NJ SCHOOL PERFORMANCE REPORT

Warren Hills Regional High School
(41-5465-050)
Grades Offered: 09-12
2018-2019

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

How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:

Warren Hills Regional High School
(41-5465-050)
Grades Offered: 09-12
2018-2019

School Contact Information

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

Type	Contact Information
County	Warren
District	Warren Hills Regional School District
Principal Name	Mr. Christopher Kavcak
Address	41 JACKSON VALLEY ROAD WASHINGTON, NJ 07882
Phone Number	908-689-3050
Email Address	kavcakc@warrenhills.org
Website	https://www.warrenhills.org/hs
Facebook	https://www.facebook.com/whrhighschool
Twitter	https://twitter.com/whrhighschool

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

Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
9	293	325	310
10	290	280	318
11	326	282	282
12	303	321	279
Total	1,212	1,208	1,189

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	51.3%	50.5%	50.0%
Male	48.7%	49.5%	50.0%
Economically Disadvantaged Students	17.3%	15.1%	15.7%
Students with Disabilities	13.9%	12.3%	12.4%
English Learners	1.8%	1.8%	2.9%
Homeless Students	0.5%	0.9%	0.9%
Students in Foster Care	0.0%	0.2%	0.0%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	79.5%	78.6%	75.3%
Hispanic	10.6%	11.3%	13.5%
Black or African American	6.4%	5.9%	6.8%
Asian	3.5%	4.1%	3.8%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.0%	0.2%	0.7%

Enrollment Trends by Full and Shared Time Status

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

Enrollment Status	2016-17	2017-18	2018-19
Full Time Students	1,212	1,208	1,189
Shared Time Students	0	0	0
Full Time Equivalent	1,212	1,208	1,189

Enrollment by Home Language

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

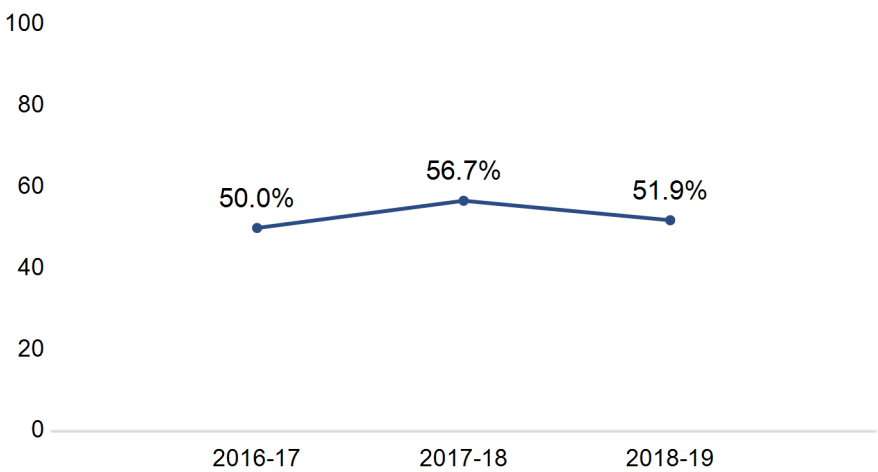| Home Language	% of Students
English	82.6%
Spanish	9.4%
Other Languages	8.0%

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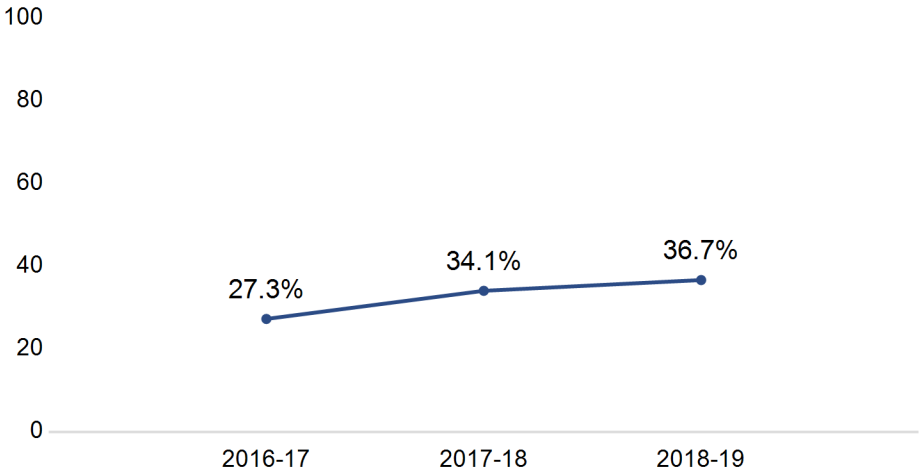 † This indicates a table specific note, see note below table

English Language Arts and Mathematics Performance Trends

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

ELA Proficiency Rate for Federal Accountability

- 2016-17: 50.0%
- 2017-18: 56.7%
- 2018-19: 51.9%

Math Proficiency Rate for Federal Accountability

- 2016-17: 27.3%
- 2017-18: 34.1%
- 2018-19: 36.7%

Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	96.9%	99.1%	98.9%	97.3%	99.1%	98.9%
Proficiency Rate for Federal Accountability	50.0%	56.7%	51.9%	27.3%	34.1%	36.7%
Annual Target	49.5%	51.1%	52.7%	23.9%	26.8%	29.8%
Met Annual Target?	Met Target	Met Target	Met Target†	Met Target	Met Target	Met Target
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

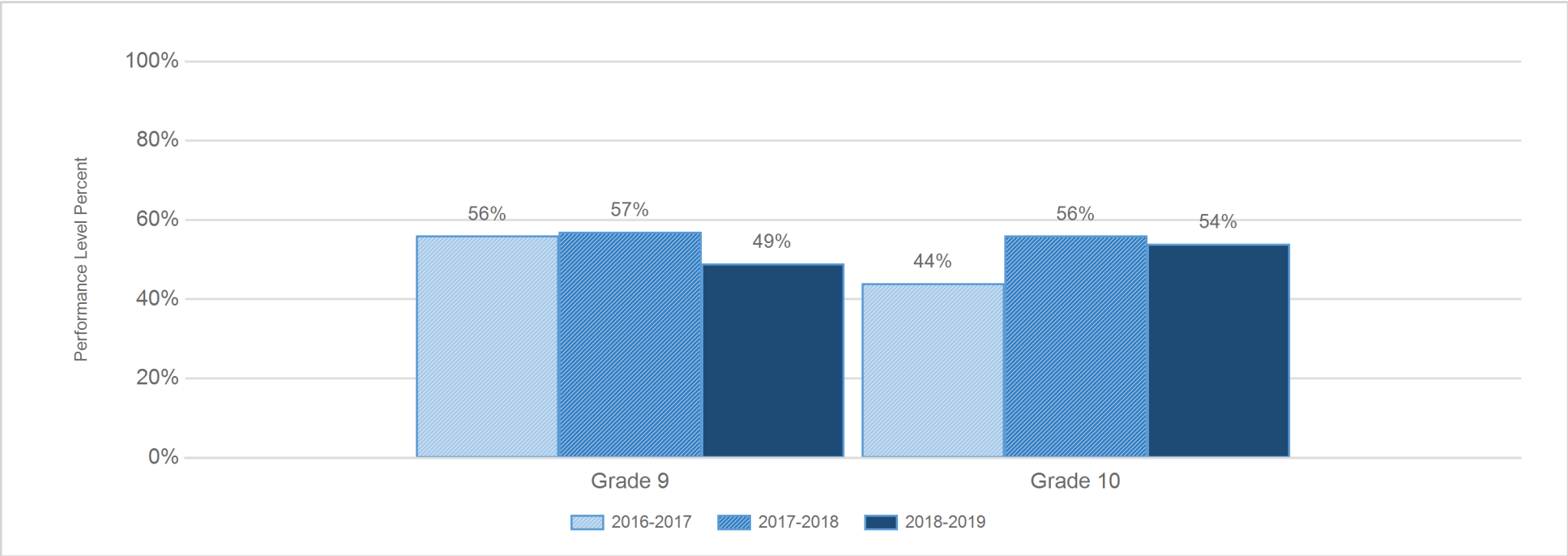† Target was met within a confidence interval.

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English Language Arts Assessment - Participation and Performance

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

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	605	98.9	51.9	53.2	57.9	51.9	52.7	Met Target†
White	463	98.9	51.6	53.6	66.9	51.6	53.3	Met Target†
Hispanic	86	97.8	48.8	50.3	43.9	48.8	48	Met Target
Black or African American	33	100.0	45.5	39.7	38.5	45.5	45.5	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	82.9	*	**	**
American Indian or Alaska Native	N	N	N	N	56.0	N	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	306	100.0	61.4	62.7	64.8	61.4		
Male	299	97.7	42.1	43.6	51.3	42.1		
Economically Disadvantaged Students	90	98.9	42.2	38.1	40.0	42.2	41.8	Met Target
Non-Economically Disadvantaged Students	515	98.9	53.6	56.3	67.9	53.6		
Students with Disabilities	78	96.3	11.5	11.0	22.7	11.5	15.9	Met Target†
Students without Disabilities	527	99.3	57.9	60.5	65.1	57.9		
English Learners	16	100.0	*	*	29.3	*	**	**
Non-English Learners	589	98.8	*	*	60.6	*		
Homeless Students	*	*	*	*	29.1	*		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

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English Language Arts Assessment - Performance Trends

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

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English Language Arts Assessment - Performance by Grade: Grade 9

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	301	748	748	753	7%	18%	26%	37%	13%	49%	56%
White	223	747	747	762	6%	21%	24%	37%	12%	49%	65%
Hispanic	53	748	748	737	*	*	32%	*	*	47%	40%
Black or African American	17	745	745	732	*	*	*	*	*	47%	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	783	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	754	N	N	N	N	N	N	57%
Two or More Races	*	*	*	761	*	*	*	*	*	*	63%
Female	149	755	755	760	*	*	28%	40%	16%	56%	63%
Male	152	740	740	746	*	*	24%	34%	9%	43%	49%
Economically Disadvantaged Students	57	741	741	734	*	23%	21%	*	*	46%	36%
Non-Economically Disadvantaged Students	244	749	749	762	*	17%	27%	*	*	50%	65%
Students with Disabilities	41	716	716	717	*	*	*	*	*	*	17%
Students without Disabilities	260	753	753	760	*	*	*	*	*	*	63%
English Learners	10	706	706	693	*	*	*	*	*	*	*
Non-English Learners	291	749	749	755	*	*	*	*	*	*	*
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	22%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	56%
Migrant Students	N	N	N	715	N	N	N	N	N	N	23%

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English Language Arts Assessment - Performance by Grade: Grade 10

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	304	753	753	757	12%	14%	20%	35%	19%	54%	58%
White	238	753	753	767	13%	13%	21%	34%	19%	53%	67%
Hispanic	34	741	741	738	*	*	*	*	*	50%	43%
Black or African American	17	743	743	733	*	*	*	*	*	41%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	792	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	754	N	N	N	N	N	N	56%
Two or More Races	*	*	*	766	*	*	*	*	*	*	65%
Female	159	765	765	766	*	*	19%	40%	25%	65%	66%
Male	145	739	739	749	*	*	21%	28%	12%	41%	51%
Economically Disadvantaged Students	34	737	737	735	*	*	*	*	*	35%	40%
Non-Economically Disadvantaged Students	270	755	755	767	*	*	*	*	*	56%	67%
Students with Disabilities	32	704	704	711	*	*	*	*	*	*	19%
Students without Disabilities	272	758	758	765	*	*	*	*	*	*	65%
English Learners	*	*	*	687	*	*	*	*	*	*	*
Non-English Learners	*	*	*	760	*	*	*	*	*	*	*
Homeless Students	*	*	*	723	*	*	*	*	*	*	32%
Students in Foster Care	N	N	N	710	N	N	N	N	N	N	22%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	710	N	N	N	N	N	N	10%

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Mathematics Assessment - Participation and Performance

