



Hamilton Intermediate School  
2016-2017  
Grade Span 04-05

17-2060-061  
HUDSON  
HARRISON TOWN  
223 HAMILTON STREET  
HARRISON, NJ 07029

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.



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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
4	144	134	148
5	146	144	135
Ungraded	12	8	0
Total	302	286	283

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	51%	50%	50%
Male	49%	50%	51%
Economically Disadvantaged Students	79%	78%	82%
Students with Disabilities	23%	19%	17%
English Learners	3%	9%	9%
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
Hispanic	68.9%
White	19.4%
Asian	9.2%
Black or African American	2.5%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	0.0%

Enrollment by Home Language

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

Home Language	% of Students
Spanish	48.8%
English	34.6%
Portuguese	8.8%
Urdu	2.5%
Chinese	2.1%
Other	3.3%



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**English Language Arts/Literacy Assessment - Participation and Performance**

This table shows information about the English Language Arts/Literacy section of the *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessment 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	286	97.7	54.50	42.00	54.90	54.5	46.8	Met Target
White	56	98.3	66.10	53.60	63.90	66.1	61.7	Met Target
Hispanic	197	97.6	48.30	37.10	39.80	48.3	39.9	Met Target
Black or African American	*	*	*	*	35.20	*	**	**
Asian, Native Hawaiian, or Pacific Islander	26	96.6	76.90	63.00	80.70	76.9	75.2	Met Target
American Indian or Alaska Native	*	*	*	N	53.70	N	**	**
Two or More Races	*	*	*	25.00	54.90	N	**	**
Female	142	98.0	64.10	48.40	62.20	64.1		
Male	144	97.3	45.20	35.70	48.10	45.2		
Economically Disadvantaged Students	234	97.5	50.00	37.90	36.20	50	41	Met Target
Non-Economically Disadvantaged Students	52	98.2	75.00	58.70	65.80	75		
Students with Disabilities	52	100.0	28.90	12.50	20.50	28.9	20.3	Met Target
Students without Disabilities	234	97.2	60.20	49.10	61.90	60.2		
English Learners	53	92.1	35.90	*	25.20	35.7	N	N
Non-English Learners	233	99.2	58.80	*	57.40	58.8		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	N	N	N	*	24.80	N		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	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.



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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows 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>	152	750	750	753	7%	13%	30%	41%	9%	51%	56%
White	27	761	761	762	0%	*	*	44%	*	63%	67%
Hispanic	109	743	743	740	*	17%	29%	40%	*	44%	40%
Black or African American	*	*	*	737	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	15	775	775	777	0%	0%	*	*	*	73%	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	72	757	757	758	*	*	22%	44%	*	60%	61%
Male	80	743	743	749	*	*	36%	39%	*	43%	51%
Economically Disadvantaged Students	126	744	744	737	*	*	*	*	*	45%	36%
Non-Economically Disadvantaged Students	26	777	777	764	*	*	*	*	*	77%	69%
Students with Disabilities	23	728	728	725	*	*	44%	*	0%	13%	25%
Students without Disabilities	129	754	754	759	*	*	27%	*	11%	57%	62%
English Learners	11	706	706	711	*	*	0%	*	*	18%	10%
Non-English Learners	141	753	753	755	*	*	32%	*	*	53%	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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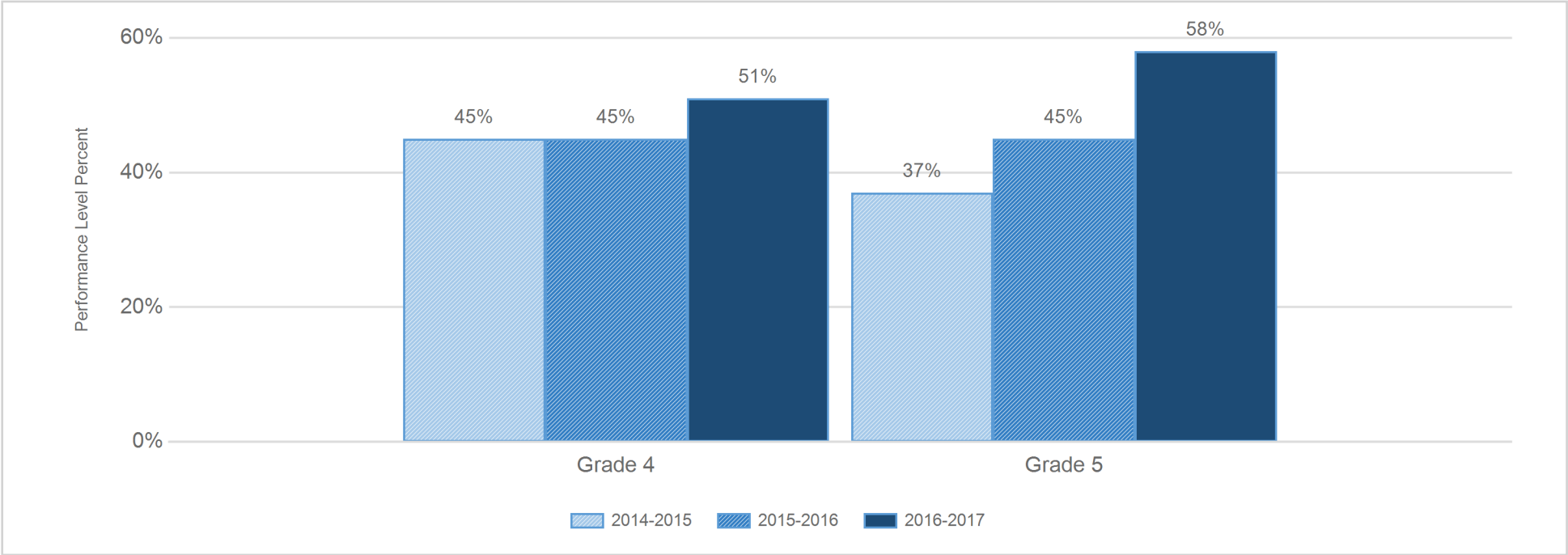
English Language Arts/Literacy Assessment - Performance by Grade: Grade 5

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	135	752	752	756	*	14%	26%	53%	*	58%	59%
White	29	761	761	763	0%	*	*	66%	*	69%	69%
Hispanic	88	747	747	743	*	15%	30%	50%	*	52%	44%
Black or African American	*	*	*	740	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	13	777	777	779	0%	*	*	*	*	77%	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	72	758	758	761	*	*	24%	61%	*	67%	66%
Male	63	746	746	750	*	*	29%	43%	*	48%	53%
Economically Disadvantaged Students	106	749	749	740	*	*	*	50%	*	54%	40%
Non-Economically Disadvantaged Students	29	764	764	765	*	*	*	62%	*	72%	71%
Students with Disabilities	23	736	736	725	*	*	*	*	*	35%	22%
Students without Disabilities	112	756	756	762	*	*	*	*	*	63%	66%
English Learners	12	742	742	710	*	*	*	*	*	33%	12%
Non-English Learners	123	753	753	757	*	*	*	*	*	60%	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%

### 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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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	289	98.3	34.20	25.60	43.50	34.2	40.4	Not Met
White	56	98.3	42.90	*	52.40	42.9	46.4	Met Target†
Hispanic	200	98.6	28.00	*	27.60	28	33.4	Not Met
Black or African American	*	*	*	*	21.70	*	**	**
Asian, Native Hawaiian, or Pacific Islander	26	96.6	73.00	53.60	75.60	73	79.3	Met Target†
American Indian or Alaska Native	*	*	*	N	42.50	N	**	**
Two or More Races	*	*	*	50.00	44.90	N	**	**
Female	144	98.0	34.10	*	44.10	34.1		
Male	145	98.7	34.40	*	42.90	34.4		
Economically Disadvantaged Students	236	98.4	28.40	*	25.10	28.4	35.5	Not Met
Non-Economically Disadvantaged Students	53	98.3	60.30	*	54.30	60.3		
Students with Disabilities	52	100.0	32.70	*	16.50	32.7	26.9	Met Target
Students without Disabilities	237	98.0	34.60	*	48.80	34.6		
English Learners	56	95.4	23.20	*	23.30	23.2	N	N
Non-English Learners	233	99.2	36.90	*	45.20	36.9		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	N	N	N	*	15.10	N		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	*	18.20	N		

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Mathematics Assessment - Performance by Grade: Grade 4

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by 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	154	740	740	747	*	21%	35%	33%	*	36%	47%
White	27	745	745	755	*	*	*	41%	*	44%	59%
Hispanic	111	734	734	734	*	24%	36%	29%	*	30%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	25%
Asian, Native Hawaiian, or Pacific Islander	15	772	772	774	0%	0%	*	*	*	73%	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	74	741	741	747	*	19%	34%	32%	*	38%	47%
Male	80	739	739	747	*	23%	36%	34%	*	35%	48%
Economically Disadvantaged Students	127	736	736	732	*	*	*	28%	*	29%	27%
Non-Economically Disadvantaged Students	27	758	758	757	*	*	*	59%	*	70%	61%
Students with Disabilities	23	736	736	724	*	*	*	*	*	39%	22%
Students without Disabilities	131	741	741	751	*	*	*	*	*	36%	52%
English Learners	13	716	716	716	*	*	*	*	*	15%	12%
Non-English Learners	141	742	742	749	*	*	*	*	*	38%	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%



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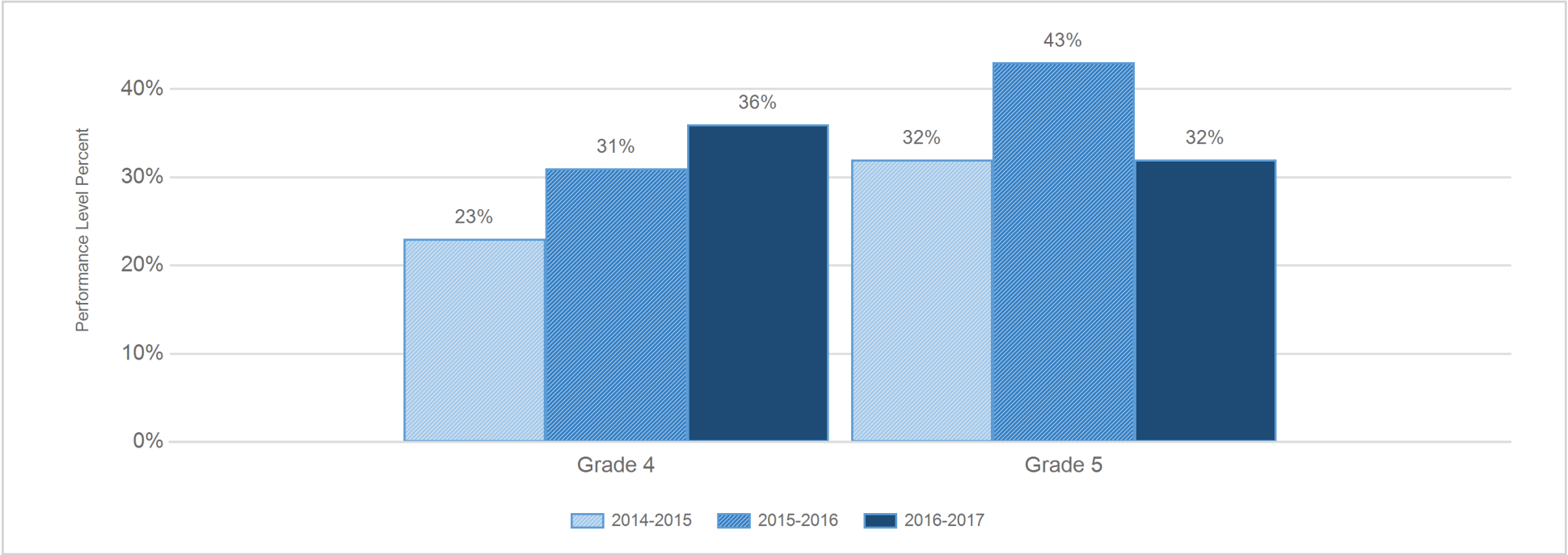
Mathematics Assessment - Performance by Grade: Grade 5

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>	137	739	739	747	*	26%	37%	30%	*	32%	46%
White	29	745	745	754	*	*	35%	41%	0%	41%	57%
Hispanic	90	733	733	735	*	31%	40%	24%	*	24%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	13	774	774	774	0%	0%	*	*	*	77%	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	72	740	740	747	*	26%	39%	32%	*	32%	47%
Male	65	738	738	746	*	26%	35%	28%	*	32%	46%
Economically Disadvantaged Students	108	735	735	732	*	*	*	25%	*	26%	27%
Non-Economically Disadvantaged Students	29	754	754	756	*	*	*	48%	*	55%	59%
Students with Disabilities	23	735	735	725	*	*	44%	*	*	26%	19%
Students without Disabilities	114	740	740	751	*	*	36%	*	*	33%	52%
English Learners	14	732	732	717	*	*	*	*	*	14%	12%
Non-English Learners	123	740	740	748	*	*	*	*	*	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%

### 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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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
4	*	*
5	*	*

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	11	81.8%	18.2%
3	*	*	*
4	N	N	N
5+	*	*	*



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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.

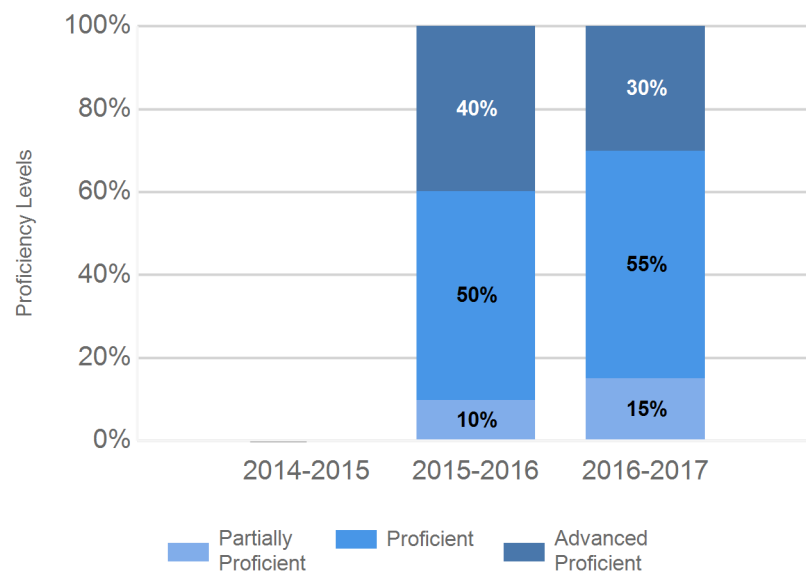
**NJASK Science Assessment Performance: Grade 4**

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	30%	55%	15%
White	37%	56%	*
Hispanic	26%	56%	19%
Black or African American	*	N	N
Asian, Native Hawaiian, or Pacific Islander	*	*	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	*	*
Economically Disadvantaged Students	24%	60%	15%
Students with Disabilities	5%	74%	21%
English Learners	*	*	*

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

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





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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	55	45	50	Met Target	55	55	50	Met Target
White	57.5	47	50	Met Target	60	57.5	52	Exceeds Target
Hispanic	51	43	49	Met Target	52	54	47	Met Target
Black or African American	*	*	45	**	*	*	43	**
Asian, Native Hawaiian, or Pacific Islander	*	*	60	Exceeds Target	*	*	59	Exceeds Target
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	54	45	47	Met Target	53	53	46	Met Target
Students with Disabilities	64.5	38	41	Exceeds Target	68	55	43	Exceeds Target
English Learners	65.5	61	53	Exceeds Target	46	51.5	51	Met Target

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



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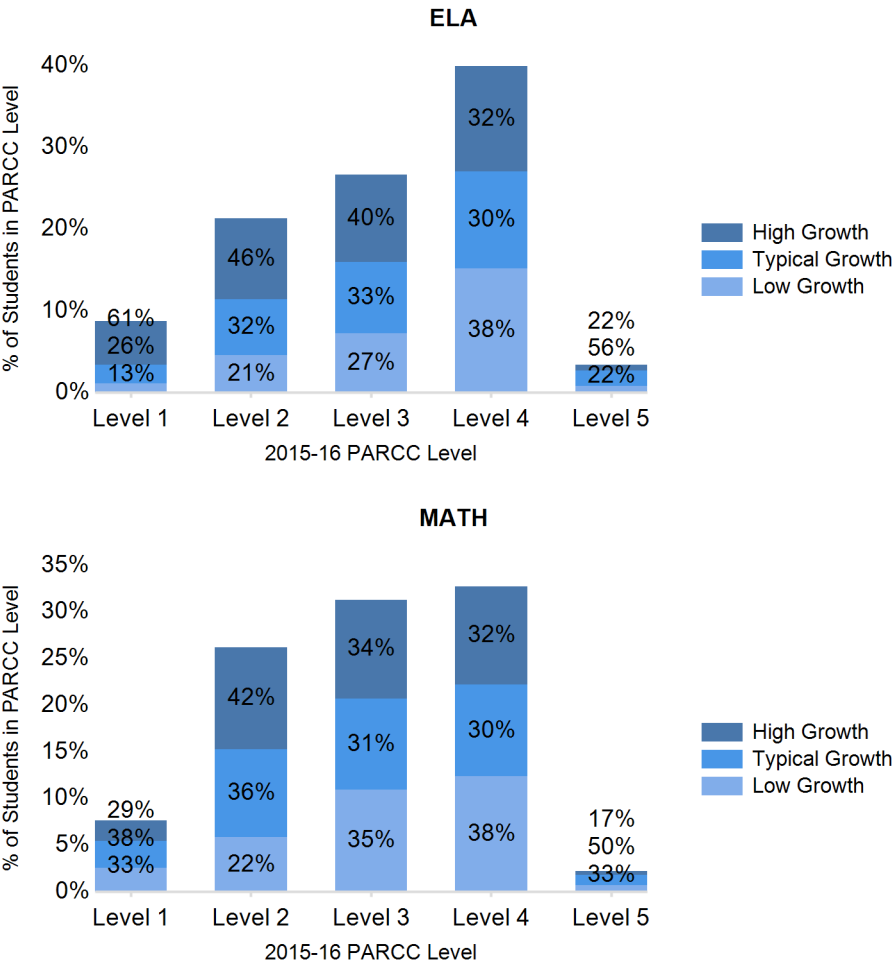
Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

