



Watchung Hills Regional High School

2016-2017

Grade Span 09-12

35-5550-050

SOMERSET

WATCHUNG HILLS REGIONAL


108 STIRLING RD

WARREN, NJ 07059-5772

The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school's test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

Navigating through the reports:

- Download this report to a PDF by clicking the  icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

Other Resources:

- Review the [Parent Summary Report](#) or the [district-level report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- [Download the data](#) used in these reports.

- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.nj.gov



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Footnotes

1. An "*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display.
2. ** ESSA accountability targets are only included if data is available for at least 20 students.

Note: Additional footnotes may exist within the reports specific to certain data tables. In those instances, the footnotes will be displayed below the applicable table.



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Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
9	565	485	473
10	547	544	494
11	546	531	543
12	540	541	533
Ungraded	1	25	20
Total	2198	2126	2063

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	2014-15	2015-16	2016-17
Female	50%	51%	52%
Male	50%	49%	48%
Economically Disadvantaged Students	2%	2%	2%
Students with Disabilities	15%	13%	14%
English Learners	1%	1%	1%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students
White	68.4%
Asian	16.5%
Hispanic	8.5%
Black or African American	3.0%
Native Hawaiian or Pacific Islander	0.2%
American Indian or Alaska Native	0.1%
Two or More Races	3.3%

Enrollment Trends by Full and Shared Time

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

Enrollment Status	2016-17
Full Time Students	2051
Shared Time Students	20
Full Time Equivalent	2061

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. All other students are included in Other Languages.

Home Language	% of Students
English	85.8%
Chinese	3.5%
Spanish	3.1%
Portuguese	1.7%
Other	5.2%



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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 for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course 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 accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act (ESSA)* accountability. Student groups with the annual target section 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	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	928	96.9	59.30	59.30	54.90	59.3	55.4	Met Target
White	596	96.4	56.40	56.40	63.90	56.4	52.4	Met Target
Hispanic	92	96.9	44.50	44.50	39.80	44.5	36.1	Met Target
Black or African American	28	93.5	42.90	42.90	35.20	42.1	28	Met Target
Asian, Native Hawaiian, or Pacific Islander	170	99.4	77.10	77.10	80.70	77.1	75.2	Met Target
American Indian or Alaska Native	N	N	N	N	53.70	N	**	**
Two or More Races	42	97.7	71.40	71.40	54.90	71.4	77.2	Met Target†
Female	508	96.5	69.70	69.70	62.20	69.7		
Male	420	97.5	46.70	46.70	48.10	46.7		
Economically Disadvantaged Students	19	86.4	15.80	15.80	36.20	15	N	N
Non-Economically Disadvantaged Students	909	97.2	60.10	60.10	65.80	60.1		
Students with Disabilities	142	94.8	23.20	23.20	20.50	23.2	26	Met Target†
Students without Disabilities	786	97.3	65.80	65.80	61.90	65.8		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	N	N	N	N	26.40	N		
Students In Foster Care	N	N	N	N	24.80	N		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

** ESSA accountability targets are only included if data is available for at least 20 students

† Target was met within a confidence interval.



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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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	470	758	758	749	5%	10%	20%	52%	14%	66%	52%
White	300	756	756	757	5%	9%	23%	52%	11%	63%	62%
Hispanic	55	747	747	733	*	18%	22%	47%	*	53%	35%
Black or African American	16	740	740	730	*	*	*	*	0%	50%	30%
Asian, Native Hawaiian, or Pacific Islander	78	778	778	777	*	*	*	50%	36%	86%	80%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	49%
Two or More Races	21	764	764	746	0%	*	*	71%	*	76%	48%
Female	248	767	767	756	*	*	16%	57%	19%	77%	60%
Male	222	749	749	741	*	*	24%	46%	8%	54%	43%
Economically Disadvantaged Students	*	*	*	731	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	*	758	*	*	*	*	*	*	62%
Students with Disabilities	73	723	723	714	*	*	29%	*	*	21%	13%
Students without Disabilities	397	765	765	754	*	*	18%	*	*	74%	58%
English Learners	*	*	*	690	*	*	*	*	*	*	*
Non-English Learners	*	*	*	752	*	*	*	*	*	*	*
Homeless Students	N	N	N	719	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	45%
Migrant Students	N	N	N	705	N	N	N	N	N	N	*



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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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	475	749	749	743	13%	11%	22%	42%	12%	54%	46%
White	311	745	745	749	12%	14%	23%	43%	8%	51%	52%
Hispanic	39	728	728	728	26%	*	26%	*	*	31%	34%
Black or African American	12	729	729	725	*	0%	*	*	0%	33%	31%
Asian, Native Hawaiian, or Pacific Islander	92	771	771	774	*	*	19%	44%	29%	73%	74%
American Indian or Alaska Native	N	N	N	740	N	N	N	N	N	N	42%
Two or More Races	21	761	761	737	*	*	*	*	*	67%	42%
Female	268	760	760	752	5%	8%	23%	47%	17%	64%	54%
Male	207	735	735	734	23%	15%	21%	34%	7%	41%	39%
Economically Disadvantaged Students	*	*	*	726	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	*	751	*	*	*	*	*	*	54%
Students with Disabilities	64	721	721	704	30%	*	27%	25%	*	27%	12%
Students without Disabilities	411	753	753	749	10%	*	22%	44%	*	58%	52%
English Learners	*	*	*	681	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	N	N	N	715	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	710	N	N	N	N	N	N	20%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	694	N	N	N	N	N	N	*

