NJ SCHOOL PERFORMANCE REPORT

WARREN HILLS REGIONAL HIGH SCHOOL
(41-5465-050)
Grades Offered: 09-12
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
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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	WARREN
District	WARREN HILLS REGIONAL
Principal Name	MR. KAVCAK
Address	41 JACKSON VALLEY ROAD WASHINGTON, NJ 07882
Phone Number	(908)689-3050
Email Address	kavcakc@warrenhills.org
Website	https://www.warrenhills.org/hs
Facebook	https://www.facebook.com/whrhighschool
Twitter	https://twitter.com/whrhighschool

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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	306	293	325
10	331	290	280
11	304	326	282
12	324	303	321
Total	1,265	1,212	1,208

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	50.4%	51.3%	50.5%
Male	49.6%	48.7%	49.5%
Economically Disadvantaged Students	20.7%	17.3%	15.1%
Students with Disabilities	14.2%	13.9%	12.3%
English Learners	0.8%	1.8%	1.8%
Homeless Students		0.5%	0.9%
Students in Foster Care		0.0%	0.2%
Military-Connected Students		0.0%	0.0%
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	80.6%	79.5%	78.6%
Hispanic	10.1%	10.6%	11.3%
Black or African American	5.5%	6.4%	5.9%
Asian	3.1%	3.5%	4.1%
Native Hawaiian or Pacific Islander	0.1%	0.0%	0.0%
American Indian or Alaska Native	0.3%	0.0%	0.0%
Two or More Races	0.3%	0.0%	0.2%

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	1,265	1,212	1,208
Shared Time Students	0	0	0
Full Time Equivalent	1,265	1,212	1,208

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	84.7%
Spanish	7.9%
Other Languages	7.4%

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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	627	99.1	56.7	55.7	56.7	56.7	51.1	Met Target
White	491	99.0	57.9	56.2	65.6	57.9	51.7	Met Target
Hispanic	70	98.6	44.3	50.3	42.5	44.3	46.2	Met Target†
Black or African American	33	100.0	51.5	47.1	37.3	51.5	43.5	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	81.4	82.3	*	74.2	Met Target
American Indian or Alaska Native	N	N	N	N	52.7	N	**	**
Two or More Races	*	*	*	41.7	63.4	*	**	**
Female	324	99.1	69.7	67.7	64.5	69.7		
Male	303	99.0	42.6	43.3	49.4	42.6		
Economically Disadvantaged Students	87	97.8	39.0	42.9	38.5	39.0	39.6	Met Target†
Non-Economically Disadvantaged Students	540	99.3	59.4	58.2	67.5	59.4		
Students with Disabilities	75	96.2	13.3	*	21.6	13.3	12.1	Met Target
Students without Disabilities	552	99.5	62.5	*	63.9	62.5		
English Learners	13	92.9	*	*	27.3	*	**	**
Non-English Learners	614	99.2	*	*	59.4	*		
Homeless Students	*	*	*	*	27.7	*		
Students In Foster Care	*	*	*	*	26.3	*		
Military-Connected Students	N	N	N	N	57.4	N		
Migrant Students	N	N	N	N	30.1	N		

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	336	752	752	752	9%	11%	23%	44%	13%	57%	55%
White	261	754	754	760	8%	9%	23%	46%	14%	60%	64%
Hispanic	42	734	734	735	24%	*	*	*	*	40%	38%
Black or African American	16	747	747	734	0%	*	*	*	*	44%	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	*	*	*	760	*	*	*	*	*	*	63%
Female	164	762	762	759	*	*	18%	52%	18%	71%	63%
Male	172	742	742	744	*	*	27%	37%	8%	45%	46%
Economically Disadvantaged Students	43	731	731	733	23%	*	23%	*	*	35%	34%
Non-Economically Disadvantaged Students	293	755	755	761	7%	*	23%	*	*	61%	65%
Students with Disabilities	49	712	712	716	33%	35%	20%	*	*	12%	15%
Students without Disabilities	287	759	759	758	5%	7%	23%	*	*	65%	62%
English Learners	*	*	*	691	*	*	*	*	*	*	*
Non-English Learners	*	*	*	755	*	*	*	*	*	*	*
Homeless Students	*	*	*	720	*	*	*	*	*	*	22%
Students in Foster Care	*	*	*	719	*	*	*	*	*	*	20%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	54%
Migrant Students	N	N	N	696	N	N	N	N	N	N	10%

