NJ SCHOOL PERFORMANCE REPORT

HACKENSACK HIGH SCHOOL
(03-1860-050)
Grades Offered: 09-12
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
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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	MR. MONTESANO
Address	FIRST & BEECH STREETS HACKENSACK, NJ 07601
Phone Number	(201)646-7900
Email Address	JIM.MONTESANO@HACKENSACKSCHOOLS.ORG
Website	http://www.hackensackschools.org/High.cfm?subpage=239375

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Enrollment Trends by Grade

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

Grade	2015-16	2016-17	2017-18
9	515	532	496
10	431	459	518
11	407	412	429
12	441	423	455
Total	1,794	1,826	1,898

Enrollment Trends by Student Group

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

Student Group	2015-16	2016-17	2017-18
Female	47.8%	47.9%	48.6%
Male	52.2%	52.1%	51.4%
Economically Disadvantaged Students	49.3%	51.6%	51.6%
Students with Disabilities	12.9%	13.4%	14.0%
English Learners	7.1%	7.7%	9.3%
Homeless Students		1.2%	1.4%
Students in Foster Care		0.2%	0.2%
Military-Connected Students		0.0%	0.5%
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	19.1%	17.6%	16.2%
Hispanic	47.6%	52.5%	55.2%
Black or African American	26.5%	23.5%	22.4%
Asian	6.4%	6.0%	5.6%
Native Hawaiian or Pacific Islander	0.1%	0.1%	0.2%
American Indian or Alaska Native	0.3%	0.3%	0.2%
Two or More Races	0.1%	0.0%	0.2%

Enrollment Trends by Full and Shared Time Status

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

Enrollment Status	2015-16	2016-17	2017-18
Full Time Students	1,786	1,815	1,883
Shared Time Students	15	22	28
Full Time Equivalent	1,794	1,826	1,897

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	56.6%
Spanish	38.5%
Arabic	1.1%
Other Languages	3.8%

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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	920	98.4	51.5	47.2	56.7	51.5	53.1	Met Target†
White	140	99.3	61.4	59.5	65.6	61.4	65.9	Met Target†
Hispanic	536	98.7	45.9	43.2	42.5	45.9	47	Met Target†
Black or African American	187	96.6	52.9	47.2	37.3	52.9	48.3	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	73.7	82.3	*	78.4	Met Target†
American Indian or Alaska Native	N	N	N	*	52.7	N	**	**
Two or More Races	*	*	*	*	63.4	*	**	**
Female	459	99.4	58.4	54.5	64.5	58.4		
Male	461	97.5	44.7	40.3	49.4	44.7		
Economically Disadvantaged Students	447	98.3	47.0	42.7	38.5	47.0	45.7	Met Target
Non-Economically Disadvantaged Students	473	98.6	55.8	54.6	67.5	55.8		
Students with Disabilities	150	93.9	12.0	*	21.6	12.0	12	Met Target
Students without Disabilities	770	99.4	59.2	*	63.9	59.2		
English Learners	85	98.0	*	*	27.3	*	13.1	Met Target†
Non-English Learners	835	98.5	*	*	59.4	*		
Homeless Students	12	100.0	33.3	25.7	27.7	33.3		
Students In Foster Care	*	*	*	*	26.3	*		
Military-Connected Students	*	*	*	*	57.4	*		
Migrant Students	N	N	N	*	30.1	N		

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	463	746	746	752	12%	14%	22%	41%	11%	52%	55%
White	63	752	752	760	*	*	24%	37%	17%	54%	64%
Hispanic	272	740	740	735	15%	15%	23%	41%	6%	47%	38%
Black or African American	98	751	751	734	*	13%	22%	*	*	56%	34%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	782	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	752	N	N	N	N	N	N	51%
Two or More Races	*	*	*	760	*	*	*	*	*	*	63%
Female	229	752	752	759	8%	12%	23%	41%	16%	57%	63%
Male	234	740	740	744	16%	16%	21%	41%	6%	47%	46%
Economically Disadvantaged Students	234	741	741	733	16%	14%	21%	41%	7%	48%	34%
Non-Economically Disadvantaged Students	229	751	751	761	7%	14%	23%	40%	15%	55%	65%
Students with Disabilities	67	714	714	716	*	*	*	*	*	*	15%
Students without Disabilities	396	751	751	758	*	*	*	*	*	*	62%
English Learners	42	686	686	691	*	*	*	*	*	*	*
Non-English Learners	421	752	752	755	*	*	*	*	*	*	*
Homeless Students	10	716	716	720	*	*	*	*	*	30%	22%
Students in Foster Care	*	*	*	719	*	*	*	*	*	*	20%
Military-Connected Students	*	*	*	749	*	*	*	*	*	*	54%
Migrant Students	N	N	N	696	N	N	N	N	N	N	10%

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	484	747	747	749	18%	13%	20%	34%	16%	50%	51%
White	79	763	763	756	*	*	14%	43%	24%	67%	58%
Hispanic	279	741	741	733	20%	14%	23%	28%	14%	43%	38%
Black or African American	96	742	742	728	19%	14%	19%	*	*	49%	32%
Asian, Native Hawaiian, or Pacific Islander	30	773	773	782	*	*	*	*	*	73%	78%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	50%
Two or More Races	N	N	N	753	N	N	N	N	N	N	55%
Female	251	756	756	759	12%	10%	22%	37%	20%	57%	60%
Male	233	736	736	739	24%	16%	18%	30%	12%	42%	42%
Economically Disadvantaged Students	227	740	740	730	19%	15%	23%	31%	12%	43%	34%
Non-Economically Disadvantaged Students	257	752	752	758	16%	11%	17%	37%	19%	56%	59%
Students with Disabilities	82	707	707	707	41%	27%	17%	15%	0%	15%	15%
Students without Disabilities	402	755	755	756	13%	10%	20%	38%	19%	57%	57%
English Learners	39	682	682	684	*	*	*	*	*	*	*
Non-English Learners	445	752	752	752	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	23%
Students in Foster Care	*	*	*	707	*	*	*	*	*	*	21%
Military-Connected Students	*	*	*	748	*	*	*	*	*	*	48%
Migrant Students	N	N	N	706	N	N	N	N	N	N	18%

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

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	417	750	750	736	12%	14%	21%	40%	14%	53%	39%
White	74	761	761	737	*	*	14%	43%	24%	68%	41%
Hispanic	202	744	744	731	15%	15%	21%	40%	9%	49%	35%
Black or African American	111	745	745	729	11%	17%	27%	*	*	45%	31%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	759	*	*	*	*	*	*	60%
American Indian or Alaska Native	*	*	*	730	*	*	*	*	*	*	25%
Two or More Races	N	N	N	737	N	N	N	N	N	N	39%
Female	202	758	758	745	7%	12%	17%	48%	16%	63%	48%
Male	215	742	742	728	17%	15%	24%	33%	12%	44%	31%
Economically Disadvantaged Students	193	746	746	730	15%	14%	21%	39%	11%	50%	33%
Non-Economically Disadvantaged Students	224	753	753	739	9%	13%	21%	40%	16%	56%	42%
Students with Disabilities	54	722	722	708	31%	20%	22%	*	*	26%	13%
Students without Disabilities	363	754	754	742	9%	13%	21%	*	*	58%	44%
English Learners	33	705	705	702	48%	*	*	*	*	12%	*
Non-English Learners	384	754	754	738	9%	*	*	*	*	57%	*
Homeless Students	*	*	*	721	*	*	*	*	*	*	22%
Students in Foster Care	N	N	N	708	N	N	N	N	N	N	19%
Military-Connected Students	N	N	N	729	N	N	N	N	N	N	31%
Migrant Students	N	N	N	707	N	N	N	N	N	N	*

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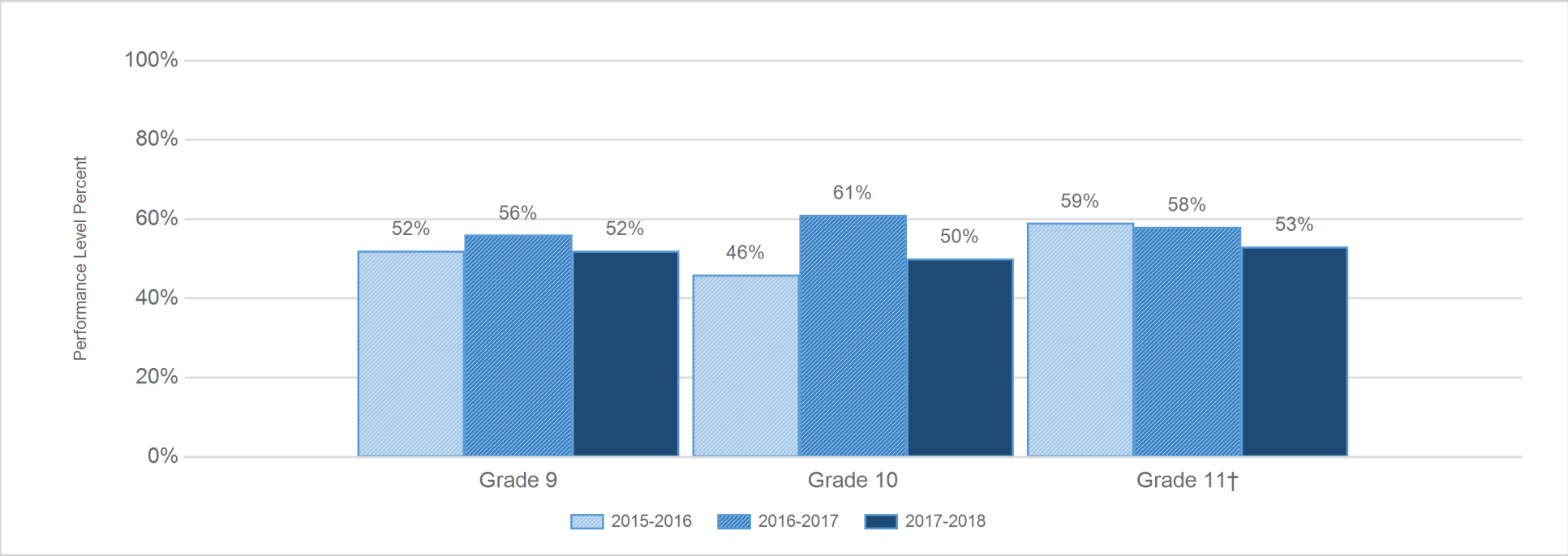
English Language Arts/Literacy Assessment - Performance Trends

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



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Mathematics Assessment - Participation and Performance

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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	794	98.9	26.2	32.0	45.0	26.2	27.1	Met Target†
White	132	99.3	31.8	42.0	54.1	31.8	35.1	Met Target†
Hispanic	466	99.0	24.4	30.8	29.2	24.4	23.7	Met Target
Black or African American	151	98.1	19.2	25.6	23.4	19.2	21.1	Met Target†
Asian, Native Hawaiian, or Pacific Islander	43	100.0	51.2	62.0	77.0	51.2	49.6	Met Target
American Indian or Alaska Native	*	*	*	*	42.5	*	**	**
Two or More Races	*	*	*	*	53.0	*	**	**
Female	393	99.5	27.0	32.3	46.0	27.0		
Male	401	98.3	25.4	31.8	43.9	25.4		
Economically Disadvantaged Students	384	99.2	25.3	29.3	26.6	25.3	26.9	Met Target†
Non-Economically Disadvantaged Students	410	98.6	27.1	36.6	55.9	27.1		
Students with Disabilities	114	95.1	*	*	17.1	*	13	Not Met
Students without Disabilities	680	99.6	*	*	50.5	*		
English Learners	72	98.7	*	*	24.6	*	9.8	Met Target†
Non-English Learners	722	98.9	*	*	46.9	*		
Homeless Students	*	*	*	23.7	17.3	*		
Students In Foster Care	*	*	*	*	16.2	*		
Military-Connected Students	*	*	*	*	45.8	*		
Migrant Students	N	N	N	*	23.7	N		

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Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	291	735	741	746	16%	20%	30%	*	*	34%	46%
White	44	741	*	755	*	*	34%	*	*	36%	57%
Hispanic	184	731	737	730	18%	24%	26%	32%	0%	32%	27%
Black or African American	49	739	745	727	*	*	39%	39%	0%	39%	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	49%
Two or More Races	*	*	*	755	*	*	*	*	*	*	54%
Female	134	736	742	748	14%	18%	34%	*	*	34%	48%
Male	157	734	740	745	18%	22%	26%	*	*	34%	44%
Economically Disadvantaged Students	158	733	739	729	16%	23%	26%	*	*	34%	25%
Non-Economically Disadvantaged Students	133	737	742	756	16%	16%	34%	*	*	35%	57%
Students with Disabilities	49	712	*	716	37%	43%	*	*	*	10%	13%
Students without Disabilities	242	739	*	752	12%	15%	*	*	*	39%	52%
English Learners	48	705	705	710	*	*	*	*	*	*	*
Non-English Learners	243	741	747	749	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	16%
Students in Foster Care	N	N	N	712	N	N	N	N	N	N	12%
Military-Connected Students	*	*	*	752	*	*	*	*	*	*	49%
Migrant Students	N	N	N	720	N	N	N	N	N	N	11%

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Mathematics Assessment - Performance by Test: Geometry

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	496	728	729	735	10%	33%	41%	*	*	16%	30%
White	77	736	*	740	*	25%	47%	*	*	25%	37%
Hispanic	283	727	*	723	11%	34%	41%	14%	0%	14%	14%
Black or African American	109	723	*	719	*	*	*	*	*	*	11%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	760	*	*	*	*	*	*	65%
American Indian or Alaska Native	*	*	*	734	*	*	*	*	*	*	28%
Two or More Races	N	N	N	741	N	N	N	N	N	N	39%
Female	250	731	*	736	6%	33%	43%	*	*	18%	30%
Male	246	725	*	734	15%	33%	38%	*	*	14%	29%
Economically Disadvantaged Students	230	727	*	722	10%	36%	40%	*	*	14%	13%
Non-Economically Disadvantaged Students	266	729	*	741	11%	30%	41%	*	*	18%	38%
Students with Disabilities	79	707	707	713	*	*	*	*	*	*	*
Students without Disabilities	417	732	733	738	*	*	*	*	*	*	*
English Learners	36	718	718	711	*	*	*	*	*	*	*
Non-English Learners	460	729	730	736	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	*
Students in Foster Care	*	*	*	711	*	*	*	*	*	*	*
Military-Connected Students	*	*	*	731	*	*	*	*	*	*	24%
Migrant Students	N	N	N	709	N	N	N	N	N	N	11%

NJ SCHOOL PERFORMANCE REPORT

HACKENSACK HIGH SCHOOL
(03-1860-050)
Grades Offered: 09-12
2017-2018

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Mathematics Assessment - Performance by Test: Algebra II

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	372	716	716	727	31%	34%	19%	*	*	16%	30%
White	68	721	721	733	28%	28%	19%	25%	0%	25%	35%
Hispanic	179	717	717	710	30%	32%	21%	*	*	16%	14%
Black or African American	97	703	703	705	*	*	*	*	*	*	11%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	766	*	*	*	*	*	*	66%
American Indian or Alaska Native	*	*	*	729	*	*	*	*	*	*	28%
Two or More Races	N	N	N	736	N	N	N	N	N	N	37%
Female	195	718	718	728	27%	36%	22%	*	*	16%	30%
Male	177	714	714	727	36%	33%	16%	*	*	15%	30%
Economically Disadvantaged Students	169	714	714	709	35%	34%	17%	*	*	14%	13%
Non-Economically Disadvantaged Students	203	718	718	736	28%	34%	21%	*	*	17%	37%
Students with Disabilities	36	690	690	693	*	*	*	*	*	*	*
Students without Disabilities	336	719	719	732	*	*	*	*	*	*	*
English Learners	*	*	*	691	*	*	*	*	*	*	*
Non-English Learners	*	*	*	729	*	*	*	*	*	*	*
Homeless Students	*	*	*	703	*	*	*	*	*	*	10%
Students in Foster Care	N	N	N	693	N	N	N	N	N	N	*
Military-Connected Students	*	*	*	717	*	*	*	*	*	*	20%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%

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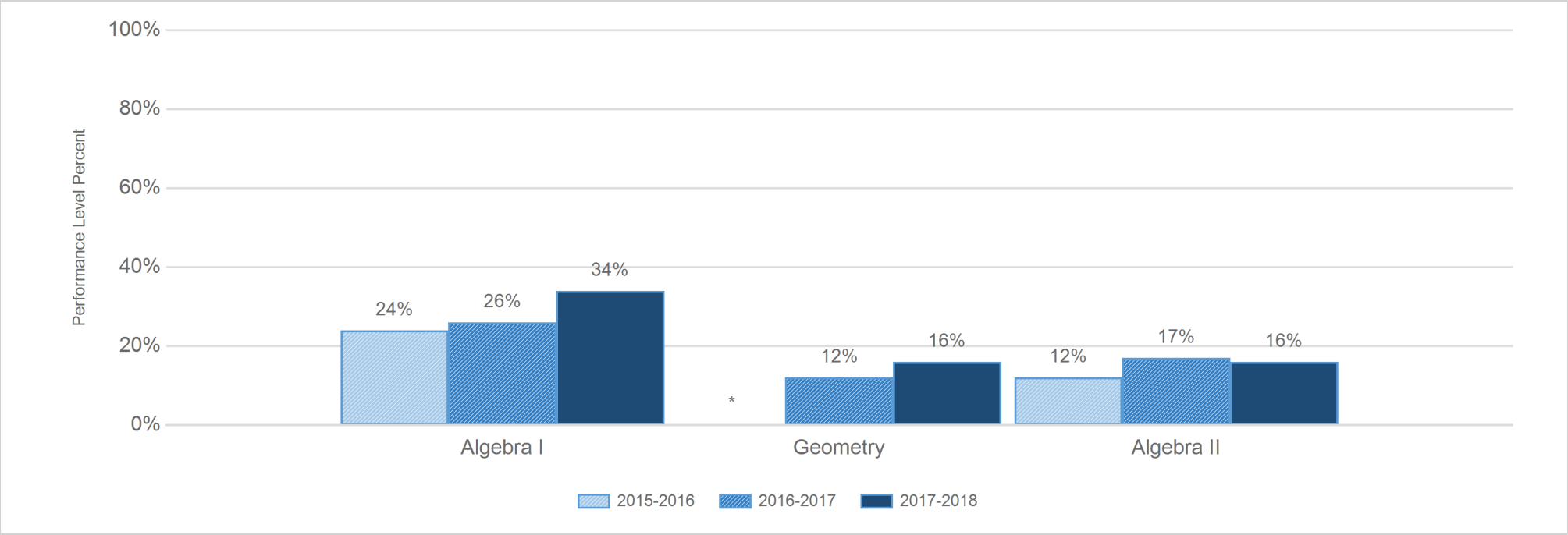
Mathematics Assessment – Performance Trends

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
9	N	N
10	N	N
11	*	*

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	34.2%	46.8%	Met Target†

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	98	*	*
3-4	49	*	*
5 or more	16	*	*

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

NJASK Science Assessment Information

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

Biology Assessment Information

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

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Information about participation and performance on the PSAT, SAT, and ACT exams comes directly from College Board and ACT.

PSAT, SAT, & ACT - Participation

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

Participation Type	School Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2017-18	89.0%	85.0%
12th graders taking SAT in 2017-18 or prior years	68.9%	72.2%
12th graders taking ACT in 2017-18 or prior years	10.3%	24.6%

PSAT, SAT, & ACT - Performance

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

Participation Type	School Average Score	State Average Score	College Readiness Benchmarks	School - Students Scores at or above Benchmark	State - Students Scores at or above Benchmark
PSAT 10/NMSQT - Reading and Writing	436	478	Grade 10: 430 Grade 11: 460	45%	62%
PSAT 10/NMSQT - Math	441	478	Grade 10: 480 Grade 11: 510	25%	42%
SAT - Reading and Writing	498	542	480	56%	72%
SAT - Math	507	543	530	37%	54%
ACT - Reading	20	24	22	38%	62%
ACT - English	18	24	18	49%	78%
ACT - Math	20	24	22	34%	62%
ACT - Science	19	23	23	19%	53%

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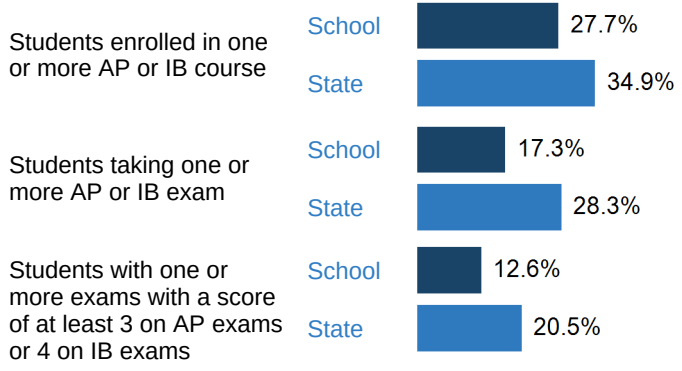
Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (IB)** courses and exams and **dual enrollment** courses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

AP/IB Coursework – Participation and Performance

This chart shows the percentage of 11th and 12th graders who enrolled in one or more AP or IB courses, who took one or more AP or IB exams, and who had one or more exams with an AP score of 3 or higher or IB score of 4 or higher.



Dual Enrollment Coursework - Participation

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

AP/ IB Courses Offered

This table shows the list of AP/IB Courses that were offered by the school or for which students took the corresponding AP/IB exam along with the number of students enrolled and the number of students taking the exam. Students do not need to take a course to take the exam and not all students enrolled in a course take the exam. The last two rows show the total number of exams taken and the number of exams with AP scores of 3 or higher or IB scores of 4 or higher. Students who take multiple examples are counted more than once in the last two rows.

AP/IB Course	Students Enrolled	Students Tested
AP Biology	22	15
AP Calculus AB	20	16
AP Calculus BC	19	15
AP Chemistry	22	22
AP Computer Science A	16	10
AP English Language and Composition	46	18
AP English Literature and Composition	74	62
AP Environmental Science	0	1
AP Italian Language and Culture	5	3
AP Music Theory	6	4
AP Physics 1	0	21
AP Physics B	33	0
AP Physics C	12	0
AP Physics C: Mechanics	0	12
AP Psychology	60	13
AP Spanish Language	34	33

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AP/IB Course	Students Enrolled	Students Tested
AP Statistics	24	4
AP Studio Art—Two-Demensional	4	0
AP World History	61	36
Total Exams taken		285
Exams with scores of at least 3 on AP exams or 4 on IB exams		177

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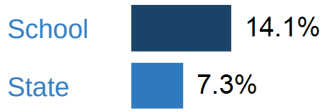
This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit the NJDOE's Career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

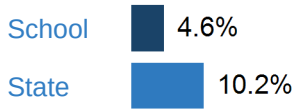
Career and Technical Education Participation

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

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



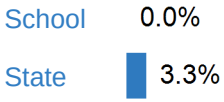
CTE Concentrators
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

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

Structured Learning Experiences



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Industry-Valued Credentials

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

Students Earning Industry-Valued Credentials

School	*
State	0.9%

Industry-Valued Credentials by Career Cluster

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

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total credentials earned
Agriculture, Food & Natural Resources	*		
Architecture & Construction	104		
Arts, AV Technology & Communications	*		
Finance	103		
Health Science	*		
Hospitality & Tourism	78	*	*
Human Services	*		
Information Technology	*		
Manufacturing	63		
Transportation, Distribution & Logistics	*		
Total (All Clusters)	365	*	*

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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	227	62	22	0	0	0	187
10	52	386	51	17	0	0	17
11	14	46	294	44	0	3	30
12	9	16	81	78	39	21	146
Total	302	510	448	139	39	24	380
Enrolled in AP/IB Course					39	24	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	26

Science - Course Participation

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

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	201	40	0	214	33	0
10	37	466	0	4	9	0
11	186	52	0	28	177	14
12	37	9	0	39	26	61
Total	461	567	0	285	245	75
Enrolled in AP/IB Course	22	22		0	45	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	75

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Social Studies and History - Course Participation

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

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	24	471	0	0	0	1
10	37	480	13	3	3	54
11	323	74	1	21	13	31
12	47	39	10	125	28	97
Total	431	1064	24	149	44	183
Enrolled in AP/IB Course	61	0	0	60		0
Enrolled in Dual Enrollment Course	0	0	0	0	44	34

World Languages - Course Participation

This table shows the number of students who were enrolled in World Languages courses by grade and language. Students are counted more than once if they were enrolled in courses across multiple languages. The last three rows show the number of students enrolled in level 3 or higher courses (such as French II or IV), Advanced Placement (AP) or International Baccalaureate (IB) courses, and Dual Enrollment courses by language.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	330	21	37	0	0	0	0
10	339	34	55	0	0	0	0
11	162	20	41	0	0	0	0
12	85	9	11	0	0	0	0
Total	916	84	144	0	0	0	0
Enrolled in AP/IB Course	34	0	5	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	108	13	34	0	0	0	0

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Seal of Biliteracy

This table shows the number of Seals of Biliteracy earned by language. The New Jersey Department of Education State Seal of Biliteracy identifies graduating high school students who are able to demonstrate proficiency in English in addition to one or more languages. Students may be counted more than once if they earned Seals across more than one language. Visit the NJDOE Seal of Biliteracy website for more information.

Language	Students Earning a Seal of Biliteracy
Total	0

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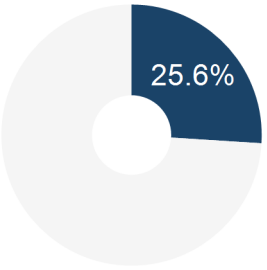
Visual and Performing Arts – Course Participation

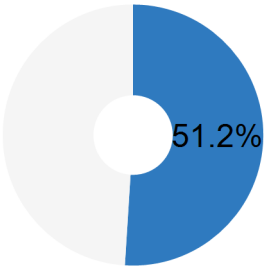
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the school year.

Grades 9-12:

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

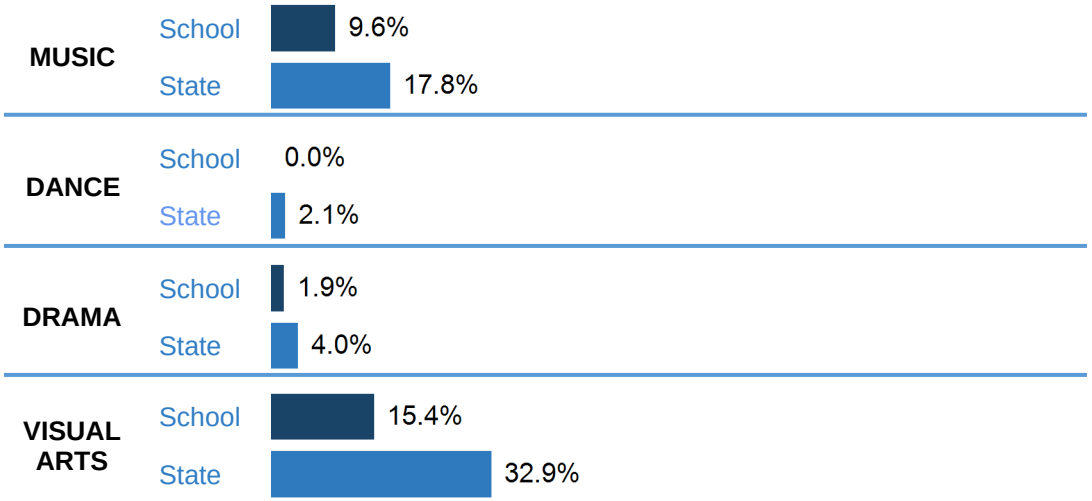


School



State

Students enrolled in one or more classes by discipline:



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

Graduation Rates

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

Student Group	School - Class of 2018: 4 Year Rate	State - Class of 2018: 4 Year Rate	School - Class of 2017: 5 Year Rate	State - Class of 2017: 5 Year Rate	Class of 2017: 4 Year Rate	Class of 2017: 4 Year Target	Class of 2017: Met Target	Class of 2016: 5 Year Rate	Class of 2016: 5 Year Target	Class of 2016: Met Target
Schoolwide	89.9%	90.9%	92.7%	92.4%	92.1%	90.9%	Met Target	91.8%	87.6%	Met Target
White	93.8%	95.0%	94.6%	95.7%	93.5%	95.0%	Not Met	94.2%	90.9%	Met Target
Hispanic	90.1%	84.8%	95.0%	87.3%	94.5%	93.4%	Met Target	90.0%	91.4%	Not Met
Black or African American	88.3%	84.2%	86.9%	86.8%	86.9%	79.2%	Met Target	92.4%	79.0%	Met Target
Asian, Native Hawaiian or Pacific Islander	86.2%	97.0%	*	97.7%	*	95.0%	Not Met	93.5%	90.0%	Met Target
American Indian or Alaska Native	*	86.5%	*	94.1%	*	**	**	N	N	N
Two or More Races	*	92.0%	N	93.9%	N	N	N	N	N	N
Economically Disadvantaged Students	87.8%	84.6%	90.2%	87.0%	89.8%	89.1%	Met Target	89.5%	86.5%	Met Target
Students with Disabilities	76.8%	80.1%	76.5%	83.5%	73.9%	82.2%	Not Met	78.7%	82.8%	Not Met
English Learners	80.9%	75.8%	94.9%	81.8%	92.3%	86.6%	Met Target	94.0%	92.8%	Met Target
Homeless Students	*	72.6%	100.0%	79.1%	100.0%			*		
Students in Foster Care	*	62.6%	*	64.9%						

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Graduation Pathways

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

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
PARCC Assessment	75.9%	52.2%
Substitute Competency Test	18.4%	39.0%
Portfolio Appeals Process	0.0%	0.0%
Alternate Requirements specified in IEP	5.5%	8.6%
Unknown	0.2%	0.2%

Graduation Rate Trends

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

Class of	4-Year Rate	5-Year Rate
2018	89.9%	-
2017	92.1%	92.7%
2016	90.4%	91.8%

Dropout Rate Trends

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

School Year	School Rate	State Rate
2017-2018	0.1%	1.2%
2016-2017	0.5%	1.1%
2015-2016	0.3%	1.2%

NJ SCHOOL PERFORMANCE REPORT

HACKENSACK HIGH SCHOOL
(03-1860-050)
Grades Offered: 09-12
2017-2018

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

Postsecondary Enrollment Rates: Fall

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	72.8%	27.6%	72.4%
Schoolwide	67.4%	40.8%	59.2%
White	74.7%	36.9%	63.1%
Hispanic	60.4%	48.9%	51.1%
Black or African American	73.7%	37%	63%
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	*	*	*
Two or More Races	N	N	N
Economically Disadvantaged Students	64%	41.6%	58.4%
Students with Disabilities	51.2%	52.4%	47.6%
English Learners	40%	66.7%	33.3%

Postsecondary Enrollment Rates: 16 month

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	77.9%	31.9%	68.1%	72.5%	27.5%	64.9%	35.1%
Schoolwide	79.2%	44.3%	55.7%	78%	22%	80.5%	19.5%
White	82.4%	27.1%	72.9%	75.7%	24.3%	71.4%	28.6%
Hispanic	74.3%	55.4%	44.6%	82%	18%	90.6%	9.4%
Black or African American	82.2%	42%	58%	71.6%	28.4%	69.3%	30.7%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*	*
Two or More Races	N	N	N	N	N	N	N
Economically Disadvantaged Students	77.2%	47.9%	52.1%	79.5%	20.5%	86.3%	13.7%
Students with Disabilities	61.5%	62.5%	37.5%	87.5%	12.5%	87.5%	12.5%
English Learners	40%	62.5%	37.5%	100%	0%	100%	0%

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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.

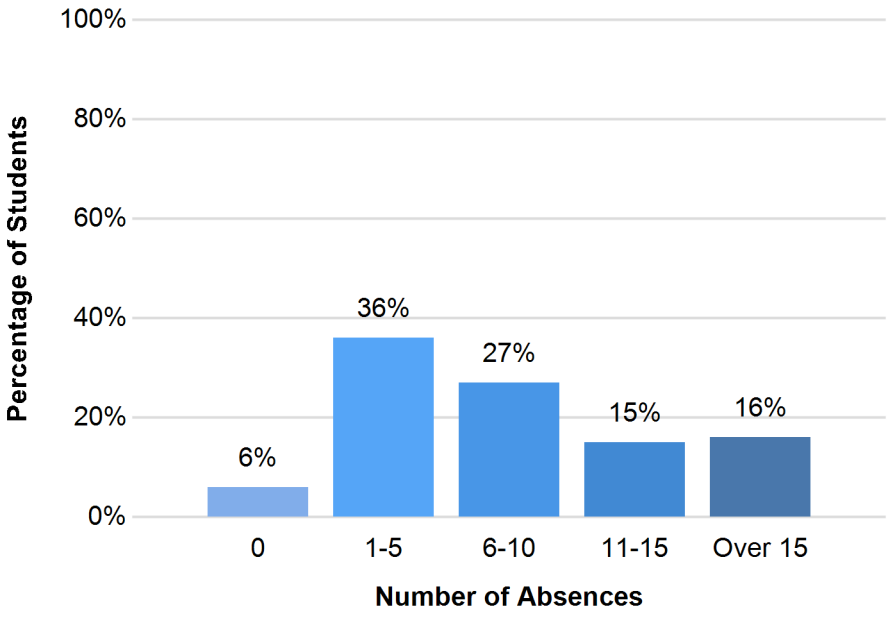
Chronic Absenteeism

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	268	13.6	14.9	Met
White	42	12.8	14.9	Met
Hispanic	132	12.3	14.9	Met
Black or African American	78	17.4	14.9	Not Met
Asian, Native Hawaiian, or Pacific Islander	14	12.2	14.9	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Economically Disadvantaged Students	142	14.4	14.9	Met
Students with Disabilities	74	21.8	14.9	Not Met
English Learners	32	18.7	14.9	Not Met

Days Absent

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



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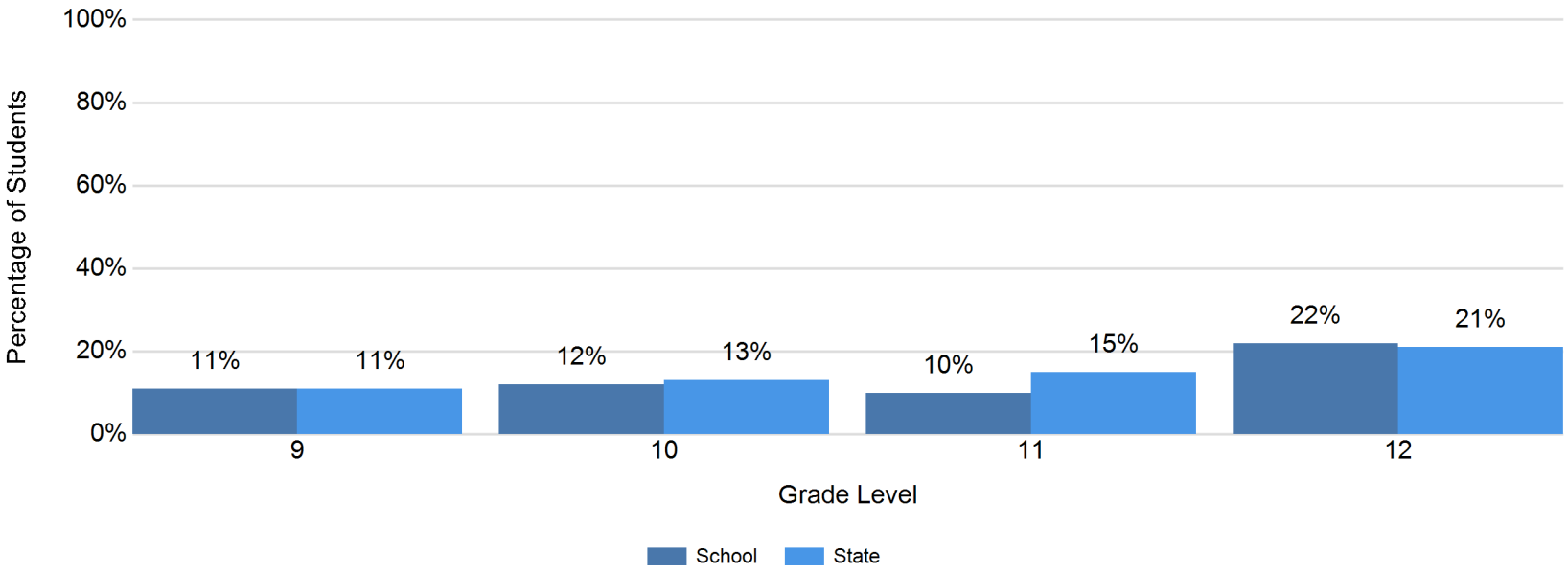
Chronic Absenteeism by Grade

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



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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	37
Weapons	1
Vandalism	8
Substances	6
Harassment, Intimidation, Bullying (HIB)	12
Total Unique Incidents	64
Incidents Per 100 Students Enrolled	3.37

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	4
Weapons	1
Vandalism	8
Substances	5
Harassment, Intimidation, Bullying (HIB)	3
Other Incidents Leading to Removal	2

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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	4	4
Religion	1	0	1
Ancestry	0	0	0
Gender	0	1	1
Sexual Orientation	0	0	0
Disability	0	3	3
Other	0	4	4
No Identified Nature	2		2

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	187	9.9%
Out-of-School Suspensions	112	5.9%
Any Suspension	239	12.6%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	10	0.5%

School Days Missed due to Out-of-School Suspensions
519

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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	8:15 AM
Typical End Time	2:25 PM
Length of School Day	6 Hrs 10 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	138	117,464
Average years experience in public schools	11.2	12.0
Average years experience in district	11.2	10.7
Teachers in district for 4 or more years	81.9%	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	14:1	14:1
Students to Administrators	158:1	173:1
Teachers to Administrators	12:1	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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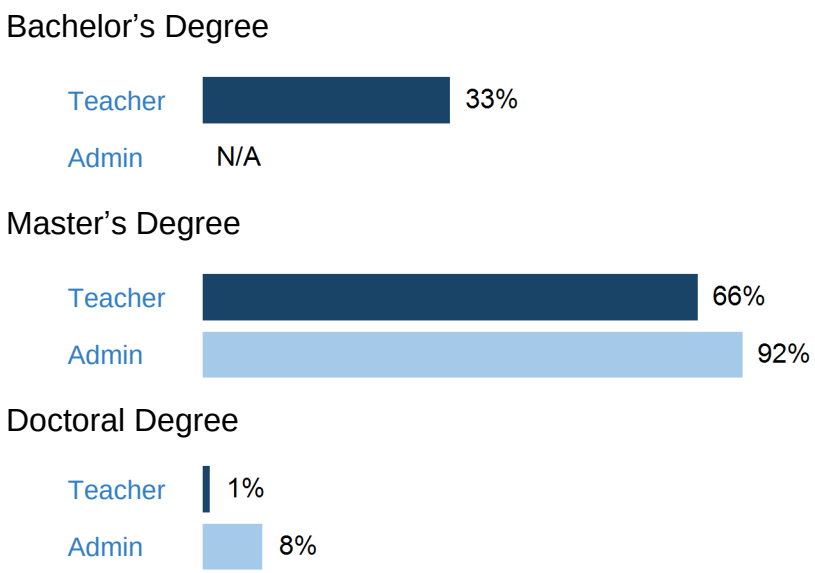
Teachers and Administrators - Level of Education

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.



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	93.0%

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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 and Administrators – Demographics

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

Category	Teachers	Administrators
Female	58.7%	41.7%
Male	41.3%	58.3%
White	70.3%	58.3%
Hispanic	18.8%	25.0%
Black or African American	8.7%	16.7%
Asian	1.4%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.7%	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	54.44	15.0%
Mathematics Proficiency	43.55	15.0%
Graduation Rate - 4-Year	39.26	20.0%
Graduation Rate - 5-Year	32.47	20.0%
Progress Towards English Language Proficiency	30.00	20.0%
Chronic Absenteeism	40.23	10.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	39.07	n/a
Summative Rating: Percentile Rank of Summative Score	31.81	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	No	n/a
Requires Comprehensive Support: 4-year Graduation Rate less than or equal to 67%	No	n/a

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

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Accountability Summary by Student Group - 2017-18 School Year

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

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	4-Year Graduation Rate: Met Annual Target	5-Year Graduation Rate: Met Annual Target	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	No	Met Target†	Met Target†	Met Target	Met Target	Met Target†	Met	No
White	37.90	8.94	No	Met Target†	Met Target†	Not Met	Met Target	n/a	Met	No
Hispanic	63.66	8.94	No	Met Target†	Met Target	Met Target	Not Met	n/a	Met	No
Black or African American	62.54	8.94	No	Met Target	Met Target†	Met Target	Met Target	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	15.07	8.94	No	Met Target†	Met Target	Not Met	Met Target	n/a	Met	No
American Indian or Alaska Native	**	**	No	**	**	**	N	n/a	**	No
Two or More Races	**	**	No	**	**	N	N	n/a	**	No
Economically Disadvantaged Students	67.02	8.94	No	Met Target	Met Target†	Met Target	Met Target	n/a	Met	No
Students with Disabilities	35.37	8.94	No	Met Target	Not Met	Not Met	Not Met	n/a	Not Met	No
English Learners	67.16	8.94	No	Met Target†	Met Target†	Met Target	Met Target	**	Not Met	No

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

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School Narrative

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

Highlights:	• Hackensack High School was recognized as one of the top high schools in America via U.S. News and World Reports • Hackensack High School's Academic Decathlon Team won the NJ Regional Tournament in 2017 • HHS was recently named to the Advanced Placement Honor Roll by College Board for equity and diversity.
Mission, Vision, Theme:	"Reaching All Learners" HHS is a learning community that fosters an appreciation for cultural diversity, intellectual growth, and individual diligence. We strive to prepare students to accept life's challenges by encouraging them to be open-minded, reflective, life-long learners who have integrity and respect for others. HHS in partnership with our community, will develop citizens who make a difference in their community.
Awards, Recognition, Accomplishments:	HHS was noted in "School Matters," a publication of Standards and Poor, as one of three New Jersey high schools that significantly narrowed the achievement gap for disadvantaged students. In addition, HHS was also recognized as a top high school in America by Newsweek Magazine several times. HHS was recognized as a Top High School U.S. News and World Reports in 2017.

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Courses, Curriculum, Instruction:	HHS provides a wide range of educational opportunities to our students. We have challenged our students to take college level course work, including Advanced Placement and dual-enrollment Middle College courses. Students can choose from over 200 course offerings, including performing and fine arts, technology, career-based, business, and computer courses. New course additions include Graphic Arts, M in Stem, and Multicultural Literature.
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Boys & Girls), Cross Country (Boys & Girls), Field Hockey (Girls), Football (Boys), Golf (Boys & Girls), Ice Hockey (Coed), Soccer (Boys & Girls), Softball (Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Boys & Girls), Wrestling (Coed) HHS has a rich athletic history that in clearly embedded in the fabric of our school culture. To balance a strong academic program and to further educate the whole student, a child must seek challenges beyond the classroom. To enrich our student' co-curricular experiences, we offer 26 sports teams and over 50 clubs and activities. Impressively, over 80% of the student body participates in our music program, clubs and/or sports.
Clubs and Activities:	Hackensack High School is proud to offer over 30 clubs and activities for students. These clubs have been developed so that students can challenge themselves, open their humanitarian spirit and increase their sense of self-worth outside of the traditional classroom setting. This is a great opportunity for students to meet new people and make new friends and join a group that will share their ideas and interests.

NJ SCHOOL PERFORMANCE REPORT

HACKENSACK HIGH SCHOOL
(03-1860-050)
Grades Offered: 09-12
2017-2018

Report Key:
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****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

School Narrative

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Before and After School Programs:	Hackensack High School employs a full-time parent outreach coordinator. The coordinator runs a Parent Outreach program to identify the academic, social and emotional needs of families in our community. The program also offers ESL and technology classes for parents at no cost. Additionally, at-risk students are offered homework help sessions and mathematics tutoring.
Staff and Professional Learning:	Hackensack High School's motto is "Reaching all Learners." We use that vision to drive our professional development. This year, our professional development focused on blended learning, student modifications for ESL and SE students, cultural competency, building communities and literacy across all departments. As a result of our literacy initiative, our PARCC scores have increased dramatically.
Postsecondary Information:	Last year, over 86% of our students attended either 2 or 4 year colleges. Some of our recent graduates attended Cornell, West Point, University of North Carolina, Vanderbilt University, Cooper Union and Stanford. The High School offers a SAT course during the school day and also after school for free.

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Student Supports and Services:	Hackensack High School provides a wide array of student support services to ensure that each child has the tools needed for success. Services include transition services for students with disabilities, homework and academic assistance for ELL and SE students, and targeted tutoring for at-risk students. HHS also offers a Drop-in Center that provides counseling, tutoring, and career and health programs for all students.
Student Health and Wellness:	HHS promotes health and skill related fitness through the participation in physical activities. The program and associated experiences are planned with special consideration for the needs of individuals as well as members of a social group. We believe the health of each individual is dependent on the establishment of understandings and habits, which promotes lifelong wellness. Additionally, the Health Office offers blood pressure and vision screenings in coordination with Hackensack Hospital.
Parent and Community Involvement:	Hackensack High School provides parents and community members with a multitude of opportunities to be involved in the educational process. Parents can join our PTSA, Parent Advisory Committee for Special Education or many of our athletic booster clubs and organizations. The community provides continuous support as evidenced by the $250,000 in scholarships awarded yearly.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers Hackensack High School utilizes a culture and climate survey for parents, students, administrators and teachers. The survey is administered during the first and fourth marking periods. Survey results indicated that students felt safe at school, enjoyed coming to school and enjoyed the extra-curricular activities. One of the school's favorite activities are the pep-rallies.
Facilities:	Hackensack High School was founded in 1894. The cornerstone for its present location at First and Beech Streets in Hackensack was laid on December 2, 1916. The 1966 expansion of Hackensack High School added the neighboring Beech Street School and extended a two-story bridge over First Street. Recent facility upgrades include a renovated library, MAC computer lab and fitness center.

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Other Information:	Hackensack High School's administrators, teachers, guidance counselors, nurses, and staff members are committed to making sure that every student graduating from Hackensack High School has a career plan that includes an educational component either on-the-job or in an educational setting (military, technical, two-or four-year college or apprenticeship). The key to a rewarding and successful educational experience is for our students to balance school with the values of family and community. Together, we are striving to produce an educated young adult committed to lifelong learning and ready to contribute to society. Hackensack High School receives great support from the community, which is evidenced by the wide range of educational opportunities provided to our students. Students can choose from over 200 course offerings, including dual-enrollment Middle College and Project Acceleration electives, Advanced Placement, performing and fine arts, technology, career-based, business, and computer courses. Since 2015-6, Hackensack High School has embarked on a 1:1 Chromebook Initiative for all students. We believe that a successful 1:1 initiative will redefine the traditional roles of student and teacher moving from a teacher centered classroom to one where student learning is individualized. This initiative will change the way information is shared, and how we interact and communicate with others so that our students become enlightened digital natives prepared for any opportunity in the ever changing arena of digital globalization.