

**NORTHERN HIGHLANDS REGIONAL HIGH SCHOOL**

(03-3700-050)

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 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	BERGEN
District	NORTHERN HIGHLANDS REG
Principal Name	MR. OCCHINO
Address	298 HILLSIDE AVE ALLENDALE, NJ 07401-1447
Phone Number	(201)327-8700
Email Address	OCCHINOJ@NORTHERNHIGHLANDS.ORG
Website	https://www.northernhighlands.org
Facebook	https://www.facebook.com/nhighlands
Twitter	https://twitter.com/nhrhs1



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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	325	336	356
10	331	328	344
11	345	340	327
12	332	348	332
Total	1,333	1,352	1,359

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	51.2%	52.4%	52.3%
Male	48.8%	47.6%	47.7%
Economically Disadvantaged Students	0.5%	0.6%	0.7%
Students with Disabilities	11.6%	12.6%	13.0%
English Learners	0.0%	0.0%	0.5%
Homeless Students		0.1%	0.1%
Students in Foster Care		0.0%	0.0%
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	83.0%	81.5%	80.6%
Hispanic	5.0%	4.5%	5.3%
Black or African American	0.8%	1.6%	1.3%
Asian	10.1%	11.8%	12.1%
Native Hawaiian or Pacific Islander	0.1%	0.1%	0.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	1.1%	0.5%	0.7%

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	1,333	1,352	1,359
Shared Time Students	0	0	0
Full Time Equivalent	1,333	1,352	1,359

Enrollment by Home Language

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

Home Language	% of Students
English	92.3%
Spanish	1.5%
Korean	1.5%
Other Languages	4.8%



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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	695	99.4	71.8	71.8	56.7	71.8	44.4	Met Target
White	553	99.5	71.0	71.0	65.6	71.0	40.9	Met Target
Hispanic	35	100.0	57.1	57.1	42.5	57.1	37.6	Met Target
Black or African American	*	*	*	*	37.3	*	**	**
Asian, Native Hawaiian, or Pacific Islander	93	100.0	83.9	83.9	82.3	83.9	74.7	Met Goal
American Indian or Alaska Native	N	N	N	N	52.7	N	**	**
Two or More Races	*	*	*	*	63.4	*	**	**
Female	379	99.5	83.1	83.1	64.5	83.1		
Male	316	99.4	58.2	58.2	49.4	58.2		
Economically Disadvantaged Students	*	*	*	*	38.5	*	**	**
Non-Economically Disadvantaged Students	*	*	*	*	67.5	*		
Students with Disabilities	101	98.1	25.8	25.8	21.6	25.8	15	Met Target
Students without Disabilities	594	99.7	79.6	79.6	63.9	79.6		
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
Schoolwide	356	773	773	752	*	*	15%	52%	27%	79%	55%
White	284	772	772	760	*	*	15%	52%	26%	78%	64%
Hispanic	19	762	762	735	0%	*	*	*	*	63%	38%
Black or African American	*	*	*	734	*	*	*	*	*	*	34%
Asian, Native Hawaiian, or Pacific Islander	49	788	788	782	*	*	0%	49%	45%	94%	83%
American Indian or Alaska Native	N	N	N	752	N	N	N	N	N	N	51%
Two or More Races	*	*	*	760	*	*	*	*	*	*	63%
Female	190	782	782	759	*	*	9%	52%	36%	87%	63%
Male	166	764	764	744	*	*	20%	52%	17%	69%	46%
Economically Disadvantaged Students	*	*	*	733	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	65%
Students with Disabilities	52	735	735	716	*	*	35%	33%	0%	33%	15%
Students without Disabilities	304	780	780	758	*	*	11%	55%	32%	87%	62%
English Learners	*	*	*	691	*	*	*	*	*	*	*
Non-English Learners	*	*	*	755	*	*	*	*	*	*	*
Homeless Students	N	N	N	720	N	N	N	N	N	N	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
Schoolwide	342	763	763	749	10%	12%	13%	37%	28%	65%	51%
White	272	762	762	756	10%	13%	14%	38%	26%	64%	58%
Hispanic	16	755	755	733	*	*	*	*	*	50%	38%
Black or African American	*	*	*	728	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	44	778	778	782	*	*	*	32%	41%	73%	78%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	50%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	194	779	779	759	*	*	11%	40%	39%	78%	60%
Male	148	743	743	739	*	*	17%	32%	14%	47%	42%
Economically Disadvantaged Students	*	*	*	730	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	*	*	*	758	*	*	*	*	*	*	59%
Students with Disabilities	46	712	712	707	37%	24%	22%	*	*	17%	15%
Students without Disabilities	296	771	771	756	5%	10%	12%	*	*	72%	57%
English Learners	*	*	*	684	*	*	*	*	*	*	*
Non-English Learners	*	*	*	752	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	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
Schoolwide	130	727	727	736	34%	15%	18%	24%	8%	32%	39%
White	95	726	726	737	34%	14%	21%	*	*	32%	41%
Hispanic	*	*	*	731	*	*	*	*	*	*	35%
Black or African American	*	*	*	729	*	*	*	*	*	*	31%
Asian, Native Hawaiian, or Pacific Islander	24	746	746	759	*	*	*	*	*	50%	60%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	25%
Two or More Races	*	*	*	737	*	*	*	*	*	*	39%
Female	48	737	737	745	21%	21%	*	*	*	42%	48%
Male	82	721	721	728	41%	12%	*	*	*	27%	31%
Economically Disadvantaged Students	*	*	*	730	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	*	*	*	739	*	*	*	*	*	*	42%
Students with Disabilities	17	709	709	708	*	*	*	*	*	18%	13%
Students without Disabilities	113	729	729	742	*	*	*	*	*	35%	44%
English Learners	N	N	N	702	N	N	N	N	N	N	*
Non-English Learners	130	727	727	738	34%	15%	18%	24%	8%	32%	*
Homeless Students	N	N	N	721	N	N	N	N	N	N	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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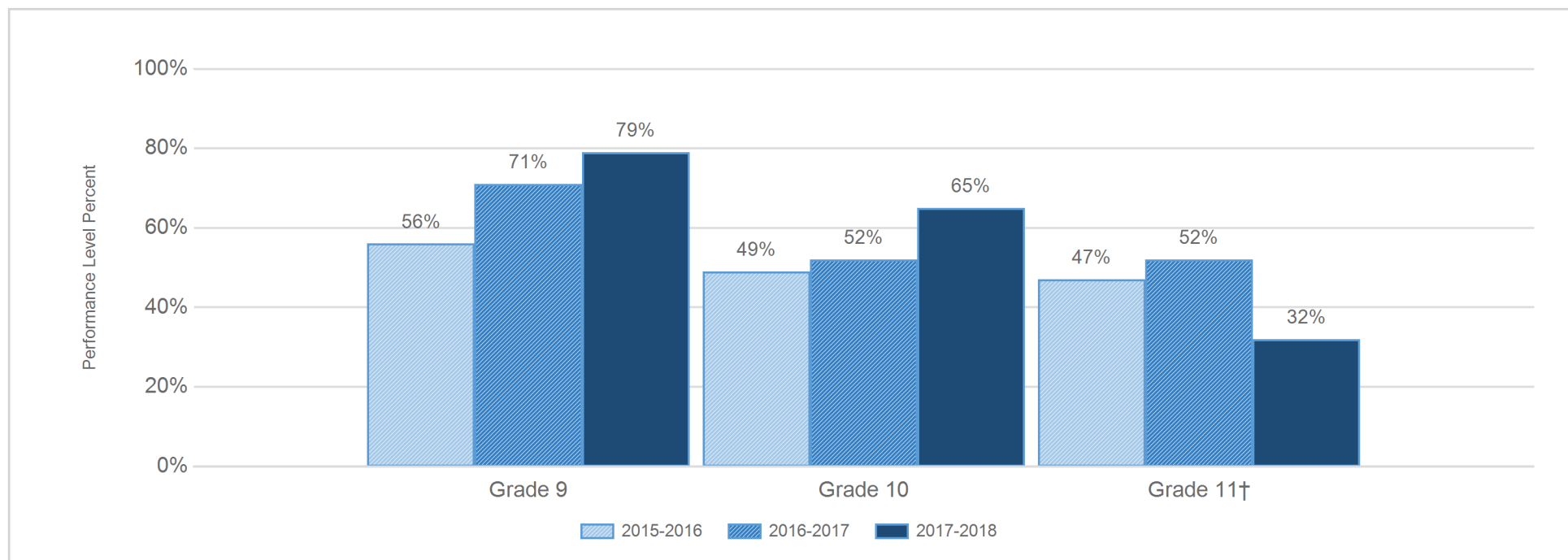
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English Language Arts/Literacy Assessment - Performance Trends

