

## OVERVIEW

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GRADE SPAN 09-12

The New Jersey Department of Education (NJDOE) is pleased to present these annual reports of School Performance. 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 peer schools that are educating similar students, against statewide 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 deep, lengthy conversations about the full range of the data presented. As educators know well, measuring school performance is both an art and a science. While the School Performance Report brings attention to important student outcomes, 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 like time management and perseverance; 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 and collect well.

To learn more about New Jersey's school accountability system, please visit: <http://www.nj.gov/education/educators/>.

**DEMOGRAPHIC INFORMATION**

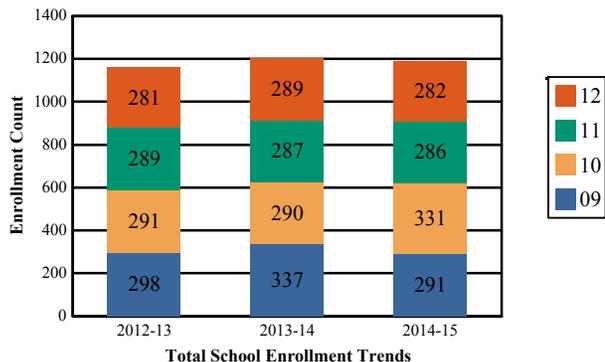
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**Enrollment by Ethnic/Racial Subgroup**

**Enrollment by Grade**

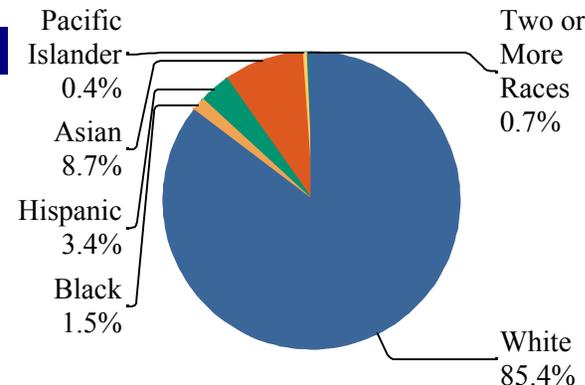
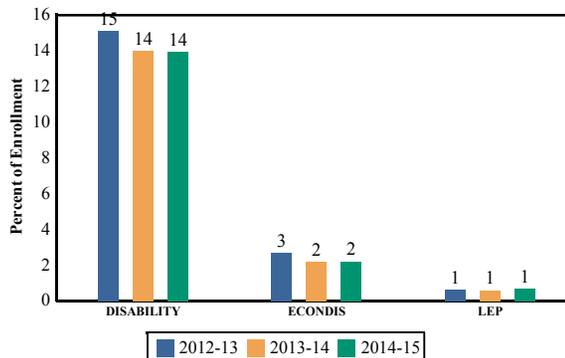
This graph presents the count of students who were 'on roll' by grade in October of each school year.



This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001.

**Enrollment Trends by Program Participation**

This graph presents the percentages of students by program participation who were 'on roll' in October of each school year.

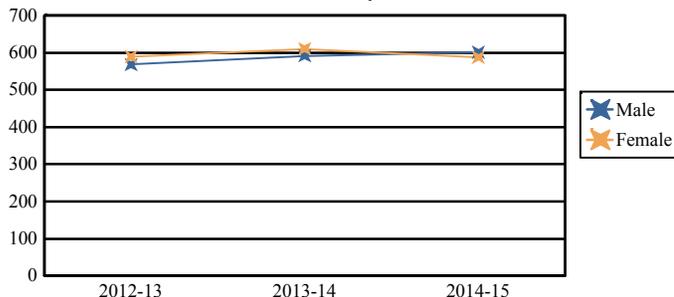


Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

Total School Enrollment	
2012-13	1,158
2013-14	1,202
2014-15	1,189

**Enrollment by Gender**

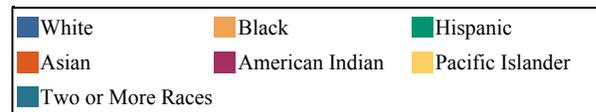
This graph presents the count of students by gender who were 'on roll' in October of each school year.



	Male	Female
2012-13	569	590
2013-14	592	611
2014-15	602	588

**Current Year Enrollment by Program Participation**

2014-15	Count of Students	% of Enrollment
Students with Disability	166	14%
Economically Disadvantaged Students	26	2.2%
English Language Learners	8	0.7%



**Language Diversity**

This table presents the percentage of students who primarily speak each language in their home.

