NJ SCHOOL PERFORMANCE REPORT

HAMMARSKJOLD MIDDLE SCHOOL
(23-1170-056)
Grades Offered: 06-07
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
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† This indicates a table specific note,see note below table

How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

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School Contact Info

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

Type	Contact Information
County	MIDDLESEX
District	EAST BRUNSWICK TWP
Principal Name	DR. GASKELL
Address	200 RUES LANE E BRUNSWICK, NJ 08816
Phone Number	(732)613-6892
Email Address	MGASKELL@EBNET.ORG
Website	https://www.ebnet.org/hms
Twitter	https://twitter.com/GaskellMgaskell

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Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years.

Grade	2015-16	2016-17	2017-18
6	627	580	618
7	664	642	594
Total	1,291	1,222	1,212

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years. Data for some student groups was not available before 2016-17.

Student Group	2015-16	2016-17	2017-18
Female	50.1%	51.0%	50.4%
Male	49.9%	49.0%	49.6%
Economically Disadvantaged Students	14.1%	15.1%	16.8%
Students with Disabilities	14.8%	14.0%	15.6%
English Learners	2.7%	2.9%	2.1%
Homeless Students		0.3%	0.5%
Students in Foster Care		0.3%	0.1%
Military-Connected Students		0.0%	0.0%
Migrant Students		0.0%	0.0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group for the past three school years.

Racial and Ethnic Group	2015-16	2016-17	2017-18
White	50.5%	52.5%	52.4%
Hispanic	5.9%	6.1%	6.8%
Black or African American	5.2%	5.9%	5.0%
Asian	37.6%	34.4%	33.8%
Native Hawaiian or Pacific Islander	0.2%	0.2%	0.3%
American Indian or Alaska Native	0.0%	0.2%	0.2%
Two or More Races	0.7%	0.7%	1.4%

Enrollment by Home Language

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

Home Language	% of Students
English	62.5%
Arabic	7.9%
Chinese	7.8%
Spanish	3.9%
Hindi	2.4%
Other Languages	15.5%

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Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short video about Student Growth Percentiles that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

Student Growth

This table shows the median Student Growth Percentile (mSGP) for both English Language Arts/Literacy (ELA) and Mathematics both overall and for each student group with comparisons to the district and the state. This table also shows whether each mSGP Met Standard (40-59.5) as required by ESSA accountability.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	55	53	50	Met Standard	50	51	50	Met Standard
White	51	48	50	Met Standard	46	46	51	Met Standard
Hispanic	55.5	54	49	Met Standard	47	50	48	Met Standard
Black or African American	45.5	44.5	44	Met Standard	42.5	45	44	Met Standard
Asian, Native Hawaiian, or Pacific Islander	65	61	61	Exceeds Standard	63	60	61	Exceeds Standard
American Indian or Alaska Native	*	*	52	**	*	*	53	**
Two or More Races	53	50	49	**	27	36	51	**
Economically Disadvantaged	49	48	48	Met Standard	48	48	47	Met Standard
Students with Disabilities	44	42	41	Met Standard	47	46	43	Met Standard
English Learners	57	61	54	Met Standard	57	56	51	Met Standard

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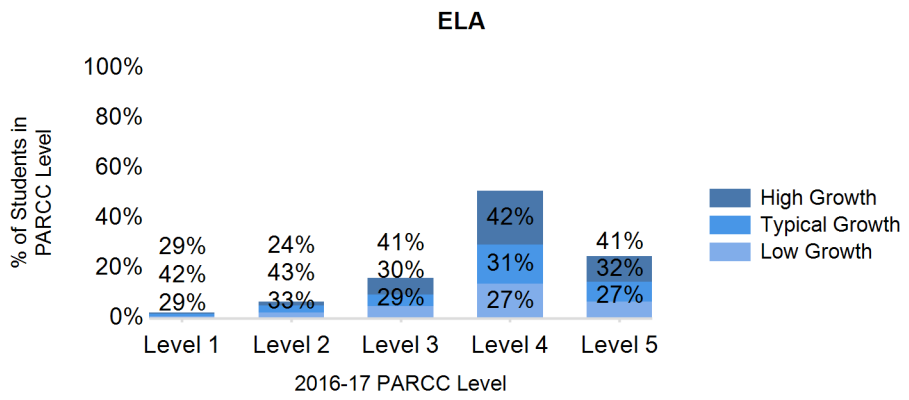
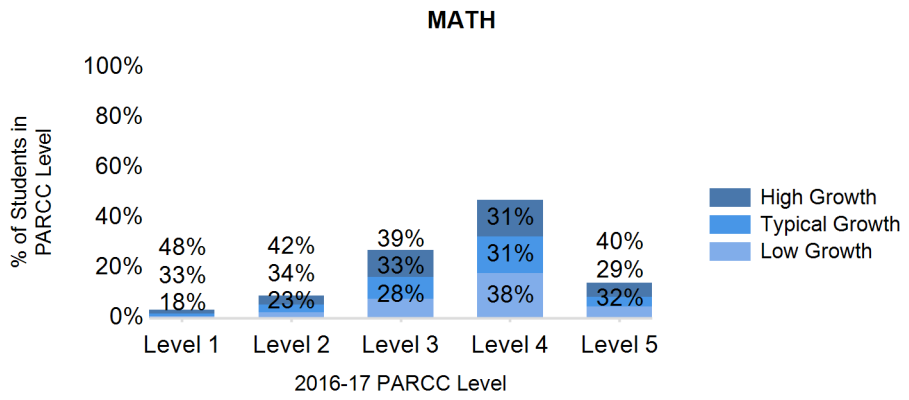
Student Growth by Performance Level