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	657	99.7	69.3	69.3	45.0	69.3	46.6	Met Target
White	529	99.6	68.7	68.7	54.1	68.7	44.6	Met Target
Hispanic	35	100.0	60.0	60.0	29.2	60.0	33.3	Met Target
Black or African American	*	*	*	*	23.4	*	**	**
Asian, Native Hawaiian, or Pacific Islander	80	100.0	82.6	82.6	77.0	82.6	69.1	Met Goal
American Indian or Alaska Native	N	N	N	N	42.5	N	**	**
Two or More Races	*	*	*	*	53.0	*	**	**
Female	358	99.7	73.8	73.8	46.0	73.8		
Male	299	99.7	63.9	63.9	43.9	63.9		
Economically Disadvantaged Students	*	*	*	*	26.6	*	**	**
Non-Economically Disadvantaged Students	*	*	*	*	55.9	*		
Students with Disabilities	82	100.0	32.9	32.9	17.1	32.9	21	Met Target
Students without Disabilities	575	99.7	74.4	74.4	50.5	74.4		
English Learners	*	*	*	*	24.6	*	**	**
Non-English Learners	*	*	*	*	46.9	*		
Homeless Students	*	*	*	*	17.3	*		
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
Schoolwide	157	757	757	746	*	7%	29%	*	*	63%	46%
White	133	758	758	755	*	*	28%	*	*	65%	57%
Hispanic	11	746	746	730	0%	*	*	*	*	36%	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	*	*	*	755	*	*	*	*	*	*	54%
Female	74	758	758	748	*	*	*	*	*	69%	48%
Male	83	756	756	745	*	*	*	*	*	58%	44%
Economically Disadvantaged Students	*	*	*	729	*	*	*	*	*	*	25%
Non-Economically Disadvantaged Students	*	*	*	756	*	*	*	*	*	*	57%
Students with Disabilities	40	743	743	716	*	*	33%	*	*	45%	13%
Students without Disabilities	117	762	762	752	*	*	27%	*	*	69%	52%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	749	*	*	*	*	*	*	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	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	303	757	757	735	*	*	24%	46%	17%	63%	30%
White	245	756	756	740	*	*	24%	44%	16%	60%	37%
Hispanic	17	758	758	723	0%	*	*	*	*	71%	14%
Black or African American	*	*	*	719	*	*	*	*	*	*	11%
Asian, Native Hawaiian, or Pacific Islander	37	771	771	760	0%	*	*	54%	27%	81%	65%
American Indian or Alaska Native	N	N	N	734	N	N	N	N	N	N	28%
Two or More Races	*	*	*	741	*	*	*	*	*	*	39%
Female	165	759	759	736	*	*	23%	50%	15%	65%	30%
Male	138	756	756	734	*	*	25%	41%	18%	59%	29%
Economically Disadvantaged Students	*	*	*	722	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	*	*	*	741	*	*	*	*	*	*	38%
Students with Disabilities	35	730	730	713	*	*	34%	*	*	17%	*
Students without Disabilities	268	761	761	738	*	*	23%	*	*	69%	*
English Learners	N	N	N	711	N	N	N	N	N	N	*
Non-English Learners	303	757	757	736	*	*	24%	46%	17%	63%	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	*
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%