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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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	505	740	740	736	15%	20%	23%	32%	10%	41%	38%
White	358	737	737	738	17%	20%	23%	32%	8%	40%	40%
Hispanic	36	731	731	731	*	36%	42%	*	0%	17%	34%
Black or African American	11	695	695	728	*	*	*	*	*	*	30%
Asian, Native Hawaiian, or Pacific Islander	87	762	762	756	*	*	18%	39%	23%	62%	58%
American Indian or Alaska Native	N	N	N	731	N	N	N	N	N	N	30%
Two or More Races	13	745	745	731	*	0%	*	*	0%	54%	36%
Female	226	744	744	744	12%	19%	24%	34%	11%	45%	46%
Male	279	737	737	729	18%	21%	23%	30%	9%	39%	31%
Economically Disadvantaged Students	*	*	*	729	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	42%
Students with Disabilities	65	720	720	709	28%	29%	23%	*	*	20%	12%
Students without Disabilities	440	743	743	741	13%	19%	23%	*	*	45%	43%
English Learners	*	*	*	699	*	*	*	*	*	*	*
Non-English Learners	*	*	*	737	*	*	*	*	*	*	*
Homeless Students	*	*	*	722	*	*	*	*	*	*	24%
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	19%
Military-Connected Students	N	N	N	723	N	N	N	N	N	N	24%
Migrant Students	N	N	N	713	N	N	N	N	N	N	26%

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

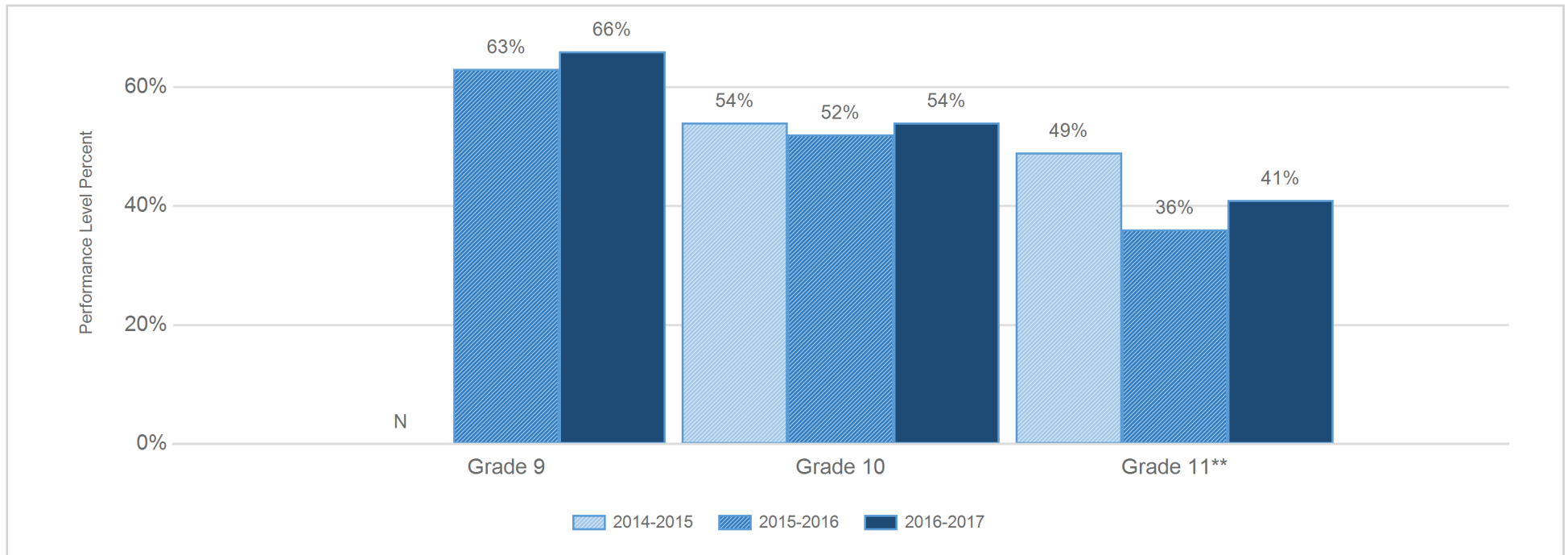


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English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.



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



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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	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	885	96.0	33.30	33.30	43.50	33.3	27.8	Met Target
White	583	95.7	28.20	28.20	52.40	28.2	23.5	Met Target
Hispanic	90	94.9	22.20	22.20	27.60	22.1	12.6	Met Target
Black or African American	29	96.9	10.30	10.30	21.70	10.3	8	Met Target
Asian, Native Hawaiian, or Pacific Islander	141	97.3	62.40	62.40	75.60	62.4	56.4	Met Target
American Indian or Alaska Native	N	N	N	N	42.50	N	**	**
Two or More Races	42	97.7	47.60	47.60	44.90	47.6	37.5	Met Target
Female	483	95.6	36.10	36.10	44.10	36.1		
Male	402	96.5	30.10	30.10	42.90	30.1		
Economically Disadvantaged Students	19	86.4	10.50	10.50	25.10	10	N	N
Non-Economically Disadvantaged Students	866	96.2	33.80	33.80	54.30	33.8		
Students with Disabilities	145	96.8	11.70	11.70	16.50	11.7	11.5	Met Target
Students without Disabilities	740	95.8	37.60	37.60	48.80	37.6		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	N	N	N	N	16.40	N		
Students In Foster Care	N	N	N	N	15.10	N		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	193	722	722	743	*	*	*	*	*	*	42%
White	131	721	721	751	*	*	*	*	*	*	52%
Hispanic	33	722	722	728	*	*	*	*	*	*	24%
Black or African American	13	719	719	724	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	*	*	*	741	*	*	*	*	*	*	41%
Female	92	725	725	744	*	*	*	*	*	*	43%
Male	101	719	719	741	*	*	*	*	*	*	40%
Economically Disadvantaged Students	*	*	*	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	*	751	*	*	*	*	*	*	52%
Students with Disabilities	66	717	717	714	*	*	*	*	*	*	10%
Students without Disabilities	127	725	725	747	*	*	*	*	*	*	47%
English Learners	*	*	*	708	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%



