NJ SCHOOL PERFORMANCE REPORT

FAIRMOUNT
(03-1860-100)
Grades Offered: PK-04
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

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School Contact Info

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

Type	Contact Information
County	BERGEN
District	HACKENSACK CITY
Principal Name	MS. ASHTON LOEB
Address	105 GRAND AVENUE HACKENSACK, NJ 07601
Phone Number	(201)646-7890
Email Address	RASHTON-LOEB@HACKENSACKSCHOOLS.ORG
Website	http://www.hackensackschools.org/Fairmount.cfm
Facebook	https://m.facebook.com/FairmountSchoolHackensackPTA/

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Enrollment Trends by Grade

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

Grade	2015-16	2016-17	2017-18
PK	69	78	79
KG	115	92	110
1	125	109	98
2	121	119	102
3	120	113	102
4	101	115	114
Total	651	626	605

Enrollment Trends by Student Group

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

Student Group	2015-16	2016-17	2017-18
Female	48.4%	47.3%	47.6%
Male	51.6%	52.7%	52.4%
Economically Disadvantaged Students	65.0%	63.4%	58.2%
Students with Disabilities	22.0%	22.2%	23.3%
English Learners	5.2%	5.8%	8.3%
Homeless Students		0.5%	1.7%
Students in Foster Care		0.8%	0.2%
Military-Connected Students		0.0%	0.0%
Migrant Students		0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2015-16	2016-17	2017-18
White	10.4%	10.7%	11.1%
Hispanic	56.5%	55.1%	54.5%
Black or African American	28.1%	28.1%	27.4%
Asian	3.7%	3.8%	5.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.2%
American Indian or Alaska Native	0.6%	0.6%	0.5%
Two or More Races	0.6%	1.6%	1.3%

Enrollment Trends by Full/Half Day PK and KG

This table shows number of students in full day and half day Pre-Kindergarten (PK) and Kindergarten (KG) for the past three school years.

Grade	2015-16	2016-17	2017-18
PK - Half Day	32	23	15
PK - Full Day	37	55	64
KG - Half Day	0	0	0
KG - Full Day	115	92	110

Enrollment by Home Language

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

Home Language	% of Students
English	65.1%
Spanish	31.6%
Other Languages	3.3%

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Student growth is a measure of 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 previous years.

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) for the school is the percentile in the middle of that list. Watch a short video about Student Growth Percentiles that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

Student Growth

This table shows the median Student Growth Percentile (mSGP) for both English Language Arts/Literacy (ELA) and Mathematics both overall and for each student group with comparisons to the district and the state. This table also shows whether each mSGP Met Standard (40-59.5) as required by ESSA accountability.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	50	46	50	Met Standard	45	45	50	Met Standard
White	*	53	50	**	*	54	51	**
Hispanic	55	47	49	Met Standard	51.5	45	48	Met Standard
Black or African American	42.5	42	44	Met Standard	43.5	44	44	Met Standard
Asian, Native Hawaiian, or Pacific Islander	*	52	61	**	*	54	61	**
American Indian or Alaska Native	N	*	52	**	N	*	53	**
Two or More Races	*	36	49	**	*	*	51	**
Economically Disadvantaged	55	44	48	Met Standard	40	42.5	47	Met Standard
Students with Disabilities	38	33.5	41	**	24	38	43	**
English Learners	*	45	54	**	*	40	51	**

