



HENRY HUDSON REGIONAL SCHOOL  
 (25-2120-050)  
 Grades Offered: 07-12  
 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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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



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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	MONMOUTH
District	HENRY HUDSON REGIONAL
Principal Name	MRS. KINGSMORE
Address	1 GRAND TOUR HIGHLANDS, NJ 07732-2001
Phone Number	(732)872-0900
Email Address	<a href="mailto:LKINGSMORE@HENRYHUDSONREG.K12.NJ.US">LKINGSMORE@HENRYHUDSONREG.K12.NJ.US</a>
Website	<a href="http://henryhudsonreg.k12.nj.us/hhrs">http://henryhudsonreg.k12.nj.us/hhrs</a>
Facebook	<a href="http://facebook.com/henryhudsonregional">http://facebook.com/henryhudsonregional</a>
Twitter	<a href="http://twitter.com/HHPPrincipal">http://twitter.com/HHPPrincipal</a>



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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
7	58	59	63
8	60	57	61
9	47	60	44
10	48	44	55
11	44	41	39
12	39	46	41
Total	296	307	304

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	48.3%	47.5%	51.7%
Male	51.7%	52.5%	48.3%
Economically Disadvantaged Students	28.4%	27.7%	23.3%
Students with Disabilities	23.0%	22.7%	21.5%
English Learners	1.7%	2.0%	2.0%
Homeless Students		0.0%	0.0%
Students in Foster Care		0.0%	0.3%
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	82.8%	83.8%	84.0%
Hispanic	6.8%	7.7%	8.8%
Black or African American	3.9%	4.6%	4.0%
Asian	3.4%	2.0%	1.7%
Native Hawaiian or Pacific Islander	0.7%	0.3%	0.3%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	2.4%	1.6%	1.3%

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	291	298	292
Shared Time Students	6	15	21
Full Time Equivalent	294	306	303

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	95.4%
Spanish	4.0%
Other Languages	0.7%



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Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

A student’s SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short [video about Student Growth Percentiles](#) that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

Student Growth

This table shows the median Student Growth Percentile (mSGP) for both English Language Arts/Literacy (ELA) and Mathematics both overall and for each student group with comparisons to the district and the state. This table also shows whether each mSGP Met Standard (40-59.5) as required by ESSA accountability.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	27	27	50	Not Met	33	33	50	Not Met
White	27	27	50	Not Met	33	33	51	Not Met
Hispanic	47	47	49	**	*	*	48	**
Black or African American	*	*	44	**	*	*	44	**
Asian, Native Hawaiian, or Pacific Islander	*	*	61	**	*	*	61	**
American Indian or Alaska Native	N	N	52	**	N	N	53	**
Two or More Races	*	*	49	**	*	*	51	**
Economically Disadvantaged	37.5	37.5	48	Not Met	32	32	47	**
Students with Disabilities	27	27	41	Not Met	26	26	43	**
English Learners	*	*	54	**	N	N	51	**



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A student’s SGP falls between 1 and 99 and can be grouped into three level

Low Growth: Less than 35

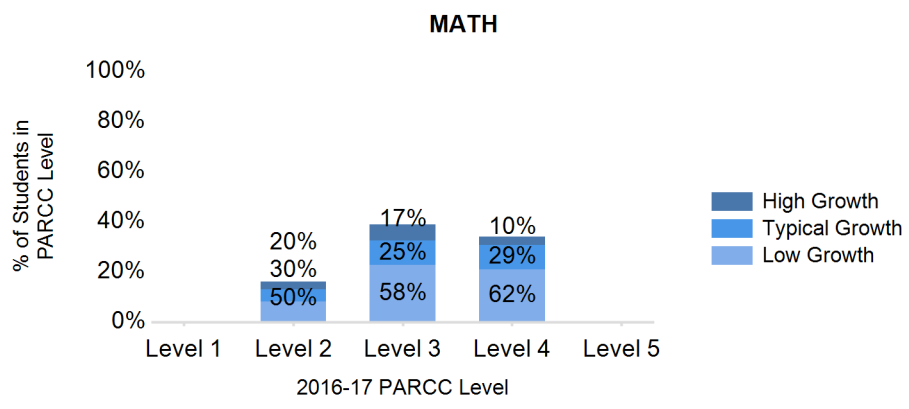
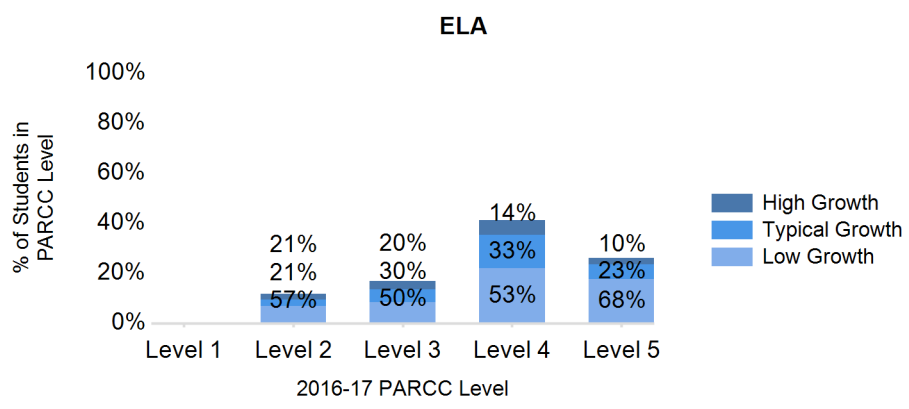
Typical Growth: Between 35 and 65

High Growth: Greater than 65

If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short [video about Student Growth Percentiles](#) that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

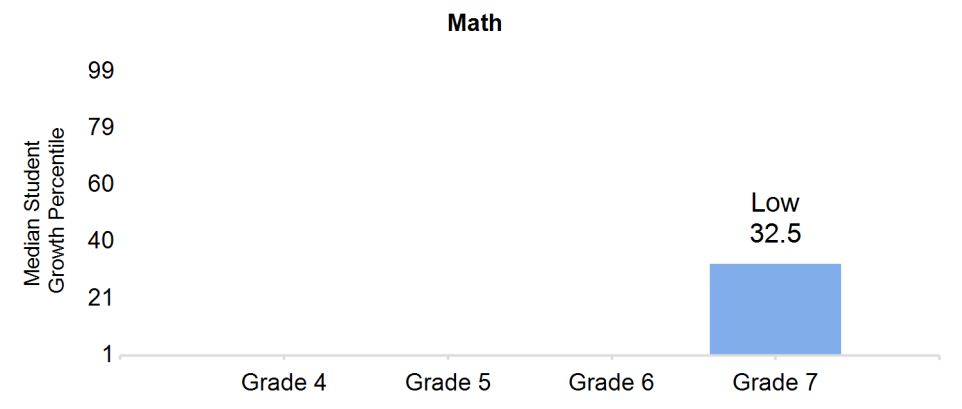
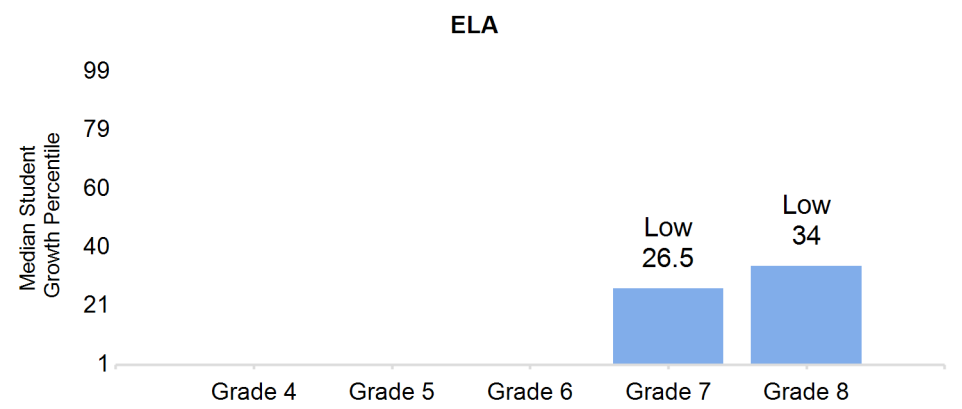
Student Growth by Performance Level

These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.



Student Growth by Grade

These graphs show the median Student Growth Percentile for students in each grade.