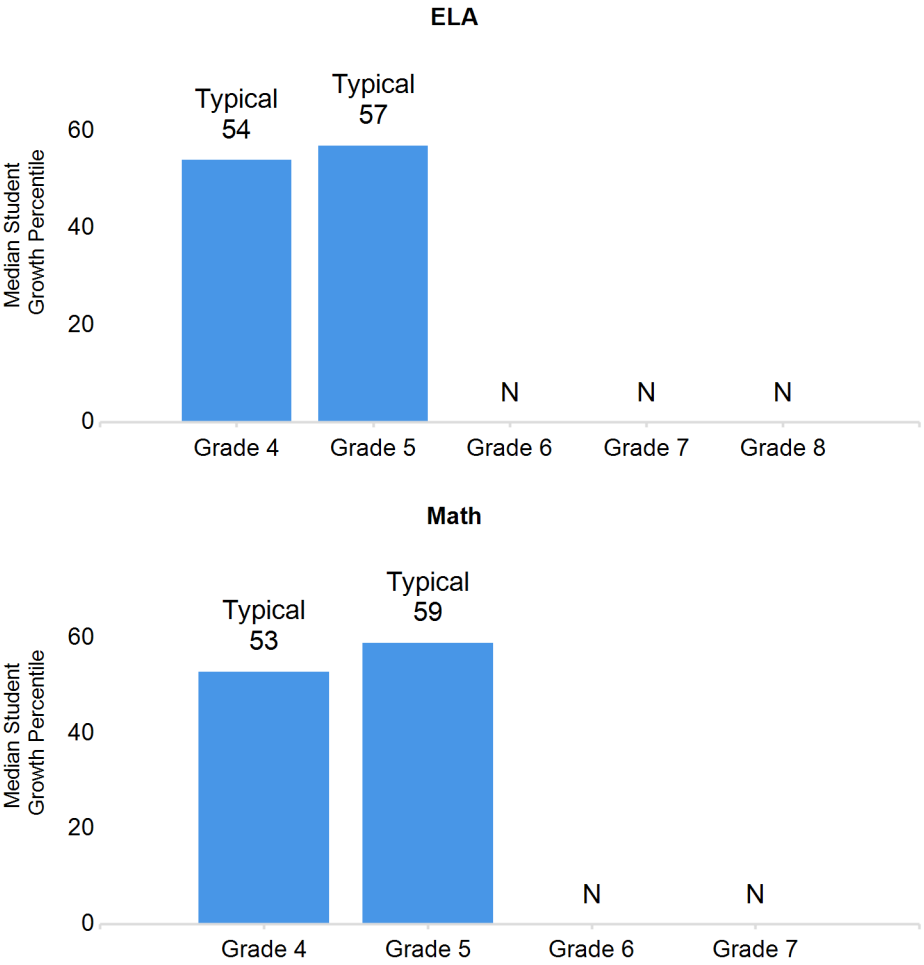
Student Growth by Performance Level

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.





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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

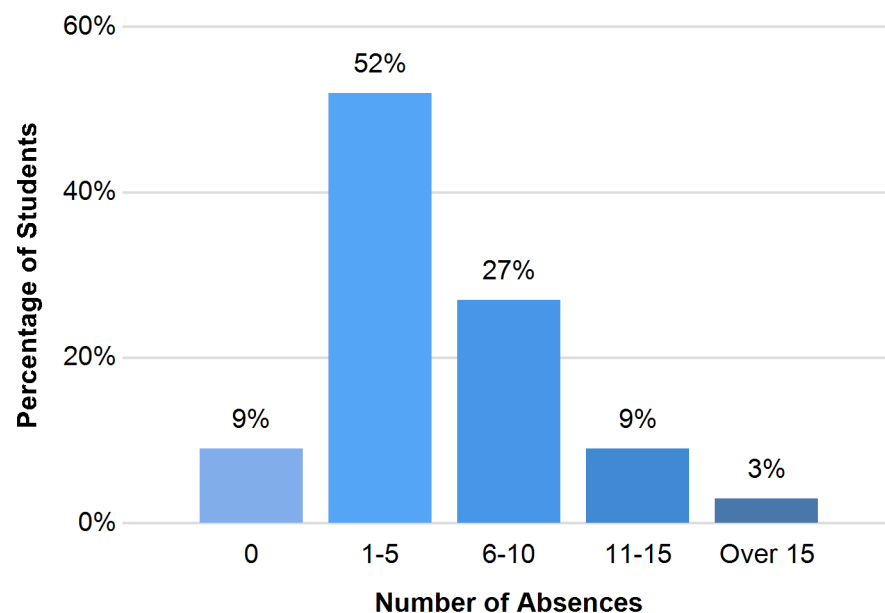
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	2.10	7.00	Met Target
White	0	7.00	Met Target
Hispanic	2.50	7.00	Met Target
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	0	7.00	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	0.90	7.00	Met Target
Students with Disabilities	5.50	7.00	Met Target
English Learners	0	7.00	Met Target

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

### Days Absent

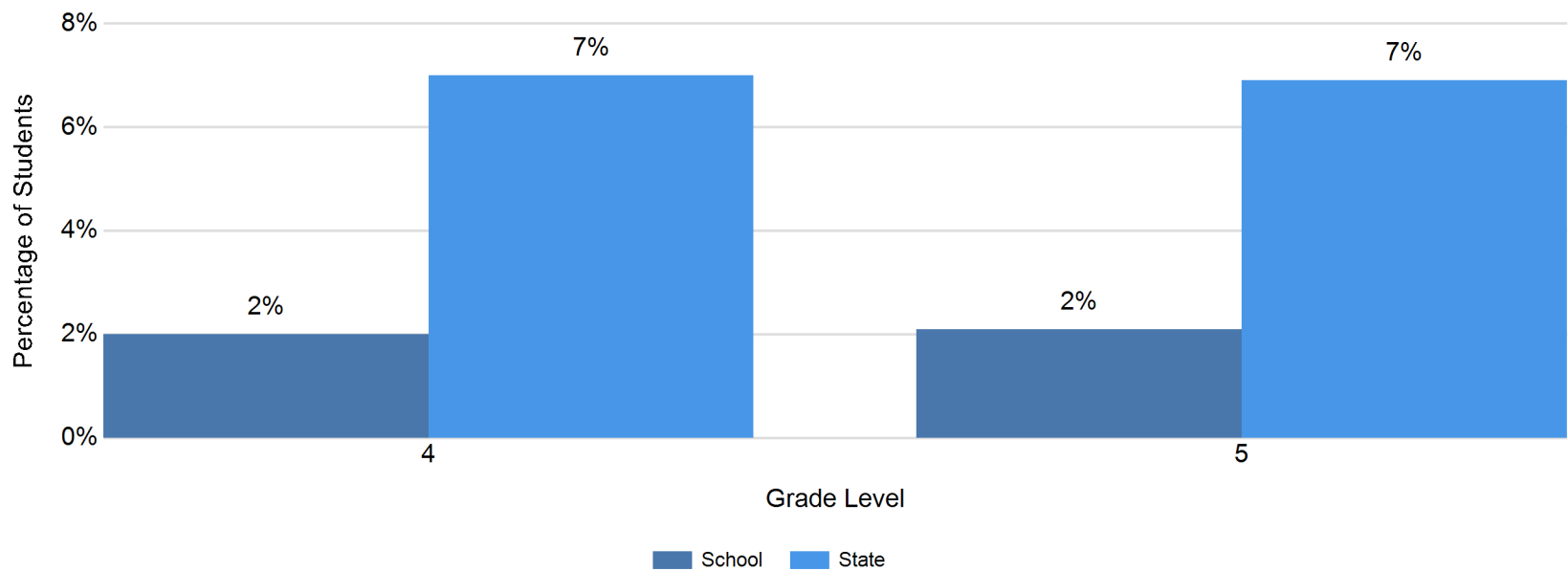
The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.





### 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.





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### School Day

This table shows the start and end times and length of school day for a typical student at this school. **Instructional time** is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher.

Category	School
Typical Start Time	8:20AM
Typical End Time	3:05PM
Length of School Day	6 Hrs 45 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	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	3
Total Unique Incidents	4
Incidents Per 100 Students Enrolled	1.41

### 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	0.4%
Any Suspension	0.4%

### 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



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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	1.6:1	167.6 kbps	100 kbps	Yes	N	Fiber	N

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)	\$967	\$16,149	\$17,116



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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	14.6	11.8
Average years experience in district	14.1	10.5
Teachers in district for 4 or more years	83%	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	20	9,506
Average years experience in public schools	24.0	15.9
Average years experience in district	13.1	11.6
Administrators in district for 4 or more years	75%	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	10:1	14:1
Administrators	283:1	119:1
Librarian/Media Specialists		N
Nurses		597:1
Counselors		796:1
Child Study Team		184:1



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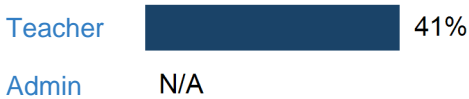
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Teachers and Administrators - Level of Education

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	91%	89%
2015-16 Administrators: Same district 2016-17	95%	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%



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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	49.2	17.5%
Mathematics Proficiency	32.9	17.5%
English Language Arts Growth	76.5	25.0%
Mathematics Growth	72.7	25.0%
Chronic Absenteeism	97.9	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		66.4
Summative Rating: Percentile rank of Summative Score		75.1
Requires Comprehensive Support: 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.



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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	66.4	11.9	No	Met Target	Not Met	Met Target	Met Target	Met Target	No
White	63.9	11.9	No	Met Target	Met Target†	Met Target	Met Target	Exceeds Target	No
Hispanic	62.5	11.9	No	Met Target	Not Met	Met Target	Met Target	Met Target	No
Black or African American	**	**	No	**	**	**	**	**	No
Asian, Native Hawaiian, or Pacific Islander	69.7	11.9	No	Met Target	Met Target†	Met Target	Exceeds Target	Exceeds Target	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	74.1	11.9	No	Met Target	Not Met	Met Target	Met Target	Met Target	No
Students with Disabilities	87.6	11.9	No	Met Target	Met Target	Met Target	Exceeds Target	Exceeds Target	No
English Learners	67.4	11.9	No	N	N	Met Target	Exceeds Target	Met Target	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.



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School General Info

<b>Principal:</b>	Mr. Stahl	<b>Email Address:</b>	<a href="mailto:kevin.stahl@staff.harrisonschools.org">kevin.stahl@staff.harrisonschools.org</a>
<b>Address:</b>	223 HAMILTON STREET HARRISON, NJ 07029	<b>Website:</b>	<a href="https://sites.google.com/a/harrisonschools.org/hamiltonschoolewebsite/home">https://sites.google.com/a/harrisonschools.org/hamiltonschoolewebsite/home</a>
<b>Phone:</b>	(973)735-5550		

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>• Curriculum aligned to NJSLS and includes Balanced Literacy, GoMath, and Next Gen Science.</li> <li>• Technology is a part of each school day, with all students having G Suite for Education and Chromebook access.</li> <li>• Hamilton School's Student Council raised over \$5,000 for Saint Jude's Hospital and Camp Fatima of NJ in 2016-17.</li> </ul>
 <b>Mission, Vision, Theme:</b>	<p>Our Vision is to create a community of lifelong learners who are prepared to meet the challenges of the 21st century. We seek to provide students with a comprehensive education encompassing academic, social, emotional, and cultural needs in a technological age. It is our objective that every child will reach their academic potential, while exhibiting strong morals and values. We strive to maintain collaboration amongst teachers, parents, and community members.</p>
 <b>Awards, Recognition, Accomplishments:</b>	<p>Hamilton Intermediate School's Student Council continues to support Saint Jude's Children's Research Hospital and Camp Fatima of New Jersey by hosting yearly fundraising activities.</p>








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 <p>Courses, Curriculum, Instruction:</p>	<p>Balanced Literacy Program, including leveled readers, and Readers/Writers Workshop; GoMath!; Next Generation Science Standards, Project Based Learning approach for Social Studies. Various online subscriptions: G Suite for Education, Achieve3000, IXL, and Scholastic News Textbooks: Good Habits Great Readers/Writers, GoMath, Science Fusion.</p>
 <p>Clubs and Activities:</p>	<p>Art Club, Book Club, Band, Chorus, Computer Coding Club, School Newspaper, Gifted and Talented, Student Council, and Character Education Program.</p>
 <p>Before and After School Programs:</p>	<p>Hamilton School offers an after school program to support students who are in need of intervention. Our CHIP (Counseling, Homework, and Intervention Program) Program provides services to our special education population after school. Our After School Band and Chorus programs perform at our Winter and Spring concert along with other community events throughout the year.</p>







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**School Narrative**

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 <b>Staff and Professional Learning:</b>	<p>Teachers participate in 20 hours of Professional Development offered by the district throughout the school year. Topic's have included Writer's Workshop, Three part learning objectives, The Fundamental 5, and team building. Additionally, the district participates in the Hudson County Professional Development Consortium, which offers many opportunities for teachers to be trained in new approaches and important topics. Professional development is ongoing and based upon student need.</p>
 <b>Student Supports and Services:</b>	<p>Our I&amp;RS Team is designed to assist students who are experiences learning, behavior or health difficulties. Our Bilingual and ESL program off support and services for our ELL students. Hamilton School has a School Social Worker/Anti-Bullying Specialist on staff. Our new Intervention program includes two teachers who work with students based on data to provide intervention strategies to close the achievement gap. Our part-time Literacy Coach provides job embedded professional development.</p>
 <b>Student Health and Wellness:</b>	<p>Hamilton School has a partnership with Newark Beth Israel Medical Center. They provide our students with KidsFit, a health and wellness program. Hamilton School offers a free breakfast program to all of our students, daily. Outdoor/Indoor recess is provided everyday. Our School Nurse provides preventative and screening services to our students during the school year.</p>
 <b>Parent and Community Involvement:</b>	<p>The Hamilton PTO raises money for special events and activities for students throughout the year. Our PowerSchool Parent Portal allows parents to access student grades and receive messages. Hamilton School's website offers an additional link to keep parents informed of daily school happenings. We have a partnership with Walmart for incentives towards our reading program. Parents are invited to attend the Parent Prom, and 4th and 5th Grade Level projects during the year.</p>



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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.



Climate Surveys:

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

Hamilton School participates in frequent student, parent, and staff climate surveys. All surveys are carefully reviewed and needs are addressed based on feedback. Teachers and staff are informed of the survey results by our school social worker at a monthly staff meeting. New initiatives, protocol, and policies are driven by these important surveys.



Facilities:

Hamilton Intermediate School is a multicultural, multilingual intermediate school. Our building includes two grade level courtyards, a gymnasium with stage, art room, music room, two computer labs, 125 chromebooks and a cafeteria. Our classrooms contain student leveled libraries, 60 in. flat screen television screens, whiteboards, document cameras, and specific areas designated to compliment small group instruction and differentiation.




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<div><div>Other Information:</div></div>	<p>Two hundred and ninety five students from numerous continents and countries call Hamilton School home. At Hamilton School we believe that our greatest resource for the future is the student population in our charge. Through constant teacher and staff involvement we nurture our students to assure their success in school and beyond. Hamilton School is committed to a number of initiatives aiming to address our school-wide goals in Mathematics and Language Arts Literacy. Initiatives in both areas include quarterly benchmark testing to assist staff in isolating specific areas of weakness. Data from our formal and information assessments are strong components in determining the needs of our students and developing lessons using differentiated instruction. Technology is a tremendous part of our educational process. Computer labs, wireless laptop carts, and a number of Smart Boards continue to provide students with opportunities to enhance their technological abilities. Online subscriptions to Google, Achieve3000, IXL, virtual science experiments, and Scholastic News serve as resources that enhance our district's curriculum. Beyond formal studies during the school day, students at Hamilton School have numerous opportunities to continue their educational pursuits. Extracurricular activities, such as our art club, book club, band, chorus, character education club, and the school newspaper, keep many of our students involved well beyond the final school bell. Our Parent Teacher Organization (PTO) is a very active group composed of highly motivated and dedicated parents. Hamilton School's success is directly correlated to our highly effective and committed staff. Hamilton School teachers pursue district, school, and personal professional development opportunities on an ongoing basis in order to ensure that they are bringing to their classrooms the best instructional strategies and methods currently available.</p>
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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.



