

# 2017/2018 School Performance Report

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Northern Highlands Regional High School District

# Parent Letter



*Northern Highlands Regional High School*

208 HILLSIDE AVENUE  
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www.northernhighlands.org

Dr. Scot Beckerman  
Superintendent  
Ext. 500  
beckerman@northernhighlands.org

March 7, 2019

Dear Parents, Guardians and Members of the School Community,

I hope this letter finds you well. I am writing to provide you information about the 2017-18 New Jersey School Performance Reports, which were recently released and are available on the NJ School Performance Reports webpage at [www.njschoolsdata.org](http://www.njschoolsdata.org).

The School Performance Reports reflect the New Jersey Department of Education's (NJDOE) extensive efforts to engage with parents, students and school communities, and share the information that is most valuable in providing a picture of overall school performance.

The 2017-18 reports include changes that respond to stakeholder feedback collected through a feedback survey, at parent round tables and workshops, and from stakeholder engagement throughout the year. These changes include:

- **More informative, easier to understand** one-page Summary Reports;
- **Additional navigation tools and an improved search page** within the reports;
- **Emphasis on student growth** with the growth section of the reports newly featured before the academic achievement section in the reports; and
- **More information** about Career and Technical Education (CTE) programs, dual enrollment, graduation pathways, progress toward English Language proficiency, staff demographics, and discipline.

Along with the full reports, one-page Summary Reports for each school and district are also available. The Summary Reports provide a high-level summary of how well a school or district is performing with data that address many questions about the district.

A Summary Report Guide is also available on the School Performance Reports webpage to explain the different data points on the Summary Reports.

The NJDOE continues to seek public input on ways to improve future reports. Please complete the feedback survey at [www.surveymonkey.com/r/VKNTTRC](http://www.surveymonkey.com/r/VKNTTRC) or email [reportcard@dese.nj.gov](mailto:reportcard@dese.nj.gov) with feedback and suggestions.

Thank you,

*Dr. Scot Beckerman*  
Superintendent

# Performance Report State Website

The screenshot shows the State of New Jersey Department of Education website. At the top, it features the state seal and the text "STATE OF NEW JERSEY DEPARTMENT OF EDUCATION" on the left, and "Governor Phil Murphy • Lt. Governor Sheila Oliver" with navigation links "NJ Home | Services A to Z | Departments/Agencies | FAQs" on the right. A "Select Language" dropdown menu is visible. Below this is a blue navigation bar with icons and text for "Home", "About Us", "Programs", "Data", "News Room", "Contact Us", and a "facebook" link. The main content area is titled "NJ SCHOOL PERFORMANCE REPORT" with a graduation cap icon. Underneath, there are four buttons: "Performance Reports Home Page", "Resource Documents", "Take our Feedback Survey", and "Download the Data". A "What's New:" section states "2017-18 Reports released March 2019" and provides contact information: "Questions about the reports? Contact us at [reportcard@doe.nj.gov](mailto:reportcard@doe.nj.gov)" and social media handles "#njschoolreports" and "#knowyourNjschool". The "Run Report:" section is for "NORTHERN HIGHLANDS REGIONAL HIGH SCHOOL (NORTHERN HIGHLANDS REG)" at "298 HILLSIDE AVE, ALLENDALE, NJ 07401-1447". It offers "Reports (in English)" with "Detail Report" and "Summary Report" buttons, and "Translated Reports (in Spanish)" with "Informe Detallado" and "Informe Resumido" buttons. A "Translated Resources:" section lists: "Reference Guide (Guía de Referencia Detallado)", "FAQ (Preguntas Frecuentes)", "Summary Report Guide (Guía de Referencia Resumen)", and "Privacy Rules (Reglas de Privacidad de Datos)".

DOE Website:


NJSCHOOLDATA.  
ORG

# Sections

The screenshot shows the top navigation bar with tabs for Overview & Resources, Demographic, Academic Achievement, College and Career Readiness, Grad/ Postsecondary, Climate and Environment, Staff, Accountability, and Narrative. Below the navigation bar is a search bar and a table of contents indicator showing '1 of 44'. The main content area displays the school name 'NORTHERN HIGHLANDS REGIONAL HIGH SCHOOL', its ID '(03-3700-050)', and the reporting period 'Grades Offered: 09-12 2017-2018'. A 'Report Key' section explains symbols: '-' for data not displayed for privacy, '\*\*' for accountability calculations requiring 20+ students, 'N' for no data available, and '†' for table-specific notes. The page includes sections for 'How to use this report', 'Navigating through the reports', and 'Other Resources', each with a list of instructions and links.

