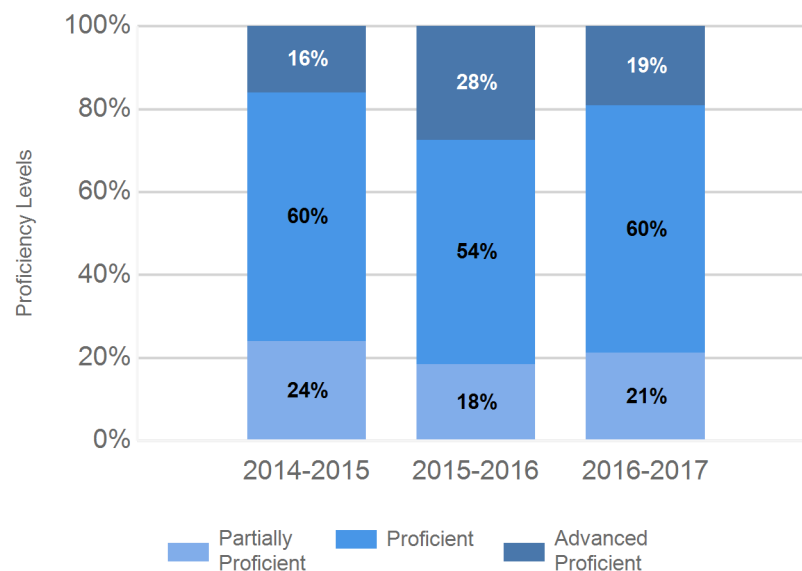
Biology Assessment - Performance

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	16%	42%	42%
Schoolwide	19%	60%	21%
White	20%	65%	15%
Hispanic	8%	60%	32%
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	4%
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	*
Economically Disadvantaged Students	19%	45%	36%
Students with Disabilities	10%	33%	56%
English Learners	N	N	*

Biology Assessment - Proficiency Trends

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





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

PSAT/SAT/ACT - Participation

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

Test	% of Students in School	% of Students in State
Percentage of students taking the PSAT	100.0%	89.4%
Percentage of students taking the SAT	100.0%	70.0%
Percentage of students taking the ACT	34.6%	28.3%

PSAT/SAT/ACT - Performance

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

Test	School Average Score	State Average Score	College Readiness Benchmarks	School - % of Students scoring at or above Benchmark	State - % of Students scoring at or above Benchmark
PSAT - Reading and Writing	523	481	Varies By Grade	78%	67%
PSAT - Math	534	483	Varies By Grade	63%	49%
SAT - Reading and Writing	586	551	480	86%	77%
SAT - Math	595	552	530	69%	58%
ACT - Reading	25	24	22	70%	65%
ACT - English	24	24	18	84%	79%
ACT - Math	25	24	22	74%	65%
ACT - Science	25	23	23	63%	54%



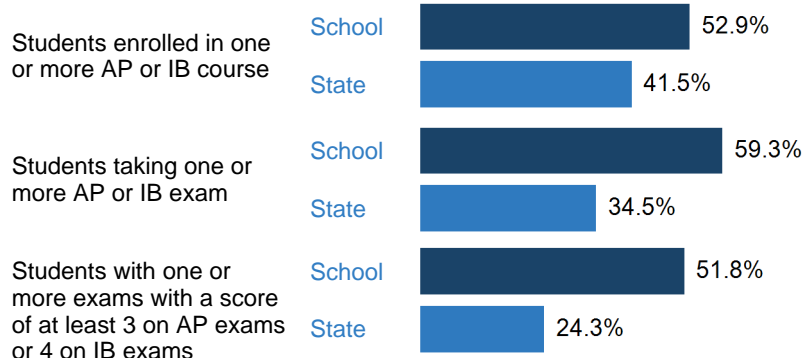
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate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

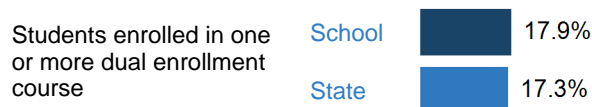
AP/IB Coursework – Participation and Performance

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



Dual Enrollment Coursework - Participation

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



AP/ IB Courses Offered

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

AP/IB Course	Students Enrolled	Students Tested
AP Art—History of Art	0	1
AP Biology	39	36
AP Calculus AB	39	43
AP Calculus BC	12	33
AP Chemistry	32	38
AP Chinese Language and Culture	0	3
AP Comparative Government and Politics	0	1
AP Computer Science A	36	28
AP Computer Science Principles	0	27
AP English Language and Composition	49	69
AP English Literature and Composition	23	20
AP Environmental Science	22	15
AP European History	5	4
AP Human Geography	16	8
AP Macroeconomics	0	14
AP Microeconomics	12	11
AP Music Theory	4	3
AP Physics 1	80	66
AP Physics 2	0	2
AP Physics C	18	0



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AP/IB Course	Students Enrolled	Students Tested
AP Physics C: Electricity and Magnetism	0	25
AP Physics C: Mechanics	0	33
AP Psychology	122	103
AP Research	0	37
AP Seminar	0	36
AP Spanish Language	20	18
AP Statistics	40	53
AP Studio Art—Drawing Portfolio	16	4
AP Studio Art—Three-Dimensional	0	1
AP Studio Art—Two-Dimensional	18	4
AP U.S. Government and Politics	14	8
AP U.S. History	84	105
Total Exams Taken		849
Exams with scores of at least 3 on AP exams or 4 on IB exams		720



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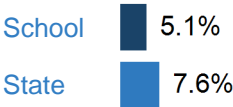
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This section contains information about participation in approved **Career and Technical Education (CTE)** programs and **Structured Learning Experiences**. For more information about CTE in New Jersey, please visit <http://www.nj.gov/education/cte/>.

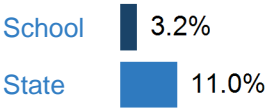
Career and Technical Education Participation

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

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



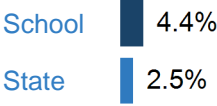
CTE Concentrators
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

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

Structured Learning Experiences



Industry-Valued Credentials Earned

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

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

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



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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	253	70	33	0	0	0	10
10	63	163	62	39	0	0	0
11	0	37	170	48	48	5	1
12	1	3	34	21	50	70	115
Schoolwide	317	273	299	108	98	75	126
Enrolled in AP/IB Course					51	40	0

Science - Course Participation

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

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	175	0	0	142	0	0
10	128	160	0	9	2	38
11	15	173	0	8	140	36
12	29	44	0	20	73	129
Schoolwide	347	377	0	179	215	203
Enrolled in AP/IB Course	39	32		22	98	0



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

Social Studies and History - Course Participation

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

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	309	7	0	0	0	2
10	10	285	3	0	2	7
11	2	304	4	55	22	30
12	1	16	17	132	44	120
Schoolwide	322	612	24	187	68	159
Enrolled in AP/IB Course	0	84	12	122	0	34

World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	196	49	0	0	38	0	0
10	198	39	0	0	31	0	0
11	100	16	0	0	21	0	0
12	32	2	0	0	1	0	0
Schoolwide	526	106	0	0	91	0	0
Enrolled in AP/IB Course	20	0	0	0	0	0	0
Enrolled in Level 3 or Higher	143	17	0	0	17	0	0
Earned Seal of Biliteracy	N	N	N	N	N	N	N



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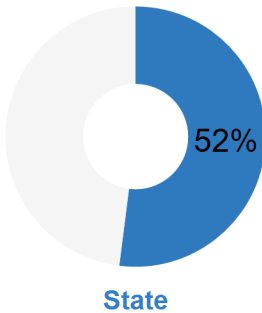
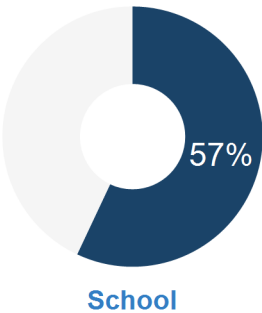
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Visual and Performing Arts – Course Participation

