



Durban Avenue Elementary School
2016-2017
Grade Span 04-05

37-2240-035
SUSSEX
HOPATCONG
616 DURBAN AVENUE
HOPATCONG, NJ 07843

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

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

Navigating through the reports:

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

Other Resources:

- Review the [Parent Summary Report](#) or the [district-level report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- [Download the data](#) used in these reports.

- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.nj.gov



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Footnotes

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

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



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Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
4	104	111	124
5	116	104	114
Ungraded	15	13	11
Total	235	228	249

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	47%	47%	47%
Male	53%	54%	53%
Economically Disadvantaged Students	22%	24%	27%
Students with Disabilities	26%	30%	27%
English Learners	0%	0%	2%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	77.5%
Hispanic	18.1%
Black or African American	3.2%
Asian	1.2%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	0.0%

Enrollment by Home Language

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

Home Language	% of Students
English	97.2%
Spanish	1.6%
Other	1.2%



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2016-2017

Grade Span 04-05

37-2240-035
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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	240	94.5	45.80	44.00	54.90	45.6	52.5	Not Met
White	186	94.9	45.70	46.10	63.90	45.7	54.8	Not Met
Hispanic	44	93.6	50.00	40.20	39.80	49.2	45.7	Met Target
Black or African American	*	*	*	*	35.20	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	80.70	*	**	**
American Indian or Alaska Native	N	N	N	N	53.70	N	**	**
Two or More Races	N	N	N	33.30	54.90	N	**	**
Female	113	94.2	55.80	53.50	62.20	55.3		
Male	127	94.8	37.00	35.50	48.10	36.9		
Economically Disadvantaged Students	63	95.5	27.00	35.00	36.20	*	34.5	Met Target†
Non-Economically Disadvantaged Students	177	94.1	52.60	46.90	65.80	*		
Students with Disabilities	55	94.8	18.20	*	20.50	18.1	21.4	Met Target†
Students without Disabilities	185	94.4	54.00	*	61.90	53.7		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	N	N	N	*	26.40	N		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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HOPATCONG, NJ 07843

English Language Arts/Literacy Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	121	743	743	753	*	17%	32%	41%	*	45%	56%
White	97	741	*	762	*	18%	32%	40%	*	43%	67%
Hispanic	19	753	753	740	0%	*	*	53%	*	58%	40%
Black or African American	*	*	*	737	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	N	N	N	755	N	N	N	N	N	N	56%
Female	55	747	*	758	*	*	26%	53%	*	55%	61%
Male	66	740	740	749	*	*	38%	32%	*	36%	51%
Economically Disadvantaged Students	26	737	737	737	*	*	*	*	*	35%	36%
Non-Economically Disadvantaged Students	95	745	*	764	*	*	*	*	*	47%	69%
Students with Disabilities	25	724	724	725	*	*	*	*	*	16%	25%
Students without Disabilities	96	748	*	759	*	*	*	*	*	52%	62%
English Learners	*	*	*	711	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	755	*	*	*	*	*	*	58%
Homeless Students	N	N	N	729	N	N	N	N	N	N	30%
Students in Foster Care	*	*	*	728	*	*	*	*	*	*	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



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2016-2017

Grade Span 04-05

37-2240-035
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HOPATCONG, NJ 07843

English Language Arts/Literacy Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	118	747	747	756	*	17%	33%	45%	*	47%	59%
White	88	747	747	763	*	18%	32%	46%	*	48%	69%
Hispanic	25	747	747	743	*	*	*	44%	0%	44%	44%
Black or African American	*	*	*	740	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	N	N	N	757	N	N	N	N	N	N	60%
Female	58	754	754	761	*	*	29%	55%	*	57%	66%
Male	60	740	740	750	*	*	37%	35%	*	37%	53%
Economically Disadvantaged Students	36	734	734	740	*	*	47%	*	*	19%	40%
Non-Economically Disadvantaged Students	82	752	752	765	*	*	27%	*	*	59%	71%
Students with Disabilities	29	730	730	725	*	*	35%	*	*	17%	22%
Students without Disabilities	89	752	752	762	*	*	33%	*	*	56%	66%
English Learners	*	*	*	710	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	757	*	*	*	*	*	*	60%
Homeless Students	N	N	N	733	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%

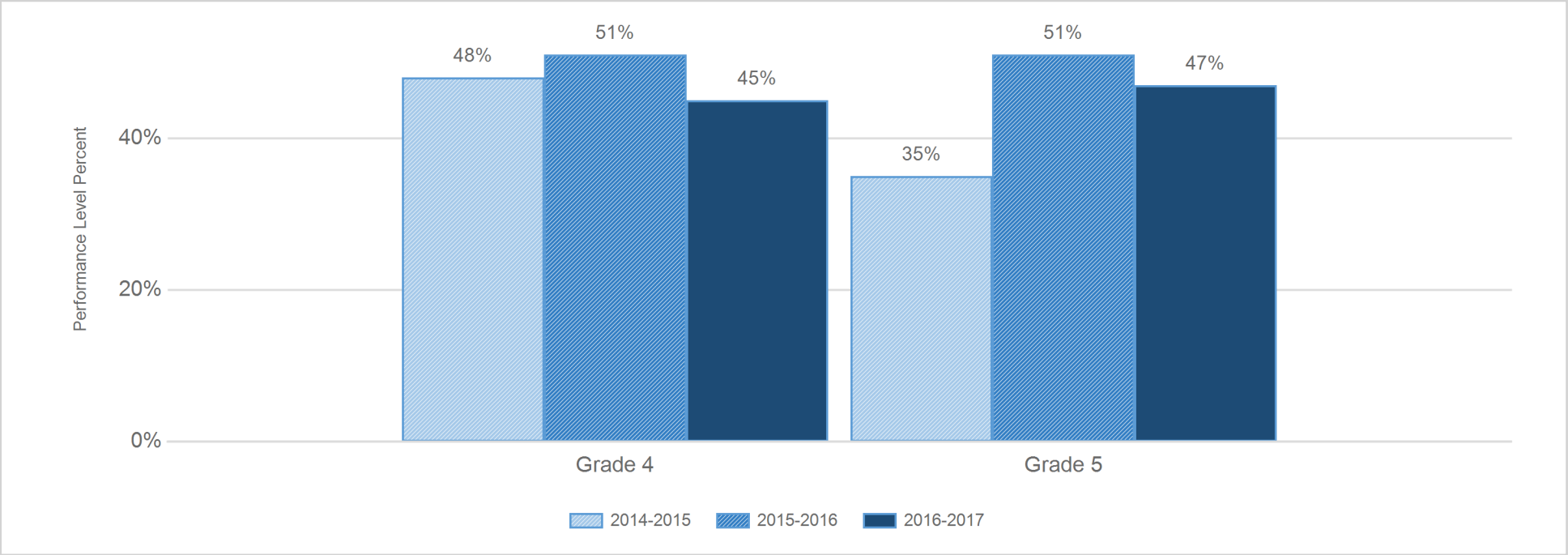


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English Language Arts/Literacy Assessment - Performance Trends

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





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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	240	94.5	36.70	32.60	43.50	36.5	47.2	Not Met
White	186	94.9	36.60	34.60	52.40	36.5	49.3	Not Met
Hispanic	44	93.6	40.90	29.20	27.60	40.3	40.1	Met Target
Black or African American	*	*	*	*	21.70	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	75.60	*	**	**
American Indian or Alaska Native	N	N	N	N	42.50	N	**	**
Two or More Races	N	N	N	33.30	44.90	N	**	**
Female	113	94.2	39.80	34.70	44.10	39.5		
Male	127	94.8	33.80	30.50	42.90	33.7		
Economically Disadvantaged Students	63	95.5	20.60	21.90	25.10	*	29.1	Not Met
Non-Economically Disadvantaged Students	177	94.1	42.30	36.00	54.30	*		
Students with Disabilities	54	93.1	18.50	*	16.50	18.1	24.3	Met Target†
Students without Disabilities	186	94.9	41.90	*	48.80	41.9		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	N	N	N	*	16.40	N		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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Grade Span 04-05

37-2240-035
SUSSEX
HOPATCONG
616 DURBAN AVENUE
HOPATCONG, NJ 07843

Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	122	738	738	747	*	27%	31%	30%	*	34%	47%
White	98	737	*	755	*	26%	34%	27%	*	31%	59%
Hispanic	19	748	748	734	0%	*	*	53%	0%	53%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	25%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	N	N	N	747	N	N	N	N	N	N	48%
Female	55	740	*	747	*	24%	31%	36%	*	38%	47%
Male	67	737	737	747	*	30%	31%	25%	*	30%	48%
Economically Disadvantaged Students	26	724	724	732	*	39%	*	*	*	15%	27%
Non-Economically Disadvantaged Students	96	742	*	757	*	24%	*	*	*	39%	61%
Students with Disabilities	25	723	723	724	*	48%	*	*	*	16%	22%
Students without Disabilities	97	742	*	751	*	22%	*	*	*	38%	52%
English Learners	*	*	*	716	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	18%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



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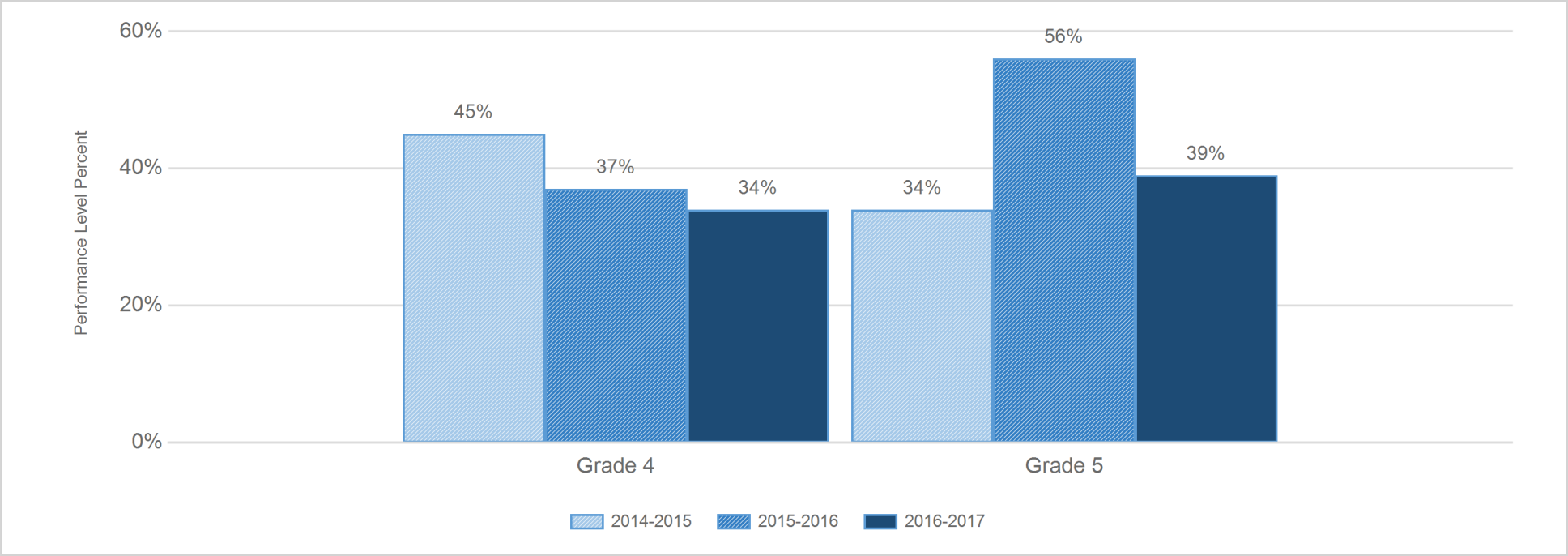
Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	117	742	742	747	*	25%	35%	39%	*	39%	46%
White	87	744	744	754	*	23%	33%	41%	*	43%	57%
Hispanic	25	739	739	735	0%	*	44%	*	0%	32%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	N	N	N	747	N	N	N	N	N	N	47%
Female	58	744	744	747	*	26%	33%	41%	*	41%	47%
Male	59	741	741	746	*	24%	37%	36%	*	37%	46%
Economically Disadvantaged Students	36	733	733	732	*	36%	42%	*	*	22%	27%
Non-Economically Disadvantaged Students	81	746	746	756	*	20%	32%	*	*	47%	59%
Students with Disabilities	28	730	730	725	*	50%	*	*	*	18%	19%
Students without Disabilities	89	746	746	751	*	17%	*	*	*	46%	52%
English Learners	*	*	*	717	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	748	*	*	*	*	*	*	48%
Homeless Students	N	N	N	724	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%

Mathematics Assessment – Performance Trends

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





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Alternate Assessments - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
4	*	*
5	N	N

English Language Proficiency Test - Participation and Performance

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

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



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This section shows performance on the NJASK science test which measures students' ability to recall information and to solve problems by applying science concepts. The assessment is given to students in grades 4 and 8 and has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

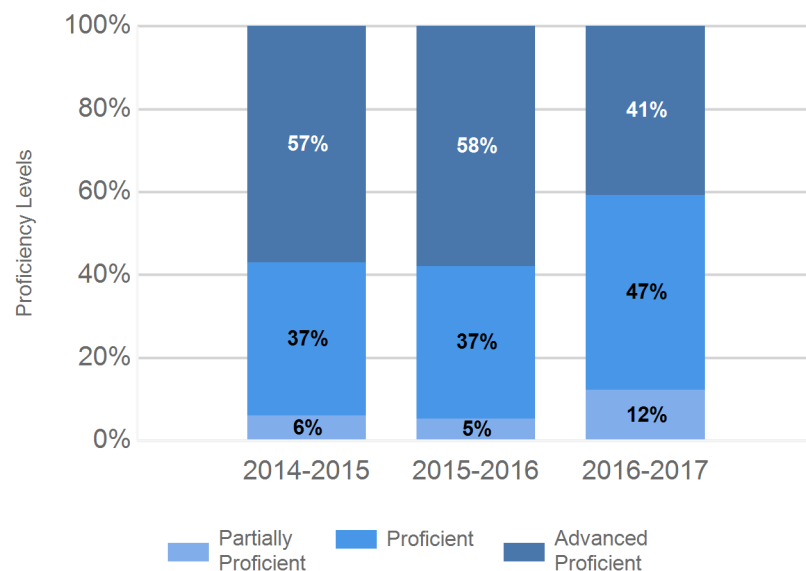
NJASK Science Assessment Performance: Grade 4

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	41%	47%	12%
White	39%	47%	14%
Hispanic	60%	30%	10%
Black or African American	N	*	N
Asian, Native Hawaiian, or Pacific Islander	N	*	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	32%	54%	14%
Students with Disabilities	14%	58%	28%
English Learners	N	N	N

NJASK Science Assessment Performance Trends: Grade 4

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





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Grade Span 04-05

37-2240-035
 SUSSEX
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This section of the performance report shows information on student growth which measures how much students are learning each year. Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

A student's **SGP** falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

If the student growth percentiles for all students in the school are ordered from smallest to largest, the **median student growth percentile (mSGP)** is the percentile in the middle of that list. Watch a short video that explains how **median Student Growth Percentile (mSGP)** is calculated here:
<http://www.state.nj.us/education/njsmart/performance/>

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts/Literacy (ELA) and Mathematics for the school and each student group with comparisons to the district and the state. This table also shows whether the school and each student group met the *ESSA* accountability target of 40 for the 2016-17 school year.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	41	39	50	Met Target	57	48.5	50	Met Target
White	39	*	50	Not Met	56	*	52	Met Target
Hispanic	50.5	45	49	Met Target	59.5	49	47	Met Target
Black or African American	*	*	45	**	*	*	43	**
Asian, Native Hawaiian, or Pacific Islander	*	*	60	**	*	*	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N	N
Economically Disadvantaged	44	42	47	Met Target	51	42	46	Met Target
Students with Disabilities	34	34	41	Not Met	57.5	49.5	43	Met Target
English Learners	*	50	53	**	*	43	51	**

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



Durban Avenue Elementary School
2016-2017

Grade Span 04-05

37-2240-035
SUSSEX
HOPATCONG
616 DURBAN AVENUE
HOPATCONG, NJ 07843

Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

A student's **SGP** falls between 1 and 99 and can be grouped into three levels:

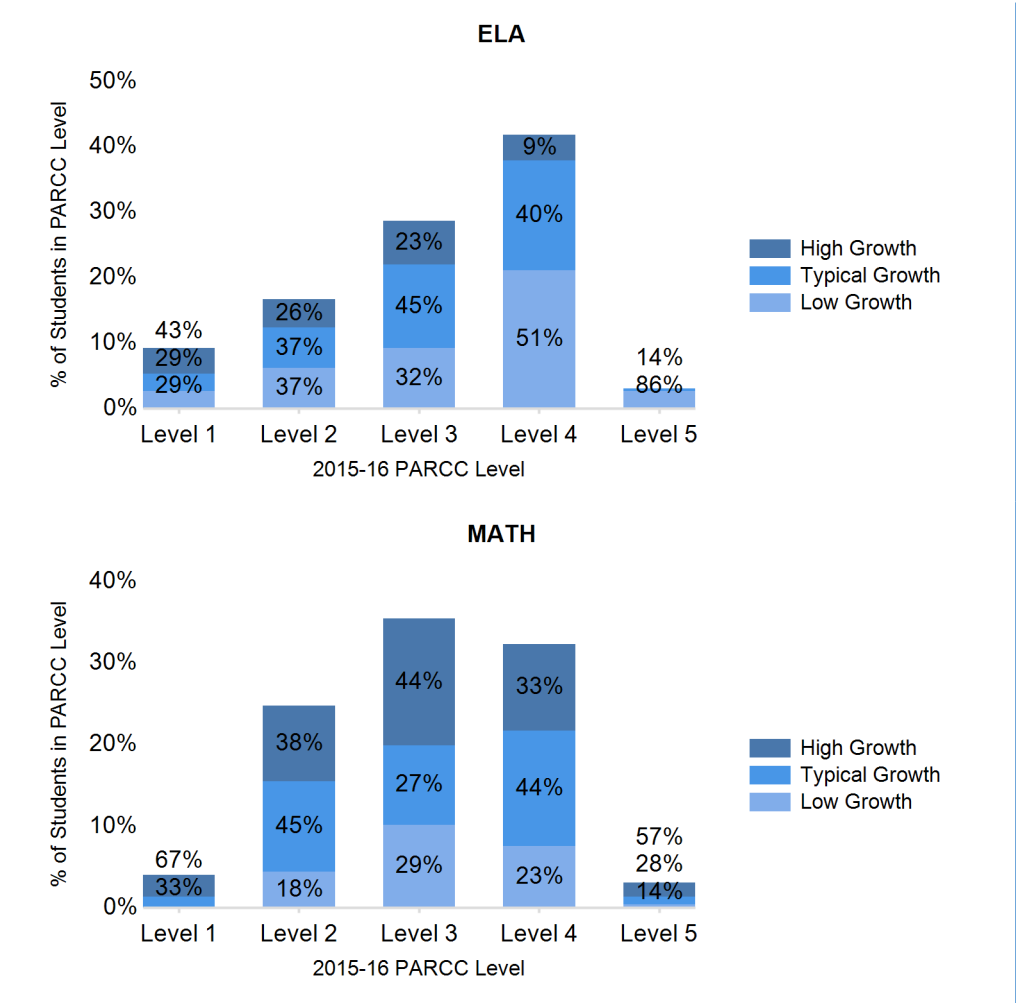
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

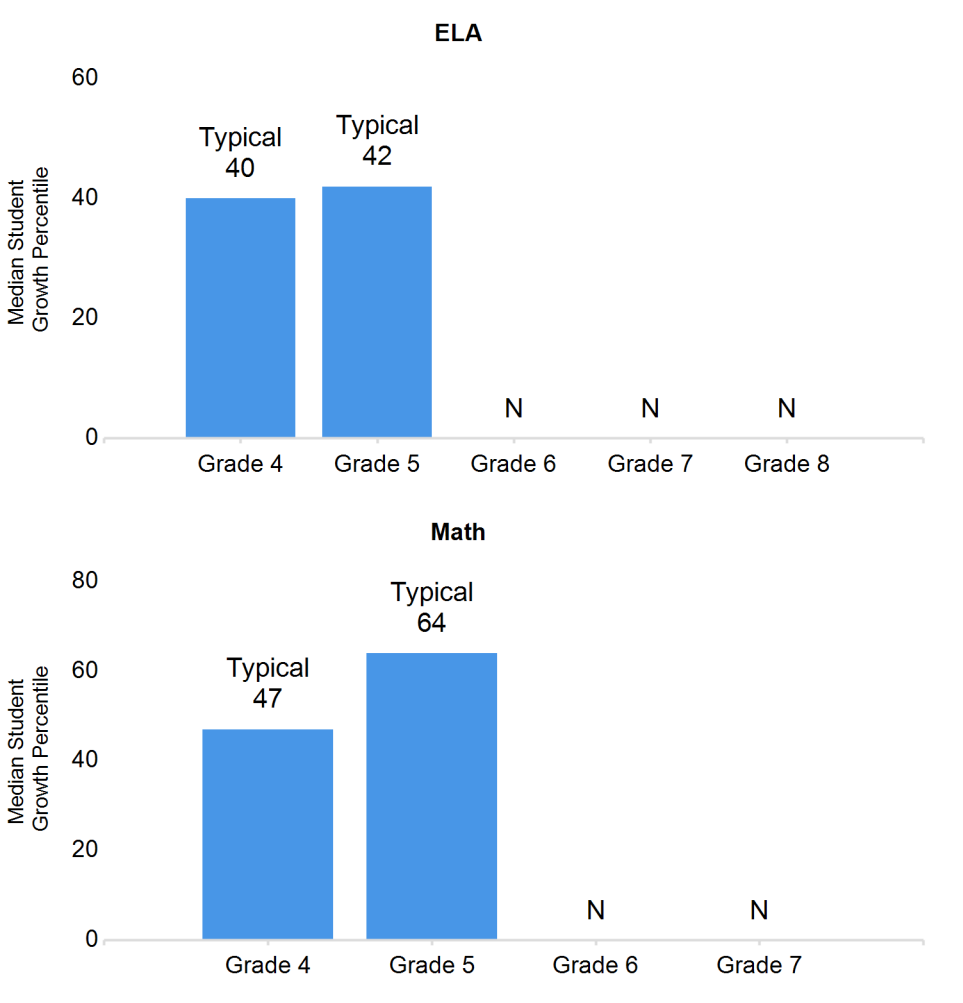
Student Growth by Performance Level

These graphs show the percentage of students by 2015-16 PARCC performance level that fall into each of the three levels of growth based on their 2016-17 test scores.



Student Growth by Grade

These graphs show the median Student Growth Percentile for students in each grade.





