



State of New Jersey  
2015-2016

Grade Span 09-12

27-5660-030

MORRIS

WEST MORRIS REGIONAL

WEST MORRIS CENTRAL HIGH SCHOOL

259 BARTLEY ROAD

CHESTER, NJ 07930

## 2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

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

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

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact [njsmart@pcgus.com](mailto:njsmart@pcgus.com)



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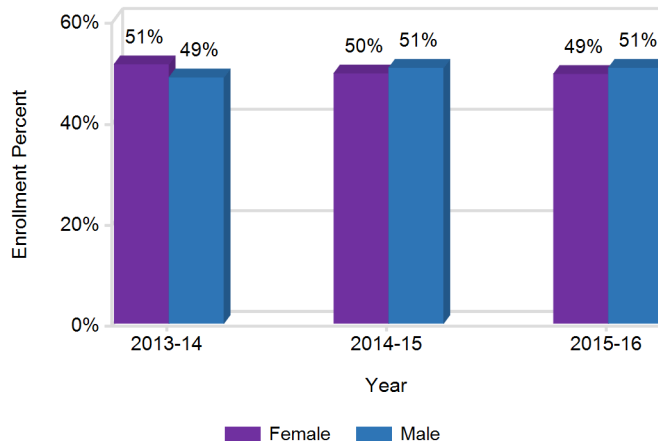
### Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade 09	340	310	313
Grade 10	313	341	306
Grade 11	321	313	331
Grade 12	352	325	306
UG	0	0	0
<b>Total</b>	<b>1326</b>	<b>1289</b>	<b>1256</b>

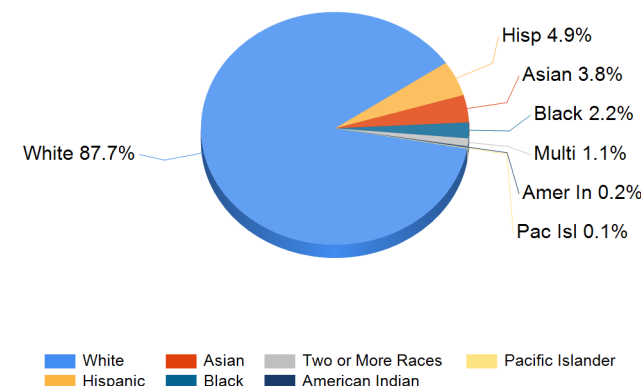
### Enrollment by Gender

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



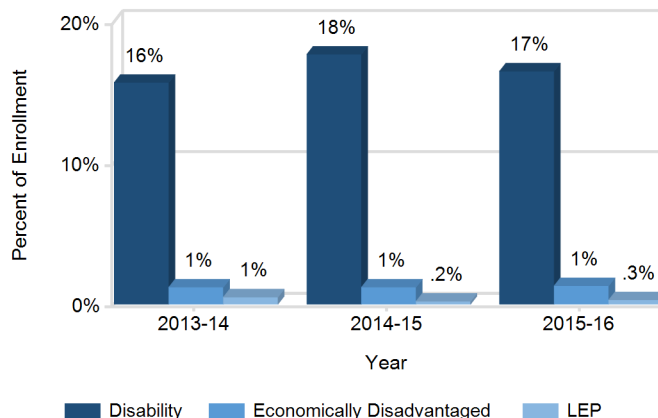
### Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



### Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



### Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	98.5%
Spanish	0.4%
Chinese	0.2%
Polish	0.2%
Russian	0.2%
Other	0.6%

\* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.

\* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

## Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	67%	S	94
Mathematics Met or Exceeded Expectations	56%	S	90

## Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goal is established as 95% by the United States Department of education. ✓ = Met participation rate (participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	581	67%	94	96%	✓	563	56%	90	97%	✓
White	509	69%	86	96%	✓	494	57%	83	96%	✓
African American	S	S	S	S		S	S	S	S	
Hispanic	S	S	S	S		S	S	S	S	
American Indian	S	S	S	S		S	S	S	S	
Asian	S	S	S	S		S	S	S	S	
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	111	18%	91	93%	X	107	20%	91	94%	X
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	S	S	S	S		S	S	S	S	



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## PARCC ELA Performance Distribution - Grade 09

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	<b>302</b>	<b>765</b>	<b>767</b>	<b>746</b>	<b>2%</b>	<b>8%</b>	<b>19%</b>	<b>50%</b>	<b>21%</b>	<b>71%</b>	<b>49%</b>
White	266	766	768	754	2%	7%	20%	52%	21%	72%	58%
African American	S	S	756	729	S	S	S	S	S	S	30%
Hispanic	15	745	752	730	7%	27%	27%	27%	13%	40%	34%
Asian	S	S	778	774	S	S	S	S	S	S	78%
American Indian	S	S	760	734	S	S	S	S	S	S	40%
Two or More Races	S	S	774	748	S	S	S	S	S	S	53%
Students with Disability	55	731	739	713	7%	24%	47%	22%	N	22%	12%
English Language Learners	S	S	S	693	S	S	S	S	S	S	4%
Economically Disadvantaged Students	S	S	766	729	S	S	S	S	S	S	31%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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## PARCC ELA Performance Distribution - Grade 10

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	<b>300</b>	<b>760</b>	<b>763</b>	<b>740</b>	<b>12%</b>	<b>8%</b>	<b>17%</b>	<b>38%</b>	<b>25%</b>	<b>63%</b>	<b>44%</b>
White	263	759	763	747	12%	8%	16%	40%	25%	64%	50%
African American	S	S	748	722	S	S	S	S	S	S	28%
Hispanic	16	760	753	726	6%	6%	31%	38%	19%	56%	33%
Asian	S	S	775	767	S	S	S	S	S	S	69%
American Indian	S	S	S	729	S	S	S	S	S	S	35%
Two or More Races	S	S	779	741	S	S	S	S	S	S	45%
Students with Disability	58	713	724	702	36%	22%	24%	17%	N	17%	11%
English Language Learners	N	N	N	685	N	N	N	N	N	N	4%
Economically Disadvantaged Students	S	S	753	723	S	S	S	S	S	S	30%

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### \*\*PARCC ELA Performance Distribution - Grade 11

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	<b>334</b>	<b>772</b>	<b>758</b>	<b>736</b>	<b>5%</b>	<b>6%</b>	<b>12%</b>	<b>45%</b>	<b>33%</b>	<b>77%</b>	<b>40%</b>
White	290	773	759	739	5%	6%	11%	44%	35%	78%	42%
African American	S	S	756	728	S	S	S	S	S	S	30%
Hispanic	16	750	740	732	13%	13%	19%	38%	19%	56%	37%
Asian	18	778	768	753	N	N	22%	56%	22%	78%	58%
American Indian	N	N	N	735	N	N	N	N	N	N	34%
Two or More Races	S	S	783	736	S	S	S	S	S	S	39%
Students with Disability	56	734	725	710	23%	14%	25%	32%	5%	38%	13%
English Language Learners	S	S	S	702	S	S	S	S	S	S	8%
Economically Disadvantaged Students	S	S	747	730	S	S	S	S	S	S	33%

■ Did Not Yet Meet Expectations  
 ■ Partially Met Expectations  
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 ■ Met Expectations  
 ■ Exceeded Expectations

\*\*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.



