



State of New Jersey  
2014-15

19-2300-050

OVERVIEW

HUNTERDON

HUNTERDON CENTRAL REG

HUNTERDON CENTRAL REGIONAL HIGH SCHOOL

84 ROUTE 31

FLEMINGTON, NJ 08822-1239

GRADE SPAN 09-12

The New Jersey Department of Education (NJDOE) is pleased to present these annual reports of School Performance. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers.

In particular, the School Performance Reports seek to:

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

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

To learn more about New Jersey's school accountability system, please visit: <http://www.nj.gov/education/educators/>.

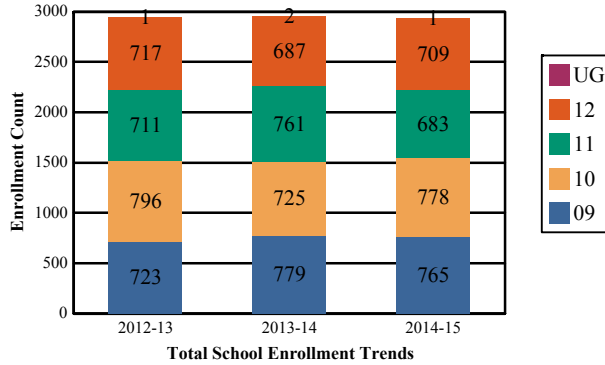
**DEMOGRAPHIC INFORMATION**

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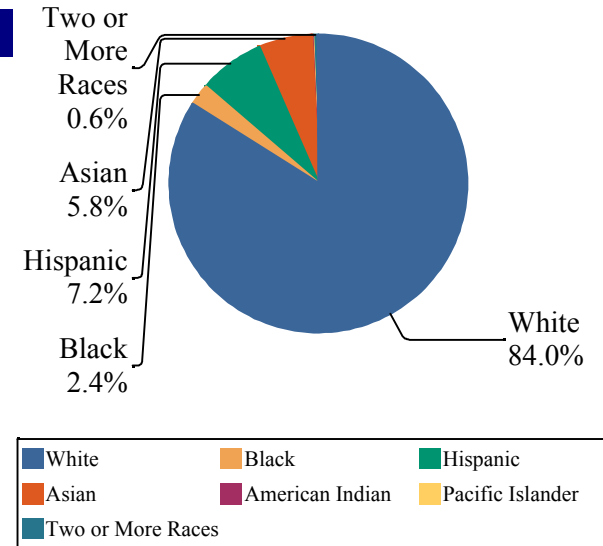
**Enrollment by Grade**

This graph presents the count of students who were 'on roll' by grade in October of each school year.



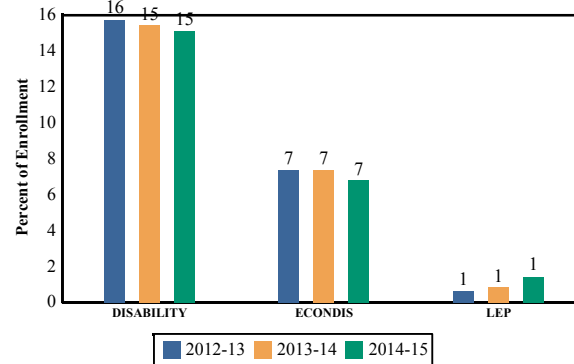
**Enrollment by Ethnic/Racial Subgroup**

This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001.



**Enrollment Trends by Program Participation**

This graph presents the percentages of students by program participation who were 'on roll' in October of each school year.

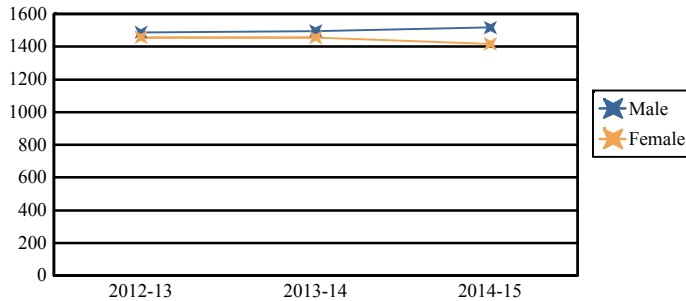


Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

Total School Enrollment	
2012-13	2,946
2013-14	2,954
2014-15	2,936

**Enrollment by Gender**

This graph presents the count of students by gender who were 'on roll' in October of each school year.



	Male	Female
2012-13	1,489	1,458
2013-14	1,497	1,457
2014-15	1,518	1,418

**Current Year Enrollment by Program Participation**

2014-15	Count of Students	% of Enrollment
Students with Disability	444	15%
Economically Disadvantaged Students	199	6.8%
English Language Learners	42	1.4%

**Language Diversity**

This table presents the percentage of students who primarily speak each language in their home.

