NJ SCHOOL PERFORMANCE REPORT

HOPEWELL VALLEY CENTRAL HIGH SCHOOL
(21-2280-030)
Grades Offered: 09-12
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
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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	MERCER
District	HOPEWELL VALLEY REGIONAL
Principal Name	MS. SMITH
Address	259 PENNINGTON TITUSVILLE RD PENNINGTON, NJ 08534-9701
Phone Number	(609)737-4003
Email Address	TANASMITH@HVRSD.ORG
Website	https://hvchs.hvrsd.org/
Facebook	https://www.facebook.com/HVRSD
Twitter	https://twitter.com/HVCentralHS

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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	298	274	288
10	303	291	264
11	319	298	281
12	313	321	297
Total	1,233	1,184	1,130

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	48.0%	48.2%	47.2%
Male	52.0%	51.8%	52.8%
Economically Disadvantaged Students	4.0%	3.3%	3.6%
Students with Disabilities	11.9%	13.1%	14.4%
English Learners	0.4%	0.3%	0.4%
Homeless Students		0.0%	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	81.9%	81.5%	80.2%
Hispanic	3.6%	2.5%	3.0%
Black or African American	3.4%	3.7%	3.3%
Asian	9.9%	10.7%	10.8%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.3%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	1.2%	1.5%	2.5%

Enrollment Trends by Full and Shared Time Status

This table shows the number of full and shared time students for the last three years. The full time equivalent is the number of full time students plus half the number of shared time students.

Enrollment Status	2015-16	2016-17	2017-18
Full Time Students	1,220	1,171	1,113
Shared Time Students	24	24	33
Full Time Equivalent	1,232	1,183	1,130

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	96.1%
Chinese	1.0%
Other Languages	2.9%

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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	531	96.2	62.5	75.5	56.7	62.5	49.6	Met Target
White	434	97.1	61.3	74.4	65.6	61.3	48.6	Met Target
Hispanic	13	87.5	61.5	66.7	42.5	56.0	**	**
Black or African American	15	100.0	33.3	43.5	37.3	33.3	**	**
Asian, Native Hawaiian, or Pacific Islander	57	93.4	75.5	86.0	82.3	74.2	66	Met Target
American Indian or Alaska Native	N	N	N	N	52.7	N	**	**
Two or More Races	12	85.7	83.3	*	63.4	75.2	**	**
Female	247	95.7	72.1	81.1	64.5	72.1		
Male	284	96.6	54.2	70.6	49.4	54.2		
Economically Disadvantaged Students	25	96.2	20.0	39.8	38.5	20.0	19.3	Met Target
Non-Economically Disadvantaged Students	506	96.2	64.6	77.1	67.5	64.6		
Students with Disabilities	84	94.4	19.1	33.0	21.6	18.9	20.4	Met Target†
Students without Disabilities	447	96.6	70.7	84.0	63.9	70.7		
English Learners	N	N	N	*	27.3	N	**	**
Non-English Learners	531	96.2	62.5	*	59.4	62.5		
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 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	279	763	763	752	4%	10%	18%	46%	23%	68%	55%
White	223	762	762	760	4%	8%	20%	47%	21%	68%	64%
Hispanic	11	758	758	735	0%	*	*	*	*	64%	38%
Black or African American	*	*	*	734	*	*	*	*	*	*	34%
Asian, Native Hawaiian, or Pacific Islander	28	779	779	782	*	*	*	36%	43%	79%	83%
American Indian or Alaska Native	N	N	N	752	N	N	N	N	N	N	51%
Two or More Races	*	*	*	760	*	*	*	*	*	*	63%
Female	122	771	771	759	*	*	16%	52%	26%	79%	63%
Male	157	757	757	744	*	*	20%	40%	20%	60%	46%
Economically Disadvantaged Students	14	736	736	733	*	*	*	*	*	21%	34%
Non-Economically Disadvantaged Students	265	765	765	761	*	*	*	*	*	71%	65%
Students with Disabilities	42	718	718	716	26%	29%	29%	*	*	17%	15%
Students without Disabilities	237	771	771	758	0%	6%	16%	*	*	77%	62%
English Learners	N	N	N	691	N	N	N	N	N	N	*
Non-English Learners	279	763	763	755	4%	10%	18%	46%	23%	68%	*
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	251	755	755	749	9%	10%	25%	44%	12%	57%	51%
White	209	754	754	756	8%	10%	27%	44%	11%	55%	58%
Hispanic	*	*	*	733	*	*	*	*	*	*	38%
Black or African American	*	*	*	728	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	29	769	769	782	*	*	*	*	*	72%	78%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	50%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	125	762	762	759	*	*	18%	*	*	66%	60%
Male	126	748	748	739	*	*	32%	*	*	48%	42%
Economically Disadvantaged Students	11	733	733	730	*	*	*	*	*	18%	34%
Non-Economically Disadvantaged Students	240	756	756	758	*	*	*	*	*	58%	59%
Students with Disabilities	40	720	720	707	30%	28%	*	*	*	23%	15%
Students without Disabilities	211	762	762	756	5%	6%	*	*	*	63%	57%
English Learners	N	N	N	684	N	N	N	N	N	N	*
Non-English Learners	251	755	755	752	9%	10%	25%	44%	12%	57%	*
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	46	730	730	736	28%	22%	22%	*	*	28%	39%
White	38	724	724	737	32%	*	26%	*	*	21%	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	*	*	*	737	*	*	*	*	*	*	39%
Female	10	716	716	745	*	*	0%	*	*	20%	48%
Male	36	734	734	728	*	*	28%	*	*	31%	31%
Economically Disadvantaged Students	*	*	*	730	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	*	*	*	739	*	*	*	*	*	*	42%
Students with Disabilities	26	713	713	708	*	*	*	*	*	12%	13%
Students without Disabilities	20	753	753	742	*	*	*	*	*	50%	44%
English Learners	N	N	N	702	N	N	N	N	N	N	*
Non-English Learners	46	730	730	738	28%	22%	22%	*	*	28%	*
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	*

