



State of New Jersey
2015-2016

Grade Span 09-12

27-3370-050

MORRIS

MORRIS HILLS REGIONAL

Morris Hills High School

520 WEST MAIN STREET

ROCKAWAY, NJ 07866-3799

2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other schools that are educating similar students, against district and state-wide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure.

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



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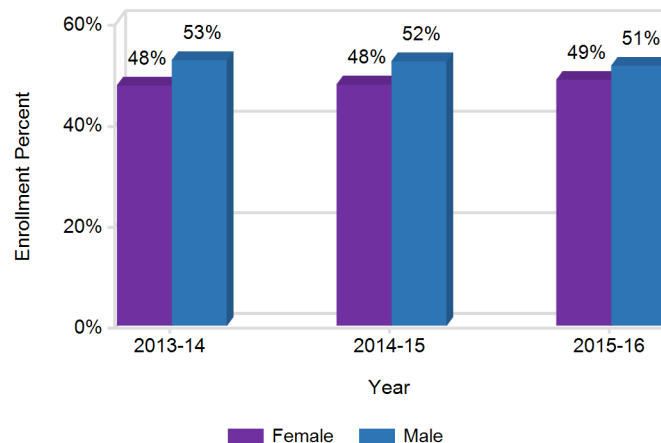
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade 09	316	320	295
Grade 10	295	330	316
Grade 11	258	290	307
Grade 12	294	253	293
UG	0	0	0
Total	1163	1193	1211

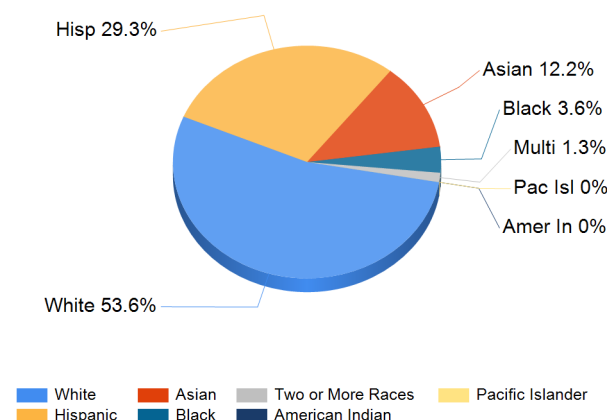
Enrollment by Gender

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



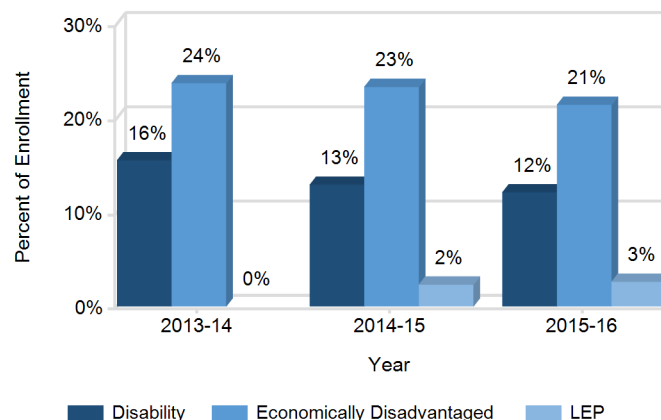
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	77.9%
Spanish	16.1%
Gujarati	0.7%
Polish	0.7%
Hindi	0.6%
Other	4.2%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.



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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	60%	S	71
Mathematics Met or Exceeded Expectations	52%	S	84

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goals is established as 95% by the United States Department of education. ✓ = Met participation rate (participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	593	60%	71	98%	✓	493	52%	84	99%	✓
White	294	67%	69	97%	✓	261	61%	82	98%	✓
African American	S	S	S	S		S	S	S	S	
Hispanic	198	40%	56	99%	✓	161	34%	79	99%	✓
American Indian	N	N	N	N		N	N	N	N	
Asian	78	81%	76	100%	✓	52	67%	67	100%	✓
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	79	23%	83	99%	✓	50	26%	92	98%	✓
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	135	38%	56	98%	✓	109	40%	88	99%	✓



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PARCC ELA Performance Distribution - Grade 09

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	291	761	764	746	7%	11%	16%	45%	22%	67%	49%
White	146	767	769	754	3%	8%	16%	47%	27%	74%	58%
African American	S	S	743	729	S	S	S	S	S	S	30%
Hispanic	98	746	746	730	14%	17%	18%	39%	11%	50%	34%
Asian	34	784	782	774	N	3%	9%	47%	41%	88%	78%
American Indian	N	N	N	734	N	N	N	N	N	N	40%
Two or More Races	S	S	780	748	S	S	S	S	S	S	53%
Students with Disability	45	731	730	713	16%	29%	24%	29%	2%	31%	12%
English Language Learners	S	S	705	693	S	S	S	S	S	S	4%
Economically Disadvantaged Students	74	741	740	729	16%	19%	20%	35%	10%	45%	31%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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PARCC ELA Performance Distribution - Grade 10

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	302	752	742	740	12%	14%	21%	35%	17%	52%	44%
White	148	758	742	747	4%	10%	25%	46%	15%	61%	50%
African American	S	S	728	722	S	S	S	S	S	S	28%
Hispanic	100	727	728	726	27%	23%	20%	26%	4%	30%	33%
Asian	44	785	782	767	7%	7%	11%	27%	48%	75%	69%
American Indian	N	N	N	729	N	N	N	N	N	N	35%
Two or More Races	S	S	757	741	S	S	S	S	S	S	45%
Students with Disability	33	714	711	702	36%	33%	18%	12%	N	12%	11%
English Language Learners	S	S	S	685	S	S	S	S	S	S	4%
Economically Disadvantaged Students	61	729	724	723	23%	20%	28%	26%	3%	30%	30%

■ Did Not Yet Meet Expectations
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**PARCC ELA Performance Distribution - Grade 11

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	262	739	730	736	15%	23%	22%	32%	8%	41%	40%
White	132	740	727	739	17%	20%	24%	30%	10%	40%	42%
African American	S	S	738	728	S	S	S	S	S	S	30%
Hispanic	82	726	726	732	20%	37%	17%	24%	2%	27%	37%
Asian	30	764	754	753	3%	N	20%	60%	17%	77%	58%
American Indian	N	N	N	735	N	N	N	N	N	N	34%
Two or More Races	S	S	748	736	S	S	S	S	S	S	39%
Students with Disability	37	709	715	710	38%	41%	8%	14%	N	14%	13%
English Language Learners	S	S	699	702	S	S	S	S	S	S	8%
Economically Disadvantaged Students	68	721	719	730	22%	34%	25%	19%	N	19%	33%

■ Did Not Yet Meet Expectations
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 ■ Met Expectations
 ■ Exceeded Expectations