2014-15	Percent
English	93.9%
Spanish	3.3%
Arabic	0.5%
Chinese	0.5%
Gujarati	0.3%
French	0.2%
Other	1.3%

**ACADEMIC ACHIEVEMENT**

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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L), Mathematics and Biology as demonstrated in 2014-2015 *Partnership for Assessment of Readiness for College and Careers (PARCC)* assessments and the End-of-Course Biology assessment. The below chart consist of three columns with measures. The first column - Schoolwide Performance - below includes the percentage of students who met or exceeded expectations in ELA/L or Math. The middle column - Peer School Percentile - indicates how the school's outcomes compare to its group of peer schools. The last column - Statewide Percentile - indicates how the school's outcomes compare to schools across the state in ELA/L.

<b>Academic Achievement</b>	<b>Schoolwide Performance</b>	<b>Peer Percentile</b>	<b>State Percentile</b>
HS English Language Arts/Literacy Met or Exceeded Expectation	<b>65%</b>	<b>90</b>	<b>89</b>
Math Met or Exceeded Expectation	<b>52%</b>		

**ESEA Waiver - English Language Arts/Literacy**

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

<b>Subgroups</b>	<b>Valid Scores</b>	<b>% Meeting Standards</b>	<b>Participation Goal</b>	<b>Participation Rate</b>	<b>Met Participation?</b>
Schoolwide	1433	65.1%	95%	96.8%	<b>YES</b>
White	1216	64.8%	95%	96.8%	<b>YES</b>
African American	-	-	--	--	--
Hispanic	95	53.6%	95%	98.1%	<b>YES</b>
American Indian	-	-	--	--	--
Asian	78	85.9%	95%	98.7%	<b>YES</b>
Two or More Races	-	-	--	--	--
Students with Disability	219	26.5%	95%	96.1%	<b>YES</b>
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	96	38.6%	95%	95.5%	<b>YES</b>

**YES\* = Met Participation Rate (Participation Averaging applied)**

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

ESEA Waiver - Math

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	1279	51.5%	95%	96.6%	YES
White	1090	50.9%	95%	96.7%	YES
African American	-	-	--	--	--
Hispanic	80	36.3%	95%	97.8%	YES
American Indian	-	-	--	--	--
Asian	71	76.1%	95%	98.6%	YES
Two or More Races	-	-	--	--	--
Students with Disability	146	19.2%	95%	93.6%	YES*
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	74	33.8%	95%	90.7%	YES*

YES\* = Met Participation Rate (Participation Averaging applied)

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

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**Proficiency Outcomes - Biology**

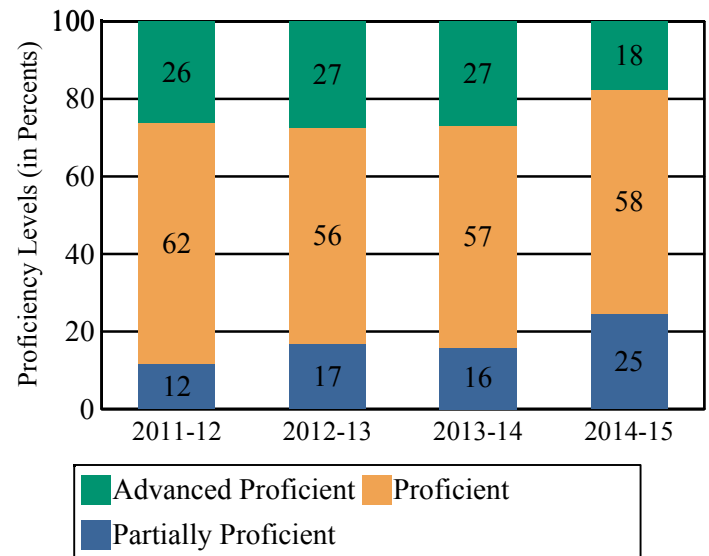
This table presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the New Jersey Biology Competency Test (NJBCCT) in the latest school year.

Subgroups	Advanced	Proficient	Partially Proficient
Schoolwide	18%	58%	25%
White	17%	58%	25%
African American	-	-	-
Hispanic	0%	61%	39%
American Indian	-	-	-
Asian	34%	48%	18%
Two or More Races	-	-	-
Students with Disability	4%	47%	49%
English Language Learners	-	-	-
Economically Disadvantaged Students	8%	41%	51%

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

**Proficiency Trends - Biology**

This graph presents the percentage of students who scored in the Advanced Proficient, Proficient, and Partially Proficient categories of the Biology Competency Test over the last four years.



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**PARCC Performance Level**

The PARCC assesses how well students have learned grade-level material in English Language Arts/Literacy (ELA/L) and Math. The tests include questions that measure students' fundamental skills and knowledge, and require them to think critically, solve problems and support or explain their answers.

