



HIGHLAND PARK HIGH SCHOOL
2016-2017


Grade Span 09-12

23-2150-050
MIDDLESEX
HIGHLAND PARK BORO
102 NORTH FIFTH AVENUE
HIGHLAND PARK, NJ 08904

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

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

Navigating through the reports:

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

Other Resources:

- Review the [Parent Summary Report](#) or the [district-level report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- [Download the data](#) used in these reports.

- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.state.nj.us



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Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
9	131	126	114
10	131	122	124
11	119	128	117
12	93	121	130
Ungraded	0	0	3
Total	474	497	488

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	47%	50%	50%
Male	53%	50%	50%
Economically Disadvantaged Students	33%	32%	34%
Students with Disabilities	15%	15%	16%
English Learners	3%	5%	4%
Homeless Students			1%
Students in Foster Care			1%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	41.2%
Hispanic	22.7%
Asian	21.9%
Black or African American	9.8%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	4.3%

Enrollment Trends by Full and Shared Time

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	2014-15	2015-16	2016-17
Full Time Students	0	497	488
Shared Time Students	0	0	0
Full Time Equivalent	0	497	488

Enrollment by Home Language

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

Home Language	% of Students
English	67.2%
Spanish	11.5%
Chinese	8.0%
Korean	1.8%
Arabic	1.6%
Other	9.6%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	205	93.3	63.90	60.80	54.90	62.6	63.2	Met Target†
White	80	88.0	71.30	70.10	63.90	65.2	69.6	Met Target†
Hispanic	44	94.1	40.90	37.30	39.80	40.9	39.4	Met Target
Black or African American	20	100.0	20.00	25.30	35.20	20	30.1	Met Target†
Asian, Native Hawaiian, or Pacific Islander	52	98.3	88.50	78.40	80.70	88.5	79.8	Met Goal
American Indian or Alaska Native	*	*	*	100.00	53.70	*	**	**
Two or More Races	*	*	*	58.80	54.90	*	**	**
Female	110	92.4	69.10	66.60	62.20	66.7		
Male	95	94.5	57.90	54.90	48.10	57.9		
Economically Disadvantaged Students	73	95.2	41.10	33.80	36.20	*	44	Met Target†
Non-Economically Disadvantaged Students	132	92.4	76.50	74.80	65.80	*		
Students with Disabilities	34	97.4	26.50	28.00	20.50	26.5	17.2	Met Target
Students without Disabilities	171	92.6	71.40	67.00	61.90	69.4		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	*	*	*	10.00	26.40	*		
Students In Foster Care	*	*	*	20.00	24.80	*		
Military-Connected Students	N	N	*	0.00	53.50	*		
Migrant Students	N	N	*	0.00	23.00	*		

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



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	113	764	764	748	*	*	21%	34%	28%	62%	52%
White	45	775	775	757	0%	*	*	38%	38%	76%	62%
Hispanic	27	731	731	732	*	*	*	*	*	33%	35%
Black or African American	*	*	*	730	*	*	*	*	*	*	30%
Asian, Native Hawaiian, or Pacific Islander	28	788	788	776	*	0%	*	36%	46%	82%	80%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	49%
Two or More Races	*	*	*	745	*	*	*	*	*	*	48%
Female	60	771	771	756	*	*	18%	28%	*	67%	60%
Male	53	755	755	741	*	*	25%	40%	*	57%	43%
Economically Disadvantaged Students	39	738	738	730	*	*	26%	28%	*	39%	32%
Non-Economically Disadvantaged Students	74	778	778	757	*	*	19%	37%	*	74%	62%
Students with Disabilities	16	715	715	714	*	*	*	*	0%	19%	13%
Students without Disabilities	97	772	772	754	*	*	*	*	33%	69%	58%
English Learners	*	*	*	690	*	*	*	*	*	*	N
Non-English Learners	*	*	*	751	*	*	*	*	*	*	N
Homeless Students	*	*	*	719	*	*	*	*	*	*	21%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	21%
Military-Connected Students	N	N	N	745	N	N	N	N	N	N	45%
Migrant Students	N	N	N	704	N	N	N	N	N	N	N



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	109	766	766	742	*	*	19%	33%	30%	63%	46%
White	42	770	770	749	*	*	*	36%	33%	69%	52%
Hispanic	20	743	743	727	*	*	*	*	*	40%	34%
Black or African American	14	743	743	725	*	*	*	*	*	29%	31%
Asian, Native Hawaiian, or Pacific Islander	29	790	790	774	*	0%	*	45%	45%	90%	74%
American Indian or Alaska Native	N	N	N	739	N	N	N	N	N	N	42%
Two or More Races	*	*	*	737	*	*	*	*	*	*	42%
Female	61	772	772	751	*	*	*	36%	33%	69%	54%
Male	48	759	759	733	*	*	*	29%	27%	56%	39%
Economically Disadvantaged Students	38	747	747	726	*	*	*	*	*	40%	32%
Non-Economically Disadvantaged Students	71	777	777	750	*	*	*	*	*	76%	54%
Students with Disabilities	19	733	733	704	*	*	*	*	*	26%	12%
Students without Disabilities	90	773	773	749	*	*	*	*	*	71%	52%
English Learners	*	*	*	680	*	*	*	*	*	*	N
Non-English Learners	*	*	*	745	*	*	*	*	*	*	N
Homeless Students	*	*	*	714	*	*	*	*	*	*	21%
Students in Foster Care	N	N	N	710	N	N	N	N	N	N	20%
Military-Connected Students	N	N	N	732	N	N	N	N	N	N	35%
Migrant Students	N	N	N	694	N	N	N	N	N	N	N