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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
9	171	165	191
10	175	186	157
11	182	178	191
12	170	174	172
Ungraded	0	0	0
Total	698	703	711

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	49%	48%	49%
Male	51%	52%	51%
Economically Disadvantaged Students	86%	85%	86%
Students with Disabilities	13%	12%	12%
English Learners	7%	11%	13%
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	76.7%
White	18.4%
Asian	3.0%
Black or African American	1.7%
Native Hawaiian or Pacific Islander	0.1%
American Indian or Alaska Native	0.0%
Two or More Races	0.1%

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	711
Shared Time Students	0
Full Time Equivalent	711

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
Spanish	54.1%
English	33.5%
Portuguese	9.3%
Polish	1.0%
Other	2.0%



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**English Language Arts/Literacy Assessment - Participation and Performance**

This table shows information about the English Language Arts/Literacy section of the *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessment 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	294	99.0	32.40	42.00	54.90	32.4	29.6	Met Target
White	63	98.4	47.60	53.60	63.90	47.6	37	Met Target
Hispanic	217	99.1	27.20	37.10	39.80	27.2	27	Met Target
Black or African American	*	*	*	*	35.20	*	**	**
Asian, Native Hawaiian, or Pacific Islander	10	100.0	50.00	63.00	80.70	50	**	**
American Indian or Alaska Native	N	N	N	N	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	140	98.7	38.60	48.40	62.20	38.6		
Male	154	99.4	26.60	35.70	48.10	26.6		
Economically Disadvantaged Students	244	99.2	27.90	37.90	36.20	27.9	28	Met Target†
Non-Economically Disadvantaged Students	50	98.0	54.00	58.70	65.80	54		
Students with Disabilities	47	98.0	*	12.50	20.50	*	8.8	Not Met
Students without Disabilities	247	99.2	*	49.10	61.90	*		
English Learners	46	98.3	*	*	25.20	*	6.1	Met Target
Non-English Learners	248	99.2	*	*	57.40	*		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	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.





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**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>	167	726	726	749	25%	23%	28%	*	*	24%	52%
White	30	736	736	757	*	*	*	*	*	33%	62%
Hispanic	126	722	722	733	28%	25%	28%	*	*	20%	35%
Black or African American	*	*	*	730	*	*	*	*	*	*	30%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	49%
Two or More Races	*	*	*	746	*	*	*	*	*	*	48%
Female	81	735	735	756	*	21%	37%	20%	*	27%	60%
Male	86	716	716	741	*	26%	20%	21%	*	21%	43%
Economically Disadvantaged Students	146	723	723	731	*	*	*	*	*	20%	32%
Non-Economically Disadvantaged Students	21	745	745	758	*	*	*	*	*	52%	62%
Students with Disabilities	30	700	700	714	*	*	*	*	*	*	13%
Students without Disabilities	137	731	731	754	*	*	*	*	*	*	58%
English Learners	23	688	688	690	*	*	*	*	*	*	*
Non-English Learners	144	732	732	752	*	*	*	*	*	*	*
Homeless Students	*	*	*	719	*	*	*	*	*	*	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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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
Schoolwide	138	732	732	743	28%	12%	20%	30%	9%	39%	46%
White	32	756	756	749	*	*	*	47%	*	63%	52%
Hispanic	101	724	724	728	36%	*	20%	26%	*	33%	34%
Black or African American	*	*	*	725	*	*	*	*	*	*	31%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	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	66	742	742	752	26%	*	20%	35%	*	49%	54%
Male	72	722	722	734	31%	*	21%	26%	*	31%	39%
Economically Disadvantaged Students	109	729	729	726	*	*	*	28%	*	35%	32%
Non-Economically Disadvantaged Students	29	742	742	751	*	*	*	41%	*	55%	54%
Students with Disabilities	15	687	687	704	*	*	*	*	*	*	12%
Students without Disabilities	123	737	737	749	*	*	*	*	*	*	52%
English Learners	20	683	683	681	*	*	*	*	*	*	*
Non-English Learners	118	740	740	745	*	*	*	*	*	*	*
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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English Language Arts/Literacy Assessment - Performance by Grade: Grade 11\*\*

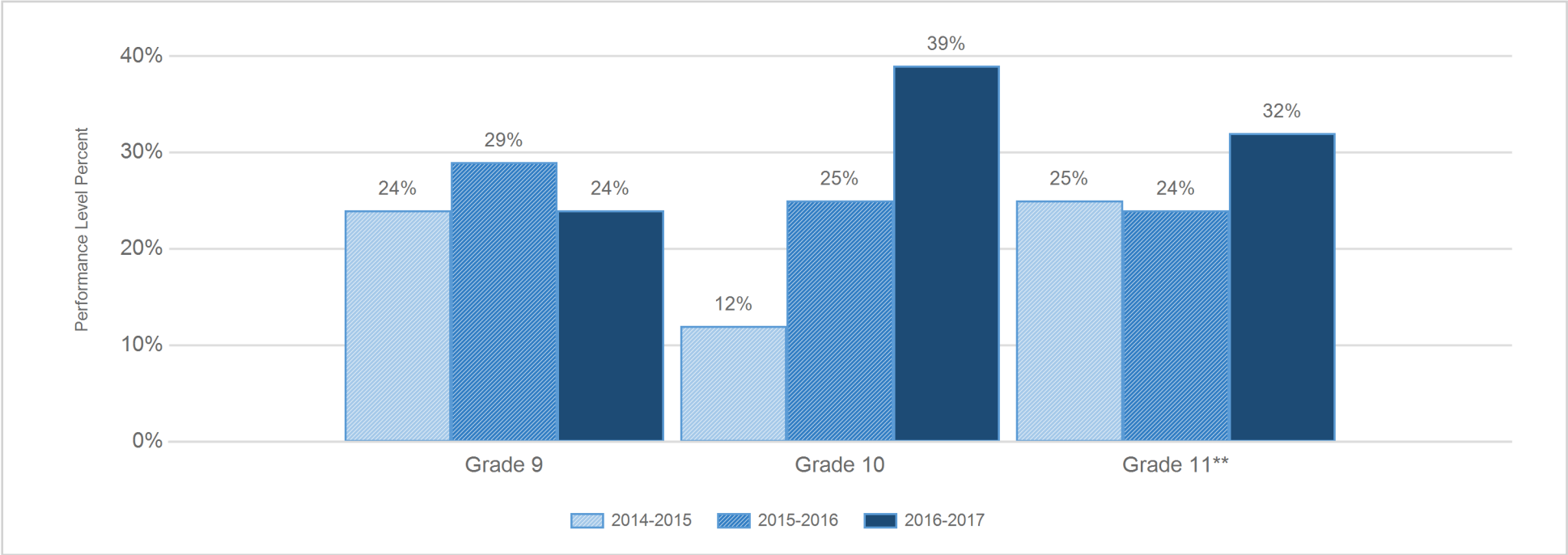
This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean 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
Schoolwide	154	729	729	736	24%	*	27%	30%	*	32%	38%
White	27	735	735	738	*	*	*	37%	0%	37%	40%
Hispanic	115	727	727	731	24%	*	30%	29%	*	30%	34%
Black or African American	*	*	*	728	*	*	*	*	*	*	30%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	756	*	*	*	*	*	*	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	69	740	740	744	15%	*	30%	39%	*	42%	46%
Male	85	720	720	729	32%	*	25%	22%	*	24%	31%
Economically Disadvantaged Students	126	728	728	729	*	*	*	28%	*	30%	32%
Non-Economically Disadvantaged Students	28	733	733	740	*	*	*	39%	*	39%	42%
Students with Disabilities	23	700	700	709	*	*	*	*	*	*	12%
Students without Disabilities	131	734	734	741	*	*	*	*	*	*	43%
English Learners	22	700	700	699	*	*	*	*	*	*	*
Non-English Learners	132	734	734	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.

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

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



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



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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	293	99.0	*	25.60	43.50	*	15.4	Not Met
White	62	98.4	*	*	52.40	*	13.1	Not Met
Hispanic	217	99.1	*	*	27.60	*	15	Not Met
Black or African American	*	*	*	*	21.70	*	**	**
Asian, Native Hawaiian, or Pacific Islander	10	100.0	20.00	53.60	75.60	20	**	**
American Indian or Alaska Native	N	N	N	N	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	141	98.7	*	*	44.10	*		
Male	152	99.4	*	*	42.90	*		
Economically Disadvantaged Students	242	98.8	*	*	25.10	*	15.1	Not Met
Non-Economically Disadvantaged Students	51	100.0	*	*	54.30	*		
Students with Disabilities	46	100.0	*	*	16.50	*	8.7	Not Met
Students without Disabilities	247	98.9	*	*	48.80	*		
English Learners	45	96.6	*	*	23.30	*	10.1	Not Met
Non-English Learners	248	99.6	*	*	45.20	*		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	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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**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>	159	712	718	743	*	*	*	*	*	*	42%
White	24	716	723	751	*	*	*	*	*	*	52%
Hispanic	125	710	716	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	*	*	*	741	*	*	*	*	*	*	41%
Female	72	712	718	744	*	*	*	*	*	*	43%
Male	87	712	718	741	*	*	*	*	*	*	40%
Economically Disadvantaged Students	143	712	718	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	16	710	722	751	*	*	*	*	*	*	52%
Students with Disabilities	29	704	704	714	*	*	*	*	*	*	10%
Students without Disabilities	130	714	721	747	*	*	*	*	*	*	47%
English Learners	39	708	*	708	*	*	*	*	*	*	*
Non-English Learners	120	713	*	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	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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**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>	148	719	719	734	*	*	*	*	*	*	30%
White	26	720	720	740	*	*	*	*	*	*	38%
Hispanic	113	718	718	722	*	*	*	*	*	*	14%
Black or African American	*	*	*	719	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	758	*	*	*	*	*	*	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	73	721	721	735	*	*	*	*	*	*	31%
Male	75	716	716	733	*	*	*	*	*	*	30%
Economically Disadvantaged Students	123	719	719	721	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	25	718	718	740	*	*	*	*	*	*	39%
Students with Disabilities	27	701	701	711	*	*	*	*	*	*	*
Students without Disabilities	121	723	723	738	*	*	*	*	*	*	*
English Learners	16	704	704	710	*	*	*	*	*	*	*
Non-English Learners	132	720	720	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	*



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**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>	128	702	702	725	*	*	*	*	*	*	28%
White	37	698	698	731	*	*	*	*	*	*	33%
Hispanic	85	703	703	710	*	*	*	*	*	*	14%
Black or African American	*	*	*	703	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	761	*	*	*	*	*	*	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	62	707	707	725	*	*	*	*	*	*	27%
Male	66	697	697	725	*	*	*	*	*	*	29%
Economically Disadvantaged Students	95	701	701	708	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	33	704	704	733	*	*	*	*	*	*	35%
Students with Disabilities	11	675	675	692	*	*	*	*	*	*	*
Students without Disabilities	117	704	704	729	*	*	*	*	*	*	*
English Learners	*	*	*	692	*	*	*	*	*	*	*
Non-English Learners	*	*	*	726	*	*	*	*	*	*	*
Homeless Students	N	N	N	702	N	N	N	N	N	N	*
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%



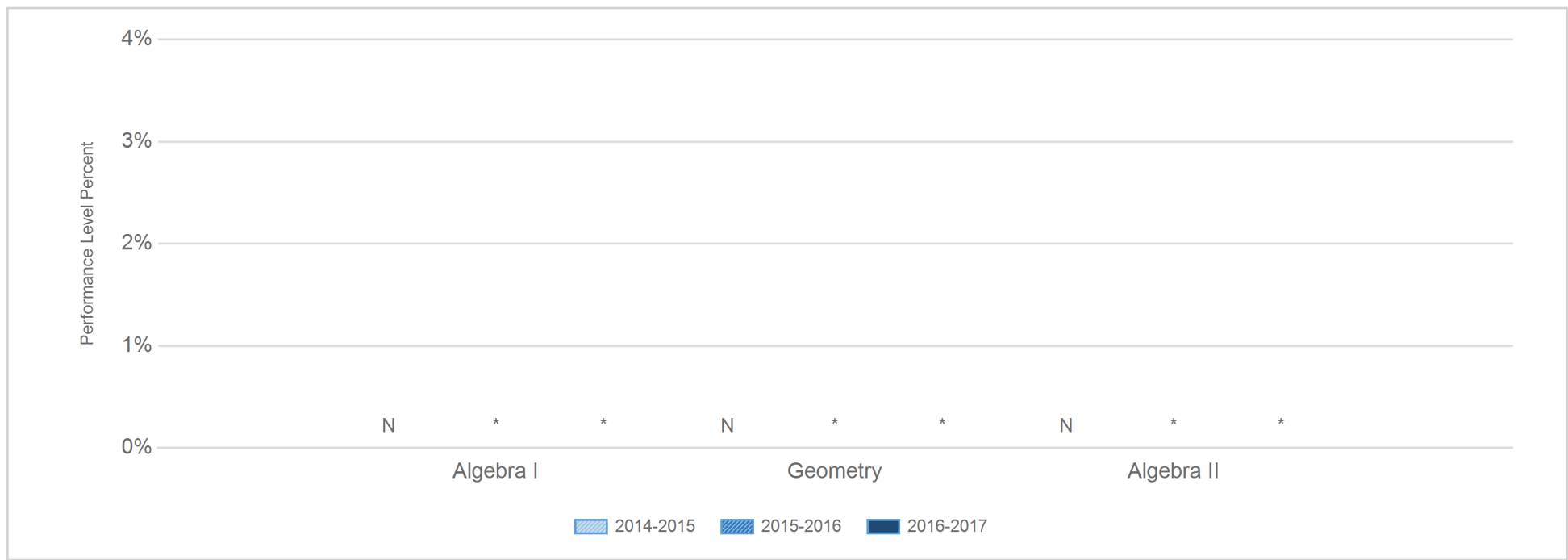


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Mathematics Assessment – Performance Trends

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





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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	42	88.1%	11.9%
2	25	*	*
3	15	*	*
4	*	*	*
5+	N	N	N



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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.

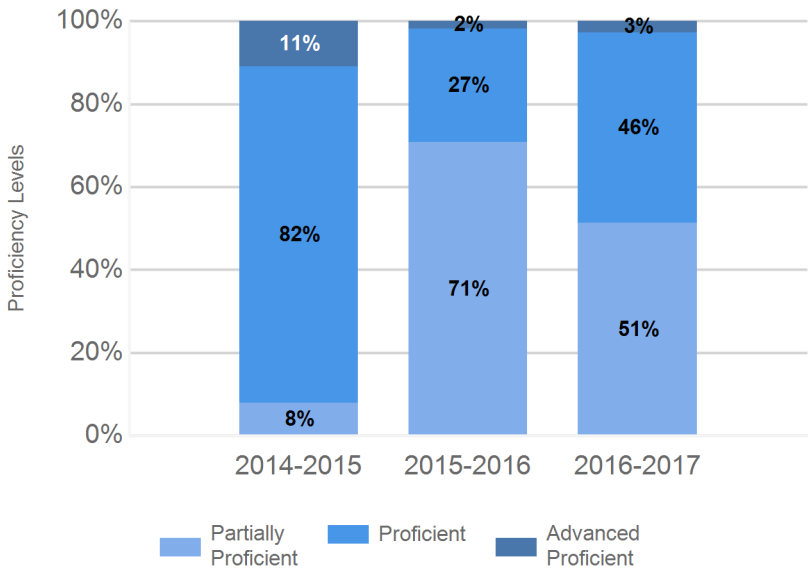
Biology Assessment - Performance

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	3%	46%	51%
White	N	72%	28%
Hispanic	4%	43%	54%
Black or African American	N	N	*
Asian, Native Hawaiian, or Pacific Islander	N	N	*
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	*
Economically Disadvantaged Students	3%	43%	54%
Students with Disabilities	N	N	*
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.





