NJ SCHOOL PERFORMANCE REPORT

HIGHLAND REGIONAL HIGH SCHOOL
(07-0390-020)
Grades Offered: 09-12
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

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School Contact Info

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

Type	Contact Information
County	CAMDEN
District	BLACK HORSE PIKE REGIONAL
Principal Name	MS. OWEN
Address	450 ERIAL ROAD BLACKWOOD, NJ 08012
Phone Number	(609)227-4100
Email Address	LOWEN@BHPRSD.ORG
Website	http://www.bhprsd.org/highland
Facebook	https://www.facebook.com/bhprsd/
Twitter	https://twitter.com/HighlandHS

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Enrollment Trends by Grade

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

Grade	2015-16	2016-17	2017-18
9	340	342	312
10	273	324	300
11	326	270	312
12	292	334	268
Total	1,231	1,270	1,192

Enrollment Trends by Student Group

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

Student Group	2015-16	2016-17	2017-18
Female	52.8%	52.0%	51.6%
Male	47.2%	48.0%	48.4%
Economically Disadvantaged Students	29.7%	35.0%	35.4%
Students with Disabilities	15.8%	18.7%	19.5%
English Learners	0.0%	0.0%	0.1%
Homeless Students		1.3%	1.5%
Students in Foster Care		0.4%	0.5%
Military-Connected Students		0.1%	0.1%
Migrant Students		0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2015-16	2016-17	2017-18
White	57.9%	56.9%	54.4%
Hispanic	8.9%	9.7%	9.7%
Black or African American	25.5%	26.1%	28.5%
Asian	7.0%	6.6%	7.0%
Native Hawaiian or Pacific Islander	0.3%	0.2%	0.3%
American Indian or Alaska Native	0.0%	0.0%	0.1%
Two or More Races	0.3%	0.5%	0.0%

Enrollment Trends by Full and Shared Time Status

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

Enrollment Status	2015-16	2016-17	2017-18
Full Time Students	1,231	1,270	1,192
Shared Time Students	0	0	0
Full Time Equivalent	1,231	1,270	1,192

Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown, and students with other home languages are included in the Other Languages total.

Home Language	% of Students
English	92.8%
Spanish	2.9%
Bengali	1.3%
Other Languages	3.0%

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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	577	98.8	45.9	42.9	56.7	45.9	34.8	Met Target
White	325	99.1	49.5	47.1	65.6	49.5	37.4	Met Target
Hispanic	50	96.4	48.0	36.7	42.5	48.0	30.1	Met Target
Black or African American	162	98.8	33.4	29.6	37.3	33.4	26	Met Target
Asian, Native Hawaiian, or Pacific Islander	38	100.0	68.4	63.0	82.3	68.4	50.9	Met Target
American Indian or Alaska Native	*	*	*	*	52.7	*	**	**
Two or More Races	*	*	*	*	63.4	*	**	**
Female	298	99.3	57.1	53.2	64.5	57.1		
Male	279	98.3	34.0	32.4	49.4	34.0		
Economically Disadvantaged Students	204	98.6	33.4	30.9	38.5	33.4	29.2	Met Target
Non-Economically Disadvantaged Students	373	99.0	52.8	49.0	67.5	52.8		
Students with Disabilities	116	96.0	*	*	21.6	*	14.8	Not Met
Students without Disabilities	461	99.6	*	*	63.9	*		
English Learners	N	N	N	*	27.3	N	**	**
Non-English Learners	577	98.8	45.9	*	59.4	45.9		
Homeless Students	*	*	*	21.4	27.7	*		
Students In Foster Care	*	*	*	*	26.3	*		
Military-Connected Students	*	*	*	*	57.4	*		
Migrant Students	N	N	N	N	30.1	N		

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	295	746	744	752	10%	15%	26%	41%	7%	49%	55%
White	146	752	749	760	8%	12%	25%	*	*	55%	64%
Hispanic	31	747	739	735	*	*	*	*	*	52%	38%
Black or African American	97	733	*	734	16%	21%	30%	*	*	33%	34%
Asian, Native Hawaiian, or Pacific Islander	*	*	755	782	*	*	*	*	*	*	83%
American Indian or Alaska Native	*	*	*	752	*	*	*	*	*	*	51%
Two or More Races	N	N	*	760	N	N	N	N	N	N	63%
Female	149	757	752	759	*	*	27%	*	*	60%	63%
Male	146	735	736	744	*	*	25%	*	*	37%	46%
Economically Disadvantaged Students	124	733	733	733	15%	23%	31%	*	*	31%	34%
Non-Economically Disadvantaged Students	171	756	751	761	7%	9%	23%	*	*	61%	65%
Students with Disabilities	48	705	708	716	*	*	*	*	*	*	15%
Students without Disabilities	247	754	751	758	*	*	*	*	*	*	62%
English Learners	N	N	695	691	N	N	N	N	N	N	*
Non-English Learners	295	746	745	755	10%	15%	26%	41%	7%	49%	*
Homeless Students	*	*	725	720	*	*	*	*	*	*	22%
Students in Foster Care	*	*	*	719	*	*	*	*	*	*	20%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	54%
Migrant Students	N	N	N	696	N	N	N	N	N	N	10%

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	289	736	735	749	23%	12%	22%	35%	8%	43%	51%
White	180	740	738	756	18%	13%	24%	35%	10%	45%	58%
Hispanic	22	739	730	733	*	*	*	*	*	45%	38%
Black or African American	69	722	720	728	36%	*	20%	*	*	30%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	782	*	*	*	*	*	*	78%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	50%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	149	747	744	759	14%	10%	22%	*	*	54%	60%
Male	140	724	724	739	33%	15%	21%	*	*	31%	42%
Economically Disadvantaged Students	84	725	723	730	37%	*	17%	*	*	36%	34%
Non-Economically Disadvantaged Students	205	740	739	758	18%	*	24%	*	*	45%	59%
Students with Disabilities	67	696	698	707	*	*	*	*	*	*	15%
Students without Disabilities	222	748	744	756	*	*	*	*	*	*	57%
English Learners	N	N	*	684	N	N	N	N	N	N	*
Non-English Learners	289	736	*	752	23%	12%	22%	35%	8%	43%	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	23%
Students in Foster Care	*	*	*	707	*	*	*	*	*	*	21%
Military-Connected Students	*	*	*	748	*	*	*	*	*	*	48%
Migrant Students	N	N	N	706	N	N	N	N	N	N	18%

