



**Hunterdon Central Regional High School District**  
(19-2300-050)  
Grades Offered: 09-12  
2018-2019

**Report Key:**

- \* Data is not displayed in order to protect student privacy
- \*\* Accountability calculations require 20 or more students
- N** No Data is available to display
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**How to use this report:**

- **Learn more** about this school by exploring all sections of this report
- **Start conversations** with school community members and ask questions
- **Engage** with your school communities to identify where schools are doing well and where they can improve

**Navigating through the reports:**

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows as the top left of the screen to move between pages of the report

**Other Resources:**

- Review the [Summary Report](#) or the [district-level report](#) for this school
- Read the [Reference Guide](#), [Frequently Asked Questions](#), or [Data Privacy Rules](#) for more detailed information about the data in the report
- [Download the data](#) in the reports for all schools in the state
- Provide feedback on the reports by taking our [feedback survey](#)
- Contact us at [reportcard@doe.nj.gov](mailto:reportcard@doe.nj.gov) with any questions about the reports

**Notes from the New Jersey Department of Education:**



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## School Contact Information

This table contains contact information including principal name, address, phone number, email address, and social media information, if provided.

Type	Contact Information
County	Hunterdon
District	Hunterdon Central Regional High School District
Principal Name	Ms. Suzanne Cooley
Address	84 Route 31 Flemington, NJ 08822-1239
Phone Number	908-782-5727
Email Address	<a href="mailto:scooley@hcrhs.org">scooley@hcrhs.org</a>
Website	<a href="http://www.hcrhs.org">http://www.hcrhs.org</a>
Twitter	<a href="https://twitter.com/JeffMooreEdD">https://twitter.com/JeffMooreEdD</a>



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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

### Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
9	696	712	644
10	769	714	712
11	729	737	673
12	703	696	714
Total	2,897	2,859	2,743

### Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	47.5%	48.0%	46.8%
Male	52.5%	52.0%	53.2%
Economically Disadvantaged Students	8.8%	8.5%	9.6%
Students with Disabilities	13.9%	15.7%	15.2%
English Learners	2.3%	2.2%	2.9%
Homeless Students	0.1%	0.3%	0.5%
Students in Foster Care	0.1%	0.2%	0.1%
Military-Connected Students	0.1%	0.1%	0.2%
Migrant Students	0.0%	0.0%	0.0%

### Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	81.0%	79.9%	78.9%
Hispanic	9.2%	9.2%	10.3%
Black or African American	2.5%	3.0%	2.9%
Asian	5.7%	6.2%	6.3%
Native Hawaiian or Pacific Islander	0.1%	0.0%	0.0%
American Indian or Alaska Native	0.1%	0.0%	0.0%
Two or More Races	1.5%	1.6%	1.5%

### Enrollment Trends by Full and Shared Time Status

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

Enrollment Status	2016-17	2017-18	2018-19
Full Time Students	2,780	2,778	2,670
Shared Time Students	232	159	145
Full Time Equivalent	2,896	2,858	2,743

### Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown, and students with other home languages are included in the Other Languages total.

Home Language	% of Students
English	90.5%
Spanish	5.7%
Other Languages	3.7%



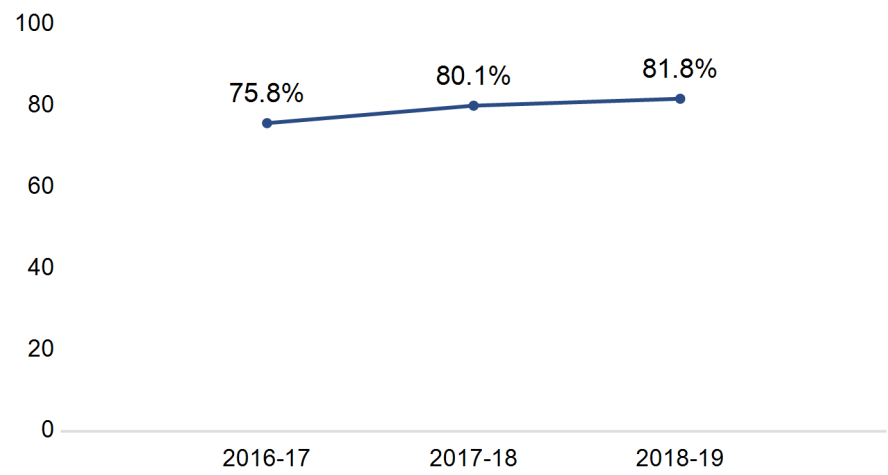
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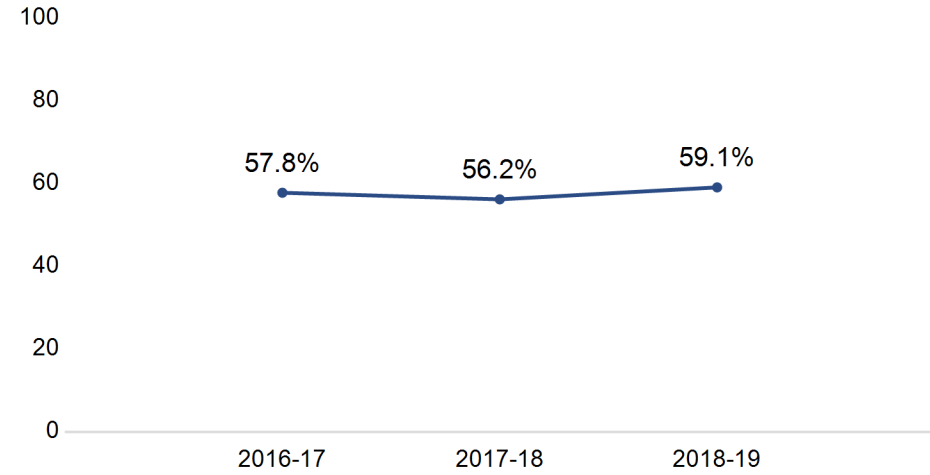
**English Language Arts and Mathematics Performance Trends**

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

**ELA Proficiency Rate for Federal Accountability**



**Math Proficiency Rate for Federal Accountability**



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	98.0%	98.8%	98.9%	97.8%	98.8%	98.9%
Proficiency Rate for Federal Accountability	75.8%	80.1%	81.8%	57.8%	56.2%	59.1%
Annual Target	78.2%	78.3%	78.4%	61.1%	62.1%	63.1%
Met Annual Target?	Not Met	Met Goal	Met Goal	Not Met	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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## English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	1286	98.9	81.8	81.8	57.9	81.8	78.4	Met Goal
White	1059	98.8	83.4	83.4	66.9	83.4	79.4	Met Goal
Hispanic	105	100.0	64.8	64.8	43.9	64.8	61.7	Met Target
Black or African American	35	97.2	54.3	54.3	38.5	54.3	74.3	Not Met
Asian, Native Hawaiian, or Pacific Islander	79	100.0	94.9	94.9	82.9	94.9	80	Met Goal
American Indian or Alaska Native	*	*	*	*	56.0	*	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	622	99.0	87.6	87.6	64.8	87.6		
Male	664	98.8	76.4	76.4	51.3	76.4		
Economically Disadvantaged Students	98	100.0	56.1	56.1	40.0	56.1	60	Met Target†
Non-Economically Disadvantaged Students	1188	98.8	83.9	83.9	67.9	83.9		
Students with Disabilities	214	98.6	41.6	41.6	22.7	41.6	43.9	Met Target†
Students without Disabilities	1072	99.0	89.8	89.8	65.1	89.8		
English Learners	*	*	*	*	29.3	*	**	**
Non-English Learners	*	*	*	*	60.6	*		
Homeless Students	*	*	*	*	29.1	*		
Students In Foster Care	N	N	N	N	27.6	N		
Military-Connected Students	*	*	*	*	57.8	*		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.