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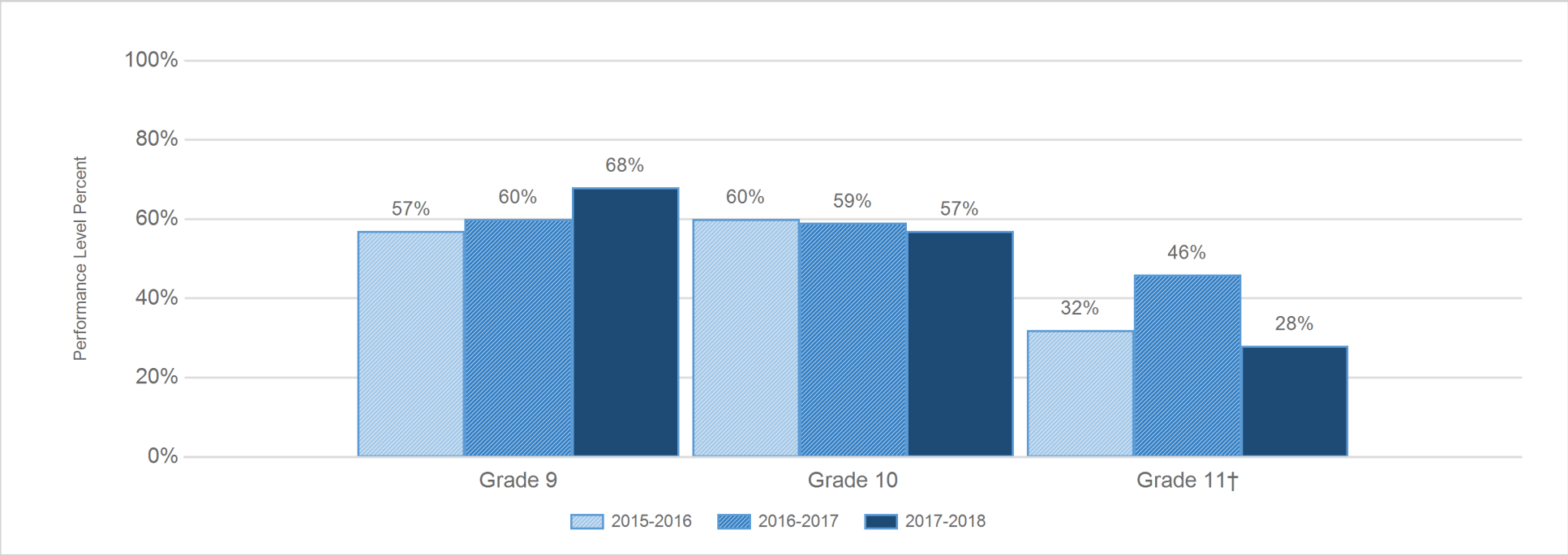
English Language Arts/Literacy Assessment - Performance Trends

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

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	465	95.7	51.0	65.7	45.0	51.0	30.3	Met Target
White	385	96.0	49.9	63.2	54.1	49.9	29.4	Met Target
Hispanic	13	87.5	61.5	55.6	29.2	56.0	**	**
Black or African American	15	100.0	*	21.7	23.4	*	**	**
Asian, Native Hawaiian, or Pacific Islander	40	95.2	70.0	86.4	77.0	70.0	44.4	Met Target
American Indian or Alaska Native	N	N	N	N	42.5	N	**	**
Two or More Races	12	92.3	*	79.2	53.0	*	**	**
Female	214	95.1	48.1	62.4	46.0	48.1		
Male	251	96.2	53.4	68.6	43.9	53.4		
Economically Disadvantaged Students	26	96.3	15.4	34.5	26.6	15.4	16	Met Target†
Non-Economically Disadvantaged Students	439	95.7	53.1	67.0	55.9	53.1		
Students with Disabilities	85	94.5	11.8	26.4	17.1	11.7	12.6	Met Target†
Students without Disabilities	380	96.0	59.8	73.9	50.5	59.8		
English Learners	N	N	N	*	24.6	N	**	**
Non-English Learners	465	95.7	51.0	*	46.9	51.0		
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		