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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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	442	739	739	734	*	21%	38%	34%	*	36%	30%
White	308	737	737	740	*	23%	37%	32%	*	33%	38%
Hispanic	43	735	735	722	*	*	47%	26%	0%	26%	14%
Black or African American	17	725	725	719	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	758	*	*	*	*	*	*	65%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	29%
Two or More Races	*	*	*	733	*	*	*	*	*	*	32%
Female	235	741	741	735	*	19%	40%	36%	*	38%	31%
Male	207	736	736	733	*	22%	35%	31%	*	33%	30%
Economically Disadvantaged Students	*	*	*	721	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	39%
Students with Disabilities	76	714	714	711	*	*	*	*	*	*	*
Students without Disabilities	366	744	744	738	*	*	*	*	*	*	*
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	735	*	*	*	*	*	*	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	727	N	N	N	N	N	N	15%
Migrant Students	N	N	N	704	N	N	N	N	N	N	*



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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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	431	730	730	725	24%	23%	*	31%	*	33%	28%
White	284	721	721	731	29%	28%	21%	23%	0%	23%	33%
Hispanic	34	722	722	710	*	35%	*	*	0%	21%	14%
Black or African American	10	702	702	703	*	*	*	*	0%	10%	*
Asian, Native Hawaiian, or Pacific Islander	84	765	765	761	*	*	18%	61%	*	70%	62%
American Indian or Alaska Native	N	N	N	715	N	N	N	N	N	N	20%
Two or More Races	19	742	742	718	*	*	*	*	0%	42%	25%
Female	238	735	735	725	*	22%	*	35%	*	36%	27%
Male	193	725	725	725	*	25%	*	26%	*	29%	29%
Economically Disadvantaged Students	*	*	*	708	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	*	*	*	733	*	*	*	*	*	*	35%
Students with Disabilities	54	702	702	692	*	*	*	*	*	*	*
Students without Disabilities	377	735	735	729	*	*	*	*	*	*	*
English Learners	N	N	N	692	N	N	N	N	N	N	*
Non-English Learners	431	730	730	726	24%	23%	*	31%	*	33%	*
Homeless Students	*	*	*	702	*	*	*	*	*	*	*
Students in Foster Care	N	N	N	692	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	710	N	N	N	N	N	N	14%
Migrant Students	N	N	N	702	N	N	N	N	N	N	14%

An "***" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display

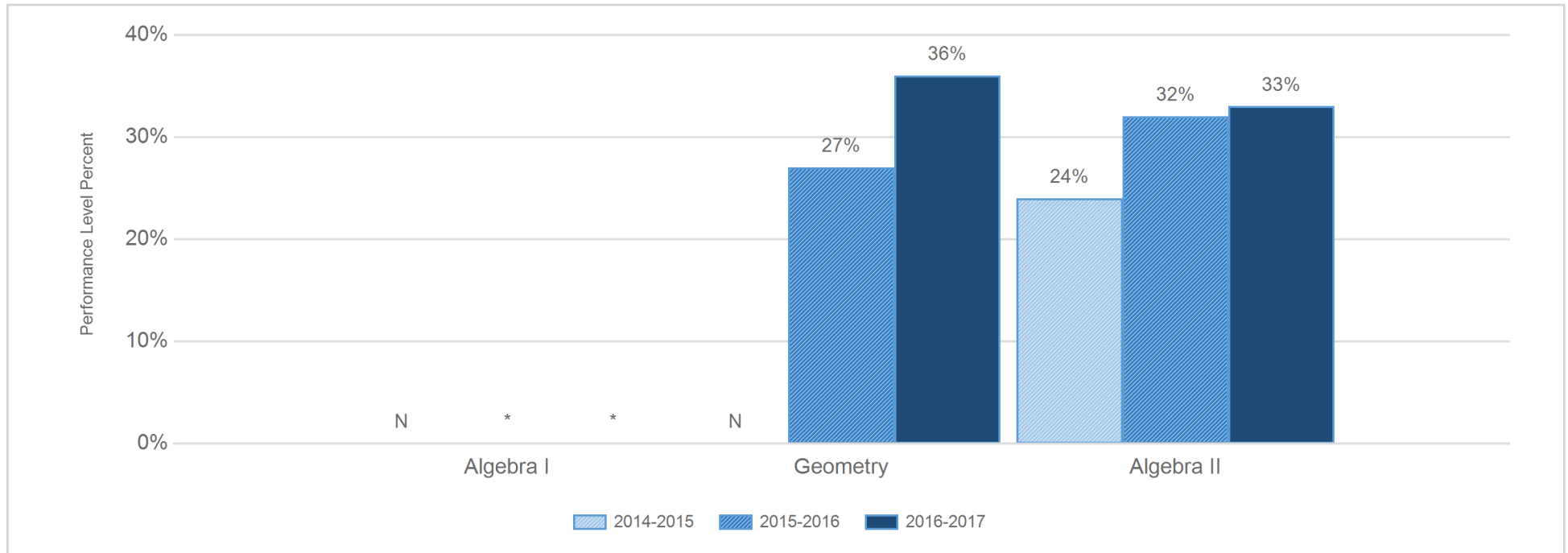


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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.





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Alternate Assessments - 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 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. The table also shows 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
1	*	*	*
2	*	*	*
3	*	*	*
4	*	*	*
5+	N	N	N



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This section shows whether students have gained the knowledge and skills identified in the Biology section of the Science Core Curriculum Standards as measured by the End of Course Biology test. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