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	290	754	754	749	9%	11%	24%	40%	16%	56%	51%
White	230	753	753	756	10%	12%	23%	39%	17%	55%	58%
Hispanic	27	753	753	733	*	*	*	*	*	52%	38%
Black or African American	17	761	761	728	*	*	*	*	*	59%	32%
Asian, Native Hawaiian, or Pacific Islander	16	766	766	782	0%	*	*	*	*	69%	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	161	766	766	759	*	*	22%	48%	20%	69%	60%
Male	129	740	740	739	*	*	26%	29%	10%	40%	42%
Economically Disadvantaged Students	44	740	740	730	*	*	27%	*	*	43%	34%
Non-Economically Disadvantaged Students	246	757	757	758	*	*	23%	*	*	58%	59%
Students with Disabilities	25	708	708	707	40%	*	*	*	*	16%	15%
Students without Disabilities	265	759	759	756	6%	*	*	*	*	60%	57%
English Learners	*	*	*	684	*	*	*	*	*	*	*
Non-English Learners	*	*	*	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	270	743	743	736	15%	17%	23%	33%	12%	44%	39%
White	207	741	741	737	18%	15%	20%	34%	12%	46%	41%
Hispanic	36	737	737	731	*	31%	28%	*	*	33%	35%
Black or African American	17	744	744	729	0%	*	*	*	*	24%	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	*	*	*	737	*	*	*	*	*	*	39%
Female	122	755	755	745	9%	12%	20%	41%	18%	59%	48%
Male	148	732	732	728	20%	22%	26%	26%	7%	32%	31%
Economically Disadvantaged Students	47	731	731	730	*	26%	26%	*	*	32%	33%
Non-Economically Disadvantaged Students	223	745	745	739	*	16%	22%	*	*	47%	42%
Students with Disabilities	35	718	718	708	*	40%	*	*	*	14%	13%
Students without Disabilities	235	746	746	742	*	14%	*	*	*	49%	44%
English Learners	*	*	*	702	*	*	*	*	*	*	*
Non-English Learners	*	*	*	738	*	*	*	*	*	*	*
Homeless Students	*	*	*	721	*	*	*	*	*	*	22%
Students in Foster Care	N	N	N	708	N	N	N	N	N	N	19%
Military-Connected Students	N	N	N	729	N	N	N	N	N	N	31%
Migrant Students	N	N	N	707	N	N	N	N	N	N	*

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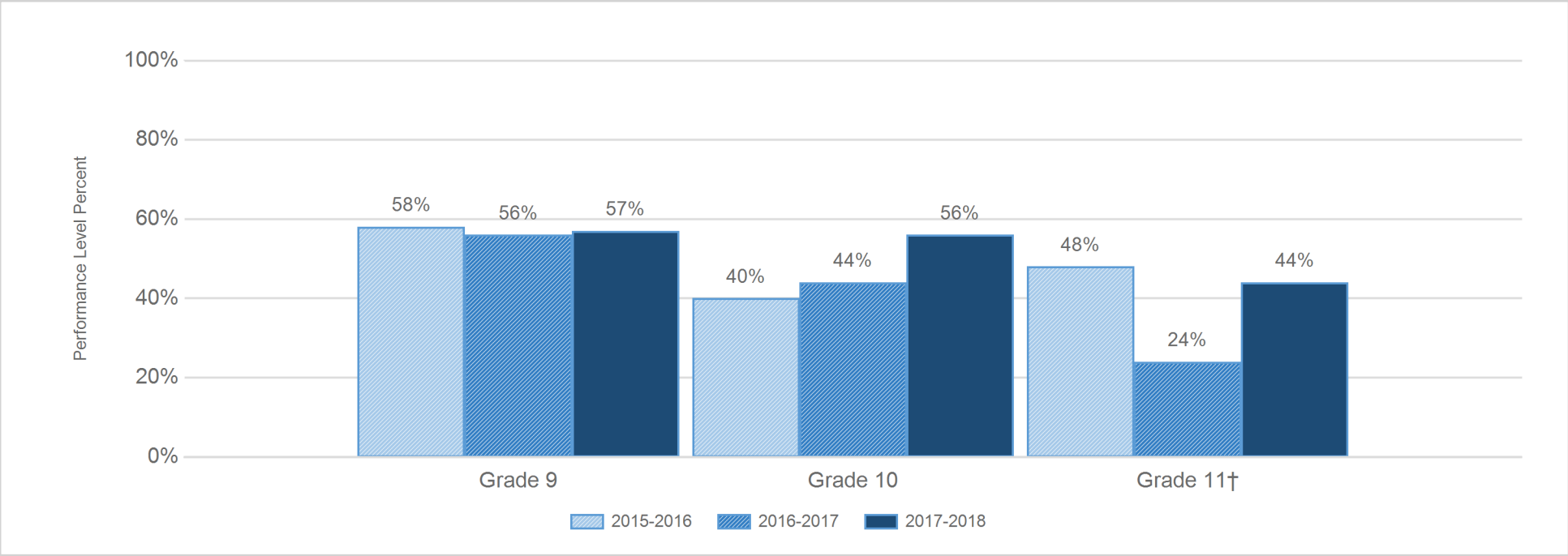
English Language Arts/Literacy Assessment - Performance Trends

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



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Mathematics Assessment - Participation and Performance

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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	627	99.1	34.1	35.6	45.0	34.1	26.8	Met Target
White	490	99.2	35.3	35.7	54.1	35.3	26.1	Met Target
Hispanic	71	98.6	26.8	33.4	29.2	26.8	27.5	Met Target†
Black or African American	33	100.0	18.2	19.1	23.4	18.2	27.1	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	65.1	77.0	*	61.9	Met Target†
American Indian or Alaska Native	N	N	N	N	42.5	N	**	**
Two or More Races	*	*	*	41.6	53.0	*	**	**
Female	324	99.7	37.1	38.2	46.0	37.1		
Male	303	98.4	31.0	32.9	43.9	31.0		
Economically Disadvantaged Students	90	97.8	24.4	23.8	26.6	24.4	24.5	Met Target†
Non-Economically Disadvantaged Students	537	99.3	35.7	37.9	55.9	35.7		
Students with Disabilities	73	96.1	*	*	17.1	*	9.1	Met Target†
Students without Disabilities	554	99.5	*	*	50.5	*		
English Learners	13	92.9	*	*	24.6	*	**	**
Non-English Learners	614	99.2	*	*	46.9	*		
Homeless Students	*	*	*	*	17.3	*		
Students In Foster Care	*	*	*	*	16.2	*		
Military-Connected Students	N	N	N	N	45.8	N		
Migrant Students	N	N	N	N	23.7	N		