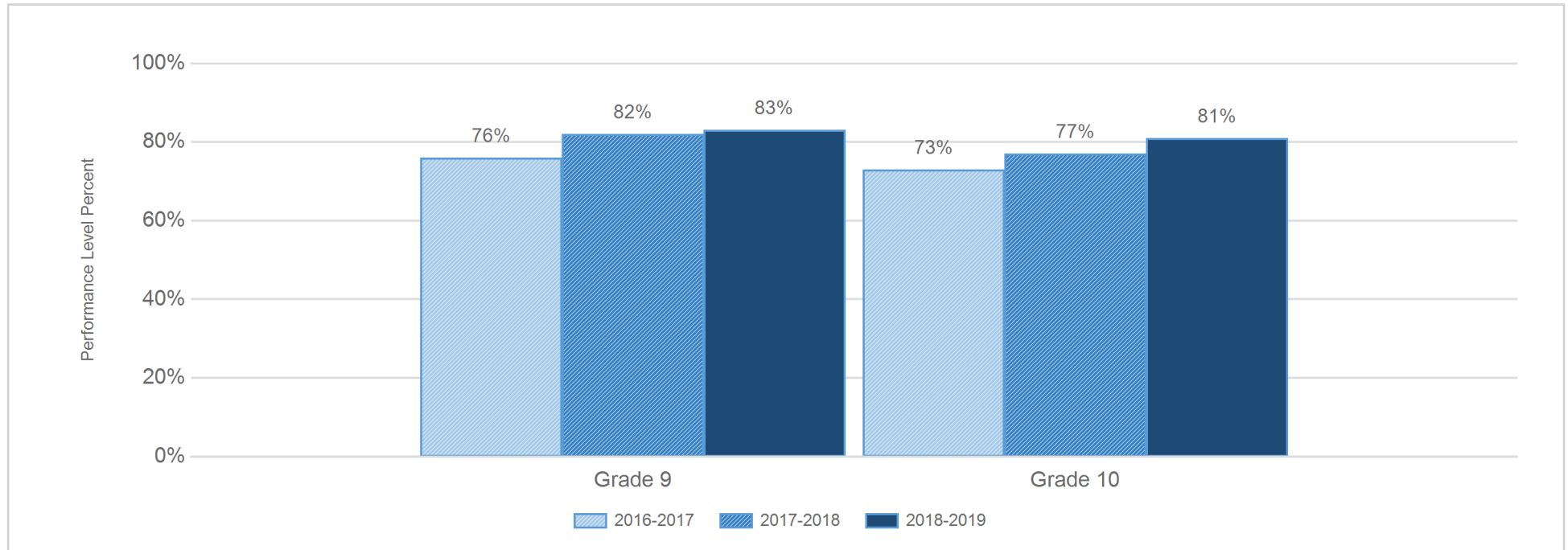
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### English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





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### English Language Arts Assessment - Performance by Grade: Grade 9

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	606	779	779	753	3%	4%	10%	43%	40%	83%	56%
White	497	781	781	762	3%	3%	10%	44%	41%	85%	65%
Hispanic	49	759	759	737	*	*	20%	39%	20%	59%	40%
Black or African American	13	757	757	732	*	*	*	*	*	54%	33%
Asian, Native Hawaiian, or Pacific Islander	41	796	796	783	0%	0%	*	*	*	98%	84%
American Indian or Alaska Native	*	*	*	754	*	*	*	*	*	*	57%
Two or More Races	*	*	*	761	*	*	*	*	*	*	63%
Female	291	785	785	760	*	*	10%	41%	46%	87%	63%
Male	315	774	774	746	*	*	10%	44%	35%	79%	49%
Economically Disadvantaged Students	46	751	751	734	*	*	22%	*	*	54%	36%
Non-Economically Disadvantaged Students	560	782	782	762	*	*	9%	*	*	85%	65%
Students with Disabilities	96	739	739	717	*	*	28%	*	*	41%	17%
Students without Disabilities	510	787	787	760	*	*	7%	*	*	91%	63%
English Learners	*	*	*	693	*	*	*	*	*	*	*
Non-English Learners	*	*	*	755	*	*	*	*	*	*	*
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	22%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	56%
Migrant Students	N	N	N	715	N	N	N	N	N	N	23%



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**English Language Arts Assessment - Performance by Grade: Grade 10**

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	676	786	786	757	3%	5%	11%	36%	46%	81%	58%
White	558	788	788	767	3%	4%	10%	36%	47%	83%	67%
Hispanic	55	772	772	738	*	*	25%	40%	29%	69%	43%
Black or African American	*	*	*	733	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	40	794	794	792	*	*	*	33%	58%	90%	84%
American Indian or Alaska Native	N	N	N	754	N	N	N	N	N	N	56%
Two or More Races	*	*	*	766	*	*	*	*	*	*	65%
Female	331	795	795	766	*	*	7%	34%	54%	89%	66%
Male	345	777	777	749	*	*	15%	37%	37%	74%	51%
Economically Disadvantaged Students	53	760	760	735	*	*	21%	34%	25%	58%	40%
Non-Economically Disadvantaged Students	623	788	788	767	*	*	10%	36%	47%	83%	67%
Students with Disabilities	109	743	743	711	*	*	30%	*	*	41%	19%
Students without Disabilities	567	794	794	765	*	*	7%	*	*	89%	65%
English Learners	*	*	*	687	*	*	*	*	*	*	*
Non-English Learners	*	*	*	760	*	*	*	*	*	*	*
Homeless Students	*	*	*	723	*	*	*	*	*	*	32%
Students in Foster Care	N	N	N	710	N	N	N	N	N	N	22%
Military-Connected Students	*	*	*	754	*	*	*	*	*	*	56%
Migrant Students	N	N	N	710	N	N	N	N	N	N	10%



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### Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	1121	98.9	59.1	59.1	44.5	59.1	63.1	Not Met
White	922	98.9	60.0	60.0	54.1	60.0	63.9	Not Met
Hispanic	96	100.0	44.8	44.8	28.8	44.8	46	Met Target†
Black or African American	27	96.4	33.3	33.3	23.0	33.3	55.9	Not Met
Asian, Native Hawaiian, or Pacific Islander	68	98.6	79.4	79.4	76.5	79.4	73.2	Met Target
American Indian or Alaska Native	*	*	*	*	42.7	*	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	546	98.9	57.7	57.7	44.9	57.7		
Male	575	99.0	60.3	60.3	44.2	60.3		
Economically Disadvantaged Students	84	100.0	33.3	33.3	26.3	33.3	49.7	Not Met
Non-Economically Disadvantaged Students	1037	98.9	61.1	61.1	54.9	61.1		
Students with Disabilities	167	98.8	31.7	31.7	17.4	31.7	33.7	Met Target†
Students without Disabilities	954	99.0	63.8	63.8	50.0	63.8		
English Learners	10	100.0	10.0	10.0	25.0	10.0	**	**
Non-English Learners	1111	98.9	59.5	59.5	46.5	59.5		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	N	N	N	N	17.1	N		
Military-Connected Students	*	*	*	*	46.4	*		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

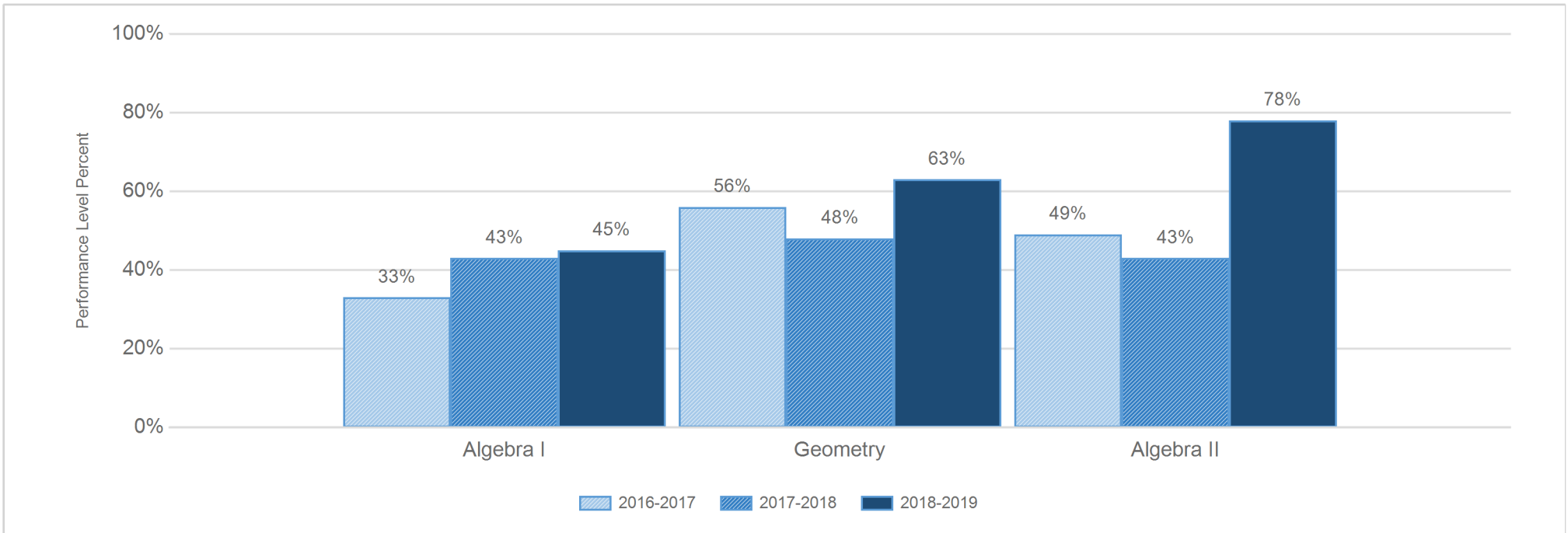


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**Mathematics Assessment – Performance Trends**