The PARCC reports students' overall scale scores that range from 650 to 850. To determine whether students have met academic expectations for their grade level/course in ELA/L and Math, students' overall scale scores are categorized into five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

Five Performance Levels				
<b>Level 1:</b> Did Not Yet Meet Expectations <i>(Min. 650)</i>	<b>Level 2:</b> Partially Met Expectations	<b>Level 3:</b> Approached Expectations	<b>Level 4:</b> Met Expectations	<b>Level 5:</b> Exceeded Expectations <i>(Max. 850)</i>

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**PARCC ELA Performance Distribution - Grade - 09**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	717	766	739	4%	10%	19%	40%	26%	67%	41%
White	601	766	746	3%	10%	20%	41%	25%	67%	47%
African American	12	747	723	17%	8%	33%	33%	8%	42%	23%
Hispanic	46	746	725	15%	17%	15%	39%	13%	52%	26%
American Indian	-	-	732	-	-	-	-	-	-	33%
Asian	47	785	765	2%	2%	11%	34%	51%	85%	68%
Two or More Races	11	781	731	0%	0%	27%	27%	45%	73%	36%
Students with Disability	111	724	706	14%	40%	31%	15%	1%	16%	9%
English Language Learners	-	-	693	-	-	-	-	-	-	5%
Economically Disadvantaged Students	49	739	724	16%	18%	24%	31%	10%	41%	24%

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**PARCC ELA Performance Distribution - Grade - 10**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	704	762	735	9%	10%	17%	38%	25%	63%	38%
White	605	762	741	10%	10%	18%	39%	24%	62%	43%
African American	16	770	717	0%	19%	19%	25%	38%	63%	22%
Hispanic	47	754	720	11%	21%	15%	34%	19%	53%	24%
American Indian	-	-	725	-	-	-	-	-	-	27%
Asian	31	786	763	3%	0%	10%	45%	42%	87%	62%
Two or More Races	-	-	729	-	-	-	-	-	-	34%
Students with Disability	96	724	698	30%	26%	13%	26%	5%	31%	8%
English Language Learners	-	-	685	-	-	-	-	-	-	4%
Economically Disadvantaged Students	45	730	718	27%	31%	9%	22%	11%	33%	23%



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

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	646	752	741	10%	12%	20%	44%	14%	58%	42%
White	540	752	745	10%	12%	20%	45%	12%	58%	46%
African American	15	744	727	7%	20%	20%	53%	0%	53%	27%
Hispanic	38	735	731	16%	24%	16%	37%	8%	45%	31%
American Indian	-	-	745	-	-	-	-	-	-	38%
Asian	52	769	765	8%	6%	19%	35%	33%	67%	64%
Two or More Races	-	-	738	-	-	-	-	-	-	38%
Students with Disability	96	732	712	18%	22%	20%	35%	5%	41%	16%
English Language Learners	-	-	703	-	-	-	-	-	-	6%
Economically Disadvantaged Students	29	742	730	14%	10%	21%	48%	7%	55%	30%

**Advanced Placement/International Baccalaureate English Performance Distribution**

This graph presents the percentage of students in this school scoring in each performance level of the AP/IB English assessment. Students who score AP >= 3 or score IB >= 4 may earn college credit. Shown below the graph is a table that presents the percentage of students who achieved a score that could potentially earn college credit and the average score earned in the school.



Subject	Valid Scores	% Eligible for College Credit	Average Score Earned in the School	Average Score Earned in the State
AP ENG LANG	186	76.9%	3.27	3.36

- Data is suppressed to protect the confidentiality of the students.

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**PARCC ALGEBRA I - Performance Distribution**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	384	734	740	11%	25%	34%	30%	0%	30%	40%
White	317	735	746	11%	24%	34%	31%	0%	31%	47%
African American	-	-	722	-	-	-	-	-	-	20%
Hispanic	38	725	725	18%	29%	26%	26%	0%	26%	21%
American Indian	-	-	733	-	-	-	-	-	-	35%
Asian	14	742	769	0%	43%	14%	43%	0%	43%	73%
Two or More Races	-	-	734	-	-	-	-	-	-	35%
Students with Disability	-	-	710	-	-	-	-	-	-	8%
English Language Learners	-	-	710	-	-	-	-	-	-	7%
Economically Disadvantaged Students	48	726	725	23%	25%	23%	29%	0%	29%	21%

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**PARCC GEOMETRY - Performance Distribution**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	643	751	728	2%	14%	32%	39%	13%	52%	21%
White	551	750	731	2%	15%	32%	40%	12%	52%	24%
African American	-	-	716	-	-	-	-	-	-	7%
Hispanic	43	741	718	2%	19%	47%	28%	5%	33%	8%
American Indian	-	-	722	-	-	-	-	-	-	12%
Asian	31	775	751	0%	3%	16%	45%	35%	81%	54%
Two or More Races	-	-	724	-	-	-	-	-	-	20%
Students with Disability	73	732	709	4%	38%	38%	15%	4%	19%	4%
English Language Learners	-	-	710	-	-	-	-	-	-	6%
Economically Disadvantaged Students	25	733	718	12%	20%	48%	20%	0%	20%	8%