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Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	297	734	742	746	10%	26%	36%	28%	0%	28%	46%
White	225	737	744	755	8%	23%	39%	31%	0%	31%	57%
Hispanic	44	726	733	730	*	30%	32%	*	*	20%	27%
Black or African American	15	720	*	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	*	*	*	755	*	*	*	*	*	*	54%
Female	138	738	745	748	*	*	36%	33%	0%	33%	48%
Male	159	731	738	745	*	*	36%	24%	0%	24%	44%
Economically Disadvantaged Students	52	725	*	729	*	42%	*	21%	0%	21%	25%
Non-Economically Disadvantaged Students	245	736	*	756	*	22%	*	30%	0%	30%	57%
Students with Disabilities	50	711	*	716	*	*	*	*	*	*	13%
Students without Disabilities	247	739	*	752	*	*	*	*	*	*	52%
English Learners	10	706	706	710	*	*	*	*	*	*	*
Non-English Learners	287	735	743	749	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	16%
Students in Foster Care	*	*	*	712	*	*	*	*	*	*	12%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	49%
Migrant Students	N	N	N	720	N	N	N	N	N	N	11%

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Mathematics Assessment - Performance by Test: Geometry

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	257	738	738	735	6%	27%	34%	28%	4%	33%	30%
White	206	738	738	740	6%	27%	34%	29%	5%	33%	37%
Hispanic	22	733	733	723	*	*	*	*	*	27%	14%
Black or African American	17	731	731	719	*	*	*	*	*	24%	11%
Asian, Native Hawaiian, or Pacific Islander	12	752	752	760	0%	*	*	*	*	42%	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	134	740	740	736	*	22%	41%	*	*	34%	30%
Male	123	736	736	734	*	33%	26%	*	*	32%	29%
Economically Disadvantaged Students	37	730	730	722	*	32%	32%	*	*	22%	13%
Non-Economically Disadvantaged Students	220	739	739	741	*	26%	34%	*	*	35%	38%
Students with Disabilities	29	710	710	713	*	*	*	*	*	*	*
Students without Disabilities	228	741	741	738	*	*	*	*	*	*	*
English Learners	*	*	*	711	*	*	*	*	*	*	*
Non-English Learners	*	*	*	736	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	*
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	731	N	N	N	N	N	N	24%
Migrant Students	N	N	N	709	N	N	N	N	N	N	11%

NJ SCHOOL PERFORMANCE REPORT

WARREN HILLS REGIONAL HIGH SCHOOL
(41-5465-050)
Grades Offered: 09-12
2017-2018

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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	222	721	721	727	30%	30%	18%	*	*	23%	30%
White	176	719	719	733	32%	27%	19%	*	*	22%	35%
Hispanic	23	713	713	710	*	*	*	*	*	17%	14%
Black or African American	12	712	712	705	*	*	0%	*	*	17%	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	*	*	*	736	*	*	*	*	*	*	37%
Female	118	724	724	728	27%	30%	18%	*	*	25%	30%
Male	104	717	717	727	34%	30%	17%	*	*	19%	30%
Economically Disadvantaged Students	30	709	709	709	47%	*	*	*	*	17%	13%
Non-Economically Disadvantaged Students	192	722	722	736	28%	*	*	*	*	23%	37%
Students with Disabilities	14	693	693	693	*	*	*	*	*	*	*
Students without Disabilities	208	722	722	732	*	*	*	*	*	*	*
English Learners	*	*	*	691	*	*	*	*	*	*	*
Non-English Learners	*	*	*	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%

