NJ SCHOOL PERFORMANCE REPORT

MEMORIAL HIGH SCHOOL
(17-5670-050)
Grades Offered: 09-12
2017-2018

Report Key:
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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

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School Contact Info

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

Type	Contact Information
County	HUDSON
District	WEST NEW YORK TOWN
Principal Name	MR. WOHLRAB
Address	5501 PARK AVE WEST NEW YORK, NJ 07093-3523
Phone Number	(201)553-4110
Email Address	SWOHLRAB@WNYSCHOOLS.NET
Website	http://www.wnyschools.net/district/mhs/
Facebook	https://www.facebook.com/WNYMHS/
Twitter	https://twitter.com/MHS_WNY

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Enrollment Trends by Grade

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

Grade	2015-16	2016-17	2017-18
9	535	542	535
10	479	487	486
11	469	432	450
12	425	469	424
Total	1,908	1,930	1,895

Enrollment Trends by Student Group

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

Student Group	2015-16	2016-17	2017-18
Female	48.9%	49.7%	50.4%
Male	51.1%	50.3%	49.6%
Economically Disadvantaged Students	76.8%	74.1%	77.6%
Students with Disabilities	14.7%	13.7%	13.6%
English Learners	16.6%	15.7%	18.0%
Homeless Students		0.0%	0.2%
Students in Foster Care		0.1%	0.0%
Military-Connected Students		0.1%	0.1%
Migrant Students		0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2015-16	2016-17	2017-18
White	4.6%	3.9%	2.1%
Hispanic	93.7%	94.4%	96.0%
Black or African American	0.9%	1.0%	1.2%
Asian	0.8%	0.7%	0.7%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.1%	0.0%	0.0%
Two or More Races	0.0%	0.0%	0.1%

Enrollment Trends by Full and Shared Time Status

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

Enrollment Status	2015-16	2016-17	2017-18
Full Time Students	1,908	1,930	1,895
Shared Time Students	0	0	0
Full Time Equivalent	1,908	1,930	1,895

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
Spanish	72.7%
English	25.6%
Other Languages	1.7%

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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	988	100.0	33.8	43.8	56.7	33.8	42.6	Not Met
White	13	100.0	30.8	60.7	65.6	30.8	**	**
Hispanic	960	100.0	33.4	43.2	42.5	33.4	41.5	Not Met
Black or African American	*	*	*	51.0	37.3	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	82.3	*	**	**
American Indian or Alaska Native	N	N	N	N	52.7	N	**	**
Two or More Races	N	N	N	*	63.4	N	**	**
Female	490	100.0	40.4	50.8	64.5	40.4		
Male	498	100.0	27.3	37.3	49.4	27.3		
Economically Disadvantaged Students	797	100.0	34.0	43.1	38.5	34.0	41.7	Not Met
Non-Economically Disadvantaged Students	191	100.0	32.9	48.3	67.5	32.9		
Students with Disabilities	145	100.0	*	*	21.6	*	13.2	Not Met
Students without Disabilities	843	100.0	*	*	63.9	*		
English Learners	227	100.0	*	*	27.3	*	13.2	Not Met
Non-English Learners	761	100.0	*	*	59.4	*		
Homeless Students	N	N	N	*	27.7	N		
Students In Foster Care	N	N	N	N	26.3	N		
Military-Connected Students	*	*	*	*	57.4	*		
Migrant Students	N	N	N	*	30.1	N		

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	540	731	731	752	25%	11%	30%	31%	3%	34%	55%
White	*	*	*	760	*	*	*	*	*	*	64%
Hispanic	524	731	731	735	25%	11%	30%	31%	3%	34%	38%
Black or African American	*	*	*	734	*	*	*	*	*	*	34%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	782	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	752	N	N	N	N	N	N	51%
Two or More Races	N	N	N	760	N	N	N	N	N	N	63%
Female	257	737	737	759	20%	9%	31%	*	*	40%	63%
Male	283	725	725	744	29%	13%	29%	*	*	29%	46%
Economically Disadvantaged Students	452	732	732	733	23%	*	31%	*	*	35%	34%
Non-Economically Disadvantaged Students	88	725	725	761	35%	*	24%	*	*	32%	65%
Students with Disabilities	84	704	704	716	*	*	*	*	*	*	15%
Students without Disabilities	456	736	736	758	*	*	*	*	*	*	62%
English Learners	101	683	683	691	*	*	*	*	*	*	*
Non-English Learners	439	742	742	755	*	*	*	*	*	*	*
Homeless Students	N	N	N	720	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	719	N	N	N	N	N	N	20%
Military-Connected Students	*	*	*	749	*	*	*	*	*	*	54%
Migrant Students	N	N	N	696	N	N	N	N	N	N	10%

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	491	723	723	749	32%	16%	21%	28%	4%	32%	51%
White	*	*	*	756	*	*	*	*	*	*	58%
Hispanic	477	723	723	733	32%	16%	21%	27%	3%	31%	38%
Black or African American	*	*	*	728	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	782	*	*	*	*	*	*	78%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	50%
Two or More Races	N	N	N	753	N	N	N	N	N	N	55%
Female	252	731	731	759	25%	15%	21%	*	*	39%	60%
Male	239	715	715	739	39%	17%	21%	*	*	24%	42%
Economically Disadvantaged Students	373	724	724	730	32%	16%	21%	*	*	31%	34%
Non-Economically Disadvantaged Students	118	721	721	758	31%	17%	19%	*	*	33%	59%
Students with Disabilities	62	699	699	707	*	*	*	*	*	*	15%
Students without Disabilities	429	726	726	756	*	*	*	*	*	*	57%
English Learners	100	671	671	684	*	*	*	*	*	*	*
Non-English Learners	391	736	736	752	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	23%
Students in Foster Care	N	N	N	707	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	706	N	N	N	N	N	N	18%

