



NEW JERSEY DEPARTMENT OF EDUCATION 2020-2021 SCHOOL PERFORMANCE REPORTS

NORTHERN HIGHLANDS REGIONAL HIGH SCHOOL DISTRICT

MAY 9, 2022

ROBIN KNUTELSKY: DISTRICT DIRECTOR OF CURRICULUM, INSTRUCTION, ASSESSMENT & HUMAN RESOURCES



2020-2021 School Performance Reports

- The school performance reports reflect the New Jersey Department of Education's (NJDOE) commitment to providing parents, students, and school communities with a large variety of information about each school and district. These reports can be used as a tool to help evaluate whether all students have equitable access to high-quality education.
- In addition to meeting the federal report requirements under ESSA, NJDOE is committed to developing reports that provide stakeholders with a broader picture of their schools and districts.
- Along with the detailed school performance reports for each school, district, and state, summary reports for each school and district are also available.
- Data in the summary reports are limited for 2020-2021 due to covid-19.
- The reports and resources are also translated into Spanish.

SCHOOL PERFORMANCE REPORTS HOMEPAGE

YOU CAN FIND THE SCHOOL PERFORMANCE REPORTS AT [NJSCHOOLDATA.ORG](https://njschooldata.org).

School Year: 2020-2021

Resource Documents | Take Feedback Survey | Download Data | Contact Us | Language: Eng

NJ SCHOOL PERFORMANCE REPORT

The School Performance Reports reflect the New Jersey Department of Education's commitment to providing parents, students and school communities with a large variety of information about each school and district. These reports can be used as a tool to help evaluate whether all students have equitable access to high quality education. We encourage you to use these reports to learn more, start conversations, and engage.

What's New:

- 2020-2021 reports released March 2022.
- View the ["Impacts of COVID-19 on Data Availability"](#) resource to see how data in the reports was affected by the COVID-19 pandemic.

Questions about reports? Contact reportcard@doe.nj.gov

Search by County, School Name, District, or Zip Code

Schools A-Z | Districts A-Z

PERFORMANCE REPORTS CAN BE FOUND ON OUR DISTRICT WEBSITE

The screenshot shows a web browser at the URL northernhighlands.org/domain/9. The page features a red navigation bar with the following menu items: HOME, OUR DISTRICT, OUR SCHOOL, FACULTY PAGES, DOCUMENTS / FORMS, CLUBS / ATHLETICS, EVENTS & DATES, SCHOOL COUNSELING, PARENTS / ALUMNI, STAFF, and REFERENDUM. The main content area displays the school's name, "NORTHERN HIGHLANDS REGIONAL HS", and the tagline "Dedicated to Excellence in Education". A breadcrumb trail reads "Home » Our District » Annual Performance Report » Annual Performance Report". Below this is a row of six red circular icons representing various school activities: a stack of books, a trophy, a calendar with the number 31, a person with a checklist, a laptop, and a soccer ball. A red sidebar on the left contains the text "Annual Performance Report" and a link "> Annual Performance Report". The main content area includes a link for the "2019/2020- Northern Highlands Annual School Performance Report" and a note for the "2020/2021 district letter regarding the Performance Report" with a link "Please Click Here".

Click [HERE](#) to reach our school webpage that links to our school and district Performance Reports

COVID-19 IMPACT ON 2020-2021 REPORTS

- The ongoing COVID-19 pandemic has had a significant impact on the way the NJDOE was able to measure school performance and student achievement in both the 2019-2020 and 2020-2021 school performance reports.
- While some data that was missing in 2019-2020 will be available again for 2020-2021 (e.g. Chronic absenteeism data), other data continues to remain unavailable or look different from prior years.
- The NJDOE recognizes that our existing data can't begin to measure the hard work and perseverance of the students, families, educators, and community members during the past two years.
- The NJDOE emphasizes how important it is to use the available data in the reports, along with other information collected directly within districts and communities, to start conversations, identify gaps in information, and find ways to address the impacts of covid-19 and ensure all students receive the support that they need.