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

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	610	98.9	36.7	37.0	44.5	36.7	29.8	Met Target
White	464	98.9	37.5	37.9	54.1	37.5	29.1	Met Target
Hispanic	89	97.9	33.7	31.7	28.8	33.7	30.4	Met Target
Black or African American	33	100.0	24.2	22.1	23.0	24.2	30	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	76.5	*	**	**
American Indian or Alaska Native	N	N	N	N	42.7	N	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	307	99.7	41.0	39.6	44.9	41.0		
Male	303	98.1	32.3	34.4	44.2	32.3		
Economically Disadvantaged Students	93	99.0	25.8	21.8	26.3	25.8	27.6	Met Target†
Non-Economically Disadvantaged Students	517	98.9	38.7	40.2	54.9	38.7		
Students with Disabilities	82	97.6	*	*	17.4	*	13	Not Met
Students without Disabilities	528	99.1	*	*	50.0	*		
English Learners	17	100.0	*	*	25.0	*	**	**
Non-English Learners	593	98.8	*	*	46.5	*		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.
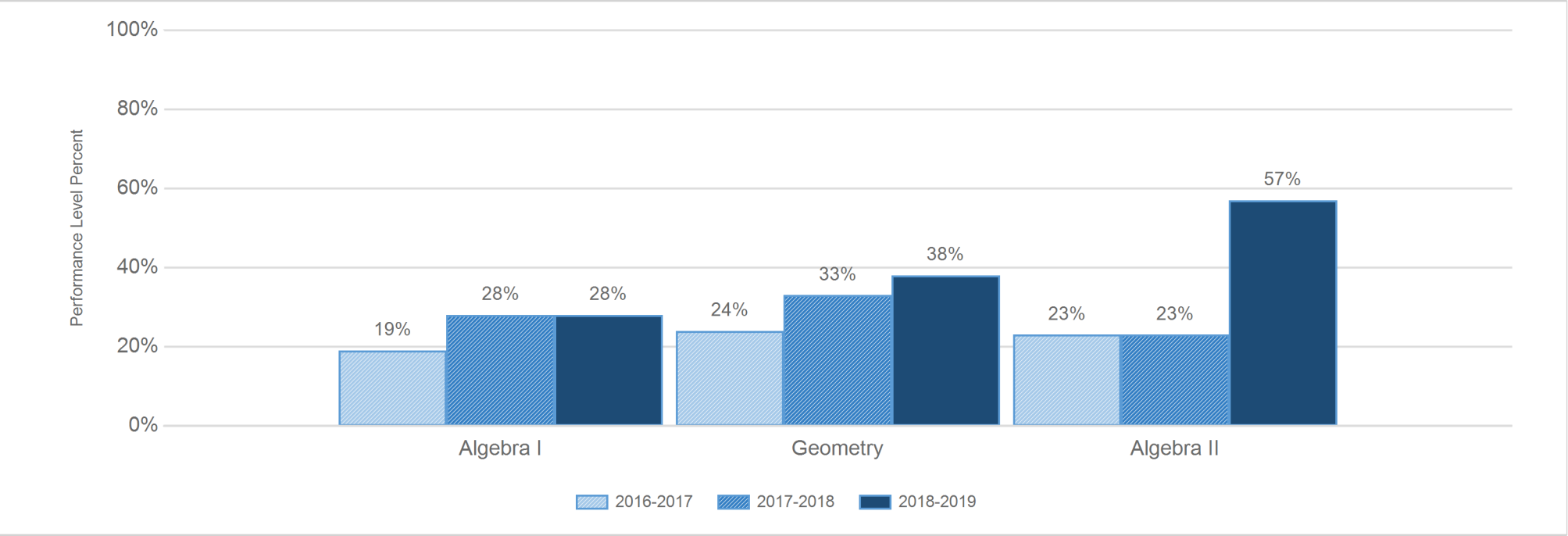
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Mathematics Assessment – Performance Trends

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

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

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Mathematics Assessment - Performance by Test: Algebra I

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	274	732	738	744	9%	31%	31%	*	*	28%	42%
White	193	734	739	752	8%	30%	34%	*	*	28%	53%
Hispanic	55	726	*	728	18%	31%	24%	27%	0%	27%	24%
Black or African American	20	734	*	725	0%	*	*	*	*	30%	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	*	*	*	752	*	*	*	*	*	*	51%
Female	126	732	739	745	10%	30%	32%	*	*	29%	44%
Male	148	732	737	743	9%	31%	31%	*	*	28%	41%
Economically Disadvantaged Students	55	725	*	727	*	38%	25%	*	*	22%	23%
Non-Economically Disadvantaged Students	219	734	*	752	*	29%	33%	*	*	30%	52%
Students with Disabilities	48	712	*	717	*	*	*	*	*	*	12%
Students without Disabilities	226	737	*	748	*	*	*	*	*	*	47%
English Learners	16	708	708	710	*	*	*	*	*	*	*
Non-English Learners	258	734	740	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%

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Mathematics Assessment - Performance by Test: Geometry

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	255	738	738	737	8%	24%	29%	*	*	38%	35%
White	203	740	740	743	8%	21%	31%	*	*	40%	43%
Hispanic	33	733	733	724	*	*	*	36%	0%	36%	17%
Black or African American	11	722	722	720	*	*	*	*	*	*	14%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	762	*	*	*	*	*	*	70%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	37%
Two or More Races	*	*	*	745	*	*	*	*	*	*	46%
Female	135	743	743	738	8%	17%	27%	*	*	47%	36%
Male	120	733	733	736	8%	32%	32%	*	*	28%	34%
Economically Disadvantaged Students	39	727	727	722	*	38%	*	*	*	28%	16%
Non-Economically Disadvantaged Students	216	740	740	743	*	21%	*	*	*	40%	43%
Students with Disabilities	26	703	703	712	*	*	*	*	*	*	*
Students without Disabilities	229	742	742	741	*	*	*	*	*	*	*
English Learners	*	*	*	708	*	*	*	*	*	*	*
Non-English Learners	*	*	*	738	*	*	*	*	*	*	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	739	N	N	N	N	N	N	35%
Migrant Students	N	N	N	711	N	N	N	N	N	N	19%

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Mathematics Assessment - Performance by Test: Algebra II

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	84	758	758	755	0%	*	32%	*	*	57%	58%
White	66	758	758	758	0%	*	32%	*	*	58%	62%
Hispanic	*	*	*	731	*	*	*	*	*	*	34%
Black or African American	*	*	*	725	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	10	760	760	777	0%	*	*	*	*	60%	80%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	55%
Two or More Races	N	N	N	761	N	N	N	N	N	N	65%
Female	49	755	755	752	0%	*	*	*	*	53%	55%
Male	35	762	762	758	0%	*	*	*	*	63%	62%
Economically Disadvantaged Students	*	*	*	729	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	65%
Students with Disabilities	*	*	*	715	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	756	*	*	*	*	*	*	60%
English Learners	N	N	N	696	N	N	N	N	N	N	11%
Non-English Learners	84	758	758	755	0%	*	32%	*	*	57%	59%
Homeless Students	N	N	N	717	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	715	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	39%
Migrant Students	N	N	N	*	N	N	N	N	N	N	*

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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	69.2%	40.9%	Exceeds

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	19	84.2%	15.8%
3-4	12	66.7%	33.3%
5 or more	*	*	*

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

NJSLA Science Assessment: Grade 11 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.
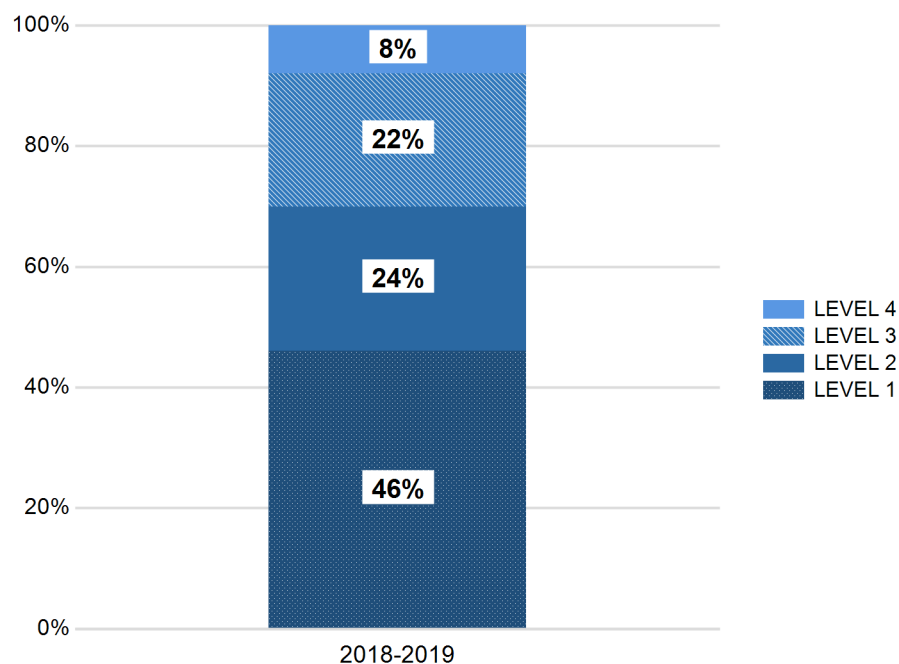
NJSLA Science Assessment: Grade 11

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	46	24	22	8
White	46	24	22	8
Hispanic	56	22	19	4
Black or African American	57	30	13	0
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	40	26	28	6
Male	54	22	14	10
Economically Disadvantaged Students	61	20	17	2
Non-Economically Disadvantaged Students	43	25	23	9
Students with Disabilities	85	7	4	4
Students without Disabilities	42	26	24	8
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

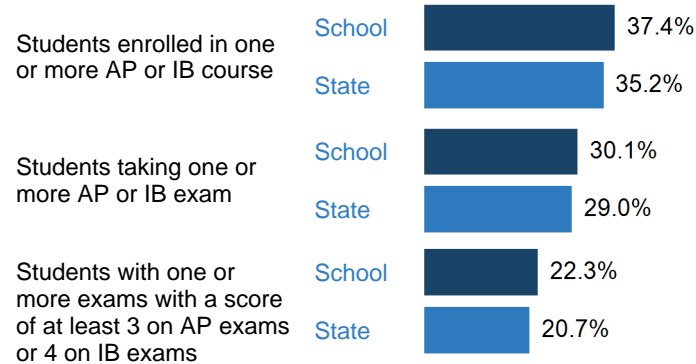**NJ SCHOOL PERFORMANCE REPORT**

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

PSAT, SAT, & ACT - Participation

This table shows information about participation on the PSAT, SAT, and ACT exams. PSAT participation is the percentage of 10th and 11th graders that took the PSAT 10 or PSAT NMSQT exam in 2018-19. SAT and ACT participation rates show the percentage of 12th graders that have taken the SAT or ACT this year or in prior years.

Participation Type	School Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2018-19	60.2%	84.5%
12th graders taking SAT in 2018-19 or prior years	72.8%	72.1%
12th graders taking ACT in 2018-19 or prior years	18.3%	19.6%

PSAT, SAT, & ACT - Performance

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

Participation Type	School Average Score	State Average Score	College Readiness Benchmarks	School - Students Scores at or above Benchmark	State - Students Scores at or above Benchmark
PSAT 10/NMSQT - Reading and Writing	480	476	Grade 10: 430 Grade 11: 460	69%	61%
PSAT 10/NMSQT - Math	467	477	Grade 10: 480 Grade 11: 510	44%	43%
SAT - Reading and Writing	551	539	480	78%	70%
SAT - Math	526	541	530	49%	53%
ACT - Reading	23	25	22	63%	66%
ACT - English	22	24	18	80%	81%
ACT - Math	21	24	22	41%	65%
ACT - Science	22	24	23	43%	57%

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

AP/IB Coursework – Participation and Performance

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

Students enrolled in one or more AP or IB course
School 37.4%
State 35.2%

Students taking one or more AP or IB exam
School 30.1%
State 29.0%

Students with one or more exams with a score of at least 3 on AP exams or 4 on IB exams
School 22.3%
State 20.7%

Dual Enrollment Coursework - Participation

This graph shows the percentage of 11th and 12th graders who were enrolled in at least one dual enrollment course during the school year. Dual enrollment courses allow high school students to enroll in college courses for credit prior to their high school graduation.

Students enrolled in one or more dual enrollment course
School 62.2%
State 19.0%
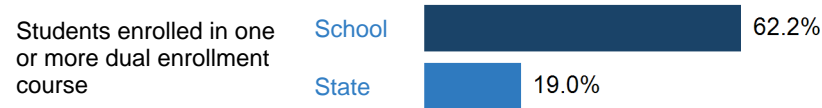
AP/ IB Courses Offered

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

AP/IB Course	Students Enrolled	Students Tested
AP Biology	34	33
AP Calculus AB	18	16
AP Chemistry	8	3
AP Computer Science A	41	36
AP Computer Science Principles	17	17
AP English Language and Composition	47	43
AP English Literature and Composition	40	35
AP Environmental Science	25	24
AP European History	15	9
AP Macroeconomics	0	1
AP Physics 1	29	26
AP Physics 2	17	13
AP Physics C: Mechanics	0	2
AP Psychology	0	1
AP Spanish Language	11	5
AP Statistics	31	27

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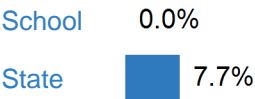(41-5465-050)
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AP/IB Course	Students Enrolled	Students Tested
AP Studio Art—Two-Demensional	3	2
AP U.S. Government and Politics	51	30
AP U.S. History	38	33
AP World History	8	3
Total Exams taken		359
Exams with scores of at least 3 on AP exams or 4 on IB exams		256

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

Career and Technical Education Participation

The graphs below show the percentage of students in grades 9 through 12 who were enrolled in courses in approved Career and Technical Education (CTE) programs. Students enrolled in shared-time Career and Technical Education programs in a county vocational school district are included in the percentages for both the county vocational school and their sending school.