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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	253	762	762	727	10%	8%	16%	55%	11%	66%	30%
White	199	760	760	733	11%	8%	17%	56%	10%	65%	35%
Hispanic	11	728	728	710	*	*	*	*	*	45%	14%
Black or African American	*	*	*	705	*	*	*	*	*	*	11%
Asian, Native Hawaiian, or Pacific Islander	36	786	786	766	*	*	*	*	*	81%	66%
American Indian or Alaska Native	N	N	N	729	N	N	N	N	N	N	28%
Two or More Races	*	*	*	736	*	*	*	*	*	*	37%
Female	142	769	769	728	*	*	16%	63%	12%	75%	30%
Male	111	752	752	727	*	*	16%	46%	10%	56%	30%
Economically Disadvantaged Students	*	*	*	709	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	*	*	*	736	*	*	*	*	*	*	37%
Students with Disabilities	17	716	716	693	*	*	*	*	*	18%	*
Students without Disabilities	236	765	765	732	*	*	*	*	*	70%	*
English Learners	*	*	*	691	*	*	*	*	*	*	*
Non-English Learners	*	*	*	729	*	*	*	*	*	*	*
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%



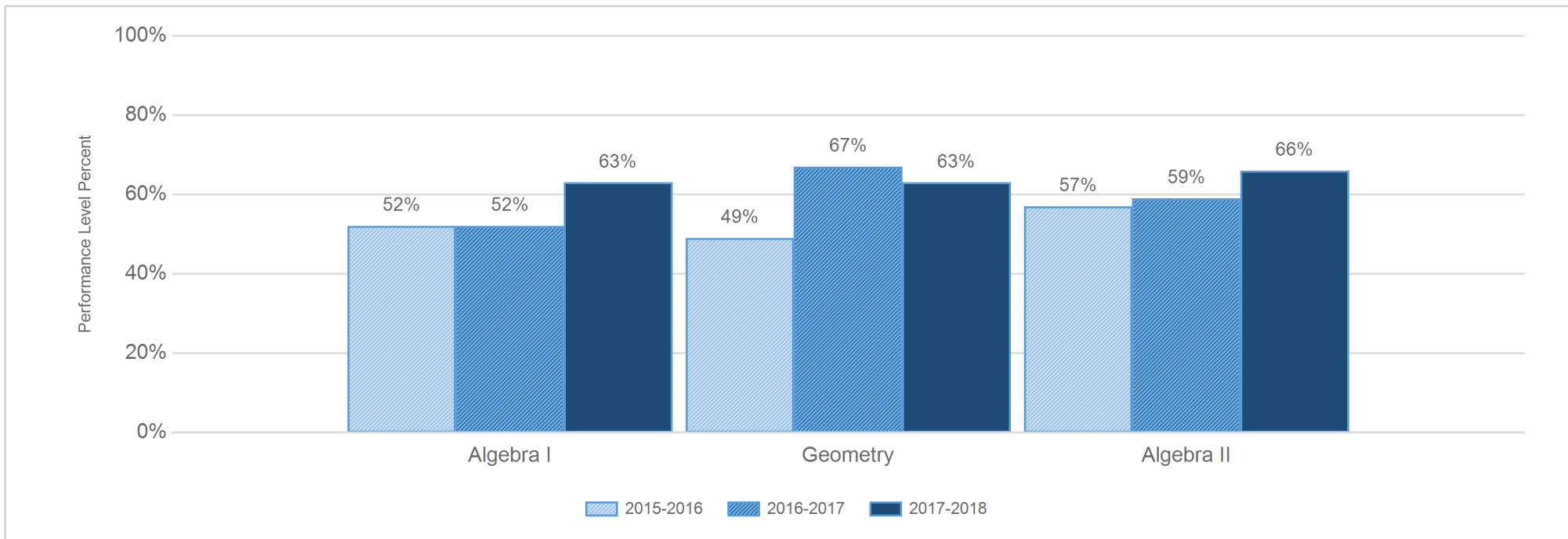
NORTHERN HIGHLANDS REGIONAL HIGH SCHOOL
 (03-3700-050)
 Grades Offered: 09-12
 2017-2018

Report Key:

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Mathematics Assessment – Performance Trends

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



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



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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

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

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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



NORTHERN HIGHLANDS REGIONAL HIGH SCHOOL

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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.