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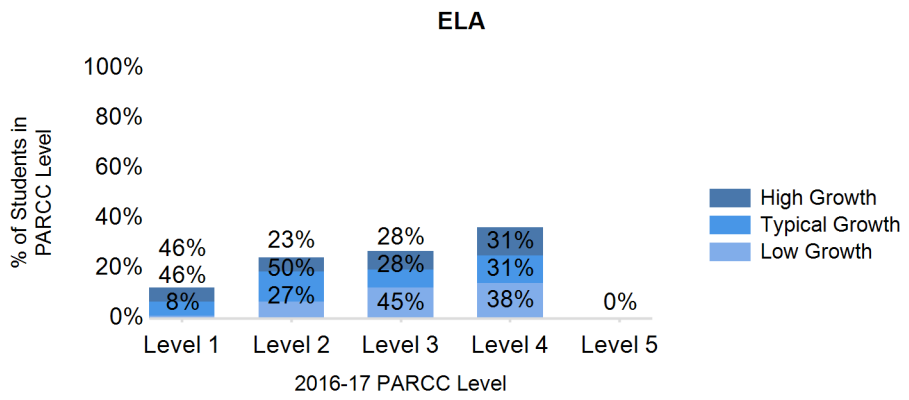
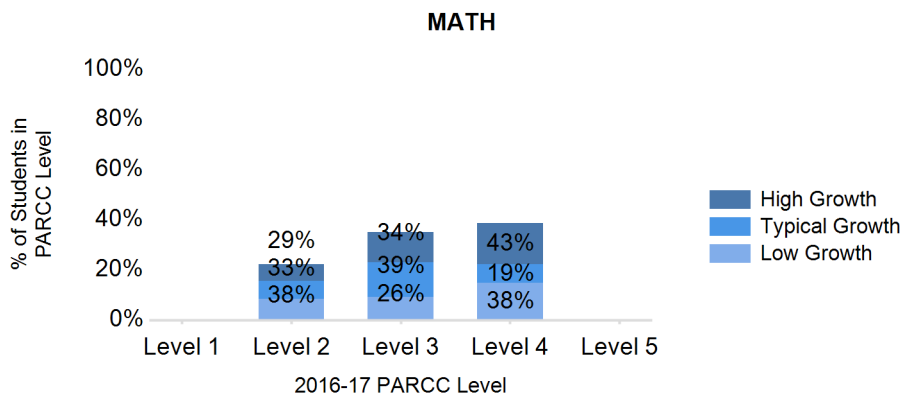
Student Growth by Performance Level

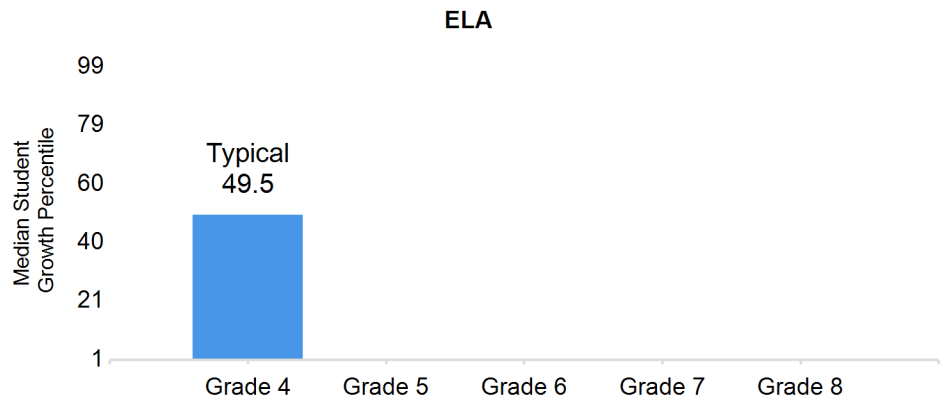
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

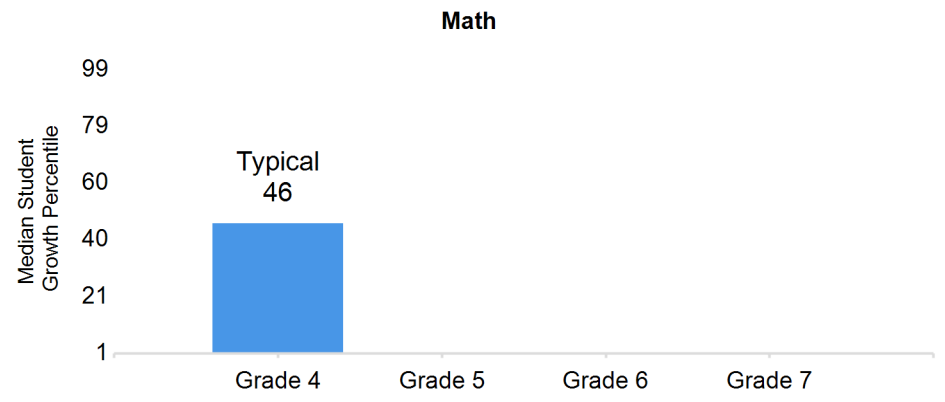




Student Growth by Grade

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





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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	208	98.6	43.7	47.2	56.7	43.7	45.9	Met Target†
White	21	95.5	71.4	59.5	65.6	71.4	71.2	Met Target
Hispanic	106	99.1	38.7	43.2	42.5	38.7	40.9	Met Target†
Black or African American	74	100.0	40.6	47.2	37.3	40.6	44	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	73.7	82.3	*	**	**
American Indian or Alaska Native	N	N	N	*	52.7	N	**	**
Two or More Races	*	*	*	*	63.4	*	**	**
Female	105	97.3	47.7	54.5	64.5	47.7		
Male	103	100.0	39.8	40.3	49.4	39.8		
Economically Disadvantaged Students	129	100.0	38.0	42.7	38.5	38.0	40.5	Met Target†
Non-Economically Disadvantaged Students	79	96.5	53.1	54.6	67.5	53.1		
Students with Disabilities	40	100.0	*	*	21.6	*	19.7	Not Met
Students without Disabilities	168	98.3	*	*	63.9	*		
English Learners	15	100.0	26.7	*	27.3	26.7	**	**
Non-English Learners	193	98.5	45.0	*	59.4	45.0		
Homeless Students	*	*	*	25.7	27.7	*		
Students In Foster Care	*	*	*	*	26.3	*		
Military-Connected Students	N	N	N	*	57.4	N		
Migrant Students	N	N	N	*	30.1	N		

