



Hoboken High School

2016-2017

Grade Span 09-12

17-2210-005

HUDSON

HOBOKEN CITY

NINTH &amp; CLINTON STS

HOBOKEN, NJ 07030

The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school's test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

#### Navigating through the reports:

- Download this report to a PDF by clicking the  icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

#### Other Resources:

- Review the [Parent Summary Report](#) or the [district-level report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- [Download the data](#) used in these reports.
  
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at [reportcard@doe.nj.gov](mailto:reportcard@doe.nj.gov)



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### Footnotes

1. An "\*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display.
2. \*\* ESSA accountability targets are only included if data is available for at least 20 students.

Note: Additional footnotes may exist within the reports specific to certain data tables. In those instances, the footnotes will be displayed below the applicable table.



**Hoboken High School  
2016-2017  
Grade Span 09-12**

17-2210-005  
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HOBOKEN CITY  
NINTH & CLINTON STS  
HOBOKEN, NJ 07030

### Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
7	96	112	0
8	91	100	0
9	122	121	109
10	133	92	100
11	133	113	85
12	80	125	117
Ungraded	3	1	0
Total	658	664	411

### 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	2014-15	2015-16	2016-17
Female	44%	44%	46%
Male	56%	56%	54%
Economically Disadvantaged Students	83%	74%	70%
Students with Disabilities	12%	13%	11%
English Learners	1%	2%	1%
Homeless Students			1%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

### Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students
Hispanic	62.5%
Black or African American	23.6%
White	13.1%
Asian	0.5%
American Indian or Alaska Native	0.2%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	0.0%

### Enrollment Trends by Full and Shared Time

This table shows the number of full and shared time students. The full time equivalent is the number of full time students plus half the number of shared time students.

Enrollment Status	2016-17
Full Time Students	411
Shared Time Students	0
Full Time Equivalent	411

### 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. All other students are included in Other Languages.

Home Language	% of Students
English	91.5%
Spanish	7.8%
Other	0.7%



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**2016-2017**  
**Grade Span 09-12**

17-2210-005  
 HUDSON  
 HOBOKEN CITY  
 NINTH & CLINTON STS  
 HOBOKEN, NJ 07030

**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 for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course 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 accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act (ESSA)* accountability. Student groups with the annual target section 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	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	164	95.9	36.00	48.50	54.90	36	30.4	Met Target
White	24	100.0	62.50	*	63.90	62.5	58.7	Met Target
Hispanic	108	94.4	37.10	42.60	39.80	36.6	29.6	Met Target
Black or African American	31	97.6	12.90	*	35.20	12.9	8.2	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	80.70	*	**	**
American Indian or Alaska Native	*	*	*	N	53.70	N	**	**
Two or More Races	*	*	*	100.00	54.90	N	**	**
Female	78	94.5	41.00	59.10	62.20	40.6		
Male	86	97.1	31.40	39.50	48.10	31.4		
Economically Disadvantaged Students	120	95.6	28.40	36.50	36.20	28.4	24.5	Met Target
Non-Economically Disadvantaged Students	44	96.5	56.90	68.00	65.80	56.9		
Students with Disabilities	24	92.6	16.70	*	20.50	16.2	7.5	Met Target
Students without Disabilities	140	96.4	39.30	*	61.90	39.3		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	N	N	N	N	24.80	N		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

\*\* ESSA accountability targets are only included if data is available for at least 20 students

† Target was met within a confidence interval.



**Hoboken High School**  
**2016-2017**  
**Grade Span 09-12**

17-2210-005  
 HUDSON  
 HOBOKEN CITY  
 NINTH & CLINTON STS  
 HOBOKEN, NJ 07030

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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	N	N	N	756	N	N	N	N	N	N	59%
White	N	N	N	764	N	N	N	N	N	N	69%
Hispanic	N	N	N	742	N	N	N	N	N	N	44%
Black or African American	N	N	N	737	N	N	N	N	N	N	38%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	784	N	N	N	N	N	N	85%
American Indian or Alaska Native	N	N	N	755	N	N	N	N	N	N	59%
Two or More Races	N	N	N	757	N	N	N	N	N	N	59%
Female	N	N	N	764	N	N	N	N	N	N	68%
Male	N	N	N	749	N	N	N	N	N	N	51%
Economically Disadvantaged Students	N	N	N	739	N	N	N	N	N	N	40%
Non-Economically Disadvantaged Students	N	N	N	766	N	N	N	N	N	N	70%
Students with Disabilities	N	N	N	719	N	N	N	N	N	N	19%
Students without Disabilities	N	N	N	763	N	N	N	N	N	N	67%
English Learners	N	N	N	701	N	N	N	N	N	N	*
Non-English Learners	N	N	N	758	N	N	N	N	N	N	*
Homeless Students	N	N	N	731	N	N	N	N	N	N	31%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	64%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%



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**2016-2017**  
**Grade Span 09-12**

17-2210-005  
 HUDSON  
 HOBOKEN CITY  
 NINTH & CLINTON STS  
 HOBOKEN, NJ 07030

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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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
<b>Schoolwide</b>	N	N	N	757	N	N	N	N	N	N	59%
White	N	N	N	764	N	N	N	N	N	N	68%
Hispanic	N	N	N	742	N	N	N	N	N	N	44%
Black or African American	N	N	N	738	N	N	N	N	N	N	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	786	N	N	N	N	N	N	86%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	52%
Two or More Races	N	N	N	758	N	N	N	N	N	N	60%
Female	N	N	N	766	N	N	N	N	N	N	68%
Male	N	N	N	749	N	N	N	N	N	N	50%
Economically Disadvantaged Students	N	N	N	739	N	N	N	N	N	N	40%
Non-Economically Disadvantaged Students	N	N	N	766	N	N	N	N	N	N	69%
Students with Disabilities	N	N	N	718	N	N	N	N	N	N	18%
Students without Disabilities	N	N	N	764	N	N	N	N	N	N	67%
English Learners	N	N	N	701	N	N	N	N	N	N	*
Non-English Learners	N	N	N	759	N	N	N	N	N	N	*
Homeless Students	N	N	N	727	N	N	N	N	N	N	28%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	61%
Migrant Students	N	N	N	721	N	N	N	N	N	N	21%



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**Grade Span 09-12**

17-2210-005  
 HUDSON  
 HOBOKEN CITY  
 NINTH & CLINTON STS  
 HOBOKEN, NJ 07030

**English Language Arts/Literacy Assessment - Performance by Grade: Grade 9**

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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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
<b>Schoolwide</b>	93	734	734	749	17%	*	32%	32%	*	34%	52%
White	14	748	748	757	*	*	*	*	*	57%	62%
Hispanic	53	736	736	733	*	*	36%	38%	0%	38%	35%
Black or African American	24	719	719	730	*	*	*	*	0%	13%	30%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	80%
American Indian or Alaska Native	*	*	*	745	*	*	*	*	*	*	49%
Two or More Races	N	N	N	746	N	N	N	N	N	N	48%
Female	42	742	742	756	*	*	33%	36%	*	41%	60%
Male	51	727	727	741	*	*	31%	29%	*	29%	43%
Economically Disadvantaged Students	68	729	729	731	*	*	*	29%	*	29%	32%
Non-Economically Disadvantaged Students	25	748	748	758	*	*	*	40%	*	48%	62%
Students with Disabilities	10	716	716	714	*	*	*	*	*	20%	13%
Students without Disabilities	83	736	736	754	*	*	*	*	*	36%	58%
English Learners	*	*	*	690	*	*	*	*	*	*	*
Non-English Learners	*	*	*	752	*	*	*	*	*	*	*
Homeless Students	N	N	N	719	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	45%
Migrant Students	N	N	N	705	N	N	N	N	N	N	*



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**2016-2017**  
**Grade Span 09-12**

17-2210-005  
 HUDSON  
 HOBOKEN CITY  
 NINTH & CLINTON STS  
 HOBOKEN, NJ 07030

**English Language Arts/Literacy Assessment - Performance by Grade: Grade 10**

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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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
<b>Schoolwide</b>	91	733	733	743	24%	21%	*	31%	*	37%	46%
White	11	769	769	749	*	*	0%	*	*	73%	52%
Hispanic	64	731	731	728	27%	*	19%	31%	*	38%	34%
Black or African American	16	719	719	725	*	*	*	*	0%	13%	31%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	774	N	N	N	N	N	N	74%
American Indian or Alaska Native	N	N	N	740	N	N	N	N	N	N	42%
Two or More Races	N	N	N	737	N	N	N	N	N	N	42%
Female	43	742	742	752	*	*	*	33%	*	44%	54%
Male	48	726	726	734	*	*	*	29%	*	31%	39%
Economically Disadvantaged Students	61	724	724	726	*	*	*	*	*	26%	32%
Non-Economically Disadvantaged Students	30	752	752	751	*	*	*	*	*	60%	54%
Students with Disabilities	14	703	703	704	*	*	*	*	*	14%	12%
Students without Disabilities	77	739	739	749	*	*	*	*	*	42%	52%
English Learners	N	N	N	681	N	N	N	N	N	N	*
Non-English Learners	91	733	733	745	24%	21%	*	31%	*	37%	*
Homeless Students	*	*	*	715	*	*	*	*	*	*	21%
Students in Foster Care	N	N	N	710	N	N	N	N	N	N	20%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	694	N	N	N	N	N	N	*



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**2016-2017**  
**Grade Span 09-12**

17-2210-005  
 HUDSON  
 HOBOKEN CITY  
 NINTH & CLINTON STS  
 HOBOKEN, NJ 07030

**English Language Arts/Literacy Assessment - Performance by Grade: Grade 11\*\***

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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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
<b>Schoolwide</b>	76	735	735	736	21%	*	25%	30%	*	38%	38%
White	17	742	742	738	*	*	*	*	*	53%	40%
Hispanic	45	738	738	731	22%	*	24%	31%	*	40%	34%
Black or African American	14	718	718	728	*	*	*	*	0%	14%	30%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	756	N	N	N	N	N	N	58%
American Indian or Alaska Native	N	N	N	731	N	N	N	N	N	N	30%
Two or More Races	N	N	N	731	N	N	N	N	N	N	36%
Female	32	740	740	744	*	*	*	*	*	38%	46%
Male	44	731	731	729	*	*	*	*	*	39%	31%
Economically Disadvantaged Students	47	725	725	729	*	*	*	*	*	28%	32%
Non-Economically Disadvantaged Students	29	751	751	740	*	*	*	*	*	55%	42%
Students with Disabilities	*	*	*	709	*	*	*	*	*	*	12%
Students without Disabilities	*	*	*	741	*	*	*	*	*	*	43%
English Learners	*	*	*	699	*	*	*	*	*	*	*
Non-English Learners	*	*	*	737	*	*	*	*	*	*	*
Homeless Students	*	*	*	722	*	*	*	*	*	*	24%
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	19%
Military-Connected Students	N	N	N	723	N	N	N	N	N	N	24%
Migrant Students	N	N	N	713	N	N	N	N	N	N	26%

\*\*Grade 11 students who take AP/IB English are exempt from taking the PARCC ELA exam and their performance may not be reflected in the results.

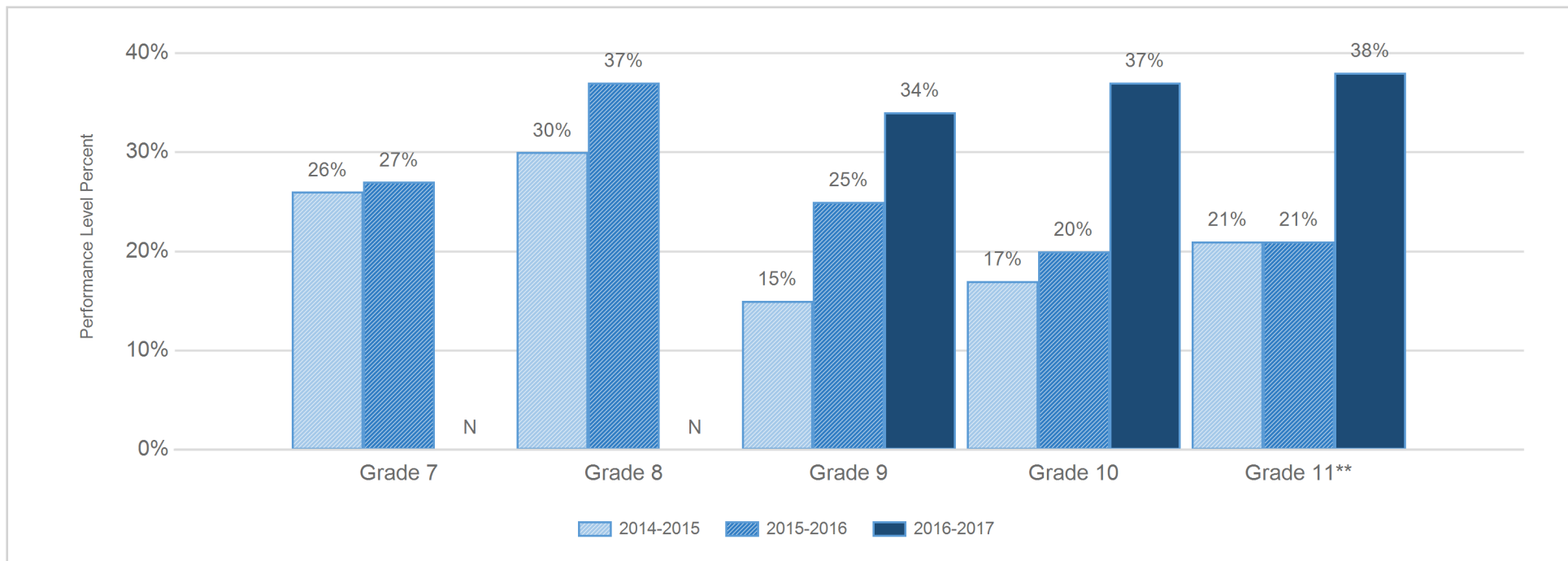


**Hoboken High School**  
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 HOBOKEN CITY  
 NINTH & CLINTON STS  
 HOBOKEN, NJ 07030

**English Language Arts/Literacy Assessment - Performance Trends**

This graph shows the percentage of students who met or exceeded expectations for the past three years.



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**Hoboken High School**  
**2016-2017**  
**Grade Span 09-12**

17-2210-005  
 HUDSON  
 HOBOKEN CITY  
 NINTH & CLINTON STS  
 HOBOKEN, NJ 07030

**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 for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course 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 accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section 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	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	187	96.3	*	27.90	43.50	*	17.3	Not Met
White	24	100.0	29.20	*	52.40	29.2	34.1	Met Target†
Hispanic	120	96.3	*	*	27.60	*	16	Not Met
Black or African American	42	94.4	*	10.70	21.70	*	6.6	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	75.60	*	**	**
American Indian or Alaska Native	*	*	*	N	42.50	N	**	**
Two or More Races	*	*	*	66.70	44.90	N	**	**
Female	88	97.0	*	*	44.10	*		
Male	99	95.7	*	*	42.90	*		
Economically Disadvantaged Students	139	95.5	*	15.30	25.10	*	14.1	Not Met
Non-Economically Disadvantaged Students	48	98.3	*	48.50	54.30	*		
Students with Disabilities	24	96.2	*	*	16.50	*	N	N
Students without Disabilities	163	96.3	*	*	48.80	*		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	N	N	N	N	15.10	N		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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**2016-2017**  
**Grade Span 09-12**

17-2210-005  
 HUDSON  
 HOBOKEN CITY  
 NINTH & CLINTON STS  
 HOBOKEN, NJ 07030

**Mathematics Assessment - Performance by Grade: Grade 7\*\***

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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<b>Schoolwide</b>	N	N	N	741	N	N	N	N	N	N	40%
White	N	N	N	748	N	N	N	N	N	N	49%
Hispanic	N	N	N	730	N	N	N	N	N	N	23%
Black or African American	N	N	N	726	N	N	N	N	N	N	19%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	764	N	N	N	N	N	N	72%
American Indian or Alaska Native	N	N	N	741	N	N	N	N	N	N	45%
Two or More Races	N	N	N	740	N	N	N	N	N	N	39%
Female	N	N	N	743	N	N	N	N	N	N	41%
Male	N	N	N	740	N	N	N	N	N	N	38%
Economically Disadvantaged Students	N	N	N	729	N	N	N	N	N	N	22%
Non-Economically Disadvantaged Students	N	N	N	749	N	N	N	N	N	N	50%
Students with Disabilities	N	N	N	716	N	N	N	N	N	N	11%
Students without Disabilities	N	N	N	746	N	N	N	N	N	N	45%
English Learners	N	N	N	712	N	N	N	N	N	N	*
Non-English Learners	N	N	N	742	N	N	N	N	N	N	*
Homeless Students	N	N	N	722	N	N	N	N	N	N	15%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	43%
Migrant Students	N	N	N	708	N	N	N	N	N	N	*

\*\*Grade 7 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



**Hoboken High School**  
**2016-2017**  
**Grade Span 09-12**

17-2210-005  
 HUDSON  
 HOBOKEN CITY  
 NINTH & CLINTON STS  
 HOBOKEN, NJ 07030

**Mathematics Assessment - Performance by Grade: Grade 8\*\***

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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
<b>Schoolwide</b>	N	N	N	728	N	N	N	N	N	N	28%
White	N	N	N	736	N	N	N	N	N	N	35%
Hispanic	N	N	N	721	N	N	N	N	N	N	21%
Black or African American	N	N	N	715	N	N	N	N	N	N	15%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	747	N	N	N	N	N	N	51%
American Indian or Alaska Native	N	N	N	728	N	N	N	N	N	N	28%
Two or More Races	N	N	N	726	N	N	N	N	N	N	28%
Female	N	N	N	730	N	N	N	N	N	N	30%
Male	N	N	N	725	N	N	N	N	N	N	26%
Economically Disadvantaged Students	N	N	N	719	N	N	N	N	N	N	19%
Non-Economically Disadvantaged Students	N	N	N	734	N	N	N	N	N	N	34%
Students with Disabilities	N	N	N	705	N	N	N	N	N	N	*
Students without Disabilities	N	N	N	734	N	N	N	N	N	N	*
English Learners	N	N	N	703	N	N	N	N	N	N	*
Non-English Learners	N	N	N	729	N	N	N	N	N	N	*
Homeless Students	N	N	N	710	N	N	N	N	N	N	11%
Students in Foster Care	N	N	N	705	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	713	N	N	N	N	N	N	*

\*\*Grade 8 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



**Hoboken High School**  
**2016-2017**  
**Grade Span 09-12**

17-2210-005  
 HUDSON  
 HOBOKEN CITY  
 NINTH & CLINTON STS  
 HOBOKEN, NJ 07030

**Mathematics Assessment - Performance by Test: Algebra I**

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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
<b>Schoolwide</b>	88	718	725	743	*	*	*	*	*	*	42%
White	*	*	*	751	*	*	*	*	*	*	52%
Hispanic	50	719	*	728	22%	40%	28%	*	*	10%	24%
Black or African American	25	714	*	724	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	76%
American Indian or Alaska Native	*	*	*	736	*	*	*	*	*	*	30%
Two or More Races	N	N	N	741	N	N	N	N	N	N	41%
Female	36	716	723	744	*	*	*	*	*	*	43%
Male	52	719	727	741	*	*	*	*	*	*	40%
Economically Disadvantaged Students	66	716	*	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	22	724	*	751	*	*	*	*	*	*	52%
Students with Disabilities	*	*	*	714	*	*	*	*	*	*	10%
Students without Disabilities	*	*	*	747	*	*	*	*	*	*	47%
English Learners	*	*	*	708	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%

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**Hoboken High School**  
**2016-2017**  
**Grade Span 09-12**

17-2210-005  
 HUDSON  
 HOBOKEN CITY  
 NINTH & CLINTON STS  
 HOBOKEN, NJ 07030

**Mathematics Assessment - Performance by Test: Geometry**

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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
<b>Schoolwide</b>	98	719	719	734	*	*	*	*	*	*	30%
White	*	*	*	740	*	*	*	*	*	*	38%
Hispanic	65	721	721	722	*	*	*	*	*	*	14%
Black or African American	24	710	710	719	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	N	N	N	758	N	N	N	N	N	N	65%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	29%
Two or More Races	N	N	N	733	N	N	N	N	N	N	32%
Female	53	719	719	735	*	*	*	*	*	*	31%
Male	45	719	719	733	*	*	*	*	*	*	30%
Economically Disadvantaged Students	73	718	718	721	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	25	722	722	740	*	*	*	*	*	*	39%
Students with Disabilities	13	705	705	711	*	*	*	*	*	*	*
Students without Disabilities	85	721	721	738	*	*	*	*	*	*	*
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	98	719	719	735	*	*	*	*	*	*	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	727	N	N	N	N	N	N	15%
Migrant Students	N	N	N	704	N	N	N	N	N	N	*



**Hoboken High School**  
**2016-2017**  
**Grade Span 09-12**

17-2210-005  
 HUDSON  
 HOBOKEN CITY  
 NINTH & CLINTON STS  
 HOBOKEN, NJ 07030

**Mathematics Assessment - Performance by Test: Algebra II**

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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
<b>Schoolwide</b>	82	709	709	725	49%	21%	*	15%	*	17%	28%
White	18	729	729	731	*	*	*	*	*	28%	33%
Hispanic	50	707	707	710	50%	22%	*	*	0%	16%	14%
Black or African American	14	692	692	703	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	N	N	N	761	N	N	N	N	N	N	62%
American Indian or Alaska Native	N	N	N	715	N	N	N	N	N	N	20%
Two or More Races	N	N	N	718	N	N	N	N	N	N	25%
Female	31	707	707	725	61%	*	*	*	*	23%	27%
Male	51	710	710	725	41%	*	*	*	*	14%	29%
Economically Disadvantaged Students	50	697	697	708	*	*	*	*	*	10%	13%
Non-Economically Disadvantaged Students	32	728	728	733	*	*	*	*	*	28%	35%
Students with Disabilities	*	*	*	692	*	*	*	*	*	*	*
Students without Disabilities	*	*	*	729	*	*	*	*	*	*	*
English Learners	*	*	*	692	*	*	*	*	*	*	*
Non-English Learners	*	*	*	726	*	*	*	*	*	*	*
Homeless Students	*	*	*	702	*	*	*	*	*	*	*
Students in Foster Care	N	N	N	692	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	710	N	N	N	N	N	N	14%
Migrant Students	N	N	N	702	N	N	N	N	N	N	14%

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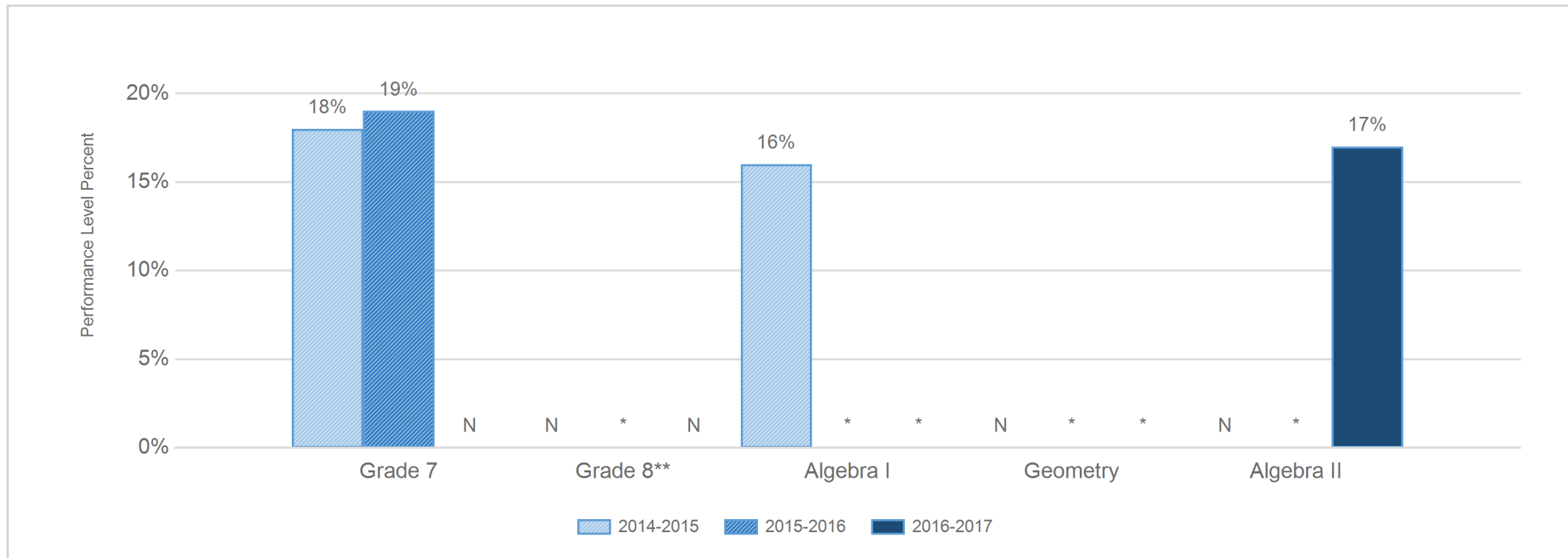


**Hoboken High School**  
**2016-2017**  
**Grade Span 09-12**

17-2210-005  
 HUDSON  
 HOBOKEN CITY  
 NINTH & CLINTON STS  
 HOBOKEN, NJ 07030

**Mathematics Assessment – Performance Trends**

This graph shows the percentage of students who met or exceeded expectations for the past three years.



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**Hoboken High School**  
2016-2017  
Grade Span 09-12

17-2210-005  
HUDSON  
HOBOKEN CITY  
NINTH & CLINTON STS  
HOBOKEN, NJ 07030

### Alternate Assessments - 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
9	N	N
10	N	N
11	*	*

### 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. The table also shows 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
1	N	N	N
2	*	*	*
3	N	N	N
4	N	N	N
5+	N	N	N



**Hoboken High School**  
**2016-2017**  
**Grade Span 09-12**

17-2210-005  
 HUDSON  
 HOBOKEN CITY  
 NINTH & CLINTON STS  
 HOBOKEN, NJ 07030

This section shows whether students have gained the knowledge and skills identified in the Biology section of the Science Core Curriculum Standards as measured by the End of Course Biology test. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

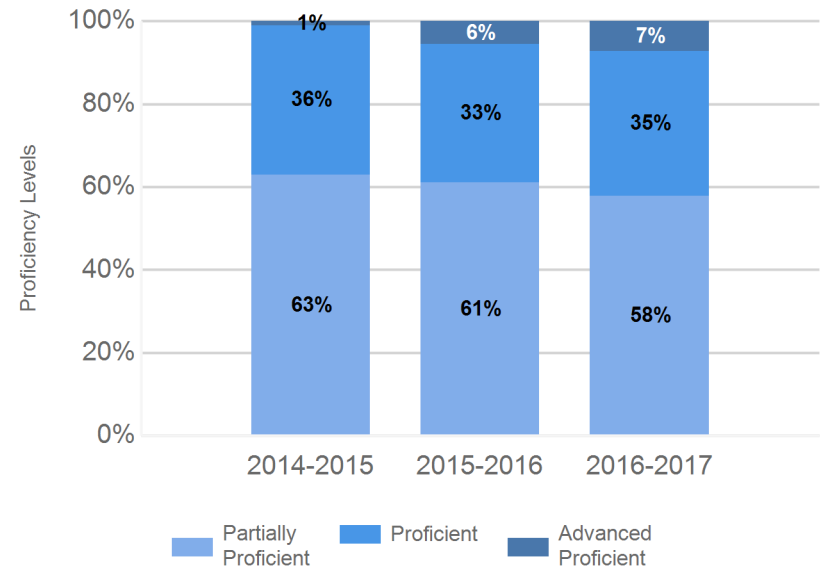
**Biology Assessment - Performance**

This table shows the percentage of students in each proficiency category for the school and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	16%	42%	42%
Schoolwide	7%	35%	58%
White	*	*	*
Hispanic	7%	*	48%
Black or African American	*	N	*
Asian, Native Hawaiian, or Pacific Islander	N	N	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	7%	35%	58%
Students with Disabilities	N	13%	87%
English Learners	N	N	N

**Biology Assessment - Proficiency Trends**

This graph displays the percentage of students by proficiency category for the past three school years.





**Hoboken High School**  
**2016-2017**  
**Grade Span 09-12**

17-2210-005  
 HUDSON  
 HOBOKEN CITY  
 NINTH & CLINTON STS  
 HOBOKEN, NJ 07030

This section contains information about participation and performance on college entrance examinations. For more information about how participation and performance on the PSAT, SAT, and ACT tests are calculated and how these calculations account for recent changes to the SAT test, please see our [Reference Guide](#).

**PSAT/SAT/ACT - Participation**

This table shows the percentage of 10th and 11th graders that took the PSAT 10 or PSAT NMSQT exams in 2016-17. This table also shows the percentage of 12th graders that have taken the SAT or ACT this year or in prior years.

Test	% of Students in School	% of Students in State
Percentage of students taking the PSAT	99.5%	89.4%
Percentage of students taking the SAT	100.0%	70.0%
Percentage of students taking the ACT	49.6%	28.3%

**PSAT/SAT/ACT - Performance**

This table shows the average test score, based on highest scoring test, for the PSAT, SAT, and ACT tests by subject area for students in the school and across the state. This table also shows the percentage of students at or above College Readiness Benchmarks for each test. Students that score at or above these benchmarks have a high chance of success in credit-bearing college courses.

Test	School Average Score	State Average Score	College Readiness Benchmarks	School - % of Students scoring at or above Benchmark	State - % of Students scoring at or above Benchmark
PSAT - Reading and Writing	416	481	Varies By Grade	37%	67%
PSAT - Math	409	483	Varies By Grade	17%	49%
SAT - Reading and Writing	470	551	480	37%	77%
SAT - Math	465	552	530	15%	58%
ACT - Reading	17	24	22	14%	65%
ACT - English	15	24	18	19%	79%
ACT - Math	17	24	22	*	65%
ACT - Science	18	23	23	*	54%



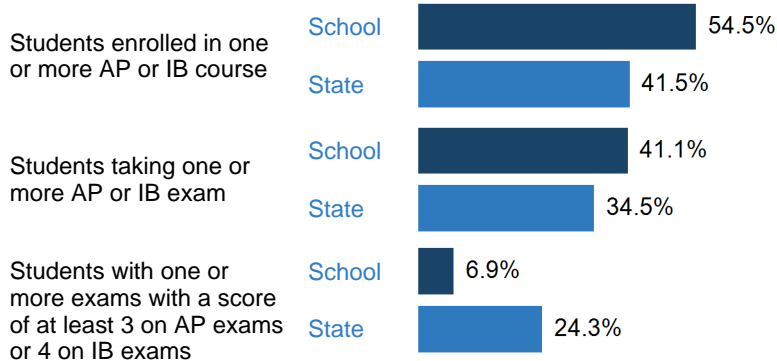
**Hoboken High School**  
2016-2017  
Grade Span 09-12

17-2210-005  
HUDSON  
HOBOKEN CITY  
NINTH & CLINTON STS  
HOBOKEN, NJ 07030

Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (IB)** courses and exams and **dual enrollment** courses where high school students can enroll in college courses for credit.

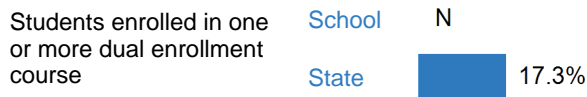
**AP/IB Coursework – Participation and Performance**

This chart shows the percentage of students out of all 11th and 12th grade students in the school and across the state, who enrolled in one or more AP or IB course, the percentage that took one or more AP or IB exam, and the percentage of students taking one or more exams who received at least one score of at least 3 on AP exams or 4 on IB exams.



**Dual Enrollment Coursework - Participation**

This graph shows the percentage students enrolled in at least one **dual enrollment** course in the school and across the state. **Dual enrollment** courses allow high school students to enroll in college courses for credit prior to their high school graduation.



**AP/ IB Courses Offered**

This table shows the students enrolled in AP/IB courses and the corresponding exams that were taken. Students do not need to take a course to take the exam and not all students enrolled in a course take the exam. The last two rows show the total number of exams taken and the number of exams with scores of at least 3 on AP exams or 4 on IB exams. In the last two rows, students taking multiple exams are counted more than once.

AP/IB Course	Students Enrolled	Students Tested
AP Biology	30	18
AP Calculus AB	6	5
AP Chemistry	7	7
AP English Language and Composition	21	20
AP English Literature and Composition	9	9
AP Human Geography	18	15
AP Psychology	19	13
AP Statistics	12	10
AP Studio Art—Two-Dimensional	3	0
AP U.S. Government and Politics	25	26
AP U.S. History	41	14
Total Exams Taken		137
Exams with scores of at least 3 on AP exams or 4 on IB exams		20



**Hoboken High School**  
2016-2017  
Grade Span 09-12

17-2210-005  
HUDSON  
HOBOKEN CITY  
NINTH & CLINTON STS  
HOBOKEN, NJ 07030

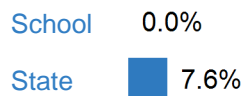
This section contains information about participation in approved **Career and Technical Education (CTE)** programs and **Structured Learning Experiences**. For more information about CTE in New Jersey, please visit <http://www.nj.gov/education/cte/>.

