



HIGH POINT REGIONAL HIGH SCHOOL
2016-2017
Grade Span 09-12

37-2165-030
SUSSEX
HIGH POINT REGIONAL
299 PIDGEON HILL ROAD
SUSSEX, NJ 07461-2733

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

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

Navigating through the reports:

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

Other Resources:

- Review the [Parent Summary Report](#) or the [district-level report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- [Download the data](#) used in these reports.
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.nj.gov



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

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



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Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
9	250	242	193
10	244	240	231
11	250	241	244
12	256	245	230
Ungraded	0	1	18
Total	999	969	916

Enrollment Trends by Student Group

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

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

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	88.5%
Hispanic	6.9%
Black or African American	2.6%
Asian	1.7%
American Indian or Alaska Native	0.1%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	0.1%

Enrollment Trends by Full and Shared Time

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

Enrollment Status	2016-17
Full Time Students	912
Shared Time Students	6
Full Time Equivalent	915

Enrollment by Home Language

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

Home Language	% of Students
English	99.8%
Other	0.2%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	409	97.7	45.00	45.00	54.90	45	40.2	Met Target
White	357	97.9	46.20	46.20	63.90	46.2	41.2	Met Target
Hispanic	23	100.0	34.80	34.80	39.80	34.8	27.8	Met Target
Black or African American	15	94.1	20.00	20.00	35.20	19.7	**	**
Asian, Native Hawaiian, or Pacific Islander	11	100.0	72.70	72.70	80.70	72.7	**	**
American Indian or Alaska Native	*	*	*	*	53.70	*	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	198	99.0	51.00	51.00	62.20	51		
Male	211	96.4	39.40	39.40	48.10	39.4		
Economically Disadvantaged Students	58	96.9	25.90	25.90	36.20	25.9	20	Met Target
Non-Economically Disadvantaged Students	351	97.8	48.10	48.10	65.80	48.1		
Students with Disabilities	64	97.0	*	*	20.50	*	12.3	Met Target†
Students without Disabilities	345	97.8	*	*	61.90	*		
English Learners	N	N	N	N	25.20	N	**	**
Non-English Learners	409	97.7	45.00	45.00	57.40	45		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	N	N	N	N	24.80	N		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	187	745	745	749	10%	16%	26%	41%	7%	48%	52%
White	163	745	745	757	10%	17%	23%	44%	7%	50%	62%
Hispanic	*	*	*	733	*	*	*	*	*	*	35%
Black or African American	*	*	*	730	*	*	*	*	*	*	30%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	80%
American Indian or Alaska Native	*	*	*	745	*	*	*	*	*	*	49%
Two or More Races	*	*	*	746	*	*	*	*	*	*	48%
Female	101	750	750	756	*	14%	27%	47%	*	55%	60%
Male	86	738	738	741	*	17%	26%	35%	*	41%	43%
Economically Disadvantaged Students	25	730	730	731	*	*	*	*	*	28%	32%
Non-Economically Disadvantaged Students	162	747	747	758	*	*	*	*	*	51%	62%
Students with Disabilities	23	704	704	714	*	*	*	*	*	*	13%
Students without Disabilities	164	750	750	754	*	*	*	*	*	*	58%
English Learners	N	N	N	690	N	N	N	N	N	N	*
Non-English Learners	187	745	745	752	10%	16%	26%	41%	7%	48%	*
Homeless Students	N	N	N	719	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	45%
Migrant Students	N	N	N	705	N	N	N	N	N	N	*



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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	227	740	740	743	18%	18%	23%	30%	12%	42%	46%
White	198	742	742	749	16%	18%	23%	31%	12%	42%	52%
Hispanic	*	*	*	728	*	*	*	*	*	*	34%
Black or African American	*	*	*	725	*	*	*	*	*	*	31%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	74%
American Indian or Alaska Native	*	*	*	740	*	*	*	*	*	*	42%
Two or More Races	N	N	N	737	N	N	N	N	N	N	42%
Female	103	751	751	752	*	17%	29%	32%	*	48%	54%
Male	124	732	732	734	*	19%	18%	28%	*	37%	39%
Economically Disadvantaged Students	32	718	718	726	34%	*	34%	*	*	16%	32%
Non-Economically Disadvantaged Students	195	744	744	751	15%	*	21%	*	*	46%	54%
Students with Disabilities	37	701	701	704	*	*	*	*	*	*	12%
Students without Disabilities	190	748	748	749	*	*	*	*	*	*	52%
English Learners	N	N	N	681	N	N	N	N	N	N	*
Non-English Learners	227	740	740	745	18%	18%	23%	30%	12%	42%	*
Homeless Students	*	*	*	715	*	*	*	*	*	*	21%
Students in Foster Care	N	N	N	710	N	N	N	N	N	N	20%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	694	N	N	N	N	N	N	*