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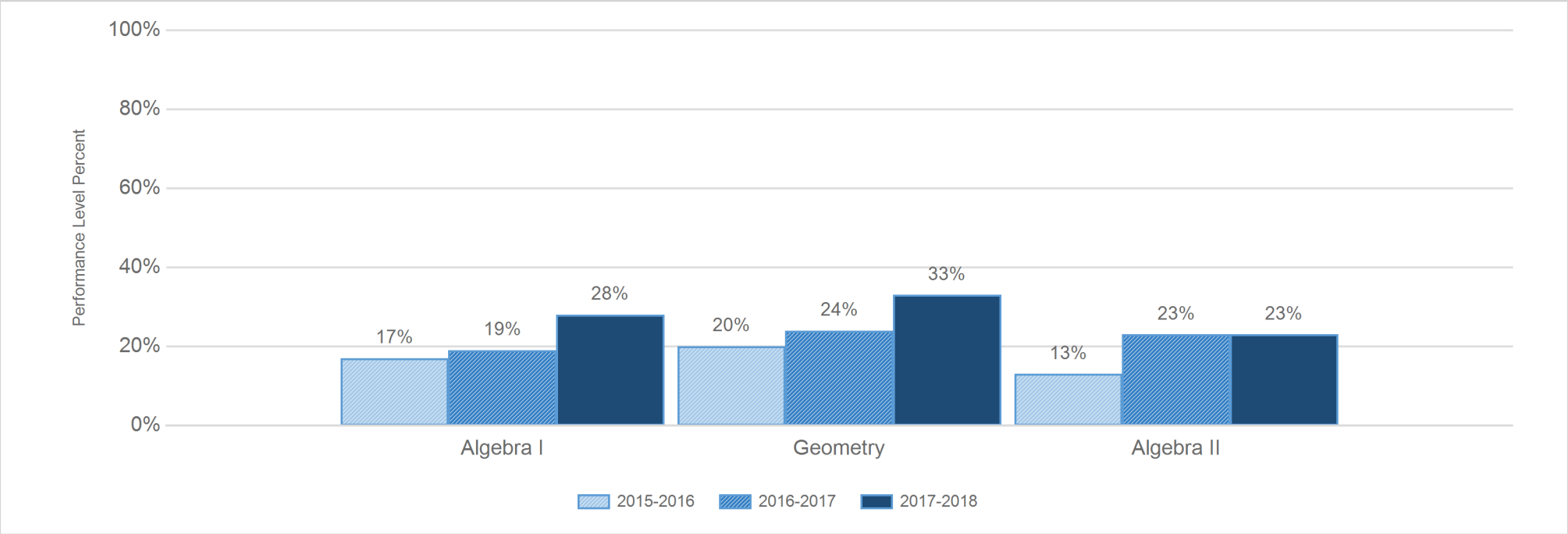
Mathematics Assessment – Performance Trends

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
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	50.0%	**	**

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	12	*	*
3-4	*	*	*
5 or more	*	*	*

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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	68.0%	85.0%
12th graders taking SAT in 2017-18 or prior years	72.3%	72.2%
12th graders taking ACT in 2017-18 or prior years	18.1%	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	495	478	Grade 10: 430 Grade 11: 460	75%	62%
PSAT 10/NMSQT - Math	471	478	Grade 10: 480 Grade 11: 510	40%	42%
SAT - Reading and Writing	555	542	480	87%	72%
SAT - Math	528	543	530	49%	54%
ACT - Reading	24	24	22	67%	62%
ACT - English	23	24	18	90%	78%
ACT - Math	22	24	22	52%	62%
ACT - Science	23	23	23	53%	53%

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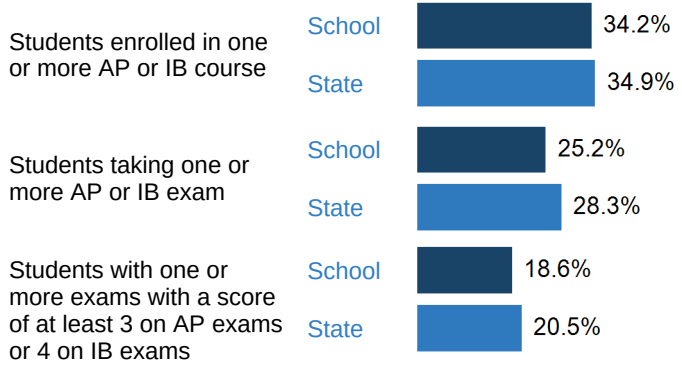
Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (IB)** courses and exams and **dual enrollment** courses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

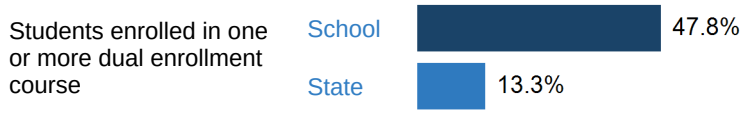
AP/IB Coursework – Participation and Performance

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	23	22
AP Calculus AB	15	12
AP Calculus BC	0	1
AP Chemistry	12	10
AP Computer Science A	56	39
AP Computer Science Principles	0	8
AP English Language and Composition	51	49
AP English Literature and Composition	61	39
AP Environmental Science	31	17
AP European History	13	8
AP Physics 1	0	30
AP Physics 2	0	13
AP Physics B	44	0
AP Physics C	14	0
AP Psychology	0	1
AP Spanish Language	11	6

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AP/IB Course	Students Enrolled	Students Tested
AP Statistics	13	10
AP Studio Art—Three-Demensional	5	0
AP Studio Art—Two-Demensional	0	3
AP U.S. Government and Politics	45	30
AP U.S. History	52	47
AP World History	19	10
Total Exams taken		355
Exams with scores of at least 3 on AP exams or 4 on IB exams		249

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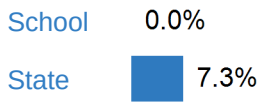
This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit the NJDOE's Career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

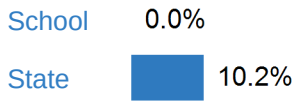
Career and Technical Education Participation

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)



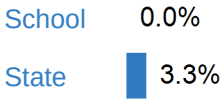
CTE Concentrators
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



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

School	0.0%
State	0.9%

Industry-Valued Credentials by Career Cluster

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

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total credentials earned
Total (All Clusters)	0	0	0