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



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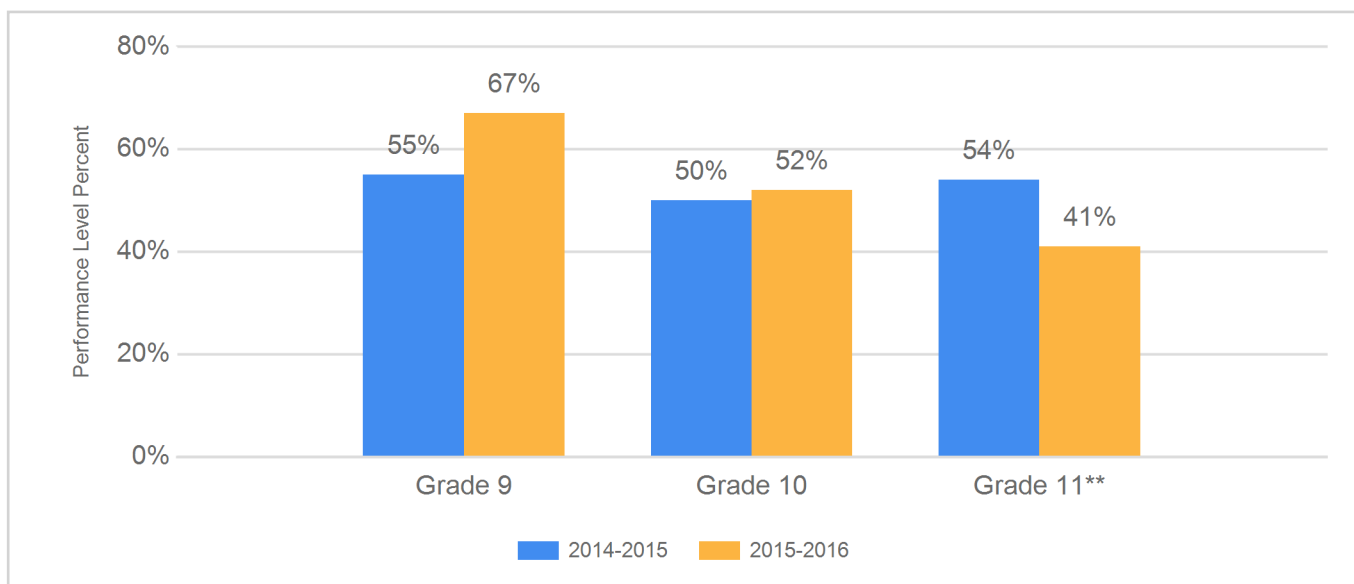
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PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



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PARCC Performance Distribution - Algebra I

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	201	744	746	727	7%	14%	32%	47%	N	47%	41%
White	96	750	751	734	3%	7%	29%	60%	N	60%	51%
African American	S	S	727	717	S	S	S	S	S	S	20%
Hispanic	82	737	735	720	10%	23%	32%	35%	N	35%	25%
Asian	12	755	758	746	N	8%	42%	50%	N	50%	76%
American Indian	N	N	N	726	N	N	N	N	N	N	38%
Two or More Races	S	S	723	727	S	S	S	S	S	S	47%
Students with Disability	33	727	725	708	21%	24%	33%	21%	N	21%	10%
English Language Learners	11	726	724	707	9%	46%	18%	27%	N	27%	9%
Economically Disadvantaged Students	60	737	735	719	10%	18%	35%	37%	N	37%	23%

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PARCC Performance Distribution - Geometry

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	252	738	737	730	3%	23%	41%	31%	2%	33%	27%
White	139	742	738	736	1%	27%	28%	40%	4%	43%	34%
African American	S	S	734	717	S	S	S	S	S	S	9%
Hispanic	88	733	732	720	6%	19%	57%	18%	N	18%	13%
Asian	17	742	744	750	N	18%	47%	35%	N	35%	61%
American Indian	N	N	N	722	N	N	N	N	N	N	15%
Two or More Races	S	S	712	730	S	S	S	S	S	S	29%
Students with Disability	39	726	722	709	N	51%	36%	13%	N	13%	5%
English Language Learners	S	S	712	710	S	S	S	S	S	S	6%
Economically Disadvantaged Students	66	732	729	719	6%	24%	47%	23%	N	23%	12%

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PARCC Performance Distribution - Algebra II

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	234	741	734	722	19%	15%	22%	40%	3%	43%	27%
White	115	743	733	728	18%	15%	23%	41%	4%	44%	31%
African American	S	S	714	700	S	S	S	S	S	S	8%
Hispanic	71	725	723	707	25%	23%	25%	25%	1%	27%	12%
Asian	34	770	766	754	6%	3%	18%	65%	9%	74%	60%
American Indian	N	N	N	714	N	N	N	N	N	N	16%
Two or More Races	S	S	745	727	S	S	S	S	S	S	34%
Students with Disability	12	704	704	690	58%	17%	8%	17%	N	17%	5%
English Language Learners	S	S	S	692	S	S	S	S	S	S	7%
Economically Disadvantaged Students	47	722	721	705	36%	11%	28%	26%	N	26%	11%

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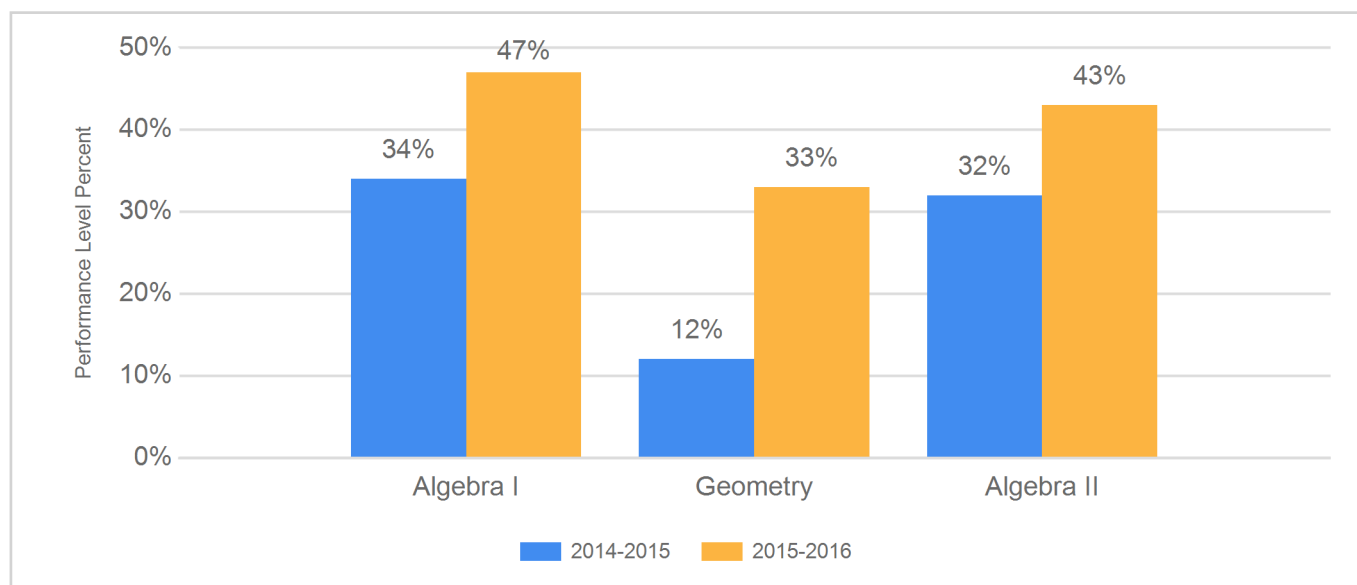
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PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