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

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	251	731	721	736	23%	19%	24%	29%	4%	33%	39%
White	143	730	721	737	26%	17%	24%	26%	7%	33%	41%
Hispanic	29	738	725	731	*	*	*	41%	0%	41%	35%
Black or African American	69	730	721	729	23%	22%	25%	30%	0%	30%	31%
Asian, Native Hawaiian, or Pacific Islander	10	737	*	759	*	*	*	*	*	40%	60%
American Indian or Alaska Native	N	N	*	730	N	N	N	N	N	N	25%
Two or More Races	N	N	*	737	N	N	N	N	N	N	39%
Female	124	739	729	745	15%	16%	25%	*	*	44%	48%
Male	127	724	715	728	31%	22%	24%	*	*	24%	31%
Economically Disadvantaged Students	95	726	720	730	26%	21%	24%	*	*	28%	33%
Non-Economically Disadvantaged Students	156	734	722	739	21%	18%	24%	*	*	37%	42%
Students with Disabilities	56	710	708	708	41%	30%	*	*	*	13%	13%
Students without Disabilities	195	737	724	742	18%	16%	*	*	*	39%	44%
English Learners	N	N	708	702	N	N	N	N	N	N	*
Non-English Learners	251	731	722	738	23%	19%	24%	29%	4%	33%	*
Homeless Students	*	*	713	721	*	*	*	*	*	*	22%
Students in Foster Care	*	*	*	708	*	*	*	*	*	*	19%
Military-Connected Students	N	N	N	729	N	N	N	N	N	N	31%
Migrant Students	N	N	N	707	N	N	N	N	N	N	*

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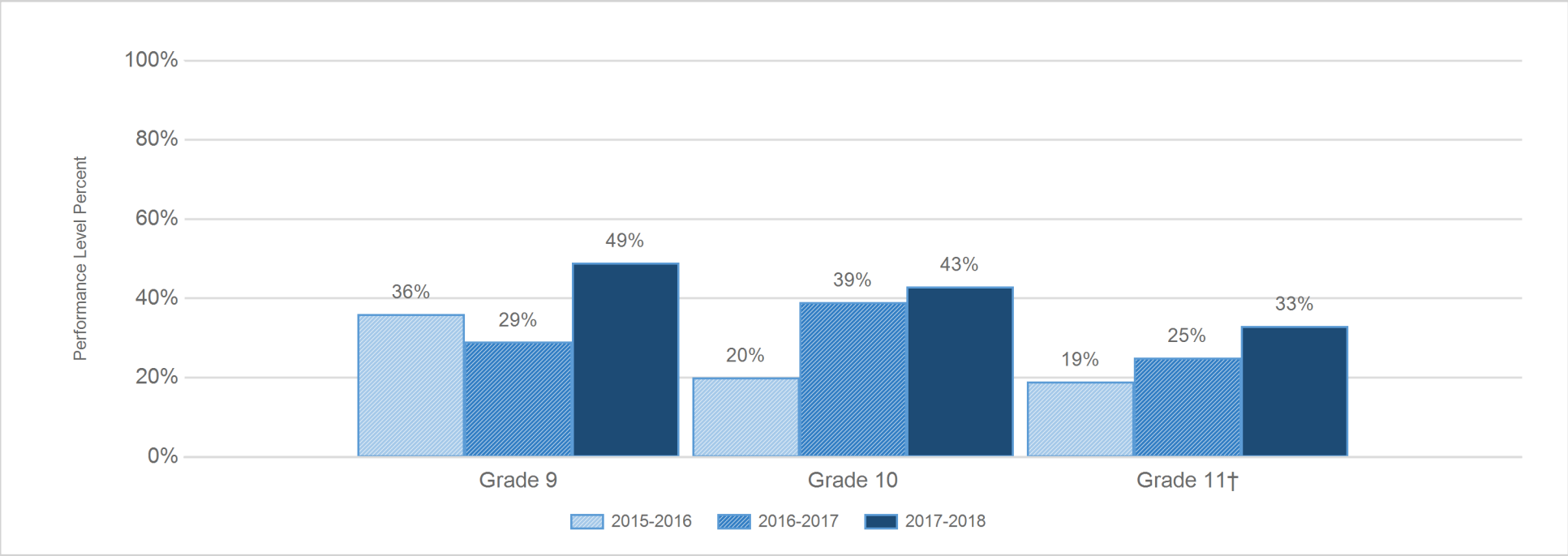
English Language Arts/Literacy Assessment - Performance Trends

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



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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	548	99.1	27.3	29.7	45.0	27.3	24.8	Met Target
White	313	99.7	33.2	32.4	54.1	33.2	26.2	Met Target
Hispanic	48	98.1	22.9	27.0	29.2	22.9	22.1	Met Target
Black or African American	149	98.7	16.8	*	23.4	16.8	16.6	Met Target
Asian, Native Hawaiian, or Pacific Islander	36	97.3	27.8	*	77.0	27.8	44.8	Not Met
American Indian or Alaska Native	*	*	*	*	42.5	*	**	**
Two or More Races	*	*	*	*	53.0	*	**	**
Female	286	99.7	29.0	30.8	46.0	29.0		
Male	262	98.5	25.5	28.5	43.9	25.5		
Economically Disadvantaged Students	187	98.5	19.3	21.3	26.6	19.3	20.4	Met Target†
Non-Economically Disadvantaged Students	361	99.5	31.5	33.7	55.9	31.5		
Students with Disabilities	76	97.5	*	*	17.1	*	12.8	Met Target†
Students without Disabilities	472	99.4	*	*	50.5	*		
English Learners	N	N	N	11.1	24.6	N	**	**
Non-English Learners	548	99.1	27.3	30.0	46.9	27.3		
Homeless Students	*	*	*	*	17.3	*		
Students In Foster Care	*	*	*	*	16.2	*		
Military-Connected Students	*	*	*	*	45.8	*		
Migrant Students	N	N	N	N	23.7	N		