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

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	436	733	733	736	24%	16%	22%	32%	6%	39%	39%
White	*	*	*	737	*	*	*	*	*	*	41%
Hispanic	417	733	733	731	24%	16%	22%	33%	6%	39%	35%
Black or African American	*	*	*	729	*	*	*	*	*	*	31%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	759	*	*	*	*	*	*	60%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	25%
Two or More Races	N	N	N	737	N	N	N	N	N	N	39%
Female	226	739	739	745	18%	18%	19%	*	*	45%	48%
Male	210	727	727	728	30%	14%	24%	*	*	32%	31%
Economically Disadvantaged Students	338	733	733	730	24%	15%	21%	*	*	39%	33%
Non-Economically Disadvantaged Students	98	733	733	739	22%	17%	22%	*	*	38%	42%
Students with Disabilities	44	708	708	708	43%	30%	*	*	*	11%	13%
Students without Disabilities	392	736	736	742	22%	14%	*	*	*	42%	44%
English Learners	95	694	694	702	*	*	*	*	*	*	*
Non-English Learners	341	744	744	738	*	*	*	*	*	*	*
Homeless Students	N	N	N	721	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	708	N	N	N	N	N	N	19%
Military-Connected Students	*	*	*	729	*	*	*	*	*	*	31%
Migrant Students	N	N	N	707	N	N	N	N	N	N	*

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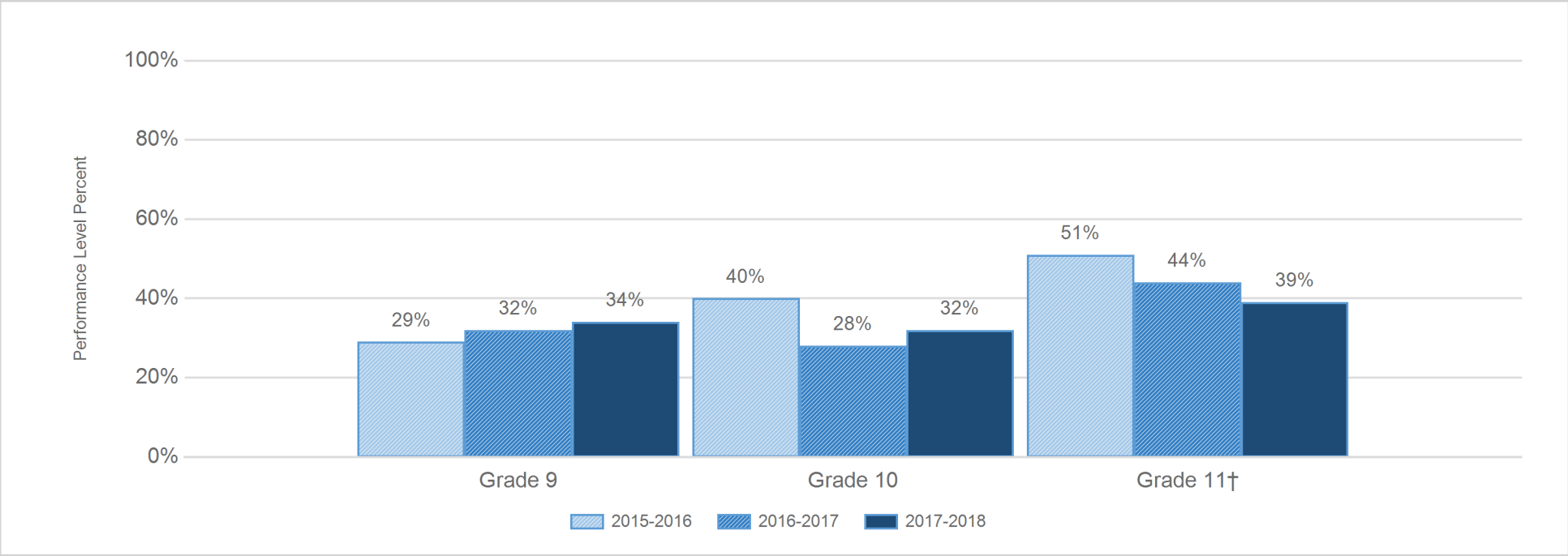
English Language Arts/Literacy Assessment - Performance Trends

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



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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	960	99.9	16.2	29.9	45.0	16.2	24.9	Not Met
White	15	100.0	13.3	34.7	54.1	13.3	**	**
Hispanic	930	99.9	16.2	29.4	29.2	16.2	24.1	Not Met
Black or African American	*	*	*	29.4	23.4	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	77.0	*	**	**
American Indian or Alaska Native	N	N	N	N	42.5	N	**	**
Two or More Races	N	N	N	*	53.0	N	**	**
Female	479	100.0	16.3	29.8	46.0	16.3		
Male	481	99.8	16.2	30.0	43.9	16.2		
Economically Disadvantaged Students	777	100.0	16.3	29.6	26.6	16.3	24.3	Not Met
Non-Economically Disadvantaged Students	183	99.5	15.8	31.5	55.9	15.8		
Students with Disabilities	140	100.0	*	*	17.1	*	8.7	Not Met
Students without Disabilities	820	99.9	*	*	50.5	*		
English Learners	205	100.0	*	*	24.6	*	13.9	Not Met
Non-English Learners	755	99.9	*	*	46.9	*		
Homeless Students	N	N	N	*	17.3	N		
Students In Foster Care	N	N	N	N	16.2	N		
Military-Connected Students	*	*	*	*	45.8	*		
Migrant Students	N	N	N	*	23.7	N		