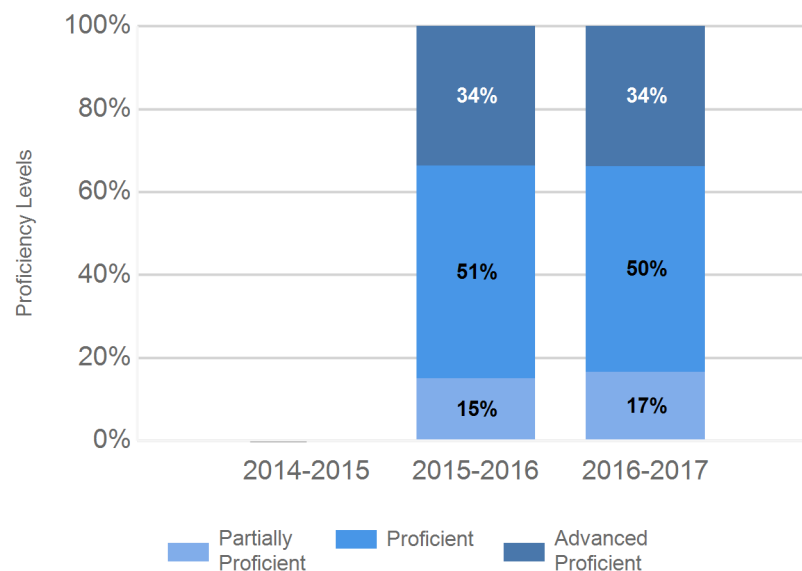
Biology Assessment - Performance

This table shows the percentage of students in each proficiency category for the school and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	16%	42%	42%
Schoolwide	34%	50%	17%
White	30%	53%	17%
Hispanic	18%	60%	22%
Black or African American	15%	45%	40%
Asian, Native Hawaiian, or Pacific Islander	64%	32%	4%
American Indian or Alaska Native	N	N	N
Two or More Races	35%	45%	21%
Economically Disadvantaged Students	N	*	*
Students with Disabilities	3%	46%	51%
English Learners	N	*	*

Biology Assessment - Proficiency Trends

This graph displays the percentage of students by proficiency category for the past three school years.





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This section contains information about participation and performance on college entrance examinations. For more information about how participation and performance on the PSAT, SAT, and ACT tests are calculated and how these calculations account for recent changes to the SAT test, please see our [Reference Guide](#).

PSAT/SAT/ACT - Participation

This table shows the percentage of 10th and 11th graders that took the PSAT 10 or PSAT NMSQT exams in 2016-17. This table also shows the percentage of 12th graders that have taken the SAT or ACT this year or in prior years.

Test	% of Students in School	% of Students in State
Percentage of students taking the PSAT	97.2%	89.4%
Percentage of students taking the SAT	92.4%	70.0%
Percentage of students taking the ACT	60.8%	28.3%

PSAT/SAT/ACT - Performance

This table shows the average test score, based on highest scoring test, for the PSAT, SAT, and ACT tests by subject area for students in the school and across the state. This table also shows the percentage of students at or above College Readiness Benchmarks for each test. Students that score at or above these benchmarks have a high chance of success in credit-bearing college courses.

Test	School Average Score	State Average Score	College Readiness Benchmarks	School - % of Students scoring at or above Benchmark	State - % of Students scoring at or above Benchmark
PSAT - Reading and Writing	556	481	Varies By Grade	88%	67%
PSAT - Math	545	483	Varies By Grade	69%	49%
SAT - Reading and Writing	608	551	480	91%	77%
SAT - Math	604	552	530	76%	58%
ACT - Reading	26	24	22	77%	65%
ACT - English	26	24	18	90%	79%
ACT - Math	25	24	22	74%	65%
ACT - Science	25	23	23	65%	54%



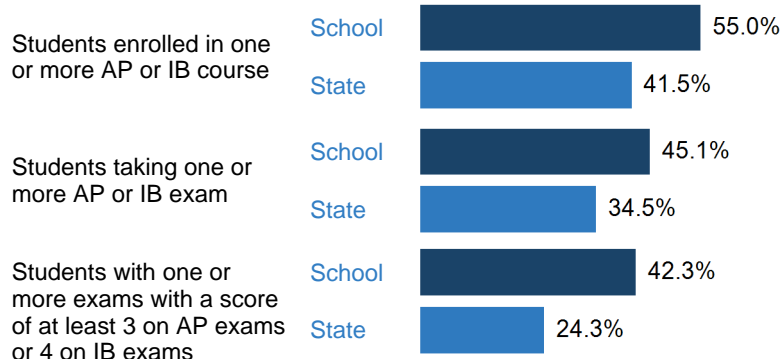
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate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

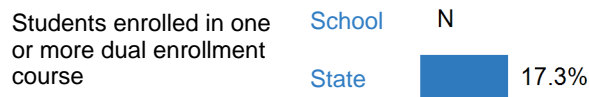
AP/IB Coursework – Participation and Performance

This chart shows the percentage of students out of all 11th and 12th grade students in the school and across the state, who enrolled in one or more AP or IB course, the percentage that took one or more AP or IB exam, and the percentage of students taking one or more exams who received at least one score of at least 3 on AP exams or 4 on IB exams.



Dual Enrollment Coursework - Participation

This graph shows the percentage students enrolled in at least one **dual enrollment** course in the school and across the state. **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 students enrolled in AP/IB courses and the corresponding exams that were taken. 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 scores of at least 3 on AP exams or 4 on IB exams. In the last two rows, students taking multiple exams are counted more than once.

AP/IB Course	Students Enrolled	Students Tested
AP Biology	39	28
AP Calculus AB	91	73
AP Calculus BC	44	44
AP Chemistry	43	33
AP Chinese Language and Culture	0	11
AP Computer Science A	44	33
AP English Language and Composition	152	144
AP English Literature and Composition	118	61
AP Environmental Science	54	28
AP European History	69	33
AP French Language and Culture	15	14
AP German Language and Culture	0	1
AP Human Geography	83	47
AP Italian Language and Culture	0	1
AP Macroeconomics	112	84
AP Microeconomics	0	75
AP Music Theory	12	10
AP Physics 1	0	1
AP Physics C: Electricity and Magnetism	50	40
AP Physics C: Mechanics	0	43



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AP/IB Course	Students Enrolled	Students Tested
AP Psychology	139	92
AP Spanish Language	28	16
AP Statistics	123	103
AP Studio Art—Two-Dimensional	17	22
AP U.S. Government and Politics	80	62
AP U.S. History	90	84
Total Exams Taken		1183
Exams with scores of at least 3 on AP exams or 4 on IB exams		1115



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This section contains information about participation in approved **Career and Technical Education (CTE)** programs and **Structured Learning Experiences**. For more information about CTE in New Jersey, please visit <http://www.nj.gov/education/cte/>.

Career and Technical Education Participation

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

CTE Participants

(completed only one course in an approved CTE program)

School *

State 7.6%

CTE Concentrators

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

School *

State 11.0%

Structured Learning Experiences Participation

The graph below displays the percentage of students within the school and state who participated in Structured Learning Experiences (SLEs). SLEs can include work-based learning programs, internships, apprenticeships, and service learning experiences and can be paid or unpaid.

