



Watchung Hills Regional High School

(35-5550-050)

Grades Offered: 09-12

2018-2019

Report Key:

- * Data is not displayed in order to protect student privacy
- ** Accountability calculations require 20 or more students
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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	Somerset
District	Watchung Hills Regional High School District
Principal Name	Mr. William Librera
Address	108 Stirling Rd. Warren, NJ 07059-5772
Phone Number	908-647-4800
Email Address	wlibrera@whrhs.org
Website	https://www.whrhs.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	475	495	525
10	498	471	489
11	548	487	463
12	541	560	493
Total	2,062	2,013	1,970

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	52.3%	51.5%	51.2%
Male	47.7%	48.5%	48.8%
Economically Disadvantaged Students	1.8%	1.4%	1.8%
Students with Disabilities	13.5%	12.9%	13.6%
English Learners	0.7%	0.9%	1.1%
Homeless Students	0.0%	0.1%	0.1%
Students in Foster Care	0.0%	0.0%	0.0%
Military-Connected Students	0.0%	0.1%	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	68.4%	66.5%	63.0%
Hispanic	8.5%	9.5%	11.1%
Black or African American	3.0%	3.0%	3.2%
Asian	16.5%	16.8%	18.4%
Native Hawaiian or Pacific Islander	0.2%	0.3%	0.3%
American Indian or Alaska Native	0.1%	0.1%	0.1%
Two or More Races	3.3%	3.8%	4.0%

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	2,051	2,002	1,958
Shared Time Students	20	20	23
Full Time Equivalent	2,061	2,012	1,970

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	84.4%
Spanish	3.8%
Chinese	3.1%
Portuguese	1.5%
Hindi	1.0%
Other Languages	6.1%



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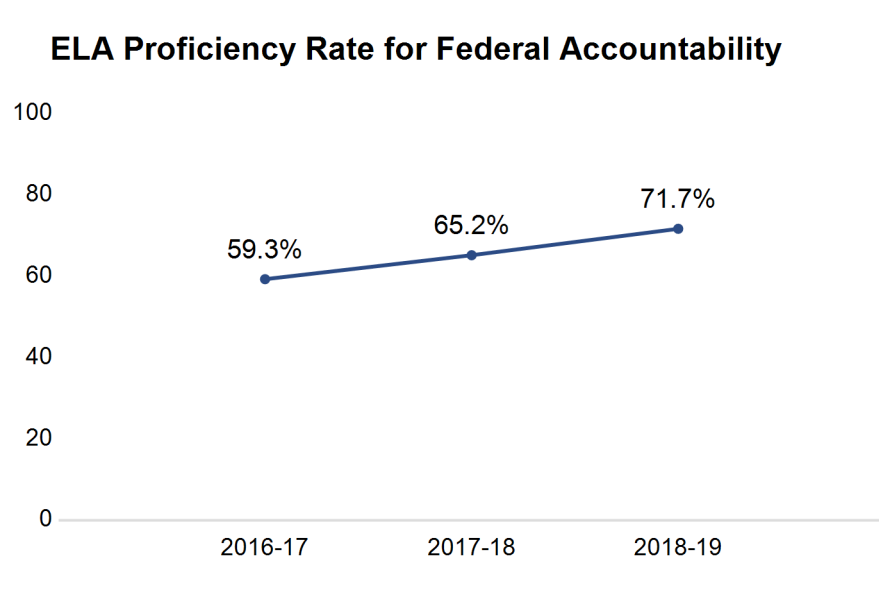
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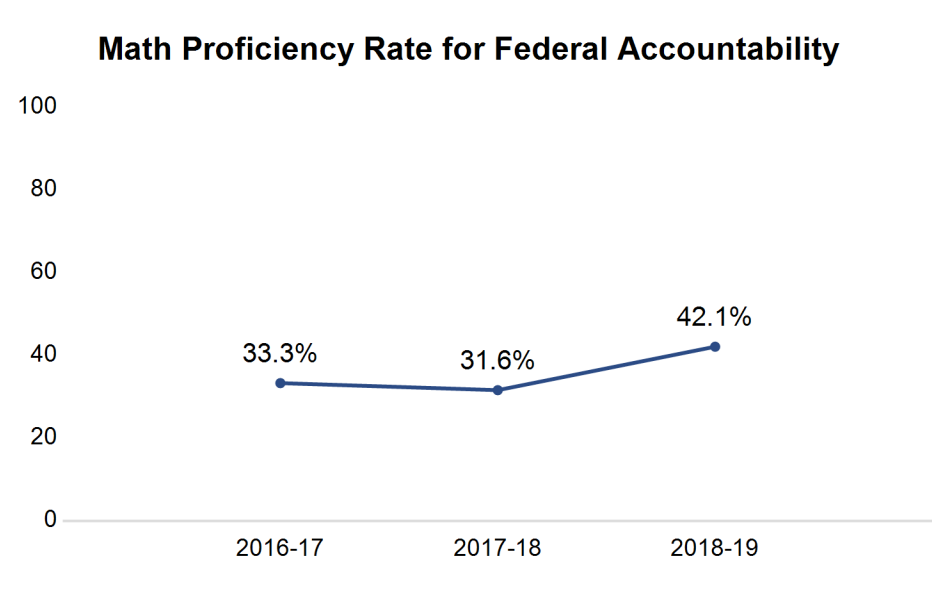
English Language Arts and Mathematics Performance Trends

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



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	96.9%	97.8%	98.7%	96.0%	97.8%	97.8%
Proficiency Rate for Federal Accountability	59.3%	65.2%	71.7%	33.3%	31.6%	42.1%
Annual Target	55.4%	56.7%	58.0%	27.8%	30.6%	33.3%
Met Annual Target?	Met Target	Met Target	Met Target	Met Target	Met Target	Met Target
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	976	98.7	71.7	71.7	57.9	71.7	58	Met Target
White	615	99.0	69.9	69.9	66.9	69.9	55.3	Met Target
Hispanic	106	95.5	52.8	52.8	43.9	52.8	40.7	Met Target
Black or African American	27	93.1	40.7	40.7	38.5	39.9	33.5	Met Target
Asian, Native Hawaiian, or Pacific Islander	196	100.0	90.8	90.8	82.9	90.8	75.7	Met Goal
American Indian or Alaska Native	N	N	N	N	56.0	N	**	**
Two or More Races	32	100.0	78.1	78.1	64.4	78.1	77.5	Met Target
Female	468	98.9	77.4	77.4	64.8	77.4		
Male	508	98.5	66.5	66.5	51.3	66.5		
Economically Disadvantaged Students	13	100.0	23.1	23.1	40.0	23.1	**	**
Non-Economically Disadvantaged Students	963	98.7	72.4	72.4	67.9	72.4		
Students with Disabilities	142	94.7	26.8	26.8	22.7	26.7	31.7	Met Target†
Students without Disabilities	834	99.4	79.4	79.4	65.1	79.4		
English Learners	10	90.9	10.0	10.0	29.3	*	**	**
Non-English Learners	966	98.8	72.4	72.4	60.6	*		
Homeless Students	*	*	*	*	29.1	*		
Students In Foster Care	N	N	N	N	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.