2020-2021 DATA AVAILABILITY NOTES

- The 2020-2021 school performance reports will not include the following data elements:
 - **Statewide assessment data:** participation and performance on the New Jersey Student Learning Assessment (NJSLA) for ELA, mathematics, or science
 - **Growth data:** median student growth percentiles and progress toward English language proficiency
 - **Accountability measures:** summative ratings, indicator scores, and status in meeting annual targets or standards
- Notes are included throughout the reports to explain where data is missing or known to be impacted by COVID-19 and an updated [impact of COVID-19 on data availability](#) resource is available to summarize this information.

WHAT KINDS OF INFORMATION DO THE SCHOOL PERFORMANCE REPORTS TYPICALLY INCLUDE?

THE NEW JERSEY SCHOOL PERFORMANCE REPORTS TYPICALLY CONTAIN HUNDREDS OF DATA POINTS ABOUT SCHOOLS AND DISTRICTS ACROSS NEW JERSEY INCLUDING:

- ✓ **SCHOOL AND DISTRICT OVERVIEWS**
- ✓ **DEMOGRAPHIC INFORMATION**
- ✓ **STUDENT GROWTH***
- ✓ **ACADEMIC ACHIEVEMENT***
- ✓ **COLLEGE AND CAREER READINESS**
- ✓ **GRADUATION AND POSTSECONDARY INFORMATION**
- ✓ **SCHOOL CLIMATE AND ENVIRONMENT**
- ✓ **STAFF INFORMATION**
- ✓ **SCHOOL ACCOUNTABILITY***
- ✓ **SCHOOL AND DISTRICT NARRATIVE INFORMATION**

***SOME DATA MAY NOT BE AVAILABLE FOR THE 2020-2021 SCHOOL YEAR DUE TO COVID-19.**

ENHANCEMENTS TO THE 2020-2021 REPORTS

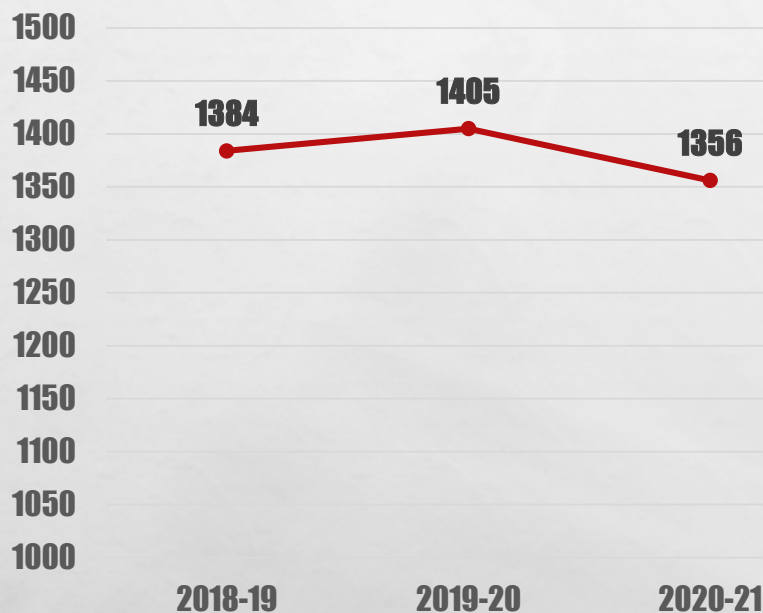
The 2020-2021 reports include changes that respond to stakeholder feedback, updated federal and state requirements, and the COVID-19 pandemic. These changes include:

- **New career and college readiness data** including advanced placement (AP), international baccalaureate (IB), and dual enrollment participation by student group and work-based learning participation;
- **Expanded staff data** including staff counts and information about teachers by subject area, as requested by stakeholders;
- **New apprenticeship data** that shows how many students register in apprenticeship programs after high school graduation; and
- **Links to additional data** such as Start Strong assessment results and opportunity to learn data, which includes information about learning environments and device data during the 2020-2021 school year.