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Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	256	733	733	746	11%	21%	41%	26%	0%	26%	46%
White	118	738	736	755	10%	15%	39%	36%	0%	36%	57%
Hispanic	31	732	732	730	*	*	45%	*	*	23%	27%
Black or African American	94	727	729	727	11%	34%	40%	15%	0%	15%	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	740	779	*	*	*	*	*	*	79%
American Indian or Alaska Native	*	*	*	746	*	*	*	*	*	*	49%
Two or More Races	N	N	*	755	N	N	N	N	N	N	54%
Female	118	738	736	748	*	*	54%	28%	0%	28%	48%
Male	138	729	731	745	*	*	30%	24%	0%	24%	44%
Economically Disadvantaged Students	128	727	729	729	15%	30%	40%	16%	0%	16%	25%
Non-Economically Disadvantaged Students	128	739	737	756	8%	13%	43%	36%	0%	36%	57%
Students with Disabilities	55	710	709	716	*	*	*	*	*	*	13%
Students without Disabilities	201	739	739	752	*	*	*	*	*	*	52%
English Learners	N	N	721	710	N	N	N	N	N	N	*
Non-English Learners	256	733	734	749	11%	21%	41%	26%	0%	26%	*
Homeless Students	*	*	729	718	*	*	*	*	*	*	16%
Students in Foster Care	*	*	*	712	*	*	*	*	*	*	12%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	49%
Migrant Students	N	N	N	720	N	N	N	N	N	N	11%

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Mathematics Assessment - Performance by Test: Geometry

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	261	731	732	735	7%	38%	31%	*	*	24%	30%
White	158	733	735	740	7%	31%	34%	*	*	28%	37%
Hispanic	*	*	726	723	*	*	*	*	*	*	14%
Black or African American	64	725	*	719	*	55%	25%	*	*	14%	11%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	760	*	*	*	*	*	*	65%
American Indian or Alaska Native	N	N	N	734	N	N	N	N	N	N	28%
Two or More Races	*	*	*	741	*	*	*	*	*	*	39%
Female	141	733	732	736	*	36%	33%	*	*	27%	30%
Male	120	728	731	734	*	41%	28%	*	*	21%	29%
Economically Disadvantaged Students	74	726	727	722	*	50%	24%	*	*	19%	13%
Non-Economically Disadvantaged Students	187	733	734	741	*	34%	34%	*	*	26%	38%
Students with Disabilities	43	712	713	713	*	*	*	*	*	*	*
Students without Disabilities	218	735	734	738	*	*	*	*	*	*	*
English Learners	N	N	717	711	N	N	N	N	N	N	*
Non-English Learners	261	731	732	736	7%	38%	31%	*	*	24%	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	*
Students in Foster Care	*	*	*	711	*	*	*	*	*	*	*
Military-Connected Students	N	N	N	731	N	N	N	N	N	N	24%
Migrant Students	N	N	N	709	N	N	N	N	N	N	11%

NJ SCHOOL PERFORMANCE REPORT

HIGHLAND REGIONAL HIGH SCHOOL
(07-0390-020)
Grades Offered: 09-12
2017-2018

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	248	713	714	727	*	*	*	*	*	*	30%
White	152	716	716	733	30%	32%	28%	*	*	11%	35%
Hispanic	26	713	714	710	*	*	*	*	*	*	14%
Black or African American	57	706	*	705	*	*	*	*	*	*	11%
Asian, Native Hawaiian, or Pacific Islander	13	715	732	766	*	*	*	*	*	*	66%
American Indian or Alaska Native	N	N	*	729	N	N	N	N	N	N	28%
Two or More Races	N	N	*	736	N	N	N	N	N	N	37%
Female	132	715	717	728	*	*	*	*	*	*	30%
Male	116	711	711	727	*	*	*	*	*	*	30%
Economically Disadvantaged Students	71	706	707	709	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	177	716	717	736	*	*	*	*	*	*	37%
Students with Disabilities	30	699	*	693	*	*	*	*	*	*	*
Students without Disabilities	218	715	*	732	*	*	*	*	*	*	*
English Learners	N	N	*	691	N	N	N	N	N	N	*
Non-English Learners	248	713	*	729	*	*	*	*	*	*	*
Homeless Students	*	*	*	703	*	*	*	*	*	*	10%
Students in Foster Care	N	N	*	693	N	N	N	N	N	N	*
Military-Connected Students	*	*	*	717	*	*	*	*	*	*	20%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%

