NJ SCHOOL PERFORMANCE REPORT

HUDSON MAXIM ELEMENTARY SCHOOL
(37-2240-050)
Grades Offered: PK-01
2017-2018

Report Key:
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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. MCFADDEN
Address	452 LAKESIDE BLVD HOPATCONG, NJ 07843
Phone Number	(973)398-8807
Email Address	KMCFADDEN@HOPATCONGSCHOOLS.ORG
Website	https://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
PK	40	36	40
KG	131	113	116
1	140	123	112
Total	311	272	268

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	45.0%	44.1%	41.4%
Male	55.0%	55.9%	58.6%
Economically Disadvantaged Students	29.9%	25.7%	25.7%
Students with Disabilities	25.4%	23.2%	28.4%
English Learners	3.9%	2.2%	1.9%
Homeless Students		0.0%	0.0%
Students in Foster Care		0.4%	0.7%
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	71.4%	68.4%	70.1%
Hispanic	20.6%	23.5%	24.6%
Black or African American	3.2%	3.7%	3.0%
Asian	3.2%	2.9%	2.2%
Native Hawaiian or Pacific Islander	1.3%	1.1%	0.0%
American Indian or Alaska Native	0.3%	0.4%	0.0%
Two or More Races	0.0%	0.0%	0.0%

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	32	28	26
PK - Full Day	8	8	14
KG - Half Day	0	0	0
KG - Full Day	131	113	116

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	91.8%
Spanish	5.6%
Other Languages	2.6%

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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	*	*	*

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	*	*	*
3-4	*	*	*
5 or more	N	N	N

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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.

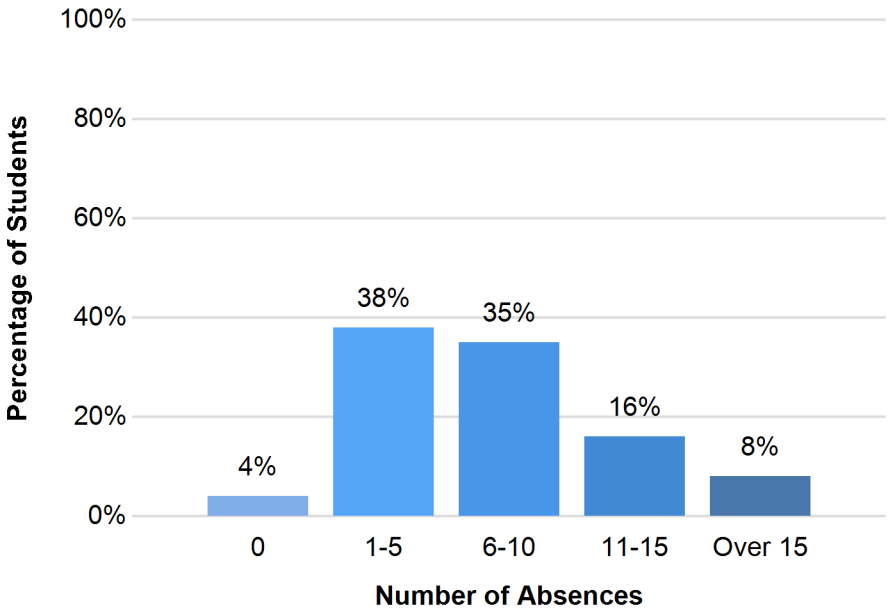
Chronic Absenteeism

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	19	8.4	11.2	Met
White	13	8.3	11.2	Met
Hispanic	6	10.5	11.2	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	7	13.0	11.2	Not Met
Students with Disabilities	6	16.2	11.2	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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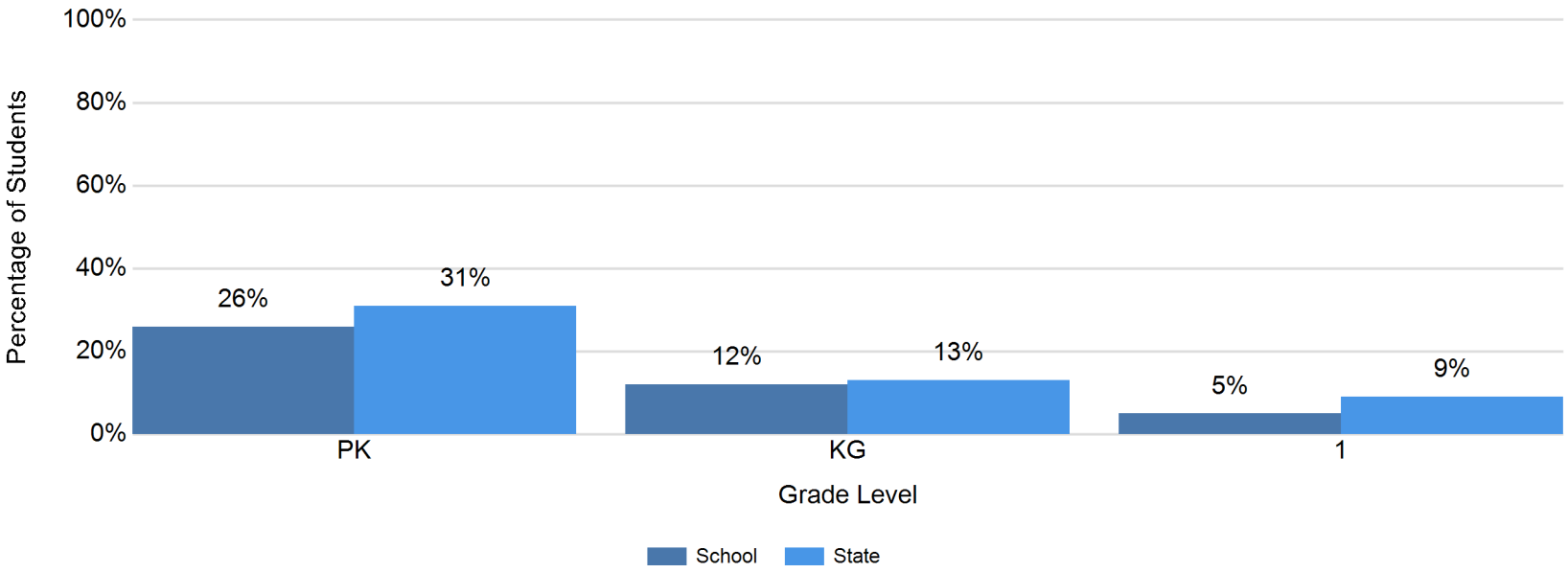
Chronic Absenteeism by Grade

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	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	0
Incidents Per 100 Students Enrolled	0.00

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	0	0	0
Disability	0	0	0
Other	0	0	0
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	0	0.0%
Any Suspension	0	0.0%
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
0

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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	8:25 AM
Typical End Time	2:50 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.

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	27	117,464
Average years experience in public schools	10.9	12.0
Average years experience in district	10.3	10.7
Teachers in district for 4 or more years	63.0%	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	134:1	98:1
Teachers to Administrators	14:1	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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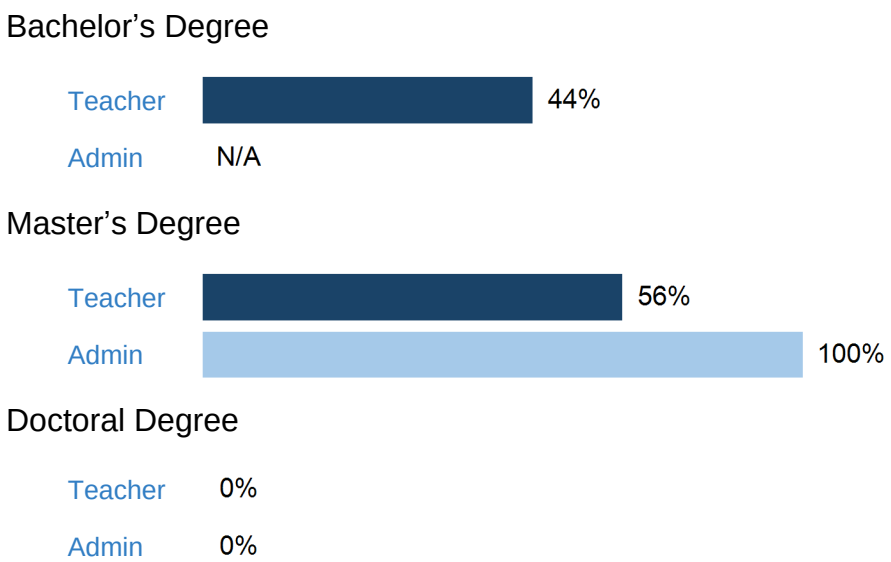
Teachers and Administrators - Level of Education

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	97.0%

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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	96.3%	100.0%
Male	3.7%	0.0%
White	100.0%	100.0%
Hispanic	0.0%	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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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:	• Balanced Literacy Program, including Reader's and Writer's Workshop • Grant to create a sustainable vegetable garden • A positive school climate and culture, as evidenced by staff, student and community surveys
Mission, Vision, Theme:	The Hopatcong Borough School District Mission is "Joining together to build honorable, academically successful, and creative leaders of tomorrow." As a school, we continued our theme of being bucket fillers. This program was modeled after Carol McCloud?s
Awards, Recognition, Accomplishments:	The Hopatcong Borough School District Mission is "Joining together to build honorable, academically successful, and creative leaders of tomorrow." As a school, we continued our theme of being bucket fillers. This program was modeled after Carol McCloud?s book, Have You Filled A Bucket Today. Students who consistently modeled positive behavior were selected to have their picture taken for the Bucket Filling bulletin board in the upstairs hallway.

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Courses, Curriculum, Instruction:	Literacy continues to be a top priority. Our Language Arts programs consists of Reader's and Writer?s Workshop. Students also used on-line programs, such as Smarty Ants, IXL, and myOn, to personalize their learning. We continued with Envision Math and the National Geographic science series.
Clubs and Activities:	In the Spring, we offered Family Math Nights, where parents and students came together to solve math problems and rotate through stations. During these evenings, students grew numbers, rolled dice to reinforce basic facts, greater than/less than, and odd/even numbers and played with pattern blocks.

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Before and After School Programs:	Day Plus, a child care service, is run by the Hopatcong Borough Schools Board of Education before and after school.
Staff and Professional Learning:	Professional Development is readily available through staff meetings & common planning times. Staff members went to classes/workshops sponsored by TMI, Columbia Teacher's College, and Rutgers University, featuring mindfulness, STEAM, Arts Integration, & Literacy. Staff participated in a research study being conducted by NIEER, the National Institute for Early Education Research, & Rutgers University. The implementation of Reader?s Workshop also had PD through an outside consultant.

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Student Supports and Services:	All students are supported in the manner they need. We provide ELL services to students who qualify. At Hudson Maxim School, we have a full range of services available for our special education students, including Speech, OT, and PT. We offer a Preschool disabled program for students who qualify at the age of 3. In addition to these services, we have a tiered RtI system and was awarded a grant to be part of the New Jersey Tiered System of Support ? Early Literacy in the upcoming years.
Student Health and Wellness:	Student health and wellness is very important at Hudson Maxim School. We have a full-time nurse that sees to the needs of our students and staff. In addition, we supplement our current programs with assemblies, such as the Zufall Health Center, teaching our students about dental health. We offer breakfast before school for those students who need it and a hot meal at lunch. The district has partnered with the Sussex County Social Services to provide food to needy studenst on the weekends.
Parent and Community Involvement:	HEPTO, the Hopatcong Elementary Parent Teacher Organization, is actively involved in all aspects of the school. They sponsor the annual Book Fair, Holiday Boutique, Field Days/Fun Days, Dances, Movie Nights and fund all assembly programs. Our assemblies ranged from Sadecky?s Puppets to a Mad Scientist. Each year we have an author visit the school to speak of the writing process and his/her books. This year, we had author Patricia Lakin who penned, Max and Mo Go to School.

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Facilities:	Hudson Maxim School was built in 1903, with additions in the 1950s and 1990s. It was the first school in Hopatcong. Our building has a beautiful library with built-in bookshelves. We have a cafeteria as well as a gym. They gym serves a dual usage and also has a stage. Outside, there is a playground and blacktop area with basketball hoops for children to use during the day. The grounds are well-kept with students helping to plant flowers, vegetables and herbs.

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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.

Other Information:	Hudson Maxim School students were exposed to an outstanding academic program during the 2017 - 2018 school year. The dedicated staff members delivered a literacy rich program to 266 preschool, kindergarten, and 1st grade students. During this school year, six full-day sessions of kindergarten, seven sections of first grade, two full-day self-contained special education classes, and three half-day and one full-day session of preschool were in place. To encourage family involvement with reading, students participated in Books & Beyond, a nationally recognized recreational reading program that provided the students with incentives to read. Students read nightly with their parents and weekly minutes were logged. This program, sponsored by HEPTO, was adopted from a program at Solana Vista Elementary School in California. Our parents witnessed our successful students receive a gold medal at the annual Books & Beyond Gold Medal Ceremony in the spring. Technology continued to grow and students had access to a variety of technological tools. To teach beginning coding, we added Dash and Dot to our school. STEAM Projects were encouraged, promoting problem solving, engineering design and creativity. The building, which consists of 22 classrooms, is wireless allowing all computers to be connected to the district network and the Internet via airports that are strategically located throughout the building. All students and teachers had access to a mobile lab containing laptops. First grade students had access to IPads. Every classroom has a Promethean Activ Board and individual computer stations. Each summer, the school hosts Safety Town, a nationally recognized Safety Education Program, for incoming kindergarteners. Summer 2017 marked the 37th year of this program. The program is jointly sponsored by the Hopatcong Board of Education and the Hopatcong Police Department. We hosted visits from the Police Department, Fire Department, and Ambulance Squad.