

NJ School Performance Report: 2018-19

Overview



This document provides an overview of High Point Regional High School's 2019 ESSA and NJDOE Performance Reports.

Please contact Mr. Seamus Campbell, Director of Curriculum and Instruction, with any questions related to this report.

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We welcome you to view this report in its entirety, and to compare High Point's outstanding performance to other high schools in New Jersey:

New Jersey Reports:

<https://homerom5.doe.state.nj.us/pr/>

High Point's Report:

<https://rc.doe.state.nj.us/runreport.aspx?type=school&county=37&district=2165&school=030&year=2018-2019>

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Dear Parents and Members of the High Point Community,

Since the 2011-12 school year, New Jersey's School Performance Reports have provided families, educators and the public a picture of overall school performance. As part of New Jersey's accountability system, the performance reports provide valuable information across many elements, including schoolwide academic achievement and progress, demographics, school climate, chronic absenteeism, and college and career readiness.

This information can be used to compare a school's performance to other school, district, and statewide results, and to find a school's strengths and identify areas for improvement. The New Jersey Department of Education (NJDOE) encourages all members of the school community to use the performance reports to help start local conversations by asking questions such as: How is our school doing relative to other schools? Are all of our students making progress from last year?

The School Performance Reports were developed with, and are continually improved by, the feedback from stakeholders like you. Please contact me if you have any questions regarding this Performance Report, or any related matter.

Sincerely,



Seamus Campbell

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Overview



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NJDOE Performance Reports



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High Point Regional High School NJ Performance Report 2018-19

Growth/Sustained Excellenc		Evidence
1	ELA Proficiency	Overall proficiency rate rose from 47% to 58%
2	SAT's and PSAT's	Scores and participation increased, while NJ scores decreased
3	Graduation Rate	Increased to 97%
4	Advanced Placement	AP passing rate rose to 66%; Participation also increased
5	Postsecondary Enrollment	Increased to 79.4% while NJ participation declined
Sustained Excellence		Evidence
1	AP Participation	AP tests offered in 31 subjects
Targeted Improvement		Goals & Strategies
1	Math Proficiency	LinkIt benchmarking, Midterm/Final feedback
2	Suspensions	Room 120 - revised counseling staff construct

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NJ Performance Report		2017-18	Regional H.S.
Recent Growth/Sustained Excellence		Evidence	
1	Math Proficiency	PARCC scores for Math rose 5%	
2	ELA Proficiency	PARCC scores for ELA rose 2%	
3	Graduation Rate	Increased to 94%	
4	Summative Score	Increased from 44 to 48	
Sustained Excellence		Evidence	
1	AP Participation	AP tests offered in 31 subjects	
Targeted Areas for Improvement		Goals & Strategies	
1	SAT Scores	Linkit, Revised Assessment Paradigm, PLC's, Curriculum Redesign	
2	Postsecondary Enrollment	Career Day; Pathways; Field Trips and Guest Speakers	

Targeted for Improvement in 2018-19

Targeted Improvement Achieved in 2018-19

HP's SAT mean score rose from 1080 to 1089, while NJ mean scores dropped. High Point SAT participation also rose in 2018-19

Targeted Areas for Improvement

- | | | |
|----------|---------------------------------|--|
| 1 | SAT Scores | |
| 2 | Postsecondary Enrollment | |

**Post Secondary
enrollment
increased from
76.3% to 79.4%**

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High Point Regional High School