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

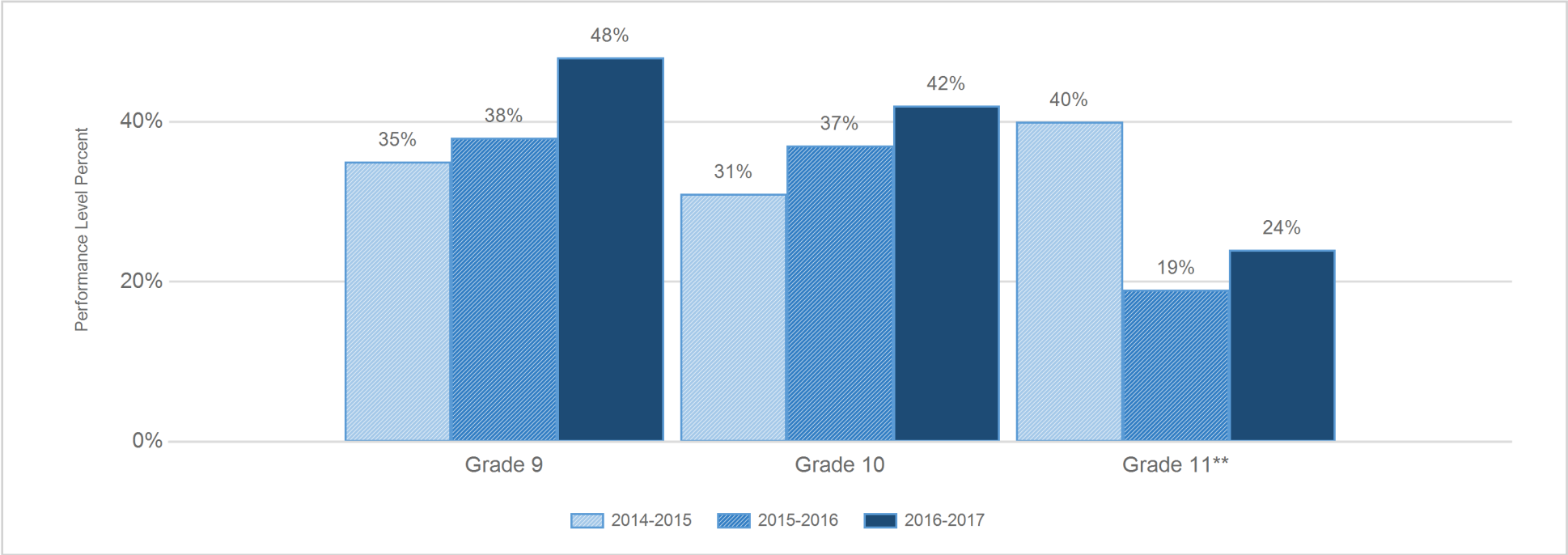
This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	205	723	723	736	28%	22%	25%	*	*	24%	38%
White	181	723	723	738	28%	22%	25%	*	*	24%	40%
Hispanic	17	732	732	731	*	*	*	*	*	35%	34%
Black or African American	*	*	*	728	*	*	*	*	*	*	30%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	756	*	*	*	*	*	*	58%
American Indian or Alaska Native	N	N	N	731	N	N	N	N	N	N	30%
Two or More Races	N	N	N	731	N	N	N	N	N	N	36%
Female	98	733	733	744	18%	*	28%	*	*	37%	46%
Male	107	715	715	729	36%	*	23%	*	*	13%	31%
Economically Disadvantaged Students	26	719	719	729	39%	*	*	*	*	19%	32%
Non-Economically Disadvantaged Students	179	724	724	740	26%	*	*	*	*	25%	42%
Students with Disabilities	33	705	705	709	*	*	*	*	*	*	12%
Students without Disabilities	172	727	727	741	*	*	*	*	*	*	43%
English Learners	N	N	N	699	N	N	N	N	N	N	*
Non-English Learners	205	723	723	737	28%	22%	25%	*	*	24%	*
Homeless Students	N	N	N	722	N	N	N	N	N	N	24%
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	19%
Military-Connected Students	N	N	N	723	N	N	N	N	N	N	24%
Migrant Students	N	N	N	713	N	N	N	N	N	N	26%

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

English Language Arts/Literacy Assessment - Performance Trends

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



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



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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 for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	348	97.5	36.70	36.70	43.50	36.7	47	Not Met
White	307	97.8	36.10	36.10	52.40	36.1	46.6	Not Met
Hispanic	18	100.0	27.80	27.80	27.60	27.8	**	**
Black or African American	10	92.3	30.00	30.00	21.70	28.6	**	**
Asian, Native Hawaiian, or Pacific Islander	11	100.0	72.70	72.70	75.60	72.7	**	**
American Indian or Alaska Native	*	*	*	*	42.50	*	**	**
Two or More Races	*	*	*	N	44.90	N	**	**
Female	170	98.9	32.90	32.90	44.10	32.9		
Male	178	96.2	40.40	40.40	42.90	40.4		
Economically Disadvantaged Students	41	93.5	26.80	26.80	25.10	26.3	25.1	Met Target
Non-Economically Disadvantaged Students	307	98.1	38.10	38.10	54.30	38.1		
Students with Disabilities	37	92.7	*	*	16.50	*	14.5	Met Target†
Students without Disabilities	311	98.1	*	*	48.80	*		
English Learners	N	N	N	N	23.30	N	**	**
Non-English Learners	348	97.5	36.70	36.70	45.20	36.7		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	N	N	N	N	15.10	N		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Test: Algebra I

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	192	726	726	743	19%	29%	32%	20%	0%	20%	42%
White	166	726	726	751	18%	30%	33%	19%	0%	19%	52%
Hispanic	12	722	722	728	*	*	*	*	0%	17%	24%
Black or African American	*	*	*	724	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	76%
American Indian or Alaska Native	*	*	*	736	*	*	*	*	*	*	30%
Two or More Races	N	N	N	741	N	N	N	N	N	N	41%
Female	95	725	725	744	15%	33%	39%	14%	0%	14%	43%
Male	97	727	727	741	23%	26%	26%	26%	0%	26%	40%
Economically Disadvantaged Students	29	717	717	727	*	45%	*	*	0%	17%	23%
Non-Economically Disadvantaged Students	163	728	728	751	*	26%	*	*	0%	20%	52%
Students with Disabilities	31	707	707	714	*	*	*	*	*	*	10%
Students without Disabilities	161	730	730	747	*	*	*	*	*	*	47%
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	192	726	726	745	19%	29%	32%	20%	0%	20%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%



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Mathematics Assessment - Performance by Test: Geometry