Durban Avenue Elementary School
2016-2017
Grade Span 04-05

37-2240-035
 SUSSEX
 HOPATCONG
 616 DURBAN AVENUE
 HOPATCONG, NJ 07843

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

Chronic Absenteeism

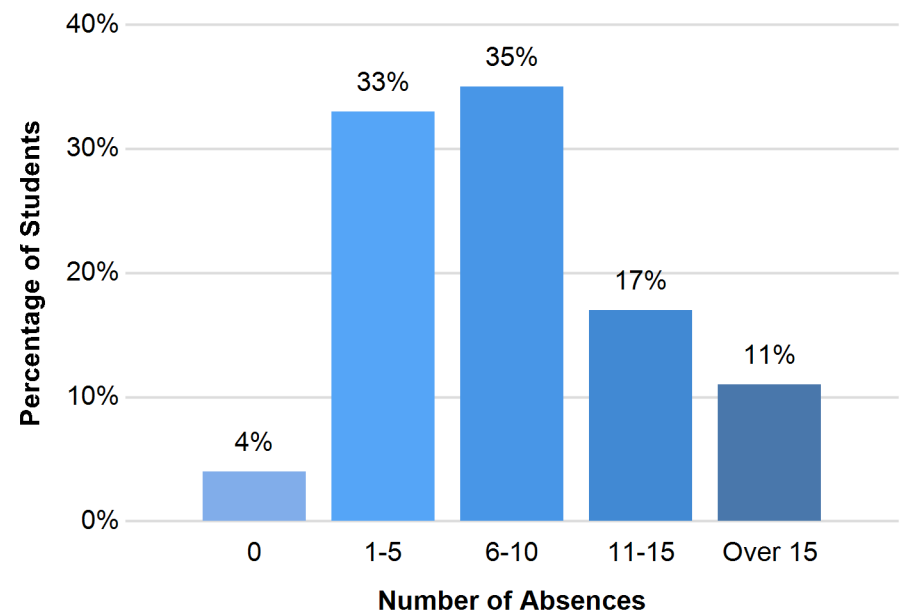
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	6.40	7.00	Met Target
White	6.80	7.00	Met Target
Hispanic	6.50	7.00	Met Target
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	13.80	7.00	Not Met
Students with Disabilities	10.10	7.00	Not Met
English Learners	N	**	**

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

Days Absent

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



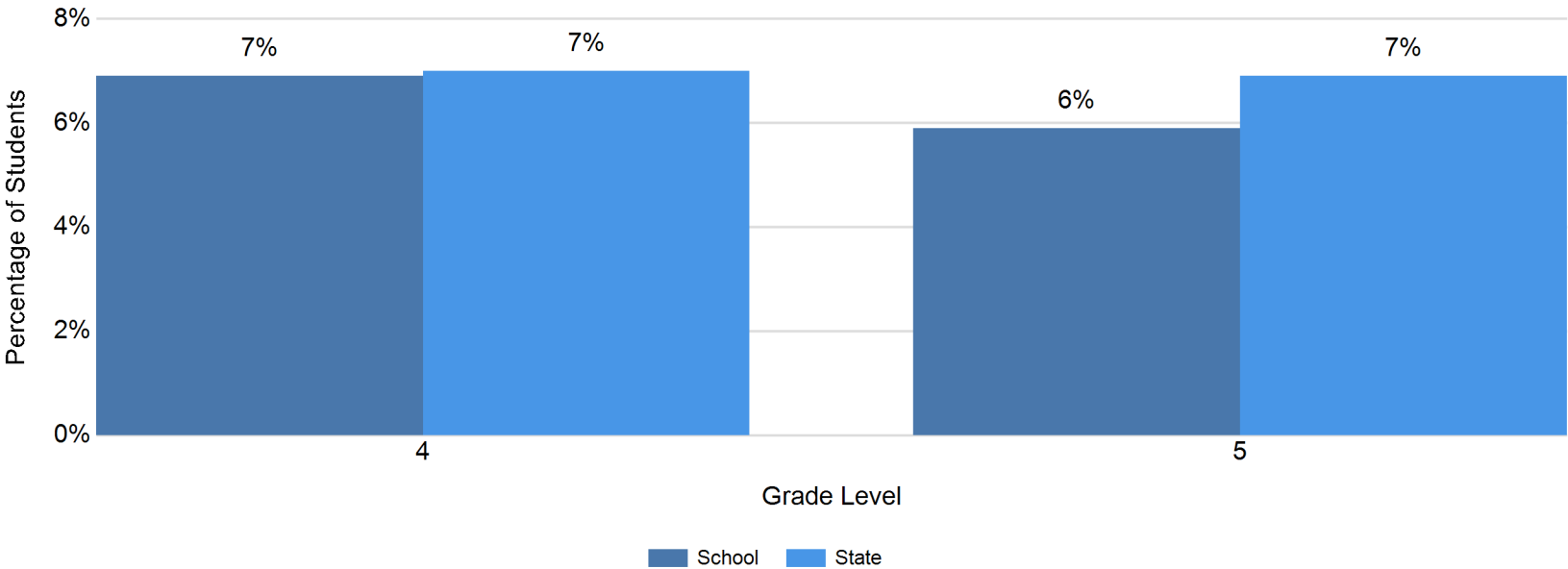


Durban Avenue Elementary School
2016-2017
Grade Span 04-05

37-2240-035
SUSSEX
HOPATCONG
616 DURBAN AVENUE
HOPATCONG, NJ 07843

Chronic Absenteeism by Grade

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





Durban Avenue Elementary School
2016-2017
Grade Span 04-05

37-2240-035
 SUSSEX
 HOPATCONG
 616 DURBAN AVENUE
 HOPATCONG, NJ 07843

School Day

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

Category	School
Typical Start Time	7:55AM
Typical End Time	2:20PM
Length of School Day	6 Hrs 25 Mins
Full Time - Instructional Time	5 Hrs. 25 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	1
Incidents Per 100 Students Enrolled	0.40

Student Suspension Rate

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

Suspension Types	% of Students
In-School Suspensions	0.8%
Out-of-School Suspensions	2.8%
Any Suspension	3.6%

Student Expulsions

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

Category	Number of Students
Expulsions	0



Durban Avenue Elementary School
2016-2017
Grade Span 04-05

37-2240-035
 SUSSEX
 HOPATCONG
 616 DURBAN AVENUE
 HOPATCONG, NJ 07843

Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1:1	633.7 kbps	100 kbps	Yes	N	Fiber	N

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$628	\$19,842	\$20,470



Durban Avenue Elementary School
2016-2017
Grade Span 04-05

37-2240-035
 SUSSEX
 HOPATCONG
 616 DURBAN AVENUE
 HOPATCONG, NJ 07843

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

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

Teachers: All classroom teachers

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

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	24	120,724
Average years experience in public schools	14.3	11.8
Average years experience in district	14.3	10.5
Teachers in district for 4 or more years	96%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	17	9,506
Average years experience in public schools	10.4	15.9
Average years experience in district	8.6	11.6
Administrators in district for 4 or more years	65%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	10:1	10:1
Administrators	249:1	93:1
Librarian/Media Specialists		1578:1
Nurses		316:1
Counselors		197:1
Child Study Team		158:1



Durban Avenue Elementary School
2016-2017
Grade Span 04-05

37-2240-035
SUSSEX
HOPATCONG
616 DURBAN AVENUE
HOPATCONG, NJ 07843

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Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	93%	89%
2015-16 Administrators: Same district 2016-17	83%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	98%



Durban Avenue Elementary School
2016-2017
Grade Span 04-05

37-2240-035
SUSSEX
HOPATCONG
616 DURBAN AVENUE
HOPATCONG, NJ 07843

Accountability Indicator Scores and Summative Rating

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	26.2	17.5%
Mathematics Proficiency	30.3	17.5%
English Language Arts Growth	20.8	25.0%
Mathematics Growth	74.7	25.0%
Chronic Absenteeism	50.8	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		41.4
Summative Rating: Percentile rank of Summative Score		36.1
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

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

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



Durban Avenue Elementary School
2016-2017
Grade Span 04-05

37-2240-035
 SUSSEX
 HOPATCONG
 616 DURBAN AVENUE
 HOPATCONG, NJ 07843

Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	41.4	11.9	No	Not Met	Not Met	Met Target	Met Target	Met Target	No
White	27.9	11.9	No	Not Met	Not Met	Met Target	Not Met	Met Target	No
Hispanic	68.8	11.9	No	Met Target	Met Target	Met Target	Met Target	Met Target	No
Black or African American	**	**	No	**	**	**	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	38.5	11.9	No	Met Target†	Not Met	Not Met	Met Target	Met Target	No
Students with Disabilities	53.9	11.9	No	Met Target†	Met Target†	Not Met	Not Met	Met Target	No
English Learners	**	**	No	**	**	**	**	**	No

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

† Target was met within a confidence interval.



Durban Avenue Elementary School
2016-2017
Grade Span 04-05




37-2240-035
 SUSSEX
 HOPATCONG
 616 DURBAN AVENUE
 HOPATCONG, NJ 07843

School General Info

Principal:	Mrs. Hensz	Email Address:	thensz@hopatcongschools.org
Address:	616 DURBAN AVENUE HOPATCONG, NJ 07843	Website:	http://www.hopatcongschools.org/da/
Phone:	(973)398-8805	Facebook:	https://www.facebook.com/HopatcongSchoolDistrict/
		Twitter:	https://twitter.com/HopatcongSchool

School Narrative

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

 Highlights:	<ul style="list-style-type: none"> • Recipient of \$100,000 Arts Integration Grant from NJDOE • Recipient of NJEA Frederik L. Hipp Grant for a Classroom Economy System • Implemented 1:1 Personal Chromebooks for Entire School Population
 Mission, Vision, Theme:	Durban Avenue Elementary School is home to our 4th and 5th grade Hopatcong students. We aim to provide a well-rounded education where we promote independent thinking, the ability to problem solve, and the ability to effectively collaborate with others. Our goal is to prepare students to think for themselves and provide students the tools necessary to succeed in the future. We provide a positive learning environment in which each child is encouraged to believe in him or herself.
 Awards, Recognition, Accomplishments:	The 2016-2017 was a very successful year. We were the recipient of a \$100,000 Arts Integration Grant, a NJEA Frederik L. Hipp grant for a Classroom Economy Program, seven Pride Grants, and one of our 4th grade teachers was named a Teacher Who Rocks by WDHA radio station.






Durban Avenue Elementary School
2016-2017
Grade Span 04-05

37-2240-035
SUSSEX
HOPATCONG
616 DURBAN AVENUE
HOPATCONG, NJ 07843

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 Courses, Curriculum, Instruction:	The implementation of 1:1 Chromebooks allowed staff members to enrich and extend curriculum, and students also became acquainted with Google Classroom. In addition, computer programs such as Renaissance Learning and Achieve 3000 were used to monitor student progress. Students were also introduced to Defined Stem, another computerized program which focused on STEM. The students were exposed to year two of Writer's Workshop and continued the use of Reading Street.
 Clubs and Activities:	Durban Avenue School offered a wide variety of clubs during the 2016-2017 school year. Students were offered the opportunity to join, Band, Chorus, Safety Patrol, School Newspaper, Dance Club, Writing Club, Scrabble Club and Clean Up Club.
 Before and After School Programs:	Students who required some additional support in the areas of Language Arts and Math were invited to our SMART (Student Motivation through the ARTS, Reasoning and Technology for Sustainable Success) Program. This program was held after school and extended through the summer. Our Academic Skills Program also provided support on a daily basis to students. Both push in and small group instruction models were available to students.







Durban Avenue Elementary School
2016-2017
Grade Span 04-05

37-2240-035
 SUSSEX
 HOPATCONG
 616 DURBAN AVENUE
 HOPATCONG, NJ 07843

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 Staff and Professional Learning:	<p>District Professional Development focused on Arts Integration, Defined Stem, and Student Engagement. The continuation of Writer's Workshop professional development took place with consistent support from an outside consultant group. Our ELA and STEAM facilitators also worked closely with teachers to support their needs throughout the school year. Our Technology Leader introduced Google Classroom to teachers and provided professional development throughout the school year.</p>
 Student Supports and Services:	<p>Our Academic Skills Program provided additional support to students during the school day, and we also had an after school tutoring program. The Intervention and Referral Services team met on a regular basis to identify students for these programs and also referred any students to our Child Study Team if warranted. Special Education needs are met on a daily basis by providing Resource Room, In Class Resource Room, or Self-Contained classrooms.</p>
 Student Health and Wellness:	<p>The health and wellness of each student is very important to us. Aside from the general health curriculum being taught, the staff tries its best to model good health habits. Staff participated in a Run to Work Day, where they actually ran to work as students cheered them on as they ran into the school parking lot. Daily breakfast is offered to students as well as a good balanced lunch program.</p>
 Parent and Community Involvement:	<p>Parents are able to review students' grades through our Parent Power School Portal. Parents are also invited to several school-wide events, including Back to School Nights, Open Houses, Book Bingo, Beautification Days, and a Volunteer Luncheon at the end of the school year. HEPTO, Hopatcong Elementary Parent Teacher Organization, provides continuous support for our school by providing funding for field trips, assemblies and financially supports our positive incentive "I Can" Program.</p>





Durban Avenue Elementary School
2016-2017
Grade Span 04-05

37-2240-035
SUSSEX
HOPATCONG
616 DURBAN AVENUE
HOPATCONG, NJ 07843

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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.

<div>Climate Surveys:</div>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers</p> <p>During the 2016-2017, a partnership with the United Way was developed in order to work on culture and climate. We completed a survey for all stakeholders, including students, staff, and parents. We developed a Culture and Climate Committee consisting of a representative from each classroom. During the year, we worked to improve and enhance the outcome of the survey. The survey results showed that students feel supported by staff and that teachers care about them.</p>
<div>Facilities:</div>	<p>The facility consists of 28 instructional rooms, including an all-purpose room, instructional media center, music room, art room, several small group instructional areas, as well as three computer labs. During the latter part of the school year, one computer lab was being renovated into a Maker Space which will be scheduled to open during the 2017- 2018 school year. Students also enjoy the use of our blacktop playground as well as playground equipment.</p>



Durban Avenue Elementary School
2016-2017
Grade Span 04-05

37-2240-035
SUSSEX
HOPATCONG
616 DURBAN AVENUE
HOPATCONG, NJ 07843

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.



Other Information:

Durban Avenue School continues to strive for excellence. As the 2016-2017 recipient of a \$100,000 Arts Integration grant, we were able to build a state of the art recording studio which was utilized for our SMART Program both after school and during the summer. During this program students worked with content area teachers, visual arts teachers and performing arts specialists to integrate the teaching of geometry and writing skills through the Performing Arts. The studio, coupled with our 1:1 Chromebook initiative has allowed us to become technologically advanced. Teachers are currently using Google Classroom and moving towards 21st Century Learning. Problem Based Learning was another focus during the school year. Students used Defined Stem to complete projects throughout the school year. This technology tool enabled students to collaborate and work in teams to solve problems which included the areas of Science, Technology, Engineering, and Mathematics (STEM). In addition to technology, the implementation of departmentization has enabled our teachers to focus on their area of expertise and provide students with a well-rounded educational experience. In terms of student recognition, students were rewarded for good behaviors and showing good character by receiving “I Can Tickets”. This school-wide positive reinforcement program allows students to submit their tickets each month to win a prize at our school-wide monthly “I Can Drawings”. In addition, students were recognized each marking period by attaining either High Honor Roll or Honor Roll status. At the end of 5th grade, students also participated in the Presidential Education Awards. The Hopatcong School District is one that is extremely proud of all students, educational staff, support staff and parents for making education their number one priority. We continue to take pride in all that we do each and every day, and we thank all stakeholders for making Durban Avenue School shine.




Hopatcong High School
2016-2017
Grade Span 09-12

37-2240-030
 SUSSEX
 HOPATCONG
 2A WINDSOR AVE
 HOPATCONG, NJ 07843

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

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

Navigating through the reports:

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

Other Resources:

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



Hopatcong High School
2016-2017
Grade Span 09-12

37-2240-030
SUSSEX
HOPATCONG
2A WINDSOR AVE
HOPATCONG, NJ 07843

Footnotes

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

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



Hopatcong High School
2016-2017
Grade Span 09-12

37-2240-030
SUSSEX
HOPATCONG
2A WINDSOR AVE
HOPATCONG, NJ 07843

Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
9	107	112	94
10	121	111	110
11	138	116	110
12	148	137	116
Ungraded	37	31	29
Total	551	507	459

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	50%	47%	49%
Male	51%	53%	51%
Economically Disadvantaged Students	28%	27%	27%
Students with Disabilities	24%	27%	20%
English Learners	1%	1%	1%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	73.9%
Hispanic	18.3%
Black or African American	3.9%
Asian	2.6%
Native Hawaiian or Pacific Islander	0.7%
American Indian or Alaska Native	0.0%
Two or More Races	0.7%

Enrollment Trends by Full and Shared Time

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

Enrollment Status	2016-17
Full Time Students	459
Shared Time Students	0
Full Time Equivalent	459

Enrollment by Home Language

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

Home Language	% of Students
English	95.0%
Spanish	3.3%
Other	1.6%



Hopatcong High School
2016-2017
Grade Span 09-12

37-2240-030
SUSSEX
HOPATCONG
2A WINDSOR AVE
HOPATCONG, NJ 07843

English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	192	88.1	34.40	44.00	54.90	31.9	25.3	Met Target
White	141	86.5	35.40	46.10	63.90	32.3	24.7	Met Target
Hispanic	33	94.4	33.40	40.20	39.80	33	31.5	Met Target
Black or African American	10	90.9	30.00	20.50	35.20	28.6	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	80.70	*	**	**
American Indian or Alaska Native	N	N	N	N	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	96	89.7	47.90	53.50	62.20	45.3		
Male	96	86.6	20.90	35.50	48.10	19		
Economically Disadvantaged Students	47	82.8	29.80	35.00	36.20	*	25.2	Met Target
Non-Economically Disadvantaged Students	145	90.1	35.80	46.90	65.80	*		
Students with Disabilities	36	81.8	*	*	20.50	*	8.7	Not Met
Students without Disabilities	156	89.7	*	*	61.90	*		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	N	N	N	*	26.40	N		
Students In Foster Care	N	N	N	*	24.80	N		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



Hopatcong High School
2016-2017
Grade Span 09-12

37-2240-030
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English Language Arts/Literacy Assessment - Performance by Grade: Grade 9

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	96	741	741	749	*	18%	32%	35%	*	40%	52%
White	69	742	742	757	*	19%	28%	38%	*	42%	62%
Hispanic	19	742	742	733	*	*	*	*	*	37%	35%
Black or African American	*	*	*	730	*	*	*	*	*	*	30%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	49%
Two or More Races	N	N	N	746	N	N	N	N	N	N	48%
Female	49	757	757	756	0%	*	33%	*	*	61%	60%
Male	47	724	724	741	21%	*	32%	*	*	17%	43%
Economically Disadvantaged Students	26	739	739	731	*	*	*	39%	*	39%	32%
Non-Economically Disadvantaged Students	70	741	741	758	*	*	*	34%	*	40%	62%
Students with Disabilities	12	697	697	714	*	*	*	*	*	*	13%
Students without Disabilities	84	747	747	754	*	*	*	*	*	*	58%
English Learners	N	N	N	690	N	N	N	N	N	N	*
Non-English Learners	96	741	741	752	*	18%	32%	35%	*	40%	*
Homeless Students	N	N	N	719	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	45%
Migrant Students	N	N	N	705	N	N	N	N	N	N	*



Hopatcong High School
2016-2017
Grade Span 09-12

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	97	727	727	743	27%	*	27%	27%	*	29%	46%
White	72	730	730	749	22%	*	31%	28%	*	29%	52%
Hispanic	15	718	718	728	*	*	*	*	*	27%	34%
Black or African American	*	*	*	725	*	*	*	*	*	*	31%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	74%
American Indian or Alaska Native	N	N	N	740	N	N	N	N	N	N	42%
Two or More Races	*	*	*	737	*	*	*	*	*	*	42%
Female	47	728	728	752	30%	*	23%	*	*	34%	54%
Male	50	726	726	734	24%	*	30%	*	*	24%	39%
Economically Disadvantaged Students	22	721	721	726	*	*	*	*	*	18%	32%
Non-Economically Disadvantaged Students	75	729	729	751	*	*	*	*	*	32%	54%
Students with Disabilities	24	701	701	704	*	*	*	*	*	*	12%
Students without Disabilities	73	736	736	749	*	*	*	*	*	*	52%
English Learners	*	*	*	681	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	N	N	N	715	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	710	N	N	N	N	N	N	20%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	694	N	N	N	N	N	N	*



Hopatcong High School

2016-2017

Grade Span 09-12

37-2240-030

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	87	725	725	736	29%	24%	22%	*	*	25%	38%
White	64	725	725	738	31%	25%	19%	*	*	25%	40%
Hispanic	17	729	729	731	*	*	*	*	0%	29%	34%
Black or African American	*	*	*	728	*	*	*	*	*	*	30%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	756	*	*	*	*	*	*	58%
American Indian or Alaska Native	N	N	N	731	N	N	N	N	N	N	30%
Two or More Races	*	*	*	731	*	*	*	*	*	*	36%
Female	41	735	735	744	*	27%	*	*	*	34%	46%
Male	46	717	717	729	*	22%	*	*	*	17%	31%
Economically Disadvantaged Students	21	727	727	729	*	*	*	*	*	29%	32%
Non-Economically Disadvantaged Students	66	725	725	740	*	*	*	*	*	24%	42%
Students with Disabilities	21	684	684	709	*	*	*	*	*	*	12%
Students without Disabilities	66	739	739	741	*	*	*	*	*	*	43%
English Learners	*	*	*	699	*	*	*	*	*	*	*
Non-English Learners	*	*	*	737	*	*	*	*	*	*	*
Homeless Students	N	N	N	722	N	N	N	N	N	N	24%
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	19%
Military-Connected Students	N	N	N	723	N	N	N	N	N	N	24%
Migrant Students	N	N	N	713	N	N	N	N	N	N	26%