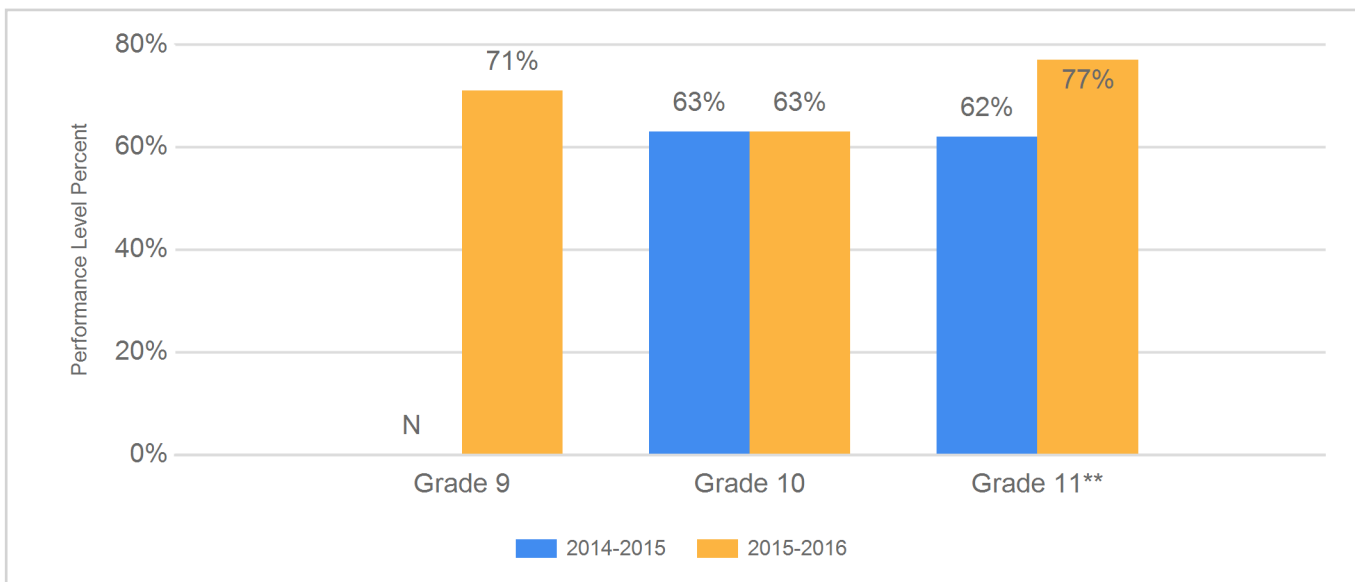
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### PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



\*\*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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## PARCC Performance Distribution - Algebra I

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	<b>219</b>	<b>746</b>	<b>740</b>	<b>727</b>	<b>7%</b>	<b>16%</b>	<b>26%</b>	<b>52%</b>	<b>N</b>	<b>52%</b>	<b>41%</b>
White	195	748	742	734	6%	14%	26%	54%	N	54%	51%
African American	S	S	729	717	S	S	S	S	S	S	20%
Hispanic	13	717	715	720	31%	39%	15%	15%	N	15%	25%
Asian	S	S	741	746	S	S	S	S	S	S	76%
American Indian	S	S	S	726	S	S	S	S	S	S	38%
Two or More Races	S	S	S	727	S	S	S	S	S	S	47%
Students with Disability	57	724	720	708	18%	37%	25%	21%	N	21%	10%
English Language Learners	S	S	S	707	S	S	S	S	S	S	9%
Economically Disadvantaged Students	S	S	736	719	S	S	S	S	S	S	23%

Did Not Yet Meet Expectations

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Approached Expectations

Met Expectations

Exceeded Expectations





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## PARCC Performance Distribution - Geometry

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	<b>290</b>	<b>746</b>	<b>744</b>	<b>730</b>	<b>5%</b>	<b>15%</b>	<b>31%</b>	<b>43%</b>	<b>6%</b>	<b>49%</b>	<b>27%</b>
White	255	746	744	736	6%	15%	31%	42%	6%	49%	34%
African American	12	742	738	717	8%	8%	42%	42%	N	42%	9%
Hispanic	S	S	735	720	S	S	S	S	S	S	13%
Asian	11	757	756	750	N	N	36%	55%	9%	64%	61%
American Indian	S	S	S	722	S	S	S	S	S	S	15%
Two or More Races	S	S	742	730	S	S	S	S	S	S	29%
Students with Disability	55	719	723	709	18%	42%	26%	15%	N	15%	5%
English Language Learners	N	N	N	710	N	N	N	N	N	N	6%
Economically Disadvantaged Students	S	S	732	719	S	S	S	S	S	S	12%

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## PARCC Performance Distribution - Algebra II

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	<b>294</b>	<b>743</b>	<b>741</b>	<b>722</b>	<b>12%</b>	<b>18%</b>	<b>24%</b>	<b>44%</b>	<b>2%</b>	<b>46%</b>	<b>27%</b>
White	258	743	740	728	11%	17%	26%	44%	2%	46%	31%
African American	S	S	713	700	S	S	S	S	S	S	8%
Hispanic	20	745	731	707	15%	30%	5%	45%	5%	50%	12%
Asian	S	S	762	754	S	S	S	S	S	S	60%
American Indian	N	N	N	714	N	N	N	N	N	N	16%
Two or More Races	S	S	794	727	S	S	S	S	S	S	34%
Students with Disability	S	S	705	690	S	S	S	S	S	S	5%
English Language Learners	S	S	S	692	S	S	S	S	S	S	7%
Economically Disadvantaged Students	S	S	709	705	S	S	S	S	S	S	11%

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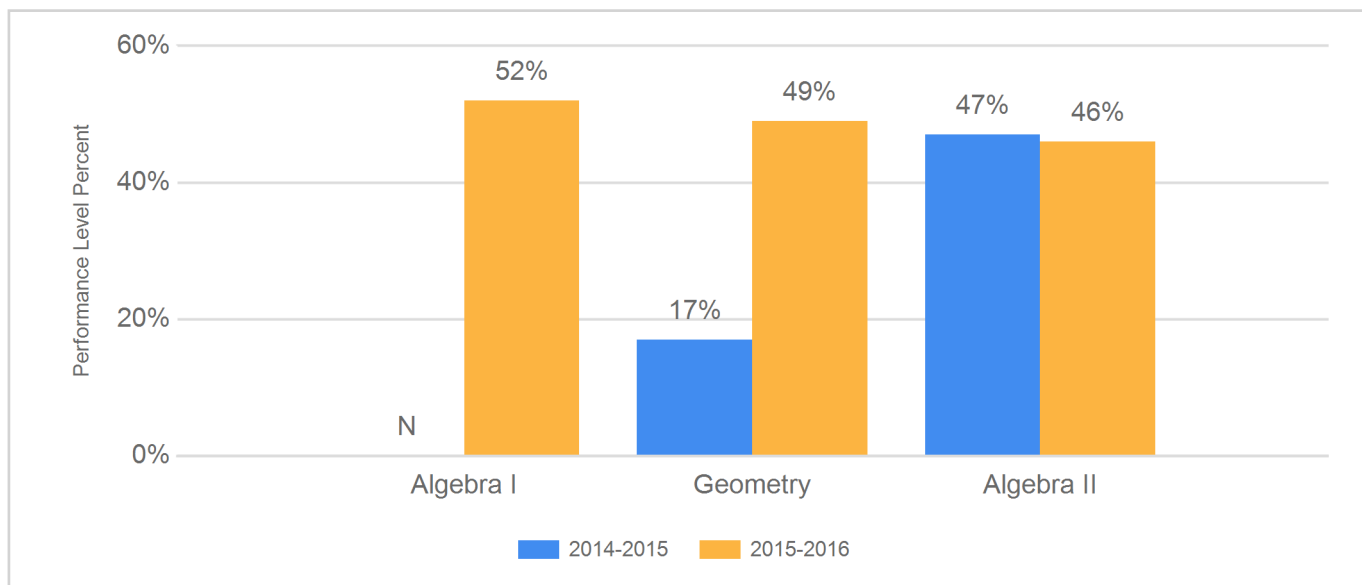
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### PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