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

School 0.0%

State 7.7%

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

School 0.0%

State 10.3%
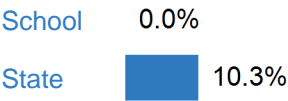
Structured Learning Experiences Participation

The graph below shows the percentage of students in grades 9 through 12 who participated in Structured Learning Experiences during the school year. Structured Learning Experiences can include work-based learning programs, internships, apprenticeships, and service learning experiences and can be paid or unpaid.

Structured Learning Experiences

School *

State 3.3%

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Career and Technical Education Participation by Student Group

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

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

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Industry-Valued Credentials

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

Students Earning Industry-Valued Credentials

School   0.0%

State   0.9%

Industry-Valued Credentials by Career Cluster

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

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total credentials earned
Total (All Clusters)	0	0	0

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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	244	63	1	0	0	0	18
10	32	224	83	0	0	0	21
11	6	32	143	63	0	25	35
12	0	1	59	33	50	88	20
Total	282	320	286	96	50	113	94
Enrolled in AP/IB Course					18	31	0
Enrolled in Dual Enrollment Course	0	0	36	0	18	31	0

Science - Course Participation

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

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	77	0	0	229	0	16
10	193	104	0	12	0	15
11	42	176	0	13	35	48
12	12	21	0	15	49	51
Total	324	301	0	269	84	130
Enrolled in AP/IB Course	34	8		25	46	0
Enrolled in Dual Enrollment Course	34	8	0	25	46	0

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Social Studies and History - Course Participation

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

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	308	1	0	0	0	11
10	7	300	0	0	13	29
11	7	271	0	0	34	26
12	8	13	0	0	52	92
Total	330	585	0	0	99	158
Enrolled in AP/IB Course	8	38	0	0		64
Enrolled in Dual Enrollment Course	0	38	0	0	0	15

World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	205	41	0	0	43	0	11
10	175	34	0	0	74	0	4
11	81	17	0	0	39	0	4
12	20	2	0	0	8	0	1
Total	481	94	0	0	164	0	20
Enrolled in AP/IB Course	11	0	0	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	173	35	0	0	83	0	0

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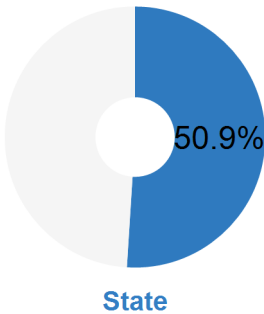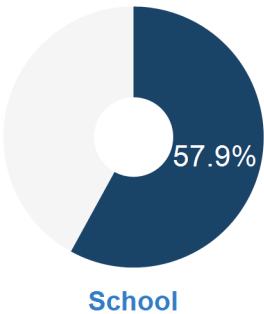(41-5465-050)
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Information about New Jersey Student Learning Standards can be found on the NJDOE website. An English course participation table is not included below because students are required to take four years of English in high school. Detailed information about students enrolled in AP/IB courses in English Language Arts and other subject areas is available in the AP/IB Courses Offered table in the College and Career Readiness Section of this report.

Computer Science and Information Technology – Course Participation

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

Grade	Computer Programming	Computing Systems	Other Computer Science	Networking	Information Systems	Other IT
9	17	0	19	0	0	0
10	19	0	18	0	0	0
11	20	0	26	0	0	0
12	18	0	36	0	0	0
Total	74	0	99	0	0	0
Enrolled in AP/IB Course	41		17			0
Enrolled in Dual Enrollment Course	41	0	89	0	0	0

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Seal of Biliteracy

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

Language	Students Earning a Seal of Biliteracy
French	*
German	*
Spanish	21
Total	32

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Visual and Performing Arts – Course Participation

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

Grades 9-12:

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

57.9% School

50.9% State

Students enrolled in one or more classes by discipline:

MUSIC
School 17.9%
State 17.6%

DANCE
School 0.0%
State 2.3%

DRAMA
School 4.8%
State 3.9%

VISUAL ARTS
School 42.1%
State 32.9%

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

Graduation Rate Trends and Progress

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

4-Year Graduation Rate Trends

Cohort 2017: 93.5%
Cohort 2018: 94.0%
Cohort 2019: 91.9%

5-Year Graduation Rate Trends
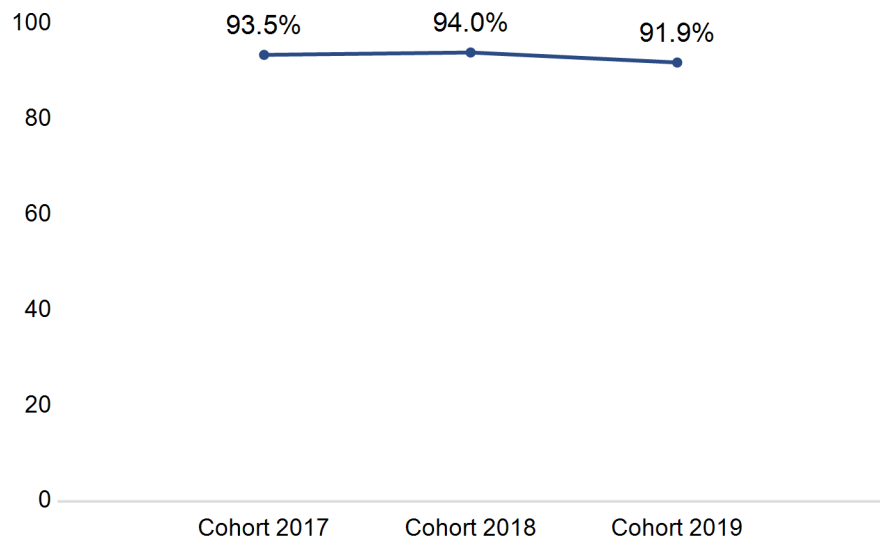
Cohort 2016: 95.0%
Cohort 2017: 96.0%
Cohort 2018: 96.6%
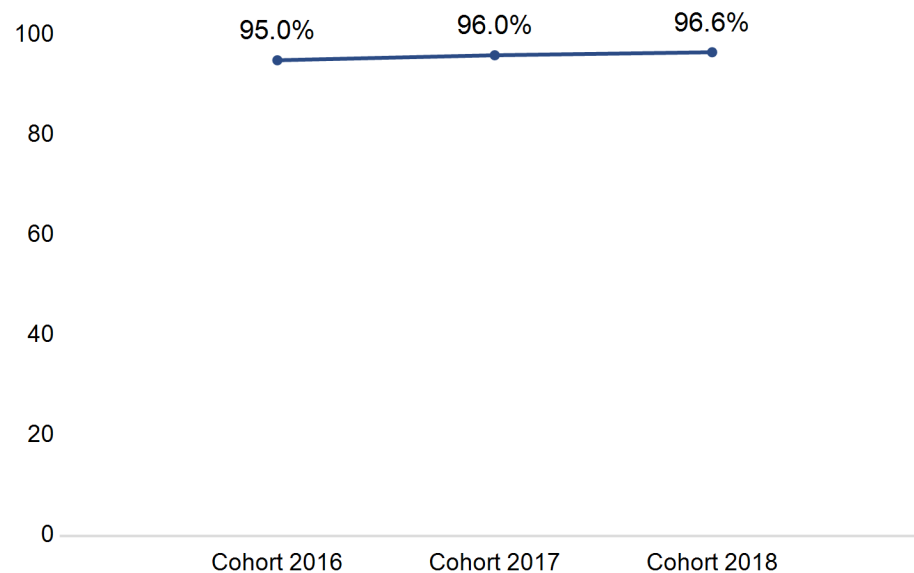
Performance Measure	Cohort 2017 4-Year Rate	Cohort 2018 4-Year Rate	Cohort 2019 4-Year Rate	Cohort 2016 5-Year Rate	Cohort 2017 5-Year Rate	Cohort 2018 5-Year Rate
Graduation Rate	93.5%	94.0%	91.9%	95.0%	96.0%	96.6%
Annual Target	91.2%	91.4%		N	N	
Met Annual Target?	Met Target	Met Target		Met Goal	Met Goal	
Statewide Graduation Rate	90.5%	90.9%	90.6%	91.8%	92.4%	92.5%

NJ SCHOOL PERFORMANCE REPORT

Warren Hills Regional High School
(41-5465-050)
Grades Offered: 09-12
2018-2019

Report Key:
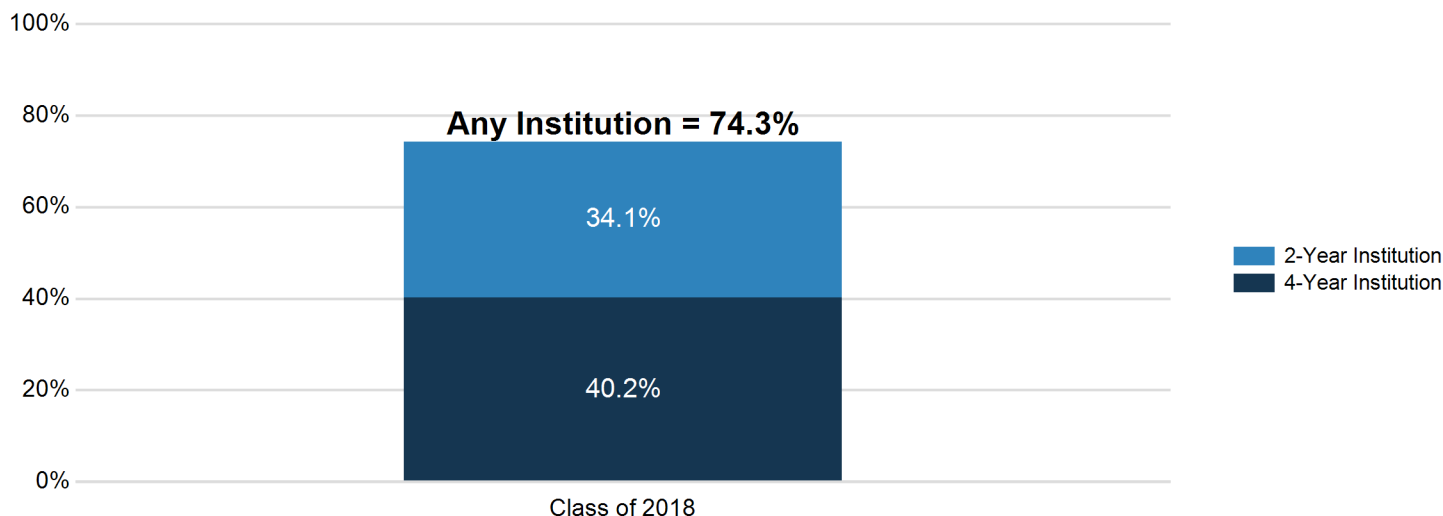 * Data is not displayed in order to protect student privacy
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Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the NJDOE Graduation Rate page.

Graduation Rates

This table shows 4-year and 5-year graduation rates both overall and by student group. Annual ESSA accountability targets for the Class of 2018 4-year rate and the Class of 2017 5-year rates are included with a flag for whether the annual targets were met. Student group rows where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these accountability resources.