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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 both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	101	743	751	750	15%	13%	29%	*	*	44%	52%
White	12	752	757	759	*	*	*	*	*	67%	61%
Hispanic	56	737	746	736	*	*	34%	34%	0%	34%	38%
Black or African American	30	748	*	733	*	*	*	*	*	50%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	77%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	46%
Two or More Races	*	*	*	758	*	*	*	*	*	*	58%
Female	53	747	755	756	*	*	34%	*	*	43%	57%
Male	48	737	748	744	*	*	23%	*	*	44%	46%
Economically Disadvantaged Students	64	739	745	733	*	*	30%	*	*	39%	34%
Non-Economically Disadvantaged Students	37	748	762	762	*	*	27%	*	*	51%	64%
Students with Disabilities	17	699	713	719	*	*	*	*	*	*	24%
Students without Disabilities	84	751	761	756	*	*	*	*	*	*	57%
English Learners	*	*	*	712	*	*	*	*	*	*	15%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	N	N	*	720	N	N	N	N	N	N	21%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	52%
Migrant Students	N	N	N	741	N	N	N	N	N	N	48%

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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 both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	112	746	751	756	*	19%	32%	*	*	44%	58%
White	*	*	766	764	*	*	*	*	*	*	68%
Hispanic	53	746	750	744	*	21%	30%	*	*	43%	44%
Black or African American	45	742	747	739	*	*	40%	*	*	33%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	782	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	*	*	*	763	*	*	*	*	*	*	63%
Female	56	754	757	762	*	*	34%	*	*	50%	63%
Male	56	739	744	751	*	*	30%	*	*	38%	53%
Economically Disadvantaged Students	69	741	747	740	*	*	36%	*	*	36%	40%
Non-Economically Disadvantaged Students	43	755	758	767	*	*	26%	*	*	56%	70%
Students with Disabilities	22	716	718	726	*	*	*	*	*	*	25%
Students without Disabilities	90	754	760	762	*	*	*	*	*	*	64%
English Learners	*	*	721	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	753	759	*	*	*	*	*	*	61%
Homeless Students	*	*	*	729	*	*	*	*	*	*	28%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	57%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%

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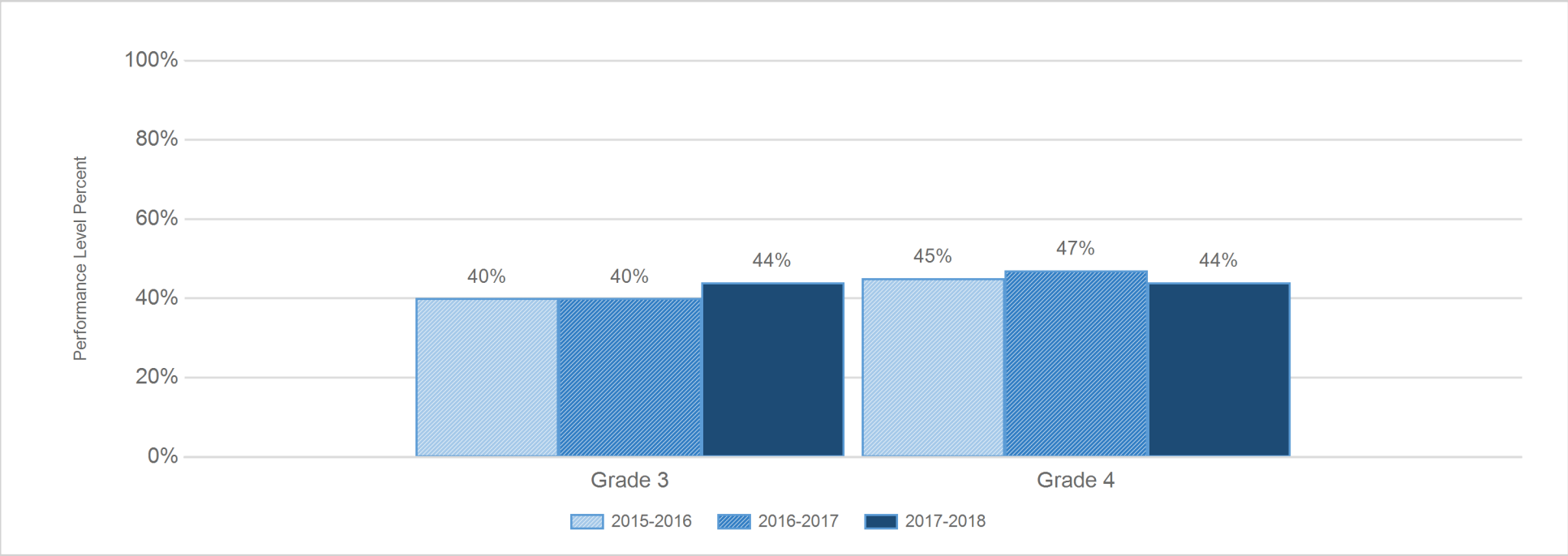
English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment for the past three years.



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Mathematics Assessment - Participation and Performance

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

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Schoolwide	209	98.6	40.6	32.0	45.0	40.6	38.3	Met Target
White	21	95.5	66.7	42.0	54.1	66.7	57.6	Met Target
Hispanic	107	99.1	41.1	30.8	29.2	41.1	37.3	Met Target
Black or African American	74	100.0	31.1	25.6	23.4	31.1	27.8	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	62.0	77.0	*	**	**
American Indian or Alaska Native	N	N	N	*	42.5	N	**	**
Two or More Races	*	*	*	*	53.0	*	**	**
Female	106	97.3	41.5	32.3	46.0	41.5		
Male	103	100.0	39.8	31.8	43.9	39.8		
Economically Disadvantaged Students	129	99.2	36.5	29.3	26.6	36.5	34.4	Met Target
Non-Economically Disadvantaged Students	80	97.6	47.6	36.6	55.9	47.6		
Students with Disabilities	40	100.0	10.0	*	17.1	10.0	21.7	Not Met
Students without Disabilities	169	98.3	47.9	*	50.5	47.9		
English Learners	15	100.0	40.0	*	24.6	40.0	**	**
Non-English Learners	194	98.5	40.7	*	46.9	40.7		
Homeless Students	*	*	*	23.7	17.3	*		
Students In Foster Care	*	*	*	*	16.2	*		
Military-Connected Students	N	N	N	*	45.8	N		
Migrant Students	N	N	N	*	23.7	N		

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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 grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	100	750	749	752	*	15%	30%	*	*	50%	53%
White	12	766	759	760	0%	0%	*	*	*	75%	64%
Hispanic	55	748	746	739	*	*	31%	*	*	49%	38%
Black or African American	30	746	*	734	*	*	*	*	*	43%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	*	*	*	757	*	*	*	*	*	*	59%
Female	52	748	747	752	*	*	27%	*	*	52%	53%
Male	48	751	751	751	*	*	33%	*	*	48%	53%
Economically Disadvantaged Students	63	746	745	736	*	*	*	*	*	41%	35%
Non-Economically Disadvantaged Students	37	756	757	762	*	*	*	*	*	65%	66%
Students with Disabilities	17	727	724	730	*	*	*	*	*	18%	29%
Students without Disabilities	83	754	756	756	*	*	*	*	*	57%	57%
English Learners	*	*	*	726	*	*	*	*	*	*	23%
Non-English Learners	*	*	*	754	*	*	*	*	*	*	56%
Homeless Students	N	N	*	723	N	N	N	N	N	N	20%
Students in Foster Care	*	*	*	725	*	*	*	*	*	*	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	55%
Migrant Students	N	N	*	737	N	N	N	N	N	N	46%

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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 grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	113	742	744	748	*	30%	32%	*	*	35%	49%
White	*	*	763	755	*	*	*	*	*	*	60%
Hispanic	54	741	743	737	*	30%	33%	*	*	35%	34%
Black or African American	45	736	739	730	*	40%	33%	*	*	24%	27%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	748	N	N	N	N	N	N	46%
Two or More Races	*	*	*	752	*	*	*	*	*	*	55%
Female	57	742	744	748	*	30%	32%	*	*	35%	50%
Male	56	741	743	748	*	30%	32%	*	*	34%	49%
Economically Disadvantaged Students	69	738	742	733	*	*	26%	*	*	32%	30%
Non-Economically Disadvantaged Students	44	748	747	758	*	*	41%	*	*	39%	62%
Students with Disabilities	22	717	718	725	*	*	*	*	*	*	22%
Students without Disabilities	91	748	751	753	*	*	*	*	*	*	55%
English Learners	*	*	723	722	*	*	*	*	*	*	16%
Non-English Learners	*	*	745	750	*	*	*	*	*	*	52%
Homeless Students	*	*	*	722	*	*	*	*	*	*	18%
Students in Foster Care	N	N	*	723	N	N	N	N	N	N	16%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	49%
Migrant Students	N	N	N	731	N	N	N	N	N	N	32%

