NJ SCHOOL PERFORMANCE REPORT

NELLIE K. PARKER
(03-1860-090)
Grades Offered: PK-04
2017-2018

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

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

Navigating through the reports:

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

Other Resources:

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

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School Contact Info

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

Type	Contact Information
County	BERGEN
District	HACKENSACK CITY
Principal Name	MS. WHITAKER
Address	261 MAPLE HILL DR HACKENSACK, NJ 07601
Phone Number	(201)646-8020
Email Address	LWHITAKER@HACKENSACKSCHOOLS.ORG
Website	http://www.hackensackschools.org/Parker.cfm

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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	73	65	83
KG	107	107	90
1	131	110	104
2	134	125	103
3	106	134	115
4	105	95	120
Total	656	636	615

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	44.4%	44.0%	43.9%
Male	55.6%	56.0%	56.1%
Economically Disadvantaged Students	58.1%	62.1%	57.4%
Students with Disabilities	22.7%	24.2%	28.1%
English Learners	10.8%	14.0%	16.1%
Homeless Students		0.8%	1.1%
Students in Foster Care		0.5%	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	8.7%	8.5%	7.3%
Hispanic	53.4%	54.6%	57.4%
Black or African American	26.7%	25.0%	25.2%
Asian	8.8%	9.6%	8.5%
Native Hawaiian or Pacific Islander	0.8%	0.3%	0.2%
American Indian or Alaska Native	0.5%	0.6%	0.2%
Two or More Races	1.2%	1.4%	1.3%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2015-16	2016-17	2017-18
PK - Half Day	40	19	21
PK - Full Day	33	46	62
KG - Half Day	0	0	0
KG - Full Day	107	107	90

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	59.2%
Spanish	34.1%
Arabic	1.1%
Tamil	1.0%
Other Languages	4.6%

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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	53.5	46	50	Met Standard	54	45	50	Met Standard
White	*	53	50	**	*	54	51	**
Hispanic	50.5	47	49	Met Standard	53	45	48	Met Standard
Black or African American	54	42	44	Met Standard	55	44	44	Met Standard
Asian, Native Hawaiian, or Pacific Islander	*	52	61	**	*	54	61	**
American Indian or Alaska Native	N	*	52	**	N	*	53	**
Two or More Races	*	36	49	**	*	*	51	**
Economically Disadvantaged	48	44	48	Met Standard	55	42.5	47	Met Standard
Students with Disabilities	38.5	33.5	41	Not Met	46	38	43	Met Standard
English Learners	57.5	45	54	**	42	40	51	**

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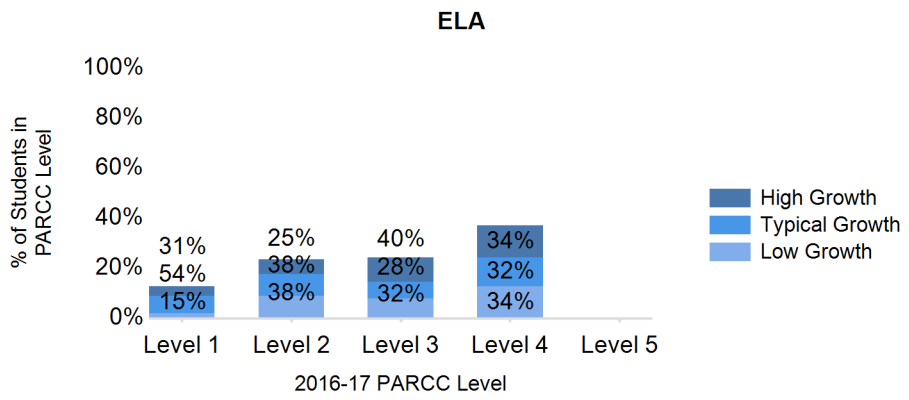
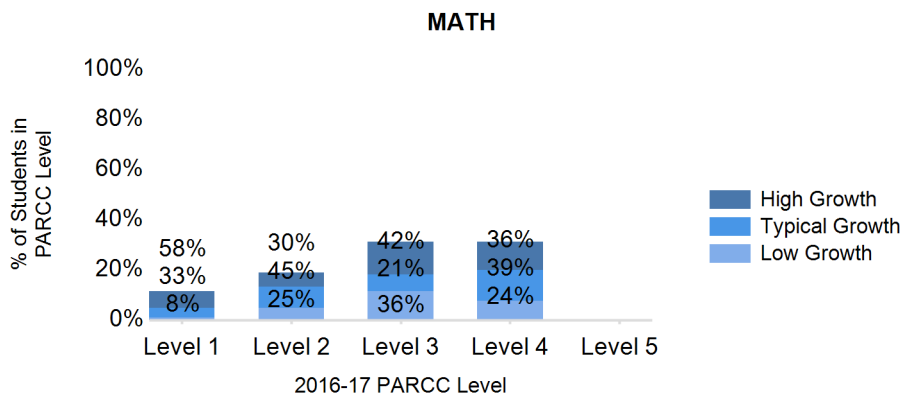
Student Growth by Performance Level

