



State of New Jersey 2014-15

27-3370-050

MORRIS HILLS HIGH SCHOOL
520 WEST MAIN STREET
ROCKAWAY, NJ 07866-3799

OVERVIEW

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MORRIS HILLS REGIONAL

GRADE SPAN 09-12

The New Jersey Department of Education (NJDOE) is pleased to present these annual reports of School Performance. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers.

In particular, the School Performance Reports seek to:

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

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

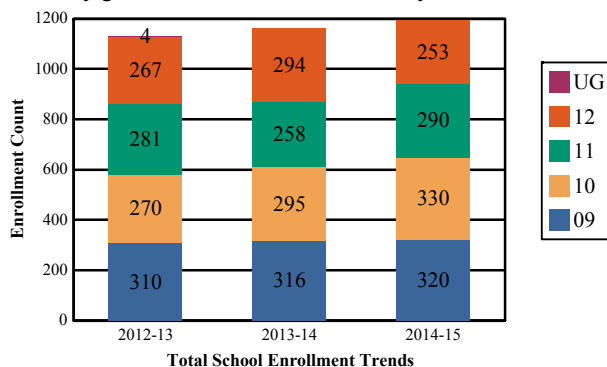
To learn more about New Jersey's school accountability system, please visit: <http://www.nj.gov/education/educators/>.

DEMOGRAPHIC INFORMATION

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Enrollment by Grade

This graph presents the count of students who were 'on roll' by grade in October of each school year.



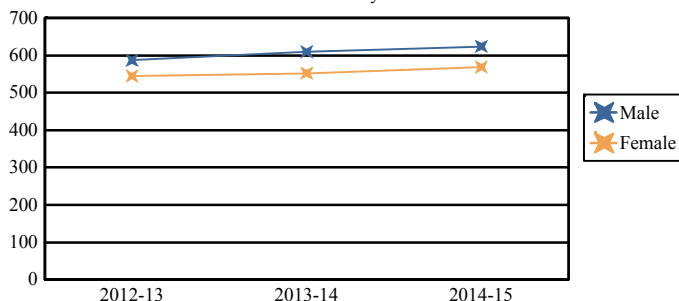
Total School Enrollment Trends

Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

Total School Enrollment	
2012-13	1,132
2013-14	1,163
2014-15	1,193

Enrollment by Gender

This graph presents the count of students by gender who were 'on roll' in October of each school year.

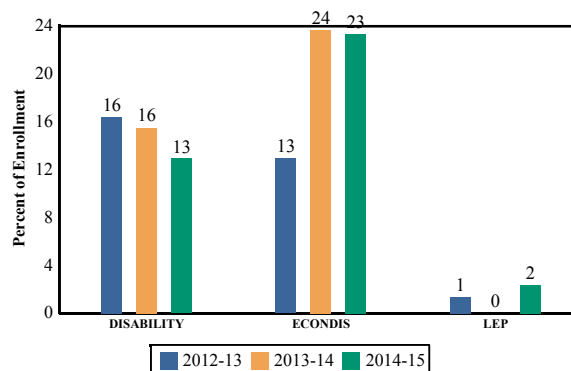


	Male	Female
2012-13	587	545
2013-14	610	553
2014-15	624	569

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Enrollment Trends by Program Participation

This graph presents the percentages of students by program participation who were 'on roll' in October of each school year.

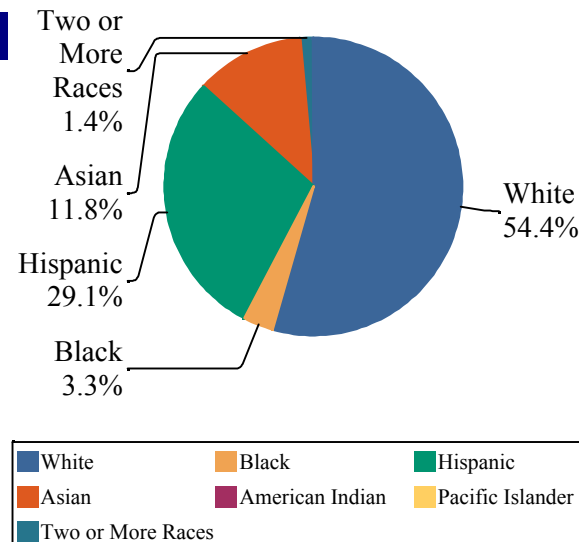


Current Year Enrollment by Program Participation

2014-15	Count of Students	% of Enrollment
Students with Disability	154	13%
Economically Disadvantaged Students	279	23.3%
English Language Learners	28	2.4%

Enrollment by Ethnic/Racial Subgroup

This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001.



Language Diversity

This table presents the percentage of students who primarily speak each language in their home.

2014-15	Percent
English	75.0%
Spanish	18.1%
Gujarati	0.9%
Vietnamese	0.8%
Polish	0.7%
Hindi	0.6%
Other	4.0%

ACADEMIC ACHIEVEMENT

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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L), Mathematics and Biology as demonstrated in 2014-2015 *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments and the End-of-Course Biology assessment. The below chart consist of three columns with measures. The first column - Schoolwide Performance - below includes the percentage of students who met or exceeded expectations in ELA/L or Math. The middle column - Peer School Percentile - indicates how the school's outcomes compare to its group of peer schools. The last column - Statewide Percentile - indicates how the school's outcomes compare to schools across the state in ELA/L.

Academic Achievement	Schoolwide Performance	Peer Percentile	State Percentile
HS English Language Arts/Literacy Met or Exceeded Expectation	52%	77	77
Math Met or Exceeded Expectation	33%		

ESEA Waiver - English Language Arts/Literacy

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	613	52.2%	95%	96.6%	YES
White	311	54.7%	95%	95.7%	YES
African American	-	-	--	--	--
Hispanic	189	35.5%	95%	97%	YES
American Indian	-	-	--	--	--
Asian	80	78.8%	95%	100%	YES
Two or More Races	-	-	--	--	--
Students with Disability	65	15.4%	95%	89%	YES*
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	141	30.5%	95%	95.3%	YES

YES* = Met Participation Rate (Participation Averaging applied)

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

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ESEA Waiver - Math

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	507	33.2%	95%	96.4%	YES
White	262	35.5%	95%	94.6%	YES
African American	-	-	--	--	--
Hispanic	153	19.6%	95%	98.7%	YES
American Indian	-	-	--	--	--
Asian	64	62.6%	95%	100%	YES
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	119	21%	95%	97.6%	YES

YES* = Met Participation Rate (Participation Averaging applied)

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

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Proficiency Outcomes - Biology

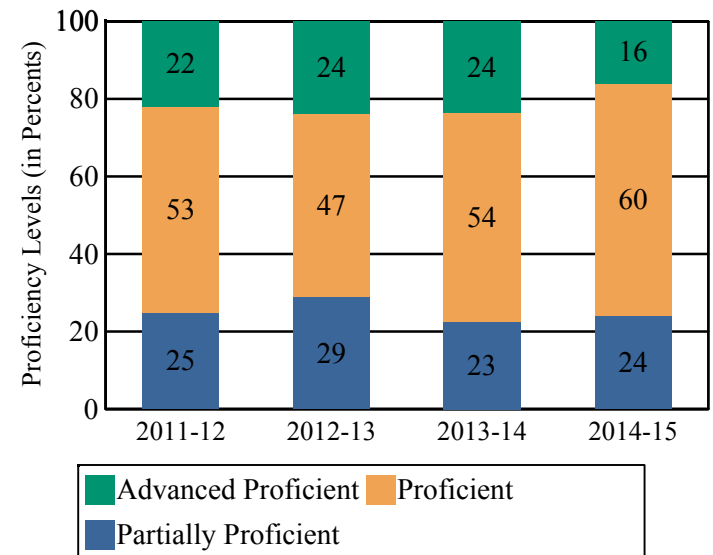
This table presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the New Jersey Biology Competency Test (NJBCT) in the latest school year.

Subgroups	Advanced	Proficient	Partially Proficient
Schoolwide	16%	60%	24%
White	18%	66%	17%
African American	-	-	-
Hispanic	6%	53%	40%
American Indian	-	-	-
Asian	41%	53%	6%
Two or More Races	-	-	-
Students with Disability	2%	44%	54%
English Language Learners	-	-	-
Economically Disadvantaged Students	5%	62%	34%

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

Proficiency Trends - Biology

This graph presents the percentage of students who scored in the Advanced Proficient, Proficient, and Partially Proficient categories of the Biology Competency Test over the last four years.



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PARCC Performance Level

The PARCC assesses how well students have learned grade-level material in English Language Arts/Literacy (ELA/L) and Math. The tests include questions that measure students' fundamental skills and knowledge, and require them to think critically, solve problems and support or explain their answers.

