



Hunterdon Central Regional High School District
2016-2017
Grade Span 09-12

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

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

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

Navigating through the reports:

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

Other Resources:

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



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Footnotes

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

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



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Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
9	765	711	696
10	778	740	768
11	683	706	728
12	709	597	703
Ungraded	1	2	2
Total	2936	2756	2897

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years. Data for some student groups was not available before 2016-17.

Student Group	2014-15	2015-16	2016-17
Female	48%	48%	48%
Male	52%	53%	53%
Economically Disadvantaged Students	7%	8%	9%
Students with Disabilities	15%	14%	14%
English Learners	1%	2%	2%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	81.0%
Hispanic	9.2%
Asian	5.7%
Black or African American	2.5%
American Indian or Alaska Native	0.1%
Native Hawaiian or Pacific Islander	0.1%
Two or More Races	1.5%

Enrollment Trends by Full and Shared Time

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

Enrollment Status	2016-17
Full Time Students	2780
Shared Time Students	232
Full Time Equivalent	2896

Enrollment by Home Language

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

Home Language	% of Students
English	92.4%
Spanish	4.7%
Other	2.9%



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English Language Arts/Literacy Assessment - Participation and Performance

This table shows information about the English Language Arts/Literacy section of the *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessment for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	1384	98.0	75.80	75.80	54.90	75.8	78.2	Not Met
White	1138	98.0	76.50	76.50	63.90	76.5	79.3	Not Met
Hispanic	96	97.5	57.30	57.30	39.80	57.3	59.6	Met Target†
Black or African American	36	100.0	77.80	77.80	35.20	77.8	73.6	Met Target
Asian, Native Hawaiian, or Pacific Islander	85	100.0	85.90	85.90	80.70	85.9	80	Met Goal
American Indian or Alaska Native	*	*	*	*	53.70	*	**	**
Two or More Races	*	*	*	78.50	54.90	77.2	78.4	Met Target†
Female	659	98.2	85.60	85.60	62.20	85.6		
Male	725	97.8	66.90	66.90	48.10	66.9		
Economically Disadvantaged Students	116	95.2	56.90	56.90	36.20	56.9	57.7	Met Target†
Non-Economically Disadvantaged Students	1268	98.3	77.50	77.50	65.80	77.5		
Students with Disabilities	207	98.1	39.70	39.70	20.50	39.7	39.6	Met Target
Students without Disabilities	1177	98.0	82.10	82.10	61.90	82.1		
English Learners	11	91.2	*	*	25.20	*	N	N
Non-English Learners	1373	98.2	*	*	57.40	*		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	688	771	771	749	4%	5%	14%	45%	31%	76%	52%
White	542	774	774	757	*	*	14%	48%	31%	80%	62%
Hispanic	71	735	735	733	31%	*	18%	23%	*	38%	35%
Black or African American	16	769	769	730	0%	0%	*	81%	*	88%	30%
Asian, Native Hawaiian, or Pacific Islander	43	794	794	777	0%	*	*	26%	65%	91%	80%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	49%
Two or More Races	16	775	775	746	0%	*	*	*	*	81%	48%
Female	332	781	781	756	*	*	8%	45%	42%	87%	60%
Male	356	762	762	741	*	*	20%	45%	21%	66%	43%
Economically Disadvantaged Students	72	729	729	731	*	*	17%	25%	*	36%	32%
Non-Economically Disadvantaged Students	616	776	776	758	*	*	14%	47%	*	81%	62%
Students with Disabilities	93	738	738	714	*	26%	36%	30%	*	32%	13%
Students without Disabilities	595	777	777	754	*	2%	11%	47%	*	83%	58%
English Learners	27	686	686	690	*	*	*	*	*	*	*
Non-English Learners	661	775	775	752	*	*	*	*	*	*	*
Homeless Students	*	*	*	719	*	*	*	*	*	*	21%
Students in Foster Care	*	*	*	718	*	*	*	*	*	*	21%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	45%
Migrant Students	N	N	N	705	N	N	N	N	N	N	*



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 10

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	714	773	773	743	5%	6%	17%	41%	32%	73%	46%
White	590	773	773	749	5%	5%	17%	42%	31%	73%	52%
Hispanic	44	764	764	728	*	*	27%	34%	27%	61%	34%
Black or African American	23	770	770	725	*	*	*	*	*	65%	31%
Asian, Native Hawaiian, or Pacific Islander	43	784	784	774	*	*	*	35%	47%	81%	74%
American Indian or Alaska Native	*	*	*	740	*	*	*	*	*	*	42%
Two or More Races	*	*	*	737	*	*	*	*	*	*	42%
Female	332	784	784	752	*	*	13%	39%	43%	82%	54%
Male	382	763	763	734	*	*	20%	43%	22%	65%	39%
Economically Disadvantaged Students	49	753	753	726	*	*	22%	43%	*	55%	32%
Non-Economically Disadvantaged Students	665	774	774	751	*	*	17%	41%	*	74%	54%
Students with Disabilities	97	739	739	704	16%	*	32%	34%	*	40%	12%
Students without Disabilities	617	778	778	749	3%	*	15%	42%	*	78%	52%
English Learners	N	N	N	681	N	N	N	N	N	N	*
Non-English Learners	714	773	773	745	5%	6%	17%	41%	32%	73%	*
Homeless Students	*	*	*	715	*	*	*	*	*	*	21%
Students in Foster Care	N	N	N	710	N	N	N	N	N	N	20%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	694	N	N	N	N	N	N	*



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 11**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	468	744	744	736	11%	18%	26%	37%	8%	45%	38%
White	397	743	743	738	12%	18%	27%	35%	8%	44%	40%
Hispanic	36	751	751	731	0%	*	*	44%	*	53%	34%
Black or African American	10	734	734	728	*	0%	*	*	0%	40%	30%
Asian, Native Hawaiian, or Pacific Islander	17	751	751	756	*	*	*	71%	0%	71%	58%
American Indian or Alaska Native	N	N	N	731	N	N	N	N	N	N	30%
Two or More Races	*	*	*	731	*	*	*	*	*	*	36%
Female	187	752	752	744	9%	14%	21%	44%	12%	56%	46%
Male	281	738	738	729	13%	20%	30%	32%	5%	37%	31%
Economically Disadvantaged Students	35	738	738	729	*	*	*	29%	*	37%	32%
Non-Economically Disadvantaged Students	433	744	744	740	*	*	*	38%	*	46%	42%
Students with Disabilities	106	728	728	709	*	28%	28%	25%	*	26%	12%
Students without Disabilities	362	748	748	741	*	15%	26%	41%	*	50%	43%
English Learners	N	N	N	699	N	N	N	N	N	N	*
Non-English Learners	468	744	744	737	11%	18%	26%	37%	8%	45%	*
Homeless Students	N	N	N	722	N	N	N	N	N	N	24%
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	19%
Military-Connected Students	*	*	*	723	*	*	*	*	*	*	24%
Migrant Students	N	N	N	713	N	N	N	N	N	N	26%

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

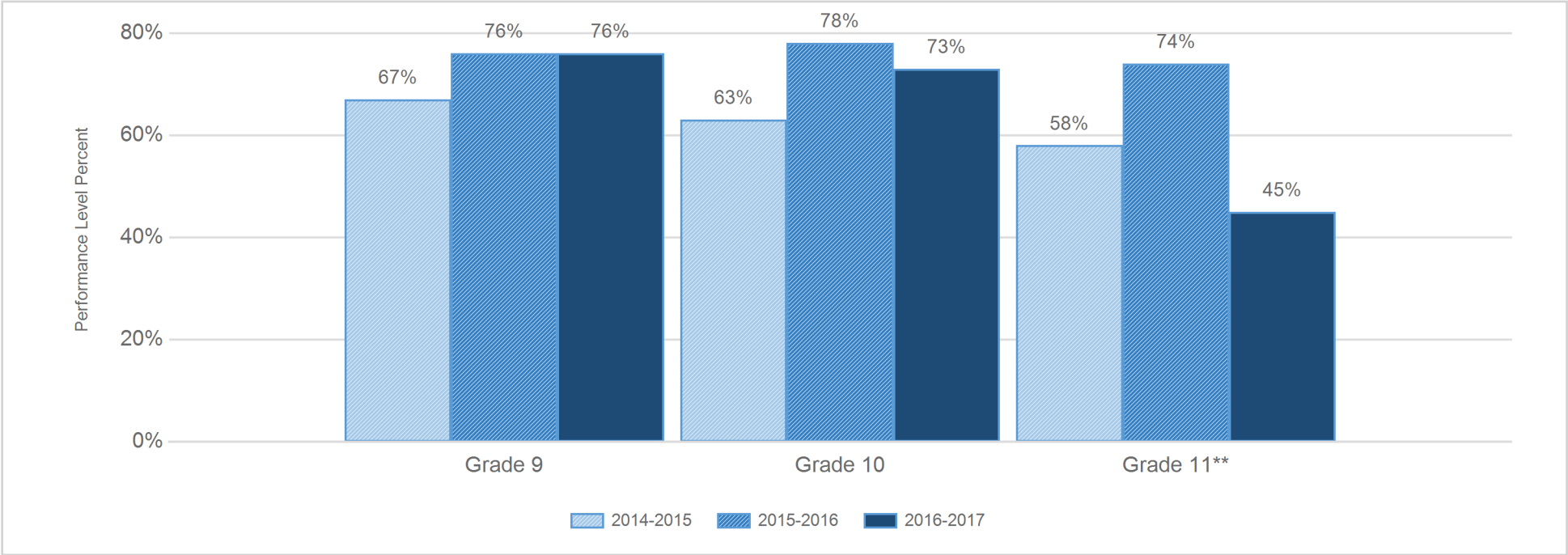


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English Language Arts/Literacy Assessment - Performance Trends

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



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



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Mathematics Assessment - Participation and Performance

This table shows information about the Mathematics section of the *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessment for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	1246	97.8	57.80	57.80	43.50	57.8	61.1	Not Met
White	1024	97.9	58.80	58.80	52.40	58.8	62	Not Met
Hispanic	95	96.3	36.90	36.90	27.60	36.9	42	Met Target†
Black or African American	29	100.0	55.10	55.10	21.70	55.1	53.1	Met Target
Asian, Native Hawaiian, or Pacific Islander	71	98.6	76.00	76.00	75.60	76	72.4	Met Target
American Indian or Alaska Native	*	*	*	*	42.50	*	**	**
Two or More Races	*	*	*	50.00	44.90	50	N	N
Female	618	98.3	59.00	59.00	44.10	59		
Male	628	97.4	56.70	56.70	42.90	56.7		
Economically Disadvantaged Students	113	93.8	31.00	31.00	25.10	30.7	46.2	Not Met
Non-Economically Disadvantaged Students	1133	98.3	60.60	60.60	54.30	60.6		
Students with Disabilities	158	98.2	23.40	23.40	16.50	23.4	28.2	Met Target†
Students without Disabilities	1088	97.8	62.90	62.90	48.80	62.9		
English Learners	24	88.2	*	*	23.30	*	N	N
Non-English Learners	1222	98.1	*	*	45.20	*		
Homeless Students	N	N	N	N	16.40	N		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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Mathematics Assessment - Performance by Test: Algebra I

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

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Schoolwide	400	738	738	743	*	22%	38%	33%	*	33%	42%
White	317	741	741	751	*	19%	42%	35%	*	35%	52%
Hispanic	55	719	719	728	26%	38%	20%	*	*	16%	24%
Black or African American	10	738	738	724	0%	*	*	*	0%	30%	19%
Asian, Native Hawaiian, or Pacific Islander	11	755	755	774	*	0%	*	*	0%	73%	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	*	*	*	741	*	*	*	*	*	*	41%
Female	178	738	738	744	*	21%	40%	33%	*	33%	43%
Male	222	737	737	741	*	23%	36%	32%	*	33%	40%
Economically Disadvantaged Students	61	717	717	727	26%	41%	20%	*	*	13%	23%
Non-Economically Disadvantaged Students	339	742	742	751	4%	18%	41%	*	*	37%	52%
Students with Disabilities	99	727	727	714	*	41%	32%	16%	*	17%	10%
Students without Disabilities	301	741	741	747	*	15%	40%	38%	*	38%	47%
English Learners	26	706	706	708	*	*	*	*	*	*	*
Non-English Learners	374	740	740	745	*	*	*	*	*	*	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	*	*	*	711	*	*	*	*	*	*	*
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%



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Mathematics Assessment - Performance by Test: Geometry

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	659	753	753	734	3%	14%	27%	43%	14%	56%	30%
White	542	754	754	740	2%	13%	27%	45%	14%	58%	38%
Hispanic	51	735	735	722	*	22%	39%	20%	*	28%	14%
Black or African American	17	744	744	719	*	*	*	*	*	53%	*
Asian, Native Hawaiian, or Pacific Islander	36	762	762	758	0%	*	*	50%	*	67%	65%
American Indian or Alaska Native	*	*	*	730	*	*	*	*	*	*	29%
Two or More Races	*	*	*	733	*	*	*	*	*	*	32%
Female	320	753	753	735	*	12%	27%	46%	*	58%	31%
Male	339	752	752	733	*	16%	27%	39%	*	54%	30%
Economically Disadvantaged Students	62	733	733	721	*	24%	32%	23%	*	29%	13%
Non-Economically Disadvantaged Students	597	755	755	740	*	13%	27%	45%	*	59%	39%
Students with Disabilities	101	723	723	711	*	*	27%	12%	*	13%	*
Students without Disabilities	558	758	758	738	*	*	27%	48%	*	64%	*
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	735	*	*	*	*	*	*	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	727	N	N	N	N	N	N	15%
Migrant Students	N	N	N	704	N	N	N	N	N	N	*



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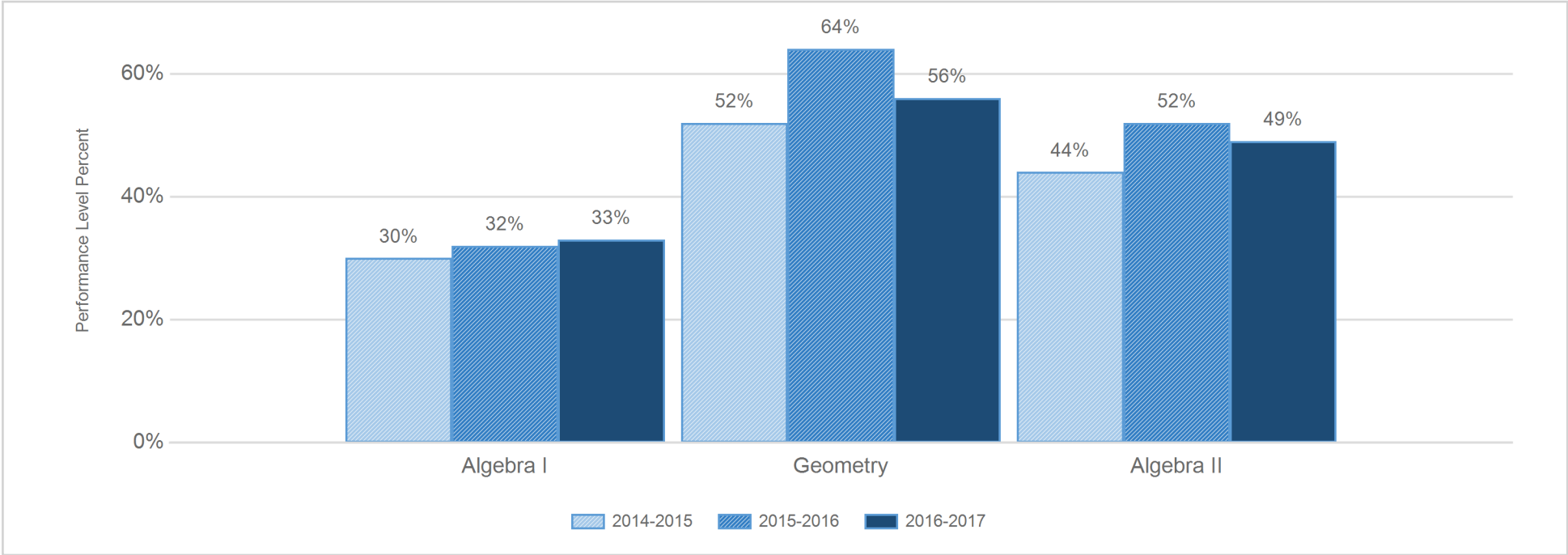
Mathematics Assessment - Performance by Test: Algebra II

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	559	748	748	725	10%	16%	25%	43%	6%	49%	28%
White	461	747	747	731	9%	15%	27%	44%	5%	49%	33%
Hispanic	37	740	740	710	*	*	27%	38%	*	41%	14%
Black or African American	13	739	739	703	*	*	*	*	0%	39%	*
Asian, Native Hawaiian, or Pacific Islander	36	768	768	761	*	*	*	47%	*	69%	62%
American Indian or Alaska Native	N	N	N	715	N	N	N	N	N	N	20%
Two or More Races	*	*	*	718	*	*	*	*	*	*	25%
Female	285	750	750	725	8%	14%	28%	45%	6%	51%	27%
Male	274	745	745	725	12%	18%	23%	42%	6%	48%	29%
Economically Disadvantaged Students	18	746	746	708	*	*	*	*	*	44%	13%
Non-Economically Disadvantaged Students	541	748	748	733	*	*	*	*	*	49%	35%
Students with Disabilities	44	723	723	692	25%	30%	23%	*	*	23%	*
Students without Disabilities	515	750	750	729	8%	15%	26%	*	*	52%	*
English Learners	N	N	N	692	N	N	N	N	N	N	*
Non-English Learners	559	748	748	726	10%	16%	25%	43%	6%	49%	*
Homeless Students	N	N	N	702	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	692	N	N	N	N	N	N	*
Military-Connected Students	*	*	*	710	*	*	*	*	*	*	14%
Migrant Students	N	N	N	702	N	N	N	N	N	N	14%

Mathematics Assessment – Performance Trends

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





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Alternate Assessments - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
9	N	N
10	N	N
11	20	19

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	34	*	*
2	14	*	*
3	*	*	*
4	*	*	*
5+	*	*	*



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

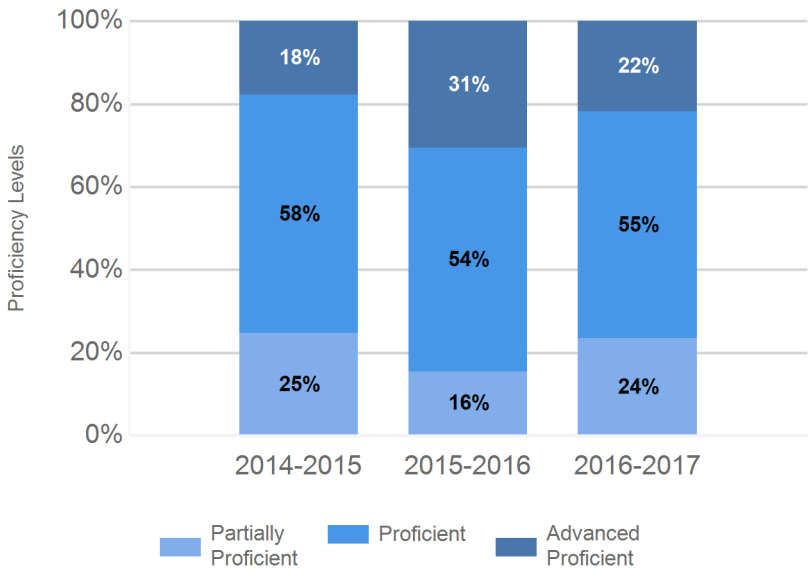
Biology Assessment - Performance

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	16%	42%	42%
Schoolwide	22%	55%	24%
White	22%	56%	22%
Hispanic	12%	46%	42%
Black or African American	6%	*	29%
Asian, Native Hawaiian, or Pacific Islander	34%	51%	15%
American Indian or Alaska Native	N	*	N
Two or More Races	42%	37%	21%
Economically Disadvantaged Students	4%	42%	53%
Students with Disabilities	5%	29%	66%
English Learners	N	*	*

Biology Assessment - Proficiency Trends

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



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



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

PSAT/SAT/ACT - Participation

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

Test	% of Students in School	% of Students in State
Percentage of students taking the PSAT	71.9%	89.4%
Percentage of students taking the SAT	100.0%	70.0%
Percentage of students taking the ACT	46.7%	28.3%

PSAT/SAT/ACT - Performance

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

Test	School Average Score	State Average Score	College Readiness Benchmarks	School - % of Students scoring at or above Benchmark	State - % of Students scoring at or above Benchmark
PSAT - Reading and Writing	538	481	Varies By Grade	88%	67%
PSAT - Math	536	483	Varies By Grade	68%	49%
SAT - Reading and Writing	598	551	480	95%	77%
SAT - Math	604	552	530	82%	58%
ACT - Reading	26	24	22	78%	65%
ACT - English	25	24	18	92%	79%
ACT - Math	26	24	22	81%	65%
ACT - Science	25	23	23	70%	54%



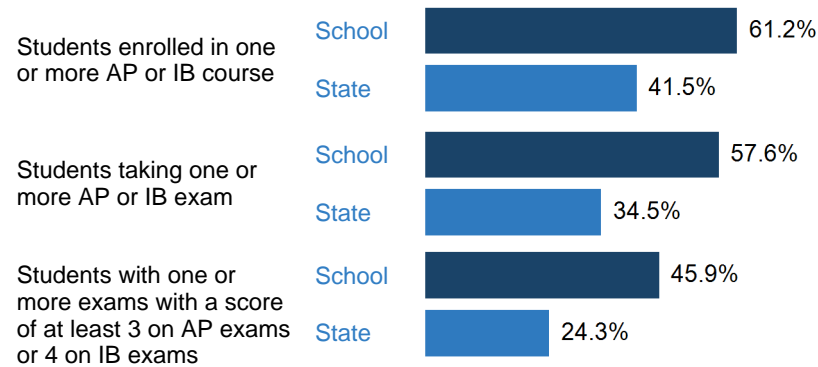
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate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

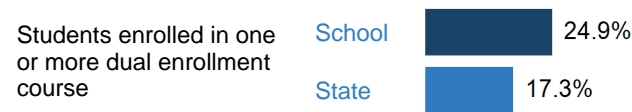
AP/IB Coursework – Participation and Performance

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



Dual Enrollment Coursework - Participation

This graph shows the percentage students enrolled in at least one **dual enrollment** course in the school and across the state. **Dual enrollment** courses allow high school students to enroll in college courses for credit prior to their high school graduation.



AP/ IB Courses Offered

This table shows the students enrolled in AP/IB courses and the corresponding exams that were taken. Students do not need to take a course to take the exam and not all students enrolled in a course take the exam. The last two rows show the total number of exams taken and the number of exams with scores of at least 3 on AP exams or 4 on IB exams. In the last two rows, students taking multiple exams are counted more than once.

AP/IB Course	Students Enrolled	Students Tested
AP Art—History of Art	0	12
AP Biology	86	80
AP Calculus AB	113	106
AP Calculus BC	34	34
AP Chemistry	57	56
AP Chinese Language and Culture	6	5
AP Comparative Government and Politics	0	1
AP Computer Science A	17	16
AP Computer Science Principles	47	43
AP English Language and Composition	245	242
AP English Literature and Composition	76	63
AP Environmental Science	51	50
AP European History	37	31
AP French Language and Culture	9	7
AP German Language and Culture	10	9
AP Human Geography	65	56
AP Latin (Virgil Catullus and Horace)	0	8
AP Macroeconomics	0	48
AP Microeconomics	50	48
AP Music Theory	9	9



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AP/IB Course	Students Enrolled	Students Tested
AP Physics 1	0	41
AP Physics 2	0	13
AP Physics B	65	0
AP Physics C	43	0
AP Physics C: Electricity and Magnetism	0	39
AP Physics C: Mechanics	0	39
AP Psychology	173	149
AP Spanish Language	47	44
AP Spanish Literature	22	19
AP Statistics	41	38
AP Studio Art—Drawing Portfolio	14	8
AP Studio Art—Two-Dimensional	0	6
AP U.S. Government and Politics	37	31
AP U.S. History	155	151
AP World History	104	98
Total Exams Taken		1600
Exams with scores of at least 3 on AP exams or 4 on IB exams		1263



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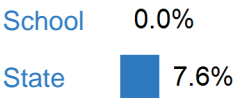
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This section contains information about participation in approved **Career and Technical Education (CTE)** programs and **Structured Learning Experiences**. For more information about CTE in New Jersey, please visit <http://www.nj.gov/education/cte/>.

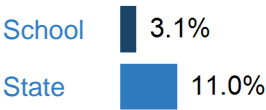
Career and Technical Education Participation

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

CTE Participants
(completed only one course in an approved CTE program)



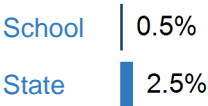
CTE Concentrators
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

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

Structured Learning Experiences



Industry-Valued Credentials Earned

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

Career Cluster	Students with at least one credential earned	Industry credentials earned
Health Science	12	12
Manufacturing	43	43
Transportation, Distribution & Logistics	24	24
Total non-duplicated number of students**	55	
Total number of credentials earned in all clusters		79

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



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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	311	26	273	0	0	0	133
10	133	586	52	0	1	1	60
11	11	123	269	0	59	9	331
12	3	10	60	0	336	98	260
Schoolwide	458	745	654	0	396	108	784
Enrolled in AP/IB Course					147	41	0

Science - Course Participation

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

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	259	0	433	3	0	12
10	371	287	14	131	3	33
11	225	337	1	38	159	128
12	138	68	0	66	288	328
Schoolwide	993	692	448	238	450	501
Enrolled in AP/IB Course	86	57		51	108	0



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

Social Studies and History - Course Participation

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

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	1	697	0	69	0	27
10	1	765	25	109	29	149
11	600	67	41	121	32	135
12	199	38	106	293	65	317
Schoolwide	801	1567	172	592	126	628
Enrolled in AP/IB Course	104	155	50	173	0	134

World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	417	112	0	51	45	41	0
10	531	133	0	20	37	26	0
11	341	91	0	42	35	10	0
12	145	20	0	23	15	8	0
Schoolwide	1434	356	0	136	132	85	0
Enrolled in AP/IB Course	68	9	0	0	10	6	0
Enrolled in Level 3 or Higher	583	171	0	54	36	27	0
Earned Seal of Biliteracy	70	*	0	14	*	*	*



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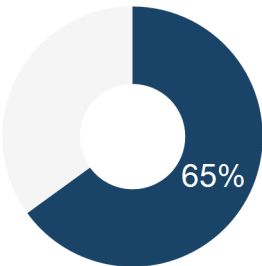
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Visual and Performing Arts – Course Participation

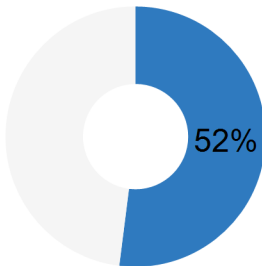
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines within the school and across the state.

Grades 9-12:

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

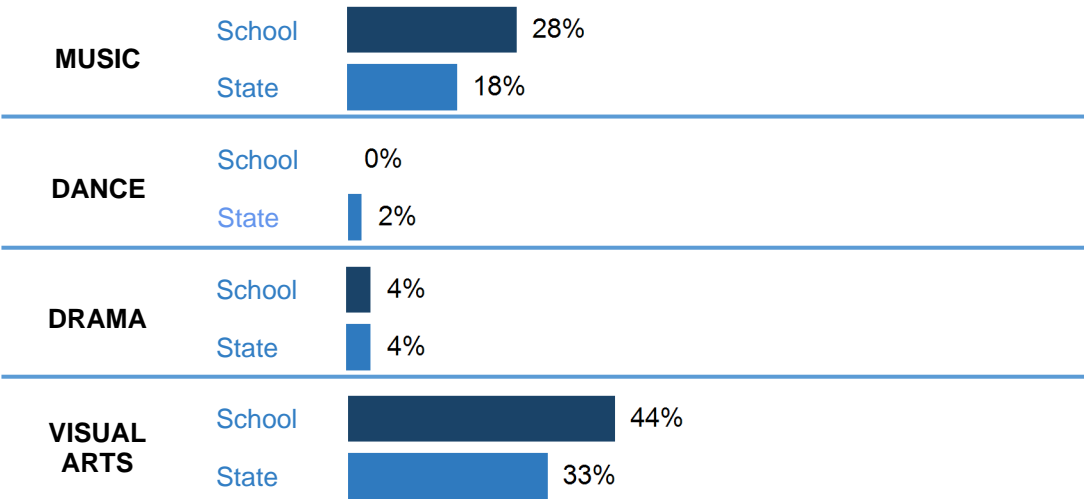


School



State

Students enrolled in one or more classes by discipline:





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

Graduation Rates

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

Student Group	School - Class of 2017: 4 Year Rate	State - Class of 2017: 4 Year Rate	School - Class of 2016: 5 Year Rate	State - Class of 2016: 5 Year Rate	Class of 2016: 4 Year Rate	Class of 2016: 4 Year Target	Met Target?	Class of 2015: 5 Year Rate	Class of 2015: 5 Year Target	Met Target?
Schoolwide	96.1%	90.5%	97.3%	91.8%	96.4%	N	Met Goal	95.8%	N	Met Goal
White	97.7%	94.5%	97.8%	95.1%	97.0%	N	Met Goal	95.9%	N	Met Goal
Hispanic	82.4%	84.3%	88.0%	86.3%	84.3%	90.4%	Not Met	*	87.4%	Met Target
Black or African American	89.5%	83.4%	100.0%	85.3%	100.0%	**	**	95.5%	N	Met Goal
Asian, Native Hawaiian or Pacific Islander	100.0%	96.6%	100.0%	97.5%	100.0%	N	Met Goal	97.5%	N	Met Goal
American Indian or Alaska Native	*	92.3%	N	86.6%	N	N	N	*	**	**
Two or More Races	*	91.9%	N	93.7%	N	N	N	N	N	N
Economically Disadvantaged Students	77.6%	83.9%	88.1%	85.6%	83.6%	76.9%	Met Target	82.7%	87.2%	Not Met
Students with Disabilities	90.3%	78.8%	89.5%	82.1%	86.5%	83.9%	Met Target	86.1%	86.0%	Met Target
English Learners	44.4%	76.1%	58.3%	79.7%	50.0%	**	**	80.0%	**	**
Homeless Students	N	73.2%	*	74.4%	*	*	N	*		

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

Graduation Rate Trends

This table shows the 4-year and 5-year graduation rates by graduating class.

Class of	4-Year Rate	5-Year Rate
2017	96.1%	-
2016	96.4%	97.3%
2015	94.7%	95.8%

Dropout Rate Trends

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

School Year	School Rate	State Rate
2016-2017	1.1%	1.1%
2015-2016	0.8%	1.1%
2014-2015	0.7%	1.1%



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This section contains information about students enrolling in colleges and universities after graduation from high school. Postsecondary enrollment information is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

Postsecondary Enrollment Rates: Fall

This table shows the enrollment rates of Class of 2017 high school graduates into 2-year or 4-year institutions the fall after high school graduation. The following columns show the percentage of these enrolled students by 2-year or 4-year institution.

Postsecondary Enrollment Rates: 16 month

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	71.1%	29.5%	70.5%
Schoolwide	84.1%	16.9%	83.1%
White	86.2%	16.2%	83.8%
Hispanic	69.4%	35.3%	64.7%
Black or African American	53.3%	12.5%	87.5%
Asian, Native Hawaiian, or Pacific Islander	83.3%	4%	96%
American Indian or Alaska Native	*	0%	*
Two or More Races	*	*	*
Economically Disadvantaged Students	57.6%	47.4%	52.6%
Students with Disabilities	72.5%	37.9%	62.1%
English Learners	*	*	0%

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	76.1%	33.6%	66.5%	73.6%	26.4%	65.5%	34.6%
Schoolwide	88%	22.1%	77.9%	74.5%	25.5%	49.3%	50.7%
White	87.8%	21.9%	78.1%	74.9%	25.1%	47.7%	52.3%
Hispanic	86.5%	46.9%	53.1%	78.1%	21.9%	68.8%	31.3%
Black or African American	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	90.6%	8.3%	91.7%	70.8%	29.2%	50%	50%
American Indian or Alaska Native	*	*	*	*	*	*	*
Two or More Races	N	N	N	N	N	N	N
Economically Disadvantaged Students	84.4%	48.2%	51.9%	77.8%	22.2%	85.2%	14.8%
Students with Disabilities	80.7%	42%	58%	74%	26%	66%	34%
English Learners	*	*	*	*	*	*	*



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This section shows information about student absences which provides important information about a school’s culture and climate. In addition, research shows that student absences impact a child’s ability to succeed in school. The New Jersey Department of Education selected chronic absenteeism as its measure of school quality and student success for the *ESSA* accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

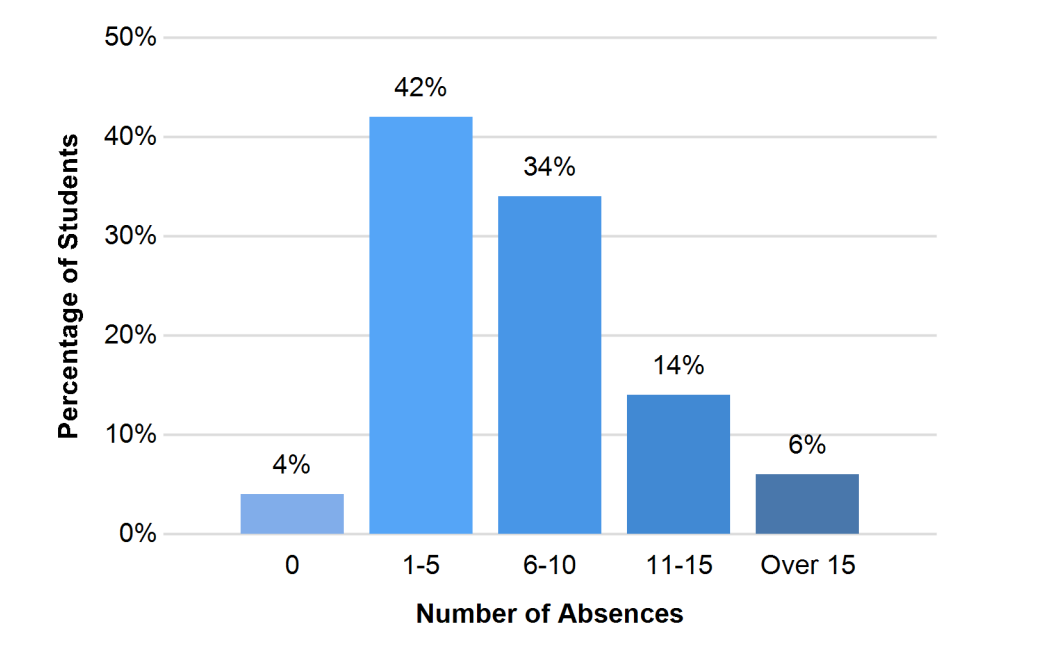
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	4.10	14.30	Met Target
White	3.30	14.30	Met Target
Hispanic	10.50	14.30	Met Target
Black or African American	9.60	14.30	Met Target
Asian, Native Hawaiian, or Pacific Islander	2.40	14.30	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	4.50	14.30	Met Target
Economically Disadvantaged Students	15.40	14.30	Not Met
Students with Disabilities	6.80	14.30	Met Target
English Learners	20.30	14.30	Not Met

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

Days Absent

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



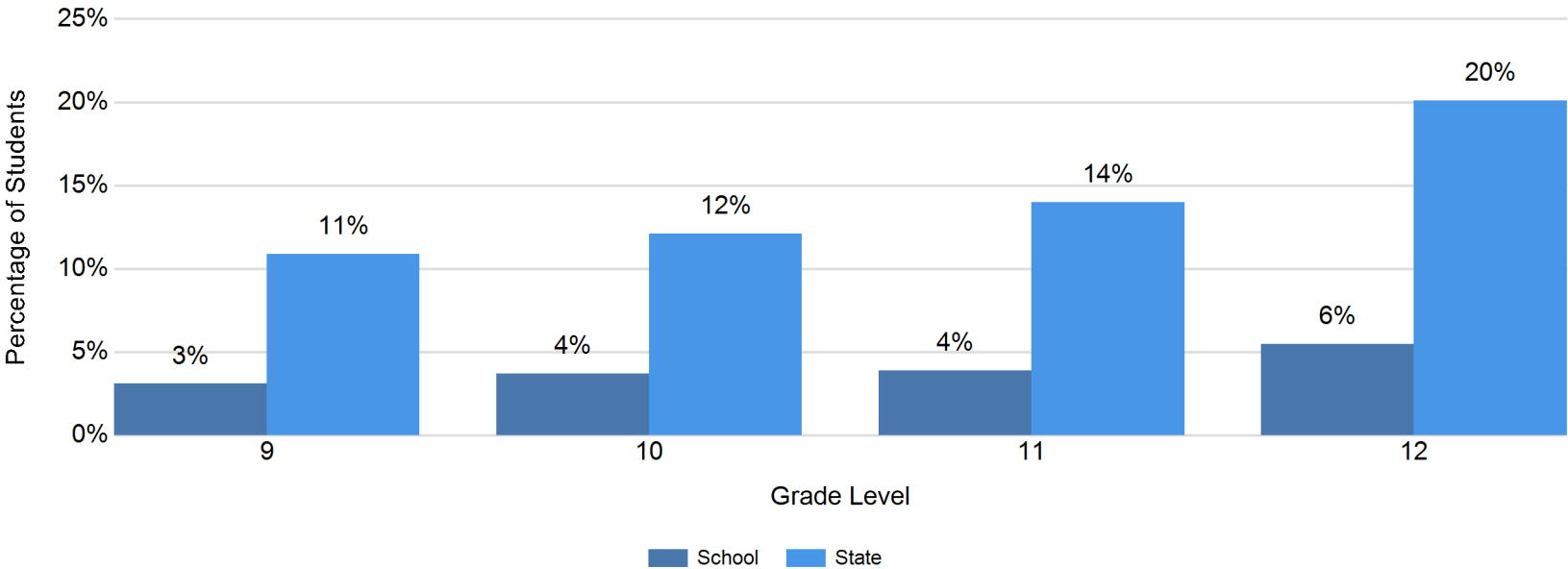


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Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





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School Day

This table shows the start and end times and length of school day for a typical student at this school. **Instructional time** is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher.

Category	School
Typical Start Time	7:35AM
Typical End Time	2:05PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs. 20 Mins.
Shared Time - Instructional Time	2 Hrs. 40 Mins.

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	17
Vandalism	2
Weapons	0
Substances	13
Harassment, Intimidation, Bullying (HIB)	10
Total Unique Incidents	42
Incidents Per 100 Students Enrolled	1.45

Student Suspension Rate

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

Suspension Types	% of Students
In-School Suspensions	0.0%
Out-of-School Suspensions	2.8%
Any Suspension	2.8%

Student Expulsions

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

Category	Number of Students
Expulsions	0



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Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.0:1	690.6 kbps	100 kbps	Yes	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district’s schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts’ [User Friendly Budgets](#), or the NJDOE Finance [District Report Search](#) of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$269	\$15,524	\$15,793



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

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

Teachers: All classroom teachers

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

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

Teachers – Experience

This table shows information about experience for teachers assigned to this school and across the state.