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**PARCC ALGEBRA II - Performance Distribution**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	513	741	721	12%	18%	26%	43%	1%	44%	24%
White	438	741	725	12%	18%	26%	42%	2%	44%	27%
African American	15	726	701	20%	20%	40%	20%	0%	20%	8%
Hispanic	23	727	706	13%	30%	35%	22%	0%	22%	10%
American Indian	-	-	720	-	-	-	-	-	-	23%
Asian	34	753	751	18%	6%	6%	71%	0%	71%	53%
Two or More Races	-	-	716	-	-	-	-	-	-	21%
Students with Disability	42	719	691	24%	36%	29%	12%	0%	12%	4%
English Language Learners	-	-	694	-	-	-	-	-	-	6%
Economically Disadvantaged Students	21	730	705	10%	38%	29%	24%	0%	24%	9%

**COLLEGE AND CAREER READINESS**

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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 taking college entrance exams and challenging themselves with rigorous course work. The table below presents five such indicators: the percentage of students enrolled in the 12th grade who took the SAT or ACT, the percentage of 10th and 11th graders who took the PSAT, the percentage of students who scored above the SAT benchmark of 1550, the percentage of 11th and 12th graders who took at least one AP or IB test in English, math, social studies or science, and the percentage of those AP or IB tests that were scored a 3 or higher.

The below chart consist of five columns with measures. The first column - Schoolwide Performance - represents the outcomes for these particular indicators in the school. The second column - Peer School Percentile - indicates how the school's performance compares to its group of peer schools. The third column - Statewide Percentile - indicates how the school's performance compares to schools across the state. The fourth column - Statewide Target - provides the statewide targets for each of these indicators. The last column - Met Target? - indicates whether the School Performance met or exceeded the statewide target. The Summary row presents the averages of the peer school percentiles, the average of statewide percentiles and the percentage of statewide targets met.

College and Career Readiness Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Percent of Students Participating in SAT or ACT	93%	45	67	80%	YES
Percent of Students Participating in PSAT or PLAN	65%	26	35	60%	YES
Percent of Students Scoring Above 1550 on SAT	67%	77	86	40%	YES
Percent of Students Taking at least one AP Test or IB Test in English, Math, Social Studies or Science	44%	84	87	35%	YES
Percent of AP Tests >= 3 or IB Test >= 4 in English, Math, Social Studies or Science	71%	19	58	75%	NO
<b>Summary</b>		<b>50</b>	<b>67</b>		<b>80%</b>

**College Readiness Test Participation**

The first column of the table below presents the percentage of students enrolled in the 12th grade who took the SAT or ACT and the percentage of students enrolled in 10th and 11th grade who took the PSAT. The second column provides the average across the school's peer group for these two metrics.

2014-15 Percent of Students	School	Peer Avg.	State Avg.
Participating in SAT	89.8%	88.0%	79.1%
Participating in ACT	45.3%		25.2%
Participating in PSAT or PLAN	64.9%	80.4%	79.6%
Participating in Dual Enrollment	28.9%		14.9%

**AP/IB Participation - 'Unique' Students**

The table below presents the proportion of 'unique' students enrolled in at least 11th and 12th grade i.e., each student is counted once regardless of how many AP or IB courses he/she may take. The table also presents the proportion of how many 'unique' students took at least one AP or IB test to the school's enrollment in 11th and 12th grade.

2014-15 Percent of Students Taking	School	Peer Avg.	State Avg.
One or More Course	57.9%	50.1%	36.3%
One or More Test	51.5%	42.7%	30.7%
At least one AP or IB Test in English, Math, Social Studies or Science	44.1%	36.2%	25.3%

Note: Students who are enrolled in AP/IB coursework or take AP/IB tests in grades other than 11th and 12th are included in the numerator of this calculation.

**COLLEGE AND CAREER READINESS**

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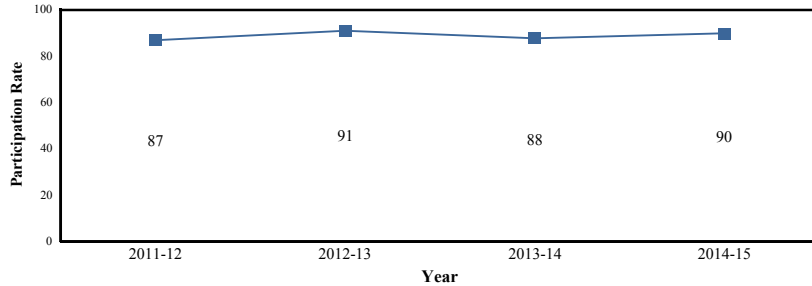
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**Participation Trends - SAT Testing**

**Participation Trends - SAT Testing**

This graph presents the participation rate in the SAT over the last four years.