The PARCC reports students' overall scale scores that range from 650 to 850. To determine whether students have met academic expectations for their grade level/course in ELA/L and Math, students' overall scale scores are categorized into five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

Five Performance Levels				
Level 1: Did Not Yet Meet Expectations <i>(Min. 650)</i>	Level 2: Partially Met Expectations	Level 3: Approached Expectations	Level 4: Met Expectations	Level 5: Exceeded Expectations <i>(Max. 850)</i>

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PARCC ELA Performance Distribution - Grade - 09

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	305	753	739	9%	15%	22%	38%	16%	55%	41%
White	152	755	746	5%	14%	26%	41%	14%	56%	47%
African American	-	-	723	-	-	-	-	-	-	23%
Hispanic	98	734	725	17%	21%	21%	36%	4%	40%	26%
American Indian	-	-	732	-	-	-	-	-	-	33%
Asian	44	785	765	2%	7%	7%	36%	48%	84%	68%
Two or More Races	-	-	731	-	-	-	-	-	-	36%
Students with Disability	25	711	706	32%	36%	20%	12%	0%	12%	9%
English Language Learners	-	-	693	-	-	-	-	-	-	5%
Economically Disadvantaged Students	73	735	724	18%	18%	25%	37%	3%	40%	24%

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PARCC ELA Performance Distribution - Grade - 10

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	307	750	735	13%	17%	21%	33%	17%	50%	38%
White	158	756	741	9%	15%	22%	32%	22%	53%	43%
African American	16	754	717	13%	19%	13%	44%	13%	56%	22%
Hispanic	91	729	720	23%	23%	23%	25%	5%	31%	24%
American Indian	-	-	725	-	-	-	-	-	-	27%
Asian	36	774	763	3%	6%	19%	42%	31%	72%	62%
Two or More Races	-	-	729	-	-	-	-	-	-	34%
Students with Disability	39	714	698	31%	38%	15%	15%	0%	15%	8%
English Language Learners	-	-	685	-	-	-	-	-	-	4%
Economically Disadvantaged Students	68	725	718	24%	25%	31%	15%	6%	21%	23%

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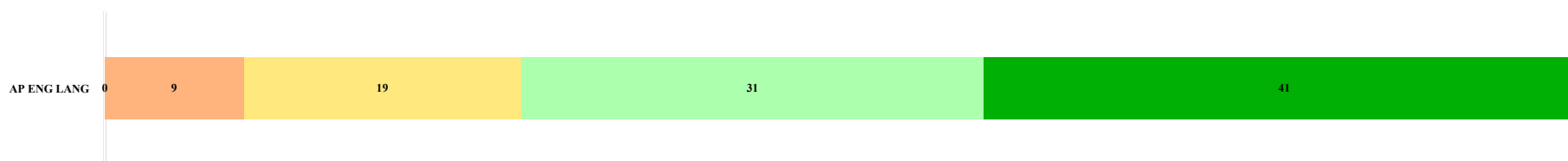
PARCC ELA Performance Distribution - Grade - 11

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 - Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	267	753	741	8%	15%	22%	38%	16%	54%	42%
White	162	757	745	6%	12%	22%	45%	15%	60%	46%
African American	-	-	727	-	-	-	-	-	-	27%
Hispanic	64	735	731	14%	25%	33%	22%	6%	28%	31%
American Indian	-	-	745	-	-	-	-	-	-	38%
Asian	32	771	765	3%	13%	9%	34%	41%	75%	64%
Two or More Races	-	-	738	-	-	-	-	-	-	38%
Students with Disability	28	726	712	18%	32%	29%	18%	4%	21%	16%
English Language Learners	-	-	703	-	-	-	-	-	-	6%
Economically Disadvantaged Students	35	739	730	9%	26%	34%	26%	6%	31%	30%

Advanced Placement/International Baccalaureate English Performance Distribution

This graph presents the percentage of students in this school scoring in each performance level of the AP/IB English assessment. Students who score AP ≥ 3 or score IB ≥ 4 may earn college credit. Shown below the graph is a table that presents the percentage of students who achieved a score that could potentially earn college credit and the average score earned in the school.



Subject	Valid Scores	% Eligible for College Credit	Average Score Earned in the School	Average Score Earned in the State
AP ENG LANG	32	90.6%	4.03	3.36
- Data is suppressed to protect the confidentiality of the students.				

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PARCC ALGEBRA I - Performance Distribution

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 - Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	229	734	740	11%	24%	31%	34%	0%	34%	40%
White	124	738	746	8%	19%	33%	40%	0%	40%	47%
African American	-	-	722	-	-	-	-	-	-	20%
Hispanic	86	730	725	16%	28%	30%	26%	0%	26%	21%
American Indian	-	-	733	-	-	-	-	-	-	35%
Asian	-	-	769	-	-	-	-	-	-	73%
Two or More Races	-	-	734	-	-	-	-	-	-	35%
Students with Disability	-	-	710	-	-	-	-	-	-	8%
English Language Learners	-	-	710	-	-	-	-	-	-	7%
Economically Disadvantaged Students	74	728	725	15%	35%	23%	27%	0%	27%	21%

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PARCC GEOMETRY - Performance Distribution

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 - Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	214	726	728	12%	37%	40%	11%	1%	12%	21%
White	104	727	731	12%	36%	40%	12%	1%	13%	24%
African American	-	-	716	-	-	-	-	-	-	7%
Hispanic	-	-	718	-	-	-	-	-	-	8%
American Indian	-	-	722	-	-	-	-	-	-	12%
Asian	18	736	751	17%	11%	39%	28%	6%	33%	54%
Two or More Races	-	-	724	-	-	-	-	-	-	20%
Students with Disability	-	-	709	-	-	-	-	-	-	4%
English Language Learners	-	-	710	-	-	-	-	-	-	6%
Economically Disadvantaged Students	-	-	718	-	-	-	-	-	-	8%

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PARCC ALGEBRA II - Performance Distribution

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 - Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	226	731	721	22%	23%	23%	30%	2%	32%	24%
White	126	727	725	22%	25%	26%	25%	1%	26%	27%
African American	-	-	701	-	-	-	-	-	-	8%
Hispanic	41	708	706	44%	27%	17%	12%	0%	12%	10%
American Indian	-	-	720	-	-	-	-	-	-	23%
Asian	48	761	751	4%	13%	19%	58%	6%	65%	53%
Two or More Races	-	-	716	-	-	-	-	-	-	21%
Students with Disability	-	-	691	-	-	-	-	-	-	4%
English Language Learners	-	-	694	-	-	-	-	-	-	6%
Economically Disadvantaged Students	26	718	705	27%	31%	27%	15%	0%	15%	9%

COLLEGE AND CAREER READINESS

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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are taking college entrance exams and challenging themselves with rigorous course work. The table below presents five such indicators: the percentage of students enrolled in the 12th grade who took the SAT or ACT, the percentage of 10th and 11th graders who took the PSAT, the percentage of students who scored above the SAT benchmark of 1550, the percentage of 11th and 12th graders who took at least one AP or IB test in English, math, social studies or science, and the percentage of those AP or IB tests that were scored a 3 or higher.

The below chart consist of five columns with measures. The first column - Schoolwide Performance - represents the outcomes for these particular indicators in the school. The second column - Peer School Percentile - indicates how the school's performance compares to its group of peer schools. The third column - Statewide Percentile - indicates how the school's performance compares to schools across the state. The fourth column - Statewide Target - provides the statewide targets for each of these indicators. The last column - Met Target? - indicates whether the School Performance met or exceeded the statewide target. The Summary row presents the averages of the peer school percentiles, the average of statewide percentiles and the percentage of statewide targets met.

College and Career Readiness Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Percent of Students Participating in SAT or ACT	90%	77	62	80%	YES
Percent of Students Participating in PSAT or PLAN	100%	94	79	60%	YES
Percent of Students Scoring Above 1550 on SAT	45%	58	61	40%	YES
Percent of Students Taking at least one AP Test or IB Test in English, Math, Social Studies or Science	34%	77	78	35%	NO
Percent of AP Tests ≥ 3 or IB Test ≥ 4 in English, Math, Social Studies or Science	90%	87	92	75%	YES
Summary		79	74		80%

College Readiness Test Participation

The first column of the table below presents the percentage of students enrolled in the 12th grade who took the SAT or ACT and the percentage of students enrolled in 10th and 11th grade who took the PSAT. The second column provides the average across the school's peer group for these two metrics.

2014-15 Percent of Students	School	Peer Avg.	State Avg
Participating in SAT	84.2%	79.1%	79.1%
Participating in ACT	39.1%		25.2%
Participating in PSAT or PLAN	99.7%	80.4%	79.6%
Participating in Dual Enrollment	25.5%		14.9%

AP/IB Participation - 'Unique' Students

The table below presents the proportion of 'unique' students enrolled in at least 11th and 12th grade i.e., each student is counted once regardless of how many AP or IB courses he/she may take. The table also presents the proportion of how many 'unique' students took at least one AP or IB test to the school's enrollment in 11th and 12th grade.

2014-15 Percent of Students Taking	School	Peer Avg.	State Avg.
One or More Course	36.3%	37.3%	36.3%
One or More Test	43.5%	32.4%	30.7%
At least one AP or IB Test in English, Math, Social Studies or Science	33.5%	27.3%	25.3%

Note: Students who are enrolled in AP/IB coursework or take AP/IB tests in grades other than 11th and 12th are included in the numerator of this calculation.

COLLEGE AND CAREER READINESS

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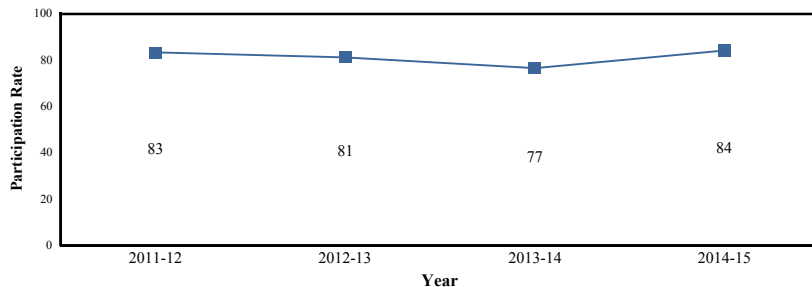
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Participation Trends - SAT Testing

Participation Trends - SAT Testing

This graph presents the participation rate in the SAT over the last four years.



Scholastic Assessment Test (SAT) Results

This table presents the percentage of students who achieved a composite SAT score of 1550 or higher. The SAT benchmark score of 1550 (Critical Reading, Mathematics and Writing Score combined) indicates a 65 percent likelihood of achieving a B- average or higher during the first year of college, which in turn has been found by the College Board's research to be indicative of a high likelihood of college success and completion.

