



WATCHUNG HILLS REGIONAL HIGH SCHOOL
 (35-5550-050)
 Grades Offered: 09-12
 2017-2018

Report Key:
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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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



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School Contact Info

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

Type	Contact Information
County	SOMERSET
District	WATCHUNG HILLS REGIONAL
Principal Name	GEORGE P. ALEXIS
Address	108 STIRLING RD. WARREN, NJ 07059-5772
Phone Number	(908)647-4800
Email Address	GALEXIS@WHRHS.ORG
Website	https://www.whrhs.org/



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Enrollment Trends by Grade

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

Grade	2015-16	2016-17	2017-18
9	491	475	495
10	552	498	471
11	539	548	487
12	552	541	560
Total	2,134	2,062	2,013

Enrollment Trends by Student Group

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

Student Group	2015-16	2016-17	2017-18
Female	51.0%	52.3%	51.5%
Male	49.0%	47.7%	48.5%
Economically Disadvantaged Students	2.0%	1.8%	1.4%
Students with Disabilities	13.2%	13.5%	12.9%
English Learners	0.6%	0.7%	0.9%
Homeless Students		0.0%	0.1%
Students in Foster Care		0.0%	0.0%
Military-Connected Students		0.0%	0.1%
Migrant Students		0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2015-16	2016-17	2017-18
White	69.6%	68.4%	66.5%
Hispanic	7.9%	8.5%	9.5%
Black or African American	2.4%	3.0%	3.0%
Asian	17.3%	16.5%	16.8%
Native Hawaiian or Pacific Islander	0.2%	0.2%	0.3%
American Indian or Alaska Native	0.1%	0.1%	0.1%
Two or More Races	2.5%	3.3%	3.8%

Enrollment Trends by Full and Shared Time Status

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

Enrollment Status	2015-16	2016-17	2017-18
Full Time Students	2,126	2,051	2,002
Shared Time Students	13	20	20
Full Time Equivalent	2,133	2,061	2,012

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	85.9%
Spanish	3.2%
Chinese	3.1%
Portuguese	1.3%
Other Languages	6.6%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	953	97.8	65.2	65.2	56.7	65.2	56.7	Met Target
White	624	97.5	63.3	63.3	65.6	63.3	53.8	Met Target
Hispanic	106	97.3	47.1	47.1	42.5	47.1	38.4	Met Target
Black or African American	*	*	*	*	37.3	*	30.8	Met Target
Asian, Native Hawaiian, or Pacific Islander	158	100.0	86.1	86.1	82.3	86.1	75.4	Met Goal
American Indian or Alaska Native	*	*	*	*	52.7	*	**	**
Two or More Races	38	97.5	79.0	79.0	63.4	79.0	77.4	Met Target
Female	485	98.2	73.4	73.4	64.5	73.4		
Male	468	97.3	56.6	56.6	49.4	56.6		
Economically Disadvantaged Students	*	*	*	*	38.5	*	**	**
Non-Economically Disadvantaged Students	*	*	*	*	67.5	*		
Students with Disabilities	147	91.9	18.4	18.4	21.6	17.9	28.9	Not Met
Students without Disabilities	806	98.9	73.7	73.7	63.9	73.7		
English Learners	10	100.0	*	*	27.3	*	**	**
Non-English Learners	943	97.7	*	*	59.4	*		
Homeless Students	*	*	*	*	27.7	*		
Students In Foster Care	N	N	N	N	26.3	N		
Military-Connected Students	*	*	*	*	57.4	*		
Migrant Students	N	N	N	N	30.1	N		

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	489	766	766	752	5%	6%	18%	48%	24%	72%	55%
White	321	764	764	760	3%	7%	19%	51%	20%	71%	64%
Hispanic	55	746	746	735	18%	*	27%	*	*	47%	38%
Black or African American	12	748	748	734	*	*	*	*	*	50%	34%
Asian, Native Hawaiian, or Pacific Islander	83	788	788	782	*	*	*	40%	51%	90%	83%
American Indian or Alaska Native	N	N	N	752	N	N	N	N	N	N	51%
Two or More Races	18	778	778	760	0%	0%	*	*	*	83%	63%
Female	239	772	772	759	*	*	17%	47%	29%	76%	63%
Male	250	761	761	744	*	*	18%	48%	19%	67%	46%
Economically Disadvantaged Students	*	*	*	733	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	65%
Students with Disabilities	74	725	725	716	*	*	26%	*	*	22%	15%
Students without Disabilities	415	774	774	758	*	*	16%	*	*	80%	62%
English Learners	*	*	*	691	*	*	*	*	*	*	*
Non-English Learners	*	*	*	755	*	*	*	*	*	*	*
Homeless Students	*	*	*	720	*	*	*	*	*	*	22%
Students in Foster Care	N	N	N	719	N	N	N	N	N	N	20%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	54%
Migrant Students	N	N	N	696	N	N	N	N	N	N	10%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	465	756	756	749	11%	11%	20%	40%	18%	58%	51%
White	301	752	752	756	12%	11%	22%	41%	14%	55%	58%
Hispanic	53	742	742	733	*	19%	21%	*	*	45%	38%
Black or African American	*	*	*	728	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	75	786	786	782	*	*	*	37%	44%	81%	78%
American Indian or Alaska Native	*	*	*	744	*	*	*	*	*	*	50%
Two or More Races	21	770	770	753	0%	*	*	*	*	71%	55%
Female	245	769	769	759	4%	7%	18%	48%	23%	71%	60%
Male	220	742	742	739	17%	15%	23%	32%	12%	45%	42%
Economically Disadvantaged Students	*	*	*	730	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	*	*	*	758	*	*	*	*	*	*	59%
Students with Disabilities	71	709	709	707	44%	23%	20%	14%	0%	14%	15%
Students without Disabilities	394	765	765	756	5%	9%	21%	45%	21%	66%	57%
English Learners	*	*	*	684	*	*	*	*	*	*	*
Non-English Learners	*	*	*	752	*	*	*	*	*	*	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	707	N	N	N	N	N	N	21%
Military-Connected Students	*	*	*	748	*	*	*	*	*	*	48%
Migrant Students	N	N	N	706	N	N	N	N	N	N	18%



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

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	470	737	737	736	20%	14%	25%	33%	9%	41%	39%
White	303	733	733	737	22%	15%	22%	38%	3%	41%	41%
Hispanic	41	718	718	731	29%	*	32%	*	*	17%	35%
Black or African American	14	716	716	729	*	*	*	*	*	*	31%
Asian, Native Hawaiian, or Pacific Islander	89	760	760	759	*	*	28%	28%	28%	56%	60%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	25%
Two or More Races	23	740	740	737	*	*	*	*	*	43%	39%
Female	266	746	746	745	13%	11%	27%	39%	11%	50%	48%
Male	204	726	726	728	29%	19%	22%	25%	5%	30%	31%
Economically Disadvantaged Students	*	*	*	730	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	*	*	*	739	*	*	*	*	*	*	42%
Students with Disabilities	53	722	722	708	38%	*	*	*	*	30%	13%
Students without Disabilities	417	739	739	742	18%	*	*	*	*	42%	44%
English Learners	*	*	*	702	*	*	*	*	*	*	*
Non-English Learners	*	*	*	738	*	*	*	*	*	*	*
Homeless Students	N	N	N	721	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	708	N	N	N	N	N	N	19%
Military-Connected Students	N	N	N	729	N	N	N	N	N	N	31%
Migrant Students	N	N	N	707	N	N	N	N	N	N	*

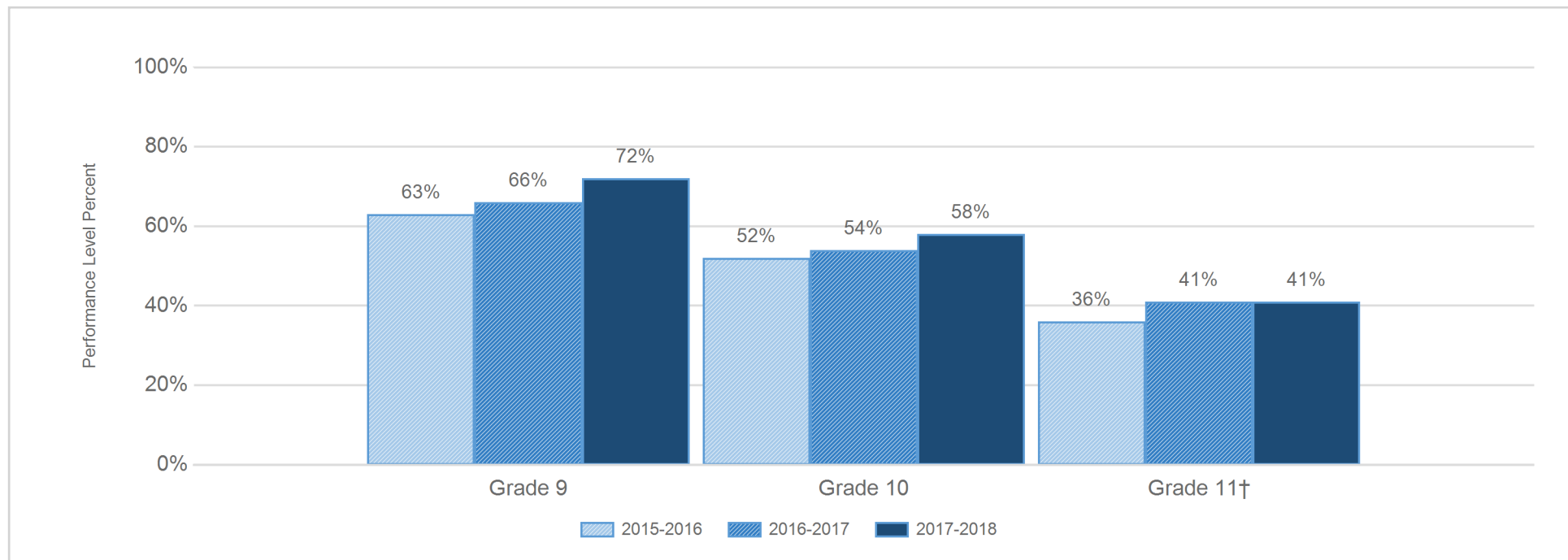


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English Language Arts/Literacy Assessment - Performance Trends

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



† 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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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	911	97.8	31.6	31.6	45.0	31.6	30.6	Met Target
White	610	97.6	29.0	29.0	54.1	29.0	26.4	Met Target
Hispanic	106	97.3	15.1	15.1	29.2	15.1	16.2	Met Target†
Black or African American	*	*	*	*	23.4	*	11.8	Met Target
Asian, Native Hawaiian, or Pacific Islander	129	99.2	58.9	58.9	77.0	58.9	57.7	Met Target
American Indian or Alaska Native	*	*	*	*	42.5	*	**	**
Two or More Races	37	97.4	40.5	40.5	53.0	40.5	39.8	Met Target
Female	464	98.1	32.1	32.1	46.0	32.1		
Male	447	97.4	31.1	31.1	43.9	31.1		
Economically Disadvantaged Students	*	*	*	*	26.6	*	**	**
Non-Economically Disadvantaged Students	*	*	*	*	55.9	*		
Students with Disabilities	143	94.1	*	*	17.1	*	15.1	Not Met
Students without Disabilities	768	98.5	*	*	50.5	*		
English Learners	10	100.0	10.0	10.0	24.6	10.0	**	**
Non-English Learners	901	97.7	31.9	31.9	46.9	31.9		
Homeless Students	*	*	*	*	17.3	*		
Students In Foster Care	N	N	N	N	16.2	N		
Military-Connected Students	*	*	*	*	45.8	*		
Migrant Students	N	N	N	N	23.7	N		

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Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	201	726	726	746	12%	31%	42%	15%	0%	15%	46%
White	137	728	728	755	11%	31%	41%	18%	0%	18%	57%
Hispanic	37	718	718	730	*	*	*	*	*	*	27%
Black or African American	*	*	*	727	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	13	733	733	779	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	49%
Two or More Races	*	*	*	755	*	*	*	*	*	*	54%
Female	106	727	727	748	11%	31%	42%	16%	0%	16%	48%
Male	95	725	725	745	14%	31%	42%	14%	0%	14%	44%
Economically Disadvantaged Students	*	*	*	729	*	*	*	*	*	*	25%
Non-Economically Disadvantaged Students	*	*	*	756	*	*	*	*	*	*	57%
Students with Disabilities	56	711	711	716	*	*	*	*	*	*	13%
Students without Disabilities	145	732	732	752	*	*	*	*	*	*	52%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	749	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	16%
Students in Foster Care	N	N	N	712	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	49%
Migrant Students	N	N	N	720	N	N	N	N	N	N	11%



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Mathematics Assessment - Performance by Test: Geometry

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	432	738	738	735	6%	24%	39%	*	*	31%	30%
White	296	736	736	740	6%	25%	40%	*	*	29%	37%
Hispanic	51	729	729	723	*	35%	39%	*	*	18%	14%
Black or African American	*	*	*	719	*	*	*	*	*	*	11%
Asian, Native Hawaiian, or Pacific Islander	49	756	756	760	0%	*	35%	*	*	61%	65%
American Indian or Alaska Native	*	*	*	734	*	*	*	*	*	*	28%
Two or More Races	23	744	744	741	*	*	*	43%	0%	43%	39%
Female	203	738	738	736	*	24%	40%	*	*	32%	30%
Male	229	737	737	734	*	24%	38%	*	*	31%	29%
Economically Disadvantaged Students	*	*	*	722	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	*	*	*	741	*	*	*	*	*	*	38%
Students with Disabilities	73	715	715	713	*	*	*	*	*	*	*
Students without Disabilities	359	742	742	738	*	*	*	*	*	*	*
English Learners	*	*	*	711	*	*	*	*	*	*	*
Non-English Learners	*	*	*	736	*	*	*	*	*	*	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	731	N	N	N	N	N	N	24%
Migrant Students	N	N	N	709	N	N	N	N	N	N	11%



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Mathematics Assessment - Performance by Test: Algebra II

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	468	727	727	727	25%	23%	25%	24%	3%	27%	30%
White	308	722	722	733	28%	27%	23%	*	*	22%	35%
Hispanic	45	711	711	710	38%	22%	29%	*	*	11%	14%
Black or African American	16	697	697	705	*	*	*	*	*	*	11%
Asian, Native Hawaiian, or Pacific Islander	80	761	761	766	*	*	28%	*	*	59%	66%
American Indian or Alaska Native	N	N	N	729	N	N	N	N	N	N	28%
Two or More Races	19	735	735	736	*	*	*	*	*	26%	37%
Female	250	731	731	728	18%	27%	28%	*	*	27%	30%
Male	218	724	724	727	33%	18%	21%	*	*	27%	30%
Economically Disadvantaged Students	*	*	*	709	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	*	*	*	736	*	*	*	*	*	*	37%
Students with Disabilities	58	697	697	693	*	*	*	*	*	*	*
Students without Disabilities	410	732	732	732	*	*	*	*	*	*	*
English Learners	*	*	*	691	*	*	*	*	*	*	*
Non-English Learners	*	*	*	729	*	*	*	*	*	*	*
Homeless Students	N	N	N	703	N	N	N	N	N	N	10%
Students in Foster Care	N	N	N	693	N	N	N	N	N	N	*
Military-Connected Students	*	*	*	717	*	*	*	*	*	*	20%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%



WATCHUNG HILLS REGIONAL HIGH SCHOOL

(35-5550-050)

Grades Offered: 09-12

2017-2018

Report Key:

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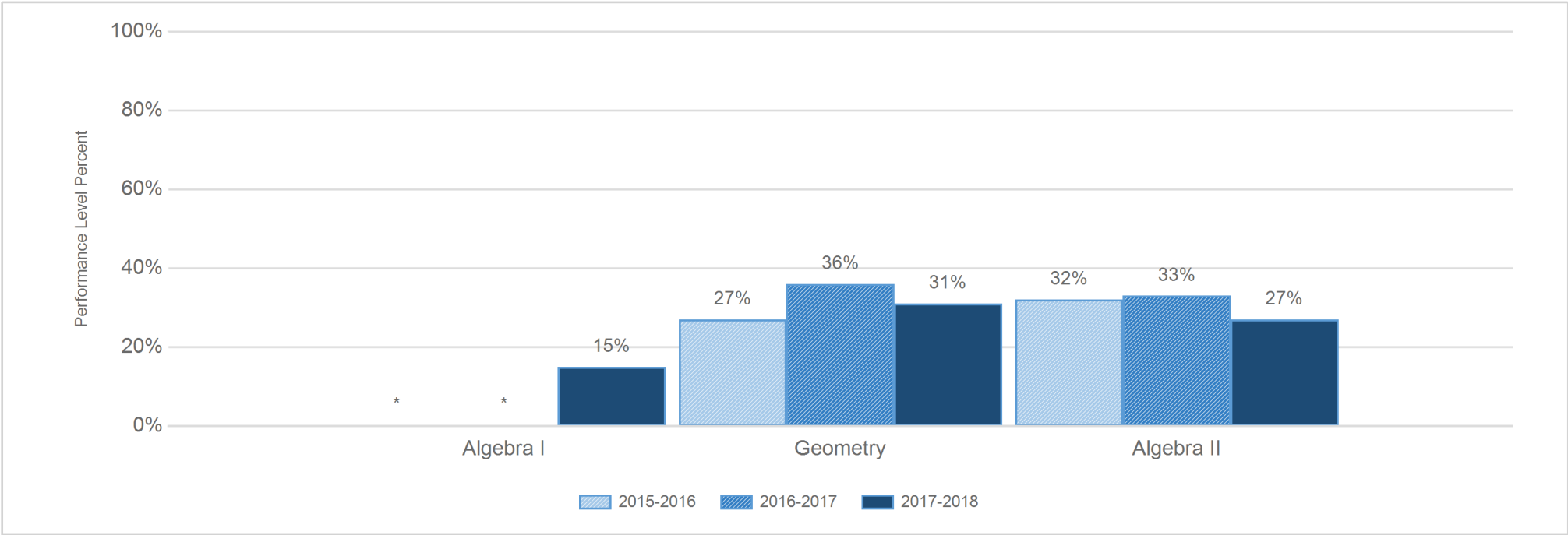
** Accountability calculations require 20 or more students

N No Data is available to display

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Mathematics Assessment – Performance Trends

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



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



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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2017-18 Target	Met Target?
Schoolwide/English Learners	25.0%	**	**

† 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	14	*	*
3-4	*	*	*
5 or more	N	N	N



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

NJASK Science Assessment Information

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

Biology Assessment Information

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



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

PSAT, SAT, & ACT - Participation

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

Participation Type	School Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2017-18	97.0%	85.0%
12th graders taking SAT in 2017-18 or prior years	83.6%	72.2%
12th graders taking ACT in 2017-18 or prior years	55.5%	24.6%

PSAT, SAT, & ACT - Performance

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

Participation Type	School Average Score	State Average Score	College Readiness Benchmarks	School - Students Scores at or above Benchmark	State - Students Scores at or above Benchmark
PSAT 10/NMSQT - Reading and Writing	537	478	Grade 10: 430 Grade 11: 460	83%	62%
PSAT 10/NMSQT - Math	528	478	Grade 10: 480 Grade 11: 510	59%	42%
SAT - Reading and Writing	622	542	480	96%	72%
SAT - Math	626	543	530	80%	54%
ACT - Reading	27	24	22	83%	62%
ACT - English	27	24	18	93%	78%
ACT - Math	26	24	22	79%	62%
ACT - Science	26	23	23	72%	53%



WATCHUNG HILLS REGIONAL HIGH SCHOOL

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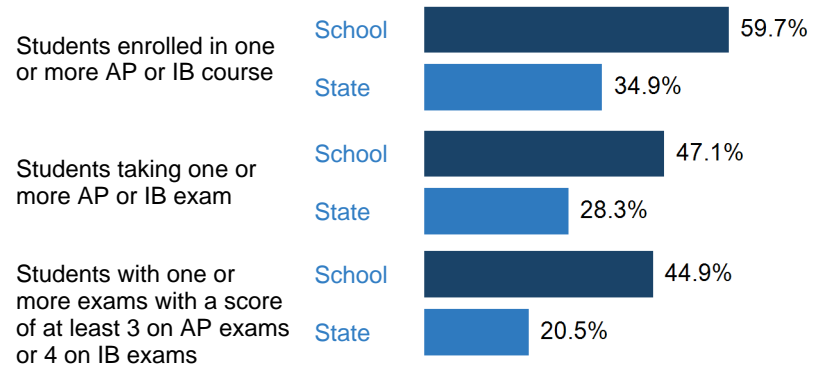
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate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

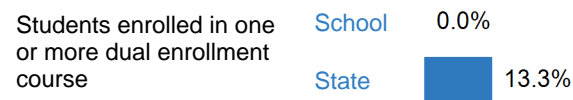
AP/IB Coursework – Participation and Performance

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



Dual Enrollment Coursework - Participation

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



AP/ IB Courses Offered

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

AP/IB Course	Students Enrolled	Students Tested
AP Biology	24	17
AP Calculus AB	84	72
AP Calculus BC	56	55
AP Chemistry	47	39
AP Chinese Language and Culture	16	8
AP Computer Science A	40	38
AP Computer Science Principles	94	54
AP English Language and Composition	134	148
AP English Literature and Composition	160	70
AP Environmental Science	40	28
AP European History	46	17
AP French Language and Culture	19	14
AP German Language and Culture	0	2
AP Human Geography	131	73
AP Italian Language and Culture	12	8
AP Macroeconomics	168	123



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AP/IB Course	Students Enrolled	Students Tested
AP Microeconomics	0	116
AP Physics C: Electricity and Magnetism	66	53
AP Physics C: Mechanics	0	59
AP Psychology	140	90
AP Spanish Language	28	20
AP Statistics	83	72
AP Studio Art—Three-Demensional	0	4
AP Studio Art—Two-Demensional	33	22
AP U.S. Government and Politics	118	76
AP U.S. History	78	75
Total Exams taken		1353
Exams with scores of at least 3 on AP exams or 4 on IB exams		1239



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2017-2018

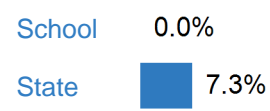
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This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education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

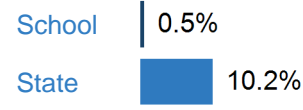
Career and Technical Education Participation

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

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



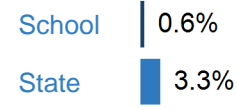
CTE Concentrators
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

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

Structured Learning Experiences





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(35-5550-050)
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2017-2018

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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



Industry-Valued Credentials by Career Cluster

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

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total credentials earned
Architecture & Construction	*	*	*
Arts, AV Technology & Communications	*		
Hospitality & Tourism	*		
Human Services	*		
Law, Public Safety, Corrections & Security	*		
Manufacturing	*		
Transportation, Distribution & Logistics	*	*	*
Total (All Clusters)	20	*	*



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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	204	248	43	0	0	0	10
10	3	189	244	43	0	18	2
11	1	9	195	220	43	32	29
12	1	3	11	128	244	70	148
Total	209	449	493	391	287	120	189
Enrolled in AP/IB Course					138	83	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0

Science - Course Participation

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

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	492	1	0	0	0	8
10	7	469	0	0	2	2
11	5	72	0	6	477	52
12	22	76	0	89	81	215
Total	526	618	0	95	560	277
Enrolled in AP/IB Course	24	47		40	66	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0



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Social Studies and History - Course Participation

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

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	493	8	0	0	6	10
10	9	466	21	1	104	25
11	4	487	65	67	126	115
12	1	48	139	242	207	278
Total	507	1009	225	310	443	428
Enrolled in AP/IB Course	0	78	168	140		264
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	309	83	58	0	0	39	0
10	307	63	47	0	18	33	0
11	226	72	43	0	27	32	0
12	112	54	60	0	25	29	0
Total	954	272	208	0	70	133	0
Enrolled in AP/IB Course	28	19	12	0	0	16	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	471	140	51	0	36	54	0



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Seal of Biliteracy

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

Language	Students Earning a Seal of Biliteracy
Chinese	*
French	*
Italian	13
Russian	*
Spanish	22
Total	50



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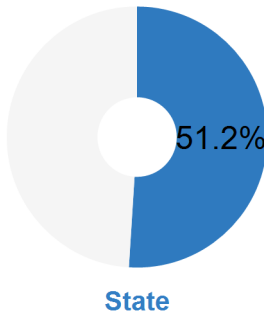
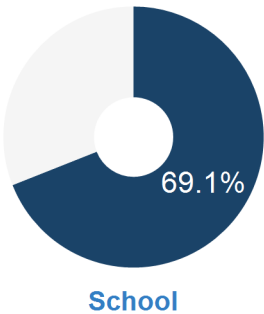
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Visual and Performing Arts – Course Participation

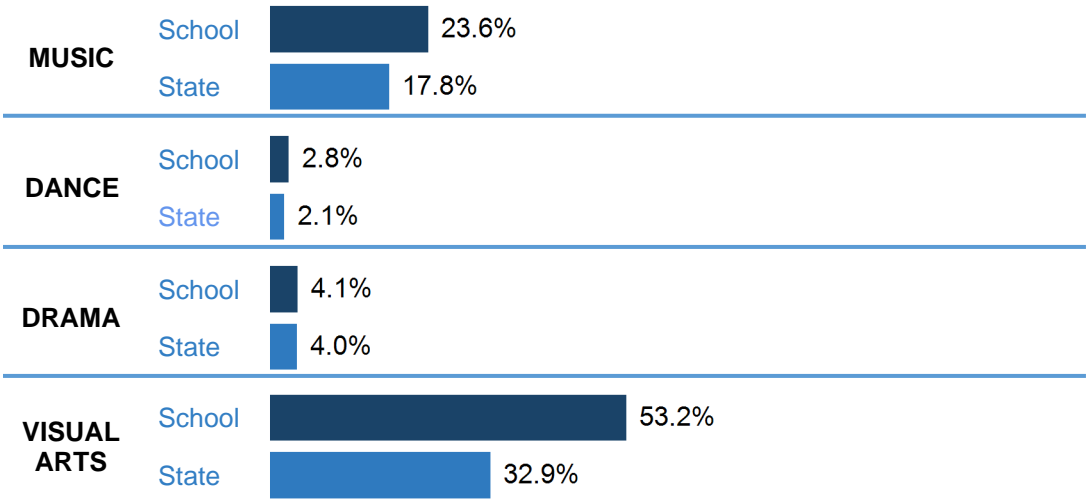
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 9-12:

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



Students enrolled in one or more classes by discipline:





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

Graduation Rates

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

Student Group	School - Class of 2018: 4 Year Rate	State - Class of 2018: 4 Year Rate	School - Class of 2017: 5 Year Rate	State - Class of 2017: 5 Year Rate	Class of 2017: 4 Year Rate	Class of 2017: 4 Year Target	Class of 2017: Met Target	Class of 2016: 5 Year Rate	Class of 2016: 5 Year Target	Class of 2016: Met Target
Schoolwide	97.3%	90.9%	97.6%	92.4%	96.4%	N	Met Goal	98.0%	N	Met Goal
White	97.5%	95.0%	97.3%	95.7%	96.5%	N	Met Goal	98.2%	N	Met Goal
Hispanic	97.6%	84.8%	94.7%	87.3%	92.1%	95.0%	Not Met	93.9%	96.0%	Not Met
Black or African American	92.9%	84.2%	100.0%	86.8%	93.8%	**	**	*	**	**
Asian, Native Hawaiian or Pacific Islander	96.8%	97.0%	100.0%	97.7%	97.6%	N	Met Goal	99.0%	N	Met Goal
American Indian or Alaska Native	N	86.5%	*	94.1%	*	**	**	*	**	**
Two or More Races	100.0%	92.0%	*	93.9%	*	**	**	*	**	**
Economically Disadvantaged Students	*	84.6%	94.1%	87.0%	82.4%	**	**	90.0%	**	**
Students with Disabilities	86.7%	80.1%	93.6%	83.5%	92.6%	95.0%	Not Met	92.4%	96.0%	Not Met
English Learners	*	75.8%	*	81.8%	*	**	**	*	**	**
Homeless Students	N	72.6%	N	79.1%	N			N		
Students in Foster Care	N	62.6%	N	64.9%						



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Graduation Pathways

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

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
PARCC Assessment	74.2%	64.7%
Substitute Competency Test	23.1%	32.7%
Portfolio Appeals Process	0.2%	0.2%
Alternate Requirements specified in IEP	2.5%	2.4%
Unknown	0.0%	0.0%

Graduation Rate Trends

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

Class of	4-Year Rate	5-Year Rate
2018	97.3%	-
2017	96.4%	97.6%
2016	98.0%	98.0%

Dropout Rate Trends

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

School Year	School Rate	State Rate
2017-2018	0.2%	1.2%
2016-2017	0.1%	1.1%
2015-2016	0.1%	1.2%



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

Postsecondary Enrollment Rates: Fall

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	72.8%	27.6%	72.4%
Schoolwide	90.1%	10%	90%
White	90.6%	10.3%	89.7%
Hispanic	94.9%	18.9%	81.1%
Black or African American	61.5%	37.5%	62.5%
Asian, Native Hawaiian, or Pacific Islander	89.2%	3.6%	96.4%
American Indian or Alaska Native	N	N	N
Two or More Races	92.3%	0%	100%
Economically Disadvantaged Students	70%	28.6%	71.4%
Students with Disabilities	79.6%	30.2%	69.8%
English Learners	*	*	*

Postsecondary Enrollment Rates: 16 month

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	77.9%	31.9%	68.1%	72.5%	27.5%	64.9%	35.1%
Schoolwide	88.7%	14.4%	85.6%	62.7%	37.3%	40.9%	59.1%
White	90.3%	14.9%	85.1%	63%	37%	37%	63%
Hispanic	77.8%	35.7%	64.3%	71.4%	28.6%	67.9%	32.1%
Black or African American	86.7%	23.1%	76.9%	69.2%	30.8%	38.5%	61.5%
Asian, Native Hawaiian, or Pacific Islander	90%	2.8%	97.2%	54.2%	45.8%	47.2%	52.8%
American Indian or Alaska Native	*	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	93.8%	6.7%	93.3%	60%	40%	46.7%	53.3%
Students with Disabilities	81.3%	39.3%	60.7%	68.9%	31.1%	65.6%	34.4%
English Learners	*	*	*	*	*	*	*



WATCHUNG HILLS REGIONAL HIGH SCHOOL

(35-5550-050)

Grades Offered: 09-12

2017-2018

Report Key:
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 ** Accountability calculations require 20 or more students
 N No Data is available to display
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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations.

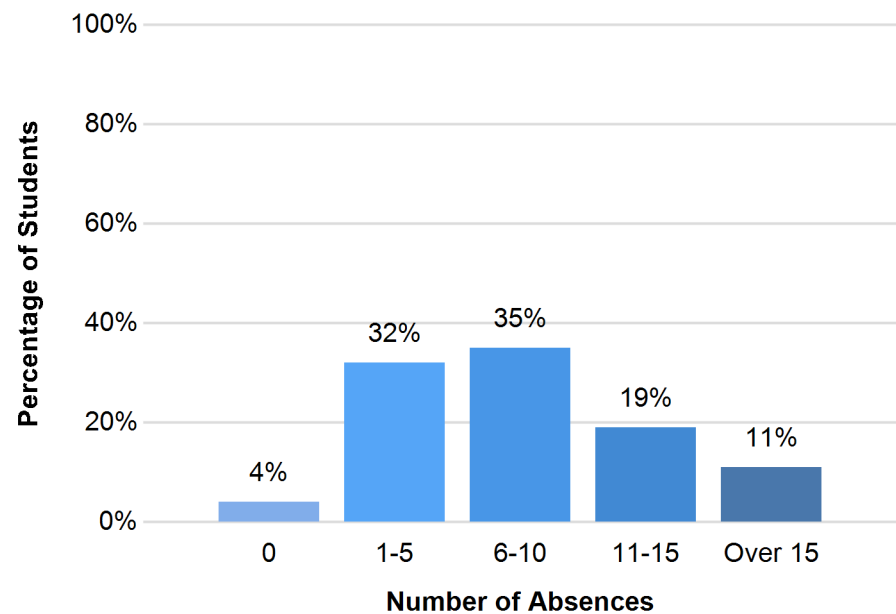
Chronic Absenteeism

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

Student Group	Number of students chronically absent	Percent of students chronically absent	State Average	Met State Average
Schoolwide	160	7.8	14.9	Met
White	120	8.7	14.9	Met
Hispanic	19	9.7	14.9	Met
Black or African American	*	*	14.9	Met
Asian, Native Hawaiian, or Pacific Islander	9	2.6	14.9	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	3	3.8	14.9	Met
Economically Disadvantaged Students	4	14.3	14.9	Met
Students with Disabilities	43	14.3	14.9	Met
English Learners	3	16.7	**	**

Days Absent

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





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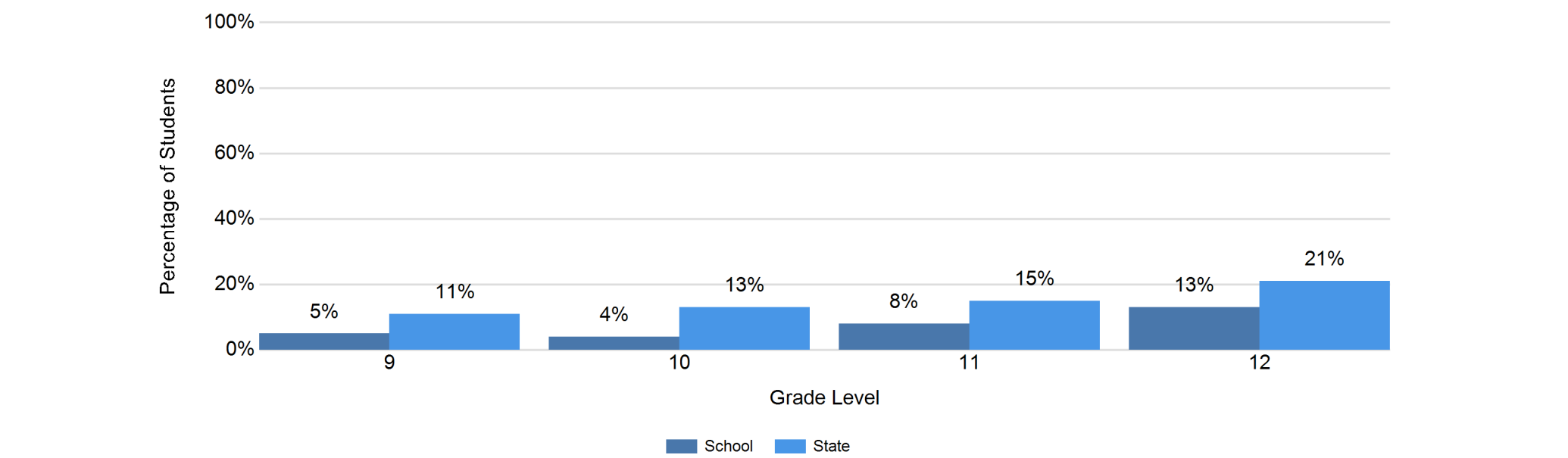
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Chronic Absenteeism by Grade

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





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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	15
Weapons	0
Vandalism	0
Substances	17
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	32
Incidents Per 100 Students Enrolled	1.59

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



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Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bullying (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	0	0
Disability	0	0	0
Other	1	0	1
No Identified Nature	1		1

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	46	2.3%
Any Suspension	46	2.3%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
174



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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	7:30 AM
Typical End Time	2:15 PM
Length of School Day	6 Hrs 45 Mins
Full Time - Instructional Time	5 Hrs 36 Mins
Shared Time - Instructional Time	4 Hrs. 51 Mins.

Device Ratios

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

School Year	Student to Device Ratio
2017-18	1.3:1

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2016-2017)	\$220	\$16,021	\$16,241



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Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	157	117,464
Average years experience in public schools	11.7	12.0
Average years experience in district	11.0	10.7
Teachers in district for 4 or more years	89.2%	75.5%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	18	9,374
Average years experience in public schools	13.6	16.0
Average years experience in district	11.9	12.0
Administrators in district for 4 or more years	77.8%	76.2%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	13:1	13:1
Students to Administrators	112:1	112:1
Teachers to Administrators	9:1	9:1
Students to Librarians/Media Specialists		2012:1
Students to Nurses		671:1
Students to Counselors		201:1
Students to Child Study Team		252:1



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Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2016-17 Teachers: Same district 2017-18	91.7%	90.2%
2016-17 Administrators: Same district 2017-18	100.0%	86.2%

Faculty Attendance

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

School Year	% Days Present
2017-18	98.2%



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Teachers: All classroom teachers

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Teachers and Administrators – Demographics

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

Category	Teachers	Administrators
Female	61.1%	38.9%
Male	38.9%	61.1%
White	93.0%	100.0%
Hispanic	3.2%	0.0%
Black or African American	0.6%	0.0%
Asian	3.2%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%



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

Comprehensive Status

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

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

Targeted Status

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

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



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

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

Accountability Indicator	Score	Weight
English Language Arts Proficiency	69.63	17.5%
Mathematics Proficiency	44.99	17.5%
Graduation Rate - 4-Year	71.06	25.0%
Graduation Rate - 5-Year	74.43	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	71.26	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	67.12	n/a
Summative Rating: Percentile Rank of Summative Score	71.35	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5 th percentile	No	n/a
Requires Comprehensive Support: 4-year Graduation Rate less than or equal to 67%	No	n/a

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



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Accountability Summary by Student Group - 2017-18 School Year

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

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	4-Year Graduation Rate: Met Annual Target	5-Year Graduation Rate: Met Annual Target	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	No	Met Target	Met Target	Met Goal	Met Goal	**	Met	No
White	61.43	8.94	No	Met Target	Met Target	Met Goal	Met Goal	n/a	Met	No
Hispanic	62.46	8.94	No	Met Target	Met Target†	Not Met	Not Met	n/a	Met	No
Black or African American	**	**	No	Met Target	Met Target	**	**	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	55.09	8.94	No	Met Goal	Met Target	Met Goal	Met Goal	n/a	Met	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	Met Target	Met Target	**	**	n/a	Met	No
Economically Disadvantaged Students	**	**	No	**	**	**	**	n/a	Met	No
Students with Disabilities	72.54	8.94	No	Not Met	Not Met	Not Met	Not Met	n/a	Met	No
English Learners	**	**	No	**	**	**	**	**	**	No

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






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School Narrative

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

 <p>Highlights:</p>	<ul style="list-style-type: none"> The Class of 2018 had 15 National Merit Finalists. The number of semifinalists (15) was the highest in Somerset County and placed us sixth among all comprehensive public high schools in New Jersey. Our school offers 30 NJSIAA athletic teams and competes in the highly competitive Skyland Conference. In 2017-18, we earned five North 2, Group 4 and three Group 4 State Championships. Our award-winning performing arts programs in 2017-18 produced thirteen students who earned All-State music honors and one who earned the prestigious Governor’s Award in Arts Education.
 <p>Mission, Vision, Theme:</p>	<p>The Watchung Hills Regional High School learning community is committed to developing critical and creative thinkers who collaborate and communicate effectively to solve academic and real-world problems. Our sustained focus on inquiry deepens our understanding of the relevance of academic skills. Our culture of acceptance and our commitment to aesthetic, athletic, and service interests broaden our approach to learning and strengthen our social and emotional intelligences. Through reflection and ethical decision-making, we continue to learn and grow, embrace differences, and prepare for an increasingly complex, ever-changing world. Our vision guides our commitment to academic excellence and social and emotional growth. We believe in the importance of authentic learning, and our faculty sets the tone by modeling inquiry and collaboration in their professional learning communities.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>During the 2017-18 school year, 15 Watchung Hills students from the Class of 2018 were named National Merit Semifinalists. This number was the highest in school history and ranked us 1st in Somerset County, 6th among comprehensive public high schools in New Jersey, and 9th overall in the state. Additionally, 53 students were commended in the competition, establishing another school record of 68 recognized students. All 15 semi-finalists were named finalists. We also had a student named one of the Top 300 Science Scholars in the prestigious Regeneron competition for a 2nd year in a row. Also a group of 3 students won the Conrad Challenge, a highly selective project-based innovation competition. Our school has been named to the AP Honor Roll three times. In athletics, we earned five North 2, Group 4 and three Group 4 State Championships, as well as 3 county, 2 conference, and 1 district championship. Two of our coaches were named Coach of the Year at the state level.</p>






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 <p>Courses, Curriculum, Instruction:</p>	<p>Watchung Hills Regional High School is committed to excellence and equity. Aligned with the school vision, our comprehensive academic program promotes a culture of inquiry and collaboration. Students learn to think critically and creatively, communicate and collaborate, and design solutions to problems. We believe in finding the most suitable academic placements and building pathways for students based on their interests and passions. Students choose from a rich array of academic experiences and offerings, including 24 AP courses and a broad range of electives in the arts, business, and STEAM. Expanding programs in computer science, robotics, and visual and performing arts, including a new music tech lab, highlight new opportunities for students. Our 1:1 Chromebook initiative and inquiry-based instructional practices have reduced the use of textbooks. A homework-free zone is in effect three times per year: over the Thanksgiving, December holiday, and spring breaks.</p>
 <p>Sports and Athletics:</p>	<p>Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Boys & Girls), Cheerleading (Girls), Cross Country (Boys & Girls), Fencing (Boys & Girls), Field Hockey (Girls), Football (Coed), Golf (Boys & Girls), Gymnastics (Girls), Ice Hockey (Coed), Lacrosse (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Boys & Girls), Wrestling (Coed)</p> <p>The school offers 30 NJSIAA athletics teams, including fencing, gymnastics, swimming, and bowling. Students also participate in Ultimate Frisbee and cheerleading. In 2017-18, we earned eight state championships: five North 2, Group 4 (girls' tennis, wrestling, boys' lacrosse, girls' track and field, and boys' golf) and three Group 4 (boys' lacrosse, girls' track and field, and boy's golf) State Championships. We also were very pleased to earn three Skyland Conference Championships (girls' soccer, girls' basketball, and wrestling) and two Somerset County Championships (wrestling and boys' golf). Our wrestling team also won the Division 16 District Championship.</p>
 <p>Clubs and Activities:</p>	<p>At Watchung Hills, students develop leadership skills and contribute to the school community through student government, student-run publications, service organizations, academic and problem-solving competitions, and award-winning performing arts programs. Students can select from 65 clubs and activities, including national organizations such as Model UN, Junior State of America, and FIRST (robotics). Students also have opportunities to participate in hackathon and TEDx events, which are organized and run by students. Our culinary club caters many of the co-curricular events.</p>






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 <p>Before and After School Programs:</p>	<p>As a high school district, we do not have formal before and after school programs, but we do have hundreds of students actively involved in sports, clubs, and performing arts ensembles before and after school. Our media center is also opened for students before and after school.</p>
 <p>Staff and Professional Learning:</p>	<p>The faculty and staff are actively engaged in professional learning activities. The School Improvement Panel has developed a district professional development plan that is aligned with the strategic plan and the individual professional development plans of faculty members and administrators. Professional learning is offered through four district-wide professional development days, one of which is a shared day with the four sending districts. This shared day offers over 90 workshop choices for over 900 participants. Professional development days provide adult learning opportunities and collaborative discussions for support staff, teachers, educational specialists, and administrators. In addition to the professional development days, the district has a dynamic professional learning community (PLC) where educators are examining self-selected problems of practice, conducting research, and developing solutions through shared lesson plans, new programs, and resources.</p>
 <p>Postsecondary Information:</p>	<p>Approximately 95% of our students attend post-secondary institutions, ranging from Ivy League universities to local colleges. Graduates also pursue opportunities in the military and the world of work. Each year, we host evening programs on the college admissions process and on financial aid for seniors and their parents. We regularly invite college admissions directors to speak to our students and families, and we have a robust schedule of college visits each fall. Students meet with visiting representatives during lunch and after school. In addition, we have added instant-decision days to our fall schedule. Over the summer, we offer a college essay writing workshop for rising seniors. Additionally, all sophomores and juniors take the PSAT on the designated Wednesday each October.</p>



WATCHUNG HILLS REGIONAL HIGH SCHOOL
 (35-5550-050)
 Grades Offered: 09-12
 2017-2018

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Student Supports and Services:

We have a wide range of services to assist our students with disabilities and our English language learners. We have a large staff of teachers and aides that support students in inclusion settings, resource classes, and guided study halls. Our child study team actively engages with students and parents to ensure that the most appropriate and least restrictive supports are in place and adjusted when necessary. Our ESL teacher directly supports our English language learners. We also have a Title I teacher who supports our struggling math students. Our I&RT Committee meets regularly to identify and address the needs of students who are experiencing difficulties. Our student assistant and guidance counselors, vice principals, and nurses play key roles in supporting these students. In addition, teachers regularly provide extra help, and we have a math lab that is staffed by faculty members throughout the day. We also have peer tutoring facilitated through the National Honor Society.



Student Health and Wellness:

We are committed to student wellness and an inclusive school culture. Our comprehensive health and physical education curriculum is designed to teach healthy lifestyles and lifelong skills. We participate in the free and reduced lunch program and provide students with opportunities to purchase breakfast before school. In an effort to reduce stress and teach students important lessons in time management, we have initiated homework-free zones over three breaks during the school year and have implemented flex day schedules. We also have invited teachers and administrators to follow a student's schedule for a day. In addition, we have contracted with Care Plus, a third-party provider that assists the guidance and school counselors with therapeutic sessions and behavioral assessments. In partnership with our Municipal Alliance, we have held evening programs for our school community to learn more about the vaping epidemic and the dangers of addiction.



Parent and Community Involvement:

We have an actively engaged parent community, and we believe in the importance of communication and partnerships. Our Parent Portal, which is easily accessible through our website, is an effective way to provide feedback about student learning, and in an effort to find the most suitable placements for students, we have strengthened communication among teachers, counselors, students, and parents. The superintendent and principal meet regularly with a Parent Advisory Committee. Parents, alumni, and local organizations strengthen the school community through their support of the PTO, athletic and co-curricular booster clubs and associations, as well as strategic planning committees. Our Municipal Alliance, in particular, has been a significant partner and financial supporter of our programs designed to educate parents on the social and emotional wellness of our students. We recognize the contributions of our alumni and school community through our hall of fame.






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 <p>Climate Surveys:</p>	<p>Aligned with our commitment to inquiry and collaboration, we regularly survey our faculty and staff on professional development experiences and share those results. We provide opportunities for faculty and staff feedback on a range of topics through our Academic Council and our department meetings, as well as through informal meetings and conversations. Our principal meets regularly with the students on the Principal's Advisory Council, and our superintendent and principal meet with the Parent Advisory Committee and the Staff Advisory Committee.</p>
 <p>Facilities:</p>	<p>The school campus, established in 1957, is comprised of three main buildings, a new turf field, several grass athletics fields, four gymnasiums, a wrestling room, and a state-of-the-art performing arts center, which was completed in 2006. A brand new music technology lab, a renovated culinary arts space, performing and fine arts instructional spaces, seven tech labs, and new Smart Board technology are also facility highlights. Upcoming projects include a locker room renovation. We also are contemplating the renovation of the media center to create a learning commons that will be the instructional centerpoint of the campus. A STEAM lab also is in the long-range plan to accommodate an expanding curriculum that is focused on inquiry, problem solving, and design thinking.</p>
 <p>School Safety:</p>	<p>School safety is a top priority at Watchung Hills. Our security plan includes electronically controlled door access, a secured vestibule at the main entrance, and an expansive security camera system that is accessible and controlled by computer software. We are fortunate to have a full-time Student Resource Officer, a director of security, and three other full-time security aides, as well as a part-time security aide that monitors the campus after school and in the evenings. Our security team works closely with our vice principals to ensure the smooth operation of the school. They also play a key role in strengthening our culture of acceptance and inclusion by developing relationships with a wide range of students.</p>




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 <div>Technology and STEM:</div>	<p>Over the last several years, we have expanded our bandwidth and added a significant number of wireless access points to maximize our digital learning environment. We began our 1:1 Chromebook initiative in 2017-18 and currently all freshman and sophomore students have a school-issued Chromebook. Teachers have state-of-the-art interactive Smart Boards in the classroom and are using Google Classroom to communicate with students and create a structured digital learning environment. Our STEAM curriculum is constantly evolving, and our computer science enrollment is growing rapidly. We offer several computer science courses, including the College Board's newly developed AP Computer Science Principles, PLTW engineering courses, and new robotics course. Students take Financial Literacy online through Canvas and use Educere for home instruction and credit recovery purposes. We also continue to grow our digital resources, recently adding Albert.io and Newsela.</p>
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<div>  <div>Other Information:</div> </div>	<p>The school operates under a rotating modified block schedule with 56-minute periods. As part of our wellness initiative, we are piloting a Flex Day schedule that allows students opportunities to consult with teachers, make up assessments, or simply decompress. Our SAT scores have risen significantly over the last six years, the ACT average for the Class of 2018 was the highest to date, and our AP scores and AP participation were at their highest levels in 2017-18. We offer full bus transportation to and from school and a 4:15 pm activity bus. We use School Messenger to communicate regularly by email and phone with our families.</p>
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