



## HIGH POINT REGIONAL HIGH SCHOOL

(37-2165-030)

Grades Offered: 09-12

2017-2018

### Report Key:

\* Data is not displayed in order to protect student privacy

\*\* Accountability calculations require 20 or more students

**N** No Data is available to display

† This indicates a table specific note, see note below table

### 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 at 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](mailto: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	SUSSEX
District	HIGH POINT REGIONAL
Principal Name	MR. TALLAMY
Address	299 PIDGEON HILL ROAD SUSSEX, NJ 07461-2733
Phone Number	(973)875-3101
Email Address	<a href="mailto:JTALLAMY@HPREGIONAL.ORG">JTALLAMY@HPREGIONAL.ORG</a>
Website	<a href="http://www.hpregional.org">http://www.hpregional.org</a>
Facebook	<a href="https://www.facebook.com/HPRHS/">https://www.facebook.com/HPRHS/</a>
Twitter	<a href="https://twitter.com/HPRwildcats">https://twitter.com/HPRwildcats</a>



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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	243	196	229
10	241	234	202
11	243	247	228
12	245	239	247
Total	972	916	906

### 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	47.8%	48.2%	48.9%
Male	52.2%	51.8%	51.1%
Economically Disadvantaged Students	15.8%	14.9%	15.5%
Students with Disabilities	16.3%	16.0%	18.0%
English Learners	0.4%	0.1%	0.1%
Homeless Students		0.2%	0.3%
Students in Foster Care		0.1%	0.2%
Military-Connected Students		0.0%	0.0%
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	89.1%	88.5%	88.3%
Hispanic	6.6%	6.9%	6.4%
Black or African American	2.4%	2.6%	3.1%
Asian	1.8%	1.7%	2.0%
Native Hawaiian or Pacific Islander	0.1%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.1%	0.1%
Two or More Races	0.0%	0.1%	0.1%

### 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	969	912	901
Shared Time Students	4	6	6
Full Time Equivalent	971	915	904

### 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	99.9%
Other Languages	0.1%



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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	417	98.6	47.0	47.0	56.7	47.0	42.3	Met Target
White	367	98.7	47.7	47.7	65.6	47.7	43.3	Met Target
Hispanic	24	100.0	41.6	41.6	42.5	41.6	30.5	Met Target
Black or African American	14	93.3	35.7	35.7	37.3	35.0	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	82.3	*	**	**
American Indian or Alaska Native	*	*	*	*	52.7	*	**	**
Two or More Races	N	N	N	N	63.4	N	**	**
Female	215	98.2	59.5	59.5	64.5	59.5		
Male	202	99.0	33.6	33.6	49.4	33.6		
Economically Disadvantaged Students	76	98.7	19.8	19.8	38.5	19.8	23.1	Met Target†
Non-Economically Disadvantaged Students	341	98.6	53.1	53.1	67.5	53.1		
Students with Disabilities	77	95.1	11.7	11.7	21.6	11.7	15.8	Met Target†
Students without Disabilities	340	99.4	55.0	55.0	63.9	55.0		
English Learners	*	*	*	*	27.3	*	**	**
Non-English Learners	*	*	*	*	59.4	*		
Homeless Students	*	*	*	*	27.7	*		
Students In Foster Care	N	N	N	N	26.3	N		
Military-Connected Students	N	N	N	N	57.4	N		
Migrant Students	N	N	N	N	30.1	N		