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Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	616	719	724	746	21%	40%	28%	11%	0%	11%	46%
White	12	709	*	755	*	*	*	*	*	*	57%
Hispanic	595	719	723	730	21%	40%	28%	11%	0%	11%	27%
Black or African American	*	*	*	727	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	49%
Two or More Races	N	N	N	755	N	N	N	N	N	N	54%
Female	299	721	725	748	17%	39%	33%	12%	0%	12%	48%
Male	317	717	722	745	24%	41%	24%	10%	0%	10%	44%
Economically Disadvantaged Students	513	719	*	729	19%	41%	28%	11%	0%	11%	25%
Non-Economically Disadvantaged Students	103	716	*	756	27%	33%	29%	11%	0%	11%	57%
Students with Disabilities	89	699	*	716	*	*	*	*	*	*	13%
Students without Disabilities	527	722	*	752	*	*	*	*	*	*	52%
English Learners	157	702	702	710	*	*	*	*	*	*	*
Non-English Learners	459	725	730	749	*	*	*	*	*	*	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	16%
Students in Foster Care	N	N	N	712	N	N	N	N	N	N	12%
Military-Connected Students	*	*	*	752	*	*	*	*	*	*	49%
Migrant Students	N	N	N	720	N	N	N	N	N	N	11%

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Mathematics Assessment - Performance by Test: Geometry

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	448	726	726	735	11%	35%	38%	*	*	15%	30%
White	*	*	*	740	*	*	*	*	*	*	37%
Hispanic	436	726	726	723	11%	35%	38%	*	*	15%	14%
Black or African American	*	*	*	719	*	*	*	*	*	*	11%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	760	*	*	*	*	*	*	65%
American Indian or Alaska Native	N	N	N	734	N	N	N	N	N	N	28%
Two or More Races	N	N	N	741	N	N	N	N	N	N	39%
Female	227	725	725	736	9%	39%	38%	*	*	14%	30%
Male	221	727	727	734	14%	30%	39%	*	*	17%	29%
Economically Disadvantaged Students	345	727	727	722	10%	36%	39%	*	*	16%	13%
Non-Economically Disadvantaged Students	103	723	723	741	17%	32%	37%	*	*	15%	38%
Students with Disabilities	59	713	713	713	*	*	*	*	*	*	*
Students without Disabilities	389	728	728	738	*	*	*	*	*	*	*
English Learners	82	709	709	711	*	*	*	*	*	*	*
Non-English Learners	366	730	730	736	*	*	*	*	*	*	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	*	*	*	731	*	*	*	*	*	*	24%
Migrant Students	N	N	N	709	N	N	N	N	N	N	11%

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Report Key:
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Mathematics Assessment - Performance by Test: Algebra II

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	319	711	711	727	39%	30%	18%	*	*	12%	30%
White	*	*	*	733	*	*	*	*	*	*	35%
Hispanic	302	711	711	710	39%	30%	20%	*	*	11%	14%
Black or African American	*	*	*	705	*	*	*	*	*	*	11%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	766	*	*	*	*	*	*	66%
American Indian or Alaska Native	N	N	N	729	N	N	N	N	N	N	28%
Two or More Races	N	N	N	736	N	N	N	N	N	N	37%
Female	175	712	712	728	38%	30%	20%	*	*	12%	30%
Male	144	711	711	727	41%	30%	17%	*	*	13%	30%
Economically Disadvantaged Students	244	712	712	709	38%	31%	*	*	*	11%	13%
Non-Economically Disadvantaged Students	75	709	709	736	44%	27%	*	*	*	17%	37%
Students with Disabilities	*	*	*	693	*	*	*	*	*	*	*
Students without Disabilities	*	*	*	732	*	*	*	*	*	*	*
English Learners	29	688	688	691	*	*	*	*	*	*	*
Non-English Learners	290	714	714	729	*	*	*	*	*	*	*
Homeless Students	*	*	*	703	*	*	*	*	*	*	10%
Students in Foster Care	N	N	N	693	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	717	N	N	N	N	N	N	20%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%

NJ SCHOOL PERFORMANCE REPORT

MEMORIAL HIGH SCHOOL
(17-5670-050)
Grades Offered: 09-12
2017-2018

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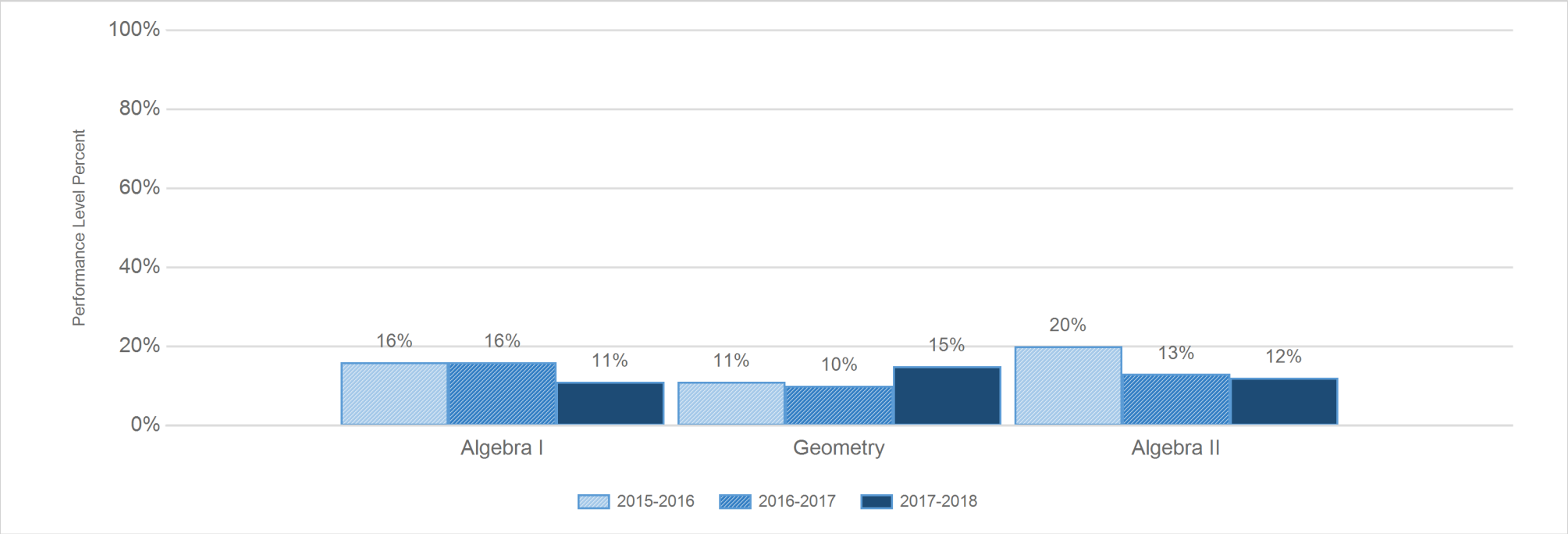
Mathematics Assessment – Performance Trends