2014-15	Percent
English	91.9%
Spanish	1.4%
Chinese	0.9%
Polish	0.5%
Korean	0.5%
Japanese	0.5%
Other	4.3%

**ACADEMIC ACHIEVEMENT**

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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L), Mathematics and Biology as demonstrated in 2014-2015 *Partnership for Assessment of Readiness for College and Careers (PARCC)* assessments and the End-of-Course Biology assessment. The below chart consist of three columns with measures. The first column - Schoolwide Performance - below includes the percentage of students who met or exceeded expectations in ELA/L or Math. The middle column - Peer School Percentile - indicates how the school's outcomes compare to its group of peer schools. The last column - Statewide Percentile - indicates how the school's outcomes compare to schools across the state in ELA/L.

<b>Academic Achievement</b>	<b>Schoolwide Performance</b>	<b>Peer Percentile</b>	<b>State Percentile</b>
HS English Language Arts/Literacy Met or Exceeded Expectation	<b>64%</b>	77	<b>88</b>
Math Met or Exceeded Expectation	<b>46%</b>		

**ESEA Waiver - English Language Arts/Literacy**

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

<b>Subgroups</b>	<b>Valid Scores</b>	<b>% Meeting Standards</b>	<b>Participation Goal</b>	<b>Participation Rate</b>	<b>Met Participation?</b>
Schoolwide	290	64.2%	95%	48.3%	<b>NO</b>
White	228	62.3%	95%	44.4%	<b>NO</b>
African American	-	-	--	--	--
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	42	83.3%	95%	71%	<b>NO</b>
Two or More Races	-	-	--	--	--
Students with Disability	45	28.8%	95%	59.5%	<b>NO</b>
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	-	-	--	--	--

**YES\* = Met Participation Rate (Participation Averaging applied)**

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

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**ESEA Waiver - Math**

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	270	46.3%	95%	45%	NO
White	215	42.8%	95%	41.7%	NO
African American	-	-	--	--	--
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	39	76.9%	95%	69%	NO
Two or More Races	-	-	--	--	--
Students with Disability	35	11.4%	95%	45%	NO
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	-	-	--	--	--

**YES\* = Met Participation Rate (Participation Averaging applied)**

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

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**Proficiency Outcomes - Biology**

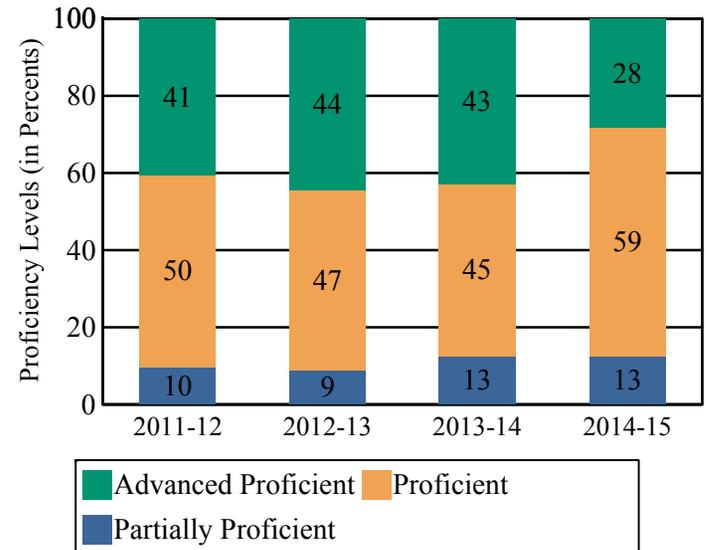
This table presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the New Jersey Biology Competency Test (NJBCT) in the latest school year.

Subgroups	Advanced	Proficient	Partially Proficient
Schoolwide	28%	59%	13%
White	27%	62%	12%
African American	-	-	-
Hispanic	-	-	-
American Indian	-	-	-
Asian	48%	42%	9%
Two or More Races	-	-	-
Students with Disability	15%	53%	32%
English Language Learners	-	-	-
Economically Disadvantaged Students	-	-	-

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

**Proficiency Trends - Biology**

This graph presents the percentage of students who scored in the Advanced Proficient, Proficient, and Partially Proficient categories of the Biology Competency Test over the last four years.



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**PARCC Performance Level**

The PARCC assesses how well students have learned grade-level material in English Language Arts/Literacy (ELA/L) and Math. The tests include questions that measure students' fundamental skills and knowledge, and require them to think critically, solve problems and support or explain their answers.

The PARCC reports students' overall scale scores that range from 650 to 850. To determine whether students have met academic expectations for their grade level/course in ELA/L and Math, students' overall scale scores are categorized into 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.