2014-15	School	Peer Avg.	State Avg.
Percent of Students Scoring Above 1550 on SAT	45.3%	45.9%	43.8%

Composite SAT Score

This chart presents the average composite SAT score from the last academic year for students enrolled in this school as well as the average scores achieved in Critical Reading, Mathematics and Writing. The averages from this school's peer group are also presented.

2014-15	School	Peer Avg.	State Avg.
Composite SAT Score	1,539	1,539	1,508
Critical Reading	495	502	496
Mathematics	542	530	518
Writing	502	507	494

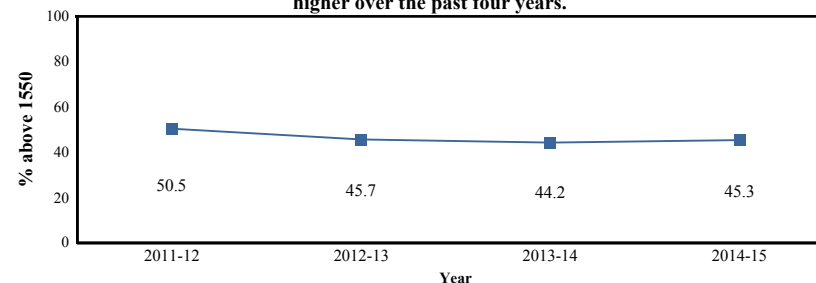
AP /IB Test Results

This table presents the percentage of all AP/IB tests taken by students enrolled in the school that were scored AP ≥ 3 and scored IB ≥ 4 .

2014-15	School	Peer Avg.	State Avg.
Percent of AP Tests ≥ 3 or IB Test ≥ 4	93.2%	72.1%	72.4%
Percent of Scores in AP ≥ 3 or IB ≥ 4 in English, Math, Social Studies or Science	90.1%	72.7%	69.7%

SAT Benchmark Trends

This chart presents the percentage of students who achieved a composite SAT score of 1550 or higher over the past four years.



Composite SAT Score

This chart presents the scores achieved in Critical Reading, Mathematics and Writing by the students at the 25th percentile, the 50th percentile and the 75th percentile of the school's distribution of SAT scores.

2014-15	Critical Reading	Mathematics	Writing
75th Percentile	560	620	570
50th Percentile	480	540	490
25th Percentile	420	470	430

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AP/IB Courses Offered

This table presents the count of students enrolled in each AP/IB course offered in this school in the first column. The second column presents the count of tests taken in each AP/IB course. The numbers may not match as some students do not take the test in the same year as they take the course and some students may take the course without taking the test or vice versa.

AP/IB Course Name	Students Enrolled	Students Tested
AP Psychology	62	65
AP Physics 1	58	60
AP U.S. History	54	74
AP Calculus AB	30	35
AP English Literature and Composition	29	32
AP English Language and Composition	27	38
AP Biology	24	27
AP Chemistry	24	31
AP Statistics	23	34
AP Microeconomics	16	19
AP Calculus BC	16	34
AP Physics C	15	
AP Environmental Science	13	7
AP European History	9	2
AP Music Theory	8	3
AP Computer Science A	6	8
AP Studio Art/Two-Dimensional	5	2
AP Spanish Language	5	3

AP/IB Course Name	Students Enrolled	Students Tested
AP Studio Art/Drawing Portfolio	2	
AP French Language	1	1
AP Physics C: Electricity and Magnetism		28
AP Physics C: Mechanics		28
AP Macroeconomics		17
AP Chinese Language and Culture		5
AP Art/History of Art		2
AP U.S. Government and Politics		2

COLLEGE AND CAREER READINESS

**MORRIS
MORRIS HILLS REGIONAL**

GRADE SPAN 09-12

**MORRIS HILLS HIGH SCHOOL
520 WEST MAIN STREET
ROCKAWAY, NJ 07866-3799**

Visual and Performing Arts

The chart below contains the percentage of students who were enrolled in at least one Dance, Drama/Theater, Music or Visual Arts class in this school. The last row shows the percentage of students who were enrolled in any Visual and Performing Arts classes in the school.

Percent of Students Enrolled	School	State
Dance	N/R	2.1%
Drama/Theater	2.1%	3.8%
Music	20.3%	17.8%
Visual Arts	40.1%	31.7%
Total: All Visual and Performing Arts	58.2%	49.9%

N/R - Data Not Reported

Participation in Career Readiness

The chart below contains percentage of students who were participants in an approved Career and Technical Education Program in this school as well as across the State of New Jersey.

Percent of Students Enrolled	School	State
Participating in CTE	9.7%	18.3%
Structured Learning Experience	7.7%	7.0%

N/R - Data Not Reported

GRADUATION AND POSTSECONDARY

MORRIS

GRADE SPAN 09-12

**MORRIS HILLS HIGH SCHOOL
520 WEST MAIN STREET
ROCKAWAY, NJ 07866-3799**

MORRIS HILLS REGIONAL

This section of the performance report presents data about graduation, dropout and post-secondary attendance. The graduation rate is calculated according to the ESEA Cohort methodology as required by the United States Department of Education. Dropout rates are calculated from student-level data submitted by districts for students officially classified as dropouts. The dropout rate is the count of students who dropout in an academic year divided by the school's total enrollment.

The below chart consist of five columns with measures. The first column - Schoolwide Performance - represents the outcomes for these particular indicators in this school. The second column - Peer School Percentile - indicates how the school's performance compares to its group of peer schools. The third column - Statewide Percentile - indicates how the school's performance compares to schools across the state.. The fourth column - Statewide Target - provides the statewide targets for each of these indicators. The Statewide Target for Graduation Rate was established pursuant to NJDOE's ESEA Accountability Workbook. The last column - Met Target - indicates whether the School Performance met or exceeded the statewide target. The Summary row presents the averages of the peer school percentile, the average of statewide percentile and the percentage of statewide targets met.

Graduation & Post Secondary Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Targets	Met Target
Overall Graduation Rate	94%	62	56	78%	YES
Dropout Rate	1.1%	6	26	2%	YES
SUMMARY - Graduation & Post-Secondary		34	41		100%

Graduation Rate by Subgroup

This table presents for all NCLB-identified subgroups the "4-year Adjusted Graduation Rate." This rate calculates the percentage of students who are awarded a regular, high school diploma within four years of becoming a first-time ninth grader. The rate is adjusted to account for students who 'transfer-in' and for students who are verified as 'transfers-out'.

	School	State Target
Schoolwide	94%	78%
White	98%	
African American	-	
Hispanic	85%	
American Indian	-	
Asian	-	
Native Hawaiian	-	
Two or More Races	-	
Students with Disability	84%	
English Language Learners	-	
Economically Disadvantaged Students	88%	

Dropout Rate by Subgroup

This table presents for all NCLB-identified subgroups the Dropout rate. This rate calculates the percentage of students who are classified as dropouts divided by the school's total enrollment and by each subgroup enrollment.

	School	State Target
Schoolwide	1.1%	2%
White	0%	
African American	5.1%	
Hispanic	3.1%	
American Indian	-	
Asian	0%	
Native Hawaiian	-	
Two or More Races	-	
Students with Disability	0%	
English Language Learners	-	
Economically Disadvantaged Students	.4%	

GRADUATION AND POSTSECONDARY

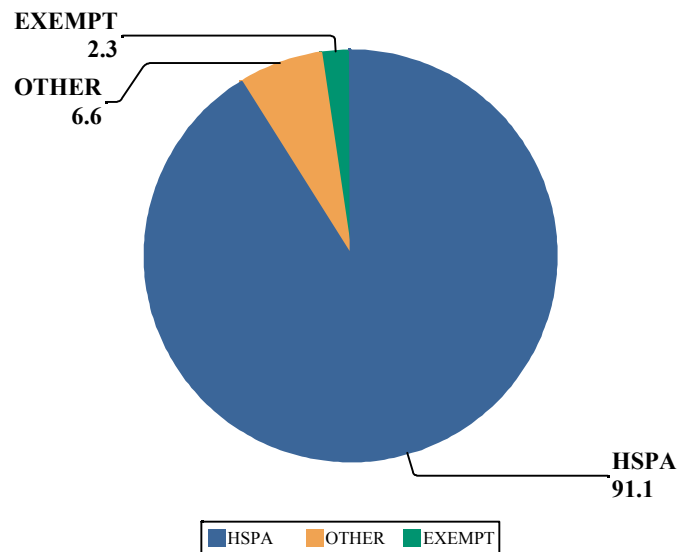
MORRIS
MORRIS HILLS REGIONAL

GRADE SPAN 09-12

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

Graduation Pathway Rates

This chart presents the percentage of high school graduates who graduated by passing both sections of the HSPA, who were exempt from passing the HSPA, or who demonstrated proficiency through an alternative pathway such as through the Alternative High School Assessment, achievement of the 'Just Proficient Mean' or an appeal process.



Extended Year Graduation Rate

The chart below presents the 4-year and 5-year graduation rate for the prior school year's cohort in addition to the 4-year graduation rate for last year's cohort.

Class of	4-year Rate	5-year Rate
2012	89%	93%
2013	96%	96%
2014	91%	96%
2015	94%	

GRADUATION AND POSTSECONDARY

**MORRIS
MORRIS HILLS REGIONAL**

GRADE SPAN 09-12

**MORRIS HILLS HIGH SCHOOL
520 WEST MAIN STREET
ROCKAWAY, NJ 07866-3799**

Postsecondary Enrollment Rates

This chart presents the enrollment rates of this school's high school graduates, 16-months after high school graduation. The data is from the National Student Clearinghouse which reports that it collects student-level enrollment data from 95% of Institutions of Higher Education nationwide.