**AP /IB Test Results**

This table presents the percentage of all AP/IB tests taken by students enrolled in the school that were scored AP  $\geq$  3 and scored IB  $\geq$  4.

2014-15	School	Peer Avg.	State Avg.
Percent of AP Tests $\geq$ 3 or IB Test $\geq$ 4	78.2%	79.9%	72.4%
Percent of Scores in AP $\geq$ 3 or IB $\geq$ 4 in English, Math, Social Studies or Science	70.8%	77.8%	69.7%

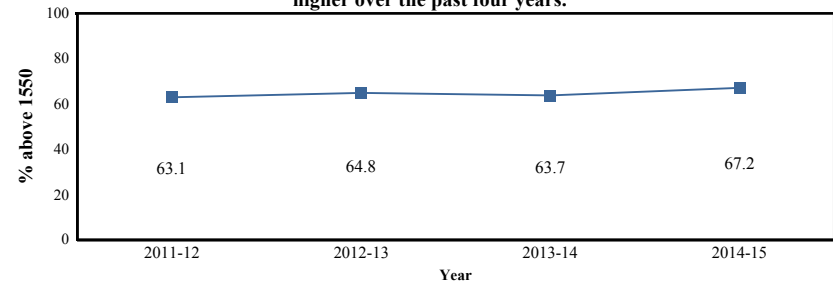
**Scholastic Assessment Test (SAT) Results**

This table presents the percentage of students who achieved a composite SAT score of 1550 or higher. The SAT benchmark score of 1550 (Critical Reading, Mathematics and Writing Score combined) indicates a 65 percent likelihood of achieving a B- average or higher during the first year of college, which in turn has been found by the College Board's research to be indicative of a high likelihood of college success and completion.

2014-15	School	Peer Avg.	State Avg.
Percent of Students Scoring Above 1550 on SAT	67.2%	59.7%	43.8%

**SAT Benchmark Trends**

This chart presents the percentage of students who achieved a composite SAT score of 1550 or higher over the past four years.



**Composite SAT Score**

This chart presents the average composite SAT score from the last academic year for students enrolled in this school as well as the average scores achieved in Critical Reading, Mathematics and Writing. The averages from this school's peer group are also presented.

2014-15	School	Peer Avg.	State Avg.
Composite SAT Score	1,673	1,627	1,508
Critical Reading	550	533	496
Mathematics	577	559	518
Writing	546	535	494

**Composite SAT Score**

This chart presents the scores achieved in Critical Reading, Mathematics and Writing by the students at the 25th percentile, the 50th percentile and the 75th percentile of the school's distribution of SAT scores.

2014-15	Critical Reading	Mathematics	Writing
75th Percentile	610	650	610
50th Percentile	550	570	540
25th Percentile	480	510	470

**COLLEGE AND CAREER READINESS**

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**AP/IB Courses Offered**

This table presents the count of students enrolled in each AP/IB course offered in this school in the first column. The second column presents the count of tests taken in each AP/IB course. The numbers may not match as some students do not take the test in the same year as they take the course and some students may take the course without taking the test or vice versa.

AP/IB Course Name	Students Enrolled	Students Tested
AP Physics B	208	
AP English Language and Composition	196	194
AP Microeconomics	108	96
AP Psychology	106	91
AP Calculus AB	96	92
AP U.S. History	94	90
AP English Literature and Composition	87	76
AP World History	81	79
AP Biology	77	73
AP Chemistry	66	64
AP Physics C	66	
AP Statistics	65	61
AP Environmental Science	41	38
AP Human Geography	41	33
AP U.S. Government and Politics	40	24
AP Calculus BC	30	28
AP European History	25	15
AP Spanish Literature	21	17

AP/IB Course Name	Students Enrolled	Students Tested
AP Spanish Language	21	21
AP French Language	17	16
AP German Language	15	13
AP Computer Science A	14	13
AP Music Theory	13	11
AP Studio Art/Drawing Portfolio	9	5
AP Chinese Language and Culture	7	8
AP Physics 1		150
AP Macroeconomics		96
AP Physics C: Electricity and Magnetism		62
AP Physics C: Mechanics		62
AP Physics 2		11
AP Art/History of Art		4
AP Latin (Virgil, Catullus and Horace)		4
AP Studio Art/Two-Dimensional		4

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**Visual and Performing Arts**

The chart below contains the percentage of students who were enrolled in at least one Dance, Drama/Theater, Music or Visual Arts class in this school. The last row shows the percentage of students who were enrolled in any Visual and Performing Arts classes in the school.