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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	225	99.1	63.1	63.1	56.7	63.1	53.4	Met Target
White	192	99.5	64.0	64.0	65.6	64.0	56.5	Met Target
Hispanic	19	100.0	68.5	68.5	42.5	68.5	N	N
Black or African American	10	100.0	20.0	20.0	37.3	20.0	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	82.3	*	**	**
American Indian or Alaska Native	N	N	N	N	52.7	N	**	**
Two or More Races	*	*	*	*	63.4	*	**	**
Female	116	99.2	72.4	72.4	64.5	72.4		
Male	109	99.1	53.2	53.2	49.4	53.2		
Economically Disadvantaged Students	48	100.0	29.2	29.2	38.5	29.2	35.5	Met Target†
Non-Economically Disadvantaged Students	177	98.9	72.3	72.3	67.5	72.3		
Students with Disabilities	57	98.3	15.8	15.8	21.6	15.8	13.7	Met Target
Students without Disabilities	168	99.4	79.2	79.2	63.9	79.2		
English Learners	*	*	*	*	27.3	*	**	**
Non-English Learners	*	*	*	*	59.4	*		
Homeless Students	N	N	N	N	27.7	N		
Students In Foster Care	N	N	N	N	26.3	N		
Military-Connected Students	N	N	N	N	57.4	N		
Migrant Students	N	N	N	N	30.1	N		

† Target was met within a confidence interval.



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 7

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	63	763	763	760	*	*	19%	37%	32%	68%	63%
White	55	763	763	768	*	*	20%	36%	31%	67%	72%
Hispanic	*	*	*	746	*	*	*	*	*	*	49%
Black or African American	*	*	*	740	*	*	*	*	*	*	42%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	790	*	*	*	*	*	*	87%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	57%
Two or More Races	*	*	*	767	*	*	*	*	*	*	68%
Female	41	769	769	769	*	*	*	*	*	73%	72%
Male	22	752	752	752	*	*	*	*	*	59%	54%
Economically Disadvantaged Students	16	736	736	742	*	*	*	*	*	31%	44%
Non-Economically Disadvantaged Students	47	773	773	771	*	*	*	*	*	81%	73%
Students with Disabilities	14	739	739	721	*	*	*	*	*	36%	22%
Students without Disabilities	49	770	770	768	*	*	*	*	*	78%	71%
English Learners	N	N	N	705	N	N	N	N	N	N	11%
Non-English Learners	63	763	763	762	*	*	19%	37%	32%	68%	64%
Homeless Students	N	N	N	729	N	N	N	N	N	N	32%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	25%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	64%
Migrant Students	N	N	N	716	N	N	N	N	N	N	21%



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 8

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	60	757	757	759	*	17%	*	40%	18%	58%	60%
White	45	761	761	767	*	*	*	*	*	64%	70%
Hispanic	*	*	*	744	*	*	*	*	*	*	45%
Black or African American	*	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	789	N	N	N	N	N	N	86%
American Indian or Alaska Native	N	N	N	759	N	N	N	N	N	N	59%
Two or More Races	N	N	N	766	N	N	N	N	N	N	66%
Female	26	761	761	768	*	*	*	*	*	54%	69%
Male	34	753	753	751	*	*	*	*	*	62%	52%
Economically Disadvantaged Students	18	723	723	740	*	*	*	*	*	22%	42%
Non-Economically Disadvantaged Students	42	771	771	769	*	*	*	*	*	74%	71%
Students with Disabilities	17	711	711	719	*	*	*	*	*	12%	19%
Students without Disabilities	43	774	774	766	*	*	*	*	*	77%	68%
English Learners	*	*	*	703	*	*	*	*	*	*	*
Non-English Learners	*	*	*	761	*	*	*	*	*	*	*
Homeless Students	N	N	N	727	N	N	N	N	N	N	27%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	61%
Migrant Students	N	N	N	718	N	N	N	N	N	N	21%





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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	49	753	753	752	*	22%	*	*	*	57%	55%
White	41	752	752	760	*	*	*	*	*	56%	64%
Hispanic	*	*	*	735	*	*	*	*	*	*	38%
Black or African American	*	*	*	734	*	*	*	*	*	*	34%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	782	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	752	N	N	N	N	N	N	51%
Two or More Races	N	N	N	760	N	N	N	N	N	N	63%
Female	26	768	768	759	*	*	*	*	*	77%	63%
Male	23	736	736	744	*	*	*	*	*	35%	46%
Economically Disadvantaged Students	*	*	*	733	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	65%
Students with Disabilities	14	712	712	716	*	*	*	*	*	*	15%
Students without Disabilities	35	770	770	758	*	*	*	*	*	*	62%
English Learners	*	*	*	691	*	*	*	*	*	*	*
Non-English Learners	*	*	*	755	*	*	*	*	*	*	*
Homeless Students	N	N	N	720	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	719	N	N	N	N	N	N	20%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	54%
Migrant Students	N	N	N	696	N	N	N	N	N	N	10%



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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	54	766	766	749	*	*	20%	41%	26%	67%	51%
White	51	764	764	756	*	*	20%	41%	25%	67%	58%
Hispanic	*	*	*	733	*	*	*	*	*	*	38%
Black or African American	N	N	N	728	N	N	N	N	N	N	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	782	N	N	N	N	N	N	78%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	50%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	24	785	785	759	*	*	*	*	*	83%	60%
Male	30	750	750	739	*	*	*	*	*	53%	42%
Economically Disadvantaged Students	*	*	*	730	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	*	*	*	758	*	*	*	*	*	*	59%
Students with Disabilities	11	721	721	707	*	*	*	*	*	*	15%
Students without Disabilities	43	777	777	756	*	*	*	*	*	*	57%
English Learners	*	*	*	684	*	*	*	*	*	*	*
Non-English Learners	*	*	*	752	*	*	*	*	*	*	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	707	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	706	N	N	N	N	N	N	18%



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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	34	747	747	736	*	*	*	*	*	62%	39%
White	26	753	753	737	*	*	*	*	*	73%	41%
Hispanic	*	*	*	731	*	*	*	*	*	*	35%
Black or African American	*	*	*	729	*	*	*	*	*	*	31%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	759	*	*	*	*	*	*	60%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	25%
Two or More Races	N	N	N	737	N	N	N	N	N	N	39%
Female	14	756	756	745	*	*	*	*	*	71%	48%
Male	20	741	741	728	*	*	*	*	*	55%	31%
Economically Disadvantaged Students	*	*	*	730	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	*	*	*	739	*	*	*	*	*	*	42%
Students with Disabilities	*	*	*	708	*	*	*	*	*	*	13%
Students without Disabilities	*	*	*	742	*	*	*	*	*	*	44%
English Learners	*	*	*	702	*	*	*	*	*	*	*
Non-English Learners	*	*	*	738	*	*	*	*	*	*	*
Homeless Students	N	N	N	721	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	708	N	N	N	N	N	N	19%
Military-Connected Students	N	N	N	729	N	N	N	N	N	N	31%
Migrant Students	N	N	N	707	N	N	N	N	N	N	*