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



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

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	416	746	746	744	6%	22%	28%	*	*	45%	42%
White	333	747	747	752	5%	21%	26%	*	*	48%	53%
Hispanic	50	736	736	728	*	*	34%	*	*	28%	24%
Black or African American	*	*	*	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	15	763	763	775	0%	*	*	*	*	67%	76%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	*	*	*	752	*	*	*	*	*	*	51%
Female	201	745	745	745	5%	20%	29%	*	*	45%	44%
Male	215	746	746	743	6%	23%	27%	*	*	45%	41%
Economically Disadvantaged Students	47	731	731	727	*	43%	28%	*	*	23%	23%
Non-Economically Disadvantaged Students	369	748	748	752	*	19%	28%	*	*	48%	52%
Students with Disabilities	112	733	733	717	*	38%	*	*	*	29%	12%
Students without Disabilities	304	751	751	748	*	15%	*	*	*	51%	47%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%



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### Mathematics Assessment - Performance by Test: Geometry

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	481	757	757	737	*	*	28%	50%	14%	63%	35%
White	409	757	757	743	*	*	28%	50%	14%	64%	43%
Hispanic	34	749	749	724	*	*	35%	*	*	53%	17%
Black or African American	*	*	*	720	*	*	*	*	*	*	14%
Asian, Native Hawaiian, or Pacific Islander	26	765	765	762	*	0%	*	*	*	85%	70%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	37%
Two or More Races	*	*	*	745	*	*	*	*	*	*	46%
Female	254	757	757	738	*	*	26%	52%	12%	65%	36%
Male	227	756	756	736	*	*	30%	47%	15%	62%	34%
Economically Disadvantaged Students	31	745	745	722	*	*	35%	*	*	42%	16%
Non-Economically Disadvantaged Students	450	758	758	743	*	*	27%	*	*	65%	43%
Students with Disabilities	39	741	741	712	*	*	44%	36%	0%	36%	*
Students without Disabilities	442	758	758	741	*	*	26%	51%	15%	66%	*
English Learners	*	*	*	708	*	*	*	*	*	*	*
Non-English Learners	*	*	*	738	*	*	*	*	*	*	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	*	*	*	739	*	*	*	*	*	*	35%
Migrant Students	N	N	N	711	N	N	N	N	N	N	19%



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2018-2019

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

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	218	766	766	755	*	5%	16%	*	*	78%	58%
White	174	767	767	758	*	*	16%	*	*	77%	62%
Hispanic	12	758	758	731	*	0%	*	83%	0%	83%	34%
Black or African American	*	*	*	725	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	28	767	767	777	0%	*	*	*	*	79%	80%
American Indian or Alaska Native	*	*	*	753	*	*	*	*	*	*	55%
Two or More Races	*	*	*	761	*	*	*	*	*	*	65%
Female	91	759	759	752	*	*	21%	*	*	68%	55%
Male	127	771	771	758	*	*	12%	*	*	84%	62%
Economically Disadvantaged Students	*	*	*	729	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	65%
Students with Disabilities	*	*	*	715	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	756	*	*	*	*	*	*	60%
English Learners	N	N	N	696	N	N	N	N	N	N	11%
Non-English Learners	218	766	766	755	*	5%	16%	*	*	78%	59%
Homeless Students	N	N	N	717	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	715	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	39%
Migrant Students	N	N	N	*	N	N	N	N	N	N	*



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### DLM Alternate Assessment - Participation

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

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

### English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	20.5%	40.9%	Not Met

† Target was met within one standard deviation

### English Language Proficiency Test - Participation and Performance

This table shows, by years in district, the number of English learner students taking the ACCESS for ELLs 2.0 Assessment for English language proficiency and the percentage of students tested that received an overall score of 4.5 or above. Students must receive a score of 4.5 or higher to be considered for proficient status.

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	46	*	*
3-4	24	*	*
5 or more	*	*	*



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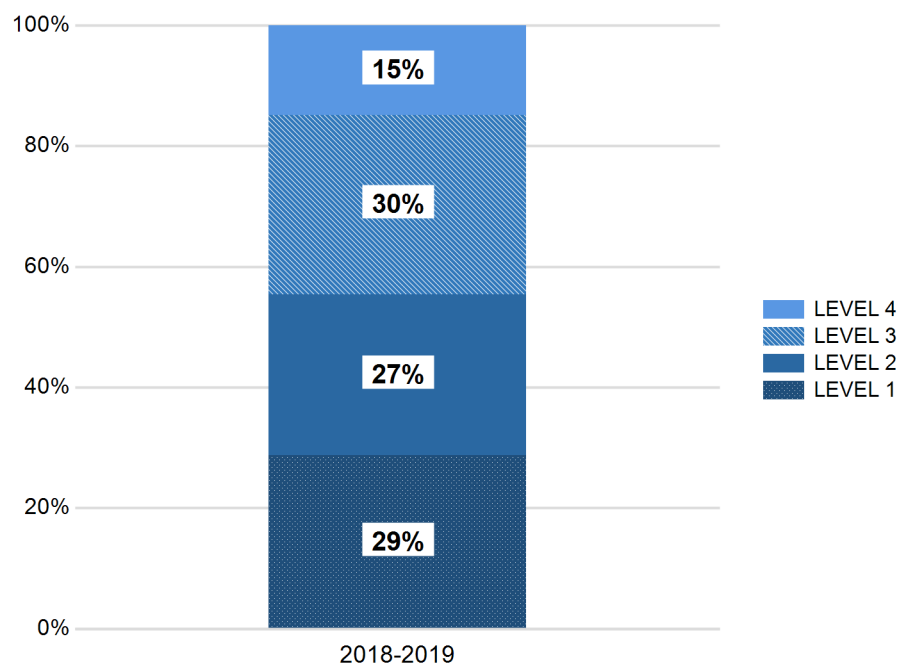
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the [assessment reports page](#) for DLM results.

### NJSLA Science Assessment: Grade 11 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



### NJSLA Science Assessment: Grade 11

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
<b>Schoolwide</b>	29	27	30	15
White	27	27	32	14
Hispanic	56	21	16	7
Black or African American	38	38	19	6
Asian, Native Hawaiian, or Pacific Islander	14	27	27	32
American Indian or Alaska Native	N	N	N	N
Two or More Races	26	16	42	16
Female	23	28	34	14
Male	34	25	26	15
Economically Disadvantaged Students	59	22	11	7
Non-Economically Disadvantaged Students	26	27	31	15
Students with Disabilities	60	29	9	3
Students without Disabilities	25	26	33	16
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	*	*	*	*
Military-Connected Students	*	*	*	*
Migrant Students	N	N	N	N



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

### PSAT, SAT, & ACT - Participation

This table shows information about participation on the PSAT, SAT, and ACT exams. PSAT participation is the percentage of 10th and 11th graders that took the PSAT 10 or PSAT NMSQT exam in 2018-19. SAT and ACT participation rates show the percentage of 12th graders that have taken the SAT or ACT this year or in prior years.

