



Henry Hudson Regional School
2016-2017


Grade Span 07-12

25-2120-050
MONMOUTH
HENRY HUDSON REGIONAL
1 GRAND TOUR
HIGHLANDS, NJ 07732-2001

The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school's test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

Navigating through the reports:

- Download this report to a PDF by clicking the  icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

Other Resources:

- Review the [Parent Summary Report](#) or the [district-level report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- [Download the data](#) used in these reports.
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.nj.gov



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Footnotes

1. An "*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display.
2. ** ESSA accountability targets are only included if data is available for at least 20 students.

Note: Additional footnotes may exist within the reports specific to certain data tables. In those instances, the footnotes will be displayed below the applicable table.



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Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
7	54	55	58
8	45	58	54
9	47	46	59
10	50	47	44
11	40	40	41
12	68	38	44
Ungraded	4	7	7
Total	308	291	307

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	2014-15	2015-16	2016-17
Female	45%	49%	48%
Male	55%	52%	53%
Economically Disadvantaged Students	23%	28%	28%
Students with Disabilities	21%	22%	23%
English Learners	2%	2%	2%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students
White	83.8%
Hispanic	7.7%
Black or African American	4.6%
Asian	2.0%
Native Hawaiian or Pacific Islander	0.3%
American Indian or Alaska Native	0.0%
<i>Two or More Races</i>	1.6%

Enrollment Trends by Full and Shared Time

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

Enrollment Status	2016-17
Full Time Students	298
Shared Time Students	15
Full Time Equivalent	306

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. All other students are included in Other Languages.

Home Language	% of Students
English	95.7%
Spanish	3.3%
Portuguese	1.0%



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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 for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course 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 accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act (ESSA)* accountability. Student groups with the annual target section 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	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	210	97.3	62.40	62.40	54.90	62.4	51.9	Met Target
White	172	97.8	66.80	66.80	63.90	66.8	55.2	Met Target
Hispanic	17	100.0	58.80	58.80	39.80	58.8	**	**
Black or African American	14	100.0	21.40	21.40	35.20	21.4	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	80.70	*	**	**
American Indian or Alaska Native	N	N	N	N	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	97	99.0	69.00	69.00	62.20	69		
Male	113	96.0	56.60	56.60	48.10	56.6		
Economically Disadvantaged Students	50	96.2	34.00	34.00	36.20	34	33.1	Met Target
Non-Economically Disadvantaged Students	160	97.7	71.30	71.30	65.80	71.3		
Students with Disabilities	54	94.7	14.80	14.80	20.50	14.8	10	Met Target
Students without Disabilities	156	98.2	78.80	78.80	61.90	78.8		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	N	N	N	N	26.40	N		
Students In Foster Care	N	N	N	N	24.80	N		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

** ESSA accountability targets are only included if data is available for at least 20 students

† Target was met within a confidence interval.



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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	56	761	761	756	*	*	*	36%	29%	64%	59%
White	45	763	763	764	*	*	*	40%	31%	71%	69%
Hispanic	*	*	*	742	*	*	*	*	*	*	44%
Black or African American	*	*	*	737	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	784	N	N	N	N	N	N	85%
American Indian or Alaska Native	N	N	N	755	N	N	N	N	N	N	59%
Two or More Races	N	N	N	757	N	N	N	N	N	N	59%
Female	20	764	764	764	*	*	*	*	*	60%	68%
Male	36	759	759	749	*	*	*	*	*	67%	51%
Economically Disadvantaged Students	15	733	733	739	*	*	*	*	0%	33%	40%
Non-Economically Disadvantaged Students	41	771	771	766	*	*	*	*	39%	76%	70%
Students with Disabilities	17	720	720	719	*	*	*	*	0%	18%	19%
Students without Disabilities	39	779	779	763	*	*	*	*	41%	85%	67%
English Learners	N	N	N	701	N	N	N	N	N	N	*
Non-English Learners	56	761	761	758	*	*	*	36%	29%	64%	*
Homeless Students	N	N	N	731	N	N	N	N	N	N	31%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	64%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%



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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	58	759	759	757	*	*	*	45%	21%	66%	59%
White	47	757	757	764	*	*	*	40%	21%	62%	68%
Hispanic	*	*	*	742	*	*	*	*	*	*	44%
Black or African American	*	*	*	738	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	786	*	*	*	*	*	*	86%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	52%
Two or More Races	*	*	*	758	*	*	*	*	*	*	60%
Female	34	767	767	766	*	*	*	*	*	74%	68%
Male	24	748	748	749	*	*	*	*	*	54%	50%
Economically Disadvantaged Students	16	739	739	739	*	*	*	*	0%	50%	40%
Non-Economically Disadvantaged Students	42	766	766	766	*	*	*	*	29%	71%	69%
Students with Disabilities	12	700	700	718	*	*	*	*	*	*	18%
Students without Disabilities	46	774	774	764	*	*	*	*	*	*	67%
English Learners	*	*	*	701	*	*	*	*	*	*	*
Non-English Learners	*	*	*	759	*	*	*	*	*	*	*
Homeless Students	N	N	N	727	N	N	N	N	N	N	28%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	61%
Migrant Students	N	N	N	721	N	N	N	N	N	N	21%



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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	61	764	764	749	*	*	16%	44%	25%	69%	52%
White	52	766	766	757	*	*	*	46%	27%	73%	62%
Hispanic	*	*	*	733	*	*	*	*	*	*	35%
Black or African American	*	*	*	730	*	*	*	*	*	*	30%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	777	N	N	N	N	N	N	80%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	49%
Two or More Races	*	*	*	746	*	*	*	*	*	*	48%
Female	28	776	776	756	*	*	*	43%	*	79%	60%
Male	33	755	755	741	*	*	*	46%	*	61%	43%
Economically Disadvantaged Students	11	740	740	731	*	*	*	*	*	27%	32%
Non-Economically Disadvantaged Students	50	770	770	758	*	*	*	*	*	78%	62%
Students with Disabilities	14	725	725	714	*	*	*	*	0%	21%	13%
Students without Disabilities	47	776	776	754	*	*	*	*	32%	83%	58%
English Learners	*	*	*	690	*	*	*	*	*	*	*
Non-English Learners	*	*	*	752	*	*	*	*	*	*	*
Homeless Students	N	N	N	719	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	45%
Migrant Students	N	N	N	705	N	N	N	N	N	N	*



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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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	43	744	744	743	*	*	26%	35%	*	44%	46%
White	34	753	753	749	*	*	*	44%	*	56%	52%
Hispanic	*	*	*	728	*	*	*	*	*	*	34%
Black or African American	*	*	*	725	*	*	*	*	*	*	31%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	74%
American Indian or Alaska Native	N	N	N	740	N	N	N	N	N	N	42%
Two or More Races	*	*	*	737	*	*	*	*	*	*	42%
Female	18	750	750	752	*	*	*	*	*	50%	54%
Male	25	740	740	734	*	*	*	*	*	40%	39%
Economically Disadvantaged Students	*	*	*	726	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	*	751	*	*	*	*	*	*	54%
Students with Disabilities	10	710	710	704	*	*	*	*	*	20%	12%
Students without Disabilities	33	755	755	749	*	*	*	*	*	52%	52%
English Learners	*	*	*	681	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	N	N	N	715	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	710	N	N	N	N	N	N	20%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	694	N	N	N	N	N	N	*



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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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	35	729	729	736	*	*	*	31%	*	34%	38%
White	30	727	727	738	*	*	*	*	*	30%	40%
Hispanic	*	*	*	731	*	*	*	*	*	*	34%
Black or African American	N	N	N	728	N	N	N	N	N	N	30%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	756	*	*	*	*	*	*	58%
American Indian or Alaska Native	N	N	N	731	N	N	N	N	N	N	30%
Two or More Races	N	N	N	731	N	N	N	N	N	N	36%
Female	16	743	743	744	*	*	*	*	*	44%	46%
Male	19	716	716	729	*	*	*	*	*	26%	31%
Economically Disadvantaged Students	12	730	730	729	*	*	*	*	*	50%	32%
Non-Economically Disadvantaged Students	23	728	728	740	*	*	*	*	*	26%	42%
Students with Disabilities	*	*	*	709	*	*	*	*	*	*	12%
Students without Disabilities	*	*	*	741	*	*	*	*	*	*	43%
English Learners	*	*	*	699	*	*	*	*	*	*	*
Non-English Learners	*	*	*	737	*	*	*	*	*	*	*
Homeless Students	N	N	N	722	N	N	N	N	N	N	24%
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	19%
Military-Connected Students	N	N	N	723	N	N	N	N	N	N	24%
Migrant Students	N	N	N	713	N	N	N	N	N	N	26%