† 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 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
<b>Schoolwide</b>	226	751	751	752	8%	12%	29%	41%	11%	52%	55%
White	198	751	751	760	7%	12%	29%	41%	11%	52%	64%
Hispanic	15	745	745	735	*	*	*	*	*	47%	38%
Black or African American	*	*	*	734	*	*	*	*	*	*	34%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	782	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	752	N	N	N	N	N	N	51%
Two or More Races	N	N	N	760	N	N	N	N	N	N	63%
Female	113	761	761	759	*	*	24%	*	*	65%	63%
Male	113	740	740	744	*	*	34%	*	*	38%	46%
Economically Disadvantaged Students	45	727	727	733	*	*	33%	*	*	18%	34%
Non-Economically Disadvantaged Students	181	757	757	761	*	*	28%	*	*	60%	65%
Students with Disabilities	46	717	717	716	*	*	*	*	*	*	15%
Students without Disabilities	180	759	759	758	*	*	*	*	*	*	62%
English Learners	*	*	*	691	*	*	*	*	*	*	*
Non-English Learners	*	*	*	755	*	*	*	*	*	*	*
Homeless Students	*	*	*	720	*	*	*	*	*	*	22%
Students in Foster Care	N	N	N	719	N	N	N	N	N	N	20%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	54%
Migrant Students	N	N	N	696	N	N	N	N	N	N	10%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	192	740	740	749	18%	13%	30%	31%	9%	40%	51%
White	169	739	739	756	18%	14%	27%	31%	9%	41%	58%
Hispanic	10	741	741	733	*	0%	*	*	*	40%	38%
Black or African American	*	*	*	728	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	782	*	*	*	*	*	*	78%
American Indian or Alaska Native	*	*	*	744	*	*	*	*	*	*	50%
Two or More Races	N	N	N	753	N	N	N	N	N	N	55%
Female	104	752	752	759	*	13%	29%	*	*	51%	60%
Male	88	726	726	739	*	11%	31%	*	*	27%	42%
Economically Disadvantaged Students	32	731	731	730	*	*	38%	*	*	22%	34%
Non-Economically Disadvantaged Students	160	742	742	758	*	*	28%	*	*	44%	59%
Students with Disabilities	28	714	714	707	39%	*	*	*	*	11%	15%
Students without Disabilities	164	745	745	756	14%	*	*	*	*	45%	57%
English Learners	N	N	N	684	N	N	N	N	N	N	*
Non-English Learners	192	740	740	752	18%	13%	30%	31%	9%	40%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	707	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	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
<b>Schoolwide</b>	168	710	710	736	39%	29%	20%	*	*	12%	39%
White	146	712	712	737	36%	32%	21%	*	*	12%	41%
Hispanic	*	*	*	731	*	*	*	*	*	*	35%
Black or African American	*	*	*	729	*	*	*	*	*	*	31%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	759	N	N	N	N	N	N	60%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	25%
Two or More Races	N	N	N	737	N	N	N	N	N	N	39%
Female	69	721	721	745	22%	35%	29%	*	*	14%	48%
Male	99	703	703	728	52%	25%	13%	*	*	10%	31%
Economically Disadvantaged Students	27	698	698	730	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	141	712	712	739	*	*	*	*	*	*	42%
Students with Disabilities	30	694	694	708	*	*	*	*	*	*	13%
Students without Disabilities	138	713	713	742	*	*	*	*	*	*	44%
English Learners	N	N	N	702	N	N	N	N	N	N	*
Non-English Learners	168	710	710	738	39%	29%	20%	*	*	12%	*
Homeless Students	*	*	*	721	*	*	*	*	*	*	22%
Students in Foster Care	N	N	N	708	N	N	N	N	N	N	19%
Military-Connected Students	N	N	N	729	N	N	N	N	N	N	31%
Migrant Students	N	N	N	707	N	N	N	N	N	N	*



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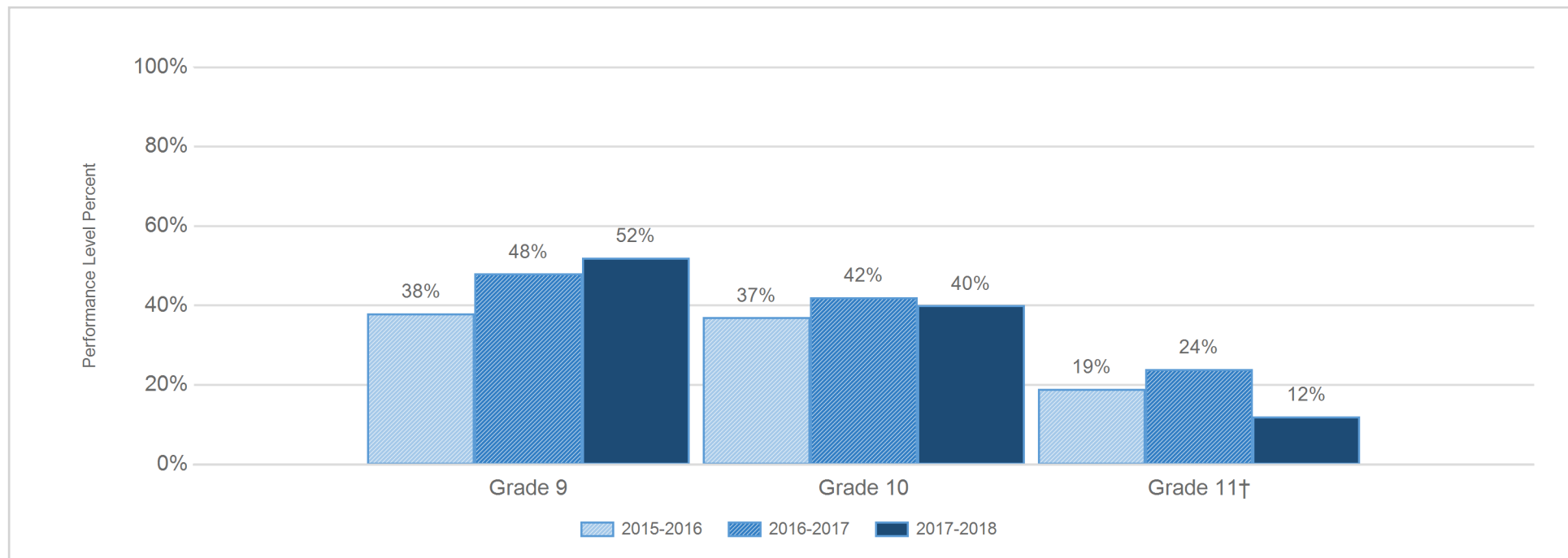
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## English Language Arts/Literacy Assessment - Performance Trends

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.