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The Academic Achievement section also measures the content knowledge that students have in biology as demonstrated in End-of-Course Biology assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

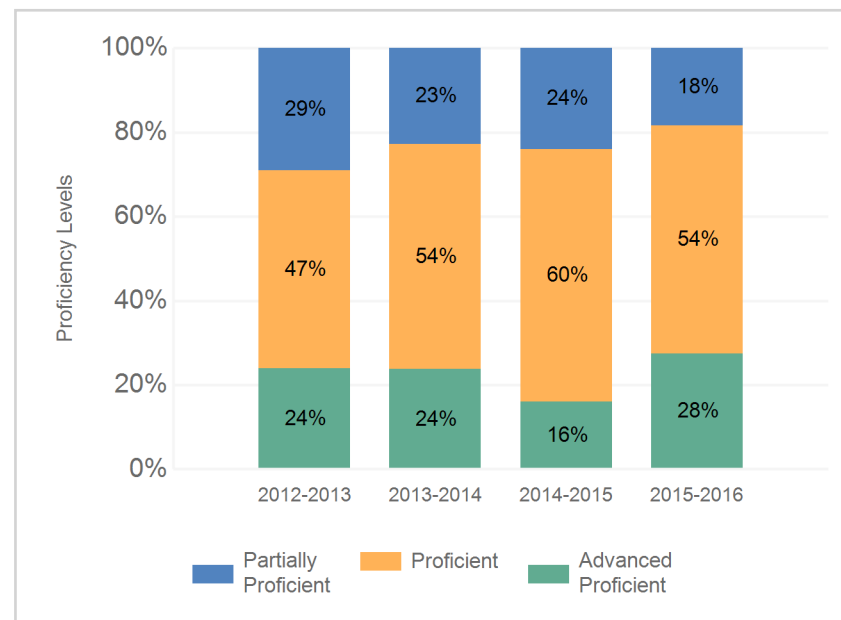
Proficiency Outcomes - Biology

This table presents the percentage of students in each proficiency category for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	16%	41%	43%
Schoolwide	28%	54%	18%
White	30%	58%	12%
African American	S	S	S
Hispanic	14%	53%	32%
American Indian	N	N	N
Asian	51%	39%	10%
Two or More Races	S	S	S
Students with Disability	10%	36%	55%
English Language Learners	S	S	S
Economically Disadvantaged Students	12%	64%	25%

Proficiency Trends - Biology

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





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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are taking college entrance exams and challenging themselves with rigorous course work.

PSAT/SAT/ACT Participation

This table presents the schoolwide and statewide participation rates from the last academic year as indicated in PSAT and SAT and from the last cohort as indicated in ACT.

College and Career Readiness Indicators	Schoolwide Participation	Statewide Participation
Percent of Students Participating in PSAT	100.0%	95.5%
Percent of Students Participating in SAT	62.3%	58.0%
Percent of Students Participating in ACT	36.9%	27.6%

PSAT/SAT/ACT Benchmarks

This table presents the percentage of students scoring at or above College Readiness Benchmarks.

2015-16	Benchmark	Schoolwide	Statewide
PSAT	N	N	N
SAT	-	-	-
Reading and Writing	480	83%	71%
Math	530	68%	53%
ACT	-	-	-
Reading	22	69%	58%
English	18	83%	74%
Math	22	75%	61%
Science	23	61%	49%

PSAT/SAT/ACT Performance

This table presents the school and state mean scores.

2015-16	School Mean	State Mean
PSAT	1041	950
SAT	-	-
Reading and Writing	578	537
Math	587	538
ACT	-	-
Reading	25	23
English	23	22
Math	24	23
Science	24	22

PSAT/SAT/ACT Performance by Percentile

This table presents the student scores broken down by percentile based upon the school's distribution of scores.

2015-16	75 Percentile	50 Percentile	25 Percentile
PSAT	1180	1010	880
SAT	-	-	-
Reading and Writing	650	570	500
Math	680	570	510
ACT	-	-	-
Reading	30	25	20
English	27	23	20
Math	28	25	22
Science	28	24	21



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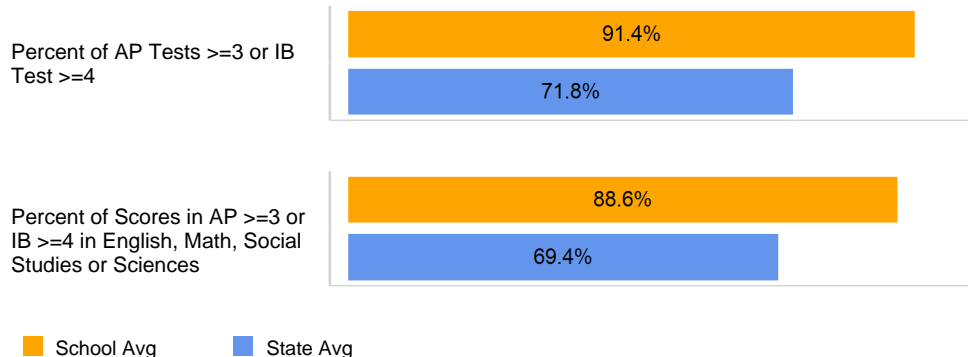
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AP/ IB Test Performance

This graph compares the percentage of all AP/IB tests with scores of AP ≥ 3 or IB ≥ 4 for students enrolled in the school and across the state.



Advanced Course Work Participation

The table below presents the percentage of 'unique' students enrolled in the 11th or 12th grade who took at least one AP or IB test, and the percent participating in dual enrollment.

2015-2016 Percent of Student Taking	School Participation	State Participation
One or More Course	40.8%	39.1%
One of More Test	46.3%	32.3%
At least One AP or IB Test in English, Math, Social Studies, or Science	36.5%	26.6%
Participating in Dual Enrollment	27.3%	15.4%

AP/ IB Courses Offered

This table presents the count of students enrolled in each AP/IB course and the count of tests taken in each AP/IB course. The last row provides the count of scores that met or exceeded the benchmark. For AP/ IB Courses Offered, please note a student does not have to take a course to take the test OR take the test when enrolled in the course.

AP/IB Course	Students Enrolled	Students Tested
AP Biology	38	48
AP Calculus AB	38	42
AP Calculus BC	21	42
AP Chemistry	25	42
AP Chinese Language and Culture	0	6
AP Computer Science A	19	39
AP English Language and Composition	39	68
AP English Literature and Composition	24	8
AP Environmental Science	24	16
AP European History	14	7
AP French Language	2	1
AP German Language	0	1
AP Human Geography	0	2
AP Macroeconomics	0	17
AP Microeconomics	13	18
AP Music Theory	8	2
AP Physics 1	67	72
AP Physics 2	0	1
AP Physics C	11	0
AP Physics C: Electricity and Magnetism	0	6
AP Physics C: Mechanics	0	10
AP Psychology	72	70
AP Spanish Language	6	7
AP Statistics	32	38
AP Studio Art—Drawing Portfolio	14	0



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AP/IB Course	Students Enrolled	Students Tested
AP Studio Art—Three-Dimensional	5	0
AP Studio Art—Two-Dimensional	8	1
AP U.S. History	63	83
Student AP Tests ≥ 3 and IB Tests ≥ 4		253



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Visual and Performing Arts

This graph on the left displays the percentages of students who were enrolled in at least one of the four arts disciplines within the school and across the state. The graphs on the right show the percentage of students who were enrolled in any Visual and Performing Arts classes within the school and across the state.