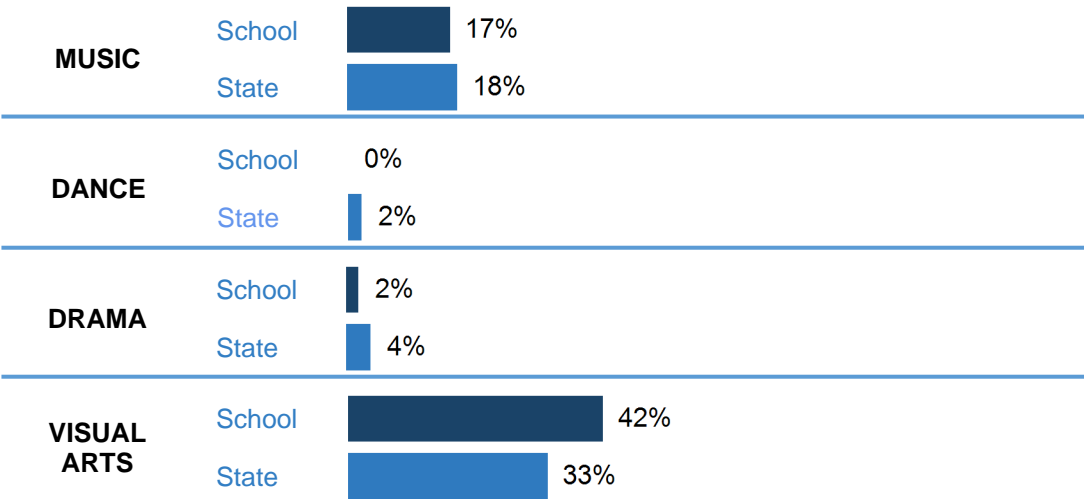
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

Grades 9-12:

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



Students enrolled in one or more classes by discipline:





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

Graduation Rates

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

Student Group	School - Class of 2017: 4 Year Rate	State - Class of 2017: 4 Year Rate	School - Class of 2016: 5 Year Rate	State - Class of 2016: 5 Year Rate	Class of 2016: 4 Year Rate	Class of 2016: 4 Year Target	Met Target?	Class of 2015: 5 Year Rate	Class of 2015: 5 Year Target	Met Target?
Schoolwide	90.1%	90.5%	95.8%	91.8%	94.2%	94.2%	Met Target	95.3%	N	Met Goal
White	92.4%	94.5%	96.8%	95.1%	96.2%	N	Met Goal	97.4%	N	Met Goal
Hispanic	82.4%	84.3%	91.0%	86.3%	86.1%	85.9%	Met Target	89.9%	92.5%	Not Met
Black or African American	88.9%	83.4%	*	85.3%	*	**	**	90.0%	**	**
Asian, Native Hawaiian or Pacific Islander	*	96.6%	100.0%	97.5%	100.0%	N	Met Goal	100.0%	N	Met Goal
American Indian or Alaska Native	100.0%	92.3%	N	86.6%	N	N	N	*	**	**
Two or More Races	*	91.9%	*	93.7%	*	**	**	*	**	**
Economically Disadvantaged Students	79.1%	83.9%	86.4%	85.6%	82.2%	88.4%	Not Met	90.9%	91.8%	Not Met
Students with Disabilities	79.1%	78.8%	82.4%	82.1%	79.4%	84.4%	Not Met	86.8%	94.6%	Not Met
English Learners	66.7%	76.1%	*	79.7%	*	**	**	*	**	**
Homeless Students	*	73.2%	N	74.4%	N	N	N	*		

Graduation Rate Trends

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

Class of	4-Year Rate	5-Year Rate
2017	90.1%	-
2016	94.2%	95.8%
2015	94.2%	95.3%

Dropout Rate Trends

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

School Year	School Rate	State Rate
2016-2017	0.7%	1.1%
2015-2016	0.3%	1.1%
2014-2015	0.6%	1.1%

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



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

Postsecondary Enrollment Rates: Fall

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	71.1%	29.5%	70.5%
Schoolwide	78.8%	31.3%	68.7%
White	80.8%	23%	77.1%
Hispanic	71.1%	64.4%	35.6%
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	86.5%	18.8%	81.3%
American Indian or Alaska Native	N	N	N
Two or More Races	*	0%	*
Economically Disadvantaged Students	70%	42.9%	57.1%
Students with Disabilities	71.9%	60.9%	39.1%
English Learners	0%	0%	0%

Postsecondary Enrollment Rates: 16 month

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	76.1%	33.6%	66.5%	73.6%	26.4%	65.5%	34.6%
Schoolwide	81.3%	32.5%	67.5%	76.5%	23.5%	68.4%	31.6%
White	84.4%	33.1%	66.9%	74.8%	25.2%	62.3%	37.8%
Hispanic	71.2%	48.9%	51.1%	83%	17%	87.2%	12.8%
Black or African American	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	93.8%	6.7%	93.3%	76.7%	23.3%	70%	30%
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	68.4%	38.5%	61.5%	92.3%	7.7%	92.3%	7.7%
Students with Disabilities	57.1%	56.3%	43.8%	68.8%	31.3%	87.5%	12.5%
English Learners	N	N	N	N	N	N	N



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

Chronic Absenteeism

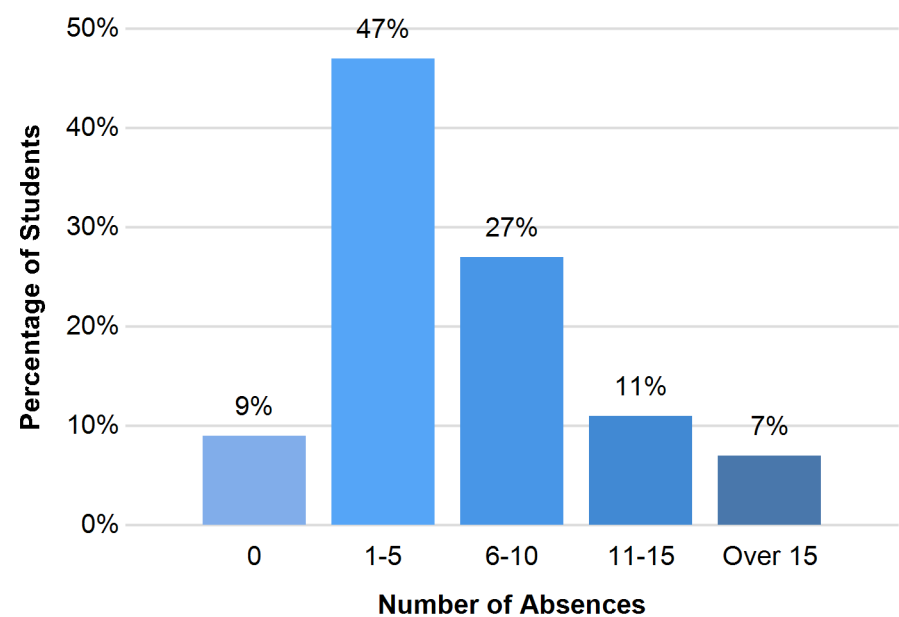
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	5.90	14.30	Met Target
White	5.10	14.30	Met Target
Hispanic	6.60	14.30	Met Target
Black or African American	18.90	14.30	Not Met
Asian, Native Hawaiian, or Pacific Islander	1.40	14.30	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	9.50	14.30	Met Target
Students with Disabilities	8.60	14.30	Met Target
English Learners	2.90	14.30	Met Target

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

Days Absent

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



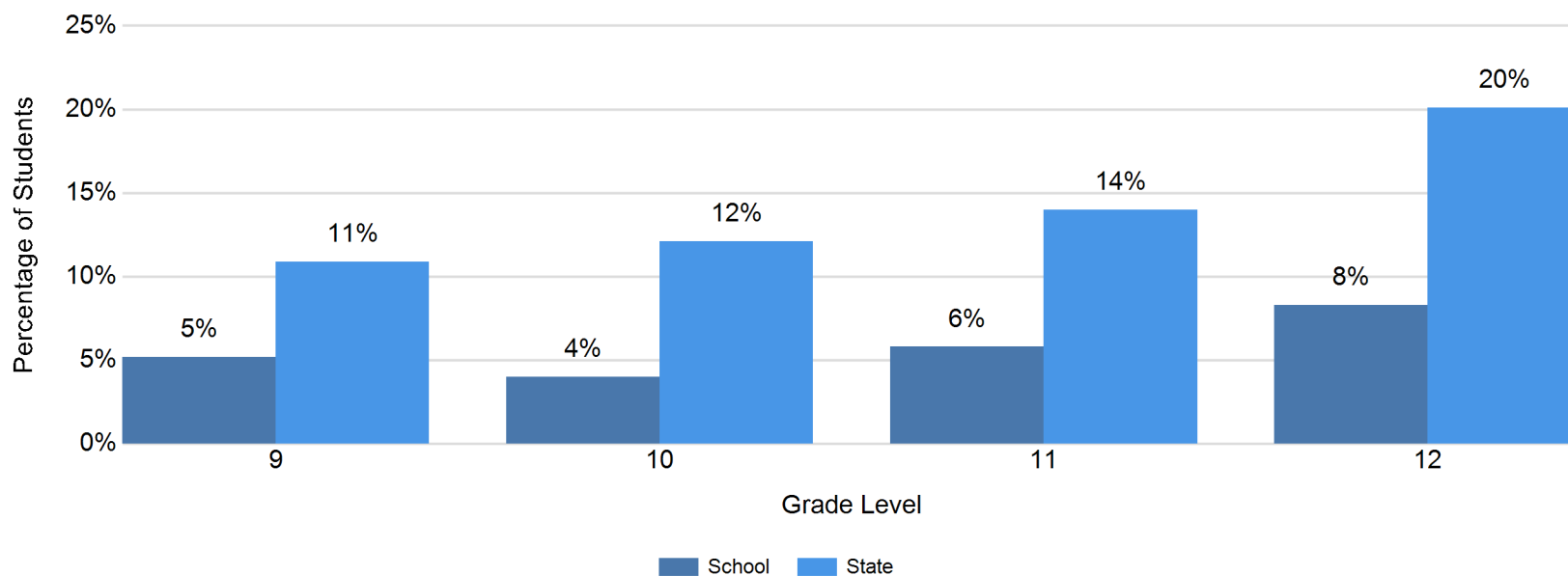


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Chronic Absenteeism by Grade