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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	252	64	0	0	0	0	33
10	16	192	87	0	1	0	11
11	4	13	157	71	1	10	48
12	3	4	66	43	41	95	54
Total	275	273	310	114	43	105	146
Enrolled in AP/IB Course					15	13	0
Enrolled in Dual Enrollment Course	0	0	0	0	15	13	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	104	0	0	213	0	14
10	190	86	0	11	1	10
11	18	194	0	6	53	38
12	19	16	0	28	59	56
Total	331	296	0	258	113	118
Enrolled in AP/IB Course	23	12		31	58	0
Enrolled in Dual Enrollment Course	23	12	0	31	58	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	312	4	0	0	0	9
10	9	278	0	0	15	17
11	3	279	0	0	31	37
12	18	18	0	0	60	99
Total	342	579	0	0	106	162
Enrolled in AP/IB Course	19	52	0	0		56
Enrolled in Dual Enrollment Course	19	52	0	0	0	56

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	186	38	0	0	82	0	19
10	151	33	0	0	77	0	8
11	81	14	0	0	29	0	3
12	27	3	0	0	1	0	7
Total	445	88	0	0	189	0	37
Enrolled in AP/IB Course	11	0	0	0	0	0	0
Enrolled in Dual Enrollment Course	11	0	0	0	0	0	0
Enrolled in Level 3 or Higher	138	36	0	0	64	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
French	*
Spanish	*
Total	10

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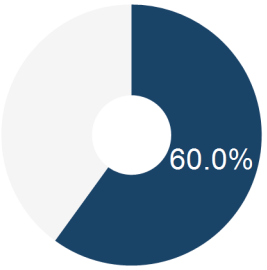
Visual and Performing Arts – Course Participation

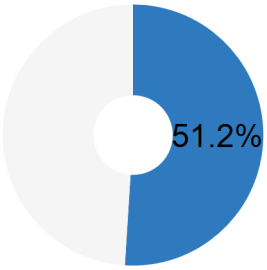
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 9-12:

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

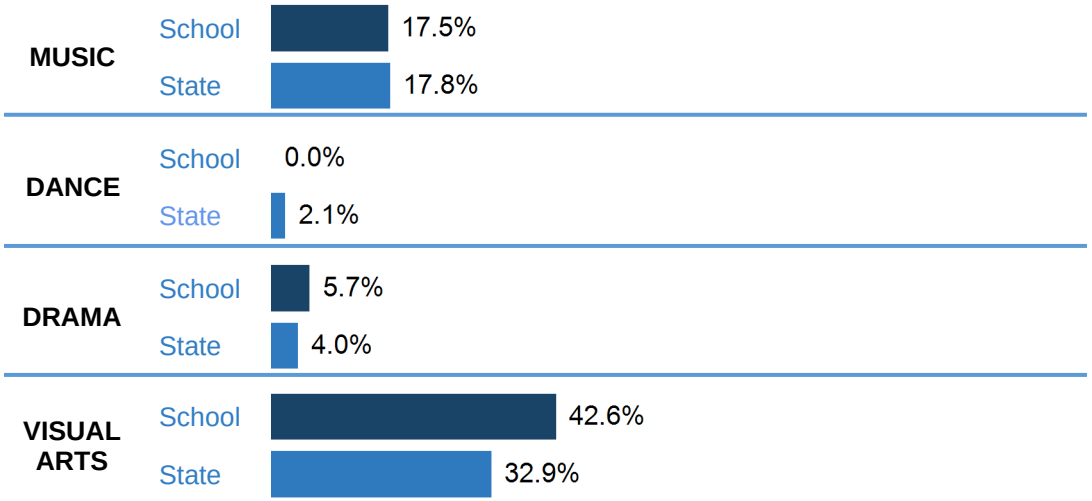


School



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	94.0%	90.9%	96.0%	92.4%	93.5%	91.2%	Met Target	95.0%	N	Met Goal
White	94.6%	95.0%	96.2%	95.7%	95.1%	N	Met Goal	94.9%	95.2%	Not Met
Hispanic	93.5%	84.8%	89.3%	87.3%	85.7%	81.5%	Met Target	94.3%	80.8%	Met Target
Black or African American	86.7%	84.2%	100.0%	86.8%	89.5%	**	**	94.1%	**	**
Asian, Native Hawaiian or Pacific Islander	*	97.0%	*	97.7%	*	**	**	100.0%	**	**
American Indian or Alaska Native	*	86.5%	N	94.1%	N	N	N	*	**	**
Two or More Races	*	92.0%	*	93.9%	*	**	**	*	**	**
Economically Disadvantaged Students	86.1%	84.6%	93.7%	87.0%	83.1%	83.7%	Not Met	87.7%	88.8%	Not Met
Students with Disabilities	79.2%	80.1%	96.6%	83.5%	91.5%	70.8%	Met Target	85.5%	80.3%	Met Target
English Learners	*	75.8%	*	81.8%	*	**	**	N	N	N
Homeless Students	*	72.6%	*	79.1%	*			N		
Students in Foster Care	*	62.6%	N	64.9%						

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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 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	42.9%	17.5%
Substitute Competency Test	46.3%	69.2%
Portfolio Appeals Process	3.5%	4.8%
Alternate Requirements specified in IEP	7.0%	8.3%
Unknown	0.3%	0.3%

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	94.0%	-
2017	93.5%	96.0%
2016	94.7%	95.0%

Dropout Rate Trends

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

School Year	School Rate	State Rate
2017-2018	0.5%	1.2%
2016-2017	0.2%	1.1%
2015-2016	0.2%	1.2%