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

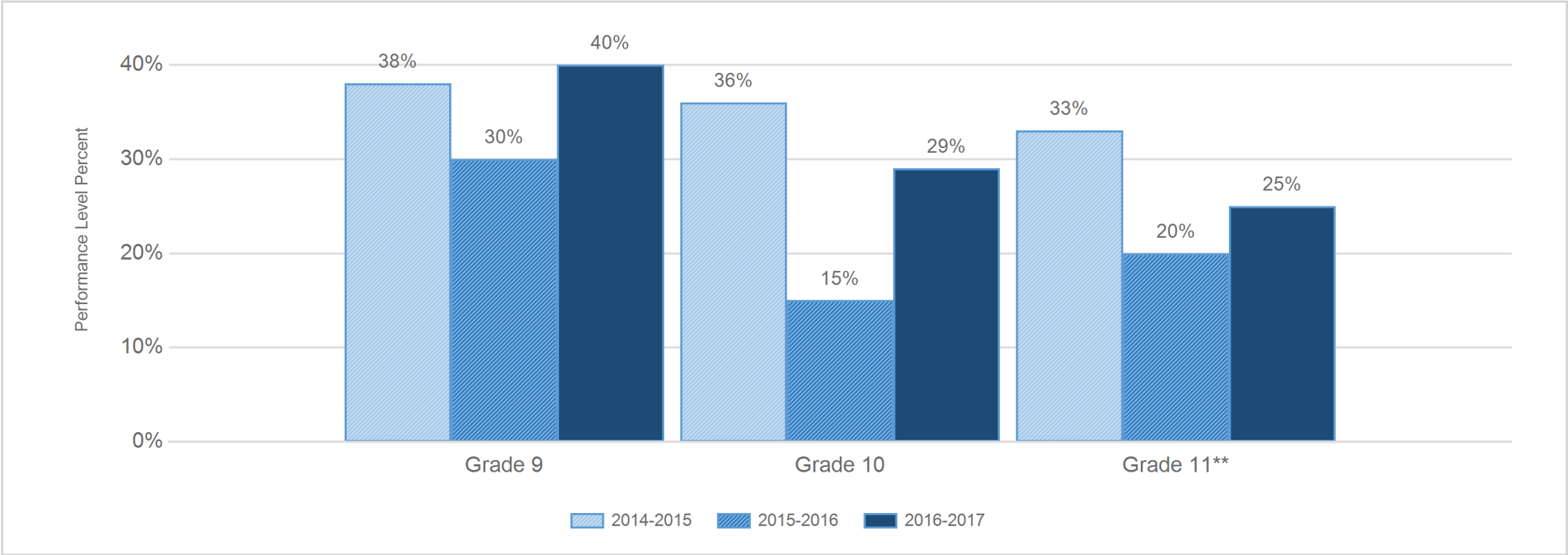


Hopatcong High School
2016-2017
Grade Span 09-12

37-2240-030
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English Language Arts/Literacy Assessment - Performance Trends

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



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



Hopatcong High School
2016-2017
Grade Span 09-12

37-2240-030
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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	188	85.1	18.60	32.60	43.50	16.7	28	Not Met
White	138	84.1	20.30	34.60	52.40	18	31.2	Not Met
Hispanic	32	86.8	15.60	29.20	27.60	14.2	19.2	Met Target†
Black or African American	10	90.9	10.00	10.30	21.70	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	75.60	*	**	**
American Indian or Alaska Native	N	N	N	N	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	95	85.6	20.00	34.70	44.10	18		
Male	93	84.7	17.20	30.50	42.90	15.3		
Economically Disadvantaged Students	47	77.4	12.80	21.90	25.10	*	22.1	Not Met
Non-Economically Disadvantaged Students	141	88.1	20.60	36.00	54.30	*		
Students with Disabilities	33	82.5	*	*	16.50	*	7.4	Not Met
Students without Disabilities	155	85.7	*	*	48.80	*		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	N	N	N	*	15.10	N		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

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Hopatcong High School
2016-2017
Grade Span 09-12

37-2240-030
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Mathematics Assessment - Performance by Test: Algebra I

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

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	113	718	732	743	*	*	*	*	*	*	42%
White	78	719	736	751	*	*	*	*	*	*	52%
Hispanic	22	717	*	728	*	46%	*	*	0%	14%	24%
Black or African American	*	*	*	724	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	*	*	*	741	*	*	*	*	*	*	41%
Female	53	721	737	744	*	*	*	*	*	*	43%
Male	60	715	728	741	*	*	*	*	*	*	40%
Economically Disadvantaged Students	36	717	*	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	77	719	*	751	*	*	*	*	*	*	52%
Students with Disabilities	33	707	707	714	*	*	*	*	*	*	10%
Students without Disabilities	80	723	740	747	*	*	*	*	*	*	47%
English Learners	*	*	*	708	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%



Hopatcong High School
2016-2017
Grade Span 09-12

37-2240-030
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HOPATCONG, NJ 07843

Mathematics Assessment - Performance by Test: Geometry

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	82	728	728	734	*	38%	32%	22%	*	22%	30%
White	63	729	729	740	*	32%	32%	25%	*	25%	38%
Hispanic	*	*	*	722	*	*	*	*	*	*	14%
Black or African American	*	*	*	719	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	758	*	*	*	*	*	*	65%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	29%
Two or More Races	*	*	*	733	*	*	*	*	*	*	32%
Female	47	731	731	735	*	40%	28%	*	*	26%	31%
Male	35	724	724	733	*	34%	37%	*	*	17%	30%
Economically Disadvantaged Students	15	726	726	721	*	*	*	*	*	13%	13%
Non-Economically Disadvantaged Students	67	728	728	740	*	*	*	*	*	24%	39%
Students with Disabilities	18	706	706	711	*	*	*	*	*	*	*
Students without Disabilities	64	734	734	738	*	*	*	*	*	*	*
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	735	*	*	*	*	*	*	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	727	N	N	N	N	N	N	15%
Migrant Students	N	N	N	704	N	N	N	N	N	N	*



Hopatcong High School
2016-2017
Grade Span 09-12

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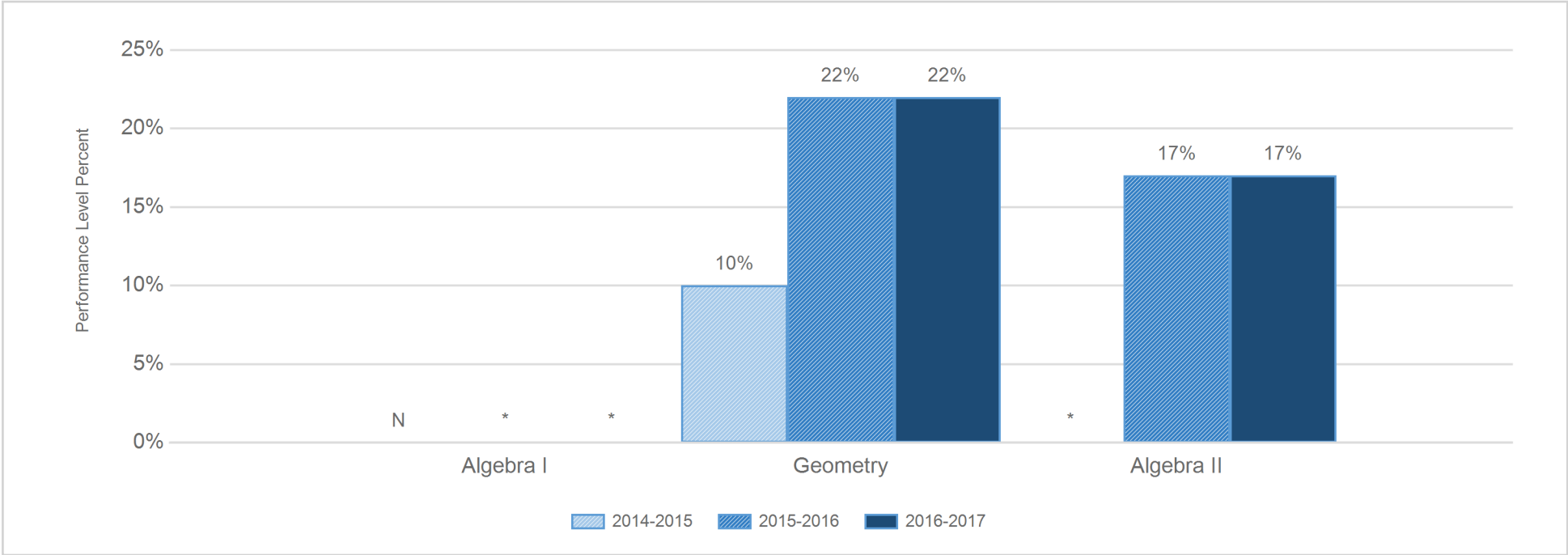
Mathematics Assessment - Performance by Test: Algebra II

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	58	716	716	725	40%	17%	26%	17%	0%	17%	28%
White	46	720	720	731	35%	*	28%	*	0%	20%	33%
Hispanic	*	*	*	710	*	*	*	*	*	*	14%
Black or African American	*	*	*	703	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	761	*	*	*	*	*	*	62%
American Indian or Alaska Native	N	N	N	715	N	N	N	N	N	N	20%
Two or More Races	N	N	N	718	N	N	N	N	N	N	25%
Female	20	719	719	725	*	*	*	*	0%	15%	27%
Male	38	715	715	725	*	*	*	*	0%	18%	29%
Economically Disadvantaged Students	10	713	713	708	*	*	*	*	0%	30%	13%
Non-Economically Disadvantaged Students	48	717	717	733	*	*	*	*	0%	15%	35%
Students with Disabilities	*	*	*	692	*	*	*	*	*	*	*
Students without Disabilities	*	*	*	729	*	*	*	*	*	*	*
English Learners	*	*	*	692	*	*	*	*	*	*	*
Non-English Learners	*	*	*	726	*	*	*	*	*	*	*
Homeless Students	N	N	N	702	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	692	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	710	N	N	N	N	N	N	14%
Migrant Students	N	N	N	702	N	N	N	N	N	N	14%

Mathematics Assessment – Performance Trends

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





Hopatcong High School
2016-2017
Grade Span 09-12

37-2240-030
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Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

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



Hopatcong High School
2016-2017

Grade Span 09-12

37-2240-030
SUSSEX
HOPATCONG
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HOPATCONG, NJ 07843

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

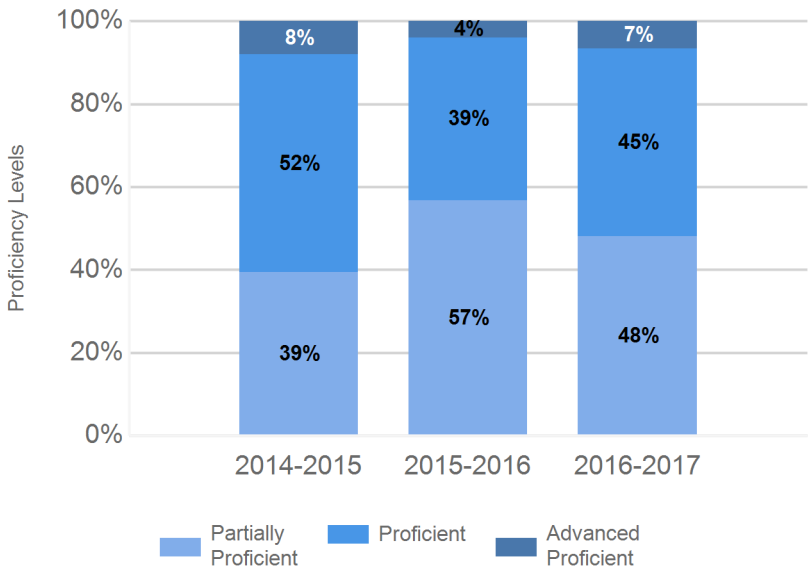
Biology Assessment - Performance

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	16%	42%	42%
Schoolwide	7%	45%	48%
White	*	47%	44%
Hispanic	N	44%	57%
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	N	*	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	*	*
Economically Disadvantaged Students	3%	38%	59%
Students with Disabilities	N	18%	82%
English Learners	N	N	N

Biology Assessment - Proficiency Trends

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





Hopatcong High School
2016-2017
Grade Span 09-12

37-2240-030
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This section contains information about participation and performance on college entrance examinations. For more information about how participation and performance on the PSAT, SAT, and ACT tests are calculated and how these calculations account for recent changes to the SAT test, please see our [Reference Guide](#).

PSAT/SAT/ACT - Participation

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

Test	% of Students in School	% of Students in State
Percentage of students taking the PSAT	100.0%	89.4%
Percentage of students taking the SAT	49.1%	70.0%
Percentage of students taking the ACT	*	28.3%

PSAT/SAT/ACT - Performance

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

Test	School Average Score	State Average Score	College Readiness Benchmarks	School - % of Students scoring at or above Benchmark	State - % of Students scoring at or above Benchmark
PSAT - Reading and Writing	468	481	Varies By Grade	57%	67%
PSAT - Math	436	483	Varies By Grade	32%	49%
SAT - Reading and Writing	550	551	480	77%	77%
SAT - Math	526	552	530	44%	58%
ACT - Reading	*	24	22	*	65%
ACT - English	*	24	18	*	79%
ACT - Math	*	24	22	*	65%
ACT - Science	*	23	23	*	54%



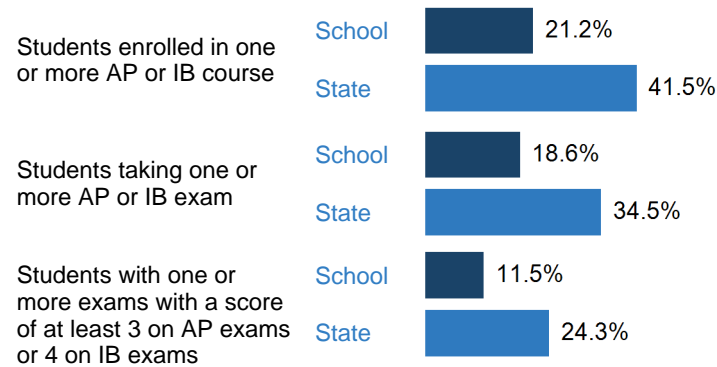
Hopatcong High School
2016-2017
Grade Span 09-12

37-2240-030
SUSSEX
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HOPATCONG, NJ 07843

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

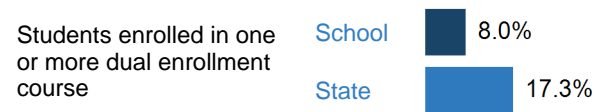
AP/IB Coursework – Participation and Performance

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



Dual Enrollment Coursework - Participation

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



AP/ IB Courses Offered

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

AP/IB Course	Students Enrolled	Students Tested
AP Biology	4	1
AP Calculus AB	9	9
AP Chemistry	17	8
AP English Language and Composition	15	13
AP English Literature and Composition	16	7
AP Music Theory	0	1
AP Physics 1	0	5
AP Psychology	20	12
AP Spanish Language	0	2
AP Studio Art—Two-Demensional	0	2
AP U.S. History	6	6
Total Exams Taken		66
Exams with scores of at least 3 on AP exams or 4 on IB exams		35



Hopatcong High School
2016-2017
Grade Span 09-12

37-2240-030
SUSSEX
HOPATCONG
2A WINDSOR AVE
HOPATCONG, NJ 07843

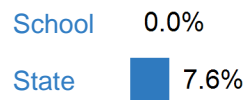
This section contains information about participation in approved **Career and Technical Education (CTE)** programs and **Structured Learning Experiences**. For more information about CTE in New Jersey, please visit <http://www.nj.gov/education/cte/>.

Career and Technical Education Participation

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

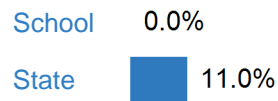
CTE Participants

(completed only one course in an approved CTE program)



CTE Concentrators

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



Structured Learning Experiences Participation

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

Structured Learning Experiences



Industry-Valued Credentials Earned

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

Career Cluster	Students with at least one credential earned	Industry credentials earned
Total non-duplicated number of students**	0	
Total number of credentials earned in all clusters		0

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



Hopatcong High School
2016-2017

Grade Span 09-12

37-2240-030
SUSSEX
HOPATCONG
2A WINDSOR AVE
HOPATCONG, NJ 07843

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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	69	25	0	0	0	0	4
10	50	43	27	0	0	0	0
11	4	46	42	25	0	2	2
12	1	4	52	7	16	15	28
Schoolwide	124	118	121	32	16	17	34
Enrolled in AP/IB Course					9	0	0

Science - Course Participation

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

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	96	0	2	0	0	0
10	8	28	80	1	1	0
11	1	82	7	10	14	9
12	4	10	0	7	22	20
Schoolwide	109	120	89	18	37	29
Enrolled in AP/IB Course	4	17		0	0	0



Hopatcong High School
2016-2017
Grade Span 09-12

37-2240-030
SUSSEX
HOPATCONG
2A WINDSOR AVE
HOPATCONG, NJ 07843

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Social Studies and History - Course Participation

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

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	0	0	0	0	0	90
10	0	106	0	0	0	10
11	0	109	0	14	0	24
12	0	20	0	39	0	22
Schoolwide	0	235	0	53	0	146
Enrolled in AP/IB Course	0	6	0	20	0	0

World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	54	17	0	0	0	0	0
10	78	20	0	0	0	0	0
11	33	8	0	0	0	0	0
12	6	4	0	0	0	0	0
Schoolwide	171	49	0	0	0	0	0
Enrolled in AP/IB Course	N	N	N	N	N	N	N
Enrolled in Level 3 or Higher	33	17	0	0	0	0	0
Earned Seal of Biliteracy	*	0	0	0	0	0	0



Hopatcong High School
2016-2017
Grade Span 09-12

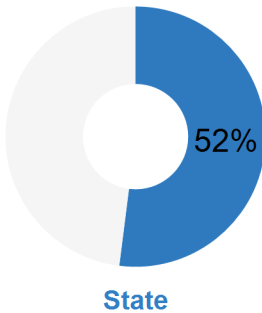
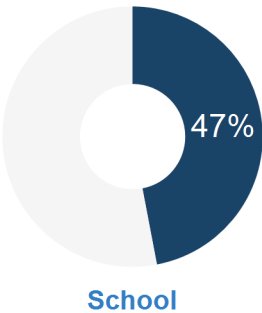
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Visual and Performing Arts – Course Participation

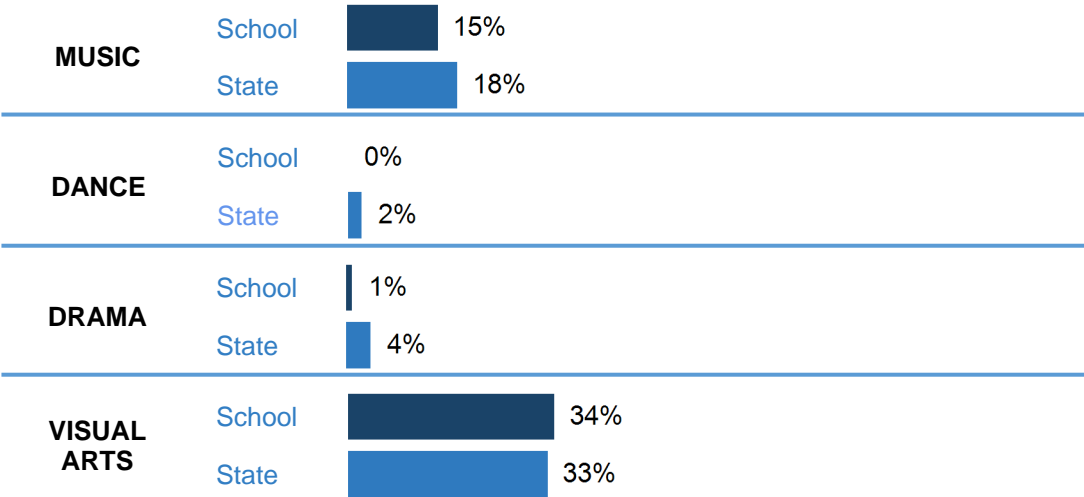
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

Grades 9-12:

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



Students enrolled in one or more classes by discipline:





Hopatcong High School
2016-2017
Grade Span 09-12

37-2240-030
SUSSEX
HOPATCONG
2A WINDSOR AVE
HOPATCONG, NJ 07843

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

Graduation Rates

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

Student Group	School - Class of 2017: 4 Year Rate	State - Class of 2017: 4 Year Rate	School - Class of 2016: 5 Year Rate	State - Class of 2016: 5 Year Rate	Class of 2016: 4 Year Rate	Class of 2016: 4 Year Target	Met Target?	Class of 2015: 5 Year Rate	Class of 2015: 5 Year Target	Met Target?
Schoolwide	91.6%	90.5%	90.1%	91.8%	87.5%	88.6%	Not Met	90.7%	92.6%	Not Met
White	90.7%	94.5%	89.7%	95.1%	87.0%	87.4%	Not Met	90.0%	93.5%	Not Met
Hispanic	92.3%	84.3%	93.8%	86.3%	90.3%	90.2%	Met Target	90.0%	88.9%	Met Target
Black or African American	*	83.4%	*	85.3%	*	**	**	*	**	**
Asian, Native Hawaiian or Pacific Islander	*	96.6%	*	97.5%	*	**	**	*	**	**
American Indian or Alaska Native	N	92.3%	N	86.6%	N	N	N	N	N	N
Two or More Races	N	91.9%	*	93.7%	*	**	**	N	**	**
Economically Disadvantaged Students	92.3%	83.9%	87.8%	85.6%	85.7%	76.8%	Met Target	75.8%	82.3%	Not Met
Students with Disabilities	86.1%	78.8%	90.6%	82.1%	81.3%	64.9%	Met Target	66.7%	81.4%	Not Met
English Learners	*	76.1%	N	79.7%	N	**	**	*	**	**
Homeless Students	N	73.2%	N	74.4%	N	N	N	N		

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

Graduation Rate Trends

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

Class of	4-Year Rate	5-Year Rate
2017	91.6%	-
2016	87.5%	90.1%
2015	88.3%	90.7%

Dropout Rate Trends

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

School Year	School Rate	State Rate
2016-2017	0%	1.1%
2015-2016	0.8%	1.1%
2014-2015	0.6%	1.1%



Hopatcong High School
2016-2017

Grade Span 09-12

37-2240-030
SUSSEX
HOPATCONG
2A WINDSOR AVE
HOPATCONG, NJ 07843

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

Postsecondary Enrollment Rates: Fall

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	71.1%	29.5%	70.5%
Schoolwide	62.4%	69.9%	30.1%
White	57.7%	69.4%	30.6%
Hispanic	70.8%	82.4%	17.7%
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	46.4%	76.9%	23.1%
Students with Disabilities	N	N	N
English Learners	N	N	N

Postsecondary Enrollment Rates: 16 month

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	76.1%	33.6%	66.5%	73.6%	26.4%	65.5%	34.6%
Schoolwide	69.9%	54.8%	45.2%	81.7%	18.3%	75.3%	24.7%
White	70.2%	51.5%	48.5%	78.8%	21.2%	72.7%	27.3%
Hispanic	71.4%	60%	40%	85%	15%	75%	25%
Black or African American	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	*	*	*
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	45.8%	45.5%	54.6%	81.8%	18.2%	90.9%	9.1%
Students with Disabilities	29.6%	62.5%	37.5%	100%	0%	75%	25%
English Learners	N	N	N	N	N	N	N