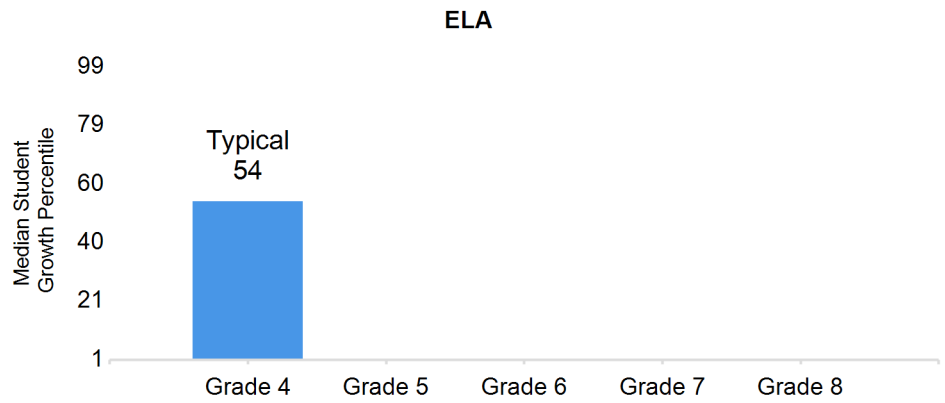
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

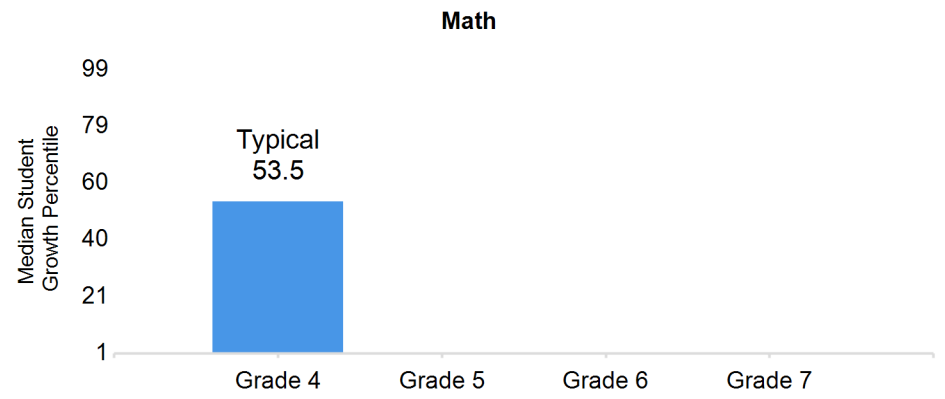




Student Growth by Grade

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





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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	225	99.6	55.6	47.2	56.7	55.6	54.5	Met Target
White	*	*	*	59.5	65.6	*	**	**
Hispanic	128	100.0	47.6	43.2	42.5	47.6	42.6	Met Target
Black or African American	69	98.6	63.8	47.2	37.3	63.8	65.1	Met Target†
Asian, Native Hawaiian, or Pacific Islander	13	100.0	76.9	73.7	82.3	76.9	**	**
American Indian or Alaska Native	N	N	N	*	52.7	N	**	**
Two or More Races	*	*	*	*	63.4	*	**	**
Female	104	99.1	59.6	54.5	64.5	59.6		
Male	121	100.0	52.0	40.3	49.4	52.0		
Economically Disadvantaged Students	142	100.0	43.7	42.7	38.5	43.7	42.8	Met Target
Non-Economically Disadvantaged Students	83	98.9	75.9	54.6	67.5	75.9		
Students with Disabilities	68	98.6	16.2	*	21.6	16.2	25.6	Not Met
Students without Disabilities	157	100.0	72.6	*	63.9	72.6		
English Learners	39	100.0	25.6	*	27.3	25.6	24.9	Met Target
Non-English Learners	186	99.5	61.8	*	59.4	61.8		
Homeless Students	*	*	*	25.7	27.7	*		
Students In Foster Care	*	*	*	*	26.3	*		
Military-Connected Students	N	N	N	*	57.4	N		
Migrant Students	N	N	N	*	30.1	N		