Category	Teachers in School	Teachers in State
Total Number of teachers	242	120,724
Average years experience in public schools	12.1	11.8
Average years experience in district	10.7	10.5
Teachers in district for 4 or more years	79%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	19	9,506
Average years experience in public schools	17.0	15.9
Average years experience in district	9.8	11.6
Administrators in district for 4 or more years	63%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	12:1	12:1
Administrators	152:1	152:1
Librarian/Media Specialists		965:1
Nurses		965:1
Counselors		170:1
Child Study Team		290:1



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Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	90%	89%
2015-16 Administrators: Same district 2016-17	72%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	97%



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Accountability Indicator Scores and Summative Rating

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of comprehensive support. This table shows the indicator scores for each indicator included in the accountability system and the weights that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey’s accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	89.2	17.5%
Mathematics Proficiency	90.4	17.5%
Graduation - 4-Year	62.0	25.0%
Graduation - 5-Year	53.1	25.0%
Chronic Absenteeism	82.2	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		72.5
Summative Rating: Percentile rank of Summative Score		76.3
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No
Requires Comprehensive Support: 4-year Graduation Rate less than or equal to 67%		No

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

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



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Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	Graduation Rate - 4-Year	Graduation Rate - 5-Year	At Risk for Consistently Underperforming Student Group
Schoolwide	72.5	6.2	No	Not Met	Not Met	Met Target	Met Goal	Met Goal	No
White	74.4	6.2	No	Not Met	Not Met	Met Target	Met Goal	Met Goal	No
Hispanic	66.8	6.2	No	Met Target†	Met Target†	Met Target	Not Met	Met Target	No
Black or African American	87.8	6.2	No	Met Target	Met Target	Met Target	**	Met Goal	No
Asian, Native Hawaiian, or Pacific Islander	69.8	6.2	No	Met Goal	Met Target	Met Target	Met Goal	Met Goal	No
American Indian or Alaska Native	**	**	No	**	**	**	N	**	No
Two or More Races	**	**	No	Met Target†	N	Met Target	N	N	No
Economically Disadvantaged Students	57.0	6.2	No	Met Target†	Not Met	Not Met	Met Target	Not Met	No
Students with Disabilities	78.6	6.2	No	Met Target	Met Target†	Met Target	Met Target	Met Target	No
English Learners	**	**	No	N	N	Not Met	**	**	No

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

† Target was met within a confidence interval.



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School General Info

Principal:	Ms. Cooley	Email Address:	scooley@hcrhs.org
Address:	84 ROUTE 31 FLEMINGTON, NJ 08822-1239	Website:	http://www.hcrhs.k12.nj.us/
Phone:	(908)782-5727	Twitter:	https://twitter.com/JeffMooreEdD

School Narrative

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

 Highlights:	<ul style="list-style-type: none"> • We are moving into a strategic planning project in 2017-18 with our new superintendent, Jeffrey Moore, EdD. • Last year, 100 of our seniors achieved distinction in the NJ Seal of Biliteracy program. • Our curriculum includes diverse options for electives, dual enrollment in college, STEM courses, and arts courses.
 Mission, Vision, Theme:	<p>HCRHS embraces a vision in which every student masters the knowledge, skills and habits of mind needed to connect, communicate and collaborate in a global society. The District believes that by partnering with all constituents and leveraging all resources, learning expands beyond individual classrooms and academic departments. HCRHS is committed to improving practices, fostering global connections, utilizing available technology and aligning critical skill development for all students.</p>
 Awards, Recognition, Accomplishments:	<p>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 2016, the District website and a District-produced video on English Language Learners were both named #1 in the State by the New Jersey School Public Relations Association.</p>






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 Courses, Curriculum, Instruction:	<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. An example is the Option II Program that provides independent paths to credits, utilizing distance learning, independent study, college coursework or coursework taken outside HCRHS.</p>
 Sports and Athletics:	<p>Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Boys & Girls), Cross-Country (Boys & Girls), Fencing (Boys & Girls), Field Hockey (Girls), Football (Boys), Golf (Boys & Girls), Gymnastics (Girls), Ice Hockey (Boys), Lacrosse (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Boys & Girls), Wrestling (Boys)</p> <p>HCRHS is a member of the NJSIAA, Skyland Conference, Hunterdon/Warren/Sussex Athletic Assoc., and 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 & Sportsmanship. In 2016, Red Devils won NJSIAA Group IV Championships in Boys & Girls Soccer, Girls Volleyball, Girls Golf, Boys Winter Track and the NCA National Championship in Cheerleading.</p>
 Clubs and Activities:	<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 orchestral, choral and dance programs, student government, robotics, and community service organizations.</p>








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 Staff and Professional Learning:	<p>HCRHS offers a staff training program that has achieved state & national recognition from The National Center for Public Productivity at Rutgers, The N.J. Assoc. for Supervision and Curriculum Development and the U.S. Dept. of Education Professional Development National Awards. HCRHS offers an innovative summer professional learning program with 14 full day workshops and a week-long conference. Staff and administrators are frequent presenters at state and regional conferences.</p>
 Postsecondary Information:	<p>HCRHS offers a program of college admissions counseling and financial aid assistance to students and parents/guardians through a dedicated College & Career Center, in addition to grade level counseling. For the Class of 2017, 74% of reporting seniors planned to attend a 4-Year College, 16% planned to attend a 2-Year College, and 10% planned to join the military or workforce. The Class of 2017 was offered \$12.2 million in scholarship funds and awarded \$225,000 in Local Scholarship funds.</p>
 Student Supports and Services:	<p>HCRHS offers a variety of student support services that include 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.</p>
 Student Health and Wellness:	<p>At HCRHS, a comprehensive program of 15 Physical Education courses, in addition to interscholastic and intramural sports, provides a range of activities that develop fundamental skills and an understanding of the components of physical fitness. A food service program, ranked #1 in New Jersey and #3 nationally, puts an emphasis on good nutrition and healthy food choices, while student and staff wellness programs provide activities and messages that support a District wellness initiative.</p>
 Parent and Community Involvement:	<p>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. An active STEM Community Consortium has made significant contributions to the District's science, math, engineering and technology programs.</p>



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Facilities:	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, 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.
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