NJ SCHOOL PERFORMANCE REPORT

HIGHTSTOWN HIGH SCHOOL
(21-1245-050)
Grades Offered: 09-12
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
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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	MERCER
District	EAST WINDSOR REGIONAL
Principal Name	MR. VINSON
Address	25 LESHIN LANE HIGHTSTOWN, NJ 08520-4006
Phone Number	(609)443-7738
Email Address	DVINSON@EWRSD.K12.NJ.US
Website	http://www.eastwindsorregionalschools.com/ewrs/Schools/Hightstown%20High%20School/
Twitter	https://twitter.com/HHS_vinson

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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	390	395	450
10	362	395	390
11	364	332	385
12	342	367	349
Total	1,458	1,489	1,574

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	49.9%	49.7%	48.1%
Male	50.1%	50.3%	51.9%
Economically Disadvantaged Students	30.2%	31.2%	33.6%
Students with Disabilities	12.2%	10.8%	10.7%
English Learners	6.0%	6.4%	8.2%
Homeless Students		0.0%	0.5%
Students in Foster Care		0.1%	0.2%
Military-Connected Students		0.2%	0.6%
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	38.6%	37.0%	36.8%
Hispanic	30.9%	32.2%	32.9%
Black or African American	12.1%	12.2%	10.6%
Asian	17.6%	17.8%	18.2%
Native Hawaiian or Pacific Islander	0.1%	0.1%	0.1%
American Indian or Alaska Native	0.1%	0.1%	0.1%
Two or More Races	0.5%	0.8%	1.3%

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	1,384	1,422	1,522
Shared Time Students	147	132	102
Full Time Equivalent	1,458	1,488	1,573

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	53.9%
Spanish	29.0%
Gujarati	4.6%
Hindi	1.9%
Telugu	1.5%
Other Languages	9.2%

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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 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	788	95.8	59.0	59.7	56.7	59.0	54.1	Met Target
White	300	93.8	68.3	71.1	65.6	67.6	58.9	Met Target
Hispanic	257	96.8	41.6	42.7	42.5	41.6	41.4	Met Target
Black or African American	76	95.1	51.3	56.8	37.3	51.3	47.6	Met Target
Asian, Native Hawaiian, or Pacific Islander	144	98.6	74.3	*	82.3	74.3	70.9	Met Target
American Indian or Alaska Native	*	*	*	*	52.7	*	**	**
Two or More Races	*	*	*	*	63.4	*	**	**
Female	370	94.2	69.0	69.1	64.5	68.5		
Male	418	97.3	50.2	51.3	49.4	50.2		
Economically Disadvantaged Students	237	97.6	43.4	42.1	38.5	43.4	38.7	Met Target
Non-Economically Disadvantaged Students	551	95.1	65.7	69.4	67.5	65.7		
Students with Disabilities	79	89.1	21.6	23.9	21.6	20.3	23.1	Met Target†
Students without Disabilities	709	96.7	63.2	64.8	63.9	63.2		
English Learners	95	99.1	11.6	28.3	27.3	11.6	22	Not Met
Non-English Learners	693	95.4	65.5	67.0	59.4	65.5		
Homeless Students	*	*	*	18.2	27.7	*		
Students In Foster Care	*	*	*	*	26.3	*		
Military-Connected Students	*	*	*	35.3	57.4	*		
Migrant Students	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	429	754	754	752	8%	12%	23%	38%	18%	57%	55%
White	168	766	766	760	*	*	22%	47%	23%	70%	64%
Hispanic	139	733	733	735	19%	18%	27%	*	*	36%	38%
Black or African American	35	742	742	734	*	*	31%	*	*	43%	34%
Asian, Native Hawaiian, or Pacific Islander	81	771	771	782	*	*	15%	30%	41%	70%	83%
American Indian or Alaska Native	*	*	*	752	*	*	*	*	*	*	51%
Two or More Races	*	*	*	760	*	*	*	*	*	*	63%
Female	207	761	761	759	7%	7%	17%	48%	21%	69%	63%
Male	222	748	748	744	10%	16%	28%	30%	16%	45%	46%
Economically Disadvantaged Students	130	735	735	733	16%	23%	26%	*	*	35%	34%
Non-Economically Disadvantaged Students	299	763	763	761	5%	7%	22%	*	*	66%	65%
Students with Disabilities	38	720	720	716	*	34%	34%	*	*	11%	15%
Students without Disabilities	391	758	758	758	*	10%	22%	*	*	61%	62%
English Learners	45	697	697	691	*	*	*	*	*	*	*
Non-English Learners	384	761	761	755	*	*	*	*	*	*	*
Homeless Students	*	*	*	720	*	*	*	*	*	*	22%
Students in Foster Care	*	*	*	719	*	*	*	*	*	*	20%
Military-Connected Students	*	*	*	749	*	*	*	*	*	*	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	366	757	757	749	11%	8%	20%	43%	18%	60%	51%
White	131	766	766	756	*	*	24%	45%	22%	67%	58%
Hispanic	129	735	735	733	27%	9%	20%	*	*	44%	38%
Black or African American	*	*	*	728	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	61	781	781	782	*	*	*	49%	31%	80%	78%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	50%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	165	764	764	759	9%	8%	14%	45%	23%	68%	60%
Male	201	751	751	739	12%	8%	26%	40%	13%	54%	42%
Economically Disadvantaged Students	111	744	744	730	22%	9%	19%	37%	14%	50%	34%
Non-Economically Disadvantaged Students	255	762	762	758	6%	8%	21%	45%	20%	65%	59%
Students with Disabilities	34	730	730	707	*	29%	32%	*	*	26%	15%
Students without Disabilities	332	760	760	756	*	6%	19%	*	*	64%	57%
English Learners	33	684	684	684	*	*	*	*	*	*	*
Non-English Learners	333	764	764	752	*	*	*	*	*	*	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	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	223	738	738	736	16%	20%	30%	27%	7%	35%	39%
White	62	747	747	737	*	*	37%	*	*	40%	41%
Hispanic	101	728	728	731	20%	25%	32%	*	*	24%	35%
Black or African American	31	735	735	729	*	*	*	*	*	32%	31%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	759	*	*	*	*	*	*	60%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	25%
Two or More Races	*	*	*	737	*	*	*	*	*	*	39%
Female	90	747	747	745	*	13%	37%	*	*	42%	48%
Male	133	732	732	728	*	24%	25%	*	*	29%	31%
Economically Disadvantaged Students	83	726	726	730	19%	29%	30%	*	*	22%	33%
Non-Economically Disadvantaged Students	140	745	745	739	14%	14%	29%	*	*	42%	42%
Students with Disabilities	38	718	718	708	*	*	*	*	*	*	13%
Students without Disabilities	185	742	742	742	*	*	*	*	*	*	44%
English Learners	31	701	701	702	*	*	*	*	*	*	*
Non-English Learners	192	744	744	738	*	*	*	*	*	*	*
Homeless Students	*	*	*	721	*	*	*	*	*	*	22%
Students in Foster Care	N	N	N	708	N	N	N	N	N	N	19%
Military-Connected Students	*	*	*	729	*	*	*	*	*	*	31%
Migrant Students	N	N	N	707	N	N	N	N	N	N	*