NJ Performance Report 2018-19

Growth/Sustained Excellence		Evidence
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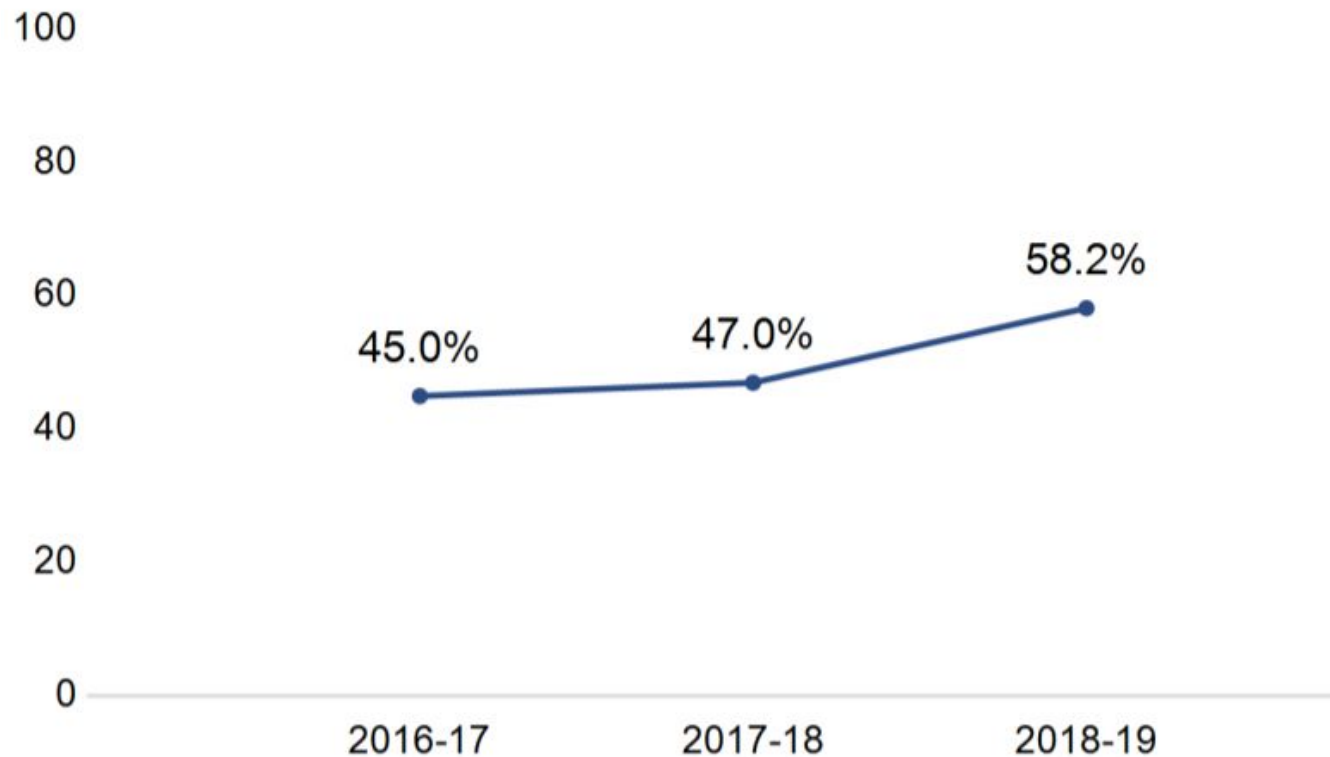
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Growth from 2017-18 to 2018-19:

ELA Proficiency Rate for Federal Accountability



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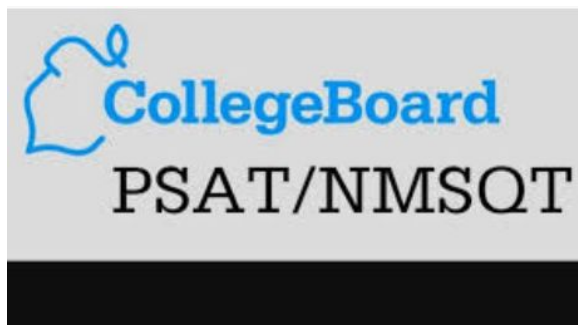


Growth from 2017-18 to 2018-19:



SAT scores and PSAT scores increased while the mean score from NJ students dropped.

High Point's SAT participation also increased



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Growth from 2017-18 to 2018-19:

Are students graduating?

4-year Graduation Rate

97.1%



Below State: 0 - 90.5%

Met State: 90.6 - 94.9%

Met Goal: 95 - 100%



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Growth from 2017-18 to 2018-19:



AP Passing Rate	
2017-18	2018-19
59%	66%

High Point requires all students to take end of course exam.

NJ School Performance Report: 2017-18

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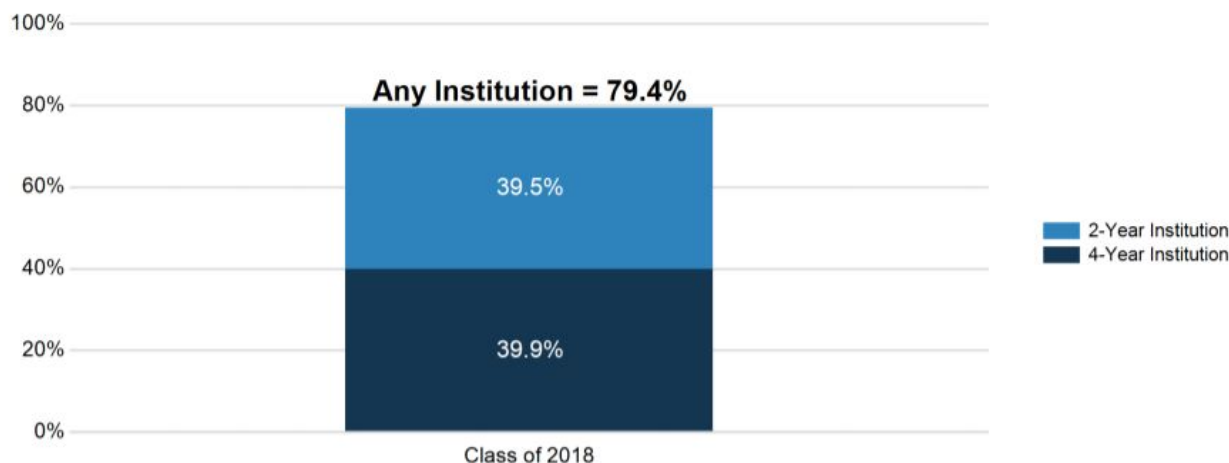


Growth from 2017-18 to 2018-19:

Postsecondary Enrollment Rate Summary

The graphs and tables below show the percentage of graduates that have enrolled in 2-year and 4-year institutions within 16 months of graduating from high school.

Postsecondary Enrollment 16 months after Graduation



Performance Measure	Class of 2018
% Enrolled in 2-Year Institution	39.5%
% Enrolled in 4-Year Institution	39.9%
% Enrolled in Any Postsecondary Institution	79.4%

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Sustained Excellence from 2017-18 to 2018-19:



- AP Capstone Diploma
- Institutional Review Board
- 39.4% taking AP courses
- More than 400 exams administered
- EVERY AP course available
“in-seat” or through online provider
- Two teachers - AP Readers
- AP Institute Training for all AP staff

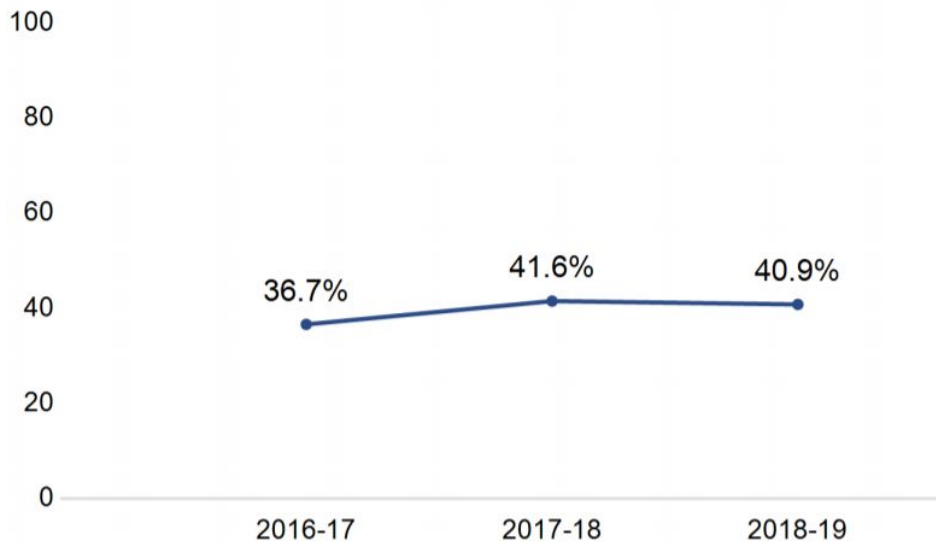
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Targeted Improvements for 2019-2020:

Math Proficiency Rate for Federal Accountability



- Linkit Benchmarking
- Midterm & Finals
- PLC's

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Targeted Improvements for 2019-2020:

Student Suspensions	
2017-18	2018-19
4.40%	6.40%

- Revised student counseling center (Room 120)
- New counseling staff

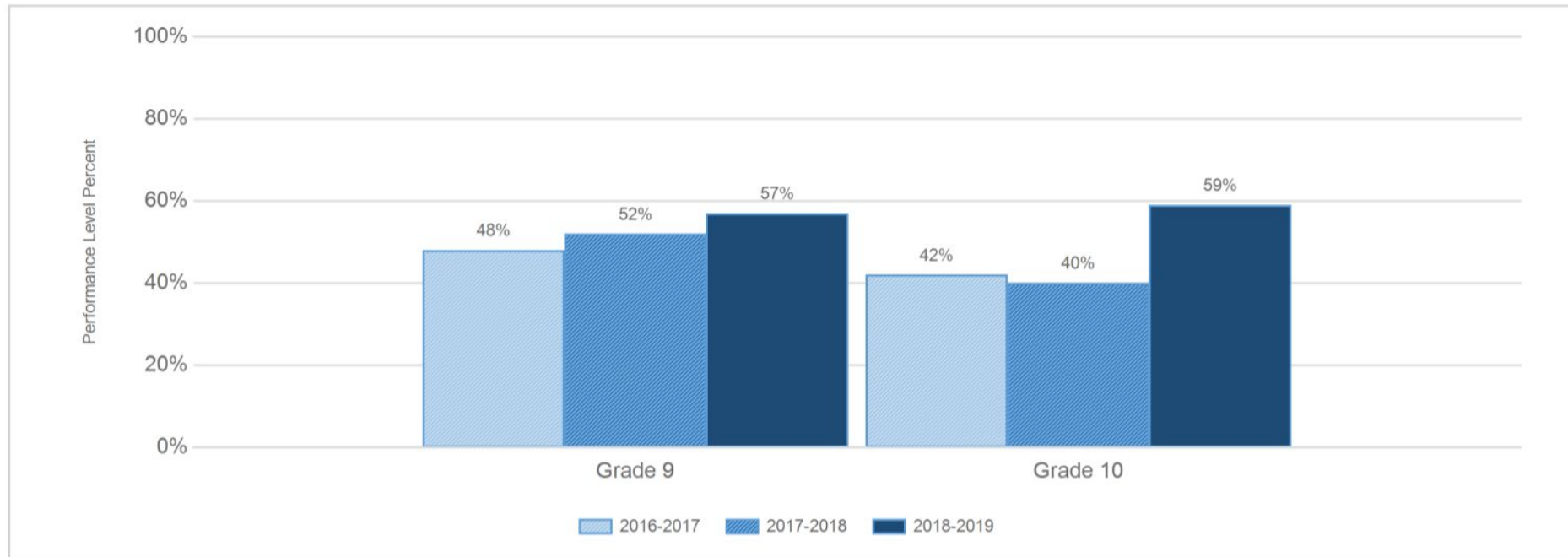


NJDOE 2018-19 Performance Report

English/Language Arts Scores 2017 - 2018 - 2019

English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



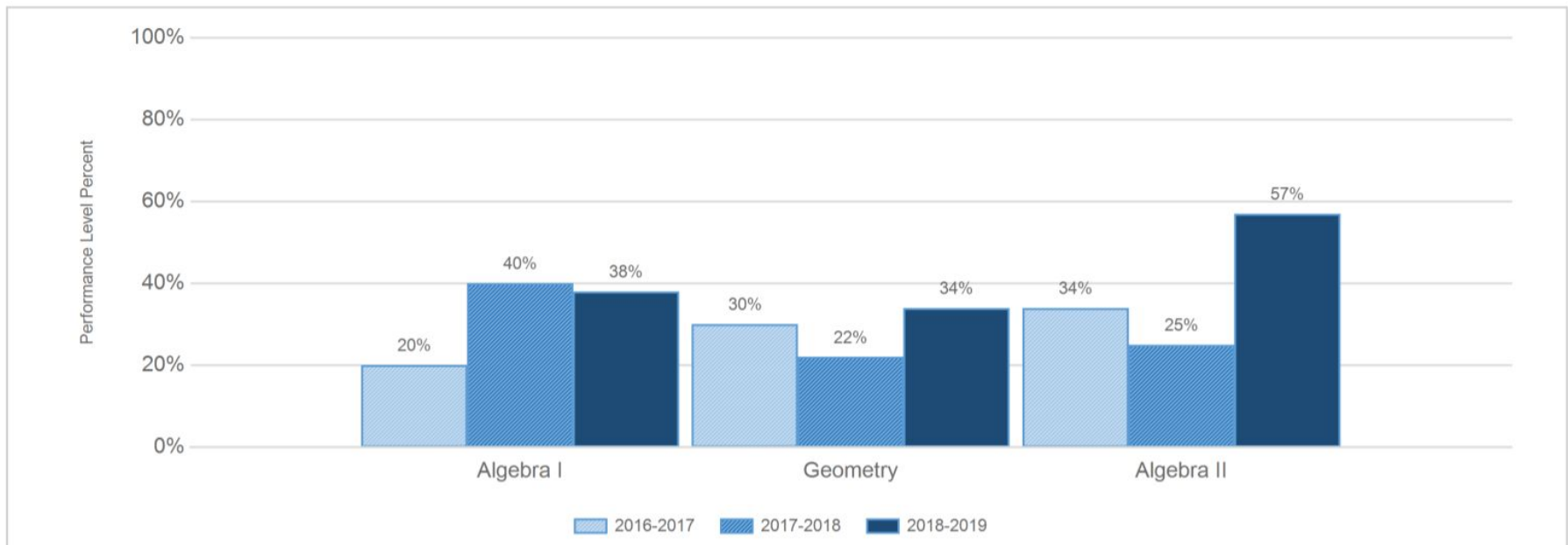


NJDOE 2018-19 Performance Report

Math Scores 2017 - 2018 - 2019

Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



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NJDOE Performance Reports



High Point Regional High School

2018-19 ESSA School Accountability Profile

New Jersey Department of Education			
2018-19 ESSA School Accountability Profile			
37 Sussex	2165	High Point Regional High School District	
	030	High Point Regional High School District	

	Participation Rate				Academic Achievement (NJSLA/DLM)				Academic Progress	
	Students Enrolled #	Non tested Rate %	Time in School< Yr Enrolled #	Met (95%) Standard	Denominator (At least 95% of full-year enrollment)	Proficient (Full-Year students only) %	Annual Target %	Met Target	Median SDP**	Met standard (40-59.5) Exceeds (>=60)
English Language Arts / Literacy										
Schoolwide	452	1.5	7	Y	438.0	58.2	44.4	Y		
White	408	1.7	6	Y	395.0	58.7	45.3	Y		
Hispanic	25	0.0	1	Y	24.0	45.8	33.2	Y		
Black or African American				*				*		
Asian				*				*		
American Indian				*				*		
Two or More Races				*				*		
Economically Disadvantaged	67	3.0	2	Y	63.0	38.1	26.3	Y		
Students with Disabilities	98	3.1	2	Y	93.0	20.4	19.4	Y		
English Language Learners*				*				*		
Mathematics										
Schoolwide	379	1.6	4	Y	369.0	40.9	50.5	N		
White	343	1.7	4	Y	333.0	41.4	50.1	N		
Hispanic				*				*		
Black or African American				*				*		
Asian				*				*		
American Indian				*				*		
Two or More Races				*				*		
Economically Disadvantaged	48	2.1	0	Y	47.0	34.0	30.9	Y		
Students with Disabilities	69	5.8	1	N	64.6	17.0	21.4	Y*		
English Language Learners*				*				*		

High Point Regional High School

2018-19 ESSA School Accountability Profile

	Graduation Rate (High School only)						School Quality / Student Success			English Language Progress to Proficiency (Schoolwide English Learners)		
	Four-Year Graduation Rate			Five-Year Graduation Rate			Chronic Absenteeism			ELP growth (%)	2018-19 Target	Met/Target
	Cohort 2018	Annual Target	Met Target	Cohort 2017	Annual Target	Met Target	Chronically Absent (%)	State Average (%)	Met State Average***			
Schoolwide	94.4	94.7	N	95.1		Q	12.3	14.2	Y			*
White	94.1	94.6	N	95.4		Q	11.8	14.2	Y			
Hispanic			*	90.5		*	20.0	14.2	N			
Black or African American			*			*	23.1	14.2	N			
Asian			*			*			*			
American Indian			*			*			*			
Two or More Races			*			*			*			
Economically Disadvantaged	89.7	72.2	Y	92.9	77.5	Y	22.3	14.2	N			
Students with Disabilities	86.5	84.4	Y	79.0	81.6	N	22.3	14.2	N			
English Language Learners*			*			*			*			

- E** Exceeds Standard. Only applies to Academic Progress (≥ 60) and EL Progress to Proficiency above one standard deviation from the mean.
- Q** Met Long-Term Goal: Academic Achievement Indicator ($\geq 80\%$) and Graduation Rate Four-Year ($\geq 95\%$) and Five-Year ($\geq 96\%$), hence no annual targets.
- Y** Met Target (Academic Achievement, Graduation Rates, EL Progress) or Met Standard (Participation, Academic Progress) or Met State Average (School Quality).
- Y*** Met Target with 90% Confidence Interval applied to Academic Achievement Indicator or EL Progress to Proficiency within one standard deviation below the mean.
- N** Target Not Met (Academic Achievement, Grad Rates, EL Progress) or Standard Not Met (Participation, Academic Progress) or State Average Not Met (School Quality)

* English Language Learners subgroup includes English Language Learners as well as former English Language Learners up to 4 years (F1,F2,F3,F4).

** Median SGP includes grades 4 through 8 for English Language Arts/Literacy and grades 4 through 7 for Mathematics.

*** Chronic Absenteeism State Average based on all students by grade configuration, but not differentiated by subgroup.

* Minimum n-size for all indicators is 20. Where n-size is less than 20 data is suppressed (blank) and decisions appear as (""). Where no baseline data exists decision appears as (" - ").