MUSIC



DRAMA



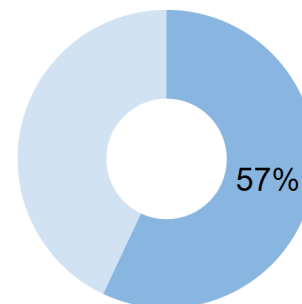
DANCE



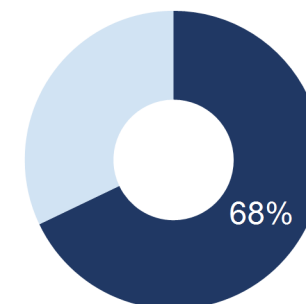
VISUAL ARTS



Any Visual and Performing Arts



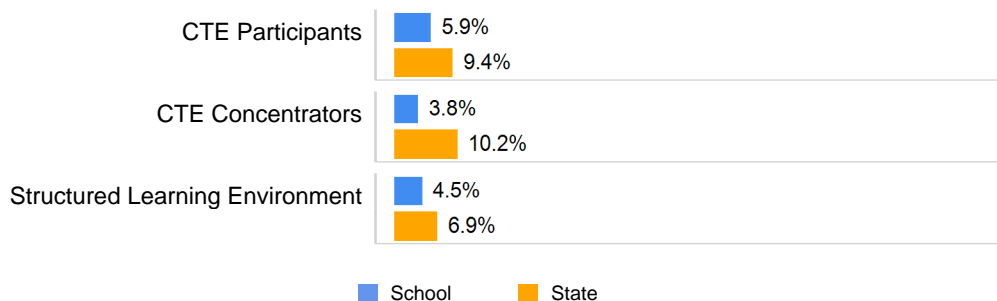
School



State

Career and Technical Education Participation

The graph below displays the percentage of students within the school and across the State who were in approved Career and Technical Education (CTE). CTE participants are students who have completed only one course and CTE concentrators are students who have completed at least two courses. The graph also shows the percentage of students who completed a course in Structured Learning Experiences.



■ School ■ State



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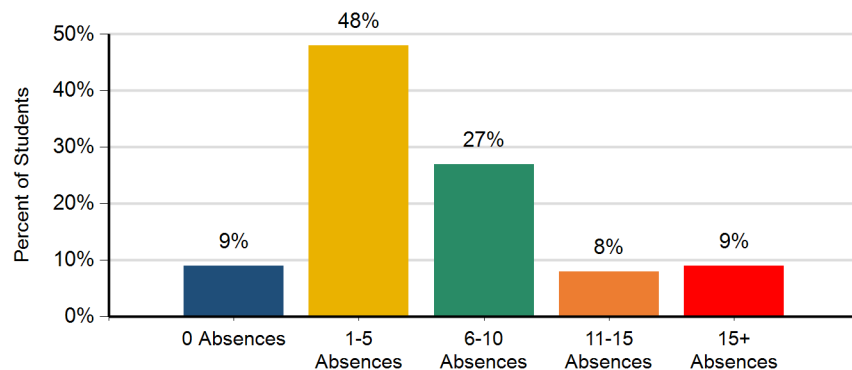
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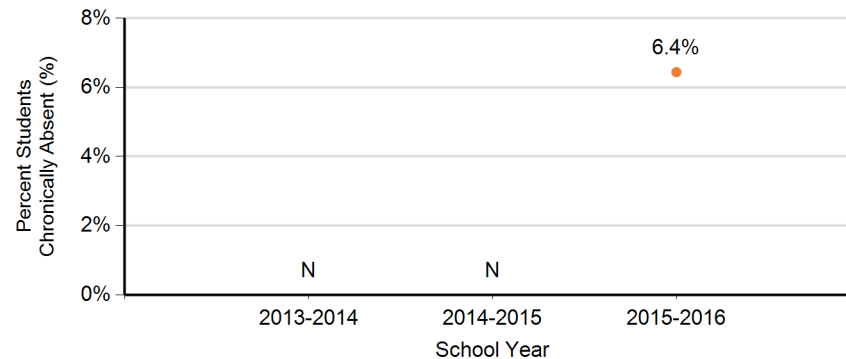
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years at the school.





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Graduation Rate by Subgroup

This table presents the "4-year Adjusted Graduation Rate" and statewide percentiles (a comparison between the school's rate and schools across the state) for the school and by ethnic/racial subgroup and special population. The table also provides the state target. The state target is established as 81% for the 2015-2016 school year by the New Jersey Department of Education.

	School Rate	Statewide Percentile	State Target
Schoolwide	94.2%	58	81%
White	96.2%	61	
African American	S	S	
Hispanic	86.1%	40	
American Indian	N	N	
Asian	100%	100	
Native Hawaiian	N	N	
Two or More Races	S	S	
Students with Disability	79.4%	39	
English Language Learners	S	S	
Economically Disadvantaged Students	82.2%	30	

Dropout Rate by Subgroup

This table presents the Dropout Rates and state means for the school and by ethnic/racial subgroup and special population.

	School Rate	State Rate
Schoolwide	0.3%	1.2%
White	N	0.6%
African American	N	2.6%
Hispanic	1.1%	2.2%
American Indian	N	3.4%
Asian	N	0.2%
Native Hawaiian	N	0.3%
Two or More Races	N	1.0%
Students with Disability	N	1.7%
English Language Learners	0.3%	0.1%
Economically Disadvantaged Students	1.5%	1.7%



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Extended Year Graduation Rate

The table below presents the 4-year and 5-year graduation rates for the prior school year's cohort.

Class of	4-Year Rate	5-Year Rate
2013	96%	96%
2014	91%	96%
2015	94%	95%
2016	94%	

Postsecondary Enrollment Rates

This table presents the enrollment rates of this school's high school graduates into a 2 year or 4 year institution 16-months after high school graduation for the school and state and by ethnic/racial subgroup and special population.

	Percent Enrolled	Percent in 2 Years	Percent in 4 Years
Statewide	76.8%	33.9%	66.1%
Schoolwide	81.1%	33.3%	66.7%
White	81.6%	29.6%	70.4%
African American	S	S	S
Hispanic	74.6%	53.2%	46.8%
American Indian	0.0%	0.0%	0.0%
Asian	S	S	S
Native Hawaiian	0.0%	0.0%	0.0%
Two or More Races	S	S	S
Students with Disability	62.5%	60.0%	40.0%
English Language Learners	0.0%	0.0%	0.0%
Economically Disadvantaged Students	71.4%	40.0%	60.0%



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Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2015-16	6 Hrs. 57 Mins.

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 59 Mins.
Shared Time	2 Hrs. 59 Mins.

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2015-16	School
Faculty	11:1
Administrator	202:1

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2015-16	6.6%

Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	98%



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2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other schools that are educating similar students, against district and state-wide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure.