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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	103	737	759	746	*	26%	33%	*	*	33%	46%
White	83	739	758	755	*	25%	34%	*	*	36%	57%
Hispanic	*	*	753	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	*	*	*	755	*	*	*	*	*	*	54%
Female	46	738	760	748	*	*	39%	*	*	33%	48%
Male	57	735	759	745	*	*	28%	*	*	33%	44%
Economically Disadvantaged Students	11	715	*	729	*	*	*	*	*	*	25%
Non-Economically Disadvantaged Students	92	739	*	756	*	*	*	*	*	*	57%
Students with Disabilities	38	718	*	716	*	*	*	*	*	11%	13%
Students without Disabilities	65	748	*	752	*	*	*	*	*	46%	52%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	103	737	759	749	*	26%	33%	*	*	33%	*
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	180	743	752	735	*	17%	36%	*	*	44%	30%
White	158	743	750	740	*	14%	36%	*	*	46%	37%
Hispanic	*	*	*	723	*	*	*	*	*	*	14%
Black or African American	*	*	*	719	*	*	*	*	*	*	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	*	*	763	741	*	*	*	*	*	*	39%
Female	89	743	751	736	*	*	39%	*	*	43%	30%
Male	91	743	753	734	*	*	32%	*	*	46%	29%
Economically Disadvantaged Students	10	739	*	722	*	*	*	*	*	20%	13%
Non-Economically Disadvantaged Students	170	743	*	741	*	*	*	*	*	46%	38%
Students with Disabilities	38	718	718	713	*	45%	26%	*	*	13%	*
Students without Disabilities	142	749	758	738	*	9%	38%	*	*	53%	*
English Learners	N	N	N	711	N	N	N	N	N	N	*
Non-English Learners	180	743	752	736	*	17%	36%	*	*	44%	*
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%

NJ SCHOOL PERFORMANCE REPORT

HOPEWELL VALLEY CENTRAL HIGH SCHOOL
(21-2280-030)
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	215	751	752	727	11%	14%	18%	53%	5%	57%	30%
White	172	746	746	733	11%	17%	20%	*	*	52%	35%
Hispanic	*	*	*	710	*	*	*	*	*	*	14%
Black or African American	*	*	*	705	*	*	*	*	*	*	11%
Asian, Native Hawaiian, or Pacific Islander	29	773	*	766	*	*	*	*	*	83%	66%
American Indian or Alaska Native	N	N	N	729	N	N	N	N	N	N	28%
Two or More Races	*	*	*	736	*	*	*	*	*	*	37%
Female	91	747	747	728	*	18%	18%	*	*	55%	30%
Male	124	754	*	727	*	12%	18%	*	*	59%	30%
Economically Disadvantaged Students	*	*	*	709	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	*	*	*	736	*	*	*	*	*	*	37%
Students with Disabilities	30	699	699	693	*	*	*	*	*	*	*
Students without Disabilities	185	759	*	732	*	*	*	*	*	*	*
English Learners	N	N	N	691	N	N	N	N	N	N	*
Non-English Learners	215	751	*	729	11%	14%	18%	53%	5%	57%	*
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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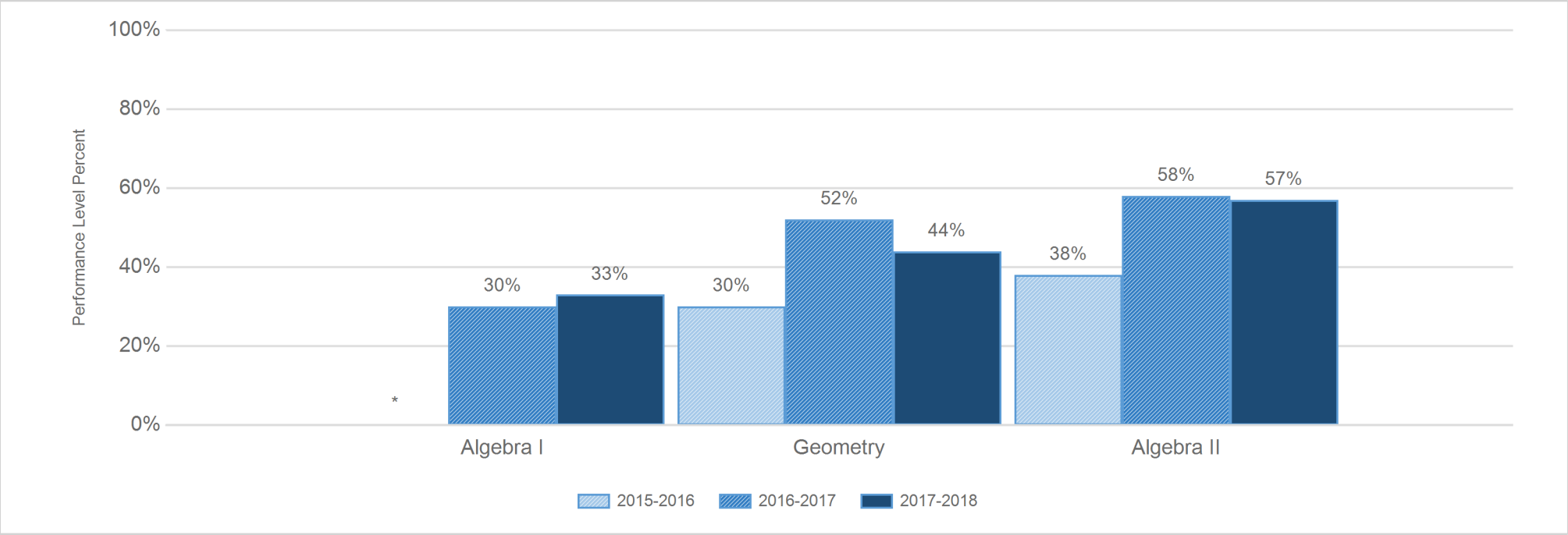
Mathematics Assessment – Performance Trends