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The Academic Achievement section also measures the content knowledge that students have in biology as demonstrated in End-of-Course Biology assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

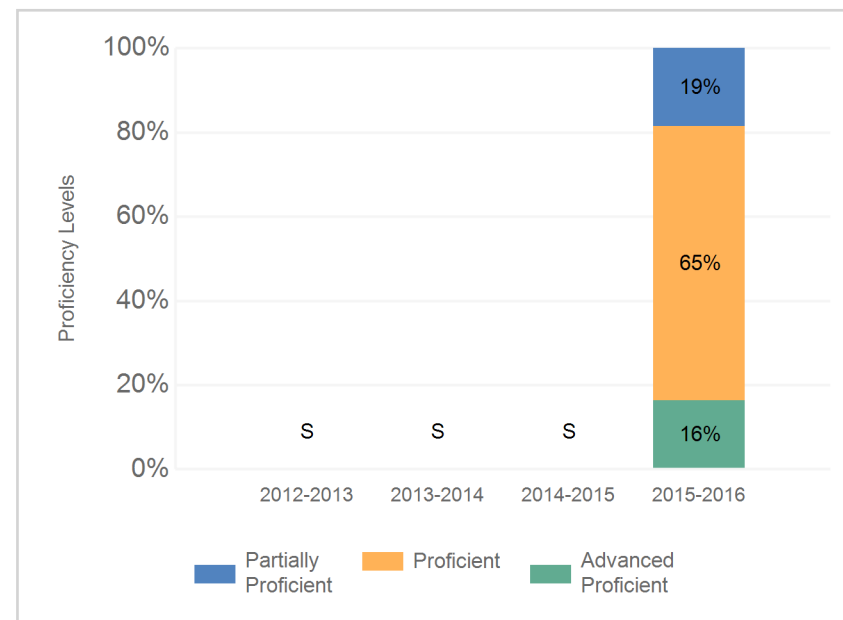
### Proficiency Outcomes - Biology

This table presents the percentage of students in each proficiency category for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	16%	41%	43%
Schoolwide	16%	65%	19%
White	17%	67%	16%
African American	S	S	S
Hispanic	7%	57%	36%
American Indian	S	S	S
Asian	S	S	S
Two or More Races	S	S	S
Students with Disability	8%	42%	50%
English Language Learners	S	S	S
Economically Disadvantaged Students	S	S	S

### Proficiency Trends - Biology

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





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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are taking college entrance exams and challenging themselves with rigorous course work.

### PSAT/SAT/ACT Participation

This table presents the schoolwide and statewide participation rates from the last academic year as indicated in PSAT and SAT and from the last cohort as indicated in ACT.

College and Career Readiness Indicators	Schoolwide Participation	Statewide Participation
Percent of Students Participating in PSAT	96.6%	95.5%
Percent of Students Participating in SAT	44.6%	58.0%
Percent of Students Participating in ACT	56.2%	27.6%

### PSAT/SAT/ACT Benchmarks

This table presents the percentage of students scoring at or above College Readiness Benchmarks.

2015-16	Benchmark	Schoolwide	Statewide
<b>PSAT</b>	N	N	N
<b>SAT</b>	-	-	-
Reading and Writing	480	93%	71%
Math	530	77%	53%
<b>ACT</b>	-	-	-
Reading	22	76%	58%
English	18	91%	74%
Math	22	82%	61%
Science	23	70%	49%

### PSAT/SAT/ACT Performance

This table presents the school and state mean scores.

2015-16	School Mean	State Mean
<b>PSAT</b>	1069	950
<b>SAT</b>	-	-
Reading and Writing	589	537
Math	598	538
<b>ACT</b>	-	-
Reading	26	23
English	25	22
Math	26	23
Science	25	22

### PSAT/SAT/ACT Performance by Percentile

This table presents the student scores broken down by percentile based upon the school's distribution of scores.

2015-16	75 Percentile	50 Percentile	25 Percentile
<b>PSAT</b>	1180	1080	950
<b>SAT</b>	-	-	-
Reading and Writing	640	600	540
Math	660	600	530
<b>ACT</b>	-	-	-
Reading	31	26	22
English	29	26	22
Math	29	26	23
Science	28	25	22

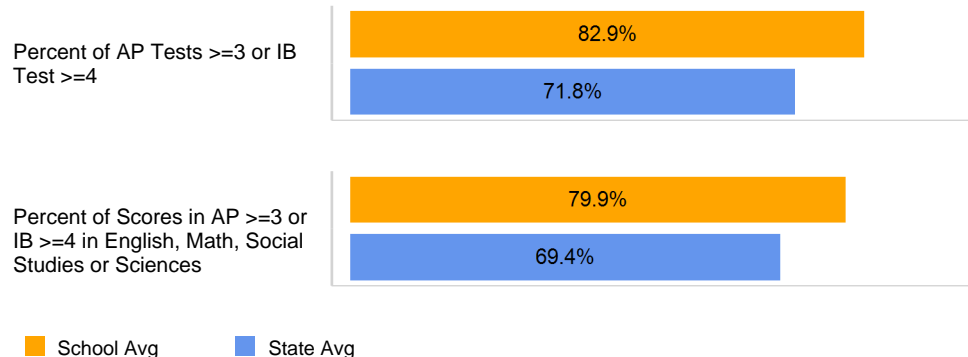


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## AP/ IB Test Performance

This graph compares the percentage of all AP/IB tests with scores of AP  $\geq 3$  or IB  $\geq 4$  for students enrolled in the school and across the state.



## AP/ IB Courses Offered

This table presents the count of students enrolled in each AP/IB course and the count of tests taken in each AP/IB course. The last row provides the count of scores that met or exceeded the benchmark. For AP/ IB Courses Offered, please note a student does not have to take a course to take the test OR take the test when enrolled in the course.

AP/IB Course	Students Enrolled	Students Tested
AP Biology	20	17
AP Calculus AB	27	24
AP Calculus BC	21	21
AP Chemistry	20	17
AP Chinese Language and Culture	0	7
AP Computer Science A	0	1
AP English Language and Composition	0	103
AP English Literature and Composition	0	23
AP Environmental Science	22	10
AP French Language	0	2
AP Macroeconomics	0	7
AP Physics 1	0	55
AP Physics 2	0	6
AP Physics B	21	0
AP Physics C	12	0
AP Physics C: Electricity and Magnetism	0	7
AP Physics C: Mechanics	0	7
AP Psychology	0	8
AP Spanish Language	0	10
AP Statistics	13	8
AP U.S. Government and Politics	20	11
AP U.S. History	0	150
IB Art/Design	27	5
IB Biology	112	32
IB Business and Management	38	0

## Advanced Course Work Participation

The table below presents the percentage of 'unique' students enrolled in the 11th or 12th grade who took at least one AP or IB test, and the percent participating in dual enrollment.

2015-2016 Percent of Student Taking	School Participation	State Participation
One or More Course	93.9%	39.1%
One of More Test	58.6%	32.3%
At least One AP or IB Test in English, Math, Social Studies, or Science	54.9%	26.6%
Participating in Dual Enrollment	0.6%	15.4%



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AP/IB Course	Students Enrolled	Students Tested
IB Chemistry	16	8
IB Computing Studies	15	6
IB Dance	17	5
IB Design Technology	34	12
IB Economics	18	3
IB Environmental Science	19	12
IB Further Mathematics—SL	6	0
IB History	185	19
IB Language A (English)	502	87
IB Language A (non-English)—Spanish	0	2
IB Language B—Chinese	11	0
IB Language B—French	13	6
IB Language B—Spanish	113	54
IB Mathematical Studies	24	20
IB Mathematics	109	33
IB Music	12	4
IB Physics	103	24
IB Psychology	109	45
IB Theatre	9	2
IB Theory of Knowledge	212	0
Student AP Tests $\geq 3$ and IB Tests $\geq 4$		597



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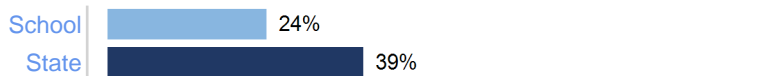
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259 BARTLEY ROAD  
CHESTER, NJ 07930

### Visual and Performing Arts

This graph on the left displays the percentages of students who were enrolled in at least one of the four arts disciplines within the school and across the state. The graphs on the right show the percentage of students who were enrolled in any Visual and Performing Arts classes within the school and across the state.