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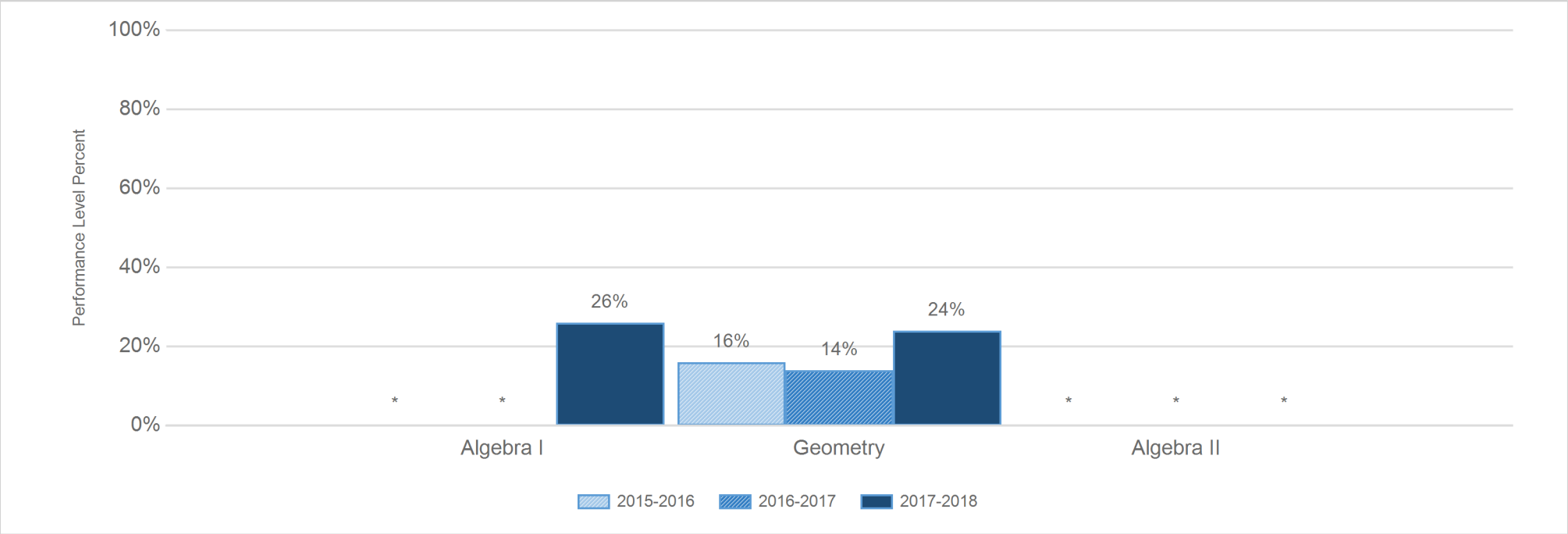
Mathematics Assessment – Performance Trends

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



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

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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2017-18 Target	Met Target?
Schoolwide/English Learners	N	N	N

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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

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

NJASK Science Assessment Information

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

Biology Assessment Information

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

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

PSAT, SAT, & ACT - Participation

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

Participation Type	School Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2017-18	100.0%	85.0%
12th graders taking SAT in 2017-18 or prior years	74.6%	72.2%
12th graders taking ACT in 2017-18 or prior years	8.2%	24.6%

PSAT, SAT, & ACT - Performance

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

Participation Type	School Average Score	State Average Score	College Readiness Benchmarks	School - Students Scores at or above Benchmark	State - Students Scores at or above Benchmark
PSAT 10/NMSQT - Reading and Writing	433	478	Grade 10: 430 Grade 11: 460	46%	62%
PSAT 10/NMSQT - Math	432	478	Grade 10: 480 Grade 11: 510	22%	42%
SAT - Reading and Writing	505	542	480	56%	72%
SAT - Math	500	543	530	36%	54%
ACT - Reading	22	24	22	59%	62%
ACT - English	22	24	18	73%	78%
ACT - Math	23	24	22	64%	62%
ACT - Science	22	23	23	45%	53%

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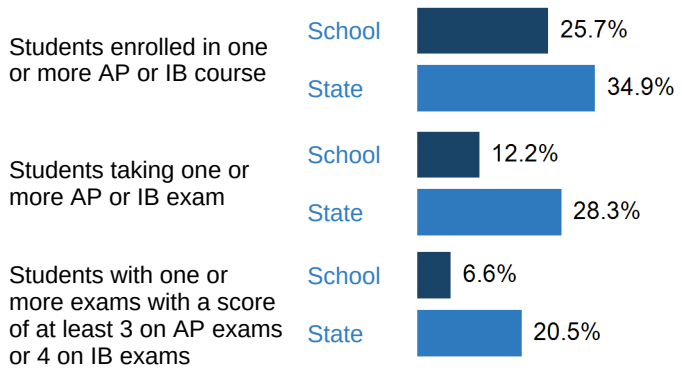
Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (IB)** courses and exams and **dual enrollment** courses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

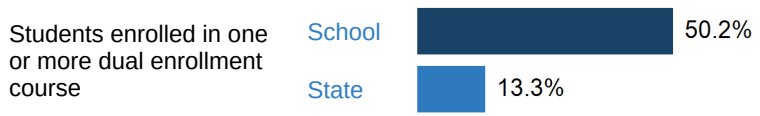
AP/IB Coursework – Participation and Performance

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



Dual Enrollment Coursework - Participation

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



AP/ IB Courses Offered

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

AP/IB Course	Students Enrolled	Students Tested
AP Biology	9	5
AP Calculus AB	30	13
AP Chemistry	14	10
AP English Language and Composition	59	35
AP English Literature and Composition	52	14
AP Environmental Science	8	5
AP Music Theory	8	2
AP Physics 1	0	10
AP Physics 2	0	6
AP Physics B	49	0
AP Psychology	29	5
AP Statistics	31	6
AP Studio Art—Two-Demensional	8	2
AP U.S. Government and Politics	15	5
AP U.S. History	67	37
Exams with scores of at least 3 on AP exams or 4 on IB exams		64

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AP/IB Course	Students Enrolled	Students Tested
Total Exams taken		155

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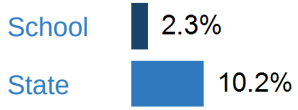
This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit the NJDOE's Career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

Career and Technical Education Participation

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

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

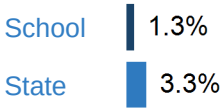
CTE Concentrators
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

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

Structured Learning Experiences



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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/.

Industry-Valued Credentials

The graph below shows the percentage of students in grades 9 through 12 who earned one or more Industry-Valued Credential during the school year.