NORTHERN HIGHLANDS REGIONAL HIGH SCHOOL

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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	40.2%	85.0%
12th graders taking SAT in 2017-18 or prior years	56.0%	72.2%
12th graders taking ACT in 2017-18 or prior years	82.5%	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	567	478	Grade 10: 430 Grade 11: 460	89%	62%
PSAT 10/NMSQT - Math	585	478	Grade 10: 480 Grade 11: 510	82%	42%
SAT - Reading and Writing	625	542	480	98%	72%
SAT - Math	643	543	530	87%	54%
ACT - Reading	26	24	22	82%	62%
ACT - English	27	24	18	95%	78%
ACT - Math	26	24	22	78%	62%
ACT - Science	26	23	23	73%	53%



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 (03-3700-050)
 Grades Offered: 09-12
 2017-2018

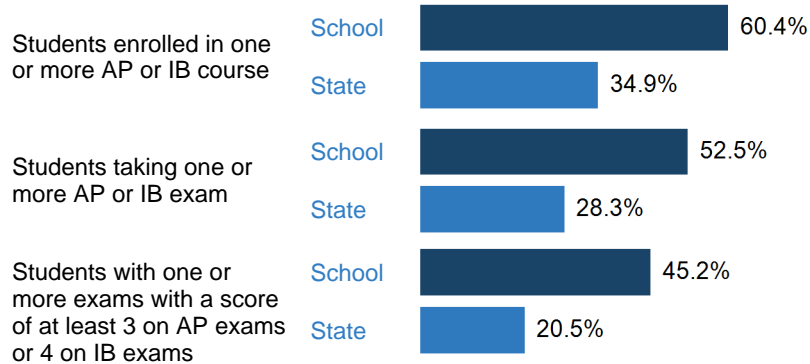
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (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	67	49
AP Biology	34	31
AP Calculus AB	64	53
AP Calculus BC	38	38
AP Chemistry	15	13
AP Chinese Language and Culture	0	4
AP Comparative Government and Politics	0	1
AP Computer Science A	34	26
AP English Language and Composition	26	22
AP English Literature and Composition	0	14
AP Environmental Science	24	21
AP European History	27	19
AP French Language and Culture	13	8
AP Human Geography	0	1
AP Italian Language and Culture	0	1
AP Japanese Language and Culture	0	1



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AP/IB Course	Students Enrolled	Students Tested
AP Macroeconomics	48	44
AP Microeconomics	0	16
AP Music Theory	6	1
AP Physics 1	48	35
AP Physics C	13	0
AP Physics C: Electricity and Magnetism	0	5
AP Physics C: Mechanics	0	10
AP Psychology	139	125
AP Spanish Language	10	9
AP Statistics	38	34
AP Studio Art—Drawing Portfolio	17	14
AP Studio Art—Two-Dimensional	0	12
AP U.S. Government and Politics	92	84
AP U.S. History	42	41
AP World History	40	32
Exams with scores of at least 3 on AP exams or 4 on IB exams		634



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AP/IB Course	Students Enrolled	Students Tested
Total Exams taken		764



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 (03-3700-050)
 Grades Offered: 09-12
 2017-2018

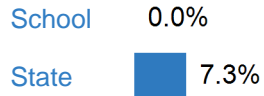
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This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education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

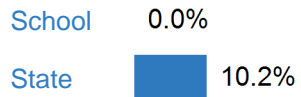
Career and Technical Education Participation

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)



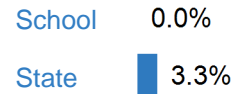
CTE Concentrators
 (completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



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





NORTHERN HIGHLANDS REGIONAL HIGH SCHOOL
 (03-3700-050)
 Grades Offered: 09-12
 2017-2018

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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



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
Total (All Clusters)	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.

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	153	174	0	2	0	0	34
10	7	140	1	15	0	7	187
11	1	9	41	169	24	15	85
12	0	0	7	25	176	69	57
Total	161	323	49	211	200	91	363
Enrolled in AP/IB Course					102	38	0
Enrolled in Dual Enrollment Course	0	0	0	0	19	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	1	2	0	0	356	0
10	0	336	0	0	7	1
11	289	18	0	0	28	20
12	44	6	0	39	37	173
Total	334	362	0	39	428	194
Enrolled in AP/IB Course	34	15		24	61	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	47



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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	359	0	0	0	0	0
10	6	340	11	0	7	46
11	8	324	19	98	4	27
12	29	10	18	112	32	148
Total	402	674	48	210	43	221
Enrolled in AP/IB Course	40	42	48	139		117
Enrolled in Dual Enrollment Course	0	282	0	0	0	59