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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	39.1%	89.4%
Percentage of students taking the SAT	91.3%	70.0%
Percentage of students taking the ACT	*	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	481	481	Varies By Grade	68%	67%
PSAT - Math	482	483	Varies By Grade	39%	49%
SAT - Reading and Writing	504	551	480	65%	77%
SAT - Math	502	552	530	30%	58%
ACT - Reading	*	24	22	*	65%
ACT - English	*	24	18	*	79%
ACT - Math	*	24	22	*	65%
ACT - Science	*	23	23	*	54%



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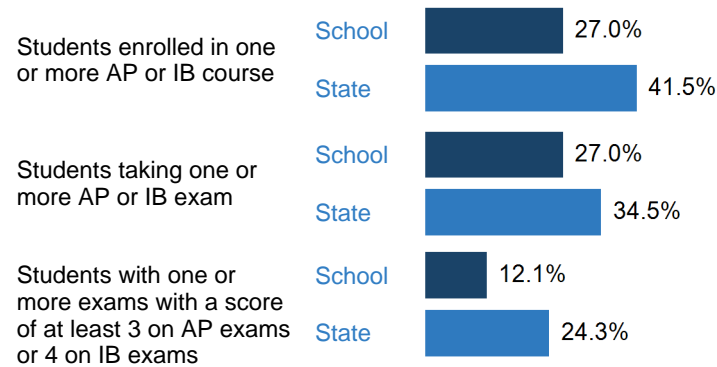
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate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

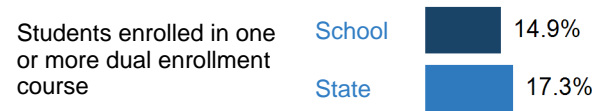
AP/IB Coursework – Participation and Performance

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 Calculus AB	12	12
AP Chemistry	19	19
AP English Language and Composition	24	24
AP English Literature and Composition	27	27
AP Music Theory	0	1
AP Spanish Language	21	22
AP Spanish Literature	16	15
AP Statistics	20	19
AP U.S. History	12	12
Total Exams Taken		151
Exams with scores of at least 3 on AP exams or 4 on IB exams		47



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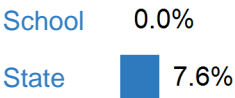
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This section contains information about participation in approved **Career and Technical Education (CTE)** programs and **Structured Learning Experiences**. For more information about CTE in New Jersey, please visit <http://www.nj.gov/education/cte/>.

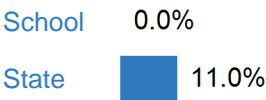
Career and Technical Education Participation

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)



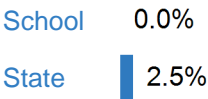
CTE Concentrators  
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



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



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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	152	38	0	0	0	0	0
10	30	95	32	0	0	0	0
11	10	30	120	31	0	11	33
12	1	3	11	68	12	9	115
Schoolwide	214	166	163	99	12	20	148
Enrolled in AP/IB Course					12	20	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	11	0	9	0	168	14
10	117	15	9	0	6	5
11	17	130	15	0	26	6
12	7	13	12	0	35	29
Schoolwide	152	158	45	0	235	54
Enrolled in AP/IB Course	0	19		0	0	0



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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	186	1	0	0	0	46
10	11	145	0	0	0	81
11	2	166	0	0	0	75
12	0	31	0	0	0	113
Schoolwide	199	343	0	0	0	315
Enrolled in AP/IB Course	0	12	0	0	0	0

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	139	25	0	0	0	15	0
10	117	7	0	0	0	5	0
11	56	2	0	0	0	2	0
12	28	0	0	0	0	1	0
Schoolwide	340	34	0	0	0	23	0
Enrolled in AP/IB Course	36	0	0	0	0	0	0
Enrolled in Level 3 or Higher	N	N	N	N	N	N	N
Earned Seal of Biliteracy	65	0	0	0	0	0	*





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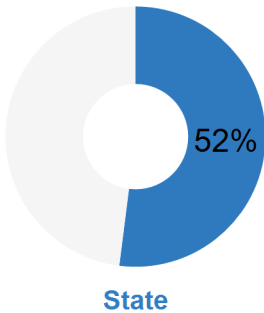
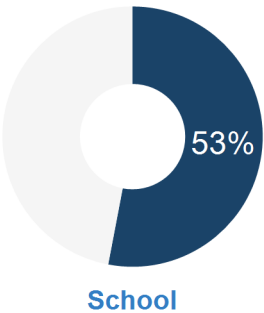
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Visual and Performing Arts – Course Participation

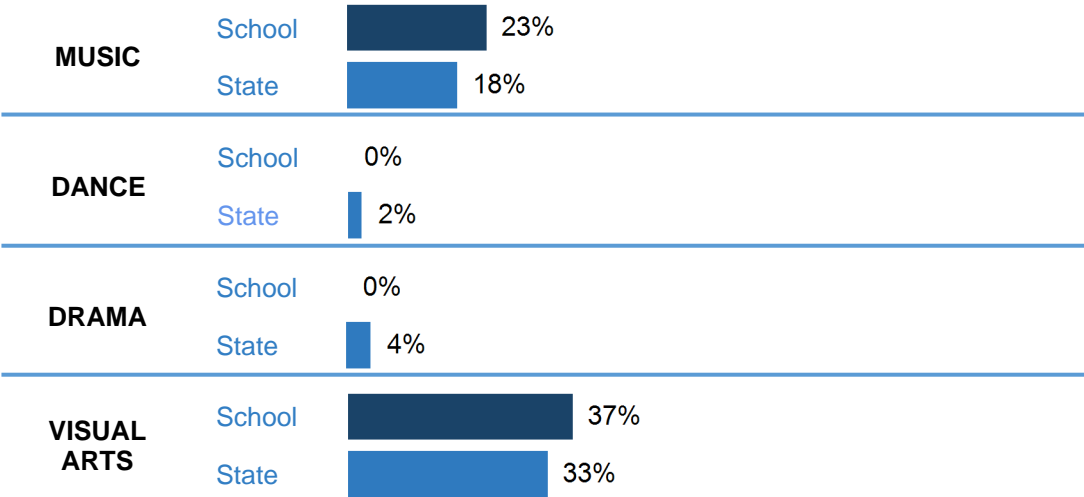
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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





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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	91.9%	90.5%	96.2%	91.8%	94.6%	91.9%	Met Target	92.9%	89.2%	Met Target
White	89.5%	94.5%	97.8%	95.1%	95.6%	N	Met Goal	84.6%	80.3%	Met Target
Hispanic	92.9%	84.3%	96.8%	86.3%	95.2%	N	Met Goal	96.8%	N	Met Goal
Black or African American	*	83.4%	*	85.3%	*	**	**	*	**	**
Asian, Native Hawaiian or Pacific Islander	*	96.6%	*	97.5%	*	**	**	93.3%	**	**
American Indian or Alaska Native	N	92.3%	*	86.6%	*	**	**	N	N	N
Two or More Races	N	91.9%	*	93.7%	*	**	**	*	**	**
Economically Disadvantaged Students	93.6%	83.9%	96.3%	85.6%	94.4%	93.2%	Met Target	93.9%	93.9%	Met Target
Students with Disabilities	84.0%	78.8%	100.0%	82.1%	97.0%	N	Met Goal	84.0%	69.4%	Met Target
English Learners	80.0%	76.1%	95.2%	79.7%	89.5%	**	**	86.7%	**	**
Homeless Students	*	73.2%	N	74.4%	N	N	N	N		

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

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	91.9%	-
2016	94.6%	96.2%
2015	91.7%	92.9%

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	0.7%	1.1%
2015-2016	0.1%	1.1%
2014-2015	0.1%	1.1%



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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	61.9%	35.6%	64.4%
White	53.1%	5.9%	94.1%
Hispanic	63.9%	41%	59%
Black or African American	*	*	*
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	60.8%	36.7%	63.3%
Students with Disabilities	66.7%	50%	50%
English Learners	0%	0%	0%

### 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	71.4%	49.2%	50.8%	84.4%	15.6%	91.8%	8.2%
White	78.6%	45.5%	54.6%	78.8%	21.2%	78.8%	21.2%
Hispanic	68.1%	51.9%	48.2%	86.4%	13.6%	97.5%	2.5%
Black or African American	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	*	*	*
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	71.4%	50.5%	49.5%	85.7%	14.3%	92.4%	7.6%
Students with Disabilities	34.8%	62.5%	37.5%	100%	0%	100%	0%
English Learners	*	*	*	*	*	*	*



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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

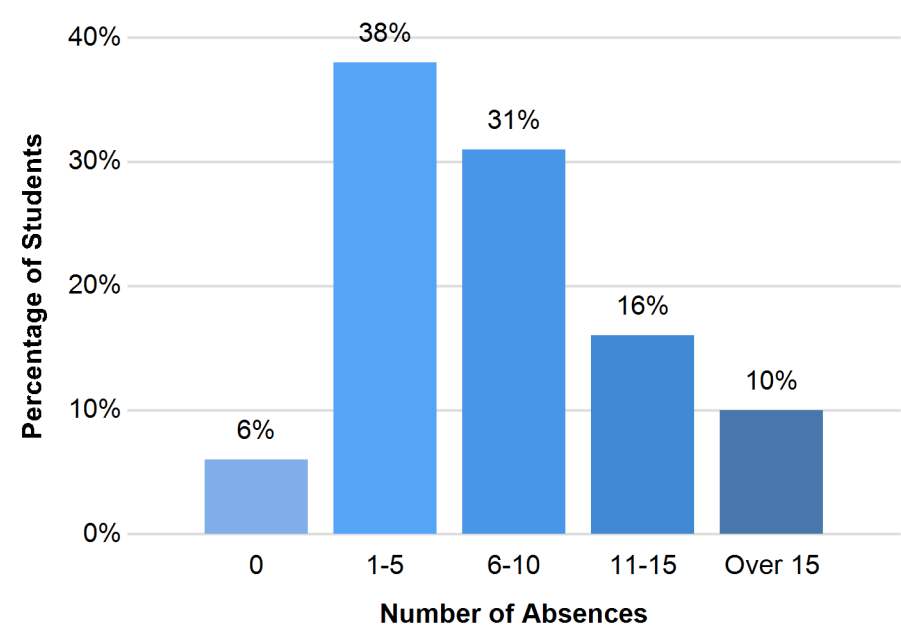
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	6.80	14.30	Met Target
White	6.50	14.30	Met Target
Hispanic	6.80	14.30	Met Target
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	4.50	14.30	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	6.30	14.30	Met Target
Students with Disabilities	17.80	14.30	Not Met
English Learners	11.60	14.30	Met Target

\*\* 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.



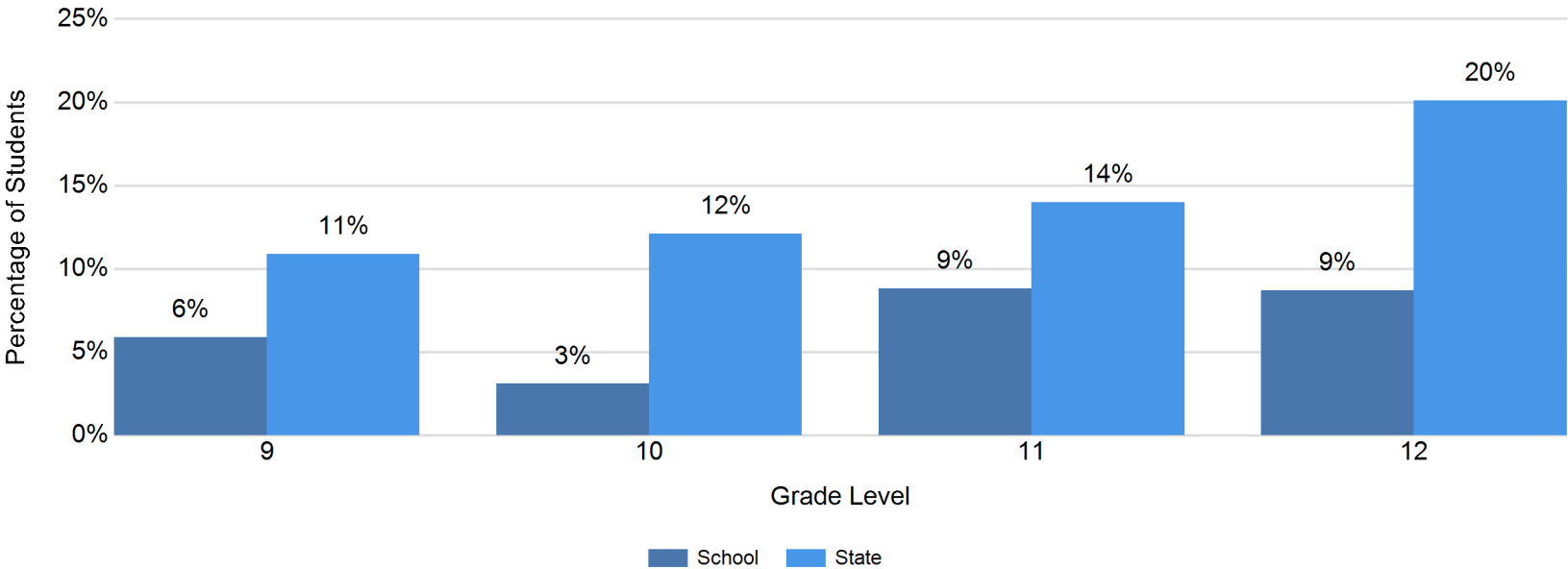


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### Chronic Absenteeism by Grade

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.





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School Day

This table shows the start and end times and length of school day for a typical student at this school. **Instructional time** is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher.

Category	School
Typical Start Time	8:35AM
Typical End Time	3:05PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	6 Hrs. 7 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	10
Vandalism	0
Weapons	0
Substances	2
Harassment, Intimidation, Bullying (HIB)	4
Total Unique Incidents	16
Incidents Per 100 Students Enrolled	2.25

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	4.8%
Any Suspension	4.8%

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



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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	2.9:1	167.6 kbps	100 kbps	Yes	N	Fiber	N

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)	\$967	\$16,149	\$17,116



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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	56	120,724
Average years experience in public schools	12.2	11.8
Average years experience in district	10.8	10.5
Teachers in district for 4 or more years	75%	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	20	9,506
Average years experience in public schools	24.0	15.9
Average years experience in district	13.1	11.6
Administrators in district for 4 or more years	75%	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	13:1	14:1
Administrators	178:1	119:1
Librarian/Media Specialists		N
Nurses		597:1
Counselors		796:1
Child Study Team		184:1





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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 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	91%	89%
2015-16 Administrators: Same district 2016-17	95%	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%



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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	21.3	17.5%
Mathematics Proficiency	11.3	17.5%
Graduation - 4-Year	72.4	25.0%
Graduation - 5-Year	35.6	25.0%
Chronic Absenteeism	74.0	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		43.8
<b>Summative Rating:</b> Percentile rank of Summative Score		40.8
<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.



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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	43.8	6.2	No	Met Target	Not Met	Met Target	Met Target	Met Target	No
White	32.8	6.2	No	Met Target	Not Met	Met Target	Met Goal	Met Target	No
Hispanic	60.8	6.2	No	Met Target	Not Met	Met Target	Met Goal	Met Goal	No
Black or African American	**	**	No	**	**	**	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	Met Target	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	N	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	65.2	6.2	No	Met Target†	Not Met	Met Target	Met Target	Met Target	No
Students with Disabilities	46.5	6.2	No	Not Met	Not Met	Not Met	Met Goal	Met Target	No
English Learners	**	**	No	Met Target	Not Met	Met Target	**	**	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.