Student Group	School - Class of 2019: 4 Year Rate	State - Class of 2019: 4 Year Rate	School - Class of 2018: 5 Year Rate	State - Class of 2018: 5 Year Rate	Class of 2018: 4 Year Rate	Class of 2018: 4 Year Target	Class of 2018: Met Target	Class of 2017: 5 Year Rate	Class of 2017: 5 Year Target	Class of 2017: Met Target
Schoolwide	91.9%	90.6%	96.6%	92.5%	94.0%	91.4%	Met Target	96.0%	N	Met Goal
White	92.4%	94.9%	96.4%	95.9%	94.6%	91.9%	Met Target	96.2%	N	Met Goal
Hispanic	85.7%	84.5%	100.0%	87.3%	93.5%	82.2%	Met Target	89.3%	81.6%	Met Target
Black or African American	95.5%	83.3%	92.9%	87.1%	86.7%	**	**	100.0%	**	**
Asian, Native Hawaiian or Pacific Islander	100.0%	96.9%	*	97.8%	*	**	**	*	**	**
American Indian or Alaska Native	N	92.2%	N	88.9%	*	**	**	N	N	N
Two or More Races	N	91.4%	*	94.2%	*	**	**	*	**	**
Female	96.2%	92.8%	97.1%	94.4%	95.5%			96.4%		
Male	88.6%	88.5%	96.1%	90.8%	92.4%			95.4%		
Economically Disadvantaged Students	81.3%	84.0%	95.5%	87.3%	86.1%	84.3%	Met Target	93.7%	89.2%	Met Target
Students with Disabilities	73.8%	79.2%	89.6%	83.8%	79.2%	72.1%	Met Target	96.6%	N	Met Goal
English Learners	*	75.4%	*	80.1%	*	**	**	*	**	**
Homeless Students	N	74.6%	*	78.3%	*			*		
Students in Foster Care	N	57.6%	*	82.5%	*			N		
Migrant Students	N	83.3%	N	85.0%	N			N		

Warren Hills Regional High School
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Graduation Pathways

This table shows the percentage of Cohort 2019 graduates that met high school graduation requirements through each type of graduation pathway for both English Language Arts (ELA) and Math.

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
Statewide Assessment	74.0%	62.3%
Substitute Competency Test	20.5%	24.9%
Portfolio Appeals Process	2.2%	6.6%
Alternate Requirements specified in IEP	3.3%	6.2%
Unknown	0.0%	0.0%

Dropout Rate Trends

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

School Year	School Rate	State Rate
2018-2019	0.9%	1.2%
2017-2018	0.5%	1.2%
2016-2017	0.2%	1.1%

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

Postsecondary Enrollment Rate Summary

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

Postsecondary Enrollment 16 months after Graduation

Any Institution = 74.3%
- 34.1% (2-Year Institution)
- 40.2% (4-Year Institution)

Class of 2018

Performance Measure	Class of 2018
% Enrolled in 2-Year Institution	34.1%
% Enrolled in 4-Year Institution	40.2%
% Enrolled in Any Postsecondary Institution	74.3%

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Postsecondary Enrollment Rates: Fall

This table shows information about Class of 2019 high school graduates enrolled in postsecondary institutions by the fall of 2019. The first column shows the percentage of graduates enrol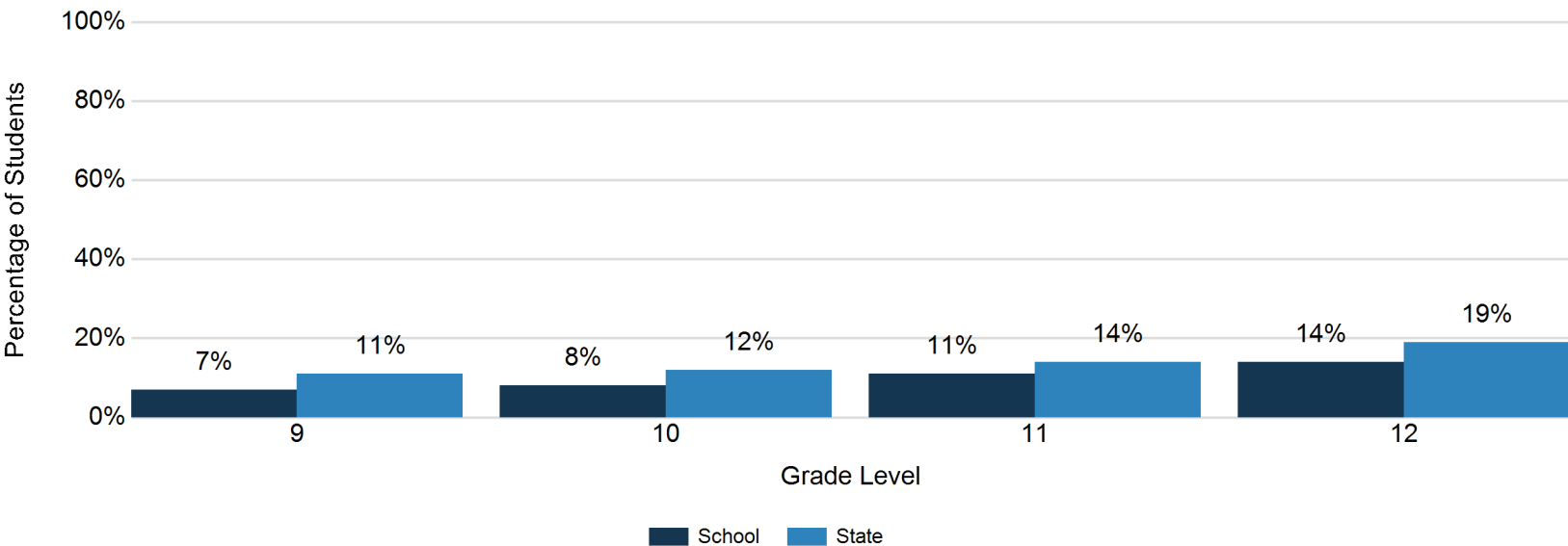led in any postsecondary institution, and the next two columns show the percentage of those enrolled students that were enrolled in 2-year and 4-year institutions.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	72%	28.7%	71.3%
Schoolwide	75.9%	41.8%	58.2%
White	77.8%	42.2%	57.8%
Hispanic	63.9%	47.8%	52.2%
Black or African American	76.2%	43.8%	56.3%
Asian, Native Hawaiian, or Pacific Islander	80%	12.5%	87.5%
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	65.9%	55.6%	44.4%
Students with Disabilities	63%	64.7%	35.3%
English Learners	*	*	*

Postsecondary Enrollment Rates: 16 month

This table shows information about Class of 2018 high school graduates enrolled in postsecondary institutions by the fall of 2019. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the following sets of columns show the percentage of those enrolled students that were enrolled in 2-year and 4-year institutions, public or private institutions, and in-state and out-of-state institutions.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	77.8%	30.9%	69.1%	72.9%	27.1%	65.5%	34.5%
Schoolwide	74.3%	45.8%	54.2%	76.7%	23.3%	67.5%	32.5%
White	76%	43.8%	56.2%	75.4%	24.6%	64.5%	35.5%
Hispanic	75%	71.4%	28.6%	95.2%	4.8%	95.2%	4.8%
Black or African American	61.1%	27.3%	72.7%	63.6%	36.4%	63.6%	36.4%
Asian, Native Hawaiian, or Pacific Islander	50%	60%	40%	80%	20%	80%	20%
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N
Economically Disadvantaged Students	63.8%	60%	40%	86.7%	13.3%	90%	10%
Students with Disabilities	43.9%	77.8%	22.2%	94.4%	5.6%	72.2%	27.8%
English Learners	*	*	*	*	*	*	*

Warren Hills Regional High School
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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	121	10.0	14.2	Met
White	92	10.1	14.2	Met
Hispanic	22	13.8	14.2	Met
Black or African American	6	7.3	14.2	Met
Asian, Native Hawaiian, or Pacific	*	*	14.2	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	55	9.2		
Male	66	10.9		
Economically Disadvantaged Students	31	16.4	14.2	Not Met
Students with Disabilities	24	14.8	14.2	Not Met
English Learners	9	26.5	14.2	Not Met
Homeless Students	2	18.2		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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

Bar chart — Percentage of Students vs. Number of Absences:
- 0: 3%
- 1-5: 28%
- 6-10: 33%
- 11-15: 20%
- Over 15: 15%

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Chronic Absenteeism by Grade

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

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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories. In addition to the 2018-19 data below, NJDOE is required, under *ESSA,* to report on the most recent, publicly-available CRDC data, which can be found on the NJDOE School Performance webpage. Please note that prior to school year 2017-2018, the CRDC and the State collection system, EVVRS did not collect the same data elements. In an effort to better align the State system with the CRDC, the new Student Safety Data System (SSDS) collects all the required CRDC data elements. NJDOE is in the process of developing a reporting function for the SSDS which will allow LEAs to use the same data for both submissions.

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	18
Weapons	1
Vandalism	2
Substances	18
Harassment, Intimidation, Bullying (HIB)	5
Total Unique Incidents	44
Incidents Per 100 Students Enrolled	3.70

Police Notifications

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

Incident Type	Incidents Reported to Police
Violence	2
Weapons	0
Vandalism	0
Substances	2
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	1	1
Disability	0	3	3
Other	0	3	3
No Identified Nature	0		0

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	38	3.2%
Any Suspension	38	3.2%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
309

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School Day

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

Category	School
Typical Start Time	7:35 AM
Typical End Time	2:20 PM
Length of School Day	6 Hrs 45 Mins
Full Time - Instructional Time	5 Hrs 30 Mins
Shared Time - Instructional Time	5 Hrs. 30 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2018-19	1:1

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

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education. Information on the percentage of teachers identified as potentially teaching out-of-field is also available by school and district.

Category	Teachers in School	Teachers in State
Total Number of teachers	105	118,214
Average years experience in public schools	13.0	12.1
Average years experience in district	10.5	10.8
Percentage of Teachers with 4 or more years experience in the district	78.1%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	13	9,530
Average years experience in public schools	15.7	16.0
Average years experience in district	6.3	12.0
Percentage of Administrators with 4 or more years experience in the district	53.8%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	11:1	11:1
Students to Administrators	238:1	133:1
Teachers to Administrators	21:1	12:1
Students to Librarians/Media Specialists		865:1
Students to Nurses		432:1
Students to Counselors		216:1
Students to Child Study Team Members		216:1

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Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	50.0%	69.5%	60.0%	48.4%	77.1%	54.9%
Male	50.0%	30.5%	40.0%	51.6%	22.9%	45.1%
White	75.3%	96.2%	100.0%	42.4%	83.6%	77.4%
Hispanic	13.5%	1.9%	0.0%	29.9%	7.3%	7.2%
Black or African American	6.8%	1.0%	0.0%	15.0%	6.6%	13.9%
Asian	3.8%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	1.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.7%	0.0%	0.0%	2.1%	0.2%	0.2%

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Teachers and Administrators - Level of Education

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

Bachelor's Degree

Teacher — 42%
Admin — N/A

Master's Degree

Teacher — 58%
Admin — 100%

Doctoral Degree

Teacher — 0%
Admin — 0%

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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	91.5%	90.5%
2017-18 Administrators: Same district 2018-19	69.2%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	96.6%

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Per-Pupil Expenditures by Source

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

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

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

Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.

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

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2018-2019

New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).

Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.

Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less

Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

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

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

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support. For additional information, the NJDOE ESSA Accountability webpage includes a list of all schools requiring comprehensive or targeted support and improvement with the amount of School Improvement Aid (SIA) funds received and information on exit criteria for identified schools.

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

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

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For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

ESSA Accountability Progress

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

ESSA Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	50.0%	56.7%	51.9%
Math Proficiency	27.3%	34.1%	36.7%
ELA Growth	N	N	N
Math Growth	N	N	N
4-Year Graduation Rate†	93.5%	94.0%	91.9%
5-Year Graduation Rate†	95.0%	96.0%	96.6%
Progress toward English Language Proficiency		50.0%	69.2%
Chronic Absenteeism	10.9%	10.5%	10.0%

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

NJ SCHOOL PERFORMANCE REPORT

Warren Hills Regional High School
(41-5465-050)
Grades Offered: 09-12
2018-2019

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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).

Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.

Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less

Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

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

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

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

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

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

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

NJ SCHOOL PERFORMANCE REPORT

Warren Hills Regional High School
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2018-2019

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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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

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School Narrative

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

Highlights:	• Warren Hills HS offers a wide variety of courses and extra-curricular activities, enabling students to interact with our school and our community, and prepare for college and careers after graduation. • Our teachers collaborate in Professional Learning Communities, focusing on student learning and achievement, essential standards and learning skills, and common measurements. • Our AP Program consistently performs above the state and global levels, and our Career Pathways provide students with direction in choosing courses and help prepare them for life beyond Warren Hills.
Mission, Vision, Theme:	The Warren Hills Regional School District challenges and empowers a dynamic, diverse student body in a supportive learning environment by providing academic and co-curricular opportunities to become successful, productive members of the global community.
Awards, Recognition, Accomplishments:	Many of our students receive awards, both within our school and in the community, which highlight their varied accomplishments. Our students received recognition from the National Center for Women & Information Technology for their accomplishments in Computer Science. The Future Farmers of America and the Archery Team received multiple honors at the state level, and the Concert Band and Select Choirs took 1st place in their categories at Music in the Parks. Individual awards include 800 SAT scores in both mathematics and verbal, the President's Volunteer Service Award, the Washington Rotary Award, and many scholarships for academic merit.