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
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	*	*	*
5 or more	N	N	N

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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	98.1%	85.0%
12th graders taking SAT in 2017-18 or prior years	80.1%	72.2%
12th graders taking ACT in 2017-18 or prior years	51.5%	24.6%

PSAT, SAT, & ACT - Performance

This table shows how students performed on the PSAT, SAT, and ACT tests by subject area. The table includes average test scores, college readiness benchmarks, and the percentage of students that scored at or above these benchmarks. Benchmarks were defined by College Board and ACT and students that score at or above these benchmarks have a high chance of success in credit-bearing college courses.

Participation Type	School Average Score	State Average Score	College Readiness Benchmarks	School - Students Scores at or above Benchmark	State - Students Scores at or above Benchmark
PSAT 10/NMSQT - Reading and Writing	545	478	Grade 10: 430 Grade 11: 460	85%	62%
PSAT 10/NMSQT - Math	532	478	Grade 10: 480 Grade 11: 510	66%	42%
SAT - Reading and Writing	608	542	480	94%	72%
SAT - Math	602	543	530	78%	54%
ACT - Reading	27	24	22	82%	62%
ACT - English	27	24	18	94%	78%
ACT - Math	26	24	22	79%	62%
ACT - Science	26	23	23	74%	53%

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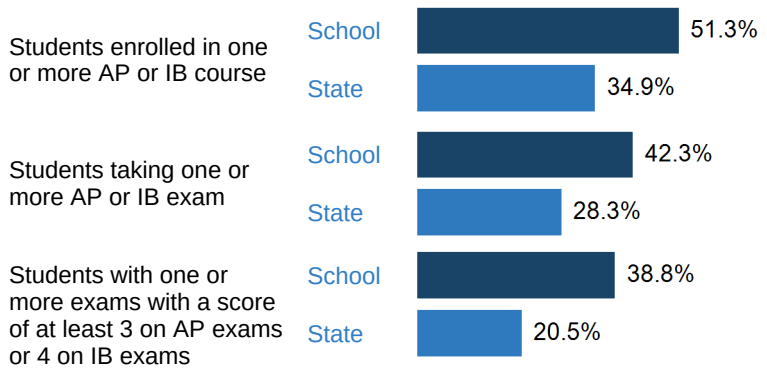
Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (IB)** courses and exams and **dual enrollment** courses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

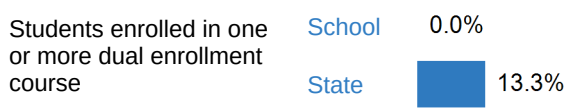
AP/IB Coursework – Participation and Performance

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	34	19
AP Calculus AB	51	39
AP Calculus BC	15	20
AP Chemistry	25	23
AP Chinese Language and Culture	0	2
AP Computer Science A	14	1
AP Computer Science Principles	0	6
AP English Language and Composition	27	25
AP English Literature and Composition	66	27
AP Environmental Science	45	28
AP European History	40	2
AP French Language and Culture	0	5
AP German Language and Culture	8	4
AP Latin (Virgil, Catullus and Horace)	11	2
AP Macroeconomics	0	2
AP Microeconomics	0	2

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AP/IB Course	Students Enrolled	Students Tested
AP Music Theory	5	7
AP Physics 1	0	59
AP Physics C	19	0
AP Physics C: Electricity and Magnetism	0	10
AP Physics C: Mechanics	0	15
AP Psychology	0	1
AP Spanish Language	18	16
AP Statistics	93	87
AP Studio Art—Drawing Portfolio	7	6
AP U.S. Government and Politics	95	70
AP U.S. History	128	73
AP World History	20	20
Total Exams taken		571
Exams with scores of at least 3 on AP exams or 4 on IB exams		511

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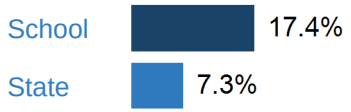
This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit the NJDOE's Career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

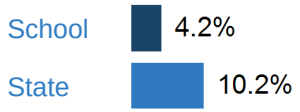
Career and Technical Education Participation

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)



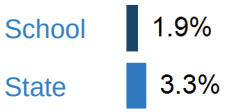
CTE Concentrators
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



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
Architecture & Construction	*	11	11
Arts, AV Technology & Communications	*		
Finance	233		
Human Services	*		
Law, Public Safety, Corrections & Security	*		
Manufacturing	*		
Science, Technology, Engineering & Mathematics	*		
Transportation, Distribution & Logistics	*		
Total (All Clusters)	261	11	11