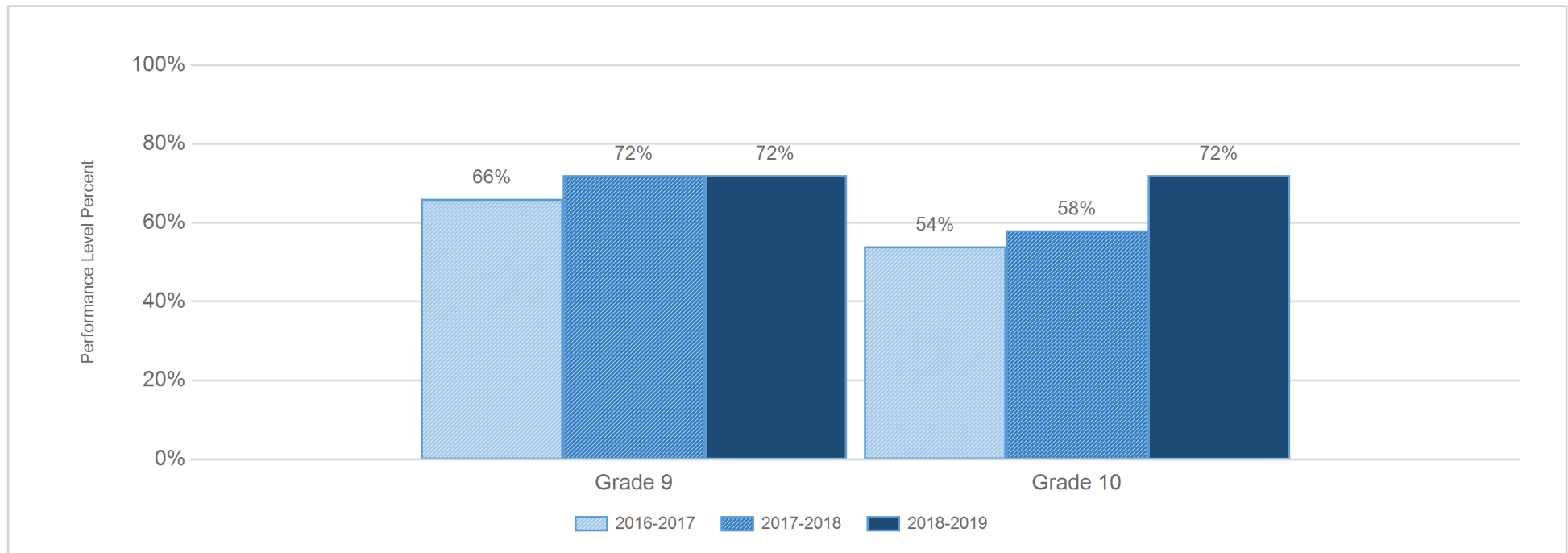
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English Language Arts Assessment - Performance Trends

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	503	766	766	753	3%	8%	17%	48%	24%	72%	56%
White	301	763	763	762	*	*	18%	53%	17%	70%	65%
Hispanic	60	746	746	737	*	*	25%	*	*	52%	40%
Black or African American	16	742	742	732	*	*	*	*	*	44%	33%
Asian, Native Hawaiian, or Pacific Islander	112	790	790	783	*	0%	*	38%	53%	91%	84%
American Indian or Alaska Native	N	N	N	754	N	N	N	N	N	N	57%
Two or More Races	14	762	762	761	*	*	*	*	*	71%	63%
Female	236	769	769	760	*	*	15%	53%	24%	77%	63%
Male	267	764	764	746	*	*	18%	43%	23%	67%	49%
Economically Disadvantaged Students	*	*	*	734	*	*	*	*	*	*	36%
Non-Economically Disadvantaged Students	*	*	*	762	*	*	*	*	*	*	65%
Students with Disabilities	72	731	731	717	*	*	28%	*	*	31%	17%
Students without Disabilities	431	772	772	760	*	*	15%	*	*	78%	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	474	774	774	757	5%	8%	14%	41%	31%	72%	58%
White	316	771	771	767	5%	8%	17%	44%	27%	71%	67%
Hispanic	46	751	751	738	*	*	*	*	*	54%	43%
Black or African American	11	740	740	733	*	*	*	*	*	36%	38%
Asian, Native Hawaiian, or Pacific Islander	84	800	800	792	*	*	*	32%	58%	90%	84%
American Indian or Alaska Native	N	N	N	754	N	N	N	N	N	N	56%
Two or More Races	17	789	789	766	0%	*	0%	*	*	88%	65%
Female	232	782	782	766	*	*	13%	42%	36%	78%	66%
Male	242	766	766	749	*	*	16%	40%	26%	67%	51%
Economically Disadvantaged Students	*	*	*	735	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	*	767	*	*	*	*	*	*	67%
Students with Disabilities	67	723	723	711	*	*	21%	*	*	22%	19%
Students without Disabilities	407	782	782	765	*	*	13%	*	*	81%	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	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	710	N	N	N	N	N	N	10%



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Mathematics Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	939	97.8	42.1	42.1	44.5	42.1	33.3	Met Target
White	598	98.1	38.1	38.1	54.1	38.1	29.4	Met Target
Hispanic	114	94.3	24.6	24.6	28.8	24.4	19.7	Met Target
Black or African American	*	*	*	*	23.0	*	15.6	Met Target
Asian, Native Hawaiian, or Pacific Islander	167	99.4	69.5	69.5	76.5	69.5	58.9	Met Target
American Indian or Alaska Native	*	*	*	*	42.7	*	**	**
Two or More Races	31	100.0	48.4	48.4	53.3	48.4	42	Met Target
Female	453	99.1	38.4	38.4	44.9	38.4		
Male	486	96.6	45.5	45.5	44.2	45.5		
Economically Disadvantaged Students	15	93.7	20.0	20.0	26.3	19.7	**	**
Non-Economically Disadvantaged Students	924	97.9	42.4	42.4	54.9	42.4		
Students with Disabilities	139	93.4	*	*	17.4	*	18.7	Not Met
Students without Disabilities	800	98.7	*	*	50.0	*		
English Learners	14	87.5	14.3	14.3	25.0	13.2	**	**
Non-English Learners	925	98.0	42.5	42.5	46.5	42.5		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	N	N	N	N	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