Warren Hills Regional High School
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Courses, Curriculum, Instruction:	Our high school offers a wide variety of courses to prepare students for both college and career. Students can earn college credit through over 20 AP and Dual Enrollment courses. Numerous course offerings in Science, Mathematics, Computer Science, and Engineering prepare students for a variety of STEM college majors. Our Business Department offers certification programs, enabling students to graduate with Microsoft Certifications, and a Social Media Marketing Program offers college credits with a local university.
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Boys & Girls), Cheerleading (Girls), Cross Country (Boys & Girls), Field Hockey (Girls), Football (Boys), Golf (Coed), Lacrosse (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Girls), Wrestling (Boys) Warren Hills offers 25 varsity level sports programs which compete at the high school level in the fall, winter and spring seasons. We compete in NJSIAA North II, Group III for most athletic competitions. Two runners competed in the cross country meet of champions, and our field hockey team was a group runner-up. Our bowling team captured the overall state championship. Our cheerleaders earned the Skyland Conference Champions and placed 8th at Nationals. In the spring, our 3200M girls track athlete won the overall Meet of Champions for the third consecutive year.
Clubs and Activities:	Warren Hills Regional High School offers our students many diverse extra-curricular opportunities to interact with our school and our community. Many of our student organizations commit to serving our community, including volunteering at nursing homes, cleaning trails in our community, raising money for cancer research, and inspiring younger students in computer science and the arts by hosting programs for the youth in our community. Clubs and activities are offered both during school and after school, so students with after-school commitments can still be involved.

Overview	Demographic	Academic Achievement	College and Career Readiness	Grad/ Postsecondary	Climate and Environment	Staff	Per-Pupil Expenditures	Accountability	Narrative

Warren Hills Regional High School

(41-5465-050)

Grades Offered: 09-12

2018-2019

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Before and After School Programs:	School-Based is an independent organization that operates within the school building that offers services during the school day and after school. In addition, we offer peer tutoring during our lunch block and twice a week after school.
Staff and Professional Learning:	Through Professional Learning Communities (PLCs), our district establishes collaboration and communication amongst our staff. We provide professional development opportunities to support best practices for instruction, technology integration, transition to new standards, and the implementation of PLCs. Choice is a key component of our PD approaches, enabling teachers to personalize their learning, and providing opportunities for teachers to serve as facilitators.
Postsecondary Information:	Our Guidance Department works with students throughout their high school years. We use Naviance to help students understand their interests, and plan for their future. To help prepare for post-secondary education, we host college fairs (both during the school day and at night), and we sponsor workshops for parents, such as Financial Aid Night, completing the FAFSA, and SAT testing info night. About 85% of our students go on to college after graduation.

Warren Hills Regional High School

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Grades Offered: 09-12

2018-2019

School Narrative

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Student Supports and Services:	Our Guidance and CST Departments utilize programs to support all student learners. Our Intervention and Referral Service team provides support to students and teachers to help struggling learners. Our National Honor Society has a successful peer tutoring program. All of our students benefit from the resources of our on-site School Based Youth Services Program. In addition, we offer a Peer Leadership program, which supports a healthy school culture while establishing our upperclassmen as leaders.
Student Health and Wellness:	We offer a variety of programs, in the classroom and outside of the classroom, to promote healthy living and healthy habits. Our PE and Health curriculum, taken by all students, offers education on how to make healthy choices. Lessons in Science support healthy choices and promote the importance of healthy eating. We are the first school district in NJ to offer the RAD self-defense course for our female students. Students have opportunities to join our many sports teams, offered throughout the year. Additionally, our student clubs raised money and donated two water bottle filling stations to promote hydration.

Warren Hills Regional High School

(41-5465-050)

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Climate Surveys:	Who is surveyed: Administrators, Teachers
Facilities:	We take pride in the home of the Warren Hills Blue Streaks. Our school was opened in 1967, and has had a number of expansions and renovations since then. Throughout the renovations, the building has been updated to ensure efficiency and a positive overall experience, including natural lighting through our interior courtyards. We have over 50 classrooms, a large media center, two full gyms, a weight room, a training room, a greenhouse, a large cafeteria, and an auditorium which seats over 600.

NJ SCHOOL PERFORMANCE REPORT

Warren Hills Regional Middle School
(41-5465-060)
Grades Offered: 07-08
2018-2019

How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:

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Warren Hills Regional Middle School

(41-5465-060)

Grades Offered: 07-08

2018-2019

School Contact Information

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

Type	Contact Information
County	Warren
District	Warren Hills Regional School District
Principal Name	Mr. Nicholas Remondelli
Address	64 66 CARLTON AVENUE WASHINGTON, NJ 07882
Phone Number	908-689-0750
Email Address	remondellin@warrenhills.org
Website	https://www.warrenhills.org/ms
Facebook	https://www.facebook.com/WHRMiddleSchool
Twitter	https://twitter.com/WHRMiddleSchool

Warren Hills Regional Middle School

(41-5465-060)

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2018-2019

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

Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
7	311	270	263
8	312	311	276
Total	623	581	540

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	48.2%	50.4%	51.5%
Male	51.8%	49.6%	48.5%
Economically Disadvantaged Students	20.7%	21.9%	21.5%
Students with Disabilities	17.3%	16.2%	16.7%
English Learners	1.8%	1.4%	0.9%
Homeless Students	0.5%	1.0%	0.6%
Students in Foster Care	0.6%	0.0%	0.6%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	76.2%	74.9%	73.5%
Hispanic	14.1%	15.1%	14.3%
Black or African American	6.1%	6.0%	6.9%
Asian	2.9%	2.4%	3.3%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.6%	1.5%	2.0%

Enrollment by Home Language

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

| Home Language	% of Students
English	87.4%
Spanish	7.0%
Other Languages	5.6%

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Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measures by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.

ELA Median Student Growth Percentile
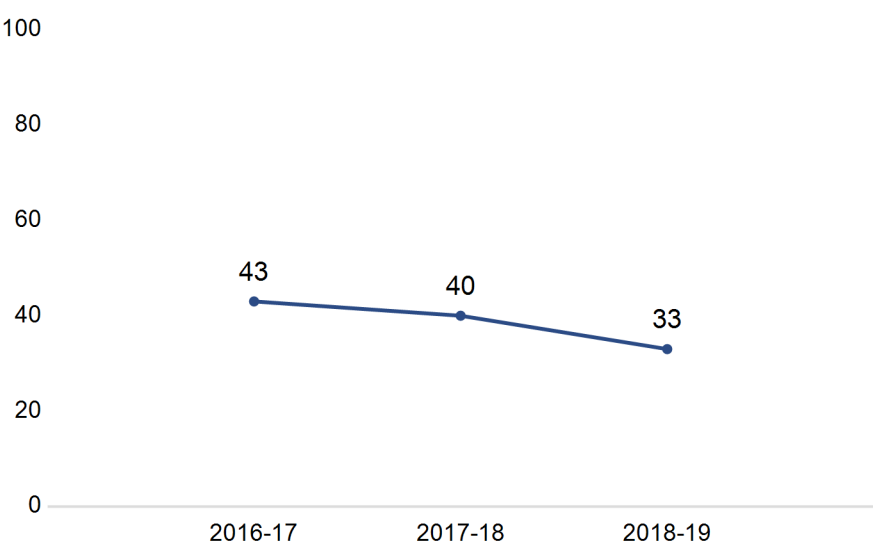
	2016-17	2017-18	2018-19
	43	40	33

Math Median Student Growth Percentile

	2016-17	2017-18	2018-19
	39	32	32
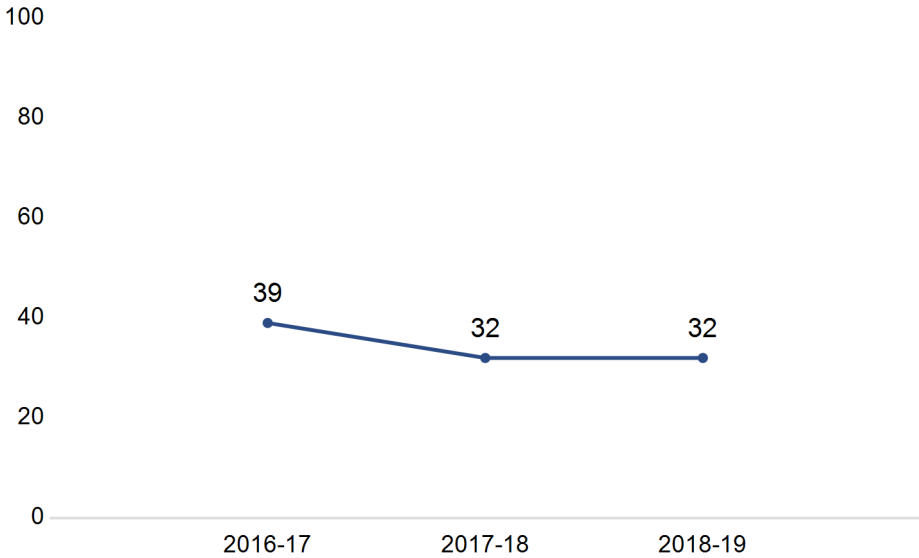
Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	43	40	33	39	32	32
Met Standard (40-59.5)?	Met Standard	Met Standard	Not Met	Not Met	Not Met	Not Met
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

Warren Hills Regional Middle School

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Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

A student's SGP falls between 1 and 99 and can be grouped into three levels: | Low Growth: Less than 35 | Typical Growth: Between 35 and 65 | High Growth: Greater than 65

If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short video about Student Growth Percentiles that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts (ELA) and Mathematics both overall and for each student group with comparisons to the district and the state. This table also shows whether each mSGP Met Standard (40-59.5) as required by ESSA accountability.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	33	33	50	Not Met	32	32	50	Not Met
White	34	34	50	Not Met	32	32	52	Not Met
Hispanic	32.5	32.5	49	Not Met	26	26	47	Not Met
Black or African American	20	20	45	Not Met	31	31	43	**
Asian, Native Hawaiian, or Pacific Islander	48	48	59	**	55	55	60	**
American Indian or Alaska Native	N	N	56	**	N	N	51.5	**
Two or More Races	39	39	49	**	*	*	52	**
Female	38	38	53	N	39.5	39.5	50	N
Male	29	29	47	N	27.5	27.5	51	N
Economically Disadvantaged Students	25	25	48	Not Met	21.5	21.5	46	Not Met
Students with Disabilities	21	21	43	Not Met	16.5	16.5	45	Not Met
English Learners	*	*	52	**	*	*	50	**
Homeless Students	*	*	43	N	N	N	44	N
Students in Foster Care	*	*	42	N	*	*	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N