Five Performance Levels				
<b>Level 1:</b> Did Not Yet Meet Expectations <i>(Min. 650)</i>	<b>Level 2:</b> Partially Met Expectations	<b>Level 3:</b> Approached Expectations	<b>Level 4:</b> Met Expectations	<b>Level 5:</b> Exceeded Expectations <i>(Max. 850)</i>

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**PARCC ELA Performance Distribution - Grade - 09**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	147	751	739	8%	11%	27%	42%	12%	54%	41%
White	113	750	746	7%	12%	31%	41%	10%	50%	47%
African American	-	-	723	-	-	-	-	-	-	23%
Hispanic	-	-	725	-	-	-	-	-	-	26%
American Indian	-	-	732	-	-	-	-	-	-	33%
Asian	24	760	765	13%	8%	4%	46%	29%	75%	68%
Two or More Races	-	-	731	-	-	-	-	-	-	36%
Students with Disability	17	735	706	12%	24%	41%	24%	0%	24%	9%
English Language Learners	-	-	693	-	-	-	-	-	-	5%
Economically Disadvantaged Students	-	-	724	-	-	-	-	-	-	24%

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**PARCC ELA Performance Distribution - Grade - 10**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	140	777	735	2%	9%	14%	43%	31%	74%	38%
White	113	775	741	3%	12%	12%	42%	31%	73%	43%
African American	-	-	717	-	-	-	-	-	-	22%
Hispanic	-	-	720	-	-	-	-	-	-	24%
American Indian	-	-	725	-	-	-	-	-	-	27%
Asian	18	799	763	0%	0%	6%	44%	50%	94%	62%
Two or More Races	-	-	729	-	-	-	-	-	-	34%
Students with Disability	25	738	698	8%	32%	32%	20%	8%	28%	8%
English Language Learners	-	-	685	-	-	-	-	-	-	4%
Economically Disadvantaged Students	-	-	718	-	-	-	-	-	-	23%

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

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	74	777	741	7%	4%	15%	38%	36%	74%	42%
White	62	781	745	5%	5%	11%	40%	39%	79%	46%
African American	-	-	727	-	-	-	-	-	-	27%
Hispanic	-	-	731	-	-	-	-	-	-	31%
American Indian	-	-	745	-	-	-	-	-	-	38%
Asian	-	-	765	-	-	-	-	-	-	64%
Two or More Races	-	-	738	-	-	-	-	-	-	38%
Students with Disability	17	747	712	18%	6%	24%	41%	12%	53%	16%
English Language Learners	-	-	703	-	-	-	-	-	-	6%
Economically Disadvantaged Students	-	-	730	-	-	-	-	-	-	30%

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**PARCC ALGEBRA I - Performance Distribution**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	-	-	740	-	-	-	-	-	-	40%
White	-	-	746	-	-	-	-	-	-	47%
African American	-	-	722	-	-	-	-	-	-	20%
Hispanic	-	-	725	-	-	-	-	-	-	21%
American Indian	-	-	733	-	-	-	-	-	-	35%
Asian	-	-	769	-	-	-	-	-	-	73%
Two or More Races	-	-	734	-	-	-	-	-	-	35%
Students with Disability	-	-	710	-	-	-	-	-	-	8%
English Language Learners	-	-	710	-	-	-	-	-	-	7%
Economically Disadvantaged Students	-	-	725	-	-	-	-	-	-	21%

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**PARCC GEOMETRY - Performance Distribution**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	147	747	728	1%	16%	39%	37%	6%	44%	21%
White	120	745	731	2%	18%	43%	33%	5%	38%	24%
African American	-	-	716	-	-	-	-	-	-	7%
Hispanic	-	-	718	-	-	-	-	-	-	8%
American Indian	-	-	722	-	-	-	-	-	-	12%
Asian	21	763	751	0%	5%	10%	71%	14%	86%	54%
Two or More Races	-	-	724	-	-	-	-	-	-	20%
Students with Disability	18	719	709	11%	67%	11%	11%	0%	11%	4%
English Language Learners	-	-	710	-	-	-	-	-	-	6%
Economically Disadvantaged Students	-	-	718	-	-	-	-	-	-	8%

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**PARCC ALGEBRA II - Performance Distribution**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	114	751	721	11%	16%	20%	48%	5%	54%	24%
White	89	750	725	11%	17%	19%	49%	3%	53%	27%
African American	-	-	701	-	-	-	-	-	-	8%
Hispanic	-	-	706	-	-	-	-	-	-	10%
American Indian	-	-	720	-	-	-	-	-	-	23%
Asian	17	769	751	6%	6%	18%	53%	18%	71%	53%
Two or More Races	-	-	716	-	-	-	-	-	-	21%
Students with Disability	16	720	691	25%	38%	25%	13%	0%	13%	4%
English Language Learners	-	-	694	-	-	-	-	-	-	6%
Economically Disadvantaged Students	-	-	705	-	-	-	-	-	-	9%

**COLLEGE AND CAREER READINESS**

**MORRIS**

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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. The table below presents five such indicators: the percentage of students enrolled in the 12th grade who took the SAT or ACT, the percentage of 10th and 11th graders who took the PSAT, the percentage of students who scored above the SAT benchmark of 1550, the percentage of 11th and 12th graders who took at least one AP or IB test in English, math, social studies or science, and the percentage of those AP or IB tests that were scored a 3 or higher.