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





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School Day

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

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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	4
Total Unique Incidents	4
Incidents Per 100 Students Enrolled	0.33

Student Suspension Rate

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

Suspension Types	% of Students
In-School Suspensions	3.2%
Out-of-School Suspensions	2.5%
Any Suspension	5.2%

Student Expulsions

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

Category	Number of Students
Expulsions	0



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Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	5.0:1	354.0 kbps	100 kbps	Yes	N	Fiber	N

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$272	\$17,892	\$18,164



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

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

Teachers: All classroom teachers

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

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	122	120,724
Average years experience in public schools	13.0	11.8
Average years experience in district	10.5	10.5
Teachers in district for 4 or more years	77%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	27	9,506
Average years experience in public schools	19.3	15.9
Average years experience in district	11.5	11.6
Administrators in district for 4 or more years	85%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	10:1	11:1
Administrators	203:1	105:1
Librarian/Media Specialists		1413:1
Nurses		565:1
Counselors		217:1
Child Study Team		177:1



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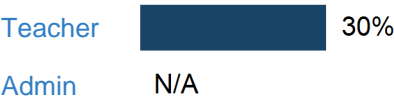
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Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but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

Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	93%	89%
2015-16 Administrators: Same district 2016-17	92%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	98%



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Accountability Indicator Scores and Summative Rating

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	72.5	17.5%
Mathematics Proficiency	87.6	17.5%
Graduation - 4-Year	49.0	25.0%
Graduation - 5-Year	59.6	25.0%
Chronic Absenteeism	83.3	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		67.7
Summative Rating: Percentile rank of Summative Score		69.9
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No
Requires Comprehensive Support: 4-year Graduation Rate less than or equal to 67%		No

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

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



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Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	Graduation Rate - 4-Year	Graduation Rate - 5-Year	At Risk for Consistently Underperforming Student Group
Schoolwide	67.7	6.2	No	Met Target†	Met Target†	Met Target	Met Target	Met Goal	No
White	72.8	6.2	No	Met Target†	Not Met	Met Target	Met Goal	Met Goal	No
Hispanic	63.7	6.2	No	Met Target	Met Target	Met Target	Met Target	Not Met	No
Black or African American	**	**	No	**	**	Not Met	**	**	No
Asian, Native Hawaiian, or Pacific Islander	83.8	6.2	No	Met Goal	Met Target	Met Target	Met Goal	Met Goal	No
American Indian or Alaska Native	**	**	No	**	**	**	N	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	67.3	6.2	No	Met Target	Met Target	Met Target	Not Met	Not Met	No
Students with Disabilities	66.4	6.2	No	Met Target†	Not Met	Met Target	Not Met	Not Met	No
English Learners	**	**	No	Not Met	**	Met Target	**	**	No

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

† Target was met within a confidence interval.



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School General Info

Principal:	Mr. Toriello	Email Address:	ttoriello@mhrd.org
Address:	520 WEST MAIN STREET ROCKAWAY, NJ 07866-3799	Website:	https://www.mhrd.org/mhhs
Phone:	(973)664-2301	Facebook:	https://www.facebook.com/mhrdschools
		Twitter:	https://twitter.com/MHActivities

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:	<ul style="list-style-type: none"> • US News and World Report's Best High School - Silver Award - Ranks 59th in the state of New Jersey • Vital summer read program with in-person visitation by the author • Morris Hills High School offers a Magnet Program in Mathematics and Science and the AVID Program
 Mission, Vision, Theme:	<p>The Morris Hills Regional District, in shared responsibility with all stakeholders, empowers students to become contributing members and leaders of a global society who can effectively communicate and collaborate with others, take responsibility as productive citizens, and become life-long learners. The summer read is linked to a school-wide theme to anchor both the mission and vision of the high school.</p>
 Awards, Recognition, Accomplishments:	<p>Morris Hills High School was named in US News and World Reports Best High Schools, receiving the Silver Award. The high school ranks 59th in the State of New Jersey and among the top 7% of high schools across the nation. The high school has become a Google Applications for Education school. Morris Hills High School was named to the AP District Honor Roll.</p>







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 Courses, Curriculum, Instruction:	<p>Morris Hills High School offers AP, Honors, CPA, and CPB level classes. Morris Hills High School offers a Magnet Program in Mathematics and Science as well as being an AVID School, promoting college-readiness skills for our students. The Math/Science Magnet Program contains 144 students while the AVID Program contains 81 students.</p>
 Sports and Athletics:	<p>Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Co-ed), Cross-Country (Co-ed), Fencing (Co-ed), Field Hockey (Girls), Football (Boys), Golf (Co-ed), Ice Hockey (Boys), Lacrosse (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Co-ed), Track and Field - Winter (Co-ed), Volleyball (Girls), Wrestling (Boys)</p> <p>The Morris Hills High School Athletic Department traditionally produces championship caliber teams while bringing home an even greater dividend -- receiving the NJSIAA Sportsmanship Award as best in the conference over the last several years. The football team captured the North Jersey, Section 2, Group 3 title in MetLife Stadium. The Boys' Cross Country Team captured the Morris County title and was named Daily Record Team of the Year. The fencing team captured a district title.</p>
 Clubs and Activities:	<p>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.</p>
 Before and After School Programs:	<p>Morris Hills High School runs an enrichment program before school for students needing extra assistance in Language Arts and Mathematics. Classes are taught by the school's Language Arts teachers and Mathematics teachers.</p>








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School Narrative

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 Staff and Professional Learning:	<p>Morris Hills High School has implemented an Instructional Coaching Model which focuses on collecting, analyzing, and utilizing data to identify student needs, assess changes in classroom instructional practice, and measure student progress with a reflective, non-evaluative context. Additionally, the district offers an extensive after school staff development program. Workshops are presented by teachers to their colleagues.</p>
 Postsecondary Information:	<p>90% of the graduates from the Class of 2017 attended either a two or four-year college or university. The school's SAT scores were 559 in Critical Reading, 610 in Mathematics, and 555 in Writing. Our Advanced Placement test results indicated that 87.2% of 307 students taking 834 exams scored 3 or higher.</p>
 Student Supports and Services:	<p>Morris Hills High School offers peer tutoring. Morris Hills High School houses a strong ELL Program, assisting students in learning English. Furthermore, the school is sensitive to the needs of our special education population and provides an education in the least restrictive environment.</p>
 Student Health and Wellness:	<p>Morris Hills High School has a Wellness Committee that meets throughout the year. Through the work of the committee and as an outgrowth of the Stress and Anxiety Roundtable conversations, Morris Hills High School has identified one homework free weekend per marking period. Additionally, the Wellness Committee has worked with the cafeteria vendor to provide healthy breakfast and lunch choices for our students.</p>
 Parent and Community Involvement:	<p>Parental involvement in our Home and School Association has helped promote a strong sense of school community within our school. This sense of community, in turn, allows us to successfully combine various sending communities of students into a united student body. Also, the Home and School Association has helped the high school with facility upgrades through fundraising efforts. ASPEN is the student information system and it contains a parent/student portal.</p>



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<div>A blue icon of a school building with a flag on top.</div> <div>Facilities:</div>	<p>The following renovations have taken place at Morris Hills High School: 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.</p>
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<div><div>Other Information:</div></div>	<p>Morris Hills High School is implementing an Academic Advisory Council to support the district as it works to ensure excellence and continuous improvement. Its primary mission is to provide recommendations that lead to the improvement of existing instructional programs and to create new initiatives that address student achievement. Morris Hills High School has implemented a Learner-Active Technology Infused Classroom to raise academic rigor, student engagement in learning, and student responsibility for learning. The Morris Hills Regional District is excited to announce that it is now offering 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.</p>
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The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

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

Navigating through the reports:

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

Other Resources:

- Review the [Parent Summary Report](#) or the [district-level report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- [Download the data](#) used in these reports.
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.nj.gov



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Footnotes

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

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



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Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
9	390	363	373
10	421	391	360
11	365	407	390
12	381	358	407
Ungraded	14	19	33
Total	1570	1538	1563