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	183	42	69	0	0	21	0
10	203	57	48	0	0	21	0
11	184	46	38	5	0	17	0
12	100	38	7	4	0	12	0
Total	670	183	162	9	0	71	0
Enrolled in AP/IB Course	10	13	0	0	0	0	0
Enrolled in Dual Enrollment Course	30	0	0	0	0	0	0
Enrolled in Level 3 or Higher	389	73	55	9	0	26	0



NORTHERN HIGHLANDS REGIONAL HIGH SCHOOL

(03-3700-050)

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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
Korean	*
Spanish	*
Total	*



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 2017-2018

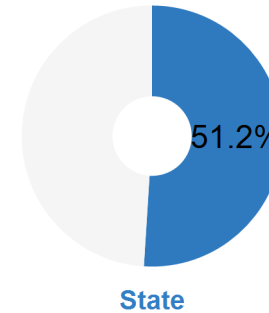
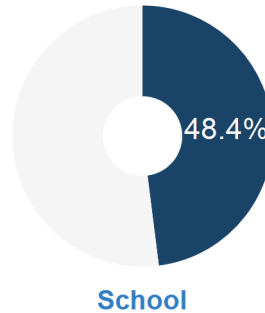
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Visual and Performing Arts – Course Participation

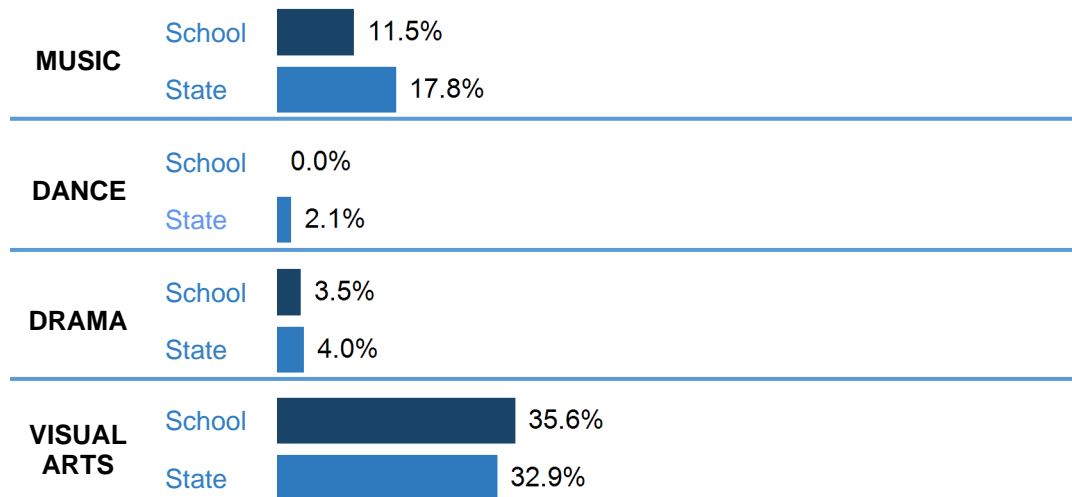
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 9-12:

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



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	98.8%	90.9%	99.2%	92.4%	98.9%	N	Met Goal	98.5%	N	Met Goal
White	99.3%	95.0%	99.0%	95.7%	98.7%	N	Met Goal	99.0%	N	Met Goal
Hispanic	100.0%	84.8%	100.0%	87.3%	100.0%	**	**	90.5%	N	N
Black or African American	*	84.2%	*	86.8%	*	**	**	*	**	**
Asian, Native Hawaiian or Pacific Islander	94.6%	97.0%	100.0%	97.7%	100.0%	N	Met Goal	100.0%	N	Met Goal
American Indian or Alaska Native	N	86.5%	N	94.1%	N	N	N	N	N	N
Two or More Races	*	92.0%	*	93.9%	*	**	**	*	**	**
Economically Disadvantaged Students	*	84.6%	N	87.0%	N	N	N	*	**	**
Students with Disabilities	91.3%	80.1%	95.7%	83.5%	93.6%	85.8%	Met Target	91.9%	90.4%	Met Target
English Learners	N	75.8%	N	81.8%	N	N	N	N	N	N
Homeless Students	N	72.6%	N	79.1%	N			N		
Students in Foster Care	N	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	40.8%	27.1%
Substitute Competency Test	53.6%	66.8%
Portfolio Appeals Process	0.0%	0.0%
Alternate Requirements specified in IEP	3.2%	3.8%
Unknown	2.3%	2.3%

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	98.8%	-
2017	98.9%	99.2%
2016	98.8%	98.5%

Dropout Rate Trends

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

School Year	School Rate	State Rate
2017-2018	0.0%	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	87.1%	4.4%	95.6%
White	88.9%	3.2%	96.8%
Hispanic	*	*	*
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	77.8%	3.6%	96.4%
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	*	*	*
Students with Disabilities	90.2%	18.9%	81.1%
English Learners	*	*	*

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	86.5%	4%	96%	49%	51%	22.8%	77.2%
White	86.1%	4%	96%	51.2%	48.8%	22.2%	77.8%
Hispanic	69.2%	11.1%	88.9%	22.2%	77.8%	33.3%	66.7%
Black or African American	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	92.9%	2.6%	97.4%	41%	59%	25.6%	74.4%
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	*	*	*	*	*	*	*
Students with Disabilities	84.1%	16.2%	83.8%	64.9%	35.1%	40.5%	59.5%
English Learners	N	N	N	N	N	N	N



NORTHERN HIGHLANDS REGIONAL HIGH SCHOOL

(03-3700-050)

Grades Offered: 09-12

2017-2018

Report Key:

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- 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.