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	133	732	732	734	*	25%	31%	28%	*	30%	30%
White	119	733	733	740	*	24%	34%	27%	*	29%	38%
Hispanic	*	*	*	722	*	*	*	*	*	*	14%
Black or African American	*	*	*	719	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	758	*	*	*	*	*	*	65%
American Indian or Alaska Native	*	*	*	730	*	*	*	*	*	*	29%
Two or More Races	N	N	N	733	N	N	N	N	N	N	32%
Female	62	739	739	735	*	21%	34%	*	*	37%	31%
Male	71	726	726	733	*	28%	28%	*	*	24%	30%
Economically Disadvantaged Students	20	713	713	721	*	*	*	*	*	20%	13%
Non-Economically Disadvantaged Students	113	735	735	740	*	*	*	*	*	32%	39%
Students with Disabilities	25	696	696	711	*	*	*	*	*	*	*
Students without Disabilities	108	740	740	738	*	*	*	*	*	*	*
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	133	732	732	735	*	25%	31%	28%	*	30%	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	727	N	N	N	N	N	N	15%
Migrant Students	N	N	N	704	N	N	N	N	N	N	*



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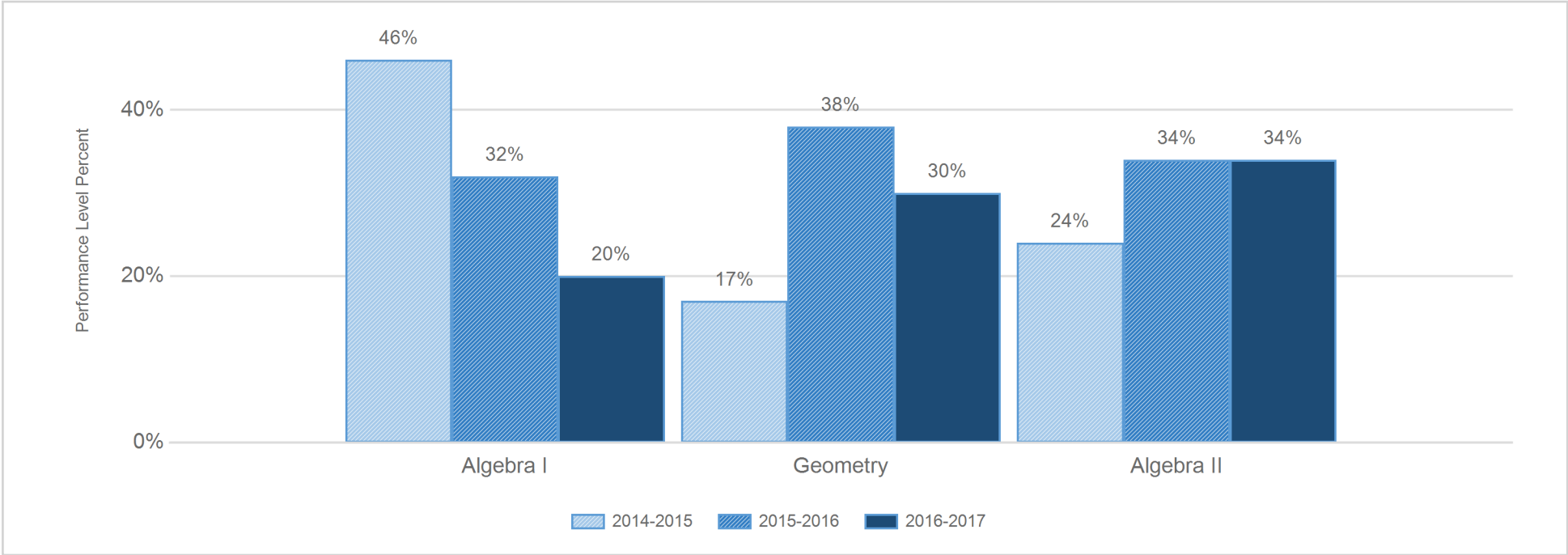
Mathematics Assessment - Performance by Test: Algebra II

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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Schoolwide	161	727	727	725	34%	17%	*	32%	*	34%	28%
White	143	727	727	731	33%	18%	*	32%	*	34%	33%
Hispanic	*	*	*	710	*	*	*	*	*	*	14%
Black or African American	*	*	*	703	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	761	*	*	*	*	*	*	62%
American Indian or Alaska Native	N	N	N	715	N	N	N	N	N	N	20%
Two or More Races	N	N	N	718	N	N	N	N	N	N	25%
Female	86	723	723	725	36%	14%	*	27%	*	27%	27%
Male	75	731	731	725	31%	20%	*	39%	*	41%	29%
Economically Disadvantaged Students	*	*	*	708	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	*	*	*	733	*	*	*	*	*	*	35%
Students with Disabilities	*	*	*	692	*	*	*	*	*	*	*
Students without Disabilities	*	*	*	729	*	*	*	*	*	*	*
English Learners	N	N	N	692	N	N	N	N	N	N	*
Non-English Learners	161	727	727	726	34%	17%	*	32%	*	34%	*
Homeless Students	*	*	*	702	*	*	*	*	*	*	*
Students in Foster Care	N	N	N	692	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	710	N	N	N	N	N	N	14%
Migrant Students	N	N	N	702	N	N	N	N	N	N	14%

Mathematics Assessment – Performance Trends

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





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Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	N	N	N
2	N	N	N
3	*	*	*
4	N	N	N
5+	N	N	N