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	106	761	751	750	*	*	22%	41%	18%	58%	52%
White	*	*	757	759	*	*	*	*	*	*	61%
Hispanic	62	751	746	736	*	*	27%	*	*	48%	38%
Black or African American	30	762	*	733	*	*	*	*	*	67%	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	768	755	756	*	*	24%	*	*	61%	57%
Male	57	755	748	744	*	*	19%	*	*	56%	46%
Economically Disadvantaged Students	69	750	745	733	*	*	*	*	*	51%	34%
Non-Economically Disadvantaged Students	37	781	762	762	*	*	*	*	*	73%	64%
Students with Disabilities	25	706	713	719	*	*	*	*	*	*	24%
Students without Disabilities	81	778	761	756	*	*	*	*	*	*	57%
English Learners	16	716	*	712	*	*	*	*	*	13%	15%
Non-English Learners	90	769	*	753	*	*	*	*	*	67%	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	112	750	751	756	*	19%	22%	*	*	52%	58%
White	*	*	766	764	*	*	*	*	*	*	68%
Hispanic	60	745	750	744	*	22%	23%	*	*	47%	44%
Black or African American	39	753	747	739	*	*	*	*	*	56%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	782	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	*	*	*	763	*	*	*	*	*	*	63%
Female	56	757	757	762	*	*	20%	*	*	57%	63%
Male	56	743	744	751	*	*	25%	*	*	46%	53%
Economically Disadvantaged Students	66	738	747	740	*	*	*	*	*	36%	40%
Non-Economically Disadvantaged Students	46	768	758	767	*	*	*	*	*	74%	70%
Students with Disabilities	31	716	718	726	*	*	*	*	*	*	25%
Students without Disabilities	81	763	760	762	*	*	*	*	*	*	64%
English Learners	13	720	721	720	*	*	*	*	*	*	17%
Non-English Learners	99	754	753	759	*	*	*	*	*	*	61%
Homeless Students	N	N	*	729	N	N	N	N	N	N	28%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	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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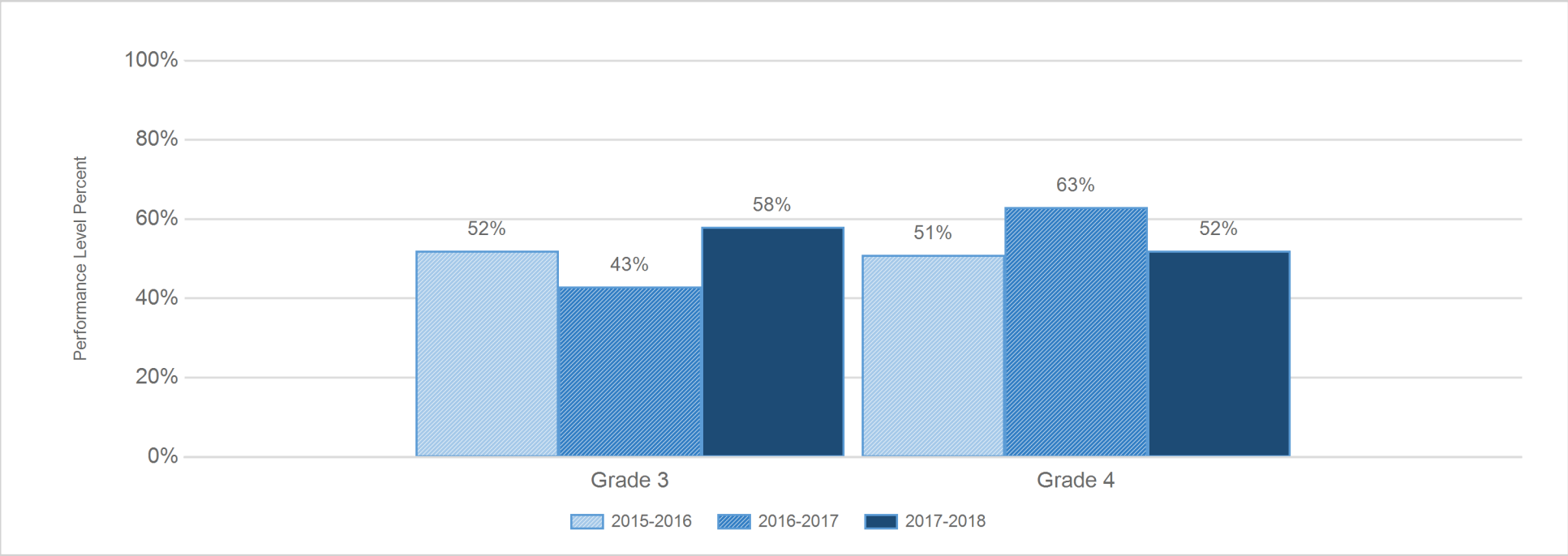
English Language Arts/Literacy Assessment - Performance Trends