NJ SCHOOL PERFORMANCE REPORT

WARREN HILLS REGIONAL HIGH SCHOOL
(41-5465-050)
Grades Offered: 09-12
2017-2018

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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	67.3%	47.6%	52.4%
White	68.8%	46.4%	53.6%
Hispanic	68%	70.6%	29.4%
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	58.5%	62.5%	37.5%
Students with Disabilities	56.7%	76.5%	23.5%
English Learners	*	*	*

Postsecondary Enrollment Rates: 16 month

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	77.9%	31.9%	68.1%	72.5%	27.5%	64.9%	35.1%
Schoolwide	76.3%	46.4%	53.6%	74.8%	25.2%	60.8%	39.2%
White	78.9%	43.9%	56.1%	74.9%	25.1%	60.4%	39.6%
Hispanic	60.7%	70.6%	29.4%	76.5%	23.5%	52.9%	47.1%
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	56.3%	63%	37%	88.9%	11.1%	70.4%	29.6%
Students with Disabilities	44.2%	73.7%	26.3%	89.5%	10.5%	73.7%	26.3%
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.

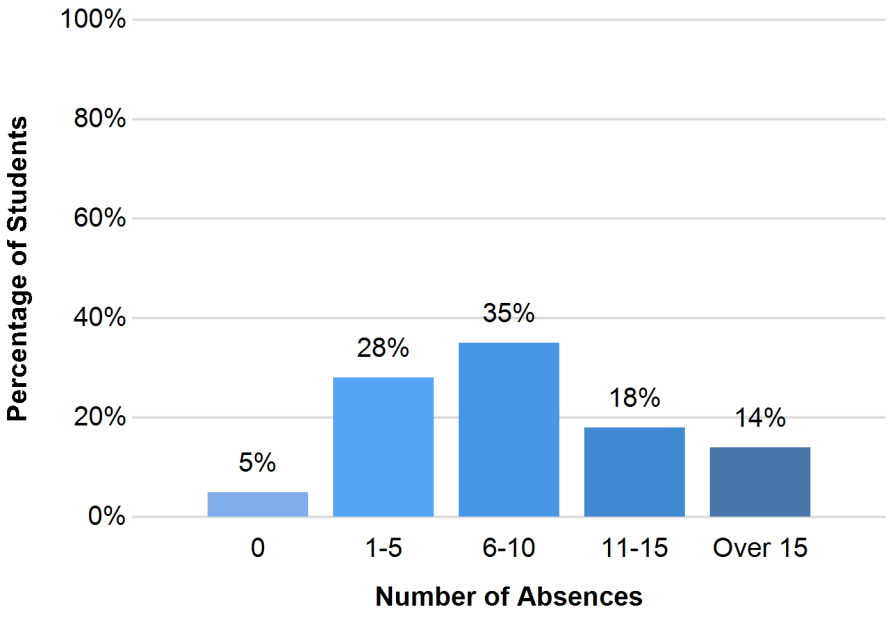
Chronic Absenteeism

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	128	10.5	14.9	Met
White	101	10.5	14.9	Met
Hispanic	17	12.6	14.9	Met
Black or African American	7	10.0	14.9	Met
Asian, Native Hawaiian, or Pacific Islander	*	*	14.9	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Economically Disadvantaged Students	31	17.0	14.9	Not Met
Students with Disabilities	30	18.0	14.9	Not Met
English Learners	4	18.2	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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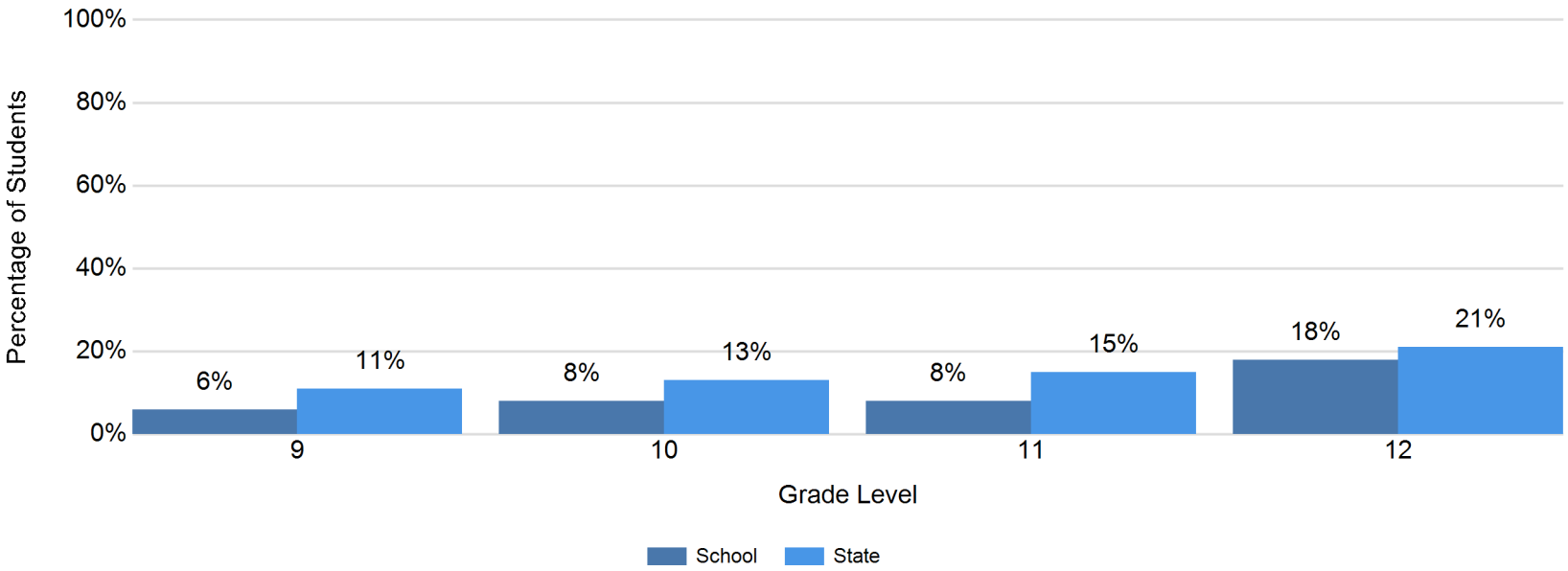
Chronic Absenteeism by Grade