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	48%	48%	47%
Male	52%	52%	53%
Economically Disadvantaged Students	9%	8%	7%
Students with Disabilities	20%	20%	21%
English Learners	0%	0%	0%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	79.6%
Hispanic	10.7%
Asian	6.0%
Black or African American	2.9%
American Indian or Alaska Native	0.1%
Native Hawaiian or Pacific Islander	0.1%
Two or More Races	0.6%

Enrollment Trends by Full and Shared Time

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

Enrollment Status	2016-17
Full Time Students	1554
Shared Time Students	16
Full Time Equivalent	1562

Enrollment by Home Language

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

Home Language	% of Students
English	97.2%
Spanish	1.5%
Other	1.6%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	687	91.5	62.00	60.70	54.90	59.7	52.5	Met Target
White	521	90.0	65.70	65.60	63.90	62.2	52.5	Met Target
Hispanic	91	96.8	47.30	44.70	39.80	47.3	45.5	Met Target
Black or African American	22	95.7	31.80	42.10	35.20	31.8	35.6	Met Target†
Asian, Native Hawaiian, or Pacific Islander	50	100.0	68.00	81.80	80.70	68	75.2	Met Target†
American Indian or Alaska Native	*	*	*	*	53.70	*	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	311	87.4	73.30	70.70	62.20	67.4		
Male	376	95.2	52.70	52.20	48.10	52.7		
Economically Disadvantaged Students	48	96.0	33.40	40.50	36.20	*	26	Met Target
Non-Economically Disadvantaged Students	639	91.2	64.20	63.70	65.80	*		
Students with Disabilities	163	98.2	27.60	25.80	20.50	27.6	21.8	Met Target
Students without Disabilities	524	89.6	72.70	69.40	61.90	68.5		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	N	N	N	*	26.40	N		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	*	*	*	*	53.50	*		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	374	767	762	749	3%	6%	20%	47%	25%	71%	52%
White	292	769	767	757	*	*	19%	50%	24%	74%	62%
Hispanic	45	759	743	733	*	*	22%	33%	24%	58%	35%
Black or African American	*	*	*	730	*	*	*	*	*	*	30%
Asian, Native Hawaiian, or Pacific Islander	28	777	786	777	*	*	*	*	39%	71%	80%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	49%
Two or More Races	N	N	N	746	N	N	N	N	N	N	48%
Female	175	776	768	756	*	*	14%	49%	31%	79%	60%
Male	199	760	756	741	*	*	25%	45%	19%	64%	43%
Economically Disadvantaged Students	23	733	738	731	*	*	*	*	*	39%	32%
Non-Economically Disadvantaged Students	351	770	765	758	*	*	*	*	*	73%	62%
Students with Disabilities	79	736	732	714	*	18%	35%	29%	*	33%	13%
Students without Disabilities	295	776	768	754	*	3%	15%	51%	*	81%	58%
English Learners	N	N	N	690	N	N	N	N	N	N	*
Non-English Learners	374	767	764	752	3%	6%	20%	47%	25%	71%	*
Homeless Students	N	N	N	719	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	45%
Migrant Students	N	N	N	705	N	N	N	N	N	N	*



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	308	748	754	743	16%	14%	19%	37%	15%	52%	46%
White	225	752	757	749	12%	13%	20%	41%	14%	56%	52%
Hispanic	46	729	740	728	26%	24%	*	28%	*	37%	34%
Black or African American	13	715	*	725	*	*	*	*	*	23%	31%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	74%
American Indian or Alaska Native	*	*	*	740	*	*	*	*	*	*	42%
Two or More Races	*	*	*	737	*	*	*	*	*	*	42%
Female	133	764	767	752	10%	8%	15%	42%	25%	67%	54%
Male	175	736	741	734	20%	18%	22%	33%	7%	40%	39%
Economically Disadvantaged Students	20	716	733	726	*	*	*	*	0%	30%	32%
Non-Economically Disadvantaged Students	288	750	757	751	*	*	*	*	16%	53%	54%
Students with Disabilities	79	719	723	704	29%	28%	*	*	*	23%	12%
Students without Disabilities	229	758	762	749	11%	9%	*	*	*	62%	52%
English Learners	N	N	N	681	N	N	N	N	N	N	*
Non-English Learners	308	748	755	745	16%	14%	19%	37%	15%	52%	*
Homeless Students	N	N	N	715	N	N	N	N	N	N	21%
Students in Foster Care	*	*	*	710	*	*	*	*	*	*	20%
Military-Connected Students	*	*	*	733	*	*	*	*	*	*	35%
Migrant Students	N	N	N	694	N	N	N	N	N	N	*



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	196	727	731	736	*	28%	26%	21%	*	26%	38%
White	151	726	731	738	22%	27%	27%	*	*	25%	40%
Hispanic	29	726	727	731	*	35%	*	*	0%	24%	34%
Black or African American	*	*	*	728	*	*	*	*	*	*	30%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	756	*	*	*	*	*	*	58%
American Indian or Alaska Native	N	N	N	731	N	N	N	N	N	N	30%
Two or More Races	*	*	*	731	*	*	*	*	*	*	36%
Female	79	736	741	744	*	29%	28%	*	*	32%	46%
Male	117	721	724	729	*	27%	25%	*	*	21%	31%
Economically Disadvantaged Students	16	724	722	729	*	*	*	*	*	25%	32%
Non-Economically Disadvantaged Students	180	727	733	740	*	*	*	*	*	26%	42%
Students with Disabilities	62	723	720	709	*	39%	26%	18%	*	19%	12%
Students without Disabilities	134	729	735	741	*	23%	26%	23%	*	28%	43%
English Learners	N	N	N	699	N	N	N	N	N	N	*
Non-English Learners	196	727	*	737	*	28%	26%	21%	*	26%	*
Homeless Students	N	N	N	722	N	N	N	N	N	N	24%
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	19%
Military-Connected Students	*	*	*	723	*	*	*	*	*	*	24%
Migrant Students	N	N	N	713	N	N	N	N	N	N	26%

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

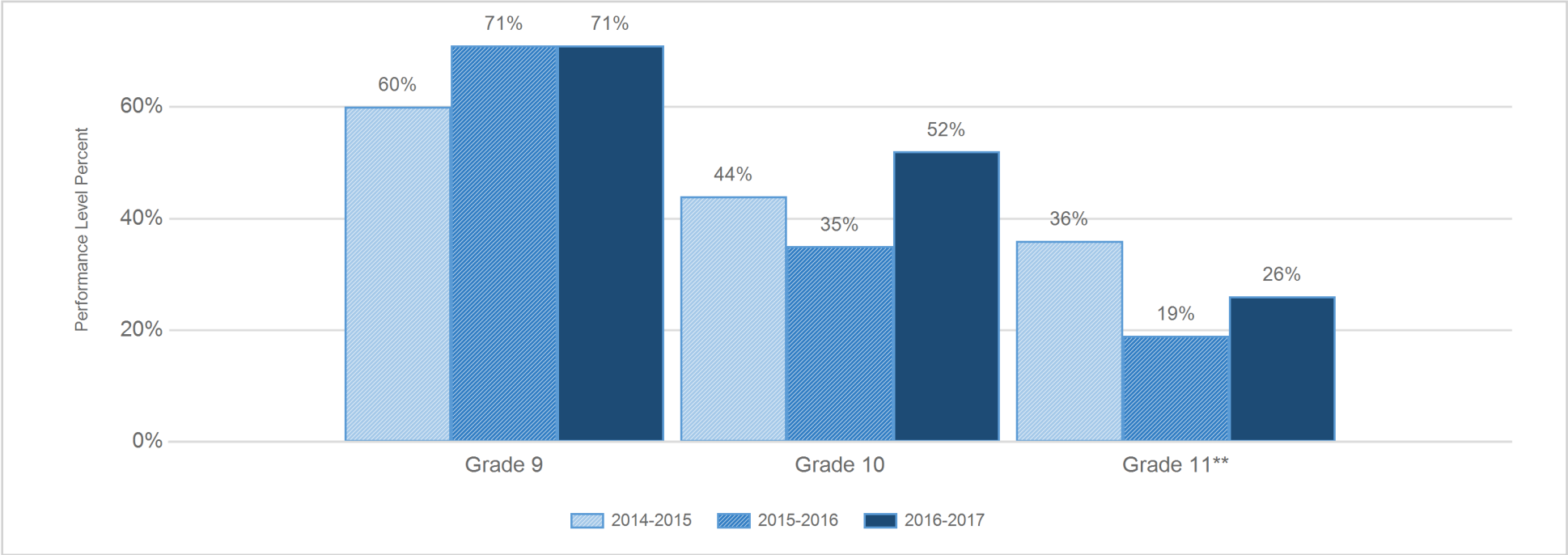


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English Language Arts/Literacy Assessment - Performance Trends