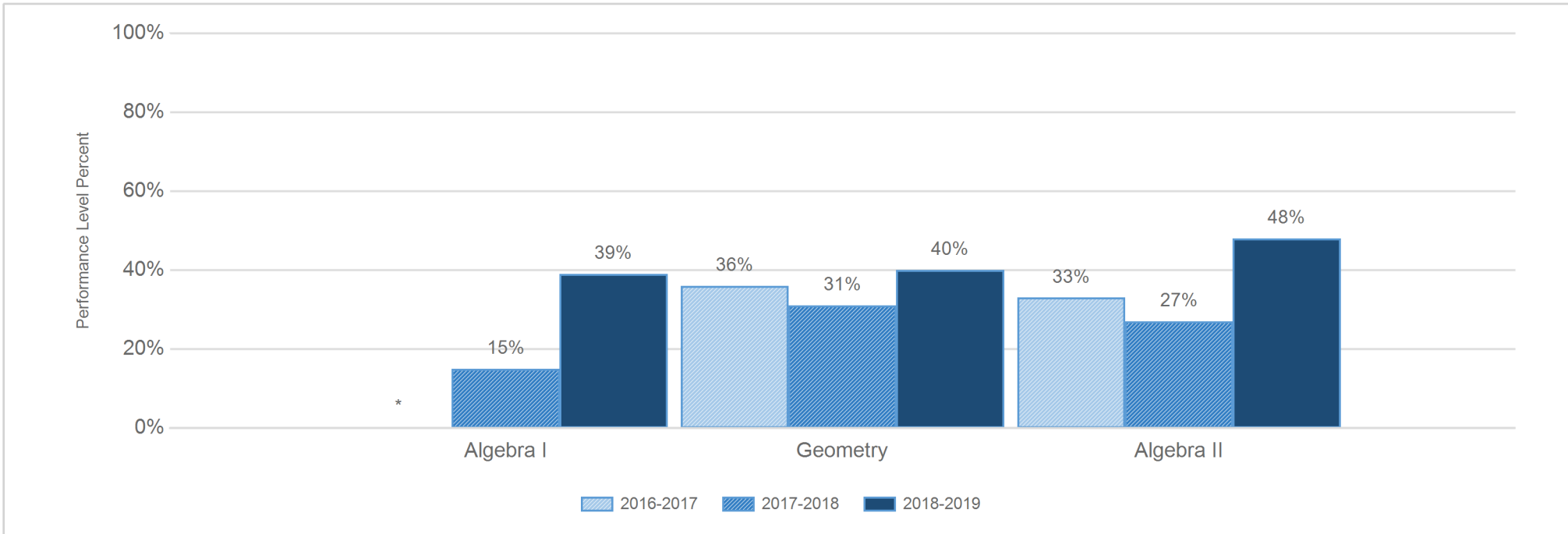
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Mathematics Assessment – Performance Trends

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



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



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Mathematics Assessment - Performance by Test: Algebra I

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	250	740	740	744	6%	26%	28%	*	*	39%	42%
White	155	742	742	752	*	*	30%	41%	0%	41%	53%
Hispanic	54	733	733	728	*	*	33%	*	*	28%	24%
Black or African American	*	*	*	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	21	760	760	775	0%	*	*	*	*	62%	76%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	*	*	*	752	*	*	*	*	*	*	51%
Female	122	740	740	745	*	*	28%	*	*	43%	44%
Male	128	740	740	743	*	*	29%	*	*	36%	41%
Economically Disadvantaged Students	*	*	*	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	*	752	*	*	*	*	*	*	52%
Students with Disabilities	66	717	717	717	*	*	*	*	*	*	12%
Students without Disabilities	184	748	748	748	*	*	*	*	*	*	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	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%



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Mathematics Assessment - Performance by Test: Geometry

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	417	741	741	737	6%	17%	38%	35%	5%	40%	35%
White	273	738	738	743	7%	18%	40%	*	*	35%	43%
Hispanic	40	730	730	724	*	33%	45%	*	*	18%	17%
Black or African American	13	731	731	720	*	*	*	*	*	15%	14%
Asian, Native Hawaiian, or Pacific Islander	79	758	758	762	*	*	27%	56%	14%	70%	70%
American Indian or Alaska Native	*	*	*	736	*	*	*	*	*	*	37%
Two or More Races	*	*	*	745	*	*	*	*	*	*	46%
Female	206	739	739	738	6%	17%	43%	29%	5%	33%	36%
Male	211	744	744	736	5%	16%	33%	40%	6%	46%	34%
Economically Disadvantaged Students	*	*	*	722	*	*	*	*	*	*	16%
Non-Economically Disadvantaged Students	*	*	*	743	*	*	*	*	*	*	43%
Students with Disabilities	63	719	719	712	21%	40%	25%	*	*	14%	*
Students without Disabilities	354	745	745	741	3%	13%	40%	*	*	44%	*
English Learners	*	*	*	708	*	*	*	*	*	*	*
Non-English Learners	*	*	*	738	*	*	*	*	*	*	*
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	275	750	750	755	6%	15%	31%	41%	7%	48%	58%
White	173	744	744	758	6%	17%	36%	*	*	40%	62%
Hispanic	21	724	724	731	*	*	*	*	*	29%	34%
Black or African American	N	N	N	725	N	N	N	N	N	N	27%
Asian, Native Hawaiian, or Pacific Islander	67	775	775	777	*	*	21%	*	*	72%	80%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	55%
Two or More Races	14	753	753	761	*	*	*	*	*	57%	65%
Female	126	745	745	752	*	15%	37%	*	*	42%	55%
Male	149	754	754	758	*	15%	26%	*	*	53%	62%
Economically Disadvantaged Students	*	*	*	729	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	65%
Students with Disabilities	*	*	*	715	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	756	*	*	*	*	*	*	60%
English Learners	*	*	*	696	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	755	*	*	*	*	*	*	59%
Homeless Students	N	N	N	717	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	715	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	39%
Migrant Students	N	N	N	*	N	N	N	N	N	N	*



Watchung Hills Regional High School

(35-5550-050)

Grades Offered: 09-12

2018-2019

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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	47.1%	**	**

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	14	85.7%	14.3%
3-4	*	*	*
5 or more	N	N	N



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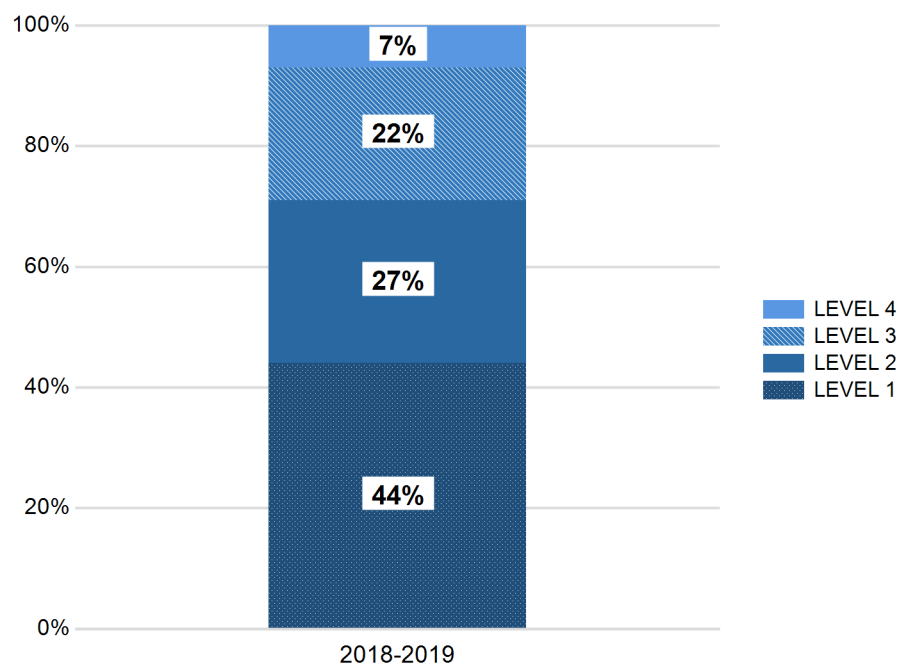
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a 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	44	27	22	7
White	50	26	21	4
Hispanic	54	30	11	5
Black or African American	67	27	7	0
Asian, Native Hawaiian, or Pacific Islander	15	24	39	22
American Indian or Alaska Native	N	N	N	N
Two or More Races	20	45	25	10
Female	41	30	23	6
Male	47	24	21	8
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	*	*	*	*
Students with Disabilities	80	15	5	0
Students without Disabilities	38	29	25	8
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	*	*	*	*
Migrant Students	N	N	N	N



