NJ SCHOOL PERFORMANCE REPORT

DURBAN AVENUE ELEMENTARY SCHOOL
(37-2240-035)
Grades Offered: 04-05
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	SUSSEX
District	HOPATCONG
Principal Name	MRS. HENSZ
Address	616 DURBAN AVENUE HOPATCONG, NJ 07843
Phone Number	(973)398-8805
Email Address	THENSZ@HOPATCONGSCHOOLS.ORG
Website	http://www.hopatcongschools.org/
Facebook	https://www.facebook.com/HopatcongSchoolDistrict/
Twitter	https://twitter.com/HopatcongSchool

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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
4	114	131	122
5	114	118	132
Total	228	249	257

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	46.5%	47.4%	49.4%
Male	53.5%	52.6%	50.6%
Economically Disadvantaged Students	24.1%	26.5%	23.7%
Students with Disabilities	29.8%	27.3%	18.7%
English Learners	0.4%	1.6%	0.4%
Homeless Students		0.0%	0.4%
Students in Foster Care		0.4%	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	79.4%	77.5%	75.5%
Hispanic	15.4%	18.1%	17.5%
Black or African American	3.5%	3.2%	5.1%
Asian	1.8%	1.2%	1.9%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.0%	0.0%	0.0%

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	97.3%
Spanish	1.9%
Other Languages	0.8%

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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	43	37	50	Met Standard	49	53.5	50	Met Standard
White	44	38	50	Met Standard	49	54	51	Met Standard
Hispanic	41	32.5	49	Met Standard	59.5	54.5	48	Met Standard
Black or African American	41	38.5	44	**	49	41	44	**
Asian, Native Hawaiian, or Pacific Islander	*	*	61	**	*	*	61	**
American Indian or Alaska Native	N	N	52	**	N	N	53	**
Two or More Races	N	N	49	**	N	N	51	**
Economically Disadvantaged	28.5	27	48	Not Met	46	49	47	Met Standard
Students with Disabilities	42	36	41	Met Standard	56	50	43	Met Standard
English Learners	*	24	54	**	*	36.5	51	**

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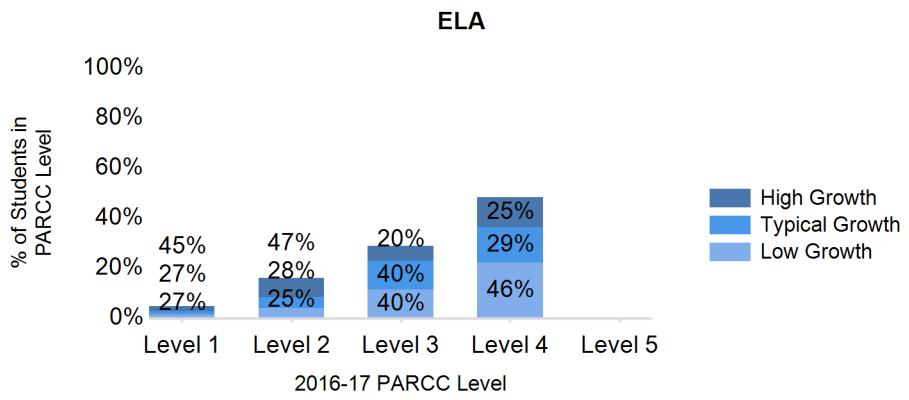
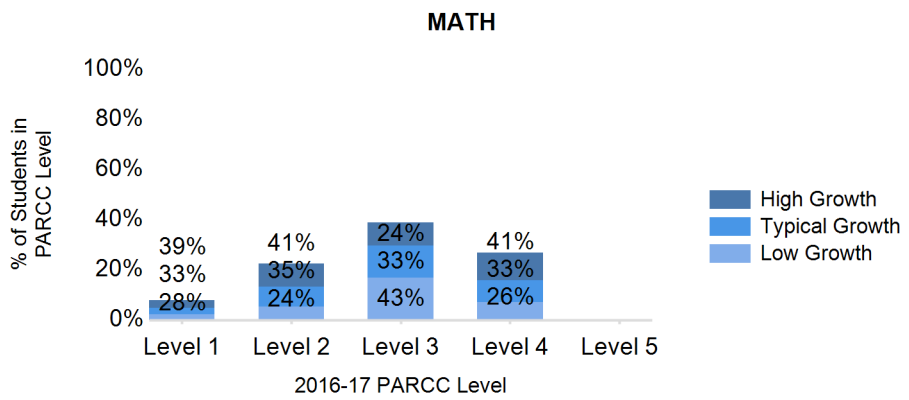
Student Growth by Performance Level