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



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



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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	623	91.5	45.60	48.20	43.50	43.9	45.7	Met Target†
White	477	90.2	49.90	51.80	52.40	47.4	46.9	Met Target
Hispanic	78	96.3	23.10	36.60	27.60	23.1	27.1	Met Target†
Black or African American	18	94.7	11.10	16.70	21.70	11	**	**
Asian, Native Hawaiian, or Pacific Islander	47	100.0	55.30	65.60	75.60	55.3	71.4	Not Met
American Indian or Alaska Native	*	*	*	*	42.50	*	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	282	87.0	47.80	48.40	44.10	43.9		
Male	341	95.5	43.70	48.10	42.90	43.7		
Economically Disadvantaged Students	36	94.7	11.10	34.10	25.10	*	27.9	Not Met
Non-Economically Disadvantaged Students	587	91.3	47.70	50.10	54.30	*		
Students with Disabilities	118	98.3	17.70	16.30	16.50	17.7	21.1	Met Target†
Students without Disabilities	505	90.0	52.10	54.60	48.80	49.4		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	*	*	*	*	39.90	*		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	288	741	740	743	6%	19%	39%	36%	0%	36%	42%
White	216	743	743	751	5%	16%	40%	39%	0%	39%	52%
Hispanic	42	737	737	728	*	24%	31%	31%	*	31%	24%
Black or African American	13	727	*	724	*	*	*	*	0%	15%	19%
Asian, Native Hawaiian, or Pacific Islander	16	734	*	774	*	*	*	*	0%	19%	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	*	*	*	741	*	*	*	*	*	*	41%
Female	128	742	743	744	*	22%	37%	38%	*	38%	43%
Male	160	740	739	741	*	17%	41%	34%	*	34%	40%
Economically Disadvantaged Students	20	729	732	727	*	*	*	*	0%	20%	23%
Non-Economically Disadvantaged Students	268	742	742	751	*	*	*	*	0%	37%	52%
Students with Disabilities	83	727	726	714	*	33%	40%	13%	*	13%	10%
Students without Disabilities	205	746	745	747	*	14%	39%	45%	*	45%	47%
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	288	741	*	745	6%	19%	39%	36%	0%	36%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	*	*	*	711	*	*	*	*	*	*	*
Military-Connected Students	*	*	*	742	*	*	*	*	*	*	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%



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Mathematics Assessment - Performance by Test: Geometry

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	244	740	741	734	*	23%	36%	34%	*	37%	30%
White	178	743	744	740	*	22%	33%	37%	*	41%	38%
Hispanic	41	729	735	722	*	*	*	*	*	*	14%
Black or African American	*	*	*	719	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	15	758	*	758	*	*	*	80%	*	80%	65%
American Indian or Alaska Native	*	*	*	730	*	*	*	*	*	*	29%
Two or More Races	*	*	*	733	*	*	*	*	*	*	32%
Female	107	740	741	735	*	24%	32%	36%	*	39%	31%
Male	137	740	742	733	*	22%	39%	31%	*	34%	30%
Economically Disadvantaged Students	18	722	735	721	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	226	742	742	740	*	*	*	*	*	*	39%
Students with Disabilities	64	721	721	711	*	45%	27%	*	*	13%	*
Students without Disabilities	180	747	747	738	*	15%	39%	*	*	45%	*
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	244	740	*	735	*	23%	36%	34%	*	37%	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	*
Students in Foster Care	*	*	*	713	*	*	*	*	*	*	*
Military-Connected Students	*	*	*	727	*	*	*	*	*	*	15%
Migrant Students	N	N	N	704	N	N	N	N	N	N	*



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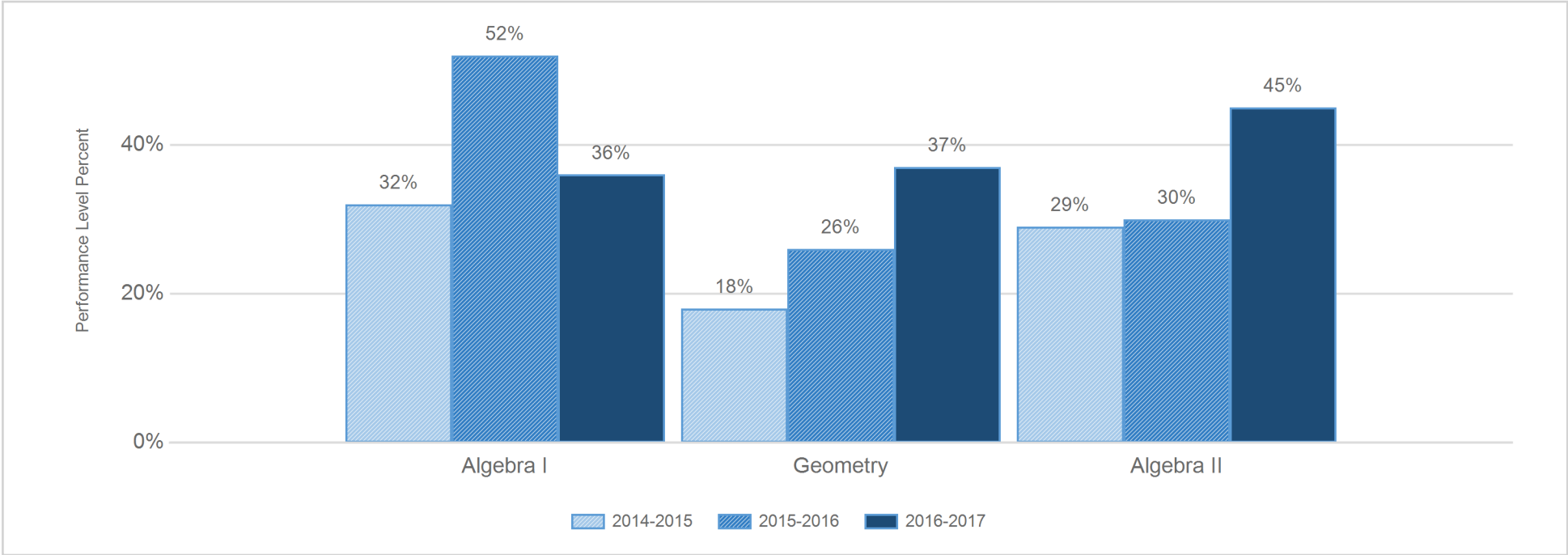
Mathematics Assessment - Performance by Test: Algebra II

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	241	744	745	725	14%	17%	24%	40%	5%	45%	28%
White	200	744	745	731	15%	17%	22%	41%	6%	47%	33%
Hispanic	19	726	731	710	*	*	*	*	0%	16%	14%
Black or African American	*	*	*	703	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	18	760	768	761	0%	*	*	56%	*	61%	62%
American Indian or Alaska Native	N	N	N	715	N	N	N	N	N	N	20%
Two or More Races	N	N	N	718	N	N	N	N	N	N	25%
Female	116	745	744	725	*	16%	28%	41%	*	46%	27%
Male	125	743	746	725	*	18%	20%	38%	*	45%	29%
Economically Disadvantaged Students	*	*	*	708	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	*	*	*	733	*	*	*	*	*	*	35%
Students with Disabilities	26	719	717	692	*	39%	*	*	*	19%	*
Students without Disabilities	215	747	748	729	*	14%	*	*	*	48%	*
English Learners	N	N	N	692	N	N	N	N	N	N	*
Non-English Learners	241	744	*	726	14%	17%	24%	40%	5%	45%	*
Homeless Students	N	N	N	702	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	692	N	N	N	N	N	N	*
Military-Connected Students	*	*	*	710	*	*	*	*	*	*	14%
Migrant Students	N	N	N	702	N	N	N	N	N	N	14%

Mathematics Assessment – Performance Trends

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





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Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

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



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

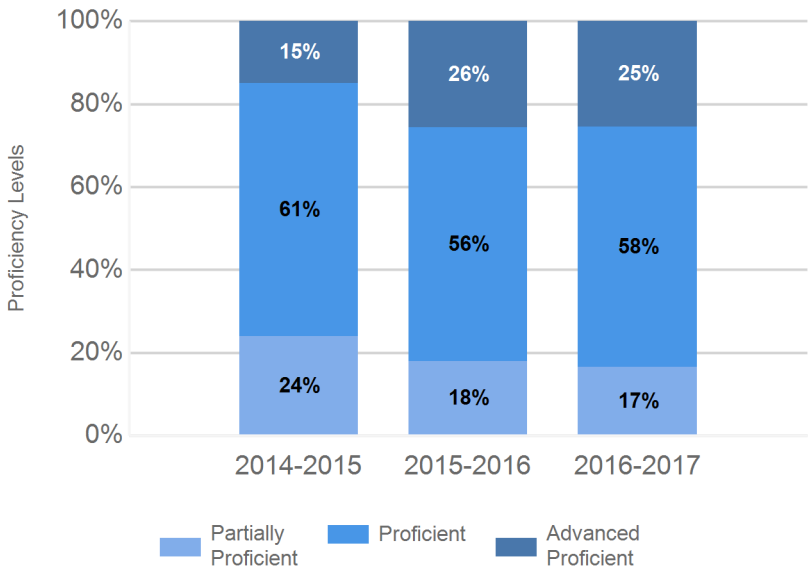
Biology Assessment - Performance

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	16%	42%	42%
Schoolwide	25%	58%	17%
White	27%	60%	14%
Hispanic	19%	57%	24%
Black or African American	8%	50%	*
Asian, Native Hawaiian, or Pacific Islander	38%	42%	21%
American Indian or Alaska Native	N	*	N
Two or More Races	N	*	*
Economically Disadvantaged Students	7%	44%	48%
Students with Disabilities	10%	35%	55%
English Learners	N	N	N