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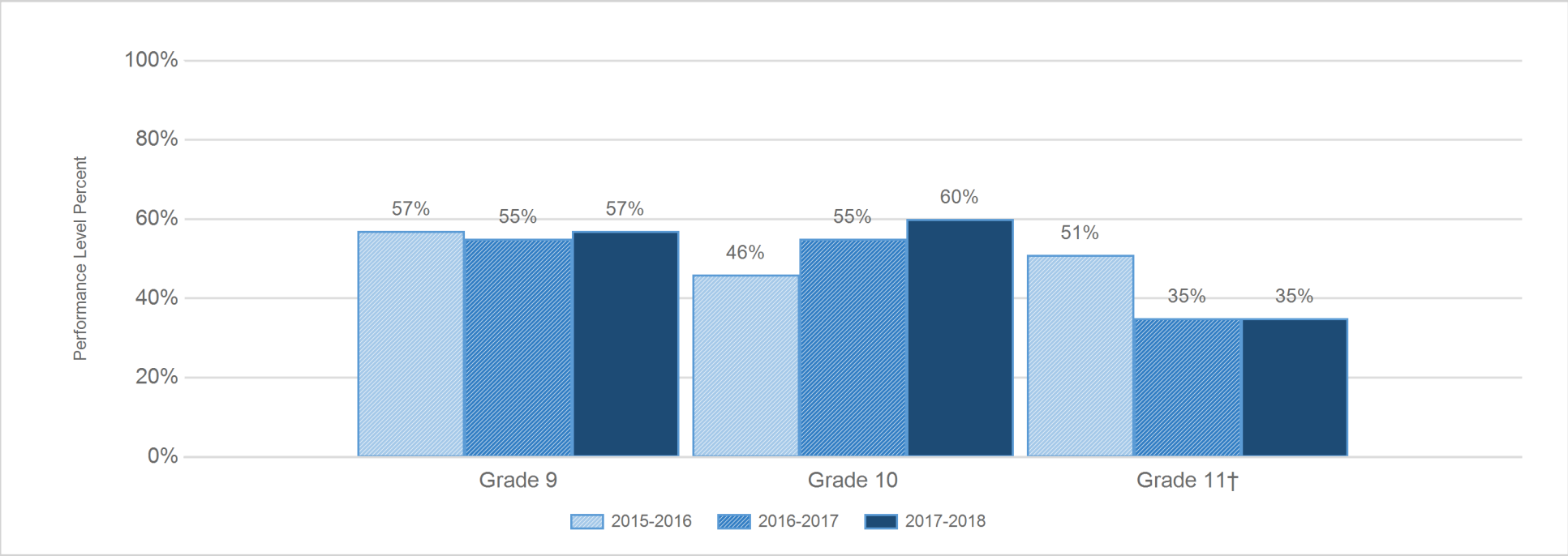
English Language Arts/Literacy Assessment - Performance Trends