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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	64	124	83	5	0	0	21
10	2	66	114	59	3	18	23
11	0	4	66	123	67	19	23
12	1	2	5	34	141	70	31
Total	67	196	268	221	211	107	98
Enrolled in AP/IB Course					66	93	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	286	1	0	0	0	2
10	4	261	0	0	9	1
11	29	25	0	2	267	12
12	116	29	0	43	31	79
Total	435	316	0	45	307	94
Enrolled in AP/IB Course	34	25		45	19	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	286	0	0	0	0	2
10	4	263	1	0	0	1
11	2	277	3	0	14	17
12	0	10	24	0	41	188
Total	292	550	28	0	55	208
Enrolled in AP/IB Course	20	128	0	0		128
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
9	132	54	0	34	50	8	0
10	145	47	0	25	41	0	0
11	88	53	0	39	21	7	0
12	50	16	0	15	7	1	0
Total	415	170	0	113	119	16	0
Enrolled in AP/IB Course	18	0	0	11	8	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	282	170	0	32	111	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
French	*
German	*
Latin	*
Polish	*
Spanish	21
Total	30

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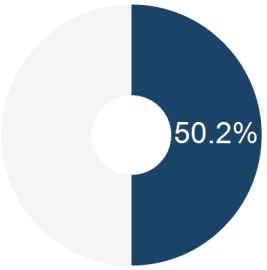
Visual and Performing Arts – Course Participation

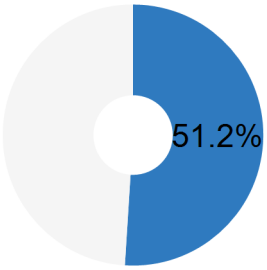
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 9-12:

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

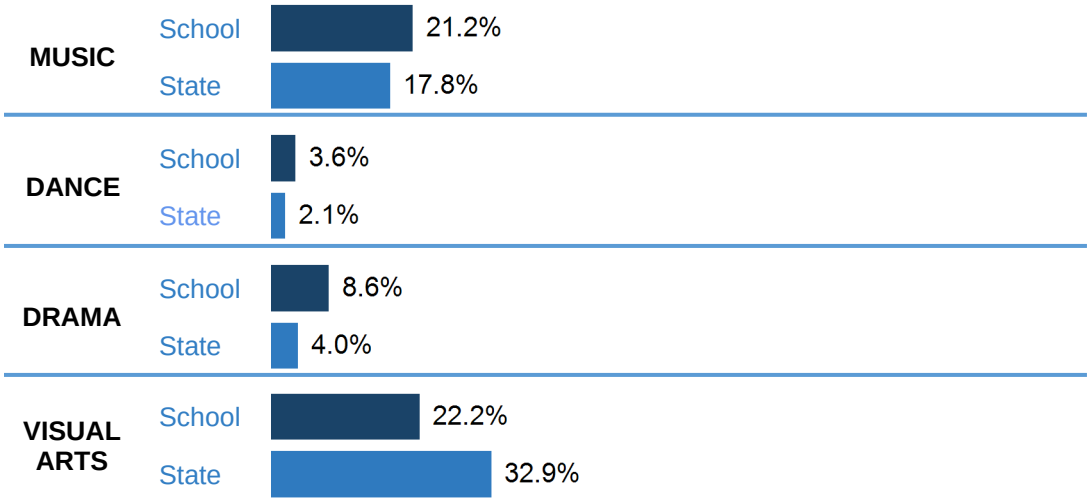


School



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	97.7%	90.9%	99.1%	92.4%	97.6%	N	Met Goal	96.9%	N	Met Goal
White	97.9%	95.0%	99.3%	95.7%	98.1%	N	Met Goal	96.7%	N	Met Goal
Hispanic	*	84.8%	*	87.3%	*	**	**	100.0%	**	**
Black or African American	100.0%	84.2%	100.0%	86.8%	100.0%	**	**	*	**	**
Asian, Native Hawaiian or Pacific Islander	100.0%	97.0%	100.0%	97.7%	100.0%	N	Met Goal	100.0%	N	Met Goal
American Indian or Alaska Native	N	86.5%	N	94.1%	N	N	N	N	N	N
Two or More Races	*	92.0%	*	93.9%	*	**	**	*	**	**
Economically Disadvantaged Students	*	84.6%	100.0%	87.0%	100.0%	**	**	80.0%	**	**
Students with Disabilities	86.5%	80.1%	97.2%	83.5%	88.9%	82.9%	Met Target	80.0%	90.1%	Not Met
English Learners	*	75.8%	*	81.8%	*	**	**	*	**	**
Homeless Students	N	72.6%	N	79.1%	N			N		
Students in Foster Care	N	62.6%	N	64.9%						

NJ SCHOOL PERFORMANCE REPORT

HOPEWELL VALLEY CENTRAL HIGH SCHOOL
(21-2280-030)
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	0.0%	0.0%
Substitute Competency Test	98.3%	98.0%
Portfolio Appeals Process	0.0%	0.3%
Alternate Requirements specified in IEP	0.7%	0.7%
Unknown	1.0%	1.0%

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	97.7%	-
2017	97.6%	99.1%
2016	97.2%	96.9%