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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	97.2%	84.5%
12th graders taking SAT in 2018-19 or prior years	78.5%	72.1%
12th graders taking ACT in 2018-19 or prior years	43.2%	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	531	476	Grade 10: 430 Grade 11: 460	81%	61%
PSAT 10/NMSQT - Math	523	477	Grade 10: 480 Grade 11: 510	59%	43%
SAT - Reading and Writing	616	539	480	94%	70%
SAT - Math	612	541	530	79%	53%
ACT - Reading	27	25	22	81%	66%
ACT - English	27	24	18	95%	81%
ACT - Math	26	24	22	78%	65%
ACT - Science	26	24	23	79%	57%



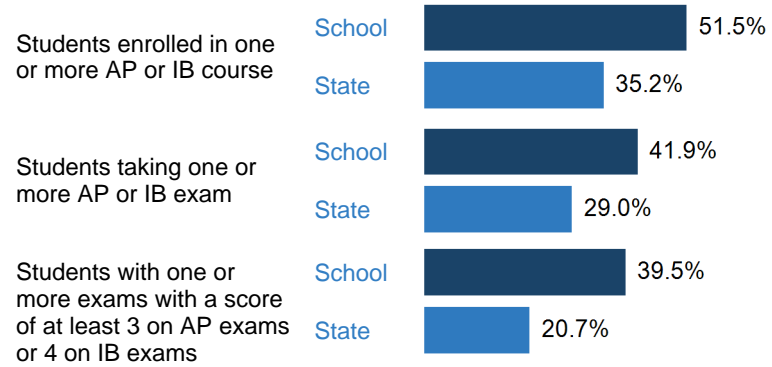
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (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.



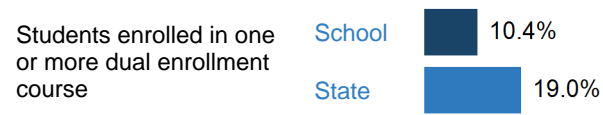
AP/ IB Courses Offered

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 Art—History of Art	13	7
AP Biology	32	28
AP Calculus AB	79	69
AP Calculus BC	38	41
AP Chemistry	38	31
AP Chinese Language and Culture	16	13
AP Computer Science A	23	20
AP Computer Science Principles	128	89
AP English Language and Composition	95	113
AP English Literature and Composition	152	93
AP Environmental Science	41	33
AP European History	37	17
AP French Language and Culture	17	14
AP Human Geography	26	12
AP Italian Language and Culture	0	1
AP Macroeconomics	95	81

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.





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AP/IB Course	Students Enrolled	Students Tested
AP Microeconomics	0	84
AP Music Theory	17	15
AP Physics 1	0	1
AP Physics C: Electricity and Magnetism	55	42
AP Physics C: Mechanics	0	50
AP Psychology	139	98
AP Spanish Language	23	20
AP Statistics	76	67
AP Studio Art—Two-Dimensional	36	21
AP U.S. Government and Politics	53	37
AP U.S. History	54	52
Total Exams taken		1149
Exams with scores of at least 3 on AP exams or 4 on IB exams		1071



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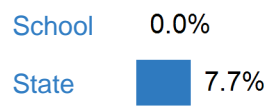
This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit the [NJDOE's Career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

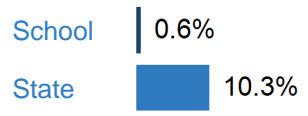
CTE Participants

(completed only one course in an approved CTE program)



CTE Concentrators

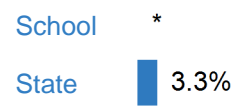
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

The graph below shows the percentage of students 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





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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%	0.6%	7.7%	10.3%
White	0.0%	*	6.1%	9.6%
Hispanic	0.0%	*	10.3%	11.3%
Black or African American	0.0%	*	9.0%	11.2%
Asian, Native Hawaiian, or Pacific Islander	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%	0.0%	10.4%	11.8%
Students with Disabilities	0.0%	*	6.6%	9.2%
English Learners	0.0%	0.0%	8.7%	3.2%
Homeless Students	*	*	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%	*



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Industry-Valued Credentials

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

Students Earning Industry-Valued Credentials



Industry-Valued Credentials by Career Cluster

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

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total credentials earned
Architecture & Construction	*		
Arts, AV Technology & Communications	*		
Hospitality & Tourism	*		
Human Services	*		
Law, Public Safety, Corrections & Security	*		
Manufacturing	*		
Transportation, Distribution & Logistics	*	*	*
Total (All Clusters)	22	*	*



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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	253	240	35	2	0	0	7
10	6	192	245	45	0	23	11
11	0	7	176	215	39	16	33
12	0	0	10	90	210	37	164
Total	259	439	466	352	249	76	215
Enrolled in AP/IB Course					117	76	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0

Science - Course Participation

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

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	518	9	0	0	1	6
10	10	474	2	0	5	8
11	5	54	0	10	457	36
12	27	79	0	89	63	192
Total	560	616	2	99	526	242
Enrolled in AP/IB Course	32	38		41	55	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0



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Social Studies and History - Course Participation

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

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	519	22	0	0	9	9
10	2	482	16	8	122	36
11	1	465	64	67	103	66
12	6	74	102	247	178	164
Total	528	1043	182	322	412	275
Enrolled in AP/IB Course	0	54	95	139		105
Enrolled in Dual Enrollment Course	0	0	0	0	60	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	343	76	46	0	0	47	0
10	312	77	57	0	0	38	0
11	219	58	64	0	7	32	0
12	122	45	49	0	11	24	0
Total	996	256	216	0	18	141	0
Enrolled in AP/IB Course	23	17	0	0	0	16	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	491	129	54	0	18	57	0



