NJ SCHOOL PERFORMANCE REPORT

HILLSBOROUGH HIGH SCHOOL
(35-2170-030)
Grades Offered: 09-12
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
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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 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	SOMERSET
District	HILLSBOROUGH TWP
Principal Name	MS. BINGERT
Address	466 RAIDER BOULEVARD HILLSBOROUGH, NJ 08844
Phone Number	(908)431-6600
Email Address	KBINGERT@HTPS.US
Website	https://htps.us/
Facebook	https://www.facebook.com/hillsboroughtownshippublicschools
Twitter	https://twitter.com/HillsboroughBOE

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Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years.

Grade	2015-16	2016-17	2017-18
9	551	585	582
10	572	560	578
11	522	579	548
12	582	528	577
Total	2,227	2,252	2,285

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	49.8%	49.1%	49.1%
Male	50.2%	50.9%	50.9%
Economically Disadvantaged Students	6.6%	5.9%	7.1%
Students with Disabilities	14.5%	14.5%	14.1%
English Learners	0.6%	0.4%	0.7%
Homeless Students		0.1%	0.0%
Students in Foster Care		0.0%	0.0%
Military-Connected Students		0.0%	0.0%
Migrant Students		0.0%	0.0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group for the past three school years.

Racial and Ethnic Group	2015-16	2016-17	2017-18
White	68.4%	66.7%	64.5%
Hispanic	7.2%	7.7%	7.7%
Black or African American	5.5%	5.3%	5.6%
Asian	18.7%	19.8%	21.7%
Native Hawaiian or Pacific Islander	0.2%	0.2%	0.4%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.0%	0.2%	0.2%

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	2,200	2,229	2,260
Shared Time Students	53	43	50
Full Time Equivalent	2,227	2,251	2,285

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	76.5%
Spanish	5.1%
Gujarati	2.8%
Chinese	2.4%
Hindi	2.2%
Other Languages	11.0%

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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	1128	97.3	65.6	71.7	56.7	65.6	56.5	Met Target
White	732	97.0	62.7	68.0	65.6	62.7	52.3	Met Target
Hispanic	84	95.6	46.5	54.7	42.5	46.5	38.8	Met Target
Black or African American	*	*	*	55.2	37.3	*	44.1	Met Target
Asian, Native Hawaiian, or Pacific Islander	260	99.2	84.3	87.5	82.3	84.3	78.7	Met Goal
American Indian or Alaska Native	N	N	N	*	52.7	N	**	**
Two or More Races	*	*	*	*	63.4	*	**	**
Female	563	97.3	72.9	78.6	64.5	72.9		
Male	565	97.4	58.4	64.9	49.4	58.4		
Economically Disadvantaged Students	68	92.3	44.1	46.9	38.5	43.3	31.7	Met Target
Non-Economically Disadvantaged Students	1060	97.7	67.0	73.7	67.5	67.0		
Students with Disabilities	147	94.9	24.5	35.2	21.6	24.5	19.6	Met Target
Students without Disabilities	981	97.7	71.8	79.4	63.9	71.8		
English Learners	15	93.7	40.0	59.8	27.3	40.0	**	**
Non-English Learners	1113	97.4	65.9	72.1	59.4	65.9		
Homeless Students	N	N	N	N	27.7	N		
Students In Foster Care	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		

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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	575	766	766	752	5%	9%	19%	40%	27%	67%	55%
White	365	762	762	760	5%	8%	22%	45%	20%	65%	64%
Hispanic	49	742	742	735	*	*	31%	*	*	39%	38%
Black or African American	25	740	740	734	*	*	*	*	*	32%	34%
Asian, Native Hawaiian, or Pacific Islander	136	792	792	782	*	*	7%	34%	54%	88%	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	286	776	776	759	*	*	19%	37%	36%	73%	63%
Male	289	757	757	744	*	*	20%	43%	18%	61%	46%
Economically Disadvantaged Students	46	741	741	733	*	*	33%	*	*	39%	34%
Non-Economically Disadvantaged Students	529	768	768	761	*	*	18%	*	*	70%	65%
Students with Disabilities	80	723	723	716	24%	24%	31%	*	*	21%	15%
Students without Disabilities	495	773	773	758	2%	6%	17%	*	*	75%	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	555	765	765	749	8%	8%	21%	39%	25%	63%	51%
White	366	758	758	756	10%	8%	22%	42%	19%	60%	58%
Hispanic	36	761	761	733	*	*	28%	*	*	56%	38%
Black or African American	*	*	*	728	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	125	790	790	782	*	*	14%	33%	46%	79%	78%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	50%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	275	773	773	759	4%	5%	19%	43%	29%	72%	60%
Male	280	757	757	739	13%	10%	23%	35%	20%	55%	42%
Economically Disadvantaged Students	26	742	742	730	*	*	*	*	*	46%	34%
Non-Economically Disadvantaged Students	529	766	766	758	*	*	*	*	*	64%	59%
Students with Disabilities	61	718	718	707	41%	*	21%	*	*	23%	15%
Students without Disabilities	494	771	771	756	4%	*	21%	*	*	68%	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	215	748	748	736	13%	10%	26%	39%	12%	51%	39%
White	121	748	748	737	10%	10%	31%	39%	10%	49%	41%
Hispanic	25	735	735	731	*	*	*	*	*	36%	35%
Black or African American	15	722	722	729	*	*	*	*	*	27%	31%
Asian, Native Hawaiian, or Pacific Islander	54	761	761	759	*	*	*	44%	24%	69%	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	88	756	756	745	*	*	22%	41%	18%	59%	48%
Male	127	743	743	728	*	*	29%	37%	8%	45%	31%
Economically Disadvantaged Students	12	718	718	730	*	*	*	*	*	17%	33%
Non-Economically Disadvantaged Students	203	750	750	739	*	*	*	*	*	53%	42%
Students with Disabilities	54	721	721	708	31%	*	28%	*	*	24%	13%
Students without Disabilities	161	757	757	742	7%	*	25%	*	*	60%	44%
English Learners	*	*	*	702	*	*	*	*	*	*	*
Non-English Learners	*	*	*	738	*	*	*	*	*	*	*
Homeless Students	*	*	*	721	*	*	*	*	*	*	22%
Students in Foster Care	*	*	*	708	*	*	*	*	*	*	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	*