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	0.2%	1.2%
2016-2017	0.1%	1.1%
2015-2016	0.1%	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	88.8%	13%	87%
White	89.4%	15.5%	84.5%
Hispanic	*	*	*
Black or African American	78.6%	18.2%	81.8%
Asian, Native Hawaiian, or Pacific Islander	89.2%	0%	100%
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	*	*	*
Students with Disabilities	82.6%	42.1%	57.9%
English Learners	N	N	N

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	90.2%	10.2%	89.8%	56.7%	43.3%	36%	64%
White	92.5%	11.2%	88.8%	55.8%	44.2%	33%	67%
Hispanic	*	*	*	*	*	*	*
Black or African American	69.2%	0%	100%	55.6%	44.4%	44.4%	55.6%
Asian, Native Hawaiian, or Pacific Islander	90.3%	3.6%	96.4%	60.7%	39.3%	57.1%	42.9%
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	70%	14.3%	85.7%	100%	0%	57.1%	42.9%
Students with Disabilities	57.7%	46.7%	53.3%	66.7%	33.3%	46.7%	53.3%
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.

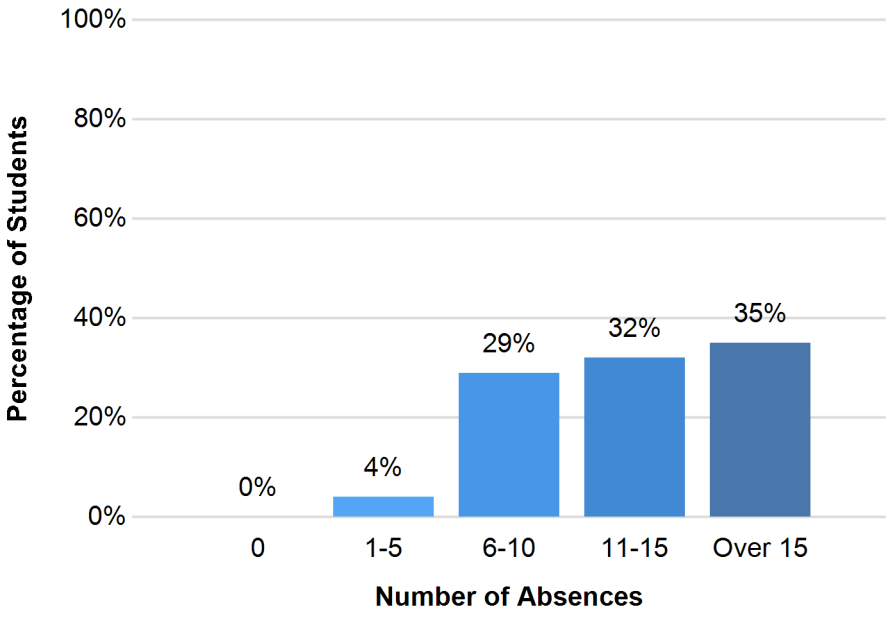
Chronic Absenteeism

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	306	26.2	14.9	Not Met
White	243	26.0	14.9	Not Met
Hispanic	16	44.4	14.9	Not Met
Black or African American	13	34.2	14.9	Not Met
Asian, Native Hawaiian, or Pacific Islander	25	19.8	14.9	Not Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	9	30.0	14.9	Not Met
Economically Disadvantaged Students	18	42.9	14.9	Not Met
Students with Disabilities	78	40.8	14.9	Not Met
English Learners	*	*	**	**

Days Absent

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



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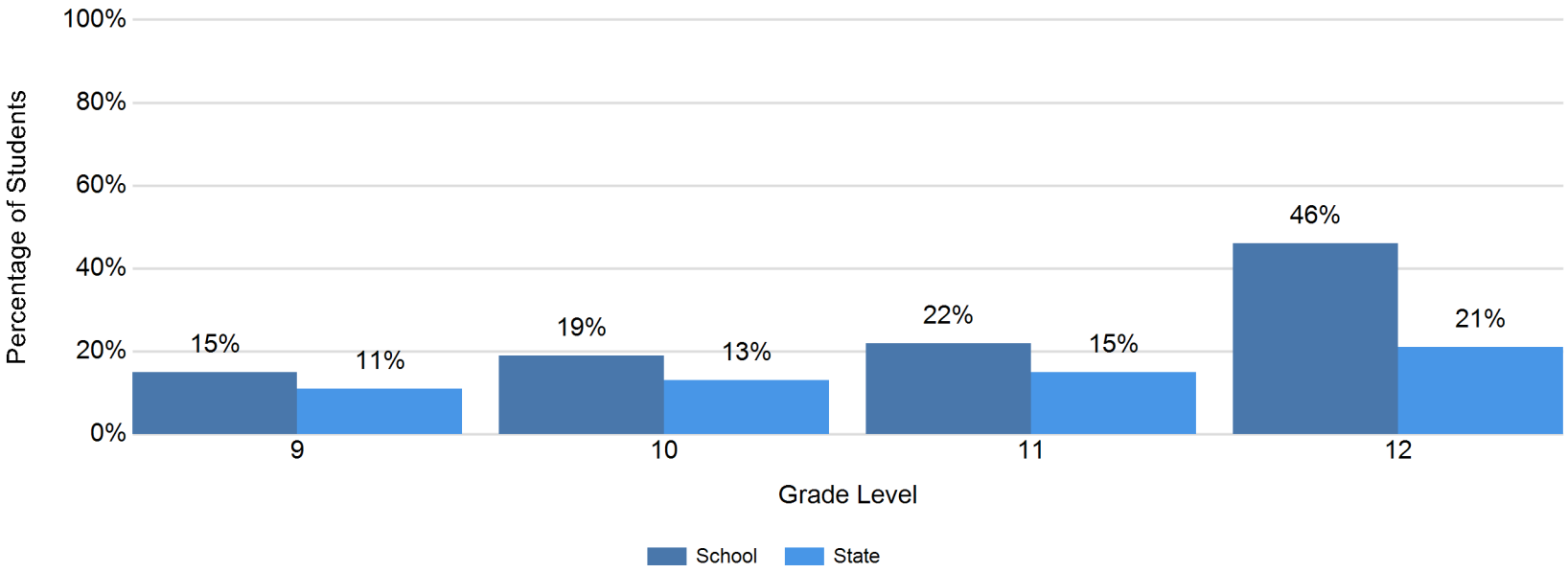
Chronic Absenteeism by Grade