#### MUSIC



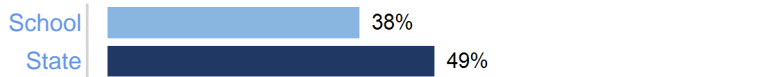
#### DRAMA



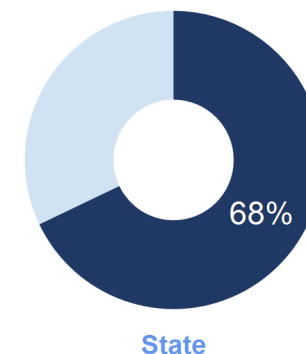
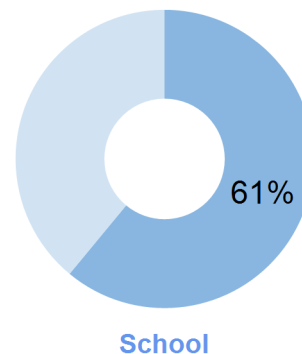
#### DANCE



#### VISUAL ARTS

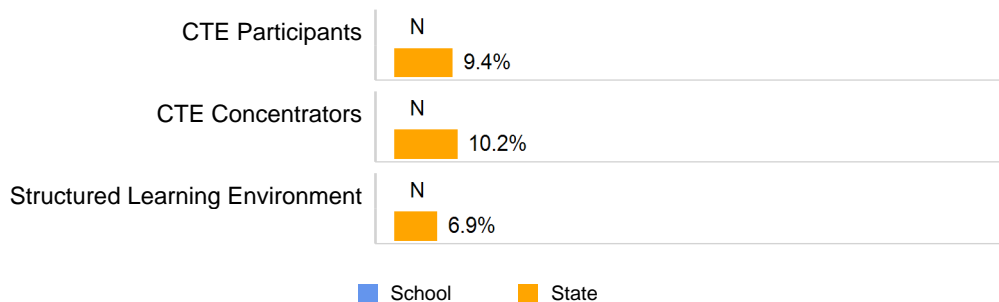


#### Any Visual and Performing Arts



### Career and Technical Education Participation

The graph below displays the percentage of students within the school and across the State who were in approved Career and Technical Education (CTE). CTE participants are students who have completed only one course and CTE concentrators are students who have completed at least two courses. The graph also shows the percentage of students who completed a course in Structured Learning Experiences.



\* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.





27-5660-030

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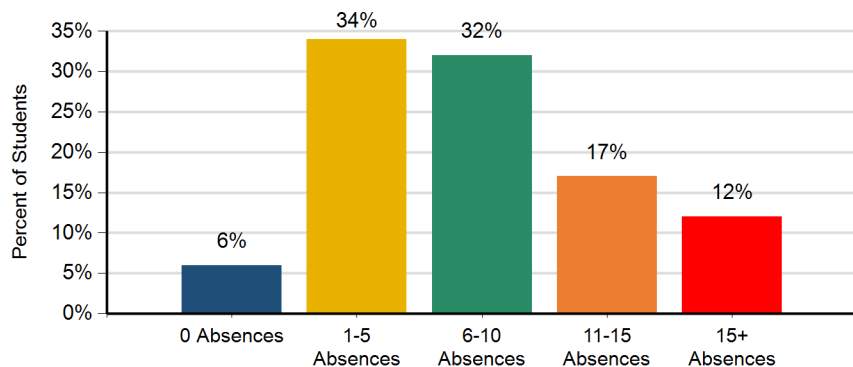
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State of New Jersey  
2015-2016

Grade Span 09-12

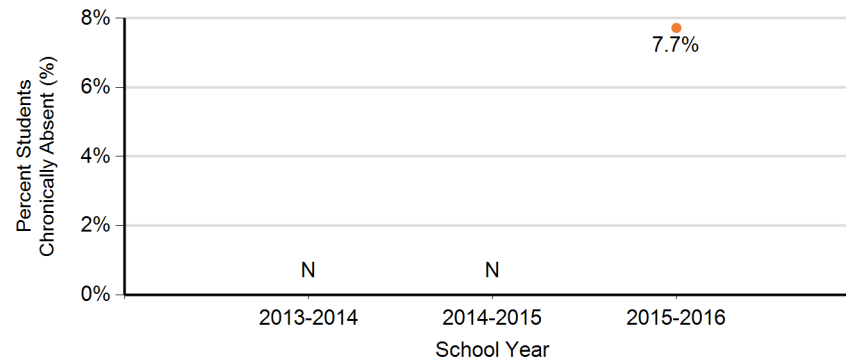
### Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



### Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years at the school.



\* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



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### Graduation Rate by Subgroup

This table presents the "4-year Adjusted Graduation Rate" and statewide percentiles (a comparison between the school's rate and schools across the state) for the school and by ethnic/racial subgroup and special population. The table also provides the state target. The state target is established as 81% for the 2015-2016 school year by the New Jersey Department of Education.

	School Rate	Statewide Percentile	State Target
Schoolwide	98.4%	94	81%
White	98.5%	82	
African American	S	S	
Hispanic	S	S	
American Indian	N	N	
Asian	S	S	
Native Hawaiian	S	S	
Two or More Races	S	S	
Students with Disability	93.1%	84	
English Language Learners	S	S	
Economically Disadvantaged Students	S	S	

### Dropout Rate by Subgroup

This table presents the Dropout Rates and state means for the school and by ethnic/racial subgroup and special population.

	School Rate	State Rate
Schoolwide	N	1.2%
White	N	0.6%
African American	N	2.6%
Hispanic	N	2.2%
American Indian	N	3.4%
Asian	N	0.2%
Native Hawaiian	N	0.3%
Two or More Races	N	1.0%
Students with Disability	N	1.7%
English Language Learners	N	0.1%
Economically Disadvantaged Students	N	1.7%



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### Extended Year Graduation Rate

The table below presents the 4-year and 5-year graduation rates for the prior school year's cohort.

Class of	4-Year Rate	5-Year Rate
2013	96%	98%
2014	98%	99%
2015	98%	98%
2016	98%	

### Postsecondary Enrollment Rates

This table presents the enrollment rates of this school's high school graduates into a 2 year or 4 year institution 16-months after high school graduation for the school and state and by ethnic/racial subgroup and special population.

	Percent Enrolled	Percent in 2 Years	Percent in 4 Years
Statewide	76.8%	33.9%	66.1%
Schoolwide	93.3%	19.1%	80.9%
White	92.9%	19.6%	80.4%
African American	S	S	S
Hispanic	S	S	S
American Indian	0.0%	0.0%	0.0%
Asian	S	S	S
Native Hawaiian	0.0%	0.0%	0.0%
Two or More Races	S	S	S
Students with Disability	86.8%	45.5%	54.5%
English Language Learners	0.0%	0.0%	0.0%
Economically Disadvantaged Students	S	S	S



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### Length of School Day

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

	School
2015-16	7 Hrs. 0 Mins.

### Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

	School
2015-16	
Full Time	5 Hrs. 53 Mins.
Shared Time	2 Hrs. 54 Mins.