Students Earning Industry-Valued Credentials

School	0.0%
State	0.9%

Industry-Valued Credentials by Career Cluster

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

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total credentials earned
Architecture & Construction	130		
Total (All Clusters)	130	0	0

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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	232	88	2	0	0	0	142
10	16	211	79	0	0	0	46
11	32	20	197	68	1	16	32
12	2	7	22	32	49	98	88
Total	282	326	300	100	50	114	308
Enrolled in AP/IB Course					30	31	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	114	0

Science - Course Participation

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

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	190	0	24	9	128	4
10	150	46	25	10	94	5
11	10	156	23	100	48	12
12	7	10	7	19	56	61
Total	357	212	79	138	326	82
Enrolled in AP/IB Course	9	14		8	49	0
Enrolled in Dual Enrollment Course	9	14	0	8	34	0

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

Social Studies and History - Course Participation

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

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	319	32	0	0	0	0
10	11	314	0	0	0	0
11	6	324	0	36	20	17
12	5	22	0	97	28	65
Total	341	692	0	133	48	82
Enrolled in AP/IB Course	0	67	0	29		15
Enrolled in Dual Enrollment Course	0	67	0	29	0	0

World Languages - Course Participation

This table shows the number of students who were enrolled in World Languages courses by grade and language. Students are counted more than once if they were enrolled in courses across multiple languages. The last three rows show the number of students enrolled in level 3 or higher courses (such as French II or IV), Advanced Placement (AP) or International Baccalaureate (IB) courses, and Dual Enrollment courses by language.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	145	36	29	0	0	0	0
10	218	39	36	0	0	0	0
11	161	38	19	0	0	0	0
12	66	18	6	0	0	0	0
Total	590	131	90	0	0	0	0
Enrolled in AP/IB Course	0	0	0	0	0	0	0
Enrolled in Dual Enrollment Course	132	40	18	0	0	0	0
Enrolled in Level 3 or Higher	132	40	18	0	0	0	0

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Seal of Biliteracy

This table shows the number of Seals of Biliteracy earned by language. The New Jersey Department of Education State Seal of Biliteracy identifies graduating high school students who are able to demonstrate proficiency in English in addition to one or more languages. Students may be counted more than once if they earned Seals across more than one language. Visit the NJDOE Seal of Biliteracy website for more information.

Language	Students Earning a Seal of Biliteracy
French	*
German	*
Total	*

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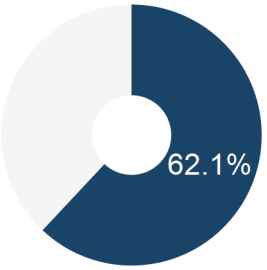
Visual and Performing Arts – Course Participation

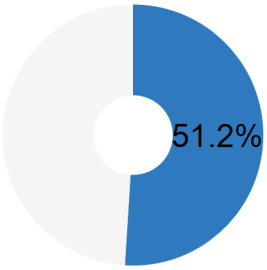
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 9-12:

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

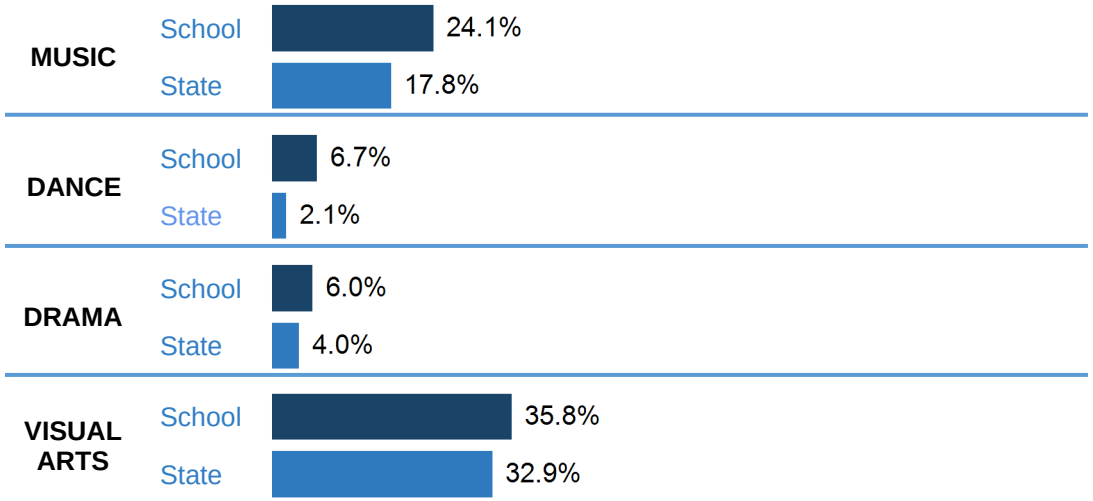


School



State

Students enrolled in one or more classes by discipline:



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

Graduation Rates

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

Student Group	School - Class of 2018: 4 Year Rate	State - Class of 2018: 4 Year Rate	School - Class of 2017: 5 Year Rate	State - Class of 2017: 5 Year Rate	Class of 2017: 4 Year Rate	Class of 2017: 4 Year Target	Class of 2017: Met Target	Class of 2016: 5 Year Rate	Class of 2016: 5 Year Target	Class of 2016: Met Target
Schoolwide	86.1%	90.9%	94.4%	92.4%	92.9%	87.0%	Met Target	87.5%	91.0%	Not Met
White	85.3%	95.0%	97.0%	95.7%	96.5%	N	Met Goal	88.5%	90.2%	Not Met
Hispanic	88.9%	84.8%	94.6%	87.3%	89.2%	80.1%	Met Target	89.3%	93.2%	Not Met
Black or African American	83.0%	84.2%	87.6%	86.8%	85.4%	83.4%	Met Target	81.4%	91.9%	Not Met
Asian, Native Hawaiian or Pacific Islander	100.0%	97.0%	*	97.7%	*	N	Met Goal	*	N	Met Goal
American Indian or Alaska Native	N	86.5%	N	94.1%	N	N	N	N	N	N
Two or More Races	N	92.0%	*	93.9%	*	**	**	*	**	**
Economically Disadvantaged Students	75.0%	84.6%	91.0%	87.0%	87.4%	78.1%	Met Target	79.8%	87.5%	Not Met
Students with Disabilities	67.4%	80.1%	90.3%	83.5%	85.5%	71.1%	Met Target	80.0%	80.9%	Not Met
English Learners	N	75.8%	N	81.8%	N	N	N	*	**	**
Homeless Students	*	72.6%	*	79.1%	*			N		
Students in Foster Care	*	62.6%	N	64.9%						