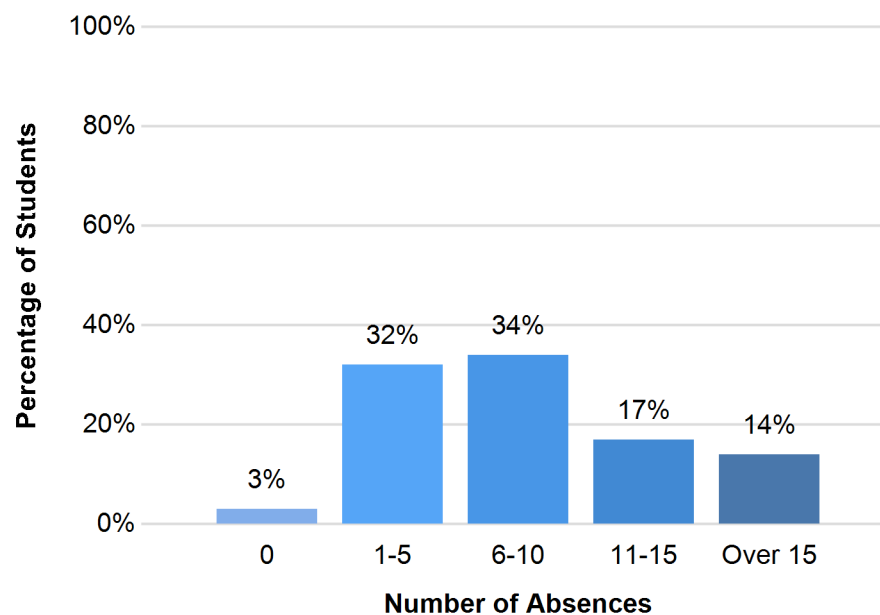
Chronic Absenteeism

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	108	7.7	14.9	Met
White	85	7.5	14.9	Met
Hispanic	9	12.3	14.9	Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific Islander	11	6.4	14.9	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Economically Disadvantaged Students	*	*	**	**
Students with Disabilities	41	18.8	14.9	Not Met
English Learners	*	*	**	**

Days Absent

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





NORTHERN HIGHLANDS REGIONAL HIGH SCHOOL

(03-3700-050)

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2017-2018

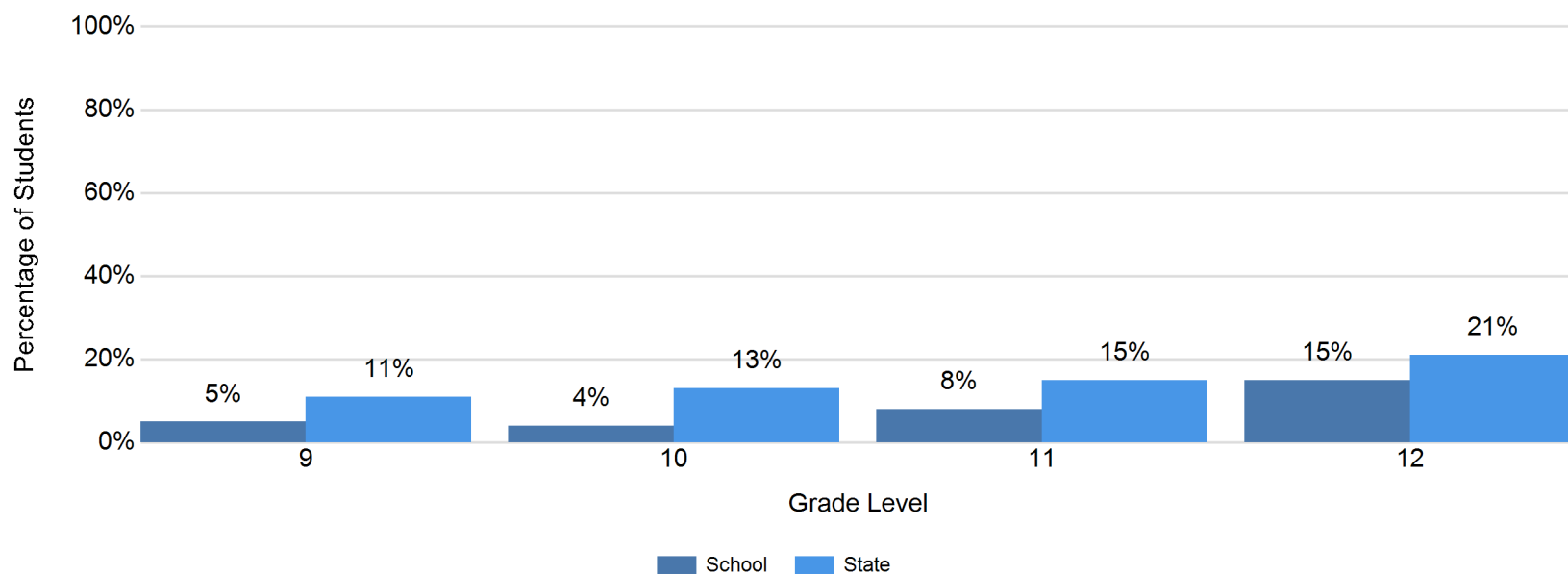
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Chronic Absenteeism by Grade