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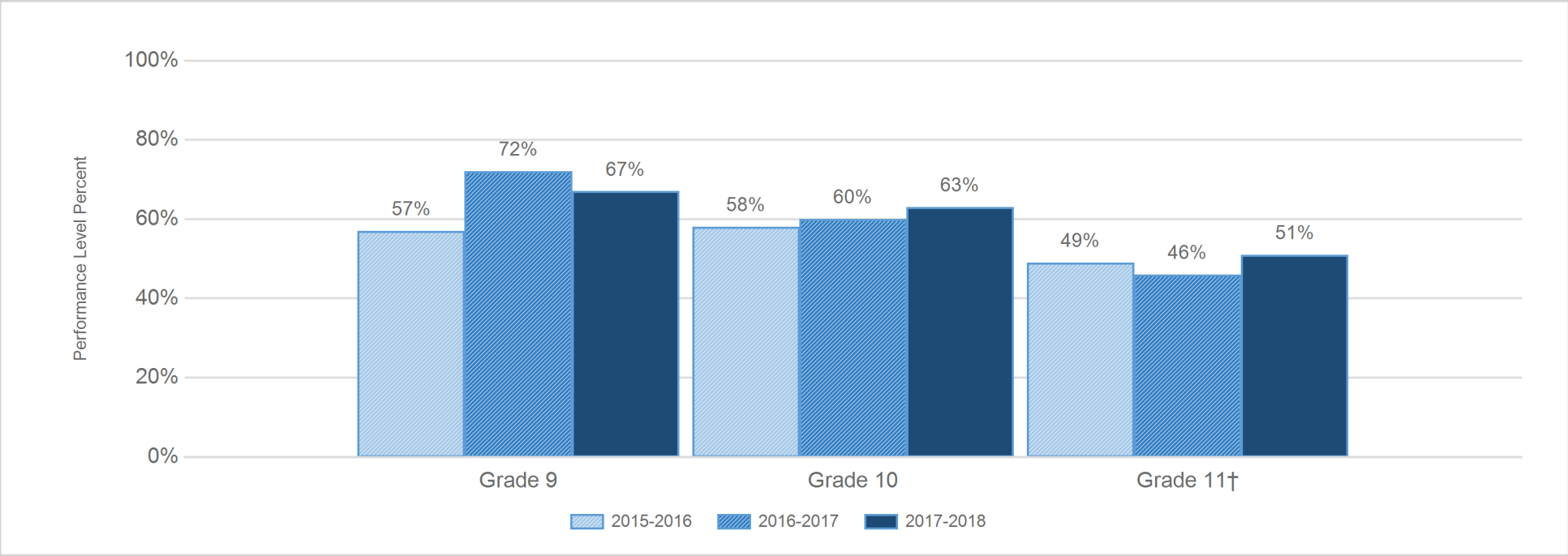
English Language Arts/Literacy Assessment - Performance Trends

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.



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Mathematics Assessment - Participation and Performance

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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	1057	97.5	58.2	69.2	45.0	58.2	50.2	Met Target
White	702	97.4	56.2	65.2	54.1	56.2	48.6	Met Target
Hispanic	87	94.7	41.3	48.6	29.2	41.1	32.9	Met Target
Black or African American	*	*	*	45.4	23.4	*	24.8	Met Target†
Asian, Native Hawaiian, or Pacific Islander	217	99.5	79.3	89.0	77.0	79.3	69.9	Met Target
American Indian or Alaska Native	N	N	N	*	42.5	N	**	**
Two or More Races	*	*	*	*	53.0	*	**	**
Female	531	97.5	57.4	70.3	46.0	57.4		
Male	526	97.6	58.9	68.2	43.9	58.9		
Economically Disadvantaged Students	72	97.4	43.1	43.0	26.6	43.1	30.2	Met Target
Non-Economically Disadvantaged Students	985	97.5	59.3	71.4	55.9	59.3		
Students with Disabilities	138	94.6	21.0	33.1	17.1	20.9	23.9	Met Target†
Students without Disabilities	919	98.0	63.8	76.9	50.5	63.8		
English Learners	16	94.4	43.8	62.1	24.6	43.2	**	**
Non-English Learners	1041	97.6	58.4	69.5	46.9	58.4		
Homeless Students	N	N	N	*	17.3	N		
Students In Foster Care	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		