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

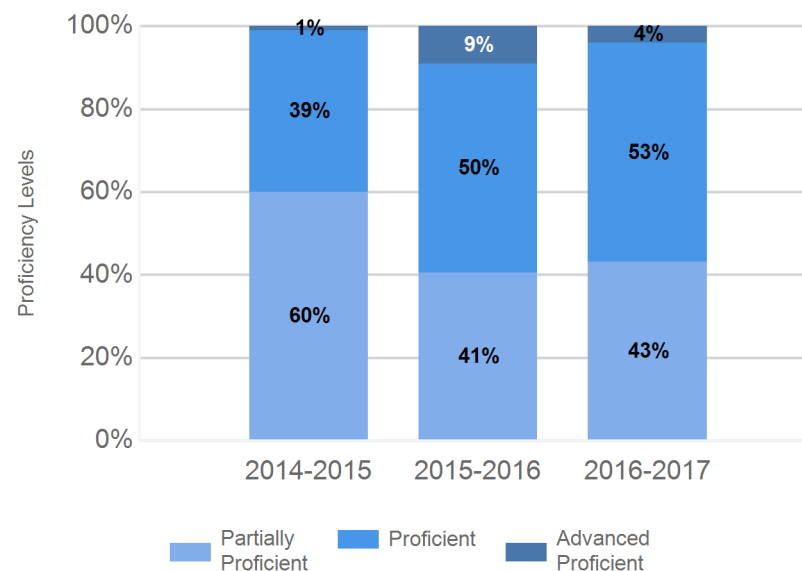
Biology Assessment - Performance

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	16%	42%	42%
Schoolwide	4%	53%	43%
White	*	55%	41%
Hispanic	N	31%	69%
Black or African American	N	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	*	*
Economically Disadvantaged Students	3%	33%	64%
Students with Disabilities	N	11%	89%
English Learners	N	N	N

Biology Assessment - Proficiency Trends

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





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

PSAT/SAT/ACT - Participation

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

Test	% of Students in School	% of Students in State
Percentage of students taking the PSAT	100.0%	89.4%
Percentage of students taking the SAT	100.0%	70.0%
Percentage of students taking the ACT	15.7%	28.3%

PSAT/SAT/ACT - Performance

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

Test	School Average Score	State Average Score	College Readiness Benchmarks	School - % of Students scoring at or above Benchmark	State - % of Students scoring at or above Benchmark
PSAT - Reading and Writing	482	481	Varies By Grade	70%	67%
PSAT - Math	464	483	Varies By Grade	41%	49%
SAT - Reading and Writing	562	551	480	86%	77%
SAT - Math	551	552	530	61%	58%
ACT - Reading	25	24	22	75%	65%
ACT - English	23	24	18	94%	79%
ACT - Math	23	24	22	72%	65%
ACT - Science	24	23	23	56%	54%



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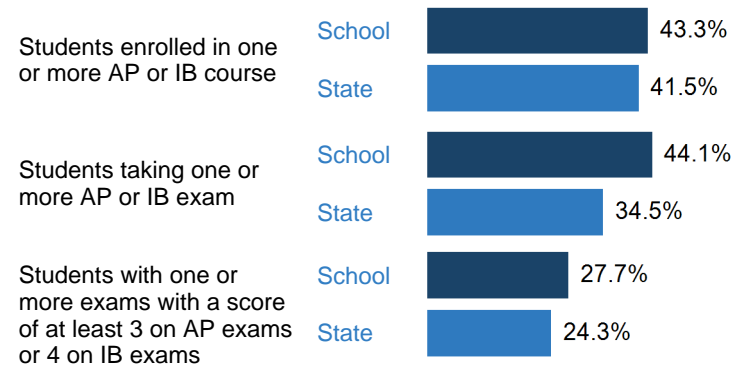
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate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

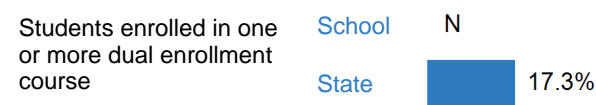
AP/IB Coursework – Participation and Performance

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



Dual Enrollment Coursework - Participation

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



AP/ IB Courses Offered

This table shows the students enrolled in AP/IB courses and the corresponding exams that were taken. Students do not need to take a course to take the exam and not all students enrolled in a course take the exam. The last two rows show the total number of exams taken and the number of exams with scores of at least 3 on AP exams or 4 on IB exams. In the last two rows, students taking multiple exams are counted more than once.

AP/IB Course	Students Enrolled	Students Tested
AP Biology	40	39
AP Calculus AB	16	16
AP Calculus BC	13	14
AP Chemistry	13	13
AP Computer Science Principles	14	13
AP English Language and Composition	24	25
AP English Literature and Composition	27	27
AP Environmental Science	21	21
AP Human Geography	7	7
AP Macroeconomics	13	13
AP Microeconomics	13	13
AP Music Theory	5	5
AP Physics 1	0	33
AP Physics 2	17	17
AP Physics B	33	0
AP Physics C	16	0
AP Physics C: Electricity and Magnetism	0	14
AP Physics C: Mechanics	0	16
AP Psychology	0	19
AP Research	0	5



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AP/IB Course	Students Enrolled	Students Tested
AP Seminar	8	8
AP Spanish Language	10	10
AP Statistics	32	31
AP Studio Art—Drawing Portfolio	0	4
AP Studio Art—Three-Dimensional	4	0
AP Studio Art—Two-Dimensional	0	1
AP U.S. Government and Politics	10	10
AP U.S. History	32	33
AP World History	30	29
Total Exams Taken		436
Exams with scores of at least 3 on AP exams or 4 on IB exams		256



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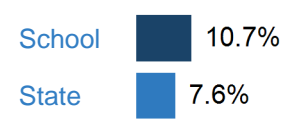
This section contains information about participation in approved **Career and Technical Education (CTE)** programs and **Structured Learning Experiences**. For more information about CTE in New Jersey, please visit <http://www.nj.gov/education/cte/>.