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





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**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	325	98.8	41.6	41.6	45.0	41.6	48.8	Not Met
White	292	98.7	41.7	41.7	54.1	41.7	48.3	Not Met
Hispanic	14	100.0	35.7	35.7	29.2	35.7	**	**
Black or African American	10	100.0	30.0	30.0	23.4	30.0	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	77.0	*	**	**
American Indian or Alaska Native	*	*	*	*	42.5	*	**	**
Two or More Races	N	N	N	N	53.0	N	**	**
Female	178	99.5	39.3	39.3	46.0	39.3		
Male	147	98.0	44.2	44.2	43.9	44.2		
Economically Disadvantaged Students	45	100.0	28.9	28.9	26.6	28.9	28	Met Target
Non-Economically Disadvantaged Students	280	98.6	43.6	43.6	55.9	43.6		
Students with Disabilities	40	97.6	15.0	15.0	17.1	15.0	18	Met Target†
Students without Disabilities	285	99.0	45.3	45.3	50.5	45.3		
English Learners	N	N	N	N	24.6	N	**	**
Non-English Learners	325	98.8	41.6	41.6	46.9	41.6		
Homeless Students	N	N	N	N	17.3	N		
Students In Foster Care	N	N	N	N	16.2	N		
Military-Connected Students	N	N	N	N	45.8	N		
Migrant Students	N	N	N	N	23.7	N		

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**Mathematics Assessment - Performance by Test: Algebra I**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	152	741	741	746	9%	20%	32%	*	*	40%	46%
White	138	742	742	755	8%	19%	31%	*	*	42%	57%
Hispanic	*	*	*	730	*	*	*	*	*	*	27%
Black or African American	*	*	*	727	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	49%
Two or More Races	N	N	N	755	N	N	N	N	N	N	54%
Female	81	742	742	748	*	*	37%	*	*	38%	48%
Male	71	739	739	745	*	*	25%	*	*	42%	44%
Economically Disadvantaged Students	31	728	728	729	*	32%	35%	*	*	23%	25%
Non-Economically Disadvantaged Students	121	744	744	756	*	17%	31%	*	*	45%	57%
Students with Disabilities	31	717	717	716	*	35%	*	*	*	10%	13%
Students without Disabilities	121	747	747	752	*	16%	*	*	*	48%	52%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	749	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	16%
Students in Foster Care	N	N	N	712	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	49%
Migrant Students	N	N	N	720	N	N	N	N	N	N	11%



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**Mathematics Assessment - Performance by Test: Geometry**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	149	730	730	735	9%	34%	34%	*	*	22%	30%
White	128	730	730	740	10%	33%	35%	*	*	22%	37%
Hispanic	*	*	*	723	*	*	*	*	*	*	14%
Black or African American	10	732	732	719	0%	*	*	*	*	20%	11%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	760	*	*	*	*	*	*	65%
American Indian or Alaska Native	*	*	*	734	*	*	*	*	*	*	28%
Two or More Races	N	N	N	741	N	N	N	N	N	N	39%
Female	79	732	732	736	*	28%	42%	*	*	23%	30%
Male	70	727	727	734	*	41%	26%	*	*	21%	29%
Economically Disadvantaged Students	24	721	721	722	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	125	732	732	741	*	*	*	*	*	*	38%
Students with Disabilities	27	711	711	713	*	*	*	*	*	*	*
Students without Disabilities	122	734	734	738	*	*	*	*	*	*	*
English Learners	N	N	N	711	N	N	N	N	N	N	*
Non-English Learners	149	730	730	736	9%	34%	34%	*	*	22%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	731	N	N	N	N	N	N	24%
Migrant Students	N	N	N	709	N	N	N	N	N	N	11%



**HIGH POINT REGIONAL HIGH SCHOOL**  
 (37-2165-030)  
 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	164	727	727	727	24%	27%	23%	*	*	25%	30%
White	148	726	726	733	24%	28%	24%	*	*	24%	35%
Hispanic	10	713	713	710	*	*	*	*	*	10%	14%
Black or African American	*	*	*	705	*	*	*	*	*	*	11%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	766	*	*	*	*	*	*	66%
American Indian or Alaska Native	N	N	N	729	N	N	N	N	N	N	28%
Two or More Races	N	N	N	736	N	N	N	N	N	N	37%
Female	82	730	730	728	20%	23%	30%	*	*	27%	30%
Male	82	723	723	727	29%	32%	16%	*	*	23%	30%
Economically Disadvantaged Students	14	728	728	709	*	*	*	*	*	29%	13%
Non-Economically Disadvantaged Students	150	727	727	736	*	*	*	*	*	25%	37%
Students with Disabilities	*	*	*	693	*	*	*	*	*	*	*
Students without Disabilities	*	*	*	732	*	*	*	*	*	*	*
English Learners	N	N	N	691	N	N	N	N	N	N	*
Non-English Learners	164	727	727	729	24%	27%	23%	*	*	25%	*
Homeless Students	N	N	N	703	N	N	N	N	N	N	10%
Students in Foster Care	N	N	N	693	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	717	N	N	N	N	N	N	20%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%