The last columns indicate, for the schoolwide total and each subgroup, the percentage of postsecondary enrollees that were enrolled in either a 2 year or a 4 year institution.

	Percent Enrolled	Percent in 2 Year	Percent in 4 Year
Statewide	78.5%	34.3%	64.7%
Schoolwide	81%	40.8%	59.2%
White	81.9%	38.2%	61.8%
African American	-	-	-
Hispanic	76.3%	50.8%	49.2%
Asian	-	-	-
American Indian	-	-	-
Native Hawaiian	-	-	-
Two or More Races	-	-	-
Students with Disability	54.9%	64.3%	35.7%
English Language Learners	-	-	-
Economically Disadvantaged Students	77.8%	57.1%	42.9%

WITHIN SCHOOL ACHIEVEMENT GAP

**MORRIS
MORRIS HILLS REGIONAL**

GRADE SPAN 09-12

**MORRIS HILLS HIGH SCHOOL
520 WEST MAIN STREET
ROCKAWAY, NJ 07866-3799**

This section of the performance report presents data about the achievement gap that exists within a school - as measured by the difference between the students' scale scores at the 25th and 75th percentile in the school, the Interquartile Range (IQR). Taken together with an understanding of the overall and average achievement levels in the school, the IQR furthers an understanding of the range of student outcomes that exist in a school. A school gap smaller than the state gap indicates that the school's range of student outcomes is narrower than the state's while a school gap broader than the state gap indicates that the school's range of student outcomes is larger than the state's.

Grade Level - 09

PARCC English Language Arts/Literacy 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	834	850
75th	779	766
50th	755	739
25th	727	710
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	52	56

PARCC ALG-1 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	785	821
75th	752	762
50th	738	735
25th	715	711
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	37	51

WITHIN SCHOOL ACHIEVEMENT GAP

**MORRIS
MORRIS HILLS REGIONAL**

Grade Level - 10

PARCC English Language Arts/Literacy 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	850	850
75th	780	766
50th	748	733
25th	721	699
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	59	67

Grade Level - 11

PARCC English Language Arts/Literacy 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	848	850
75th	779	768
50th	753	740
25th	726	711
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	53	57

GRADE SPAN 09-12

**MORRIS HILLS HIGH SCHOOL
520 WEST MAIN STREET
ROCKAWAY, NJ 07866-3799**

PARCC GEO 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	777	793
75th	741	747
50th	726	726
25th	710	710
0th	672	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	31	37

PARCC ALG-2 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	816	813
75th	762	748
50th	729	718
25th	703	692
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	59	56

SCHOOL CLIMATE

**MORRIS
MORRIS HILLS REGIONAL**

GRADE SPAN 09-12

**27-3370-050
MORRIS HILLS HIGH SCHOOL
520 WEST MAIN STREET
ROCKAWAY, NJ 07866-3799**

Length of School Day

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

	School
2014-15	6 Hrs. 57 Mins.

Student Suspension Rate

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

	School
2014-15	7.2%

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher.

2014-15	School
Full Time	6 Hrs. 45 Mins.
Shared Time	3 Hrs. 15 Mins.

Student Expulsions

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

	School
2014-15	0

Student to Staff Ratio

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

2014-15	School
Faculty	11
Administrators	298

SCHOOL PEER GROUP

**MORRIS
MORRIS HILLS REGIONAL**

GRADE SPAN 09-12

**MORRIS HILLS HIGH SCHOOL
520 WEST MAIN STREET
ROCKAWAY, NJ 07866-3799**

This table presents the list of peer schools in alphabetical order by county name that was created specifically for this school (highlighted in yellow). Peer schools are drawn from across the state and represent schools that have similar grade configurations and that are educating students of similar demographic characteristics, as measured by enrollment in Free/Reduced Lunch Programs, Limited English Proficiency or Special Education Programs.

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRADES PAN</u>	<u>ECONOMICALLY DISADVANTAGED</u>	<u>ENGLISH LANGUAGE LEARNER</u>	<u>SPECIAL EDUCATION</u>
BERGEN	FORT LEE BORO	FORT LEE HIGH SCHOOL	03-1550-050	09-12	24%	5.7%	13.3%
BERGEN	HASBROUCK HEIGHTS BORO	HASBROUCK HEIGHTS HIGH SCHOOL	03-2080-050	09-12	17.8%	1.8%	12.4%
BERGEN	LEONIA BORO	LEONIA HIGH SCHOOL	03-2620-050	09-12	16.6%	6.1%	12.3%
BERGEN	LYNDHURST TWP	LYNDHURST HIGH SCHOOL	03-2860-050	09-12	22.6%	1.8%	15.5%
BERGEN	NORTH ARLINGTON BORO	NORTH ARLINGTON HIGH SCHOOL	03-3600-050	09-12	20.6%	1.2%	17.1%
BERGEN	RIDGEFIELD BORO	RIDGEFIELD MEMORIAL HIGH SCHOOL	03-4370-050	09-12	25.2%	2.2%	27.2%
BERGEN	TEANECK TWP	TEANECK HIGH SCHOOL	03-5150-050	09-12	26%	1.3%	18.5%
BERGEN	WOOD-RIDGE BORO	WOOD-RIDGE HIGH SCHOOL	03-5830-050	09-12	24.8%	1.6%	13.9%
BURLINGTON	BORDENTOWN REGIONAL	BORDENTOWN REGIONAL HIGH SCHOOL	05-0475-050	09-12	25.8%	2.2%	12.3%
BURLINGTON	BURLINGTON TWP	BURLINGTON TOWNSHIP HIGH SCHOOL	05-0620-010	09-12	23.1%	1.8%	12.6%
CAMDEN	BLACK HORSE PIKE REGIONAL	TRITON REGIONAL HIGH SCHOOL	07-0390-050	09-12	29.4%	2%	17.2%
CAMDEN	CHERRY HILL TWP	CHERRY HILL HIGH SCHOOL WEST	07-0800-040	09-12	29.8%	1%	19.2%
MERCER	LAWRENCE TWP	LAWRENCE HIGH SCHOOL	21-2580-040	09-12	24.2%	2.6%	15.3%
MIDDLESEX	EDISON TWP	JOHN P. STEVENS HIGH SCHOOL	23-1290-053	09-12	18.7%	2.2%	7.8%
MIDDLESEX	MIDDLESEX BORO	MIDDLESEX HIGH SCHOOL	23-3140-050	09-12	27.8%	1.6%	12.2%
MIDDLESEX	OLD BRIDGE TWP	OLD BRIDGE HIGH SCHOOL	23-3845-040	09-12	26.1%	1.7%	13.9%
MIDDLESEX	SOUTH PLAINFIELD BORO	SOUTH PLAINFIELD HIGH SCHOOL	23-4910-050	09-12	29.4%	1.2%	12.6%
MONMOUTH	HENRY HUDSON REGIONAL	HENRY HUDSON REGIONAL SCHOOL	25-2120-050	07-12	23.4%	2%	19.9%
MONMOUTH	OCEAN TWP	OCEAN TOWNSHIP HIGH SCHOOL	25-3810-030	09-12	26.2%	3.3%	16.3%
MONMOUTH	RED BANK REGIONAL	RED BANK REGIONAL HIGH SCHOOL	25-4365-050	09-12	22.8%	1.7%	11.4%
MORRIS	BOONTON TOWN	BOONTON HIGH SCHOOL	27-0450-020	09-12	16.5%	1.8%	17%
MORRIS	MORRIS HILLS REGIONAL	MORRIS HILLS HIGH SCHOOL	27-3370-050	09-12	23.3%	2.4%	11.1%
MORRIS	MORRIS SCHOOL DISTRICT	MORRISTOWN HIGH SCHOOL	27-3385-050	09-12	26.9%	8.2%	11.6%

SCHOOL PEER GROUP

MORRIS

MORRIS HILLS REGIONAL

GRADE SPAN 09-12

**MORRIS HILLS HIGH SCHOOL
520 WEST MAIN STREET
ROCKAWAY, NJ 07866-3799**

MORRIS	PARSIPPANY-TROY HILLS TWP	PARSIPPANY HIGH SCHOOL	27-3950-050	09-12	21.9%	2.5%	15.5%
MORRIS	PARSIPPANY-TROY HILLS TWP	PARSIPPANY HILLS HIGH SCHOOL	27-3950-053	09-12	14.6%	1.8%	15.1%
PASSAIC	HAWTHORNE BORO	HAWTHORNE HIGH SCHOOL	31-2100-050	09-12	24.1%	1.5%	19%
PASSAIC	PASSAIC VALLEY REGIONAL	PASSAIC VALLEY REGIONAL HIGH SCHOOL	31-3990-050	09-12	24.5%	1.3%	12.2%
SOMERSET	SOMERVILLE BORO	SOMERVILLE HIGH SCHOOL	35-4820-050	09-12	15%	2.2%	10.9%
SUSSEX	HOPATCONG	HOPATCONG HIGH SCHOOL	37-2240-030	09-12	28.3%	0.7%	23.6%
UNION	SUMMIT CITY	SUMMIT HIGH SCHOOL	39-5090-050	09-12	17.5%	2.5%	11.5%
WARREN	HACKETTSTOWN	HACKETTSTOWN HIGH SCHOOL	41-1870-050	09-12	13%	2.1%	14.2%



State of New Jersey 2014-15

27-3370-060

OVERVIEW

MORRIS
MORRIS HILLS REGIONAL

GRADE SPAN 09-12

MORRIS KNOLLS HIGH SCHOOL
50 KNOLL DRIVE
DENVER, NJ 07834-4099

The New Jersey Department of Education (NJDOE) is pleased to present these annual reports of School Performance. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers.