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



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

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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2017-18 Target	Met Target?
Schoolwide/English Learners	37.7%	46.8%	Met Target†

† 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	193	*	*
3-4	116	*	*
5 or more	23	*	*

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

NJASK Science Assessment Information

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

Biology Assessment Information

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

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

PSAT, SAT, & ACT - Participation

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

Participation Type	School Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2017-18	94.3%	85.0%
12th graders taking SAT in 2017-18 or prior years	73.8%	72.2%
12th graders taking ACT in 2017-18 or prior years	*	24.6%

PSAT, SAT, & ACT - Performance

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

Participation Type	School Average Score	State Average Score	College Readiness Benchmarks	School - Students Scores at or above Benchmark	State - Students Scores at or above Benchmark
PSAT 10/NMSQT - Reading and Writing	412	478	Grade 10: 430 Grade 11: 460	32%	62%
PSAT 10/NMSQT - Math	419	478	Grade 10: 480 Grade 11: 510	17%	42%
SAT - Reading and Writing	480	542	480	49%	72%
SAT - Math	483	543	530	27%	54%
ACT - Reading	*	24	22	*	62%
ACT - English	*	24	18	*	78%
ACT - Math	*	24	22	*	62%
ACT - Science	*	23	23	*	53%

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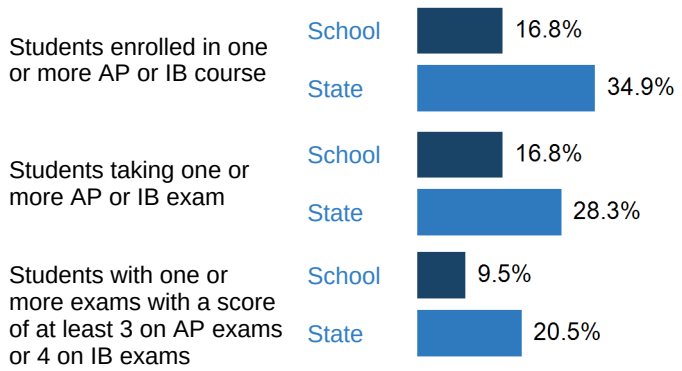
Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (IB)** courses and exams and **dual enrollment** courses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

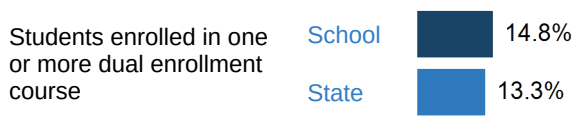
AP/IB Coursework – Participation and Performance

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



Dual Enrollment Coursework - Participation

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



AP/ IB Courses Offered

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

AP/IB Course	Students Enrolled	Students Tested
AP Biology	16	17
AP Calculus AB	18	19
AP Chemistry	0	15
AP English Language and Composition	15	19
AP English Literature and Composition	14	14
AP French Language and Culture	6	6
AP Italian Language and Culture	12	11
AP Spanish Language	46	46
AP Spanish Literature	38	37
AP U.S. History	17	15
Total Exams taken		199
Exams with scores of at least 3 on AP exams or 4 on IB exams		101

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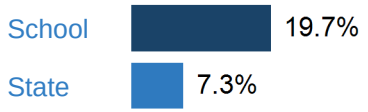
This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit the NJDOE's Career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

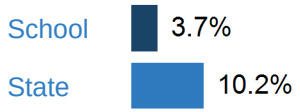
Career and Technical Education Participation

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

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



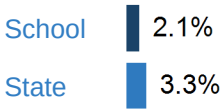
CTE Concentrators
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

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

Structured Learning Experiences



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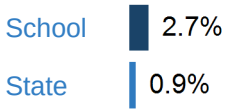
Industry-Valued Credentials

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
Business Management & Administration	444	52	52
Total (All Clusters)	444	52	52

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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	422	39	39	0	0	0	74
10	109	338	44	0	0	0	0
11	29	87	283	10	0	0	51
12	2	14	106	12	18	0	89
Total	562	478	472	22	18	0	214
Enrolled in AP/IB Course					18	0	0
Enrolled in Dual Enrollment Course	0	0	0	22	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	498	0	0	0	0	0
10	55	27	2	26	0	383
11	94	111	98	125	15	32
12	9	48	32	21	27	93
Total	656	186	132	172	42	508
Enrolled in AP/IB Course	16	0		0	0	0
Enrolled in Dual Enrollment Course	0	36	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	501	1	0	0	0	0
10	30	451	0	0	12	2
11	4	431	11	0	27	8
12	2	92	16	0	34	16
Total	537	975	27	0	73	26
Enrolled in AP/IB Course	0	17	0	0		0
Enrolled in Dual Enrollment Course	0	38	0	0	18	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	257	99	98	0	0	0	0
10	297	78	66	0	0	0	0
11	162	12	17	0	0	0	0
12	63	6	14	0	0	0	0
Total	779	195	195	0	0	0	0
Enrolled in AP/IB Course	82	6	12	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	44	10	16	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
Spanish	12
Total	12

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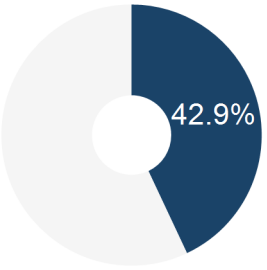
Visual and Performing Arts – Course Participation

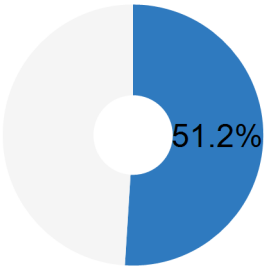
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 9-12:

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

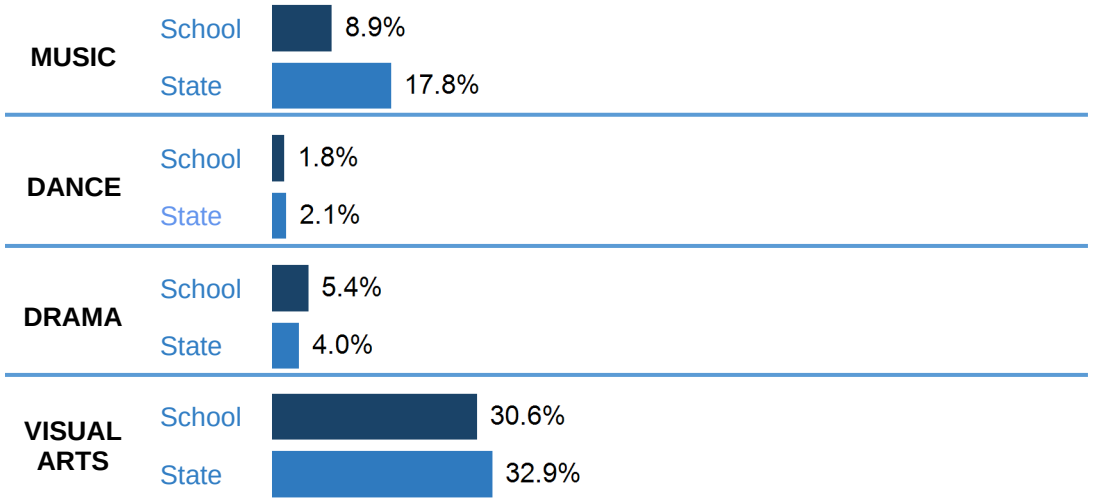


School



State

Students enrolled in one or more classes by discipline:



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

Graduation Rates

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

Student Group	School - Class of 2018: 4 Year Rate	State - Class of 2018: 4 Year Rate	School - Class of 2017: 5 Year Rate	State - Class of 2017: 5 Year Rate	Class of 2017: 4 Year Rate	Class of 2017: 4 Year Target	Class of 2017: Met Target	Class of 2016: 5 Year Rate	Class of 2016: 5 Year Target	Class of 2016: Met Target
Schoolwide	80.1%	90.9%	83.2%	92.4%	79.1%	85.7%	Not Met	87.5%	89.7%	Not Met
White	89.5%	95.0%	82.4%	95.7%	82.4%	**	**	89.5%	**	**
Hispanic	79.8%	84.8%	83.2%	87.3%	78.9%	85.5%	Not Met	87.6%	89.9%	Not Met
Black or African American	*	84.2%	*	86.8%	*	**	**	*	**	**
Asian, Native Hawaiian or Pacific Islander	*	97.0%	*	97.7%	*	**	**	*	**	**
American Indian or Alaska Native	N	86.5%	N	94.1%	N	N	N	N	N	N
Two or More Races	N	92.0%	*	93.9%	*	**	**	N	N	N
Economically Disadvantaged Students	82.2%	84.6%	84.8%	87.0%	80.9%	88.1%	Not Met	87.8%	92.3%	Not Met
Students with Disabilities	77.5%	80.1%	71.8%	83.5%	70.5%	80.8%	Not Met	77.4%	85.8%	Not Met
English Learners	61.7%	75.8%	67.7%	81.8%	61.3%	70.6%	Not Met	76.8%	72.1%	Met Target
Homeless Students	N	72.6%	N	79.1%	N			N		
Students in Foster Care	N	62.6%	N	64.9%						

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Graduation Pathways

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

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
PARCC Assessment	66.4%	57.6%
Substitute Competency Test	9.3%	18.0%
Portfolio Appeals Process	13.8%	14.8%
Alternate Requirements specified in IEP	9.8%	8.8%
Unknown	0.8%	0.8%

Graduation Rate Trends

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

Class of	4-Year Rate	5-Year Rate
2018	80.1%	-
2017	79.1%	83.2%
2016	82.7%	87.5%

Dropout Rate Trends

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

School Year	School Rate	State Rate
2017-2018	0.1%	1.2%
2016-2017	0.4%	1.1%
2015-2016	0.1%	1.2%

NJ SCHOOL PERFORMANCE REPORT

MEMORIAL HIGH SCHOOL
(17-5670-050)
Grades Offered: 09-12
2017-2018

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

Postsecondary Enrollment Rates: Fall

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	72.8%	27.6%	72.4%
Schoolwide	65.6%	37.6%	62.4%
White	80%	25%	75%
Hispanic	65.4%	38.3%	61.7%
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	66.1%	39%	61%
Students with Disabilities	51.9%	75%	25%
English Learners	44.4%	75%	25%

Postsecondary Enrollment Rates: 16 month

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	77.9%	31.9%	68.1%	72.5%	27.5%	64.9%	35.1%
Schoolwide	73.2%	39.5%	60.5%	82%	18%	93.8%	6.2%
White	64.3%	44.4%	55.6%	88.9%	11.1%	100%	0%
Hispanic	73.4%	39.9%	60.1%	81.9%	18.1%	93.9%	6.1%
Black or African American	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	*	*	*
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N
Economically Disadvantaged Students	75.6%	37.2%	62.8%	80.7%	19.3%	93.3%	6.7%
Students with Disabilities	58.9%	57.6%	42.4%	84.8%	15.2%	97%	3%
English Learners	41.7%	100%	0%	100%	0%	100%	0%

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

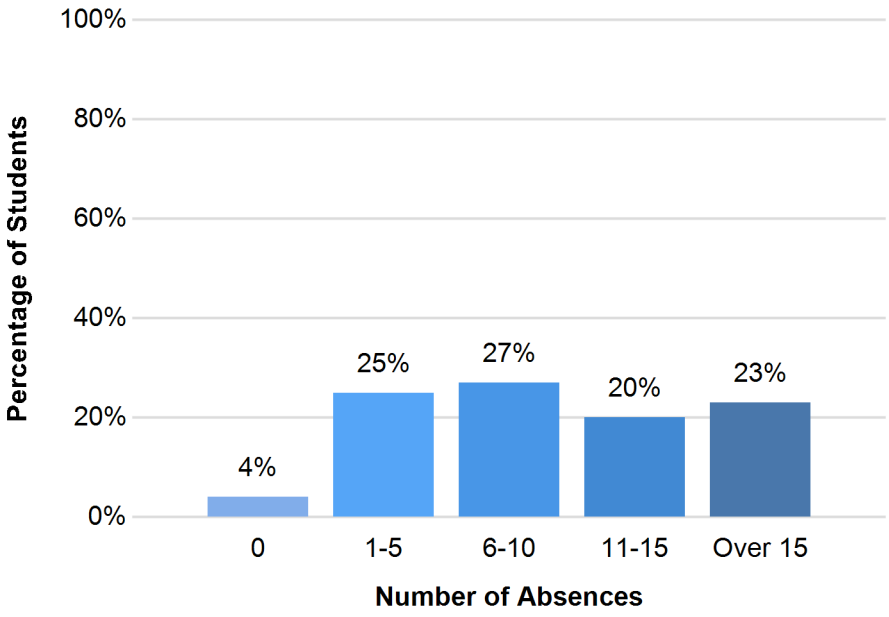
Chronic Absenteeism

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

Student Group	Number of students chronically absent	Percent of students chronically absent	State Average	Met State Average
Schoolwide	352	18.3	14.9	Not Met
White	8	21.1	14.9	Not Met
Hispanic	342	18.5	14.9	Not Met
Black or African American	2	8.7	14.9	Met
Asian, Native Hawaiian, or Pacific Islander	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Economically Disadvantaged Students	248	16.7	14.9	Not Met
Students with Disabilities	86	29.1	14.9	Not Met
English Learners	57	16.6	14.9	Not Met

Days Absent

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



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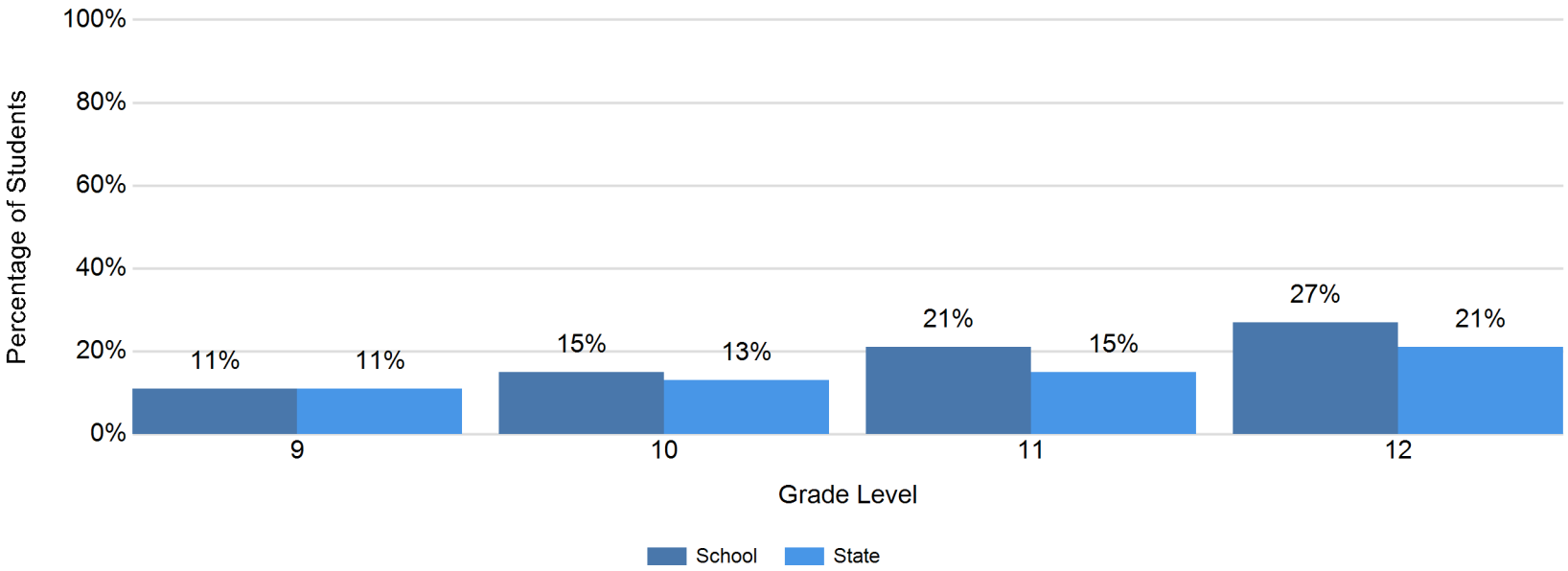
Chronic Absenteeism by Grade

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



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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	20
Weapons	1
Vandalism	1
Substances	12
Harassment, Intimidation, Bullying (HIB)	4
Total Unique Incidents	38
Incidents Per 100 Students Enrolled	2.01

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	8
Weapons	1
Vandalism	1
Substances	1
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

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Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	1	1
Religion	0	0	0
Ancestry	0	0	0
Gender	0	1	1
Sexual Orientation	0	0	0
Disability	0	0	0
Other	1	3	4
No Identified Nature	0		0

Student Disciplinary Removals

The first table shows, by removal type, the number and percentage of students who received disciplinary removals during the school year. Removal types include students receiving one or more in-school suspensions, one or more out-of-school suspensions, one or more suspension of any type, removal to another school or other educational program, expulsion with no further educational services, or arrest. The second table shows the total number of days missed due to out-of-school suspension for all students during the school year.

Removal Type	Number of Students	Percent of Students
In-School Suspensions	*	*
Out-of-School Suspensions	149	7.9%
Any Suspension	151	8.0%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
447

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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	N
Typical End Time	N
Length of School Day	N
Full Time - Instructional Time	6 Hrs 3 Mins
Shared Time - Instructional Time	N

Device Ratios

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

School Year	Student to Device Ratio
2017-18	1.0:1

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2016-2017)	$798	$12,986	$13,784

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	152	117,464
Average years experience in public schools	13.4	12.0
Average years experience in district	12.9	10.7
Teachers in district for 4 or more years	86.8%	75.5%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	41	9,374
Average years experience in public schools	23.3	16.0
Average years experience in district	22.8	12.0
Administrators in district for 4 or more years	97.6%	76.2%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	12:1	14:1
Students to Administrators	316:1	201:1
Teachers to Administrators	25:1	14:1
Students to Librarians/Media Specialists		1179:1
Students to Nurses		750:1
Students to Counselors		1032:1
Students to Child Study Team		229:1

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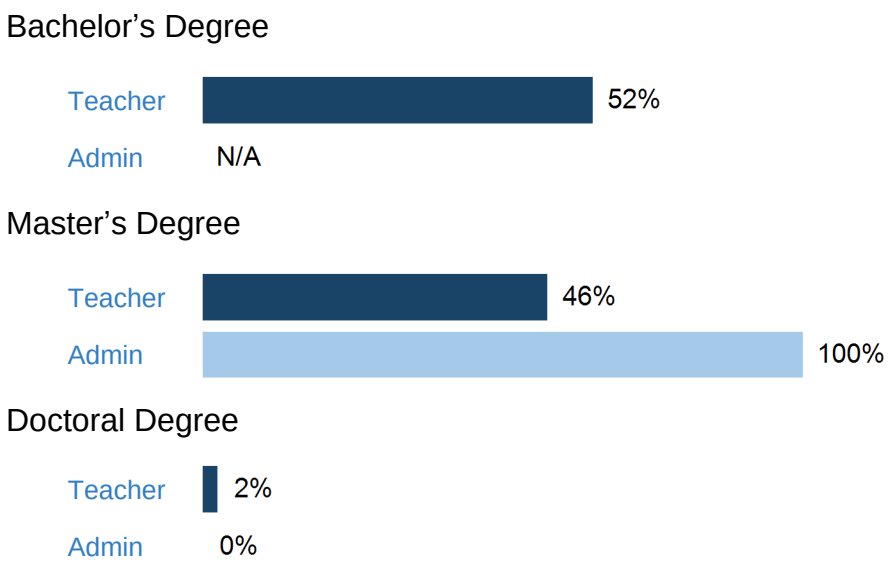
Teachers and Administrators - Level of Education

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



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

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

Job Type	District	State
2016-17 Teachers: Same district 2017-18	93.5%	90.2%
2016-17 Administrators: Same district 2017-18	93.0%	86.2%

Faculty Attendance

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

School Year	% Days Present
2017-18	97.0%

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Teachers: All classroom teachers
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Teachers and Administrators – Demographics

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

Category	Teachers	Administrators
Female	54.6%	33.3%
Male	45.4%	66.7%
White	53.3%	83.3%
Hispanic	44.1%	16.7%
Black or African American	1.3%	0.0%
Asian	0.7%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.7%	0.0%

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

Comprehensive Status

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

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

Targeted Status

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

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

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

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

Accountability Indicator	Score	Weight
English Language Arts Proficiency	25.50	15.0%
Mathematics Proficiency	26.65	15.0%
Graduation Rate - 4-Year	10.89	20.0%
Graduation Rate - 5-Year	19.25	20.0%
Progress Towards English Language Proficiency	40.91	20.0%
Chronic Absenteeism	29.31	10.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	24.96	n/a
Summative Rating: Percentile Rank of Summative Score	16.91	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	No	n/a
Requires Comprehensive Support: 4-year Graduation Rate less than or equal to 67%	No	n/a

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

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Accountability Summary by Student Group - 2017-18 School Year

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

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	4-Year Graduation Rate: Met Annual Target	5-Year Graduation Rate: Met Annual Target	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	No	Not Met	Not Met	Not Met	Not Met	Met Target†	Not Met	Yes
White	**	**	No	**	**	**	**	n/a	Not Met	No
Hispanic	31.29	8.94	No	Not Met	Not Met	Not Met	Not Met	n/a	Not Met	Yes
Black or African American	**	**	No	**	**	**	**	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	No	**	**	N	N	n/a	**	No
Two or More Races	**	**	No	**	**	**	N	n/a	**	No
Economically Disadvantaged Students	42.18	8.94	No	Not Met	Not Met	Not Met	Not Met	n/a	Not Met	No
Students with Disabilities	20.90	8.94	No	Not Met	Not Met	Not Met	Not Met	n/a	Not Met	No
English Learners	44.12	8.94	No	Not Met	Not Met	Not Met	Met Target	**	Not 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 your school directly.

Highlights:	• 2017-2018 Memorial High School created a STEAM academy to help promote cross curricular student led projects. • Memorial High School Student Council was recognized as an Honor School by the New Jersey Association of Student Councils. • Memorial High School was recognized as a Future Ready School for its continued emphasis on the 21st century skills for the students and staff.
Mission, Vision, Theme:	We teachers, administrators, parents, and community members are stakeholders who commit ourselves to helping students develop the necessary academic and social skills needed to achieve their goals, and provide a safe learning atmosphere that fosters positive interactions in a culturally diverse, global environment. Students, parents and educators will use communication and information technologies to ensure that students master 21st century skills, including communication, collaboration, and critical thinking through a lens which engages all students in creative and imaginative digital technology culture.
Awards, Recognition, Accomplishments:	Bronze Award in the US News Best High Schools Ranking, Future Ready, Meritorious Student Award, Two students competed in the Nationals for Track, Top Honor at NJ Teen Arts Festival, Lions Club Literary Essay Winner, Recognized at the 2018 Emerging Artists Competition, New Jersey Association of Student Councils (NJASC) Honor School

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Courses, Curriculum, Instruction:	Memorial High School offers multiple academies: Freshman Academy, Steam Academy, Performing Arts Academy, Tomorrow's Teachers, Business Academy, Public Affairs Academy, Project Alternative. Memorial High School offers 32 dual enrollment courses that students are able to get college credit for: 10 SUPA Courses, 13 AP Courses, 9 other courses that have partnerships with Hudson Community College, NJCU, Bergen Community College, Kean College, or Fairleigh Dickinson University. All teaching staff have Common Planning Time everyday to collaborate and look for ways to enhance the curriculum and instruction. Three days a week tutoring is offered after-school for Math, Science, History and Language Arts.
Sports and Athletics:	Sports Offered: Baseball (Coed), Basketball (Boys & Girls), Bowling (Boys & Girls), Cheerleading (Coed), Cross Country (Boys & Girls), Football (Coed), Soccer (Boys & Girls), Softball (Girls), Swimming (Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Boys & Girls) MHS Junior Male Track Athlete, Group IV Indoor Mile Champion, 3rd at the Meet of Champions, qualified for Indoor Nationals, 2 MHS Track Athletes qualified for Outdoor Nationals, Senior Baseball player earned athletic scholarship to Wagner University, MHS Junior Female Track/Softball player was selected to participate in the NJSIAA Student Athlete Advisory Committee, MHS Senior Volleyball player was HCIAL player of the year
Clubs and Activities:	Student Council, National Honor Society, Band, TIGS, Dance, Acting, Chess, Drama Club, Italian Club, Video Club, Spanish Club, Math Club, MOMs, Peer, Art-Photography Club, Yearbook, Chorus, Nova, GSA, Future Business Business Leaders Club, STEAM Club

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Before and After School Programs:	Memorial High School offers tutoring for students after school for Math, Science, Language Arts and History. Certified teachers are available 3 days a week for an hour for students to "drop in". Memorial also has a HealthCorp coordinator on campus for the past two years. The coordinator runs programs after school that promotes healthy living. We offer an extended day library that offers the students the opportunity to use the library before and after-school and an open computer lab.
Staff and Professional Learning:	The first two days of the school year are dedicated to staff development. Once a month the district has Professional Learning Seminars. They are 2 hours in length and vary from school based, district based and department based. The technology committee offers a help desk every week and a PD class during the day once a month. Teachers have common planning everyday where they share best practices.
Postsecondary Information:	All sophomores and juniors take the PSAT. There is an annual college fair is held every October. Staff and students use Naviance SAT classes are offered to Juniors

NJ SCHOOL PERFORMANCE REPORT

MEMORIAL HIGH SCHOOL
(17-5670-050)
Grades Offered: 09-12
2017-2018

Report Key:
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****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

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Student Supports and Services:	Six guidance counselors assist all students academically and emotionally. There are two school social workers for emotional support, a four person child study team and two school nurse. Memorial High School also has two school disciplinarians and a SAC to help students when in need.
Student Health and Wellness:	Memorial High School follows the Alliance for Healthier School guidelines. All snacks must be approved by the Alliance guidelines. All students have Physical Education class everyday and all seniors are CPR certified. There is a HealthCorps coordinator on campus everyday that works with students on healthy life choices and holds an after school cooking club. - Food and you elective classed promotes healthy living as does the annual health fair that brings in outside resources
Parent and Community Involvement:	Operation of Parents and Faculty have meetings once a month. They have workshops and fundraisers to assist the school. Memorial High School has events such as plays, concerts, OPF meeting, sporting events, workshops, guest speakers. Parents have access to the parent portal to see their students grades. Students are able to see upcoming events on the school website and Google Classroom. There is a weekly newsletter sent out electronically.

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Facilities:	Memorial High School consists of 3 Buildings with updated Science Labs. All rooms have access points for wireless capability and the auditorium was recently renovated. The main gymnasium recently had new bleachers installed.
School Safety:	Memorial High School has a great partnership with the West New York Police Department. There are 3 off duty police officers that work the building. The district offers multiple workshops on school safety. All doors are locked and secured at all times and there were over 150 cameras recently installed. There are 2 disciplinarians that help monitor school safety. All students are required to wear uniforms and ID.

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Technology and STEM:	Teachers are given PD and encouraged to do cross curricular activities that use 21st century based skills. We were recognized as a Future Ready School. There is a STEAM Lab and we a offer a STEAM Academy during the day and after-school.

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Other Information:	Memorial High School is located between the Lincoln Tunnel and the George Washington Bridge. Memorial overlooks New York City in the town of West New York, NJ. The city is an urban setting, with a high percentage of lower income families. Many of our 2,000 students receive free or reduced lunch. Over the past years teaching techniques have changed in order to keep up with the latest education trends. Technology has changed the way educators deliver the curriculum. All of the teachers receive at least 2 hours PD every month to stay current with best practices and the newest trends in education. The curriculum is challenging and always being scrutinized to ensure that our graduates are prepared for college and life. Supervisors, administrators, central office and teachers have revised the curriculum to insure it aligns with all State and Federal guidelines. Memorial is not only thriving academically, but also meets the students' social and physical needs. There are numerous groups, organizations, clubs and athletics that are in place to ensure that all students have the ability to find an activity to participate in. Memorial High School has a partnership with HealthCorps, a non profit organization. A HealthCorps coordinator is assigned to Memorial High school to help educate students and staff in making healthy life choices. This partnership is evidence that Memorial High School and the West New York Board of Education places a great deal of importance on the student's' well-being and on promoting healthy lifestyles.