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



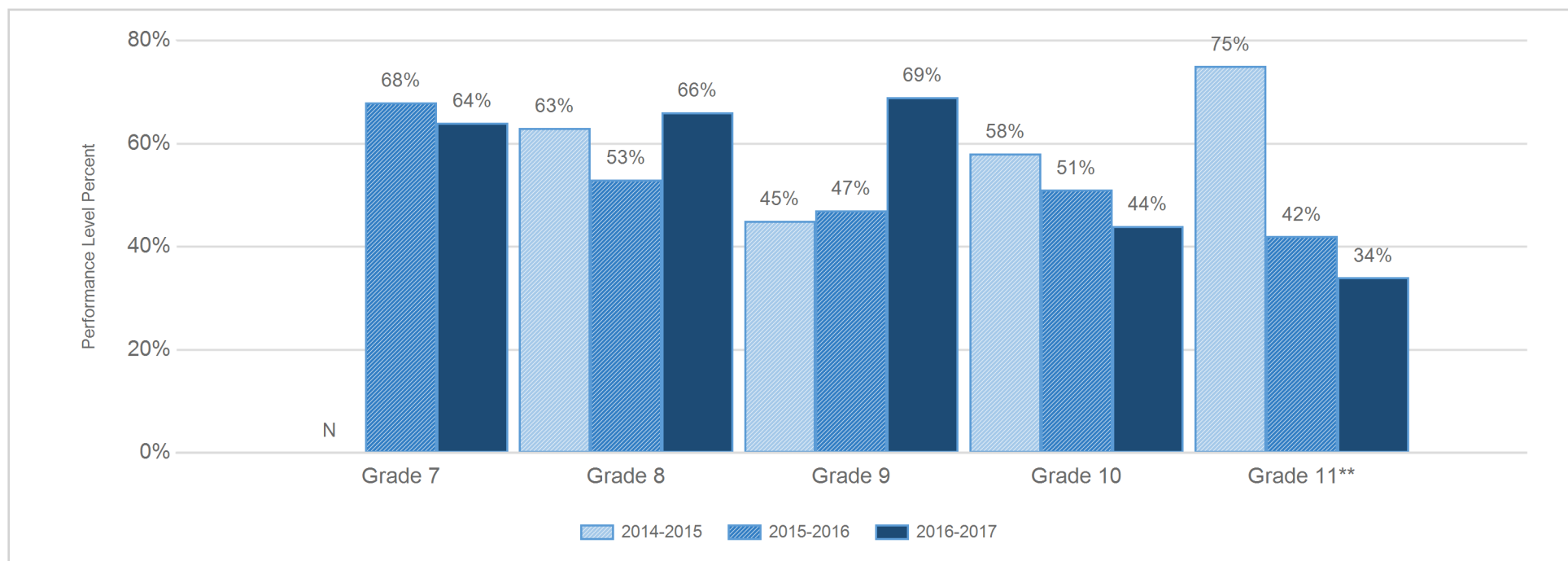
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English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations 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 for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course 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 accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section 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	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	203	99.5	46.80	46.80	43.50	46.8	40.4	Met Target
White	168	100.0	46.50	46.50	52.40	46.5	44.8	Met Target
Hispanic	17	100.0	64.70	64.70	27.60	64.7	**	**
Black or African American	11	100.0	27.30	27.30	21.70	27.3	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	75.60	*	**	**
American Indian or Alaska Native	N	N	N	N	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	95	100.0	45.30	45.30	44.10	45.3		
Male	108	99.1	48.10	48.10	42.90	48.1		
Economically Disadvantaged Students	47	98.0	31.90	31.90	25.10	31.9	20.7	Met Target
Non-Economically Disadvantaged Students	156	100.0	51.30	51.30	54.30	51.3		
Students with Disabilities	44	97.8	*	*	16.50	*	11	Met Target†
Students without Disabilities	159	100.0	*	*	48.80	*		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	N	N	N	N	16.40	N		
Students In Foster Care	N	N	N	N	15.10	N		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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Mathematics Assessment - Performance by Grade: Grade 7**

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	58	742	742	741	*	24%	21%	40%	*	47%	40%
White	45	745	745	748	*	22%	22%	42%	*	49%	49%
Hispanic	*	*	*	730	*	*	*	*	*	*	23%
Black or African American	*	*	*	726	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	764	N	N	N	N	N	N	72%
American Indian or Alaska Native	N	N	N	741	N	N	N	N	N	N	45%
Two or More Races	N	N	N	740	N	N	N	N	N	N	39%
Female	21	737	737	743	*	*	*	*	*	38%	41%
Male	37	745	745	740	*	*	*	*	*	51%	38%
Economically Disadvantaged Students	17	724	724	729	*	*	*	*	*	29%	22%
Non-Economically Disadvantaged Students	41	749	749	749	*	*	*	*	*	54%	50%
Students with Disabilities	18	713	713	716	*	*	*	*	*	*	11%
Students without Disabilities	40	755	755	746	*	*	*	*	*	*	45%
English Learners	*	*	*	712	*	*	*	*	*	*	*
Non-English Learners	*	*	*	742	*	*	*	*	*	*	*
Homeless Students	N	N	N	722	N	N	N	N	N	N	15%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	43%
Migrant Students	N	N	N	708	N	N	N	N	N	N	*

**Grade 7 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



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Mathematics Assessment - Performance by Grade: Grade 8**

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	47	740	740	728	21%	*	32%	43%	*	43%	28%
White	38	737	737	736	*	*	32%	40%	0%	40%	35%
Hispanic	*	*	*	721	*	*	*	*	*	*	21%
Black or African American	*	*	*	715	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	728	N	N	N	N	N	N	28%
Two or More Races	*	*	*	726	*	*	*	*	*	*	28%
Female	26	744	744	730	*	*	*	*	0%	46%	30%
Male	21	735	735	725	*	*	*	*	0%	38%	26%
Economically Disadvantaged Students	16	733	733	719	*	*	*	*	0%	50%	19%
Non-Economically Disadvantaged Students	31	743	743	734	*	*	*	*	0%	39%	34%
Students with Disabilities	12	691	691	705	*	*	*	*	*	*	*
Students without Disabilities	35	757	757	734	*	*	*	*	*	*	*
English Learners	*	*	*	703	*	*	*	*	*	*	*
Non-English Learners	*	*	*	729	*	*	*	*	*	*	*
Homeless Students	N	N	N	710	N	N	N	N	N	N	11%
Students in Foster Care	N	N	N	705	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	713	N	N	N	N	N	N	*

**Grade 8 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



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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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	63	743	743	743	*	24%	27%	41%	*	44%	42%
White	53	743	743	751	*	28%	28%	38%	*	42%	52%
Hispanic	*	*	*	728	*	*	*	*	*	*	24%
Black or African American	N	N	N	724	N	N	N	N	N	N	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	*	*	*	741	*	*	*	*	*	*	41%
Female	32	745	745	744	*	*	*	44%	*	47%	43%
Male	31	741	741	741	*	*	*	39%	*	42%	40%
Economically Disadvantaged Students	11	727	727	727	*	*	*	*	*	18%	23%
Non-Economically Disadvantaged Students	52	747	747	751	*	*	*	*	*	50%	52%
Students with Disabilities	12	713	713	714	*	*	*	*	*	*	10%
Students without Disabilities	51	750	750	747	*	*	*	*	*	*	47%
English Learners	*	*	*	708	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%



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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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	38	745	745	734	*	*	40%	40%	*	45%	30%
White	32	745	745	740	*	*	38%	41%	*	47%	38%
Hispanic	*	*	*	722	*	*	*	*	*	*	14%
Black or African American	*	*	*	719	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	N	N	N	758	N	N	N	N	N	N	65%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	29%
Two or More Races	N	N	N	733	N	N	N	N	N	N	32%
Female	17	748	748	735	*	*	*	*	*	47%	31%
Male	21	742	742	733	*	*	*	*	*	43%	30%
Economically Disadvantaged Students	*	*	*	721	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	39%
Students with Disabilities	*	*	*	711	*	*	*	*	*	*	*
Students without Disabilities	*	*	*	738	*	*	*	*	*	*	*
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	735	*	*	*	*	*	*	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	727	N	N	N	N	N	N	15%
Migrant Students	N	N	N	704	N	N	N	N	N	N	*