Structured Learning Experiences

School 0.0%

State 2.5%

Industry-Valued Credentials Earned

This table shows the number of students that earned at least one industry-valued credential and the number of credentials earned in each Career Cluster® and overall for the 2016-17 school year. Students earning credentials in more than one Career Cluster are counted in multiple rows. Students earning multiple credentials in one Career Cluster are counted more than once in the Industry credentials total.

Career Cluster	Students with at least one credential earned	Industry credentials earned
Architecture & Construction	*	*
Human Services	*	*
Transportation, Distribution & Logistics	*	*
Total non-duplicated number of students**	*	
Total number of credentials earned in all clusters		*

**Students may earn credentials in more than one Career Cluster



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This section shows the types of courses that students were enrolled in by grade level for the 2016-17 school year. You can find more information about [New Jersey Student Learning Standards](#) on our website and more details about the data in this section in our [Reference Guide](#). English course participation is not included because students are required to take four years of English in high school.

Mathematics - Course Participation

This table shows the number of students by grade that were enrolled in **Mathematics** courses by subject area. Students are counted more than once if they are enrolled in more than one math course. The bottom row of the table shows the number of students that enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) math course by subject area.

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	199	247	41	0	0	0	3
10	5	207	246	44	1	16	1
11	2	11	168	231	48	57	102
12	0	2	14	79	202	87	217
Schoolwide	206	467	469	354	251	160	323
Enrolled in AP/IB Course					135	123	0

Science - Course Participation

This table shows the number of students by grade that were enrolled in **Science** courses by subject area. Students are counted more than once if they are enrolled in more than one science course. The bottom row of the table shows the number of students that enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) science course by subject area.

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	487	0	0	0	0	2
10	14	487	0	0	0	1
11	17	76	0	17	536	60
12	28	82	0	143	58	246
Schoolwide	546	645	0	160	594	309
Enrolled in AP/IB Course	39	43		54	50	0



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This section shows the types of courses that students were enrolled in by grade level for the 2016-17 school year. You can find more information about [New Jersey Student Learning Standards](#) on our website and more details about the data in this section in our [Reference Guide](#). English course participation is not included because students are required to take four years of English in high school.

Social Studies and History - Course Participation

This table shows the number of students by grade that were enrolled in **Social Studies** and **History** courses by subject area. Students are counted more than once if they are enrolled in more than one social studies or history course. The bottom row of the table shows the number of students that enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) social studies or history course by subject area.

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	11	18	1	0	26	471
10	3	487	19	1	91	49
11	0	548	69	41	110	109
12	0	56	107	210	227	249
Schoolwide	14	1109	196	252	454	878
Enrolled in AP/IB Course	0	90	112	139	0	205

World Languages - Course Participation

This table shows the number of students by grade that were enrolled in **World Languages** courses by language. Students are counted more than once if they are enrolled in more than one language course. The bottom rows of the table show students enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) language course, students enrolled in a level 3 or higher language course (such as French III or IV), and the number of students that earned a Seal of Biliteracy by language.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	308	72	44	0	19	33	0
10	302	81	51	0	33	32	0
11	246	82	72	0	27	43	0
12	129	47	29	0	9	16	0
Schoolwide	985	282	196	0	88	124	0
Enrolled in AP/IB Course	28	15	0	0	0	0	0
Enrolled in Level 3 or Higher	493	149	63	0	0	70	0
Earned Seal of Biliteracy	N	N	N	N	N	N	N



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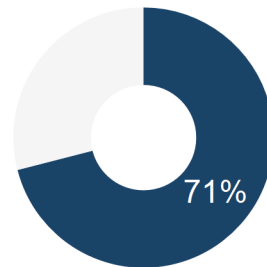
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Visual and Performing Arts – Course Participation

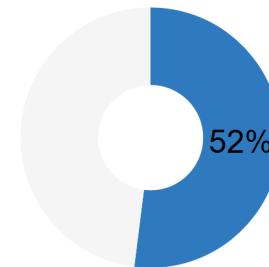
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines within the school and across the state.

Grades 9-12:

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

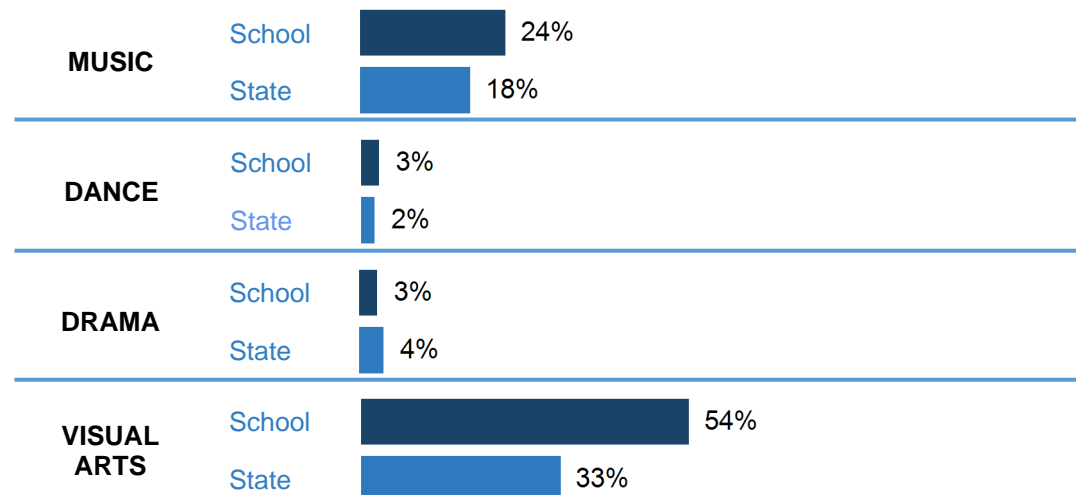


School



State

Students enrolled in one or more classes by discipline:





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This section contains information about graduation rates and dropout rates for students in grades 9-12. Graduation rates are calculated based on the adjusted cohort graduation rate calculation. You can find more about how these rates are calculated [here](#).