Career and Technical Education Participation

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

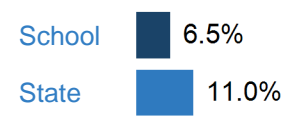
CTE Participants

(completed only one course in an approved CTE program)



CTE Concentrators

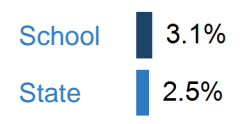
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

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

Structured Learning Experiences



Industry-Valued Credentials Earned

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

Career Cluster	Students with at least one credential earned	Industry credentials earned
Manufacturing	*	*
Total non-duplicated number of students**	*	
Total number of credentials earned in all clusters		*

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



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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	91	59	0	0	0	0	55
10	108	108	76	2	0	0	8
11	10	45	87	73	2	10	36
12	1	1	9	38	38	52	57
Schoolwide	210	213	172	113	40	62	156
Enrolled in AP/IB Course					29	32	0

Science - Course Participation

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

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	93	0	0	98	0	4
10	153	98	0	1	0	8
11	28	169	0	8	48	30
12	39	4	0	15	80	39
Schoolwide	313	271	0	122	128	81
Enrolled in AP/IB Course	40	13		21	65	0



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

Social Studies and History - Course Participation

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

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	194	0	0	0	0	5
10	1	226	0	5	2	20
11	2	241	4	19	4	146
12	2	22	9	31	21	120
Schoolwide	199	489	13	55	27	291
Enrolled in AP/IB Course	30	32	13	0	0	16

World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	96	24	17	0	30	0	0
10	146	5	34	0	22	0	0
11	100	2	17	0	19	0	0
12	33	6	12	0	8	0	0
Schoolwide	375	37	80	0	79	0	0
Enrolled in AP/IB Course	10	0	0	0	0	0	0
Enrolled in Level 3 or Higher	69	0	26	0	22	0	0
Earned Seal of Biliteracy	*	0	0	0	0	0	0



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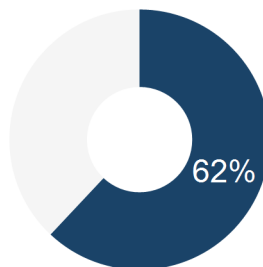
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Visual and Performing Arts – Course Participation

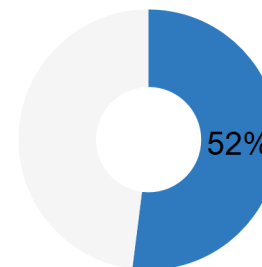
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

Grades 9-12:

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

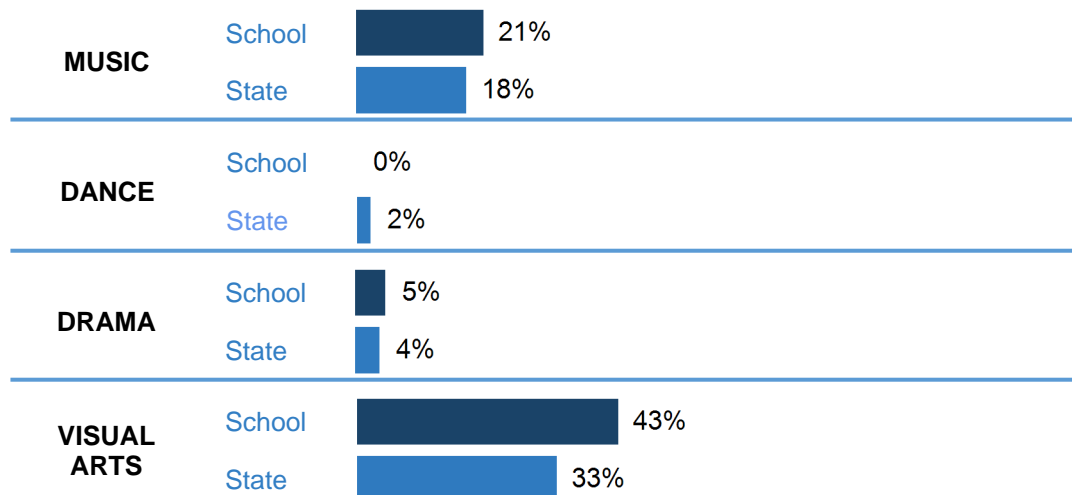


School



State

Students enrolled in one or more classes by discipline:





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

Graduation Rates

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

Student Group	School - Class of 2017: 4 Year Rate	State - Class of 2017: 4 Year Rate	School - Class of 2016: 5 Year Rate	State - Class of 2016: 5 Year Rate	Class of 2016: 4 Year Rate	Class of 2016: 4 Year Target	Met Target?	Class of 2015: 5 Year Rate	Class of 2015: 5 Year Target	Met Target?
Schoolwide	93.4%	90.5%	95.6%	91.8%	94.4%	94.6%	Not Met	95.0%	N	Met Goal
White	94.1%	94.5%	96.0%	95.1%	94.7%	94.5%	Met Target	95.0%	N	Met Goal
Hispanic	85.7%	84.3%	81.8%	86.3%	81.8%	**	**	100.0%	**	**
Black or African American	*	83.4%	*	85.3%	*	**	**	*	**	**
Asian, Native Hawaiian or Pacific Islander	*	96.6%	*	97.5%	*	**	**	*	**	**
American Indian or Alaska Native	N	92.3%	N	86.6%	N	N	N	N	N	N
Two or More Races	N	91.9%	*	93.7%	*	**	**	N	N	N
Economically Disadvantaged Students	92.9%	83.9%	92.6%	85.6%	92.6%	69.5%	Met Target	68.2%	75.3%	Not Met
Students with Disabilities	71.8%	78.8%	82.9%	82.1%	80.5%	83.1%	Not Met	85.0%	79.9%	Met Target
English Learners	*	76.1%	N	79.7%	N	**	**	N	N	N
Homeless Students	N	73.2%	N	74.4%	N	N	N	N		

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

Graduation Rate Trends

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

Class of	4-Year Rate	5-Year Rate
2017	93.4%	-
2016	94.4%	95.6%
2015	94.6%	95.0%

Dropout Rate Trends

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

School Year	School Rate	State Rate
2016-2017	0.1%	1.1%
2015-2016	0.2%	1.1%
2014-2015	0.6%	1.1%



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This section contains information about students enrolling in colleges and universities after graduation from high school. Postsecondary enrollment information is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

Postsecondary Enrollment Rates: Fall

This table shows the enrollment rates of Class of 2017 high school graduates into 2-year or 4-year institutions the fall after high school graduation. The following columns show the percentage of these enrolled students by 2-year or 4-year institution.