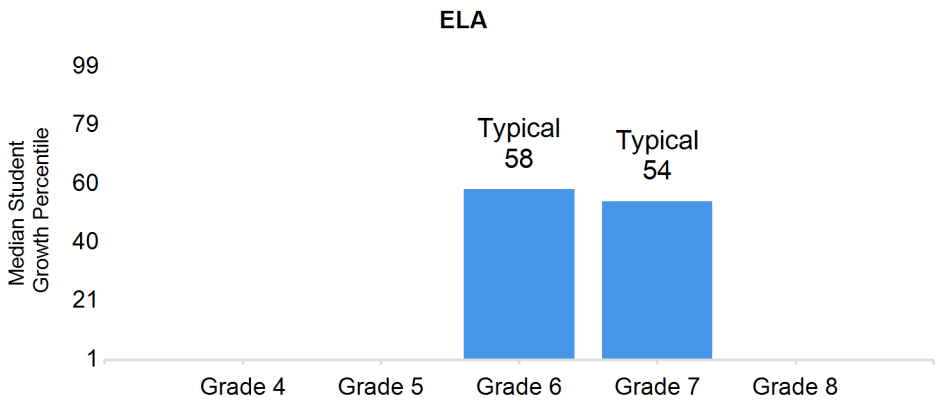
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

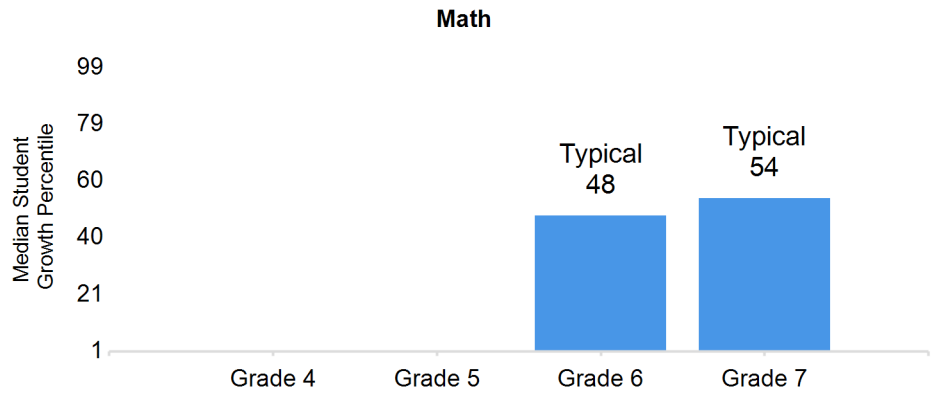




Student Growth by Grade

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





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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	1149	97.4	78.5	75.6	56.7	78.5	75.6	Met Target
White	598	96.0	74.1	71.5	65.6	74.1	71.6	Met Target
Hispanic	74	96.2	66.2	59.0	42.5	66.2	60.2	Met Target
Black or African American	56	98.3	58.9	52.7	37.3	58.9	50.7	Met Target
Asian, Native Hawaiian, or Pacific Islander	400	99.5	91.1	88.7	82.3	91.1	80	Met Goal
American Indian or Alaska Native	*	*	*	*	52.7	*	**	**
Two or More Races	*	*	*	*	63.4	*	**	**
Female	570	97.2	86.1	82.5	64.5	86.1		
Male	579	97.7	71.0	69.3	49.4	71.0		
Economically Disadvantaged Students	182	96.9	55.5	51.5	38.5	55.5	53.1	Met Target
Non-Economically Disadvantaged Students	967	97.5	82.8	80.2	67.5	82.8		
Students with Disabilities	174	94.6	33.3	34.4	21.6	33.2	30.4	Met Target
Students without Disabilities	975	97.9	86.6	82.8	63.9	86.6		
English Learners	64	100.0	48.5	47.5	27.3	48.5	43.4	Met Target
Non-English Learners	1085	97.3	80.3	77.4	59.4	80.3		
Homeless Students	*	*	*	59.1	27.7	*		
Students In Foster Care	*	*	*	*	26.3	*		
Military-Connected Students	N	N	N	N	57.4	N		
Migrant Students	N	N	N	N	30.1	N		

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 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 both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	591	773	773	754	3%	7%	14%	44%	32%	77%	56%
White	298	763	763	761	*	*	16%	52%	19%	71%	66%
Hispanic	44	751	751	742	*	*	23%	*	*	55%	42%
Black or African American	25	755	755	737	*	*	*	*	*	56%	35%
Asian, Native Hawaiian, or Pacific Islander	208	794	794	779	*	*	5%	33%	60%	92%	83%
American Indian or Alaska Native	*	*	*	751	*	*	*	*	*	*	49%
Two or More Races	*	*	*	761	*	*	*	*	*	*	64%
Female	305	780	780	761	*	*	10%	45%	40%	84%	64%
Male	286	765	765	748	*	*	17%	44%	25%	69%	48%
Economically Disadvantaged Students	98	749	749	739	*	*	23%	*	*	49%	37%
Non-Economically Disadvantaged Students	493	777	777	764	*	*	12%	*	*	82%	68%
Students with Disabilities	85	731	731	723	*	*	24%	*	*	31%	18%
Students without Disabilities	506	779	779	760	*	*	12%	*	*	84%	63%
English Learners	*	*	*	712	*	*	*	*	*	*	*
Non-English Learners	*	*	*	755	*	*	*	*	*	*	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	26%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	732	N	N	N	N	N	N	36%