## HIGH POINT REGIONAL HIGH SCHOOL

(37-2165-030)

Grades Offered: 09-12

2017-2018

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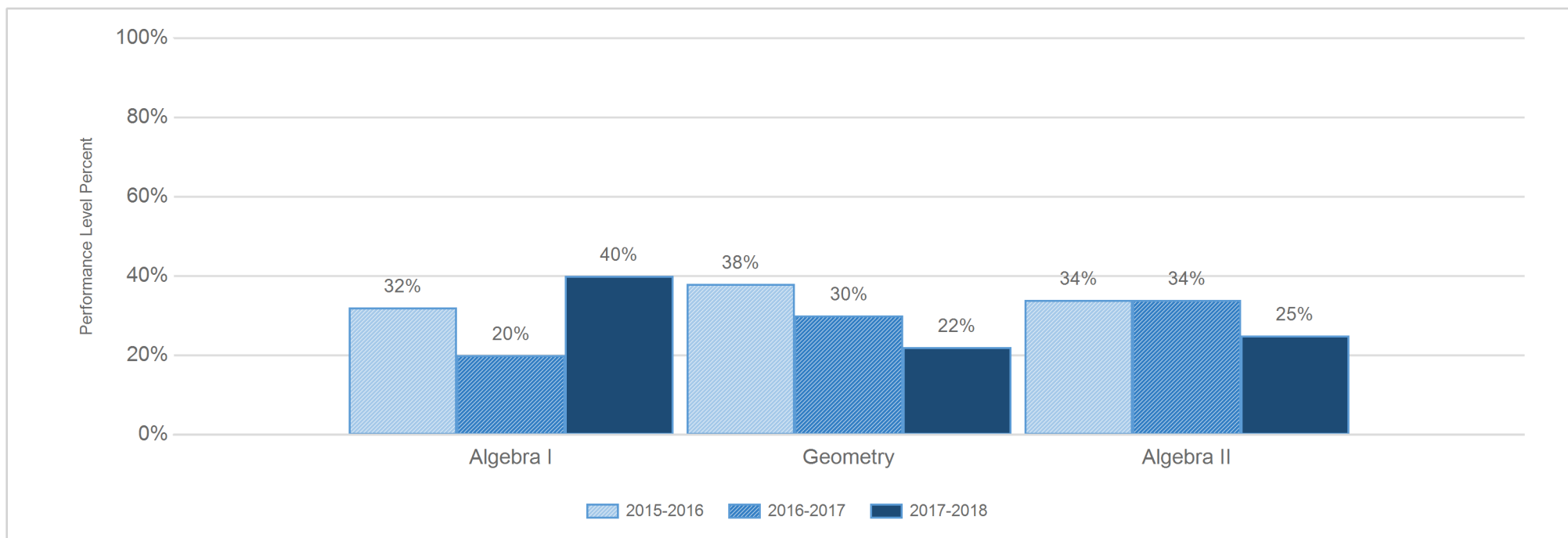
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## Mathematics Assessment – Performance Trends

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



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



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**DLM Alternate Assessment - Participation**

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

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

**English Language Progress to Proficiency**

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

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

† Target was met within one standard deviation

**English Language Proficiency Test - Participation and Performance**

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

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



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

### NJASK Science Assessment Information

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

### Biology Assessment Information

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



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

**PSAT, SAT, & ACT - Participation**

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

Participation Type	School Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2017-18	100.0%	85.0%
12th graders taking SAT in 2017-18 or prior years	67.7%	72.2%
12th graders taking ACT in 2017-18 or prior years	13.4%	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	474	478	Grade 10: 430 Grade 11: 460	64%	62%
PSAT 10/NMSQT - Math	456	478	Grade 10: 480 Grade 11: 510	33%	42%
SAT - Reading and Writing	543	542	480	80%	72%
SAT - Math	537	543	530	53%	54%
ACT - Reading	23	24	22	52%	62%
ACT - English	23	24	18	82%	78%
ACT - Math	23	24	22	52%	62%
ACT - Science	23	23	23	30%	53%





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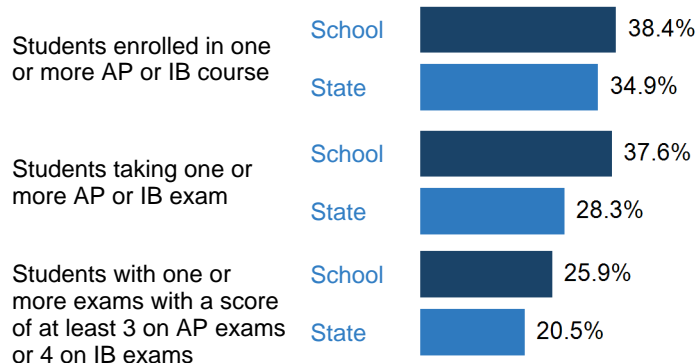
**N** No Data is available to display

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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.