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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	25	0	0	0	0	0
10	19	0	36	0	0	0
11	11	0	29	0	0	0
12	26	0	63	0	0	0
Total	81	0	128	0	0	0
Enrolled in AP/IB Course	23		128			0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0



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Seal of Biliteracy

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

Language	Students Earning a Seal of Biliteracy
Chinese	*
French	14
German	*
Italian	*
Polish	*
Portuguese	*
Russian	*
Spanish	35
Total	66



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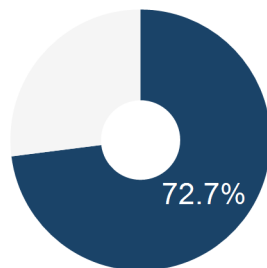
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Visual and Performing Arts – Course Participation

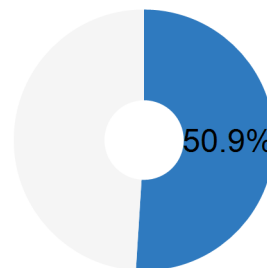
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 9-12:

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

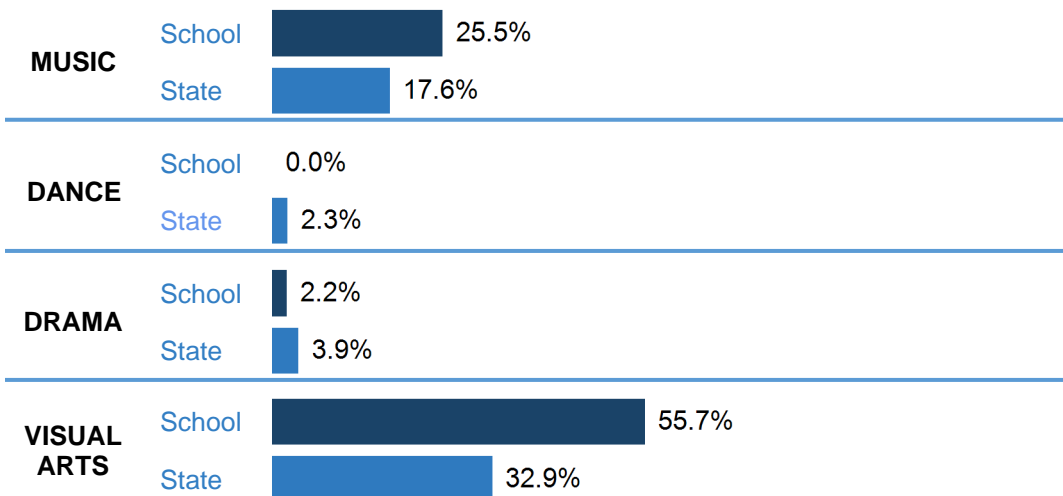


School



State

Students enrolled in one or more classes by discipline:





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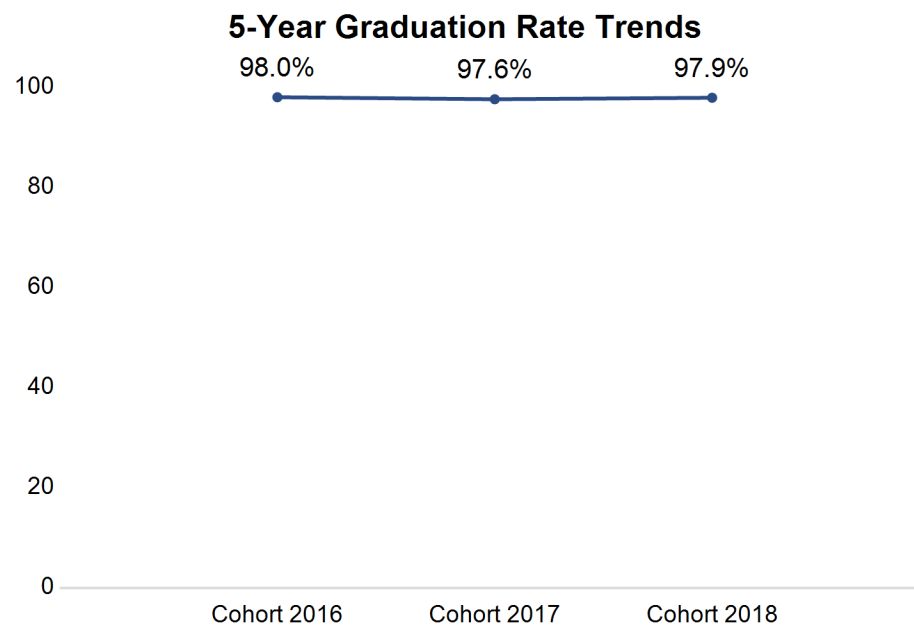
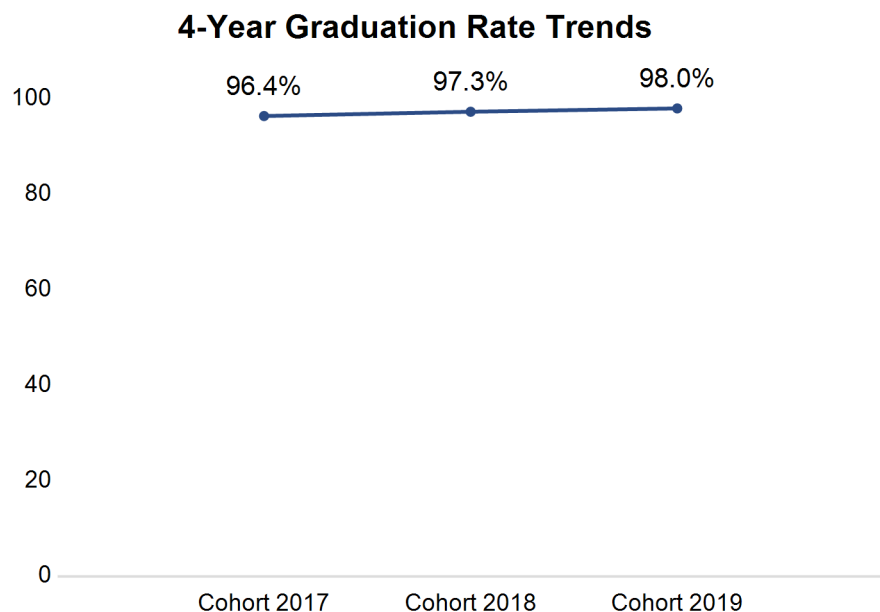
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Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the [NJDOE Graduation Rate page](#).

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.



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	96.4%	97.3%	98.0%	98.0%	97.6%	97.9%
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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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	98.0%	90.6%	97.9%	92.5%	97.3%	N	Met Goal	97.6%	N	Met Goal
White	97.8%	94.9%	98.0%	95.9%	97.5%	N	Met Goal	97.3%	N	Met Goal
Hispanic	95.6%	84.5%	97.6%	87.3%	97.6%	N	Met Goal	94.7%	96.0%	Not Met
Black or African American	*	83.3%	92.9%	87.1%	92.9%	**	**	100.0%	**	**
Asian, Native Hawaiian or Pacific Islander	100.0%	96.9%	97.9%	97.8%	96.8%	N	Met Goal	100.0%	N	Met Goal
American Indian or Alaska Native	*	92.2%	N	88.9%	N	N	N	*	**	**
Two or More Races	100.0%	91.4%	100.0%	94.2%	100.0%	**	**	*	**	**
Female	98.2%	92.8%	97.0%	94.4%	96.6%			97.2%		
Male	97.7%	88.5%	98.7%	90.8%	98.0%			98.1%		
Economically Disadvantaged Students	*	84.0%	*	87.3%	*	**	**	94.1%	**	**
Students with Disabilities	91.0%	79.2%	89.3%	83.8%	86.7%	95.0%	Not Met	93.6%	96.0%	Not Met
English Learners	*	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	76.6%	73.3%
Substitute Competency Test	19.9%	22.6%
Portfolio Appeals Process	0.2%	0.2%
Alternate Requirements specified in IEP	3.3%	3.9%
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	0.2%	1.2%
2017-2018	0.2%	1.2%
2016-2017	0.1%	1.1%



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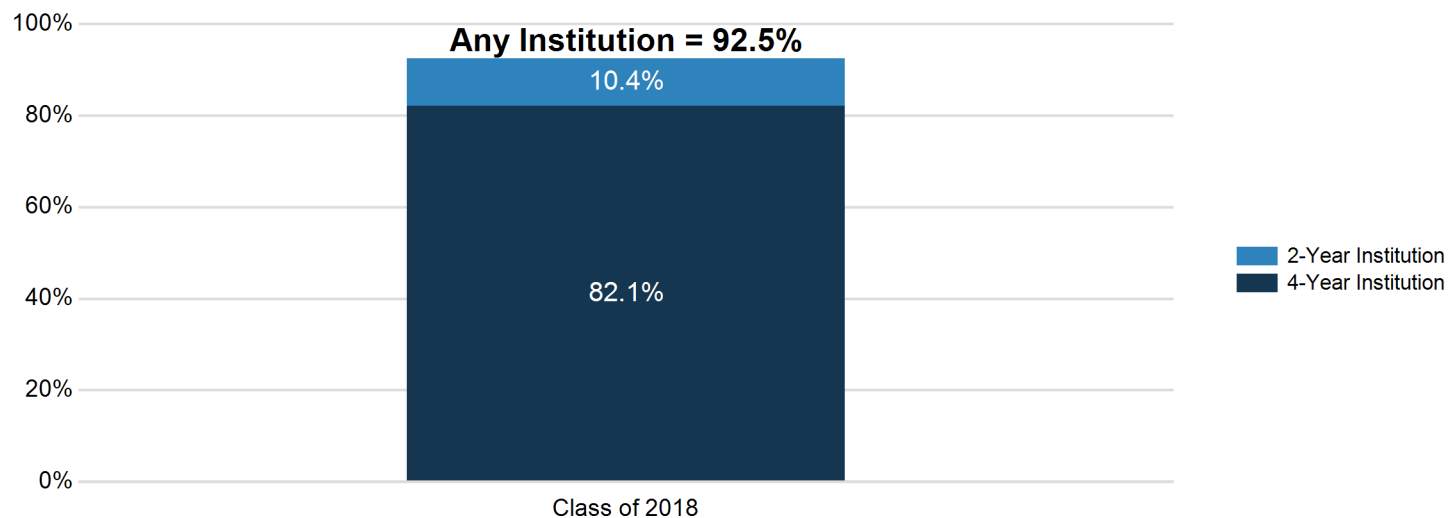
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Information about students enrolling in colleges and universities after graduation is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

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



Performance Measure	Class of 2018
% Enrolled in 2-Year Institution	10.4%
% Enrolled in 4-Year Institution	82.1%
% Enrolled in Any Postsecondary Institution	92.5%



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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	86.5%	9.2%	90.8%
White	87%	11.3%	88.7%
Hispanic	74.4%	9.4%	90.6%
Black or African American	71.4%	10%	90%
Asian, Native Hawaiian, or Pacific Islander	90.3%	4.8%	95.2%
American Indian or Alaska Native	N	N	N
Two or More Races	95.8%	0%	100%
Economically Disadvantaged Students	76.9%	10%	90%
Students with Disabilities	67.9%	38.9%	61.1%
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	92.5%	11.2%	88.8%	59.9%	40.1%	35.9%	64.1%
White	92.2%	11.5%	88.5%	61.8%	38.2%	34.6%	65.4%
Hispanic	97.6%	22.5%	77.5%	70%	30%	65%	35%
Black or African American	71.4%	30%	70%	80%	20%	40%	60%
Asian, Native Hawaiian, or Pacific Islander	95.8%	4.4%	95.6%	47.3%	51.6%	26.4%	73.6%
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	84.6%	0%	100%	45.5%	54.5%	45.5%	54.5%
Economically Disadvantaged Students	72.7%	37.5%	62.5%	87.5%	12.5%	87.5%	12.5%
Students with Disabilities	81%	33.3%	66.7%	60.8%	39.2%	52.9%	47.1%
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.