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	1
Weapons	0
Vandalism	2
Substances	4
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	8
Incidents Per 100 Students Enrolled	0.71

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	0
Weapons	0
Vandalism	1
Substances	4
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	0	0
Religion	1	1	2
Ancestry	1	0	1
Gender	2	0	2
Sexual Orientation	0	0	0
Disability	1	0	1
Other	5	1	6
No Identified Nature	0		0

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	37	3.3%
Out-of-School Suspensions	12	1.1%
Any Suspension	40	3.5%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
32

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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	2:45 PM
Length of School Day	7 Hrs 0 Mins
Full Time - Instructional Time	7 Hrs 0 Mins
Shared Time - Instructional Time	4 Hrs. 0 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)	$276	$18,041	$18,317

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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	110	117,464
Average years experience in public schools	12.8	12.0
Average years experience in district	10.9	10.7
Teachers in district for 4 or more years	74.5%	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	25	9,374
Average years experience in public schools	18.1	16.0
Average years experience in district	9.8	12.0
Administrators in district for 4 or more years	68.0%	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	10:1	10:1
Students to Administrators	161:1	141:1
Teachers to Administrators	16:1	14:1
Students to Librarians/Media Specialists		880:1
Students to Nurses		587:1
Students to Counselors		320:1
Students to Child Study Team		185:1

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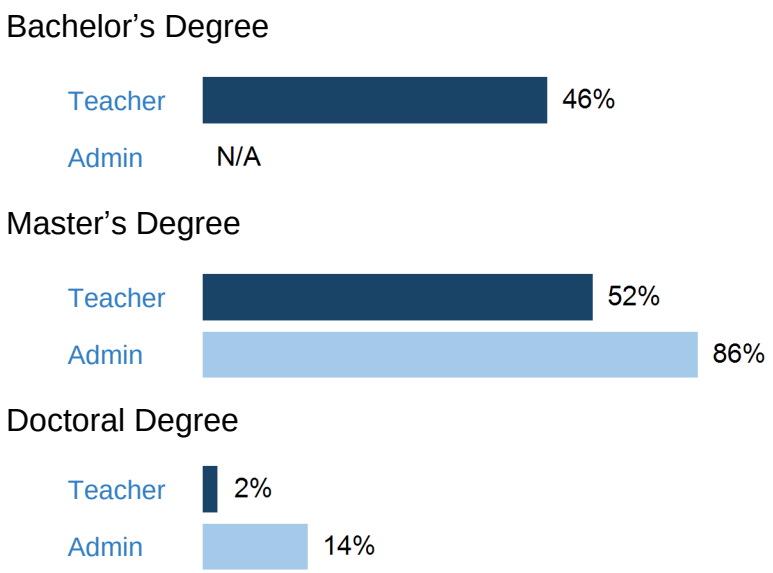
Teachers and Administrators - Level of Education

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	92.8%	90.2%
2016-17 Administrators: Same district 2017-18	87.5%	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	97.6%

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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	64.5%	57.1%
Male	35.5%	42.9%
White	95.5%	100.0%
Hispanic	1.8%	0.0%
Black or African American	1.8%	0.0%
Asian	0.9%	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	56.16	17.5%
Mathematics Proficiency	71.92	17.5%
Graduation Rate - 4-Year	81.38	25.0%
Graduation Rate - 5-Year	58.05	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	8.05	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	58.48	n/a
Summative Rating: Percentile Rank of Summative Score	60.17	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	**	Not Met	No
White	57.21	8.94	No	Met Target	Met Target	Met Goal	Met Goal	n/a	Not Met	No
Hispanic	**	**	No	**	**	**	**	n/a	Not Met	No
Black or African American	**	**	No	**	**	**	**	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	66.72	8.94	No	Met Target	Met Target	Met Goal	Met Goal	n/a	Not Met	No
American Indian or Alaska Native	**	**	No	**	**	N	N	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	Not Met	No
Economically Disadvantaged Students	**	**	No	Met Target	Met Target†	**	**	n/a	Not Met	No
Students with Disabilities	52.06	8.94	No	Met Target†	Met Target†	Met Target	Not Met	n/a	Not 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:	• Offer 21 Advanced Placement courses, honors-level opportunities in all academic subject areas • Award-winning marching band and Performing Arts Academy • Focus on educating the whole child through rigorous programming designed to help every student develop both social-emotionally and academically.
Mission, Vision, Theme:	Hopewell Valley Central High School is distinguished by the strong commitment to our community and staff toward providing outstanding educational opportunities to our students. This commitment has helped HVCHS place consistently among the top-rated schools in New Jersey. We have directed our focus on project-based learning through technology to prepare our students for the changing global economic landscape.
Awards, Recognition, Accomplishments:	The class of 2017 had four National Merit Finalists and 13 National Merit Commended Scholars. On Advanced Placement exams, HVCHS students took 656 exams with more than 87% receiving a score of 3 or better. HVCHS was recognized by the College Board on their 7th Annual AP District Honor Roll. In 2017, SAT subject tests were taken in five areas. HVCHS students performed exceptionally well on all tests with the highest average scores of 712 in Math Level 2, 696 in Physics and 723 in US History.