### Student to Staff Ratio

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

	School
2015-16	
Faculty	11:1
Administrator	252:1

### Student Suspension Rate

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

	School
2015-16	1.0%

### Student Expulsions

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

	School
2015-16	0

### Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	98%



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## 2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

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

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

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact [njsmart@pcgus.com](mailto:njsmart@pcgus.com)



State of New Jersey  
2015-2016

Grade Span 09-12

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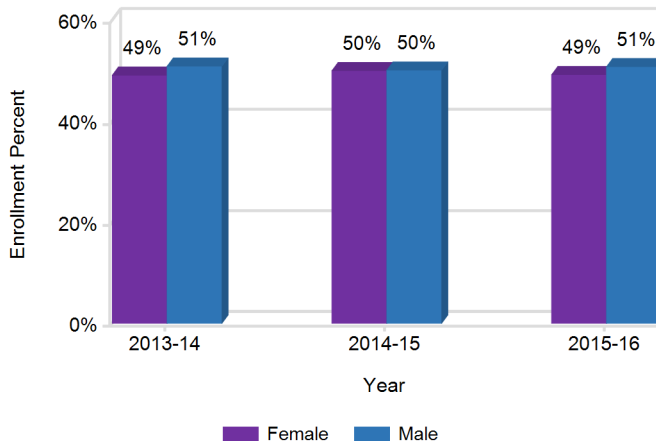
### Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade 09	358	322	301
Grade 10	363	355	319
Grade 11	363	353	351
Grade 12	335	353	353
UG	1	0	0
<b>Total</b>	<b>1419</b>	<b>1383</b>	<b>1324</b>

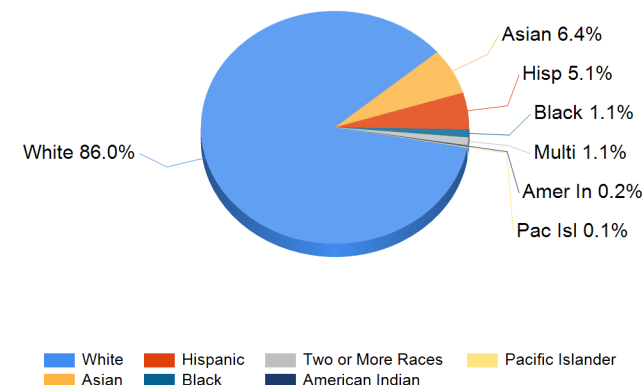
### Enrollment by Gender

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



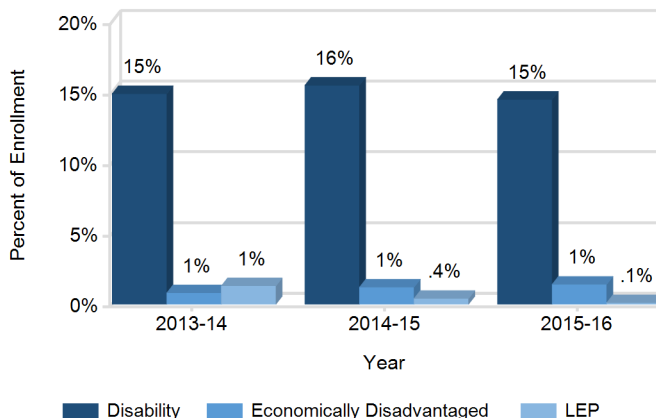
### Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



### Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



### Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	96.1%
Spanish	1.7%
French	0.4%
German	0.4%
Chinese	0.2%
Other	1.4%

\* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.

\* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

## Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	69%	S	85
Mathematics Met or Exceeded Expectations	45%	S	79

## Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goal is established as 95% by the United States Department of education. ✓ = Met participation rate (participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	556	69%	85	93%	X	512	45%	79	92%	X
White	477	70%	73	93%	X	440	44%	70	92%	X
African American	S	S	S	S		S	S	S	S	
Hispanic	S	S	S	S		S	S	S	S	
American Indian	S	S	S	S		S	S	S	S	
Asian	36	78%	62	95%	✓	S	S	S	S	
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	86	42%	96	91%	X	86	22%	90	92%	X
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	S	S	S	S		S	S	S	S	



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## PARCC ELA Performance Distribution - Grade 09

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	<b>280</b>	<b>770</b>	<b>767</b>	<b>746</b>	<b>3%</b>	<b>6%</b>	<b>16%</b>	<b>49%</b>	<b>26%</b>	<b>76%</b>	<b>49%</b>
White	239	770	768	754	3%	5%	15%	50%	26%	76%	58%
African American	S	S	756	729	S	S	S	S	S	S	30%
Hispanic	14	759	752	730	N	14%	21%	57%	7%	64%	34%
Asian	20	774	778	774	N	N	25%	40%	35%	75%	78%
American Indian	S	S	760	734	S	S	S	S	S	S	40%
Two or More Races	S	S	774	748	S	S	S	S	S	S	53%
Students with Disability	47	748	739	713	6%	17%	30%	38%	9%	47%	12%
English Language Learners	N	N	N	693	N	N	N	N	N	N	4%
Economically Disadvantaged Students	S	S	766	729	S	S	S	S	S	S	31%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations





State of New Jersey  
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## PARCC ELA Performance Distribution - Grade 10

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	<b>301</b>	<b>767</b>	<b>763</b>	<b>740</b>	<b>6%</b>	<b>10%</b>	<b>20%</b>	<b>37%</b>	<b>28%</b>	<b>65%</b>	<b>44%</b>
White	260	767	763	747	5%	10%	19%	38%	28%	65%	50%
African American	S	S	748	722	S	S	S	S	S	S	28%
Hispanic	13	745	753	726	15%	8%	39%	23%	15%	39%	33%
Asian	19	780	775	767	N	N	21%	42%	37%	79%	69%
American Indian	N	N	N	729	N	N	N	N	N	N	35%
Two or More Races	S	S	779	741	S	S	S	S	S	S	45%
Students with Disability	40	740	724	702	10%	25%	30%	28%	8%	35%	11%
English Language Learners	S	S	S	685	S	S	S	S	S	S	4%
Economically Disadvantaged Students	S	S	753	723	S	S	S	S	S	S	30%

■ Did Not Yet Meet Expectations  
 ■ Partially Met Expectations  
 ■ Approached Expectations  
 ■ Met Expectations  
 ■ Exceeded Expectations



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## \*\*PARCC ELA Performance Distribution - Grade 11

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	<b>318</b>	<b>744</b>	<b>758</b>	<b>736</b>	<b>18%</b>	<b>15%</b>	<b>24%</b>	<b>30%</b>	<b>14%</b>	<b>44%</b>	<b>40%</b>
White	273	744	759	739	17%	15%	26%	28%	15%	43%	42%
African American	S	S	756	728	S	S	S	S	S	S	30%
Hispanic	24	733	740	732	33%	8%	17%	38%	4%	42%	37%
Asian	18	758	768	753	17%	6%	17%	44%	17%	61%	58%
American Indian	N	N	N	735	N	N	N	N	N	N	34%
Two or More Races	S	S	783	736	S	S	S	S	S	S	39%
Students with Disability	51	715	725	710	39%	20%	24%	14%	4%	18%	13%
English Language Learners	N	N	N	702	N	N	N	N	N	N	8%
Economically Disadvantaged Students	S	S	747	730	S	S	S	S	S	S	33%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations

\*\*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.