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	3
Weapons	0
Vandalism	4
Substances	7
Harassment, Intimidation, Bullying (HIB)	5
Total Unique Incidents	19
Incidents Per 100 Students Enrolled	1.40

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	3
Substances	3
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 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	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	1	3	4
Sexual Orientation	0	1	1
Disability	0	1	1
Other	1	0	1
No Identified Nature	3		3

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	12	0.9%
Out-of-School Suspensions	14	1.0%
Any Suspension	24	1.8%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions

56



NORTHERN HIGHLANDS REGIONAL HIGH SCHOOL
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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	7:45 AM
Typical End Time	2:35 PM
Length of School Day	6 Hrs 50 Mins
Full Time - Instructional Time	5 Hrs 42 Mins
Shared Time - Instructional Time	N

Device Ratios

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

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

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2016-2017)	\$215	\$17,315	\$17,530



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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	115	117,464
Average years experience in public schools	11.4	12.0
Average years experience in district	11.4	10.7
Teachers in district for 4 or more years	86.1%	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	15	9,374
Average years experience in public schools	14.3	16.0
Average years experience in district	14.3	12.0
Administrators in district for 4 or more years	80.0%	76.2%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	12:1	12:1
Students to Administrators	91:1	91:1
Teachers to Administrators	8:1	8:1
Students to Librarians/Media Specialists		1359:1
Students to Nurses		1359:1
Students to Counselors		227:1
Students to Child Study Team		272:1



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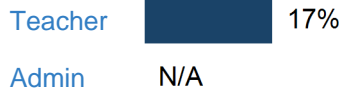
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Teachers and Administrators - Level of Education

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.

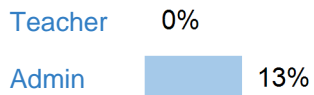
Bachelor's Degree



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	94.8%	90.2%
2016-17 Administrators: Same district 2017-18	100.0%	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	94.7%



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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	60.0%	26.7%
Male	40.0%	73.3%
White	93.9%	93.3%
Hispanic	4.3%	6.7%
Black or African American	0.0%	0.0%
Asian	1.7%	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	77.94	17.5%
Mathematics Proficiency	93.70	17.5%
Graduation Rate - 4-Year	89.68	25.0%
Graduation Rate - 5-Year	78.16	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	62.93	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	81.44	n/a
Summative Rating: Percentile Rank of Summative Score	88.54	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5 th 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 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	Met Target	Met Goal	Met Goal	N	Met	No
White	84.89	8.94	No	Met Target	Met Target	Met Goal	Met Goal	n/a	Met	No
Hispanic	72.05	8.94	No	Met Target	Met Target	**	N	n/a	Met	No
Black or African American	**	**	No	**	**	**	**	n/a	**	No
Asian, Native Hawaiian, or Pacific Islander	79.87	8.94	No	Met Goal	Met Goal	Met Goal	Met Goal	n/a	Met	No
American Indian or Alaska Native	**	**	No	**	**	N	N	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	**	**	No	**	**	N	**	n/a	**	No
Students with Disabilities	81.48	8.94	No	Met Target	Met Target	Met Target	Met Target	n/a	Not Met	No
English Learners	**	**	No	**	**	N	N	**	**	No

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






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School Narrative

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

 <p>Highlights:</p>	<ul style="list-style-type: none"> • A 4-year public high school with students who come from four towns. Students do not identify themselves by the towns from which they come; they are all part of the Northern Highlands community. • NH has 22 AP courses. Students have the opportunity to transition between HS and post-secondary education to earn college credit through a number of partnerships with colleges and universities. • Northern Highlands offers over 60 co-curricular activities. Our interscholastic athletic program offers 15 sports for boys and 16 for girls.
 <p>Mission, Vision, Theme:</p>	<p>The members of the Northern Highlands community-- will: Provide a safe, nurturing, and stimulating environment; use shared decision-making to create a harmonious environment; create a community committed to academic excellence and the highest ethical standards; care about all individuals of our community, their growth and development, their ideas and aspirations; involve parents, community, and businesses in the educational process; perpetually evaluate and adjust the educational process to ensure its relevance to current and future needs; incorporate conceptual and technological advances both as the object of learning and as tools to facilitate learning; provide appropriate facilities, materials, equipment, and time for effective learning and teaching; encourage students to appreciate and contribute to our culturally diverse society; enable all students not only to master a common core of knowledge and skills, but also to use that knowledge creatively to solve real-life problems.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>Of the Class of 2017, 98% are attending college. 56% of the student body was on the Honor Roll. 34.7% of the student body are enrolled in dual enrollment classes. Of the students in grades 9-12, 33% took AP exams in May of 2017. 153 students were named as AP Scholars. Currently, we have two National Merit Scholar semi-finalists, with one student named as a finalist. We also have 13 commended scholars. 49 students won awards in literary and art contests with 11 students winning awards in math contests. 19 students have had poems and writing published in various publications. The Loch and Quay 2017 Art and Literary Magazine, Kintsugi, received the National Scholastic Press Association's highest ranking from the National Council of Teachers of English. Three students were selected to the Bergen County HS Band. Our STEM League took first place in the STEM Club Kickoff Classic, receiving a perfect score on the Tappan Zee Bridge River competition.</p>