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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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	29	722	722	725	*	35%	*	*	0%	28%	28%
White	25	724	724	731	*	*	*	*	0%	28%	33%
Hispanic	*	*	*	710	*	*	*	*	*	*	14%
Black or African American	N	N	N	703	N	N	N	N	N	N	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	761	*	*	*	*	*	*	62%
American Indian or Alaska Native	N	N	N	715	N	N	N	N	N	N	20%
Two or More Races	N	N	N	718	N	N	N	N	N	N	25%
Female	13	715	715	725	*	*	*	*	0%	15%	27%
Male	16	728	728	725	*	*	*	*	0%	38%	29%
Economically Disadvantaged Students	*	*	*	708	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	*	*	*	733	*	*	*	*	*	*	35%
Students with Disabilities	*	*	*	692	*	*	*	*	*	*	*
Students without Disabilities	*	*	*	729	*	*	*	*	*	*	*
English Learners	*	*	*	692	*	*	*	*	*	*	*
Non-English Learners	*	*	*	726	*	*	*	*	*	*	*
Homeless Students	N	N	N	702	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	692	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	710	N	N	N	N	N	N	14%
Migrant Students	N	N	N	702	N	N	N	N	N	N	14%

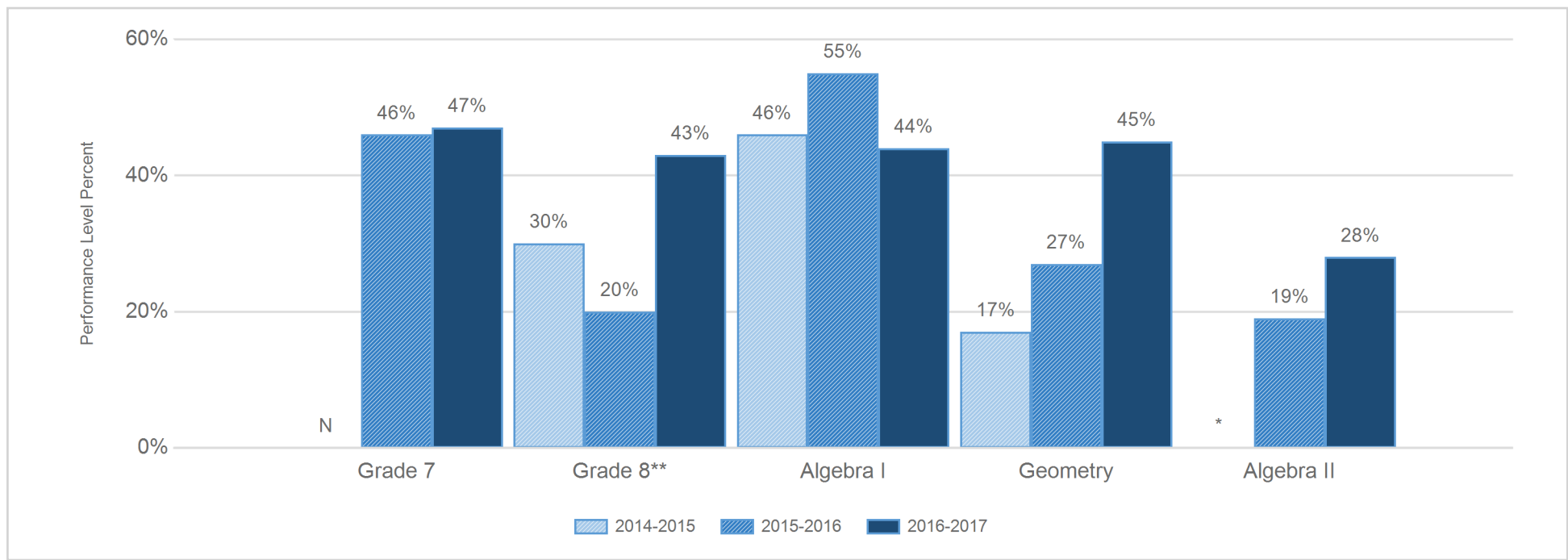


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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.



**Grades 6-8 do not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



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Alternate Assessments - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
7	*	*
8	N	N
9	N	N
10	N	N
11	N	N

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. The table also shows 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
1	*	*	*
2	N	N	N
3	N	N	N
4	*	*	*
5+	*	*	*



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This section shows performance on the NJASK science test which measures students' ability to recall information and to solve problems by applying science concepts. The assessment is given to students in grades 4 and 8 and has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

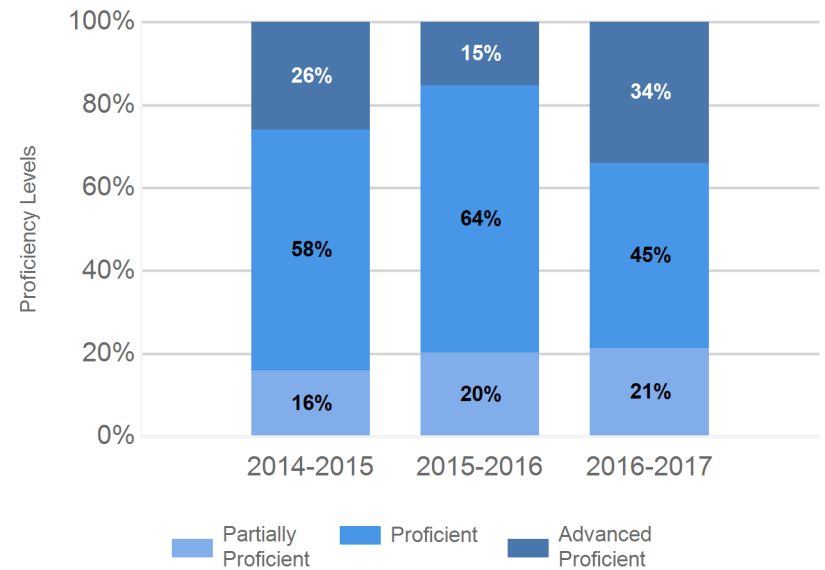
NJASK Science Assessment Performance: Grade 8

This table shows the percentage of students in each proficiency category for the NJASK science test for the school and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	27%	47%	27%
Schoolwide	34%	45%	21%
White	35%	41%	*
Hispanic	*	*	N
Black or African American	*	*	N
Asian, Native Hawaiian, or Pacific Islander	N	*	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	*	*
Economically Disadvantaged Students	27%	40%	33%
Students with Disabilities	N	*	*
English Learners	N	N	*

NJASK Science Assessment Performance Trends: Grade 8

This graph shows the percentage of students by proficiency category for the past three school years.





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This section shows whether students have gained the knowledge and skills identified in the Biology section of the Science Core Curriculum Standards as measured by the End of Course Biology test. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

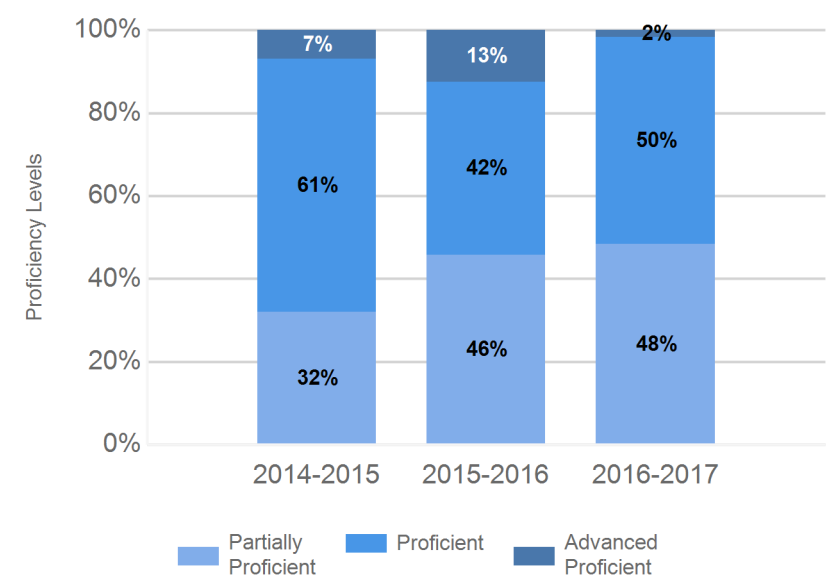
Biology Assessment - Performance

This table shows the percentage of students in each proficiency category for the school and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	16%	42%	42%
Schoolwide	2%	50%	48%
White	2%	54%	44%
Hispanic	N	*	*
Black or African American	N	N	*
Asian, Native Hawaiian, or Pacific Islander	N	N	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	*	*
Economically Disadvantaged Students	N	36%	64%
Students with Disabilities	N	18%	82%
English Learners	N	N	*

Biology Assessment - Proficiency Trends

This graph displays the percentage of students by proficiency category for the past three school years.