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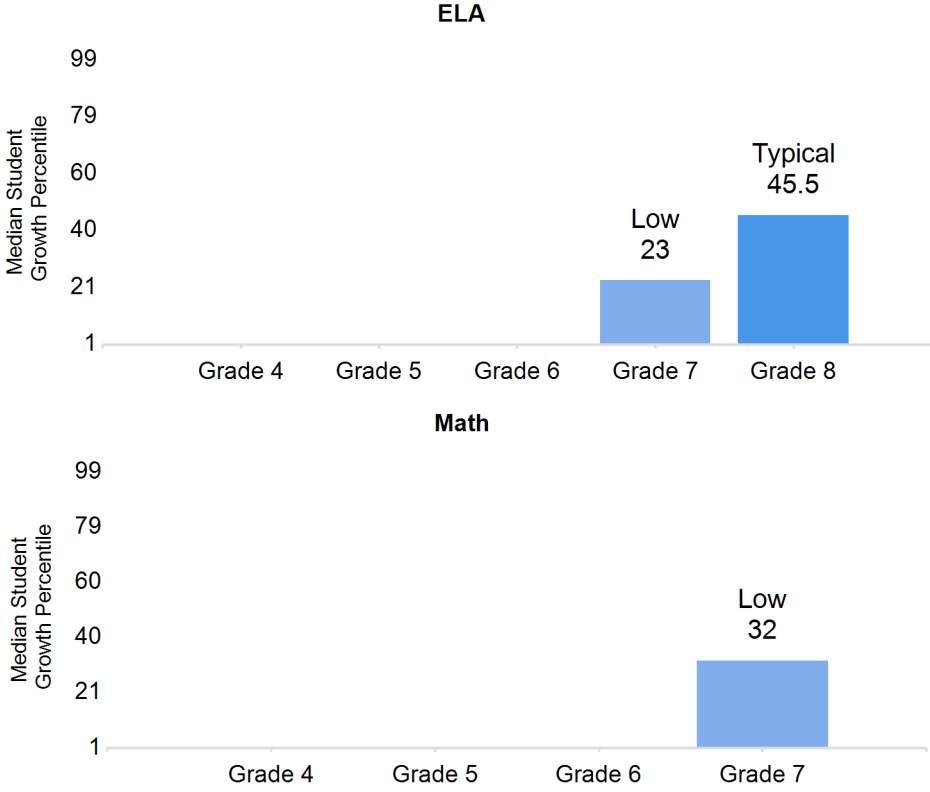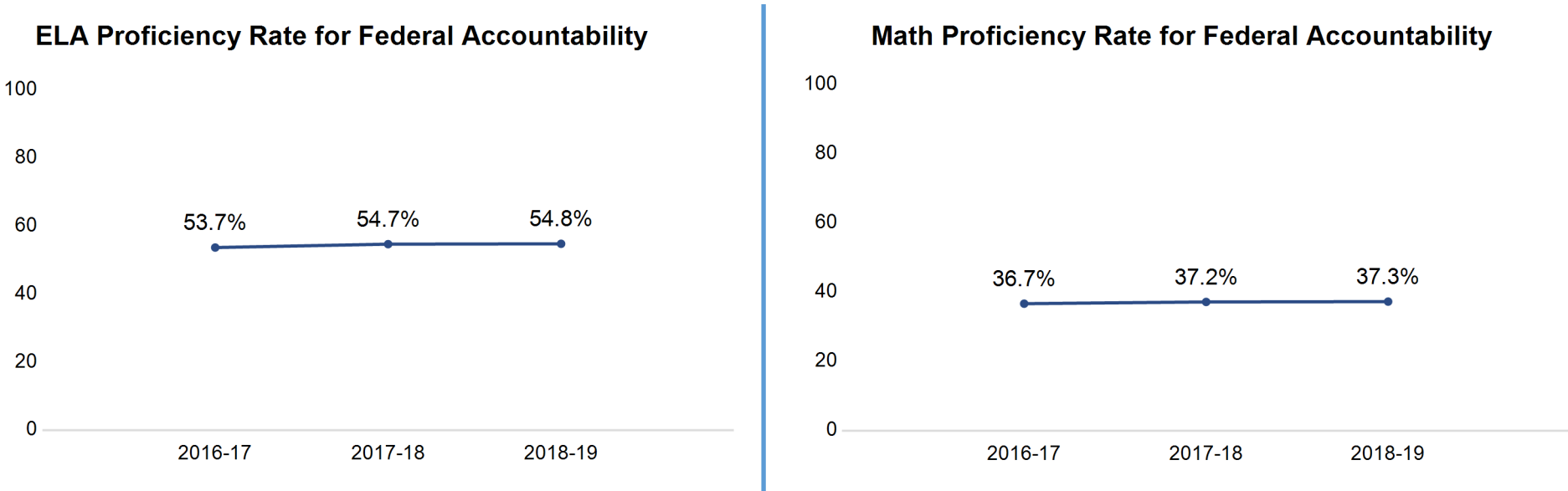
Student Growth by Performance Level

These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.

ELA

Math
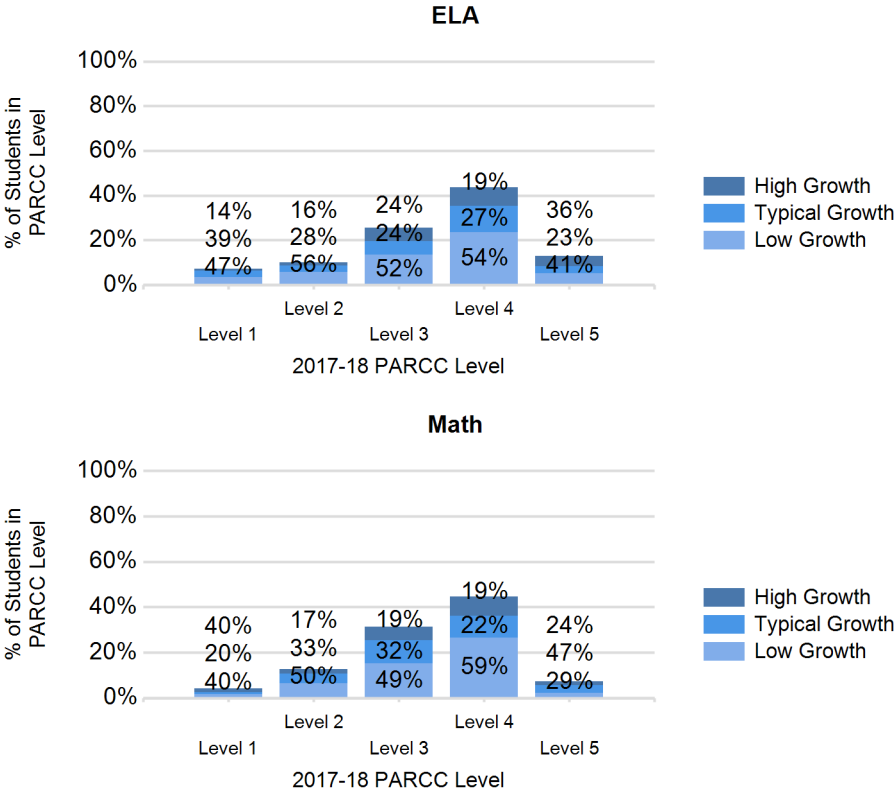
Student Growth by Grade

These graphs show the median Student Growth Percentile for students in each grade.

ELA

Math

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Warren Hills Regional Middle School

(41-5465-060)

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English Language Arts and Mathematics Performance Trends

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

ELA Proficiency Rate for Federal Accountability

- 2016-17: 53.7%
- 2017-18: 54.7%
- 2018-19: 54.8%

Math Proficiency Rate for Federal Accountability

- 2016-17: 36.7%
- 2017-18: 37.2%
- 2018-19: 37.3%

Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	98.2%	98.3%	96.3%	98.2%	98.5%	96.5%
Proficiency Rate for Federal Accountability	53.7%	54.7%	54.8%	36.7%	37.2%	37.3%
Annual Target	54.2%	55.5%	56.9%	35.3%	37.6%	40.0%
Met Annual Target?	Met Target†	Met Target†	Met Target†	Met Target	Met Target†	Met Target†
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.

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English Language Arts Assessment - Participation and Performance

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

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	511	96.3	54.8	53.2	57.9	54.8	56.9	Met Target†
White	377	95.5	56.0	53.6	66.9	56.0	55.8	Met Target
Hispanic	71	98.6	52.1	50.3	43.9	52.1	56.5	Met Target†
Black or African American	35	100.0	34.3	39.7	38.5	34.3	53.1	Not Met
Asian, Native Hawaiian, or Pacific Islander	17	94.4	88.2	*	82.9	87.7	**	**
American Indian or Alaska Native	N	N	N	N	56.0	N	**	**
Two or More Races	11	100.0	45.5	*	64.4	45.5	**	**
Female	259	96.0	64.1	62.7	64.8	64.1		
Male	252	96.6	45.2	43.6	51.3	45.2		
Economically Disadvantaged Students	99	97.1	34.3	38.1	40.0	34.3	44.7	Not Met
Non-Economically Disadvantaged Students	412	96.1	59.7	56.3	67.9	59.7		
Students with Disabilities	86	97.7	10.5	11.0	22.7	10.5	18.1	Not Met
Students without Disabilities	425	96.0	63.8	60.5	65.1	63.8		
English Learners	*	*	*	*	29.3	*	**	**
Non-English Learners	*	*	*	*	60.6	*		
Homeless Students	*	*	*	*	29.1	*		
Students In Foster Care	*	*	*	*	27.6	*		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

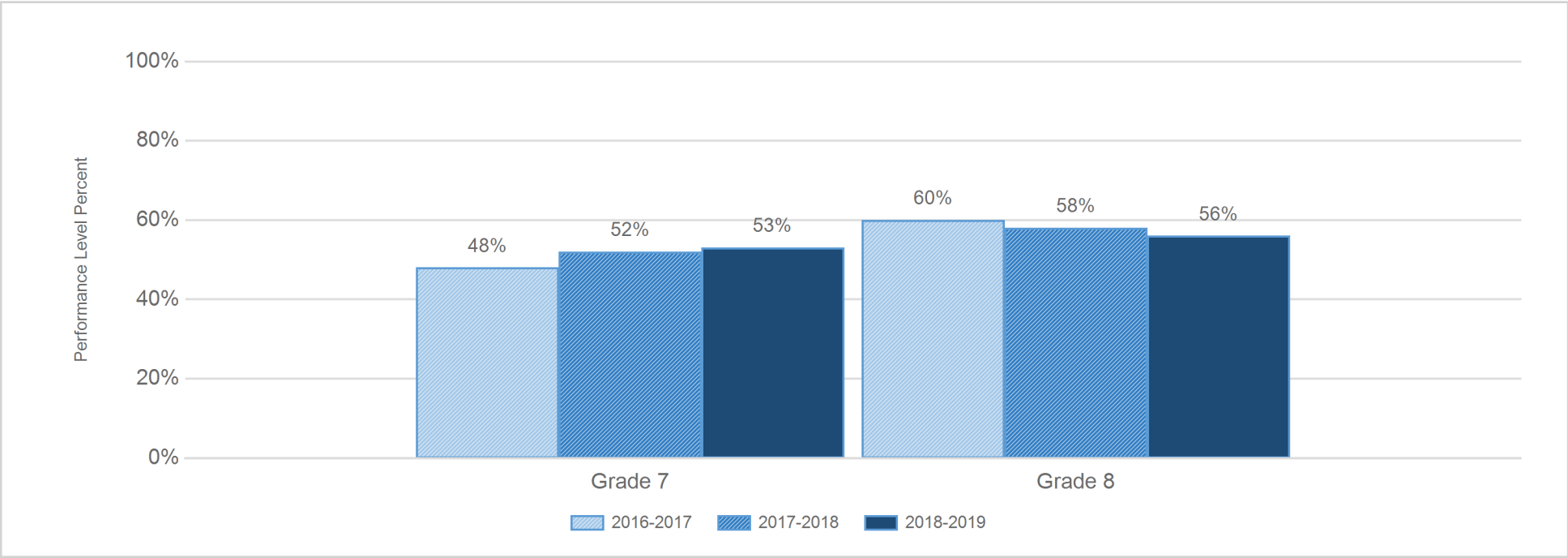† Target was met within a confidence interval.

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English Language Arts Assessment - Performance Trends

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

NJ SCHOOL PERFORMANCE REPORT

Warren Hills Regional Middle School

(41-5465-060)

Grades Offered: 07-08

2018-2019

Report Key:
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- ****** Accountability calculations require 20 or more students
- **N** No Data is available to display
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English Language Arts Assessment - Performance by Grade: Grade 7

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	250	749	749	761	10%	12%	25%	41%	12%	53%	63%
White	182	752	752	769	8%	9%	27%	44%	13%	57%	72%
Hispanic	34	736	736	747	*	*	*	*	*	44%	50%
Black or African American	19	732	732	741	*	*	*	*	*	26%	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	790	*	*	*	*	*	*	87%
American Indian or Alaska Native	N	N	N	761	N	N	N	N	N	N	65%
Two or More Races	*	*	*	768	*	*	*	*	*	*	68%
Female	124	752	752	769	10%	10%	23%	44%	14%	57%	71%
Male	126	746	746	753	9%	15%	27%	38%	11%	49%	55%
Economically Disadvantaged Students	46	729	729	743	22%	*	33%	*	*	28%	45%
Non-Economically Disadvantaged Students	204	754	754	771	7%	*	23%	*	*	59%	73%
Students with Disabilities	42	711	711	720	*	*	29%	*	*	10%	22%
Students without Disabilities	208	757	757	769	*	*	24%	*	*	62%	71%
English Learners	*	*	*	706	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	763	*	*	*	*	*	*	65%
Homeless Students	N	N	N	729	N	N	N	N	N	N	34%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	28%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%

NJ SCHOOL PERFORMANCE REPORT

Warren Hills Regional Middle School
(41-5465-060)
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2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 8