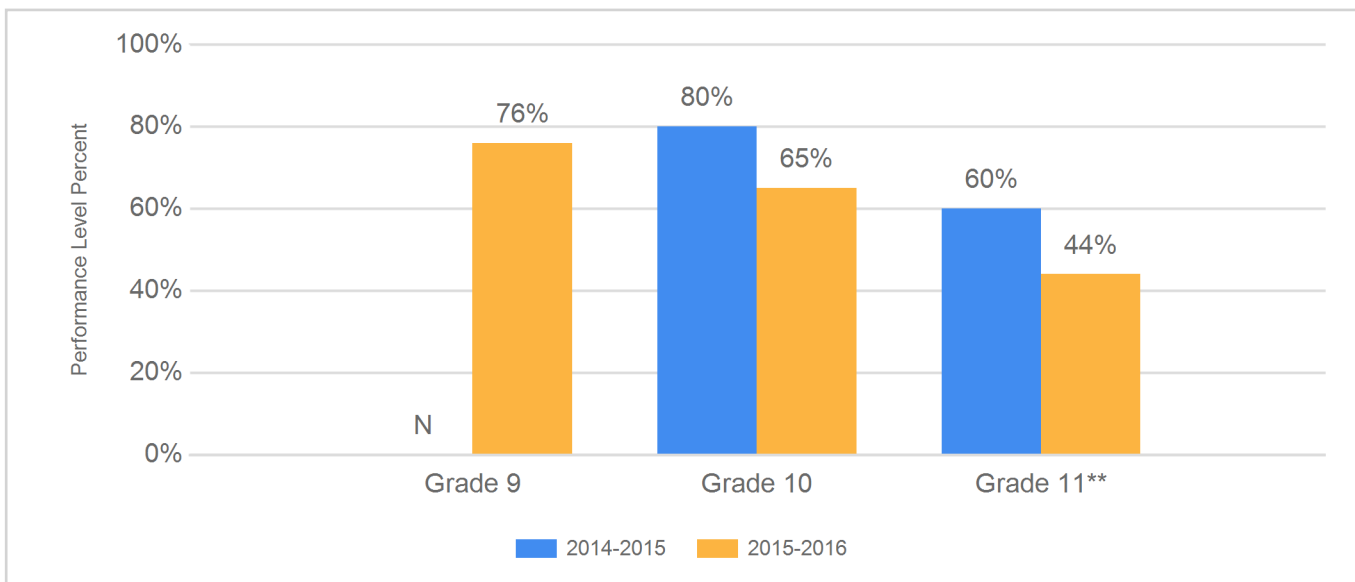
State of New Jersey  
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### PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



\*\*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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## PARCC Performance Distribution - Algebra I

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	<b>113</b>	<b>729</b>	<b>740</b>	<b>727</b>	<b>19%</b>	<b>22%</b>	<b>33%</b>	<b>27%</b>	<b>N</b>	<b>27%</b>	<b>41%</b>
White	95	730	742	734	18%	22%	33%	27%	N	27%	51%
African American	S	S	729	717	S	S	S	S	S	S	20%
Hispanic	S	S	715	720	S	S	S	S	S	S	25%
Asian	S	S	741	746	S	S	S	S	S	S	76%
American Indian	N	N	N	726	N	N	N	N	N	N	38%
Two or More Races	N	N	N	727	N	N	N	N	N	N	47%
Students with Disability	43	716	720	708	33%	33%	21%	14%	N	14%	10%
English Language Learners	N	N	N	707	N	N	N	N	N	N	9%
Economically Disadvantaged Students	S	S	736	719	S	S	S	S	S	S	23%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



State of New Jersey  
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Grade Span 09-12

## PARCC Performance Distribution - Geometry

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	<b>249</b>	<b>742</b>	<b>744</b>	<b>730</b>	<b>3%</b>	<b>20%</b>	<b>39%</b>	<b>37%</b>	<b>2%</b>	<b>39%</b>	<b>27%</b>
White	220	742	744	736	3%	19%	40%	36%	2%	38%	34%
African American	S	S	738	717	S	S	S	S	S	S	9%
Hispanic	11	731	735	720	9%	36%	36%	18%	N	18%	13%
Asian	13	755	756	750	N	8%	31%	54%	8%	62%	61%
American Indian	N	N	N	722	N	N	N	N	N	N	15%
Two or More Races	S	S	742	730	S	S	S	S	S	S	29%
Students with Disability	38	728	723	709	11%	34%	37%	18%	N	18%	5%
English Language Learners	S	S	S	710	S	S	S	S	S	S	6%
Economically Disadvantaged Students	S	S	732	719	S	S	S	S	S	S	12%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



State of New Jersey  
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## PARCC Performance Distribution - Algebra II

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	<b>301</b>	<b>738</b>	<b>741</b>	<b>722</b>	<b>23%</b>	<b>16%</b>	<b>20%</b>	<b>35%</b>	<b>6%</b>	<b>41%</b>	<b>27%</b>
White	256	737	740	728	23%	17%	21%	33%	6%	39%	31%
African American	S	S	713	700	S	S	S	S	S	S	8%
Hispanic	20	718	731	707	40%	15%	15%	25%	5%	30%	12%
Asian	14	771	762	754	7%	N	21%	71%	N	71%	60%
American Indian	S	S	S	714	S	S	S	S	S	S	16%
Two or More Races	S	S	794	727	S	S	S	S	S	S	34%
Students with Disability	48	702	705	690	58%	21%	8%	8%	4%	13%	5%
English Language Learners	N	N	N	692	N	N	N	N	N	N	7%
Economically Disadvantaged Students	S	S	709	705	S	S	S	S	S	S	11%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



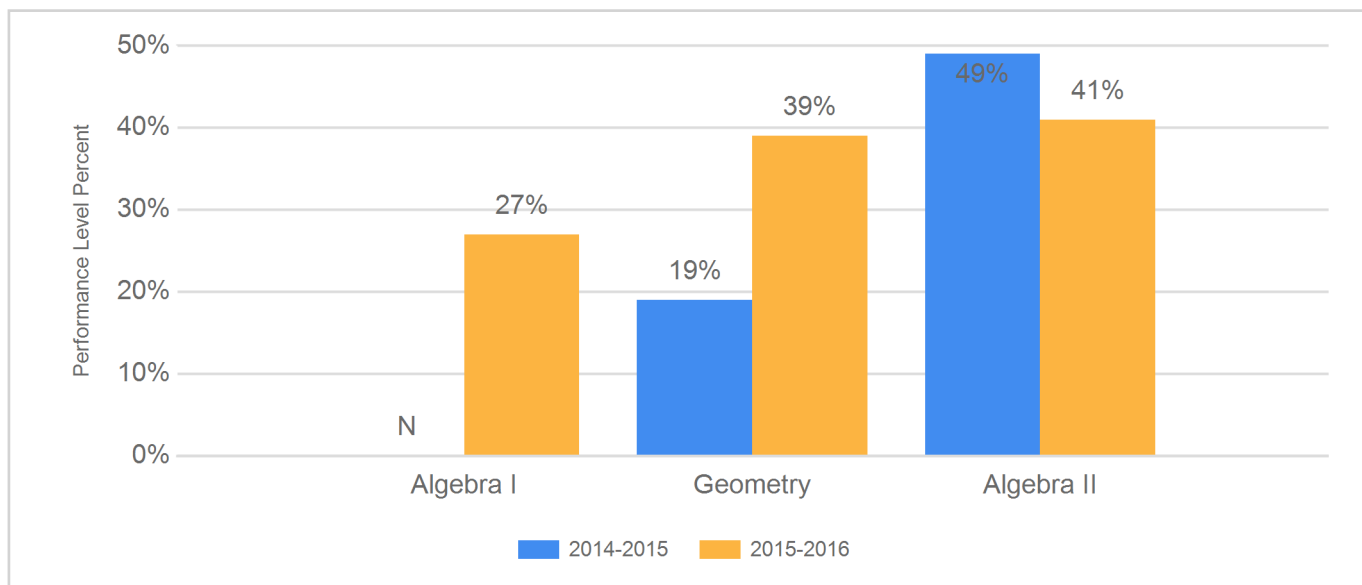
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### PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



\* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.