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

Graduation Pathways

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

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
PARCC Assessment	49.6%	41.5%
Substitute Competency Test	40.4%	45.4%
Portfolio Appeals Process	3.8%	5.0%
Alternate Requirements specified in IEP	5.4%	7.3%
Unknown	0.8%	0.8%

Graduation Rate Trends

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

Class of	4-Year Rate	5-Year Rate
2018	86.1%	-
2017	92.9%	94.4%
2016	86.5%	87.5%

Dropout Rate Trends

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

School Year	School Rate	State Rate
2017-2018	1.6%	1.2%
2016-2017	1.0%	1.1%
2015-2016	1.0%	1.2%

NJ SCHOOL PERFORMANCE REPORT

HIGHLAND REGIONAL HIGH SCHOOL
(07-0390-020)
Grades Offered: 09-12
2017-2018

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

Postsecondary Enrollment Rates: Fall

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	72.8%	27.6%	72.4%
Schoolwide	66.5%	45.7%	54.3%
White	76.9%	44%	56%
Hispanic	68%	64.7%	35.3%
Black or African American	46.3%	48.6%	51.4%
Asian, Native Hawaiian, or Pacific Islander	76%	31.6%	68.4%
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	58%	44.7%	55.3%
Students with Disabilities	34.2%	84.6%	15.4%
English Learners	N	N	N

Postsecondary Enrollment Rates: 16 month

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	77.9%	31.9%	68.1%	72.5%	27.5%	64.9%	35.1%
Schoolwide	76.5%	49.4%	50.6%	85.3%	14.7%	76.1%	23.9%
White	81.3%	47.8%	52.2%	82.8%	17.2%	75.2%	24.8%
Hispanic	50%	62.5%	37.5%	81.3%	18.8%	81.3%	18.8%
Black or African American	71.1%	57.4%	42.6%	87%	13%	70.4%	29.6%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	*	*	*
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	64.8%	57.1%	42.9%	90%	10%	85.7%	14.3%
Students with Disabilities	54.7%	86.2%	13.8%	96.6%	3.4%	89.7%	10.3%
English Learners	N	N	N	N	N	N	N

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

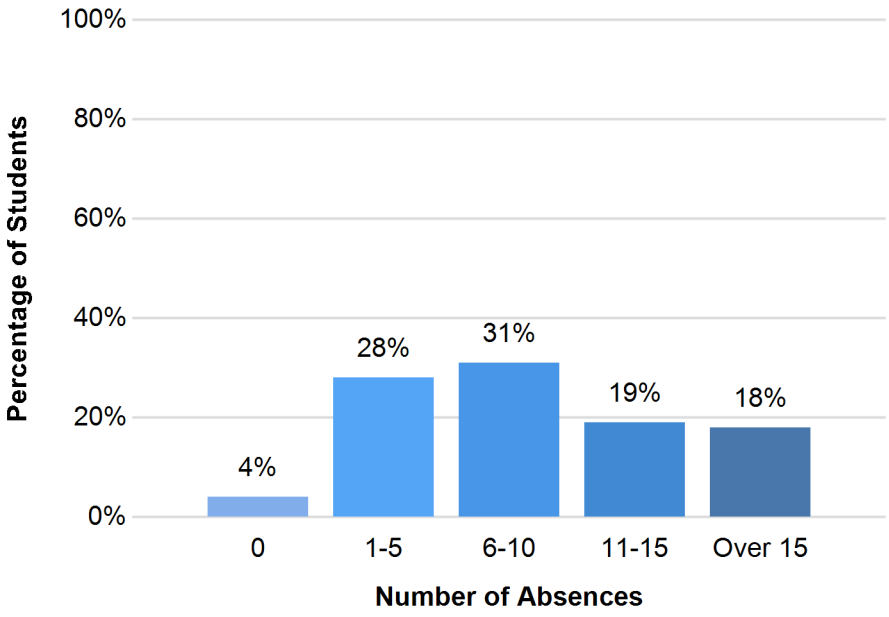
Chronic Absenteeism

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

Student Group	Number of students chronically absent	Percent of students chronically absent	State Average	Met State Average
Schoolwide	169	13.9	14.9	Met
White	94	14.1	14.9	Met
Hispanic	21	17.9	14.9	Not Met
Black or African American	47	13.6	14.9	Met
Asian, Native Hawaiian, or Pacific Islander	*	*	14.9	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	N	N	N	N
Economically Disadvantaged Students	81	19.2	14.9	Not Met
Students with Disabilities	51	19.8	14.9	Not Met
English Learners	*	*	**	**

Days Absent

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



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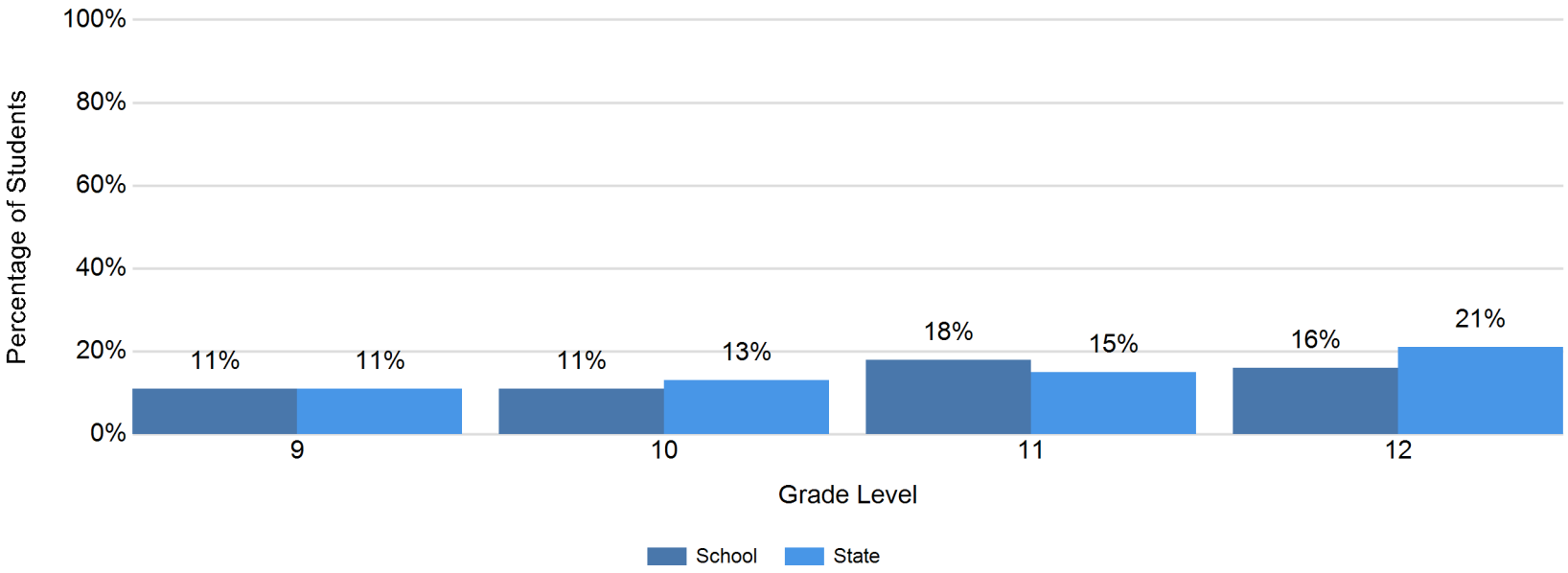
Chronic Absenteeism by Grade

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



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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	16
Weapons	1
Vandalism	3
Substances	26
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	47
Incidents Per 100 Students Enrolled	3.94

Police Notifications

This table shows, by incident type, the number of cases where an incident led to police notification.

Incident Type	Incidents Reported to Police
Violence	3
Weapons	1
Vandalism	3
Substances	7
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

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Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	*	*
Out-of-School Suspensions	135	11.3%
Any Suspension	136	11.4%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	11	0.9%

School Days Missed due to Out-of-School Suspensions
614

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School Day

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

Category	School
Typical Start Time	7:25 AM
Typical End Time	2:00 PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	6 Hrs 7 Mins
Shared Time - Instructional Time	N

Device Ratios

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

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

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2016-2017)	$376	$14,796	$15,172

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	99	117,464
Average years experience in public schools	10.6	12.0
Average years experience in district	8.7	10.7
Teachers in district for 4 or more years	70.7%	75.5%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	35	9,374
Average years experience in public schools	17.1	16.0
Average years experience in district	11.4	12.0
Administrators in district for 4 or more years	80.0%	76.2%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	12:1	12:1
Students to Administrators	238:1	98:1
Teachers to Administrators	20:1	8:1
Students to Librarians/Media Specialists		1148:1
Students to Nurses		1148:1
Students to Counselors		191:1
Students to Child Study Team		344:1

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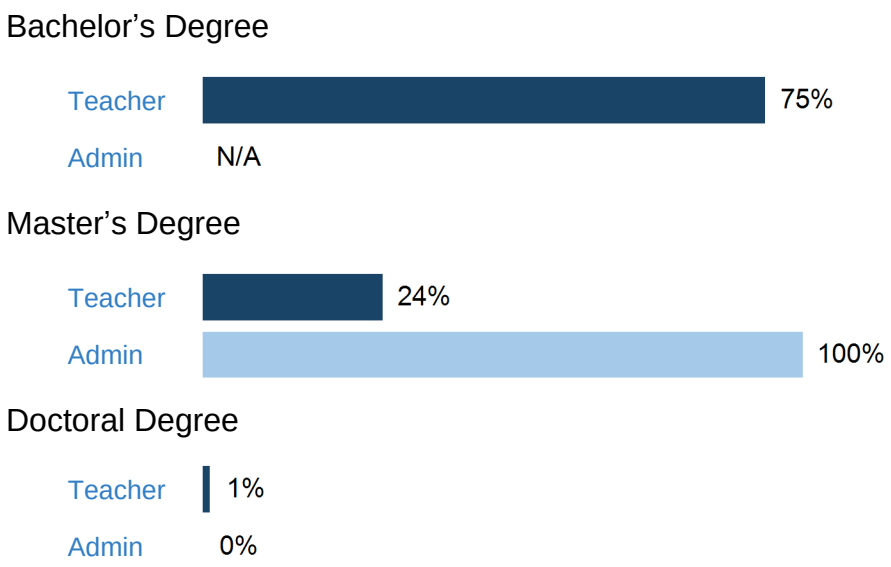
Teachers and Administrators - Level of Education

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



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

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

Job Type	District	State
2016-17 Teachers: Same district 2017-18	92.9%	90.2%
2016-17 Administrators: Same district 2017-18	85.3%	86.2%

Faculty Attendance

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

School Year	% Days Present
2017-18	96.7%

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Teachers and Administrators – Demographics

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

Category	Teachers	Administrators
Female	62.6%	40.0%
Male	37.4%	60.0%
White	93.9%	60.0%
Hispanic	1.0%	20.0%
Black or African American	5.1%	20.0%
Asian	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%

