NJ SCHOOL PERFORMANCE REPORT

West Morris Central High School
(27-5660-030)
Grades Offered: 09-12
2018-2019

Report Key:
 * Data is not displayed in order to protect student privacy
 ** Accountability calculations require 20 or more students
 N No Data is available to display
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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

Notes from the New Jersey Department of Education:

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School Contact Information

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

Type	Contact Information
County	Morris
District	West Morris Regional High School District
Principal Name	Mr. Timothy Rymer
Address	259 BARTLEY ROAD CHESTER, NJ 07930
Phone Number	908-879-5212
Email Address	trymer@wmrhsd.org
Website	http://www.wmchs.org

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

Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
9	330	289	300
10	314	328	283
11	305	304	324
12	338	310	306
Total	1,287	1,231	1,213

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	49.1%	47.5%	47.0%
Male	50.9%	52.5%	53.0%
Economically Disadvantaged Students	1.6%	1.1%	1.2%
Students with Disabilities	17.4%	17.8%	18.5%
English Learners	0.0%	0.2%	0.5%
Homeless Students	0.0%	0.0%	0.0%
Students in Foster Care	0.1%	0.2%	0.1%
Military-Connected Students	0.0%	0.0%	0.1%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	86.9%	84.7%	83.6%
Hispanic	5.8%	7.0%	7.5%
Black or African American	1.8%	1.7%	1.3%
Asian	3.7%	3.8%	3.8%
Native Hawaiian or Pacific Islander	0.0%	0.1%	0.0%
American Indian or Alaska Native	0.2%	0.3%	0.2%
Two or More Races	1.6%	2.4%	3.5%

Enrollment Trends by Full and Shared Time Status

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

Enrollment Status	2016-17	2017-18	2018-19
Full Time Students	1,278	1,218	1,198
Shared Time Students	16	24	28
Full Time Equivalent	1,286	1,230	1,212

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.

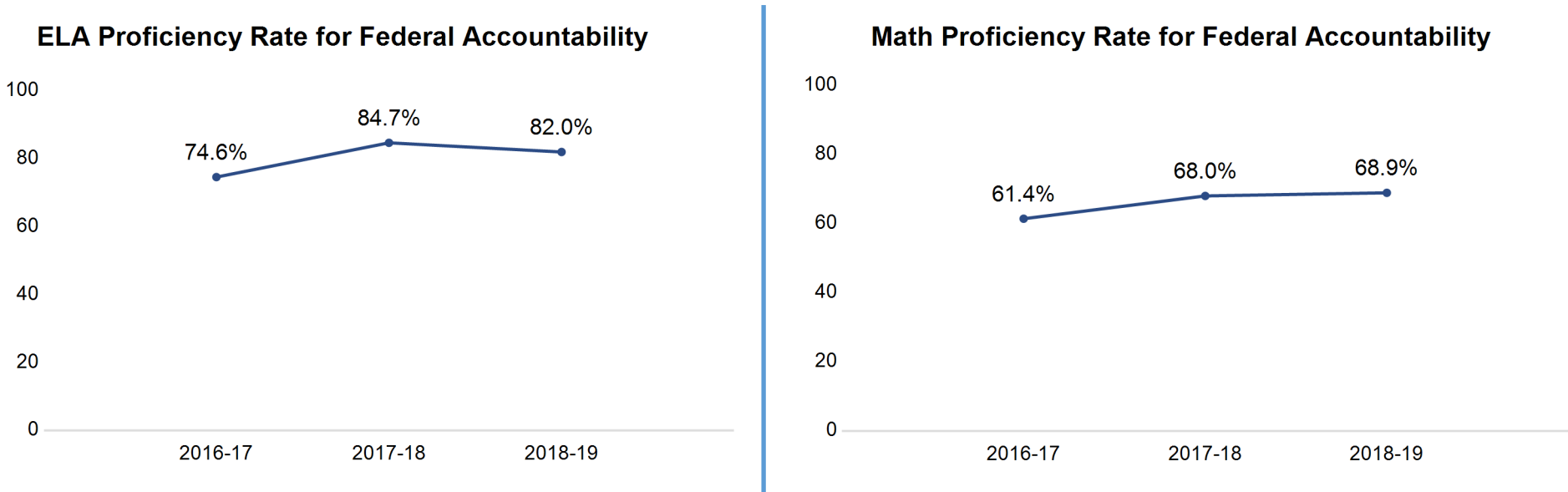| Home Language	% of Students
English	97.6%
Spanish	1.1%
Other Languages	1.3%

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English Language Arts and Mathematics Performance Trends

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

ELA Proficiency Rate for Federal Accountability

- 2016-17: 74.6%
- 2017-18: 84.7%
- 2018-19: 82.0%

Math Proficiency Rate for Federal Accountability

- 2016-17: 61.4%
- 2017-18: 68.0%
- 2018-19: 68.9%

Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	96.3%	99.5%	99.1%	96.9%	97.8%	98.6%
Proficiency Rate for Federal Accountability	74.6%	84.7%	82.0%	61.4%	68.0%	68.9%
Annual Target	67.9%	68.6%	69.2%	57.3%	58.5%	59.7%
Met Annual Target?	Met Target	Met Goal	Met Goal	Met Target	Met Target	Met Target
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

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English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	573	99.1	82.0	83.7	57.9	82.0	69.2	Met Goal
White	463	99.1	83.2	84.2	66.9	83.2	70.3	Met Goal
Hispanic	48	100.0	77.1	79.1	43.9	77.1	53.1	Met Target
Black or African American	*	*	*	*	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	26	96.3	88.5	*	82.9	88.5	74.6	Met Goal
American Indian or Alaska Native	*	*	*	*	56.0	*	**	**
Two or More Races	26	100.0	80.8	87.7	64.4	80.8	80	Met Goal
Female	266	98.5	86.8	88.6	64.8	86.8		
Male	307	99.7	77.9	79.0	51.3	77.9		
Economically Disadvantaged Students	*	*	*	40.0	40.0	*	**	**
Non-Economically Disadvantaged Students	*	*	*	84.1	67.9	*		
Students with Disabilities	109	98.2	45.0	48.5	22.7	45.0	26.9	Met Target
Students without Disabilities	464	99.4	90.7	91.1	65.1	90.7		
English Learners	*	*	*	*	29.3	*	**	**
Non-English Learners	*	*	*	*	60.6	*		
Homeless Students	N	N	N	N	29.1	N		
Students In Foster Care	N	N	N	N	27.6	N		
Military-Connected Students	*	*	*	*	57.8	*		
Migrant Students	N	N	N	N	30.4	N		

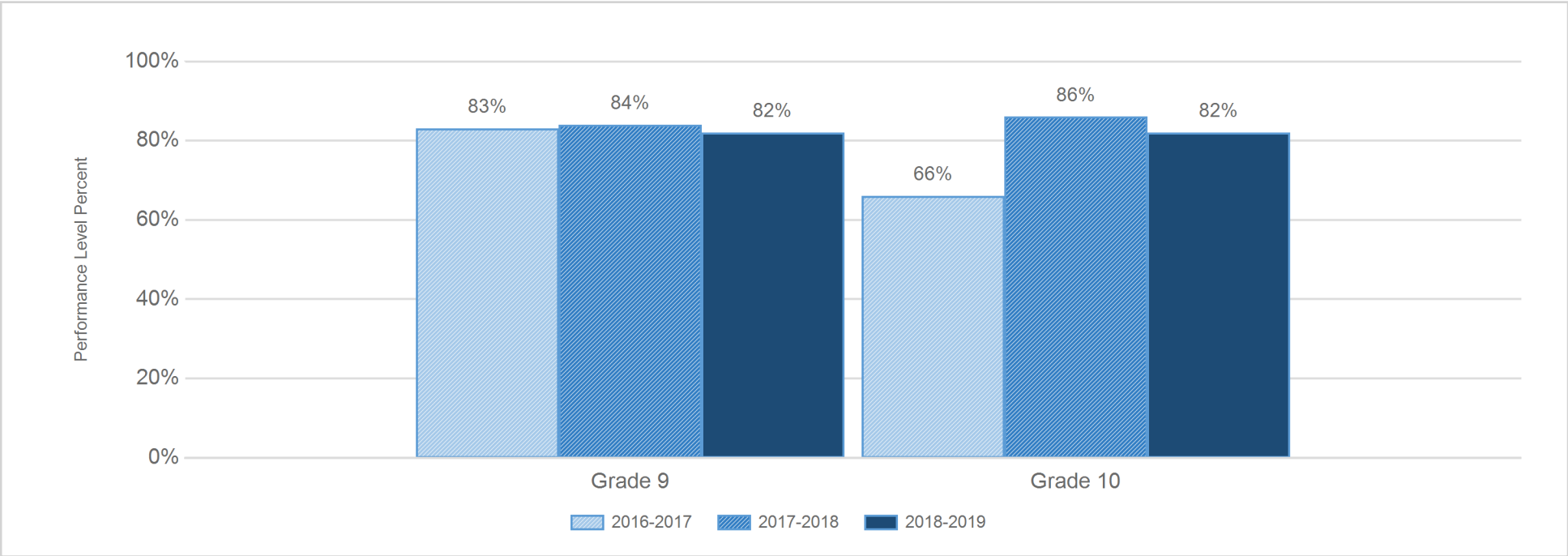† Target was met within a confidence interval.

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English Language Arts Assessment - Performance Trends

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

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English Language Arts Assessment - Performance by Grade: Grade 9

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	295	774	776	753	*	*	11%	52%	30%	82%	56%
White	242	775	777	762	*	*	10%	55%	29%	84%	65%
Hispanic	25	767	767	737	*	*	*	*	*	72%	40%
Black or African American	*	*	*	732	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	783	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	754	N	N	N	N	N	N	57%
Two or More Races	16	778	785	761	0%	*	*	*	*	75%	63%
Female	137	782	782	760	*	*	8%	44%	43%	87%	63%
Male	158	768	771	746	*	*	13%	59%	18%	77%	49%
Economically Disadvantaged Students	*	*	*	734	*	*	*	*	*	*	36%
Non-Economically Disadvantaged Students	*	*	*	762	*	*	*	*	*	*	65%
Students with Disabilities	56	740	747	717	*	*	25%	45%	0%	45%	17%
Students without Disabilities	239	782	782	760	*	*	7%	54%	37%	90%	63%
English Learners	*	*	*	693	*	*	*	*	*	*	*
Non-English Learners	*	*	*	755	*	*	*	*	*	*	*
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	22%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	56%
Migrant Students	N	N	N	715	N	N	N	N	N	N	23%

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English Language Arts Assessment - Performance by Grade: Grade 10

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

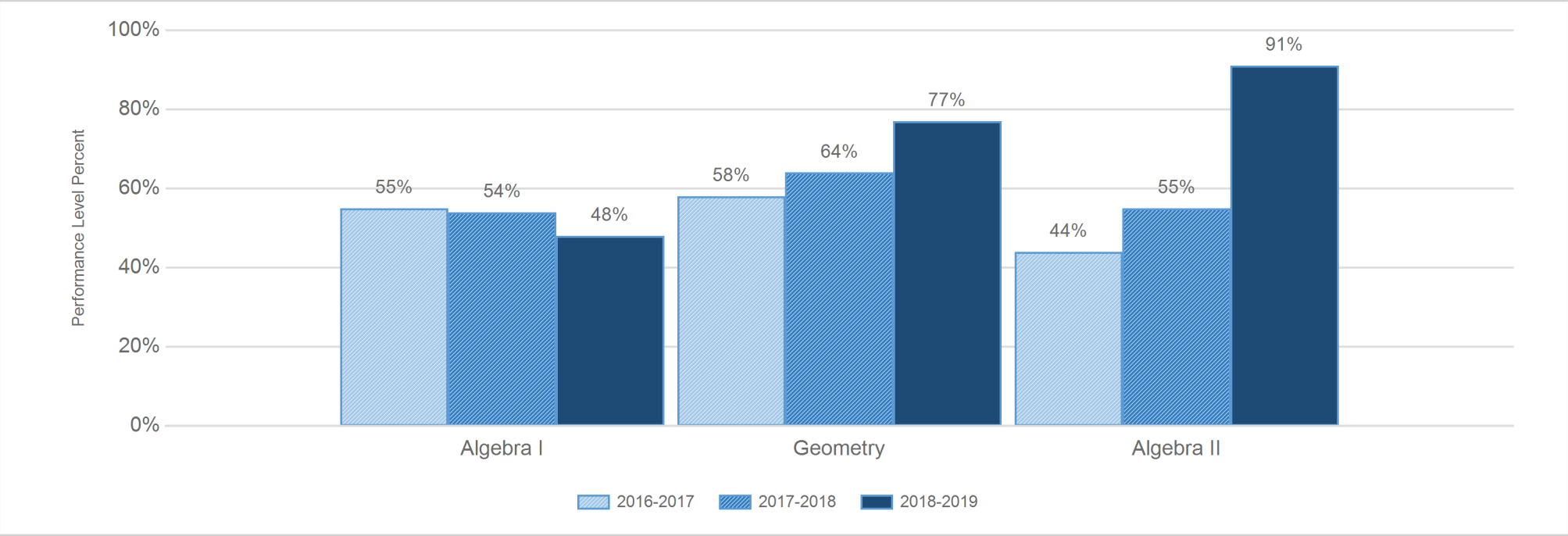| Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	279	786	788	757	*	*	9%	38%	44%	82%	58%
White	221	785	788	767	*	*	10%	38%	43%	82%	67%
Hispanic	24	770	767	738	*	*	0%	*	*	79%	43%
Black or African American	*	*	*	733	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	18	813	*	792	0%	0%	*	*	*	94%	84%
American Indian or Alaska Native	*	*	*	754	*	*	*	*	*	*	56%
Two or More Races	10	803	801	766	0%	0%	*	*	*	90%	65%
Female	128	791	794	766	*	*	*	40%	48%	88%	66%
Male	151	781	782	749	*	*	*	37%	40%	77%	51%
Economically Disadvantaged Students	*	*	*	735	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	*	767	*	*	*	*	*	*	67%
Students with Disabilities	52	743	746	711	*	*	19%	*	*	46%	19%
Students without Disabilities	227	796	796	765	*	*	7%	*	*	90%	65%
English Learners	N	N	*	687	N	N	N	N	N	N	*
Non-English Learners	279	786	*	760	*	*	9%	38%	44%	82%	*
Homeless Students	N	N	N	723	N	N	N	N	N	N	32%
Students in Foster Care	N	N	N	710	N	N	N	N	N	N	22%
Military-Connected Students	*	*	*	754	*	*	*	*	*	*	56%
Migrant Students	N	N	N	710	N	N	N	N	N	N	10%