Participation Type	School Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2018-19	52.8%	84.5%
12th graders taking SAT in 2018-19 or prior years	85.0%	72.1%
12th graders taking ACT in 2018-19 or prior years	31.5%	19.6%

### PSAT, SAT, & ACT - Performance

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

Participation Type	School Average Score	State Average Score	College Readiness Benchmarks	School - Students Scores at or above Benchmark	State - Students Scores at or above Benchmark
PSAT 10/NMSQT - Reading and Writing	544	476	Grade 10: 430 Grade 11: 460	89%	61%
PSAT 10/NMSQT - Math	539	477	Grade 10: 480 Grade 11: 510	69%	43%
SAT - Reading and Writing	589	539	480	88%	70%
SAT - Math	597	541	530	74%	53%
ACT - Reading	25	25	22	71%	66%
ACT - English	25	24	18	89%	81%
ACT - Math	26	24	22	76%	65%
ACT - Science	25	24	23	66%	57%



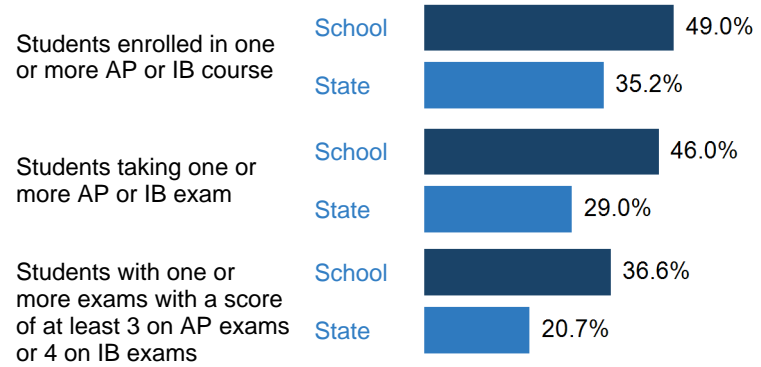
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate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

**AP/IB Coursework – Participation and Performance**

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



**AP/ IB Courses Offered**

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

AP/IB Course	Students Enrolled	Students Tested
AP Biology	76	76
AP Calculus AB	106	91
AP Calculus BC	69	69
AP Chemistry	46	44
AP Chinese Language and Culture	2	3
AP Comparative Government and Politics	0	3
AP Computer Science A	21	20
AP Computer Science Principles	38	35
AP English Language and Composition	240	237
AP English Literature and Composition	137	125
AP Environmental Science	19	21
AP European History	19	18
AP French Language and Culture	20	20
AP German Language and Culture	10	11
AP Human Geography	58	56
AP Macroeconomics	0	62

**Dual Enrollment Coursework - Participation**

This graph shows the percentage of 11th and 12th graders who were enrolled in at least one dual enrollment course during the school year. Dual enrollment courses allow high school students to enroll in college courses for credit prior to their high school graduation.





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AP/IB Course	Students Enrolled	Students Tested
AP Microeconomics	67	64
AP Music Theory	0	1
AP Physics 1	0	21
AP Physics B	23	0
AP Physics C	50	0
AP Physics C: Electricity and Magnetism	0	46
AP Physics C: Mechanics	0	48
AP Psychology	193	179
AP Research	15	14
AP Seminar	10	10
AP Spanish Language	78	78
AP Spanish Literature	11	9
AP Statistics	51	47
AP Studio Art—Drawing Portfolio	19	10
AP Studio Art—Two-Dimensional	0	4
AP U.S. Government and Politics	63	60



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AP/IB Course	Students Enrolled	Students Tested
AP U.S. History	95	92
AP World History	59	60
Total Exams taken		1634
Exams with scores of at least 3 on AP exams or 4 on IB exams		1270



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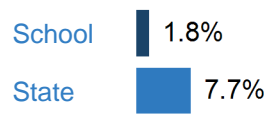
This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit the [NJDOE's Career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

**Career and Technical Education Participation**

The graphs below show the percentage of students in grades 9 through 12 who were enrolled in courses in approved Career and Technical Education (CTE) programs. Students enrolled in shared-time Career and Technical Education programs in a county vocational school district are included in the percentages for both the county vocational school and their sending school.

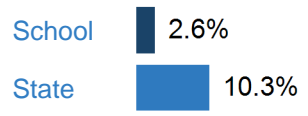
**CTE Participants**

(completed only one course in an approved CTE program)



**CTE Concentrators**

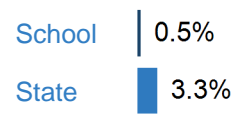
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



**Structured Learning Experiences Participation**

The graph below shows the percentage of students in grades 9 through 12 who participated in Structured Learning Experiences during the school year. Structured Learning Experiences can include work-based learning programs, internships, apprenticeships, and service learning experiences and can be paid or unpaid.

**Structured Learning Experiences**





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### Career and Technical Education Participation by Student Group

This table shows the percentage of students, both overall and by student group, in grades 9 through 12 who were enrolled in courses in approved Career and Technical Education (CTE) programs. CTE participants have completed only one course in an approved CTE program. CTE concentrators have completed two or more courses in a single approved CTE program and/or have completed the entire CTE program. Students enrolled in shared-time CTE programs in a county vocational school district are included in the percentages for both the county vocational school and their sending high school.

Student Group	School: % CTE Participants	School: % CTE Concentrators	State: % CTE Participants	State: % CTE Concentrators
Schoolwide	1.8%	2.6%	7.7%	10.3%
White	2.1%	2.5%	6.1%	9.6%
Hispanic	0.0%	4.1%	10.3%	11.3%
Black or African American	*	*	9.0%	11.2%
Asian, Native Hawaiian, or Pacific Islander	*	*	5.8%	9.3%
American Indian or Alaska Native	*	*	10.3%	12.7%
Two or More Races	*	*	6.8%	12.1%
Female	*	2.3%	7.3%	10.6%
Male	*	2.8%	8.0%	10.1%
Economically Disadvantaged Students	*	*	10.4%	11.8%
Students with Disabilities	*	6.2%	6.6%	9.2%
English Learners	0.0%	*	8.7%	3.2%
Homeless Students	0.0%	0.0%	8.1%	6.6%
Students In Foster Care	*	*	6.4%	5.0%
Military-Connected Students	*	*	9.7%	13.3%
Migrant Students	N	N	10.4%	*



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### Industry-Valued Credentials

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

#### Students Earning Industry-Valued Credentials



### Industry-Valued Credentials by Career Cluster

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

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total credentials earned
Agriculture, Food & Natural Resources	*		
Architecture & Construction	11		
Arts, AV Technology & Communications	15		
Education and Training	*		
Health Science	14	*	*
Hospitality & Tourism	12		
Human Services	15		
Information Technology	*		
Law, Public Safety, Corrections & Security	10	*	*
Science, Technology, Engineering & Mathematics	50		
Transportation, Distribution & Logistics	42	14	14
<b>Total (All Clusters)</b>	<b>191</b>	<b>18</b>	<b>22</b>



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

### Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	330	31	188	0	0	0	141
10	109	491	48	0	1	4	102
11	11	105	256	0	47	3	301
12	2	8	80	0	318	75	260
Total	452	635	572	0	366	82	804
Enrolled in AP/IB Course					160	51	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	10

### Science - Course Participation

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

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	3	1	625	0	0	7
10	677	8	20	5	0	44
11	165	309	18	5	170	150
12	136	93	9	48	231	351
Total	981	411	672	58	401	552
Enrolled in AP/IB Course	76	46		19	72	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	167



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### Social Studies and History - Course Participation

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

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	68	558	0	12	24	29
10	1	704	10	145	22	104
11	565	70	29	158	25	121
12	161	53	93	238	58	249
Total	795	1385	132	553	129	503
Enrolled in AP/IB Course	59	95	67	193		133
Enrolled in Dual Enrollment Course	0	0	0	193	21	99

### World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	429	101	0	23	43	18	0
10	472	113	0	31	59	25	0
11	317	77	0	30	30	21	0
12	198	38	0	15	18	9	0
Total	1416	329	0	99	150	73	0
Enrolled in AP/IB Course	89	20	0	0	10	2	0
Enrolled in Dual Enrollment Course	0	0	0	0	10	0	0
Enrolled in Level 3 or Higher	609	154	0	35	65	41	0



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### Computer Science and Information Technology – Course Participation

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

Grade	Computer Programming	Computing Systems	Other Computer Science	Networking	Information Systems	Other IT
9	1	0	6	0	0	0
10	29	0	8	0	0	0
11	31	0	9	0	0	0
12	34	0	15	0	0	0
Total	95	0	38	0	0	0
Enrolled in AP/IB Course	21		38			0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0



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### Seal of Biliteracy

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

Language	Students Earning a Seal of Biliteracy
Arabic	*
Chinese	*
French	17
German	11
Hindi	*
Latin	*
Russian	*
Spanish	104
Vietnamese	*
Total	139



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 2018-2019

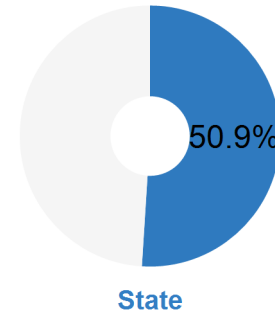
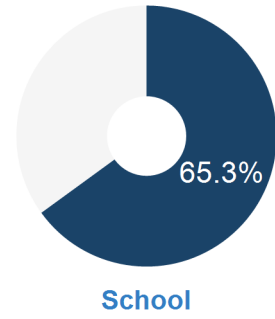
**Report Key:**  
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**Visual and Performing Arts – Course Participation**

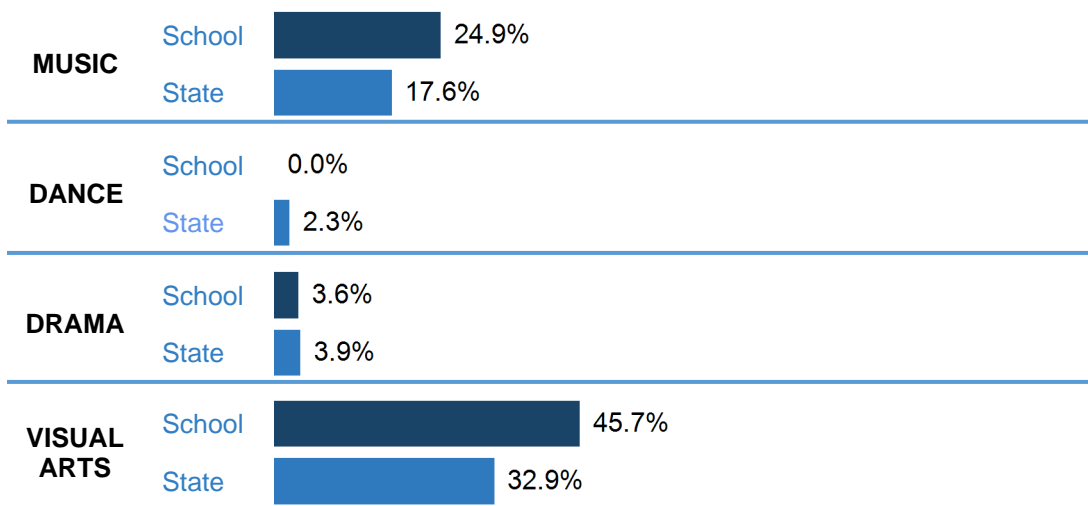
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

**Grades 9-12:**

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



Students enrolled in one or more classes by discipline:





**Hunterdon Central Regional High School District**  
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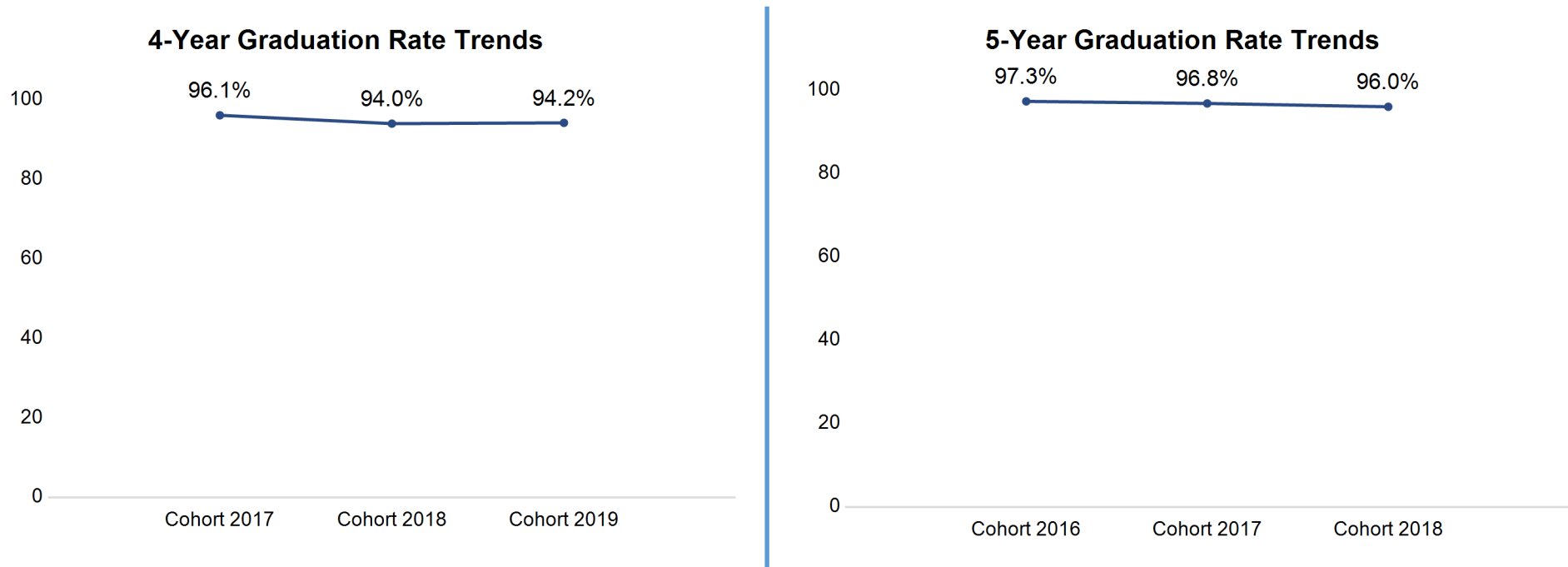
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Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the [NJDOE Graduation Rate page](#).

### Graduation Rate Trends and Progress

These graphs show the 4-year and 5-year adjusted cohort graduation rates for the most recent three cohorts of students. The table below shows whether annual targets were met for each cohort. Note that for accountability and annual targets, graduation data from the prior year is used, so annual target status for Cohort 2019 4-Year and Cohort 2018 5-Year are not provided.



Performance Measure	Cohort 2017 4-Year Rate	Cohort 2018 4-Year Rate	Cohort 2019 4-Year Rate	Cohort 2016 5-Year Rate	Cohort 2017 5-Year Rate	Cohort 2018 5-Year Rate
Graduation Rate	96.1%	94.0%	94.2%	97.3%	96.8%	96.0%
Annual Target	N	94.7%		N	N	
Met Annual Target?	Met Goal	Not Met		Met Goal	Met Goal	
Statewide Graduation Rate	90.5%	90.9%	90.6%	91.8%	92.4%	92.5%



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

### Graduation Rates

This table shows 4-year and 5-year graduation rates both overall and by student group. Annual ESSA accountability targets for the Class of 2018 4-year rate and the Class of 2017 5-year rates are included with a flag for whether the annual targets were met. Student group rows where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these [accountability resources](#).

Student Group	School - Class of 2019: 4 Year Rate	State - Class of 2019: 4 Year Rate	School - Class of 2018: 5 Year Rate	State - Class of 2018: 5 Year Rate	Class of 2018: 4 Year Rate	Class of 2018: 4 Year Target	Class of 2018: Met Target	Class of 2017: 5 Year Rate	Class of 2017: 5 Year Target	Class of 2017: Met Target
Schoolwide	94.2%	90.6%	96.0%	92.5%	94.0%	94.7%	Not Met	96.8%	N	Met Goal
White	96.6%	94.9%	97.0%	95.9%	95.4%	N	Met Goal	98.0%	N	Met Goal
Hispanic	74.7%	84.5%	82.5%	87.3%	78.1%	90.9%	Not Met	84.9%	88.3%	Not Met
Black or African American	95.5%	83.3%	100.0%	87.1%	88.2%	**	**	94.7%	**	**
Asian, Native Hawaiian or Pacific Islander	97.9%	96.9%	100.0%	97.8%	100.0%	N	Met Goal	100.0%	N	Met Goal
American Indian or Alaska Native	*	92.2%	N	88.9%	N	N	N	*	**	**
Two or More Races	*	91.4%	92.3%	94.2%	84.6%	**	**	*	**	**
Female	95.5%	92.8%	97.3%	94.4%	95.7%			97.8%		
Male	93.1%	88.5%	94.8%	90.8%	92.4%			95.8%		
Economically Disadvantaged Students	73.7%	84.0%	81.0%	87.3%	70.8%	78.8%	Not Met	80.6%	88.1%	Not Met
Students with Disabilities	88.7%	79.2%	87.9%	83.8%	80.7%	85.1%	Not Met	92.2%	87.1%	Met Target
English Learners	51.6%	75.4%	44.4%	80.1%	33.3%	**	**	52.9%	**	**
Homeless Students	*	74.6%	N	78.3%	N			N		
Students in Foster Care	*	57.6%	*	82.5%	*			N		
Migrant Students	N	83.3%	N	85.0%	N			N		



## Hunterdon Central Regional High School District

(19-2300-050)

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2018-2019

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### Graduation Pathways

This table shows the percentage of Cohort 2019 graduates that met high school graduation requirements through each type of graduation pathway for both English Language Arts (ELA) and Math.

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
Statewide Assessment	89.6%	82.3%
Substitute Competency Test	7.5%	11.2%
Portfolio Appeals Process	0.1%	2.0%
Alternate Requirements specified in IEP	2.7%	4.5%
Unknown	0.0%	0.0%

### Dropout Rate Trends

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

School Year	School Rate	State Rate
2018-2019	1.0%	1.2%
2017-2018	1.2%	1.2%
2016-2017	1.1%	1.1%



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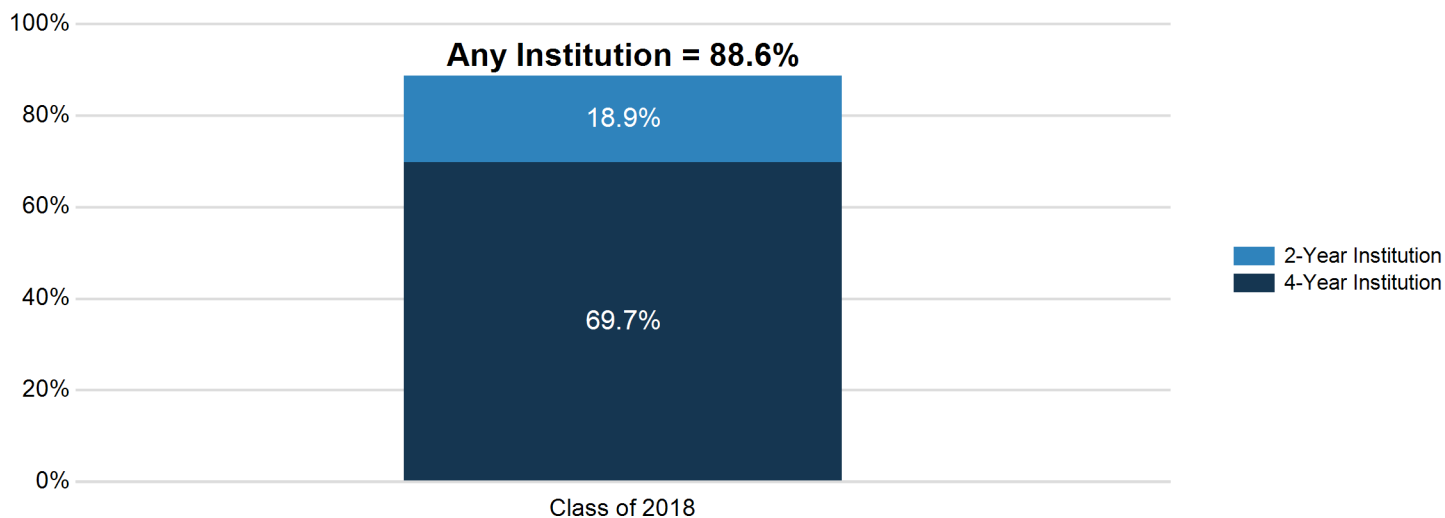
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Information about students enrolling in colleges and universities after graduation is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

### Postsecondary Enrollment Rate Summary

The graphs and tables below show the percentage of graduates that have enrolled in 2-year and 4-year institutions within 16 months of graduating from high school.

#### Postsecondary Enrollment 16 months after Graduation



Performance Measure	Class of 2018
% Enrolled in 2-Year Institution	18.9%
% Enrolled in 4-Year Institution	69.7%
% Enrolled in Any Postsecondary Institution	88.5%



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

### Postsecondary Enrollment Rates: Fall

This table shows information about Class of 2019 high school graduates enrolled in postsecondary institutions by the fall of 2019. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the next two columns show the percentage of those enrolled students that were enrolled in 2-year and 4-year institutions.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	72%	28.7%	71.3%
Schoolwide	82%	20.1%	79.9%
White	84.5%	17.7%	82.3%
Hispanic	58.5%	50%	50%
Black or African American	83.3%	20%	80%
Asian, Native Hawaiian, or Pacific Islander	87%	25%	75%
American Indian or Alaska Native	*	*	*
Two or More Races	*	*	*
Economically Disadvantaged Students	43.3%	58.6%	41.4%
Students with Disabilities	53.3%	58.9%	41.1%
English Learners	46.2%	83.3%	16.7%

### Postsecondary Enrollment Rates: 16 month

This table shows information about Class of 2018 high school graduates enrolled in postsecondary institutions by the fall of 2019. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the following sets of columns show the percentage of those enrolled students that were enrolled in 2-year and 4-year institutions, public or private institutions, and in-state and out-of-state institutions.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	77.8%	30.9%	69.1%	72.9%	27.1%	65.5%	34.5%
Schoolwide	88.5%	21.3%	78.7%	68.2%	31.8%	44.8%	55.2%
White	90.2%	21%	79%	69.1%	30.9%	43.1%	56.9%
Hispanic	66.7%	38.9%	61.1%	72.2%	27.8%	61.1%	38.9%
Black or African American	68.8%	27.3%	72.7%	63.6%	36.4%	63.6%	36.4%
Asian, Native Hawaiian, or Pacific Islander	98%	12.5%	87.5%	60.4%	39.6%	45.8%	54.2%
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	90.9%	10%	90%	50%	50%	50%	50%
Economically Disadvantaged Students	53.7%	50%	50%	81.8%	18.2%	77.3%	22.7%
Students with Disabilities	76.9%	51.1%	48.9%	77.8%	22.2%	66.7%	33.3%
English Learners	*	*	*	*	*	*	*



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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

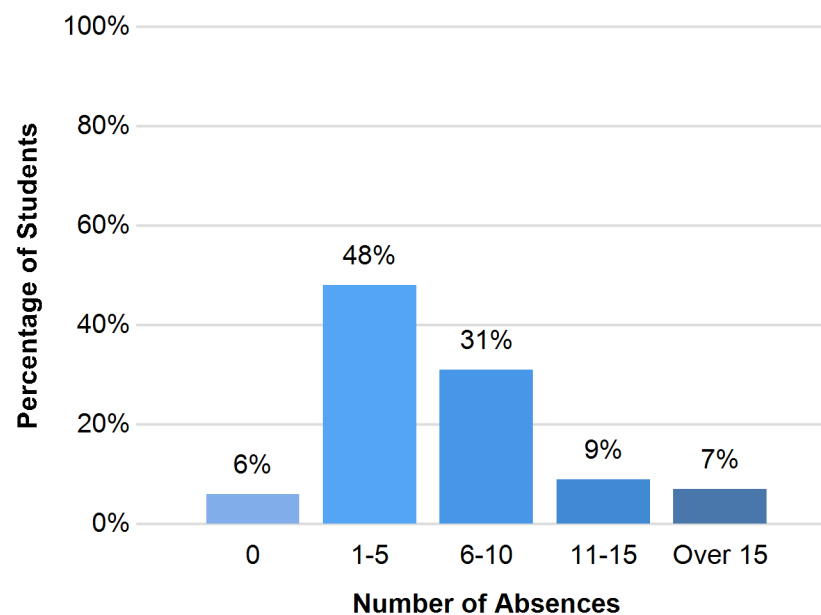
### Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	138	4.9	14.2	Met
White	99	4.4	14.2	Met
Hispanic	19	6.7	14.2	Met
Black or African American	10	12.5	14.2	Met
Asian, Native Hawaiian, or Pacific	5	2.8	14.2	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	14.2	Met
Female	68	5.2		
Male	70	4.6		
Economically Disadvantaged Students	40	15.0	14.2	Not Met
Students with Disabilities	43	9.2	14.2	Met
English Learners	10	14.7	14.2	Not Met
Homeless Students	7	53.8		
Students in Foster Care	*	*		
Military-Connected Students	*	*		
Migrant Students	N	N		

### Days Absent

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





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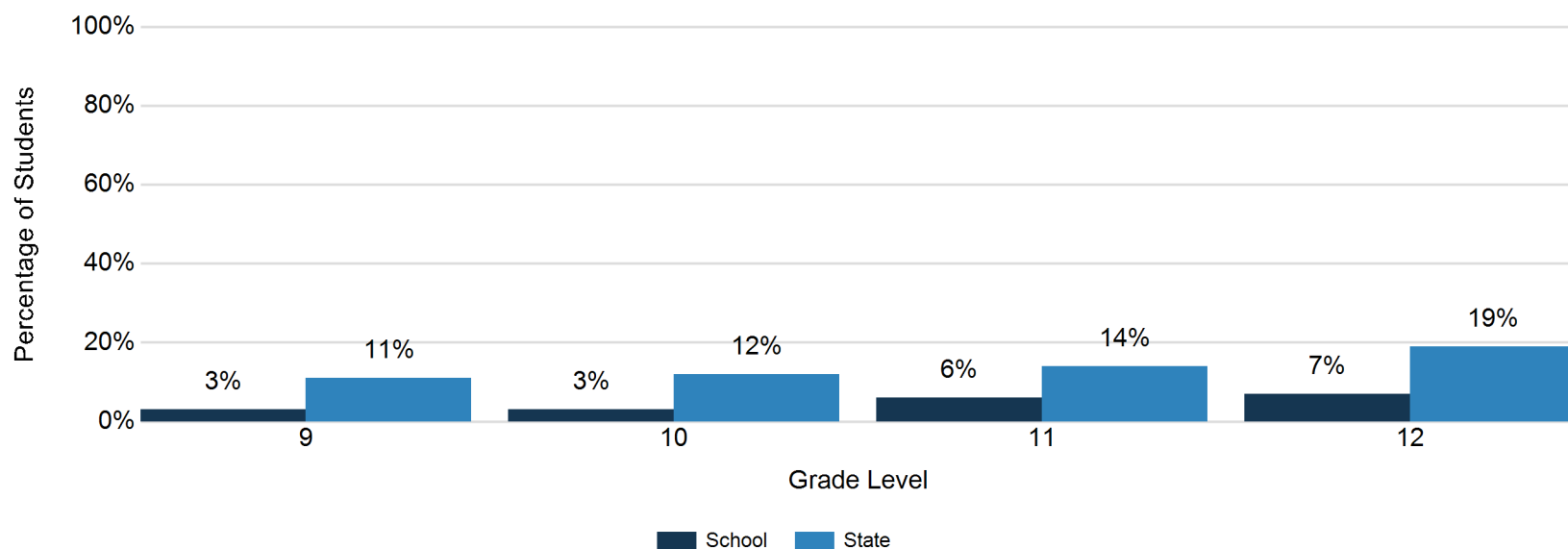
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### Chronic Absenteeism by Grade

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





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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

### Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	7
Weapons	1
Vandalism	3
Substances	29
Harassment, Intimidation, Bullying (HIB)	12
Total Unique Incidents	51
Incidents Per 100 Students Enrolled	1.86

### Police Notifications

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

Incident Type	Incidents Reported to Police
Violence	3
Weapons	1
Vandalism	2
Substances	13
Harassment, Intimidation, Bullying (HIB)	1
Other Incidents Leading to Removal	1

### Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	1	1
Religion	1	0	1
Ancestry	1	0	1
Gender	3	4	7
Sexual Orientation	0	3	3
Disability	0	2	2
Other	0	2	2
No Identified Nature	6		6

### Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	*	*
Out-of-School Suspensions	73	2.7%
Any Suspension	74	2.7%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	12	0.4%

School Days Missed due to Out-of-School Suspensions
248



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### School Day

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

Category	School
Typical Start Time	7:35 AM
Typical End Time	2:03 PM
Length of School Day	6 Hrs 28 Mins
Full Time - Instructional Time	5 Hrs 20 Mins
Shared Time - Instructional Time	5 Hrs. 20 Mins.

### Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2018-19	1:1



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**Key terms for staff data:**

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

**Teachers:** All classroom teachers

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

### Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	239	118,214
Average years experience in public schools	13.1	12.1
Average years experience in district	11.8	10.8
Percentage of Teachers with 4 or more years experience in the district	81.2%	75.3%

### Administrators – Experience (District Level)

This table shows information about the experience of administrators assigned to this district and across the state.

Category	Admin. in District	Admin. in State
Total Number of administrators	22	9,530
Average years experience in public schools	15.1	16.0
Average years experience in district	9.0	12.0
Percentage of Administrators with 4 or more years experience in the district	59.1%	76.9%

### Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	11:1	11:1
Students to Administrators	125:1	125:1
Teachers to Administrators	11:1	11:1
Students to Librarians/Media Specialists		1371:1
Students to Nurses		914:1
Students to Counselors		152:1
Students to Child Study Team Members		274:1



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### Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	46.8%	65.7%	54.5%	48.4%	77.1%	54.9%
Male	53.2%	34.3%	45.5%	51.6%	22.9%	45.1%
White	78.9%	92.9%	100.0%	42.4%	83.6%	77.4%
Hispanic	10.3%	2.9%	0.0%	29.9%	7.3%	7.2%
Black or African American	2.9%	1.3%	0.0%	15.0%	6.6%	13.9%
Asian	6.3%	2.9%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	1.5%	0.0%	0.0%	2.1%	0.2%	0.2%



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**Teachers and Administrators - Level of Education**

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

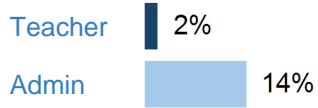
**Bachelor's Degree**



**Master's Degree**



**Doctoral Degree**



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

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	92.6%	90.5%
2017-18 Administrators: Same district 2018-19	89.5%	87.9%

**Faculty Attendance**

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

School Year	% Days Present
2018-19	96.1%



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### Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

*Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.*

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.



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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).

Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

- Comprehensive Support and Improvement - Overall Low Performing:** Schools with a summative score in the bottom 5% of Title I schools.
- Comprehensive Support and Improvement - Low Graduation Rate:** High schools with a four-year graduation rate of 67% or less
- Targeted Support and Improvement - Low Performing Student Group:** Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

- Targeted Support and Improvement - Consistently Underperforming Student Group:** Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

**ESSA Accountability Status**

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.



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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).

Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

**Comprehensive Support and Improvement - Overall Low Performing:** Schools with a summative score in the bottom 5% of Title I schools.

**Comprehensive Support and Improvement - Low Graduation Rate:** High schools with a four-year graduation rate of 67% or less

**Targeted Support and Improvement - Low Performing Student Group:** Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

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### ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	75.8%	80.1%	81.8%
Math Proficiency	57.8%	56.2%	59.1%
ELA Growth	N	N	N
Math Growth	N	N	N
4-Year Graduation Rate†	96.1%	94.0%	94.2%
5-Year Graduation Rate†	97.3%	96.8%	96.0%
Progress toward English Language Proficiency		36.7%	20.5%
Chronic Absenteeism	4.1%	4.2%	4.9%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



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Annually, NJDOE will identify schools in the following federal category:

**Targeted Support and Improvement - Consistently Underperforming Student Group:** Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

## Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.



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### Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

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

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



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## School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact the school or district directly.



### Mission, Vision, Theme:

Hunterdon Central is an innovative educational community dedicated to the intellectual, social, and emotional safety and growth of all students. While fostering curiosity and promoting wellness, we aspire to create powerful learning experiences, establish strong partnerships, and serve as contributing members of society.



### Awards, Recognition, Accomplishments:

HCRHS is a two time Blue Ribbon School of Excellence, a three time New Jersey Star School, and the recipient of 14 Best Practice Awards from the NJ Dept. of Education. The District was named to the AP Honor Roll for Expanding Opportunities and Improving Performance of AP Students in 2011, 2012, 2014, 2015 and 2016. In 2017, the District website and a District-produced video on English Language Learners were both named #1 in the State, and in 2019, Hunterdon Central Television's Youtube Channel was named #2 in the State for Social Media by the New Jersey School Public Relations Association.






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 <p><b>Courses, Curriculum, Instruction:</b></p>	<p>HCRHS offers an academically rigorous curriculum of 194 general education courses, 47 honors courses, 30 advanced placement courses, 39 special education courses and 23 ESL courses. In addition, alternative pathways offer options for academic achievement, developed to meet the needs of a diverse student population. HCRHS offers 15 dual enrollment and articulated college credit opportunities. We have moved to more blended learning in the summer support and Option II courses, giving students greater flexibility. We have various models of tutorial support for all students, including specific support for ELLs, students requiring testing support, and AP students.</p>
 <p><b>Sports and Athletics:</b></p>	<p>Sports Offered: Baseball (Boys), Basketball (Boys &amp; Girls), Bowling (Boys &amp; Girls), Cheerleading (Girls), Cross Country (Boys &amp; Girls), Fencing (Boys &amp; Girls), Field Hockey (Girls), Football (Boys), Golf (Boys &amp; Girls), Gymnastics (Girls), Ice Hockey (Boys), Lacrosse (Boys &amp; Girls), Soccer (Boys &amp; Girls), Softball (Girls), Swimming (Boys &amp; Girls), Tennis (Boys &amp; Girls), Track and Field - Spring (Boys &amp; Girls), Track and Field - Winter (Boys &amp; Girls), Volleyball (Boys &amp; Girls), Wrestling (Boys)</p> <p>HCRHS is a member of the NJSIAA, Skyland Conference, Hunterdon/Warren/Sussex (HWS) Athletic Association, and Group 5 Mid-State 38 Football Conference. The Athletic Dept. offers 33 interscholastic sports, is a 2 time winner of the Star Ledger Cup and a 3 time winner of the ShopRite Cup for Excellence in Athletics, Academics &amp; Sportsmanship. In 2018-19, the Red Devils were HWS Champions in Girls Soccer, Wrestling, Boys Lacrosse, and Softball; Skyland Champions in Wrestling, Boys Basketball, Boys Winter Track, Girls Track &amp; Field, Boys Lacrosse, and Baseball; and NJSIAA Group IV Championships Girls Soccer, Boys Lacrosse.</p>
 <p><b>Clubs and Activities:</b></p>	<p>HCRHS strives to engage as many students as possible in co-curricular activities. The comprehensive activities program provides opportunities for students to explore their interests and enhance their development beyond the standard curriculum of academic courses. The District offers over 50 activities, developed to appeal to a wide range of student interests, including award-winning arts programs, student government, STEM groups, and community service organizations.</p>






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 <p><b>Before and After School Programs:</b></p>	<p>HCRHS offers a drop-in after school program for students in the ELL Programs. The after-school program meets 1 day per week for approximately 2 hours. Students are ELLs of levels 1 through 4, ages 14 to 19. The program is supervised by supervisor of World Languages and ELL programs, and designed by two ESL teachers. ESL teachers staff the program every week. Students may drop in for help with homework or social/emotional support. Regular program activities such as enrichment crafts, games and intramural sport activities are also provided.</p>
 <p><b>Staff and Professional Learning:</b></p>	<p>HCRHS offers a staff training program that has achieved state &amp; national recognition from The National Center for Public Productivity at Rutgers, The N.J. Association for Supervision and Curriculum Development and the U.S. Department of Education Professional Development National Awards. HCRHS offers an innovative summer professional learning program with full day workshops and a week-long conference. Staff and administrators are frequent presenters at state and regional conferences. Staff are offered a variety of different in-house training opportunities through technology integration specialists and coaches, multi-part workshops in instructional strategies, wellness and technology.</p>
 <p><b>Postsecondary Information:</b></p>	<p>HCRHS offers comprehensive college admissions counseling to students and parents/guardians through a dedicated College &amp; Career Center, in addition to grade level counseling. For the Class of 2019, 70% of reporting seniors planned to attend a 4-Year College, 18% planned to attend a 2-Year College, and 12% planned to attend trade/technical school, join the military, or begin employment. The Class of 2019 was offered \$15 million in scholarship funds and awarded \$150,000 in Local Scholarship funds.</p>



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### Student Supports and Services:

HCRHS offers a variety of student support services that includes an Intervention and Referral Services Committee, as well as a Response to Intervention program to identify and assist at-risk students. The District also partners with The Boggs Center on Developmental Disabilities PCAST Program (Person Centered Approaches for Students in Transition). Trainers come on site to model person-centered meetings and create materials that accurately reflect student strengths. At HCRHS, PCAST is open to students with multiple disabilities beginning in 9th grade.



### Student Health and Wellness:

At HCRHS, a comprehensive program of 15 Physical Education courses, in addition to interscholastic and intramural sports, provides a range of activities and programs that develop fundamental skills and an understanding of the components of physical fitness and wellness. Additionally, student and staff wellness programs provide activities and messages that support a District wellness initiative. The district serves breakfast, lunch, and healthy snacks in compliance with state and federal regulations, offering students a wide variety of choices of meal components.



### Parent and Community Involvement:

Parents at HCRHS are engaged in athletic, co-curricular, and academic support programs. An active booster club structure supports Red Devil athletics, and co-curricular parent associations provide input and support for fine arts and various student clubs/activities. Parent advisory groups are frequently formed to obtain feedback for specific initiatives, including the development of Hunterdon Central's Strategic Plan and student wellness initiative. An active STEM Community Consortium has made significant contributions to the District's science, math, engineering and technology programs.






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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers HCRHS utilized a version of the New Jersey School Climate Survey, and will continue to use the survey on an annual basis. The survey provided baseline data for the district's strategic plan. Key findings are summarized in the planning document, available at the district's web site.</p>
 <p>Facilities:</p>	<p>HCRHS is one of the largest, campus-style high schools in N.J. The District has a 72 acre campus with 4 general classroom buildings, Instructional Media Center, 280 seat Little Theater, 900 seat Auditorium, 2,000 seat Fieldhouse, 4 gymnasiums, Fitness Center, a Project Adventure course, football stadium, 8 additional playing fields, tennis courts, 3 cafeterias and a large Commons area. A music/communications building houses an FM radio station and cable t.v. station, with satellite downlinks.</p>
 <p>School Safety:</p>	<p>At HCRHS, security protocols are reviewed and adjusted monthly. Based in part on our security team's debriefings of required drills, we continue to make improvements each school year, e.g. upgrades to our emergency notification, security card and phone systems. Camera coverage across our campus is extensive. We frequently adjust the positions of our security guards (all former law enforcement personnel) and duty release aides to enhance monitoring. Our partnership with law enforcement is extremely important in this work. Hunterdon County's Prosecutor's Office works closely with county schools. As a result, schools follow similar protocols for emergency preparedness, and benefit from frequent and detailed communications and training sessions. A School Resource Officer from the Raritan Township Police Department is stationed full-time in our district. Additionally, Class III officers (2) are being added to support the SRO and security team.</p>



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### Technology and STEM:

HCHRS is fully 1:1 with each student having their own district-issued Chromebook. Classrooms are wireless with full audio and video capabilities. The Instructional Media Center provides Makerspace for teachers, classes and students, with a CNC machine, 3D printers and green screen. We have a radio and TV recording studio supporting classroom needs and co-curricular activities. Technology Integration Specialists and Instructional Technology Coaches provide training for teachers and staff. A STEM consortium meets regularly sponsoring STEM and STEAM events including panels and a STEAM Showcase. HCRHS has hosted a county-wide Hack-a-thon for community and students. We have a Design & Applied Technology Department with a CTE Robotics Program and an Architectural Design Program. Additionally, we offer Computer Science Academy with a variety of student options within the field. We also offer a coding club for students and python code activities have been embedded into all geometry classes.