NJ SCHOOL PERFORMANCE REPORT

HACKENSACK MIDDLE SCHOOL
(03-1860-300)
Grades Offered: 05-08
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

NJ SCHOOL PERFORMANCE REPORT

HACKENSACK MIDDLE SCHOOL
(03-1860-300)
Grades Offered: 05-08
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** 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 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. COOPER
Address	360 UNION STREET HACKENSACK, NJ 07601
Phone Number	(201)646-7842
Email Address	DAMENCOOPER@HACKENSACKSCHOOLS.ORG
Website	http://www.hackensackschools.org/Middle.cfm?subpage=239373

NJ SCHOOL PERFORMANCE REPORT

HACKENSACK MIDDLE SCHOOL
(03-1860-300)
Grades Offered: 05-08
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

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
5	330	373	389
6	351	341	369
7	353	371	335
8	366	351	354
Total	1,400	1,436	1,447

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	50.6%	49.0%	48.2%
Male	49.4%	51.0%	51.8%
Economically Disadvantaged Students	72.6%	72.1%	70.4%
Students with Disabilities	19.2%	20.5%	20.9%
English Learners	6.1%	6.5%	6.8%
Homeless Students		1.9%	1.6%
Students in Foster Care		0.1%	0.3%
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	4.6%	5.2%	5.5%
Hispanic	63.4%	63.9%	63.6%
Black or African American	25.9%	25.9%	25.9%
Asian	5.4%	4.2%	3.5%
Native Hawaiian or Pacific Islander	0.2%	0.2%	0.8%
American Indian or Alaska Native	0.3%	0.1%	0.1%
Two or More Races	0.2%	0.4%	0.6%

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
Spanish	48.1%
English	47.7%
Other Languages	4.1%

NJ SCHOOL PERFORMANCE REPORT

HACKENSACK MIDDLE SCHOOL
(03-1860-300)
Grades Offered: 05-08
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

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	43	46	50	Met Standard	42	45	50	Met Standard
White	49.5	53	50	Met Standard	51	54	51	Met Standard
Hispanic	44	47	49	Met Standard	42	45	48	Met Standard
Black or African American	40	42	44	Met Standard	41	44	44	Met Standard
Asian, Native Hawaiian, or Pacific Islander	54	52	61	Met Standard	52.5	54	61	Met Standard
American Indian or Alaska Native	*	*	52	**	*	*	53	**
Two or More Races	*	36	49	**	*	*	51	**
Economically Disadvantaged	41	44	48	Met Standard	40	42.5	47	Met Standard
Students with Disabilities	33	33.5	41	Not Met	41	38	43	Met Standard
English Learners	40	45	54	Met Standard	37.5	40	51	Not Met

NJ SCHOOL PERFORMANCE REPORT

HACKENSACK MIDDLE SCHOOL
(03-1860-300)
Grades Offered: 05-08
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

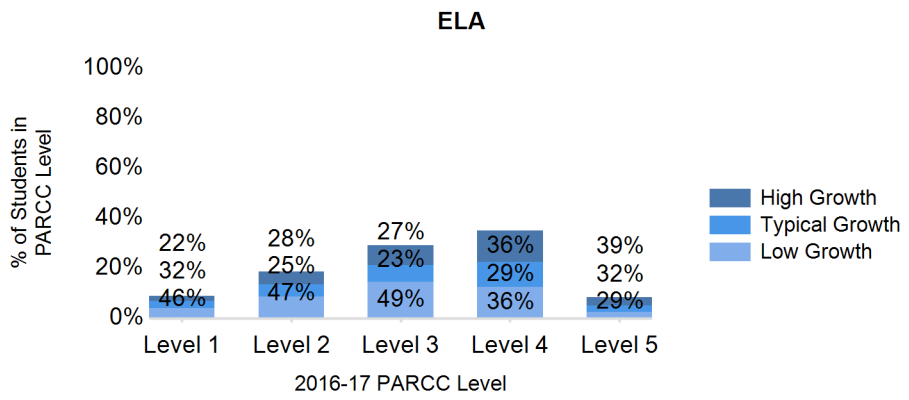
Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

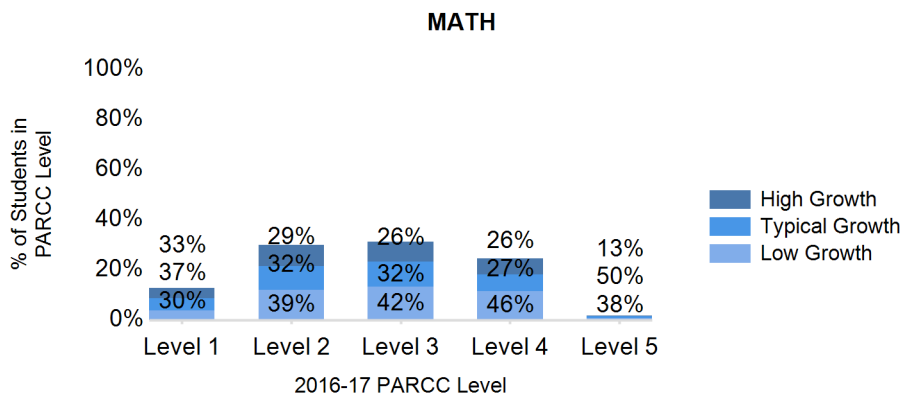
A student's SGP falls between 1 and 99 and can be grouped into three level **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

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 by Performance Level

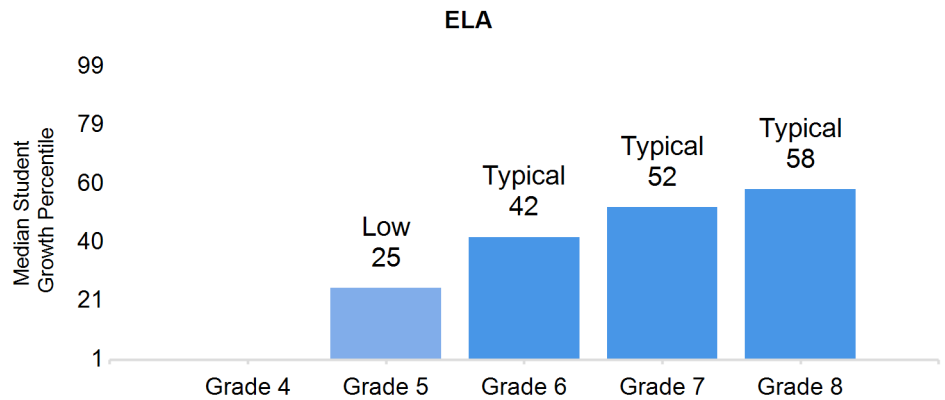
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

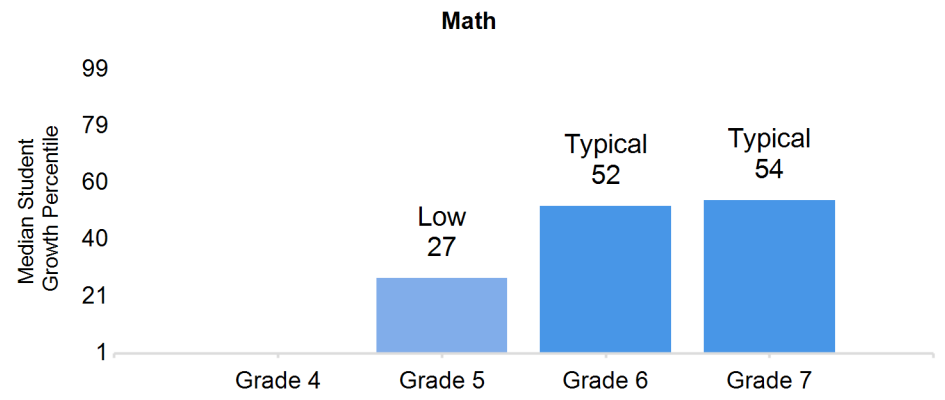




Student Growth by Grade

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





NJ SCHOOL PERFORMANCE REPORT

HACKENSACK MIDDLE SCHOOL
(03-1860-300)
Grades Offered: 05-08
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

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	1387	99.1	41.9	47.2	56.7	41.9	45.7	Not Met
White	80	98.8	52.5	59.5	65.6	52.5	59.8	Met Target†
Hispanic	879	99.2	39.2	43.2	42.5	39.2	44.1	Not Met
Black or African American	360	99.2	40.8	47.2	37.3	40.8	41.9	Met Target†
Asian, Native Hawaiian, or Pacific Islander	58	98.4	72.4	73.7	82.3	72.4	71.7	Met Target
American Indian or Alaska Native	*	*	*	*	52.7	*	**	**
Two or More Races	*	*	*	*	63.4	*	**	**
Female	662	98.7	50.8	54.5	64.5	50.8		
Male	725	99.5	33.8	40.3	49.4	33.8		
Economically Disadvantaged Students	966	99.1	38.5	42.7	38.5	38.5	41.9	Not Met
Non-Economically Disadvantaged Students	421	99.1	49.6	54.6	67.5	49.6		
Students with Disabilities	304	97.5	10.2	*	21.6	10.2	17.4	Not Met
Students without Disabilities	1083	99.6	50.8	*	63.9	50.8		
English Learners	203	100.0	21.2	*	27.3	21.2	15.5	Met Target
Non-English Learners	1184	98.9	45.5	*	59.4	45.5		
Homeless Students	18	95.0	11.2	25.7	27.7	11.2		
Students In Foster Care	*	*	*	*	26.3	*		
Military-Connected Students	N	N	N	*	57.4	N		
Migrant Students	*	*	*	*	30.1	*		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

HACKENSACK MIDDLE SCHOOL
(03-1860-300)
Grades Offered: 05-08
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows 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	379	736	736	755	13%	25%	29%	30%	3%	33%	58%
White	26	756	756	763	*	*	*	*	*	58%	68%
Hispanic	234	733	733	743	13%	28%	31%	*	*	28%	43%
Black or African American	101	735	735	738	17%	24%	27%	*	*	33%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	780	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	752	N	N	N	N	N	N	53%
Two or More Races	*	*	*	763	*	*	*	*	*	*	65%
Female	170	744	744	762	8%	22%	28%	*	*	42%	66%
Male	209	730	730	749	18%	26%	31%	*	*	25%	51%
Economically Disadvantaged Students	272	733	733	739	12%	28%	32%	*	*	28%	39%
Non-Economically Disadvantaged Students	107	745	745	766	17%	16%	21%	*	*	46%	71%
Students with Disabilities	80	705	705	724	*	*	*	*	*	*	22%
Students without Disabilities	299	745	745	762	*	*	*	*	*	*	65%
English Learners	20	698	698	712	*	*	*	*	*	*	11%
Non-English Learners	359	739	739	757	*	*	*	*	*	*	60%
Homeless Students	*	*	*	731	*	*	*	*	*	*	30%
Students in Foster Care	*	*	*	728	*	*	*	*	*	*	27%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	59%
Migrant Students	*	*	*	732	*	*	*	*	*	*	33%

NJ SCHOOL PERFORMANCE REPORT

HACKENSACK MIDDLE SCHOOL
(03-1860-300)
Grades Offered: 05-08
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows 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	347	740	740	754	17%	19%	24%	29%	11%	40%	56%
White	15	747	747	761	*	*	*	*	*	40%	66%
Hispanic	235	739	739	742	16%	19%	27%	30%	9%	39%	42%
Black or African American	83	737	737	737	22%	23%	17%	*	*	39%	35%
Asian, Native Hawaiian, or Pacific Islander	14	773	773	779	*	0%	*	*	*	79%	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	49%
Two or More Races	N	N	N	761	N	N	N	N	N	N	64%
Female	165	749	749	761	10%	18%	22%	35%	15%	50%	64%
Male	182	732	732	748	23%	20%	25%	24%	8%	32%	48%
Economically Disadvantaged Students	252	736	736	739	19%	20%	24%	29%	8%	37%	37%
Non-Economically Disadvantaged Students	95	752	752	764	12%	17%	22%	31%	19%	49%	68%
Students with Disabilities	76	707	707	723	*	*	*	*	*	*	18%
Students without Disabilities	271	749	749	760	*	*	*	*	*	*	63%
English Learners	11	690	690	712	*	*	*	*	*	*	*
Non-English Learners	336	742	742	755	*	*	*	*	*	*	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	26%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	26%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	732	N	N	N	N	N	N	36%

NJ SCHOOL PERFORMANCE REPORT

HACKENSACK MIDDLE SCHOOL
(03-1860-300)
Grades Offered: 05-08
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows 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	322	746	746	760	14%	12%	29%	27%	18%	45%	63%
White	16	761	761	768	*	*	*	*	*	63%	72%
Hispanic	206	742	742	746	15%	13%	32%	26%	14%	40%	49%
Black or African American	82	750	750	740	*	*	30%	28%	20%	48%	42%
Asian, Native Hawaiian, or Pacific Islander	13	774	774	790	*	0%	*	*	*	85%	87%
American Indian or Alaska Native	*	*	*	756	*	*	*	*	*	*	57%
Two or More Races	*	*	*	767	*	*	*	*	*	*	68%
Female	163	754	754	769	9%	8%	31%	29%	23%	53%	72%
Male	159	737	737	752	19%	16%	27%	25%	13%	38%	54%
Economically Disadvantaged Students	215	741	741	742	*	*	30%	27%	13%	40%	44%
Non-Economically Disadvantaged Students	107	756	756	771	*	*	27%	28%	27%	55%	73%
Students with Disabilities	54	710	710	721	39%	22%	28%	*	*	11%	22%
Students without Disabilities	268	753	753	768	9%	10%	29%	*	*	52%	71%
English Learners	17	676	676	705	*	*	*	*	*	*	11%
Non-English Learners	305	750	750	762	*	*	*	*	*	*	64%
Homeless Students	*	*	*	729	*	*	*	*	*	*	32%
Students in Foster Care	*	*	*	725	*	*	*	*	*	*	25%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	64%
Migrant Students	*	*	*	716	*	*	*	*	*	*	21%

NJ SCHOOL PERFORMANCE REPORT

HACKENSACK MIDDLE SCHOOL
(03-1860-300)
Grades Offered: 05-08
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows 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	345	750	750	759	11%	16%	21%	38%	14%	52%	60%
White	22	755	755	767	*	*	*	*	*	50%	70%
Hispanic	198	750	750	744	12%	14%	21%	40%	14%	54%	45%
Black or African American	108	744	744	739	10%	22%	22%	*	*	45%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	789	*	*	*	*	*	*	86%
American Indian or Alaska Native	N	N	N	759	N	N	N	N	N	N	59%
Two or More Races	*	*	*	766	*	*	*	*	*	*	66%
Female	171	758	758	768	9%	9%	21%	44%	16%	60%	69%
Male	174	742	742	751	13%	23%	20%	31%	13%	44%	52%
Economically Disadvantaged Students	233	749	749	740	11%	16%	21%	41%	11%	52%	42%
Non-Economically Disadvantaged Students	112	752	752	769	13%	17%	20%	30%	21%	51%	71%
Students with Disabilities	75	720	720	719	25%	35%	23%	*	*	17%	19%
Students without Disabilities	270	758	758	766	7%	11%	20%	*	*	61%	68%
English Learners	14	679	679	703	*	*	*	*	*	*	*
Non-English Learners	331	753	753	761	*	*	*	*	*	*	*
Homeless Students	*	*	*	727	*	*	*	*	*	*	27%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	27%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	61%
Migrant Students	N	N	N	718	N	N	N	N	N	N	21%

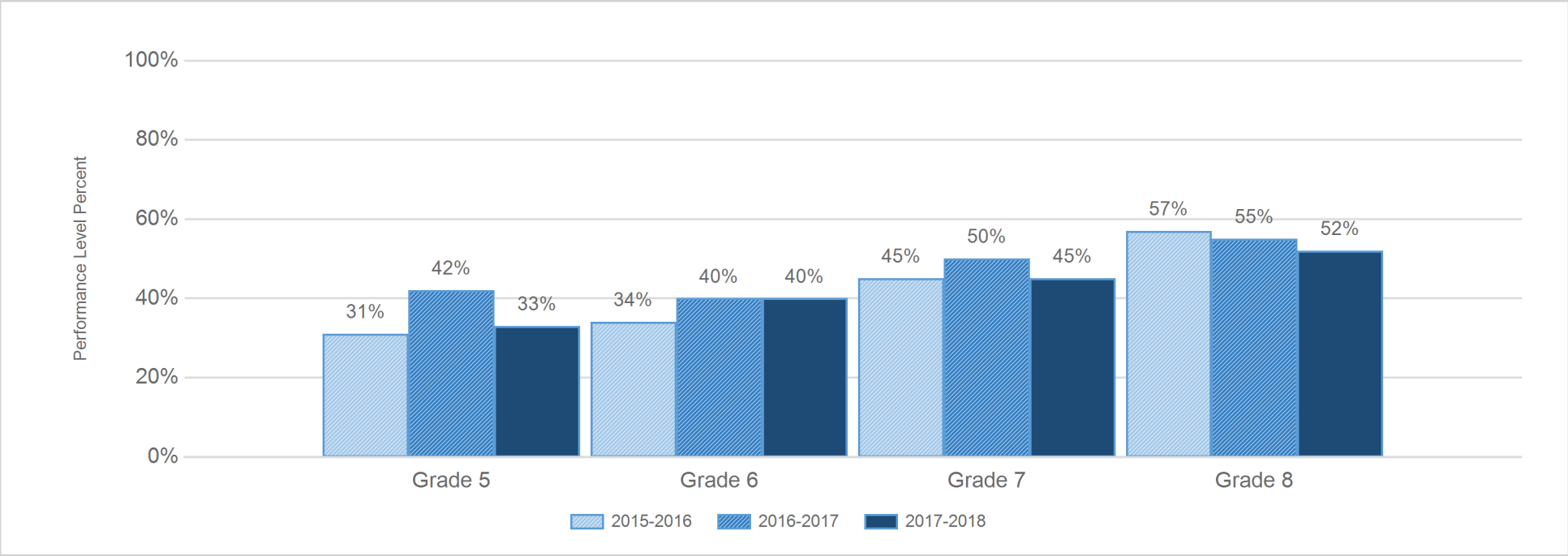
NJ SCHOOL PERFORMANCE REPORT

HACKENSACK MIDDLE SCHOOL
(03-1860-300)
Grades Offered: 05-08
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

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.



NJ SCHOOL PERFORMANCE REPORT

HACKENSACK MIDDLE SCHOOL
(03-1860-300)
Grades Offered: 05-08
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	1404	99.2	27.9	32.0	45.0	27.9	30	Not Met
White	80	98.8	42.5	42.0	54.1	42.5	41.6	Met Target
Hispanic	894	99.3	27.0	30.8	29.2	27.0	29.5	Not Met
Black or African American	361	99.5	21.4	25.6	23.4	21.4	23.7	Met Target†
Asian, Native Hawaiian, or Pacific Islander	59	98.4	62.7	62.0	77.0	62.7	56.8	Met Target
American Indian or Alaska Native	*	*	*	*	42.5	*	**	**
Two or More Races	*	*	*	*	53.0	*	**	**
Female	669	98.9	28.8	32.3	46.0	28.8		
Male	735	99.6	27.1	31.8	43.9	27.1		
Economically Disadvantaged Students	982	99.2	24.5	29.3	26.6	24.5	26.7	Met Target†
Non-Economically Disadvantaged Students	422	99.3	35.8	36.6	55.9	35.8		
Students with Disabilities	305	98.1	*	*	17.1	*	14.8	Not Met
Students without Disabilities	1099	99.6	*	*	50.5	*		
English Learners	219	100.0	13.7	*	24.6	13.7	11.8	Met Target
Non-English Learners	1185	99.1	30.6	*	46.9	30.6		
Homeless Students	19	95.2	21.1	23.7	17.3	21.1		
Students In Foster Care	*	*	*	*	16.2	*		
Military-Connected Students	N	N	N	*	45.8	N		
Migrant Students	*	*	*	*	23.7	*		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

HACKENSACK MIDDLE SCHOOL
(03-1860-300)
Grades Offered: 05-08
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

Mathematics Assessment - Performance by Grade: Grade 5

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by 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	385	728	728	748	13%	36%	31%	*	*	20%	49%
White	27	740	740	756	*	*	*	*	*	41%	60%
Hispanic	238	725	725	736	16%	36%	32%	*	*	16%	32%
Black or African American	101	728	728	730	*	39%	35%	*	*	18%	26%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	42%
Two or More Races	*	*	*	754	*	*	*	*	*	*	55%
Female	173	728	728	749	16%	37%	27%	*	*	21%	50%
Male	212	729	729	747	11%	35%	34%	*	*	19%	48%
Economically Disadvantaged Students	275	725	725	733	14%	40%	30%	*	*	16%	29%
Non-Economically Disadvantaged Students	110	737	737	758	11%	25%	33%	*	*	31%	62%
Students with Disabilities	80	713	713	726	*	*	*	*	*	*	20%
Students without Disabilities	305	732	732	752	*	*	*	*	*	*	55%
English Learners	26	698	698	718	*	*	*	*	*	*	13%
Non-English Learners	359	731	731	750	*	*	*	*	*	*	51%
Homeless Students	*	*	*	722	*	*	*	*	*	*	17%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	20%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	52%
Migrant Students	*	*	*	728	*	*	*	*	*	*	29%

NJ SCHOOL PERFORMANCE REPORT

HACKENSACK MIDDLE SCHOOL
(03-1860-300)
Grades Offered: 05-08
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

Mathematics Assessment - Performance by Grade: Grade 6

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by 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: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level 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	357	731	731	744	13%	29%	33%	*	*	24%	44%
White	15	738	738	751	*	*	*	*	*	27%	54%
Hispanic	245	730	730	731	13%	31%	33%	*	*	23%	27%
Black or African American	83	727	727	726	16%	33%	33%	*	*	19%	21%
Asian, Native Hawaiian, or Pacific Islander	14	759	759	771	0%	0%	*	*	*	64%	78%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	48%
Two or More Races	N	N	N	749	N	N	N	N	N	N	52%
Female	169	734	734	745	9%	28%	36%	*	*	27%	45%
Male	188	727	727	742	17%	31%	31%	*	*	21%	42%
Economically Disadvantaged Students	261	727	727	729	*	31%	33%	*	*	21%	24%
Non-Economically Disadvantaged Students	96	739	739	753	*	24%	34%	*	*	33%	56%
Students with Disabilities	76	711	711	717	*	*	*	*	*	*	13%
Students without Disabilities	281	736	736	748	*	*	*	*	*	*	49%
English Learners	21	700	700	713	*	*	*	*	*	*	11%
Non-English Learners	336	733	733	745	*	*	*	*	*	*	45%
Homeless Students	*	*	*	718	*	*	*	*	*	*	13%
Students in Foster Care	*	*	*	718	*	*	*	*	*	*	13%
Military-Connected Students	N	N	N	745	N	N	N	N	N	N	45%
Migrant Students	N	N	N	717	N	N	N	N	N	N	18%

NJ SCHOOL PERFORMANCE REPORT

HACKENSACK MIDDLE SCHOOL
(03-1860-300)
Grades Offered: 05-08
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

Mathematics Assessment - Performance by Grade: Grade 7

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by 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: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level 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	316	728	728	743	12%	35%	31%	*	*	22%	43%
White	15	743	743	750	0%	*	*	*	*	47%	54%
Hispanic	206	728	728	732	12%	35%	31%	*	*	22%	27%
Black or African American	81	724	724	727	15%	37%	31%	17%	0%	17%	21%
Asian, Native Hawaiian, or Pacific Islander	10	743	743	767	0%	*	*	*	*	30%	75%
American Indian or Alaska Native	*	*	*	742	*	*	*	*	*	*	39%
Two or More Races	*	*	*	748	*	*	*	*	*	*	51%
Female	163	728	728	745	10%	37%	30%	*	*	22%	45%
Male	153	728	728	741	14%	33%	32%	*	*	22%	42%
Economically Disadvantaged Students	218	725	725	730	*	36%	33%	*	*	18%	24%
Non-Economically Disadvantaged Students	98	733	733	751	*	34%	28%	*	*	31%	55%
Students with Disabilities	54	706	706	717	*	*	*	*	*	*	12%
Students without Disabilities	262	732	732	748	*	*	*	*	*	*	50%
English Learners	22	707	707	716	*	*	*	*	*	*	10%
Non-English Learners	294	729	729	744	*	*	*	*	*	*	45%
Homeless Students	*	*	*	720	*	*	*	*	*	*	14%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	*
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	42%
Migrant Students	*	*	*	718	*	*	*	*	*	*	11%

NJ SCHOOL PERFORMANCE REPORT

HACKENSACK MIDDLE SCHOOL
(03-1860-300)
Grades Offered: 05-08
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

Mathematics Assessment - Performance by Grade: Grade 8

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by 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: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level 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	293	727	727	728	23%	20%	24%	*	*	32%	28%
White	15	725	725	736	*	*	*	*	*	27%	36%
Hispanic	172	730	730	722	22%	16%	24%	*	*	38%	22%
Black or African American	96	720	720	715	25%	29%	25%	21%	0%	21%	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	721	N	N	N	N	N	N	21%
Two or More Races	*	*	*	729	*	*	*	*	*	*	28%
Female	140	728	728	731	19%	27%	22%	*	*	31%	31%
Male	153	725	725	725	27%	14%	26%	*	*	33%	26%
Economically Disadvantaged Students	206	729	729	719	22%	21%	22%	*	*	35%	20%
Non-Economically Disadvantaged Students	87	722	722	735	26%	20%	30%	*	*	24%	35%
Students with Disabilities	73	704	704	705	49%	27%	*	*	*	12%	*
Students without Disabilities	220	734	734	735	15%	18%	*	*	*	39%	*
English Learners	21	693	693	705	*	*	*	*	*	*	10%
Non-English Learners	272	729	729	729	*	*	*	*	*	*	29%
Homeless Students	*	*	*	708	*	*	*	*	*	*	13%
Students in Foster Care	*	*	*	708	*	*	*	*	*	*	13%
Military-Connected Students	N	N	N	734	N	N	N	N	N	N	31%
Migrant Students	N	N	N	703	N	N	N	N	N	N	10%

NJ SCHOOL PERFORMANCE REPORT

HACKENSACK MIDDLE SCHOOL
(03-1860-300)
Grades Offered: 05-08
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

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	56	772	741	746	0%	0%	*	*	*	95%	46%
White	*	*	*	755	*	*	*	*	*	*	57%
Hispanic	29	774	737	730	0%	0%	*	*	*	97%	27%
Black or African American	12	770	745	727	0%	0%	*	*	*	83%	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	28	769	742	748	0%	0%	*	*	*	89%	48%
Male	28	775	740	745	0%	0%	*	*	*	100%	44%
Economically Disadvantaged Students	30	773	739	729	0%	0%	*	*	*	93%	25%
Non-Economically Disadvantaged Students	26	772	742	756	0%	0%	*	*	*	96%	57%
Students with Disabilities	*	*	*	716	*	*	*	*	*	*	13%
Students without Disabilities	*	*	*	752	*	*	*	*	*	*	52%
English Learners	N	N	705	710	N	N	N	N	N	N	*
Non-English Learners	56	772	747	749	0%	0%	*	*	*	95%	*
Homeless Students	N	N	*	718	N	N	N	N	N	N	16%
Students in Foster Care	N	N	N	712	N	N	N	N	N	N	12%
Military-Connected Students	N	N	*	752	N	N	N	N	N	N	49%
Migrant Students	N	N	N	720	N	N	N	N	N	N	11%

NJ SCHOOL PERFORMANCE REPORT

HACKENSACK MIDDLE SCHOOL
(03-1860-300)
Grades Offered: 05-08
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

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	15	766	729	735	0%	0%	*	*	*	93%	30%
White	*	*	*	740	*	*	*	*	*	*	37%
Hispanic	*	*	*	723	*	*	*	*	*	*	14%
Black or African American	*	*	*	719	*	*	*	*	*	*	11%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	760	*	*	*	*	*	*	65%
American Indian or Alaska Native	N	N	*	734	N	N	N	N	N	N	28%
Two or More Races	N	N	N	741	N	N	N	N	N	N	39%
Female	*	*	*	736	*	*	*	*	*	*	30%
Male	*	*	*	734	*	*	*	*	*	*	29%
Economically Disadvantaged Students	*	*	*	722	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	*	*	*	741	*	*	*	*	*	*	38%
Students with Disabilities	N	N	707	713	N	N	N	N	N	N	*
Students without Disabilities	15	766	733	738	0%	0%	*	*	*	93%	*
English Learners	N	N	718	711	N	N	N	N	N	N	*
Non-English Learners	15	766	730	736	0%	0%	*	*	*	93%	*
Homeless Students	N	N	*	718	N	N	N	N	N	N	*
Students in Foster Care	N	N	*	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	*	731	N	N	N	N	N	N	24%
Migrant Students	N	N	N	709	N	N	N	N	N	N	11%

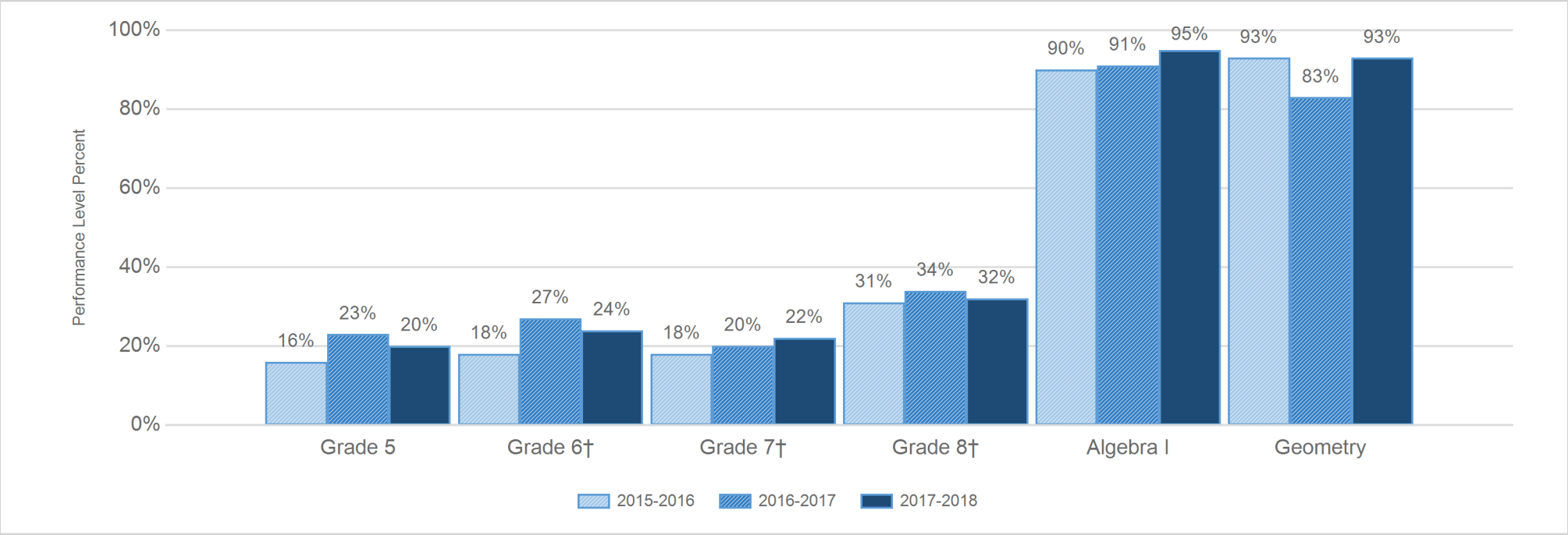
NJ SCHOOL PERFORMANCE REPORT

HACKENSACK MIDDLE SCHOOL
(03-1860-300)
Grades Offered: 05-08
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

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.

NJ SCHOOL PERFORMANCE REPORT

HACKENSACK MIDDLE SCHOOL
(03-1860-300)
Grades Offered: 05-08
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

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
5	*	*
6	13	13
7	*	*
8	*	*

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	21.8%	46.8%	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	67	*	*
3-4	18	88.9%	11.1%
5 or more	*	*	*

NJ SCHOOL PERFORMANCE REPORT

HACKENSACK MIDDLE SCHOOL
(03-1860-300)
Grades Offered: 05-08
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

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.

NJ SCHOOL PERFORMANCE REPORT

HACKENSACK MIDDLE SCHOOL
(03-1860-300)
Grades Offered: 05-08
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

Information about New Jersey Student Learning Standards can be found on the NJDOE website.

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.

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	370
7	12	0	283
8	44	15	298
Total	56	15	951

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.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	309	0	0	0	0	0	0
7	301	0	0	0	0	0	0
8	240	0	72	0	0	0	0
Total	850	0	72	0	0	0	0

NJ SCHOOL PERFORMANCE REPORT

HACKENSACK MIDDLE SCHOOL
(03-1860-300)
Grades Offered: 05-08
2017-2018

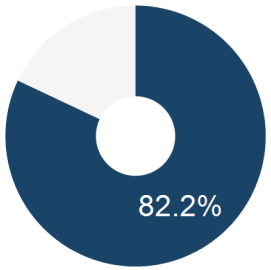
Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

Visual and Performing Arts – Course Participation

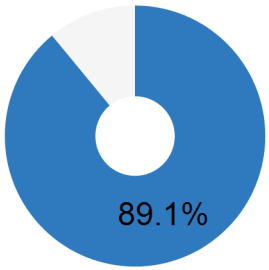
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

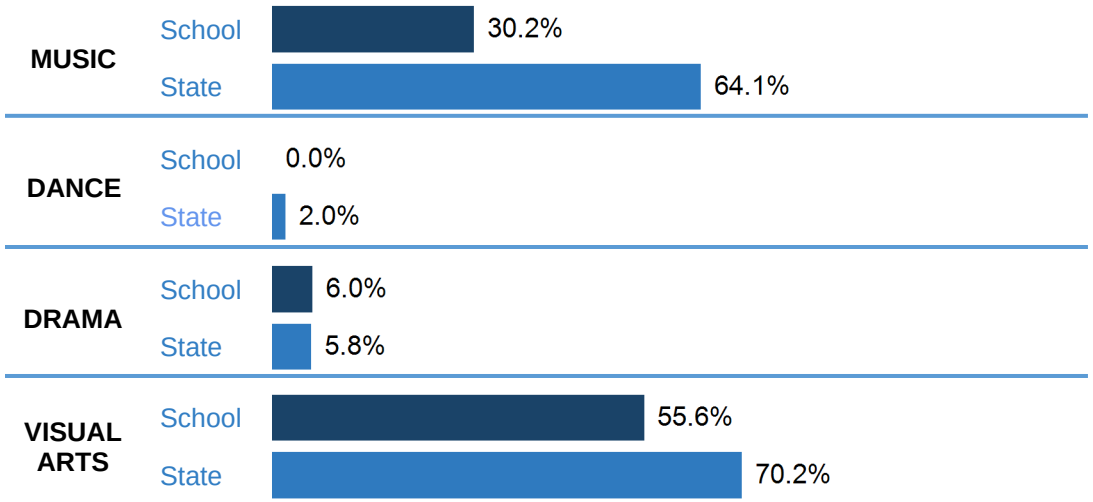


School



State

Students enrolled in one or more classes by discipline:



NJ SCHOOL PERFORMANCE REPORT

HACKENSACK MIDDLE SCHOOL
(03-1860-300)
Grades Offered: 05-08
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

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.

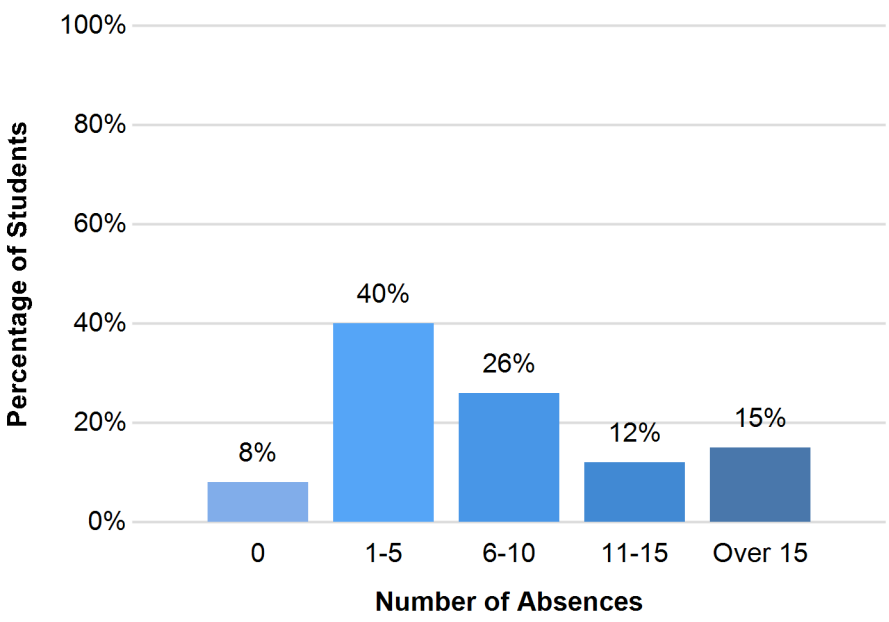
Chronic Absenteeism

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	189	13.0	9.1	Not Met
White	17	21.8	9.1	Not Met
Hispanic	88	9.5	9.1	Not Met
Black or African American	73	19.3	9.1	Not Met
Asian, Native Hawaiian, or Pacific Islander	8	12.9	9.1	Not Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Economically Disadvantaged Students	122	12.0	9.1	Not Met
Students with Disabilities	59	18.8	9.1	Not Met
English Learners	13	13.7	9.1	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.



NJ SCHOOL PERFORMANCE REPORT

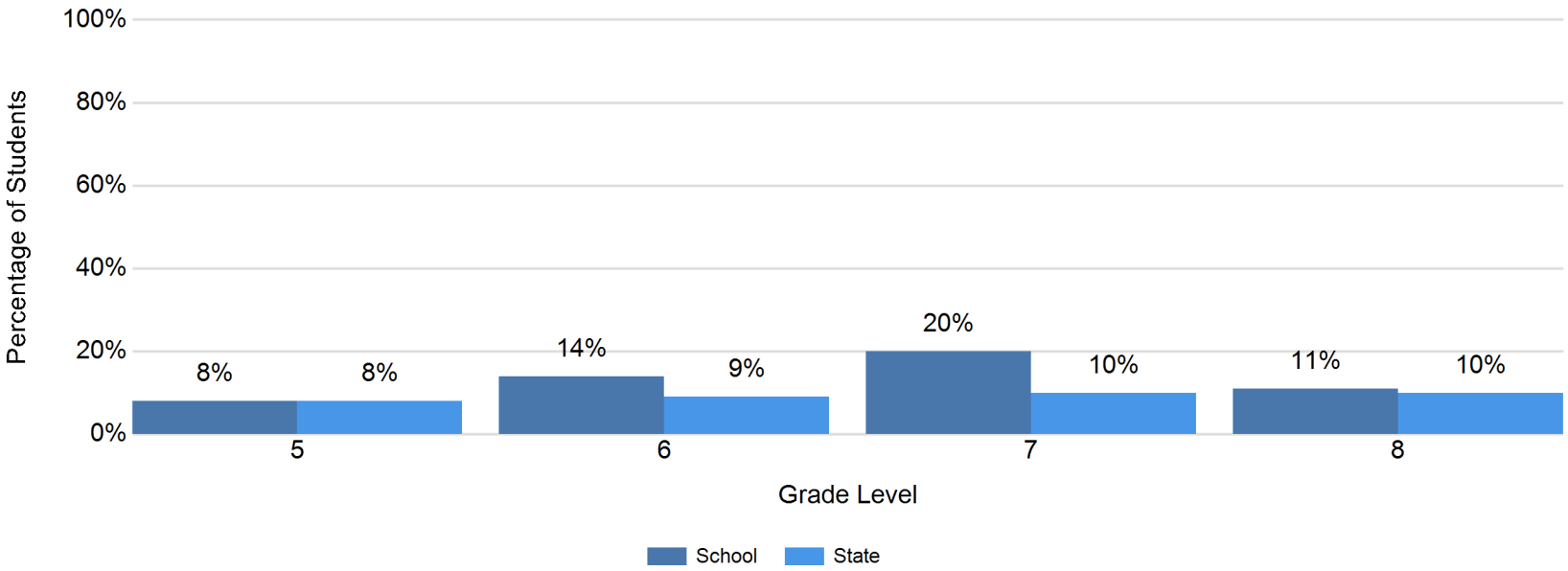
HACKENSACK MIDDLE SCHOOL
(03-1860-300)
Grades Offered: 05-08
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

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 by Grade

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



NJ SCHOOL PERFORMANCE REPORT

HACKENSACK MIDDLE SCHOOL
(03-1860-300)
Grades Offered: 05-08
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

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	7
Weapons	1
Vandalism	2
Substances	0
Harassment, Intimidation, Bullying (HIB)	36
Total Unique Incidents	46
Incidents Per 100 Students Enrolled	3.18

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	1
Weapons	1
Vandalism	2
Substances	0
Harassment, Intimidation, Bullying (HIB)	5
Other Incidents Leading to Removal	1

NJ SCHOOL PERFORMANCE REPORT

HACKENSACK MIDDLE SCHOOL
(03-1860-300)
Grades Offered: 05-08
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

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.

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	3	3
Religion	0	0	0
Ancestry	0	0	0
Gender	1	11	12
Sexual Orientation	0	2	2
Disability	0	8	8
Other	0	17	17
No Identified Nature	79		79

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	20	1.4%
Out-of-School Suspensions	32	2.2%
Any Suspension	47	3.2%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
76

NJ SCHOOL PERFORMANCE REPORT

HACKENSACK MIDDLE SCHOOL
(03-1860-300)
Grades Offered: 05-08
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** 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 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	8:20 AM
Typical End Time	2:55 PM
Length of School Day	6 Hrs 35 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

NJ SCHOOL PERFORMANCE REPORT

HACKENSACK MIDDLE SCHOOL
(03-1860-300)
Grades Offered: 05-08
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

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	117	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	78.6%	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	12:1	14:1
Students to Administrators	362:1	173:1
Teachers to Administrators	29:1	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

NJ SCHOOL PERFORMANCE REPORT

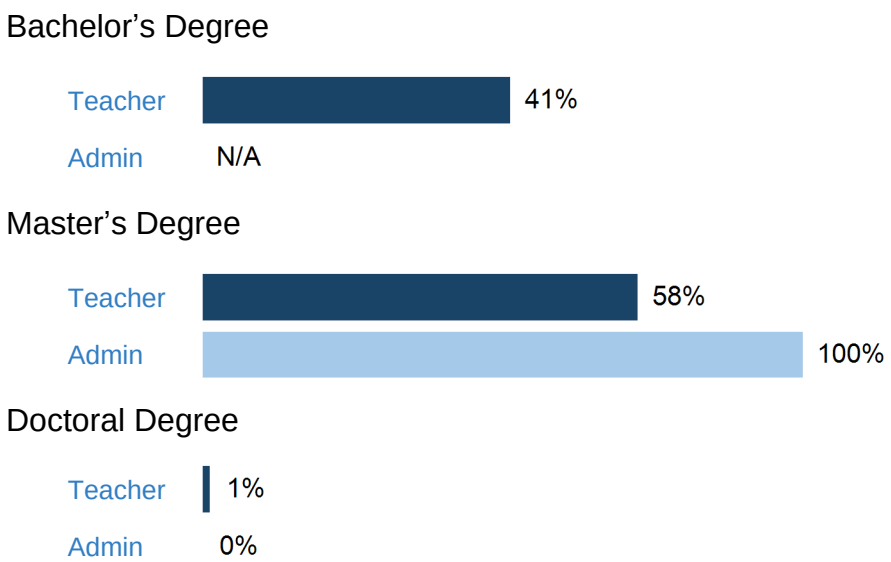
HACKENSACK MIDDLE SCHOOL
(03-1860-300)
Grades Offered: 05-08
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

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 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	89.0%

NJ SCHOOL PERFORMANCE REPORT

HACKENSACK MIDDLE SCHOOL
(03-1860-300)
Grades Offered: 05-08
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

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 and Administrators – Demographics

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

Category	Teachers	Administrators
Female	60.7%	25.0%
Male	39.3%	75.0%
White	69.2%	25.0%
Hispanic	17.9%	50.0%
Black or African American	12.0%	25.0%
Asian	0.9%	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%

NJ SCHOOL PERFORMANCE REPORT

HACKENSACK MIDDLE SCHOOL
(03-1860-300)
Grades Offered: 05-08
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

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		

NJ SCHOOL PERFORMANCE REPORT

HACKENSACK MIDDLE SCHOOL
(03-1860-300)
Grades Offered: 05-08
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

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	22.33	15.0%
Mathematics Proficiency	15.34	15.0%
English Language Arts Growth	23.93	20.0%
Mathematics Growth	22.26	20.0%
Progress Towards English Language Proficiency	3.40	20.0%
Chronic Absenteeism	13.01	10.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	16.87	n/a
Summative Rating: Percentile Rank of Summative Score	5.75	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

NJ SCHOOL PERFORMANCE REPORT

HACKENSACK MIDDLE SCHOOL
(03-1860-300)
Grades Offered: 05-08
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

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	Not Met	Not Met	Met Standard	Met Standard	Not Met	Not Met	No
White	29.76	14.08	No	Met Target†	Met Target	Met Standard	Met Standard	n/a	Not Met	No
Hispanic	34.14	14.08	No	Not Met	Not Met	Met Standard	Met Standard	n/a	Not Met	No
Black or African American	41.40	14.08	No	Met Target†	Met Target†	Met Standard	Met Standard	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	17.80	14.08	No	Met Target	Met Target	Met Standard	Met Standard	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	34.43	14.08	No	Not Met	Met Target†	Met Standard	Met Standard	n/a	Not Met	No
Students with Disabilities	26.12	14.08	No	Not Met	Not Met	Not Met	Met Standard	n/a	Not Met	No
English Learners	16.71	14.08	No	Met Target	Met Target	Met Standard	Not Met	Not Met	Not Met	No

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

NJ SCHOOL PERFORMANCE REPORT

HACKENSACK MIDDLE SCHOOL
(03-1860-300)
Grades Offered: 05-08
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** 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

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:	• Technology is integrated daily in the classroom, with all students having access to Chromebooks. • Curriculum includes new STEM based courses: STEM Lab and STEM Design • Creation of Parent Academy
Mission, Vision, Theme:	Hackensack Middle School strives to be an inviting learning environment where a shared passion for learning and nurturing is developed and sustained. In collaboration with students, teachers, families, the community, and the entire school district, we will prepare all of our students with a comprehensive education. Through academics, the arts, athletics, and extracurricular experiences, our students will become productive and responsible lifelong learners.
Awards, Recognition, Accomplishments:	Future Ready Bronze Tier Certified

NJ SCHOOL PERFORMANCE REPORT

HACKENSACK MIDDLE SCHOOL
(03-1860-300)
Grades Offered: 05-08
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** 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

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:	Hackensack Middle School (HMS) is a fifth through eighth grade middle school with a population of approximately 1480 students. Students at HMS enjoy a wide range of educational programs and activities including inquiry-based science, STEM lab, advanced level math, G&T programs, STEM design, Computer Apps, Geometry, Spanish and Italian. Our English Language Arts program at HMS aims to instill a love of reading and develop strong writing skill in our students.
Clubs and Activities:	In addition to the core academic subject areas, students at HMS are exposed to the visual and performing arts. Students have the opportunity to take classes in Creative Studio, Art, Music, T.V. Studio and Band during their 4 years at Hackensack Middle School. There are also after-school extra-curricular activities for students, including Drama club, Yearbook club, T.V. Studio club, Chorus club, Robotic club and Student Council.

NJ SCHOOL PERFORMANCE REPORT

HACKENSACK MIDDLE SCHOOL
(03-1860-300)
Grades Offered: 05-08
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** 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

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

Staff and Professional Learning:	One of the main goals of the HMS faculty is to collaborate with one another to increase academic achievement. The HMS faculty continues to improve their instructional skills by attending many in and out-of-district professional development for best practices and new instructional strategies. We recently concluded a school-wide initiative of providing chromebook carts in all instructional classrooms at Hackensack Middle School.

NJ SCHOOL PERFORMANCE REPORT

HACKENSACK MIDDLE SCHOOL
(03-1860-300)
Grades Offered: 05-08
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** 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

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.

Student Supports and Services:	In order to meet the needs of our students, both academic and social/emotional, HMS provides child study team services, school counselors, Bilingual education, English as a Second Language, occupational therapy and special education programming with related services.
Parent and Community Involvement:	The PTA at HMS has been tremendously helpful in meeting the needs of the students. They support the school by sponsoring many academic programs, cultural events, book fairs and other activities.