



State of New Jersey  
2015-2016

Grade Span 09-12

19-2300-050  
HUNTERDON  
HUNTERDON CENTRAL REG  
Hunterdon Central Regional High School District  
84 ROUTE 31  
FLEMINGTON, NJ 08822-1239

## 2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other schools that are educating similar students, against district and state-wide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure.

NJDOE welcomes feedback on the school performance reports: [Survey](#)  
If you have any questions regarding Performance Reports, please contact [njsmart@pcgus.com](mailto:njsmart@pcgus.com)



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2015-2016

Grade Span 09-12

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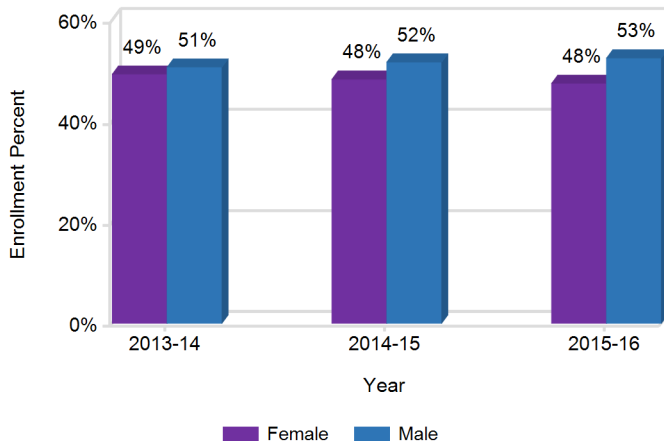
### Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade 09	779	765	711
Grade 10	725	778	740
Grade 11	761	683	706
Grade 12	687	709	597
UG	2	1	2
<b>Total</b>	<b>2954</b>	<b>2936</b>	<b>2756</b>

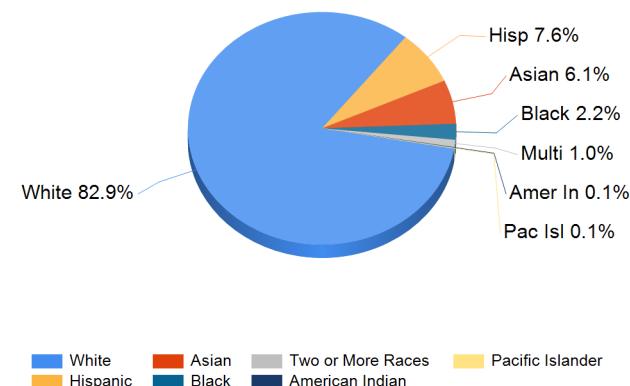
### Enrollment by Gender

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



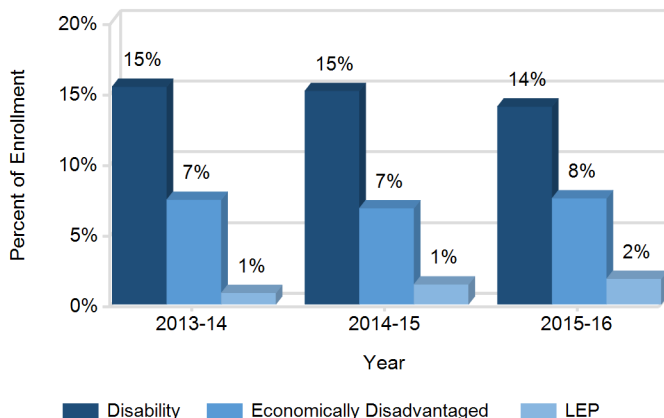
### Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



### Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



### Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	93.1%
Spanish	3.4%
Chinese	0.7%
Arabic	0.5%
Gujarati	0.4%
Other	1.4%

\* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.

\* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



State of New Jersey  
2015-2016

Grade Span 09-12

19-2300-050

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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

## Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	78%	S	97
Mathematics Met or Exceeded Expectations	60%	S	92

## Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goal is established as 95% by the United States Department of education. ✓\*= Met participation rate(participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	1459	78%	97	99%	✓	1274	60%	92	99%	✓
White	1223	79%	90	99%	✓	1066	61%	86	99%	✓
African American	S	S	S	S		S	S	S	S	
Hispanic	94	59%	91	96%	✓	85	40%	84	98%	✓
American Indian	S	S	S	S		N	N	N	N	
Asian	88	83%	80	100%	✓	75	72%	78	100%	✓
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	224	38%	98	97%	✓	165	25%	95	99%	✓
English Learner Students	N	N	N	N		N	N	N	N	
Economically Disadvantaged Students	92	57%	89	97%	✓	90	44%	90	99%	✓



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HUNTERDON

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84 ROUTE 31

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## PARCC ELA Performance Distribution - Grade 09

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	<b>751</b>	<b>774</b>	<b>774</b>	<b>746</b>	<b>3%</b>	<b>6%</b>	<b>15%</b>	<b>42%</b>	<b>34%</b>	<b>76%</b>	<b>49%</b>
White	610	776	776	754	1%	6%	15%	44%	35%	79%	58%
African American	20	780	780	729	5%	5%	5%	50%	35%	85%	30%
Hispanic	65	744	744	730	23%	8%	22%	31%	17%	48%	34%
Asian	44	785	785	774	N	5%	14%	30%	52%	82%	78%
American Indian	S	S	S	734	S	S	S	S	S	S	40%
Two or More Races	S	S	S	748	S	S	S	S	S	S	53%
Students with Disability	102	742	742	713	3%	23%	39%	31%	4%	35%	12%
English Language Learners	N	N	N	693	N	N	N	N	N	N	4%
Economically Disadvantaged Students	63	739	739	729	22%	14%	19%	37%	8%	44%	31%

■ Did Not Yet Meet Expectations    
 ■ Partially Met Expectations    
 ■ Approached Expectations    
 ■ Met Expectations    
 ■ Exceeded Expectations



State of New Jersey  
2015-2016

Grade Span 09-12

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HUNTERDON

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Hunterdon Central Regional High School District

84 ROUTE 31

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## PARCC ELA Performance Distribution - Grade 10

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	<b>726</b>	<b>782</b>	<b>782</b>	<b>740</b>	<b>2%</b>	<b>7%</b>	<b>13%</b>	<b>36%</b>	<b>42%</b>	<b>78%</b>	<b>44%</b>
White	616	782	782	747	2%	6%	12%	38%	41%	80%	50%
African American	12	756	756	722	8%	8%	42%	25%	17%	42%	28%
Hispanic	39	772	772	726	3%	13%	23%	23%	39%	62%	33%
Asian	47	802	802	767	N	4%	13%	26%	57%	83%	69%
American Indian	N	N	N	729	N	N	N	N	N	N	35%
Two or More Races	12	802	802	741	N	8%	8%	8%	75%	83%	45%
Students with Disability	117	738	738	702	9%	27%	24%	34%	5%	39%	11%
English Language Learners	N	N	N	685	N	N	N	N	N	N	4%
Economically Disadvantaged Students	39	762	762	723	8%	15%	13%	39%	26%	64%	30%

■ Did Not Yet Meet Expectations  
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State of New Jersey  
2015-2016

Grade Span 09-12

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HUNTERDON

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Hunterdon Central Regional High School District

84 ROUTE 31

FLEMINGTON, NJ 08822-1239

## \*\*PARCC ELA Performance Distribution - Grade 11

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	<b>550</b>	<b>766</b>	<b>766</b>	<b>736</b>	<b>4%</b>	<b>7%</b>	<b>15%</b>	<b>52%</b>	<b>22%</b>	<b>74%</b>	<b>40%</b>
White	470	766	766	739	4%	6%	14%	53%	23%	75%	42%
African American	14	760	760	728	N	29%	14%	29%	29%	57%	30%
Hispanic	45	755	755	732	9%	9%	20%	51%	11%	62%	37%
Asian	17	773	773	753	N	N	12%	71%	18%	88%	58%
American Indian	S	S	S	735	S	S	S	S	S	S	34%
Two or More Races	S	S	S	736	S	S	S	S	S	S	39%
Students with Disability	101	743	743	710	15%	14%	26%	38%	8%	46%	13%
English Language Learners	N	N	N	702	N	N	N	N	N	N	8%
Economically Disadvantaged Students	46	748	748	730	11%	15%	30%	28%	15%	44%	33%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations

\*\*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.



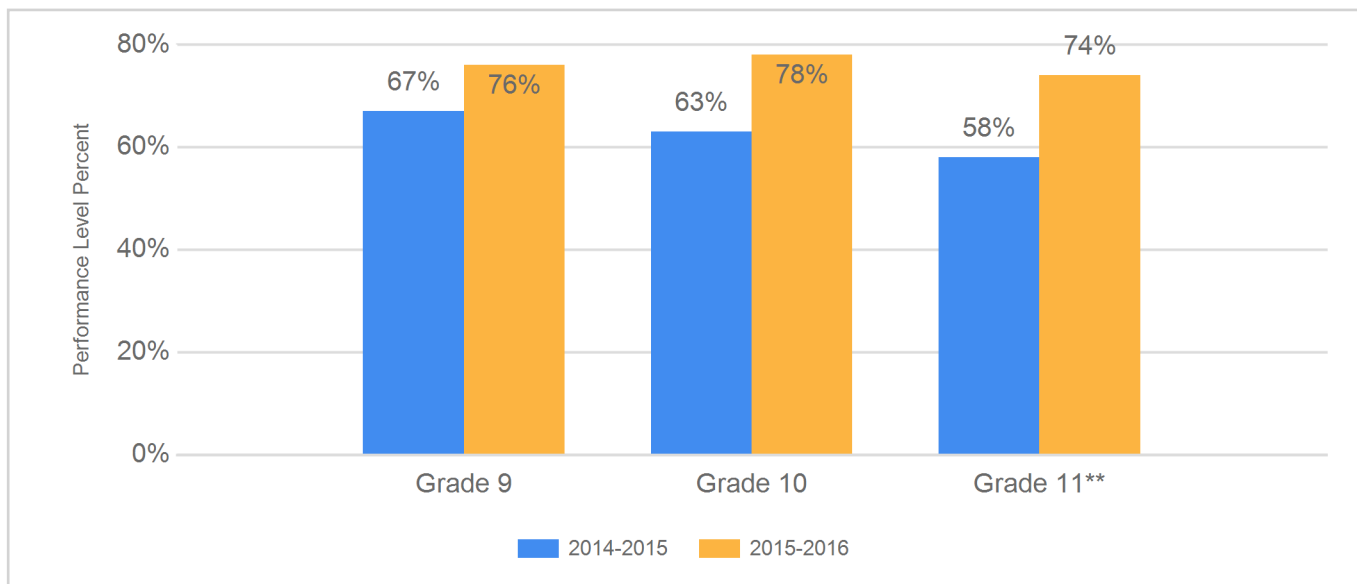
State of New Jersey  
2015-2016

Grade Span 09-12

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### PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



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



State of New Jersey  
2015-2016

Grade Span 09-12

19-2300-050

HUNTERDON

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84 ROUTE 31

FLEMINGTON, NJ 08822-1239

## PARCC Performance Distribution - Algebra I

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	<b>435</b>	<b>735</b>	<b>735</b>	<b>727</b>	<b>9%</b>	<b>22%</b>	<b>37%</b>	<b>32%</b>	<b>N</b>	<b>32%</b>	<b>41%</b>
White	345	737	737	734	8%	20%	37%	35%	N	35%	51%
African American	S	S	S	717	S	S	S	S	S	S	20%
Hispanic	57	726	726	720	11%	35%	35%	19%	N	19%	25%
Asian	S	S	S	746	S	S	S	S	S	S	76%
American Indian	N	N	N	726	N	N	N	N	N	N	38%
Two or More Races	S	S	S	727	S	S	S	S	S	S	47%
Students with Disability	105	721	721	708	18%	32%	39%	11%	N	11%	10%
English Language Learners	N	N	N	707	N	N	N	N	N	N	9%
Economically Disadvantaged Students	61	723	723	719	16%	36%	28%	20%	N	20%	23%

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Met Expectations

Exceeded Expectations



State of New Jersey  
2015-2016

Grade Span 09-12

19-2300-050

HUNTERDON

HUNTERDON CENTRAL REG

Hunterdon Central Regional High School District

84 ROUTE 31

FLEMINGTON, NJ 08822-1239

## PARCC Performance Distribution - Geometry

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	<b>615</b>	<b>757</b>	<b>757</b>	<b>730</b>	<b>2%</b>	<b>10%</b>	<b>25%</b>	<b>46%</b>	<b>17%</b>	<b>64%</b>	<b>27%</b>
White	520	757	757	736	2%	9%	26%	48%	17%	64%	34%
African American	S	S	S	717	S	S	S	S	S	S	9%
Hispanic	39	741	741	720	5%	23%	31%	36%	5%	41%	13%
Asian	37	772	772	750	N	11%	5%	41%	43%	84%	61%
American Indian	N	N	N	722	N	N	N	N	N	N	15%
Two or More Races	S	S	S	730	S	S	S	S	S	S	29%
Students with Disability	83	731	731	709	11%	34%	29%	23%	4%	27%	5%
English Language Learners	N	N	N	710	N	N	N	N	N	N	6%
Economically Disadvantaged Students	44	737	737	719	9%	30%	18%	34%	9%	43%	12%

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State of New Jersey  
2015-2016

Grade Span 09-12

19-2300-050

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Hunterdon Central Regional High School District

84 ROUTE 31

FLEMINGTON, NJ 08822-1239

## PARCC Performance Distribution - Algebra II

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	<b>589</b>	<b>748</b>	<b>748</b>	<b>722</b>	<b>8%</b>	<b>15%</b>	<b>26%</b>	<b>49%</b>	<b>3%</b>	<b>52%</b>	<b>27%</b>
White	499	748	748	728	7%	15%	27%	48%	3%	51%	31%
African American	S	S	S	700	S	S	S	S	S	S	8%
Hispanic	35	732	732	707	14%	31%	20%	34%	N	34%	12%
Asian	34	760	760	754	3%	9%	18%	65%	6%	71%	60%
American Indian	N	N	N	714	N	N	N	N	N	N	16%
Two or More Races	S	S	S	727	S	S	S	S	S	S	34%
Students with Disability	54	729	729	690	13%	30%	33%	24%	N	24%	5%
English Language Learners	N	N	N	692	N	N	N	N	N	N	7%
Economically Disadvantaged Students	23	736	736	705	17%	30%	9%	44%	N	44%	11%

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Met Expectations

Exceeded Expectations



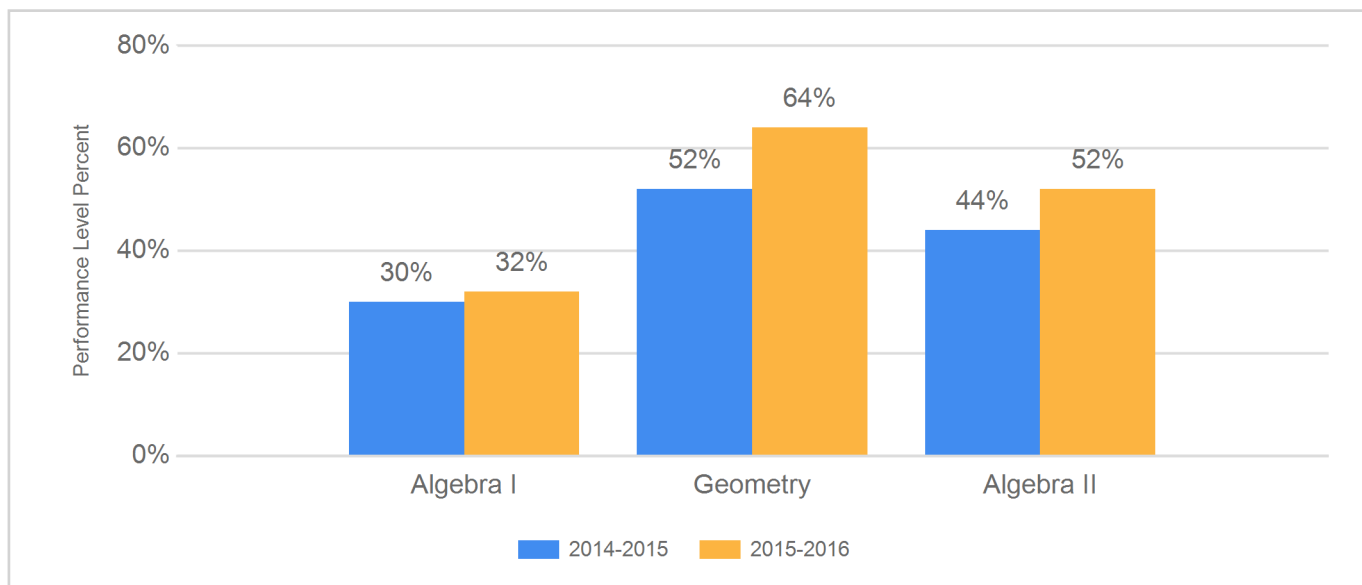
State of New Jersey  
2015-2016

Grade Span 09-12

19-2300-050  
HUNTERDON  
HUNTERDON CENTRAL REG  
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84 ROUTE 31  
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### PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



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Grade Span 09-12

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The Academic Achievement section also measures the content knowledge that students have in biology as demonstrated in End-of-Course Biology assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

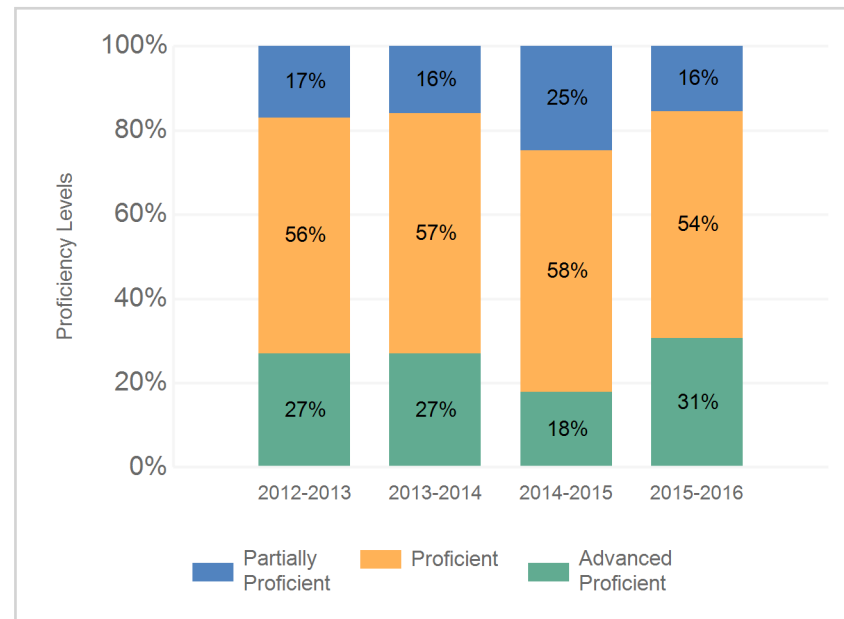
### Proficiency Outcomes - Biology

This table presents the percentage of students in each proficiency category for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	16%	41%	43%
Schoolwide	31%	54%	16%
White	31%	54%	15%
African American	24%	52%	24%
Hispanic	20%	54%	27%
American Indian	N	N	N
Asian	39%	52%	9%
Two or More Races	S	S	S
Students with Disability	7%	37%	56%
English Language Learners	S	S	S
Economically Disadvantaged Students	19%	46%	35%

### Proficiency Trends - Biology

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



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84 ROUTE 31

FLEMINGTON, NJ 08822-1239

Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are taking college entrance exams and challenging themselves with rigorous course work.

### PSAT/SAT/ACT Participation

This table presents the schoolwide and statewide participation rates from the last academic year as indicated in PSAT and SAT and from the last cohort as indicated in ACT.

College and Career Readiness Indicators	Schoolwide Participation	Statewide Participation
Percent of Students Participating in PSAT	85.9%	95.5%
Percent of Students Participating in SAT	70.2%	58.0%
Percent of Students Participating in ACT	46.7%	27.6%

### PSAT/SAT/ACT Benchmarks

This table presents the percentage of students scoring at or above College Readiness Benchmarks.

2015-16	Benchmark	Schoolwide	Statewide
<b>PSAT</b>	N	N	N
<b>SAT</b>	-	-	-
Reading and Writing	480	93%	71%
Math	530	79%	53%
<b>ACT</b>	-	-	-
Reading	22	70%	58%
English	18	91%	74%
Math	22	77%	61%
Science	23	63%	49%

### PSAT/SAT/ACT Performance

This table presents the school and state mean scores.

2015-16	School Mean	State Mean
<b>PSAT</b>	1064	950
<b>SAT</b>	-	-
Reading and Writing	595	537
Math	598	538
<b>ACT</b>	-	-
Reading	25	23
English	24	22
Math	25	23
Science	24	22

### PSAT/SAT/ACT Performance by Percentile

This table presents the student scores broken down by percentile based upon the school's distribution of scores.

2015-16	75 Percentile	50 Percentile	25 Percentile
<b>PSAT</b>	1170	1070	960
<b>SAT</b>	-	-	-
Reading and Writing	650	600	540
Math	660	590	540
<b>ACT</b>	-	-	-
Reading	29	25	21
English	28	24	21
Math	29	26	22
Science	27	24	21

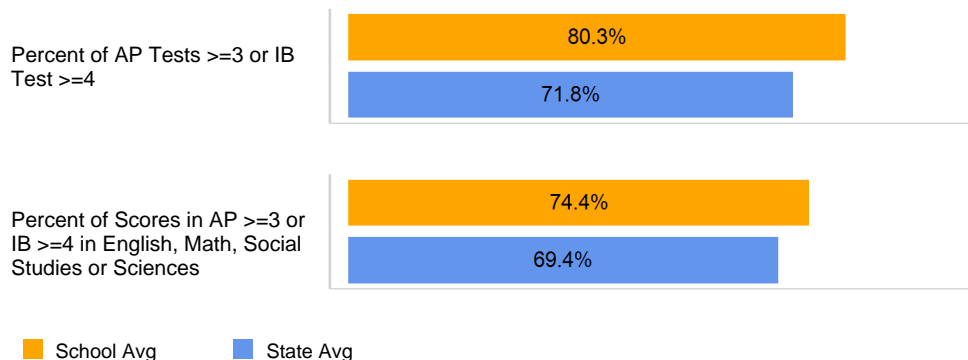


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Grade Span 09-12

## AP/ IB Test Performance

This graph compares the percentage of all AP/IB tests with scores of AP  $\geq 3$  or IB  $\geq 4$  for students enrolled in the school and across the state.



## AP/ IB Courses Offered

This table presents the count of students enrolled in each AP/IB course and the count of tests taken in each AP/IB course. The last row provides the count of scores that met or exceeded the benchmark. For AP/ IB Courses Offered, please note a student does not have to take a course to take the test OR take the test when enrolled in the course.

AP/IB Course	Students Enrolled	Students Tested
AP Art—History of Art	0	4
AP Biology	69	67
AP Calculus AB	63	63
AP Calculus BC	34	33
AP Chemistry	58	53
AP Chinese Language and Culture	5	4
AP Comparative Government and Politics	0	1
AP Computer Science A	40	28
AP English Language and Composition	190	186
AP English Literature and Composition	101	80
AP Environmental Science	51	44
AP European History	46	38
AP French Language	22	22
AP Human Geography	34	29
AP Latin (Virgil, Catullus and Horace)	0	1
AP Macroeconomics	0	82
AP Microeconomics	93	82
AP Music Theory	11	10
AP Physics 1	0	124
AP Physics 2	0	14
AP Physics B	157	0
AP Physics C	52	0
AP Physics C: Electricity and Magnetism	0	34
AP Physics C: Mechanics	0	45
AP Psychology	185	133

## Advanced Course Work Participation

The table below presents the percentage of 'unique' students enrolled in the 11th or 12th grade who took at least one AP or IB test, and the percent participating in dual enrollment.

2015-2016 Percent of Student Taking	School Participation	State Participation
One or More Course	65.2%	39.1%
One of More Test	56.9%	32.3%
At least One AP or IB Test in English, Math, Social Studies, or Science	48.2%	26.6%
Participating in Dual Enrollment	29.9%	15.4%



State of New Jersey  
2015-2016

Grade Span 09-12

19-2300-050  
HUNTERDON  
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84 ROUTE 31  
FLEMINGTON, NJ 08822-1239

AP/IB Course	Students Enrolled	Students Tested
AP Spanish Language	87	76
AP Spanish Literature	22	20
AP Statistics	57	51
AP Studio Art—Drawing Portfolio	7	0
AP Studio Art—General Portfolio	0	4
AP Studio Art—Two-Dimensional	0	2
AP U.S. Government and Politics	39	30
AP U.S. History	142	141
AP World History	52	51
Student AP Tests $\geq 3$ and IB Tests $\geq 4$		595



State of New Jersey  
2015-2016

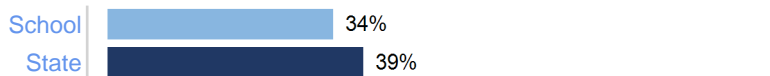
Grade Span 09-12

19-2300-050  
HUNTERDON  
HUNTERDON CENTRAL REG  
Hunterdon Central Regional High School District  
84 ROUTE 31  
FLEMINGTON, NJ 08822-1239

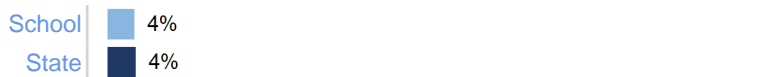
### Visual and Performing Arts

This graph on the left displays the percentages of students who were enrolled in at least one of the four arts disciplines within the school and across the state. The graphs on the right show the percentage of students who were enrolled in any Visual and Performing Arts classes within the school and across the state.

#### MUSIC



#### DRAMA



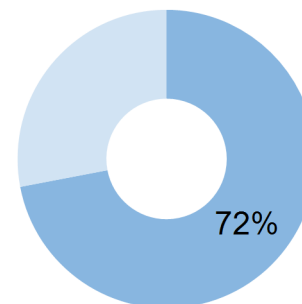
#### DANCE



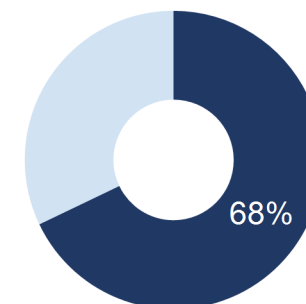
#### VISUAL ARTS



#### Any Visual and Performing Arts



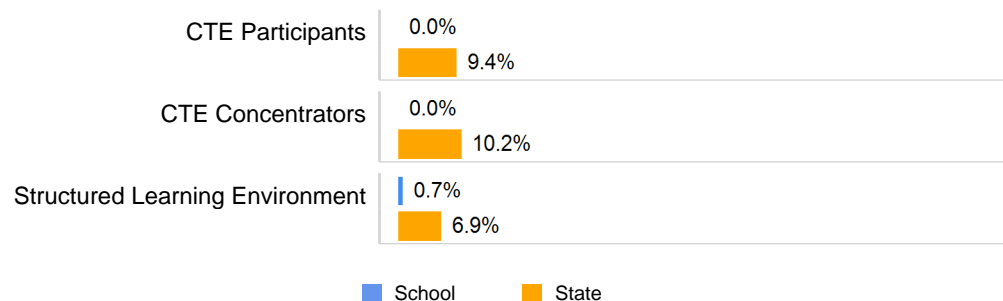
School



State

### Career and Technical Education Participation

The graph below displays the percentage of students within the school and across the State who were in approved Career and Technical Education (CTE). CTE participants are students who have completed only one course and CTE concentrators are students who have completed at least two courses. The graph also shows the percentage of students who completed a course in Structured Learning Experiences.



\* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



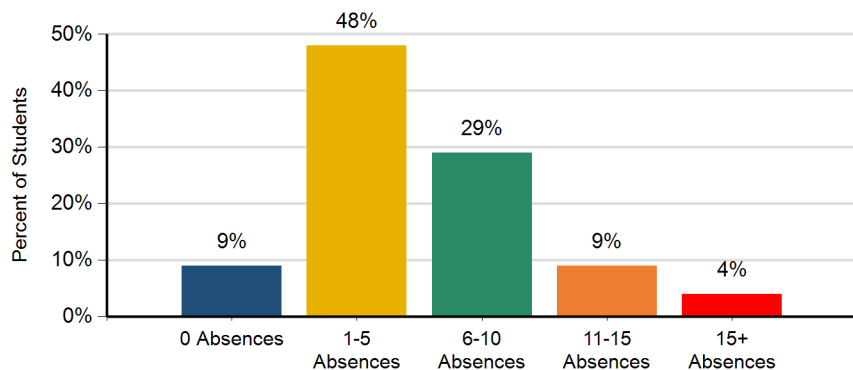
State of New Jersey  
2015-2016

Grade Span 09-12

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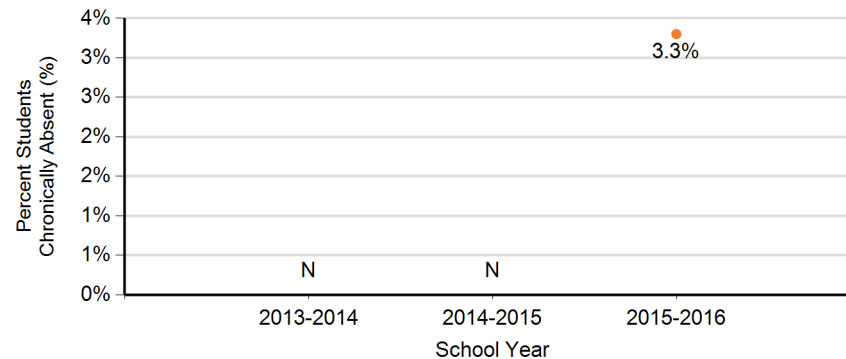
### Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



### Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years at the school.



\* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



State of New Jersey  
2015-2016

Grade Span 09-12

19-2300-050

HUNTERDON

HUNTERDON CENTRAL REG

Hunterdon Central Regional High School District

84 ROUTE 31

FLEMINGTON, NJ 08822-1239

### Graduation Rate by Subgroup

This table presents the "4-year Adjusted Graduation Rate" and statewide percentiles (a comparison between the school's rate and schools across the state) for the school and by ethnic/racial subgroup and special population. The table also provides the state target. The state target is established as 81% for the 2015-2016 school year by the New Jersey Department of Education.

	School Rate	Statewide Percentile	State Target
Schoolwide	96.4%	78	81%
White	97%	66	
African American	S	S	
Hispanic	84.3%	34	
American Indian	N	N	
Asian	100%	100	
Native Hawaiian	N	N	
Two or More Races	N	N	
Students with Disability	86.5%	65	
English Language Learners	S	S	
Economically Disadvantaged Students	83.6%	35	

### Dropout Rate by Subgroup

This table presents the Dropout Rates and state means for the school and by ethnic/racial subgroup and special population.

	School Rate	State Rate
Schoolwide	0.8%	1.2%
White	0.5%	0.6%
African American	1.7%	2.6%
Hispanic	3.8%	2.2%
American Indian	N	3.4%
Asian	N	0.2%
Native Hawaiian	N	0.3%
Two or More Races	N	1.0%
Students with Disability	2.9%	1.7%
English Language Learners	0.2%	0.1%
Economically Disadvantaged Students	3.4%	1.7%



State of New Jersey  
2015-2016

Grade Span 09-12

19-2300-050

HUNTERDON

HUNTERDON CENTRAL REG

Hunterdon Central Regional High School District

84 ROUTE 31

FLEMINGTON, NJ 08822-1239

### Extended Year Graduation Rate

The table below presents the 4-year and 5-year graduation rates for the prior school year's cohort.

Class of	4-Year Rate	5-Year Rate
2013	95%	96%
2014	95%	96%
2015	95%	96%
2016	96%	

### Postsecondary Enrollment Rates

This table presents the enrollment rates of this school's high school graduates into a 2 year or 4 year institution 16-months after high school graduation for the school and state and by ethnic/racial subgroup and special population.

	Percent Enrolled	Percent in 2 Years	Percent in 4 Years
Statewide	76.8%	33.9%	66.1%
Schoolwide	88.0%	18.3%	81.7%
White	88.3%	18.7%	81.3%
African American	S	S	S
Hispanic	S	S	S
American Indian	0.0%	0.0%	0.0%
Asian	89.2%	12.1%	87.9%
Native Hawaiian	0.0%	0.0%	0.0%
Two or More Races	0.0%	0.0%	0.0%
Students with Disability	80.7%	43.5%	56.5%
English Language Learners	0.0%	0.0%	0.0%
Economically Disadvantaged Students	73.5%	44.0%	56.0%



State of New Jersey  
2015-2016

Grade Span 09-12

19-2300-050

HUNTERDON

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84 ROUTE 31

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### Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2015-16	6 Hrs. 28 Mins.

### Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 20 Mins.
Shared Time	2 Hrs. 40 Mins.

### Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2015-16	School
Faculty	10:1
Administrator	154:1

### Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2015-16	3.1%

### Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

	School
2015-16	0

### Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	97%