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	718	95.6	32.7	47.1	45.0	32.7	32.1	Met Target
White	266	94.0	41.0	57.8	54.1	40.6	34.6	Met Target
Hispanic	254	96.4	20.1	29.3	29.2	20.1	21.4	Met Target†
Black or African American	72	94.9	16.7	41.1	23.4	16.7	22.9	Met Target†
Asian, Native Hawaiian, or Pacific Islander	116	98.3	52.6	*	77.0	52.6	58.6	Met Target†
American Indian or Alaska Native	*	*	*	*	42.5	*	**	**
Two or More Races	*	*	*	*	53.0	*	**	**
Female	343	95.4	31.2	48.4	46.0	31.2		
Male	375	95.8	34.2	45.9	43.9	34.2		
Economically Disadvantaged Students	229	96.3	17.4	29.3	26.6	17.4	20.7	Met Target†
Non-Economically Disadvantaged Students	489	95.3	39.9	57.2	55.9	39.9		
Students with Disabilities	78	92.2	*	17.4	17.1	*	9.8	Met Target†
Students without Disabilities	640	96.1	*	51.4	50.5	*		
English Learners	95	99.1	10.5	22.7	24.6	10.5	17.3	Not Met
Non-English Learners	623	95.0	36.1	53.1	46.9	36.1		
Homeless Students	*	*	*	15.4	17.3	*		
Students In Foster Care	*	*	*	*	16.2	*		
Military-Connected Students	*	*	*	35.3	45.8	*		
Migrant Students	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	274	727	748	746	17%	26%	36%	22%	0%	22%	46%
White	68	738	759	755	*	*	47%	32%	0%	32%	57%
Hispanic	141	721	733	730	25%	30%	27%	18%	0%	18%	27%
Black or African American	29	724	743	727	*	38%	34%	*	*	14%	23%
Asian, Native Hawaiian, or Pacific Islander	30	736	766	779	*	*	50%	*	*	23%	79%
American Indian or Alaska Native	*	*	*	746	*	*	*	*	*	*	49%
Two or More Races	*	*	*	755	*	*	*	*	*	*	54%
Female	125	728	749	748	14%	28%	38%	20%	0%	20%	48%
Male	149	727	748	745	19%	24%	34%	23%	0%	23%	44%
Economically Disadvantaged Students	127	725	735	729	21%	25%	35%	18%	0%	18%	25%
Non-Economically Disadvantaged Students	147	729	755	756	13%	27%	36%	24%	0%	24%	57%
Students with Disabilities	39	711	*	716	*	*	*	*	*	*	13%
Students without Disabilities	235	730	*	752	*	*	*	*	*	*	52%
English Learners	69	704	704	710	*	*	*	*	*	*	*
Non-English Learners	205	735	756	749	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	16%
Students in Foster Care	N	N	N	712	N	N	N	N	N	N	12%
Military-Connected Students	*	*	*	752	*	*	*	*	*	*	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	309	731	739	735	6%	35%	40%	*	*	19%	30%
White	120	739	745	740	*	23%	51%	*	*	26%	37%
Hispanic	125	725	*	723	10%	46%	30%	14%	0%	14%	14%
Black or African American	*	*	*	719	*	*	*	*	*	*	11%
Asian, Native Hawaiian, or Pacific Islander	31	737	757	760	0%	32%	42%	*	*	26%	65%
American Indian or Alaska Native	N	N	N	734	N	N	N	N	N	N	28%
Two or More Races	*	*	*	741	*	*	*	*	*	*	39%
Female	151	729	738	736	*	35%	44%	*	*	15%	30%
Male	158	733	741	734	*	35%	37%	*	*	23%	29%
Economically Disadvantaged Students	104	725	*	722	*	51%	31%	*	*	12%	13%
Non-Economically Disadvantaged Students	205	734	*	741	*	27%	45%	*	*	23%	38%
Students with Disabilities	33	715	715	713	*	*	*	*	*	*	*
Students without Disabilities	276	733	742	738	*	*	*	*	*	*	*
English Learners	28	717	717	711	*	*	*	*	*	*	*
Non-English Learners	281	733	741	736	*	*	*	*	*	*	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	*
Students in Foster Care	*	*	*	711	*	*	*	*	*	*	*
Military-Connected Students	*	*	*	731	*	*	*	*	*	*	24%
Migrant Students	N	N	N	709	N	N	N	N	N	N	11%