The below chart consist of five columns with measures. The first column - Schoolwide Performance - represents the outcomes for these particular indicators in the school. The second column - Peer School Percentile - indicates how the school's performance compares to its group of peer schools. The third column - Statewide Percentile - indicates how the school's performance compares to schools across the state. The fourth column - Statewide Target - provides the statewide targets for each of these indicators. The last column - Met Target? - indicates whether the School Performance met or exceeded the statewide target. The Summary row presents the averages of the peer school percentiles, the average of statewide percentiles and the percentage of statewide targets met.

College and Career Readiness Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Percent of Students Participating in SAT or ACT	<b>100%</b>	<b>100</b>	<b>100</b>	<b>80%</b>	<b>YES</b>
Percent of Students Participating in PSAT or PLAN	<b>82%</b>	<b>61</b>	<b>45</b>	<b>60%</b>	<b>YES</b>
Percent of Students Scoring Above 1550 on SAT	<b>74%</b>	<b>81</b>	<b>92</b>	<b>40%</b>	<b>YES</b>
Percent of Students Taking at least one AP Test or IB Test in English, Math, Social Studies or Science	<b>76%</b>	<b>100</b>	<b>98</b>	<b>35%</b>	<b>YES</b>
Percent of AP Tests $\geq 3$ or IB Test $\geq 4$ in English, Math, Social Studies or Science	<b>89%</b>	<b>74</b>	<b>90</b>	<b>75%</b>	<b>YES</b>
<b>Summary</b>		<b>83</b>	<b>85</b>		<b>100%</b>

**College Readiness Test Participation**

The first column of the table below presents the percentage of students enrolled in the 12th grade who took the SAT or ACT and the percentage of students enrolled in 10th and 11th grade who took the PSAT. The second column provides the average across the school's peer group for these two metrics.

2014-15 Percent of Students	School	Peer Avg.	State Avg.
Participating in SAT	82.4%	88.9%	79.1%
Participating in ACT	68.6%		25.2%
Participating in PSAT or PLAN	81.6%	77.6%	79.6%
Participating in Dual Enrollment	2.1%		14.9%

**AP/IB Participation - 'Unique' Students**

The table below presents the proportion of 'unique' students enrolled in at least 11th and 12th grade i.e., each student is counted once regardless of how many AP or IB courses he/she may take. The table also presents the proportion of how many 'unique' students took at least one AP or IB test to the school's enrollment in 11th and 12th grade.

2014-15 Percent of Students Taking	School	Peer Avg.	State Avg.
One or More Course	97.2%	55.9%	36.3%
One or More Test	90.8%	51.1%	30.7%
At least one AP or IB Test in English, Math, Social Studies or Science	76.2%	42.1%	25.3%

Note: Students who are enrolled in AP/IB coursework or take AP/IB tests in grades other than 11th and 12th are included in the numerator of this calculation.

**COLLEGE AND CAREER READINESS**

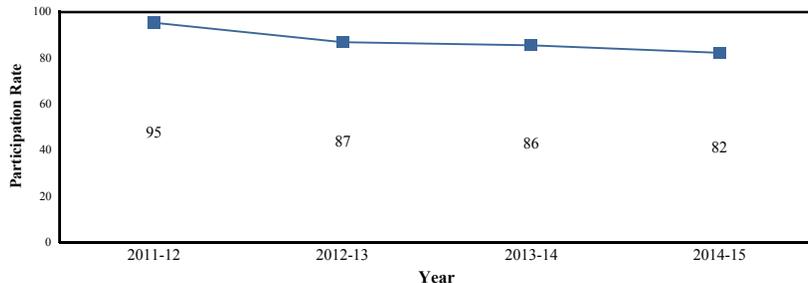
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**Participation Trends - SAT Testing**

**Participation Trends - SAT Testing**

This graph presents the participation rate in the SAT over the last four years.



**Scholastic Assessment Test (SAT) Results**

This table presents the percentage of students who achieved a composite SAT score of 1550 or higher. The SAT benchmark score of 1550 (Critical Reading, Mathematics and Writing Score combined) indicates a 65 percent likelihood of achieving a B- average or higher during the first year of college, which in turn has been found by the College Board's research to be indicative of a high likelihood of college success and completion.

2014-15	School	Peer Avg.	State Avg.
Percent of Students Scoring Above 1550 on SAT	74.4%	66.5%	43.8%

**Composite SAT Score**

This chart presents the average composite SAT score from the last academic year for students enrolled in this school as well as the average scores achieved in Critical Reading, Mathematics and Writing. The averages from this school's peer group are also presented.