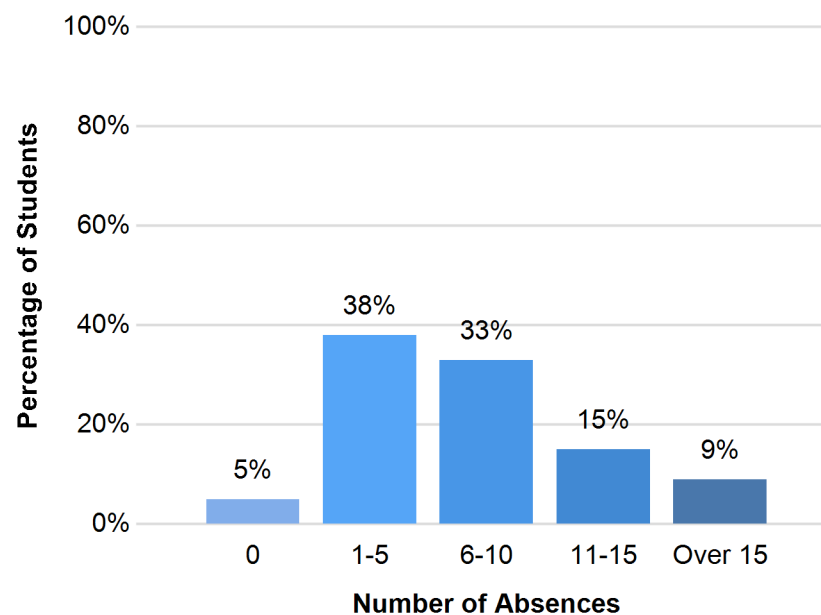
Chronic Absenteeism

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	126	6.3	14.2	Met
White	82	6.4	14.2	Met
Hispanic	19	8.6	14.2	Met
Black or African American	*	*	14.2	Met
Asian, Native Hawaiian, or Pacific	13	3.5	14.2	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	6	7.7	14.2	Met
Female	67	6.6		
Male	59	6.0		
Economically Disadvantaged Students	5	13.5	14.2	Met
Students with Disabilities	43	14.2	14.2	Met
English Learners	2	9.1	14.2	Met
Homeless Students	*	*		
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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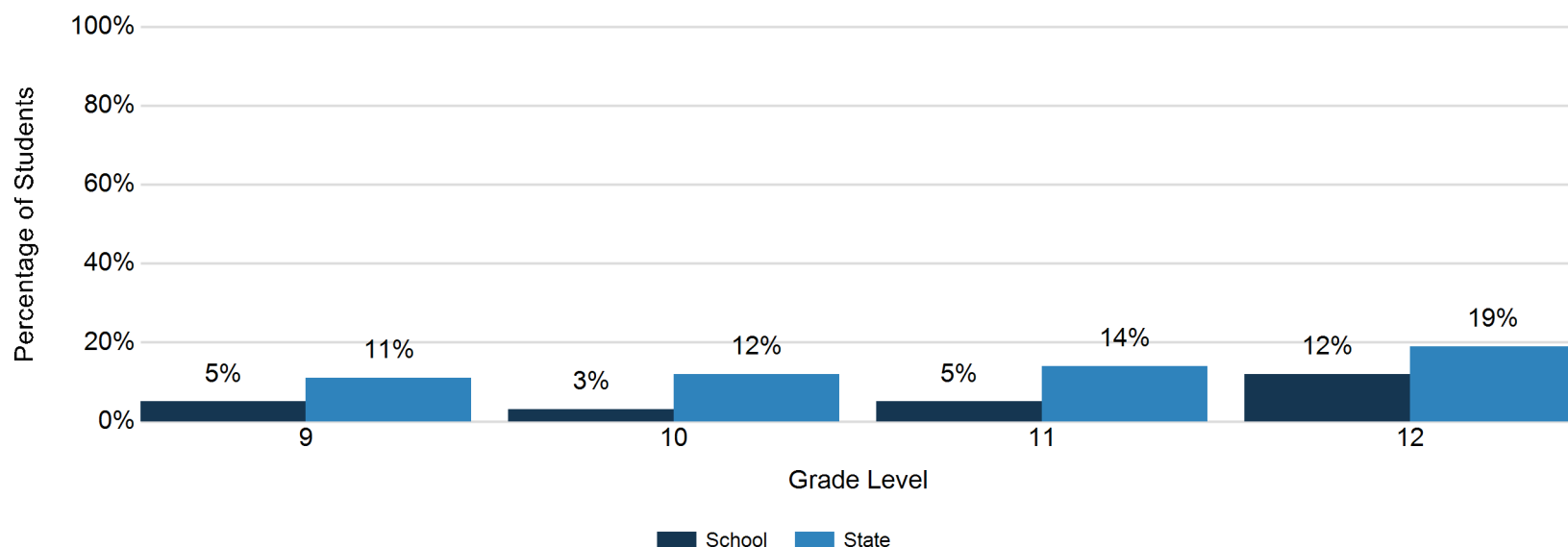
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Chronic Absenteeism by Grade

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





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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	6
Weapons	0
Vandalism	2
Substances	24
Harassment, Intimidation, Bullying (HIB)	6
Total Unique Incidents	38
Incidents Per 100 Students Enrolled	1.93

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	0
Weapons	0
Vandalism	0
Substances	2
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 Bullying (HIB) investigations. The nature of an incident is based on the protected categories listed below, and the nature of a single HIB investigation may include multiple categories. All confirmed incidents must have an identified nature.

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	1	1
Religion	0	0	0
Ancestry	1	1	2
Gender	1	0	1
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	5	5
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	0	0.0%
Out-of-School Suspensions	39	2.0%
Any Suspension	39	2.0%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
177



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School Day

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

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

Device Ratios

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

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



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Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	157	118,214
Average years experience in public schools	12.0	12.1
Average years experience in district	11.3	10.8
Percentage of Teachers with 4 or more years experience in the district	88.5%	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	18	9,530
Average years experience in public schools	14.6	16.0
Average years experience in district	12.9	12.0
Percentage of Administrators with 4 or more years experience in the district	83.3%	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	13:1	13:1
Students to Administrators	109:1	109:1
Teachers to Administrators	9:1	9:1
Students to Librarians/Media Specialists		1970:1
Students to Nurses		985:1
Students to Counselors		197:1
Students to Child Study Team Members		197:1



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Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	51.2%	62.4%	38.9%	48.4%	77.1%	54.9%
Male	48.8%	37.6%	61.1%	51.6%	22.9%	45.1%
White	63.0%	90.4%	94.4%	42.4%	83.6%	77.4%
Hispanic	11.1%	4.5%	5.6%	29.9%	7.3%	7.2%
Black or African American	3.2%	1.3%	0.0%	15.0%	6.6%	13.9%
Asian	18.4%	3.8%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.1%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.3%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	4.0%	0.0%	0.0%	2.1%	0.2%	0.2%



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Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to this district in 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	93.6%	90.5%
2017-18 Administrators: Same district 2018-19	94.4%	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	98.0%



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Per-Pupil Expenditures by Source

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

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

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

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

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



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

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

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

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

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

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

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

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

ESSA Accountability Status

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

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

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



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

ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	59.3%	65.2%	71.7%
Math Proficiency	33.3%	31.6%	42.1%
ELA Growth	N	N	N
Math Growth	N	N	N
4-Year Graduation Rate†	96.4%	97.3%	98.0%
5-Year Graduation Rate†	98.0%	97.6%	97.9%
Progress toward English Language Proficiency		25.0%	47.1%
Chronic Absenteeism	5.1%	7.8%	6.3%

† 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 Target	Met Target	Met Goal	Met Goal	**	Met	No
White	Met Target	Met Target	Met Goal	Met Goal	n/a	Met	No
Hispanic	Met Target	Met Target	Met Goal	Not Met	n/a	Met	No
Black or African American	Met Target	Met Target	**	**	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	Met Goal	Met Target	Met Goal	Met Goal	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	Met Target	Met Target	**	**	n/a	Met	No
Economically Disadvantaged Students	**	**	**	**	n/a	Met	No
Students with Disabilities	Met Target†	Not Met	Not Met	Not Met	n/a	Met	No
English Learners	**	**	**	**	**	Met	No

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



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School Narrative

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



Highlights:

- In 2018-19 school year, 6 Watchung Hills students from the Class of 2019 were named National Merit Semifinalists and 27 were commended in the competition . All 6 semifinalists were named finalists.
- Our school offers 30 NJSIAA athletic teams and competes in the highly competitive Skyland Conference. In 2018-19, we earned two sectional state championships.
- Our award-winning performing arts programs in 2018-19 produced 12 CJMEA Region II Ensembles student musicians and 6 students accepted into NJMEA All-State Ensembles.