Graduation Rates

This table shows 4-year and 5-year Graduation Rates for the school and each student group with comparisons to statewide rates. Annual ESSA accountability targets for the Class of 2016 4-year rate and the Class of 2015 5-year rates are included with a flag for whether the school and each student group met those targets.

Student Group	School - Class of 2017: 4 Year Rate	State - Class of 2017: 4 Year Rate	School - Class of 2016: 5 Year Rate	State - Class of 2016: 5 Year Rate	Class of 2016: 4 Year Rate	Class of 2016: 4 Year Target	Met Target?	Class of 2015: 5 Year Rate	Class of 2015: 5 Year Target	Met Target?
Schoolwide	96.4%	90.5%	98.0%	91.8%	98.0%	N	Met Goal	98.2%	N	Met Goal
White	96.5%	94.5%	98.2%	95.1%	98.2%	N	Met Goal	98.8%	N	Met Goal
Hispanic	*	84.3%	93.9%	86.3%	93.9%	95.0%	Not Met	97.5%	N	Met Goal
Black or African American	93.8%	83.4%	*	85.3%	*	**	**	87.5%	**	**
Asian, Native Hawaiian or Pacific Islander	97.6%	96.6%	99.0%	97.5%	99.0%	N	Met Goal	98.7%	N	Met Goal
American Indian or Alaska Native	*	92.3%	*	86.6%	*	**	**	*	**	**
Two or More Races	100.0%	91.9%	*	93.7%	*	**	**	*	**	**
Economically Disadvantaged Students	82.4%	83.9%	90.0%	85.6%	90.0%	**	**	92.9%	**	**
Students with Disabilities	92.6%	78.8%	92.4%	82.1%	93.7%	95.0%	Not Met	95.1%	N	Met Goal
English Learners	*	76.1%	*	79.7%	*	**	**	*	**	**
Homeless Students	N	73.2%	N	74.4%	N	N	N	N		

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
2017	96.4%	-
2016	98.0%	98.0%
2015	98.4%	98.2%

Dropout Rate Trends

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

School Year	School Rate	State Rate
2016-2017	0.1%	1.1%
2015-2016	0.1%	1.1%
2014-2015	0.2%	1.1%

** ESSA accountability targets are only included if data is available for at least 20 students



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This section contains information about students enrolling in colleges and universities after graduation from high school. Postsecondary enrollment information 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 the enrollment rates of Class of 2017 high school graduates into 2-year or 4-year institutions the fall after high school graduation. The following columns show the percentage of these enrolled students by 2-year or 4-year institution.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	71.1%	29.5%	70.5%
Schoolwide	85.3%	14.4%	85.7%
White	87.4%	14.8%	85.2%
Hispanic	75%	29.6%	70.4%
Black or African American	80%	25%	75%
Asian, Native Hawaiian, or Pacific Islander	83.8%	4.5%	95.5%
American Indian or Alaska Native	0%	0%	0%
Two or More Races	72.7%	12.5%	87.5%
Economically Disadvantaged Students	87.5%	0%	100%
Students with Disabilities	76%	40.4%	59.7%
English Learners	0%	0%	0%

Postsecondary Enrollment Rates: 16 month

This table shows the enrollment rates of Class of 2016 high school graduates into 2-year or 4-year institutions 16 months after high school graduation for the school and each student group. The following columns show the percentage of these enrolled students by 2-year or 4-year institution, public or private institution, or in-state or out-of-state institution.

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	76.1%	33.6%	66.5%	73.6%	26.4%	65.5%	34.6%
Schoolwide	88.5%	14.9%	85.1%	58.4%	41.6%	41.4%	58.6%
White	87.9%	16.8%	83.2%	58.9%	41.1%	40.2%	59.8%
Hispanic	85.7%	27.8%	72.2%	58.3%	41.7%	55.6%	44.4%
Black or African American	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	90.1%	2.2%	97.8%	56%	44%	35.2%	64.8%
American Indian or Alaska Native	*	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	*	*	*	*	*	*	*
Students with Disabilities	78.1%	37.5%	62.5%	53.1%	46.9%	59.4%	40.6%
English Learners	*	*	*	*	*	*	*



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This section shows information about student absences which provides important information about a school’s culture and climate. In addition, research shows that student absences impact a child’s ability to succeed in school. The New Jersey Department of Education selected 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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

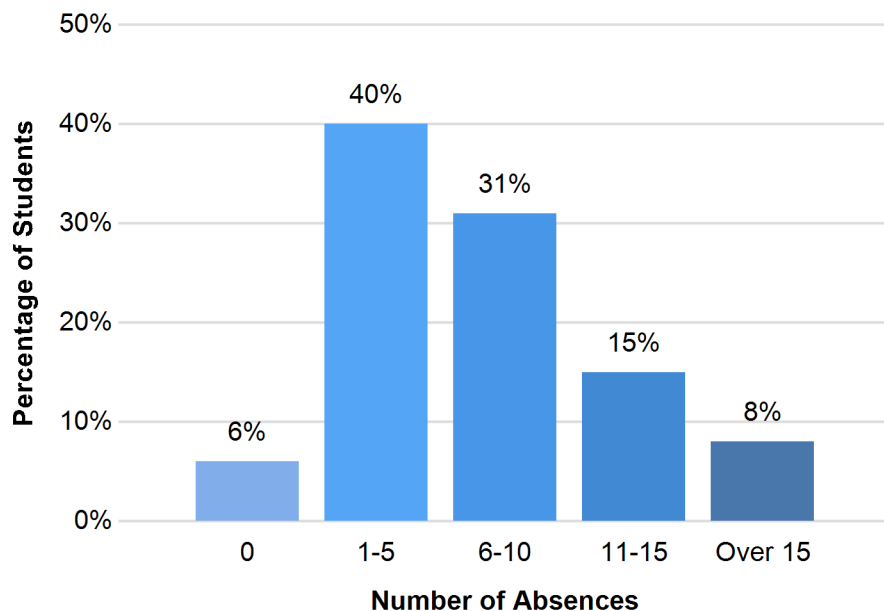
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	5.10	14.30	Met Target
White	5.90	14.30	Met Target
Hispanic	3.90	14.30	Met Target
Black or African American	5.00	14.30	Met Target
Asian, Native Hawaiian, or Pacific Islander	2.00	14.30	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	4.30	14.30	Met Target
Economically Disadvantaged Students	8.10	14.30	Met Target
Students with Disabilities	10.10	14.30	Met Target
English Learners	N	**	**

** ESSA accountability targets are only included if data is available for at least 20 students.

Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.