NJ SCHOOL PERFORMANCE REPORT

HIGHTSTOWN HIGH SCHOOL
(21-1245-050)
Grades Offered: 09-12
2017-2018

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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	284	743	743	727	17%	16%	23%	38%	6%	44%	30%
White	108	750	750	733	10%	13%	23%	44%	9%	54%	35%
Hispanic	71	716	716	710	37%	25%	23%	15%	0%	15%	14%
Black or African American	*	*	*	705	*	*	*	*	*	*	11%
Asian, Native Hawaiian, or Pacific Islander	67	769	769	766	*	*	18%	*	*	73%	66%
American Indian or Alaska Native	N	N	N	729	N	N	N	N	N	N	28%
Two or More Races	*	*	*	736	*	*	*	*	*	*	37%
Female	138	740	740	728	17%	14%	22%	*	*	46%	30%
Male	146	745	745	727	17%	18%	23%	*	*	42%	30%
Economically Disadvantaged Students	60	715	715	709	37%	28%	22%	*	*	13%	13%
Non-Economically Disadvantaged Students	224	750	750	736	12%	13%	23%	*	*	53%	37%
Students with Disabilities	29	690	690	693	*	*	*	*	*	*	*
Students without Disabilities	255	749	749	732	*	*	*	*	*	*	*
English Learners	13	704	704	691	*	*	*	*	*	*	*
Non-English Learners	271	744	744	729	*	*	*	*	*	*	*
Homeless Students	*	*	*	703	*	*	*	*	*	*	10%
Students in Foster Care	N	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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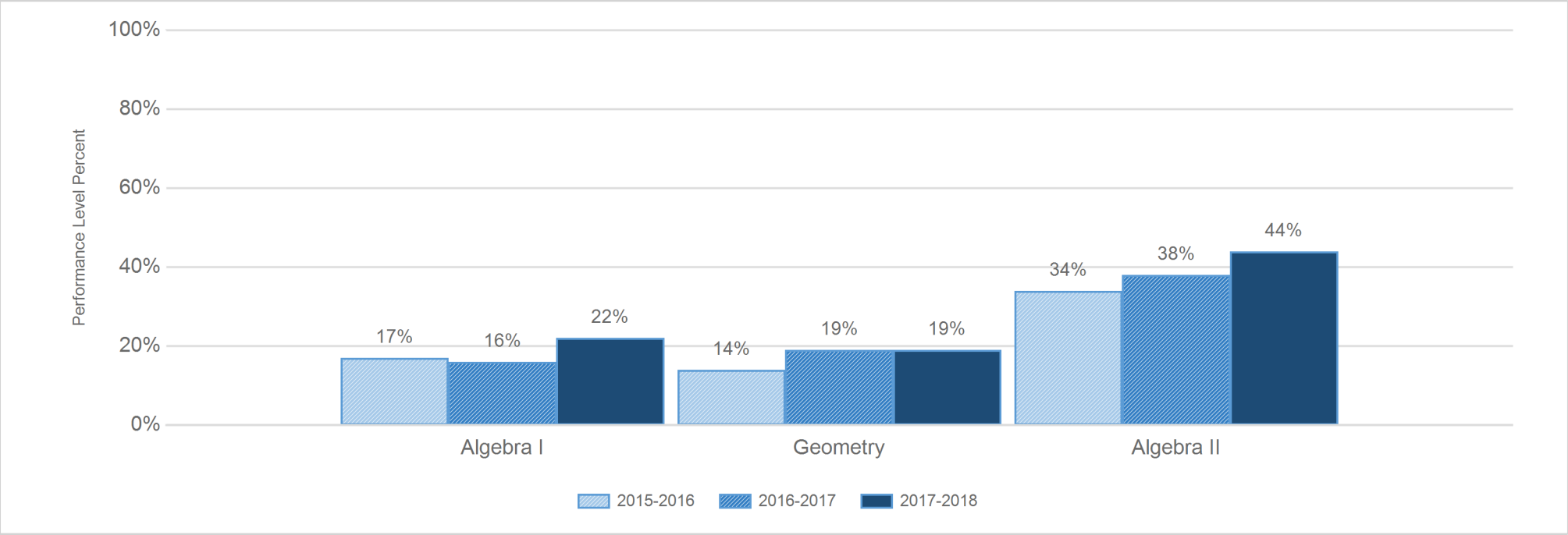
Mathematics Assessment – Performance Trends

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	10	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	53.7%	46.8%	Met Target

† 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	71	84.5%	15.5%
3-4	44	81.8%	18.2%
5 or more	*	*	*

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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	97.0%	85.0%
12th graders taking SAT in 2017-18 or prior years	77.2%	72.2%
12th graders taking ACT in 2017-18 or prior years	29.6%	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	486	478	Grade 10: 430 Grade 11: 460	66%	62%
PSAT 10/NMSQT - Math	488	478	Grade 10: 480 Grade 11: 510	44%	42%
SAT - Reading and Writing	558	542	480	77%	72%
SAT - Math	560	543	530	58%	54%
ACT - Reading	24	24	22	62%	62%
ACT - English	24	24	18	79%	78%
ACT - Math	23	24	22	57%	62%
ACT - Science	22	23	23	46%	53%

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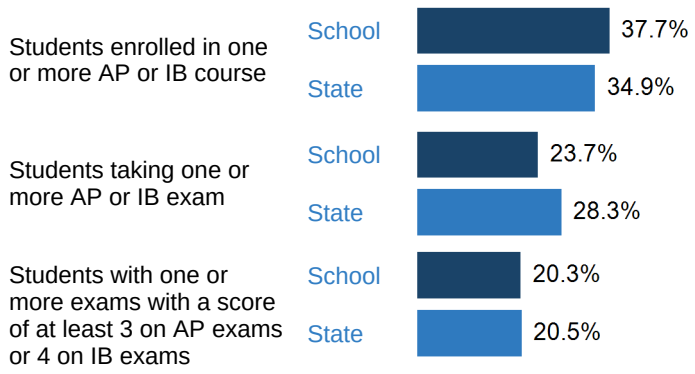
Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (IB)** courses and exams and **dual enrollment** courses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

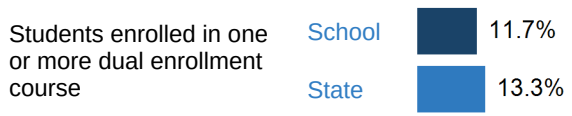
AP/IB Coursework – Participation and Performance

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	26	22
AP Calculus AB	79	33
AP Calculus BC	0	36
AP Chemistry	60	31
AP Comparative Government and Politics	16	0
AP Computer Science A	17	15
AP English Language and Composition	99	88
AP English Literature and Composition	29	14
AP Environmental Science	0	4
AP French Language and Culture	9	1
AP German Language and Culture	10	9
AP Microeconomics	70	22
AP Music Theory	3	1
AP Physics C	29	0
AP Physics C: Electricity and Magnetism	0	3
AP Physics C: Mechanics	0	18

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AP/IB Course	Students Enrolled	Students Tested
AP Psychology	60	18
AP Spanish Language	20	16
AP Statistics	41	25
AP U.S. Government and Politics	0	6
AP U.S. History	22	14
AP World History	12	8
Total Exams taken		384
Exams with scores of at least 3 on AP exams or 4 on IB exams		318

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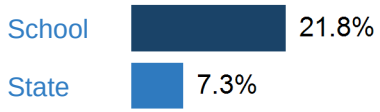
This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit the NJDOE's Career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

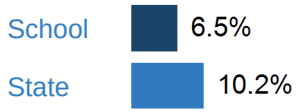
Career and Technical Education Participation

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)



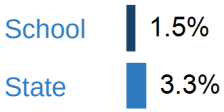
CTE Concentrators
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



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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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	0.6%
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
Agriculture, Food & Natural Resources	*		
Architecture & Construction	*	*	*
Arts, AV Technology & Communications	*		
Business Management & Administration	*		
Finance	65		
Health Science	16		
Hospitality & Tourism	*		
Human Services	16	*	*
Law, Public Safety, Corrections & Security	*		
Manufacturing	*		
Marketing	332		
Science, Technology, Engineering & Mathematics	*		
Transportation, Distribution & Logistics	26		
Total (All Clusters)	492	20	20

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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	271	79	120	0	0	0	5
10	25	242	67	68	2	0	4
11	6	23	220	82	82	5	24
12	4	11	72	59	93	55	139
Total	306	355	479	209	177	60	172
Enrolled in AP/IB Course					79	41	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	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	77	1	382	0	388	5
10	357	43	8	0	19	3
11	31	330	12	0	109	29
12	25	81	13	0	109	64
Total	490	455	415	0	625	101
Enrolled in AP/IB Course	26	60		0	29	0
Enrolled in Dual Enrollment Course	26	0	0	0	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.

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	445	24	0	0	0	7
10	15	392	0	0	0	27
11	11	371	51	1	0	65
12	22	104	30	59	0	151
Total	493	891	81	60	0	250
Enrolled in AP/IB Course	12	22	70	60		16
Enrolled in Dual Enrollment Course	19	0	0	0	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	292	102	0	0	40	0	0
10	252	90	0	0	37	0	0
11	134	40	0	0	20	0	0
12	55	14	0	0	12	0	0
Total	733	246	0	0	109	0	0
Enrolled in AP/IB Course	20	9	0	0	10	0	0
Enrolled in Dual Enrollment Course	30	0	0	0	0	0	0
Enrolled in Level 3 or Higher	242	89	0	0	40	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
Total	0

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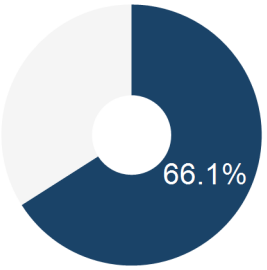
Visual and Performing Arts – Course Participation

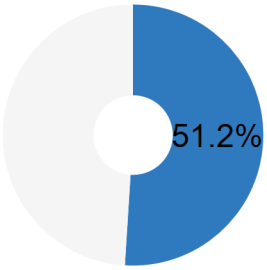
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 9-12:

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

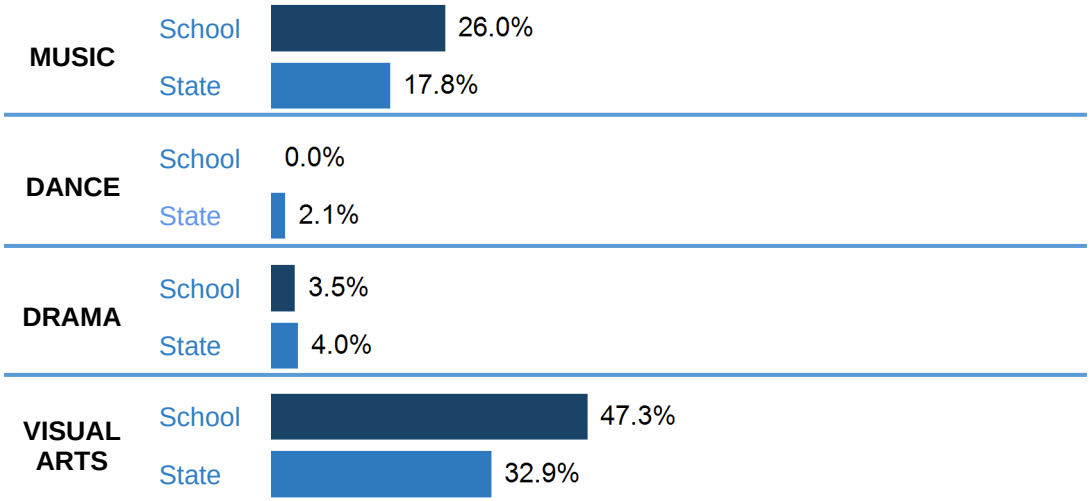


School



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	94.8%	90.9%	95.4%	92.4%	94.0%	93.3%	Met Target	93.8%	91.0%	Met Target
White	95.1%	95.0%	96.8%	95.7%	96.2%	N	Met Goal	94.3%	94.6%	Not Met
Hispanic	94.3%	84.8%	92.4%	87.3%	89.4%	87.0%	Met Target	90.8%	81.8%	Met Target
Black or African American	*	84.2%	*	86.8%	*	95.0%	Not Met	*	88.3%	Met Target
Asian, Native Hawaiian or Pacific Islander	97.2%	97.0%	98.6%	97.7%	98.6%	N	Met Goal	100.0%	N	Met Goal
American Indian or Alaska Native	N	86.5%	*	94.1%	*	**	**	N	N	N
Two or More Races	*	92.0%	N	93.9%	N	N	N	*	**	**
Economically Disadvantaged Students	94.0%	84.6%	96.4%	87.0%	93.6%	92.8%	Met Target	90.5%	84.9%	Met Target
Students with Disabilities	83.9%	80.1%	86.5%	83.5%	82.7%	87.2%	Not Met	87.0%	79.4%	Met Target
English Learners	100.0%	75.8%	81.5%	81.8%	67.9%	66.9%	Met Target	71.4%	N	N
Homeless Students	*	72.6%	N	79.1%	N			N		
Students in Foster Care	N	62.6%	*	64.9%						