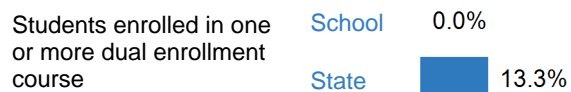
### AP/IB Coursework – Participation and Performance

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 Art—History of Art	1	1
AP Biology	21	20
AP Calculus AB	15	15
AP Calculus BC	13	13
AP Chemistry	10	10
AP Comparative Government and Politics	1	1
AP Computer Science A	33	2
AP Computer Science Principles	0	28
AP English Language and Composition	31	31
AP English Literature and Composition	48	47
AP Environmental Science	16	17
AP Human Geography	19	19
AP Italian Language and Culture	1	1
AP Macroeconomics	15	15
AP Microeconomics	15	15
AP Music Theory	7	7



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AP/IB Course	Students Enrolled	Students Tested
AP Physics 1	0	61
AP Physics 2	17	17
AP Physics B	61	0
AP Physics C	12	0
AP Physics C: Electricity and Magnetism	0	12
AP Physics C: Mechanics	0	12
AP Psychology	0	15
AP Research	0	5
AP Seminar	6	6
AP Spanish Language	24	23
AP Spanish Literature	3	3
AP Statistics	9	9
AP Studio Art—Drawing Portfolio	4	3
AP Studio Art—Two-Dimensional	3	3
AP U.S. Government and Politics	17	17
AP U.S. History	43	42



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AP/IB Course	Students Enrolled	Students Tested
AP World History	34	34
Total Exams taken		504
Exams with scores of at least 3 on AP exams or 4 on IB exams		299



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

**Career and Technical Education Participation**

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

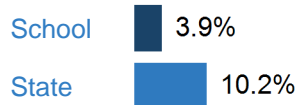
**CTE Participants**

(completed only one course in an approved CTE program)



**CTE Concentrators**

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



**Structured Learning Experiences Participation**

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

**Structured Learning Experiences**





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

### Industry-Valued Credentials

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

#### Students Earning Industry-Valued Credentials

School	0.0%
State	0.9%

### Industry-Valued Credentials by Career Cluster

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

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total credentials earned
Agriculture, Food & Natural Resources	*		
Architecture & Construction	33		
Arts, AV Technology & Communications	31		
Hospitality & Tourism	*		
Manufacturing	*		
Marketing	22		
Total (All Clusters)	91	0	0



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

**Mathematics - Course Participation**

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

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	111	49	4	0	0	0	69
10	58	94	78	0	0	0	11
11	5	57	84	71	2	6	21
12	0	7	27	30	47	51	67
Total	174	207	193	101	49	57	168
Enrolled in AP/IB Course					28	9	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	226	0	0	0	0	3
10	114	97	0	0	1	7
11	14	107	0	10	97	36
12	45	9	1	23	72	73
Total	399	213	1	33	170	119
Enrolled in AP/IB Course	21	10		16	88	0
Enrolled in Dual Enrollment Course	0	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	226	13	0	0	0	9
10	2	198	1	6	0	5
11	2	221	6	8	3	44
12	0	36	8	34	23	159
Total	230	468	15	48	26	217
Enrolled in AP/IB Course	34	43	15	0		37
Enrolled in Dual Enrollment Course	0	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	122	31	0	0	33	0	0
10	106	23	4	0	38	0	0
11	76	3	3	0	17	0	0
12	39	1	1	0	2	0	0
Total	343	58	8	0	90	0	0
Enrolled in AP/IB Course	26	0	1	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	66	0	2	0	11	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
German	*
Spanish	*
Total	*





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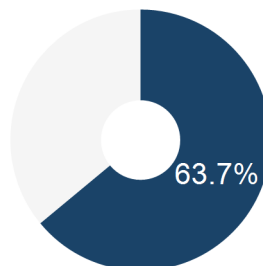
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**Visual and Performing Arts – Course Participation**

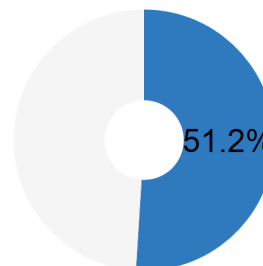
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