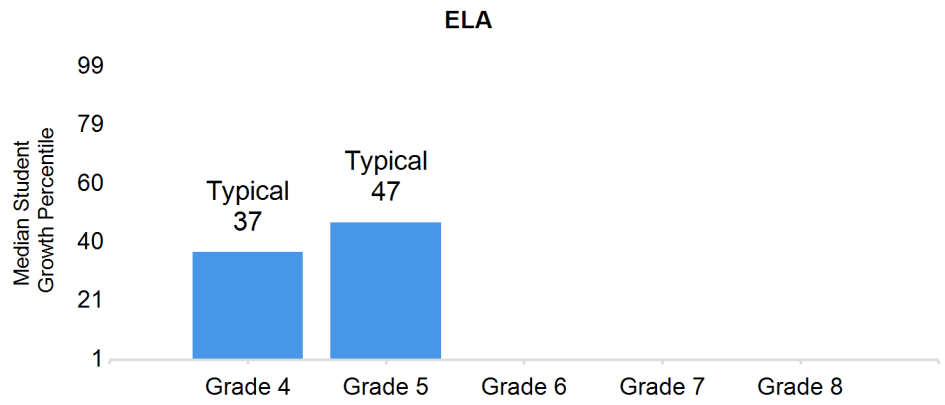
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

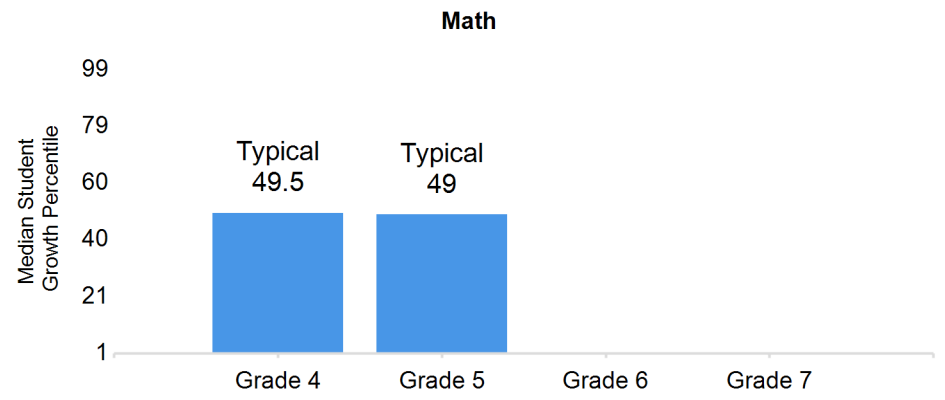




Student Growth by Grade

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	234	91.8	52.9	43.8	56.7	51.2	53.9	Met Target†
White	178	90.8	53.9	46.7	65.6	51.6	56.2	Met Target†
Hispanic	42	97.8	59.5	35.7	42.5	59.5	47.5	Met Target
Black or African American	*	*	*	24.3	37.3	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	82.3	*	**	**
American Indian or Alaska Native	N	N	N	N	52.7	N	**	**
Two or More Races	N	N	N	*	63.4	N	**	**
Female	113	90.5	57.5	53.5	64.5	54.7		
Male	121	93.1	48.8	34.6	49.4	47.7		
Economically Disadvantaged Students	49	90.7	44.9	29.8	38.5	*	36.9	Met Target
Non-Economically Disadvantaged Students	185	92.1	55.1	47.7	67.5	*		
Students with Disabilities	41	78.8	19.5	*	21.6	16.2	24.5	Met Target†
Students without Disabilities	193	95.1	60.1	*	63.9	60.1		
English Learners	*	*	*	19.0	27.3	*	**	**
Non-English Learners	*	*	*	44.4	59.4	*		
Homeless Students	*	*	*	*	27.7	*		
Students In Foster Care	*	*	*	*	26.3	*		
Military-Connected Students	N	N	N	N	57.4	N		
Migrant Students	N	N	N	N	30.1	N		