Overview & Resources ▾ Demographic ▾ Academic Achievement ▾ College and Career Readiness ▾ Grad/ Postsecondary ▾ Climate and Environment ▾ Staff ▾ Accountability ▾ Narrative ▾

1 of 44 Find | Next

 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  
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**How to use this report:**

- **Learn more** about this school by exploring all sections of this report
- **Start conversations** with school community members and ask questions
- **Engage** with your school communities to identify where schools are doing well and where they can improve

**Navigating through the reports:**

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows as the top left of the screen to move between pages of the report

**Other Resources:**

- Review the [Summary Report](#) or the [district-level report](#) for this school
- Read the [Reference Guide](#), [Frequently Asked Questions](#), or [Data Privacy Rules](#) for more detailed information about the data in the report
- [Download the data](#) in the reports for all schools in the state
- Provide feedback on the reports by taking our [feedback survey](#)
- Contact us at [reportcard@doe.nj.gov](mailto:reportcard@doe.nj.gov) with any questions about the reports

- 1- Overview and Resources
- 2- Demographic
- 3- Academic Achievement
- 4- College and Career Readiness
- 5- Grad/Post Secondary
- 6- Climate & Environment
- 7- Staff
- 8- Accountability
- 9- Narrative

# Overview and Resources



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

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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	<a href="mailto:OCCHINOJ@NORTHERNHIGHLANDS.ORG">OCCHINOJ@NORTHERNHIGHLANDS.ORG</a>
Website	<a href="https://www.northernhighlands.org">https://www.northernhighlands.org</a>
Facebook	<a href="https://www.facebook.com/nhighlands">https://www.facebook.com/nhighlands</a>
Twitter	<a href="https://twitter.com/nhrhs1">https://twitter.com/nhrhs1</a>

# Demographics



NORTHERN HIGHLANDS REGIONAL HIGH SCHOOL  
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Grades Offered: 09-12  
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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
<b>Total</b>	<b>1,333</b>	<b>1,352</b>	<b>1,359</b>

## 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%

# Academic Achievement



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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	685	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	*	*	*	*	93.4	*	**	**
Female	379	99.5	83.1	83.1	64.5	83.1		
Male	316	99.4	58.2	58.2	46.4	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		

## Language Arts

# Academic Achievement



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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	42.6	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	50.6	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	45.6	N		
Migrant Students	N	N	N	N	23.7	N		

Math



# Academic Achievement



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Science

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.

# Academic Achievement



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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

## English Language Learners (ELL)

# College and Career Readiness



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## PSAT, SAT and ACT Participation

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%

# College and Career Readiness

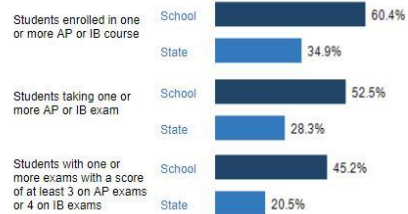


2017-2018

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.

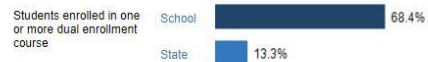
## AP/IB Coursework – Participation and Performance

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

## AP Courses

# Graduation/Post Secondary



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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%						

# Climate and Environment



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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations.

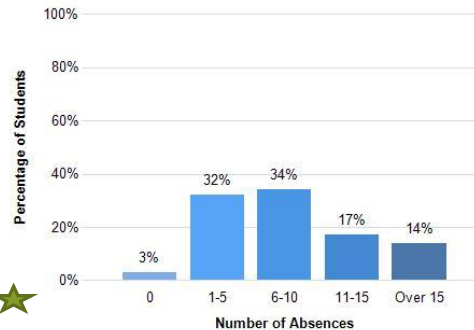
## Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").

Student Group	Number of students chronically absent	Percent of students chronically absent	State Average	Met State Average
Schoolwide	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.



## Absenteeism

- ★ Note Students with Disabilities. Incorrect data. Should be 8%. Appeal denied by DOE

# Staff



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

**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

# Accountability



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  
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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		



# Narrative






Grades Offered: 09-12  
2017-2018

† 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>Highlights:</p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• Northern Highlands offers over 60 co-curricular activities. Our interscholastic athletic program offers 15 sports for boys and 16 for girls.</li> </ul>
 <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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**ANY  
QUESTIONS?**