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



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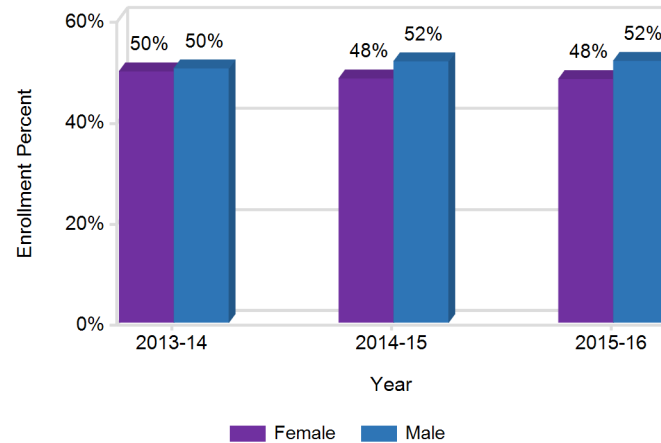
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade 09	403	390	363
Grade 10	374	421	391
Grade 11	393	365	407
Grade 12	391	381	358
UG	1	14	19
Total	1562	1570	1538

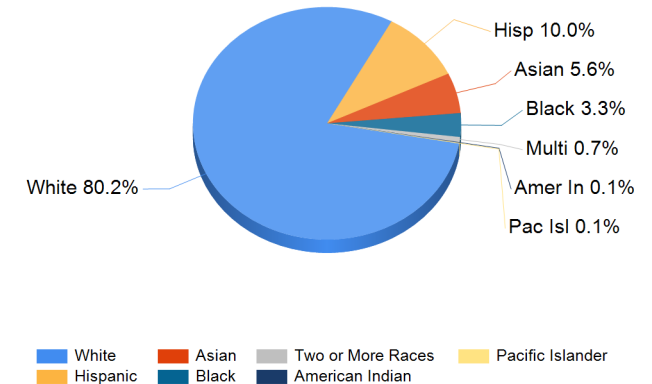
Enrollment by Gender

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



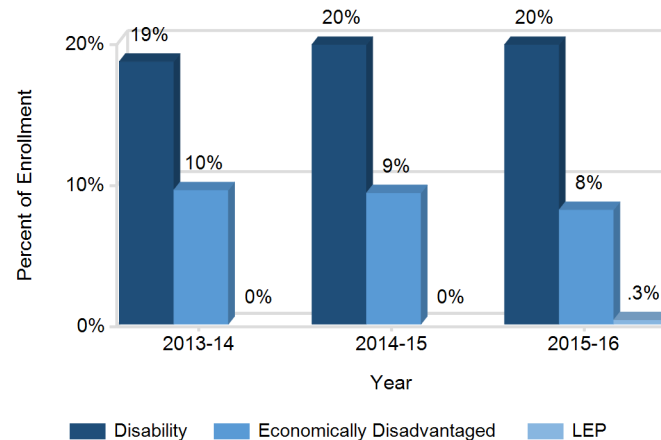
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	96.0%
Spanish	2.1%
Chinese	0.2%
Creoles and pidgins	0.1%
Turkish	0.1%
Other	1.6%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.



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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	54%	S	53
Mathematics Met or Exceeded Expectations	47%	S	78

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goals is established as 95% by the United States Department of education. ✓= Met participation rate(participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	678	54%	53	90%	X	611	47%	78	90%	X
White	526	55%	38	88%	X	487	49%	71	87%	X
African American	S	S	S	S		S	S	S	S	
Hispanic	87	44%	69	99%	✓	74	24%	63	100%	✓
American Indian	S	S	S	S		S	S	S	S	
Asian	S	S	S	S		S	S	S	S	
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	151	19%	79	93%	X	107	19%	84	92%	X
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	56	23%	19	95%	✓	43	26%	71	94%	X



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PARCC ELA Performance Distribution - Grade 09

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	354	766	764	746	5%	8%	16%	45%	26%	71%	49%
White	269	770	769	754	3%	5%	16%	45%	30%	75%	58%
African American	12	743	743	729	25%	8%	17%	42%	8%	50%	30%
Hispanic	52	746	746	730	10%	21%	17%	42%	10%	52%	34%
Asian	18	780	782	774	N	11%	11%	50%	28%	78%	78%
American Indian	S	S	S	734	S	S	S	S	S	S	40%
Two or More Races	S	S	780	748	S	S	S	S	S	S	53%
Students with Disability	74	729	730	713	20%	20%	32%	24%	3%	27%	12%
English Language Learners	S	S	705	693	S	S	S	S	S	S	4%
Economically Disadvantaged Students	27	737	740	729	15%	19%	37%	22%	7%	30%	31%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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PARCC ELA Performance Distribution - Grade 10

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	324	733	742	740	25%	15%	24%	23%	12%	35%	44%
White	257	732	742	747	25%	15%	25%	23%	12%	34%	50%
African American	S	S	728	722	S	S	S	S	S	S	28%
Hispanic	35	729	728	726	23%	23%	23%	29%	3%	31%	33%
Asian	18	775	782	767	11%	6%	11%	28%	44%	72%	69%
American Indian	N	N	N	729	N	N	N	N	N	N	35%
Two or More Races	S	S	757	741	S	S	S	S	S	S	45%
Students with Disability	77	709	711	702	40%	20%	29%	12%	N	12%	11%
English Language Learners	S	S	703	685	S	S	S	S	S	S	4%
Economically Disadvantaged Students	29	714	724	723	41%	21%	21%	17%	N	17%	30%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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**PARCC ELA Performance Distribution - Grade 11

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	253	721	730	736	26%	25%	30%	18%	1%	19%	40%
White	202	719	727	739	27%	25%	32%	15%	1%	16%	42%
African American	S	S	738	728	S	S	S	S	S	S	30%
Hispanic	23	728	726	732	26%	26%	13%	30%	4%	35%	37%
Asian	15	732	754	753	27%	13%	20%	40%	N	40%	58%
American Indian	N	N	N	735	N	N	N	N	N	N	34%
Two or More Races	S	S	748	736	S	S	S	S	S	S	39%
Students with Disability	65	719	715	710	28%	26%	31%	14%	2%	15%	13%
English Language Learners	S	S	699	702	S	S	S	S	S	S	8%
Economically Disadvantaged Students	S	S	719	730	S	S	S	S	S	S	33%