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.

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	227	99.6	48.4	32.0	45.0	48.4	49.5	Met Target†
White	*	*	*	42.0	54.1	*	**	**
Hispanic	129	100.0	42.7	30.8	29.2	42.7	41	Met Target
Black or African American	69	98.6	52.2	25.6	23.4	52.2	51.2	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	62.0	77.0	*	**	**
American Indian or Alaska Native	N	N	N	*	42.5	N	**	**
Two or More Races	*	*	*	*	53.0	*	**	**
Female	106	99.1	46.2	32.3	46.0	46.2		
Male	121	100.0	50.4	31.8	43.9	50.4		
Economically Disadvantaged Students	144	100.0	38.9	29.3	26.6	38.9	37.5	Met Target
Non-Economically Disadvantaged Students	83	98.9	65.1	36.6	55.9	65.1		
Students with Disabilities	68	98.6	14.7	*	17.1	14.7	20.3	Met Target†
Students without Disabilities	159	100.0	62.9	*	50.5	62.9		
English Learners	41	100.0	36.6	*	24.6	36.6	33.3	Met Target
Non-English Learners	186	99.5	51.1	*	46.9	51.1		
Homeless Students	*	*	*	23.7	17.3	*		
Students In Foster Care	*	*	*	*	16.2	*		
Military-Connected Students	N	N	N	*	45.8	N		
Migrant Students	N	N	N	*	23.7	N		

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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	107	755	749	752	*	*	24%	36%	19%	55%	53%
White	*	*	759	760	*	*	*	*	*	*	64%
Hispanic	62	747	746	739	*	18%	24%	*	*	48%	38%
Black or African American	30	756	*	734	*	*	*	*	*	57%	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	754	747	752	*	*	28%	*	*	52%	53%
Male	57	755	751	751	*	*	21%	*	*	58%	53%
Economically Disadvantaged Students	70	747	745	736	*	*	*	*	*	47%	35%
Non-Economically Disadvantaged Students	37	769	757	762	*	*	*	*	*	70%	66%
Students with Disabilities	25	713	724	730	*	*	*	*	*	*	29%
Students without Disabilities	82	767	756	756	*	*	*	*	*	*	57%
English Learners	17	731	*	726	*	*	*	*	*	29%	23%
Non-English Learners	90	759	*	754	*	*	*	*	*	60%	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	N	N	*	737	N	N	N	N	N	N	46%

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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	113	742	744	748	*	24%	27%	*	*	42%	49%
White	*	*	763	755	*	*	*	*	*	*	60%
Hispanic	61	738	743	737	*	31%	23%	*	*	38%	34%
Black or African American	39	742	739	730	*	*	31%	*	*	44%	27%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	748	N	N	N	N	N	N	46%
Two or More Races	*	*	*	752	*	*	*	*	*	*	55%
Female	57	743	744	748	*	30%	23%	*	*	42%	50%
Male	56	742	743	748	*	18%	30%	*	*	41%	49%
Economically Disadvantaged Students	67	733	742	733	*	*	28%	*	*	30%	30%
Non-Economically Disadvantaged Students	46	755	747	758	*	*	24%	*	*	59%	62%
Students with Disabilities	31	715	718	725	*	48%	*	*	*	10%	22%
Students without Disabilities	82	752	751	753	*	15%	*	*	*	54%	55%
English Learners	14	719	723	722	*	*	*	*	*	21%	16%
Non-English Learners	99	745	745	750	*	*	*	*	*	44%	52%
Homeless Students	N	N	*	722	N	N	N	N	N	N	18%
Students in Foster Care	*	*	*	723	*	*	*	*	*	*	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