Hopatcong High School
2016-2017
Grade Span 09-12

37-2240-030
SUSSEX
HOPATCONG
2A WINDSOR AVE
HOPATCONG, NJ 07843

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

Chronic Absenteeism

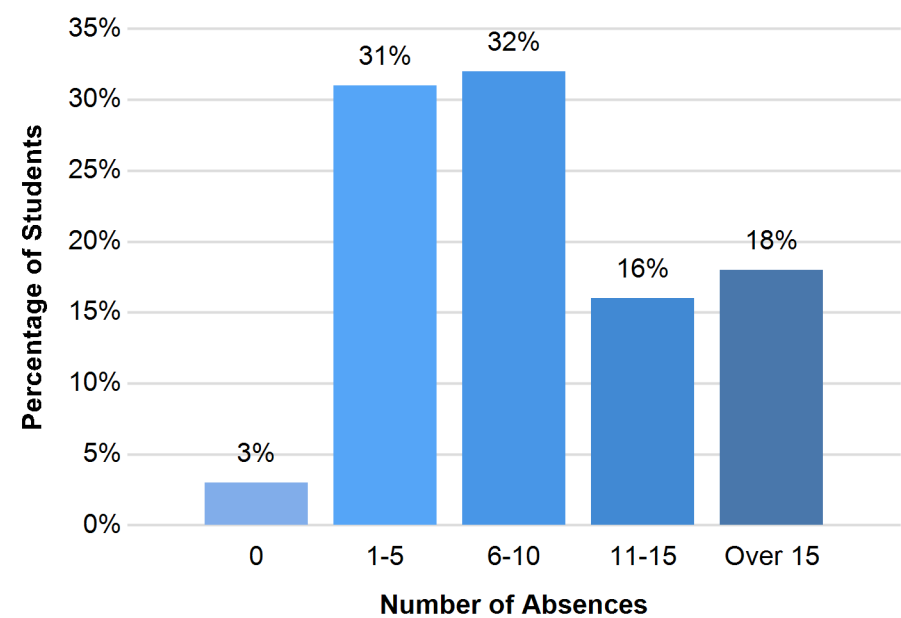
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	11.70	14.30	Met Target
White	12.90	14.30	Met Target
Hispanic	8.30	14.30	Met Target
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	16.30	14.30	Not Met
Students with Disabilities	17.60	14.30	Not Met
English Learners	N	**	**

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

Days Absent

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



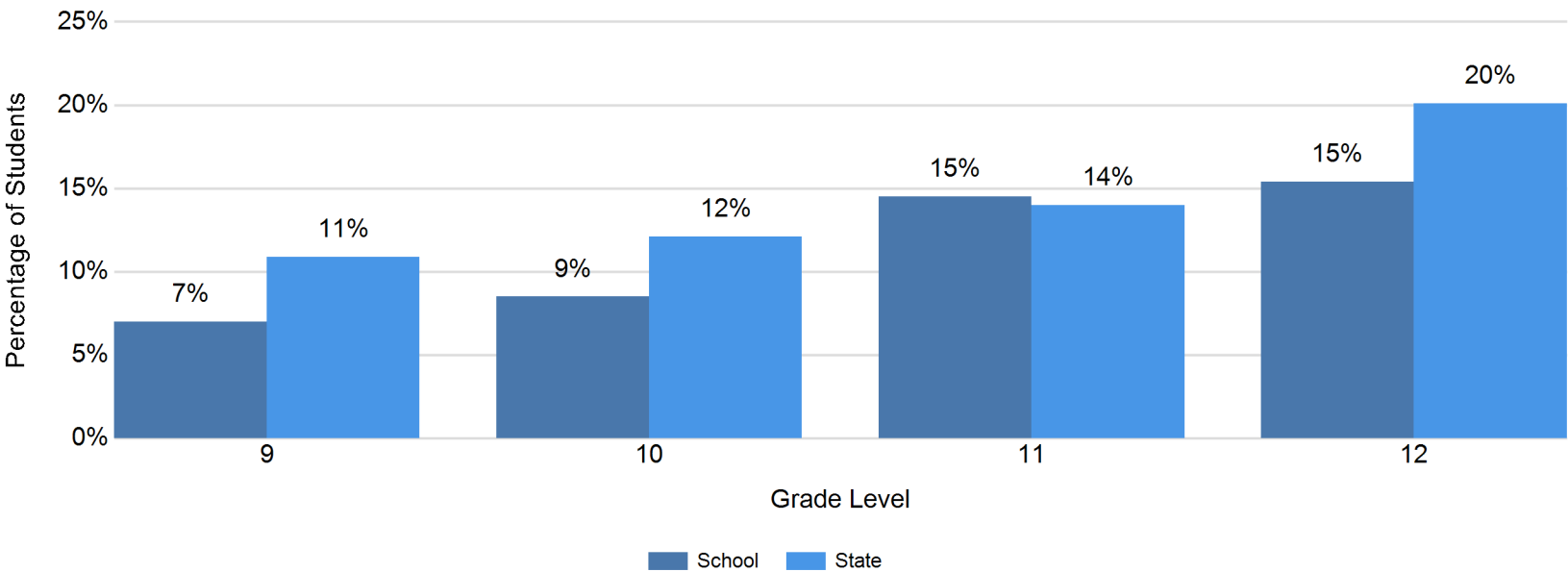


Hopatcong High School
2016-2017
Grade Span 09-12

37-2240-030
SUSSEX
HOPATCONG
2A WINDSOR AVE
HOPATCONG, NJ 07843

Chronic Absenteeism by Grade

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





Hopatcong High School
2016-2017
Grade Span 09-12

37-2240-030
SUSSEX
HOPATCONG
2A WINDSOR AVE
HOPATCONG, NJ 07843

School Day

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

Category	School
Typical Start Time	7:25AM
Typical End Time	1:55PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs. 46 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	3
Vandalism	0
Weapons	0
Substances	2
Harassment, Intimidation, Bullying (HIB)	6
Total Unique Incidents	11
Incidents Per 100 Students Enrolled	2.40

Student Suspension Rate

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

Suspension Types	% of Students
In-School Suspensions	15.5%
Out-of-School Suspensions	2.6%
Any Suspension	16.3%

Student Expulsions

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

Category	Number of Students
Expulsions	0



Hopatcong High School
2016-2017
Grade Span 09-12

37-2240-030
SUSSEX
HOPATCONG
2A WINDSOR AVE
HOPATCONG, NJ 07843

Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1:1	633.7 kbps	100 kbps	Yes	N	Fiber	N

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$628	\$19,842	\$20,470



Hopatcong High School
2016-2017
Grade Span 09-12

37-2240-030
SUSSEX
HOPATCONG
2A WINDSOR AVE
HOPATCONG, NJ 07843

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

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

Teachers: All classroom teachers

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

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	50	120,724
Average years experience in public schools	13.9	11.8
Average years experience in district	13.8	10.5
Teachers in district for 4 or more years	90%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	17	9,506
Average years experience in public schools	10.4	15.9
Average years experience in district	8.6	11.6
Administrators in district for 4 or more years	65%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	9:1	10:1
Administrators	115:1	93:1
Librarian/Media Specialists		1578:1
Nurses		316:1
Counselors		197:1
Child Study Team		158:1



Hopatcong High School
2016-2017
Grade Span 09-12

37-2240-030
SUSSEX
HOPATCONG
2A WINDSOR AVE
HOPATCONG, NJ 07843

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Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	93%	89%
2015-16 Administrators: Same district 2016-17	83%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	96%



Hopatcong High School
2016-2017

Grade Span 09-12

37-2240-030
SUSSEX
HOPATCONG
2A WINDSOR AVE
HOPATCONG, NJ 07843

Accountability Indicator Scores and Summative Rating

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	19.8	17.5%
Mathematics Proficiency	24.8	17.5%
Graduation - 4-Year	25.9	25.0%
Graduation - 5-Year	17.8	25.0%
Chronic Absenteeism	52.0	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		26.5
Summative Rating: Percentile rank of Summative Score		19.7
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No
Requires Comprehensive Support: 4-year Graduation Rate less than or equal to 67%		No

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

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



Hopatcong High School
2016-2017
Grade Span 09-12

37-2240-030
 SUSSEX
 HOPATCONG
 2A WINDSOR AVE
 HOPATCONG, NJ 07843

Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	Graduation Rate - 4-Year	Graduation Rate - 5-Year	At Risk for Consistently Underperforming Student Group
Schoolwide	26.5	6.2	No	Met Target	Not Met	Met Target	Not Met	Not Met	No
White	14.4	6.2	No	Met Target	Not Met	Met Target	Not Met	Not Met	No
Hispanic	53.5	6.2	No	Met Target	Met Target†	Met Target	Met Target	Met Target	No
Black or African American	**	**	No	**	**	**	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	N	N	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	34.6	6.2	No	Met Target	Not Met	Not Met	Met Target	Not Met	No
Students with Disabilities	29.5	6.2	No	Not Met	Not Met	Not Met	Met Target	Not Met	No
English Learners	**	**	No	**	**	**	**	**	No

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

† Target was met within a confidence interval.



Hopatcong High School
2016-2017
Grade Span 09-12




37-2240-030
 SUSSEX
 HOPATCONG
 2A WINDSOR AVE
 HOPATCONG, NJ 07843

School General Info

Principal:	Mr. Benfatti	Email Address:	lbenfatti@hopatcongschools.org
Address:	2A WINDSOR AVE HOPATCONG, NJ 07843	Website:	http://www.hopatcongschools.org/hs/
Phone:	(973)398-8803	Facebook:	https://www.facebook.com/HopatcongSchoolDistrict/
		Twitter:	https://twitter.com/HopatcongSchool

School Narrative

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

 Highlights:	<ul style="list-style-type: none"> • A comprehensive high school committed to creating a culture of excellence in which our students, continuously improve • 13 AP courses and 11 concurrent/dual-enrollment courses. The Freshman in Transition (FIT) program • Award winning concert band. Technology-rich environment.
 Mission, Vision, Theme:	<p>The Hopatcong HS delivers a 21st Century education to all students through the use of innovative instructional practices, technological infusion and rigorous academic experiences. The goal of developing well-rounded and successful students who are college and career ready to meet the ever-changing needs of a global society. 12 (AP) courses: APCalc AB, AP Phys1&2, APUS Hist, AP English Lit&Comp, AP Lang&Comm, AP Chem, AP Stat, AP Environmental Sci, AP Psych, AP Bio, AP MusicTheory and AP Studio Art.</p>
 Awards, Recognition, Accomplishments:	<p>The Hopatcong Marching Chiefs Band received a silver rating at the New Jersey MEA State Marching Band Festival Tri-M Music Honor Students contributed to the Supplies for Soldiers Organizations, collecting supplies, treats and toiletries, then assembling and decorating stockings and Easter baskets, for servicemen and women overseas.</p>



Hopatcong High School
2016-2017
Grade Span 09-12

37-2240-030
 SUSSEX
 HOPATCONG
 2A WINDSOR AVE
 HOPATCONG, NJ 07843

School Narrative

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Courses, Curriculum, Instruction:

Hopatcong High School standards are rigorous across all curricula areas. The enhancement of existing courses, including concurrent credit courses offered through a collaborative partnership with Sussex County Community College. The Future Teacher Academy program identifies students interested in careers in education and offers an avenue for them to pursue their curiosity and interest. The STEAM program develops talent and leadership in science, technology, engineering, arts and mathematics.



Sports and Athletics:

Sports Offered: Football (Boys), Golf (Co-ed), Ice Hockey (Boys), Soccer (Boys & Girls), Softball (Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Wrestling (Boys)

The Hopatcong High School provides students with a well-planned and balanced program of inter-scholastic athletics and extra- curricular activities. Students develop self-confidence, self-respect, time management, self-discipline, commitment, and setting goals. Students develop attitudes and skills which foster team work, cooperation, loyalty and spirit. Students develop sportsmanship, fair play and respect for coaches/supervisors, officials and especially fellow student-athletes.



Clubs and Activities:

Academic Team Future Teachers (FTA) Science League Chorus Literary Magazine Senior Class Class Banner Day Homecoming Weekend Ski Club Class Officers Senior Class Junior Class Sophomore Class Freshman Class Chess Club Newspaper Student Council Color Guard Marching Band Teen Arts Community Service Club Math League Varsity Club Drama Club Mock Trial Weight Room National Honor Society Yearbook Freshmen In Transition Project Quest



Before and After School Programs:

The Hopatcong day plus after school program, grades K-5, utilizes the High School for as variety of enrichment programs including but not limited to cake decorating, baking, art and gardening (use of high school green house).








Hopatcong High School
2016-2017
Grade Span 09-12

37-2240-030
 SUSSEX
 HOPATCONG
 2A WINDSOR AVE
 HOPATCONG, NJ 07843

School Narrative

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 Staff and Professional Learning:	<p>HHS students are exposed to a variety of teaching/learning strategies that facilitate a more active and self-directed role in their education. Supervisors and staff set relevant and current curricular objectives. Our curriculum is comprehensive, and we offer courses from challenging advanced placement classes to basic skills for students needing remediation. Student data is utilized by counselors and teachers in course placement, long-term advising plans and career planning.</p>
 Postsecondary Information:	<p>123 graduates, 12-18 enrollment: 432, 19% 4yr, 50%- 2yr, 17%-Emp., 7%-Mil., 5%-V/Tech, 2%-Other. Instant Decision Days (SCCC, CCM) Concurrent Courses (10), AP Courses (12), Sr.College Night, Jr.College Night, , College Visits (30) College Visit Trip (Caldwell Univ. Montclair Univ.) - Free SAT Prep Course (Fall, Winter, Spring), PSAT Test Prep Info & Book, PSAT & SAT testing at school, ASVAB Testing, (3 per year), App. Fee Waivers - Students attended 25 Colleges/Universities.</p>
 Student Supports and Services:	<p>Through our I&RS program, certified staff provide an environment of service to students who have various behavioral, emotional, or social challenges. As we develop 504 Plans, students are provided environments capable of providing necessary means of learning pertaining to student needs. Our ESL Class gives students the opportunity to work collaboratively with certified staff in allowing for education to transgress any language barriers.</p>
 Student Health and Wellness:	<p>HHS offers free and reduced breakfast and lunch to all socioeconomic students. From a Health and Wellness perspective our students are educated on a weekly basis on the importance of character education (responsibility, accountability, caring, trust, citizenship, etc.). Students take part in fitness training: yoga, spin cycles, weight room activities, cardiovascular endurance and strength techniques, also a wide array of multi-level fitness level assessments analyzing fitness categories.</p>
 Parent and Community Involvement:	<p>Family Appreciation Night, United Way, Center for Prevention and Counseling, Sussex County Community College Courses, Special Education Parent Advisory Group, Parent Advisory Committee, Hopatcong High School Parent Teacher Student Organization, Project Self-Sufficiency. The parents of the Hopatcong High School students are able to access power school the student information system, via the parent portal relating specifically to their child academics/grades.</p>





Hopatcong High School
2016-2017
Grade Span 09-12

37-2240-030
SUSSEX
HOPATCONG
2A WINDSOR AVE
HOPATCONG, NJ 07843

School Narrative

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<div></div> <div>Climate Surveys:</div>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers</p> <p>The United Way and the Hopatcong School District entered into a 3-year partnership to address school climate and culture. The school climate survey assessment administered to students, staff and parents in grades K-12. The survey is administered once in year one and once again in year two or three. Results will be shared to all stakeholders in faculty meetings and Board of Education meetings.</p>
<div></div> <div>Facilities:</div>	<p>Our building was built in 1969. Renovations include our new gym addition in 1995, air conditioning throughout the building. Athletic field renovations include: creation of softball field, upgrades within baseball field (fencing, dugouts), soccer field enhancements (FIFA goals, netting) and football field upgrades (watering system). HHS has Project Adventure ropes course adjacent to the school as well as created a fitness room that allows for spin cycling, yoga, and various fitness activities.</p>



Hopatcong High School
2016-2017
Grade Span 09-12

37-2240-030
SUSSEX
HOPATCONG
2A WINDSOR AVE
HOPATCONG, NJ 07843

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.



Other Information:

School day structure: Students take 7 academic classes in an 8 period day. Students have the opportunity to take a variety of elective courses as well as the graduation required courses designated by the New Jersey Department of Education. In addition, students can participate in an internship program in which a career can be examined through a curriculum that is implemented through local business. Students can participate in a variety of athletics and clubs after the academic day is completed. School safety information: The Hopatcong High School campus has 64 cameras both inside and out through the facility. We are a closed campus with an electronic card swipe upon entering into the High School. All visitors are contained in a secured vestibule. We have assigned visitor parking spots that are under surveillance, and a local memorandum of agreement with the Hopatcong Police. Additionally, we have a full time safety officer who assists with monitoring the cameras and oversees the school security and facilities. We have a school, district, and county crisis plan. Technology Communications: The high school communicates with all stakeholders in a variety of ways. The school utilizes blackboard connect in order to disseminate information related to all school functions and daily procedures. The schools information system provides parents with access to grades, and attendance. In addition, the school uses social media to communicate real time activities and updates. The students participate in a video streaming course that distributes daily announcements as well as developing highlight videos for the schools Youtube channel.



Hopatcong Middle School
2016-2017
Grade Span 06-08

37-2240-040
 SUSSEX
 HOPATCONG
 1 DAVID ROAD
 HOPATCONG, NJ 07843

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

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

Navigating through the reports:

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

Other Resources:

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



Hopatcong Middle School
2016-2017
Grade Span 06-08

37-2240-040
SUSSEX
HOPATCONG
1 DAVID ROAD
HOPATCONG, NJ 07843

Footnotes

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

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



Hopatcong Middle School

2016-2017

Grade Span 06-08

37-2240-040
SUSSEX
HOPATCONG
1 DAVID ROAD
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HOPATCONG, NJ 07843

Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
6	98	93	106
7	107	101	109
8	129	106	101
Ungraded	18	20	21
Total	352	320	337

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	50%	49%	47%
Male	50%	51%	53%
Economically Disadvantaged Students	30%	27%	24%
Students with Disabilities	26%	23%	24%
English Learners	0%	2%	1%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	74.2%
Hispanic	18.4%
Black or African American	4.7%
Asian	2.4%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	0.3%

Enrollment by Home Language

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

Home Language	% of Students
English	94.4%
Spanish	2.7%
Other	3.0%



Hopatcong Middle School

2016-2017

Grade Span 06-08

37-2240-040

SUSSEX

HOPATCONG

1 DAVID ROAD

HOPATCONG, NJ 07843

English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	323	94.4	44.20	44.00	54.90	44	48.6	Not Met
White	241	95.3	47.70	46.10	63.90	47.7	50.6	Met Target†
Hispanic	58	90.6	32.80	40.20	39.80	31.3	42.9	Not Met
Black or African American	15	93.7	20.00	20.50	35.20	19.7	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	80.70	*	**	**
American Indian or Alaska Native	N	N	N	N	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	151	94.4	53.60	53.50	62.20	53.3		
Male	172	94.5	36.10	35.50	48.10	35.9		
Economically Disadvantaged Students	72	86.7	37.50	35.00	36.20	34.2	37.7	Met Target†
Non-Economically Disadvantaged Students	251	96.9	46.20	46.90	65.80	46.2		
Students with Disabilities	63	92.6	22.20	*	20.50	21.6	13.3	Met Target
Students without Disabilities	260	94.9	49.60	*	61.90	49.6		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	N	N	N	*	24.80	N		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



Hopatcong Middle School
2016-2017
Grade Span 06-08

37-2240-040
 SUSSEX
 HOPATCONG
 1 DAVID ROAD
 HOPATCONG, NJ 07843

English Language Arts/Literacy Assessment - Performance by Grade: Grade 6

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	114	744	744	752	*	19%	31%	41%	*	44%	54%
White	89	745	745	758	*	18%	30%	44%	*	46%	63%
Hispanic	17	743	743	740	*	*	*	*	*	41%	38%
Black or African American	*	*	*	736	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	81%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	52%
Two or More Races	N	N	N	753	N	N	N	N	N	N	56%
Female	54	754	754	758	*	*	37%	46%	*	52%	61%
Male	60	735	735	746	*	*	25%	37%	*	37%	46%
Economically Disadvantaged Students	21	726	726	737	*	*	*	*	*	19%	34%
Non-Economically Disadvantaged Students	93	748	748	761	*	*	*	*	*	50%	65%
Students with Disabilities	25	728	728	722	*	*	*	*	*	28%	17%
Students without Disabilities	89	748	748	758	*	*	*	*	*	48%	61%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	753	*	*	*	*	*	*	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	55%
Migrant Students	N	N	N	722	N	N	N	N	N	N	20%



Hopatcong Middle School
2016-2017
Grade Span 06-08

37-2240-040
 SUSSEX
 HOPATCONG
 1 DAVID ROAD
 HOPATCONG, NJ 07843

English Language Arts/Literacy Assessment - Performance by Grade: Grade 7

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	112	740	740	756	*	17%	30%	35%	*	40%	59%
White	80	743	743	764	13%	*	31%	40%	*	45%	69%
Hispanic	22	731	731	742	*	*	*	*	*	27%	44%
Black or African American	*	*	*	737	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	784	*	*	*	*	*	*	85%
American Indian or Alaska Native	N	N	N	755	N	N	N	N	N	N	59%
Two or More Races	N	N	N	757	N	N	N	N	N	N	59%
Female	50	751	751	764	0%	*	30%	42%	*	52%	68%
Male	62	731	731	749	23%	*	31%	29%	*	31%	51%
Economically Disadvantaged Students	23	729	729	739	*	*	*	*	*	35%	40%
Non-Economically Disadvantaged Students	89	743	743	766	*	*	*	*	*	42%	70%
Students with Disabilities	13	707	707	719	*	0%	*	*	*	15%	19%
Students without Disabilities	99	745	745	763	*	19%	*	*	*	43%	67%
English Learners	*	*	*	701	*	*	*	*	*	*	*
Non-English Learners	*	*	*	758	*	*	*	*	*	*	*
Homeless Students	N	N	N	731	N	N	N	N	N	N	31%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	64%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%



Hopatcong Middle School

2016-2017

Grade Span 06-08

37-2240-040

SUSSEX

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1 DAVID ROAD

HOPATCONG, NJ 07843

English Language Arts/Literacy Assessment - Performance by Grade: Grade 8

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	95	748	748	757	*	15%	28%	45%	*	50%	59%
White	71	749	749	764	*	*	28%	48%	*	52%	68%
Hispanic	18	742	742	742	*	*	*	*	*	33%	44%
Black or African American	*	*	*	738	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	786	*	*	*	*	*	*	86%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	52%
Two or More Races	*	*	*	758	*	*	*	*	*	*	60%
Female	46	756	756	766	*	*	28%	50%	*	57%	68%
Male	49	741	741	749	*	*	29%	41%	*	43%	50%
Economically Disadvantaged Students	26	752	752	739	*	*	*	50%	*	54%	40%
Non-Economically Disadvantaged Students	69	747	747	766	*	*	*	44%	*	48%	69%
Students with Disabilities	23	721	721	718	*	*	*	*	*	17%	18%
Students without Disabilities	72	757	757	764	*	*	*	*	*	60%	67%
English Learners	*	*	*	701	*	*	*	*	*	*	*
Non-English Learners	*	*	*	759	*	*	*	*	*	*	*
Homeless Students	N	N	N	727	N	N	N	N	N	N	28%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	61%
Migrant Students	N	N	N	721	N	N	N	N	N	N	21%