In particular, the School Performance Reports seek to:

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

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

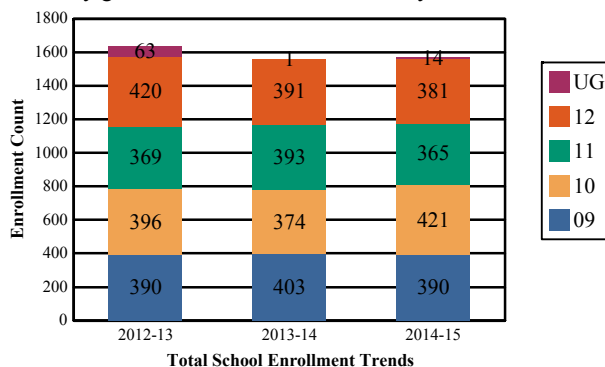
To learn more about New Jersey's school accountability system, please visit: <http://www.nj.gov/education/educators/>.

DEMOGRAPHIC INFORMATION

MORRIS
MORRIS HILLS REGIONAL

Enrollment by Grade

This graph presents the count of students who were 'on roll' by grade in October of each school year.



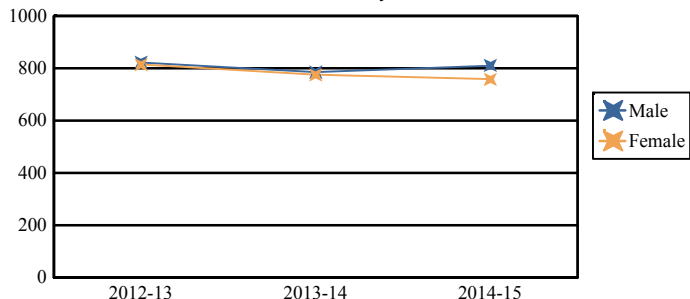
Total School Enrollment Trends

Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

Total School Enrollment	
2012-13	1,638
2013-14	1,562
2014-15	1,570

Enrollment by Gender

This graph presents the count of students by gender who were 'on roll' in October of each school year.

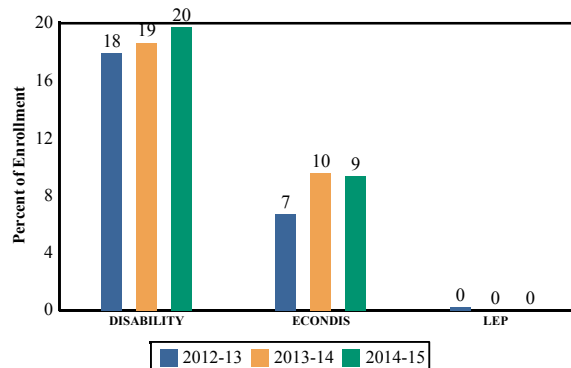


	Male	Female
2012-13	824	814
2013-14	786	776
2014-15	812	758

GRADE SPAN 09-12

Enrollment Trends by Program Participation

This graph presents the percentages of students by program participation who were 'on roll' in October of each school year.

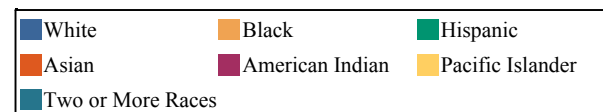
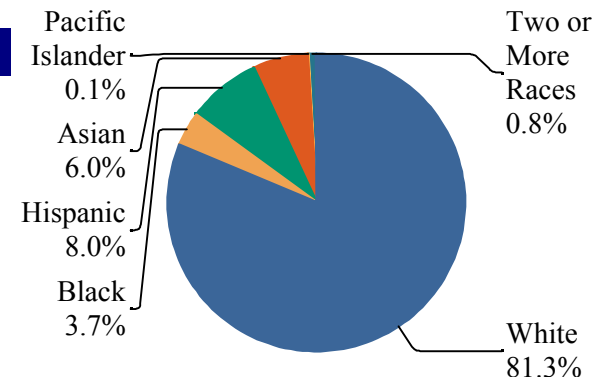


Current Year Enrollment by Program Participation

2014-15	Count of Students	% of Enrollment
Students with Disability	310	20%
Economically Disadvantaged Students	147	9.3%
English Language Learners	0	0.0%

Enrollment by Ethnic/Racial Subgroup

This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001.



Language Diversity

This table presents the percentage of students who primarily speak each language in their home.

2014-15	Percent
English	95.5%
Spanish	2.1%
Arabic	0.3%
Gujarati	0.2%
Polish	0.2%
Urdu	0.2%
Other	1.6%

ACADEMIC ACHIEVEMENT

MORRIS
MORRIS HILLS REGIONAL

GRADE SPAN 09-12

MORRIS KNOLLS HIGH SCHOOL
50 KNOLL DRIVE
DENVILLE, NJ 07834-4099

The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L), Mathematics and Biology as demonstrated in 2014-2015 *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments and the End-of-Course Biology assessment. The below chart consist of three columns with measures. The first column - Schoolwide Performance - below includes the percentage of students who met or exceeded expectations in ELA/L or Math. The middle column - Peer School Percentile - indicates how the school's outcomes compare to its group of peer schools. The last column - Statewide Percentile - indicates how the school's outcomes compare to schools across the state in ELA/L.

Academic Achievement	Schoolwide Performance	Peer Percentile	State Percentile
HS English Language Arts/Literacy Met or Exceeded Expectation	52%	58	78
Math Met or Exceeded Expectation	32%		

ESEA Waiver - English Language Arts/Literacy

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	696	52.2%	95%	86.5%	NO
White	563	52%	95%	85.4%	NO
African American	-	-	--	--	--
Hispanic	62	42%	95%	96.9%	YES
American Indian	-	-	--	--	--
Asian	41	80.5%	95%	91.1%	YES*
Two or More Races	-	-	--	--	--
Students with Disability	132	11.4%	95%	85.7%	NO
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	53	28.3%	95%	88.3%	NO

YES* = Met Participation Rate (Participation Averaging applied)

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

ACADEMIC ACHIEVEMENT

MORRIS
MORRIS HILLS REGIONAL

GRADE SPAN 09-12

MORRIS KNOLLS HIGH SCHOOL
50 KNOLL DRIVE
DENVER, NJ 07834-4099

ESEA Waiver - Math

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	629	32%	95%	84.7%	NO
White	521	31.7%	95%	83.9%	NO
African American	-	-	--	--	--
Hispanic	49	10.2%	95%	96.1%	YES
American Indian	-	-	--	--	--
Asian	36	66.6%	95%	90%	YES*
Two or More Races	-	-	--	--	--
Students with Disability	94	11.7%	95%	79%	NO
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	-	-	--	--	--

YES* = Met Participation Rate (Participation Averaging applied)

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

ACADEMIC ACHIEVEMENT

MORRIS
MORRIS HILLS REGIONAL

GRADE SPAN 09-12

27-3370-060
MORRIS KNOLLS HIGH SCHOOL
50 KNOLL DRIVE
DENVER, NJ 07834-4099

Proficiency Outcomes - Biology

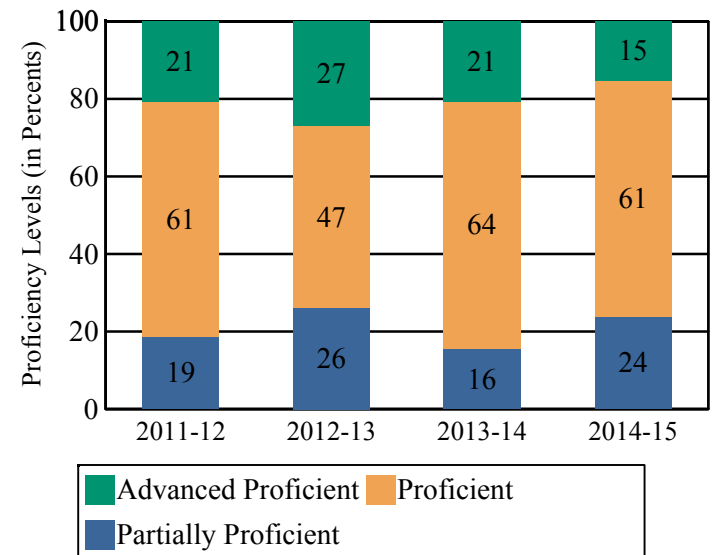
This table presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the New Jersey Biology Competency Test (NJBCT) in the latest school year.

Subgroups	Advanced	Proficient	Partially Proficient
Schoolwide	15%	61%	24%
White	15%	62%	23%
African American	-	-	-
Hispanic	-	-	-
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	4%	35%	61%
English Language Learners	-	-	-
Economically Disadvantaged Students	14%	63%	23%

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

Proficiency Trends - Biology

This graph presents the percentage of students who scored in the Advanced Proficient, Proficient, and Partially Proficient categories of the Biology Competency Test over the last four years.



ACADEMIC ACHIEVEMENT

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PARCC Performance Level

The PARCC assesses how well students have learned grade-level material in English Language Arts/Literacy (ELA/L) and Math. The tests include questions that measure students' fundamental skills and knowledge, and require them to think critically, solve problems and support or explain their answers.

The PARCC reports students' overall scale scores that range from 650 to 850. To determine whether students have met academic expectations for their grade level/course in ELA/L and Math, students' overall scale scores are categorized into five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

Five Performance Levels				
Level 1: Did Not Yet Meet Expectations <i>(Min. 650)</i>	Level 2: Partially Met Expectations	Level 3: Approached Expectations	Level 4: Met Expectations	Level 5: Exceeded Expectations <i>(Max. 850)</i>

ACADEMIC ACHIEVEMENT

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PARCC ELA Performance Distribution - Grade - 09

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	353	758	739	7%	13%	20%	39%	22%	60%	41%
White	287	760	746	6%	13%	20%	39%	22%	61%	47%
African American	12	728	723	25%	25%	17%	25%	8%	33%	23%
Hispanic	34	741	725	15%	18%	24%	35%	9%	44%	26%
American Indian	-	-	732	-	-	-	-	-	-	33%
Asian	18	783	765	0%	0%	6%	50%	44%	94%	68%
Two or More Races	-	-	731	-	-	-	-	-	-	36%
Students with Disability	68	718	706	28%	32%	26%	10%	3%	13%	9%
English Language Learners	-	-	693	-	-	-	-	-	-	5%
Economically Disadvantaged Students	27	731	724	19%	26%	22%	33%	0%	33%	24%

ACADEMIC ACHIEVEMENT

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PARCC ELA Performance Distribution - Grade - 10

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	340	742	735	15%	17%	24%	32%	12%	44%	38%
White	273	740	741	16%	18%	23%	32%	11%	43%	43%
African American	12	750	717	17%	17%	25%	8%	33%	42%	22%
Hispanic	28	740	720	14%	7%	39%	29%	11%	39%	24%
American Indian	-	-	725	-	-	-	-	-	-	27%
Asian	23	764	763	4%	13%	13%	48%	22%	70%	62%
Two or More Races	-	-	729	-	-	-	-	-	-	34%
Students with Disability	61	713	698	33%	30%	28%	8%	2%	10%	8%
English Language Learners	-	-	685	-	-	-	-	-	-	4%
Economically Disadvantaged Students	26	717	718	31%	23%	23%	23%	0%	23%	23%

ACADEMIC ACHIEVEMENT

MORRIS
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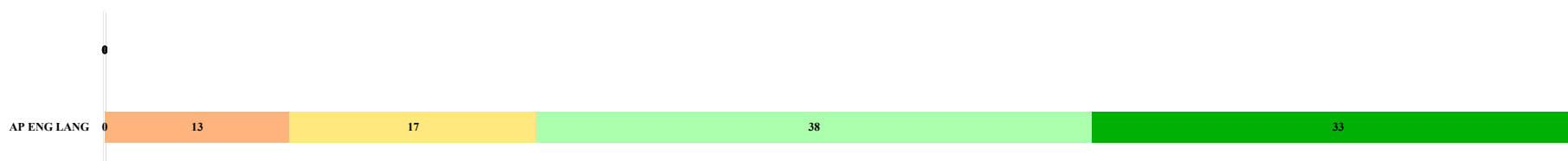
PARCC ELA Performance Distribution - Grade - 11

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 - Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	228	741	741	14%	21%	29%	25%	11%	36%	42%
White	177	743	745	14%	20%	31%	24%	12%	36%	46%
African American	-	-	727	-	-	-	-	-	-	27%
Hispanic	27	730	731	15%	30%	30%	26%	0%	26%	31%
American Indian	-	-	745	-	-	-	-	-	-	38%
Asian	15	764	765	0%	20%	7%	53%	20%	73%	64%
Two or More Races	-	-	738	-	-	-	-	-	-	38%
Students with Disability	-	-	712	-	-	-	-	-	-	16%
English Language Learners	-	-	703	-	-	-	-	-	-	6%
Economically Disadvantaged Students	22	737	730	14%	18%	27%	41%	0%	41%	30%

Advanced Placement/International Baccalaureate English Performance Distribution

This graph presents the percentage of students in this school scoring in each performance level of the AP/IB English assessment. Students who score AP ≥ 3 or score IB ≥ 4 may earn college credit. Shown below the graph is a table that presents the percentage of students who achieved a score that could potentially earn college credit and the average score earned in the school.



Subject	Valid Scores	% Eligible for College Credit	Average Score Earned in the School	Average Score Earned in the State
AP ENG LANG	24	87.5%	3.92	3.36
IB ENGLISH	-	-	-	4.54

- Data is suppressed to protect the confidentiality of the students.

PARCC ALGEBRA I - Performance Distribution

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 - Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	282	735	740	11%	19%	38%	32%	0%	32%	40%
White	240	735	746	11%	19%	36%	34%	0%	34%	47%
African American	-	-	722	-	-	-	-	-	-	20%
Hispanic	27	730	725	11%	22%	56%	11%	0%	11%	21%
American Indian	-	-	733	-	-	-	-	-	-	35%
Asian	-	-	769	-	-	-	-	-	-	73%
Two or More Races	-	-	734	-	-	-	-	-	-	35%
Students with Disability	65	717	710	29%	31%	28%	12%	0%	12%	8%
English Language Learners	-	-	710	-	-	-	-	-	-	7%
Economically Disadvantaged Students	-	-	725	-	-	-	-	-	-	21%

ACADEMIC ACHIEVEMENT

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PARCC GEOMETRY - Performance Distribution

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 - Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	266	724	728	14%	41%	27%	17%	2%	18%	21%
White	214	725	731	14%	38%	28%	18%	1%	19%	24%
African American	-	-	716	-	-	-	-	-	-	7%
Hispanic	-	-	718	-	-	-	-	-	-	8%
American Indian	-	-	722	-	-	-	-	-	-	12%
Asian	14	748	751	0%	21%	29%	36%	14%	50%	54%
Two or More Races	-	-	724	-	-	-	-	-	-	20%
Students with Disability	-	-	709	-	-	-	-	-	-	4%
English Language Learners	-	-	710	-	-	-	-	-	-	6%
Economically Disadvantaged Students	20	716	718	10%	65%	15%	10%	0%	10%	8%

ACADEMIC ACHIEVEMENT

MORRIS
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PARCC ALGEBRA II - Performance Distribution

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 - Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	237	725	721	29%	23%	19%	28%	1%	29%	24%
White	189	722	725	31%	25%	17%	26%	1%	26%	27%
African American	-	-	701	-	-	-	-	-	-	8%
Hispanic	-	-	706	-	-	-	-	-	-	10%
American Indian	-	-	720	-	-	-	-	-	-	23%
Asian	18	756	751	11%	6%	11%	67%	6%	72%	53%
Two or More Races	-	-	716	-	-	-	-	-	-	21%
Students with Disability	20	722	691	35%	25%	15%	25%	0%	25%	4%
English Language Learners	-	-	694	-	-	-	-	-	-	6%
Economically Disadvantaged Students	-	-	705	-	-	-	-	-	-	9%

COLLEGE AND CAREER READINESS

**MORRIS
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are taking college entrance exams and challenging themselves with rigorous course work. The table below presents five such indicators: the percentage of students enrolled in the 12th grade who took the SAT or ACT, the percentage of 10th and 11th graders who took the PSAT, the percentage of students who scored above the SAT benchmark of 1550, the percentage of 11th and 12th graders who took at least one AP or IB test in English, math, social studies or science, and the percentage of those AP or IB tests that were scored a 3 or higher.

The below chart consist of five columns with measures. The first column - Schoolwide Performance - represents the outcomes for these particular indicators in the school. The second column - Peer School Percentile - indicates how the school's performance compares to its group of peer schools. The third column - Statewide Percentile - indicates how the school's performance compares to schools across the state. The fourth column - Statewide Target - provides the statewide targets for each of these indicators. The last column - Met Target? - indicates whether the School Performance met or exceeded the statewide target. The Summary row presents the averages of the peer school percentiles, the average of statewide percentiles and the percentage of statewide targets met.

College and Career Readiness Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Percent of Students Participating in SAT or ACT	88%	23	58	80%	YES
Percent of Students Participating in PSAT or PLAN	93%	61	62	60%	YES
Percent of Students Scoring Above 1550 on SAT	55%	42	76	40%	YES
Percent of Students Taking at least one AP Test or IB Test in English, Math, Social Studies or Science	25%	13	60	35%	NO
Percent of AP Tests ≥ 3 or IB Test ≥ 4 in English, Math, Social Studies or Science	75%	32	66	75%	YES
Summary		34	64		80%

College Readiness Test Participation

The first column of the table below presents the percentage of students enrolled in the 12th grade who took the SAT or ACT and the percentage of students enrolled in 10th and 11th grade who took the PSAT. The second column provides the average across the school's peer group for these two metrics.

2014-15 Percent of Students	School	Peer Avg.	State Avg.
Participating in SAT	83.6%	88.0%	79.1%
Participating in ACT	51.0%		25.2%
Participating in PSAT or PLAN	93.3%	79.2%	79.6%
Participating in Dual Enrollment	27.1%		14.9%

AP/IB Participation - 'Unique' Students

The table below presents the proportion of 'unique' students enrolled in at least 11th and 12th grade i.e., each student is counted once regardless of how many AP or IB courses he/she may take. The table also presents the proportion of how many 'unique' students took at least one AP or IB test to the school's enrollment in 11th and 12th grade.

2014-15 Percent of Students Taking	School	Peer Avg.	State Avg.
One or More Course	40.1%	50.0%	36.3%
One or More Test	34.8%	42.9%	30.7%
At least one AP or IB Test in English, Math, Social Studies or Science	24.6%	36.5%	25.3%

Note: Students who are enrolled in AP/IB coursework or take AP/IB tests in grades other than 11th and 12th are included in the numerator of this calculation.

COLLEGE AND CAREER READINESS

**MORRIS
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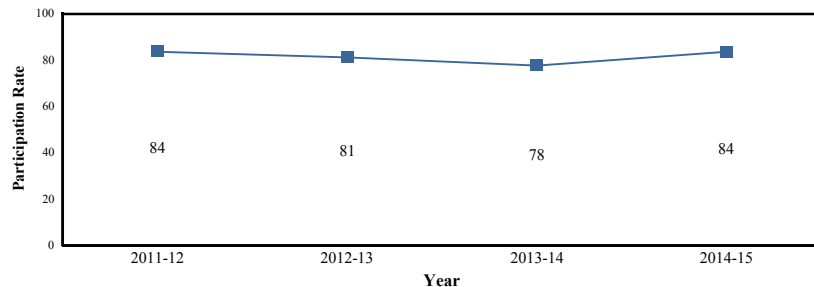
GRADE SPAN 09-12

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Participation Trends - SAT Testing

Participation Trends - SAT Testing

This graph presents the participation rate in the SAT over the last four years.