2014-15	School	Peer Avg.	State Avg.
Composite SAT Score	1,767	1,687	1,508
Critical Reading	587	552	496
Mathematics	589	577	518
Writing	591	558	494

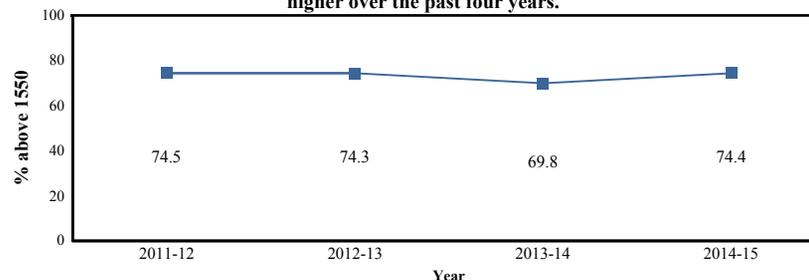
**AP /IB Test Results**

This table presents the percentage of all AP/IB tests taken by students enrolled in the school that were scored AP >= 3 and scored IB >= 4.

2014-15	School	Peer Avg.	State Avg.
Percent of AP Tests >= 3 or IB Test >= 4	91.3%	84.4%	72.4%
Percent of Scores in AP >= 3 or IB >= 4 in English, Math, Social Studies or Science	89.1%	83.8%	69.7%

**SAT Benchmark Trends**

This chart presents the percentage of students who achieved a composite SAT score of 1550 or higher over the past four years.



**Composite SAT Score**

This chart presents the scores achieved in Critical Reading, Mathematics and Writing by the students at the 25th percentile, the 50th percentile and the 75th percentile of the school's distribution of SAT scores.

2014-15	Critical Reading	Mathematics	Writing
75th Percentile	660	650	660
50th Percentile	585	600	600
25th Percentile	520	530	520

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CHATHAM HIGH SCHOOL  
255 LAFAYETTE AVENUE  
CHATHAM, NJ 07928

**AP/IB Courses Offered**

This table presents the count of students enrolled in each AP/IB course offered in this school in the first column. The second column presents the count of tests taken in each AP/IB course. The numbers may not match as some students do not take the test in the same year as they take the course and some students may take the course without taking the test or vice versa.

AP/IB Course Name	Students Enrolled	Students Tested
AP Psychology	136	116
AP U.S. History	133	131
AP Physics 1	113	101
AP Macroeconomics	107	86
AP Environmental Science	94	62
AP Biology	78	61
AP World History	74	74
AP Calculus AB	67	65
AP English Literature and Composition	63	62
AP English Language and Composition	45	32
AP Spanish Language	37	32
AP French Language	33	28
AP U.S. Government and Politics	32	31
AP Physics C	21	
AP Chemistry	20	18
AP Calculus BC	19	17
AP Statistics	18	17
AP Computer Science A	14	11

AP/IB Course Name	Students Enrolled	Students Tested
AP German Language	14	13
AP European History	12	9
AP Chinese Language and Culture	4	6
AP Microeconomics		88
AP Physics C: Electricity and Magnetism		17
AP Physics C: Mechanics		17
AP Studio Art/Drawing Portfolio		16
AP Japanese Language and Culture		2
AP Human Geography		1
AP Music Theory		1

**COLLEGE AND CAREER READINESS**

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**Visual and Performing Arts**

The chart below contains the percentage of students who were enrolled in at least one Dance, Drama/Theater, Music or Visual Arts class in this school. The last row shows the percentage of students who were enrolled in any Visual and Performing Arts classes in the school.

Percent of Students Enrolled	School	State
Dance	N/R	2.1%
Drama/Theater	1.1%	3.8%
Music	26.9%	17.8%
Visual Arts	38.9%	31.7%
<b>Total: All Visual and Performing Arts</b>	63.5%	49.9%

N/R - Data Not Reported

**Participation in Career Readiness**

The chart below contains percentage of students who were participants in an approved Career and Technical Education Program in this school as well as across the State of New Jersey.

Percent of Students Enrolled	School	State
Participating in CTE	0.1%	18.3%
Structured Learning Experience	0.5%	7.0%

N/R - Data Not Reported

**GRADUATION AND POSTSECONDARY**

**MORRIS**

**SCH DIST OF THE CHATHAMS**

**GRADE SPAN 09-12**

**CHATHAM HIGH SCHOOL  
255 LAFAYETTE AVENUE  
CHATHAM, NJ 07928**

This section of the performance report presents data about graduation, dropout and post-secondary attendance. The graduation rate is calculated according to the ESEA Cohort methodology as required by the United States Department of Education. Dropout rates are calculated from student-level data submitted by districts for students officially classified as dropouts. The dropout rate is the count of students who dropout in an academic year divided by the school's total enrollment.