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Mathematics Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	569	98.6	68.9	67.7	44.5	68.9	59.7	Met Target
White	463	99.1	69.3	67.6	54.1	69.3	60.2	Met Target
Hispanic	48	100.0	54.2	57.8	28.8	54.2	54.5	Met Target†
Black or African American	*	*	*	*	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	24	92.3	95.8	*	76.5	93.1	80	Met Goal
American Indian or Alaska Native	*	*	*	*	42.7	*	**	**
Two or More Races	24	92.3	62.5	67.3	53.3	60.7	73.1	Met Target†
Female	265	98.1	69.1	68.8	44.9	69.1		
Male	304	99.0	68.8	66.7	44.2	68.8		
Economically Disadvantaged Students	*	*	*	20.0	26.3	*	**	**
Non-Economically Disadvantaged Students	*	*	*	68.1	54.9	*		
Students with Disabilities	109	97.4	32.1	30.7	17.4	32.1	28.5	Met Target
Students without Disabilities	460	98.9	77.6	75.8	50.0	77.6		
English Learners	*	*	*	*	25.0	*	**	**
Non-English Learners	*	*	*	*	46.5	*		
Homeless Students	N	N	N	N	17.1	N		
Students In Foster Care	N	N	N	N	17.1	N		
Military-Connected Students	*	*	*	*	46.4	*		
Migrant Students	N	N	N	N	23.3	N		

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Mathematics Assessment – Performance Trends

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

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

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Mathematics Assessment - Performance by Test: Algebra I

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	218	746	749	744	*	18%	30%	*	*	48%	42%
White	183	746	749	752	*	17%	29%	*	*	49%	53%
Hispanic	19	741	751	728	0%	*	*	*	*	32%	24%
Black or African American	*	*	*	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	*	*	749	752	*	*	*	*	*	*	51%
Female	96	748	752	745	*	17%	29%	*	*	51%	44%
Male	122	744	747	743	*	20%	31%	*	*	45%	41%
Economically Disadvantaged Students	10	735	735	727	*	*	*	*	*	10%	23%
Non-Economically Disadvantaged Students	208	747	750	752	*	*	*	*	*	50%	52%
Students with Disabilities	81	731	732	717	*	36%	28%	*	*	27%	12%
Students without Disabilities	137	755	758	748	*	8%	31%	*	*	60%	47%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	11%
Military-Connected Students	*	*	*	744	*	*	*	*	*	*	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%

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Mathematics Assessment - Performance by Test: Geometry

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	232	761	758	737	*	*	19%	63%	14%	77%	35%
White	187	762	759	743	*	*	17%	64%	16%	79%	43%
Hispanic	25	754	*	724	0%	*	*	*	*	60%	17%
Black or African American	*	*	*	720	*	*	*	*	*	*	14%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	762	*	*	*	*	*	*	70%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	37%
Two or More Races	10	762	*	745	0%	0%	*	*	*	70%	46%
Female	115	761	759	738	*	*	19%	*	*	77%	36%
Male	117	761	758	736	*	*	19%	*	*	77%	34%
Economically Disadvantaged Students	N	N	*	722	N	N	N	N	N	N	16%
Non-Economically Disadvantaged Students	232	761	*	743	*	*	19%	63%	14%	77%	43%
Students with Disabilities	25	738	736	712	*	*	*	*	*	44%	*
Students without Disabilities	207	764	761	741	*	*	*	*	*	81%	*
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	232	761	758	738	*	*	19%	63%	14%	77%	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	739	N	N	N	N	N	N	35%
Migrant Students	N	N	N	711	N	N	N	N	N	N	19%

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Mathematics Assessment - Performance by Test: Algebra II

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

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

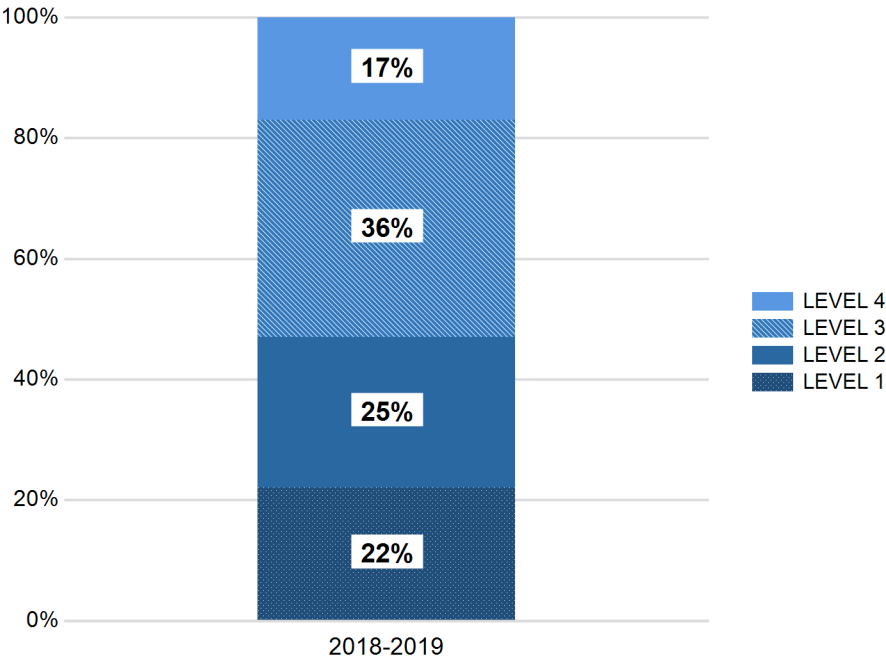| Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	121	785	779	755	0%	0%	9%	74%	17%	91%	58%
White	94	784	777	758	0%	0%	12%	71%	17%	88%	62%
Hispanic	*	*	786	731	*	*	*	*	*	*	34%
Black or African American	*	*	*	725	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	14	787	*	777	0%	0%	0%	*	*	100%	80%
American Indian or Alaska Native	*	*	*	753	*	*	*	*	*	*	55%
Two or More Races	*	*	795	761	*	*	*	*	*	*	65%
Female	53	780	775	752	0%	0%	*	*	*	87%	55%
Male	68	790	783	758	0%	0%	*	*	*	94%	62%
Economically Disadvantaged Students	N	N	N	729	N	N	N	N	N	N	32%
Non-Economically Disadvantaged Students	121	785	779	761	0%	0%	9%	74%	17%	91%	65%
Students with Disabilities	*	*	746	715	*	*	*	*	*	*	25%
Students without Disabilities	*	*	780	756	*	*	*	*	*	*	60%
English Learners	N	N	N	696	N	N	N	N	N	N	11%
Non-English Learners	121	785	779	755	0%	0%	9%	74%	17%	91%	59%
Homeless Students	N	N	N	717	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	715	N	N	N	N	N	N	14%
Military-Connected Students	N	N	*	742	N	N	N	N	N	N	39%
Migrant Students	N	N	N	*	N	N	N	N	N	N	*

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West Morris Central High School
(27-5660-030)
Grades Offered: 09-12
2018-2019

Report Key:
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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

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

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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

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

NJSLA Science Assessment: Grade 11 Summary

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

NJSLA Science Assessment: Grade 11

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	22	25	36	17
White	20	26	37	17
Hispanic	41	22	30	7
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	*	*	*	*
Two or More Races	25	17	25	33
Female	19	22	44	15
Male	24	28	28	19
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	*	*	*	*
Students with Disabilities	50	34	14	2
Students without Disabilities	16	23	41	21
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	N	N	N	N
Students in Foster Care	*	*	*	*
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

NJ SCHOOL PERFORMANCE REPORT

West Morris Central High School
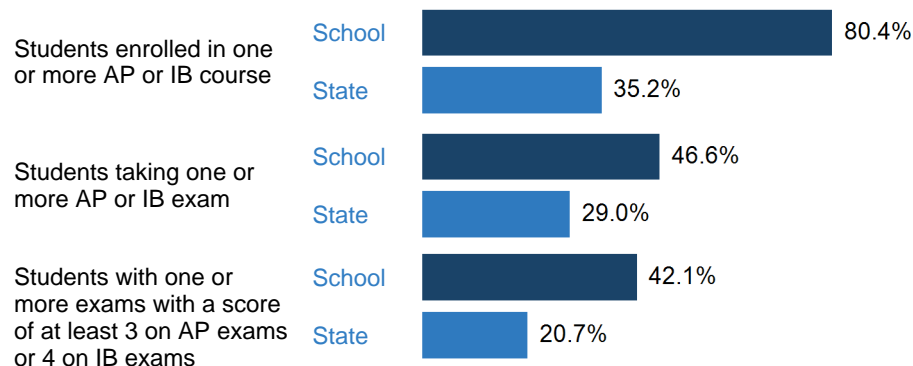(27-5660-030)
Grades Offered: 09-12
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Information about participation and performance on the PSAT, SAT, and ACT exams comes directly from College Board and ACT.

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 in2018-19. SAT and ACT participation rates show the percentage of 12th graders that have taken the SAT or ACT this year or in prior years.

Participation Type	School Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2018-19	50.9%	84.5%
12th graders taking SAT in 2018-19 or prior years	76.6%	72.1%
12th graders taking ACT in 2018-19 or prior years	40.6%	19.6%

PSAT, SAT, & ACT - Performance

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

Participation Type	School Average Score	State Average Score	College Readiness Benchmarks	School - Students Scores at or above Benchmark	State - Students Scores at or above Benchmark
PSAT 10/NMSQT - Reading and Writing	543	476	Grade 10: 430 Grade 11: 460	84%	61%
PSAT 10/NMSQT - Math	551	477	Grade 10: 480 Grade 11: 510	67%	43%
SAT - Reading and Writing	589	539	480	88%	70%
SAT - Math	613	541	530	81%	53%
ACT - Reading	24	25	22	67%	66%
ACT - English	24	24	18	85%	81%
ACT - Math	25	24	22	70%	65%
ACT - Science	25	24	23	65%	57%

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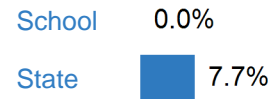Grades Offered: 09-12
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (IB)** courses and exams and **dual enrollment** courses where high school students can enroll in college courses for credit.

AP/IB Coursework – Participation and Performance

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

Students enrolled in one or more AP or IB course
- School: 80.4%
- State: 35.2%

Students taking one or more AP or IB exam
- School: 46.6%
- State: 29.0%

Students with one or more exams with a score of at least 3 on AP exams or 4 on IB exams
- School: 42.1%
- State: 20.7%

Dual Enrollment Coursework - Participation

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

Students enrolled in one or more dual enrollment course
- School: 20.3%
- State: 19.0%

AP/ IB Courses Offered

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

AP/IB Course	Students Enrolled	Students Tested
AP Biology	16	13
AP Calculus AB	0	10
AP Calculus BC	29	12
AP Chemistry	35	36
AP Chinese Language and Culture	0	1
AP Computer Science Principles	0	4
AP English Language and Composition	0	93
AP English Literature and Composition	0	18
AP Environmental Science	0	1
AP European History	0	1
AP Music Theory	0	1
AP Physics 1	0	46
AP Physics 2	0	4
AP Physics C	12	0
AP Physics C: Electricity and Magnetism	0	6
AP Physics C: Mechanics	0	3

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AP/IB Course	Students Enrolled	Students Tested
AP Spanish Language	0	1
AP Statistics	11	8
AP U.S. Government and Politics	21	12
AP U.S. History	64	57
AP World History	77	73
IB Art/Design	43	8
IB Biology	118	57
IB Business and Management	72	41
IB Chemistry	22	11
IB Computing Studies	14	8
IB Dance	10	1
IB Design Technology	17	6
IB Economics	28	15
IB Environmental Science	19	10
IB Film	0	5
IB History	33	15

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AP/IB Course	Students Enrolled	Students Tested
IB Language A (English)	476	120
IB Language B—Chinese	6	3
IB Language B—French	15	10
IB Language B—Spanish	223	74
IB Mathematical Studies	34	25
IB Mathematics	145	53
IB Music	13	7
IB Physics	103	28
IB Psychology	106	46
IB Sports, Exercise, and Health Science	19	9
IB Theatre	21	6
IB Theory of Knowledge	127	70
Total Exams taken		1028
Exams with scores of at least 3 on AP exams or 4 on IB exams		790

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Grades Offered: 09-12
2018-2019

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

Career and Technical Education Participation

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

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

School   0.0%

State   7.7%

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

School   0.9%

State   10.3%

Structured Learning Experiences Participation

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

Structured Learning Experiences

School   0.0%

State   3.3%

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Career and Technical Education Participation by Student Group

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

Student Group	School: % CTE Participants	School: % CTE Concentrators	State: % CTE Participants	State: % CTE Concentrators
Schoolwide	0.0%	0.9%	7.7%	10.3%
White	0.0%	*	6.1%	9.6%
Hispanic	0.0%	*	10.3%	11.3%
Black or African American	0.0%	0.0%	9.0%	11.2%
Asian, Native Hawaiian, or Pacific Islander	0.0%	0.0%	5.8%	9.3%
American Indian or Alaska Native	*	*	10.3%	12.7%
Two or More Races	0.0%	0.0%	6.8%	12.1%
Female	0.0%	*	7.3%	10.6%
Male	0.0%	*	8.0%	10.1%
Economically Disadvantaged Students	0.0%	*	10.4%	11.8%
Students with Disabilities	0.0%	*	6.6%	9.2%
English Learners	*	*	8.7%	3.2%
Homeless Students	N	N	8.1%	6.6%
Students In Foster Care	*	*	6.4%	5.0%
Military-Connected Students	*	*	9.7%	13.3%
Migrant Students	N	N	10.4%	*