**Grades 9-12:**

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

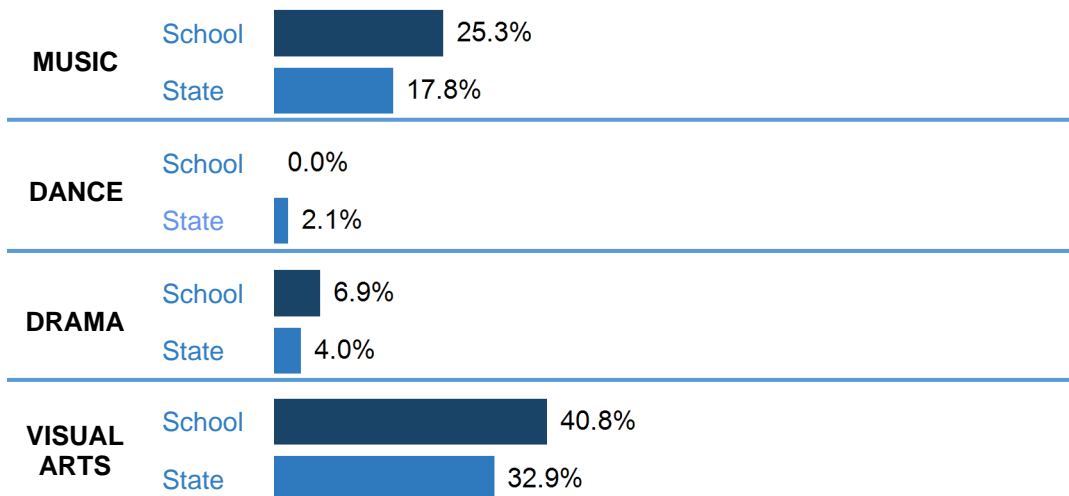


School



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	94.4%	90.9%	95.1%	92.4%	93.4%	94.6%	Not Met	95.6%	N	Met Goal
White	94.1%	95.0%	95.4%	95.7%	94.1%	94.5%	Not Met	96.0%	N	Met Goal
Hispanic	94.7%	84.8%	90.5%	87.3%	85.7%	N	N	81.8%	**	**
Black or African American	*	84.2%	*	86.8%	*	**	**	*	**	**
Asian, Native Hawaiian or Pacific Islander	*	97.0%	*	97.7%	*	**	**	*	**	**
American Indian or Alaska Native	N	86.5%	N	94.1%	N	N	N	N	N	N
Two or More Races	N	92.0%	N	93.9%	N	N	N	*	**	**
Economically Disadvantaged Students	89.7%	84.6%	92.9%	87.0%	92.9%	70.9%	Met Target	92.6%	76.4%	Met Target
Students with Disabilities	86.5%	80.1%	78.9%	83.5%	71.8%	83.7%	Not Met	82.9%	80.8%	Met Target
English Learners	*	75.8%	*	81.8%	*	**	**	N	N	N
Homeless Students	N	72.6%	N	79.1%	N			N		
Students in Foster Care	*	62.6%	N	64.9%						



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

### Graduation Pathways

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

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
PARCC Assessment	58.5%	48.3%
Substitute Competency Test	31.2%	41.5%
Portfolio Appeals Process	4.7%	4.7%
Alternate Requirements specified in IEP	4.7%	4.7%
Unknown	0.9%	0.9%

### 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	94.4%	-
2017	93.4%	95.1%
2016	94.4%	95.6%

### 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	0.2%	1.2%
2016-2017	0.1%	1.1%
2015-2016	0.2%	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	76.3%	49.2%	50.8%
White	76.4%	49.7%	50.3%
Hispanic	76.5%	38.5%	61.5%
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	64%	68.8%	31.3%
Students with Disabilities	50%	68.8%	31.3%
English Learners	N	N	N

**Postsecondary Enrollment Rates: 16 month**

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	77.9%	31.9%	68.1%	72.5%	27.5%	64.9%	35.1%
Schoolwide	75.9%	41.2%	58.8%	76.5%	23.5%	66.5%	33.5%
White	75.4%	42.5%	57.5%	75.8%	24.2%	66%	34%
Hispanic	82.4%	35.7%	64.3%	78.6%	21.4%	71.4%	28.6%
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	55.9%	73.7%	26.3%	89.5%	10.5%	84.2%	15.8%
Students with Disabilities	34.8%	75%	25%	87.5%	12.5%	75%	25%
English Learners	*	*	*	*	*	*	*



## HIGH POINT REGIONAL HIGH SCHOOL

(37-2165-030)

Grades Offered: 09-12

2017-2018

### Report Key:

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\*\* Accountability calculations require 20 or more students

N No Data is available to display

† This indicates a table specific note, see note below table

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.