NELLIE K. PARKER
(03-1860-090)
Grades Offered: PK-04
2017-2018

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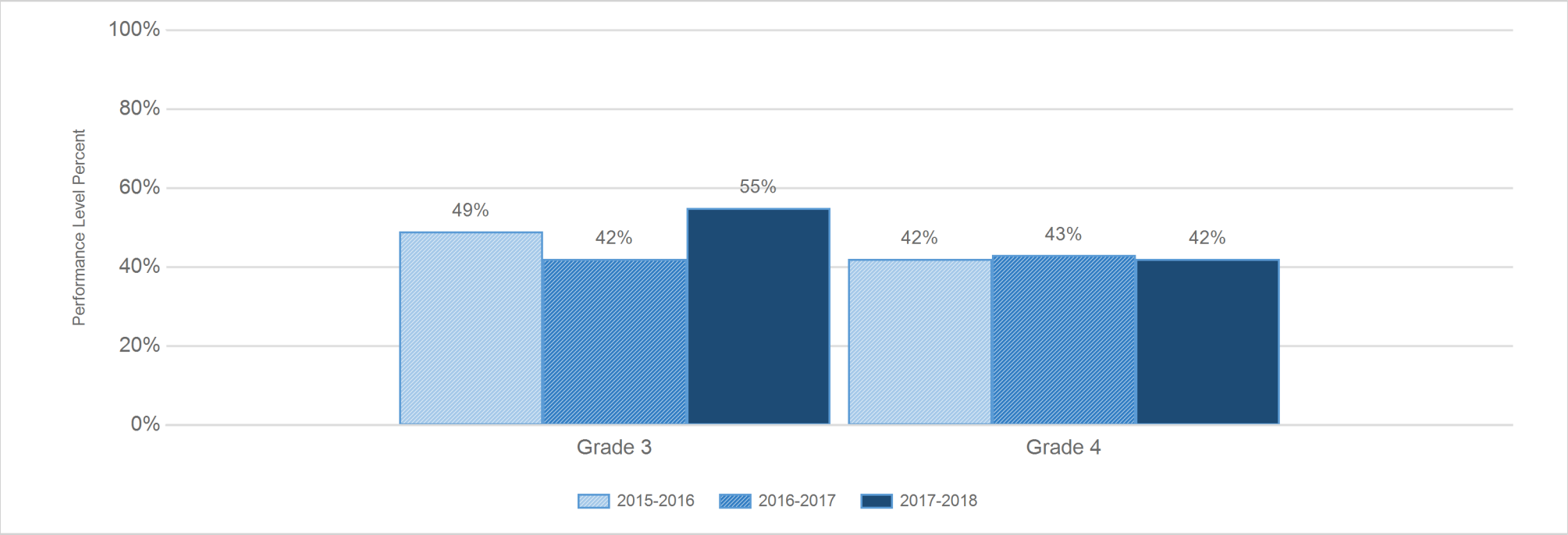
Mathematics Assessment – Performance Trends

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	64.0%	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	46	89.1%	10.9%
3-4	31	*	*
5 or more	10	*	*

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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.

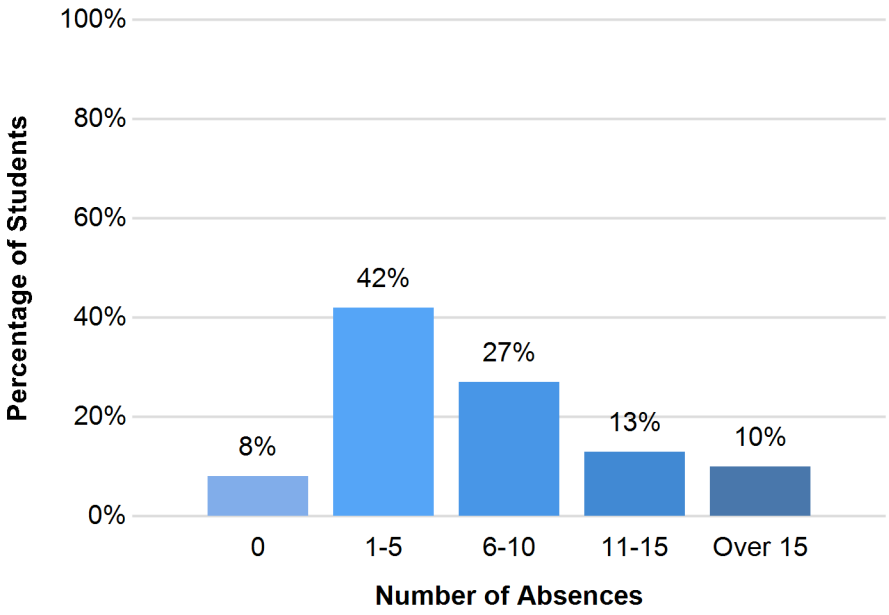
Chronic Absenteeism

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	40	7.4	9.1	Met
White	*	*	9.1	Met
Hispanic	21	6.9	9.1	Met
Black or African American	15	10.1	9.1	Not Met
Asian, Native Hawaiian, or Pacific Islander	2	4.7	9.1	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Economically Disadvantaged Students	29	8.7	9.1	Met
Students with Disabilities	19	14.2	9.1	Not Met
English Learners	4	4.0	9.1	Met

Days Absent

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



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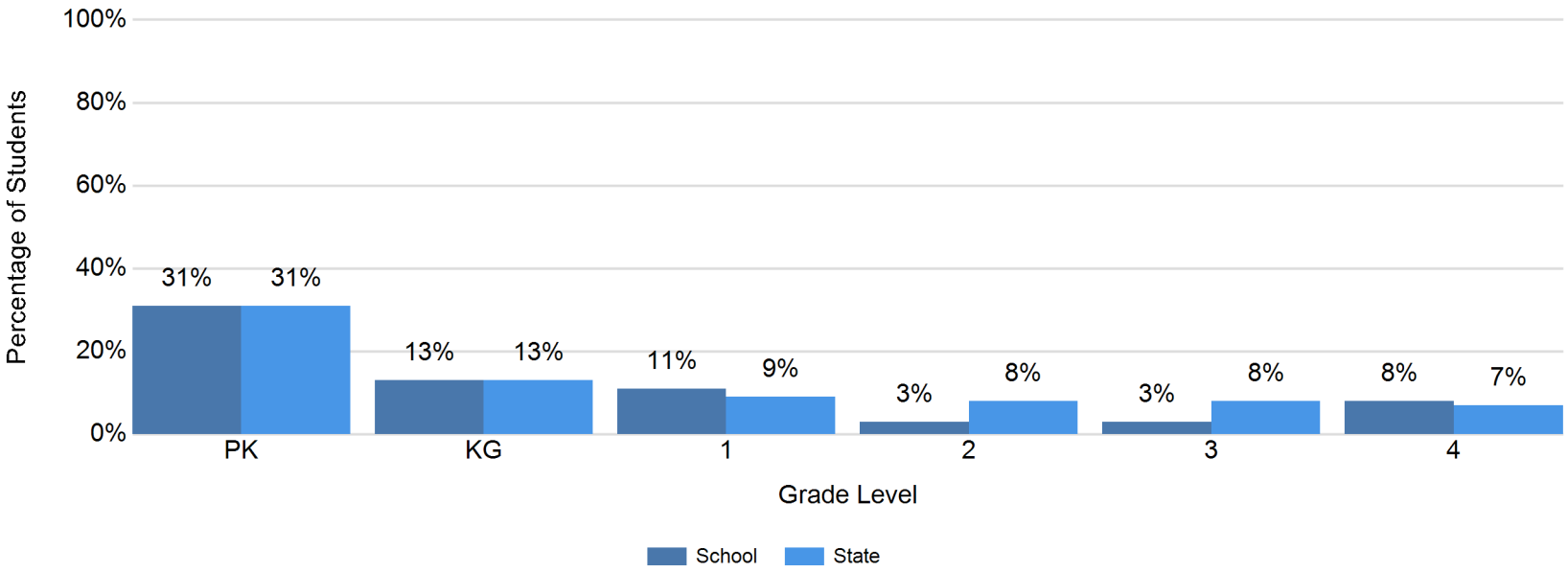
Chronic Absenteeism by Grade

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



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

Violence, Vandalism, HIB, and Substance Offenses

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

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

Police Notifications

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

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

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Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	1	0	1
Disability	0	0	0
Other	1	0	1
No Identified Nature	0		0

Student Disciplinary Removals

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

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

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

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School Day

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

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

Device Ratios

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

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

Per-Pupil Expenditures (District Level)

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

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

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	47	117,464
Average years experience in public schools	11.1	12.0
Average years experience in district	11.1	10.7
Teachers in district for 4 or more years	80.9%	75.5%

Administrators – Experience (District Level)

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

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

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	13:1	14:1
Students to Administrators	308:1	173:1
Teachers to Administrators	24:1	13:1
Students to Librarians/Media Specialists		952:1
Students to Nurses		571:1
Students to Counselors		519:1
Students to Child Study Team		212:1

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Teachers and Administrators - Level of Education

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

Bachelor's Degree

Master's Degree

Doctoral Degree

Teacher 0%

Admin 0%

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

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

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

Faculty Attendance

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

School Year	% Days Present
2017-18	87.3%

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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	91.5%	100.0%
Male	8.5%	0.0%
White	38.3%	50.0%
Hispanic	25.5%	0.0%
Black or African American	29.8%	50.0%
Asian	6.4%	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	48.05	15.0%
Mathematics Proficiency	57.29	15.0%
English Language Arts Growth	58.71	20.0%
Mathematics Growth	66.82	20.0%
Progress Towards English Language Proficiency	72.98	20.0%
Chronic Absenteeism	52.52	10.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	60.75	n/a
Summative Rating: Percentile Rank of Summative Score	67.59	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	No	n/a

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

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Accountability Summary by Student Group - 2017-18 School Year

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

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	No	Met Target	Met Target†	Met Standard	Met Standard	Met Target	Met	No
White	**	**	No	**	**	**	**	n/a	Met	No
Hispanic	63.41	14.08	No	Met Target	Met Target	Met Standard	Met Standard	n/a	Met	No
Black or African American	82.68	14.08	No	Met Target†	Met Target	Met Standard	Met Standard	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	n/a	Met	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	68.35	14.08	No	Met Target	Met Target	Met Standard	Met Standard	n/a	Met	No
Students with Disabilities	45.29	14.08	No	Not Met	Met Target†	Not Met	Met Standard	n/a	Not Met	No
English Learners	**	**	No	Met Target	Met Target	**	**	**	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:	• STEM,Math,Science and Literacy Family Nights were held to share strategies/materials with parents. In addition, Celebration of the Arts highlighted students' artistic abilities and creative writing. • We are a Future Ready School. Digital learning is used in all subject areas. Each student has a Chromebook and each classroom has a SmartBoard. • Students receive instruction based upon data. Students' individual needs are supported by individualized and small group instruction.
Mission, Vision, Theme:	Our mission is to offer ALL students a positive and challenging learning environment which empowers them to be responsible and productive citizens of the world. Our vision: students, staff, parents and community members commit themselves to developing the social, emotional, academic and physical welfare of all children. By fostering critical thinking skills, translated via literacy, fine arts, mathematics, STEM, and digital learning, our 21st century school is responsive active to global changes.
Awards, Recognition, Accomplishments:	Our entire staff is highly qualified. Nellie K. Parker supports all its staff by meeting the needs of teachers through individualized professional development. We have made progress in meeting the State's performance targets. Parker school acknowledges student performance both academically and as a growth model by highlighting specific students during Good Deed Doer/Student of the Month Assemblies. Academic achievements are further recognized at the end of year awards program.

NJ SCHOOL PERFORMANCE REPORT

NELLIE K. PARKER
(03-1860-090)
Grades Offered: PK-04
2017-2018

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School Narrative

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Courses, Curriculum, Instruction:	Digital learning and effective use of technology is used in all subject areas. ELA and Math instruction are aligned to the NJSLS. The core programs are Journeys and Go Math. Both math and literacy focus on whole and small group instruction. The Science Curriculum supports the Next Generation Science Standards and focuses on hands-on instruction and STEM. Pearson's My World is the Social Studies core program.
Clubs and Activities:	Parker offers Lego League, Instrumental Music, Chorus and Dance Crew. Students partake in Field Day, Talent Show and several art competitions. All students perform in assemblies for the entire school. Students participate in Winter and Spring Concerts. Student volunteers make up our school-wide Safety Patrol. Students can become a member of Character Education Club. Students serve as Morning Announcers which is live streamed every morning. A Hackensack Detective instructs LEAD for all second graders. Students in grades 3 and 4 are elected by their peers to serve as Student Council members and officers.

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Before and After School Programs:	We offer art enrichment and STEM programs. Selected students attend after school tutoring based upon specific criteria. Small group instruction is implemented in order to garner the best results from the tutoring sessions. Tutoring teachers receive specific training in order to guarantee that all students receive developmentally appropriate instruction. Additionally, students are invited to participate in Lego League and Chorus.
Staff and Professional Learning:	Professional development is rooted in all grade level and faculty meetings. Many faculty meetings take on the structure of an EdCamp Model. In addition, specific PD days have been added into the school calendar to support teachers' individual needs. Teachers and paraprofessionals meet with other staff members to support new initiatives.

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Student Supports and Services:	Students receive various supports and services. Such services can include: Speech Therapy, Physical Therapy and/or Occupational Therapy. Our Teachers and Child Study Team members collaborate to provide the best program for each student. We also offer Bilingual and ESL programs for our English Language Learners. Our School-wide Title 1 Grant supports all students. It also affords us the opportunity to fund a Literacy Coach to enhance teachers' instruction and student learning.
Student Health and Wellness:	Students' health and wellness are monitored by our School Nurse. The School Nurse contacts parents and works with teachers in order to support students' needs on a daily basis. The School Nurse does health screenings for all students. Students learn about health and nutrition. The School Nurse brings many educational programs to Parker such as The Asthma Bus, HARP (Health Awareness Regional Program) and the Dental Awareness Month Assembly. In conjunction with the school, Lunch Assistants are CPR certified.
Parent and Community Involvement:	Parker School has a positive relationship with parents and the community. Our PTA sends out newsletters, sponsors Book Fairs, assembly programs, a Class Parent Tea and organizes a Family Fun Day. Our School-wide Title I Grant has allowed us opportunities to empower our parents with the skills to support students academically and socially. Our He Reads to Me program is heavily supported by our local churches, Fire and Police Departments as well as the local community. The Bergen Reads Program provides over 40 tutors. The Fire and Police Departments provide safety instruction for all students.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers Our Climate and Culture Committee created a survey to gather data about the attitudes and perceptions of students, parents and staff members. During Grade Level Meetings and Faculty Meetings, the data is disseminated and discussed. Data is continually used to monitor ways to improve the Climate and Culture at Parker. The Culture and Climate Committee meets regularly in order to meet the needs of students, parents and staff.
Facilities:	Upon entering Parker School, visitors are treated to our warm and friendly front lobby complete with a comfortable seating area. Student work is displayed throughout the building. Our theme for the year, “Be Your Own Superhero!” is evidenced by teacher-created superheroes and student writing. In addition, there are various inspirational sayings and mottos displayed on the walls of Parker School. We have a state of the art sound system. A fence surrounds two outdoor playground areas.
School Safety:	All staff were trained on School Safety and Security throughout the school year. Bi-monthly drills were held and attendance was recorded. Third and fourth graders were provided a presentation from NJ Transit about safety around trains. Otto the Auto was presented to Kindergarten - Second grade students about passenger and pedestrian safety.

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Technology and STEM:	We are a Future Ready School. Technology is consistently used throughout the day. Kindergarten - Second grade students utilize i-Read, online assessments, Code.org and Think Central. Third and fourth grade students demonstrate their knowledge through Google Classroom, Google Docs, Google Slides, Think Central, Code.org and SRI. Digital learning is used in all subject areas. Each student has a Chromebook and each classroom has a SmartBoard.

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Other Information:	Our school's motto is, "The School with Tomorrow in Sight." Nellie K. Parker School is a place where everyone is truly someone special. Our school strongly enables "Teachers to teach and students to learn." The collaborative effort of the entire staff creates a climate for learning that is reflected in the accomplishments and triumphs of our students. The school operates in compliance with the goals and objectives that have been jointly developed by the School Level Planning Committee and the School Based Professional Development Team. This team is comprised of administrators, staff members and parents. Students at Nellie K. Parker Elementary School receive in-depth instructional programs that focus on meeting the needs of all students and making them successful. One of the many highlights of our school is the technology integration. Each classroom has a SmartBoard for students to view and discuss information. New Chromebooks were purchased in order to guarantee each student access to technology. Students utilize the Code.org website and participate in the Annual Hour of Code. Newsela is another phenomenal website that students have access to on a daily basis. Our staff is encouraged to take risks in utilizing various strategies, activities, materials and programs in order to meet both group and individual needs of students. Assiduous planning and differentiated instruction is provided in a heterogeneous classroom setting to ensure that each child reaches their full potential. We have an open-door policy and take pride in knowing that our staff, parents and community members really care about the success and well-being of children. Nellie K. Parker School is a place where the African Proverb, "It takes a village to raise a child" is evident.