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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
Schoolwide	303	748	766	746	6%	12%	31%	*	*	51%	46%
White	210	751	762	755	*	9%	31%	*	*	57%	57%
Hispanic	41	731	*	730	*	*	39%	29%	0%	29%	27%
Black or African American	18	733	*	727	*	*	*	*	*	33%	23%
Asian, Native Hawaiian, or Pacific Islander	34	754	785	779	*	*	29%	*	*	53%	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	132	745	765	748	*	*	36%	*	*	45%	48%
Male	171	750	767	745	*	*	28%	*	*	56%	44%
Economically Disadvantaged Students	41	739	*	729	*	*	27%	*	*	41%	25%
Non-Economically Disadvantaged Students	262	749	*	756	*	*	32%	*	*	53%	57%
Students with Disabilities	63	724	*	716	*	29%	35%	*	*	16%	13%
Students without Disabilities	240	754	*	752	*	7%	30%	*	*	61%	52%
English Learners	*	*	757	710	*	*	*	*	*	*	*
Non-English Learners	*	*	766	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	449	748	752	735	4%	14%	30%	45%	6%	52%	30%
White	312	747	749	740	4%	14%	32%	45%	6%	50%	37%
Hispanic	34	737	737	723	*	*	32%	35%	0%	35%	14%
Black or African American	*	*	*	719	*	*	*	*	*	*	11%
Asian, Native Hawaiian, or Pacific Islander	74	764	771	760	0%	*	*	66%	15%	81%	65%
American Indian or Alaska Native	N	N	N	734	N	N	N	N	N	N	28%
Two or More Races	*	*	*	741	*	*	*	*	*	*	39%
Female	232	750	752	736	*	10%	34%	*	*	53%	30%
Male	217	746	752	734	*	18%	27%	*	*	50%	29%
Economically Disadvantaged Students	28	734	734	722	*	*	46%	*	*	25%	13%
Non-Economically Disadvantaged Students	421	749	753	741	*	*	29%	*	*	54%	38%
Students with Disabilities	63	725	725	713	*	41%	25%	*	*	17%	*
Students without Disabilities	386	752	756	738	*	10%	31%	*	*	58%	*
English Learners	*	*	*	711	*	*	*	*	*	*	*
Non-English Learners	*	*	*	736	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	*
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%

NJ SCHOOL PERFORMANCE REPORT

HILLSBOROUGH HIGH SCHOOL
(35-2170-030)
Grades Offered: 09-12
2017-2018

Report Key:
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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	442	755	755	727	10%	11%	25%	45%	9%	54%	30%
White	259	749	749	733	11%	12%	28%	45%	4%	49%	35%
Hispanic	34	740	740	710	*	*	29%	*	*	38%	14%
Black or African American	24	708	708	705	*	*	*	*	*	*	11%
Asian, Native Hawaiian, or Pacific Islander	125	781	781	766	*	*	18%	54%	24%	78%	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	226	755	755	728	9%	10%	26%	49%	6%	55%	30%
Male	216	755	755	727	11%	13%	23%	40%	13%	53%	30%
Economically Disadvantaged Students	19	743	743	709	*	*	*	*	*	42%	13%
Non-Economically Disadvantaged Students	423	756	756	736	*	*	*	*	*	55%	37%
Students with Disabilities	56	710	710	693	55%	*	*	*	*	20%	*
Students without Disabilities	386	762	762	732	3%	*	*	*	*	59%	*
English Learners	N	N	N	691	N	N	N	N	N	N	*
Non-English Learners	442	755	755	729	10%	11%	25%	45%	9%	54%	*
Homeless Students	N	N	N	703	N	N	N	N	N	N	10%
Students in Foster Care	*	*	*	693	*	*	*	*	*	*	*
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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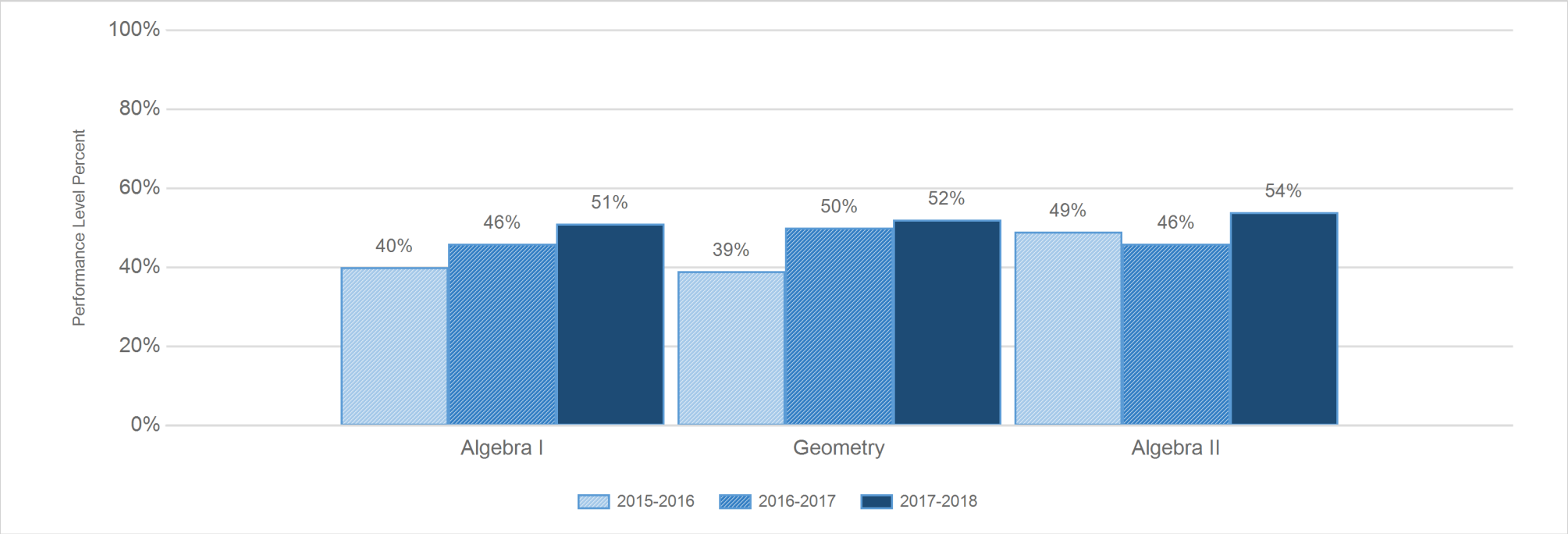
Mathematics Assessment – Performance Trends