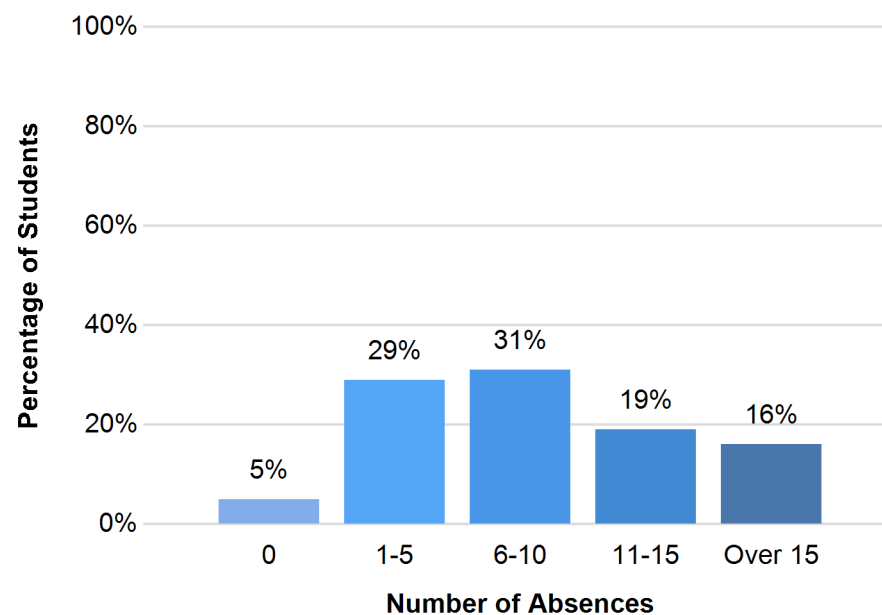
### Chronic Absenteeism

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	109	11.8	14.9	Met
White	97	11.9	14.9	Met
Hispanic	6	10.0	14.9	Met
Black or African American	6	21.4	14.9	Not Met
Asian, Native Hawaiian, or Pacific Islander	0	0	**	**
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Economically Disadvantaged Students	29	20.1	14.9	Not Met
Students with Disabilities	37	20.4	14.9	Not Met
English Learners	*	*	**	**

### Days Absent

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





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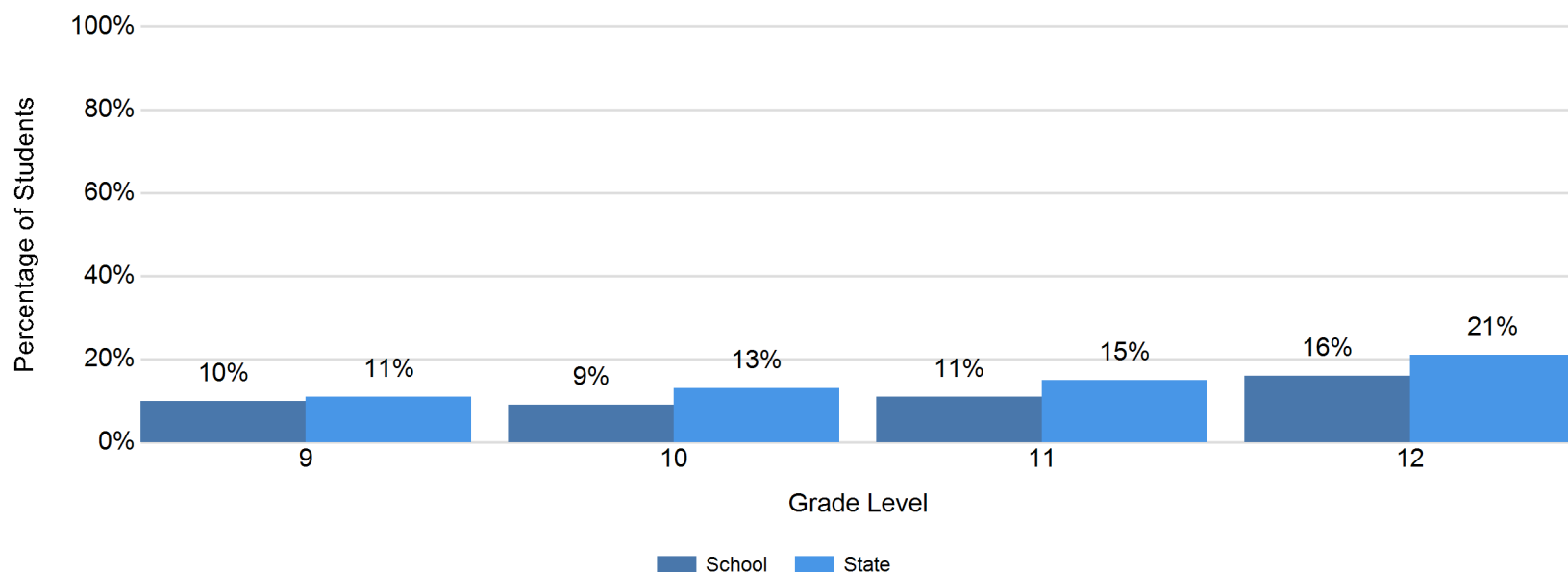
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### Chronic Absenteeism by Grade

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	14
Weapons	0
Vandalism	0
Substances	12
Harassment, Intimidation, Bullying (HIB)	7
Total Unique Incidents	33
Incidents Per 100 Students Enrolled	3.65

### 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	5
Weapons	0
Vandalism	0
Substances	5
Harassment, Intimidation, Bullying (HIB)	1
Other Incidents Leading to Removal	3



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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 Bullying (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	1	1	2
Religion	0	0	0
Ancestry	0	0	0
Gender	0	3	3
Sexual Orientation	0	0	0
Disability	0	0	0
Other	2	3	5
No Identified Nature	6		6

### 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	40	4.4%
Any Suspension	41	4.5%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	*	*

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

200





**HIGH POINT REGIONAL HIGH SCHOOL**  
 (37-2165-030)  
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 2017-2018

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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	7:35 AM
Typical End Time	2:30 PM
Length of School Day	6 Hrs 55 Mins
Full Time - Instructional Time	5 Hrs 42 Mins
Shared Time - Instructional Time	2 Hrs. 51 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)	\$390	\$22,413	\$22,803



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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	86	117,464
Average years experience in public schools	15.4	12.0
Average years experience in district	13.2	10.7
Teachers in district for 4 or more years	83.7%	75.5%

### Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	10	9,374
Average years experience in public schools	17.6	16.0
Average years experience in district	12.9	12.0
Administrators in district for 4 or more years	80.0%	76.2%

### Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	11:1	11:1
Students to Administrators	100:1	90:1
Teachers to Administrators	10:1	9:1
Students to Librarians/Media Specialists		904:1
Students to Nurses		904:1
Students to Counselors		181:1
Students to Child Study Team		226:1



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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.

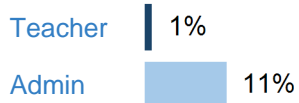
**Bachelor's Degree**



**Master's Degree**



**Doctoral Degree**



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

This table shows the percentage of teachers and administrators assigned to 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	94.3%	90.2%
2016-17 Administrators: Same district 2017-18	83.3%	86.2%

**Faculty Attendance**

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

School Year	% Days Present
2017-18	95.1%



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**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 and Administrators – Demographics

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

Category	Teachers	Administrators
Female	59.3%	11.1%
Male	40.7%	88.9%
White	96.5%	100.0%
Hispanic	3.5%	0.0%
Black or African American	0.0%	0.0%
Asian	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%



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

### Comprehensive Status

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

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

### Targeted Status

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

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



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

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

Accountability Indicator	Score	Weight
English Language Arts Proficiency	33.81	17.5%
Mathematics Proficiency	70.20	17.5%
Graduation Rate - 4-Year	39.83	25.0%
Graduation Rate - 5-Year	51.44	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	48.28	15.0%
<b>Summative Score:</b> Sum of all indicator scores multiplied by indicator weights	48.26	n/a
<b>Summative Rating:</b> Percentile Rank of Summative Score	46.42	n/a
<b>Requires Comprehensive Support:</b> Summative Rating is less than or equal to 5 <sup>th</sup> percentile	No	n/a
<b>Requires Comprehensive Support:</b> 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 Support 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	Not Met	Not Met	Met Goal	N	Met	No
White	42.61	8.94	No	Met Target	Not Met	Not Met	Met Goal	n/a	Met	No
Hispanic	**	**	No	Met Target	**	N	**	n/a	Met	No
Black or African American	**	**	No	**	**	**	**	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	No	**	**	N	N	n/a	**	No
Two or More Races	**	**	No	**	**	N	**	n/a	**	No
Economically Disadvantaged Students	60.92	8.94	No	Met Target†	Met Target	Met Target	Met Target	n/a	Not Met	No
Students with Disabilities	44.91	8.94	No	Met Target†	Met Target†	Not Met	Met Target	n/a	Not Met	No
English Learners	**	**	No	**	**	**	**	**	**	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.

 <p>Highlights:</p>	<ul style="list-style-type: none"> <li>• High Point offers 30 AP courses as well as being one of 5 schools in NJ to offer AP Capstone</li> <li>• Leading Technology Education Program in NJ; ITEEA Program of Excellence Award; WISE GoldStar Financial Literacy Award</li> <li>• Multi-Tiered Systems of Support: RtI; RP; PBIS; Reading Specialist; Behaviorist; dynamic student culture</li> </ul>
 <p>Mission, Vision, Theme:</p>	<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>
 <p>Awards, Recognition, Accomplishments:</p>	<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 &amp; 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:

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.



### Sports and Athletics:

Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Coed), Cross Country (Boys & Girls), Field Hockey (Girls), Football (Boys), Golf (Coed), 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)

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.



### Clubs and Activities:

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



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## School Narrative

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 <p>Before and After School Programs:</p>	<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>
 <p>Staff and Professional Learning:</p>	<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>
 <p>Postsecondary Information:</p>	<p>93% apply to colleges &amp; 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>



## HIGH POINT REGIONAL HIGH SCHOOL

(37-2165-030)

Grades Offered: 09-12

2017-2018

### Report Key:

\* Data is not displayed in order to protect student privacy

\*\* Accountability calculations require 20 or more students

**N** No Data is available to display

† This indicates a table specific note, see note below table

## School Narrative

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### Student Supports and Services:

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.



### Student Health and Wellness:

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.



### Parent and Community Involvement:

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



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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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Other Information:

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.