Scholastic Assessment Test (SAT) Results

This table presents the percentage of students who achieved a composite SAT score of 1550 or higher. The SAT benchmark score of 1550 (Critical Reading, Mathematics and Writing Score combined) indicates a 65 percent likelihood of achieving a B- average or higher during the first year of college, which in turn has been found by the College Board's research to be indicative of a high likelihood of college success and completion.

2014-15	School	Peer Avg.	State Avg.
Percent of Students Scoring Above 1550 on SAT	55.3%	60.2%	43.8%

Composite SAT Score

This chart presents the average composite SAT score from the last academic year for students enrolled in this school as well as the average scores achieved in Critical Reading, Mathematics and Writing. The averages from this school's peer group are also presented.

2014-15	School	Peer Avg.	State Avg.
Composite SAT Score	1,585	1,632	1,508
Critical Reading	522	534	496
Mathematics	538	561	518
Writing	525	537	494

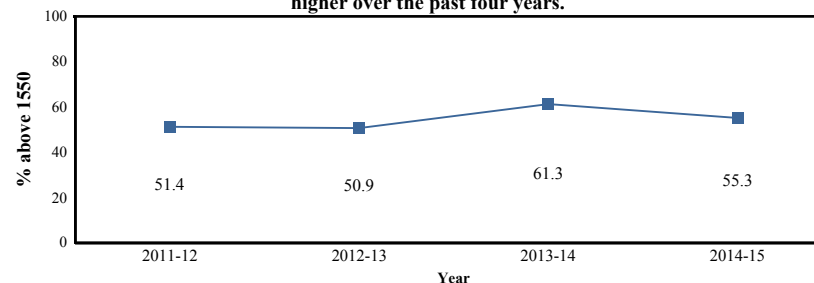
AP /IB Test Results

This table presents the percentage of all AP/IB tests taken by students enrolled in the school that were scored AP ≥ 3 and scored IB ≥ 4 .

2014-15	School	Peer Avg.	State Avg.
Percent of AP Tests ≥ 3 or IB Test ≥ 4	79.9%	80.1%	72.4%
Percent of Scores in AP ≥ 3 or IB ≥ 4 in English, Math, Social Studies or Science	75.4%	78.1%	69.7%

SAT Benchmark Trends

This chart presents the percentage of students who achieved a composite SAT score of 1550 or higher over the past four years.



Composite SAT Score

This chart presents the scores achieved in Critical Reading, Mathematics and Writing by the students at the 25th percentile, the 50th percentile and the 75th percentile of the school's distribution of SAT scores.

2014-15	Critical Reading	Mathematics	Writing
75th Percentile	580	600	590
50th Percentile	520	530	520
25th Percentile	460	470	450

COLLEGE AND CAREER READINESS

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AP/IB Courses Offered

This table presents the count of students enrolled in each AP/IB course offered in this school in the first column. The second column presents the count of tests taken in each AP/IB course. The numbers may not match as some students do not take the test in the same year as they take the course and some students may take the course without taking the test or vice versa.

AP/IB Course Name	Students Enrolled	Students Tested
AP Psychology	84	79
AP U.S. History	73	69
AP Biology	45	34
AP Physics 1	43	38
AP English Literature and Composition	36	28
AP Studio Art/Drawing Portfolio	31	14
AP Calculus AB	30	27
AP Studio Art/Two-Dimensional	27	4
AP English Language and Composition	26	24
AP Environmental Science	25	13
AP Microeconomics	18	11
AP European History	18	
AP Statistics	17	19
AP Calculus BC	16	17
AP Chemistry	14	9
AP Computer Science A	13	7
AP Physics C	13	
AP Art/History of Art	9	6

AP/IB Course Name	Students Enrolled	Students Tested
AP Spanish Language	9	7
AP French Language	8	6
AP Music Theory	5	5
AP Physics C: Electricity and Magnetism		13
AP Physics C: Mechanics		13
AP Macroeconomics		10
AP Human Geography		1
AP Studio Art/Three-Dimensional		1
IB Language A (English)	25	10
IB History	24	9
IB Theory of Knowledge	21	8
IB Mathematics	20	8
IB Language B/Spanish	19	6
IB Psychology	12	6
IB Physics	12	6
IB Theatre	11	1
IB Chemistry	10	10
IB Language B/French	4	2
IB Language B/German	2	1



State of New Jersey
2014-15

COLLEGE AND CAREER READINESS

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AP/IB Course Name	Students Enrolled	Students Tested
IB Music	1	1
IB Film		1

COLLEGE AND CAREER READINESS

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Visual and Performing Arts

The chart below contains the percentage of students who were enrolled in at least one Dance, Drama/Theater, Music or Visual Arts class in this school. The last row shows the percentage of students who were enrolled in any Visual and Performing Arts classes in the school.

Percent of Students Enrolled	School	State
Dance	N/R	2.1%
Drama/Theater	2.4%	3.8%
Music	26.0%	17.8%
Visual Arts	39.4%	31.7%
Total: All Visual and Performing Arts	61.2%	49.9%

N/R - Data Not Reported

Participation in Career Readiness

The chart below contains percentage of students who were participants in an approved Career and Technical Education Program in this school as well as across the State of New Jersey.

Percent of Students Enrolled	School	State
Participating in CTE	8.2%	18.3%
Structured Learning Experience	7.1%	7.0%

N/R - Data Not Reported

GRADUATION AND POSTSECONDARY

**MORRIS
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GRADE SPAN 09-12

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This section of the performance report presents data about graduation, dropout and post-secondary attendance. The graduation rate is calculated according to the ESEA Cohort methodology as required by the United States Department of Education. Dropout rates are calculated from student-level data submitted by districts for students officially classified as dropouts. The dropout rate is the count of students who dropout in an academic year divided by the school's total enrollment.

The below chart consist of five columns with measures. The first column - Schoolwide Performance - represents the outcomes for these particular indicators in this school. The second column - Peer School Percentile - indicates how the school's performance compares to its group of peer schools. The third column - Statewide Percentile - indicates how the school's performance compares to schools across the state.. The fourth column - Statewide Target - provides the statewide targets for each of these indicators. The Statewide Target for Graduation Rate was established pursuant to NJDOE's ESEA Accountability Workbook. The last column - Met Target - indicates whether the School Performance met or exceeded the statewide target. The Summary row presents the averages of the peer school percentile, the average of statewide percentile and the percentage of statewide targets met.

Graduation & Post Secondary Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Targets	Met Target
Overall Graduation Rate	92%	4	45	78%	YES
Dropout Rate	0.3%	45	65	2%	YES
SUMMARY - Graduation & Post-Secondary		25	55		100%

Graduation Rate by Subgroup

This table presents for all NCLB-identified subgroups the "4-year Adjusted Graduation Rate." This rate calculates the percentage of students who are awarded a regular, high school diploma within four years of becoming a first-time ninth grader. The rate is adjusted to account for students who 'transfer-in' and for students who are verified as 'transfers-out'.

	School	State Target
Schoolwide	92%	78%
White	94%	
African American	-	
Hispanic	-	
American Indian	-	
Asian	-	
Native Hawaiian	-	
Two or More Races	-	
Students with Disability	-	
English Language Learners	-	
Economically Disadvantaged Students	83%	

Dropout Rate by Subgroup

This table presents for all NCLB-identified subgroups the Dropout rate. This rate calculates the percentage of students who are classified as dropouts divided by the school's total enrollment and by each subgroup enrollment.

	School	State Target
Schoolwide	.3%	2%
White	.3%	
African American	0%	
Hispanic	0%	
American Indian	-	
Asian	0%	
Native Hawaiian	-	
Two or More Races	-	
Students with Disability	0%	
Economically Disadvantaged Students	0%	
Limited English Proficiency	-	

GRADUATION AND POSTSECONDARY

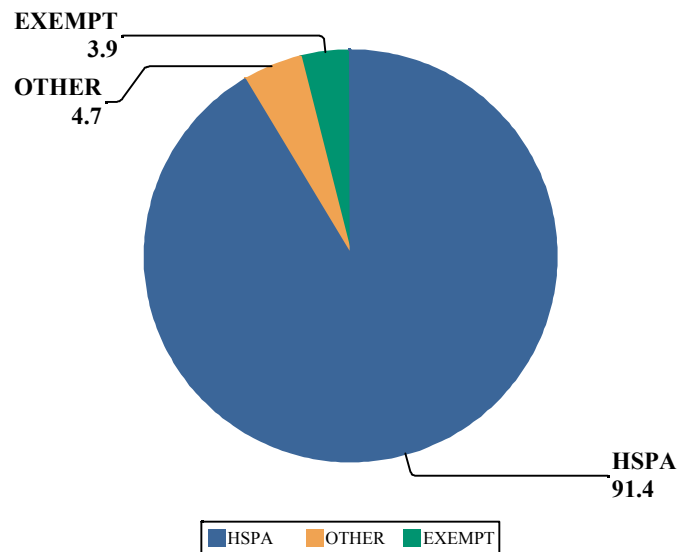
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Graduation Pathway Rates

This chart presents the percentage of high school graduates who graduated by passing both sections of the HSPA, who were exempt from passing the HSPA, or who demonstrated proficiency through an alternative pathway such as through the Alternative High School Assessment, achievement of the 'Just Proficient Mean' or an appeal process.