STUDENT ENROLLMENT AND DEMOGRAPHICS

Total Enrollment



Student Group	2018-2019	2019-2020	2020-2021
Economically Disadvantaged	.9	.9	.4
Students with Disabilities	12.8	13.2	13.4
English Learners	.6	.8	.9
Homeless Students	0.0	0.0	0.0
Students in Foster Care	0.0	0.0	0.0
Military-Connected Students	0.0	0.0	0.0
Migrant Students	0.0	0.0	0.0

STATEWIDE ASSESSMENT RESULTS

The school performance reports contain information about student participation and performance on statewide assessments, including the:

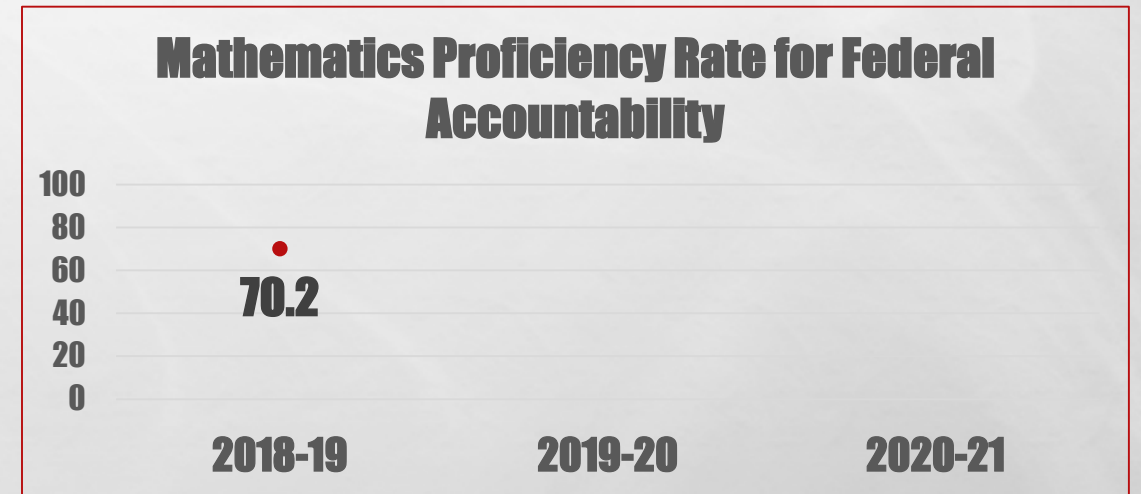
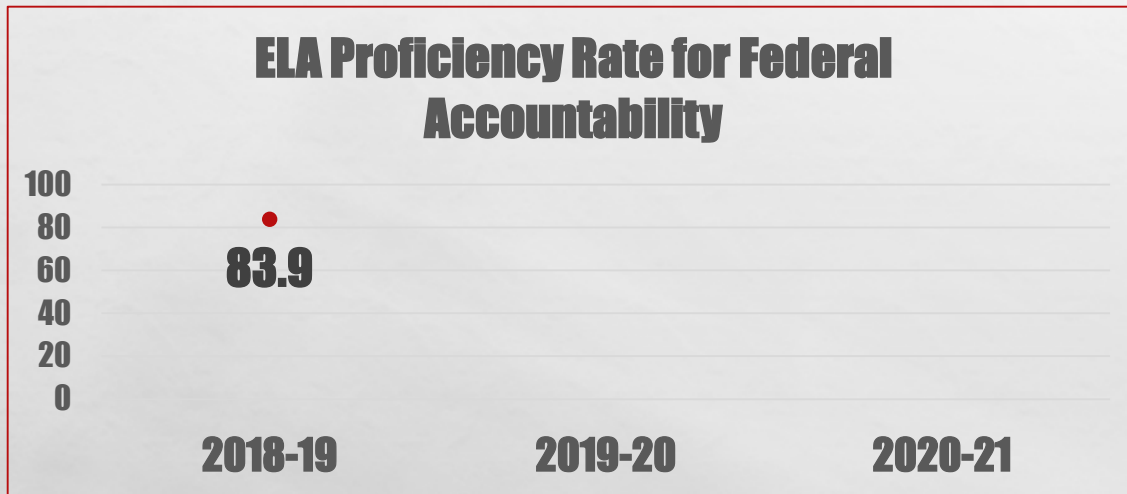
- New jersey student learning assessment (NJSLA): assessment that measures student proficiency with the new jersey student learning standards for English language arts (ELA), mathematics, and science.
- Dynamic Learning Maps (DLM): alternate assessment for students with the most significant intellectual disabilities in English language arts, mathematics, and science.
- Access for ells: assessment that measures the English language proficiency of English learners.

All statewide assessments were canceled in spring 2020 and the NJSLA was canceled in spring 2021. As a result, **NJSLA assessment data is not available** in the 2020-2021 school performance reports.



STATEWIDE ASSESSMENT PROFICIENCY

Due to the cancellation of the NJSLA in both spring 2020 and spring 2021, participation and proficiency rates are not available for 2019-2020 or 2020-2021.



STATEWIDE ASSESSMENT PROFICIENCY

DUE TO THE CANCELLATION OF THE NJSLA IN BOTH SPRING 2020 AND SPRING 2021, PARTICIPATION AND PROFICIENCY RATES ARE NOT AVAILABLE FOR 2019-2020 OR 2020-2021.

Performance	ELA 2018-19	ELA 2019-20	ELA 2020-21	Math 2018-19	Math 2019-20	Math 2020-21
Participation	99.4			99.6		
Proficiency Rate	83.9			70.2		
Statewide Proficiency	57.9			44.5		



GRADUATION RATES AND PATHWAYS

Graduation rates are calculated using the adjusted cohort graduation rate calculation, which all states are required to use.

For state reporting purposes, a student is counted as a graduate in a given school year if they earn a state-endorsed (“regular”) diploma by August 31. A state-endorsed diploma is awarded to students who meet both [course requirements](#) and [graduation assessment requirements](#).

Governor Phil Murphy signed [executive order 214](#) on January 11, 2021, which waived the graduation assessment requirement for any 12th-grade student who had not yet met the graduation assessment requirements but had met all credit, curriculum, and attendance requirements for graduation.

GRADUATION RATES FOR FEDERAL REPORTING AND ACCOUNTABILITY

Beginning in 2021, the NJDOE is required by the United States Department of Education's (USED) FY 2019 federal performance review report to make changes to graduation rate calculations used for federal reporting and accountability.

For 2021, a separate federal version of the graduation rate will be reported in the school performance reports, that will not include students with disabilities as graduates (in the numerator) if they have been exempted from meeting either the state course requirements and/or the attendance requirements for graduation per their Individualized Education Program (IEP).

Starting in 2022, students with disabilities who do not meet the state's graduation assessment requirements by demonstrating proficiency on one of the required graduation assessment or through the portfolio appeals process, but instead meet alternate requirements in their IEPs will also not be included as graduates (in the numerator) when calculating the federal version of the graduation rate.

FEDERAL CHANGES DO NOT IMPACT GRADUATION REQUIREMENTS

IT IS IMPORTANT TO NOTE THAT THESE REQUIRED FEDERAL CHANGES ONLY CHANGE HOW GRADUATION RATES ARE CALCULATED FOR FEDERAL REPORTING AND ACCOUNTABILITY.

THESE CHANGES DO NOT AFFECT REQUIREMENTS TO EARN A DIPLOMA OR THE TYPE OF DIPLOMA THAT THE STATE AWARDS TO STUDENTS WITH DISABILITIES.

LOCAL & STATE GRADUATION RATES

4-Year Graduation Rate Trends



5-Year Graduation Rate Trends



Performance	Cohort 2019 4-Year Rate	Cohort 2020 4-Year Rate	Cohort 2021 4-Year Rate	Cohort 2018 5-Year Rate	Cohort 2019 5-Year Rate	Cohort 2020 5-Year Rate
State	90.6	91.0	90.6	92.5	92.2	92.6

FEDERAL GRADUATION RATES

This table shows the federal version of the 2021 four-year and 2020 5-year graduation rates. For 2021, students with disabilities whose IEP includes a modification or exemption from meeting either the state course requirements and/or the attendance requirements for graduation will not be included in the graduate's count (the numerator) when calculating the "federal version" of the adjusted cohort graduation rate.

Performance	Cohort 2021 4-Year Rate	Cohort 2020 5- Year Rate
Graduation Rate (Federal Version)	93.8	98.6
State Rate (Federal Version)	88.5	92.4



GRADUATION PATHWAYS

How did students meet the graduation assessment requirement?

Subject	Pathways for Class of 2021	School	District	State
ELA	Statewide Assessment	83.7	83.7	59.8
ELA	Substitute Competency Assessment	11.3	11.3	17.1
ELA	Portfolio Appeals	0.0	0.0	0.6
ELA	Alternate Requirements specified in IEP	4.1	4.1	3.9
ELA	Requirements waived under Executive Order 214	.8	.8	18.6
Math	Statewide Assessment	88.4	88.4	59.0
Math	Substitute Competency Assessment	6.9	6.9	16.5
Math	Portfolio Appeals	0.0	0.0	0.5
Math	Alternate Requirements specified in IEP	3.9	3.9	4.1
Math	Requirements waived under Executive Order 214	0.0	0.0	19.9

CHRONIC ABSENTEEISM & ATTENDANCE

The school performance reports include information on chronic absenteeism and attendance for students.

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.

Due to a federal waiver, the NJDOE did not report chronic absenteeism in the 2019-2020 reports, but this data will be added back in the 2020-2021 reports.

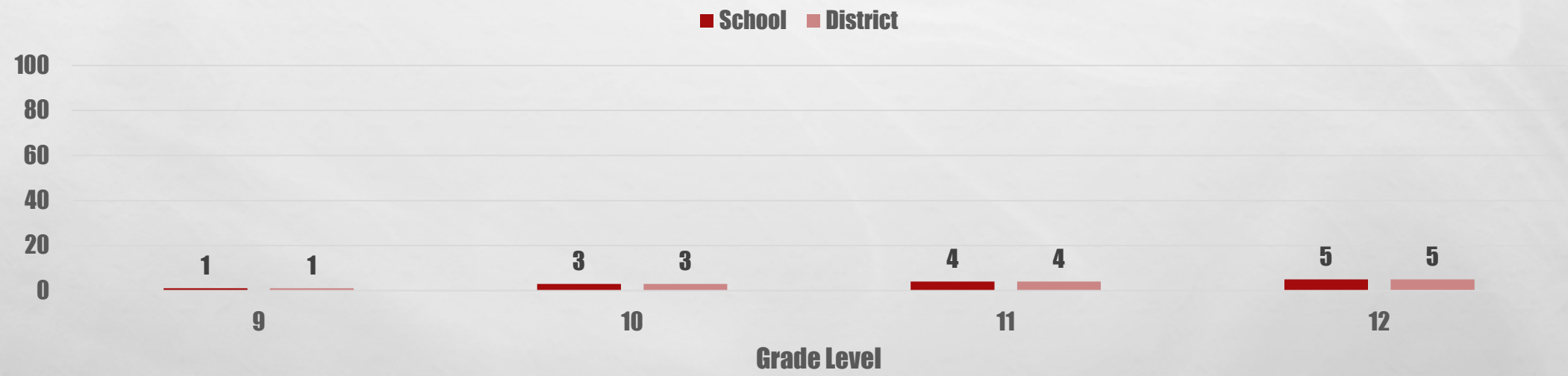
Because the number of days students spent in in-person and remote learning environments during the school year differed, the NJDOE recommends caution in comparing 2020-2021 attendance data between schools and districts and to prior or future school years.



CHRONIC ABSENTEEISM

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. 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 by Grade Level

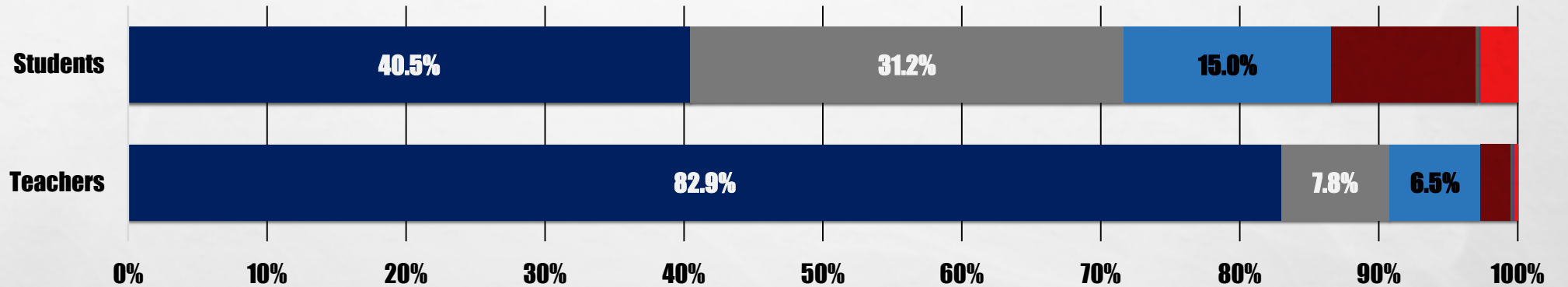


STATEWIDE TEACHER DEMOGRAPHIC INFORMATION

Do the students in our classrooms have the opportunity to be led by diverse teachers?

Teacher diversity improves outcomes for all students.

Teachers and Students by Demographic Information – State Level



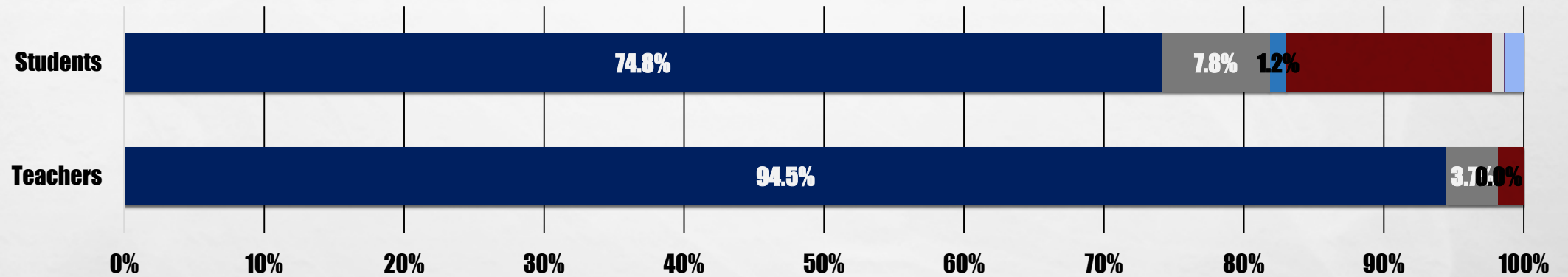
	Teachers	Students
■ White	82.9%	40.5%
■ Hispanic	7.8%	31.2%
■ Black or African American	6.5%	15.0%
■ Asian	2.2%	10.4%
■ Native Hawaiian or Pacific Islander	0.1%	0.2%
■ American Indian or Alaska Native	0.2%	0.2%
■ Two or More Races	0.2%	2.6%

DISTRICT TEACHER DEMOGRAPHIC INFORMATION

Do the students in our classrooms have the opportunity to be led by diverse teachers?

Teacher diversity improves outcomes for all students.

Teachers and Students by Demographic Information – Our District



	Teachers	Students
■ White	94.5%	74.8%
■ Hispanic	3.7%	7.8%
■ Black or African American	0.0%	1.2%
■ Asian	1.8%	14.8%
■ Native Hawaiian or Pacific Islander	0.0%	0.9%
■ American Indian or Alaska Native	0.0%	0.1%
■ Two or More Races	0.0%	1.3%



COLLEGE AND CAREER READINESS

The College and Career Readiness section of the reports shows information about college entrance exams, advanced coursework, career and technical education (CTE) programs, and participation in coursework across subject areas.

College and Career Readiness Measures	School	District	State
% of 12th graders that took SAT in high school	43.2%	43.2%	45.4%
% of 12th graders that took ACT in high school	45.4%	45.4%	8.8%
% of 11th and 12th graders enrolled in one or more Advanced Placement (AP) or International Baccalaureate (IB) course	54.6%	54.6%	35.7%
% of 11th and 12th graders enrolled in dual enrollment coursework	63.5%	63.5%	22.3%
% CTE concentrators	N/A	N/A	11.0%
% of students earning industry-valued credentials	0.0	0.0	0.9%
Number of students earning a Seal of Biliteracy	13	13	4,953



VISUAL AND PERFORMING ARTS

The College and Career Readiness section includes participation in visual and performing arts coursework for students in grades 6 through 12.

- 50.5% OF STUDENTS IN GRADES 9 THROUGH 12 ENROLLED IN AN ARTS COURSE (STATE = 49.9%)
- 12.5% ENROLLED IN MUSIC COURSES (STATE = 16.1%)
- 0.0% ENROLLED IN DANCE COURSES (STATE = 2.3%)
- 2.1% ENROLLED IN DRAMA COURSES (STATE = 3.4%)
- 38.3% ENROLLED IN VISUAL ARTS COURSES (STATE = 33.2%)



STUDENT SAFETY IN THE DISTRICT

NARRATIVE INFORMATION ON STUDENT SAFETY

Our safety plan is vast and comprehensive. This plan includes but is not limited to: a visitor policy, visitor procedures, a door control/access system, our emergency management procedures, and school security drills. Our school is equipped with aeds and bleeding control stations to assist with student medical emergencies. Northern Highlands also prides itself with our multiple reporting mechanisms for suspicious activity for students & staff, etc. Safety is and will continue to be a priority. We now have higher level security measures at the entrance to our building and ensure all exterior doors are locked during the school day.

VIOLENCE, VANDALISM, HIB, AND SUBSTANCE OFFENSES

Incident Type	Number of Incidents: District	Number of Incidents: State
Violence	3	728
Vandalism	2	193
Weapons	0	138
Substances	0	681
Harassment, Intimidation, Bullying (HIB)	1	1,467
Total Unique Incidents	6	3,151
Incidents Per 100 Students Enrolled	.44	0.23



STUDENT SUPPORTS AND SERVICES

NARRATIVE INFORMATION ON STUDENT SUPPORTS AND SERVICES

Students enrolled in the learning lab is based on recommendations and student performance on NJ standardized tests, NH school-wide assessments, and teacher recommendation & recommendation through the I&RS team. Students receive individual and/or small group assistance in note-taking, study skills, math skills, and techniques to improve reading and writing across the curriculum. The ELS program is designed to teach students who speak languages other than English how to understand, speak, read, and write in English while learning about American culture. The program provides services to ELL students which include English content, instruction and English language development. The special services department provides consultation, counseling, and academic support programs. NH offers a variety of programs for students with special needs, including skills support classes, in-class support classes, and replacement classes.

STUDENT AND STAFF RATIOS

Category	District
Students to Teachers	12:1
Students to Administrators	90:1
Teachers to Administrators	7:1
Students to Librarian/Media Specialists	1356:1
Students to Nurses	1356:1
Students to Counselors	226:1
Students to Child Study Team	30:1



POSTSECONDARY ENROLLMENT

Postsecondary enrollment data comes from the National Student Clearinghouse. It is reported that undergraduate enrollment was down nationwide in 2021 compared to the same time last year due to COVID-19.

POSTSECONDARY INFORMATION FROM NARRATIVE

96.4% OF THE CLASS OF 2020 IS ENROLLED IN POST-SECONDARY EDUCATION.

POSTSECONDARY ENROLLMENT RATES: 16-MONTH

Student Group	District	State
Total Population	92.2%	73.7%
White	93.8%	80.5%
Hispanic	78.9%	60.3%
Black or African American	*	61.7%
Asian, Native Hawaiian, or Pacific Islander	90.5%	91.9%
American Indian or Alaska Native	N	67.3%
Two or More Races	*	74.8%



HOW CAN I GET INVOLVED?

- Reach out to your school and district to find out about opportunities for how parents, families, and educators will work together to improve their schools.
- Schools and districts are required to engage with parents, families, educators, and community members throughout the year to assess needs related to the areas of weakness, identify strategies and resources that can impact improvement, create an improvement plan and timeline for completion.
- See NJDOE's Stakeholder Engagement Guide (<http://bit.ly/njengage>) for detailed descriptions of these requirements.



QUESTIONS?

HAVE FEEDBACK OR QUESTIONS?

- **ADDITIONAL RESOURCES ARE AVAILABLE AT: [NJSCHOOLDATA.ORG](https://www.njschooldata.org)**
- **VISIT OUR DISTRICT WEBSITE FOR UPDATES: [HTTPS://WWW.NORTHERNHIGHLANDS.ORG/](https://www.northernhighlands.org/)**
- **EMAIL THE DISTRICT: ROBIN KNUTELSKY AT KNUTELSKYR@NORTHERNHIGHLANDS.ORG**
- **TAKE THE [NJDOE SCHOOL PERFORMANCE REPORTS FEEDBACK SURVEY](https://www.surveymonkey.com/r/2020-21SPR):
[HTTPS://WWW.SURVEYMONKEY.COM/R/2020-21SPR](https://www.surveymonkey.com/r/2020-21SPR)**
- **VISIT THE NJDOE WEBSITE AT: [NJ.GOV/EDUCATION](https://www.nj.gov/education)**
- **EMAIL THE NJDOE: REPORTCARD@DOE.NJ.GOV**