State of New Jersey  
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The Academic Achievement section also measures the content knowledge that students have in biology as demonstrated in End-of-Course Biology assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

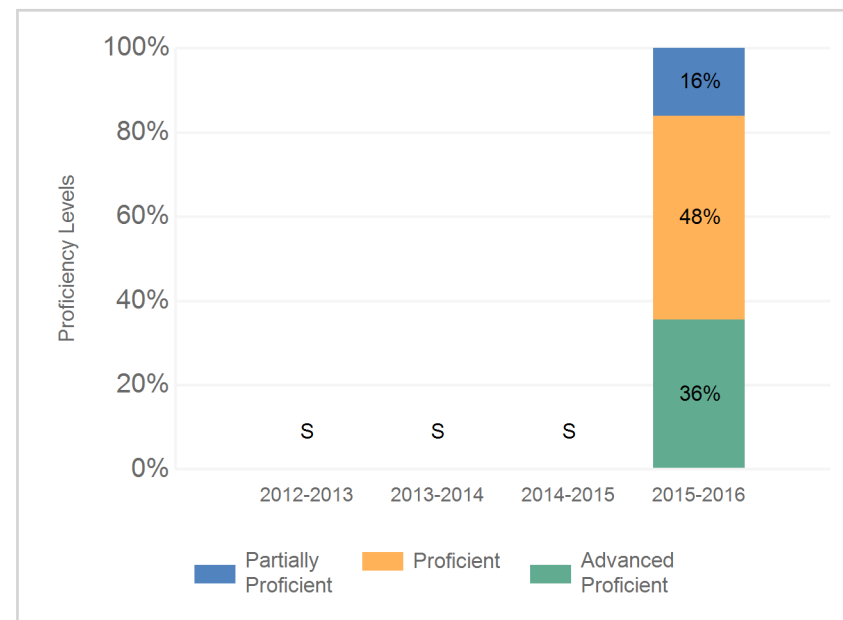
### Proficiency Outcomes - Biology

This table presents the percentage of students in each proficiency category for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	16%	41%	43%
Schoolwide	36%	48%	16%
White	33%	50%	17%
African American	S	S	S
Hispanic	29%	43%	29%
American Indian	S	S	S
Asian	67%	29%	5%
Two or More Races	S	S	S
Students with Disability	10%	41%	49%
English Language Learners	N	N	N
Economically Disadvantaged Students	S	S	S

### Proficiency Trends - Biology

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







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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are taking college entrance exams and challenging themselves with rigorous course work.

### PSAT/SAT/ACT Participation

This table presents the schoolwide and statewide participation rates from the last academic year as indicated in PSAT and SAT and from the last cohort as indicated in ACT.

College and Career Readiness Indicators	Schoolwide Participation	Statewide Participation
Percent of Students Participating in PSAT	100.0%	95.5%
Percent of Students Participating in SAT	40.2%	58.0%
Percent of Students Participating in ACT	81.9%	27.6%

### PSAT/SAT/ACT Benchmarks

This table presents the percentage of students scoring at or above College Readiness Benchmarks.

2015-16	Benchmark	Schoolwide	Statewide
<b>PSAT</b>	N	N	N
<b>SAT</b>	-	-	-
Reading and Writing	480	95%	71%
Math	530	80%	53%
<b>ACT</b>	-	-	-
Reading	22	79%	58%
English	18	93%	74%
Math	22	84%	61%
Science	23	75%	49%

### PSAT/SAT/ACT Performance

This table presents the school and state mean scores.

2015-16	School Mean	State Mean
<b>PSAT</b>	1094	950
<b>SAT</b>	-	-
Reading and Writing	611	537
Math	612	538
<b>ACT</b>	-	-
Reading	27	23
English	26	22
Math	26	23
Science	26	22

### PSAT/SAT/ACT Performance by Percentile

This table presents the student scores broken down by percentile based upon the school's distribution of scores.

2015-16	75 Percentile	50 Percentile	25 Percentile
<b>PSAT</b>	1200	1090	970
<b>SAT</b>	-	-	-
Reading and Writing	670	620	550
Math	690	620	540
<b>ACT</b>	-	-	-
Reading	32	27	22
English	31	26	22
Math	30	26	24
Science	29	25	22

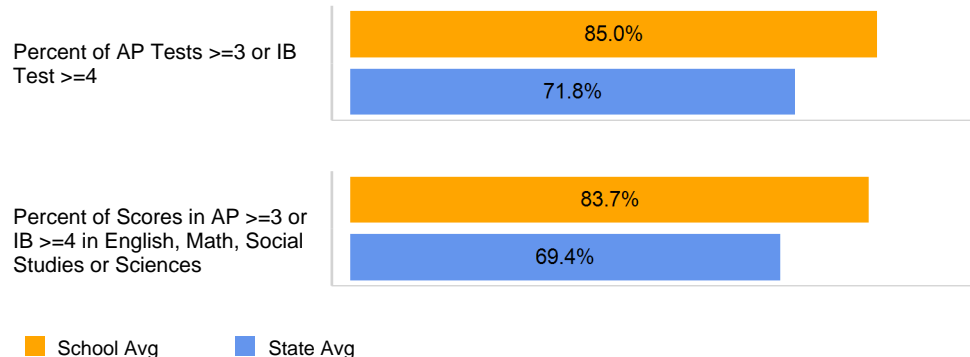


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### AP/ IB Test Performance

This graph compares the percentage of all AP/IB tests with scores of AP  $\geq 3$  or IB  $\geq 4$  for students enrolled in the school and across the state.



### AP/ IB Courses Offered

This table presents the count of students enrolled in each AP/IB course and the count of tests taken in each AP/IB course. The last row provides the count of scores that met or exceeded the benchmark. For AP/ IB Courses Offered, please note a student does not have to take a course to take the test OR take the test when enrolled in the course.

AP/IB Course	Students Enrolled	Students Tested
AP Biology	16	16
AP Calculus AB	26	27
AP Calculus BC	33	23
AP Chemistry	19	18
AP Chinese Language and Culture	0	9
AP Computer Science A	0	3
AP English Language and Composition	0	213
AP English Literature and Composition	0	68
AP Environmental Science	52	44
AP European History	15	14
AP French Language	0	6
AP German Language	0	1
AP Macroeconomics	0	4
AP Microeconomics	0	3
AP Music Theory	0	1
AP Physics 1	0	69
AP Physics 2	0	1
AP Physics C	8	0
AP Physics C: Electricity and Magnetism	0	8
AP Physics C: Mechanics	0	31
AP Psychology	0	2
AP Spanish Language	0	6
AP Spanish Literature	0	1
AP Statistics	43	24
AP Studio Art—Two-Dimensional	0	2

### Advanced Course Work Participation

The table below presents the percentage of 'unique' students enrolled in the 11th or 12th grade who took at least one AP or IB test, and the percent participating in dual enrollment.

2015-2016 Percent of Student Taking	School Participation	State Participation
One or More Course	100.0%	39.1%
One of More Test	73.9%	32.3%
At least One AP or IB Test in English, Math, Social Studies, or Science	72.6%	26.6%
Participating in Dual Enrollment	3.7%	15.4%



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AP/IB Course	Students Enrolled	Students Tested
AP U.S. Government and Politics	24	20
AP U.S. History	0	259
IB Art/Design	59	8
IB Biology	53	18
IB Business and Management	45	0
IB Chemistry	12	4
IB Classical Languages—Latin	100	13
IB Computing Studies	21	6
IB Design Technology	23	11
IB Economics	59	27
IB Environmental Science	22	18
IB Further Mathematics—SL	7	0
IB History	306	30
IB Language A (English)	585	88
IB Language B—Chinese	25	2
IB Language B—French	50	12
IB Language B—German	0	1
IB Language B—Spanish	95	27
IB Mathematical Studies	18	14
IB Mathematics	148	53
IB Music	18	5
IB Physics	108	21
IB Psychology	105	35
IB Theatre	5	2
IB Theory of Knowledge	173	0



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AP/IB Course	Students Enrolled	Students Tested
Student AP Tests $\geq 3$ and IB Tests $\geq 4$		763

\* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



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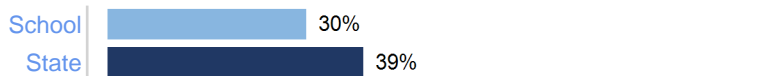
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### Visual and Performing Arts

This graph on the left displays the percentages of students who were enrolled in at least one of the four arts disciplines within the school and across the state. The graphs on the right show the percentage of students who were enrolled in any Visual and Performing Arts classes within the school and across the state.