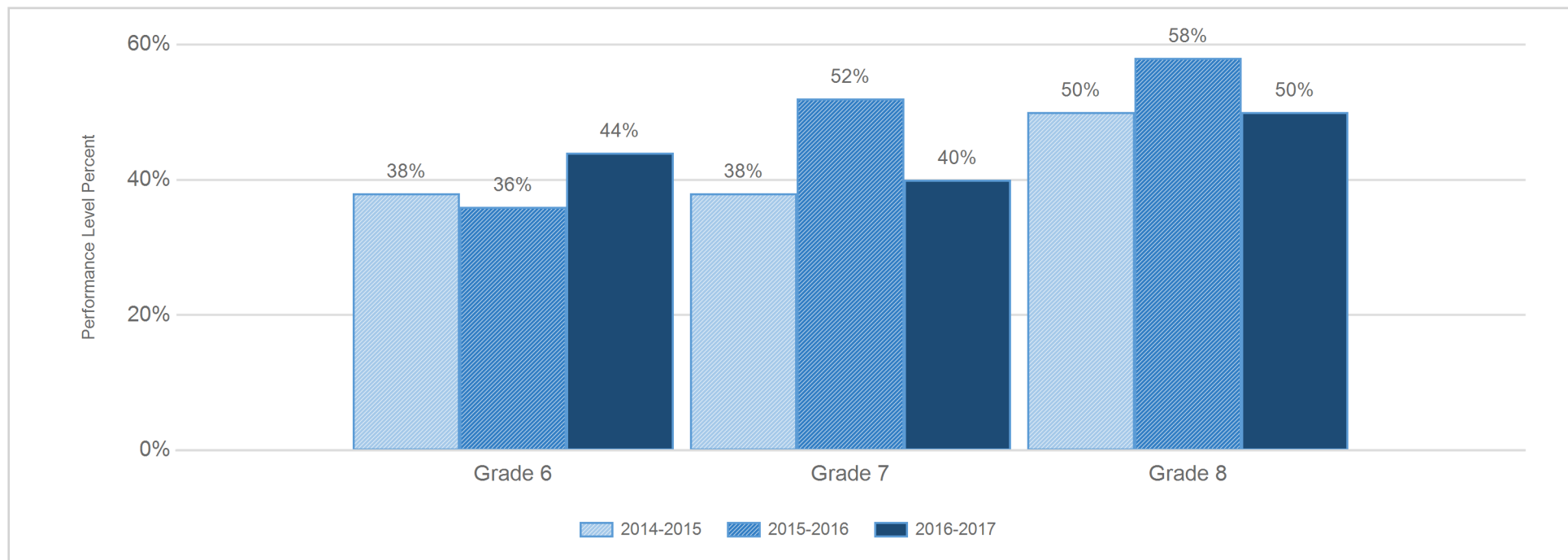


Hopatcong Middle School
2016-2017
Grade Span 06-08

37-2240-040
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English Language Arts/Literacy Assessment - Performance Trends

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





Hopatcong Middle School
2016-2017
Grade Span 06-08

37-2240-040
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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	324	94.5	39.50	32.60	43.50	39.3	41.8	Met Target†
White	241	95.3	42.30	34.60	52.40	42.3	45.9	Met Target†
Hispanic	59	90.8	30.50	29.20	27.60	29.1	29.5	Met Target†
Black or African American	15	93.7	20.00	10.30	21.70	19.7	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	75.60	*	**	**
American Indian or Alaska Native	N	N	N	N	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	151	94.4	43.70	34.70	44.10	43.4		
Male	173	94.5	35.80	30.50	42.90	35.7		
Economically Disadvantaged Students	72	86.7	33.40	21.90	25.10	30.4	34.2	Met Target†
Non-Economically Disadvantaged Students	252	96.9	41.30	36.00	54.30	41.3		
Students with Disabilities	63	92.6	19.10	*	16.50	18.6	16	Met Target
Students without Disabilities	261	94.9	44.50	*	48.80	44.4		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	N	N	N	*	15.10	N		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



Hopatcong Middle School
2016-2017
Grade Span 06-08

37-2240-040
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Mathematics Assessment - Performance by Grade: Grade 6**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	115	744	744	743	*	28%	30%	36%	*	40%	44%
White	89	746	746	751	*	24%	33%	36%	*	42%	54%
Hispanic	18	740	740	731	0%	*	*	*	0%	33%	27%
Black or African American	*	*	*	724	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	771	*	*	*	*	*	*	77%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	N	N	N	745	N	N	N	N	N	N	46%
Female	54	747	747	745	*	24%	32%	37%	*	43%	45%
Male	61	742	742	742	*	31%	30%	34%	*	38%	43%
Economically Disadvantaged Students	21	727	727	728	*	67%	*	*	*	14%	24%
Non-Economically Disadvantaged Students	94	748	748	752	*	19%	*	*	*	46%	56%
Students with Disabilities	25	734	734	717	*	44%	*	*	*	28%	13%
Students without Disabilities	90	747	747	748	*	23%	*	*	*	43%	50%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	719	*	*	*	*	*	*	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	40%
Migrant Students	N	N	N	708	N	N	N	N	N	N	13%

**Grade 6 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



Hopatcong Middle School
2016-2017

Grade Span 06-08

37-2240-040
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Mathematics Assessment - Performance by Grade: Grade 7**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	112	736	736	741	*	25%	44%	24%	*	26%	40%
White	80	738	738	748	*	19%	46%	26%	*	29%	49%
Hispanic	22	729	729	730	0%	50%	*	*	0%	18%	23%
Black or African American	*	*	*	726	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	764	*	*	*	*	*	*	72%
American Indian or Alaska Native	N	N	N	741	N	N	N	N	N	N	45%
Two or More Races	N	N	N	740	N	N	N	N	N	N	39%
Female	50	743	743	743	*	24%	40%	32%	*	36%	41%
Male	62	730	730	740	*	26%	47%	18%	*	18%	38%
Economically Disadvantaged Students	23	727	727	729	*	52%	*	*	*	17%	22%
Non-Economically Disadvantaged Students	89	738	738	749	*	18%	*	*	*	28%	50%
Students with Disabilities	13	720	720	716	*	*	*	*	*	15%	11%
Students without Disabilities	99	738	738	746	*	*	*	*	*	27%	45%
English Learners	*	*	*	712	*	*	*	*	*	*	*
Non-English Learners	*	*	*	742	*	*	*	*	*	*	*
Homeless Students	N	N	N	722	N	N	N	N	N	N	15%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	43%
Migrant Students	N	N	N	708	N	N	N	N	N	N	*

**Grade 7 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



Hopatcong Middle School
2016-2017

Grade Span 06-08

37-2240-040
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Mathematics Assessment - Performance by Grade: Grade 8**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	61	737	737	728	*	33%	20%	33%	*	36%	28%
White	41	734	734	736	*	37%	*	34%	*	37%	35%
Hispanic	*	*	*	721	*	*	*	*	*	*	21%
Black or African American	*	*	*	715	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	728	N	N	N	N	N	N	28%
Two or More Races	*	*	*	726	*	*	*	*	*	*	28%
Female	27	731	731	730	*	37%	*	*	*	30%	30%
Male	34	742	742	725	*	29%	*	*	*	41%	26%
Economically Disadvantaged Students	17	750	750	719	*	*	*	*	*	47%	19%
Non-Economically Disadvantaged Students	44	732	732	734	*	*	*	*	*	32%	34%
Students with Disabilities	23	717	717	705	*	*	*	*	*	*	*
Students without Disabilities	38	749	749	734	*	*	*	*	*	*	*
English Learners	*	*	*	703	*	*	*	*	*	*	*
Non-English Learners	*	*	*	729	*	*	*	*	*	*	*
Homeless Students	N	N	N	710	N	N	N	N	N	N	11%
Students in Foster Care	N	N	N	705	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	713	N	N	N	N	N	N	*

**Grade 8 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



Hopatcong Middle School
2016-2017

Grade Span 06-08

37-2240-040
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Mathematics Assessment - Performance by Test: Algebra I

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

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	34	780	732	743	0%	0%	*	74%	*	88%	42%
White	30	779	736	751	0%	0%	*	73%	*	87%	52%
Hispanic	*	*	*	728	*	*	*	*	*	*	24%
Black or African American	N	N	N	724	N	N	N	N	N	N	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	N	N	N	741	N	N	N	N	N	N	41%
Female	19	779	737	744	0%	0%	*	68%	*	84%	43%
Male	15	782	728	741	0%	0%	*	80%	*	93%	40%
Economically Disadvantaged Students	*	*	*	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	*	751	*	*	*	*	*	*	52%
Students with Disabilities	N	N	N	714	N	N	N	N	N	N	10%
Students without Disabilities	34	780	740	747	0%	0%	*	74%	*	88%	47%
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	34	780	*	745	0%	0%	*	74%	*	88%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%

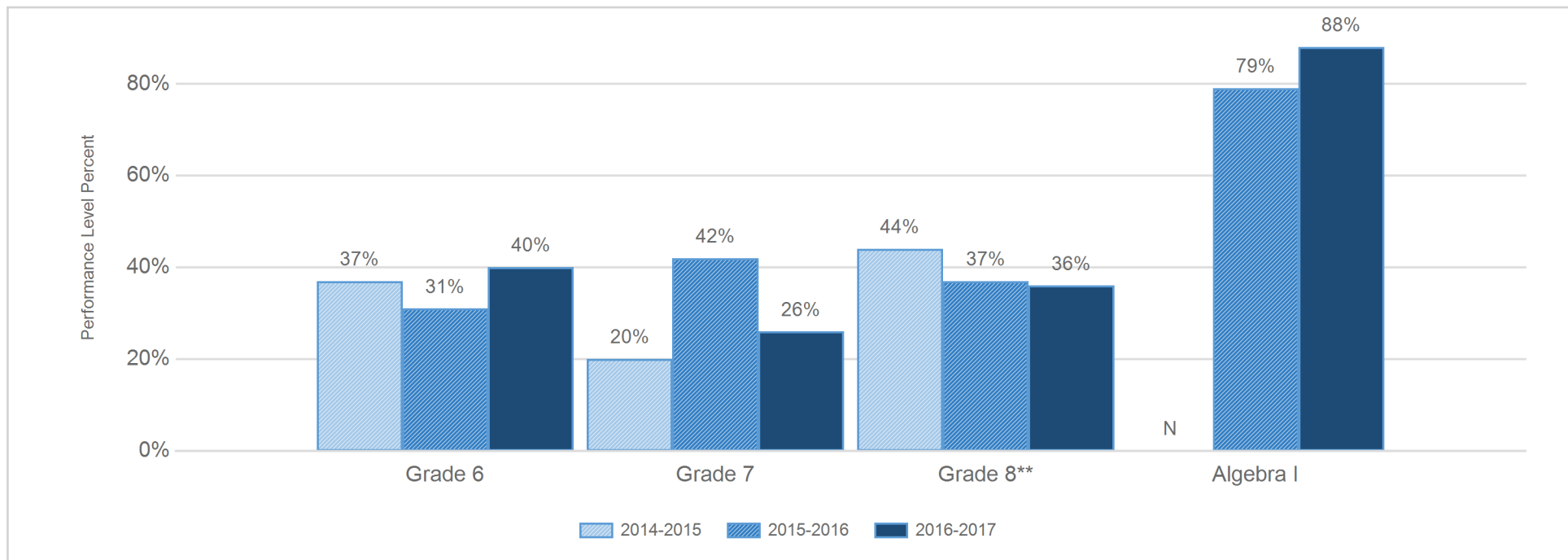


Hopatcong Middle School
2016-2017
Grade Span 06-08

37-2240-040
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Mathematics Assessment – Performance Trends

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



**Grades 6-8 do not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



Hopatcong Middle School

2016-2017

Grade Span 06-08

37-2240-040

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Alternate Assessments - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
6	*	*
7	N	N
8	*	*

English Language Proficiency Test - Participation and Performance

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

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



Hopatcong Middle School
2016-2017
Grade Span 06-08

37-2240-040
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This section shows performance on the NJASK science test which measures students' ability to recall information and to solve problems by applying science concepts. The assessment is given to students in grades 4 and 8 and has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

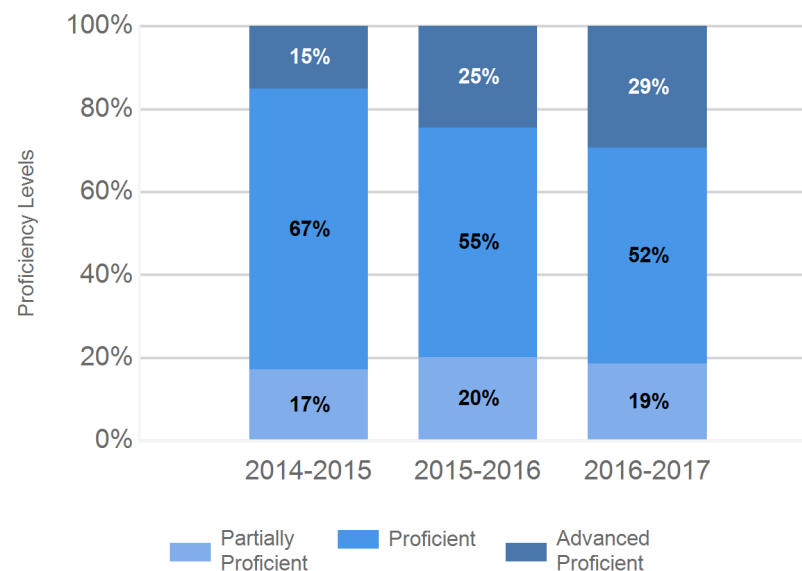
NJASK Science Assessment Performance: Grade 8

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	27%	47%	27%
Schoolwide	29%	52%	19%
White	32%	57%	11%
Hispanic	19%	33%	*
Black or African American	N	*	N
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	*	N	N
Economically Disadvantaged Students	21%	64%	14%
Students with Disabilities	4%	62%	35%
English Learners	N	N	N

NJASK Science Assessment Performance Trends: Grade 8

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





Hopatcong Middle School
2016-2017
Grade Span 06-08

37-2240-040
SUSSEX
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This section of the performance report shows information on student growth which measures how much students are learning each year. Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

A student's **SGP** falls between 1 and 99 and can be grouped into three levels:

Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

If the student growth percentiles for all students in the school are ordered from smallest to largest, the **median student growth percentile (mSGP)** is the percentile in the middle of that list. Watch a short video that explains how **median Student Growth Percentile (mSGP)** is calculated here:

<http://www.state.nj.us/education/njsmart/performance/>

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts/Literacy (ELA) and Mathematics for the school and each student group with comparisons to the district and the state. This table also shows whether the school and each student group met the *ESSA* accountability target of 40 for the 2016-17 school year.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	36	39	50	Not Met	43	48.5	50	Met Target
White	36	*	50	Not Met	44.5	*	52	Met Target
Hispanic	43	45	49	Met Target	38	49	47	Not Met
Black or African American	23	*	45	**	*	*	43	**
Asian, Native Hawaiian, or Pacific Islander	*	*	60	**	*	*	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	*	51	**	N	N	N	N
Economically Disadvantaged	34	42	47	Not Met	36	42	46	Not Met
Students with Disabilities	33	34	41	Not Met	44.5	49.5	43	Met Target
English Learners	*	50	53	**	*	43	51	**

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



Hopatcong Middle School
2016-2017

37-2240-040
SUSSEX
HOPATCONG
1 DAVID ROAD

Grade Span 06-08

HOPATCONG, NJ 07843

Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

A student's **SGP** falls between 1 and 99 and can be grouped into three levels:

Low Growth: Less than 35

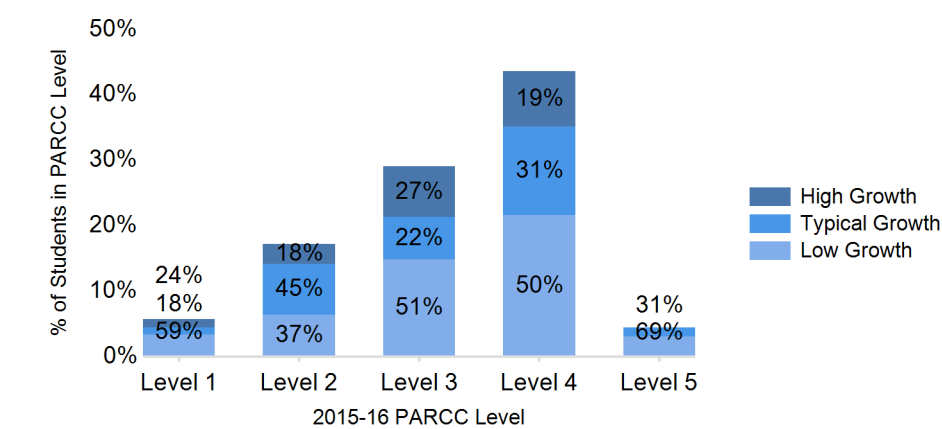
Typical Growth: Between 35 and 65

High Growth: Greater than 65

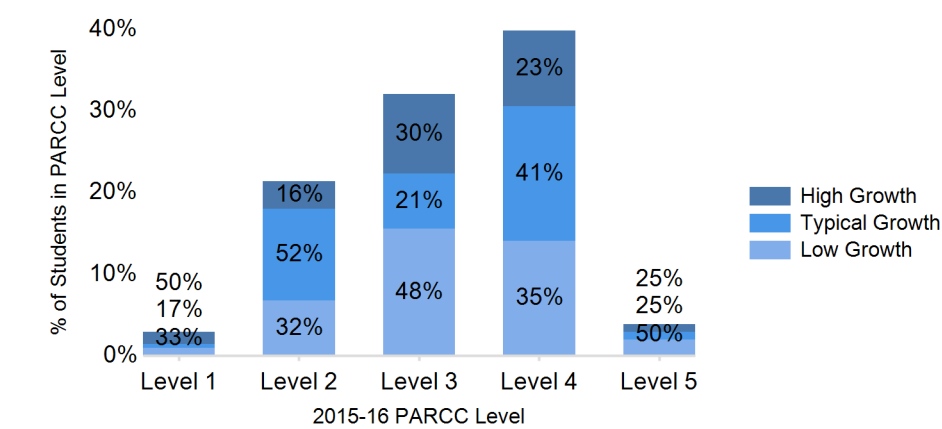
Student Growth by Performance Level

These graphs show the percentage of students by 2015-16 PARCC performance level that fall into each of the three levels of growth based on their 2016-17 test scores.

ELA



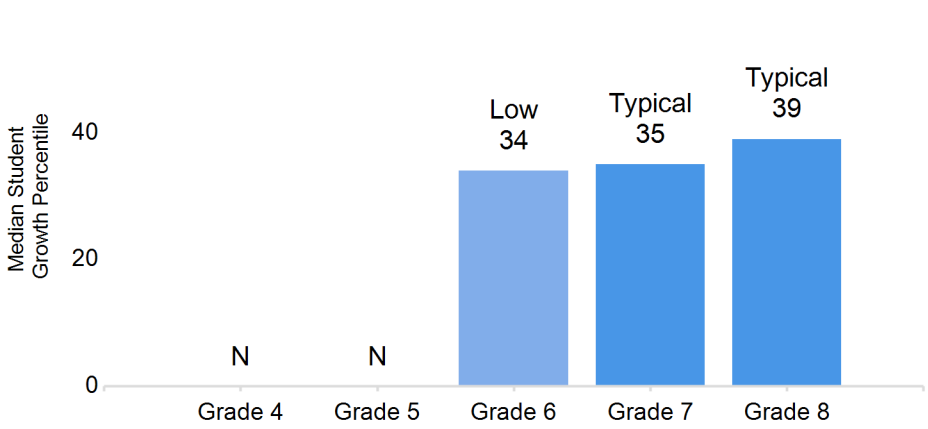
MATH



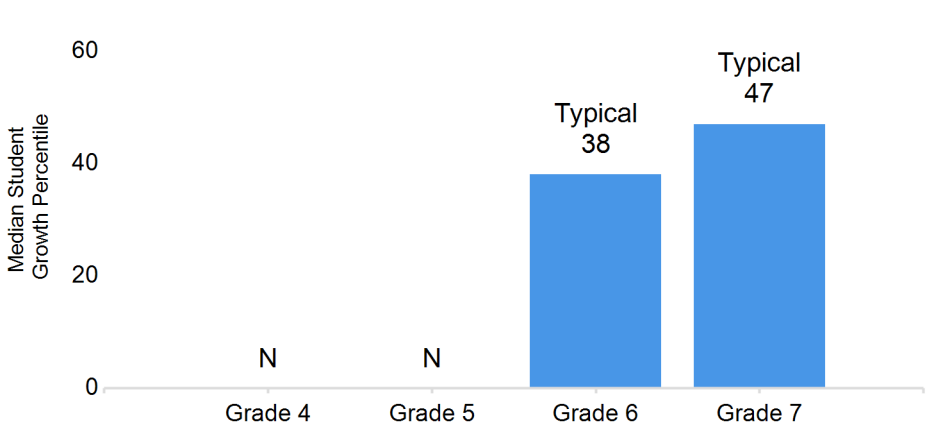
Student Growth by Grade

These graphs show the median Student Growth Percentile for students in each grade.

ELA



Math





Hopatcong Middle School

2016-2017

Grade Span 06-08

37-2240-040

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This section shows the types of courses that students were enrolled in by grade level for the 2016-17 school year. You can find more information about [New Jersey Student Learning Standards](#) on our website and more details about the data in this section in our [Reference Guide](#).

Mathematics - Course Participation

This table shows the number of students by grade that were enrolled in **Mathematics** courses by subject area. Students are counted more than once if they are enrolled in more than one math course. Students counted in the other math category may be enrolled in grade level math courses, intervention courses, or other advanced math courses.

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	116
7	0	0	115
8	34	0	72
Schoolwide	34	0	303

World Languages - Course Participation

This table shows the number of students by grade that were enrolled in **World Languages** courses by language. Students are counted more than once if they are enrolled in more than one language course. The bottom row of the table shows students enrolled in a level 3 or higher language course (such as French III or IV).