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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 both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	559	782	782	760	4%	4%	11%	30%	51%	81%	63%
White	299	776	776	768	4%	5%	13%	33%	45%	78%	72%
Hispanic	33	764	764	746	*	*	*	48%	30%	79%	49%
Black or African American	31	761	761	740	*	*	*	*	*	61%	42%
Asian, Native Hawaiian, or Pacific Islander	192	799	799	790	*	*	6%	23%	69%	92%	87%
American Indian or Alaska Native	*	*	*	756	*	*	*	*	*	*	57%
Two or More Races	*	*	*	767	*	*	*	*	*	*	68%
Female	273	792	792	769	*	*	7%	26%	62%	88%	72%
Male	286	774	774	752	*	*	15%	34%	41%	75%	54%
Economically Disadvantaged Students	89	759	759	742	*	*	20%	30%	30%	61%	44%
Non-Economically Disadvantaged Students	470	787	787	771	*	*	9%	30%	55%	85%	73%
Students with Disabilities	75	738	738	721	*	*	31%	24%	13%	37%	22%
Students without Disabilities	484	789	789	768	*	*	8%	31%	57%	88%	71%
English Learners	*	*	*	705	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	762	*	*	*	*	*	*	64%
Homeless Students	*	*	*	729	*	*	*	*	*	*	32%
Students in Foster Care	*	*	*	725	*	*	*	*	*	*	25%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	64%
Migrant Students	N	N	N	716	N	N	N	N	N	N	21%

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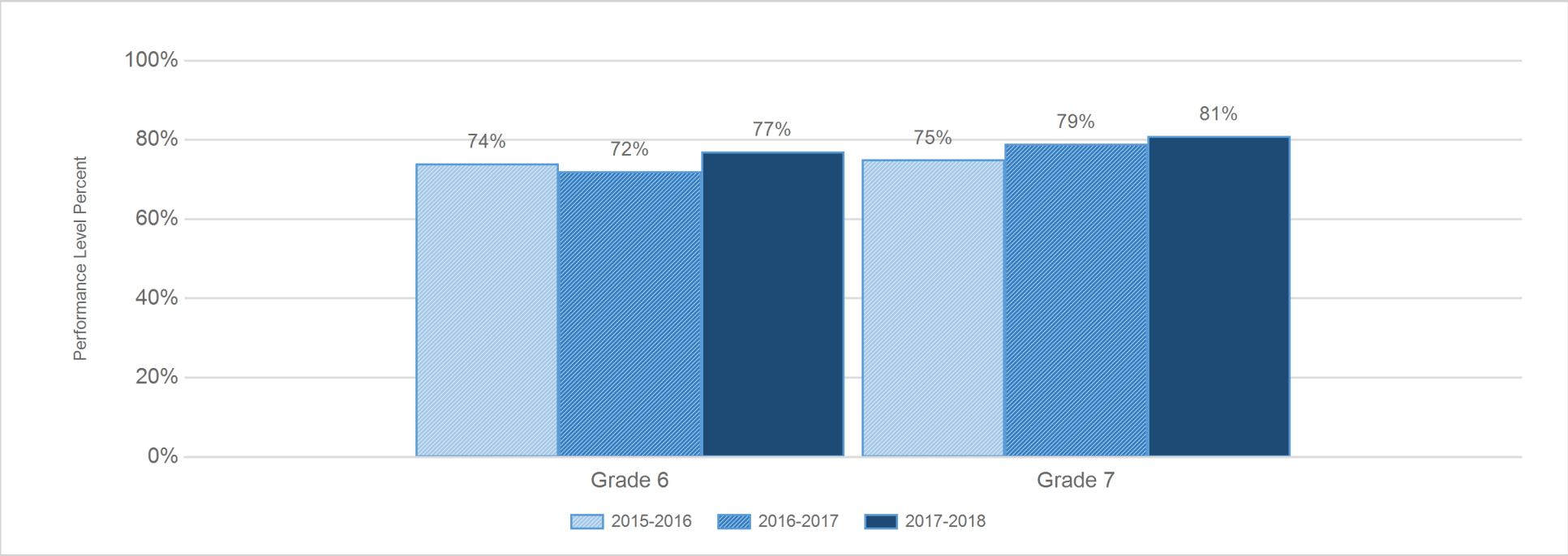
English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment for the past three years.



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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	1153	97.3	63.1	64.3	45.0	63.1	70.2	Not Met
White	600	96.0	53.4	57.1	54.1	53.4	64	Not Met
Hispanic	74	95.1	37.9	39.5	29.2	37.9	54.1	Not Met
Black or African American	56	98.3	30.4	33.2	23.4	30.4	40.1	Met Target†
Asian, Native Hawaiian, or Pacific Islander	402	99.5	87.6	85.1	77.0	87.6	80	Met Goal
American Indian or Alaska Native	*	*	*	*	42.5	*	**	**
Two or More Races	*	*	*	*	53.0	*	**	**
Female	573	97.0	65.1	66.0	46.0	65.1		
Male	580	97.7	61.2	62.9	43.9	61.2		
Economically Disadvantaged Students	182	96.4	33.5	39.2	26.6	33.5	50.2	Not Met
Non-Economically Disadvantaged Students	971	97.5	68.7	69.3	55.9	68.7		
Students with Disabilities	174	94.6	19.0	*	17.1	18.9	26.4	Not Met
Students without Disabilities	979	97.8	71.0	*	50.5	71.0		
English Learners	68	100.0	45.6	52.1	24.6	45.6	53	Met Target†
Non-English Learners	1085	97.2	64.3	65.2	46.9	64.3		
Homeless Students	*	*	*	36.3	17.3	*		
Students In Foster Care	*	*	*	*	16.2	*		
Military-Connected Students	N	N	N	N	45.8	N		
Migrant Students	N	N	N	N	23.7	N		