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
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	10	70.0%	30.0%
3-4	*	*	*
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	96.2%	85.0%
12th graders taking SAT in 2017-18 or prior years	85.6%	72.2%
12th graders taking ACT in 2017-18 or prior years	30.3%	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	527	478	Grade 10: 430 Grade 11: 460	83%	62%
PSAT 10/NMSQT - Math	525	478	Grade 10: 480 Grade 11: 510	61%	42%
SAT - Reading and Writing	603	542	480	92%	72%
SAT - Math	616	543	530	81%	54%
ACT - Reading	26	24	22	76%	62%
ACT - English	25	24	18	92%	78%
ACT - Math	26	24	22	79%	62%
ACT - Science	25	23	23	70%	53%

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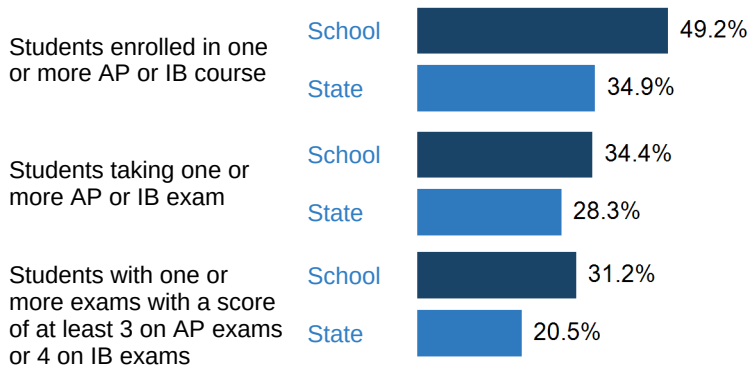
Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (IB)** courses and exams and **dual enrollment** courses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

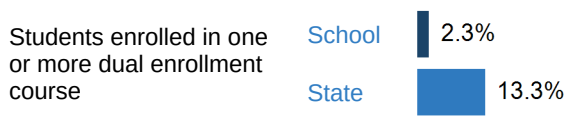
AP/IB Coursework – Participation and Performance

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 Art—History of Art	0	8
AP Biology	55	43
AP Calculus AB	100	78
AP Calculus BC	32	29
AP Chemistry	69	65
AP Chinese Language and Culture	0	3
AP Computer Science A	32	20
AP English Language and Composition	37	36
AP English Literature and Composition	84	58
AP European History	10	7
AP French Language and Culture	17	13
AP German Language and Culture	11	10
AP Italian Language and Culture	27	17
AP Macroeconomics	0	68
AP Microeconomics	150	76
AP Physics 1	115	49

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AP/IB Course	Students Enrolled	Students Tested
AP Physics 2	22	11
AP Physics C	29	0
AP Physics C: Electricity and Magnetism	0	12
AP Physics C: Mechanics	0	19
AP Psychology	122	55
AP Spanish Language	45	28
AP Statistics	40	26
AP Studio Art—Two-Demensional	4	3
AP U.S. Government and Politics	36	26
AP U.S. History	170	147
AP World History	19	13
Total Exams taken		920
Exams with scores of at least 3 on AP exams or 4 on IB exams		798

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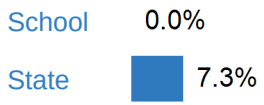
This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit the NJDOE's Career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

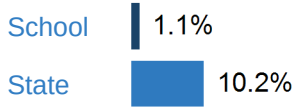
Career and Technical Education Participation

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)



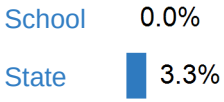
CTE Concentrators
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



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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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

School	*
State	0.9%

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	*	*	*
Arts, AV Technology & Communications	16		
Health Science	*		
Hospitality & Tourism	*		
Human Services	*	*	*
Law, Public Safety, Corrections & Security	*		
Manufacturing	*		
Transportation, Distribution & Logistics	*	*	*
Total (All Clusters)	50	*	*

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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
9	306	240	62	0	0	0	9
10	14	259	275	0	2	0	78
11	3	25	263	0	48	2	228
12	1	6	31	0	227	38	279
Total	324	530	631	0	277	40	594
Enrolled in AP/IB Course					132	40	0
Enrolled in Dual Enrollment Course	0	0	0	0	2	4	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	236	45	5	316	1	3
10	291	244	30	12	6	31
11	85	253	24	7	184	31
12	37	60	14	12	295	161
Total	649	602	73	347	486	226
Enrolled in AP/IB Course	55	69		0	164	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

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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.

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	583	7	3	0	0	10
10	18	562	4	0	0	32
11	5	538	62	8	16	37
12	15	79	140	114	118	220
Total	621	1186	209	122	134	299
Enrolled in AP/IB Course	19	170	150	122		45
Enrolled in Dual Enrollment Course	0	10	0	1	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
9	273	76	86	33	33	21	3
10	251	96	105	23	39	13	33
11	225	48	75	11	41	7	23
12	81	30	39	19	8	7	34
Total	830	250	305	86	121	48	93
Enrolled in AP/IB Course	45	17	27	0	11	0	0
Enrolled in Dual Enrollment Course	0	0	3	0	0	0	0
Enrolled in Level 3 or Higher	384	176	153	25	84	34	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
French	*
German	11
Italian	13
Latin	15
Spanish	40
Total	*

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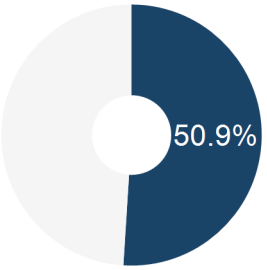
Visual and Performing Arts – Course Participation

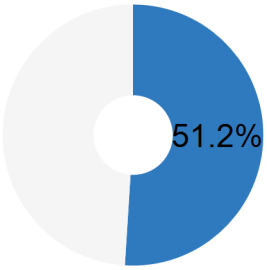
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 9-12:

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

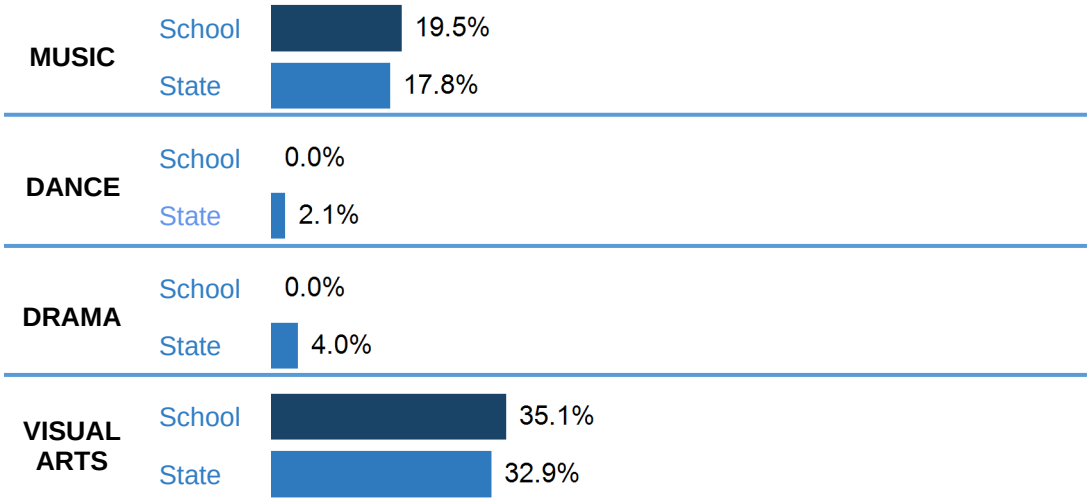


School



State

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	95.1%	90.9%	98.3%	92.4%	97.8%	N	Met Goal	97.2%	N	Met Goal
White	95.5%	95.0%	98.4%	95.7%	97.4%	N	Met Goal	98.1%	N	Met Goal
Hispanic	85.1%	84.8%	92.5%	87.3%	94.9%	87.5%	Met Target	91.2%	92.3%	Not Met
Black or African American	*	84.2%	100.0%	86.8%	100.0%	N	Met Goal	86.2%	92.1%	Not Met
Asian, Native Hawaiian or Pacific Islander	98.4%	97.0%	100.0%	97.7%	100.0%	N	Met Goal	98.9%	N	Met Goal
American Indian or Alaska Native	N	86.5%	N	94.1%	N	N	N	N	N	N
Two or More Races	*	92.0%	N	93.9%	N	N	N	N	N	N
Economically Disadvantaged Students	86.5%	84.6%	97.0%	87.0%	97.0%	N	Met Goal	86.3%	89.3%	Not Met
Students with Disabilities	85.9%	80.1%	94.5%	83.5%	90.4%	76.7%	Met Target	89.0%	89.5%	Not Met
English Learners	*	75.8%	90.9%	81.8%	90.9%	**	**	*	**	**
Homeless Students	*	72.6%	N	79.1%	N			N		
Students in Foster Care	N	62.6%	N	64.9%						

NJ SCHOOL PERFORMANCE REPORT

HILLSBOROUGH HIGH SCHOOL
(35-2170-030)
Grades Offered: 09-12
2017-2018

Report Key:
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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 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	64.3%	74.8%
Substitute Competency Test	32.7%	21.3%
Portfolio Appeals Process	0.0%	0.0%
Alternate Requirements specified in IEP	2.5%	3.3%
Unknown	0.5%	0.5%

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	95.1%	-
2017	97.8%	98.3%
2016	96.7%	97.2%

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	0.6%	1.2%
2016-2017	0.6%	1.1%
2015-2016	0.4%	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	88.4%	18%	82%
White	88.9%	17.6%	82.4%
Hispanic	70.3%	42.3%	57.7%
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	93.5%	14.7%	85.3%
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	66.7%	34.6%	65.4%
Students with Disabilities	70.3%	48.1%	51.9%
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	92.5%	23.1%	76.9%	71%	29%	48.1%	51.9%
White	93.4%	22.8%	77.2%	72.4%	27.6%	45.1%	54.9%
Hispanic	77.8%	42.9%	57.1%	71.4%	28.6%	57.1%	42.9%
Black or African American	87.5%	47.6%	52.4%	76.2%	23.8%	57.1%	42.9%
Asian, Native Hawaiian, or Pacific Islander	96.6%	11.6%	88.4%	64%	36%	54.7%	45.3%
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N
Economically Disadvantaged Students	76%	57.9%	42.1%	84.2%	15.8%	84.2%	15.8%
Students with Disabilities	79.7%	66.7%	33.3%	82.4%	17.6%	76.5%	23.5%
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.

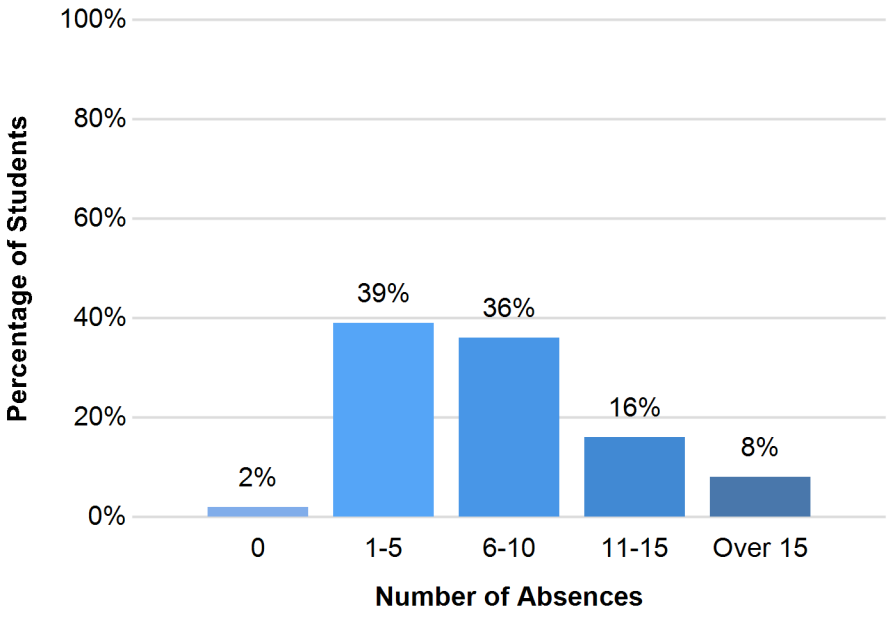
Chronic Absenteeism

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	108	4.6	14.9	Met
White	75	4.9	14.9	Met
Hispanic	15	8.5	14.9	Met
Black or African American	*	*	14.9	Met
Asian, Native Hawaiian, or Pacific Islander	9	1.8	14.9	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Economically Disadvantaged Students	26	16.0	14.9	Not Met
Students with Disabilities	49	13.8	14.9	Met
English Learners	2	13.3	**	**

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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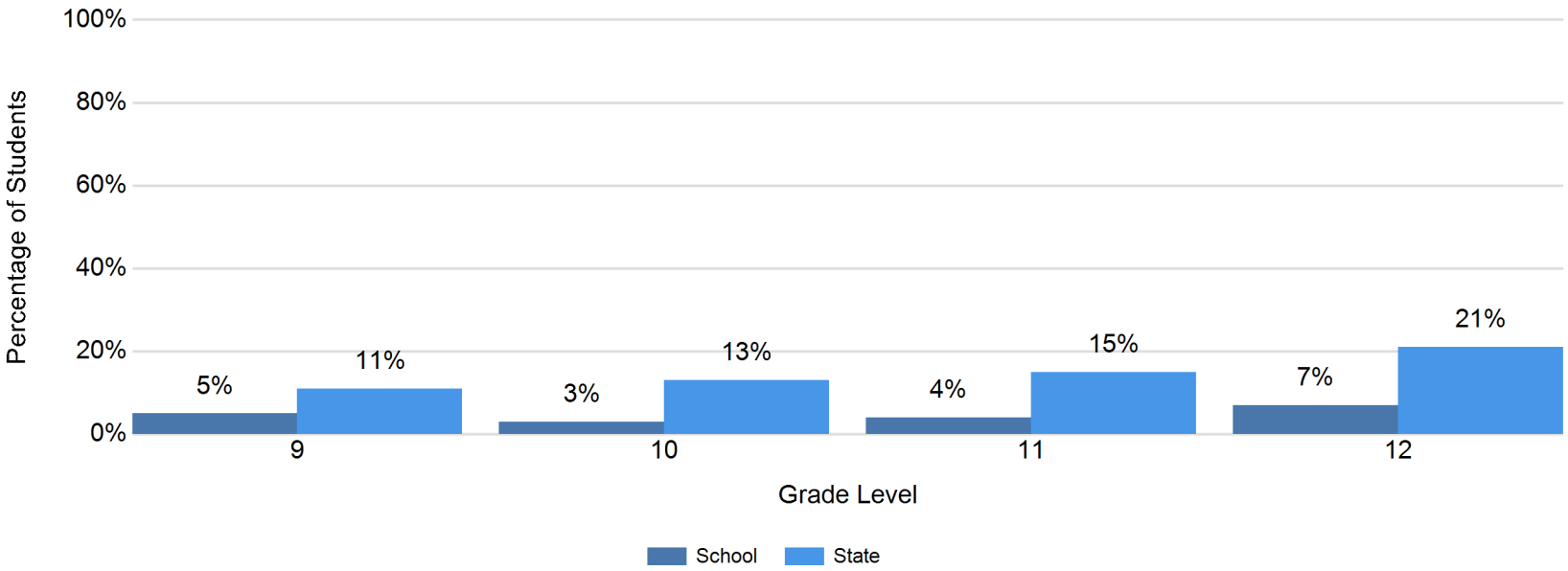
Chronic Absenteeism by Grade

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	16
Weapons	0
Vandalism	3
Substances	45
Harassment, Intimidation, Bullying (HIB)	4
Total Unique Incidents	68
Incidents Per 100 Students Enrolled	2.98

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	1
Weapons	0
Vandalism	1
Substances	10
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

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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 Bulling (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	2	2
Religion	0	3	3
Ancestry	0	1	1
Gender	0	0	0
Sexual Orientation	0	1	1
Disability	0	0	0
Other	0	0	0
No Identified Nature	8		8

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	92	4.0%
Out-of-School Suspensions	*	*
Any Suspension	93	4.1%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
16

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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	7:30 AM
Typical End Time	2:25 PM
Length of School Day	6 Hrs 55 Mins
Full Time - Instructional Time	5 Hrs 51 Mins
Shared Time - Instructional Time	3 Hrs. 48 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)	$275	$14,398	$14,673

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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	186	117,464
Average years experience in public schools	13.2	12.0
Average years experience in district	10.6	10.7
Teachers in district for 4 or more years	77.4%	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	35	9,374
Average years experience in public schools	20.0	16.0
Average years experience in district	11.9	12.0
Administrators in district for 4 or more years	85.7%	76.2%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	12:1	11:1
Students to Administrators	286:1	211:1
Teachers to Administrators	23:1	19:1
Students to Librarians/Media Specialists		821:1
Students to Nurses		616:1
Students to Counselors		321:1
Students to Child Study Team		274:1

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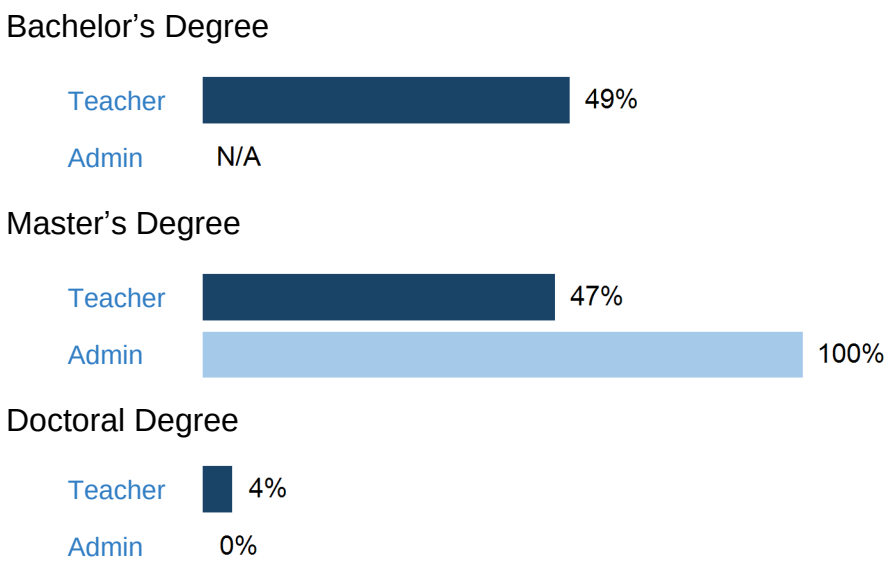
Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by the teachers and administrators. 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.



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	93.6%	90.2%
2016-17 Administrators: Same district 2017-18	91.7%	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	96.8%

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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	64.0%	50.0%
Male	36.0%	50.0%
White	91.9%	87.5%
Hispanic	3.2%	0.0%
Black or African American	2.2%	12.5%
Asian	2.7%	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	71.06	17.5%
Mathematics Proficiency	86.82	17.5%
Graduation Rate - 4-Year	86.25	25.0%
Graduation Rate - 5-Year	57.18	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	80.75	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	75.60	n/a
Summative Rating: Percentile Rank of Summative Score	81.38	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	No	n/a
Requires Comprehensive Support: 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	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 Goal	Met Goal	**	Met	No
White	75.64	8.94	No	Met Target	Met Target	Met Goal	Met Goal	n/a	Met	No
Hispanic	72.63	8.94	No	Met Target	Met Target	Met Target	Not Met	n/a	Met	No
Black or African American	75.34	8.94	No	Met Target	Met Target†	Met Goal	Not Met	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	74.23	8.94	No	Met Goal	Met Target	Met Goal	Met Goal	n/a	Met	No
American Indian or Alaska Native	**	**	No	**	**	N	N	n/a	**	No
Two or More Races	**	**	No	**	**	N	**	n/a	**	No
Economically Disadvantaged Students	71.65	8.94	No	Met Target	Met Target	Met Goal	Not Met	n/a	Not Met	No
Students with Disabilities	76.73	8.94	No	Met Target	Met Target†	Met Target	Not Met	n/a	Met	No
English Learners	**	**	No	**	**	**	**	**	**	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.

Highlights:	• Partnerships with local colleges and universities including Princeton, Rutgers, and TCNJ including expanded opportunities for concurrent enrollment for students for transcripted college credit. • Robust elective, co-curricular and extra-curricular options provide opportunities for all students to seek new endeavors. Increased focus and awareness on equity for every learner. • Collaboration with our local municipality offers opportunities for our students to enjoy vital job coaching and dynamic internship opportunities.
Mission, Vision, Theme:	The Hillsborough Township Public School District is committed to providing a superior education for all students so they will lead us successfully and responsibly into the future.
Awards, Recognition, Accomplishments:	HHS is often recognized by independent organizations (U.S. News & World Report, NJ Monthly, Newsweek, and Washington Post), students earn National Merit accolades, and graduates earn local, college, and prestigious military scholarships. Students exemplify scholarship, commitment to excellence, dedication to community, and Raider pride. Many of the highly educated, accomplished staff members have been selected by professional organizations as presenters, award recipients, and leaders.