**Career and Technical Education Participation**

The chart below shows the percentage of students within the school and state who were enrolled in courses in approved Career and Technical Education (CTE) programs. Students enrolled in shared-time CTE programs in a county vocational school district are included in both the county vocational school and their sending school.

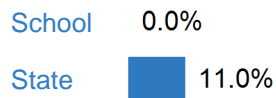
**CTE Participants**

(completed only one course in an approved CTE program)



**CTE Concentrators**

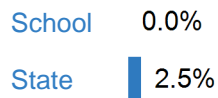
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



**Structured Learning Experiences Participation**

The graph below displays the percentage of students within the school and state who participated in Structured Learning Experiences (SLEs). SLEs can include work-based learning programs, internships, apprenticeships, and service learning experiences and can be paid or unpaid.

**Structured Learning Experiences**



**Industry-Valued Credentials Earned**

This table shows the number of students that earned at least one industry-valued credential and the number of credentials earned in each Career Cluster® and overall for the 2016-17 school year. Students earning credentials in more than one Career Cluster are counted in multiple rows. Students earning multiple credentials in one Career Cluster are counted more than once in the Industry credentials total.

Career Cluster	Students with at least one credential earned	Industry credentials earned
Total non-duplicated number of students**	0	
Total number of credentials earned in all clusters		0

\*\*Students may earn credentials in more than one Career Cluster



**Hoboken High School**  
2016-2017  
Grade Span 09-12

17-2210-005  
HUDSON  
HOBOKEN CITY  
NINTH & CLINTON STS  
HOBOKEN, NJ 07030

This section shows the types of courses that students were enrolled in by grade level for the 2016-17 school year. You can find more information about [New Jersey Student Learning Standards](#) on our website and more details about the data in this section in our [Reference Guide](#). English course participation is not included because students are required to take four years of English in high school.

### Mathematics - Course Participation

This table shows the number of students by grade that were enrolled in **Mathematics** courses by subject area. Students are counted more than once if they are enrolled in more than one math course. The bottom row of the table shows the number of students that enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) math course by subject area.

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	90	33	3	0	0	0	1
10	1	79	24	0	0	0	1
11	1	8	59	15	0	0	14
12	0	1	14	13	5	12	85
Schoolwide	92	121	100	28	6	12	101
Enrolled in AP/IB Course					6	12	0

### Science - Course Participation

This table shows the number of students by grade that were enrolled in **Science** courses by subject area. Students are counted more than once if they are enrolled in more than one science course. The bottom row of the table shows the number of students that enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) science course by subject area.

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	33	3	0	89	0	0
10	89	13	0	2	1	2
11	1	78	0	1	1	4
12	4	13	0	0	14	45
Schoolwide	127	107	0	92	16	51
Enrolled in AP/IB Course	30	7		0	0	0



Hoboken High School  
2016-2017  
Grade Span 09-12

17-2210-005  
HUDSON  
HOBOKEN CITY  
NINTH & CLINTON STS  
HOBOKEN, NJ 07030

This section shows the types of courses that students were enrolled in by grade level for the 2016-17 school year. You can find more information about [New Jersey Student Learning Standards](#) on our website and more details about the data in this section in our [Reference Guide](#). English course participation is not included because students are required to take four years of English in high school.

Social Studies and History - Course Participation

This table shows the number of students by grade that were enrolled in **Social Studies** and **History** courses by subject area. Students are counted more than once if they are enrolled in more than one social studies or history course. The bottom row of the table shows the number of students that enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) social studies or history course by subject area.

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	97	21	0	9	0	0
10	2	102	2	0	0	3
11	0	83	7	21	0	10
12	0	9	85	38	0	92
Schoolwide	99	215	94	68	0	105
Enrolled in AP/IB Course	0	41	0	19	0	43

World Languages - Course Participation

This table shows the number of students by grade that were enrolled in **World Languages** courses by language. Students are counted more than once if they are enrolled in more than one language course. The bottom rows of the table show students enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) language course, students enrolled in a level 3 or higher language course (such as French III or IV), and the number of students that earned a Seal of Biliteracy by language.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	43	12	28	0	0	0	0
10	39	4	14	0	0	0	0
11	36	2	13	0	0	0	0
12	16	9	8	0	0	0	0
Schoolwide	134	27	63	0	0	0	0
Enrolled in AP/IB Course	N	N	N	N	N	N	N
Enrolled in Level 3 or Higher	18	3	12	0	0	0	0
Earned Seal of Biliteracy	N	N	N	N	N	N	N



**Hoboken High School**  
2016-2017  
Grade Span 09-12

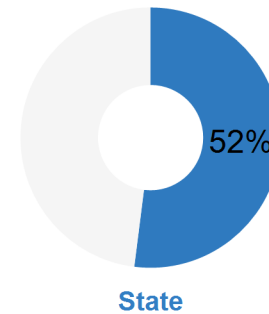
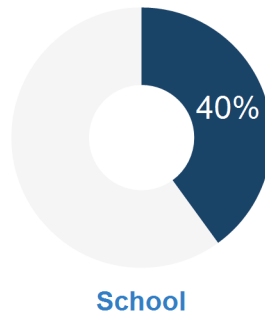
17-2210-005  
HUDSON  
HOBOKEN CITY  
NINTH & CLINTON STS  
HOBOKEN, NJ 07030

Visual and Performing Arts – Course Participation

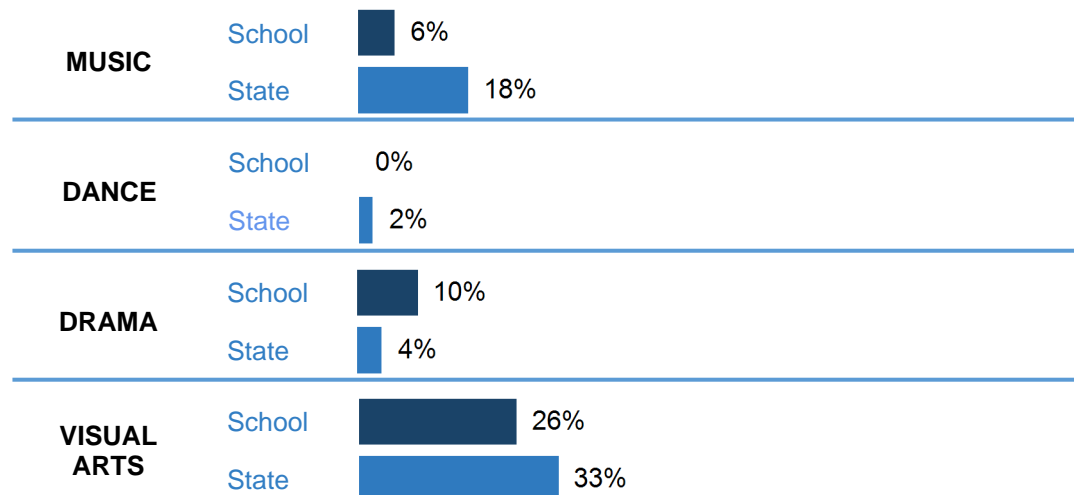
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines within the school and across the state.

**Grades 9-12:**

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



Students enrolled in one or more classes by discipline:





**Hoboken High School**  
**2016-2017**  
**Grade Span 09-12**

17-2210-005  
 HUDSON  
 HOBOKEN CITY  
 NINTH & CLINTON STS  
 HOBOKEN, NJ 07030

This section contains information about graduation rates and dropout rates for students in grades 9-12. Graduation rates are calculated based on the adjusted cohort graduation rate calculation. You can find more about how these rates are calculated [here](#).

**Graduation Rates**

This table shows 4-year and 5-year Graduation Rates for the school and each student group with comparisons to statewide rates. Annual ESSA accountability targets for the Class of 2016 4-year rate and the Class of 2015 5-year rates are included with a flag for whether the school and each student group met those targets.

Student Group	School - Class of 2017: 4 Year Rate	State - Class of 2017: 4 Year Rate	School - Class of 2016: 5 Year Rate	State - Class of 2016: 5 Year Rate	Class of 2016: 4 Year Rate	Class of 2016: 4 Year Target	Met Target?	Class of 2015: 5 Year Rate	Class of 2015: 5 Year Target	Met Target?
Schoolwide	89.9%	90.5%	87.5%	91.8%	86.0%	83.9%	Met Target	86.6%	90.3%	Not Met
White	*	94.5%	*	95.1%	*	72.6%	Met Target	*	N	N
Hispanic	92.5%	84.3%	88.9%	86.3%	86.5%	89.6%	Not Met	91.2%	89.1%	Met Target
Black or African American	86.1%	83.4%	88.5%	85.3%	84.6%	N	N	88.2%	**	**
Asian, Native Hawaiian or Pacific Islander	*	96.6%	*	97.5%	*	**	**	*	**	**
American Indian or Alaska Native	N	92.3%	N	86.6%	N	N	N	N	N	N
Two or More Races	N	91.9%	N	93.7%	N	N	N	N	N	N
Economically Disadvantaged Students	93.0%	83.9%	86.2%	85.6%	83.3%	84.6%	Not Met	85.9%	91.3%	Not Met
Students with Disabilities	80.0%	78.8%	87.5%	82.1%	83.3%	N	N	83.3%	**	**
English Learners	*	76.1%	*	79.7%	*	**	**	*	**	**
Homeless Students	N	73.2%	N	74.4%	N	N	N	N		

**Graduation Rate Trends**

This table shows the 4-year and 5-year graduation rates by graduating class.

Class of	4-Year Rate	5-Year Rate
2017	89.9%	-
2016	86.0%	87.5%
2015	83.3%	86.6%

**Dropout Rate Trends**

This table shows the percentage of students in grades 9-12 that dropped out during each of the last three school years for the school and the state.

School Year	School Rate	State Rate
2016-2017	0.2%	1.1%
2015-2016	1.6%	1.1%
2014-2015	2%	1.1%

\*\* ESSA accountability targets are only included if data is available for at least 20 students



**Hoboken High School**  
2016-2017  
Grade Span 09-12

17-2210-005  
HUDSON  
HOBOKEN CITY  
NINTH & CLINTON STS  
HOBOKEN, NJ 07030

This section contains information about students enrolling in colleges and universities after graduation from high school. Postsecondary enrollment information is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

### Postsecondary Enrollment Rates: Fall

This table shows the enrollment rates of Class of 2017 high school graduates into 2-year or 4-year institutions the fall after high school graduation. The following columns show the percentage of these enrolled students by 2-year or 4-year institution.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	71.1%	29.5%	70.5%
Schoolwide	69%	41.3%	58.8%
White	*	*	*
Hispanic	64%	45.8%	54.2%
Black or African American	73.3%	40.9%	59.1%
Asian, Native Hawaiian, or Pacific Islander	*	*	0%
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	62.7%	40.4%	59.6%
Students with Disabilities	36.4%	50%	50%
English Learners	N	N	N

### Postsecondary Enrollment Rates: 16 month

This table shows the enrollment rates of Class of 2016 high school graduates into 2-year or 4-year institutions 16 months after high school graduation for the school and each student group. The following columns show the percentage of these enrolled students by 2-year or 4-year institution, public or private institution, or in-state or out-of-state institution.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	76.1%	33.6%	66.5%	73.6%	26.4%	65.5%	34.6%
Schoolwide	74.6%	35.2%	64.8%	73.9%	26.1%	90.9%	9.1%
White	*	*	*	*	*	*	*
Hispanic	76.3%	39.7%	60.3%	69%	31%	94.8%	5.2%
Black or African American	52.4%	18.2%	81.8%	81.8%	18.2%	72.7%	27.3%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	*	*	*
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N
Economically Disadvantaged Students	74%	38.9%	61.1%	70.4%	29.6%	94.4%	5.6%
Students with Disabilities	53.3%	37.5%	62.5%	100%	0%	100%	0%
English Learners	N	N	N	N	N	N	N



**Hoboken High School**  
2016-2017  
Grade Span 09-12

17-2210-005  
HUDSON  
HOBOKEN CITY  
NINTH & CLINTON STS  
HOBOKEN, NJ 07030

This section shows information about student absences which provides important information about a school’s culture and climate. In addition, research shows that student absences impact a child’s ability to succeed in school. The New Jersey Department of Education selected 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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

**Chronic Absenteeism**

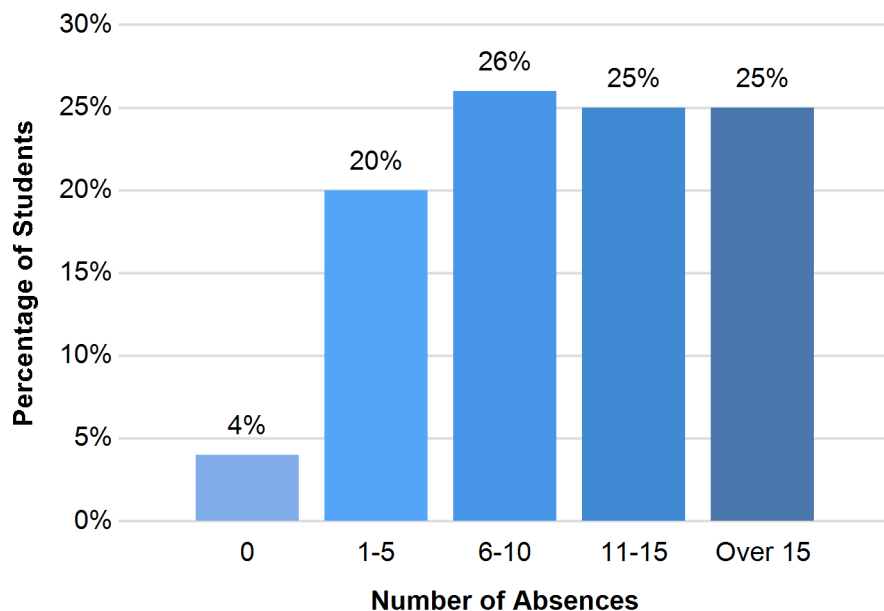
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	17.20	14.30	Not Met
White	8.30	14.30	Met Target
Hispanic	18.00	14.30	Not Met
Black or African American	21.00	14.30	Not Met
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	19.30	14.30	Not Met
Students with Disabilities	13.80	14.30	Met Target
English Learners	N	**	**

\*\* ESSA accountability targets are only included if data is available for at least 20 students.

**Days Absent**

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.



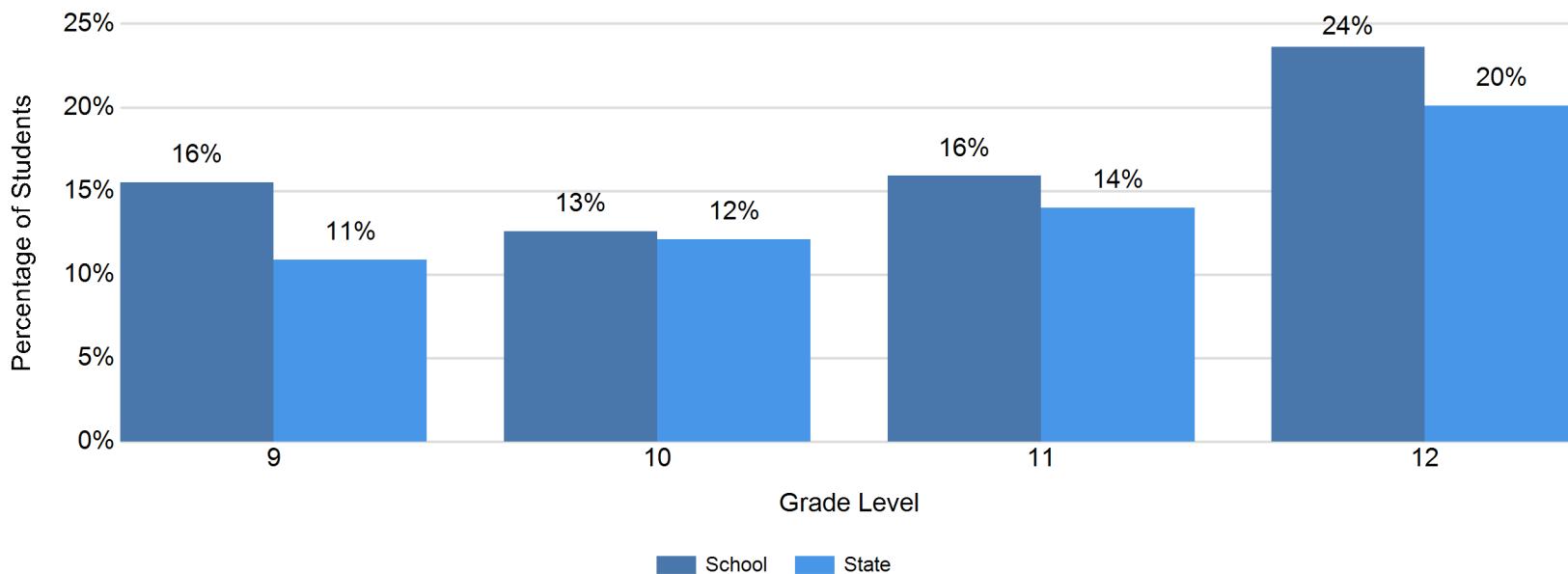


**Hoboken High School**  
 2016-2017  
 Grade Span 09-12

17-2210-005  
 HUDSON  
 HOBOKEN CITY  
 NINTH & CLINTON STS  
 HOBOKEN, NJ 07030

**Chronic Absenteeism by Grade**

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





**Hoboken High School**  
2016-2017  
Grade Span 09-12

17-2210-005  
HUDSON  
HOBOKEN CITY  
NINTH & CLINTON STS  
HOBOKEN, NJ 07030

**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.

Category	School
Typical Start Time	8:15AM
Typical End Time	2:50PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	6 Hrs. 2 Mins.
Shared Time - Instructional Time	*

**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 provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	1
Vandalism	0
Weapons	1
Substances	10
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	14
Incidents Per 100 Students Enrolled	3.41

**Student Suspension Rate**

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	0.0%
Out-of-School Suspensions	9.5%
Any Suspension	9.5%

**Student Expulsions**

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0



**Hoboken High School**  
**2016-2017**  
**Grade Span 09-12**

17-2210-005  
 HUDSON  
 HOBOKEN CITY  
 NINTH & CLINTON STS  
 HOBOKEN, NJ 07030

**Technology Readiness**

This table shows information that was collected through the optional NJTRAx survey to determine a school’s technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school’s LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.5:1	393.1 kbps	100 kbps	Yes	Fiber	Fiber	Yes

**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).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$1,293	\$21,311	\$22,604



**Hoboken High School**  
**2016-2017**  
**Grade Span 09-12**

17-2210-005  
 HUDSON  
 HOBOKEN CITY  
 NINTH & CLINTON STS  
 HOBOKEN, NJ 07030

This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

**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

**Full-Time Equivalent:** In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

**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	49	120,724
Average years experience in public schools	11.3	11.8
Average years experience in district	10.3	10.5
Teachers in district for 4 or more years	76%	74%

**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	17	9,506
Average years experience in public schools	13.2	15.9
Average years experience in district	9.6	11.6
Administrators in district for 4 or more years	59%	74%

**Student to Staff Ratios**

This table shows the number of students per staff member 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.

Staff Type	School Students: Staff	District Students: Staff
Teachers	8:1	13:1
Administrators	82:1	150:1
Librarian/Media Specialists		1272:1
Nurses		424:1
Counselors		363:1
Child Study Team		170:1



**Hoboken High School**  
2016-2017  
Grade Span 09-12

17-2210-005  
HUDSON  
HOBOKEN CITY  
NINTH & CLINTON STS  
HOBOKEN, NJ 07030

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**Teachers and Administrators - Level of Education**

This chart shows the highest level of education attained by the teachers and administrators at this school. 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**



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

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	77%	89%
2015-16 Administrators: Same district 2016-17	67%	88%

**Faculty Attendance**

This table shows the percentage of days that school 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
2016-17	97%



## Hoboken High School

2016-2017

Grade Span 09-12

17-2210-005

HUDSON

HOBOKEN CITY

NINTH &amp; CLINTON STS

HOBOKEN, NJ 07030

## Accountability Indicator Scores and Summative Rating

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. This table shows the indicator scores for each indicator included in the accountability system and the weights 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 rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey's accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	36.0	17.5%
Mathematics Proficiency	14.7	17.5%
Graduation - 4-Year	21.4	25.0%
Graduation - 5-Year	12.4	25.0%
Chronic Absenteeism	36.2	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
<b>Summative Score:</b> Sum of all indicator scores multiplied by indicator weights		22.7
<b>Summative Rating:</b> Percentile rank of Summative Score		16.9
<b>Requires Comprehensive Support:</b> Summative Rating is less than or equal to 5th percentile		No
<b>Requires Comprehensive Support:</b> 4-year Graduation Rate less than or equal to 67%		No

\*\* Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Indicator weights for this school were adjusted due to data availability.



**Hoboken High School**  
**2016-2017**  
**Grade Span 09-12**

17-2210-005  
 HUDSON  
 HOBOKEN CITY  
 NINTH & CLINTON STS  
 HOBOKEN, NJ 07030

**Accountability Summary by Student Group**

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. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group’s performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these [accountability resources](#).

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	Graduation Rate - 4-Year	Graduation Rate - 5-Year	At Risk for Consistently Underperforming Student Group
Schoolwide	22.7	6.2	No	Met Target	Not Met	Not Met	Met Target	Not Met	No
White	30.0	6.2	No	Met Target	Met Target†	Met Target	Met Target	N	No
Hispanic	42.4	6.2	No	Met Target	Not Met	Not Met	Not Met	Met Target	No
Black or African American	24.9	6.2	No	Met Target	Not Met	Not Met	N	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	N	N	No
Two or More Races	**	**	No	**	**	**	N	N	No
Economically Disadvantaged Students	34.8	6.2	No	Met Target	Not Met	Not Met	Not Met	Not Met	No
Students with Disabilities	48.7	6.2	No	Met Target	N	Met Target	N	**	No
English Learners	**	**	No	**	**	**	**	**	No

\*\* Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Target was met within a confidence interval.



**Hoboken High School**  
 2016-2017  
 Grade Span 09-12

17-2210-005  
 HUDSON  
 HOBOKEN CITY  
 NINTH & CLINTON STS  
 HOBOKEN, NJ 07030

School General Info

<b>Principal:</b>	Ms. Piccapietra	<b>Email Address:</b>	<a href="mailto:robin.piccapietra@hoboken.k12.nj.us">robin.piccapietra@hoboken.k12.nj.us</a>
<b>Address:</b>	NINTH & CLINTON STS HOBOKEN, NJ 07030	<b>Website:</b>	<a href="https://www.hoboken.k12.nj.us">https://www.hoboken.k12.nj.us</a>
<b>Phone:</b>	(201)356-3701	<b>Facebook:</b>	<a href="https://www.facebook.com/hobokenpublicschools">https://www.facebook.com/hobokenpublicschools</a>
		<b>Twitter:</b>	<a href="https://twitter.com/hobokenschools">https://twitter.com/hobokenschools</a>

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.

<p><b>Highlights:</b></p>	<ul style="list-style-type: none"> <li>• AP Scholars Award Recipients, Class of '17 earned 9.6 million in merit based scholarships, Waksman Institute Scholars</li> <li>• Theater &amp; Harvard Model Congress clubs compete Nationally, Marching Band Featured in Washington, DC</li> <li>• Classroom Without Walls International Travel Program, PLTW STEM Programs, Rutgers Pre-medical Honors Program</li> </ul>
<p><b>Mission, Vision, Theme:</b></p>	<p>Hoboken High School welcomes all learners from our vibrant and diverse community. We believe that every student will grow as a result of rigorous instruction, relevant learning experiences, &amp; positive relationships. Our priority is to empower all students with skills and to build competencies needed for the 21st Century. We will ensure that our learning community celebrates the differences each student and adult possesses in order to build the foundation for global citizenship.</p>
<p><b>Awards, Recognition, Accomplishments:</b></p>	<p>Sustainable Jersey Bronze Certification School, Award Winning Literary Magazine, Google Certified Level 1 &amp; 2 Team. Hudson County Teen Arts Festival Winners.</p>



## Hoboken High School

2016-2017

Grade Span 09-12

17-2210-005

HUDSON





HOBOKEN CITY

NINTH &amp; CLINTON STS

HOBOKEN, NJ 07030

## School Narrative

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 <p><b>Courses, Curriculum, Instruction:</b></p>	<p>Hoboken High's program of studies provides a rigorous, technology-infused curriculum, supplemented by our expanding online learning options. We offer over 25 AP courses within the school day and virtually, and students have full access to Johns Hopkins CTY courses upon qualifying. PLTW pathways in Biomedical Science, Computer Science, and Engineering enable students to graduate with distinction. In addition to the core curriculum, there are a number of innovative elective courses.</p>
 <p><b>Sports and Athletics:</b></p>	<p>Sports Offered: Baseball (Boys), Basketball (Boys &amp; Girls), Bowling (Boys &amp; Girls), Football (Boys), Lacrosse (Girls), Soccer (Boys &amp; Girls), Softball (Girls), Swimming (Boys &amp; Girls), Tennis (Boys &amp; Girls), Track and Field - Spring (Boys &amp; Girls), Track and Field - Winter (Boys &amp; Girls), Volleyball (Boys &amp; Girls)</p> <p>A vast number of Varsity &amp; JV sports teams, as well as cheering &amp; color guard are offered. Our teams boast conference, county and state championships.</p>
 <p><b>Clubs and Activities:</b></p>	<p>CyberPatriot Team, African American Club, Art Club, Marching Band, Chorus, Gay Straight Alliance, Harvard Model Congress, Heroes &amp; Cool Kids, Hispanic Cultural Club, Literary Magazine, Math Team, Mock Trial, Model UN, National Honor Society, Newspaper, STEM Team, Student Council, Thespians, Yearbook.</p>
 <p><b>Before and After School Programs:</b></p>	<p>Hoboken High School offers a morning breakfast and an evening dinner program. There are close to fifty clubs, activities and athletic programs offered at Hoboken High School. Students also participate in internships and the Rutgers Pre-medical Honors Program.</p>








**Hoboken High School**  
**2016-2017**  
**Grade Span 09-12**

17-2210-005  
 HUDSON  
 HOBOKEN CITY  
 NINTH & CLINTON STS  
 HOBOKEN, NJ 07030

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 <p><b>Staff and Professional Learning:</b></p>	<p>Teachers participate in PLC's to study research-based instructional strategies and best practices during common planning periods, after school, and on designated professional development days. On and off site training is also made available to support our social and emotional learning initiatives, S.T.E.M. education, our focus on diversity and inclusion, and our efforts to ensure continuous student engagement in the learning process.</p>
 <p><b>Postsecondary Information:</b></p>	<p>99% of Class of 2017 applied to college, 94% accepted to college, 7% accepted to technical schools &amp; military, Princeton Review Courses during school day, and 98% of school takes the PSAT &amp; 90% take SAT. Our students have recently been accepted to Purdue, Vanderbilt, Rutgers, Bucknell, Stevens, NYU, Penn State, and Notre Dame to name just a few.</p>
 <p><b>Student Supports and Services:</b></p>	<p>There are a number of student support services that Hoboken High School is proud of. Students are afforded services provided by a Principal &amp; VP, school nurse, Deans, an Athletic Director and trainer. There is also a comprehensive child study team, SBYS &amp; SAC counselors, guidance &amp; future planning counselors, and an ESL teacher. Academic support is offered during the Personal Growth Period and after school.</p>
 <p><b>Student Health and Wellness:</b></p>	<p>Hoboken High School students not only meet all health and physical education requirements, but they also participate in a number of wellness activities such as yoga, mindfulness, and competitions during the Personal Growth Period. In addition, assemblies and wellness lectures are also offered to students during and after the school day.</p>
 <p><b>Parent and Community Involvement:</b></p>	<p>Hoboken High has a PTO and also a Special Education Parent advisory group. Parent workshops and evening events are offered monthly through many departments. Throughout the year, parents may attend FAFSA &amp; College Admission Nights, College Fairs, and sessions related to contemporary topics of interest. Parents are able to access student grades &amp; attendance via the parent portal in Genesis.</p>





**Hoboken High School**  
**2016-2017**  
**Grade Span 09-12**

17-2210-005  
 HUDSON  
 HOBOKEN CITY  
 NINTH & CLINTON STS  
 HOBOKEN, NJ 07030

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.

 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Administrators, Teachers</p> <p>The school climate survey offered at the Wallace School is used annually and focuses on topics that best support social and emotional learning, the climate and culture of the school environment, and interactions between and among all stakeholders. The survey targets a portion of the school population each year.</p>
 <p>Facilities:</p>	<p>Hoboken High School boasts a beautiful auditorium. It also houses a gymnasium, pool, cafeteria, media center &amp; computer labs, culinary arts room, a music suite, a theater arts studio, a film production studio, and arts rooms.</p>



Hoboken High School  
2016-2017  
Grade Span 09-12

17-2210-005  
HUDSON  
HOBOKEN CITY  
NINTH & CLINTON STS  
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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.

Hoboken High School, home of the Redwings, is dedicated to innovative learning opportunities. In addition to a brand new engineering and biomedical sciences lab, Hoboken High School operates a hydroponics/aquaponics laboratory. A number of unique learning experiences take place each day during the Personal Growth Period. Students can receive extra assistance from teachers, participate in online learning, attend workshops, or take part in Princeton Review Classes or the Inspired Classroom Global Challenges. Students can also visit with college admissions counselors and participate in instant decision days. Through our all new Classroom without Walls Program, our students are seeing the world. In two years, they have traveled to Paris, London, Rome, Madrid, Barcelona and look forward to Japan in 2018.



Other Information:



Hoboken Middle School

2016-2017

Grade Span 07-08

17-2210-300

HUDSON

HOBOKEN CITY


158 FOURTH STREET

HOBOKEN, NJ 07030

The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school's test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

#### Navigating through the reports:

- Download this report to a PDF by clicking the  icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

#### Other Resources:

- Review the [Parent Summary Report](#) or the [district-level report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- [Download the data](#) used in these reports.
  
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at [reportcard@doe.nj.gov](mailto:reportcard@doe.nj.gov)



Hoboken Middle School

2016-2017

Grade Span 07-08

17-2210-300

HUDSON

HOBOKEN CITY

158 FOURTH STREET

HOBOKEN, NJ 07030

## Footnotes

1. An "\*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display.
2. \*\* ESSA accountability targets are only included if data is available for at least 20 students.

Note: Additional footnotes may exist within the reports specific to certain data tables. In those instances, the footnotes will be displayed below the applicable table.



## Hoboken Middle School

2016-2017

Grade Span 07-08

17-2210-300

HUDSON

HOBOKEN CITY

158 FOURTH STREET

HOBOKEN, NJ 07030

## Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
7	0	0	94
8	0	0	102
Ungraded	0	0	1
<b>Total</b>	<b>0</b>	<b>0</b>	<b>197</b>

## 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	2014-15	2015-16	2016-17
Female	0%	0%	43%
Male	0%	0%	57%
Economically Disadvantaged Students	0%	0%	70%
Students with Disabilities	0%	0%	15%
English Learners	0%	0%	1%
Homeless Students			1%
Students in Foster Care			1%
Military-Connected Students			0%
Migrant Students			0%

## Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students
Hispanic	59.9%
Black or African American	19.3%
White	19.3%
Asian	1.0%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
<i>Two or More Races</i>	0.5%

## 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. All other students are included in Other Languages.

Home Language	% of Students
English	95.9%
Spanish	3.6%
<i>Other</i>	0.5%



## Hoboken Middle School

2016-2017

Grade Span 07-08

17-2210-300

HUDSON

HOBOKEN CITY

158 FOURTH STREET

HOBOKEN, NJ 07030

## 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 for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course 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 accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act (ESSA)* accountability. Student groups with the annual target section 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	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	191	99.0	39.80	48.50	54.90	39.8	N	N
White	37	100.0	64.80	*	63.90	64.8	N	N
Hispanic	113	98.3	34.50	42.60	39.80	34.5	N	N
Black or African American	38	100.0	26.40	*	35.20	26.4	N	N
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	80.70	*	**	**
American Indian or Alaska Native	N	N	N	N	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	81	98.8	51.80	59.10	62.20	51.8		
Male	110	99.1	30.90	39.50	48.10	30.9		
Economically Disadvantaged Students	126	98.5	30.90	36.50	36.20	30.9	N	N
Non-Economically Disadvantaged Students	65	100.0	57.00	68.00	65.80	57		
Students with Disabilities	34	100.0	*	*	20.50	*	N	N
Students without Disabilities	157	98.8	*	*	61.90	*		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	N	N	N	N	24.80	N		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

\*\* ESSA accountability targets are only included if data is available for at least 20 students

† Target was met within a confidence interval.



## Hoboken Middle School

2016-2017

Grade Span 07-08

17-2210-300

HUDSON

HOBOKEN CITY

158 FOURTH STREET

HOBOKEN, NJ 07030

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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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
<b>Schoolwide</b>	93	742	742	756	12%	15%	29%	31%	13%	44%	59%
White	17	768	768	764	*	0%	*	*	*	71%	69%
Hispanic	52	737	737	742	*	19%	33%	33%	*	39%	44%
Black or African American	22	729	729	737	*	*	*	*	*	32%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	784	*	*	*	*	*	*	85%
American Indian or Alaska Native	N	N	N	755	N	N	N	N	N	N	59%
Two or More Races	*	*	*	757	*	*	*	*	*	*	59%
Female	41	757	757	764	*	*	27%	34%	*	59%	68%
Male	52	730	730	749	*	*	31%	29%	*	33%	51%
Economically Disadvantaged Students	60	737	737	739	*	*	*	30%	*	37%	40%
Non-Economically Disadvantaged Students	33	751	751	766	*	*	*	33%	*	58%	70%
Students with Disabilities	14	699	699	719	*	*	*	*	*	*	19%
Students without Disabilities	79	749	749	763	*	*	*	*	*	*	67%
English Learners	N	N	N	701	N	N	N	N	N	N	*
Non-English Learners	93	742	742	758	12%	15%	29%	31%	13%	44%	*
Homeless Students	*	*	*	731	*	*	*	*	*	*	31%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	64%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%



**Hoboken Middle School**  
**2016-2017**  
**Grade Span 07-08**

17-2210-300  
 HUDSON  
 HOBOKEN CITY  
 158 FOURTH STREET  
 HOBOKEN, NJ 07030

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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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
<b>Schoolwide</b>	103	740	740	757	18%	20%	23%	23%	16%	39%	59%
White	21	766	766	764	*	*	*	*	*	62%	68%
Hispanic	65	736	736	742	*	22%	23%	26%	*	35%	44%
Black or African American	16	721	721	738	*	*	*	*	0%	19%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	786	*	*	*	*	*	*	86%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	52%
Two or More Races	N	N	N	758	N	N	N	N	N	N	60%
Female	43	753	753	766	*	*	*	*	*	49%	68%
Male	60	731	731	749	*	*	*	*	*	32%	50%
Economically Disadvantaged Students	68	732	732	739	*	*	*	*	*	29%	40%
Non-Economically Disadvantaged Students	35	757	757	766	*	*	*	*	*	57%	69%
Students with Disabilities	20	700	700	718	*	*	*	*	*	*	18%
Students without Disabilities	83	750	750	764	*	*	*	*	*	*	67%
English Learners	*	*	*	701	*	*	*	*	*	*	*
Non-English Learners	*	*	*	759	*	*	*	*	*	*	*
Homeless Students	*	*	*	727	*	*	*	*	*	*	28%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	61%
Migrant Students	N	N	N	721	N	N	N	N	N	N	21%

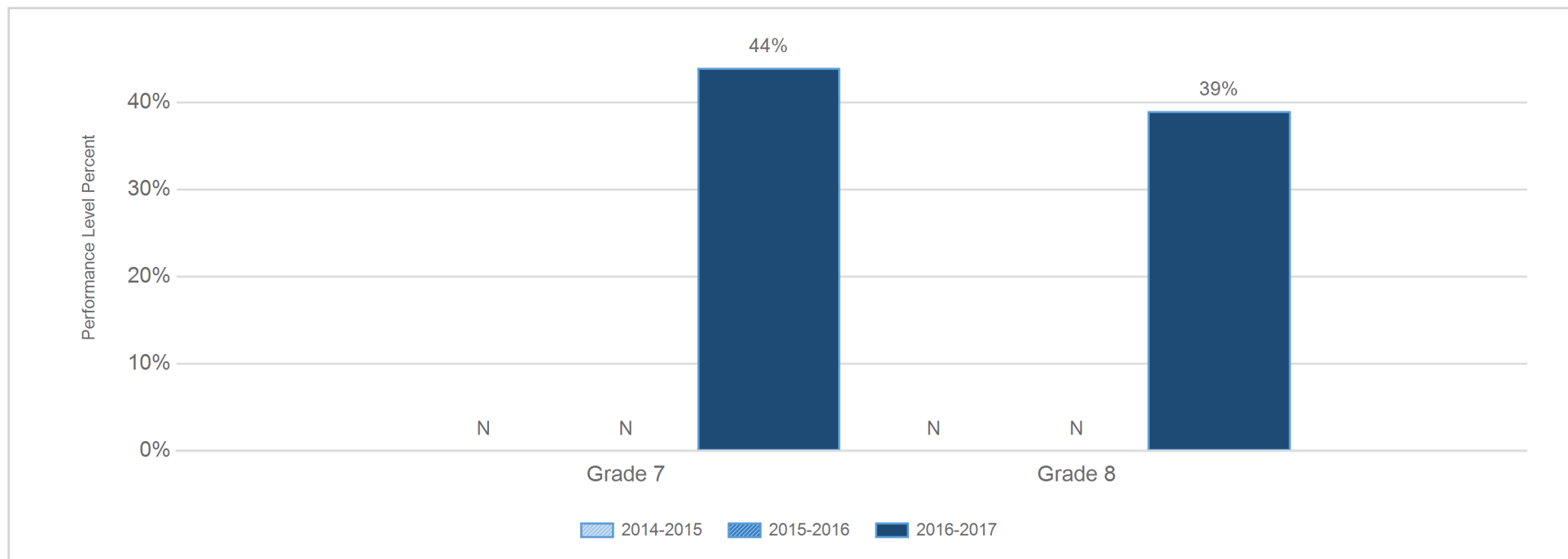


**Hoboken Middle School**  
2016-2017  
Grade Span 07-08

17-2210-300  
HUDSON  
HOBOKEN CITY  
158 FOURTH STREET  
HOBOKEN, NJ 07030

### English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.





**Hoboken Middle School**  
**2016-2017**  
**Grade Span 07-08**

17-2210-300  
 HUDSON  
 HOBOKEN CITY  
 158 FOURTH STREET  
 HOBOKEN, NJ 07030

**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 for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course 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 accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section 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	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	192	99.5	18.80	27.90	43.50	18.8	N	N
White	37	100.0	43.20	*	52.40	43.2	N	N
Hispanic	114	99.2	11.40	*	27.60	11.4	N	N
Black or African American	38	100.0	10.50	10.70	21.70	10.5	N	N
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	75.60	*	**	**
American Indian or Alaska Native	N	N	N	N	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	81	98.8	19.80	*	44.10	19.8		
Male	111	100.0	18.00	*	42.90	18		
Economically Disadvantaged Students	127	99.2	*	15.30	25.10	*	N	N
Non-Economically Disadvantaged Students	65	100.0	*	48.50	54.30	*		
Students with Disabilities	34	100.0	*	*	16.50	*	N	N
Students without Disabilities	158	99.4	*	*	48.80	*		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	N	N	N	N	15.10	N		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

\*\* ESSA accountability targets are only included if data is available for at least 20 students.

† Target was met within a confidence interval.



**Hoboken Middle School**  
**2016-2017**  
**Grade Span 07-08**

17-2210-300  
 HUDSON  
 HOBOKEN CITY  
 158 FOURTH STREET  
 HOBOKEN, NJ 07030

**Mathematics Assessment - Performance by Grade: Grade 7\*\***

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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
<b>Schoolwide</b>	94	731	731	741	*	28%	43%	18%	*	20%	40%
White	17	744	744	748	*	0%	*	*	*	47%	49%
Hispanic	*	*	*	730	*	*	*	*	*	*	23%
Black or African American	22	726	726	726	*	*	46%	*	0%	14%	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	764	*	*	*	*	*	*	72%
American Indian or Alaska Native	N	N	N	741	N	N	N	N	N	N	45%
Two or More Races	*	*	*	740	*	*	*	*	*	*	39%
Female	41	737	737	743	*	29%	46%	*	*	22%	41%
Male	53	726	726	740	*	26%	40%	*	*	19%	38%
Economically Disadvantaged Students	61	725	725	729	*	*	*	*	*	*	22%
Non-Economically Disadvantaged Students	33	742	742	749	*	*	*	*	*	*	50%
Students with Disabilities	14	706	706	716	*	*	*	*	*	*	11%
Students without Disabilities	80	735	735	746	*	*	*	*	*	*	45%
English Learners	N	N	N	712	N	N	N	N	N	N	*
Non-English Learners	94	731	731	742	*	28%	43%	18%	*	20%	*
Homeless Students	*	*	*	722	*	*	*	*	*	*	15%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	43%
Migrant Students	N	N	N	708	N	N	N	N	N	N	*

\*\*Grade 7 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



**Hoboken Middle School**  
**2016-2017**  
**Grade Span 07-08**

17-2210-300  
 HUDSON  
 HOBOKEN CITY  
 158 FOURTH STREET  
 HOBOKEN, NJ 07030

**Mathematics Assessment - Performance by Grade: Grade 8\*\***

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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
<b>Schoolwide</b>	83	706	706	728	*	*	*	*	*	*	28%
White	10	703	703	736	*	*	0%	*	0%	10%	35%
Hispanic	58	710	710	721	41%	33%	*	*	0%	10%	21%
Black or African American	*	*	*	715	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	747	N	N	N	N	N	N	51%
American Indian or Alaska Native	N	N	N	728	N	N	N	N	N	N	28%
Two or More Races	N	N	N	726	N	N	N	N	N	N	28%
Female	33	712	712	730	*	*	*	*	*	*	30%
Male	50	702	702	725	*	*	*	*	*	*	26%
Economically Disadvantaged Students	63	707	707	719	*	*	*	*	*	*	19%
Non-Economically Disadvantaged Students	20	704	704	734	*	*	*	*	*	*	34%
Students with Disabilities	20	699	699	705	*	*	*	*	*	*	*
Students without Disabilities	63	709	709	734	*	*	*	*	*	*	*
English Learners	*	*	*	703	*	*	*	*	*	*	*
Non-English Learners	*	*	*	729	*	*	*	*	*	*	*
Homeless Students	*	*	*	710	*	*	*	*	*	*	11%
Students in Foster Care	*	*	*	705	*	*	*	*	*	*	12%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	713	N	N	N	N	N	N	*

\*\*Grade 8 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



**Hoboken Middle School**  
**2016-2017**  
**Grade Span 07-08**

17-2210-300  
 HUDSON  
 HOBOKEN CITY  
 158 FOURTH STREET  
 HOBOKEN, NJ 07030

**Mathematics Assessment - Performance by Test: Algebra I**

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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
<b>Schoolwide</b>	20	757	725	743	0%	*	*	55%	*	60%	42%
White	11	759	*	751	0%	*	*	*	0%	73%	52%
Hispanic	*	*	*	728	*	*	*	*	*	*	24%
Black or African American	*	*	*	724	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	N	N	N	741	N	N	N	N	N	N	41%
Female	10	748	723	744	0%	*	*	*	*	40%	43%
Male	10	766	727	741	0%	*	*	*	*	80%	40%
Economically Disadvantaged Students	*	*	*	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	*	751	*	*	*	*	*	*	52%
Students with Disabilities	N	N	N	714	N	N	N	N	N	N	10%
Students without Disabilities	20	757	*	747	0%	*	*	55%	*	60%	47%
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	20	757	*	745	0%	*	*	55%	*	60%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%

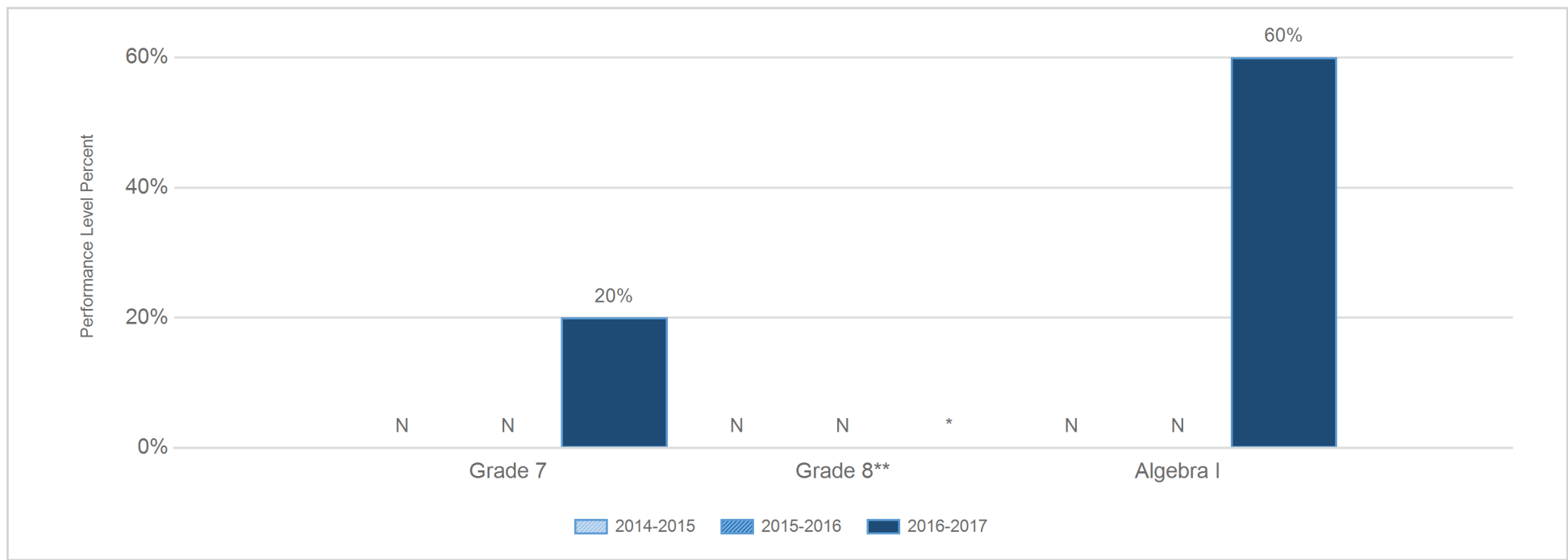


**Hoboken Middle School**  
**2016-2017**  
**Grade Span 07-08**

17-2210-300  
 HUDSON  
 HOBOKEN CITY  
 158 FOURTH STREET  
 HOBOKEN, NJ 07030

**Mathematics Assessment – Performance Trends**

This graph shows the percentage of students who met or exceeded expectations for the past three years.



\*\*Grades 6-8 do not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



Hoboken Middle School

2016-2017

Grade Span 07-08

17-2210-300

HUDSON

HOBOKEN CITY

158 FOURTH STREET

HOBOKEN, NJ 07030

## Alternate Assessments - 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
7	N	N
8	*	*

## 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. The table also shows 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
1	N	N	N
2	N	N	N
3	N	N	N
4	*	*	*
5+	N	N	N



**Hoboken Middle School**  
2016-2017  
Grade Span 07-08

17-2210-300  
HUDSON  
HOBOKEN CITY  
158 FOURTH STREET  
HOBOKEN, NJ 07030

This section shows performance on the NJASK science test which measures students' ability to recall information and to solve problems by applying science concepts. The assessment is given to students in grades 4 and 8 and has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

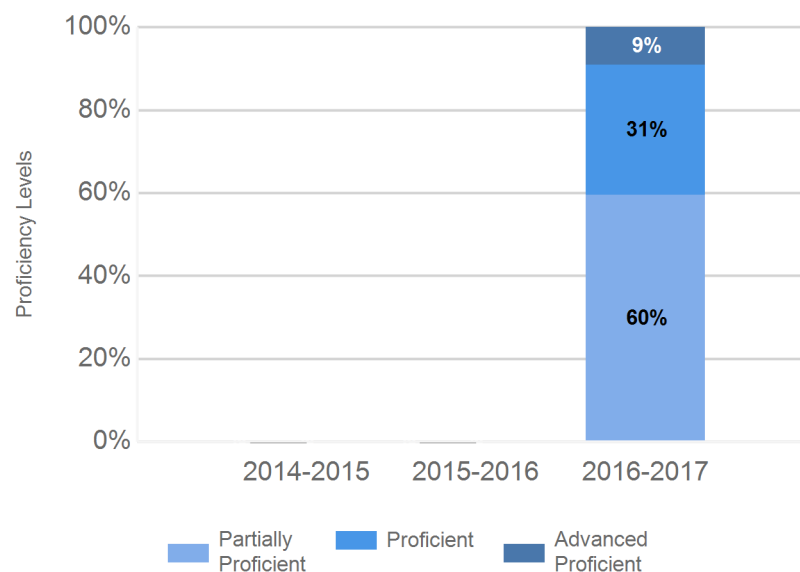
### NJASK Science Assessment Performance: Grade 8

This table shows the percentage of students in each proficiency category for the NJASK science test for the school and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	27%	47%	27%
Schoolwide	9%	31%	60%
White	29%	29%	43%
Hispanic	3%	35%	62%
Black or African American	7%	*	79%
Asian, Native Hawaiian, or Pacific Islander	N	*	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	1%	33%	66%
Students with Disabilities	N	*	*
English Learners	N	N	*

### NJASK Science Assessment Performance Trends: Grade 8

This graph shows the percentage of students by proficiency category for the past three school years.





**Hoboken Middle School**  
**2016-2017**  
**Grade Span 07-08**

17-2210-300  
 HUDSON  
 HOBOKEN CITY  
 158 FOURTH STREET  
 HOBOKEN, NJ 07030

This section of the performance report shows information on student growth which measures 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 the prior year.

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)** is the percentile in the middle of that list. Watch a short video that explains how **median Student Growth Percentile (mSGP)** is calculated here: <http://www.state.nj.us/education/njsmart/performance/>

**Student Growth**

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts/Literacy (ELA) and Mathematics for the school and each student group with comparisons to the district and the state. This table also shows whether the school and each student group met the *ESSA* accountability target of 40 for the 2016-17 school year.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	42	52	50	Met Target	38	38	50	Not Met
White	55	*	50	Met Target	44	*	52	**
Hispanic	37	49.5	49	Not Met	38	36.5	47	Not Met
Black or African American	32	42	45	Not Met	38	33.5	43	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	60	**	*	*	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	*	51	**	*	*	52	**
Economically Disadvantaged	35.5	49	47	Not Met	36	36	46	Not Met
Students with Disabilities	26	30	41	Not Met	20.5	17.5	43	**
English Learners	*	76	53	**	*	*	51	**

\*\* ESSA accountability targets are only included if data is available for at least 20 students.



**Hoboken Middle School**  
**2016-2017**  
**Grade Span 07-08**

17-2210-300  
 HUDSON  
 HOBOKEN CITY  
 158 FOURTH STREET  
 HOBOKEN, NJ 07030

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 the prior year.

A student's **SGP** falls between 1 and 99 and can be grouped into three levels:

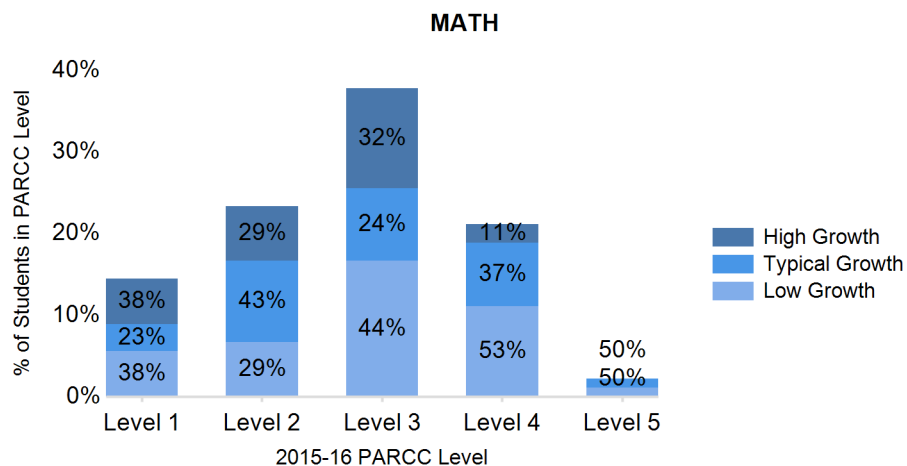
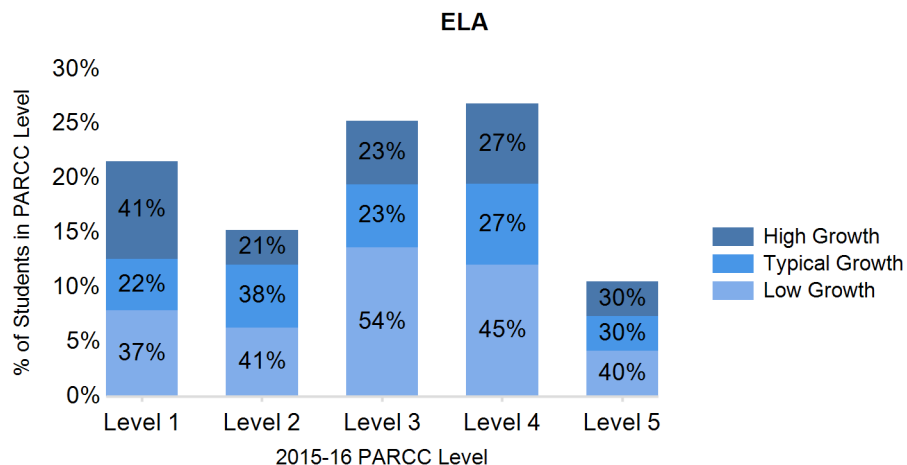
**Low Growth: Less than 35**

**Typical Growth: Between 35 and 65**

**High Growth: Greater than 65**

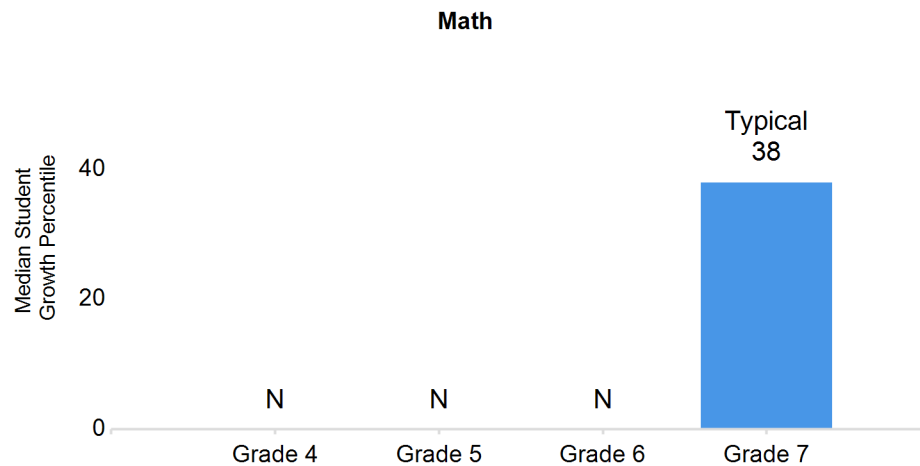
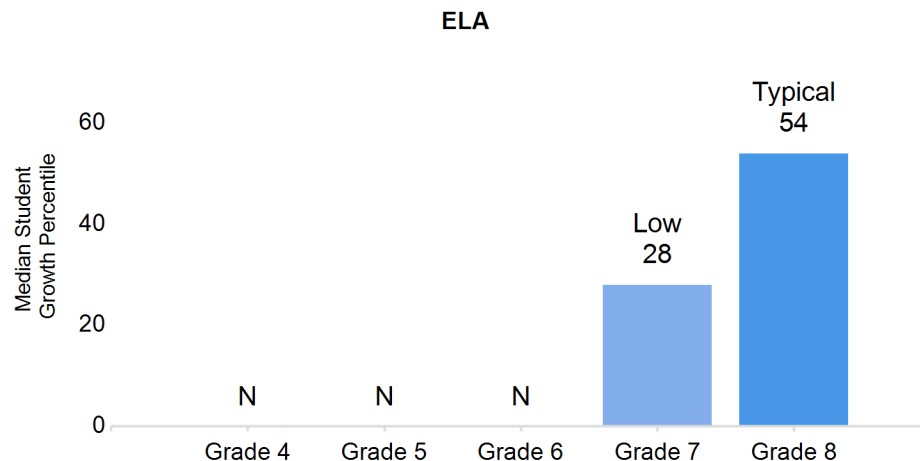
**Student Growth by Performance Level**

These graphs show the percentage of students by 2015-16 PARCC performance level that fall into each of the three levels of growth based on their 2016-17 test scores.



**Student Growth by Grade**

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





## Hoboken Middle School

2016-2017

Grade Span 07-08

17-2210-300

HUDSON

HOBOKEN CITY

158 FOURTH STREET

HOBOKEN, NJ 07030

This section shows the types of courses that students were enrolled in by grade level for the 2016-17 school year. You can find more information about [New Jersey Student Learning Standards](#) on our website and more details about the data in this section in our [Reference Guide](#).

## Mathematics - Course Participation

This table shows the number of students by grade that were enrolled in **Mathematics** courses by subject area. Students are counted more than once if they are enrolled in more than one math course. Students counted in the other math category may be enrolled in grade level math courses, intervention courses, or other advanced math courses.

Grade	Algebra I	Geometry	Grade Level and Other Math
7	0	0	100
8	20	0	87
Schoolwide	20	0	188

## World Languages - Course Participation

This table shows the number of students by grade that were enrolled in **World Languages** courses by language. Students are counted more than once if they are enrolled in more than one language course. The bottom row of the table shows students enrolled in a level 3 or higher language course (such as French III or IV).

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
7	27	30	28	0	0	0	0
8	28	35	28	0	0	0	0
Schoolwide	55	65	56	0	0	0	0
Enrolled in Level 3 or Higher	N	N	N	N	N	N	N



**Hoboken Middle School**  
 2016-2017  
 Grade Span 07-08

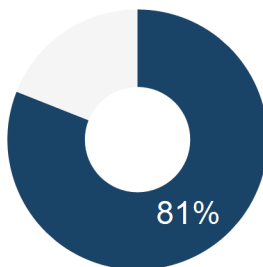
17-2210-300  
 HUDSON  
 HOBOKEN CITY  
 158 FOURTH STREET  
 HOBOKEN, NJ 07030

Visual and Performing Arts – Course Participation

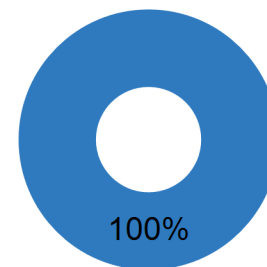
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines within the school and across the state.

**Grades 6-8:**

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

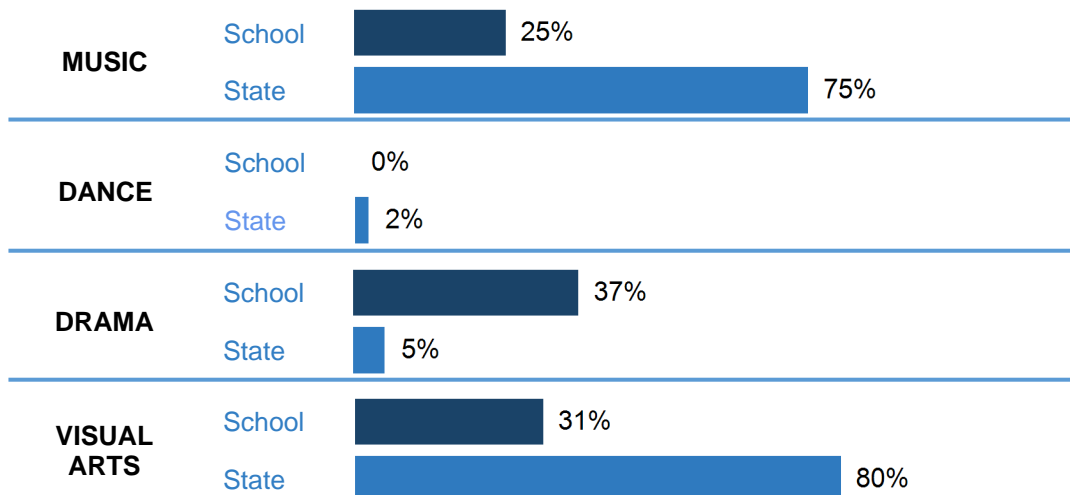


School



State

Students enrolled in one or more classes by discipline:





**Hoboken Middle School**  
**2016-2017**  
**Grade Span 07-08**

17-2210-300  
 HUDSON  
 HOBOKEN CITY  
 158 FOURTH STREET  
 HOBOKEN, NJ 07030

This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected 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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

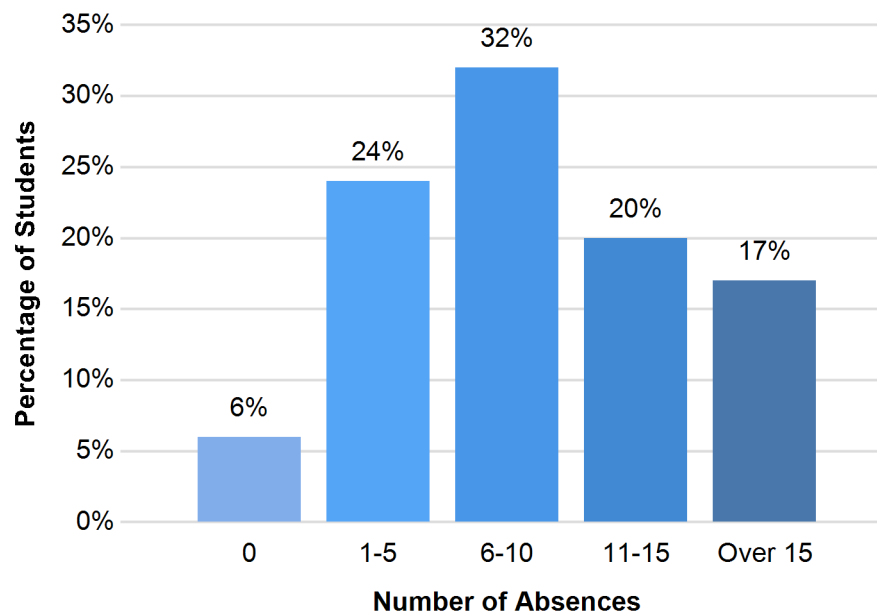
**Chronic Absenteeism**

This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	9.90	9.10	Not Met
White	7.50	9.10	Met Target
Hispanic	9.90	9.10	Not Met
Black or African American	12.80	9.10	Not Met
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	12.30	9.10	Not Met
Students with Disabilities	2.80	9.10	Met Target
English Learners	N	**	**

**Days Absent**

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.



\*\* ESSA accountability targets are only included if data is available for at least 20 students.

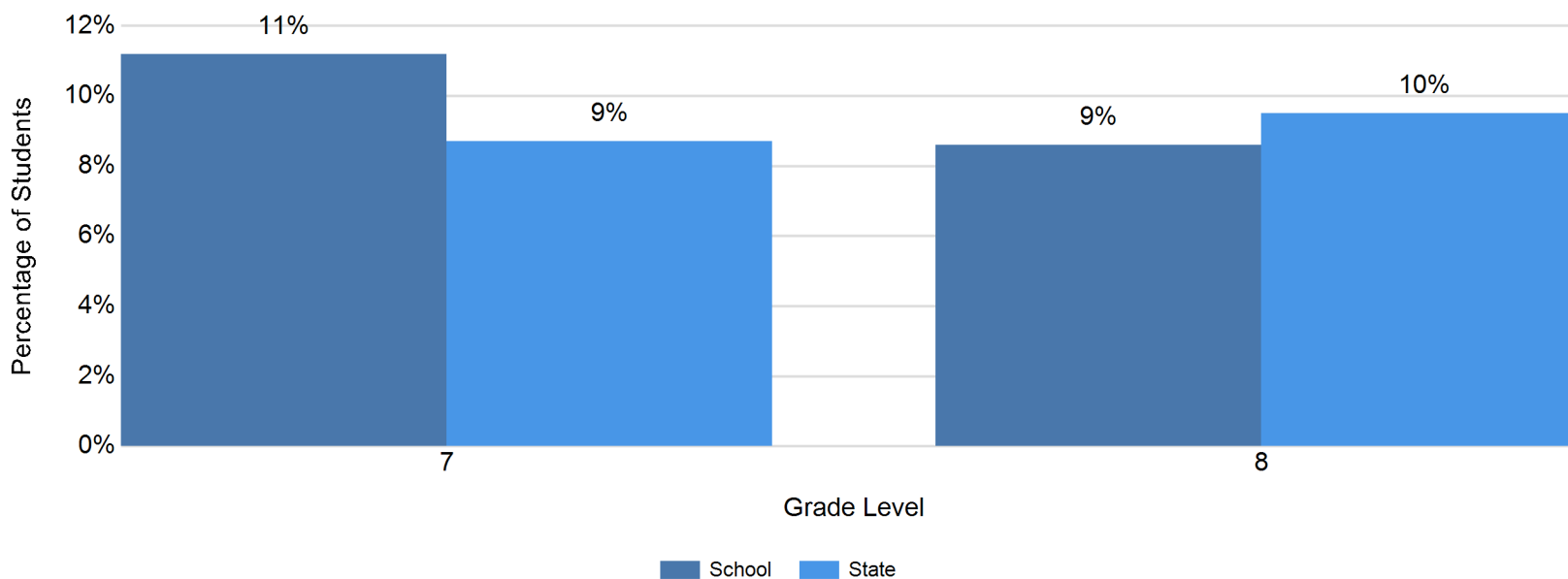


**Hoboken Middle School**  
**2016-2017**  
**Grade Span 07-08**

17-2210-300  
 HUDSON  
 HOBOKEN CITY  
 158 FOURTH STREET  
 HOBOKEN, NJ 07030

**Chronic Absenteeism by Grade**

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





## Hoboken Middle School

2016-2017

Grade Span 07-08

17-2210-300

HUDSON

HOBOKEN CITY

158 FOURTH STREET

HOBOKEN, NJ 07030

## 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.

Category	School
Typical Start Time	8:15AM
Typical End Time	2:50PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	6 Hrs. 2 Mins.
Shared Time - Instructional Time	*

## 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 provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	2
Vandalism	1
Weapons	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	5
Incidents Per 100 Students Enrolled	2.54

## Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	0.0%
Out-of-School Suspensions	5.1%
Any Suspension	5.1%

## Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0



## Hoboken Middle School

2016-2017

Grade Span 07-08

17-2210-300

HUDSON

HOBOKEN CITY

158 FOURTH STREET

HOBOKEN, NJ 07030

## Technology Readiness

This table shows information that was collected through the optional NJTRAx survey to determine a school's technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school's LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.0:1	393.1 kbps	100 kbps	Yes	Fiber	Fiber	Yes

## 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).

Per-Pupil Expenditures	Federal	State/Local	Total
District Total (2015-2016)	\$1,293	\$21,311	\$22,604



**Hoboken Middle School**  
2016-2017  
Grade Span 07-08

17-2210-300  
HUDSON  
HOBOKEN CITY  
158 FOURTH STREET  
HOBOKEN, NJ 07030

This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

**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

**Full-Time Equivalent:** In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

### 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	29	120,724
Average years experience in public schools	8.2	11.8
Average years experience in district	7.2	10.5
Teachers in district for 4 or more years	52%	74%

### 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	17	9,506
Average years experience in public schools	13.2	15.9
Average years experience in district	9.6	11.6
Administrators in district for 4 or more years	59%	74%

### Student to Staff Ratios

This table shows the number of students per staff member 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.