Postsecondary Enrollment Rates: 16 month

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	71.1%	29.5%	70.5%
Schoolwide	71.9%	41.6%	58.4%
White	71.4%	42.1%	57.9%
Hispanic	76.5%	46.2%	53.9%
Black or African American	*	0%	*
Asian, Native Hawaiian, or Pacific Islander	*	0%	*
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	52.9%	72.2%	27.8%
Students with Disabilities	30.4%	71.4%	28.6%
English Learners	*	*	0%

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	76.1%	33.6%	66.5%	73.6%	26.4%	65.5%	34.6%
Schoolwide	78.4%	38.9%	61.1%	77.3%	22.7%	64.3%	35.7%
White	77.8%	38.8%	61.2%	75.8%	24.2%	63%	37%
Hispanic	81.8%	66.7%	33.3%	88.9%	11.1%	77.8%	22.2%
Black or African American	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	*	*	*
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N
Economically Disadvantaged Students	54.8%	52.9%	47.1%	88.2%	11.8%	82.4%	17.7%
Students with Disabilities	40%	58.3%	41.7%	75%	25%	91.7%	8.3%
English Learners	*	*	*	*	*	*	*



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This section shows information about student absences which provides important information about a school’s culture and climate. In addition, research shows that student absences impact a child’s ability to succeed in school. The New Jersey Department of Education selected chronic absenteeism as its measure of school quality and student success for the *ESSA* accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

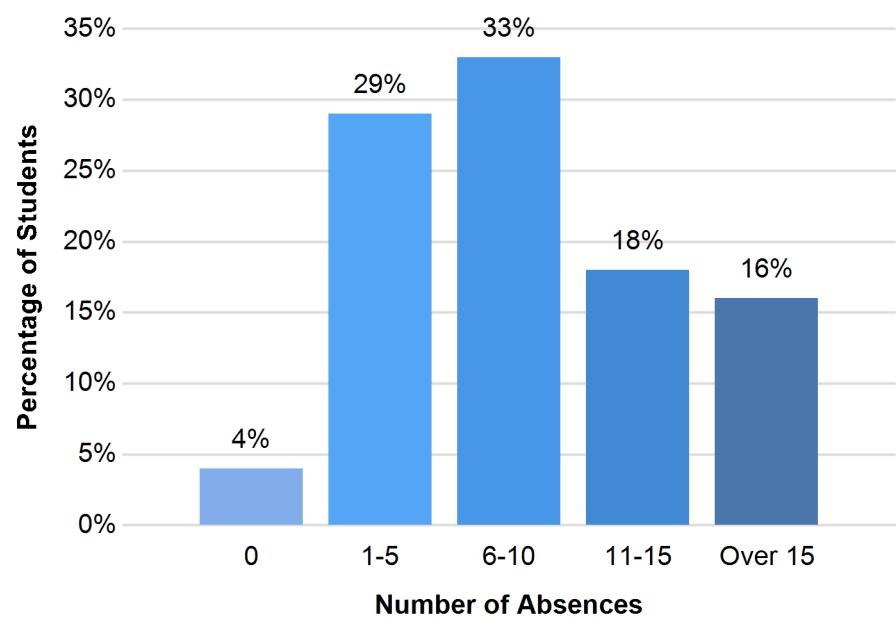
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	13.20	14.30	Met Target
White	12.70	14.30	Met Target
Hispanic	17.20	14.30	Not Met
Black or African American	29.20	14.30	Not Met
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	29.00	14.30	Not Met
Students with Disabilities	22.00	14.30	Not Met
English Learners	N	**	**

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

Days Absent

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





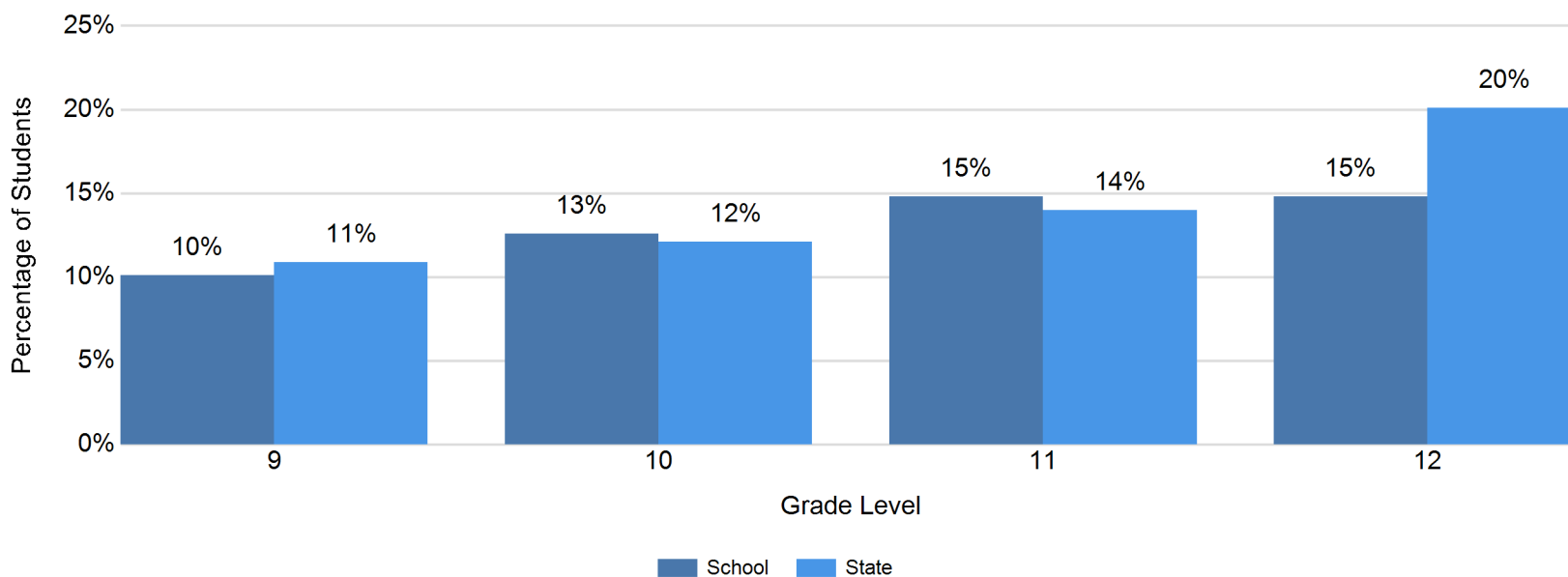
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Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