NJ SCHOOL PERFORMANCE REPORT

FAIRMOUNT
(03-1860-100)
Grades Offered: PK-04
2017-2018

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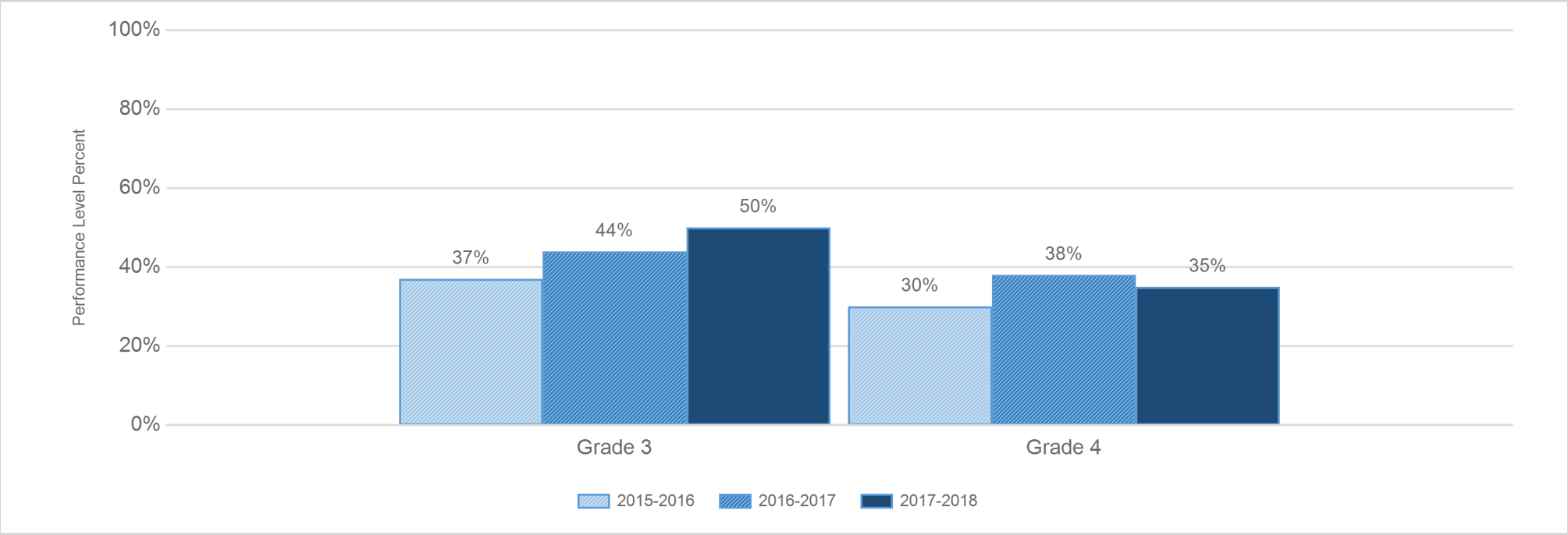
Mathematics Assessment – Performance Trends

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



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

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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2017-18 Target	Met Target?
Schoolwide/English Learners	38.1%	60.7%	Not Met

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	20	*	*
3-4	12	*	*
5 or more	*	*	*

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

NJASK Science Assessment Information

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

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

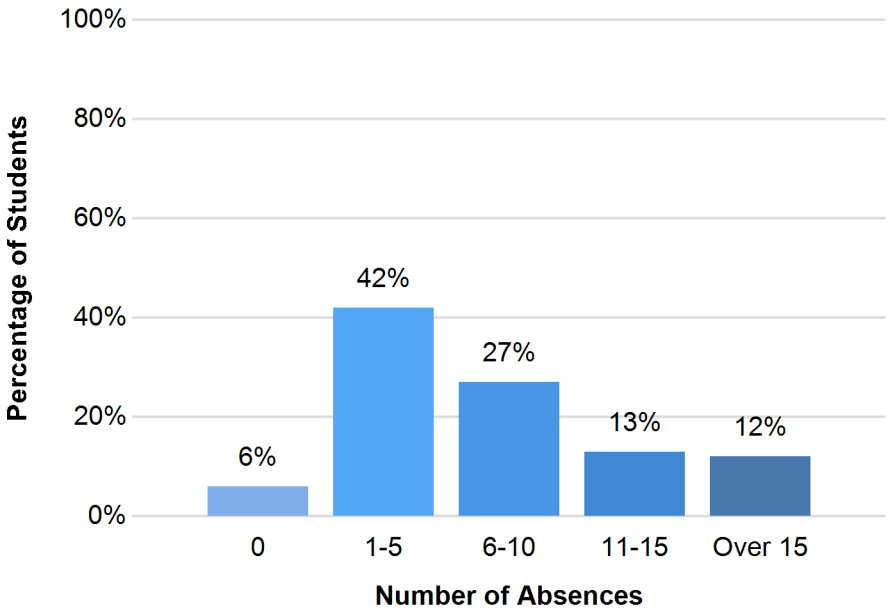
Chronic Absenteeism

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

Student Group	Number of students chronically absent	Percent of students chronically absent	State Average	Met State Average
Schoolwide	45	8.6	9.1	Met
White	1	1.7	9.1	Met
Hispanic	27	9.7	9.1	Not Met
Black or African American	11	7.2	9.1	Met
Asian, Native Hawaiian, or Pacific Islander	3	12.5	9.1	Not Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Economically Disadvantaged Students	34	10.5	9.1	Not Met
Students with Disabilities	11	11.0	9.1	Not Met
English Learners	1	2.0	9.1	Met

Days Absent

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



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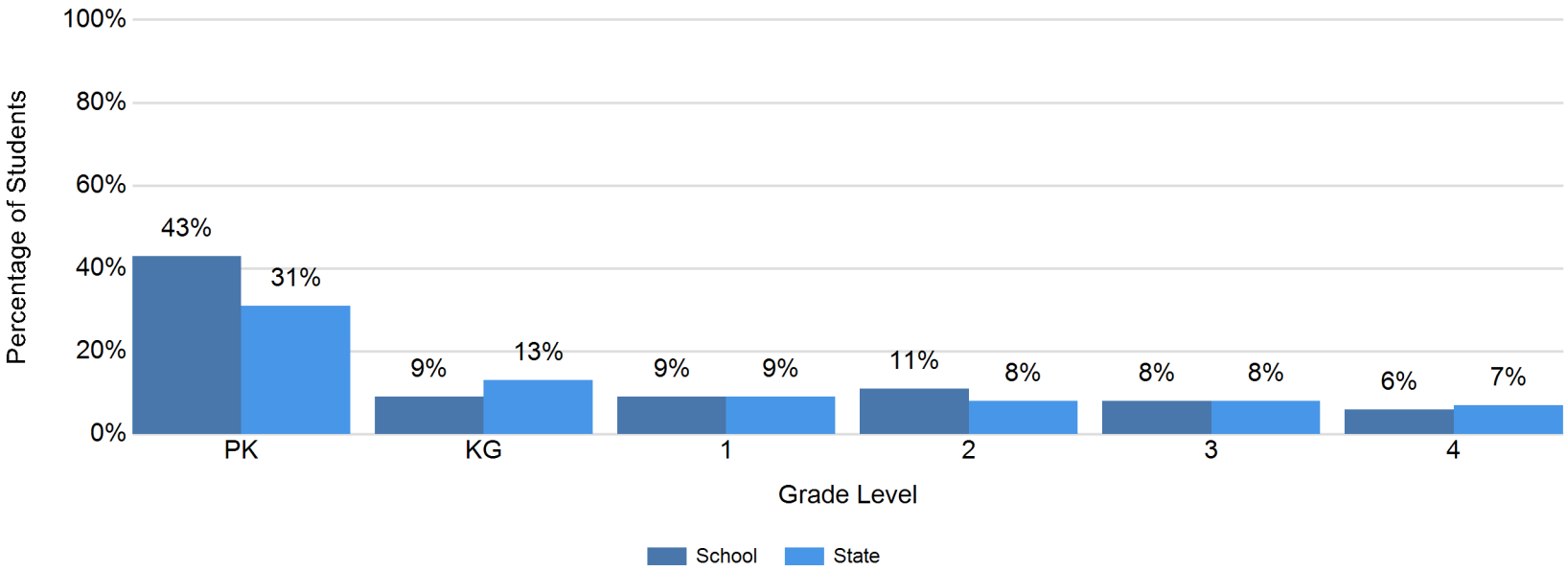
Chronic Absenteeism by Grade

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



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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	2
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	2
Incidents Per 100 Students Enrolled	0.33

Police Notifications

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

Incident Type	Incidents Reported to Police
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

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Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Student Disciplinary Removals

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

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

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

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School Day

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

Category	School
Typical Start Time	8:30 AM
Typical End Time	2:50 PM
Length of School Day	6 Hrs 20 Mins
Full Time - Instructional Time	N
Shared Time - Instructional Time	N

Device Ratios

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

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

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2016-2017)	$546	$15,262	$15,808

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	38	117,464
Average years experience in public schools	15.7	12.0
Average years experience in district	15.7	10.7
Teachers in district for 4 or more years	92.1%	75.5%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	33	9,374
Average years experience in public schools	15.7	16.0
Average years experience in district	15.7	12.0
Administrators in district for 4 or more years	84.8%	76.2%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	16:1	14:1
Students to Administrators	303:1	173:1
Teachers to Administrators	19:1	13:1
Students to Librarians/Media Specialists		952:1
Students to Nurses		571:1
Students to Counselors		519:1
Students to Child Study Team		212:1

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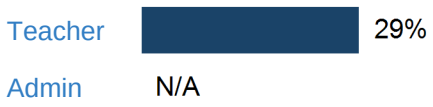
Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree

Doctoral Degree

Teacher 0%

Admin 0%

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

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

Job Type	District	State
2016-17 Teachers: Same district 2017-18	92.9%	90.2%
2016-17 Administrators: Same district 2017-18	70.6%	86.2%

Faculty Attendance

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

School Year	% Days Present
2017-18	92.7%

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Teachers: All classroom teachers
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Teachers and Administrators – Demographics

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

Category	Teachers	Administrators
Female	89.5%	50.0%
Male	10.5%	50.0%
White	65.8%	50.0%
Hispanic	21.1%	0.0%
Black or African American	5.3%	50.0%
Asian	7.9%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%

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

Comprehensive Status

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

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

Targeted Status

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

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

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

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

Accountability Indicator	Score	Weight
English Language Arts Proficiency	27.19	15.0%
Mathematics Proficiency	43.72	15.0%
English Language Arts Growth	55.27	20.0%
Mathematics Growth	34.96	20.0%
Progress Towards English Language Proficiency	15.11	20.0%
Chronic Absenteeism	43.94	10.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	36.10	n/a
Summative Rating: Percentile Rank of Summative Score	27.55	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	No	n/a

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

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Accountability Summary by Student Group - 2017-18 School Year

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

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	No	Met Target†	Met Target	Met Standard	Met Standard	Not Met	Met	No
White	**	**	No	Met Target	Met Target	**	**	n/a	Met	No
Hispanic	58.24	14.08	No	Met Target†	Met Target	Met Standard	Met Standard	n/a	Not Met	No
Black or African American	57.63	14.08	No	Met Target†	Met Target	Met Standard	Met Standard	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	n/a	Not Met	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	55.40	14.08	No	Met Target†	Met Target	Met Standard	Met Standard	n/a	Not Met	No
Students with Disabilities	**	**	No	Not Met	Not Met	**	**	n/a	Not Met	No
English Learners	**	**	No	**	**	**	**	**	Met	No

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

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School Narrative

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

Highlights:	• Teachers at Fairmount School use whole group, small group and individualized groupings during class instruction. • Instruction is differentiated to meet the needs and strengths of all students based on the review of data in all grades. • Digital learning takes place through the use of a Smartboard, a Document Reader and a 1 to 1 Chromebook Initiative.
Mission, Vision, Theme:	Fairmount School is dedicated to educational excellence for all members of the community. In cooperation with all stakeholders, we strive to maximize academic and social achievement to develop confident students who are accountable for their ongoing learning, who value initiative and diversity and who are able to meaningfully contribute to our ever-changing global society. We create an environment of cooperation that fosters the development of responsibilities in all of its members.
Awards, Recognition, Accomplishments:	Fairmount School has received a Schoolwide ESSA Grant for the 2018-2019 School Year. Through use of the grant money, we provide a Boost After-School Program to provide targeted instruction for struggling learners in kindergarten through grade 2. We also provide an After-School Program for our 3rd and 4th graders to strengthen literacy and math skills needed for the PARCC Assessment. Additionally, we provide Family Nights in K - Grade 2 to assist families with ELA and Math strategies.

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(03-1860-100)
Grades Offered: PK-04
2017-2018

Report Key:
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****** Accountability calculations require 20 or more students
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School Narrative

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

Courses, Curriculum, Instruction:	Teachers use the NJSLS as a resource and guide to plan daily instruction for their students. Our core programs are Journeys for ELA, GoMath! for Mathematics and Pearson My World for Social Studies. Our Science Curriculum supports the Next Generation Science Standards implemented this year. Teachers use a variety of strategies to differentiate their instruction and teach in whole group, small group and individual instructional groupings.
Clubs and Activities:	Book Fairs, Art Exhibits & Read Across America Events are just some of the activities our children enjoy annually. Activities such as Glee Club, Instrumental Music, Mini-Marathon, Field Day and an Annual Talent Show, as well as a variety of class presentations provide opportunities to enhance self-esteem and academic performance. Our FEAT Club (Fairmount's Environmental Action Team) meets regularly after school to teach environmental themes to our 3rd and 4th grade students.

NJ SCHOOL PERFORMANCE REPORT

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Before and After School Programs:	Fairmount School offers After School Boost and Tutorial Programs for kindergarten through fourth grade students. Small group instruction provides explicit literacy and math intervention lessons to strengthen skills for students who are struggling. Our 2nd - 4th grade Enrichment and G&T students are invited to participate in an After School Lego League Program. The YMCA offers after school child care from 2:50 - 6:00 PM daily.
Staff and Professional Learning:	Professional Development is offered to all faculty and staff members throughout the school year in a variety of ways. Half-day and full-day PD take place on a regular basis to introduce or review district and school initiatives and curriculum. Teachers meet as grade level teams, in Professional Learning Communities and at Faculty Meetings as well during the school year.

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Student Supports and Services:	Fairmount School students are supported in general and special education classes by highly qualified teachers. Students with IEPs may receive Speech, Occupational and/or Physical Therapy. Both general and special education students may receive emotional support from our School Social Worker or Guidance Counselor. Our faculty also includes a Psychologist, L-DTC, Reading Specialist and Math Interventionist. An ESL program supports our English Language Learners on a daily basis.
Student Health and Wellness:	Fairmount School's full-time School Nurse monitors the well-being and any illnesses of our students on a daily basis. She is the chairperson of our Wellness Committee which is dedicated to help reduce the childhood obesity epidemic and the serious health risks associated with childhood obesity. Fairmount School is a nut-free school. Breakfast is served to all students daily and without charge. Lunch is offered at a cost of $2.50. Students have recess on a daily basis.
Parent and Community Involvement:	A very supportive PTA helps to enrich the lives and experiences of our children sponsoring "Muffins with Mom" and "Doughnuts with Dad" before-school functions. Outdoor Movie Nights and school dances are also sponsored by the PTA and involve a large percentage of the school families and faculty. The PTA's Cultural Arts Committee provides funding for special assemblies that deal with curricular and cultural themes. Other events include the Annual Book Fair and Holiday Gift Shop.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Administrators, Teachers Our Culture and Climate Committee meets regularly to share ideas to help improve the culture and climate of Fairmount School. For the 2017-2018 School Year, survey results showed a need to teach our students appropriate ways to be respectful, responsible and safe at school, home and in the community. We will continue to involve students in activities throughout the school year to help each student develop excellent character.
Facilities:	Fairmount School was established in 1899 and currently serves Pre-K3 through grade four students. In addition to the Pre-K3 - Grade 4 classrooms, we have a Gymnasium, Art Room, Music Room and Media Center. The cafeteria has a central air conditioning unit donated by the Fairmount School PTA and most of the classrooms have unit air conditioners.

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Other Information:	Fairmount School's student population reflects the diversity that makes the Hackensack School Community special. The school's administration, faculty and personnel, working collaboratively with the Hackensack Board of Education, Central Office Administration, parents and community organizations, provide for the needs of every student attending Fairmount School. The instructional methodology and curricular offerings at Fairmount School allow for students' individual needs and provides opportunities for academic growth and development in a differentiated environment. One of our primary concentrations in the classroom is teaching literacy across all curricular areas. Technology is integrated into all areas of the curriculum at Fairmount School to teach academic and technological skills through the use of programs on Chromebooks and desktop computers. Last year, we began a one-to-one Chromebook initiative and our students use such programs as iRead, RazKids and Reading A-Z, as well as others. Students complete assessments using paper and pencil, but also use Think Central and the Reading Inventory to take assessments online. Children in need of extra academic assistance receive support from individual and small group instruction from the classroom teacher. In addition, we have a full-time Reading Specialist and a part-time Math Interventionist. Both support curricular initiatives using best practices and small group instruction to strengthen literacy and math skills. While academics are emphasized and supported at Fairmount School, we strongly believe that it is important to develop well-rounded, thoughtful students who are exposed to many rich and varied experiences. Through our diversified programs and ongoing collaborations, we hope that all of our students will reach their full potential and become productive, self-confident members of our society.