Staff Type	School Students: Staff	District Students: Staff
Teachers	7:1	13:1
Administrators	197:1	150:1
Librarian/Media Specialists		1272:1
Nurses		424:1
Counselors		363:1
Child Study Team		170:1



**Hoboken Middle School**  
**2016-2017**  
**Grade Span 07-08**

17-2210-300  
 HUDSON  
 HOBOKEN CITY  
 158 FOURTH STREET  
 HOBOKEN, NJ 07030

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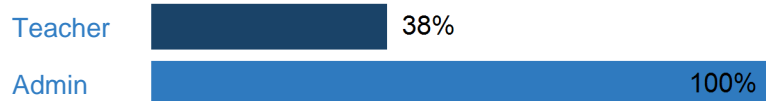
**Teachers and Administrators - Level of Education**

This chart shows the highest level of education attained by the teachers and administrators at this school. 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**



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

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	77%	89%
2015-16 Administrators: Same district 2016-17	67%	88%

**Faculty Attendance**

This table shows the percentage of days that school 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
2016-17	96%



**Hoboken Middle School**  
**2016-2017**  
**Grade Span 07-08**

17-2210-300  
 HUDSON  
 HOBOKEN CITY  
 158 FOURTH STREET  
 HOBOKEN, NJ 07030

### Accountability Indicator Scores and Summative Rating

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. This table shows the indicator scores for each indicator included in the accountability system and the weights 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 rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey's accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	21.1	17.5%
Mathematics Proficiency	7.7	17.5%
English Language Arts Growth	16.7	25.0%
Mathematics Growth	16.2	25.0%
Chronic Absenteeism	34.3	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
<b>Summative Score:</b> Sum of all indicator scores multiplied by indicator weights		18.4
<b>Summative Rating:</b> Percentile rank of Summative Score		8.1
<b>Requires Comprehensive Support:</b> Summative Rating is less than or equal to 5th percentile		No

\*\* Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Indicator weights for this school were adjusted due to data availability.



**Hoboken Middle School**  
**2016-2017**  
**Grade Span 07-08**

17-2210-300  
 HUDSON  
 HOBOKEN CITY  
 158 FOURTH STREET  
 HOBOKEN, NJ 07030

### Accountability Summary by Student Group

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. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group's performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these [accountability resources](#).

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	18.4	11.9	No	N	N	Not Met	Met Target	Not Met	No
White	44.8	11.9	No	N	N	Met Target	Met Target	**	No
Hispanic	20.5	11.9	No	N	N	Not Met	Not Met	Not Met	No
Black or African American	25.0	11.9	No	N	N	Not Met	Not Met	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	19.6	11.9	No	N	N	Not Met	Not Met	Not Met	No
Students with Disabilities	23.5	11.9	No	N	N	Met Target	Not Met	**	No
English Learners	**	**	No	**	**	**	**	**	No

\*\* Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Target was met within a confidence interval.



Hoboken Middle School

2016-2017

Grade Span 07-08

17-2210-300

HUDSON

HOBOKEN CITY

158 FOURTH STREET



HOBOKEN, NJ 07030

## School General Info

<b>Principal:</b>	Dr. Davis	<b>Email Address:</b>	<a href="mailto:sdavis@hoboken.k12.nj.us">sdavis@hoboken.k12.nj.us</a>
<b>Address:</b>	158 FOURTH STREET HOBOKEN, NJ 07030	<b>Website:</b>	<a href="https://www.hoboken.k12.nj.us">https://www.hoboken.k12.nj.us</a>
<b>Phone:</b>	(201)356-3701	<b>Facebook:</b>	<a href="https://www.facebook.com/hobokenpublicschools">https://www.facebook.com/hobokenpublicschools</a>
		<b>Twitter:</b>	<a href="https://twitter.com/hobokenschools">https://twitter.com/hobokenschools</a>

## 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.

 <b>Highlights:</b>	<ul style="list-style-type: none"> <li>• Band, Chorus, Johns Hopkins CTY Program, Odyssey of the Mind, Mandarin Chinese/Spanish/French Programs</li> <li>• Project Lead the Way STEM and Inspired Classroom Global Conflict and Resolutions Programs</li> <li>• Early Morning Breakfast Program and After School Explorations Program (Homework Support, Intramural Sports, Clubs)</li> </ul>
 <b>Mission, Vision, Theme:</b>	<p>Hoboken Middle School welcomes all learners from our vibrant and diverse community. We believe that every student will grow as a result of rigorous instruction, relevant learning experiences, &amp; positive relationships. Our priority is to empower all students with skills and to build competencies needed for the 21st Century. We will ensure that our learning community celebrates the differences each student and adult possesses in order to build the foundation for global citizenship.</p>






**Hoboken Middle School**  
**2016-2017**  
**Grade Span 07-08**

17-2210-300  
 HUDSON  
 HOBOKEN CITY  
 158 FOURTH STREET  
 HOBOKEN, NJ 07030

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.

 <p><b>Courses, Curriculum, Instruction:</b></p>	<p>Hoboken Middle School offers a comprehensive curricula including mathematics, language arts literacy, science and social studies on a daily basis. Infused each day is the nationally recognized Project Lead the Way S.T.E.M. curriculum, as well as musical theater and fine arts. In addition, our scholars can choose Spanish, Chinese, or French as their world language of study. Connors employs high quality special education services and is building a vibrant G &amp; T Program.</p>
 <p><b>Clubs and Activities:</b></p>	<p>The Middle School offers a number of after school activities through the Explorations After School Program. In addition to chorus, band, Junior Model UN, Peer Leaders, Student Council and yearbook, students may also participate in the numerous enrichment offerings after school which include tennis, track, bowling, volleyball, and swimming.</p>
 <p><b>Before and After School Programs:</b></p>	<p>The Middle School offers a fully staffed before school breakfast program, as well as the Explorations After School Program, which concludes with dinner. Students attending Explorations may stay from dismissal until 5:30 p.m. The program consists of homework help &amp; academic support, intramural sports, and an innovative self-selected enrichment program.</p>







**Hoboken Middle School**  
**2016-2017**  
**Grade Span 07-08**

17-2210-300  
 HUDSON  
 HOBOKEN CITY  
 158 FOURTH STREET  
 HOBOKEN, NJ 07030

School Narrative

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 <p><b>Staff and Professional Learning:</b></p>	<p>Teachers participate in PLC's to study research-based instructional strategies and best practices during common planning periods, after school, and on designated professional development days. On and off site training is also made available to support our social and emotional learning initiatives, S.T.E.M. education, our focus on diversity and inclusion, and our efforts to ensure continuous student engagement in the learning process.</p>
 <p><b>Student Supports and Services:</b></p>	<p>There are a number of student support services that Hoboken Middle School is extremely proud of. Students are afforded services provided by a Principal, Dean, guidance counselor and comprehensive child study team. There is a team of special education teachers, trained STEM teachers, and a shared nurse.</p>
 <p><b>Student Health and Wellness:</b></p>	<p>Students at the Middle School take physical education classes each week and participate in recess on a daily basis. Since health and wellness are paramount at the Middle School, teachers are encouraged to infuse movement into learning. Musical theatre classes are also offered through a new STEAM model. Staff members are trained annually in an array of topics to support healthy living and wellness. The Middle School also offers a supervised breakfast program each day.</p>
 <p><b>Parent and Community Involvement:</b></p>	<p>Hoboken Middle School is now in its own location and operating independently from Hoboken High School. A parent advisory committee was formed to help plan activities, provide input and assist with school events. A growing, interested parent base will contribute to Hoboken Middle School's success.</p>




**Hoboken Middle School**  
**2016-2017**  
**Grade Span 07-08**

**17-2210-300**  
**HUDSON**  
**HOBOKEN CITY**  
**158 FOURTH STREET**  
**HOBOKEN, NJ 07030**

**School Narrative**

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 <p>Facilities:</p>	<p>Hoboken Middle School is located in the Demarest School Building. Students have use of the gym and cafeteria. There is a dedicated art room &amp; music room, as well as world language classrooms. In addition, there are two brand new science labs.</p>
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Hoboken Middle School  
2016-2017  
Grade Span 07-08

17-2210-300  
HUDSON  
HOBOKEN CITY  
158 FOURTH STREET  
HOBOKEN, NJ 07030

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All classrooms in Hoboken Middle School were renovated and are equipped with LED Interactive Boards. The school also boasts a 1:1 ChromeBook initiative. Each classroom is large and colorful. Furniture is conducive to problem-based learning and staff are trained in methodologies to support lessons that are rigorous and relevant. While Hoboken Middle School is in a new building, it has a tradition of preparing students for high school and beyond. The range of clubs and activities, and leadership opportunities are abundant.



Other Information:



Joseph F Brandt School  
2016-2017


Grade Span PK-01

17-2210-050  
HUDSON  
HOBOKEN CITY  
215 NINTH STREET  
HOBOKEN, NJ 07030

The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school's test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

#### Navigating through the reports:

- Download this report to a PDF by clicking the  icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

#### Other Resources:

- Review the [Parent Summary Report](#) or the [district-level report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- [Download the data](#) used in these reports.
  
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at [reportcard@doe.nj.gov](mailto:reportcard@doe.nj.gov)



Joseph F Brandt School  
2016-2017

Grade Span PK-01

17-2210-050  
HUDSON  
HOBOKEN CITY  
215 NINTH STREET  
HOBOKEN, NJ 07030

### Footnotes

1. An "\*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display.
2. \*\* ESSA accountability targets are only included if data is available for at least 20 students.

Note: Additional footnotes may exist within the reports specific to certain data tables. In those instances, the footnotes will be displayed below the applicable table.



**Joseph F Brandt School  
2016-2017**

**Grade Span PK-01**

17-2210-050  
HUDSON  
HOBOKEN CITY  
215 NINTH STREET  
HOBOKEN, NJ 07030

### Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
PK	160	160	0
KG	125	123	110
1	0	0	52
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Ungraded	0	0	0
Total	285	283	162

### 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	2014-15	2015-16	2016-17
Female	50%	46%	51%
Male	51%	54%	49%
Economically Disadvantaged Students	8%	8%	12%
Students with Disabilities	2%	3%	2%
English Learners	0%	0%	0%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

### Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students
White	77.2%
Hispanic	14.8%
Asian	5.6%
Black or African American	1.2%
American Indian or Alaska Native	0.6%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	0.6%

### PreK and K - Full Day and Half Day

This table shows the full day and half day enrollment for Pre-Kindergarten (PK) and Kindergarten (KG) students in this school.

Grade	2014-15	2015-16	2016-17
PK - Half Day	0	0	0
PK - Full Day	153	160	0
KG - Half Day	0	0	0
KG - Full Day	116	123	110

### 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. All other students are included in Other Languages.

Home Language	% of Students
English	84.0%
Hebrew	7.4%
Spanish	3.7%
Other	4.8%



Joseph F Brandt School  
2016-2017

Grade Span PK-01

17-2210-050  
HUDSON  
HOBOKEN CITY  
215 NINTH STREET  
HOBOKEN, NJ 07030

This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected 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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

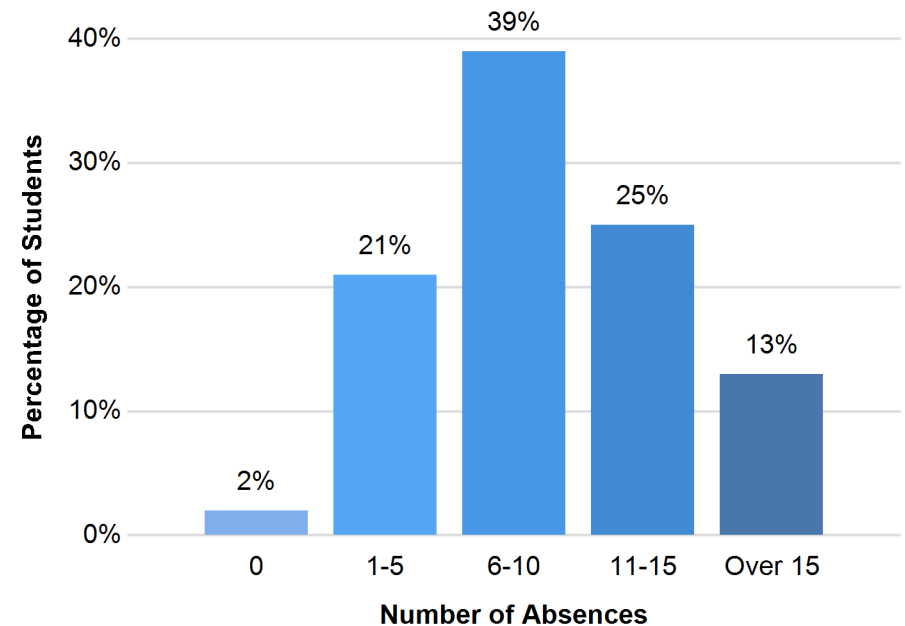
### Chronic Absenteeism

This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	6.10	12.50	Met Target
White	4.00	12.50	Met Target
Hispanic	16.00	12.50	Not Met
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	15.00	12.50	Not Met
Students with Disabilities	N	**	**
English Learners	N	**	**

### Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.



\*\* *ESSA* accountability targets are only included if data is available for at least 20 students.



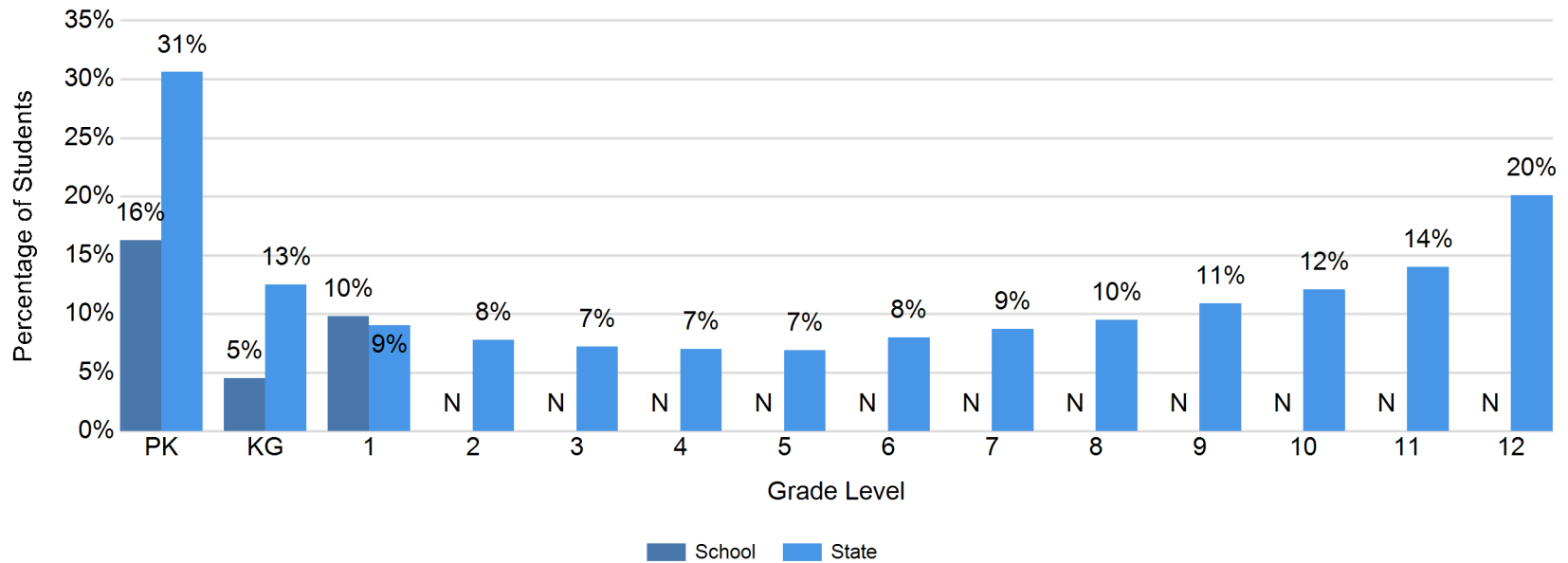
**Joseph F Brandt School  
2016-2017**

**Grade Span PK-01**

17-2210-050  
HUDSON  
HOBOKEN CITY  
215 NINTH STREET  
HOBOKEN, NJ 07030

### Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





Joseph F Brandt School  
2016-2017

Grade Span PK-01

17-2210-050  
HUDSON  
HOBOKEN CITY  
215 NINTH STREET  
HOBOKEN, NJ 07030

### 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.

Category	School
Typical Start Time	8:20AM
Typical End Time	2:45PM
Length of School Day	6 Hrs 25 Mins
Full Time - Instructional Time	6 Hrs. 0 Mins.
Shared Time - Instructional Time	3 Hrs. 0 Mins.

### 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 provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	0
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	0
Incidents Per 100 Students Enrolled	0.00

### Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	0.0%
Out-of-School Suspensions	0.0%
Any Suspension	0.0%

### Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0



**Joseph F Brandt School  
2016-2017**

**Grade Span PK-01**

17-2210-050  
HUDSON  
HOBOKEN CITY  
215 NINTH STREET  
HOBOKEN, NJ 07030

### 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).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$1,293	\$21,311	\$22,604



Joseph F Brandt School  
2016-2017

Grade Span PK-01

17-2210-050  
HUDSON  
HOBOKEN CITY  
215 NINTH STREET  
HOBOKEN, NJ 07030

This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

**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

**Full-Time Equivalent:** In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

### 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	21	120,724
Average years experience in public schools	8.7	11.8
Average years experience in district	5.0	10.5
Teachers in district for 4 or more years	52%	74%

### 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	17	9,506
Average years experience in public schools	13.2	15.9
Average years experience in district	9.6	11.6
Administrators in district for 4 or more years	59%	74%

### Student to Staff Ratios

This table shows the number of students per staff member 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.

Staff Type	School Students: Staff	District Students: Staff
Teachers	8:1	13:1
Administrators	162:1	150:1
Librarian/Media Specialists		1272:1
Nurses		424:1
Counselors		363:1
Child Study Team		170:1



Joseph F Brandt School  
2016-2017

Grade Span PK-01

17-2210-050  
HUDSON  
HOBOKEN CITY  
215 NINTH STREET  
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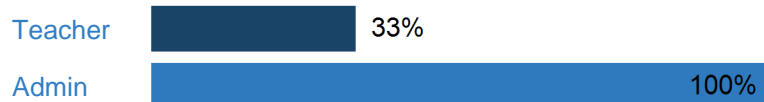
### Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by the teachers and administrators at this school. 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



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

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	77%	89%
2015-16 Administrators: Same district 2016-17	67%	88%

### Faculty Attendance

This table shows the percentage of days that school 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
2016-17	97%



**Joseph F Brandt School  
2016-2017**

**Grade Span PK-01**



17-2210-050  
HUDSON  
HOBOKEN CITY  
215 NINTH STREET  
HOBOKEN, NJ 07030

### School General Info

<b>Principal:</b>	Ms. Rodriguez	<b>Email Address:</b>	<a href="mailto:sandra.rodriguez@hoboken.k12.nj.us">sandra.rodriguez@hoboken.k12.nj.us</a>
<b>Address:</b>	215 NINTH STREET HOBOKEN, NJ 07030	<b>Website:</b>	<a href="https://www.hoboken.k12.nj.us">https://www.hoboken.k12.nj.us</a>
<b>Phone:</b>	(201)356-3720	<b>Facebook:</b>	<a href="https://www.facebook.com/hobokenpublicschools">https://www.facebook.com/hobokenpublicschools</a>
		<b>Twitter:</b>	<a href="https://twitter.com/hobokenschools">https://twitter.com/hobokenschools</a>

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	<p><b>Highlights:</b></p> <ul style="list-style-type: none"> <li>• Project Lead the Way S.T.E.M. Period Each Day, Sustainable Jersey School, SmartBoard Technology in all classrooms</li> <li>• Musical Theater Artist in Residence and Gifted &amp; Talented/Johns Hopkins CTY Program, Spanish Language &amp; Culture Program</li> <li>• Before Care Program and Passport to Learning After School Program with Innovative Enrichment Course Offerings</li> </ul>
	<p><b>Mission, Vision, Theme:</b></p> <p>The Joseph F. Brandt Primary School welcomes all learners from our vibrant and diverse community. We believe that every student will grow as a result of rigorous instruction, relevant learning experiences, &amp; positive relationships. Our priority is to empower all children with skills and to build competencies needed for the 21st Century. We will ensure that our learning community celebrates the differences each child and adult possesses in order to build the foundation for global citizenship.</p>






**Joseph F Brandt School  
2016-2017**

**Grade Span PK-01**

**17-2210-050  
HUDSON  
HOBOKEN CITY  
215 NINTH STREET  
HOBOKEN, NJ 07030**

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 <p><b>Courses, Curriculum, Instruction:</b></p>	<p>The Brandt School offers a comprehensive curricula including mathematics, language arts literacy, science and social studies on a daily basis. Infused each day is also the nationally recognized Project Lead the Way S.T.E.M. curriculum, as well as a data-driven skills-oriented Challenge &amp; Support period. In addition, our young scholars take Spanish, music, art, technology and physical education. Brandt employs a vibrant gifted &amp; talented program and high quality special education services.</p>
 <p><b>Clubs and Activities:</b></p>	<p>The Brandt School offers a number of after school activities through the Passport to Learning After School Program. In addition to chorus, children may also participate in the numerous enrichment offerings after school which include chess, art, book club, fairy tale theater, and environmental explorers, just to name a few.</p>
 <p><b>Before and After School Programs:</b></p>	<p>The Brandt School offers a fully staffed before school breakfast program, as well as the district's popular Passport to Learning After School Program. Children attending Passport to Learning may stay from dismissal until 6:00 p.m. The program consists of homework help &amp; academic support, structured and free play, and an innovative self-selected enrichment program. Enrichment includes courses such as robotics, guitar, dance, community helpers, zoology, MathCircles, &amp; Chinese to name just a few.</p>







**Joseph F Brandt School  
2016-2017**

**Grade Span PK-01**

**17-2210-050  
HUDSON  
HOBOKEN CITY  
215 NINTH STREET  
HOBOKEN, NJ 07030**

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 <p><b>Staff and Professional Learning:</b></p>	<p>Brandt staff receive ongoing training in research-based instructional strategies and best practices in the areas of mathematics and literacy after school, as well as during common planning periods and designated professional development days. On and off site training is also made available to support our social and emotional learning initiatives, S.T.E.M. education, our focus on diversity and inclusion, and our efforts to ensure continuous student engagement in the learning process.</p>
 <p><b>Student Supports and Services:</b></p>	<p>There are a number of student support services that the Brandt School is extremely proud to share. Students at Brandt are afforded services provided by a school nurse and guidance counselor. There is also a comprehensive child study team, special education teachers, a gifted and talented teacher, response to intervention math and literacy specialist, and ESL personnel on hand when needed. Academic support is also afforded during the challenge and support period and after school.</p>
 <p><b>Student Health and Wellness:</b></p>	<p>Students at the Brandt School take physical education classes each week and participate in recess on a daily basis. Since health and wellness are paramount at Brandt, teachers are encouraged to infuse movement into learning. Musical theatre and dance classes are also offered through an artist in residence model. Staff members are trained annually in an array of topics to support healthy living and wellness. The Brandt School also offers a supervised breakfast program each day.</p>
 <p><b>Parent and Community Involvement:</b></p>	<p>Parents are a positive driving force at the Joseph F. Brandt School. Brandt appreciates its large and active Parent Consortium. This school-wide team of parents and guardians assist with classroom projects, participate in committees, and serve as key communicators. Families interact regularly at events, meetings, and workshops. Parents at Brandt also get a glimpse into the learning environment through our Class Dojo application.</p>



**Joseph F Brandt School  
2016-2017**

**Grade Span PK-01**

**17-2210-050  
HUDSON  
HOBOKEN CITY  
215 NINTH STREET  
HOBOKEN, NJ 07030**

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### Climate Surveys:

Is a Climate Survey Used: Yes; Who is surveyed: Parents, Administrators, Teachers

The school climate survey offered at the Brandt School is used annually and focuses on topics that best support social and emotional learning, the climate and culture of the school environment, and interactions between and among all stakeholders. The survey targets a portion of the school population each year.



### Facilities:

The Brandt School not only services twenty-eight preschool classes, but also fourteen kindergarten through second grade classes as well. Next year, the Brandt School will add third grade. The school has a cafeteria, multi-purpose gymnasium with a stage, related arts room, multiple mobile computer labs, dedicated science rooms, and an art room, as well as a roof-top playground. The character and charm of the Brandt School does not go unnoticed.



Joseph F Brandt School  
2016-2017

Grade Span PK-01

17-2210-050  
HUDSON  
HOBOKEN CITY  
215 NINTH STREET  
HOBOKEN, NJ 07030

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.

The school day is from 8:15 a.m. to 3:00 p.m. daily. The Brandt School operates a school safety team, a professional development committee, and a school climate & culture team. Children love the atmosphere of the school and interacting with the Brandt Bear mascot. Book fairs, cultural arts assemblies, and family activities make the Joseph F. Brandt School a wonderful learning community.



Other Information:




Salvatore R. Calabro  
2016-2017  
Grade Span KG-06

17-2210-063  
HUDSON  
HOBOKEN CITY  
524 PARK AVENUE  
HOBOKEN, NJ 07030-3906

The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school’s test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

**Navigating through the reports:**

- Download this report to a PDF by clicking the  icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

**Other Resources:**

- Review the [Parent Summary Report](#) or the [district-level report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- [Download the data](#) used in these reports.
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at [reportcard@doe.nj.gov](mailto:reportcard@doe.nj.gov)



Salvatore R. Calabro  
2016-2017  
Grade Span KG-06

17-2210-063  
HUDSON  
HOBOKEN CITY  
524 PARK AVENUE  
HOBOKEN, NJ 07030-3906

**Footnotes**

1. An "\*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display.
2. \*\* ESSA accountability targets are only included if data is available for at least 20 students.

Note: Additional footnotes may exist within the reports specific to certain data tables. In those instances, the footnotes will be displayed below the applicable table.



Salvatore R. Calabro  
2016-2017  
Grade Span KG-06

17-2210-063  
HUDSON  
HOBOKEN CITY  
524 PARK AVENUE  
HOBOKEN, NJ 07030-3906

### Enrollment Trends by Grade

### Enrollment Trends by Student Group

### Enrollment by Racial and Ethnic Group

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

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.

This table shows the percentage of students by racial and ethnic group.

Grade	2014-15	2015-16	2016-17
KG	19	20	18
1	18	20	20
2	17	18	18
3	21	13	17
4	17	19	12
5	11	15	18
6	13	8	14
Ungraded	5	5	0
Total	121	118	117

Student Group	2014-15	2015-16	2016-17
Female	43%	48%	53%
Male	57%	52%	47%
Economically Disadvantaged Students	57%	47%	43%
Students with Disabilities	6%	8%	3%
English Learners	0%	0%	0%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Racial and Ethnic Group	% of Students
White	43.6%
Hispanic	41.0%
Asian	6.0%
Black or African American	6.0%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	3.4%

### PreK and K - Full Day and Half Day

### Enrollment by Home Language

This table shows the full day and half day enrollment for Pre-Kindergarten (PK) and Kindergarten (KG) students in this school.

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown. All other students are included in Other Languages.

Grade	2014-15	2015-16	2016-17
KG - Half Day	0	0	0
KG - Full Day	19	20	18

Home Language	% of Students
English	92.3%
Spanish	4.3%
Other	3.6%



Salvatore R. Calabro  
2016-2017  
Grade Span KG-06

17-2210-063  
HUDSON  
HOBOKEN CITY  
524 PARK AVENUE  
HOBOKEN, NJ 07030-3906

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 for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course 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 accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act (ESSA)* accountability. Student groups with the annual target section 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	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	55	90.2	90.90	48.50	54.90	86.2	50.6	Met Goal
White	19	95.0	89.40	*	63.90	89.4	N	N
Hispanic	27	87.1	92.60	42.60	39.80	84.7	47.8	Met Goal
Black or African American	*	*	*	*	35.20	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	80.70	*	**	**
American Indian or Alaska Native	N	N	N	N	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	25	83.3	100.00	59.10	62.20	87.7		
Male	30	96.8	83.40	39.50	48.10	83.4		
Economically Disadvantaged Students	29	85.3	89.70	36.50	36.20	80.5	40.4	Met Goal
Non-Economically Disadvantaged Students	26	96.3	92.30	68.00	65.80	92.3		
Students with Disabilities	*	*	*	*	20.50	*	**	**
Students without Disabilities	*	*	*	*	61.90	*		
English Learners	N	N	N	40.00	25.20	N	**	**
Non-English Learners	55	90.2	90.90	48.70	57.40	86.2		
Homeless Students	N	N	N	71.40	26.40	N		
Students In Foster Care	N	N	N	N	24.80	N		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

\*\* ESSA accountability targets are only included if data is available for at least 20 students

† Target was met within a confidence interval.



Salvatore R. Calabro  
2016-2017

Grade Span KG-06

17-2210-063  
HUDSON  
HOBOKEN CITY  
524 PARK AVENUE  
HOBOKEN, NJ 07030-3906

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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	15	809	760	749	0%	0%	0%	*	*	100%	50%
White	*	*	*	759	*	*	*	*	*	*	61%
Hispanic	*	*	*	734	*	*	*	*	*	*	35%
Black or African American	N	N	N	731	N	N	N	N	N	N	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	N	751	N	N	N	N	N	N	52%
Female	*	*	*	754	*	*	*	*	*	*	55%
Male	*	*	*	745	*	*	*	*	*	*	46%
Economically Disadvantaged Students	*	*	*	731	*	*	*	*	*	*	31%
Non-Economically Disadvantaged Students	*	*	*	762	*	*	*	*	*	*	63%
Students with Disabilities	N	N	N	720	N	N	N	N	N	N	24%
Students without Disabilities	15	809	*	755	0%	0%	0%	*	*	100%	55%
English Learners	N	N	N	709	N	N	N	N	N	N	11%
Non-English Learners	15	809	*	752	0%	0%	0%	*	*	100%	53%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



Salvatore R. Calabro  
2016-2017

Grade Span KG-06

17-2210-063  
HUDSON  
HOBOKEN CITY  
524 PARK AVENUE  
HOBOKEN, NJ 07030-3906

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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	12	789	762	753	0%	0%	*	*	*	92%	56%
White	*	*	*	762	*	*	*	*	*	*	67%
Hispanic	*	*	*	740	*	*	*	*	*	*	40%
Black or African American	*	*	*	737	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	777	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	N	N	N	755	N	N	N	N	N	N	56%
Female	*	*	*	758	*	*	*	*	*	*	61%
Male	*	*	*	749	*	*	*	*	*	*	51%
Economically Disadvantaged Students	*	*	*	737	*	*	*	*	*	*	36%
Non-Economically Disadvantaged Students	*	*	*	764	*	*	*	*	*	*	69%
Students with Disabilities	N	N	N	725	N	N	N	N	N	N	25%
Students without Disabilities	12	789	768	759	0%	0%	*	*	*	92%	62%
English Learners	N	N	N	711	N	N	N	N	N	N	10%
Non-English Learners	12	789	*	755	0%	0%	*	*	*	92%	58%
Homeless Students	N	N	N	729	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



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2016-2017  
Grade Span KG-06

17-2210-063  
HUDSON  
HOBOKEN CITY  
524 PARK AVENUE  
HOBOKEN, NJ 07030-3906

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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	17	786	757	756	*	*	*	82%	*	100%	59%
White	*	*	*	763	*	*	*	*	*	*	69%
Hispanic	*	*	*	743	*	*	*	*	*	*	44%
Black or African American	*	*	*	740	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	*	*	*	757	*	*	*	*	*	*	60%
Female	*	*	*	761	*	*	*	*	*	*	66%
Male	*	*	*	750	*	*	*	*	*	*	53%
Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	*	765	*	*	*	*	*	*	71%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	762	*	*	*	*	*	*	66%
English Learners	N	N	N	710	N	N	N	N	N	N	12%
Non-English Learners	17	786	757	757	*	*	*	82%	*	100%	60%
Homeless Students	N	N	N	733	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%



Salvatore R. Calabro  
2016-2017

Grade Span KG-06

17-2210-063  
HUDSON  
HOBOKEN CITY  
524 PARK AVENUE  
HOBOKEN, NJ 07030-3906

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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	11	753	745	752	0%	*	*	*	0%	64%	54%
White	*	*	*	758	*	*	*	*	*	*	63%
Hispanic	*	*	*	740	*	*	*	*	*	*	38%
Black or African American	*	*	*	736	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	81%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	52%
Two or More Races	N	N	N	753	N	N	N	N	N	N	56%
Female	*	*	*	758	*	*	*	*	*	*	61%
Male	*	*	*	746	*	*	*	*	*	*	46%
Economically Disadvantaged Students	*	*	*	737	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	65%
Students with Disabilities	N	N	N	722	N	N	N	N	N	N	17%
Students without Disabilities	11	753	*	758	0%	*	*	*	0%	64%	61%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	11	753	*	753	0%	*	*	*	0%	64%	*
Homeless Students	N	N	N	729	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	55%
Migrant Students	N	N	N	722	N	N	N	N	N	N	20%

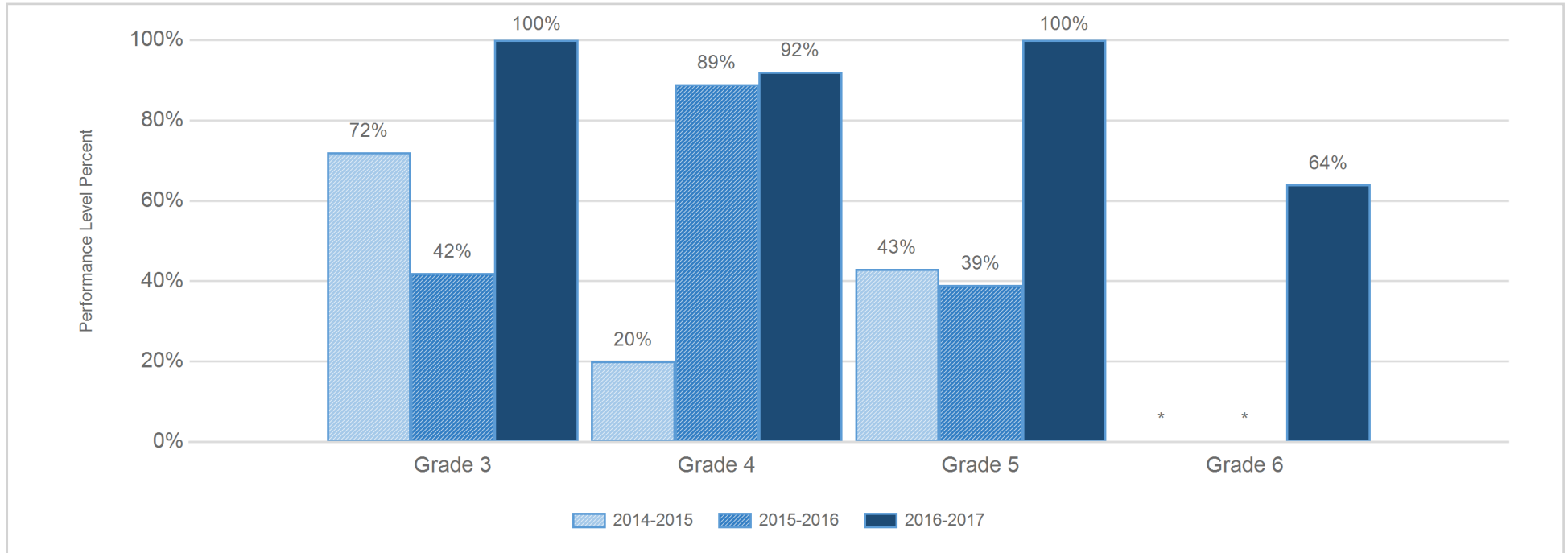


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**2016-2017**  
**Grade Span KG-06**

**17-2210-063**  
**HUDSON**  
**HOBOKEN CITY**  
**524 PARK AVENUE**  
**HOBOKEN, NJ 07030-3906**

**English Language Arts/Literacy Assessment - Performance Trends**

This graph shows the percentage of students who met or exceeded expectations for the past three years.





Salvatore R. Calabro  
2016-2017

Grade Span KG-06

17-2210-063  
HUDSON  
HOBOKEN CITY  
524 PARK AVENUE  
HOBOKEN, NJ 07030-3906

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 for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course 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 accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section 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	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	55	90.2	43.60	27.90	43.50	41.4	25.7	Met Target
White	19	95.0	47.40	*	52.40	47.4	N	N
Hispanic	27	87.1	37.00	*	27.60	33.9	25.9	Met Target
Black or African American	*	*	*	*	21.70	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	75.60	*	**	**
American Indian or Alaska Native	N	N	N	N	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	25	83.3	52.00	*	44.10	45.6		
Male	30	96.8	36.70	*	42.90	36.7		
Economically Disadvantaged Students	29	85.3	31.00	15.30	25.10	27.9	19.1	Met Target
Non-Economically Disadvantaged Students	26	96.3	57.70	48.50	54.30	57.7		
Students with Disabilities	*	*	*	*	16.50	*	**	**
Students without Disabilities	*	*	*	*	48.80	*		
English Learners	N	N	N	25.10	23.30	N	**	**
Non-English Learners	55	90.2	43.60	27.90	45.20	41.4		
Homeless Students	N	N	N	*	16.40	N		
Students In Foster Care	N	N	N	N	15.10	N		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

\*\* ESSA accountability targets are only included if data is available for at least 20 students.

† Target was met within a confidence interval.



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2016-2017

Grade Span KG-06

17-2210-063  
HUDSON  
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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 end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	15	778	754	751	0%	0%	*	*	*	80%	53%
White	*	*	*	759	*	*	*	*	*	*	63%
Hispanic	*	*	*	738	*	*	*	*	*	*	37%
Black or African American	N	N	N	733	N	N	N	N	N	N	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	N	N	N	751	N	N	N	N	N	N	53%
Female	*	*	*	751	*	*	*	*	*	*	52%
Male	*	*	*	751	*	*	*	*	*	*	53%
Economically Disadvantaged Students	*	*	*	736	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	65%
Students with Disabilities	N	N	N	729	N	N	N	N	N	N	29%
Students without Disabilities	15	778	*	755	0%	0%	*	*	*	80%	57%
English Learners	N	N	N	724	N	N	N	N	N	N	21%
Non-English Learners	15	778	*	753	0%	0%	*	*	*	80%	55%
Homeless Students	N	N	N	724	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



Salvatore R. Calabro  
2016-2017

Grade Span KG-06

17-2210-063  
HUDSON  
HOBOKEN CITY  
524 PARK AVENUE  
HOBOKEN, NJ 07030-3906

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 end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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
<b>Schoolwide</b>	12	739	745	747	0%	*	*	*	0%	25%	47%
White	*	*	*	755	*	*	*	*	*	*	59%
Hispanic	*	*	*	734	*	*	*	*	*	*	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	25%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	774	N	N	N	N	N	N	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	N	N	N	747	N	N	N	N	N	N	48%
Female	*	*	*	747	*	*	*	*	*	*	47%
Male	*	*	*	747	*	*	*	*	*	*	48%
Economically Disadvantaged Students	*	*	*	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	*	757	*	*	*	*	*	*	61%
Students with Disabilities	N	N	N	724	N	N	N	N	N	N	22%
Students without Disabilities	12	739	749	751	0%	*	*	*	0%	25%	52%
English Learners	N	N	N	716	N	N	N	N	N	N	12%
Non-English Learners	12	739	*	749	0%	*	*	*	0%	25%	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



Salvatore R. Calabro  
2016-2017

Grade Span KG-06

17-2210-063  
HUDSON  
HOBOKEN CITY  
524 PARK AVENUE  
HOBOKEN, NJ 07030-3906

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 end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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
<b>Schoolwide</b>	17	744	738	747	0%	*	*	*	*	41%	46%
White	*	*	*	754	*	*	*	*	*	*	57%
Hispanic	*	*	*	735	*	*	*	*	*	*	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	*	*	*	747	*	*	*	*	*	*	47%
Female	*	*	*	747	*	*	*	*	*	*	47%
Male	*	*	*	746	*	*	*	*	*	*	46%
Economically Disadvantaged Students	*	*	*	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	*	756	*	*	*	*	*	*	59%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	*	751	*	*	*	*	*	*	52%
English Learners	N	N	N	717	N	N	N	N	N	N	12%
Non-English Learners	17	744	738	748	0%	*	*	*	*	41%	48%
Homeless Students	N	N	N	724	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%



Salvatore R. Calabro  
2016-2017

Grade Span KG-06

17-2210-063  
HUDSON  
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HOBOKEN, NJ 07030-3906

Mathematics Assessment - Performance by Grade: Grade 6\*\*

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	11	734	729	743	0%	*	*	*	*	18%	44%
White	*	*	*	751	*	*	*	*	*	*	54%
Hispanic	*	*	*	731	*	*	*	*	*	*	27%
Black or African American	*	*	*	724	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	771	*	*	*	*	*	*	77%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	N	N	N	745	N	N	N	N	N	N	46%
Female	*	*	*	745	*	*	*	*	*	*	45%
Male	*	*	*	742	*	*	*	*	*	*	43%
Economically Disadvantaged Students	*	*	*	728	*	*	*	*	*	*	24%
Non-Economically Disadvantaged Students	*	*	*	752	*	*	*	*	*	*	56%
Students with Disabilities	N	N	N	717	N	N	N	N	N	N	13%
Students without Disabilities	11	734	*	748	0%	*	*	*	*	18%	50%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	11	734	*	745	0%	*	*	*	*	18%	*
Homeless Students	N	N	N	719	N	N	N	N	N	N	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	40%
Migrant Students	N	N	N	708	N	N	N	N	N	N	13%

\*\*Grade 6 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.

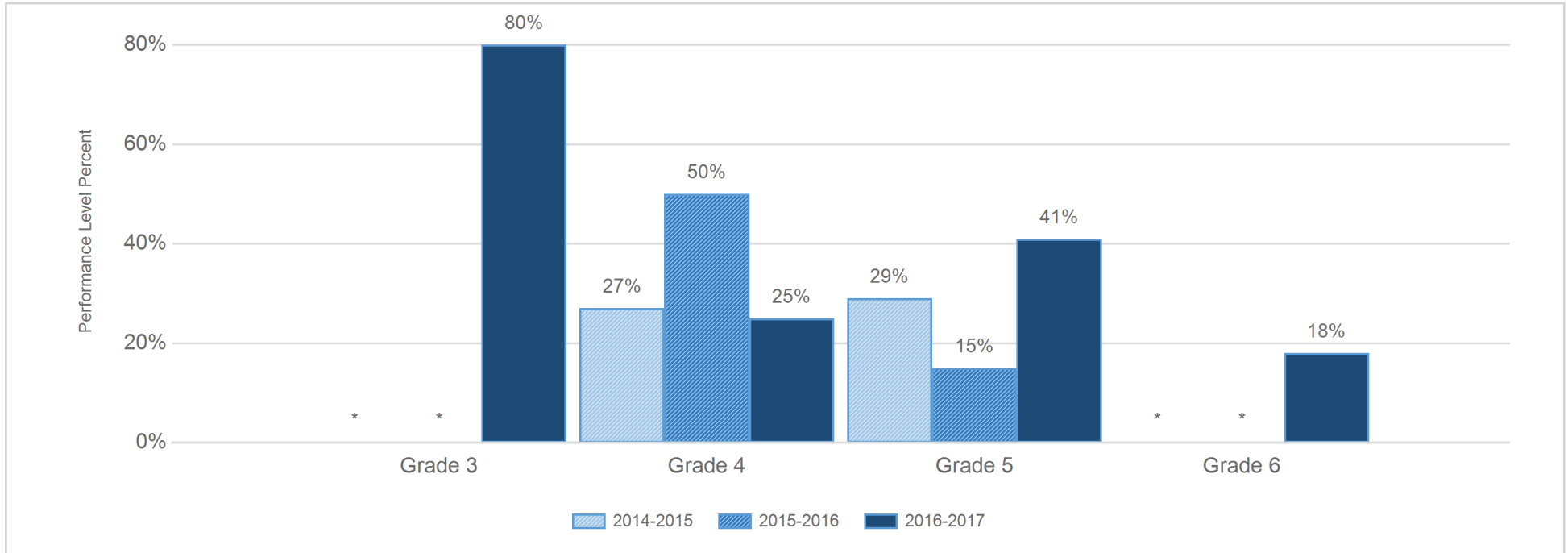


Salvatore R. Calabro  
2016-2017  
Grade Span KG-06

17-2210-063  
HUDSON  
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524 PARK AVENUE  
HOBOKEN, NJ 07030-3906

### Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.



\*\*Grades 6-8 do not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



**Salvatore R. Calabro**  
**2016-2017**  
**Grade Span KG-06**

**17-2210-063**  
**HUDSON**  
**HOBOKEN CITY**  
**524 PARK AVENUE**  
**HOBOKEN, NJ 07030-3906**

**Alternate Assessments - 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	N	N
4	N	N
5	N	N
6	N	N

**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. The table also shows 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
1	N	N	N
2	N	N	N
3	N	N	N
4	N	N	N
5+	N	N	N



Salvatore R. Calabro  
2016-2017  
Grade Span KG-06

17-2210-063  
HUDSON  
HOBOKEN CITY  
524 PARK AVENUE  
HOBOKEN, NJ 07030-3906

This section shows performance on the NJASK science test which measures students' ability to recall information and to solve problems by applying science concepts. The assessment is given to students in grades 4 and 8 and has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

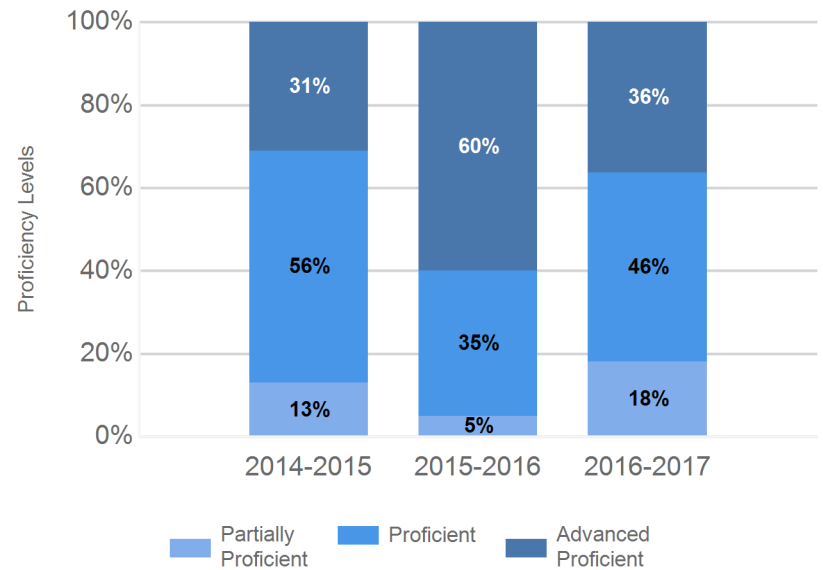
**NJASK Science Assessment Performance: Grade 4**

This table shows the percentage of students in each proficiency category for the NJASK science test for the school and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	36%	46%	18%
White	*	*	N
Hispanic	*	*	*
Black or African American	N	*	N
Asian, Native Hawaiian, or Pacific Islander	N	N	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	*	*	*
Students with Disabilities	N	N	N
English Learners	N	N	N

**NJASK Science Assessment Performance Trends: Grade 4**

This graph shows the percentage of students by proficiency category for the past three school years.





Salvatore R. Calabro  
2016-2017  
Grade Span KG-06

17-2210-063  
HUDSON  
HOBOKEN CITY  
524 PARK AVENUE  
HOBOKEN, NJ 07030-3906

This section of the performance report shows information on student growth which measures 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 the prior year.

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)** is the percentile in the middle of that list. Watch a short video that explains how **median Student Growth Percentile (mSGP)** is calculated here: <http://www.state.nj.us/education/njsmart/performance/>

### Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts/Literacy (ELA) and Mathematics for the school and each student group with comparisons to the district and the state. This table also shows whether the school and each student group met the *ESSA* accountability target of 40 for the 2016-17 school year.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	75.5	52	50	Exceeds Target	49	38	50	Met Target
White	63	*	50	**	43	*	52	**
Hispanic	77.5	49.5	49	Exceeds Target	54	36.5	47	Met Target
Black or African American	*	42	45	**	*	33.5	43	**
Asian, Native Hawaiian, or Pacific Islander	*	*	60	**	*	*	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	*	51	**	*	*	52	**
Economically Disadvantaged	79.5	49	47	Exceeds Target	51.5	36	46	Met Target
Students with Disabilities	*	30	41	**	*	17.5	43	**
English Learners	N	N	N	N	N	N	N	N

\*\* ESSA accountability targets are only included if data is available for at least 20 students.



Salvatore R. Calabro  
2016-2017

Grade Span KG-06

17-2210-063  
HUDSON  
HOBOKEN CITY  
524 PARK AVENUE  
HOBOKEN, NJ 07030-3906

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A student's **SGP** falls between 1 and 99 and can be grouped into three levels:

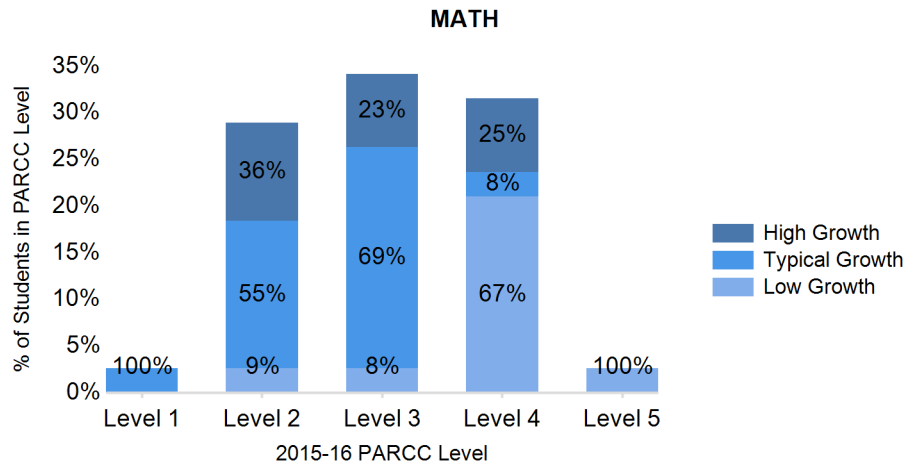
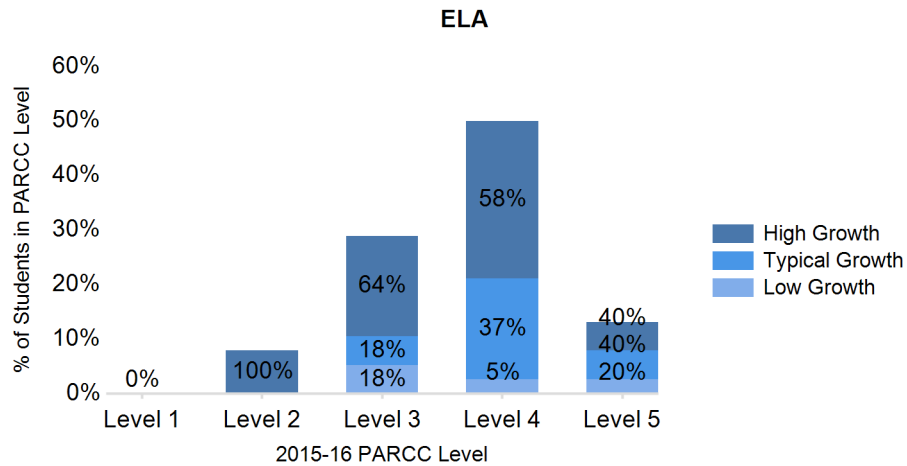
**Low Growth: Less than 35**

**Typical Growth: Between 35 and 65**

**High Growth: Greater than 65**

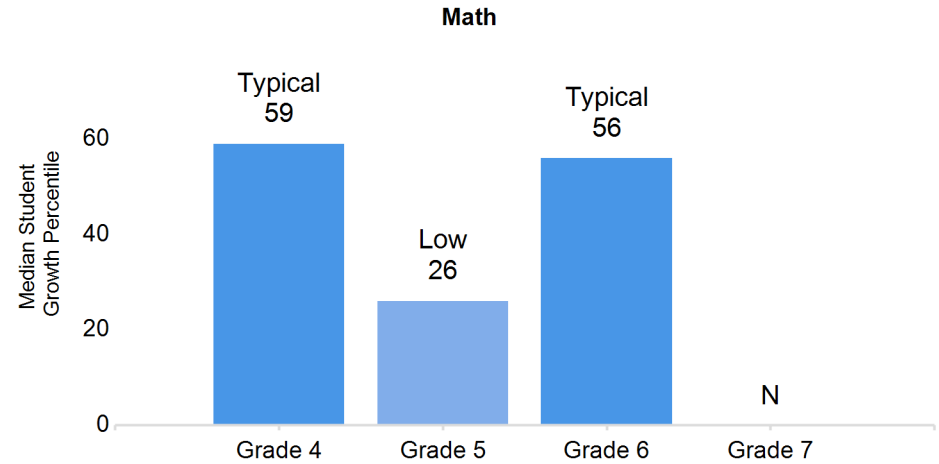
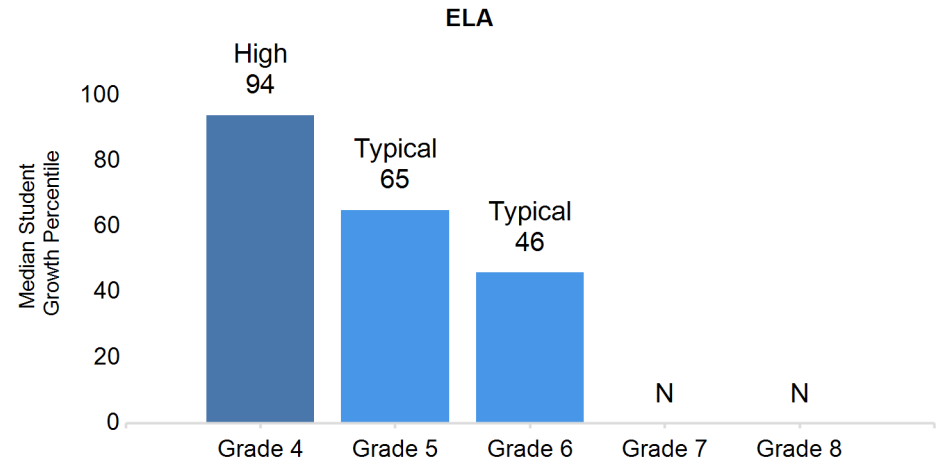
### Student Growth by Performance Level

These graphs show the percentage of students by 2015-16 PARCC performance level that fall into each of the three levels of growth based on their 2016-17 test scores.



### Student Growth by Grade

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





Salvatore R. Calabro  
2016-2017

Grade Span KG-06

17-2210-063  
HUDSON  
HOBOKEN CITY  
524 PARK AVENUE  
HOBOKEN, NJ 07030-3906

This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected 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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

### Chronic Absenteeism

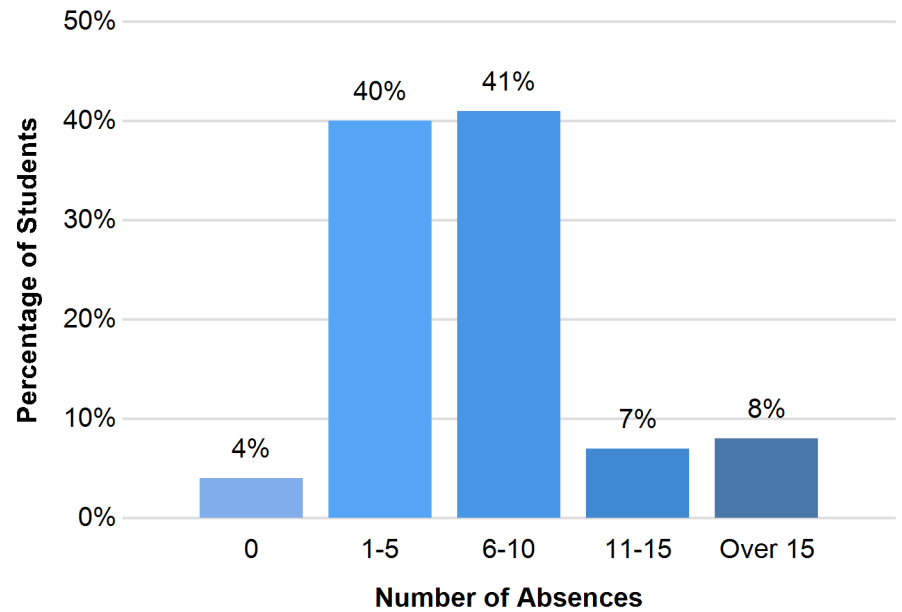
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the ESSA accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	5.10	8.30	Met Target
White	5.90	8.30	Met Target
Hispanic	6.30	8.30	Met Target
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	8.00	8.30	Met Target
Students with Disabilities	N	**	**
English Learners	N	**	**

\*\* ESSA accountability targets are only included if data is available for at least 20 students.

### Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.



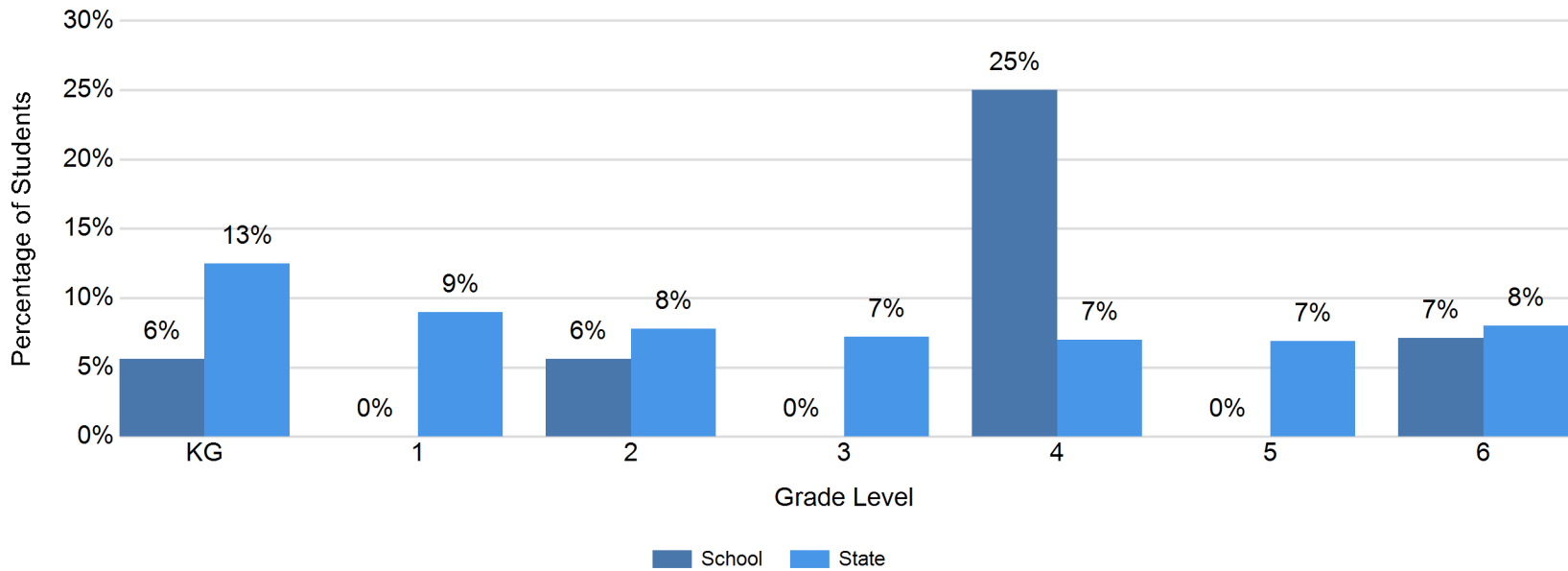


Salvatore R. Calabro  
2016-2017  
Grade Span KG-06

17-2210-063  
HUDSON  
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524 PARK AVENUE  
HOBOKEN, NJ 07030-3906

### Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





Salvatore R. Calabro  
2016-2017  
Grade Span KG-06

17-2210-063  
HUDSON  
HOBOKEN CITY  
524 PARK AVENUE  
HOBOKEN, NJ 07030-3906

### 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.

Category	School
Typical Start Time	8:20AM
Typical End Time	2:45PM
Length of School Day	6 Hrs 25 Mins
Full Time - Instructional Time	6 Hrs. 0 Mins.
Shared Time - Instructional Time	*

### 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 provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	0
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	0
Incidents Per 100 Students Enrolled	0.00

### Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	0.0%
Out-of-School Suspensions	0.0%
Any Suspension	0.0%

### Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0



Salvatore R. Calabro  
2016-2017  
Grade Span KG-06

17-2210-063  
HUDSON  
HOBOKEN CITY  
524 PARK AVENUE  
HOBOKEN, NJ 07030-3906

### Technology Readiness

This table shows information that was collected through the optional NJTRAx survey to determine a school's technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school's LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.2:1	393.1 kbps	100 kbps	Yes	Fiber	Fiber	Yes

### 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).

Per-Pupil Expenditures	Federal	State/Local	Total
District Total (2015-2016)	\$1,293	\$21,311	\$22,604



Salvatore R. Calabro  
2016-2017  
Grade Span KG-06

17-2210-063  
HUDSON  
HOBOKEN CITY  
524 PARK AVENUE  
HOBOKEN, NJ 07030-3906

This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

**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

**Full-Time Equivalent:** In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

### 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	14	120,724
Average years experience in public schools	8.1	11.8
Average years experience in district	8.1	10.5
Teachers in district for 4 or more years	79%	74%

### 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	17	9,506
Average years experience in public schools	13.2	15.9
Average years experience in district	9.6	11.6
Administrators in district for 4 or more years	59%	74%

### Student to Staff Ratios

This table shows the number of students per staff member 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.

Staff Type	School Students: Staff	District Students: Staff
Teachers	8:1	13:1
Administrators	117:1	150:1
Librarian/Media Specialists		1272:1
Nurses		424:1
Counselors		363:1
Child Study Team		170:1



Salvatore R. Calabro  
2016-2017  
Grade Span KG-06

17-2210-063  
HUDSON  
HOBOKEN CITY  
524 PARK AVENUE  
HOBOKEN, NJ 07030-3906

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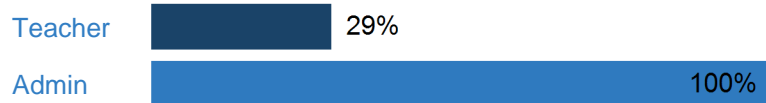
### Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by the teachers and administrators at this school. 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



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

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	77%	89%
2015-16 Administrators: Same district 2016-17	67%	88%

### Faculty Attendance

This table shows the percentage of days that school 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
2016-17	97%



Salvatore R. Calabro  
2016-2017  
Grade Span KG-06

17-2210-063  
HUDSON  
HOBOKEN CITY  
524 PARK AVENUE  
HOBOKEN, NJ 07030-3906

### Accountability Indicator Scores and Summative Rating

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. This table shows the indicator scores for each indicator included in the accountability system and the weights 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 rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey’s accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	99.1	17.5%
Mathematics Proficiency	38.7	17.5%
English Language Arts Growth	99.5	25.0%
Mathematics Growth	57.0	25.0%
Chronic Absenteeism	67.0	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
<b>Summative Score:</b> Sum of all indicator scores multiplied by indicator weights		73.3
<b>Summative Rating:</b> Percentile rank of Summative Score		83.7
<b>Requires Comprehensive Support:</b> Summative Rating is less than or equal to 5th percentile		No

\*\* Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Indicator weights for this school were adjusted due to data availability.



Salvatore R. Calabro  
2016-2017

Grade Span KG-06

17-2210-063  
HUDSON  
HOBOKEN CITY  
524 PARK AVENUE  
HOBOKEN, NJ 07030-3906

Accountability Summary by Student Group

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. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group’s performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these [accountability resources](#).

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	73.3	11.9	No	Met Goal	Met Target	Met Target	Exceeds Target	Met Target	No
White	**	**	No	N	N	Met Target	**	**	No
Hispanic	79.9	11.9	No	Met Goal	Met Target	Met Target	Exceeds Target	Met Target	No
Black or African American	**	**	No	**	**	**	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	78.4	11.9	No	Met Goal	Met Target	Met Target	Exceeds Target	Met Target	No
Students with Disabilities	**	**	No	**	**	**	**	**	No
English Learners	**	**	No	**	**	**	**	**	No

\*\* Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Target was met within a confidence interval.



Salvatore R. Calabro  
2016-2017  
Grade Span KG-06




17-2210-063  
HUDSON  
HOBOKEN CITY  
524 PARK AVENUE  
HOBOKEN, NJ 07030-3906

### School General Info

<b>Principal:</b>	Mr. Vespignani	<b>Email Address:</b>	<a href="mailto:jvespignani@hoboken.k12.nj.us">jvespignani@hoboken.k12.nj.us</a>
<b>Address:</b>	524 PARK AVENUE HOBOKEN, NJ 07030-3906	<b>Website:</b>	<a href="https://www.hoboken.k12.nj.us">https://www.hoboken.k12.nj.us</a>
<b>Phone:</b>	(201)356-3671	<b>Facebook:</b>	<a href="https://www.facebook.com/hobokenpublicschools">https://www.facebook.com/hobokenpublicschools</a>
		<b>Twitter:</b>	<a href="https://twitter.com/hobokenschools">https://twitter.com/hobokenschools</a>

### 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.

 <p>Highlights:</p>	<ul style="list-style-type: none"> <li>• Daily Project Lead the Way STEM period, SmartBoard Technology in all rooms &amp; 1:1 Chromebooks Gr. 2-5</li> <li>• Musical Theater, Strings, Gifted &amp; Talented/Johns Hopkins CTY Program, and Mandarin Chinese</li> <li>• Before Care Program and Passport to Learning After School Program with Innovative Enrichment Course Offerings</li> </ul>
 <p>Mission, Vision, Theme:</p>	<p>The Calabro Elementary School welcomes all learners from our vibrant and diverse community. We believe that every student will grow as a result of rigorous instruction, relevant learning experiences, &amp; positive relationships. Our priority is to empower all children with skills and to build competencies needed for the 21st Century. We will ensure that our learning community celebrates the differences each child and adult possesses in order to build the foundation for global citizenship.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>Sustainable Jersey Bronze Certification School, Leukemia and Lymphoma Society Fundraising Recognition, Hudson County Teacher of the Year Award Winner, Fairleigh Dickinson Professional Development School</p>






**Salvatore R. Calabro**  
**2016-2017**  
**Grade Span KG-06**

**17-2210-063**  
**HUDSON**  
**HOBOKEN CITY**  
**524 PARK AVENUE**  
**HOBOKEN, NJ 07030-3906**

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 <p><b>Courses, Curriculum, Instruction:</b></p>	<p>The Calabro School offers a comprehensive curricula including mathematics, language arts literacy, science and social studies on a daily basis. Infused each day is also the nationally recognized Project Lead the Way S.T.E.M. curriculum, as well as a data-driven skills-oriented Challenge &amp; Support period. In addition, our young scholars take Chinese, music, art, technology and physical education. Calabro employs a vibrant gifted &amp; talented program and high quality special education services.</p>
 <p><b>Clubs and Activities:</b></p>	<p>The Calabro School offers a number of after school activities through the Passport to Learning After School Program. In addition to chorus, strings, and memory book, children may also participate in the numerous enrichment offerings after school which include chess, art, book club, golf, and environmental explorers, just to name a few.</p>
 <p><b>Before and After School Programs:</b></p>	<p>The Calabro School offers a fully staffed before school breakfast program, as well as the district's popular Passport to Learning After School Program. Children attending Passport to Learning may stay from dismissal until 6:00 p.m. The program consists of homework help &amp; academic support, structured and free play, and an innovative self-selected enrichment program. Enrichment includes courses such as robotics, guitar, dance, community helpers, zoology, MathCircles, &amp; Spanish to name just a few.</p>







**Salvatore R. Calabro**  
**2016-2017**  
**Grade Span KG-06**

**17-2210-063**  
**HUDSON**  
**HOBOKEN CITY**  
**524 PARK AVENUE**  
**HOBOKEN, NJ 07030-3906**

**School Narrative**

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 <p><b>Staff and Professional Learning:</b></p>	<p>Calabro staff participate in PLC’s to study research-based instructional strategies and best practices during common planning periods, after school, and on designated professional development days. On and off site training is also made available to support our social and emotional learning initiatives, S.T.E.M. education, our focus on diversity and inclusion, and our efforts to ensure continuous student engagement in the learning process.</p>
 <p><b>Student Supports and Services:</b></p>	<p>There are a number of student support services that the Calabro School is extremely proud to share. Students at Calabro are afforded services provided by a school nurse and guidance counselor. There is also a comprehensive child study team, special education teachers, a gifted and talented teacher, response to intervention math and literacy specialist, and ESL personnel on hand when needed. Academic support is also afforded during the challenge and support period and after school.</p>
 <p><b>Student Health and Wellness:</b></p>	<p>Students at the Calabro School take physical education classes each week and participate in recess on a daily basis. Since health and wellness are paramount at Calabro, teachers are encouraged to infuse movement into learning. Musical theatre and dance classes are also offered through an artist in residence model. Staff members are trained annually in an array of topics to support healthy living and wellness. The Calabro School also offers a supervised breakfast program each day.</p>
 <p><b>Parent and Community Involvement:</b></p>	<p>The Calabro School appreciates its large and active Parent and Teacher Organization (PTO). This school-wide team of parents and guardians assist with classroom projects, participate in committees, attend monthly morning meetings, and serve as key communicators. Families interact regularly at events, meetings, and workshops. Parents at Calabro also get a glimpse into the learning environment through our Class Dojo application and school newsletters.</p>





Salvatore R. Calabro  
2016-2017  
Grade Span KG-06

17-2210-063  
HUDSON  
HOBOKEN CITY  
524 PARK AVENUE  
HOBOKEN, NJ 07030-3906

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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Teachers</p> <p>Teachers are asked annually to provide feedback regarding Calabro's climate and culture. They are given the opportunity to share observations and present recommendations to the Principal and school community. The staff at Calabro continuously generate unique learning experiences that foster positive interactions between all children.</p>
 <p>Facilities:</p>	<p>The Calabro School boasts a multi-purpose room, along with a research and technology center, a computer lab, and dedicated classrooms for art, music, and Chinese. All classrooms are air conditioned. A beautiful park is steps away and is used for outdoor recess and physical education.</p>



Salvatore R. Calabro  
2016-2017  
Grade Span KG-06

17-2210-063  
HUDSON  
HOBOKEN CITY  
524 PARK AVENUE  
HOBOKEN, NJ 07030-3906

### School Narrative

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Calabro's school day is from 8:15 a.m. to 3:00 p.m. daily. The Calabro School operates a school safety team, a professional development committee, and a school climate & culture team. Anti-bullying activities are woven into the fabric of learning and students are celebrated monthly at morning meeting assemblies. Book fairs, cultural arts assemblies, and family activities make the Calabro School a wonderful learning community. Calabro is the smallest school in the Hoboken Public School District and we are extremely proud of our tremendous school spirit and family atmosphere.



Other Information:




Thomas G. Connors  
2016-2017  
Grade Span PK-06

17-2210-065  
HUDSON  
HOBOKEN CITY  
201 MONROE STREET  
HOBOKEN, NJ 07030

The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school’s test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

**Navigating through the reports:**

- Download this report to a PDF by clicking the  icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

**Other Resources:**

- Review the [Parent Summary Report](#) or the [district-level report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- [Download the data](#) used in these reports.
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at [reportcard@doe.nj.gov](mailto:reportcard@doe.nj.gov)



Thomas G. Connors  
2016-2017  
Grade Span PK-06

17-2210-065  
HUDSON  
HOBOKEN CITY  
201 MONROE STREET  
HOBOKEN, NJ 07030

**Footnotes**

1. An "\*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display.
2. \*\* ESSA accountability targets are only included if data is available for at least 20 students.

Note: Additional footnotes may exist within the reports specific to certain data tables. In those instances, the footnotes will be displayed below the applicable table.



**Thomas G. Connors**  
**2016-2017**  
**Grade Span PK-06**

17-2210-065  
 HUDSON  
 HOBOKEN CITY  
 201 MONROE STREET  
 HOBOKEN, NJ 07030

### Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
PK	0	0	0
KG	36	35	55
1	32	39	33
2	50	31	36
3	19	46	26
4	25	21	44
5	25	27	20
6	27	25	26
Ungraded	8	0	0
<b>Total</b>	<b>222</b>	<b>224</b>	<b>240</b>

### 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	2014-15	2015-16	2016-17
Female	50%	50%	53%
Male	50%	50%	47%
Economically Disadvantaged Students	96%	90%	80%
Students with Disabilities	11%	8%	8%
English Learners	0%	0%	0%
Homeless Students			1%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

### Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students
Hispanic	54.6%
Black or African American	33.3%
White	10.0%
Asian	1.3%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
<i>Two or More Races</i>	0.8%

### PreK and K - Full Day and Half Day

This table shows the full day and half day enrollment for Pre-Kindergarten (PK) and Kindergarten (KG) students in this school.

Grade	2014-15	2015-16	2016-17
PK - Half Day	0	0	0
PK - Full Day	0	0	0
KG - Half Day	0	0	0
KG - Full Day	37	35	55

### 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. All other students are included in Other Languages.

Home Language	% of Students
English	93.3%
Spanish	5.0%
<i>Other</i>	1.6%



Thomas G. Connors  
2016-2017

Grade Span PK-06

17-2210-065  
HUDSON  
HOBOKEN CITY  
201 MONROE STREET  
HOBOKEN, NJ 07030

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 for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course 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 accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act (ESSA)* accountability. Student groups with the annual target section 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	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	111	100.0	41.40	48.50	54.90	41.4	40.7	Met Target
White	*	*	*	*	63.90	*	**	**
Hispanic	69	100.0	50.70	42.60	39.80	50.7	44.5	Met Target
Black or African American	40	100.0	22.50	*	35.20	22.5	34.2	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	88.50	80.70	N	**	**
American Indian or Alaska Native	*	*	*	N	53.70	N	**	**
Two or More Races	*	*	*	100.00	54.90	N	**	**
Female	60	100.0	48.30	59.10	62.20	48.3		
Male	51	100.0	33.30	39.50	48.10	33.3		
Economically Disadvantaged Students	95	100.0	40.00	36.50	36.20	40	40.2	Met Target†
Non-Economically Disadvantaged Students	16	100.0	50.00	68.00	65.80	50		
Students with Disabilities	*	*	*	*	20.50	*	**	**
Students without Disabilities	*	*	*	*	61.90	*		
English Learners	N	N	N	40.00	25.20	N	**	**
Non-English Learners	111	100.0	41.40	48.70	57.40	41.4		
Homeless Students	N	N	N	71.40	26.40	N		
Students In Foster Care	N	N	N	N	24.80	N		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

\*\* ESSA accountability targets are only included if data is available for at least 20 students

† Target was met within a confidence interval.



Thomas G. Connors  
2016-2017

Grade Span PK-06

17-2210-065  
HUDSON  
HOBOKEN CITY  
201 MONROE STREET  
HOBOKEN, NJ 07030

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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	26	745	760	749	*	*	*	39%	*	42%	50%
White	N	N	N	759	N	N	N	N	N	N	61%
Hispanic	18	747	*	734	0%	*	*	*	*	50%	35%
Black or African American	*	*	*	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	775	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	N	751	N	N	N	N	N	N	52%
Female	10	744	*	754	*	*	*	*	*	40%	55%
Male	16	746	*	745	*	*	*	*	*	44%	46%
Economically Disadvantaged Students	*	*	*	731	*	*	*	*	*	*	31%
Non-Economically Disadvantaged Students	*	*	*	762	*	*	*	*	*	*	63%
Students with Disabilities	*	*	*	720	*	*	*	*	*	*	24%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	55%
English Learners	N	N	N	709	N	N	N	N	N	N	11%
Non-English Learners	26	745	*	752	*	*	*	39%	*	42%	53%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



Thomas G. Connors  
2016-2017

Grade Span PK-06

17-2210-065  
HUDSON  
HOBOKEN CITY  
201 MONROE STREET  
HOBOKEN, NJ 07030

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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	44	746	762	753	0%	*	46%	32%	*	34%	56%
White	*	*	*	762	*	*	*	*	*	*	67%
Hispanic	27	746	*	740	0%	*	*	37%	*	41%	40%
Black or African American	14	738	*	737	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	777	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	N	N	N	755	N	N	N	N	N	N	56%
Female	25	749	*	758	0%	*	*	*	*	44%	61%
Male	19	742	*	749	0%	*	*	*	*	21%	51%
Economically Disadvantaged Students	*	*	*	737	*	*	*	*	*	*	36%
Non-Economically Disadvantaged Students	*	*	*	764	*	*	*	*	*	*	69%
Students with Disabilities	N	N	N	725	N	N	N	N	N	N	25%
Students without Disabilities	44	746	768	759	0%	*	46%	32%	*	34%	62%
English Learners	N	N	N	711	N	N	N	N	N	N	10%
Non-English Learners	44	746	*	755	0%	*	46%	32%	*	34%	58%
Homeless Students	N	N	N	729	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



**Thomas G. Connors**  
**2016-2017**  
**Grade Span PK-06**

17-2210-065  
 HUDSON  
 HOBOKEN CITY  
 201 MONROE STREET  
 HOBOKEN, NJ 07030

**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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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
<b>Schoolwide</b>	20	754	757	756	0%	*	*	65%	0%	65%	59%
White	N	N	N	763	N	N	N	N	N	N	69%
Hispanic	13	755	*	743	0%	0%	*	*	0%	62%	44%
Black or African American	*	*	*	740	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	779	N	N	N	N	N	N	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	N	N	N	757	N	N	N	N	N	N	60%
Female	*	*	*	761	*	*	*	*	*	*	66%
Male	*	*	*	750	*	*	*	*	*	*	53%
Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	*	765	*	*	*	*	*	*	71%
Students with Disabilities	N	N	N	725	N	N	N	N	N	N	22%
Students without Disabilities	20	754	764	762	0%	*	*	65%	0%	65%	66%
English Learners	N	N	N	710	N	N	N	N	N	N	12%
Non-English Learners	20	754	757	757	0%	*	*	65%	0%	65%	60%
Homeless Students	N	N	N	733	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%



Thomas G. Connors  
2016-2017

Grade Span PK-06

17-2210-065  
HUDSON  
HOBOKEN CITY  
201 MONROE STREET  
HOBOKEN, NJ 07030

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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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
<b>Schoolwide</b>	26	747	745	752	*	*	*	39%	*	46%	54%
White	N	N	N	758	N	N	N	N	N	N	63%
Hispanic	15	759	*	740	0%	*	*	*	*	73%	38%
Black or African American	11	731	736	736	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	776	N	N	N	N	N	N	81%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	52%
Two or More Races	N	N	N	753	N	N	N	N	N	N	56%
Female	11	750	*	758	*	*	*	*	*	46%	61%
Male	15	745	*	746	*	*	*	*	*	47%	46%
Economically Disadvantaged Students	*	*	*	737	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	65%
Students with Disabilities	*	*	*	722	*	*	*	*	*	*	17%
Students without Disabilities	*	*	*	758	*	*	*	*	*	*	61%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	26	747	*	753	*	*	*	39%	*	46%	*
Homeless Students	N	N	N	729	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	55%
Migrant Students	N	N	N	722	N	N	N	N	N	N	20%

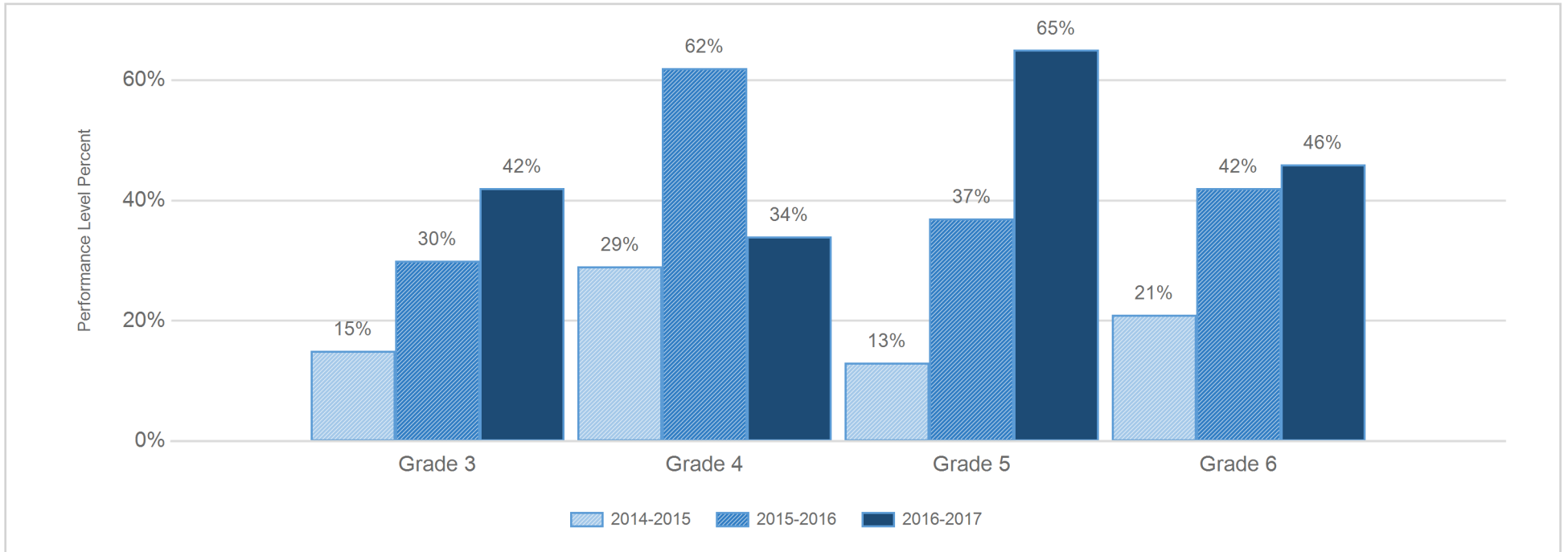


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**2016-2017**  
**Grade Span PK-06**

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**English Language Arts/Literacy Assessment - Performance Trends**

This graph shows the percentage of students who met or exceeded expectations for the past three years.





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2016-2017

Grade Span PK-06

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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 for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course 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 accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section 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	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	111	100.0	26.10	27.90	43.50	26.1	31.5	Met Target†
White	*	*	*	*	52.40	*	**	**
Hispanic	69	100.0	31.80	*	27.60	31.8	36.1	Met Target†
Black or African American	40	100.0	12.50	10.70	21.70	12.5	23.5	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	88.50	75.60	N	**	**
American Indian or Alaska Native	*	*	*	N	42.50	N	**	**
Two or More Races	*	*	*	66.70	44.90	N	**	**
Female	60	100.0	23.30	*	44.10	23.3		
Male	51	100.0	29.50	*	42.90	29.5		
Economically Disadvantaged Students	95	100.0	25.30	15.30	25.10	25.3	31.5	Met Target†
Non-Economically Disadvantaged Students	16	100.0	31.30	48.50	54.30	31.3		
Students with Disabilities	*	*	*	*	16.50	*	**	**
Students without Disabilities	*	*	*	*	48.80	*		
English Learners	N	N	N	25.10	23.30	N	**	**
Non-English Learners	111	100.0	26.10	27.90	45.20	26.1		
Homeless Students	N	N	N	*	16.40	N		
Students In Foster Care	N	N	N	N	15.10	N		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

\*\* ESSA accountability targets are only included if data is available for at least 20 students.

† Target was met within a confidence interval.



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2016-2017

Grade Span PK-06

17-2210-065  
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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 end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	26	737	754	751	*	*	*	*	0%	31%	53%
White	N	N	N	759	N	N	N	N	N	N	63%
Hispanic	18	742	*	738	*	*	*	*	0%	39%	37%
Black or African American	*	*	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	779	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	N	N	N	751	N	N	N	N	N	N	53%
Female	10	739	*	751	*	*	*	*	0%	50%	52%
Male	16	736	*	751	*	*	*	*	0%	19%	53%
Economically Disadvantaged Students	*	*	*	736	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	65%
Students with Disabilities	*	*	*	729	*	*	*	*	*	*	29%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	57%
English Learners	N	N	N	724	N	N	N	N	N	N	21%
Non-English Learners	26	737	*	753	*	*	*	*	0%	31%	55%
Homeless Students	N	N	N	724	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



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**Grade Span PK-06**

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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 end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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
<b>Schoolwide</b>	44	733	745	747	*	32%	34%	25%	*	25%	47%
White	*	*	*	755	*	*	*	*	*	*	59%
Hispanic	27	733	*	734	*	*	41%	*	0%	22%	30%
Black or African American	14	725	*	729	*	*	*	*	0%	14%	25%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	774	N	N	N	N	N	N	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	N	N	N	747	N	N	N	N	N	N	48%
Female	25	733	*	747	*	*	*	*	0%	16%	47%
Male	19	732	*	747	*	*	*	*	0%	37%	48%
Economically Disadvantaged Students	*	*	*	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	*	757	*	*	*	*	*	*	61%
Students with Disabilities	N	N	N	724	N	N	N	N	N	N	22%
Students without Disabilities	44	733	749	751	*	32%	34%	25%	*	25%	52%
English Learners	N	N	N	716	N	N	N	N	N	N	12%
Non-English Learners	44	733	*	749	*	32%	34%	25%	*	25%	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



**Thomas G. Connors**  
**2016-2017**  
**Grade Span PK-06**

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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 end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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
<b>Schoolwide</b>	20	740	738	747	0%	*	*	*	0%	40%	46%
White	N	N	N	754	N	N	N	N	N	N	57%
Hispanic	13	743	*	735	0%	*	*	*	0%	46%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	774	N	N	N	N	N	N	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	N	N	N	747	N	N	N	N	N	N	47%
Female	*	*	*	747	*	*	*	*	*	*	47%
Male	*	*	*	746	*	*	*	*	*	*	46%
Economically Disadvantaged Students	*	*	*	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	*	756	*	*	*	*	*	*	59%
Students with Disabilities	N	N	N	725	N	N	N	N	N	N	19%
Students without Disabilities	20	740	744	751	0%	*	*	*	0%	40%	52%
English Learners	N	N	N	717	N	N	N	N	N	N	12%
Non-English Learners	20	740	738	748	0%	*	*	*	0%	40%	48%
Homeless Students	N	N	N	724	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%



**Thomas G. Connors**  
**2016-2017**  
**Grade Span PK-06**

17-2210-065  
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**Mathematics Assessment - Performance by Grade: Grade 6\*\***

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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
<b>Schoolwide</b>	26	733	729	743	*	*	42%	*	*	23%	44%
White	N	N	N	751	N	N	N	N	N	N	54%
Hispanic	15	743	*	731	0%	*	*	*	*	40%	27%
Black or African American	11	719	720	724	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	771	N	N	N	N	N	N	77%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	N	N	N	745	N	N	N	N	N	N	46%
Female	11	731	*	745	*	*	*	*	*	18%	45%
Male	15	734	*	742	*	*	*	*	*	27%	43%
Economically Disadvantaged Students	*	*	*	728	*	*	*	*	*	*	24%
Non-Economically Disadvantaged Students	*	*	*	752	*	*	*	*	*	*	56%
Students with Disabilities	*	*	*	717	*	*	*	*	*	*	13%
Students without Disabilities	*	*	*	748	*	*	*	*	*	*	50%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	26	733	*	745	*	*	42%	*	*	23%	*
Homeless Students	N	N	N	719	N	N	N	N	N	N	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	40%
Migrant Students	N	N	N	708	N	N	N	N	N	N	13%

\*\*Grade 6 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.

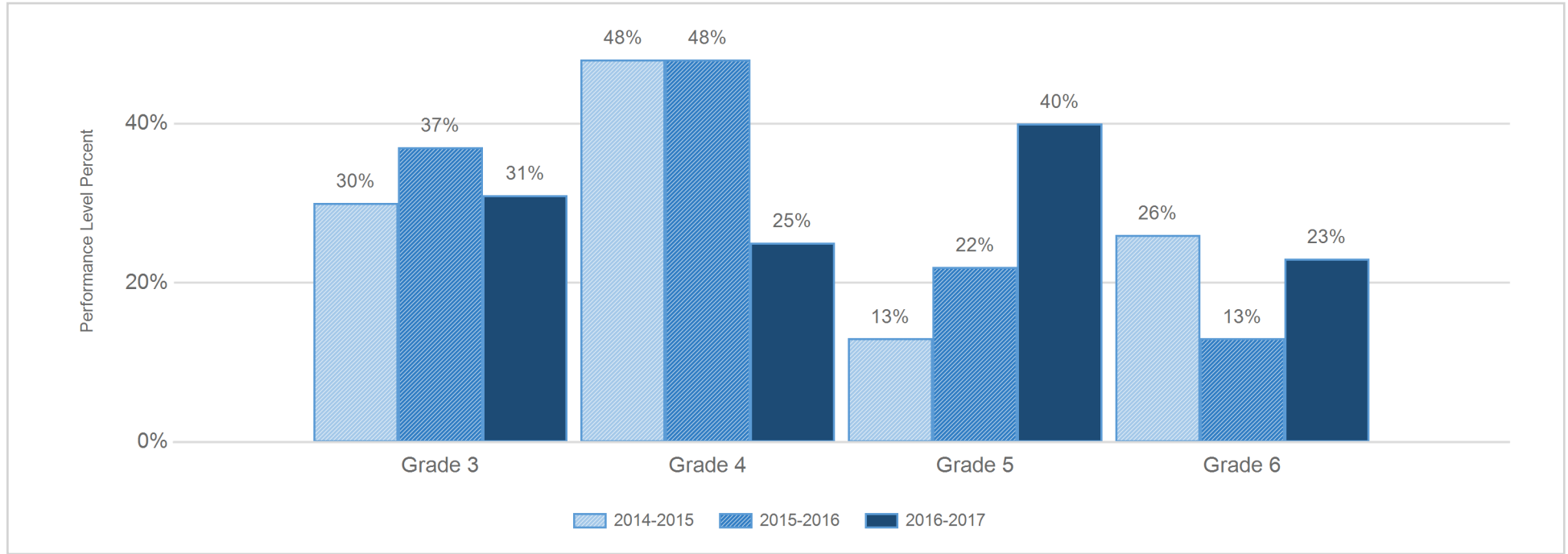


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**2016-2017**  
**Grade Span PK-06**

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### Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.



\*\*Grades 6-8 do not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



**Thomas G. Connors**  
**2016-2017**  
**Grade Span PK-06**

**17-2210-065**  
**HUDSON**  
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**201 MONROE STREET**  
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**Alternate Assessments - 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	N	N
4	N	N
5	N	N
6	N	N

**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. The table also shows 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
1	N	N	N
2	N	N	N
3	N	N	N
4	N	N	N
5+	N	N	N



**Thomas G. Connors**  
2016-2017

**Grade Span PK-06**

17-2210-065  
HUDSON  
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201 MONROE STREET  
HOBOKEN, NJ 07030

This section shows performance on the NJASK science test which measures students' ability to recall information and to solve problems by applying science concepts. The assessment is given to students in grades 4 and 8 and has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

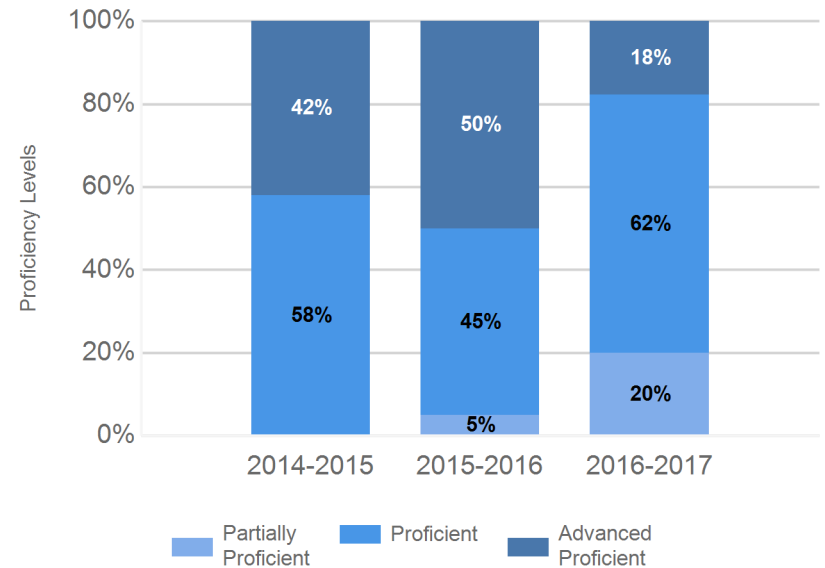
### NJASK Science Assessment Performance: Grade 4

This table shows the percentage of students in each proficiency category for the NJASK science test for the school and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	18%	62%	20%
White	*	N	N
Hispanic	*	71%	11%
Black or African American	N	57%	43%
Asian, Native Hawaiian, or Pacific Islander	N	N	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	18%	61%	21%
Students with Disabilities	N	N	N
English Learners	N	N	N

### NJASK Science Assessment Performance Trends: Grade 4

This graph shows the percentage of students by proficiency category for the past three school years.





Thomas G. Connors  
2016-2017

Grade Span PK-06

17-2210-065  
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HOBOKEN, NJ 07030

This section of the performance report shows information on student growth which measures 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 the prior year.

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)** is the percentile in the middle of that list. Watch a short video that explains how **median Student Growth Percentile (mSGP)** is calculated here:

<http://www.state.nj.us/education/njsmart/performance/>

### Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts/Literacy (ELA) and Mathematics for the school and each student group with comparisons to the district and the state. This table also shows whether the school and each student group met the *ESSA* accountability target of 40 for the 2016-17 school year.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	43	52	50	Met Target	29	38	50	Not Met
White	*	*	50	**	*	*	52	**
Hispanic	34	49.5	49	Not Met	30	36.5	47	Not Met
Black or African American	*	42	45	Met Target	*	33.5	43	Not Met
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N	N	N	N	N
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N	N
Economically Disadvantaged	45	49	47	Met Target	29	36	46	Not Met
Students with Disabilities	*	30	41	**	*	17.5	43	**
English Learners	N	N	N	N	N	N	N	N

\*\* ESSA accountability targets are only included if data is available for at least 20 students.



Thomas G. Connors  
2016-2017

Grade Span PK-06

17-2210-065  
HUDSON  
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201 MONROE STREET  
HOBOKEN, NJ 07030

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 the prior year.

A student's **SGP** falls between 1 and 99 and can be grouped into three levels:

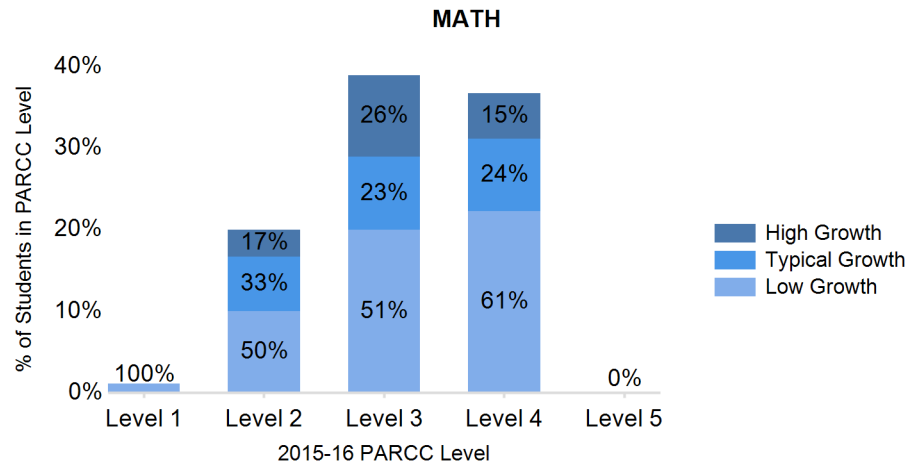
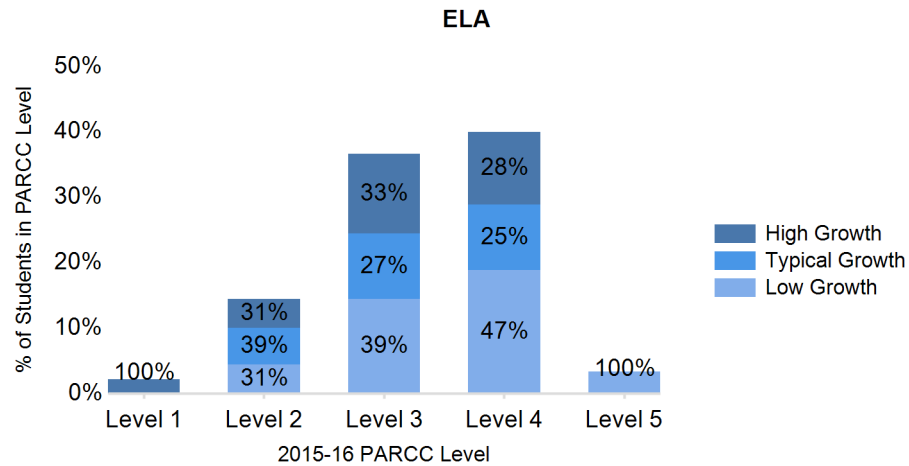
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

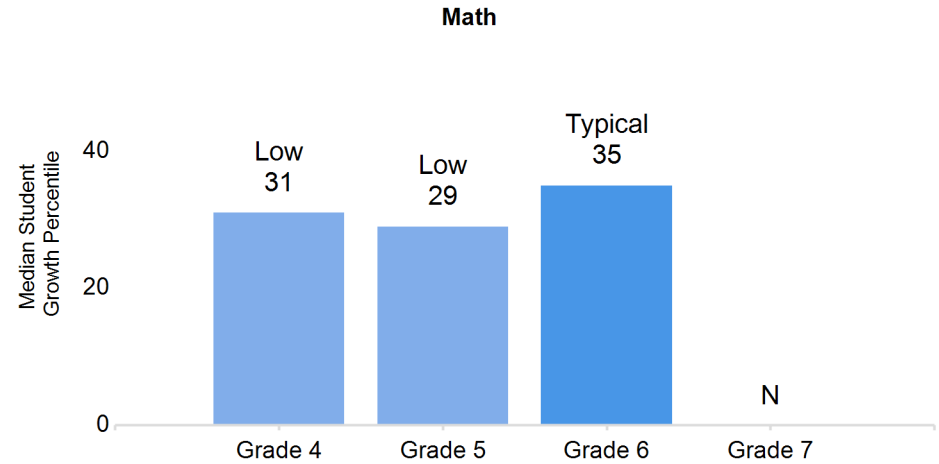
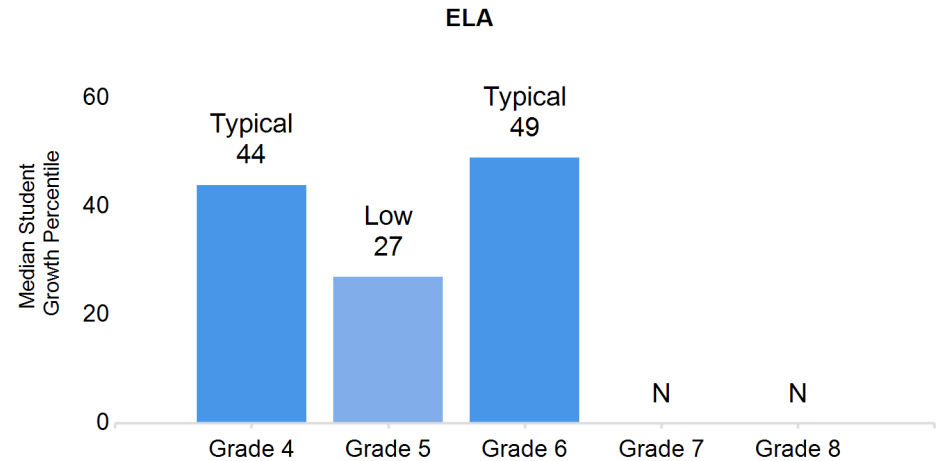
### Student Growth by Performance Level

These graphs show the percentage of students by 2015-16 PARCC performance level that fall into each of the three levels of growth based on their 2016-17 test scores.



### Student Growth by Grade

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





Thomas G. Connors  
2016-2017

Grade Span PK-06

17-2210-065  
HUDSON  
HOBOKEN CITY  
201 MONROE STREET  
HOBOKEN, NJ 07030

This section shows information about student absences which provides important information about a school’s culture and climate. In addition, research shows that student absences impact a child’s ability to succeed in school. The New Jersey Department of Education selected 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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

**Chronic Absenteeism**

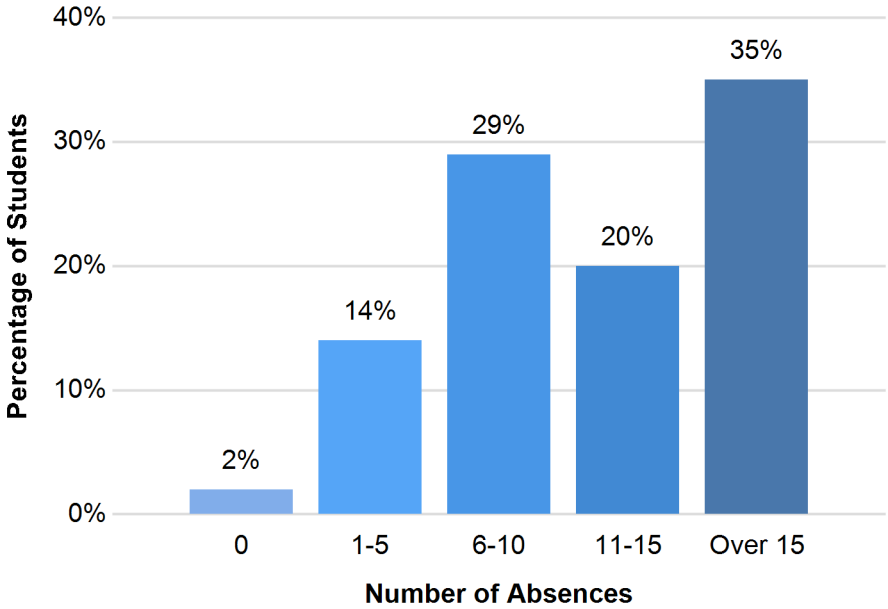
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	23.80	8.30	Not Met
White	4.20	8.30	Met Target
Hispanic	27.50	8.30	Not Met
Black or African American	23.80	8.30	Not Met
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	28.80	8.30	Not Met
Students with Disabilities	N	**	**
English Learners	N	**	**

\*\* ESSA accountability targets are only included if data is available for at least 20 students.

**Days Absent**

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.



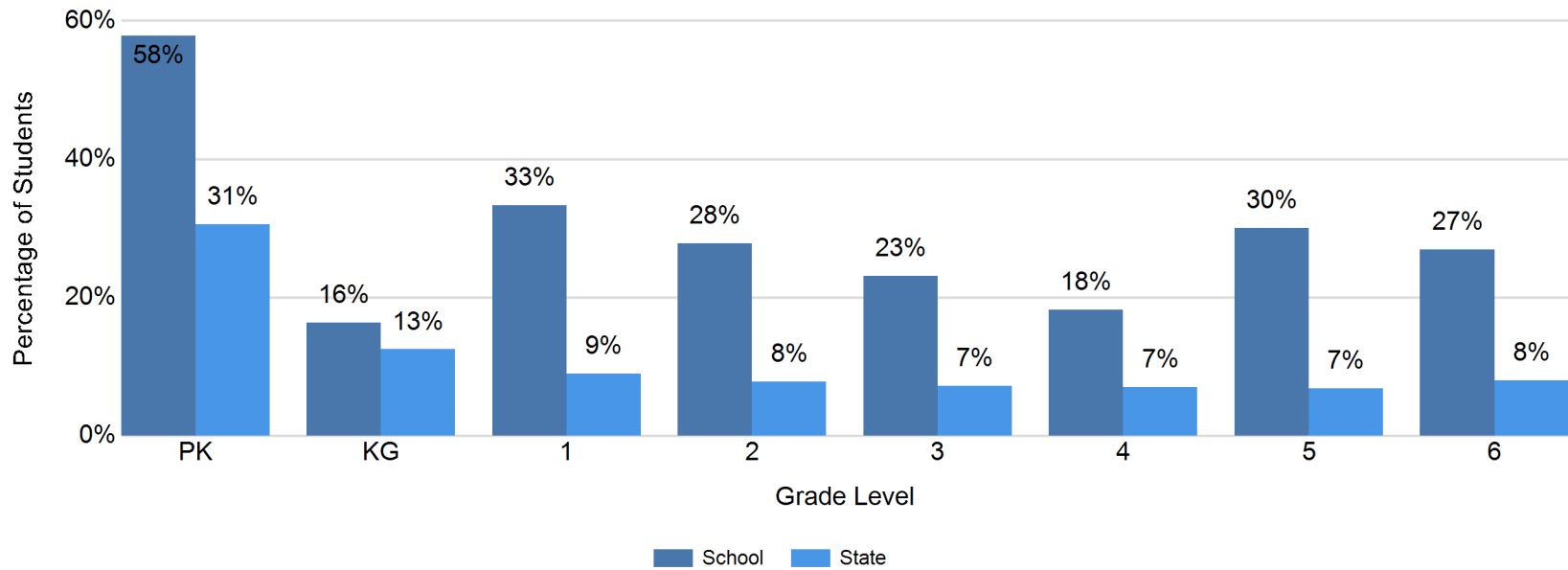


Thomas G. Connors  
2016-2017  
Grade Span PK-06

17-2210-065  
HUDSON  
HOBOKEN CITY  
201 MONROE STREET  
HOBOKEN, NJ 07030

### Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





Thomas G. Connors  
2016-2017

Grade Span PK-06

17-2210-065  
HUDSON  
HOBOKEN CITY  
201 MONROE STREET  
HOBOKEN, NJ 07030

### 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.

Category	School
Typical Start Time	8:20AM
Typical End Time	2:45PM
Length of School Day	6 Hrs 25 Mins
Full Time - Instructional Time	6 Hrs. 0 Mins.
Shared Time - Instructional Time	*

### 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 provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	0
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	1
Incidents Per 100 Students Enrolled	0.42

### Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	0.0%
Out-of-School Suspensions	8.8%
Any Suspension	8.8%

### Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0



**Thomas G. Connors**  
2016-2017

**Grade Span PK-06**

17-2210-065  
HUDSON  
HOBOKEN CITY  
201 MONROE STREET  
HOBOKEN, NJ 07030

### Technology Readiness

This table shows information that was collected through the optional NJTRAx survey to determine a school's technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school's LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1:1	393.1 kbps	100 kbps	Yes	Fiber	Fiber	Yes

### 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).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$1,293	\$21,311	\$22,604



**Thomas G. Connors**  
2016-2017

**Grade Span PK-06**

17-2210-065  
HUDSON  
HOBOKEN CITY  
201 MONROE STREET  
HOBOKEN, NJ 07030

This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

**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

**Full-Time Equivalent:** In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

### 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	120,724
Average years experience in public schools	10.1	11.8
Average years experience in district	9.1	10.5
Teachers in district for 4 or more years	59%	74%

### 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	17	9,506
Average years experience in public schools	13.2	15.9
Average years experience in district	9.6	11.6
Administrators in district for 4 or more years	59%	74%

### Student to Staff Ratios

This table shows the number of students per staff member 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.

Staff Type	School Students: Staff	District Students: Staff
Teachers	9:1	13:1
Administrators	120:1	150:1
Librarian/Media Specialists		1272:1
Nurses		424:1
Counselors		363:1
Child Study Team		170:1



Thomas G. Connors  
2016-2017

Grade Span PK-06

17-2210-065  
HUDSON  
HOBOKEN CITY  
201 MONROE STREET  
HOBOKEN, NJ 07030

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**Full-Time Equivalent:** In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

### Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by the teachers and administrators at this school. 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



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

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	77%	89%
2015-16 Administrators: Same district 2016-17	67%	88%

### Faculty Attendance

This table shows the percentage of days that school 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
2016-17	98%



**Thomas G. Connors**  
**2016-2017**  
**Grade Span PK-06**

**17-2210-065**  
**HUDSON**  
**HOBOKEN CITY**  
**201 MONROE STREET**  
**HOBOKEN, NJ 07030**

### Accountability Indicator Scores and Summative Rating

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. This table shows the indicator scores for each indicator included in the accountability system and the weights 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 rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey’s accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	28.2	17.5%
Mathematics Proficiency	19.8	17.5%
English Language Arts Growth	23.8	25.0%
Mathematics Growth	4.0	25.0%
Chronic Absenteeism	4.4	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
<b>Summative Score:</b> Sum of all indicator scores multiplied by indicator weights		16.0
<b>Summative Rating:</b> Percentile rank of Summative Score		6.5
<b>Requires Comprehensive Support:</b> Summative Rating is less than or equal to 5th percentile		No

\*\* Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Indicator weights for this school were adjusted due to data availability.



**Thomas G. Connors**  
2016-2017

**Grade Span PK-06**

17-2210-065  
HUDSON  
HOBOKEN CITY  
201 MONROE STREET  
HOBOKEN, NJ 07030

Accountability Summary by Student Group

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. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group’s performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these [accountability resources](#).

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	16.0	11.9	No	Met Target†	Met Target†	Not Met	Met Target	Not Met	No
White	**	**	No	**	**	Met Target	**	**	No
Hispanic	24.7	11.9	No	Met Target	Met Target†	Not Met	Not Met	Not Met	No
Black or African American	25.1	11.9	No	Not Met	Not Met	Not Met	Met Target	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	29.3	11.9	No	Met Target†	Met Target†	Not Met	Met Target	Not Met	No
Students with Disabilities	**	**	No	**	**	**	**	**	No
English Learners	**	**	No	**	**	**	**	**	No

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† Target was met within a confidence interval.



**Thomas G. Connors**  
2016-2017

**Grade Span PK-06**

17-2210-065  
HUDSON  
HOBOKEN CITY  
201 MONROE STREET  
HOBOKEN, NJ 07030

School General Info

<b>Principal:</b>	Dr. Pollins	<b>Email Address:</b>	<a href="mailto:tamika.pollins@hoboken.k12.nj.us">tamika.pollins@hoboken.k12.nj.us</a>
<b>Address:</b>	201 MONROE STREET HOBOKEN, NJ 07030	<b>Website:</b>	<a href="https://www.hoboken.k12.nj.us">https://www.hoboken.k12.nj.us</a>
<b>Phone:</b>	(201)356-3681	<b>Facebook:</b>	<a href="https://www.facebook.com/hobokenpublicschools">https://www.facebook.com/hobokenpublicschools</a>
		<b>Twitter:</b>	<a href="https://twitter.com/hobokenschools">https://twitter.com/hobokenschools</a>

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.

<p><b>Highlights:</b></p>	<ul style="list-style-type: none"> <li>• Musical Theater Artist in Residence Program, Band/Chorus, Gifted &amp; Talented/Johns Hopkins CTY Program</li> <li>• Sustainable Jersey Bronze Certification School, Spanish and Mandarin Chinese, STEAM Period, PLTW STEM Period</li> <li>• Before Care Program and Passport to Learning After School Program with Innovative Enrichment Course Offerings</li> </ul>
<p><b>Mission, Vision, Theme:</b></p>	<p>The Connors School welcomes all learners from our vibrant and diverse community. We believe that every student will grow as a result of rigorous instruction, relevant learning experiences, &amp; positive relationships. Our priority is to empower all children with skills and to build competencies needed for the 21st Century. We will ensure that our learning community celebrates the differences each child and adult possesses in order to build the foundation for global citizenship.</p>
<p><b>Awards, Recognition, Accomplishments:</b></p>	<p>Sustainable Jersey Bronze Certification School, Student Artists Featured in Celebrating Art, Junior Model UN Participants</p>






**Thomas G. Connors**  
**2016-2017**  
**Grade Span PK-06**

**17-2210-065**  
**HUDSON**  
**HOBOKEN CITY**  
**201 MONROE STREET**  
**HOBOKEN, NJ 07030**

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 <p><b>Courses, Curriculum, Instruction:</b></p>	<p>The Connors School offers a comprehensive curricula including mathematics, language arts literacy, science and social studies on a daily basis. Infused each day is the nationally recognized Project Lead the Way S.T.E.M. curriculum, as well as a data-driven skills-oriented Challenge &amp; Support period. In addition, our scholars take Spanish, Chinese, music, art, technology and physical education. Connors employs high quality special education services and is building a vibrant G &amp; T Program.</p>
 <p><b>Clubs and Activities:</b></p>	<p>The Connors School offers a number of after school activities through the Passport to Learning After School Program. In addition to chorus, band, Junior Model UN, Peer Leaders, and memory book, children may also participate in the numerous enrichment offerings after school which include chess, art, book club, golf, and environmental explorers, just to name a few.</p>
 <p><b>Before and After School Programs:</b></p>	<p>The Connors School offers a fully staffed before school breakfast program, as well as the district's popular Passport to Learning After School Program. Children attending Passport to Learning may stay from dismissal until 6:00 p.m. The program consists of homework help &amp; academic support, structured and free play, and an innovative self-selected enrichment program. Enrichment includes courses such as robotics, guitar, dance, zoology, MathCircles, &amp; literary magazine to name just a few.</p>







**Thomas G. Connors**  
**2016-2017**  
**Grade Span PK-06**

17-2210-065  
 HUDSON  
 HOBOKEN CITY  
 201 MONROE STREET  
 HOBOKEN, NJ 07030

**School Narrative**

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 <p><b>Staff and Professional Learning:</b></p>	<p>Teachers participate in PLC's to study research-based instructional strategies and best practices during common planning periods, after school, and on designated professional development days. On and off site training is also made available to support our social and emotional learning initiatives, S.T.E.M. education, our focus on diversity and inclusion, and our efforts to ensure continuous student engagement in the learning process.</p>
 <p><b>Student Supports and Services:</b></p>	<p>There are a number of student support services that Connors School is extremely proud to share. Students at Connors are afforded services provided by a school nurse, Dean and social worker. There is also a comprehensive child study team, special education teachers, dedicated STEM/G&amp;T teacher, response to intervention math and literacy specialists, and ESL personnel on hand when needed. Academic support is also afforded during the challenge and support period and after school.</p>
 <p><b>Student Health and Wellness:</b></p>	<p>Students at the Connors School take physical education classes each week and participate in recess on a daily basis. Since health and wellness are paramount at Connors, teachers are encouraged to infuse movement into learning. Musical theatre classes are also offered through an artist in residence model. Staff members are trained annually in an array of topics to support healthy living and wellness. The Connors School also offers a supervised breakfast program each day.</p>
 <p><b>Parent and Community Involvement:</b></p>	<p>The Connors School appreciates its growing Parent and Teacher Organization (PTO). This school-wide team of parents and guardians assist with classroom projects, participate in school functions, and serve as key communicators. Families are interacting more and more at school events, meetings, and workshops. Parents at Connors also get a glimpse into the learning environment through our Class Dojo application and school newsletters.</p>





**Thomas G. Connors**  
**2016-2017**  
**Grade Span PK-06**

17-2210-065  
 HUDSON  
 HOBOKEN CITY  
 201 MONROE STREET  
 HOBOKEN, NJ 07030

School Narrative

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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Parents, Administrators, Teachers</p> <p>The school climate survey offered at the Connors School is used annually and focuses on topics that best support social and emotional learning, the climate and culture of the school environment, and interactions between and among all stakeholders. The survey targets a portion of the school population each year.</p>
 <p>Facilities:</p>	<p>The Connors School boasts a multi-purpose room and stage, along with a small media center, a computer lab, and dedicated classrooms for art, music, and World Languages. All classrooms are air conditioned. Connors also has an outdoor garden and playground for use during recess and physical education.</p>



Thomas G. Connors  
2016-2017  
Grade Span PK-06

17-2210-065  
HUDSON  
HOBOKEN CITY  
201 MONROE STREET  
HOBOKEN, NJ 07030

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.

The Connors' school day is from 8:15 a.m. to 3:00 p.m. Connors operates a school safety team, a professional development committee, and a school climate & culture team. Anti-bullying activities are woven into the fabric of learning and students. 5th and 6th Grade students take part in Girls and Boys Empowerment Groups and enjoy interacting with successful adults from the surrounding area. Each classroom has a SmartBoard and the school boasts a Mac Lab and a number of Google ChromeBook mobile labs. Students at Connors participate in the Trout in the Classroom Program, the Inspired Classroom Global Conflict and Resolution Program, the PLTW STEM Program, and the Junior Model U.N. Competition Program. The Gifted and Talented Program at Connors is growing. In addition, the school is focused on providing a number of interest-based programs for all students. The Connors School Family is proud of its connection to the community and its events to promote collaboration and team spirit.



Other Information:




Wallace Elementary School  
2016-2017  
Grade Span PK-06

17-2210-070  
HUDSON  
HOBOKEN CITY  
1100 WILLOW AVENUE  
HOBOKEN, NJ 07030

The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school’s test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

**Navigating through the reports:**

- Download this report to a PDF by clicking the  icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

**Other Resources:**

- Review the [Parent Summary Report](#) or the [district-level report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- [Download the data](#) used in these reports.
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at [reportcard@doe.nj.gov](mailto:reportcard@doe.nj.gov)



Wallace Elementary School  
2016-2017  
Grade Span PK-06

17-2210-070  
HUDSON  
HOBOKEN CITY  
1100 WILLOW AVENUE  
HOBOKEN, NJ 07030

**Footnotes**

1. An "\*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display.
2. \*\* ESSA accountability targets are only included if data is available for at least 20 students.

Note: Additional footnotes may exist within the reports specific to certain data tables. In those instances, the footnotes will be displayed below the applicable table.



Wallace Elementary School  
2016-2017

Grade Span PK-06

17-2210-070  
HUDSON  
HOBOKEN CITY  
1100 WILLOW AVENUE  
HOBOKEN, NJ 07030

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
PK	2	0	0
KG	50	58	74
1	121	129	92
2	120	106	105
3	53	102	95
4	63	45	94
5	66	59	37
6	69	64	53
Ungraded	58	69	84
Total	602	632	634

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	2014-15	2015-16	2016-17
Female	45%	45%	43%
Male	55%	55%	57%
Economically Disadvantaged Students	54%	43%	39%
Students with Disabilities	17%	21%	24%
English Learners	3%	3%	2%
Homeless Students			1%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students
White	43.7%
Hispanic	39.6%
Black or African American	8.7%
Asian	5.8%
Native Hawaiian or Pacific Islander	0.3%
American Indian or Alaska Native	0.0%
Two or More Races	1.9%

PreK and K - Full Day and Half Day

This table shows the full day and half day enrollment for Pre-Kindergarten (PK) and Kindergarten (KG) students in this school.

Grade	2014-15	2015-16	2016-17
PK - Half Day	0	0	0
PK - Full Day	0	0	0
KG - Half Day	0	0	0
KG - Full Day	50	58	74

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. All other students are included in Other Languages.

Home Language	% of Students
English	87.9%
Spanish	6.0%
Russian	1.3%
Other	5.1%



Wallace Elementary School  
2016-2017  
Grade Span PK-06

17-2210-070  
HUDSON  
HOBOKEN CITY  
1100 WILLOW AVENUE  
HOBOKEN, NJ 07030

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 for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course 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 accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act (ESSA)* accountability. Student groups with the annual target section 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	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	299	97.8	55.80	48.50	54.90	55.8	48.3	Met Target
White	115	96.7	75.60	*	63.90	75.6	67.4	Met Target
Hispanic	138	97.9	39.90	42.60	39.80	39.9	33.9	Met Target
Black or African American	27	100.0	29.60	*	35.20	29.6	27.8	Met Target
Asian, Native Hawaiian, or Pacific Islander	18	100.0	88.90	88.50	80.70	88.9	**	**
American Indian or Alaska Native	*	*	*	N	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	133	96.5	71.40	59.10	62.20	71.4		
Male	166	98.9	43.30	39.50	48.10	43.3		
Economically Disadvantaged Students	137	97.9	35.00	36.50	36.20	35	25.2	Met Target
Non-Economically Disadvantaged Students	162	97.7	73.40	68.00	65.80	73.4		
Students with Disabilities	63	97.1	*	*	20.50	*	10.6	Met Target†
Students without Disabilities	236	98.0	*	*	61.90	*		
English Learners	10	100.0	50.00	40.00	25.20	50	**	**
Non-English Learners	289	97.7	56.00	48.70	57.40	56		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	N	N	N	N	24.80	N		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

\*\* ESSA accountability targets are only included if data is available for at least 20 students

† Target was met within a confidence interval.



Wallace Elementary School  
2016-2017

Grade Span PK-06

17-2210-070  
HUDSON  
HOBOKEN CITY  
1100 WILLOW AVENUE  
HOBOKEN, NJ 07030

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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	98	757	760	749	14%	10%	19%	40%	16%	56%	50%
White	54	781	*	759	*	*	*	50%	26%	76%	61%
Hispanic	28	729	*	734	*	*	*	*	*	29%	35%
Black or African American	*	*	*	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	N	751	N	N	N	N	N	N	52%
Female	36	782	*	754	0%	*	*	61%	*	83%	55%
Male	62	743	*	745	23%	*	*	27%	*	40%	46%
Economically Disadvantaged Students	34	719	734	731	*	*	*	*	0%	27%	31%
Non-Economically Disadvantaged Students	64	777	783	762	*	*	*	*	25%	72%	63%
Students with Disabilities	16	692	*	720	*	*	*	*	*	*	24%
Students without Disabilities	82	770	*	755	*	*	*	*	*	*	55%
English Learners	*	*	*	709	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	752	*	*	*	*	*	*	53%
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



Wallace Elementary School  
2016-2017

Grade Span PK-06

17-2210-070  
HUDSON  
HOBOKEN CITY  
1100 WILLOW AVENUE  
HOBOKEN, NJ 07030

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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	102	765	762	753	*	*	15%	34%	30%	65%	56%
White	41	783	783	762	*	*	*	34%	51%	85%	67%
Hispanic	46	749	*	740	*	*	26%	35%	*	46%	40%
Black or African American	10	737	*	737	*	*	*	*	*	50%	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	N	N	N	755	N	N	N	N	N	N	56%
Female	51	775	*	758	*	*	*	26%	*	69%	61%
Male	51	755	*	749	*	*	*	43%	*	61%	51%
Economically Disadvantaged Students	41	737	746	737	*	*	*	32%	*	39%	36%
Non-Economically Disadvantaged Students	61	784	780	764	*	*	*	36%	*	82%	69%
Students with Disabilities	16	702	702	725	*	*	*	*	*	*	25%
Students without Disabilities	86	777	768	759	*	*	*	*	*	*	62%
English Learners	*	*	*	711	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	755	*	*	*	*	*	*	58%
Homeless Students	*	*	*	729	*	*	*	*	*	*	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



Wallace Elementary School  
2016-2017

Grade Span PK-06

17-2210-070  
HUDSON  
HOBOKEN CITY  
1100 WILLOW AVENUE  
HOBOKEN, NJ 07030

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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	41	747	757	756	*	*	29%	44%	*	49%	59%
White	11	753	*	763	*	*	*	*	*	64%	69%
Hispanic	25	743	*	743	*	*	44%	*	*	40%	44%
Black or African American	*	*	*	740	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	*	*	*	757	*	*	*	*	*	*	60%
Female	21	755	761	761	*	*	*	*	*	52%	66%
Male	20	737	752	750	*	*	*	*	*	45%	53%
Economically Disadvantaged Students	22	737	751	740	*	*	*	*	*	36%	40%
Non-Economically Disadvantaged Students	19	758	768	765	*	*	*	*	*	63%	71%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	762	*	*	*	*	*	*	66%
English Learners	N	N	N	710	N	N	N	N	N	N	12%
Non-English Learners	41	747	757	757	*	*	29%	44%	*	49%	60%
Homeless Students	*	*	*	733	*	*	*	*	*	*	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%



Wallace Elementary School  
2016-2017

Grade Span PK-06

17-2210-070  
HUDSON  
HOBOKEN CITY  
1100 WILLOW AVENUE  
HOBOKEN, NJ 07030

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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	62	742	745	752	*	23%	26%	37%	*	44%	54%
White	10	730	*	758	*	*	*	*	0%	50%	63%
Hispanic	41	740	*	740	*	24%	29%	37%	*	39%	38%
Black or African American	*	*	*	736	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	81%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	52%
Two or More Races	N	N	N	753	N	N	N	N	N	N	56%
Female	28	759	*	758	*	*	*	*	*	68%	61%
Male	34	729	*	746	*	*	*	*	*	24%	46%
Economically Disadvantaged Students	37	738	742	737	*	*	*	35%	*	38%	34%
Non-Economically Disadvantaged Students	25	750	750	761	*	*	*	40%	*	52%	65%
Students with Disabilities	20	712	*	722	*	*	*	*	*	10%	17%
Students without Disabilities	42	757	*	758	*	*	*	*	*	60%	61%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	753	*	*	*	*	*	*	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	55%
Migrant Students	N	N	N	722	N	N	N	N	N	N	20%

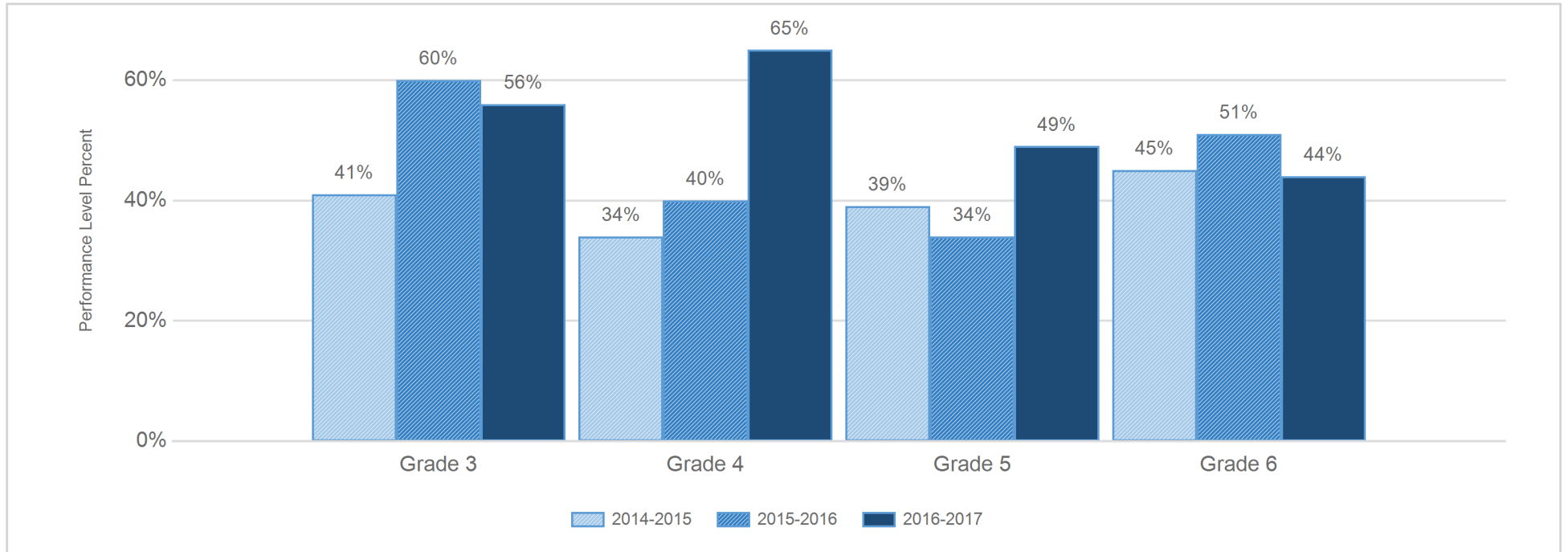


**Wallace Elementary School**  
**2016-2017**  
**Grade Span PK-06**

17-2210-070  
 HUDSON  
 HOBOKEN CITY  
 1100 WILLOW AVENUE  
 HOBOKEN, NJ 07030

**English Language Arts/Literacy Assessment - Performance Trends**

This graph shows the percentage of students who met or exceeded expectations for the past three years.





Wallace Elementary School  
2016-2017  
Grade Span PK-06

17-2210-070  
HUDSON  
HOBOKEN CITY  
1100 WILLOW AVENUE  
HOBOKEN, NJ 07030

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 for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course 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 accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section 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	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	299	97.8	43.40	27.90	43.50	43.4	45.7	Met Target†
White	115	96.7	64.40	*	52.40	64.4	67.4	Met Target†
Hispanic	138	97.9	23.20	*	27.60	23.2	29.4	Not Met
Black or African American	27	100.0	25.90	10.70	21.70	25.9	30.7	Met Target†
Asian, Native Hawaiian, or Pacific Islander	18	100.0	88.80	88.50	75.60	88.8	**	**
American Indian or Alaska Native	*	*	*	N	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	133	96.5	50.40	*	44.10	50.4		
Male	166	98.9	37.90	*	42.90	37.9		
Economically Disadvantaged Students	137	97.9	21.20	15.30	25.10	21.2	21.8	Met Target†
Non-Economically Disadvantaged Students	162	97.7	62.30	48.50	54.30	62.3		
Students with Disabilities	63	97.1	*	*	16.50	*	18.7	Not Met
Students without Disabilities	236	98.0	*	*	48.80	*		
English Learners	10	100.0	30.00	25.10	23.30	30	**	**
Non-English Learners	289	97.7	44.00	27.90	45.20	44		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	N	N	N	N	15.10	N		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

\*\* ESSA accountability targets are only included if data is available for at least 20 students.

† Target was met within a confidence interval.



Wallace Elementary School  
2016-2017

Grade Span PK-06

17-2210-070  
HUDSON  
HOBOKEN CITY  
1100 WILLOW AVENUE  
HOBOKEN, NJ 07030

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 end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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
<b>Schoolwide</b>	98	755	754	751	11%	15%	19%	36%	18%	54%	53%
White	54	772	*	759	*	*	*	43%	30%	72%	63%
Hispanic	28	729	*	738	*	*	*	*	0%	25%	37%
Black or African American	*	*	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	N	N	N	751	N	N	N	N	N	N	53%
Female	36	771	*	751	0%	*	*	56%	*	75%	52%
Male	62	745	*	751	18%	*	*	24%	*	42%	53%
Economically Disadvantaged Students	34	724	732	736	*	*	*	*	0%	24%	34%
Non-Economically Disadvantaged Students	64	771	773	761	*	*	*	*	28%	70%	65%
Students with Disabilities	16	713	*	729	*	*	*	*	*	*	29%
Students without Disabilities	82	763	*	755	*	*	*	*	*	*	57%
English Learners	*	*	*	724	*	*	*	*	*	*	21%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	*	*	*	724	*	*	*	*	*	*	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



Wallace Elementary School  
2016-2017

Grade Span PK-06

17-2210-070  
HUDSON  
HOBOKEN CITY  
1100 WILLOW AVENUE  
HOBOKEN, NJ 07030

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 end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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
<b>Schoolwide</b>	102	750	745	747	*	13%	27%	42%	*	51%	47%
White	41	764	763	755	*	*	*	51%	*	68%	59%
Hispanic	46	737	*	734	*	*	37%	33%	0%	33%	30%
Black or African American	10	732	*	729	*	*	*	*	0%	40%	25%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	N	N	N	747	N	N	N	N	N	N	48%
Female	51	753	*	747	*	*	28%	39%	*	51%	47%
Male	51	748	*	747	*	*	26%	45%	*	51%	48%
Economically Disadvantaged Students	41	732	733	732	*	*	32%	29%	*	29%	27%
Non-Economically Disadvantaged Students	61	763	758	757	*	*	23%	51%	*	66%	61%
Students with Disabilities	16	707	707	724	*	*	*	*	*	*	22%
Students without Disabilities	86	759	749	751	*	*	*	*	*	*	52%
English Learners	*	*	*	716	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



Wallace Elementary School  
2016-2017

Grade Span PK-06

17-2210-070  
HUDSON  
HOBOKEN CITY  
1100 WILLOW AVENUE  
HOBOKEN, NJ 07030

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 end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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
<b>Schoolwide</b>	41	735	738	747	*	24%	32%	34%	*	34%	46%
White	11	745	*	754	*	*	*	*	0%	55%	57%
Hispanic	25	732	*	735	*	*	44%	*	0%	20%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	*	*	*	747	*	*	*	*	*	*	47%
Female	21	743	741	747	*	*	*	*	0%	38%	47%
Male	20	728	734	746	*	*	*	*	0%	30%	46%
Economically Disadvantaged Students	22	727	732	732	*	*	*	*	0%	18%	27%
Non-Economically Disadvantaged Students	19	746	749	756	*	*	*	*	0%	53%	59%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	*	751	*	*	*	*	*	*	52%
English Learners	N	N	N	717	N	N	N	N	N	N	12%
Non-English Learners	41	735	738	748	*	24%	32%	34%	*	34%	48%
Homeless Students	*	*	*	724	*	*	*	*	*	*	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%



Wallace Elementary School  
2016-2017

Grade Span PK-06

17-2210-070  
HUDSON  
HOBOKEN CITY  
1100 WILLOW AVENUE  
HOBOKEN, NJ 07030

Mathematics Assessment - Performance by Grade: Grade 6\*\*

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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
<b>Schoolwide</b>	62	726	729	743	23%	29%	32%	*	*	16%	44%
White	10	720	*	751	*	*	*	*	0%	10%	54%
Hispanic	41	720	*	731	*	*	*	*	*	*	27%
Black or African American	*	*	*	724	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	771	*	*	*	*	*	*	77%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	N	N	N	745	N	N	N	N	N	N	46%
Female	28	733	*	745	*	*	*	*	*	21%	45%
Male	34	720	*	742	*	*	*	*	*	12%	43%
Economically Disadvantaged Students	37	720	726	728	*	*	*	*	*	*	24%
Non-Economically Disadvantaged Students	25	734	733	752	*	*	*	*	*	*	56%
Students with Disabilities	20	704	*	717	*	*	*	*	*	*	13%
Students without Disabilities	42	736	*	748	*	*	*	*	*	*	50%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	719	*	*	*	*	*	*	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	40%
Migrant Students	N	N	N	708	N	N	N	N	N	N	13%

\*\*Grade 6 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.

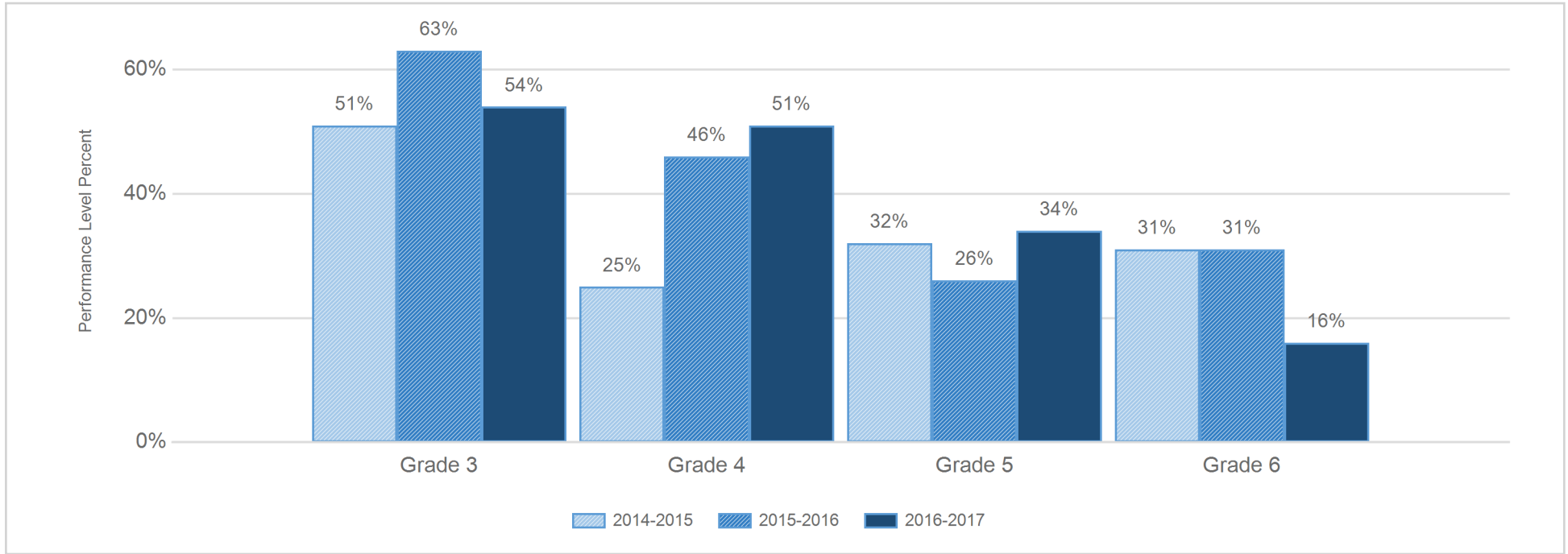


**Wallace Elementary School**  
**2016-2017**  
**Grade Span PK-06**

17-2210-070  
 HUDSON  
 HOBOKEN CITY  
 1100 WILLOW AVENUE  
 HOBOKEN, NJ 07030

**Mathematics Assessment – Performance Trends**

This graph shows the percentage of students who met or exceeded expectations for the past three years.



\*\*Grades 6-8 do not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



**Wallace Elementary School**  
**2016-2017**  
**Grade Span PK-06**

17-2210-070  
 HUDSON  
 HOBOKEN CITY  
 1100 WILLOW AVENUE  
 HOBOKEN, NJ 07030

Alternate Assessments - 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	*	*
5	*	*
6	*	*

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. The table also shows 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
1	*	*	*
2	*	*	*
3	*	*	*
4	*	*	*
5+	N	N	N



**Wallace Elementary School  
2016-2017**

**Grade Span PK-06**

17-2210-070  
HUDSON  
HOBOKEN CITY  
1100 WILLOW AVENUE  
HOBOKEN, NJ 07030

This section shows performance on the NJASK science test which measures students' ability to recall information and to solve problems by applying science concepts. The assessment is given to students in grades 4 and 8 and has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

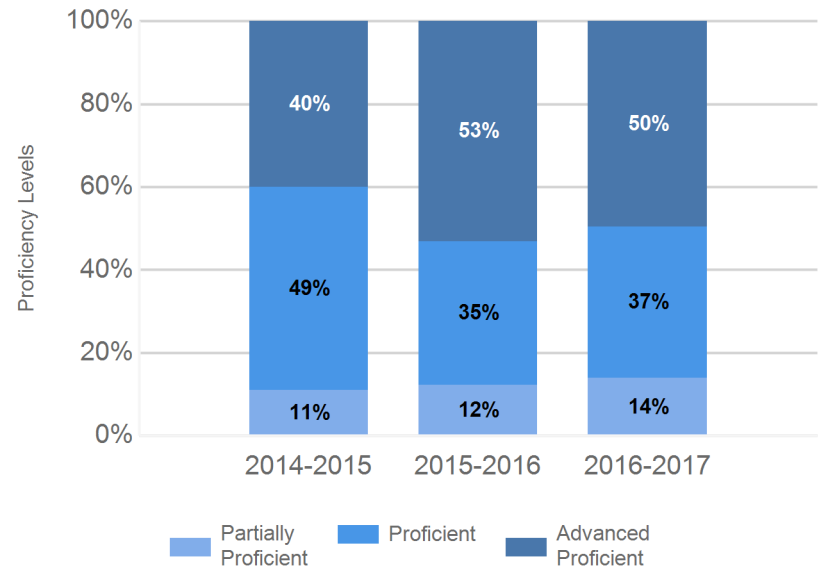
**NJASK Science Assessment Performance: Grade 4**

This table shows the percentage of students in each proficiency category for the NJASK science test for the school and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	50%	37%	14%
White	72%	21%	8%
Hispanic	30%	55%	15%
Black or African American	*	30%	40%
Asian, Native Hawaiian, or Pacific Islander	*	N	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	25%	50%	25%
Students with Disabilities	14%	29%	57%
English Learners	N	N	*

**NJASK Science Assessment Performance Trends: Grade 4**

This graph shows the percentage of students by proficiency category for the past three school years.





Wallace Elementary School  
2016-2017

Grade Span PK-06

17-2210-070  
HUDSON  
HOBOKEN CITY  
1100 WILLOW AVENUE  
HOBOKEN, NJ 07030

This section of the performance report shows information on student growth which measures 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 the prior year.

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)** is the percentile in the middle of that list. Watch a short video that explains how **median Student Growth Percentile (mSGP)** is calculated here:

<http://www.state.nj.us/education/njsmart/performance/>

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts/Literacy (ELA) and Mathematics for the school and each student group with comparisons to the district and the state. This table also shows whether the school and each student group met the *ESSA* accountability target of 40 for the 2016-17 school year.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	64	52	50	Exceeds Target	44	38	50	Met Target
White	61	*	50	Exceeds Target	47	*	52	Met Target
Hispanic	65	49.5	49	Exceeds Target	37.5	36.5	47	Not Met
Black or African American	62	42	45	**	38.5	33.5	43	**
Asian, Native Hawaiian, or Pacific Islander	*	*	60	**	*	*	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	*	51	**	*	*	52	**
Economically Disadvantaged	57	49	47	Met Target	38	36	46	Not Met
Students with Disabilities	29.5	30	41	Not Met	19	17.5	43	Not Met
English Learners	*	76	53	**	*	*	51	**

\*\* ESSA accountability targets are only included if data is available for at least 20 students.



Wallace Elementary School  
2016-2017

17-2210-070  
HUDSON  
HOBOKEN CITY  
1100 WILLOW AVENUE  
HOBOKEN, NJ 07030

Grade Span PK-06

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A student's **SGP** falls between 1 and 99 and can be grouped into three levels:

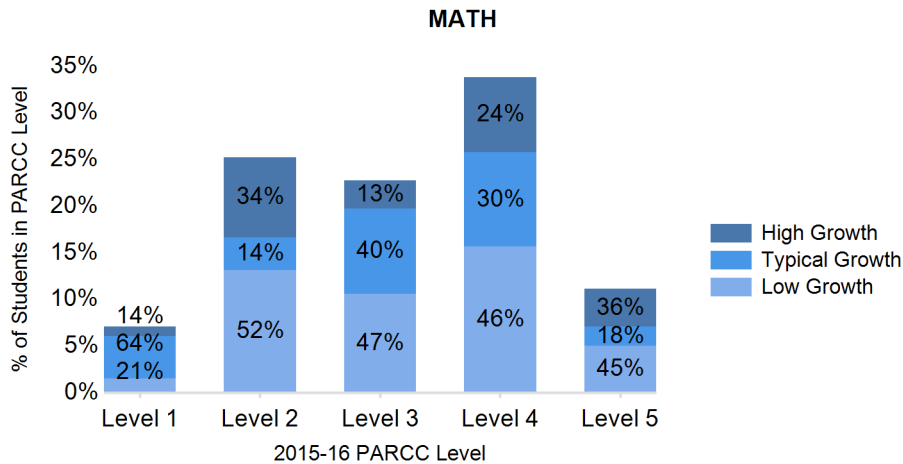
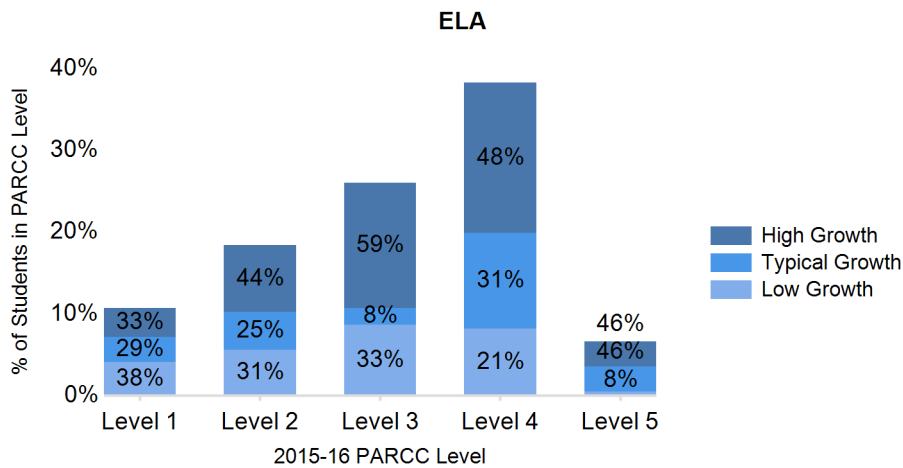
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

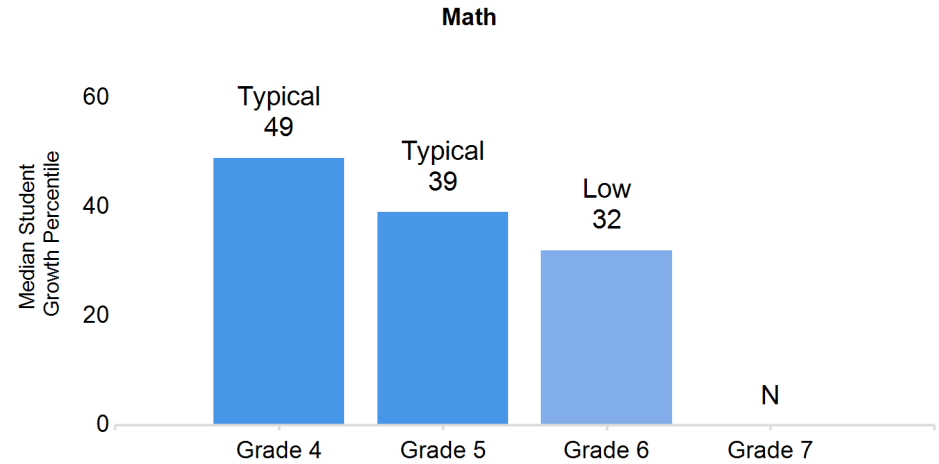
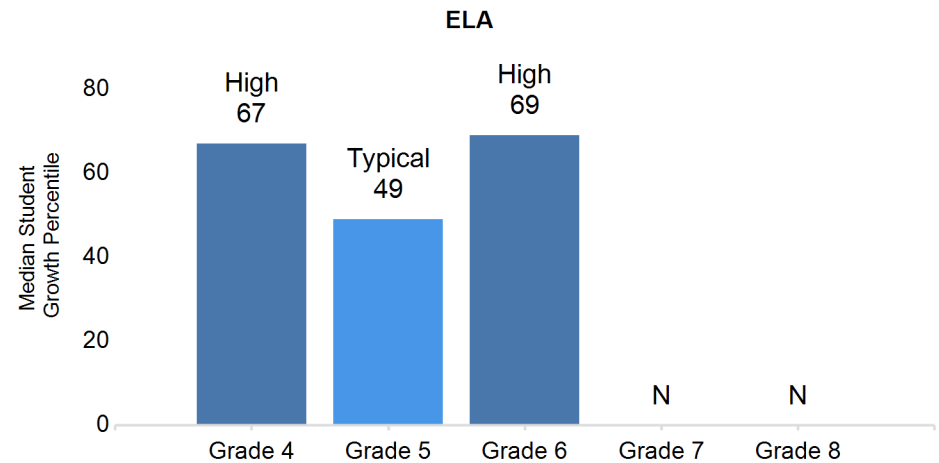
Student Growth by Performance Level

These graphs show the percentage of students by 2015-16 PARCC performance level that fall into each of the three levels of growth based on their 2016-17 test scores.



Student Growth by Grade

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





Wallace Elementary School  
2016-2017

Grade Span PK-06

17-2210-070  
HUDSON  
HOBOKEN CITY  
1100 WILLOW AVENUE  
HOBOKEN, NJ 07030

This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected 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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

**Chronic Absenteeism**

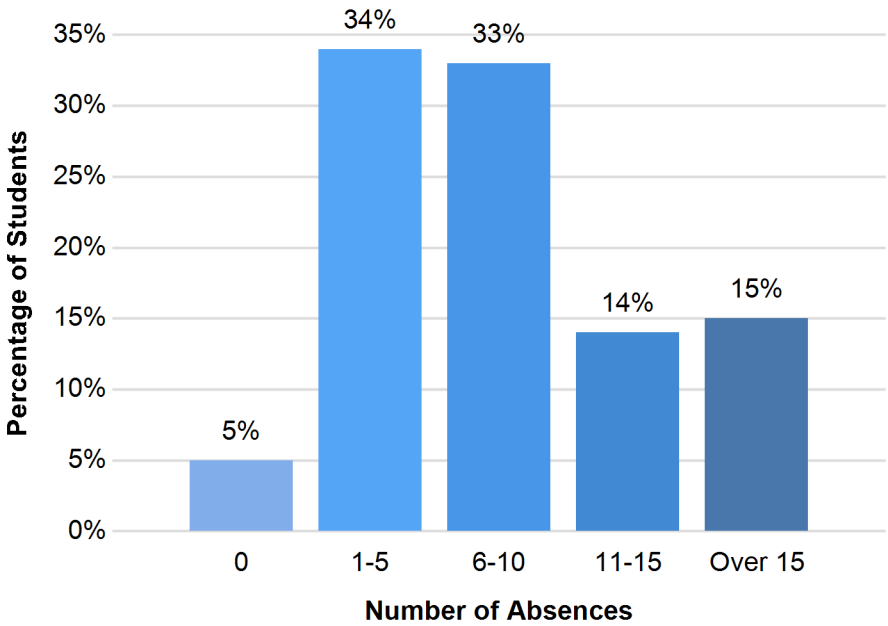
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the ESSA accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	11.50	8.30	Not Met
White	5.50	8.30	Met Target
Hispanic	16.70	8.30	Not Met
Black or African American	17.50	8.30	Not Met
Asian, Native Hawaiian, or Pacific Islander	10.80	8.30	Not Met
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	19.80	8.30	Not Met
Students with Disabilities	24.30	8.30	Not Met
English Learners	N	**	**

\*\* ESSA accountability targets are only included if data is available for at least 20 students.

**Days Absent**

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.



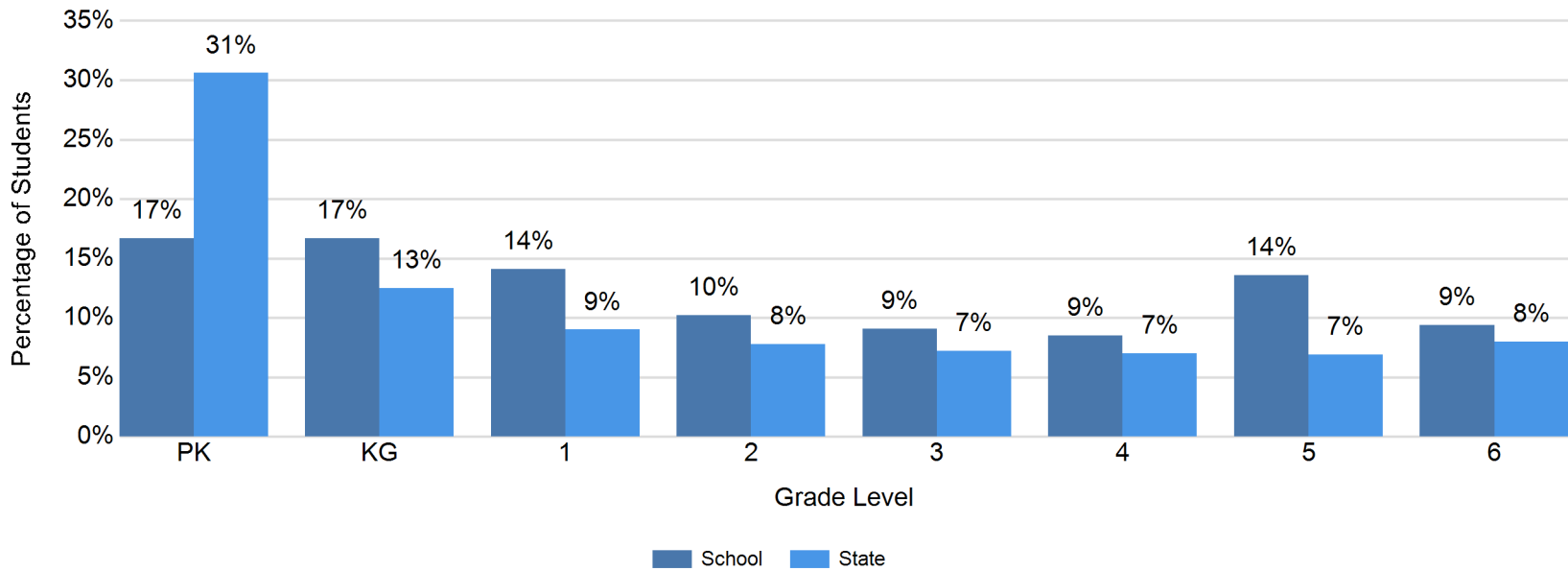


Wallace Elementary School  
2016-2017  
Grade Span PK-06

17-2210-070  
HUDSON  
HOBOKEN CITY  
1100 WILLOW AVENUE  
HOBOKEN, NJ 07030

Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





Wallace Elementary School  
2016-2017

Grade Span PK-06

17-2210-070  
HUDSON  
HOBOKEN CITY  
1100 WILLOW AVENUE  
HOBOKEN, NJ 07030

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.

Category	School
Typical Start Time	8:20AM
Typical End Time	2:45PM
Length of School Day	6 Hrs 25 Mins
Full Time - Instructional Time	6 Hrs. 0 Mins.
Shared Time - Instructional Time	3 Hrs. 0 Mins.

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 provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	0
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	5
Total Unique Incidents	5
Incidents Per 100 Students Enrolled	0.79

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	0.0%
Out-of-School Suspensions	2.2%
Any Suspension	2.2%

Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0



**Wallace Elementary School**  
**2016-2017**  
**Grade Span PK-06**

17-2210-070  
 HUDSON  
 HOBOKEN CITY  
 1100 WILLOW AVENUE  
 HOBOKEN, NJ 07030

**Technology Readiness**

This table shows information that was collected through the optional NJTRAx survey to determine a school's technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school's LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	4.4:1	393.1 kbps	100 kbps	Yes	Fiber	Fiber	Yes

**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).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$1,293	\$21,311	\$22,604



Wallace Elementary School  
2016-2017

Grade Span PK-06

17-2210-070  
HUDSON  
HOBOKEN CITY  
1100 WILLOW AVENUE  
HOBOKEN, NJ 07030

This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

**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

**Full-Time Equivalent:** In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

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	72	120,724
Average years experience in public schools	10.7	11.8
Average years experience in district	9.9	10.5
Teachers in district for 4 or more years	64%	74%

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	17	9,506
Average years experience in public schools	13.2	15.9
Average years experience in district	9.6	11.6
Administrators in district for 4 or more years	59%	74%

Student to Staff Ratios

This table shows the number of students per staff member 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.

Staff Type	School Students: Staff	District Students: Staff
Teachers	9:1	13:1
Administrators	317:1	150:1
Librarian/Media Specialists		1272:1
Nurses		424:1
Counselors		363:1
Child Study Team		170:1



Wallace Elementary School  
2016-2017

Grade Span PK-06

17-2210-070  
HUDSON  
HOBOKEN CITY  
1100 WILLOW AVENUE  
HOBOKEN, NJ 07030

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Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by the teachers and administrators at this school. 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



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

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	77%	89%
2015-16 Administrators: Same district 2016-17	67%	88%

Faculty Attendance

This table shows the percentage of days that school 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
2016-17	96%



Wallace Elementary School  
2016-2017  
Grade Span PK-06

17-2210-070  
HUDSON  
HOBOKEN CITY  
1100 WILLOW AVENUE  
HOBOKEN, NJ 07030

Accountability Indicator Scores and Summative Rating

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. This table shows the indicator scores for each indicator included in the accountability system and the weights 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 rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey’s accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	40.5	17.5%
Mathematics Proficiency	39.1	17.5%
English Language Arts Growth	83.2	25.0%
Mathematics Growth	19.0	25.0%
Chronic Absenteeism	15.0	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
<b>Summative Score:</b> Sum of all indicator scores multiplied by indicator weights		41.7
<b>Summative Rating:</b> Percentile rank of Summative Score		36.7
<b>Requires Comprehensive Support:</b> Summative Rating is less than or equal to 5th percentile		No

\*\* Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Indicator weights for this school were adjusted due to data availability.



Wallace Elementary School  
2016-2017

Grade Span PK-06

17-2210-070  
HUDSON  
HOBOKEN CITY  
1100 WILLOW AVENUE  
HOBOKEN, NJ 07030

Accountability Summary by Student Group

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. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group's performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these [accountability resources](#).

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	41.7	11.9	Targeted	Met Target	Met Target†	Not Met	Exceeds Target	Met Target	No
White	62.3	11.9	No	Met Target	Met Target†	Met Target	Exceeds Target	Met Target	No
Hispanic	41.9	11.9	No	Met Target	Not Met	Not Met	Exceeds Target	Not Met	No
Black or African American	**	**	No	Met Target	Met Target†	Not Met	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	Not Met	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	40.2	11.9	No	Met Target	Met Target†	Not Met	Met Target	Not Met	No
Students with Disabilities	11.7	11.9	Targeted	Met Target†	Not Met	Not Met	Not Met	Not Met	No
English Learners	**	**	No	**	**	**	**	**	No

\*\* Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Target was met within a confidence interval.



**Wallace Elementary School**  
**2016-2017**  
**Grade Span PK-06**




17-2210-070  
 HUDSON  
 HOBOKEN CITY  
 1100 WILLOW AVENUE  
 HOBOKEN, NJ 07030

School General Info

<b>Principal:</b>	Mr. Shannon	<b>Email Address:</b>	<a href="mailto:martin.shannon@hoboken.k12.nj.us">martin.shannon@hoboken.k12.nj.us</a>
<b>Address:</b>	1100 WILLOW AVENUE HOBOKEN, NJ 07030	<b>Website:</b>	<a href="https://www.hoboken.k12.nj.us">https://www.hoboken.k12.nj.us</a>
<b>Phone:</b>	(201)356-3651	<b>Facebook:</b>	<a href="https://www.facebook.com/hobokenpublicschools">https://www.facebook.com/hobokenpublicschools</a>
		<b>Twitter:</b>	<a href="https://twitter.com/hobokenschools">https://twitter.com/hobokenschools</a>

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.

 <p>Highlights:</p>	<ul style="list-style-type: none"> <li>• Musical Theater Artist in Residence, Chorus and Band, Gifted &amp; Talented/Johns Hopkins CTY Program</li> <li>• Sustainable Jersey Bronze Certification School, Spanish and Mandarin Chinese, STEAM Period, PLTW STEM</li> <li>• Before Care Program and Passport to Learning After School Program with Innovative Enrichment Course Offerings</li> </ul>
 <p>Mission, Vision, Theme:</p>	<p>The Wallace School welcomes all learners from our vibrant and diverse community. We believe that every student will grow as a result of rigorous instruction, relevant learning experiences, &amp; positive relationships. Our priority is to empower all children with skills and to build competencies needed for the 21st Century. We will ensure that our learning community celebrates the differences each child and adult possesses in order to build the foundation for global citizenship.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>Sustainable Jersey Bronze Certification School, Hudson County and New Jersey Teacher of the Year Award Winner, Hudson County Mini-Mock Trial Team Winners</p>






**Wallace Elementary School**  
**2016-2017**  
**Grade Span PK-06**

17-2210-070  
 HUDSON  
 HOBOKEN CITY  
 1100 WILLOW AVENUE  
 HOBOKEN, NJ 07030

**School Narrative**

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 <p><b>Courses, Curriculum, Instruction:</b></p>	<p>The Wallace School offers a comprehensive curricula including mathematics, language arts literacy, science and social studies on a daily basis. Infused each day is the nationally recognized Project Lead the Way S.T.E.M. curriculum, as well as a data-driven skills-oriented Challenge &amp; Support period. In addition, our scholars take Spanish, Chinese, music, art, technology and physical education. Wallace employs high quality special education services and is building a vibrant G &amp; T Program.</p>
 <p><b>Clubs and Activities:</b></p>	<p>The Wallace School offers a number of after school activities through the Passport to Learning After School Program. In addition to chorus, band, Junior Model UN, Peer Leaders, and memory book, children may also participate in the numerous enrichment offerings after school which include chess, yoga, book club, golf, and environmental explorers, just to name a few.</p>
 <p><b>Before and After School Programs:</b></p>	<p>The Wallace School offers a fully staffed before school breakfast program, as well as the district's popular Passport to Learning After School Program. Children attending Passport to Learning may stay from dismissal until 6:00 p.m. The program consists of homework help &amp; academic support, structured and free play, and an innovative self-selected enrichment program. Enrichment includes courses such as robotics, guitar, dance, zoology, MathCircles, &amp; literary magazine to name just a few.</p>







**Wallace Elementary School  
2016-2017**

**Grade Span PK-06**

17-2210-070  
HUDSON  
HOBOKEN CITY  
1100 WILLOW AVENUE  
HOBOKEN, NJ 07030

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 <p><b>Staff and Professional Learning:</b></p>	<p>Teachers participate in PLC's to study research-based instructional strategies and best practices during common planning periods, after school, and on designated professional development days. On and off site training is also made available to support our social and emotional learning initiatives, S.T.E.M. education, our focus on diversity and inclusion, and our efforts to ensure continuous student engagement in the learning process.</p>
 <p><b>Student Supports and Services:</b></p>	<p>There are a number of student support services that Wallace School is extremely proud to share. Students at Wallace are afforded services provided by a Vice Principal, school nurse, Dean and social worker. There is also a comprehensive child study team, special education teachers, dedicated STEM teachers, a G&amp;T teacher, response to intervention math and literacy specialists, and an ESL teacher. Academic support is also afforded during the challenge and support period and after school.</p>
 <p><b>Student Health and Wellness:</b></p>	<p>Students at the Wallace School take physical education classes each week and participate in recess on a daily basis. Since health and wellness are paramount at Wallace, teachers are encouraged to infuse movement into learning. Musical theatre classes are also offered through an artist in residence model. Staff members are trained annually in an array of topics to support healthy living and wellness. The Wallace School also offers a supervised breakfast program each day.</p>
 <p><b>Parent and Community Involvement:</b></p>	<p>The Wallace School appreciates its growing Parent and Teacher Organization (PTO). This school-wide team of parents and guardians assist with classroom projects, participate in school functions, fund trips and assemblies, and serve as key communicators. Family participation at school events, meetings, and workshops is extremely high. Parents at Wallace also get a glimpse into the learning environment through our Class Dojo application and school newsletters.</p>





Wallace Elementary School  
2016-2017  
Grade Span PK-06

17-2210-070  
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1100 WILLOW AVENUE  
HOBOKEN, NJ 07030

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.

 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Parents, Administrators, Teachers</p> <p>The school climate survey offered at the Wallace School is used annually and focuses on topics that best support social and emotional learning, the climate and culture of the school environment, and interactions between and among all stakeholders. The survey targets a portion of the school population each year.</p>
 <p>Facilities:</p>	<p>The Wallace School boasts a full size gym and stage, cafeteria, a library which is being converted to a research center, a computer lab, and dedicated classrooms for art, music, STEM, and world languages. All classrooms are air conditioned. The Wallace School is also home to our district's highly effective ABA Program.</p>



Wallace Elementary School  
2016-2017

Grade Span PK-06

17-2210-070  
HUDSON  
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The Wallace school day is from 8:15 a.m. to 3:00 p.m. Wallace operates a school safety team, a professional development committee, and a school climate & culture team. Anti-bullying activities are woven into the fabric of learning and students. Children are recognized for cooperation and kindness by the school's administration and P.T.O. Each classroom has a SmartBoard and the school boasts a large number of Google ChromeBook mobile labs. Students at Wallace participate in the Trout in the Classroom Program, the Inspired Classroom Global Conflict and Resolution Program, the PLTW STEM Program, and the Junior Model U.N. Competition Program. The Gifted and Talented Program at Wallace is phenomenal. Identified children engage in a focused curriculum and online coursework via Johns Hopkins. In addition, the school is focused on providing a number of interest-based programs for all students. The Wallace staff and administrators are extremely proud of the high level of family engagement and overall school spirit.



Other Information: