HUNTERDON CENTRAL REGIONAL HIGH SCHOOL DISTRICT

(19-2300-050)

Grades Offered: 09-12

2017-2018

Report Key:
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** Accountability calculations require 20 or more students
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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

NJ SCHOOL PERFORMANCE REPORT

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(19-2300-050)

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School Contact Info

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

Type	Contact Information
County	HUNTERDON
District	HUNTERDON CENTRAL REG
Principal Name	MS. COOLEY
Address	84 ROUTE 31 FLEMINGTON, NJ 08822-1239
Phone Number	(908)782-5727
Email Address	SCOOLEY@HCRHS.ORG
Website	http://www.hcrhs.org
Twitter	https://twitter.com/JeffMooreEdD

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Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years.

Grade	2015-16	2016-17	2017-18
9	742	696	712
10	751	769	714
11	740	729	737
12	655	703	696
Total	2,888	2,897	2,859

Enrollment Trends by Student Group

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

Student Group	2015-16	2016-17	2017-18
Female	47.8%	47.5%	48.0%
Male	52.2%	52.5%	52.0%
Economically Disadvantaged Students	7.7%	8.8%	8.5%
Students with Disabilities	15.2%	13.9%	15.7%
English Learners	1.7%	2.3%	2.2%
Homeless Students		0.1%	0.3%
Students in Foster Care		0.1%	0.2%
Military-Connected Students		0.1%	0.1%
Migrant Students		0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2015-16	2016-17	2017-18
White	82.8%	81.0%	79.9%
Hispanic	7.8%	9.2%	9.2%
Black or African American	2.2%	2.5%	3.0%
Asian	6.0%	5.7%	6.2%
Native Hawaiian or Pacific Islander	0.1%	0.1%	0.0%
American Indian or Alaska Native	0.1%	0.1%	0.0%
Two or More Races	1.0%	1.5%	1.6%

Enrollment Trends by Full and Shared Time Status

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

Enrollment Status	2015-16	2016-17	2017-18
Full Time Students	2,756	2,780	2,778
Shared Time Students	263	232	159
Full Time Equivalent	2,888	2,896	2,858

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	92.0%
Spanish	4.9%
Other Languages	3.1%

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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	1349	98.8	80.1	80.1	56.7	80.1	78.3	Met Goal
White	1107	98.9	81.3	81.3	65.6	81.3	79.4	Met Goal
Hispanic	105	99.1	65.8	65.8	42.5	65.8	60.6	Met Target
Black or African American	38	97.4	63.2	63.2	37.3	63.2	74	Met Target†
Asian, Native Hawaiian, or Pacific Islander	81	98.8	92.6	92.6	82.3	92.6	80	Met Goal
American Indian or Alaska Native	N	N	N	N	52.7	N	**	**
Two or More Races	18	94.7	72.2	72.2	63.4	71.8	**	**
Female	659	98.5	88.2	88.2	64.5	88.2		
Male	690	99.1	72.3	72.3	49.4	72.3		
Economically Disadvantaged Students	101	97.2	51.5	51.5	38.5	51.5	58.8	Met Target†
Non-Economically Disadvantaged Students	1248	99.0	82.4	82.4	67.5	82.4		
Students with Disabilities	224	98.7	39.3	39.3	21.6	39.3	41.7	Met Target†
Students without Disabilities	1125	98.9	88.2	88.2	63.9	88.2		
English Learners	*	*	*	*	27.3	*	**	**
Non-English Learners	*	*	*	*	59.4	*		
Homeless Students	*	*	*	*	27.7	*		
Students In Foster Care	*	*	*	*	26.3	*		
Military-Connected Students	*	*	*	*	57.4	*		
Migrant Students	N	N	N	N	30.1	N		

† Target was met within a confidence interval.

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2017-2018

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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	689	778	778	752	2%	5%	11%	45%	37%	82%	55%
White	567	780	780	760	*	*	11%	45%	39%	83%	64%
Hispanic	59	763	763	735	*	*	19%	51%	19%	69%	38%
Black or African American	*	*	*	734	*	*	*	*	*	*	34%
Asian, Native Hawaiian, or Pacific Islander	39	788	788	782	0%	*	*	49%	46%	95%	83%
American Indian or Alaska Native	N	N	N	752	N	N	N	N	N	N	51%
Two or More Races	*	*	*	760	*	*	*	*	*	*	63%
Female	346	787	787	759	*	*	8%	42%	47%	89%	63%
Male	343	770	770	744	*	*	14%	48%	27%	75%	46%
Economically Disadvantaged Students	59	754	754	733	*	*	27%	31%	22%	53%	34%
Non-Economically Disadvantaged Students	630	781	781	761	*	*	10%	47%	38%	85%	65%
Students with Disabilities	117	741	741	716	*	*	34%	*	*	38%	15%
Students without Disabilities	572	786	786	758	*	*	6%	*	*	91%	62%
English Learners	*	*	*	691	*	*	*	*	*	*	*
Non-English Learners	*	*	*	755	*	*	*	*	*	*	*
Homeless Students	*	*	*	720	*	*	*	*	*	*	22%
Students in Foster Care	*	*	*	719	*	*	*	*	*	*	20%
Military-Connected Students	*	*	*	749	*	*	*	*	*	*	54%
Migrant Students	N	N	N	696	N	N	N	N	N	N	10%

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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	652	781	781	749	3%	5%	15%	39%	38%	77%	51%
White	528	781	781	756	2%	5%	14%	42%	37%	79%	58%
Hispanic	48	764	764	733	*	*	25%	27%	27%	54%	38%
Black or African American	15	762	762	728	*	0%	*	*	*	67%	32%
Asian, Native Hawaiian, or Pacific Islander	44	806	806	782	0%	0%	*	*	*	91%	78%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	50%
Two or More Races	17	775	775	753	*	*	*	*	*	71%	55%
Female	311	792	792	759	*	*	9%	37%	50%	87%	60%
Male	341	770	770	739	*	*	20%	41%	28%	69%	42%
Economically Disadvantaged Students	40	743	743	730	*	*	28%	*	*	40%	34%
Non-Economically Disadvantaged Students	612	783	783	758	*	*	14%	*	*	80%	59%
Students with Disabilities	91	739	739	707	*	23%	34%	*	*	33%	15%
Students without Disabilities	561	788	788	756	*	2%	12%	*	*	84%	57%
English Learners	N	N	N	684	N	N	N	N	N	N	*
Non-English Learners	652	781	781	752	3%	5%	15%	39%	38%	77%	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	23%
Students in Foster Care	*	*	*	707	*	*	*	*	*	*	21%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	706	N	N	N	N	N	N	18%

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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

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

| Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	393	743	743	736	13%	12%	25%	44%	5%	49%	39%
White	316	742	742	737	15%	13%	22%	44%	5%	50%	41%
Hispanic	35	743	743	731	*	*	37%	*	*	43%	35%
Black or African American	13	748	748	729	*	*	*	*	*	46%	31%
Asian, Native Hawaiian, or Pacific Islander	19	748	748	759	*	*	*	*	*	47%	60%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	25%
Two or More Races	10	761	761	737	0%	*	*	*	*	70%	39%
Female	140	753	753	745	*	8%	26%	*	*	59%	48%
Male	253	738	738	728	*	15%	24%	*	*	44%	31%
Economically Disadvantaged Students	34	736	736	730	*	*	32%	38%	0%	38%	33%
Non-Economically Disadvantaged Students	359	744	744	739	*	*	24%	45%	6%	50%	42%
Students with Disabilities	86	733	733	708	17%	20%	31%	*	*	31%	13%
Students without Disabilities	307	746	746	742	12%	10%	23%	*	*	54%	44%
English Learners	*	*	*	702	*	*	*	*	*	*	*
Non-English Learners	*	*	*	738	*	*	*	*	*	*	*
Homeless Students	*	*	*	721	*	*	*	*	*	*	22%
Students in Foster Care	*	*	*	708	*	*	*	*	*	*	19%
Military-Connected Students	N	N	N	729	N	N	N	N	N	N	31%
Migrant Students	N	N	N	707	N	N	N	N	N	N	*

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English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment for the past three years.
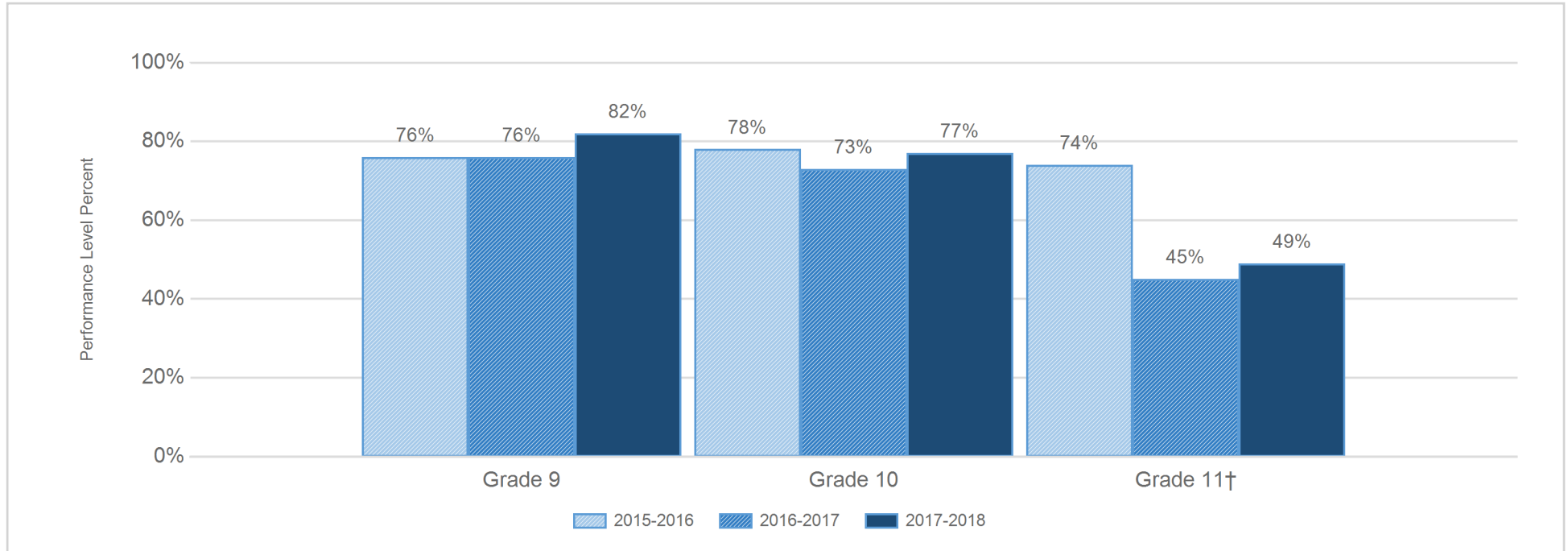
† Grade 11 students who take AP/IB English are exempt from taking the PARCC ELA exam and their performance may not be reflected in the results.

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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	1195	98.8	56.2	56.2	45.0	56.2	62.1	Not Met
White	971	98.8	57.4	57.4	54.1	57.4	62.9	Not Met
Hispanic	110	100.0	37.3	37.3	29.2	37.3	44	Met Target†
Black or African American	31	100.0	38.7	38.7	23.4	38.7	54.5	Not Met
Asian, Native Hawaiian, or Pacific Islander	67	98.6	82.1	82.1	77.0	82.1	72.8	Met Goal
American Indian or Alaska Native	N	N	N	N	42.5	N	**	**
Two or More Races	16	94.1	43.8	43.8	53.0	43.2	**	**
Female	587	98.5	57.6	57.6	46.0	57.6		
Male	608	99.2	55.0	55.0	43.9	55.0		
Economically Disadvantaged Students	102	97.2	29.4	29.4	26.6	29.4	48	Not Met
Non-Economically Disadvantaged Students	1093	99.0	58.8	58.8	55.9	58.8		
Students with Disabilities	146	96.7	30.2	30.2	17.1	30.2	31	Met Target†
Students without Disabilities	1049	99.2	59.8	59.8	50.5	59.8		
English Learners	28	100.0	*	*	24.6	*	11.4	Met Target†
Non-English Learners	1167	98.8	*	*	46.9	*		
Homeless Students	*	*	*	*	17.3	*		
Students In Foster Care	*	*	*	*	16.2	*		
Military-Connected Students	*	*	*	*	45.8	*		
Migrant Students	N	N	N	N	23.7	N		

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Mathematics Assessment - Performance by Test: Algebra I

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	427	744	744	746	8%	15%	34%	*	*	43%	46%
White	318	747	747	755	4%	14%	36%	*	*	46%	57%
Hispanic	67	726	726	730	28%	16%	28%	*	*	27%	27%
Black or African American	*	*	*	727	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	26	753	753	779	*	*	*	65%	0%	65%	79%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	49%
Two or More Races	*	*	*	755	*	*	*	*	*	*	54%
Female	197	749	749	748	*	9%	38%	*	*	49%	48%
Male	230	740	740	745	*	20%	31%	*	*	39%	44%
Economically Disadvantaged Students	68	721	721	729	26%	29%	25%	*	*	19%	25%
Non-Economically Disadvantaged Students	359	748	748	756	4%	12%	36%	*	*	48%	57%
Students with Disabilities	96	730	730	716	14%	29%	31%	*	*	26%	13%
Students without Disabilities	331	748	748	752	6%	11%	35%	*	*	48%	52%
English Learners	27	706	706	710	*	*	*	*	*	*	*
Non-English Learners	400	746	746	749	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	16%
Students in Foster Care	*	*	*	712	*	*	*	*	*	*	12%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	49%
Migrant Students	N	N	N	720	N	N	N	N	N	N	11%

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Mathematics Assessment - Performance by Test: Geometry

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

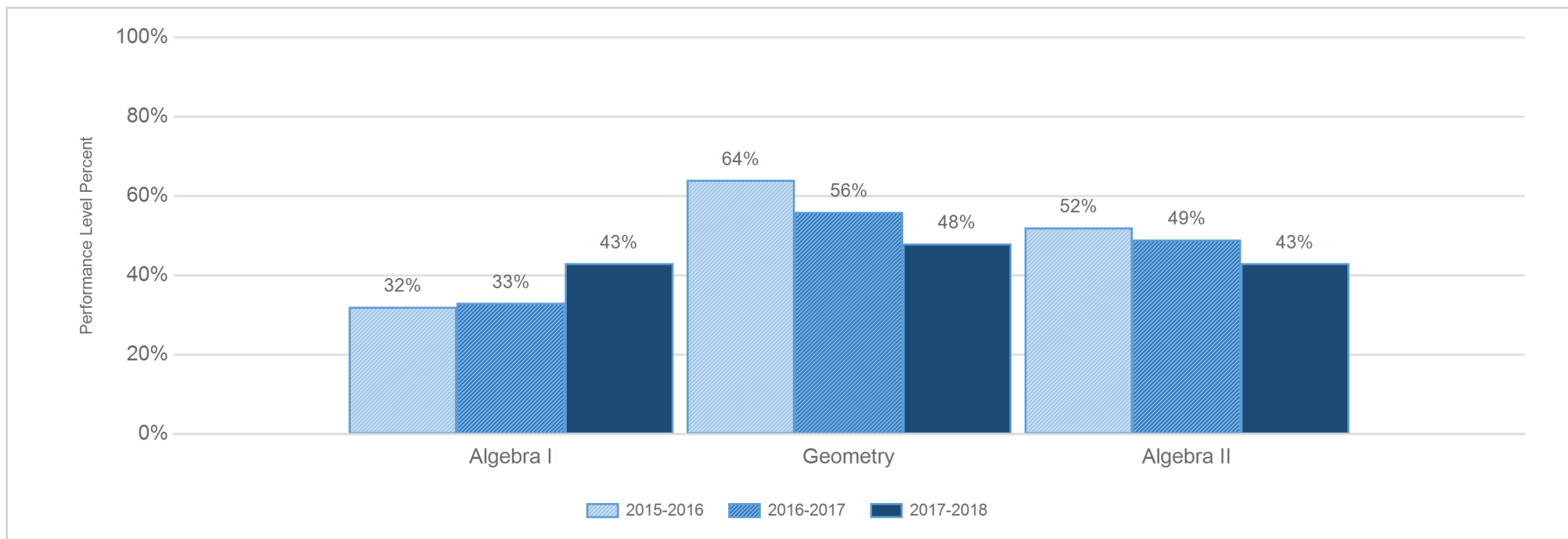| Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	602	750	750	735	3%	17%	32%	33%	14%	48%	30%
White	488	751	751	740	2%	15%	33%	35%	14%	49%	37%
Hispanic	55	734	734	723	*	40%	31%	*	*	22%	14%
Black or African American	17	733	733	719	*	*	*	*	*	29%	11%
Asian, Native Hawaiian, or Pacific Islander	29	770	770	760	0%	*	*	45%	34%	79%	65%
American Indian or Alaska Native	N	N	N	734	N	N	N	N	N	N	28%
Two or More Races	13	754	754	741	0%	*	*	*	*	46%	39%
Female	294	752	752	736	*	*	34%	36%	14%	50%	30%
Male	308	748	748	734	*	*	31%	31%	14%	45%	29%
Economically Disadvantaged Students	52	729	729	722	*	52%	23%	*	*	19%	13%
Non-Economically Disadvantaged Students	550	752	752	741	*	14%	33%	*	*	50%	38%
Students with Disabilities	86	723	723	713	*	*	26%	*	*	13%	*
Students without Disabilities	516	754	754	738	*	*	33%	*	*	53%	*
English Learners	15	716	716	711	*	*	*	*	*	*	*
Non-English Learners	587	751	751	736	*	*	*	*	*	*	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	*
Students in Foster Care	*	*	*	711	*	*	*	*	*	*	*
Military-Connected Students	N	N	N	731	N	N	N	N	N	N	24%
Migrant Students	N	N	N	709	N	N	N	N	N	N	11%

NJ SCHOOL PERFORMANCE REPORT

HUNTERDON CENTRAL REGIONAL HIGH SCHOOL DISTRICT

(19-2300-050)

Grades Offered: 09-12

2017-2018

Report Key:
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Mathematics Assessment - Performance by Test: Algebra II

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	486	742	742	727	19%	18%	20%	36%	7%	43%	30%
White	399	743	743	733	18%	17%	21%	37%	7%	44%	35%
Hispanic	38	726	726	710	29%	*	*	*	*	24%	14%
Black or African American	13	736	736	705	*	*	*	*	*	31%	11%
Asian, Native Hawaiian, or Pacific Islander	31	748	748	766	*	*	*	*	*	58%	66%
American Indian or Alaska Native	*	*	*	729	*	*	*	*	*	*	28%
Two or More Races	*	*	*	736	*	*	*	*	*	*	37%
Female	232	743	743	728	17%	17%	22%	38%	6%	44%	30%
Male	254	741	741	727	20%	19%	19%	33%	9%	42%	30%
Economically Disadvantaged Students	30	718	718	709	47%	*	*	*	*	23%	13%
Non-Economically Disadvantaged Students	456	743	743	736	17%	*	*	*	*	44%	37%
Students with Disabilities	31	706	706	693	39%	32%	*	*	*	13%	*
Students without Disabilities	455	744	744	732	17%	17%	*	*	*	45%	*
English Learners	*	*	*	691	*	*	*	*	*	*	*
Non-English Learners	*	*	*	729	*	*	*	*	*	*	*
Homeless Students	N	N	N	703	N	N	N	N	N	N	10%
Students in Foster Care	N	N	N	693	N	N	N	N	N	N	*
Military-Connected Students	*	*	*	717	*	*	*	*	*	*	20%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%

HUNTERDON CENTRAL REGIONAL HIGH SCHOOL DISTRICT

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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end of course exam on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment for the past three years.

Bar chart — Performance Level Percent. Legend: 2015-2016, 2016-2017, 2017-2018.

Algebra I: 32%, 33%, 43%
Geometry: 64%, 56%, 48%
Algebra II: 52%, 49%, 43%

† Grade level results do not include students who took the Algebra I, Geometry, or Algebra II end of course tests.

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DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
9	N	N
10	N	N
11	17	13

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Expected growth is based on the student's initial level of English Language Proficiency during the 2016-17 school year and the number of years the student has been enrolled in the district. This table also shows the school's 2017-18 ESSA accountability target and whether the target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2017-18 Target	Met Target?
Schoolwide/English Learners	36.7%	46.8%	Met Target†

† 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	82.6%	17.4%
3-4	13	84.6%	15.4%
5 or more	*	*	*

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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grade 5, grade 8, and grade 11 were administered the NJSLA-Science field test in 2017-18.

NJASK Science Assessment Information

New Jersey transitioned from the NJASK to NJSLA-S in 2017-18 to align to new science standards. Results of field tests in 2017-18 will not be reported, but results of NJSLA-S will be added to the performance reports in 2018-19.

Biology Assessment Information

New Jersey transitioned from the Biology Assessment to NJSLA-S in 2017-18 to align to new science standards. Results of field tests in 2017-18 will not be reported, but results of NJSLA-S will be added to the performance reports in 2018-19.

NJ SCHOOL PERFORMANCE REPORT

HUNTERDON CENTRAL REGIONAL HIGH SCHOOL DISTRICT
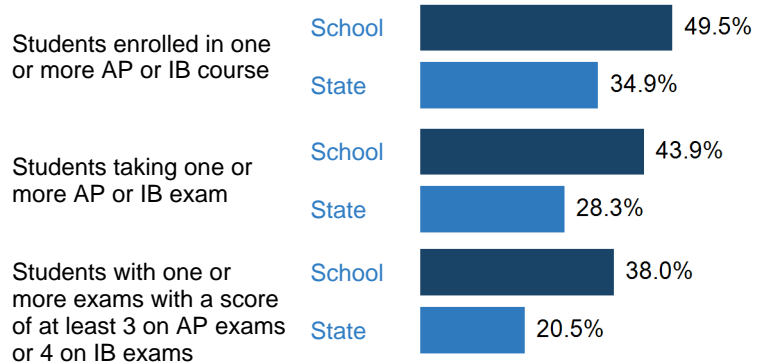
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Information about participation and performance on the PSAT, SAT, and ACT exams comes directly from College Board and ACT.

PSAT, SAT, & ACT - Participation

This table shows information about participation on the PSAT, SAT, and ACT exams. PSAT participation is the percentage of 10th and 11th graders that took the PSAT 10 or PSAT NMSQT exam in 2017-18. SAT and ACT participation rates show the percentage of 12th graders that have taken the SAT or ACT this year or in prior years.

Participation Type	School Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2017-18	77.7%	85.0%
12th graders taking SAT in 2017-18 or prior years	90.0%	72.2%
12th graders taking ACT in 2017-18 or prior years	40.3%	24.6%

PSAT, SAT, & ACT - Performance

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

Participation Type	School Average Score	State Average Score	College Readiness Benchmarks	School - Students Scores at or above Benchmark	State - Students Scores at or above Benchmark
PSAT 10/NMSQT - Reading and Writing	511	478	Grade 10: 430 Grade 11: 460	83%	62%
PSAT 10/NMSQT - Math	513	478	Grade 10: 480 Grade 11: 510	63%	42%
SAT - Reading and Writing	593	542	480	88%	72%
SAT - Math	601	543	530	75%	54%
ACT - Reading	26	24	22	76%	62%
ACT - English	25	24	18	91%	78%
ACT - Math	26	24	22	76%	62%
ACT - Science	25	23	23	71%	53%

NJ SCHOOL PERFORMANCE REPORT

HUNTERDON CENTRAL REGIONAL HIGH SCHOOL DISTRICT

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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.

Students enrolled in one or more AP or IB course
- School: 49.5%
- State: 34.9%

Students taking one or more AP or IB exam
- School: 43.9%
- State: 28.3%

Students with one or more exams with a score of at least 3 on AP exams or 4 on IB exams
- School: 38.0%
- State: 20.5%

Dual Enrollment Coursework - Participation

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

Students enrolled in one or more dual enrollment course
- School: 31.1%
- State: 13.3%

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 Art—History of Art	0	9
AP Biology	106	102
AP Calculus AB	133	101
AP Calculus BC	59	57
AP Chemistry	49	48
AP Chinese Language and Culture	4	4
AP Comparative Government and Politics	0	2
AP Computer Science A	29	24
AP Computer Science Principles	30	26
AP English Language and Composition	245	244
AP English Literature and Composition	118	103
AP Environmental Science	15	15
AP European History	31	23
AP French Language and Culture	9	9
AP German Language and Culture	16	14
AP Human Geography	60	46

HUNTERDON CENTRAL REGIONAL HIGH SCHOOL DISTRICT
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AP/IB Course	Students Enrolled	Students Tested
AP Latin (Virgil, Catullus and Horace)	0	5
AP Macroeconomics	0	59
AP Microeconomics	74	60
AP Physics 1	0	33
AP Physics B	35	0
AP Physics C	62	0
AP Physics C: Electricity and Magnetism	0	56
AP Physics C: Mechanics	0	57
AP Psychology	189	152
AP Seminar	15	15
AP Spanish Language	58	53
AP Statistics	50	45
AP Studio Art—Drawing Portfolio	27	12
AP Studio Art—Two-Demensional	0	8
AP U.S. Government and Politics	42	38
AP U.S. History	183	174

HUNTERDON CENTRAL REGIONAL HIGH SCHOOL DISTRICT

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AP/IB Course	Students Enrolled	Students Tested
AP World History	97	94
Total Exams taken		1688
Exams with scores of at least 3 on AP exams or 4 on IB exams		1327

HUNTERDON CENTRAL REGIONAL HIGH SCHOOL DISTRICT

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

Career and Technical Education Participation

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

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

School   0.0%

State   7.3%
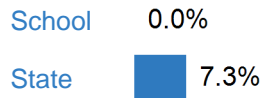
CTE Concentrators
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)

School   2.6%

State   10.2%
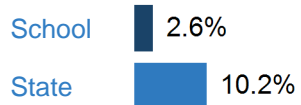
Structured Learning Experiences Participation

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

Structured Learning Experiences
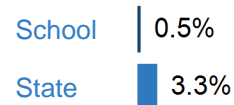
School   0.5%

State   3.3%

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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/.

Industry-Valued Credentials

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

Students Earning Industry-Valued Credentials

School | 1.0%

State | 0.9%

Industry-Valued Credentials by Career Cluster

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

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total credentials earned
Agriculture, Food & Natural Resources	12		
Architecture & Construction	16	*	*
Arts, AV Technology & Communications	20		
Education and Training	*		
Health Science	13	10	10
Hospitality & Tourism	*		
Human Services	21		
Law, Public Safety, Corrections & Security	18	*	*
Manufacturing	*	43	43
Transportation, Distribution & Logistics	28	24	24
Total (All Clusters)	149	79	80

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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	322	25	247	0	0	0	127
10	109	528	44	0	0	4	83
11	18	130	272	0	43	7	337
12	2	5	87	0	307	76	290
Total	451	688	650	0	350	87	837
Enrolled in AP/IB Course					162	50	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	27

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	2	0	701	0	0	12
10	332	256	24	104	0	30
11	211	336	31	25	177	133
12	108	97	2	59	292	286
Total	653	689	758	188	469	461
Enrolled in AP/IB Course	106	49		15	97	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	149

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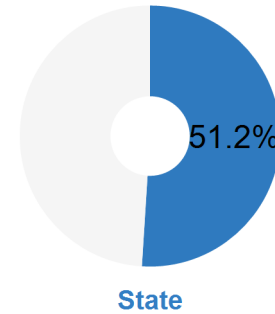
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Information about New Jersey Student Learning Standards can be found on the NJDOE website. An English course participation table is not included below because students are required to take four years of English in high school. Detailed information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

Social Studies and History - Course Participation

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

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	49	655	1	28	0	44
10	3	695	29	105	31	126
11	601	70	31	181	24	124
12	171	60	108	231	77	256
Total	824	1480	169	545	132	550
Enrolled in AP/IB Course	97	183	74	189		125
Enrolled in Dual Enrollment Course	0	0	0	189	21	74

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	461	112	0	30	57	27	0
10	440	113	0	45	42	35	0
11	364	92	0	14	28	20	0
12	161	37	0	20	22	8	0
Total	1426	354	0	109	149	90	0
Enrolled in AP/IB Course	58	9	0	0	16	4	0
Enrolled in Dual Enrollment Course	0	0	0	0	16	0	0
Enrolled in Level 3 or Higher	624	197	0	30	51	37	0

HUNTERDON CENTRAL REGIONAL HIGH SCHOOL DISTRICT

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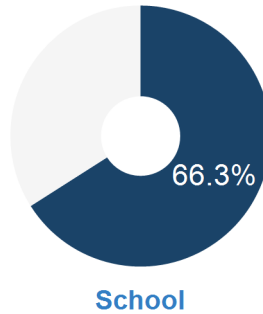Grades Offered: 09-12

2017-2018

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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	*
German	10
Latin	11
Spanish	95
Total	128

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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

66.3% **School**

51.2% **State**

Students enrolled in one or more classes by discipline:
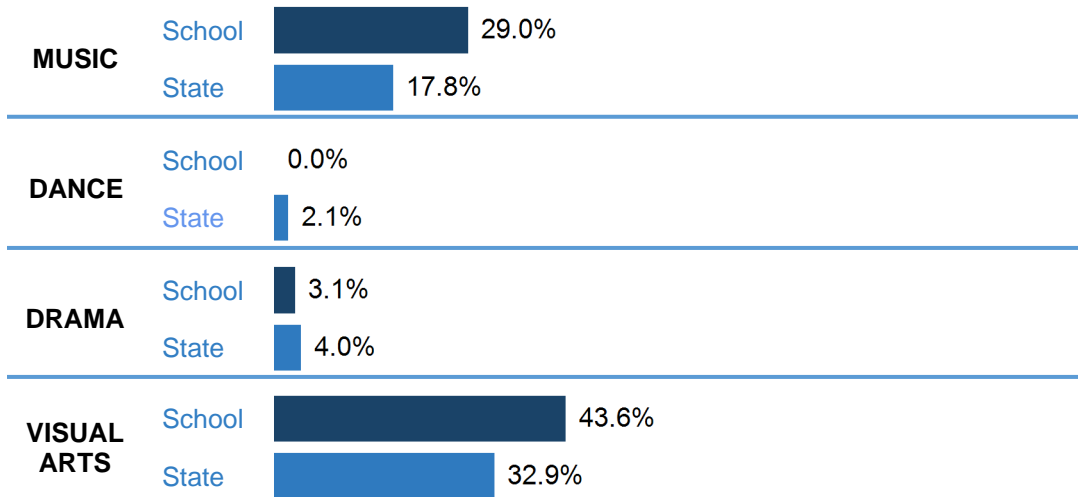
		School	State
MUSIC		29.0%	17.8%
DANCE		0.0%	2.1%
DRAMA		3.1%	4.0%
VISUAL ARTS		43.6%	32.9%

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

Graduation Rates

This table shows 4-year and 5-year graduation rates both overall and by student group. Annual ESSA accountability targets for the Class of 2017 4-year rate and the Class of 2016 5-year rates are included with a flag for whether the annual targets were met. Student group rows where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these accountability resources.

Student Group	School - Class of 2018: 4 Year Rate	State - Class of 2018: 4 Year Rate	School - Class of 2017: 5 Year Rate	State - Class of 2017: 5 Year Rate	Class of 2017: 4 Year Rate	Class of 2017: 4 Year Target	Class of 2017: Met Target	Class of 2016: 5 Year Rate	Class of 2016: 5 Year Target	Class of 2016: Met Target
Schoolwide	94.0%	90.9%	96.8%	92.4%	96.1%	N	Met Goal	97.3%	N	Met Goal
White	95.4%	95.0%	98.0%	95.7%	97.7%	N	Met Goal	97.8%	N	Met Goal
Hispanic	78.1%	84.8%	84.9%	87.3%	82.4%	90.7%	Not Met	88.0%	87.9%	Met Target
Black or African American	88.2%	84.2%	94.7%	86.8%	89.5%	**	**	100.0%	**	**
Asian, Native Hawaiian or Pacific Islander	100.0%	97.0%	100.0%	97.7%	100.0%	N	Met Goal	100.0%	N	Met Goal
American Indian or Alaska Native	N	86.5%	*	94.1%	*	**	**	N	N	N
Two or More Races	84.6%	92.0%	*	93.9%	*	**	**	N	N	N
Economically Disadvantaged Students	70.8%	84.6%	80.6%	87.0%	77.6%	77.8%	Not Met	88.1%	87.6%	Met Target
Students with Disabilities	80.7%	80.1%	92.2%	83.5%	90.3%	84.5%	Met Target	89.5%	86.6%	Met Target
English Learners	33.3%	75.8%	52.9%	81.8%	44.4%	**	**	58.3%	**	**
Homeless Students	N	72.6%	N	79.1%	N			*		
Students in Foster Care	*	62.6%	N	64.9%						

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

Graduation Pathways

This table shows the percentage of Class of 2018 graduates that met high school graduation requirements through each type of graduation pathway for both English Language Arts (ELA) and Math.

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
PARCC Assessment	87.4%	82.7%
Substitute Competency Test	8.2%	10.8%
Portfolio Appeals Process	0.1%	0.7%
Alternate Requirements specified in IEP	1.8%	3.3%
Unknown	2.5%	2.5%

Graduation Rate Trends

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

Class of	4-Year Rate	5-Year Rate
2018	94.0%	-
2017	96.1%	96.8%
2016	96.4%	97.3%

Dropout Rate Trends

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

School Year	School Rate	State Rate
2017-2018	1.2%	1.2%
2016-2017	1.1%	1.1%
2015-2016	0.8%	1.2%

HUNTERDON CENTRAL REGIONAL HIGH SCHOOL DISTRICT

(19-2300-050)

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2017-2018

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

Postsecondary Enrollment Rates: Fall

This table shows information about Class of 2018 high school graduates enrolled in postsecondary institutions by the fall of 2018. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the next two columns show the percentage of those enrolled students in 2-year and 4-year institutions.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	72.8%	27.6%	72.4%
Schoolwide	86.8%	19.7%	80.3%
White	88.1%	20%	80%
Hispanic	67.4%	27.6%	72.4%
Black or African American	57.1%	25%	75%
Asian, Native Hawaiian, or Pacific Islander	97.9%	13%	87%
American Indian or Alaska Native	N	N	N
Two or More Races	90.9%	10%	90%
Economically Disadvantaged Students	53.3%	43.8%	56.3%
Students with Disabilities	72.3%	51.7%	48.3%
English Learners	*	*	*

Postsecondary Enrollment Rates: 16 month

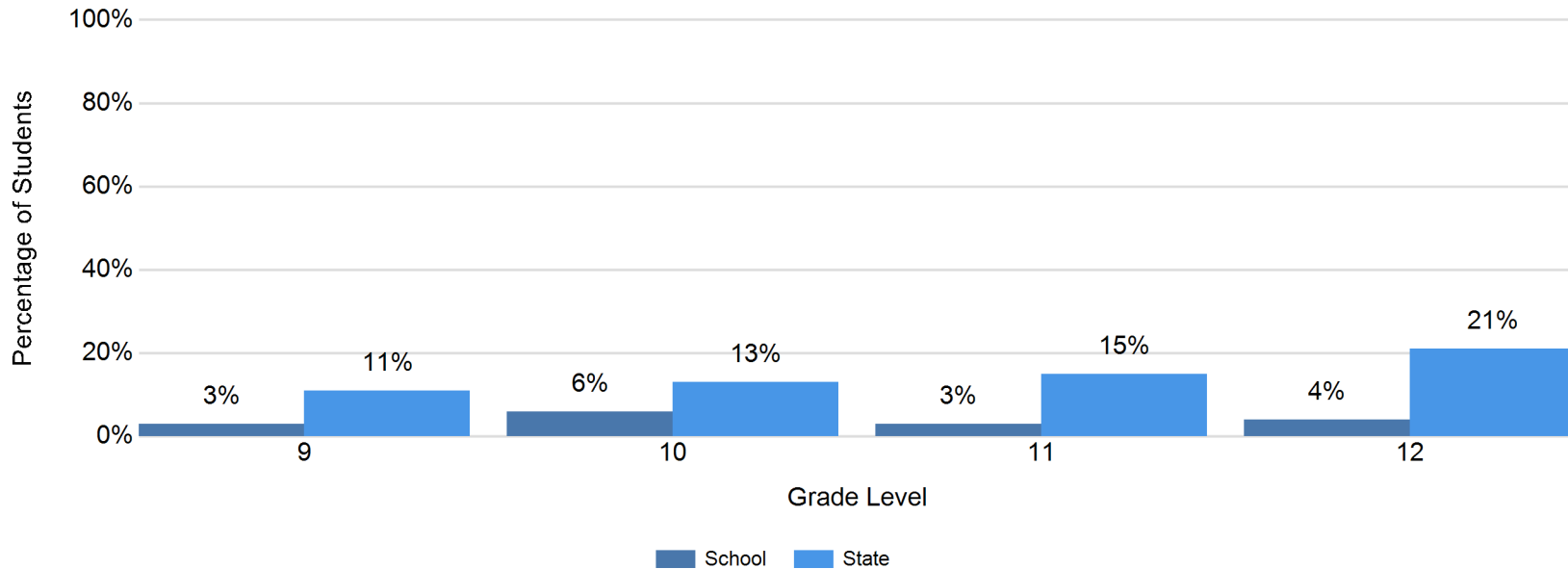This table shows information about Class of 2017 high school graduates enrolled in postsecondary institutions by the fall of 2018. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the following sets of columns show the percentage of those enrolled students in 2-year and 4-year institutions, public or private institutions, and in-state and out-of-state institutions.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	77.9%	31.9%	68.1%	72.5%	27.5%	64.9%	35.1%
Schoolwide	92.4%	16.2%	83.8%	67.7%	32.3%	39%	61%
White	94.3%	15.8%	84.2%	68.2%	31.8%	37%	63%
Hispanic	77.6%	31.6%	68.4%	65.8%	34.2%	57.9%	42.1%
Black or African American	66.7%	20%	80%	60%	40%	50%	50%
Asian, Native Hawaiian, or Pacific Islander	93.3%	0%	100%	64.3%	32.1%	46.4%	53.6%
American Indian or Alaska Native	*	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	57.6%	52.6%	47.4%	94.7%	5.3%	84.2%	15.8%
Students with Disabilities	85%	38.2%	61.8%	82.4%	17.6%	52.9%	47.1%
English Learners	*	*	*	*	*	*	*

NJ SCHOOL PERFORMANCE REPORT

HUNTERDON CENTRAL REGIONAL HIGH SCHOOL DISTRICT

(19-2300-050)

Grades Offered: 09-12

2017-2018

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

Chronic Absenteeism

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

Student Group	Number of students chronically absent	Percent of students chronically absent	State Average	Met State Average
Schoolwide	124	4.2	14.9	Met
White	83	3.5	14.9	Met
Hispanic	25	9.4	14.9	Met
Black or African American	9	10.6	14.9	Met
Asian, Native Hawaiian, or Pacific Islander	4	2.2	14.9	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	14.9	Met
Economically Disadvantaged Students	36	14.8	14.9	Met
Students with Disabilities	41	8.1	14.9	Met
English Learners	10	17.2	14.9	Not Met

Days Absent

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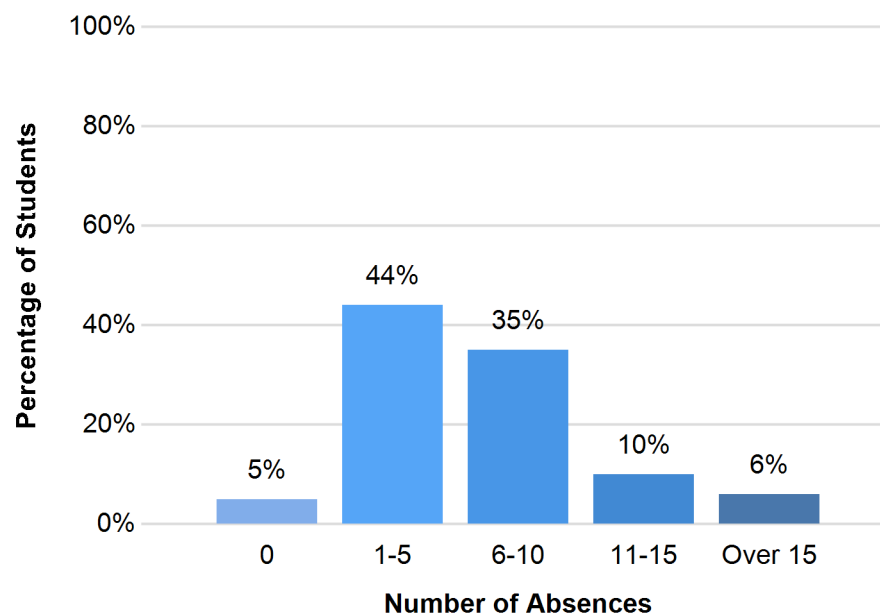
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Chronic Absenteeism by Grade

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

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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. As such, comparing this year's report to previous years' data can lead to inaccurate conclusions in many reporting categories. As such, the 2017-18 report should be considered a baseline year.

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	22
Weapons	1
Vandalism	6
Substances	16
Harassment, Intimidation, Bullying (HIB)	3
Total Unique Incidents	48
Incidents Per 100 Students Enrolled	1.68

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	18
Weapons	1
Vandalism	4
Substances	8
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

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Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	1	0	1
Religion	0	0	0
Ancestry	0	0	0
Gender	0	1	1
Sexual Orientation	0	1	1
Disability	1	1	2
Other	1	1	2
No Identified Nature	12		12

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	0	0.0%
Out-of-School Suspensions	68	2.4%
Any Suspension	68	2.4%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	16	0.6%

School Days Missed due to Out-of-School Suspensions
350

HUNTERDON CENTRAL REGIONAL HIGH SCHOOL DISTRICT

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2017-2018

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	2:05 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs 20 Mins
Shared Time - Instructional Time	2 Hrs. 40 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3-11 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3-11. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2017-18	1:1

Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district's schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts' User Friendly Budgets, or the NJDOE Finance District Report Search of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs). NJDOE will be collecting school-level per-pupil expenditures data for the 2018-19 school year, and that data will be included in future reports.

Per-Pupil Expenditures	Federal	State/Local	Total
District Total (2016-2017)	$230	$15,888	$16,118

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Key terms for staff data:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	243	117,464
Average years experience in public schools	12.4	12.0
Average years experience in district	11.0	10.7
Teachers in district for 4 or more years	78.2%	75.5%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	19	9,374
Average years experience in public schools	17.9	16.0
Average years experience in district	10.8	12.0
Administrators in district for 4 or more years	68.4%	76.2%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	12:1	12:1
Students to Administrators	150:1	150:1
Teachers to Administrators	13:1	13:1
Students to Librarians/Media Specialists		953:1
Students to Nurses		953:1
Students to Counselors		159:1
Students to Child Study Team		286:1

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Teachers and Administrators - Level of Education

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

Bachelor's Degree

Teacher — 38%
Admin — N/A

Master's Degree

Teacher — 60%
Admin — 84%

Doctoral Degree
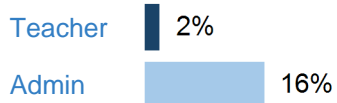
Teacher — 2%
Admin — 16%

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

This table shows the percentage of teachers and administrators assigned to this district in 2016-17 that were still assigned to this district in 2017-18. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2016-17 Teachers: Same district 2017-18	92.6%	90.2%
2016-17 Administrators: Same district 2017-18	94.7%	86.2%

Faculty Attendance

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

School Year	% Days Present
2017-18	96.2%

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Teachers and Administrators – Demographics

This table shows the percentage of teachers and administrators by gender and by racial and ethnic group.

Category	Teachers	Administrators
Female	65.0%	52.6%
Male	35.0%	47.4%
White	92.6%	100.0%
Hispanic	2.9%	0.0%
Black or African American	1.6%	0.0%
Asian	2.9%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%

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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA). For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

Comprehensive Status

This table shows whether this school is identified as requiring Comprehensive Support and Improvement during the 2019-20 school year and whether it will be eligible to exit comprehensive status in January 2021 or January 2022. Schools must meet exit criteria in order to exit status. Schools with a summative score in the bottom 5% of Title I schools or with a four-year graduation rate of 67% or less are identified as requiring Comprehensive Support and Improvement.

Requires Comprehensive Support during the 2019-20 School Year	Eligible to exit status in January 2021	Eligible to exit status in January 2022
No	n/a	n/a

Targeted Status

This table shows whether one or more student groups in this school has been identified as requiring Targeted Support and Improvement during the 2019-20 school year and whether each student group will be eligible to exit targeted status in January 2021 or January 2022. Schools must meet exit criteria in order to exit status. Student groups with a summative score that would be in the bottom 5% of schools and student groups that miss annual targets for all indicators for two years in a row are identified as requiring Targeted Support and Improvement. Note: Schools identified as requiring comprehensive support may have student groups identified as needing targeted support below, but the date they are eligible to exit status is based on their comprehensive status.