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	57	739	739	735	*	21%	28%	28%	*	37%	38%
White	15	754	754	738	*	*	*	*	*	47%	40%
Hispanic	18	728	728	731	*	*	*	*	0%	22%	34%
Black or African American	*	*	*	727	*	*	*	*	*	*	30%
Asian, Native Hawaiian, or Pacific Islander	13	747	747	755	*	*	*	*	0%	62%	58%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	30%
Two or More Races	*	*	*	731	*	*	*	*	*	*	36%
Female	25	745	745	743	*	*	*	*	*	44%	46%
Male	32	734	734	728	*	*	*	*	*	31%	31%
Economically Disadvantaged Students	25	736	736	729	*	*	*	*	*	36%	32%
Non-Economically Disadvantaged Students	32	740	740	739	*	*	*	*	*	38%	42%
Students with Disabilities	14	720	720	709	*	*	*	*	*	21%	12%
Students without Disabilities	43	745	745	741	*	*	*	*	*	42%	43%
English Learners	*	*	*	699	*	*	*	*	*	*	N
Non-English Learners	*	*	*	737	*	*	*	*	*	*	N
Homeless Students	*	*	*	722	*	*	*	*	*	*	24%
Students in Foster Care	*	*	*	712	*	*	*	*	*	*	19%
Military-Connected Students	N	N	N	723	N	N	N	N	N	N	24%
Migrant Students	N	N	N	713	N	N	N	N	N	N	26%

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



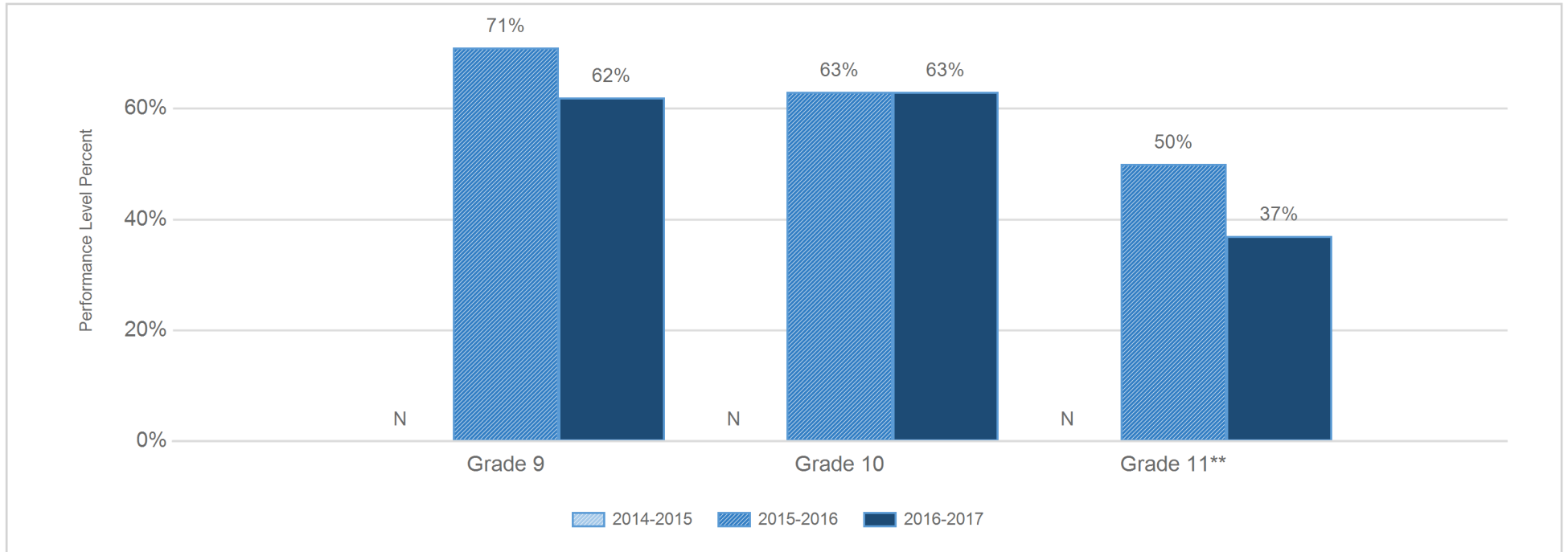
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English Language Arts/Literacy Assessment - Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	167	94.4	33.50	47.00	43.50	33.3	37.3	Met Target†
White	68	90.5	39.70	53.70	52.40	37.4	37.7	Met Target†
Hispanic	41	95.7	14.60	21.10	27.60	14.6	17.9	Met Target†
Black or African American	20	100.0	10.00	*	21.70	10	17	Met Target†
Asian, Native Hawaiian, or Pacific Islander	30	97.2	66.70	74.10	75.60	66.7	60.5	Met Target
American Indian or Alaska Native	*	*	*	100.00	42.50	*	**	**
Two or More Races	*	*	*	42.40	44.90	*	**	**
Female	91	93.6	31.90	43.40	44.10	31.1		
Male	76	95.5	35.50	50.80	42.90	35.5		
Economically Disadvantaged Students	66	96.0	18.20	18.50	25.10	*	24.3	Met Target†
Non-Economically Disadvantaged Students	101	93.4	43.50	62.30	54.30	*		
Students with Disabilities	32	100.0	*	*	16.50	*	11.1	Met Target†
Students without Disabilities	135	93.2	*	*	48.80	*		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	*	*	*	10.00	16.40	*		
Students In Foster Care	*	*	*	20.00	15.10	*		
Military-Connected Students	N	N	*	0.00	39.90	*		
Migrant Students	N	N	*	0.00	18.20	*		