Extended Year Graduation Rate

The chart below presents the 4-year and 5-year graduation rate for the prior school year's cohort in addition to the 4-year graduation rate for last year's cohort.

Class of	4-year Rate	5-year Rate
2012	91%	92%
2013	97%	96%
2014	92%	94%
2015	92%	

GRADUATION AND POSTSECONDARY

**MORRIS
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GRADE SPAN 09-12

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Postsecondary Enrollment Rates

This chart presents the enrollment rates of this school's high school graduates, 16-months after high school graduation. The data is from the National Student Clearinghouse which reports that it collects student-level enrollment data from 95% of Institutions of Higher Education nationwide.

The last columns indicate, for the schoolwide total and each subgroup, the percentage of postsecondary enrollees that were enrolled in either a 2 year or a 4 year institution.

	Percent Enrolled	Percent in 2 Year	Percent in 4 Year
Statewide	78.5%	34.3%	64.7%
Schoolwide	89%	24.3%	75.7%
White	89.3%	24.7%	75.3%
African American	-	-	-
Hispanic	-	-	-
Asian	-	-	-
American Indian	-	-	-
Native Hawaiian	-	-	-
Two or More Races	-	-	-
Students with Disability	77.8%	74.3%	25.7%
English Language Learners	-	-	-
Economically Disadvantaged Students	-	-	-

WITHIN SCHOOL ACHIEVEMENT GAP

**MORRIS
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GRADE SPAN 09-12

**MORRIS KNOLLS HIGH SCHOOL
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This section of the performance report presents data about the achievement gap that exists within a school - as measured by the difference between the students' scale scores at the 25th and 75th percentile in the school, the Interquartile Range (IQR). Taken together with an understanding of the overall and average achievement levels in the school, the IQR furthers an understanding of the range of student outcomes that exist in a school. A school gap smaller than the state gap indicates that the school's range of student outcomes is narrower than the state's while a school gap broader than the state gap indicates that the school's range of student outcomes is larger than the state's.

Grade Level - 09

PARCC English Language Arts/Literacy 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	829	850
75th	783	766
50th	761	739
25th	733	710
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	50	56

PARCC ALG-1 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	789	821
75th	755	762
50th	738	735
25th	718	711
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	37	51

WITHIN SCHOOL ACHIEVEMENT GAP

**MORRIS
MORRIS HILLS REGIONAL**

Grade Level - 10

PARCC English Language Arts/Literacy 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	847	850
75th	769	766
50th	742	733
25th	716	699
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	53	67

Grade Level - 11

PARCC English Language Arts/Literacy 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	842	850
75th	762	768
50th	737	740
25th	716	711
0th	656	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	46	57

27-3370-060
MORRIS KNOLLS HIGH SCHOOL
50 KNOLL DRIVE
DENVILLE, NJ 07834-4099

GRADE SPAN 09-12

PARCC GEO 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	786	793
75th	740	747
50th	721	726
25th	707	710
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	33	37

PARCC ALG-2 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	802	813
75th	754	748
50th	720	718
25th	694	692
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	60	56

SCHOOL CLIMATE

**MORRIS
MORRIS HILLS REGIONAL**

GRADE SPAN 09-12

27-3370-060
**MORRIS KNOLLS HIGH SCHOOL
50 KNOLL DRIVE
DENVER, NJ 07834-4099**

Length of School Day

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

	School
2014-15	6 Hrs. 57 Mins.

Student Suspension Rate

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

	School
2014-15	5.4%

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher.

2014-15	School
Full Time	6 Hrs. 45 Mins.
Shared Time	3 Hrs. 15 Mins.

Student Expulsions

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

	School
2014-15	0

Student to Staff Ratio

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

2014-15	School
Faculty	11
Administrators	392



**State of New Jersey
2014-15**

27-3370-060

SCHOOL PEER GROUP

**MORRIS
MORRIS HILLS REGIONAL**

GRADE SPAN 09-12

**MORRIS KNOLLS HIGH SCHOOL
50 KNOLL DRIVE
DENVER, NJ 07834-4099**

This table presents the list of peer schools in alphabetical order by county name that was created specifically for this school (highlighted in yellow). Peer schools are drawn from across the state and represent schools that have similar grade configurations and that are educating students of similar demographic characteristics, as measured by enrollment in Free/Reduced Lunch Programs, Limited English Proficiency or Special Education Programs.

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRADES PAN</u>	<u>ECONOMICALLY DISADVANTAGED</u>	<u>ENGLISH LANGUAGE LEARNER</u>	<u>SPECIAL EDUCATION</u>
BERGEN	CRESSKILL BORO	CRESSKILL HIGH SCHOOL	03-0990-040	09-12	2.6%	4.6%	11.8%
BERGEN	DUMONT BORO	DUMONT HIGH SCHOOL	03-1130-040	09-12	8%	1%	9.5%
BERGEN	EMERSON BORO	EMERSON JR SR HIGH	03-1360-050	07-12	8%	1.9%	15%
BERGEN	MIDLAND PARK BORO	MIDLAND PARK JR./SR. HIGH SCHOOL	03-3170-050	07-12	8.1%	0.4%	12%
BERGEN	NEW MILFORD BORO	NEW MILFORD HIGH SCHOOL	03-3550-050	09-12	8.9%	1.6%	14.4%
BERGEN	PARAMUS BORO	PARAMUS HIGH SCHOOL	03-3930-050	PK-12	7.6%	1.5%	17.2%
BERGEN	TENAFLY BORO	TENAFLY HIGH SCHOOL	03-5160-050	09-12	3.3%	6.8%	13.6%
BERGEN	WESTWOOD REGIONAL	WESTWOOD JUNIOR/SENIOR HIGH SCHOOL	03-5755-050	PK-12	7.1%	0.2%	15.4%
BURLINGTON	LENAPE REGIONAL	SHAWNEE HIGH SCHOOL	05-2610-060	09-12	6.8%	0.1%	12.6%
BURLINGTON	MOORESTOWN TWP	MOORESTOWN HIGH SCHOOL	05-3360-040	09-12	9.3%	0.3%	12.8%
ESSEX	CALDWELL-WEST CALDWELL	JAMES CALDWELL HIGH SCHOOL	13-0660-050	09-12	5.7%	0.2%	14.3%
HUNTERDON	HUNTERDON CENTRAL REG	HUNTERDON CENTRAL REGIONAL HIGH SCHOOL	19-2300-050	09-12	6.8%	1.4%	13%
MERCER	PRINCETON REGIONAL	PRINCETON HIGH SCHOOL	21-4255-050	09-12	8.5%	2.1%	11.6%
MERCER	W WINDSOR-PLAINSBORO REG	WEST WINDSOR-PLAINSBORO HIGH SCHOOL SOUTH	21-5715-020	09-12	4.6%	2.2%	8.7%
MIDDLESEX	METUCHEN BORO	METUCHEN HIGH SCHOOL	23-3120-050	09-12	7.6%	1.1%	13.2%
MONMOUTH	FREEHOLD REGIONAL	COLTS NECK HIGH SCHOOL	25-1650-010	09-12	7.2%	3.5%	13.5%
MONMOUTH	FREEHOLD REGIONAL	FREEHOLD TOWNSHIP HIGH SCHOOL	25-1650-055	09-12	9.5%	0.1%	13.7%
MONMOUTH	FREEHOLD REGIONAL	HOWELL HIGH SCHOOL	25-1650-060	09-12	7.1%	0%	12.2%
MONMOUTH	FREEHOLD REGIONAL	MANALAPAN HIGH SCHOOL	25-1650-070	09-12	7.5%	0%	13.2%
MONMOUTH	MIDDLETOWN TWP	MIDDLETOWN HIGH SCHOOL SOUTH	25-3160-053	09-12	6.4%	0%	15.7%
MONMOUTH	WALL TWP	WALL HIGH SCHOOL	25-5420-050	09-12	9.6%	0.2%	13.6%
MORRIS	MADISON BORO	MADISON HIGH SCHOOL	27-2870-050	09-12	6.1%	0.6%	13.1%
MORRIS	MORRIS HILLS REGIONAL	MORRIS KNOLLS HIGH SCHOOL	27-3370-060	09-12	9.3%	0%	18.3%

SCHOOL PEER GROUP

MORRIS

MORRIS HILLS REGIONAL

GRADE SPAN 09-12

**MORRIS KNOLLS HIGH SCHOOL
50 KNOLL DRIVE
DENVER, NJ 07834-4099**

MORRIS	RANDOLPH TWP	RANDOLPH HIGH SCHOOL	27-4330-050	09-12	6.3%	0.9%	15.2%
PASSAIC	WAYNE TWP	WAYNE HILLS HIGH SCHOOL	31-5570-055	09-12	8.5%	1.6%	12.3%
PASSAIC	WAYNE TWP	WAYNE VALLEY HIGH SCHOOL	31-5570-050	09-12	9.1%	0%	9.8%
SOMERSET	BRIDGEWATER-RARITAN REG	BRIDGEWATER-RARITAN REGIONAL HIGH SCHOOL	35-0555-005	09-12	8%	0%	19.4%
SOMERSET	HILLSBOROUGH TWP	HILLSBOROUGH HIGH SCHOOL	35-2170-030	09-12	7.5%	1%	13.4%
SOMERSET	SOMERSET HILLS REGIONAL	BERNARDS HIGH SCHOOL	35-4815-020	09-12	9.9%	1.8%	14.2%
UNION	CLARK TWP	ARTHUR L. JOHNSON HIGH SCHOOL	39-0850-005	09-12	6.8%	1.3%	10.4%
UNION	SCOTCH PLAINS-FANWOOD REG	SCOTCH PLAINS-FANWOOD HIGH SCHOOL	39-4670-050	09-12	7.2%	0.6%	10.6%