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School Narrative

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Courses, Curriculum, Instruction:	HHS, a comprehensive high school, offers a wide array of courses at multiple levels. The district's special education program is second to none. With college preparatory, honors, and 23 Advanced Placement courses, students have several pathways to pursue to challenge themselves. The gifted and talented internship program partners with local professionals, and concurrent enrollment classes with Raritan Valley Community College awards high school and college credit upon completion.
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Cheerleading (Girls), Cross Country (Boys & Girls), Field Hockey (Girls), Football (Boys), Golf (Boys & Girls), Gymnastics (Girls), Ice Hockey (Boys), Lacrosse (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Boys & Girls), Wrestling (Coed) HHS offers 29 sports with 75 teams (V, JV and freshman). Part of the NJ State Interscholastic Athletic Association, Somerset County Interscholastic Athletic Association and Skyland Conference, the program competes in the highest division with approximately 1100 participants annually. Coaches, trainers, and strength/conditioning staff are nationally certified. The tenets of the program focus on physical, mental, and emotional health while building life skills that will prepare students for success.
Clubs and Activities:	HHS offers nearly 80 clubs/activities that foster a positive connection to school. The philosophy is one of inclusivity, addressing an array of interests so every student can get involved in the school community outside of the school day. This is implemented by empowering students to create new clubs, resulting in groups such as Scrapbooking, Gaming, Gift of Life (which promotes organ donation to save lives), and Thirst Project (which raises money to bring clean drinking water to underdeveloped countries.)

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Staff and Professional Learning:	Hillsborough offers several in-service days with professional development sessions geared to district, building, and department goals, centered around student learning. Professional Learning Communities (PLCs) meet regularly to focus on curriculum, common assessments, benchmarks for learning, and consistent expectations. Cohesiveness stems from summer institutes which provide training on ways that PLCs can work best. Outside PD is also highly regarded to support teachers in their learning.
Postsecondary Information:	Approximately 92% of HHS' graduates pursue post-secondary education (74% go to four-year and 18% to two-year institutions). The remaining 8% seek military careers, employment, or business/trade school. Last year, students applied to 391 unique institutions and were accepted to 327, including the country's most prestigious schools. Class of 2018 graduates attend 160 unique post-secondary institutions/military academies. There were 19 National Merit Scholarship semi-finalists, three finalists, and one National Merit Scholar.

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Student Supports and Services:	HHS students are afforded a wide range of support services based upon individual needs. English Language Learners take ESL classes and get push-in support. Classified students work with teachers/Child Study Team members to meet their unique needs. The Intervention & Referral Services team assists non-classified students with learning, behavior, or health issues. Effective School Solutions is an in-house support to students with issues that may otherwise result in out-of-district placements.
Student Health and Wellness:	HHS students are supported by three nurses and three student assistance counselors. The school offers a random drug testing program for any students involved in clubs/activities, athletics, and student parking. This is done as a deterrent to encourage students to live drug-free lives rather than risk losing eligibility for privileges they love. A full-time psychologist serves as the Anti-Bullying Specialist and provides support to general education students in crisis.
Parent and Community Involvement:	HHS has a small but committed Home & School Association who works toward three main goals: open lines of communication with building administration, scholarships for seniors, and staff appreciation activities at the end of the school year. Hillsborough parents are passionately involved in the booster organizations for their children's activities and often dedicate as much time to the club/activity/sport as the students themselves. Home/school collaboration leads to student success.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers HHS administers a climate survey annually to gather feedback from students, parents, staff, community members, and administrators about the ways in which the school does or does not meet their needs or expectations in areas such as (but not limited to) academic integrity, personalized learning, individualized attention, connection to staff, school safety, and sense of belonging. The results gathered inform decisions about assemblies, school goals, and areas of focus for other support services.
Facilities:	Hillsborough High School opened in 1969 and has seen three additions leading to the building's current capacity. The school offers a Commons that can seat up to 800 students; an auditorium with seating for nearly 600; large and fully outfitted science labs; three gyms; two weight/conditioning rooms; and a turf stadium. Special care is taken to schedule students in ways that make a large school seem small, resulting in a very sincerely held belief that the school is home to the Hillsborough High School family.
School Safety:	To provide for student safety, the building is secured throughout the day. Visitors must sign in upon entry and will be stopped at various points throughout the building to check for visitors' passes. Students and staff are trained annually on the Standard Response Protocol for lockouts, lockdowns, evacuations, and shelter-in-place scenarios. Drills in these areas, as well as fire drills, are conducted monthly. The entire school population plays an active role in preserving the safety of the school community.

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Technology and STEM:	The high school is a full one-to-one technology environment for students, each of whom has a Chromebook that is as integral a learning tool as a pencil or notebook. Use of this technology is infused in classes throughout the school day in a wide variety of ways to increase collaboration, expand horizons, and develop personal organization skills. Technology courses include Computer Programming 1, 2, and AP; Business Presentations; Webpage Design; Digital and Graphic Arts; and Integrative STEM. There are several clubs, including the Computer Programming Club, Electrical Engineering Club, iSTEM Club, and others. Every classroom in the school is outfitted with a wireless projector and a sound field to support the ongoing use of technology as an integral support to the curriculum.

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Other Information:	The Hillsborough Township School District utilizes a one-to-one technology initiative, which has put a Chromebook in all hands at the high school level. Classes make excellent use of the technology to enhance learning, quickly assess student understanding, and help students learn in asynchronous ways. This connectivity has also increased and improved students' ability to work collaboratively toward achieving common goals. Since the Next Generation Science Standards were developed, Hillsborough's science department has been at the forefront of implementation, which has noticeably strengthened students' ability to question, reason, and learn through discovery/inquiry. Similar approaches are happening in other departments, as well, as students are increasingly the ones taking ownership for their learning using a wide array of engaging, student-centered activities. Traditionally among the highest performing schools in a state that is among the highest performing states in the country, Hillsborough High School takes very seriously the critical role of preparing HHS students to be the successful denizens of tomorrow.