An "*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display



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This section of the performance report shows information on student growth which measures how much students are learning each year. Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

A student's **SGP** falls between 1 and 99 and can be grouped into three levels:

Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

If the student growth percentiles for all students in the school are ordered from smallest to largest, the **median student growth percentile (mSGP)** is the percentile in the middle of that list. Watch a short video that explains how **median Student Growth Percentile (mSGP)** is calculated here:

<http://www.state.nj.us/education/njsmart/performance/>

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts/Literacy (ELA) and Mathematics for the school and each student group with comparisons to the district and the state. This table also shows whether the school and each student group met the *ESSA* accountability target of 40 for the 2016-17 school year.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	34	34	50	Not Met	36.5	36.5	50	Not Met
White	33	33	50	Not Met	37	37	52	Not Met
Hispanic	*	*	49	**	*	*	47	**
Black or African American	*	*	45	**	*	*	43	**
Asian, Native Hawaiian, or Pacific Islander	*	*	60	**	N	N	N	N
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	*	51	**	N	N	N	N
Economically Disadvantaged	42	42	47	Met Target	37	37	46	**
Students with Disabilities	34	34	41	Not Met	37	37	43	**
English Learners	*	*	53	**	N	N	N	N

** ESSA accountability targets are only included if data is available for at least 20 students.



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Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

A student's **SGP** falls between 1 and 99 and can be grouped into three levels:

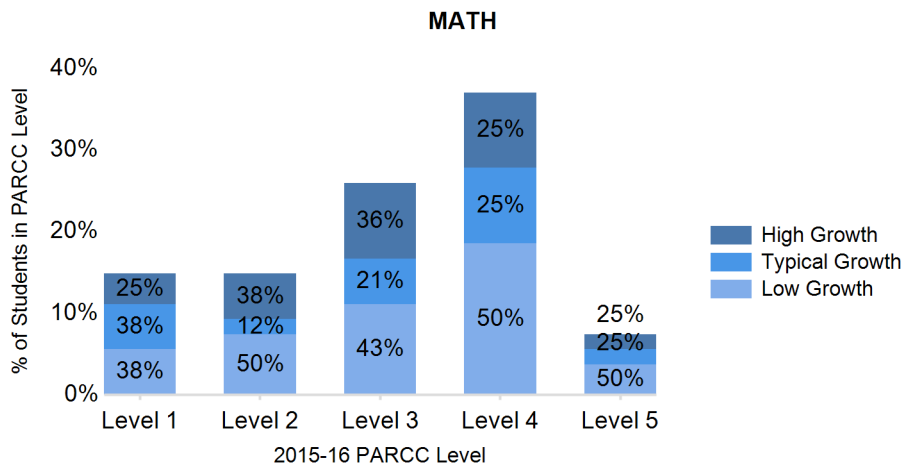
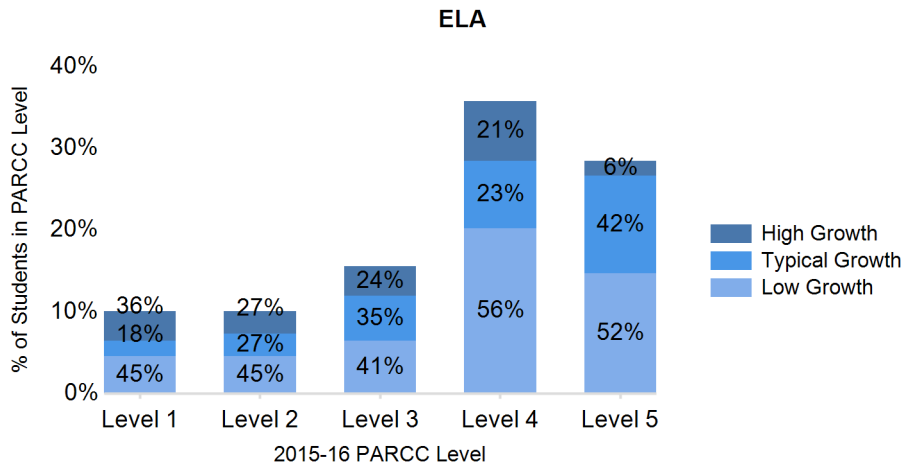
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

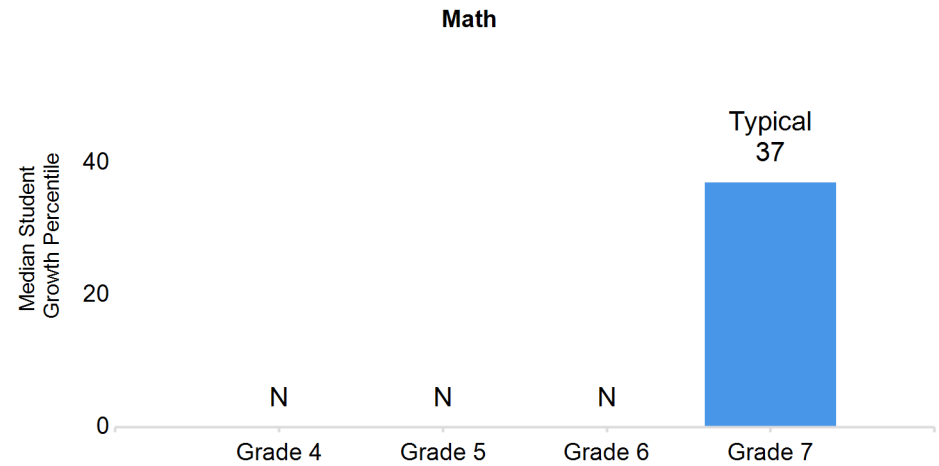
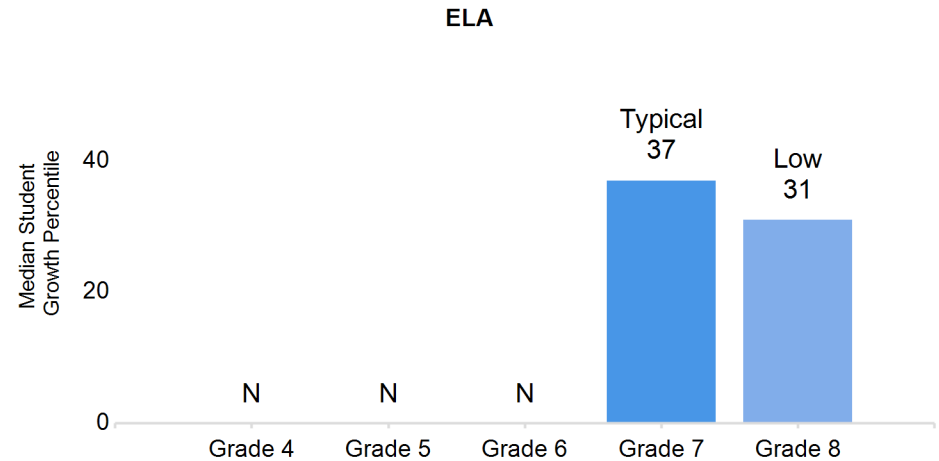
Student Growth by Performance Level

These graphs show the percentage of students by 2015-16 PARCC performance level that fall into each of the three levels of growth based on their 2016-17 test scores.



Student Growth by Grade

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





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This section contains information about participation and performance on college entrance examinations. For more information about how participation and performance on the PSAT, SAT, and ACT tests are calculated and how these calculations account for recent changes to the SAT test, please see our [Reference Guide](#).

PSAT/SAT/ACT - Participation

This table shows the percentage of 10th and 11th graders that took the PSAT 10 or PSAT NMSQT exams in 2016-17. This table also shows the percentage of 12th graders that have taken the SAT or ACT this year or in prior years.