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School Day

This table shows the start and end times and length of school day for a typical student at this school. **Instructional time** is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher.

Category	School
Typical Start Time	7:35AM
Typical End Time	2:30PM
Length of School Day	6 Hrs 55 Mins
Full Time - Instructional Time	5 Hrs. 42 Mins.
Shared Time - Instructional Time	3 Hrs. 0 Mins.

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	5
Vandalism	2
Weapons	0
Substances	6
Harassment, Intimidation, Bullying (HIB)	6
Total Unique Incidents	19
Incidents Per 100 Students Enrolled	2.08

Student Suspension Rate

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

Suspension Types	% of Students
In-School Suspensions	0.0%
Out-of-School Suspensions	3.7%
Any Suspension	3.7%

Student Expulsions

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

Category	Number of Students
Expulsions	0



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Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1:1	655.7 kbps	100 kbps	Yes	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district’s schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts’ [User Friendly Budgets](#), or the NJDOE Finance [District Report Search](#) of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$367	\$20,231	\$20,598



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

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

Teachers: All classroom teachers

Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	87	120,724
Average years experience in public schools	15.0	11.8
Average years experience in district	12.7	10.5
Teachers in district for 4 or more years	83%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	12	9,506
Average years experience in public schools	18.9	15.9
Average years experience in district	12.6	11.6
Administrators in district for 4 or more years	83%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	11:1	11:1
Administrators	83:1	76:1
Librarian/Media Specialists		915:1
Nurses		458:1
Counselors		183:1
Child Study Team		229:1



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Teachers and Administrators - Level of Education

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

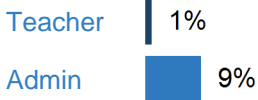
Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	87%	89%
2015-16 Administrators: Same district 2016-17	85%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	99%



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Accountability Indicator Scores and Summative Rating

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of comprehensive support. This table shows the indicator scores for each indicator included in the accountability system and the weights that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey’s accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	39.7	17.5%
Mathematics Proficiency	66.8	17.5%
Graduation - 4-Year	53.0	25.0%
Graduation - 5-Year	27.7	25.0%
Chronic Absenteeism	33.9	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		43.9
Summative Rating: Percentile rank of Summative Score		41.4
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No
Requires Comprehensive Support: 4-year Graduation Rate less than or equal to 67%		No

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

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



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Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	Graduation Rate - 4-Year	Graduation Rate - 5-Year	At Risk for Consistently Underperforming Student Group
Schoolwide	43.9	6.2	No	Met Target	Not Met	Met Target	Not Met	Met Goal	No
White	41.5	6.2	No	Met Target	Not Met	Met Target	Met Target	Met Goal	No
Hispanic	**	**	No	Met Target	**	Not Met	**	**	No
Black or African American	**	**	No	**	**	Not Met	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	N	N	No
Two or More Races	**	**	No	**	**	**	**	N	No
Economically Disadvantaged Students	43.8	6.2	No	Met Target	Met Target	Not Met	Met Target	Not Met	No
Students with Disabilities	46.9	6.2	No	Met Target†	Met Target†	Not Met	Not Met	Met Target	No
English Learners	**	**	No	**	**	**	**	N	No

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† Target was met within a confidence interval.



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School General Info

Principal:	Mr. Tallamy	Email Address:	jtallamy@hpregional.org
Address:	299 PIDGEON HILL ROAD SUSSEX, NJ 07461-2733	Website:	www.hpregional.org
Phone:	(973)875-3101	Facebook:	https://www.facebook.com/HPRHS/
		Twitter:	https://twitter.com/HPRwildcats

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:	<ul style="list-style-type: none"> • High Point offers 30 AP courses as well as being one of 5 schools in NJ to offer AP Capstone • Leading Technology Education Program in NJ; ITEEA Program of Excellence Award; WISE GoldStar Financial Literacy Award • Multi-Tiered Systems of Support: RtI; RP; PBIS; Reading Specialist; Behaviorist; dynamic student culture
 Mission, Vision, Theme:	<p>HP has an academic tradition of excellence. We believe in a student centered culture where all students are provided equity and access to the most rigorous curriculum. We recognize education is most successful when positive and affirming relationships are fostered among educators and students. Our deep commitment to the success of all students transcends academics; we are passionate about building each student's self-efficacy so as to establish an abiding love of learning and belief in oneself.</p>
 Awards, Recognition, Accomplishments:	<p>College Board AP Honor Roll; Nationally recognized Literary Magazine: Calliope; AP Capstone ITEEA Program of Excellence Award; WISE Gold Star Financial Literacy Program; NJ Business Teacher of the Year (C. Dexter); NJ Technology Education Teacher of the Year (S. Peltier); US Presidential Award for Excellence in Math & Science (C Kappelmeier); Princeton U. Distinguished Teacher Award (B. Fasano); Gilder Lehrman Ins. NJ History Teacher of the Year (K. Loyola).</p>