#### MUSIC



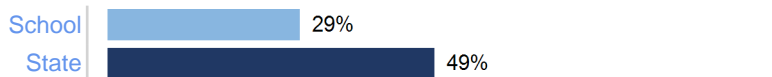
#### DRAMA



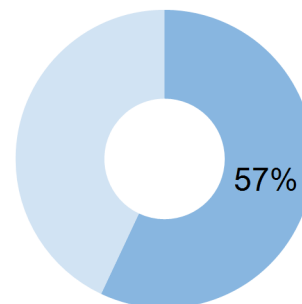
#### DANCE



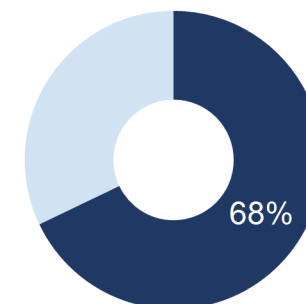
#### VISUAL ARTS



#### Any Visual and Performing Arts



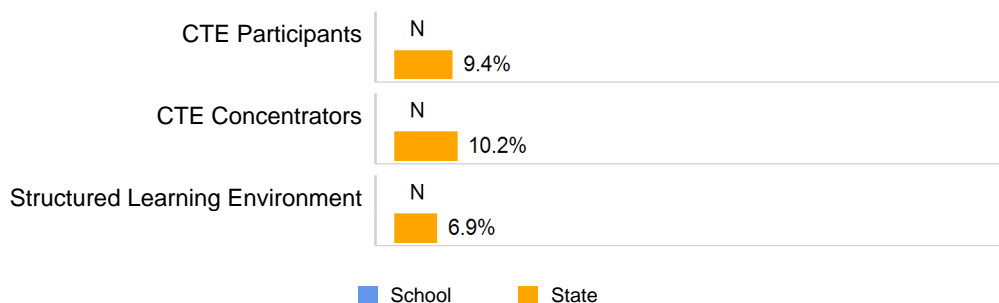
School



State

### Career and Technical Education Participation

The graph below displays the percentage of students within the school and across the State who were in approved Career and Technical Education (CTE). CTE participants are students who have completed only one course and CTE concentrators are students who have completed at least two courses. The graph also shows the percentage of students who completed a course in Structured Learning Experiences.



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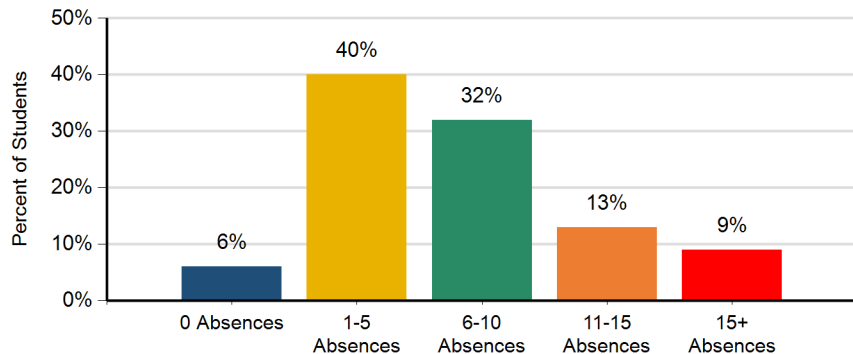
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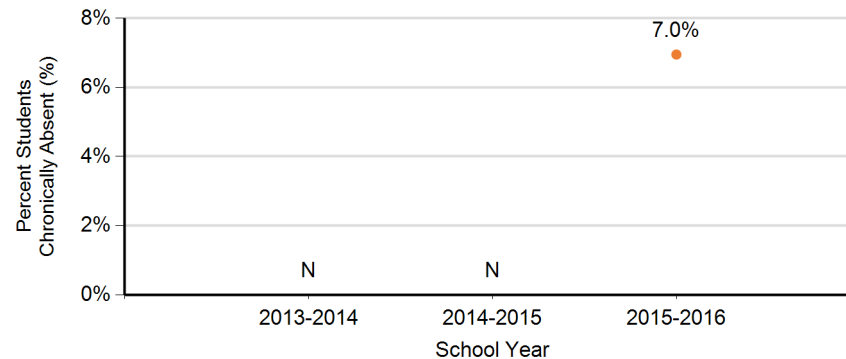
### Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



### Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years at the school.



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### Graduation Rate by Subgroup

This table presents the "4-year Adjusted Graduation Rate" and statewide percentiles (a comparison between the school's rate and schools across the state) for the school and by ethnic/racial subgroup and special population. The table also provides the state target. The state target is established as 81% for the 2015-2016 school year by the New Jersey Department of Education.

	School Rate	Statewide Percentile	State Target
Schoolwide	97.5%	89	81%
White	98%	78	
African American	S	S	
Hispanic	S	S	
American Indian	S	S	
Asian	S	S	
Native Hawaiian	N	N	
Two or More Races	S	S	
Students with Disability	93.8%	87	
English Language Learners	S	S	
Economically Disadvantaged Students	S	S	

### Dropout Rate by Subgroup

This table presents the Dropout Rates and state means for the school and by ethnic/racial subgroup and special population.

	School Rate	State Rate
Schoolwide	0.2%	1.2%
White	0.1%	0.6%
African American	N	2.6%
Hispanic	1.5%	2.2%
American Indian	N	3.4%
Asian	N	0.2%
Native Hawaiian	N	0.3%
Two or More Races	N	1.0%
Students with Disability	0.5%	1.7%
English Language Learners	N	0.1%
Economically Disadvantaged Students	N	1.7%



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### Extended Year Graduation Rate

The table below presents the 4-year and 5-year graduation rates for the prior school year's cohort.

Class of	4-Year Rate	5-Year Rate
2013	99%	99%
2014	98%	98%
2015	97%	98%
2016	98%	

### Postsecondary Enrollment Rates

This table presents the enrollment rates of this school's high school graduates into a 2 year or 4 year institution 16-months after high school graduation for the school and state and by ethnic/racial subgroup and special population.

	Percent Enrolled	Percent in 2 Years	Percent in 4 Years
Statewide	76.8%	33.9%	66.1%
Schoolwide	91.1%	10.7%	89.3%
White	91.2%	8.1%	91.9%
African American	S	S	S
Hispanic	S	S	S
American Indian	S	S	S
Asian	S	S	S
Native Hawaiian	0.0%	0.0%	0.0%
Two or More Races	S	S	S
Students with Disability	88.9%	25.0%	75.0%
English Language Learners	S	S	S
Economically Disadvantaged Students	S	S	S





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### Length of School Day

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

	School
2015-16	7 Hrs. 0 Mins.

### Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 53 Mins.
Shared Time	2 Hrs. 54 Mins.

### Student to Staff Ratio

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

2015-16	School
Faculty	12:1
Administrator	265:1

### Student Suspension Rate

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

	School
2015-16	1.2%

### Student Expulsions

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

	School
2015-16	0

### Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	98%