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Mathematics Assessment - Performance by Grade: Grade 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 grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

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	594	759	759	744	2%	12%	26%	41%	19%	60%	44%
White	299	749	749	751	*	16%	34%	*	*	48%	54%
Hispanic	44	735	735	731	*	*	36%	32%	0%	32%	27%
Black or African American	25	737	737	726	*	*	*	*	*	32%	21%
Asian, Native Hawaiian, or Pacific Islander	210	781	781	771	*	*	10%	43%	44%	87%	78%
American Indian or Alaska Native	*	*	*	744	*	*	*	*	*	*	48%
Two or More Races	*	*	*	749	*	*	*	*	*	*	52%
Female	307	761	761	745	*	*	23%	45%	20%	64%	45%
Male	287	756	756	742	*	*	28%	37%	19%	56%	42%
Economically Disadvantaged Students	99	735	735	729	*	*	38%	*	*	29%	24%
Non-Economically Disadvantaged Students	495	763	763	753	*	*	23%	*	*	66%	56%
Students with Disabilities	85	728	728	717	*	*	35%	*	*	16%	13%
Students without Disabilities	509	764	764	748	*	*	24%	*	*	67%	49%
English Learners	12	722	722	713	*	*	*	*	*	33%	11%
Non-English Learners	582	760	760	745	*	*	*	*	*	61%	45%
Homeless Students	*	*	*	718	*	*	*	*	*	*	13%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	745	N	N	N	N	N	N	45%
Migrant Students	N	N	N	717	N	N	N	N	N	N	18%

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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 grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

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	462	753	753	743	*	12%	26%	*	*	60%	43%
White	269	750	750	750	*	12%	30%	*	*	55%	54%
Hispanic	33	746	746	732	*	*	39%	*	*	42%	27%
Black or African American	31	736	736	727	*	*	39%	*	*	29%	21%
Asian, Native Hawaiian, or Pacific Islander	126	765	765	767	0%	*	*	68%	15%	83%	75%
American Indian or Alaska Native	*	*	*	742	*	*	*	*	*	*	39%
Two or More Races	*	*	*	748	*	*	*	*	*	*	51%
Female	226	752	752	745	*	10%	27%	*	*	59%	45%
Male	236	753	753	741	*	13%	25%	*	*	61%	42%
Economically Disadvantaged Students	84	740	740	730	*	21%	39%	*	*	35%	24%
Non-Economically Disadvantaged Students	378	755	755	751	*	10%	23%	*	*	66%	55%
Students with Disabilities	73	729	729	717	*	*	38%	*	*	19%	12%
Students without Disabilities	389	757	757	748	*	*	24%	*	*	68%	50%
English Learners	11	723	723	716	*	*	*	*	*	27%	10%
Non-English Learners	451	753	753	744	*	*	*	*	*	61%	45%
Homeless Students	*	*	*	720	*	*	*	*	*	*	14%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	*
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	42%
Migrant Students	N	N	N	718	N	N	N	N	N	N	11%

NJ SCHOOL PERFORMANCE REPORT

HAMMARSKJOLD MIDDLE SCHOOL
(23-1170-056)
Grades Offered: 06-07
2017-2018

Report Key:
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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 both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	100	809	759	746	0%	0%	0%	44%	56%	100%	46%
White	*	*	754	755	*	*	*	*	*	*	57%
Hispanic	N	N	*	730	N	N	N	N	N	N	27%
Black or African American	N	N	*	727	N	N	N	N	N	N	23%
Asian, Native Hawaiian, or Pacific Islander	68	814	*	779	0%	0%	0%	35%	65%	100%	79%
American Indian or Alaska Native	N	N	*	746	N	N	N	N	N	N	49%
Two or More Races	*	*	*	755	*	*	*	*	*	*	54%
Female	49	801	*	748	0%	0%	0%	61%	39%	100%	48%
Male	51	816	*	745	0%	0%	0%	27%	73%	100%	44%
Economically Disadvantaged Students	*	*	742	729	*	*	*	*	*	*	25%
Non-Economically Disadvantaged Students	*	*	763	756	*	*	*	*	*	*	57%
Students with Disabilities	*	*	725	716	*	*	*	*	*	*	13%
Students without Disabilities	*	*	764	752	*	*	*	*	*	*	52%
English Learners	N	N	*	710	N	N	N	N	N	N	*
Non-English Learners	100	809	*	749	0%	0%	0%	44%	56%	100%	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	16%
Students in Foster Care	N	N	*	712	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	49%
Migrant Students	N	N	N	720	N	N	N	N	N	N	11%