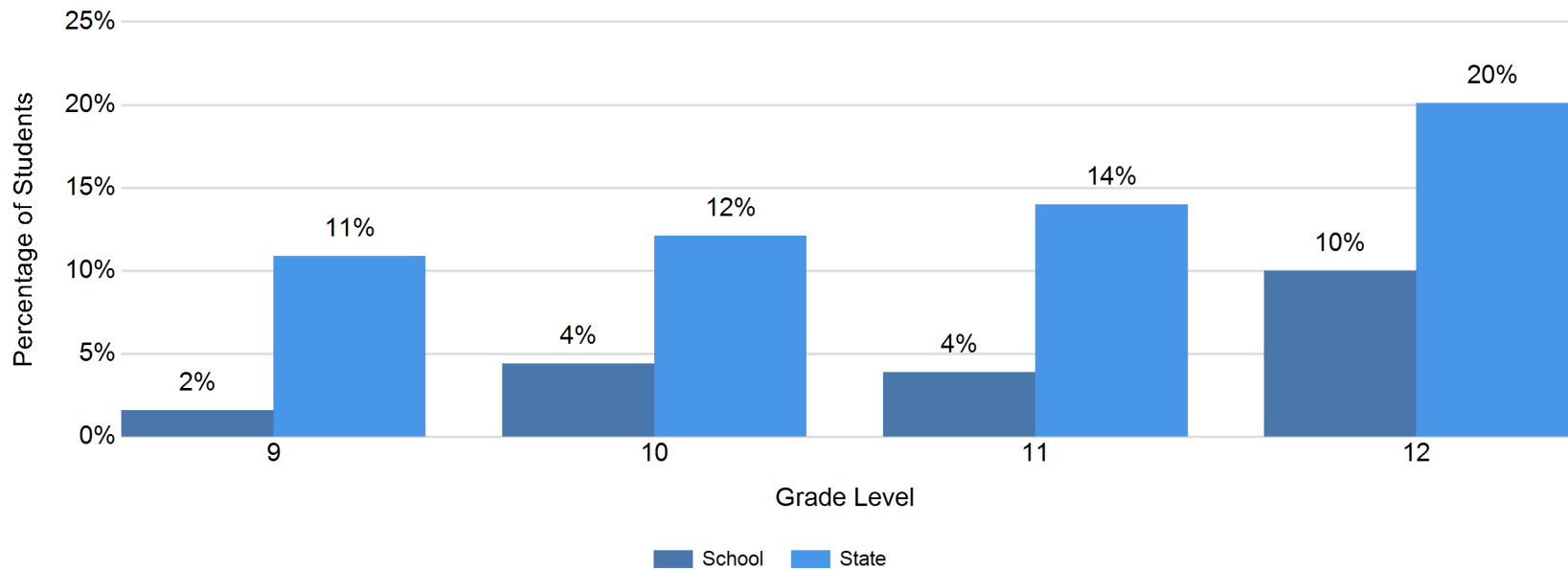


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Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





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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.

Category	School
Typical Start Time	7:30AM
Typical End Time	2:15PM
Length of School Day	6 Hrs 45 Mins
Full Time - Instructional Time	5 Hrs. 36 Mins.
Shared Time - Instructional Time	4 Hrs. 51 Mins.

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 provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	2
Vandalism	2
Weapons	0
Substances	22
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	26
Incidents Per 100 Students Enrolled	1.26

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	0.0%
Out-of-School Suspensions	2.6%
Any Suspension	2.6%

Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0



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Technology Readiness

This table shows information that was collected through the optional NJTRAx survey to determine a school's technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school's LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.8:1	485.2 kbps	100 kbps	Yes	Fiber	Fiber	Yes

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).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$226	\$15,097	\$15,323



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This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

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

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

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	168	120,724
Average years experience in public schools	10.6	11.8
Average years experience in district	10.0	10.5
Teachers in district for 4 or more years	86%	74%

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	17	9,506
Average years experience in public schools	12.4	15.9
Average years experience in district	10.9	11.6
Administrators in district for 4 or more years	71%	74%

Student to Staff Ratios

This table shows the number of students per staff member 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.

Staff Type	School Students: Staff	District Students: Staff
Teachers	12:1	12:1
Administrators	121:1	121:1
Librarian/Media Specialists		2061:1
Nurses		687:1
Counselors		229:1
Child Study Team		258:1



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Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	91%	89%
2015-16 Administrators: Same district 2016-17	87%	88%

Faculty Attendance

This table shows the percentage of days that school 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
2016-17	98%



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Accountability Indicator Scores and Summative Rating

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. This table shows the indicator scores for each indicator included in the accountability system and the weights 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 rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey's accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	69.1	17.5%
Mathematics Proficiency	58.9	17.5%
Graduation - 4-Year	83.1	25.0%
Graduation - 5-Year	84.2	25.0%
Chronic Absenteeism	87.3	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		77.3
Summative Rating: Percentile rank of Summative Score		85.6
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No
Requires Comprehensive Support: 4-year Graduation Rate less than or equal to 67%		No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Indicator weights for this school were adjusted due to data availability.



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Accountability Summary by Student Group

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. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group’s performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these [accountability resources](#).