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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	114	751	751	756	*	9%	34%	*	*	54%	58%
White	81	753	753	764	*	*	35%	*	*	56%	68%
Hispanic	25	749	749	744	*	*	*	*	*	60%	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	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	N	N	N	763	N	N	N	N	N	N	63%
Female	57	753	753	762	*	*	35%	*	*	58%	63%
Male	57	750	750	751	*	*	33%	*	*	51%	53%
Economically Disadvantaged Students	30	748	748	740	*	*	43%	*	*	47%	40%
Non-Economically Disadvantaged Students	84	753	753	767	*	*	31%	*	*	57%	70%
Students with Disabilities	11	721	721	726	*	*	*	*	*	18%	25%
Students without Disabilities	103	755	755	762	*	*	*	*	*	58%	64%
English Learners	N	N	N	720	N	N	N	N	N	N	17%
Non-English Learners	114	751	751	759	*	9%	34%	*	*	54%	61%
Homeless Students	*	*	*	729	*	*	*	*	*	*	28%
Students in Foster Care	N	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 by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	121	749	749	755	*	13%	32%	*	*	51%	58%
White	96	750	750	763	*	14%	31%	*	*	52%	68%
Hispanic	19	751	751	743	*	*	*	58%	0%	58%	43%
Black or African American	*	*	*	738	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	780	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	752	N	N	N	N	N	N	53%
Two or More Races	N	N	N	763	N	N	N	N	N	N	65%
Female	57	755	755	762	*	*	28%	*	*	58%	66%
Male	64	745	745	749	*	*	36%	*	*	45%	51%
Economically Disadvantaged Students	19	740	740	739	*	*	*	*	*	42%	39%
Non-Economically Disadvantaged Students	102	751	751	766	*	*	*	*	*	53%	71%
Students with Disabilities	29	727	727	724	*	*	48%	*	*	17%	22%
Students without Disabilities	92	757	757	762	*	*	27%	*	*	62%	65%
English Learners	*	*	*	712	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	757	*	*	*	*	*	*	60%
Homeless Students	N	N	N	731	N	N	N	N	N	N	30%
Students in Foster Care	*	*	*	728	*	*	*	*	*	*	27%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	59%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%

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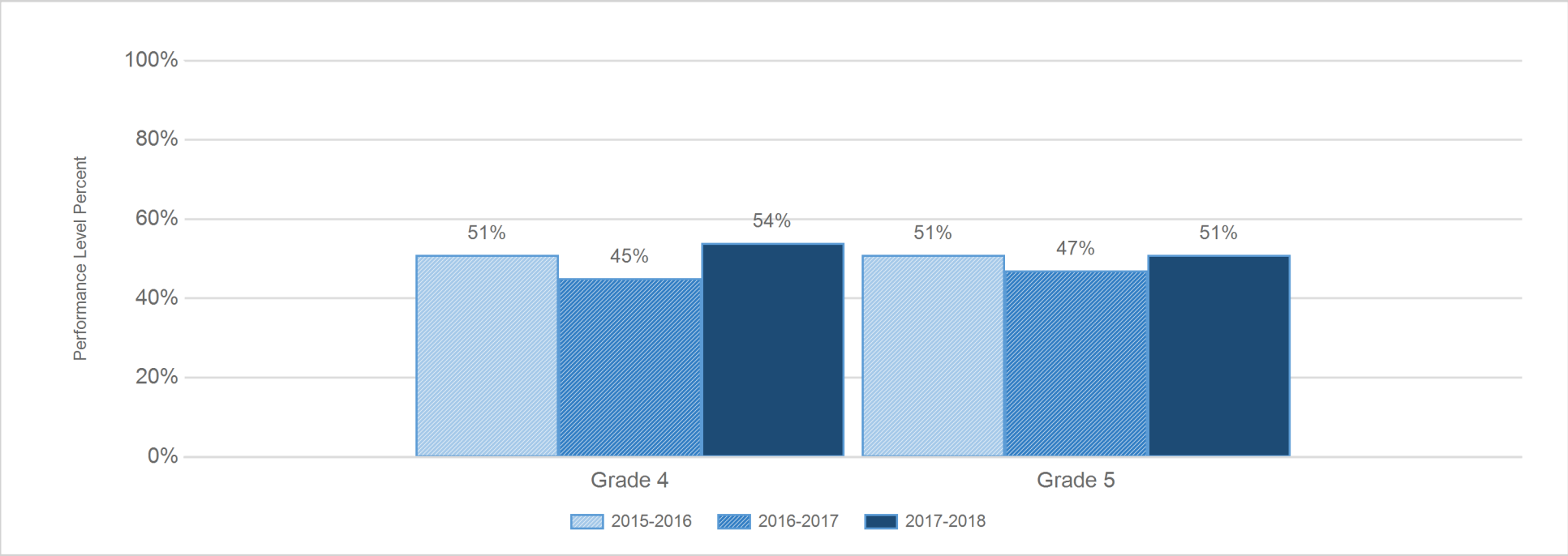
English Language Arts/Literacy Assessment - Performance Trends

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	234	91.8	34.6	36.3	45.0	33.4	49	Not Met
White	178	90.8	34.3	38.0	54.1	32.7	50.9	Not Met
Hispanic	42	97.8	42.8	31.7	29.2	42.8	42.2	Met Target
Black or African American	*	*	*	25.0	23.4	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	77.0	*	**	**
American Indian or Alaska Native	N	N	N	N	42.5	N	**	**
Two or More Races	N	N	N	*	53.0	N	**	**
Female	113	90.5	34.5	38.9	46.0	32.9		
Male	121	93.1	34.7	33.7	43.9	34.0		
Economically Disadvantaged Students	49	90.7	28.6	23.7	26.6	*	31.8	Met Target†
Non-Economically Disadvantaged Students	185	92.1	36.3	39.9	55.9	*		
Students with Disabilities	41	78.8	14.7	*	17.1	12.1	27.3	Not Met
Students without Disabilities	193	95.1	38.8	*	50.5	38.8		
English Learners	*	*	*	24.0	24.6	*	**	**
Non-English Learners	*	*	*	36.6	46.9	*		
Homeless Students	*	*	*	*	17.3	*		
Students In Foster Care	*	*	*	*	16.2	*		
Military-Connected Students	N	N	N	N	45.8	N		
Migrant Students	N	N	N	N	23.7	N		

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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	114	740	740	748	*	26%	37%	*	*	32%	49%
White	81	742	742	755	*	*	43%	31%	0%	31%	60%
Hispanic	25	738	738	737	0%	44%	*	*	*	36%	34%
Black or African American	*	*	*	730	*	*	*	*	*	*	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	N	N	N	752	N	N	N	N	N	N	55%
Female	57	741	741	748	*	*	42%	*	*	30%	50%
Male	57	739	739	748	*	*	32%	*	*	33%	49%
Economically Disadvantaged Students	30	738	738	733	*	*	37%	*	*	33%	30%
Non-Economically Disadvantaged Students	84	741	741	758	*	*	37%	*	*	31%	62%
Students with Disabilities	11	715	715	725	*	*	*	*	*	*	22%
Students without Disabilities	103	743	743	753	*	*	*	*	*	*	55%
English Learners	N	N	N	722	N	N	N	N	N	N	16%
Non-English Learners	114	740	740	750	*	26%	37%	*	*	32%	52%
Homeless Students	*	*	*	722	*	*	*	*	*	*	18%
Students in Foster Care	N	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%

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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	121	742	742	748	*	26%	34%	*	*	36%	49%
White	96	741	741	756	*	28%	31%	*	*	36%	60%
Hispanic	19	749	749	736	*	*	*	*	*	47%	32%
Black or African American	*	*	*	730	*	*	*	*	*	*	26%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	42%
Two or More Races	N	N	N	754	N	N	N	N	N	N	55%
Female	57	743	743	749	*	25%	33%	*	*	39%	50%
Male	64	742	742	747	*	27%	34%	*	*	34%	48%
Economically Disadvantaged Students	19	735	735	733	*	*	*	*	*	21%	29%
Non-Economically Disadvantaged Students	102	744	744	758	*	*	*	*	*	39%	62%
Students with Disabilities	29	728	728	726	*	38%	38%	*	*	14%	20%
Students without Disabilities	92	747	747	752	*	22%	33%	*	*	43%	55%
English Learners	*	*	*	718	*	*	*	*	*	*	13%
Non-English Learners	*	*	*	750	*	*	*	*	*	*	51%
Homeless Students	N	N	N	722	N	N	N	N	N	N	17%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	20%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	52%
Migrant Students	N	N	N	728	N	N	N	N	N	N	29%

NJ SCHOOL PERFORMANCE REPORT

DURBAN AVENUE ELEMENTARY SCHOOL
(37-2240-035)
Grades Offered: 04-05
2017-2018

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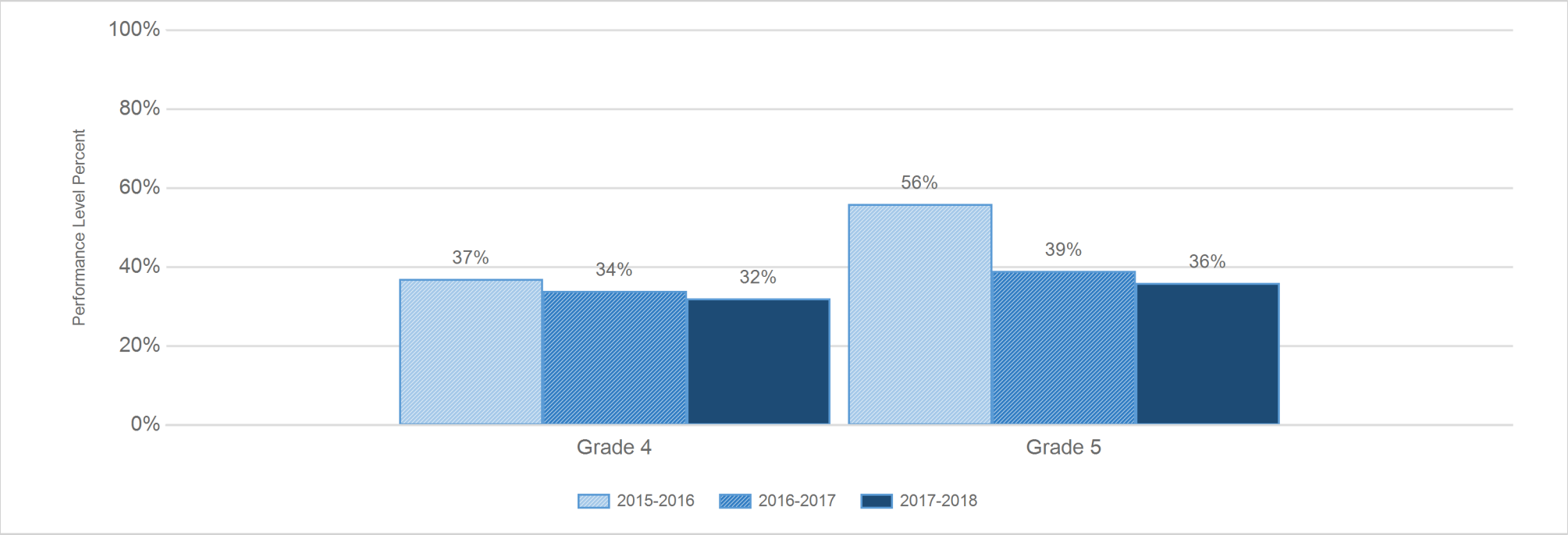
Mathematics Assessment – Performance Trends

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
4	*	*
5	N	N

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	*	*	*

† 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	N	N	N
3-4	*	*	*
5 or more	N	N	N

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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.

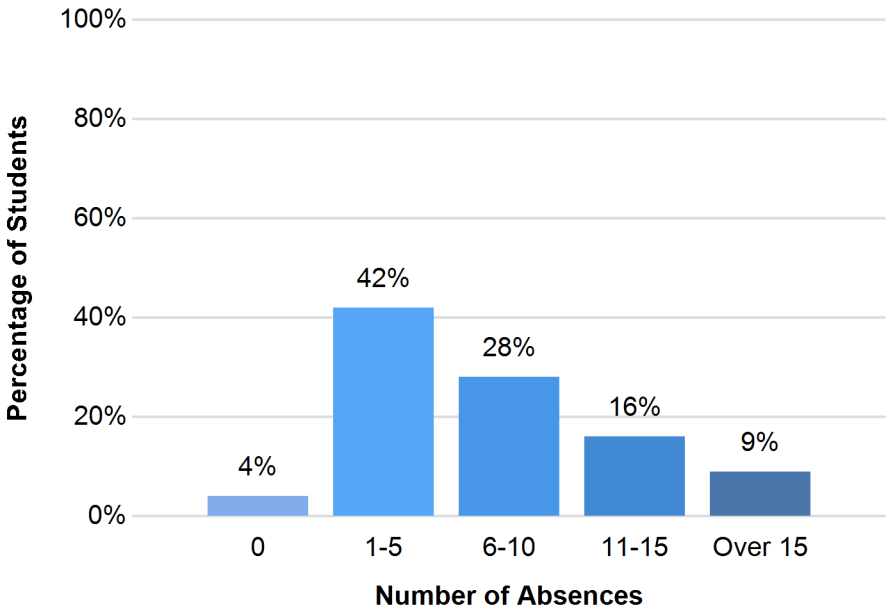
Chronic Absenteeism

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	23	8.9	7.6	Not Met
White	20	10.3	7.6	Not Met
Hispanic	2	4.4	7.6	Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Economically Disadvantaged Students	8	13.1	7.6	Not Met
Students with Disabilities	6	12.5	7.6	Not Met
English Learners	*	*	**	**

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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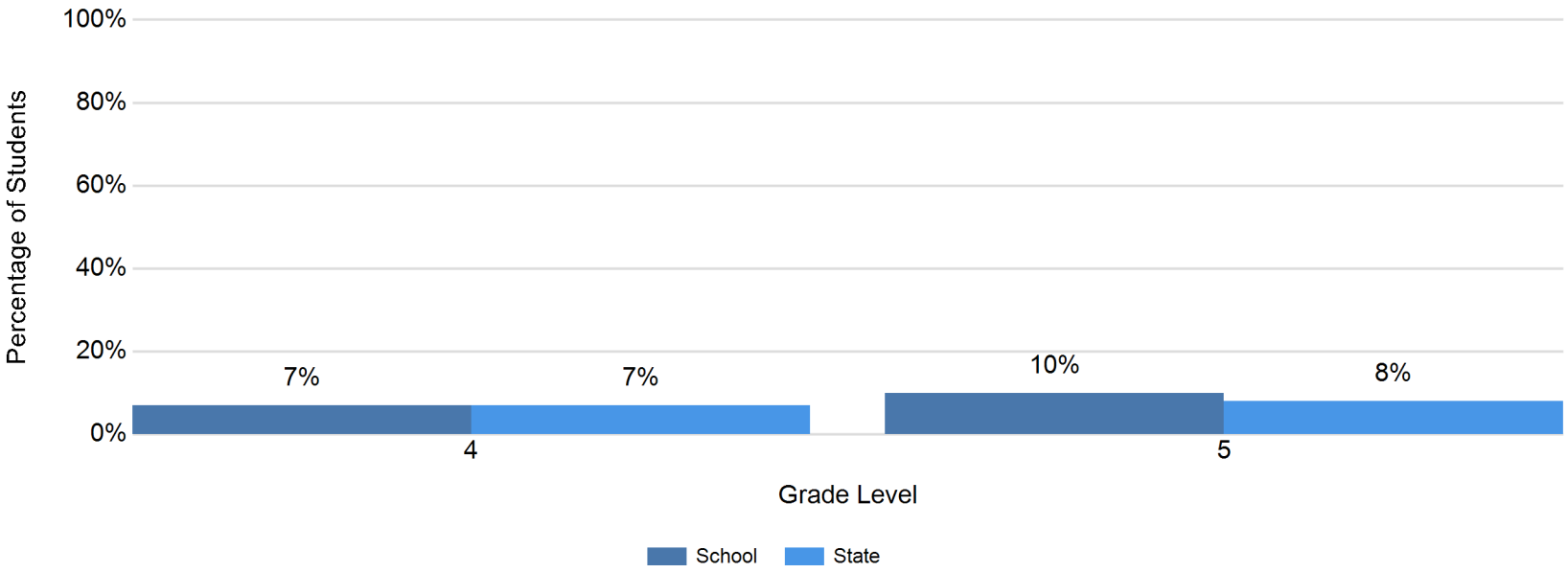
Chronic Absenteeism by Grade

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	3
Weapons	0
Vandalism	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	5
Incidents Per 100 Students Enrolled	1.95

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	1	1
Sexual Orientation	0	1	1
Disability	0	0	0
Other	0	0	0
No Identified Nature	3		3

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	*	*
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	7:55 AM
Typical End Time	2:20 PM
Length of School Day	6 Hrs 25 Mins
Full Time - Instructional Time	6 Hrs 25 Mins
Shared Time - Instructional Time	6 Hrs. 25 Mins.

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)	$695	$19,975	$20,670

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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	26	117,464
Average years experience in public schools	15.5	12.0
Average years experience in district	15.2	10.7
Teachers in district for 4 or more years	100.0%	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	16	9,374
Average years experience in public schools	11.8	16.0
Average years experience in district	10.0	12.0
Administrators in district for 4 or more years	75.0%	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	10:1	10:1
Students to Administrators	257:1	98:1
Teachers to Administrators	26:1	10:1
Students to Librarians/Media Specialists		1563:1
Students to Nurses		313:1
Students to Counselors		195:1
Students to Child Study Team		156:1

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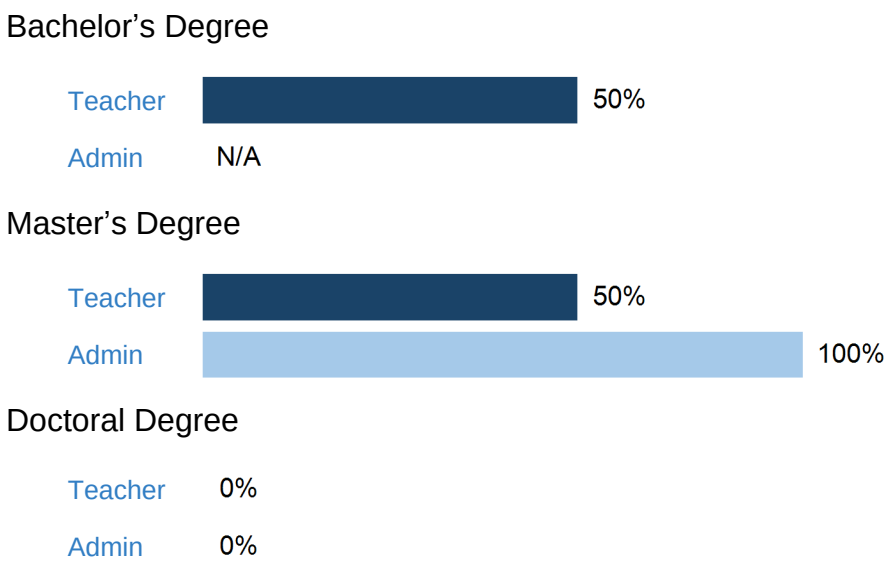
Teachers and Administrators - Level of Education

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	98.7%	90.2%
2016-17 Administrators: Same district 2017-18	94.1%	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	97.3%

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Teachers and Administrators – Demographics

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

Category	Teachers	Administrators
Female	84.6%	0.0%
Male	15.4%	100.0%
White	96.2%	100.0%
Hispanic	3.8%	0.0%
Black or African American	0.0%	0.0%
Asian	0.0%	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	36.97	17.5%
Mathematics Proficiency	22.87	17.5%
English Language Arts Growth	20.38	25.0%
Mathematics Growth	53.95	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	39.75	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	35.01	n/a
Summative Rating: Percentile Rank of Summative Score	25.59	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†	Not Met	Met Standard	Met Standard	**	Not Met	No
White	23.79	14.08	No	Met Target†	Not Met	Met Standard	Met Standard	n/a	Not Met	No
Hispanic	66.47	14.08	No	Met Target	Met Target	Met Standard	Met Standard	n/a	Met	No
Black or African American	**	**	No	**	**	**	**	n/a	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	36.68	14.08	No	Met Target	Met Target†	Not Met	Met Standard	n/a	Not Met	No
Students with Disabilities	55.22	14.08	No	Met Target†	Not Met	Met Standard	Met Standard	n/a	Not Met	No
English Learners	**	**	No	**	**	**	**	**	**	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:	• Newly Constructed Makerspace Available to all Students • Recording/Editing Studio Available to all Students • 1:1 Personal Chromebooks for Entire School Population
Mission, Vision, Theme:	Durban Avenue Elementary School is home to our 4th and 5th grade Hopatcong students. We aim to provide a well-rounded education where we promote independent thinking, the ability to problem solve, and the ability to effectively collaborate with others. Our goal is to prepare students to think for themselves and provide students with the tools necessary to succeed in the future. We provide a positive learning environment in which each child is encouraged to believe in him or herself.
Awards, Recognition, Accomplishments:	The newly designed Makerspace was a major accomplishment at the Durban Avenue School as we aim to highlight STEAM in the Hopatcong Schools. Students had the opportunity to cycle through different modules related to STEAM. In addition, our Recording Studio was yet another program to celebrate and be proud of at Durban Avenue School. In addition, teachers were awarded eight different Pride Grants focusing on creative projects including Beautification Day, Science Fair, and Battle of the Books.

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School Narrative

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Courses, Curriculum, Instruction:	The implementation of 1:1 Chromebooks allowed staff members to enrich and extend curriculum, and students also became acquainted with Google Classroom. In addition, computer programs such as Renaissance Learning and Achieve 3000 were used to monitor student progress. Students were also introduced to Defined Stem, another computerized program which focused on STEM. The students completed their third year of Writing Workshop and continued the use of Envision Math.
Clubs and Activities:	Durban Avenue School offered a wide variety of clubs during the 2017-2018 school year. Students were offered the opportunity to join, Band, Chorus, and/or Safety Patrol. In addition, students wrote their own proposals to create clubs during recess time where they acted as the leaders of the clubs. Some examples of such clubs were, Clean Up, Kindness, Coding, Slime and Principal?s Book Club.

NJ SCHOOL PERFORMANCE REPORT

DURBAN AVENUE ELEMENTARY SCHOOL
(37-2240-035)
Grades Offered: 04-05
2017-2018

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Staff and Professional Learning:	District Professional Development focused on Arts Integration, Defined Stem, and Student Engagement. The continuation of Writing Workshop professional development took place with consistent support from our Literacy Coach. Our ELA and STEAM facilitators also worked closely with teachers to support their needs throughout the school year. Professional Development was also provided to teachers focusing on the Makerspace and Studio, as well as Standard Based Report Cards.

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Student Supports and Services:	Our Academic Skills Program provided additional support to students during the school day. The Response to Intervention Team met on a regular basis to identify students for these programs and also referred any students to our Child Study Team if warranted. Special Education needs are met on a daily basis by providing Resource Room, In Class Resource Room, or Self-Contained classrooms.
Student Health and Wellness:	The health and wellness of each student is very important to us. Weelky health lessons were provided by our phsyical education teacher as well as additional lessons by the classroom teachers. The entire student body participated in an Autism Walk which promoted healhly exercise habits as well as raised money for Autism research. Daily breakfast is offered to students as well as a good balanced lunch program.
Parent and Community Involvement:	Parents are able to review students? grades through our Parent Power School Portal. Parents are also invited to several school-wide events, including Back to School Nights, Parents Teacher Conferences, Open Houses, Beautification Days, and a Volunteer Luncheon. HEPTO, Hopatcong Elementary Parent Teacher Organization, provides continuous support for our school by providing funding for field trips, field day, assemblies and financially supports our positive incentive ?I Can? Program.

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Facilities:	The facility consists of 28 instructional rooms, including an all-purpose room, instructional media center, music room, art room, several small group instructional areas, as well as two computer labs, the Makerspace and the Recording Studio. During the 2017-2018, the entire building except the all-purpose room was equipped with air conditioning. Students also enjoy the use of our blacktop playground as well as playground equipment on a daily basis.

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Other Information:	Durban Avenue School continues to strive for excellence. We stand proud of the newly designed Makerspace and Studio that was fully implemented for student use during the 2017-2018 school year. The Makerspace and Studio, coupled with our 1:1 Chromebook initiative has allowed us to become technologically advanced. Teachers are currently using Google Classroom and moving towards 21st Century Learning. Problem Based Learning was another focus during the school year. Students used Defined Stem to complete projects throughout the school year. This technology tool enabled students to collaborate using problem solving techniques which included the areas of Science, Technology, Engineering, and Mathematics (STEM). In addition to technology, the implementation of departmentalization has enabled our teachers to focus on their area of expertise and provide students with a well-rounded educational experience. In terms of student recognition, students were rewarded for good behaviors and showing good character by receiving ?I Can Tickets?. This school-wide positive reinforcement program allows students to submit their tickets each month to win a prize at our school-wide monthly ?I Can Drawings?. In addition, students were recognized each marking period by attaining either High Honor Roll or Honor Roll status. At the end of 5th grade, students also participated in the Presidential Education Awards. The Hopatcong School District is one that is extremely proud of all students, educational staff, support staff and parents for making education their number one priority. We continue to take pride in all that we do each and every day, and we thank all stakeholders for making Durban Avenue School shine.