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	115	0	0	0	0	0	0
7	115	0	0	0	0	0	0
8	84	22	0	0	0	0	0
Schoolwide	314	22	0	0	0	0	0
Enrolled in Level 3 or Higher	N	N	N	N	N	N	N



Hopatcong Middle School
2016-2017

Grade Span 06-08

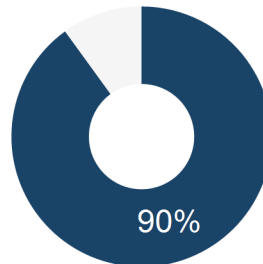
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Visual and Performing Arts – Course Participation

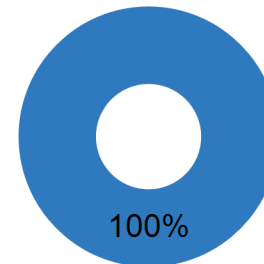
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

Grades 6-8:

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

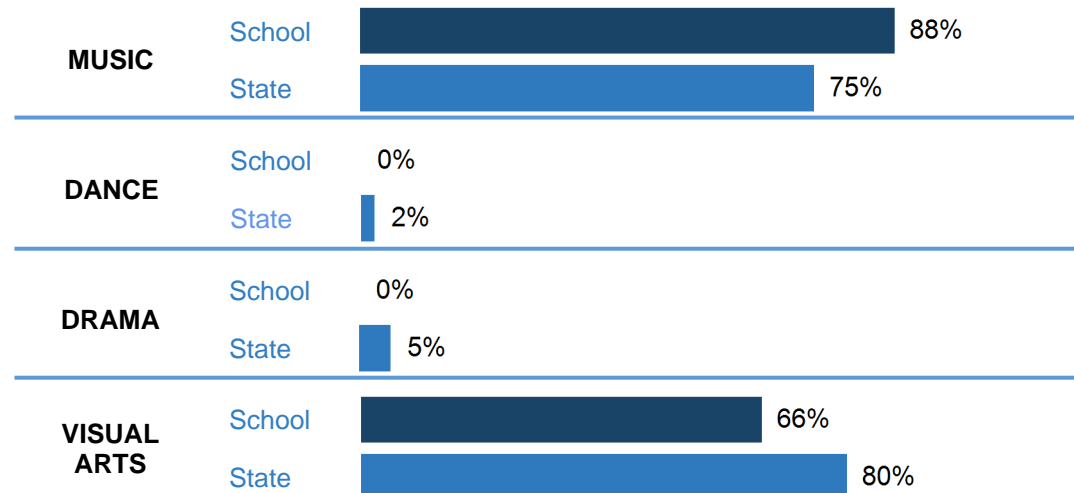


School



State

Students enrolled in one or more classes by discipline:





Hopatcong Middle School
2016-2017
Grade Span 06-08

37-2240-040
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This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected chronic absenteeism as its measure of school quality and student success for the *ESSA* accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

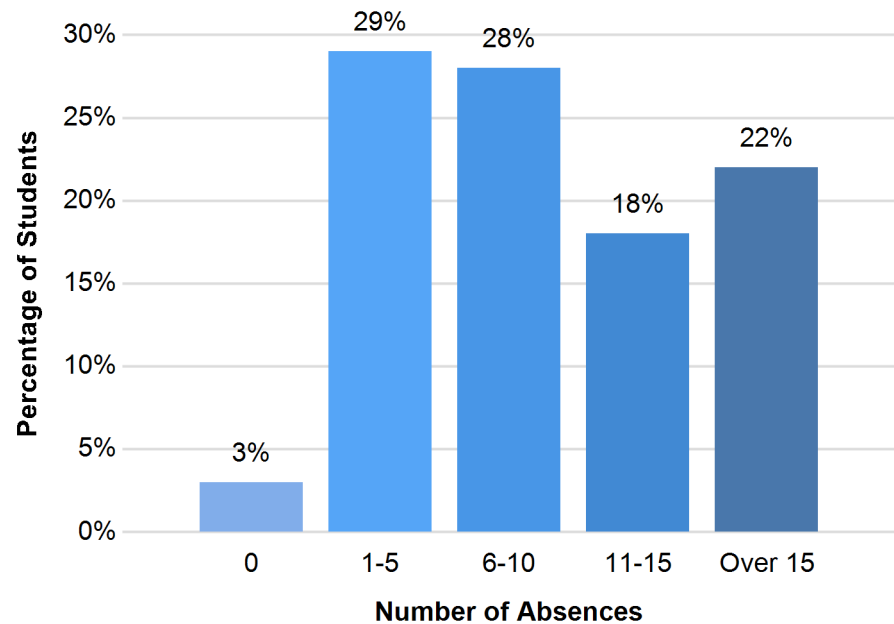
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	15.40	8.70	Not Met
White	16.10	8.70	Not Met
Hispanic	12.30	8.70	Not Met
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	22.80	8.70	Not Met
Students with Disabilities	24.40	8.70	Not Met
English Learners	N	**	**

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

Days Absent

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



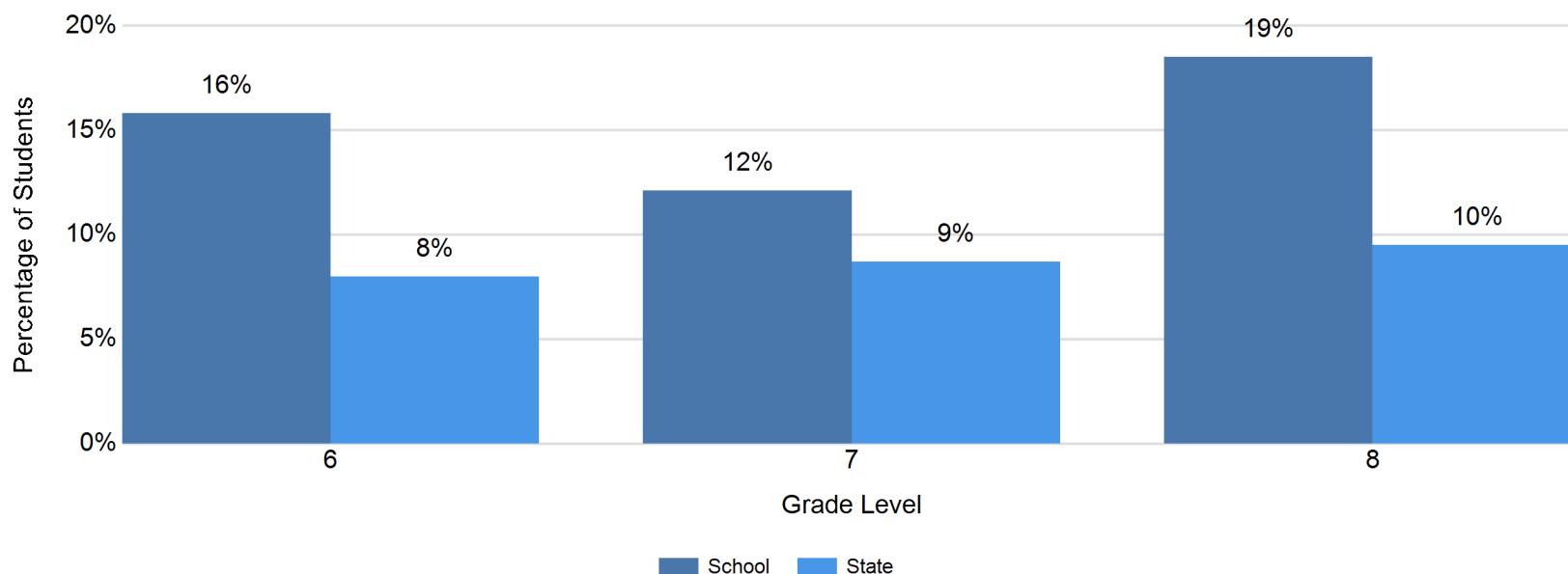


Hopatcong Middle School
2016-2017
Grade Span 06-08

37-2240-040
SUSSEX
HOPATCONG
1 DAVID ROAD
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HOPATCONG, NJ 07843

Chronic Absenteeism by Grade

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





Hopatcong Middle School 2016-2017

Grade Span 06-08

37-2240-040
SUSSEX
HOPATCONG
1 DAVID ROAD

HOPATCONG, NJ 07843

School Day

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

Category	School
Typical Start Time	7:25AM
Typical End Time	1:55PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs. 44 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	1
Vandalism	0
Weapons	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	3
Total Unique Incidents	3
Incidents Per 100 Students Enrolled	0.89

Student Suspension Rate

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

Suspension Types	% of Students
In-School Suspensions	8.3%
Out-of-School Suspensions	1.8%
Any Suspension	8.3%

Student Expulsions

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

Category	Number of Students
Expulsions	0



Hopatcong Middle School

2016-2017

Grade Span 06-08

37-2240-040

SUSSEX

HOPATCONG

1 DAVID ROAD

HOPATCONG, NJ 07843

Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1:1	633.7 kbps	100 kbps	Yes	N	Fiber	N

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$628	\$19,842	\$20,470



Hopatcong Middle School
2016-2017
Grade Span 06-08

37-2240-040
 SUSSEX
 HOPATCONG
 1 DAVID ROAD
 HOPATCONG, NJ 07843

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

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

Teachers: All classroom teachers

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

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	37	120,724
Average years experience in public schools	11.3	11.8
Average years experience in district	11.3	10.5
Teachers in district for 4 or more years	87%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	17	9,506
Average years experience in public schools	10.4	15.9
Average years experience in district	8.6	11.6
Administrators in district for 4 or more years	65%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	9:1	10:1
Administrators	169:1	93:1
Librarian/Media Specialists		1578:1
Nurses		316:1
Counselors		197:1
Child Study Team		158:1



Hopatcong Middle School

2016-2017

Grade Span 06-08

37-2240-040

SUSSEX

HOPATCONG

1 DAVID ROAD

HOPATCONG, NJ 07843

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

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

Teachers: All classroom teachers

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

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

Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	93%	89%
2015-16 Administrators: Same district 2016-17	83%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	97%



Hopatcong Middle School

2016-2017

Grade Span 06-08

37-2240-040

SUSSEX

HOPATCONG

1 DAVID ROAD

HOPATCONG, NJ 07843

Accountability Indicator Scores and Summative Rating

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	24.2	17.5%
Mathematics Proficiency	35.2	17.5%
English Language Arts Growth	8.9	25.0%
Mathematics Growth	24.3	25.0%
Chronic Absenteeism	8.2	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		19.9
Summative Rating: Percentile rank of Summative Score		9.2
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

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

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



Hopatcong Middle School

2016-2017

Grade Span 06-08

37-2240-040

SUSSEX

HOPATCONG

1 DAVID ROAD

HOPATCONG, NJ 07843

Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	19.9	11.9	No	Not Met	Met Target†	Not Met	Not Met	Met Target	No
White	13.6	11.9	No	Met Target†	Met Target†	Not Met	Not Met	Met Target	No
Hispanic	28.8	11.9	No	Not Met	Met Target†	Not Met	Met Target	Not Met	No
Black or African American	**	**	No	**	**	**	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	24.8	11.9	No	Met Target†	Met Target†	Not Met	Not Met	Not Met	No
Students with Disabilities	39.8	11.9	No	Met Target	Met Target	Not Met	Not Met	Met Target	No
English Learners	**	**	No	**	**	**	**	**	No

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

† Target was met within a confidence interval.



Hopatcong Middle School
2016-2017
Grade Span 06-08




37-2240-040
 SUSSEX
 HOPATCONG
 1 DAVID ROAD
 HOPATCONG, NJ 07843

School General Info

Principal:	Mr. Binotto	Email Address:	ebinotto@hopatcongschools.org
Address:	1 DAVID ROAD HOPATCONG, NJ 07843	Website:	http://www.hopatcongschools.org/ms/
Phone:	(973)398-8804	Facebook:	https://www.facebook.com/HopatcongSchoolDistrict/
		Twitter:	https://twitter.com/HopatcongSchool

School Narrative

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

 Highlights:	<ul style="list-style-type: none"> • Extended instruction in math / language arts is afforded to every student. • Science curricula is aligned to the Next Generation Science Standards. • A technology-rich environment enhances content in all areas.
 Mission, Vision, Theme:	<p>Hopatcong Middle School is committed to ensuring that students achieve their academic and personal potential. They are encouraged to demonstrate a passion for learning in a nurturing environment where the unique talents and backgrounds of individuals are valued and respected. The goal is to develop a community of critical-thinking students, empathetic toward one another, who will become part of the caring majority by taking a stand against inappropriate behavior.</p>
 Awards, Recognition, Accomplishments:	<p>Students at Hopatcong Middle School have garnered recognition both regionally and across the state in the arts, and our teachers and programs are recognized statewide for our efforts in Art Integration and STEAM (science, technology, engineering, the arts, mathematics). We have partnered with NASA to enhance our delivery of the Next Generation Science Standards.</p>






Hopatcong Middle School
2016-2017
Grade Span 06-08

37-2240-040
 SUSSEX
 HOPATCONG
 1 DAVID ROAD
 HOPATCONG, NJ 07843

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 Courses, Curriculum, Instruction:	<p>A rigorous curriculum in language arts, stressing reading comprehension and writing, is presented to each student each day within an 87 minute time block. The mathematics curriculum is presented in depth within a separate 87 minute block. Advanced level courses are offered in every academic core subject at each grade level. Delivering content with an emphasis on S.T.E.A.M. (science, technology, engineering, art, music) and Arts Integration is apparent in every classroom.</p>
 Sports and Athletics:	<p>Sports Offered: Basketball (Co-ed), Soccer (Co-ed), Volleyball (Co-ed)</p> <p>Although Hopatcong Middle School offers no interscholastic sports sanctioned by the NJSIAA, it boasts an outstanding intramural program after school featuring basketball, volleyball and soccer. A significant number of students in the building participate in these sports. Intramurals are promoted through our clubs and afterschool activities program, as well as through physical education classes.</p>
 Clubs and Activities:	<p>Afterschool clubs activities are curriculum-based, use problem-based learning and the Next Generation Science Standards as their foundation: Intramural Volleyball, Basketball, Soccer, Lego Robotics / Robotics Competition, TeamSTEAM, Young Innovators Club, Games Club, Chorus, Drama Club, Art Club, Future Teachers Club, Homework Club, Academic Bowl, Student Council, Bookclub, Science Club, Science Olympiad, Student Council Class Book, Bring It Transition Club.</p>







Hopatcong Middle School
2016-2017
Grade Span 06-08

37-2240-040
 SUSSEX
 HOPATCONG
 1 DAVID ROAD
 HOPATCONG, NJ 07843

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:	Professional development opportunities/programs include: Art Integration, Virtual Reality/Augmented Reality Workshops, Writers Workshop, Team Time, Handle With Care Training, Safe Schools Professional Development, Special Education Pairings And Consultation, Professional Learning Communities.
 Student Supports and Services:	Intervention and Referral Services, Support for Students with Disabilities, Student Academic Support, Homework Club, Behavioral Intervention
 Student Health and Wellness:	Breakfast Program, Health and Physical Education Curriculum, Character Education, United Way Bridges Program, Backpack Food Program, Handle With Care, Center For Prevention
 Parent and Community Involvement:	PTO, Principal's Coffee Hour, Power School Parent Portal, United Way, Center For Prevention, Blackboard Connect, Digital Backpack, District/School Webpage, Special Education Parent Support Group, District Equity Goal Program



Hopatcong Middle School
2016-2017
Grade Span 06-08

37-2240-040
 SUSSEX
 HOPATCONG
 1 DAVID ROAD
 HOPATCONG, NJ 07843

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.



Climate Surveys:

Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers

Partnered with the United Way and the College of St. Elizabeth, Hopatcong Middle School conducted a school climate survey. We formed a staff team and a student team which meet to discuss survey results and to implement strategies designed to enhance the building's culture. The survey, which addresses the school's social and emotional environment, identifies factors which provide a solid foundation for academic / life success and promotes a safe, supportive and engaging environment.



Facilities:

Newly renovated music classrooms, Innovation Lab, 7 computer labs, updated wireless infrastructure, Chromebooks issued to all students, building security cameras, classroom air conditioning in progress



Hopatcong Middle School
2016-2017
Grade Span 06-08

37-2240-040
SUSSEX
HOPATCONG
1 DAVID ROAD
.
HOPATCONG, NJ 07843

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.



Other Information:

High expectations are held for all students to meet rigorous academic standards and to become lifelong learners. A rigorous curriculum in language arts, stressing reading comprehension and writing, is presented to each student each day within an 87 minute time block. Similarly, the mathematics curriculum is presented in depth within a separate 87 minute block. All curricula have been revised, and each stresses the interpretation and application of information. Advanced level courses are offered in every academic core subject at each grade level. An acute awareness of the benefits of delivering content with an emphasis on S.T.E.A.M. (science, technology, engineering, art, music) and Arts Integration is apparent in every classroom. Elective course offerings during the day and after school activities are provided to meet the varied interests, boundless energy, and curiosity of our students. Afterschool clubs, activities and intramurals round out the school day for the majority of our students. These afterschool programs reinforce content area and contribute to the development of critical thinking and problem solving skills. Hopatcong Middle School is a great place for students to learn. Students are understood, challenged and nurtured. Hopatcong Middle School is committed to ensuring that students achieve their academic and personal potential. Students are encouraged to demonstrate a passion for learning in a nurturing environment where the unique talents and backgrounds of individuals are valued and respected. The goal of our school is to develop a caring community of critical-thinking students who are empathetic toward one another and who will become part of the caring majority by taking a stand against inappropriate behavior.



Hudson Maxim Elementary School
2016-2017


Grade Span PK-01

37-2240-050
 SUSSEX
 HOPATCONG
 452 LAKESIDE BLVD
 HOPATCONG, NJ 07843

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

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

Navigating through the reports:

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

Other Resources:

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

**Hudson Maxim Elementary School****2016-2017****Grade Span PK-01****37-2240-050****SUSSEX****HOPATCONG****452 LAKESIDE BLVD****HOPATCONG, NJ 07843****Footnotes**

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

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



**Hudson Maxim Elementary School
2016-2017**

Grade Span PK-01

37-2240-050
SUSSEX
HOPATCONG
452 LAKESIDE BLVD
HOPATCONG, NJ 07843

Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
PK	0	0	0
KG	129	124	106
1	118	140	117
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Ungraded	32	47	49
Total	279	311	272

PreK and K - Full Day and Half Day

This table shows the full day and half day enrollment for Pre-Kindergarten (PK) and Kindergarten (KG) students in this school.

Grade	2014-15	2015-16	2016-17
PK - Half Day	2	0	0
PK - Full Day	2	0	0
KG - Half Day	0	0	0
KG - Full Day	132	124	106

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	45%	45%	44%
Male	55%	55%	56%
Economically Disadvantaged Students	28%	30%	26%
Students with Disabilities	17%	25%	23%
English Learners	3%	4%	2%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	68.4%
Hispanic	23.5%
Black or African American	3.7%
Asian	2.9%
Native Hawaiian or Pacific Islander	1.1%
American Indian or Alaska Native	0.4%
Two or More Races	0.0%

Enrollment by Home Language

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

Home Language	% of Students
English	91.2%
Spanish	5.5%
Other	3.6%



Hudson Maxim Elementary School
2016-2017

Grade Span PK-01

37-2240-050
SUSSEX
HOPATCONG
452 LAKESIDE BLVD
HOPATCONG, NJ 07843

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

Chronic Absenteeism

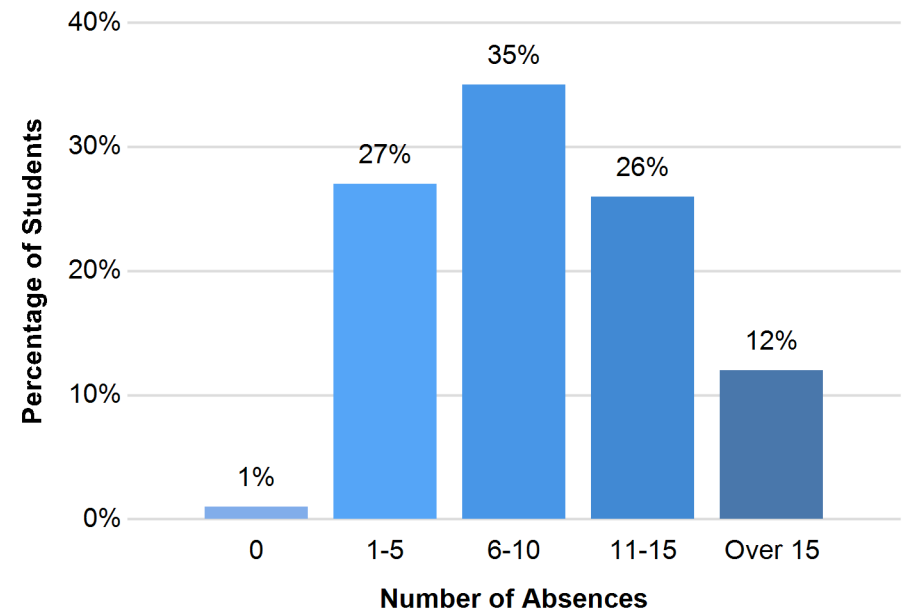
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the ESSA accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	8.40	10.80	Met Target
White	9.40	10.80	Met Target
Hispanic	5.40	10.80	Met Target
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	10.00	10.80	Met Target
Students with Disabilities	20.60	10.80	Not Met
English Learners	N	**	**

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

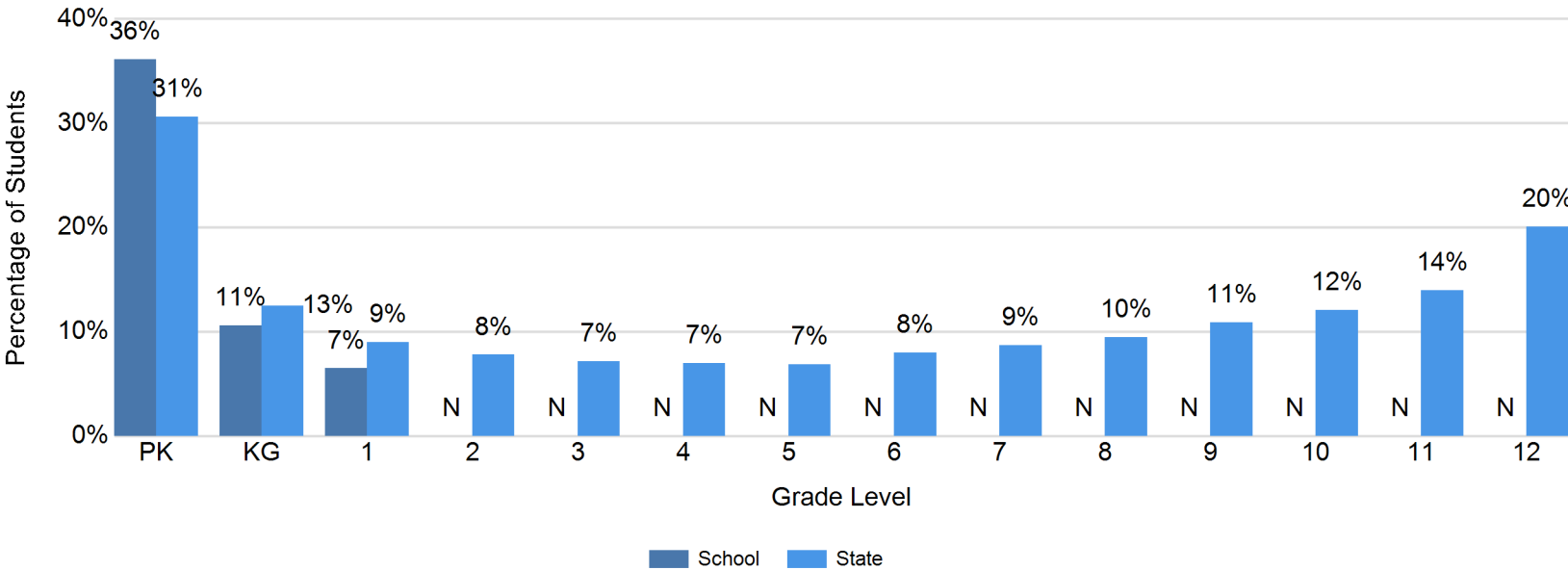
Days Absent

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



Chronic Absenteeism by Grade

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





Hudson Maxim Elementary School
2016-2017

Grade Span PK-01

37-2240-050
SUSSEX
HOPATCONG
452 LAKESIDE BLVD
HOPATCONG, NJ 07843

School Day

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

Category	School
Typical Start Time	8:25AM
Typical End Time	2:50PM
Length of School Day	6 Hrs 25 Mins
Full Time - Instructional Time	5 Hrs. 25 Mins.
Shared Time - Instructional Time	*