The below chart consist of five columns with measures. The first column - Schoolwide Performance - represents the outcomes for these particular indicators in this school. The second column - Peer School Percentile - indicates how the school's performance compares to its group of peer schools. The third column - Statewide Percentile - indicates how the school's performance compares to schools across the state.. The fourth column - Statewide Target - provides the statewide targets for each of these indicators. The Statewide Target for Graduation Rate was established pursuant to NJDOE's ESEA Accountability Workbook. The last column - Met Target - indicates whether the School Performance met or exceeded the statewide target. The Summary row presents the averages of the peer school percentile, the average of statewide percentile and the percentage of statewide targets met.

Graduation & Post Secondary Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Targets	Met Target
Overall Graduation Rate	98%	46	84	78%	YES
Dropout Rate	0.2%	52	73	2%	YES
<b>SUMMARY - Graduation &amp; Post-Secondary</b>		49	79		100%

**Graduation Rate by Subgroup**

This table presents for all NCLB-identified subgroups the "4-year Adjusted Graduation Rate." This rate calculates the percentage of students who are awarded a regular, high school diploma within four years of becoming a first-time ninth grader. The rate is adjusted to account for students who 'transfer-in' and for students who are verified as 'transfers-out'.

	School	State Target
<b>Schoolwide</b>	98%	78%
White	98%	
African American	-	
Hispanic	-	
American Indian	-	
Asian	93%	
Native Hawaiian	-	
Two or More Races	-	
Students with Disability	96%	
English Language Learners	-	
Economically Disadvantaged Students	-	

**Dropout Rate by Subgroup**

This table presents for all NCLB-identified subgroups the Dropout rate. This rate calculates the percentage of students who are classified as dropouts divided by the school's total enrollment and by each subgroup enrollment.

	School	State Target
<b>Schoolwide</b>	.2%	2%
White	.2%	
African American	-	
Hispanic	0%	
American Indian	-	
Asian	0%	
Native Hawaiian	-	
Two or More Races	-	
Students with Disability	.6%	
English Language Learners	-	
Economically Disadvantaged Students	-	

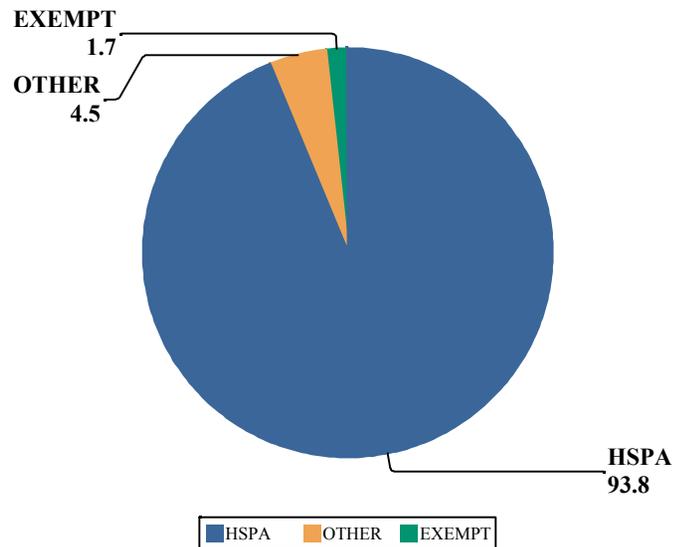
**GRADUATION AND POSTSECONDARY**

MORRIS  
SCH DIST OF THE CHATHAMS

GRADE SPAN 09-12

**Graduation Pathway Rates**

This chart presents the percentage of high school graduates who graduated by passing both sections of the HSPA, who were exempt from passing the HSPA, or who demonstrated proficiency through an alternative pathway such as through the Alternative High School Assessment, achievement of the 'Just Proficient Mean' or an appeal process.



**Extended Year Graduation Rate**

The chart below presents the 4-year and 5-year graduation rate for the prior school year's cohort in addition to the 4-year graduation rate for last year's cohort.

Class of	4-year Rate	5-year Rate
2012	99%	100%
2013	99%	99%
2014	99%	100%
2015	98%	

**GRADUATION AND POSTSECONDARY**

MORRIS  
SCH DIST OF THE CHATHAMS

GRADE SPAN 09-12

**Postsecondary Enrollment Rates**

This chart presents the enrollment rates of this school's high school graduates, 16-months after high school graduation. The data is from the National Student Clearinghouse which reports that it collects student-level enrollment data from 95% of Institutions of Higher Education nationwide.

The last columns indicate, for the schoolwide total and each subgroup, the percentage of postsecondary enrollees that were enrolled in either a 2 year or a 4 year institution.