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Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	68	725	746	742	*	35%	32%	19%	*	19%	42%
White	22	734	747	750	*	*	*	*	0%	27%	52%
Hispanic	25	714	*	727	*	*	*	*	*	*	24%
Black or African American	*	*	*	724	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	773	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	735	N	N	N	N	N	N	30%
Two or More Races	*	*	*	741	*	*	*	*	*	*	41%
Female	32	728	747	743	*	34%	31%	*	0%	22%	43%
Male	36	723	746	741	*	36%	33%	*	0%	17%	40%
Economically Disadvantaged Students	33	716	728	726	*	39%	*	*	0%	12%	23%
Non-Economically Disadvantaged Students	35	734	755	751	*	31%	*	*	0%	26%	52%
Students with Disabilities	18	702	*	714	*	*	*	*	*	*	10%
Students without Disabilities	50	734	*	747	*	*	*	*	*	*	47%
English Learners	*	*	*	707	*	*	*	*	*	*	N
Non-English Learners	*	*	*	744	*	*	*	*	*	*	N
Homeless Students	*	*	*	717	*	*	*	*	*	*	13%
Students in Foster Care	*	*	*	710	*	*	*	*	*	*	N
Military-Connected Students	N	N	N	741	N	N	N	N	N	N	37%
Migrant Students	N	N	N	714	N	N	N	N	N	N	21%



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Mathematics Assessment - Performance by Test: Geometry

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	76	735	743	733	*	32%	32%	25%	*	30%	30%
White	34	741	*	739	*	*	38%	41%	0%	41%	38%
Hispanic	16	727	727	722	*	*	*	*	0%	19%	14%
Black or African American	11	714	714	718	*	*	*	*	*	*	N
Asian, Native Hawaiian, or Pacific Islander	*	*	*	757	*	*	*	*	*	*	65%
American Indian or Alaska Native	N	N	N	729	N	N	N	N	N	N	29%
Two or More Races	*	*	*	733	*	*	*	*	*	*	32%
Female	42	733	*	734	*	26%	33%	*	*	29%	31%
Male	34	737	*	733	*	38%	29%	*	*	32%	30%
Economically Disadvantaged Students	29	721	*	721	*	*	*	*	*	10%	13%
Non-Economically Disadvantaged Students	47	743	*	740	*	*	*	*	*	43%	39%
Students with Disabilities	16	725	725	711	*	*	*	*	*	13%	N
Students without Disabilities	60	737	746	737	*	*	*	*	*	35%	N
English Learners	*	*	*	709	*	*	*	*	*	*	N
Non-English Learners	*	*	*	734	*	*	*	*	*	*	N
Homeless Students	*	*	*	717	*	*	*	*	*	*	N
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	N
Military-Connected Students	N	N	N	726	N	N	N	N	N	N	15%
Migrant Students	N	N	N	704	N	N	N	N	N	N	N



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Mathematics Assessment - Performance by Test: Algebra II

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

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	75	738	738	724	24%	23%	*	35%	*	41%	28%
White	26	743	743	731	*	*	*	46%	0%	46%	33%
Hispanic	17	705	705	709	*	*	*	*	0%	12%	14%
Black or African American	*	*	*	702	*	*	*	*	*	*	N
Asian, Native Hawaiian, or Pacific Islander	20	781	781	760	0%	*	*	50%	*	75%	62%
American Indian or Alaska Native	N	N	N	714	N	N	N	N	N	N	20%
Two or More Races	*	*	*	718	*	*	*	*	*	*	25%
Female	46	738	738	724	*	*	*	33%	*	41%	27%
Male	29	738	738	724	*	*	*	38%	*	41%	29%
Economically Disadvantaged Students	25	721	721	708	*	*	*	*	*	28%	13%
Non-Economically Disadvantaged Students	50	747	747	732	*	*	*	*	*	48%	35%
Students with Disabilities	11	692	692	692	*	*	*	*	*	*	N
Students without Disabilities	64	746	746	728	*	*	*	*	*	*	N
English Learners	*	*	*	691	*	*	*	*	*	*	N
Non-English Learners	*	*	*	725	*	*	*	*	*	*	N
Homeless Students	*	*	*	702	*	*	*	*	*	*	N
Students in Foster Care	N	N	N	692	N	N	N	N	N	N	N
Military-Connected Students	N	N	N	709	N	N	N	N	N	N	14%
Migrant Students	N	N	N	701	N	N	N	N	N	N	14%