Test	% of Students in School	% of Students in State
Percentage of students taking the PSAT	100.0%	89.4%
Percentage of students taking the SAT	100.0%	70.0%
Percentage of students taking the ACT	*	28.3%

PSAT/SAT/ACT - Performance

This table shows the average test score, based on highest scoring test, for the PSAT, SAT, and ACT tests by subject area for students in the school and across the state. This table also shows the percentage of students at or above College Readiness Benchmarks for each test. Students that score at or above these benchmarks have a high chance of success in credit-bearing college courses.

Test	School Average Score	State Average Score	College Readiness Benchmarks	School - % of Students scoring at or above Benchmark	State - % of Students scoring at or above Benchmark
PSAT - Reading and Writing	475	481	Varies By Grade	73%	67%
PSAT - Math	475	483	Varies By Grade	56%	49%
SAT - Reading and Writing	563	551	480	82%	77%
SAT - Math	547	552	530	50%	58%
ACT - Reading	*	24	22	*	65%
ACT - English	*	24	18	*	79%
ACT - Math	*	24	22	*	65%
ACT - Science	*	23	23	*	54%



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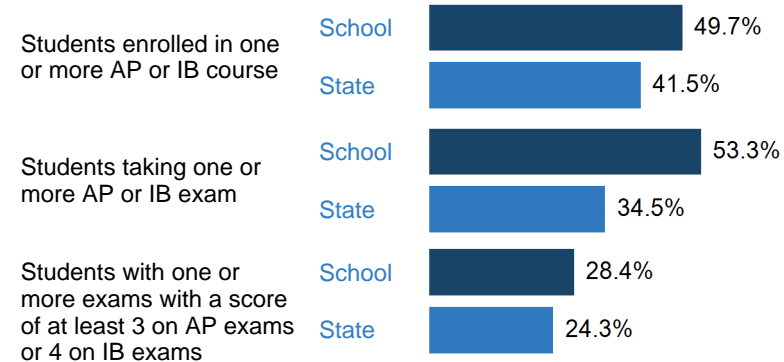
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate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

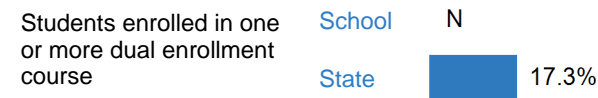
AP/IB Coursework – Participation and Performance

This chart shows the percentage of students out of all 11th and 12th grade students in the school and across the state, who enrolled in one or more AP or IB course, the percentage that took one or more AP or IB exam, and the percentage of students taking one or more exams who received at least one score of at least 3 on AP exams or 4 on IB exams.



Dual Enrollment Coursework - Participation

This graph shows the percentage students enrolled in at least one **dual enrollment** course in the school and across the state. **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 students enrolled in AP/IB courses and the corresponding exams that were taken. 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 scores of at least 3 on AP exams or 4 on IB exams. In the last two rows, students taking multiple exams are counted more than once.

AP/IB Course	Students Enrolled	Students Tested
AP Biology	10	10
AP Calculus AB	7	7
AP Computer Science A	0	1
AP English Language and Composition	14	14
AP English Literature and Composition	11	11
AP Environmental Science	8	8
AP Physics 1	0	10
AP Physics B	11	0
AP Spanish Language	3	11
AP Statistics	0	1
AP Studio Art—Drawing Portfolio	0	1
AP U.S. History	20	21
Total Exams Taken		95
Exams with scores of at least 3 on AP exams or 4 on IB exams		35



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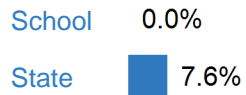
This section contains information about participation in approved **Career and Technical Education (CTE)** programs and **Structured Learning Experiences**. For more information about CTE in New Jersey, please visit <http://www.nj.gov/education/cte/>.

Career and Technical Education Participation

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

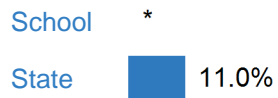
CTE Participants

(completed only one course in an approved CTE program)



CTE Concentrators

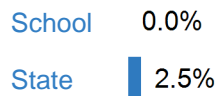
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

The graph below displays the percentage of students within the school and state who participated in Structured Learning Experiences (SLEs). SLEs can include work-based learning programs, internships, apprenticeships, and service learning experiences and can be paid or unpaid.

Structured Learning Experiences



Industry-Valued Credentials Earned

This table shows the number of students that earned at least one industry-valued credential and the number of credentials earned in each Career Cluster® and overall for the 2016-17 school year. Students earning credentials in more than one Career Cluster are counted in multiple rows. Students earning multiple credentials in one Career Cluster are counted more than once in the Industry credentials total.

Career Cluster	Students with at least one credential earned	Industry credentials earned
Total non-duplicated number of students**	0	
Total number of credentials earned in all clusters		0

**Students may earn credentials in more than one Career Cluster



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This section shows the types of courses that students were enrolled in by grade level for the 2016-17 school year. You can find more information about [New Jersey Student Learning Standards](#) on our website and more details about the data in this section in our [Reference Guide](#). English course participation is not included because students are required to take four years of English in high school.

Mathematics - Course Participation

This table shows the number of students by grade that were enrolled in **Mathematics** courses by subject area. Students are counted more than once if they are enrolled in more than one math course. The bottom row of the table shows the number of students that enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) math course by subject area.

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
7	0	0	0	0	0	0	59
8	11	3	0	0	0	0	46
9	47	13	0	0	0	0	0
10	12	23	10	0	0	0	0
11	1	3	18	13	0	2	0
12	1	2	7	6	7	26	0
Schoolwide	72	44	35	19	7	28	105
Enrolled in AP/IB Course					7	0	0

Science - Course Participation

This table shows the number of students by grade that were enrolled in **Science** courses by subject area. Students are counted more than once if they are enrolled in more than one science course. The bottom row of the table shows the number of students that enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) science course by subject area.

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	54	0	0	1	0	1
10	2	25	0	14	0	16
11	6	5	0	9	21	6
12	4	1	0	8	12	5
Schoolwide	66	31	0	32	33	28
Enrolled in AP/IB Course	10	0		8	11	0



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This section shows the types of courses that students were enrolled in by grade level for the 2016-17 school year. You can find more information about [New Jersey Student Learning Standards](#) on our website and more details about the data in this section in our [Reference Guide](#). English course participation is not included because students are required to take four years of English in high school.

Social Studies and History - Course Participation

This table shows the number of students by grade that were enrolled in **Social Studies** and **History** courses by subject area. Students are counted more than once if they are enrolled in more than one social studies or history course. The bottom row of the table shows the number of students that enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) social studies or history course by subject area.

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	60	2	0	0	0	0
10	1	43	0	0	0	6
11	0	44	2	0	0	3
12	0	15	13	0	0	16
Schoolwide	61	104	15	0	0	25
Enrolled in AP/IB Course	0	20	0	0	0	0

World Languages - Course Participation

This table shows the number of students by grade that were enrolled in **World Languages** courses by language. Students are counted more than once if they are enrolled in more than one language course. The bottom rows of the table show students enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) language course, students enrolled in a level 3 or higher language course (such as French III or IV), and the number of students that earned a Seal of Biliteracy by language.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
7	58	0	0	0	0	0	0
8	50	0	0	0	0	0	0
9	53	0	0	0	0	0	0
10	27	0	0	0	0	0	0
11	11	0	0	0	0	0	0
12	5	0	0	0	0	0	0
Schoolwide	204	0	0	0	0	0	0
Enrolled in AP/IB Course	3	0	0	0	0	0	0
Enrolled in Level 3 or Higher	20	0	0	0	0	0	0
Earned Seal of Biliteracy	*	0	0	0	0	0	0



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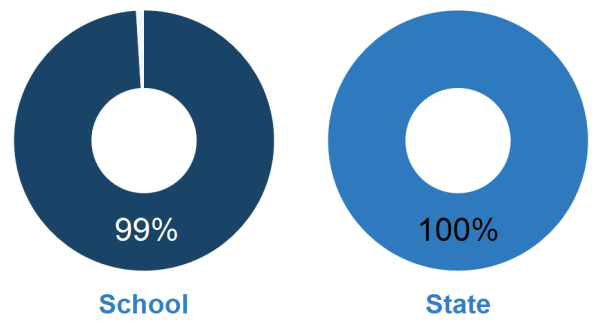
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Visual and Performing Arts – Course Participation

This chart shows the percentages of students in the school and across the state that were enrolled in one or more **Visual and Performing Arts** classes with separate rates for grades 6-8 and grades 9-12. The chart also shows the percentage of students in the school and across the state that were enrolled in one or more courses within each of the four arts disciplines.

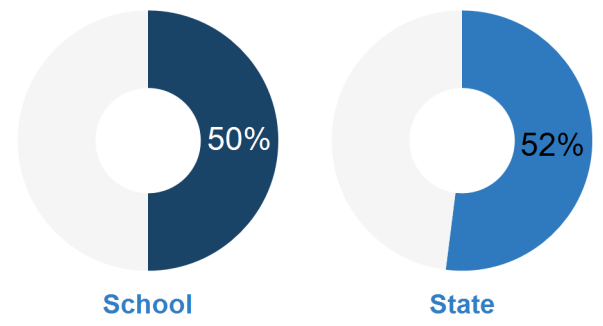
Grades 6-8:

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

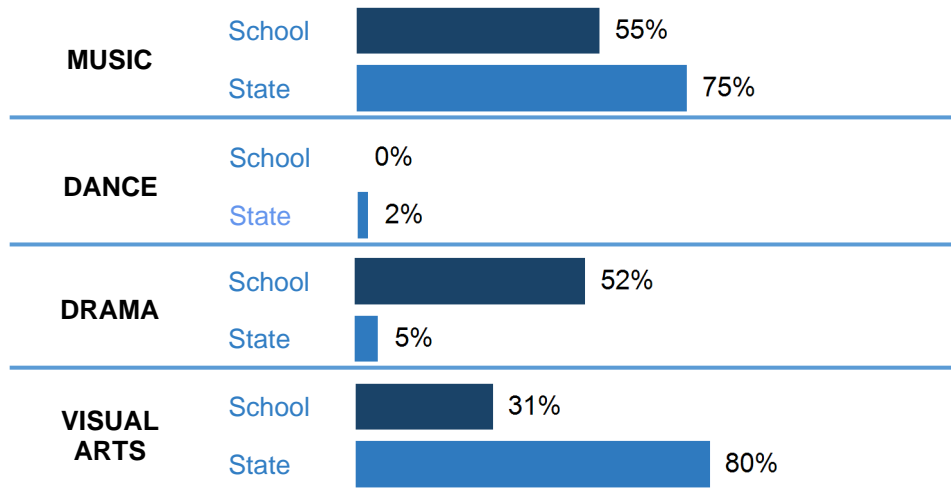


Grades 9-12:

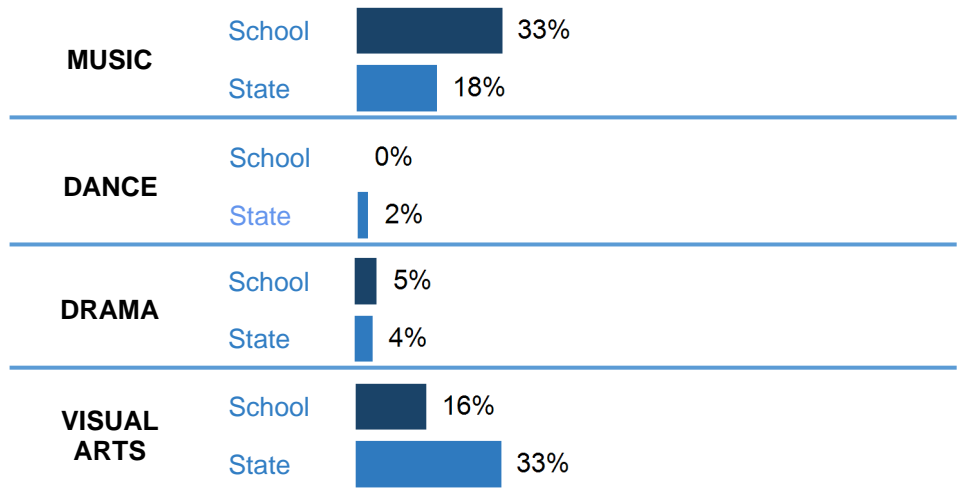
Students enrolled in one or more **visual and performing arts** classes



Students enrolled in one or more classes by discipline:



Students enrolled in one or more classes by discipline:





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This section contains information about graduation rates and dropout rates for students in grades 9-12. Graduation rates are calculated based on the adjusted cohort graduation rate calculation. You can find more about how these rates are calculated [here](#).

Graduation Rates

This table shows 4-year and 5-year Graduation Rates for the school and each student group with comparisons to statewide rates. Annual ESSA accountability targets for the Class of 2016 4-year rate and the Class of 2015 5-year rates are included with a flag for whether the school and each student group met those targets.

Student Group	School - Class of 2017: 4 Year Rate	State - Class of 2017: 4 Year Rate	School - Class of 2016: 5 Year Rate	State - Class of 2016: 5 Year Rate	Class of 2016: 4 Year Rate	Class of 2016: 4 Year Target	Met Target?	Class of 2015: 5 Year Rate	Class of 2015: 5 Year Target	Met Target?
Schoolwide	94.1%	90.5%	92.1%	91.8%	86.8%	93.4%	Not Met	94.7%	90.5%	Met Target
White	95.5%	94.5%	93.6%	95.1%	86.7%	92.9%	Not Met	94.2%	90.5%	Met Target
Hispanic	*	84.3%	*	86.3%	*	**	**	*	**	**
Black or African American	*	83.4%	*	85.3%	*	**	**	*	**	**
Asian, Native Hawaiian or Pacific Islander	*	96.6%	*	97.5%	*	**	**	*	**	**
American Indian or Alaska Native	N	92.3%	N	86.6%	N	N	N	N	N	N
Two or More Races	*	91.9%	*	93.7%	*	**	**	*	**	**
Economically Disadvantaged Students	100.0%	83.9%	*	85.6%	*	**	**	93.8%	**	**
Students with Disabilities	84.6%	78.8%	*	82.1%	*	**	**	81.3%	**	**
English Learners	N	76.1%	N	79.7%	N	N	N	*	**	**
Homeless Students	N	73.2%	N	74.4%	N	N	N	N		

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
2017	94.1%	-
2016	86.8%	92.1%
2015	93.3%	94.7%

Dropout Rate Trends

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

School Year	School Rate	State Rate
2016-2017	0.5%	1.1%
2015-2016	0.6%	1.1%
2014-2015	0.5%	1.1%

** ESSA accountability targets are only included if data is available for at least 20 students



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This section contains information about students enrolling in colleges and universities after graduation from high school. Postsecondary enrollment information 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 the enrollment rates of Class of 2017 high school graduates into 2-year or 4-year institutions the fall after high school graduation. The following columns show the percentage of these enrolled students by 2-year or 4-year institution.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	71.1%	29.5%	70.5%
Schoolwide	84.8%	46.2%	53.9%
White	85%	47.1%	52.9%
Hispanic	*	*	*
Black or African American	*	0%	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	0%	0%	0%
Economically Disadvantaged Students	84.6%	81.8%	18.2%
Students with Disabilities	72.7%	87.5%	12.5%
English Learners	*	*	0%

Postsecondary Enrollment Rates: 16 month

This table shows the enrollment rates of Class of 2016 high school graduates into 2-year or 4-year institutions 16 months after high school graduation for the school and each student group. The following columns show the percentage of these enrolled students by 2-year or 4-year institution, public or private institution, or in-state or out-of-state institution.

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	76.1%	33.6%	66.5%	73.6%	26.4%	65.5%	34.6%
Schoolwide	76.5%	46.2%	53.9%	65.4%	34.6%	73.1%	26.9%
White	70.4%	47.4%	52.6%	63.2%	36.8%	68.4%	31.6%
Hispanic	*	*	*	*	*	*	*
Black or African American	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	*	*	*
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	*	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*	*
English Learners	N	N	N	N	N	N	N



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This section shows information about student absences which provides important information about a school’s culture and climate. In addition, research shows that student absences impact a child’s ability to succeed in school. The New Jersey Department of Education selected 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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

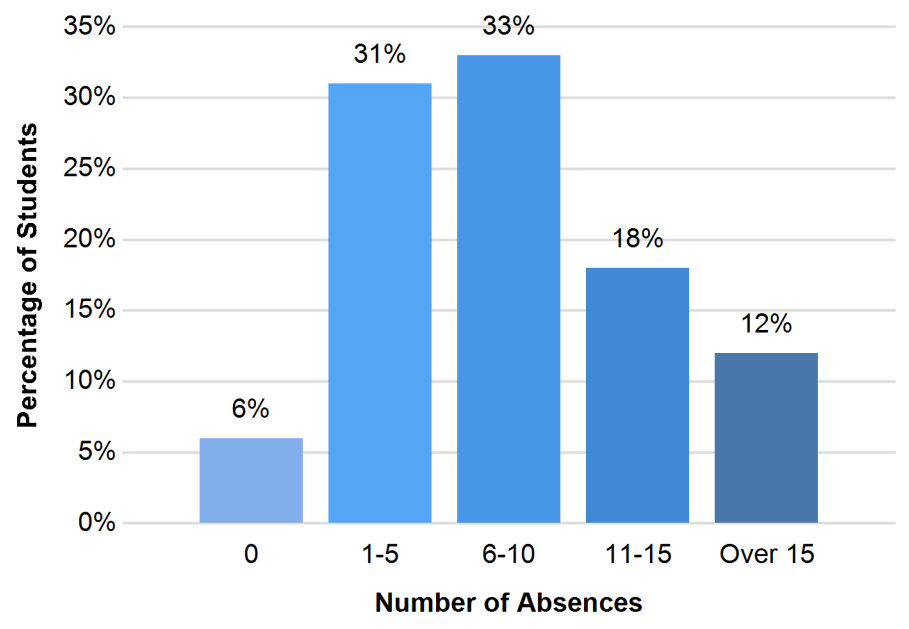
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	8.10	12.60	Met Target
White	8.60	12.60	Met Target
Hispanic	0	12.60	Met Target
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	13.30	12.60	Not Met
Students with Disabilities	16.00	12.60	Not Met
English Learners	N	**	**

** ESSA accountability targets are only included if data is available for at least 20 students.

Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.



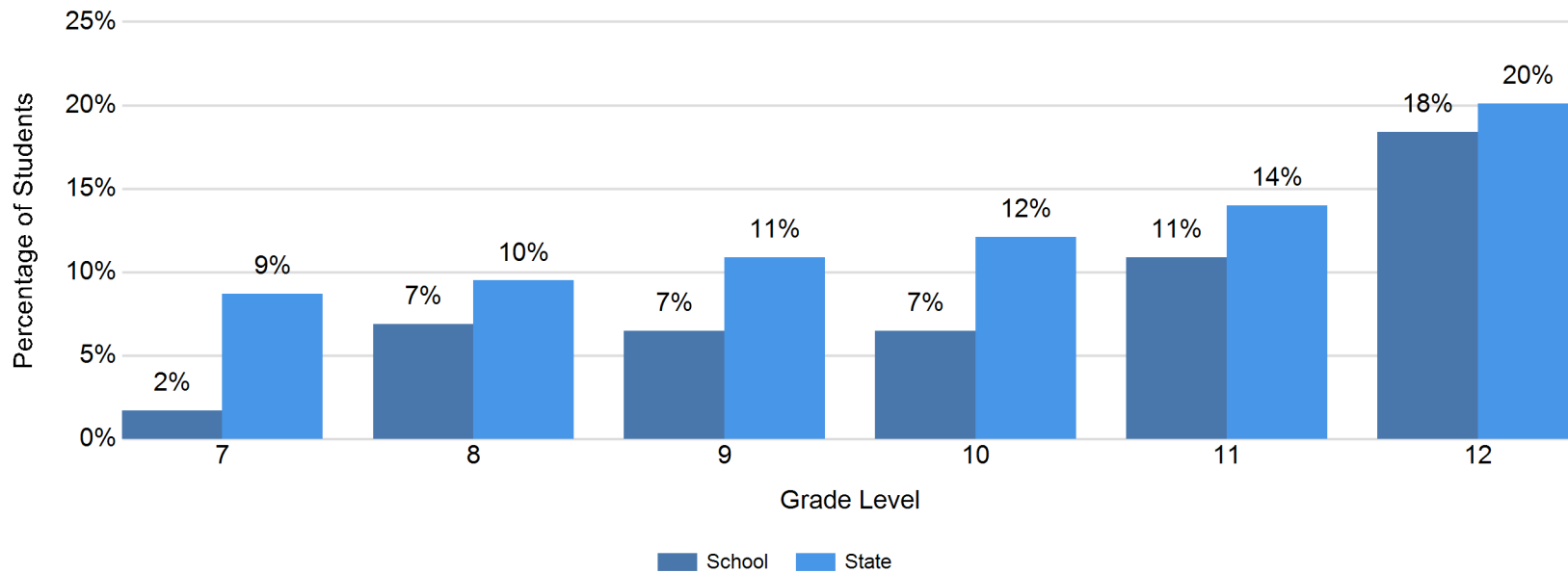


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Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





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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.

Category	School
Typical Start Time	7:45AM
Typical End Time	2:25PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	6 Hrs. 1 Mins.
Shared Time - Instructional Time	3 Hrs. 15 Mins.

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 provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	1
Vandalism	1
Weapons	1
Substances	2
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	5
Incidents Per 100 Students Enrolled	1.64

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	3.3%
Out-of-School Suspensions	4.6%
Any Suspension	7.8%

Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0



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Technology Readiness

This table shows information that was collected through the optional NJTRAx survey to determine a school's technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school's LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1:1	491.0 kbps	100 kbps	Yes	N	Fiber	N

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).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$680	\$19,882	\$20,562



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This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

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

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

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	38	120,724
Average years experience in public schools	10.6	11.8
Average years experience in district	10.3	10.5
Teachers in district for 4 or more years	66%	74%

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	4	9,506
Average years experience in public schools	11.3	15.9
Average years experience in district	10.8	11.6
Administrators in district for 4 or more years	75%	74%

Student to Staff Ratios

This table shows the number of students per staff member 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.

Staff Type	School Students: Staff	District Students: Staff
Teachers	8:1	8:1
Administrators	76:1	76:1
Librarian/Media Specialists		306:1
Nurses		306:1
Counselors		153:1
Child Study Team		102:1



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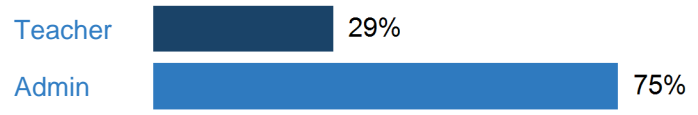
Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	86%	89%
2015-16 Administrators: Same district 2016-17	67%	88%

Faculty Attendance

This table shows the percentage of days that school 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
2016-17	98%



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Accountability Indicator Scores and Summative Rating

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. This table shows the indicator scores for each indicator included in the accountability system and the weights 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 rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey's accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	68.1	12.5%
Mathematics Proficiency	72.3	12.5%
Graduation - 4-Year	4.3	15.0%
Graduation - 5-Year	40.0	15.0%
English Language Arts Growth	40.4	15.0%
Mathematics Growth	56.8	15.0%
Chronic Absenteeism	66.0	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		48.7
Summative Rating: Percentile rank of Summative Score		48.9
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No
Requires Comprehensive Support: 4-year Graduation Rate less than or equal to 67%		No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Indicator weights for this school were adjusted due to data availability.



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Accountability Summary by Student Group

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. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group’s performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these [accountability resources](#).

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	Graduation Rate - 4-Year	Graduation Rate - 5-Year	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	48.7	19.6	No	Met Target	Met Target	Met Target	Not Met	Met Target	Not Met	Not Met	No
White	49.4	19.6	No	Met Target	Met Target	Met Target	Not Met	Met Target	Not Met	Not Met	No
Hispanic	**	**	No	**	**	Met Target	**	**	**	**	No
Black or African American	**	**	No	**	**	**	**	**	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	N	N	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	**	**	No
Economically Disadvantaged Students	41.1	11.9	No	Met Target	Met Target	Not Met	**	**	Met Target	**	No
Students with Disabilities	27.2	11.9	No	Met Target	Met Target†	Not Met	**	**	Not Met	**	No
English Learners	**	**	No	**	**	**	N	**	**	**	No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Target was met within a confidence interval.



Henry Hudson Regional School
2016-2017
Grade Span 07-12




25-2120-050
 MONMOUTH
 HENRY HUDSON REGIONAL
 1 GRAND TOUR
 HIGHLANDS, NJ 07732-2001

School General Info

Principal:	Mrs. Kingsmore	Email Address:	lkingsmore@hhrs.us
Address:	1 GRAND TOUR HIGHLANDS, NJ 07732-2001	Website:	www.henryhudsonreg.k12.nj.us/hhrs
Phone:	(732)872-0900	Facebook:	www.facebook.com/henryhudsonregional
		Twitter:	www.twitter.com/HHPPrincipal

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:	<ul style="list-style-type: none"> • Course offerings in CP, Honors and Advanced Placement with online learning. • Technology is a part of each school day, with all students utilizing 1:1 Chromebooks. • Award-winning band, theater program, film production, athletics, arts and robotics.
 Mission, Vision, Theme:	Henry Hudson Regional School provides a personalized learning experience that enables students to meet and exceed all content area learning standards by maintaining small class size; securing low student to teacher ratio; utilizing highly engaging curriculum that fosters academic achievement in a changing global, technological society; and embracing a strong partnership with its community. Henry Hudson Regional is one of the best “public schools in a private school setting”!
 Awards, Recognition, Accomplishments:	2017-Nationally Recognized Game Design Program in Mathematics 2016-Nationally Recognized Visionary Principal of the Year for New Jersey 2016-Nationally Recognized Therapy Dog Program 2017-Bronze; 2016-Silver; 2015-Gold Awards-NJ Skills USA for Broadcast News Production; NASSP Principal of the Year Video 2016-1st Place in the USA; Varsity Softball Team Group 1 State Champs in 2015; Div. Champs 2015; 2016; 2017 Concert Band has placed first in 2012-2016; invited to march down Main St. USA in WDW







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 <p>Courses, Curriculum, Instruction:</p>	<p>Advanced Placement in English; History; Calculus; Spanish; Physics; Environmental Science; Biology; Music Theory; Studio Art; Honors courses in all core courses; Enrichment in Science/LAL in MS-STEM/STEAM; Electronic textbooks used; Digital Learning offered for courses not offered in HS; Dual Enrollment with Brookdale C.C.; STEM/STEAM Academy with partnership with Monmouth U.; homework daily with emphasis on writing across the curriculum; MS is a team of core teachers and common planning & PBLs</p>
 <p>Sports and Athletics:</p>	<p>Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Boys & Girls), Cross-Country (Boys & Girls), Field Hockey (Girls), Soccer (Boys), Softball (Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls)</p> <p>Cooperative agreement with Keyport HS allows students to compete in football, wrestling, volleyball and Varsity Girls Soccer; 5th & 6th graders compete athletically on the MS teams from AHES & HES; all students can compete in multiple varsity sports due to size of school; recognized for Good Sportsmanship in Shore Conference; MS teams mirror HS athletic offerings; allow students to compete individually in gymnastics & swimming; dedicated coaching staff and athletic trainer</p>
 <p>Clubs and Activities:</p>	<p>Arte Club; A Capella Choir; HS/MS Band; Pep Band; Marching Band; Pit Band; Tri-M Music Honor Society; Book Club; Chess Team; Fellowship of Christian Athletes; Gay-Straight Alliance; Health Careers Club; International Club; Journalism Club; Key Club; National Honor Society; SADD; Science Club; Skills USA; Student Council; Technology Club; Theatre- Admiral Players & Jr. Admiral Players; Yearbook Club; Students volunteer as First Aid Cadets; local food pantries; youth groups; Leo Club in AH</p>
 <p>Before and After School Programs:</p>	<p>Homework Help before and afterschool provided by certificated teaching staff; homework help is free of charge to MS/HS; STEP Program offered to Title I students in mathematics and Language Arts Literacy in MS/HS-students are given remediation and prepare for the PARCC; Arts & Ed. Center of NJ sponsors an afterschool arts enrichment program for MS students from all Monmouth County schools at HHRH-HHRH BOE pays for all middle and high school students who are accepted into the program</p>








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 <p>Staff and Professional Learning:</p>	<p>Four in-service days provide a myriad of professional learning opportunities for all staff; digital learning is offered for individual interests in all subject areas; teachers have administrative duty periods which are used to collaborate with their subject area peers; teachers meet monthly by departments to discuss curriculum; AP teachers meet monthly to plan AP practice exams and tutorials; MS Team meets twice weekly to discuss curriculum and student achievement with counselor</p>
 <p>Postsecondary Information:</p>	<p>91%- 2017- two/ four- year colleges: Boston U., Cornell, Drexel, Fordham, Ithaca, NJIT, NYU, Penn State, Ramapo, St. Joseph's, Quinnipiac, U of Ct, U.of Mass., U. of Miami, TCNJ, U. of Arizona, U. of Michigan, Rutgers; George Washington, Northeastern; Naviance software used for college selection, application and career exploration; Jr. year conferences, post-secondary planning sessions; senior college application sessions; college essay writing prep; FAFSA night help; SAT Prep course</p>
 <p>Student Supports and Services:</p>	<p>Therapy dog program for students with emotional, social and academic needs; ELL tutoring and digital learning supports; NHS tutoring; STEP tutoring for academic support; I &RS Team; Individual, group and class counseling 7-12; full time CST; translation services for Spanish speaking families; full time nursing services; in class support in all core subjects; Structured Learning Experiences for seniors; Sandy Hook Program for special needs students; Resource room classes in all core subjects 7-12</p>
 <p>Student Health and Wellness:</p>	<p>All students have physical education daily 7-12 for three quarters; one quarter is health and safety: driver's education; First Aid/CPR/AED training; drug and alcohol awareness; students participate in a Youth Advisory Committee for nutrition; students participate as members of the Safety Committee along with local police, teachers, SAC and administration</p>
 <p>Parent and Community Involvement:</p>	<p>PTO-supports school with fundraising events; purchased student planners; new scoreboard; over \$30,000 in scholarships to graduating seniors; sells concessions at all athletic events; provide refreshments for school events; Parent Advisory Committee (PAC)-open forum with principal to discuss all concerns; Middle States Accreditation Team for school improvement; HH Tri-District Education Foundation-philanthropic org. granted over \$45,000 to teachers promoting STEAM/STEM; Parent Portal access</p>




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 <p>Facilities:</p>	<p>38 classrooms including 6 science labs; three computer labs; media center with computers; gymnasium; Digital Video production lab; art room; music room; Cafeteria/Auditorium/ additional gym space; building is 55 years old; new addition and renovations in 2005; Upper & lower playing fields; tennis courts; baseball and soccer fields in both towns utilized for athletics; several classrooms are air conditioned; building is utilized by community through recreation; town of Highlands for meetings</p>
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<p>Other Information:</p>	<p>Henry Hudson Regional School is a comprehensive public school serving two communities of students: Atlantic Highlands and Highlands, NJ. The school is located on a high bluff overlooking the Atlantic Ocean, Sandy Hook and the Navesink Twin Lights Historic Center. Highlands is part of the Bayshore Region, an effort by nine municipalities in Northern Monmouth County to reinvigorate the area’s economy by emphasizing the traditional downtowns, dense residential neighborhoods, maritime history, and the natural beauty of the Raritan-Bayshore coastline. Middle School students participate in a “school within a school” approach to learning. Team of teachers trained to work together during a common planning period develops interdisciplinary problem-based learning opportunities for students. Henry Hudson assigns Spanish I to all 8th graders while increasing Spanish to a full semester for 7th graders. Advanced 8th graders can enroll in Algebra I and Geometry Honors. Also part of this enriched learning experience is a dedicated middle school counselor, who assists with the transition from elementary school to middle school and then high school. HHRS is in its fourth year with a STEM Academy through a robust Enrichment program, which includes 3-D printing, engineering and virtual laboratories and field trips in the middle school. This program continues with course offerings at the high school level with a comprehensive four- year plan, which includes a junior and senior capstone project. With a full time STEM Coordinator writing grants and teaching an introductory engineering class, this will be the first year of our HS STEM Academy cohort. With a traditional 8 day period of classes with MS/HS lunches separated by times of the day; school safety committee meets regularly with local police to practice drills; Twitter; Facebook and School Messenger are all used to communicate with parents as well as weekly updates via email to all parents, BOE, admin, and staff.</p>
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