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 Courses, Curriculum, Instruction:	<p>High Point's world class curriculum offers students: 30 Advanced Placement courses; The AP Capstone Diploma Program (one of only five NJ high schools); Both the 2016 and 2017 High Point valedictorians are attending Princeton University; The High Point Virtual Academy supplements our offerings, enabling us to modify and personalize student schedules; Concurrent Enrollment offerings allow High Point students to earn college credits at NJIT, SCCC, Syracuse University; Career-focused internships.</p>
 Sports and Athletics:	<p>Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Co-ed), Cross-Country (Boys & Girls), Field Hockey (Girls), Football (Boys), Golf (Co-ed), Ice Hockey (Boys), Lacrosse (Boys & Girls), Skiing (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Wrestling (Boys)</p> <p>Our athletic programs have been very successful over the years, as roughly 25-30% of our student body participates each season in a sport. The Girl's Basketball Team has captured the North Section 1, Group 2 Championship the past two seasons, as has the Wrestling Program. We have had 19 student-athletes receive athletic scholarships over the past 5 years, a pretty remarkable accomplishment from a Group 2 school.</p>
 Clubs and Activities:	<p>Academic Team, Art Club, Art, Math, Science & SS NHS, BASIC, Book Club, Calliope, Chamber Sing, DECA, Fall Play, Eng & Design, FLNHS, FBLA, Game, Guitar & Hack Clubs, GSA, Interact, International Club, Jazz Ens, Key Club, Marching Band, Mock Trial, NHS, Obelisk (yearbook), Outdoor Rec Club, Pass It Along, Peer Counseling, PRIDE, Robotics, SABB, SAVE, Natural Science Asc., Sci. Research Club, School Store, Spr. Musical, Social Media Amb., Student Council, TSA, Volleyball</p>
 Before and After School Programs:	<p>Learning to Earning Youth Entrepreneurship Program (YEP). This program provides our students the opportunity to learn business plans, marketing, operation strategies and financial concepts.</p>








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 Staff and Professional Learning:	<p>Embedded Professional Development: Within High Point's new Block Schedule construct (2016-17), teachers collaborate on assessments, instruction and student achievement on a regular basis through our Professional Learning Communities (PLC's). Fifteen (15) High Point teachers have completed rigorous on-site trainings through the College Board's AP Institute. Teachers in Business, Technology, History, Art and Science have recently attended national conferences in their respective disciplines.</p>
 Postsecondary Information:	<p>93% apply to colleges & universities; 49% go to four year university; 40% go to community college; 5% serve in armed forces; 5-6% enter workforce. "College Application and Financial Aid Night" in Oct.; Mini College Fair in Oct.; Junior College panel for students in Dec.; School wide PSAT for all grade 9-11 students; We offer the ACT November 17th; students attend JA Career Success Workshop at Sussex County CC</p>
 Student Supports and Services:	<p>All potential students are screened using Wida Screener. All ELL students take the Wida Assessment; data informs instruction. Classes are 57 min. in a block format which meet 4 times per week, in addition to Lang. Arts. The goal: to prepare students to meet the exit criteria, state & local grad requirements by 12th grade. Teachers utilize a variety of tech. Resources: podcasts for listening, GAPE for writing & presentation skills, traditional methods to practice reading, writing & oral skills.</p>
 Student Health and Wellness:	<p>We offer an elective course titled "Health and Wellness:" a semester long course where students learn the necessities of a good diet along with physical exercise & endurance. Students are encouraged to develop their own weight/aerobic workouts that fit their specific needs. PE and health programs offer a variety of activities that promote health and wellness. Students are constantly in motion during PE classes, as well as learning about nutritional values in junior and senior health classes.</p>
 Parent and Community Involvement:	<p>Principal's Parent Advisory Committee; Special Education Parent Advisory Group (SEPAG): Meets three times per year with support from Rachel Helt (Family Partners) to organize meetings and guest speakers to provide parents educational resources for their students. Superintendent's Community Council</p>



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Climate Surveys:

Is a Climate Survey Used: Yes; Who is surveyed: Administrators, Teachers

A one-time Mid year review survey was conducted to assess our transition from a 9-period day to a rotating drop block schedule. Teachers adjusted fairly well to the longer instructional periods and rotating schedule. Survey also concluded that the administrative team was doing a good job at communicating with their staff.



Facilities:

A bucolic and aesthetically pleasing setting reveal our immaculately maintained facilities and grounds. Main building opened 9-1-1966. 1st Addition opened 9-1-1975. 2nd addition opened 11-1-1991. Summer 2016 the block scheduling additional storage was completed. HVAC upgrades in the auditorium and main gymnasium. Renovated and upgraded science labs for Biology, Chemistry and Physics. New boilers replaced original from 1960's.




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<div>Other Information:</div>	<p>HP is highly focused on the safety and security of our facilities so as to protect our students and staff. In 2014, HP was the first district in the state to implement a board policy which allowed retired law enforcement SRO's to carry concealed weapons while on duty, as employees of the Board. We have implemented a state-of-the-art data center and technology infrastructure which allows our educators and students to utilize 21st century skills to enhance instruction throughout the building. We have employed over 900 chromebooks to ensure PBL, research & critical thinking and learning skills. HP has 1600 devices in the school, ranging from chromebooks to high end graphic powerhouse desktops. In addition to our laptop and desktops in the classrooms, we have 6 different 3D printers (makerbots and formlabs) and we now have Virtual Reality headsets that allow the student to be fully immersed in their creativity.</p>
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