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Courses, Curriculum, Instruction:

Northern Highlands has a four-day rotating schedule. Students are schedule for eight courses, six of which meet daily. To receive a Northern Highlands Regional High School diploma, the students must earn a minimum of 125 credits including: four years of English; one year of World History/Cultures; two years of United States History; three years of Mathematics; three years of Science; two years of World language; one year of Career Education & Consumer Life Skills; one year of Visual and Performing Arts; and one year of Physical Education and/or Health for each year a student is enrolled at Northern Highlands. Presently, there are 41 Honors courses and 22 Advanced Placement courses. Students also have the opportunity to Dual Enrollment courses through Syracuse, University, Rutgers University, Fairleigh Dickenson University, Bergen Community College and Seton Hall University.



Sports and Athletics:

Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Boys & Girls), Cheerleading (Girls), Cross Country (Boys & Girls), Fencing (Boys & Girls), Field Hockey (Girls), Football (Boys), Golf (Boys & Girls), Ice Hockey (Boys), 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), Volleyball (Girls), Wrestling (Boys)

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Clubs and Activities:

Northern Highlands offers over 60 co-curricular activities and clubs, including vocal and instrumental music, dramatic and musical productions, creative writing, journalism, environmental awareness club, debate team, and award-winning publications including our school newspaper The Highland Fling and our literary magazine The Loch and Quay, along with many others.



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Staff and Professional Learning:

Each faculty member must complete 15 hours of professional development. Faculty can complete these hours through quad-district mini-courses, participating in PLC's, observing colleagues in class; or attending out-of-district professional development outside of the school day. A minimum of five hours, must align with one or more of the district goals for the given school year. Hours aligned with district goals can be met by in-district or out-of-district professional offerings. Throughout the day, teachers common periods align to allow for preparation of lessons. Collaborative pairs common periods are also aligned to allow for classroom preparation and planning. The dedicated staff also finds time on their own for collaboration and planning.



Postsecondary Information:

98.6% of the Class of 2018 is enrolled in post-secondary education.






NORTHERN HIGHLANDS REGIONAL HIGH SCHOOL
 (03-3700-050)
 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
 † This indicates a table specific note, see note below table

School Narrative

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

 <p>Student Supports and Services:</p>	<p>Students enrolled in Learning Lab is by recommendation based upon student performance on NJ standardized tests, NH school-wide assessments, teacher recommendation & recommendation through the I&RS Team. Students receive individual and/or small group assistance in note taking, study skills, math skills, techniques to improve reading and writing across the curriculum. The ELS program is designed to teach students who speak languages other than English how to understand, speak, read, and write in English while learning about American culture. The program provides services to ELL which include English content, instruction and English language development. The Special Services Department provides consultation, counseling, and academic support programs. NH offers a variety of programs for students with special needs, including skills support classes, in-class support classes, and replacement classes. Program decisions are based upon specific needs of students as determined at IEP meetings.</p>
 <p>Student Health and Wellness:</p>	<p>Northern Highlands, as part of our ongoing student wellness initiative, understands the importance of physical activity and lifetime recreational activities. Our school's Wellness Center is a focal point of our wellness program. The facility is equipped with weight training and cardio equipment that allows for an extensive training program. Students use this facility as part of their Health and Wellness Education program. To further meet the needs of our students, the Wellness Center is open daily to all students after school from 3:00 - 4:00 p.m. and is supervised by one of our staff members.</p>
 <p>Parent and Community Involvement:</p>	<p>Northern Highlands Regional High School has terrific parental involvement and support. Our Home and School Association (HASA) holds monthly meetings. HASA is extremely supportive and has helped fund several initiatives at the high school. HASA holds an annual welcome parent breakfast in September for the parents of ninth graders, as well as the holiday raffle in December. The Music Performing Arts Association (MPAA) is another parent group that solely supports the arts within the high school. Monthly meetings are also held. The Northern Highlands Sports Association (NHSA) is the parent group that helps support the athletics within the high school. Both the MPAA and NHSA use the funds from fundraising to put it back into the school to support the students. The high school disseminates information through Constant Contact. Through the Genesis parent portal, parents can see the academic progression in real time.</p>



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Climate Surveys:

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



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Technology and STEM:

Technology is infused in the day to day operations in all of the classrooms. Each student receives a Microsoft Pro Surface. All of the teaching staff has a Canvas page to allow for interaction with their students. Northern Highlands offers a wide range of STEM courses. From our vast science and math courses to our strong applied technology department, our students are exposed to all of the cutting edge technology. Students enrolled in Television Production courses use Final Cut and Avid editing programs, which are industry standards. As a result of the strong interest in the STEM classes, Northern Highlands also offers a variety of STEM based clubs including Robotics, Chem Club, Science League, and Future Architects & Engineering Club. Through the use of smartboards, Surface Pros, and the continuing professional development, our classroom teachers are infusing more technology into their lessons every day.