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	Graduation Rate - 4-Year	Graduation Rate - 5-Year	At Risk for Consistently Underperforming Student Group
Schoolwide	77.3	6.2	No	Met Target	Met Target	Met Target	Met Goal	Met Goal	No
White	70.4	6.2	No	Met Target	Met Target	Met Target	Met Goal	Met Goal	No
Hispanic	78.9	6.2	No	Met Target	Met Target	Met Target	Not Met	Met Goal	No
Black or African American	**	**	No	Met Target	Met Target	Met Target	**	**	No
Asian, Native Hawaiian, or Pacific Islander	58.8	6.2	No	Met Target	Met Target	Met Target	Met Goal	Met Goal	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	Met Target†	Met Target	Met Target	**	**	No
Economically Disadvantaged Students	**	**	No	N	N	Met Target	**	**	No
Students with Disabilities	86.3	6.2	No	Met Target†	Met Target	Met Target	Not Met	Met Goal	No
English Learners	**	**	No	**	**	**	**	**	No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Target was met within a confidence interval.



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School General Info

Principal:	Mr. Alexis	Email Address:	galexis@whrhs.org
Address:	108 STIRLING RD WARREN, NJ 07059-5772	Website:	www.whrhs.org
Phone:	(908)647-4800		

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.

 <p>Highlights:</p>	<ul style="list-style-type: none"> • Highest number of National Merit Semifinalists in Somerset County and sixth among all comprehensive public high schools. • Offers 31 athletics teams and girls' tennis just won the North 2, Group 4 State Championship this fall. • Award-winning performing arts programs in chorus, band and orchestra, marching band, and theater.
 <p>Mission, Vision, Theme:</p>	<p>We are committed to developing critical and creative thinkers who collaborate and communicate effectively to solve academic and real-world problems. Our sustained focus on inquiry deepens our understanding of the relevance of academic skills, and our culture of acceptance strengthens our social and emotional intelligences. Through reflection and ethical decision-making, we learn and grow, embrace differences, and prepare for an increasingly complex, ever-changing world.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>This September, 15 Watchung Hills students from the Class of 2018 were named National Merit Semifinalists. This number is the highest in school history and for the first time ranks us first in Somerset County, sixth among comprehensive public high schools in New Jersey, and ninth overall in the state. Additionally, 53 students were commended in the competition, establishing another school record of 68 recognized students.</p>



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 <p>Courses, Curriculum, Instruction:</p>	<p>Watchung Hills Regional High School is committed to academic excellence and social and emotional growth. Named #11 in a survey of the top 100 public high schools in 2016, the school's comprehensive academic program supports the district's vision of promoting a culture of inquiry and collaboration. Students learn from a rich array of academic experiences and offerings, including 24 AP courses and a broad range of electives in the arts, business, and 21st-century skills.</p>
 <p>Sports and Athletics:</p>	<p>Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Co-ed), Cross-Country (Boys & Girls), Fencing (Boys & Girls), Field Hockey (Girls), Football (Boys), Golf (Boys & Girls), Gymnastics (Girls), Ice Hockey (Co-ed), Lacrosse (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Boys & Girls), Wrestling (Boys)</p> <p>The school offers 31 varsity athletics teams. The girls' tennis team won the Somerset County and North 2, Group 4 State Championships this fall. During the 2016-17 school year, the softball, girls' basketball, wrestling, gymnastics, and girls' soccer teams all were Skyland Conference Champions. The girls' soccer team also won the Somerset County Championship, and the girls' fencing team won the District Championship.</p>
 <p>Clubs and Activities:</p>	<p>At Watchung Hills, students develop leadership skills and contribute to the school community through student government, student-run publications, service organizations, academic and problem-solving competitions, and award-winning performing arts programs. Students can select from 65 clubs and activities, including national organizations such as National Honor Society, Model UN, Junior State of America, and FIRST (robotics).</p>








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 <p>Staff and Professional Learning:</p>	<p>At Watchung Hills, we value professional learning and provide a broad range of opportunities for the faculty and staff. Our professional learning communities (PLCs) complement our in-service days, allowing us to sustain our focus on meaningful, relevant, and coherent learning experiences. Our PLCs, which are designed to advance teacher agency and inspire ownership and autonomy, support our culture of inquiry and collaboration and improve the quality of teaching and learning in our school.</p>
 <p>Postsecondary Information:</p>	<p>Approximately 95% of our students attend post-secondary institutions, ranging from Ivy League universities to local colleges. Graduates also pursue opportunities in the military and the world of work. Each year, we host evening programs on the college admissions process and on financial aid. This past summer, we offered a college essay writing workshop for rising seniors. Additionally, all sophomores and juniors take the PSAT on the designated Wednesday each October.</p>
 <p>Student Supports and Services:</p>	<p>We have a wide range of services to assist our English language learners and our students with disabilities. In addition to these formal services and programs, our faculty regularly makes time to help students during free periods, lunch, or after school. We have math and writing labs that are staffed by faculty members throughout the day. We also have peer tutoring facilitated through the National Honor Society.</p>
 <p>Student Health and Wellness:</p>	<p>We place a significant emphasis on student wellness. In addition to regularly educating our students about social and emotional learning, we are hosting a campus-wide Wellness Day to complement our annual Challenge Day activities in December. With the support of our municipal alliance, we have invited a nationally recognized speaker to address the dangers of addiction. We also have piloted a program that allows teachers and administrators to follow a student's schedule for a day.</p>
 <p>Parent and Community Involvement:</p>	<p>We have an actively engaged parent community, and we believe in the importance of communication. Our Parent Portal is an effective way to provide feedback about student learning. Parents, alumni, and local organizations strengthen the school community through their support of the PTO, athletic and co-curricular booster clubs and associations, and strategic planning committees. We recognize the contributions of our alumni and school community members through our hall of fame.</p>



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Facilities:

The school campus, established in 1957, is comprised of three main buildings, a new turf field, several grass athletics fields, four gymnasiums, a wrestling room, and a state-of-the-art performing arts center, which was completed in 2006. Two renovated cafeterias, an updated media center, performing and fine arts instructional spaces, seven tech labs, and new Smart Board technology are also facility highlights.



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The school operates under a rotating modified block schedule with 56-minute periods. A 1:1 Chromebook initiative for freshman students is in place this year. Our SAT scores have risen significantly over the last six years, and our AP scores and AP participation are at their highest levels.



Other Information: