NJ SCHOOL PERFORMANCE REPORT

FANNY MEYER HILLERS
(03-1860-110)
Grades Offered: PK-04
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	MS. DORSEY-WHITING
Address	56 LONGVIEW AVENUE HACKENSACK, NJ 07601
Phone Number	(201)646-7870
Email Address	J.DORSEY-WHITING@HACKENSACKSCHOOLS.ORG
Website	https://www.hackensackschools.org/Page/1453

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Enrollment Trends by Grade

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

Grade	2015-16	2016-17	2017-18
PK	85	96	86
KG	122	101	111
1	116	131	85
2	118	115	131
3	116	117	120
4	111	121	105
Total	668	681	638

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	47.5%	45.2%	45.9%
Male	52.5%	54.8%	54.1%
Economically Disadvantaged Students	65.0%	64.9%	61.1%
Students with Disabilities	19.5%	22.0%	22.7%
English Learners	14.4%	15.1%	14.9%
Homeless Students		1.8%	0.9%
Students in Foster Care		0.3%	0.0%
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	7.3%	7.8%	6.3%
Hispanic	60.3%	60.1%	60.7%
Black or African American	21.6%	21.1%	19.9%
Asian	9.6%	9.5%	11.6%
Native Hawaiian or Pacific Islander	0.0%	0.1%	0.3%
American Indian or Alaska Native	0.1%	0.3%	0.2%
Two or More Races	1.0%	1.0%	1.1%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2015-16	2016-17	2017-18
PK - Half Day	48	32	26
PK - Full Day	37	64	60
KG - Half Day	0	0	0
KG - Full Day	122	101	111

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	50.3%
Spanish	42.5%
Telugu	1.4%
Arabic	1.1%
Other Languages	4.7%

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	53	46	50	Met Standard	63.5	45	50	Exceeds Standard
White	*	53	50	**	*	54	51	**
Hispanic	57	47	49	Met Standard	62.5	45	48	Exceeds Standard
Black or African American	50	42	44	**	68	44	44	**
Asian, Native Hawaiian, or Pacific Islander	*	52	61	**	*	54	61	**
American Indian or Alaska Native	N	*	52	**	N	*	53	**
Two or More Races	*	36	49	**	*	*	51	**
Economically Disadvantaged	55	44	48	Met Standard	64	42.5	47	Exceeds Standard
Students with Disabilities	38	33.5	41	Not Met	36	38	43	Not Met
English Learners	60	45	54	Exceeds Standard	62.5	40	51	Exceeds Standard

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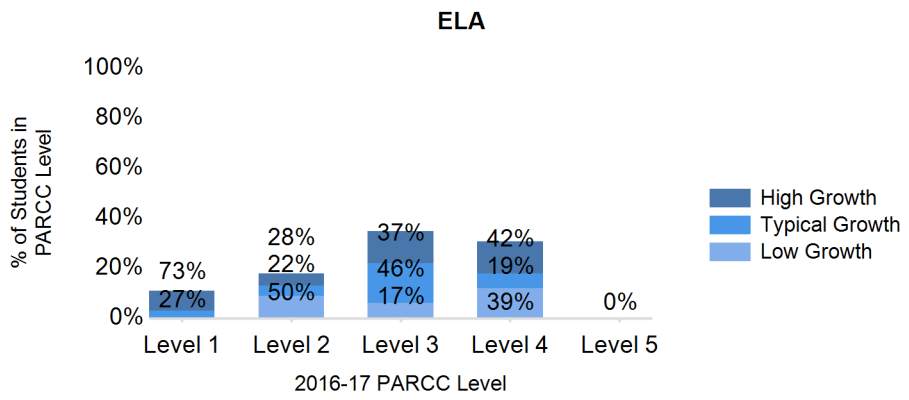
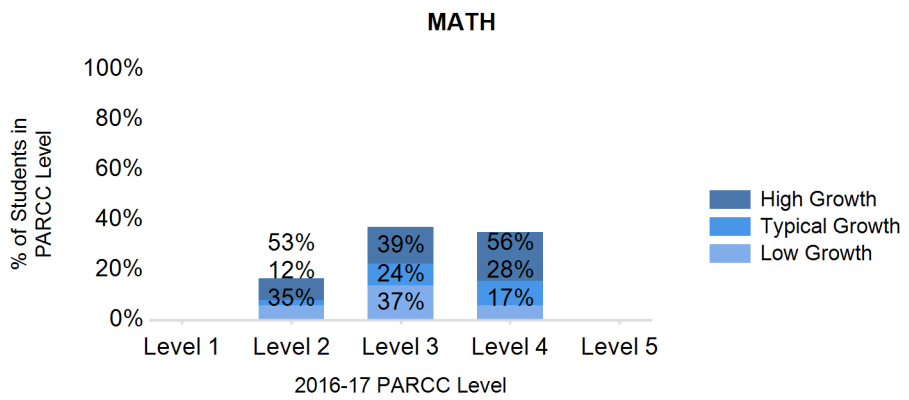
Student Growth by Performance Level

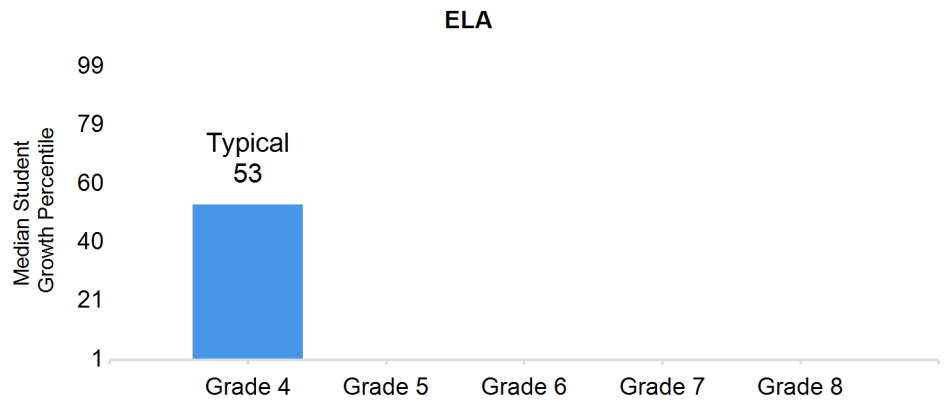
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

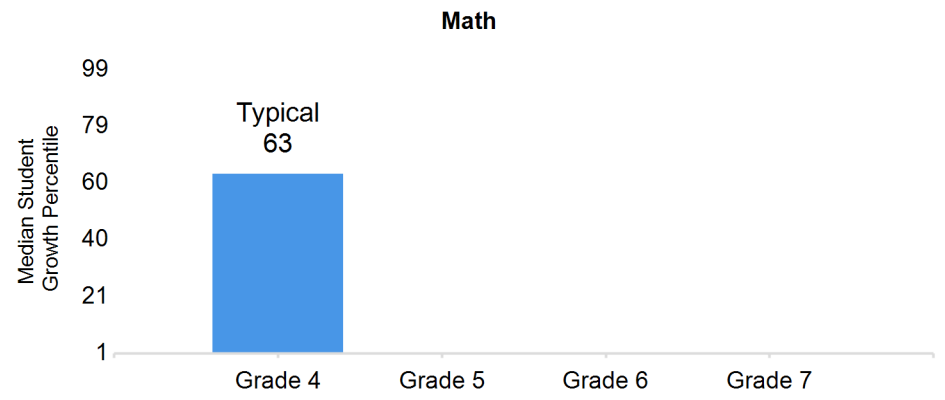




Student Growth by Grade

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





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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	212	99.6	55.7	47.2	56.7	55.7	43.4	Met Target
White	16	100.0	50.0	59.5	65.6	50.0	**	**
Hispanic	133	100.0	54.1	43.2	42.5	54.1	37.6	Met Target
Black or African American	47	98.0	55.3	47.2	37.3	55.3	45.1	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	73.7	82.3	*	**	**
American Indian or Alaska Native	N	N	N	*	52.7	N	**	**
Two or More Races	*	*	*	*	63.4	*	**	**
Female	98	100.0	56.1	54.5	64.5	56.1		
Male	114	99.2	55.2	40.3	49.4	55.2		
Economically Disadvantaged Students	147	100.0	53.8	42.7	38.5	53.8	33.6	Met Target
Non-Economically Disadvantaged Students	65	98.6	60.0	54.6	67.5	60.0		
Students with Disabilities	48	100.0	18.8	*	21.6	18.8	29.1	Not Met
Students without Disabilities	164	99.4	66.5	*	63.9	66.5		
English Learners	46	100.0	32.6	*	27.3	32.6	31.1	Met Target
Non-English Learners	166	99.4	62.1	*	59.4	62.1		
Homeless Students	*	*	*	25.7	27.7	*		
Students In Foster Care	N	N	N	*	26.3	N		
Military-Connected Students	N	N	N	*	57.4	N		
Migrant Students	N	N	N	*	30.1	N		

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	115	755	751	750	14%	10%	19%	46%	10%	57%	52%
White	*	*	757	759	*	*	*	*	*	*	61%
Hispanic	66	751	746	736	*	*	23%	*	*	55%	38%
Black or African American	32	750	*	733	*	*	*	*	*	56%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	77%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	46%
Two or More Races	*	*	*	758	*	*	*	*	*	*	58%
Female	49	757	755	756	*	*	*	*	*	57%	57%
Male	66	753	748	744	*	*	*	*	*	56%	46%
Economically Disadvantaged Students	72	747	745	733	*	*	*	*	*	50%	34%
Non-Economically Disadvantaged Students	43	768	762	762	*	*	*	*	*	67%	64%
Students with Disabilities	24	715	713	719	*	*	*	*	*	17%	24%
Students without Disabilities	91	765	761	756	*	*	*	*	*	67%	57%
English Learners	11	714	*	712	*	*	*	*	*	*	15%
Non-English Learners	104	759	*	753	*	*	*	*	*	*	55%
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	52%
Migrant Students	N	N	N	741	N	N	N	N	N	N	48%

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	104	754	751	756	*	16%	22%	*	*	57%	58%
White	*	*	766	764	*	*	*	*	*	*	68%
Hispanic	72	753	750	744	*	17%	24%	*	*	57%	44%
Black or African American	17	750	747	739	*	*	*	*	*	53%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	782	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	*	*	*	763	*	*	*	*	*	*	63%
Female	51	754	757	762	*	*	20%	*	*	57%	63%
Male	53	754	744	751	*	*	25%	*	*	57%	53%
Economically Disadvantaged Students	76	755	747	740	*	*	*	*	*	58%	40%
Non-Economically Disadvantaged Students	28	752	758	767	*	*	*	*	*	54%	70%
Students with Disabilities	23	724	718	726	*	*	*	*	*	26%	25%
Students without Disabilities	81	762	760	762	*	*	*	*	*	65%	64%
English Learners	*	*	721	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	753	759	*	*	*	*	*	*	61%
Homeless Students	*	*	*	729	*	*	*	*	*	*	28%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	57%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%

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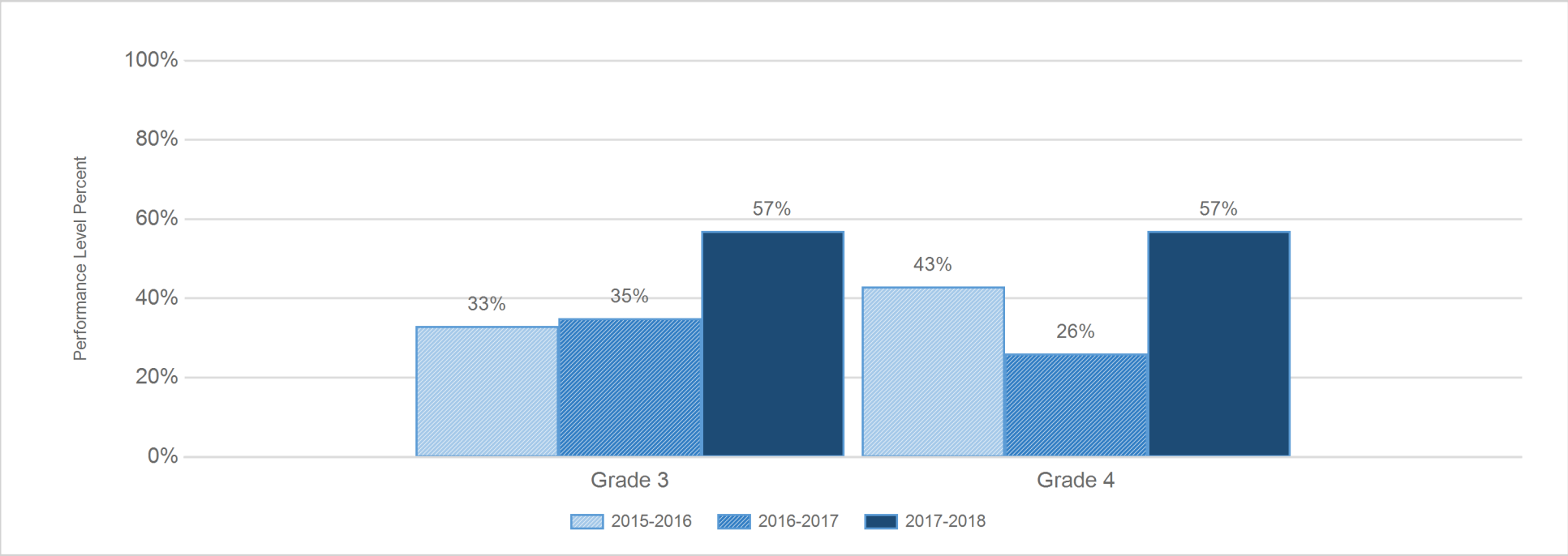
English Language Arts/Literacy Assessment - Performance Trends

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



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Mathematics Assessment - Participation and Performance

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

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Schoolwide	215	99.6	43.7	32.0	45.0	43.7	38.7	Met Target
White	16	100.0	56.3	42.0	54.1	56.3	**	**
Hispanic	136	100.0	43.4	30.8	29.2	43.4	36.3	Met Target
Black or African American	47	98.0	34.1	25.6	23.4	34.1	31	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	62.0	77.0	*	**	**
American Indian or Alaska Native	N	N	N	*	42.5	N	**	**
Two or More Races	*	*	*	*	53.0	*	**	**
Female	99	99.0	41.4	32.3	46.0	41.4		
Male	116	100.0	45.7	31.8	43.9	45.7		
Economically Disadvantaged Students	149	99.3	45.7	29.3	26.6	45.7	32.3	Met Target
Non-Economically Disadvantaged Students	66	100.0	39.4	36.6	55.9	39.4		
Students with Disabilities	48	100.0	10.4	*	17.1	10.4	22	Not Met
Students without Disabilities	167	99.4	53.3	*	50.5	53.3		
English Learners	49	100.0	32.6	*	24.6	32.6	28.6	Met Target
Non-English Learners	166	99.4	47.0	*	46.9	47.0		
Homeless Students	*	*	*	23.7	17.3	*		
Students In Foster Care	N	N	N	*	16.2	N		
Military-Connected Students	N	N	N	*	45.8	N		
Migrant Students	*	*	*	*	23.7	*		

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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	118	743	749	752	8%	20%	32%	29%	10%	39%	53%
White	*	*	759	760	*	*	*	*	*	*	64%
Hispanic	69	742	746	739	*	20%	32%	*	*	39%	38%
Black or African American	32	737	*	734	*	*	38%	*	*	28%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	*	*	*	757	*	*	*	*	*	*	59%
Female	50	743	747	752	*	*	24%	*	*	36%	53%
Male	68	744	751	751	*	*	38%	*	*	41%	53%
Economically Disadvantaged Students	74	738	745	736	*	*	28%	*	*	36%	35%
Non-Economically Disadvantaged Students	44	752	757	762	*	*	39%	*	*	43%	66%
Students with Disabilities	24	719	724	730	*	*	*	*	*	*	29%
Students without Disabilities	94	749	756	756	*	*	*	*	*	*	57%
English Learners	14	729	*	726	*	*	*	*	*	*	23%
Non-English Learners	104	745	*	754	*	*	*	*	*	*	56%
Homeless Students	*	*	*	723	*	*	*	*	*	*	20%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	55%
Migrant Students	*	*	*	737	*	*	*	*	*	*	46%

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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	105	749	744	748	*	18%	30%	*	*	48%	49%
White	*	*	763	755	*	*	*	*	*	*	60%
Hispanic	72	749	743	737	*	19%	32%	*	*	47%	34%
Black or African American	17	747	739	730	0%	*	*	*	*	47%	27%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	748	N	N	N	N	N	N	46%
Two or More Races	*	*	*	752	*	*	*	*	*	*	55%
Female	52	748	744	748	*	*	37%	*	*	42%	50%
Male	53	749	743	748	*	*	23%	*	*	53%	49%
Economically Disadvantaged Students	76	752	742	733	*	*	28%	*	*	53%	30%
Non-Economically Disadvantaged Students	29	739	747	758	*	*	34%	*	*	34%	62%
Students with Disabilities	23	723	718	725	*	*	*	*	*	13%	22%
Students without Disabilities	82	756	751	753	*	*	*	*	*	57%	55%
English Learners	*	*	723	722	*	*	*	*	*	*	16%
Non-English Learners	*	*	745	750	*	*	*	*	*	*	52%
Homeless Students	*	*	*	722	*	*	*	*	*	*	18%
Students in Foster Care	N	N	*	723	N	N	N	N	N	N	16%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	49%
Migrant Students	N	N	N	731	N	N	N	N	N	N	32%

NJ SCHOOL PERFORMANCE REPORT

FANNY MEYER HILLERS
(03-1860-110)
Grades Offered: PK-04
2017-2018

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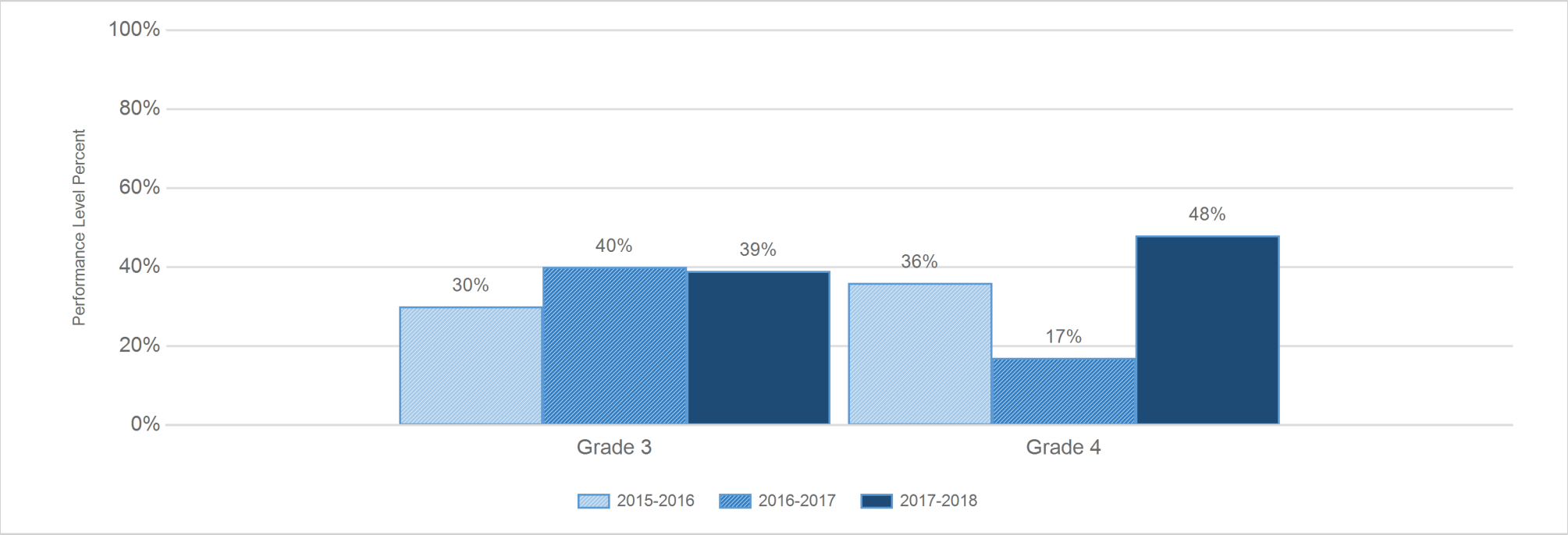
Mathematics Assessment – Performance Trends

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



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

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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2017-18 Target	Met Target?
Schoolwide/English Learners	59.6%	60.7%	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	53	*	*
3-4	34	82.4%	17.6%
5 or more	*	*	*

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

NJASK Science Assessment Information

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

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

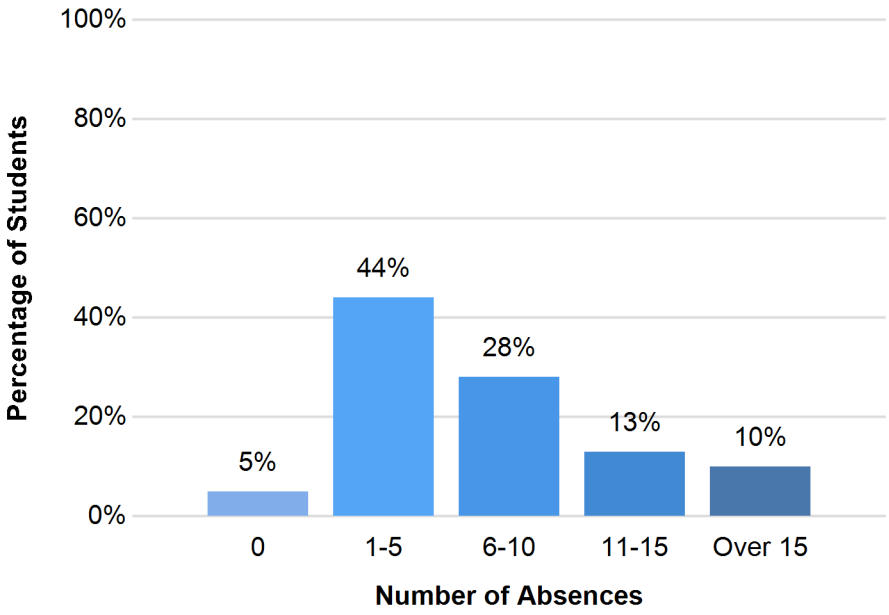
Chronic Absenteeism

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

Student Group	Number of students chronically absent	Percent of students chronically absent	State Average	Met State Average
Schoolwide	49	8.7	9.1	Met
White	0	0	9.1	Met
Hispanic	24	7.0	9.1	Met
Black or African American	18	15.0	9.1	Not Met
Asian, Native Hawaiian, or Pacific Islander	6	11.1	9.1	Not Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Economically Disadvantaged Students	30	8.1	9.1	Met
Students with Disabilities	14	12.2	9.1	Not Met
English Learners	5	5.3	9.1	Met

Days Absent

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



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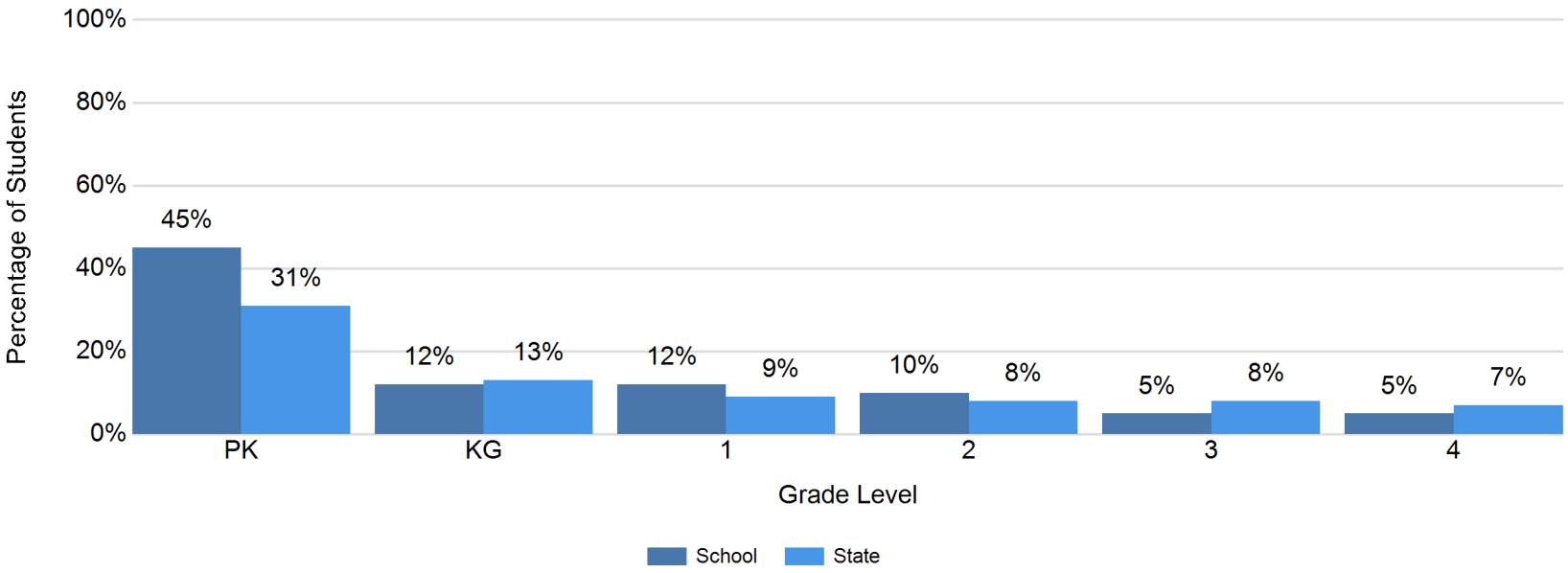
Chronic Absenteeism by Grade

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



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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	4
Weapons	1
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	7
Incidents Per 100 Students Enrolled	1.10

Police Notifications

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

Incident Type	Incidents Reported to Police
Violence	0
Weapons	1
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
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	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	2	2
No Identified Nature	1		1

Student Disciplinary Removals

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

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

School Days Missed due to Out-of-School Suspensions
14

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School Day

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

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

Device Ratios

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

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

Per-Pupil Expenditures (District Level)

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

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

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	45	117,464
Average years experience in public schools	8.3	12.0
Average years experience in district	8.3	10.7
Teachers in district for 4 or more years	75.6%	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	14:1	14:1
Students to Administrators	319:1	173:1
Teachers to Administrators	23:1	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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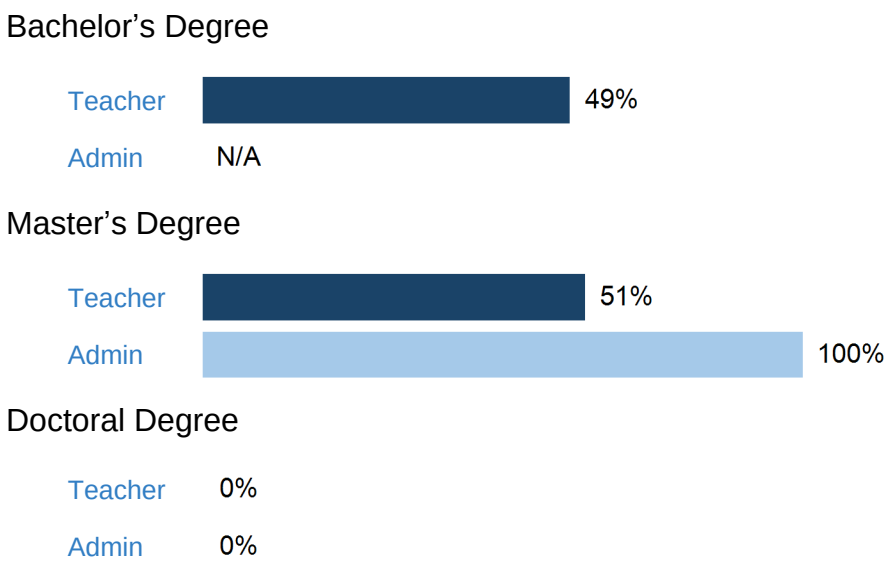
Teachers and Administrators - Level of Education

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	90.7%

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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	86.7%	100.0%
Male	13.3%	0.0%
White	53.3%	0.0%
Hispanic	28.9%	50.0%
Black or African American	13.3%	50.0%
Asian	4.4%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%

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

Comprehensive Status

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

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

Targeted Status

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

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

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

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

Accountability Indicator	Score	Weight
English Language Arts Proficiency	52.61	15.0%
Mathematics Proficiency	48.58	15.0%
English Language Arts Growth	62.26	20.0%
Mathematics Growth	84.57	20.0%
Progress Towards English Language Proficiency	63.83	20.0%
Chronic Absenteeism	42.99	10.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	61.61	n/a
Summative Rating: Percentile Rank of Summative Score	69.37	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	No	n/a

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

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Accountability Summary by Student Group - 2017-18 School Year

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

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	No	Met Target	Met Target	Met Standard	Exceeds Standard	Met Target†	Met	No
White	**	**	No	**	**	**	**	n/a	Met	No
Hispanic	76.59	14.08	No	Met Target	Met Target	Met Standard	Exceeds Standard	n/a	Met	No
Black or African American	**	**	No	Met Target	Met Target	**	**	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	n/a	Not Met	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	84.43	14.08	No	Met Target	Met Target	Met Standard	Exceeds Standard	n/a	Met	No
Students with Disabilities	37.14	14.08	No	Not Met	Not Met	Not Met	Not Met	n/a	Not Met	No
English Learners	71.28	14.08	No	Met Target	Met Target	Exceeds Standard	Exceeds Standard	Exceeds Standard	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:	• A Smartboard and digital projector have been installed in every classroom. The chromebook-to-student ratio is 1:1. Classrooms also have Elmos/Hover Cams that display still images or live videos. • The Hillers TV Morning News Show is projected live on Smartboards. It is anchored and produced by 4th grade students. • Fall Literacy Night, Math Carnival and Walk-in-My-Shoes Career Day are learning events hosted for the entire family.
Mission, Vision, Theme:	We believe every child is unique and capable of reaching their highest potential of academic and social success. We believe this will be realized through the effective collaboration of all Stakeholders. Relevant professional development, implementation of current technology, coupled with standards-based instruction, is our anchor. We believe in celebrating the diversity of our families. These beliefs serve as the guiding principles for educating our students towards lifelong success.
Awards, Recognition, Accomplishments:	The staff at Fanny Meyer Hillers School is highly qualified and committed to implementing curriculum that addresses the NJSLS and Hackensack Schools' vision, mission and goals. Last year, one of our Hillers School Stars competed in the NJ Regional Spelling Bee. Our 4th grade star competed with students in grades 3-8 from Bergen County schools. She successfully made it through three rounds of competition. One of our second grade teachers was selected and honored as Teacher of The Year for the state of NJ, which yielded a school visit from Gov. Phil Murphy.

NJ SCHOOL PERFORMANCE REPORT

FANNY MEYER HILLERS
(03-1860-110)
Grades Offered: PK-04
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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Courses, Curriculum, Instruction:	Differentiation, technology and student engagement are the tenets of the curriculum. “Journeys” provides solid instruction that is clear and focused with rigorous pacing and interactive resources. This year, common grade level read alouds have been implemented in order to expose students to rich literature, expand vocabulary and enhamnce critical thinking skills. The “Go Math” program offers an engaging and interactive approach to understanding and explaining mathematical concepts. NexGen Science Standards are addressed through hands-on experiences. The “My World” Social Studies program offers students engaging lessons about their world and their place in it.
Clubs and Activities:	Hillers School established a Student Ambassador Program that affords students the opportunity to take an active role in the democratic process and promote a positive climate and culture in our school. We also offer clubs that are designed to develop and nurture students’ gifts and talents. They include Instrumental Music, Glee Club, Bell Ringers, Cool Courses, MakerSpace Club, Lego League and Mad Science. Student successes are celebrated at the Stellar Awards assemblies.

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Before and After School Programs:	Hillers School offers support and enrichment opportunities for students via Jr. Lego League, Homework Help and BOOST Academy.
Staff and Professional Learning:	Hillers School promotes the use of best practices by providing staff with targeted, data-informed, teacher-driven, directed professional development. Our faculty is committed to enhancing their instructional skills by engaging in collaborative work and study. Hillers U, our in-house PD academy for staff, allows faculty to choose from offerings they are interested in and are willing to facilitate. Grade level and data meetings allow staff members to learn from each other and share strategies.

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Student Supports and Services:	Hillers School students are supported with 504 Plans, by the I&RS Team, with Bilingual/ESL services as well as with Special Education and other related services such as Occupation, Physical and Speech Therapy. The addition of an instructional coach along with the building reading intervention specialist helped to support both students and staff with curriculum needs. The Hillers School Child Study Team works diligently to address the needs of students in our care. We receive Title 1 funding, enabling us to service our students, their families and our community members with meaningful programming and events
Student Health and Wellness:	Students' health and wellness is monitored by our School Nurse. The School Nurse conducts vision, height and weight screenings for all students. The nurse also plans programs for a healthy lifestyle for staff. Our students learn about health and nutrition through the SNAP-Ed Program and by visiting Hackensack University Medical Center for tours . The Asthma Bus, Mobile Dentist and the School Wellness Committee offer educational programs and services to our students and their families.
Parent and Community Involvement:	Our PTA is actively involved in all aspects of our school. The meetings include parenting workshops and light refreshments. In an effort to service all families the meetings are held on alternate months and held in both the morning and the evening. "Coffee and Conversation with Mrs. Whiting' provides an opportunity for parents to chat with the principal over coffee and pastry in an informal setting while sharing ideas, suggestions and asking questions. It is a wonderful and priceless exchange.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers Our School Improvement Team crafted a survey to gather information about the attitudes and perceptions of students, parents, teachers and community members . All Stakeholders received a digital survey via a Google form and hardcopy . The committee gathered the results and shared them during staff meetings and with parents and community members at “Breakfast with the Principal”. Our committee meets regularly to keep a pulse on the climate and culture of our school.
Facilities:	Hillers is a school with beautiful architecture built in 1927. It rests atop a hill overlooking the New York City skyline. The entrance walkway and school foyer are adorned with seasonal decorations creating a welcoming atmosphere. Student work is showcased throughout the building. The school has four floors and is handicap accessible. The diversity and culture of our school is celebrated in the auditorium with a display of flags from around the world which represent the students of our school.

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Other Information:	Fanny Meyer Hillers School, fondly referred to as the Academy on the Hill, proudly educates students in kindergarten through fourth grade. We are a neighborhood school with busing limited to our special needs population. Our school day is from 8:30 am to 2:50 pm. Our theme at Hillers School is “A School of STARS”. STARS serving as the acronym for “Striving To Always Reach and Serve” our students, families and community. Our vision is for every student to reach their greatest potential every day in every way. At Hillers School, students enthusiastically anticipate new experiences daily. Our students are secure in the realization that academic errors are not viewed as problems but rather as teaching and learning opportunities. We consider one of our strengths to be our rich cultural, linguistic and cognitive diversity. Our students speak many languages and arrive from countries from all over the world. Our faculty proudly serves our community of learners and works tirelessly to make this school an academy of rigorous learning where students feel both safe and academically challenged. At Fanny Meyer Hillers School, we take pride in our vision to become an exemplary school and continuously strive to offer an outstanding educational experience to our students-our Hillers School STARS!