Student Group	Requires Targeted Support during the 2019-20 School Year	Eligible to exit status in January 2021	Eligible to exit status in January 2022
Any Student Groups	No	n/a	n/a
White	No		
Hispanic	No		
Black or African American	No		
Asian, Native Hawaiian, or Pacific Islander	No		
American Indian or Alaska Native	No		
Two or More Races	No		
Economically Disadvantaged Students	No		
Students with Disabilities	No		
English Learners	No		

HUNTERDON CENTRAL REGIONAL HIGH SCHOOL DISTRICT

(19-2300-050)

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2017-2018

Accountability Indicator Scores and Summative Rating - 2017-18 School Year

New Jersey has developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement. This table shows the indicator scores for each indicator included in the accountability system and the weight that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative score in the bottom 5% of Title I schools or with a four-year graduation rate of 67% or less are identified as requiring Comprehensive Support and Improvement. For more information about New Jersey's accountability system and how these indicator scores were calculated, see these accountability resources.

Accountability Indicator	Score	Weight
English Language Arts Proficiency	88.25	15.0%
Mathematics Proficiency	84.81	15.0%
Graduation Rate - 4-Year	55.87	20.0%
Graduation Rate - 5-Year	61.21	20.0%
Progress Towards English Language Proficiency	39.09	20.0%
Chronic Absenteeism	80.46	10.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	65.24	n/a
Summative Rating: Percentile Rank of Summative Score	70.20	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	No	n/a
Requires Comprehensive Support: 4-year Graduation Rate less than or equal to 67%	No	n/a

† Weights indicated by this symbol were adjusted due to data availability

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Accountability Summary by Student Group - 2017-18 School Year

New Jersey has developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Targeted Support and Improvement. Any student group where the summative score would be in the bottom 5% of schools is identified for Targeted Support for a Low-Performing Student Group. Any student group that has missed annual targets for all indicators two years in a row is identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups are identified for Targeted Sport will be noted in the Schoolwide row. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16. The target for chronic absenteeism is the state average for chronic absenteeism based on students enrolled in the grades served by the given school. For more details on accountability targets, see these accountability resources.

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	4-Year Graduation Rate: Met Annual Target	5-Year Graduation Rate: Met Annual Target	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	No	Met Goal	Not Met	Met Goal	Met Goal	Met Target†	Met	No
White	81.81	8.94	No	Met Goal	Not Met	Met Goal	Met Goal	n/a	Met	No
Hispanic	58.64	8.94	No	Met Target	Met Target†	Not Met	Met Target	n/a	Met	No
Black or African American	**	**	No	Met Target†	Not Met	**	**	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	90.60	8.94	No	Met Goal	Met Goal	Met Goal	Met Goal	n/a	Met	No
American Indian or Alaska Native	**	**	No	**	**	**	N	n/a	**	No
Two or More Races	**	**	No	**	**	**	N	n/a	Met	No
Economically Disadvantaged Students	55.94	8.94	No	Met Target†	Not Met	Not Met	Met Target	n/a	Met	No
Students with Disabilities	83.26	8.94	No	Met Target†	Met Target†	Met Target	Met Target	n/a	Met	No
English Learners	**	**	No	**	Met Target†	**	**	**	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 your school 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 Department 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.

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Courses, Curriculum, Instruction:	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. 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.
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Boys & Girls), Cheerleading (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) 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 Department offers 33 interscholastic sports, is a 2 time winner of the Star Ledger Cup anda 3 time winner of the ShopRite Cup for Excellence in Athletics, Academics & Sportsmanship. In 2017-18, the Red Devils were HWS Champions in Girls Volleyball, Boys Soccer, Boys Lacrosse, Baseball, and Girls Golf; Skyland Champions in Wrestling, Boys Basketball, Boys Winter Track, Girls Track & Field, Boys Lacrosse, and Baseball; and NJSIAA Group IV Championships in Girls Basketball and Ice Hockey. In addition, HCRHS Coaches received NJSCA NJ Coaches Association Coach of the Year awards for Girls Volleyball, Girls Soccer, Boys Soccer, Girls Fencing, the Skyland Conference Coach of the Year-Girls Basketball, and the Star Ledger Coach of the Year- Ice Hockey.
Clubs and Activities:	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.

HUNTERDON CENTRAL REGIONAL HIGH SCHOOL DISTRICT

(19-2300-050)

Grades Offered: 09-12

2017-2018

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N No Data is available to display
† This indicates a table specific note, see note below table

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.

Staff and Professional Learning:	HCRHS offers a staff training program that has achieved state & national recognition from The National Center for Public Productivity at Rutgers, The NJ 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 in-house training opportunities through technology integration specialists and coaches, multi-part workshops in instructional strategies, wellness and technology.
Postsecondary Information:	HCRHS offers comprehensive college admissions counseling to students and parents/guardians through a dedicated College & Career Center, in addition to grade level counseling. For the Class of 2018, 72% of reporting seniors planned to attend a 4-Year College, 19% planned to attend a 2-Year College, and 9% planned to attend trade/technical school, join the military, or begin employment. The Class of 2018 was offered $17 million in scholarship funds and awarded $155,000 in local scholarship funds.

NJ SCHOOL PERFORMANCE REPORT

HUNTERDON CENTRAL REGIONAL HIGH SCHOOL DISTRICT

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Student Supports and Services:	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. The District has also recently opened a program for students with Austism Spectrum Disorder.
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. A food service program, including breakfast, is 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. We have recently launched a series of interviews with county service providers, available on our YouTube channel, to explore and offer advice on pressing and emergent issues in adolexcent mental health.
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 and to support new programs. Recently, for example, the District developed and convened a community advisory board to support a three-course program in Robotics.

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Facilities:	HCRHS is one of the largest, campus-style high schools in NJ. 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 TV station, with satellite downlinks.
School Safety:	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; for example, upgrading our emergency notification, security card and phone systems. Camera coverage across our campus is extensive. Our security staff includes former law enforcement professionals as security guards, duty-release aides who are active throughout the day to provide presence and monitoring across campus, and a full-time Student Resource Officer from the Raritan Township Police Department. 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.

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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. IT student tech interns offer support to students and staff. Tech Integration Specialists and Instructional Tech 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 are working toward a CTE Architectural Design Program and a Computer Science Academy. We also offer a coding club for students and python code activities have been embedded into all geometry classes.