	<b>Percent Enrolled</b>	<b>Percent in 2 Year</b>	<b>Percent in 4 Year</b>
<b>Statewide</b>	<b>78.5%</b>	<b>34.3%</b>	<b>64.7%</b>
<b>Schoolwide</b>	90%	3.9%	96.1%
White	90.6%	3.4%	96.6%
African American	-	-	-
Hispanic	-	-	-
Asian	-	-	-
American Indian	-	-	-
Native Hawaiian	-	-	-
Two or More Races	-	-	-
Students with Disability	94.9%	5.4%	94.6%
English Language Learners	-	-	-
Economically Disadvantaged Students	-	-	-

**WITHIN SCHOOL ACHIEVEMENT GAP**

MORRIS  
SCH DIST OF THE CHATHAMS

GRADE SPAN 09-12

This section of the performance report presents data about the achievement gap that exists within a school - as measured by the difference between the students' scale scores at the 25th and 75th percentile in the school, the Interquartile Range (IQR). Taken together with an understanding of the overall and average achievement levels in the school, the IQR furthers an understanding of the range of student outcomes that exist in a school. A school gap smaller than the state gap indicates that the school's range of student outcomes is narrower than the state's while a school gap broader than the state gap indicates that the school's range of student outcomes is larger than the state's.

**Grade Level - 09**

**PARCC English Language Arts/Literacy 25th %ile vs 75th%ile**

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	828	850
75th	773	766
50th	754	739
25th	729	710
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	44	56

**PARCC ALG-1 25th %ile vs 75th%ile**

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	N/A	821
75th	N/A	762
50th	N/A	735
25th	N/A	711
0th	N/A	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	N/A	51

**WITHIN SCHOOL ACHIEVEMENT GAP**

MORRIS  
SCH DIST OF THE CHATHAMS

GRADE SPAN 09-12

**Grade Level - 10**

**PARCC English Language Arts/Literacy 25th %ile vs 75th%ile**

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	850	850
75th	806	766
50th	775	733
25th	748	699
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	58	67

**Grade Level - 11**

**PARCC English Language Arts/Literacy 25th %ile vs 75th%ile**

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	850	850
75th	804	768
50th	786	740
25th	750	711
0th	681	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	54	57

**PARCC GEO 25th %ile vs 75th%ile**

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	800	793
75th	765	747
50th	747	726
25th	732	710
0th	688	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	33	37

**PARCC ALG-2 25th %ile vs 75th%ile**

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	818	813
75th	780	748
50th	752	718
25th	723	692
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	57	56

**SCHOOL CLIMATE**

MORRIS  
SCH DIST OF THE CHATHAMS

GRADE SPAN 09-12

**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
2014-15	6 Hrs. 55 Mins.

**Student Suspension Rate**

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

	School
2014-15	1.8%

**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.

2014-15	School
Full Time	6 Hrs. 13 Mins.
Shared Time	3 Hrs. 22 Mins.

**Student Expulsions**

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

	School
2014-15	0

**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.

2014-15	School
Faculty	12
Administrators	258

**SCHOOL PEER GROUP**

**MORRIS  
SCH DIST OF THE CHATHAMS**

**GRADE SPAN 09-12**

**CHATHAM HIGH SCHOOL  
255 LAFAYETTE AVENUE  
CHATHAM, NJ 07928**

This table presents the list of peer schools in alphabetical order by county name that was created specifically for this school (highlighted in yellow). Peer schools are drawn from across the state and represent schools that have similar grade configurations and that are educating students of similar demographic characteristics, as measured by enrollment in Free/Reduced Lunch Programs, Limited English Proficiency or Special Education Programs.