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(27-5660-030)

Grades Offered: 09-12

2018-2019

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Industry-Valued Credentials

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

Students Earning Industry-Valued Credentials

School   *

State | 0.9%

Industry-Valued Credentials by Career Cluster

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

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total credentials earned
Architecture & Construction	*		
Arts, AV Technology & Communications	*		
Education and Training	*		
Health Science	*		
Hospitality & Tourism	*		
Human Services	*		
Law, Public Safety, Corrections & Security	*		
Transportation, Distribution & Logistics	*	*	*
Total (All Clusters)	23	*	*

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2018-2019

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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	158	136	3	0	0	0	49
10	6	151	129	0	0	1	35
11	2	4	167	47	2	2	105
12	0	1	6	58	50	26	164
Total	166	292	305	105	52	29	353
Enrolled in AP/IB Course					29	11	178
Enrolled in Dual Enrollment Course	0	0	0	0	23	11	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	295	0	0	0	4	0
10	7	261	1	0	16	0
11	70	24	4	40	205	18
12	65	12	3	68	64	89
Total	437	297	8	108	289	107
Enrolled in AP/IB Course	134	57		19	114	36
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

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(27-5660-030)

Grades Offered: 09-12

2018-2019

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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	2	295	0	0	0	2
10	0	280	0	0	0	8
11	308	13	0	63	3	10
12	26	6	28	95	12	203
Total	336	594	28	158	15	223
Enrolled in AP/IB Course	110	64	28	106		140
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	217	27	0	0	0	40	0
10	209	29	0	0	0	49	0
11	249	28	0	0	0	31	0
12	139	16	0	0	0	9	0
Total	814	100	0	0	0	129	0
Enrolled in AP/IB Course	223	15	0	0	0	6	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	258	29	0	0	0	25	0

NJ SCHOOL PERFORMANCE REPORT

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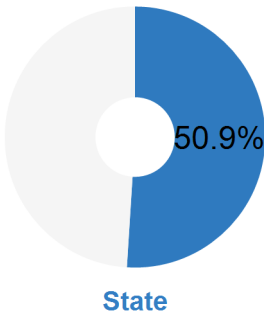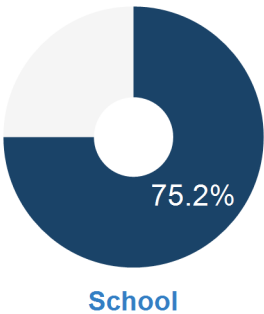Grades Offered: 09-12
2018-2019

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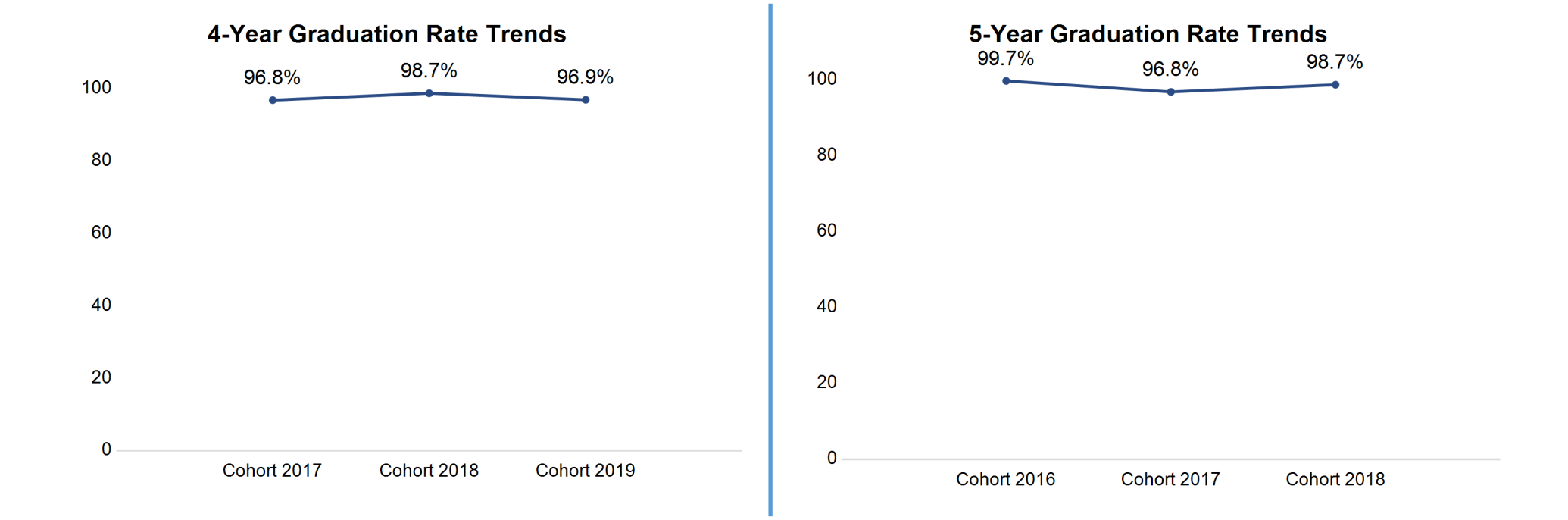**†** This indicates a table specific note, see note below table

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

Computer Science and Information Technology – Course Participation

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

Grade	Computer Programming	Computing Systems	Other Computer Science	Networking	Information Systems	Other IT
9	24	0	0	0	0	0
10	9	0	0	0	0	0
11	10	0	0	0	0	0
12	19	1	0	0	0	0
Total	62	1	0	0	0	0
Enrolled in AP/IB Course	14		0			0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

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Grades Offered: 09-12

2018-2019

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Seal of Biliteracy

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

Language	Students Earning a Seal of Biliteracy
French	*
Spanish	58
Total	*

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Grades Offered: 09-12

2018-2019

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

75.2% — School

50.9% — State

Students enrolled in one or more classes by discipline:

Discipline		School	State
MUSIC		28.5%	17.6%
DANCE		0.8%	2.3%
DRAMA		6.6%	3.9%
VISUAL ARTS		51.6%	32.9%

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West Morris Central High School

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2018-2019

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

Graduation Rate Trends and Progress

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

4-Year Graduation Rate Trends

Cohort 2017	Cohort 2018	Cohort 2019
96.8%	98.7%	96.9%

5-Year Graduation Rate Trends

Cohort 2016	Cohort 2017	Cohort 2018
99.7%	96.8%	98.7%

Performance Measure	Cohort 2017 4-Year Rate	Cohort 2018 4-Year Rate	Cohort 2019 4-Year Rate	Cohort 2016 5-Year Rate	Cohort 2017 5-Year Rate	Cohort 2018 5-Year Rate
Graduation Rate	96.8%	98.7%	96.9%	99.7%	96.8%	98.7%
Annual Target	N	N		N	N	
Met Annual Target?	Met Goal	Met Goal		Met Goal	Met Goal	
Statewide Graduation Rate	90.5%	90.9%	90.6%	91.8%	92.4%	92.5%

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West Morris Central High School
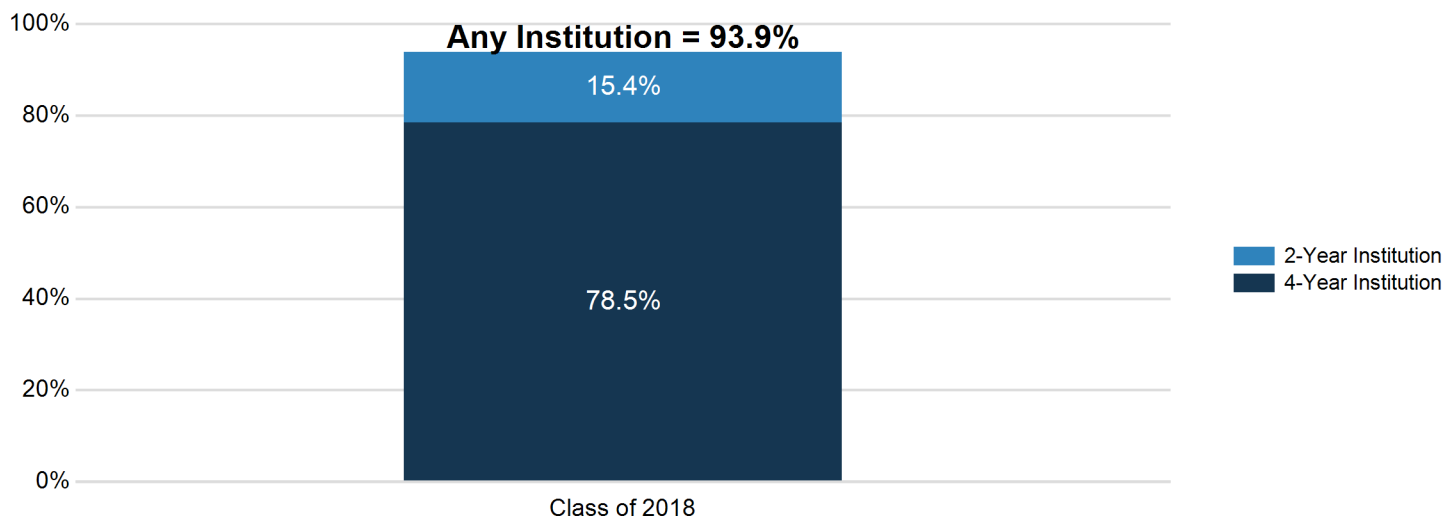(27-5660-030)
Grades Offered: 09-12
2018-2019

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

Graduation Rates

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

Student Group	School - Class of 2019: 4 Year Rate	State - Class of 2019: 4 Year Rate	School - Class of 2018: 5 Year Rate	State - Class of 2018: 5 Year Rate	Class of 2018: 4 Year Rate	Class of 2018: 4 Year Target	Class of 2018: Met Target	Class of 2017: 5 Year Rate	Class of 2017: 5 Year Target	Class of 2017: Met Target
Schoolwide	96.9%	90.6%	98.7%	92.5%	98.7%	N	Met Goal	96.8%	N	Met Goal
White	97.5%	94.9%	98.9%	95.9%	98.9%	N	Met Goal	97.3%	N	Met Goal
Hispanic	88.2%	84.5%	93.8%	87.3%	93.8%	**	**	*	**	**
Black or African American	*	83.3%	*	87.1%	*	**	**	*	**	**
Asian, Native Hawaiian or Pacific Islander	90.0%	96.9%	100.0%	97.8%	100.0%	**	**	*	**	**
American Indian or Alaska Native	*	92.2%	*	88.9%	*	**	**	N	N	N
Two or More Races	*	91.4%	*	94.2%	*	**	**	N	N	N
Female	96.5%	92.8%	99.3%	94.4%	99.3%			96.6%		
Male	97.2%	88.5%	98.2%	90.8%	98.2%			97.0%		
Economically Disadvantaged Students	*	84.0%	*	87.3%	*	**	**	*	**	**
Students with Disabilities	86.4%	79.2%	93.5%	83.8%	93.5%	94.2%	Not Met	89.3%	95.3%	Not Met
English Learners	*	75.4%	N	80.1%	N	N	N	*	**	**
Homeless Students	N	74.6%	N	78.3%	N			N		
Students in Foster Care	N	57.6%	*	82.5%	*			N		
Migrant Students	N	83.3%	N	85.0%	N			N		

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Graduation Pathways

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

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
Statewide Assessment	88.7%	84.8%
Substitute Competency Test	9.4%	11.6%
Portfolio Appeals Process	0.3%	1.6%
Alternate Requirements specified in IEP	1.6%	1.9%
Unknown	0.0%	0.0%

Dropout Rate Trends

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

School Year	School Rate	State Rate
2018-2019	0.1%	1.2%
2017-2018	0.0%	1.2%
2016-2017	0.0%	1.1%

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

Postsecondary Enrollment Rate Summary

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

Postsecondary Enrollment 16 months after Graduation

Any Institution = 93.9%

- 15.4% — 2-Year Institution
- 78.5% — 4-Year Institution

Class of 2018

Performance Measure	Class of 2018
% Enrolled in 2-Year Institution	15.4%
% Enrolled in 4-Year Institution	78.5%
% Enrolled in Any Postsecondary Institution	93.9%

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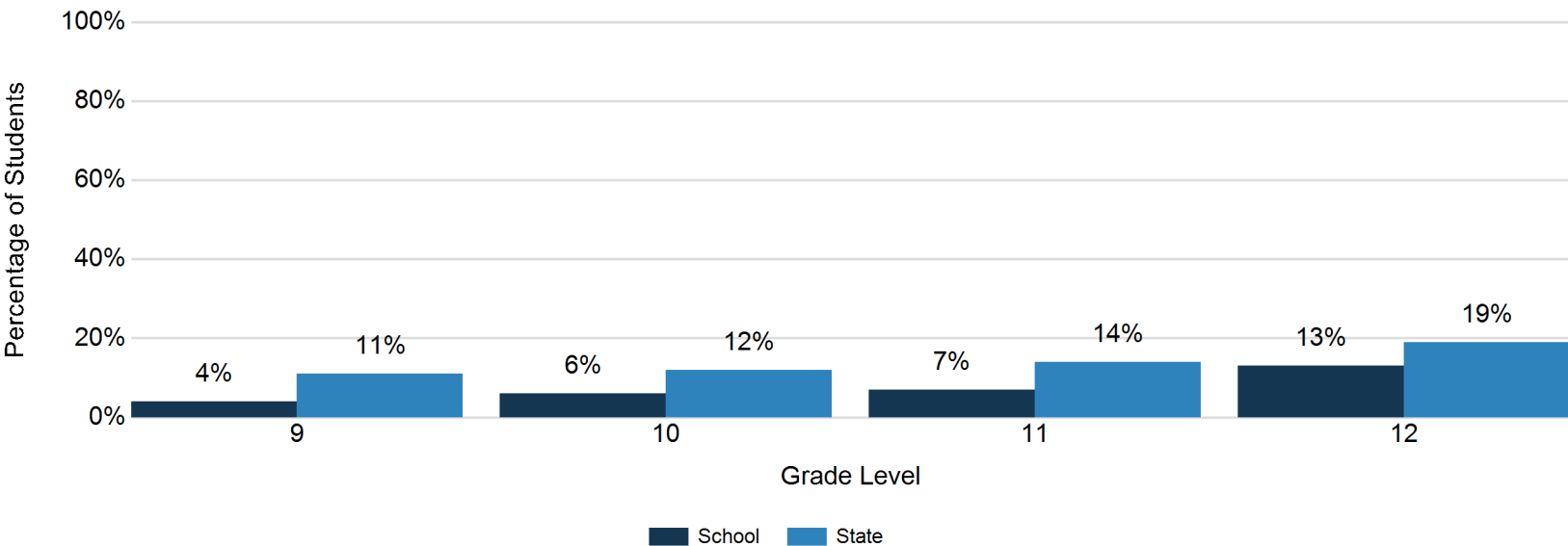
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Postsecondary Enrollment Rates: Fall