Biology Assessment - Proficiency Trends

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





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

PSAT/SAT/ACT - Participation

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

Test	% of Students in School	% of Students in State
Percentage of students taking the PSAT	97.8%	89.4%
Percentage of students taking the SAT	100.0%	70.0%
Percentage of students taking the ACT	49.9%	28.3%

PSAT/SAT/ACT - Performance

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

Test	School Average Score	State Average Score	College Readiness Benchmarks	School - % of Students scoring at or above Benchmark	State - % of Students scoring at or above Benchmark
PSAT - Reading and Writing	516	481	Varies By Grade	80%	67%
PSAT - Math	510	483	Varies By Grade	58%	49%
SAT - Reading and Writing	572	551	480	88%	77%
SAT - Math	564	552	530	64%	58%
ACT - Reading	24	24	22	70%	65%
ACT - English	23	24	18	85%	79%
ACT - Math	23	24	22	66%	65%
ACT - Science	23	23	23	54%	54%



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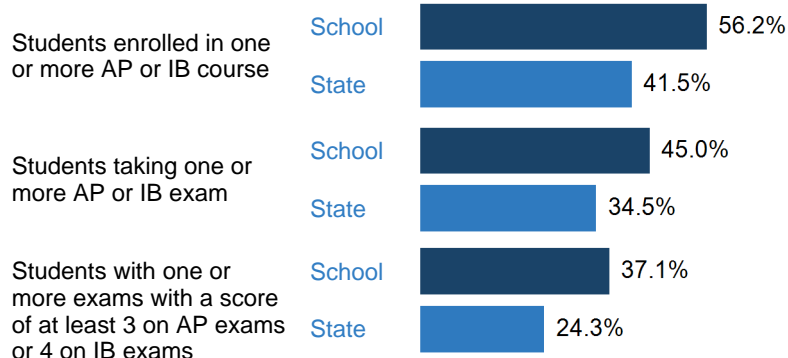
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate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

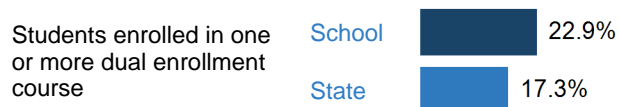
AP/IB Coursework – Participation and Performance

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



Dual Enrollment Coursework - Participation

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



AP/ IB Courses Offered

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

AP/IB Course	Students Enrolled	Students Tested
AP Art—History of Art	8	2
AP Biology	103	66
AP Calculus AB	31	28
AP Calculus BC	14	14
AP Chemistry	20	13
AP Computer Science A	39	13
AP Computer Science Principles	0	11
AP English Language and Composition	46	43
AP English Literature and Composition	41	35
AP Environmental Science	33	21
AP European History	5	5
AP French Language and Culture	10	9
AP Human Geography	44	20
AP Macroeconomics	0	38
AP Microeconomics	52	40
AP Music Theory	4	3
AP Physics 1	45	29
AP Physics C	9	0
AP Physics C: Electricity and Magnetism	0	5
AP Physics C: Mechanics	0	9



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AP/IB Course	Students Enrolled	Students Tested
AP Psychology	98	87
AP Spanish Language	7	5
AP Statistics	27	25
AP Studio Art—Drawing Portfolio	24	14
AP Studio Art—Two-Dimensional	26	10
AP U.S. Government and Politics	45	30
AP U.S. History	84	70
IB Biology	4	4
IB Chemistry	4	4
IB History	34	17
IB Language A (English)	33	17
IB Language A (non-English)—French	8	0
IB Language B—French	0	5
IB Language B—German	0	1
IB Language B—Spanish	25	9
IB Mathematics	28	17
IB Physics	19	7
IB Psychology	28	10
IB Theatre	0	3
IB Theory of Knowledge	30	14



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AP/IB Course	Students Enrolled	Students Tested
Total Exams Taken		753
Exams with scores of at least 3 on AP exams or 4 on IB exams		575



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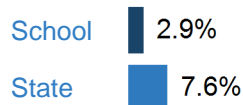
This section contains information about participation in approved **Career and Technical Education (CTE)** programs and **Structured Learning Experiences**. For more information about CTE in New Jersey, please visit <http://www.nj.gov/education/cte/>.

Career and Technical Education Participation

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

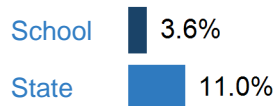
CTE Participants

(completed only one course in an approved CTE program)



CTE Concentrators

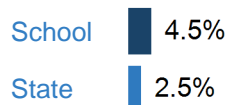
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

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

Structured Learning Experiences



Industry-Valued Credentials Earned

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

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

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



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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	278	93	19	0	0	0	7
10	63	202	141	12	0	1	4
11	3	54	197	105	12	17	22
12	0	1	39	39	101	141	82
Schoolwide	344	350	396	156	113	159	115
Enrolled in AP/IB Course					45	27	28

Science - Course Participation

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

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	203	9	0	161	0	7
10	164	199	0	3	4	3
11	43	154	0	9	185	46
12	55	35	0	25	69	157
Schoolwide	465	397	0	198	258	213
Enrolled in AP/IB Course	107	24		33	73	0



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

Social Studies and History - Course Participation

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

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	370	2	2	0	0	6
10	0	358	16	0	3	28
11	20	366	10	44	52	88
12	20	11	42	163	47	205
Schoolwide	410	737	70	207	102	327
Enrolled in AP/IB Course	34	84	52	126	0	119

World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	168	115	0	0	35	0	0
10	181	97	0	0	56	0	0
11	120	57	0	0	24	0	0
12	33	42	0	0	9	0	0
Schoolwide	502	311	0	0	124	0	0
Enrolled in AP/IB Course	32	18	0	0	0	0	0
Enrolled in Level 3 or Higher	116	105	0	0	27	0	0
Earned Seal of Biliteracy	N	N	N	N	N	N	N



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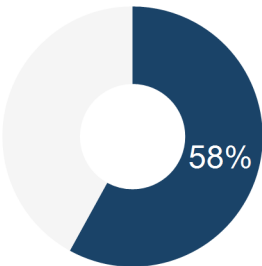
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Visual and Performing Arts – Course Participation

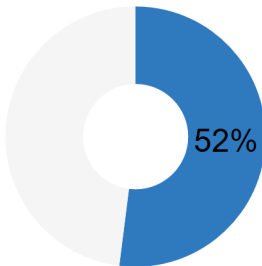
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

Grades 9-12:

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

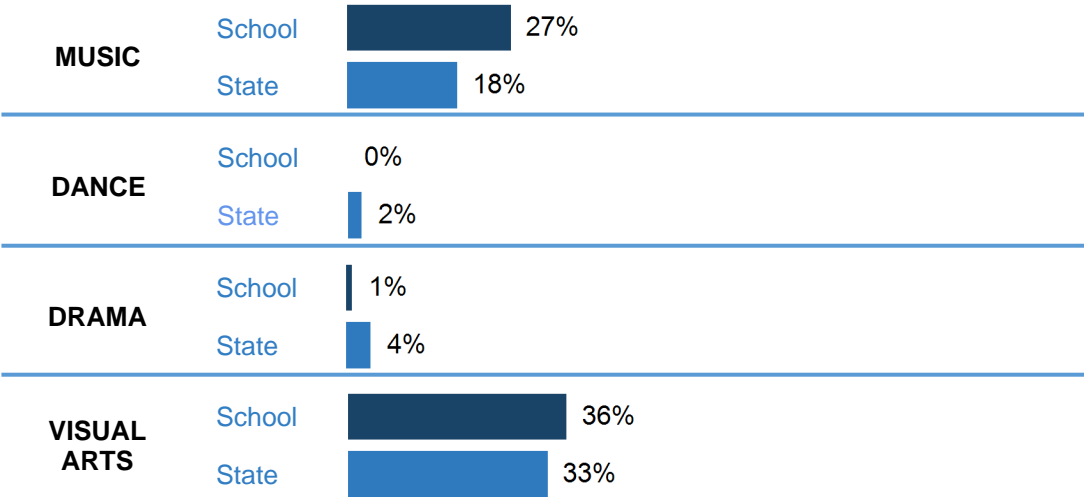


School



State

Students enrolled in one or more classes by discipline:





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

Graduation Rates

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

Student Group	School - Class of 2017: 4 Year Rate	State - Class of 2017: 4 Year Rate	School - Class of 2016: 5 Year Rate	State - Class of 2016: 5 Year Rate	Class of 2016: 4 Year Rate	Class of 2016: 4 Year Target	Met Target?	Class of 2015: 5 Year Rate	Class of 2015: 5 Year Target	Met Target?
Schoolwide	92.8%	90.5%	96.1%	91.8%	92.4%	92.4%	Met Target	93.1%	94.3%	Not Met
White	93.8%	94.5%	96.7%	95.1%	95.3%	N	Met Goal	94.4%	95.1%	Not Met
Hispanic	79.4%	84.3%	*	86.3%	*	86.6%	Not Met	*	80.8%	Met Target
Black or African American	92.3%	83.4%	100.0%	85.3%	100.0%	**	**	85.0%	N	N
Asian, Native Hawaiian or Pacific Islander	*	96.6%	100.0%	97.5%	96.0%	N	Met Goal	92.6%	96.0%	Not Met
American Indian or Alaska Native	100.0%	92.3%	N	86.6%	N	N	N	N	N	N
Two or More Races	*	91.9%	*	93.7%	*	**	**	*	**	**
Economically Disadvantaged Students	78.4%	83.9%	95.9%	85.6%	83.0%	83.5%	Not Met	83.8%	85.7%	Not Met
Students with Disabilities	85.3%	78.8%	82.0%	82.1%	71.0%	N	N	57.9%	**	**
English Learners	*	76.1%	N	79.7%	N	N	N	*	**	**
Homeless Students	N	73.2%	N	74.4%	N	N	N	*		

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

Graduation Rate Trends

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

Class of	4-Year Rate	5-Year Rate
2017	92.8%	-
2016	92.4%	96.1%
2015	92.3%	93.1%

Dropout Rate Trends

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

School Year	School Rate	State Rate
2016-2017	0.1%	1.1%
2015-2016	0.2%	1.1%
2014-2015	0%	1.1%



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

Postsecondary Enrollment Rates: Fall

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

Postsecondary Enrollment Rates: 16 month

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	71.1%	29.5%	70.5%
Schoolwide	84%	28.4%	71.6%
White	84%	26.7%	73.3%
Hispanic	81.5%	54.6%	45.5%
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	88%	13.6%	86.4%
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	73.9%	58.8%	41.2%
Students with Disabilities	73.9%	62.5%	37.5%
English Learners	N	N	N

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	76.1%	33.6%	66.5%	73.6%	26.4%	65.5%	34.6%
Schoolwide	87%	29%	71%	76%	24%	55%	45%
White	88.6%	26.2%	73.8%	74.2%	25.8%	49.6%	50.4%
Hispanic	78.6%	59.1%	40.9%	90.9%	9.1%	86.4%	13.6%
Black or African American	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	82.6%	21.1%	79%	73.7%	26.3%	73.7%	26.3%
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	81.5%	59.1%	40.9%	90.9%	9.1%	81.8%	18.2%
Students with Disabilities	76.1%	62.9%	37.1%	94.3%	5.7%	68.6%	31.4%
English Learners	N	N	N	N	N	N	N



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

Chronic Absenteeism

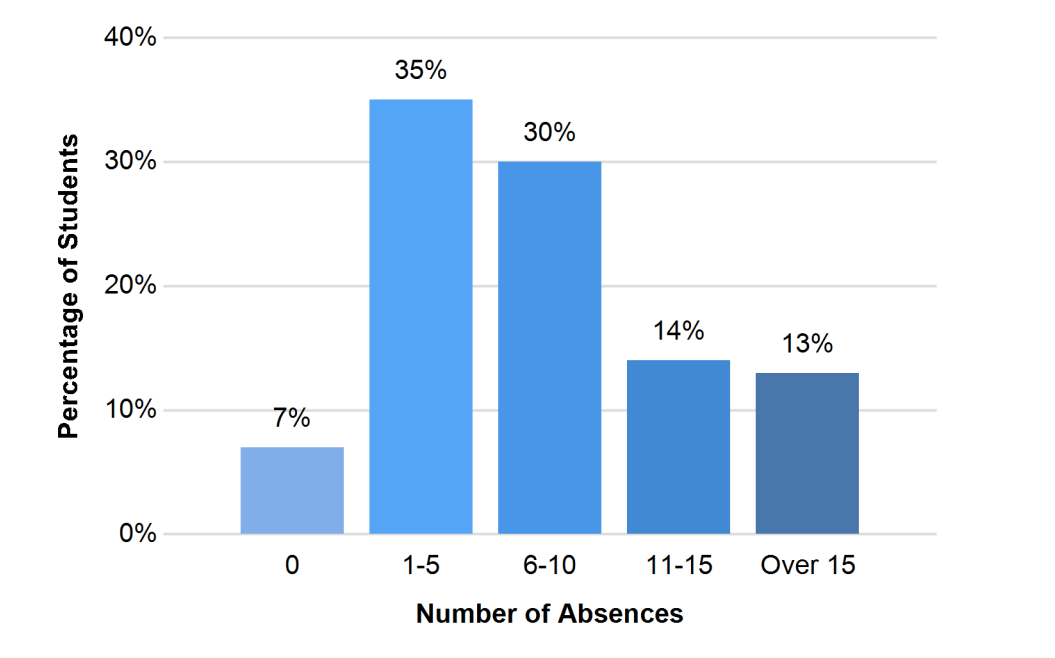
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	10.50	14.30	Met Target
White	10.80	14.30	Met Target
Hispanic	11.40	14.30	Met Target
Black or African American	6.80	14.30	Met Target
Asian, Native Hawaiian, or Pacific Islander	7.10	14.30	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	20.20	14.30	Not Met
Students with Disabilities	14.80	14.30	Not Met
English Learners	N	**	**

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

Days Absent

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



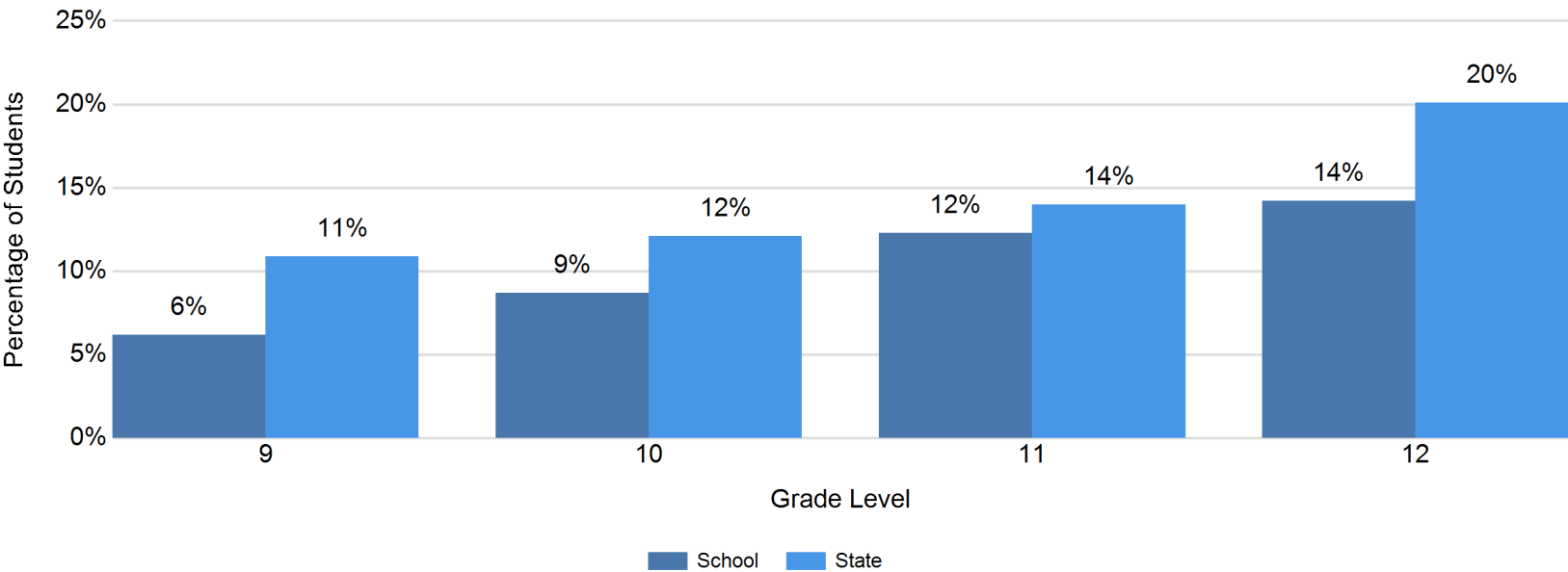


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Chronic Absenteeism by Grade