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRADES PAN</u>	<u>ECONOMICALLY DISADVANTAGED</u>	<u>ENGLISH LANGUAGE LEARNER</u>	<u>SPECIAL EDUCATION</u>
BERGEN	GLEN ROCK BORO	<b>GLEN ROCK HIGH SCHOOL</b>	03-1760-050	09-12	0.5%	0.9%	17.1%
BERGEN	NORTHERN VALLEY REGIONAL	<b>NORTHERN VALLEY REGIONAL HIGH SCHOOL AT DEMAREST</b>	03-3710-050	09-12	1.5%	0.9%	21.4%
BERGEN	PASCACK VALLEY REGIONAL	<b>PASCACK HILLS HIGH SCHOOL</b>	03-3960-040	09-12	1.6%	0.1%	16.4%
BERGEN	PASCACK VALLEY REGIONAL	<b>PASCACK VALLEY HIGH SCHOOL</b>	03-3960-050	09-12	3.6%	0.4%	16%
BERGEN	RAMAPO-INDIAN HILL REG	<b>INDIAN HILLS HIGH SCHOOL</b>	03-4300-030	09-12	2.3%	0%	17.1%
BERGEN	RAMSEY BORO	<b>RAMSEY HIGH SCHOOL</b>	03-4310-050	09-12	3.7%	0.4%	13.7%
BERGEN	RIDGEWOOD VILLAGE	<b>RIDGEWOOD HIGH SCHOOL</b>	03-4390-050	09-12	1.3%	0.6%	13.7%
BERGEN	RIVER DELL REGIONAL	<b>RIVER DELL REGIONAL HIGH SCHOOL</b>	03-4405-050	09-12	1.2%	0.6%	15.2%
BERGEN	RUTHERFORD BORO	<b>RUTHERFORD HIGH SCHOOL</b>	03-4600-050	09-12	3.5%	0.5%	9.4%
CAMDEN	HADDONFIELD BORO	<b>HADDONFIELD MEMORIAL HIGH SCHOOL</b>	07-1900-050	09-12	2.1%	0.4%	15.6%
ESSEX	LIVINGSTON TWP	<b>LIVINGSTON HIGH SCHOOL</b>	13-2730-050	09-12	1.6%	1%	12.4%
ESSEX	MILLBURN TWP	<b>MILLBURN HIGH SCHOOL</b>	13-3190-050	09-12	2.9%	0.9%	13.7%
ESSEX	VERONA BORO	<b>VERONA HIGH SCHOOL</b>	13-5370-050	09-12	1.8%	0.6%	11%
ESSEX	WEST ESSEX REGIONAL	<b>WEST ESSEX HIGH SCHOOL</b>	13-5630-050	09-12	3.6%	0.4%	13.9%
HUNTERDON	N HUNT/VOORHEES REGIONAL	<b>NORTH HUNTERDON HIGH SCHOOL</b>	19-3660-050	09-12	3.2%	0.1%	14.9%
MERCER	HOPEWELL VALLEY REGIONAL	<b>HOPEWELL VALLEY CENTRAL HIGH SCHOOL</b>	21-2280-030	09-12	2.5%	0.1%	10%
MERCER	ROBBINSVILLE TWP	<b>ROBBINSVILLE HIGH SCHOOL</b>	21-5510-030	09-12	4.5%	0.3%	11.2%
MONMOUTH	FREEHOLD REGIONAL	<b>MARLBORO HIGH SCHOOL</b>	25-1650-080	09-12	4.3%	0%	12.2%
MONMOUTH	HOLMDEL TWP	<b>HOLMDEL HIGH SCHOOL</b>	25-2230-020	09-12	3.8%	0.5%	12.6%
MONMOUTH	SHORE REGIONAL	<b>SHORE REGIONAL HIGH SCHOOL</b>	25-4760-050	09-12	3.5%	0.5%	14.8%
MORRIS	HANOVER PARK REGIONAL	<b>HANOVER PARK HIGH SCHOOL</b>	27-1990-050	09-12	3.4%	0.2%	12%
MORRIS	HANOVER PARK REGIONAL	<b>WHIPPANY PARK HIGH SCHOOL</b>	27-1990-070	09-12	2%	0.7%	12.4%
MORRIS	KINNELON BORO	<b>KINNELON HIGH SCHOOL</b>	27-2460-050	09-12	3.4%	0.2%	18.1%

**SCHOOL PEER GROUP**

**MORRIS  
SCH DIST OF THE CHATHAMS**

**GRADE SPAN 09-12**

MORRIS	SCH DIST OF THE CHATHAMS	CHATHAM HIGH SCHOOL	27-0785-010	09-12	2.2%	0.7%	13.9%
MORRIS	WEST MORRIS REGIONAL	WEST MORRIS CENTRAL HIGH SCHOOL	27-5660-030	09-12	1.2%	0.2%	16.7%
MORRIS	WEST MORRIS REGIONAL	WEST MORRIS MENDHAM HIGH SCHOOL	27-5660-050	09-12	1.2%	0.4%	14.9%
SOMERSET	BERNARDS TWP	RIDGE HIGH SCHOOL	35-0350-050	09-12	2.3%	0.3%	14%
SOMERSET	WATCHUNG HILLS REGIONAL	WATCHUNG HILLS REGIONAL HIGH SCHOOL	35-5550-050	09-12	2.3%	0.5%	14.2%
SUSSEX	SPARTA TWP	SPARTA HIGH SCHOOL	37-4960-050	09-12	4%	0.2%	12.1%
UNION	BERKELEY HEIGHTS TWP	GOVERNOR LIVINGSTON HIGH SCHOOL	39-0310-005	09-12	1.8%	0.5%	11.8%
UNION	WESTFIELD TOWN	WESTFIELD SENIOR HIGH SCHOOL	39-5730-050	09-12	3.1%	0.2%	16.3%