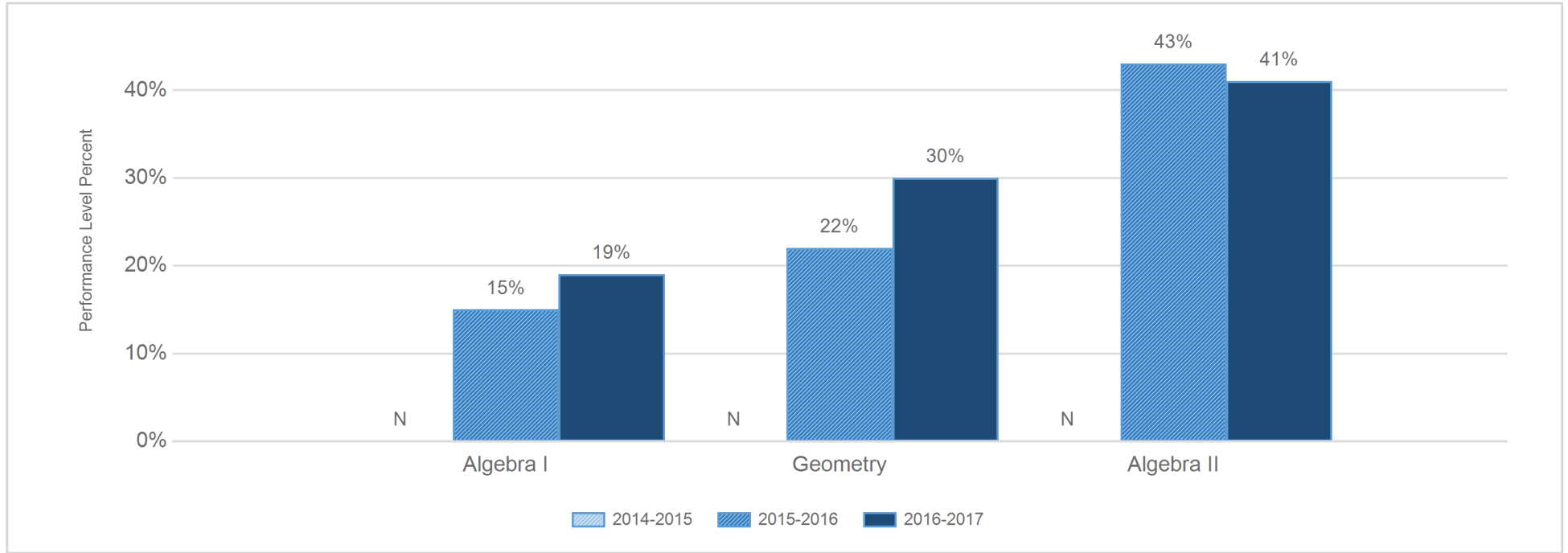


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Mathematics Assessment – Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





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Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

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



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

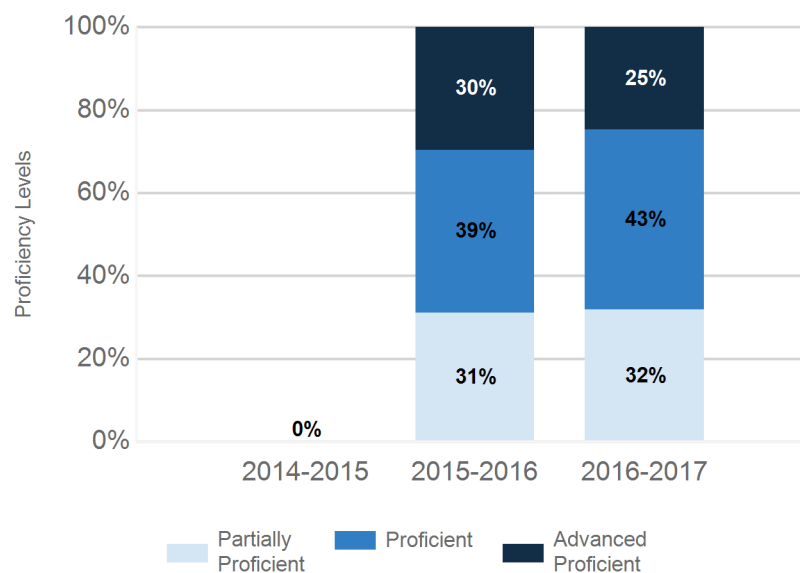
Biology Assessment - Performance

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	16%	42%	42%
Schoolwide	25%	43%	32%
White	23%	63%	14%
Hispanic	*	19%	69%
Black or African American	N	*	*
Asian, Native Hawaiian, or Pacific Islander	46%	46%	7%
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	10%	33%	57%
Students with Disabilities	N	33%	67%
English Learners	N	*	*

Biology Assessment - Proficiency Trends

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





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

PSAT/SAT/ACT - Participation

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

Test	% of Students in School	% of Students in State
Percentage of students taking the PSAT	100.0%	89.4%
Percentage of students taking the SAT	93.8%	94.7%
Percentage of students taking the ACT	23.8%	28.3%

PSAT/SAT/ACT - Performance

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

Test	School Average Score	State Average Score	College Readiness Benchmarks	School - % of Students scoring at or above Benchmark	State - % of Students scoring at or above Benchmark
PSAT - Reading and Writing	530	481	Varies By Grade	79%	67%
PSAT - Math	522	483	Varies By Grade	62%	49%
SAT - Reading and Writing	602	551	480	83%	77%
SAT - Math	580	552	530	60%	58%
ACT - Reading	27	24	22	87%	65%
ACT - English	27	24	18	87%	79%
ACT - Math	25	24	22	65%	65%
ACT - Science	25	23	23	52%	54%



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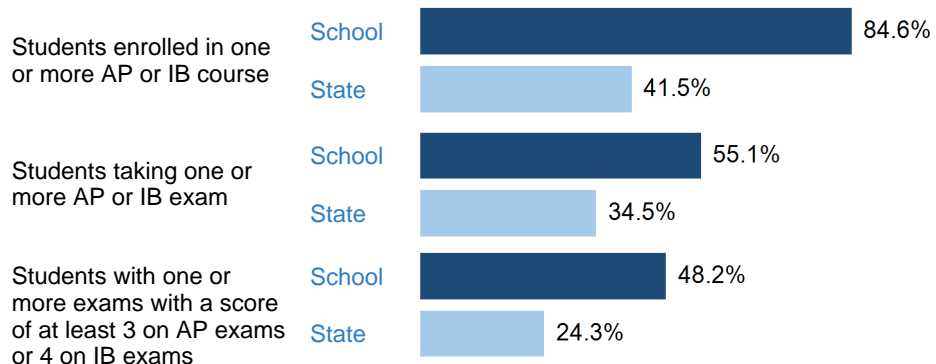
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate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

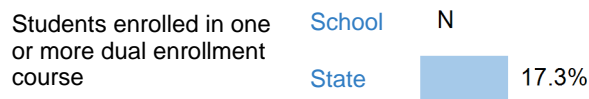
AP/IB Coursework – Participation and Performance