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	23
Weapons	0
Vandalism	1
Substances	17
Harassment, Intimidation, Bullying (HIB)	7
Total Unique Incidents	48
Incidents Per 100 Students Enrolled	3.97

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	4
Weapons	0
Vandalism	1
Substances	14
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	1	2	3
Sexual Orientation	1	1	2
Disability	0	1	1
Other	1	4	5
No Identified Nature	1		1

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	*	*
Out-of-School Suspensions	35	2.9%
Any Suspension	35	2.9%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
297

NJ SCHOOL PERFORMANCE REPORT

WARREN HILLS REGIONAL HIGH SCHOOL
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School Day

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

Category	School
Typical Start Time	7:35 AM
Typical End Time	2:20 PM
Length of School Day	6 Hrs 45 Mins
Full Time - Instructional Time	5 Hrs 30 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	1:1

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)	$351	$16,032	$16,383

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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	99	117,464
Average years experience in public schools	13.3	12.0
Average years experience in district	10.4	10.7
Teachers in district for 4 or more years	76.8%	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	13	9,374
Average years experience in public schools	16.5	16.0
Average years experience in district	6.6	12.0
Administrators in district for 4 or more years	53.8%	76.2%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	12:1	12:1
Students to Administrators	242:1	138:1
Teachers to Administrators	20:1	12:1
Students to Librarians/Media Specialists		895:1
Students to Nurses		596:1
Students to Counselors		256:1
Students to Child Study Team		256:1

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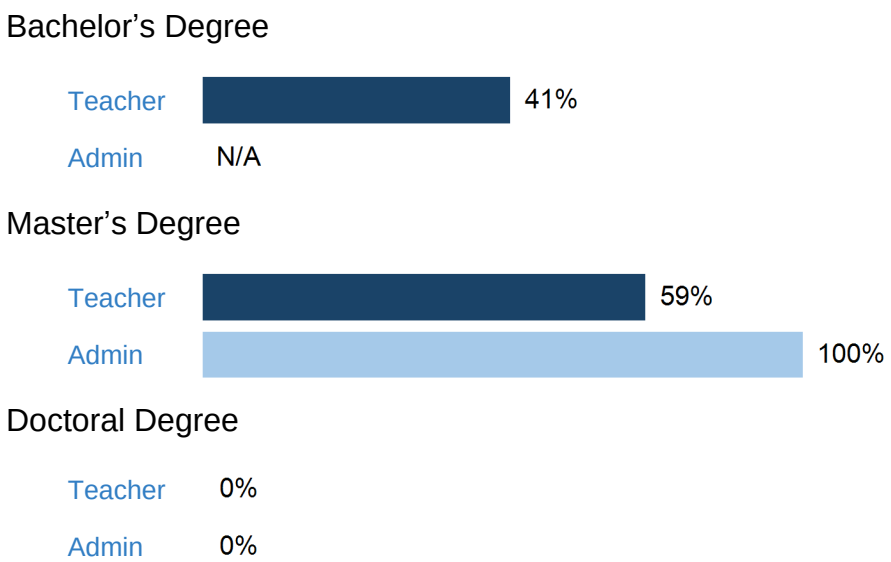
Teachers and Administrators - Level of Education

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	91.6%	90.2%
2016-17 Administrators: Same district 2017-18	78.6%	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	96.6%

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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	68.7%	60.0%
Male	31.3%	40.0%
White	96.0%	80.0%
Hispanic	2.0%	0.0%
Black or African American	1.0%	20.0%
Asian	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	1.0%	0.0%
Two or More Races	0.0%	0.0%