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





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School Day

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

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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	3
Vandalism	0
Weapons	3
Substances	24
Harassment, Intimidation, Bullying (HIB)	5
Total Unique Incidents	35
Incidents Per 100 Students Enrolled	2.24

Student Suspension Rate

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

Suspension Types	% of Students
In-School Suspensions	6.0%
Out-of-School Suspensions	3.1%
Any Suspension	7.6%

Student Expulsions

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

Category	Number of Students
Expulsions	0



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Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	5.1:1	354.0 kbps	100 kbps	Yes	N	Fiber	N

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$272	\$17,892	\$18,164



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

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

Teachers: All classroom teachers

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

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	142	120,724
Average years experience in public schools	12.8	11.8
Average years experience in district	10.6	10.5
Teachers in district for 4 or more years	75%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	27	9,506
Average years experience in public schools	19.3	15.9
Average years experience in district	11.5	11.6
Administrators in district for 4 or more years	85%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	11:1	11:1
Administrators	174:1	105:1
Librarian/Media Specialists		1413:1
Nurses		565:1
Counselors		217:1
Child Study Team		177:1



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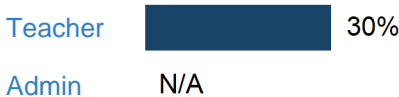
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Teachers and Administrators - Level of Education

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

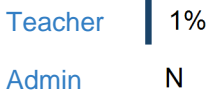
Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	93%	89%
2015-16 Administrators: Same district 2016-17	92%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	97%



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Accountability Indicator Scores and Summative Rating

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	71.1	17.5%
Mathematics Proficiency	74.9	17.5%
Graduation - 4-Year	28.5	25.0%
Graduation - 5-Year	26.0	25.0%
Chronic Absenteeism	55.1	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		47.4
Summative Rating: Percentile rank of Summative Score		45.4
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No
Requires Comprehensive Support: 4-year Graduation Rate less than or equal to 67%		No

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

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



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Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	Graduation Rate - 4-Year	Graduation Rate - 5-Year	At Risk for Consistently Underperforming Student Group
Schoolwide	47.4	6.2	No	Met Target	Met Target†	Met Target	Met Target	Not Met	No
White	54.8	6.2	No	Met Target	Met Target	Met Target	Met Goal	Not Met	No
Hispanic	44.7	6.2	No	Met Target	Met Target†	Met Target	Not Met	Met Target	No
Black or African American	**	**	No	Met Target†	**	Met Target	**	N	No
Asian, Native Hawaiian, or Pacific Islander	25.0	6.2	No	Met Target†	Not Met	Met Target	Met Goal	Not Met	No
American Indian or Alaska Native	**	**	No	**	**	**	N	N	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	38.2	6.2	No	Met Target	Not Met	Not Met	Not Met	Not Met	No
Students with Disabilities	61.8	6.2	No	Met Target	Met Target†	Not Met	N	**	No
English Learners	**	**	No	**	**	**	N	**	No

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

† Target was met within a confidence interval.



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School General Info

Principal:	Mr. MacNaughton	Email Address:	rmacnaughton@mhrd.org
Address:	50 KNOLL DRIVE DENVILLE, NJ 07834-4099	Website:	https://www.mhrd.org/mkhs
Phone:	(973)664-2201	Facebook:	https://www.facebook.com/mhrdschools
		Twitter:	https://twitter.com/mhrdschools

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:	<ul style="list-style-type: none"> • Morris Knolls High School is an internationally recognized World School with an International Baccalaureate program • Morris Knolls offers 27 Varsity Sports and over 60 clubs and activities • Morris Knolls was a 2016 College Board Advanced Placement Honor Roll Recipient
 Mission, Vision, Theme:	<p>Morris Knolls High School, in shared responsibility with all stakeholders, empowers students to become contributing members and leaders of a global society who can effectively communicate and collaborate with others, take responsibility as productive citizens, and become life-long learners.</p>
 Awards, Recognition, Accomplishments:	<p>Morris Knolls High School is recognized as a school of excellence in the areas of academics, athletics and co-curricular activities. Morris Knolls was named as a Star School by the NJ Department of Education. Most recently, we were again recognized by New Jersey Monthly Magazine as one of the top high schools in New Jersey. In 2016, Morris Knolls was recognized as a College Board Advanced Placement Honor Roll Recipient and in 2017, 93 students earned AP Scholar Awards.</p>






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 Courses, Curriculum, Instruction:	<p>Programs offered at Morris Knolls are designed to meet the needs and abilities of all students. Twenty-four Advanced Placement Courses and 27 honors courses are offered. In addition to the rigorous academic curriculum, a work-study program and technical programs are also available through a partnership with the Morris County School of Technology. Morris Knolls is also an IB World School with an internationally recognized program focused on globalism and critical thinking.</p>
 Sports and Athletics:	<p>Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Co-ed), Cross-Country (Co-ed), Fencing (Co-ed), Field Hockey (Girls), Football (Boys), Golf (Co-ed), Ice Hockey (Boys), Lacrosse (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Co-ed), Track and Field - Winter (Co-ed), Volleyball (Girls), Wrestling (Boys)</p> <p>The Athletic Department provides our student-athletes with a organized and successful program of interscholastic athletics. There are currently 27 sports offered at the varsity and sub-varsity levels. Morris Knolls Athletics has established itself as one of the best athletic programs in Morris County. Varsity Teams have won a total of 204 championships. This includes 58 State and State Sectional Championships, 110 Conference Championships, and 36 Morris County Championships.</p>
 Clubs and Activities:	<p>Over 60 clubs and activities are offered to students providing opportunities for volunteerism, leadership, and service.</p>








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 Staff and Professional Learning:	<p>Morris Knolls has been recognized by the U.S. Department of Education for its Staff Development Program. The Staff Development Program was one of sixteen programs nationwide recognized in the National Awards Program for Model Professional Development. An instructional coaching model has also been recently implemented to promote teacher growth and student achievement.</p>
 Postsecondary Information:	<p>94 % of our students further their education at the post-secondary level attending colleges and universities. Other students join the military or enter the workforce. Students have access to a College and Career Center and Naviance Software to understand college possibilities, explore admission statistics, explore occupations, and identify possible majors.</p>
 Student Supports and Services:	<p>Special Services are available at Morris Knolls High School for students with learning/language disabilities, and multiple disabilities. Supplemental support programs and resource center programs along with opportunities under various funded programs are available to assist students.</p>
 Student Health and Wellness:	<p>The Morris Knolls High School Wellness Committee exists to promote health and wellness of the school community through education and initiatives. Nutrition programs are offered through cafeteria services and students have access to a Strength and Conditioning Center and Fitness Center throughout the day.</p>
 Parent and Community Involvement:	<p>Morris Knolls High School encourages parent and community involvement through the Home and School Association, various booster clubs, and committees. These organizations provide opportunities for collaboration with all district stakeholders. Parents also have access to our ASPEN parent portal for detailed student information and school wide communication.</p>



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<div>A blue icon of a school building with a flag on top.</div> <div>Facilities:</div>	Morris Knolls High School is a comprehensive high school with newly renovated science labs, technology centers, and computer labs throughout the building. Students will now have access to a new state of the art media center, which will be completed for the 2018-19 school year. Morris Knolls is also home to modern athletic facilities, a theater and multiple art studios.
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Other Information:

Morris Knolls High School continues to promote the success of all students by working together with our school community to foster a culture of academic achievement and excellence. Partnering with our parents and community members, we have developed many programs that will provide our students with a truly challenging and enriching high school experience. Our International Baccalaureate Program (IB) is an internationally recognized and respected rigorous course of study focused on international mindedness, concurrency of learning, and community service. Students accepted into the IB Diploma Program will take a series of IB courses in 6 areas of study (English, World Language, Individuals and Societies, Mathematics and Computer Science, Experimental Sciences, and the Arts/Electives) in their junior and senior years. Students from any of the four sending districts may apply to become IB Diploma students at Morris Knolls High School in their 8th grade year. Morris Knolls High School has been approved as a NJ Interdistrict Choice District and out-of-district students may also be admitted to the IB Program through School Choice. Students will participate in a competitive admissions process. An Academy of Performing Arts, in partnership with the Morris County School of Technology, will begin at Morris Knolls during the 2018-2019 school year. It will be a highly focused four year program for Morris County students with career interests in dance, theatre, and vocal performance. The program will provide a unique, nurturing, and challenging learning environment for students who are gifted in the performing arts. We are committed to providing a personalized learning experience for all of our students through a comprehensive and diverse curriculum. Our programs provide students with unlimited opportunities for students to reach their full potential.