Mission, Vision, Theme:

The Watchung Hills Regional High School learning community is committed to developing critical and creative thinkers who collaborate and communicate effectively to solve academic and real-world problems. Our sustained focus on inquiry deepens our understanding of the relevance of academic skills. Our culture of acceptance and our commitment to aesthetic, athletic, and service interests broaden our approach to learning and strengthen our social and emotional intelligences. Through reflection and ethical decision-making, we continue to learn and grow, embrace differences, and prepare for an increasingly complex, ever-changing world. Our vision guides our commitment to academic excellence and social and emotional growth. We believe in the importance of authentic learning, and our faculty sets the tone by modeling inquiry and collaboration in their professional learning communities. As a result, students learn to ask questions, research, think critically, and work together to solve pro



Awards, Recognition, Accomplishments:

During the 2018-19 school year, 6 Watchung Hills students from the Class of 2019 were named National Merit Semifinalists. Additionally, 27 students were commended in the competition. All 6 semifinalists were named finalists. We also had a student named one of the Top 300 Science Scholars in the prestigious Regeneron competition for a second year in a row. In athletics, we earned two sectional state championships, as well as three county, two conference, and one district championship. One of our coaches was named Coach of the Year at the district level. Our school has been named to the AP Honor Roll three times and earned the College Board's AP Computer Science Female Diversity Award.



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 <p>Courses, Curriculum, Instruction:</p>	<p>Watchung Hills Regional High School is committed to excellence and equity. Aligned with the school vision, our comprehensive academic program promotes a culture of inquiry and collaboration. Students learn to think critically and creatively, communicate and collaborate, and design solutions to problems. We believe in finding the most suitable academic placements and building pathways for students based on their interests and passions. Students choose from a rich array of academic experiences and offerings, including 24 AP courses and a broad range of electives in the arts, business, and STEAM. Expanding programs in computer science, robotics, and visual and performing arts, including a new music tech lab, highlight new opportunities for students. Our 1:1 Chromebook initiative and inquiry-based instructional practices have reduced the use of textbooks. A homework-free zone is in effect three times per year: over the Thanksgiving, December holiday, and spring breaks.</p>
 <p>Sports and Athletics:</p>	<p>Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Boys & Girls), Cheerleading (Girls), Cross Country (Boys & Girls), Fencing (Boys & Girls), Field Hockey (Girls), Football (Coed), Golf (Boys & Girls), Gymnastics (Girls), Ice Hockey (Coed), Lacrosse (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Boys & Girls), Wrestling (Coed)</p> <p>The school offers 30 NJSIAA athletics teams, including fencing, gymnastics, swimming, and bowling. Students also participate in Ultimate Frisbee and cheerleading. In 2018-19, we earned two state championships: Wrestling won the North II Group V state championship and girls' track and field won the North II Group IV state championship. We were also very pleased to earn two Skyland Conference championships (girls' soccer and boys' soccer) and one Somerset County championship (wrestling). Our wrestling team also won the District 15 championship and boys fencing won the District 3 team sabre championship.</p>
 <p>Clubs and Activities:</p>	<p>At Watchung Hills, students develop leadership skills and contribute to the school community through student government, student-run publications, service organizations, academic and problem-solving competitions, and award-winning performing arts programs. Students can select from 65 clubs and activities, including national organizations such as Model UN, Junior State of America, and FIRST (robotics). Students also have opportunities to participate in hackathon and TEDx events, which are organized and run by students. Our culinary club caters many co-curricular events. The clubs at Watchung Hills offers a variety of opportunities for students interested in Academics, Honor Societies, Diversified Interests, Student Government, Performing Arts, Public Arts, Social Justice and Recreation.</p>



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 <p>Before and After School Programs:</p>	<p>As a high school district, we do not have formal before and after school programs, but we do have hundreds of students actively involved in sports, clubs, and performing arts ensembles before and after school. Our media center is also open for students before and after school.</p>
 <p>Staff and Professional Learning:</p>	<p>The faculty and staff are actively engaged in professional learning activities. The School Improvement Panel has developed a district professional development plan that is aligned with the strategic plan and the individual professional development plans of faculty members and administrators. Professional learning is offered through four district-wide professional development days, one of which is a shared day with the four sending districts. This shared day offers over 90 workshop choices for over 900 participants. Professional development days provide adult learning opportunities and collaborative discussions for support staff, teachers, educational specialists, and administrators. In addition to the professional development days, the district has a dynamic professional learning community (PLC) where educators are examining self-selected problems of practice, conducting research, and developing solutions through shared lesson plans, new programs, and resources.</p>
 <p>Postsecondary Information:</p>	<p>Approximately 92% of our students attend post-secondary institutions, ranging from Ivy League universities to local colleges. Graduates also pursue opportunities in the military and the world of work. Each year, we host evening programs on the college admissions process and on financial aid for seniors and their parents. We regularly invite college admissions directors to speak to our students and families, and we have a robust schedule of college visits each fall. Students meet with visiting representatives during lunch and after school. In addition, we have added instant-decision days to our fall schedule. Over the summer, we offer a college essay writing workshop for rising seniors. Additionally, all sophomores and juniors take the PSAT on the designated Wednesday each October.</p>



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Student Supports and Services:

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



Student Health and Wellness:

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



Parent and Community Involvement:

We have an active, engaged parent community, and we believe in the importance of communication and partnerships. Our Parent Portal, which is easily accessible through our website, is an effective way to provide feedback about student learning, and in an effort to find the most suitable placements for students, we have strengthened communication among teachers, counselors, students, and parents. Our Municipal Alliance, in particular, has been a significant partner and financial supporter of our programs designed to educate parents on the physical, social and emotional wellness of our students. The Special Education Parent Advisory group meets several times a year working collaboratively with the special education department, offering training/resources for parents on a wide variety of topics. We recognize the contributions of our alumni and school community through our hall of fame.



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



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Technology and STEM:

Over the last several years, we have expanded our bandwidth and added a significant number of wireless access points to maximize our digital learning environment. We began our 1:1 Chromebook initiative in 2017-18 and currently all freshman, sophomore and junior students have a school-issued Chromebook. Teachers have state-of-the-art interactive Smart Boards in the classroom and are using Google Classroom to communicate with students and create a structured digital learning environment. Our STEM curriculum is constantly evolving, and our computer science enrollment is growing rapidly. We offer several computer science courses, including the College Board's newly developed AP Computer Science Principles, PLTW engineering courses, and new robotics course. Students take Financial Literacy online through Canvas and use Educere for home instruction and credit recovery purposes. We also continue to grow our digital resources, recently adding Albert.io and Newsela.



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Other Information

The school operates under a rotating modified block schedule with 56-minute periods. As part of our wellness initiative, we are piloting a Flex Day schedule that allows students opportunities to consult with teachers, make up assessments, or simply decompress. Our AP scores and AP participation continue to outperform the State levels. We offer full bus transportation to and from school and a 4:15 pm activity bus. We use School Messenger to communicate regularly by email and phone with our families.