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School Narrative

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Courses, Curriculum, Instruction:	Our rich curriculum includes 21 Advanced Placement courses, honors-level opportunities in all academic subject areas, a work-study program with field experiences, shared-time opportunities at county vocational-technical schools and the local community college, in-depth study in five world languages, and a complete program in the visual and performing arts. A dual-credit partnership with Syracuse University allows students to receive college credits while taking courses at HVCHS.
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Cross Country (Boys & Girls), Diving (Boys & Girls), Field Hockey (Girls), Football (Boys), Golf (Boys & 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 (Boys) In 2017, both the HVCHS boys and girls soccer won state sectional titles. For the first time in history, our girls soccer team won the Mercer County Championship. Boys indoor track won the Central Jersey Group III Relays,and wrestling won their 10th straight Mercer County Title.
Clubs and Activities:	A wide range of clubs and activities are available to students, both curricular and extra-curricular, which include numerous volunteer opportunites. HVCHS offers a Performing Arts Academy to students to showcase their talents. Competitions are open to students who participate in DECA, FBLA, the Thespian Society, Robotics, Model UN, HOSA, Jazz Band, Choral members, and those involved with the NJ Center for Civic Education.

NJ SCHOOL PERFORMANCE REPORT

HOPEWELL VALLEY CENTRAL HIGH SCHOOL
(21-2280-030)
Grades Offered: 09-12
2017-2018

Report Key:
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****** Accountability calculations require 20 or more students
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Before and After School Programs:	For over 10 years, HVCHS has partnered with Kenya to provide a cultural exchange experience for our students and theirs. Our Global Diversity Day exposes the school and the surrounding community to the culture of Kenya, including meeting with the Kenyan Ambassador. Each of our World Language programs provide exchange opportunities with host families and cultural immersion. Several times per year, HVCHS partners with our Senior Citizen center to expose the seniors to our Arts programs.
Staff and Professional Learning:	Our staff is engaged in on-going Professional Learning Communities working with their colleagues to improve student achievement. The District focus is on improving our Cultural Competency, Mindfulness, and Blended Learning. Our professional development opportunities are planned with an emphasis on these concepts throughout the year.
Postsecondary Information:	HVCHS college acceptance is 93%. Students also attend the military and technical schools. There is strong college planning curriculum beginning in freshman year and college planning programs are offered to parents including financial aid planning. HVCHS students take the PSAT during the school day to help prepare for the SAT for which fee waivers are available.

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Student Supports and Services:	Recitation periods, and teacher availability, provide extra assistance to students all day. National Honor Society provides peer tutoring. We have a strong 504 and I&RS committee, focused on creating meaningful plans designed to assist students who are experiencing learning, behavior, or health difficulties. We have an emerging ELL program, and our special education services allow for the least restrictive environment while supporting students.
Student Health and Wellness:	We offer a comprehensive health and physical education program. Units consist of outdoor adventure ed, fitness, various sports and cooperative type activities. Health consists of nutrition, human sexuality and emotional health. We also offer teen pep which is a sexual health program that utilizes peer-to-peer education to increase students´ knowledge, attitudes, skills, and behaviors associated with healthy decision-making.
Parent and Community Involvement:	A strong CHS PTO, along with the special education PTO, support the schools and students. HVCHS's Parents Advisory Council guide building administration and serve as a think-tank for school improvement. Community groups include HVHCHY, the Muncipal Alliance, and the YMCA. In connection with the district, these create a robust parent education program. All student information can be accessed through our OnCourse Parent Portal.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers As part of our continuing efforts to improve the quality of our school district, we provide an opportunity to give direct feedback to the board and district administration by participating in a school climate survey. This survey is distributed each spring to staff, parents, and students to gauge the effectiveness of our schools. Every response is read and shared with our district and school administration and the full results are posted online 30 days after the survey closes.
Facilities:	Hopewell Valley Central High School is currently undergoing construction passed through a bond referendum to improve our roofs, HVAC system, fire alarms and intercoms, renovation of main entrance and office reconfiguration along with the kitchen and cafeteria, restrooms, lighting and ceilings, and the addition of arts and wellness space.