Student Suspension Rate

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

Suspension Types	% of Students
In-School Suspensions	0.0%
Out-of-School Suspensions	0.4%
Any Suspension	0.4%

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	1
Vandalism	1
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	1
Incidents Per 100 Students Enrolled	0.37

Student Expulsions

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

Category	Number of Students
Expulsions	0



Hudson Maxim Elementary School
2016-2017

Grade Span PK-01

37-2240-050
 SUSSEX
 HOPATCONG
 452 LAKESIDE BLVD
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 HOPATCONG, NJ 07843

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$628	\$19,842	\$20,470

**Hudson Maxim Elementary School
2016-2017**

Grade Span PK-01

37-2240-050
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452 LAKESIDE BLVD
HOPATCONG, NJ 07843

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

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

Teachers: All classroom teachers

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

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	27	120,724
Average years experience in public schools	10.9	11.8
Average years experience in district	10.3	10.5
Teachers in district for 4 or more years	67%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	17	9,506
Average years experience in public schools	10.4	15.9
Average years experience in district	8.6	11.6
Administrators in district for 4 or more years	65%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	10:1	10:1
Administrators	136:1	93:1
Librarian/Media Specialists		1578:1
Nurses		316:1
Counselors		197:1
Child Study Team		158:1

Hudson Maxim Elementary School
2016-2017

Grade Span PK-01

37-2240-050
SUSSEX
HOPATCONG
452 LAKESIDE BLVD
HOPATCONG, NJ 07843

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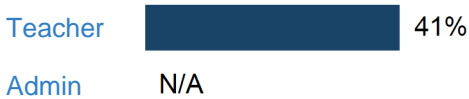
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Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	93%	89%
2015-16 Administrators: Same district 2016-17	83%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	95%



Hudson Maxim Elementary School
2016-2017

Grade Span PK-01




37-2240-050
 SUSSEX
 HOPATCONG
 452 LAKESIDE BLVD
 HOPATCONG, NJ 07843

School General Info

Principal:	Mrs. McFadden	Email Address:	kmcfadden@hopatcongschools.org
Address:	452 LAKESIDE BLVD HOPATCONG, NJ 07843	Website:	http://www.hopatcongschools.org/hmx/
Phone:	(973)398-8807	Facebook:	https://www.facebook.com/hopatcongschooldistrict
		Twitter:	https://twitter.com/hopatcongschool

School Narrative

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

 Highlights:	<ul style="list-style-type: none"> • Balanced Literacy Program, including the additon of Writer's Workshop • Blended Learning Grant: Interactive Writing using Ipads and Legos • A positive school climate and culture, as evidenced by staff, student and community surveys
 Mission, Vision, Theme:	<p>The Hopatcong Borough School District Mission is "Joining together to build honorable, academically successful, and creative leaders of tomorrow." As a school, we continued our theme of being bucket fillers. This program modeled after Carol McCloud's book, Have You Filled A Bucket Today. Students who consistently modeled positive behavior were selected to have their picture taken for the Bucket Filling bulletin board in the upstairs hallway.</p>
 Awards, Recognition, Accomplishments:	<p>For the second year in a row, Hudson Maxim School was the recipient of a State of New Jersey & Innovate NJ Blended Learning Grant. The \$75,000 bought Legos, IPads, & apps supporting our theme, Interactive Writing Using IPads & Legos. We had family activities & a field trip to LegoLand. This project featured our students' creativity, blending technology, writing & the Arts. Students took IPads home in order to further their learning & use customized apps for individualized instruction.</p>






Hudson Maxim Elementary School
2016-2017

Grade Span PK-01

37-2240-050
 SUSSEX
 HOPATCONG
 452 LAKESIDE BLVD
 HOPATCONG, NJ 07843

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 Courses, Curriculum, Instruction:	<p>Literacy continues to be a priority. Our Language Arts programs consist of Reading Street, the Daily Five, and The Daily Café, which are literacy instruction and classroom management systems that allow for differentiation in the classroom. In addition, Hudson Maxim School implemented Writer's Workshop. Students also used on-line programs, such as Smarty Ants, IXL, and myOn, to personalize their learning. We continued with Envision Math, and adopted a new science series, National Geographic.</p>
 Clubs and Activities:	<p>In the Spring, we offered Family Math Nights, where parents and students came together to solve math problems and rotate through stations. During these evenings, students grew numbers, rolled dice to reinforce basic facts, greater than/less than, and odd/even numbers and played with pattern blocks.</p>
 Before and After School Programs:	<p>Day Plus, a child care service, is run by the Hopatcong Borough Schools Board of Education before and after school.</p>







Hudson Maxim Elementary School
2016-2017

Grade Span PK-01

37-2240-050
 SUSSEX
 HOPATCONG
 452 LAKESIDE BLVD
 HOPATCONG, NJ 07843

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:	<p>Professional Development is readily available. Staff meetings & Common Planning times are dedicated to PD. Staff members went to classes sponsored by TMI, featuring mindfulness, STEAM, Arts Integration, & Literacy. Staff participated in a research study being conducted by NIEER, the National Institute for Early Education Research, & Rutgers University. NIEER workshops were provided to the teachers/administrators. The implementation of Writer's Workshop also had PD through an outside consultant.</p>
 Student Supports and Services:	<p>All students are supported in the manner they need. We provide ELL services to students who qualify. At Hudson Maxim School, we have a full range of services available for our special education students, including Speech, OT, and PT. We offer a Preschool disabled program for students who qualify at the age of 3. In addition to these services, we have a tiered I&RS system and was awarded a grant to be part of the New Jersey Tiered System of Support – Early Literacy in the upcoming years.</p>
 Student Health and Wellness:	<p>Student health and wellness is very important at Hudson Maxim School. We have a full-time nurse that sees to the needs of our students and staff. In addition, we supplement our current programs with assemblies, such as the Zufall Health Center, teaching our students about dental health. We offer breakfast before school for those students who need it and a hot meal at lunch. The district has partnered with the Sussex County Social Services to provide food to needy student on the weekend.</p>
 Parent and Community Involvement:	<p>HEPTO, the Hopatcong Elementary Parent Teacher Organization, is actively involved in all aspects of the school. They sponsor the annual Book Fair, Holiday Boutique, Field Days/Fun Days, Dances, Movie Nights and fund all assembly programs. Our assemblies ranged from Sadecky's Puppets to a concert by Jesse Ruben. Each year we have an author visit the school to speak of the writing process and his/her books. This year, we had author Kim Norman who penned, Ten on A Sled and Puddle Pug.</p>



Hudson Maxim Elementary School
2016-2017

Grade Span PK-01

37-2240-050
 SUSSEX
 HOPATCONG
 452 LAKESIDE BLVD
 HOPATCONG, NJ 07843

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Climate Surveys:

Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers

The Hopatcong School District partnered with the United Way to examine the climate and culture of each school building and the district as a whole. A result of the surveys showed a very positive climate at Hudson Maxim School. Both staff and student committees were formed to find ways to keep the climate positive and to promote our vision. The students suggested a Lemonade Day with the proceeds going to Alex's Lemonade Stand.



Facilities:

Hudson Maxim School was built in 1903, with additions in the 1950s and 1990s. It was the first school in Hopatcong. Our building has a beautiful library with built-in bookshelves. We have a cafeteria as well as a gym. The gym serves a dual usage and also has a stage. Outside, there is a playground and blacktop area with basketball hoops for children to use during the day. The grounds are well-kept with students helping to plant flowers each year.



**Hudson Maxim Elementary School
2016-2017**

Grade Span PK-01

37-2240-050
SUSSEX
HOPATCONG
452 LAKESIDE BLVD
HOPATCONG, NJ 07843

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.



Other Information:

Hudson Maxim School students were exposed to an outstanding academic program during the 2016 - 2017 school year. The dedicated staff members delivered a literacy rich program to 252 preschool, kindergarten, and 1st grade students. During this school year, six full-day sessions of kindergarten, seven sections of first grade, two full-day self-contained special education classes, and four half-day sessions of preschool were in place. To encourage family involvement with reading, students participated in Books & Beyond, a nationally recognized recreational reading program that provided the students with incentives to read. Students read nightly with their parents and weekly minutes were logged. This program, sponsored by HEPTO, the Hopatcong Elementary Parent Teacher Organization, was adopted from a program at Solana Vista Elementary School in California. Parents witnessed these students receive a gold medal at our annual Books & Beyond Gold Medal Ceremony. Technology continued to grow and students had access to a variety of technological tools. As a district, we used the Defined STEM program to enhance our problem based learning activities and to feature STEAM. The building, which consists of 22 classrooms, is wireless allowing all computers to be connected to the district network and the Internet via airports that are strategically located throughout the building. Students and teachers had access to a mobile lab containing laptops that could be transported between classrooms. First grade students had access to iPads. Every classroom has a Promethean Activ Board and individual computer stations. Each summer, the school hosts Safety Town, a nationally recognized Safety Education Program, for incoming kindergarteners. Summer 2016 marked the 36th year of this program. The program is jointly sponsored by the Hopatcong Board of Education and the Hopatcong Police Department. We hosted visits from the Police Department, Fire Department, and Ambulance Squad.




Tulsa Trail Elementary School
2016-2017
Grade Span 02-04

37-2240-070
SUSSEX
HOPATCONG
2 TULSA TRAIL
HOPATCONG, NJ 07843

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

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

Navigating through the reports:

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

Other Resources:

- Review the [Parent Summary Report](#) or the [district-level report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- [Download the data](#) used in these reports.

- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.nj.gov



Tulsa Trail Elementary School
2016-2017
Grade Span 02-04

37-2240-070
SUSSEX
HOPATCONG
2 TULSA TRAIL
.
HOPATCONG, NJ 07843

Footnotes

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

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



Tulsa Trail Elementary School
2016-2017
Grade Span 02-04

37-2240-070
SUSSEX
HOPATCONG
2 TULSA TRAIL
.
HOPATCONG, NJ 07843

Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
1	0	0	0
2	126	117	139
3	114	118	118
4	0	0	0
Ungraded	12	11	4
Total	252	246	261

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	49%	48%	49%
Male	51%	52%	51%
Economically Disadvantaged Students	21%	25%	30%
Students with Disabilities	24%	23%	18%
English Learners	2%	4%	4%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	75.5%
Hispanic	17.6%
Black or African American	4.2%
Asian	2.3%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	0.4%

Enrollment by Home Language

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

Home Language	% of Students
English	96.9%
Spanish	1.5%
Other	1.6%



Tulsa Trail Elementary School
2016-2017

Grade Span 02-04

37-2240-070
SUSSEX
HOPATCONG
2 TULSA TRAIL

HOPATCONG, NJ 07843

English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	117	96.7	55.60	44.00	54.90	55.6	41.3	Met Target
White	89	95.7	59.50	46.10	63.90	59.5	39.3	Met Target
Hispanic	19	100.0	52.60	40.20	39.80	52.6	**	**
Black or African American	*	*	*	*	35.20	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	80.70	*	**	**
American Indian or Alaska Native	N	N	N	N	53.70	N	**	**
Two or More Races	N	N	N	33.30	54.90	N	**	**
Female	55	96.5	58.20	53.50	62.20	58.2		
Male	62	96.9	53.20	35.50	48.10	53.2		
Economically Disadvantaged Students	32	100.0	53.10	35.00	36.20	53.1	38.8	Met Target
Non-Economically Disadvantaged Students	85	95.5	56.50	46.90	65.80	56.5		
Students with Disabilities	15	88.2	33.30	*	20.50	30.9	**	**
Students without Disabilities	102	98.1	58.80	*	61.90	58.8		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	N	N	N	*	24.80	N		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



Tulsa Trail Elementary School
2016-2017

Grade Span 02-04

37-2240-070
SUSSEX
HOPATCONG
2 TULSA TRAIL
HOPATCONG, NJ 07843

English Language Arts/Literacy Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	113	750	750	749	*	12%	25%	57%	*	58%	50%
White	*	*	*	759	*	*	*	*	*	*	61%
Hispanic	19	749	749	734	*	*	*	53%	0%	53%	35%
Black or African American	*	*	*	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	N	751	N	N	N	N	N	N	52%
Female	53	752	752	754	*	*	23%	59%	*	60%	55%
Male	60	748	748	745	*	*	27%	55%	*	55%	46%
Economically Disadvantaged Students	32	742	742	731	*	*	*	53%	*	53%	31%
Non-Economically Disadvantaged Students	81	753	753	762	*	*	*	58%	*	59%	63%
Students with Disabilities	12	731	731	720	*	*	*	*	*	42%	24%
Students without Disabilities	101	752	752	755	*	*	*	*	*	59%	55%
English Learners	N	N	N	709	N	N	N	N	N	N	11%
Non-English Learners	113	750	750	752	*	12%	25%	57%	*	58%	53%
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



Tulsa Trail Elementary School
2016-2017
Grade Span 02-04

37-2240-070
 SUSSEX
 HOPATCONG
 2 TULSA TRAIL
 HOPATCONG, NJ 07843

English Language Arts/Literacy Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	*	*	*	753	*	*	*	*	*	*	56%
White	*	*	*	762	*	*	*	*	*	*	67%
Hispanic	N	N	N	740	N	N	N	N	N	N	40%
Black or African American	N	N	N	737	N	N	N	N	N	N	36%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	777	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	N	N	N	755	N	N	N	N	N	N	56%
Female	*	*	*	758	*	*	*	*	*	*	61%
Male	N	N	N	749	N	N	N	N	N	N	51%
Economically Disadvantaged Students	N	N	N	737	N	N	N	N	N	N	36%
Non-Economically Disadvantaged Students	*	*	*	764	*	*	*	*	*	*	69%
Students with Disabilities	N	N	N	725	N	N	N	N	N	N	25%
Students without Disabilities	*	*	*	759	*	*	*	*	*	*	62%
English Learners	N	N	N	711	N	N	N	N	N	N	10%
Non-English Learners	*	*	*	755	*	*	*	*	*	*	58%
Homeless Students	N	N	N	729	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%

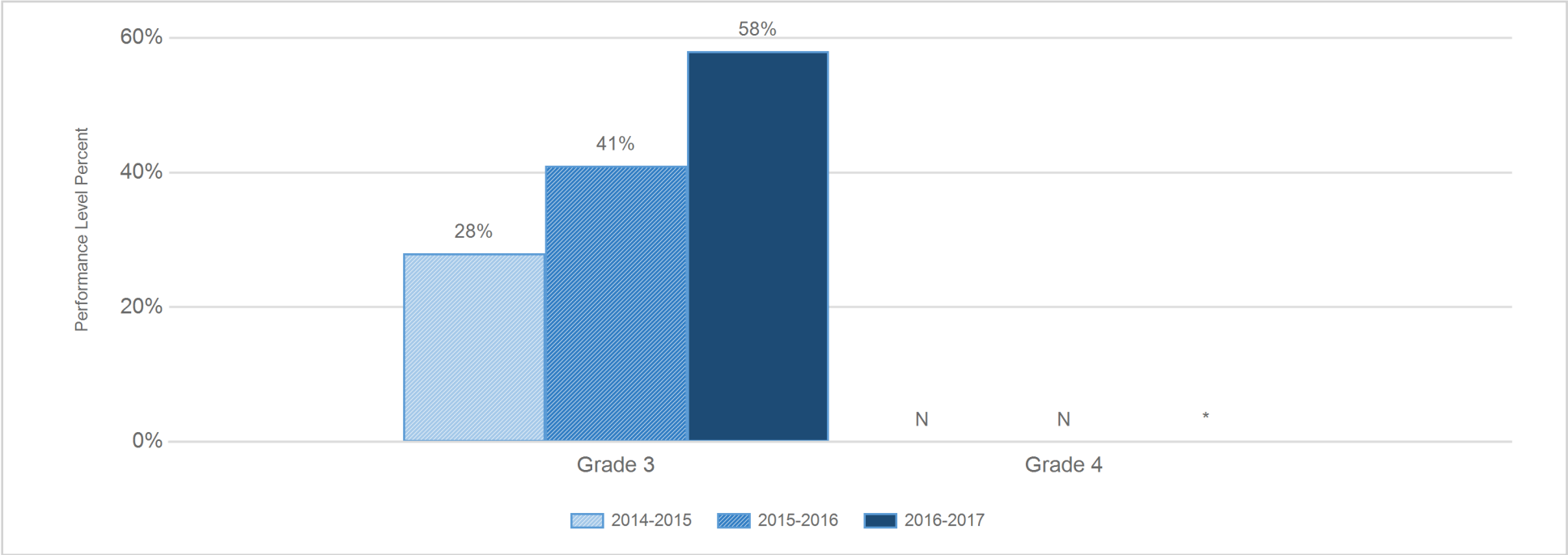


Tulsa Trail Elementary School
2016-2017
Grade Span 02-04

37-2240-070
SUSSEX
HOPATCONG
2 TULSA TRAIL
.
HOPATCONG, NJ 07843

English Language Arts/Literacy Assessment - Performance Trends

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





Tulsa Trail Elementary School
2016-2017

Grade Span 02-04

37-2240-070
SUSSEX
HOPATCONG
2 TULSA TRAIL

HOPATCONG, NJ 07843

Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	117	96.7	27.40	32.60	43.50	27.4	35.7	Not Met
White	89	95.7	31.50	34.60	52.40	31.5	36.4	Met Target†
Hispanic	19	100.0	21.10	29.20	27.60	21.1	**	**
Black or African American	*	*	*	*	21.70	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	75.60	*	**	**
American Indian or Alaska Native	N	N	N	N	42.50	N	**	**
Two or More Races	N	N	N	33.30	44.90	N	**	**
Female	55	96.5	25.40	34.70	44.10	25.4		
Male	62	96.9	29.00	30.50	42.90	29		
Economically Disadvantaged Students	32	100.0	12.50	21.90	25.10	12.5	21.4	Met Target†
Non-Economically Disadvantaged Students	85	95.5	33.00	36.00	54.30	33		
Students with Disabilities	15	88.2	20.00	*	16.50	18.5	**	**
Students without Disabilities	102	98.1	28.40	*	48.80	28.4		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	N	N	N	*	15.10	N		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



Tulsa Trail Elementary School
2016-2017

Grade Span 02-04

37-2240-070
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2 TULSA TRAIL

HOPATCONG, NJ 07843

Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	113	737	737	751	*	18%	44%	23%	*	27%	53%
White	*	*	*	759	*	*	*	*	*	*	63%
Hispanic	19	738	738	738	*	*	53%	*	*	21%	37%
Black or African American	*	*	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	N	N	N	751	N	N	N	N	N	N	53%
Female	53	739	739	751	*	*	45%	23%	*	26%	52%
Male	60	737	737	751	*	*	43%	23%	*	28%	53%
Economically Disadvantaged Students	32	726	726	736	*	*	41%	*	*	13%	34%
Non-Economically Disadvantaged Students	81	742	742	761	*	*	46%	*	*	33%	65%
Students with Disabilities	12	719	719	729	*	*	*	*	*	17%	29%
Students without Disabilities	101	740	740	755	*	*	*	*	*	29%	57%
English Learners	N	N	N	724	N	N	N	N	N	N	21%
Non-English Learners	113	737	737	753	*	18%	44%	23%	*	27%	55%
Homeless Students	*	*	*	724	*	*	*	*	*	*	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



Tulsa Trail Elementary School
2016-2017
Grade Span 02-04

37-2240-070
SUSSEX
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2 TULSA TRAIL
HOPATCONG, NJ 07843

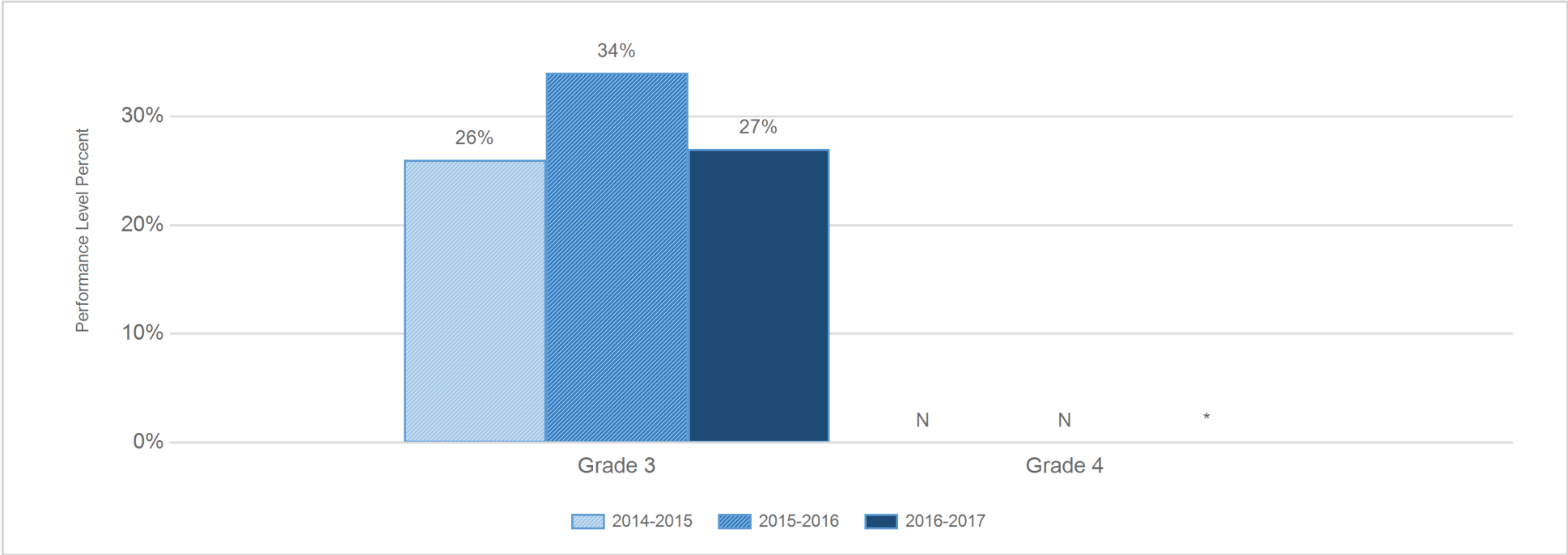
Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	*	*	*	747	*	*	*	*	*	*	47%
White	*	*	*	755	*	*	*	*	*	*	59%
Hispanic	N	N	N	734	N	N	N	N	N	N	30%
Black or African American	N	N	N	729	N	N	N	N	N	N	25%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	774	N	N	N	N	N	N	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	N	N	N	747	N	N	N	N	N	N	48%
Female	*	*	*	747	*	*	*	*	*	*	47%
Male	N	N	N	747	N	N	N	N	N	N	48%
Economically Disadvantaged Students	N	N	N	732	N	N	N	N	N	N	27%
Non-Economically Disadvantaged Students	*	*	*	757	*	*	*	*	*	*	61%
Students with Disabilities	N	N	N	724	N	N	N	N	N	N	22%
Students without Disabilities	*	*	*	751	*	*	*	*	*	*	52%
English Learners	N	N	N	716	N	N	N	N	N	N	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%

Mathematics Assessment – Performance Trends

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





Tulsa Trail Elementary School
2016-2017

Grade Span 02-04

37-2240-070
SUSSEX
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2 TULSA TRAIL

HOPATCONG, NJ 07843

Alternate Assessments - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
3	*	*
4	*	*

English Language Proficiency Test - Participation and Performance

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

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



Tulsa Trail Elementary School
2016-2017
Grade Span 02-04

37-2240-070
SUSSEX
HOPATCONG
2 TULSA TRAIL
.
HOPATCONG, NJ 07843

This section shows performance on the NJASK science test which measures students' ability to recall information and to solve problems by applying science concepts. The assessment is given to students in grades 4 and 8 and has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

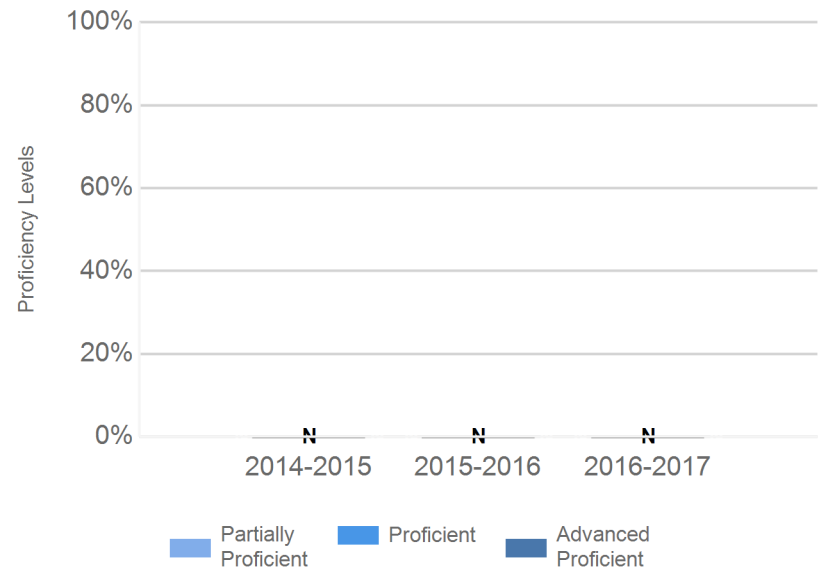
NJASK Science Assessment Performance: Grade 4

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	N	N	N
White	N	N	N
Hispanic	N	N	N
Black or African American	N	N	N
Asian, Native Hawaiian, or Pacific Islander	N	N	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	N	N	N
Students with Disabilities	N	N	N
English Learners	N	N	N

NJASK Science Assessment Performance Trends: Grade 4

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





Tulsa Trail Elementary School
2016-2017
Grade Span 02-04

37-2240-070
 SUSSEX
 HOPATCONG
 2 TULSA TRAIL
 HOPATCONG, NJ 07843

This section of the performance report shows information on student growth which measures how much students are learning each year. Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

A student's **SGP** falls between 1 and 99 and can be grouped into three levels:

Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

If the student growth percentiles for all students in the school are ordered from smallest to largest, the **median student growth percentile (mSGP)** is the percentile in the middle of that list. Watch a short video that explains how **median Student Growth Percentile (mSGP)** is calculated here:

<http://www.state.nj.us/education/njsmart/performance/>

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts/Literacy (ELA) and Mathematics for the school and each student group with comparisons to the district and the state. This table also shows whether the school and each student group met the *ESSA* accountability target of 40 for the 2016-17 school year.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	*	39	50	**	*	48.5	50	**
White	*	*	50	**	*	*	52	**
Hispanic	N	N	N	N	N	N	N	N
Black or African American	N	N	N	N	N	N	N	N
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N	N	N	N	N
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N	N
Economically Disadvantaged	N	N	N	N	N	N	N	N
Students with Disabilities	N	N	N	N	N	N	N	N
English Learners	N	N	N	N	N	N	N	N

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



Tulsa Trail Elementary School
2016-2017

Grade Span 02-04

37-2240-070
SUSSEX
HOPATCONG
2 TULSA TRAIL

HOPATCONG, NJ 07843

Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

A student's **SGP** falls between 1 and 99 and can be grouped into three levels:

Low Growth: Less than 35

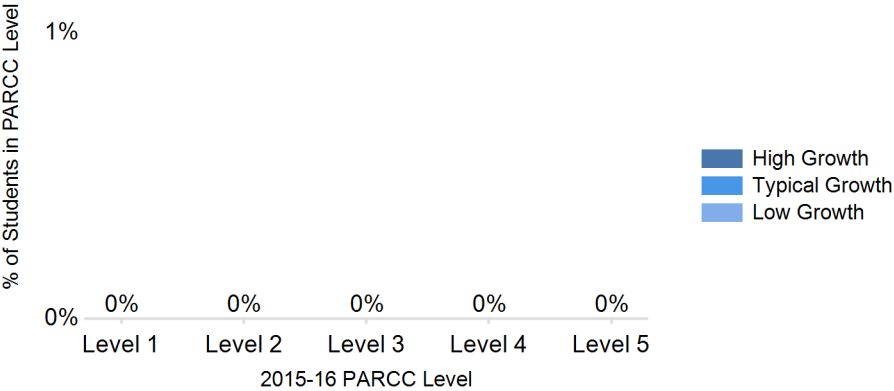
Typical Growth: Between 35 and 65

High Growth: Greater than 65

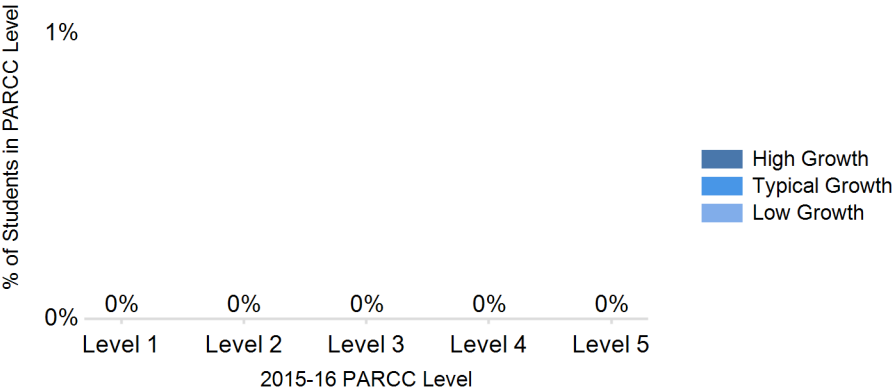
Student Growth by Performance Level

These graphs show the percentage of students by 2015-16 PARCC performance level that fall into each of the three levels of growth based on their 2016-17 test scores.

ELA



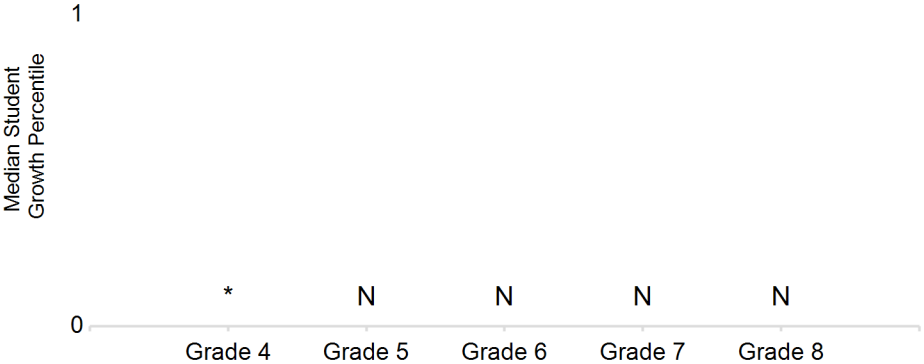
MATH



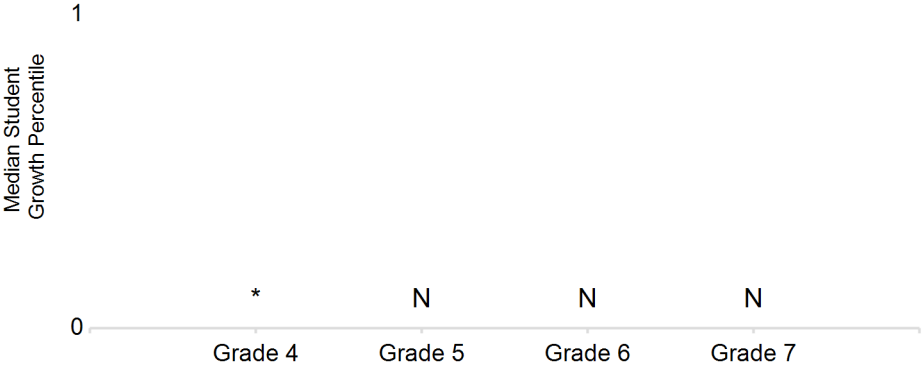
Student Growth by Grade

These graphs show the median Student Growth Percentile for students in each grade.

ELA



Math





Tulsa Trail Elementary School
2016-2017
Grade Span 02-04

37-2240-070
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This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected chronic absenteeism as its measure of school quality and student success for the *ESSA* accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

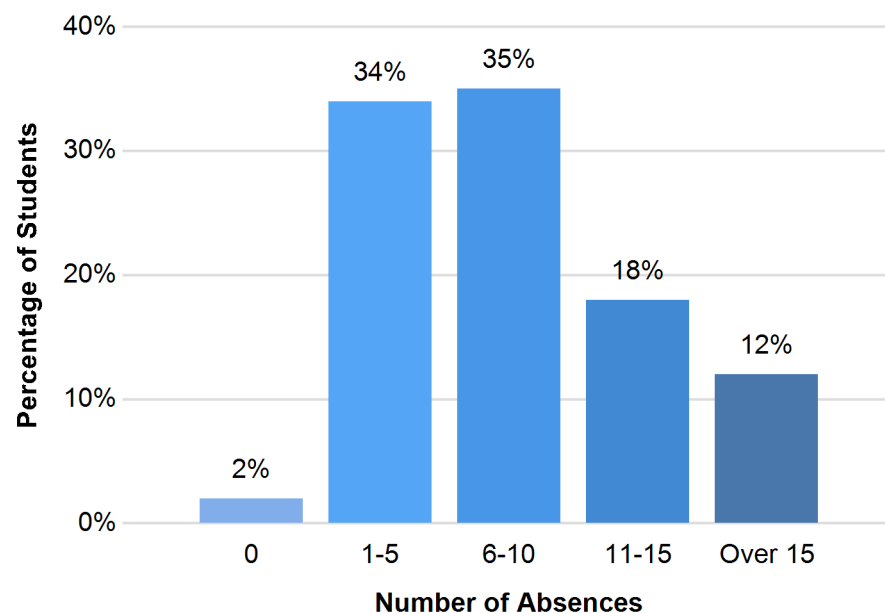
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	10.80	7.30	Not Met
White	9.10	7.30	Not Met
Hispanic	15.60	7.30	Not Met
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	21.50	7.30	Not Met
Students with Disabilities	10.60	7.30	Not Met
English Learners	N	**	**

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

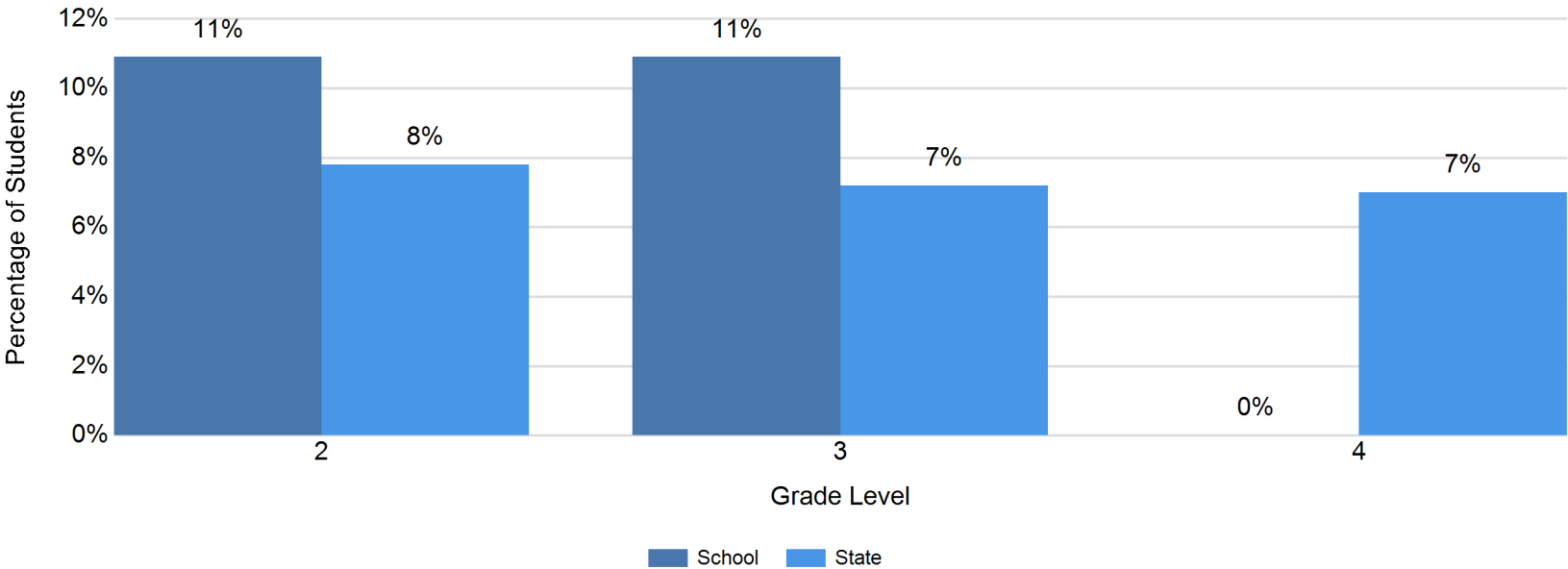
Days Absent

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



Chronic Absenteeism by Grade

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





Tulsa Trail Elementary School
2016-2017
Grade Span 02-04

37-2240-070
 SUSSEX
 HOPATCONG
 2 TULSA TRAIL
 HOPATCONG, NJ 07843

School Day

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

Category	School
Typical Start Time	8:10AM
Typical End Time	2:35PM
Length of School Day	6 Hrs 25 Mins
Full Time - Instructional Time	5 Hrs. 25 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	0
Incidents Per 100 Students Enrolled	0.00

Student Suspension Rate

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

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

Student Expulsions

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

Category	Number of Students
Expulsions	0



Tulsa Trail Elementary School
2016-2017
Grade Span 02-04

37-2240-070
 SUSSEX
 HOPATCONG
 2 TULSA TRAIL
 HOPATCONG, NJ 07843

Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	4.4:1	633.7 kbps	100 kbps	Yes	N	Fiber	N

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$628	\$19,842	\$20,470



Tulsa Trail Elementary School
2016-2017
Grade Span 02-04

37-2240-070
SUSSEX
HOPATCONG
2 TULSA TRAIL
HOPATCONG, NJ 07843

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

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

Teachers: All classroom teachers

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

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	26	120,724
Average years experience in public schools	11.3	11.8
Average years experience in district	10.8	10.5
Teachers in district for 4 or more years	73%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	17	9,506
Average years experience in public schools	10.4	15.9
Average years experience in district	8.6	11.6
Administrators in district for 4 or more years	65%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	10:1	10:1
Administrators	261:1	93:1
Librarian/Media Specialists		1578:1
Nurses		316:1
Counselors		197:1
Child Study Team		158:1



Tulsa Trail Elementary School
2016-2017
Grade Span 02-04

37-2240-070
SUSSEX
HOPATCONG
2 TULSA TRAIL
HOPATCONG, NJ 07843

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

Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	93%	89%
2015-16 Administrators: Same district 2016-17	83%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	97%



Tulsa Trail Elementary School
2016-2017
Grade Span 02-04

37-2240-070
SUSSEX
HOPATCONG
2 TULSA TRAIL
.
HOPATCONG, NJ 07843

Accountability Indicator Scores and Summative Rating

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	N	N
Mathematics Proficiency	N	N
English Language Arts Growth	N	N
Mathematics Growth	N	N
Chronic Absenteeism	N	N
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights	N	N
Summative Rating: Percentile rank of Summative Score	N	N
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	N	N

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

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



Tulsa Trail Elementary School
2016-2017

Grade Span 02-04

37-2240-070
SUSSEX
HOPATCONG
2 TULSA TRAIL

HOPATCONG, NJ 07843

Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	N	N	N	N	N	N	N	N	N
White	N	N	N	N	N	N	N	N	N
Hispanic	N	N	N	N	N	N	N	N	N
Black or African American	N	N	N	N	N	N	N	N	N
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N	N	N	N	N	N
American Indian or Alaska Native	N	N	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N	N	N
Economically Disadvantaged Students	N	N	N	N	N	N	N	N	N
Students with Disabilities	N	N	N	N	N	N	N	N	N
English Learners	N	N	N	N	N	N	N	N	N

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

† Target was met within a confidence interval.



Tulsa Trail Elementary School
2016-2017
Grade Span 02-04

37-2240-070
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 HOPATCONG
 2 TULSA TRAIL
 HOPATCONG, NJ 07843

School General Info

Principal:	Mr. Byrne	Email Address:	bbyrne@hopatcongschools.org
Address:	2 TULSA TRAIL HOPATCONG, NJ 07843	Website:	http://www.hopatcongschools.org/tt/
Phone:	(973)398-8806	Facebook:	https://www.facebook.com/hopatcongschooldistrict
		Twitter:	https://twitter.com/hopatcongschool

School Narrative

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

Highlights:	<ul style="list-style-type: none"> • We have a Maker Space Lab opening in September 2018 • We received high marks on our stakeholder survey of our culture and climate • We have a 1-to-1 chromebook initiative for our third graders and iPads for second graders.
Mission, Vision, Theme:	<p>The Hopatcong Borough School District strives to deliver a 21st Century world-class education and engage all students through the use of innovative instructional practices, technological infusion and rigorous academic experiences with the goal of developing well-rounded and successful students who are college and career ready to meet the ever-changing needs of a global society.</p>
Awards, Recognition, Accomplishments:	<p>We currently have a former NJ Teacher of the Year award winner on staff. We have master teachers and many teachers that have completed or are working toward master's degrees. We have been awarded various grants for programs such as Veteran's Day recognition, Family Science Nights, instructional technology, character education, Science Fair, etc.</p>




Tulsa Trail Elementary School
2016-2017
Grade Span 02-04

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 <div>Courses, Curriculum, Instruction:</div>	We utilize approved grade level curriculum that is based on NJ standards. Teachers use a multi-sensory approach addressing various learning styles in instruction. We use a balanced literacy approach to reading and our classroom follow the Reader's and Writer's Workshop model.
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 Staff and Professional Learning:	<p>Our professional development initiatives are not one time supports. We continue the support with follow up meetings and continued development across a period of time when the skills have been mastered. Staff planning and professional development time is built into our schedule and faculty meetings are used as a professional development platform. Teachers are encouraged to work in partnerships and groups on activities and projects such as Project Based Learning.</p>
 Student Supports and Services:	<p>We provide support for English Language Learners. We have a highly respected special education department that provides programs to a variety of students based on their needs. Our I&RS team uses a tiered approach to interventions. We have some high school National Honor Society students tutor struggling elementary students.</p>
 Student Health and Wellness:	<p>Our students receive physical and health education. Our school nurse brings programs into the school that promote a healthy lifestyle such as a dental program. Students are offered breakfast and lunch daily.</p>
 Parent and Community Involvement:	<p>Our HEPTO (parent-teacher organization) runs fundraisers and activities to supplement the school budget for activities, programs, and celebrations. There are Parent Advisory Committee meetings as well as a Special Education Parent Advocacy Group. We work in close partnership with the Hopatcong Police and Fire to help students get to know their neighborhood safety people and learn about safety.</p>





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<div></div> <div>Climate Surveys:</div>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers</p> <p>We scored highly in our survey of stakeholders that responded to questions about school culture, climate and bullying. That survey is now a baseline for improving our culkture and climate and maximizing the positivity in the school environment.</p>
<div></div> <div>Facilities:</div>	<p>Tulsa Trail School was built in 1969. We have a full library, computer lab, all-purpose room, CST offices, music room, and art room. We are currently transforming our library into a media center/Maker Space Lab which opens in September 2018.</p>



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Other Information:

Tulsa Trail School houses 261 students in grades 2 and 3 and is one of five public school buildings in Hopatcong Borough. Tulsa Trail teachers are highly qualified with many holding advanced degrees. The teachers and support staff members are dedicated to the children of Tulsa Trail providing them with a nurturing environment. There are numerous academic and service programs at Tulsa Trail School that support individual student needs. These include the arts, special education, speech, ESL, basic skills, a reading specialist, resource centers, tutoring and guidance programs. These programs help support students' academic, social and emotional needs. The math, language arts, science and social studies curricula have been updated to meet the New Jersey Common Core Content Standards. Technology is an integral component of these academic programs used to strengthen the student learning experience with its seamless use of SmartBoards, Chromebooks, and iPads. Students are scheduled to attend weekly computer literacy classes with a dedicated technology teacher. Reading continues to be a focal point of Tulsa Trail's academic program and we run a homogeneous grouping model for instruction. Leadership, anti-bullying and character education lessons are woven throughout the curriculum, including the arts, and are emphasized by school-wide activities such as the Hopatcong Educational Parent Teacher Organization's (HEPTO) assemblies. In addition to the active participation of HEPTO, Tulsa Trail's students benefit from parent volunteers, community organizations and Hopatcong Borough community resources. Our Board of Education focuses on providing the best education within its financial means.