Percent of Students Enrolled	School	State
Dance	N/R	2.1%
Drama/Theater	2.8%	3.8%
Music	31.4%	17.8%
Visual Arts	42.3%	31.7%
<b>Total: All Visual and Performing Arts</b>	66.0%	49.9%

N/R - Data Not Reported

**Participation in Career Readiness**

The chart below contains percentage of students who were participants in an approved Career and Technical Education Program in this school as well as across the State of New Jersey.

Percent of Students Enrolled	School	State
Participating in CTE	3.4%	18.3%
Structured Learning Experience	3.2%	7.0%

N/R - Data Not Reported



**GRADUATION AND POSTSECONDARY**

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This section of the performance report presents data about graduation, dropout and post-secondary attendance. The graduation rate is calculated according to the ESEA Cohort methodology as required by the United States Department of Education. Dropout rates are calculated from student-level data submitted by districts for students officially classified as dropouts. The dropout rate is the count of students who dropout in an academic year divided by the school's total enrollment.

The below chart consist of five columns with measures. The first column - Schoolwide Performance - represents the outcomes for these particular indicators in this school. The second column - Peer School Percentile - indicates how the school's performance compares to its group of peer schools. The third column - Statewide Percentile - indicates how the school's performance compares to schools across the state.. The fourth column - Statewide Target - provides the statewide targets for each of these indicators. The Statewide Target for Graduation Rate was established pursuant to NJDOE's ESEA Accountability Workbook. The last column - Met Target - indicates whether the School Performance met or exceeded the statewide target. The Summary row presents the averages of the peer school percentile, the average of statewide percentile and the percentage of statewide targets met.

Graduation & Post Secondary Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Targets	Met Target
<b>Overall Graduation Rate</b>	<b>95%</b>	<b>30</b>	<b>60</b>	<b>78%</b>	<b>YES</b>
<b>Dropout Rate</b>	<b>0.8%</b>	<b>3</b>	<b>35</b>	<b>2%</b>	<b>YES</b>
<b>SUMMARY - Graduation &amp; Post-Secondary</b>		<b>17</b>	<b>48</b>		<b>100%</b>

**Graduation Rate by Subgroup**

**Dropout Rate by Subgroup**

This table presents for all NCLB-identified subgroups the "4-year Adjusted Graduation Rate." This rate calculates the percentage of students who are awarded a regular, high school diploma within four years of becoming a first-time ninth grader. The rate is adjusted to account for students who 'transfer-in' and for students who are verified as 'transfers-out'.

This table presents for all NCLB-identified subgroups the Dropout rate. This rate calculates the percentage of students who are classified as dropouts divided by the school's total enrollment and by each subgroup enrollment.

	School	State Target
<b>Schoolwide</b>	95%	78%
White	95%	
African American	-	
Hispanic	90%	
American Indian	-	
Asian	93%	
Native Hawaiian	-	
Two or More Races	-	
Students with Disability	83%	
English Language Learners	-	
Economically Disadvantaged Students	76%	

	School	State Target
<b>Schoolwide</b>	.8%	2%
White	.6%	
African American	0%	
Hispanic	4.6%	
American Indian	-	
Asian	0%	
Native Hawaiian	-	
Two or More Races	-	
Students with Disability	2.1%	
English Language Learners	16.7%	
Economically Disadvantaged Students	5.3%	

**GRADUATION AND POSTSECONDARY**

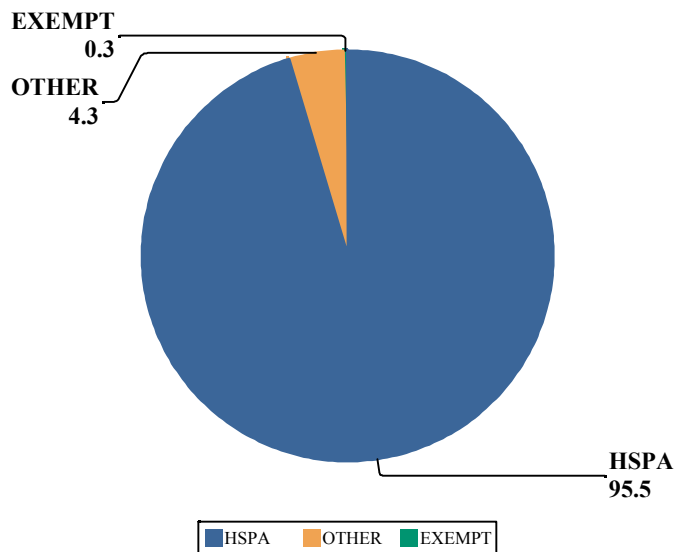
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**Graduation Pathway Rates**

This chart presents the percentage of high school graduates who graduated by passing both sections of the HSPA, who were exempt from passing the HSPA, or who demonstrated proficiency through an alternative pathway such as through the Alternative High School Assessment, achievement of the 'Just Proficient Mean' or an appeal process.