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

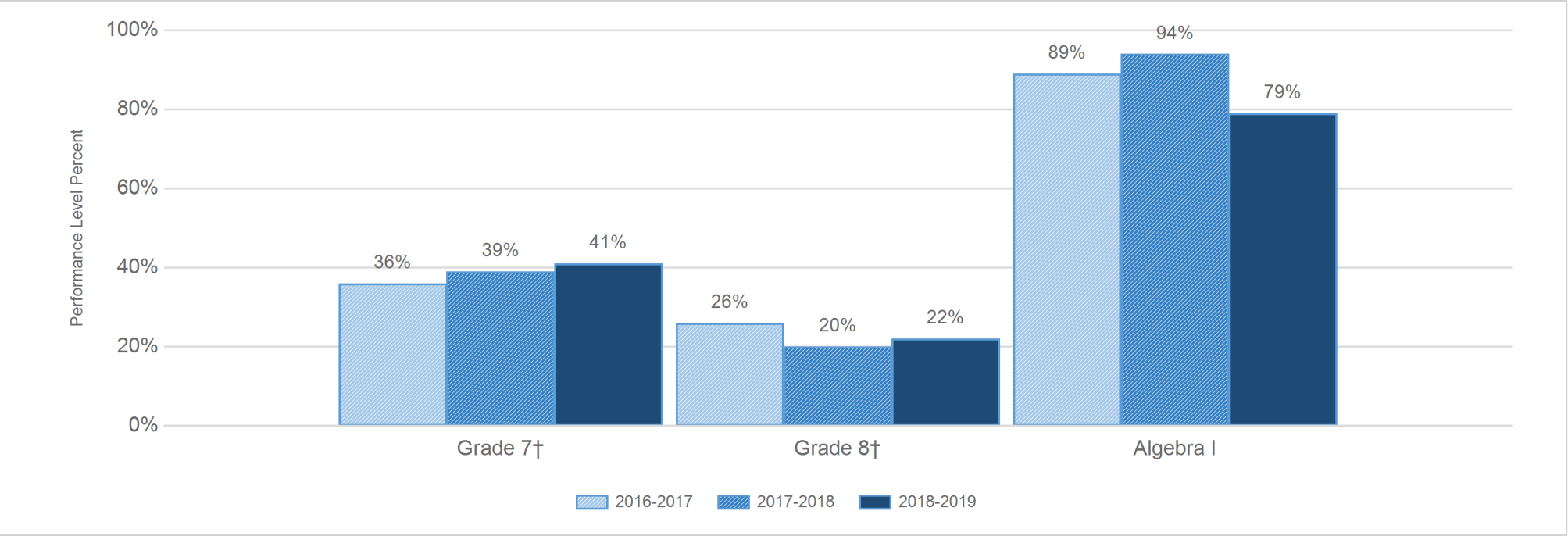| Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	264	754	754	762	14%	13%	17%	36%	20%	56%	63%
White	197	753	753	770	13%	13%	18%	35%	21%	56%	72%
Hispanic	37	755	755	747	*	*	*	*	*	59%	49%
Black or African American	17	733	733	741	*	*	*	*	*	41%	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	794	*	*	*	*	*	*	88%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	*	*	*	769	*	*	*	*	*	*	69%
Female	138	768	768	771	9%	8%	13%	41%	29%	70%	71%
Male	126	738	738	753	19%	19%	21%	31%	10%	41%	55%
Economically Disadvantaged Students	53	734	734	743	28%	21%	*	*	*	38%	45%
Non-Economically Disadvantaged Students	211	758	758	772	10%	11%	*	*	*	61%	72%
Students with Disabilities	39	701	701	721	*	*	*	*	*	*	22%
Students without Disabilities	225	763	763	770	*	*	*	*	*	*	71%
English Learners	*	*	*	708	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	764	*	*	*	*	*	*	65%
Homeless Students	*	*	*	727	*	*	*	*	*	*	31%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	32%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	62%
Migrant Students	N	N	N	718	N	N	N	N	N	N	27%

NJ SCHOOL PERFORMANCE REPORT

Warren Hills Regional Middle School
(41-5465-060)
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2018-2019

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Mathematics Assessment - Participation and Performance

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

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	512	96.5	37.3	37.0	44.5	37.3	40	Met Target†
White	377	95.7	38.5	37.9	54.1	38.5	39.1	Met Target†
Hispanic	72	98.7	29.2	31.7	28.8	29.2	38.9	Not Met
Black or African American	35	100.0	20.0	22.1	23.0	20.0	31.4	Not Met
Asian, Native Hawaiian, or Pacific Islander	17	94.4	76.5	*	76.5	76.0	**	**
American Indian or Alaska Native	N	N	N	N	42.7	N	**	**
Two or More Races	11	100.0	45.5	*	53.3	45.5	**	**
Female	259	96.4	37.8	39.6	44.9	37.8		
Male	253	96.6	36.8	34.4	44.2	36.8		
Economically Disadvantaged Students	100	97.2	18.0	21.8	26.3	18.0	30.3	Not Met
Non-Economically Disadvantaged Students	412	96.3	42.0	40.2	54.9	42.0		
Students with Disabilities	86	97.7	*	*	17.4	*	14	Met Target†
Students without Disabilities	426	96.2	*	*	50.0	*		
English Learners	*	*	*	*	25.0	*	**	**
Non-English Learners	*	*	*	*	46.5	*		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

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(41-5465-060)

Grades Offered: 07-08

2018-2019

Mathematics Assessment – Performance Trends

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

	Grade 7†	Grade 8†	Algebra I
2016-2017	36%	26%	89%
2017-2018	39%	20%	94%
2018-2019	41%	22%	79%

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

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Mathematics Assessment - Performance by Grade: Grade 7

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

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	252	744	744	744	8%	17%	34%	34%	7%	41%	42%
White	183	746	746	751	7%	17%	31%	38%	7%	45%	53%
Hispanic	35	734	734	733	*	*	49%	*	*	26%	26%
Black or African American	19	733	733	727	*	*	*	*	*	21%	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	768	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	43%
Two or More Races	*	*	*	749	*	*	*	*	*	*	51%
Female	125	742	742	744	*	18%	36%	*	*	37%	42%
Male	127	746	746	743	*	17%	31%	*	*	45%	42%
Economically Disadvantaged Students	47	726	726	731	*	23%	38%	*	*	19%	24%
Non-Economically Disadvantaged Students	205	748	748	751	*	16%	33%	*	*	46%	53%
Students with Disabilities	42	710	710	718	*	*	*	*	*	*	13%
Students without Disabilities	210	751	751	749	*	*	*	*	*	*	48%
English Learners	*	*	*	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	745	*	*	*	*	*	*	44%
Homeless Students	N	N	N	721	N	N	N	N	N	N	13%
Students in Foster Care	*	*	*	720	*	*	*	*	*	*	11%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	44%
Migrant Students	N	N	N	717	N	N	N	N	N	N	12%

Warren Hills Regional Middle School

(41-5465-060)

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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 8

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

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	211	726	726	728	21%	23%	34%	22%	0%	22%	29%
White	159	727	727	737	19%	23%	37%	21%	0%	21%	38%
Hispanic	32	730	730	722	*	*	31%	*	*	28%	22%
Black or African American	15	704	704	714	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	725	N	N	N	N	N	N	29%
Two or More Races	*	*	*	730	*	*	*	*	*	*	31%
Female	104	730	730	731	14%	22%	38%	26%	0%	26%	31%
Male	107	722	722	726	27%	24%	30%	19%	0%	19%	27%
Economically Disadvantaged Students	51	719	719	719	31%	27%	25%	*	*	16%	20%
Non-Economically Disadvantaged Students	160	728	728	735	18%	22%	36%	*	*	24%	36%
Students with Disabilities	38	703	703	707	50%	*	*	*	*	11%	10%
Students without Disabilities	173	731	731	734	14%	*	*	*	*	25%	35%
English Learners	*	*	*	706	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	730	*	*	*	*	*	*	30%
Homeless Students	*	*	*	709	*	*	*	*	*	*	12%
Students in Foster Care	*	*	*	709	*	*	*	*	*	*	15%
Military-Connected Students	N	N	N	735	N	N	N	N	N	N	32%
Migrant Students	N	N	N	701	N	N	N	N	N	N	16%

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NJ SCHOOL PERFORMANCE REPORT

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(41-5465-060)

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Mathematics Assessment - Performance by Test: Algebra I

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	53	768	738	744	*	*	*	*	*	79%	42%
White	38	765	739	752	*	*	*	*	*	76%	53%
Hispanic	*	*	*	728	*	*	*	*	*	*	24%
Black or African American	*	*	*	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	*	*	*	752	*	*	*	*	*	*	51%
Female	34	766	739	745	*	*	*	*	*	76%	44%
Male	19	772	737	743	*	*	*	*	*	84%	41%
Economically Disadvantaged Students	*	*	*	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	*	752	*	*	*	*	*	*	52%
Students with Disabilities	*	*	*	717	*	*	*	*	*	*	12%
Students without Disabilities	*	*	*	748	*	*	*	*	*	*	47%
English Learners	N	N	708	710	N	N	N	N	N	N	*
Non-English Learners	53	768	740	745	*	*	*	*	*	79%	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%

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DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
7	*	*
8	*	*

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

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

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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

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

NJSLA Science Assessment: Grade 8 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.
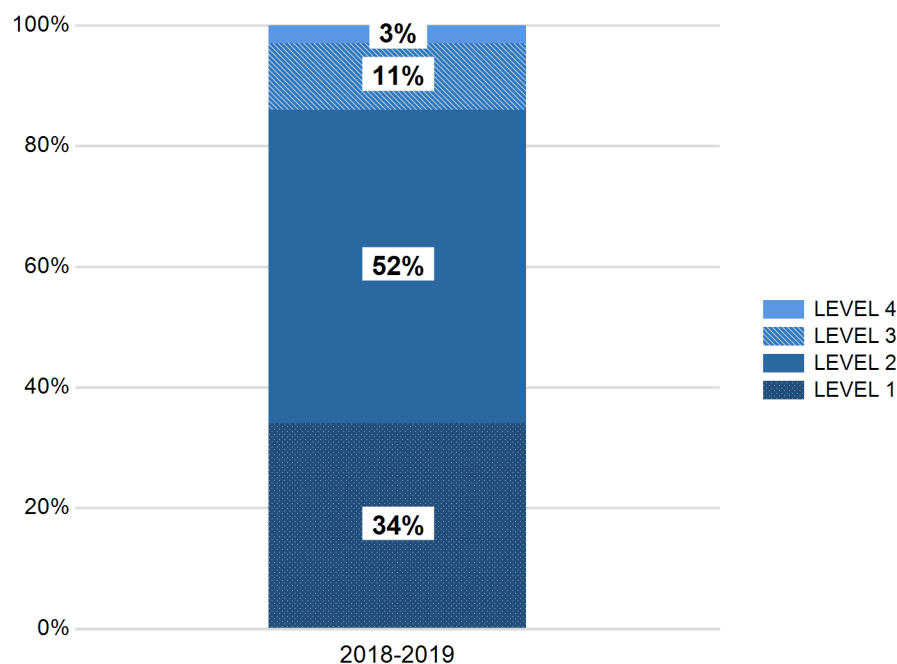
NJSLA Science Assessment: Grade 8

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	34	52	11	3
White	32	53	11	3
Hispanic	35	57	5	3
Black or African American	75	25	0	0
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	27	56	13	4
Male	42	48	8	2
Economically Disadvantaged Students	58	36	4	2
Non-Economically Disadvantaged Students	28	56	13	3
Students with Disabilities	72	28	0	0
Students without Disabilities	28	56	13	4
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	*	*	*	*
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

Warren Hills Regional Middle School

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Information about New Jersey Student Learning Standards can be found on the NJDOE website.

Mathematics - Course Participation

This table shows the number of students who were enrolled in Mathematics courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas.