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### School General Info

<b>Principal:</b>	Mr. Weber	<b>Email Address:</b>	<a href="mailto:matthew.weber@staff.harrisonschools.org">matthew.weber@staff.harrisonschools.org</a>
<b>Address:</b>	401 KINGSLAND AVENUE HARRISON, NJ 07029-1405	<b>Website:</b>	<a href="http://www.harrisonhs.org">www.harrisonhs.org</a>
<b>Phone:</b>	(973)482-5050	<b>Twitter:</b>	<a href="https://twitter.com/@HHS_Bluetide">https://twitter.com/@HHS_Bluetide</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>• National Blue Ribbon school</li> <li>• Over 95% graduation rate; 90% of graduates pursue post-secondary training</li> <li>• Ranked by Newsweek as one of America's Top 500 High Schools 2017</li> </ul>
 <b>Mission, Vision, Theme:</b>	<p>Harrison High School is a comprehensive urban high school that provides a challenging curriculum for all students within a safe, supportive environment. We are proud of our cohesive professional staff, which not only supports and embraces the Harrison Community but continually works to improve classroom instruction. We strive to develop HHS graduates who are self-reliant, involved, dignified, creative, compassionate, and sophisticated.</p>
 <b>Awards, Recognition, Accomplishments:</b>	<p>A 2013 recipient of the National Blue Ribbon distinction, HHS continues to receive national recognition, having been ranked by Newsweek as one of America's Top 500 High Schools in 2017. The State of New Jersey has recognized our distinguished student body by awarding 104 members of the Class of 2017 (60% of the class) with the NJ State Seal of Biliteracy. Similarly, Harrison High School has seen steady annual increases in our performance on the PARCC, SAT, and AP College Board Exams.</p>







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## School Narrative

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 <b>Courses, Curriculum, Instruction:</b>	<p>HHS offers 12 advanced placement courses in multiple subjects, 4 dual-credit college courses, an engineering academy, and a vocational training program in culinary arts and hospitality. World Language instruction is a cornerstone of the HHS curriculum; we are one of the few NJ high schools to offer Chinese as a foreign language. Additionally, we offer a full catalog of courses in the fine and performing arts. Our award-winning music and art programs participate in the NJ Teen Arts festivals.</p>
 <b>Sports and Athletics:</b>	<p>Sports Offered: Baseball (Boys), Basketball (Boys &amp; Girls), Bowling (Co-ed), Cross-Country (Co-ed), Football (Boys), Soccer (Boys &amp; Girls), Softball (Girls), Swimming (Co-ed), Tennis (Boys &amp; Girls), Volleyball (Boys &amp; Girls)</p> <p>HHS excels in many sports. Our Boys Soccer team was Sectional Champions in 16/17 and our football team qualified for the State Championship for the first time in 20 years. The 2017 Observer Athlete of the Year and the 2017 NJIC Soccer Player of the Year were both HHS students. We focus heavily on building character in our student-athletes. Our Student-Athlete Leadership Team attended the Miles Austin Leadership Conference and regularly leads activities promoting sportsmanship and team building.</p>
 <b>Clubs and Activities:</b>	<p>With 20 co-curricular clubs, over a dozen after school enrichment courses, and an exceptionally active Student Government and National Honor Society, HHS offers students many opportunities to learn and grow outside of the classroom.</p>
 <b>Before and After School Programs:</b>	<p>Our School Counselors run a Peer Leaders group that serves the school and local community. We also have an extraordinary Parent Teacher Student Organization (PTSO). Our After School Programs include the following: ESL Cafe to enhance language acquisition; Tide Talk to highlight stories of HHS students; Full S.T.E.A.M. Ahead to address Science, Technology, Engineering, and Mathematics standards; Dance and Performance; Fashion and Beauty; Art/Mural Painting; and Personal Fitness.</p>








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**School Narrative**

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 <b>Staff and Professional Learning:</b>	<p>Faculty collaborate regularly and participate actively in 20 hours of district-coordinated professional learning hours annually. Our faculty serve on our county curriculum consortium and participate in county-wide professional development offerings. Our coaches train annually, traveling to dozens of seminars throughout the state. We send interdisciplinary representatives to both the NJ/PA ECET and the Renaissance Education Penn-Jersey conferences.</p>
 <b>Postsecondary Information:</b>	<p>The Class of 2017 graduated with SAT scores that exceed peers in similar districts. Ninety percent of graduates pursued post-secondary training, and 50% of the class enrolled in four-year colleges. Our graduates received over 1.5 million dollars in financial aid in 2017. In support of post-secondary endeavors, HHS annually hosts FAFSA workshops, financial aid seminars, on-site college admissions sessions, college representative visits, and college admissions panels.</p>
 <b>Student Supports and Services:</b>	<p>HHS has a well-staffed Guidance Department, site-based Child Study Team, transition coordinator, four-member administrative team, full time nurse, and site-based NJ School Based Youth Service Program. Our English Language Learners are provided high-intensity ESL instruction by two ESL teachers. Students with disabilities are provided work-place training through our Structure Learning Experience program. Our vocational training academy welcomes students of all abilities.</p>
 <b>Student Health and Wellness:</b>	<p>Physical education, health, and swim classes meet daily at HHS. We offer an after school fitness program and weekly yoga classes. Our full time athletic trainer keeps our student-athletes healthy while our full time school nurse attends to the health needs of our students. Our full-service cafeteria serves breakfast and lunch daily, and the cafeteria staff meets regularly with the school's Nutrition Advisory Council to discuss nutritional health and menu variety.</p>
 <b>Parent and Community Involvement:</b>	<p>In addition to following academic progress through our interactive Parent/Student Portal and Naviance (a future planning and data management tool), HHS parents take full advantage of our monthly parent seminars, back-to-school night, and parent conferences. One of the most active school organizations is our Parent Teacher Student Organization, which hosts large-scale events for the school/community and donated \$23,000 to HHS and its students in 2017.</p>





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<div>Climate Surveys:</div>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers</p> <p>Harrison Schools conduct its own school climate survey annually. In 2016/17, HHS also participated in the NJ School Climate Survey. The state report found that 90% of HHS students enjoy coming to school each day and felt appreciated and noticed for doing a good job. 95% of students reported feeling safe at school. The report also found that the majority of students at Harrison High School do not use drugs.</p>
<div>Facilities:</div>	<p>The Home of the Blue Tide is only ten years old and boasts such state-of-the-art facilities as a multi-sport athletic complex, fitness center, dance studio, engineering lab, science labs, two gymnasiums, a 600 seat auditorium, indoor pool, expansive media center, and a brand new culinary arts training center.</p>




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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.

<div>Other Information:</div>	<p>Harrison High School spent the year collaboratively researching innovative building scheduling models that would maximize student time on task and enable the greatest flexibility for student course selection. The new scheduling model will be implemented in 2017/18. New advanced course offerings were researched and coordinated to start in 2017/18, with the addition of AP Computer Science and AP Physics. We are also expanding out technology resources, having won grants in 2017 from Donors Choose Foundation. By 2018/19 we plan to achieve a 2 to 1 laptop to student ratio. Faculty continue to revise curricula, create and revise common course assessments, and devise new course offerings. A new course was devised for freshmen to establish a framework of academic fundamentals upon which student success may be built; this new course will be available to 9th graders starting in 2017/18.</p>
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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.



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### 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	15	11	14
KG	171	159	151
1	186	178	163
2	149	164	157
3	144	159	145
Ungraded	2	4	1
Total	667	675	631

### 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	49%	48%	49%
Male	51%	52%	51%
Economically Disadvantaged Students	78%	80%	79%
Students with Disabilities	10%	14%	15%
English Learners	8%	10%	11%
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
Hispanic	71.6%
White	16.2%
Asian	9.7%
Black or African American	1.9%
American Indian or Alaska Native	0.2%
Native Hawaiian or Pacific Islander	0.2%
Two or More Races	0.3%

### 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	16	11	14
KG - Half Day	0	0	0
KG - Full Day	167	159	151

### 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
Spanish	45.6%
English	36.1%
Portuguese	5.7%
Chinese	3.8%
Urdu	2.2%
Other	6.6%



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English Language Arts/Literacy Assessment - Participation and Performance

This table shows information about the English Language Arts/Literacy section of the *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessment 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	148	96.8	35.10	42.00	54.90	35.1	45.1	Not Met
White	28	100.0	39.30	53.60	63.90	39.3	54.6	Not Met
Hispanic	107	95.6	32.70	37.10	39.80	32.7	40.9	Not Met
Black or African American	*	*	*	*	35.20	*	**	**
Asian, Native Hawaiian, or Pacific Islander	10	100.0	60.00	63.00	80.70	60	**	**
American Indian or Alaska Native	*	*	*	N	53.70	N	**	**
Two or More Races	*	*	*	25.00	54.90	N	**	**
Female	74	98.7	32.40	48.40	62.20	32.4		
Male	74	94.9	37.80	35.70	48.10	37.8		
Economically Disadvantaged Students	107	96.5	27.10	37.90	36.20	27.1	38.8	Not Met
Non-Economically Disadvantaged Students	41	97.6	56.10	58.70	65.80	56.1		
Students with Disabilities	28	100.0	*	12.50	20.50	*	8	Met Target†
Students without Disabilities	120	96.1	*	49.10	61.90	*		
English Learners	67	94.4	40.30	*	25.20	40.3	N	N
Non-English Learners	81	98.8	30.90	*	57.40	30.9		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	N	N	N	*	24.80	N		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	*	*	*	*	23.00	*		

\*\* 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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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	147	738	738	749	*	26%	27%	33%	*	36%	50%
White	27	746	746	759	*	*	*	37%	*	41%	61%
Hispanic	107	735	735	734	*	28%	26%	32%	*	34%	35%
Black or African American	*	*	*	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	10	757	757	775	0%	*	*	*	*	60%	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	74	737	737	754	*	26%	27%	30%	*	32%	55%
Male	73	740	740	745	*	26%	27%	37%	*	40%	46%
Economically Disadvantaged Students	106	734	734	731	*	*	*	27%	*	28%	31%
Non-Economically Disadvantaged Students	41	751	751	762	*	*	*	49%	*	56%	63%
Students with Disabilities	25	713	713	720	*	*	*	*	*	*	24%
Students without Disabilities	122	744	744	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	*	*	*	734	*	*	*	*	*	*	29%

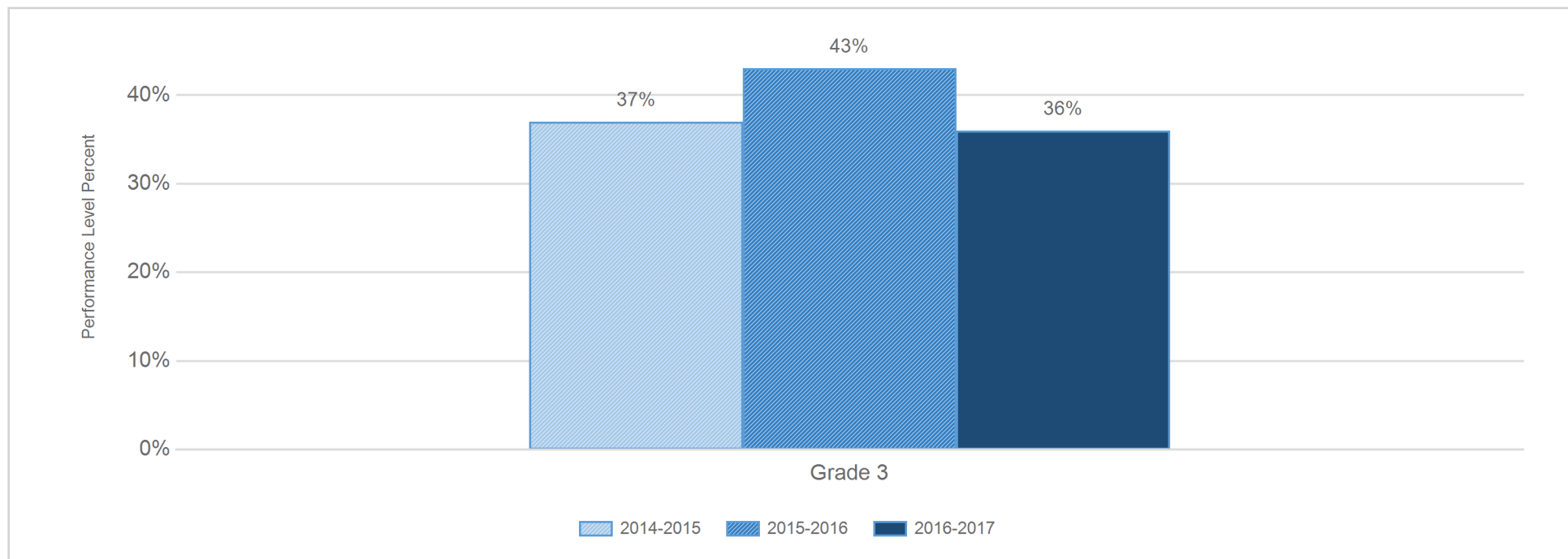


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**English Language Arts/Literacy Assessment - Performance Trends**

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





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## 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	150	98.7	37.30	25.60	43.50	37.3	43	Met Target†
White	28	100.0	46.40	*	52.40	46.4	48.4	Met Target†
Hispanic	109	98.3	33.90	*	27.60	33.9	37.8	Met Target†
Black or African American	*	*	*	*	21.70	*	**	**
Asian, Native Hawaiian, or Pacific Islander	10	100.0	50.00	53.60	75.60	50	**	**
American Indian or Alaska Native	*	*	*	N	42.50	N	**	**
Two or More Races	*	*	*	50.00	44.90	N	**	**
Female	75	100.0	38.70	*	44.10	38.7		
Male	75	97.5	36.00	*	42.90	36		
Economically Disadvantaged Students	108	98.2	31.50	*	25.10	31.5	35.4	Met Target†
Non-Economically Disadvantaged Students	42	100.0	52.40	*	54.30	52.4		
Students with Disabilities	28	100.0	17.90	*	16.50	17.9	19.9	Met Target†
Students without Disabilities	122	98.4	41.80	*	48.80	41.8		
English Learners	70	100.0	44.30	*	23.30	44.3	N	N
Non-English Learners	80	97.6	31.30	*	45.20	31.3		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	N	N	N	*	15.10	N		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	*	*	*	*	18.20	*		

\*\* 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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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>	151	739	739	751	*	21%	33%	38%	*	39%	53%
White	27	738	738	759	*	*	*	48%	0%	48%	63%
Hispanic	111	738	738	738	*	25%	33%	36%	*	36%	37%
Black or African American	*	*	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	10	763	763	779	0%	0%	*	*	*	50%	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	76	737	737	751	*	24%	30%	40%	*	40%	52%
Male	75	742	742	751	*	19%	36%	36%	*	39%	53%
Economically Disadvantaged Students	109	736	736	736	*	*	37%	34%	*	34%	34%
Non-Economically Disadvantaged Students	42	748	748	761	*	*	24%	48%	*	52%	65%
Students with Disabilities	25	729	729	729	*	*	*	*	*	20%	29%
Students without Disabilities	126	741	741	755	*	*	*	*	*	43%	57%
English Learners	11	722	722	724	*	*	*	*	*	36%	21%
Non-English Learners	140	741	741	753	*	*	*	*	*	39%	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	*	*	*	726	*	*	*	*	*	*	35%



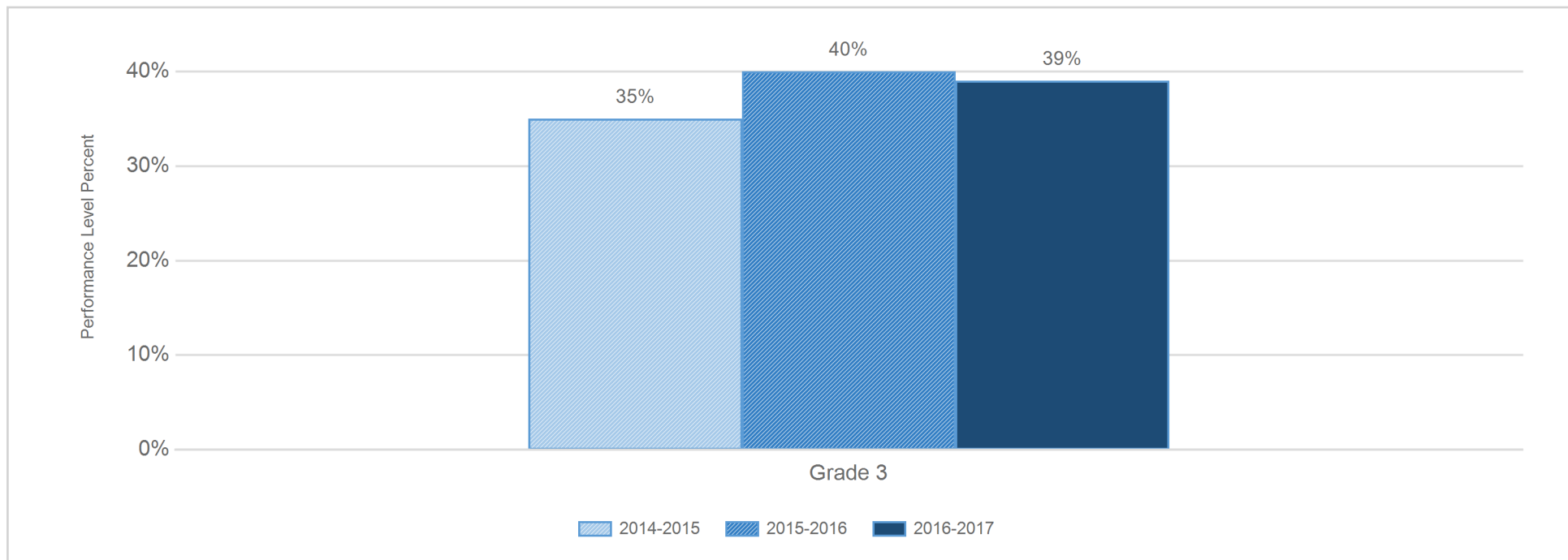


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**Mathematics Assessment – Performance Trends**

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





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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	*	*

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	19	*	*
2	17	70.6%	29.4%
3	11	36.4%	63.6%
4	*	*	*
5+	N	N	N



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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

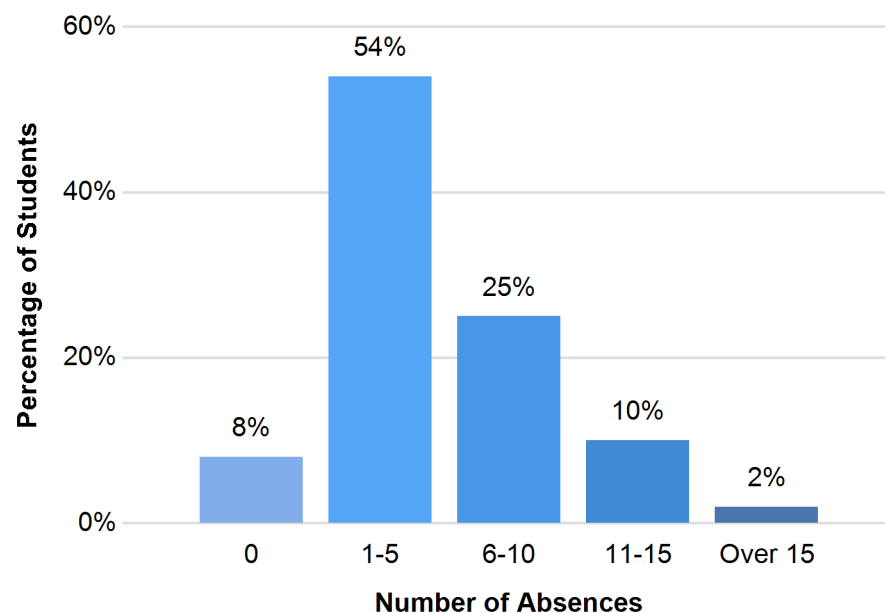
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	1.90	9.10	Met Target
White	2.00	9.10	Met Target
Hispanic	2.20	9.10	Met Target
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	0	9.10	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	1.90	9.10	Met Target
Students with Disabilities	3.10	9.10	Met Target
English Learners	1.40	9.10	Met Target

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

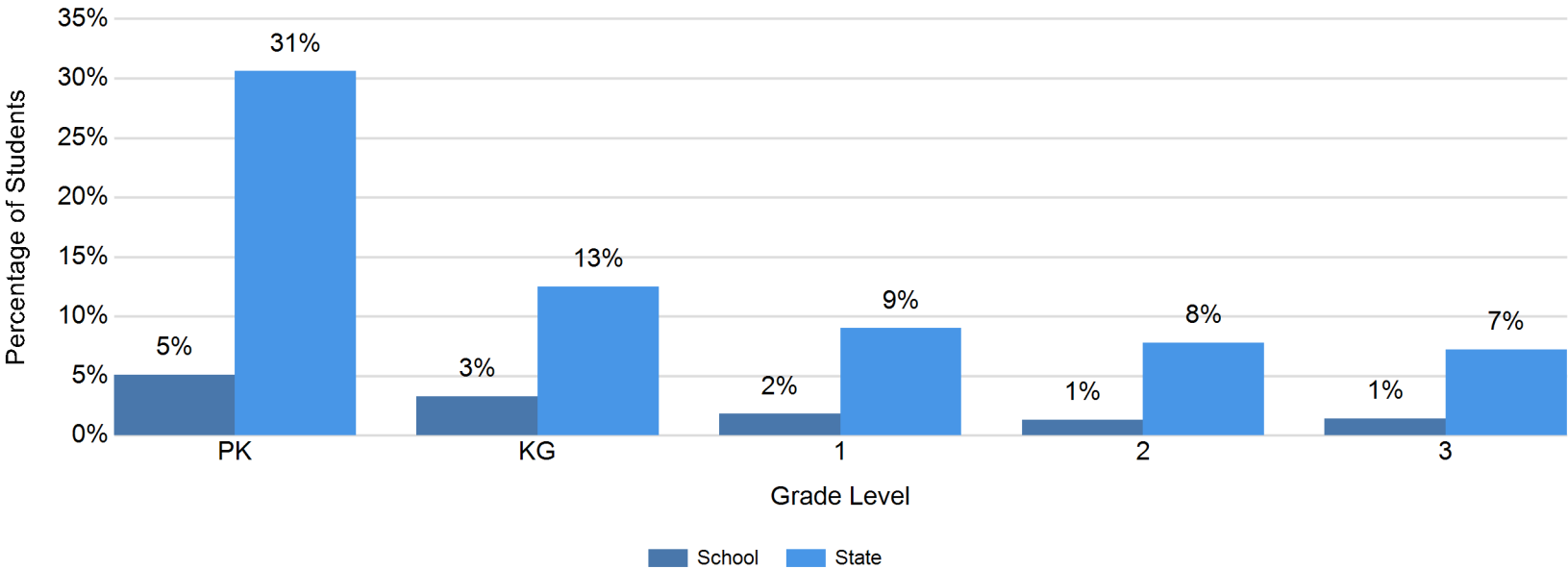
### Days Absent

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.



### 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.





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### School Day

This table shows the start and end times and length of school day for a typical student at this school. **Instructional time** is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher.

Category	School
Typical Start Time	8:20AM
Typical End Time	3:05PM
Length of School Day	6 Hrs 45 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	0.16

### 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



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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	3.1:1	167.6 kbps	100 kbps	Yes	N	Fiber	N

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)	\$967	\$16,149	\$17,116



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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	50	120,724
Average years experience in public schools	14.4	11.8
Average years experience in district	12.5	10.5
Teachers in district for 4 or more years	80%	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	20	9,506
Average years experience in public schools	24.0	15.9
Average years experience in district	13.1	11.6
Administrators in district for 4 or more years	75%	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	13:1	14:1
Administrators	316:1	119:1
Librarian/Media Specialists		N
Nurses		597:1
Counselors		796:1
Child Study Team		184:1





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Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by the teachers and administrators 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	91%	89%
2015-16 Administrators: Same district 2016-17	95%	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	95%



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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	N	N
Mathematics Proficiency	N	N
English Language Arts Growth	N	N
Mathematics Growth	N	N
Chronic Absenteeism	N	N
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights	N	N
Summative Rating: Percentile rank of Summative Score	N	N
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	N	N

\*\* 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.



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### 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	N	N	N	N	N	N	N	N	N
White	N	N	N	N	N	N	N	N	N
Hispanic	N	N	N	N	N	N	N	N	N
Black or African American	N	N	N	N	N	N	N	N	N
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N	N	N	N	N	N
American Indian or Alaska Native	N	N	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N	N	N
Economically Disadvantaged Students	N	N	N	N	N	N	N	N	N
Students with Disabilities	N	N	N	N	N	N	N	N	N
English Learners	N	N	N	N	N	N	N	N	N

\*\* 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.



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**School General Info**

<b>Principal:</b>	Ms. Heberling	<b>Email Address:</b>	<a href="mailto:amy.heberling@staff.harrisonschools.org">amy.heberling@staff.harrisonschools.org</a>
<b>Address:</b>	221 CROSS STREET HARRISON, NJ 07029-2613	<b>Website:</b>	<a href="http://www.harrisonschools.org/lincolnschool/">http://www.harrisonschools.org/lincolnschool/</a>
<b>Phone:</b>	(973)483-6400		

**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>• All curriculum is aligned to NJSLs and includes Balanced Literacy, GoMath and Next Gen Science Standards.</li> <li>• Our school uses a full day Inclusion model to support students with Special Needs.</li> <li>• All teachers have been trained in the Orton Gillingham multi-sensory approach to teaching reading.</li> </ul>
 <b>Mission, Vision, Theme:</b>	<p>Our mission is to create a community of lifelong learners who are prepared to meet the challenges of the 21st century. It is our goal to provide an exceptional education for each and every one of our students. We know that every students can reach their fullest potential when we consider the social, emotional, and cultural needs of all students.</p>
 <b>Awards, Recognition, Accomplishments:</b>	<p>All teachers are training in Orton Gillingham Multisensory reading strategies. In addition, Lincoln School is participating in the NIERR study, which provides teachers with strategies aligned to NJDOE guidelines. Lincoln School is the recipient of the Walmart Community Partnership Grant, which funds a Reading Program to encourage an increase in reading time outside of school hours by awarding 45 of the most dedicated readers with a bike at the end of the school year.</p>






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School Narrative

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 <p>Courses, Curriculum, Instruction:</p>	<p>Lincoln School provides students with the Balanced Literacy approach for ELA. In addition, all classrooms have leveled libraries and ongoing professional development for Writing Workshop is being implemented to improve instruction. Next Generation Science Standards are being used for Science instruction, while the Project Based Learning approach is utilized for Social Studies. The GoMath program is being implemented with the use of technology.</p>
 <p>Clubs and Activities:</p>	<p>Students have Art, Music, World Language (Spanish) and Physical Education as a regular part of their academic program. We have a Gifted and Talented Program.</p>
 <p>Before and After School Programs:</p>	<p>Our school offers many after school programs to ensure student success. The Gifted and Talented Program meets twice a week and broadens learning through critical thinking projects. Our students with disabilities attend an after school program, which assists students with Homework and provides extracurricula activities. Harrison has a free Summer Enrichment Program which focuses on Project Based Learning to meet the needs of all students.</p>







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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.

 <div>Staff and Professional Learning:</div>	Professional Development (PD) for teachers is ongoing and based on teacher need and student data. Teachers receive job embedded training with our Literacy Coach, Math Consultant and Literacy Consultant on an ongoing basis. District PD initiatives have included training in Balanced Literacy, Designing 3 Part Learning Objectives, The Fundamental Five, Co-Teaching, and Team Building. Teachers participate in Hudson County PD Consortium workshops.
 <div>Student Supports and Services:</div>	Our Intervention and Referral Service (I&RS) Team is designed to assist students who are experiencing learning, behavior or health difficulties. We have a Bilingual Program (Spanish) and offer ESL services in Grades K-3. Lincoln School has a full day Inclusion Program for our students with disabilities. Lincoln School as a full time Social Worker and 2 Intervention Teachers who use data and researched best practices to close the achievement gap.
 <div>Student Health and Wellness:</div>	We offer a free breakfast program for all students every day of the school year. Students receive recess daily to promote physical activity. Lincoln School provides students with Physical Education and Health as a regular part of their instructional program.
 <div>Parent and Community Involvement:</div>	We have an active PTO organization who raises money for special events and activities for students throughout the year. We have a parent portal that allows parents to access student grades and receive messages with ease. We have a partnership with Walmart who provides Lincoln School with a \$2500 grant for incentives for our reading program.

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.

 <div>Climate Surveys:</div>	<div>Is a Climate Survey Used: Yes; Who is surveyed: Students, Teachers</div> <div>Lincoln School has an incredibly close knit community of teachers, students and parents. Students and teachers are surveyed annually to elicit feedback on their opinions of all aspects of the school from safety, to instruction and emotional support. The overall results of the survey are positive and reviewed by the staff annually to identify areas of improvement.</div>
 <div>Facilities:</div>	<div>Lincoln Elementary School was built in 1924. Lincoln School has 31 classrooms, a cafeteria, 1 computer lab, a gymnasium/multipurpose room, an art room and several small group classrooms. A renovation to the façade of the building was completed in the 1980s and several classrooms were updated and restructured in 2010 to accommodate the growing population of the school.</div>




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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.

<div>Other Information:</div>	<p>Lincoln Elementary School is a free public school serving students in Kindergarten through Third Grade. Instruction runs from 8:20 to 3:05 daily, including 9 forty minute periods and a homeroom for free breakfast. Students wear uniforms to school because we believe this emulates school pride and academic rigor. The school uses PowerSchool as our information management system, which allows seamless grading for teachers and provides secure access for parents. Harrison offers free Pre Kindergarten for students starting at the age of 3. Lincoln School hosts a Kindergarten Transition Program in the summer months to help new Kindergarteners become acclimated to the school environment before September. Additionally, Harrison has a Summer Enrichment Program which uses a Project Based Learning approach to help meet the needs of all students. The school collaborates with the Harrison Public Library to hold events for our parents and students including a Summer Reading Kick-off celebration. Throughout the school year, students participate in a Reading Program to encourage increased time spent reading outside of school hours. The program is sponsored by a \$2500 Walmart grant, which allowed 45 bikes to be given out as grand prizes to the most dedicated readers. Lincoln School supports a full day Inclusion model for students with disabilities. We have a 2 teachers dedicated to providing Intervention Services using the Response to Intervention model. The School supports students learning English through both a Bilingual (Spanish) and ESL model.</p>
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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.



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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
6	125	161	150
7	160	131	162
8	129	161	135
Ungraded	16	24	0
Total	430	477	447

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	48%	51%	50%
Male	52%	49%	50%
Economically Disadvantaged Students	81%	86%	81%
Students with Disabilities	18%	20%	21%
English Learners	6%	10%	9%
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
Hispanic	69.6%
White	19.5%
Asian	7.4%
Black or African American	2.7%
Native Hawaiian or Pacific Islander	0.2%
American Indian or Alaska Native	0.0%
Two or More Races	0.7%

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
Spanish	48.3%
English	37.1%
Portuguese	7.2%
Urdu	2.0%
Arabic	1.3%
Other	3.8%



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English Language Arts/Literacy Assessment - Participation and Performance

This table shows information about the English Language Arts/Literacy section of the *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessment 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	435	98.9	42.80	42.00	54.90	42.8	45.4	Met Target†
White	88	98.9	54.50	53.60	63.90	54.5	47.6	Met Target
Hispanic	296	98.7	38.50	37.10	39.80	38.5	41.5	Met Target†
Black or African American	13	100.0	30.80	30.70	35.20	30.8	**	**
Asian, Native Hawaiian, or Pacific Islander	35	100.0	57.10	63.00	80.70	57.1	74.4	Not Met
American Indian or Alaska Native	*	*	*	N	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	222	99.1	50.00	48.40	62.20	50		
Male	213	98.6	35.20	35.70	48.10	35.2		
Economically Disadvantaged Students	350	98.9	40.30	37.90	36.20	40.3	43.7	Met Target†
Non-Economically Disadvantaged Students	85	98.9	52.90	58.70	65.80	52.9		
Students with Disabilities	97	99.0	10.30	12.50	20.50	10.3	12.6	Met Target†
Students without Disabilities	338	98.9	52.10	49.10	61.90	52.1		
English Learners	43	100.0	21.00	*	25.20	21	11.6	Met Target
Non-English Learners	392	98.8	45.20	*	57.40	45.2		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	N	N	N	*	24.80	N		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	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.



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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	148	746	746	752	*	17%	36%	32%	*	41%	54%
White	27	758	758	758	0%	*	*	52%	*	63%	63%
Hispanic	102	742	742	740	*	20%	36%	28%	*	35%	38%
Black or African American	*	*	*	736	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	14	759	759	776	0%	*	*	*	*	57%	81%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	52%
Two or More Races	*	*	*	753	*	*	*	*	*	*	56%
Female	72	750	750	758	*	17%	29%	39%	*	49%	61%
Male	76	742	742	746	*	17%	42%	26%	*	34%	46%
Economically Disadvantaged Students	112	743	743	737	*	*	37%	32%	*	38%	34%
Non-Economically Disadvantaged Students	36	756	756	761	*	*	33%	33%	*	53%	65%
Students with Disabilities	33	724	724	722	*	33%	33%	*	*	15%	17%
Students without Disabilities	115	752	752	758	*	12%	37%	*	*	49%	61%
English Learners	11	718	718	710	*	*	*	*	*	*	*
Non-English Learners	137	748	748	753	*	*	*	*	*	*	*
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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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	157	740	740	756	15%	17%	28%	32%	9%	41%	59%
White	33	744	744	764	*	*	*	39%	*	49%	69%
Hispanic	105	739	739	742	*	22%	30%	30%	*	38%	44%
Black or African American	*	*	*	737	*	*	*	*	*	*	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	88	746	746	764	*	*	28%	38%	*	48%	68%
Male	69	733	733	749	*	*	28%	25%	*	32%	51%
Economically Disadvantaged Students	133	739	739	739	*	*	*	*	*	41%	40%
Non-Economically Disadvantaged Students	24	747	747	766	*	*	*	*	*	42%	70%
Students with Disabilities	34	701	701	719	*	*	*	*	*	*	19%
Students without Disabilities	123	752	752	763	*	*	*	*	*	*	67%
English Learners	*	*	*	701	*	*	*	*	*	*	*
Non-English Learners	*	*	*	758	*	*	*	*	*	*	*
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%



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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
Schoolwide	135	742	742	757	*	17%	25%	38%	*	44%	59%
White	29	746	746	764	*	*	*	41%	*	52%	68%
Hispanic	94	739	739	742	*	18%	30%	35%	*	39%	44%
Black or African American	*	*	*	738	*	*	*	*	*	*	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	66	747	747	766	*	*	23%	42%	*	52%	68%
Male	69	737	737	749	*	*	28%	33%	*	38%	50%
Economically Disadvantaged Students	109	738	738	739	*	*	*	35%	*	40%	40%
Non-Economically Disadvantaged Students	26	758	758	766	*	*	*	50%	*	62%	69%
Students with Disabilities	28	711	711	718	*	*	*	*	*	*	18%
Students without Disabilities	107	750	750	764	*	*	*	*	*	*	67%
English Learners	13	706	706	701	*	*	*	*	*	15%	*
Non-English Learners	122	746	746	759	*	*	*	*	*	48%	*
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%

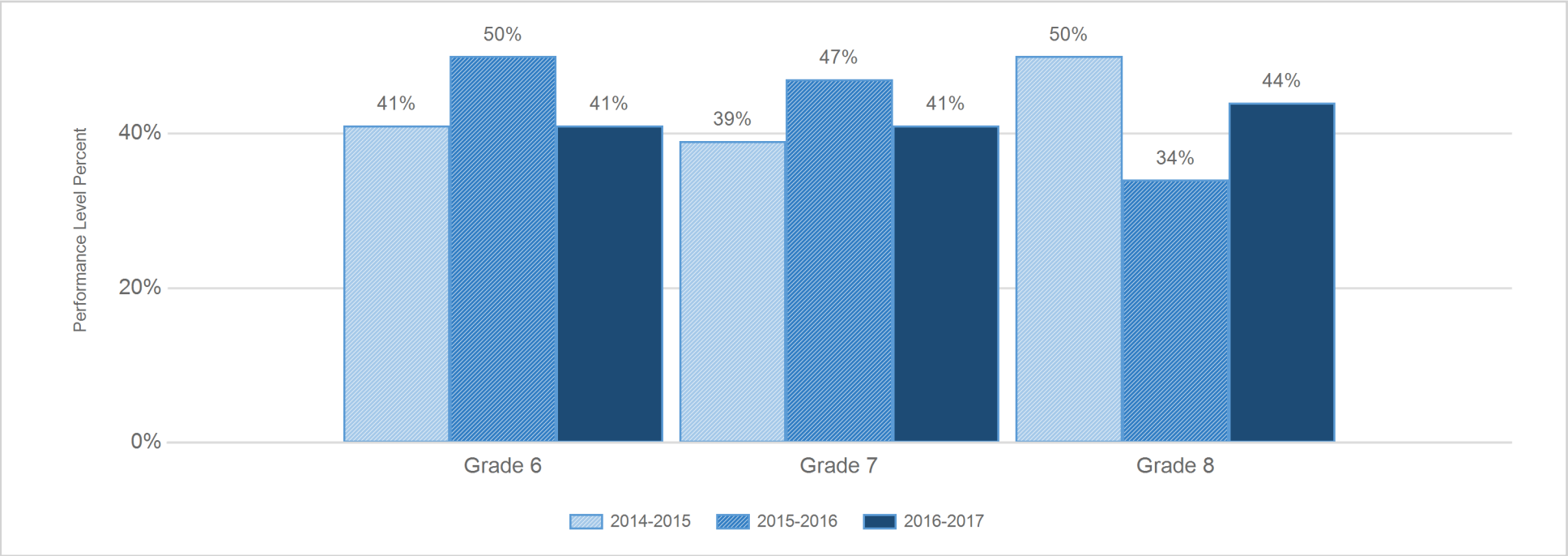


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English Language Arts/Literacy Assessment - Performance Trends

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







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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	441	98.5	27.80	25.60	43.50	27.8	27	Met Target
White	88	98.9	31.80	*	52.40	31.8	33.1	Met Target†
Hispanic	301	98.1	25.20	*	27.60	25.2	22	Met Target
Black or African American	13	100.0	*	*	21.70	*	**	**
Asian, Native Hawaiian, or Pacific Islander	36	100.0	50.00	53.60	75.60	50	61	Met Target†
American Indian or Alaska Native	*	*	*	N	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	224	98.7	25.40	*	44.10	25.4		
Male	217	98.2	30.40	*	42.90	30.4		
Economically Disadvantaged Students	355	98.4	25.90	*	25.10	25.9	25.6	Met Target
Non-Economically Disadvantaged Students	86	98.9	36.10	*	54.30	36.1		
Students with Disabilities	97	99.0	17.60	*	16.50	17.6	14.5	Met Target
Students without Disabilities	344	98.3	30.80	*	48.80	30.8		
English Learners	49	98.3	18.40	*	23.30	18.4	14.5	Met Target
Non-English Learners	392	98.5	29.10	*	45.20	29.1		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	N	N	N	*	15.10	N		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	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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**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>	150	736	736	743	*	28%	32%	25%	*	30%	44%
White	28	742	742	751	*	*	36%	*	*	36%	54%
Hispanic	103	733	733	731	*	32%	30%	24%	*	26%	27%
Black or African American	*	*	*	724	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	14	748	748	771	*	*	*	*	*	50%	77%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	*	*	*	745	*	*	*	*	*	*	46%
Female	72	734	734	745	*	33%	31%	24%	*	26%	45%
Male	78	738	738	742	*	23%	33%	27%	*	33%	43%
Economically Disadvantaged Students	113	732	732	728	*	*	30%	*	*	27%	24%
Non-Economically Disadvantaged Students	37	748	748	752	*	*	38%	*	*	38%	56%
Students with Disabilities	33	722	722	717	*	30%	*	*	*	18%	13%
Students without Disabilities	117	740	740	748	*	27%	*	*	*	33%	50%
English Learners	13	723	723	710	*	*	*	*	*	23%	*
Non-English Learners	137	737	737	745	*	*	*	*	*	31%	*
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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**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>	160	738	738	741	*	19%	41%	30%	*	33%	40%
White	33	739	739	748	*	*	42%	30%	*	33%	49%
Hispanic	108	737	737	730	*	20%	42%	32%	*	32%	23%
Black or African American	*	*	*	726	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	13	745	745	764	*	*	*	*	*	46%	72%
American Indian or Alaska Native	N	N	N	741	N	N	N	N	N	N	45%
Two or More Races	*	*	*	740	*	*	*	*	*	*	39%
Female	89	738	738	743	*	18%	45%	29%	*	30%	41%
Male	71	738	738	740	*	20%	37%	31%	*	35%	38%
Economically Disadvantaged Students	136	737	737	729	*	*	*	*	*	30%	22%
Non-Economically Disadvantaged Students	24	743	743	749	*	*	*	*	*	46%	50%
Students with Disabilities	34	719	719	716	*	32%	*	*	*	21%	11%
Students without Disabilities	126	743	743	746	*	15%	*	*	*	36%	45%
English Learners	10	713	713	712	*	*	*	*	*	*	*
Non-English Learners	150	739	739	742	*	*	*	*	*	*	*
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.



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**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>	95	717	717	728	30%	27%	28%	15%	0%	15%	28%
White	18	717	717	736	*	*	*	*	0%	17%	35%
Hispanic	69	718	718	721	26%	30%	30%	*	*	13%	21%
Black or African American	*	*	*	715	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	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	44	714	714	730	34%	30%	23%	*	*	14%	30%
Male	51	720	720	725	26%	26%	33%	*	*	16%	26%
Economically Disadvantaged Students	79	715	715	719	*	*	*	*	0%	13%	19%
Non-Economically Disadvantaged Students	16	731	731	734	*	*	*	*	0%	25%	34%
Students with Disabilities	28	707	707	705	43%	*	*	*	0%	11%	*
Students without Disabilities	67	722	722	734	24%	*	*	*	0%	16%	*
English Learners	16	708	708	703	*	*	*	*	0%	13%	*
Non-English Learners	79	719	719	729	*	*	*	*	0%	15%	*
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.



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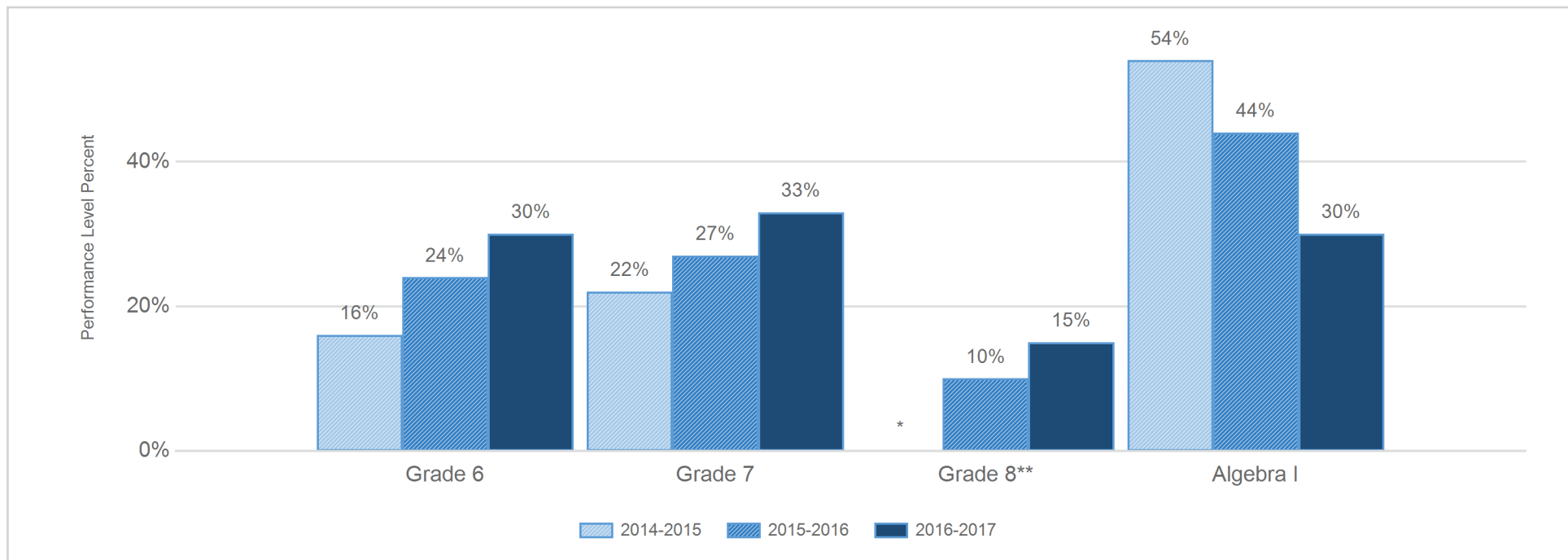
Mathematics Assessment - Performance by Test: Algebra I

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
Schoolwide	44	741	718	743	*	*	52%	27%	*	30%	42%
White	11	739	723	751	*	*	*	*	0%	36%	52%
Hispanic	28	740	716	728	0%	*	61%	*	0%	21%	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	24	738	718	744	*	*	54%	*	*	25%	43%
Male	20	745	718	741	*	*	50%	*	*	35%	40%
Economically Disadvantaged Students	34	742	718	727	*	*	*	*	*	32%	23%
Non-Economically Disadvantaged Students	10	740	722	751	*	*	*	*	*	20%	52%
Students with Disabilities	N	N	N	714	N	N	N	N	N	N	10%
Students without Disabilities	44	741	721	747	*	*	52%	27%	*	30%	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%

## 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.



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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
6	N	N
7	*	*
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	18	88.9%	11.1%
2	12	*	*
3	*	*	*
4	*	*	*
5+	N	N	N



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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.

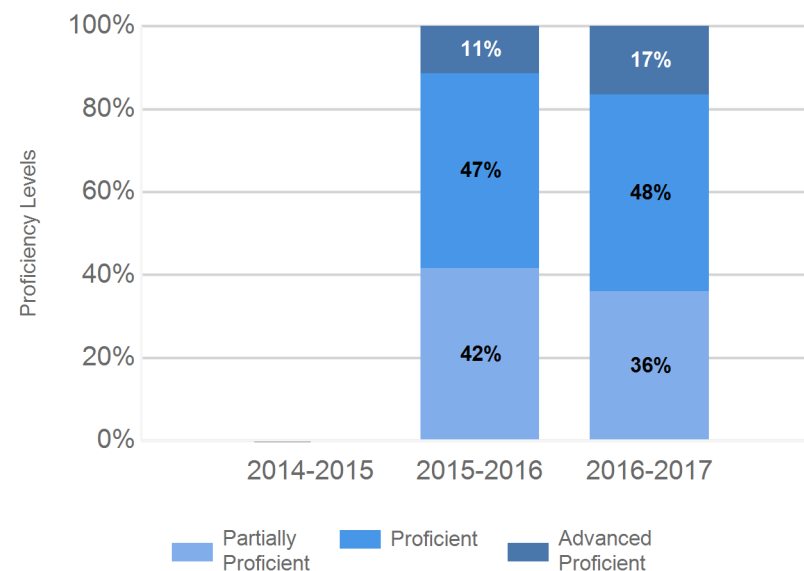
### NJASK Science Assessment Performance: Grade 8

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	17%	48%	36%
White	*	50%	29%
Hispanic	13%	48%	39%
Black or African American	N	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	14%	46%	40%
Students with Disabilities	7%	25%	68%
English Learners	N	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.







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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	38	45	50	Not Met	55	55	50	Met Target
White	38	47	50	Not Met	55	57.5	52	Met Target
Hispanic	37	43	49	Not Met	54	54	47	Met Target
Black or African American	*	*	45	**	*	*	43	**
Asian, Native Hawaiian, or Pacific Islander	45	*	60	Met Target	55	*	59	Met Target
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	*	51	**	*	*	52	**
Economically Disadvantaged	38	45	47	Not Met	53	53	46	Met Target
Students with Disabilities	28.5	38	41	Not Met	49.5	55	43	Met Target
English Learners	52.5	61	53	Met Target	61	51.5	51	Exceeds Target

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



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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:

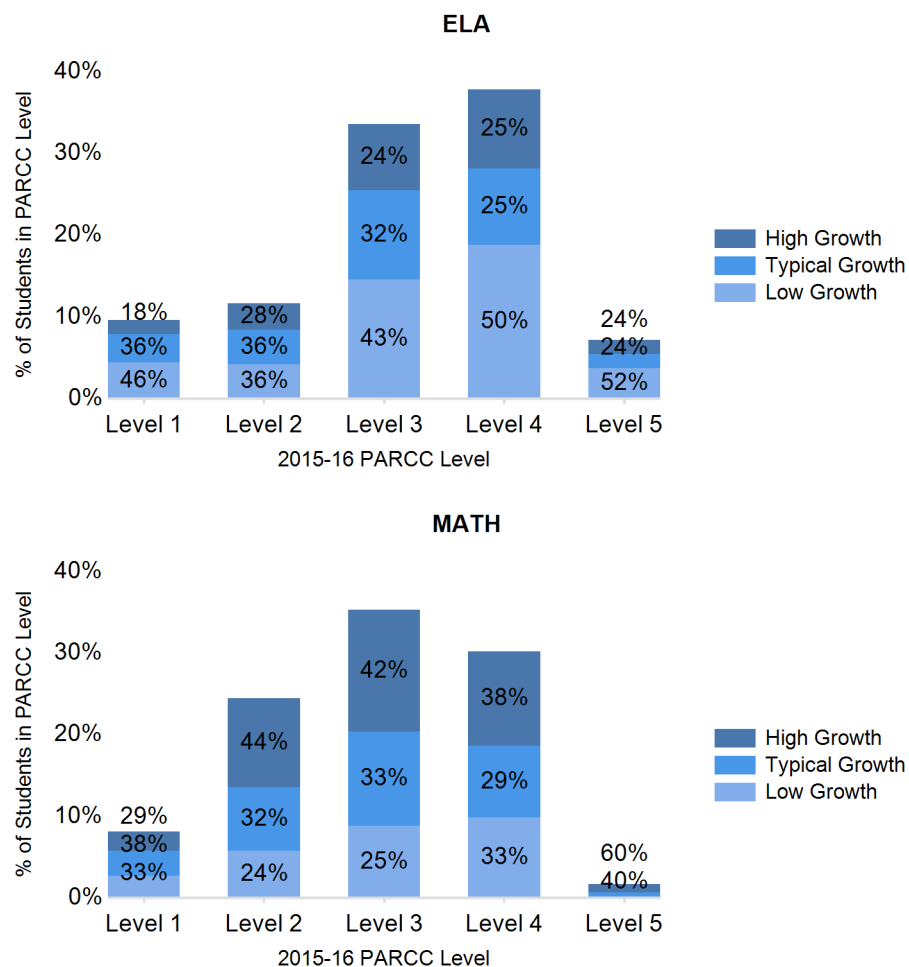
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

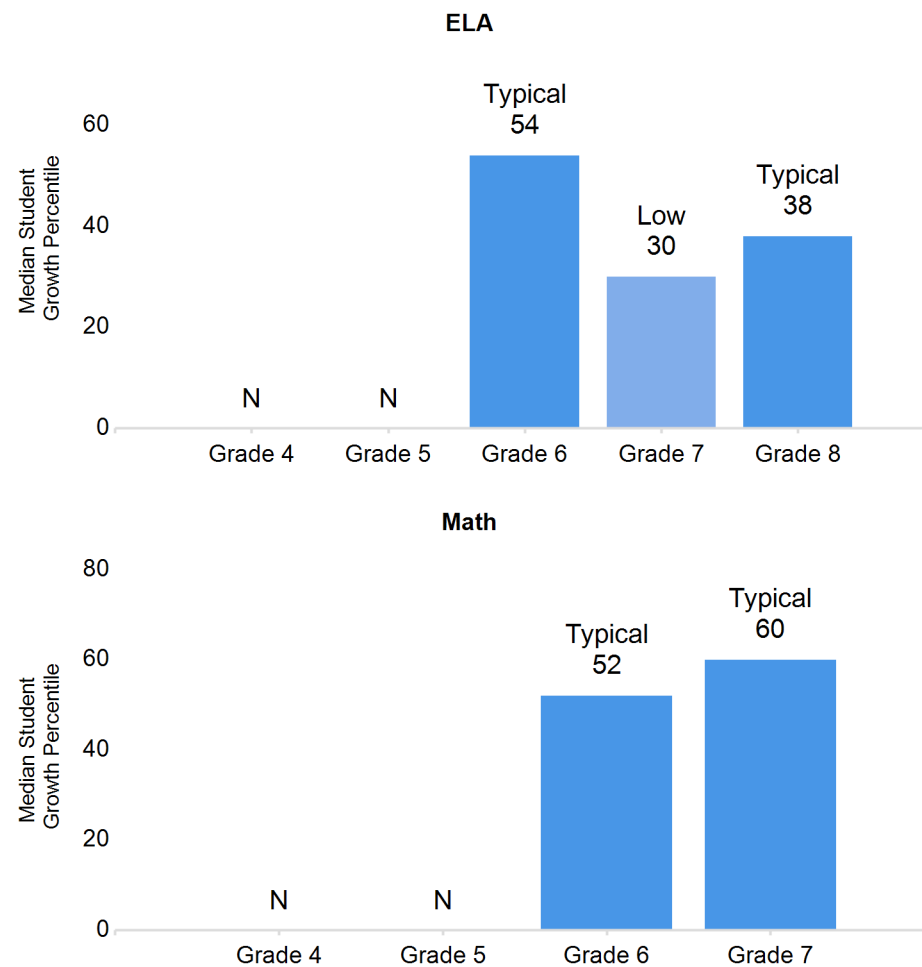
Student Growth by Performance Level

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.





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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
6	0	0	152
7	0	0	163
8	23	0	92
Schoolwide	23	0	407

### 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
6	0	108	0	0	0	28	0
7	0	136	0	0	0	103	0
8	0	115	0	0	0	41	0
Schoolwide	0	359	0	0	0	172	0
Enrolled in Level 3 or Higher	0	115	0	0	0	40	0



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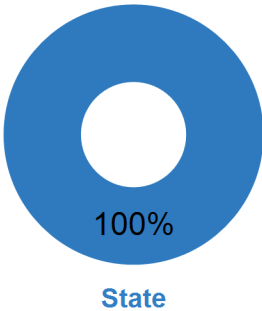
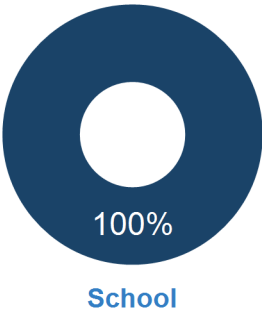
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Visual and Performing Arts – Course Participation

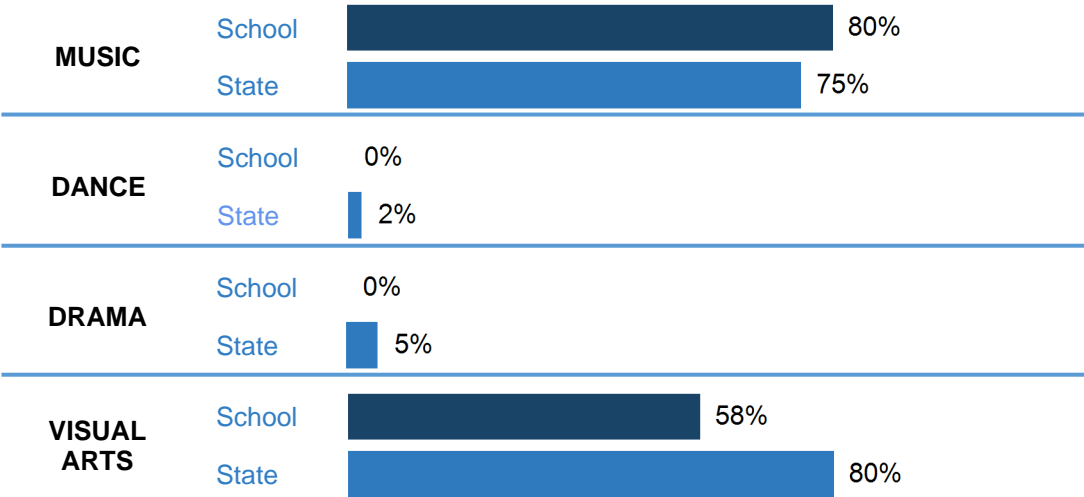
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

Grades 6-8:

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



Students enrolled in one or more classes by discipline:





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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

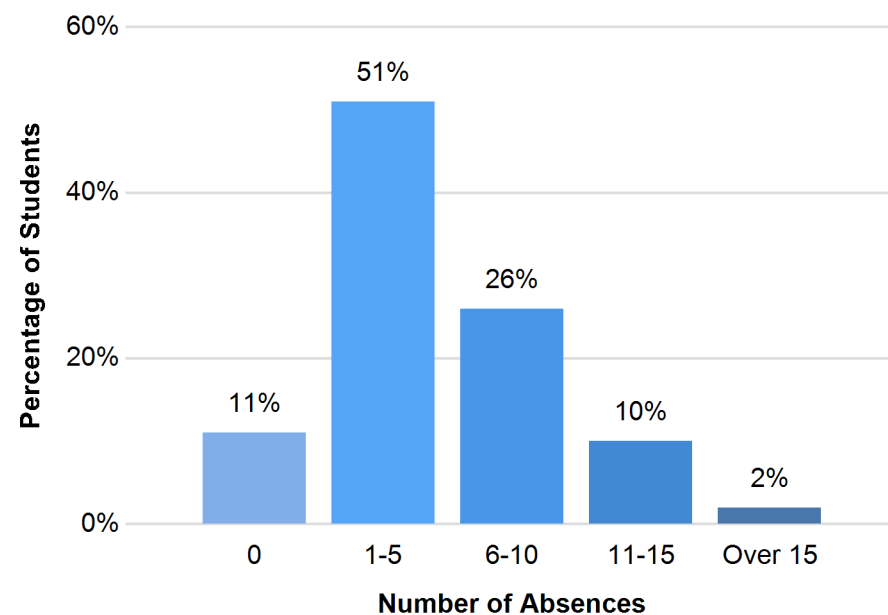
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	1.10	8.70	Met Target
White	1.10	8.70	Met Target
Hispanic	1.00	8.70	Met Target
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	2.90	8.70	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	1.10	8.70	Met Target
Students with Disabilities	2.00	8.70	Met Target
English Learners	0	8.70	Met Target

\*\* 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.



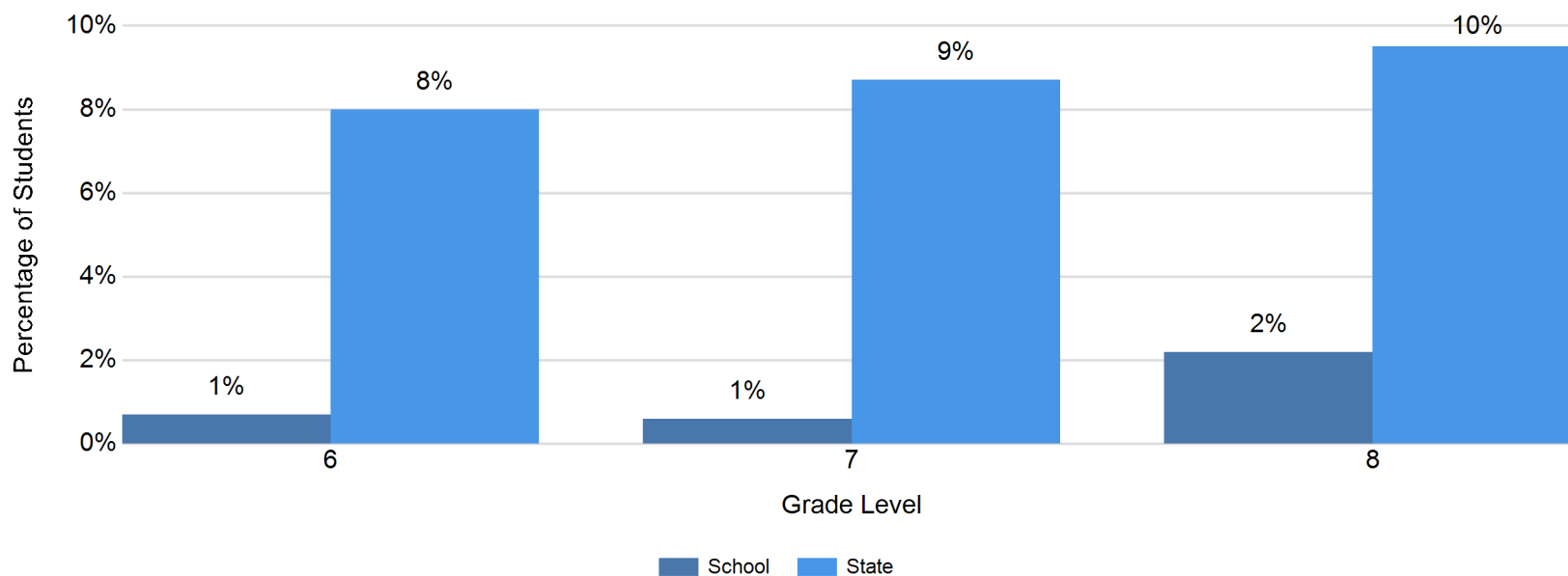


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### Chronic Absenteeism by Grade

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.





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## School Day

This table shows the start and end times and length of school day for a typical student at this school. **Instructional time** is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher.

Category	School
Typical Start Time	8:20AM
Typical End Time	3:05PM
Length of School Day	6 Hrs 45 Mins
Full Time - Instructional Time	6 Hrs. 11 Mins.
Shared Time - Instructional Time	*

## 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	3.8%
Any Suspension	3.8%

## 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)	6
Total Unique Incidents	6
Incidents Per 100 Students Enrolled	1.34

## 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



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### 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	167.6 kbps	100 kbps	Yes	N	Fiber	N

### 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)	\$967	\$16,149	\$17,116





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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	40	120,724
Average years experience in public schools	14.6	11.8
Average years experience in district	13.3	10.5
Teachers in district for 4 or more years	90%	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	20	9,506
Average years experience in public schools	24.0	15.9
Average years experience in district	13.1	11.6
Administrators in district for 4 or more years	75%	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	11:1	14:1
Administrators	224:1	119:1
Librarian/Media Specialists		N
Nurses		597:1
Counselors		796:1
Child Study Team		184:1



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### Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by the teachers and administrators 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	91%	89%
2015-16 Administrators: Same district 2016-17	95%	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%



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### 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	22.1	17.5%
Mathematics Proficiency	15.6	17.5%
English Language Arts Growth	11.5	25.0%
Mathematics Growth	65.1	25.0%
Chronic Absenteeism	98.5	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		40.5
<b>Summative Rating:</b> Percentile rank of Summative Score		34.5
<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.



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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	40.5	11.9	No	Met Target†	Met Target	Met Target	Not Met	Met Target	No
White	36.8	11.9	No	Met Target	Met Target†	Met Target	Not Met	Met Target	No
Hispanic	48.1	11.9	No	Met Target†	Met Target	Met Target	Not Met	Met Target	No
Black or African American	**	**	No	**	**	**	**	**	No
Asian, Native Hawaiian, or Pacific Islander	19.4	11.9	No	Not Met	Met Target†	Met Target	Met Target	Met Target	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	54.5	11.9	No	Met Target†	Met Target	Met Target	Not Met	Met Target	No
Students with Disabilities	47.9	11.9	No	Met Target†	Met Target	Met Target	Not Met	Met Target	No
English Learners	60.0	11.9	No	Met Target	Met Target	Met Target	Met Target	Exceeds Target	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.



**Washington Middle School**  
**2016-2017**  
**Grade Span 06-08**




17-2060-070  
 HUDSON  
 HARRISON TOWN  
 ONE NORTH FIFTH STREET  
 HARRISON, NJ 07029-2515

### School General Info

<b>Principal:</b>	Mr. Landy	<b>Email Address:</b>	<a href="mailto:michael.landy@staff.harrisonschools.org">michael.landy@staff.harrisonschools.org</a>
<b>Address:</b>	ONE NORTH FIFTH STREET HARRISON, NJ 07029-2515	<b>Website:</b>	<a href="http://www.harrisonschools.org">www.harrisonschools.org</a>
<b>Phone:</b>	(973)483-2285	<b>Twitter:</b>	<a href="https://twitter.com/@WMS_patriots">https://twitter.com/@WMS_patriots</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>• Curriculum includes advanced Math/L.Arts, STEM, Next Gen Science, and Elective Choices.</li> <li>• Extensive after school Clubs, Sports, Activities, and Academic Support</li> <li>• Technology integrated into all classes with near 1:1 chrome book access.</li> </ul>
 <b>Mission, Vision, Theme:</b>	<p>Washington School is a community of learners promoting a caring and supportive environment that meets the academic, emotional, and social needs of our students, develops creative minds, compassion for others and the courage to support beliefs.</p>
 <b>Awards, Recognition, Accomplishments:</b>	<p>2016 911 Tribute Center Award Winner, County Spelling Bee Finalists 2014 and 2016, N.J. State GeoBee Finalists 2014 and 2015, Recipient of Facing History and Ourselves Grant, CanStruction Participant 2014 and 2015, Multiple Youth Art Month Student Winners, Pinwheels for Peace Participating school, Music at the Park Band and Chorus winners 2015 and 2017, Bergen County Basketball Boys Basketball Champions 2013, Shoes for a Cause participating school, Pink Ribbon campaign participants.</p>







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 <b>Courses, Curriculum, Instruction:</b>	<p>Courses are aligned to NJSLS and they include Advanced Math, Advanced L.Arts, S.T.E.M., Algebra, Next Gen Science Standards Online Curriculum, Band, Chorus, Art, Social Studies, French, World Cultures, PE, Health, Swimming, merit based electives include Art in Math, Geometry, Social Issues in Literature, Consumer Math, Diversity in Literature, Sports in Literature, and Personal Finance.</p>
 <b>Sports and Athletics:</b>	<p>Sports Offered: Baseball (Boys), Basketball (Boys &amp; Girls), Soccer (Boys &amp; Girls), Softball (Girls), Swimming (Boys &amp; Girls), Volleyball (Boys &amp; Girls)</p> <p>Washington Middle School sports are extensive and mirror most high school offerings. Our student athletes are provided an opportunity to experience a variety of sports, are introduced to the basics, learn the value of commitment and teamwork, while competing in league play.</p>
 <b>Clubs and Activities:</b>	<p>Washington Middle School offers two academic and homework assistance programs, Family Friendly and CHIP. These programs run Monday to Thursday from 3pm to 5pm for the duration of the year. Other clubs include Environmental Club, Drama, Chorus, Band, Chess, Explorer's Club, Sportsblog, Student Council, Newspaper, Cooking Club, Young Entrepreneur Club, Art, Gifted and Talented, and Dance.</p>
 <b>Before and After School Programs:</b>	<p>Family Friendly offers academic support and homework assistance to all students. This program runs Monday to Thursday for the duration of the school year from pm to 5pm and targets academically struggling students. The Counseling Homework Intervention Program or C.H.I.P. after school program provides academic support for special needs students by accredited staff. Both programs include a physical fitness component to keep students active and healthy and balanced.</p>







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 <div>Staff and Professional Learning:</div>	Led by the school Leadership team the staff has received training in Achieve3K, Read 180, HIB, Google, Health and Safety, Data Analysis, and PARCC interventions. Teachers collaborate during regularly scheduled PLC's and are stakeholders in the educational process. Professional development topics include Team Building/Collaboration, 3 part learning Objective Writing, and the Fundamental Five, Reflective Learning, philosophy.
 <div>Student Supports and Services:</div>	Fully staffed Guidance and Social Services Department, Our building houses the district Child Study Team, ESL program for English Language Learners, At Risk After School program, and our school works in conjunction with the Harrison Education Foundation to service all non instructional needs our students may have.
 <div>Student Health and Wellness:</div>	Washington Middle School offers a free breakfast for all program during first period of every day, recipient of the Garden Fresh Grant which provide fresh produce daily to all students, 84 minute Physical Education classes, school participation in the NJ Torch Run for Special Olympics.
 <div>Parent and Community Involvement:</div>	Washington Middle School PTO supports our students by raising funds to support a myriad of activities such as class trips and speakers. Our school partners with our local ELKs to send students to positive role model workshops. Our school dance team visits our local senior citizen center to perform for the holidays. We work in conjunction with our local day care centers for a butterfly release event and holiday shows. Our band and chorus perform at various town parade and special events.





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<div>Climate Surveys:</div>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers</p> <p>NJ School Climate Survey participant, Frequent student and parent surveys completed via district wide google docs program include test preferences, school climate, bullying and harassment surveys, as well as school wide polls and questionnaires. Parents and students have online grade access through Powerschool program.</p>
<div>Facilities:</div>	<p>Our fantastic building is the former district high school. Our building includes a 650 seat auditorium with a full stage, a five lane swimming pool, full size gymnasium with locker rooms and weight room/fitness center, three complete computer labs, 350 chromebooks and desktop computers, Art Room with ceramic kiln, STEM laboratory, full service kitchen and 150 seat cafeteria, enclosed courtyard with outside seating and butterfly garden.</p>






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<div>Other Information:</div>	<p>Washington Middle School is a special place that strives to create a home away from home environment for all of its students. Our staff is made up of caring professionals who prioritize student needs above all. Our school operates on a hybrid 8 period daily schedule. Each period is 45 minutes long. Math and Language Arts are double periods daily for the first semester. During semester two these classes become single periods and students are placed in smaller intervention classes that focus on individualized student deficiencies. Students who demonstrate mastery of these concepts are eligible for creative and challenging math and language arts based electives. Technology use is interwoven throughout the student's day. Chromebook and desk top access is available for all academic subjects and we are currently housing over 350 combined devices for our student population of 450. Our school is a hive of activity before and after the bells with teacher help periods, instrumental lessons, drama, art, clubs, and sports.</p>
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