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

Comprehensive Status

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

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

Targeted Status

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

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

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

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

Accountability Indicator	Score	Weight
English Language Arts Proficiency	36.68	17.5%
Mathematics Proficiency	39.54	17.5%
Graduation Rate - 4-Year	50.14	25.0%
Graduation Rate - 5-Year	17.53	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	39.08	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	36.12	n/a
Summative Rating: Percentile Rank of Summative Score	27.51	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	No	n/a
Requires Comprehensive Support: 4-year Graduation Rate less than or equal to 67%	No	n/a

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

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Accountability Summary by Student Group - 2017-18 School Year

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

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	4-Year Graduation Rate: Met Annual Target	5-Year Graduation Rate: Met Annual Target	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	No	Met Target	Met Target	Met Target	Not Met	N	Met	No
White	35.00	8.94	No	Met Target	Met Target	Met Goal	Not Met	n/a	Met	No
Hispanic	52.19	8.94	No	Met Target	Met Target	Met Target	Not Met	n/a	Not Met	No
Black or African American	45.29	8.94	No	Met Target	Met Target	Met Target	Not Met	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	58.57	8.94	No	Met Target	Not Met	Met Goal	Met Goal	n/a	Met	No
American Indian or Alaska Native	**	**	No	**	**	N	N	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	41.94	8.94	No	Met Target	Met Target†	Met Target	Not Met	n/a	Not Met	No
Students with Disabilities	44.18	8.94	No	Not Met	Met Target†	Met Target	Not Met	n/a	Not Met	No
English Learners	**	**	No	**	**	N	**	**	**	No

† Target was met within a confidence interval (Proficiency) or within one standard deviation (Progress to English Language Proficiency).

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School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact your school directly.

Highlights:	• Technology is used to enhance learning with all students utilizing Chromebooks in school and at home. • Student opportunities in our new Air Force JROTC program focused on character education, organization, and responsibility. • We emphasize wellness and social-emotional health. We implement mindfulness activities and work to incorporate restorative practices to aide decision making.
Mission, Vision, Theme:	Our district mission, “Where inspiring excellence is our standard and student achievement is the result,” and our school theme, “Keys for Success,” are supported daily. Emphasis is placed on teaching and learning and creating a positive environment where each person can grow academically, socially, and emotionally. We also stress the importance of mutual respect between all people to create a strong community of learners.
Awards, Recognition, Accomplishments:	13.7 million dollars in scholarships were offered to the students in the Class of 2018. One of our students was selected for Girls Nation and another was selected as the RYLA Conferee of the Year Highland students consistently place in top local competitions in technology and engineering. The success of our sports teams last year included a Group 4 South Jersey Championship in Wrestling and 47 individual students earning All-Conference Honors.

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Courses, Curriculum, Instruction:	We focus on high-quality, differentiated, effective instruction which has yielded positive growth for our students. We offer 15 AP courses, 15 Honors courses, and 19 Dual Credit Courses in which 92 students have at least one course. We offer an extensive elective program in which students can take advanced courses in art, music, business, technology, and engineering. We offer Option 2 in Television Production & Broadcasting and have a STEAM Academy.
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Cheerleading (Coed), Cross Country (Boys & Girls), Field Hockey (Girls), Football (Boys), Golf (Coed), Lacrosse (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Swimming (Coed), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Wrestling (Boys) In the fall, our boys' cross country team finished second in the conference and 3rd at South Jersey Sectionals. In the winter, boys' track won the Group III South Sectionals and our wrestling team won the Group IV SJ Sectional Championship. In the Spring, the boys track team was the conference and county champs.
Clubs and Activities:	Offerings in the arts include art club, photography, ceramics, pep and jazz band, percussion, choir including an acapella group, dance, theater, and stage crew. Our service organizations include Interact, Key Club, and HERO. Other activities support our school and expand student interests in Academic Bowl, Bible Study, Environmental Club, Green Team, GSA, History Club, Knitting, Peer Leadership, Poetry, Renaissance, STEAM, Student Council, Tech Squad, Teen Pep, TV Broadcasting, and Weight Room

NJ SCHOOL PERFORMANCE REPORT

HIGHLAND REGIONAL HIGH SCHOOL
(07-0390-020)
Grades Offered: 09-12
2017-2018

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

School Narrative

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.

Before and After School Programs:	We are offer academic tutoring programs and test preparation for state assessments, Advanced Placement exams, and SAT.
Staff and Professional Learning:	Administration works collaboratively with faculty through an Academic Enhancement Committee to provide our teachers and staff with opportunities to grow in use of instructional strategies, wellness, and restorative practices. Professional development is offered through staff work days as well as optional workshops offered on a monthly basis.
Postsecondary Information:	Over 83% of our graduating seniors attend two and four year colleges. Students attend colleges across the country at such places as Princeton, Villanova, Tennessee, North Carolina State, and even the University of Birmingham in England.

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Student Supports and Services:	We offer a full spectrum of support services to promote academic and social emotional growth.
Student Health and Wellness:	We focus on educating the whole child including their social-emotional health. We offer mindfullness activities across the curriculum and have incorporated restorative practices to help students in decision making that can positively impact their future.
Parent and Community Involvement:	We have a Home and School Council in which parents meet monthly to discuss important topics. They also contribute to our whole school community through donations and scholarships.

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Facilities:	Our building is 51 years old and we work to make sure it has up-to-date facilities to meet the ever changing needs of our students. We have state of the art infrastructure to support technology so our students can all use Chromebooks. We have updated multiple classrooms including a technology classroom in which we teach engineering and architectural design, an Air Force JROTC classroom, and a dance studio. We have also been named a Green Ribbon School for our commitment to thinking about our environment.
School Safety:	Safety and security are primary areas of concentration. We have strict safety procedures in place that all visitors must follow before entering the building and we require appointments for adults to enter our building which has significantly reduced the number of outside people within our school. We work in close contact with our local police department and have a School Resource Officer on premises at all times.

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Technology and STEM:	We offer a variety of courses in engineering, architecture, and technology. A highlight is our Robotics program. Students have multiple opportunities to learn in an integrated STEAM environment and students consistently place in local competitions.