Grade	Algebra I	Geometry	Grade Level and Other Math
7	0	0	275
8	55	0	230
Total	55	0	505

World Languages - Course Participation

This table shows the number of students who were enrolled in World Languages courses by grade and language. Students are counted more than once if they were enrolled in courses across multiple languages.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
7	172	134	0	0	100	0	0
8	157	59	0	0	50	0	0
Total	329	193	0	0	150	0	0

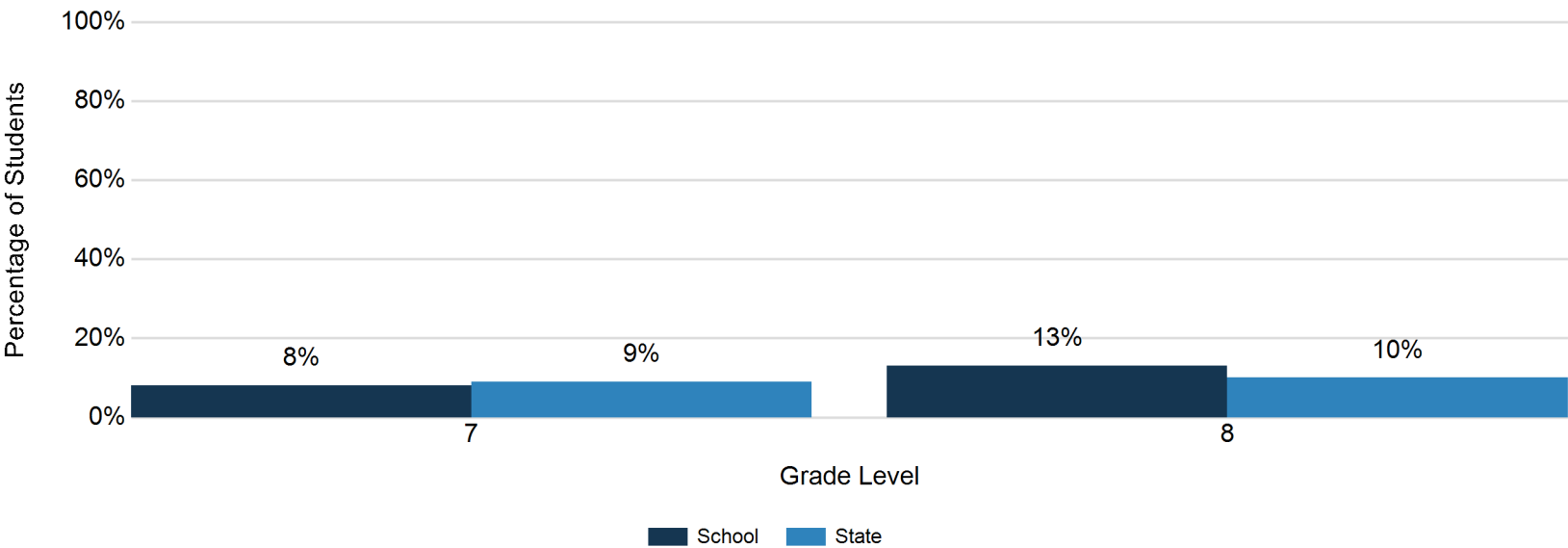**NJ SCHOOL PERFORMANCE REPORT**

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Visual and Performing Arts – Course Participation

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

Grades 6-8:

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

78.9%
School

90.9%
State

Students enrolled in one or more classes by discipline:

MUSIC
School 29.3%
State 65.1%

DANCE
School 0.0%
State 2.2%

DRAMA
School 0.0%
State 7.1%

VISUAL ARTS
School 53.3%
State 70.0%

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Warren Hills Regional Middle School
(41-5465-060)
Grades Offered: 07-08
2018-2019

Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	58	10.7	9.5	Not Met
White	49	12.2	9.5	Not Met
Hispanic	5	6.5	9.5	Met
Black or African American	4	11.1	9.5	Not Met
Asian, Native Hawaiian, or Pacific	0	0	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	0	0	**	**
Female	29	10.4		
Male	29	11.0		
Economically Disadvantaged Students	20	17.4	9.5	Not Met
Students with Disabilities	14	14.9	9.5	Not Met
English Learners	*	*	**	**
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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

Warren Hills Regional Middle School

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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

Chronic Absenteeism by Grade

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

Grade 7: School 8%, State 9%
Grade 8: School 13%, State 10%

Legend: School | State

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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories. In addition to the 2018-19 data below, NJDOE is required, under *ESSA,* to report on the most recent, publicly-available CRDC data, which can be found on the NJDOE School Performance webpage. Please note that prior to school year 2017-2018, the CRDC and the State collection system, EVVRS did not collect the same data elements. In an effort to better align the State system with the CRDC, the new Student Safety Data System (SSDS) collects all the required CRDC data elements. NJDOE is in the process of developing a reporting function for the SSDS which will allow LEAs to use the same data for both submissions.

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	6
Weapons	0
Vandalism	0
Substances	1
Harassment, Intimidation, Bullying (HIB)	13
Total Unique Incidents	20
Incidents Per 100 Students Enrolled	3.70

Police Notifications

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

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

Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	2	2
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	1	1
Disability	0	1	1
Other	0	10	10
No Identified Nature	0		0

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	*	*
Out-of-School Suspensions	10	1.9%
Any Suspension	12	2.2%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
40

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School Day

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

Category	School
Typical Start Time	7:35 AM
Typical End Time	2:20 PM
Length of School Day	6 Hrs 45 Mins
Full Time - Instructional Time	5 Hrs 30 Mins
Shared Time - Instructional Time	5 Hrs. 30 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2018-19	1:1

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

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education. Information on the percentage of teachers identified as potentially teaching out-of-field is also available by school and district.

Administrators – Experience (District Level)

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

Student and Staff Ratios

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

Category	Teachers in School	Teachers in State
Total Number of teachers	53	118,214
Average years experience in public schools	12.6	12.1
Average years experience in district	10.7	10.8
Percentage of Teachers with 4 or more years experience in the district	75.5%	75.3%

Category	Admin. in District	Admin. in State
Total Number of administrators	13	9,530
Average years experience in public schools	15.7	16.0
Average years experience in district	6.3	12.0
Percentage of Administrators with 4 or more years experience in the district	53.8%	76.9%

Ratio	School Ratio	District Ratio
Students to Teachers	10:1	11:1
Students to Administrators	270:1	133:1
Teachers to Administrators	27:1	12:1
Students to Librarians/Media Specialists		865:1
Students to Nurses		432:1
Students to Counselors		216:1
Students to Child Study Team Members		216:1

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Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	51.5%	79.2%	0.0%	48.4%	77.1%	54.9%
Male	48.5%	20.8%	100.0%	51.6%	22.9%	45.1%
White	73.5%	98.1%	100.0%	42.4%	83.6%	77.4%
Hispanic	14.3%	1.9%	0.0%	29.9%	7.3%	7.2%
Black or African American	6.9%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	3.3%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	2.0%	0.0%	0.0%	2.1%	0.2%	0.2%

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Teachers and Administrators - Level of Education

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

Bachelor's Degree

Teacher — 53%
Admin — N/A

Master's Degree

Teacher — 47%
Admin — 100%

Doctoral Degree

Teacher — 0%
Admin — 0%

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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	91.5%	90.5%
2017-18 Administrators: Same district 2018-19	69.2%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	95.7%

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Per-Pupil Expenditures by Source

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

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

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

Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.

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

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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).

Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.

Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less

Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

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

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

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support. For additional information, the NJDOE ESSA Accountability webpage includes a list of all schools requiring comprehensive or targeted support and improvement with the amount of School Improvement Aid (SIA) funds received and information on exit criteria for identified schools.

Status for 2020-21 School Year	Targeted Support and Improvement
Category of Identification	Low Performing Student Group (ATSI)
Year Eligible to Exit Status	2022
Student Group Status: White	Low Performing Student Group (ATSI)
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

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

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For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

ESSA Accountability Progress

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

ESSA Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	53.7%	54.7%	54.8%
Math Proficiency	36.7%	37.2%	37.3%
ELA Growth	43	40	33
Math Growth	39	32	32
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	8.5%	9.9%	10.7%

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

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For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

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

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

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

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Accountability Summary by Student Group - 2018-19 School Year

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

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

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Met Target†	Met Target†	Not Met	Not Met	**	Not Met	No
White	Met Target	Met Target†	Not Met	Not Met	n/a	Not Met	No
Hispanic	Met Target†	Not Met	Not Met	Not Met	n/a	Met	No
Black or African American	Not Met	Not Met	Not Met	**	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Not Met	Not Met	Not Met	Not Met	n/a	Not Met	No
Students with Disabilities	Not Met	Met Target†	Not Met	Not Met	n/a	Not Met	No
English Learners	**	**	**	**	**	**	No

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

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School Narrative

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

Highlights:	• WHMS provides a positive learning environment that focuses on the needs of the whole child including academic, social, and emotional needs, while helping them transition from elementary school. • Our teachers collaborate in Professional Learning Communities (PLCs) that focus on student learning and student achievement, essential skills and standards, and common assessments. • We offer a variety of academic opportunities and support to help ensure the success of our students. When our students leave the middle school, they are prepared for the transition to high school.
Mission, Vision, Theme:	The Warren Hills Regional School District challenges and empowers a dynamic, diverse student body in a supportive learning environment by providing academic and co-curricular opportunities to become successful, productive members of the global community.
Awards, Recognition, Accomplishments:	Warren Hills Middle School identifies and celebrates the vast accomplishments of our student body, whether it is within our school or within the community. Throughout the year, students are recognized as students of the month in the areas of academics, perseverance, the arts, and athletics. Further, we have a merit program that further recognizes the accomplishments of our students that achieve a high level of academic success. We recognize, reward, and reinforce students who demonstrate character through our Character Awards Breakfast and our newly launched Blue Streaks Blast initiative. Finally, we have an extremely active National Junior Honor Society with a total number of 49 students accepted for induction.

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Courses, Curriculum, Instruction:	In addition to our standard courses, we offer advanced coursework & enrichment opportunities, including a Gifted and Talented Program, and accelerated Math and World Languages courses. Seventh grade students have an opportunity to take language exploration classes, where they take one language in semester 1, and a different language in semester 2. Eighth grade students can take high-school-level Algebra, French, German, and Spanish courses. We also offer a wide variety of elective courses, in art, music, STEM, and business.
Sports and Athletics:	Sports Offered: Baseball (Boys), Cross Country (Boys & Girls), Field Hockey (Girls), Soccer (Boys & Girls), Softball (Girls), Track and Field - Spring (Boys & Girls), Wrestling (Boys) Warren Hills Regional Middle School offers a comprehensive sports program that builds skills and knowledge of the sport, while also preparing our student athletes for high school athletics.
Clubs and Activities:	We offer a wide variety of extra-curricular clubs and activities for students to be involved in our school and community, including: •Builder's Club •Chorus Club •Computer Club •Drama Club •International Club •Jazz Ensemble •Kidz Connection •NJHS •Newspaper Club •Peer Leadership •Student Council •Yearbook Club •Homework Club

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Before and After School Programs:	We offer several programs after school to address the social, emotional, and academic needs of our students. School-Based is an independent organization that operates within the school building that offers counseling services during the school day and after school. We also offer Homework Club and Project Succeed for our students who require academic assistance after school.
Staff and Professional Learning:	Professional Learning Communities offer our staff the ability to collaborate , analyze student data, and make critical decisions on best practices. Further, a wide variety of professional development is offered throughout the year and are often facilitated by our teachers and other staff members; our staff are afforded the opportunity to choose the direction of their professional growth.

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Student Supports and Services:	We provide support for our students through all phases of their Middle School years. For incoming students, the Middle School Academy provides a number of programs and activities for student transition to the middle school. For our students with disabilities, we provide the following support programs: ICS, ICR, LD, BD, Alternative Learning Community. For English Language Learners, we have a program staffed by a bilingual teacher and a paraprofessional. For 8th graders, we assist students with the decision and transition to the Warren Hills High School or the Warren County Technology School. For all students, we provide academic and social support through The Homework Club, Pro Social/Study Skills courses, before school, lunchtime and after school tutoring, academic lunch support, and mentoring. In addition, an I&RS Team meets twice a month to identify and review students in need of assistance.
Student Health and Wellness:	Healthy breakfast & lunch options are featured every day. Phys. Ed. classes provide "choice" activities like rugby, basketball, flag football, archery, lawn games, and aerobics. Grade 7 health is total wellness and skills needed for living in our multicultural society. Grade 8 focuses on communication skills, decision making, mental health diseases, growth and development, health services and careers, stress management, depression, harassment, bullying, cyberbullying, planning and goal setting.
Parent and Community Involvement:	The Middle School always looks for ways to engage parents and the community in meaningful ways for the betterment of our students and our greater school community. This year we partnered with the local library to offer a number of services including interactive story times, gift wrapping during the holidays, computer assistance for adult patrons, and a winter chorus concert. We also highlight our middle school and high school STEAM program by hosting a family STEAM night. Finally, we also hold parent informational meetings such as this year's presentation to help make our parents aware of the dangers associated with vaping.

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Facilities:	Our school was built in 1932, and has a beautiful brick exterior with a majestic entryway. The building has had a number of renovations and upgrades, with the most recent renovation in 2005. The school is well-maintained, providing a positive, colorful, and clean learning environment. Recent upgrades and improvements include: energy-efficient LED lighting throughout the entire building; new carpeting in the main office; new tile floors in two rooms; and topdressing for the sports field.

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Technology and STEM:	The middle school offers a variety of technology courses designed to provide our students with skills necessary to compete in a global society. By offering our students choices in everything from Computer Apps, Multimedia, and STEM classes, not only are we providing these skills, but we are giving our students the opportunity to explore their interests. We also have STEM extra-curricular activities, including the Computer Club, and the Girls Coding with Girls Club (high school girls mentor middle school girls).

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 † This indicates a table specific note,see note below table

School Narrative

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

Other Information	The middle school was lucky to partner with National Kitchens and Baths to introduce our students to the importance of pursuing a career in skilled labor through their NextUp program. NKAB also hosted and judged our student competition that tasked our students to create their prototypes for kitchens of the future. NKAB provided our school with a grant that we were able to utilize to build our future robotics program and our Makerspace.