**Extended Year Graduation Rate**

The chart below presents the 4-year and 5-year graduation rate for the prior school year's cohort in addition to the 4-year graduation rate for last year's cohort.

Class of	4-year Rate	5-year Rate
2012	94%	95%
2013	95%	96%
2014	95%	96%
2015	95%	

**GRADUATION AND POSTSECONDARY**

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**Postsecondary Enrollment Rates**

This chart presents the enrollment rates of this school's high school graduates, 16-months after high school graduation. The data is from the National Student Clearinghouse which reports that it collects student-level enrollment data from 95% of Institutions of Higher Education nationwide.

The last columns indicate, for the schoolwide total and each subgroup, the percentage of postsecondary enrollees that were enrolled in either a 2 year or a 4 year institution.

	<b>Percent Enrolled</b>	<b>Percent in 2 Year</b>	<b>Percent in 4 Year</b>
<b>Statewide</b>	<b>78.5%</b>	<b>34.3%</b>	<b>64.7%</b>
<b>Schoolwide</b>	82%	20.7%	79.3%
White	82.2%	18.6%	81.4%
African American	-	-	-
Hispanic	65%	50%	50%
Asian	89.5%	23.5%	76.5%
American Indian	-	-	-
Native Hawaiian	-	-	-
Two or More Races	-	-	-
Students with Disability	64%	42.3%	57.7%
English Language Learners	-	-	-
Economically Disadvantaged Students	53.5%	56.5%	43.5%

**WITHIN SCHOOL ACHIEVEMENT GAP**

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This section of the performance report presents data about the achievement gap that exists within a school - as measured by the difference between the students' scale scores at the 25th and 75th percentile in the school, the Interquartile Range (IQR). Taken together with an understanding of the overall and average achievement levels in the school, the IQR furthers an understanding of the range of student outcomes that exist in a school. A school gap smaller than the state gap indicates that the school's range of student outcomes is narrower than the state's while a school gap broader than the state gap indicates that the school's range of student outcomes is larger than the state's.

**Grade Level - 09**

**PARCC English Language Arts/Literacy 25th %ile vs 75th%ile**

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	839	850
75th	792	766
50th	768	739
25th	740	710
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	52	56

**PARCC ALG-1 25th %ile vs 75th%ile**

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	782	821
75th	752	762
50th	736	735
25th	717	711
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	35	51

**WITHIN SCHOOL ACHIEVEMENT GAP**

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**Grade Level - 10**

**PARCC English Language Arts/Literacy 25th %ile vs 75th%ile**

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	850	850
75th	793	766
50th	764	733
25th	735	699
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	58	67

**Grade Level - 11**

**PARCC English Language Arts/Literacy 25th %ile vs 75th%ile**

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	835	850
75th	778	768
50th	755	740
25th	726	711
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	52	57

**PARCC GEO 25th %ile vs 75th%ile**

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	806	793
75th	771	747
50th	752	726
25th	730	710
0th	669	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	41	37

**PARCC ALG-2 25th %ile vs 75th%ile**

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	808	813
75th	764	748
50th	744	718
25th	717	692
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	47	56

**SCHOOL CLIMATE**

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**Length of School Day**

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

	School
2014-15	6 Hrs. 28 Mins.

**Student Suspension Rate**

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

	School
2014-15	2.5%

**Instructional Time**

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher.

2014-15	School
Full Time	5 Hrs. 20 Mins.
Shared Time	2 Hrs. 40 Mins.

**Student Expulsions**

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

	School
2014-15	0

**Student to Staff Ratio**

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

2014-15	School
Faculty	12
Administrators	326

**SCHOOL PEER GROUP**

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This table presents the list of peer schools in alphabetical order by county name that was created specifically for this school (highlighted in yellow). Peer schools are drawn from across the state and represent schools that have similar grade configurations and that are educating students of similar demographic characteristics, as measured by enrollment in Free/Reduced Lunch Programs, Limited English Proficiency or Special Education Programs.