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



Dual Enrollment Coursework - Participation

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



AP/ IB Courses Offered

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

AP/IB Course	Students Enrolled	Students Tested
AP Biology	75	16
AP Calculus AB	38	27
AP Calculus BC	18	20
AP Chemistry	7	5
AP Chinese Language and Culture	0	6
AP Computer Science A	0	6
AP English Language and Composition	49	49
AP English Literature and Composition	34	21
AP French Language and Culture	8	4
AP Human Geography	0	1
AP Macroeconomics	0	1
AP Microeconomics	0	3
AP Music Theory	10	7
AP Physics 1	20	16
AP Physics 2	5	4
AP Physics C: Mechanics	0	3
AP Psychology	44	27
AP Spanish Language	19	18
AP Studio Art—Drawing Portfolio	0	1
AP U.S. Government and Politics	36	29



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AP/IB Course	Students Enrolled	Students Tested
AP U.S. History	48	42
AP World History	0	2
Total Exams Taken		308
Exams with scores of at least 3 on AP exams or 4 on IB exams		260



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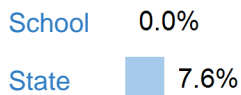
This section contains information about participation in approved **Career and Technical Education (CTE)** programs and **Structured Learning Experiences**. For more information about CTE in New Jersey, please visit <http://www.nj.gov/education/cte/>.

Career and Technical Education Participation

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

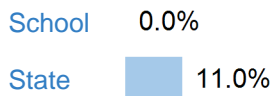
CTE Participants

(completed only one course in an approved CTE program)



CTE Concentrators

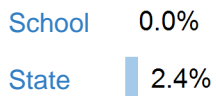
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

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

Structured Learning Experiences



Industry-Valued Credentials Earned

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

Career Cluster	Students with at least one credential earned	Industry credentials earned
Total non-duplicated number of students**	0	
Total number of credentials earned in all clusters		0

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



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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	58	46	20	2	0	0	12
10	8	51	29	42	1	0	14
11	2	4	44	32	35	0	9
12	0	1	14	28	45	0	49
Schoolwide	68	102	107	104	81	0	84
Enrolled in AP/IB Course	0	0	0	0	56	0	0

Science - Course Participation

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

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	111	2	0	1	1	1
10	9	103	0	7	0	17
11	9	12	0	18	66	26
12	14	1	0	56	13	28
Schoolwide	143	118	0	82	80	72
Enrolled in AP/IB Course	75	7	0	0	25	0



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

Social Studies and History - Course Participation

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

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	114	2	0	0	0	0
10	7	119	0	8	0	8
11	4	109	0	10	0	9
12	2	26	0	26	0	33
Schoolwide	127	256	0	44	0	50
Enrolled in AP/IB Course	0	48	0	44	0	36

World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	66	31	0	0	0	0	0
10	81	32	0	0	0	0	0
11	70	24	0	0	0	0	0
12	31	7	0	0	0	0	0
Schoolwide	248	94	0	0	0	0	0
Enrolled in AP/IB Course	19	8	0	0	0	0	0
Enrolled in Level 3 or Higher	155	66	0	0	0	0	0
Earned Seal of Biliteracy	N	N	N	N	N	N	N



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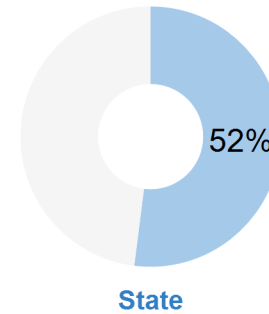
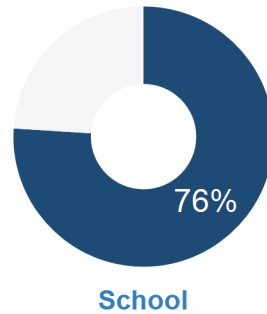
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Visual and Performing Arts – Course Participation

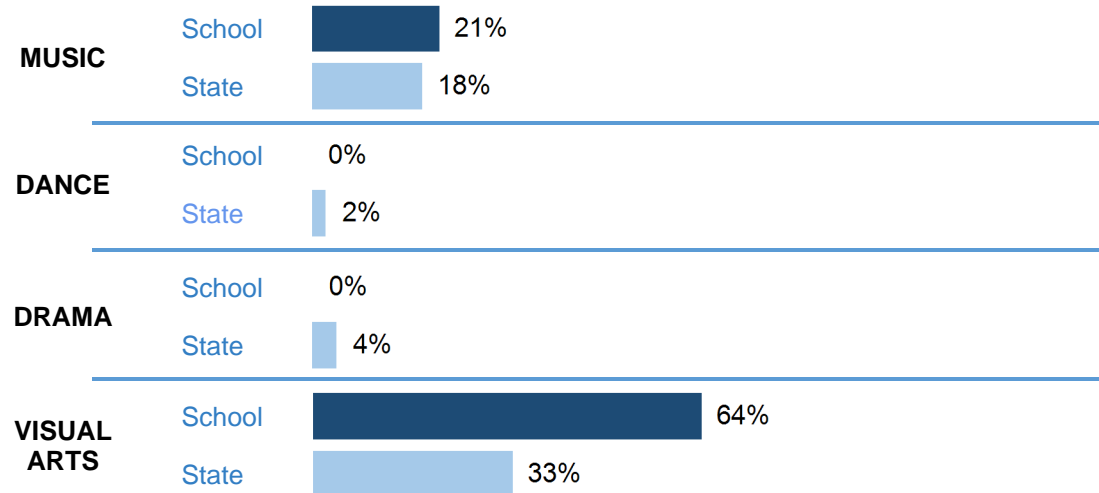
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

Grades 9-12:

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



Students enrolled in one or more classes by discipline:





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

Graduation Rates

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

Student Group	School - Class of 2017: 4 Year Rate	State - Class of 2017: 4 Year Rate	School - Class of 2016: 5 Year Rate	State - Class of 2016: 5 Year Rate	Class of 2016: 4 Year Rate	Class of 2016: 4 Year Target	Met Target?	Class of 2015: 5 Year Rate	Class of 2015: 5 Year Target	Met Target?
Schoolwide	93.5%	90.5%	93.8%	91.8%	93.7%	92.3%	Met Target	94.2%	90.5%	Met Target
White	91.8%	94.5%	91.1%	95.1%	94.4%	95.0%	Not Met	95.4%	N	Met Goal
Hispanic	97.1%	84.3%	100%	86.3%	100%	N	Met Goal	95%	N	Met Goal
Black or African American	93.8%	83.4%	*	85.3%	*	**	**	*	**	**
Asian, Native Hawaiian or Pacific Islander	*	96.6%	100%	97.5%	96.9%	N	Met Goal	95.5%	N	Met Goal
American Indian or Alaska Native	N	92.3%	N	86.6%	N	N	N	N	N	N
Two or More Races	*	91.9%	*	93.7%	*	**	**	*	**	**
Economically Disadvantaged Students	96.2%	83.9%	89.5%	85.6%	89.2%	87.6%	Met Target	89.7%	79.5%	Met Target
Students with Disabilities	89.3%	78.8%	83.3%	82.1%	82.4%	**	**	92.3%	**	**
English Learners	*	76.1%	*	79.7%	*	**	**	*	**	**
Homeless Students	*	73.2%	*	74.4%	*	*	*	*		

Graduation Rate Trends

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

Class of	4-Year Rate	5-Year Rate
2017	93.5%	-
2016	94%	93.8%
2015	92%	94%

Dropout Rate Trends

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

School Year	School Rate	State Rate
2016-2017	N	N
2015-2016	N	N
2014-2015	N	N

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



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

Postsecondary Enrollment Rates: Fall

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	71.1%	29.5%	70.5%
Schoolwide	72.9%	37.2%	62.8%
White	71.4%	15%	85%
Hispanic	73.5%	76%	24%
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	82.4%	35.7%	64.3%
American Indian or Alaska Native	N	N	N
Two or More Races	*	0%	*
Economically Disadvantaged Students	70.5%	61.3%	38.7%
Students with Disabilities	54.6%	58.3%	41.7%
English Learners	*	*	*

Postsecondary Enrollment Rates: 16 month

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	76.1%	33.6%	66.5%	73.6%	26.4%	65.5%	34.6%
Schoolwide	82.9%	18.6%	81.4%	83.5%	16.5%	74.2%	25.8%
White	84%	9.5%	90.5%	85.7%	14.3%	71.4%	28.6%
Hispanic	76.9%	45%	55%	90%	10%	95%	5%
Black or African American	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	86.7%	7.7%	92.3%	76.9%	23.1%	69.2%	30.8%
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	*	0%	*	*	0%	*	*
Economically Disadvantaged Students	83.9%	38.5%	61.5%	80.8%	19.2%	76.9%	23.1%
Students with Disabilities	63.6%	57.1%	42.9%	71.4%	28.6%	85.7%	14.3%
English Learners	*	*	*	*	0%	*	*



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

Chronic Absenteeism

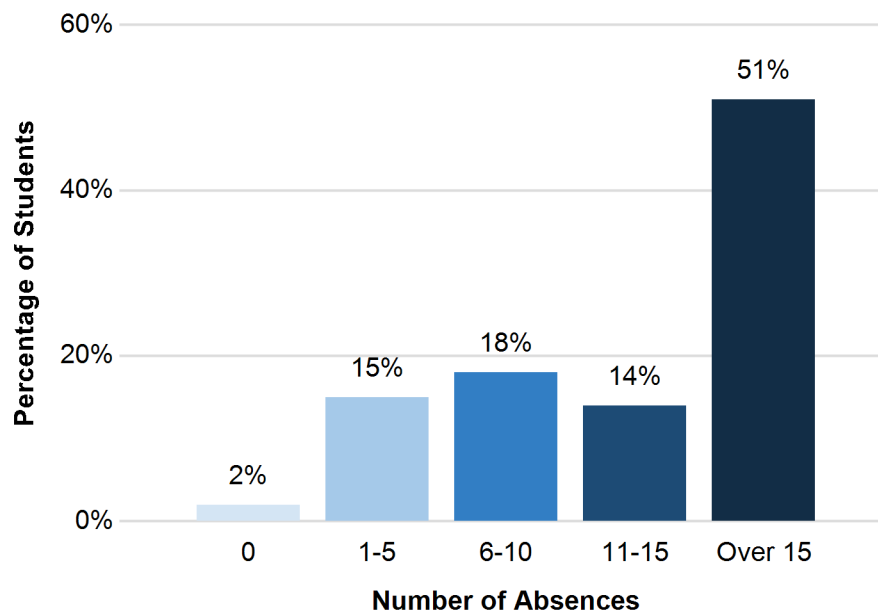
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the ESSA accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	46.00	14.30	Not Met
White	45.40	14.30	Not Met
Hispanic	66.40	14.30	Not Met
Black or African American	61.70	14.30	Not Met
Asian, Native Hawaiian, or Pacific Islander	20.20	14.30	Not Met
American Indian or Alaska Native	N	**	**
Two or More Races	45.50	14.30	Not Met
Economically Disadvantaged Students	59.10	14.30	Not Met
Students with Disabilities	52.60	14.30	Not Met
English Learners	0	**	**