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	72%	28.7%	71.3%
Schoolwide	89.2%	15.7%	84.3%
White	89.8%	15%	85%
Hispanic	81.3%	38.5%	61.5%
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	*	*	*
Two or More Races	*	*	*
Economically Disadvantaged Students	*	*	*
Students with Disabilities	76.9%	28%	72%
English Learners	N	N	N

Postsecondary Enrollment Rates: 16 month

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	77.8%	30.9%	69.1%	72.9%	27.1%	65.5%	34.5%
Schoolwide	93.9%	16.4%	83.6%	63.1%	36.9%	38.9%	61.1%
White	93.1%	17.1%	82.9%	64.6%	35.4%	38.5%	61.5%
Hispanic	100%	6.7%	93.3%	66.7%	33.3%	40%	60%
Black or African American	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	100%	18.2%	81.8%	45.5%	45.5%	54.5%	45.5%
American Indian or Alaska Native	*	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	*	*	*	*	*	*	*
Students with Disabilities	88.9%	45%	55%	70%	30%	65%	35%
English Learners	N	N	N	N	N	N	N

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2018-2019

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

Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	94	7.5	14.2	Met
White	80	7.7	14.2	Met
Hispanic	6	6.2	14.2	Met
Black or African American	*	*	14.2	Met
Asian, Native Hawaiian, or Pacific	3	6.3	14.2	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	3	7.0	14.2	Met
Female	44	7.5		
Male	50	7.5		
Economically Disadvantaged Students	6	40.0	**	**
Students with Disabilities	28	10.8	14.2	Met
English Learners	*	*	**	**
Homeless Students	N	N		
Students in Foster Care	*	*		
Military-Connected Students	*	*		
Migrant Students	N	N		

Days Absent

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

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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.

Chronic Absenteeism by Grade (School vs. State):
- Grade 9: School 4%, State 11%
- Grade 10: School 6%, State 12%
- Grade 11: School 7%, State 14%
- Grade 12: School 13%, State 19%

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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	6
Weapons	0
Vandalism	2
Substances	4
Harassment, Intimidation, Bullying (HIB)	3
Total Unique Incidents	15
Incidents Per 100 Students Enrolled	1.24

Police Notifications

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

Incident Type	Incidents Reported to Police
Violence	2
Weapons	0
Vandalism	2
Substances	3
Harassment, Intimidation, Bullying (HIB)	2
Other Incidents Leading to Removal	1

Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	1	0	1
Disability	0	0	0
Other	0	3	3
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	17	1.4%
Any Suspension	24	2.0%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
81

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School Day

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

Category	School
Typical Start Time	7:35 AM
Typical End Time	2:35 PM
Length of School Day	7 Hrs 0 Mins
Full Time - Instructional Time	5 Hrs 53 Mins
Shared Time - Instructional Time	5 Hrs. 53 Mins.

Device Ratios

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

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

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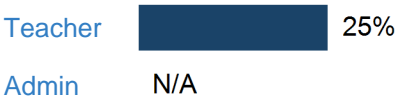Grades Offered: 09-12
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Key terms for staff data:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	103	118,214
Average years experience in public schools	12.8	12.1
Average years experience in district	10.8	10.8
Percentage of Teachers with 4 or more years experience in the district	75.7%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	19	9,530
Average years experience in public schools	22.8	16.0
Average years experience in district	14.6	12.0
Percentage of Administrators with 4 or more years experience in the district	78.9%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	12:1	13:1
Students to Administrators	202:1	128:1
Teachers to Administrators	17:1	10:1
Students to Librarians/Media Specialists		2436:1
Students to Nurses		609:1
Students to Counselors		203:1
Students to Child Study Team Members		271:1

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Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	47.0%	60.2%	16.7%	48.4%	77.1%	54.9%
Male	53.0%	39.8%	83.3%	51.6%	22.9%	45.1%
White	83.6%	93.2%	100.0%	42.4%	83.6%	77.4%
Hispanic	7.5%	1.9%	0.0%	29.9%	7.3%	7.2%
Black or African American	1.3%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	3.8%	1.9%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.2%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	3.5%	2.9%	0.0%	2.1%	0.2%	0.2%

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Teachers and Administrators - Level of Education

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

Bachelor's Degree

Teacher 25%
Admin N/A

Master's Degree

Teacher 72%
Admin 100%

Doctoral Degree

Teacher 3%
Admin 0%

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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	89.3%	90.5%
2017-18 Administrators: Same district 2018-19	94.7%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	97.3%

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

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Per-Pupil Expenditures by Source

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

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

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

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

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

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

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

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

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

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

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

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

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

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

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

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

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ESSA Accountability Progress

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

ESSA Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	74.6%	84.7%	82.0%
Math Proficiency	61.4%	68.0%	68.9%
ELA Growth	N	N	N
Math Growth	N	N	N
4-Year Graduation Rate†	96.8%	98.7%	96.9%
5-Year Graduation Rate†	99.7%	96.8%	98.7%
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	7.0%	5.7%	7.5%

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

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2018-2019

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

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

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

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

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

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

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

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

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

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

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

West Morris Central High School

(27-5660-030)

Grades Offered: 09-12

2018-2019

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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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

NJ SCHOOL PERFORMANCE REPORT

West Morris Central High School
(27-5660-030)
Grades Offered: 09-12
2018-2019

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School Narrative

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

Highlights:	• An International Baccalaureate World School featuring accredited IB Diploma and Career-related programs. • Co-curricular offerings from academic, service and art clubs to award-winning dramatic productions and musical groups. • Technology-forward school culture with Chromebook, 1:1 personalized learning initiative and web-based learning platforms
Mission, Vision, Theme:	The District's mission is to provide students "an intellectually stimulating experience in a safe environment" that promotes "a shared passion for learning, academic excellence, involved citizenship, personal responsibility and a respect for diversity." Our aim is to assist students as they fulfill their potential as "creative, confident, compassionate and resilient individuals." The International Baccalaureate's Approaches to Teaching and Learning guides instruction.
Awards, Recognition, Accomplishments:	This school has been endorsed by the International Baccalaureate Organization as an IB World School featuring its Diploma and Career Related Programmes. WMC's fine and performing arts students have been regionally recognized by Papermill Playhouse and Montclair State University. Students have been academically recognized with 10 Commended in the National Merit program. WMC teachers have been awarded grants from companies such as BASF.

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Courses, Curriculum, Instruction:	West Morris Central HS offers a comprehensive four-year program in all college preparatory subjects and a wide range of fine and performing arts, STEM and academic elective courses. Instructional levels include: Advanced Placement and International Baccalaureate, Honors, Advanced, Academic and Studies. Each year we run over 40 AP and IB courses. With our sister school, WMC has the highest number of IB program graduates in New Jersey and is the only high school district in New Jersey authorized to offer both the IB Diploma and IB Career Related Programmes, including pathways in Business, Life & Health Science, STEM, Visual & Performing Arts and Political Science & Law. 120 credits of coursework are required for graduation.
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Cross Country (Boys & Girls), Fencing (Boys & Girls), Field Hockey (Coed), Football (Coed), Golf (Coed), 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 (Coed), Volleyball (Girls), Wrestling (Coed) The West Morris Central Wolfpack enjoys a proud tradition of achievement in scholastic athletics across 27 female and male programs, routinely competing for conference, county and state titles. Over a dozen students from a graduating class typically participate in NCAA-sanctioned athletic competition. A growing Unified sports program offers all students the opportunity to compete in soccer, basketball, and track and field in an inclusive and supportive environment. WMC is a member of the Northwest Jersey Athletic Conference governed by the NJSIAA. A certified trainer is on staff in the weight room.
Clubs and Activities:	WMC provides supervision and advisement to over 45 student groups, clubs and organizations. The Highlanders for Humanity club coordinates most student-driven community service beyond our annual Relay for Life event that is a joint project with our sister school. Most recently, the WMC Debate and Chess Teams have prospered. The WMC Archery Club members have competed annually at Nationals in Kentucky. Student publications brag robust membership and our Technology Club continues to expand its competitive accomplishment into new areas.

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Before and After School Programs:	The West Morris Regional High School District operates summer workshops for incoming freshmen to assist with the transition to high school as well as for rising seniors wanting to get a jump-start on the college essay writing and application process. An extended school year program is available to students who qualify. SAT and ACT boot-camps sponsored by the PTTO are offered on weekends throughout the year.
Staff and Professional Learning:	The WMRHSD assigns ample resources to professional learning. District in-service is modeled after Ed-camp style, staff-directed learning where educators choose from a menu of workshops offered by colleagues. Topics include the integration of technology, formative assessment and other pedagogical matters. Staff are trained annually on best practices for integrating Chromebooks into teaching and learning. All staff have been trained on IB Approaches to Teaching and Learning and incorporate the instructional methodology into their daily practice. WMC hosts annual roundtable discussions with regional IB World Schools and sends several staff to national IB-sponsored workshops. State training requirements are met via video instruction.
Postsecondary Information:	78% of graduates from the Class of 2019 attend 4-year college/university and 16% attend 2-year colleges. <1% entered the military, and 5% entered the workforce or enrolled in a vocational Institution. College placement is supported by 6 counselors, and the guidance supervisor. Four college fairs are held annually showcasing over 150 postsecondary options for students, along with a career fair showcasing over 30 professions. The Naviance software suite assists students with their research, planning and application process and also provides a number of test prep tools. WMRHSD fully subsidizes administration of the PSAT to juniors.

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Student Supports and Services:	West Morris Central provides a variety of support services to students. English language learners benefit from targeted ESL instruction. The Child Study Team is comprised of two social workers, two school psychologists and an LDTC. The I&RS Team functions as a complement to our 504 Committee. WMC offers a behavioral support and a work-based structured learning experience program for students with IEPs. An Academic Center provides students who are faced with academic challenges a focused setting for remediation. A Math Resource Center runs throughout the school day and individual peer tutoring is also available.
Student Health and Wellness:	An ongoing district wellness initiative has resulted in coordinated homework-free weekends, distribution of teacher surveys to students following the first marking period, starting the year earlier to frontload instruction prior to standardized testing and in the design of a Zen Zone where students engage in yoga and mindfulness. The Diversity Council first launched in 2016 to increase sensitivity and empathy has transformed into a growing Diversity Club. Physical Education features a robust fitness and mindfulness component.
Parent and Community Involvement:	Valuing its relationships with parents and community, two WMC representatives sit on the community's Municipal Alliance to promote the wellness of our young people. Project Graduation exists to create safe celebration for graduates. The PTTO provides meals of recognition for student and staff. They, with approximately 40 other community groups, present scholarships in an annual event. Athletic, music & IB programs enjoy support of parent groups. Visits by local professionals fuels career exploration.

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	Facilities:	WMC is a wireless facility featuring an 800 seat auditorium and three music rooms, a 700 seat gymnasium plus auxiliary gym, a field house with locker rooms, trainer's room, wrestling and weight rooms, and well-equipped science, technology, fine and practical arts labs. A thorough renovation to the media center was recently completed. A challenge course with a variety of climbing elements is integral to Physical Education.
	School Safety:	Keeping students safe is the top priority at WMC. A district security manager, school resource officer and safety and security monitor assist the administration in organizing drills, improving protocols and coordinating procedures along with our sister school. The WMC School Safety Team is charged with developing, fostering and maintaining a positive school climate. A network of surveillance cameras gives school personnel and local police the ability to monitor student activity in common areas across campus. Dynamic software monitors online student activity on all district-issued devices. Staff and students at WMC are trained regularly to ensure the school community is unified in our approach to school safety.

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Technology and STEM:	As the personalized learning initiative at WMC via Chromebooks has been phased in for all students with teachers actively sharing teaching and learning resources utilizing the PowerSchool Learning platform. G-Suite (formerly Google Apps) for Education provides staff and students the capability to communicate and collaborate effectively in a digital space. Teachers utilize various online teaching and learning resources in every classroom setting. Increased bandwidth and access point upgrades enable wireless coverage across campus and projectors in all classrooms provide for video-conferencing capabilities. WMC offers several STEM clubs/activities including the Technology Student Association, Science League, Science Olympiad, and participated in the Panasonic Design Challenge and the Hour of Code.

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Other Information	West Morris Central operates the modified rotating block schedule. While students maintain 8-class course loads, just six meet each day for 58-minute periods. Science labs extend into our 44-minute common lunch thereby precluding the need for students to miss instructional time from another class. Teachers maintain PowerSchool Learning Pages to leverage interactive digital learning. Families are able to monitor student performance through the PowerSchool gradebook portal. Most forms, informational, procedural and curricular resources are available through the school website. School Messenger is used to instantly disseminate information to students and their families through email, text and phone. 2018-19 was the final phase in a three year rollout of West Morris Central's personalized learning initiative, allowing all students to be equipped with a touch-screen chromebook to further enhance their educational experience.

NJ SCHOOL PERFORMANCE REPORT

West Morris Mendham High School
(27-5660-050)
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2018-2019

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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

Notes from the New Jersey Department of Education:

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West Morris Mendham High School
(27-5660-050)
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School Contact Information

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

Type	Contact Information
County	Morris
District	West Morris Regional High School District
Principal Name	Mr. Stephen Ryan
Address	65 EAST MAIN STREET MENDHAM, NJ 07945
Phone Number	973-543-2501
Email Address	sryan@wmrhsd.org
Website	http://www.wmmhs.org

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

Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
9	322	312	290
10	300	323	316
11	308	301	320
12	355	310	299
Total	1,285	1,246	1,225

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	50.1%	49.7%	50.3%
Male	49.9%	50.3%	49.7%
Economically Disadvantaged Students	1.2%	0.6%	0.5%
Students with Disabilities	15.5%	15.7%	14.1%
English Learners	0.2%	0.2%	0.7%
Homeless Students	0.0%	0.0%	0.0%
Students in Foster Care	0.0%	0.0%	0.0%
Military-Connected Students	0.0%	0.0%	0.1%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	85.3%	84.9%	82.8%
Hispanic	6.0%	5.6%	7.6%
Black or African American	0.7%	0.6%	0.8%
Asian	5.9%	5.7%	4.9%
Native Hawaiian or Pacific Islander	0.1%	0.1%	0.1%
American Indian or Alaska Native	0.1%	0.1%	0.0%
Two or More Races	2.0%	3.1%	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	2016-17	2017-18	2018-19
Full Time Students	1,280	1,241	1,222
Shared Time Students	9	8	4
Full Time Equivalent	1,285	1,245	1,224

Enrollment by Home Language

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

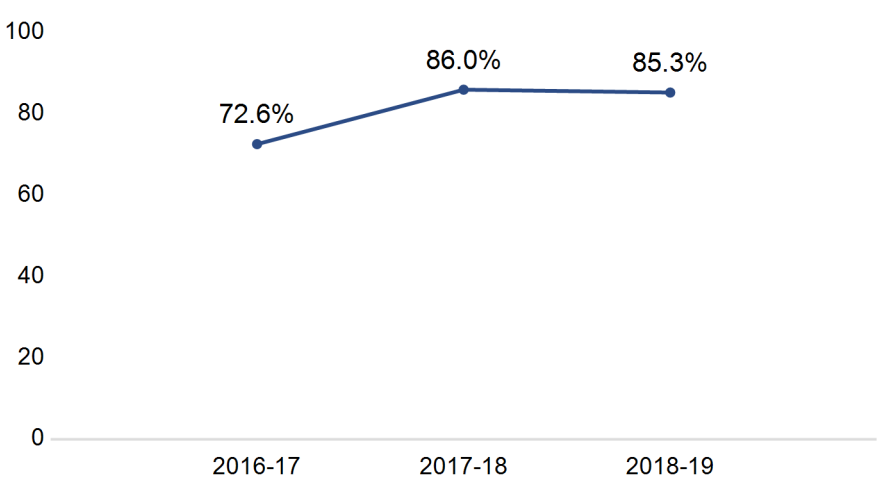| Home Language	% of Students
English	95.0%
Spanish	2.3%
Other Languages	2.7%

West Morris Mendham High School

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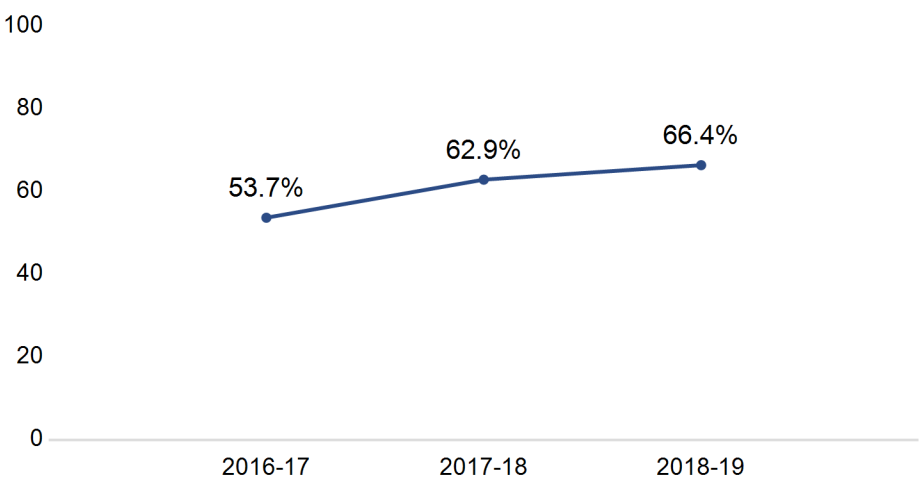 **†** This indicates a table specific note, see note below table

English Language Arts and Mathematics Performance Trends

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

ELA Proficiency Rate for Federal Accountability

72.6% (2016-17), 86.0% (2017-18), 85.3% (2018-19)

Math Proficiency Rate for Federal Accountability

53.7% (2016-17), 62.9% (2017-18), 66.4% (2018-19)

Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	97.9%	98.9%	99.7%	98.4%	98.3%	99.3%
Proficiency Rate for Federal Accountability	72.6%	86.0%	85.3%	53.7%	62.9%	66.4%
Annual Target	69.0%	69.6%	70.1%	46.0%	47.8%	49.6%
Met Annual Target?	Met Target	Met Goal	Met Goal	Met Target	Met Target	Met Target
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.

4

NJ SCHOOL PERFORMANCE REPORT

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English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	592	99.7	85.3	83.7	57.9	85.3	70.1	Met Goal
White	499	99.8	85.2	84.2	66.9	85.2	70.2	Met Goal
Hispanic	38	97.7	81.6	79.1	43.9	81.6	57.7	Met Goal
Black or African American	*	*	*	*	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	82.9	*	78.1	Met Goal
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	31	100.0	93.5	87.7	64.4	93.5	80	Met Goal
Female	303	99.7	90.1	88.6	64.8	90.1		
Male	289	99.7	80.3	79.0	51.3	80.3		
Economically Disadvantaged Students	*	*	*	40.0	40.0	*	**	**
Non-Economically Disadvantaged Students	*	*	*	84.1	67.9	*		
Students with Disabilities	93	97.9	52.7	48.5	22.7	52.7	46.3	Met Target
Students without Disabilities	499	100.0	91.4	91.1	65.1	91.4		
English Learners	*	*	*	*	29.3	*	**	**
Non-English Learners	*	*	*	*	60.6	*		
Homeless Students	N	N	N	N	29.1	N		
Students In Foster Care	N	N	N	N	27.6	N		
Military-Connected Students	*	*	*	*	57.8	*		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.
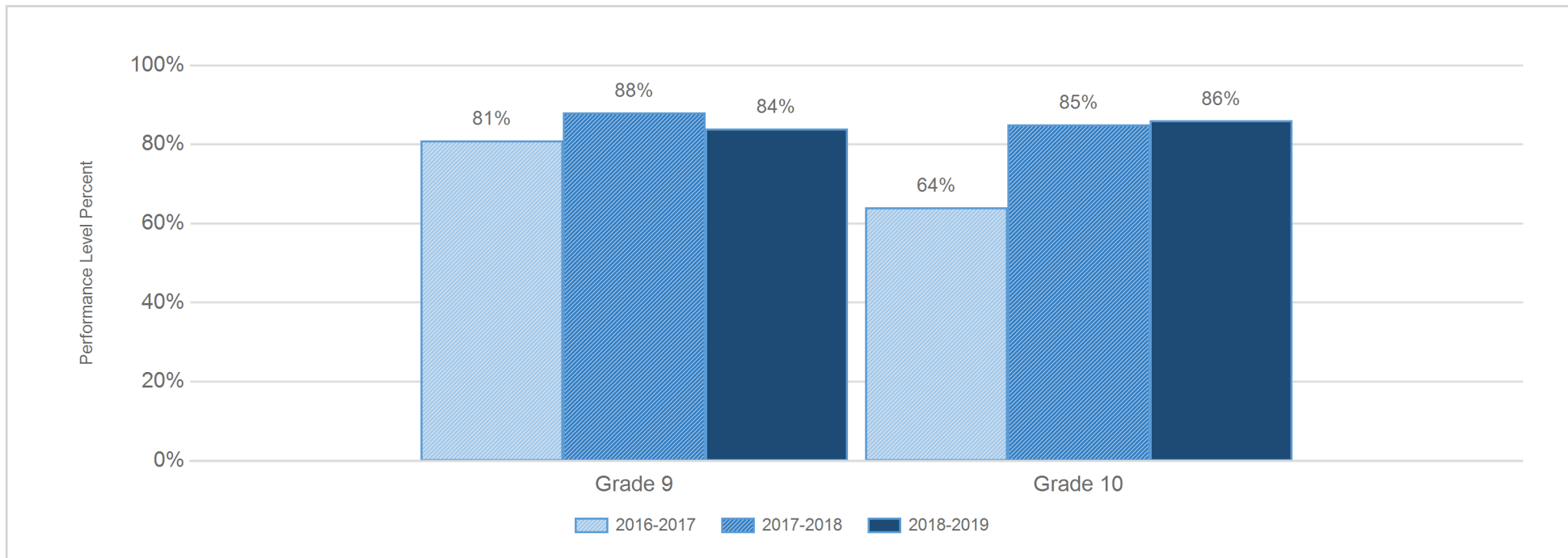
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English Language Arts Assessment - Performance Trends

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

Grade	2016-2017	2017-2018	2018-2019
Grade 9	81%	88%	84%
Grade 10	64%	85%	86%

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English Language Arts Assessment - Performance by Grade: Grade 9

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	284	779	776	753	*	*	12%	49%	35%	84%	56%
White	234	779	777	762	*	*	11%	51%	33%	85%	65%
Hispanic	26	768	767	737	*	0%	*	*	*	77%	40%
Black or African American	*	*	*	732	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	783	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	754	N	N	N	N	N	N	57%
Two or More Races	12	795	785	761	0%	0%	*	*	*	92%	63%
Female	148	782	782	760	*	*	9%	48%	40%	88%	63%
Male	136	775	771	746	*	*	14%	51%	29%	80%	49%
Economically Disadvantaged Students	*	*	*	734	*	*	*	*	*	*	36%
Non-Economically Disadvantaged Students	*	*	*	762	*	*	*	*	*	*	65%
Students with Disabilities	40	756	747	717	*	*	30%	*	*	58%	17%
Students without Disabilities	244	782	782	760	*	*	9%	*	*	89%	63%
English Learners	*	*	*	693	*	*	*	*	*	*	*
Non-English Learners	*	*	*	755	*	*	*	*	*	*	*
Homeless Students	N	N	*	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	22%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	56%
Migrant Students	N	N	N	715	N	N	N	N	N	N	23%

West Morris Mendham High School

(27-5660-050)

Grades Offered: 09-12

2018-2019

Report Key:
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† This indicates a table specific note, see note below table

English Language Arts Assessment - Performance by Grade: Grade 10

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

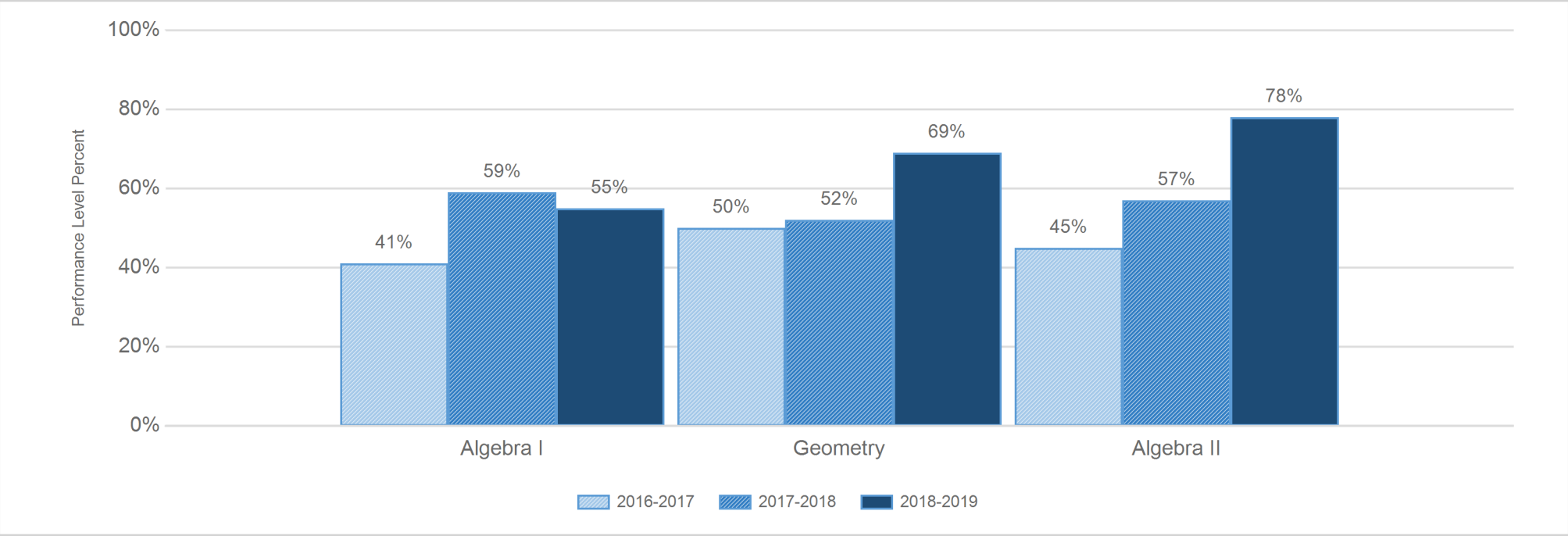| Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	308	789	788	757	*	*	8%	40%	46%	86%	58%
White	261	789	788	767	*	*	8%	41%	46%	87%	67%
Hispanic	16	762	767	738	*	0%	*	*	*	75%	43%
Black or African American	*	*	*	733	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	792	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	*	754	N	N	N	N	N	N	56%
Two or More Races	19	801	801	766	0%	0%	*	*	*	95%	65%
Female	154	796	794	766	*	*	*	38%	55%	93%	66%
Male	154	783	782	749	*	*	*	42%	38%	80%	51%
Economically Disadvantaged Students	N	N	*	735	N	N	N	N	N	N	40%
Non-Economically Disadvantaged Students	308	789	*	767	*	*	8%	40%	46%	86%	67%
Students with Disabilities	48	750	746	711	*	*	25%	*	*	50%	19%
Students without Disabilities	260	797	796	765	*	*	5%	*	*	93%	65%
English Learners	*	*	*	687	*	*	*	*	*	*	*
Non-English Learners	*	*	*	760	*	*	*	*	*	*	*
Homeless Students	N	N	N	723	N	N	N	N	N	N	32%
Students in Foster Care	N	N	N	710	N	N	N	N	N	N	22%
Military-Connected Students	*	*	*	754	*	*	*	*	*	*	56%
Migrant Students	N	N	N	710	N	N	N	N	N	N	10%

West Morris Mendham High School

(27-5660-050)

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2018-2019

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Mathematics Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	539	99.3	66.4	67.7	44.5	66.4	49.6	Met Target
White	461	99.4	65.9	67.6	54.1	65.9	48.4	Met Target
Hispanic	35	97.4	62.9	57.8	28.8	62.9	41.4	Met Target
Black or African American	*	*	*	*	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	76.5	*	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	25	100.0	72.0	67.3	53.3	72.0	61.8	Met Target
Female	279	99.3	68.5	68.8	44.9	68.5		
Male	260	99.2	64.2	66.7	44.2	64.2		
Economically Disadvantaged Students	*	*	*	20.0	26.3	*	**	**
Non-Economically Disadvantaged Students	*	*	*	68.1	54.9	*		
Students with Disabilities	90	96.8	28.9	30.7	17.4	28.9	30.3	Met Target†
Students without Disabilities	449	99.8	73.9	75.8	50.0	73.9		
English Learners	*	*	*	*	25.0	*	**	**
Non-English Learners	*	*	*	*	46.5	*		
Homeless Students	N	N	N	N	17.1	N		
Students In Foster Care	N	N	N	N	17.1	N		
Military-Connected Students	*	*	*	*	46.4	*		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

West Morris Mendham High School

(27-5660-050)

Grades Offered: 09-12

2018-2019

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Mathematics Assessment – Performance Trends

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

	Algebra I	Geometry	Algebra II
2016-2017	41%	50%	45%
2017-2018	59%	52%	57%
2018-2019	55%	69%	78%

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

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Mathematics Assessment - Performance by Test: Algebra I

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	187	753	749	744	*	19%	23%	*	*	55%	42%
White	149	752	749	752	*	19%	23%	*	*	54%	53%
Hispanic	26	757	751	728	0%	*	*	*	*	58%	24%
Black or African American	*	*	*	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	*	*	749	752	*	*	*	*	*	*	51%
Female	98	754	752	745	*	17%	23%	*	*	57%	44%
Male	89	752	747	743	*	21%	22%	*	*	53%	41%
Economically Disadvantaged Students	N	N	735	727	N	N	N	N	N	N	23%
Non-Economically Disadvantaged Students	187	753	750	752	*	19%	23%	*	*	55%	52%
Students with Disabilities	54	734	732	717	*	30%	33%	*	*	28%	12%
Students without Disabilities	133	761	758	748	*	15%	19%	*	*	66%	47%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	N	N	*	718	N	N	N	N	N	N	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	*	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%

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2018-2019

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Mathematics Assessment - Performance by Test: Geometry

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	181	755	758	737	*	*	25%	63%	6%	69%	35%
White	159	755	759	743	*	*	27%	*	*	69%	43%
Hispanic	*	*	*	724	*	*	*	*	*	*	17%
Black or African American	*	*	*	720	*	*	*	*	*	*	14%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	762	*	*	*	*	*	*	70%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	37%
Two or More Races	*	*	*	745	*	*	*	*	*	*	46%
Female	95	756	759	738	*	*	23%	*	*	73%	36%
Male	86	753	758	736	*	*	28%	*	*	64%	34%
Economically Disadvantaged Students	*	*	*	722	*	*	*	*	*	*	16%
Non-Economically Disadvantaged Students	*	*	*	743	*	*	*	*	*	*	43%
Students with Disabilities	23	732	736	712	*	*	*	*	*	35%	*
Students without Disabilities	158	758	761	741	*	*	*	*	*	73%	*
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	181	755	758	738	*	*	25%	63%	6%	69%	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	739	N	N	N	N	N	N	35%
Migrant Students	N	N	N	711	N	N	N	N	N	N	19%

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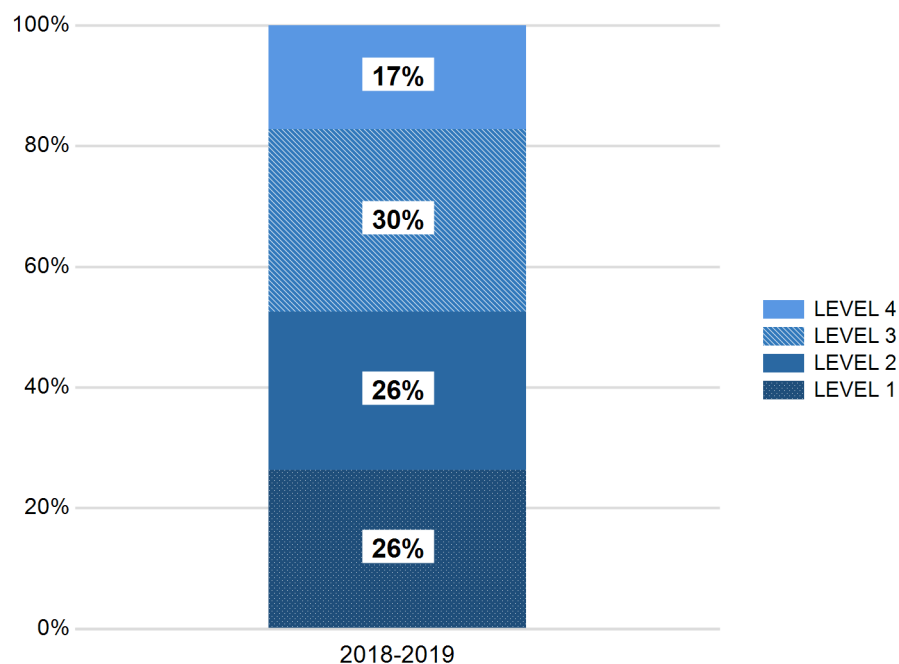
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Grades Offered: 09-12

2018-2019

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Mathematics Assessment - Performance by Test: Algebra II

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	170	774	779	755	*	*	18%	65%	13%	78%	58%
White	149	773	777	758	*	*	19%	64%	12%	77%	62%
Hispanic	*	*	786	731	*	*	*	*	*	*	34%
Black or African American	N	N	*	725	N	N	N	N	N	N	27%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	*	753	N	N	N	N	N	N	55%
Two or More Races	*	*	795	761	*	*	*	*	*	*	65%
Female	85	772	775	752	*	*	19%	*	*	79%	55%
Male	85	777	783	758	*	*	18%	*	*	78%	62%
Economically Disadvantaged Students	N	N	N	729	N	N	N	N	N	N	32%
Non-Economically Disadvantaged Students	170	774	779	761	*	*	18%	65%	13%	78%	65%
Students with Disabilities	*	*	746	715	*	*	*	*	*	*	25%
Students without Disabilities	*	*	780	756	*	*	*	*	*	*	60%
English Learners	N	N	N	696	N	N	N	N	N	N	11%
Non-English Learners	170	774	779	755	*	*	18%	65%	13%	78%	59%
Homeless Students	N	N	N	717	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	715	N	N	N	N	N	N	14%
Military-Connected Students	*	*	*	742	*	*	*	*	*	*	39%
Migrant Students	N	N	N	*	N	N	N	N	N	N	*

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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

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

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

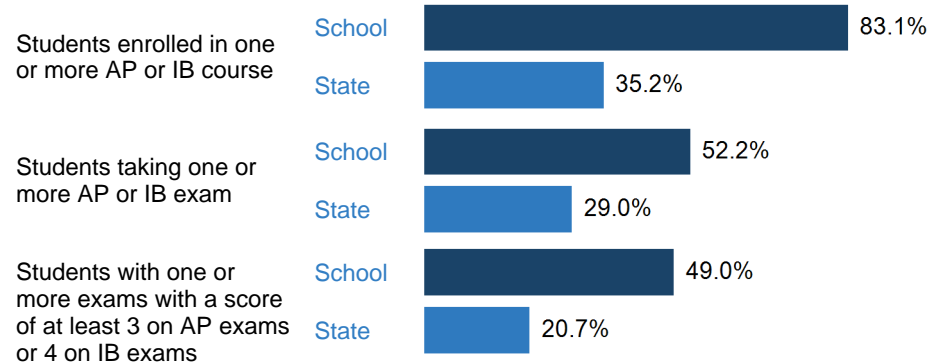| Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	*	*	*
3-4	N	N	N
5 or more	N	N	N

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

NJSLA Science Assessment: Grade 11 Summary

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

NJSLA Science Assessment: Grade 11

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	26	26	30	17
White	25	27	31	16
Hispanic	46	17	21	17
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	13	13	27	47
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	23	29	31	17
Male	30	23	29	18
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	*	*	*	*
Students with Disabilities	54	17	22	7
Students without Disabilities	22	28	31	19
English Learners	N	N	N	N
Non-English Learners	26	26	30	17
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

NJ SCHOOL PERFORMANCE REPORT

West Morris Mendham High School
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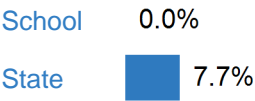Grades Offered: 09-12
2018-2019

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

PSAT, SAT, & ACT - Participation

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

Participation Type	School Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2018-19	50.0%	84.5%
12th graders taking SAT in 2018-19 or prior years	70.7%	72.1%
12th graders taking ACT in 2018-19 or prior years	75.0%	19.6%

PSAT, SAT, & ACT - Performance

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

Participation Type	School Average Score	State Average Score	College Readiness Benchmarks	School - Students Scores at or above Benchmark	State - Students Scores at or above Benchmark
PSAT 10/NMSQT - Reading and Writing	561	476	Grade 10: 430 Grade 11: 460	88%	61%
PSAT 10/NMSQT - Math	566	477	Grade 10: 480 Grade 11: 510	76%	43%
SAT - Reading and Writing	611	539	480	92%	70%
SAT - Math	621	541	530	81%	53%
ACT - Reading	28	25	22	82%	66%
ACT - English	27	24	18	92%	81%
ACT - Math	27	24	22	82%	65%
ACT - Science	26	24	23	73%	57%

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

AP/IB Coursework – Participation and Performance

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

Students enrolled in one or more AP or IB course
- School 83.1%
- State 35.2%

Students taking one or more AP or IB exam
- School 52.2%
- State 29.0%

Students with one or more exams with a score of at least 3 on AP exams or 4 on IB exams
- School 49.0%
- State 20.7%

Dual Enrollment Coursework - Participation

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

Students enrolled in one or more dual enrollment course
- School 29.6%
- State 19.0%

AP/ IB Courses Offered

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

AP/IB Course	Students Enrolled	Students Tested
AP Biology	15	15
AP Calculus AB	43	40
AP Calculus BC	33	27
AP Chemistry	35	33
AP Chinese Language and Culture	0	1
AP Computer Science Principles	0	29
AP English Language and Composition	0	126
AP English Literature and Composition	0	54
AP Environmental Science	23	24
AP European History	14	11
AP French Language and Culture	0	3
AP German Language and Culture	0	2
AP Physics 1	0	48
AP Physics C	9	0
AP Physics C: Electricity and Magnetism	0	8
AP Physics C: Mechanics	0	8

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** Accountability calculations require 20 or more students

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

AP/IB Course	Students Enrolled	Students Tested
AP Psychology	0	3
AP Spanish Language	0	3
AP Statistics	43	21
AP U.S. Government and Politics	26	20
AP U.S. History	110	94
AP World History	101	96
IB Art/Design	21	2
IB Biology	30	13
IB Business and Management	40	20
IB Computing Studies	50	21
IB Design Technology	17	7
IB Economics	27	13
IB Environmental Science	17	16
IB Film	0	4
IB History	55	21
IB Language A (English)	508	77

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AP/IB Course	Students Enrolled	Students Tested
IB Language B—Chinese	23	10
IB Language B—French	21	5
IB Language B—Spanish	115	31
IB Mathematical Studies	0	2
IB Mathematics	138	40
IB Music	12	5
IB Physics	76	14
IB Psychology	87	30
IB Sports, Exercise, and Health Science	26	5
IB Theatre	3	1
IB Theory of Knowledge	79	37
Total Exams taken		1040
Exams with scores of at least 3 on AP exams or 4 on IB exams		882

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

Career and Technical Education Participation

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

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

School   0.0%

State   7.7%

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

School   *

State   10.3%

Structured Learning Experiences Participation

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

Structured Learning Experiences

School   0.0%

State   3.3%

NJ SCHOOL PERFORMANCE REPORT

West Morris Mendham High School

(27-5660-050)

Grades Offered: 09-12

2018-2019

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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 by Student Group

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

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

West Morris Mendham High School

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Industry-Valued Credentials

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

Students Earning Industry-Valued Credentials

School	0.0%
State	0.9%

Industry-Valued Credentials by Career Cluster

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

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total credentials earned
Hospitality & Tourism	*		
Manufacturing	*		
Transportation, Distribution & Logistics	*		
Total (All Clusters)	*	0	0

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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	139	113	38	0	0	0	3
10	3	123	146	6	0	6	54
11	0	1	108	106	43	2	60
12	0	0	2	53	109	55	84
Total	142	237	294	165	152	63	201
Enrolled in AP/IB Course					76	43	138
Enrolled in Dual Enrollment Course	0	0	0	0	76	43	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	283	0	0	0	3	0
10	5	290	4	1	14	0
11	15	7	13	54	226	25
12	30	3	2	80	81	75
Total	333	300	19	135	324	100
Enrolled in AP/IB Course	45	35		40	84	43
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

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Grades Offered: 09-12
2018-2019

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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	3	285	0	0	0	0
10	5	306	0	0	0	3
11	297	20	6	36	12	22
12	25	8	49	126	29	163
Total	330	619	55	162	41	188
Enrolled in AP/IB Course	156	110	27	87		112
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	202	50	0	0	0	23	0
10	240	35	0	0	0	31	0
11	209	38	0	0	0	22	0
12	100	14	0	0	0	24	1
Total	751	137	0	0	0	100	1
Enrolled in AP/IB Course	115	21	0	0	0	23	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	265	34	0	0	0	29	0

West Morris Mendham High School
(27-5660-050)
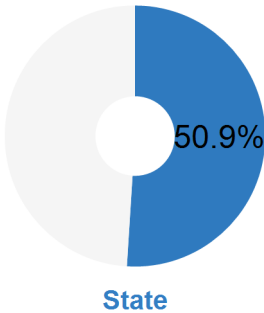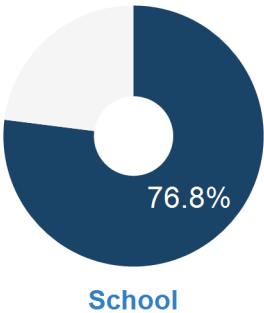Grades Offered: 09-12
2018-2019

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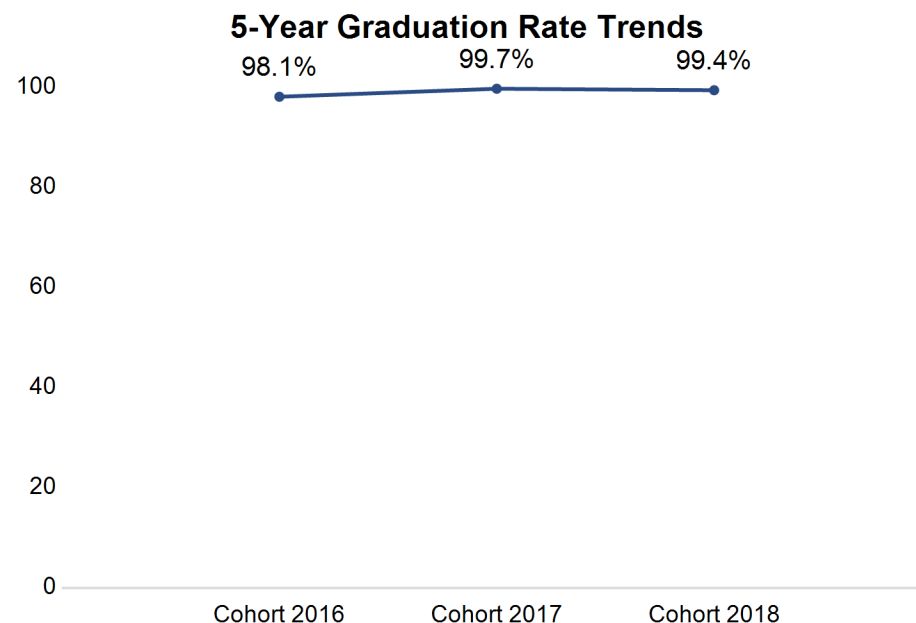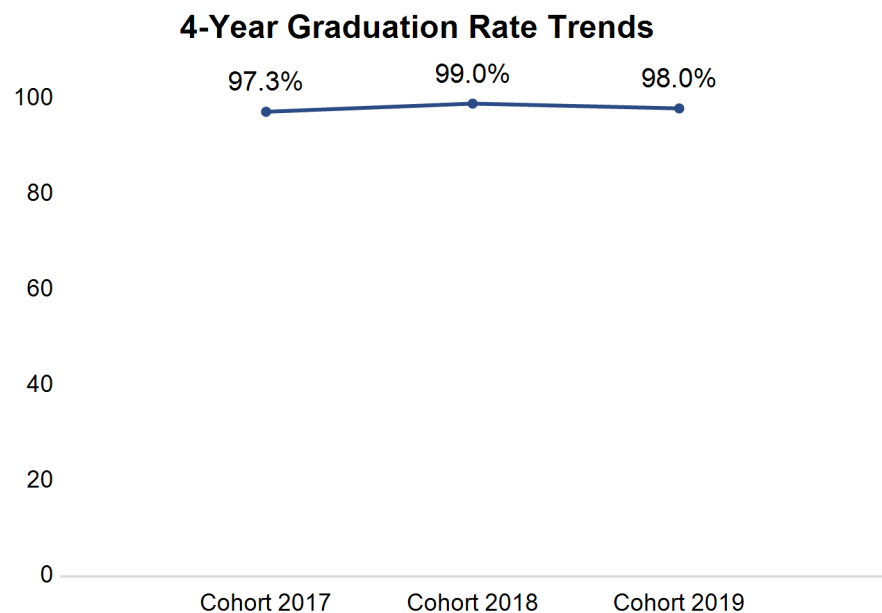**†** This indicates a table specific note,see note below table

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

Computer Science and Information Technology – Course Participation

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

Grade	Computer Programming	Computing Systems	Other Computer Science	Networking	Information Systems	Other IT
9	19	0	0	0	0	0
10	30	0	0	0	0	0
11	34	0	0	0	0	0
12	62	0	0	0	0	0
Total	145	0	0	0	0	0
Enrolled in AP/IB Course	50		0			0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

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2018-2019

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
Spanish	37
Total	37

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2018-2019

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

76.8% — **School**

50.9% — **State**

Students enrolled in one or more classes by discipline:

MUSIC
School 30.1%
State 17.6%

DANCE
School 0.0%
State 2.3%

DRAMA
School 9.4%
State 3.9%

VISUAL ARTS
School 54.7%
State 32.9%

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2018-2019

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

Graduation Rate Trends and Progress

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

4-Year Graduation Rate Trends

97.3%   99.0%   98.0%

Cohort 2017   Cohort 2018   Cohort 2019

5-Year Graduation Rate Trends

98.1%   99.7%   99.4%

Cohort 2016   Cohort 2017   Cohort 2018

Performance Measure	Cohort 2017 4-Year Rate	Cohort 2018 4-Year Rate	Cohort 2019 4-Year Rate	Cohort 2016 5-Year Rate	Cohort 2017 5-Year Rate	Cohort 2018 5-Year Rate
Graduation Rate	97.3%	99.0%	98.0%	98.1%	99.7%	99.4%
Annual Target	N	N		N	N	
Met Annual Target?	Met Goal	Met Goal		Met Goal	Met Goal	
Statewide Graduation Rate	90.5%	90.9%	90.6%	91.8%	92.4%	92.5%

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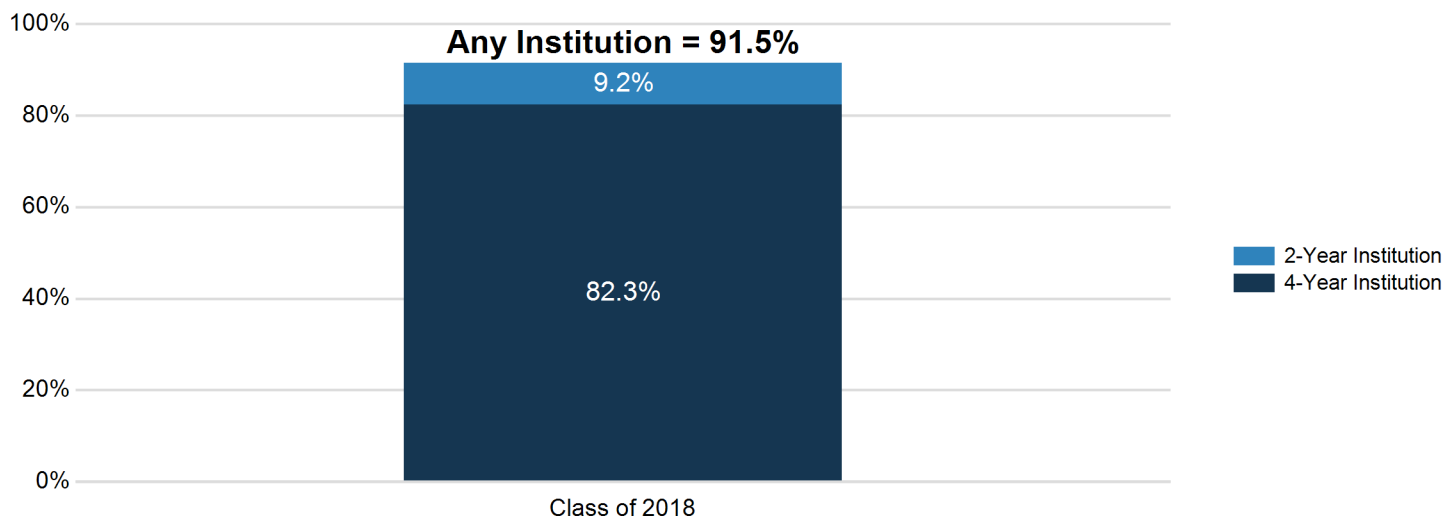2018-2019

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Graduation Rates

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

Student Group	School - Class of 2019: 4 Year Rate	State - Class of 2019: 4 Year Rate	School - Class of 2018: 5 Year Rate	State - Class of 2018: 5 Year Rate	Class of 2018: 4 Year Rate	Class of 2018: 4 Year Target	Class of 2018: Met Target	Class of 2017: 5 Year Rate	Class of 2017: 5 Year Target	Class of 2017: Met Target
Schoolwide	98.0%	90.6%	99.4%	92.5%	99.0%	N	Met Goal	99.7%	N	Met Goal
White	97.7%	94.9%	99.3%	95.9%	98.9%	N	Met Goal	99.7%	N	Met Goal
Hispanic	100.0%	84.5%	100.0%	87.3%	100.0%	**	**	100.0%	N	Met Goal
Black or African American	*	83.3%	*	87.1%	*	**	**	*	**	**
Asian, Native Hawaiian or Pacific Islander	100.0%	96.9%	100.0%	97.8%	100.0%	N	Met Goal	100.0%	N	Met Goal
American Indian or Alaska Native	N	92.2%	N	88.9%	N	N	N	N	N	N
Two or More Races	*	91.4%	*	94.2%	*	**	**	*	**	**
Female	99.3%	92.8%	99.4%	94.4%	99.4%			99.5%		
Male	96.9%	88.5%	99.4%	90.8%	98.7%			100.0%		
Economically Disadvantaged Students	*	84.0%	*	87.3%	*	**	**	*	**	**
Students with Disabilities	90.0%	79.2%	97.3%	83.8%	94.6%	91.5%	Met Target	100.0%	N	Met Goal
English Learners	N	75.4%	*	80.1%	*	**	**	*	**	**
Homeless Students	N	74.6%	N	78.3%	N			N		
Students in Foster Care	N	57.6%	N	82.5%	N			N		
Migrant Students	N	83.3%	N	85.0%	N			N		

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Graduation Pathways

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

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
Statewide Assessment	85.2%	76.5%
Substitute Competency Test	14.1%	21.8%
Portfolio Appeals Process	0.0%	0.3%
Alternate Requirements specified in IEP	0.7%	1.3%
Unknown	0.0%	0.0%

Dropout Rate Trends

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

School Year	School Rate	State Rate
2018-2019	0.0%	1.2%
2017-2018	0.0%	1.2%
2016-2017	0.1%	1.1%

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

Postsecondary Enrollment Rate Summary

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

Postsecondary Enrollment 16 months after Graduation

Any Institution = 91.5%
9.2%
82.3%
Class of 2018

Legend:
- 2-Year Institution
- 4-Year Institution

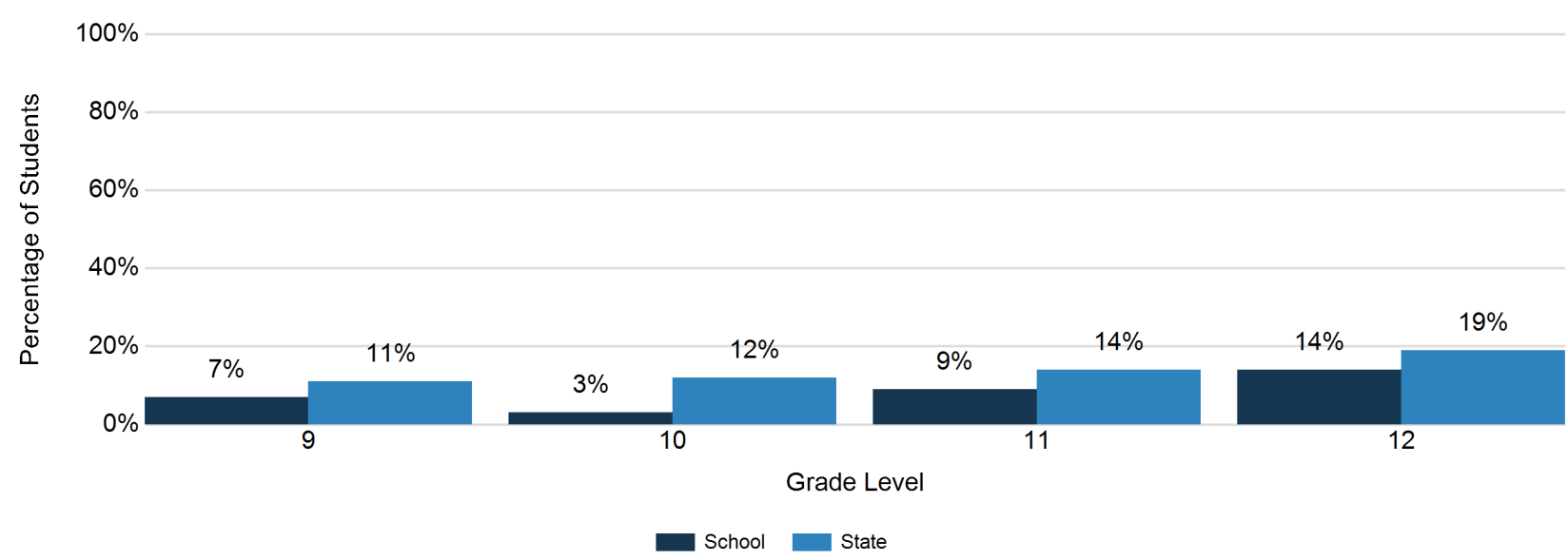| Performance Measure	Class of 2018
% Enrolled in 2-Year Institution	9.2%
% Enrolled in 4-Year Institution	82.3%
% Enrolled in Any Postsecondary Institution	91.5%

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Postsecondary Enrollment Rates: Fall

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	72%	28.7%	71.3%
Schoolwide	91.2%	8.1%	91.9%
White	92.1%	6.4%	93.6%
Hispanic	77.8%	21.4%	78.6%
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	90.5%	15.8%	84.2%
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	*	*	*
Students with Disabilities	85.7%	33.3%	66.7%
English Learners	*	*	*

Postsecondary Enrollment Rates: 16 month

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	77.8%	30.9%	69.1%	72.9%	27.1%	65.5%	34.5%
Schoolwide	91.5%	10%	90%	57.8%	42.2%	21.8%	78.2%
White	92.7%	8.7%	91.3%	57.3%	42.7%	18.2%	81.8%
Hispanic	60%	33.3%	66.7%	77.8%	22.2%	44.4%	55.6%
Black or African American	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	95.2%	5%	95%	50%	50%	45%	55%
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	*	*	*	*	*	*	*
Students with Disabilities	80%	34.4%	65.6%	65.6%	34.4%	56.3%	43.8%
English Learners	*	*	*	*	*	*	*

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

Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	102	8.2	14.2	Met
White	82	8.0	14.2	Met
Hispanic	11	12.0	14.2	Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific	4	6.6	14.2	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	14.2	Met
Female	51	8.2		
Male	51	8.3		
Economically Disadvantaged Students	*	*	**	**
Students with Disabilities	33	17.6	14.2	Not Met
English Learners	*	*	**	**
Homeless Students	N	N		
Students in Foster Care	N	N		
Military-Connected Students	*	*		
Migrant Students	N	N		

Days Absent

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

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Chronic Absenteeism by Grade

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

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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

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	1
Weapons	0
Vandalism	0
Substances	8
Harassment, Intimidation, Bullying (HIB)	4
Total Unique Incidents	13
Incidents Per 100 Students Enrolled	1.06

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	4
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	1

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

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	11	0.9%
Any Suspension	14	1.1%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
41

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School Day

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

Category	School
Typical Start Time	7:35 AM
Typical End Time	2:35 PM
Length of School Day	7 Hrs 0 Mins
Full Time - Instructional Time	5 Hrs 53 Mins
Shared Time - Instructional Time	5 Hrs. 53 Mins.

Device Ratios

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

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

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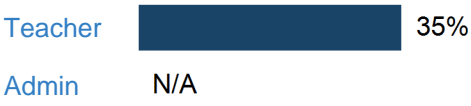Grades Offered: 09-12
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Report Key:
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 **   Accountability calculations require 20 or more students
  N   No Data is available to display
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Key terms for staff data:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	100	118,214
Average years experience in public schools	11.8	12.1
Average years experience in district	10.2	10.8
Percentage of Teachers with 4 or more years experience in the district	76.0%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	19	9,530
Average years experience in public schools	22.8	16.0
Average years experience in district	14.6	12.0
Percentage of Administrators with 4 or more years experience in the district	78.9%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	12:1	13:1
Students to Administrators	245:1	128:1
Teachers to Administrators	20:1	10:1
Students to Librarians/Media Specialists		2436:1
Students to Nurses		609:1
Students to Counselors		203:1
Students to Child Study Team Members		271:1

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Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	50.3%	61.0%	40.0%	48.4%	77.1%	54.9%
Male	49.7%	39.0%	60.0%	51.6%	22.9%	45.1%
White	82.8%	92.0%	100.0%	42.4%	83.6%	77.4%
Hispanic	7.6%	4.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	0.8%	1.0%	0.0%	15.0%	6.6%	13.9%
Asian	4.9%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.1%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	3.8%	3.0%	0.0%	2.1%	0.2%	0.2%

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Teachers and Administrators - Level of Education

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

Bachelor's Degree

Teacher — 35%

Admin — N/A

Master's Degree

Teacher — 62%

Admin — 100%

Doctoral Degree

Teacher — 3%

Admin — 0%

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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	89.3%	90.5%
2017-18 Administrators: Same district 2018-19	94.7%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	97.5%

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Per-Pupil Expenditures by Source

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

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

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

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

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

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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

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

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

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ESSA Accountability Progress

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

ESSA Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	72.6%	86.0%	85.3%
Math Proficiency	53.7%	62.9%	66.4%
ELA Growth	N	N	N
Math Growth	N	N	N
4-Year Graduation Rate†	97.3%	99.0%	98.0%
5-Year Graduation Rate†	98.1%	99.7%	99.4%
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	5.4%	6.2%	8.2%

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

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

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

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

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

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

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

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

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

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

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

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

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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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

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School Narrative

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

Highlights:	• Mendham High School is an International Baccalaureate World School in the only school district in NJ featuring both accredited IB Diploma and Career-related programs in addition to 16 AP courses. • Learning at MHS is supported by a technology-forward school culture with Chromebook, 1:1 personalized learning initiative and web-based learning platforms. • MHS features co-curricular offerings from award-winning performing arts programs to diverse service and academic clubs including a championship MHS Mock Trial team, plus 26 Varsity sports.
Mission, Vision, Theme:	Mendham is one of two high schools in the WMRHS district. The District's mission is to provide students "an intellectually stimulating experience in a safe environment" that promotes "a shared passion for learning, academic excellence, involved citizenship, personal responsibility and a respect for diversity." Our aim is to assist students as they fulfill their potential as "creative, confident, compassionate and resilient individuals." The International Baccalaureate Approaches to Teaching and Learning guides instruction.
Awards, Recognition, Accomplishments:	West Morris Mendham and our sister school, West Morris Central, were the first authorized IB Career-related Programmes in the State of NJ and are the only schools in NJ to offer both the IB Diploma and Career Programmes. The Washington Post ranks Mendham High School among the most competitive in the State/Nation. WMMHS ranked 7th in NJ Monthly's 2018 list of Top NJ Public High Schools. Achievements include: NJ DOE Model World Language Program designation, 3 National Merit Semi-Finalists, 14 Commended Scholars, and 58 AP Scholars.

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Courses, Curriculum, Instruction:	West Morris Mendham HS offers a comprehensive four-year program in all college preparatory subjects and a wide range of fine and performing arts, STEM and academic elective courses. Instructional levels include: Advanced Placement and International Baccalaureate, Honors, Advanced, Academic and Studies. Each year we run over 40 AP and IB courses. With our sister school, WMM has the highest number of IB program graduates in New Jersey. 120 credits of coursework are required for graduation. With the addition of the IB Career Program, MHS has progressed as an International Baccalaureate World School. Completion of the two-year programs results in receipt of either the IB Diploma or the Career-related programme certificate, which includes pathways in Business, Life & Health Science, STEM, Visual & Performing Arts and Political Science & Law.
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Cross Country (Boys & Girls), Fencing (Boys & Girls), Field Hockey (Coed), Football (Coed), Golf (Coed), 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 (Coed), Volleyball (Girls), Wrestling (Coed) West Morris Mendham HS enjoys a proud tradition of achievement in scholastic athletics across 26 female and male programs, routinely competing for conference, county and state titles. Mendham HS is a member of the Northwest Jersey Athletic Conference governed by the NJSIAA. Achievements - Group 3 Championships: Boys Cross Country, Sectional Championships: Girls Lacrosse, Boys Cross Country, Conference Championships: Boys and Girls Cross Country, Ice Hockey, Girls Spring Track, Boys Lacrosse, Softball, County Championships: Girls Lacrosse, Boys and Girls Cross Country, District Championship: Wrestling.
Clubs and Activities:	The Activities program supports over 40 clubs. The most active is the Relay for Life. These students are actively involved in fundraising to support research towards finding a cure for cancer partnering with our sister school to reach an annual fundraising goal of $100K. Also noteworthy: the Stimulating, Informed and Civil Debate Club, International Club, Future Business Leaders of America, Peer Leadership, Drama, Alliance for Acceptance and Understanding, Service and Academic teams. The Mock Trial team consistently earns County and State Championship honors.

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Before and After School Programs:	The Unified Sports program facilitates the participation of special needs students in our activities program. A wide variety of musical performance groups and a hearty sports intramural program complement our Scholastic athletic programs and School Club organizations.
Staff and Professional Learning:	The WMRHSD assigns ample resources to professional learning. District in-service is modeled after Ed-camp style, staff-directed learning where educators choose from a menu of workshops offered by colleagues. Topics include the integration of technology, formative assessment and other pedagogical matters. Mendham high school teachers participate in annual roundtable discussions with regional IB World Schools and sends several staff to national IB-sponsored workshops. State training requirements are met via video instruction. Two members of the faculty hold doctorate degrees, and approximately 69% of the faculty has earned a master's degree. Faculty members both attend and present at discipline-specific conferences.
Postsecondary Information:	90% of graduates from the Class of 2019 attend 4-year college/universities with 6% attending 2-year colleges. 4% commenced other undertakings in military/employment/gap year. Of those attending 4-year colleges, 73% were accepted to colleges rated as "Most Competitive" or "Highly Competitive" by Barron's. The Class of 2019 achieved an average SAT score of 1259 and an average ACT score of 27.3. College placement is supported by 6 counselors and the guidance supervisor. The Naviance software suite assists students with their research, planning and application process and also provides a number of career exploration tools. WMRHSD subsidizes administration of the PSAT for juniors while all sophomores may elect to participate in the Pre-ACT.

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Student Supports and Services:	Mendham High School provides a variety of support services to students. The Child Study Team is comprised of two social workers, one school psychologist and an LDTC. The I&RS Team functions as a complement to our 504 Committee. MHS offers a behavioral support and a work-based structured learning experience program for students with IEPs. A Math Resource Center runs throughout the school day and peer tutoring is also available. English language learners benefit from targeted ESL instruction. MHS provides high-quality, specialized and inclusive academic, life skills, vocational and extracurricular programs for students with disabilities. Child Study and teaching staff proactively prepare students for transition to post-secondary life as college students, students in trade schools, or for entry into the workforce.
Student Health and Wellness:	The School Safety/Climate Team meets throughout the year and focuses on various means of promoting student wellness. Our health curriculum covers drug and alcohol abuse in freshman, junior, and senior year. The anti-bullying curriculum is covered freshman and junior year. Nutrition is discussed in senior year. Assembly topics include: Substance Abuse Prevention, Anti-Bullying, Self-Esteem, Study Skills, Dating Violence and Social Media. Students participate in Physical Education each year. The early start to the school year frontloads instruction prior to standardized testing. The Wellness Committee aided the establishment of coordinated homework-free periods.
Parent and Community Involvement:	MHS values its relationships with parents and the larger community. An active PTO provides programming for students and parents. Parent groups such as the IB Boosters, the Minuteman Sports Club, Music Boosters, and Project Graduation lend generous support to these branches of school life. Students in the IB Programmes complete service learning projects in the community. Juniors in our IBCP program raised over $6,400 for charitable causes through various Philanthropy Projects.

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	Facilities:	Mendham High School is a fully wireless facility featuring a 525 seat auditorium and three music rooms, an 800 seat gymnasium plus auxiliary gym, a field house with locker rooms, trainer's, wrestling and weight rooms, and well-equipped science, technology, fine and practical arts labs. A thorough renovation to the media center has been completed. A challenge course with a variety of climbing elements is integral to Phys Ed. In addition to dedicated Mac labs for video editing and audio production, a versatile 50-seat STEM lab was completed prior to the 2017-18 school year.
	School Safety:	School safety and security are supported by the full-time presence of a school resource officer and a part-time Class III Officer for afternoons and evenings. The campus is monitored with an extensive video-camera surveillance system.

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Technology and STEM:	Mendham High maintains a variety of technologically advanced machines for student use, including multiple 3D printers to support learning in a variety of STEM courses. Introduction to Coding and Computer Science, Computer Programming and Game Design, Engineering Robotics, and Design Technology/Engineering comprise several of the STEM focused classes available for students. Our building features a flex-space "STEM Lab" with state of the art didactic tools and participates in the national "Day of Coding" project.

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Other Information	West Morris Mendham High School runs the modified rotating block schedule. While students maintain 8-class course loads, just six meet each day for 58-minute periods. Science labs extend into our 44-minute common lunch thereby precluding the need for students to miss instructional time from another class. This daily meeting schedule mimics a collegiate atmosphere, providing variety in the student's schedule and helping students to develop time management skills. The unit lunch allows students to interact with peers while increasing access to faculty, clubs and school resources. All students are given a school issued email address and access to a variety of web-based applications, including Google Apps for Education, to promote and infuse the curriculum with 21st century skills. Teachers maintain PowerSchool Learning Pages to leverage interactive digital learning. Families are able to monitor student performance through the PowerSchool gradebook portal. Most forms, informational, procedural and curricular resources are available through the school website where events and announcements are also promoted. School Messenger is used to instantly disseminate information to students and their families through email, text and phone. In 2018-19 the WMRHSD completed rolling out its personalized learning initiative with all students having touch-screen Chromebooks.