Did Not Yet Meet Expectations



Partially Met Expectations



Approached Expectations



Met Expectations



Exceeded Expectations

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



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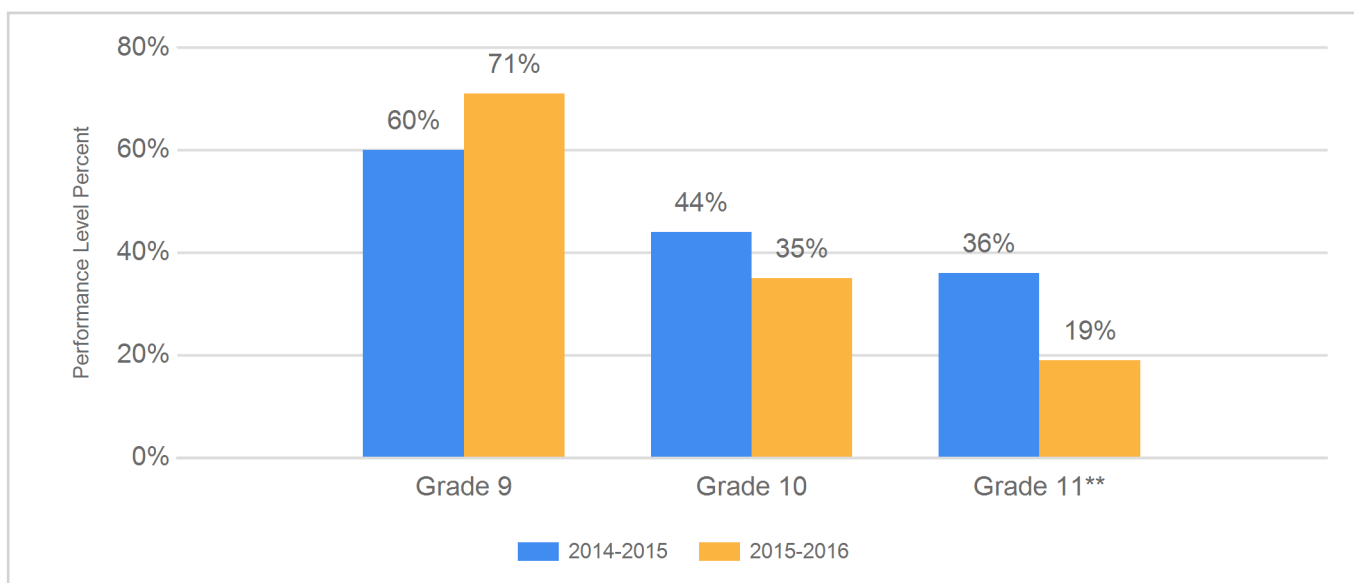
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PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



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



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PARCC Performance Distribution - Algebra I

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	268	747	746	727	5%	12%	32%	52%	0%	52%	41%
White	203	751	751	734	4%	8%	29%	58%	1%	59%	51%
African American	S	S	727	717	S	S	S	S	S	S	20%
Hispanic	46	733	735	720	4%	24%	46%	26%	N	26%	25%
Asian	S	S	758	746	S	S	S	S	S	S	76%
American Indian	S	S	S	726	S	S	S	S	S	S	38%
Two or More Races	S	S	723	727	S	S	S	S	S	S	47%
Students with Disability	73	725	725	708	15%	29%	34%	22%	N	22%	10%
English Language Learners	S	S	724	707	S	S	S	S	S	S	9%
Economically Disadvantaged Students	27	729	735	719	7%	30%	41%	22%	N	22%	23%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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PARCC Performance Distribution - Geometry

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	303	735	737	730	5%	28%	41%	25%	1%	26%	27%
White	255	736	738	736	5%	27%	42%	26%	1%	27%	34%
African American	S	S	734	717	S	S	S	S	S	S	9%
Hispanic	31	730	732	720	7%	36%	42%	16%	N	16%	13%
Asian	12	746	744	750	N	25%	25%	42%	8%	50%	61%
American Indian	N	N	N	722	N	N	N	N	N	N	15%
Two or More Races	S	S	712	730	S	S	S	S	S	S	29%
Students with Disability	S	S	722	709	S	S	S	S	S	S	5%
English Language Learners	S	S	712	710	S	S	S	S	S	S	6%
Economically Disadvantaged Students	24	720	729	719	13%	50%	21%	17%	N	17%	12%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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PARCC Performance Distribution - Algebra II

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	248	728	734	722	22%	25%	23%	28%	2%	30%	27%
White	202	727	733	728	23%	26%	21%	28%	2%	30%	31%
African American	S	S	714	700	S	S	S	S	S	S	8%
Hispanic	S	S	723	707	S	S	S	S	S	S	12%
Asian	18	758	766	754	N	17%	28%	50%	6%	56%	60%
American Indian	N	N	N	714	N	N	N	N	N	N	16%
Two or More Races	S	S	745	727	S	S	S	S	S	S	34%
Students with Disability	S	S	704	690	S	S	S	S	S	S	5%
English Language Learners	N	N	N	692	N	N	N	N	N	N	7%
Economically Disadvantaged Students	14	717	721	705	14%	57%	14%	14%	N	14%	11%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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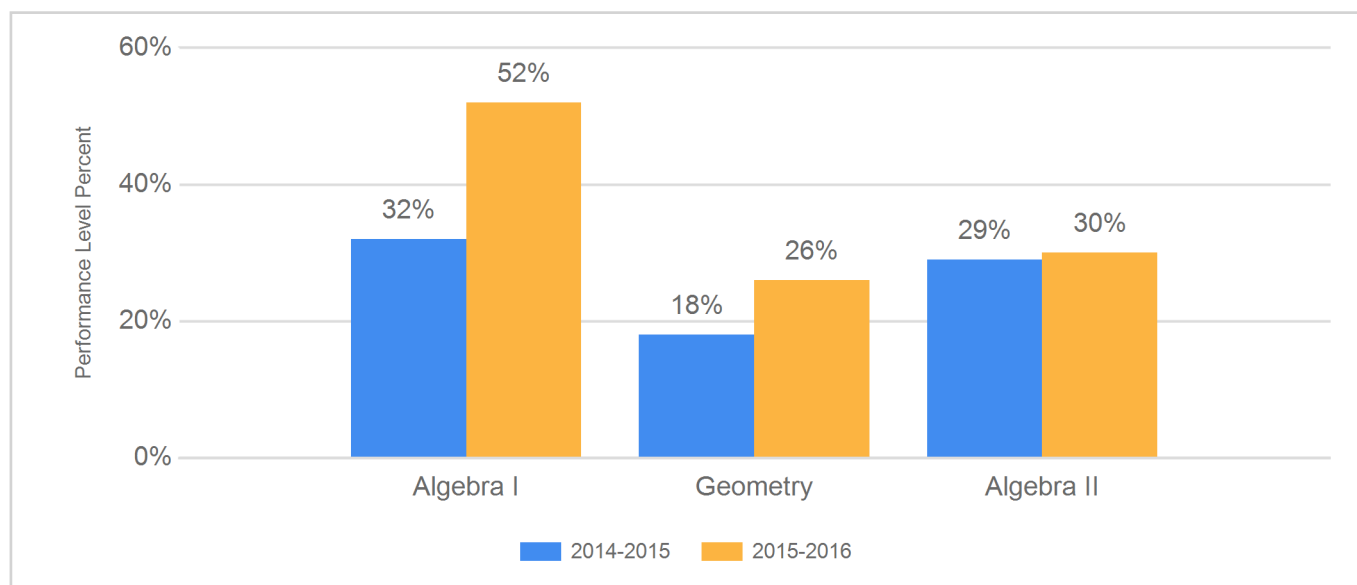
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PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





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The Academic Achievement section also measures the content knowledge that students have in biology as demonstrated in End-of-Course Biology assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

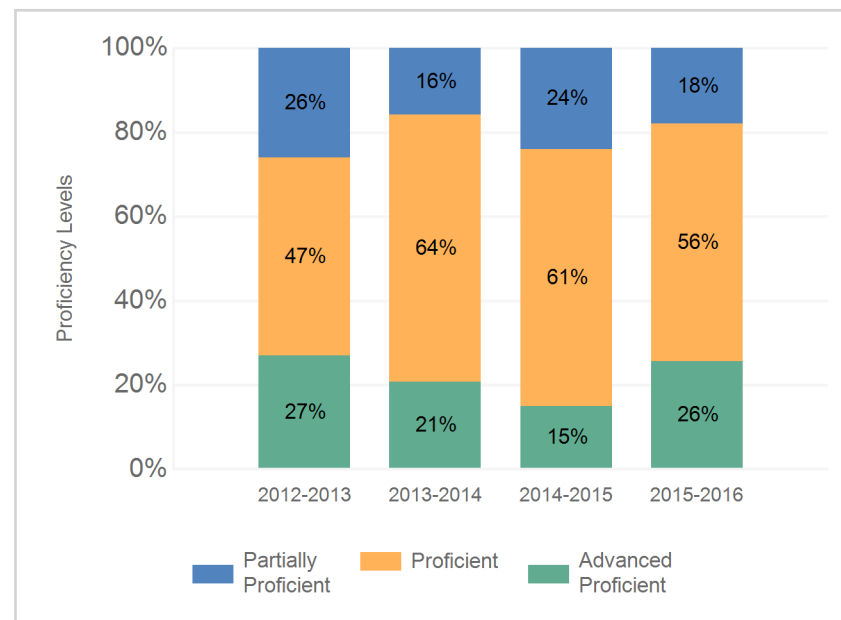
Proficiency Outcomes - Biology

This table presents the percentage of students in each proficiency category for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	16%	41%	43%
Schoolwide	26%	56%	18%
White	29%	55%	16%
African American	N	43%	57%
Hispanic	6%	67%	28%
American Indian	S	S	S
Asian	35%	59%	6%
Two or More Races	S	S	S
Students with Disability	9%	39%	53%
English Language Learners	S	S	S
Economically Disadvantaged Students	6%	47%	47%

Proficiency Trends - Biology

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





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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are taking college entrance exams and challenging themselves with rigorous course work.

PSAT/SAT/ACT Participation

This table presents the schoolwide and statewide participation rates from the last academic year as indicated in PSAT and SAT and from the last cohort as indicated in ACT.

College and Career Readiness Indicators	Schoolwide Participation	Statewide Participation
Percent of Students Participating in PSAT	100.0%	95.5%
Percent of Students Participating in SAT	62.5%	58.0%
Percent of Students Participating in ACT	53.6%	27.6%

PSAT/SAT/ACT Performance

This table presents the school and state mean scores.

2015-16	School Mean	State Mean
PSAT	1005	950
SAT	-	-
Reading and Writing	565	537
Math	558	538
ACT	-	-
Reading	25	23
English	23	22
Math	24	23
Science	23	22

PSAT/SAT/ACT Benchmarks

This table presents the percentage of students scoring at or above College Readiness Benchmarks.

2015-16	Benchmark	Schoolwide	Statewide
PSAT	N	N	N
SAT	-	-	-
Reading and Writing	480	86%	71%
Math	530	63%	53%
ACT	-	-	-
Reading	22	68%	58%
English	18	83%	74%
Math	22	64%	61%
Science	23	55%	49%

PSAT/SAT/ACT Performance by Percentile

This table presents the student scores broken down by percentile based upon the school's distribution of scores.

2015-16	75 Percentile	50 Percentile	25 Percentile
PSAT	1110	1005	900
SAT	-	-	-
Reading and Writing	620	570	510
Math	620	550	500
ACT	-	-	-
Reading	30	24	21
English	27	23	20
Math	27	24	19
Science	26	23	20



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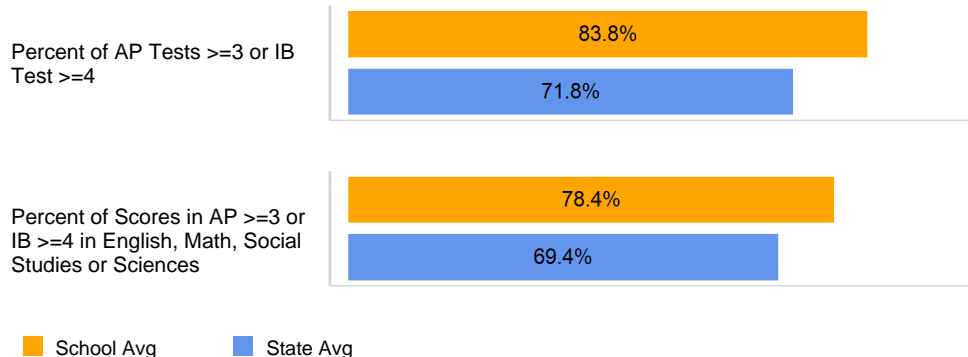
Morris Knolls High School

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AP/ IB Test Performance

This graph compares the percentage of all AP/IB tests with scores of AP ≥ 3 or IB ≥ 4 for students enrolled in the school and across the state.



Advanced Course Work Participation

The table below presents the percentage of 'unique' students enrolled in the 11th or 12th grade who took at least one AP or IB test, and the percent participating in dual enrollment.

2015-2016 Percent of Student Taking	School Participation	State Participation
One or More Course	43.3%	39.1%
One of More Test	31.0%	32.3%
At least One AP or IB Test in English, Math, Social Studies, or Science	21.6%	26.6%
Participating in Dual Enrollment	23.7%	15.4%

AP/ IB Courses Offered

This table presents the count of students enrolled in each AP/IB course and the count of tests taken in each AP/IB course. The last row provides the count of scores that met or exceeded the benchmark. For AP/ IB Courses Offered, please note a student does not have to take a course to take the test OR take the test when enrolled in the course.

AP/IB Course	Students Enrolled	Students Tested
AP Art—History of Art	20	3
AP Biology	45	32
AP Calculus AB	20	16
AP Calculus BC	18	16
AP Chemistry	11	5
AP Computer Science A	13	12
AP English Language and Composition	40	35
AP English Literature and Composition	28	17
AP Environmental Science	10	4
AP European History	18	5
AP French Language	10	5
AP Macroeconomics	0	30
AP Microeconomics	45	27
AP Music Theory	10	4
AP Physics 1	54	25
AP Physics C	12	0
AP Physics C: Electricity and Magnetism	0	7
AP Physics C: Mechanics	0	9
AP Psychology	87	64
AP Spanish Language	11	8
AP Statistics	10	8
AP Studio Art—Drawing Portfolio	24	0
AP Studio Art—General Portfolio	0	16
AP Studio Art—Two-Dimensional	25	2
AP U.S. Government and Politics	0	1



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AP/IB Course	Students Enrolled	Students Tested
AP U.S. History	63	60
IB Biology	4	0
IB Chemistry	8	8
IB History	32	11
IB Language A (English)	32	12
IB Language B—French	8	2
IB Language B—German	2	1
IB Language B—Spanish	22	9
IB Mathematics	27	12
IB Physics	13	6
IB Psychology	16	3
IB Theatre	0	9
IB Theory of Knowledge	30	0
Student AP Tests >=3 and IB Tests >=4		249



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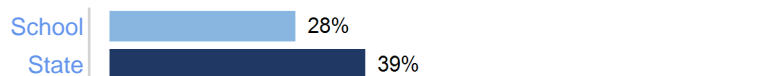
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Visual and Performing Arts

This graph on the left displays the percentages of students who were enrolled in at least one of the four arts disciplines within the school and across the state. The graphs on the right show the percentage of students who were enrolled in any Visual and Performing Arts classes within the school and across the state.

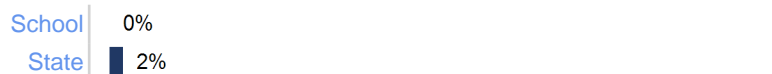
MUSIC



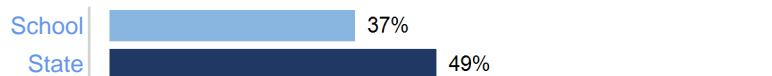
DRAMA



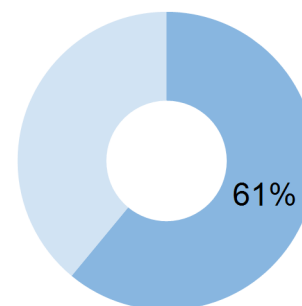
DANCE



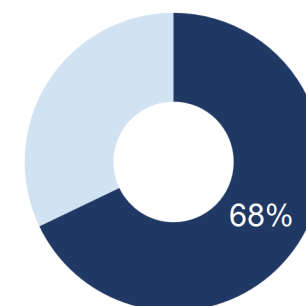
VISUAL ARTS



Any Visual and Performing Arts



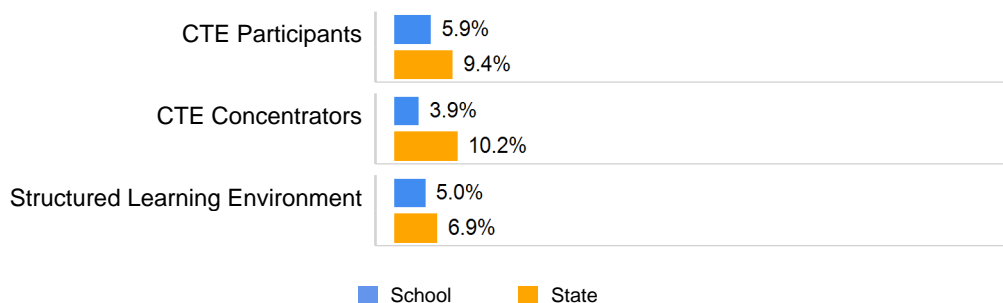
School



State

Career and Technical Education Participation

The graph below displays the percentage of students within the school and across the State who were in approved Career and Technical Education (CTE). CTE participants are students who have completed only one course and CTE concentrators are students who have completed at least two courses. The graph also shows the percentage of students who completed a course in Structured Learning Experiences.



■ School ■ State



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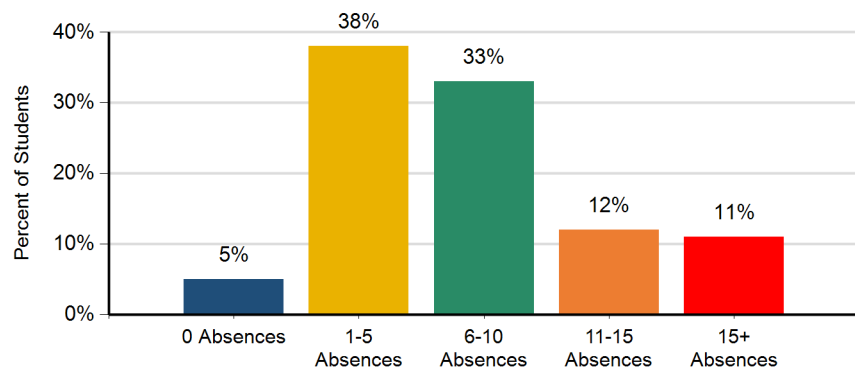
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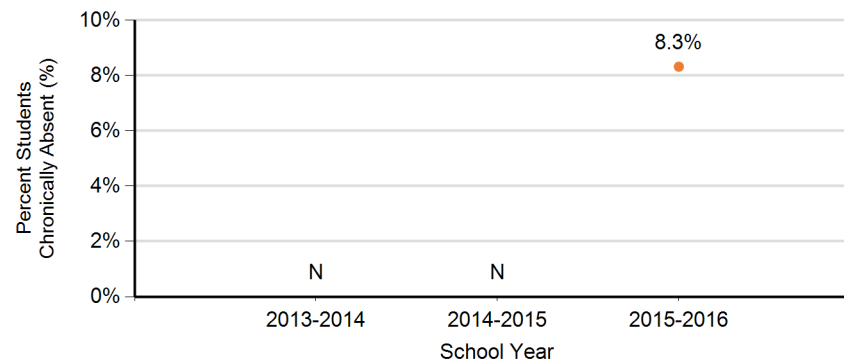
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years at the school.





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Graduation Rate by Subgroup

This table presents the "4-year Adjusted Graduation Rate" and statewide percentiles (a comparison between the school's rate and schools across the state) for the school and by ethnic/racial subgroup and special population. The table also provides the state target. The state target is established as 81% for the 2015-2016 school year by the New Jersey Department of Education.

	School Rate	Statewide Percentile	State Target
Schoolwide	92.4%	49	81%
White	95.3%	53	
African American	S	S	
Hispanic	69%	8	
American Indian	N	N	
Asian	S	S	
Native Hawaiian	S	S	
Two or More Races	S	S	
Students with Disability	71%	19	
English Language Learners	N	N	
Economically Disadvantaged Students	83%	32	

Dropout Rate by Subgroup

This table presents the Dropout Rates and state means for the school and by ethnic/racial subgroup and special population.

	School Rate	State Rate
Schoolwide	0.2%	1.2%
White	0.2%	0.6%
African American	N	2.6%
Hispanic	N	2.2%
American Indian	N	3.4%
Asian	N	0.2%
Native Hawaiian	N	0.3%
Two or More Races	N	1.0%
Students with Disability	0.3%	1.7%
English Language Learners	N	0.1%
Economically Disadvantaged Students	0.8%	1.7%



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Extended Year Graduation Rate

The table below presents the 4-year and 5-year graduation rates for the prior school year's cohort.

Class of	4-Year Rate	5-Year Rate
2013	97%	96%
2014	92%	94%
2015	92%	93%
2016	92%	

Postsecondary Enrollment Rates

This table presents the enrollment rates of this school's high school graduates into a 2 year or 4 year institution 16-months after high school graduation for the school and state and by ethnic/racial subgroup and special population.

	Percent Enrolled	Percent in 2 Years	Percent in 4 Years
Statewide	76.8%	33.9%	66.1%
Schoolwide	85.9%	28.7%	71.3%
White	87.0%	28.7%	71.3%
African American	S	S	S
Hispanic	S	S	S
American Indian	0.0%	0.0%	0.0%
Asian	S	S	S
Native Hawaiian	0.0%	0.0%	0.0%
Two or More Races	S	S	S
Students with Disability	70.0%	40.5%	59.5%
English Language Learners	0.0%	0.0%	0.0%
Economically Disadvantaged Students	S	S	S



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Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2015-16	6 Hrs. 57 Mins.

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 59 Mins.
Shared Time	2 Hrs. 59 Mins.

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2015-16	School
Faculty	10:1
Administrator	220:1

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2015-16	5.3%

Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	97%