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

Days Absent

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





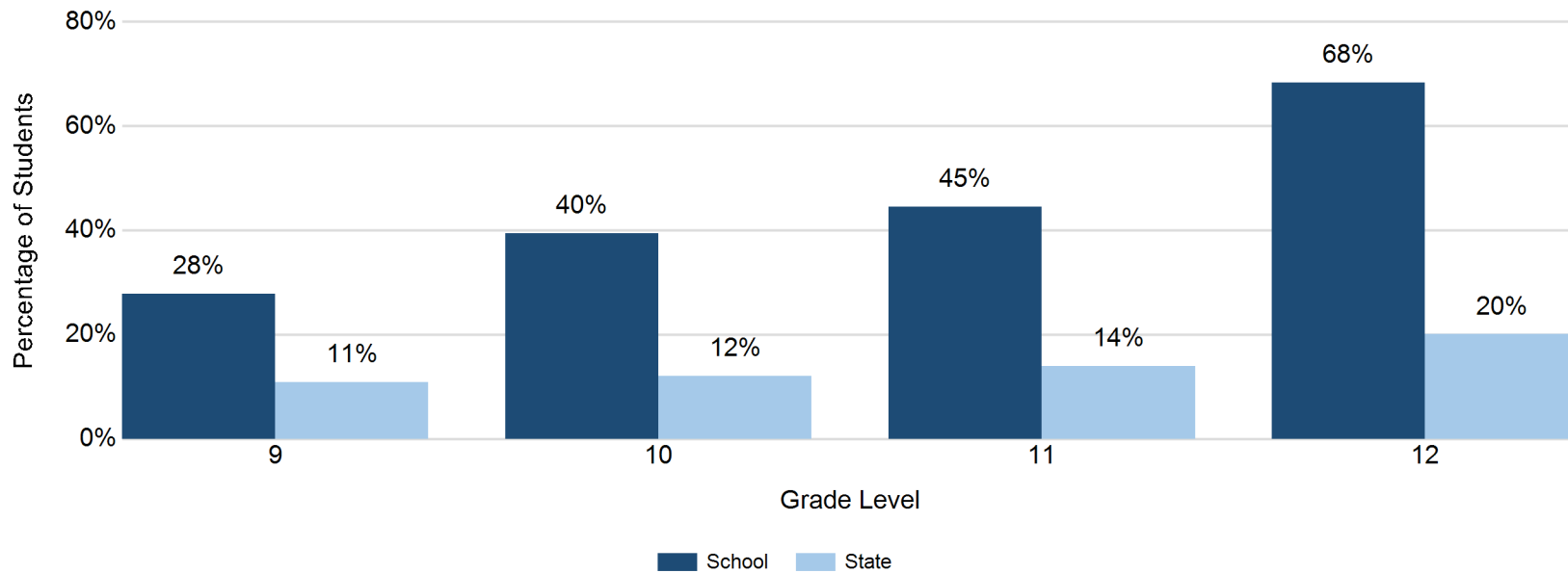
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Chronic Absenteeism by Grade

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





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School Day

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

Category	School
Typical Start Time	7:50AM
Typical End Time	2:40PM
Length of School Day	6 Hrs 50 Mins
Full Time - Instructional Time	5 Hrs. 46 Mins.
Shared Time - Instructional Time	3 Hrs. 0 Mins.

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	5
Vandalism	1
Weapons	0
Substances	4
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	12
Incidents Per 100 Students Enrolled	2.46

Student Suspension Rate

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

Suspension Types	% of Students
In-School Suspensions	5.5%
Out-of-School Suspensions	3.3%
Any Suspension	8.0%

Student Expulsions

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

Category	Number of Students
Expulsions	0



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Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1:0.7	623.4 kbps	100 kbps	Yes	Wireless	Fiber	No

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total	\$534	\$14,909	\$15,443



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

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

Teachers: All classroom teachers

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

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

Teachers – Experience and Certifications

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

Category	Teachers in Schools	Teachers in State
Total Number of teachers	44	115,100
Average years experience in public schools	11.8	11.8
Average years experience in district	8.4	10.5
Teachers in district for 4 or more years	66%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	11	9,476
Average years experience in public schools	16.3	15.7
Average years experience in district	5.2	11.5
Administrators in district for 4 or more years	27%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	11:1	11:1
Administrators	488:1	146:1
Librarian/Media Specialists		535:1
Nurses		401:1
Counselors		321:1
Child Study Team		267:1



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Teachers and Administrators - Level of Education

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

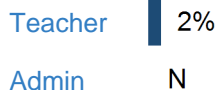
Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	89%	77%
2015-16 Administrators: Same district 2016-17	88%	85%

Faculty Attendance

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

School Year	% Days Present
2016-17	97%



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Accountability Indicator Scores and Summative Rating

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	75	17.5%
Mathematics Proficiency	58	17.5%
Graduation - 4-Year	56	25%
Graduation - 5-Year	44	25%
Chronic Absenteeism	3	15%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		48.5
Summative Rating: Percentile rank of Summative Score		47 th
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No
Requires Comprehensive Support: 4-year Graduation Rate less than or equal to 67%		No

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

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



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Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	Graduation Rate - 4-Year	Graduation Rate - 5-Year	At Risk for Consistently Underperforming Student Group
Schoolwide	48	6	No	Met Target†	Met Target†	Not Met	Met Target	Met Target	No
White	45	7	No	Met Target†	Met Target†	Not Met	Not Met	Met Goal	No
Hispanic	60	7	No	Met Target	Met Target†	Not Met	Met Goal	Met Goal	No
Black or African American	**	**	No	Met Target†	Met Target†	Not Met	**	**	No
Asian, Native Hawaiian, or Pacific Islander	39	7	No	Met Goal	Met Target	Not Met	Met Goal	Met Goal	No
American Indian or Alaska Native	**	**	No	**	**	**	N	N	No
Two or More Races	**	**	No	**	**	Not Met	**	**	No
Economically Disadvantaged Students	52	7	No	Met Target†	Met Target†	Not Met	Met Target	Met Target	No
Students with Disabilities	**	**	No	Met Target	Met Target†	Not Met	**	**	No
English Learners	**	**	No	**	**	**	**	**	No

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† Target was met within a confidence interval.



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School General Info

Principal:	Mr. LASSITER	Email Address:	mlassiter@hpschools.net
Address:	102 NORTH FIFTH AVENUE HIGHLAND PARK, NJ 08904	Website:	http://hs.hpschools.net/
Phone:	(732)572-2400	Facebook:	https://www.facebook.com/groups/5833702329
		Twitter:	https://twitter.com/HPHS_Owls

School Narrative

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

 Highlights:	<ul style="list-style-type: none"> • 15 Advanced Placement Courses offered - College Board AP Honor Roll school • Silver Medal Award winning school from US News & World Reports • Ranked #3 High School in Middlesex county by Niche.com
 Mission, Vision, Theme:	By valuing openness, wisdom, leadership, and spirit, we strive to create a harmonious educational environment that fosters equal opportunity for success in all academic, extra-curricular, and personal pursuits.
 Awards, Recognition, Accomplishments:	Our school has been given Honor roll distinction by the College Board for our AP program. US News and World Reports gave us silver award status. We have also received Bronze certification from Sustainable jersey for Schools. Our students have won international awards in our Model UN and DECA programs. They consistently are recognized for our orchestra, band, and choir programs. We also have award winning service programs like Key Club and our Red Cross club.






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 <p>Courses, Curriculum, Instruction:</p>	<p>We offer advanced courses in all subject areas and a total of 15 AP courses. We also provide our students a chance to distinguish themselves as Global Citizens recognized by the Graduate School of Education at Rutgers University. We have a 2 to 1 computer access ratio and make excellent use of Google Classroom preparing our students with 21st century skills.</p>
 <p>Sports and Athletics:</p>	<p>Sports Offered: Baseball (Boys), Basketball (Boys and Girls), Cross-Country (Boys and Girls), Football (Co-ed), Soccer (Boys and Girls), Softball (Girls), Tennis (Boys and Girls), Track and Field - Spring (Boys and Girls), Track and Field - Winter (Boys and Girls), Volleyball (Girls), Wrestling (Co-ed)</p> <p>2016 Girls Soccer- GMC Gold Division Champions 2016 Boys Cross Country- GMC Blue Division Champions 2017 Boys Tennis- Central Jersey Group I State Sectional Champions 2017 Girls Track- GMC Gold Division Champion and Group I State Champions</p>
 <p>Clubs and Activities:</p>	<p>2017 - Model UN won Best Delegation at the Mexico International Model UN, 2017- Outstanding ranking at the NJ High School Choral Festival at Rutgers University, Our DECA program is consistently recognized for its outstanding service at international, state, and regional competitions, 2017- Key Club won 2nd place in NJ earning the Gold Achievement Award for service. Altogether, we have over 30 clubs and activities for our students.</p>








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 <p>Staff and Professional Learning:</p>	<p>Our teachers meet twice a month in Professional Learning Communities to discuss educational trends and initiatives in order to identify ways to implement those that best fit our students' needs. We currently are implementing a new schedule based on a later start time for our adolescents. We are also discussing cultural responsiveness and restorative practices. Since we are such a diverse community, our faculty and staff works diligently to implement best practices for all our students.</p>
 <p>Postsecondary Information:</p>	<p>In 2017 we had 128 Graduates with 97% continuing their education or joining the military. 60% of our graduates went on to 4 year colleges and 355 went onto 2 year colleges. We use Naviance as a program to assist our students to select the colleges or post-secondary programs that fit their needs best. Over the past 3 years, our students have been accepted into over 80 different colleges and universities with a number of graduates attending the Ivy Leagues.</p>
 <p>Student Supports and Services:</p>	<p>We offer a broad range of supports for students with various needs including an ELL program that helps students transition from non-English speaking countries. We are also dedicated to the needs of students with disabilities. We have a Structured Learning Environment program named GLOW (Growing and Learning Outside Walls) that provides training for school to work opportunities. We are dedicated to providing the least restrictive environment to our classified students to support their success.</p>
 <p>Student Health and Wellness:</p>	<p>We have a full breakfast and lunch program provided by Pomptonian Foods that allows for breakfast after our first bell. Nutrition is taught in our Family and Consumer Science program as well as our Health classes. We have begun to cultivate a school garden that has produced a number of crops for our students and faculty to consume as well. We have an extensive fitness facility and strength and conditioning is integrated into our Physical Education curriculum and all athletic programs.</p>
 <p>Parent and Community Involvement:</p>	<p>We value parent input at HPHS. There is a Parent Involvement Committee that meets with the principal bi-monthly to discuss issues and concerns. We share a PTSO with the Middle School that supports programs for students and teachers. We have an Education Foundation for the district that provides grants for teacher initiatives as well. Our Special Education Parent Advisory Committee meets regularly. We communicate regularly with our parents through our Genesis parent portal as well.</p>





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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers</p> <p>We conduct annual climate surveys with our students, parents, and staff and compare our results from previous years to analyze trends and formulate action plans. We traditionally used surveys designed by the Middle States Association of Colleges and Schools and the National School Climate Center. Are results are positive and are highest ratings are in the area of school safety.</p>
 <p>Facilities:</p>	<p>Our High School was built in 1925 and has gone through a number of renovations over the years. Our most recent additions include a newly created school store and some additional air conditioned classrooms. We have a full gynasium and fitness/conditioning facility, an art room equipped with a ceramics kiln, three computer labs, a shared media center with our middle school, and plenty of classroom space to meet the needs of our enrollment.</p>