NJ SCHOOL PERFORMANCE REPORT

HIGHTSTOWN HIGH SCHOOL
(21-1245-050)
Grades Offered: 09-12
2017-2018

Report Key:
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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	66.4%	53.6%
Substitute Competency Test	21.3%	32.0%
Portfolio Appeals Process	7.1%	7.7%
Alternate Requirements specified in IEP	4.6%	6.3%
Unknown	0.5%	0.5%

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	94.8%	-
2017	94.0%	95.4%
2016	91.9%	93.8%

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	0.4%	1.2%
2016-2017	0.3%	1.1%
2015-2016	1.0%	1.2%

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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	84%	35.3%	64.7%
White	88.8%	21.4%	78.6%
Hispanic	69.8%	63.3%	36.7%
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	93.9%	29%	71%
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	76.2%	58.8%	41.3%
Students with Disabilities	70.4%	73.7%	26.3%
English Learners	47.1%	87.5%	12.5%

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	86.2%	36.9%	63.1%	78.7%	21.3%	74.1%	25.9%
White	86.7%	24.8%	75.2%	77.8%	22.2%	70.1%	29.9%
Hispanic	75.6%	73.8%	26.2%	90.8%	9.2%	93.8%	6.2%
Black or African American	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	97%	18.5%	81.5%	72.3%	27.7%	70.8%	29.2%
American Indian or Alaska Native	*	*	*	*	*	*	*
Two or More Races	N	N	N	N	N	N	N
Economically Disadvantaged Students	77%	78.9%	21.1%	93%	7%	89.5%	10.5%
Students with Disabilities	64.3%	72.2%	27.8%	94.4%	5.6%	100%	0%
English Learners	40%	100%	0%	100%	0%	100%	0%

NJ SCHOOL PERFORMANCE REPORT

HIGHTSTOWN HIGH SCHOOL
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2017-2018

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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.

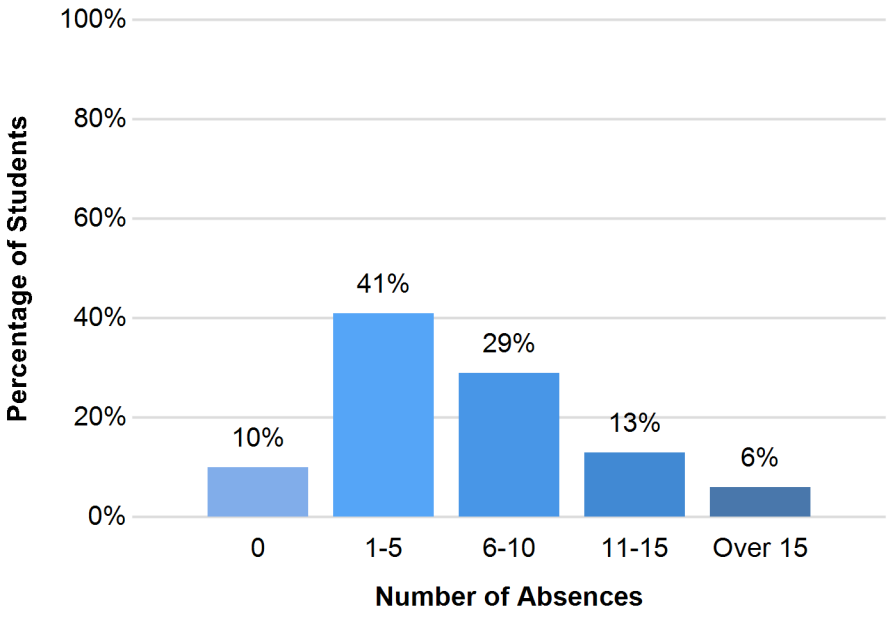
Chronic Absenteeism

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	79	4.8	14.9	Met
White	19	3.1	14.9	Met
Hispanic	34	6.2	14.9	Met
Black or African American	15	8.4	14.9	Met
Asian, Native Hawaiian, or Pacific Islander	11	3.8	14.9	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	14.9	Met
Economically Disadvantaged Students	41	7.3	14.9	Met
Students with Disabilities	25	11.3	14.9	Met
English Learners	6	4.8	14.9	Met

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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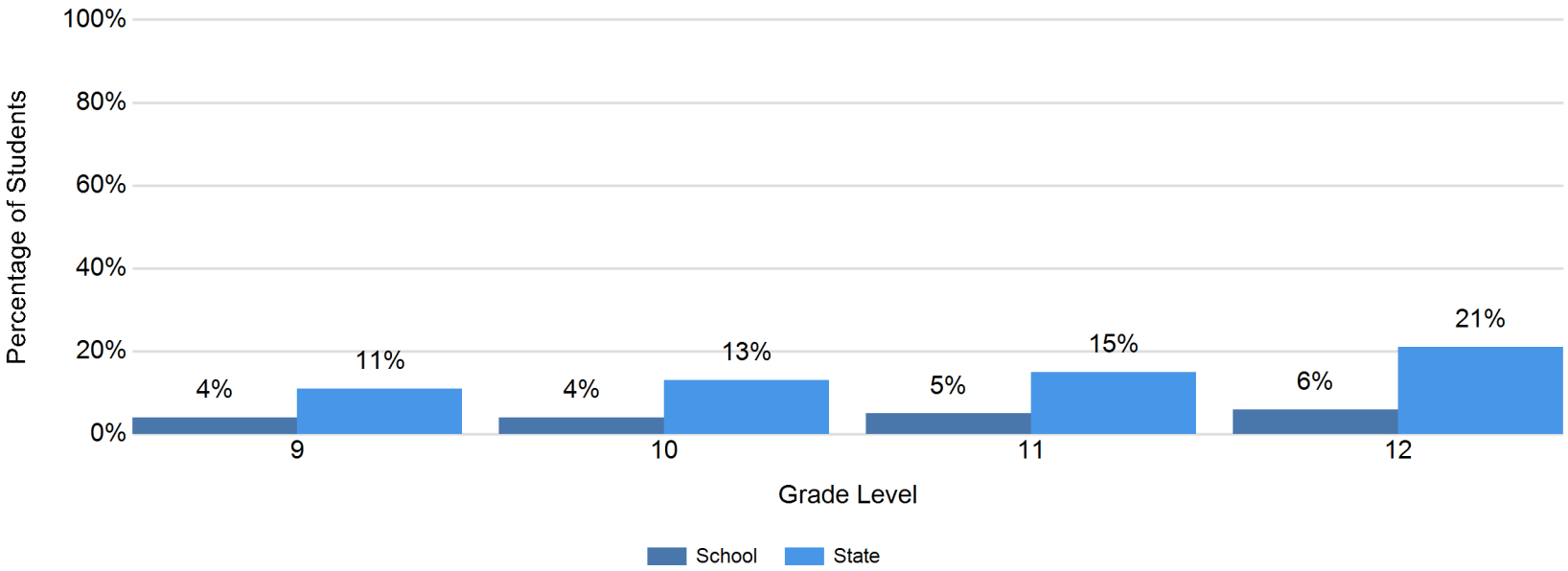
Chronic Absenteeism by Grade

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	8
Weapons	0
Vandalism	2
Substances	12
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	24
Incidents Per 100 Students Enrolled	1.53

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	2
Weapons	0
Vandalism	1
Substances	2
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	1

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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	1	1
Sexual Orientation	0	0	0
Disability	0	0	0
Other	1	1	2
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	45	2.9%
Any Suspension	45	2.9%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
247

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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	7:30 AM
Typical End Time	2:10 PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	5 Hrs 40 Mins
Shared Time - Instructional Time	2 Hrs. 48 Mins.

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)	$431	$13,684	$14,115

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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	126	117,464
Average years experience in public schools	8.9	12.0
Average years experience in district	8.4	10.7
Teachers in district for 4 or more years	69.8%	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	34	9,374
Average years experience in public schools	8.8	16.0
Average years experience in district	7.0	12.0
Administrators in district for 4 or more years	50.0%	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	262:1	151:1
Teachers to Administrators	21:1	13:1
Students to Librarians/Media Specialists		1281:1
Students to Nurses		641:1
Students to Counselors		320:1
Students to Child Study Team		301:1

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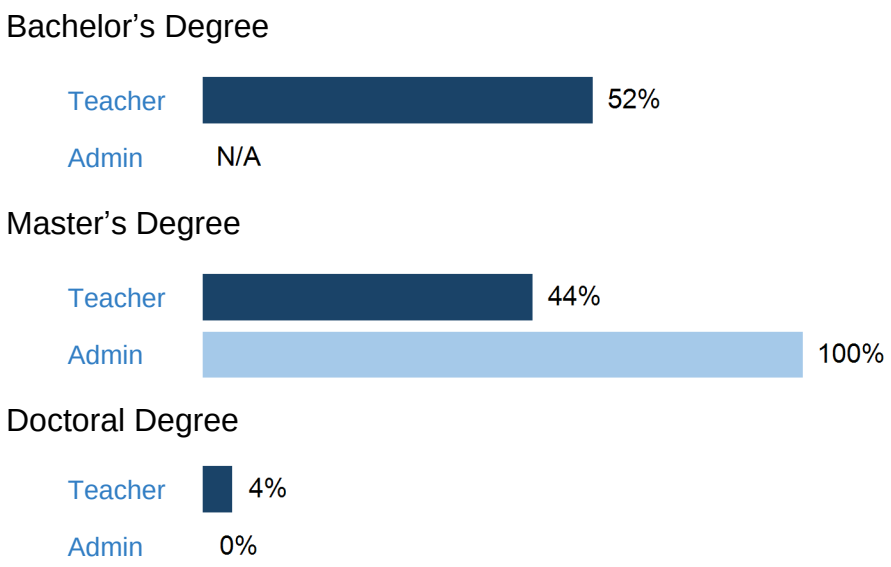
Teachers and Administrators - Level of Education

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	90.4%	90.2%
2016-17 Administrators: Same district 2017-18	86.7%	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	96.5%

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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	58.7%	16.7%
Male	41.3%	83.3%
White	84.9%	100.0%
Hispanic	7.1%	0.0%
Black or African American	4.0%	0.0%
Asian	4.0%	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	61.89	15.0%
Mathematics Proficiency	47.85	15.0%
Graduation Rate - 4-Year	52.72	20.0%
Graduation Rate - 5-Year	42.24	20.0%
Progress Towards English Language Proficiency	70.91	20.0%
Chronic Absenteeism	86.49	10.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	58.29	n/a
Summative Rating: Percentile Rank of Summative Score	59.60	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	Met Target	Met Target	Met	No
White	58.93	8.94	No	Met Target	Met Target	Met Goal	Not Met	n/a	Met	No
Hispanic	56.74	8.94	No	Met Target	Met Target†	Met Target	Met Target	n/a	Met	No
Black or African American	73.64	8.94	No	Met Target	Met Target†	Not Met	Met Target	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	58.87	8.94	No	Met Target	Met Target†	Met Goal	Met Goal	n/a	Met	No
American Indian or Alaska Native	**	**	No	**	**	**	N	n/a	**	No
Two or More Races	**	**	No	**	**	N	**	n/a	Met	No
Economically Disadvantaged Students	69.07	8.94	No	Met Target	Met Target†	Met Target	Met Target	n/a	Met	No
Students with Disabilities	61.17	8.94	No	Met Target†	Met Target†	Not Met	Met Target	n/a	Met	No
English Learners	55.92	8.94	No	Not Met	Not Met	Met Target	N	**	Met	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:	• Recognized as a safe, supportive, engaging, inspiring school through CCNJ • We are working to create individual learning plans for all students • Working to use technology to support learning
Mission, Vision, Theme:	Students in HHS will develop and strengthen academic, social, and emotional skills needed in order to be successful, productive citizens. We will strive to increase achievement by challenging and supporting each student to reach his/her highest potential. Address the needs of the whole child with opportunities for social/emotional learning and growth. Prepare all students with the skills and awareness necessary to actively contribute in their community.
Awards, Recognition, Accomplishments:	Our AP Government Class recently became the first HS in American History to introduce a bill in the federal governemt and have the President sign it into law

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Courses, Curriculum, Instruction:	Hightstown High School maintains a strong relationship with Mercer County Community College. We offer dual enrollment courses these courses are weighted the same as an AP course due to their rigor. Additionally, students in our Tomorrow's Teachers program are eligible to earn 3 credits from Rider University. 19 (AP) courses in seven departments are offered at Hightstown High School.
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Cross Country (Boys & Girls), Field Hockey (Girls), Football (Boys), Golf (Boys & Girls), Ice Hockey (Boys & Girls), Lacrosse (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Wrestling (Boys)
Clubs and Activities:	We offer over 60 clubs and strongly encourage students to participate. We continually add more based on student interest and initiative. Our business clubs compete at the local, state and national level. We have an active Student Council that host various events to support students.

NJ SCHOOL PERFORMANCE REPORT

HIGHTSTOWN HIGH SCHOOL
(21-1245-050)
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
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Staff and Professional Learning:	HHS has been engaged in professional development addressing College and Career readiness. Teachers and administrators are engaged mostly in curriculum and technology PD. Depending on need or interest teachers may attend a PD session outside the school district. Our PD in 2018-2019 focused on developing learning plans for students and supporting struggling students.
Postsecondary Information:	Post-Secondary outcomes 4 yr college 55%, 2 Yr college 31%, Military 3%, Technical 2%, Employment 3% other 3%. HHS offers College boot camp to assist student in preparing for the college application process. We partnered with local agency-RISE to run an after school college prep program for 1st time college families.

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Student Supports and Services:	To support all students National Honor Society students provide after school tutoring. For the 2017/2018 school year, the HS has added an intervention counselor to support at risk students.
Student Health and Wellness:	The HS conducts wellness days throughout the year that expose students and staff to practices that encourage a healthy lifestyle. During these sessions outside health providers present trends and provide support for all students and staff. We have a breakfast program and all students are invited in to eat in the morning. Students have Physical Education.
Parent and Community Involvement:	Our school has an active PTO that hosts dances, student events - coffee houses, game nights and a Post Prom event. They provided funds for clubs and our school to purchase "extras." Our school offers parent meetings in English and Spanish to ensure all parents get necessary information and strategies to support their child. All students and parents have a Parent Portal account and get assistance if needed.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers We use the NJDOE School Climate Survey. Parents, students and staff are surveyed. The results are shared via assemblies, staff meetings and parent meetings. We will use the survey results along with other data points to identify areas that need to be addressed by our Campaign Connect NJ stakeholder team. The survey will be conducted Fall and Spring of the 18-19 school year. Students and parents are happy with our school overall according to responses.
Facilities:	All classrooms have recently added interactive projectors along with staff tablets. The Swim locker rooms have be updated and we have recently renovated our boys and girls locker rooms. Our TV studio has been updated.
School Safety:	The HS has revised our security plans and has worked with a security consult to ensure the HS is following best practice. In the process of upgrading the camera system

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Technology and STEM:	All students have been issued a chromebook for the 2018-2019 school year

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Other Information:	Hightstown High School maintains a strong relationship with Mercer County Community College. We offer dual enrollment courses in English, History, Economics and Spanish. Dual Enrollment courses are weighted the same as an AP course due to their rigor. The Dual Enrollment courses are taught on our campus by our faculty approved to serve as adjunct professors to the county college. Additionally, students in our Tomorrow's Teachers program are eligible to earn 3 credits from Rider University. Hightstown High School is proud to focus on cultivating a safe, supportive and engaging school climate and culture. To this end, the faculty and students have served on committees and engaged in professional development relevant to increasing participation in activities, promoting self-discipline and celebrating our successes. Participation in extracurricular activities is at an all-time high, with the majority of students involved in at least one club or sport. We have also recently introduced new curricular offerings that provide an opportunity for students to engage in peer counseling and teaching.