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

Comprehensive Status

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

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

Targeted Status

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

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

NJ SCHOOL PERFORMANCE REPORT

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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	58.17	17.5%
Mathematics Proficiency	52.15	17.5%
Graduation Rate - 4-Year	45.85	25.0%
Graduation Rate - 5-Year	47.70	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	54.60	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	50.88	n/a
Summative Rating: Percentile Rank of Summative Score	49.86	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	Met Target	Met Target	Met Target	Met Goal	**	Met	No
White	44.61	8.94	No	Met Target	Met Target	Met Goal	Not Met	n/a	Met	No
Hispanic	58.98	8.94	No	Met Target†	Met Target†	Met Target	Met Target	n/a	Met	No
Black or African American	**	**	No	Met Target	Met Target†	**	**	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	Met Target	Met Target†	**	**	n/a	Met	No
American Indian or Alaska Native	**	**	No	**	**	N	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	50.44	8.94	No	Met Target†	Met Target†	Not Met	Not Met	n/a	Not Met	No
Students with Disabilities	57.80	8.94	No	Met Target	Met Target†	Met Target	Met Target	n/a	Not Met	No
English Learners	**	**	No	**	**	**	N	**	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:	• Warren Hills HS offers a wide variety of courses and extra-curricular activities, enabling students to interact with our school and our community, and prepare for college and careers after graduation. • Our teachers collaborate in Professional Learning Communities, focusing on student learning and achievement, essential standards and learning skills, and common measurements. • Our AP Program consistently performs above the state and global levels.
Mission, Vision, Theme:	The Warren Hills Regional School District challenges and empowers a dynamic, diverse student body in a supportive learning environment by providing academic and co-curricular opportunities to become successful, productive members of the global community.
Awards, Recognition, Accomplishments:	Many of our students receive awards, both within our school and in the community, which highlight their varied accomplishments. Our students received recognition from the National Center for Women & Information Technology for their accomplishments in Computer Science. The Future Farmers of America and the Archery Team received multiple honors at the state level, and the Concert Band and Select Choirs took 1st place in their categories at Music in the Parks. Individual awards include 800 SAT scores in both mathematics and verbal, the President's Volunteer Service Award, the Washington Rotary Award, and many scholarships for academic merit.

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Courses, Curriculum, Instruction:	Our high school offers a wide variety of courses to prepare students for both college and career. Students can earn college credit through over 20 AP and Dual Enrollment courses. Numerous course offerings in Science, Mathematics, Computer Science, and Engineering prepare students for a variety of STEM college majors. Our Business Department offers certification programs, enabling students to graduate with Microsoft Certifications, and a Social Media Marketing Program offers college credits with a local university.
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Boys & Girls), Cheerleading (Girls), Cross Country (Boys & Girls), Fencing (Girls), Field Hockey (Girls), Football (Boys), Golf (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 (Girls), Wrestling (Boys) Warren Hills offers 25 varsity level sports programs which compete at the high school level in the fall, winter and spring seasons. We compete in NJSIAA North II, Group III for most athletic competitions. Two runners competed in the cross country meet of champions, and our field hockey team was a group runner-up. Our bowling team captured the overall state championship. Our cheerleaders earned the Skyland Conference Champions, Group State Championship and placed 3rd at Nationals. In the spring, our 3200M girls track athlete won the overall Meet of Champions for the second consecutive year.
Clubs and Activities:	Warren Hills Regional High School offers our students many diverse extra-curricular opportunities to interact with our school and our community. Many of our student organizations commit to serving our community, including volunteering at nursing homes, cleaning trails in our community, raising money for cancer research, and inspiring younger students in computer science and the arts by hosting programs for the youth in our community. Clubs and activities are offered both during school and after school, so students with after-school commitments can still be involved.

NJ SCHOOL PERFORMANCE REPORT

WARREN HILLS REGIONAL HIGH SCHOOL
(41-5465-050)
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

School Narrative

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Before and After School Programs:	School-Based is an independent organization that operates within the school building that offers services during the school day and after school. In addition, we offer peer tutoring during our lunch block and twice a week after school.
Staff and Professional Learning:	Through Professional Learning Communities (PLCs), our district establishes collaboration and communication amongst our staff. We provide professional development opportunities to support best practices for instruction, technology integration, transition to new standards, and the implementation of PLCs. Choice is a key component of our PD approaches, enabling teachers to personalize their learning, and providing opportunities for teachers to serve as facilitators.
Postsecondary Information:	Our Guidance Department works with students throughout their high school years. We use Naviance to help students understand their interests, and plan for their future. To help prepare for post-secondary education, we host college fairs (both during the school day and at night), and we sponsor workshops for parents, such as Financial Aid Night, completing the FAFSA, and SAT testing info night. About 85% of our students go on to college after graduation.

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Student Supports and Services:	Our Guidance and CST Departments utilize programs to support all student learners. Our Intervention and Referral Service team provides support to students and teachers to help struggling learners. Our National Honor Society has a successful peer tutoring program. All of our students benefit from the resources of our on-site School Based Youth Services Program. In addition, we offer a Peer Leadership program, which supports a healthy school culture while establishing our upperclassmen as leaders.
Student Health and Wellness:	We offer a variety of programs, in the classroom and outside of the classroom, to promote healthy living and healthy habits. Our PE and Health curriculum, taken by all students, offers education on how to make healthy choices. Lessons in Science support healthy choices and promote the importance of healthy eating. We are the first school district in NJ to offer the RAD self-defense course for our female students. Students have opportunities to join our many sports teams, offered throughout the year. Additionally, our student clubs raised money and donated two water bottle filling stations to promote hydration.

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Climate Surveys:	Who is surveyed: Administrators, Teachers
Facilities:	We take pride in the home of the Warren Hills Blue Streaks. Our school was opened in 1967, and has had a number of expansions and renovations since then. Throughout the renovations, the building has been updated to ensure efficiency and a positive overall experience, including natural lighting through our interior courtyards. We have over 50 classrooms, a large media center, two full gyms, a weight room, a training room, a greenhouse, a large cafeteria, and an auditorium which seats over 600.