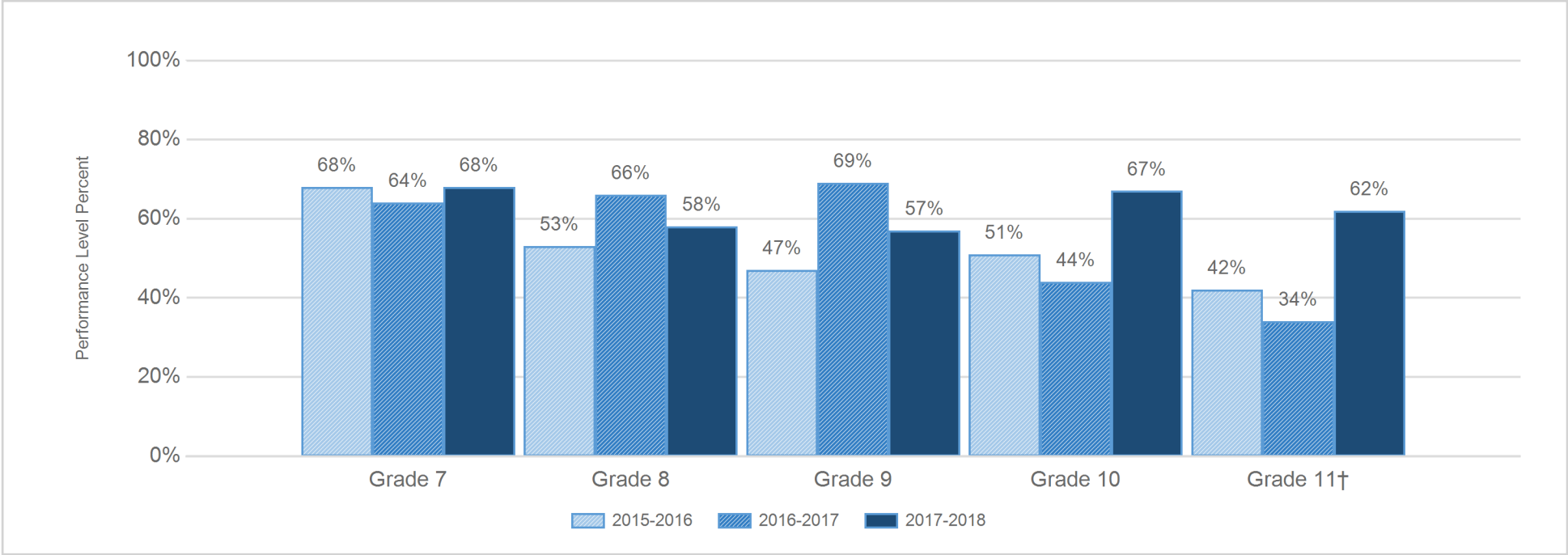


HENRY HUDSON REGIONAL SCHOOL  
(25-2120-050)  
Grades Offered: 07-12  
2017-2018

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English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment for the past three years.



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



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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	215	94.8	40.9	40.9	45.0	40.8	42.5	Met Target†
White	182	94.8	41.2	41.2	54.1	41.1	46.6	Met Target†
Hispanic	20	100.0	40.0	40.0	29.2	40.0	N	N
Black or African American	*	*	*	*	23.4	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	77.0	*	**	**
American Indian or Alaska Native	N	N	N	N	42.5	N	**	**
Two or More Races	*	*	*	*	53.0	*	**	**
Female	113	95.8	38.9	38.9	46.0	38.9		
Male	102	93.6	43.2	43.2	43.9	42.5		
Economically Disadvantaged Students	48	94.2	14.6	14.6	26.6	*	23.8	Not Met
Non-Economically Disadvantaged Students	167	94.9	48.5	48.5	55.9	*		
Students with Disabilities	45	80.4	*	*	17.1	*	14.7	Not Met
Students without Disabilities	170	99.4	*	*	50.5	*		
English Learners	*	*	*	*	24.6	*	**	**
Non-English Learners	*	*	*	*	46.9	*		
Homeless Students	N	N	N	N	17.3	N		
Students In Foster Care	N	N	N	N	16.2	N		
Military-Connected Students	N	N	N	N	45.8	N		
Migrant Students	N	N	N	N	23.7	N		

† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Grade: Grade 7

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	63	742	742	743	*	29%	35%	*	*	32%	43%
White	55	743	743	750	*	29%	35%	*	*	33%	54%
Hispanic	*	*	*	732	*	*	*	*	*	*	27%
Black or African American	*	*	*	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	767	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	39%
Two or More Races	*	*	*	748	*	*	*	*	*	*	51%
Female	41	738	738	745	*	*	*	*	*	24%	45%
Male	22	747	747	741	*	*	*	*	*	45%	42%
Economically Disadvantaged Students	16	721	721	730	*	*	*	*	*	*	24%
Non-Economically Disadvantaged Students	47	749	749	751	*	*	*	*	*	*	55%
Students with Disabilities	14	719	719	717	*	*	*	*	*	*	12%
Students without Disabilities	49	748	748	748	*	*	*	*	*	*	50%
English Learners	N	N	N	716	N	N	N	N	N	N	10%
Non-English Learners	63	742	742	744	*	29%	35%	*	*	32%	45%
Homeless Students	N	N	N	720	N	N	N	N	N	N	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	42%
Migrant Students	N	N	N	718	N	N	N	N	N	N	11%



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Mathematics Assessment - Performance by Grade: Grade 8

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	48	738	738	728	21%	23%	*	*	*	40%	28%
White	35	739	739	736	*	*	*	*	*	43%	36%
Hispanic	*	*	*	722	*	*	*	*	*	*	22%
Black or African American	*	*	*	715	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	747	N	N	N	N	N	N	51%
American Indian or Alaska Native	N	N	N	721	N	N	N	N	N	N	21%
Two or More Races	N	N	N	729	N	N	N	N	N	N	28%
Female	22	738	738	731	*	*	*	*	*	36%	31%
Male	26	738	738	725	*	*	*	*	*	42%	26%
Economically Disadvantaged Students	16	712	712	719	*	*	*	*	*	13%	20%
Non-Economically Disadvantaged Students	32	750	750	735	*	*	*	*	*	53%	35%
Students with Disabilities	17	705	705	705	*	*	*	*	*	*	*
Students without Disabilities	31	755	755	735	*	*	*	*	*	*	*
English Learners	*	*	*	705	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	729	*	*	*	*	*	*	29%
Homeless Students	N	N	N	708	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	708	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	734	N	N	N	N	N	N	31%
Migrant Students	N	N	N	703	N	N	N	N	N	N	10%



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### Mathematics Assessment - Performance by Test: Algebra I

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	54	755	755	746	*	*	28%	*	*	54%	46%
White	44	757	757	755	*	*	30%	*	*	52%	57%
Hispanic	*	*	*	730	*	*	*	*	*	*	27%
Black or African American	*	*	*	727	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	49%
Two or More Races	N	N	N	755	N	N	N	N	N	N	54%
Female	26	754	754	748	*	*	*	*	*	54%	48%
Male	28	756	756	745	*	*	*	*	*	54%	44%
Economically Disadvantaged Students	13	731	731	729	*	*	*	*	*	23%	25%
Non-Economically Disadvantaged Students	41	763	763	756	*	*	*	*	*	63%	57%
Students with Disabilities	*	*	*	716	*	*	*	*	*	*	13%
Students without Disabilities	*	*	*	752	*	*	*	*	*	*	52%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	749	*	*	*	*	*	*	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	16%
Students in Foster Care	N	N	N	712	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	49%
Migrant Students	N	N	N	720	N	N	N	N	N	N	11%





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Mathematics Assessment - Performance by Test: Geometry

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	47	733	733	735	*	*	40%	*	*	26%	30%
White	43	734	734	740	*	*	42%	*	*	26%	37%
Hispanic	*	*	*	723	*	*	*	*	*	*	14%
Black or African American	N	N	N	719	N	N	N	N	N	N	11%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	760	*	*	*	*	*	*	65%
American Indian or Alaska Native	N	N	N	734	N	N	N	N	N	N	28%
Two or More Races	*	*	*	741	*	*	*	*	*	*	39%
Female	21	740	740	736	*	*	*	*	*	38%	30%
Male	26	728	728	734	*	*	*	*	*	15%	29%
Economically Disadvantaged Students	*	*	*	722	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	*	*	*	741	*	*	*	*	*	*	38%
Students with Disabilities	*	*	*	713	*	*	*	*	*	*	*
Students without Disabilities	*	*	*	738	*	*	*	*	*	*	*
English Learners	*	*	*	711	*	*	*	*	*	*	*
Non-English Learners	*	*	*	736	*	*	*	*	*	*	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	731	N	N	N	N	N	N	24%
Migrant Students	N	N	N	709	N	N	N	N	N	N	11%



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Mathematics Assessment - Performance by Test: Algebra II

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	32	733	733	727	*	*	38%	*	*	25%	30%
White	26	738	738	733	*	*	*	*	*	31%	35%
Hispanic	*	*	*	710	*	*	*	*	*	*	14%
Black or African American	*	*	*	705	*	*	*	*	*	*	11%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	766	N	N	N	N	N	N	66%
American Indian or Alaska Native	N	N	N	729	N	N	N	N	N	N	28%
Two or More Races	N	N	N	736	N	N	N	N	N	N	37%
Female	16	738	738	728	*	*	*	*	*	25%	30%
Male	16	728	728	727	*	*	*	*	*	25%	30%
Economically Disadvantaged Students	*	*	*	709	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	*	*	*	736	*	*	*	*	*	*	37%
Students with Disabilities	*	*	*	693	*	*	*	*	*	*	*
Students without Disabilities	*	*	*	732	*	*	*	*	*	*	*
English Learners	*	*	*	691	*	*	*	*	*	*	*
Non-English Learners	*	*	*	729	*	*	*	*	*	*	*
Homeless Students	N	N	N	703	N	N	N	N	N	N	10%
Students in Foster Care	N	N	N	693	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	717	N	N	N	N	N	N	20%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%

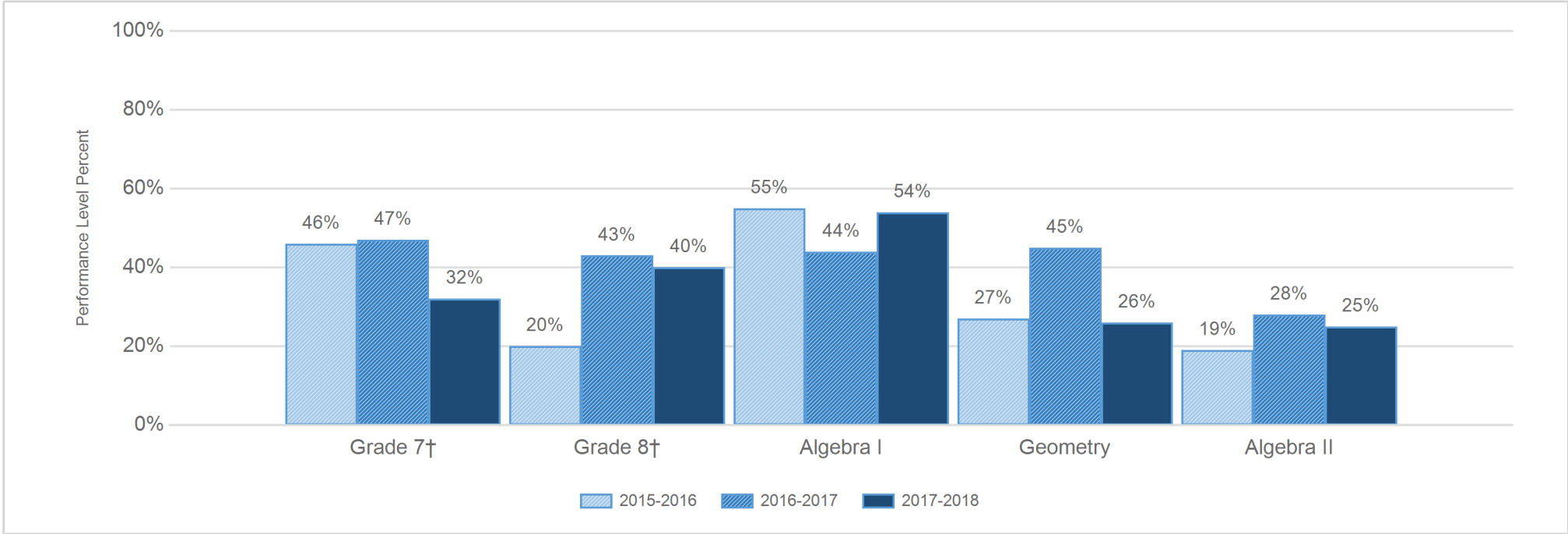


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Mathematics Assessment – Performance Trends

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



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



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DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
7	N	N
8	*	*
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	*	*	*

† 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	*	*	*
3-4	N	N	N
5 or more	*	*	*



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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grade 5, grade 8, and grade 11 were administered the NJSLA-Science field test in 2017-18.

NJASK Science Assessment Information

New Jersey transitioned from the NJASK to NJSLA-S in 2017-18 to align to new science standards. Results of field tests in 2017-18 will not be reported, but results of NJSLA-S will be added to the performance reports in 2018-19.

Biology Assessment Information

New Jersey transitioned from the Biology Assessment to NJSLA-S in 2017-18 to align to new science standards. Results of field tests in 2017-18 will not be reported, but results of NJSLA-S will be added to the performance reports in 2018-19.



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Information about participation and performance on the PSAT, SAT, and ACT exams comes directly from College Board and ACT.

**PSAT, SAT, & ACT - Participation**

This table shows information about participation on the PSAT, SAT, and ACT exams. PSAT participation is the percentage of 10th and 11th graders that took the PSAT 10 or PSAT NMSQT exam in 2017-18. SAT and ACT participation rates show the percentage of 12th graders that have taken the SAT or ACT this year or in prior years.

Participation Type	School Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2017-18	100.0%	85.0%
12th graders taking SAT in 2017-18 or prior years	76.5%	72.2%
12th graders taking ACT in 2017-18 or prior years	*	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	484	478	Grade 10: 430 Grade 11: 460	67%	62%
PSAT 10/NMSQT - Math	472	478	Grade 10: 480 Grade 11: 510	42%	42%
SAT - Reading and Writing	542	542	480	84%	72%
SAT - Math	558	543	530	71%	54%
ACT - Reading	*	24	22	*	62%
ACT - English	*	24	18	*	78%
ACT - Math	*	24	22	*	62%
ACT - Science	*	23	23	*	53%



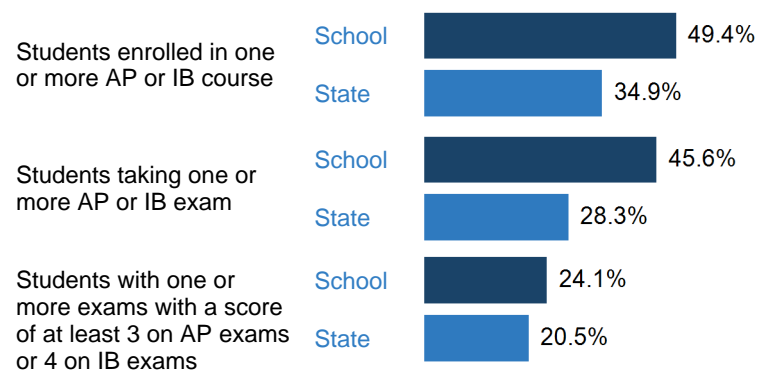
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate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

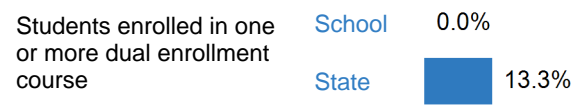
AP/IB Coursework – Participation and Performance

This chart shows the percentage of 11th and 12th graders who enrolled in one or more AP or IB courses, who took one or more AP or IB exams, and who had one or more exams with an AP score of 3 or higher or IB score of 4 or higher.



Dual Enrollment Coursework - Participation

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



AP/ IB Courses Offered

This table shows the list of AP/IB Courses that were offered by the school or for which students took the corresponding AP/IB exam along with the number of students enrolled and the number of students taking the exam. Students do not need to take a course to take the exam and not all students enrolled in a course take the exam. The last two rows show the total number of exams taken and the number of exams with AP scores of 3 or higher or IB scores of 4 or higher. Students who take multiple examples are counted more than once in the last two rows.

AP/IB Course	Students Enrolled	Students Tested
AP Biology	4	3
AP Calculus AB	6	5
AP English Language and Composition	8	8
AP English Literature and Composition	10	9
AP Environmental Science	8	6
AP Music Theory	5	4
AP Physics 1	0	5
AP Physics B	5	0
AP Spanish Language	3	6
AP Studio Art—Drawing Portfolio	0	3
AP U.S. History	18	18
Total Exams taken		67
Exams with scores of at least 3 on AP exams or 4 on IB exams		34



HENRY HUDSON REGIONAL SCHOOL  
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2017-2018

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

Career and Technical Education Participation

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

CTE Participants  
(completed only one course in an approved CTE program)



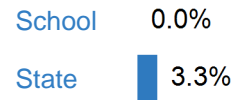
CTE Concentrators  
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

The graph below shows the percentage of students who participated in Structured Learning Experiences during the school year. Structured Learning Experiences can include work-based learning programs, internships, apprenticeships, and service learning experiences and can be paid or unpaid.

Structured Learning Experiences







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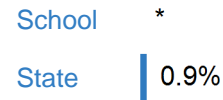
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Industry-Valued Credentials

The graph below shows the percentage of students in grades 9 through 12 who earned one or more Industry-Valued Credential during the school year.

Students Earning Industry-Valued Credentials



Industry-Valued Credentials by Career Cluster

This table shows by Career Cluster the number of students enrolled in approved Career and Technical Education programs, the number of students that earned one or more industry-valued credential, and the total number of credentials earned. Students are only enrolled in one career cluster, but they may earn credentials in multiple clusters or earn multiple credentials within one cluster. Career Clusters without approved credentials are grayed out. Career Cluster rows will be hidden if no students were enrolled and no credentials were earned. The last row provides unique counts of students enrolled and students earning one or more credentials across all clusters.

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total credentials earned
Agriculture, Food & Natural Resources	*		
Architecture & Construction	*		
Health Science	*		
Hospitality & Tourism	*		
Human Services	*		
Marketing	*		
Transportation, Distribution & Logistics	*	*	*
Total (All Clusters)	21	*	*



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Information about [New Jersey Student Learning Standards](#) can be found on the NJDOE website. An English course participation table is not included below because students are required to take four years of English in high school. Detailed information about students enrolled in AP/IB courses in English Language Arts and other subject areas is available in the AP/IB Courses Offered table in the College and Career Readiness Section of this report.

### Mathematics - Course Participation

This table shows the number of students who were enrolled in Mathematics courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
7	0	0	0	0	0	0	63
8	12	5	0	0	0	0	51
9	32	5	0	0	0	0	0
10	8	30	15	0	0	0	0
11	1	11	16	9	0	0	0
12	2	1	6	12	6	19	1
Total	55	52	37	21	6	19	115
Enrolled in AP/IB Course					6	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0

### Science - Course Participation

This table shows the number of students who were enrolled in Science courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	38	2	0	2	0	4
10	0	49	0	15	0	4
11	0	16	0	4	20	0
12	4	2	0	12	8	1
Total	42	69	0	33	28	9
Enrolled in AP/IB Course	4	0		8	5	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0



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### Social Studies and History - Course Participation

This table shows the number of students who were enrolled in Social Studies and History courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	46	3	0	0	0	2
10	0	51	0	0	0	3
11	0	38	1	0	0	16
12	0	8	20	0	0	12
Total	46	100	21	0	0	33
Enrolled in AP/IB Course	0	18	0	0		0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

### World Languages - Course Participation

This table shows the number of students who were enrolled in World Languages courses by grade and language. Students are counted more than once if they were enrolled in courses across multiple languages. The last three rows show the number of students enrolled in level 3 or higher courses (such as French II or IV), Advanced Placement (AP) or International Baccalaureate (IB) courses, and Dual Enrollment courses by language.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
7	62	0	0	0	0	0	0
8	51	0	0	0	0	0	0
9	38	0	0	0	0	0	0
10	32	0	0	0	0	0	0
11	15	0	0	0	0	0	0
12	2	0	0	0	0	0	0
Total	200	0	0	0	0	0	0
Enrolled in AP/IB Course	3	0	0	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	31	0	0	0	0	0	0



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Seal of Biliteracy

This table shows the number of Seals of Biliteracy earned by language. The New Jersey Department of Education State Seal of Biliteracy identifies graduating high school students who are able to demonstrate proficiency in English in addition to one or more languages. Students may be counted more than once if they earned Seals across more than one language. Visit the [NJDOE Seal of Biliteracy website](#) for more information.

Language	Students Earning a Seal of Biliteracy
Spanish	*
Total	*



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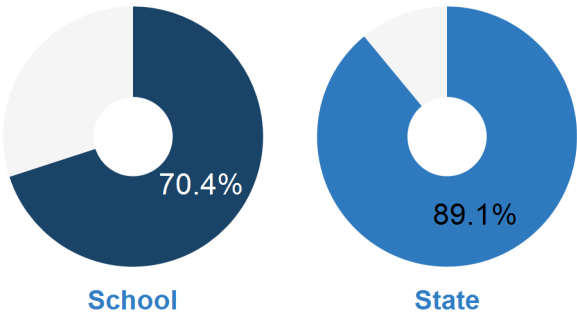
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Visual and Performing Arts – Course Participation

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

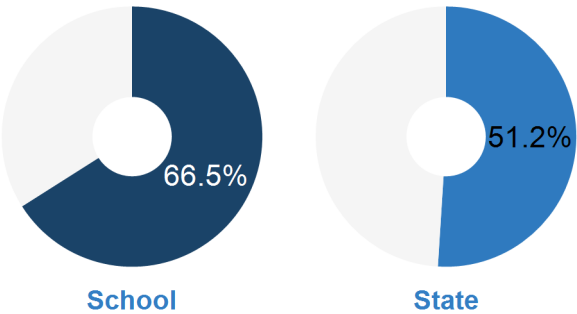
Grades 6-8:

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

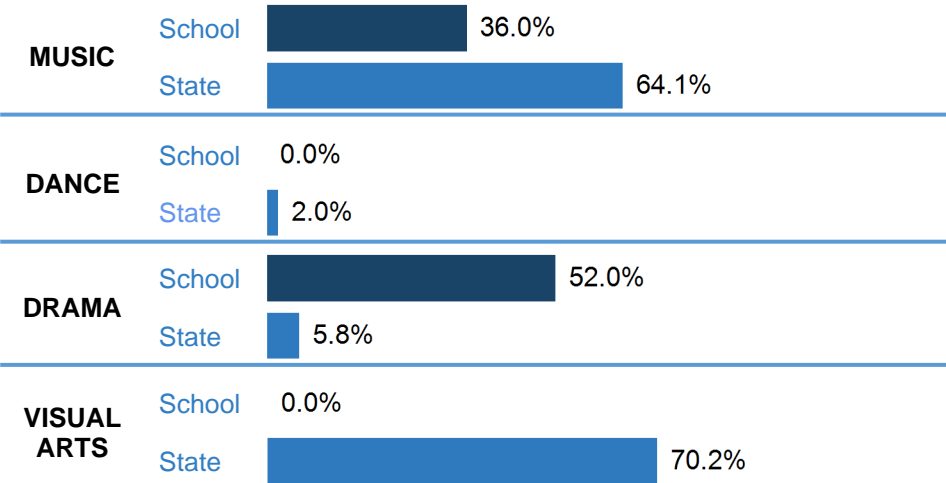


Grades 9-12:

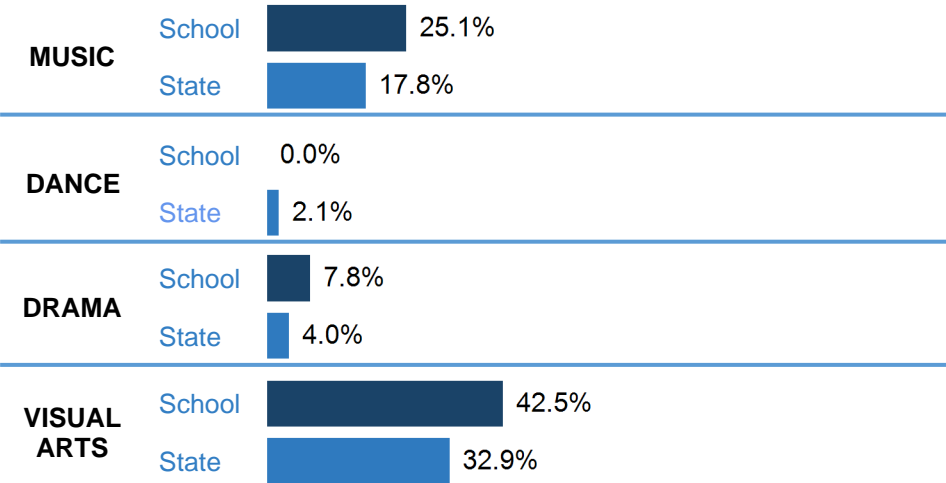
Students enrolled in one or more **visual and performing arts** classes



Students enrolled in one or more classes by discipline:



Students enrolled in one or more classes by discipline:





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Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the [NJDOE Graduation Rate page](#).

Graduation Rates

This table shows 4-year and 5-year graduation rates both overall and by student group. Annual ESSA accountability targets for the Class of 2017 4-year rate and the Class of 2016 5-year rates are included with a flag for whether the annual targets were met. Student group rows where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey’s accountability system, see these [accountability resources](#).

Student Group	School - Class of 2018: 4 Year Rate	State - Class of 2018: 4 Year Rate	School - Class of 2017: 5 Year Rate	State - Class of 2017: 5 Year Rate	Class of 2017: 4 Year Rate	Class of 2017: 4 Year Target	Class of 2017: Met Target	Class of 2016: 5 Year Rate	Class of 2016: 5 Year Target	Class of 2016: Met Target
Schoolwide	84.0%	90.9%	94.1%	92.4%	94.1%	93.5%	Met Target	92.1%	90.8%	Met Target
White	82.9%	95.0%	95.5%	95.7%	95.5%	N	Met Goal	93.5%	90.8%	Met Target
Hispanic	*	84.8%	*	87.3%	*	**	**	*	**	**
Black or African American	N	84.2%	*	86.8%	*	**	**	*	**	**
Asian, Native Hawaiian or Pacific Islander	*	97.0%	*	97.7%	*	**	**	*	**	**
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	78.9%	84.6%	100.0%	87.0%	100.0%	**	**	*	**	**
Students with Disabilities	54.5%	80.1%	84.6%	83.5%	84.6%	**	**	*	**	**
English Learners	*	75.8%	N	81.8%	N	N	N	N	N	N
Homeless Students	N	72.6%	N	79.1%	N			N		
Students in Foster Care	N	62.6%	N	64.9%						



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Graduation Pathways

This table shows the percentage of Class of 2018 graduates that met high school graduation requirements through each type of graduation pathway for both English Language Arts (ELA) and Math.

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
PARCC Assessment	73.8%	76.2%
Substitute Competency Test	16.7%	11.9%
Portfolio Appeals Process	0.0%	2.4%
Alternate Requirements specified in IEP	9.5%	9.5%
Unknown	0.0%	0.0%

Graduation Rate Trends

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

Class of	4-Year Rate	5-Year Rate
2018	84.0%	-
2017	94.1%	94.1%
2016	86.8%	92.1%

Dropout Rate Trends

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

School Year	School Rate	State Rate
2017-2018	2.8%	1.2%
2016-2017	0.5%	1.1%
2015-2016	0.6%	1.2%



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Information about students enrolling in colleges and universities after graduation is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

Postsecondary Enrollment Rates: Fall

This table shows information about Class of 2018 high school graduates enrolled in postsecondary institutions by the fall of 2018. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the next two columns show the percentage of those enrolled students in 2-year and 4-year institutions.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	72.8%	27.6%	72.4%
Schoolwide	82.9%	51.7%	48.3%
White	82.8%	45.8%	54.2%
Hispanic	*	*	*
Black or African American	N	N	N
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	*	*	*
Students with Disabilities	*	*	*
English Learners	*	*	*

Postsecondary Enrollment Rates: 16 month

This table shows information about Class of 2017 high school graduates enrolled in postsecondary institutions by the fall of 2018. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the following sets of columns show the percentage of those enrolled students in 2-year and 4-year institutions, public or private institutions, and in-state and out-of-state institutions.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	77.9%	31.9%	68.1%	72.5%	27.5%	64.9%	35.1%
Schoolwide	84.8%	46.2%	53.8%	71.8%	28.2%	71.8%	28.2%
White	85%	47.1%	52.9%	67.6%	32.4%	73.5%	26.5%
Hispanic	*	*	*	*	*	*	*
Black or African American	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	*	*	*
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	84.6%	81.8%	18.2%	100%	0%	90.9%	9.1%
Students with Disabilities	72.7%	87.5%	12.5%	100%	0%	87.5%	12.5%
English Learners	*	*	*	*	*	*	*





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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.

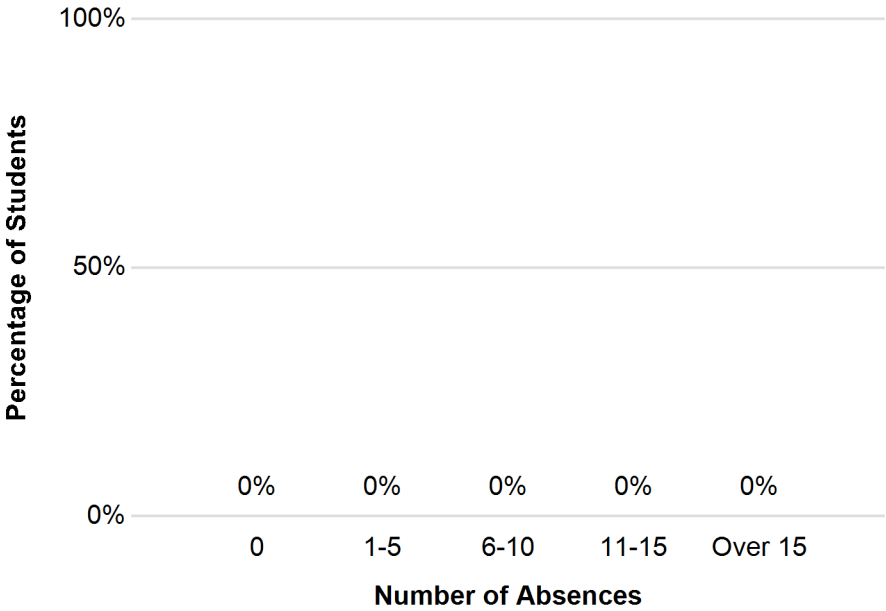
Chronic Absenteeism

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	N	N	N	N
White	N	N	N	N
Hispanic	N	N	N	N
Black or African American	N	N	N	N
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Economically Disadvantaged Students	N	N	N	N
Students with Disabilities	N	N	N	N
English Learners	N	N	N	N

Days Absent

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





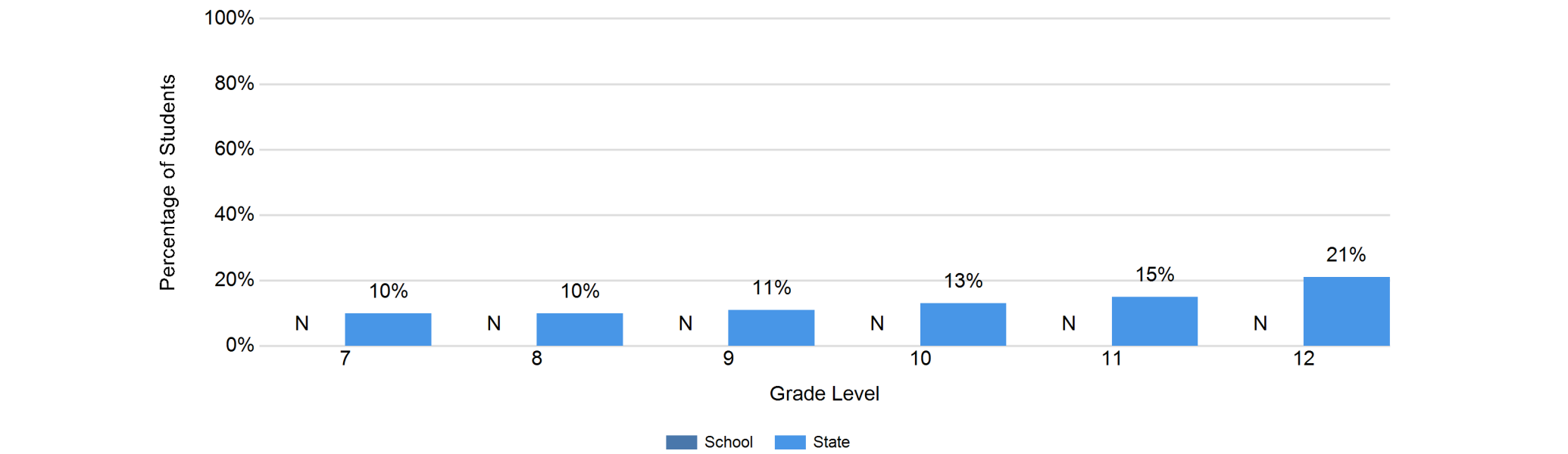
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Chronic Absenteeism by Grade

This graph shows the percentage of students by grade level who were chronically absent during the school year.





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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. As such, comparing this year's report to previous years' data can lead to inaccurate conclusions in many reporting categories. As such, the 2017-18 report should be considered a baseline year.

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents row provides an unduplicated count of incidents. The last row shows the rate of incidents for every 100 students enrolled.

Incident Type	Number of Incidents
Violence	5
Weapons	0
Vandalism	0
Substances	4
Harassment, Intimidation, Bullying (HIB)	7
Total Unique Incidents	16
Incidents Per 100 Students Enrolled	5.29

Police Notifications

This table shows, by incident type, the number of cases where an incident led to police notification.

Incident Type	Incidents Reported to Police
Violence	2
Weapons	0
Vandalism	0
Substances	3
Harassment, Intimidation, Bullying (HIB)	3
Other Incidents Leading to Removal	2



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Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bullying (HIB) investigations. The nature of an incident is based on the protected categories listed below, and the nature of a single HIB investigation may include multiple categories. All confirmed incidents must have an identified nature.

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	1	1
Other	1	4	5
No Identified Nature	3		3

Student Disciplinary Removals

The first table shows, by removal type, the number and percentage of students who received disciplinary removals during the school year. Removal types include students receiving one or more in-school suspensions, one or more out-of-school suspensions, one or more suspension of any type, removal to another school or other educational program, expulsion with no further educational services, or arrest. The second table shows the total number of days missed due to out-of-school suspension for all students during the school year.

Removal Type	Number of Students	Percent of Students
In-School Suspensions	*	*
Out-of-School Suspensions	17	5.6%
Any Suspension	20	6.6%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
43



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School Day

This table shows the start and end times and length of school day for a typical student at this school. Instructional time is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher. Full time students attend this school for more than half of the school day and shared-time students attend the school for half of the school day or less.

Category	School
Typical Start Time	7:45 AM
Typical End Time	2:25 PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	6 Hrs 40 Mins
Shared Time - Instructional Time	3 Hrs. 20 Mins.

Device Ratios

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

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

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2016-2017)	\$595	\$21,171	\$21,766



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**Key terms for staff data:**

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

**Teachers:** All classroom teachers

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

**Teachers – Experience**

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

Category	Teachers in School	Teachers in State
Total Number of teachers	40	117,464
Average years experience in public schools	11.0	12.0
Average years experience in district	10.7	10.7
Teachers in district for 4 or more years	70.0%	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	6	9,374
Average years experience in public schools	3.5	16.0
Average years experience in district	3.2	12.0
Administrators in district for 4 or more years	50.0%	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	8:1	8:1
Students to Administrators	50:1	50:1
Teachers to Administrators	7:1	7:1
Students to Librarians/Media Specialists		303:1
Students to Nurses		303:1
Students to Counselors		151:1
Students to Child Study Team		101:1



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**Key terms for staff data:**  
**Faculty:** All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)  
**Teachers:** All classroom teachers  
**Administrators:** Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

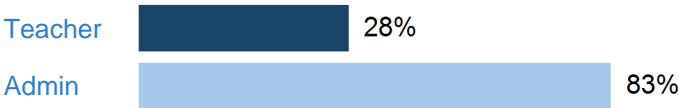
Teachers and Administrators - Level of Education

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

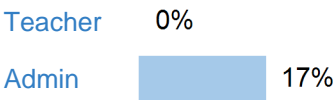
Bachelor’s Degree



Master’s Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to this district in 2016-17 that were still assigned to this district in 2017-18. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2016-17 Teachers: Same district 2017-18	97.4%	90.2%
2016-17 Administrators: Same district 2017-18	75.0%	86.2%

Faculty Attendance

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

School Year	% Days Present
2017-18	97.0%



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

Teachers and Administrators – Demographics

This table shows the percentage of teachers and administrators by gender and by racial and ethnic group.

Category	Teachers	Administrators
Female	65.0%	50.0%
Male	35.0%	50.0%
White	97.5%	100.0%
Hispanic	2.5%	0.0%
Black or African American	0.0%	0.0%
Asian	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%





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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA). For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

Comprehensive Status

This table shows whether this school is identified as requiring Comprehensive Support and Improvement during the 2019-20 school year and whether it will be eligible to exit comprehensive status in January 2021 or January 2022. Schools must meet exit criteria in order to exit status. Schools with a summative score in the bottom 5% of Title I schools or with a four-year graduation rate of 67% or less are identified as requiring Comprehensive Support and Improvement.

Requires Comprehensive Support during the 2019-20 School Year	Eligible to exit status in January 2021	Eligible to exit status in January 2022
No	n/a	n/a

Targeted Status

This table shows whether one or more student groups in this school has been identified as requiring Targeted Support and Improvement during the 2019-20 school year and whether each student group will be eligible to exit targeted status in January 2021 or January 2022. Schools must meet exit criteria in order to exit status. Student groups with a summative score that would be in the bottom 5% of schools and student groups that miss annual targets for all indicators for two years in a row are identified as requiring Targeted Support and Improvement. Note: Schools identified as requiring comprehensive support may have student groups identified as needing targeted support below, but the date they are eligible to exit status is based on their comprehensive status.

Student Group	Requires Targeted Support during the 2019-20 School Year	Eligible to exit status in January 2021	Eligible to exit status in January 2022
Any Student Groups	No	n/a	n/a
White	No		
Hispanic	No		
Black or African American	No		
Asian, Native Hawaiian, or Pacific Islander	No		
American Indian or Alaska Native	No		
Two or More Races	No		
Economically Disadvantaged Students	No		
Students with Disabilities	No		
English Learners	No		



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Accountability Indicator Scores and Summative Rating - 2017-18 School Year

New Jersey has developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement. This table shows the indicator scores for each indicator included in the accountability system and the weight that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative score in the bottom 5% of Title I schools or with a four-year graduation rate of 67% or less are identified as requiring Comprehensive Support and Improvement. For more information about New Jersey’s accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Score	Weight
English Language Arts Proficiency	66.67	14.7%†
Mathematics Proficiency	62.50	14.7%†
Graduation Rate - 4-Year	48.94	17.6%†
Graduation Rate - 5-Year	14.89	17.6%†
English Language Arts Growth	4.17	17.6%†
Mathematics Growth	17.78	17.6%†
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	**	**
<b>Summative Score:</b> Sum of all indicator scores multiplied by indicator weights	34.08	n/a
<b>Summative Rating:</b> Percentile Rank of Summative Score	25.00	n/a
<b>Requires Comprehensive Support:</b> Summative Rating is less than or equal to 5 <sup>th</sup> percentile	No	n/a
<b>Requires Comprehensive Support:</b> 4-year Graduation Rate less than or equal to 67%	No	n/a

† Weights indicated by this symbol were adjusted due to data availability



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### Accountability Summary by Student Group - 2017-18 School Year

New Jersey has developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Targeted Support and Improvement. Any student group where the summative score would be in the bottom 5% of schools is identified for Targeted Support for a Low-Performing Student Group. Any student group that has missed annual targets for all indicators two years in a row is identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups are identified for Targeted Sport will be noted in the Schoolwide row. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16. The target for chronic absenteeism is the state average for chronic absenteeism based on students enrolled in the grades served by the given school. For more details on accountability targets, see these [accountability resources](#).




Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	4-Year Graduation Rate: Met Annual Target	5-Year Graduation Rate: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	No	Met Target	Met Target†	Met Target	Met Target	Not Met	Not Met	**	N	No
White	37.33	21.20	No	Met Target	Met Target†	Met Goal	Met Target	Not Met	Not Met	n/a	N	No
Hispanic	**	**	No	N	N	**	**	**	**	n/a	N	No
Black or African American	**	**	No	**	**	**	**	**	**	n/a	N	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	**	n/a	N	No
American Indian or Alaska Native	**	**	No	**	**	N	N	**	**	n/a	N	No
Two or More Races	**	**	No	**	**	**	**	**	**	n/a	N	No
Economically Disadvantaged Students	16.73	14.08	No	Met Target†	Not Met	**	**	Not Met	**	n/a	N	No
Students with Disabilities	15.39	14.08	No	Met Target	Not Met	**	**	Not Met	**	n/a	N	No
English Learners	**	**	No	**	**	N	N	**	**	**	N	No

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



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School Narrative	
This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact your school directly.	
<div>  <div>Highlights:</div> </div>	<ul style="list-style-type: none"> <li>• "A Private school in a public school setting"; Dual enrollment- Brookdale CC; Partnership with Monmouth University in Communications and Science Technology</li> <li>• Technology is a part of each school day, with all students utilizing 1:1 Chromebooks. A STEAM Academy is in Year Two and has a cohort of 13 students currently</li> <li>• District prides itself on its' shared service model-shared Superintendent with AHES &amp; HES; Business Administrator-AHES; Supervisor of Curriculum &amp; Instruction and Special Services with AHES &amp; HES</li> </ul>
<div>  <div>Mission, Vision, Theme:</div> </div>	<p>Henry Hudson Regional School provides a personalized learning experience that enables students to meet and exceed all content area learning standards by maintaining small class size; securing low student-to-teacher ratio; utilizing highly engaging curriculum that fosters academic achievement in a changing global, technological society; and embracing a strong partnership with its community. Henry Hudson Regional is a private school in a public school setting.</p>
<div>  <div>Awards, Recognition, Accomplishments:</div> </div>	<p>2015-IEEE Robotics'-First Place in NJ; Skills USA-First Place in NJ-Broadcast News Production;Central I State Champions in Girls' Softball; Over 300 awards in Digital Video Production nationally and Internationally recognized; 2016 -NASSP/NJPSA Nationally Recognized Principal of the Year for NJ -current Principal; Nationally recognized Therapy Dog Program; TechXcellence Award for Game Design Course of study; Concert Band performed in Disney World; numerous trophies in music; 2017-Bronze and Silver Awards in a variety of subjects in Skills USA state competition; Division Champions in MS Girls' Softball and Varsity Girls' Field Hockey</p>






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 <p><b>Courses, Curriculum, Instruction:</b></p>	<p>All academic subjects are offered in CP, Honors and Advanced Placement; AP courses include: English Language and Composition; English Literature; US History; Calculus; Physics; Environmental Science; Biology; Spanish; Studio Art; Music Theory-any course not offered at HHRS can be taken digitally at the Board of Education's expense; Basic Skills assistance is available as well as courses geared towards students with disabilities in all levels' Enrichment offered in MS with STEM infusion/dedicated class</p>
 <p><b>Sports and Athletics:</b></p>	<p>Sports Offered: Baseball (Boys), Basketball (Boys &amp; Girls), Bowling (Boys &amp; Girls), Cheerleading (Girls), Cross Country (Boys &amp; Girls), Field Hockey (Girls), Football (Boys), Soccer (Boys &amp; Girls), Softball (Girls), Tennis (Boys &amp; Girls), Track and Field - Spring (Boys &amp; Girls), Track and Field - Winter (Boys &amp; Girls), Volleyball (Boys &amp; Girls), Wrestling (Boys &amp; Girls)</p> <p>Cooperative agreement with Keyport HS allows students to compete in football, wrestling, volleyball and Varsity Girls Soccer; 5th &amp; 6th graders compete athletically on the MS teams from AHES &amp; HES; all students can compete in multiple varsity sports due to size of school; recognized for Good Sportsmanship in Shore Conference; MS teams mirror HS athletic offerings; allow students to compete individually in gymnastics &amp; swimming; dedicated coaching staff and athletic trainer</p>
 <p><b>Clubs and Activities:</b></p>	<p>Admirals for Change; Art; A Capella Choir; Concert Band; Jazz Band; Pep Band; Marching Band; Pit Band; Tri-M Music Honor Society; Book; Gay Straight Alliance; Health Careers; International; Journalism; Key; National Honor Society; Odyssey of the Mind; Science; Skills USA; Student Council; Technology; Theatre-Admiral Players &amp; Junior Admiral Players; Yearbook; Fall Musical with MS &amp; Spring Musical for HS students; Monmouth County Arts Program is housed for MS at HHRS-students can apply and BOE pays tuition for participation in MS/HS programs; Students compete in the arts, music, athletics and academics-we are known for our digital film production program and have received hundreds of awards; 30% of the school population plays an instrument and competes annually</p>






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 <p>Before and After School Programs:</p>	<p>omework Help before and afterschool provided by certificated teaching staff; homework help is free of charge to MS/HS; STEP Program offered to Title I students in mathematics and Language Arts Literacy in MS/HS-students are given remediation and prepare for the PARCC; Arts &amp; Ed. Center of NJ sponsors an afterschool arts enrichment program for MS students from all Monmouth County schools at HHRS-HHRS BOE pays for all middle and high school students who are accepted into the program</p>
 <p>Staff and Professional Learning:</p>	<p>Four in-service days provide a myriad of professional learning opportunities for all staff; digital learning is offered to all students in HS who are interested in a subject that is not offered to them at HHRS; this is fully paid by the Board of Education; teachers have administrative duty periods which are used to collaborate with their subject area peers; teachers meet monthly by departments to discuss curriculum; AP teachers meet monthly to plan AP practice exams and tutorials; MS Team meets twice weekly to discuss curriculum and student achievement with counselor</p>
 <p>Postsecondary Information:</p>	<p>91%- 2018- two/ four- year colleges: Boston U., Cornell, Drexel, Fordham, Ithaca, NJIT, NYU, Penn State, Ramapo, St. Joseph, Quinnipiac, U of Ct, U.of Mass., U. of Miami, TCNJ, U. of Arizona, U. of Michigan, Rutgers; George Washington, Northeastern; Naviance software used for college selection, application and career exploration; Jr. year conferences, post-secondary planning sessions; senior college application sessions; college essay writing prep; FAFSA night help; SAT Prep course</p>






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 <p><b>Student Supports and Services:</b></p>	<p>A Therapy dog program for students with emotional, social and academic needs; ELL tutoring and digital learning supports; NHS tutoring; STEP tutoring for academic support; I &amp; RS Team; Individual, group and class counseling 7-12; full time CST; translation services for Spanish speaking families; full time nursing services; in class support in all core subjects; Structured Learning Experiences for seniors; Sandy Hook Program for special needs students; Resource room classes in all core subjects 7-12</p>
 <p><b>Student Health and Wellness:</b></p>	<p>All students have physical education daily 7-12 for three quarters; one quarter is health and safety: Driver Education; First Aid/CPR/AED training; drug and alcohol awareness; students participate in a Youth Advisory Committee for nutrition; students participate as members of the Safety Committee along with local police, teachers, SAC and administration; students participate on the Handbook committee; Health Club and Admirals for Change are two clubs focused on living a healthy lifestyle free from drugs or alcohol-these students attend conferences and compete in the "You Got Brains" competition annually</p>
 <p><b>Parent and Community Involvement:</b></p>	<p>PTO-supports school with fundraising events; purchased student planners; new scoreboard; over \$30,000 in scholarships to graduating seniors; sells concessions at all athletic events; provide refreshments for school events; Parent Advisory Committee (PAC)-open forum with principal to discuss all concerns; Middle States Accreditation Team for school improvement; HH Tri-District Education Foundation-philanthropic org. granted over \$45,000 to teachers promoting STEAM/STEM; Parent Portal access</p>







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 <p>Facilities:</p>	<p>38 classrooms including 6 science labs; three computer labs; media center with computers; gymnasium; Digital Video production lab; art room; music room; Cafeteria/Auditorium/ additional gym space; building is 55 years old; new addition and renovations in 2005; Upper &amp; lower playing fields; tennis courts; baseball and soccer fields in both towns utilized for athletics; several classrooms are air conditioned; building is utilized by community through recreation; town of Highlands for meetings</p>
 <p>School Safety:</p>	<p>The school has a Safety Plan that documents all the drills necessary for the safety of all our students and staff. Twice annually the police, fire, and emergency responders meet with the safety team at HHRS students, staff, nurse, administration to discuss safety concerns and plan drills. The Highlands Police Department frequently visit the school and perform periodic walkthroughs. Students and staff have excellent rapport with local law enforcement. There are cameras in the building and tight security with visitors.</p>






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<div>  <div>Technology and STEM:</div> </div>	<p>           HHRS is in its' second year of their STEAM Academy. Students apply to be in the Academy and follow a rigorous course of study. All students have a Chromebook issued to them in grade 7 and they are frequently exchanged for new ones when they are broken or updated. There are still several computer labs throughout the building; there is technology throughout the school. An upgraded WiFi system and greater bandwidth has expanded the use of digital learning in the classroom.         </p>
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Other Information:

We provide a curriculum that is aligned to the New Jersey Student Learning Standards and fosters high academic achievement for all students. Although small in size, Henry Hudson Regional School offers a wide array of honors and Advanced Placement courses either in-house or through online education. Students in the twelfth grade can enroll in courses at Brookdale Community College, through a Dual Enrollment agreement between the two schools. Middle School students participate in a “school within a school” approach to learning. A team of teachers has been trained to work together during a common planning period to develop interdisciplinary problem-based learning opportunities for all 7th and 8th grade students. In a time when districts are limiting course offerings for students, Henry Hudson is assigning Spanish I to all 8th graders while increasing Spanish to a full semester for 7th graders. Students are introduced to STEM activities through a dedicated Enrichment program as well as “push-in” classes offered by the STEM Coordinator. A unique program for students with disabilities is our therapy dog program. Henry Hudson Regional has one of the first STEAM Academies in Monmouth County accepting students for tuition. This rigorous program promotes creative thinking and problem-solving. Students follow a four year plan which includes an internship and capstone project in senior year. Students will receive a special designation on their diploma at graduation HHRS also prides itself on having a Digital Production Program, which allows students to become young film makers. Many of our students have been recognized nationally and internationally for their creative film projects. Both of these unique programs have a partnership with Monmouth University. In addition, Henry Hudson is the first school in Monmouth County to embrace the MC Arts MS/HS program and students may participate while BOE pays their tuition.