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRADESPAN</u>	<u>ECONOMICALLY DISADVANTAGED</u>	<u>ENGLISH LANGUAGE LEARNER</u>	<u>SPECIAL EDUCATION</u>
BERGEN	CRESSKILL BORO	CRESSKILL HIGH SCHOOL	03-0990-040	09-12	2.6%	4.6%	11.8%
BERGEN	DUMONT BORO	DUMONT HIGH SCHOOL	03-1130-040	09-12	8%	1%	9.5%
BERGEN	EMERSON BORO	EMERSON JR SR HIGH	03-1360-050	07-12	8%	1.9%	15%
BERGEN	MIDLAND PARK BORO	MIDLAND PARK JR./SR. HIGH SCHOOL	03-3170-050	07-12	8.1%	0.4%	12%
BERGEN	NEW MILFORD BORO	NEW MILFORD HIGH SCHOOL	03-3550-050	09-12	8.9%	1.6%	14.4%
BERGEN	PARAMUS BORO	PARAMUS HIGH SCHOOL	03-3930-050	PK-12	7.6%	1.5%	17.2%
BERGEN	WESTWOOD REGIONAL	WESTWOOD JUNIOR/SENIOR HIGH SCHOOL	03-5755-050	PK-12	7.1%	0.2%	15.4%
BURLINGTON	LENAPE REGIONAL	SHAWNEE HIGH SCHOOL	05-2610-060	09-12	6.8%	0.1%	12.6%
BURLINGTON	MOORESTOWN TWP	MOORESTOWN HIGH SCHOOL	05-3360-040	09-12	9.3%	0.3%	12.8%
ESSEX	CALDWELL-WEST CALDWELL	JAMES CALDWELL HIGH SCHOOL	13-0660-050	09-12	5.7%	0.2%	14.3%
<b>HUNTERDON</b>	<b>HUNTERDON CENTRAL REG</b>	<b>HUNTERDON CENTRAL REGIONAL HIGH SCHOOL</b>	<b>19-2300-050</b>	<b>09-12</b>	<b>6.8%</b>	<b>1.4%</b>	<b>13%</b>
HUNTERDON	N HUNT/VOORHEES REGIONAL	VOORHEES HIGH SCHOOL	19-3660-060	09-12	6%	0%	14.2%
MERCER	PRINCETON REGIONAL	PRINCETON HIGH SCHOOL	21-4255-050	09-12	8.5%	2.1%	11.6%
MERCER	W WINDSOR-PLAINSBORO REG	WEST WINDSOR-PLAINSBORO HIGH SCHOOL SOUTH	21-5715-020	09-12	4.6%	2.2%	8.7%
MIDDLESEX	METUCHEN BORO	METUCHEN HIGH SCHOOL	23-3120-050	09-12	7.6%	1.1%	13.2%
MONMOUTH	FREEHOLD REGIONAL	COLTS NECK HIGH SCHOOL	25-1650-010	09-12	7.2%	3.5%	13.5%
MONMOUTH	FREEHOLD REGIONAL	FREEHOLD TOWNSHIP HIGH SCHOOL	25-1650-055	09-12	9.5%	0.1%	13.7%
MONMOUTH	FREEHOLD REGIONAL	HOWELL HIGH SCHOOL	25-1650-060	09-12	7.1%	0%	12.2%
MONMOUTH	FREEHOLD REGIONAL	MANALAPAN HIGH SCHOOL	25-1650-070	09-12	7.5%	0%	13.2%
MONMOUTH	MIDDLETOWN TWP	MIDDLETOWN HIGH SCHOOL SOUTH	25-3160-053	09-12	6.4%	0%	15.7%
MONMOUTH	WALL TWP	WALL HIGH SCHOOL	25-5420-050	09-12	9.6%	0.2%	13.6%
MORRIS	MADISON BORO	MADISON HIGH SCHOOL	27-2870-050	09-12	6.1%	0.6%	13.1%
MORRIS	MORRIS HILLS REGIONAL	MORRIS KNOLLS HIGH SCHOOL	27-3370-060	09-12	9.3%	0%	18.3%

**SCHOOL PEER GROUP**

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MORRIS	RANDOLPH TWP	RANDOLPH HIGH SCHOOL	27-4330-050	09-12	6.3%	0.9%	15.2%
PASSAIC	WAYNE TWP	WAYNE HILLS HIGH SCHOOL	31-5570-055	09-12	8.5%	1.6%	12.3%
PASSAIC	WAYNE TWP	WAYNE VALLEY HIGH SCHOOL	31-5570-050	09-12	9.1%	0%	9.8%
SOMERSET	BRIDGEWATER-RARITAN REG	BRIDGEWATER-RARITAN REGIONAL HIGH SCHOOL	35-0555-005	09-12	8%	0%	19.4%
SOMERSET	HILLSBOROUGH TWP	HILLSBOROUGH HIGH SCHOOL	35-2170-030	09-12	7.5%	1%	13.4%
SOMERSET	SOMERSET HILLS REGIONAL	BERNARDS HIGH SCHOOL	35-4815-020	09-12	9.9%	1.8%	14.2%
UNION	CLARK TWP	ARTHUR L. JOHNSON HIGH SCHOOL	39-0850-005	09-12	6.8%	1.3%	10.4%
UNION	SCOTCH PLAINS-FANWOOD REG	SCOTCH PLAINS-FANWOOD HIGH SCHOOL	39-4670-050	09-12	7.2%	0.6%	10.6%