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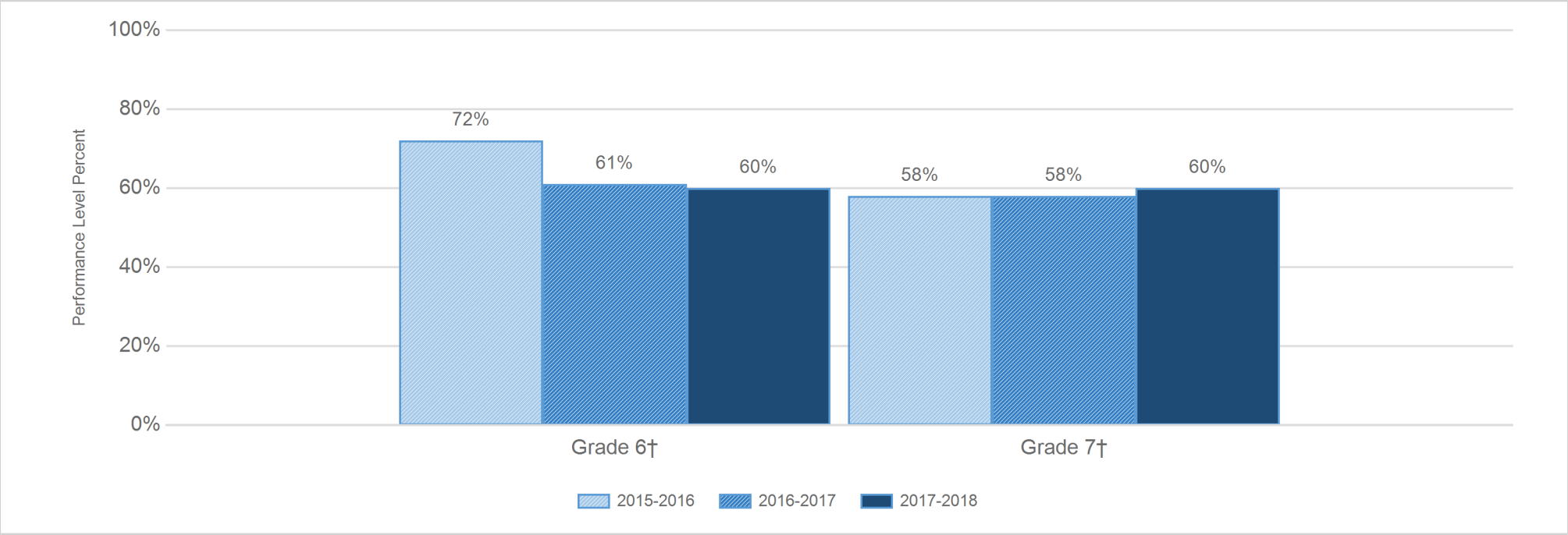
Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end of course exam on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment for the past three years.



† Grade level results do not include students who took the Algebra I, Geometry, or Algebra II end of course tests.

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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps Alternate Assessment, which tests academic progress in English Language Arts (ELA) and Mathematics for students with different types of significant cognitive disabilities.

Grade	ELA: # Students Tested	Math: # Students Tested
6	*	*
7	*	*

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Expected growth is based on the student's initial level of English Language Proficiency during the 2016-17 school year and the number of years the student has been enrolled in the district. This table also shows the school's 2017-18 ESSA accountability target and whether the target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2017-18 Target	Met Target?
Schoolwide/English Learners	46.7%	**	**

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

This table shows, by years in district, the number of English learner students taking the ACCESS for ELLs 2.0 Assessment for English language proficiency and the percentage of students tested that received an overall score of 4.5 or above. Students must receive a score of 4.5 or higher to be considered for proficient status.

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	18	83.3%	16.7%
3-4	*	*	*
5 or more	*	*	*

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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grade 5, grade 8, and grade 11 were administered the NJSLA-Science field test in 2017-18.

NJASK Science Assessment Information

New Jersey transitioned from the NJASK to NJSLA-S in 2017-18 to align to new science standards. Results of field tests in 2017-18 will not be reported, but results of NJSLA-S will be added to the performance reports in 2018-19.

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Information about New Jersey Student Learning Standards can be found on the NJDOE website.

Mathematics - Course Participation

This table shows the number of students who were enrolled in Mathematics courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas.

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	628
7	105	0	504
Total	105	0	1132

World Languages - Course Participation

This table shows the number of students who were enrolled in World Languages courses by grade and language. Students are counted more than once if they were enrolled in courses across multiple languages.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	324	110	69	0	68	0	0
7	342	114	58	0	39	0	0
Total	666	224	127	0	107	0	0

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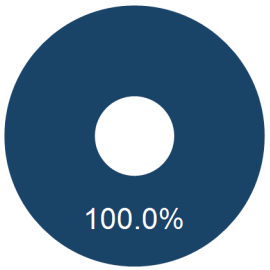
Visual and Performing Arts – Course Participation

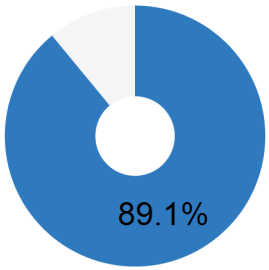
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the school year.

Grades 6-8:

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

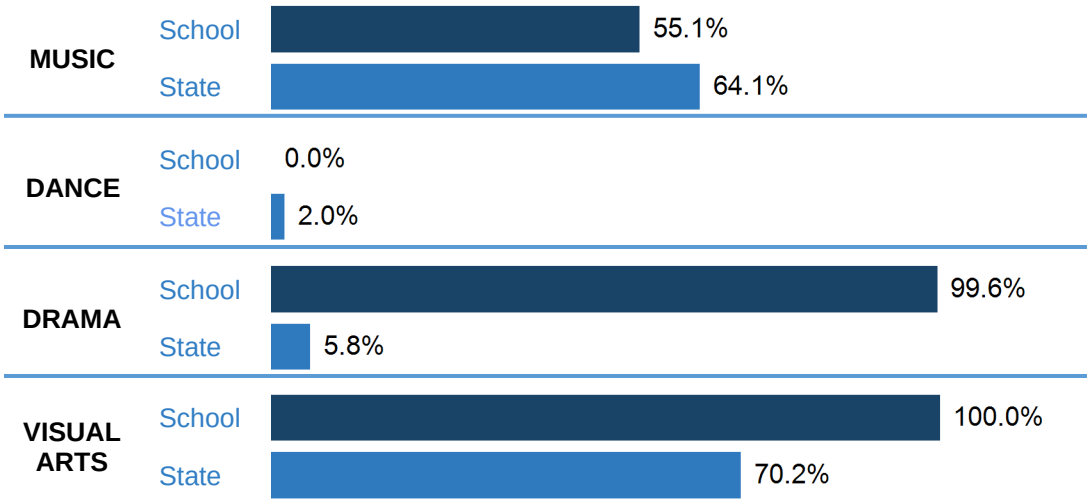


School



State

Students enrolled in one or more classes by discipline:



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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations.

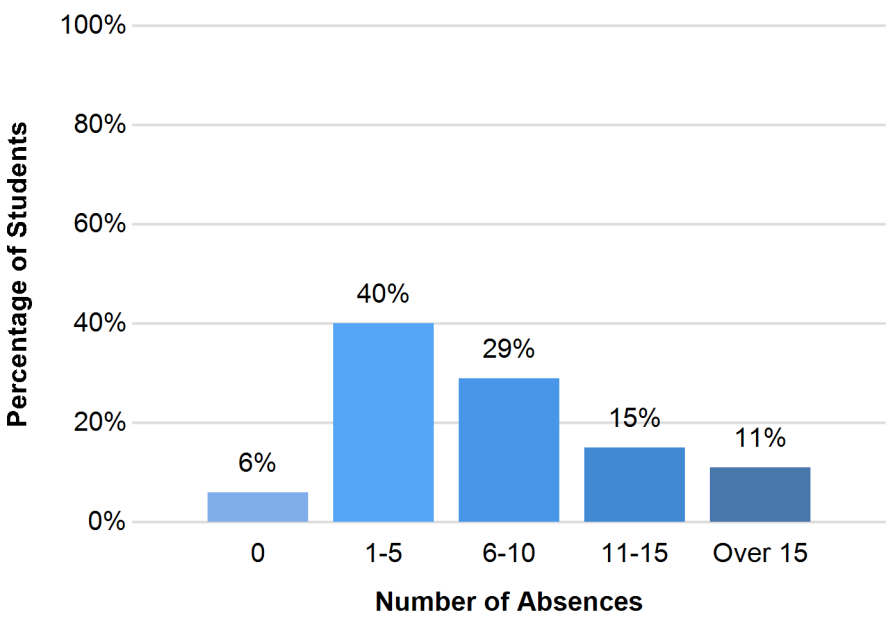
Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").

Student Group	Number of students chronically absent	Percent of students chronically absent	State Average	Met State Average
Schoolwide	103	8.5	9.1	Met
White	73	11.5	9.1	Not Met
Hispanic	9	11.0	9.1	Not Met
Black or African American	6	10.0	9.1	Not Met
Asian, Native Hawaiian, or Pacific Islander	15	3.6	9.1	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Economically Disadvantaged Students	24	11.8	9.1	Not Met
Students with Disabilities	20	10.5	9.1	Not Met
English Learners	3	12.0	9.1	Not Met

Days Absent

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



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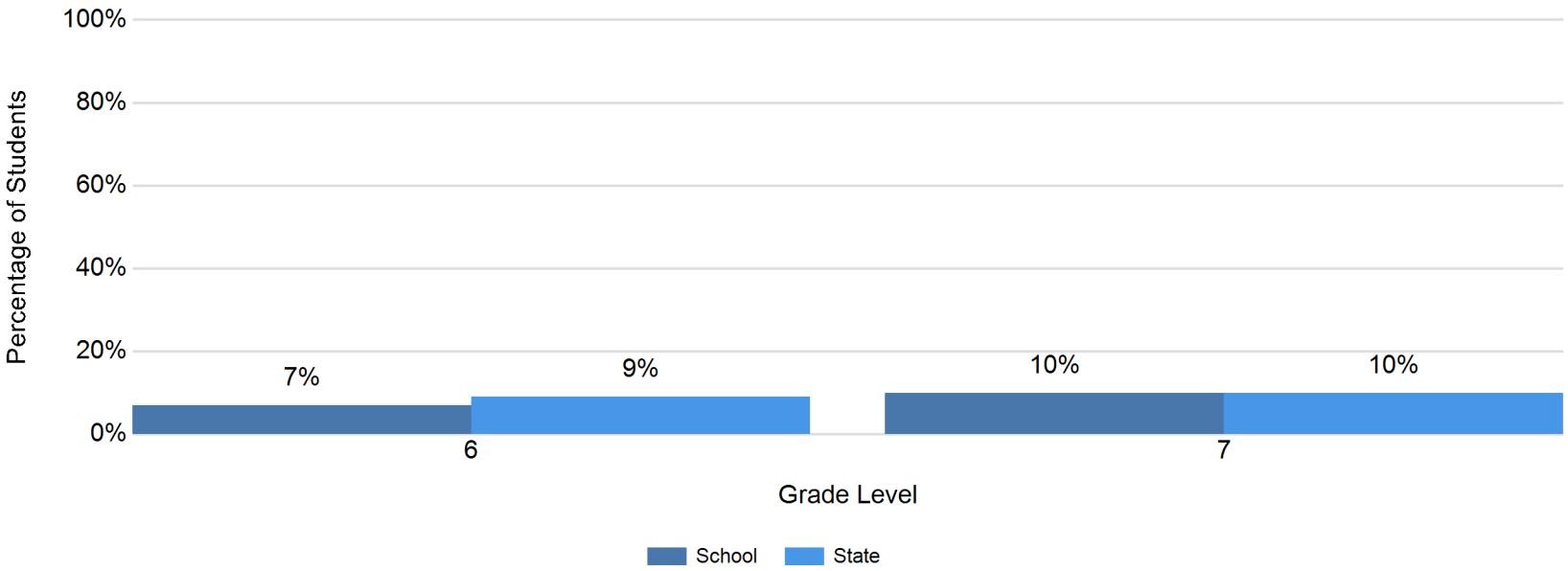
Chronic Absenteeism by Grade

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



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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	3
Weapons	1
Vandalism	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	26
Total Unique Incidents	31
Incidents Per 100 Students Enrolled	2.56

Police Notifications

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

Incident Type	Incidents Reported to Police
Violence	2
Weapons	1
Vandalism	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	8
Other Incidents Leading to Removal	0

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Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	3	5	8
Religion	0	3	3
Ancestry	1	6	7
Gender	1	7	8
Sexual Orientation	0	2	2
Disability	1	4	5
Other	4	7	11
No Identified Nature	14		14

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	29	2.4%
Out-of-School Suspensions	*	*
Any Suspension	31	2.6%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
10

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School Day

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

Category	School
Typical Start Time	8:00 AM
Typical End Time	2:50 PM
Length of School Day	6 Hrs 50 Mins
Full Time - Instructional Time	5 Hrs 56 Mins
Shared Time - Instructional Time	N

Device Ratios

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

School Year	Student to Device Ratio
2017-18	1.6:1

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2016-2017)	$370	$15,145	$15,515

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	116	117,464
Average years experience in public schools	12.1	12.0
Average years experience in district	11.1	10.7
Teachers in district for 4 or more years	75.0%	75.5%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	46	9,374
Average years experience in public schools	20.6	16.0
Average years experience in district	13.8	12.0
Administrators in district for 4 or more years	82.6%	76.2%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	10:1	12:1
Students to Administrators	303:1	176:1
Teachers to Administrators	29:1	15:1
Students to Librarians/Media Specialists		674:1
Students to Nurses		622:1
Students to Counselors		368:1
Students to Child Study Team		193:1

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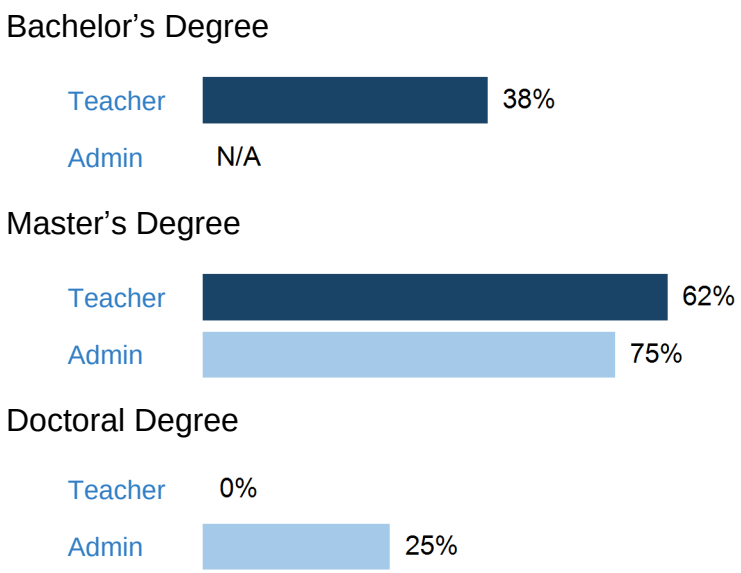
Teachers and Administrators - Level of Education

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



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

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

Job Type	District	State
2016-17 Teachers: Same district 2017-18	88.7%	90.2%
2016-17 Administrators: Same district 2017-18	91.5%	86.2%

Faculty Attendance

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

School Year	% Days Present
2017-18	97.5%

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Teachers and Administrators – Demographics

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

Category	Teachers	Administrators
Female	79.3%	50.0%
Male	20.7%	50.0%
White	94.0%	75.0%
Hispanic	3.4%	0.0%
Black or African American	0.0%	25.0%
Asian	2.6%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%

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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA). For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

Comprehensive Status

This table shows whether this school is identified as requiring Comprehensive Support and Improvement during the 2019-20 school year and whether it will be eligible to exit comprehensive status in January 2021 or January 2022. Schools must meet exit criteria in order to exit status. Schools with a summative score in the bottom 5% of Title I schools or with a four-year graduation rate of 67% or less are identified as requiring Comprehensive Support and Improvement.

Requires Comprehensive Support during the 2019-20 School Year	Eligible to exit status in January 2021	Eligible to exit status in January 2022
No	n/a	n/a

Targeted Status

This table shows whether one or more student groups in this school has been identified as requiring Targeted Support and Improvement during the 2019-20 school year and whether each student group will be eligible to exit targeted status in January 2021 or January 2022. Schools must meet exit criteria in order to exit status. Student groups with a summative score that would be in the bottom 5% of schools and student groups that miss annual targets for all indicators for two years in a row are identified as requiring Targeted Support and Improvement. Note: Schools identified as requiring comprehensive support may have student groups identified as needing targeted support below, but the date they are eligible to exit status is based on their comprehensive status.

Student Group	Requires Targeted Support during the 2019-20 School Year	Eligible to exit status in January 2021	Eligible to exit status in January 2022
Any Student Groups	No	n/a	n/a
White	No		
Hispanic	No		
Black or African American	No		
Asian, Native Hawaiian, or Pacific Islander	No		
American Indian or Alaska Native	No		
Two or More Races	No		
Economically Disadvantaged Students	No		
Students with Disabilities	No		
English Learners	No		

NJ SCHOOL PERFORMANCE REPORT

HAMMARSKJOLD MIDDLE SCHOOL
(23-1170-056)
Grades Offered: 06-07
2017-2018

Report Key:
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† This indicates a table specific note,see note below table

Accountability Indicator Scores and Summative Rating - 2017-18 School Year

New Jersey has developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement. This table shows the indicator scores for each indicator included in the accountability system and the weight that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative score in the bottom 5% of Title I schools or with a four-year graduation rate of 67% or less are identified as requiring Comprehensive Support and Improvement. For more information about New Jersey's accountability system and how these indicator scores were calculated, see these accountability resources.

Accountability Indicator	Score	Weight
English Language Arts Proficiency	82.70	17.5%
Mathematics Proficiency	65.76	17.5%
English Language Arts Growth	62.97	25.0%
Mathematics Growth	47.36	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	37.65	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	59.21	n/a
Summative Rating: Percentile Rank of Summative Score	64.51	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	No	n/a

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

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Accountability Summary by Student Group - 2017-18 School Year

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

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	No	Met Target	Not Met	Met Standard	Met Standard	**	Met	No
White	42.06	14.08	No	Met Target	Not Met	Met Standard	Met Standard	n/a	Not Met	No
Hispanic	61.13	14.08	No	Met Target	Not Met	Met Standard	Met Standard	n/a	Not Met	No
Black or African American	61.86	14.08	No	Met Target	Met Target†	Met Standard	Met Standard	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	62.37	14.08	No	Met Goal	Met Goal	Exceeds Standard	Exceeds Standard	n/a	Met	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	62.38	14.08	No	Met Target	Not Met	Met Standard	Met Standard	n/a	Not Met	No
Students with Disabilities	63.31	14.08	No	Met Target	Not Met	Met Standard	Met Standard	n/a	Not Met	No
English Learners	65.54	14.08	No	Met Target	Met Target†	Met Standard	Met Standard	Met Standard	Not Met	No

† Target was met within a confidence interval (Proficiency) or within one standard deviation (Progress to English Language Proficiency).

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School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact your school directly.

Highlights:	• HMS is proud of our diverse, high-achieving student body supported by rigorous course offerings and talented staff. • We provide extensive opportunities in the performing, visual, and technical arts. • HMS Paws for Success + Sources of Strength promote positive climate, healthy social growth, and responsible citizenship.
Mission, Vision, Theme:	Hammarskjold is a Grades 6 and 7 school with a Tradition of Excellence that is nationally recognized. HMS is committed to providing all students with an environment that enables them to grow intellectually, socially, physically, and emotionally. We encourage students to become risk-takers, using critical thinking skills and develop a "positive attitude" about themselves and learning. The focus of instruction is hands-on & student-centered.
Awards, Recognition, Accomplishments:	Hammarskjold has earned the distinction of being recognized as a Blue Ribbon School of Excellence. Each year many students receive recognition for their achievements.

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Courses, Curriculum, Instruction:	ILA, Math, Social Studies, Science, Electives, Music (Band, Orchestra, Chorus and Piano), Health, Physical Education, Computers, Food and Consumer Science, World Languages, Art and STEAM.
Clubs and Activities:	The following are offered at Hammarskjold Middle School: Academic Challengers, 6th Grade Band, 7th Grade Band, Buddy Sports, 6th and 7th Grade Caring Adults Reinforcing Education (CARE), Chorus, Drama, ESL Club, French Culture Club, Interact Club, Investor's Club, Intramural Fitness Activities, Jazz Ensemble, National Junior Art Honor Society, 6th Grade Orchestra, 7th Grade Orchestra, Science Olympiad, Student Council, Video Newsmakers and Yearbook.

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Before and After School Programs:	Fee-based Before and After School care programs are offered. The programs are managed by the Out of School Time Coordinator.
Staff and Professional Learning:	Staff Development opportunities are provided in a variety of manners throughout the school year via After-School Professional Development (PD) sessions, Professional Learning Communities, house meetings and building-based PD. The PD offerings are vast; aligned to both district, school and individual professional growth goals. Additionally, personalized learning is offered through content specific hybrid courses and over 100 summer staff development workshops offered in-house.

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Student Supports and Services:	The academic, social, and emotional well-being of our students and staff are supported by 6 School Counselors, 2 Student Assistance Specialists, and a Child Study Team. ELL classes support students learning English. Special Education courses are offered to support students with disabilities. Struggling students are identified early and supported by their teachers. Some students are referred for Intervention and Referral services or Response to Intervention programs that provide additional levels of support.
Student Health and Wellness:	Breakfast and Lunch Programs are provided daily. Physical Education classes are a requirement for all students providing regular physical activity and instruction in fitness and life sports. Health classes are also required providing instruction in physical and mental health, maintaining healthy lifestyles, and making healthy choices.
Parent and Community Involvement:	From robust websites to an active social media presence, the district is committed to effective communication with our community. Weekly communication about community events and our school-based Virtual Backpacks keep families informed. Our partnership with the EB Education Foundation enhances and enriches teaching and learning. PTAs host numerous events throughout the year to involve families in school life. Parent University sessions provide an opportunity to learn about current initiatives.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers School Climate is monitored every December and June through surveys to parents, students and staff. We use these surveys to address school goals and to target areas of concern, with programs and thematic messages.
Facilities:	Constructed in 2009, Hammarskjold Middle School is a 271,520 square-foot, fully air-conditioned facility on 21.11 acres. This facility is home to the Jo Ann Magistro Performing Arts Center, a centerpiece, revenue-generating venue for student, professional, and private performances. As with most District facilities, the school is highly used by the community, as well as, for various private events.